

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 and students in defined annual cohorts, information regarding the following topics is presented and analyzed:

Developmental Education Courses Taken

Enrollment

Demographics

Credit Hours per College

Postsecondary Readiness Efforts

Developmental Math Need

Developmental Education Cohort Research:

As with the Division's *Education Outcomes* reports, annual student cohorts are 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 success metrics (listed below) 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

"Success" = Graduation or Transfer

Time to Degree

VFA Developmental Education Metrics:

Because of Iowa's VFA participation, the state has collected data specifically on developmental education students' needs; course-taking patterns, including which of three levels of developmental 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 developmental education 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, 9.0 percent of students enrolled in developmental education courses, as compared to 11.0 percent in FY 2015-16. The total number of students enrolled in at least one developmental education course decreased 19.7 percent in AY 2016-17.
- Similarly, the number of developmental education 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 developmental education courses were Elementary Algebra and College Prep Writing I.

Student Demographics

- In the fall of AY 2016-17, the average age of the FTIC developmental education students was 20.7 years, as compared to the average age of all students taking developmental education, which was 23.2 years.
- Of the FTIC developmental education 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 developmental education 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 a face-to-face developmental education course

Outcomes (2013-14 Cohort)

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

NOTE: Developmental education statistics reported first, followed by non-developmental education.

- 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:

- Only 74.0 percent enrolled in a developmental education course, and 34.5 percent of these passed the course.
- Of those seeking a credential, 48.9 percent passed their developmental education courses.
- Only 26.7 percent of the developmental education math students went on to pass a transfer-level math course.
- A total of 41.5 percent of the developmental education writing students went on to pass a transfer-level English course.