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Curriculum and
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**PERSISTENCE OF DEVELOPMENTAL READERS: AN EXAMINATION OF
FACTORS AFFECTING ATTRITION AND INSTITUTIONAL PRACTICES WHICH
SUPPORT RETENTION (207 pp.)**

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Students who enter higher education requiring reading remediation have poor institutional persistence. This study examined the course success and first-year institutional persistence of six women enrolled in a developmental reading course at a regional campus of a state university. Data sets were comprised of classroom observation, review of academic records, and interviews with students and their instructor.

Three of the women were successful in the course while three were not. The cross-participant analysis revealed five factors associated with student success and institutional persistence. Successful students had more frequent attendance and were more engaged with their professors outside of class than unsuccessful students. Those who were recent high school graduates were less likely to succeed than students who had a gap between high school and college. While adult responsibilities such as raising children impacted students' progress, these factors did not affect success in developmental reading. Most notably, students who were successful in the course and persisted through the first year had support systems both off-campus and on-campus including a college employee.