## Developmental Education Progress Measures

These measures are for students that needed developmental education in math, English, reading, or any combination of these subjects, and the students’ progress through developmental education and into college-level work.

Developmental coursework is any formal non-college level learning activity, not only a formal class, designed to prepare a student to complete college level work. It may include self-study, developmental labs, co-curriculum classes, modularized course components, or any other coursework that would prepare the student to be successful in college-level work. For purposes of calculating most VFA metrics, developmental education courses will be reported as credit courses unless otherwise noted; non-credit developmental education classes should be converted to semester credit hour equivalents based on institution practice.

*VFA advises that, as a general rule, if a course is not transfer or degree-transfer eligible, then it is not college-level.*

**Reported As Follows**

**Required**:

* Six Year Cohort (fall 2010)
	+ Main Cohort
	+ Credential Seeking Cohort
	+ First Time In College Cohort

**Suggested**:

* Two Year Cohort (fall 2014)
	+ Main Cohort
	+ Credential Seeking Cohort
	+ First Time In College Cohort

**Measures:** Detailed definitions can be found on page 21.

1. Developmental Subjects:
	1. Percent of students who, by institutional practices, were referred to developmental education in math, English, or reading who attempted a developmental course in the developmental subject.
	2. Percent of students with a developmental need in math, English, or reading who became college ready in the subject by either: successfully completing the highest developmental education course in the subject; successfully complete a college-level course in the subject (as defined below); or was reassessed and deemed college ready in subject.
	3. Percent of students with a developmental need in math or English who successfully completed any college-level course in the subject. This measure is not reported for reading.

\*Colleges that do not have separate reading and English (writing) will report in the combined subject in the English category.

1. Any Developmental:
	1. Percent of students who, by institutional practices, were referred to developmental education in at least one subject area that attempted any developmental education course in the subject(s) referred.
	2. Percent of students who were not college ready in at least one subject area that became college ready in all developmental education subjects referred.

### Developmental Education Referral Method

The preferred method for reporting developmental need is based on a college’s record of the student’s referral status; however, it is recognized that not all colleges have the ability to determine referral status for a cohort that entered the college six or two years ago. Therefore, the VFA will show an indicator flag noting whether the college reported developmental need based on referral or based on course-taking behavior. The course-taking behavior method is meant to be a temporary work-around; colleges should aim to report by referral in future collection cycles. The VFA will not collect a ‘referral status unknown’ category.

Note on Referrals vs. Placement

Developmental education referrals should be based on a consistent framework that the college uses in order to assess whether or not the student is below college ready in math, English, and/or reading. Some colleges use placement tests as their method of determining the developmental need of students; if this placement test indicates the student needs developmental education in one or more subjects and the college instructs the student to take these dev courses prior to entering college-level work, then the student should be counted as referred to developmental education.

1. By Referral Method: PREFERRED. Based on testing or institutional practice, students are referred to developmental education or remedial education course.
2. By Course-taking Behavior Method: Based on student behavior, students enroll in at least one developmental education course in math, English, or reading at any time within the reporting timeframe. This method should only be used if the college is not able to report based on referral/placement due to institutional practice or record keeping.
3. Based on a combination of Referral and Course-taking Behavior: Colleges are encouraged to report using the method most appropriate for the institution. It is preferable that a single approach is used, if it captures nearly all students. However, if a college does choose to report using a combination of referral and course-taking, indicate this on this flag.

### Developmental Education by Subjects

1. Developmental Subjects:
* Developmental Math: Students from the VFA cohort type who, either by referral practice or course-taking behavior, were determined to have a developmental need in math should be included in the Developmental Math need count and measures (regardless of any other developmental referrals).
* Developmental English: Students from the VFA cohort type who, either by referral practice or course-taking behavior, were determined to have a developmental need in English (writing) should be included in the Developmental English need count and measures (regardless of any other developmental referrals). Colleges who do not have separate developmental English and developmental reading courses should report the combined subject under Developmental English.
* Developmental Reading: Students from the VFA cohort type who, either by referral practice or course-taking behavior, were determined to have a developmental need in reading should be included in the Developmental Reading need count and measures (regardless of any other developmental referrals). Colleges who do not have separate developmental English and developmental reading courses should report the combined subject under Developmental English.
1. Any Developmental: Students who, either by referral practice or course-taking behavior, were determined to have a developmental need in at least one developmental education area (math, English and/or reading) should be included in the Any Developmental cohort and measures. This group will be equivalent to the percent of the VFA cohort type that is not college ready. Developmental referral or course-taking in subjects other than math, English or reading should not be included.

**Example 1:** Student A is referred to a developmental math class only. *Student A would be counted in: 1) Developmental Math and 2) Any Developmental.*

**Example 2:** Student B is takes a developmental reading class and a developmental English class in his first year and a developmental math course in his second year. *Student B would be counted in: 1) Developmental Reading, 2) Developmental English, 3) Developmental Math, and 4) Any Developmental.*

Distribution of Developmental Need by Level

To provide context for the developmental education measures, the Developmental Subjects above (math, English, and reading) will be further subdivided into three levels of need by subject area. These levels will be collected for a better understanding of the degree of developmental need for students to earn a credential in their declared program of study and their relative outcomes. The three levels to report are:

1. One level below college-level (low need)
2. Two levels below college-level (intermediate need)
3. Three or more levels below college-level (high need)

Levels below college-level should be based off of the number of levels the student must complete before entering into college-level work for their program. If the student has not declared a program of study prior to the reporting timeframe, the college should report the student as needing to complete the highest developmental education course offered for that subject prior to entering into college-level work.

For colleges that only have two levels of developmental education that precede the first college-level course, report distribution in the categories of 1) “one level below”; and 2) “two levels below”, but not in the third category of 3) “three levels or more below”.

**Example 1:** A college offers developmental math 091 and developmental math 092 followed by college-level math. *This college would show the distribution of level of need in categories one and two only.*

**Example 2:** A student was referred into the lowest level developmental math class at your college and needs to complete three developmental math courses before being allowed to enroll in a college-level class. *The student would be placed in the “three levels or more,” high need sub-population in Developmental Math.*

**Example 3:** A college allows students to continue into CTE coursework and earn a certificate after completing math 091. All other students must first complete math 092 to enroll in college-level work. *For this college, the CTE students referred to math 091 will be reported as “one level below” and the non-CTE students referred to math 091 will be reported as “two levels below”.*

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| **Developmental Education Progress Measures** Reported for students needing Developmental Education in math, English and/or reading |
| Required for:* Six Year Cohort (fall 2010)
	+ Main Cohort
	+ Credential Seeking Cohort
	+ First Time in College Cohort
 |  **Suggested for:*** Two Year Cohort (fall 2014)
	1. Main Cohort
	2. Credential Seeking Cohort
	3. First Time in College Cohort
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| Required Disaggregation:* All measures will be disaggregated by race/ethnicity, gender, Pell status, age, full-time/part-time, and distribution of need.
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| Measure Name | **Definition** | **Important Notes** |
| Developmental Education Referral Method*Other names:*Dev Referral MethodDev Method | A flag to indicate the method used to report students in the Developmental Education metrics. * 1. *Referral Method:* ***PREFERRED****.* Based on institutional practice and informed by placement and/or referral activities, students are **referred** to developmental education or remedial education course work.
	2. *Course-taking Behavior Method:* If the college is not able to report based on referral/placement due to institutional practice or record keeping, colleges can temporarily report *by course-taking behavior*. This method is meant to be a temporary work-around; the college should aim to report by referral/placement in future collection cycles.
	3. Colleges are strongly encouraged to report using the method most appropriate for the institution. It is preferable that a single approach is used, if it captures nearly all students. However, if a college does choose to report using a combination of referral and course-taking, indicate this on this flag.

What to report:* If reporting ‘by referral,’ indicate by choosing *by referral***.**
* If reporting ‘by course-taking behavior,’ indicate by choosing *by course-taking behavior*.
* If reporting using a combination of ‘referral’ and ‘course-taking behavior,’ indicate by choosing *by combined* method.
 | All colleges should aim to report *by referral*.Referral and developmental course-taking can occur at any time within the reporting timeframe, not just the first year. If a student tests into developmental education but is not required to take it due to institutional practices (i.e. program of study), do not include this student as having a developmental need in the subject. The developmental education referral method flag allows a college to compare developmental progress data to colleges that use the same method. |

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| Developmental Education Progress Measures by SubjectReported separately for developmental education in math, English, reading |
| Measure / Calculation | **Definition** | **Important Notes** |
| Percent Students Needing Developmental Education in Subject*Other names:*Total Developmental Need Total Dev Need | Percent of students in the cohort who, based on selected referral method, need developmental education. What to report:* The total number of students in the cohort who, based on selected referral method, needed developmental education. This may be:
	+ By referral only
	+ By course-taking behavior only
	+ By a combination of referral and course-taking behavior
 | Please report this measure separately for all subjects for which you have data. Students may be reported in more than one subject area:* Dev Math
* Dev English
* Dev Reading

If your college combines English and reading under one subject, please report it under English. The *Developmental Need count* is used as the denominator for the *Became College Ready* and *Completed College* measures defined below.  |
| Metric CalculationNumerator: Total Developmental Need(defined here)Denominator: Cohort Count |
| Percent Students Referred to Developmental Education in Subject*Other names:*Referred  | Percent of students in the cohort who, based on institutional referral practices, were referred to developmental education. What to report:* The number of students in the cohort who, based on a consistent method of identifying whether or not a student was ready for college-level work, were instructed to complete at least one developmental or remedial education activity prior to entering college-level work and/or obtaining a credential in their program of study.
 | Please report this measure separately for all subjects for which you have data. Students may be reported in more than one subject area:* Dev Math
* Dev English
* Dev Reading

If your college combines English and reading under one subject, please report it under English. The *Referred* count is used as the denominator for the *Attempted Developmental Education* metric.College may report students in both the *Total Developmental Need* and *Referred* counts. |
| Metric CalculationNumerator: Referred Count(defined here)Denominator: Cohort Count |
| *Special Disaggregation:*Distribution of Developmental Need*Other names:*Distribution | Percent of students in the cohort who, based on institutional placement practices and/or course-taking behavior, fall within each level of need (low, intermediate, and high) for developmental education.What to report:* **One level below (low level of need)**: Number of students with a developmental need who, based on referral method, need to complete 1 course, module, or equivalent prior to entering college-level work or becoming eligible to earn a credential in the student’s program of study
* **Two levels below (intermediate level of need)**: Number of students with a developmental need who, based on referral method, need to complete 2 courses, modules, or equivalent prior to entering college-level work or becoming eligible to earn a credential in the student’s program of study
* **Three or more levels below (high level of need)**: Number of students with a developmental need who, based on referral method, need to complete 3 courses, modules, or equivalent prior to entering college-level work or becoming eligible to earn a credential in the student’s program of study
 | This data will be displayed in conjunction with Developmental Education (Subject) Progress Measures to provide contextual information about the developmental education student population.This measure is required and must be reported separately for all subjects in which you have data. Students may be reported in more than one subject area:* Dev Math
* Dev English
* Dev Reading

If your college combines English and reading under one subject, please report it in English. If your college’s referral practice does not assign the student a level, place all students referred in “one level below”. |
| Metric CalculationNumerator: Distribution of Need(defined here)Denominator: Cohort Count |
| Percent Students Attempted Developmental Education Course*Other names:*Attempted Dev Course | Percentage of students that were, by institutional placement practices, referred to developmental education in math, English, or reading who attempted a developmental education activity in the subject referred.What to report:* Number of students in the cohort who, based on consistent method of identifying whether or not a student was ready for college-level work, were instructed to enroll to developmental education in math, English or reading, and **enrolled in a developmental course** in the subject
 | Please report this measure separately for all subjects for which you have data. Students can/may be reported in more than one subject area:* Dev Math
* Dev English
* Dev Reading

If your college combines English and reading in one subject, please report it under English. Note: If the developmental referral method is by course-taking behavior, this metric will be N/A and should be left null.  |
| Metric CalculationNumerator: Attempted Dev Course (defined here)Denominator: Referral Count |
| Percent Students Became College Ready in Developmental Education Subject*Other names:*College Ready in Subject | Percent of students who, based on referral method, needed developmental education and became college ready in subject. What to report:* Number of students in the cohort who, based on referral method, needed developmental education in a subject and became college ready in subject by meeting one or more of the following criteria:
	+ successfully completing the **highest level developmental education course** in the subject required to earn a credential in the student’s program of study;
	+ successfully completing a **college-level course in the subject or that requires college readiness** **in the subject**; or
	+ other **formal reassessment** of developmental need and deemed college ready.
 | Report this measure separately for all subjects for which you have data. Students can/may be reported in more than one subject area:* Dev Math
* Dev English
* Dev Reading

If your college combines English and reading in one subject, please report it under English. Students may be referred to any level below college level.“Successful completion” includes “Passing” if course is graded as “pass/fail”. |
| Metric CalculationNumerator: College Ready in Subject (defined here)Denominator: Developmental Need Count |
| Percent Students Successfully Completed Any College-level Course*Other names:*Completed College Course | Percent of students who, based on referral method, needed developmental education and who successfully completed any college-level course in the subject.What to report: * Number of students in the cohort who, based on referral method, needed developmental education in a subject and **successfully completed any college-level course in the subject or that requires college readiness in the subject**.
 | Please report this measure separately for all subjects in which you have data. Students can/may be reported in more than one subject area:* Dev Math
* Dev English

If your college combines English and reading under one subject, please report it under English. This measure will not be reported for Dev. Reading.Include any college-level course in subject; does not need to be a “gateway” or entry-level course.  |
| Metric CalculationNumerator: Completed College Course (defined here)Denominator: Developmental Need Count |
| Any Developmental Education Progress MeasuresUnduplicated progress and outcomes of students needing any developmental education subject(math, English, and/or reading) |
| Measure Name | **Definition** | **Important Notes** |
| Percent Students Needing Developmental Education in at Least One Subject*Other names:* Any Developmental Need | Percent of enrolled students who require any developmental education (in math, English, reading, or any combination) based upon the institution’s referral method. What to report:* Number of students in the cohort who were **determined needing at least one developmental education course** in:
	+ Developmental Math, and/or
	+ Developmental English, and/or
	+ Developmental Reading
 | This is an unduplicated developmental education cohort.This count must equal the count of “Not College Ready” in the cohort’s College Readiness disaggregation. |
| Metric CalculationNumerator: Any Developmental Need(defined here)Denominator:Cohort Count |
| Percent Students Referred to Developmental Education in at Least One Subject*Other names:* Any Developmental Referral | Percent of enrolled students who, based on institutional practices, were referred to any developmental education (in math, English, reading, or any combination). What to report:* Number of students in the cohort who, based on a consistent method of identifying whether or not a student was ready for college-level work, were instructed to enroll in **at least one developmental education course** in:
	+ Developmental Math, and/or
	+ Developmental English, and/or
	+ Developmental Reading
 | This is an unduplicated developmental education referral count. |
| Metric CalculationNumerator: Any Developmental Referral (defined here)Denominator:Cohort Count |
| Percent Students Attempted Any Developmental Education *Other names:*Enrolled in Any Developmental | Percent of students who, based on institutional practices, were referred to at least one developmental education course in math, English, and/or reading and who attempted any developmental education in math, English and/or reading by the end of the tracking period.What to report:* Number of students in the cohort who, based on a consistent method of identifying whether or not a student was ready for college-level work, were instructed to enroll in developmental education in math, English, and/or reading or any combination and **enrolled in any developmental education course in any of these subject areas.**
 | Note: If the developmental referral method is by course-taking behavior, this metric will not be applicable and should be left null. |
| Metric CalculationNumerator: Enrolled in Any Developmental (defined here)Denominator: Any Developmental Referral Count |
| Percent Students Who Became College-Ready *Other names:*College Ready in All Developmental | Percent of students who, based on referral method, needed at least one developmental education course in math, English and/or reading and who completed all developmental education in the area(s) of need to become college-ready by the end of the tracking period.What to report:* Number of students in the cohort who, based on referral method, neededdevelopmental education in math, English, and/or reading or any combination and became college-ready in all subject areas needed by:
	+ successfully completing the **highest level developmental education course** in the subject required to earn a credential in the student’s program of study;
	+ successfully completing a **college-level course in the subject or that requires college readiness** **in the subject**; and/or
	+ other **formal reassessment** of developmental need and deemed college ready.
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| Metric CalculationNumerator: Completed All Developmental (defined here)Denominator: Any Developmental Need Count |