What has been the impact of Developmental English Success initiatives for students based on their ethnicity?

Introduction
At SPC, the English department houses the Rose R. Thomas Writing Center. The Center has been serving the internal and external college community since 1999. Individuals utilizing the Center receive professional assistance on various writing tasks and projects. In 2006, as part of an Achieve the Dream initiative, developmental English, implemented a referral process to the Writing Center. Thus, students who needed extra assistance in their developmental coursework were referred to the Writing Center. However, results were not favorable and the process was not taken to scale.

Beginning in Fall 2009, in an effort to enhance developmental writing at St. Philip’s College all developmental writing students were required to co-enroll in a one-hour English Lab. The new lab, which is housed in NTB 405, offers computerized instruction, guided by a staff of Instructional Skills Specialists. In addition to completing skills modules in Writing, the Developmental Lab staff conducts workshops that enhance student understanding of key writing concepts.

Methodology
Data were collected on students referred to developmental and College Level English for Fall 2010. Figure 1 shows of the 1,422 students, 38.8% of the students were referred to Level 1 (ENGL0300), and 38.6% were referred to Level 2 (ENGL0301) of developmental English. Figure 1 also shows 18.9% of the students were referred to College Level English.

Results
1) Successful Course Completion
Successful course completion is defined as the percentage of students who complete the course with a grade of A, B, or C.

The data in Graph 1 shows enrolled, completion, and successful course completion among first time in college (FTIC) students for Fall 2010 by ethnicity. The data indicates a higher percentage of Black students (57.3%) enrolled in the referred English course compared to Whites (37.4%) and Hispanics (51.2%). However, the data shows higher completion rates among Whites (68.2%) and Hispanics (78.1%). As for successful completion, Whites had greater successful
completion rates (50.0%) than Hispanics (48.3%) and Blacks (43.2%). Graph 1 also shows the overall completion (74.2%) and success (48.1%) rates for Developmental English students.

2) Five Year Successful Course Completion of Developmental English

Graph 3 indicates data for the last five years (2006-2010) of developmental education cohort of students. Results show a slight increase in success rates for students enrolling in English 0300 (41.7% in Fall 2006 to 44.0% in Fall 2010). However, there was a substantial increase for those students enrolled in 0301 (37.4% in Fall 2006 to 49.8% in Fall 2010).

3) Update on Developmental English Initiatives

In addition to the tutoring English lab requirement, SPC English department has implemented additional initiatives to impact student success. These initiatives consisted of:

a) non-course-based remedial Prep for Accuplacer Student Success (PASS). **UPDATE:** The curriculum for the English PASS has been completed and will be offered to students beginning Summer 2012

b) paired courses, the department merged student-learning outcomes from the highest level of developmental reading (READ 0303) with college-level English 1301 or the highest level of developmental English (ENGL 0301) with the highest level of developmental reading (READ 0303).

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