

Developmental Education Overview

Office of Institutional Research  
(<http://www.hccs.edu/system/admin/research/oirhome.html>)

Achieving the Dream (AtD) Initiative

"Achieving the Dream: Community Colleges Count" is a multi-year initiative funded by the Lumina Foundation for Education that addresses the challenge of providing low income students and students of color with opportunities for academic success. There are five AtD student outcome indicators: (1) Successful completion of developmental courses and progression to college-level courses; (2) Enrollment and successful completion of college-level "gatekeeper" courses; (3) Passing grades (C or higher) in all courses; (4) Semester-to-semester persistence; and (5) Completion/graduation attaining certificates and degrees. All colleges of the Houston Community College System (HCCS) participate in this initiative to cultivate and promote a culture of evidence in tracking and documenting student success.

Feedback? Questions? Contact Margaret Drain, [margaret.drain@hccs.edu](mailto:margaret.drain@hccs.edu).

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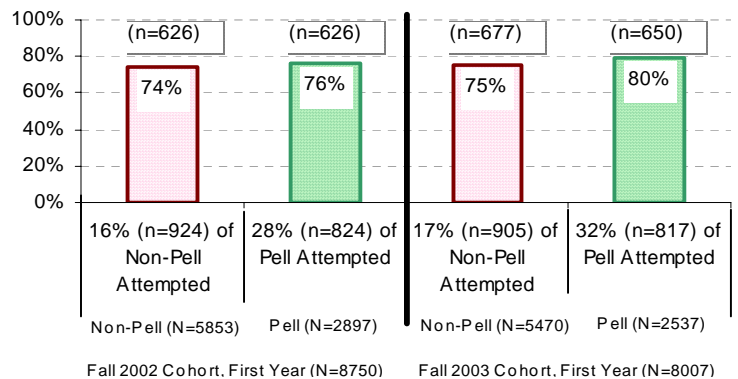
Introduction

The focus of this brief is to assess Fall 2002 and 2003 cohort students on the successful completion of remedial courses in math, English, and reading. The results are based on each cohort's first academic year experience in developmental courses.

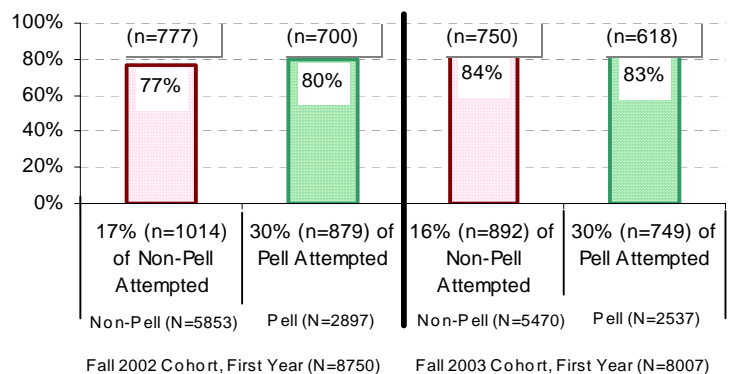
Methodology

This initiative will track Fall semester student cohorts to examine the levels of success achieved by students in their developmental coursework according to their low-income condition (as measured by their status as Pell grant recipients) and their race/ethnicity. Analysis of historical data for the Fall 2002 and Fall 2003 cohorts has begun, and longitudinal data will be collected. Included in each cohort are students enrolling in HCCS in the Fall semester, having entered that term or the prior summer semester. These cohorts include full-time, part-time, and transferred students entering for the first time as a degree or certificate-seeking semester credit student. These students may have previously attended HCCS as dual credit or adult literacy program students, non-credit or non-degree seeking students. Available on-line, the Within-Term Retention/Success Reports in the Fiscal Management Reports provide more course completion detail for each semester.

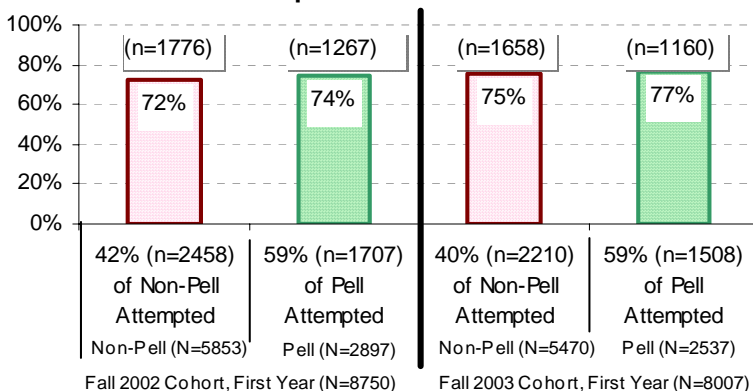
Developmental English -  
Successful Completion of At Least One Course



Developmental Reading -  
Successful Completion of At Least One Course



Developmental Math -  
Successful Completion of At Least One Course



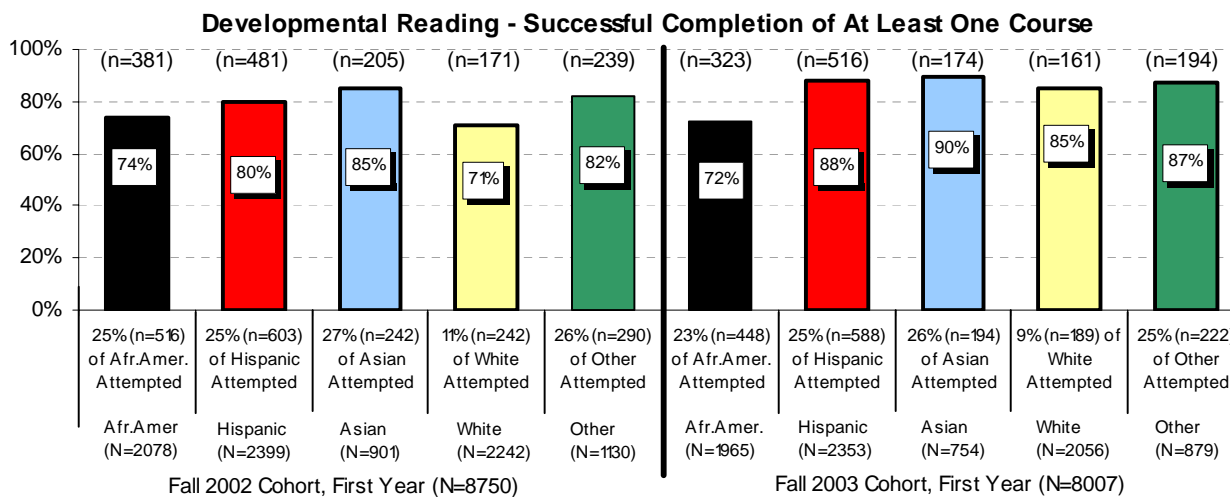
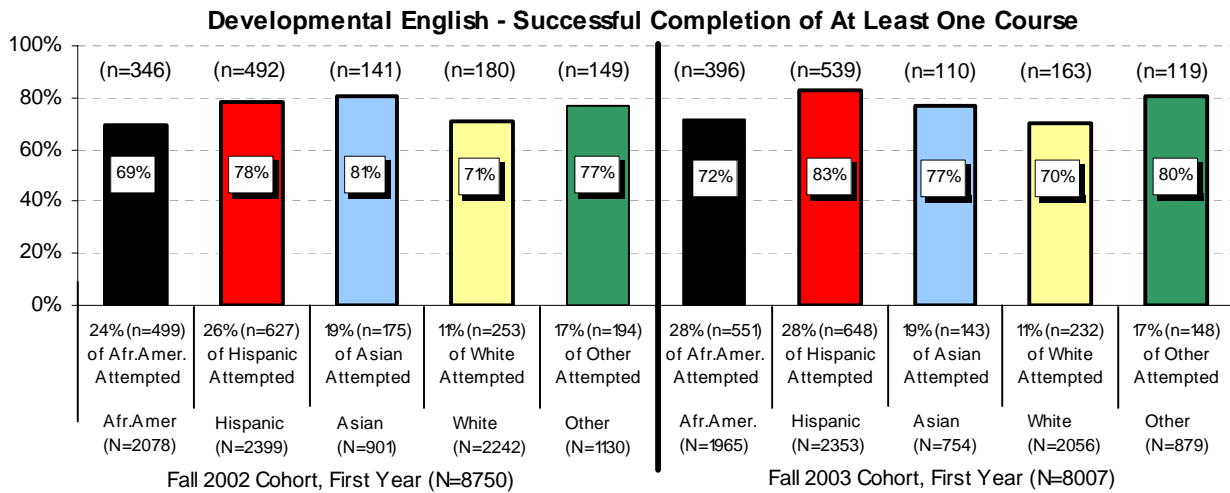
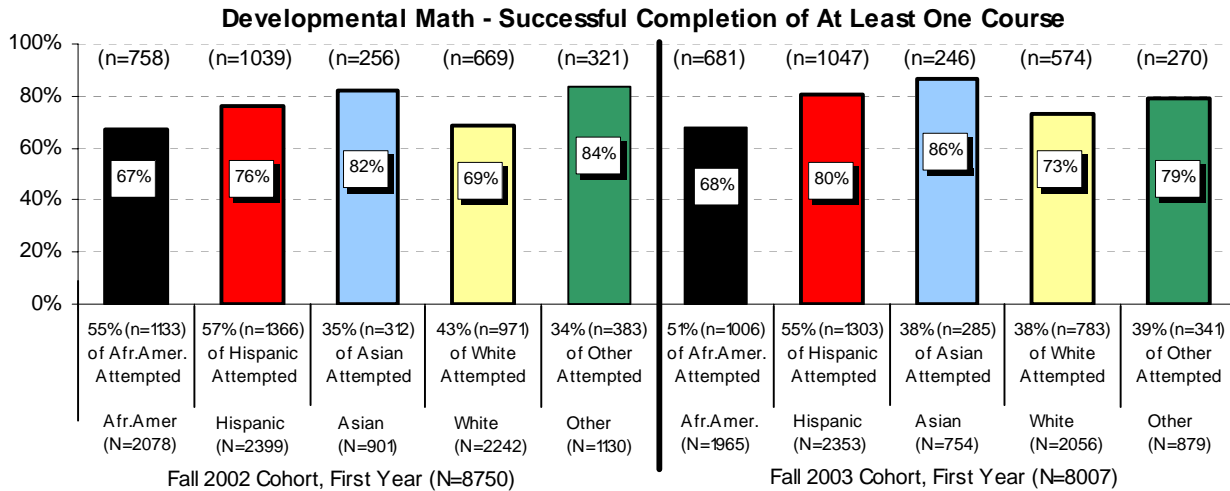
Pell Status Results

The three graphs on this page show the per-student rates of attainment of at least one successful course completion (A, B, or C grades) in the cohorts' first year attempts in developmental math, English, and reading. Especially in math, students had multiple attempts in developmental courses, resulting in per-course rates of completion 5% to 15% lower than their per-student rates, with the greatest gaps in math. In all cases, a higher percentage of Pell students than non-Pell students were enrolled in developmental courses.

## Ethnicity Results:

The three graphs that follow show the per-student rates of attainment of at least one successful course completion (A, B, or C grades) in the cohorts' first year attempts in developmental math, English, and reading by race/ethnicity. For both cohorts, African Americans and

Whites had lower success rates than Hispanics or Asians in all developmental courses. African Americans also had a greater number of unsuccessful attempts in both math and English. Students classified as Other ranked first in math, second in reading, and third in English for both cohorts.



## Summary

For all developmental courses, Asians, Hispanics, Others and Pell recipients have higher success rates than the other student groups. A greater percentage of Hispanics, African Americans, and Pell recipients take developmental courses. There is also some evidence that Hispanics and Asians from both cohorts had higher course success rates than the other ethnicities.

## Next Steps

In the coming months, you will receive more detailed longitudinal information on persistence and success in developmental courses with respect to these and subsequent AtD student cohorts.