2010

Title III

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[BASELINE DATA: NWACC]

Updated baseline data for the 2006-2007 academic year, including comparisons with data for the 2007-2009 academic years and preliminary 2010 statistics.

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2006-2009 NWACC Student Enrollment

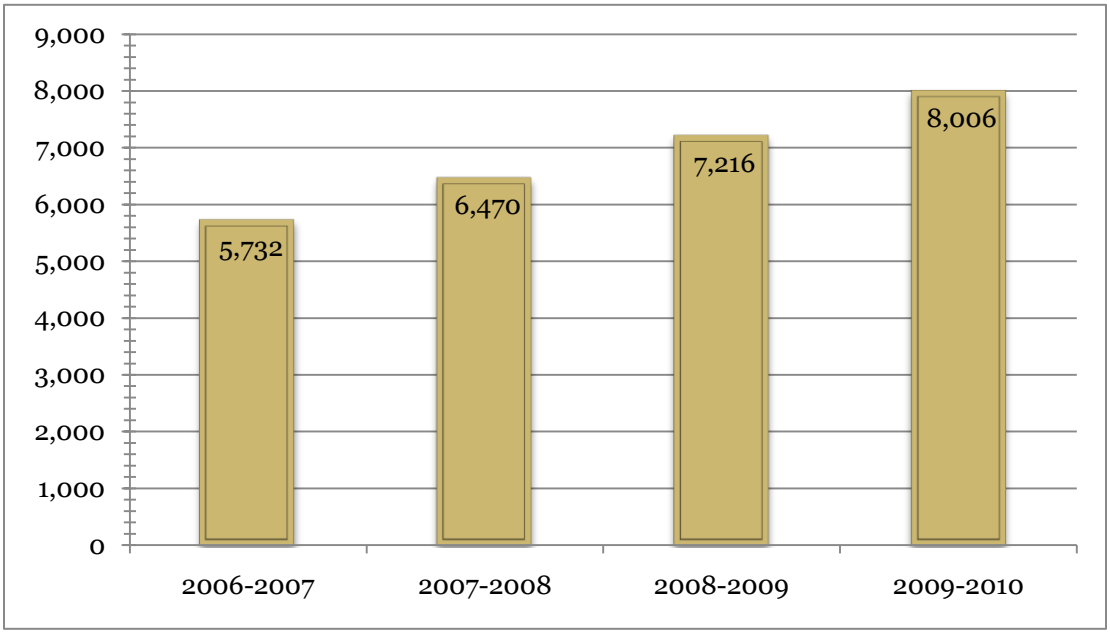
Table 1. Total Student Enrollment by Year

2006-2007		2007-2008		2008-2009		2009-2010		2006-2009
N	% Growth	N	% Growth	N	% Growth	N	% Growth	Total % Growth
5,732	---	6,470	12.9	7,216	11.5	8,006	10.9	39.7

Source: NWACC Fact Book 2009, p. 17.

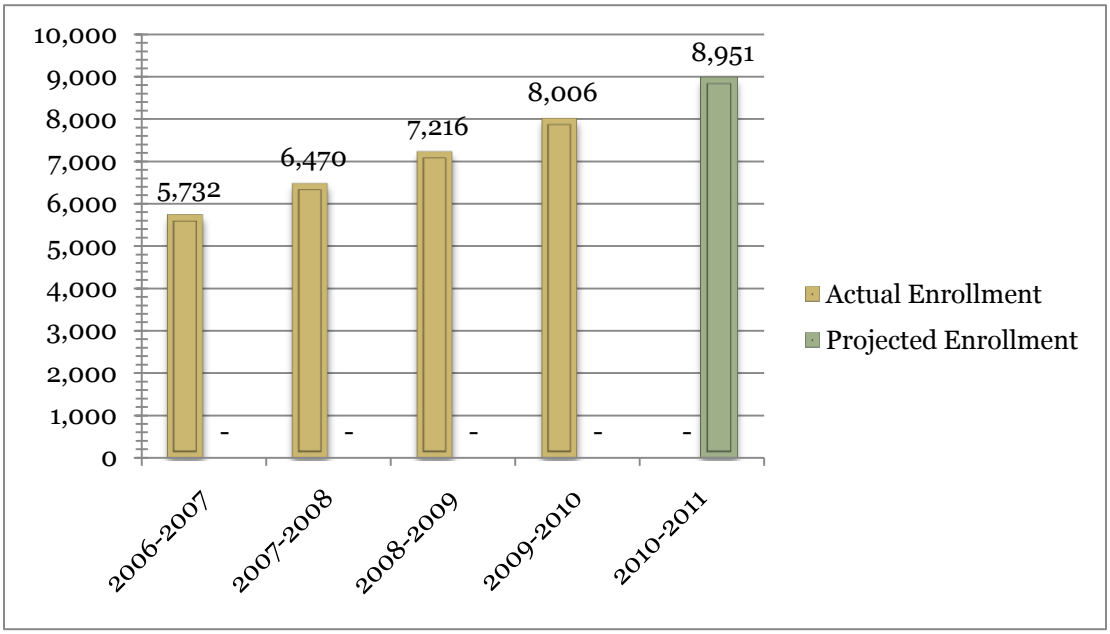
Northwest Arkansas Community College student enrollment has increased by an average of 11.8 percent between the 2006, 2007, 2008, and 2009 fall semesters. Overall, the NWACC student population has grown by approximately 40 percent since the fall semester of 2006.

Figure 1. NWACC Student Enrollment 2006-2009



The average rate of increase for the last three academic years was 12.2 percent per year. Following this average rate, the student population was expected to reach 8,096 total students in the 2009-2010 academic year. However, actual student enrollment reached a total of 8,006. Inclusion of the 2009-2010 actual student headcount in the calculation of the average rate of increase resulted in a revised rate of 11.8 percent per academic year, for a projected total student enrollment of 8,951 students for the 2010-2011 academic year.

Figure 1.1 Actual and Projected Student Enrollment 2006-2010



2006-2008 Fall-to-Fall Student Retention

Table 2. Student Retention by Year

	2006-2007		2007-2008		2008-2009	
	N	% Change	N	% Change	N	% Change
Students Enrolled[1]	4,744	--	5,404	13.9	6,057	12.1
Students Retained	2,113	--	2,465	16.7	2,878	16.8
% Retained	44.5	--	45.6	2.5	47.5	4.2

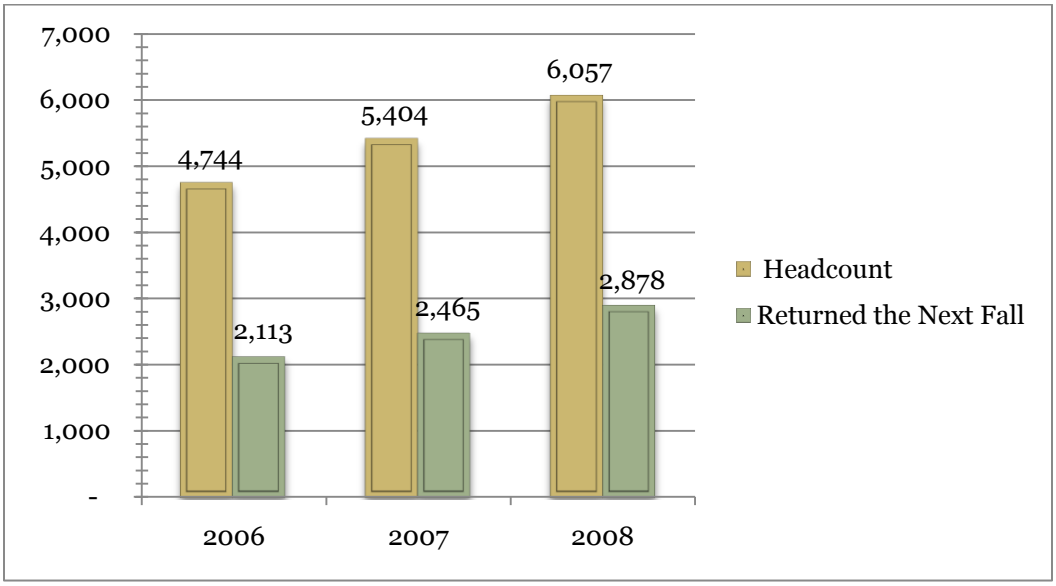
Source: NWACC Fact Book 2009, p. 36.

For the 2006-2007 academic year, the total student population used to determine the fall-to-fall retention rate equaled 4,744 students. Of those 4,744 students, 2,113—or 44.5 percent—re-enrolled the following semester. The following academic year experienced a 2.5 percent improvement in the fall-to-fall retention rate. Of the 5,404 students who enrolled in the fall 2007 semester, 2,465 students re-enrolled the following fall. The 2008 fall semester faired even better

[1] High school students or those students who graduated during the year are not included in the calculation of the fall-to-fall retention statistics.

with a 4.2 percent increase in student retention. Nearly half of the students who enrolled in the fall semester of 2007 re-enrolled in the fall semester of 2008.

Figure 2. Fall-to-Fall Student Retention 2006-2008



Developmental Math Placement

The 2006-2007 academic year saw a total student body population of 5,732 students, 1,051 of which were considered 'first time entering freshmen[2].' The 2007-2008 academic year experienced an extreme influx of new students, with the first time freshmen population increasing by approximately one-fourth in comparison to the previous academic year. First time freshmen enrollment has continued to increase in subsequent years, though to a lesser degree.

Table 3. First Time Freshmen Enrollment by Year

2006-2007		**2007-2008**		**2008-2009**		**2009-2010**	
N	% Growth	N	% Growth	N	% Growth	N	% Growth
1,051	---	1,299	23.6	1,340	3.1	1,447	8.0

Source: NWACC Fact Book 2009, p. 19.

Developmental math classes include Pre-Algebra (MATH 0013), Beginning Algebra (MATH 0053), and Intermediate Algebra (MATH 0103). Entering freshmen are placed into

[2] Only first time entering freshmen are considered in the calculation of the percentage of students testing into developmental courses.

developmental math classes if their COMPASS test score for the math sections or ACT math score does not meet the minimum requirement[3].

Table 4. First Time Entering Freshmen and Developmental Math Placement by Year

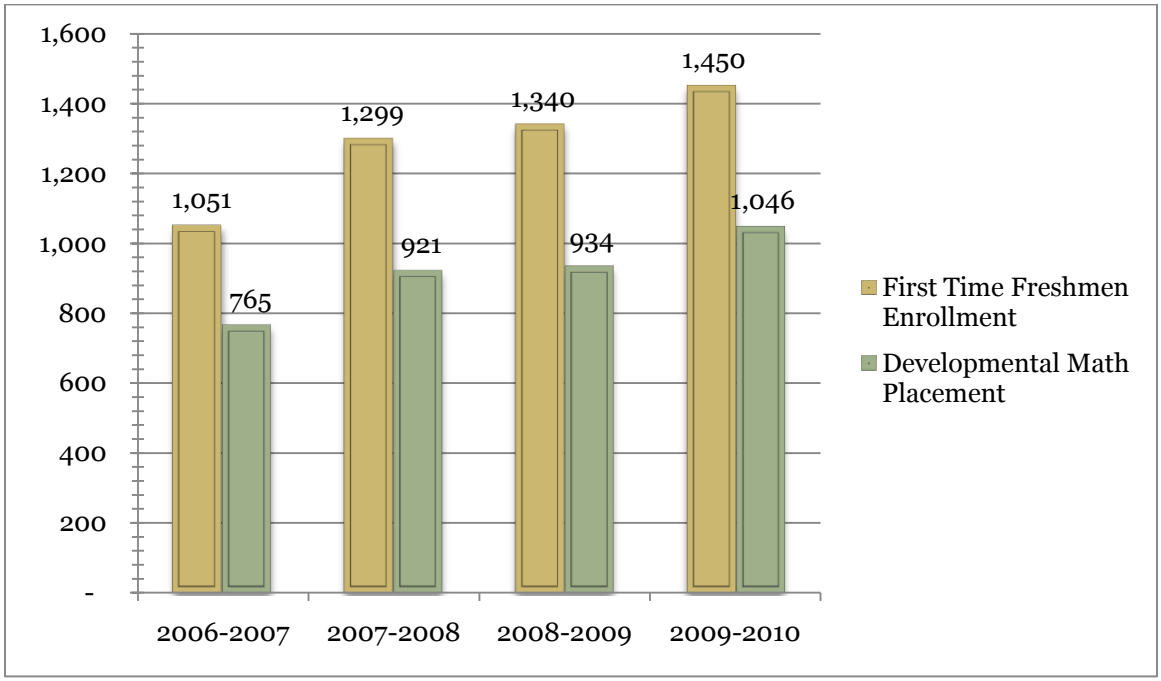
	2006-2007	**2007-2008**	**2008-2009**	**2009-2010**
Developmental Math Placement	765	921	934	1,046
New Freshmen Enrollment	1,051	1,299	1,340	1,450
Percent of New Freshmen	72.8	70.9	69.7	72.1
Percent Change	--	-2.6	-1.7	3.4

Source: NWACC Fact Book 2009, p. 33.

Of those 1,051 entering freshmen admitted in the 2006-2007 academic year, 765, or roughly three-fourths, tested into a developmental math class. The proportion of first time entering freshmen enrolling in a developmental math course decreased by 2.6 percent for the following fall semester, with only 921 out of 1,299 entering freshmen failing to demonstrate the minimum math skills necessary for admission into college level math courses. The entering freshmen of the 2008-2009 academic year continued this trend with a successive decrease of 1.7 percent. The percentage of first time entering freshmen testing into a developmental math course dipped below 70 percent of the total first time entering freshmen population during the 2008-2009 year. The 2009-2010 academic year, however, saw a 3.4 percent increase in the percentage of first time entering freshmen testing into at least one developmental math course. Although the proportion of new freshmen testing into developmental math courses increased to 72.1 percent, it did not come to the higher percentage reached during the 2006-2007 academic year.

[3] Minimum score for the Math section of the COMPASS and the ACT is 65 and 21, respectively.

Figure 4. First Time Entering Freshmen Enrollment and Developmental Math Placement 2006-2009



Developmental Math Enrollment

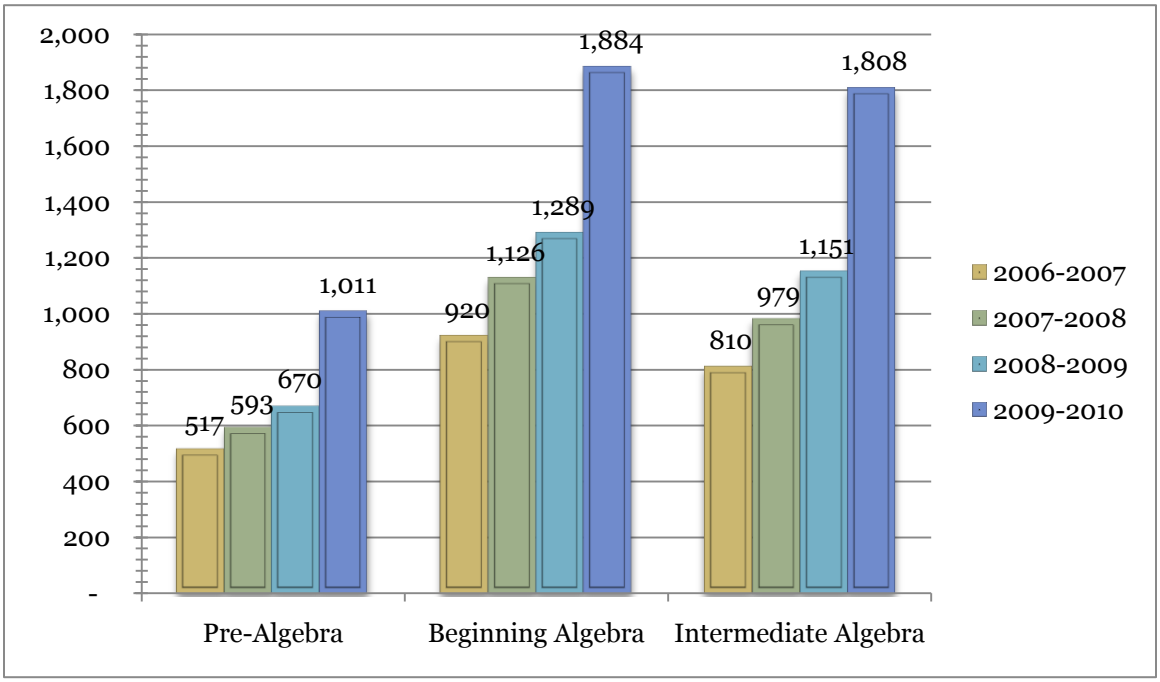
Table 5. Developmental Math Enrollment by Year

	2006-2007		**2007-2008**		**2008-2009**		**2009-2010**	
	N	% Change	N	% Change	N	% Change	N	% Change
Total Enrollment	2,247	--	2,698	20.1	3,110	15.3	4,703	51.2
Pre-Algebra	517	--	593	14.7	670	13.0	1,011	51.0
Beginning Algebra	920	--	1,126	22.4	1,289	14.5	1,884	46.2
Intermediate Algebra	810	--	979	20.9	1,151	17.6	1,808	57.1

Source: Remedial Math Enrollment Counts Table supplied by the office of Institutional Research

The 2007-2008 and 2008-2009 academic years saw an average increase in developmental math enrollment of approximately 17 percent. The average increase in developmental math enrollment nearly tripled (to 51.4 percent) between the 2008-2009 and 2009-2010 academic years. Developmental math enrollment includes all those students who enrolled in a developmental math class, regardless of whether or not they tested into it.

Figure 5. Developmental Math Enrollment 2006-2009[4]



All developmental math courses experienced substantial growth between the 2008-2009 and 2009-2010 academic year, but Intermediate Algebra enrollment grew the greatest during this time period. Enrollment during the 2008-2009 academic year reached 1,151 students (or approximately 16% of the total student body); during the 2009-2010 academic year, enrollment for this class rose to[5] 1,808 students—an increase of 57 percent over the previous year (and approximately 23 percent of the current student population). Overall, developmental math enrollment has increased from 2,243 in 2006-2007 to 3,204 students in 2009-2010; an increase of about 43 percent.

Pre-Algebra enrollment has nearly doubled from 517 students in 2006-2007 to 1,011 students in 2009-2010; an increase of over 95 percent. Beginning Algebra enrollment has increased over 104 percent, from 920 students in 2006-2007 to 1,884 students in 2009-2010. Since 2006-2007, Intermediate Algebra has experienced the most substantial increase in student enrollment, with the number of students enrolled in this course increasing by 123.2 percent from 2006-2007 to 2009-2010. Despite the large increases in student enrollment experienced by the

[4] Incomplete grades are not reported in individual math class enrollment statistics, but are included in the total math enrollment figure obtained from IR.
[5] 2009-2010 data only includes 201001 data. 201002 and 201003 have not been reported as of this time.

developmental math courses, Beginning Algebra enrollment has continuously[6] consisted of the largest number of students.

Developmental Math Success

Table 6. Developmental Math Success by Course and Year

	2006-2007		2007-2008			2008-2009			2009-2010		
Total Developmental Math Enrollment											
	N	%	N	%	% Change	N	%	% Change	N	%	% Change
Pass	1,163	51.9	1,351	50.2	-3.3	1,609	51.9	3.4	1,688	52.7	1.5
Fail	1,080	48.1	1,339	49.8	3.5	1,489	48.1	-3.4	1,516	47.3	-1.7
Total	**2,243**	**100**	**2,690**	**100**		**3,098**	**100**		**3,204**	**100**	
Pre-Algebra											
Pass	316	61.1	282	47.9	-21.6	365	54.6	14.0	354	52.1	-4.6
Fail	201	38.9	307	52.1	33.9	303	45.4	-12.9	326	47.9	5.5
Total	**517**	**100**	**589**	**100**		**668**	**100**		**680**	**100**	
Beginning Algebra											
Pass	403	43.9	524	46.6	6.2	599	46.6	0.0	654	51.1	9.7
Fail	516	56.1	601	53.4	-4.8	687	53.4	0.0	626	48.9	-8.4
Total	**919**	**100**	**1,125**	**100**		**1,286**	**100**		**1,280**	**100**	
Intermediate Algebra											
Pass	444	55.0	545	55.8	1.5	645	56.4	1.1	680	54.7	-3.0
Fail	363	45.0	431	44.2	-1.8	499	43.6	-1.4	564	45.3	3.9
Total	**807**	**100**	**976**	**100**		**1,144**	**100**		**1,244**	**100**	

Developmental math course success[7] rates vary depending on the course and the academic year. During the 2006-2007 academic year, Pre-Algebra had the largest success rate

[6] Largest student enrollment of the developmental math classes for academic years 2006-2007, 2007-2008, 2008-2009, and 2009-2010.
[7] A student is defined as successful if he or she earns an A, B, or C in the course.

compared to Beginning Algebra or Intermediate Algebra. Over 61 percent of students enrolled in Pre-Algebra during that school year passed that course. Only 43.9 and 55.0 percent of Beginning Algebra and Intermediate Algebra students passed, respectively. Pre-Algebra success rates decreased in the following academic year. Only 47.9 percent of Pre-Algebra students passed, a decrease of 21.6 percent compared to the previous year.

Success rates in Pre-Algebra and Intermediate Algebra increased in the 2008-2009 academic year, while Beginning Algebra experienced no change. Pre-Algebra had the largest success rate increase, with fifteen percent more students successfully completing the course than the 2007-2008 school year; however, the student success rate was still much lower than the 2006-2007 high of 61.1 percent.

The 2009-2010 developmental math success data is preliminary and does not reflect the success rates for the spring or summer semesters. For the fall 2009 semester, Pre-Algebra passing rates decreased by 4.6 percent. Beginning Algebra success rates increased by 9.7 percent—finally pushing the passing rate for the class over the 50 percent line to 51.1 percent. Intermediate Algebra rates decreased by three percent; this maintained a success rate of about 55 percent for that course.

Figure 6. Pre-Algebra Success 2006-2009

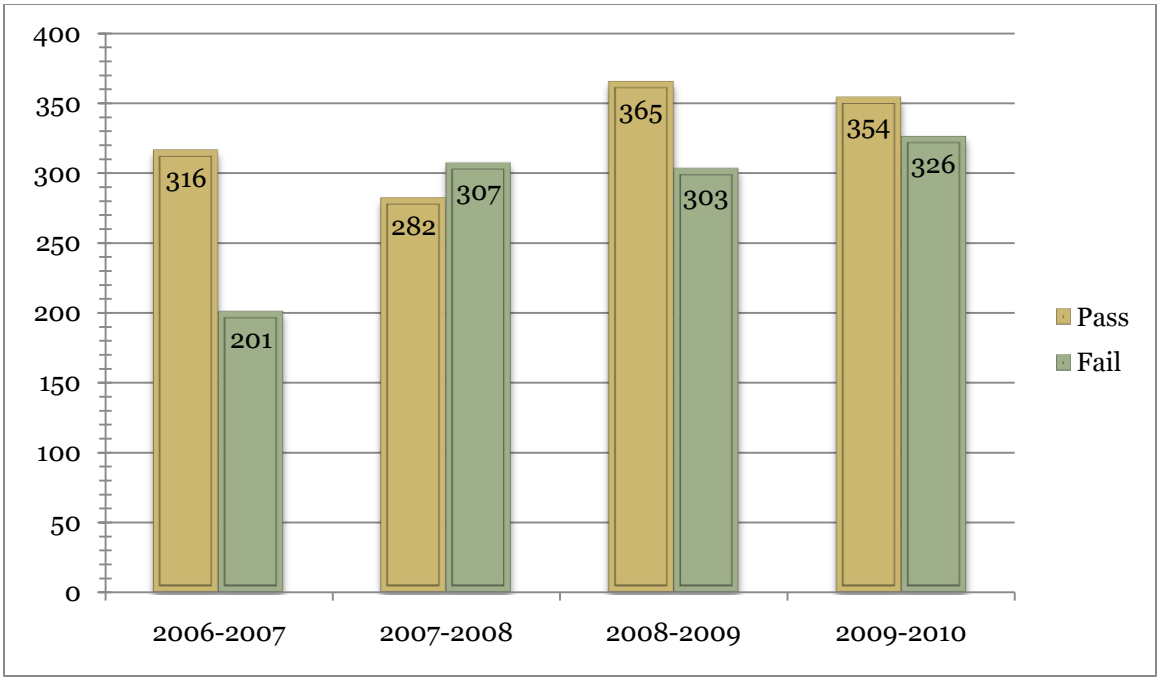


Figure 6.1 Beginning Algebra Success 2006-2009

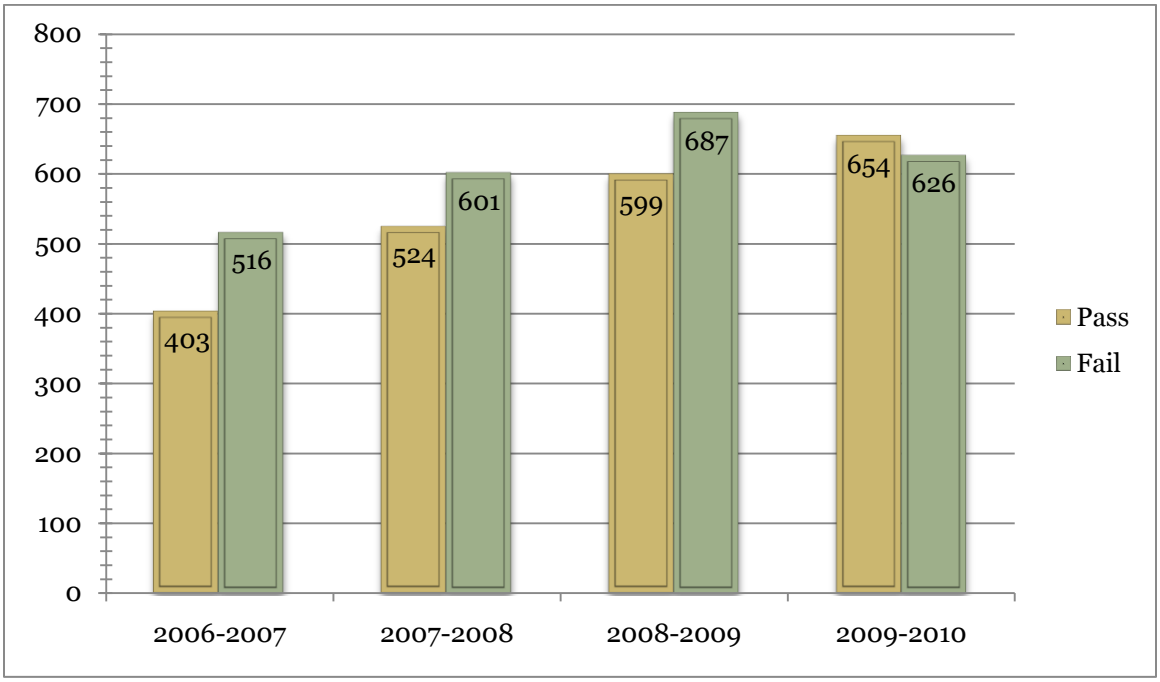


Figure 6.2. Intermediate Algebra Success 2006-2009

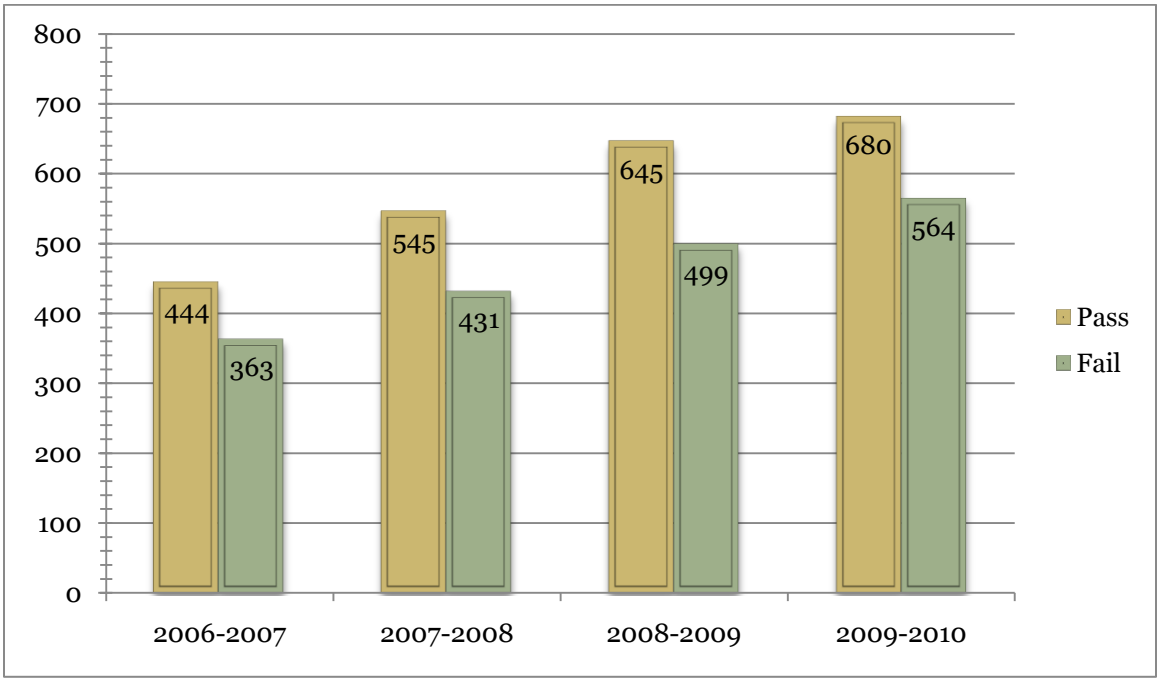
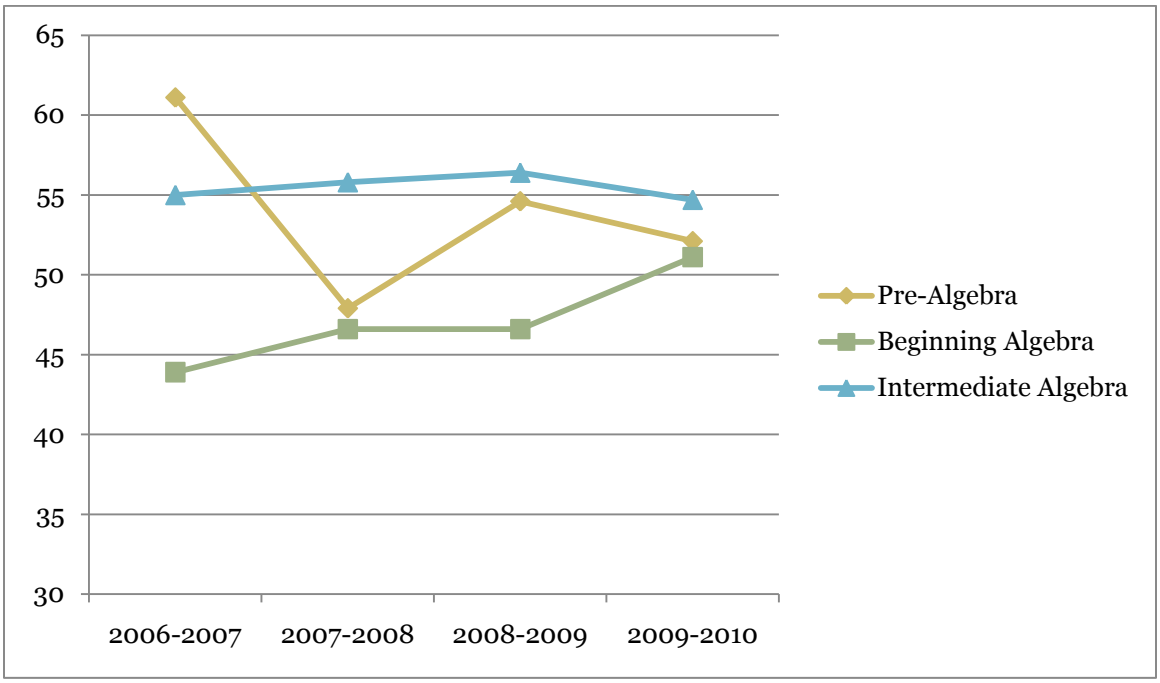


Figure 6.3. Developmental Math Success Rate 2006-2009[8]



Developmental Reading Placement

Table 7. First Time Entering Freshmen Enrollment and Developmental Reading Placement by Year

	2006-2007	**2007-2008**	**2008-2009**	**2009-2010**
Developmental Reading Placement	423	436	455	469
New Freshmen Enrollment	1,051	1,299	1,340	1,450
Percent of New Freshmen	40.2	33.6	34.0	32.3
Percent Change	--	-16.4	1.2	-5.0

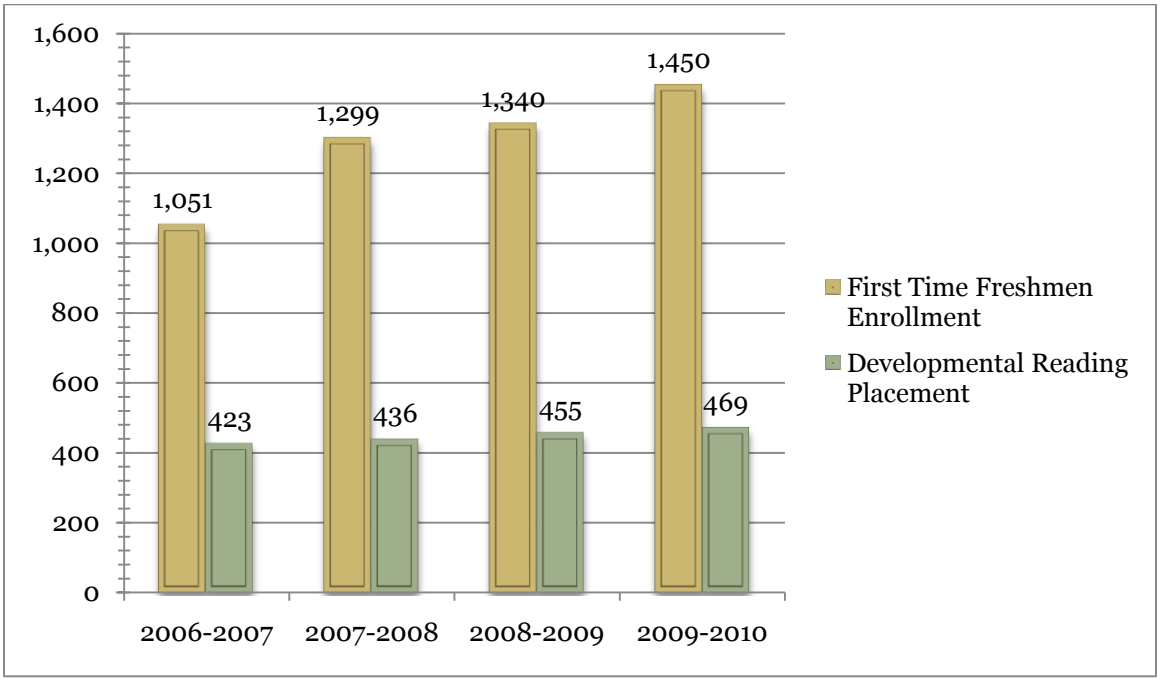
Source: NWACC Fact Book 2009, p. 33.

Due to very little information being available on developmental reading placement, not much can be said about it. However, as the table above shows, the number of first time entering

[8] Success rate calculated as the number of students passing the specified course during that year, divided by the total student enrollment in that course. Passing is defined as an A, B, or C grade.

freshmen testing into developmental reading courses has been steadily decreasing. Slightly more than 40 percent of entering freshmen tested in to a developmental course in 2006-2007; this proportion decreased by 16.4 percent for the following academic year. It increased slightly by 1.2 percent in 2008-2009 before decreasing by another five percent in 2009-2010.

Figure 7. First Time Entering Freshmen and Developmental Reading Placement 2006-2009



Developmental Writing Placement

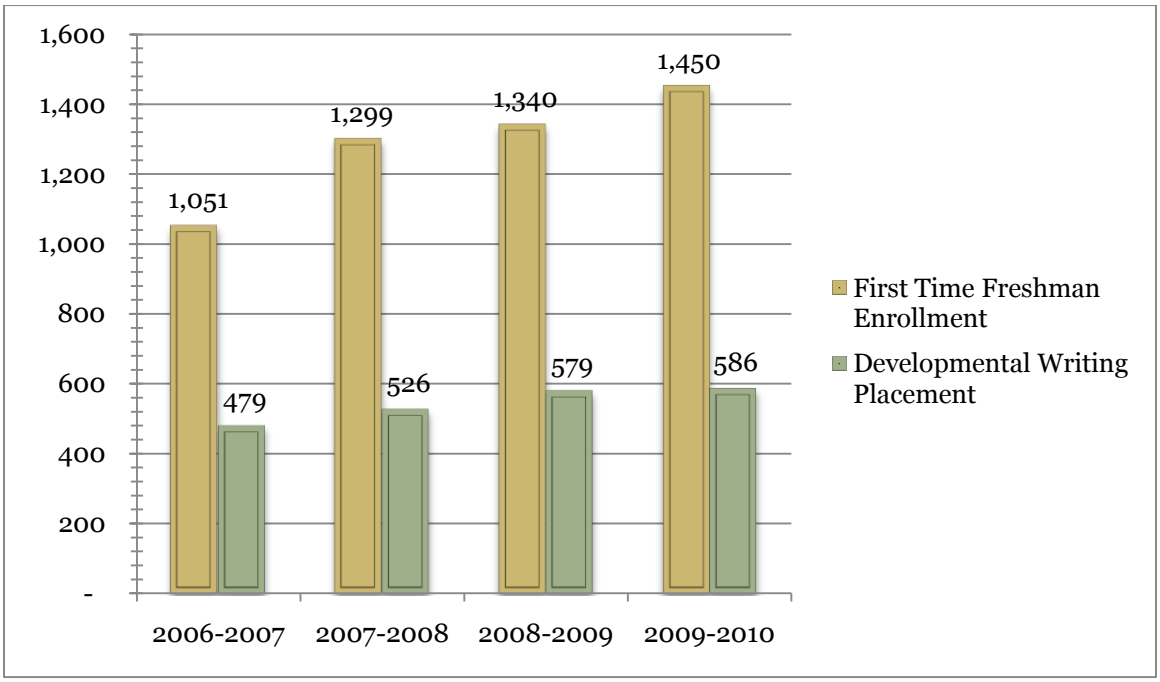
Table 8. First Time Entering Freshmen Enrollment and Developmental Writing Placement by Year

	2006-2007	2007-2008	2008-2009	2009-2010
Developmental Writing Placement	479	526	579	586
New Freshmen Enrollment	1,051	1,299	1,340	1,450
Percent of New Freshmen	45.6	40.5	43.2	40.4
Percent Change	--	-11.2	6.7	-6.5

Source: NWACC Fact Book 2009, p. 33.

During the 2006-2007 academic year, 45.6 percent of first time entering freshmen tested into a developmental writing course. This percentage decreased during the subsequent school year, with only 40.5 percent of first time entering freshmen in 2007-2008 failing to demonstrate the basic writing skills necessary for college level courses. The proportion of first time entering freshmen requiring developmental writing courses increased by 6.7 percent in the 2008-2009. This percent decreased the following academic year by 6.5 percent. Overall for 2006-2009, the average percentage of first time entering freshmen testing into a developmental writing course has remained around the mid to low 40s.

Figure 8. First Time Entering Freshmen and Developmental Writing Placement 2006-2009



Developmental Writing Enrollment

Table 9. Developmental Writing Enrollment by Year

	2006-2007		2007-2008		2008-2009		2009-2010	
	N	% Change	N	% Change	N	% Change	N	% Change
Total Enrollment	529	--	640	21.0	725	13.3	820	13.1
Grammar and Mechanics	0	--	0	--	24	--[9]	46	91.7
Foundations of Writing	40	--	47	17.5	32	-31.9	34	6.3
Beginning Writing	89	--	90	1.1	148	64.4	200	35.1
Intermediate Composition	400	--	503	25.8	521	3.6	540	3.6

Source: Remedial Enrollment Counts FA07-SP10 Table supplied by Institutional Research.

Overall in 2006-2007, 529 students enrolled in any one of the developmental writing courses. Forty students enrolled in Foundations of Writing (ENGL 0041, 0041, or 0043), 89 enrolled in Beginning Writing (ENGL 0053), and 400 enrolled in Intermediate Composition (ENGL 0063). During the 2007-2008 school year, all developmental writing courses saw an enrollment increase in comparison to the previous year. Total enrollment was 640 students, an increase of 21 percent over 2006-2007. Forty-seven students enrolled in Foundations of Writing, an increase of 17.5 percent. Beginning Writing saw the addition of one student, a 1.1 percent increase. Intermediate Composition experienced the largest student enrollment increase, 25.8 percent, with 503 students enrolled in this course in 2007-2008.

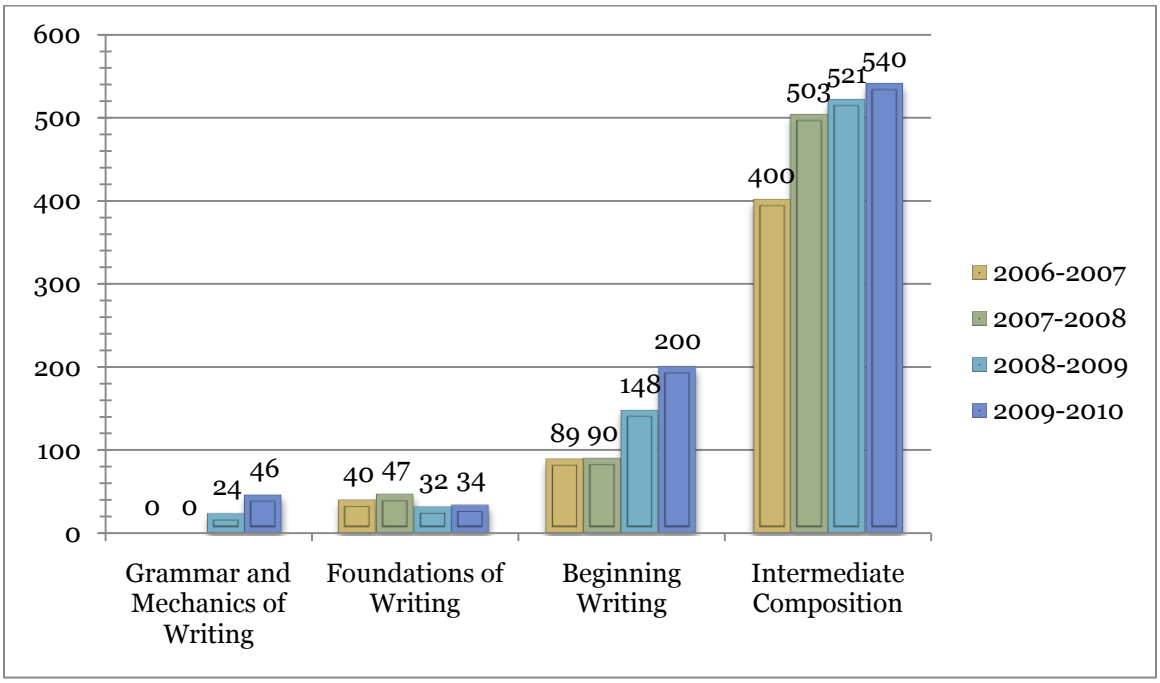
Total student enrollment in developmental writing classes increased by 13.3 percent in 2008-2009—from 640 in 2007-2008 to 725 in 2008-2009. During the 2008-2009 academic year, an additional developmental writing class was offered.[10] Twenty-four students enrolled in the

[9] Not applicable due to course not being offered the previous year.
[10] Grammar and Mechanics of Writing is not inherently taken before Foundations of Writing, based on ACT or COMPASS test score. Grammar and Mechanics of Writing and Foundations of Writing are very similar courses with identical score placement ranges. They differ in that Grammar and Mechanics of

new Grammar and Mechanics of Writing developmental writing course (ENGL 0023). Student enrollment in Foundations of Writing decreased by 31.9 percent—from 47 students in 2007-2008 to 32 in 2008-2009. Beginning Writing enrollment increased from 90 students in 2007-2008 to 148 students in 2008-2009—an increase of almost 65 percent. Intermediate Composition experienced a relatively small 3.6 percent increase in student enrollment, but had the largest number of students of all the developmental writing classes with 521 students.

The 2009-2010 academic year saw a 13.1 percent increase in student enrollment in developmental writing classes. Out of the 820 students enrolled, 540 were taking Intermediate Composition; student enrollment in Grammar and Mechanics of Writing nearly doubled to 46 students; student enrollment in Foundations of Writing increased by 6.3 percent; and Beginning Writing experienced a 35.1 percent increase in student enrollment, from 148 students in 2008-2009 to 200 students in 2009-2010.

Figure 9. Developmental Writing Enrollment 2006-2009



Writing is a traditional face-to-face style class, while the Foundations of Writing is a variable hour, individualized instruction course; some hour levels are only available in an online format.

Developmental Writing Success

Table 10. Developmental Writing Success by Course and Year

	2006-2007		2007-2008			2008-2009			2009-2010		
Total Developmental Writing Enrollment											
	N	%	N	%	% Change	N	%	% Change	N	%	% Change
Pass	333	62.9	418	65.3	3.8	481	66.3	1.5	518	63.2	-4.7
Fail	196	37.1	222	34.7	-6.5	244	33.7	-2.9	302	36.8	9.2
Total	**529**	**100**	**640**	**100**		**725**	**100**		**820**	**100**	
Grammar and Mechanics of Writing											
Pass	0	--	0	--	--	14	58.3	--	28	60.9	4.5
Fail	0	--	0	--	--	10	41.7	--	18	39.1	-6.2
Total	**0**	**--**	**0**	**--**		**24**	**100**		**46**	**100**	
Foundations of Writing											
Pass	21	52.5	23	48.9	-6.9	23	71.9	47.0	12	35.3	-50.9
Fail	19	47.5	24	51.1	7.6	9	28.1	-45.0	22	64.7	130.2
Total	**40**	**100**	**47**	**100**		**32**	**100**		**34**	**100**	
Beginning Writing											
Pass	60	67.4	53	59.3	-12.6	85	57.4	-2.5	110	55.0	-4.2
Fail	29	32.6	37	40.7	26.1	63	42.6	3.6	90	45.0	5.6
Total	**89**	**100**	**90**	**100**		**148**	**100**		**200**	**100**	
Intermediate Composition											
Pass	252	63.0	342	68.0	7.9	359	68.9	1.3	368	68.1	-1.2
Fail	148	37.0	161	32.0	-13.5	162	31.1	-2.8	172	31.9	2.6
Total	**400**	**100**	**503**	**100**		**521**	**100**		**540**	**100**	

Developmental writing course success rates vary depending on the course and the academic year. In 2006-2007, Beginning Writing had a higher passing rate than Foundations of Writing or Intermediate Composition.[11] Over 67 percent of students who enrolled in Beginning Writing passed the course, while 63 percent of students enrolled in Intermediate Composition and 52.5 percent of students enrolled in Foundations of Writing passed that developmental writing class. In the following academic year, Foundations of Writing and Beginning Writing both saw a decrease in the proportion of enrolled students successfully completing the course work. Only 48.9 percent of students enrolled in Foundations of Writing passed this course in 2007-2008. This was a 6.9 percent decrease compared to the previous year. Beginning Writing success rates for 2007-2008 decreased from 67.4 percent to 59.3 percent. Intermediate Composition was the only developmental writing course to experience an increase in student success in the 2007-2008 academic year. Sixty-eight percent of students enrolled in Intermediate Composition successfully completed the course, compared with a success rate of 63 percent the previous year.

Grammar and Mechanics of Writing, introduced in 2008-2009, had a successful completion rate of 58.3 percent. The passing rates of both Beginning Writing and Intermediate Composition remained mostly unchanged for the 2008-2009 academic year, with a decline of 2.5 percent for Beginning Writing and an increase of 1.3 percent for Intermediate Composition. Foundations of Writing, on the other hand, experienced a large increase in the percentage of students successfully completing the course. The passing rate increased from 48.9 percent in 2007-2008 to almost 72 percent in 2008-2009—a 47 percent increase over the previous year. However, the success rate declined to only 35.3 percent the following year. Beginning Writing and Intermediate Composition also experienced declines in student success rates in 2009-2010. About four percent fewer students enrolled in Beginning Writing passed in 2009-2010 than in 2008-2009; likewise, the passing rate for Intermediate Composition in 2009-2010 decreased by 1.2 percent in 2009-2010. Grammar and Mechanics of Writing saw an increase in student success rates during the 2009-2010 year. The Grammar and Mechanics of Writing success rate increased by 4.5 percent, from 58.3 percent in 2008-2009 to 60.9 percent in 2009-2010.

[11] Grammar and Mechanics of Writing was not offered at this time.

Figure 10. Grammar and Mechanics of Writing Success 2008-2009

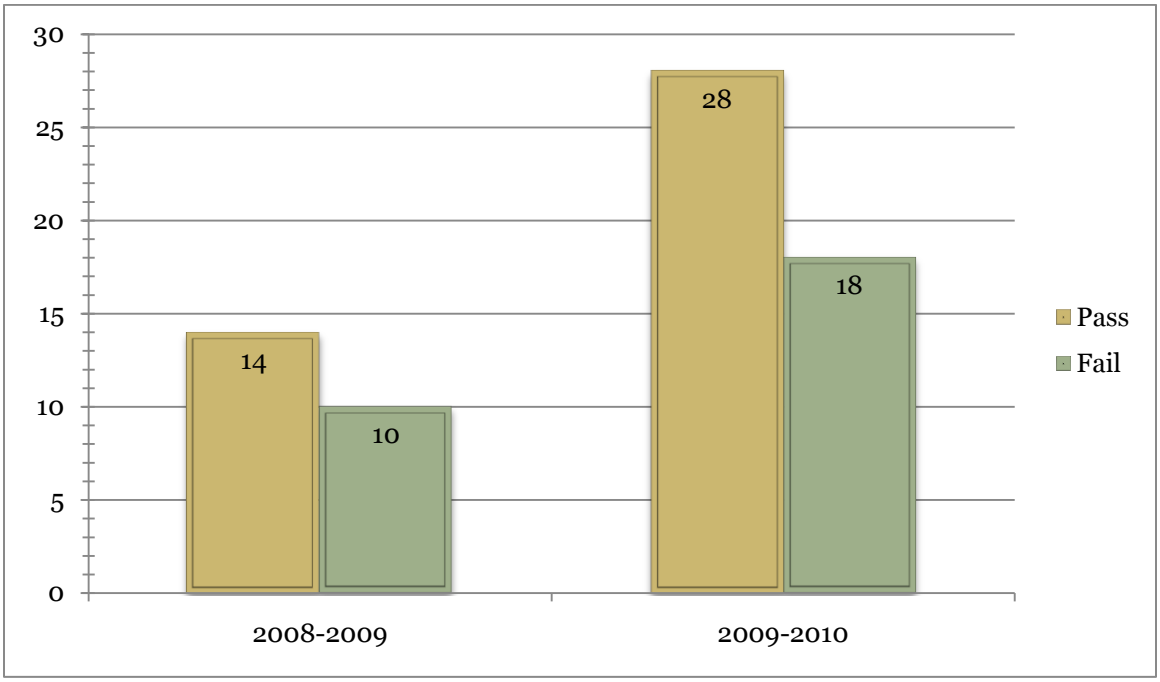


Figure 10.1 Foundations of Writing Success 2006-2009

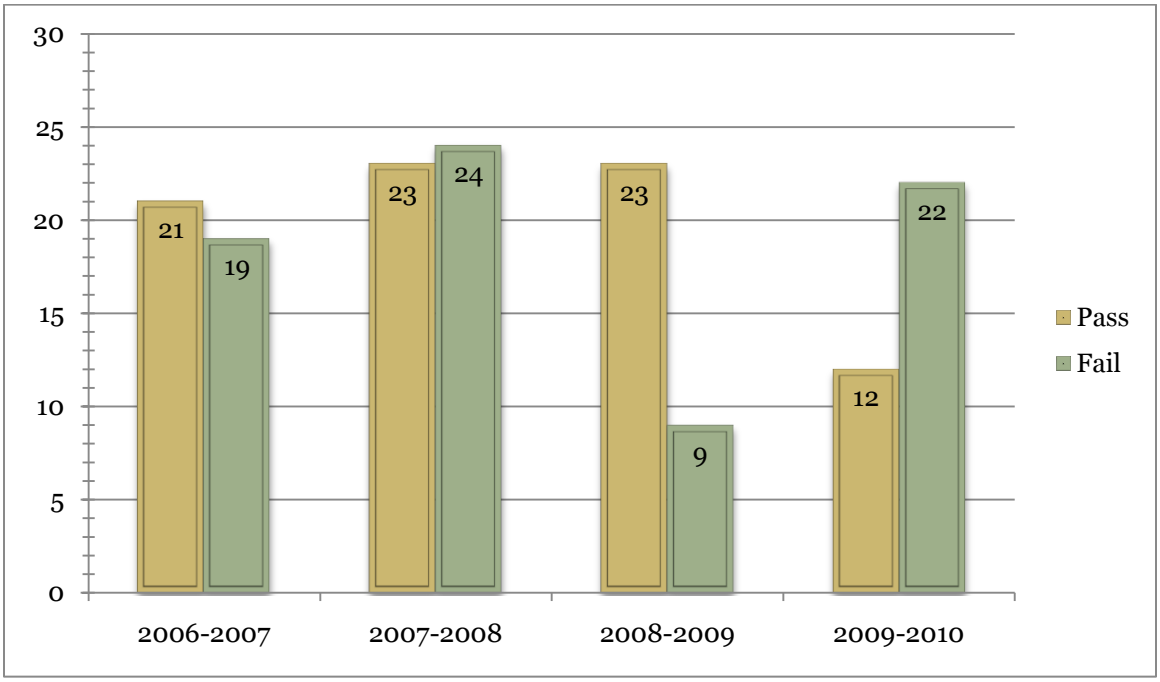


Figure 10.2 Beginning Writing Success 2006-2009

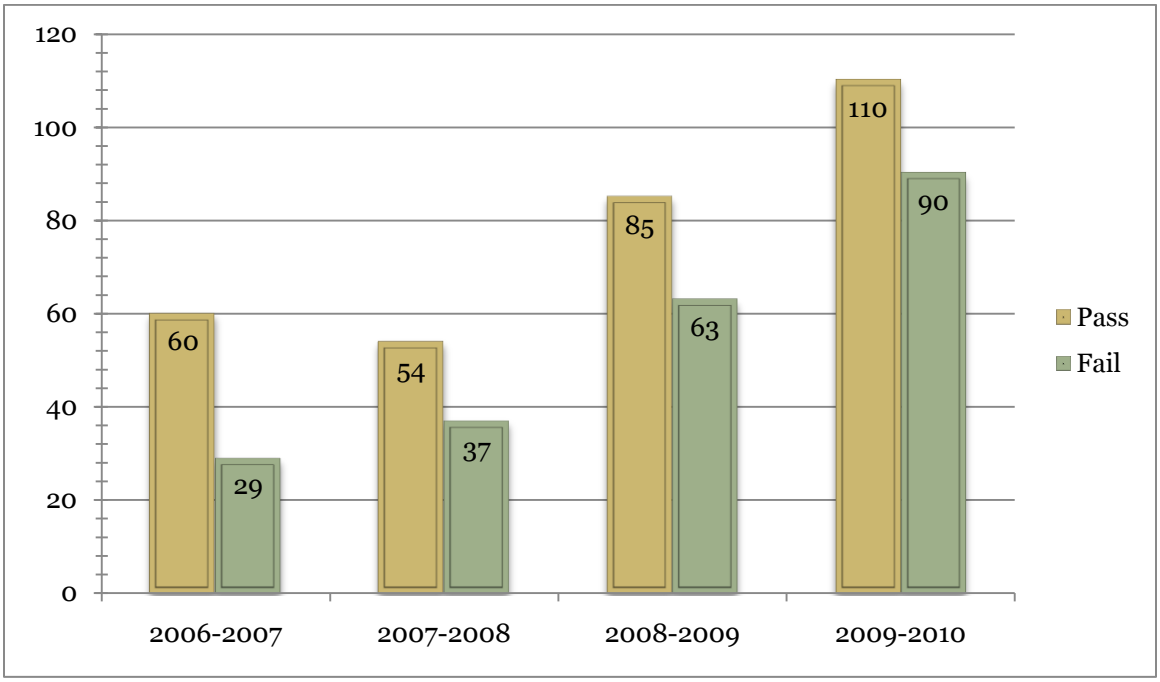


Figure 10.3 Intermediate Composition Success 2006-2009

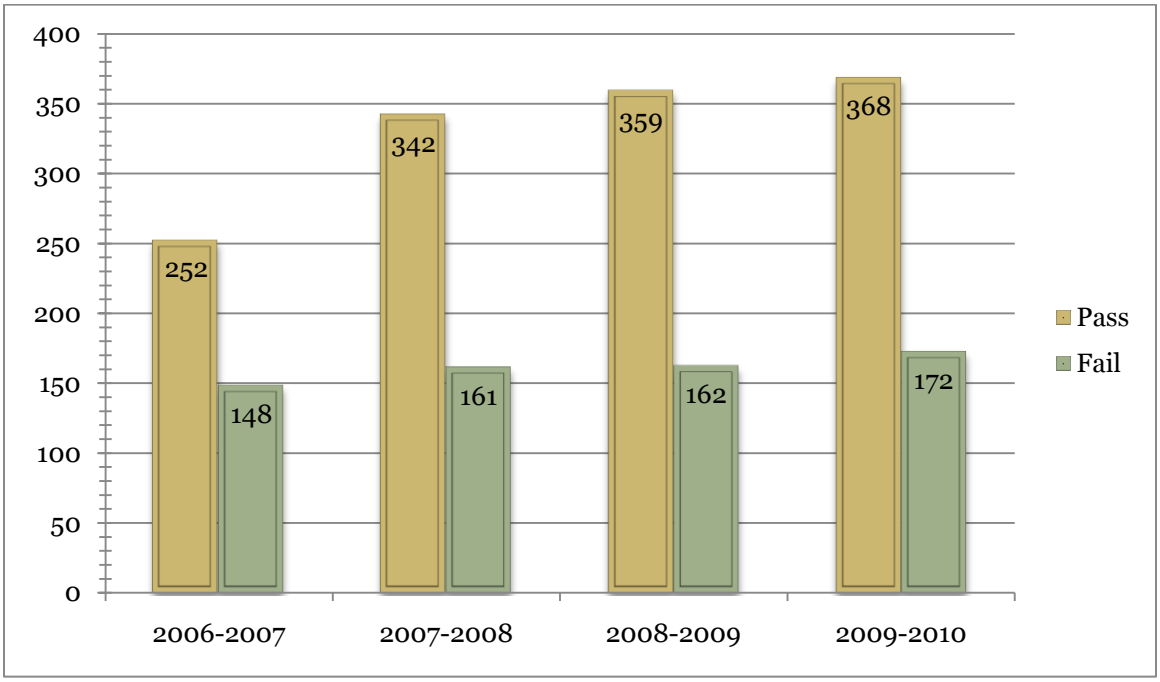
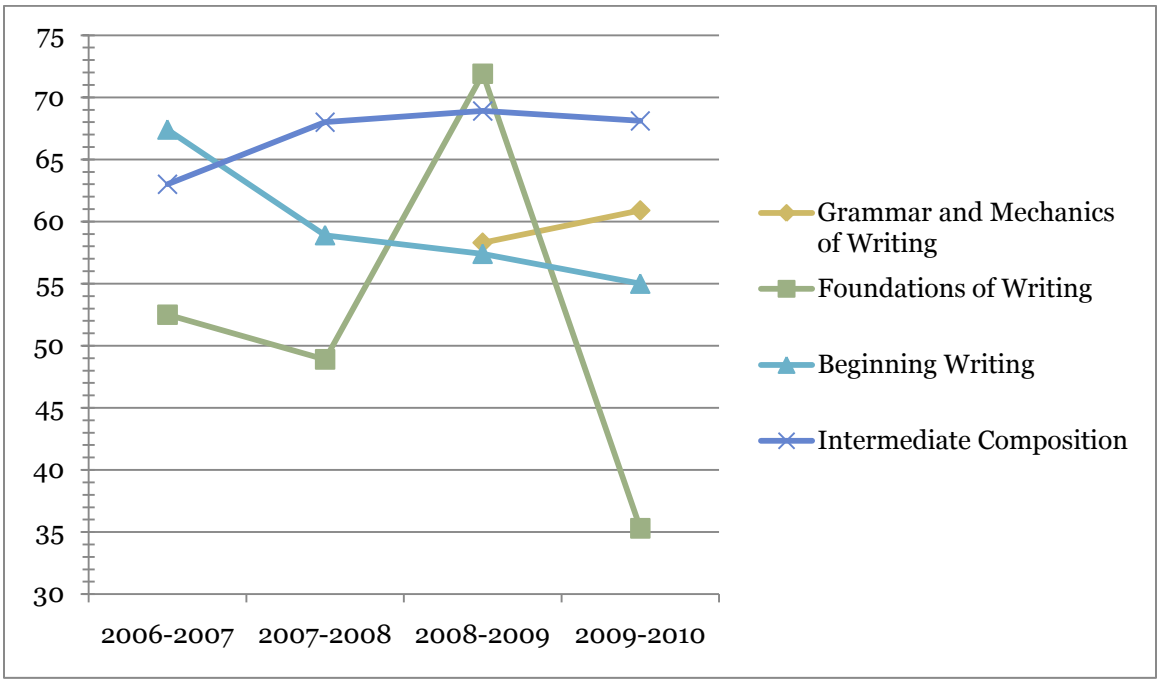


Figure 10.4 Developmental Writing Success Rate 2006-2009



The information contained in this report has been obtained via various sources—many available online from the Office of Institutional Research. Please refer to the NWACC Fact Book or the Office of Institutional Research's website for more information. If you have any questions or comments regarding the contents of this report, please contact Sheena Johnson at sjohnson24@nwacc.edu.