

Effectiveness Update

Developmental Education Effectiveness Measures Report for Academic Year 2002-03



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

This criterion was met. A greater percentage of Fall 2000 First Time In College cohort students enrolled in developmental education courses returned in Spring 2001 (67%) than did those students not enrolled in developmental education courses (63%).

DATA

Fall to Spring Retention Comparison:
First Time in College (FTIC) Fall 2000 Cohort Students Enrolled in Developmental Courses
and Students NOT Enrolled in Developmental Courses

ACC FTIC Fall 2000 Cohort	Fall 2000	Spring 2001	Percent Returned
Total FTIC Students Enrolled in Developmental Courses	1,883	1,263	67%
Total FTIC Students NOT Enrolled in Developmental Courses	3,101	1,946	63%
<i>Difference</i>			+4%
Academic Majors Enrolled in Developmental Courses	1,274	852	67%
Academic Majors NOT Enrolled in Developmental Courses	2,111	1,361	64%
<i>Difference</i>			+3%
Technical* Majors Enrolled in Developmental Courses	609	411	68%
Technical* Majors NOT Enrolled in Developmental Courses	990	585	59%
<i>Difference</i>			+9%

*Includes Tech-Prep Majors

Source: THECB 2002 Annual Data Profile



Developmental Education Report for 2002-03 (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

This criterion was met. Both ACC and statewide Fall 2000 FTIC students enrolled in developmental education returned at very similar rates. ACC's return rate was three percent lower than the statewide rate.

DATA

Fall-to-Spring Retention Comparison:
 First Time in College (FTIC) Fall 2000 Cohort
 ACC and Statewide Students Enrolled in Developmental Education Courses

Students	Fall 2000	Spring 2001	% Returned
ACC Total FTIC Students Enrolled in Developmental	1,883	1,263	67%
<i>Statewide Total FTIC Students Enrolled in Developmental</i>	<i>44,243</i>	<i>30,768</i>	<i>70%</i>
<i>Difference</i>			<i>-3%</i>
ACC Academic Majors Enrolled in Developmental Courses	1,274	852	67%
<i>Statewide Academic Majors Enrolled in Developmental</i>	<i>27,791</i>	<i>19,530</i>	<i>70%</i>
<i>Difference</i>			<i>-3%</i>
ACC Technical* Majors Enrolled in Developmental Courses	609	411	67%
<i>Statewide Technical* Majors Enrolled in Developmental</i>	<i>16,452</i>	<i>11,238</i>	<i>68%</i>
<i>Difference</i>			<i>-1%</i>

*Includes Tech-Prep majors.

Source: THECB 2002 Annual Data Profiles, Institutional and Statewide Summaries

Developmental Education Report for 2002-03 (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

Within each demographic group, the return rates for FTIC Fall 2000 cohort students enrolled in developmental education were greater than return rates for students not in developmental education.

DATA

Fall-to-Spring Retention Comparison by Ethnicity
 First Time in College (FTIC) Fall 2000 Cohort Students Enrolled in Developmental Courses
 and Students NOT Enrolled in Developmental Courses

ACC FTIC Fall 1999 Students	Fall 2000	Spring 2001	Return Rate
White Students enrolled in Developmental Education Courses	959	634	66%
<i>White Students NOT enrolled in Developmental Education Courses</i>	2,038	1,297	64%
<i>Within criterion range (59% - 69%)</i>			
Black Students enrolled in Developmental Education Courses	182	115	63%
<i>Black Students NOT enrolled in Developmental Education Courses</i>	141	76	54%
<i>Above criterion range (49% - 59%)</i>			
Hispanic Students enrolled in Developmental Education Courses	525	348	66%
<i>Hispanic Students NOT enrolled in Developmental Education Courses</i>	519	309	60%
<i>Above criterion range (55% - 65%)</i>			
Other* Students enrolled in Developmental Education Courses	217	166	77%
<i>Other* Students NOT enrolled in Developmental Education Courses</i>	403	264	66%
<i>Above criterion range (61% - 71%)</i>			
Total Students enrolled in Developmental Education Courses	609	1,263	67%
<i>Total Students NOT enrolled in Developmental Education Courses</i>	990	1,946	63%
<i>Within criterion range (58% - 68%)</i>			

*Including Asian, Native American, International and Unknown
 Source: THECB 2002 Annual Data Profile

Developmental Education Report for 2002-03 (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

This criterion was met. A greater percentage of ACC students (9.1%) enrolled in developmental education courses completed state-mandated requirements than the percentage of students who did so statewide (8.4%).

DATA

Completion of State Mandated Requirements Comparison:
ACC and Statewide FY 2001 Students Enrolled in Developmental Education Courses

FY 2001	Taking Remediation	Passing all TASP Requirements	Percent
ACC Total Students Enrolled in Developmental Courses	9,728	886	9.1%
<i>Statewide Total Students Enrolled in Developmental</i>	173,180	14,599	8.4%
<i>Difference</i>			+0.7%

Source: The THECB Data Resources for the 2002 LBB Measures

Developmental Education Report for 2002-03 (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 table below

- 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.

RESULTS

DATA

DATA ARE NOT AVAILABLE

Developmental Education Report for 2002-03 (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 requirements 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 table below

- 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.

RESULTS

DATA

DATA ARE NOT AVAILABLE

Developmental Education Report for 2002-03 (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 requirements 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 table below

- 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.

RESULTS

DATA

DATA ARE NOT AVAILABLE

Developmental Education Report for 2002-03 (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 overall fall 2000 completion rate for developmental courses (81.1%) was only slightly below the $\pm 5\%$ comparison criterion of non-developmental courses (86.3%) for the same semester. However, completion rates for both developmental reading and developmental math courses were within the comparison criterion.

DATA

Comparison of Course Completion Rates:
Developmental Courses* and Credit Courses for Fall 2000

Courses	Total # Course Grades	Total # As, Bs, and Cs	Completion Rate
Developmental Reading Courses	903	790	87.5%
Developmental Writing Courses	521	429	82.3%
Developmental Math Courses	3,178	2,515	79.1%
All Developmental Courses*	4,602	3,734	81.1%
College-Level Credit Courses	51,418	44,357	86.3%
Developmental completion rate below criterion range (81.9% - 90.6%)			

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

Developmental Education Report for 2002-03 (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 or II within two years will complete English Composition I or II with a grade of “C” or better.

RESULTS

This criterion was achieved. Of the 85 students who completed Writing Skills II with a “C” or better in fall 2000 and subsequently, within two years, earned a performance grade* in English Composition I, 72 (84.7%) also earned a “C” or better in English Composition I. Additionally, of the 32 students who completed Writing Skills II with a “C” or better in fall 2000 and subsequently, within two years, earned a performance grade* in English Composition II, 29 (90.6%) also earned a “C” or better in English Composition II.

DATA

Credit Course Migration Success Rate:
Students Completing Writing Skills II with a grade of “C” or Better in Fall 2000

Credit-Level Course	Students Completing Writing Skills II with a “C” or Better and Subsequently, Within Two Years, Earning a Performance Grade (A, B, C, D, F) in Credit Course	Students Completing Credit-Level Course with a “C” or Better	Migration Success Rate
English Composition I	85	72	84.7%
English Composition II	32	29	90.6%
Total	117	101	86.3%

*A grade of A, B, C, D, or F.
Source: ACC Student Database

Developmental Education Report for 2002-03 (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 subsequently, within two years, earn a performance grade in English Composition I or English Composition II 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

This criterion was achieved. The average course grade (2.40) for students earning a performance grade in English Composition I within two years after completing Writing Skills II with a grade of "C" or better was 0.09 grade points different from the average course grade (2.49) of students earning a performance grade in English Composition I without taking Writing Skills II.

The average course grade (2.31) for students earning a performance grade in English Composition II within two years after completing Writing Skills II with a grade of "C" or better was 0.09 grade points different from the average course grade (2.60) of students earning a performance grade in English Composition II without taking Writing Skills II.

DATA

English Composition Course Grade Comparison Spring 2001 - Fall 2002
Students Completing Writing Skills II and Students NOT Taking Writing Skills II in Fall 2000

Grade	Writing Skills II "C or better" in Fall 2000		No Writing Skills II		
	# Students	Grade Points	# Students	Grade Points	Average Course Grade
A	18	72	4,399	17,596	2.53
B	40	120	4,895	14,639	
C	43	86	6,653	13,306	
D	0	0	127	127	
F	16	0	1,979	0	
Total	117	278	18,053	45,668	
Average Course Grade 2.38					
Within criterion range (2.23—2.83)					

English Composition Course Grade Comparison Detail

Credit-Level Course	Writing Skills II "C or better" in Fall 2000			No Writing Skills II		
	Total # Grades	Total # Grade Points	Average Course Grade	Total # Grades	Total # Grade Points	Average Course Grade
English Composition I	85	204	2.40	10,789	26,813	2.49
English Composition II	32	74	2.31	7,264	1,8901	2.60
Total	117	278	2.38	18,053	45,668	2.53

Source: ACC Student Database

Developmental Education Report for 2002-03 (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 subsequently, within two years, earn a performance grade in a course designated to meet TASP guidelines will complete the credit-level course with a grade of “C” or better.

RESULTS

This criterion was met. Of the 574 students who completed Reading Skills II with a grade of “C” or better and subsequently, within two years, earned a performance grade in a course designated to meet TASP guidelines, 483 (84.1%) completed the credit-level course with a grade of “C” or better. Additionally, this criterion was met in each of the courses designated to meet TASP guidelines.

DATA

Credit Course Migration Success Rate:
Students Completing Reading Skills II with a “C” or better in Fall 2000

Credit-Level Course	Students Completing Reading Skills II with a “C” or Better in Fall 2000 and Subsequently, Within Two Years, Earning a Performance Grade in TASP Guidelines Course	Students Completing “TASP Guidelines” Course with a “C” or Better	Migration Success Rate
British Literature I	NA	NA	100.0%
British Literature II	NA	NA	100.0%
American Literature I	9	8	88.9%
American Literature II	5	5	100.0%
World Literature I	4	4	100.0%
U. S. Government	121	95	78.5%
Texas State and Local Government	100	82	82.0%
U. S. History I	126	105	83.3%
U. S. History II	99	91	91.9%
Introduction to Psychology	105	88	83.8%
Total	574	483	84.1%

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

Source: ACC Student Database

Developmental Education Report for 2002-03 (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 subsequently, within two years, earn a performance grade in a course designated to meet TASP guidelines be within ± 0.3 grade points of the average course grades for all students taking courses designated to meet TASP guidelines.

RESULTS

This criterion was not met. The average course grade (2.37) for students who earned a performance grade in a course designated to meet TASP guidelines after completing Reading Skills II with a grade of "C" or better was more than .03 grade points below that of students who never took Reading Skills II (2.71). However, the average course grade for students who earned a performance grade in U.S. History I (2.24) after completing Reading Skills II with a grade of "C" or better was within the criterion range of the average course grade of students who never took Reading Skills II (2.52).

DATA

TASP Guidelines Courses Course Grade Comparison: Spring 2001—Fall 2002
Students Completing Reading Skills II and Students NOT Taking Reading Skills II in Fall 2000

Grade	Reading Skills II "C or better"		Average Course Grade 2.37	No Reading Skills II		Average Course Grade 2.71
	# Grades	Grade Points		# Grades	Grade Points	
A	85	340		16,433	65,732	
B	191	573		20,035	60,105	
C	206	412		15,046	30,092	
D	36	36		2,391	2,391	
F	56	0		4,525	0	
Total	574	1,361		58,430	158,320	

Below criterion range (2.41—3.01)

TASP Designated Courses
Course Grade Comparison Detail

TASP Guidelines Course	Reading Skills II "C or Better"			No Reading Skills II		
	Total # Grades	Total # Grade Points	Average Course Grade	Total # Grades	Total # Grade Points	Average Course Grade
American Literature I	9	19	2.11	1,353	3,933	2.91
World Literature I	4	10	2.50	343	1,039	3.03
U. S. Government	121	275	2.27	13,806	37,568	2.72
Texas State and Local Government	100	228	2.28	11,648	32,219	2.77
U. S. History I	126	282	2.24	11,937	30,122	2.52
U. S. History II	99	254	2.57	10,925	29,307	2.68
Introduction to Psychology	105	261	2.49	6,679	19,006	2.85

Source: ACC Student Database

Developmental Education Report for 2002-03 (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 subsequently, within two years, earn a performance grade in College Algebra, Trigonometry, or Topics in Mathematics will complete the credit-level course with a grade of "C" or better.

RESULTS

This criterion was met. Nearly eighty-three percent of students who earned a performance grade in College Algebra, Trigonometry, or Topics in Mathematics after completing intermediate algebra with a grade of "C" or better also earned a grade of "C" in the credit-level mathematics course.

DATA

Credit Course Migration Success Rate:
Students Completing Intermediate Algebra with a grade of "C" or Better in Fall 2000

Credit-Level Course	Students Completing Intermediate Algebra with a "C" or Better and Subsequently, Within Two Years, Earning a Performance Grade in Credit Course	Students Completing Credit-Level Course with a "C" or Better	Migration Success Rate
College Algebra	314	259	82.5%
Trigonometry	50	45	90.0%
Topics in Math	40	31	77.5%
Total	404	335	82.9%

Source: ACC Student Database

Developmental Education Report for 2002-03 (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 subsequently, within two years, earn a performance grade in College Algebra, Trigonometry, or Topics in Mathematics will be within ± 0.3 grade points of the average course grades for all students taking these courses.

RESULTS

This criterion was met. Overall, the average course grade (2.59) of students who completed Intermediate Algebra with a grade of “C” or better and subsequently, within two years, earned a performance grade in College Algebra, Trigonometry, or Topics in Mathematics was .05 grade points less than that of students who did not take Intermediate Algebra (2.64). By course, the criterion was met for students who earned a performance grade in College Algebra (2.56 vs. 2.51) and Trigonometry (2.86 vs. 2.76), but not those who earned a performance grade in Topics in Mathematics (2.48 vs. 2.64).

DATA

College Algebra, Trigonometry, and Topics in Mathematics Course Grade Comparison: Spring 2001—Fall 2002
Students Completing Intermediate Algebra and Students NOT Taking Intermediate Algebra in Fall 2000

College Algebra						
Grade	Intermediate Algebra "C or better"			No Intermediate Algebra		
	# Grades	Grade Points	Average Course Grade 2.59	# Grades	Grade Points	Average Course Grade 2.64
A	104	416		2,992	1,198	
B	132	396		2,747	8,241	
C	99	198		1,965	3,930	
D	36	36		599	599	
F	33	0		1,052	0	
Total	404	1,046		9,355	24,738	

Within Criterion Range (2.34—2.94)

Mathematics Course Grade Comparison Detail

Credit-Level Course	Intermediate Algebra "C or Better"			No Intermediate Algebra		
	Total # Grades	Total # Grade Points	Average Course Grade	Total # Grades	Total # Grade Points	Average Course Grade
College Algebra	314	804	2.56	5,183	13,007	2.51
Trigonometry	50	143	2.86	1,002	2,766	2.76
Topics in Mathematics	40	99	2.48	3,170	8,965	2.83
Total	404	1,046	2.59	9355	24738	2.64

Source: ACC Student Database