

Academic Progress of All Students

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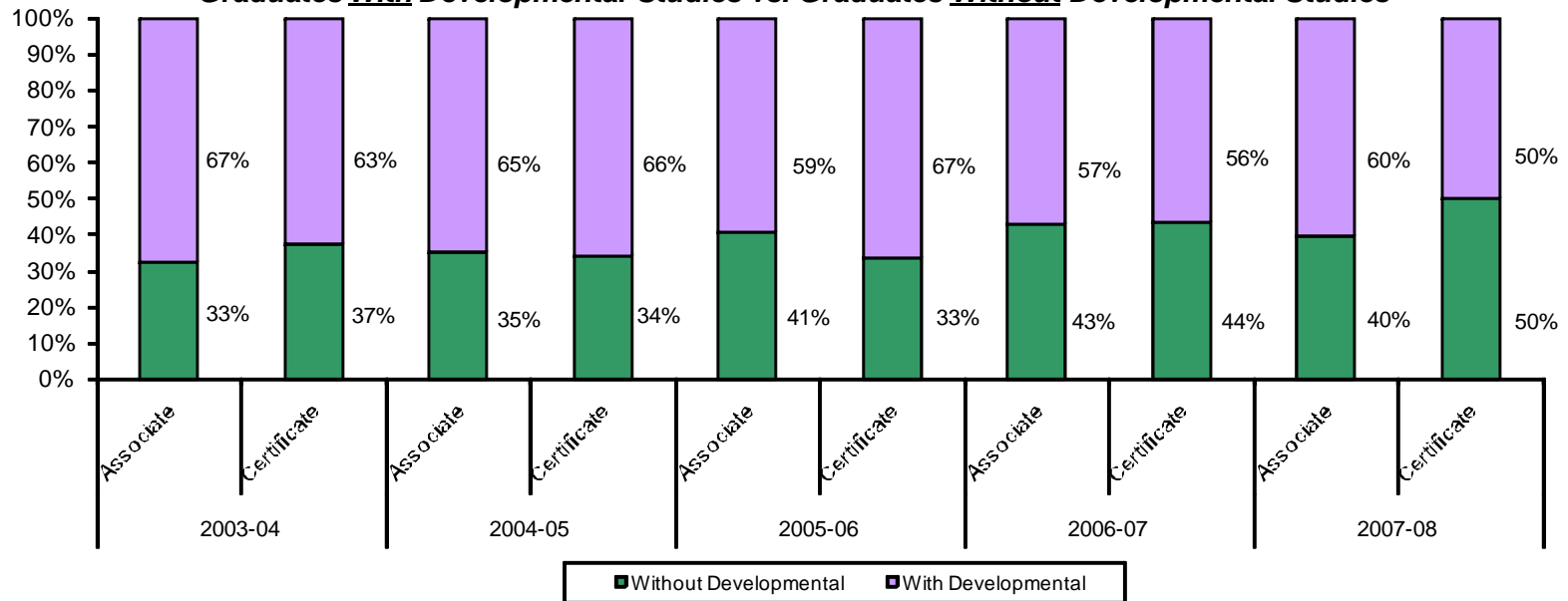
Executive Summary

- ✓ Students in Developmental Studies had an equal rate of students graduating with certificates (50%) compared to those that did not take developmental courses (50%).
- ✓ Students in Developmental Studies had a higher rate of students obtaining associates degrees (60%) compared to those that did not take developmental courses (40%).
- ✱ The progress rate in English 1301 for former Developmental English students is not equal to that of students never required to be in Developmental Studies
- ✓ The progress rate in College Algebra, Math 1414, for former Developmental Math students is equal to that of students never required to be in Developmental Studies.
- ✱ The progress rate in History 1301 for former Developmental Reading students is not equal to that of students never required to be in Developmental Studies.

STC Graduate Comparison With vs. Without Developmental History

Academic Year	Degree Level	No Developmental Studies		Took Developmental Studies		Total STC Graduates	
		#	%	#	%	#	%
2007-08	Associate	589	40%	893	60%	1,482	100%
	Certificate	268	50%	270	50%	538	100%
2006-07	Associate	589	43%	784	57%	1,373	100%
	Certificate	217	44%	281	56%	498	100%
2005-06	Associate	530	41%	775	59%	1,305	100%
	Certificate	177	33%	353	67%	530	100%
2004-05	Associate	452	35%	838	65%	1,290	100%
	Certificate	172	34%	332	66%	504	100%
2003-04	Associate	341	33%	706	67%	1,047	100%
	Certificate	146	37%	248	63%	394	100%
Total Graduates		4,322	38%	6,968	62%	11,290	100%

Graduates With Developmental Studies vs. Graduates Without Developmental Studies



Academic Success After Developmental Studies in English

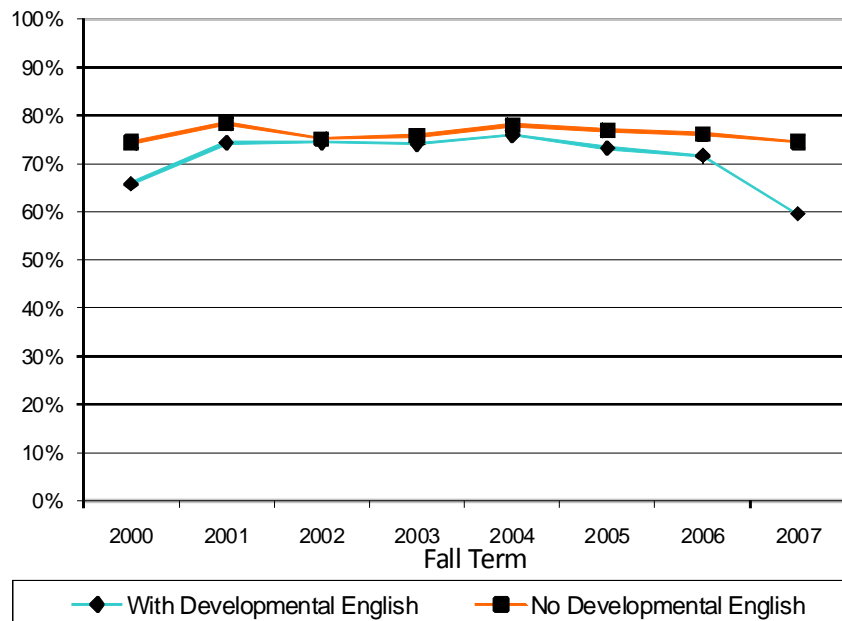
Progress Rates in College Level Courses by Students Previously Enrolled in Developmental Courses

Students Enrolled in ENGL 1301 by Term	Students With Developmental English								Students With No Developmental English						
	Total Enrolled	Total W/ Dev.	A, B, C, D, P #	%	F, I, NP #	%	Withdrawn (W) #	%	Total No Dev.	A, B, C, D, P #	%	F, I, NP #	%	Withdrawn (W) #	%
Fall 2000	1,885	272	179	66%	42	15%	51	19%	1,613	1,200	74%	201	12%	212	13%
Spring 2001	1,083	241	165	68%	31	13%	45	19%	842	513	61%	136	16%	193	23%
Summer I 2001	294	72	64	89%	3	4%	5	7%	222	180	81%	16	7%	26	12%
Summer II 2001	173	40	29	73%	4	10%	7	18%	133	105	79%	11	8%	17	13%
Fall 2001	1,940	250	186	74%	33	13%	31	12%	1,690	1,326	78%	206	12%	158	9%
Spring 2002	1,087	240	172	72%	37	15%	31	13%	847	520	61%	161	19%	166	20%
Summer I 2002	348	81	73	90%	4	5%	4	5%	267	233	87%	20	7%	14	5%
Summer II 2002	186	47	35	74%	7	15%	5	11%	139	114	82%	14	10%	11	8%
Fall 2002	2,067	303	226	75%	31	10%	46	15%	1,764	1,326	75%	254	14%	184	10%
Spring 2003	1,392	371	264	71%	43	12%	64	17%	1,021	653	64%	210	21%	158	15%
Summer I 2003	332	101	87	86%	6	6%	8	8%	231	189	82%	24	10%	18	8%
Summer II 2003	211	51	44	86%	5	10%	2	4%	160	134	84%	21	13%	5	3%
Fall 2003	2,377	417	309	74%	39	9%	69	17%	1,960	1,487	76%	221	11%	252	13%
Spring 2004	1,473	425	291	68%	48	11%	86	20%	1,048	632	60%	179	17%	237	23%
Summer I 2004	431	122	110	90%	7	6%	5	4%	309	269	87%	22	7%	18	6%
Summer II 2004	215	56	48	86%	5	9%	3	5%	159	133	84%	12	8%	14	9%
Fall 2004	2,815	512	389	76%	50	10%	73	14%	2,303	1,797	78%	220	10%	286	12%
Spring 2005	1,618	495	347	70%	64	13%	84	17%	1,123	725	65%	174	15%	224	20%
Summer I 2005	274	67	52	78%	7	10%	8	12%	207	177	86%	18	9%	12	6%
Summer II 2005	209	59	52	88%	3	5%	4	7%	150	129	86%	13	9%	8	5%
Fall 2005	2,598	471	345	73%	52	11%	74	16%	2,127	1,636	77%	236	11%	255	12%
Spring 2006	1,582	493	314	64%	81	16%	98	20%	1,089	689	63%	209	19%	191	18%
Summer I 2006	360	99	88	89%	5	5%	6	6%	261	216	83%	25	10%	20	8%
Summer II 2006	229	54	45	83%	4	7%	5	9%	175	150	86%	19	11%	6	3%
Fall 2006	3,139	491	352	72%	71	14%	68	14%	2,648	2,018	76%	360	14%	270	10%
Spring 2007	1,499	473	313	66%	64	14%	96	20%	1,026	636	62%	196	19%	194	19%
Summer I 2007	322	80	67	84%	9	11%	4	5%	242	200	83%	24	10%	18	7%
Summer II 2007	224	49	39	80%	5	10%	5	10%	175	151	86%	18	10%	6	3%
Fall 2007	3,349	495	295	60%	89	18%	111	22%	2,854	2,128	75%	400	14%	326	11%
Spring 2008	1,671	577	353	61%	113	20%	111	19%	1,094	625	57%	242	22%	227	21%
Summer I 2008	368	87	67	77%	9	10%	11	13%	281	226	80%	22	8%	33	12%
Summer II 2008	187	27	18	67%	3	11%	6	22%	160	135	84%	15	9%	10	6%

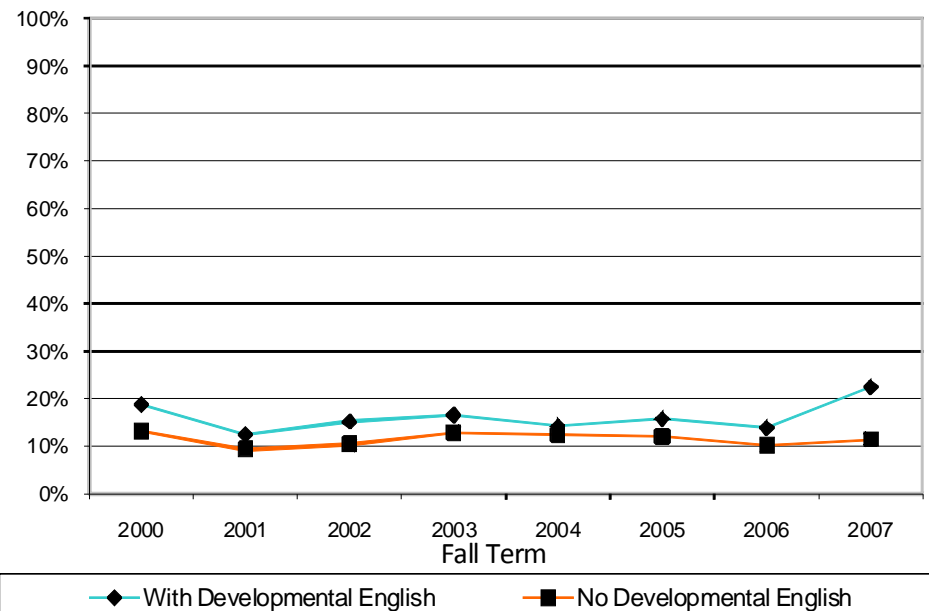
Academic Success After Developmental Studies in English (continued)

Success Rates in College Level Courses by Students Previously Enrolled in Developmental Courses

Progress Rate in ENGL 1301 by Developmental English History



Withdrawal Rate in ENGL 1301 by Developmental English History



Note: "Students With Developmental" includes students who received a grade of A, B, C, D, F, I, P, NP, or W in the specified developmental course prior to the term they were enrolled in ENGL 1301. Based on chi-square of Fall 2007: Difference in progress rates between students with a Developmental history and no Developmental history is significant at $P < .01$. Differences in withdraw rate between students with a Developmental history and no history is significant at $P < .01$.

Academic Success After Developmental Studies in Math

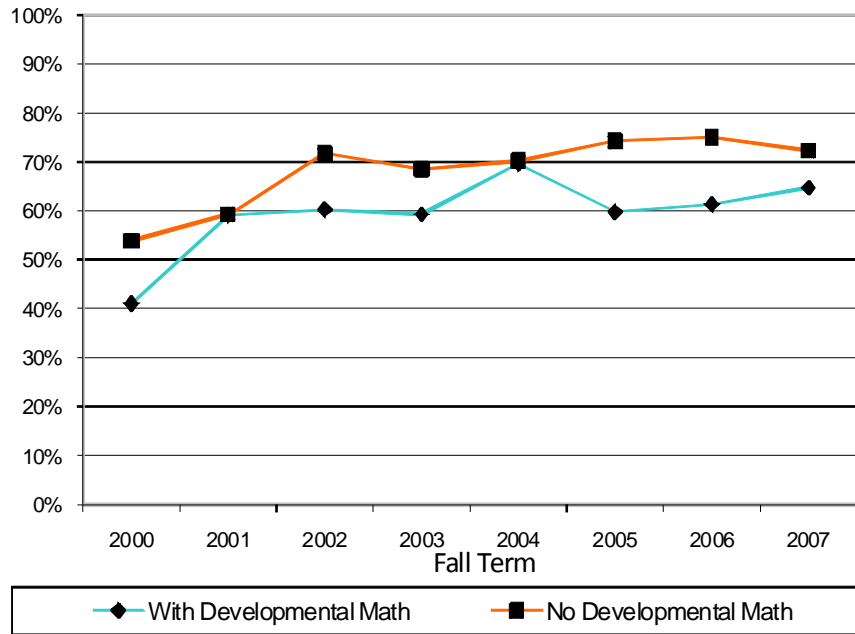
Success Rates in College Level Courses by Students Previously Enrolled in Developmental Courses

Students Enrolled in Math 1414 by Term	Students With Developmental Math								Students With No Developmental Math						
	Total Enrolled	Total W/ Dev.	A, B, C, D, P		F, I, NP		Withdrew (W)		Total No Dev.	A, B, C, D, P		F, I, NP		Withdrew (W)	
			#	%	#	%	#	%		#	%	#	%	#	%
Fall 2000	1,182	453	186	41%	78	17%	189	42%	729	393	54%	131	18%	205	28%
Spring 2001	888	410	228	56%	69	17%	113	28%	478	246	51%	103	22%	129	27%
Summer I 2001	371	189	120	63%	27	14%	42	22%	182	127	70%	20	11%	35	19%
Summer II 2001	175	81	55	68%	5	6%	21	26%	94	64	68%	4	4%	26	28%
Fall 2001	1,190	522	309	59%	83	16%	130	25%	668	396	59%	122	18%	150	22%
Spring 2002	962	529	307	58%	97	18%	125	24%	433	228	53%	89	21%	116	27%
Summer I 2002	355	195	123	63%	31	16%	41	21%	160	111	69%	23	14%	26	16%
Summer II 2002	248	107	80	75%	13	12%	14	13%	141	104	74%	14	10%	23	16%
Fall 2002	1,250	504	304	60%	88	17%	112	22%	746	535	72%	69	9%	142	19%
Spring 2003	1,138	564	356	63%	87	15%	121	21%	574	350	61%	110	19%	114	20%
Summer I 2003	377	191	139	73%	15	8%	37	19%	186	139	75%	22	12%	25	13%
Summer II 2003	281	153	118	77%	21	14%	14	9%	128	102	80%	6	5%	20	16%
Fall 2003	1,548	615	365	59%	104	17%	146	24%	933	640	69%	128	14%	165	18%
Spring 2004	1,137	631	372	59%	125	20%	134	21%	506	280	55%	118	23%	108	21%
Summer I 2004	415	234	171	73%	33	14%	30	13%	181	133	73%	25	14%	23	13%
Summer II 2004	261	128	79	62%	18	14%	31	24%	133	92	69%	15	11%	26	20%
Fall 2004	1,677	443	309	70%	60	14%	74	17%	1,234	867	70%	122	10%	245	20%
Spring 2005	1,168	520	357	69%	54	10%	109	21%	648	397	61%	112	17%	139	21%
Summer I 2005	342	170	130	76%	24	14%	16	9%	172	132	77%	25	15%	15	9%
Summer II 2005	262	123	103	84%	7	6%	13	11%	139	101	73%	19	14%	19	14%
Fall 2005	1,564	475	284	60%	63	13%	128	27%	1,089	809	74%	101	9%	179	16%
Spring 2006	1,257	597	379	63%	82	14%	136	23%	660	420	64%	106	16%	134	20%
Summer I 2006	329	158	123	78%	15	9%	20	13%	171	129	75%	19	11%	23	13%
Summer II 2006	245	117	92	79%	11	9%	14	12%	128	105	82%	16	13%	7	5%
Fall 2006	1,973	469	288	61%	79	17%	102	22%	1,504	1,129	75%	177	12%	198	13%
Spring 2007	1,270	600	347	58%	87	15%	166	28%	670	413	62%	117	17%	140	21%
Summer I 2007	376	174	144	83%	8	5%	22	13%	202	174	86%	17	8%	11	5%
Summer II 2007	308	114	102	89%	3	3%	9	8%	194	175	90%	9	5%	10	5%
Fall 2007	2,411	576	373	65%	73	13%	130	23%	1,835	1,328	72%	200	11%	307	17%
Spring 2008	1,634	768	509	66%	118	15%	141	18%	866	541	62%	167	19%	158	18%
Summer I 2008	433	162	124	77%	14	9%	24	15%	271	233	86%	19	7%	19	7%
Summer II 2008	348	164	133	81%	20	12%	11	7%	184	158	86%	13	7%	13	7%

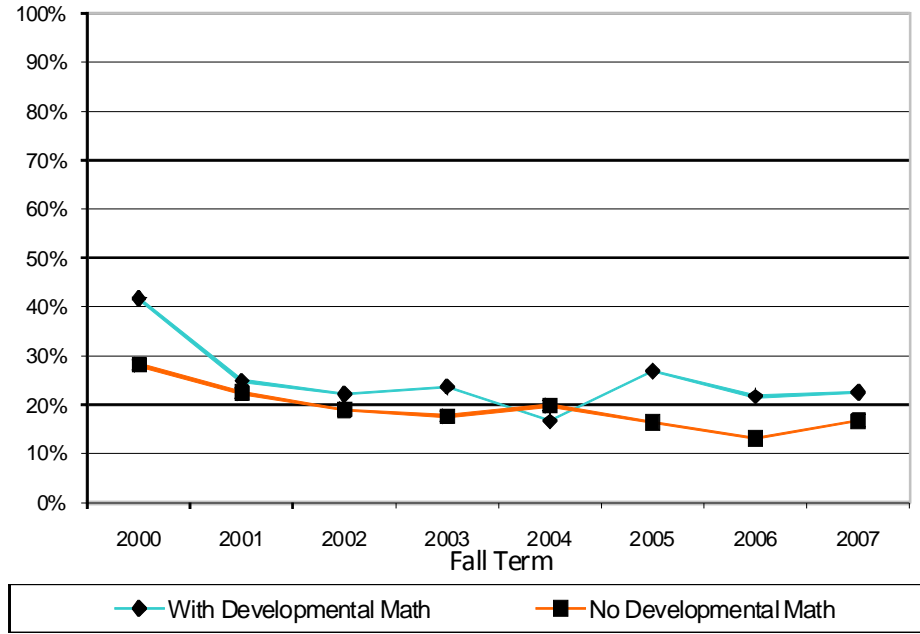
Academic Success After Developmental Studies in Math (continued)

Success Rates in College Level Courses by Students Previously Enrolled in Developmental Courses

Progress Rate in Math 1414 by Developmental Math History



Withdrawal Rate in Math 1414 by Developmental Math History



Note: "Students With Developmental" includes students who received a grade of A, B, C, D, F, I, P, NP, or W in a specified developmental course prior to the term they were enrolled in Math 1414. There are no significant differences between Fall 2007 cohorts.

Academic Success After Developmental Studies in Reading

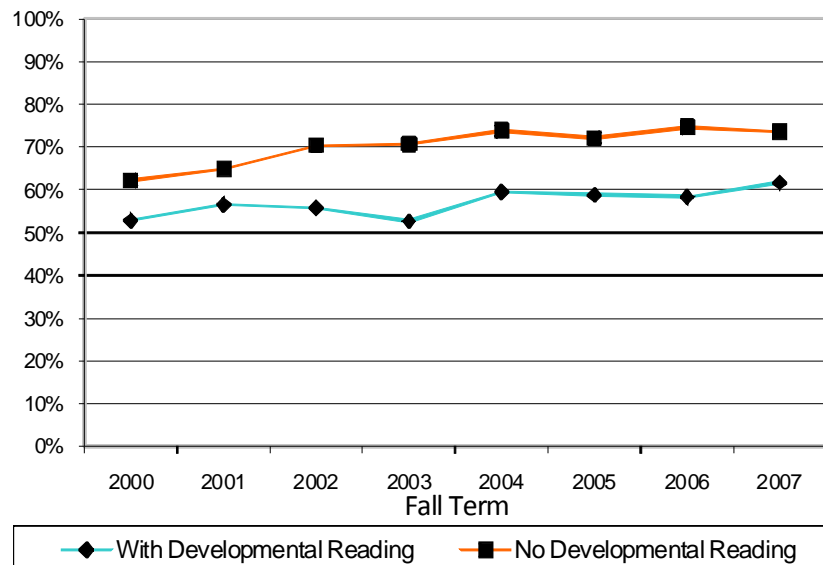
Success Rates in College Level Courses by Students Previously Enrolled in Developmental Courses

Students Enrolled in HIST 1301 by Term	Students With Developmental Reading								Students With No Developmental Reading							
	Total Enrolled	Total W/ Dev.	A, B, C, D, P #	%	F, I, NP #	%	Withdrawn (W) #	%	Total No Dev.	A, B, C, D, P #	%	F, I, NP #	%	Withdrawn (W) #	%	
Fall 2000	1,343	174	92	53%	29	17%	53	30%	1,169	727	62%	213	18%	229	20%	
Spring 2001	825	139	80	58%	20	14%	39	28%	686	368	54%	137	20%	181	26%	
Summer I 2001	372	57	35	61%	4	7%	18	32%	315	232	74%	29	9%	54	17%	
Summer II 2001	163	22	18	82%	2	9%	2	9%	141	106	75%	15	11%	20	14%	
Fall 2001	1,503	212	120	57%	50	24%	42	20%	1,291	838	65%	230	18%	223	17%	
Spring 2002	792	154	94	61%	21	14%	39	25%	638	376	59%	106	17%	156	24%	
Summer I 2002	409	80	68	85%	3	4%	9	11%	329	280	85%	18	5%	31	9%	
Summer II 2002	138	18	13	72%	2	11%	3	17%	120	80	67%	15	13%	25	21%	
Fall 2002	1,926	301	168	56%	48	16%	85	28%	1,625	1,144	70%	237	15%	244	15%	
Spring 2003	916	201	117	58%	43	21%	41	20%	715	432	60%	151	21%	132	18%	
Summer I 2003	325	60	31	52%	10	17%	19	32%	265	193	73%	35	13%	37	14%	
Summer II 2003	186	24	22	92%	0	0%	2	8%	162	138	85%	16	10%	8	5%	
Fall 2003	2,305	347	183	53%	61	18%	103	30%	1,958	1,386	71%	225	11%	347	18%	
Spring 2004	1,105	287	189	66%	40	14%	58	20%	818	483	59%	142	17%	193	24%	
Summer I 2004	496	103	84	82%	14	14%	5	5%	393	325	83%	44	11%	24	6%	
Summer II 2004	167	21	16	76%	1	5%	4	19%	146	101	69%	10	7%	35	24%	
Fall 2004	2,752	418	249	60%	63	15%	106	25%	2,334	1,725	74%	262	11%	347	15%	
Spring 2005	1,104	275	148	54%	58	21%	69	25%	829	488	59%	146	18%	195	24%	
Summer I 2005	232	44	32	73%	9	20%	3	7%	188	157	84%	19	10%	12	6%	
Summer II 2005	175	28	24	86%	3	11%	1	4%	147	123	84%	9	6%	15	10%	
Fall 2005	2,048	343	202	59%	64	19%	77	22%	1,705	1,230	72%	214	13%	261	15%	
Spring 2006	1,100	301	171	57%	61	20%	69	23%	799	530	66%	134	17%	135	17%	
Summer I 2006	369	63	44	70%	7	11%	12	19%	306	242	79%	32	10%	32	10%	
Summer II 2006	124	26	12	46%	6	20%	8	31%	98	74	76%	6	6%	18	18%	
Fall 2006	2,431	421	246	58%	80	19%	95	23%	2,010	1,502	75%	257	13%	251	12%	
Spring 2007	1,130	297	164	55%	61	21%	72	24%	833	457	55%	163	20%	213	26%	
Summer I 2007	356	81	68	84%	7	9%	6	7%	275	230	84%	20	7%	25	9%	
Summer II 2007	171	26	24	92%	2	20%	0	0%	145	120	83%	10	7%	15	10%	
Fall 2007	2,748	434	268	62%	91	21%	75	17%	2,314	1,703	74%	333	14%	278	12%	
Spring 2008	1,389	397	227	57%	71	18%	98	25%	992	634	64%	199	20%	159	16%	
Summer I 2008	456	81	70	86%	5	6%	6	7%	375	316	84%	31	8%	28	7%	
Summer II 2008	166	27	20	74%	5	19%	2	7%	139	118	85%	17	12%	4	3%	

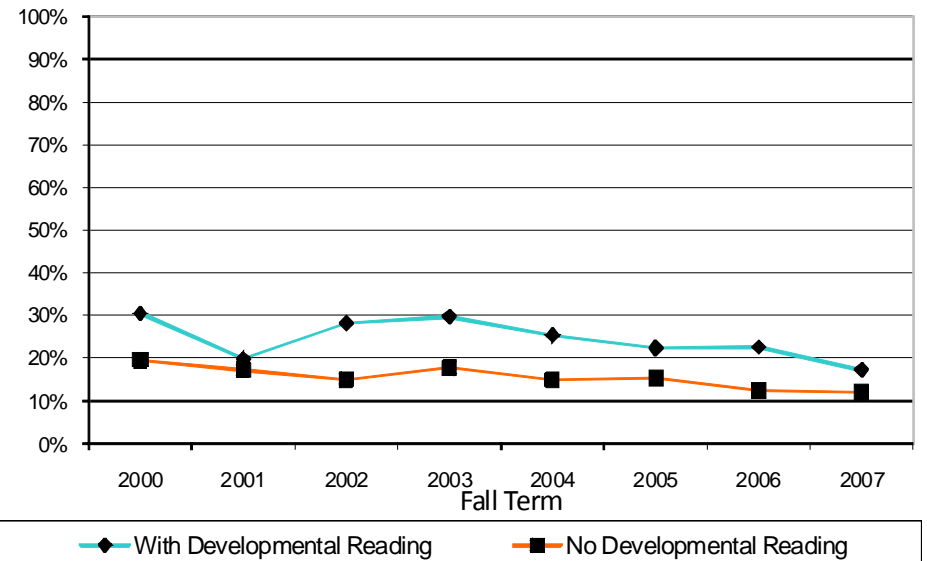
Academic Success After Developmental Studies in Reading (continued)

Success Rates in College Level Courses by Students Previously Enrolled in Developmental Courses

Progress Rate in HIST 1301 by Developmental Reading History



Withdrawal Rate in HIST 1301 by Developmental Reading History



Note: "Students With Developmental" includes students who received a grade of A, B, C, D, F, I, P, NP, or W in the specified developmental course prior to the term they Based on chi-square of Fall 2007: Difference in progress rates between students with a Developmental history and no Developmental history is significant at $P < .01$. There are no significant differences in the withdraw rate.