

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, 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:

1 Student Success

Performance Indicator:

1A Success in Subsequent Coursework

Performance Standard:

The percentage of students who have completed Developmental Studies course sequences will be better than the percentage of students from the previous year.

Actual Outcome:

The actual number of students who are completing their developmental courses has been increasing every year. The movement into academic courses has been slight though. With the new initiatives, we expect to see greater completion of developmental course work and more progress in the academic areas.

Implication for Next Year:

As indicated already, with the advent of the new initiatives, we expect to see greater completion of developmental course work and more progress in the academic areas

Performance Indicator:

1B Success in subesequent academic course work

Performance Standard:

The percentage of students who have completed the developmental sequence will have better success in academic courses such as English, History, and College Algebra than the percentage of students from the previous year.

Actual Outcome:

Cohorts suggest that there has been modest gains in math and little gain in reading and writing. Yet, reading and writing have larger numbers of students completing the sequence of courses.

Implication for Next Year:

The new initiatives are expected to produce appreciable gains in all three areas.

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Performance Indicator:

1C 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 as determined by THECB report on community college TASP passing rates. There will be an incremental 2% per year improvement.

Actual Outcome:

35% of students who retested in developmental studies during fall 2002 passed TASP.

Implication for Next Year:

The data is not encouraging. Higher percentages of students should be passing upon retesting. Continue to set higher standards.

Performance Indicator:

1D Retention

Performance Standard:

The percentage of students who register for Developmental Studies courses and continue to register for subsequent academic coursework (fall to fall) will be greater than the percentage of students from the previous year. Increases will be incremental and amount to 2% per year.

Actual Outcome:

Withdrawal rates were 14% in spring 2003.

Implication for Next Year:

The withdrawal rate was lower than previous years. This is a positive step.

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Performance Indicator:

1E Transfer Success

Performance Standard:

Students who have successfully completed the Developmental Studies programs will achieve transfer success at four-year institutions (UTPA) at higher rates than students who successfully completed Developmental Studies programs during the previous year. GPA reports from UTPA will be reviewed.

Actual Outcome:

Approximately 33% of transfer students to UTPA come from STCC. This is a 1% increase. There is no significant difference between the success rate at UTPA for students with a STCC background versus those without.

Implication for Next Year:

Continue to work with students whose goal is to transfer successfully.

Performance Indicator:

1F 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. Currently 60% of all STCC graduates have completed developmental studies.

Actual Outcome:

61% of graduating students at STCC have had some developmental coursework. This is a slight increase from previous years.

Implication for Next Year:

Many of our graduates have come through the developmental division thereby reflecting in a positive fashion on our coursework. Continue to stress student success.

Intended Outcome:

2 Access & Equity

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Performance Indicator:

2A Enrollment

Performance Standard:

Students who meet admissions requirements will be accepted by the Division of Developmental Studies

Actual Outcome:

Enrollments increase every year. This last year we served between 5000 and 6000 students. We are seeing an increase of students for fall 2003 because of the new initiatives.

Implication for Next Year:

We must be prepared for the increase in developmental students. This means space, faculty, and books and materials.

Performance Indicator:

2B Access to Student Success Centers

Performance Standard:

Every Campus will have a Student Success Center.

Actual Outcome:

Compliance with Perkins show that 43% of students were served according to their major. Tutor productivity was around 50%.

Implication for Next Year:

Continue to work on bringing up the 43% to 50% to meet compliance requirements. Reach out to the new technology center in order to accomplish this. Continue to monitor tutor productivity to increase tutors time spent with students. Send tutors into classes where feasible.

Performance Indicator:

2C Instructor equity in the use of technology

Performance Standard:

Use of Teacher Innovation Center.
Use of new technology.

Actual Outcome:

All instructors were provided new computers. The Teacher Innovation Center is available to all instructors. Requests for technology are generally honored. Not all instructors at offsites have the same access to labs as those at Pecan.

Implication for Next Year:

Develop labs for offsite use.

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Intended Outcome:

3 Community Service

Performance Indicator:

3A Community Service

Performance Standard:

List all alternate educational paths for failing or improperly placed students. Provide a report on these students.

List all communication and coordination with Public Schools.

List all communication and coordination with non-profit organizations like Communities in Schools.

Actual Outcome:

Conducted a workshop on TASP and TAKS comparison at Region One. Sought volunteers for the Success Centers. Assisted in training of high school teachers working with teacher aids. High School teachers were from PSJA Independent School District.

Implication for Next Year:

Continue to inform high schools about college preparedness.

Intended Outcome:

4 Fiscal Responsibility

Performance Indicator:

4A Fiscal Responsibility.

Performance Standard:

A balanced budget will be maintained.

Actual Outcome:

Kept spending within budget confines. Spent monies that needed to be spent and returned monies that didn't.

Implication for Next Year:

Continue to practice fiscal responsibility.

Intended Outcome:

5 Compliance

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Performance Indicator:

5A Compliance

Performance Standard:

Developmental Studies identify when out of compliance with:

1. State statutes
2. Federal rules,
3. NADE standards.

Actual Outcome:

Met compliance mandates with respect to Title V. Fell short on Perkins compliance (43%) with tutors meeting the needs of students who are considered Perkins students. 50% is the goal.

Achieved CRLA certification for the Success Centers.

Submitted English Program level 2 to NADE for Certification.

Implication for Next Year:

Work on the 50% goal by expanding services at the Technology Center.

Anticipate NADE Certification.

Continue to monitor CRLA certification.

Intended Outcome:

6 Research

Performance Indicator:

6A The Division of Developmental Studies will engage in continuous research.

Performance Standard:

Periodic reviews will be performed by the Division as well as by outside entities like THECB and SACS. Program Review will also occur every year.

Actual Outcome:

Numerous reports produced by our Computer Systems Developer to monitor developmental studies and prepare data for instructors as well as administration.

Implication for Next Year:

Continue to use data for analysis.