



Research Brief

Developmental English Academic Success



Department of Planning, Research, and Effectiveness
(<http://www.alamo.edu/spc>)

Achieving the Dream (AtD) Initiative

April 2012

"Achieving the Dream: Community Colleges Count" is a multi-year initiative funded by the Lumina Foundation for Education that addresses the challenge of providing low income students and students of color with opportunities for academic success. The AtD student outcome indicators are the following: (1) Successful completion of developmental (remedial) courses and progression to college-level courses; (2) Enrollment and successful completion of college-level "gatekeeper" courses; (3) Productive grades (C or higher) in all courses; (4) Semester to semester persistence; (5) Graduation; and (6) Transfer (a PAC-specific goal). All colleges of the Alamo Community College District participate in this initiative to cultivate and promote a culture of evidence, accountability, equity, and excellence in support of the student outcomes. Feedback? Questions? Contact Mecca Salahuddin, msalahuddin1@alamo.edu, (210) 486-2897.

What has been the impact of Developmental English Success initiatives for students based on their ethnicity?

Introduction

At SPC, the English department houses the Rose R. Thomas Writing Center. The Center has been serving the internal and external college community since 1999. Individuals utilizing the Center receive professional assistance on various writing tasks and projects. In 2006, as part of an Achieve the Dream initiative, developmental English, implemented a referral process to the Writing Center. Thus, students who needed extra assistance in their developmental coursework were referred to the Writing Center. However, results were not favorable and the process was not taken to scale.

Beginning in Fall 2009, in an effort to enhance developmental writing at St. Philip's College all developmental writing students were required to co-enroll in a one-hour English Lab. The new lab, which is housed in NTB 405, offers computerized instruction, guided by a staff of Instructional Skills Specialists. In addition to completing skills modules in Writing, the Developmental Lab staff conducts workshops that enhance student understanding of key writing concepts.

Methodology

Data were collected on students referred to developmental and College Level English for Fall 2010. Figure 1 shows of the 1,422 students, 38.8% of the students were referred to Level 1 (ENGL0300), and 38.6% were referred to Level 2 (ENGL0301) of developmental English. Figure 1 also shows 18.9% of the students were referred to College Level English.

Developmental and College Level English Referral Fall 2010

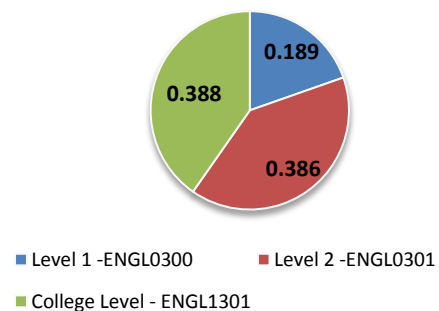


Figure 1: Percentage of Students Referred to Developmental and College Level English

Following are results based on course completion, successful completion, and enrollment and completion of college level courses, known as gatekeeper courses.

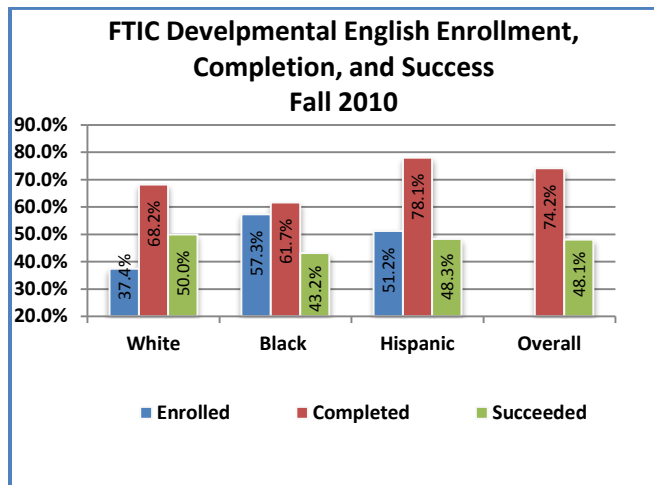
Results

1) Successful Course Completion

Successful course completion is defined as the percentage of students who complete the course with a grade of A, B, or C.

The data in Graph 1 shows enrolled, completion, and successful course completion among first time in college (FTIC) students for Fall 2010 by ethnicity. The data indicates a higher percentage of Black students (57.3%) enrolled in the referred English course compared to Whites (37.4%) and Hispanics (51.2%). However, the data shows higher completion rates among Whites (68.2%) and Hispanics (78.1%). As for successful completion, Whites had greater successful

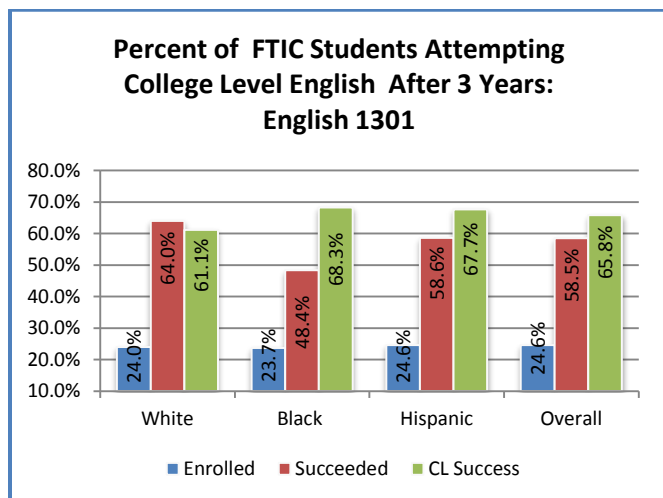
completion rates (50.0%) than Hispanics (48.3%) and Blacks (43.2%). Graph 1 also shows the overall completion (74.2%) and success (48.1%) rates for Developmental English students.



Graph 1: FTIC students' enrollment, completion, and success rates in Developmental English.

Graph 2 shows the percentage of students who within three years of enrolling and completing developmental English enrolled in college level English – ENG1301 for Fall 2010 by ethnicity.

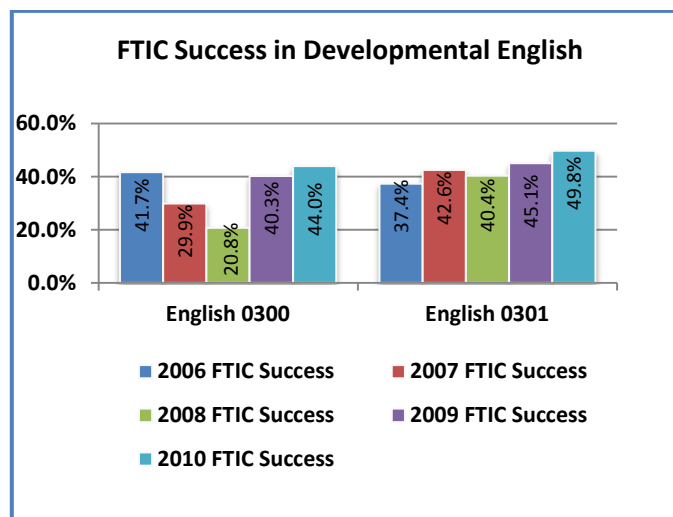
As shown, of the Fall 2010 enrolling in developmental English, 24.0% of White students progressed to college level English within three years compared to 23.7% for Blacks and 24.6% for Hispanics. For the student enrolling in College Level English, 64% of White students were successful; this is higher than those students referred to College Level English (61.1%). However, for Black students, 48.4% of the students were successful compared to 68.3% of those students referred to College Level. For Hispanics, the rates were 58.6% of referred developmental students compared to 67.7% of College Level students.



Graph 2: The percentage of students completing Developmental English who enrolled in College Level English

2) Five Year Successful Course Completion of Developmental English

Graph 3 indicates data for the last five years (2006-2010) of developmental education cohort of students. Results show a slight increase in success rates for students enrolling in English 0300 (41.7% in Fall 2006 to 44.0% in Fall 2010). However, there was a substantial increase for those students enrolled in 0301 (37.4% in Fall 2006 to 49.8% in Fall 2010).



Graph 3: Success Rates in Developmental English by initial placement level.

3) Update on Developmental English Initiatives

In addition to the tutoring English lab requirement, SPC English department has implemented additional initiatives to impact student success. These initiatives consisted of:

a) non-course-based remedial Prep for Accuplacer Student Success (PASS). **UPDATE:** The curriculum for the English PASS has been completed and will be offered to students beginning Summer 2012

b) paired courses, the department merged student-learning outcomes from the highest level of developmental reading (READ 0303) with college-level English 1301 or the highest level of developmental English (ENGL 0301) with the highest level of developmental reading (READ 0303).

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