

Effectiveness Update

Developmental Education Effectiveness Measures Report for Academic Year 2005-06



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

This criterion was met. Four to six percent more of first time in college students in developmental courses in fall 2003 returned to ACC than students not enrolled in developmental courses.

DATA

Fall to Spring Retention Comparison:
First Time in College (FTIC) Fall 2003 Cohort Students Enrolled in Developmental Courses
and Students NOT Enrolled in Developmental Courses

ACC FTIC Fall 2003 Cohort	Fall 2003	Spring 2004	Percent Returned
Total FTIC Students Enrolled in Developmental Courses	2,703	1,809	67%
Total FTIC Students NOT Enrolled in Developmental Courses	3,164	1,962	62%
<i>Difference</i>			5%
Academic Majors Enrolled in Developmental Courses	1,354	932	69%
Academic Majors NOT Enrolled in Developmental Courses	1,781	1,118	63%
<i>Difference</i>			6%
Technical Majors Enrolled in Developmental Courses	966	636	66%
Technical Majors NOT Enrolled in Developmental Courses	935	579	62%
<i>Difference</i>			4%

Source: THECB 2005 Annual Data Profile, Institutional Summary (ADP 4-1)

Developmental Education Report for 2005-06 (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

This criterion was met. The percentage of ACC FTIC students enrolled in developmental education courses in the fall semester of 2003 who returned in the spring, though less than the statewide percentage, was within 5% of that rate.

DATA

Fall-to-Spring Retention Comparison:
 First Time in College (FTIC) Fall 2003 Cohort
 ACC and Statewide Students Enrolled in Developmental Education Courses

Students	Fall 2003	Spring 2004	% Returned
ACC Total FTIC Students Enrolled in Developmental	2,703	1,809	67%
<i>Statewide Total FTIC Students Enrolled in Developmental</i>	<i>61,476</i>	<i>43,716</i>	<i>71%</i>
<i>Difference</i>			<i>-4%</i>
ACC Academic Majors Enrolled in Developmental Courses	1,354	932	69%
<i>Statewide Academic Majors Enrolled in Developmental</i>	<i>40,263</i>	<i>29,000</i>	<i>72%</i>
<i>Difference</i>			<i>-3%</i>
ACC Technical* Majors Enrolled in Developmental Courses	966	636	66%
<i>Statewide Technical Majors Enrolled in Developmental</i>	<i>15,357</i>	<i>10,558</i>	<i>69%</i>
<i>Difference</i>			<i>-3%</i>

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

Developmental Education Report for 2005-06 (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

This criterion was met. The return rates for each ethnic group of students in developmental education courses exceeded the return rate for each ethnic group of students not enrolled in developmental education.

DATA

Fall-to-Spring Retention Comparison by Ethnicity
First Time in College (FTIC) Fall 2003 Cohort Students Enrolled in Developmental Courses
and Students NOT Enrolled in Developmental Courses

ACC FTIC Fall 2003 Students	Fall 2003	Spring 2004	Return Rate
White Students enrolled in Developmental Education Courses	1,401	941	67%
<i>White Students NOT enrolled in Developmental Education Courses</i>	2,068	1,289	62%
			5%
Black Students enrolled in Developmental Education Courses	279	181	65%
<i>Black Students NOT enrolled in Developmental Education Courses</i>	157	94	60%
			5%
Hispanic Students enrolled in Developmental Education Courses	790	520	66%
<i>Hispanic Students NOT enrolled in Developmental Education Courses</i>	567	342	60%
			6%
Other* Students enrolled in Developmental Education Courses	233	167	72%
<i>Other* Students NOT enrolled in Developmental Education Courses</i>	372	237	64%
			8%
Total Students enrolled in Developmental Education Courses	2,703	1,809	67%
<i>Total Students NOT enrolled in Developmental Education Courses</i>	3,164	1,962	62%
			5%

*Including Asian, Native American, International and Unknown
Source: THECB 2005 Annual Data Profile (ADP-4)

Developmental Education Report for 2005-06 (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

DATA NOT AVAILABLE

DATA

DATA NOT AVAILABLE

Developmental Education Report for 2005-06 (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 NOT AVAILABLE

Developmental Education Report for 2005-06 (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 NOT AVAILABLE

Developmental Education Report for 2005-06 (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 NOT AVAILABLE

Developmental Education Report for 2005-06 (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

This criterion was not met. Overall, eight percent fewer students enrolled in developmental courses in the fall of 2003 completed their courses than did students not enrolled in developmental courses. However, students enrolled in developmental reading completed their courses at the same rate as students enrolled in college credit courses.

DATA

Comparison of Course Completion Rates:
Developmental Courses* and Credit Courses for Fall 2003

Courses	Total # Course Grades	Total # As, Bs, and Cs	Completion Rate
All Developmental Courses*	5,803	4,609	79%
College-Level Credit Courses	54,218	47,427	87%
Difference			-8%
Developmental Reading Courses	836	730	87%
Difference			0%
Developmental Writing Courses	559	424	76%
Difference			-11%
Developmental Math Courses	4,408	3,455	78%
Difference			-9%

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

Developmental Education Report for 2005-06 (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

This criterion was met. Eighty-eight percent of students who completed Writing Skills II in the fall 2003 semester and thereafter took English Comp I or II completed that course with a grade of “C” or better.

DATA

**Credit Course Migration Success Rate:
Students Completing Writing Skills II with a grade of “C” or Better in Fall 2003
and Completing Credit-level Course in Spring ‘04– Fall ‘05**

Credit-Level Course	Students Completing Writing Skills II with a “C” or Better in Fall 2003 and Earning Credit Course Performance Grade (A, B, C, D, F) in Spring ‘04– Fall ‘05	Students Completing Credit-Level Course with a “C” or Better	Migration Success Rate
English Composition I	69	62	90%
English Composition II	30	25	83%
Total	99	87	88%

Source: ACC Student Database

Developmental Education Report for 2005-06 (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

This criterion was met. Comparisons of average course grades for students in English comp who had previously earned a "C" or better in Writing Skills II with students who had not taken Writing Skills II were within .03 grade points of each other.

English Composition Course Grade Comparison Spring 2004—Fall 2005
Students Completing Writing Skills II and Students NOT Taking Writing Skills II in Fall 2003

Grade	Writing Skills II "C or better" in Fall 2003		Average Course Grade 2.45	No Writing Skills II*		Average Course Grade 2.48
	# Students	Grade Points		# Students	Grade Points	
A	21	84		4,572	18,288	
B	25	75		5,108	15,324	
C	41	82		7,642	15,284	
D	2	2		316	316	
F	10	0		2,240	0	
Total	99	243		19,878	49,212	
Within criterion range						

English Composition Course Grade Comparison Detail Spring 2004 - Fall 2005

Credit-Level Course Taken in Spring '02 - Summer '03	Writing Skills II "C or better" in Fall 2003			No Writing Skills II*		
	Total # Grades	Total # Grade Points	Average Course Grade	Total # Grades	Total # Grade Points	Average Course Grade
English Composition I	69	176	2.55	12,069	29,382	2.43
English Composition II	30	67	2.23	7,809	19,825	2.54
Total	99	243	2.45	19,878	49,212	2.48

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 2005-06 (continued)

INTENDED OUTCOME

4.B1 Students who successfully complete Developmental Reading will be successful in the next credit-level course.

CRITERION

Based on data from the student database, at least 75% of students who complete Reading Skills II with a grade of "C" or better and subsequently, within two years, earn a performance grade in a course designated to meet TASP guidelines will complete the credit-level course with a grade of "C" or better.

RESULTS

This criterion was met. Overall, 77.9 percent of students who completed Reading Skills II with a grade of "C" or better and subsequently, within two years, earned a performance grade in a course designated to meet TASP guidelines completed the credit-level course with a grade of "C" or better.

DATA

Credit Course Migration Success Rate:
Students Completing Reading Skills II with a "C" or better in Fall 2003

Credit-Level Course	Students Completing Reading Skills II with a "C" or Better in Fall 2001 and Earning Credit Course Performance Grade (A, B, C, D, F) in Spring '04 - Fall '05	Students Completing "TASP Guidelines" Course with a "C" or Better in Spring '04 - Fall '05*	Migration Success Rate
British Literature I	5	5	100%
British Literature II	NA	NA	NA
American Literature I	4	4	100%
American Literature II	NA	NA	NA
U. S. Government	72	59	81.9%
Texas State and Local Government	66	51	77.3%
U. S. History I	120	87	72.5%
U. S. History II	61	45	73.8%
Introduction to Psychology	93	77	82.8%
Total	421	328	77.9%

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 2005-06 (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

This criterion was not met. The average course grades of students who completed Reading Skills II with a grade of “C” or better and subsequently, within two years, earned a performance grade in a course designated to meet TASP guidelines was 0.48 grade points below the average course grades in those courses for students who did not take Reading Skills II.

DATA

TASP Guidelines Courses Course Grade Comparison: Spring 2004 - Fall 2005
Students Completing Reading Skills II and Students NOT Taking Reading Skills II in Fall 2003*

Grade	Reading Skills II "C or better"			No Reading Skills II*		
	# Grades	Grade Points	Average Course Grade 2.19	# Grades	Grade Points	Average Course Grade 2.67
A	60	240		16,711	66,844	
B	112	336		18,574	55,722	
C	158	316		14,826	29,652	
D	36	36		2,695	2,695	
F	57	0		5,246	0	
Total	423	928		58,052	154,913	

TASP Designated Courses Course Grade Comparison Detail Spring 2004—Fall 2005

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	4	14	3.50	1,570	4,672	2.98
U. S. Government	72	161	2.24	14,040	38,059	2.71
Texas State and Local Government	66	156	2.36	11,058	30,447	2.75
U. S. History I	120	216	1.80	12,536	30,175	2.41
U. S. History II	61	129	2.11	11,073	29,180	2.64
Introduction to Psychology	93	231	2.48	7,775	22,380	2.88

*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 2005-06 (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. Nearly ninety percent (88.2%) of students who completed Intermediate Algebra with a grade of "C" or better and subsequently, within two years, earned a performance grade in College Algebra, Trigonometry, or Topics in Mathematics completed the credit-level course with a grade of "C" or better.

DATA

Credit Course Migration Success Rate:
Students Completing Intermediate Algebra with a grade of "C" or Better in Fall 2003

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 '04 - Fall '05	Students Completing Credit-Level Course with a "C" or Better	Migration Success Rate
College Algebra	401	346	86.3%
Trigonometry	64	62	96.9%
Topics in Math	62	57	91.9%
Total	527	465	88.2%

Source: ACC Student Database

Developmental Education Report for 2005-06 (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. The average course grades of students who completed Intermediate Algebra with a grade of "C" or better and subsequently, within two years, earned a performance grade in College Algebra, Trigonometry, or Topics in Mathematics were 0.14 grade points above the average course grades for all students taking these courses.

DATA

College Algebra, Trigonometry, and Topics in Mathematics Course Grade Comparison: Spring '04 - Fall '05
Students Completing Intermediate Algebra and Students NOT Taking Intermediate Algebra in Fall 2003

College Algebra, Trigonometry, and Topics in Mathematics Average Course Grade						
Grade	Intermediate Algebra "C or better"		Average Course Grade 2.69	No Intermediate Algebra*		Average Course Grade 2.55
	# Grades	Grade Points		# Grades	Grade Points	
A	139	556		2,550	10,200	
B	182	546		2,663	7,989	
C	144	288		2,200	4,400	
D	29	29		522	522	
F	33	0		1,139	0	
Total	527	1,419		9,074	23,111	

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	401	1,052	2.62	4,936	12,080	2.45
Trigonometry	64	196	3.06	950	2,625	2.76
Topics in Mathematics	62	171	2.76	3,188	8,406	2.64
Total	527	1,419	2.69	9,074	23,111	2.55

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

Source: ACC Student Database