

Annual Developmental Education Report

Southwest Texas Junior College

November 2013

Executive Summary

Student Success Goals	<i>Section</i>	Results
Goal 1: Dev Ed students should complete HIST 1301 gateway course at the same rate as college-ready students.	Gateway Course Performance: Gateway Reading	Success rates of students entering at all DE reading levels improved slightly for the fall 2011 cohort, compared to the fall 2010 cohort. Gateway success rates of college-ready students declined slightly during the same time period. For students with an initial placement in DE reading, the success rate is still below that of students entering college-ready.
Goal 2: Dev Ed students should complete ENGL 1301 gateway course at the same rate as college-ready students.	Gateway Writing	Success rates in gateway writing improved for students at all levels in the Fall 2011 cohort compared to the Fall 2010 cohort. For students with an initial placement in DE writing, the success rate is still below that of students entering college-ready.
Goal 3: Dev Ed students should complete MATH 1314 gateway course at the same rate as college-ready students.	Gateway Math	Math gateway success rates of students entering with a developmental math placement declined from the Fall 2010 to the Fall 2011 cohort and remain far below those of students entering college-ready. Success rates of students entering college-ready in math have improved over the same time period.
Goal 4: Dev Ed students pursuing academic degrees should graduate at a rate similar to that of college-ready students.	Graduation Rate	Within each starting cohort, DE students generally graduated at lower rates than their college-ready counterparts. Allowing additional time for completion of DE, the DE students tended to graduate at rates comparable to those of the college-ready students.
Goal 5: Dev Ed students should perform equivalently to their college-ready cohorts regarding transfer rate and GPA at senior-level institutions.	Student Performance after Transfer	The data do not show a clear trend of improvement for the DE students. SWTJC's former DE students improved in their rates of achieving a 2.5 or better GPA, but the students arriving at SWTJC college-ready declined in their transfer performance.

Developmental Education at SWTJC

More than half of SWTJC's entering students require developmental education in one or more subject areas. Much of SWTJC's instructional resources are dedicated to developmental education; thus, it is important to assess the effectiveness of the developmental instruction.

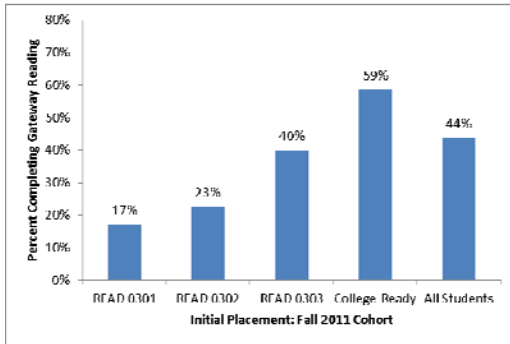
This report summarizes data on the performance of developmental students in order to assist the reader in targeting potential areas for improvement in SWTJC's developmental education. The report includes three sections: (1) Gateway Course Performance; (2) Graduation Rate; and (3) Student Performance after Transfer. In each case, developmental students are compared to their SWTJC cohorts or to other students statewide in order to provide benchmarks.

Questions? Comments?

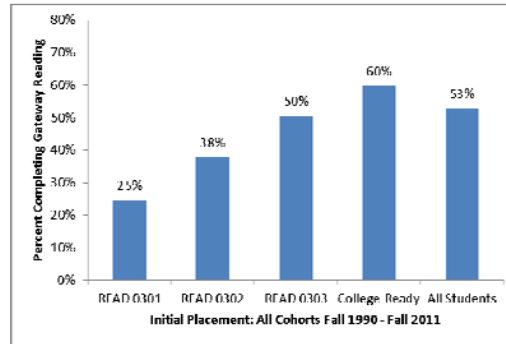
If you would like to see additional information, or the same data in a different format, please contact Julie Thomas in the Office of Institutional Planning & Research, ext 4180 or jethomas@swtjc.edu.

Annual Developmental Education Report, Section 1: Gateway Course Performance
 Southwest Texas Junior College—November 2013
 Section 1A: Gateway Course Completion by Entering Reading Level

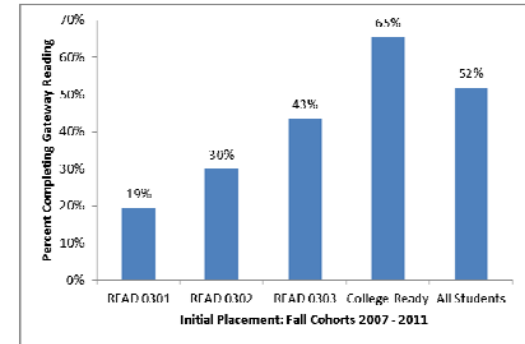
Goal: Dev Ed students should complete HIST 1301 gateway course at the same rate as college-ready students.



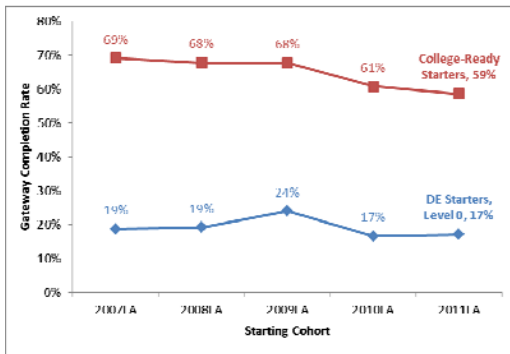
- Fall 2011 Entering Cohort



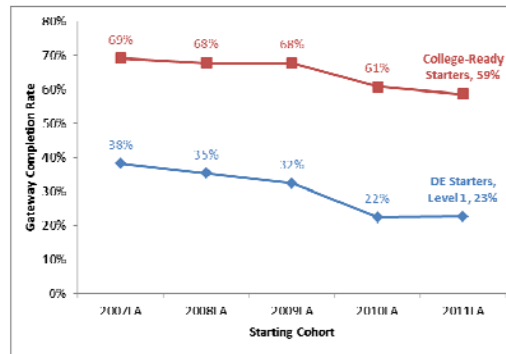
- All Entering Cohorts, Fall 1990-Fall 2011



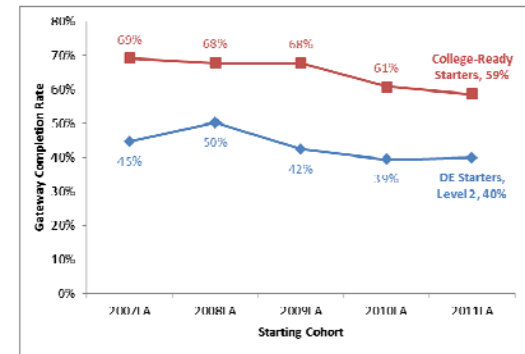
- Average of Fall Entering Cohorts, 2007-2011



- Comparison of gateway completion rates: College-Ready vs. READ 0301 starters



- Comparison of gateway completion rates: College-Ready vs. READ 0302 starters



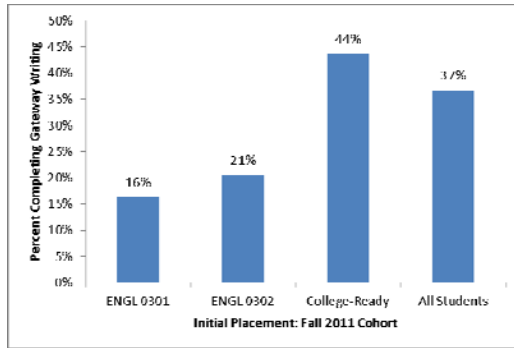
- Comparison of gateway completion rates: College-Ready vs. READ 0303 starters

Findings: All figures above (except *All Entering Cohorts, Fall 1990-Fall 2011*) reflect gateway success within two years of initial enrollment. Success rates of students entering at all DE reading levels improved slightly for the fall 2011 cohort, compared to the fall 2010 cohort. Gateway success rates of college-ready students declined slightly during the same time period. For students with an initial placement in DE reading, the success rate is still below that of students entering college-ready.

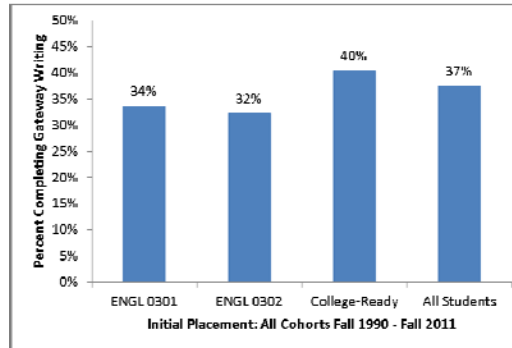
Data source: *Estudias*

Section 1B: Gateway Course Completion by Entering Writing Level

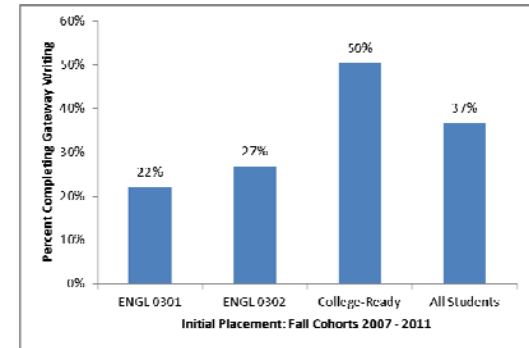
Goal: Dev Ed students should complete ENGL 1301 gateway course at the same rate as college-ready students.



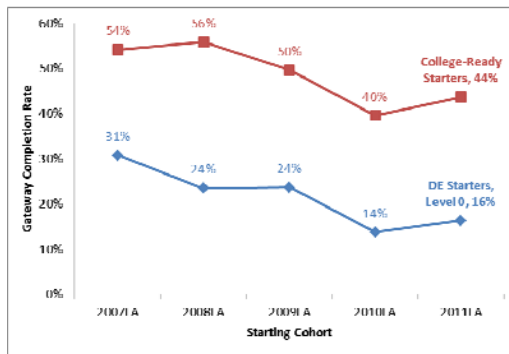
- Fall 2011 Entering Cohort



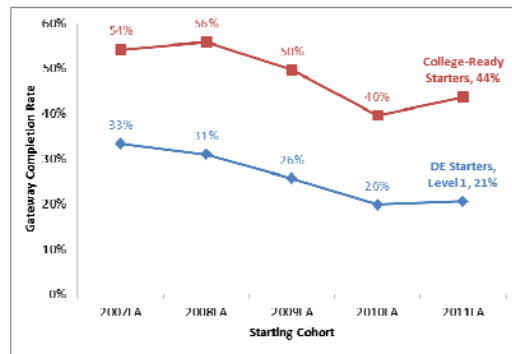
- All Entering Cohorts, Fall 1990-Fall 2011



- Average of Fall Entering Cohorts, 2007-2011



- Comparison of gateway completion rates: College-Ready vs. ENGL 0301 starters



- Comparison of gateway completion rates: College-Ready vs. ENGL 0302 starters

Findings: All figures above (except *All Entering Cohorts, Fall 1990-Fall 2011*) reflect gateway success within two years of initial enrollment. Success rates in gateway writing improved for students at all levels in the Fall 2011 cohort compared to the Fall 2010 cohort. For students with an initial placement in DE writing, the success rate is still below that of students entering college-ready.

Data source: *Estudias*

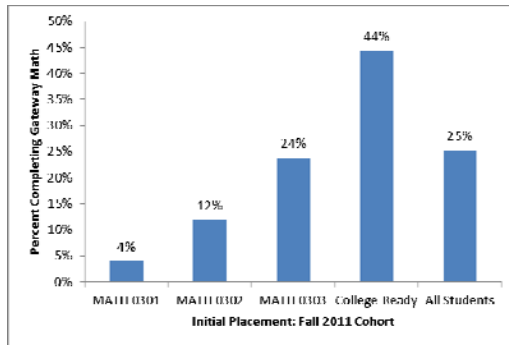
Dev Ed Report, Sec. 1

November 2013
Prepared by OIPR

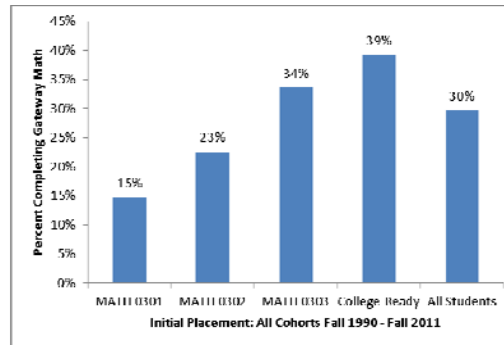
Page 4

Section 1C: Gateway Course Completion by Entering Math Level

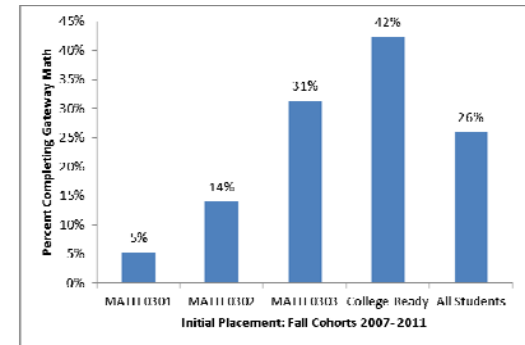
Goal: Dev Ed students should complete MATH 1314 gateway course at the same rate as college-ready students.



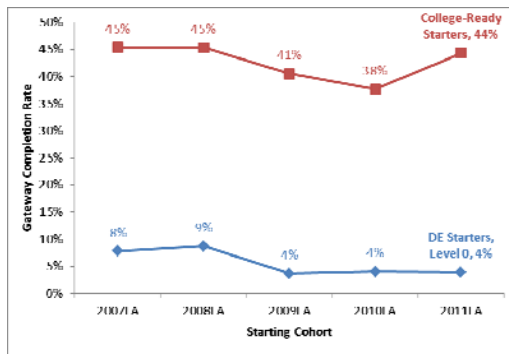
- Fall 2011 Entering Cohort



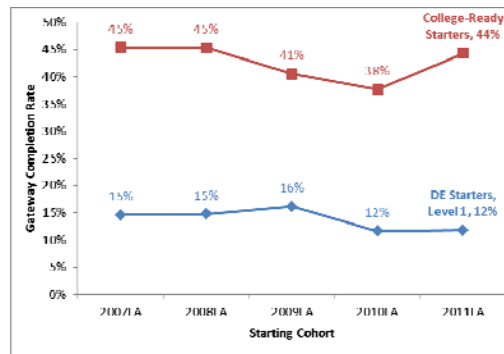
- All Entering Cohorts, Fall 1990-Fall 2011



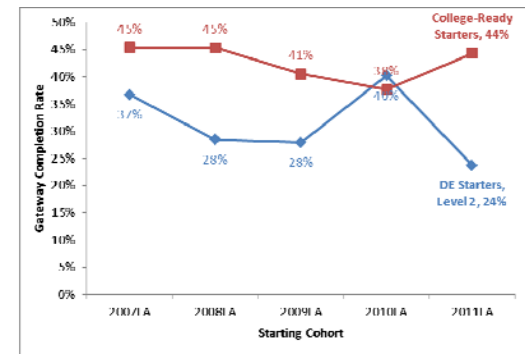
- Average of Fall Entering Cohorts, 2007-2011



- Comparison of gateway completion rates: College-Ready vs. MATH 0301 starters



- Comparison of gateway completion rates: College-Ready vs. MATH 0302 starters



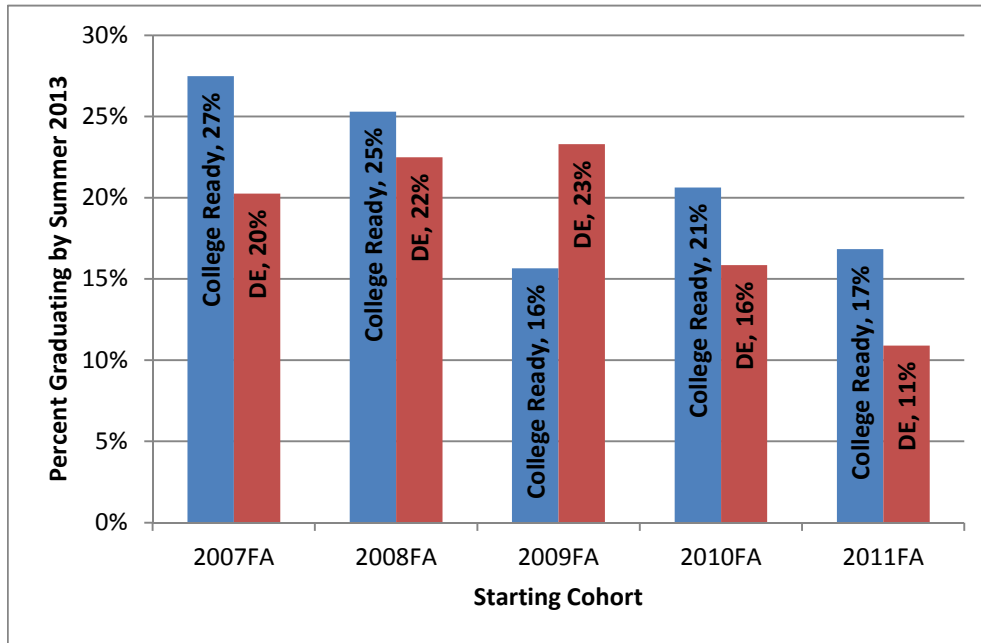
- Comparison of gateway completion rates: College-Ready vs. MATH 0303 starters

Findings: All figures above (except *All Entering Cohorts, Fall 1990-Fall 2011*) reflect gateway success within two years of initial enrollment. Math gateway success rates of students entering with a developmental math placement declined from the Fall 2010 to the Fall 2011 cohort and remain far below those of students entering college-ready. Success rates of students entering college-ready in math have improved over the same time period.

Data source: *Estudias*

**Annual Developmental Education Report, Section 2:
Graduation Rate Comparison for Developmental and Non-Developmental Students
Southwest Texas Junior College— November 2013**

Goal: Dev Ed students should graduate at a rate similar to that of college-ready students.



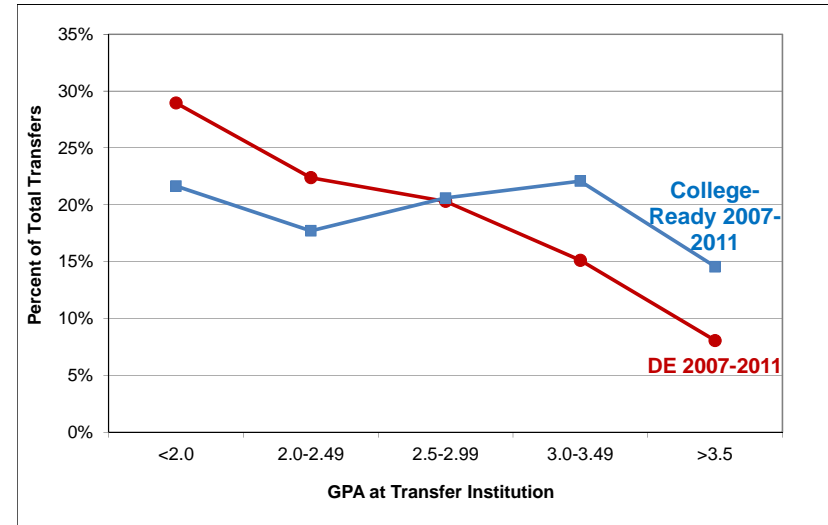
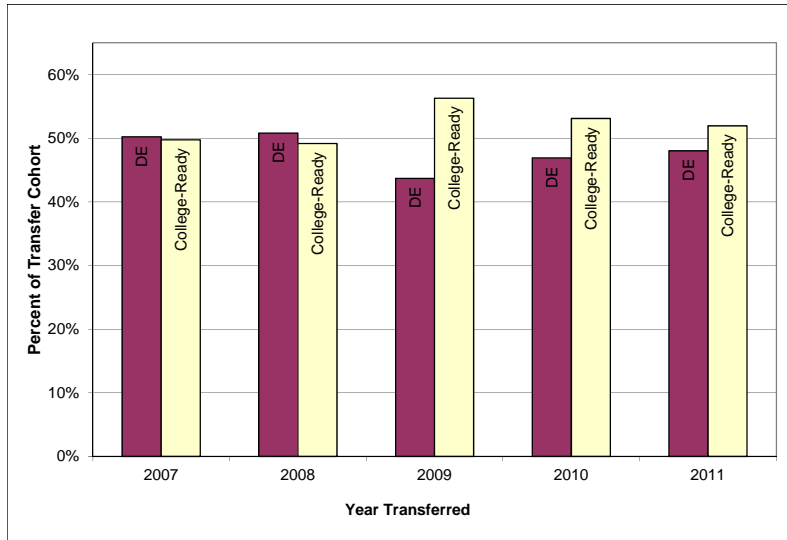
Graduation Rate by Fall FTIC Cohort

- Within each starting cohort, DE students generally graduated at lower rates than their college-ready counterparts
- Allowing additional time for completion of DE, the DE students tended to graduate at rates comparable to those of the college-ready students.

Data Source: Estudios Enterprise Reports, Student Degrees and Student Classes

Annual Developmental Education Report, Section 3: Transfer Reports Southwest Texas Junior College

Goal: Dev Ed students should perform equivalently to their college-ready cohorts regarding transfer rate and GPA at senior-level institutions.



Composition of SWTJC's Transfer Cohorts

DE students

- Should be transferring at rates equivalent to college-ready students.
- Usually transferred to senior-level institutions in lower numbers than their cohorts not requiring developmental education.
- Outnumber SWTJC's college-ready students by about six to one.

Data Source: THECB Transfer Reports, 2007-2011

Students included in the report had completed at least 30 hours at SWTJC within the previous six years. The DE category consists of students who enrolled in at least one developmental course during their time at SWTJC.

SWTJC Transfer Student Performance at Senior-Level Institutions, Combined Data, 2007-2011

DE students

- Should achieve similar GPA's to non-developmental students.
- Were less likely than college-ready students to earn GPA's of 3.0 or higher.
- Were more likely than college-ready students to earn GPA's less than 3.0.

Annual Developmental Education Report, Section 3: Transfer Reports Southwest Texas Junior College

Goal: Dev Ed students should perform equivalently to their college-ready cohorts regarding transfer rate and GPA at senior-level institutions.

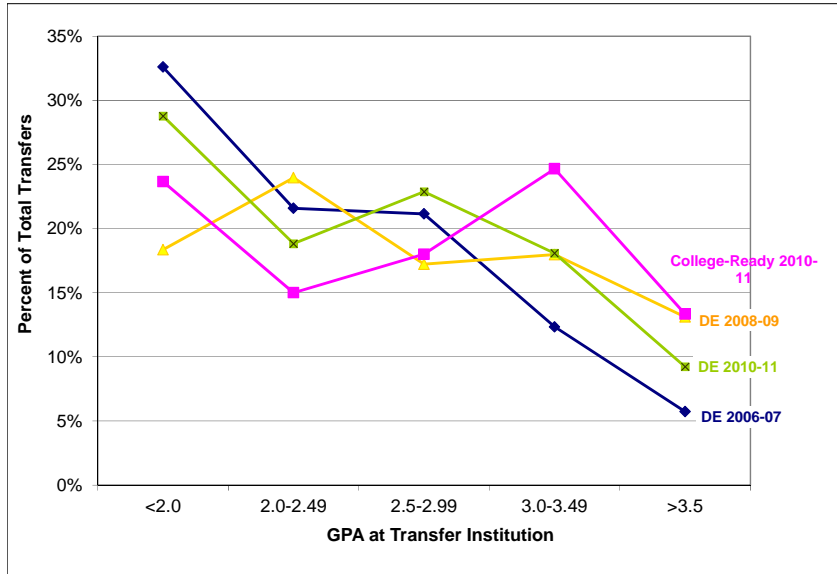


Figure 3. SWTJC Transfer Student Performance at Senior-Level Institutions, Trend Data, 2006-2011

Findings: The data do not show a clear trend of improvement for the DE students, although the 2010-11 students did better than the 2006-07 leavers (figure 3). SWTJC’s former DE students improved in their rates of achieving a 2.5 or better GPA, but the students arriving at SWTJC college-ready declined in their transfer performance. This rate declined slightly at the statewide level also (figure 4).

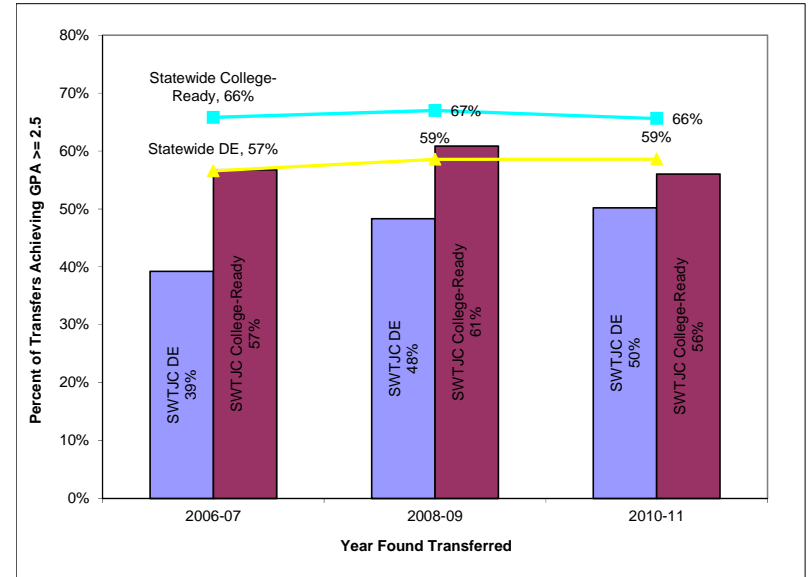


Figure 4. SWTJC Transfer Students Achieving 2.5 or Higher GPA at Senior-level Institutions, Trend Data, 2006-2011

Table 1. University GPA by Entering Developmental Status

Cohort	Transfer GPA >= 2.5		Total Transfers	
	DE	College-Ready	DE	College-Ready
2006-07	39%	57%	227	252
2008-09	48%	61%	267	304
2010-11	50%	56%	271	300

Data Source: THECB Transfer Reports, 2006-2011