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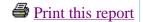
South Texas College

Detailed Assessment Report
2008-2009 Accelerating Developmental Reading

Mission/Purpose

The Developmental Reading Department will assist Developmental Reading students to complete their Developmental Reading 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 Reading courses.

G 4: Accelerate Reading course sequence.
Accelerate Reading course sequence

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

O 1: Offer free testing to 70 & Read 80 "A" students

Offer free testing to Read 70 & Read 80 students who make "A" in their courses to get them out of developmental sequence as soon as possible.

Related Measures:

M 1: Higher percent of Read 70 & Read 80 students will

Higher percent of Read 70 & Read 80 students will pass THEA for Fall 2008 and Spring 2009 as compared to the Read 70 & Read 80 students' average THEA pass rate of the previous semesters.

Source of Evidence: Academic Indirect Indicator

Achievement Target:

Read 70 & Read 80 students will pass THEA for Fall 2008 and Spring 2009 at a rate higher by 2% than the Read 70 & Read 80 students' average THEA pass rate of the previous semesters.

Findings (2008-2009) - Achievement Target: Partially Met
Developmental Reading Students' TSI Completion Rates:

	Fall 2006	Fall 2007	Fall 2008
Read 70	9%	5%	5%
Read 80	9%	4%	13%
Read 90	76%	73%	76%

Conclusion:
Read 70 students had no significant increase in TSI completion rates.
Read 80 Fall 2008 students increased TSI completion rate by 9% from fall 2007 and 4% from Fall 2006.
Read 90 Fall 2008 TSI completion rate stayed the same when compared to Fall 2006 but increased by 3% when compared to Fall 2007.

Related Action Plans:

continue to provide opportunity for Read 70 and Read 80 students to take THEA with the Read 90 students
Reading Department will continue to provide opportunity for Read 70 and Read 80 students to take THEA with the Read 90 students at the end of semester.
For more information, see the *Action Plan Details* section of this report.

M 2: The Fall 2008 cohort of Dev Reading students' TSI

The Fall 2008 cohort and Spring 2009 of Dev Reading students' TSI completion rate will be higher than the Fall 2006 and Spring 2007 cohort within a two-year window.

Source of Evidence: Academic Indirect Indicator

Achievement Target:

The Fall 2008 cohort and Spring 2009 of Dev Reading students' TSI completion rate will be higher than the Fall 2006 cohort and Spring 2007 cohort by 2% within a two-year window.

Findings (2008-2009) - Achievement Target: Not Met
Data will not be available until Fall 2010 and Spring 2011.

O 2: Mandate students who receive "C" to go for tutorin

Developmental Reading students who make "C" early in the course will be mandated to go for tutoring.

Related Measures:

M 3: Higher percent of Developmental Reading students

Higher percent of Developmental Reading students will stay and pass the Developmental Reading course in Fall 2008 and Spring 2009 as compared to the average pass rate of the previous semesters.

Source of Evidence: Academic Indirect Indicator

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

semesters (prior to Fall 2008).

Findings (2008-2009) - Achievement Target: Partially Met
Developmental Reading Students' Course Pass Rates:

Fall 2006	64%	Spring 2007	61%
Fall 2007	65%	Spring 2008	66%
Fall 2008	70%	Spring 2009	60%

Conclusion:
(1). Reading students' pass rate increased by 5% in Fall 2008 (70%) as compared to the average of the previous two fall semesters (64.5%)-target met.
(1). Reading students' pass rate was decreased by 3.5% in Spring 2009 (60%) as compared to the average of the previousl two spring semesters (63.5%)-target not met.

Related Action Plans:

Strenghen tutoring for "C" students
Continue to refer "C" students to CLE for mandatory tutoring.
For more information, see the *Action Plan Details* section of this report.

O 3: Offer faculty advising to students who repeat the

Offer faculty advising to students who repeat Developmental Reading courses.

Related Measures:

M 4: The percentage of Developemental Reading students

The percentage of Developmental Reading students repeating the Developmental Reading courses will be lower in Fall 2008 and Spring 2009 than in the previous semesters.

Source of Evidence: Academic Indirect Indicator

Achievement Target:

The percentage of Developmental Reading students repeating the Developmental Reading courses will be 2% lower in Fall 2008 and Spring 2009 than in the previous semesters.

Findings (2008-2009) - Achievement Target: Not Met
Developmental Reading Course Repeater Rates

Fall 2006	10%	Spring 2007	16%
Fall 2007	9%	Spring 2008	16%
Fall 2008	11%	Spring 2009	17%

Conclusion: The course repeaters' rate was not reduced. Instead, there was an increae by 1.5% for Fall 2008 as compared to the average of the previous two fall semesters. There was an increase of 1% as compared to the average of previous spring semesters.

Related Action Plans:

Conduct research to investigate the factors that impact course repeaters' performance
The Reading Department will partner with RAS to conduct research to identify factors that impact course repeaters' success and then make recommendations for further intervention.
For more information, see the *Action Plan Details* section of this report.

Continue to offer faculty advising to course repeaters
The Reading Department will continue to offer faculty advising to course repeaters.
For more information, see the *Action Plan Details* section of this report.

M 5: The course repeaters will pass the Developmental

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

Source of Evidence: Academic Indirect Indicator

Achievement Target:

The course repeaters will pass the Developemental Reading course at a pass rate comparable to the non-course repeaters for Fall 2008 and Spring 2009.

Findings (2008-2009) - Achievement Target: Not Met
Pass Rate Comparison for Developmental Reading Course Repeaters vs. Non-Course Repeaters:

	Non-Course Repeaters	Course Repeaters
Fall 2008	79.3%	32.1%
Spring 2009	65.3%	35%

Conclusion: The pass rates of course repeaters were much lower than non-course repeaters (47.2% lower for Fall 2008 and 30.3% lower for Spring 2009). Target not met.

Related Action Plans:

Conduct research to investigate the factors that impact course repeaters' performance
The Reading Department will partner with RAS to conduct research to identify factors that impact course repeaters' success and then make recommendations for further intervention.
For more information, see the *Action Plan Details* section of this report.

Continue to offer faculty advising to course repeaters
The Reading Department will continue to offer faculty advising to course repeaters.
For more information, see the *Action Plan Details* section of this report.

O 4: Pilot two Reading courses with minimesters
Pilot two Reading courses in Spring 2009 using two minimesters (8 weeks each), so that Read 80 students can proceed to take Read90 within one semester.

Related Measures:

M 6: pass rates comparison
Compare minimester courses pass rates with traditional Read80 and Read90 courses pass rates.

Source of Evidence: Administrative Measure

Achievement Target:
The minimester course pass rates will be the same as the traditional Reading course pass rates.

Findings (2008-2009) - Achievement Target: Not Met
Reading 8 week minimester did not meet enrollment standards and

therefore courses were cancelled.

Related Action Plans:

Continue to offer (2) eight-week minimester courses in the spring semesters
The Reading Dept will continue to offer (2) eight week minimester course in the spring semseters.
For more information, see the *Action Plan Details* section of this report.

Details for Action Plans Established This Cycle

Conduct research to investigate the factors that impact course repeaters' performance
The Reading Department will partner with RAS to conduct research to identify factors that impact course repeaters' success and then make recommendations for further intervention.

Priority: High

Target Date: 09/2009
Research in Fall 2009 and implement intervention strategies in Spring 2010.

Responsible Person/Group: Chair of Dev Reading, RAS researchers.

Budget Amount Requested: $0

Continue to offer (2) eight-week minimester courses in the spring semesters
The Reading Dept will continue to offer (2) eight week minimester course in the spring semseters.

Priority: High

Target Date: 09/2009
Fall 2009 and subsequent semesters

Responsible Person/Group: Developmental Reading Chair & Faculty

Budget Amount Requested: $0

Continue to offer faculty advising to course repeaters
The Reading Department will continue to offer faculty advising to course repeaters.

Priority: High

Target Date: 09/2009
In Fall 2009

Responsible Person/Group: Reading dept chair and faculty

Budget Amount Requested: $0

continue to provide opportunity for Read 70 and Read 80 students to take THEA with the Read 90 students
Reading Department will continue to provide opportunity for Read 70 and Read 80 students to take THEA with the Read 90 students at the end of semester.

Priority: High

Target Date: 09/2009
Fall 2009 and subsequent semesters

Responsible Person/Group: Developmental Reading Chair & Faculty

Budget Amount Requested: $0

Design curriculum for two minimesters
The Instructor of Record will design and implement minimester curriculum.

Priority: High

Target Date: 01/2009
Spring 2009

Responsible Person/Group: Denise Peterson

Additional Resources Needed: existing

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.

Priority: High

Target Date: 08/2008
Prior to the 1st day class

Responsible Person/Group: The chair and faculty

Additional Resources Needed: Read 70/80/90 syllabi showing the policy statement

Budget Amount Requested: $0

Develop policy statement on students' eligibility
Develop policy statement on students' eligibility to take the TSI test and put it down on the Read 70 & Read 80 syllabi.

Priority: High

Target Date: 08/2008
Prior to the 1st day class

Responsible Person/Group: The chair and faculty Prior to the 1st day class

Additional Resources Needed: Read 70 & Read 80 Syllabi showing the policy statement

Budget Amount Requested: $0

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

Meet with Testing Office coordinator to work out

Meet with Testing Office coordinator to work out the procedures for proctoring tests to thhe recommended students.

Priority: High

Target Date: 08/2008
During the first 4 weeks

Responsible Person/Group: The chair and Testing Office coordinator

Additional Resources Needed: Meeting minutes

Budget Amount Requested: $0

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 courses repeaters

Budget Amount Requested: $0

Schedule two minimester courses back to back

Schedule two 8-week minimester courses back to back for Spring 2009.

Priority: High

Target Date: 01/2009
Spring 09

Responsible Person/Group: Chair

Additional Resources Needed: existing

Budget Amount Requested: $0

Strenghen tutoring for "C" students

Continue to refer "C" students to CLE for mandatory tutoring.

Priority: High

Target Date: 09/2009
Fall 2009 and Spring 2010

Responsible Person/Group: Chair and Faculty in Reading Dept.

Budget Amount Requested: $0

Students will be informed bu the faculty to go to

Students will be informed by the faculty to go to the testing site for the test.

Priority: High

Target Date: 08/2008
During the 13th week

Responsible Person/Group: Faculty and students on the recommendation list

Additional Resources Needed: Record of the student taking the test.

Budget Amount Requested: $0

The chair will request the recommendation list

The chair will request the recommendation list from the faculty about who will be offered the free test during 12th weeks and forward it to the Testing Office.

Priority: High

Target Date: 08/2008
During the 12th week

Responsible Person/Group: The chair and the Testing Office

Additional Resources Needed: Recommendation list

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 semesters

Responsible Person/Group: The chair and faculty

Additional Resources Needed: Completed tutoring log

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 semesters and will write a brief observation report commenting the effect of advising.

Priority: High

Target Date: 08/2008
During the whole semesters

Responsible Person/Group: The chair and faculty

Additional Resources Needed: Completed tutoring log and a brief report

Budget Amount Requested: $0

The Testing Office will develop a proctoring

The Testing Office will develop a proctoring schedule and forward it to the chair who will in turn forward it to the faculty.

Priority: High

Target Date: 08/2008

During the 12th week

Responsible Person/Group: The chair and Testing Office

Additional Resources Needed: Proctoring schedule

Budget Amount Requested: $0