

September 24, 2004

Dear members of the Matriculation Committee:

The Developmental Education Committee is interested in your committee's response to the recommendations and action plans presented in the formative evaluation of the Developmental Education Program presented at a college assembly last spring (2004).

The following recommendations were addressed to the Matriculation Committee on pages 42-43 of the DE report:

**1. We need to assess a higher percentage of incoming freshmen with long-term goals.**

Relevant data cited in the report:

According to one study in Fall 2001, 31% of first time freshman with long-term goals were not assessed upon entry to the college. (An additional 7% were exempt from assessment.)

**2. A higher percentage of students should enroll in English and math courses their first semester at LMC, particularly if their educational goal is to earn a certificate, degree or transfer.**

Relevant data cited in the report:

- About 46% of all students who assess enroll in a math or English course that semester. (For students with long-term goals, these percentages might be higher. A Fall 2001 study indicated that 54% of first time freshmen with long term goals enrolled in English and 57% enrolled in math.)
- Of those who enroll in math courses, about 43% enroll in the course recommended by the assessment process, compared to 80% who enroll in recommended English courses. (This is probably due to prerequisites for English 90 and 10S and may be partially rectified by new prerequisites for some developmental math courses.)

In the interest of coordinating our efforts to best serve our students, please let us know how the Matriculation Committee plans to address these recommendations.

Thank you,

Myra Snell and Nancy Ybarra  
Co-coordinators of the LMC Developmental Education Program