DEFINITIONS

For this measure,

- **underprepared students** are defined as a cohort of baccalaureate and associate of arts degree-seeking students entering UAA for the first time in a specified fall semester who have been assessed by UAA as deficient in one or more of the basic skills (reading, writing, computation) according to SAT, ACT scores, or Accuplacer 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 courses offered at any of UAA’s five campuses: MATH 054, 055, 060, 105 and ENGL 108, PRPE 070, 076, 080, 084, 086 107, 108;

- **college-level English or Math** is defined as ENGL 111, MATH 107, 172 AND STAT 252; and

- **one year** is defined as the four semesters beginning with the specified fall semester and ending with the subsequent fall semester. For example, for the Fall 2010 entering cohort, “one year” includes Fall 10, Spring 11, Summer 11, and Fall 11.

SOURCES:

SW IR DSD data system at fall semester closing, compiled by UAA IR office


HOW MANY INCOMING FRESHMEN ARE UNDERPREPARED?

71% of all incoming baccalaureate and associate of arts degree-seeking students were identified through test scores as underprepared for English, Math or both in fall 2014.

**How many need help with math compared to English?**

- 33% of the 1,135 underprepared students tested in fall 2014 were NOT ready for both college level Math and English.

STUDENT ENROLLMENT TRENDS

This chart shows the trend for incoming associate of arts and baccalaureate degree-seeking students who enroll in developmental English and/or math each fall semester. These include students who test as READY for college-level work and self-advised into developmental-level courses.
### Definitions
- Includes AA and Baccalaureate seekers only
- 1 year = Fall 2013, Spring 2014, Summer 2014, Fall 2014
- Pass = includes A, B, C, D; Fail = F, W, Incomplete
- Students taking developmental and college-level course were placed in college level course.
- Self-advised = may have SAT / ACT and have chosen to enter Tier 1

### ENROLLMENT FIRST
- 1,643 Students Enter UAA Seeking AA OR Baccalaureate

#### ACCUPLACER Results
- 537 (33%) READY for College Level Math.
- 1,106 (67%) NOT READY for College Level Math.

547 not ready for college level Math and English; 559 not ready for Math only.

### ENROLLED, but not in Math courses.

### PROGRESS WITHIN 1 YEAR

#### Tier 1 College Math
- 536 PASS (33%)
- 120 FAIL (7%)

#### Developmental Math
- 597 PASS (36%)
- 304 FAIL (19%)

### MATH OUTCOMES

#### Tier 1 College Math
- 536 PASS (33%)
- 120 FAIL (7%)

#### Developmental Math
- 597 PASS (36%)
- 304 FAIL (19%)

ENROLLED, but not in Math courses.
FALL 2013
ENTERING COHORT
ENGLISH PLACEMENT & PROGRESS

1,643 Students
Enter UAA Seeking
AA OR Baccalaureate

ACCUPLACER
Results

1,024 (62%) READY for
College Level English.

619 (38%) NOT READY for
College English.

547 not ready for
College Level English and Math; 72 not ready for English only.

ENROLLMENT FIRST FALL

492 did NOT enroll in Tier 1 College Level English Fall Semester (30%).

468 placed & enrolled in Tier 1 College Level English Fall Semester (28%).

214 self advised & enrolled in Tier 1 College Level English Fall Semester (13%).

469 enrolled in Developmental Writing Fall Semester (29%).

16 enroll in Developmental Writing within 1 Year (3%).

140 PASS Tier 1 College Level English within 1 Year (92%).

13 FAIL Tier 1 College Level English within 1 Year (8%).

246 enrolled in other courses within 1 year (50%).

12 PASS Developmental Writing within 1 Year (75%).

4 FAIL Developmental Writing within 1 Year (25%).

153 enroll in Tier 1 College Level English within 1 Year (31%).

352 students PASS Tier 1 College Level English (75%).

116 students FAIL Tier 1 College Level English (25%).

176 PASS Tier 1 College Level English (82%).

38 students FAIL Tier 1 College Level English (18%).

363 students PASS Developmental Writing (77%).

106 students FAIL Developmental Writing (23%).

246 enrolled in other courses within 1 year (50%).

214 self advised & enrolled in Tier 1 College Level English Fall Semester (13%).

140 PASS Tier 1 College Level English within 1 Year (92%).

13 FAIL Tier 1 College Level English within 1 Year (8%).

4 FAIL Developmental Writing within 1 Year (25%).

ENGLISH OUTCOMES

Tier 1 College English
853 PASS (52%)
208 FAIL (13%)

Developmental English
375 PASS (23%)
110 FAIL (7%)

ENROLLED, but not in English courses.

DEFINITIONS
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- Students taking development and college level course were placed in college level course.
- Self-advised = may have SAT / ACT and have chosen to enter Tier 1
DEVELOPMENTAL EDUCATION AT UAA

What % of graduates took at least one developmental course?

More than half of students who earned an associate of arts degree or a baccalaureate degree in each of the last five years took at least one of the following developmental courses (Math 050, 054, 055, 060, 105, and/or English preparatory courses, PRPE 070, 076, 080, 084, 086, 107, 108) as part of their coursework.

What is the average semester-to-degree?

On average, underprepared students take 10.5 semesters to complete an associate of arts degree compared to 8.5 semesters for their prepared peers, and 15.1 semesters to complete a baccalaureate degree, compared to 11.9 semesters for their prepared peers.

Comparing Traditional Retention and Graduation Rates

More time matters for those enrolled in developmental education. In 8 years, 25.2% of these students graduated—nearly matching the 6-year graduation rate of all baccalaureate seekers—and increased the number of graduates by 42%. The 8-year rate for all baccalaureate students is 34.3%, an increase of 17% over the 6-year rate.

TRADITIONAL GRADUATION RATE DEFINITION

GRADUATION RATE: The percentage of first-time, full-time undergraduate baccalaureate degree-seeking students enrolled in a given fall semester who earn a degree within six years (150% of the time to complete a four-year degree). The 2015 rate measures the cohort who entered UAA in fall 2009 and completed their baccalaureate degree by August 2015.

8-YEAR RATE: The National Center for Education Statistics compiled data on the 8-year rate (200% of normal time to complete a 4-year degree) in response to the national decrease in the percentage of students attending college full-time. The Center wanted to explore if the extra time generated more graduates.

What % of graduates took at least one developmental course?

More than half of students who earned an associate of arts degree or a baccalaureate degree in each of the last five years took at least one of the following developmental courses (Math 050, 054, 055, 060, 105, and/or English preparatory courses, PRPE 070, 076, 080, 084, 086, 107, 108) as part of their coursework.

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6-YEAR GRADUATION RATES

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