

Executive Summary

Developmental Education Core Indicator Results

Spring 2001

Key Findings:

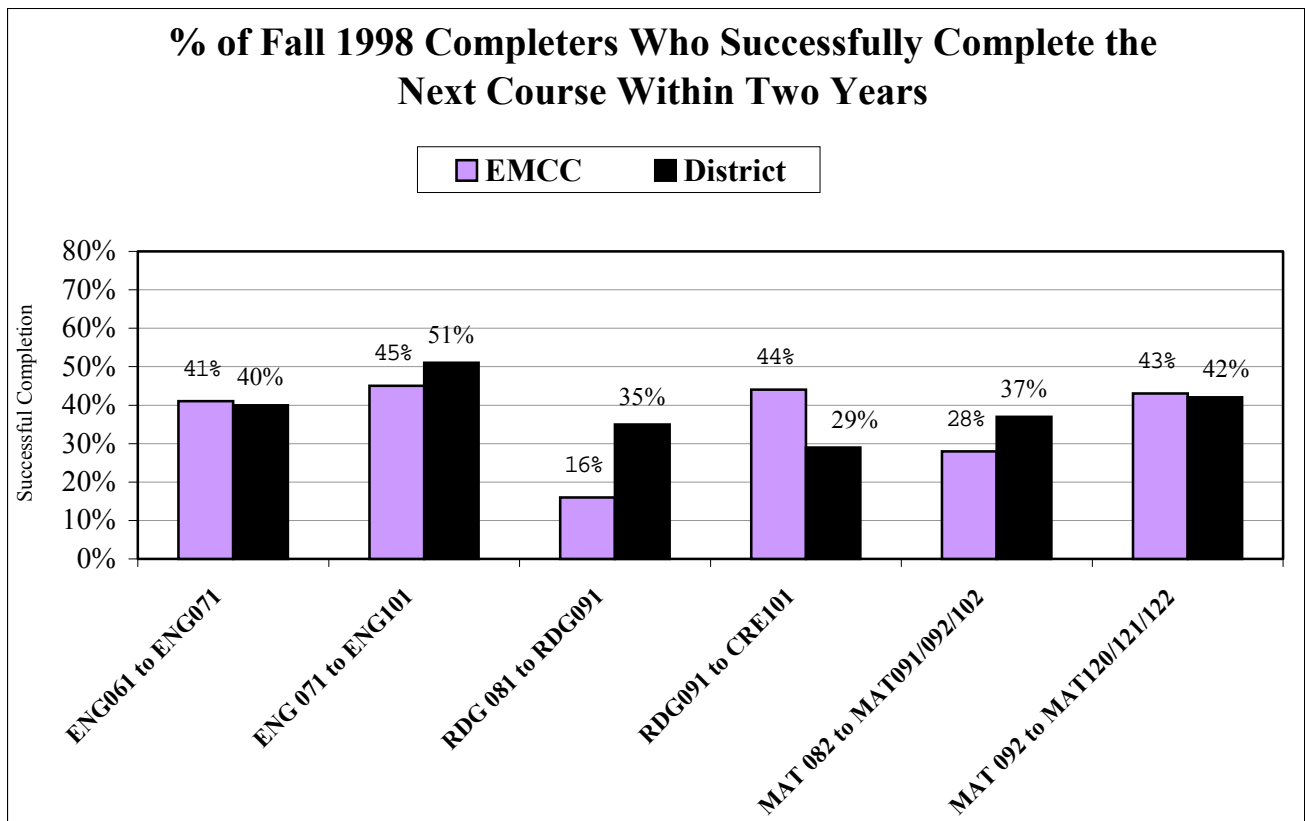
Core Indicator #1: Successful Performance in Developmental Education and Related Coursework

Measure A:

- Estrella Mountain successful completion rates (C or Better) in Developmental English Courses (non-ESL) are higher than the District average in most cases.
- Successful completion rates in MAT092 tend to be higher than the District average. However, the Estrella Mountain's rates in MAT082 have been lower than the District average for the last nine semesters. Low successful completion rates in developmental math are a District-wide problem. Sometimes successful completion rates dip below 50%.
- Estrella Mountain successful completion rates (C or Better) in developmental Math have declined over time. However, MAT082 appears to be showing a modest rebound in recent fall semesters.
- Estrella Mountain Reading (RDG) ESL Courses tend to have higher successful completion rates than the District average.
- Successful completion rates for English (ENG) ESL vary greatly from District averages depending on the course and semester. Most Estrella Mountain (ENG) ESL courses have similar or higher completion rates than the District. ENG005AB tends to have the highest successful completion rates over time. Conversely, ENG011 has had consistently lower successful completion rates than the District average.
- While Estrella Mountain's successful completion rates in ENG009 are similar to the District average in recent semesters, this course tends to have low successful completion rates at both the District and Estrella Mountain. In four out of the last five semesters, this course has had a successful completion rate below 60% at Estrella Mountain. During the same time period the District rate was also below 60% for three out of the five semesters.

Measure B:

- Students starting a developmental course in the fall are more likely to successfully complete the developmental sequence than those students who begin a developmental sequence in the spring. For example, district-wide 45% of students who completed ENG071 during the fall of 1998 successfully completed ENG101 within two years. While only 35% of students completing ENG071 in the spring of 1998, successfully completed ENG101 within two years.
- At Estrella Mountain, students are more likely to complete developmental sequences that include a 100 level course and less likely to complete sequences that include two developmental courses under 100 level. For example, just 16% of Estrella Mountain students who completed ENG081 during the fall of 1998 completed ENG091 within two years. The District rate for this course sequence was 35%. The exception is the ENG061 to ENG071 sequence, where 41% of fall 1998 students completed the sequence within two years (compared to the 40% District successful completion rate).
- The following table demonstrates how Estrella Mountain compares to the District in subsequent enrollment and success in several developmental sequences.



Measure C&D:

- Estrella Mountain CRE101 students who successfully complete the developmental education sequence, generally perform as well as students who test into CRE101. In the fall of 1998, 93% of those students who had completed the developmental sequence completed CRE101 with a C or better. This was higher than students who waived, tested in, or were exempt from CRE101. In the fall of 1999, 79% of the developmental sequence students completed CRE101 with a C or better compared to 82% of those who tested into CRE101. Surprisingly, all students who waived their test scores in the fall of 1999 completed CRE101 successfully.
- Historically, Estrella Mountain ENG101 students who complete the developmental sequence perform better than those students who waive their test scores and similarly to those that test into ENG101. This was true until the Fall 1999 semester. The successful completion rates (C or Better) for students completing the developmental sequence decreased from 65% in the fall of 1998 compared to 63% in the fall of 1999. While this is a moderate decline, the overall completion rate in ENG101 increased from 66% in 1998 to 72% in 1999. Students who tested into ENG101 (74% successful completion rate) or waived (71% successful completion rate) had appreciably higher successful completion rates.
- Estrella Mountain MAT102 students who complete the developmental education sequence have significantly higher successful completion rates than students who waive. The successful completion rates for MAT102 developmental sequence students were 86% in the fall of 1998 and 82% for the fall of 1999. In both cases these rates exceeded the waiver rates of 40% and 50% respectively.
- In the fall 1999 semester, students who completed the developmental sequence at Estrella Mountain successfully completed (C or better) MAT 121 at rates higher than the overall completion rates for the course (76% developmental sequence rate vs. 59% overall successful completion rate). During the same semester, MAT122 developmental sequence students had similar successful completion rates compared to the overall completion rates (71% developmental sequence rate vs. 72% overall successful completion rate).
- Comparisons with students who waive or test into MAT 120/121/122 are not advisable because of the number of students who take the numerical skills test and do not take the subsequent elementary algebra test. Although both tests are ASSET tests, the numerical skills test cannot be used to place students in courses above MAT102.

Core Indicator #2: Goal Attainment of Developmental Students

- Data for this Core Indicator has not been updated; however, the fall 1996 Developmental Goal survey demonstrated that the vast majority of developmental students who don't withdraw make progress toward or achieve their goal.

Core Indicator #3: Demonstration of Instructional Support Services by Developmental Students

- Successful completion rates in most ESL courses are higher for students who receive tutoring than those students who do not receive tutoring. However, overall less than 10% of ESL students take advantage of tutoring services.
- Approximately 75% of students who received tutoring for ENG071 in the fall of 2000 completed the class. This is somewhat lower, but comparable to the rate for students who did not receive tutoring (77%).
- Students who received at least three tutoring sessions in developmental math during the fall 2000 did not perform as well as students that did not receive tutoring. These data are opposite the findings for the fall 1999 semester where students with tutoring completed at rates higher than those students who did not receive tutoring.