

# Success in College Freshmen English: A Comparison of Developmental vs. Non-developmental English Students

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## Introduction

- Spring 2006, the English Retention Taskforce requested a study on students taking ENGL111 – Rhetoric and Composition;
- The taskforce requested information so that they might:
  - “work from a numerically validated point to illuminate some areas that have been anecdotally shown to be of concern.”
- No English faculty invited to join taskforce for first several months after forming. At the time of the request only one English faculty was on the taskforce.
- Included DACC and NMSU students in study because of long held claim by some that DACC students don't do well in ENGL111.

## History of DACC

- The provisions of the 1957 Branch Community College Act of the State of New Mexico enabled NMSU and the local school districts to establish DACC at the request of the community.
- In 1965, Doña Ana County was designated by the NM Dept. of Education as an appropriate site in southern New Mexico for an area vocational-technical school.
- 1971- Boards of Education in Doña Ana County requested that NMSU establish a branch community college located on its campus.
- The NMSU Board of Regents approved the request in 1972.
- May 1973 -Voters in Doña Ana County approved an operational mill levy.
- July 1973 – the institution became an official entity.
- September 1973 - Doña Ana County Occupational Education Branch of NMSU began offering vocational training programs.

## History of DACC

- Every associate degree awarded through DACC requires freshman composition, as well as other general education courses such as psychology, sociology, math, computer literacy, etc.
- Before 2000, NMSU did not allow DACC to teach any required general education course at our Las Cruces campus.
- Students had to take these general education courses at NMSU,
  - tuition per credit hour is nearly three times that of DACC's tuition.
- Or travel to one of DACC's educational centers
  - White Sands Center
  - Gadsden Center
  - Sunland Park Center



## NCA Report of NMSU in 1998

NCA team found:

- DACC was not allowed to offer any general education courses at its main site;
- DACC satellite centers offered gen. ed.;
- DACC students competed with NMSU students for limited seats in NMSU gen. ed. courses;
- These students paid a tuition rate higher than DACC's tuition rate;
- Students who were designated as ineligible for admission to NMSU were required to take gen. ed. courses at NMSU.

## NCA Report of NMSU in 1998

The NCA Team remarked:

If the North Central Association is not satisfied that NMSU has demonstrated... that it has satisfactorily addressed each of these concerns, the Team recommends that a focused visit be scheduled within six months...

## Results of the NCA Recommendations

- In spring 2000, DACC was allowed to offer a limited number of general education courses to students with DACC majors at all campuses, including its central campus.
- In spring 2004, NMSU as well as DACC students were allowed to enroll in these general education courses.




**Profile of ENGL111 Composition & Rhetoric**



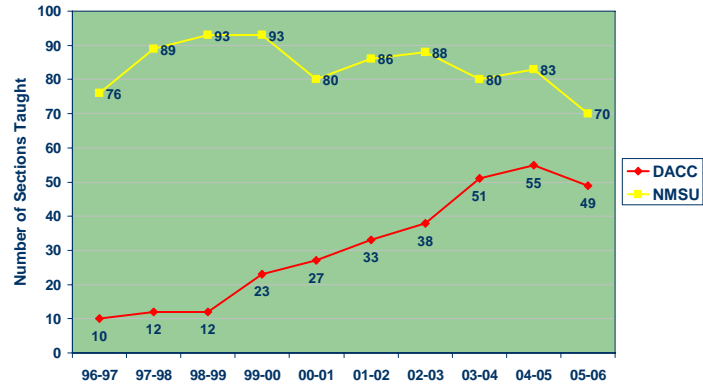
**ENGL 111**  
Rhetoric & Composition

Skills and methods  
used in writing  
university-level essays.



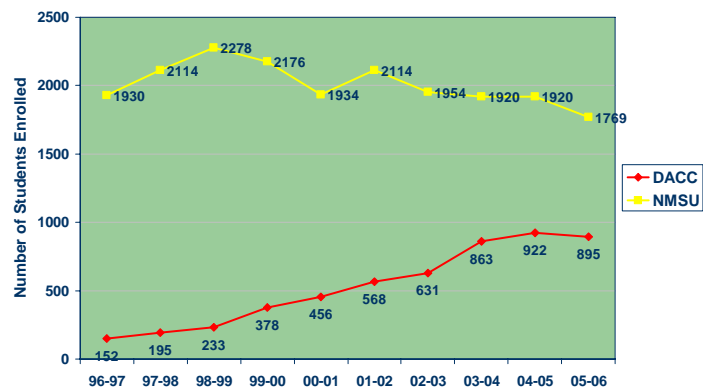
## ENGL111 – Composition & Rhetoric

Sections Taught by Academic Year



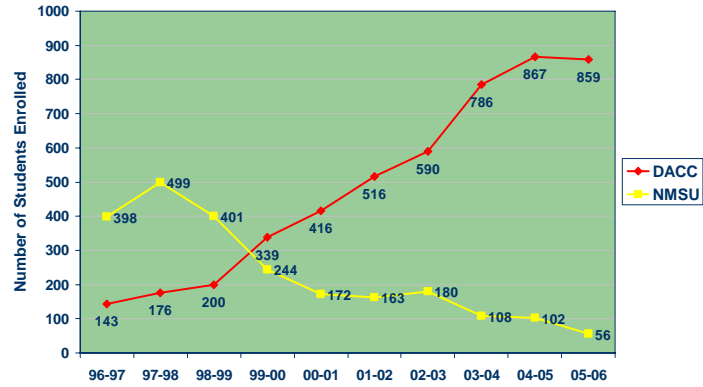
## ENGL111 – Composition & Rhetoric

Students Enrolled by Academic Year by Campus



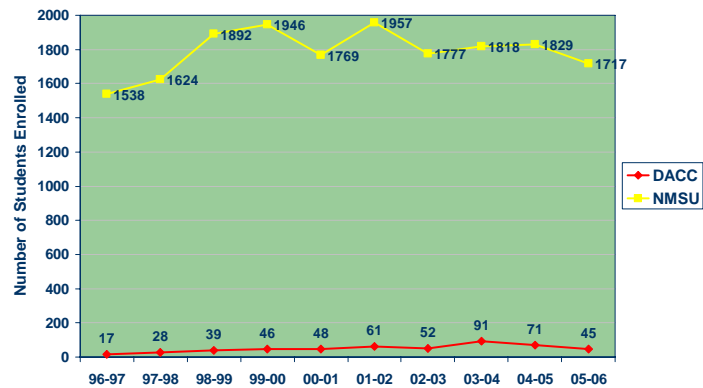
## ENGL111 – Composition & Rhetoric

DACC Students Enrolled by Academic Year by Campus



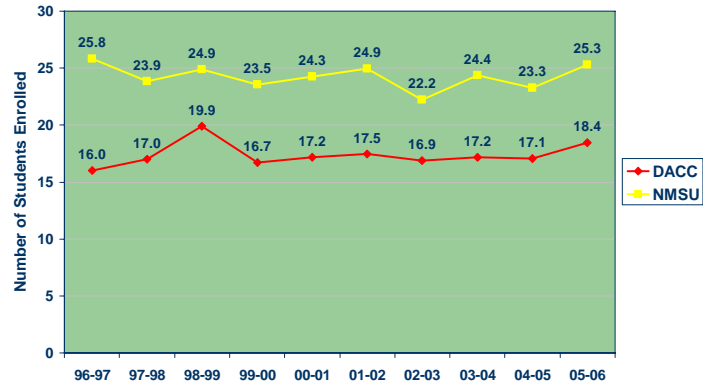
## ENGL111 – Composition & Rhetoric

NMSU Students Enrolled by Academic Year by Campus



## ENGL111 – Composition & Rhetoric

Average Class Size by Academic Year by Campus




Are Developmental Students as Successful in ENGL111 as Non-developmental Students




**CCDE 105**  
Effective Communication Skills

Instruction and practice  
in basic communication,  
to include written and  
oral presentations.



**CCDE 110**  
General Composition

Instruction and practice  
in preparation for  
college-level writing.



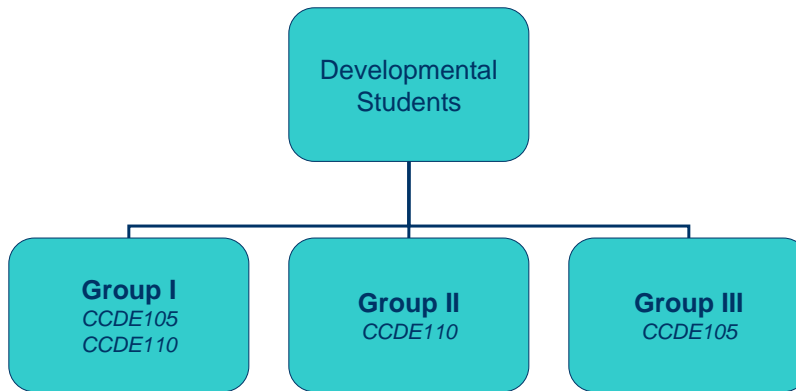
This study looks at the pass rate of ENGL111:

- Whose declared primary campus was either NMSU-MA or DACC;
- Who enrolled at either the NMSU-MA or DACC campus;
- Who attempted ENGL111 during any semester or summer session from Fall 1996 through Spring 2006.
- Did not receive a *CR*, *CD*, *AU* or *N*.
- Passing grades include *A*, *B*, *C*, or *S*;
- Not passing grades include all other grades.

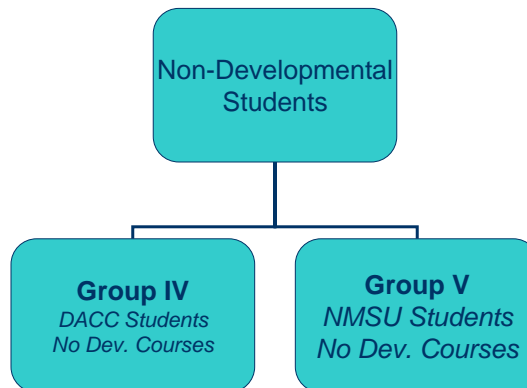
The students are categorized into five groups:

- **Group I** – *Students who initially passed CCDE105, then passed CCDE110 (both at DACC) and finally attempted ENGL111 at either NMSU-MA or DACC.*
- **Group II** – *Students who did not take CCDE105, passed CCDE110 at DACC and then attempted ENGL111 at either NMSU-MA or DACC.*
- **Group III** – *Students who passed CCDE105 at DACC, did not take CCDE110, and then attempted ENGL111 at either NMSU-MA or DACC.*  
*Note: These students are classified as Fast-track students.*
- **Group IV** – *DACC students who did not take either CCDE105 or CCDE110 but enrolled in ENGL111 at NMSU-MA or DACC.*
- **Group V** – *NMSU-MA students who did not take either CCDE105 or CCDE110 but enrolled in ENGL111 at NMSU-MA or DACC.*

## Developmental Students



## Non-Developmental Students



## ENGL 111 Students

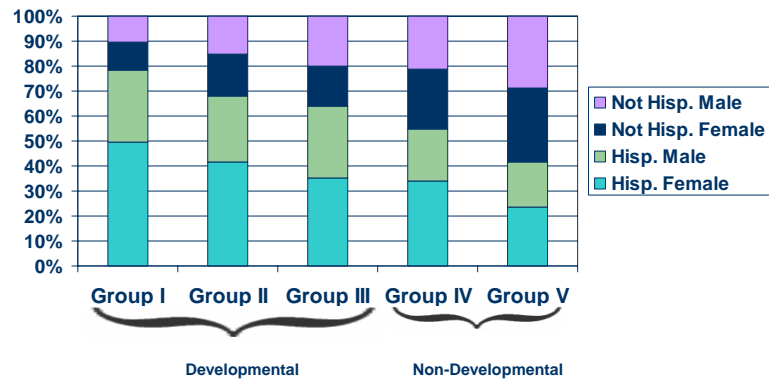
		N	Percent
Developmental	Group I	1,269	5.00%
	Group II	3,878	15.30%
	Group III	250	1.00%
Non-Developmental	Group IV	3,987	15.70%
	Group V	16,018	63.10%
<i>Total</i>		<i>25,402</i>	<i>100%</i>

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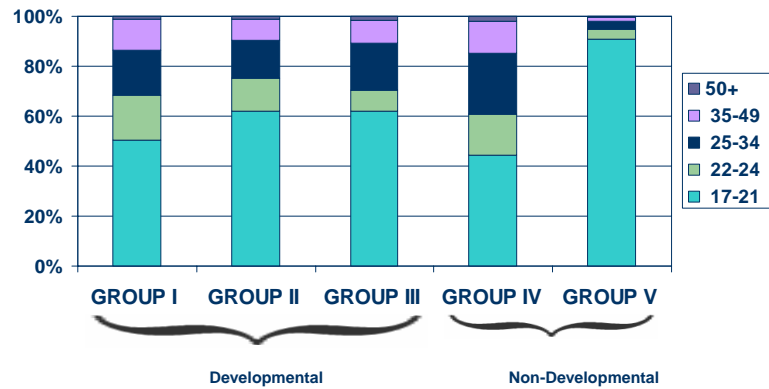
## ENGL 111 Students

Ethnicity Crossed with Gender



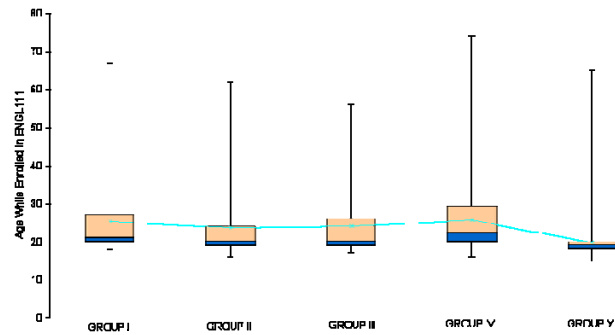
## ENGL 111 Students

Age Group



## ENGL 111 Students

Box Plot of Age for ENGL111 by Group

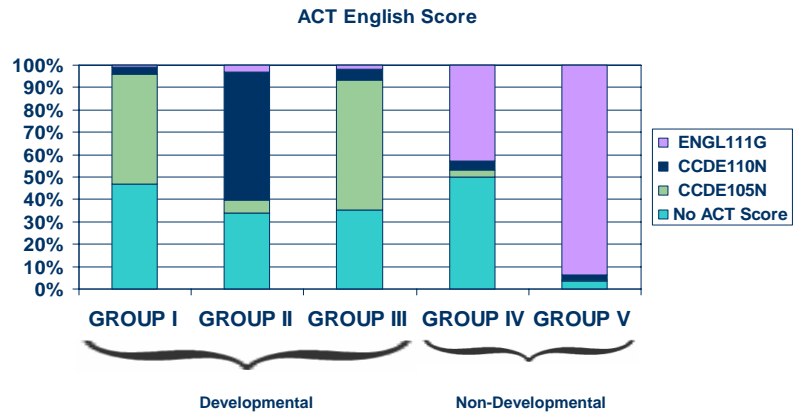


## ENGL 111 Students

Students with ACT English Scores on Record

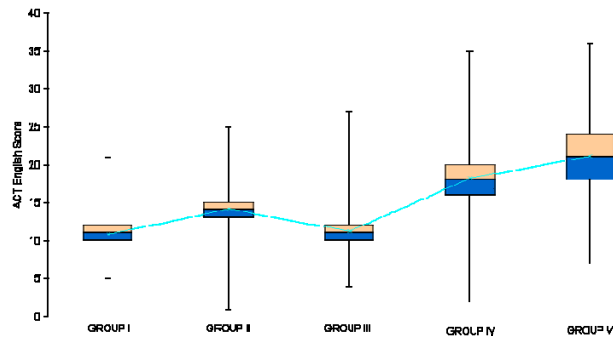
		N	ACT English	
Developmental	Group I	1,269	677	53.3%
	Group II	3,878	2,560	66.0%
	Group III	250	162	64.8%
Non-Developmental	Group IV	3,987	1,988	49.9%
	Group V	16,018	15,474	96.6%
<i>Total</i>		25,402	20,861	82.1%

## Categories of ENGL 111 Students

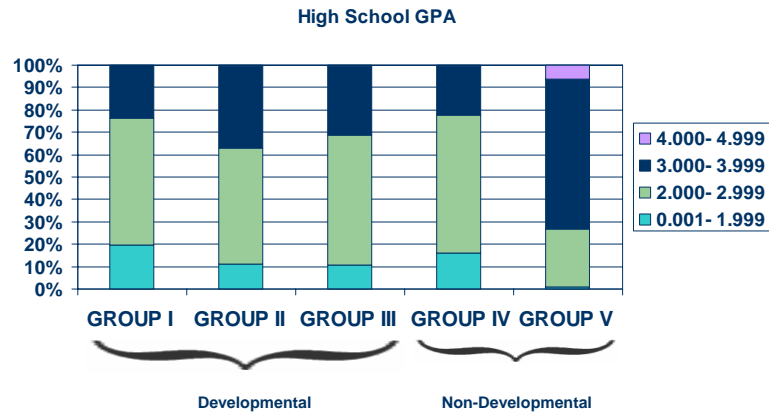


## ENGL 111 Students

Box Plot of ACT English Scores for ENGL111 by Group

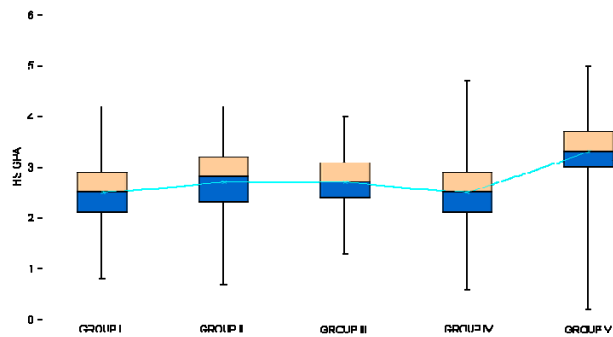


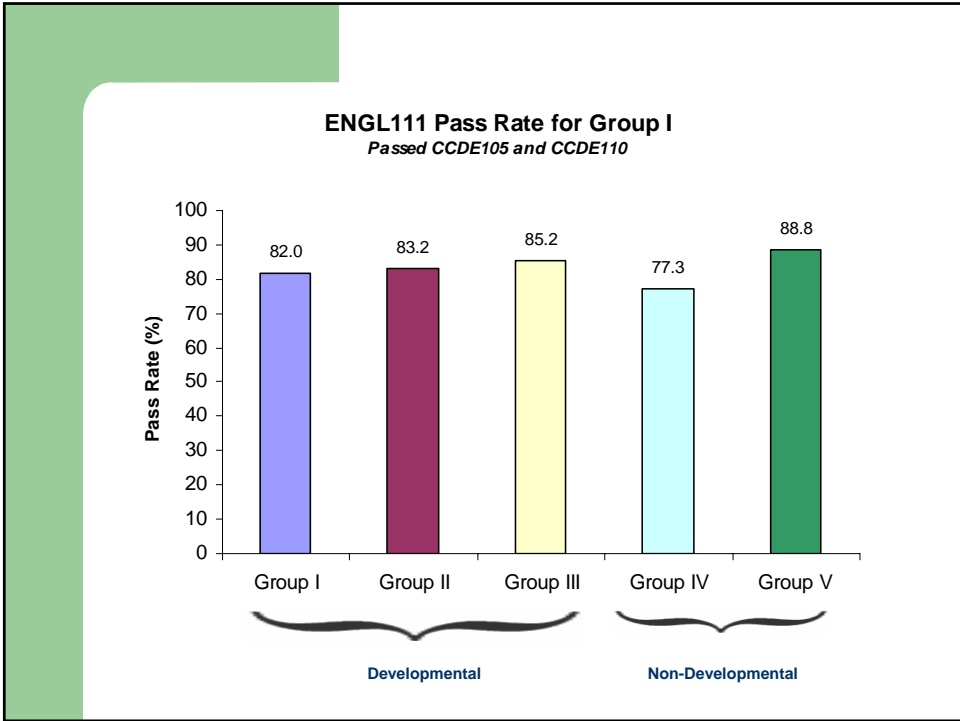
## Categories of ENGL 111 Students



## ENGL 111 Students

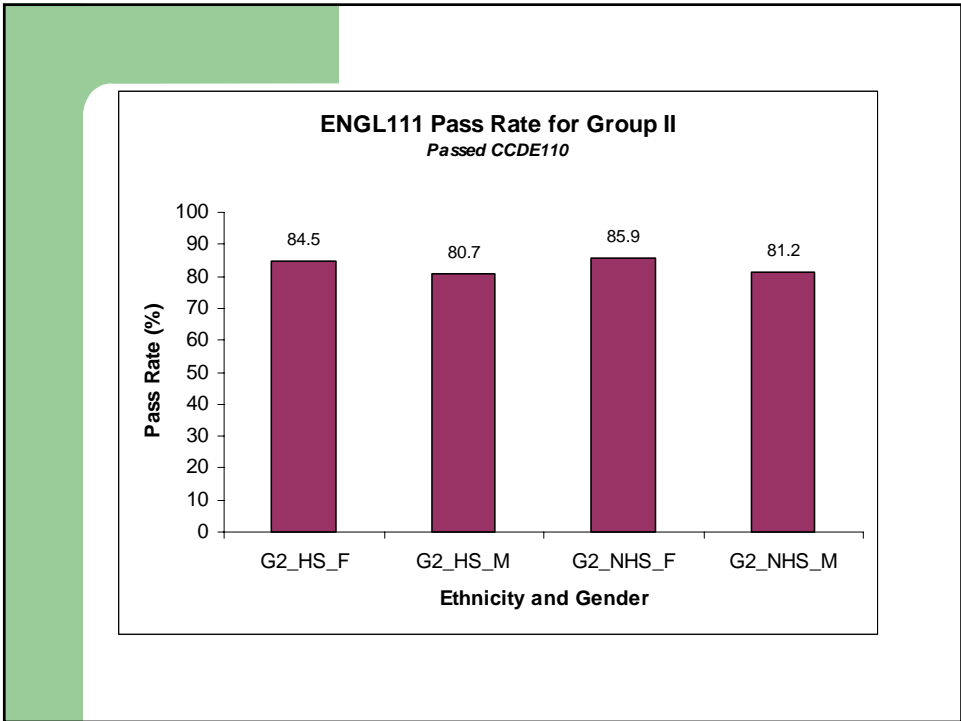
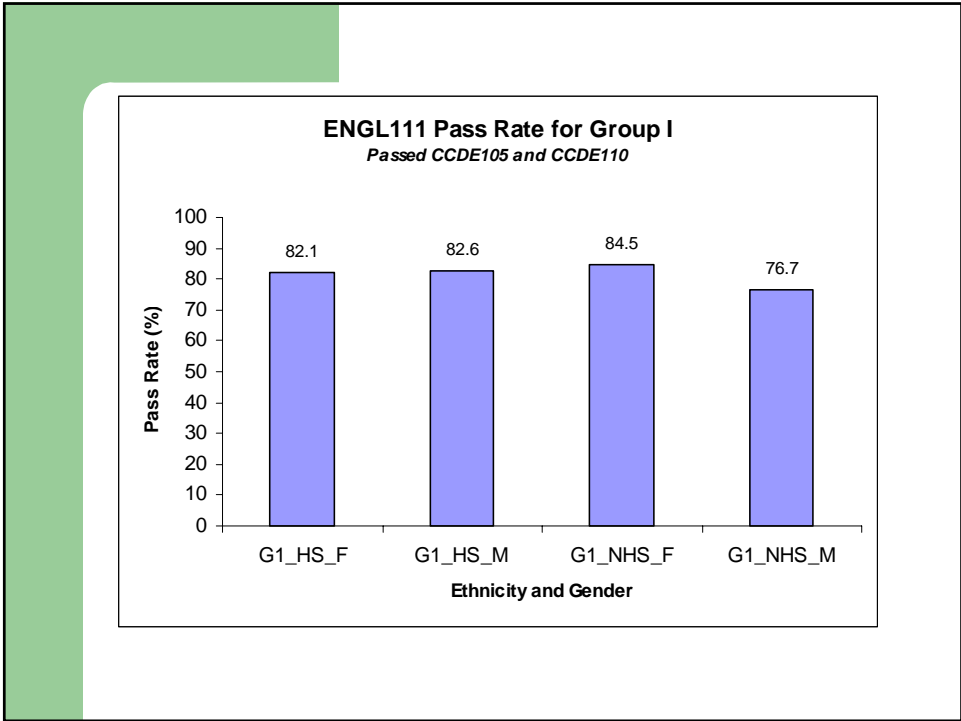
Box Plot of HS GPA for ENGL111 by Group

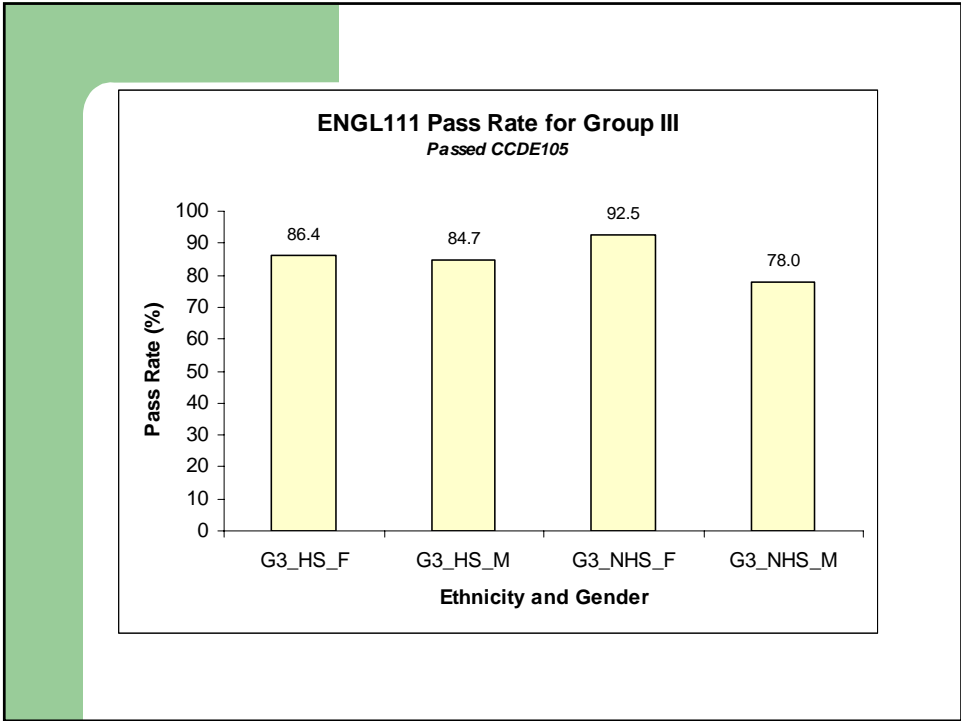


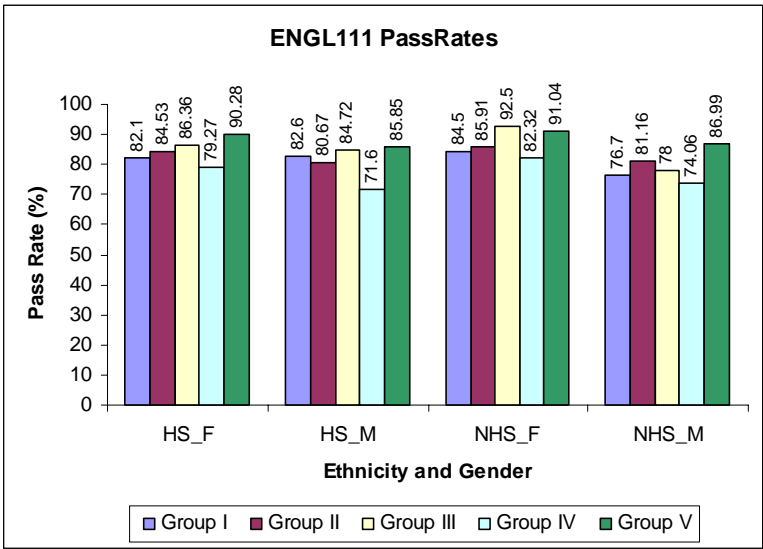
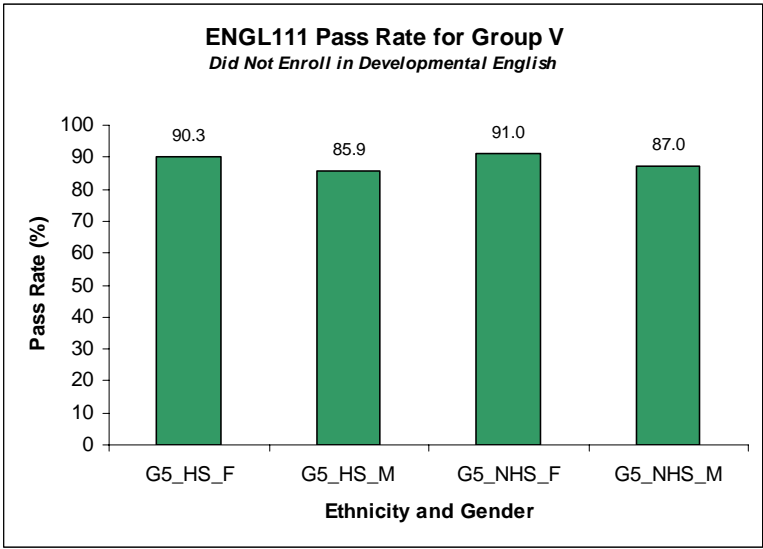


## Does Ethnicity Crossed with Gender Make a Difference?

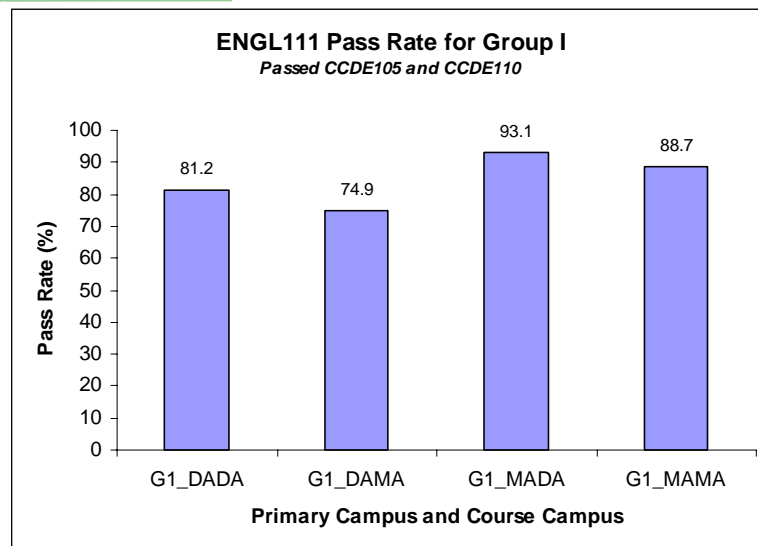
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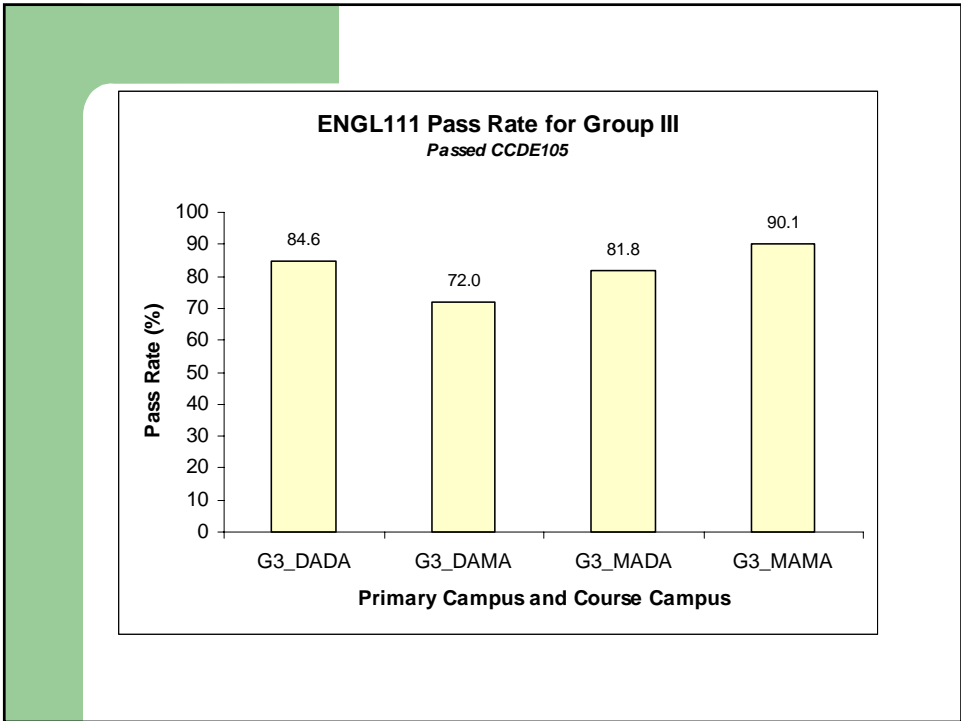
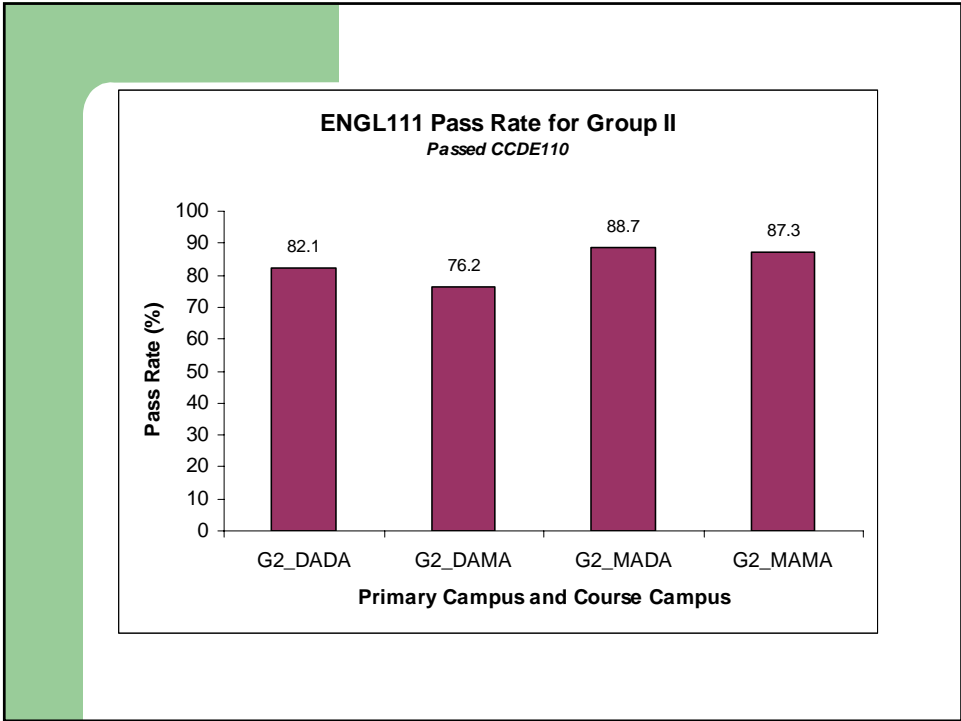


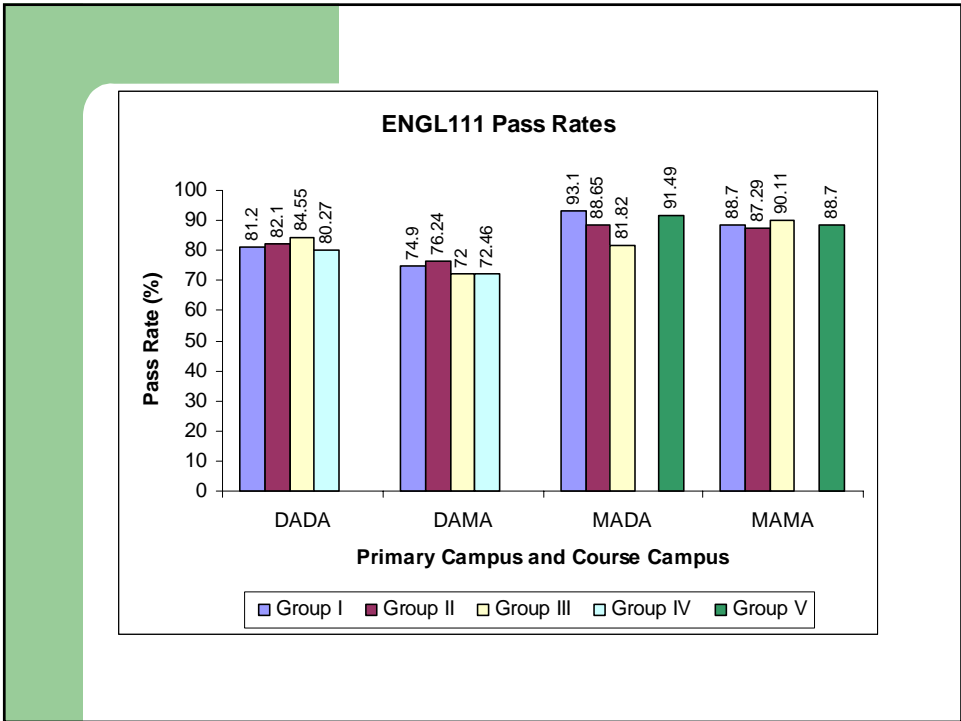
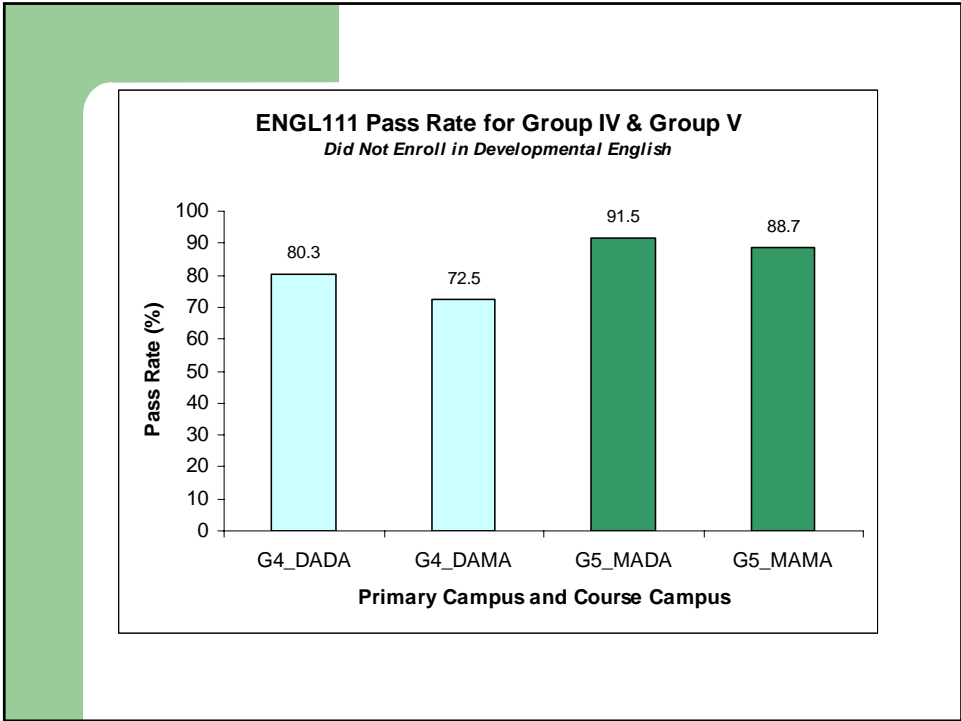




## Do Primary Campus and Course Campus Make a Difference?







## Summary

Developmental. English vs. Non Dev. English students:

- Dev. students tend to be older;
- Dev. students are less likely to have taken the ACT in HS;
- Dev. students tend to have lower HS GPA;
- Dev. students are predominately Hispanic.

## Summary

With regards to gender and ethnicity:

- Across all groups, females tended to pass at a higher rate than males;
- Hispanic females passed at similar rates to Not-Hispanic females across all groups.

## Summary

With regards to primary campus and course campus:

- DACC students who enroll in ENGL111 at NMSU have a lower pass rate than DACC students who enroll in ENGL111 at DACC.
- NMSU students who take ENGL111 at DACC pass at a higher rate than NMSU students who take ENGL111 at NMSU.
- NMSU Dev. Ed. students pass at a rate similar to NMSU Non-Dev. students;
- In general Developmental English students are as successful in Freshmen Composition as Non-Developmental English students.

## Sources

- Commission for the Institutes of Higher Education (1998). *Report of a Site Visit to New Mexico State University.*
- Doña Ana Community College (2006). *Preliminary Information Report.*
- NMSU VISTAS Student Record System

PowerPoint Available at:

<http://dabcc.nmsu.edu/info/insteffect/Reports/ReportList.htm>

