

**Student Remediation Report:  
Fall 2012, 2013, and 2014 Cohorts**

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Office of Institutional Research and Assessment



**INSTITUTIONAL  
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An analysis was conducted to examine the impact of student placement into remedial courses on time to fulfill remediation, enrollment in gateway courses, and graduation time. The study group was composed of first-time degree/certificate-seeking students (both full-time and part-time), who began enrollment at TCC Fall 2012, Fall 2013, and Fall 2014. These Fall cohorts were chosen to enable the examination the 3, 4, and 6 year graduation rates of similar students. Metrics included in this analysis are the number of students testing into different remedial areas, the number enrolling in remedial courses during their first year at TCC, and the number who successfully completed their remediation within one or two years. In addition, enrollment in two common gateway courses (MATH 1513 and ENGL 1113), as well as the three, four, and six year graduation rates are shown for each Fall cohort by the initial student enrollment status. For the sake of comparison, the graduation rates of students who were not placed into developmental coursework are also shown.

As shown in Table 1, placement in remedial courses has declined across all dimensions from cohort to cohort. The only exceptions seem to be placement into Intermediate Algebra and Beginning Algebra.

*Table 1. Remedial Placement of First-time, Degree/certificate-seeking Full- and Part-time Students*

Outcome	Fall 2012	Fall 2013	Fall 2014
Cohort Size	3,246	3,267	3,666
<b>Overall Placement in Remedial Education*</b>			
Testing into <u>At Least One</u> Remedial Education Area	2,200 (67.8%)	2,128 (65.1%)	2,265 (61.8%)
Testing into <u>Multiple</u> Remedial Education Areas	1,209 (37.2%)	1,164 (32.6%)	1,040 (28.4%)
Testing into <u>All Three</u> Remedial Education Areas	650 (20.0%)	554 (17.0%)	466 (12.7%)
<b>Remedial Math Placement*</b>			
Testing into Any Remedial Math	2,039 (62.8%)	1,993 (61.0%)	2,129 (58.1%)
Testing into Intermediate Algebra	180 (5.5%)	165 (5.1%)	213 (5.8%)
Testing into Beginning Algebra	779 (24.0%)	890 (27.2%)	951 (25.9%)
Testing into Basic Math	1,080 (33.3%)	938 (28.7%)	965 (26.3%)
<b>Remedial English (Writing) Placement*</b>			
Testing into Any Remedial English	1,194 (36.8%)	1,043 (31.9%)	1,048 (28.6%)
Testing into Writing II	826 (25.4%)	731 (22.4%)	723 (19.7%)
Testing into Writing I	368 (11.3%)	312 (9.6%)	325 (8.9%)
<b>Remedial Reading Placement*</b>			
Testing into Any Remedial Reading	826 (25.4%)	710 (21.7%)	594 (16.2%)
Testing into Reading II	617 (19.0%)	525 (16.1%)	470 (12.8%)
Testing into Reading I	209 (6.4%)	185 (5.7%)	124 (3.4%)

\*Placements are based on student test scores as of the last day for student schedule adjustment for the respective fall semester.

Table 2 indicates the number of students placed into remedial courses and the percentages of students enrolled in remedial courses during the first year. As seen in the table, the majority of students testing into remedial education enrolled in at least one course during the first year. However the number of students enrolling in remedial courses has declined slightly each year with the exception of Remedial Math enrollment.

*Table 2. Enrollment in Remedial Courses During the First Year*

Outcome	Fall 2012	Fall 2013	Fall 2014
Students Testing in at least One Remedial Education Area	2,200 (67.8% of 3,246)	2,128 (65.1% of 3,267)	2,265 (61.8% of 3,666)
Enrollment in Remedial Education During First Year*			
Enrolled in <u>At Least One</u> Remedial Education Course	1,754 (79.7% of 2,200)	1,679 (78.9% of 2,128)	1,765 (77.9% of 2,265)
Enrolled in <u>Any</u> Remedial Math Course	1,261 (61.8% of 2,039)	1,250 (62.7% of 1,993)	1,346 (63.2% of 2,129)
Enrolled in <u>Any</u> Remedial English Course	892 (74.7% of 1,194)	769 (73.7% of 1,043)	724 (69.4% of 1,048)
Enrolled in <u>Any</u> Remedial Reading Course	706 (85.5% of 826)	582 (82.0% of 710)	467 (78.6% of 594)

\*Enrollment numbers include the summer preceding the first fall, the first spring, and the first summer.

Of particular interest are the numbers of students testing into remedial courses who successfully completed their remediation. As shown in Table 3, the numbers of students who completed remediation within the first year has increased steadily. The increase is not consistent for students taking more than one year to complete remediation.

*Table 3. Completion of Remediation*

Outcome	Fall 2012	Fall 2013	Fall 2014
Students Testing in at least One Remedial Education Area	2,200 (67.8% of 3,246)	2,128 (65.1% of 3,267)	2,265 (61.8% of 3,666)
Completion of All Remediation			
Successful Completion Within One Year (includes enrollment during summer prior to first fall, first fall, first spring, first summer)	410 (18.6% of 2,200)	453 (21.3% of 2,128)	501 (22.1% of 2,265)
Successful Completion Between One and Two Years (includes enrollment during second fall, second spring, second summer)	146 (6.6% of 2,200)	164 (7.7% of 2,128)	154 (6.8% of 2,265)
Successful Completion Within Two Years	556 (25.3% of 2,200)	617 (29.0% of 2,128)	655 (28.9% of 2,265)
Enrolled After Two Years Without Completion of Remediation			
Enrolled in Third Fall Without Completion of Remediation	282 (12.8% of 2,200)	303 (14.2% of 2,128)	300 (13.2% of 2,265)

Table 4 indicates enrollments of Fall cohort students in MATH 1513 and ENGL 1113. Both courses are necessary for many degrees. Enrollment in these courses and the success rates (earning an A, B, or C) have been relatively consistent between cohorts. Examining enrollment in these courses within each cohort, a much higher percentage of college level students enrolled in MATH 1513 than remedial students. Enrollment in English 1113 was similar between college level students and remedial students.

*Table 4. Enrollment and Success in Gateway Courses Within Two Years*

	Fall 2012	Fall 2013	Fall 2014
Students Testing in at least One Remedial Education Area	2,200 (67.8% of 3,246)	2,128 (65.1% of 3,267)	2,265 (61.8% of 3,666)
Enrolled in College Algebra (MATH 1513)	449 (20.4% of 2,200)	499 (23.5% of 2,128)	406 (17.9% of 2,265)
Success rate of individual students who enrolled	321 (71.5% of 449)	363 (72.7% of 499)	280 (69.0% of 406)
Enrolled in Composition I (ENGL 1113)	1,254 (57.0% of 2,200)	1,274 (59.9% of 2,128)	1,326 (58.5% of 2,265)
Success rate of individual students who enrolled	862 (68.7% of 1,254)	853 (67.0% of 1,274)	927 (69.9% of 1,326)
	Fall 2012	Fall 2013	Fall 2014
Students Testing at College Level and Students With Unknown Remedial Placement	1,046 (32.2% of 3,246)	1,139 (34.9% of 3,267)	1,401 (38.2% of 3,666)
Enrolled in College Algebra (MATH 1513)	477 (45.6% of 1,046)	530 (46.5% of 1,139)	626 (44.9% of 1,401)
Success rate of individual students who enrolled	356 (74.6% of 477)	402 (75.8% of 530)	427 (68.2% of 626)
Enrolled in Composition I (ENGL 1113)	672 (64.2% of 1,046)	726 (63.7% of 1,139)	889 (63.5% of 1,401)
Success rate of individual students who enrolled	544 (81.0% of 672)	559 (77.0% of 726)	686 (77.2% of 889)

Table 5 compares the 3, 4, and 6-year graduation rates of remedial and college level students by attendance status. The attendance status of full-time versus part-time was determined by the initial status during the first fall semester of attendance. The three year and four year graduation rates for full-time remedial students and full-time college level students has increased from year to year. The graduation rates for part-time students has not been consistent.

*Table 5. Attendance Status and Graduation Rates*

	Fall 2012	Fall 2013	Fall 2014
Students Testing in at least One Remedial Education Area	2,200 (67.8% of 3,246)	2,128 (65.1% of 3,267)	2,265 (61.8% of 3,666)
Full-time (students registered full-time their first semester)	1,122	1,090	1,185
Part-time (students registered part-time their first semester)	1,078	1,038	1,080
<b>Graduation Rate</b>			
Graduated Within Three Years	9.1% of 2,200	10.8% of 2,128	11.6% of 2,265
Full-time	7.0%	7.4%	8.3%
Part-time	2.1%	3.4%	3.2%
Graduated Within Four Years	11.9% of 2,200	13.5% of 2,128	13.9% Of 2,265
Full-time	8.5%	8.8%	9.6%
Part-time	3.4%	4.7%	4.3%
Graduated Within Six Years	14.0% of 2,200		
Full-time	9.7%		
Part-time	4.4%		
	Fall 2012	Fall 2013	Fall 2014
Students Testing at College Level and Students With Unknown Remedial Placement	1,046 (32.2% of 3,246)	1,139 (34.9% of 3,267)	1,401 (38.2% of 3,666)
Full-time (students registered full-time their first semester)	542	630	873
Part-time (students registered part-time their first semester)	504	509	528
<b>Graduate Rate</b>			
Graduated Within Three Years	19.9% of 1,046	22.7% of 1,139	24.1% of 1,401
Full-time	15.1%	17.1%	18.8%
Part-time	4.8%	5.6%	5.2%
Graduated Within Four Years	22.3% of 1,046	25.7% of 1,139	26.3% of 1,401
Full-time	16.3%	19.2%	20.7%
Part-time	5.9%	6.5%	5.6%
Graduated Within Six Years	25.9% of 1,046		
Full-time	18.8%		
Part-time	7.1%		