

# Achieving the Dream Report Series

February 12, 2010



## *2005 Achieving the Dream Students Referred to Developmental Education by Completion Status*

This AtD research report describes how students persist in college relative to their initial assessment placement. There are three areas where students receive placement testing: reading, writing and math. This report compares NECC to the other 100 institutions from 22 states participating in AtD. The data source is original student unit record data submitted by NECC to AtD/JBL Associates. This report is modeled after the AtD Data Notes Report July/August 2008.

**Figure 1** below shows that of the 1,012 students that tested in one or more developmental courses only 27% completed all of the required courses, 48% completed none of the courses and 25% partially completed their requirements at the end of their first year. This compares favorably to the AtD institutions especially on the “completed all” cohort where NECC had 27% and all AtD institutions had 15%. NECC’s results were very similar with the “completed none” cohort (48% versus 46%) and the “partially completed” cohort (25% versus 40%).

**Table 1** displays the percentage of students that persist into the second semester and then the second year by developmental status. This table clearly shows that those students who register for

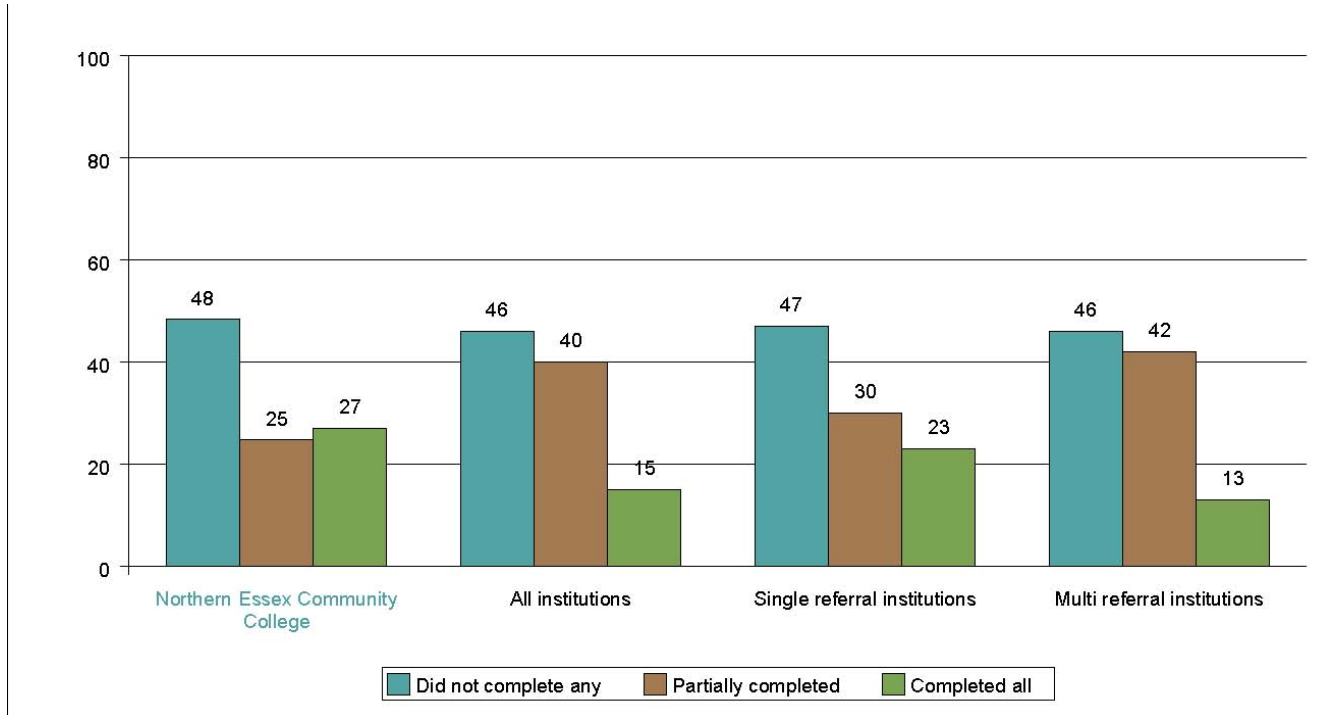
and complete (A – C grade) their development requirements in their first year persist at a higher level. Of the NECC students who completed all of their requirements, 96% returned the next semester and 81% returned the next year (versus 55% and 45% respectively for those that did not complete any of their requirements). It is also interesting that those students tested into developmental coursework and completed at least some of their requirements persisted at a higher level than those who did not test into any developmental courses. The AtD institutions have similar results (see **Table 2**).

**Table 3** presents the number and percentage of credits completed and the average GPA for AtD students persisting to the second year by developmental status at the end of year 1. The data shows that as students complete their developmental requirements, they can expect to complete more credits: have a higher course completion rate; and have a higher GPA. The results are similar in the AtD institutions (see **Table 4**).

NOTE: This analysis uses data from Round 4 baseline (2005) cohort.

**Figure 1. Percentage of 2005 Achieving the Dream students referred to developmental education by completion status of developmental requirements during the first academic year**

Completed none	Partially completed	Completed all	N=
48%	25%	27%	1,012



NOTE: Details may not sum to 100 due to rounding.

**Table 1. Percentage of Achieving the Dream Cohort 2005 students persisting\* by developmental education status at the end of the first year**

Northern Essex Community College

	Percentage persisting to:		
	Second term	Second year	N =
All students	75	61	1,429
Referred	74	61	1,012
Completed none	55	45	489
Partially completed	88	70	250
Completed all	96	81	273
Not referred	76	63	417

\*Persistors include those who are enrolled, transferred or attained credentials.

**Table 2.**All AtD Institutions

	Percentage persisting to:	
	Second term	Second year
<b>All Institutions</b>		
All students	70	57
Referred	74	59
Completed none	57	45
Partially completed	85	65
Completed all	94	80
Not referred	66	54

	Percentage persisting to:	
	Second term	Second year
<b>Institutions with single referral levels</b>		
All students	76	59
Referred	79	61
Completed none	67	52
Partially completed	83	59
Completed all	94	78
Not referred	71	57

	Percentage persisting to:	
	Second term	Second year
<b>Institutions with multiple referral levels</b>		
All students	59	56
Referred	73	58
Completed none	55	44
Partially completed	85	66
Completed all	93	80
Not referred	65	54

**Table 3. Number and percentage credits completed, and average GPA for Achieving the Dream students persisting to the year\* by developmental education status by the end of the first year**Northern Essex Community College

	Credits			Average GPA	N=
	Number completed	Percent Completed	N=		
All students	32	76	875	2.72	785
Referred	31	72	613	2.60	572
Completed none	25	63	217	2.35	195
Partially completed	31	74	176	2.53	166
Completed all	37	81	220	2.87	211
Not referred	34	83	262	3.07	213

**Table 4.**All AtD Institutions

	<b>Credits:</b>		
<b>All Institutions</b>	<b>Number completed</b>	<b>Percent completed</b>	<b>Average GPA</b>
All students	28	77	2.59
Referred	29	75	2.48
Completed none	23	71	2.42
Partially completed	30	74	2.41
Completed all	36	80	2.73
Not referred	26	81	2.80

	<b>Credits:</b>		
<b>Institutions with single referral levels</b>	<b>Number completed</b>	<b>Percent completed</b>	<b>Average GPA</b>
All students	25	67	2.55
Referred	25	62	2.44
Completed none	22	64	2.39
Partially completed	22	54	2.29
Completed all	31	68	2.65
Not referred	25	77	2.74

	<b>Credits:</b>		
<b>Institutions with multiple referral levels</b>	<b>Number completed</b>	<b>Percent completed</b>	<b>Average GPA</b>
All students	28	79	2.60
Referred	30	77	2.49
Completed none	23	72	2.42
Partially completed	31	77	2.42
Completed all	38	85	2.78
Not referred	26	82	2.81

*Interpretations of these findings as well as suggestions for further analysis are always welcome. Please direct questions and comments to Thomas Fallon, Dean of Institutional Research and Planning, via phone at 978-556-3866 or email at [tfallon@necc.mass.edu](mailto:tfallon@necc.mass.edu).*

<http://www.necc.mass.edu/irp/planning/dream.php>