

**Dallas County Community College District
Developmental Education Update
Spring 2012**

Developmental education is a priority for not only the DCCCD but for every community college in the nation. "In the United States, 60 percent of recent high school graduates enter community college already behind." (Hodara and Jaggars, 2012). In the DCCCD more than 70 percent of all new students (not just recent high school graduates) place into at least one developmental area. As the district moves forward with its focus on student success and college completion, the success of students in developmental education is an important element in the formula for its strategic direction.

For several years the district colleges have focused on developing a "culture of evidence" to learn more about students and their educational performance. With recent participation of the district with the Completion by Design (CBD) initiative, colleges are enhancing this knowledge with a "culture of inquiry." As the colleges implement best practices in the work with students, it is providing the opportunity for more focused work in the area of developmental education.

The chart below provides information on the overall success of students in the last five years. The average success of students in all developmental areas is 50%. This is about the same as the national average. Developmental Math continues to have the largest enrollment of students who need remediation (60%). Developmental Writing continues to have highest success of students in all of the developmental areas (52%, 2011 Fall)

DCCCD Developmental Successful Completion Rates 2007-2011

	2007 Fall			2008 Fall			2009 Fall			2010 Fall			2011 Fall		
	Successful (ABC)			Successful (ABC)			Successful (ABC)			Successful (ABC)			Successful (ABC)		
	%	#	Total enrollment	%	#	Total enrollment	%	#	Total enrollment	%	#	Total enrollment	%	#	Total enrollment
DMAT	49%	7,154	14,619	52%	7,819	15,055	53%	8,990	16,890	50%	9,279	18,578	47%	9,071	19,282
DREA	50%	2,143	4,318	48%	2,165	4,500	51%	2,423	4,776	48%	2,507	5,231	45%	2,736	6,071
DWRI	51%	1,711	3,338	53%	2,120	3,965	54%	2,707	5,003	53%	3,133	5,917	52%	3,547	6,870
Grand Total	49%	11,008	22,275	51%	2,954	23,520	53%	14,120	26,669	50%	14,919	29,726	48%	15,354	32,223

During the same period (2007-2011), the district has experienced an increase of enrollment which overall has kept our success numbers static. The increased enrollment is mostly fueled by the economic downturn. High unemployment, increased college tuition, and individuals unsure of their major goals, contributes to the challenges of moving students successfully through developmental education, especially if the student is in two or more developmental areas and if they have two or more levels of developmental coursework before entering college-level courses. For

developmental education from Fall 2007 to Fall 2011, the total number of developmental education enrollments increased by 9,948.

First-Time-in-College (FTIC) students are 44% of all developmental students (See FTIC Chart). FTIC students mirror the successful completion rates of all developmental students.

**DCCCD Fall Semester First Time in College (FTIC)
Developmental Successful Completion Rates 2007-2011**

	2007 Fall Successful (ABC)			2008 Fall Successful (ABC)			2009 Fall Successful (ABC)			2010 Fall Successful (ABC)			2011 Fall Successful (ABC)		
	%	#	Total enroll	%	#	Total enroll	%	#	Total enroll	%	#	Total enroll	%	#	Total enroll
Total FTIC Enrolls	54%	3,670	6,783	54%	4,812	8,868	55%	6,650	11,985	52%	6,708	12,952	50%	7,166	14,319
DMAT	54%	1,954	3,589	56%	2,527	4,531	56%	3,395	6,062	51%	3,274	6,372	49%	3,352	6,800
DREA	53%	960	1,797	51%	1,204	2,352	53%	1,573	2,959	50%	1,618	3,239	48%	1,743	3,666
DWRI	54%	756	1,397	54%	1,081	1,985	57%	1,682	2,964	54%	1,816	3,341	54%	2,071	3,853
Grand Total All Dev.	49%	11,008	22,275	51%	12,104	23,520	53%	14,120	26,669	50%	14,919	29,726	48%	15,534	32,223

The DCCCD colleges continue to meet the challenge of addressing the success of students enrolled in developmental programs. In Developmental Math, five colleges provide fast-track math courses. Four colleges are providing supplemental instruction. However, colleges are strategizing as to how to scale-up this assistance for all developmental math sections. The work of the DMAT task force published the “Essential Topics List” for DMAT 0066, 0090, 0091, and 0093. This work is to be continued to produce the “Essential Topics List” for DMAT 0097, 0098, and 0099. The task force also recommended equitable technology across the district and replicating the RLC’s Center for Success in Mathematics at all colleges.

As stated previously, the participation of the district in Completion by Design will provide additional direction for work in the developmental areas. The district continues to adopt the tenets of the Achieving the Dream (ATD): Community College Counts program. Three DCCCD colleges (El Centro, NorthLake and Richland) are currently participants in ATD. Richland and NorthLake Colleges are focusing their ATD efforts in Developmental math and Reading. El Centro is focusing on Developmental Math and is piloting a new program with students who score between one and five points below of being college-level ready on the Accuplacer assessment exam. These students are provided a two week seminar addressing identified areas of weakness and then provided an opportunity to retest on the assessment exam.

Eastfield College is piloting a “Computerized Modular Math” program for students in Developmental Math. This program involves students receiving group lecture and individual and computer based instruction. Students can move at an accelerated pace to complete multiple DMAT courses.

Cedar Valley College Quality Enhancement Plan (QEP) - Math Empowerment (It all begins with me!) will assist with successful practices in Developmental Math. Richland's participation in the first phase of the Statistics Pathway (Statway) project focusing on mathematics and college readiness will also contribute to successful approaches that may need to be implemented throughout the district. This pilot is a combined "two-semester" accelerated developmental math and statistics course sequence. Statway is sponsored by The Carnegie Foundation for the Advancement of Teaching and four other foundations (Carnegie Corporation of New York, The Bill and Melinda Gates Foundation, The William and Flora Hewlett Foundation and Lumina Foundation). It is designed to engage developmental math students "to-and-through" transferable college statistics in one year.

Other DCCCD colleges QEP initiatives also will contribute to the adoption of successful practices. These include the following: Brookhaven College – Common Reader, will assist with reading and writing; Mountain View College – The Pen is our Power will assist with writing; and NorthLake College – iRead will assist with enhancements in reading.

The work of the district in developmental education continues with committed faculty, staff, and administrators.

*The Opposing Forces that Shape Developmental Education: Assessment, Placement and Progression at CUNY Community Colleges, Shanna Smith Jaggars and Michelle Hodara, November 2011