



Office of Institutional Research and Effectiveness July 2004

IMPACT Developmental Education Committee Summer Academy 2004

Statistical Report and Data Analysis

Questions to consider

- **What is Del Mar College's commitment to developmental education? How is this commitment being addressed?**
- **How many Del Mar College students are in developmental education? Are the numbers and percentages of students in developmental education increasing/decreasing? At what rates?**
- **How are students placed into developmental courses?**
- **How does enrollment in developmental courses at Del Mar College compare to that of other community colleges in Texas and the rest of the country?**
- **How is the demand for developmental math different from that for developmental writing and reading?**
- **How are grades in developmental courses different from grades in college-level courses?**

Questions to consider

- Are developmental course grades improving? What about withdrawal rates?
- How do we know if a student has successfully completed required developmental course work?
- How do completion rates in college-level courses compare to those in developmental courses?
- What are the differences in retention, graduation, and transfer rates between developmental students and others?
- How do we measure student engagement in and satisfaction with developmental courses and services? Why is this important?
- What percentage of Del Mar College program completers (graduates) were originally enrolled in developmental courses?

Executive Summary

- In September 2002, the College Preparatory Academy committee (later renamed the IMPACT Developmental Education Committee) was assigned the task of studying and evaluating Del Mar College's developmental education efforts.
- The Office of Institutional Research and Effectiveness was asked to create a comprehensive, quantitative report on the history and status of developmental education at Del Mar College.
- This presentation employs the following data resources to describe and explain the purposes, activities, and outcomes of developmental education at Del Mar College:

Data Resources

- Del Mar College's commitment to developmental education
- Developmental student population
- Developmental student needs profiles
- Developmental grades
- Developmental outcomes by subject and course
- College-level course completion by subject
- Developmental retention and graduation rates by cohort
- Student engagement in and satisfaction with developmental courses and services
- Program completers (graduates) who were originally enrolled in developmental courses

Del Mar College's Commitment to Developmental Education

- College Mission Statement
- Developmental Education Plan
- IMPACT Developmental Education Committee

Del Mar College's Mission Statement

**Specifically, the College has the following...
purposes:**

... 3. To provide developmental, adult literacy, and basic skills instruction to help entering students to perform successfully in their chosen academic or occupational fields of study.

....

Del Mar College's Developmental Education Plan

This plan supports the mission of the College....

Its purpose is to provide, in a timely fashion, the developmental course work students need to prepare for college-level course work so that they may achieve realistic goals.

Through the evaluation of the plan and the developmental courses provided, Del Mar College seeks to improve the effectiveness of its developmental education program.

Del Mar College's Developmental Education Plan

Overview of the College's developmental education program is provided by the Department of Communications, Languages and Reading, the Department of English and Philosophy, and the Department of Mathematics and Physics. All developmental education and the student services that support it are coordinated by the College-wide IMPACT(Improvement Activities) Committee.

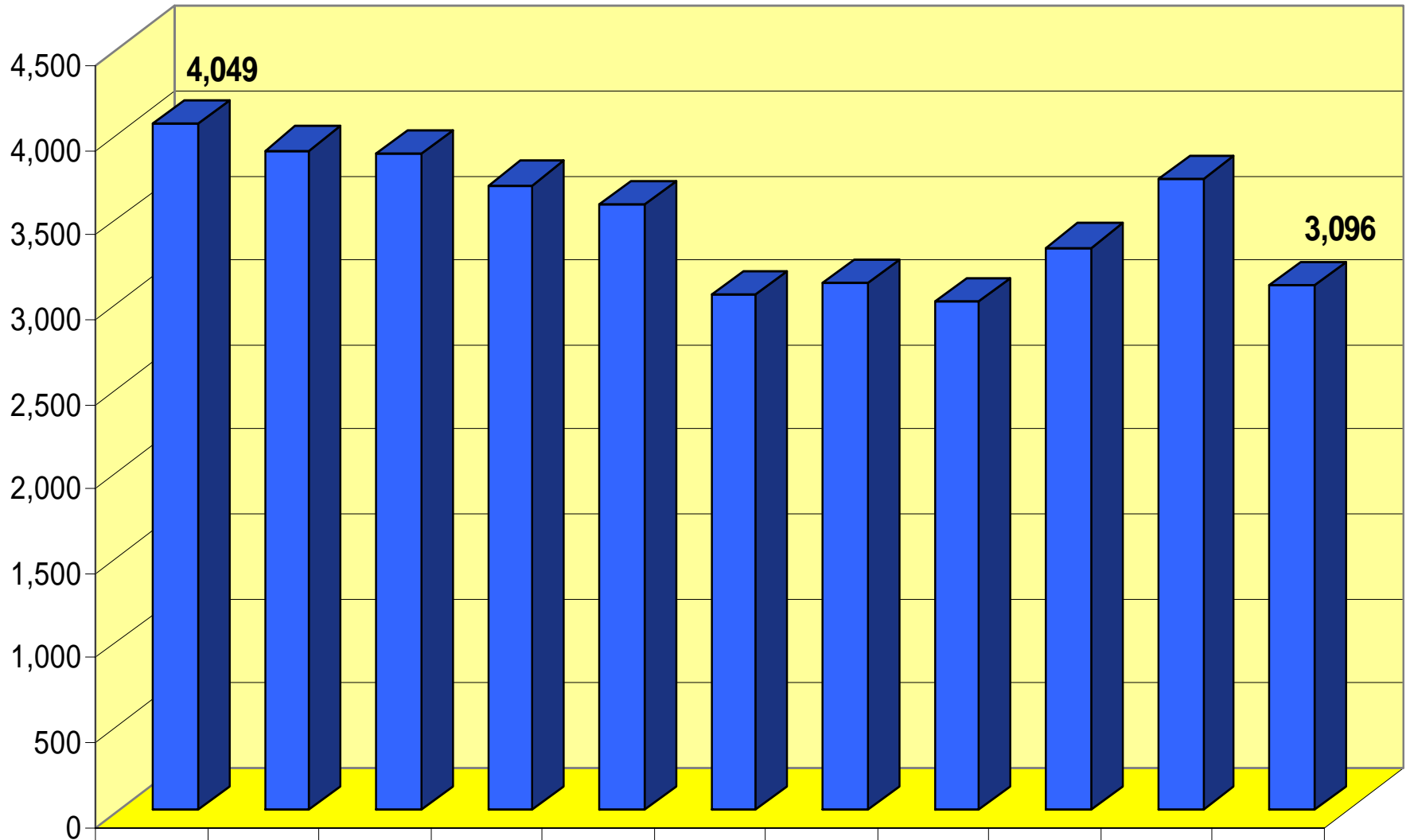
The Del Mar College IMPACT Developmental Education Committee

- **IMPACT = IMprovement ACTivities**
- **A comprehensive initiative to consolidate and coordinate all campus-wide efforts to address and improve developmental education**
- **All departments involved: instructional, student support services, and administrative units**
- **The Summer Academy—a capstone event that brings all participants together to reflect on past and current progress, and plan for the future**

Developmental Enrollment Trends

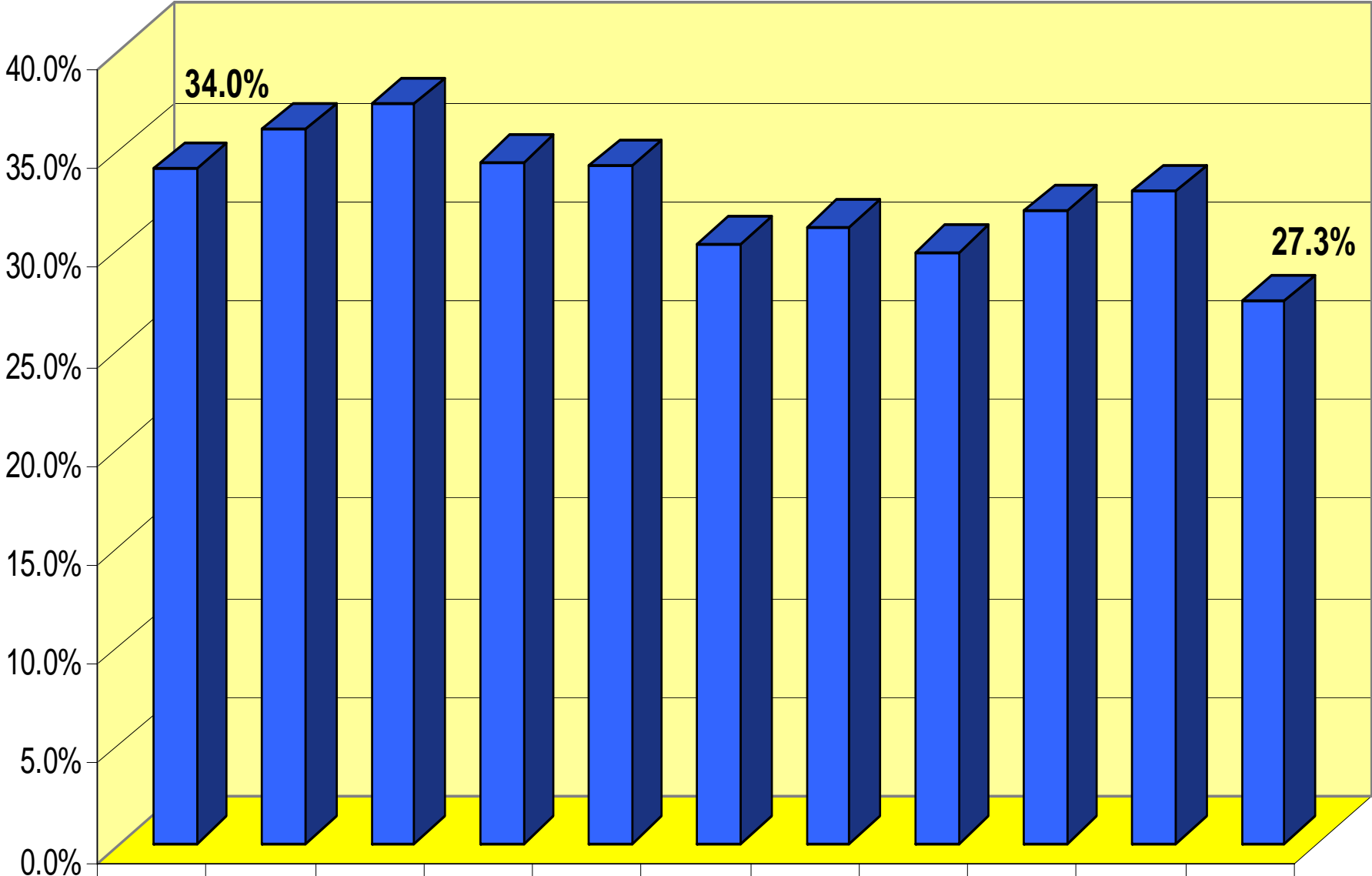
- **Overall enrollment in developmental courses has decreased from 4,022 students in Fall 1993 to 3,096 students in Fall 2003.**
- **This represents a decrease from 34.0 percent of total enrollment in Fall 1993 to 27.3 percent in Fall 2003.**

Del Mar College Unduplicated Developmental Enrollment By Fall Semester, 1993-2003



	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003
■ Developmental	4,049	3,894	3,880	3,690	3,570	3,040	3,108	3,001	3,322	3,729	3,096

Developmental Enrollment as a Percent of Total

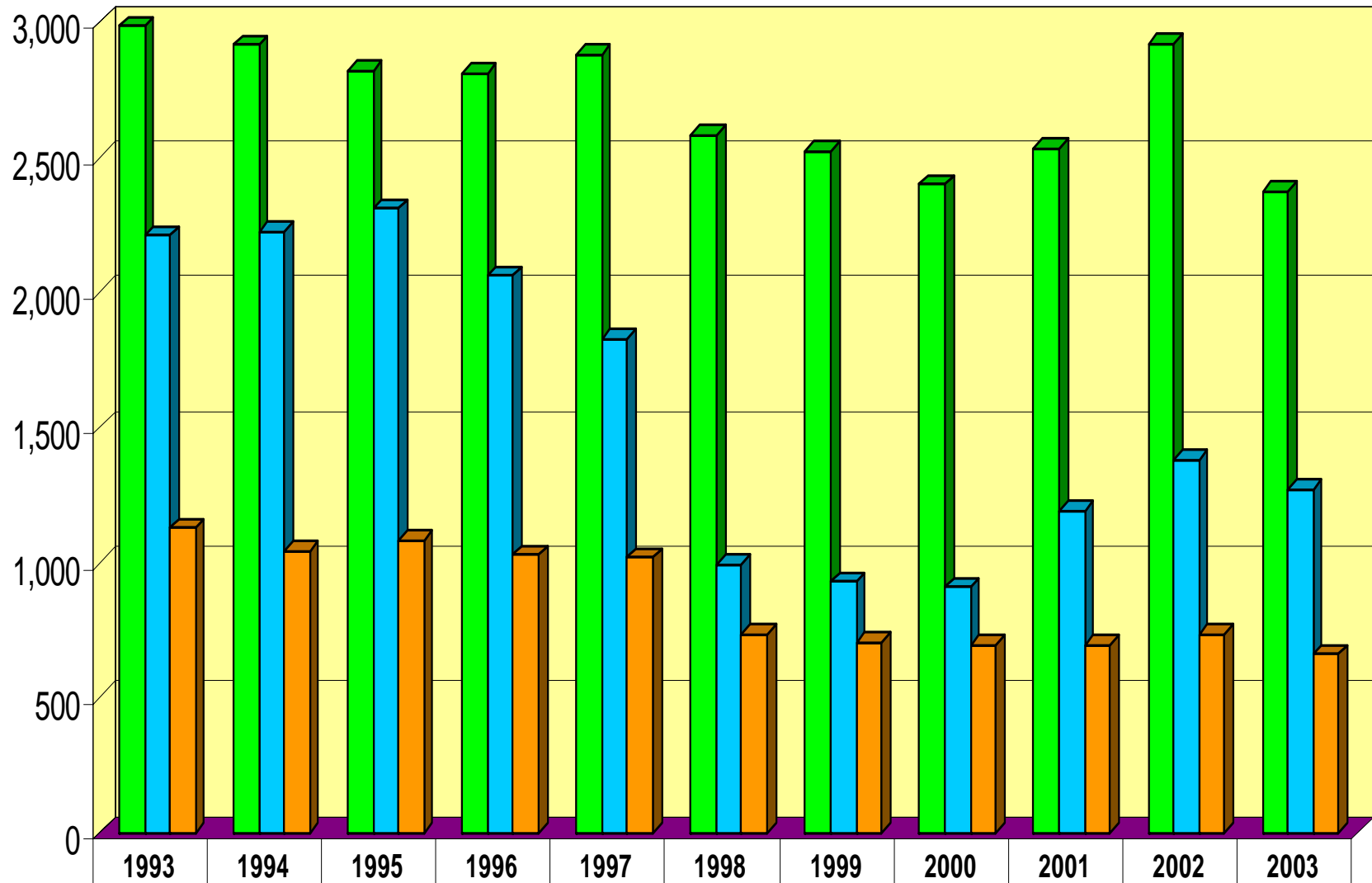


■ Developmental	34.0%	36.0%	37.2%	34.4%	34.1%	30.2%	31.1%	29.8%	31.9%	32.9%	27.3%
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Developmental Enrollment Trends by Subject

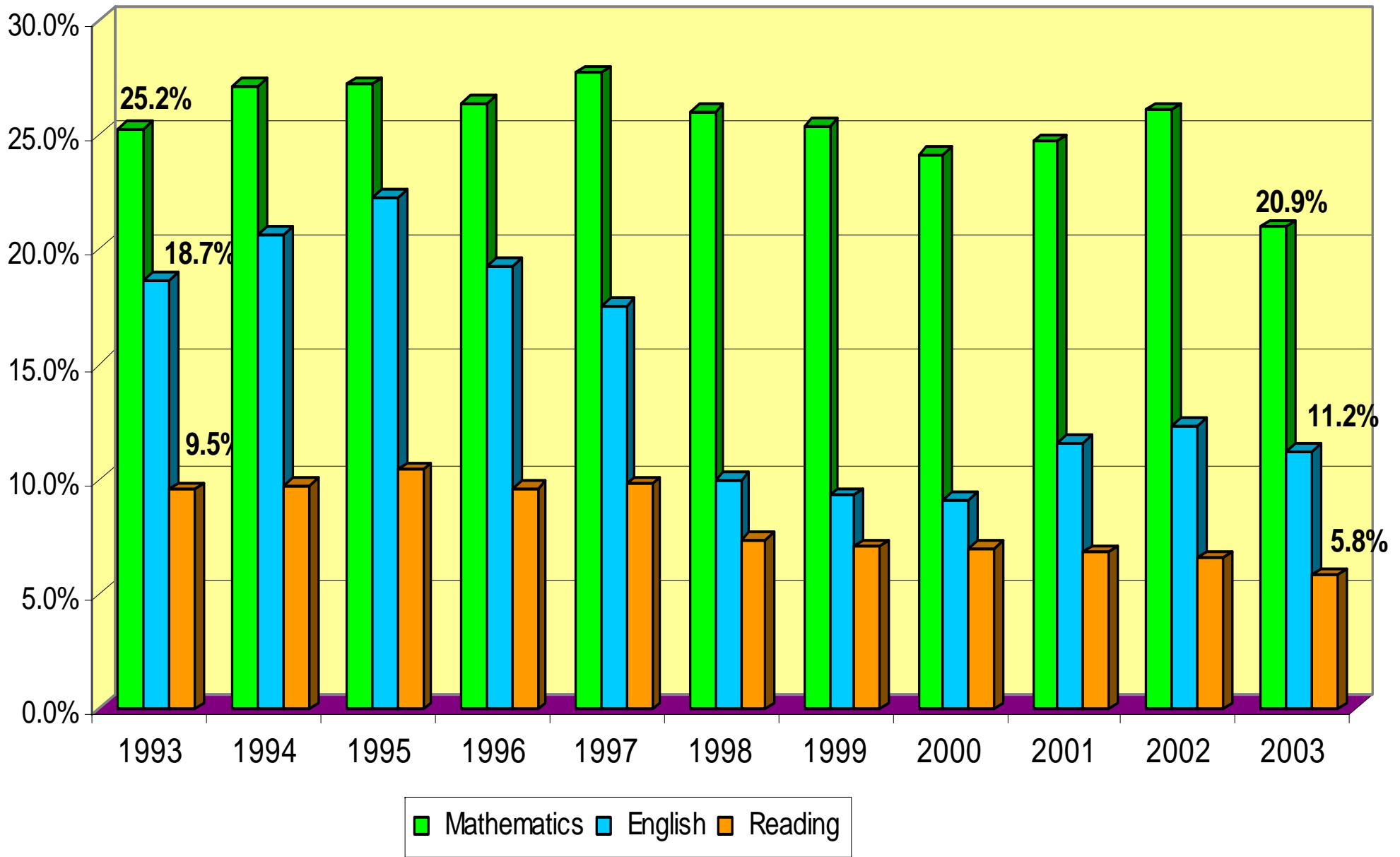
- **Developmental enrollment in math has decreased from 2,984 students in Fall 1993 to 2,375 students in Fall 2003, and the percentage of students enrolled in developmental math has decreased from 25.2 to 20.9 percent.**
- **Both the numbers and percentages of students in developmental writing and reading have decreased substantially.**

Developmental Enrollment by Subject



■ Mathematics	2,984	2,915	2,819	2,812	2,881	2,582	2,523	2,398	2,531	2,920	2,375
■ English	2,208	2,225	2,307	2,060	1,826	994	927	909	1,191	1,379	1,271
■ Reading	1,128	1,045	1,081	1,028	1,020	738	704	698	698	738	660

Developmental Enrollment Percent by Subject



Developmental Needs Comparisons

Percentage of entering students assessed as requiring developmental course work, by subject

Subject	Del Mar College¹	Statewide²	National³
Math	64.3%	61.8%	22.0%
Writing	30.8%	40.4%	14.0%
Reading	29.3%	37.7%	20.0%

¹Del Mar College institutional data files

²Hunter Boylan, "An Evaluation of Developmental Education in Texas Public Colleges and Universities"

³U.S. Department of Education, National Center for Education Statistics, "Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000," public 2-year colleges

Developmental Enrollment Comparisons

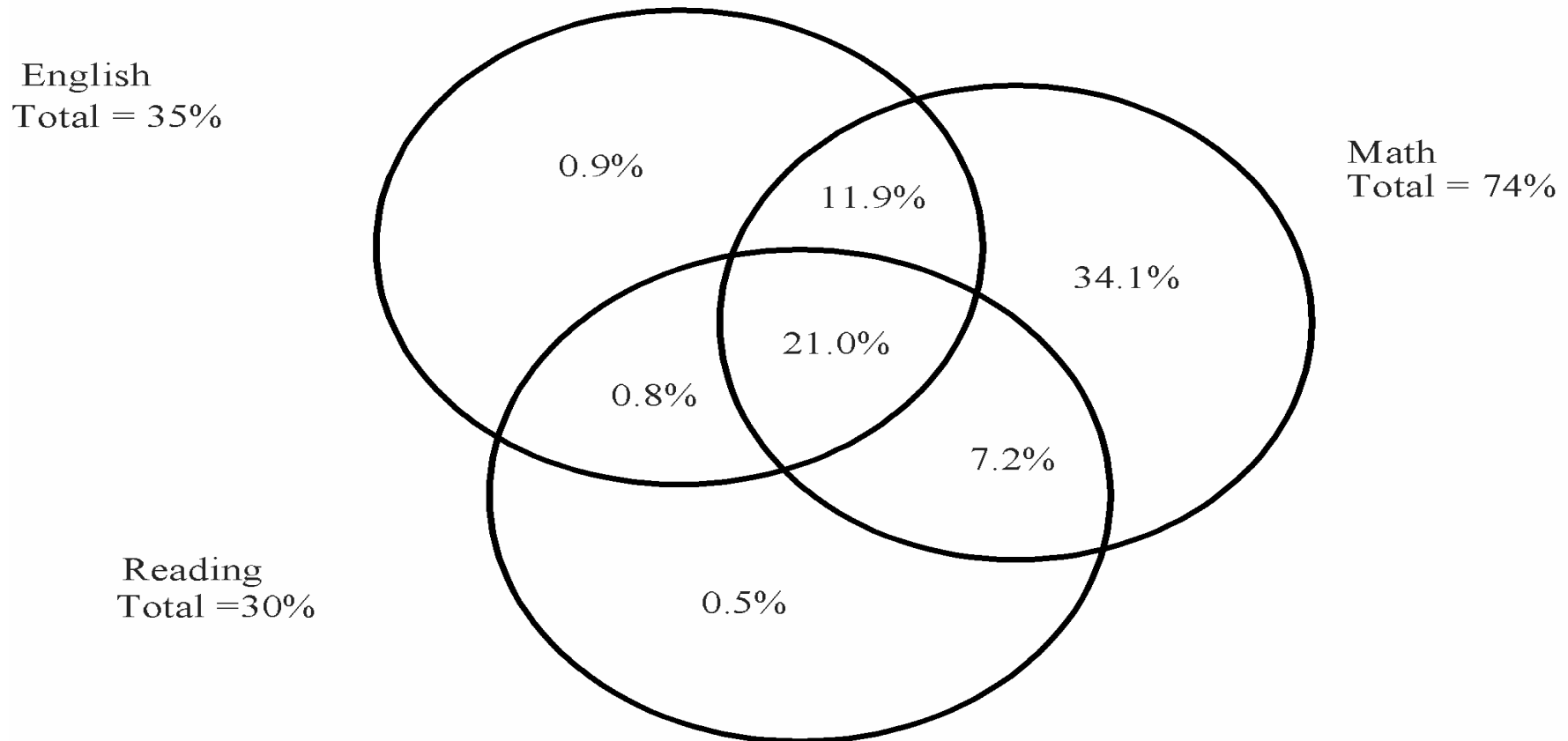
- **Enrollment in developmental courses varies greatly, and is dependent on many different demographic and socioeconomic factors.**
- **Compared to students at most other Texas public community colleges, more Del Mar College students require developmental math, and fewer require developmental writing and reading.**
- **Compared to national averages, many more Del Mar College students require developmental math, and substantially more require developmental writing and reading.**

Del Mar College Developmental Student Needs Assessment

- **Developmental needs assessment is tracked by first-time-in-college (FTIC) cohort.**
- **Students are assessed according to performance on Del Mar College local placement exams in math, writing, and reading.**
- **Students not counted as requiring developmental course work are classified as exempt, waived, not yet tested, or already at college level.**

Developmental Needs Profile 2003

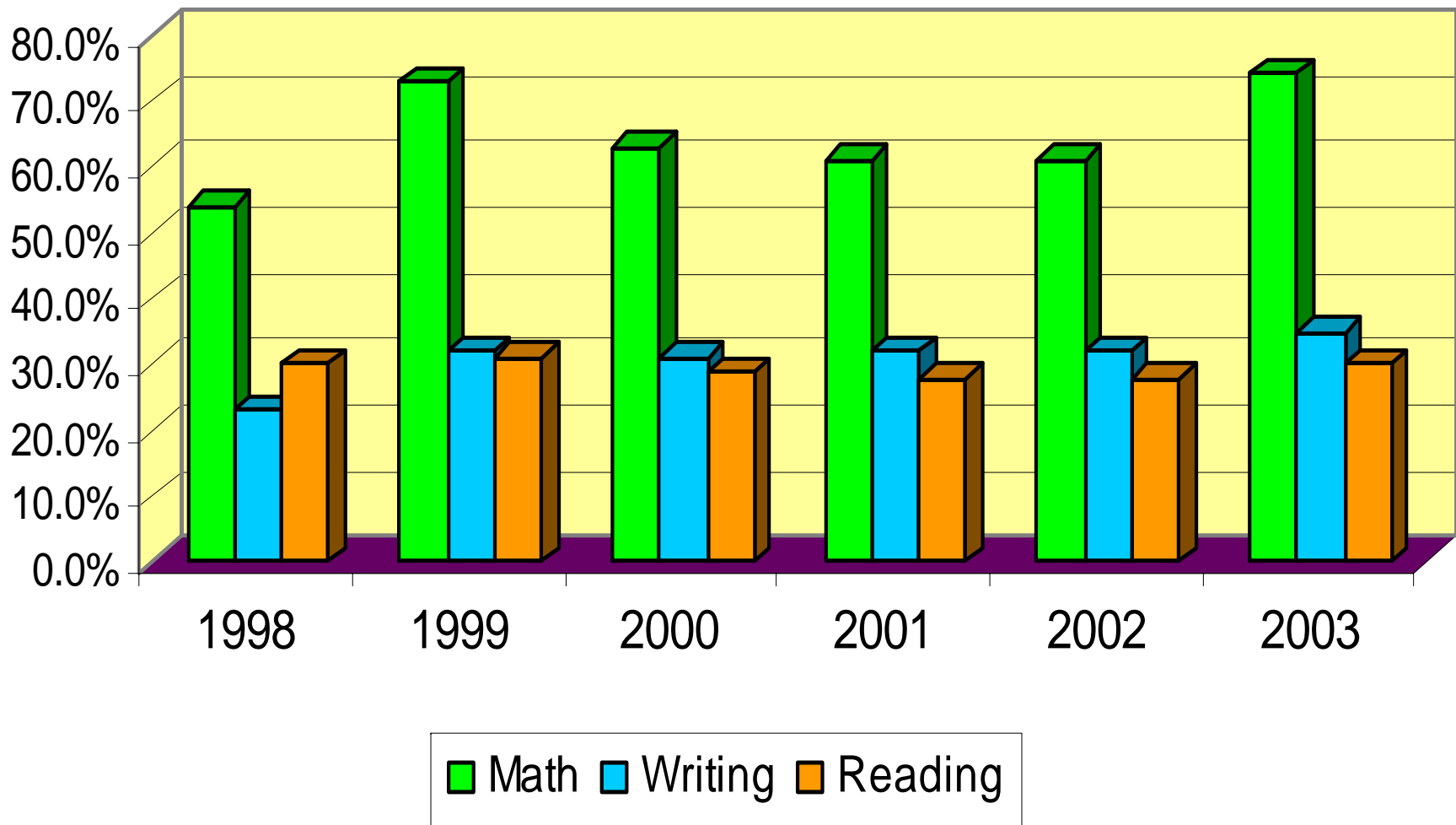
Percent of Fall 2003 Incoming Freshmen
Tested upon Entry as Needing Developmental Course Work



Of the 2,250 incoming freshmen, 76% tested as needing developmental course work in one or more areas, 18% tested at college level, and 5% did not have test scores in all three subjects.

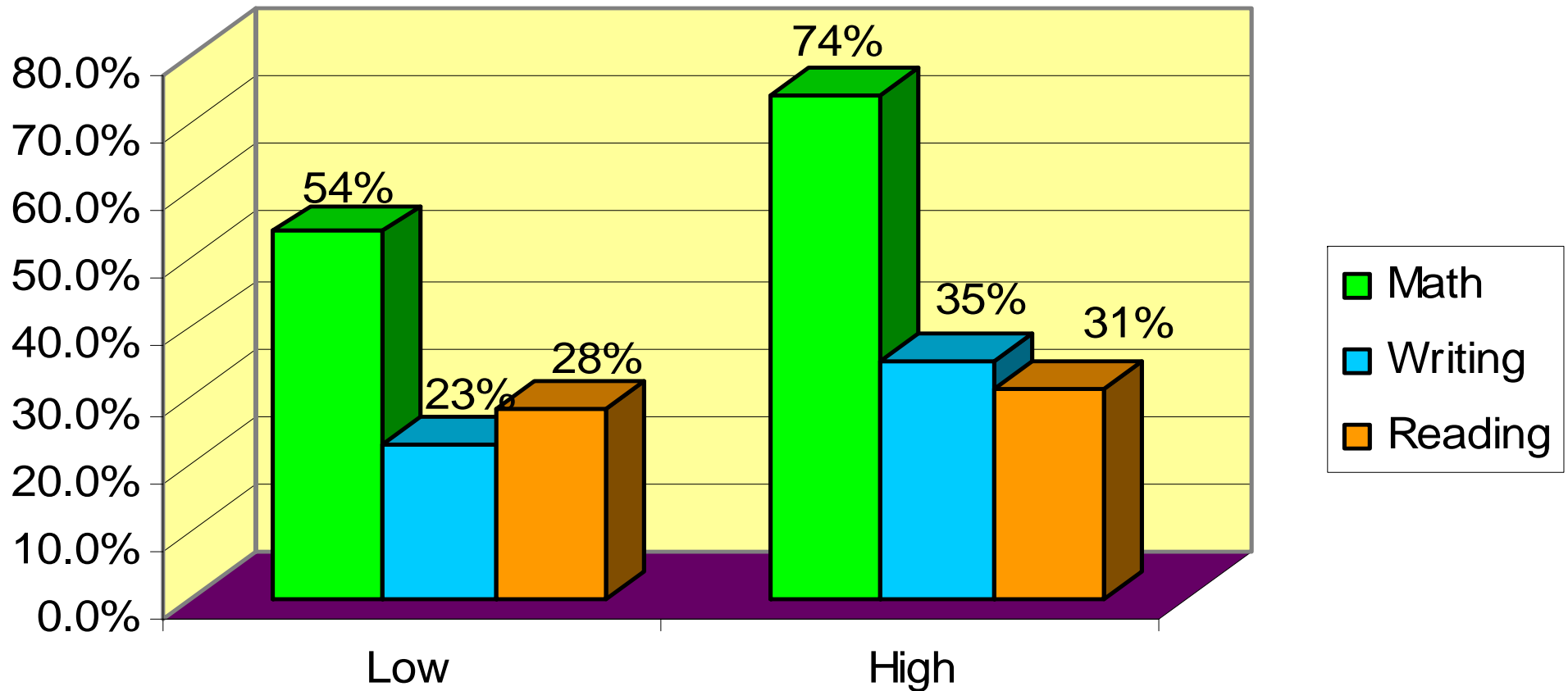
Developmental Needs Profiles, 1998-2003

Percent of FTICs Needing Developmental Course Work by Fall Entry Semester



Developmental Needs Profiles, 1998-2003

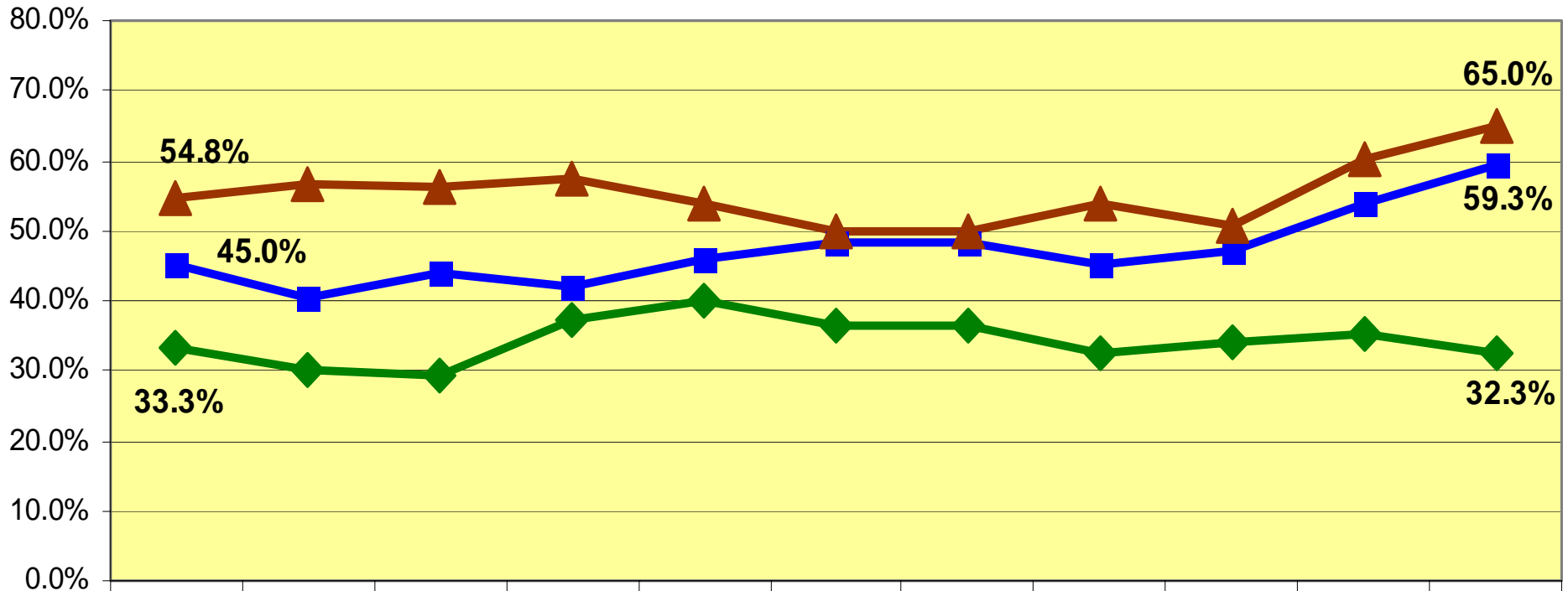
Percent of FTICs Needing Developmental Course Work by Fall Entry Semester



Del Mar College Developmental Grades

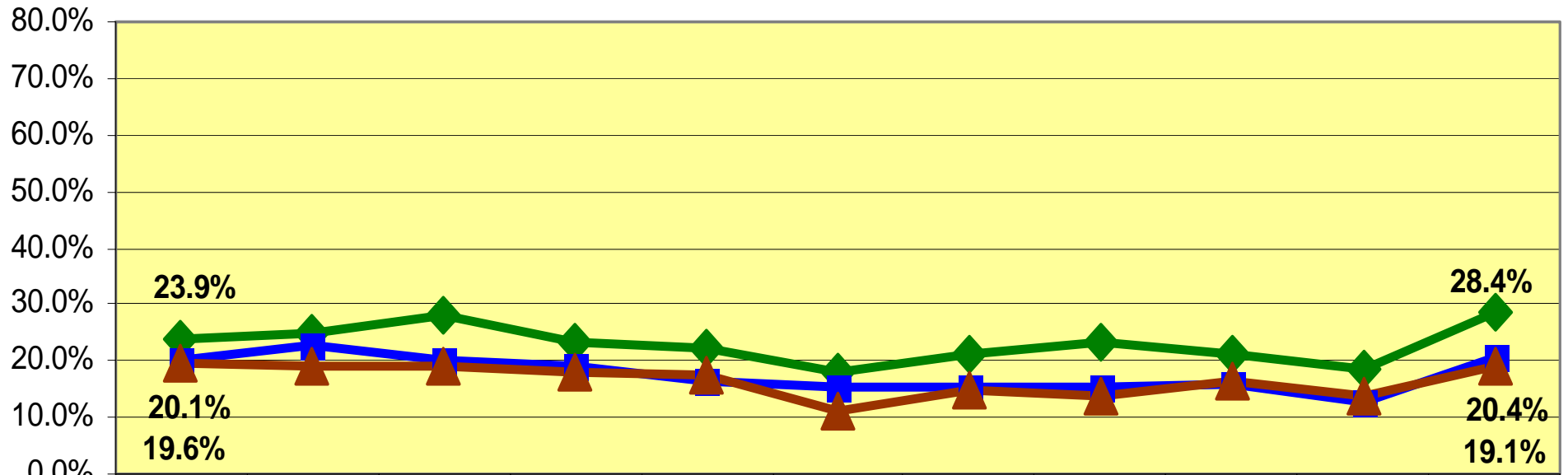
- **Developmental grades include *A* through *C* (passing), *W* (withdrawal), *I* (incomplete), and *R* (repeat required).**
- **Developmental grades tend to be lower than grades in college-level courses.**
- **College-level math and English have higher withdrawal rates than the college-wide average.**

Developmental Grades--Passing



	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Math	33.3%	30.1%	29.4%	37.3%	40.2%	36.4%	36.5%	32.3%	34.1%	35.2%	32.3%
English	45.0%	40.3%	44.1%	42.1%	46.0%	48.2%	48.2%	45.0%	47.0%	53.8%	59.3%
Reading	54.8%	56.6%	56.2%	57.4%	53.9%	49.7%	50.0%	53.8%	50.8%	60.1%	65.0%

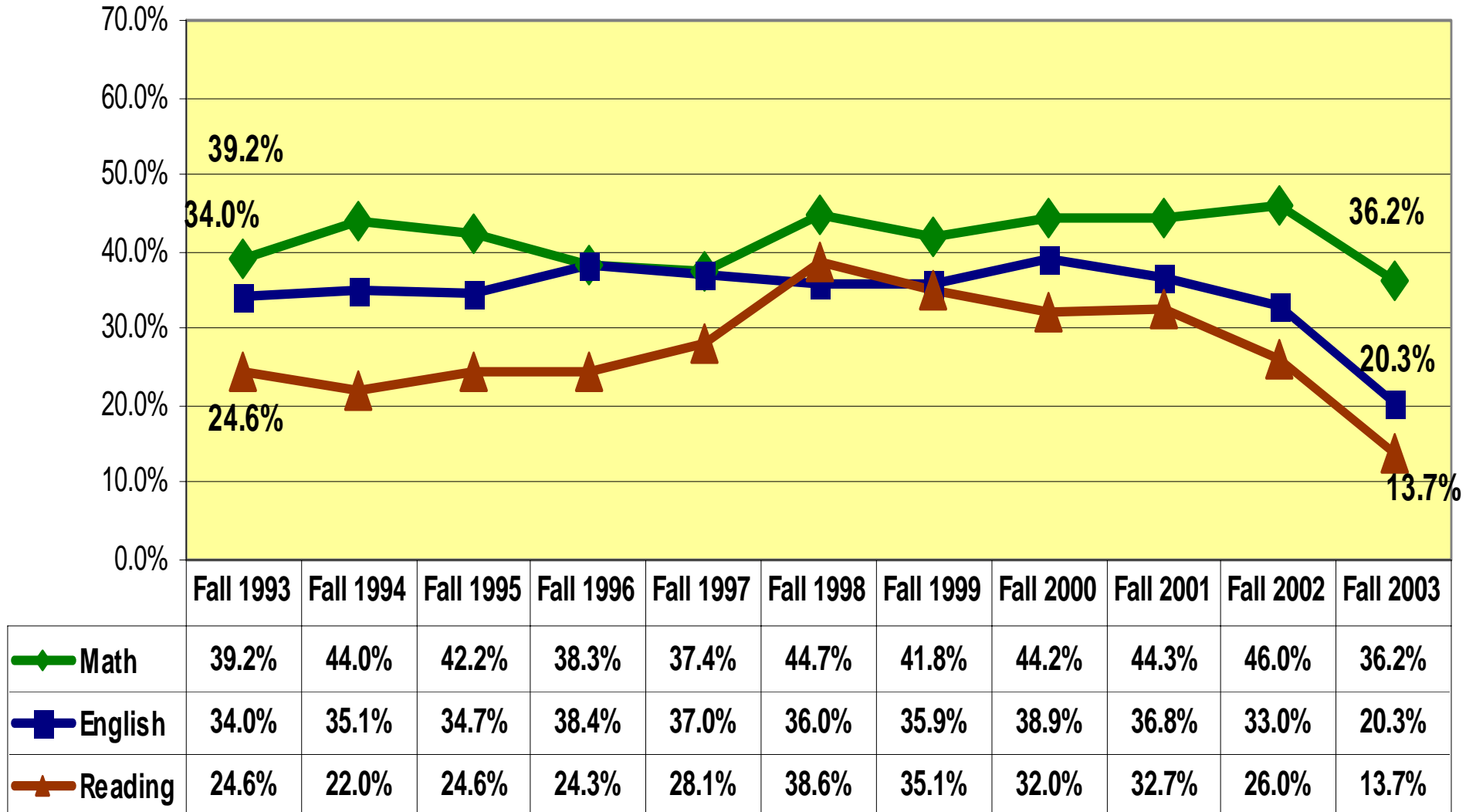
Developmental Grades--Withdrawals



Math	23.9%	24.7%	28.1%	23.5%	22.4%	18.0%	21.0%	23.4%	21.3%	18.6%	28.4%
English	20.1%	22.6%	20.2%	19.0%	16.6%	15.2%	15.6%	15.4%	15.6%	12.6%	20.4%
Reading	19.6%	18.9%	19.0%	18.0%	17.7%	11.4%	14.8%	13.9%	16.4%	13.8%	19.1%

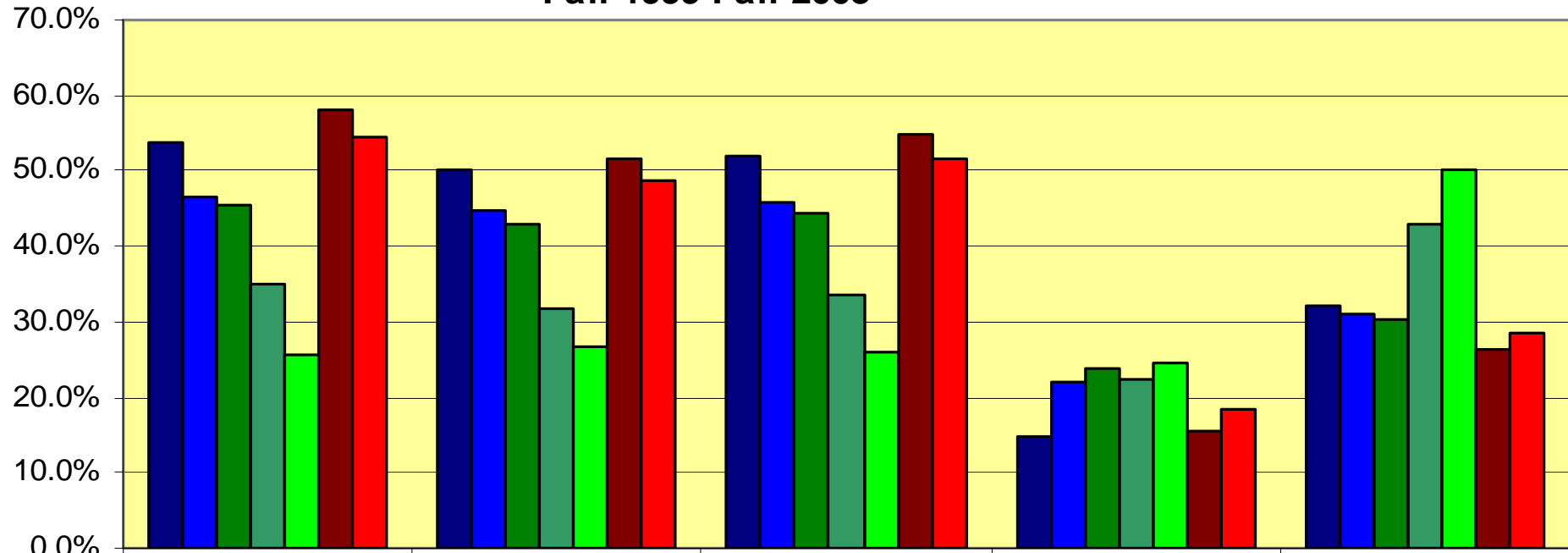
Developmental Grades--Repeat Required

Percent Developmental Grade of "R" by Fall Semester and Subject



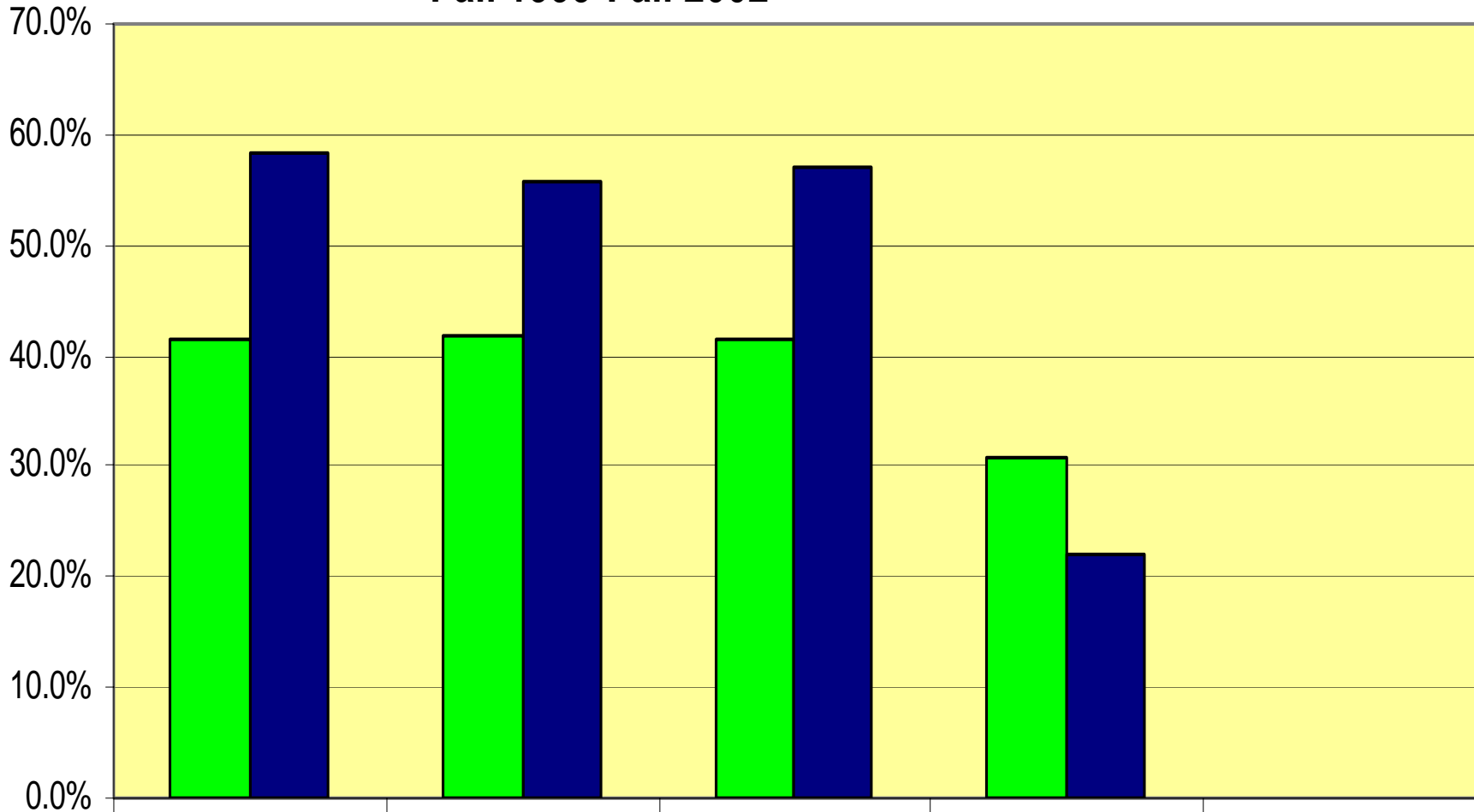
Developmental Grades by Course

**Developmental Average Pass and Withdrawal Rates by Course
Fall 1999-Fall 2003**



	Avg fall pass	Avg spring pass	Avg fall/spring pass	Avg withdrawal	Avg repeat
■ ENGL 0305/06	53.6%	50.1%	51.9%	14.9%	32.1%
■ ENGL 0307	46.7%	44.6%	45.7%	21.8%	30.9%
■ MATH 0370	45.6%	43.1%	44.4%	23.7%	30.4%
■ MATH 0371	35.1%	31.6%	33.4%	22.3%	43.0%
■ MATH 0373	25.6%	26.6%	26.1%	24.5%	50.1%
■ READ 0305	58.1%	51.6%	54.9%	15.4%	26.3%
■ READ 0306	54.7%	48.6%	51.6%	18.2%	28.3%

College-level Average Pass and Withdrawal Rates by Course Fall 1999-Fall 2002



	Avg fall pass	Avg spring pass	Avg fall/spring pass	Avg withdrawal	Avg repeat
■ College-level math	41.4%	41.8%	41.6%	30.8%	0.0%
■ College-level English	58.4%	55.8%	57.1%	22.1%	0.0%

Del Mar College Developmental Student Outcomes

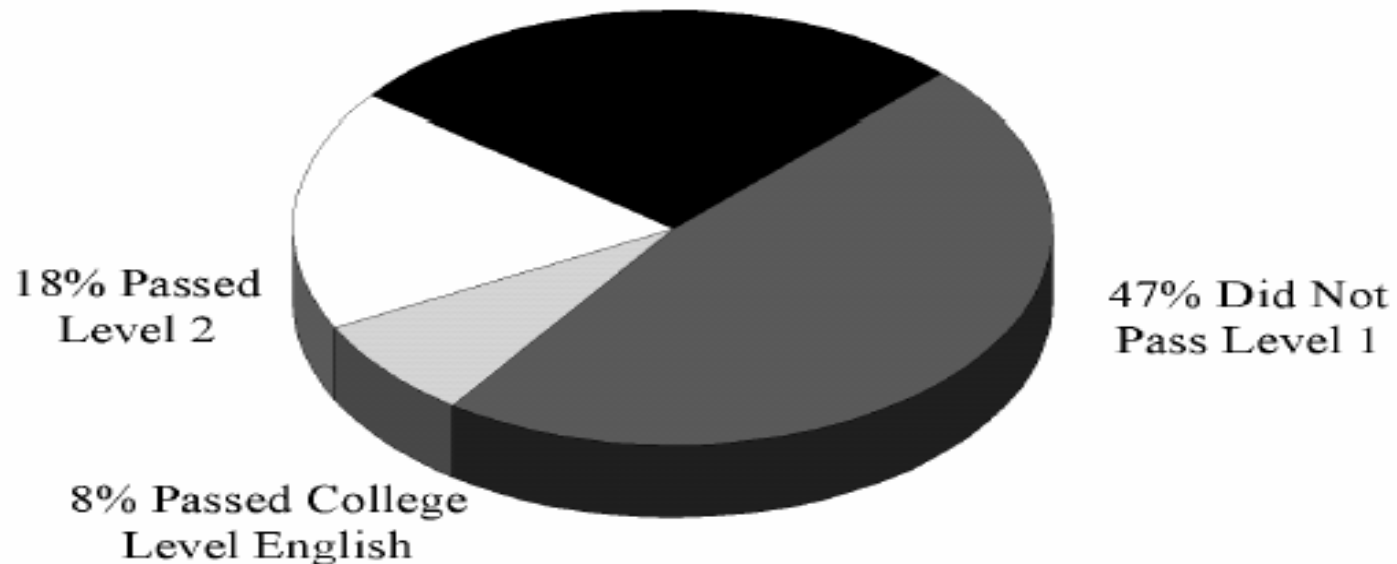
- **Developmental student outcomes are tracked by first-time-in-college (FTIC) fall cohort.**
- **Outcomes are tracked by subject (math, writing, and reading), by the course level the students attempt first, and by the course level they complete in each subject.**
- **Outcomes are measured as of three years after the students' semester of entry.**

Developmental Outcomes Fall 2000 Cohort

Highest Level Achieved After 3 Years
By Fall 2000 Students Who Started in
English Developmental Education

Students Starting at Level 1
(Engl 0305/0306)

27% Passed Level 1



(N=152)

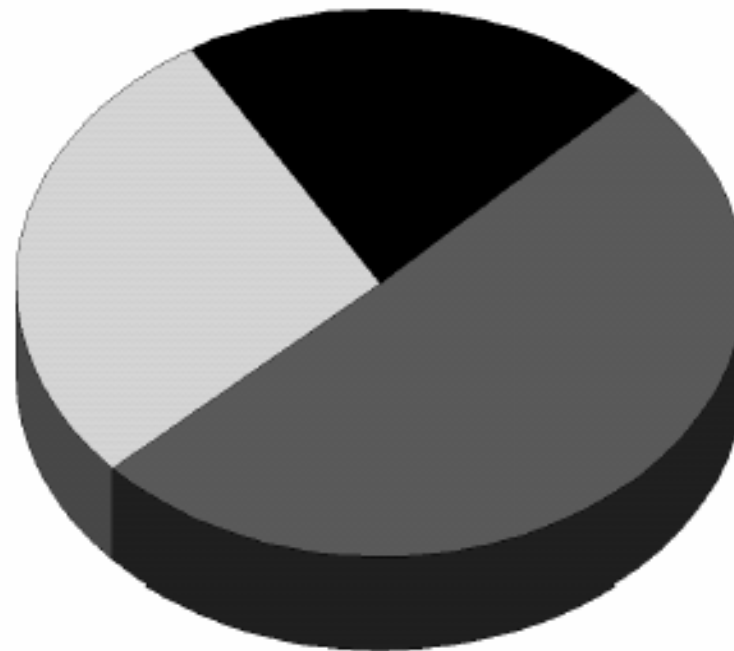
Developmental Outcomes Fall 2000 Cohort

Students Starting at Level 2 (Engl 0307)

21% Passed Level 2

28% Passed College
Level English

51% Did Not Pass
Level 2

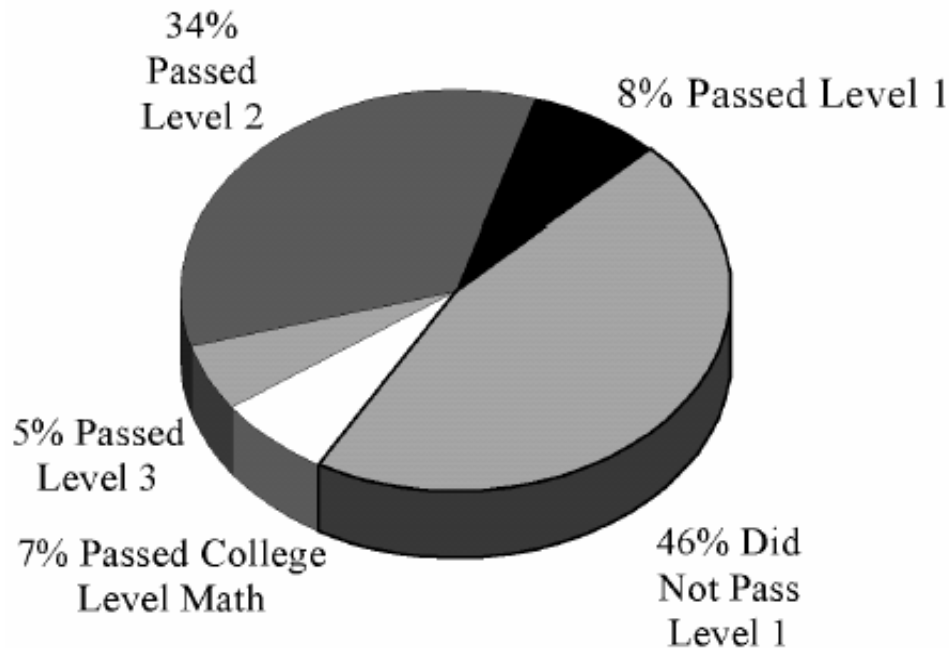


(N=223)

Developmental Outcomes Fall 2000 Cohort

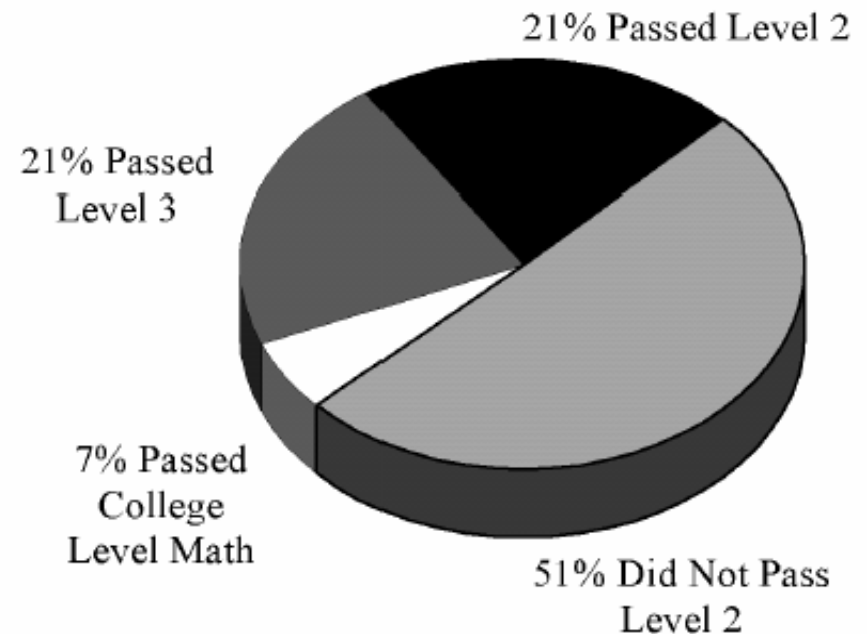
Highest Level Achieved After 3 Years
By Fall 2000 Students Who Started in
Math Developmental Education

Students Starting at Level 1
(Math 0370)



(N=201)

Students Starting at Level 2
(Math 0371)



(N=372)

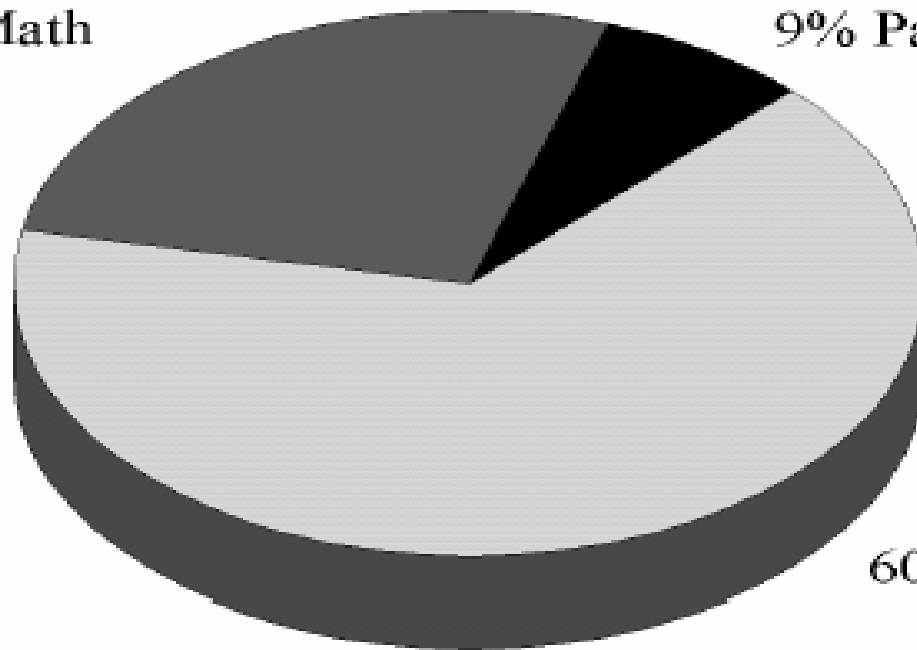
Developmental Outcomes Fall 2000 Cohort

Students Starting at Level 3

(Math 0372/0373)

31% Passed College
Level Math

9% Passed Level 3



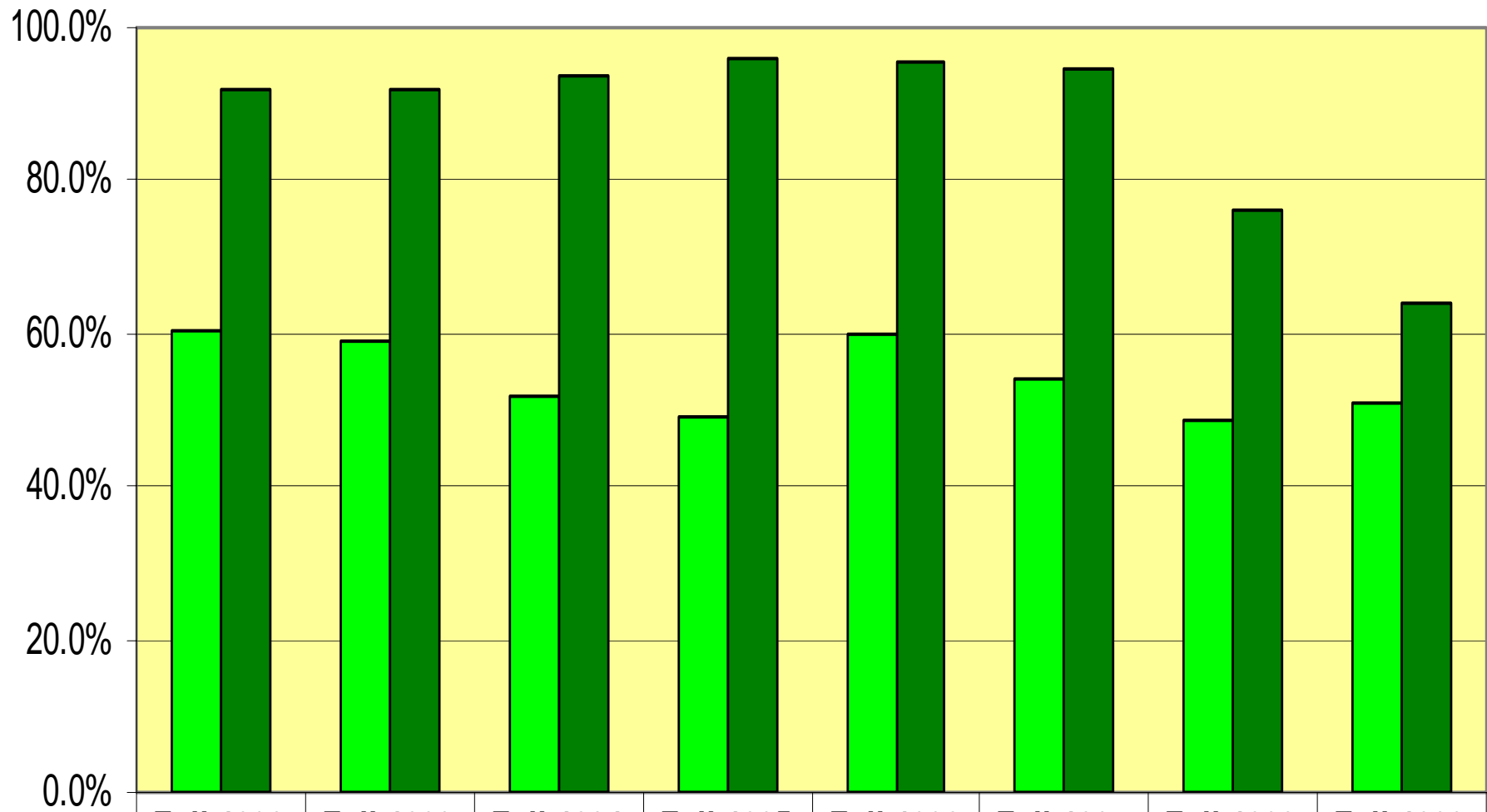
60% Did Not Pass
Level 3

(N=304)

Del Mar College Developmental Student Outcomes

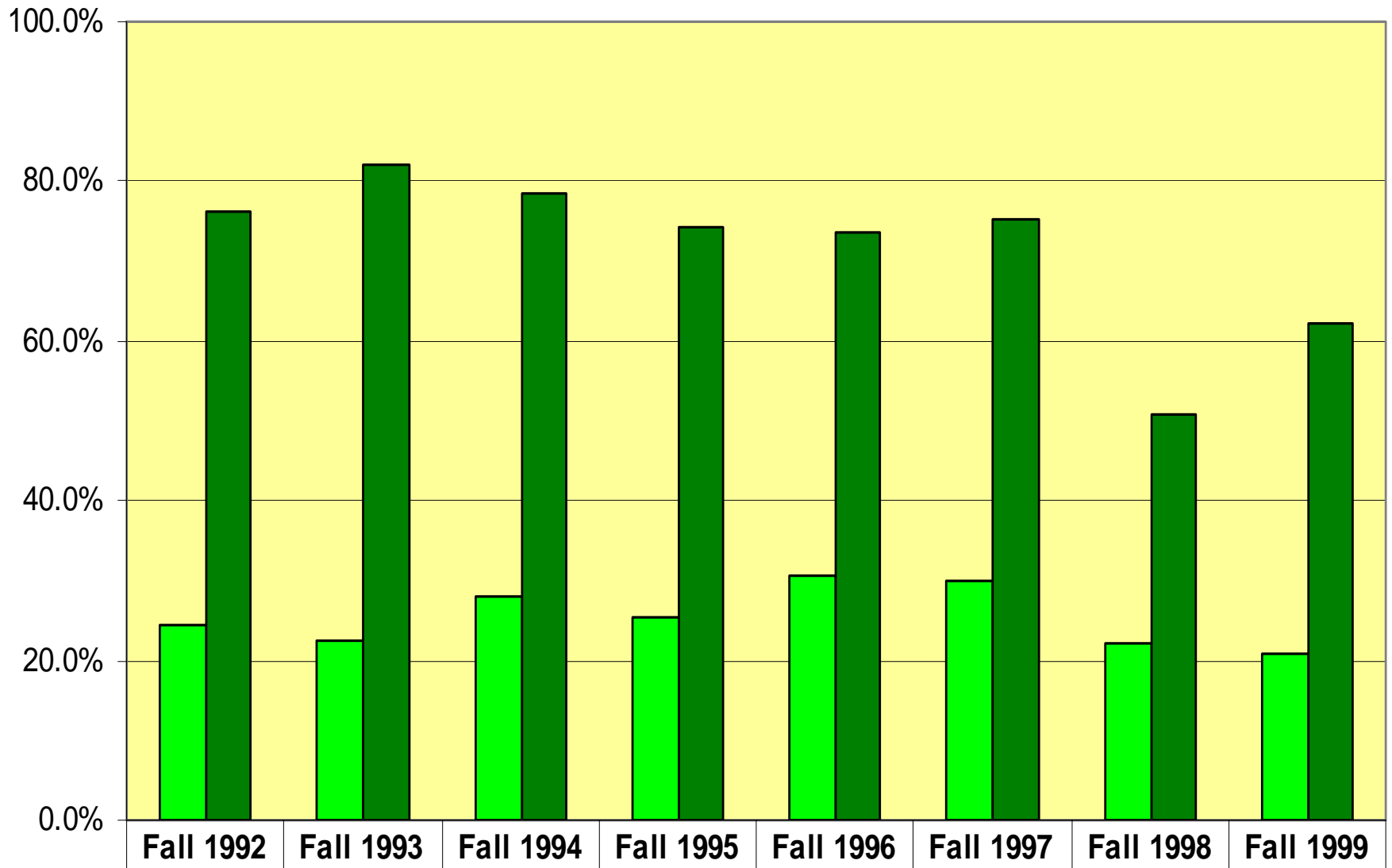
- **Students are expected to pass each level of developmental course work in a given subject in order to complete their developmental obligation and then go on to attempt college-level courses.**
- **Students who are placed initially into higher levels of a given subject are much more likely to successfully complete their developmental course work.**

Developmental Outcomes by Cohort—Math 0372/0373



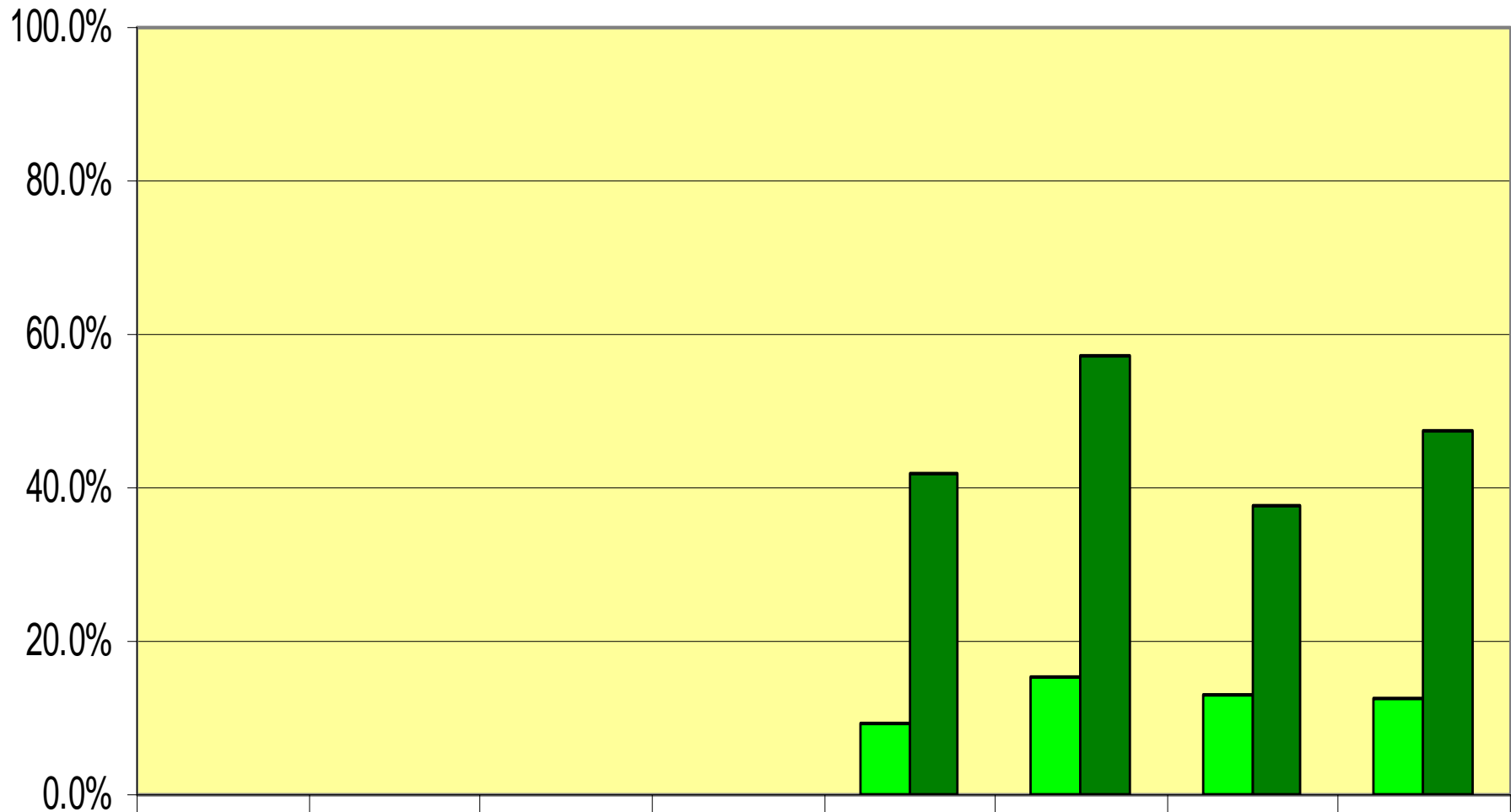
	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
Fully Remediated	60.3%	58.9%	51.9%	49.1%	59.9%	54.0%	48.7%	51.0%
Passed TASP	91.9%	91.7%	93.7%	95.7%	95.4%	94.5%	75.9%	64.2%

Developmental Outcomes by Cohort—Math 0371



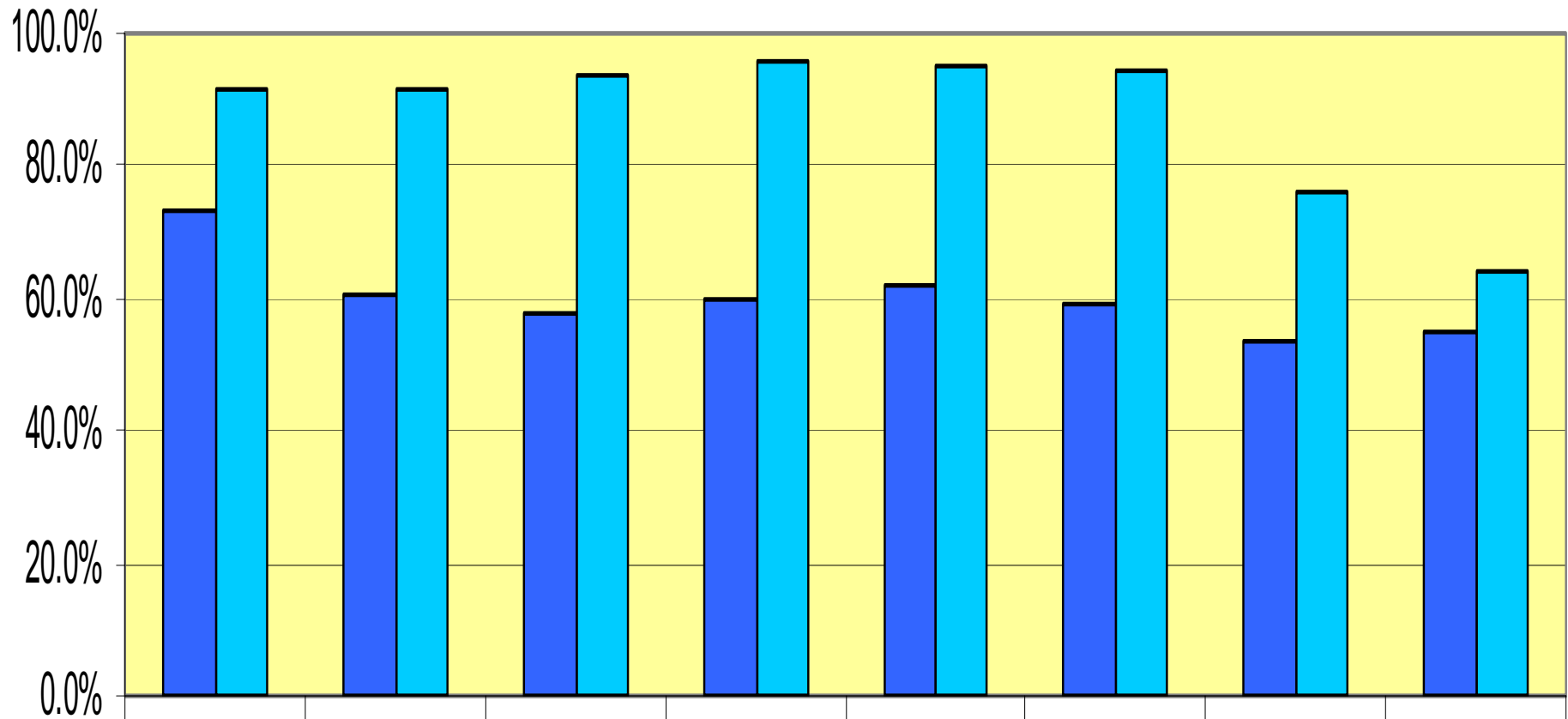
■ Fully Remediated	24.3%	22.4%	28.0%	25.5%	30.8%	30.1%	22.3%	20.9%
■ Passed TASP	76.2%	82.2%	78.6%	74.3%	73.5%	75.2%	50.7%	62.1%

Developmental Outcomes by Cohort—Math 0370



	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
Fully Remediated	0.0%	0.0%	0.0%	0.0%	9.3%	15.4%	13.0%	12.5%
Passed TASP	0.0%	0.0%	0.0%	0.0%	41.7%	57.1%	37.5%	47.6%

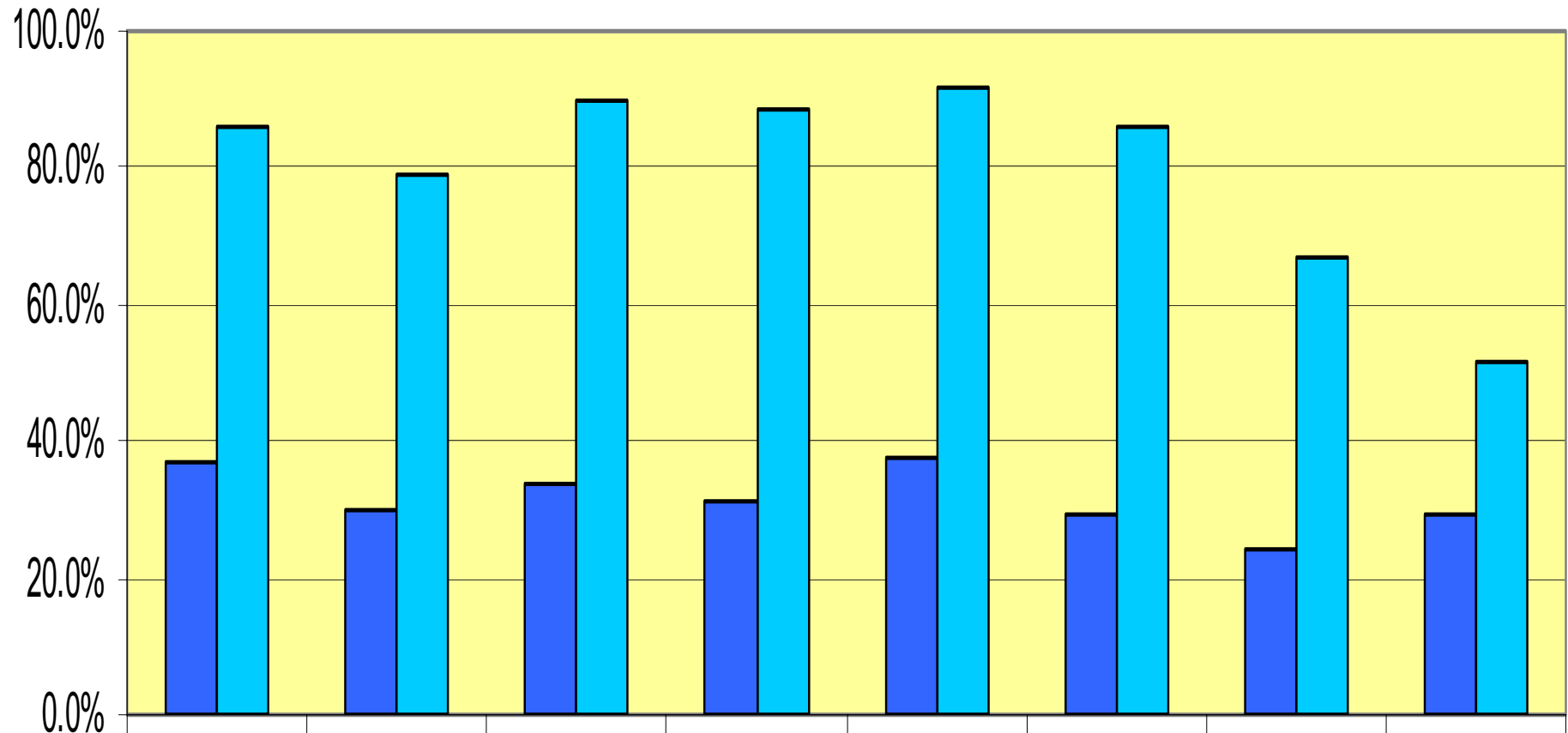
Developmental Outcomes by Cohort—English 0307



	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
■ Fully Remediated	73.0%	60.7%	57.6%	60.0%	62.0%	59.0%	53.7%	54.7%
■ Passed TASP	91.9%	91.7%	93.7%	95.7%	95.4%	94.5%	75.9%	64.2%

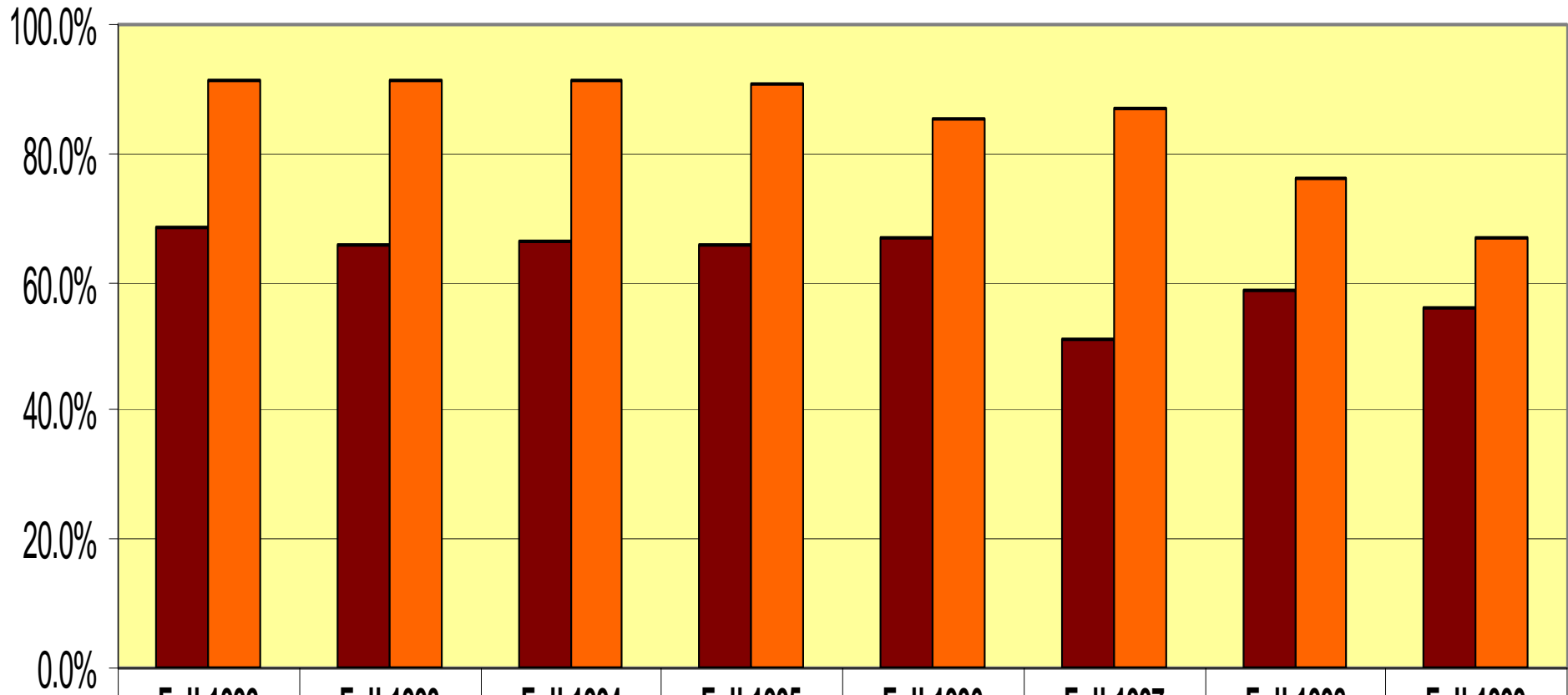
Developmental Outcomes by Cohort

English 0305/0306



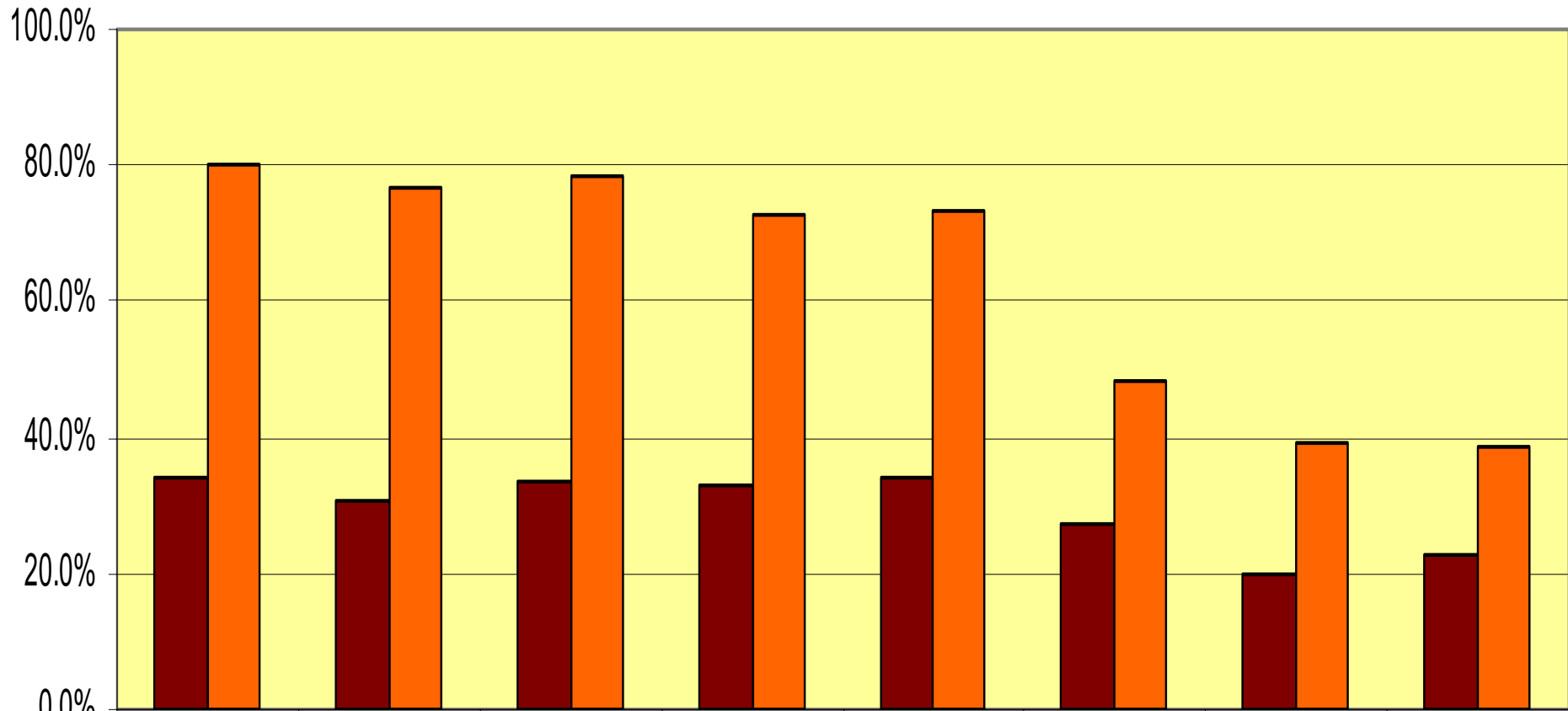
	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
Fully Remediated	37.1%	30.2%	33.6%	31.5%	37.6%	29.3%	24.0%	29.1%
Passed TASP	86.0%	78.7%	90.0%	88.2%	91.8%	85.7%	66.7%	51.4%

Developmental Outcomes by Cohort—Reading 0306



Fully Remediated	68.2%	65.6%	66.1%	65.7%	66.8%	50.9%	58.8%	56.2%
Passed TASP	91.0%	91.5%	91.6%	90.7%	85.4%	87.0%	75.9%	67.0%

Developmental Outcomes by Cohort—Reading 0305



	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
Fully Remediated	34.3%	30.9%	33.7%	33.2%	34.3%	27.3%	20.0%	22.8%
Passed TASP	80.0%	76.8%	78.3%	72.5%	73.1%	48.2%	39.3%	38.9%

Del Mar College Developmental Student Outcomes

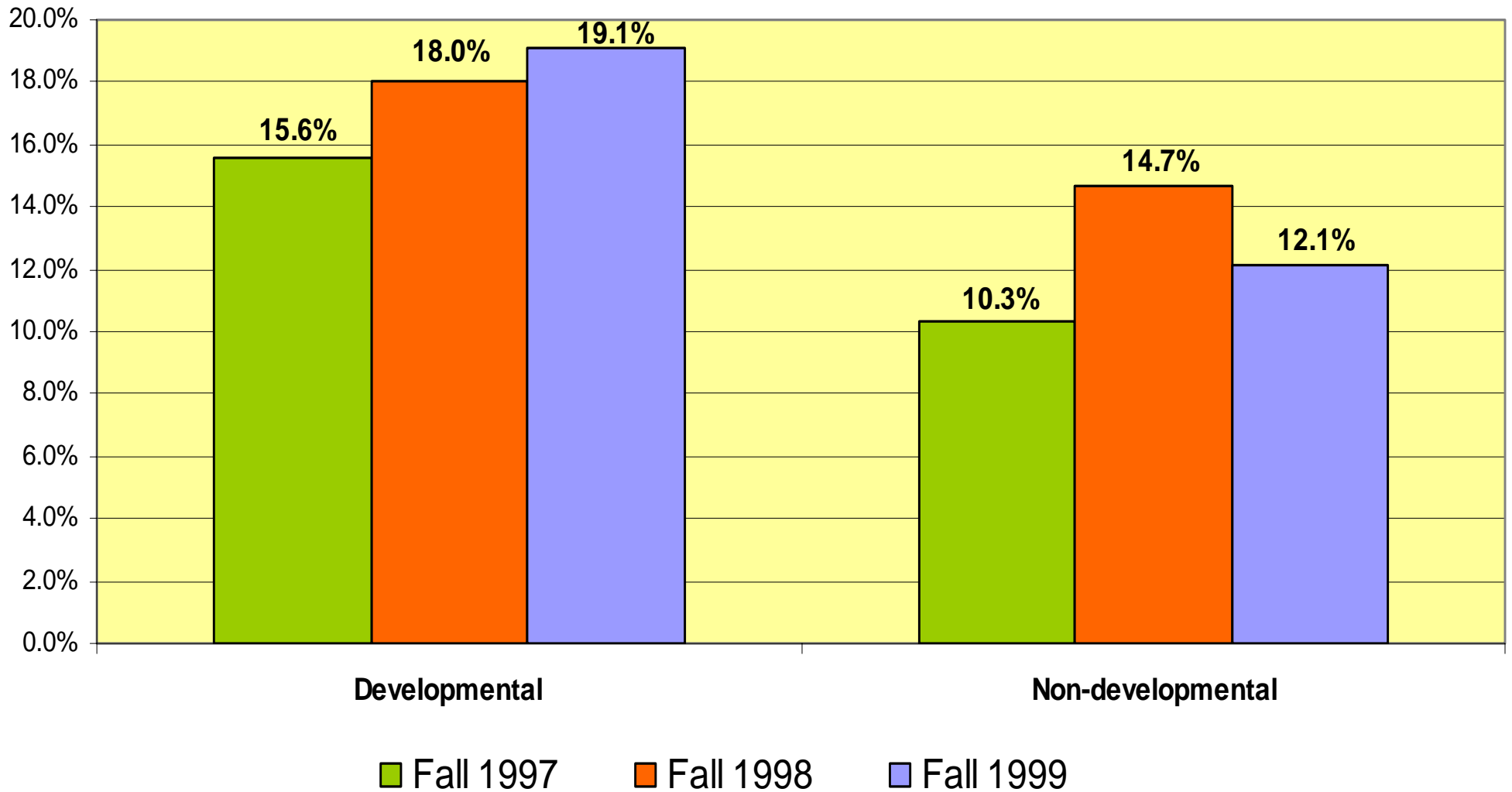
- **Developmental student outcomes are also tracked according to**
 - Fall-to-fall retention
 - Program completion (graduation)
 - Transfer to another school
- **Successful outcomes include**
 - Staying enrolled (retention)
 - Graduating with a degree or certificate
 - Transferring to a university

Del Mar College Developmental Student Outcomes

- **Developmental students have higher retention rates than non-developmental students.**
- **Developmental students take longer to prepare for college-level work.**
- **Non-developmental students, who have already reached college level, are much more likely to transfer or graduate.**

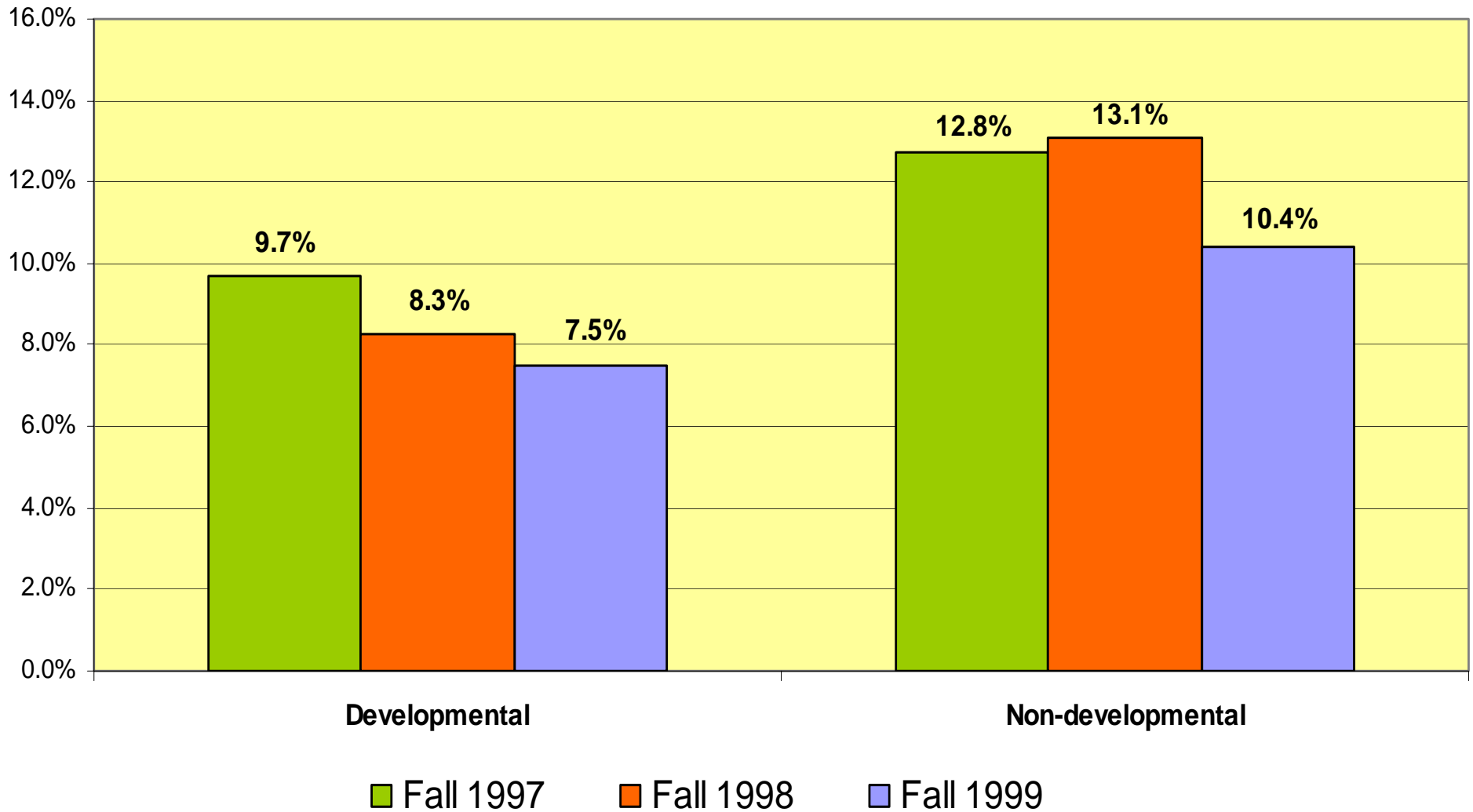
Four-year FTIC Retention Rates by Cohort

Four-year Retention by Cohort, All FTIC Students by Developmental Status



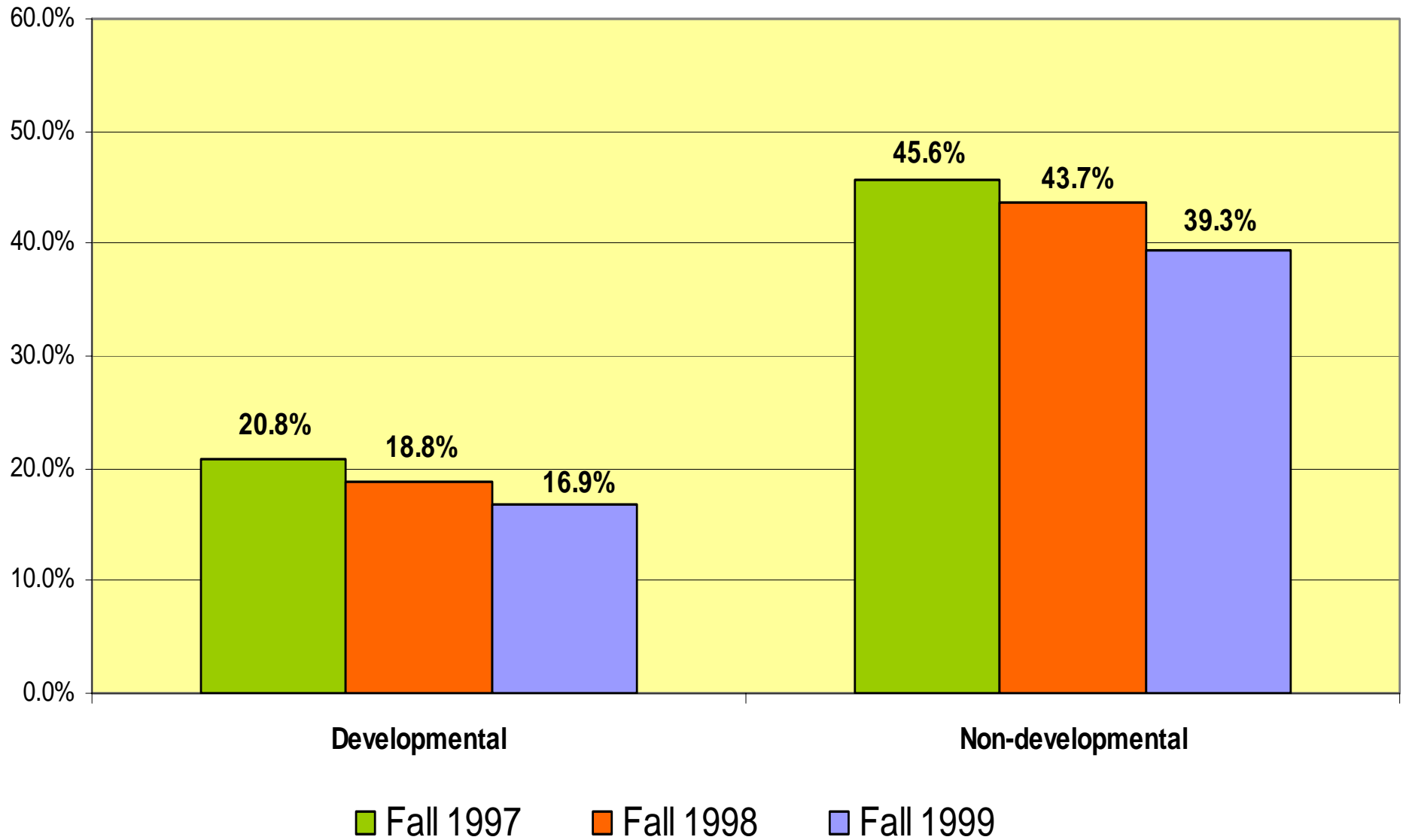
FTIC Graduation Rates by Cohort

Graduated as of Fall 2003



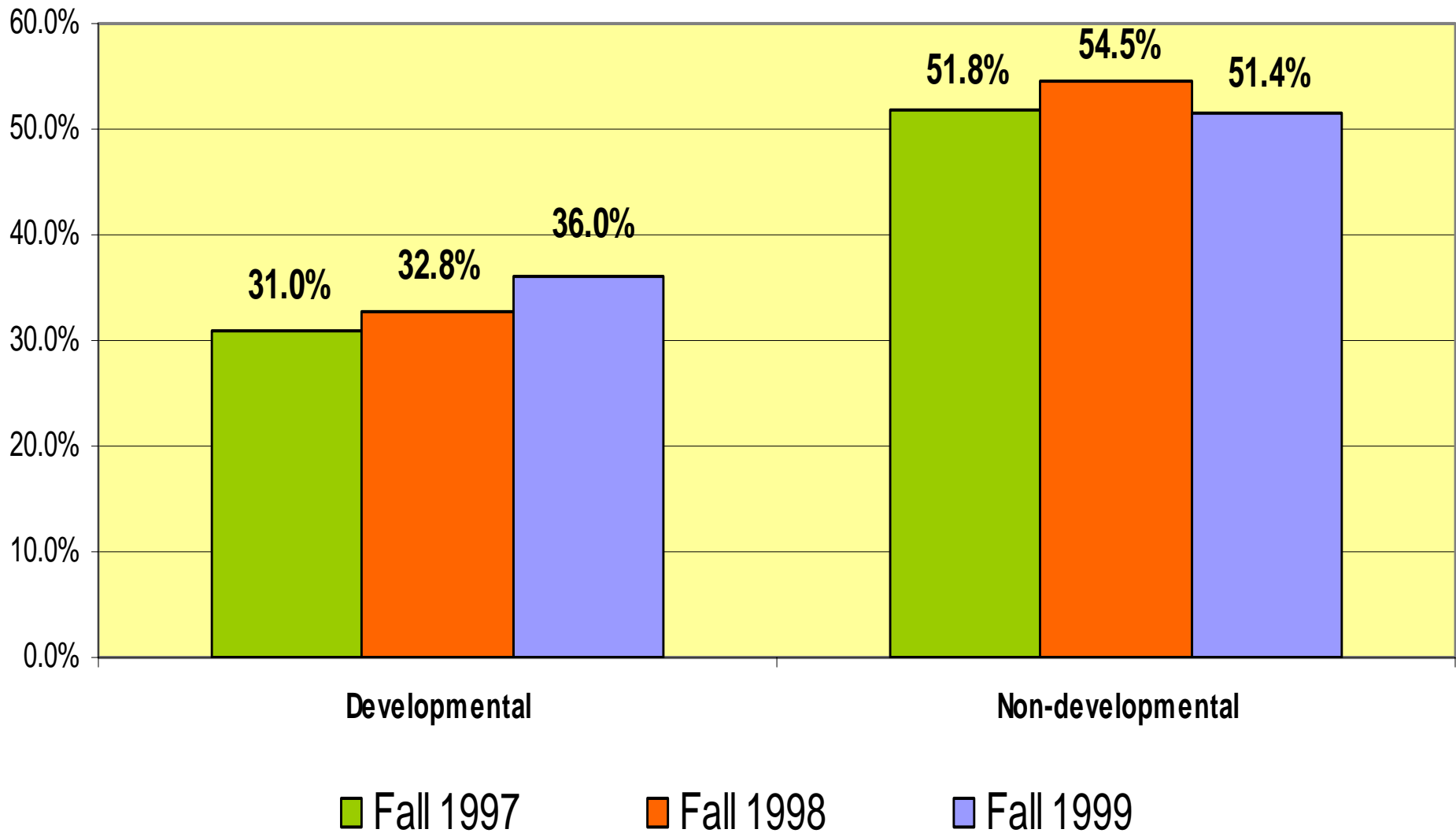
FTIC Graduation/Transfer Rates by Cohort

Graduated or Transferred as of Fall 2003



FTIC Graduation/Transfer/Enrolled Rates by Cohort

Graduated, Transferred, or Still Enrolled as of Fall 2003



Del Mar College Developmental Student Surveys

- **Developmental students are surveyed regularly to fulfill the College's obligation set forth in the Developmental Education Plan.**
- **Analysis of the survey results are part of each program's institutional effectiveness process.**
- **Student surveys provide qualitative data that is used to promote continuous quality improvement for each program.**

Developmental Math Survey Results

Why are students in developmental math classes attending college at this time?

- 45 percent are preparing to transfer to a four-year college
- Almost one-fourth are here to gain skills for a new occupation

Long-term goal

- 80 percent want to earn a four-year degree

Employment status of students in developmental math classes

- 30 percent are employed full-time
- 37 percent are employed part-time

Why did developmental math students choose Del Mar College?

- Affordable tuition and fees
- Convenient location

Developmental Math Survey Results

- 45 percent of the developmental math students have not worked out an education/degree plan with their academic advisers
- 24 percent believed they were not given accurate information about the math course in which they were enrolled
- 72 percent felt like their critical thinking/problem solving/and reasoning skills had improved

Del Mar College Developmental Student Surveys

- **Developmental students are asked to rate each aspect of a program in terms of how important it is to them.**
- **Students are also asked to rate each aspect of a program according to how well satisfied they are with the program.**
- **The difference between the students' satisfaction with a service and how important the service is to them provides a measure of how well the program is performing, and where it can improve.**

Developmental Math Survey Results

Factors affecting developmental students' studies:

Important or Very Important	Satisfied or Very Satisfied
--	--

- | | | |
|--|-----|-----|
| • Appropriate and helpful teaching methods in developmental math | 97% | 87% |
| • Availability and helpfulness of tutors in developmental math | 91% | 76% |
| • Math lab facilities, resources, and hours | 91% | 80% |
| • Adequacy of space and facilities for math classes/labs | 89% | 83% |

Developmental Math Survey Results

Other factors with a significant gap between levels of importance and levels of satisfaction:

- Availability of courses when needed in this subject
- Availability of a program adviser

Developmental Reading Survey Results

Why are students in reading classes attending college at this time?

- Almost one-half are preparing to transfer to a four-year college
- Almost one-fourth are here to gain skills for a new occupation

Long-term goal

- 80 percent want to earn a four-year degree

Employment status of students in reading classes

- 28 percent are employed full-time
- 37 percent are employed part-time

Why did reading students choose Del Mar College?

- Affordable tuition and fees
- Convenient location

Developmental Reading Survey Results

- Almost one-half of the reading students have not worked out an education/degree plan with their academic advisers
- 30 percent believed they were not given accurate information about the reading course in which they were enrolled
- 85 percent felt that their reading comprehension had improved

Developmental Reading Survey Results

Factors affecting developmental students' studies:

	Important or Very Important	Satisfied or Very Satisfied
• Reading lab facilities, resources, and hours	94%	90%
• Hours computer labs are available in reading	93%	87%
• Access to PCs and computer labs in reading	92%	88%

Developmental Reading Survey Results

Students ranked their level of satisfaction greater than their level of importance in the following areas:

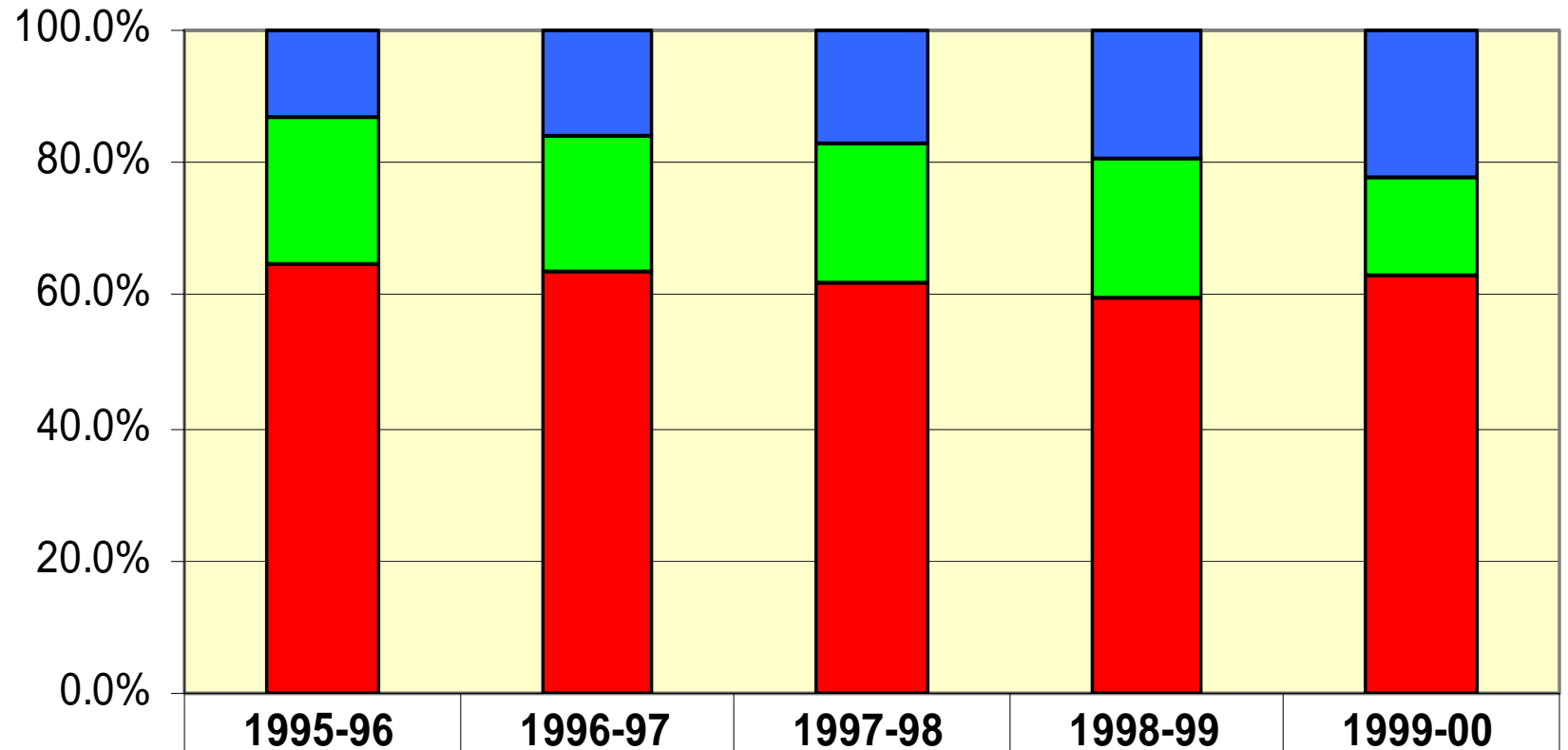
- Condition and appearance of the building for reading classes
- Adequacy of space and facilities for classes and labs in reading
- English Writing Center facilities, resources, and hours

Del Mar College Completers Who Began as Developmental Students

- **One of the most important measures of the success of a college's developmental education program is the percentage of developmental students who eventually graduate.**
- **This measure is especially important to a college like Del Mar, which has open admissions and enrolls many developmental students.**
- **Studies show that this measure varies among colleges from 10 to 50 percent. At Del Mar College, an average of well over 60 percent of all graduates were enrolled at some time in developmental course work.**

Graduates Enrolled in Developmental Courses

Graduates (Program Completers) by Placement Status at Entry and Year of Graduation



College-level	12.8%	16.0%	17.3%	19.0%	22.2%
No placement assessed	22.2%	20.3%	20.7%	21.2%	14.5%
Placed in developmental	65.0%	63.7%	62.0%	59.8%	63.3%

If you have any question about this report, or if you would like more information about Del Mar College's developmental education measures, please visit the staff of the Office of Institutional Research and Effectiveness:

- Director **David Andrus**
- Research Associate **Darlene Roberts**
- Research Associate **Leah Harter**
- Administrative Assistant **Jane Haas**
- Heldenfels Administration Building, East Campus
Room 107, (361) 698-1207
- Visit our website at **<http://www.delmar.edu/IRE/>**