

Effectiveness Update



Developmental Education Effectiveness Measures Report for Academic Year 2000-01

PURPOSE

To provide campus-wide programs and services that assist academically under-prepared students meet their educational goals.

INTENDED OUTCOME

1.A1 First Time in College (FTIC) degree seeking students enrolled at ACC in the fall semester who are required to take developmental courses will return the following spring semester (Fall-to-Spring Retention).

CRITERION

Based on data provided by the THECB, the percentage of FTIC degree-seeking students enrolled in developmental education courses in the fall semester who return the following spring semester will not be significantly different from the percentage of students who were not enrolled in developmental education courses who returned in the Spring.

RESULTS

The data displayed below were generated from the ACC Student Database, using methodology that may differ from the THECB methodology. Overall, a greater percentage (1.6%) of FTIC Fall 1998 cohort students enrolled in developmental courses returned the following spring than did cohort students not enrolled in developmental courses.

DATA

First Time in College (FTIC) Fall 1998 Cohort
Fall to Spring Retention Comparison:

Students Enrolled in Developmental Courses and Students NOT Enrolled in Developmental Courses

	Fall 1998	Spring 1999	% Returned
Total FTIC Students Enrolled in Developmental Courses	2,005	1,293	64.4%
<i>Total FTIC Students NOT Enrolled in Developmental Courses</i>	<i>1,586</i>	<i>996</i>	<i>62.8%</i>
<i>Difference</i>			<i>1.6%</i>
Academic Majors Enrolled in Developmental Courses	767	483	61.4%
<i>Academic Majors NOT Enrolled in Developmental Courses</i>	<i>626</i>	<i>394</i>	<i>62.9%</i>
<i>Difference</i>			<i>-1.5%</i>
Technical* Majors Enrolled in Developmental Courses	1238	810	65.4%
<i>Technical* Majors NOT Enrolled in Developmental Courses</i>	<i>960</i>	<i>602</i>	<i>62.7%</i>
<i>Difference</i>			<i>2.7%</i>

Source: ACC Student Database

*Including Tech-Prep Majors



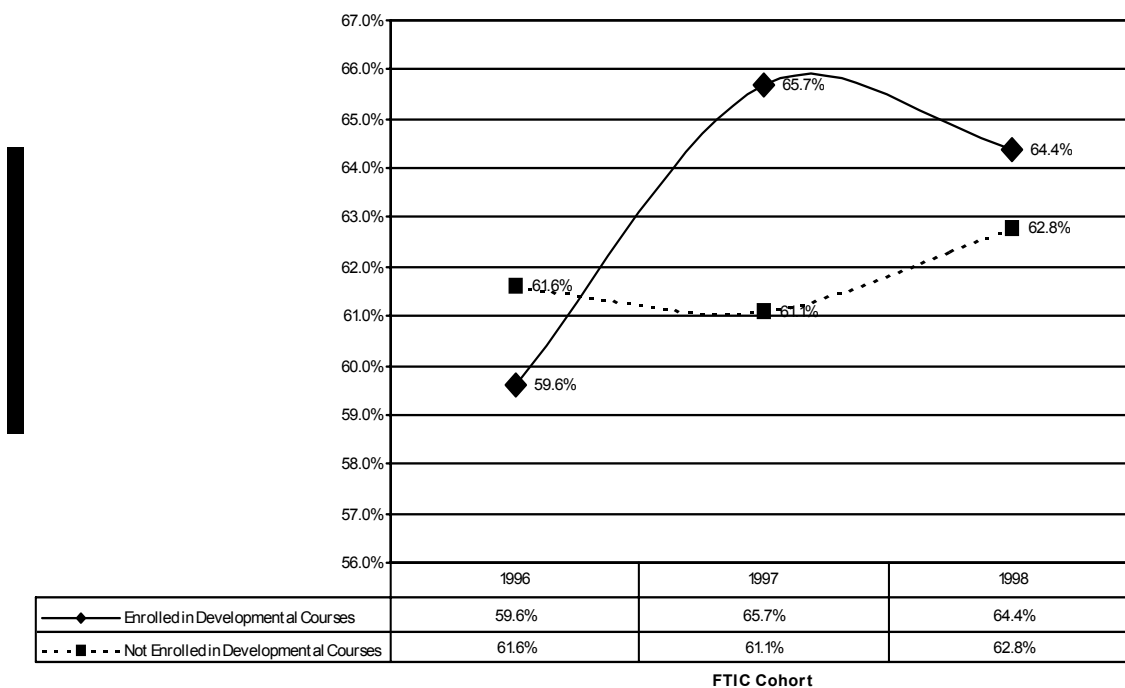
Developmental Education Effectiveness Measures Report 2000-01 (continued)

TREND DATA

Data for the fall 1996, 1997, and 1998 cohorts show:

- In 1996 there was a higher retention rate for students not enrolled in developmental courses than for students enrolled in developmental courses.
- In both 1997 and 1998 there was a higher retention rate for students enrolled in developmental courses than for students not enrolled in developmental courses.

Percent Difference Between Fall to Spring Retention Rates:
Students Enrolled in Developmental Courses
and Students NOT Enrolled in Developmental Courses



Sources: ACC Student Database

Developmental Education Effectiveness Measures Report 2000-01 (continued)

INTENDED OUTCOME

1.A2 First Time in College (FTIC) degree seeking students enrolled in Developmental Education Courses at ACC in the fall semester will return the following spring semester (Fall-to-Spring Retention Rate).

CRITERION

Based on data provided by the THECB, the percentage of FTIC degree-seeking students enrolled in developmental education courses in the fall semester who return the following spring semester will not be significantly different from the state average for students enrolled in developmental education courses.

RESULTS

The data displayed below were generated from the ACC Student Database, using methodology that may differ from the THECB methodology. A smaller percentage of FTIC Fall 1998 students enrolled in developmental education courses at ACC returned in Spring 1999 (64.4%) than the did those cohort students enrolled in developmental education courses statewide (82.4%).

DATA

First Time in College (FTIC) Fall 1998 Cohort
Fall to Spring Retention Comparison:
ACC and Statewide Students Enrolled in Developmental Education Courses

Students	Fall 1998	Spring 1999	% Returned
ACC Total FTIC Students Enrolled in Developmental Courses	2,005	1,293	64.4%
<i>Statewide Total FTIC Students Enrolled in Developmental courses</i>	<i>51,384</i>	<i>42,335</i>	<i>82.4%</i>
<i>Difference</i>			<i>-18.0%</i>
ACC Academic Majors Enrolled in Developmental Courses	767	483	61.4%
<i>Statewide Academic Majors Enrolled in Developmental Courses</i>	<i>31,560</i>	<i>26,438</i>	<i>83.8%</i>
<i>Difference</i>			<i>-22.4%</i>
ACC Technical* Majors Enrolled in Developmental Courses	1,238	810	65.4%
<i>Statewide Technical* Majors Enrolled in Developmental Courses</i>	<i>19,824</i>	<i>15,897</i>	<i>80.2%</i>
<i>Difference</i>			<i>-14.8%</i>

Source: THECB 2000 Annual Data Profiles, Statewide Summaries and ACC Student Database

*Including Tech-Prep majors.

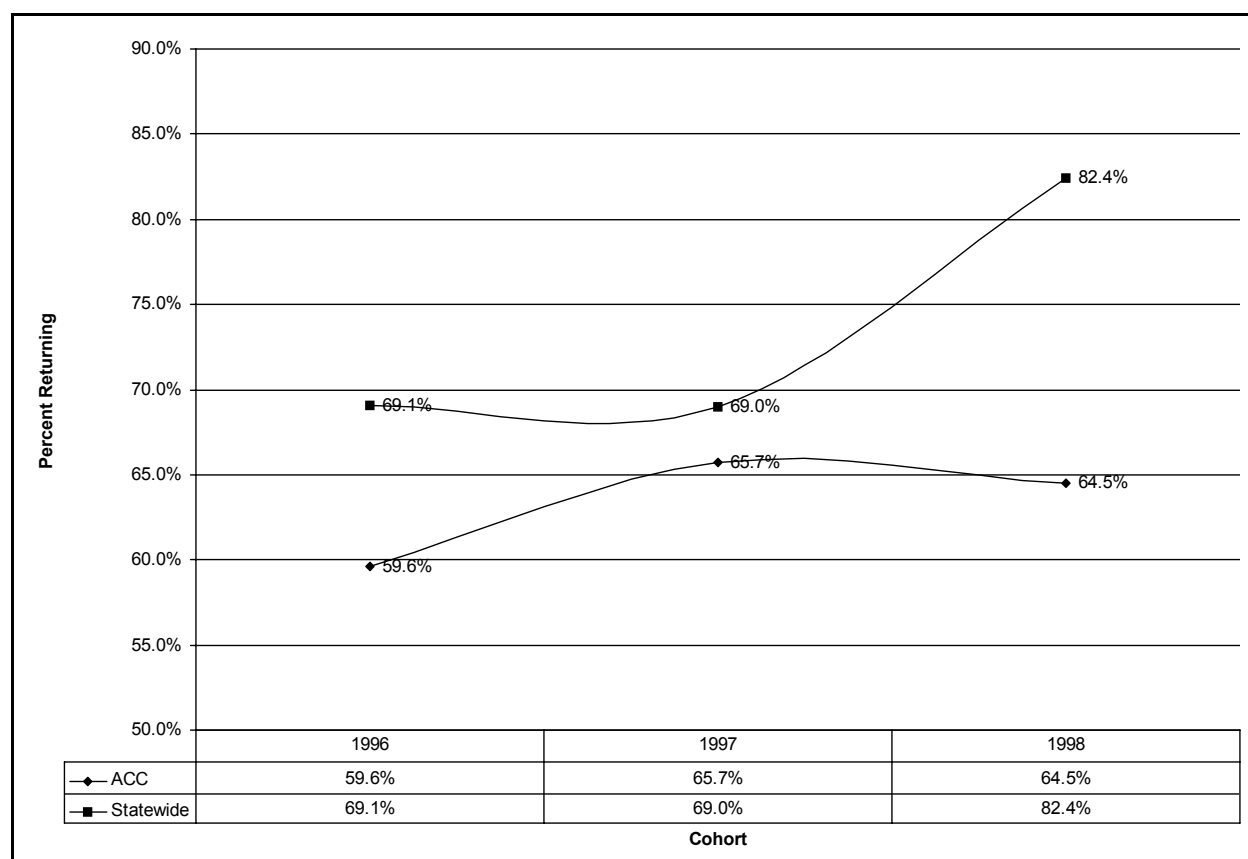
Developmental Education Effectiveness Measures Report 2000-01 (continued)

TREND DATA

Data for ACC and statewide retention rates for the fall 1996, 1997, and 1998 cohorts show:

- The retention rate of students enrolled in developmental courses at ACC increased slightly for the cohorts from 1996 (59.6%) through 1998 (64.4%).
- The difference between retention rates for students enrolled in developmental courses at ACC and retention rates for students enrolled in developmental courses statewide has increased slightly for the cohorts from 1996 (9.5%) to 1998 (14%).

ACC and Statewide Fall to Spring Retention Rates
For Students Enrolled in Developmental Education



Source: THECB 1998, 1999, and 2000 Annual Data Profiles, Statewide Summaries, and ACC Student Database

Developmental Education Effectiveness Measures Report 2000-01 (continued)

INTENDED OUTCOME

1.B There will be no significant differences by demographic group between Fall-to-Spring retention rates for FTIC degree or certificate seeking students enrolled in developmental education courses and those NOT enrolled in developmental education courses.

CRITERION

Based on data from the THECB Annual Data Profile, for each demographic group, the Fall-to-Spring return rate for FTIC students enrolled in developmental education courses will be within $\pm 5\%$ of the Fall-to-Spring return rate for students NOT enrolled in developmental education courses

RESULTS

The data displayed below were generated from the ACC Student Database, using methodology that may differ from the THECB methodology. The Fall to Spring retention rate for students enrolled in developmental education courses was within the criterion range for every demographic group except Black students. A greater percentage of Black students enrolled in developmental education in the Fall returned in the spring than did Black students not enrolled in developmental education courses.

DATA

First Time in College (FTIC) Fall 1998 Cohort
Fall to Spring Retention Comparison by Ethnicity:
Students Enrolled in Developmental Courses and Students NOT Enrolled in Developmental Courses

Students	Fall 1998	Spring 1999	% Returned
White Students enrolled in Developmental Education Courses	1,203	778	64.7%
<i>White Students NOT enrolled in Developmental Education Courses</i>	1,125	708	62.9%
<i>Criterion</i>	<i>within range (59.8% - 66.0%)</i>		
Black Students enrolled in Developmental Education Courses	150	99	66.0%
<i>Black Students NOT enrolled in Developmental Education Courses</i>	55	28	50.9%
<i>Criterion</i>	<i>above range (48.4% - 53.4%)</i>		
Hispanic Students enrolled in Developmental Education Courses	514	322	62.6%
<i>Hispanic Students NOT enrolled in Developmental Education Courses</i>	273	173	63.4%
<i>Criterion</i>	<i>within range (60.2% - 66.6%)</i>		
Other* Students enrolled in Developmental Education Courses	138	94	68.1%
<i>Other* Students NOT enrolled in Developmental Education Courses</i>	133	87	65.4%
<i>Criterion</i>	<i>within range (62.1% - 68.7%)</i>		
Total Students enrolled in Developmental Education Courses	2,005	1,293	64.4%
<i>Total Students NOT enrolled in Developmental Education Courses</i>	1,586	996	62.8%
<i>Criterion</i>	<i>within range (59.7% - 65.9%)</i>		

Source: ACC Student Database

*Including Asian, Native American, and International

Developmental Education Effectiveness Measures Report 2000-01 (continued)

INTENDED OUTCOME

2.A Students who are required to be enrolled in Developmental Education Courses at ACC will complete state-mandated requirements.

CRITERION

Based on data provided by the THECB annually, the percentage of ACC students enrolled in developmental education courses who complete state-mandated requirements will be at or above the completion rates for those students statewide.

RESULTS

The data displayed below were generated from the ACC Student Database, using methodology that may differ from the THECB methodology. The data indicate a 0.2 percent difference in completion of state-mandated requirements between ACC students and students statewide.

DATA

Completion of State Mandated Requirements Comparison of ACC and Statewide Students Enrolled in Developmental Education Courses

FY 1999	Taking Remediation	Passing all TASP Requirements	Percent
ACC Total Students Enrolled in Developmental Courses in	9,690	1,228	12.6%
<i>Statewide Total Students Enrolled in Developmental</i>	<i>142,518</i>	<i>17,733</i>	<i>12.4%</i>
<i>Difference</i>			<i>0.2%</i>

Source: The THECB *Data Resources for the 2000 LBB Measures* and ACC Student Database

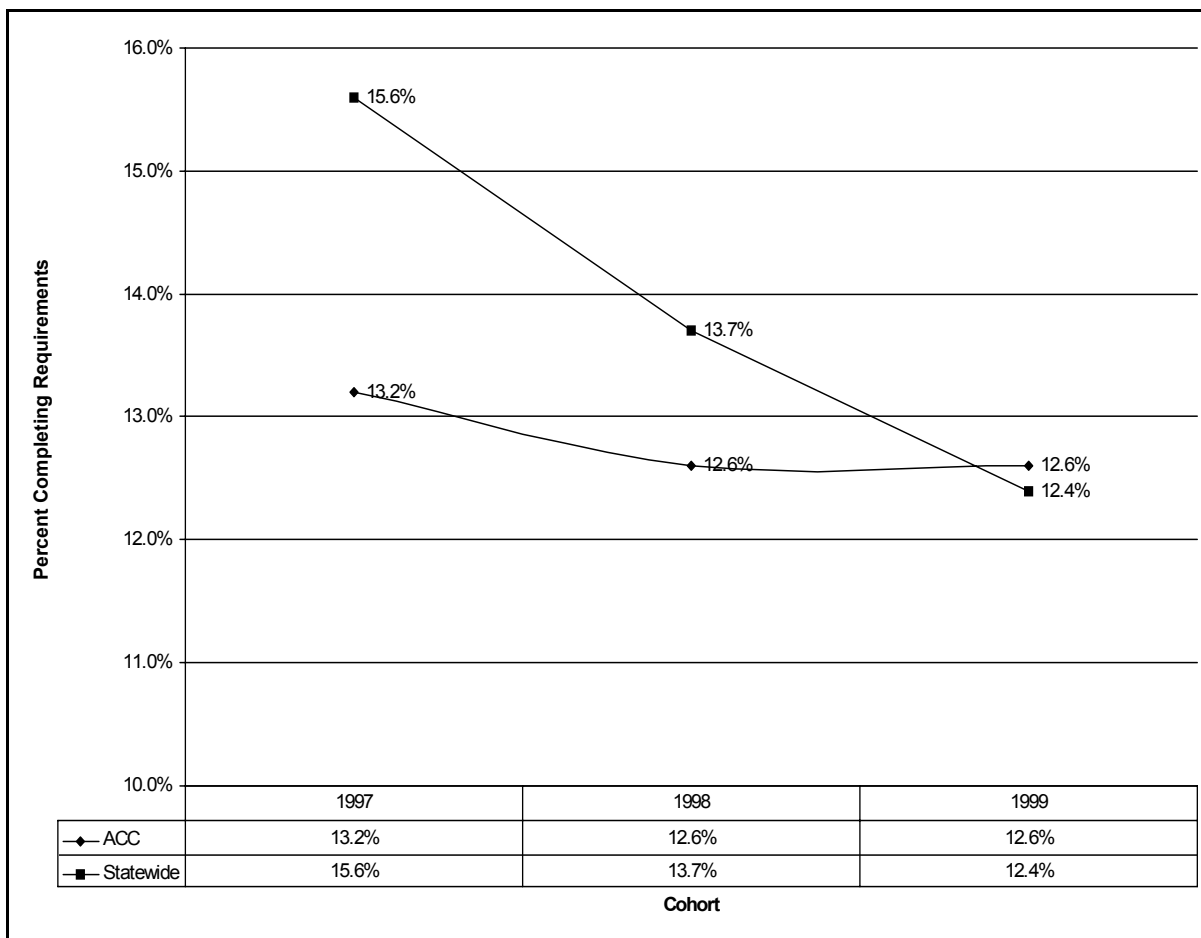
Developmental Education Effectiveness Measures Report 2000-01 (continued)

TREND DATA

The data show

- the percent of students completing state mandated requirements has declined over the last three years, both for the state and for ACC.
- The rate of decline has been greater for the state than for ACC
- ACC's completion rate has remained at 12.6% for the last two years.

State Mandated Requirements Completion Rates
ACC and Statewide



Source: The THECB *Data Resources for the 2000 LBB Measures* and ACC Student Database

Developmental Education Effectiveness Measures Report 2000-01 (continued)

INTENDED OUTCOME

2.B Students who are required to enroll in developmental courses will complete their developmental requirements.

CRITERION

Baseline data will be collected to determine the rates of completion for the following groups of students required to enroll in developmental courses: those required to take developmental courses in one area, those required to take developmental courses in two areas, and those required to take developmental courses in three areas.

METHODOLOGY

Using data from the student database, compare original proficiency levels to last proficiency levels (below "5" indicates requires developmental courses; "5" or higher indicates completed developmental requirements) for each area by "group" (developmental courses required in one, two or three areas).

In the tables that follow

- Only those students with original proficiency levels of less than "5" in at least one developmental area are included.
- Students whose original proficiency level was missing were excluded from these data.
- Students may or may not have taken developmental courses; "completion" may be achieved by taking developmental courses or by re-testing.
- Counts may be duplicated, i.e., students required to take developmental courses in more than one area may be counted more than one time.

DATA

First Time in College (FTIC) Fall 1998 Cohort
Developmental Requirement Completion Rates by Group, As of Fall 2000

Completion Rates for Students Required to Take Developmental Courses in One Area			
Area	# Students Required	# Students Completing	Percent
Reading	43	25	58.1%
Writing	58	28	48.3%
Math	655	170	26.0%
Completion Rates for Students Required to Take Developmental Courses in Two Areas			
Reading	215	108	50.2%
Writing	209	72	34.4%
Math	342	76	22.2%
Completion Rates for Students Required to Take Developmental Courses in Three Areas			
Reading	308	95	30.8%
Writing	308	81	26.3%
Math	308	49	15.9%
Overall Completion Rates for All Students Required to Take Developmental Courses			
Reading	566	228	40.3%
Writing	575	181	31.5%
Math	1305	295	22.6%

Source: ACC Student Database

Developmental Education Effectiveness Measures Report 2000-01 (continued)

First Time in College (FTIC) Fall 1997 Cohort
Developmental Requirement Completion Rates by Group As of Fall 2000

Completion Rates for Students Required to Take Developmental Courses in One Area			
Area	# Students Required	# Students Completing	Percent
Reading	13	8	61.5%
Writing	149	85	57.0%
Math	654	196	30.0%
Completion Rates for Students Required to Take Developmental Courses in Two Areas			
Reading	87	37	42.5%
Writing	436	181	41.5%
Math	459	110	24.0%
Completion Rates for Students Required to Take Developmental Courses in Three Areas			
Reading	147	61	41.5%
Writing	147	39	26.5%
Math	147	16	10.9%
Overall Completion Rates for All Students Required to Take Developmental Courses			
Reading	247	106	42.9%
Writing	732	305	41.7%
Math	1260	322	25.6%

Source: ACC Student Database

Developmental Education Effectiveness Measures Report 2000-01 (continued)

INTENDED OUTCOME

2.C. Completion rates for developmental requirements will not be significantly different among demographic groups.

CRITERION

Based on data from the student database, the differences in developmental requirement completion rates among demographic groups will be within $\pm 5\%$.

METHODOLOGY

Using data from the student database, compare original proficiency levels to last proficiency levels ((below "5" indicates requires developmental courses; "5" or higher indicates completed developmental requirements) for each area by "group" (developmental courses required in one, two or three areas) and by ethnicity.

In the tables that follow

- Only those students with original proficiency levels of less than "5" in at least one developmental area are included.
- Students whose original proficiency level was missing were excluded from these data.
- Students may or may not have taken developmental courses; "completion" may be achieved by taking developmental courses or by re-testing.
- Counts may be duplicated, i.e., students required to take developmental courses in more than one area may be counted more than one time.

DATA

First Time in College (FTIC) Fall 1998 Cohort
Developmental Requirements Completion Rates by Ethnicity, As of Fall 2000

Completion Rates for Students Required to Take Developmental Courses in One Area									
Ethnicity	Reading			Writing			Math		
	Required	Completed	%	Required	Completed	%	Required	Completed	%
White	30	18	60.0%	36	19	52.8%	473	133	28.1%
Black	NA	NA	66.7%	NA	NA	66.7%	30	7	23.3%
Hispanic	6	NA	50.0%	14	5	35.7%	132	28	21.2%
Other	4	NA	50.0%	5	NA	40.0%	20	NA	10.0%
Completion Rates for Students Required to Take Developmental Courses in Two Areas									
White	120	63	52.5%	131	47	35.9%	213	49	23.0%
Black	19	7	36.8%	18	NA	11.1%	33	6	18.2%
Hispanic	62	28	45.2%	40	11	27.5%	88	18	20.5%
Other	14	10	71.4%	20	12	60.0%	8	NA	37.5%
Completion Rates for Students Required to Take Developmental Courses in Three Areas									
White	141	46	32.6%	141	37	26.2%	141	21	14.7%
Black	52	10	19.2%	52	13	25.0%	52	9	17.3%
Hispanic	107	37	34.6%	107	28	26.2%	107	16	14.8%
Other	8	NA	25.0%	8	NA	37.5%	8	NA	37.5%
Overall Completion Rates for All Students Required to Take Developmental Courses									
White	291	127	43.6%	308	103	33.4%	827	203	24.5%
Black	74	19	25.7%	73	17	23.3%	115	22	19.1%
Hispanic	175	68	38.9%	161	44	27.3%	327	62	19.0%
Other	26	14	53.8%	33	17	51.5%	36	8	22.2%

Source: ACC Student Database

Note: NA in cell indicates data are not available because three or fewer are in that category.

Developmental Education Effectiveness Measures Report 2000-01 (continued)

DATA

First Time in College (FTIC) Fall 1997 Cohort As of Fall 2000 Developmental Requirements Completion Rates by Ethnicity

Completion Rates for Students Required to Take Developmental Courses in One Area									
Ethnicity	Reading			Writing			Math		
	Required	Completed	Percent	Required	Completed	Percent	Required	Completed	Percent
White	8	5	62.5%	97	51	52.6%	451	142	31.5%
Black	NA	NA	NA	12	9	75.0%	45	13	28.9%
Hispanic	4	3	75.0%	23	16	69.6%	152	41	27.0%
Other	NA	NA	NA	17	9	52.9%	6	NA	0.0%
Completion Rates for Students Required to Take Developmental Courses in Two Areas									
	Reading			Writing			Math		
	Required	Completed	Percent	Required	Completed	Percent	Required	Completed	Percent
White	38	16	42.1%	257	105	40.9%	277	62	22.4%
Black	14	5	35.7%	37	16	43.2%	45	6	13.3%
Hispanic	24	10	41.7%	120	49	40.8%	124	37	29.8%
Other	11	6	54.5%	22	11	50.0%	13	5	38.5%
Completion Rates for Students Required to Take Developmental Courses in Three Areas									
	Reading			Writing			Math		
	Required	Completed	Percent	Required	Completed	Percent	Required	Completed	Percent
White	66	26	39.4%	66	16	24.2%	66	9	13.6%
Black	22	12	54.5%	22	8	36.4%	22	3	13.6%
Hispanic	56	22	39.3%	56	15	26.8%	56	4	7.1%
Other	NA	NA	33.3%	NA	NA	NA	NA	NA	0.0%
Overall Completion Rates for All Students Required to Take Developmental Courses									
	Reading			Writing			Math		
	Required	Completed	Percent	Required	Completed	Percent	Required	Completed	Percent
White	112	47	42.0%	420	172	41.0%	794	213	26.8%
Black	37	17	45.9%	71	23	32.4%	112	22	19.6%
Hispanic	84	35	41.7%	199	80	40.2%	332	82	24.7%
Other	14	7	50.0%	42	20	47.6%	22	5	22.7%

Source: ACC Student Database

Note: NA in cell indicates data are not available because three or fewer are in that category.

Developmental Education Effectiveness Measures Report 2000-01 (continued)

INTENDED OUTCOME

3. Students who are required to be placed in developmental courses will complete their developmental courses at rates similar to completion rates for students taking credit courses.

CRITERION

Based on data from the student database, course completion rates (the percentage of students earning a grade of "C" or better) for developmental courses* will be within $\pm 5\%$ of course completion rates (the percentage of students earning a grade of "C" or better) for credit courses.

RESULTS

The course completions rate for FTIC Fall 1998 students taking developmental courses* (72.7%) is below the criterion compared to course completion rates for FTIC Fall 1998 students taking credit courses.

DATA

FTIC Fall 1998 Cohort
Comparison of Course Completion Rates for Developmental Courses* and Credit Courses
As of Fall 2000

	Total # Course Grades	Total # A's, B's, and	Completion Rate
Developmental Courses*	4,275	3,110	72.7%
<i>Credit Courses</i>	<i>19,107</i>	<i>16,219</i>	<i>84.9%</i>
<i>Criterion</i>	<i>Below criterion range (80.7% - 89.1%)</i>		

*Developmental Reading, Developmental Writing, and Developmental Math only
Source: ACC Student Database

Developmental Education Effectiveness Measures Report 2000-01 (continued)

INTENDED OUTCOME

4.A1 Students who successfully complete Developmental Writing will be successful in the next credit-level English course.

CRITERION

Based on data from the student database, at least 75% of students who complete Writing Skills II with a grade of "C" or better and then earn a performance grade in English Composition I within two years will complete English Composition I with a grade of "C" or better.

RESULTS

Of the 75 FTIC Fall 1998 cohort students who completed Writing Skills II with a grade of "C" or better and then took English Composition I within two years, 55 earned a performance grade in English Composition I. Of those students, 51 students (92.7%) earned a grade of "C" or better in English Composition I. Of the 28 FTIC Fall 1998 cohort students who completed Writing Skills II with a grade of "C" or better and then took English Composition II within two years, 24 earned a performance grade in English Composition II. Of those students, 20 students (83.3%) earned a grade of "C" or better in English Composition II.

Of the 238 FTIC Fall 1997 cohort students who completed Writing Skills II with a grade of "C" or better and then took English Composition I within two years, 177 earned a performance grade in English Composition I. Of those students, 173 students (92.0%) earned a grade of "C" or better in English Composition I. Of the 95 FTIC Fall 1997 cohort students who completed Writing Skills II with a grade of "C" or better and then took English Composition II within two years, 74 earned a performance grade in English Composition II. Of those students, 72 (97.3%) earned a grade of "C" or better in English Composition II.

DATA

Credit Course Migration Success Rate As of Fall 2000: Writing Skills II

	FTIC Fall 1998 Cohort	FTIC Fall 1997 Cohort
Students Completing Writing Skills II with a "C" or Better and Taking English Composition I Thereafter	75	238
Students Earning a Performance Grade in English Composition I	55	188
Students Completing English Composition I with a "C" or Better	51	173
<i>Migration Success Rate</i>	92.7%	92.0%
Students Completing Writing Skills II with a "C" or Better and Taking English Composition II Thereafter	28	95
Students Earning a Performance Grade in English Composition II	24	74
Students Completing English Composition II with a "C" or Better	20	72
<i>Migration Success Rate</i>	83.3%	97.3%

Source: ACC Student Database

Developmental Education Effectiveness Measures Report 2000-01 (continued)

INTENDED OUTCOME

4.A2 Students who successfully complete Developmental Writing will be successful in the next credit-level English course.

CRITERION

Based on data from the student database, students who complete Writing Skills II with a grade of "C" or better and then earn a performance grade in English Composition I or English Composition II within two years will have average course grades within ± 0.3 grade points of the average course grades for all students taking these courses who were not required to take developmental writing.

RESULTS

For the FTIC Fall 1998 cohort, the average course grade for English Composition I students who made a C or better in Writing Skills II (2.7) is within the criterion range of the average course grade for English Composition I students who did not take developmental writing (2.2). The average course grade for English Composition II students who made a C or better in Writing Skills II (2.5) is within the criterion range of the average course grade for English Composition II students who did not take developmental writing (2.7).

For the FTIC Fall 1997 cohort, the average course grade for English Composition I students who made a C or better in Writing Skills II (2.5) is within the criterion range of the average course grade for English Composition I students who did not take developmental writing (2.6). The average course grade for English Composition II students who made a C or better in Writing Skills II (2.6) is within the criterion range of the average course grade for English Composition II students who did not take developmental writing (2.7).

DATA

FTIC Fall 1998 Cohort As of Fall 2000
English Composition Average Course Grade Comparison:
Students Completing Writing Skills II and Students Not Taking Writing Skills II

English Composition I Course Grades						
Grade	Writing Skills II "C or better"			No Writing Skills II		
	# Students	Grade Points	Average Course Grade 2.7	# Students	Grade Points	Average Course Grade 2.2
A	14	56			348	
B	20	60		522	1566	
C	17	34		540	516	
D	0	0		17	17	
F	4	0		170	0	
Total	55	150		1597	3491	
Within criterion range (1.9 - 2.5)						

English Composition II Course Grades						
Grade	Writing Skills II "C or better"			No Writing Skills II		
	# Students	grade points	Average Course Grade 2.5	# Students	grade points	Average Course Grade 2.7
A	5	20			184	
B	8	24		249	747	
C	7	14		266	532	
D	NA	NA		NA	NA	
F	NA	NA		37	0	
Total	24	59		738	2017	
Within criterion range (2.4 - 3.0)						

Source: ACC Student Database

Note: NA in cell indicates data are not available because three or fewer are in that category.

Developmental Education Effectiveness Measures Report 2000-01 (continued)

FTIC Fall 1997 Cohort As of Fall 2000

English Composition Average Course Grade Comparison:

Students Completing Writing Skills II and Students Not Taking Writing Skills II

English Composition I Course Grades						
Grade	Writing Skills II "C or better"			No Writing Skills II		
	# Students	grade points	Average	# Students	grade points	Average
A	29	116	Course Grade 2.5	357	1428	Course Grade 2.6
B	63	189		522	1566	
C	81	162		559	1118	
D	4	4		15	15	
F	11	0		145	0	
Total	188	471		1598	4127	
Within criterion range (2.3 - 2.9)						

English Composition II Course Grades						
Grade	Writing Skills II "C or better"			No Writing Skills II		
	# Students	grade points	Average	# Students	grade points	Average
A	15	60	Course Grade 2.6	180	720	Course Grade 2.7
B	20	60		253	759	
C	37	74		338	676	
D	0	0		5	5	
F	2	0		25	0	
Total	74	194		801	2160	
Within criterion range (2.4 - 3.0)						

Source: ACC Student Database

Developmental Education Effectiveness Measures Report 2000-01 (continued)

INTENDED OUTCOME

4.B1 Students who successfully complete Developmental Reading will be successful in the next credit-level course.

CRITERION

Based on data from the student database, at least 75% of students who complete Reading Skills II with a grade of "C" or better and then earn a performance grade in a course designated to meet TASP guidelines within two years will complete the credit-level course with a grade of "C" or better.

RESULTS

Of the 304 FTIC Fall 1998 cohort students who completed Reading Skills II with a grade of "C" or better and afterward, within two years, took a credit-level course designated to meet TASP guidelines, 262 earned a performance grade in the credit-level course. Of those students, 211 (80.5%) students earned a grade of "C" or better in the credit-level course.

Of the 254 FTIC Fall 1997 cohort students who completed Reading Skills II with a grade of "C" or better and afterward, within two years, took a credit-level course designated to meet TASP guidelines, 204 earned a performance grade in the credit-level course. Of those students, 178 (87.3%) students earned a grade of "C" or better in the credit-level course.

DATA

Credit Course Migration Success Rate: Reading Skills II

FTIC Fall 1998 Cohort as of Fall 2000				
Credit-Level Course	Students Completing Reading Skills II with a "C" or Better and Taking Credit Course Thereafter	Students Earning a Performance Grade in Credit-Level Course	Students Completing Credit-Level Course with a "C" or Better	Migration Success Rate
British Literature I	4	NA	NA	100.0%
American Literature I	5	4	4	100.0%
U. S. Government	81	70	50	71.4%
Texas State and Local Government	66	56	47	83.9%
U. S. History I	105	78	65	83.3%
U. S. History II	58	50	42	84.0%
Total	304	262	211	80.5%

FTIC Fall 1997 Cohort as of Fall 2000				
Credit-Level Course	Students Completing Reading Skills II with a "C" or Better and Taking Credit Course	Students Earning a Performance Grade in	Students Completing Credit-Level Course with	Migration Success Rate
American Literature I	5	4	4	100.0%
U. S. Government	66	54	45	83.3%
Texas State and Local Government	61	54	46	85.2%
U. S. History I	77	57	52	91.2%
U. S. History II	44	34	30	88.2%
Total	254	204	178	87.3%

Source: ACC Student Database

Note: NA in cell indicates data are not available because three or fewer are in that category.

Developmental Education Effectiveness Measures Report 2000-01 (continued)

INTENDED OUTCOME

4B.2 Students who successfully complete Developmental Reading will be successful in the next credit-level course.

CRITERION

Based on data from the student database, average course grades of students who complete Reading Skills II with a grade of "C" or better and afterward, within two years, earn a performance grade in a course designated to meet TASP guidelines will be within ± 0.3 grade points of the average course grades for all students taking courses designated to meet TASP guidelines.

RESULTS

The average course grade for FTIC Fall 1998 students who completed Reading Skills II with a grade of "C" or better then received a performance grade in courses designated to meet TASP guidelines (1.9) is below the criterion range of the average course grades for all other FTIC Fall 1998 students taking these courses (2.4).

The average course grade for FTIC Fall 1997 students who completed Reading Skills II with a grade of "C" or better then received a performance grade in courses designated to meet TASP guidelines (2.3) is within the criterion range of the average course grades for all other FTIC Fall 1997 students taking these courses (2.6).

DATA

TASP Guidelines Courses* Average Course Grade Comparison:
Students Completing Reading Skills II and Students Not Taking Reading Skills II

FTIC Fall 1998 Cohort As of Fall 2000						
Grade	Reading Skills II "C or better"		Average Course Grade	No Reading Skills II		Average Course Grade
	# Grades	Grade Points		# Grades	Grade Points	
A	35	140	1.9	920	3680	2.4
B	75	225		1395	4185	
C	101	202		1136	2272	
D	25	25		145	145	
F	26	0		339	0	
Total	304	592		4160	10282	
Below criterion range (2.1 - 2.7)						
FTIC Fall 1997 Cohort As of Fall 2000						
Grade	Reading Skills II "C or better"		Average Course Grade	No Reading Skills II		Average Course Grade
	# Grades	Grade Points		# Grades	Grade Points	
A	18	72	2.3	1081	4324	2.6
B	72	216		1742	5226	
C	88	176		1350	2700	
D	7	7		171	171	
F	19	0		357	0	
Total	204	471		4701	12421	
Within criterion range (2.3 - 2.9)						

*See Course Detail on following pages.
Source: ACC Student Database

Developmental Education Effectiveness Measures Report 2000-01 (continued)

4.B2 DETAIL

Detail of TASP Guidelines Courses Average Course Grade Comparison:
Students Completing Reading Skills II and Students Not Taking Reading Skills II

FTIC Fall 1998 Cohort As of Fall 2000			
Course	Reading Skills II "C or better" Average Course Grade	No Reading Skills II Average Course Grade	Criterion Range
American Literature I	2.0	3.0	Below Range (2.7-3.3)
British Literature I	4.0	3.0	Above range (2.7-3.3)
World Literature I	1.0	3.1	Below range (2.8 - 3.4)
US Government	2.1	2.6	Below range (2.3 - 2.9)
Texas State and Local Government	2.4	2.7	Within range (2.4 - 3.0)
U. S. History I	2.1	2.5	Below range (2.2 - 2.8)
U.S. History II	2.5	2.6	Within range (2.3 - 2.9)

FTIC Fall 1997 Cohort As of Fall 2000			
Course	Reading Skills II "C or better" Average Course Grade	No Reading Skills II Average Course Grade	Criterion
American Literature I	2.8	3.0	Within range (2.7- 3.3)
British Literature I	3.0	3.3	Within range (3.0 - 3.6)
US Government	2.3	2.6	Within range (2.3 - 2.9)
Texas State and Local Government	2.4	2.7	Within range (2.4 - 3.0)
U. S. History I	2.3	2.5	Within range (2.2 - 2.8)
U.S. History II	2.2	2.7	Below range (2.4 - 3.0)

Source: ACC Student Database

Developmental Education Effectiveness Measures Report 2000-01 (continued)

INTENDED OUTCOME

4.C1 Students who successfully complete Developmental Mathematics will be successful in the next credit-level math course.

CRITERION

Based on data from the student database, at least 75% of students who complete Intermediate Algebra with a grade of "C" or better and then earn a performance grade in College Algebra, Trigonometry, or Topics in Mathematics within two years will complete the credit-level course with a grade of "C" or better.

RESULTS

Of the 246 FTIC Fall 1998 students who completed Intermediate Algebra with a grade of "C" or better and afterward took College Algebra, Trigonometry, or Topics in Mathematics within two years, 153 earned a performance grade in the credit-level course. Of those students, 130 (85.0%) earned a grade of "C" or better in the credit-level mathematics course .

Of the 278 FTIC Fall 1997 students who completed Intermediate Algebra with a grade of "C" or better and afterward took College Algebra, Trigonometry, or Topics in Mathematics within two years, 223 earned a performance grade in the credit-level course. Of those students, 200 (89.7%) earned a grade of "C" or better in the credit-level mathematics course .

DATA

Credit Course Migration Success Rate: Intermediate Algebra

FTIC Fall 1998 Cohort As of Fall 2000				
Credit-Level Course	Students Completing Intermediate Algebra with a "C" or Better and Taking Credit Course	Students Earning a Performance Grade in Credit-Level Course	Students Completing Credit-Level Course with a	Migration Success Rate
College Algebra	177	131	111	84.7%
Trigonometry	21	10	10	100.0%
Topics in Math	48	12	9	75.0%
Total	246	153	130	85.0%

FTIC Fall 1997 Cohort As of Fall 2000				
Credit-Level Course	Students Completing Intermediate Algebra with a "C" or Better and Taking Credit Course	Students Earning a Performance Grade in Credit-Level Course	Students Completing Credit-Level Course with a	Migration Success Rate
College Algebra	216	174	155	89.1%
Trigonometry	31	19	16	84.2%
Topics in Math	31	30	29	96.7%
Total	278	223	200	89.7%

Source: ACC Student Database

Developmental Education Effectiveness Measures Report 2000-01 (continued)

INTENDED OUTCOME

4.C2 Students who successfully complete Developmental Mathematics will be successful in the next credit-level course.

CRITERION

Based on data from the student database, average course grades of students who complete Intermediate Algebra with a grade of "C" or better and afterward, within two years, earn a performance grade in a course designated to meet TASP guidelines will be within ± 0.3 grade points of the average course grades for all students taking courses designated to meet TASP guidelines.

RESULTS

The average course grade for FTIC Fall 1998 students who completed Intermediate Algebra with a grade of "C" or better then received a performance grade in courses designated to meet TASP guidelines (2.5) is within the criterion range of the average course grades for all other FTIC Fall 1998 students taking courses designated to meet TASP guidelines (2.5).

The average course grade for FTIC Fall 1997 students who completed Intermediate Algebra with a grade of "C" or better then received a performance grade in courses designated to meet TASP guidelines (2.6) is within the criterion range of the average course grades for all other FTIC Fall 1997 students taking courses designated to meet TASP guidelines (2.5).

DATA

TASP Guidelines Courses* Average Course Grade Comparison:
Students Completing Intermediate Algebra and Students Not Taking Intermediate Algebra

FTIC Fall 1998 Cohort As of Fall 2000						
Grade	Intermediate Algebra "C or better"		Average Course Grade	No Intermediate Algebra		Average Course Grade
	# Grades	Grade Points		# Grades	Grade Points	
A	33	132	2.5	226	904	2.5
B	54	162		247	741	
C	43	86		190	380	
D	10	10		52	52	
F	13	0		103	0	
Total	153	390		818	2077	
Within criterion range (2.2 - 2.8)						
FTIC Fall 1997 Cohort As of Fall 2000						
Grade	Intermediate Algebra "C or better"		Average Course Grade	No Intermediate Algebra		Average Course Grade
	# Grades	Grade Points		# Grades	Grade Points	
A	52	208	2.6	230	920	2.6
B	70	210		277	831	
C	78	156		247	494	
D	14	14		59	59	
F	9	0		99	0	
Total	223	588		912	2304	
Within criterion range (2.2 - 2.8)						

*See course detail on following pages.

Source: ACC Student Database

Developmental Education Effectiveness Measures Report 2000-01 (continued)

4.B2 DETAIL

College Algebra, Trigonometry, and Topics in Mathematics Average Course Grade Comparison:
Students Completing Intermediate Algebra and Students Not Taking Intermediate Algebra

FTIC Fall 1998 Cohort As of Fall 2000			
Course	Intermediate Algebra "C or better" GPA	No Intermediate Algebra GPA	Criterion
College Algebra	2.5	2.4	Within Range (2.1 - 2.7)
Trigonometry	3.2	2.8	Above range (2.5 - 3.1)
Topics in Math	3.3	2.7	Above range (2.4 - 3.0)
FTIC Fall 1997 Cohort As of Fall 2000			
Course	No Intermediate Alge- bra GPA	Intermediate Algebra "C or better" GPA	Criterion
College Algebra	2.4	2.6	Within range (2.1– 2.7)
Trigonometry	2.5	2.5	Within range (2.2 - 2.8)
Topics in Math	2.8	2.6	Within range (2.5 - 3.1)

Source: ACC Student Database