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South Texas College

Detailed Assessment Report 2008-2009 Accelerating Developmental English

Mission/Purpose

The Developmental English Department will assist Developmental English students to complete their Developmental English coursework in a timely manner by using innovative intervention strategies.

Goals

G 1: Accelerate above-average students

Accelerate above-average students

G 2: Accelerate below-average students

Accelerate below-average students.

G 3: Accelerate students repeating the course

Accelerate students repeating the Developmental English courses.

G 4: Accelerate highest level of Dev English students

Accelerate the highest level of Dev English students

G 5: Accelerate lowest level of Dev English course

Accelerate the lowest level of Dev English course.

Outcomes/Objectives, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

O 1: Free Accuplacer test for "A" students

Students who make "A" in Engl71 and Engl81 can take Accuplacer test for free with Engl91 students.

Strategic Plans:

South Texas College

2008.2.3 Create high-tech and high-touch pathways to empower students to actively participate in their own success.

2008.3.6 Expand initiatives throughout STC to identify and eliminate barriers to course and program completion.

Related Measures:

M 1: TSI Pass Rate Comparison

Higher percent of Dev English students passing TSI for Fall 2008 as compared to the average pass rate of the previous two Fall semesters.

Source of Evidence: Standardized test of subject matter knowledge

Achievement Target:

There will be 5% increase in the Developmental English students' TSI pass rate in Fall 2008 and the following semesters as compared to the average of the previous two semesters (prior to Fall 2008).

Findings (2008-2009) - Achievement Target: Met

TSI pass rates for each level of Developmental English

	Engl71	Engl81	Engl91
Fall 2006	10%	14%	75%
Fall 2007	15%	22%	77%
Fall 2008	17%	25%	80%

Conclusion:

Fall 2008 Engl 71 TSI completion rate had a 4.5% gain, close to meeting the target of 5% gain

Fall 2008 Engl 81 TSI completion rate had a 7% gain, which was above the target of 5% gain

Fall 2008 Engl 91 TSI completion rate had a 4% gain, close to meeting the target of 5% gain

The average gain for 71, 81, 91 combined was 5.2%.

Related Action Plans:

Continue to offer all Engl 91 students and the "A" students in Engl 71 and 81 opportunity to take Accuplacer.

Continue to offer all Engl 91 students and the "A" students in Engl 71 and 81 opportunity to take Accuplacer.

For more information, see the *Action Plan Details* section of this report.

O 2: Mandate tutoring to students who make "C"

The Development English Department will mandate tutoring to students who make "C" in their classes

Strategic Plans:**South Texas College**

2008.1.1 Make student learning the primary purpose and intended outcome of all college activities.

2008.1.2 Make student learning the role and responsibility of all stakeholders; students, faculty and staff at every level of the institution.

2008.1.3 Foster student engagement through an understanding of diverse student needs and preferences.

2008.1.4 Offer instructional programs of the highest quality.

Related Measures:**M 2: Course pass rate comparison report**

A higher percent of Dev English students will stay in the course and pass the Dev English course in Fall 2008 and the subsequent semesters, as compared to the average pass rate of the previous two semesters.

Source of Evidence: Document Analysis

Achievement Target:

There will be 5% increase in students' course pass rate in Fall 2008 and the

subsequent semesters, as compared to the average of the previous two semesters (prior to Fall 2008)

Findings (2008-2009) - Achievement Target: Partially Met

Dev English Students' Pass Rates

Fall 2006	68%	Spring 2007	71%
Fall 2007	74%	Spring 2008	70%
Fall 2008	75%	Spring 2009	70%

Conclusion: Fall 2008 Developmental English pass rate had a 4% gain than the average of the previous fall semesters.
Spring 2009 pass rate had no gain than the average of the previous spring semesters.

Related Action Plans:

Continue to mandate tutoring for students who make "C" in their classes

Continue to mandate tutoring for students who make "C" in their classes.

For more information, see the *Action Plan Details* section of this report.

O 3: Offer faculty advising to students repeating Dev English

Offer faculty advising to students repeating Dev English course.

Strategic Plans:

South Texas College

- 2008.1.1 Make student learning the primary purpose and intended outcome of all college activities.
- 2008.1.2 Make student learning the role and responsibility of all stakeholders; students, faculty and staff at every level of the institution.
- 2008.1.3 Foster student engagement through an understanding of diverse student needs and preferences.
- 2008.1.4 Offer instructional programs of the highest quality.
- 2008.3.5 Significantly improve student learning and student success benchmarks, including student participation, persistence and graduation/transfer rates.
- 2008.3.6 Expand initiatives throughout STC to identify and eliminate barriers to course and program completion.

Related Measures:

M 3: Report on the percentage of students repeating the course

The percentage of Dev English students repeating the Dev English courses will be reduced in Spring 2009 and the subsequent semesters, as compared to the average rate of the previous three semesters.

Source of Evidence: Document Analysis

Achievement Target:

The percentage of students repeating the course will be reduced by 10% in Spring 2009 and subsequent semesters as compared to the average of the previous three semesters (prior to Spring 2009).

Findings (2008-2009) - Achievement Target: Not Met

Percentage of students repeating Dev English course for the 2nd time:

Fall 2006 11% Spring 2007 14%

Fall 2007 8% Spring 2008 10%

Fall 2008 11% Spring 2009 13%

Fall 2008 course repeater rate was the same as Fall 2006 and 3% higher than Fall 2007;

Spring 2009 course repeater rate was reduced by 1% as compared to Spring 2007, but increased by 3% as compared to Spring 2008. Target not met.

Related Action Plans:**Continue advising but design a survey to identify causes for lack of success**

Continue advising but design a survey to identify causes that lead to students repeating the course and not passing the course. Design interventions based on the result of the survey.

For more information, see the *Action Plan Details* section of this report.

M 4: Report on pass rate of course repeaters

The course repeaters will pass the Developmental English course at a pass rate comparable to the non-course repeaters.

Source of Evidence: Academic Indirect Indicator

Achievement Target:

The Developmental English course repeaters' pass rate will be the same as the pass rate of non-course repeaters in Developmental English course.

Findings (2008-2009) - Achievement Target: Not Met

Pass Rate Comparison for Developmental English Course Repeaters vs. Non-Course Repeaters:

	Non-Course Repeaters	Course Repeaters
Fall 2008	81.6%	39.2%
Spring 2009	72.7%	54.2%

Conclusion: The pass rates of course repeaters were much lower than non-course repeaters (42.4% lower for Fall 2008 and 18.5% lower for Spring 2009). Target not met.

Note:

pass rate for repeaters for fall 07 was 38.3%

pass rate for repeaters for fall 08 was 39.2%

.9% gain in passing

Related Action Plans:**Continue advising but design a survey to identify causes for lack of success**

Continue advising but design a survey to identify causes that lead to

students repeating the course and not passing the course. Design interventions based on the result of the survey.
For more information, see the *Action Plan Details* section of this report.

O 4: Offer Learning Community course

Offer a Learning Community course that links Engl91 with Engl 1301

Related Measures:

M 5: Pass rates comparison

Compare pass rates of students in the Learning Community with both the traditional Engl 91 students' pass rate and traditional Engl1301 students' pass rate by the end of Spring 2009.

Source of Evidence: Administrative Measure

Achievement Target:

The pass rates of students in the Learning Community will be the same as or higher than both the traditional Engl 91 students' pass rate and traditional Engl1301 students' pass rate by the end of Spring 2009.

Findings (2008-2009) - Achievement Target: Met

Spring 09 Pass Rates:
Engl 1301/91 Linked:
Engl 1301 57% vs.
Engl 91 78%

Total Traditional Engl 1301 Spring 2009 pass rate: 54%
Total Traditional Engl 91 Spring 2009 pass rate: 75%

Conclusion: (1). Learning Community Engl91 students had a higher pass rate than Learning Community Engl1301 students and than traditional Engl91 students.
(2). Engl1301 Learning Community students had a higher pass rate than traditional Engl 1301 students' pass rate.

Related Action Plans:

Set up the LC class

Set up the LC class

For more information, see the *Action Plan Details* section of this report.

Promote the enrollment in the LC course

Promote the LC course to encourage the enrollment.

For more information, see the *Action Plan Details* section of this report.

Recommend linked classes to continue

Students in linked class performed
2-3% better than traditional students. Recommend linked classes to continue. Two are scheduled for Fall 09.

For more information, see the *Action Plan Details* section of this report.

O 5: Offer self-paced online course for Engl91 students

Offer self-paced online course for Engl 91 students

Related Measures:

M 6: Pass rate comparison

Engl91 students in the Self-Paced online course will pass the course at the same pass rate as or higher than traditional Engl91 students' pass rate for Spring 2009.

Source of Evidence: Administrative Measure

Achievement Target:

Engl91 students in the Self-Paced online course will pass the course at the same pass rate as or higher than traditional Engl91 students' pass rate for Spring 2009.

Findings (2008-2009) - Achievement Target: Met

90% of the students in the Self-paced course passed vs traditional classes passing at 75%.

30% completed the class early and 60% completed the class on time.

Related Action Plans:

Continue to implement online self-paced course for 09-10.

Continue to implement online self-paced course for 09-10.

For more information, see the *Action Plan Details* section of this report.

O 6: Offer an Engl71 class in the computer room

Pilot an Engl71 class in a computer room.

Related Measures:

M 7: Pass rate comparison

Engl71 students in the computer class will pass the class at a higher rate than traditional Engl71 students' pass rate.

Source of Evidence: Administrative Measure

Achievement Target:

Engl71 students in the computer class will pass the class at a higher rate by 5% than traditional Engl71 students' pass rate for Spring 2009.

Findings (2008-2009) - Achievement Target: Met

DEV Engl 71 students in the computer class had a 80% pass rate vs DEV Engl 71 students without the computer class with a 60% pass rate; a 20% higher pass rate for the computer class vs a traditional classroom.

Related Action Plans:

Find a computer room

Find a computer room

For more information, see the *Action Plan Details* section of this report.

Continue the pilot of the Engl71 class

Continue the pilot of the Engl 71

class in the computer room.

For more information, see the *Action Plan Details* section of this report.

Details for Action Plans Established This Cycle

Accelerate above average students-free TSI tests

- 1) Policy statement of students' eligibility to take the TSI test will be reflected on the Engl71 and Engl81 Syllabi.
- 2) The chair will contact the Testing Office to discuss this initiative and will coordinate with the Testing Office on organizing the test.

Priority: High

Target Date: 08/2008

Start form Fall 2008 and continue in the subsequent semesters

Responsible Person/Group: The chairs, testing office, faculty

Additional Resources Needed: Existing budget for student testing

Budget Amount Requested: \$15000

Accelerate students repeating the courses

- 1) The faculty members will be given a report indicating who are course repeaters in their classes
- 2) The faculty members will use a course repeater advising log to advise students to either go for tutoring or use students services to overcome personal problems.

Priority: High

Target Date: 08/2008

Starting from Fall 2008 and continue during the subsequent semesters

Responsible Person/Group: The Chair, the faculty, and the retention specialist

Continue advising but design a survey to identify causes for lack of success

Continue advising but design a survey to identify causes that lead to students repeating the course and not passing the course. Design interventions based on the result of the survey.

Priority: High

Target Date: 09/2009

Fall 2009--conduct research and survey Spring 2010--implement new intervention strategies

Responsible Person/Group: Developmental English Chair & Faculty, and RAS researchers.

Budget Amount Requested: \$0

Continue advising but design a survey to identify causes for lack of success

Continue advising but design a survey to identify causes for students lack of success in the classroom.

Priority: High

Target Date: 09/2009

Responsible Person/Group: Developmental English Chair & Faculty

Budget Amount Requested: \$0

Continue the pilot of the Engl71 class

Continue the pilot of the Engl 71 class in the computer room.

Priority: High

Target Date: 09/2009

Fall 2009 and subsequent semesters

Responsible Person/Group: Developmental English Chair & Faculty

Budget Amount Requested: \$0

Continue to implement online self-paced course for 09-10.

Continue to implement online self-paced course for 09-10.

Priority: High

Target Date: 09/2009

Responsible Person/Group: Developmental English Chair & faculty charged with online teaching

Budget Amount Requested: \$0

Continue to mandate tutoring for students who make "C" in their classes

Continue to mandate tutoring for students who make "C" in their classes.

Priority: High

Target Date: 09/2009

Responsible Person/Group: Developmental English Chair and Faculty

Budget Amount Requested: \$0

Continue to offer all Engl 91 students and the "A" students in Engl 71 and 81 opportunity to take Accuplacer.

Continue to offer all Engl 91 students and the "A" students in Engl 71 and 81 opportunity to take Accuplacer.

Priority: High

Target Date: 09/2009

Fall 2009 and subsequent semesters

Responsible Person/Group: Chair and Faculty of Developmental English

Budget Amount Requested: \$0

Develop a tutoring request form to track students'

Develop a tutoring request form to track students' attendance of tutoring.

Priority: High

Target Date: 08/2008

During the first two weeks

Responsible Person/Group: The chair and faculty

Additional Resources Needed: Tutoring Request Form

Budget Amount Requested: \$0

Develop policy statement on requiring students

Develop policy statement on requiring students with a grade of "C" to go for tutoring and on the incentives for attending tutoring.

Priority: High

Target Date: 08/2008

Prior to the 1st day class

Responsible Person/Group: The chair and faculty

Additional Resources Needed: Engl 71/81/91 Syllabi showing the policy statement

Budget Amount Requested: \$0

Develop the LC curriculum

Develop the LC curriculum

Priority: High

Target Date: 10/2008

Before Spring 2009

Responsible Person/Group: LC teachers

Additional Resources Needed: existing budget

Budget Amount Requested: \$1250

Encourage faculty to devote their college service

Encourage faculty to devote their college service hours to tutoring at CLE.

Priority: High

Target Date: 08/2008

During the whole semester

Responsible Person/Group: The chair/CLE

Additional Resources Needed: 1) Email from the chair 2) Record of CLE showing faculty offering tutoring

Budget Amount Requested: \$0

Find a computer room

Find a computer room

Priority: High

Target Date: 10/2008

Prior to Spring 2009

Responsible Person/Group: Chair of Dev English

Additional Resources Needed: existing

Budget Amount Requested: \$0

Promote the enrollment in the LC course

Promote the LC course to encourage the enrollment.

Priority: High

Target Date: 10/2008

From Oct 2008 to Jan 2009

Responsible Person/Group: Chairs of Dev English and English, advising dept and retention specialist, all existing dev Engl courses

Additional Resources Needed: existing

Budget Amount Requested: \$0

Recommend linked classes to continue

Students in linked class performed

2-3% better than traditional students. Recommend linked classes to continue. Two are scheduled for Fall 09.

Priority: High

Target Date: 09/2009

Responsible Person/Group: Developmental English Chair & Faculty

Budget Amount Requested: \$0

Set up the LC class

Set up the LC class

Priority: High

Target Date: 10/2008

Before Nov 2008

Responsible Person/Group: Chairs of Dev English and English

Additional Resources Needed: Existing budget

Budget Amount Requested: \$0

Set up the timeframe for online curriculum and ori

Set up the timeframe for online curriculum and orientation specifications for the targeted students.

Priority: High

Target Date: 10/2008

Prior to Spring 2009

Responsible Person/Group: the teacher of self-paced online course

Additional Resources Needed: existing

Budget Amount Requested: \$0

The Chair will retrieve the course repeaters' list

The Chair will retrieve the course repeaters' list from the Argo and distribute it to the faculty.

Priority: High

Target Date: 08/2008

During the first two weeks

Responsible Person/Group: The chair and faculty

Additional Resources Needed: List of course repeaters

Budget Amount Requested: \$0

The faculty members will turn in all the completed

The faculty members will turn in all the completed logs at the end of the semester and will write a brief observation report commenting on the effect of advising

Priority: High

Target Date: 08/2008

During the whole semester

Responsible Person/Group: The chair and faculty

Additional Resources Needed: Completed tutoring log and a brief report

Budget Amount Requested: \$0

The faculty members will advise all course

The faculty members will advise all course repeaters and use the log to document the efforts

Priority: High

Target Date: 08/2008

During the entire semester

Responsible Person/Group: The chair and faculty

Additional Resources Needed: Completed tutoring log

Budget Amount Requested: \$0