Actual Outcomes & Implications

Developmental Studies Division

The Developmental Studies Division assists students in acquiring the necessary skills to pass TASP and to continue on to college-level study. Furthermore, the Division 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 community. The Developmental Studies Division 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 skill seminars and workshops, computer assisted instruction, and short and long term academic skills remediation. The Developmental Studies Division responds dynamically to the multicultural student body and community it serves, and it takes pride in advocating equal educational opportunities.

Intended Outcome:

01 Student Success

Performance Indicator:

01A 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:

The passing rate for 2000-2001 in English 1301 was 59% and 61%, while the passing rate in 2001-2002 in English 1301 was 65% and 63%. The passing rate in 2000-2001 in Math 1414 was 59% and 61%, while the passing rate for 2001-2002 in Math 1414 was 52% and 48%. The performance standards were met because there were increases.
The rates for dev. Students versus non-dev. Students in 2001 and 2002 were similar although non-dev. students tend to have a slightly higher passing rate.

Implication for Next Year:

Continue to improve.

Actual Outcomes & Implications

Performance Indicator:

01B Improved GPA

Performance Standard:

Students who successfully complete College Success will improve their overall grade point averages from one semester to another.
Student surveys will indicate student satisfaction.

Actual Outcome:

College Success is no longer a part of developmental studies. Data for fall indicates that GPA term after passing college success was lower than in the term while taking college success. The mean GPA was 2.64 versus 2.44.

Implication for Next Year:

Remove performance indicator and standard.

Performance Indicator:

01C TASP Passage

Performance Standard:

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

Actual Outcome:

The TASP Gains Report indiates the following: For fall and spring 2000-2001 the percentage who passed the TASP on retest were 48% and 53% in reading; 55% and 61% in English;and 44% and 52% in math.
For fall and spring 2001-2002 the percentage who passed TASP on retest were 52% and 49%; 51% and 56% in English; and 47% and 49% in math.
Gains fluctuated although scores remained relatively stable moving up and down slightly.
TASP passing rates for STCC enrolled students in 2000-2001 compared to 2001-2002 in rdg was 56% to 57%; math 44% to 41%; and English was 57% to 55%. These figures represent slight decreases too, except for reading.

Implication for Next Year:

Continue new initiatives to improve overall gains.

Actual Outcomes & Implications

Performance Indicator:

01D Retention

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:

The Fall 1999 Cohorts in math who completed college level math from different levels were 3%, 5%, and 11%, while Fall 2000 who completed college level math from different levels were 5%, 10%, and 18%. Though low these figures represent increases.

Implication for Next Year:

Continue to work hard to provide students with skill to be successful in subsequent academic work.

Performance Indicator:

01E Transfer Success

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:

Math GPA's for STCC transfer students are lower than those of UTPA students in college algebra, and in fall 2001 in trigonometry and pre-calculus, but higher in spring 2002 for these same two courses. Transfer grades for STCC students also have and up and down GPA's for English 1301, sophomore English, History 2313, and History 2314.

Implication for Next Year:

Student preparedness for transfer needs to be reviewed for all STCC course work.

Actual Outcomes & Implications

Performance Indicator:

01F Graduation

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:

There was an increase of students who graduated with a degree or certificate that had had some developmental work than the year before. Apparently more graduates are coming from the ranks of developmental studies. Sixty percent of all graduates over the last several years have had developmental courses versus 40% of graduates who have not.

Implication for Next Year:

Continue to improve program.

Intended Outcome:

02 Access and Equity

Performance Indicator:

02A Enrollment

Performance Standard:

Every student who meets admissions requirements will be accepted by the Division of Developmental Studies

Actual Outcome:

No students who met admission's requirements were denied acceptance.

Implication for Next Year:

Continue to provide open admissions.

Actual Outcomes & Implications

Performance Indicator:

02B Access to Student Success Centers

Performance Standard:

Every Campus will have a Student Success Center.

Actual Outcome:

Every campus has a student success center with the exception the Nursing and Allied Health Center.

Implication for Next Year:

No need to set up a student success center since The Nursing and Allied Health Center utilizes its own tutoring system.