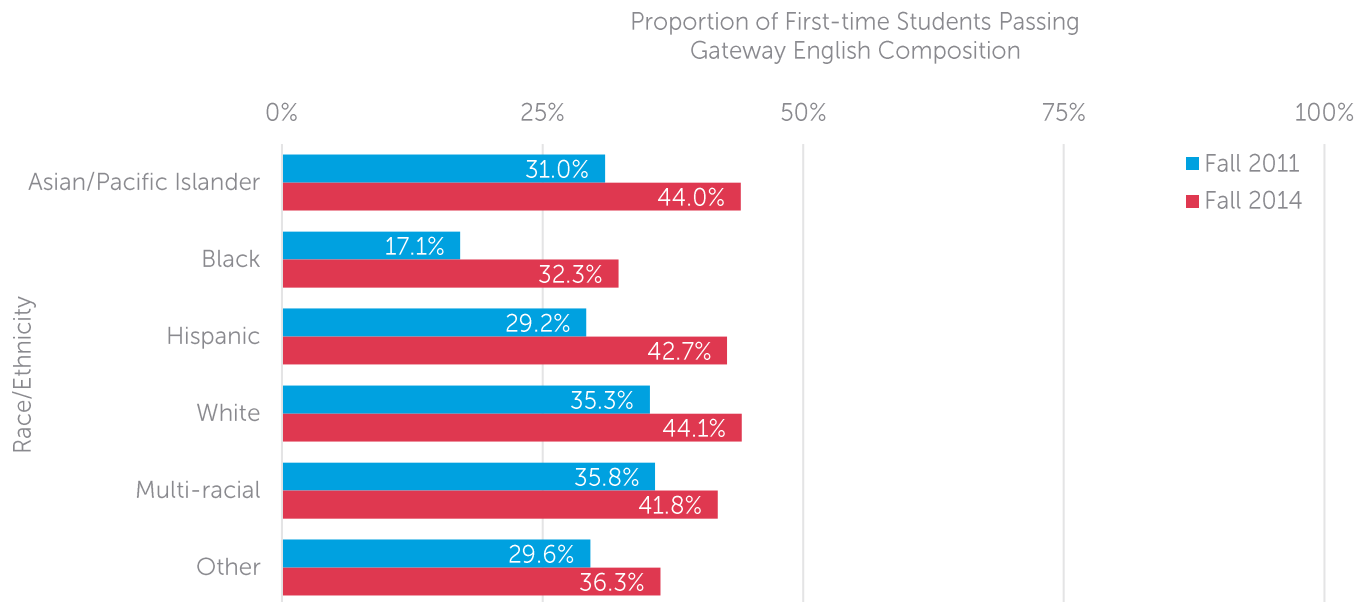


Comprehending English Completion

Gateway English comprehension course completion increased after developmental reform in Florida



Source: Hu, S., Park, T. J., Woods, C. S., Tandberg, D. A., Richard, K., & Hankerson, D. (2016). [Investigating developmental and college-level course enrollment and passing before and after Florida's developmental education reform](#) (REL 2017–203). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast Note. Data from Table B18. From Figure 18 "The proportion of students who passed is calculated by dividing the number of students who earned a C or better in the course by the total number of students in the cohort."

After developmental education reform was implemented in fall 2014, the proportion of all first-time students entering the Florida College System who passed a gateway English composition course increased. Furthermore, the increase in English composition between fall 2011 and fall 2014 occurred across all races/ethnicities. Black students had the largest increase in the proportion of all students in the cohort who passed English composition 1 (from 17% to 32%), followed by an increase of 13.5% for Hispanic first-time students, 13.0% for Asian/Pacific Islander first-time students, 8.8% for White first-time college students, and over 6% for multi-racial and first-time, unclassified students. These observations may alleviate concerns about the impact of expanding student choice to include taking a gateway English composition course when they may have previously taken a developmental education course.

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