November 2017

DEVELOPMENTAL EDUCATION FAST FACTS

DEVELOPMENTAL EDUCATION TRENDS AT LAKE LAND COLLEGE

- Between the fall 2008 first time degree seeking cohort and the 2014 cohort, the percent of students assessing into one or more remedial area has decreased from 79.8% to 73.1%. However, the percent of student assessing into remedial English has jumped from around 20% (fall 08, 09, and 10 cohorts) to above 30% for the fall 11, 12, 13, and 14 cohorts. The percent of students assessing into remedial reading has remained around 33% and the percent of students assessing into remedial math has decreased from 76% in fall 2008 to 68% in fall 2014.
- While the percentage of students that assess into one developmental course decreases from 50.2% for the fall 2005 cohort to 33.6% in the fall 2014 cohort, the percent of students assessing into three developmental areas increases from around 12% for the fall 2005 cohort to 21% in the fall 2014 cohort.
- Success rates (i.e., students still enrolled and/or graduated within 150% time) range between 42% and 51.5% for ALL first time degree seeking students. For students who do not need remedial education, the success rate increases by 10 to 20% and the success rates for students assessing into one remedial area are similar to the success rates of all students (i.e., 40 to 50%). However, these rates drop by an additional 10% for every developmental area into which students assess.
- Students who complete their final developmental course in an area with a C or better tend to do fairly well in their first college level course in the same area. For example, around 69% of students completing MAT-006 with a C or better, receive a C or better in their first college level math course. Around 66% of students in English and reading have the same experience.

INTERVENTIONS

- The Math & Science Division has implemented two very successful developmental interventions. Students participating in MAT-006 Flexible Schedules courses tend to have higher success rates (i.e., achieve a C or higher) than students participating in regular MAT-006 courses (success for intervention 67.3% (SP15), 82.9% (SP16), 74.6% (FA16), and 78.9% (SP17) compared to regular course success 53% (SP15), 52.6% (SP16), 71.6% (FA16), and 69.1% (SP17)). In addition, with the exception of the fall 2016 semester, withdrawal rates for intervention participants tended to be lower than withdrawal rates in regular courses.
- Accelerated or co-requisite math allows students in non-STEM majors to skip remedial math and enroll directly into MAT-116 or MAT-125. This approach has proven to be another successful intervention for students. When it comes to receiving an A, B or C in the course, results indicate that co-requisite students tend to do just as well if not better than regular students in both statistics (92% compared to 82%) and general education math (83% compared to 78%).

CONCLUSIONS AND RECOMMENDATIONS

- The more remedial subject areas first time degree seeking students assess into the less likely they are to be enrolled and/or graduated within 150% time.
- Given the success of the two remedial math interventions discussed above, Lake Land should examine how these approaches could be translated to remedial education in English and reading and evaluate how well these strategies work for students in these areas as well.
- Since every additional area of developmental education decreases the likelihood of student success, finding effective strategies to assist students in one developmental area that can be expanded to two and then three areas may be an efficient way to increase student success.