

# Annual Report of Developmental Education in Iowa Community Colleges

First Edition – June 2018



## Executive Summary with Baseline Statistics regarding:

*Enrollment & Student Demographics*

*Outcomes (2013 and 2014 Cohorts)*

*Statistical Comparisons (within AY 2016-17 FTIC Cohort)*

*Trends (between 2013 through 2016 FTIC Cohorts)*

## Developmental Education Synopsis:

For students enrolled in Iowa's 15 community colleges in AY 2016-17, particularly those that were first-time-in-college in the fall of 2016, identified as the "2016 Cohort", the following information was analyzed and presented for subcohorts of students that took developmental education courses versus those that did not:

*Enrollment*

*Demographics*

*Credit Hours per College*

*Developmental Math Need*

*Developmental Education Courses Taken*

*Postsecondary Readiness Efforts*

## Developmental Education Cohort Research:

As with the Division's *Education Outcomes* reports, annual student cohorts were established and tracked for at least three years to analyze their success. This report tracks the fall 2013, fall 2014, fall 2015, and fall 2016 cohorts – defined as *non-high school students enrolled for the first time (FTIC) at their reporting/current community college*.

Information is provided regarding these cohorts' demographics, course-taking patterns, and success metrics. For research purposes, the following success metrics are presented for developmental education students in comparison to non-developmental education students:

*Course Success (pass with a C- or better)*

*Persistence to the Second Semester (fall-to-spring)*

*Retention to the Second Year (fall-to-fall)*

*Graduation & Transfer Rates*

*"Success" = Graduation or Transfer*

*Time to Degree Completion*

## VFA Developmental Education Metrics:

Because of Iowa's VFA participation, the state has collected data specifically on developmental education (Dev. Ed.) students' needs; course-taking patterns, including which of three levels of Dev. Ed. courses are taken; course success; and whether they are seeking credentials. This analysis compares developmental students to the whole cohort, rather than to non-developmental education students.

## Initiatives, Best Practices, and Innovative Strategies in Iowa Developmental Education:

Information gathered from a fall 2017 survey regarding Dev. Ed. policies, practices, and instructional/support services is presented along with innovative strategies reported by each of Iowa's 15 community colleges.

## Baseline Statistics Highlights

### Enrollment

- During AY 2016-17, nine (9.0) percent of students enrolled in Dev. Ed. courses, as compared to 11.0 percent in FY 2015-16. The total number of students enrolled in at least one Dev. Ed. course decreased 19.7 percent in AY 2016-17. *(Not necessarily indicative of improved college readiness.)*
- Similarly, the number of Dev. Ed. credit hours in AY 2016-17 decreased 18.6 percent from FY 2015-16, and by 42.3 percent since FY 2012-13.
- Developmental education credits accounted for 3.5 percent of total AY 2016-17 credits.
- The most popular Dev. Ed. courses were Elementary Algebra and College Prep Writing I.

### Student Demographics

- In the fall of AY 2016-17, the average age of the FTIC Dev. Ed. students was 20.7 years, as compared to the average age of all students taking Dev. Ed. courses, which was 23.2 years.
- Of the FTIC Dev. Ed. students in the 2016 cohort:
  - 53.6 percent were female
  - 38.7 percent reported a minority racial or ethnic background (compared to 23.0 percent of those not taking Dev. Ed. courses) \*
  - 51.4 percent were identified as low income (Pell-eligible)
  - 7.2 percent self-identified as ESL/ELL
  - 7.0 percent self-identified as disabled
  - 77.7 percent were at full-time status
  - 23.7 percent were enrolled in a CTE program
  - 90.7 percent took their Dev. Ed. course in a face-to-face format

\* **Equity Concern** – Not only is the percentage of minorities enrolled in Dev. Ed. significantly higher than total enrollment and non-Dev. Ed., a disproportionate amount of Dev. Ed. students are Black.

AY2016-17	Total Enrollment	2016 Cohort (FTIC Non-DE)	2016 Cohort (FTIC DE)
Minority	21.0%	23.0%	38.7%
Hispanic (of total/minority)	7.6 / 35.9	8.4 / 36.3	11.3 / 29.3
Black (of total/minority)	7.2 / 34.3	8.4 / 36.6	19.1 / 49.5
Two or more (of total/minority)	2.2 / 10.5	2.4 / 10.4	3.3 / 8.4

### Outcomes (2013-14 Cohort)

When comparing Dev. Ed. to non-Dev. Ed. students in the cohort, tracking them for four years after their first semester, the following differences were identified:

*NOTE: Dev. Ed. statistics reported first, followed by non-Dev. Ed.*

- Success (Graduation and/or transfer) rate: *34.9 percent vs. 52.9 percent*
- Success (C- or better) in all first-term courses: *58.3 percent vs. 72.5 percent*
- Persistence (fall-to-spring) rate: *72.6 percent vs. 72.1 percent*
- Retention (fall-to-fall) rate: *48.5 percent vs. 50.2 percent*

Among the 33.9 percent of these cohort students determined to be in need of developmental education:

- 74.0 percent enrolled in a Dev. Ed. course and 34.5 percent passed their Dev. Ed. course(s).
- Of those seeking a credential, 48.9 percent passed their Dev. Ed. courses.
- 26.7 percent of Dev. Ed. math students went on to pass a transfer-level math course.
- 41.5 percent of the Dev. Ed. writing students went on to pass a transfer-level English course.