

Effectiveness Update

Developmental Education Effectiveness Measures Report for Academic Year 1999-2000



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 the THECB 1999 Annual Data Profile, the percentage of ACC's FTIC degree-seeking students who enrolled in developmental education courses in Fall 1997 who returned in Spring 1998 (59.3%) is 6.9% percent below the percent of FTIC degree-seeking students not enrolled in developmental courses who returned in Spring 1998 (66.2%).

DATA

Fall to Spring Retention Comparison:
Students Enrolled in Developmental Courses and Students NOT Enrolled in Developmental Courses
First Time in College (FTIC) Fall 1997 Cohort

ACC FTIC Fall 1997 Cohort	FTIC Fall 1997 Cohort		
	Fall 1997	Spring 1998	% Returned
Total FTIC Students Enrolled in Developmental Courses	1,635	970	59.3%
Total FTIC Students NOT Enrolled in Developmental Courses	2,513	1,665	66.2%
<i>Difference</i>			-6.9%
Academic Majors Enrolled in Developmental Courses	1,186	700	59.0%
Academic Majors NOT Enrolled in Developmental Courses	1,863	1,236	66.3%
<i>Difference</i>			-7.3%
Technical* Majors Enrolled in Developmental Courses	449	270	60.1%
Technical* Majors NOT Enrolled in Developmental Courses	650	429	66.0%
<i>Difference</i>			-5.9%

Source: THECB 1999 Annual Data Profile

*Including Tech-Prep Majors



Developmental Education Effectiveness Measures Report 1999-00 (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 1999 THECB Annual Data Profile, a smaller percentage of FTIC students enrolled in developmental education courses at ACC in Fall 1997 returned in Spring 1998 (59.3%) than the percentage of FTIC students enrolled in developmental education courses statewide (69.0%).

DATA

Fall to Spring Retention Comparison:
ACC and Statewide Students Enrolled in Developmental Education Courses
First Time in College (FTIC) Fall 1997 Cohort

Students	FTIC Fall 1997 Cohort		
	Fall 1997	Spring 1998	% Returned
ACC Total FTIC Students Enrolled in Developmental Courses	1,635	970	59.3%
<i>Statewide Total FTIC Students Enrolled in Developmental courses</i>	<i>32,715</i>	<i>22,563</i>	<i>69.0%</i>
<i>Difference</i>			<i>-9.7%</i>
ACC Academic Majors Enrolled in Developmental Courses	1,186	700	59.0%
<i>Statewide Academic Majors Enrolled in Developmental Courses</i>	<i>20,378</i>	<i>14,023</i>	<i>68.8%</i>
<i>Difference</i>			<i>-9.8%</i>
ACC Technical* Majors Enrolled in Developmental Courses	449	270	60.1%
<i>Statewide Technical* Majors Enrolled in Developmental Courses</i>	<i>12,337</i>	<i>8,540</i>	<i>69.2%</i>
<i>Difference</i>			<i>-9.1%</i>

Source: THECB 1999 Annual Data Profiles, Institutional and Statewide Summaries

*Including Tech-Prep majors.

Developmental Education Effectiveness Measures Report 1999-00 (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

Compared to students NOT enrolled in developmental education courses, the Fall-to-Spring return rate for FTIC degree or certificate seeking students enrolled in developmental education in Fall 1997 was outside the criterion range for all demographic groups. The rate was below the criterion range for White, Black, and Hispanic student demographic groups, while it was above the criterion range for students comprising the demographic group, "Other." Overall, the return rate for the total cohort of students enrolled in developmental education courses was below the criterion.

DATA

Fall to Spring Retention Comparison by Ethnicity:
Students Enrolled in Developmental Courses and Students NOT Enrolled in Developmental Courses
First Time in College (FTIC) Fall 1997 Cohort

ACC FTIC Fall 1997 Students	FTIC Fall 1997 Cohort		
	Fall 1997	Spring 1998	% Returned
White Students enrolled in Developmental Education Courses	927	547	59.0%
<i>White Students NOT enrolled in Developmental Education Courses</i>	1,758	1,164	66.2%
<i>Criterion</i>	<i>below range (62.9% - 69.5%)</i>		
Black Students enrolled in Developmental Education Courses	130	74	56.9%
<i>Black Students NOT enrolled in Developmental Education Courses</i>	115	78	67.8%
<i>Criterion</i>	<i>below range (64.4% - 71.2%)</i>		
Hispanic Students enrolled in Developmental Education Courses	443	258	58.2%
<i>Hispanic Students NOT enrolled in Developmental Education Courses</i>	485	325	67.0%
<i>Criterion</i>	<i>below range (63.6% - 70.4%)</i>		
Other Students enrolled in Developmental Education Courses	135	91	67.4%
<i>Other Students NOT enrolled in Developmental Education Courses</i>	155	98	62.0%
<i>Criterion</i>	<i>above range (58.9% - 65.1%)</i>		
Total Students enrolled in Developmental Education Courses	1,635	970	59.3%
<i>Total Students NOT enrolled in Developmental Education Courses</i>	2,513	1,665	66.3%
<i>Criterion</i>	<i>below range (63.0% - 69.6%)</i>		

Source: THECB 1999 Annual Data Profile

Developmental Education Effectiveness Measures Report 1999-00 (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 *Data Resources for the 1999 LBB Measures*, 2.9% fewer ACC students enrolled in developmental courses in 1998 completed TASP requirements (10.8%) than did students statewide (13.7%).

DATA

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

	Taking Remediation	Passing all TASP	Percent
ACC Total Students Enrolled in Developmental Courses in	3,393	366	10.8%
<i>Statewide Total Students Enrolled in Developmental courses</i>	<i>116,600</i>	<i>15,961</i>	<i>13.7%</i>
<i>Difference</i>			<i>-2.9%</i>

Source: The THECB *Data Resources for the 1999 LBB Measures*

Developmental Education Effectiveness Measures Report 1999-00 (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.

DATA

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

Completion Rates for Students Required to Take Developmental Courses in One Area			
Area	# Students Required	# Students Completing	Percent
Reading	25	15	60.0%
Writing	159	69	43.4%
Math	662	136	20.5%
Completion Rates for Students Required to Take Developmental Courses in Two Areas			
Reading	61	28	45.0%
Writing	437	107	24.5%
Math	428	58	13.6%
Completion Rates for Students Required to Take Developmental Courses in Three Areas			
Reading	174	54	31.0%
Writing	173	15	8.7%
Math	174	11	6.3%
Overall Completion Rates for All Students Required to Take Developmental Courses			
Reading	260	97	37.3%
Writing	769	191	24.8%
Math	1264	205	16.2%

Source: ACC Student Database

Developmental Education Effectiveness Measures Report 1999-00 (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.

DATA

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

Completion Rates for Students Required to Take Developmental Courses in One Area									
Ethnicity	Reading			Writing			Math		
	Required	Completed	%	Required	Completed	%	Required	Completed	%
White	15	9	60.0%	105	37	35.2%	455	92	20.2%
Black	2	2	100.0%	12	8	66.6%	46	10	21.7%
Hispanic	6	4	66.60%	26	14	53.8%	34	95	35.8%
Other	2	0	0	16	8	50.0%	11	0	0
Completion Rates for Students Required to Take Developmental Courses in Two Areas									
White	24	13	54.2%	257	60	23.3%	260	35	13.5%
Black	10	5	50.0%	38	10	26.3%	40	1	2.5%
Hispanic	18	6	33.3%	121	31	25.6%	116	19	16.4%
Other	9	4	44.4%	21	6	28.6%	12	3	25.0%
Completion Rates for Students Required to Take Developmental Courses in Three Areas									
White	80	23	28.8%	79	5	6.3%	80	7	8.8%
Black	27	10	37.0%	27	3	11.1%	27	1	3.7%
Hispanic	63	20	31.7%	63	7	11.1%	63	1	3.2%
Other	4	1	25.0%	4	0	0	4	1	25.0%
Overall Completion Rates for All Students Required to Take Developmental Courses									
White	119	45	37.8%	441	102	23.1%	795	134	16.9%
Black	39	17	43.6%	77	21	27.2%	113	12	10.6%
Hispanic	87	30	34.5%	210	52	24.8%	334	55	16.5%
Other	15	5	40.0%	41	14	34.1%	22	4	18.1%

Source: ACC Student Database

Developmental Education Effectiveness Measures Report 1999-00 (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 1997 students taking developmental courses (61.3%) is below the criterion compared to course completion rates for FTIC Fall 1997 students taking credit courses.*

DATA

Course Completion Rates Comparison:
Developmental Courses and Credit Courses*
FTIC Fall 1997 Cohorts

	Total # Course Grades	Total # A's, B's, and	Completion Rate
Developmental Courses	4391	2690	61.3%
<i>Credit Courses*</i>	9638	6819	70.8%
<i>Criterion</i>	<i>Below criterion range (67.3% - 74.3%)</i>		

Source: ACC Student Database

*English Composition I, American Literature I, American Literature II, British Literature I, British Literature II, World Literature I, World Literature II, U.S. Government, Texas State and Local Government, U. S. History I, U. S. History II, College Algebra, Trigonometry, and Topics in Mathematics

Developmental Education Effectiveness Measures Report 1999-00 (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 take English Composition I within two years will complete English Composition I with a grade of "C" or better.

RESULTS

Of the 203 FTIC Fall 1997 students who completed Writing Skills II with a grade of "C" or better and afterward took English Composition I within two years, 164 (80.8%) completed English Composition I (earned a grade of A, B, C, D, or F). Of those students, 150 (91.5%) earned a grade of "C" or better in English Composition I.

Of the 68 FTIC Fall 1997 students who completed Writing Skills II with a grade of "C" or better and afterward took English Composition II within two years, 55 (80.9%) completed English Composition II (earned a grade of A, B, C, D, or F). Of those students, 52 (94.5%) earned a grade of "C" or better in English Composition II.

DATA

Writing Skills II to Credit Course Migration Success Rate FTIC Fall 1997 Cohort

FTIC Fall 1997 Cohort	Total
Students Completing Writing Skills II with a "C" or Better and Taking English Composition I Thereafter	203
Students Completing English Composition I	164
Students Completing English Composition I with a "C" or Better	150
<i>Migration Success Rate</i>	<i>91.5%</i>
Students Completing Writing Skills II with a "C" or Better and Taking English Composition II Thereafter	68
Students Completing English Composition II	55
Students Completing English Composition II with a "C" or Better	52
<i>Migration Success Rate</i>	<i>94.5%</i>

Source: ACC Student Database

Developmental Education Effectiveness Measures Report 1999-00 (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 take 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

English Composition I average course grades of FTIC Fall 1997 students who completed Writing Skills II with a grade of "C" or better and then took English Composition I within two years (2.5) is within ± 0.3 grade points of the average course grades for all students taking English Composition I (2.7).

English Composition II average course grades of FTIC Fall 1997 students who completed Writing Skills II with a grade of "C" or better and then took English Composition II within two years (2.6) is within ± 0.3 grade points of the average course grades for all students taking English Composition II (2.7).

DATA

English Composition Average Course Grade Comparison:
Students Completing Writing Skills II and Students Not Taking Writing Skills II
FTIC Fall 1997 Cohort

English Composition I Course Grades						
Grade	Writing Skills II "C or better"			No Writing Skills II		
	# Students	grade points	avg. GPA	# Students	grade points	avg. GPA
A	26	104		91	364	
B	51	153		128	384	
C	73	146		129	258	
D	4	4		4	4	
F	10	0		20	0	
Total	164	407	2.5	372	1010	2.7
Criterion	Within Range (2.4 - 3.0)					

English Composition II Course Grades						
Grade	Writing Skills II "C or better"			No Writing Skills II		
	# Students	grade points	avg. GPA	# Students	grade points	avg. GPA
A	12	48		40	160	
B	17	51		69	207	
C	23	46		73	146	
D	0	0		1	1	
F	3	0		7	0	
Total	55	145	2.6	190	514	2.7
Criterion	Within criterion range (2.4 - 3.0)					

Source: ACC Student Database

Developmental Education Effectiveness Measures Report 1999-00 (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 take 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 196 FTIC Fall 1997 students who completed Reading Skills II with a grade of "C" or better and afterward took a credit-level course designated to meet TASP guidelines within two years, 153 (78.0%) completed the credit-level course (earned a grade of A, B, C, D, or F). Of those students, 127 (83.0%) earned a grade of "C" or better in the credit-level course.

DATA

Reading Skills II to Credit Course
Migration Success Rate
FTIC Fall 1997 Cohort

Credit-Level Course	Students Completing Reading Skills II with a "C" or Better and Taking Credit	Students Completing Credit-Level Course	Students Completing Credit-Level Course with a "C"	Migration Success Rate
British Literature I	0			
British Literature II	0			
American Literature I	2	1	1	100.0%
American Literature II	0			
World Literature I	0			
World Literature II	0			
U. S. Government	45	38	28	73.7%
Texas State and Local Government	47	39	33	84.6%
U. S. History I	68	49	42	85.7%
U. S. History II	34	26	23	88.5%
Total	196	153	127	83.0%%

Source: ACC Student Database

Developmental Education Effectiveness Measures Report 1999-00 (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 then take a course designated to meet TASP guidelines within two years 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 1997 students who completed Reading Skills II with a grade of "C" or better then took courses designated to meet TASP guidelines (2.2) is below the criterion range of the average course grades for all other FTIC Fall 1997 students taking these courses (3.0).

DATA

TASP Guidelines Courses* Average Course Grade Comparison:
Students Completing Reading Skills II and Students Not Taking Reading Skills II
FTIC Fall 1997 Cohort

TASP Designated Courses* Average Course Grade Comparison						
Grade	Reading Skills II "C or better"			No Reading Skills II		
	# Grades	Grade Points	GPA	# Grades	Grade Points	GPA
A	13	52		7	28	
B	53	159		15	45	
C	61	122		4	8	
D	8	8		1	1	
F	18	0		0	0	
Total	153	341	2.2	27	82	3.0
Criterion	Below criterion range (2.7 - 3.3)					

Source: ACC Student Database
*See course detail on page 12.

Developmental Education Effectiveness Measures Report 1999-00 (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 1997 Cohort

American Literature I Average Course Grade Comparison						
Grade	Reading Skills II "C or better"			No Reading Skills II		
	# Grades	Grade Points	GPA	# Grades	Grade Points	GPA
A				7	28	
B	1	3		15	45	
C				4	8	
D				1	1	
F				0	0	
Total		3	3.0	27	82	3.0
Criterion				Within criterion range (2.7 - 3.3)		
US Government. Average Course Grade Comparison						
A	4	16		61	244	
B	13	39		103	309	
C	11	22		58	116	
D	2	2		15	15	
F	8	0		25	0	
Total	38	79	2.1	262	684	2.6
Criterion				Below criterion range (2.3 - 2.9)		
Texas State and Local Government. Average Course Grade Comparison						
A	5	20		46	184	
B	16	48		78	234	
C	12	24		50	100	
D	3	3		8	8	
F	3	0		14	0	
Total	39	95	2.4	196	526	2.7
Criterion				Within criterion range(2.4 - 3.0%)		
U. S. History I Average Course Grade Comparison						
A	2	8		62	248	
B	16	48		121	363	
C	24	48		92	184	
D	1	1		4	4	
F	6	0		24	0	
Total	49	105	2.1	303	799	2.6
Criterion				Below criterion range (2.3 - 2.9)		
U.S. History II Average Course Grade Comparison						
A	2	8		45	180	
B	7	21		81	243	
C	14	28		57	114	
D	2	2		5	5	
F	1	0		9	0	
Total	26	59	2.3	197	542	2.8
Criterion				Below criterion range (2.5 - 3.1)		

Source: ACC Student Database

Developmental Education Effectiveness Measures Report 1999-00 (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 take 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 192 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, 153 (79.7%) completed the credit-level course (earned a grade of A, B, C, D, or F). Of those students, 132 (86.3%) earned a grade of "C" or better in the credit-level mathematics course .

DATA

Intermediate Algebra to Credit Course Migration Success Rate FTIC Fall 1997 Cohort

Credit-Level Course	Students Completing Intermediate Algebra with a "C" or Better and Taking Credit Course	Students Completing Credit-Level Course	Students Completing Credit-Level Course with a "C" or Better	Migration Success Rate
College Algebra	156	126	108	85.7%
Trigonometry	18	11	10	90.9%
Topics in Math	18	16	14	87.5%
Total	192	153	132	86.3%

Source: ACC Student Database

Developmental Education Effectiveness Measures Report 1999-00 (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 then take College Algebra, Trigonometry, or Topics in Mathematics within two years will be within ± 0.3 grade points of the average course grades for all students taking these courses.

RESULTS

The average course grades for FTIC Fall 1997 students who completed Intermediate Algebra with a grade of "C" or better then took College Algebra (2.6), Trigonometry (2.5), or Topics in Mathematics (2.5) are within the criterion range of the average course grades for all other FTIC Fall 1997 students taking these courses.

DATA

College Algebra, Trigonometry, and Topics in Mathematics Average Course Grade Comparison:
Students Completing Intermediate Algebra and Students Not Taking Intermediate Algebra
FTIC Fall 1997 Cohort

College Algebra Average Course Grade Comparison						
Grade	Intermediate Algebra "C or better"			No Intermediate Algebra		
	Number students	grade points	avg. course grade	Number students	grade points	avg. course grade
A	33	132	2.6	46	184	2.4
B	35	105		55	165	
C	40	80		55	110	
D	8	8		14	14	
F	10	0		26	0	
Total	126	325		196	473	
Criterion				Within criterion range (2.1 -2.7)		
Trigonometry Average Course Grade Comparison						
A	2	8	2.5	11	44	2.5
B	3	9		10	30	
C	5	10		7	14	
D	1	1		7	7	
F	0	0		3	0	
	11	28		38	95	
Criterion				Within criterion range (2.2 - 2.8)		
Topics in Math Average Course Grade Comparison						
A	2	8	2.5	16	64	2.7
B	6	18		23	69	
C	6	12		11	22	
D	2	2		1	1	
F	0	0		6	0	
	16	40		57	156	
Criterion				Within criterion range (2.4 - 3.0)		

Source: ACC Student Database