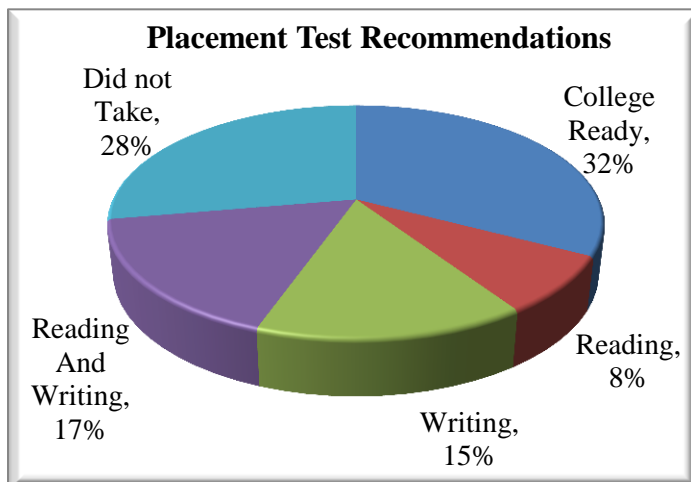


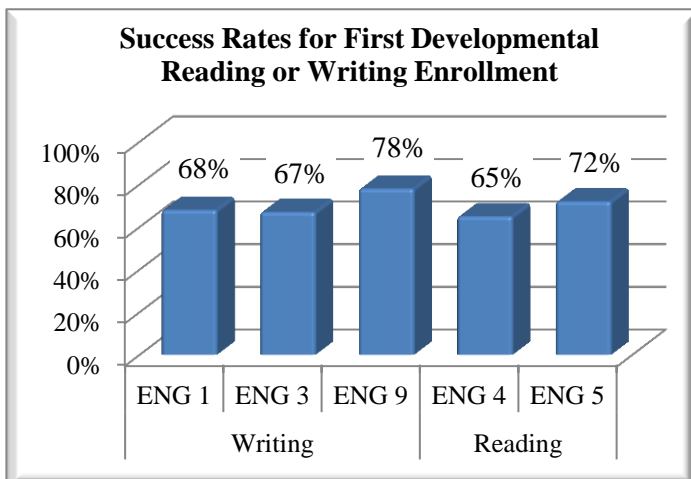
The Impact of Developmental English on Student Progression



The ability to read and write effectively is critical to success in college work. Within the VCCS, pathways through developmental reading and writing vary from college to college, clouding college readiness standards. Recognizing these inconsistencies and that many developmental English (reading and/or writing) students do not complete college courses at the same rates as their counterparts, system-wide developmental English redesign efforts are underway.

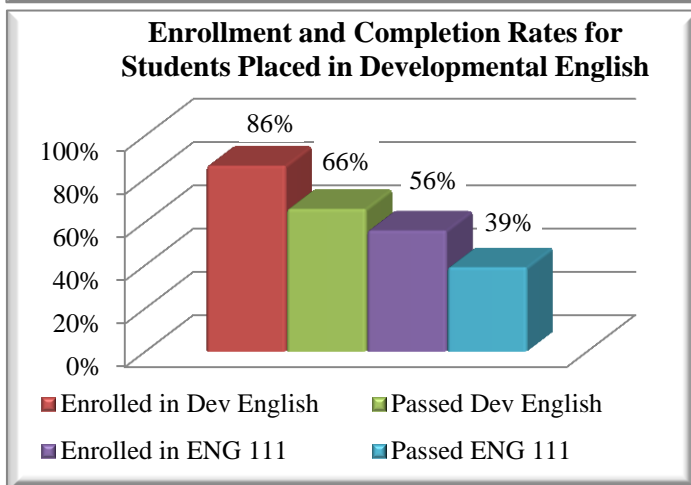
“The effectiveness of developmental programs in transitioning students to upper level classes is a crucial part of access to higher education.”¹

Cohort: Fall 2006, first-time-in-college students, placed in associate or certificate programs, comprise the cohort. Students who began their coursework in the preceding summer were included, while previously dual-enrolled students were excluded.



Highlights

- Of the 20,617 cohort students, three out of four (73%) took reading and/or writing placement tests, and 32% were considered college ready.
- ENG 9, a developmental writing course co-requisite with ENG 111, has much higher success rates (78%) than other developmental reading and writing courses.
- Of those placed into developmental English, less than half (39%) completed ENG 111 successfully.
- Developmental English students graduate or transfer at lower rates (29%) than those who took only college-level courses (38%).



Reflections

While success rates for developmental reading and writing courses are higher than for developmental mathematics courses, there is room for improvement and for greater consistency across courses and placement practices to foster a common college readiness pathway. In order to meet the *Achieve 2015* student success goal, it is incumbent upon community colleges to examine their policies and to support developmental English students in transitioning successfully into college-level work.

¹Paulson, E. J., & Armstrong, S. L. (2010). Current issues in postsecondary literacy instruction: Toward coherence in terminology, theory, and practice. *Journal of Developmental Education*, 33(3), 2-13.

**Four-Year Course Success and Graduation/Transfer Rates
for Developmental English* Students Fall 2006 Cohort**

	Cohort (N)	Developmental Reading Within Year 1		Developmental Writing Within Year 1		ENG 111 Pass Rate (%) within 4 Years		Graduation or Transfer Rate (%) Within 4 Years	
		Enroll Rate (%)	Pass Rate (%)	Enroll Rate (%)	Pass Rate (%)	Took Dev Eng	Did Not Take Dev Eng	Took Dev Eng	Did Not Take Dev Eng
Blue Ridge	651	13	81	24	63	81	79	20	36
Central Virginia	426	14	65	22	57	87	79	31	36
Dabney S. Lancaster	173	18	42	31	64	85	82	28	44
Danville	351	20	86	44	79	84	79	47	44
Eastern Shore	125	30	82	42	70	83	79	28	37
Germanna	773	16	71	25	50	81	75	27	44
J. Sargeant Reynolds	957	13	64	9	62	69	72	22	30
John Tyler	662	10	68	30	67	78	80	29	39
Lord Fairfax	727	16	57	21	59	76	82	23	37
Mountain Empire	288	21	67	37	59	70	61	30	29
New River	453	8	71	17	70	84	79	23	39
Northern Virginia	6,599	13	70	29	76	81	81	36	41
Patrick Henry	235	28	71	40	73	60	76	32	35
Paul D. Camp	180	14	48	20	50	65	65	17	32
Piedmont Virginia	555	8	77	18	78	71	81	18	42
Rappahannock	232	18	76	31	75	69	81	11	38
Southside Virginia	362	20	64	29	66	78	82	25	47
Southwest Virginia	399	4	75	15	69	77	83	22	35
Thomas Nelson	1,226	9	68	25	79	71	77	22	39
Tidewater	4,176	18	72	24	64	75	77	24	35
Virginia Highlands	283	23	59	27	68	74	73	23	40
Virginia Western	549	9	54	19	50	69	71	20	36
Wytheville	235	22	69	34	85	85	86	37	54
System	20,617	14	69	26	70	78	78	29	38

*ENG 1, 3, 4, 5, 9 courses were used in this analysis. BSK courses, offered at some colleges, were not included.

How Were Data Generated?

- VEE student, placement, and SCHEV financial aid files were used to generate demographic and placement data and to determine Pell recipients for first-time-in-college cohort.
- VEE class files were used to produce enrollment data. Only enrollments with valid grades were taken into consideration.
- Graduation and transfer to four-year institutions information was retrieved from graduate and National Student Clearinghouse files.

For More Information

Visit <http://www.vccs.edu/studentsuccess> to learn more about student success.