

Department: DIVISION OF DEVELOPMENTAL STUDIES
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98-99 IE Plan Responses to Performance Standards

Outcome	Performance Indicator	Actual Results and Responses to Performance Standard
1	A	9% increase in Math, 11% increase in Reading, and 9% decrease in English. (See Departmental responses for explanation.) Because improved TASP passing rates are important each year, this indicator and its outcome will appear again in the 1999-2000 I E Plan.
	B	
	C	
	D	
2	A	2% increase in English, 3.5% increase in Reading, 7% decrease in Math (See departmental responses for explanation.) Because improved passing rates in subsequent courses are important for Developmental Studies students each year, this indicator and its outcome will be included in the 1999-2000 I E Plan.
	B	
	C	
	D	
3	A	24% increase in retention rate (See departmental responses for explanation.) Because the effect of College Success on student performance is an on-going concern for Developmental Studies, this indicator and its outcome will be included in the 1999-2000 I E Plan.
	B	
	C	
	D	
4	A	12% increase in retention (See departmental responses for explanation.) Because retention is an on-going concern for Developmental Studies, this indicator and its outcome will be included in the 1999-2000 I E Plan.
	B	
	C	
	D	
5	A	STCC Reading students performed 0.44% better than Pan Am students; however, Pan Am students performed 0.65% better than STCC Math students and 0.32% better than STCC English students. (See departmental responses for explanation.) Because the performance of STCC students after transfer to another institution is an on-going concern of Developmental Studies, this indicator and its outcome will be included in the 1999-2000 I E Plan.
	B	
	C	
	D	
6	A	
	B	
	C	
	D	
7	A	
	B	
	C	
	D	
8	A	
	B	
	C	
	D	
9	A	
	B	
	C	
	D	
10	A	
	B	
	C	
	D	