



# Measuring Success with Underprepared Students

FY09 Project Report | June 30, 2009

## Overview

**T**his project laid the groundwork for UAA to develop a new indicator of success for underprepared students.

Because of the open access component of our mission, UAA accepts a large number of “underprepared” students: that is, students whose test scores indicate they do not have the reading, writing, and/or computation skills necessary to succeed in college-level courses. As community colleges have long recognized, underpreparedness can be a significant barrier to student success. The assessment process itself is often complex and confusing, involving multiple tests and multiple disciplines. And the remediation process can involve a significant amount of time and money as students are advised to take one or more remedial math, English, or college-preparatory courses.

All five UAA campuses deliver college preparatory and developmental coursework to help underprepared students strengthen their skills. We have traditionally measured the **success of these courses** through attrition and completion rates at the course level. We have never before, however, completed a cohort-based longitudinal study to assess the longer-range question of the **success of our students** in subsequent university-level classes.

This project, sponsored by UAA’s Strategic Opportunity Fund, drew on the work of Kay McClenney, the Community College Research Center, and other national sources to develop a measure for UAA similar to the Developmental Skills Core Indicator recommended in *Core Indicators of Effectiveness in Community Colleges*.

How many of those  
who start UAA  
without college-level  
skills are eventually  
able to succeed in  
college-level  
courses?

### ***Developmental Skills Core Indicator***

*The proportion of an identified entering student cohort that is assessed as deficient in one or more of the basic skills (reading, writing, computation) who subsequently*

- a) successfully completes developmental work intended to remediate this deficiency and*
- b) within one year completes their first college-level course(s) requiring the use of this skill with a grade of “C” or better.*

In September 2008, a project team was assembled that included developmental education professionals (faculty members and staff) from six of UAA’s campuses and satellite centers, plus research professionals from the Anchorage campus. Over the course of the 2008-09 academic year, the team met several times in person—and many more times electronically—to share information, set directions, define decision rules, and discuss preliminary findings.

## Preliminary Findings at a Glance

This study focused on a single cohort of students who were new to UAA in Fall 2007:

- A little more than half (54%) had recent placement test scores on file.
- Nearly three quarters of those tested (71%) had scores indicating they were not ready for college-level English or Math. We focused on this group as our underprepared cohort.



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- Most of these underprepared students (81%) enrolled in at least one of the developmental or college preparatory courses indicated by their scores.
- Most students who enrolled in preparatory courses were successful in at least one of them (75%).
- However, less than a third (29%) went on to successfully complete a second course in their sequence within a year; and
- Less than one in five (17% overall) were able to successfully complete a college-level Math or English course within a year.

**A note on sources:** All data for this study were produced by the Office of Institutional Research using standard research practices and customized decision rules agreed upon by the project team. Summary materials, including this report, were produced by the Office of Institutional Effectiveness on behalf of the project team.

## Process

### Identifying Campus Practices

Like most colleges that serve underprepared students, UAA assigns students to different levels of developmental education based on their performance on a series of placement tests. The concept sounds simple enough, but the reality is far more complex. The team found a variety of campus-to-campus differences in assessment, placement, curriculum, staffing, and support.

**Assessment.** All campuses assess for three basic skills: reading, writing, and computation. Three campuses (Anchorage, Kenai Peninsula College, and Kodiak College) use Accuplacer for this purpose. One campus (Matanuska-Susitna College) uses Compass. Another campus (Prince William Sound Community College) uses a

combination of Accuplacer for reading and writing skills and Compass for computational skills.

**Placement.** The Accuplacer instrument includes five subtests. The Compass instrument includes six. Each campus has an established range of cutoff scores for each test that indicates placement in one or more of the remedial courses offered at that location. These ranges are similar, but not identical. Campuses change their cutoff scores from time to time and make exceptions if combined scores are above certain other specified levels. Individual instructors may also make exceptions if scores are close to the cutoff points.

**Courses.** All five campuses offer the same three pre-college-level Math classes with the same course identifiers (Math 054, 055, and 105). There are many differences, however, in reading and writing offerings. For example, the Anchorage campus uses the PRPE (Preparatory English) designator, PWSCC uses ENGL (English), and Mat-Su uses both. PRPE 107 is only offered in Anchorage and Mat-Su. PRPE 084 is only offered in Kenai and Kodiak. ENGL 101 and ENGL 106 are only offered in PWSCC. Anchorage offers a unique PRPE 094 course that combines two other courses (PRPE 076 and PRPE 086) into one.

**Staffing.** All campuses use some combination of regular and adjunct faculty to deliver their developmental offerings. However, the ratio of regular to adjunct faculty varies from campus to campus, from subject to subject, and from semester to semester.

### Grouping Courses by Level

To create a single matrix of cutoff scores, placement levels, and courses that would cover the majority of practices at each campus, the project team identified a subset of fifteen core courses that deliver instruction in three skills areas (Reading, Writing, and Math) and at three levels (one course, two courses, or three courses away from college-level English or Math). This method, modeled by the Community College Research Council, allowed us to compare our campuses to each other. In the future, it will also allow us to compare our results to other colleges and universities throughout the nation who are developing similar measures.

Throughout this study we will refer to these fifteen as developmental-level courses, although it is important to note that nearly half of

Developmental/College Prep Courses	
included in this study	
ENGL 101	Reading Across the Curriculum
ENGL 106	Basic Composition I
ENGL 108	Basic Composition II
ENGL 109	Introduction to Writing in Academic Contexts
MATH 054	Pre-Algebra
MATH 055	Elementary Algebra
MATH 105	Intermediate Algebra
PRPE 070	Basic Reading
PRPE 076	Reading Strategies
PRPE 080	Basic Writing
PRPE 084	Sentence Skills
PRPE 086	Writing Strategies
PRPE 094	Reading/Writing Strategies
PRPE 107	Introduction to College Reading
PRPE 108	Introduction to College Writing

them are identified by course numbers in the 100-level range (which usually signifies college-level), and one of them (Math 105) actually meets college-level requirements for associate degrees (although not for baccalaureate degrees). Other courses in the 050-099 level are excluded from this study.

## Cohort-based Sequencing

This approach focuses on the developmental sequence that begins with initial assessment and ends with completion of the first college-level course.

Briefly, data collection occurs in five parts:

1. Identification of the entry cohort (students new to UAA in a given fall semester)
2. Identification of the underprepared cohort (that portion of the entry cohort that has placement scores on file indicating a need for remediation)
3. Enrollment and success in recommended entry course
4. Enrollment and success in subsequent course
5. Enrollment and success in college-level course

## This Report

The next few pages will walk readers through the five-step data collection process, using cohorts at the Major Administrative Unit (MAU) level (that is, with all campuses combined) as an example. Campus-specific results are also displayed on pages 15-19. As expected, these show interesting variations between the campuses that may merit additional study.

# Results

## 1. Identification of the Entry Cohort

The first step in identifying a cohort for this study was to select those students in a given fall semester who were new to the institution. Sometimes called first-time students or the **entry cohort**, this group includes

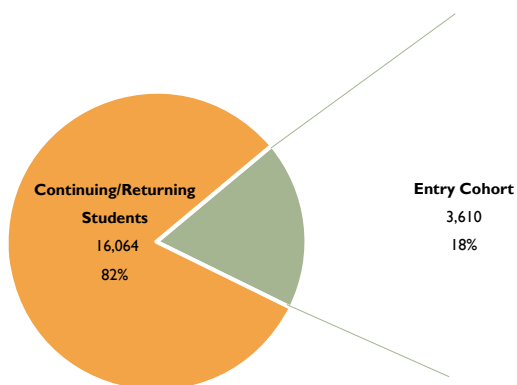
- First-time freshmen (degree-seeking students who are enrolling in higher education for the first time)
- Transfer students
- Professional/licensure students
- Non degree-seeking students who are enrolling at UAA for the first time.

This study focused on those students who were new to UAA in the Fall 2007 semester (including those who enrolled for the first time in Summer 2007 and any students who cross-enrolled at UAA while still in high school).

**Results:** The entry cohort consisted of 3,610 students, or 18% of the credit student headcount enrolled at all UAA campuses in Fall 2007.

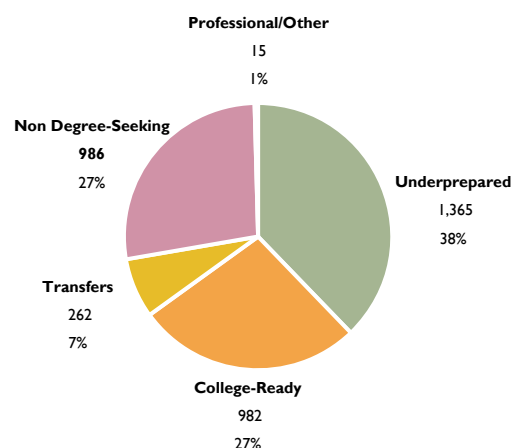
### Total Credit Students: All Campuses, Fall 2007

19,674



### Entry Cohort: New to UAA in Fall 2007

3,610



## 2. Identification of the Underprepared Cohort

This study defines the underprepared cohort as those **new students** (first-time at UAA) in a given fall semester (in this case, Fall 2007) who have been **assessed as needing remediation**. Identifying them required a three-step process. We started with the entry cohort (step 1) and looked to see how many of them had placement scores from Accuplacer and Compass assessments entered into Banner, our shared student information system (step 2). We selected only scores within a specified date range of no more than two years old for reading and writing or one year old for math. These we labeled “recent scores” and the students who had them as “assessed.”

Then, using cutoff scores supplied by the campuses, we compared student scores to the course levels indicated by those scores (step 3). Whenever we encountered multiple scores for a student (a common occurrence) we chose the highest available score and its associated placement course. Those students whose scores would have placed them in one of our specified developmental courses were considered to be “underprepared” or in need of remediation.

### Results: Assessed

We found that over half of our new students (1,932 individuals, 54%) had Accuplacer or Compass scores on file. The proportion was highest at Matanuska-Susitna College (73%) and lowest at Prince William Sound Community College (35%).

If this proportion seems surprising, it may be helpful to consider some reasons why we don’t have placement scores on file for all new students.

- Freshmen who enter with high enough ACT or SAT scores are placed directly into college-level Math and English without further testing.
- Transfer students and non degree-seeking students do not generally participate unless they wish to enroll in a college-level Math or English course.
- In most cases, assessment is linked with registration in specific courses and not with general entry into the university.

### Results: Need Remediation

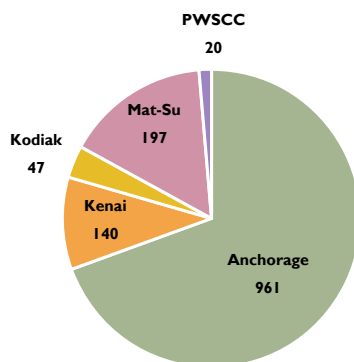
Of the 1,932 students who had Accuplacer or Compass scores on file, 1,365 students (71%) scored in ranges that indicate a need for remediation in one or more basic skills. We identified these 1,365 students as our underprepared cohort. They comprised 38% of all new students in the Fall 2007 semester.

This is the cohort whose behavior we then tracked through time.

**All subsequent statistics in this study are based on these 1,365 students.**

### Underprepared Cohort, Fall 2007

1,365 (38% of new students)



### Specified Developmental Level Courses

Skill	Level 3 →	Level 2 →	Level 1 →	College Level
Reading	PRPE 070	PRPE 076 PRPE 094	PRPE 107 ENGL 101	ENGL 111
Writing	PRPE 080 PRPE 084	PRPE 086 PRPE 094 ENGL 106	ENGL 108 ENGL 109 PRPE 108	ENGL 111
Math	MATH 054	MATH 055	MATH 105	MATH 107

### 3. Enrollment and Success in Initial Remedial Courses

As we began to track the underprepared cohort's enrollment and success across time, things began to get even more complicated. Students are complex individuals with wide ranges of skills, abilities, motivations, and interests. They can and do enroll

- in more than one course;
- on more than one campus;
- in the same course multiple times; and
- in courses that are contra-indicated by their scores.

They may also place at different levels for different skill areas and may take courses from each of those levels at the same time. They may do better in some courses than others. They may avoid courses. They may repeat courses. They may take courses that have no placement requirements. They may drop out altogether.

From this point forward, then, we had to start mixing headcount numbers with seat-count numbers in individual classes.

- **Headcount.** We use headcounts for the Developmental Skills Core Indicator, with success defined as earning a grade of C or higher in at least one of the specified courses the student took.
- **Seat-count.** To get more specific about individual courses, skill areas, and levels, we also use aggregated seat-counts that count the number of underprepared cohort members who enrolled in the specified course at the specified campus at any time throughout the five-semester period of the study (Summer 2007 through

Fall 2008). As before, success is measured by grades of C or higher in each course.

If the difference between these two statistics seems confusing, it may help to consider an example. A student is counted only once in head-count statistics, no matter how many courses he or she may take and even if his or her performance is mixed. That same student, however, may be counted multiple times in seat-count statistics (once for each course he or she enrolls in) and may contribute to multiple seat-count success rates (successful in some courses, not successful in others).

#### Results: Enrollment

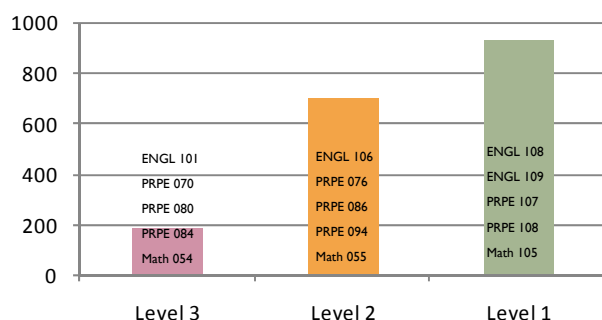
This study found that 81% of the underprepared cohort (1,106 students by headcount) enrolled in at least one of the remedial courses indicated by their placement scores, filling 1,818 seats in those courses, for an average of 1.6 seats per student. The other 19% enrolled, but not in recommended developmental courses.

Over half of the remedial enrollments (51%, measured in seat-counts) were in Level 1 courses (that is, those that are only one course behind college-level work), and another 39% were in Level 2 courses. Only 10% of the underprepared enrollment occurred in Level 3 courses, and most of that (66%) was in a single course: Math 054 (Pre-Algebra).

Looking at it by skill area, over half the enrollments (53% of seat-counts) were in math courses, and another third (33%) were in writing courses. Just under 14% were in reading courses, and more than half of that (58%) was in a single course: PRPE 107 (Introduction to College Reading).

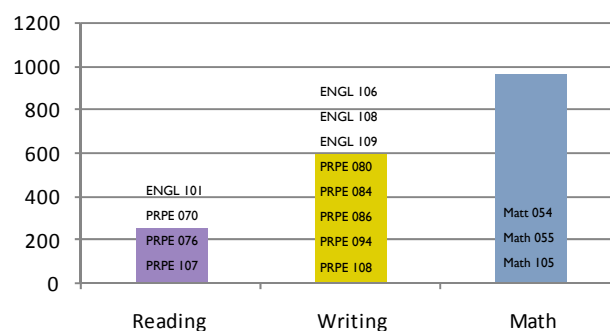
Initial Enrollment, by Pre-College Level

Seat Counts



Initial Enrollment, by Skill Area

Seat Counts



### Results: Core Indicator (A)

Roughly 75% of the cohort members who enrolled in remedial courses (60% of the total cohort members, 825 students by headcount) completed at least one remedial course successfully, earning a grade of C or higher. This finding gives us the first number in our Developmental Skills Core Indicator:

#### ***DEVELOPMENTAL SKILLS CORE INDICATOR (A)***

*The portion of identified entering student cohorts in Fall 2007 (3,610) that were assessed as deficient in one or more of the basic skills (1,365) who subsequently (within 5 semesters, counting summer) successfully completed (with a C or higher) the developmental work intended to remediate this deficiency is 825/1,365 or 60%.*

### Results: Seat-count Success Rate

Those same 825 students were successful in 1,118 seats of the 1,818 they enrolled in, giving them an overall seat-count success rate of 62%. They had their highest success rates in reading courses (76%) and their lowest success rates in math courses (49%), with writing courses in between at 65%.

## 4. Enrollment and Success in Subsequent Courses

Theoretically, each course identified on our matrix leads to a course at the next level. To take the simplest example, Math 054 (Level 3) leads to Math 055 (Level 2) which leads to Math 105 (Level 1) and finally to the college-level course, Math 107. Looking at only those students who successfully completed the first remedial course indicated by their placement score, we then asked how many of them went on to enroll in and successfully complete the next course in the sequence.

### Results: Enrollment

A total of 527 students went on to enroll in at least one subsequent course within one year of entry (64% of those who were successful in their initial developmental course), filling 722 seats in those courses, including 230 in English 111 and 112 in Math 107.

### Results: Core Indicator (B)

Of the 527 students who enrolled in a subsequent course, 396 (75% by headcount) were successful in at least one of those subsequent courses. We defined an intermediate Developmental Skills Core Indicator measure to track their success in subsequent courses regardless of whether those courses were developmental or college-level. Since nearly half of our underprepared cohort placed into Level 3 or Level 2 courses, they may not have had time to complete the full developmental sequence and the college-level course within the one year (5 semesters) of this study.

## Campus Comparisons

### Fall 2007, Process Statistics

Statistic	Total UAA	Anchorage	KPC	Kodiak	Mat-Su	PWSCC
Percent of total students who are in the entry cohort (new to UAA)	18%	17%	26%	21%	21%	10%
Percent of the entry cohort with recent placement scores	54%	52%	51%	54%	73%	35%
Percent of those tested who need remediation	71%	69%	67%	75%	84%	48%
Percent of those needing remediation who enroll in recommended course	81%	83%	66%	77%	86%	75%
Percent of those enrolled in remedial course who were successful	75%	74%	76%	83%	76%	60%

**DEVELOPMENTAL SKILLS CORE INDICATOR (B)**

*The portion of our underprepared cohort who went on to successfully complete a subsequent course was 396/1,365 or 29%.*

**Results: Seat-count Success Rates**

Altogether, these 396 students were successful in 484 of the 722 classes they took, for an overall seat-count success rate of 67%. Again, success rates were highest in Reading courses (87%) and lowest in Math courses (55%), with Writing courses in between at 77%.

## 5. Enrollment and Success in Subsequent College-level Work

This study assumes that the majority of students sitting for placement tests

- are degree-seeking and will need to complete college-level English and Math classes to meet their goal;
- wish to enroll in a college-level English or Math class for reasons of their own; or
- wish to enroll in a class for which college-level English or Math is a prerequisite.

For these reasons, we end our sequence with completion of our two most commonly-required college-level English and Math courses: English 111: Methods of Written Communication and Math 107: College Algebra. (Although Math 105: Intermediate Algebra also meets college-level requirements for associate degrees, the team agreed to consider it as a Developmental Level 1 course for purposes of this study).

**Results: Core Indicator (C)**

Of the 396 students who were successful in at least one subsequent course, nearly two thirds (63% or 250 by duplicated headcount) achieved that success in either English 111 or Math 107, including 14 (1%) who were successful in both.

This finding gives us the final value for our Core Indicator.

**DEVELOPMENTAL SKILLS CORE INDICATOR (C)**

*The portion of the underprepared cohort who successfully completed both an initial remedial course and a subsequent college-level course was 236/1,365 or 17%.*

**Results: Seat-count Success Rate**

In keeping with similar trends noted earlier, these students had a higher success rate in English 111 (80%) than in Math 107 (60%).

### Campus Comparisons

Fall 2007, Developmental Skills Core Indicator

Statistic	Total UAA	Anchorage	KPC	Kodiak	Mat-Su	PWSCC
Underprepared Cohort (headcount)	1,365	961	140	47	197	20
Underprepared Cohort (as percent of the entry cohort)	38%	36%	34%	41%	62%	17%
Percent who successfully complete first remedial course	60%	61%	50%	64%	66%	45%
Percent who successfully complete subsequent course	29%	30%	21%	21%	30%	20%
Percent who successfully complete college-level course within one year	17%	21%	11%	9%	14%	10%



## Summary Observations

It would be premature to make sweeping generalizations based on a single cohort. Nevertheless, the issue of college readiness is of sufficient importance and the number of underprepared students is of sufficient magnitude to warrant deeper thinking and further investigation of these indicators. At the very least, this study should be repeated next year, after the Fall 2008 entering cohort will have had a similar amount of time to complete their own developmental sequence.

While it is useful to run snapshots at the university level (with all campuses included in a single MAU total), there are so many variables that go into these numbers and so many differences between campuses that detailed analysis of this indicator may best be accomplished at the campus level. Even with additional cohorts, it is unlikely that a single story will emerge that explains everything.

A few preliminary observations, however, may help focus our understanding at this point.

- There are significant differences in assessment participation between the campuses. Matanuska-Susitna College has the highest percentage of new students with placement scores (73%), while Prince William Sound Community College has the lowest (35%). The Anchorage campus, Kenai Peninsula College, and Kodiak College all have similar rates ranging from 51% to 54%. All five campuses would benefit by examining their participation levels to determine if they are acceptable for their individual mix of students.

- On all campuses except PWSCC, the majority of students tested (two thirds to four fifths) scored as needing remediation. Again, Mat-Su had the highest percentage (84%), while PWSCC had the lowest (48%). This finding is one indicator of the magnitude of the underprepared populations on our campuses.
- A majority of the students who scored as needing remediation successfully completed at least the first recommended developmental course within a year (60% all campus average), but less than a third of them completed the next course in the sequence and less than one in five completed a college-level English or Math course. This finding reveals the importance of looking beyond simple course completion rates as the only measure of student performance and success. Long-term student tracking may suggest additional policies, practices, and campus interventions that can help more underprepared students meet their college goals.

## Lessons Learned

The project team faced an unexpectedly large learning curve as they worked to operationalize what at first seemed like a straightforward new student success indicator. Designing a common measure that takes into account all the differences between campuses turned out to be a very complicated process. In addition, the cohort-based approach was counter-intuitive for many team members, particularly faculty members to whom an entry cohort is an invisible—and sometimes very small—segment of the students in any particular classroom.

### Developmental Skills Core Indicator

#### All Campuses

The proportion of identified <b>entering student cohorts</b> on all campuses that are <b>assessed as deficient</b> in one or more of the basic skills who subsequently		<b>1,365</b>
<b>A)</b>	<b>successfully completes developmental work</b> intended to remediate this deficiency and	<b>825 60%</b>
<b>B)</b>	<b>within one year completes the next course in the sequence</b> with a grade of C or better; including those who	<b>396 29%</b>
<b>C)</b>	<b>within one year completes their first college-level courses</b> requiring the use of this skill.	<b>236 17%</b>



The project team agreed, however, that it was good to work together and that they were impressed with how much the project accomplished. Most agreed that the tracking approaches developed for this study were worth pursuing as they will eventually let us compare ourselves with other institutions and contribute to the national dialogue on this topic.

They also emphatically agreed, however, that we were only still in the middle of the process. Cohort identification, placement scoring, and model building turned out to be so complicated that they took up big amounts of time that the group would like to have spent asking “so what?” kinds of questions. As good a start as this project was, it is still only a start.

## Next Steps

The project team identified the following items as worthy of further consideration and action in the coming year(s):

- More study and analysis, drilling down on questions of “why?” and “so what?”
- Identification of policy decisions that might improve conditions for underprepared students on our campuses
- Identification of classroom practices that might lead to greater success and subsequent enrollment rates
- Creation of a university-wide Placement Advisory Committee
- Need for further discussion of what is meant by “college-readiness” and clearer communication with various constituents
- Need to personalize and humanize these numbers, recognizing that each student lost at the remedial stage is one less student who can one day earn a degree
- Need to come to consensus on the indicator and then assess it annually as a measure of improvement.

## For Further Study

This report provides a relatively brief summary of the project and an overview of the methodology used to derive the Developmental Skills Core Indicator at the MAU level. The following pages provide summary breakdowns by campus for further study. In addition, the data set created by Institutional Research includes far more than is summarized here, including enrollment and success rates for other members of the entry cohort who didn’t meet our definition of underprepared but who nevertheless enrolled in developmental courses. Readers who would like to compare enrollment and success rates between students with appropriate placement scores and students without are invited to view the spreadsheet called “Measuring Success with Underprepared Students: Full Data Set, Fall 2007 Cohorts.”

## Source Data

All data for this study was produced by UAA’s Office of Institutional Research and can be found at:

[www.uaa.alaska.edu/institutionaleffectiveness/success/underprepared-students.cfm](http://www.uaa.alaska.edu/institutionaleffectiveness/success/underprepared-students.cfm)

## Resources

Alfred, Richard, Peter Ewell, James Hudgins, and Kay McClenney. *Core Indicators of Effectiveness for Community Colleges*. Washington DC: Community College Press, 2000.

Bailey, Thomas, Dong Wook Jeong, and Sung-Woo Cho. “Referral, Enrollment, and Completion in Developmental Education Sequences in Community Colleges.” Columbia University: Community College Research Center (CCRC) Working Paper No. 15, December, 2008.



# Appendix

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## Campus Comparisons



## University of Alaska Anchorage (MAU total: All Campuses)

### 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.

3,610

#### 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

1,365

Assessment scores indicate readiness for college-level work



The proportion of the Entry Cohort whose test scores indicate a need for remediation is 38%.

#### Students enrolled in remedial course(s)

Enrolled in one or more of the specified developmental-level courses that match their placement scores between Summer 2007 and Fall 2008

1,106

Students enrolled, but not in remedial course(s)

#### Successful in at least one remedial course

Earned a C or above in at least one of the specified developmental-level courses they enrolled in

825



The proportion of the Underprepared Cohort who successfully completed a remedial course is 60%.

#### Enrolled in a subsequent course

Enrolled in one or more subsequent courses in the developmental-level sequence or in a college-level English or Math course between Summer 2007 and Fall 2008

527

#### Successful in subsequent course

Earned a C or above in at least one of the subsequent courses

396



The proportion of the Underprepared Cohort who successfully completed a subsequent course is 29%.

#### Successful in a college-level course

Earned a C or above in either ENGL 111 or MATH 107

236



The proportion of the Underprepared Cohort who successfully completed a college-level course is 17%.

### Developmental Skills Core Indicator

All Campuses

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

1,365 **38%**

A) **successfully completes developmental work** intended to remediate this deficiency and

825 **60%**

B) within one year **completes the next course in the sequence** with a grade of C or better; including those who

396 **29%**

C) within one year **completes their first college-level courses** requiring the use of this skill.

236 **17%**

## University of Alaska Anchorage (MAU total)

### Initial Enrollment and Success in Remedial Courses

A total of **1,106 students** from the Fall 2007 Underprepared Cohort enrolled in recommended developmental or college prep courses during their first few semesters at UAA. Between Summer 2007 and Fall 2008, these students filled **1,818 seats** in the recommended courses, averaging a little more than one and a half remedial classes per student.

Overall, these students were successful in about six out of ten courses they enrolled in (**overall success rate = 61.5%**). They were most successful in Reading courses, least successful in Math courses.

		Seat Count	Successful	Success Rate
<b>Level 1</b> One course below college-level	<b>Reading</b> ENGL 101 PRPE 107	148	108	73%
	<b>Writing</b> ENGL 108 ENGL 109 PRPE 108	351	242	69%
	<b>Math</b> MATH 105	435	241	55%
<b>Level 2</b> Two courses below college-level	<b>Reading</b> PRPE 076 PRPE 094	85	68	80%
	<b>Writing</b> ENGL 106 PRPE 086 PRPE 094	222	129	58%
	<b>Math</b> MATH 055	412	229	56%
<b>Level 3</b> Three courses below college-level	<b>Reading</b> PRPE 070	30	24	80%
	<b>Writing</b> PRPE 080 PRPE 084	33	25	76%
	<b>Math</b> MATH 054	121	66	55%

### Enrollment and Success in Subsequent Courses

#### College Level

	Seat Count	Successful	Success Rate
<b>Writing</b> ENGL 111	230	183	80%
<b>Math</b> MATH 107	112	67	60%

#### Level 1

<b>Reading</b> ENGL 101 PRPE 107	30	27	90%
<b>Writing</b> ENGL 108 ENGL 109 PRPE 108	93	69	74%
<b>Math</b> MATH 105	182	99	54%

#### Level 2

<b>Reading</b> PRPE 076 PRPE 094	9	7	78%
<b>Writing</b> ENGL 106 PRPE 086 PRPE 094	13	8	62%
<b>Math</b> MATH 055	54	24	44%

A total of **527 students** went on to enroll in at least one subsequent course in the developmental sequence or in a college-level English or Math course as well. Between Fall 2007 and Fall 2008, these students filled **722 seats**, or a little less than one and a half seats per student.

Overall, these students were successful in nearly seven out of ten subsequent courses they enrolled in (**overall success rate = 67%**). Again, they were most successful in Reading courses and least successful in Math courses.

**Note:** Nineteen PRPE 094 enrollments are duplicated in the Reading and Writing categories of the Initial Enrollment chart above and one is duplicated in the Subsequent Enrollment chart. PRPE 094 is a combination course that takes the place of PRPE 076 and PRPE 086, covering Level 2 skills in both Reading and Writing.

## Anchorage Campus

### 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.

2,648

#### 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

961

Assessment scores indicate readiness for college-level work

\* The proportion of the Entry Cohort whose test scores indicate a need for remediation is 36%.

#### Students enrolled in remedial course(s)

Enrolled in one or more of the specified developmental-level courses that match their placement scores between Summer 2007 and Fall 2008

794

Students enrolled, but not in remedial course(s)

#### Successful in at least one remedial course

Earned a C or above in at least one of the specified developmental-level courses they enrolled in

590

\* The proportion of the Underprepared Cohort who successfully completed a remedial course is 61%.

#### Enrolled in a subsequent course

Enrolled in one or more subsequent courses in the developmental-level sequence or in a college-level English or Math course between Summer 2007 and Fall 2008

387

#### Successful in subsequent course

Earned a C or above in at least one of the subsequent courses

293

\* The proportion of the Underprepared Cohort who successfully completed a subsequent course is 30%.

#### Successful in a college-level course

Earned a C or above in either ENGL 111 or MATH 107

200

\* The proportion of the Underprepared Cohort who successfully completed a college-level course is 21%.

### Developmental Skills Core Indicator

#### Anchorage

The proportion of the **entering student cohort** that is **assessed as deficient** in one or more of the basic skills who subsequently

A) <b>successfully completes developmental work</b> intended to remediate this deficiency and	590	<b>61%</b>
B) within one year <b>completes the next course in the sequence</b> with a grade of C or better; including those who	293	<b>30%</b>
C) within one year <b>completes their first college-level courses</b> requiring the use of this skill.	200	<b>21%</b>



## Kenai Peninsula College

### 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

140

Assessment scores indicate readiness for college-level work



The proportion of the Entry Cohort whose test scores indicate a need for remediation is 34%.

#### Students enrolled in remedial course(s)

Enrolled in one or more of the specified developmental-level courses that match their placement scores between Summer 2007 and Fall 2008

92

Students enrolled, but not in remedial course(s)

#### Successful in at least one remedial course

Earned a C or above in at least one of the specified developmental-level courses they enrolled in

70



The proportion of the Underprepared Cohort who successfully completed a remedial course is 50%.

#### Enrolled in a subsequent course

Enrolled in one or more subsequent courses in the developmental-level sequence or in a college-level English or Math course between Summer 2007 and Fall 2008

35

#### Successful in subsequent course

Earned a C or above in at least one of the subsequent courses

29



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

#### Successful in a college-level course

Earned a C or above in either English 111 or Math 107

16



The proportion of the Underprepared Cohort who successfully completed a college-level course is 11%.

### Developmental Skills Core Indicator

KPC

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

A)	<b>successfully completes developmental work</b> intended to remediate this deficiency and	70	50%
B)	within one year <b>completes the next course in the sequence</b> with a grade of C or better; including those who	29	21%
C)	within one year <b>completes their first college-level courses</b> requiring the use of this skill.	16	11%

## Kodiak College

### 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

47

Assessment scores indicate readiness for college-level work



The proportion of the Entry Cohort whose test scores indicate a need for remediation is 41%.

#### Students enrolled in remedial course(s)

Enrolled in one or more of the specified developmental-level courses that match their placement scores between Summer 2007 and Fall 2008

36

Students enrolled, but not in remedial course(s)

#### Successful in at least one remedial course

Earned a C or above in at least one of the specified developmental-level courses they enrolled in

30



The proportion of the Underprepared Cohort who successfully completed a remedial course is 64%.

#### Enrolled in a subsequent course

Enrolled in one or more subsequent courses in the developmental-level sequence or in a college-level English or Math course between Summer 2007 and Fall 2008

16

#### Successful in subsequent course

Earned a C or above in at least one of the subsequent courses

10



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

#### Successful in a college-level course

Earned a C or above in either ENGL 111 or MATH 107

4



The proportion of the Underprepared Cohort who successfully completed a college-level course is 9%.

### Developmental Skills Core Indicator

Kodiak

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	30	41%
B)	within one year <b>completes the next course in the sequence</b> with a grade of C or better; including those who	10	21%
C)	within one year <b>completes their first college-level courses</b> requiring the use of this skill.	4	9%

## Matanuska-Susitna College

### 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.

320

#### 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 stu-

### 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

Assessment scores indicate readiness for college-level work

197

\* The proportion of the Entry Cohort whose test scores indicate a need for remediation is 62%.

#### Students enrolled in remedial course(s)

Enrolled in one or more of the specified developmental-level courses that match their placement scores between Summer 2007 and Fall 2008

169

Students enrolled, but not in remedial course(s)

#### Successful in at least one remedial course

Earned a C or above in at least one of the specified developmental-level courses they enrolled in

131

\* The proportion of the Underprepared Cohort who successfully completed a remedial course is 66%.

#### Enrolled in a subsequent course

Enrolled in one or more subsequent courses in the developmental-level sequence or in a college-level English or Math course between Summer 2007 and Fall 2008

88

#### Successful in subsequent course

Earned a C or above in at least one of the subsequent courses

60

\* The proportion of the Underprepared Cohort who successfully completed a subsequent course is 30%.

#### Successful in a college-level course

Earned a C or above in either ENGL 111 or MATH 107

28

\* The proportion of the Underprepared Cohort who successfully completed a college-level course is 14%.

### Developmental Skills Core Indicator

Mat-Su

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) within one year **completes the next course in the sequence** with a grade of C or better; including those who
- C) within one year **completes their first college-level courses** requiring the use of this skill.

197 62%

131 66%

60 30%

28 14%

## Prince William Sound Community College

### 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.

120

#### 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

20

Assessment scores indicate readiness for college-level work



The proportion of the Entry Cohort whose test scores indicate a need for remediation is 17%.

#### Students enrolled in remedial course(s)

Enrolled in one or more of the specified developmental-level courses that match their scores

15

Students enrolled, but not in remedial course(s)

#### Successful in at least one remedial course

Earned a C or above in at least one specified developmental-level course

9



The proportion of the Underprepared Cohort who successfully completed a remedial course is 45%.

#### Enrolled in a subsequent course

Enrolled in one or more subsequent courses between Summer 2007 and Fall 2008

5

#### Successful in subsequent course

Earned a C or above in at least one of the subsequent courses

4



The proportion of the Underprepared Cohort who successfully completed a subsequent course is 20%.

#### Successful in a college-level course

Earned a C or above in either ENGL 111 or MATH 107

2



The proportion of the Underprepared Cohort who successfully completed a college-level course is 10%.

### Developmental Skills Core Indicator

PWSCC

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	9	45%
B)	within one year <b>completes the next course in the sequence</b> with a grade of C or better; including those who	4	20%
C)	within one year <b>completes their first college-level courses</b> requiring the use of this skill.	2	10%

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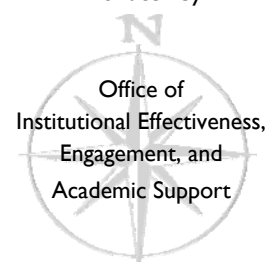
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