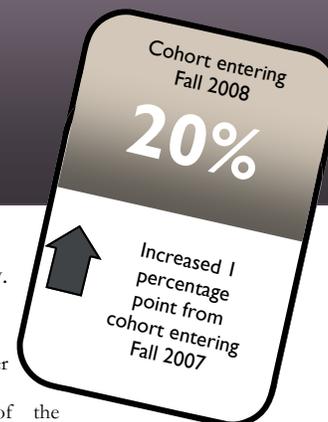


# Success in Subsequent College-level Work



**Definition:** The proportion of underprepared students who successfully completes both developmental-level coursework AND their first college-level English or Math class within one year of entry.

**Methodology definitions:** For this measure,

- **underprepared students** are defined as a cohort of students entering UAA for the first time in a specified Fall semester (including those who enrolled for the first time in the preceding Summer semester and any who cross-enrolled at UAA while still in high school) who have been assessed by one or more of UAA’s five campuses as deficient in one or more of the basic skills (reading, writing, computation) via locally-administered Accuplacer or Compass assessment instruments;
- **successfully completed** is defined as earning a grade of “C” or better;
- **developmental-level coursework** is defined as one or more of a specified list of 15 courses offered at one or more of UAA’s five campuses;
- **college-level English or Math** is defined as ENGL 111 or MATH 107; and
- **one year** is defined as the five semesters beginning with the summer prior to the specified fall semester and ending with the subsequent fall semester. For example, for the Fall 2007 entering cohort, “one year” includes Summer 07, Fall 07, Spring 08, Summer 08, and Fall 08.

## Background

For the past two years, a team of faculty and staff representing UAA’s five campuses have been working together to develop a core indicator of success for the many students who enter UAA with a need for remediation in basic reading, writing, and/or computation (math) skills. These so-called “underprepared students” constitute a significant minority of our entering student population and, as community colleges have long recognized, their lack of preparation can be a significant barrier to their success.

Following models suggested by Kay McClenney (Sid Richardson Endowed Fellow and Director of the Center for Community College Student Engagement Community College Leadership Program) in the 2nd edition of *Core Indicators of Effectiveness for Community Colleges*, the UAA team spent a full year comparing campus practices, developing preliminary definitions and data extraction procedures, and applying them to a single cohort (students entering in the Fall of 2007). The results were circulated in the Spring of 2009 in a project report called *Measuring Success with Underprepared Students* (available at [www.uaa.alaska.edu/institutionaleffectiveness/success/under-prepared-students.cfm](http://www.uaa.alaska.edu/institutionaleffectiveness/success/under-prepared-students.cfm)).

In 2010, we further refined our definitions and procedures, adjusted the results for the Fall 2007 entering cohort, and applied the revised measure to a second cohort (students entering in the Fall of 2008). We are now confident that this

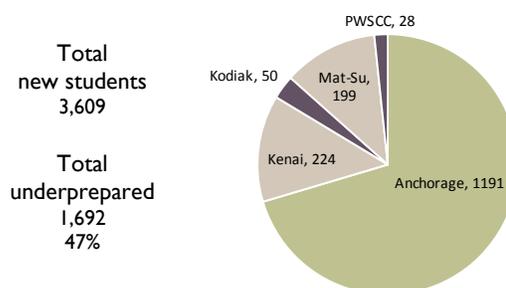
indicator, while not perfect, produces replicable results that reflect the specifics of the UAA environment and yields important insights that can inform future strategies and interventions.

## Second Year Findings: Highlights

\* UAA serves a large number of underprepared students.

Nearly half of all new students entering UAA in the Fall 2007 and Fall 2008 semesters had test scores indicating they were deficient on one or more of the basic reading, writing, or computation skills necessary for success in college-level courses.

**Underprepared Cohort, Fall 2008**



**Underprepared Cohorts, Fall 2007 and Fall 2008**

Cohort Entering	Fall 2007	Fall 2008
Headcount of students who entered UAA in the specified semester with test scores indicating a need for remediation in one or more basic reading, writing, or computation skills	1,747	1,692
By Campus	Fall 2007	Fall 2008
Anchorage Campus	1,228	1,191
Kenai Peninsula College	196	224
Kodiak College	61	50
Matanuska-Susitna College	228	199
Prince William Sound Community College	34	28

\* Most underprepared students take developmental or college preparatory courses in their first year.

However, about one quarter of them do not.

Fall 2007: 1,295 students  
*74% of the underprepared cohort*  
 Fall 2008: 1,326 students  
*78% of the underprepared cohort*

\* PRELIMINARY INDICATOR  
**More than half of underprepared students successfully completed at least one developmental or college preparatory course within a year.**

Most of the students who took a developmental course were successful in that course. Kodiak College and Matanuska-Susitna College had higher than average success rates at this preliminary level; Kenai Peninsula College and Prince William Sound Community College had lower.

**Success in Remedial Course**

Cohorts Entering	Fall 2007	Fall 2008
Proportion of underprepared cohort that successfully completed at least one developmental/college prep course within one year of entry	56.3%	58.5%
By Campus	Fall 2007	Fall 2008
Anchorage Campus	56.2	58.4
Kenai Peninsula College	49.5	56.3
Kodiak College	62.3	64.0
Matanuska-Susitna College	64.5	61.3
Prince William Sound Community College	35.3	50.0

Fall 2007: 984 students  
*56% of the underprepared cohort*  
 Fall 2008: 990 students  
*59% of the underprepared cohort*

\* **Thirty percent successfully completed the next course in the developmental sequence within one year as well.**

For some of these students, the next course in sequence was another developmental/college prep course; for others it was the college-level course.

Fall 2007: 518 students  
*30% of the underprepared cohort*  
 Fall 2008: 501 students  
*30% of the underprepared cohort*

\* CORE INDICATOR  
**About one in five successfully completed a college-level course (English 111 or Math 107) within one year.**

This number represents the proportion of the underprepared cohort who successfully completed both a developmental/college prep course AND a subsequent college-level English or Math course within the five semesters designated as “one year” for this measure. This is the number reported as our *Developmental Skills Core Indicator: Success in Subsequent College-level Work*. The Anchorage Campus had higher than average success rates at this level; the community campuses had lower.

Fall 2007: 339 students  
*19% of the underprepared cohort*  
 Fall 2008: 340 students  
*20% of the underprepared cohort*

**Success in Subsequent College-level Work**

Cohorts Entering	Fall 2007	Fall 2008
Proportion of underprepared cohort that successfully completed at least one developmental/college prep course AND the subsequent college-level Math or English course within one year of entry	19.4%	20.1%
By Campus	Fall 2007	Fall 2008
Anchorage Campus	21.3	22.5
Kenai Peninsula College	14.8	11.6
Kodiak College	11.5	14.0
Matanuska-Susitna College	17.1	19.1
Prince William Sound Community College	11.8	14.3

## Extending the Time Frame

Some members of the original project team wondered if one year (five semesters) was a long enough time frame for measuring enrollment and success rates. The majority of our student population attends part-time, and some students drop in and out over much longer time periods than traditional college students might do.

To answer this question, we extended the time frame of measurement for the Fall 2007 entering cohort to two years (the eight semesters beginning with the Summer of 2007 and ending with the Fall of 2009). The size and composition of the underprepared cohort remains the same: 1,747 individuals who entered in Fall 2007.

## Results After Two Years

Given additional time to complete coursework, underprepared students do achieve somewhat higher success rates on these measures.

### \* Preliminary Indicator

The number of underprepared students who successfully completed at least one developmental or college prep course grew by 56, producing a success rate of 59.5%, about three points higher than the one-year measure.

#### Success in Remedial Course

Cohort Entering Fall 2007	Within 1 Year	Within 2 Years
Proportion of underprepared cohort that successfully completed at least one developmental/college prep course	56.3%	59.5%
By Campus	Within 1 Year	Within 2 Years
Anchorage Campus	56.2	59.7
Kenai Peninsula College	49.5	53.6
Kodiak College	62.3	62.3
Matanuska-Susitna College	64.5	66.7
Prince William Sound Community College	35.3	35.3

### \* Core Indicator

The number of underprepared students who successfully completed both a developmental/college prep course AND the subsequent college-level Math or English course increased by 105, yielding a two-year success rate of 25.4%, about six percentage points higher than the one-year measure.

## Success in Subsequent College-level Work

Cohort Entering Fall 2007	Within 1 Year	Within 2 Years
Proportion of underprepared cohort that successfully completed at least one developmental/college prep course AND the subsequent college-level Math or English course within one year of entry	19.4%	25.4%
By Campus	Within 1 Year	Within 2 Years
Anchorage Campus	21.3	27.6
Kenai Peninsula College	14.8	18.4
Kodiak College	11.5	14.8
Matanuska-Susitna College	17.1	25.0
Prince William Sound Community College	11.8	14.7

## National Measures

Similar indicators of student success are in development at other institutions throughout the county. Unfortunately, a national standard has not yet emerged.

- Kay McClenney is steering an effort to create a National Voluntary Framework of Accountability that would create consistent community college data for the first time. The project is organized by the American Association of Community Colleges and the College Board.
- The National Center for Developmental Education is advocating for development of industry standards that include success rates at three levels: 1) from lowest level to next level in the developmental sequence; 2) from highest level developmental course to college-level course; and 3) fall-to-fall retention rates for those who took at least one developmental course.
- As part of the *Achieving the Dream: Community Colleges Count* initiative, community colleges in Texas and Florida have developed longitudinal tracking systems for underprepared students in three groups: those who need 1) Developmental English only; 2) lower level Developmental Math; and 3) upper level Developmental Math. Their measures focus on graduation rates among first-time degree-seeking students who attend either full or part-time.

In the absence of a widely applied measurement, we cannot say whether UAA's success rates are bad or good compared to other institutions. Apples-to-apples comparisons are simply not possible at this time. However, as we further refine these measures for UAA, we will be keeping a watchful eye on national efforts and sharing our reports and analyses with others who are working on these same questions.

## Project Team

### Chair .....

**Renee Carter-Chapman**

*Senior Vice Provost*

*Institutional Effectiveness, Engagement, and Academic Support*

### Campus Representatives .....

#### Anchorage Campus

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Kay Landis

*Writer/Editor, Institutional Effectiveness*

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*Associate Vice Provost, Institutional Research*

## Next Steps

### Ways to Use This Indicator

- Continue to gather data about underprepared student progress and success in gatekeeper courses
- Use the data to drive change
  - > Increase percent of underprepared students who enroll in a preparatory course
  - > Increase course success rates in preparatory courses

### Additional Research to Pursue

- What is happening to the 25% who test as under-prepared but don't take developmental-level or college prep coursework?
- How many of the 75% who haven't reached this success benchmark are still enrolled after 2 years?
- What worked for the 25% that did progress to the college-level course? How can we build on that?

### Recommendations

**Identify activities that appear to be successful and build on those.**

- Learning communities
- Continuing comprehensive academic support outside of classroom instruction and after completion of developmental courses (for example, tutoring, supplemental learning, peer mentoring, student coaching)

### Increase progression to gatekeeper courses

- Better curriculum alignment between developmental and college-level courses
- Close working relationship between faculty who teach developmental courses and gatekeeper courses
- Accelerated learning where developmental classes are offered in compressed schedule
- Opportunity for students to concurrently take developmental and college-level composition courses

### Enhance transition to college

- Identify underprepared students before they enroll in college. Expand early placement testing into junior year in high school to build awareness of college readiness
- Create summer bridge and fast start programs to improve student preparedness before college courses

# Fall 2007

## University of Alaska Anchorage MAU total: All UAA Campuses

### Fall 2007 Entry Cohort

3,610

All undergraduates enrolled at UAA for the first time in Fall 2007, including those who enrolled for the first time in Summer 2007. Includes freshmen, transfer students, degree-seekers, non degree-seekers, full-time, part-time, and professional/licensure students. Excludes graduate students.

#### Students with recent Accuplacer or Compass test scores

Math: May 1, 2006 or later  
Reading/Writing: May 1, 2005 or later

1,932

#### Students without recent Accuplacer or Compass test scores

Students in this group may have ACT or SAT scores, older Accuplacer or Compass scores, or no placement scores at all. They may be transfer, non degree-seeking (general interest), or professional development students, or others who are not enrolling in Math or English

### Underprepared Cohort

#### Assessment scores indicate need for remediation

One or more Accuplacer or Compass scores place student into one or more of the specified developmental-level courses: PRPE 070, PRPE 076, PRPE 080, PRPE 084, PRPE 086, PRPE 094, PRPE 107, PRPE 108, ENGL 101, ENGL 106, ENGL 108, ENGL 109, MATH 054, MATH 055, MATH 105

1,747

Assessment scores indicate readiness for college-level work

The proportion of the Entry Cohort whose test scores indicate a need for remediation is 48%.

#### Members of the Underprepared Cohort enrolled in remedial course(s)

After 1 year	After 2 years
1,295	1,341

Students enrolled, but not in remedial course(s)

#### Successful in at least one remedial course

After 1 year	After 2 years
984	1,040

**Preliminary Indicator:** The proportion of the Underprepared Cohort who successfully completed a remedial course after one year is 56%; after two years is 60%.

#### Enrolled in a subsequent course

After 1 year	After 2 years
669	764

#### Successful in subsequent course

After 1 year	After 2 years
518	612

The proportion of the Underprepared Cohort who successfully completed a subsequent course after one year is 30%; after two years is 35%.

#### Successful in a college-level course

After 1 year	After 2 years
339	444

**Core Indicator:** The proportion of the Underprepared Cohort who successfully completed a college-level course after one year is 19%; after two years is 25%.

### Developmental Skills Core Indicator

The proportion of identified **entering student cohorts** on all campuses that are **assessed as deficient** in one or more of the basic skills who subsequently

- A) **successfully completes developmental work** intended to remediate this deficiency and
- B) **completes the next course in the sequence** with a grade of C or better; including those who
- C) **completes their first college-level courses** requiring the use of this skill.

#### All Campuses

1,747

After 1 year	After 2 years
984 56%	1,040 60%
518 30%	612 35%
339 19%	444 25%

# Fall Anchorage Campus 2007

## Fall 2007 Entry Cohort

2,648

All undergraduates enrolled at UAA for the first time in Fall 2007, including those who enrolled for the first time in Summer 2007. Includes freshmen, transfer students, degree-seekers, non degree-seekers, full-time, part-time, and professional/licensure students. Excludes graduate students.

### Students with recent Accuplacer or Compass test scores

Math: May 1, 2006 or later  
Reading/Writing: May 1, 2005 or later

1,384

### Students without recent Accuplacer or Compass test scores

Students in this group may have ACT or SAT scores, older Accuplacer or Compass scores, or no placement scores at all. They may be transfer, non degree-seeking (general interest), or professional development students, or others who are not enrolling in Math or English

## Underprepared Cohort

### Assessment scores indicate need for remediation

One or more Accuplacer or Compass scores place student into one or more of the specified developmental-level courses: PRPE 070, PRPE 076, PRPE 080, PRPE 084, PRPE 086, PRPE 094, PRPE 107, PRPE 108, ENGL 101, ENGL 106, ENGL 108, ENGL 109, MATH 054, MATH 055, MATH 105

1,228

Assessment scores indicate readiness for college-level work

The proportion of the Entry Cohort whose test scores indicate a need for remediation is 46%.

### Members of the Underprepared Cohort enrolled in remedial course(s)

	After 1 year	After 2 years
	917	951

Students enrolled, but not in remedial course(s)

### Successful in at least one remedial course

	After 1 year	After 2 years
	690	733

**Preliminary Indicator:** The proportion of the Underprepared Cohort who successfully completed a remedial course after one year is 56%; after two years is 60%.

### Enrolled in a subsequent course

	After 1 year	After 2 years
	494	568

### Successful in subsequent course

	After 1 year	After 2 years
	380	453

The proportion of the Underprepared Cohort who successfully completed a subsequent course after one year is 31%; after two years is 37%.

### Successful in a college-level course

	After 1 year	After 2 years
	262	339

**Core Indicator:** The proportion of the Underprepared Cohort who successfully completed a college-level course after one year is 21%; after two years is 28%.

## Developmental Skills Core Indicator

The proportion of identified entering student cohorts that are assessed as deficient in one or more of the basic skills who subsequently

- A) **successfully completes developmental work** intended to remediate this deficiency and
- B) **completes the next course in the sequence** with a grade of C or better; including those who
- C) **completes their first college-level courses** requiring the use of this skill.

### Anchorage Campus

1,228

	After 1 year	After 2 years
690	56%	733 60%
380	31%	453 37%
262	21%	339 28%

# Fall Kenai Peninsula College 2007

## Fall 2007 Entry Cohort

All undergraduates enrolled at UAA for the first time in Fall 2007, including those who enrolled for the first time in Summer 2007. Includes freshmen, transfer students, degree-seekers, non degree-seekers, full-time, part-time, and professional/licensure students. Excludes graduate students.

406

### Students with recent Accuplacer or Compass test scores

Math: May 1, 2006 or later  
Reading/Writing: May 1, 2005 or later

209

### Students without recent Accuplacer or Compass test scores

Students in this group may have ACT or SAT scores, older Accuplacer or Compass scores, or no placement scores at all. They may be transfer, non degree-seeking (general interest), or professional development students, or others who are not enrolling in Math or English

## Underprepared Cohort

### Assessment scores indicate need for remediation

One or more Accuplacer or Compass scores place student into one or more of the specified developmental-level courses: PRPE 070, PRPE 076, PRPE 080, PRPE 084, PRPE 086, PRPE 094, PRPE 107, PRPE 108, ENGL 101, ENGL 106, ENGL 108, ENGL 109, MATH 054, MATH 055, MATH 105

196

Assessment scores indicate readiness for college-level work

The proportion of the Entry Cohort whose test scores indicate a need for remediation is 48%.

### Members of the Underprepared Cohort enrolled in remedial course(s)

After 1 year	After 2 years
126	135

Students enrolled, but not in remedial course(s)

### Successful in at least one remedial course

After 1 year	After 2 years
97	105

**Preliminary Indicator:** The proportion of the Underprepared Cohort who successfully completed a remedial course after one year is 49%; after two years is 54%.

### Enrolled in a subsequent course

After 1 year	After 2 years
57	71

### Successful in subsequent course

After 1 year	After 2 years
49	59

The proportion of the Underprepared Cohort who successfully completed a subsequent course after one year is 25%; after two years is 30%.

### Successful in a college-level course

After 1 year	After 2 years
29	36

**Core Indicator:** The proportion of the Underprepared Cohort who successfully completed a college-level course after one year is 15%; after two years is 18%.

## Developmental Skills Core Indicator

The proportion of identified entering student cohorts that are assessed as deficient in one or more of the basic skills who subsequently

- A) **successfully completes developmental work** intended to remediate this deficiency and
- B) **completes the next course in the sequence** with a grade of C or better; including those who
- C) **completes their first college-level courses** requiring the use of this skill.

### Kenai Peninsula College 196

After 1 year	After 2 years
97 49%	105 54%
49 25%	59 30%
29 15%	36 18%

# Fall Kodiak College 2007

## Fall 2007 Entry Cohort

All undergraduates enrolled at UAA for the first time in Fall 2007, including those who enrolled for the first time in Summer 2007. Includes freshmen, transfer students, degree-seekers, non degree-seekers, full-time, part-time, and professional/licensure students. Excludes graduate students.

116

### Students with recent Accuplacer or Compass test scores

Math: May 1, 2006 or later  
Reading/Writing: May 1, 2005 or later

63

### Students without recent Accuplacer or Compass test scores

Students in this group may have ACT or SAT scores, older Accuplacer or Compass scores, or no placement scores at all. They may be transfer, non degree-seeking (general interest), or professional development students, or others who are not enrolling in Math or English

## Underprepared Cohort

### Assessment scores indicate need for remediation

One or more Accuplacer or Compass scores place student into one or more of the specified developmental-level courses: PRPE 070, PRPE 076, PRPE 080, PRPE 084, PRPE 086, PRPE 094, PRPE 107, PRPE 108, ENGL 101, ENGL 106, ENGL 108, ENGL 109, MATH 054, MATH 055, MATH 105

61

Assessment scores indicate readiness for college-level work

The proportion of the Entry Cohort whose test scores indicate a need for remediation is 53%.

### Members of the Underprepared Cohort enrolled in remedial course(s)

After 1 year	After 2 years
46	47

Students enrolled, but not in remedial course(s)

### Successful in at least one remedial course

After 1 year	After 2 years
38	38

**Preliminary Indicator:** The proportion of the Underprepared Cohort who successfully completed a remedial course after one year is 62%; after two years is 62%.

### Enrolled in a subsequent course

After 1 year	After 2 years
22	27

### Successful in subsequent course

After 1 year	After 2 years
16	18

The proportion of the Underprepared Cohort who successfully completed a subsequent course after one year is 26%; after two years is 31%.

### Successful in a college-level course

After 1 year	After 2 years
7	9

**Core Indicator:** The proportion of the Underprepared Cohort who successfully completed a college-level course after one year is 11%; after two years is 15%.

## Developmental Skills Core Indicator

The proportion of identified entering student cohorts that are assessed as deficient in one or more of the basic skills who subsequently

- A) successfully completes developmental work intended to remediate this deficiency and
- B) completes the next course in the sequence with a grade of C or better; including those who
- C) completes their first college-level courses requiring the use of this skill.

### Kodiak College

61

After 1 year	After 2 years
38 62%	38 62%
16 26%	18 31%
7 11%	9 15%

# Fall Matanuska-Susitna College 2007

## Fall 2007 Entry Cohort

320

All undergraduates enrolled at UAA for the first time in Fall 2007, including those who enrolled for the first time in Summer 2007. Includes freshmen, transfer students, degree-seekers, non degree-seekers, full-time, part-time, and professional/licensure students. Excludes graduate students.

### Students with recent Accuplacer or Compass test scores

Math: May 1, 2006 or later  
Reading/Writing: May 1, 2005 or later

234

### Students without recent Accuplacer or Compass test scores

Students in this group may have ACT or SAT scores, older Accuplacer or Compass scores, or no placement scores at all. They may be transfer, non degree-seeking (general interest), or professional development students, or others who are not enrolling in Math or English

## Underprepared Cohort

### Assessment scores indicate need for remediation

One or more Accuplacer or Compass scores place student into one or more of the specified developmental-level courses: PRPE 070, PRPE 076, PRPE 080, PRPE 084, PRPE 086, PRPE 094, PRPE 107, PRPE 108, ENGL 101, ENGL 106, ENGL 108, ENGL 109, MATH 054, MATH 055, MATH 105

228

Assessment scores indicate readiness for college-level work

The proportion of the Entry Cohort whose test scores indicate a need for remediation is 71%.

### Members of the Underprepared Cohort enrolled in remedial course(s)

After 1 year	After 2 years
186	188

Students enrolled, but not in remedial course(s)

### Successful in at least one remedial course

After 1 year	After 2 years
147	152

**Preliminary Indicator:** The proportion of the Underprepared Cohort who successfully completed a remedial course after one year is 64%; after two years is 67%.

### Enrolled in a subsequent course

After 1 year	After 2 years
98	110

### Successful in subsequent course

After 1 year	After 2 years
72	83

The proportion of the Underprepared Cohort who successfully completed a subsequent course after one year is 32%; after two years is 36%.

### Successful in a college-level course

After 1 year	After 2 years
39	57

**Core Indicator:** The proportion of the Underprepared Cohort who successfully completed a college-level course after one year is 17%; after two years is 25%.

## Developmental Skills Core Indicator

The proportion of identified entering student cohorts that are assessed as deficient in one or more of the basic skills who subsequently

- A) successfully completes developmental work intended to remediate this deficiency and
- B) completes the next course in the sequence with a grade of C or better; including those who
- C) completes their first college-level courses requiring the use of this skill.

### Matanuska-Susitna College 228

	After 1 year	After 2 years
147	64%	152 67%
72	32%	83 36%
39	17%	57 25%

# Fall Prince William Sound Community College 2007

## Fall 2007 Entry Cohort

120

All undergraduates enrolled at UAA for the first time in Fall 2007, including those who enrolled for the first time in Summer 2007. Includes freshmen, transfer students, degree-seekers, non degree-seekers, full-time, part-time, and professional/licensure students. Excludes graduate students.

### Students with recent Accuplacer or Compass test scores

Math: May 1, 2006 or later  
Reading/Writing: May 1, 2005 or later

42

### Students without recent Accuplacer or Compass test scores

Students in this group may have ACT or SAT scores, older Accuplacer or Compass scores, or no placement scores at all. They may be transfer, non degree-seeking (general interest), or professional development students, or others who are not enrolling in Math or English

## Underprepared Cohort

### Assessment scores indicate need for remediation

One or more Accuplacer or Compass scores place student into one or more of the specified developmental-level courses: PRPE 070, PRPE 076, PRPE 080, PRPE 084, PRPE 086, PRPE 094, PRPE 107, PRPE 108, ENGL 101, ENGL 106, ENGL 108, ENGL 109, MATH 054, MATH 055, MATH 105

34

Assessment scores indicate readiness for college-level work

The proportion of the Entry Cohort whose test scores indicate a need for remediation is 28%.

### Members of the Underprepared Cohort enrolled in remedial course(s)

	After 1 year	After 2 years
Members of the Underprepared Cohort enrolled in remedial course(s)	20	20

Students enrolled, but not in remedial course(s)

### Successful in at least one remedial course

	After 1 year	After 2 years
Successful in at least one remedial course	12	12

**Preliminary Indicator:** The proportion of the Underprepared Cohort who successfully completed a remedial course after one year is 35%; after two years is 35%.

### Enrolled in a subsequent course

	After 1 year	After 2 years
Enrolled in a subsequent course	8	8

### Successful in subsequent course

	After 1 year	After 2 years
Successful in subsequent course	6	7

The proportion of the Underprepared Cohort who successfully completed a subsequent course after one year is 18%; after two years is 21%.

### Successful in a college-level course

	After 1 year	After 2 years
Successful in a college-level course	4	5

**Core Indicator:** The proportion of the Underprepared Cohort who successfully completed a college-level course after one year is 12%; after two years is 15%.

## Developmental Skills Core Indicator

The proportion of identified entering student cohorts that are assessed as deficient in one or more of the basic skills who subsequently

- A) successfully completes developmental work intended to remediate this deficiency and
- B) completes the next course in the sequence with a grade of C or better; including those who
- C) completes their first college-level courses requiring the use of this skill.

### Prince William Sound Community College

34

	After 1 year	After 2 years
After 1 year	12 35%	12 35%
After 2 years	6 18%	7 21%
After 2 years	4 12%	5 15%

# Fall

## University of Alaska Anchorage MAU total: All UAA Campuses

# 2008

### Fall 2008 Entry Cohort

3,609

All undergraduates enrolled at UAA for the first time in Fall 2008, including those who enrolled for the first time in Summer 2007. Includes freshmen, transfer students, degree-seekers, non degree-seekers, full-time, part-time, and professional/licensure students. Excludes graduate students.

#### Students with recent Accuplacer or Compass test scores

Math: May 1, 2007 or later  
Reading/Writing: May 1, 2006 or later

1,881

#### Students without recent Accuplacer or Compass test scores

Students in this group may have ACT or SAT scores, older Accuplacer or Compass scores, or no placement scores at all. They may be transfer, non degree-seeking (general interest), or

### Underprepared Cohort

#### Assessment scores indicate need for remediation

One or more Accuplacer or Compass scores place student into one or more of the specified developmental-level courses: PRPE 070, PRPE 076, PRPE 080, PRPE 084, PRPE 086, PRPE 094, PRPE 107, PRPE 108, ENGL 101, ENGL 106, ENGL 108, ENGL 109, MATH 054, MATH 055, MATH 105

1,692

Assessment scores indicate readiness for college-level work

The proportion of the Entry Cohort whose test scores indicate a need for remediation is 47%.

#### Members of the Underprepared Cohort enrolled in remedial course(s)

After 1 year	After 2 years
1,326	

Students enrolled, but not in remedial course(s)

#### Successful in at least one remedial course

After 1 year	After 2 years
990	

**Preliminary Indicator:** The proportion of the Underprepared Cohort who successfully completed a remedial course after one year is 59%

#### Enrolled in a subsequent course

After 1 year	After 2 years
644	

#### Successful in subsequent course

After 1 year	After 2 years
501	

The proportion of the Underprepared Cohort who successfully completed a subsequent course after one year is 30%.

#### Successful in a college-level course

After 1 year	After 2 years
340	

**Core Indicator:** The proportion of the Underprepared Cohort who successfully completed a college-level course after one year is 20%.

### Developmental Skills Core Indicator

The proportion of identified entering student cohorts on all campuses that are assessed as deficient in one or more of the basic skills who subsequently

- A) **successfully completes developmental work** intended to remediate this deficiency and
- B) **completes the next course in the sequence** with a grade of C or better; including those who
- C) **completes their first college-level courses** requiring the use of this skill.

#### All Campuses

1,692

	After 1 year	After 2 years
A) successfully completes developmental work intended to remediate this deficiency and	990	59%
B) completes the next course in the sequence with a grade of C or better; including those who	501	30%
C) completes their first college-level courses requiring the use of this skill.	340	20%

# Fall Anchorage Campus 2008

## Fall 2008 Entry Cohort

All undergraduates enrolled at UAA for the first time in Fall 2008, including those who enrolled for the first time in Summer 2007. Includes freshmen, transfer students, degree-seekers, non degree-seekers, full-time, part-time, and professional/licensure students. Excludes graduate students.

2,592

### Students with recent Accuplacer or Compass test scores

Math: May 1, 2007 or later  
Reading/Writing: May 1, 2006 or later

1,343

### Students without recent Accuplacer or Compass test scores

Students in this group may have ACT or SAT scores, older Accuplacer or Compass scores, or no placement scores at all. They may be transfer, non degree-seeking (general interest), or professional development students, or others who are not enrolling in Math or English

## Underprepared Cohort

### Assessment scores indicate need for remediation

One or more Accuplacer or Compass scores place student into one or more of the specified developmental-level courses: PRPE 070, PRPE 076, PRPE 080, PRPE 084, PRPE 086, PRPE 094, PRPE 107, PRPE 108, ENGL 101, ENGL 106, ENGL 108, ENGL 109, MATH 054, MATH 055, MATH 105

1,191

Assessment scores indicate readiness for college-level work

The proportion of the Entry Cohort whose test scores indicate a need for remediation is 46%.

### Members of the Underprepared Cohort enrolled in remedial course(s)

	After 1 year	After 2 years
940		

Students enrolled, but not in remedial course(s)

### Successful in at least one remedial course

	After 1 year	After 2 years
696		

Preliminary Indicator: The proportion of the Underprepared Cohort who successfully completed a remedial course after one year is 58%

### Enrolled in a subsequent course

	After 1 year	After 2 years
480		

### Successful in subsequent course

	After 1 year	After 2 years
377		

The proportion of the Underprepared Cohort who successfully completed a subsequent course after one year is 32%.

### Successful in a college-level course

	After 1 year	After 2 years
268		

Core Indicator: The proportion of the Underprepared Cohort who successfully completed a college-level course after one year is 23%.

## Developmental Skills Core Indicator

The proportion of identified entering student cohorts on all campuses that are assessed as deficient in one or more of the basic skills who subsequently

- A) successfully completes developmental work intended to remediate this deficiency and
- B) completes the next course in the sequence with a grade of C or better; including those who
- C) completes their first college-level courses requiring the use of this skill.

### Anchorage Campus

1,191

	After 1 year	After 2 years
696	58%	
377	32%	
268	23%	

# Fall Kenai Peninsula College 2008

## Fall 2008 Entry Cohort

444

All undergraduates enrolled at UAA for the first time in Fall 2008, including those who enrolled for the first time in Summer 2007. Includes freshmen, transfer students, degree-seekers, non degree-seekers, full-time, part-time, and professional/licensure students. Excludes graduate students.

### Students with recent Accuplacer or Compass test scores

Math: May 1, 2007 or later  
Reading/Writing: May 1, 2006 or later

249

### Students without recent Accuplacer or Compass test scores

Students in this group may have ACT or SAT scores, older Accuplacer or Compass scores, or no placement scores at all. They may be transfer, non degree-seeking (general interest), or professional development students, or others who are not enrolling in Math or English

## Underprepared Cohort

### Assessment scores indicate need for remediation

One or more Accuplacer or Compass scores place student into one or more of the specified developmental-level courses: PRPE 070, PRPE 076, PRPE 080, PRPE 084, PRPE 086, PRPE 094, PRPE 107, PRPE 108, ENGL 101, ENGL 106, ENGL 108, ENGL 109, MATH 054, MATH 055, MATH 105

224

Assessment scores indicate readiness for college-level work

The proportion of the Entry Cohort whose test scores indicate a need for remediation is 50%.

### Members of the Underprepared Cohort enrolled in remedial course(s)

After 1 year	After 2 years
163	

Students enrolled, but not in remedial course(s)

### Successful in at least one remedial course

After 1 year	After 2 years
126	

**Preliminary Indicator:** The proportion of the Underprepared Cohort who successfully completed a remedial course after one year is 56%

### Enrolled in a subsequent course

After 1 year	After 2 years
73	

### Successful in subsequent course

After 1 year	After 2 years
47	

The proportion of the Underprepared Cohort who successfully completed a subsequent course after one year is 21%.

### Successful in a college-level course

After 1 year	After 2 years
26	

**Core Indicator:** The proportion of the Underprepared Cohort who successfully completed a college-level course after one year is 12%.

## Developmental Skills Core Indicator

The proportion of identified **entering student cohorts** on all campuses that are **assessed as deficient** in one or more of the basic skills who subsequently

- A) **successfully completes developmental work** intended to remediate this deficiency and
- B) **completes the next course in the sequence** with a grade of C or better; including those who
- C) **completes their first college-level courses** requiring the use of this skill.

Kenai Peninsula  
College  
224

	After 1 year	After 2 years
A)	126	56%
B)	47	21%
C)	26	12%

# Fall Kodiak College 2008

## Fall 2008 Entry Cohort

All undergraduates enrolled at UAA for the first time in Fall 2008, including those who enrolled for the first time in Summer 2007. Includes freshmen, transfer students, degree-seekers, non degree-seekers, full-time, part-time, and professional/licensure students. Excludes graduate students.

115

### Students with recent Accuplacer or Compass test scores

Math: May 1, 2007 or later  
Reading/Writing: May 1, 2006 or later

50

### Students without recent Accuplacer or Compass test scores

Students in this group may have ACT or SAT scores, older Accuplacer or Compass scores, or no placement scores at all. They may be transfer, non degree-seeking (general interest), or professional development students, or others who are not enrolling in Math or English

## Underprepared Cohort

### Assessment scores indicate need for remediation

One or more Accuplacer or Compass scores place student into one or more of the specified developmental-level courses: PRPE 070, PRPE 076, PRPE 080, PRPE 084, PRPE 086, PRPE 094, PRPE 107, PRPE 108, ENGL 101, ENGL 106, ENGL 108, ENGL 109, MATH 054, MATH 055, MATH 105

50

The proportion of the Entry Cohort whose test scores indicate a need for remediation is 43%.

### Members of the Underprepared Cohort enrolled in remedial course(s)

After 1 year	After 2 years
36	

Students enrolled, but not in remedial course(s)

### Successful in at least one remedial course

After 1 year	After 2 years
32	

**Preliminary Indicator:** The proportion of the Underprepared Cohort who successfully completed a remedial course after one year is 64%

### Enrolled in a subsequent course

After 1 year	After 2 years
12	

### Successful in subsequent course

After 1 year	After 2 years
12	

The proportion of the Underprepared Cohort who successfully completed a subsequent course after one year is 24%.

### Successful in a college-level course

After 1 year	After 2 years
7	

**Core Indicator:** The proportion of the Underprepared Cohort who successfully completed a college-level course after one year is 14%.

## Developmental Skills Core Indicator

The proportion of identified **entering student cohorts** on all campuses that are **assessed as deficient** in one or more of the basic skills who subsequently

- A) **successfully completes developmental work** intended to remediate this deficiency and
- B) **completes the next course in the sequence** with a grade of C or better; including those who
- C) **completes their first college-level courses** requiring the use of this skill.

Kodiak College	
50	
After 1 year	After 2 years
32	64%
12	24%
7	14%

# Fall Matanuska-Susitna College 2008

## Fall 2008 Entry Cohort

All undergraduates enrolled at UAA for the first time in Fall 2008, including those who enrolled for the first time in Summer 2007. Includes freshmen, transfer students, degree-seekers, non degree-seekers, full-time, part-time, and professional/licensure students. Excludes graduate students.

287

### Students with recent Accuplacer or Compass test scores

Math: May 1, 2007 or later  
Reading/Writing: May 1, 2006 or later

202

### Students without recent Accuplacer or Compass test scores

Students in this group may have ACT or SAT scores, older Accuplacer or Compass scores, or no placement scores at all. They may be transfer, non degree-seeking (general interest), or professional development students, or others who are not enrolling in Math or English

## Underprepared Cohort

### Assessment scores indicate need for remediation

One or more Accuplacer or Compass scores place student into one or more of the specified developmental-level courses: PRPE 070, PRPE 076, PRPE 080, PRPE 084, PRPE 086, PRPE 094, PRPE 107, PRPE 108, ENGL 101, ENGL 106, ENGL 108, ENGL 109, MATH 054, MATH 055, MATH 105

199

Assessment scores indicate readiness for college-level work

The proportion of the Entry Cohort whose test scores indicate a need for remediation is 69%.

### Members of the Underprepared Cohort enrolled in remedial course(s)

After 1 year	After 2 years
163	

Students enrolled, but not in remedial course(s)

### Successful in at least one remedial course

After 1 year	After 2 years
122	

**Preliminary Indicator:** The proportion of the Underprepared Cohort who successfully completed a remedial course after one year is 61%

### Enrolled in a subsequent course

After 1 year	After 2 years
85	

### Successful in subsequent course

After 1 year	After 2 years
62	

The proportion of the Underprepared Cohort who successfully completed a subsequent course after one year is 31%.

### Successful in a college-level course

After 1 year	After 2 years
38	

**Core Indicator:** The proportion of the Underprepared Cohort who successfully completed a college-level course after one year is 19%.

## Developmental Skills Core Indicator

The proportion of identified **entering student cohorts** on all campuses that are **assessed as deficient** in one or more of the basic skills who subsequently

- A) **successfully completes developmental work** intended to remediate this deficiency and
- B) **completes the next course in the sequence** with a grade of C or better; including those who
- C) **completes their first college-level courses** requiring the use of this skill.

Matanuska-Susitna  
College  
199

After 1 year	After 2 years
122	61%
62	31%
38	19%

# Fall Prince William Sound Community College 2008

## Fall 2008 Entry Cohort

171

All undergraduates enrolled at UAA for the first time in Fall 2008, including those who enrolled for the first time in Summer 2007. Includes freshmen, transfer students, degree-seekers, non degree-seekers, full-time, part-time, and professional/licensure students. Excludes graduate students.

### Students with recent Accuplacer or Compass test scores

Math: May 1, 2007 or later  
Reading/Writing: May 1, 2006 or later

37

### Students without recent Accuplacer or Compass test scores

Students in this group may have ACT or SAT scores, older Accuplacer or Compass scores, or no placement scores at all. They may be transfer, non degree-seeking (general interest), or professional development students, or others who are not enrolling in Math or English

## Underprepared Cohort

Assessment scores indicate need for remediation

28

One or more Accuplacer or Compass scores place student into one or more of the specified developmental-level courses: PRPE 070, PRPE 076, PRPE 080, PRPE 084, PRPE 086, PRPE 094, PRPE 107, PRPE 108, ENGL 101, ENGL 106, ENGL 108, ENGL 109, MATH 054, MATH 055, MATH 105

Assessment scores indicate readiness for college-level work

The proportion of the Entry Cohort whose test scores indicate a need for remediation is 16%.

### Members of the Underprepared Cohort enrolled in remedial course(s)

After 1 year	After 2 years
24	

Students enrolled, but not in remedial course(s)

### Successful in at least one remedial course

After 1 year	After 2 years
14	

Preliminary Indicator: The proportion of the Underprepared Cohort who successfully completed a remedial course after one year is 50%

### Enrolled in a subsequent course

After 1 year	After 2 years
10	

### Successful in subsequent course

After 1 year	After 2 years
7	

The proportion of the Underprepared Cohort who successfully completed a subsequent course after one year is 25%.

### Successful in a college-level course

After 1 year	After 2 years
4	

Core Indicator: The proportion of the Underprepared Cohort who successfully completed a college-level course after one year is 14%.

## Developmental Skills Core Indicator

The proportion of identified entering student cohorts on all campuses that are assessed as deficient in one or more of the basic skills who subsequently

- A) successfully completes developmental work intended to remediate this deficiency and
- B) completes the next course in the sequence with a grade of C or better; including those who
- C) completes their first college-level courses requiring the use of this skill.

Prince William Sound  
Community College  
28

After 1 year	After 2 years
14 50%	
7 25%	
4 14%	