Actual Outcomes & Implications

Division of Business, Math and Sciences

The Division of Business, Math and Sciences supports the Mission of the College by being the "Gateway to Success" for our students, employers, and community.

Intended Outcome:

01 Access and Equity

Performance Indicator:

01A Access to Emerging Careers

Performance Standard:

Form two new focus groups to review careers identified in the survey titled Evolving and Emerging Occupations in Texas to determine what is needed.

Actual Outcome:

Standard was met.

Environmental Management focus group

Insurance and Investment focus group

Database Administration focus group

Multimedia Specialist focus group

AAS in Hospitality Management focus group

AAS in Restaurant Management focus group

Implication for Next Year:

Continue to meet standard.

Actual Outcomes & Implications

Performance Indicator:

01B Access to Programs that Meet Community Needs

Performance Standard:

Two new specializations.

Actual Outcome:

Standard was met.

Development and approval of Environmental Management completed in 2002 and classes are being offered fall 2002.

Development and approval of Insurance and Investment completed in 2002 and classes are being offered fall 2002.

Development and approval of Multimedia Specialist completed in 2002 and classes are being offered fall 2002.

Development and approval of Database Administration completed in 2002 and classes are being offered fall 2002.

Implication for Next Year:

Continue to meet standard.

Performance Indicator:

01C Access to Up-to-Date Curriculum

Performance Standard:

Review at least two existing programs or specializations annually.

Actual Outcome:

Standard was met.

Physical Sciences added Meteorology to its program.

Updated curriculum for Business Computer Systems and Business Administration programs to replace College Alegebra with natural sciences. This change applies only to the applied science degrees curriculum.

Implication for Next Year:

Continue to meet standard.

Actual Outcomes & Implications

Performance Indicator:

01D Equitable access to Career Programs for Student Populations

Performance Standard:

Will conduct at least two new marketing campaigns.

Actual Outcome:

Standard was met.

Programs, specializations, certificates, and institutional awards are actively marketed to existing and potential students in many ways. Advertising in The Monitor newspaper is planned in coordination with the Public Relations and Marketing Office. Some ads include running articles in a cooperative effort with The Monitor to increase interest in the program. We have also run ads in Mail-It, a direct mail flyer delivered to mailboxes in our service area. Letter and brochure mail outs are done to undeclared major students and potential students to recruit them to our specializations and programs.

College events also provide opportunities to publicize our programs, and we also coordinate events ourselves with this goal in mind. Division personnel have guested on local TV and radio stations in interviews focused on the Division's programs and events.

Student groups from local elementary schools visit our science labs weekly through the "Science Awareness Program" and our computer labs through the "Kids Online Program" to learn computer skills and a love of science thus encouraging them to see higher education science careers as a realistic option. During the summer we hold our "Rising Stars Program" for area youth at Pecan Campus, Mid-Valley Campus, and the Starr County Campus that includes other academic disciplines as well. Our faculty also attend career days at local schools to promote our programs.

Results of these efforts are reviewed and new strategies implemented as needed.

Implication for Next Year:

Continue to meet standard.

Performance Indicator:

01E Access to full-time faculty.

Performance Standard:

Hire the necessary faculty so that 75% of classes will be taught by full-time faculty.

Actual Outcome:

Greater than 75% of classes are taught by full-time faculty.

Implication for Next Year:

Continue to meet standard.

Actual Outcomes & Implications

Intended Outcome:

02 Student Success

Performance Indicator:

02A Grade Distribution.

Performance Standard:

Each semester our individual programs within the Division will meet or exceed College grade distribution averages. Grades will be measured as passing (A, B, C), nonpassing (D, F), and withdrawals (W).

Actual Outcome:

For Fall 2001 we met our standard in percent passing and percent non-passing; however, we did not meet our standard on Withdrawals.

Our %Passing was 69% with the Total for All STCC Courses being 68%.

Our %NP was 17% while the Total for All STCC Courses was 21%.

Our %Withdrawals were 14% with the Total for All STCC Courses being 12%.

For Spring 2002 we met our standard in percent passing and non-passing, but we did not meet our standard on percent withdrawals.

Our %Passing was 67% with the Total for All STCC Courses being 66%.

Our %NP was 18% while the Total for All STCC Courses was 21%.

Our %Withdrawals was 15% with the Total for All STCC Courses being 13%.

Implication for Next Year:

Our Incompletes for both fall 2001 and spring 2002 account for nearly 2% of our non-passing rates for each of those semesters. We would like to see the affected rates recalculated for each and every semester one year later when the Incompletes have been resolved. We believe this will improve our passing rates even more.

We surmise that our withdrawal rates are higher because our division has science and mathematics courses that are very academically challenging for many students. About 20-21% of students withdraw from Mathematics courses with 24% non-passing and 54% passing. We are making a change that is expected to improve Withdrawal rates while increasing passing rates by introducing the "Math Modules" concept into our Mathematics classes beginning with College Algebra. This concept will be piloted on a limited basis in spring 2003.

Actual Outcomes & Implications

Performance Indicator:

02B Transfer Success.

Performance Standard:

Students who leave STCC and transfer to a university will perform as well as the other institutions' own students in terms of GPA.

Actual Outcome:

We receive transfer success rates only on students who transfer to UTPA and not on students who transfer to other institutions.

STCC Transfer Students Exceeded:
Our transfer students taking CSCI 1380 at UTPA with Computer Science as the pre-requisite had an average GPA of 3.11 compared with native UTPA students' average GPA of 2.15; therefore performing better than native UTPA students. Our transfer students taking CSCI 1380 at UTPA with College Algebra as the pre-requisite had an average GPA of 2.83 compared with native UTPA students' average GPA of 2.49; therefore performing better than native UTPA students.

Our transfer students taking Economics 2301, Principles I at UTPA did perform better than native UTPA students in terms of GPA for that course.

Our transfer students taking Math 1356 and Math 1357 at UTPA did perform better than native UTPA students in terms of GPA for those courses.

STCC Transfer Students Did Not Exceed:
Our transfer students taking Physics 1402, General Physics at UTPA performed at 0.1 below native UTPA students in terms of GPA for that course.

We did not exeed in biology, physics, accounting, and some of the mathematics. A point that we need to make is that we had so few students relative to the number that Pan American has that the numbers are not that significant.

Implication for Next Year:

Changed performance standard to include only UTPA as the transfer university until such time that we receive data regarding our students who transfer to other institutions.

Continue to work ways of improving transfer rates in those areas where our transfer students did not perform as well as UTPAs native students .

Actual Outcomes & Implications

Performance Indicator:

02C Student Retention

Performance Standard:

There will be a 5% increase in fall-to-fall retention as compared to prior years.

Actual Outcome:

We successfully increased fall-to-fall retention from fall 2000 to fall 2001 in our Business Administration Certificate and in Legal Assisting, but not in our other programs.

Implication for Next Year:

We need to concentrate on the other programs and find out why students are migrating from those programs especially POFT.

Performance Indicator:

02D Graduation Rate

Performance Standard:

Graduation rate will increase by 5%.

Actual Outcome:

We did not meet standard.

Implication for Next Year:

According to the 2001-2002 Fact Book, total graduation numbers for the College were down for 2000-2001 from 1999-2000.

In 1999-00 we had 242 graduates, which represented a 72.8% increase from the previous year 1998-99.

In 2000-01 we had 201 graduates representing a decrease from the previous year 1999-00.

We will review reasons for the decrease to determine what strategies we could implement that will improve our graduation rates. We will also compare 2000-01 with the number of graduates for 2001-02 to see if there was an increase for this past year.