

**Austin Community College
Developmental Education Effectiveness Measures**

Purpose: To provide campus-wide programs and services that assist academically under-prepared students so that they will meet their educational goals.

Intended Outcome	Assessment Criteria	Methodology
1. Fall-to-Spring Retention Rates		
1.A First-Time in College (FTIC) degree seeking students enrolled at ACC in the fall semester and who are required to take developmental courses will return the following spring semester (Fall-to-Spring Retention).	1A.1 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 required to take developmental education courses who returned in the Spring.	Using THECB <i>Annual Data Profile</i> report, compare the re-enrollment rates of students taking developmental courses with the rate of those who are not.
	1A.2 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.	Using THECB <i>Annual Data Profile</i> report, compare ACC and statewide average Fall-to-Spring retention rates.
1B. 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.	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	Using data from the THECB <i>Annual Data Profile</i> report, compare developmental and non-developmental students' average Fall-to-Spring retention rates by demographic group.
2. Program Completion Rates		
2A. Students who are required the enrolled in Developmental Education Courses at ACC will complete state-mandated requirements..	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.	Using THECB data for LBB measures, compare ACC and statewide percentages.

2B. Students who are required to be placed in developmental courses will complete their developmental requirements.	Baseline data will be collected to determine the rates of completion for the following groups of developmental students: those required to take one Developmental Course; those required to take two Developmental courses; those required to take three Developmental courses.	Using internally generated reports, determine the completion rates by group.
2C. There will be no significant differences between developmental program completion rates by demographic group.	The percent of ACC students who complete all required developmental course work will not be significantly different between demographic groups.	Using internally generated reports, compare developmental completion rates by demographic group.
3. Course Completion Rates		
3. Students who are required to be placed in developmental courses will complete their courses at rates similar to those taking credit courses.	Course completion rates for developmental courses will be within $\pm 5\%$ of that for credit courses.	Using internally generated reports, compare the average course completion rate for developmental courses with that of credit courses.
4. Developmental to Credit Migration Rates		
4A Students who successfully complete Developmental Writing will be successful in the next credit-level English course.	4A.1 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 who take ENGL 1301 within two years, will complete ENGL 1301 with a grade of "C" or better.	4.1a Each semester identify cohorts of students who complete Writing Skills II with a grade of "C" or better, starting in Fall 1997. Each semester thereafter, track the cohort enrollment in ENGL 1301. Calculate the percentage of those who complete ENGL 1301 with a grade of "C" or better within two years of their completion of Writing Skills II.
	4A.2 Students who complete Writing Skills II with a "C" or better and take English Comp I or English Comp II within two years will have course grades similar to that of all students taking these courses.	Each year, the average course grades of students enrolled in English Comp I or English Comp II who completed Writing Skills II with a "C" or better will be within ± 0.3 of all students taking these courses.
4B. Students who successfully complete Developmental Reading will be successful in the next credit-level course.	4B.1 At least 75% of students who complete Reading Skills II with a "C" or better will complete a course designated to meet TASP guidelines (see list below) with a grade of "C" or better.	The grades of at least 75% of the students who complete Reading Skills II with a "C" or better and who take a course designated to meet TASP guidelines (see below for list) within 2 years will be a "C" or better.
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	4B.2. Students who complete Reading Skills II with a "C" or better and take a course designated to meet TASP guidelines (see list below) will have course grades similar to that of all students taking these courses.	Each year, the average course grades of students enrolled in a course designated to meet TASP guidelines (see list below) who completed Reading Skills II with a "C" or better will be within ± 0.3 of all students taking these courses.
4C. Students who successfully complete Developmental Mathematics will be successful in the next credit-level math course.	4C.1 At least 75% of students who complete the highest level of Developmental with a "C" or better will complete College Algebra or Trigonometry or Topics in Mathematics with a grade of "C" or better.	The grades of at least 75% of the students who complete the highest level of Developmental Math with a "C" or better and who take College Algebra or Trigonometry or Topics in Mathematics within 2 years will be a "C" or better.
	4C.2 Students who complete the highest level of Developmental with a "C" or better and take College Algebra or Trigonometry or Topics in Mathematics will have course grades similar to that of all students taking these courses.	Each year, the average course grades of students enrolled in College Algebra or Trigonometry or Topics in Mathematics who completed the highest level of Developmental Math with a "C" or better will be within ± 0.3 of all students taking these courses.

Reading

- GOVT 2305 (U.S. Government)
- GOVT 2306 (Texas State and Local Government)
- ENGL 2322 (British Literature I)
- ENGL 2323 (British Literature II)
- ENGL 2327 (American Literature I)
- ENGL 2328 (American Literature II)
- ENGL 2332 (World Literature I)
- ENGL 2333 (World Literature II)
- HIST 1301 (U.S. History I, self-paced)
- HIST 1302 (U.S. History II, self-paced)