

The Florida College System Accountability, Progress, and Performance

TO WHAT EXTENT DO DEVELOPMENTAL EDUCATION SEQUENCE COMPLETERS ENROLL IN AND COMPLETE RELATED GATEKEEPER COURSES? WHY TAKE THE RELATED GATEKEEPER COURSE IN THE YEAR AFTER COMPLETING THE DEVELOPMENTAL SEQUENCE?

In a Community College Research Center [Research Tools](#) publication, Leinbach and Jenkins (2008) discuss “momentum points” that help motivate students to progress towards milestones such as degree or certificate completion. They define momentum points as “measurable educational attainments that are empirically correlated with the completion of a milestone.” Enrolling and completing the first college level, credit-bearing English or math courses (“gatekeeper course”) is an example of a momentum point that has the potential to help developmental education students persist to completion. This report focuses on the most recent group of individuals who finished the developmental education sequence and the extent to which they enroll in and complete the related gatekeeper course within 3 years by age range. A Fall 2009-10 cohort of students who completed a developmental sequence in the previous year was tracked through Summer 2011-12. Gatekeeper courses referenced in the analysis were ENC1101 and ENC1102 for English and MAT1033 for Math.

Reading

Overall, 7 out of 10 developmental reading course sequence completers passed the first college level English course within 3 years. These results need to improve and represent the highest pass rate across the three academic areas. Recent high school graduates tended to transition better. As shown in Table 1, a higher percentage of the recent high school graduates enrolled in the related gatekeeper course and achieved comparable pass rates to students in the older age groups within 3 years. Nearly 84 percent of students Less Than 20 years of age took the related college level English course within 3 years and 70.1 percent passed. Just over three-quarters of the students 20 to 24 years of age took the related college level English course within 3 years and 68.9 percent passed. Seventy-four percent of students over 24 years of age took the related college level English course within 3 years and 70.4 percent passed.

Age Category	Took 1 st College Level English Course	Passed 1 st College Level English Course Within 3 Yrs
Less than 20	83.8%	70.1%
20 to 24 Years	76.9%	68.9%
Over 24 Years	73.4%	70.4%

Source: CCTCMIS and FCS Research & Analytics

Table 2. Developmental Reading Sequence Completers Who Subsequently Passed Gatekeeper English in Year 1 Versus All Students in this Group Passing Gatekeeper English Within 3 Years

Age Category	Percent
Less than 20	94.2%
20 to 24 Years	92.7%
Over 24 Years	88.8%

Source: CCTCMIS and FCS Research & Analytics

Successful students overwhelmingly directly enrolled in the related gatekeeper English course during the first year after completing a developmental education reading sequence. As illustrated in Table 2, Year 1 passers accounted for 94.2 percent of the developmental sequence completers Less Than 20 who passed the related college level English course within 3 years. Nearly ninety-three percent of the students 20 to 24 years of age who passed gatekeeper English within 3 years did so during the first year. With individuals over 24, Year 1 passers accounted for 88.8 percent of the students who passed the related college level English course within 3 years. **Relatively few developmental reading sequence completers subsequently enrolled in the related English gatekeeper course in Years 2 or 3.** Across age groups, student pass rates declined in Year 2. Pass rates for students who were Less Than 20 continued to decline in year 3. The very few people (N = 38) who engage in college level English during Year 3 from the 20 to 24 (N = 26) and over 24 (N = 12) age groups performed well.

Writing

Writing results exhibit similar patterns to the results seen in reading. Table 3 shows that **college level English was passed by nearly 7 out of 10 of the developmental writing sequence completers** (68.2 percent vs. 69.6 percent for developmental reading

Age Category	Took 1 st College Level English Course	Passed 1 st College Level English Course Within 3 Yrs
Less than 20	83.8%	68.0%
20 to 24 Years	78.6%	67.3%
Over 24 Years	77.4%	70.2%

Source: CCTCMIS and FCS Research & Analytics

completers). Once again, a higher percentage of the recent high school graduates enrolled in the related gatekeeper course and achieved comparable pass rates to students in the older age groups within 3 years. About 84 percent of the Less Than 20 students took the related college level English course within 3 years and 68.0 percent passed. Almost seventy-nine percent of the students between 20-24 years of age took the related college level English course within 3 years and 67.3 percent passed. Seventy-seven percent of the students over 24 years of age took the related college level English course within 3 years and 70.2 percent passed.

Table 4. Developmental Writing Sequence Completers Who Subsequently Passed Gatekeeper English in Year 1 Versus All Students in this Group Passing Gatekeeper English Within 3 Years

Age Category	Percent
Less than 20	95.6%
20 to 24 Years	95.0%
Over 24 Years	94.9%

Source: CCTCMIS and FCS Research & Analytics

sequence. For individuals Less Than 20, Year 1 passers accounted for 95.6 percent of the students who passed the related college level English course within 3 years. Ninety-five percent of the students between 20-24 years of age who passed college level gatekeeper English within 3 years did so in Year 1. Among individuals over 24, Year 1 passers accounted for 94.9 percent of the students who passed the related college level English course within 3 years. Across the board, student pass rates declined in Year 2. By Year 3 only 20 people – across all age groups combined – who completed the developmental writing sequence passed the related college level English course.

Math

Table 5 shows enrollment and completion of math gatekeeper course by age. The overall pass rate in a college level Math course for developmental math sequence completers was 53.8 percent. **Success in college level math was more elusive compared to the level of success attained in English.** Overall gatekeeper math pass rates all need to improve and were higher for older students peaking at 63.0 percent among individuals over 24 years of age.

Table 5. 2008-09 Developmental Sequence Completer Cohort, Enrollment and Completion of Gatekeeper Course Fall 2009-10 through 2011-12: Math

Age Category	Took 1 st College Level Math Course	Passed 1 st College Level Math Course Within 3 Yrs
Less than 20	87.4%	51.8%
20 to 24 Years	83.3%	52.1%
Over 24 Years	79.2%	63.0%

Source: CCTCMIS and FCS Research & Analytics

Eighty-seven percent of the Less Than 20 students took the related college level math course within 3 years and 51.8 percent passed. Eighty-three percent of the students between 20-24 years of age took the related college level math course within 3 years and 52.1 percent passed. Seventy-nine percent of the students between over 24 years of age took the related college level math course within 3 years and 63.0 percent passed. **Consistent**

Table 6. Developmental Math Sequence Completers Who Subsequently Passed Gatekeeper Math in Year 1 Versus All Students in this Group Passing Gatekeeper Math Within 3 Years

Age Category	Percent
Less than 20	97.1%
20 to 24 Years	95.9%
Over 24 Years	96.1%

Source: CCTCMIS and FCS Research & Analytics

with results attained in language arts, Table 6 shows that over 95 percent of the students who passed the related college level math course did so in Year 1. Results were consistently high across age groups. **The sequential nature of math makes a quick transition to the related college level math course an especially good idea.**

Action Step

Table 7 contains historical data that show consistent trends. **The results are in. Across academic content areas, the odds are stacked against individuals who do not engage in the related college level course within the next year.** Delaying the pursuit of the related college gatekeeper course often leads to not transitioning to college level coursework in that subject matter within the next 3 years. For too many students, delayed gatekeeper course entry turns into no entry. **Students can maximize their chances for success by immediately taking the related gatekeeper course after they complete developmental education.** Emerging policies that aim to shorten the amount of time between the completion of developmental education and the pursuit of related college level coursework can contribute to positive change.

Table 7. Developmental Sequence Completers Who Subsequently Passed Related Gatekeeper College Level Courses in Year 1 Versus All Students in the Group Passing The Gatekeeper Courses Within 3 Years*

READING	Developmental Reading Sequence Completers Who Subsequently Passed Gatekeeper English in Year 1 Versus All Students in this Group Passing Gatekeeper English Within 3 Years				
Age Category	FA06 to SU08	FA07 to SU09	FA08 to SU10	FA09 to SU11	FA10 to SU12
Less than 20	93.5%	93.0%	93.5%	93.4%	94.2%
20 to 24 Years	91.9%	91.0%	90.7%	91.3%	92.7%
Over 24 Years	86.2%	85.0%	86.4%	90.7%	88.8%
System	92.3%	91.6%	91.8%	92.3%	92.8%

WRITING	Developmental Writing Sequence Completers Who Subsequently Passed Gatekeeper English in Year 1 Versus All Students in this Group Passing Gatekeeper English Within 3 Years				
Age Category	FA06 to SU08	FA07 to SU09	FA08 to SU10	FA09 to SU11	FA10 to SU12
Less than 20	94.8%	93.8%	94.7%	94.1%	95.6%
20 to 24 Years	93.9%	93.1%	93.2%	93.7%	95.0%
Over 24 Years	95.0%	91.5%	91.0%	94.1%	94.9%
System	94.4%	93.3%	93.7%	94.0%	95.2%

MATH	Developmental Math Sequence Completers Who Subsequently Passed Gatekeeper Math in Year 1 Versus All Students in this Group Passing Gatekeeper English Within 3 Years				
Age Category	FA06 to SU08	FA07 to SU09	FA08 to SU10	FA09 to SU11	FA10 to SU12
Less than 20	97.1%	97.2%	95.9%	96.8%	97.1%
20 to 24 Years	95.8%	96.6%	95.7%	96.4%	95.9%
Over 24 Years	95.3%	94.5%	95.9%	96.3%	96.1%
System	96.3%	96.6%	95.8%	96.6%	96.4%

Source: Community College Technical Center MIS and FCS Research & Analytics

*Percentage of all passers from year one of those who passed within 3 years.

Tracking Periods:

- FA06 to SU08 Fall 2005-06 tracked through Summer 2007-08
- FA07 to SU09 Fall 2006-07 tracked through Summer 2008-09
- FA08 to SU10 Fall 2007-08 tracked through Summer 2009-10
- FA09 to SU11 Fall 2008-09 tracked through Summer 2010-11
- FA10 to SU12 Fall 2009-10 tracked through Summer 2011-12

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