

Effectiveness Update

Developmental Education Effectiveness Measures Report for Academic Year 2004—05

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

Sixty-eight percent of First Time in College (FTIC) students enrolled in developmental education in Fall 2002 returned to ACC in Fall 2003. Three percent fewer FTIC students not enrolled in developmental education courses in Fall 2002 returned in Fall 2003.

DATA

Fall to Spring Retention Comparison:
First Time in College (FTIC) Fall 2002 Cohort Students Enrolled in Developmental Courses
and Students NOT Enrolled in Developmental Courses

ACC FTIC Fall 2002 Cohort	Fall 2002	Spring 2003	Percent Returned
Total FTIC Students Enrolled in Developmental Courses	2,088	1,418	68%
Total FTIC Students NOT Enrolled in Developmental Courses	4,672	3,033	65%
Difference			+3%
Academic Majors Enrolled in Developmental Courses	1,321	899	68%
Academic Majors NOT Enrolled in Developmental Courses	2,744	1,829	67%
Difference			+1%
Technical* Majors Enrolled in Developmental Courses	767	519	68%
Technical* Majors NOT Enrolled in Developmental Courses	1,928	1,204	62%
Difference			+6%

*Includes Tech-Prep Majors

Source: THECB 2004 Annual Data Profile, Institutional Summary ADP 4

Developmental Education Report for 2004—05 (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 (return rate) will not be significantly different from the state average for students enrolled in developmental education courses.

RESULTS

The percentage of FTIC degree-seeking students enrolled in developmental education courses at ACC in Fall 2002, who returned in Spring 2003, was three percent less than the percentage of those same students statewide.

DATA

Fall-to-Spring Retention Comparison:
First Time in College (FTIC) Fall 2002 Cohort
ACC and Statewide Students Enrolled in Developmental Education Courses

Students	Fall 2002	Spring 2003	% Returned
ACC Total FTIC Students Enrolled in Developmental	2,088	1,418	68%
Statewide Total FTIC Students Enrolled in Developmental	53,167	37,811	71%
Difference			-3%
ACC Academic Majors Enrolled in Developmental Courses	1,321	899	68%
Statewide Academic Majors Enrolled in Developmental	34,214	24,488	72%
Difference			-4%
ACC Technical* Majors Enrolled in Developmental Courses	767	519	68%
Statewide Technical* Majors Enrolled in Developmental	18,953	13,323	70%
Difference			-2%

*Includes Tech-Prep majors.

Source: THECB 2004 Annual Data Profiles, Institutional and Statewide Summaries ADP-4

Developmental Education Report for 2004—05 (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

In each ethnic group, the return rate for students enrolled in developmental education courses was higher than for students not enrolled in developmental education courses. Return rates for African American and Other* students enrolled in developmental education courses were more than 5% higher than return rates of these students who were not enrolled in developmental education courses.

DATA

Fall-to-Spring Retention Comparison by Ethnicity
First Time in College (FTIC) Fall 2002 Cohort Students Enrolled in Developmental Courses
and Students NOT Enrolled in Developmental Courses

ACC FTIC Fall 2002 Students	Fall 2002	Spring 2003	Return Rate
White Students enrolled in Developmental Education Courses	1,005	682	68%
White Students NOT enrolled in Developmental Education Courses	2,952	1,921	65%
Within criterion range (60% - 70%)			
Black/African American Students enrolled in Developmental Education Courses	223	141	63%
Black/African American Students NOT enrolled in Developmental Education Courses	233	123	53%
Above criterion range (48% - 58%)			
Hispanic Students enrolled in Developmental Education Courses	656	444	68%
Hispanic Students NOT enrolled in Developmental Education Courses	865	563	65%
Within criterion range (60% - 70%)			
Other* Students enrolled in Developmental Education Courses	204	151	74%
Other* Students NOT enrolled in Developmental Education Courses	622	426	68%
Above criterion range (63% - 73%)			
Total Students enrolled in Developmental Education Courses	2,088	1,418	68%
Total Students NOT enrolled in Developmental Education Courses	4,672	3,033	65%
Within criterion range (60% - 70%)			

*Including Asian, Native American, International and Unknown

Developmental Education Report for 2004—05 (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

Of the 8,981 students enrolled in Developmental Education courses at ACC in FY 2003, 534 (5.9%) completed their state-mandated requirements. This is one and a half percent (1.5%) fewer than the completion rate for students statewide.

DATA

Completion of State Mandated Requirements Comparison:
ACC and Statewide Students Enrolled in Developmental Education Courses
FY 2003

FY 2003	Took Remediation	Completed State Mandated Requirements	Percent
ACC Total Students Enrolled in Developmental Courses	8,981	534	5.9%
<i>Statewide Total Students Enrolled in Developmental</i>	194,934	14,421	7.4%
<i>Difference</i>			-1.5%

Source: The THECB Data Resources for the 2003 LBB Measures, Outcome 4

Developmental Education Report for 2004—05 (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

Course completion rates for developmental courses* overall were 10% lower than course completion rates for credit courses. However, course completion rates for developmental reading were within the criterion range for this measure.

DATA

Comparison of Course Completion Rates:
Developmental Courses* and Credit Courses for Fall 2002

Courses	Total # Course Grades	Total # As, Bs, and Cs	Completion Rate
All Developmental Courses*	5,665	4,377	77%
College-Level Credit Courses	52,821	46,310	87%
Below Criterion Range (82%—92%)			
Developmental Reading Courses	847	728	86%
Within Criterion Range (82%—92%)			
Developmental Writing Courses	619	462	75%
Below Criterion Range (82%—92%)			
Developmental Math Courses	4,199	3,217	76%
Below Criterion Range (82%—92%)			

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

Developmental Education Report for 2004—05 (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

Over ninety percent (90%) of students who completed Writing Skills II with a grade of “C” or better and then earned a performance grade in English Composition I or II within two years completed English Composition I or II with a grade of “C” or better.

DATA

**Credit Course Migration Success Rate:
Students Completing Writing Skills II with a grade of “C” or Better in Fall 2002
and Completing Credit-level Course in Spring ‘03 - Summer ‘04**

Credit-Level Course	Students Completing Writing Skills II with a “C” or Better in Fall 2002 and Earning Credit Course Performance Grade (A, B, C, D, F) in Spring ‘03 - Summer ‘04	Students Completing Credit-Level Course with a “C” or Better	Migration Success Rate
English Composition I	75	69	92.0%
English Composition II	38	37	97.4%
Total	113	106	93.8%

Source: ACC Student Database

Developmental Education Report for 2004—05 (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

Students who completed Writing Skills II with a grade of "C" or better and subsequently, within two years, earned a performance grade in English Composition I or English Composition II had 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.

DATA

English Composition Course Grade Comparison Spring 2003 - Summer 2004
Students Completing Writing Skills II and Students NOT Taking Writing Skills II in Fall 2002

Grade	Writing Skills II "C or better" in Fall 2002		Average Course Grade 2.59	No Writing Skills II*		Average Course Grade 2.55
	# Students	Grade Points		# Students	Grade Points	
A	24	96		3,525	14,100	
B	33	99		4,051	12,153	
C	49	98		5,669	11,338	
D	0	0		193	193	
F	7	0		1,394	0	
Total	113	293		14,832	37,784	
Within Criterion range (2.25—2.85)						

English Composition Course Grade Comparison Detail Spring 2003 - Summer 2004

Credit-Level Course Taken in Spring '03 - Summer '04	Writing Skills II "C or better" in Fall 2002			No Writing Skills II*		
	Total # Grades	Total # Grade Points	Average Course Grade	Total # Grades	Total # Grade Points	Average Course Grade
English Composition I	75	189	2.52	8,500	21,516	2.53
English Composition II	38	104	2.74	6,332	16,268	2.57
Total	113	293	2.59	14,832	37,784	2.55

Data reflects most recent grade for credit course and may include students who took credit course more than once.

Source: ACC Student Database

Developmental Education Report for 2004—05 (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 for all courses except U. S. Government. Course completion rates for 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, ranged from a low of 73.9% for U.S. Government to 100%. The course completion rate for all TASP guidelines courses was 83.1%.

DATA

**Credit Course Migration Success Rate:
Students Completing Reading Skills II with a “C” or better in Fall 2002**

Credit-Level Course	Students Completing Reading Skills II with a “C” or Better in in Fall 2002 and Earning Credit Course Performance Grade (A, B, C, D, F) in Spring ‘03 - Summer ‘04	Students Completing “TASP Guidelines” Course with a “C” or Better in Spring ‘03 - Summer ‘04*	Migration Success Rate
British Literature I	NA	NA	100.0%
British Literature II	0	0	0
American Literature I	6	6	100.0%
American Literature II	NA	NA	100.0%
U. S. Government	69	51	73.9%
Texas State and Local Government	71	64	90.1%
U. S. History I	91	78	85.7%
U. S. History II	62	52	83.9%
Introduction to Psychology	95	76	80.0%
Total	397	330	83.1%

Note: NA in cell indicates data cannot be displayed because three or fewer are in that category.

*Data reflects most recent grade for credit course and may include students who took credit course more than once.

Source: ACC Student Database

Developmental Education Report for 2004—05 (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

Grade point averages of 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 were below the criterion range.

DATA

TASP Guidelines Courses Course Grade Comparison: Spring 2003 - Summer 2004
Students Completing Reading Skills II and Students NOT Taking Reading Skills II in Fall 2002*

TASP Designated Courses* Average Course Grade Comparison						
Grade	Reading Skills II "C or better"			No Reading Skills II*		Average Course Grade
	# Grades	Grade Points	Average Course Grade	# Grades	Grade Points	
A	62	248	2.31	14,327	57,308	2.74
B	112	336		15,762	47,286	
C	145	290		12,251	24,502	
D	37	37		1,913	1,913	
F	38	0		3,589	0	
Total	394	911		47,824	131,009	

Below criterion range (2.41 - 3.01)

TASP Designated Courses Course Grade Comparison Detail Spring 2003 - Summer 2004

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	6	20	3.33	1,326	3,963	2.99
U. S. Government	69	141	2.04	11,489	31,938	2.78
Texas State and Local Government	71	187	2.63	9,844	28,091	2.85
U. S. History I	91	185	2.03	9,673	24,042	2.49
U. S. History II	62	140	2.26	9,705	25,963	2.68
Introduction to Psychology	95	238	2.51	5,805	17,012	2.93

*Data reflects most recent grade for credit course and may include students who took credit course more than once.

Source: ACC Student Database

Developmental Education Report for 2004—05 (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

Course completion rates for 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, ranged from a low of 86.2% for College Algebra to 90.2% for Topics in Mathematics. The course completion rate for all three courses was 87.2%.

DATA

Credit Course Migration Success Rate:
Students Completing Intermediate Algebra with a grade of "C" or Better in Fall 2002

Credit-Level Course	Students Completing Intermediate Algebra with a "C" or Better in Fall 2002 and Earning Credit Course Performance Grade (A, B, C, D, F) in Spring '03 - Summer '04	Students Completing Credit-Level Course with a "C" or Better	Migration Success Rate
College Algebra	327	282	86.2%
Trigonometry	67	60	89.6%
Topics in Mathematics	51	46	90.2%
Total	445	388	87.2%

Source: ACC Student Database

Developmental Education Report for 2004—05 (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

Grade point averages 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 were within the criterion range. Students who had completed Developmental Mathematics had average course grades of 2.74 compared to 2.66, the average course grade of students who did not take Developmental Mathematics.

DATA

College Algebra, Trigonometry, and Topics in Mathematics Course Grade Comparison: Spring 2003 - Summer 2004 Students Completing Intermediate Algebra and Students NOT Taking Intermediate Algebra in Fall 2002

College Algebra, Trigonometry, and Topics in Mathematics Average Course Grade						
Grade	Intermediate Algebra "C or better"			No Intermediate Algebra*		
	# Grades	Grade Points	Average Course Grade 2.74	# Grades	Grade Points	Average Course Grade 2.66
A	130	520		2,249	8,996	
B	142	426		2,142	6,426	
C	126	252		1,497	2,994	
D	20	20		394	394	
F	27	0		781	0	
Total	445	1,218		7,063	18,810	

Within Criterion Range (2.36—2.96)

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	327	886	2.71	3,620	9,153	2.53
Trigonometry	67	185	2.76	807	2,226	2.76
Topics in Mathematics	51	147	2.88	2,636	7,431	2.82
Total	445	1,218	2.74	7,063	18,810	2.66

*Data reflects most recent grade for credit course and may include students who took credit course more than once.

Source: ACC Student Database