

DEVELOPMENTAL EDUCATION

FAST FACTS

DEVELOPMENTAL EDUCATION TRENDS AT LAKE LAND COLLEGE

- Between the fall 2008 first time degree seeking cohort and the 2013 cohort, the percent of students assessing into one or more remedial area has decreased from 79.8% to 76.4%. However, the percent of student assessing into remedial English has jumped from around 20% (fall 08, 09, and 10 cohorts) to 34% for the fall 11, 12, and 13 cohorts. The percent of students assessing into remedial reading has remained around 33% and the percent of students assessing into remedial math remains in the low to mid 70% range.
- While the percentage of students that assess into one developmental area decreases from 50.2% for the fall 2005 cohort to 34.8% in the fall 2013 cohort, the percent of students assessing into three developmental areas increases from around 12% for the fall 2005 cohort to 22% in the fall 2013 cohort.
- Success rates (i.e., students still enrolled and/or graduated within 150% time) range between 42% and 47% 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.
- AA students who assess into one or more developmental courses have a low success rate at 150% time. Their success rate is only 32.6% compared to 41.2% for all students assessing into one or more areas. This finding was similar for the fall 2012 cohort as well. The fall 2012 cohort's success rate at 150% time was only 35.2% compared to 43% for all students.

INTERVENTIONS

- The Math & Science Division has implemented a very successful developmental intervention called Math Flexible Schedules. Students participating in the flexible schedule MAT-006 courses have higher success rates (i.e., achieve a C or higher) than students participating in regular MAT-006 courses (success for intervention 67.3% spring 2015 and 82.9% spring 2016 compared to regular course success 53% spring 2015 and 52.6% spring 2016). Withdrawal rates for intervention participants in spring 2015 (24.5%) and 2016 (14.3%) were lower than withdrawal rates in regular courses for spring 2015 (36.5%) and 2016 (35.1%).
- Accelerated math has proven to be another successful intervention for students needing remedial math courses. All of the students participating in accelerated math have completed and passed their college level math course. Only one of 22 students in accelerated math has received a D, the remaining 21 students have achieved a C or above in their college level course.

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.