

The Impact of Developmental English on Student Progression

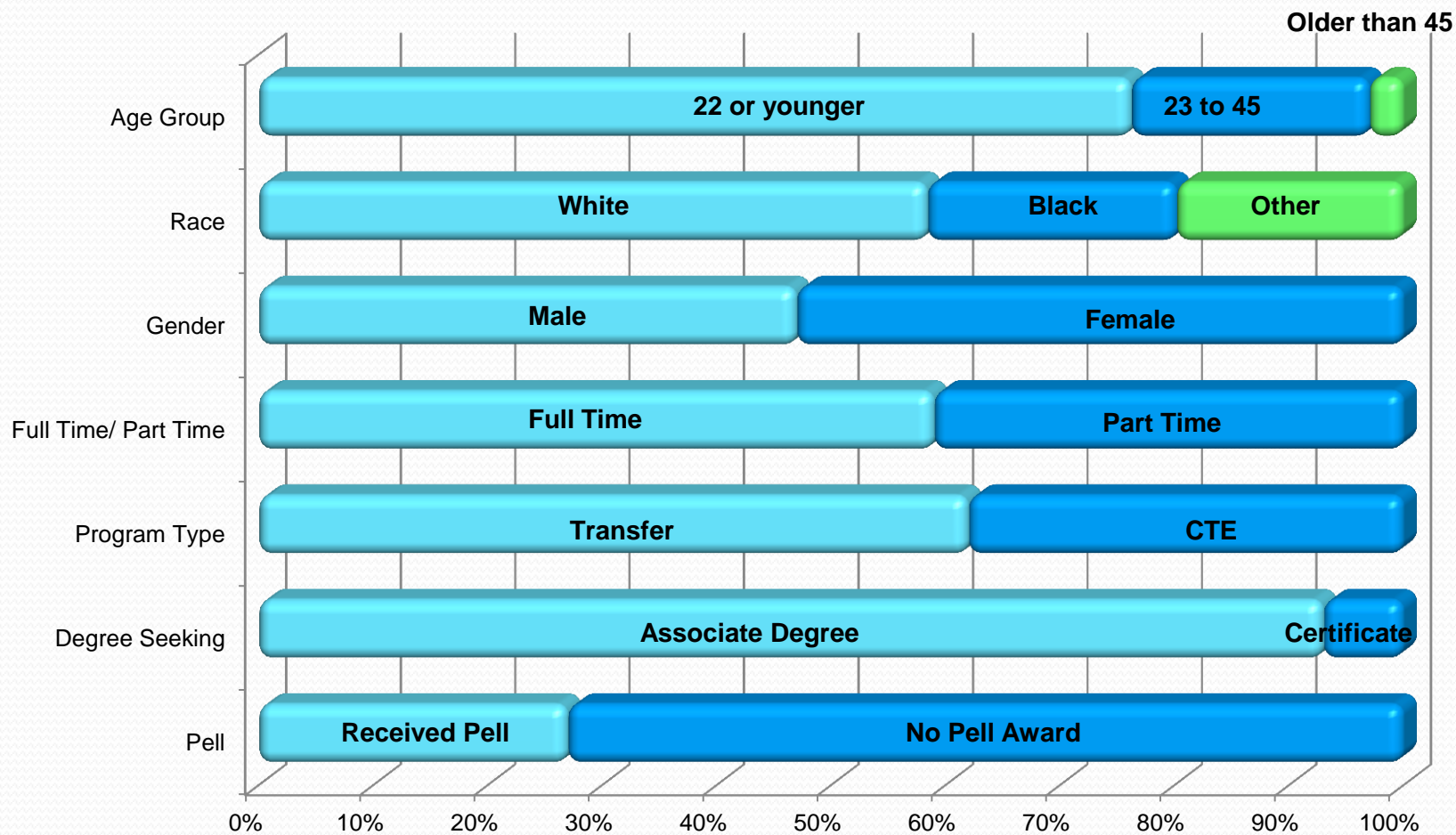
Donna Jovanovich

Director of Institutional Effectiveness

ACOP, December 2010

Cohort Composition

Demographics for Program Placed FTIC Fall 2006 Cohort



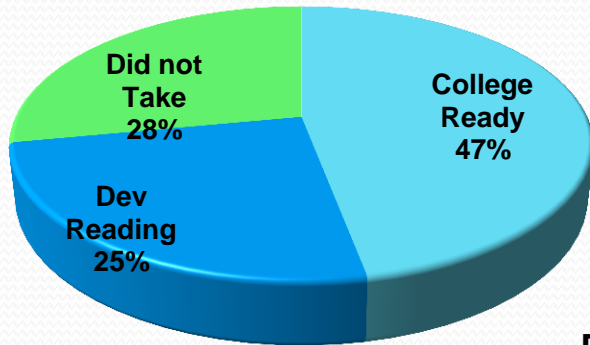
N = 20,617

first-time in college, program-placed, not formerly dual-enrolled, includes summer jumpstarts (Associate and Certificate seeking, no CSCs)

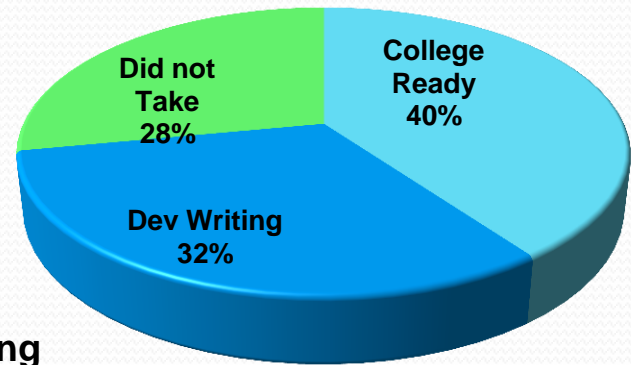
Placement Data

Placement Test Recommendations

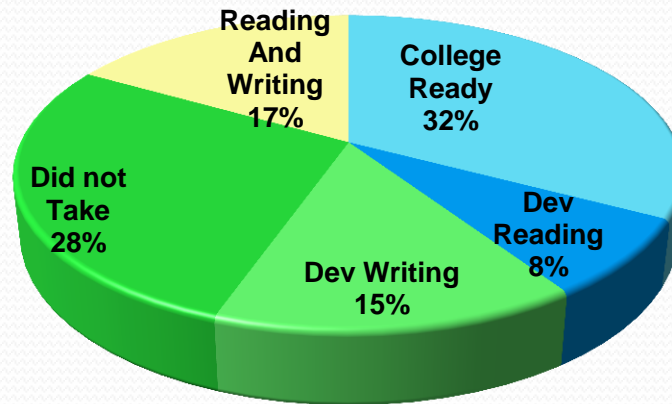
Reading



Writing

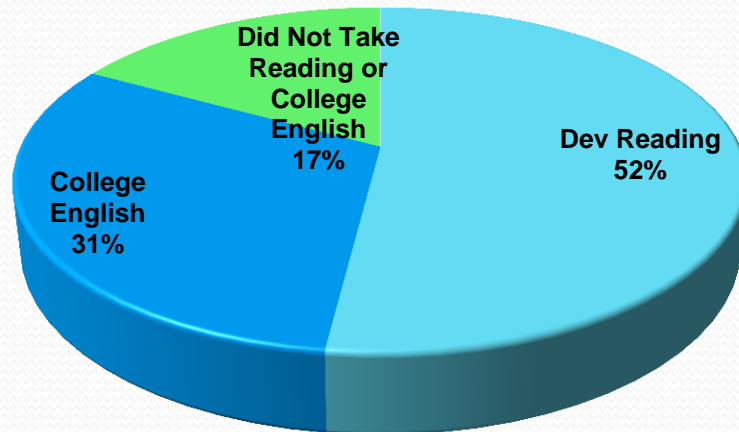


Reading And Writing

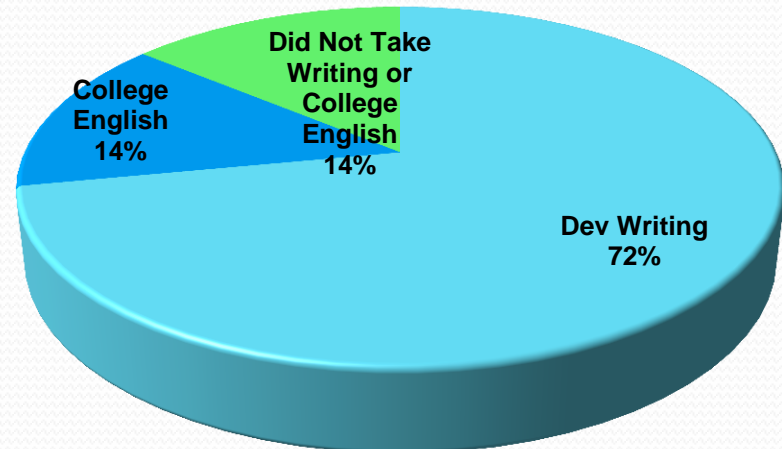


English Courses Taken by Students Receiving Developmental English Recommendations (Did they follow recommendation)

Reading

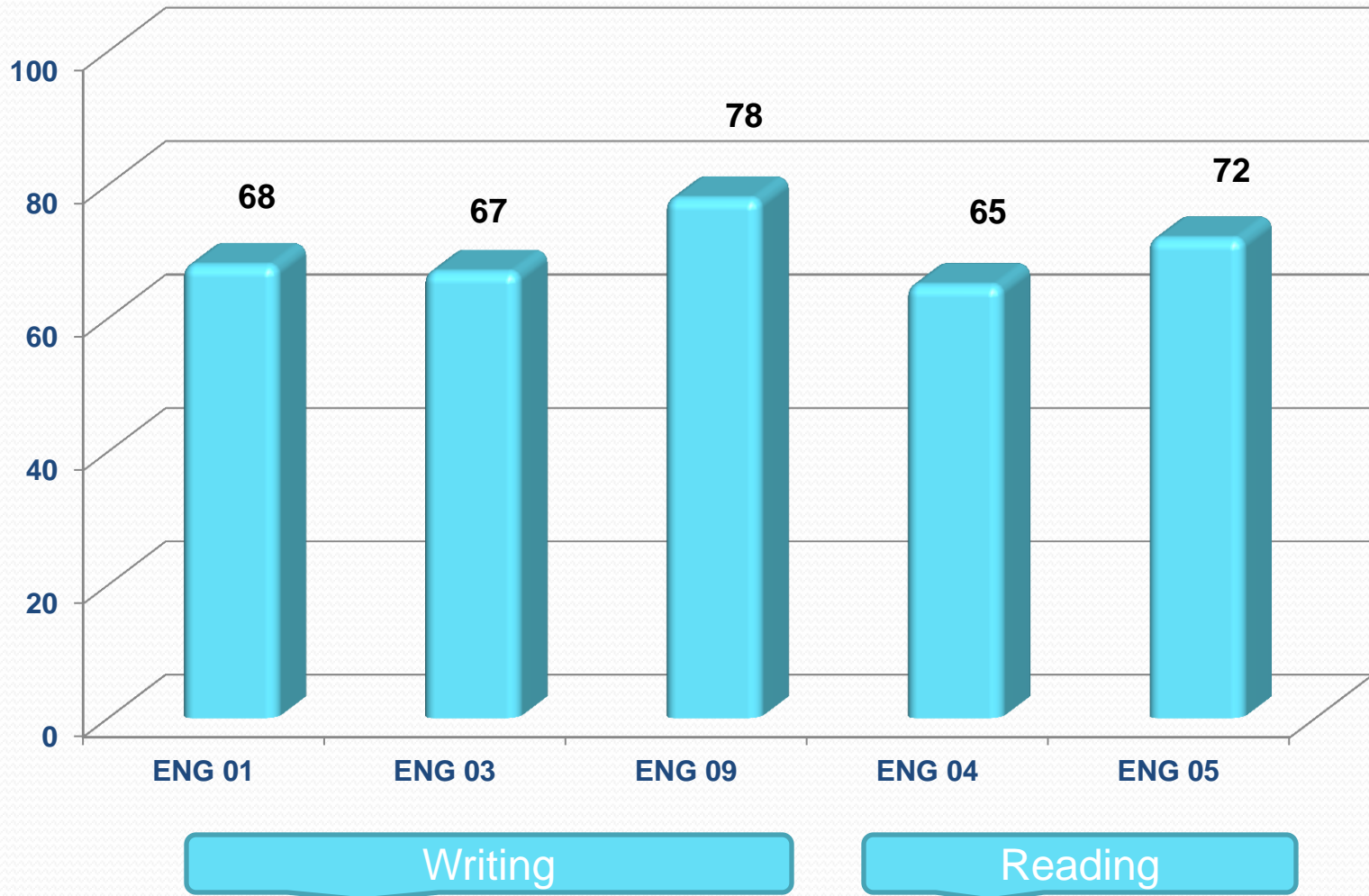


Writing

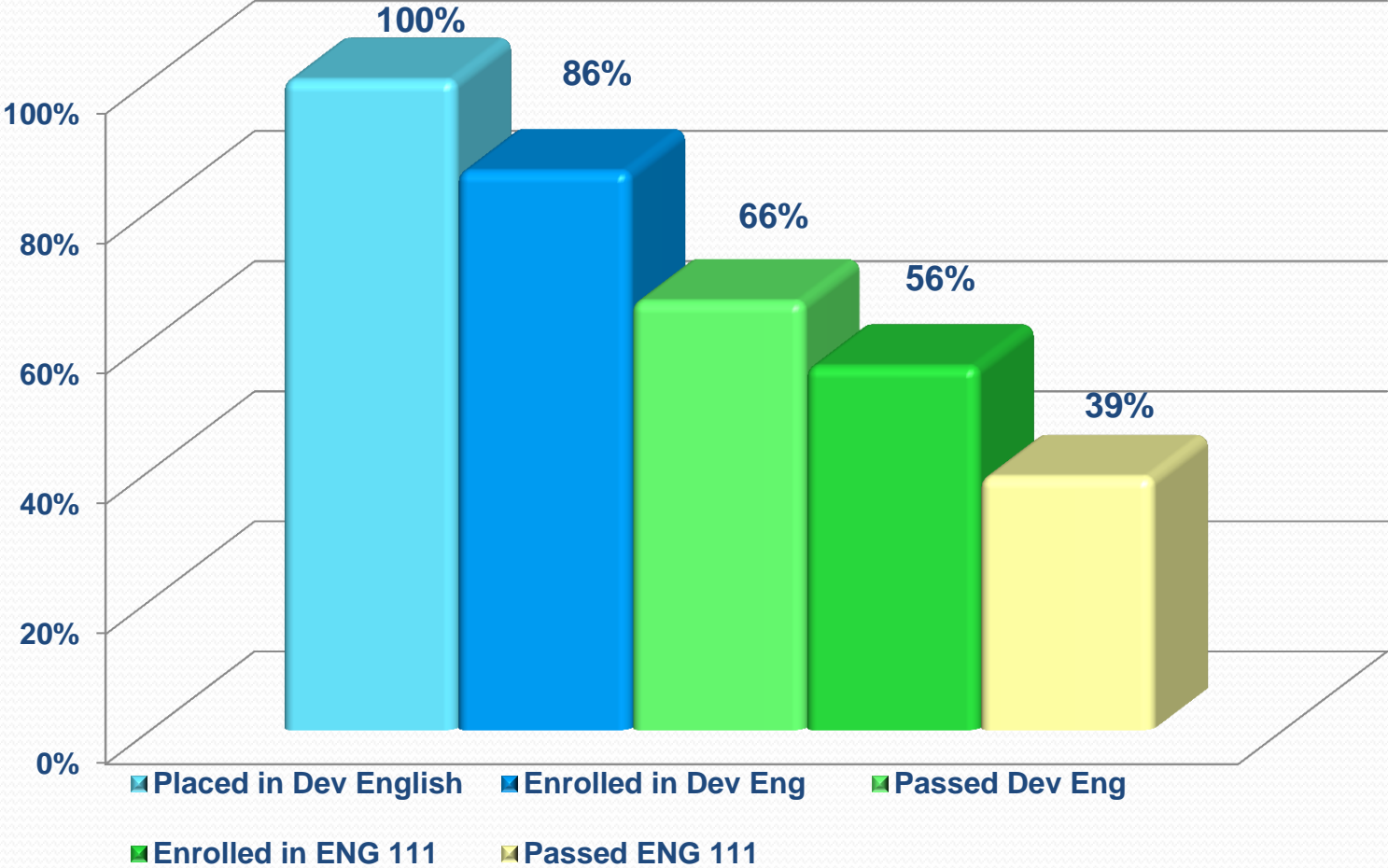


Success Rates

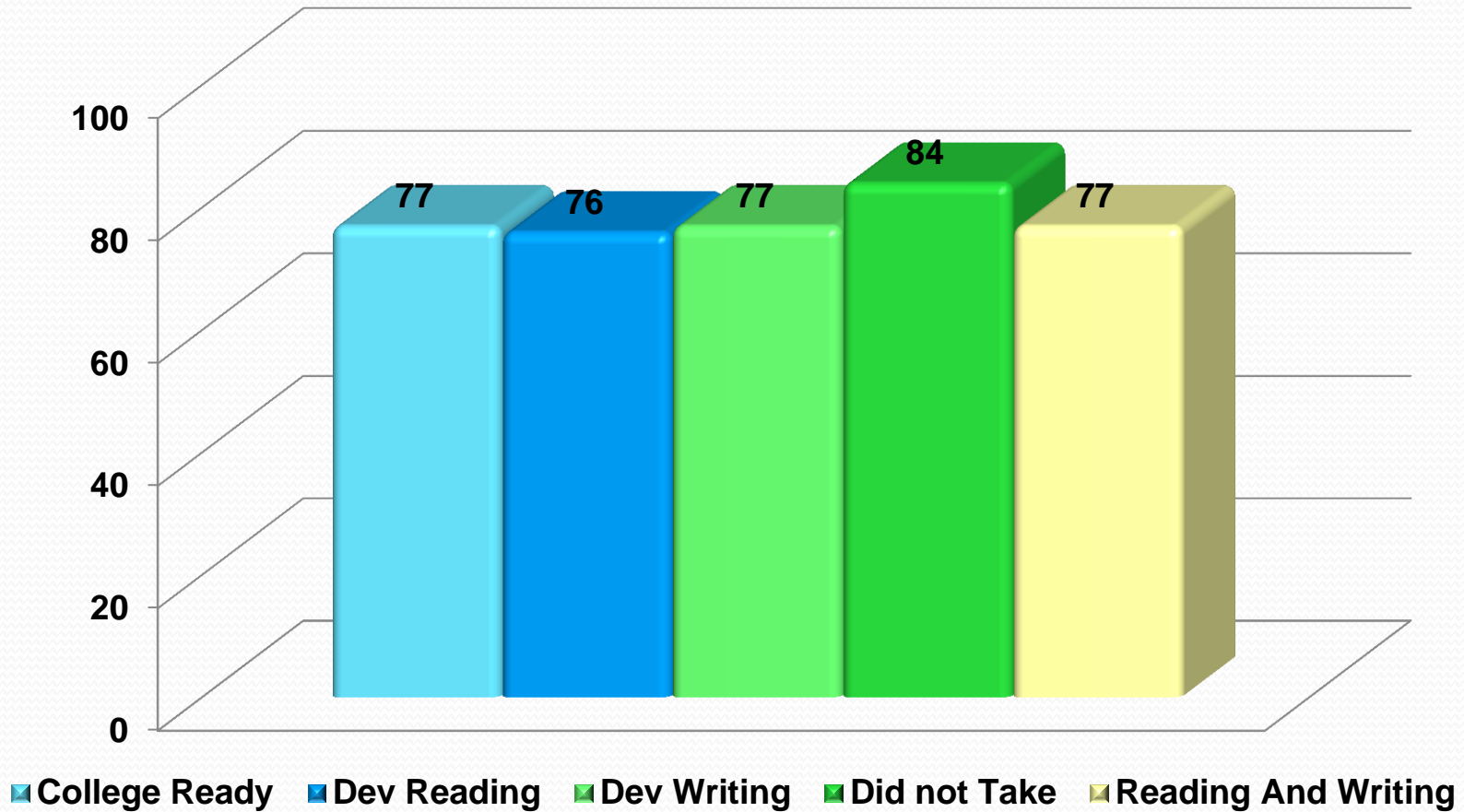
Percent of Students Successful on First Developmental English Enrollment



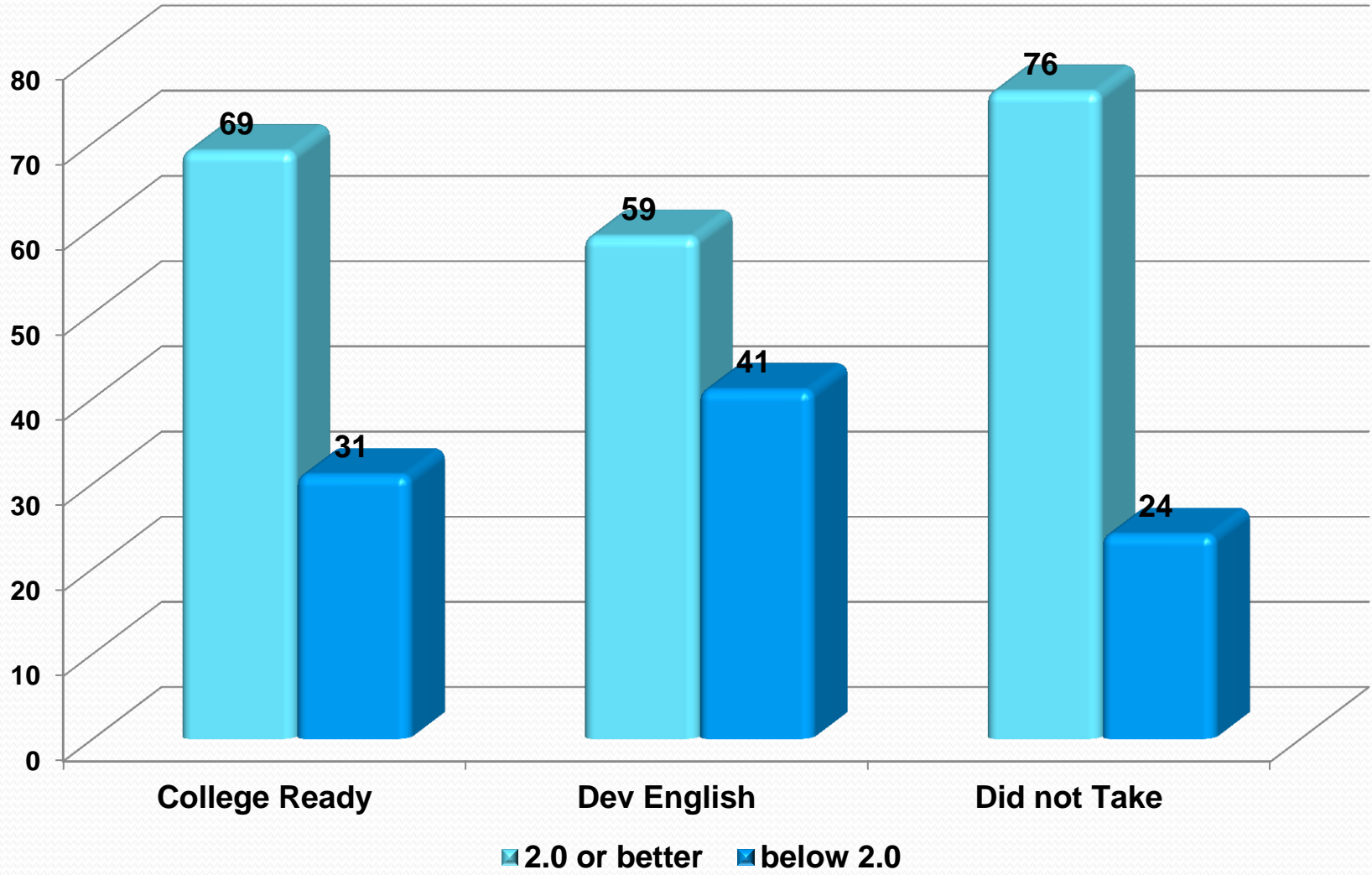
Successful Completion of English Sequence By Those Placed in Developmental English



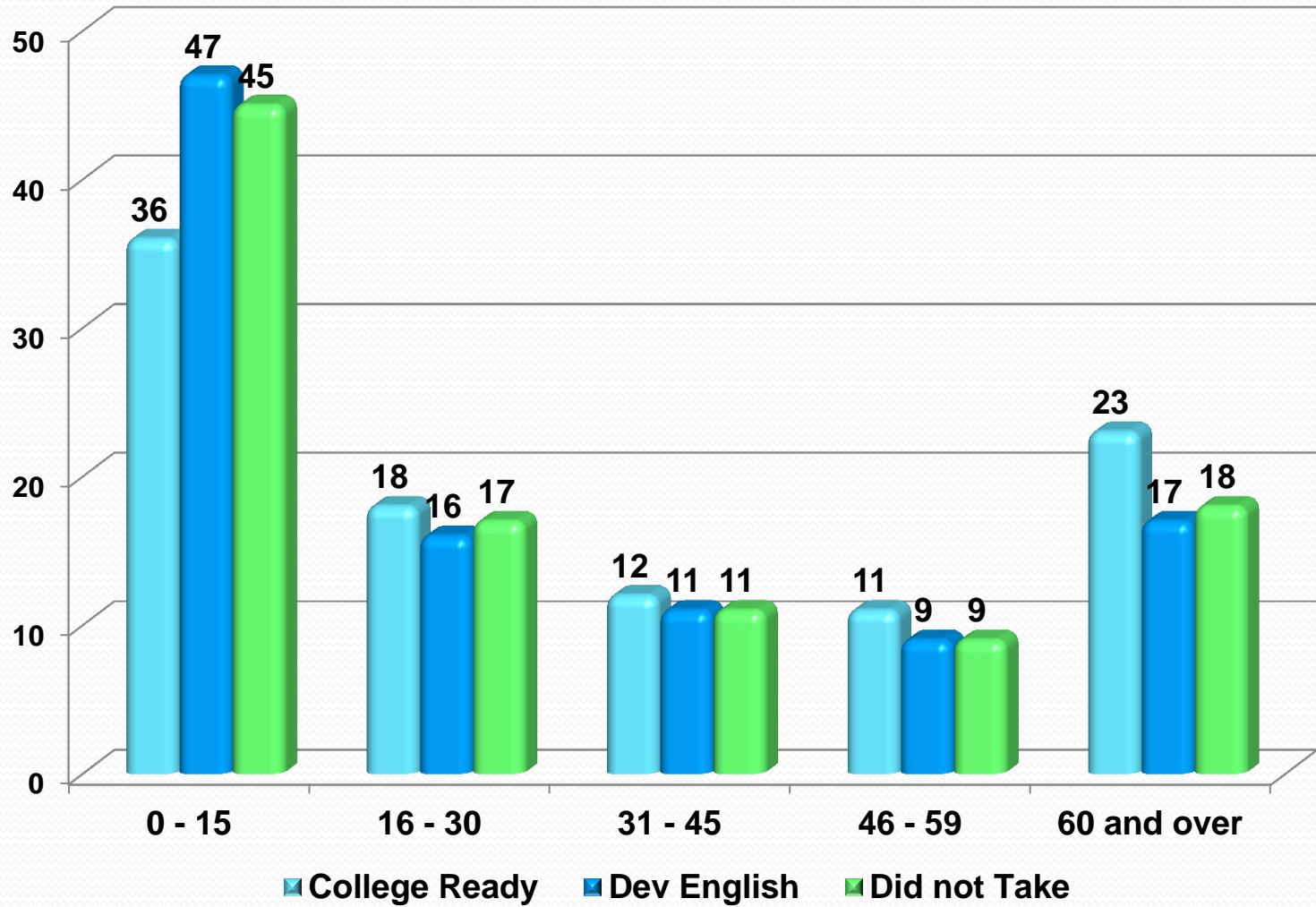
Percent Passing ENG 111 Course on First Attempt by Placement Recommendation



GPA by Placement

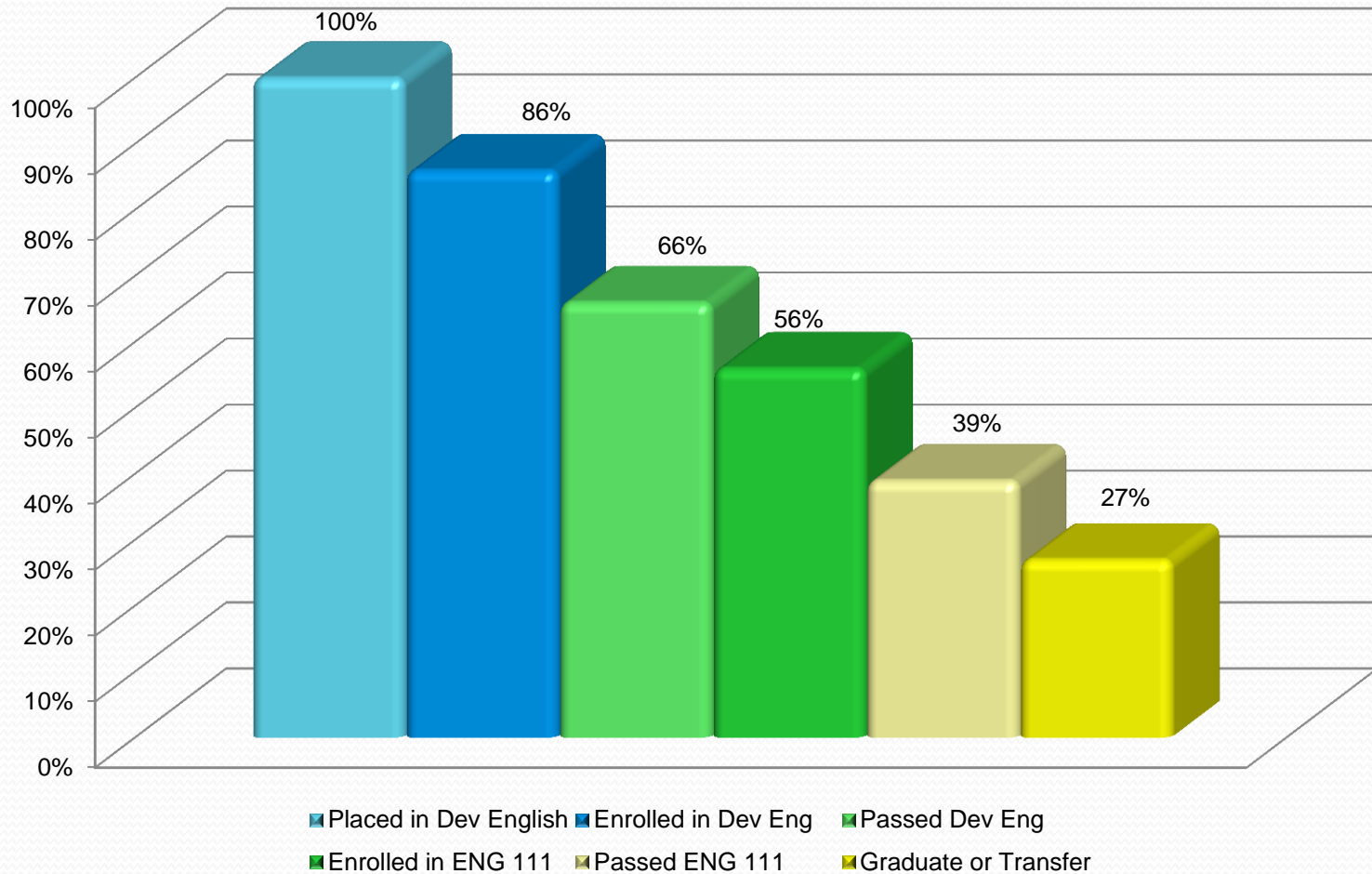


Passed Credits by Placement

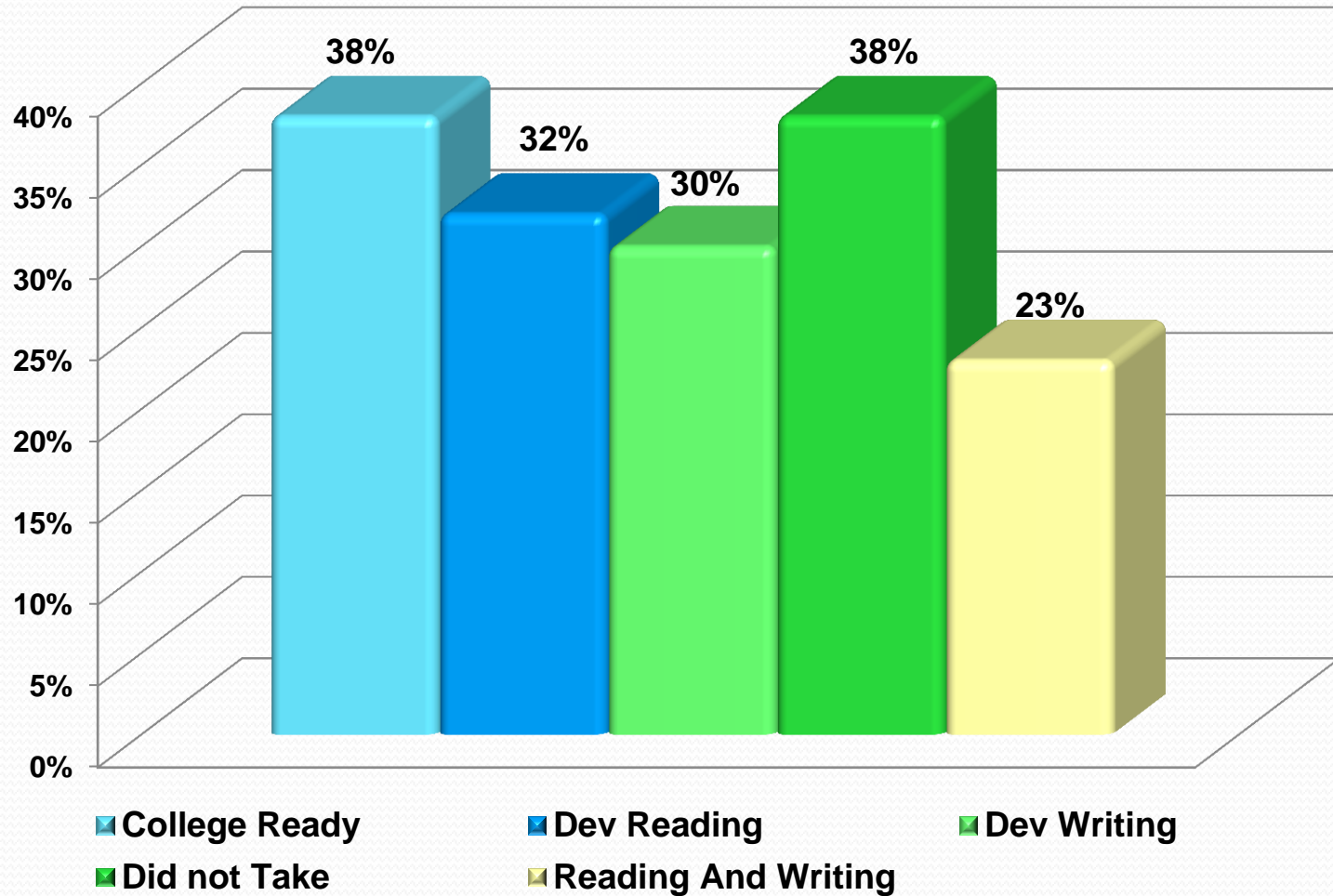


Graduation/Transfer Data

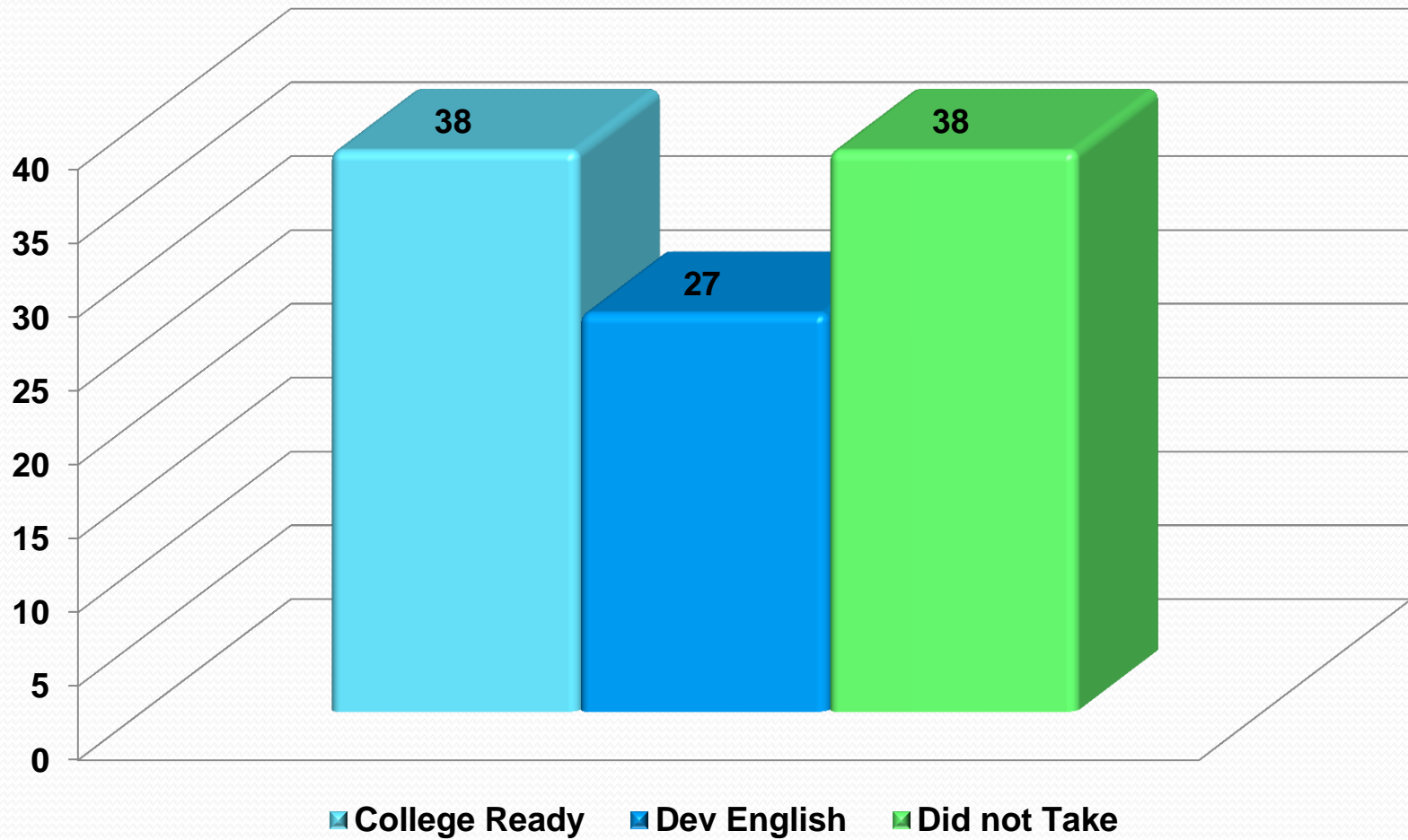
Enrollment and Completion Rates for Students Placed in Developmental English



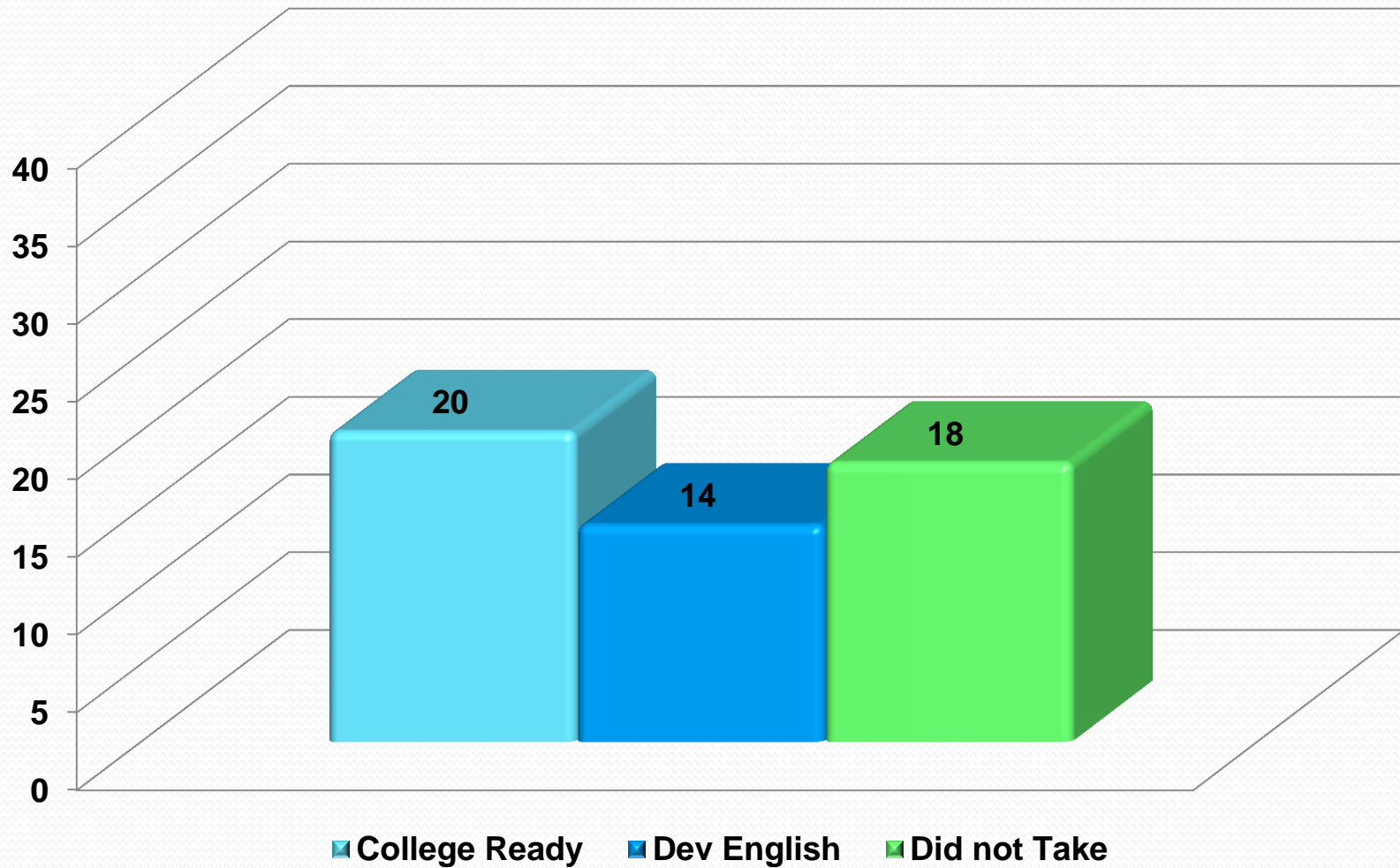
Percent of Cohort Graduating or Transferring within Four Years by Placement Results



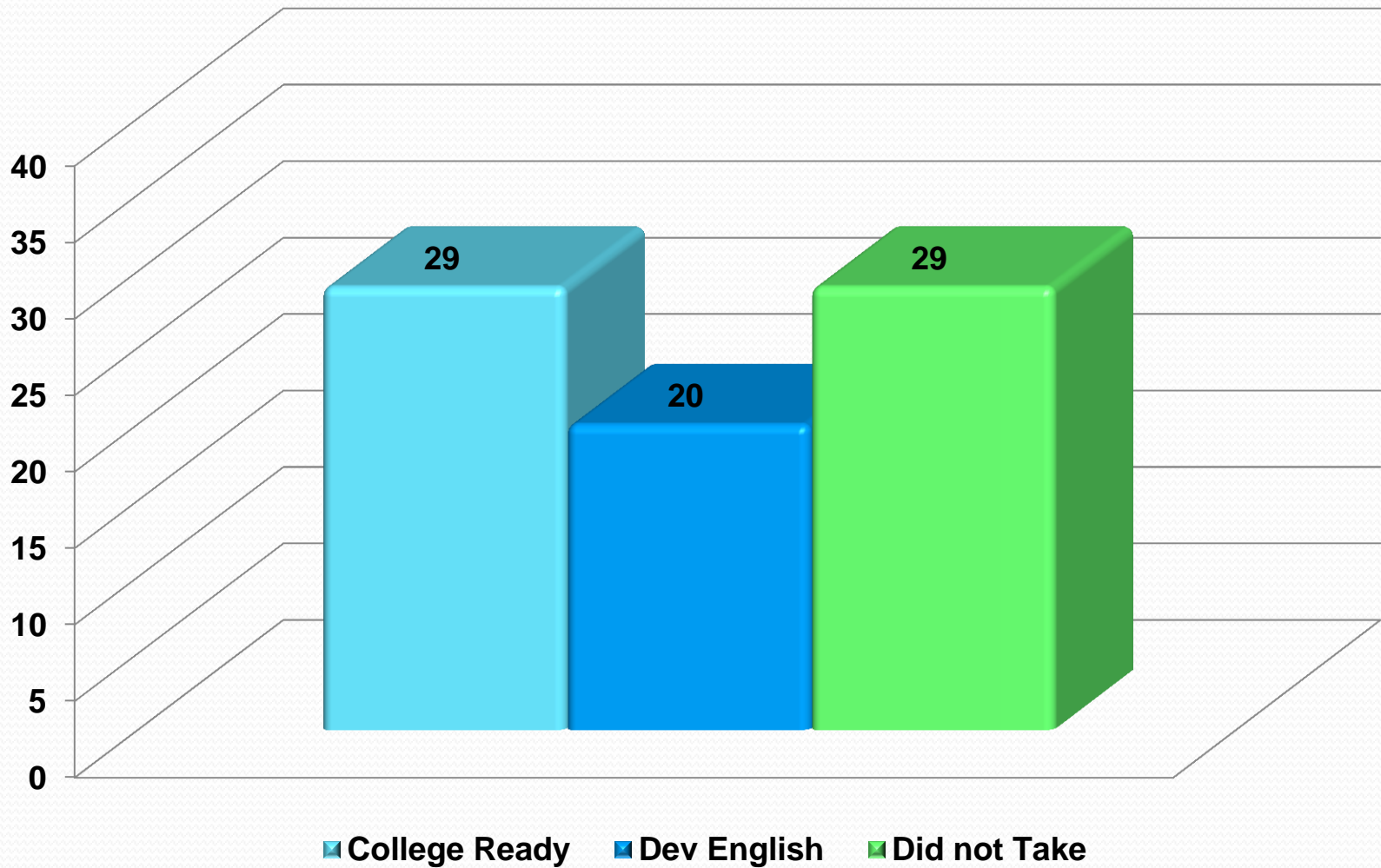
Percent of Cohort Graduating or Transferring within Four Years by Placement Results



Percent of Cohort Graduating Within Four Years by Placement Test Results



Percent of Cohort Transferring to a Four-Year Institution within Four Years by Placement Results



Conclusions

Promising Practices

- Offer co-requisite developmental class together with college English
 - For students scoring just below cut score
- VWCC offers an integrated reading and writing course

Observations

- Writing seems to be more of a need than reading
 - More students place into writing
 - More students follow writing recommendations
- Developmental English students succeed at similar rates to non-developmental students in ENG 111
- Yet ultimately developmental English students
 - Are less persistent
 - Earn fewer college credits
 - Have lower GPAs
 - Graduate or transfer at lower rates

*The effectiveness
of developmental programs
in transitioning students
to upper level classes
is a crucial part
of access to higher education.*