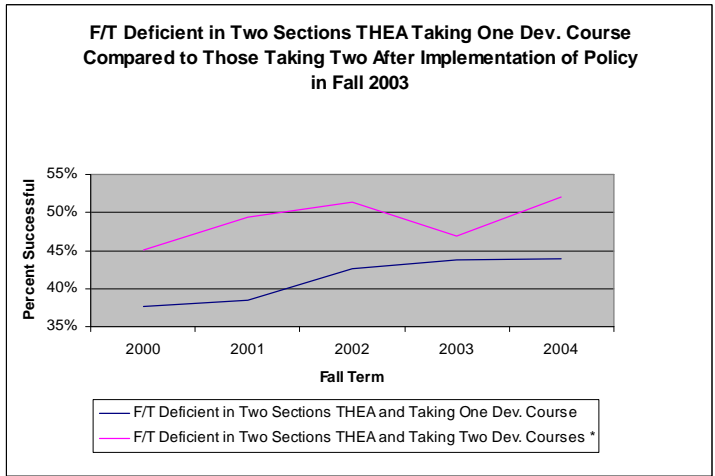
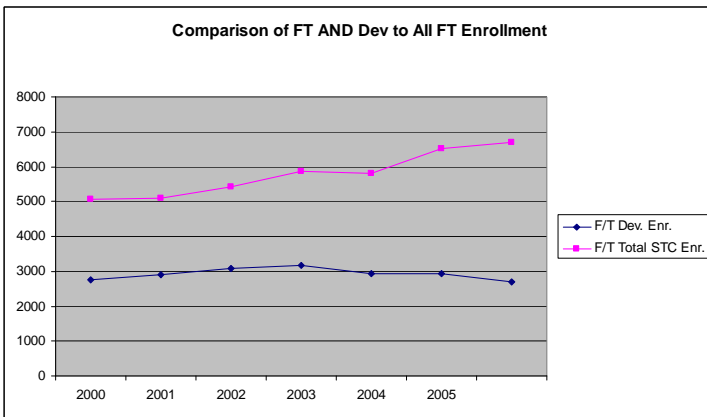


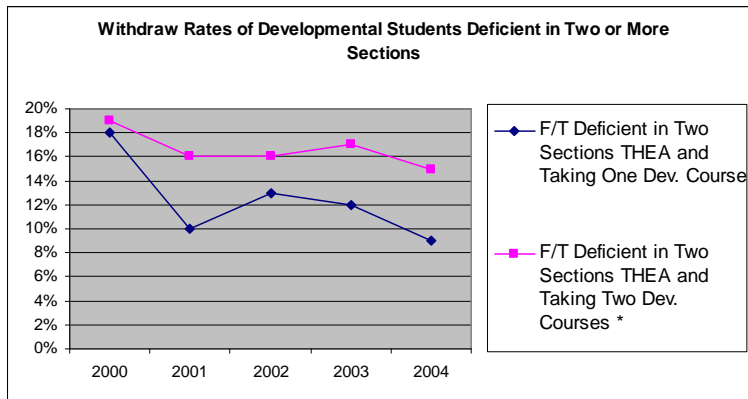
Fall 2005 Analysis of Developmental Initiatives Implemented Fall 2003

- Full-time students (students enrolled in 12 or more hours during a fall or spring semester) who have not met the college-level Placement Standard in two (2) or more skills will be required to enroll in a minimum of two (2) Developmental courses, in addition to College Success, during the fall and spring terms. All students who have not met the college-level Placement Standard will be required to enroll in one (1) Developmental course each summer term.
- All Developmental courses and College Success (ORIN 101) will be included with credit courses in a current-semester GPA.

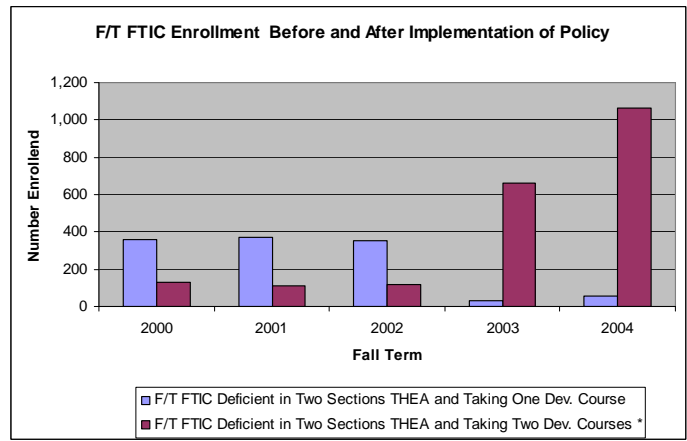
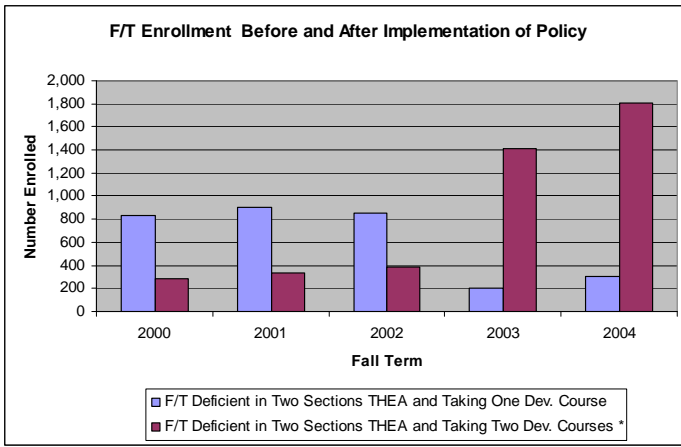
Question: What changes have occurred as a result of requiring full-time students who are deficient in two or more areas (reading, writing, math) of college-readiness to take a minimum of two Developmental courses?



- Full-time enrollment has increased in number from 5100 to 6700 but has declined as a percent of total enrollment from 45% to 40%.
- Full-time AND Developmental enrollment has remained stable at around 2700 students, but has decreased from 57% to 40% of our total full-time students.
- Full-time students deficient in two or more sections (reading, writing, math) who are taking two courses continue to improve in pass rates from 45% to 52%
- Full-time students deficient in two or more sections taking only one developmental course are also improving their success rates: from 38% to 44%

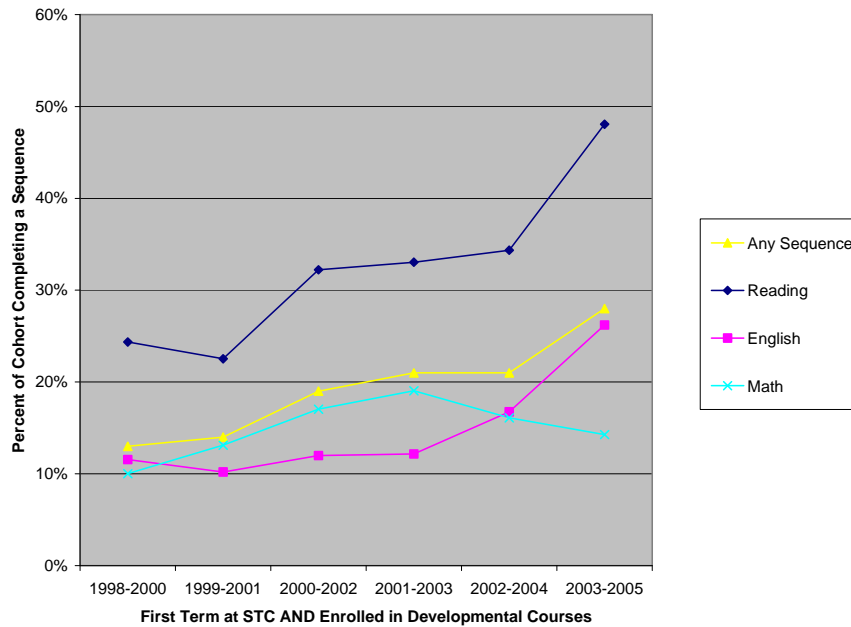


- Withdraw rates have continued to decrease for both groups of Developmental Students



- The numbers of students who according to policy changes should be taking two developmental courses but are only taking one appears to be continuing students rather than FTIC students

**First Time in Developmental Sequence
Two Year Sequence Completion Rate**



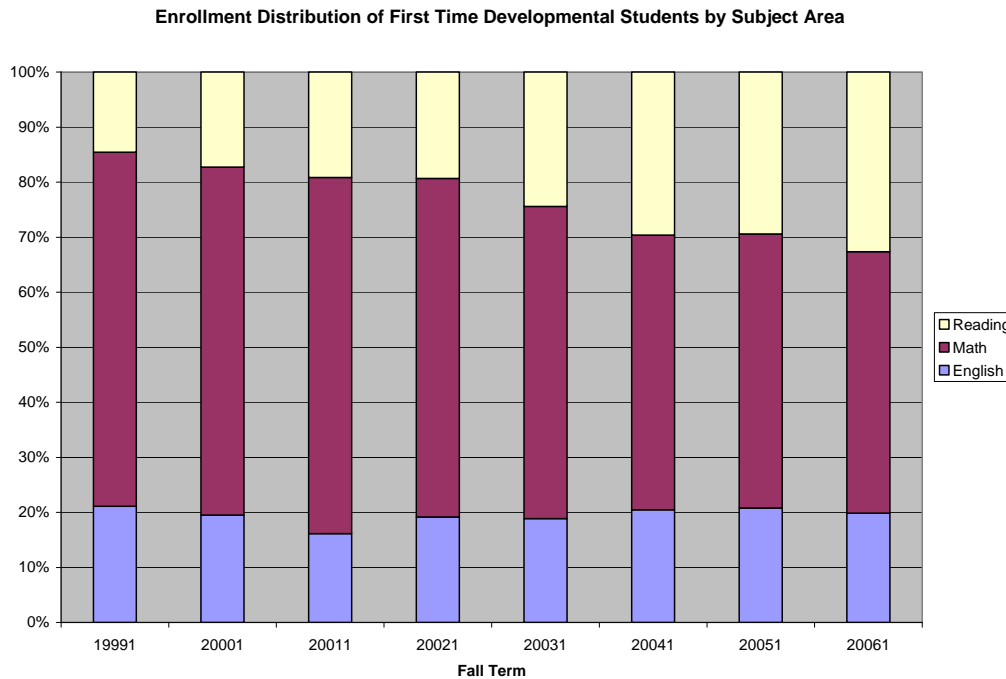
- Higher percentages of FTIC students enrolled in developmental courses are completing developmental sequences within 2 years: from 13% to 28%
- Students completing the reading sequence: from 24% to 48%
- Students completing the writing sequence: from 12% to 26%
- Students completing the math sequence: from 10% to 14%

FY 2005 Texas State Performance Measures Report

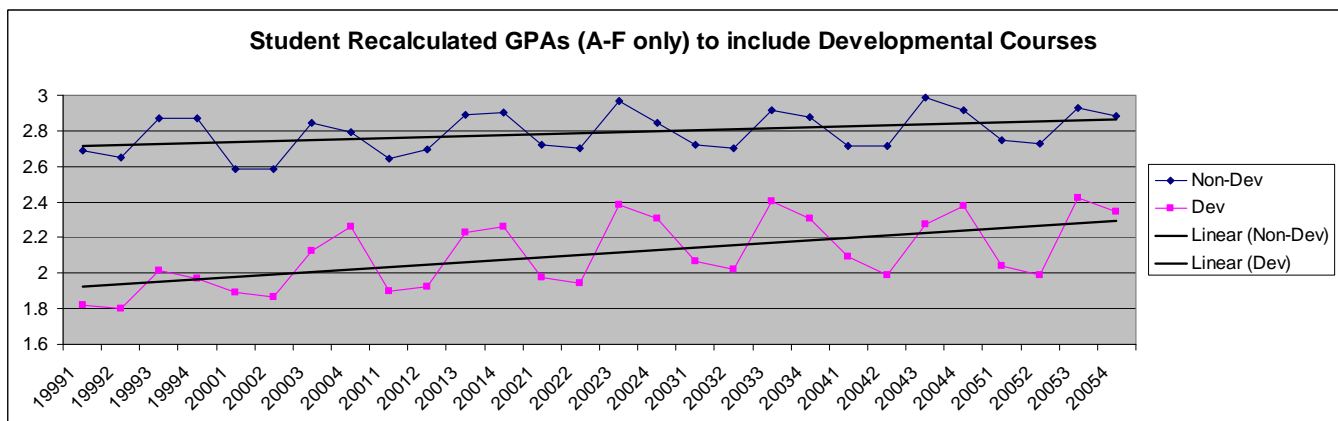
| Performance Measure | Actual 2001 | Actual 2002 | Actual 2003 | Actual 2004 | Estimated 2005 |
|-------------------------------------------------------------------------|-------------|-------------|-------------|-------------|----------------|
| Percentage of Developmental Education Students Who Pass TSI Obligations | 7.80% | 9.50% | 14.50% | 26.43% | 26.50% |

- Students completing all TSI requirements within 2 years has also increased from 8% to over 26%

The Developmental Plan encourages students to take reading and writing first. This may explain the decline (since Fall 2003) in the math sequence 2-year completion rate. Previous studies indicate that student who complete reading first are more successful in other courses as well. The shift in the distribution of Developmental Studies enrollments can be observed here.



Student gpa's recalculated to include developmental courses prior to Fall 2003 indicate that students taking developmental courses are improving their gpa's at a rate higher than students not taking developmental courses.



- Fall 2000 to Fall 2004 students with developmental courses raised their gpa's by .22 points
- Fall 2000 to Fall 2004 students with no developmental courses raised their gpa's by .05 points
- Fall 2000 to Fall 2003 students with developmental courses who subsequently transferred to UTPA raised their UTPA gpa's by .14 points (Fall 2005 2.55) while the overall undergraduate gpa at UTPA improved from 2.46 to 2.54 (+.08 points)