



# **Developmental Education Participation Rates and Outcomes of Oregon Public High School Students at Southwestern Oregon Community College**

*A report for Southwestern Oregon Community College*

Prepared by the Oregon College and Career Readiness Research Alliance

**Report Revised on 3-13-2014**

**Revisions include:**

**Section C.**

- 1. Revised math, writing, and reading persistence figures**
- 2. Revised math, writing, and reading degree attainment tables**

**\*\*\*Limited Circulation Document\*\*\***

This Regional Educational Laboratory (REL) Northwest project was funded with federal funds from the U.S. Department of Education under contract number ED-IES-12-C-0003. Though the Institute of Education Sciences (IES) of the U.S. Department of Education supported work related to this document, it has not been reviewed and approved by IES for public distribution due to its preliminary nature. In addition, the content of the document does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

The document has been prepared to provide information and to encourage discussion that can inform research, policy, and practice and should not be used in isolation to reach definitive conclusions. REL Northwest staff members will be available to facilitate discussion and to provide further relevant information related to this document.

## **About REL Northwest**

REL Northwest, a project of Education Northwest, partners with practitioners and policymakers to strengthen data and research use. As one of 10 federally funded regional educational laboratories, we conduct research studies, provide training and technical assistance, and disseminate information. Our work focuses on regional challenges such as turning around low-performing schools, improving college and career readiness, and promoting equitable and excellent outcomes for all students. For more information, please go to <http://www.educationnorthwest.org/rel-northwest>, or contact the director of REL Northwest, Christopher Mazzeo ([christopher.mazzeo@educationnorthwest.org](mailto:christopher.mazzeo@educationnorthwest.org)).

## **I. Introduction**

### **What is the Oregon College and Career Readiness Research Alliance?**

The Oregon College and Career Readiness (OR CCR) Research Alliance seeks to increase Oregon students' college and career readiness and success through research, policy, and practice. Alliance members include researchers at Education Northwest (which administers REL Northwest) and representatives from the Oregon Department of Education (ODE), Oregon Department of Community College and Workforce Development (CCWD), Oregon University System (OUS), Oregon Education Investment Board (OEIB), and leaders from local education agencies and postsecondary institutions. The OR CCR Research Alliance activities include developing a collaborative process for secondary and postsecondary faculty to align expectations in writing, providing data support for Eastern Promise, and conducting research on accelerated college credit programs and developmental education. For more information about the OR CCR Research Alliance, please contact the alliance lead, Jacqueline Raphael at [Jacqueline.Raphael@educationnorthwest.org](mailto:Jacqueline.Raphael@educationnorthwest.org)

### **Why is a study of developmental education in Oregon important?**

Nationally, nearly two thirds of community college students are referred to developmental education, and the majority does not complete their developmental education requirements or progress into college-level coursework.<sup>1</sup> As a result, community college systems across the country are considering reforms to developmental education. The OR CCR Research Alliance is contributing to reform efforts in Oregon by conducting a study of Oregon public high school students' participation in developmental education at the Oregon community colleges and outcomes through postsecondary education nationally. Examining state and institutional-level data on student participation in developmental education and postsecondary outcomes provides baseline information, informing discussions of improvements to the system and students' college readiness and success before reforms are introduced. Focusing on Oregon public high school students at the community colleges, specifically, is also important to address issues of misalignment between Oregon secondary and postsecondary systems and to understand how students' high school experiences and performance are associated with participation in developmental education.

### **What questions will this report answer?**

Using data from ODE, CCWD, and the National Student Clearinghouse (NSC), this report provides findings for your college on Oregon public high school students who exited from high school between 2004/05–2010/11 and enrolled in Southwestern Oregon Community College (SWOCC) between 2005/06–2011/12 (N = 3,081). For each community college, this report includes the following information:

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<sup>1</sup> Bailey, T., Jeong, D.W., & Cho, S.-W. (2010). Referral, enrollment, and completion in developmental education sequences in community colleges. *Economics of Education Review*, 29(2), 255–270.

- The developmental education participation rates of these students, compared to the statewide average, by subject and by public school district.
- The course participation rates of students by race/ethnicity, socioeconomic status, and high school academic indicators.
- The persistence and degree attainment outcomes of students within five to seven years of college entry by course starting level.

## **What do you need to know before viewing the results?**

### *The Sample*

This study includes all Oregon public high school students who exited high school from 2004/05 to 2010/11 – graduates, dropouts, and those with an unknown graduation status – and enrolled in an Oregon community college after high school exit in the 2005/06 to 2011/12 academic years (N = 122,255). About 13 percent of the total sample across the state enrolled in more than one community college; these students were assigned to the community college where they took developmental education courses.

### *Defining Participation*

Developmental math participation means the student attempted credits (i.e., enrolled) in a developmental math course; developmental English participation means the student attempted credits in a developmental reading and/or writing course. We identified students who participated in these courses using CCWD course transcript data that include detailed information on course names and numbers that allow for identification of developmental education courses. College courses are all courses with a course number of 100 or higher. A small proportion (less than 1 percent) of students at each college only enrolled in ESL, GED, ABE/ABS, and other coursework below the 100 level that is not a developmental education course.

### *Tracking Outcomes*

For the section on student outcomes, we limit the sample to students who enrolled in college in the 2005/06 to 2007/08 academic years because we can track these students' postsecondary outcomes for five to seven years. This allows enough time to track their degree attainment outcomes. We track persistence and degree attainment through their primary Oregon community college (using CCWD data) and any postsecondary institution (using NSC data) for five years (for the 2007/08 cohort) to seven years (for the 2005/06 cohort).

## **Whom do I contact if I have questions about this study and/or requests for follow-up analyses?**

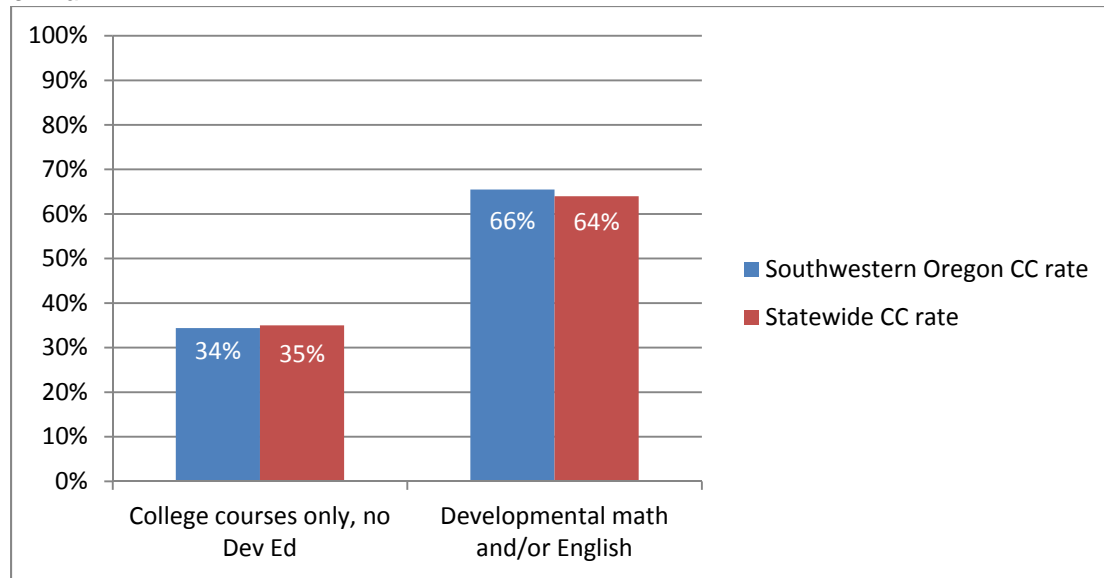
The researchers who prepared this report are available at your request to help interpret the results and to conduct additional analyses. Please contact the lead researcher for this project, Michelle Hodara ([michelle.hodara@educationnorthwest.org](mailto:michelle.hodara@educationnorthwest.org)), with any questions or comments about your report and to request any follow up.

## II. The Findings for Southwestern Oregon Community College

### A. Developmental education participation rates at Southwestern Oregon Community College

**Figure 1. Proportion of students who started college in college courses vs. developmental education compared to statewide community college average**

*Is developmental education participation at your college higher or lower than the statewide average, or similar?*



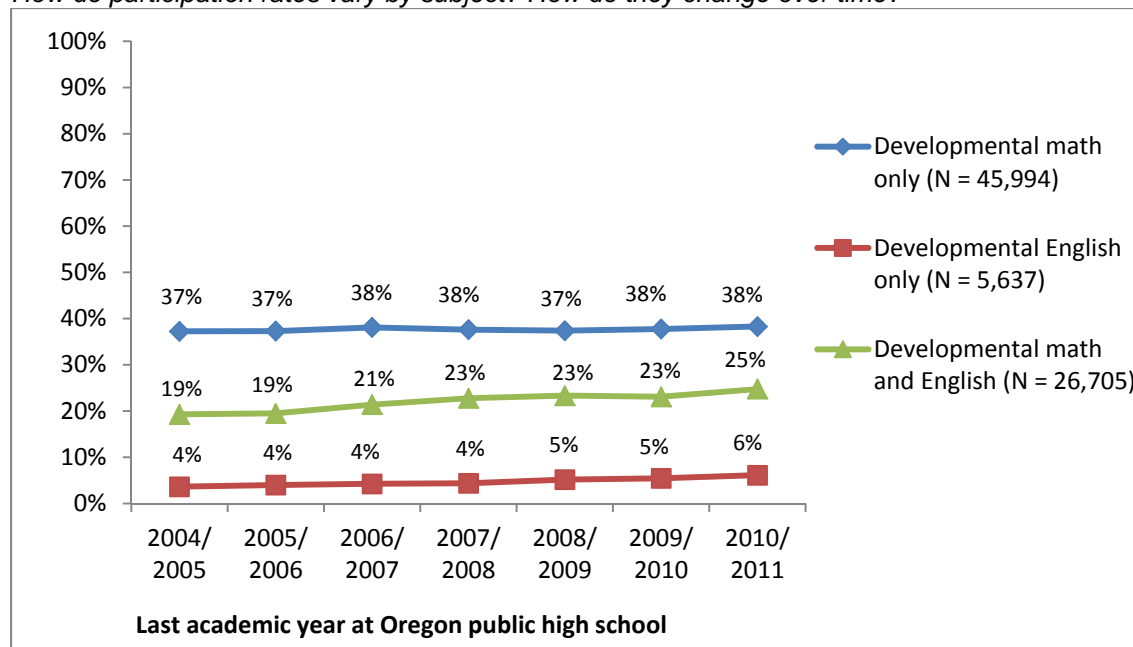
**Table 1. Developmental education participation of students from top 5 districts sending the highest number of students to Southwestern Oregon Community College**

*Are there differences in remediation rates between districts?*

Districts that send the highest number of students to SWOCC	Proportion of high school students enrolling in SWOCC from district	Proportion of students from district that enrolled in developmental education
Coos Bay SD 9 (N = 776)	25% (776 out of 3,081)	62% (480 out of 776)
North Bend SD 13 (N = 559)	18% (559 out of 3,081)	52% (291 out of 559)
Brookings-Harbor SD 17C (N = 270)	9% (270 out of 3,081)	61% (165 out of 270)
Coquille SD 8 (N = 217)	7% (217 out of 3,081)	69% (150 out of 217)
Reedsport SD 105 (N = 142)	5% (142 out of 3,081)	75% (106 out of 142)

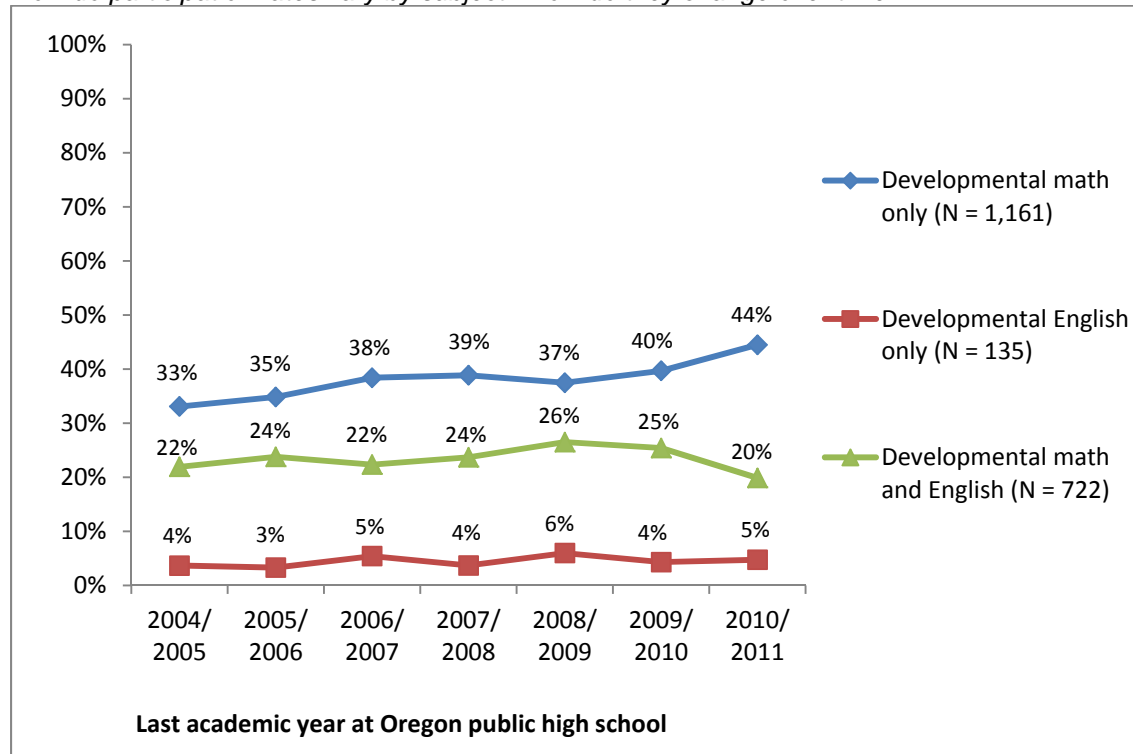
**Figure 2a. Developmental education participation at Oregon community colleges by subject and cohort of exiting public high school students**

How do participation rates vary by subject? How do they change over time?



**Figure 2b. Developmental education participation at Southwestern Oregon Community College by subject and cohort of exiting public high school students**

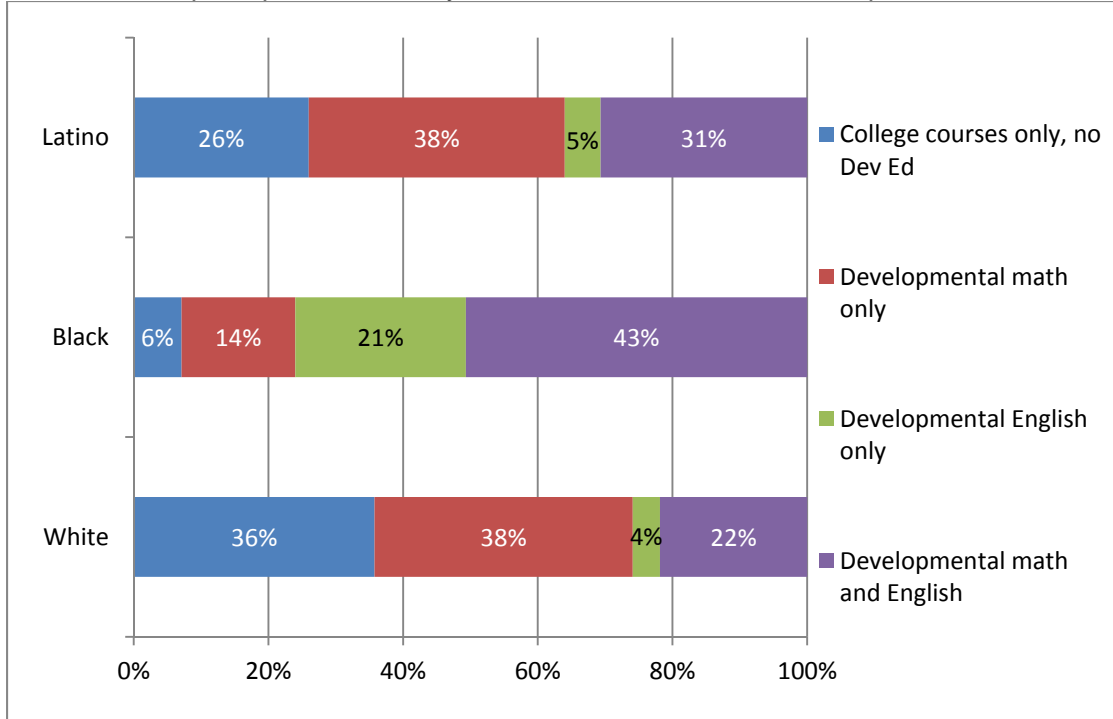
How do participation rates vary by subject? How do they change over time?



**B. Course participation rates of students by race/ethnicity, socioeconomic status, and high school academic indicators at Southwestern Oregon Community College**

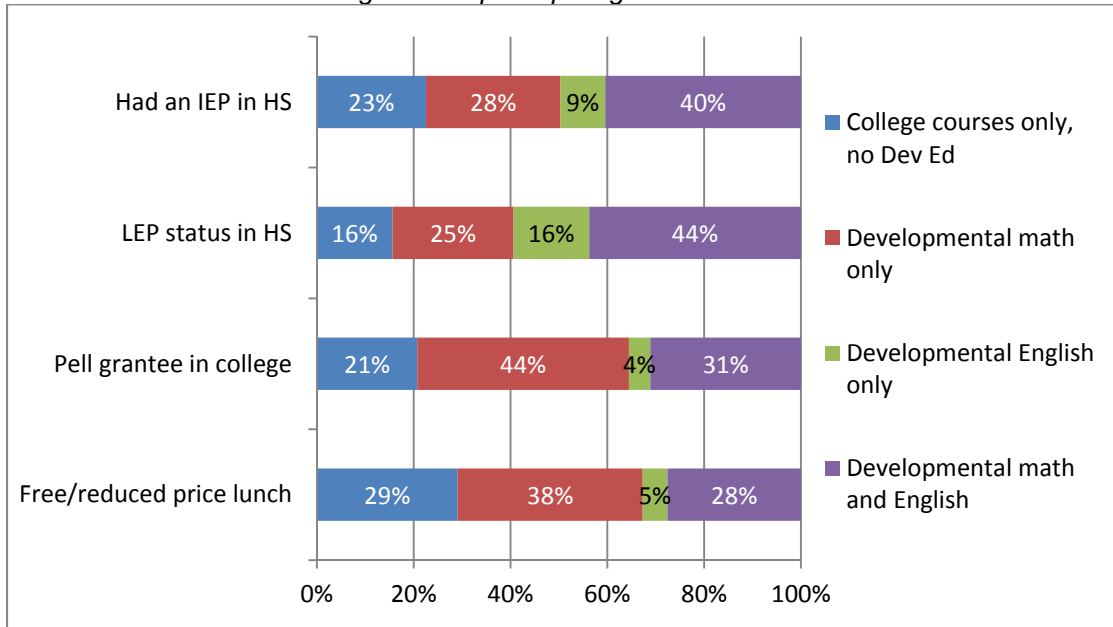
**Figure 3. Course participation rates by race/ethnicity**

*How do course participation rates vary for Latino and Black students compared to White students?*



**Figure 4. Course participation rates by socioeconomic status and high school academic indicators**

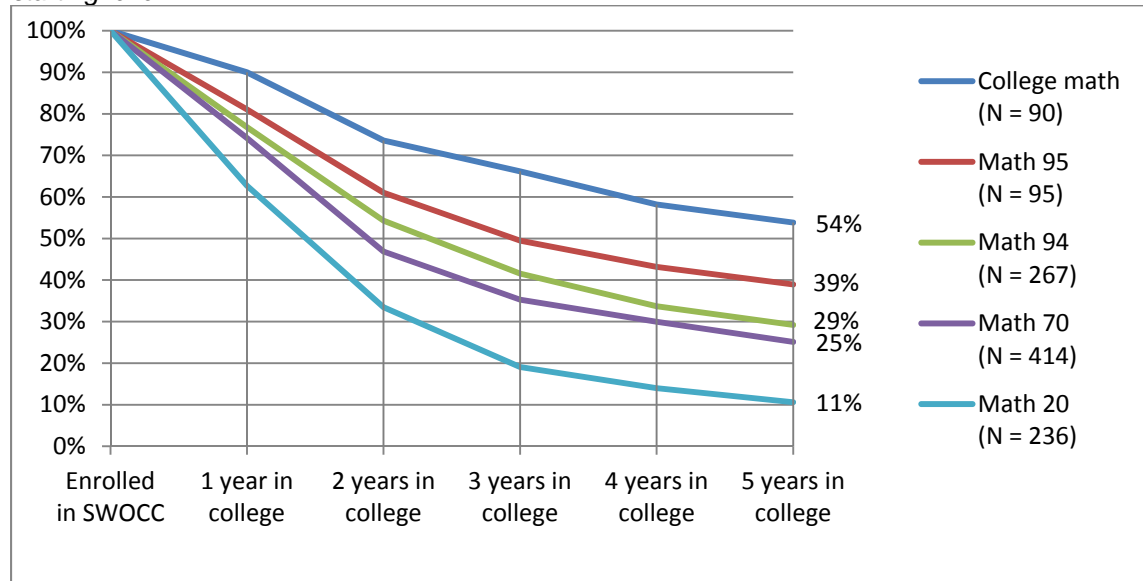
*What types of courses are the highest proportions of low-income students, students with a LEP status, and students with an IEP in high school participating in?*



C. Persistence and degree attainment outcomes of students by course starting level at Southwestern Oregon Community College

**Figure 5. Persistence of students through postsecondary education nationally (based on NSC data) by math starting level (REVISED)**

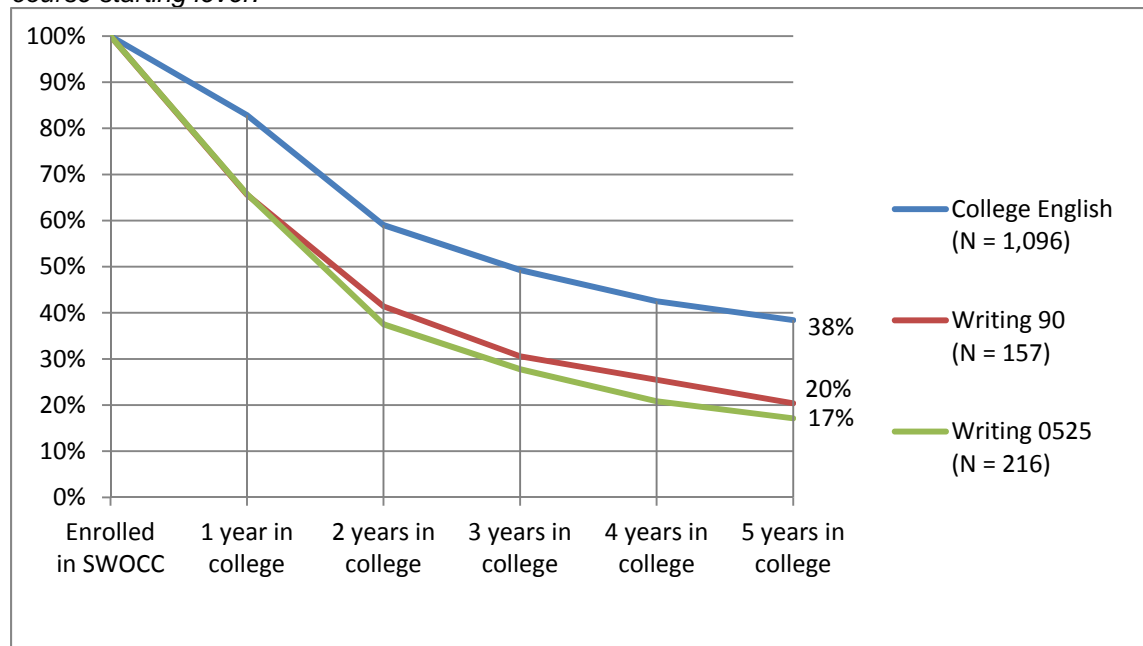
After five to seven years, what proportion of students is still in college or earned a degree by math course starting level?



Note: Students who earned a degree and left postsecondary education are counted as persisters. Data exclude students who took “applied/technical” math courses (course numbers 30–86).

**Figure 6. Persistence of students through postsecondary education nationally (based on NSC data) by writing starting level (REVISED)**

After five to seven years, what proportion of students is still in college or earned a degree by writing course starting level?

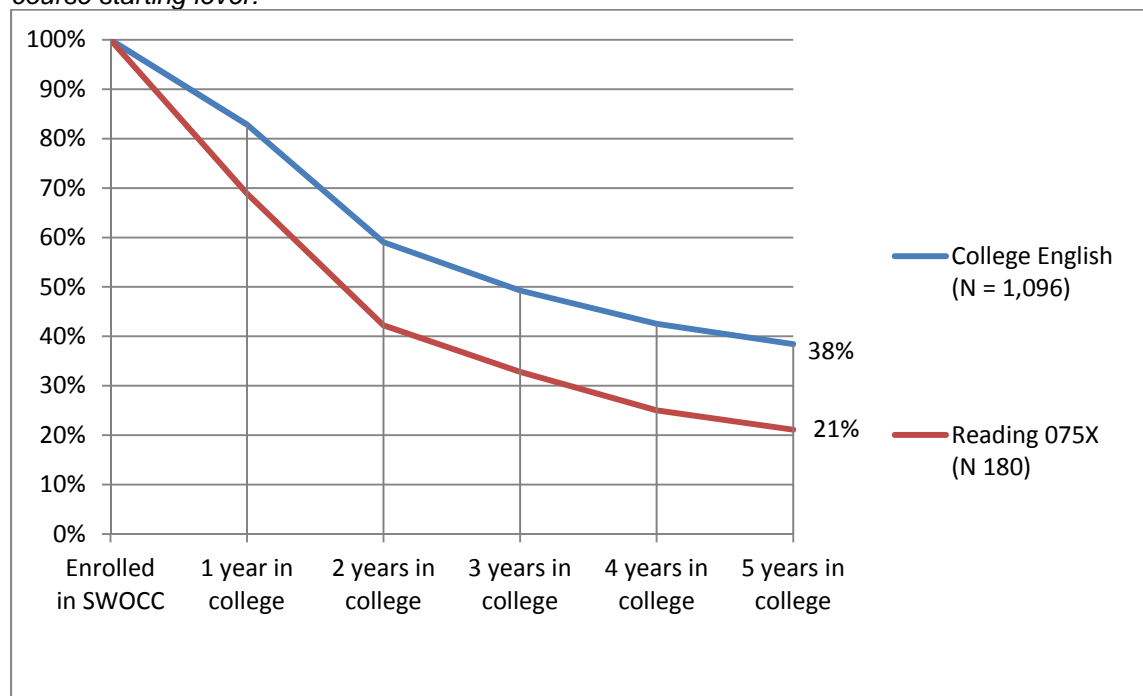


Note: Students who earned a degree and left postsecondary education are counted as persisters.



**Figure 7. Persistence of students through postsecondary education nationally (based on NSC data) by reading starting level (REVISED)**

After five to seven years, what proportion of students is still in college or earned a degree by reading course starting level?



Note: Students who earned a degree and left postsecondary education are counted as persisters.

**Table 2. Degree attainment of students after 5 to 7 years by math starting level (REVISED)**

How does degree attainment differ by math starting level?

Starting Level	College math	Math 95	Math 94	Math 70	Math 20
Sample Size	N = 390	N = 95	N = 267	N = 414	N = 236
Earned a certificate	2%	3%	<1%	2%	1%
Earned an AA/AS	28%	15%	15%	10%	4%
Earned an AGS/AAS	6%	5%	6%	7%	2%
Transferred to a four-year college (NSC)	65%	34%	34%	23%	14%
Earned a four-year degree (NSC)	42%	18%	14%	11%	3%

Note: Data exclude students who took “applied/technical” math courses (course numbers 30–86).

**Table 3. Degree attainment of students after 5 to 7 years by writing starting level (REVISED)**

How does degree attainment differ by writing starting level?

Starting Level	College English	Writing 90	Writing 0525
Sample Size	N = 1,096	N = 157	N = 216
Earned a certificate	1%	2%	2%
Earned an AA/AS	17%	7%	6%
Earned an AGS/AAS	6%	4%	3%
Transferred to a four-year college (NSC)	45%	18%	15%
Earned a four-year degree (NSC)	25%	7%	5%

**Table 4. Degree attainment of students after 5 to 7 years by reading starting level (REVISED)**  
*How does degree attainment differ by reading starting level?*

<b>Starting Level</b>	<b>College English</b>	<b>Reading 075X</b>
<i>Sample Size</i>	<i>N = 1,096</i>	<i>N = 180</i>
Earned a certificate	1%	2%
Earned an AA/AS	17%	11%
Earned an AGS/AAS	6%	4%
Transferred to a four-year college (NSC)	45%	16%
Earned a four-year degree (NSC)	25%	7%