



**Rapid Track
2001-2002**



**Office of Institutional Research and Effectiveness
October 2002**



**Rapid Track
2001-2002**



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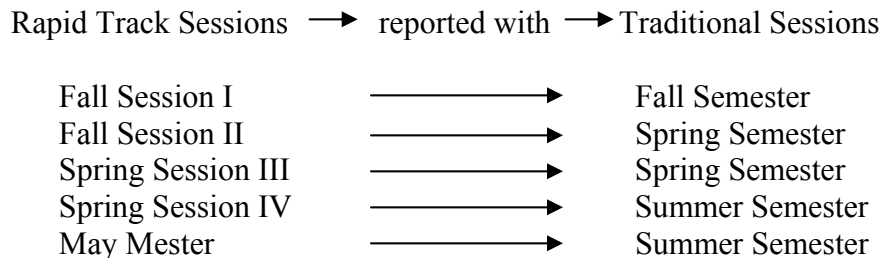
Part I

Rapid Track Program 2001-2002

This study of the 2001-2002 Rapid Track program is part of the ongoing evaluation process that incorporates a systematic review of programs and services that result in continuous improvement as documented in the Core Requirements found in the Commission on Colleges-Southern Association of Colleges and Schools' *Principles of Accreditation: Foundation for Quality Enhancement*. The College must demonstrate that each educational program, for which academic credit is awarded, establishes and evaluates program and learning outcomes.

The traditional format for academic classes is 16 weeks in length. The Rapid Track program offers some of the same academic courses available during the traditional 16-week period with two six-week sessions available in the fall and two six-week sessions available in the spring of each year. May Mester sessions are held at the end of the spring semester. These classes are conducted in a three-week period with students meeting each day.

Information about traditional classes is reported each semester by a designated deadline to the Texas Higher Education Coordinating Board. If a course starts after this designated deadline, the information is reported in the next semester's reporting period. Some of the sessions for the Rapid Track program begin after reporting deadlines; therefore, Rapid Track sessions are reported accordingly.



The Rapid Track Survey for 2001-2002 was administered to the Fall Session II and Spring Session IV students. Each year, the program chair reviews the survey instrument for corrections or updates, and surveys are administered by the instructors in the classroom. Analysis of the data and preparation of this report are done by personnel in the Office of Institutional Research and Effectiveness for use by the administration, dean, and program chair in evaluating the program.

Methodology

Rapid Track courses are the same as traditional courses in content, total class meeting time, course outlines, and student outcome objectives. With this in mind, the purpose of this report is to determine whether or not Rapid Track students were as successful as their peers in sections of the same courses not meeting in a compressed format. To measure success, grades and withdrawal rates were evaluated. Other factors, such as student demographics

and average class size, were also evaluated to see if they had any effect on student success. Data was collected from the College student database and from surveys administered to the students while in class. During the Fall Session II and Spring Session IV, 211 out of 335 students completed surveys, for a response rate of 63 percent.

Student Demographics

A majority of the Rapid Track students were sophomore-level, white, non-Hispanic females between the ages of 20-24 years. This contrasts to the majority of college-wide students who were freshman-level, Hispanic females in the same age group. The average age for the Rapid Track student was about one year younger than the college-wide average age; however, the Rapid Track student characteristically had more college experience.

When using the demographic information from the College database, almost all of the students were reported as attending school part-time. However, the results of the survey revealed that 34.3 percent of the students were carrying a full load of classes when combining the Rapid Track class load with the other non-Rapid Track courses they were taking. The difference can be explained by considering that the start dates of the classes (as discussed above) determined which semester the Rapid Track sessions were reported. Data about a student enrolling in a Rapid Track Fall Session II class was reported with the spring semester data. The student may have been enrolled in both a Rapid Track class and in other traditional classes, constituting a full load for the fall semester, but not enrolled in the spring semester. Thus, the spring demographic data reported only the one Fall Session II class and counted the student as part-time.

Other demographic information is notable. Over two-thirds of the students surveyed were enrolled in their first Rapid Track course; and of those surveyed, 67 percent were enrolled in only one Rapid Track course for the session. A majority of the students surveyed (68%) stated that they do intend to get a degree or certificate from Del Mar College; only 7.4 percent plan to get a degree or certificate by using only the Rapid Track format.

Over half of the students (55.5%) were majoring in disciplines in the Division of Arts and Sciences. This is understandable since all but one of the courses offered in the Rapid Track program were Arts and Sciences courses. Even though the majority of Rapid Track courses were in the Arts and Sciences division, Rapid Track courses can be a good way for majors in the Business and Career Programs and Occupational Education and Technology divisions to take core curriculum courses to complete their degrees.

Enrollments

Annual enrollments have grown 76 percent over the past four years, from 480 students in 1998-99 to 843 students in 2001-02. The number of sections available to students each year has grown from 33 to 58 for the same period. Average class size in the Rapid Track program for 2001-2002 is the same as 1998-99 at 14.5 students per class. This is less than the 2001-2002 average class size for all Arts and Sciences programs of 21.2 and the college-wide average class size of 18.9. In addition, the average class size for Rapid Track sections matching the non-Rapid Track sections for the year was 36 percent smaller than the non-Rapid Track average class size.

Survey Results

Survey results indicate that 73 percent of the students learned about the Rapid Track program by reading the information printed in the class schedule. Almost all of the students surveyed found the Rapid Track program a good or excellent choice as an alternative scheduling option. Over 90 percent of the survey respondents agreed that there was enough time to adequately cover the material, and that they learned as much in a Rapid Track format as they would have in a traditional semester course. Almost all the students (98%) would recommend the Rapid Track program to other students, and 69 percent planned to take other Rapid Track courses.

Students were asked to add any additional comments that they would like to make about the Rapid Track program. The comments were generally favorable about the program. Half of those commenting requested more classes to be added to the program and the addition of classes during evening hours. Additional comments were about instructor preparation, financial aid restraints, and the benefits of the Rapid Track program structure.

Success Factors

A program can be defined as being successful if students meet or exceed performance standards and if students are retained in the course until the end of the session. Four factors were analyzed in this report to measure student success: percent passing grades, percent failures, percent withdrawals, and average grades. Passing grades were defined as grades *A*, *B*, *C*, and *D*; non-passing grades were defined as *F* and *WF*; and withdrawals were recorded as a *W*.

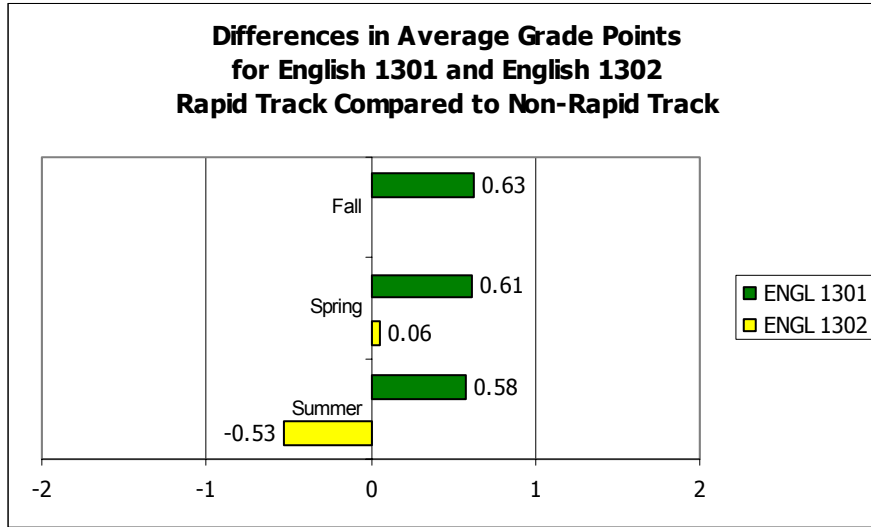
Average grades were determined by assigning a grade-point value to each grade. This matches the same system used by the College as found in the *Del Mar College Catalog and Student Handbook*. *A*'s have a grade-point value of 4, *B*'s have a grade-point value of 3, *C*'s have a grade-point value of 2, *D*'s have a grade-point value of 1, and *F*'s and *WF*'s have a grade-point value of 0. Course grade-point averages were calculated by multiplying the number of each grade by the corresponding grade-point value, totaling the grade points, and then dividing this total by the total number of *A*'s, *B*'s, *C*'s, *D*'s, *F*'s, and *WF*'s.

As a whole, average grades for Rapid Track students were higher than the average grades for sections of the same courses taught in a non-Rapid Track format and for the total grades issued for the semester.

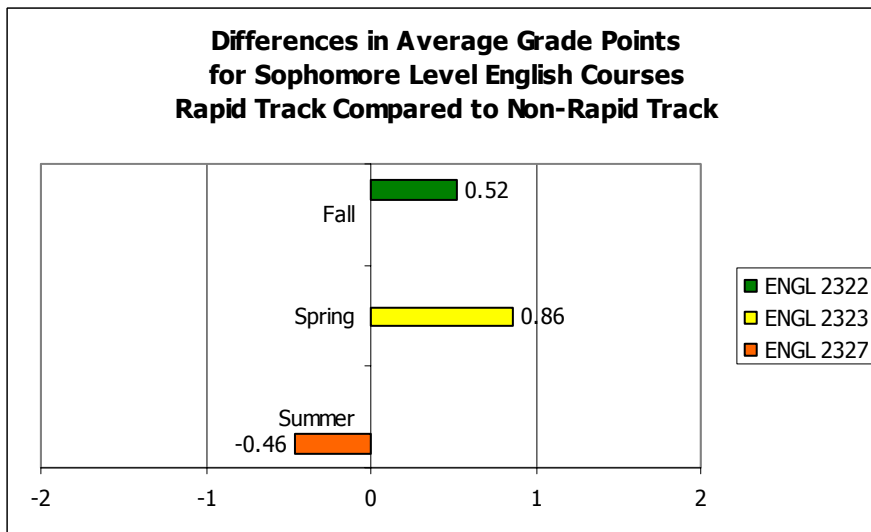
Average Grades

	Fall	Spring	Summer
Rapid Track Sections	2.81	3.07	3.11
All Other Non-Rapid Track Sections	2.36	2.34	2.71
Total Grades for the Semester	2.72	2.76	3.04

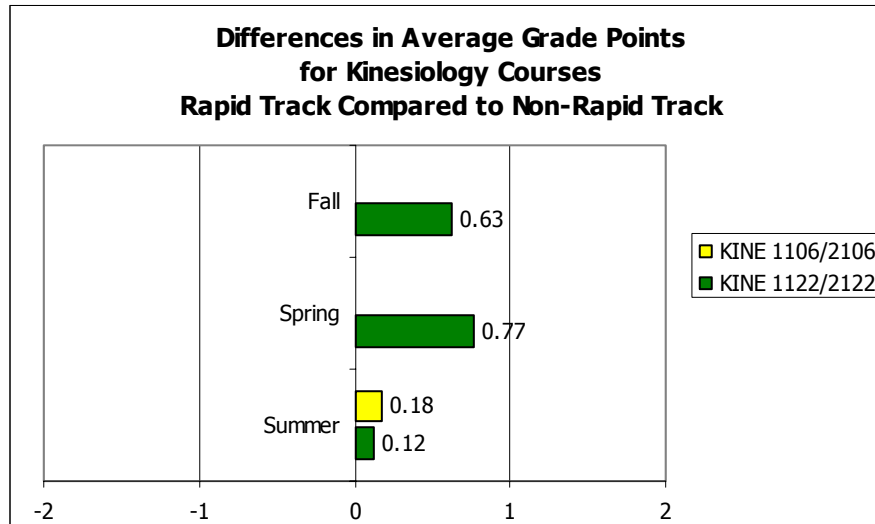
A comprehensive analysis was done to see if higher average grades resulted for each subject taught in the Rapid Track program during 2001-2002. This analysis included non-Rapid Track sections held during the same semester for comparison. Differences were measured by subtracting the non-Rapid Track average grades from the Rapid Track average grades. The following graphs document the results.



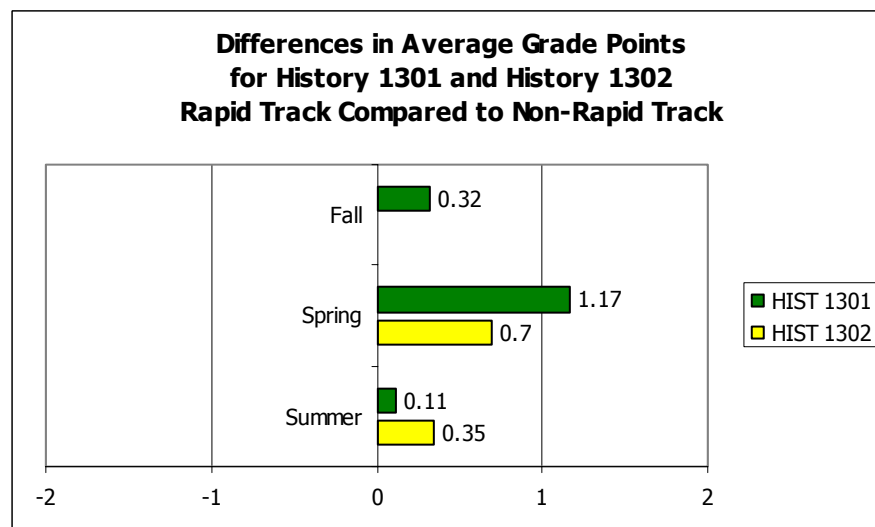
English 1301 grades were over half a grade point higher in the Rapid Track sections compared to the non-Rapid Track sections. English 1302 grades were slightly higher in Rapid Track sections during the spring; however, they were over half a grade point lower than non-Rapid Track sections in the summer.



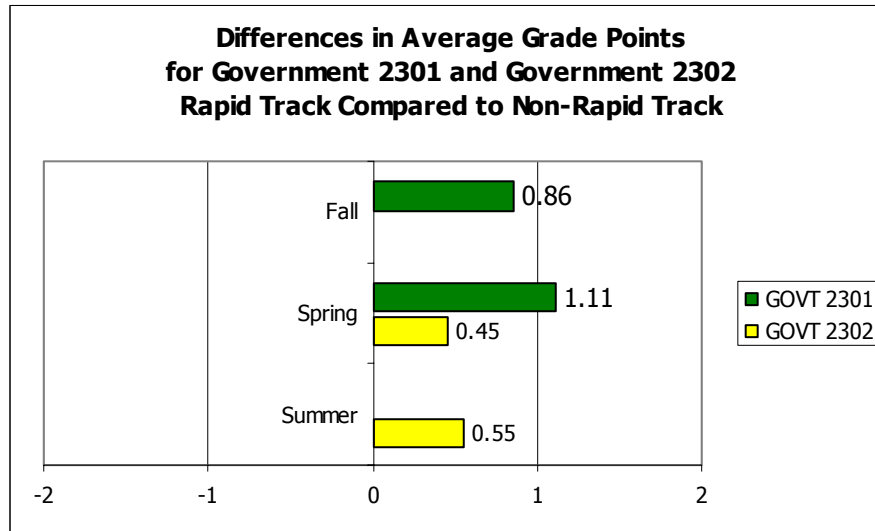
English 2322 grades were over one-half grade point higher in the Rapid Track section as compared to the non-Rapid Track sections in the fall. Rapid Track English 2323 grades were almost a whole grade point higher in the spring, and Rapid Track English 2327 grades were almost half a grade point lower in the summer compared to non-Rapid Track sections.



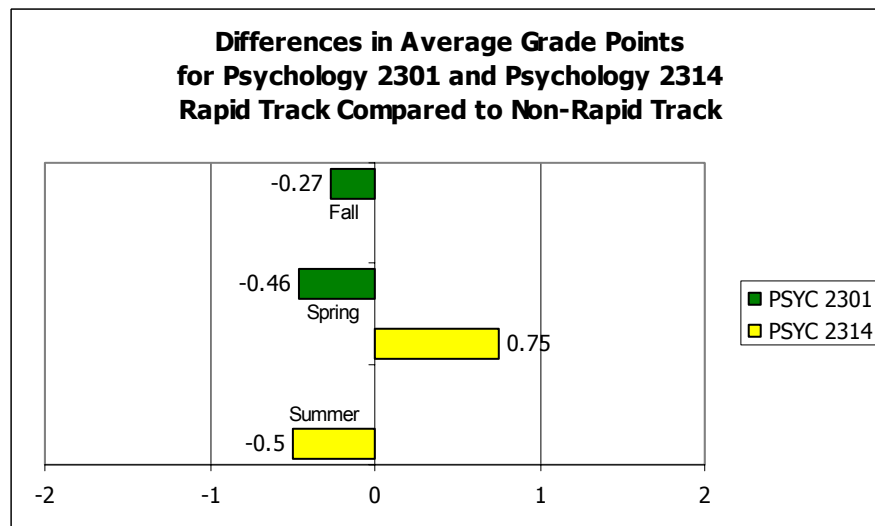
Kinesiology grades in Rapid Track sections were over half a grade point higher in the fall and spring semesters compared to the non-Rapid Track sections. Kinesiology grades in the summer were only slightly higher in the Rapid Track section.



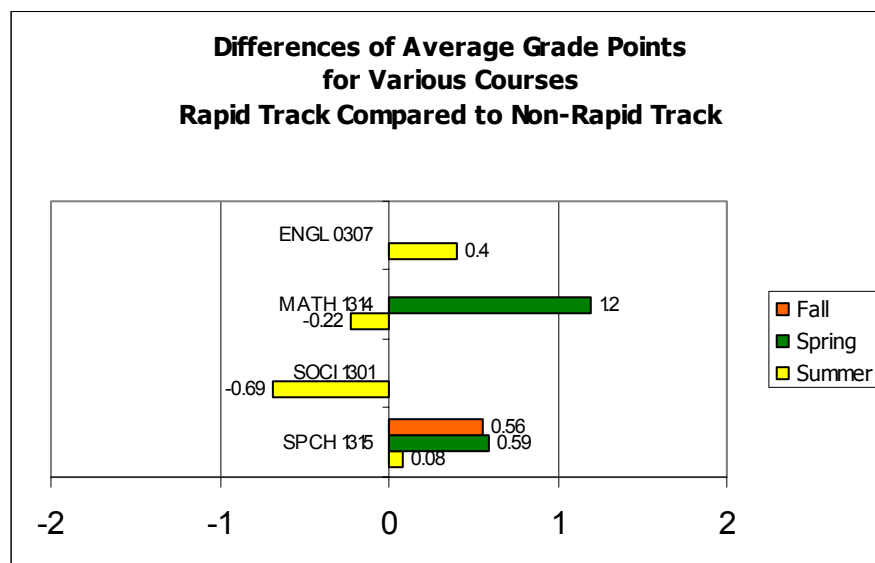
History 1301 and 1302 grades in Rapid Track sections were all higher than the non-Rapid Track sections. In the spring semester, History 1301 was over one grade point higher in the Rapid Track section.



Government 2301 and 2302 grades in Rapid Track sections were all higher than the non-Rapid Track sections. In the spring semester, Government 2301 was over one grade point higher in the Rapid Track section.



Psychology 2301 grades in Rapid Track sections were lower than the non-Rapid Track sections. However, in Psychology 2314, there is quite a contrast in the grades for the Rapid Track sections compared to the non-Rapid Track sections. Psychology 2314 grades in the spring were almost one grade point higher; however, grades in the summer session were half a grade point lower in Rapid Track sections compared to non-Rapid Track sections.



Other Rapid Track courses were compared to non-Rapid Track sections in English 0307, Mathematics 1314, Sociology 1301, and Speech 1315. As shown on the graph above, there was a noticeable difference between the Mathematics 1314 Rapid Track grades in the spring compared to the grades for the summer. Mathematics 1314 Rapid Track grades were over a one grade point higher than the non-Rapid Track sections in the spring; however, the Rapid Track grades in the summer were lower than the non-Rapid Track sections. Sociology 1301 grades were over half a grade lower in the Rapid Track section compared to the non-Rapid Track sections. All the Speech 1315 Rapid Track sections posted higher grades than the non-Rapid Track sections.

Other factors used to measure success are the comparison of percent passing grades and percent non-passing grades in the Rapid Track sections compared to both the non-Rapid Track sections of the same course and to the total grades for the semester.

Percent Passing Grades (A-D)

	Fall	Spring	Summer
Rapid Track Sections	79.8%	79.8%	82.5%
All Other Non-Rapid Track Sections	62.4%	62.7%	77.6%
Total Grades for the Semester	67.4%	67.8%	81.6%

As shown on the table above, Rapid Track students had a higher percent of passing grades for all sessions held during 2001-2002.

Percent Non-passing (F,WF)

	Fall	Spring	Summer
Rapid Track Sections	10.5%	3.8%	7.0%
All Other Non-Rapid Track Sections	14.2%	13.6%	9.2%
Total Grades for the Semester	8.3%	7.8%	4.7%

In contrast, the percentage of non-passing grades was lower only in the spring semester for the Rapid Track sections compared to the non-Rapid Track sections and total grades for the year.

The last factor considered in this study was the withdrawal/retention rates for the Rapid Track sessions compared to both the non-Rapid Track sections and to the College as a whole. In both the fall and spring semesters, there was a notable difference in the percent withdrawals. During the fall semester, the Rapid Track program was three times more successful than the non-Rapid Track courses and the College as a whole in retaining students for the whole session. The percent withdrawals were also lower in the spring semester and were only slightly above the college-wide average for the summer semester.

Percent Withdrawals (*W*)

	Fall	Spring	Summer
Rapid Track Sections	4.8%	13.3%	9.7%
All Other Non-Rapid Track Sections	19.2%	20.6%	11.1%
Total Grades for the Semester	15.3%	15.9%	7.9%

Conclusions

The Office of Institutional Research and Effectiveness (OIRE) is limited in measuring program success to analyzing the quantitative data available. Qualitative data about students' progress in the classroom requires assessment tools in addition to those available to OIRE. Therefore, using the data available, this report finds that Rapid Track students are performing equally as well as or better than non-Rapid Track students.

The Rapid Track program fulfills one of the seven purposes stated in the *Del Mar College Mission Statement* and the program's unit purpose as stated in its *Institutional Effectiveness Unit Plans* by providing fully accredited academic courses leading to certificates, associate degrees, and/or the first two years of transferable credit toward baccalaureate degrees.

Some concern may be voiced about the performance of students taking psychology courses in a compressed format such as the Rapid Track program. After reviewing the last *Psychology Program Review* done in 2001-2002, it is evident that students taking psychology classes typically have a lower grade-point average in those courses than in other Arts and Sciences courses and in other college-wide courses as a whole.

By reviewing the *Institutional Effectiveness Unit Plans and Assessments* for the Rapid Track program for the last several years, it is apparent that the College is making efforts to add additional classes and to expand time offerings for the courses. The *IE Unit Plan for 2002-2003* includes exploring the possibility of offering classes on Saturday and Sunday. Small classes allow students to bond, stay on task, and accomplish their goals in an accelerated format that is suitable for some of the Del Mar College student body.

Part II

Rapid Track Student Demographics

	Fall 2001		Spring 2002		Summer I 2002	
	Rapid Track	College-wide	Rapid Track	College-wide	Rapid Track	College-Wide
Total Headcount	106	10,256	277	10,085	325	5,233
Status						
Full-time	2.8%	34.1%	1.8%	31.9%	0.3%	42.3%
Part-time	97.2%	65.9%	98.2%	68.1%	99.7%	57.7%
Gender						
Female	67.9%	58.9%	71.1%	59.5%	69.5%	59.9%
Male	32.1%	41.1%	28.9%	40.5%	30.5%	40.1%
Classification						
Freshman	47.2%	57.5%	37.9%	53.2%	31.1%	39.3%
Sophomore	43.4%	27.2%	48.7%	30.7%	51.4%	36.0%
Unclassified	9.4%	15.3%	13.4%	16.1%	17.5%	24.8%
Race/Ethnic Group						
Hispanic	52.8%	53.0%	45.8%	53.5%	44.6%	54.7%
White, non-Hispanic	41.5%	41.6%	48.0%	41.2%	48.3%	39.7%
Black, non-Hispanic	2.8%	2.5%	4.0%	2.6%	3.1%	3.0%
Asian/Pacific Islander	1.9%	1.2%	0.7%	1.2%	1.2%	1.3%
Indian/Alaskan Native	0.0%	0.2%	0.0%	0.1%	0.0%	0.2%
International	0.9%	1.5%	1.4%	1.4%	2.8%	1.0%
Age Group						
Under 20	16.0%	23.6%	16.2%	22.0%	11.7%	14.9%
20-24	49.1%	35.2%	44.0%	35.5%	49.8%	36.1%
25-29	15.1%	15.4%	15.5%	15.4%	15.7%	16.9%
30-34	12.3%	8.9%	11.6%	9.3%	9.8%	12.2%
35-39	0.9%	5.9%	6.9%	6.6%	5.8%	7.5%
40-44	1.9%	4.8%	1.8%	4.8%	3.4%	5.3%
45-49	2.8%	3.4%	2.2%	3.5%	2.2%	3.8%
50+	1.9%	2.8%	1.8%	3.0%	1.5%	3.4%
Average Age	25.0	26.2	25.5	26.4	25.6	27.6
Highest Level Earned						
None	1.9%	4.9%	2.9%	5.5%	2.5%	1.9%
High School Diploma	92.5%	86.2%	89.2%	84.9%	91.1%	85.1%
Certificate	0.9%	2.9%	2.9%	2.8%	3.1%	3.6%
Associate's Degree	3.8%	3.5%	4.0%	3.9%	2.8%	5.8%
Bachelors Degree	0.9%	2.1%	0.7%	2.3%	0.3%	3.0%
Other	0.0%	0.5%	0.4%	0.5%	0.3%	0.6%
Average Semester Hours per Student	4.2	8.7	4.3	8.5	3.6	5.2
Students Taking Only One course	67.0%		62.1%		75.7%	

Annual Rapid Track Courses Compared to All Other Sections of the Same Course
Fall 2001, Spring 2002, May Mester 2002

	Number of Sections		Number of Enrollments		Average Class Size		Percent Rapid Track
	Rapid Track	All Other	Rapid Track	All Other	Rapid Track	All Other	
ARTS 1301	3	12	53	352	17.7	29.3	13.1%
ENGL 0307	1	51	7	909	7.0	17.8	0.8%
ENGL 1301	3	131	49	2,862	16.3	21.8	1.7%
ENGL 1302	3	102	48	2,063	16.0	20.2	2.3%
ENGL 2322	1	8	15	156	15.0	19.5	8.8%
ENGL 2323	1	7	12	167	12.0	23.9	6.7%
ENGL 2327	1	9	10	171	10.0	19.0	5.5%
ENGL 2328	1	5	11	105	11.0	21.0	9.5%
ESOL 0305	1	2	7	38	7.0	19.0	15.6%
ESOL 0306	1	2	7	38	7.0	19.0	15.6%
GOVT 2301	2	40	33	1,216	16.5	30.4	2.6%
GOVT 2302	2	34	42	873	21.0	25.7	4.6%
HIST 1301	5	65	93	1,967	18.6	30.3	4.5%
HIST 1302	4	48	82	1,323	20.5	27.6	5.8%
KINE ¹¹⁰⁶ /2106	1	11	30	354	30.0	32.2	7.8%
KINE ¹¹²² /2122	4	14	64	431	16.0	30.8	12.9%
KINE 1306	1	9	11	230	11.0	25.6	4.6%
KINE 2375	1	4	6	86	6.0	21.5	6.5%
MATH 1314	3	77	38	1,882	12.7	24.4	2.0%
MUSI 1306	1	27	13	479	13.0	17.7	2.6%
POFI 1301	1	29	13	502	13.0	17.3	2.5%
PSYC 2301	2	73	28	2,168	14.0	29.7	1.3%
PSYC 2314	2	24	19	582	9.5	24.3	3.2%
SOCI 1301	1	28	11	565	11.0	20.2	1.9%
SPCH 1315	8	67	131	1,429	16.4	21.3	8.4%
SPCH 1318	1	14	9	297	9.0	21.2	2.9%
TOTAL	55	893	842	21,245	15.3	23.8	3.8%

Rapid Track Courses Average Class Size

	1999-00				2000-01				2001-02			
	Number of Classes	Number Enrolled	Average Class Size	Contact Hours	Number of Classes	Number Enrolled	Average Class Size	Contact Hours	Number of Classes	Number Enrolled	Average Class Size	Contact Hours
Arts												
Fall	1	12	12.0	576								
Spring												
Summer	2	25	12.5	1,200	2	35	17.5	1,680	3	53	17.7	2,592
Child Dev												
Fall												
Spring												
Summer					1	16	16.0	960				
Busi Tech												
Fall												
Spring												
Summer					1	9	9.0	576	1	14	14.0	896
Drama												
Fall												
Spring												
Summer					1	10	10.0	800				
Economics												
Fall												
Spring												
Summer	1	15	15.0	720	1	7	7.0	336				
English												
Fall	2	23	11.5	1,264	3	41	13.7	2,256	2	25	12.5	1,360
Spring	3	39	13.0	1,872	5	74	14.8	3,776	5	67	13.4	3,536
Summer	2	28	14.0	1,344	1	23	23.0	1,104	4	60	15.0	3,296
ESOL												
Fall					1	6	6.0	384				
Spring												
Summer									2	14	7.0	784
Geology												
Fall												
Spring												
Summer	3	42	14.0	1,344								
Government												
Fall	1	18	18.0	864	1	22	22.0	1,056	1	19	19.0	912
Spring	2	30	15.0	1,440	2	46	23.0	2,208	2	37	18.5	1,776
Summer	1	19	19.0	912	1	21	21.0	1,008	1	19	19.0	864
History												
Fall	2	28	14.0	1,344	2	43	21.5	2,064	2	35	17.5	1,680
Spring	5	95	19.0	4,560	4	87	21.8	4,176	4	86	21.5	4,128
Summer	2	44	22.0	2,112	3	55	18.3	2,544	3	54	18.0	2,544
Kinesiology												
Fall									2	12	6.0	576
Spring									4	37	9.3	1,776
Summer	3	25	8.3	1,200	3	50	16.7	2,400	4	62	15.5	2,976
Math												
Fall	1	15	15.0	720								
Spring	1	8	8.0	384	1	6	6.0	288	2	29	14.5	1,392
Summer	1	5	5.0	240	1	9	9.0	432	1	9	9.0	384

Rapid Track Courses Average Class Size

	1999-00				2000-01				2001-02			
	Number of Classes	Number Enrolled	Average Class Size	Contact Hours	Number of Classes	Number Enrolled	Average Class Size	Contact Hours	Number of Classes	Number Enrolled	Average Class Size	Contact Hours
Music												
Fall												
Spring	2	17	8.5	816	2	21	10.5	1,008	1	13	13.0	624
Summer												
Psychology												
Fall	1	7	7.0	336	1	16	16.0	768	1	15	15.0	720
Spring	3	27	9.0	1,296	1	7	7.0	336	2	21	10.5	1,008
Summer									1	11	11.0	528
Sociology												
Fall												
Spring												
Summer					1	8	8.0	384	1	11	11.0	528
Spanish												
Fall	1	10	10.0	800								
Spring	3	37	12.3	2,960	1	9	9.0	720				
Summer	1	8	8.0	640	1	10	10.0	800				
Speech												
Fall	2	35	17.5	1,680	1	18	18.0	864	1	18	18.0	864
Spring	3	56	18.7	2,688	2	37	18.5	1,776	2	43	21.5	2,064
Summer	3	27	9.0	1,296	6	80	13.3	3,792	6	79	13.2	3,792
Total Fall	11	148	13.5	7,584	9	146	16.2	7,392	9	124	13.8	6,112
Total Spring	25	351	14.0	17,360	20	306	15.3	15,664	23	347	15.1	17,200
Total Summer	16	196	12.3	9,664	21	314	15.0	15,440	26	372	14.3	18,288
TOTAL	52	695	13.4	34,608	50	766	15.3	38,496	58	843	14.5	41,600

Data included in the semester in which it was reported to the Texas Higher Education Coordinating Board.

Fall Semester = Rapid Track-Fall Session I

Spring Semester = Rapid Track-Fall Session II & Spring Session III

Summer Semester = Spring Session IV & May Mester

Rapid Track Grade Distribution Compared to Other Methods of Delivery

		Total Grades	Percent Passing (A-D)	Percent Non-passing (F, WF)	Percent Withdrawal	Percent Incomplete (I, R)	Average Grade
Fall 2001							
Rapid Track sections		124	79.8%	10.5%	4.8%	4.8%	2.81
All Other non-RT sections		4,719	62.4%	14.2%	19.2%	4.1%	2.36
Total Grades		30,895	67.4%	8.3%	15.3%	9.0%	2.72
ENGL 1301	Rapid Track:	10	70.0%	10.0%	20.0%	0.0%	3.00
	All Other:	1,624	58.8%	12.7%	18.9%	9.5%	2.37
ENGL 2322	Rapid Track:	15	86.7%	6.7%	0.0%	6.7%	3.21
	All Other:	105	58.1%	6.7%	35.2%	0.0%	2.69
GOVT 2301	Rapid Track:	19	89.5%	5.3%	5.3%	0.0%	3.33
	All Other:	483	72.5%	13.3%	13.9%	0.4%	2.47
HIST 1301	Rapid Track:	35	74.3%	20.0%	5.7%	0.0%	2.12
	All Other:	883	51.8%	23.1%	24.1%	1.0%	1.80
KINE 1122/2122	Rapid Track:	12	66.7%	0.0%	0.0%	33.3%	4.00
	All Other:	186	76.3%	5.9%	14.0%	3.8%	3.37
PSYC 2301	Rapid Track:	15	73.3%	20.0%	0.0%	6.7%	2.07
	All Other:	910	68.4%	14.5%	15.4%	1.8%	2.34
SPCH 1315	Rapid Track:	18	94.4%	0.0%	5.6%	0.0%	3.24
	All Other:	528	68.0%	8.7%	22.2%	1.1%	2.68

Data in this report is included in the semester that it was reported to the Texas Higher Education Coordinating Board.

Fall 2001 = Rapid Track-Fall Session I

Rapid Track Grade Distribution Compared to Other Methods of Delivery

		Total Grades	Percent Passing (A-D)	Percent Non-passing (F, WF)	Percent Withdrawal	Percent Incomplete (I, R)	Average Grade
Spring 2002							
Rapid Track sections		346	79.8%	3.8%	13.3%	3.2%	3.07
All Other non-RT sections		7,205	62.7%	13.6%	20.6%	3.2%	2.34
Total Grades		29,803	67.8%	7.8%	15.9%	8.5%	2.76
ENGL 1301	Rapid Track:	20	60.0%	5.0%	30.0%	5.0%	2.69
	All Other:	891	55.3%	17.6%	24.1%	2.9%	2.08
ENGL 1302	Rapid Track:	25	64.0%	8.0%	20.0%	8.0%	2.78
	All Other:	1,120	62.7%	7.2%	18.8%	11.3%	2.72
ENGL 2323	Rapid Track:	12	83.3%	0.0%	8.3%	8.3%	3.40
	All Other:	122	71.3%	7.4%	18.0%	3.3%	2.54
ENGL 2327	Rapid Track:	10	100.0%	0.0%	0.0%	0.0%	3.10
	All Other:	0					
GOVT 2301	Rapid Track:	14	100.0%	0.0%	0.0%	0.0%	3.50
	All Other:	435	73.3%	12.0%	14.5%	0.2%	2.39
GOVT 2302	Rapid Track:	23	82.6%	0.0%	13.0%	4.3%	3.16
	All Other:	363	78.5%	6.9%	14.0%	0.6%	2.71
HIST 1301	Rapid Track:	40	70.0%	2.5%	22.5%	5.0%	2.93
	All Other:	719	51.6%	19.5%	28.2%	0.7%	1.76
HIST 1302	Rapid Track:	46	84.8%	4.3%	10.9%	0.0%	2.90
	All Other:	563	66.4%	15.1%	16.7%	1.8%	2.20
KINE 1122/2122	Rapid Track:	37	86.5%	0.0%	8.1%	5.4%	3.84
	All Other:	159	75.5%	14.5%	3.8%	6.3%	3.07
MATH 1314	Rapid Track:	29	79.3%	0.0%	20.7%	0.0%	2.91
	All Other:	710	44.8%	18.9%	34.1%	2.3%	1.71
MUSI 1306	Rapid Track:	13	76.9%	7.7%	15.4%	0.0%	2.73
	All Other:	188	71.8%	10.1%	17.6%	0.5%	2.79
POFI 1301	Rapid Track:	13	76.9%	7.7%	7.7%	7.7%	2.91
	All Other:	210	66.2%	11.9%	21.4%	0.5%	2.70
PSYC 2301	Rapid Track:	13	69.2%	30.8%	0.0%	0.0%	1.77
	All Other:	927	64.2%	17.2%	16.6%	2.0%	2.23
PSYC 2314	Rapid Track:	8	100.0%	0.0%	0.0%	0.0%	3.25
	All Other:	251	77.3%	10.0%	12.7%	0.0%	2.50
SPCH 1315	Rapid Track:	43	83.7%	2.3%	11.6%	2.3%	3.30
	All Other:	547	69.8%	8.0%	20.8%	1.3%	2.71

Data in this report is included in the semester that it was reported to the Texas Higher Education Coordinating Board.

Spring 2002 = Rapid Track-Fall Session II & Spring Session III

Rapid Track Grade Distribution Compared to Other Methods of Delivery

		Total Grades	Percent Passing (A-D)	Percent Non-Passing (F, WF)	Percent Withdrawal	Percent Incomplete (I, R)	Average Grade
Summer 2002							
Rapid Track sections		372	82.5%	7.0%	9.7%	0.8%	3.11
All Other non-RT sections		1,393	77.6%	9.2%	11.1%	2.2%	2.71
Total Grades		7,870	81.6%	4.7%	7.9%	5.8%	3.04
ARTS 1301	Rapid Track:	53	94.3%	1.9%	3.8%	0.0%	3.88
	All Other:	29	89.7%	3.4%	6.9%	0.0%	3.33
ENGL 0307	Rapid Track:	7	71.4%	0.0%	14.3%	14.3%	2.80
	All Other:	56	80.4%	0.0%	7.1%	12.5%	2.40
ENGL 1301	Rapid Track:	19	57.9%	5.3%	36.8%	0.0%	3.00
	All Other:	129	75.2%	12.4%	7.8%	4.7%	2.42
ENGL 1302	Rapid Track:	23	65.2%	26.1%	8.7%	0.0%	1.95
	All Other:	165	67.9%	12.7%	15.8%	3.6%	2.48
ENGL 2328	Rapid Track:	11	72.7%	9.1%	18.2%	0.0%	2.78
	All Other:	19	84.2%	5.3%	10.5%	0.0%	3.24
ESOL 0305	Rapid Track:	7	100.0%	0.0%	0.0%	0.0%	3.14
	All Other:	0					
ESOL 0306	Rapid Track:	7	100.0%	0.0%	0.0%	0.0%	3.14
	All Other:	0					
GOVT 2302	Rapid Track:	19	94.7%	0.0%	5.3%	0.0%	3.28
	All Other:	206	88.3%	8.3%	1.9%	1.5%	2.71
HIST 1301	Rapid Track:	18	77.8%	11.1%	11.1%	0.0%	3.00
	All Other:	134	87.3%	5.2%	6.0%	1.5%	2.89
HIST 1302	Rapid Track:	36	86.1%	8.3%	5.6%	0.0%	2.82
	All Other:	115	71.3%	10.4%	18.3%	0.0%	2.47
KINE 1106/2106	Rapid Track:	30	86.7%	6.7%	6.7%	0.0%	3.18
	All Other:	26	80.8%	3.8%	7.7%	7.7%	3.00
KINE 1122/2122	Rapid Track:	15	93.3%	0.0%	6.7%	0.0%	3.79
	All Other:	57	89.5%	0.0%	7.0%	3.5%	3.67
KINE 1306	Rapid Track:	11	81.8%	0.0%	18.2%	0.0%	3.78
	All Other:	0					
KINE 2375	Rapid Track:	6	100.0%	0.0%	0.0%	0.0%	3.67
	All Other:	0					
MATH 1314	Rapid Track:	9	66.7%	22.2%	11.1%	0.0%	1.88
	All Other:	171	56.7%	21.6%	21.6%	0.0%	2.10
PSYC 2314	Rapid Track:	11	72.7%	18.2%	9.1%	0.0%	2.30
	All Other:	69	84.1%	4.3%	8.7%	2.9%	2.80
SOVI 1301	Rapid Track:	11	81.8%	9.1%	9.1%	0.0%	2.80
	All Other:	45	95.6%	0.0%	4.4%	0.0%	3.49
SPCH 1315	Rapid Track:	70	80.0%	7.1%	10.0%	2.9%	3.07
	All Other:	172	77.9%	7.0%	15.1%	0.0%	2.99
SPCH 1318	Rapid Track:	9	77.8%	0.0%	22.2%	0.0%	3.43
	All Other:	0					

Data in this report is included in the semester that it was reported to the Texas Higher Education Coordinating Board.
 Summer 2002 = Rapid Track-Spring Session IV & May Mester

Part III

Rapid Track Student Survey Results

1. How many Rapid Track courses are you currently enrolled in?

66.8% **1 course**
24.6% **2 courses**
7.1% **3 courses**
.5% **4 courses**
.9% **5 courses**

2. Have you taken any Rapid Track courses before this semester?

30.8% **Yes**
69.2% **No**

If yes, how many courses did you complete?

35.1% **1 course**
27.0% **2 courses**
20.3% **3 courses**
9.5% **4 courses**
2.7% **5 courses**
5.4% **6 or more courses**

3. How many courses are you enrolled in this semester that are NOT in the Rapid Track format?

29.0% **None**
20.0% **1 course**
16.7% **2 courses**
23.3% **3 courses**
8.1% **4 courses**
1.9% **5 courses**
.5% **6 courses**
.5% **more than 6 courses**

4. How did you find out about Rapid Track?

72.8% **Class schedule**
2.0% **Billboard**
6.4% **Posted flyer**
4.0% **Brochure**
1.0% **Newspaper ad**
13.9% **Other**
 (TV, Instructor, Advisor, Friend,
 Radio)

5. What is your overall opinion of Rapid Track as an alternative schedule option?

73.0% **Excellent**
24.6% **Good**
2.4% **Fair**

6. Do you believe that you learn as much in a Rapid Track course as you do in a traditional semester course?

92.9% **Yes**
7.1% **No**

7. Given Rapid Track's accelerated format, do you believe there is enough time to adequately cover the material?

91.4% **Yes**
8.6% **No**

8. Would you recommend Rapid Track to other students?

98.1% **Yes**
1.9% **No**

9. Do you intend to take Rapid Track courses during the next semester?

68.5% **Yes**
31.5% **No**

10. Do you intend to get a degree or certificate from Del Mar College?

67.8% **Yes**
32.2% **No**

11. Do you intend to get a degree/certificate by using only the Rapid Track format?

7.4% **Yes**
92.6% **No**

12. In which of the following divisions does your major belong?

55.5% **Arts and Sciences**
14.7% **Business**
17.5% **Occupational Educ and Tech**
9.0% **Undecided**

NOTE: Questions 13 and 14 were about demographic information. This information can be found on the demographics page.

Rapid Track Student Survey Comments 2001-2002

The following are comments made by students completing surveys about the Rapid Track program during Fall Session II and Spring Session IV.

Fall Session II

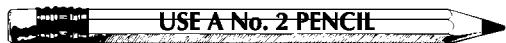
- I think that there should be more courses available for Rapid Track.
- There should be more Rapid Track classes at different times of the day- it seems as if all of them are at 12:30, right in the middle of the day.
- My only suggestion is to prepare first-time Rapid Track teachers better. There is not enough time to nit-pick the very small details, but one teacher in particular tries to.
- Financial aid needs to be addressed and the loans need to go along with what the College is offering for classes such as Rapid Track. My financial aid loan was put off until the second part of the Rapid Track.
- I would love to see more classes to choose from. I feel Rapid Track keeps me more focused. I stay on top of my studies and become more involved. Please continue to provide these options to those of us who need that structure.
- Offer larger selection of classes in the evening. This is a great way for working people to complete their education, however not able to do so because of lack evening class times.
- Why are there not many classes offered in the evening Spring 2002! Rapid Tracks are only during the day! Those of us who work do not have as many options next semester, as we did this semester!
- Rapid Track can be improved by the addition of more courses and more time slots.
- Rapid Track is a great thing only if you have a good teacher.

Spring Session IV

- I feel that Rapid Track classes are extremely convenient. I think that more Rapid Track classes should be offered in the evening for people who work during the day.
- Professor [name omitted] is the greatest!
- There should be more of these courses offered!!
- I think that more classes should be offered in the Rapid Track format.

Rapid Track Student Survey

Please mark your responses by filling in the bubbles completely.



1. How many Rapid Track courses are you currently enrolled in ?

- 1 2 3 4 5 6

2. Have you taken any Rapid Track courses before this semester?

- Yes No

If yes, how many courses did you complete?

- 1 2 3 4 5 6 or more

3. How many courses are you enrolled in this semester that are NOT in the Rapid Track format?

- None
 1
 2
 3
 4
 5
 6
 More than 6

4. How did you find out about Rapid Track?

- Class schedule
 Billboard
 Posted flyer
 Bus stop benches
 Brochure
 Newspaper ad
 Other, please describe _____

5. What is your overall opinion of Rapid Track as an alternative schedule option?

- Excellent Good Fair Poor

6. Do you believe that you learn as much in a Rapid Track course as you do in a traditional semester course?

- Yes No

7. Given Rapid Track's accelerated format, do you believe there is enough time to adequately cover the material?

- Yes No

8. Would you recommend Rapid Track to other students?

- Yes No

9. Do you intend to take Rapid Track courses during the next semester?

- Yes No

10. Do you intend to get a degree or certificate from Del Mar College?

- Yes No

11. Do you intend to get a degree/certificate by using only the Rapid Track format? (if yes, please contact the Rapid Track office at 698-1216)

- Yes No

12. In which of the following divisions does your major belong?

- Arts & Sciences
 Business
 Occupational Education & Technology
 Undecided

13. What is your gender?

- Male Female

14. What is your age?

- Under 20
 20 - 24
 25 - 29
 30 - 34
 35 - 39
 40 - 44
 45 - 49
 50+

Please use the back of this survey to write your ideas on how the Rapid Track program could be improved.

Part IV
Addendum: Update to 1999-2001 Report

Rapid Track Courses Compared to All Other Sections of the Same Course
Spring 2001-Session IV & May Mester 2001

	Number of Sections		Number of Enrollments		Average Class Size	
	Rapid Track	All Other	Rapid Track	All Other	Rapid Track	All Other
ARTS 1301	2	1	35	34	17.5	34.0
CDEC 1354	1	0	16	0	16.0	0.0
ECON 2301	1	6	7	91	7.0	15.2
ENGL 1302	1	9	23	197	23.0	21.9
GOVT 2302	1	4	21	77	21.0	19.3
HIST 1301	1	7	7	232	7.0	33.1
HIST 1302	2	5	48	175	24.0	35.0
¹¹⁰⁶ KINE /2106	1	1	20	37	20.0	37.0
KINE 1306	1	1	16	22	16.0	22.0
KINE 2375	1	0	14	0	14.0	0.0
MATH 1314	1	11	9	216	9.0	19.6
SOCI 1301	1	4	8	55	8.0	13.8
SPAN 1412	1	0	10	0	10.0	0.0
SPCH 1315	5	17	73	315	14.6	18.5
SPCH 1318	1	2	7	22	7.0	11.0
TOTAL	21	68	314	1,473	214.1	280.4

Rapid Track Grade Distribution Compared to Other Methods of Delivery

		Total Grades	Percent Passing (A-D)	Percent Non-passing (F, WF)	Percent Withdrawal	Percent Incomplete (I, R)	Average Grade
Summer 2001							
Rapid Track sections		314	77.7%	8.3%	12.7%	1.3%	3.05
All Other non-RT sections		2,200	78.0%	8.1%	11.1%	2.8%	2.71
Total Grades		8,966	79.7%	4.0%	7.8%	8.4%	3.07
ARTS 1301	Rapid Track:	35	85.7%	8.6%	5.7%	0.0%	3.55
	All Other:	32	96.9%	3.1%	0.0%	0.0%	2.97
CDEC 1354	Rapid Track:	16	100.0%	0.0%	0.0%	0.0%	3.75
	All Other:	0					
ECON 2301	Rapid Track:	7	57.1%	0.0%	42.9%	0.0%	4.00
	All Other:	126	71.4%	3.2%	10.3%	15.1%	2.76
ENGL 1302	Rapid Track:	23	47.8%	26.1%	17.4%	8.7%	1.41
	All Other:	331	77.6%	7.6%	12.1%	2.7%	2.60
GOVT 2302	Rapid Track:	21	95.2%	0.0%	4.8%	0.0%	3.20
	All Other:	274	92.0%	4.0%	3.6%	0.4%	3.03
HIST 1301	Rapid Track:	7	42.9%	28.6%	28.6%	0.0%	2.00
	All Other:	333	73.6%	12.0%	12.6%	1.8%	2.37
HIST 1302	Rapid Track:	48	75.0%	14.6%	10.4%	0.0%	2.47
	All Other:	245	78.0%	11.8%	8.6%	1.6%	2.42
KINE 1106/2106	Rapid Track:	20	95.0%	5.0%	0.0%	0.0%	3.70
	All Other:	37	75.7%	13.5%	10.8%	0.0%	3.06
KINE 1306	Rapid Track:	16	68.8%	0.0%	31.3%	0.0%	3.64
	All Other:	22	95.5%	0.0%	4.5%	0.0%	3.76
KINE 2375	Rapid Track:	14	85.7%	0.0%	14.3%	0.0%	3.25
	All Other:	0					
MATH 1314	Rapid Track:	9	55.6%	33.3%	11.1%	0.0%	1.88
	All Other:	320	61.3%	12.8%	21.6%	4.4%	2.26
SOC1 1301	Rapid Track:	8	62.5%	12.5%	25.0%	0.0%	3.00
	All Other:	92	90.2%	3.3%	5.4%	1.1%	3.55
SPAN 1412	Rapid Track:	10	80.0%	0.0%	20.0%	0.0%	3.38
	All Other:	49	79.6%	10.2%	6.1%	4.1%	3.07
SPCH 1315	Rapid Track:	73	79.5%	4.1%	13.7%	2.7%	3.18
	All Other:	317	83.0%	4.4%	11.0%	1.6%	2.98
SPCH 1318	Rapid Track:	7	85.7%	0.0%	14.3%	0.0%	3.33
	All Other:	22	90.9%	0.0%	9.1%	0.0%	2.95

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Summer 2001 = Rapid Track-Spring Session IV & May Mester