

Redesigned Course Outcomes

COETC Year One

An Analysis of Course Offerings, Students Served, and Academic Attainment

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Released November 2013



RUTGERS

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Research Center

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Introduction

This analysis looks at the progress made at the program level in terms of the number of courses redesigned, students served and academic course outcomes attained across the consortium. For a profile of the courses redesigned from the outset of the grant through the Summer 2013 term, please see the Interim Master Course Report found at this [link¹](#) which includes a directory of validated courses redesigned by the colleges as of October 4th, 2013.

Data and Methods

The redesigned course data is self-reported by the college Project Managers/Leads and has been used to generate the student level data reported below by college. The Project Leads have also self-identified the modality for each of the redesigned courses reported. DE course are categorized in terms of pedagogical approaches (i.e. accelerated, compressed, modularized, etc.) and the Energy courses are coded by instructional modality (i.e. traditional, hybrid and online.)

The data for the redesigned course rosters was provided by data specialists at CCCS for all system schools and at Aims and CMC. The listing of redesigned courses from Spring 2012 through Spring 2013 were validated as accurate by the Project Leads at each college as part of the 2nd Quarter report.

The course data was generated at each college by curriculum, meaning redesigned DE and Energy courses were analyzed separately. As such, the analysis is provided in two parts for those schools in the consortium with energy programs. Because the analysis is bifurcated, it does allow for between college comparisons within the curriculum.

Finally, an analysis of academic outcomes is summarized. This analysis begins by reporting the group academic mean (grade mean) for every unique course redesigned. In order to conduct this analysis, the grades were converted to a 4.0 grade point average (GPA) at the system schools. Although DE course grades are not calculated within the student GPA, the conversion was made for the purpose of this comparative analysis.

¹ The report can be accessed here: <https://docs.google.com/spreadsheet/ccc?key=0AoGDoJ9hgi1-dHNqWHhRRUd2X1pOMmFVdUw5U1ltUWc&usp=sharing>

A table of overall grades by mode is presented by college which displays actual course grade outcomes.

We begin the course grade outcome analysis by first reporting the group grade mean by unique course titles. This is referred to as the Course mean. In future evaluation reports, we will provide analysis at the individual course registration level allowing us to compare courses offered with more than one section.

In this report, each course is then compared to the group grade mean by several outcomes measured and defined below:

- **Course Mean** (compares all identical courses by course title)
- **Department Mean** (representing all redesigned courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)
- **Curriculum Mean** (includes all courses offered within Redesigned DE or Energy Curriculum)

In those instances where multiple course sections have not been offered, the course grade for each Course, Level, Subject and Curriculum will be the same. One final note: we have included data through Spring 2013 as many of these courses were planned during the previous fiscal year in order to capture the efforts of the Year One Outcomes.

College Level Data

For a snap shot of the students served in terms of total and unique students served across the DE and energy curriculums, please see Figures 1 and 2. This figure reflects student enrollments as measured against the goals projected for the grant.

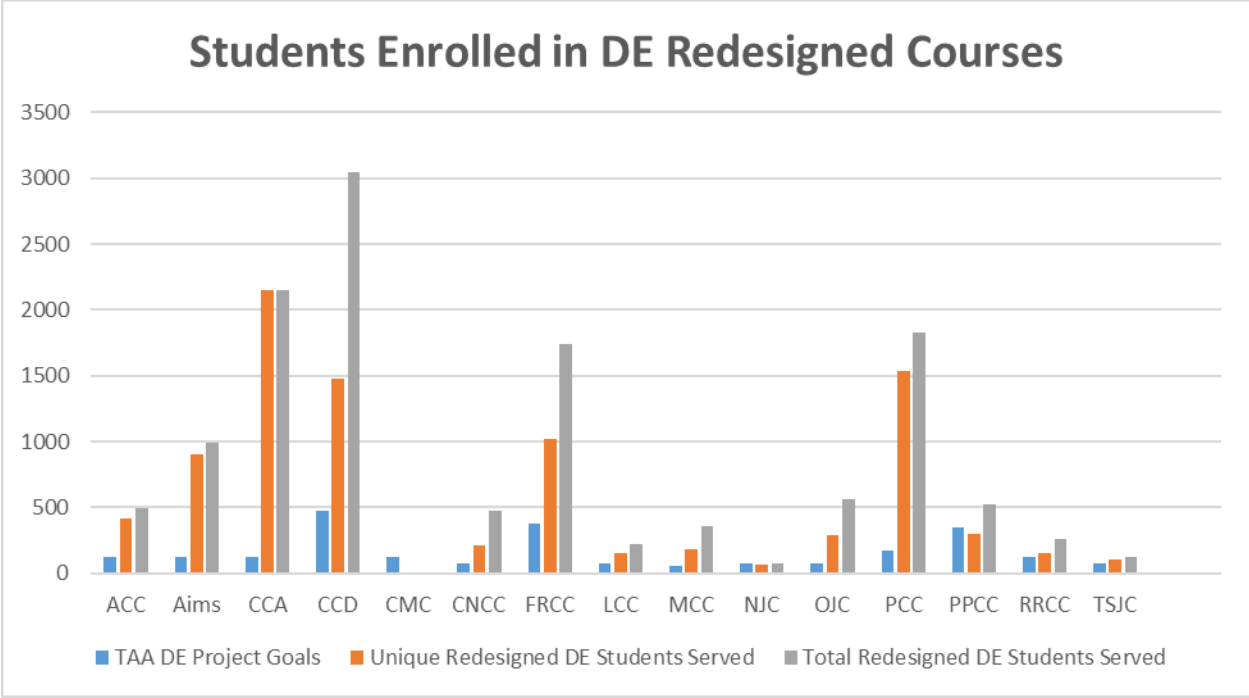


Fig.1. Student enrollment in DE redesigned courses through Spring 2013.

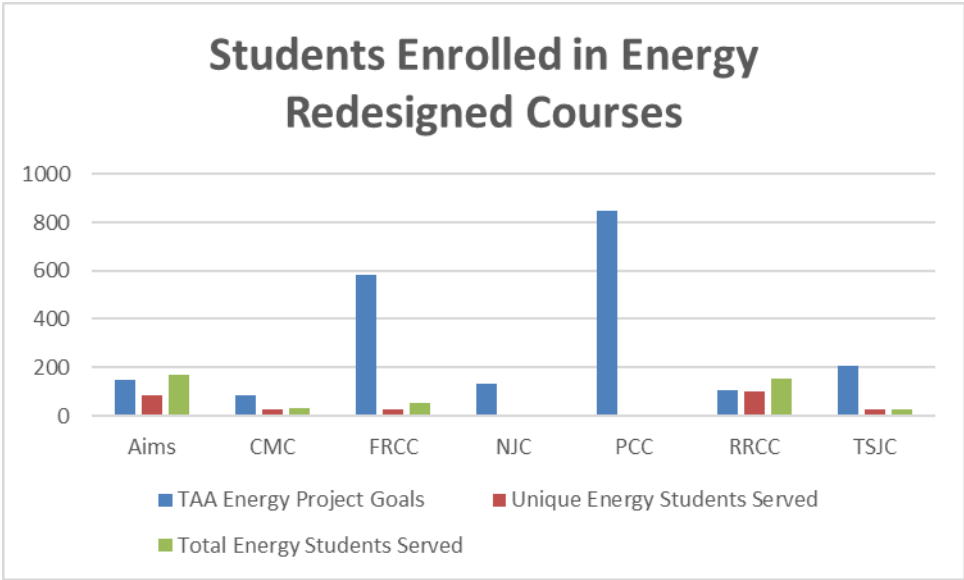


Fig.2. Student enrollment in Energy redesigned courses through Spring 2013. ^{2 3}

² This data is valid as of 10-16-13 except for the data from CMC which was received on 7-21-13. While it does not appear that the data from CMC will change, we cannot declare this data validated.

In addition to the consortium data, Rutgers School of Management and Labor Relations has collected data for all students served in a redesigned course. This analysis follows this section. As noted above, a distinction is made between total students served and unique students served. Tabular data are also presented which displays students served by term, by course and by subject. Similarly, course and subject data are also presented by level of instruction. At those schools offering an energy curriculum, these data tables are replicated.

Key Observations

Overall, the consortium has exceeded the number of students served by a redesigned DE course proposed under the TAACCCT grant. To date, 8,960 unique students enrolled in a redesigned course as compared to 2,395 students projected under the goals of the grant. Of the total number of students served, 12,829 students have been enrolled in a redesigned course since the inception of the grant through Spring 2013. While a percentage of students enrolled did not persist to the end of the term, this student outcome still far exceeds the goals of the grant.

In terms of the Energy curriculum, 269 unique students have enrolled in redesigned course funded through the grant. This represents almost 13 percent of the grant target. While this attainment is more modest, which is due in part to delays resulting from state level curriculum approvals, the total number of students served to date are 432. This increased number reflects students who are enrolling in stackable courses as well new courses that are offered each semester.

Next Steps

At the end of each term, following the processing of final grades, we will report academic course outcomes for each subsequent semester. A comparison will also be made between the new courses offered against the previous term course offerings. This comparison will help to assess whether the second and third generation of courses influences course outcomes.

³ All energy courses offered as of Spring 2013 at PCC have been noncredit courses. We currently do not have a system in place at this time to track noncredit students. This system is currently being explored.

We will also operationalize the data by instructor within each college in order to control for differences in instruction that may vary within the same course offerings.

In order to make projections about goal attainment within the Energy curriculum, a complete curriculum list of for-credit and non-credit curriculum is needed.

Lastly, we will code future group mean outcomes by modality within each curriculum. This assessment will help control for differences that may result from modality strategies.

ACC

At ACC, the number of redesigned DE courses totaled 9 unique course offerings and 31 unique section offerings through Spring 2013. Approximately two-thirds of all courses have been offered in the most recent term. Table 1 displays the roll-out of these course offerings by term as well as the percentage and number of total students served by these courses (n=491). The percentage is calculated by putting the number of students in the term in the numerator and the total in the denominator.

Table 1: Number of ACC Students Enrolled in DE Redesigned Courses by Term		
Term & Year	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Spring 2012	7.5	37
Fall 2012	29.9	147
Spring 2013	62.6	307
Total	100.0	491

In terms of overall student retention, 83.1 percent of students (n=408) who registered for redesigned DE courses persisted in the course while 2.4 percent (n=12) dropped the course after the start of the semester and 14.5 percent (n=71) withdrew from the course after the start of the term.

Curriculum Level Outcomes

From a curriculum perspective, Table 2 presents the course offerings by subject and by level within each subject. At ACC, eighty percent of students served by redesigned DE course were enrolled in Math subjects, followed by English (7.7%), Reading (7.7%), and Contextualized (3.9%). The percentage is calculated by putting the number of students in the subject in the numerator and the total in the denominator.

Table 2: Number of ACC Students Enrolled in DE Redesigned Courses by Subject		
Subject	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
English	7.7	38
Math	80.7	396
Reading	7.7	38
DE Contextualized	3.9	19
Total	100.0	491

Table 3 presents student enrollment by each course level of courses offered by subject.

Table 3: ACC DE Redesigned Course Offerings by Subject Level										
Subject	Course Level								Total %	Total N
	45	60	90	95	99	109	121			
English	0%	50%	50%	0%	0%	0%	0%	100%	28	
Math	62.1%	0%	0%	28.5%	3.0%	0%	6.4%	100%	396	
Reading	0%	50%	50%	0%	0%	0%	0%	100%	38	
DE Contextualized	0%	0%	0%	0%	0%	100%	0%	100%	19	
Total	50.1%	7.7%	7.7%	23.0%	2.4%	3.9%	5.2%	100%	491	

Tables 4 and 5 displays the redesigned course offered by course title and also by course level. The percentage in Table 4 is calculated by putting the number of students in the course in the numerator and the total in the denominator.

Table 4: Number of ACC Students Enrolled in DE Redesigned Courses by Course Title		
Course Title	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Advanced Academic Achievement	3.9	19
Basic Composition	3.9	19
College Algebra : MA1	5.1	25
College Preparatory Reading	3.9	19
Compress Pre Alg/ Basic Math	50.1	246
Compressed Intro/Inter Algebra	23.0	113
Foundations of Reading	3.9	19
Intermediate Algebra	2.3	12
Writing Fundamentals	3.9	19
Total	100.0	491

Table 5: ACC Redesigned DE Course Offerings by Course Level

Course Title	Course Level								Total %	Total N
	45	60	90	95	99	109	121			
Advanced Academic Achievement	0%	0%	0%	0%	0%	100%	0%	100%	19	
Basic Composition	0%	0%	100%	0%	0%	0%	0%	100%	19	
College Algebra : MA1	0%	0%	0%	0%	0%	0%	100%	100%	25	
College Preparatory Reading	0%	0%	100%	0%	0%	0%	0%	100%	19	
Compress Pre Alg/ Basic Math	100%	0%	0%	0%	0%	0%	0%	100%	246	
Compressed Intro/Inter Algebra	0%	0%	0%	100%	0%	0%	0%	100%	113	
Foundations of Reading	0%	100%	0%	0%	0%	0%	0%	100%	19	
Intermediate Algebra	0%	0%	0%	0%	100%	0%	0%	100%	12	
Writing Fundamentals	0%	100%	0%	0%	0%	0%	0%	100%	19	
Total	50.1%	7.7%	7.7%	23.0%	2.4%	3.9%	5.2%	100%	491	

Course Level Academic Outcomes

The mode of all grades achieved by individual students is presented in Table 6. In general, students who did not complete the course for one or more reasons (dropped or withdrew) are summarized. Students enrolled in DE course receive grades that are not calculated into their cumulative GPA; however, they do receive a grade value for those who satisfactorily complete the course (i.e. A, B, and C) and for those who receive an unsatisfactory grade (i.e. D or F).

Table 6: ACC Cumulative Grades Earned by Students		
College Level Grades Value	Percent of Total Redesigned DE Population (All Terms)	N (Redesigned DE Population)
A	2.4	12
B	1.8	9
C	1.4	7
D	0.8	4
F	1.0	5
DE Level Grades Value	Percent	N
S/A	21.0	103
S/B	23.4	115
S/C	14.7	72
U/D	4.1	20
U/F	11.6	57
Not Completed	Percent	N
INC	0.8	4
Withdrawn	15.4	75
Null (Not completed)	1.6	8
Total	100.0	491

Finally, a comparison of grouped mean grade outcomes is presented for each individual course (CRN) in Table 7. In order to conduct this analysis, the DE courses were assigned a numeric value ranging from 4.0 (S/A) to 0.0 (U/F), in accordance to grading assessments for college level courses. Each individual group course mean (CRN) is then compared to all similar courses varying only by section number, by all courses offered at the same level, by all course offered within a department (subject) and then across the curriculum (DE). (Note: Future presentations of this data will provide descriptive text for the coded CRN number referenced under course mean.)

Table 7: Mean Grades Achieved by ACC Students in DE Redesigned Courses ⁴			
Course Title	Course Mean	Department Mean	Curriculum Mean
Advanced Academic Achievement	2.0588	2.0588	2.4853
Basic Composition	2.8333	3.1111	2.4853
College Algebra : MA1	2.9000	2.5155	2.4853
College Preparatory Reading	1.3750	1.7273	2.4853
Compress Pre Alg/ Basic Math	2.2921	2.5155	2.4853
Compressed Intro/Inter Algebra	2.8889	2.5155	2.4853
Foundations of Reading	2.0588	1.7273	2.4853
Intermediate Algebra	2.9000	2.5155	2.4853
Writing Fundamentals	3.3889	3.1111	2.4853

⁴**Course Mean** (compares all identical courses by course title)

Department Mean (representing all redesigned courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)

Curriculum Mean (includes all courses offered within DE or Energy Curriculum)

Aims

Developmental Education

At Aims, the number of redesigned DE courses totaled 4 unique course offerings and 57 unique section offerings through Spring 2013. Approximately one-third of all courses have been offered in the most recent term. Table 1 displays the roll-out of these course offerings by term as well as the percentage and number of total students served by these courses (n=990). The percentage is calculated by putting the number of students in the term in the numerator and the total in the denominator.

Number of Aims Students Enrolled in DE Redesigned Courses by Term		
Term & Year	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Spring 2012	2.6	26
Summer 2012	13.6	135
Fall 2012	46.4	459
Spring 2013	37.4	370
Total	100	990

In terms of overall student retention, 88.8 percent of students (n=880) who registered for redesigned DE courses persisted in the course while 11.2 percent (n=110) withdrew from the course after the start of the term.

Curriculum Level Outcomes

From a curriculum perspective, Table 2 presents the course offerings by subject and by level within each subject. At Aims, all of the students served by redesigned DE course were enrolled in Math subjects. The percentage is calculated by putting the number of students in the subject in the numerator and the total in the denominator.

Table 2: Number of Aims Students Enrolled in DE Redesigned Courses by Subject		
Subject	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Math	100.0	990
Total	100.0	990

Table 3 presents student enrollment by each course level of courses offered by subject.

Table 3: Aims DE Redesigned Course Offerings by Subject Level						
Subject	Course Level					
	30	45	60	75	Total %	Total N
Math	1.4%	94.2%	1.2%	3.2%	100%	990
Total	1.4%	94.2%	1.2%	3.2%	100%	990

Tables 4 and 5 displays the redesigned course offered by course title and also by course level. The percentage in Table 4 is calculated by putting the number of students in the course in the numerator and the total in the denominator.

Table 4: Number of Aims Students Enrolled in DE Redesigned Courses by Course Title		
Course Title	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Compress Pre Alg w/Basic Math	94.2	933
Fundamentals of Mathematics	1.4	14
Pre-Algebra	1.2	12
Spcl Tpcs:Contextual Math	3.2	31
Total	100.0	933

Table 5: Aims Redesigned DE Course Offerings by Course Level						
Course Title	Course Level					
	30	45	60	75	Total %	Total N
Compress Pre Alg w/Basic Math	0%	100%	0%	0%	100%	933
Fundamentals of Mathematics	100%	0%	0%	0%	100%	14
Pre-Algebra	0%	0%	100%	0%	100%	12
Spcl Tpcs:Contextual Math	0%	0%	0%	100%	100%	31
Total	1.4%	94.2%	1.2%	3.2%	100%	933

Course Level Academic Outcomes

The mode of all grades achieved by individual students is presented in Table 6. In general, students who did not complete the course for one or more reasons (dropped or withdrew) are summarized. Students enrolled in DE course receive grades that are not calculated into their cumulative GPA; however, they do receive a grade value for those who satisfactorily complete the course (i.e. A, B, and C) and for those who receive an unsatisfactory grade (i.e. D or F).

Table 6: Aims Cumulative Mode Grades Earned by Students		
DE Level Grades Value	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
S/A	22.0	218
S/B	23.2	230
S/C	10.4	103
U/D	7.6	75
U/F	24.4	242
Not Completed	Percent	N
INC	1.4	13
Withdrawn	11.0	109
Total	100.0	990

Finally, a comparison of grouped mean grade outcomes is presented for each individual course (CRN) in Table 7. In order to conduct this analysis, the DE courses were assigned a numeric value ranging from 4.0 (S/A) to 0.0 (U/F), in accordance to grading assessments for college level courses. Each individual group course mean (CRN) is then compared to all similar courses varying only by section number, by all courses offered at the same level, by all course offered within a department (subject) and then across the curriculum (DE). (Note: Future presentations of this data will provide descriptive text for the coded CRN number referenced under course mean.)

Table 7: Mean Grades Achieved by Aims Students in DE Redesigned Courses⁵			
Course Title	Course Mean	Department Mean	Curriculum Mean
Compress Pre Alg w/Basic Math	2.1502	2.1233	2.1233
Fundamentals of Mathematics	1.3846	2.1233	2.1233
Pre-Algebra	2.0000	2.1233	2.1233
Spcl Tpcs: Contextual Math	1.6667	2.1233	2.1233

⁵ **Course Mean** (compares all identical courses by course title)

Department Mean (representing all redesigned courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)

Curriculum Mean (includes all courses offered within DE or Energy Curriculum)

Aims

Energy

At Aims, the number of redesigned energy courses totaled 6 unique course offerings and 9 unique section offerings through Spring 2013. Approximately eighty-seven percent of all courses have been offered in the most recent term. Table 1 displays the roll-out of these course offerings by term as well as the percentage and number of total students served by these courses (n=168). The percentage is calculated by putting the number of students in the term in the numerator and the total in the denominator.

Term & Year	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
Fall 2012	12.5	21
Spring 2013	87.5	147
Total	100.0	168

In terms of overall student retention, 89.3 percent of students (n=150) who registered for redesigned energy courses persisted in the course while 10.7 percent (n=18) withdrew from the course after the start of the term.

Curriculum Level Outcomes

From a curriculum perspective, Table 2 presents the course offerings by subject and by level within each subject. At Aims, every student served by redesigned energy course was enrolled in regular redesigned energy courses as opposed to the subject called contextualized energy. The percentage is calculated by putting the number of students in the subject in the numerator and the total in the denominator.

Subject	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
Energy	100.0	168
Total	100.0	168

Table 3 presents student enrollment by each course level of courses offered by subject.

Table 3: Aims Redesigned Energy Course Offerings by Subject Level								
Subject	Course Level						Total %	Total N
	101	102	117	125	233			
Energy	35.1%	13.1%	19.6%	17.3%	14.9%	100.0%	168	
Total	35.1%	13.1%	19.6%	17.3%	14.9%	100.0%	168	

Tables 4 and 5 displays the redesigned course offered by course title and also by course level. The percentage in Table 4 is calculated by putting the number of students in the course in the numerator and the total in the denominator.

Table 4: Number of Aims Students Enrolled in Redesigned Energy Courses by Course Title		
Course Title	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
Business Ethics and Values	13.1	22
Const Safety / Loss Prevention	14.9	25
Intro to Energy Technology	20.2	34
Petroleum Fundamentals	14.9	25
Teambuilding	17.3	29
Time Management	19.6	33
Total	100.0	168

Table 5: Aims Redesigned Energy Course Offerings by Course Level								
Course Title	Course Level						Total %	Total N
	101	102	117	125	233			
Business Ethics and Values	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%	22	
Const Safety / Loss Prevention	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	25	
Intro to Energy Technology	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	34	
Petroleum Fundamentals	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	25	
Teambuilding	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	29	
Time Management	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%	33	
Total	35.1%	13.1%	19.6%	17.3%	14.9%	100.0%	168	

Course Level Academic Outcomes

The mode of all grades achieved by individual students is presented in Table 6. In general, students who did not complete the course for one or more reasons (dropped or withdrew) are summarized. Students enrolled in DE course receive grades that are not calculated into their cumulative GPA; however, they do receive a grade value for those who satisfactorily complete the course (i.e. A, B, and C) and for those who receive an unsatisfactory grade (i.e. D or F).

Table 6: Aims Cumulative Mode Grades Earned by Students		
College Level Grades Value	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
A	40.5	68
B	24.4	41
C	6.5	11
D	6.0	10
F	11.9	20
Not Completed	Percent	N
Withdrawn	10.7	18
Total	100.0	168

Finally, a comparison of grouped mean grade outcomes is presented for each individual course (CRN) in Table 7. In order to conduct this analysis, the DE courses were assigned a numeric value ranging from 4.0 (S/A) to 0.0 (U/F), in accordance to grading assessments for college level courses. Each individual group course mean (CRN) is then compared to all similar courses varying only by section number, by all courses offered at the same level, by all course offered within a department (subject) and then across the curriculum (DE). (Note: Future presentations of this data will provide descriptive text for the coded CRN number referenced under course mean.)

Table 7: Mean Grades Achieved by TSJC Students in Redesigned Energy Courses⁶

Course Title	Section Mean	Department Mean	Curriculum Mean
Business Ethics and Values	3.2857	2.8467	2.8467
Const Safety / Loss Prevention	2.8333	2.8467	2.8467
Intro to Energy Technology	2.2143	2.8467	2.8467
Petroleum Fundamentals	2.6316	2.8467	2.8467
Teambuilding	3.5357	2.8467	2.8467
Time Management	2.6333	2.8467	2.8467

⁶**Course Mean** (compares all identical courses by course title)

Department Mean (representing all courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)

Curriculum Mean (includes all courses offered within DE or Energy Curriculum)

CCA

At CCA, the number of redesigned DE courses totaled 8 unique course offerings and 121 unique section offerings through Spring 2013. Approximately one-third of all courses have been offered in the most recent term. Table 1 displays the roll-out of these course offerings by term as well as the percentage and number of total students served by these courses (n=2148). The percentage is calculated by putting the number of students in the term in the numerator and the total in the denominator.

Term & Year	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Spring 2012	25.6	549
Summer 2012	5.5	120
Fall 2012	38.4	824
Spring 2013	30.5	655
Total	100.0	2148

In terms of overall student retention, 79.8 percent of students (n=1714) who registered for redesigned DE courses persisted in the course while 0.5 percent (n=10) dropped the course after the start of the semester and 19.7 percent (n=424) withdrew from the course after the start of the term.

Curriculum Level Outcomes

From a curriculum perspective, Table 2 presents the course offerings by subject and by level within each subject. At CCA, just over half of students served by redesigned DE course were enrolled in English subjects (54.6%), followed by Math (29.9%) and Reading (15.5%). The percentage is calculated by putting the number of students in the subject in the numerator and the total in the denominator.

Subject	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
English	54.6	1172
Math	29.9	642
Reading	15.5	334
Total	100.0	2148

Table 3 presents student enrollment by each course level of courses offered by subject.

Subject	Course Level							Total %	Total N
	45	60	75	90	96	121			
English	0%	52.8%	0%	39.0%	0%	8.2%	100%	1172	
Math	63.6%	0%	0%	0%	36.4%	0%	100%	642	
Reading	0%	12.9%	61.7%	25.4%	0%	0%	100%	334	
Total	19.0%	30.8%	9.6%	25.2%	10.9%	4.5%	100%	2148	

Tables 4 and 5 displays the redesigned course offered by course title and also by course level. The percentage in Table 4 is calculated by putting the number of students in the course in the numerator and the total in the denominator.

Table 4: Number of CCA Students Enrolled in DE Redesigned Courses by Course Title		
Course Title	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Basic Composition	21.3	457
College Preparatory Reading	4.0	85
Combined Intro/Inter Algebra	10.9	234
Compress Pre Alg w/Basic Math	19.0	408
English Composition I : CO1	4.5	96
Foundations of Reading	2.0	43
Special Topics in Reading	9.6	206
Writing Fundamentals	28.8	619
Total	100	2148

Table 5: CCA Redesigned DE Course Offerings by Course Level								
Course Title	Course Level						Total %	Total N
	45	60	75	90	96	121		
Basic Composition	0%	0%	0%	100%	0%	0%	100%	457
College Preparatory Reading	0%	0%	0%	100%	0%	0%	100%	85
Combined Intro/Inter Algebra	0%	0%	0%	0%	100%	0%	100%	234
Compress Pre Alg w/Basic Math	100%	0%	0%	0%	0%	0%	100%	408
English Composition I : CO1	0%	0%	0%	0%	0%	100%	100%	96
Foundations of Reading	0%	100%	0%	0%	0%	0%	100%	43
Special Topics in Reading	0%	0%	100%	0%	0%	0%	100%	206
Writing Fundamentals	0%	100%	0%	0%	0%	0%	100%	619
Total	19.0%	30.8%	9.6%	25.2%	10.9%	4.5%	100%	2148

Course Level Academic Outcomes

The mode of all grades achieved by individual students is presented in Table 6. In general, students who did not complete the course for one or more reasons (dropped or withdrew) are summarized. Students enrolled in DE course receive grades that are not calculated into their cumulative GPA; however, they do receive a grade value for those who satisfactorily complete the course (i.e. A, B, and C) and for those who receive an unsatisfactory grade (i.e. D or F).

Table 6: CCA Cumulative Mode Grades Earned by Students		
College Level Grades Value	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
A	0.7	14
B	1.3	27
C	0.7	14
D	0.4	9
F	0.5	10
DE Level Grades Value	Percent	N
S/A	14.0	301
S/B	25.4	546
S/C	15.0	323
U/D	5.2	112
U/F	16.3	351
Not Completed	Percent	N
Null	12.7	273
Withdrawn	7.8	168
Total	100.0	2148

Finally, a comparison of grouped section grade outcomes is presented for each course title in Table 7. In order to conduct this analysis, the DE courses were assigned a numeric value ranging from 4.0 (S/A) to 0.0 (U/F), in accordance to grading assessments for college level courses. Each individual course title grade mean is then compared to all course offered within a department (subject) and then across the curriculum (DE). (Note: Future presentations of this data will provide mean grades by CRN and course level as well as descriptive text for the coded CRN number to be referenced.)

Table 7: Mean Grades Achieved by CCA Students in DE Redesigned Courses⁷			
Course Title	Course Mean	Department Mean	Curriculum Mean
Basic Composition	0.7439	1.6389	1.6660
College Preparatory Reading	1.2373	1.2132	1.6660
Combined Intro/Inter Algebra	1.8202	1.9358	1.6660
Compress Pre Alg w/Basic Math	1.9970	1.9358	1.6660
English Composition I : CO1	1.9855	1.6389	1.6660
Foundations of Reading	1.6129	1.2132	1.6660
Special Topics in Reading	1.1310	1.2132	1.6660
Writing Fundamentals	2.1537	1.6389	1.6660

⁷ **Course Mean** (compares all identical courses by course title)

Department Mean (representing all courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)

Curriculum Mean (includes all courses offered within DE or Energy Curriculum)

CCD

At CCD, the number of redesigned DE courses totaled 17 unique course offerings and 15 unique section offerings through Spring 2013. Approximately thirty-nine percent of all courses have been offered in the most recent term. Table 1 displays the roll-out of these course offerings by term as well as the percentage and number of total students served by these courses (n=3049). The percentage is calculated by putting the number of students in the term in the numerator and the total in the denominator.

Term & Year	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Spring 2012	23.2	708
Fall 2012	37.7	1148
Spring 2013	39.1	1193
Total	100.0	3049

In terms of overall student retention, 91.2 percent of students (n=2780) who registered for redesigned DE courses persisted in the course while 3.3 percent (n=100) dropped the course after the start of the semester and 5.5 percent (n=169) withdrew from the course after the start of the term.

Curriculum Level Outcomes

From a curriculum perspective, Table 2 presents the course offerings by subject and by level within each subject. At CCD, thirty nine percent of students served by redesigned DE course were enrolled in English subjects, followed by Math (30.0 %), Reading (19.2%), and DE Contextualized courses (11.8). The percentage is calculated by putting the number of students in the subject in the numerator and the total in the denominator.

Subject	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
English	38.5	1175
Math	30.0	916
Reading	19.7	601
DE Contextualized	11.7	357
Total	100.0	3049

For CCD's student enrollment by each course level of courses offered by subject, please refer to Appendix I as the table was too large to fit here

Table 3 displays the redesigned course offered by course title. For the redesigned courses offered by course level, please refer to Appendix I as the table was too large to fit here. The percentage in Table 3 is calculated by putting the number of students in the course in the numerator and the total in the denominator.

Course Title	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Advanced Academic Achievement	0.6	18
American Government : SS1	1.3	39
Art Appreciation : AH1	1.9	58
Basic Composition	23.6	719
College Preparatory Reading	13.0	397
English Composition I : CO1	8.6	263
Foundations of Reading	6.7	204
Gen College Biology I/Lab: SC1	0.8	24
General Psychology I: SS3	2.0	62
Intermediate Algebra	3.0	90

Intro to Criminal Justice	0.9	28
Intro to Literature I : AH2	1.1	34
Introductory Algebra	15.8	481
Pre-Algebra	7.7	234
Public Speaking	3.1	94
Special Topics in Math	3.6	111
Writing Fundamentals	6.3	193
Total	100.0	3049

Course Level Academic Outcomes

The mode of all grades achieved by individual students is presented in Table 4. In general, students who did not complete the course for one or more reasons (dropped or withdrew) are summarized. Students enrolled in DE course receive grades that are not calculated into their cumulative GPA; however, they do receive a grade value for those who satisfactorily complete the course (i.e. A, B, and C) and for those who receive an unsatisfactory grade (i.e. D or F).

Table 4: CCD Cumulative Mode Grades Earned by Students		
College Level Grades Value	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
A	7.3	223
B	6.1	186
C	3.6	108
D	0.8	23
F	3.6	108
DE Level Grades Value	Percent	N
S/A	24.8	757
S/B	18.0	549
S/C	13.2	403
U/D	2.8	86
U/F	10.7	324
Not Completed	Percent	N
INC	0	1
Withdrawn	5.6	173
Null	3.3	101

SP (Temporary Grade)	0.2	7
Total	100	3049

Finally, a comparison of grouped section grade outcomes is presented for each course title in Table 5. In order to conduct this analysis, the DE courses were assigned a numeric value ranging from 4.0 (S/A) to 0.0 (U/F), in accordance to grading assessments for college level courses. Each individual course title grade mean is then compared to all course offered within a department (subject) and then across the curriculum (DE). (Note: Future presentations of this data will provide mean grades by CRN and course level as well as descriptive text for the coded CRN number to be referenced.)

Table 5: Mean Grades Achieved by CCD Students in DE Redesigned Courses⁸			
Course Title	Course Mean	Department Mean	Curriculum Mean
Advanced Academic Achievement	2.7500	2.3113	2.9282
American Government : SS1	1.9722	2.3113	2.9282
Art Appreciation : AH1	2.4792	2.3113	2.9282
Basic Composition	3.0808	3.0808	2.9282
College Preparatory Reading	3.2237	3.2408	2.9282
English Composition I : CO1	3.1403	3.0808	2.9282
Foundations of Reading	3.2688	3.2408	2.9282
Gen College Biology I/Lab: SC1	2.3913	2.3113	2.9282
General Psychology I: SS3	2.2075	2.3113	2.9282
Intermediate Algebra	3.0278	2.7849	2.9282
Intro to Criminal Justice	2.0417	2.3113	2.9282
Intro to Literature I : AH2	1.7742	2.3113	2.9282
Introductory Algebra	2.8078	2.7849	2.9282
Pre-Algebra	2.8830	2.7849	2.9282
Public Speaking	2.5862	2.3113	2.9282
Special Topics in Math	2.3853	2.7849	2.9282
Writing Fundamentals	2.9282	3.0808	2.9282

⁸ **Course Mean** (compares all identical courses by course title)

Department Mean (representing all courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)

Curriculum Mean (includes all courses offered within DE or Energy Curriculum)

CMC

Developmental Education

There were no redesigned developmental education courses offered at CMC as of Spring 2013.

CMC

Energy

At CMC, the number of redesigned energy courses totaled 4 unique course offerings and 4 unique section offerings through Spring 2013⁹. All of the courses have been offered in the most recent term. Table 1 displays the roll-out of these course offerings by term as well as the percentage and number of total students served by these courses (n=31). The percentage is calculated by putting the number of students in the term in the numerator and the total in the denominator.

Term & Year	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
Spring 2012	100.0	31
Total	100.0	31

In terms of overall student retention, we have no data on the registration status of these students.

Curriculum Level Outcomes

From a curriculum perspective, Table 2 presents the course offerings by subject and by level within each subject. At CMC, every student served by redesigned energy course were enrolled in regular redesigned energy courses as opposed to the subject called contextualized energy. The percentage is calculated by putting the number of students in the subject in the numerator and the total in the denominator.

Subject	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
Energy	100.0	31
Total	100.0	31

⁹ This data is valid as of 7-21-13. However, we did not receive the data during our subsequent validation efforts. While it does not appear that the data will change, we cannot declare this data validated.

Table 3 presents student enrollment by each course level of courses offered by subject.

Table 3: CMC Redesigned Energy Course Offerings by Subject Level						
Subject	Course Level					
	100	110	120¹⁰	130¹¹	Total %	Total N
Energy	16.3%	45.2%	22.4%	18%	100%	31
Total	16.3%	45.2%	22.4%	18%	100%	31

Tables 4 and 5 displays the redesigned course offered by course title and also by course level. The percentage in Table 4 is calculated by putting the number of students in the course in the numerator and the total in the denominator.

Table 4: Number of CMC Students Enrolled in Redesigned Energy Courses by Course Title		
Course Title	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
Intro to Process Technology	16.1	5
Safety, Health, & Environment	16.1	5
National Electric Code	45.2	14
Solar Photovoltaic Components	22.6	7
Total	100	31

¹⁰ It seems that every student in this course each received a separate course number for the class (121,122,123,124, 125,126, and 127). Since all course numbers were from the same course, we combined these for our analysis.

¹¹ Like the 120 level courses, the student in this course each received a separate course number for the class (130,131,132,133,134). Since all course numbers were from the same course, we combined these for our analysis.

Course Title	Course Level					Total %	Total N
	100	110	120¹²	130¹³			
Intro to Process Technology	100%	0%	0%	0%		100%	5
Safety, Health, & Environment	0%	0%	0%	100%		100%	5
National Electric Code	0%	100%	0%	0%		100%	14
Solar Photovoltaic Components	0%	0%	100%	0%		100%	7
Total	16.3%	45.3%	22.4%	16.0%		100%	31

Course Level Academic Outcomes

The mode of all grades achieved by individual students in presented in Table 6. In general, students who did not complete the course for one or more reasons (dropped or withdrew) are summarized. Students enrolled in DE course receive grades that are not calculated into their cumulative GPA; however, they do receive a grade value for those who satisfactorily complete the course (i.e. A, B, and C) and for those who receive an unsatisfactory grade (i.e. D or F). Any grades, such as A- or B+, had the signs removed for grouping purposes.

¹² It seems that every student in this course each received a separate course number for the class (121,122,123,124, 125,126, and 127). Since all course numbers were from the same course, we combined these for our analysis.

¹³ Like the 120 level courses, the student in this course each received a separate course number for the class (130,131,132,133,134). Since all course numbers were from the same course, we combined these for our analysis.

College Level Grades Value	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
A	74.2	23
B	9.7	3
C	3.2	1
D	0	0
F	12.9	4
Total	100	31

Finally, a comparison of grouped mean grade outcomes is presented for each individual course (CRN) in Table 7. In order to conduct this analysis, the DE courses were assigned a numeric value ranging from 4.0 (S/A) to 0.0 (U/F), in accordance to grading assessments for college level courses. Each individual group course mean (CRN) is then compared to all similar courses varying only by section number, by all courses offered at the same level, by all course offered within a department (subject) and then across the curriculum (DE). (Note: Future presentations of this data will provide descriptive text for the coded CRN number referenced under course mean.)

Course Title	Course Mean	Department Mean	Curriculum Mean
Intro to Process Technology	3.6000	3.3226	3.3226
Safety, Health, & Environment	3.2000	3.3226	3.3226
National Electric Code	4.0000	3.3226	3.3226
Solar Photovoltaic Components	1.8571	3.3226	3.3226

¹⁴ **Course Mean** (compares all identical courses by course title)

Department Mean (representing all courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)

Curriculum Mean (includes all courses offered within DE or Energy Curriculum)

CNCC

At CNCC, the number of redesigned DE courses totaled 3 unique course offerings and 53 unique section offerings through Spring 2013. Approximately one-third of all courses have been offered in the most recent term. Table 1 displays the roll-out of these course offerings by term as well as the percentage and number of total students served by these courses (n=469). The percentage is calculated by putting the number of students in the term in the numerator and the total in the denominator.

Term & Year	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Summer 2012	5.6	26
Fall 2012	58.6	275
Spring 2013	35.8	168
Total	100.0	469

In terms of overall student retention, 83.4 percent of students (n=391) who registered for redesigned DE courses persisted in the course while 9.3 percent (n=44) dropped the course after the start of the semester and 7.3 percent (n=34) withdrew from the course after the start of the term.

Curriculum Level Outcomes

From a curriculum perspective, Table 2 presents the course offerings by subject and by level within each subject. At CNCC, just over half of students served by redesigned DE course were enrolled in Math subjects (51.2%), followed by English (32.8%) and Reading (16%). The percentage is calculated by putting the number of students in the subject in the numerator and the total in the denominator.

Subject	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
English	32.8	154
Math	51.2	240
Reading	16.0	75
Total	100.0	469

Table 3 presents student enrollment by each course level of courses offered by subject.

Subject	Course Level							Total %	Total N
	70	71	72	75	76	78			
English	0%	0%	0%	76.6%	9.8%	13.6%	100%	154	
Math	80.4%	19.2%	0.4%	0%	0%	0%	100%	240	
Reading	0%	0%	0%	100%	0%	0%	100%	75	
Total	41.2%	9.7%	0.2%	41.2%	3.2%	4.5%	100%	469	

Tables 4 and 5 displays the redesigned course offered by course title and also by course level. The percentage in Table 4 is calculated by putting the number of students in the course in the numerator and the total in the denominator.

Course Title	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Special Topics in English	32.8	154
Special Topics in Math	51.2	240
Special Topics in Reading	16.0	75
Total	100.0	469

Course Title	Course Level							Total %	Total N
	70	71	72	75	76	78			
Special Topics in English	0%	0%	0%	76.6%	9.8%	13.6%	100%	154	
Special Topics in Math	80.4%	19.2%	0.4%	0%	0%	0%	100%	240	
Special Topics in Reading	0%	0%	0%	100%	0%	0%	100%	75	
Total	41.2%	9.7%	0.2%	41.2%	3.2%	4.5%	100%	469	

Course Level Academic Outcomes

The mode of all grades achieved by individual students is presented in Table 6. In general, students who did not complete the course for one or more reasons (dropped or withdrew) are summarized. Students enrolled in DE course receive grades that are not calculated into their cumulative GPA; however, they do receive a grade value for those who satisfactorily complete the course (i.e. A, B, and C) and for those who receive an unsatisfactory grade (i.e. D or F).

Table 6: CNCC Cumulative Mode Grades Earned by Students		
College Level Grades Value	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
A	0	0
B	0.5	2
C	0.2	1
D	0.2	1
F	0	0
DE Level Grades Value	Percent	N
S/A	25.6	120
S/B	18.8	88
S/C	20.9	98
U/D	3.2	15
U/F	13.6	64
Not Completed	Percent	N
INC	0.2	1
Withdrawn	7.4	34
Null (Not completed)	9.4	44
Total	100	469

Finally, a comparison of grouped mean grade outcomes is presented for each individual course (CRN) in Table 7. In order to conduct this analysis, the DE courses were assigned a numeric value ranging from 4.0 (S/A) to 0.0 (U/F), in accordance to grading assessments for college level courses. Each individual group course mean (CRN) is then compared to all similar courses varying only by section number, by all courses offered at the same level, by all course offered within a department (subject) and then across the curriculum (DE). (Note: Future presentations of this data will provide descriptive text for the coded CRN number referenced under course mean.)

Table 7: Mean Grades Achieved by CNCC Students in DE Redesigned Courses ¹⁵			
Course Title	Course Mean	Department Mean	Curriculum Mean
Special Topics in English	2.5935	2.5935	2.4781
Special Topics in Math	2.2843	2.2843	2.4781
Special Topics in Reading	2.8871	2.8871	2.4781

¹⁵ **Course Mean** (compares all identical courses by course title)

Department Mean (representing all courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)

Curriculum Mean (includes all courses offered within DE or Energy Curriculum)

FRCC

Developmental Education

At FRCC, the number of redesigned DE courses totaled 19 unique course offerings and 115 unique section offerings through Spring 2013. Approximately twenty percent of all courses have been offered in the most recent term. Table 1 displays the roll-out of these course offerings by term as well as the percentage and number of total students served by these courses (n=1741). The percentage is calculated by putting the number of students in the term in the numerator and the total in the denominator.

Term & Year	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Spring 2012	45.4	790
Fall 2012	37.0	645
Spring 2013	17.6	306
Total	100.0	1741

In terms of overall student retention, 90.0 percent of students (n=1567) who registered for redesigned DE courses persisted in the course while 2.4 percent (n=42) dropped the course after the start of the semester and 7.6 percent (n=132) withdrew from the course after the start of the term.

Curriculum Level Outcomes

From a curriculum perspective, Table 2 presents the course offerings by subject and by level within each subject. At FRCC, nearly half of students served by redesigned DE course were enrolled in Math subjects (50.6%), followed by English (30.5%), Reading (5.6%), and Contextualized courses (13.3%). The percentage is calculated by putting the number of students in the subject in the numerator and the total in the denominator.

Table 2: Number of FRCC Students Enrolled in DE Redesigned Courses by Subject		
Subject	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
English	30.5	531
Math	50.6	881
Reading	5.6	98
DE Contextualized	13.3	231
Total	100.0	1741

For FRCC's student enrollment by each course level of courses offered by subject, please refer to Appendix II as the table was too large to fit here.

Table 3 displays the redesigned course offered by course title. For the redesigned courses offered by course level, please refer to Appendix II as the table was too large to fit here. The percentage in Table 3 is calculated by putting the number of students in the course in the numerator and the total in the denominator.

Table 3: Number of FRCC Students Enrolled in DE Redesigned Courses by Course Title		
Course Title	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Academic Achievement Strategies	0.9	16
Basic Composition	19.3	336
Basic Reading Skills	0.5	9
College Preparatory Reading	2.9	50
Combined Intro/Inter Algebra	0.9	16
Compress Pre Alg w/Basic Math	17.5	305
Cultural Anthropology : SS3	1.8	32
English Composition I : CO1	8.3	144
Ethics : AH3	1.0	17
Foundations of Reading	2.2	39
Fundamentals of Mathematics	19.2	230
General Psychology I: SS3	1.8	32
Intermediate Algebra	1.0	18
Intro to Literature I: AH2	2.4	41
Intro to Philosophy: AH3	3.3	58
Introductory Algebra	3.6	62
Pre-Algebra	14.4	250
Western Civ:Antiquity-1650 HI1	2.0	35
Writing Fundamentals	3.0	51
Total	100	1802

Course Level Academic Outcomes

The mode of all grades achieved by individual students is presented in Table 4. In general, students who did not complete the course for one or more reasons (dropped or withdrew) are summarized. Students enrolled in DE course receive grades that are not calculated into their cumulative GPA; however, they do receive a grade value for those who satisfactorily complete the course (i.e. A, B, and C) and for those who receive an unsatisfactory grade (i.e. D or F).

Table 4: FRCC Cumulative Mode Grades Earned by Students		
College Level Grades Value	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
A	5.7	103
B	5.0	91
C	2.9	53
D	1.1	19
F	3.1	55
DE Level Grades Value	Percent	N
S/A	21.9	383
S/B	20.0	344
S/C	14.4	250
U/D	4.0	67
U/F	11.4	190
Not Completed	Percent	N
INC	0.7	12
Withdrawn	2.3	132
Null (Not completed)	7.5	42
Total	100.0	1741

Finally, a comparison of grouped mean grade outcomes is presented for each individual course (CRN) in Table 5. In order to conduct this analysis, the DE courses were assigned a numeric value ranging from 4.0 (S/A) to 0.0 (U/F), in accordance to grading assessments for college level courses. Each individual group course mean (CRN) is then compared to all similar courses varying only by section number, by all courses offered at the same level, by all course offered within a department (subject) and then across the curriculum (DE). (Note: Future presentations of this data will provide descriptive text for the coded CRN number referenced under course mean.)

Table 5: Mean Grades Achieved by FRCC Students in DE Redesigned Courses¹⁶			
Course Title	Course Mean	Department Mean	Curriculum Mean
Academic Achievement Strategies	1.3846	2.4115	2.5150
Basic Composition	2.5033	2.5063	2.5150
Basic Reading Skills	2.4444	2.7093	2.5150
College Preparatory Reading	2.9302	2.7093	2.5150
Combined Intro/Inter Algebra	2.0625	2.5263	2.5150
Compress Pre Alg w/Basic Math	2.0875	2.5263	2.5150
Cultural Anthropology : SS3	1.5862	2.4115	2.5150
English Composition I : CO1	2.4923	2.5063	2.5150
Ethics : AH3	2.6154	2.4115	2.5150
Foundations of Reading	2.5000	2.7093	2.5150
Fundamentals of Mathematics	2.9770	2.5263	2.5150
General Psychology I: SS3	2.6333	2.4115	2.5150
Intermediate Algebra	3.2941	2.5263	2.5150
Intro to Literature I: AH2	3.1714	2.4115	2.5150
Intro to Philosophy: AH3	2.4912	2.4115	2.5150
Introductory Algebra	2.8545	2.5263	2.5150
Pre-Algebra	2.5000	2.5263	2.5150

¹⁶ **Course Mean** (compares all identical courses by course title)

Department Mean (representing all courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)

Curriculum Mean (includes all courses offered within DE or Energy Curriculum)

Western Civ:Antiquity-1650 HI1	2.3125	2.4115	2.5150
Writing Fundamentals	2.5714	2.5063	2.5150

FRCC

Energy

At FRCC, the number of redesigned energy courses totaled 3 unique course offerings and 5 unique section offerings through Spring 2013.¹⁷ All of the courses have been offered in the most recent term. Table 1 displays the roll-out of these course offerings by term as well as the percentage and number of total students served by these courses (n=52). The percentage is calculated by putting the number of students in the term in the numerator and the total in the denominator.

Term & Year	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
Spring 2013	100.0	52
Total	100.0	52

In terms of overall student retention, 96.2 percent of students (n=50) who registered for redesigned DE courses persisted in the course while 1.9 percent (n=1) dropped the course after the start of the semester and 1.9 percent (n=1) withdrew from the course after the start of the term.

Curriculum Level Outcomes

From a curriculum perspective, Table 2 presents the course offerings by subject and by level within each subject. At FRCC, two-thirds of students served by redesigned DE course were enrolled in Math subjects, followed by English (26%) and Reading (7%). The percentage is calculated by putting the number of students in the subject in the numerator and the total in the denominator.

¹⁷ FRCC also offers noncredit energy. We currently do not have a system in place at this time to track noncredit students. This system is being explored at the present time.

Table 2: Number of FRCC Students Enrolled in Redesigned Energy Courses by Subject		
Subject	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
Energy	76.9	40
Energy Contextualized	23.1	12
Total	100	52

Table 3 presents student enrollment by each course level of courses offered by subject.

Table 3: FRCC Redesigned Energy Course Offerings by Subject Level					
Subject	Course Level				
	106	115	120	Total %	Total N
Energy	55.0%	0%	45.0%	100%	40
Contextualized Energy	0%	100%	0%	100%	12
Total	42.3%	23.1%	34.6%	100%	52

Tables 4 and 5 displays the redesigned course offered by course title and also by course level. The percentage in Table 4 is calculated by putting the number of students in the course in the numerator and the total in the denominator.

Table 4: Number of FRCC Students Enrolled in Redesigned Energy Courses by Course Title		
Course Title	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
Fundamentals of DC/AC	42.3	22
Statistical Process Control	34.6	18
Technical English & Comm	23.1	12
Total	100	52

Course Title	Course Level			
	106	115	120	Total %
Fundamentals of DC/AC	100%	0%	0%	100%
Statistical Process Control	0%	100%	0%	100%
Technical English & Comm	0%	0%	100%	100%
Total	42.3%	23.1%	34.6%	100%

Course Level Academic Outcomes

The mode of all grades achieved by individual students is presented in Table 6. In general, students who did not complete the course for one or more reasons (dropped or withdrew) are summarized. Students enrolled in DE course receive grades that are not calculated into their cumulative GPA; however, they do receive a grade value for those who satisfactorily complete the course (i.e. A, B, and C) and for those who receive an unsatisfactory grade (i.e. D or F).

College Level Grades Value	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
A	50.0	26
B	15.4	8
C	15.4	8
D	5.8	3
F	5.8	3
Not Completed	Percent	N
INC	3.8	2
Withdrawn	1.9	1
Null (Not completed)	1.9	1
Total	100.0	52

Finally, a comparison of grouped mean grade outcomes is presented for each individual course (CRN) in Table 7. In order to conduct this analysis, the DE courses were assigned a numeric value ranging from 4.0 (S/A) to 0.0 (U/F), in accordance to grading assessments for college level courses. Each individual group course mean (CRN) is then compared to all similar courses varying only by section number, by all courses offered at the same level, by all course offered within a department (subject) and then across the curriculum (DE). (Note: Future presentations of this data will provide descriptive text for the coded CRN number referenced under course mean.)

Course Title	Course Mean	Department Mean	Curriculum Mean
Fundamentals of DC/AC	2.7000	2.8611	3.0625
Statistical Process Control	3.0625	2.8611	3.0625
Technical English & Comm	3.6667	3.6667	3.0625

¹⁸ **Course Mean** (compares all identical courses by course title)

Department Mean (representing all courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)

Curriculum Mean (includes all courses offered within DE or Energy Curriculum)

LCC

At LCC, the number of redesigned DE courses totaled 4 unique course offerings and 19 unique section offerings through Spring 2013. Approximately forty percent of all courses have been offered in the most recent term. Table 1 displays the roll-out of these course offerings by term as well as the percentage and number of total students served by these courses (n=221). The percentage is calculated by putting the number of students in the term in the numerator and the total in the denominator.

Term & Year	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Summer 2012	8.6	19
Fall 2012	55.2	122
Spring 2013	36.2	80
Total	100.0	221

In terms of overall student retention, 71.5 percent of students (n=158) who registered for redesigned DE courses persisted in the course while 24.4 percent (n=54) dropped the course after the start of the semester and 4.1 percent (n=9) withdrew from the course after the start of the term.

Curriculum Level Outcomes

From a curriculum perspective, Table 2 presents the course offerings by subject and by level within each subject. At LCC, approximately seventy-two percent of students served by redesigned DE course were enrolled in Math subjects, followed by English (24%) and Reading (3.2%). The percentage is calculated by putting the number of students in the subject in the numerator and the total in the denominator.

Subject	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
English	24.0	53
Math	72.8	161
Reading	3.2	7
Total	100	221

Table 3 presents student enrollment by each course level of courses offered by subject.

Subject	Course Level				
	45	60	90	Total %	Total N
English	0%	100%	0%	100%	53
Math	53.4%	0%	46.6%	100%	161
Reading	0%	100%	0%	100%	7
Total	38.9%	27.2%	33.9%	100%	221

Tables 4 and 5 displays the redesigned course offered by course title and also by course level. The percentage in Table 4 is calculated by putting the number of students in the course in the numerator and the total in the denominator.

Course Title	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Compress Pre Alg w/Basic Math	38.9	86
Foundations of Reading	3.2	7
Introductory Algebra	33.9	75
Writing Fundamentals	24.0	53
Total	100.0	221

Course Title	Course Level				
	45	60	90	Total %	Total N
Compress Pre Alg w/Basic Math	100%	0%	0%	100%	86
Foundations of Reading	0%	100%	0%	100%	7
Introductory Algebra	0%	0%	100%	100%	75
Writing Fundamentals	0%	100%	0%	100%	53
Total	38.9%	27.2%	33.9%	100%	221

Course Level Academic Outcomes

The mode of all grades achieved by individual students is presented in Table 6. In general, students who did not complete the course for one or more reasons (dropped or withdrew) are summarized. Students enrolled in DE course receive grades that are not calculated into their cumulative GPA; however, they do receive a grade value for those who satisfactorily complete the course (i.e. A, B, and C) and for those who receive an unsatisfactory grade (i.e. D or F).

DE Level Grades Value	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
S/A	5.9	13
S/B	6.8	15
S/C	28.1	62
U/D	6.3	14
U/F	24.4	54
Not Completed	Percent	N
Withdrawn	4.1	9
Null (Not completed)	24.4	54
Total	100	221

Finally, a comparison of grouped mean grade outcomes is presented for each individual course (CRN) in Table 7. In order to conduct this analysis, the DE courses were assigned a numeric value ranging from 4.0 (S/A) to 0.0 (U/F), in accordance to grading assessments for college level courses. Each individual group course mean (CRN) is then compared to all similar courses varying only by section number, by all courses offered at the same level, by all course offered within a department (subject) and then across the curriculum (DE). (Note: Future presentations of this data will provide descriptive text for the coded CRN number referenced under course mean.)

Course Title	Course Mean	Department Mean	Curriculum Mean
Compress Pre Alg w/Basic Math	1.2609	1.4127	1.4873
Foundations of Reading	1.0000	1.0000	1.4873
Introductory Algebra	1.5965	1.4127	1.4873
Writing Fundamentals	1.8333	1.8333	1.4873

¹⁹ **Course Mean** (compares all identical courses by course title)

Department Mean (representing all courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)

Curriculum Mean (includes all courses offered within DE or Energy Curriculum)

MCC

At MCC, the number of redesigned DE courses totaled 8 unique course offerings and 24 unique section offerings through Spring 2013. Half of all courses have been offered in the most recent term. Table 1 displays the roll-out of these course offerings by term as well as the percentage and number of total students served by these courses (n=358). The percentage is calculated by putting the number of students in the term in the numerator and the total in the denominator.

Term & Year	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Spring 2012	9.2	33
Summer 2012	3.1	11
Fall 2012	37.7	135
Spring 2013	50.0	179
Total	100.0	358

In terms of overall student retention, 89.1 percent of students (n=319) who registered for redesigned DE courses persisted in the course while 3.9 percent (n=14) dropped the course after the start of the semester and 7.0 percent (n=25) withdrew from the course after the start of the term.

Curriculum Level Outcomes

From a curriculum perspective, Table 2 presents the course offerings by subject and by level within each subject. At MCC, approximately fifty seven percent of students served by redesigned DE course were enrolled in Math subjects, followed by English (26.8 %) and Reading (15.9%). The percentage is calculated by putting the number of students in the subject in the numerator and the total in the denominator.

Subject	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
English	26.8	96
Math	57.3	205
Reading	15.9	57
Total	100	358

Table 3 presents student enrollment by each course level of courses offered by subject.

Subject	Course Level						Total %	Total N
	45	60	90	99	121			
English	0%	26.0%	55.2%	0%	18.8%	100%	96	
Math	66.8%	0%	18.0%	15.2%	0%	100%	205	
Reading	0%	31.6%	68.4%	0%	0%	100%	57	
Total	38.3%	12.0%	36.0%	8.7%	5.0%	100%	358	

Tables 4 and 5 displays the redesigned course offered by course title and also by course level. The percentage in Table 4 is calculated by putting the number of students in the course in the numerator and the total in the denominator.

Course Title	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Basic Composition	14.8	53
College Preparatory Reading	10.9	39
Compress Pre Alg w/Basic Math	38.3	137
English Composition I: CO1	5.0	18
Foundations of Reading	5.0	18

Intermediate Algebra	8.7	31
Introductory Algebra	10.3	37
Writing Fundamentals	7.0	25
Total	100	358

Table 5: MCC Redesigned DE Course Offerings by Course Level

Course Title	Course Level						Total %	Total N
	45	60	90	99	121			
Basic Composition	0%	0%	100%	0%	0%	100%	53	
College Preparatory Reading	0%	0%	100%	0%	0%	100%	39	
Compress Pre Alg w/Basic Math	100%	0%	0%	0%	0%	100%	137	
English Composition I: CO1	0%	0%	0%	0%	100%	100%	18	
Foundations of Reading	0%	100%	0%	0%	0%	100%	18	
Intermediate Algebra	0%	0%	0%	100%	0%	100%	31	
Introductory Algebra	0%	0%	100%	0%	0%	100%	37	
Writing Fundamentals	0%	100%	0%	0%	0%	100%	25	
Total	38.3%	12.0%	36.0%	8.7%	5.0%	100%	358	

Course Level Academic Outcomes

The mode of all grades achieved by individual students is presented in Table 6. In general, students who did not complete the course for one or more reasons (dropped or withdrew) are summarized. Students enrolled in DE course receive grades that are not calculated into their cumulative GPA; however, they do receive a grade value for those who satisfactorily complete the course (i.e. A, B, and C) and for those who receive an unsatisfactory grade (i.e. D or F).

Table 6: MCC Cumulative Mode Grades Earned by Students		
College Level Grades Value	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
A	1.1	4
B	1.4	5
C	0.8	3
D	0.8	3
F	0.3	1
DE Level Grades Value	Percent	N
S/A	21.8	78
S/B	20.7	74
S/C	20.1	72
U/D	9.8	35
U/F	12.3	44
Not Completed	Percent	N
Withdrawn	7.0	25
Null (Not completed)	3.9	14
Total	100.0	358

Finally, a comparison of grouped mean grade outcomes is presented for each individual course (CRN) in Table 7. In order to conduct this analysis, the DE courses were assigned a numeric value ranging from 4.0 (S/A) to 0.0 (U/F), in accordance to grading assessments for college level courses. Each individual group course mean (CRN) is then compared to all similar courses varying only by section number, by all courses offered at the same level, by all course offered within a department (subject) and then across the curriculum (DE). (Note: Future presentations of this data will provide descriptive text for the coded CRN number referenced under course mean.)

Table 7: Mean Grades Achieved by MCC Students in DE Redesigned Courses²⁰			
Course Title	Section Mean	Department Mean	Curriculum Mean
Basic Composition	2.1333	2.1807	2.3605
College Preparatory Reading	2.3889	2.5490	2.3605
Compress Pre Alg w/Basic Math	2.3333	2.3892	2.3605
English Composition I: CO1	2.5000	2.1807	2.3605
Foundations of Reading	2.9333	2.5490	2.3605
Intermediate Algebra	2.4815	2.3892	2.3605
Introductory Algebra	2.5313	2.3892	2.3605
Writing Fundamentals	2.0455	2.1807	2.3605

²⁰ **Course Mean** (compares all identical courses by course title)

Department Mean (representing all courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)

Curriculum Mean (includes all courses offered within DE or Energy Curriculum)

NJC

Developmental Education

At NJC, the number of redesigned DE courses totaled 2 unique course offerings and 4 unique section offerings through Spring 2013. Approximately fifty-seven percent of all courses have been offered in the most recent term. Table 1 displays the roll-out of these course offerings by term as well as the percentage and number of total students served by these courses (n=73). The percentage is calculated by putting the number of students in the term in the numerator and the total in the denominator.

Term & Year	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Fall 2012	42.5	31
Spring 2013	57.5	42
Total	100	73

In terms of overall student retention, 71.2 percent of students (n=52) who registered for redesigned DE courses persisted in the course while 12.3 percent (n=9) dropped the course after the start of the semester and 16.4 percent (n=12) withdrew from the course after the start of the term.

Curriculum Level Outcomes

From a curriculum perspective, Table 2 presents the course offerings by subject and by level within each subject. At NJC, every student served by redesigned DE course were enrolled in Math subjects. The percentage is calculated by putting the number of students in the subject in the numerator and the total in the denominator.

Subject	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Math	100	73
Total	100.0	73

Table 3 presents student enrollment by each course level of courses offered by subject.

Table 3: NJC DE Redesigned Course Offerings by Subject Level				
Subject	Course Level			
	45	96	Total %	Total N
Math	46.4%	53.4%	100%	73
Total	46.4%	53.4%	100%	73

Tables 4 and 5 displays the redesigned course offered by course title and also by course level. The percentage in Table 4 is calculated by putting the number of students in the course in the numerator and the total in the denominator.

Table 4: Number of NJC Students Enrolled in DE Redesigned Courses by Course Title		
Course Title	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Combined Intro/Inter Algebra	53.4	39
Compress Pre Alg w/Basic Math	46.6	34
Total	100.0	73

Table 5: NJC Redesigned DE Course Offerings by Course Level				
Course Title	Course Level			
	45	96	Total %	Total N
Combined Intro/Inter Algebra	0%	100%	100%	39
Compress Pre Alg w/Basic Math	100%	0%	0%	34
Total	46.6%	53.4%	100%	73

Course Level Academic Outcomes

The mode of all grades achieved by individual students in presented in Table 6. In general, students who did not complete the course for one or more reasons (dropped or withdrew) are summarized. Students enrolled in DE course receive grades that are not calculated into their cumulative GPA; however, they do receive a grade value for

those who satisfactorily complete the course (i.e. A, B, and C) and for those who receive an unsatisfactory grade (i.e. D or F).

DE Level Grades Value	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
S/A	11.0	8
S/B	20.5	15
S/C	16.5	12
U/D	8.2	6
U/F	15.1	11
Not Completed	Percent	N
Withdrawn	16.4	12
Null (Not completed)	12.3	9
Total	100.0	73

Finally, a comparison of grouped mean grade outcomes is presented for each individual course (CRN) in Table 7. In order to conduct this analysis, the DE courses were assigned a numeric value ranging from 4.0 (S/A) to 0.0 (U/F), in accordance to grading assessments for college level courses. Each individual group course mean (CRN) is then compared to all similar courses varying only by section number, by all courses offered at the same level, by all course offered within a department (subject) and then across the curriculum (DE). (Note: Future presentations of this data will provide descriptive text for the coded CRN number referenced under course mean.)

Course Title	Section Mean	Department Mean	Curriculum Mean
Combined Intro/Inter Algebra	1.8000	2.0577	2.0577
Compress Pre Alg w/Basic Math	2.2963	2.0577	2.0577

²¹ **Course Mean** (compares all identical courses by course title)

Department Mean (representing all courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)

Curriculum Mean (includes all courses offered within DE or Energy Curriculum)

NJC

Energy

At NJC, the number of redesigned energy courses totaled 3 unique course offerings and 4 unique section offerings through Spring 2013. Approximately three-quarters of all courses have been offered in the most recent term. Table 1 displays the roll-out of these course offerings by term as well as the percentage and number of total students served by these courses (n=4). The percentage is calculated by putting the number of students in the term in the numerator and the total in the denominator.

Term & Year	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
Fall 2012	25.0	1
Spring 2013	75.0	3
Total	100.0	4

In terms of overall student retention, 75 percent of students (n=3) who registered for redesigned DE courses persisted in the course while 25 percent (n=1) dropped the course after the start of the semester.

Curriculum Level Outcomes

From a curriculum perspective, Table 2 presents the course offerings by subject and by level within each subject. At NJC, every student served by redesigned energy course were enrolled in regular redesigned energy courses as opposed to the subject called contextualized energy. The percentage is calculated by putting the number of students in the subject in the numerator and the total in the denominator.

Subject	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
Energy	100	4
Total	100.0	4

Table 3 presents student enrollment by each course level of courses offered by subject.

Subject	Course Level				
	100	106	107	Total %	Total N
Energy	50%	25.0%	25.0%	100%	4
Total	50%	25.0%	25.0%	100%	4

Tables 4 and 5 displays the redesigned course offered by course title and also by course level. The percentage in Table 4 is calculated by putting the number of students in the course in the numerator and the total in the denominator.

Course Title	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
Fundamentals of DC/AC	25.0	1
Introduction to Wind Technology	50.0	2
Lab Experience for DC/AC	25.0	1
Total	100.0	4

Course Title	Course Level				
	100	106	107	Total %	Total N
Fundamentals of DC/AC	0%	100%	0%	100%	1
Introduction to Wind Technology	100%	0%	0%	100%	2
Lab Experience for DC/AC	0%	0%	100%	100%	1
Total	50%	25.0%	25.0%	100%	4

Course Level Academic Outcomes

The mode of all grades achieved by individual students is presented in Table 6. In general, students who did not complete the course for one or more reasons (dropped or withdrew) are summarized. Students enrolled in DE course receive grades that are not calculated into their cumulative GPA; however, they do receive a grade value for those who satisfactorily complete the course (i.e. A, B, and C) and for those who receive an unsatisfactory grade (i.e. D or F).

Table 6: NJC Cumulative Mode Grades Earned by Students		
College Level Grades Value	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
A	25.0	1
B	50.0	2
Not Completed	Percent	N
Null (Not completed)	25.0	1
Total	100.0	4

Finally, a comparison of grouped mean grade outcomes is presented for each individual course (CRN) in Table 7. In order to conduct this analysis, the DE courses were assigned a numeric value ranging from 4.0 (S/A) to 0.0 (U/F), in accordance to grading assessments for college level courses. Each individual group course mean (CRN) is then compared to all similar courses varying only by section number, by all courses offered at the same level, by all course offered within a department (subject) and then across the curriculum (DE). (Note: Future presentations of this data will provide descriptive text for the coded CRN number referenced under course mean.)

Table 7: Mean Grades Achieved by NJC Students in Redesigned Energy Courses²²

Course Title	Section Mean	Department Mean	Curriculum Mean
Fundamentals of DC/AC	3.0000	3.3333	3.3333
Introduction to Wind Technology	4.0000	3.3333	3.3333
Lab Experience for DC/AC	3.0000	3.3333	3.3333

²² **Course Mean** (compares all identical courses by course title)

Department Mean (representing all courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)

Curriculum Mean (includes all courses offered within DE or Energy Curriculum)

OJC

At OJC, the number of redesigned DE courses totaled 9 unique course offerings and 27 unique section offerings unique course offerings through Spring 2013. Approximately twenty-three percent of all courses have been offered in the most recent term. Table 1 displays the roll-out of these course offerings by term as well as the percentage and number of total students served by these courses (n=561). The percentage is calculated by putting the number of students in the term in the numerator and the total in the denominator.

Term & Year	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Spring 2012	13.5	76
Fall 2012	59.4	333
Spring 2013	27.1	152
Total	100.0	561

In terms of overall student retention, 82.0 percent of students (n=460) who registered for redesigned DE courses persisted in the course while 8.9 percent (n=50) dropped the course after the start of the semester and 9.1 percent (n=51) withdrew from the course after the start of the term.

Curriculum Level Outcomes

From a curriculum perspective, Table 2 presents the course offerings by subject and by level within each subject. At OJC, just over half of students served by redesigned DE course were enrolled in English subjects (54.3%), followed by DE Contextualized (20.9%), Reading (15.9%) and Math (8.9%). The percentage is calculated by putting the number of students in the subject in the numerator and the total in the denominator.

Subject	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
English	54.3	305
Math	8.9	50
Reading	15.9	89
DE Contextualized	20.9	117
Total	100.0	561

Table 3 presents student enrollment by each course level of courses offered by subject.

Subject	Course Level							Total %	Total N
	60	90	115	121	123	151			
English	23.6%	43.6%	0%	32.8%	0%	0%	100%	305	
Math	0%	56.0%	0%	44.0%	0%	0%	100%	50	
Reading	0%	94.4%	0%	0%	0%	5.6%	100%	89	
DE Contextualized	0%	0%	57.3%	0%	42.7%	0%	100%	117	
Total	12.8%	43.8%	11.9%	21.7%	8.9%	0.9%	100%	561	

Tables 4 and 5 displays the redesigned course offered by course title and also by course level. The percentage in Table 4 is calculated by putting the number of students in the course in the numerator and the total in the denominator.

Table 4: Number of OJC Students Enrolled in DE Redesigned Courses by Course Title		
Course Title	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Basic Composition	23.7	133
College Algebra : MA1	3.9	22
College Preparatory Reading	15.0	84
College Reading	0.9	5
English Composition I: CO1	17.8	100
Humanities: Modern World GT-AH2	9.0	50
Introductory Algebra	5.0	28
World Mythology: GT-AH2	11.9	67
Writing Fundamentals	12.8	72
Total	100.0	561

Table 5: OJC Redesigned DE Course Offerings by Course Level								
Course Title	Course Level						Total %	Total N
	60	90	115	121	123	151		
Basic Composition	0%	100%	0%	0%	0%	0%	100%	133
College Algebra : MA1	0%	0%	0%	100%	0%	0%	100%	22
College Preparatory Reading	0%	100%	0%	0%	0%	0%	100%	84
College Reading	0%	0%	0%	0%	0%	100%	100%	5
English	0%	0%	0%	100%	0%	0%	100%	100

Composition I: CO1								
Humanities: Modern World GT-AH2	0%	0%	0%	0%	100%	0%	100%	50
Introductory Algebra	0%	100%	0%	0%	0%	0%	100%	28
World Mythology: GT-AH2	0%	0%	100%	0%	0%	0%	100%	67
Writing Fundamentals	100%	0%	0%	0%	0%	0%	100%	72
Total	12.8%	43.8%	11.9%	21.7%	8.9%	0.9%	100%	561

Course Level Academic Outcomes

The mode of all grades achieved by individual students is presented in Table 6. In general, students who did not complete the course for one or more reasons (dropped or withdrew) are summarized. Students enrolled in DE course receive grades that are not calculated into their cumulative GPA; however, they do receive a grade value for those who satisfactorily complete the course (i.e. A, B, and C) and for those who receive an unsatisfactory grade (i.e. D or F).

Table 6: OJC Cumulative Mode Grades Earned by Students		
College Level Grades Value	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
A	10.9	61
B	7.1	40
C	8.2	46
D	3.0	17
F	5.4	30
DE Level Grades Value	Percent	N
S/A	5.5	31
S/B	13.2	74

S/C	16.6	93
U/D	4.1	23
U/F	7.8	44
Not Completed	Percent	N
INC	0.2	1
Withdrawn	9.1	51
Null (Not completed)	8.9	50
Total	100.0	561

Finally, a comparison of grouped mean grade outcomes is presented for each individual course (CRN) in Table 7. In order to conduct this analysis, the DE courses were assigned a numeric value ranging from 4.0 (S/A) to 0.0 (U/F), in accordance to grading assessments for college level courses. Each individual group course mean (CRN) is then compared to all similar courses varying only by section number, by all courses offered at the same level, by all course offered within a department (subject) and then across the curriculum (DE). (Note: Future presentations of this data will provide descriptive text for the coded CRN number referenced under course mean.)

Table 7: Mean Grades Achieved by OJC Students in DE Redesigned Courses²³			
Course Title	Course Mean	Department Mean	Curriculum Mean
Basic Composition	2.1826	2.1727	2.2397
College Algebra : MA1	2.7619	2.3478	2.2397
College Preparatory Reading	2.0909	2.2113	2.2397
College Reading	3.8000	2.2113	2.2397
English Composition I: CO1	2.3200	2.1727	2.2397
Humanities: Modern World GT-AH2	1.9429	2.3871	2.2397
Introductory Algebra	2.0000	2.3478	2.2397
World Mythology: GT-AH2	2.6552	2.3871	2.2397
Writing Fundamentals	1.9661	2.1727	2.2397

²³ **Course Mean** (compares all identical courses by course title)

Department Mean (representing all courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)

Curriculum Mean (includes all courses offered within DE or Energy Curriculum)

PCC

Developmental Education

At PCC, the number of redesigned DE courses totaled 3 unique course offerings and 93 unique section offerings through Spring 2013. Approximately one-third of all courses have been offered in the most recent term. Table 1 displays the roll-out of these course offerings by term as well as the percentage and number of total students served by these courses (n=1831). The percentage is calculated by putting the number of students in the term in the numerator and the total in the denominator.

Term & Year	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Spring 2012	23.3	426
Summer 2012	8.7	160
Fall 2012	33.1	606
Spring 2013	34.9	639
Total	100	1831

In terms of overall student retention, 72.6 percent of students (n=1329) who registered for redesigned DE courses persisted in the course while 11.3 percent (n=207) dropped the course after the start of the semester and 16.1 percent (n=295) withdrew from the course after the start of the term.

Curriculum Level Outcomes

From a curriculum perspective, Table 2 presents the course offerings by subject and by level within each subject. At PCC, ninety-six percent of students served by redesigned DE course were enrolled in Math subjects, followed by English (4 %). The percentage is calculated by putting the number of students in the subject in the numerator and the total in the denominator.

Subject	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
English	4.0	73
Math	96.0	1758
Total	100.0	1831

Table 3 presents student enrollment by each course level of courses offered by subject.

Subject	Course Level					Total %	Total N
	45	75	77	95			
English	0%	68.5%	31.5%	0%	100%	73	
Math	86.7%	0%	6.5%	6.8%	100%	1758	
Total	83.3%	2.7%	7.5%	6.5%	100%	1831	

Tables 4 and 5 displays the redesigned course offered by course title and also by course level. The percentage in Table 4 is calculated by putting the number of students in the course in the numerator and the total in the denominator.

Course Title	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Compress Pre Alg w/Basic Math	83.3	1525
Compressed Intro/Inter Algebra	6.5	119
Special Topics in English	4.0	73
Special Topics in Math	6.2	114
Total	100.0	1831

Course Title	Course Level					
	45	75	77	95	Total %	Total N
Compress Pre Alg w/Basic Math	100%	0%	0%	0%	100%	1525
Compressed Intro/Inter Algebra	0%	0%	0%	100%	100%	119
Special Topics in English	0%	68.5%	31.5%	0%	100%	73
Special Topics in Math	0%	0%	100%	0%	100%	114
Total	100%	100%	100%	100%	100%	1831

Course Level Academic Outcomes

The mode of all grades achieved by individual students is presented in Table 6. In general, students who did not complete the course for one or more reasons (dropped or withdrew) are summarized. Students enrolled in DE course receive grades that are not calculated into their cumulative GPA; however, they do receive a grade value for those who satisfactorily complete the course (i.e. A, B, and C) and for those who receive an unsatisfactory grade (i.e. D or F).

College Level Grades Value	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
A	0.8	14
B	0.9	17
C	0.5	9
D	0.2	4
F	0.3	6
DE Level Grades Value	Percent	N
S/A	16.3	298
S/B	19.1	350
S/C	14.8	271
U/D	3.1	57
U/F	13.4	246
Not Completed	Percent	N

S	2.6	47
U	0.5	9
Withdrawn	16.2	296
Null (Not completed)	11.3	207
Total	100.0	1831

Finally, a comparison of grouped mean grade outcomes is presented for each individual course (CRN) in Table 7. In order to conduct this analysis, the DE courses were assigned a numeric value ranging from 4.0 (S/A) to 0.0 (U/F), in accordance to grading assessments for college level courses. Each individual group course mean (CRN) is then compared to all similar courses varying only by section number, by all courses offered at the same level, by all course offered within a department (subject) and then across the curriculum (DE). (Note: Future presentations of this data will provide descriptive text for the coded CRN number referenced under course mean.)

Course Title	Course Mean	Department Mean	Curriculum Mean
Compress Pre Alg w/Basic Math	2.2723	2.3249	2.3349
Compressed Intro/Inter Algebra	2.7722	2.3249	2.3349
Special Topics in English	2.5800	2.3249	2.3349
Special Topics in Math	3.0000	2.5800	2.3349

²⁴ **Course Mean** (compares all identical courses by course title)

Department Mean (representing all courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)

Curriculum Mean (includes all courses offered within DE or Energy Curriculum)

PCC

Energy

All energy courses offered as of Spring 2013 have been noncredit courses. We currently do not have a system in place at this time to track noncredit students. This system is being explored at the present time.

PPCC

At PPCC, the number of redesigned DE courses totaled 3 unique course offerings and 125 unique section offerings through Spring 2013. Approximately fifty-four percent of all courses have been offered in the most recent term. Table 1 displays the roll-out of these course offerings by term as well as the percentage and number of total students served by these courses (n=518). The percentage is calculated by putting the number of students in the term in the numerator and the total in the denominator.

Term & Year	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Summer 2012	7.2	37
Fall 2012	38.6	200
Spring 2013	54.2	281
Total	100.0	518

In terms of overall student retention, 71.6 percent of students (n=371) who registered for redesigned DE courses persisted in the course while 13.5 percent (n=70) dropped the course after the start of the semester and 14.9 percent (n=77) withdrew from the course after the start of the term.

Curriculum Level Outcomes

From a curriculum perspective, Table 2 presents the course offerings by subject and by level within each subject. At PPCC, seventy-two percent of students served by redesigned DE course were enrolled in Math subjects, followed by English (27.6 %). The percentage is calculated by putting the number of students in the subject in the numerator and the total in the denominator.

Subject	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
English	27.6	143
Math	72.4	375
Total	100.0	518

Table 3 displays the redesigned course offered by course title. For the redesigned courses offered by course level, please refer to Appendix III as the table was too large to fit here. The percentage in Table 3 is calculated by putting the number of students in the course in the numerator and the total in the denominator.

Table 3: PPCC DE Redesigned Course Offerings by Course Title		
Course Title	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Basic Composition	18.3	95
Special Topics in Math	72.4	375
Special Topics in English	9.3	48
Total	100.0	518

For PPCC's student enrollment by each course level of courses offered by subject, please refer to Appendix III as the table was too large to fit here.

Course Level Academic Outcomes

The mode of all grades achieved by individual students is presented in Table 4. In general, students who did not complete the course for one or more reasons (dropped or withdrew) are summarized. Students enrolled in DE course receive grades that are not calculated into their cumulative GPA; however, they do receive a grade value for those who satisfactorily complete the course (i.e. A, B, and C) and for those who receive an unsatisfactory grade (i.e. D or F).

Table 4: Number of PPCC Students Enrolled in DE Redesigned Courses by Course Title		
DE Level Grades Value	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
S/A	12.4	64
S/B	14.1	73
S/C	7.7	40
U/D	1.5	8

U/F	35.1	182
Not Completed	Percent	N
Withdrawn	14.3	77
Null (not completed)	14.9	74
Total	100.0	518

Finally, a comparison of grouped mean grade outcomes is presented for each individual course (CRN) in Table 5. In order to conduct this analysis, the DE courses were assigned a numeric value ranging from 4.0 (S/A) to 0.0 (U/F), in accordance to grading assessments for college level courses. Each individual group course mean (CRN) is then compared to all similar courses varying only by section number, by all courses offered at the same level, by all course offered within a department (subject) and then across the curriculum (DE). (Note: Future presentations of this data will provide descriptive text for the coded CRN number referenced under course mean.)

Course Title	Course Mean	Department Mean	Curriculum Mean
Basic Composition	2.4146	2.1532	1.5341
Special Topics in Math	1.2181	1.2181	1.5341
Special Topics in English	1.6429	2.1532	1.5341

²⁵ **Course Mean** (compares all identical courses by course title)

Department Mean (representing all courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)

Curriculum Mean (includes all courses offered within DE or Energy Curriculum)

RRCC

Developmental Education

At RRCC, the number of redesigned DE courses totaled 5 unique course offerings and 18 unique section offerings through Spring 2013. Approximately half of all courses have been offered in the most recent term. Table 1 displays the roll-out of these course offerings by term as well as the percentage and number of total students served by these courses (n=260). The percentage is calculated by putting the number of students in the term in the numerator and the total in the denominator.

Term & Year	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Fall 2012	45.4	118
Spring 2013	54.6	142
Total	100.0	260

In terms of overall student retention, 70.4 percent of students (n=183) who registered for redesigned DE courses persisted in the course while 24.2 percent (n=63) dropped the course after the start of the semester and 5.4 percent (n=14) withdrew from the course after the start of the term.

Curriculum Level Outcomes

From a curriculum perspective, Table 2 presents the course offerings by subject and by level within each subject. At RRCC, just over half of students served by redesigned DE course were enrolled in English subjects, followed by Math (15.0%), Reading (16.2%), and DE Contextualized classes (12.3%). The percentage is calculated by putting the number of students in the subject in the numerator and the total in the denominator.

Subject	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
English	56.5	147
Math	15.0	39
Reading	16.2	42
DE Contextualized	12.3	32
Total	100.0	260

Table 3 presents student enrollment by each course level of courses offered by subject.

Subject	Course Level				
	90	101	121	Total %	Total N
English	63.9%	0%	36.1%	100%	147
Math	100.0	0%	0%	100%	39
Reading	100.0	0%	0%	100%	42
DE Contextualized	0%	100%	0%	100%	32
Total	67.3%	12.3%	20.4%	100%	260

Tables 4 and 5 displays the redesigned course offered by course title and also by course level. The percentage in Table 4 is calculated by putting the number of students in the course in the numerator and the total in the denominator.

Course Title	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Astronomy I w/Lab: SC1	12.2%	32
Basic Composition	36.2%	94
College Preparatory Reading	16.2%	42
English Composition	20.4%	63

I : CO1		
Introductory Algebra	15.0%	39
Total	100	260

Course Title	Course Level				
	90	101	121	Total %	Total N
Astronomy I w/Lab: SC1	0%	100%	0%	100%	32
Basic Composition	100%	0%	0%	100%	94
College Preparatory Reading	100%	0%	0%	100%	42
English Composition I : CO1	0%	0%	100%	100%	63
Introductory Algebra	100%	0%	0%	100%	39
Total	67.3%	12.3%	20.4%	100%	260

Course Level Academic Outcomes

The mode of all grades achieved by individual students is presented in Table 6. In general, students who did not complete the course for one or more reasons (dropped or withdrew) are summarized. Students enrolled in DE course receive grades that are not calculated into their cumulative GPA; however, they do receive a grade value for those who satisfactorily complete the course (i.e. A, B, and C) and for those who receive an unsatisfactory grade (i.e. D or F).

College Level Grades Value	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
A	5.0	13
B	7.3	19
C	6.1	16
D	1.2	3
F	3.5	9
DE Level Grades Value	Percent	N
S/A	21.5	56

S/B	7.3	19
S/C	10.0	26
U/D	0.8	2
U/F	7.7	20
Not Completed	Percent	N
Withdrawn	5.4	14
Null (Not completed)	24.2	63
Total	100.0	260

Finally, a comparison of grouped mean grade outcomes is presented for each individual course (CRN) in Table 7. In order to conduct this analysis, the DE courses were assigned a numeric value ranging from 4.0 (S/A) to 0.0 (U/F), in accordance to grading assessments for college level courses. Each individual group course mean (CRN) is then compared to all similar courses varying only by section number, by all courses offered at the same level, by all course offered within a department (subject) and then across the curriculum (DE). (Note: Future presentations of this data will provide descriptive text for the coded CRN number referenced under course mean.)

Course Title	Section Mean	Department Mean	Curriculum Mean
Astronomy I w/Lab: SC1	2.5000	2.5000	2.6175
Basic Composition	2.7887	2.6306	2.6175
College Preparatory Reading	2.6774	2.6774	2.6175
English Composition I : CO1	2.3500	2.6306	2.6175
Introductory Algebra	2.5714	2.5714	2.6175

²⁶ **Course Mean** (compares all identical courses by course title)

Department Mean (representing all courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)

Curriculum Mean (includes all courses offered within DE or Energy Curriculum)

RRCC

Energy

At RRCC, the number of redesigned energy courses totaled 5 unique course offerings and 10 unique section offerings through Spring 2013. Approximately ninety percent of all courses have been offered in the most recent term. Table 1 displays the roll-out of these course offerings by term as well as the percentage and number of total students served by these courses (n=151). The percentage is calculated by putting the number of students in the term in the numerator and the total in the denominator.

Term & Year	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
Fall 2012	11.3	17
Spring 2013	88.7	134
Total	100.0	151

In terms of overall student retention, 91.4 percent of students (n=138) who registered for redesigned energy courses persisted in the course while 5.3 percent (n=8) dropped the course after the start of the semester and 3.3 percent (n=5) withdrew from the course after the start of the term.

Curriculum Level Outcomes

From a curriculum perspective, Table 2 presents the course offerings by subject and by level within each subject. At RRCC, every student served by redesigned energy course were enrolled in regular redesigned energy courses as opposed to the subject called contextualized energy. The percentage is calculated by putting the number of students in the subject in the numerator and the total in the denominator.

Table 2: Number of RRCC Students Enrolled in Redesigned Energy Courses by Subject		
Subject	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
Energy	100.0	151
Total	100.0	151

Table 3 presents student enrollment by each course level of courses offered by subject.

Table 3: RRCC Redesigned Energy Course Offerings by Subject Level								
Subject	Course Level						Total %	Total N
	100	109	118	119	124			
Energy	32.5%	12.6%	10.6%	15.8%	28.5%	100%	151	
Total	32.5%	12.6%	10.6%	15.8%	28.5%	100%	151	

Tables 4 and 5 displays the redesigned course offered by course title and also by course level. The percentage in Table 4 is calculated by putting the number of students in the course in the numerator and the total in the denominator.

Table 4: Number of RRCC Students Enrolled in Redesigned Energy Courses by Course Title		
Course Title	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
Basic Water Quality Analyses	15.8	24
Introduction to Water Quality	32.5	49
Wastewater Collection Systems	10.6	16
Water Certif Review for C & D	28.5	43
Water Distribution	12.6	19
Total	100.0	151

Table 5: RRCC Redesigned Energy Course Offerings by Course Level								
Course Title	Course Level						Total %	Total N
	100	109	118	119	124			
Basic Water Quality Analyses	0%	0%	0%	100%	0%	100%	24	
Introduction to Water Quality	100%	0%	0%	0%	0%	100%	49	
Wastewater Collection Systems	0%	0%	100%	0%	0%	100%	16	
Water Certif Review for C & D	0%	0%	0%	0%	100%	100%	43	
Water Distribution	0%	100%	0%	0%	0%	100%	19	
Total	32.5%	12.6%	10.6%	15.8%	28.5%	100%	151	

Course Level Academic Outcomes

The mode of all grades achieved by individual students is presented in Table 6. In general, students who did not complete the course for one or more reasons (dropped or withdrew) are summarized. Students enrolled in DE course receive grades that are not calculated into their cumulative GPA; however, they do receive a grade value for those who satisfactorily complete the course (i.e. A, B, and C) and for those who receive an unsatisfactory grade (i.e. D or F).

Table 6: RRCC Cumulative Mode Grades Earned by Students		
College Level Grades Value	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
A	55.6	84
B	20.6	31
C	11.9	18
D	1.3	2
F	2.0	3
Not Completed	Percent	N
Withdrawn	3.3	5
Null (Not completed)	5.3	8
Total	100.0	151

Finally, a comparison of grouped mean grade outcomes is presented for each individual course (CRN) in Table 7. In order to conduct this analysis, the DE courses were assigned a numeric value ranging from 4.0 (S/A) to 0.0 (U/F), in accordance to grading assessments for college level courses. Each individual group course mean (CRN) is then compared to all similar courses varying only by section number, by all courses offered at the same level, by all course offered within a department (subject) and then across the curriculum (DE). (Note: Future presentations of this data will provide descriptive text for the coded CRN number referenced under course mean.)

Course Title	Course Mean	Department Mean	Curriculum Mean
Basic Water Quality Analyses	3.6667	3.3290	3.3841
Introduction to Water Quality	3.6136	3.3290	3.3841
Wastewater Collection Systems	3.4000	3.3290	3.3841
Water Certif Review for C & D	2.9512	3.3290	3.3841
Water Distribution	3.4706	3.3290	3.3841

²⁷ **Course Mean** (compares all identical courses by course title)

Department Mean (representing all courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)

Curriculum Mean (includes all courses offered within DE or Energy Curriculum)

TSJC

Developmental Education

At TSJC, the number of redesigned DE courses totaled 1 unique course offerings and 7 unique section offerings through Spring 2013. Approximately seventy-seven percent of all courses have been offered in the most recent term. Table 1 displays the roll-out of these course offerings by term as well as the percentage and number of total students served by these courses (n=119). The percentage is calculated by putting the number of students in the term in the numerator and the total in the denominator.

Term & Year	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Spring 2012	22.7	27
Fall 2012	77.3	92
Total	100.0	119

In terms of overall student retention, 55.5% percent of students (n=66) who registered for redesigned DE courses persisted in the course while 29.4%percent (n=35) dropped the course after the start of the semester and 15.1 percent (n=18) withdrew from the course after the start of the term.

Curriculum Level Outcomes

From a curriculum perspective, Table 2 presents the course offerings by subject and by level within each subject. At TSJC, all of students served by redesigned DE course were enrolled in Math subjects. The percentage is calculated by putting the number of students in the subject in the numerator and the total in the denominator.

Subject	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Math	100.0	119
Total	100.0	119

Table 3 presents student enrollment by each course level of courses offered by subject.

Table 3: TSJC DE Redesigned Course Offerings by Subject Level			
Subject	Course Level		
	45	Total %	Total N
Math	100%	100%	119
Total	100%	100%	119

Tables 4 and 5 displays the redesigned course offered by course title and also by course level. The percentage in Table 4 is calculated by putting the number of students in the course in the numerator and the total in the denominator.

Table 4: Number of TSJC Students Enrolled in DE Redesigned Courses by Course Title		
Course Title	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
Compress Pre Alg w/Basic Math	100.0	119
Total	100.0	119

Table 5: TSJC Redesigned DE Course Offerings by Course Level			
Course Title	Course Level		
	45	Total %	Total N
Compress Pre Alg w/Basic Math	100%	100%	119
Total	100%	100%	119

Course Level Academic Outcomes

The mode of all grades achieved by individual students is presented in Table 6. In general, students who did not complete the course for one or more reasons (dropped or withdrew) are summarized. Students enrolled in DE course receive grades that are not calculated into their cumulative GPA; however, they do receive a grade value for those who satisfactorily complete the course (i.e. A, B, and C) and for those who receive an unsatisfactory grade (i.e. D or F).

Table 6: TSJC Cumulative Mode Grades Earned by Students		
DE Level Grades Value	Percent of Total Redesigned DE Population (All Subjects)	N (Redesigned DE Population)
S/A	22.7	27
S/B	12.6	15
S/C	6.7	8
U/D	2.5	3
U/F	11.0	13
Not Completed	Percent	N
Withdrawn	15.1	18
Null (Not completed)	29.4	35
Total	100.0	119

Finally, a comparison of grouped mean grade outcomes is presented for each individual course (CRN) in Table 7. In order to conduct this analysis, the DE courses were assigned a numeric value ranging from 4.0 (S/A) to 0.0 (U/F), in accordance to grading assessments for college level courses. Each individual group course mean (CRN) is then compared to all similar courses varying only by section number, by all courses offered at the same level, by all course offered within a department (subject) and then across the curriculum (DE). (Note: Future presentations of this data will provide descriptive text for the coded CRN number referenced under course mean.)

Table 7: Mean Grades Achieved by TSJC Students in DE Redesigned Courses²⁸			
Course Title	Section Mean	Department Mean	Curriculum Mean
Compress Pre Alg w/Basic Math	2.6061	2.6061	2.6061

²⁸ **Course Mean** (compares all identical courses by course title)

Department Mean (representing all courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)

Curriculum Mean (includes all courses offered within DE or Energy Curriculum)

TSJC

Energy

At TSJC, the number of redesigned energy courses totaled 1 unique course offering and 1 unique section offering through Spring 2013. The course was offered in the most recent term. Table 1 displays the roll-out of this course offering by term as well as the percentage and number of total students served by this course (n=26). The percentage is calculated by putting the number of students in the term in the numerator and the total in the denominator.

Term & Year	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
Spring 2013	100.0	26
Total	100.0	26

In terms of overall student retention, 76.9 percent of students (n=20) who registered for redesigned energy courses persisted in the course while 23.1 percent (n=6) dropped the course after the start of the semester.

Curriculum Level Outcomes

From a curriculum perspective, Table 2 presents the course offerings by subject and by level within each subject. At TSJC, every student served by redesigned energy course were enrolled in regular redesigned energy courses as opposed to the subject called contextualized energy. The percentage is calculated by putting the number of students in the subject in the numerator and the total in the denominator.

Subject	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
Energy	100.0	26

Table 3 presents student enrollment by each course level of courses offered by subject.

Subject	Course Level		
	125	Total %	Total N
Energy	100%	100%	26
Total	100%	100%	26

Tables 4 and 5 displays the redesigned course offered by course title and course level. The percentage in Table 4 is calculated by putting the number of students in the course in the numerator and the total in the denominator.

Course Title	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
Electrical Principles and Appl	100.0	26
Total	100.0	26

Course Title	Course Level		
	125	Total %	Total N
Electrical Principles and Appl	100%	100%	26
Total	100%	100%	26

Course Level Academic Outcomes

The mode of all grades achieved by individual students is presented in Table 6. In general, students who did not complete the course for one or more reasons (dropped or withdrew) are summarized. Students enrolled in DE course receive grades that are not calculated into their cumulative GPA; however, they do receive a grade value for those who satisfactorily complete the course (i.e. A, B, and C) and for those who receive an unsatisfactory grade (i.e. D or F).

College Level Grades Value	Percent of Total Redesigned Energy Population (All Subjects)	N (Redesigned Energy Population)
A	76.9	20
Not Completed	Percent	N
Null (Not completed)	23.1	6
Total	100.0	26

Finally, a comparison of grouped mean grade outcomes is presented for each individual course (CRN) in Table 7. In order to conduct this analysis, the DE courses were assigned a numeric value ranging from 4.0 (S/A) to 0.0 (U/F), in accordance to grading assessments for college level courses. Each individual group course mean (CRN) is then compared to all similar courses varying only by section number, by all courses offered at the same level, by all course offered within a department (subject) and then across the curriculum (DE). (Note: Future presentations of this data will provide descriptive text for the coded CRN number referenced under course mean.)

Course Title	Section Mean	Department Mean	Curriculum Mean
Electrical Principles and Appl	4.0000	4.0000	4.0000

²⁹ **Course Mean** (compares all identical courses by course title)

Department Mean (representing all courses offered within the subject: Reading ONLY, Math ONLY, English ONLY, Energy ONLY, Contextualize DE and Contextualized Energy)

Curriculum Mean (includes all courses offered within DE or Energy Curriculum)

Appendix I

CCD Redesigned DE Course Offerings by Subject												
Course Title	Course Level											
	60	70	90	99	101	109	110	111	115	121	Total %	Total N
English	16.4%	0%	61.2%	0%	0%	0%	0%	0%	0%	22.4%	100%	1175
Math	25.5%	12.1%	52.5%	9.8%	0%	0%	0%	0%	0%	0%	100%	916
Reading	33.9%	0%	66.1%	0%	0%	0%	0%	0%	0%	0%	100%	601
DE Contextualized	0%	0%	0%	0%	17.4%	5.0%	24.1%	17.6%	35.9%	0%	100%	357
Total	20.7%	3.6%	52.4%	3.0%	2.0%	0.6%	2.8%	2.1%	4.2%	8.6%	100%	3049

CCD Redesigned DE Course Offerings by Course Level												
Course Title	Course Level											
	60	70	90	99	101	109	110	111	115	121	Total %	Total N
Advanced Academic Achievement	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	100%	18
American Government : SS1	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	100%	39
Art Appreciation : AH1	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	100%	58
Basic Composition	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	100%	719
College Preparatory Reading	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	100%	397

English Composition I : CO1	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	263
Foundations of Reading	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	204
Gen College Biology I/Lab: SC1	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	100%	24
General Psychology I: SS3	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	100%	62
Intermediate Algebra	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	100%	90
Intro to Criminal Justice	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	100%	28
Intro to Literature I : AH2	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	100%	34
Introductory Algebra	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	100%	481
Pre-Algebra	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	234
Public Speaking	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	100%	94
Special Topics in Math	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%	111
Writing Fundamentals	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	193
Total	20.7%	3.6%	52.4%	3.0%	2.0%	0.6%	2.8%	2.1%	4.2%	8.6%	100%	3049

Appendix II

FRCC Redesigned DE Course Offerings by Subject													
Course Title	Course Level											Total %	Total N
	30	45	60	90	96	99	101	111	112	115	121		
English	0%	0%	9.6%	63.3%	0%	0%	0%	0%	0%	0%	27.1%	100%	531
Math	26.1%	34.6%	28.4%	7.0%	1.8%	2.0%	0%	0%	0%	0%	0%	100%	881
Reading	9.2%	0%	39.8%	51.0%	0%	0%	0%	0%	0%	0%	0%	100%	98
DE Contextualized	0%	0%	0%	6.9%	0%	0%	42.9%	25.1%	7.4%	17.7%	0%	100%	231
Total	13.7%	17.5%	19.5%	26.7%	0.9%	1.0%	5.7%	3.3%	1.0%	2.4%	8.3%	100%	1741

FRCC Redesigned DE Course Offerings by Course Level														
Course Title	Course Level												Total %	Total N
	30	45	60	90	96	99	101	111	112	115	121			
Academic Achievement Strategies	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	100%	16	
Basic Composition	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	100%	336	
Basic Reading Skills	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	9	
College Preparatory Reading	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	100%	50	
Combined Intro/Inter Algebra	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	100%	16	
Compress Pre Alg w/Basic Math	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	305	
Cultural Anthropology : SS3	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	100%	32	
English Composition I : CO1	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	144	
Ethics : AH3	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	100%	17	

Foundations of Reading	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%	39
Fundamentals of Mathematics	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	230
General Psychology I: SS3	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	100%	32
Intermediate Algebra	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	100%	18
Intro to Literature I: AH2	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	100%	41
Intro to Philosophy: AH3	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	100%	58
Introductory Algebra	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	100%	62
Pre-Algebra	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%	250
Western Civ:Antiquity -1650 HI1	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	100%	35
Writing Fundamentals	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	0%	100%	51
Total	13.7%	17.5%	19.5%	26.7%	0.9%	1.0%	5.7%	3.3%	1.0%	2.4%	8.3%	100%	1741

Appendix III

CCD Redesigned DE Course Offerings by Subject															
Course Title	Course Level												Total %	Total N	
	76	78	79	80	81	82	83	84	85	86	87	90			
English	32.2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	67.8%	100%	143
Math	0%	37.3%	24.8%	16.3%	8.8%	4.3%	2.1%	2.1%	2.1%	1.3%	0.8%	0%	100%	375	
Total	8.9%	27.0%	18.0%	11.8%	6.4%	3.1%	1.5%	1.5%	1.5%	1.0%	0.6%	18.7%	100%	518	

CCD Redesigned DE Course Offerings by Course															
Course Title	Course Level												Total %	Total N	
	76	78	79	80	81	82	83	84	85	86	87	90			
Basic Composition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	100%	95
Special Topics in Math	0%	37.3%	24.8%	16.3%	8.8%	4.3%	2.1%	2.1%	2.1%	1.3%	0.8%	0%	100%	375	
Special Topics in English	95.8%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4.2%	100%	48	
Total	8.9%	27.0%	18.0%	11.8%	6.4%	3.1%	1.5%	1.5%	1.5%	1.0%	0.6%	18.7%	100%	518	