

Effectiveness Update

Developmental Education Effectiveness Measures Report for Academic Year 2003-2004



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

ACC met this criterion. The return rate for First Time in College students enrolled in developmental education in Fall 2001 was higher than the return rate for those students who were not enrolled in developmental education courses.

DATA

Fall to Spring Retention Comparison:
First Time in College (FTIC) Fall 2001 Cohort Students Enrolled in Developmental Courses
and Students NOT Enrolled in Developmental Courses

ACC FTIC Fall 2001 Cohort	Fall 2001	Spring 2002	Percent Returned
Total FTIC Students Enrolled in Developmental Courses	2,152	1,385	64%
Total FTIC Students NOT Enrolled in Developmental Courses	3,691	2,295	62%
<i>Difference</i>			+2%
Academic Majors Enrolled in Developmental Courses	1,527	979	64%
Academic Majors NOT Enrolled in Developmental Courses	2,519	1,586	63%
<i>Difference</i>			+1
Technical* Majors Enrolled in Developmental Courses	625	406	65%
Technical* Majors NOT Enrolled in Developmental Courses	1,172	709	61%
<i>Difference</i>			+4

*Includes Tech-Prep Majors

Source: THECB 2003 Annual Data Profile, Institutional Summary (ADP 4-1)

Developmental Education Report for 2003-04 (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

ACC did not meet this criterion. Six percent fewer FTIC degree-seeking students enrolled in developmental education courses at ACC in the Fall 2001 returned in the spring semester than did those students statewide.

DATA

Fall-to-Spring Retention Comparison:
First Time in College (FTIC) Fall 2001 Cohort
ACC and Statewide Students Enrolled in Developmental Education Courses

Students	Fall 2001	Spring 2002	% Returned
ACC Total FTIC Students Enrolled in Developmental	2,152	1,385	64%
<i>Statewide Total FTIC Students Enrolled in Developmental</i>	<i>48,629</i>	<i>33,830</i>	<i>70%</i>
<i>Difference</i>			<i>-6%</i>
ACC Academic Majors Enrolled in Developmental Courses	1,527	979	64%
<i>Statewide Academic Majors Enrolled in Developmental</i>	<i>32,557</i>	<i>22,794</i>	<i>70%</i>
<i>Difference</i>			<i>-6%</i>
ACC Technical* Majors Enrolled in Developmental Courses	625	406	65%
<i>Statewide Technical* Majors Enrolled in Developmental</i>	<i>16,072</i>	<i>11,036</i>	<i>69%</i>
<i>Difference</i>			<i>-4%</i>

*Includes Tech-Prep majors.

Source: THECB 2003 Annual Data Profiles, Institutional and Statewide Summaries (ADP-4)

Developmental Education Report for 2003-04 (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

ACC met this criterion. The fall-to-spring return rates for students enrolled in developmental education courses in Fall 2001 were within or above the criterion range for each ethnic group.

DATA

Fall-to-Spring Retention Comparison by Ethnicity
 First Time in College (FTIC) Fall 2001 Cohort Students Enrolled in Developmental Courses
 and Students NOT Enrolled in Developmental Courses

ACC FTIC Fall 1999 Students	Fall 2001	Spring 2002	Return Rate
White Students enrolled in Developmental Education Courses	1,090	706	65%
<i>White Students NOT enrolled in Developmental Education Courses</i>	2,377	1,484	62%
<i>Within criterion range (59% - 65%)</i>			
Black Students enrolled in Developmental Education Courses	221	130	59%
<i>Black Students NOT enrolled in Developmental Education Courses</i>	168	89	53%
<i>Above criterion range (50% - 56%)</i>			
Hispanic Students enrolled in Developmental Education Courses	647	407	63%
<i>Hispanic Students NOT enrolled in Developmental Education Courses</i>	664	406	61%
<i>Within criterion range (58% - 64%)</i>			
Other* Students enrolled in Developmental Education Courses	194	142	89%
<i>Other* Students NOT enrolled in Developmental Education Courses</i>	482	316	66%
<i>Above criterion range (63% - 69%)</i>			
Total Students enrolled in Developmental Education Courses	2,152	1,385	64%
<i>Total Students NOT enrolled in Developmental Education Courses</i>	3,691	2,295	62%
<i>Within criterion range (59% - 65%)</i>			

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

Developmental Education Report for 2003-04 (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

ACC met this criterion. Almost one percent more students enrolled in developmental education courses at ACC in fiscal year 2002 completed all requirements for TASP than did students statewide.

DATA

Completion of State Mandated Requirements Comparison:
ACC and Statewide FY 2002 Students Enrolled in Developmental Education Courses

FY 2002	Taking Remediation	Passing all TASP Requirements	Percent
ACC Total Students Enrolled in Developmental Courses	10,739	980	9.1%
<i>Statewide Total Students Enrolled in Developmental</i>	190,796	15,560	8.2%
<i>Difference</i>			+0.9%

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

Developmental Education Report for 2003-04 (continued)

INTENDED OUTCOME

2.B Students who are required to enroll in developmental courses will complete their developmental requirements.

CRITERION

Baseline data will be collected to determine the rates of completion for the following groups of students required to enroll in developmental courses: those required to take developmental courses in one area, those required to take developmental courses in two areas, and those required to take developmental courses in three areas.

Methodology: Using data from the student database, compare original proficiency levels to last proficiency levels (below “5” indicates requires developmental courses; “5” or higher indicates completed developmental requirements) for each area by “group” (developmental courses required in one, two or three areas).

In the table below

- Only those students with original proficiency levels of less than “5” in at least one developmental area are included.
- Students whose original proficiency level was missing were excluded from these data.
- Students may or may not have taken developmental courses; “completion” may be achieved by taking developmental courses or by re-testing.
- Counts may be duplicated, i.e., students required to take developmental courses in more than one area may be counted more than one time.

RESULTS

DATA

DATA ARE NOT AVAILABLE

Developmental Education Report for 2003-04 (continued)

INTENDED OUTCOME

2.C. Completion rates for developmental requirements will not be significantly different among demographic groups.

CRITERION

Based on data from the student database, the differences in developmental requirements completion rates among demographic groups will be within $\pm 5\%$.

Methodology: Using data from the student database, compare original proficiency levels to last proficiency levels ((below "5" indicates requires developmental courses; "5" or higher indicates completed developmental requirements) for each area by "group" (developmental courses required in one, two or three areas) and by ethnicity.

In the table below

- Only those students with original proficiency levels of less than "5" in at least one developmental area are included.
- Students whose original proficiency level was missing were excluded from these data.
- Students may or may not have taken developmental courses; "completion" may be achieved by taking developmental courses or by re-testing.
- Counts may be duplicated, i.e., students required to take developmental courses in more than one area may be counted more than one time.

RESULTS

DATA

DATA ARE NOT AVAILABLE

Developmental Education Report for 2003-04 (continued)

INTENDED OUTCOME

2.C. Completion rates for developmental requirements will not be significantly different among demographic groups.

CRITERION

Based on data from the student database, the differences in developmental requirements completion rates among demographic groups will be within $\pm 5\%$.

Methodology: Using data from the student database, compare original proficiency levels to last proficiency levels ((below "5" indicates requires developmental courses; "5" or higher indicates completed developmental requirements) for each area by "group" (developmental courses required in one, two or three areas) and by ethnicity.

In the table below

- Only those students with original proficiency levels of less than "5" in at least one developmental area are included.
- Students whose original proficiency level was missing were excluded from these data.
- Students may or may not have taken developmental courses; "completion" may be achieved by taking developmental courses or by re-testing.
- Counts may be duplicated, i.e., students required to take developmental courses in more than one area may be counted more than one time.

RESULTS

DATA

DATA ARE NOT AVAILABLE

Developmental Education Report for 2003-04 (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

ACC did not meet this criterion. The developmental course completion rate was 78 percent for students in Fall 2001 while the college-level course completion rate was 86 percent, a difference of eight percent. Examination of the course completion rate for each area of developmental education reveals the criterion was met in the developmental reading area only.

DATA

Comparison of Course Completion Rates:
Developmental Courses* and Credit Courses for Fall 2001

Courses	Total # Course Grades	Total # As, Bs, and Cs	Completion Rate
All Developmental Courses*	5,467	4,282	78%
College-Level Credit Courses	55,562	48,170	86%
Below criterion range (81% - 91%)			
Developmental Reading Courses	956	817	85%
Above criterion range (81% - 91%)			
Developmental Writing Courses	568	455	80%
Below criterion range (81% - 91%)			
Developmental Math Courses	3,943	3,010	76%
Below criterion range (81% - 91%)			

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

Developmental Education Report for 2003-04 (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

ACC met this criterion. Of the students who completed Writing Skills II with a “C” or better, ninety-six took English Composition and eighty-eight (91%) earned a grade of “C” or better in the composition course as well.

DATA

**Credit Course Migration Success Rate :
Students Completing Writing Skills II with a grade of “C” or Better in Fall 2001
and Completing Credit-level Course in Spring ‘02 - Summer ‘03**

Credit-Level Course	Students Completing Writing Skills II with a “C” or Better in Fall 2001 and Earning Credit Course Performance Grade (A, B, C, D, F) in Spring ‘02 - Summer ‘03	Students Completing Credit-Level Course with a “C” or Better	Migration Success Rate
English Composition I	69	61	88%
English Composition II	27	27	100%
Total	96	88	91%

Source: ACC Student Database

Developmental Education Report for 2003-04 (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

ACC met this criterion. The average English Composition course grade for the 96 students who completed Writing Skills II in Fall 2001 with a grade of "C" or better was within the criterion range compared to the average course grade for students who did not take Writing Skills II in Fall 2001.

DATA

English Composition Course Grade Comparison Spring 2002 - Summer 2003
Students Completing Writing Skills II and Students NOT Taking Writing Skills II in Fall 2001

Grade	Writing Skills II "C or better" in Fall 2001		Average Course Grade 2.68	No Writing Skills II*		Average Course Grade 2.57
	# Students	Grade Points		# Students	Grade Points	
A	26	104		3,440	13,760	
B	27	81		3,805	11,415	
C	35	70		5,285	10,570	
D	2	2		139	139	
F	6	0		1,308	0	
Total	96	257		13,977	35,884	
Within criterion range (2.27 - 2.87)						

English Composition Course Grade Comparison Detail Spring 2002 - Summer 2003

Credit-Level Course Taken in Spring '02 - Summer '03	Writing Skills II "C or better" in Fall 2001			No Writing Skills II*		
	Total # Grades	Total # Grade Points	Average Course Grade	Total # Grades	Total # Grade Points	Average Course Grade
English Composition I	69	179	2.59	7,935	20,133	2.54
English Composition II	27	78	2.89	6,042	15,751	2.61
Total	96	257	2.68	13,977	35,884	2.57

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 2003-04 (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

ACC met this criterion. Of the 463 students who completed Reading Skills II with a grade of "C" or better and took a course designed to meet TASP guidelines, 377 (81%) of them 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 2001

Credit-Level Course	Students Completing Reading Skills II with a "C" or Better in in Fall 2001 and Earning Credit Course Performance Grade (A, B, C, D, F) in Spring '02 - Summer '03	Students Completing "TASP Guidelines" Course with a "C" or Better in Spring '02 - Summer '03*	Migration Success Rate
British Literature I	NA	NA	100%
British Literature II	NA	NA	100%
American Literature I	8	8	100%
American Literature II	NA	NA	100%
U. S. Government	92	70	76%
Texas State and Local Government	86	72	84%
U. S. History I	100	81	81%
U. S. History II	78	67	86%
Introduction to Psychology	96	76	79%
Total	463	377	81%

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 2003-04 (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

ACC did not meet this criterion. The average TASP guidelines course grade for the 463 students who completed Writing Skills II in Fall 2001 with a grade of "C" or better was below the criterion range for this measure compared to the average course grade for students who did not take Writing Skills II in Fall 2001.

DATA

TASP Guidelines Courses Course Grade Comparison: Spring 2002 - Summer 2003
Students Completing Reading Skills II and Students NOT Taking Reading Skills II in Fall 2001*

Grade	Reading Skills II "C or better"		Average Course Grade 2.29	No Reading Skills II*		Average Course Grade 2.77
	# Grades	Grade Points		# Grades	Grade Points	
A	62	248		14,049	56,196	
B	137	411		16,227	48,681	
C	178	356		12,111	24,222	
D	45	45		1,730	1,730	
F	41	0		3,186	0	
Total	463	1,060		47,303	130,829	

Below criterion range (2.47 - 3.07)

TASP Designated Courses Course Grade Comparison Detail Spring 2002 - Summer 2003

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	8	19	2.38	1,183	3,496	2.96
U. S. Government	92	194	2.11	11,032	30,801	2.79
Texas State and Local Government	86	204	2.37	9,795	27,773	2.84
U. S. History I	100	218	2.18	9,165	23,555	2.57
U. S. History II	78	181	2.32	9,549	25,825	2.70
Introduction to Psychology	96	233	2.43	5,054	14,895	2.95

*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 2003-04 (continued)

INTENDED OUTCOME

4.C1 Students who successfully complete Developmental Mathematics will be successful in the next credit-level math course.

CRITERION

Based on data from the student database, at least 75% of students who complete Intermediate Algebra with a grade of "C" or better and subsequently, within two years, earn a performance grade in College Algebra, Trigonometry, or Topics in Mathematics will complete the credit-level course with a grade of "C" or better.

RESULTS

This criterion was met. More than eighty-five percent of students who completed Intermediate Algebra with a grade of "C" or better also earned a "C" or better in college algebra, trigonometry, or topics in math.

DATA

Credit Course Migration Success Rate:
Students Completing Intermediate Algebra with a grade of "C" or Better in Fall 2001

Credit-Level Course	Students Completing Intermediate Algebra with a "C" or Better in Fall 2001 and Earning Credit Course Performance Grade (A, B, C, D, F) in Spring '02 - Summer '03	Students Completing Credit-Level Course with a "C" or Better	Migration Success Rate
College Algebra	336	289	86%
Trigonometry	44	39	89%
Topics in Math	65	61	94%
Total	445	389	87%

Source: ACC Student Database

Developmental Education Report for 2003-04 (continued)

INTENDED OUTCOME

4.C2 Students who successfully complete Developmental Mathematics will be successful in the next credit-level course.

CRITERION

Based on data from the student database, average course grades of students who complete Intermediate Algebra with a grade of “C” or better and subsequently, within two years, earn a performance grade in College Algebra, Trigonometry, or Topics in Mathematics will be within ± 0.3 grade points of the average course grades for all students taking these courses.

RESULTS

This criterion was met. Students who completed intermediate algebra and then took college algebra, trigonometry or topics in mathematics courses and those who did not take intermediate algebra earned average course grades of 2.76. Additionally, at the individual course level, average course grades for students completing intermediate algebra were slightly higher than average course grades for students who did not take intermediate algebra.

DATA

College Algebra, Trigonometry, and Topics in Mathematics Course Grade Comparison: Spring 2002 - Summer 2003 Students Completing Intermediate Algebra and Students NOT Taking Intermediate Algebra in Fall 2001

College Algebra, Trigonometry, and Topics in Mathematics Average Course Grade						
Grade	Intermediate Algebra "C or better"		Average Course Grade 2.76	No Intermediate Algebra*		Average Course Grade 2.76
	# Grades	Grade Points		# Grades	Grade Points	
A	137	548		1,865	7,460	
B	144	432		1,431	4,293	
C	108	216		909	1,818	
D	33	33		274	274	
F	23	0		539	0	
Total	445	1,229		5,018	13,845	

Within Criterion Range (2.46 - 3.06)

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	336	912	2.71	2,447	6,396	2.61
Trigonometry	44	122	2.77	638	1,760	2.76
Topics in Mathematics	65	195	3.00	1,933	5,689	2.94
Total	445	1,229	2.76	5,018	13,845	2.76

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

Source: ACC Student Database