

Effectiveness Update

Developmental Education Effectiveness Measures Report for Academic Year 2001-02



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

Based on data from the 2001 Annual Data Profile, of the Fall 1999 First Time in College (FTIC) Cohort students who enrolled in developmental courses during their first semester at ACC, sixty-four percent (64%) returned to the College in Spring 2000, eight percent more than students in the cohort who did not enroll in developmental courses that semester (56%).

DATA

Fall to Spring Retention Comparison:
First Time in College (FTIC) Fall 1999 Cohort Students Enrolled in Developmental Courses
and Students NOT Enrolled in Developmental Courses

ACC FTIC Fall 1999 Cohort	Fall 1999	Spring 2000	Percent Returned
Total FTIC Students Enrolled in Developmental Courses	2,010	1,283	64%
Total FTIC Students NOT Enrolled in Developmental Courses	5,757	3,249	56%
<i>Difference</i>			8%
Academic Majors Enrolled in Developmental Courses	1,469	946	64%
Academic Majors NOT Enrolled in Developmental Courses	4,161	2,365	57%
<i>Difference</i>			7%
Technical* Majors Enrolled in Developmental Courses	541	337	62%
Technical* Majors NOT Enrolled in Developmental Courses	1,596	884	55%
<i>Difference</i>			7%

*Includes Tech-Prep Majors

Source: THECB 2001 Annual Data Profile

Developmental Education Report for 2001-02 (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

Based on data from the 2001 Annual Data Profile, of the Fall 1999 First Time in College (FTIC) Cohort students who enrolled in developmental courses during their first semester at ACC, sixty-four percent (64%) returned to the College in spring 2000. This is six percent less than students statewide (70%).

DATA

Fall-to-Spring Retention Comparison:
 First Time in College (FTIC) Fall 1999 Cohort
 ACC and Statewide Students Enrolled in Developmental Education Courses

Students	Fall 1999	Spring 2000	% Returned
ACC Total FTIC Students Enrolled in Developmental	2,010	1,283	64%
<i>Statewide Total FTIC Students Enrolled in Developmental</i>	<i>45,419</i>	<i>31,595</i>	<i>70%</i>
<i>Difference</i>			<i>-6%</i>
ACC Academic Majors Enrolled in Developmental Courses	1,469	946	64%
<i>Statewide Academic Majors Enrolled in Developmental</i>	<i>26,945</i>	<i>18,901</i>	<i>70%</i>
<i>Difference</i>			<i>-6%</i>
ACC Technical* Majors Enrolled in Developmental Courses	541	337	62%
<i>Statewide Technical* Majors Enrolled in Developmental</i>	<i>18,474</i>	<i>12,694</i>	<i>69%</i>
<i>Difference</i>			<i>-7%</i>

*Includes Tech-Prep majors.

Source: THECB 2001 Annual Data Profiles, Institutional and Statewide Summaries

Developmental Education Report for 2001-02 (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

By demographic group, the fall-to-spring return rate of Fall 1999 FTIC Cohort students taking developmental education courses is greater than that for students not taking developmental education courses.

DATA

Fall-to-Spring Retention Comparison by Ethnicity
First Time in College (FTIC) Fall 1999 Cohort Students Enrolled in Developmental Courses
and Students NOT Enrolled in Developmental Courses

ACC FTIC Fall 1999 Students	Fall 1999	Spring 2000	Percent Returned
White Students enrolled in Developmental Education Courses	1,188	752	64%
<i>White Students NOT enrolled in Developmental Education Courses</i>	3,978	2,272	57%
<i>Criterion</i>	<i>Above range (54% - 60%)</i>		
Black Students enrolled in Developmental Education Courses	182	112	62%
<i>Black Students NOT enrolled in Developmental Education Courses</i>	280	142	51%
<i>Criterion</i>	<i>Above range (48% - 54%)</i>		
Hispanic Students enrolled in Developmental Education Courses	502	297	59%
<i>Hispanic Students NOT enrolled in Developmental Education Courses</i>	1,016	566	56%
<i>Criterion</i>	<i>Above range (53% - 59%)</i>		
Other* Students enrolled in Developmental Education Courses	138	112	81%
<i>Other* Students NOT enrolled in Developmental Education Courses</i>	483	269	56%
<i>Criterion</i>	<i>Above range (53% - 59%)</i>		
Total Students enrolled in Developmental Education Courses	2,010	1,283	64%
<i>Total Students NOT enrolled in Developmental Education Courses</i>	5,757	3,249	56%
<i>Criterion</i>	<i>Above range (53% - 59%)</i>		

*Including Asian, Native American, International and Unknown
Source: THECB 2001 Annual Data Profile

Developmental Education Report for 2001-02 (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

Based on data from the THECB, of ACC students enrolled in developmental education in FY 2000, thirteen percent (13%) completed state-mandated requirements. This is four percent greater than the statewide percentage (9%).

DATA

Completion of State Mandated Requirements Comparison:
ACC and Statewide FY 2000 Students Enrolled in Developmental Education Courses

FY 2000	Taking Remediation	Passing all TASP Requirements	Percent
ACC Total Students Enrolled in Developmental Courses	10,843	1,407	13%
<i>Statewide Total Students Enrolled in Developmental</i>	167,165	15,836	9%
<i>Difference</i>			4%

Source: The THECB Data Resources for the 2001 LBB Measures

Developmental Education Report for 2001-02 (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

Original proficiency level data are not available at this time.

Developmental Education Report for 2001-02 (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

Original proficiency level data are not available at this time.

Developmental Education Report for 2001-02 (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

Original proficiency level data are not available at this time.

Developmental Education Report for 2001-02 (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 Fall 1999 developmental course completion rate was not within $\pm 5\%$ of the College-level course completion rate for the same semester either by developmental area or overall.

DATA

Comparison of Course Completion Rates:
Developmental Courses* and Credit Courses for Fall 1999

Courses	Total # Course Grades	Total # As, Bs, and Cs	Completion Rate
Developmental Reading Courses	900	736	82%
Developmental Writing Courses	579	466	80%
Developmental Math Courses	3685	2607	71%
All Developmental Courses*	5,164	3,809	74%
<i>College-Level Credit Courses</i>	<i>45,687</i>	<i>39,735</i>	<i>87%</i>
<i>Below criterion range (83-91%)</i>			

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

Developmental Education Report for 2001-02 (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

Of the 102 students who completed Writing Skills II with a grade of “C” or better in Fall 1999 and subsequently, within two years, earned a performance grade in English Composition I, 87 (85.3%) also earned a “C” or better in English Composition I.

Of the 49 students who completed Writing Skills II with a grade of “C” or better in Fall 1999 and subsequently, within two years, earned a performance grade in English Composition II, 45 (91.8%) 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 1999

Credit-Level Course	Students Completing Writing Skills II 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
English Composition I	102	87	85% (above criterion)
English Composition II	49	45	92% (above criterion)
Total	151	132	87% (above criterion)

Source: ACC Student Database

Developmental Education Report for 2001-02 (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 in Fall 1999 and subsequently earned a performance grade in either English Composition I or English Composition II had average course grades within ± 0.3 grade points of the average course grades of students taking these courses who did not take Writing Skills II in Fall 1999.

DATA

English Composition Course Grade Comparison Spring 2000 - Fall 2001
Students Completing Writing Skills II and Students NOT Taking Writing Skills II in Fall 1999

English Composition I Course Grades Spring 2000—Fall 2001						
Grade	Writing Skills II "C or better" in Fall 1999		Average Course Grade 2.43	No Writing Skills II		Average Course Grade 2.43
	# Students	Grade Points		# Students	Grade Points	
A	23	92		2,469	9,876	
B	28	84		2,727	8,181	
C	36	72		3,469	6,938	
D	0	0		92	92	
F	15	0		1,541	0	
Total	102	248		10,298	25,087	
Within criterion range (2.13 - 2.73)						

English Composition II Course Grades Spring 2000—Fall 2001						
Grade	Writing Skills II "C or better" in Fall 1999		Average Course Grade 2.71	No Writing Skills II		Average Course Grade 2.60
	# Students	Grade Points		# Students	Grade Points	
A	12	48		1728	6912	
B	18	54		1976	5928	
C	15	30		2912	5824	
D	NA	NA		23	23	
F	NA	NA		545	0	
Total	49	133		7184	18687	
Within criterion range (2.3 - 2.9)						

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 2001-02 (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

Of the students who completed Reading Skills II with a grade of "C" or better in Fall 1999 and subsequently, within two years, earned a performance grade in a course designated to meet TASP guidelines, eighty-two percent also earned a grade of "C" or better in the TASP guidelines course.

DATA

Credit Course Migration Success Rate:
Students Completing Reading Skills II with a "C" or better in Fall 1999

Credit-Level Course	Students Completing Reading Skills II with a "C" or Better in Fall 1999 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% (above criterion)
American Literature I	11	10	91% (above criterion)
American Literature II	NA	NA	50% (below criterion)
World Literature I	5	5	100% (above criterion)
U. S. Government	109	85	78% (above criterion)
Texas State and Local Government	87	66	76% (above criterion)
U. S. History I	121	95	79% (above criterion)
U. S. History II	73	65	89% (above criterion)
Introduction to Psychology	60	55	92% (above criterion)
Total	470	384	82% (above criterion)

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 2001-02 (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

Students enrolled in developmental education in Fall 1999 who completed Reading Skills II with a grade of “C” or better and subsequently earned a performance grade in a course designated to meet TASP guidelines did not have average course grades within ± 0.3 grade points of the average course grades of all students taking these courses.

DATA

TASP Guidelines Courses Course Grade Comparison: Spring 2000—Fall 2001
Students Completing Reading Skills II and Students NOT Taking Reading Skills II in Fall 1999

TASP Designated Courses* Average Course Grade Comparison						
Grade	Reading Skills II "C or better"			No Reading Skills II		
	# Grades	Grade Points	Average Course Grade 2.32	# Grades	Grade Points	Average Course Grade 2.70
A	63	252		15,075	60,300	
B	158	474		18,566	55,698	
C	163	326		13,849	27,698	
D	40	40		2,149	2,149	
F	46	0		4,299	0	
Total	470	1092		53,938	145,845	

Below criterion range (2.40)

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	11	31	2.82	1285	3769	2.93
World Literature I	5	16	3.20	329	968	2.94
U. S. Government	109	239	2.19	12961	35285	2.72
Texas State and Local Government	87	192	2.21	11055	30362	2.74
U. S. History I	121	260	2.15	11626	29710	2.55
U. S. History II	73	185	2.53	10264	27324	2.66
Introduction to Psychology	60	161	2.68	5134	14513	2.83

Source: ACC Student Database

Developmental Education Report for 2001-02 (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

Of the Fall 1999 Cohort 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, eighty-one percent also earned a grade of “C” or better in the college-level mathematics course.

DATA

Credit Course Migration Success Rate:
Students Completing Intermediate Algebra with a grade of “C” or Better in Fall 1999

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	242	189	78% (above criterion)
Trigonometry	27	26	96% (above criterion)
Topics in Math	27	24	89% (above criterion)
Total	296	239	81% (above criterion)

Source: ACC Student Database

Developmental Education Report for 2001-02 (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

Students who completed Intermediate Algebra in Fall 1999 and subsequently earned a performance grade in College Algebra, Trigonometry, or Topics in Mathematics had average course grades within ± 0.3 grade points of the average course grades of all students taking these courses. In each course, the average course grade for students not taking intermediate algebra was lower than that of students who completed intermediate algebra.

DATA

College Algebra, Trigonometry, and Topics in Mathematics Course Grade Comparison: Spring 2000—Fall 2001
Students Completing Intermediate Algebra and Students NOT Taking Intermediate Algebra in Fall 1999

College Algebra						
Grade	Intermediate Algebra "C or better"			No Intermediate Algebra		
	# Grades	Grade Points	Average Course Grade	# Grades	Grade Points	Average Course Grade
A	53	212	2.45	67	268	
B	82	246		100	300	
C	54	108	Within criterion range (1.91 - 2.51)	96	192	
D	27	27		43	43	
F	26	0		57	0	
Total	242	593		363	803	
Trigonometry						
Grade	Intermediate Algebra "C or better"			No Intermediate Algebra		
	# Grades	Grade Points	Average Course Grade	# Grades	Grade Points	Average Course Grade
A	9	36	2.93	6	24	
B	9	27		14	42	
C	8	16	Within criterion range (2.43 - 3.03)	6	12	
D	0	0		4	4	
F	NA	NA		0	0	
Total	27	79		30	82	
Topics in Math						
Grade	Intermediate Algebra "C or better"			No Intermediate Algebra		
	# Grades	Grade Points	Average Course Grade	# Grades	Grade Points	Average Course Grade
A	10	40	2.93	48	192	
B	9	27		79	237	
C	5	10	Above criterion range (2.23 - 2.83)	61	122	
D	NA	NA		14	14	
F	NA	NA		17	0	
Total	27	79		219	565	

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