



Austin Community College

**Analysis of Non-Transfer, Withdrawal, Non-Mastery, and
In-Progress Rates
Developmental Studies - FALL 2001**

Office of Institutional Effectiveness



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Austin Community College

Analysis of Non-Transfer, Withdrawal, Non-Mastery, and In-Progress Rates Developmental Studies - FALL 2001

EXECUTIVE SUMMARY

- This study was conducted at Austin Community College to analyze course completion and success rates in Developmental Studies (Developmental Mathematics, Developmental Reading, and Developmental Writing) for fall 2001. Course completion and success rates are evidenced in this report by course non-transfer rates (a grade of “D” and “F” divided by the total grades of “A”, “B”, “C”, “D”, “F”, “IP”, and “W”), withdrawal rates (a grade of “W” divided by the total grades of “A”, “B”, “C”, “D”, “F”, “IP”, and “W”), and non-mastery rates (a grade of “D”, “F”, and “W” divided by the total grades of “A”, “B”, “C”, “D”, “F”, “IP”, and “W”). In addition, this report analyzed, for the first time, in-progress rates (a grade of “IP” divided by the total grades of “A”, “B”, “C”, “D”, “F”, “IP”, and “W”).
- Developmental Studies courses taught via distance learning were not included in this analysis. Direct comparison of Developmental Studies’ non-transfer, withdrawal, and non-mastery rates to other course types at Austin Community College (traditional classroom courses and Distance Learning courses) cannot be made due to methodological differences in rate computations. Specifically, this report incorporated in-progress grades into rate computations whereas the two reports that analyzed non-transfer, withdrawal, and non-mastery rates for traditional classroom courses and Distance Learning courses excluded in-progress grades in their rate computations (links to both reports can be found at <http://www2.austin.cc.tx.us/oiepub/pubs/index.html>). .

- The study analyzed both department and course level data, as well as compared performance by age, ethnic group, and gender. A crosstabulation across age, ethnic group, and gender was also conducted.
- Although analogous data existed from a report analyzing fall 1997 Developmental Studies data, this report did not directly compare fall 2001 results to those from fall 1997 because of the methodological differences in the computations (in-progress grades were not awarded in fall 1997, and thus, were not included in fall 1997 computations). The Appendix, however, to allow for guarded comparisons to fall 1997 data, includes fall 2001 non-transfer, withdrawal, and non-mastery rates that were computed by excluding in-progress grades.
- The College's fall 2001 Developmental Studies' non-transfer rate was 15.2%. The College's fall 2001 Developmental Studies' withdrawal rate was 21.2%. The College's fall 2001 Developmental Studies' non-mastery rate (the sum of both the non-transfer and withdrawal rates) was 36.4%. The College's fall 2001 Developmental Studies' in-progress rate was 7.9%.
- Of the three departments analyzed, Developmental Mathematics had the highest fall 2001 non-transfer rate at 16.5%. All three departments were clustered around the Developmental Studies average withdrawal rate (21.2%), with Developmental Writing having the highest withdrawal rate at 21.8%. Analysis of non-mastery rates revealed that Developmental Mathematics had the highest rate at 37.5%. Both Developmental Writing and Developmental Mathematics had in-progress rates above the Developmental Studies average (9.3% and 9.0%, respectively).

- Six Developmental Studies courses had higher than average non-mastery rates. Of these six courses, four were Developmental Mathematics courses (two additional courses had higher than average non-mastery rates, but were excluded because of small enrollments (defined as courses whose total enrollments were below 20). Four courses, with total enrollments of 20 students or more, had above average in-progress rates, three of which were in the Developmental Mathematics department.
- Demographic analyses revealed that 20-24 year-olds and males had above average rates on non-transfer, withdrawal, non-mastery rates, and in-progress rates. Blacks had the highest non-mastery rate (40.8%) among the three largest ethnic groups (Whites, Hispanics, and Blacks).
- Demographic crosstabulations revealed high non-transfer and non-mastery rates for young Black and Hispanic males.
- Faculty may wish to investigate why certain courses (and specific sections of those courses) have higher than average non-transfer, withdrawal, non-mastery, and in-progress rates and address whether changes in policy, curriculum, or teaching methods are needed to promote better success for Developmental Studies students. Further analysis should also be conducted regarding the reasons for withdrawal.

BACKGROUND

The purpose of this analysis was to investigate the occurrence of Developmental Studies non-transfer, withdrawal, non-mastery and in-progress grades at Austin Community College (ACC). Fall 2001 grades were used for this analysis. Traditional classroom courses and distance learning courses were analyzed in separate studies (links to both reports can be found at <http://www2.austin.cc.tx.us/oiepub/pubs/index.html>).

Areas analyzed were course non-transfer, withdrawal, non-mastery, and in-progress grades, as defined below:

- **Non-Transfer Grade** – a grade of “D” or “F”. A grade of “D” is considered non-transfer on the premise that it is not transferable for credit at other institutions of higher education. The non-transfer rate was calculated by dividing total grades of “D” and “F” by the total grades of “A”, “B”, “C”, “D”, “F”, “IP”, and “W”.
- **Withdrawal Grade** – a grade of “W”. Voluntary or involuntary removal from a course before receipt of a final grade. Students can withdraw themselves or faculty can withdraw a student. ACC’s official withdrawal period begins after the official reporting date and closes three weeks prior to the last class day. The withdrawal rate was calculated by dividing grades of “W” by the total grades of “A”, “B”, “C”, “D”, “F”, “IP”, and “W”.
- **Non-Mastery Grade** – a grade of “D”, “F”, or “W” in a course. These grades imply that the student failed to master course subject matter. The non-mastery rate was calculated by dividing the total number of “D”, “F”, and “W” grades by the total grades of “A”, “B”, “C”, “D”, “F”, “IP”, and “W”. The non-mastery rate is the sum of the non-transfer and withdrawal rate.
- **In-Progress Grade** – a grade of “IP” in a course. These grades are given to students who remain in the class, are progressing, but are not achieving the minimum standard of a “C” in

the course. The in-progress rate was calculated by dividing the total number of “IP” grades by the total grades of “A”, “B”, “C”, “D”, “F”, “IP”, and “W”.

Analysis was conducted by department and by course. Demographic analysis and a three-way crosstabulation of demographics were conducted, analyzing by age, ethnic group, and gender.

Although analogous data existed from a report analyzing fall 1997 Developmental Studies data, this report did not directly compare fall 2001 results to those from fall 1997 because of the methodological differences between the two reports (in fall 1997, in-progress grades were not awarded; fall 2001 data included in-progress grades in its rate computations). The Appendix, however, to allow for guarded comparisons to fall 1997 data, includes fall 2001 non-transfer, withdrawal, and non-mastery rates that were computed by excluding the “IP” grades.

It is important to note that all sections of this analysis contain duplicated headcount numbers and percentages. In the Student Demographics section (see table 9), therefore, it should not be inferred that 17.9% of students age 17 and under withdraw but rather that 17.9% of course enrollments from students age 17 and under end in withdrawal. The same implication holds true for the Student Subgroups section.

NON-TRANSFER RATES - DEPARTMENT

This analysis reviewed course non-transfer rates, calculated by dividing total grades of “D” and “F” by the total grades of “A”, “B”, “C”, “D”, “F”, “IP”, and “W”.

The average non-transfer rate for ACC’s Developmental Studies courses was 16.5% in fall 2001. Among the three departments analyzed, Developmental Mathematics had the highest non-transfer rate (16.5%). Both Developmental Reading and Developmental Writing non-transfer rates were below the Developmental Studies average (see table 1).

Table 1
Austin Community College
Fall 2001 Developmental Studies Non-Transfer Rates

Department	Total Enrollment	Total Non-Transfer	% Non-Transfer
Developmental Mathematics	5,525	914	16.5%
Developmental Writing	816	110	13.5%
Developmental Reading	1,184	121	10.2%
ACC Developmental Studies Avg.			15.2%

WITHDRAWAL RATES - DEPARTMENT

This analysis reviewed course non-transfer rates, calculated by dividing grades of “W” by the total grades of “A”, “B”, “C”, “D”, “F”, “IP”, and “W”.

The average withdrawal rate for ACC’s Developmental Studies courses was 21.2% in fall 2001. Among the three departments analyzed, Developmental Writing had the highest withdrawal rate at 21.8%, although all three departments had comparable withdrawal rates.

Table 2
Austin Community College
Fall 2001 Developmental Studies Withdrawal Rates

Department	Total Enrollment	Total Withdrawals	% Withdrawal
Developmental Writing	816	178	21.8%
Developmental Reading	1,184	254	21.5%
Developmental Mathematics	5,525	1,160	21.0%
ACC Developmental Studies Avg.			21.2%

NON-MASTERY RATES - DEPARTMENT

The analysis reviewed non-mastery rates, calculated by dividing the total number of “D”, “F”, and “W” grades by the total grades of “A”, “B”, “C”, “D”, “F”, “IP”, and “W”. The non-mastery rate is the sum of the non-transfer and withdrawal rate.

The average non-mastery rate for ACC’s Developmental Studies courses was 36.4% in fall 2001. The non-mastery rate was above average for only Developmental Mathematics (37.5%).

Table 3
Austin Community College
Fall 2001 Developmental Studies Non-Mastery Rates

Department	Total Enrollment	Total Non-Mastery	% of Enrollment
Developmental Mathematics	5,525	2,074	37.5%
Developmental Writing	816	288	35.3%
Developmental Reading	1,184	375	31.7%
ACC Developmental Studies Avg.			36.4%

IN-PROGRESS RATES - DEPARTMENT

The analysis reviewed in-progress rates, calculated by dividing the total number of “IP” grades by the total grades of “A”, “B”, “C”, “D”, “F”, “IP”, and “W”.

The average in-progress rate for ACC’s Developmental Studies courses was 7.9% in fall 2001. Both Developmental Writing and Developmental Mathematics had above average in-progress rates (see table 4).

Table 4
Austin Community College
Fall 2001 Developmental Studies In-Progress Rates

Department	Total Enrollment	Total In-Progress	% of Enrollment
Developmental Writing	816	76	9.3%
Developmental Mathematics	5,525	500	9.0%
Developmental Reading	1,184	18	1.5%
ACC Developmental Studies Avg.			7.9%

Table 5 displays the three Developmental Studies departments and their respective non-transfer, withdrawal, non-mastery, and in-progress rates.

Table 5
Austin Community College
Fall 2001 Developmental Studies Non-Transfer, Withdrawal, Non-Mastery, and In-Progress Rates

Department	Total Enrollment	% Non-Transfer	% Withdrawal	% Non-Mastery	% In-Progress
Developmental Mathematics	5,525	16.5%	21.0%	37.5%	9.0%
Developmental Writing	816	13.5%	21.8%	35.3%	9.3%
Developmental Reading	1,184	10.2%	21.5%	31.7%	1.5%
ACC Developmental Studies Avg.		15.2%	21.2%	36.4%	7.9%

NON-TRANSFER AND WITHDRAWAL RATES – COURSE

Analyses were conducted to determine which specific courses had non-transfer and withdrawal rates above the ACC average for all developmental courses.

Examination of developmental courses with a total of 20 enrollments or more revealed that four courses had above-average non-transfer rates. Additionally, six courses had above-average withdrawal rates. When a cross-comparison was conducted, two Developmental Mathematics courses were found to have both non-transfer and withdrawal rates above the College average for developmental courses, as seen in table 6.

Table 6
Austin Community College
Fall 2001 Developmental Studies with Non-Transfer and Withdrawal Rates Above College Average

Course	Description	Total Enrollment	% Non-Transfer	% Withdrawal	% Non-Mastery
MATD-0162	TASP Mathematics preparation	144	23.6%	25.7%	49.3%
MATD-0370	Elementary Algebra	2,197	17.4%	21.7%	39.1%
ACC Developmental Studies Avg.			15.2%	21.2%	36.4%

NON-MASTERY RATES - COURSE

Developmental Studies courses (with enrollments of 20 students or more) with non-mastery rates higher than the ACC average of 36.4% are shown in Table 7. Of the six courses, four are in the Developmental Mathematics department.

Table 7
Austin Community College
Fall 2001 Developmental Studies with Non-Mastery Rates Above College Average

Course	Description	Total Enrollment	% Non- Mastery
MATD-0360	Topics in Developmental Mathematics	28	57.1%
MATD-0162	TASP Mathematics preparation	144	49.3%
MATD-0370	Elementary Algebra	2,197	39.1%
DEVW-1403	Writing Skills I	359	37.6%
DEVW-1413	Writing Skills II	333	37.5%
MATD-0390	Intermediate Algebra	1,280	37.4%
ACC Developmental Studies Avg.			36.4%

IN-PROGRESS RATES - COURSE

Developmental Studies courses (with enrollments of 20 students or more) with in-progress rates higher than the ACC average of 7.9% are shown in Table 8. Of the four courses, three are in the Developmental Mathematics department.

Table 8
Austin Community College
Fall 2001 Developmental Studies with Non-Mastery Rates Above College Average

Course	Description	Total Enrollment	% Non- Mastery
MATD-0290	Intermediate Algebra (fast-track)	24	20.8%
DEVW-1413	Writing Skills II	333	14.7%
MATD-0390	Intermediate Algebra	1,280	11.7%
MATD-0370	Elementary Algebra	2,197	9.4%
ACC Developmental Studies Avg.			7.9%

STUDENT DEMOGRAPHICS

Student demographic information for fall 2001 students taking developmental studies courses is summarized in table 9.

Table 9
Austin Community College
Fall 2001 Developmental Studies Student Enrollment Demographics

	Total Enrollment	% Non-Transfer	% Withdrawal	% Non-Mastery^A	% In-Progress
Age					
17 and under	156	18.6%	17.9%	36.5%	1.9%
18-19	2,917	15.2%	19.4%	34.6%	8.0%
20-21	1,586	19.5%	24.4%	43.9%	8.6%
22-24	1,111	15.3%	21.9%	37.2%	8.0%
25-29	887	12.3%	21.1%	33.4%	8.3%
30-34	375	12.5%	23.2%	35.7%	7.7%
35-39	224	9.4%	17.9%	27.2%	7.6%
40-49	223	6.7%	19.3%	26.0%	3.6%
50-64	41	4.9%	19.5%	24.4%	12.2%
65 and up	5	0%	40.0%	40.0%	0%
Ethnicity					
White	3,822	14.1%	22.5%	36.6%	7.1%
Black	813	20.3%	20.5%	40.8%	8.4%
Hispanic	2,255	16.2%	19.4%	35.6%	8.9%
Asian/Pacific Islander	323	10.5%	20.4%	31.0%	6.2%
American Indian/Alaskan Native	77	13.0%	29.9%	42.9%	5.2%
Non-resident alien	116	12.9%	12.1%	25.0%	6.9%
Other/Unknown	119	12.6%	20.2%	32.8%	16.7%
Gender					
Female	4,233	13.1%	19.1%	32.2%	7.5%
Male	3,292	17.9%	23.8%	41.7%	8.4%
ACC Developmental Studies Avg.		15.2%	21.2%	36.4%	7.9%

^A Percentages may not add up due to rounding.

An analysis of all four categories – non-transfer, withdrawal, non-mastery, and in-progress rates – revealed that 20-24 year-old students and male students had above average rates on all four categories. Of the three largest ethnic groups, White students had the highest withdrawal rates,

Black students had the highest non-transfer and non-mastery rates, and Hispanics had the highest in-progress rates.

STUDENT SUBGROUPS

A three-way crosstabulation was conducted for age, ethnic group, and gender. A non-transfer, withdrawal, non-mastery, or in-progress rate of more than ten percentage points above the College average was considered noteworthy.

Only those subpopulations with enrollments of 20 students or more were included in this analysis, because with smaller enrollment levels, only a few non-transfer, withdrawal, non-mastery, or in-progress grades could yield an unusually high percentage rate. In addition, the "Other/Unknown" ethnicity subgroup was not included in this analysis

Student subgroups with Non-Transfer rates more than ten percentage points above the College average of 15.2% (in descending order):

Black Males age 20-21	33.3%
Black Males age 18-19	32.0%

Student subgroups with withdrawal rates more than ten percentage points above the College average of 21.2%:

White Males age 40-49	40.0%
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Student subgroups with non-mastery rates more than ten percentage points above the College average of 36.4% (in descending order):

Black Males age 18-19	55.3%
Hispanic Males age 20-21	53.6%
Black Males age 20-21	46.7%

There were no student subgroups (with enrollments of 20 students or more) with in-progress rates of more than ten percentage points above the College average of 7.9%

CONCLUSION

- This study found the average fall 2001 non-transfer grade rate for Developmental Studies courses was 15.2% and the average withdrawal rate was 21.2%. The non-mastery rate, a combination of the non-transfer and withdrawal rates, was 36.4%. These percentages are based on duplicated headcount; therefore, this does not imply that 21.2% of students withdrew in fall 2001, but that 21.2% of enrollments ended in withdrawal in fall 2001.
- Of the three developmental areas examined, Developmental Mathematics had the highest non-mastery rate followed by Developmental Writing and Developmental Reading.
- A number of courses had above average rates on non-transfer, withdrawal, non-mastery, and in-progress rates. These courses should be further evaluated to determine the reasons for their high rates. ACC faculty must also decide whether a high non-mastery rate in specific, known courses is acceptable. While this may be considered a signal of course difficulty, it may also be viewed as depicting a problem in teaching or grading methods, particularly when various sections of a course have vastly different non-mastery rates.
- This study found that 20-24 year-old students and male students had above average non-transfer, withdrawal, non-mastery, and in-progress rates. Furthermore, young Black and Hispanic males were found to have high non-transfer and non-mastery rates. Again, faculty and student support services staff should work to establish the reasons for this and determine how best to support students' success in these areas.

- This study does not presume whether a non-mastery rate of 36.4% is within the acceptable boundaries for community colleges of this size or for ACC specifically nor does it address data at schools normally used for comparison with ACC, such as Dallas County Community College or Houston Community College. Faculty may wish to compare ACC's data to these schools at some future date to establish a basis for comparison and determine if improvement is called for.

Appendices

- The six Appendix tables compare fall 1997 non-transfer, withdrawal, and non-mastery rates with those from the fall 2001 data. The fall 2001 rates in the Appendix were calculated using the fall 1997 methodology, i.e., by excluding the “IP” grades.

Appendix 1
Austin Community College
Developmental Studies Non-Transfer Rates
Fall 1997 vs. Fall 2001

Department	% Non-Transfer	
	Fall 1997	Fall 2001
Developmental Mathematics	23.0%	18.2%
Developmental Writing	14.5%	14.9%
Developmental Reading	12.0%	10.4%
ACC Developmental Studies Avg.	20.2%	16.5%

Appendix 2
Austin Community College
Developmental Studies Withdrawal Rates
Fall 1997 vs. Fall 2001

Department	% Withdrawal	
	Fall 1997	Fall 2001
Developmental Mathematics	22.8%	24.1%
Developmental Writing	22.8%	23.1%
Developmental Reading	22.0%	21.8%
ACC Developmental Studies Avg.	22.7%	23.0%

Appendix 3
Austin Community College
Developmental Studies Non-Mastery Rates
Fall 1997 vs. Fall 2001

Department	% Non-Mastery	
	Fall 1997	Fall 2001
Developmental Mathematics	45.8%	41.3%
Developmental Writing	37.3%	38.9%
Developmental Reading	33.9%	32.2%
ACC Developmental Studies Avg.	42.9%	39.5%

Appendix 4
Austin Community College
Developmental Studies Non-Transfer, Withdrawal, and Non-Mastery Rates
by Department and Course
Fall 1997 vs. Fall 2001

Department	Course	Description	% Non-Transfer		% Withdrawal		% Non-Mastery ^C	
			Fall 1997	Fall 2001	Fall 1997	Fall 2001	Fall 1997	Fall 2001
Developmental Reading	DEVR-0103 ^A	Developmental Reading	N/A	7.1%	N/A	7.1%	N/A	14.3%
	DEVR-0303	Fundamentals of Reading	3.4%	12.8%	11.9%	17.0%	15.3%	29.8%
	DEVR-1303	Reading Skills I	8.4%	11.7%	16.7%	20.9%	25.1%	32.6%
	DEVR-1313	Reading Skills II	15.3%	9.3%	26.4%	23.3%	41.7%	32.6%
		Developmental Reading Avg.	12.0%	10.4%	22.0%	21.8%	33.9%	32.2%
Developmental Writing	DEVW-0101 ^A	Developmental Writing	N/A	50.0%	N/A	50.0%	N/A	100.0%
	DEVW-0103 ^A	Developmental Writing	N/A	20.0%	N/A	60.0%	N/A	80.0%
	DEVW-0403	Fundamentals of Writing	6.6%	5.7%	21.9%	11.4%	28.5%	17.1%
	DEVW-1403	Writing Skills I	15.6%	11.2%	21.5%	28.6%	37.0%	39.8%
	DEVW-1413	Writing Skills II	15.3%	22.2%	24.1%	21.8%	39.4%	44.0%
	Developmental Writing Avg.	14.5%	14.9%	22.8%	24.1%	37.3%	38.9%	
Developmental Mathematics	MATD-0101 ^A	Developmental Mathematics	N/A	12.3%	N/A	13.6%	N/A	25.9%
	MATD-0103 ^A	Developmental Mathematics	N/A	6.1%	N/A	14.3%	N/A	20.4%
	MATD-0162 ^B	TASP Mathematics Preparation	N/A	23.6%	N/A	25.7%	N/A	49.3%
	MATD-0290 ^B	Intermediate Algebra (fast-track)	N/A	10.5%	N/A	21.1%	N/A	31.6%
	MATD-0330	Basic Skills	18.6%	18.7%	19.5%	19.8%	38.1%	38.5%
	MATD-0360	Topics in Developmental Math	15.0%	14.3%	15.0%	42.9%	30.0%	57.1%
	MATD-0370	Elementary Algebra	23.7%	19.2%	24.0%	24.0%	47.7%	43.2%
	MATD-0390	Intermediate Algebra	25.5%	16.5%	24.8%	25.9%	50.3%	42.4%
	Developmental Mathematics Avg.	23.0%	18.2%	22.8%	23.1%	45.8%	41.3%	
ACC Developmental Studies Avg.			20.2%	16.5%	22.7%	23.0%	42.9%	39.5%

^A Courses for students in non-compliance with TASP or course credit alternative/exchange students. These courses were not analyzed in fall 1997.

^B These courses were not in existence in fall 1997.

^C Percentages may not add up due to rounding.

Appendix 5
Austin Community College
Developmental Studies Student Enrollment Demographics
Fall 1997 vs. Fall 2001

	% Non-Transfer		% Withdrawal		% Non-Mastery ^A	
	Fall 1997	Fall 2001	Fall 1997	Fall 2001	Fall 1997	Fall 2001
Age						
17 and under	5.7%	19.0%	22.9%	18.3%	28.6%	37.3%
18-19	22.3%	16.5%	20.7%	21.1%	43.0%	37.6%
20-21	24.0%	21.3%	25.8%	26.7%	49.8%	48.0%
22-24	23.1%	16.6%	26.2%	23.8%	49.3%	40.4%
25-29	17.2%	13.4%	23.9%	23.0%	41.0%	36.4%
30-34	13.6%	13.6%	16.9%	25.1%	30.5%	38.7%
35-39	11.7%	10.1%	16.9%	19.3%	28.7%	29.5%
40-49	10.2%	7.0%	18.0%	20.0%	28.2%	27.0%
50-64	12.5%	5.6%	28.1%	22.2%	40.6%	27.8%
65 and up	0.0%	0.0%	0.0%	40.0%	0.0%	40.0%
Unknown	0.0%	N/A	33.3%	N/A	33.3%	N/A
Ethnicity						
White	18.9%	15.2%	23.6%	24.3%	42.5%	39.4%
Black	22.8%	22.1%	23.3%	22.4%	46.1%	44.6%
Hispanic	22.7%	17.8%	21.2%	21.3%	43.9%	39.1%
Asian/Pacific Islander	15.1%	11.2%	19.0%	21.8%	34.1%	33.0%
American Indian/Alaskan Native	25.9%	13.7%	27.6%	31.5%	53.4%	45.2%
Non-resident alien	16.4%	13.9%	17.9%	13.0%	34.3%	26.9%
Other/Unknown	N/A	15.8%	N/A	25.3%	N/A	41.1%
Gender						
Female	18.7%	14.2%	19.8%	20.6%	38.5%	34.8%
Male	21.9%	19.5%	26.3%	26.0%	48.2%	45.6%
ACC Developmental Studies Avg.	20.2%	16.5%	22.7%	23.0%	42.9%	39.5%

^A Percentages may not add up due to rounding.

Appendix 6
Austin Community College
Traditional Studies Non-Transfer, Withdrawal and Non-Mastery Rates
Fall 1997 vs. Fall 2001

Term	% Non-Transfer	% Withdrawal	% Non- Mastery
Fall 1997	9.0%	20.5%	29.5%
Fall 2001	8.7%	22.5%	31.2%