

**Student Success Outcomes for Academic Strategies
Fall 2008 – Fall 2015 Cohorts**

**December 22, 2016
Office of Institutional Research and Assessment
Tulsa Community College**



Student Success Outcomes for Academic Strategies (Fall 2008 – Fall 2015 Cohorts)

Enrollment								
Cohort	Students Who Enrolled in Academic Strategies (AS)		Students Who Earned a C or Better in AS		Students Who Did Not Enroll in Academic Strategies		Entire Cohort	
	Count	% of Total Cohort	Count	% of Total Cohort	Count	% of Total Cohort	Count	% of Total Cohort
Fall 2008	1,111	44.6%	890	35.7%	1,382	55.4%	2,493	100%
Fall 2009	1,383	34.6%	1,130	28.3%	2,611	65.4%	3,994	100%
Fall 2010	1,277	34.1%	1,017	27.1%	2,471	65.9%	3,748	100%
Fall 2011	1,403	40.1%	1,115	31.9%	2,094	59.9%	3,497	100%
Fall 2012	1,235	38.0%	935	28.8%	2,011	62.0%	3,246	100%
Fall 2013†	2,058	63.0%	1,593	48.8%	1,209	37.0%	3,267	100%
Fall 2014†	2,328	63.5%	1,823	49.7%	1,338	36.5%	3,666	100%
Fall 2015†	2,197	60.4%	1,737	47.8%	1,438	39.6%	3,635	100%
Total	12,992	47.2%	10,240	37.2%	14,554	52.8%	27,546	100%

†Beginning Fall 2013 all students placed into Developmental courses are required to enroll in Academic Strategies.

Fall to First Spring Persistence								
Cohort	Students Who Enrolled in Academic Strategies (AS)		Students Who Earned a C or Better in AS		Students Who Did Not Enroll in Academic Strategies		Entire Cohort	
	Count	% of AS Cohort	Count	% of C or Better	Count	% of Non-AS Cohort	Count	% of Total Cohort
Fall 2008	977	87.9%*	848	95.3%*	875	63.3%	1,852	74.3%
Fall 2009	1,215	87.9%*	1,072	94.9%*	1,596	61.1%	2,811	70.4%
Fall 2010	1,077	84.3%*	951	93.5%*	1,516	61.4%	2,593	69.2%
Fall 2011	1,192	85.0%*	1,039	93.2%*	1,407	67.2%	2,599	74.3%
Fall 2012	1,036	83.9%*	891	95.3%*	1,326	65.9%	2,362	72.8%
Fall 2013+	1,677	81.5%*	1,461	91.7%*	681	56.3%	2,358	72.2%
Fall 2014+	1,929	82.9%*	1,679	92.1%*	782	58.4%	2,711	73.9%
Fall 2015+	1,823	83.0%*	1,621	93.3%*	843	58.6%	2,666	73.3%
Total	10,926	84.1%*	9,562	93.4%*	9,026	62.0%	19,952	72.4%

†Beginning Fall 2013 all students enrolled in Developmental courses are required to enroll in Academic Strategies.

*Students enrolled in Academic Strategies performed significantly better compared to Non-Academic Strategies students, $p < .001$.

Fall to Second Fall Persistence								
Cohort	Students Who Enrolled in AS		Students Who Earned a C or Better in AS		Students Who Did Not Enroll in Academic Strategies		Total of Cohort	
	Count	% of AS Cohort	Count	% of C or Better	Count	% of Non-AS Cohort	Count	% of Total Cohort
Fall 2008	715	64.4%*	678	76.2%*	607	43.9%	1,322	53.0%
Fall 2009	798	57.7%*	758	67.1%*	979	37.5%	1,777	44.5%
Fall 2010	777	60.8%*	730	71.8%*	917	37.1%	1,694	45.2%
Fall 2011	778	55.5%*	750	67.3%*	836	39.9%	1,614	46.2%
Fall 2012	682	55.2%*	645	69.0%*	787	39.1%	1,469	45.3%
Fall 2013+	1,138	55.3%*	1,091	68.5%*	423	35.0%	1,561	47.8%
Fall 2014+	1,282	55.1%*	1,231	67.5%*	499	37.3%	1,781	48.6%
Fall 2015+^	1,289	58.7%*	1,232	70.9%*	602	41.9%	1,891	52.0%
Total	7,459	57.4%*	7,115	69.5%*	5,650	38.8%	13,109	47.6%

†Beginning Fall 2013 all students placing into Developmental courses are required to enroll in Academic Strategies

^Fall-to-fall persistence for Fall 2015 cohort are underestimated due to data being pulled during the Fall 2016 semester.

*Students enrolled in Academic Strategies performed significantly better compared to Non-Academic Strategies students. $p < .001$.

Graduated Within 3 Years								
Cohort	Students Who Enrolled in AS		Students Who Earned a C or Better in AS		Students Who Did Not Enroll in Academic Strategies		Entire Cohort	
	Count	% of AS Cohort	Count	% of C or Better	Count	% of Non-AS Cohort	Count	% of Total Cohort
Fall 2008	145	13.1%*	144	16.2%*	118	8.5%	263	10.5%
Fall 2009	175	12.7%*	174	15.4%*	184	7.0%	359	9.0%
Fall 2010	191	15.0%*	191	18.8%*	171	6.9%	362	9.7%
Fall 2011	195	14.0%*	194	17.4%*	161	7.7%	356	10.2%
Fall 2012	143	11.6%*	140	15.0%*	152	7.5%	295	9.1%
Fall 2013+	212	10.3%	209	13.1%	142	11.7%	354	10.8%
Fall 2014+	Available after Summer 2017							
Fall 2015+	Available after Summer 2018							
Total	1,061	12.5%*	1,052	15.7%*	928	7.9%	1,989	9.8%

†Beginning Fall 2013 all students placing into Developmental courses are required to enroll in Academic Strategies.

*Students enrolled in Academic Strategies performed significantly better compared to Non-Academic Strategies students, $p < .001$.

Success Rates in Developmental Courses (Grades of C or Better)

Cohort	Students Who Enrolled in AS		Students Who Earned a C or Better in AS		Students Who Did Not Enroll in Academic Strategies		Total of Cohort	
	Enrollment	Success Rate	Enrollment	Success Rate	Enrollment	Success Rate	Total	Success Rate
Fall 2008	1,291 of 1,826 Grades	70.7%*	1,148 of 1,471 Grades	78.0%*	1,106 of 1,790 Grades	61.8%	2,397 of 3,616 Grades	66.3%
Fall 2009	1,326 of 2,007 Grades	66.1%*	1,220 of 1,636 Grades	74.6%*	1,758 of 2,955 Grades	59.5%	3,084 of 4,962 Grades	62.2%
Fall 2010	1,234 of 1,801 Grades	68.5%*	1,104 of 1,450 Grades	76.1%*	1,627 of 2,911 Grades	55.9%	2,861 of 4,712 Grades	60.7%
Fall 2011	1,386 of 2,089 Grades	66.3%*	1,264 of 1,640 Grades	77.1%*	1,539 of 2,528 Grades	60.9%	2,925 of 4,619 Grades	63.3%
Fall 2012	1,252 of 1,921 Grades	65.2%*	1,140 of 1,455 Grades	78.4%*	1,391 of 2,322 Grades	60.0%	2,643 of 4,243 Grades	62.3%
Fall 2013+	2,209 of 3,249 Grades	68.0%*	2,054 of 2,594 Grades	79.2%*	309 of 609 Grades	50.7%	2,518 of 3,858 Grades	65.3%
Fall 2014+	1,882 of 2,870 Grades	65.6%*	1,318 of 1,720 Grades	76.6%*	357 of 639 Grades	55.9%	2,239 of 3,509 Grades	63.8%
Fall 2015+	1,367 of 2,104 Grades	65.0%*	1,251 of 1,609 Grades	77.8%*	337 of 608 Grades	55.4%	1,704 of 2,712 Grades	62.8%
Total	11,947 of 17,867 Grades	66.9%*	10,499 of 13,575 Grades	77.3%*	8,424 of 14,362 Grades	58.7%	20,371 of 32,231 Grades	63.2%

1) For grades, a student's highest grade across all attempts in a particular course was used.

2) Gateway courses included ENGL 1113 (Composition I), MATH 1513 (College Algebra), BIOL 1114 (General Biology for Non-Majors), HIST 1483 (U.S. History - 1492 to the Civil War Era), HIST 1493 (U.S. History - Civil War Era to the Present), POLS 1113 (American Federal Government), and PSYC 1113 (Introduction to Psychology).

†Beginning Fall 2013 all students placing into Developmental courses are required to enroll in Academic Strategies.

*Students enrolled in Academic Strategies performed significantly better compared to Non-Academic Strategies students, $p < .001$.

Data for these tables were extracted from TCC's Operational Data Store on October 13, 2016.

Success Rates in Gateway Courses (Grades of C or Better)

Cohort	Students Who Enrolled in AS		Students Who Earned a C or Better in AS		Students Who Did Not Enroll in Academic Strategies		Total of Cohort	
	Enrollment	Success Rate	Enrollment	Success Rate	Enrollment	Success Rate	Total	Success Rate
Fall 2008	3,191 of 4,164 Grades	76.6%*	3,007 of 3,714 Grades	81.0%*	2,871 of 3,992 Grades	71.9%	6,062 of 8,156 Grades	74.3%
Fall 2009	3,982 of 5,213 Grades	76.4%*	3,794 of 4,739 Grades	80.1%*	4,900 of 6,880 Grades	71.2%	8,882 of 12,093 Grades	73.4%
Fall 2010	3,629 of 4,733 Grades	76.7%*	3,439 of 4,246 Grades	81.0%*	4,453 of 6,373 Grades	69.9%	8,082 of 11,106 Grades	72.8%
Fall 2011	3,799 of 5,015 Grades	75.8%*	3,661 of 4,589 Grades	79.8%*	3,970 of 5,603 Grades	70.9%	7,769 of 10,618 Grades	73.2%
Fall 2012	3,141 of 4,125 Grades	76.1%*	3,010 of 3,737 Grades	80.5%*	3,748 of 5,175 Grades	72.4%	6,889 of 9,300 Grades	74.1%
Fall 2013+	5,085 of 6,611 Grades	76.9%*	4,918 of 6,001 Grades	82.0%*	2,086 of 2,845 Grades	73.3%	7,171 of 9,456 Grades	75.8%
Fall 2014+	5,549 of 7,238 Grades	76.7%*	4,862 of 5,878 Grades	82.7%*	2,371 of 3,212 Grades	73.8%	7,920 of 10,450 Grades	75.8%
Fall 2015+	4,283 of 5,605 Grades	76.4%*	4,135 of 4,972 Grades	83.2%*	2,272 of 3,125 Grades	72.7%	6,555 of 8,730 Grades	75.1%
Total	32,659 of 42,704 Grades	76.5%*	30,826 of 37,876 Grades	81.4%*	26,671 of 37,205 Grades	71.7%	59,330 of 79,909 Grades	74.2%

1) For grades, a student’s highest grade across all attempts in a particular course was used.

2) Gateway courses included ENGL 1113 (Composition I), MATH 1513 (College Algebra), BIOL 1114 (General Biology for Non-Majors), HIST 1483 (U.S. History - 1492 to the Civil War Era), HIST 1493 (U.S. History - Civil War Era to the Present), POLS 1113 (American Federal Government), and PSYC 1113 (Introduction to Psychology).

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*Students enrolled in Academic Strategies performed significantly better compared to Non-Academic Strategies students, $p < .001$.

Data for these tables were extracted from TCC’s Operational Data Store on October 13, 2016.

Figure 1. Persistence and Graduation Rates for Students Who Did and Did Not Enroll in Academic Strategies.

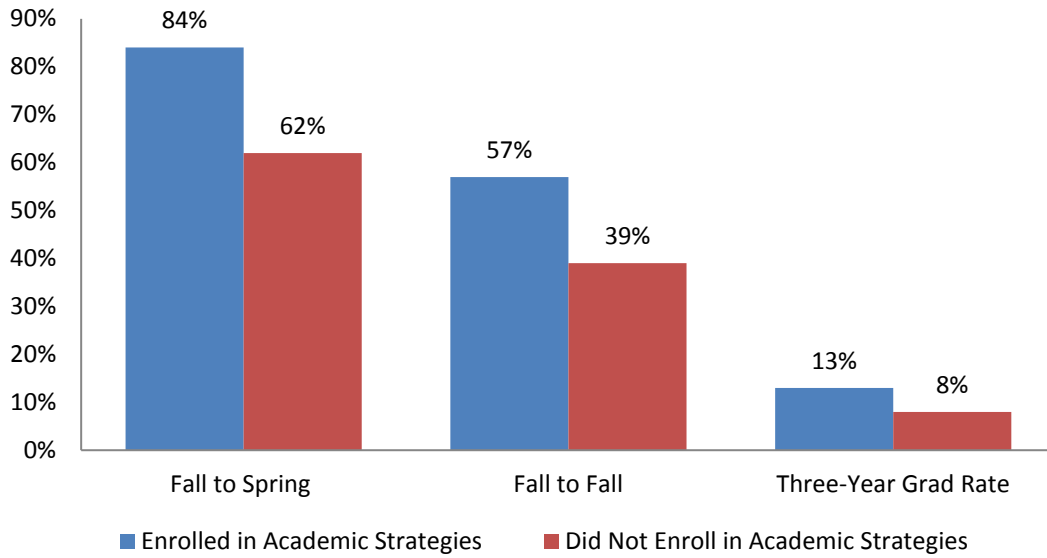


Figure 2. Developmental and Gateway Course Success Rates for Students Who Did and Did Not Enroll in Academic Strategies.

