Developmental Education & Student Placement

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PAG 6/24/15

Developmental education program effectiveness

- Are students successfully completing the dev ed courses?

- Are students moving from dev to college courses?

- Are students who completed dev courses completing college-level courses?

- Are students persisting and completing their college goals?

(Institute for Higher Education Policy, 1998; Weissman, Bulakowski, & Jumisko, 1997)

Fall COMPASS Category Frequency (ALL enrolled students with COMPASS scores on file)

Category	FL2011	FL2012	FL2013
English			
Remediate (2-31)	10.8% (259)	5.8% (131)	4.6% (100)
Developmental (32-40)	4.7% (112)	4.3% (96)	4.5% (97)
College Ready (41-100)	84.6% (2034)	89.9% (2030)	90.9% (1970)
Test Scores	2405	2257	2167
Reading			
Remediate (2-49)	2.1% (52)	0.8% (19)	0.5% (12)
Developmental (50-60)	3.2% (79)	2.2% (51)	1.9% (41)
College Ready (61-100)	94.7% (2333)	96.9% (2214)	97.6% (2144)
Test Scores	2464	2284	2197
Pre-Algebra			
Developmental (2-52)	51.8% (1380)	46.9% (1187)	46.2% (1143)
College Ready* (53-100)	48.2% (1286)	53.1% (1342)	53.8% (1333)
Test Scores	2666	2529	2476

*To place into Intermediate Algebra, one also has to score at least 40 on COMPASS Algebra.

MCCC Fall COMPASS Category Frequency of First-Time College Students*

Category	FL2011	FL2012	FL2013	FL2014
English				
Remediate (1-31)	7.9% (82)	3.4% (33)	1.3% (12)	1.4% (12)
Developmental (32-40)	3.3% (34)	3.1% (30)	3.3% (32)	2.6% (22)
College Ready (41-100)	54.7% (566)	58.2% (557)	59.9% (573)	64.6% (552)
Presumed College Ready**	34.1% (353)	35.2% (337)	35.5% (339)	31.4% (268)
FTIAC Total	1035	957	956	854
Reading				
Remediate (1-49)	1.6% (17)	0.7% (7)	0.2% (2)	0.1% (1)
Developmental (50-60)	2.9% (30)	1.8% (17)	0.8% (8)	0.9% (8)
College Ready (61-100)	61.4% (635)	60.7% (581)	63.6% (608)	67.4% (576)
Presumed College Ready	34.1% (353)	36.8% (352)	35.4% (338)	31.5% (269)
FTIAC Total	1035	957	956	854
Pre-Algebra				
Developmental (1-52)	39.5% (409)	35.0% (335)	37.6% (359)	36.5% (312)
College Ready (53-100) ***	32.4% (335)	38.3% (367)	37.9.% (362)	41.0% (350)
Presumed College Ready	28.1% (291)	26.6% (255)	24.6% (235)	22.5% (192)
FTIAC Total	1035	957	956	854

*As per the "F" enrollment status classification in the Student Profile Data

**Presumed college ready; no COMPASS

***To place into Intermediate Algebra, one also has to score at least 40 on COMPASS Algebra, which was not examined here.

Slide added 6/29/15

2008 VFA 6-Year Cohort Developmental Progress

First-time students at MCCC in 2008…

Developmental Reading = 4.4% placed; 66% attempted; 44% completed dev (who placed)
Benchmarking Colleges = 18.3% placed; 70.4% attempted; 46.4% completed dev (who placed)

Developmental Writing = 11.5% placed; 78% attempted; 47% completed dev; 33% completed college ENG
Benchmarking Colleges = 25.5% placed; 76% attempted; 53.5% completed dev; 45% completed college ENG

Developmental Math = 21.5% placed; 87% attempted; 50% completed dev; 18% completed college math
Benchmarking Colleges = 46% placed; 78% attempted; 41.5% completed dev; 28.5% completed college math

- MATH-090 was the only developmental math course back then; college level is anything above 090.
- Successful completion = C- or better, or "pass".

Kojo/Campus Community,

Our IPEDS graduation rate for full-time, first-time degree/ certificate-seeking undergraduates (doesn't separate developmental from college-ready students) who graduate within four years, is 18% for the 2009 cohort.

Our most recently submitted Voluntary Framework for Accountability (VFA) data, which tracks students enrolled for the first-time at MCCC in 2008, across six years, indicates the following outcomes:

	Associate Degree	Certificate
Developmental	9.2%	1.7%
College Ready	25.9%	1.3%

While the above data has not yet been published by the VFA, you can find similar information at http://www.monroeccc.edu/institutionalresearch/surveys.htm

Jamie

Outcomes of the Fall 2008 MCCC Cohort after 6 years, Compared to the Benchmarking Colleges

Slide added 6/29/15

Are COMPASS Reading Score & Developmental Writing Performance Related?

Reading Score by Developmental Writing Course Outcome

Grade	Reading Mean	SD	Minimum Score	Maximum Score	N
H	68.8	13.0	31	97	194
U	60.0	15.5	19	93	176
W	62.9	16.0	19	94	66

Fall 2009 to Fall 2011. Students who scored **below 32** on COMPASS writing. The relationship between developmental writing course outcome (ENG-090) and reading score was of moderate strength, as assessed by a partial n^2; 5.1% of the variance in reading score was accounted for by developmental writing course performance. COMPASS writing score was held constant (ANCOVA).

Reading Score Quartile & Developmental Writing Outcome
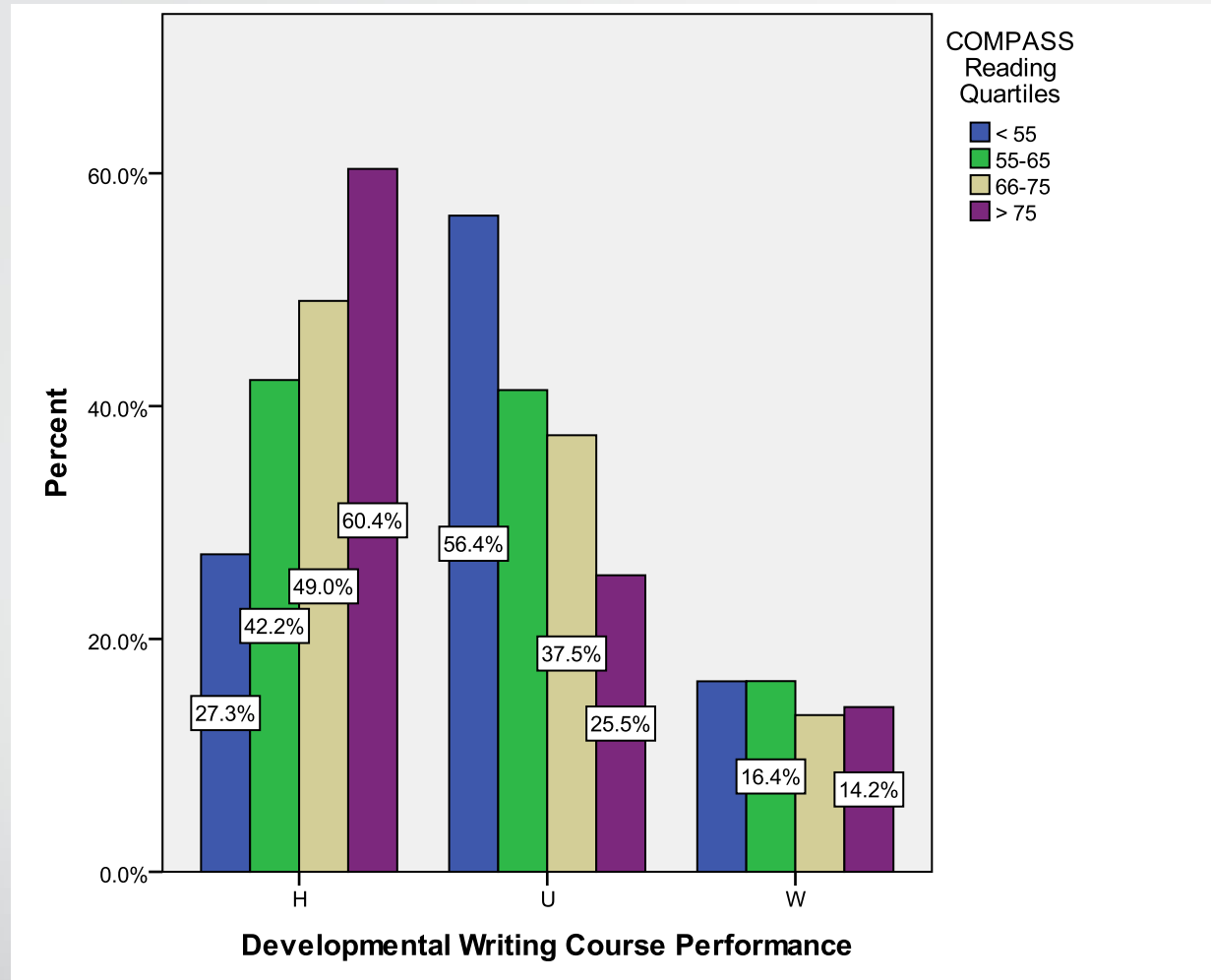
For students who test into remedial writing, knowing students' reading ability enhances our prediction of their outcome by 24%, with students who score higher on the reading test more likely to succeed in ENGL-090 than those who score lower. Whereas only 27% of students who scored below 55 (25th percentile) on the COMPASS reading test successfully completed developmental writing, 60% of individuals who scored above 75 (75th percentile) had a positive outcome.

Result?

Faculty opposed allowing students who score below 32 COMPASS writing but above 75 COMPASS reading to enroll in ENGL-090.

However, most students who scored below 32 either retook COMPASS or the essay option and got into ENGL-090.

CCSSE 2013 Promising Practices

- First term enrollment in a study skills/success course: 5.8%

- Enrollment in developmental courses their first term

- Accelerated/fast-tracked programs for developmental students

- Test placement preparation

- Orientation

  - 38% took (30% unaware) vs. 62% of other respondents (small colleges)

- Learning Communities

  - 19% have/plan to take vs. 30% of other respondents

From: Jamie DeLeeuw
Sent: Thursday, December 5, 2013 1:45 PM
To: Carrie Nartker; William McCloskey
Bcc: Grace Yackee
Subject: Accelerated English

I thought you two might be interested in this accelerated program. I watched these videos last summer. Developmental students took both dev ENG and a separate ENG 101 course the same semester. They took 101 with non-dev students and comprised no more than 1/2 the class. They recommend 12 students max in dev ENG. The ENG 101 pass rate of dev ENG students went from 40% prior to implementation, to 75%.

http://alp-deved.org/ -- About

http://alp-deved.org/powerpoint-on-alp/ -- Videos

Jamie

Other Placement Ideas

- Add a conscientiousness scale to the admissions /registration application
  - Reliable, responsible, plan, persevere, impulse control, goal-directed, delay gratification, follow norms and rules

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Do High-Stakes Placement Exams Predict College Success?

- Placement exams are more predictive of success in math than in English.

- "Allowing more students directly into college level coursework (…some with more supplementary instruction or extra tutoring) could substantially increase the numbers of students who complete college-level coursework in the first semester, even if pass rates in those courses decline."

- Take high school achievement into account.

(Scott-Clayton, 2012)