

Actual Outcomes & Implications

Developmental Studies Division

The Developmental Studies Program assists students in acquiring the necessary skills to pass the TASP and continue on to college-level study. Furthermore, it strives to create a sensitive environment that is conducive to learning by providing multifaceted academic, personal, and professional support to the students, staff, and faculty of South Texas Community College, as well as to the greater community. The Developmental Studies Program accomplishes its mission of assisting students in achieving both academic and personal goals by offering developmental courses, college success courses, non-course based remediation, counseling, tutoring, study skills seminars and workshops, computer-assisted instruction, and short and long term academic skills remediation. The Developmental Studies Program responds dynamically to the multicultural student body and community it serves and takes pride in advocating equal educational opportunities.

Intended Outcome:

- 01 Students who complete Developmental Studies course sequences successfully will continue to experience success in subsequent coursework.

Performance Indicator:

- 01A Percentage of students who complete Developmental Studies course sequences successfully and achieve success in subsequent coursework

Performance Standard:

The percentage of students who complete Developmental Studies course sequences successfully and achieve success in subsequent coursework will be greater than the percentage of students from the previous year.

Actual Outcome:

In 1999, 39% of incoming freshman who had completed level 1, 2, and 3 passed Math 1414. It was 69% for English and 58% for reading.

In 2000, 56% passed math; 48% for English; and 56% for reading.

Implication for Next Year:

Math showed improvement, although not at the level of English and Reading. English and reading fell down.

Continue to focus on math since that is the critical area. Examine why English and Reading had a drop from the previous year.

The drop in scores was probably an anomaly. Scores for 2001 should be higher.

See 1A in 2001-02 IE Plan.

Intended Outcome:

- 02 Students who register for Developmental Studies courses will continue to register for subsequent academic coursework.

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Performance Indicator:

02A Students who register for Developmental Studies courses and continue to register for subsequent academic coursework

Performance Standard:

The percentage of students who register for Developmental Studies courses and continue to register for subsequent academic coursework will be greater than the percentage of students from the previous year.

Actual Outcome:

Because it often takes cohorts of students more than one year to clear all three levels in Developmental Studies in math, writing and reading, it is necessary to take the long view of their success in moving through Developmental Studies to college level course work.

For Math, a three year view shows:

	Yr. 1	Yr. 2	Yr. 3
1998 cohort	10%	18%	21%
1999 cohort	8%	13%	dna
2000 cohort	6%	dna	dna

For English, the three year view shows:

1998 cohort	12%	56%	85%
1999 cohort	37%	48%	dna
2000 cohort	8%	dna	dna

For reading, the three year view shows:

1998 cohort	41%	62%	69%
1999 cohort	44%	63%	dna
2000 cohort	52%	dna	dna

Implication for Next Year:

The standard has not been fully met. The number of students who complete reading sequences and move to college-level course work has increased in percent. However, the percentage who move through Developmental Math sequences into college-level math appears to be declining, and the results for English are unclear.

This area will require ongoing monitoring and effort to improve uniformly.

See 1D n 2001-02 IE Plan.

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Performance Indicator:

02B Students who have successfully completed the Developmental Studies programs and transferred to four-year institutions

Performance Standard:

Students who have successfully completed the Developmental Studies programs will achieve transfer success at four-year institutions at higher rates than students who successfully completed Developmental Studies programs during the previous year.

Actual Outcome:

STCC students in 2000 who have enrolled in developmental courses and have now transferred to UTPA was 749 with a GPA of 2.38.

STCC students in 2000 who did not have developmental courses had a 2.62 GPA.

Implication for Next Year:

Continue to require more rigor in developmental courses so that it will translate to higher GPA's. For example, math raised the TASP score for Math 1414 to 250 on the TASP. Attempt to do the same for reading and English.

See 1E in 2001-02 IE Plan.

Performance Indicator:

02C Students who have successfully completed the Developmental Studies programs and graduated with associate degrees

Performance Standard:

Students who have successfully completed the Developmental Studies programs will graduate with associate degrees at higher rates than those students who successfully completed the Developmental Studies programs during the previous year.

Actual Outcome:

In 2000, 453 STCC graduates had enrolled in developmental courses previously. The standard was met.

Implication for Next Year:

Continue to strive for better developmental student preparation.

See 1F in 2001-02 IE Plan.

Intended Outcome:

03 The STCC passing rates on TASP after successful completion of Developmental Studies sequences will continue to improve.

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Performance Indicator:

03A The percentage of students passing TASP after successful completion of the Developmental Studies course sequences

Performance Standard:

The STCC passing rates on TASP after successful completion of the Developmental Studies course sequences will be higher than those passing rates of students from the previous year.

Actual Outcome:

The passing rate of developmental students was 8.3% in 1999. In 2000, it was 16.8%. This is double the rate, and falls 23rd among 50 community colleges in Texas.

Implication for Next Year:

Continue to focus all resources to improve the TASP passing rate.

See 1C n 2001-02 IE Plan.

Intended Outcome:

04 Students who successfully complete College Success will improve their overall grade point averages in subsequent semesters.

Performance Indicator:

04A Students who successfully complete College Success and improve their overall grade point averages in subsequent semesters

Performance Standard:

Students who successfully complete College Success will improve their overall grade point averages from one semester to another.

Actual Outcome:

Comparisons of students who successfully took College Success and those who didn't take College Success on the basis of the percentage of each group maintaining a cumulative GPA equaling or in excess of 2.0 (C on a 4.0 scale) necessary to be in good academic standing, reveals the following:

Semester:	1	2	3	4
1999 cohort	75%	67%	74%	73%
2000 cohort	76%	74%		

Implication for Next Year:

Overall grade point averages appear to be stable. Continue to focus on successful practices and aim for higher rates.

See 1B n 2001-02 IE Plan.