

**Student Success Outcomes for Academic Strategies
Fall 2008 – Fall 2016 Cohorts**

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Office of Institutional Research and Assessment**



Executive Summary

This report summarizes the success outcomes of Tulsa Community College students who enrolled in Academic Strategies (ENGL 1003) compared to students who did not enroll in the course. The comparisons are between annual cohorts since Fall 2008, when the course was initiated. The student populations were composed of first-time degree seeking students who enrolled in the fall term of each year. The following success comparisons and results were observed.

Fall to Spring Persistence Rate - Of the 15,450 first-time degree seeking students who enrolled in ENGL 1003, 83.7% persisted to the following spring compared to 61.3% of the 15,747 students who did not enroll in the course.

Fall to Fall Retention Rate - Of the students who enrolled in ENGL 1003, 57.6% enrolled in the subsequent fall semester compared to 38.6% of students who did not enroll in the course.

Graduation Within Three Years - 12.3% of students who enrolled in ENGL 1003 graduated within three years compared to 8.2% of students who did not take ENGL 1003.

Success Rates in Developmental Courses (Grades of C or Better) - The highest grades received in Reading I and II (ENGL 0903, ENGL 0913), Writing I and II (ENGL 0923, ENGL 0933), and Math I, II, and III (MATH 0003, MATH 0055, MATH 0105, MATH 0013, MATH 0123) were accumulated for all cohort students. Of the grades received by students who enrolled in ENGL 1003, 67.2% were C or higher compared to 58.5% of grades for students who did not enroll in ENGL 1003. In addition, 77.7% of students who received a C or higher in ENGL 1003 also received a C or higher in developmental courses.

Success Rates in Gateway Courses (Grades of C or Better) - The highest grades received in gateway courses were accumulated for all cohort students. The courses included were: Composition I, Mathematics for Critical Thinking, College Algebra, General Biology for Non-Majors, Introduction to Biology, U.S. History from 1492 to Civil War, U.S. History Civil War to Present, American Federal Government, and Introduction to Psychology (ENGL 1113, MATH 1473, MATH 1513, BIOL 1114, BIOL 1224, HIST 1483, HIST 1493, POLS 1113, PSYC 1113 respectively). Of the grades received by students who enrolled in ENGL 1003, 77.0% were C or higher compared to 72.1% of grades for students who did not enroll in ENGL 1003. In addition, 82.1% of students who earned a C or higher in ENGL 1003 also earned a C or higher in gateway courses.

The following tables and graphs represent the details for each comparison by annual cohort. For strategic planning purposes, a second series of tables summarizes the fall to spring persistence, fall to fall retention, and graduation within three years for full-time students only. The second set of tables follows the grade summaries for all students.

Student Success Outcomes for Academic Strategies (Fall 2008 – Fall 2016 Cohorts)

Fall Cohort Enrollment Detail for Academic Strategies (AS) by Year Including AS Success (Full-time and Part-time Students Combined)							
Cohort	Entire Fall Cohort	Students Who Enrolled in AS		Students Who Earned a C or Better in AS		Students Who Did Not Enroll in AS	
		Count	% of Total Cohort	Count	% of AS Cohort	Count	% of Total Cohort
Fall 2008	2,493	1,111	44.6%	890	80.1%	1,382	55.4%
Fall 2009	3,994	1,383	34.6%	1,130	81.7%	2,611	65.4%
Fall 2010	3,748	1,277	34.1%	1,017	79.6%	2,471	65.9%
Fall 2011	3,497	1,403	40.1%	1,115	79.5%	2,094	59.9%
Fall 2012	3,246	1,235	38.0%	935	75.7%	2,011	62.0%
Fall 2013+	3,267	2,058	63.0%	1,593	77.4%	1,209	37.0%
Fall 2014+	3,666	2,336	63.7%	1,844	79.0%	1,330	36.3%
Fall 2015+	3,635	2,255	62.0%	1,807	80.1%	1,380	38.0%
Fall 2016+	3,651	2,392	65.5%	1,881	78.6%	1,259	34.5%
Total	31,197	15,450	49.5%	12,212	79.0%	15,747	50.5%

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

Fall to Spring Persistence Rates (Full-time and Part-time Students Combined)

Cohort	Students Who Enrolled in AS		Students Who Earned a C or Better in AS		Students Who Did Not Enroll in Academic Strategies		Entire Fall Cohort	
	Count	% of AS Cohort	Count	% of C or Better in AS	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+	1,933	82.7%***	1,696	92.0%***	778	58.5%	2,711	73.9%
Fall 2015+	1,858	82.4%***	1,668	92.3%***	808	58.6%	2,666	73.3%
Fall 2016+	1,967	82.2%***	1,732	92.1%***	670	53.2%	2,637	72.2%
Total	12,932	83.7%***	9,562	93.0%***	9,657	61.3%	22,589	72.4%

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

***Students enrolling in Academic Strategies persisted to spring at significantly higher rates compared to Non-Academic Strategies students, $p < .001$.

Fall to Fall Retention Rates (Full-time and Part-time Students Combined)

Cohort	Students Who Enrolled in AS		Students Who Earned a C or Better in AS		Students Who Did Not Enroll in AS		Entire Fall Cohort	
	Count	% of AS Cohort	Count	% of C or Better in AS	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†	1,283	54.9%***	1,239	67.2%***	498	37.4%	1,781	48.6%
Fall 2015†	1,337	59.3%***	1,288	71.3%***	555	40.2%	1,892	52.0%
Fall 2016†	1,398	58.4%***	1,339	71.2%***	479	38.0%	1,877	51.4%
Total	8,906	57.6%***	8,518	69.8%***	6,081	38.6%	14,987	48.0%

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

***Students enrolling in Academic Strategies enrolled at significantly higher rates for second fall semester compared to Non-Academic Strategies students, $p < .001$.

Graduation From TCC Within Three Years (Full-time and Part-time Students Combined)

Cohort	Students Who Enrolled in AS		Students Who Earned a C or Better in AS		Students Who Did Not Enroll in AS		Entire Fall Cohort	
	Count	% of AS Cohort	Count	% of C or Better in AS	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	13.9%***	194	17.4%***	161	7.7%	356	10.2%
Fall 2012	143	11.6%***	140	15.0%***	152	7.6%	295	9.1%
Fall 2013†	212	10.3%	209	13.1%	142	11.7%	354	10.8%
Fall 2014†	266	11.4%	263	14.3%	147	11.1%	413	11.3%
Fall 2015†	<i>Available after Summer 2018</i>							
Fall 2016†	<i>Available after Summer 2019</i>							
Total	1,327	12.3%***	1,315	15.4%***	1,075	8.2%	2,402	10.0%

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

***Students enrolling in Academic Strategies graduated within 3 years at significantly higher rates compared to Non-Academic Strategies students, $p < .001$.

Student Success Rates in Developmental Courses (Grades of C or Better, Full-time and Part-time Students Combined)								
Cohort	Students Who Enrolled in AS		Students Who Earned a C or Better in AS		Students Who Did Not Enroll in AS		Entire Fall Cohort	
	Fall 2008	1,354 of 1,931 Grades	70.1%***	1,204 of 1,561 Grades	77.1%***	1,185 of 1,929 Grades	61.4%	2,539 of 3,860 Grades
Fall 2009	1,502 of 2,333 Grades	64.4%***	1,386 of 1,019 Grades	72.2%***	2,056 of 3,490 Grades	58.9%	3,558 of 5,823 Grades	61.1%
Fall 2010	1,402 of 2,094 Grades	67.0%***	1,262 of 1,703 Grades	74.1%***	1,886 of 3,362 Grades	56.1%	3,288 of 5,456 Grades	60.3%
Fall 2011	1,583 of 2,428 Grades	65.2%***	1,449 of 1,932 Grades	75.0%***	1,801 of 2,972 Grades	60.6%	3,384 of 5,400 Grades	62.7%
Fall 2012	1,390 of 2,152 Grades	64.6%***	1,317 of 1,644 Grades	80.1%***	1,590 of 2,710 Grades	58.7%	2,980 of 4,860 Grades	61.3%
Fall 2013†	2,426 of 3,655 Grades	66.4%***	2,262 of 2,936 Grades	77.0%***	374 of 741 Grades	50.5%	2,800 of 4,396 Grades	63.7%
Fall 2014†	2,245 of 3,455 Grades	65.0%***	2,104 of 2,810 Grades	74.9%***	452 of 809 Grades	55.9%	2,697 of 4,264 Grades	63.3%
Fall 2015†	1,829 of 2,847 Grades	64.2%***	1,711 of 2,293 Grades	74.6%*	469 of 828 Grades	56.6%	2,298 of 3,675 Grades	62.5%
Fall 2016†	2,102 of 3,164 Grades	66.4%***	1,947 of 2,482 Grades	78.4%***	401 of 756 Grades	53.0%	2,503 of 3,914 Grades	63.9%
Total	15,833 of 24,059 Grades	65.8%***	14,642 of 19,280 Grades	75.9%***	10,214 of 17,597 Grades	58.0%	26,047 of 41,648 Grades	62.5%

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

2) Developmental courses included ENGL 0903 (Reading I), ENGL 0913 (Reading II), ENGL 0923 (Writing I), ENGL 0933 (Writing II), MATH 0003 (Math I), MATH 0013 (Math II), MATH 0055 (Math I & II), MATH 0105 (Beginning and Intermediate Algebra), and MATH 0123 (Intermediate Algebra).

†Beginning Fall 2013 all students placing into Developmental courses were 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 August 30, 2017.

Student Success Rates in Gateway Courses (Grades of C or Better, Full-time and Part-time Students Combined)								
Cohort	Students Who Enrolled in AS		Students Who Earned a C or Better in AS		Students Who Did Not Enroll in AS		Total of Fall Cohort	
	Fall 2008	3,214 of 4,201 Grades	76.5%***	3,027 of 3,746 Grades	80.8%***	2,886 of 4,018 Grades	71.8%	6,100 of 8,219 Grades
Fall 2009	4,008 of 5,247 Grades	76.4%***	3,819 of 4,772 Grades	80.0%***	4,936 of 6,934 Grades	71.2%	8,944 of 12,181 Grades	73.4%
Fall 2010	3,662 of 4,783 Grades	76.6%***	3,472 of 4,290 Grades	80.9%***	4,491 of 6,425 Grades	69.9%	8,153 of 11,208 Grades	72.7%
Fall 2011	3,830 of 5,068 Grades	75.6%***	3,691 of 4,640 Grades	79.5%***	3,995 of 5,642 Grades	70.8%	7,825 of 10,710 Grades	73.1%
Fall 2012	3,156 of 4,153 Grades	76.0%***	3,024 of 3,763 Grades	80.4%***	3,760 of 5,202 Grades	72.3%	6,916 of 9,315 Grades	73.9%
Fall 2013†	5,113 of 6,653 Grades	76.9%***	4,946 of 6,040 Grades	81.9%***	2,101 of 2,863 Grades	73.4%	7,214 of 9,516 Grades	75.8%
Fall 2014†	6,051 of 7,815 Grades	77.4%**	5,836 of 6,892 Grades	84.7%***	2,544 of 3,395 Grades	74.9%	8,595 of 11,210 Grades	76.7%
Fall 2015†	5,827 of 7,459 Grades	78.1%**	5,660 of 6,793 Grades	83.3%***	2,805 of 3,712 Grades	75.6%	8,632 of 11,171 Grades	77.3%
Fall 2016†	4,367 of 5,658 Grades	77.2%***	4,166 of 4,987 Grades	83.5%***	1,875 of 2,620 Grades	71.6%	6,242 of 8,278 Grades	75.4%
Total	39,228 of 51,037 Grades	76.9%***	37,641 of 45,923 Grades	82.0%***	29,393 of 40,811 Grades	72.0%	68,621 of 91,846 Grades	74.7%

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 1473 (Mathematics for Critical Thinking), MATH 1513 (College Algebra), BIOL 1114 (General Biology for Non-Majors), BIOL 1224 (Introduction to Biology for 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 were required to enroll in Academic Strategies.

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

**Students enrolled in Academic Strategies performed significantly better compared to Non-Academic Strategies students, $p < .01$.

Data for these tables were extracted from TCC's Operational Data Store on August 30, 2017.

Full-time Student Summaries

Full-time Student Fall Cohort Enrollment Detail for Academic Strategies (AS) By Year Including AS Success							
Cohort	Entire Fall Cohort	Students Who Enrolled in AS		Students Who Earned a C or Better in AS		Students Who Did Not Enroll in AS	
		Count	% of Total Cohort	Count	% of AS Cohort	Count	% of Total Cohort
Fall 2008	1,684	942	55.9%	778	82.6%	742	44.1%
Fall 2009	2,313	1,102	47.6%	936	84.9%	1,211	52.4%
Fall 2010	1,978	876	44.3%	726	82.9%	1,102	55.7%
Fall 2011	1,986	1,018	51.3%	842	82.7%	968	48.7%
Fall 2012	1,666	827	49.6%	667	80.7%	839	50.4%
Fall 2013 [†]	1,721	1,255	72.9%	1,003	79.9%	466	27.1%
Fall 2014 [†]	2,059	1,485	72.1%	1,224	82.4%	574	27.9%
Fall 2015 [†]	2,099	1,476	70.3%	1,214	82.2%	623	29.7%
Fall 2016 [†]	1,935	1,432	74.0%	1,187	82.9%	503	26.0%
Total	17,441	10,413	59.7%	8,577	82.4%	7,028	40.3%

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

Full-time Student Fall to Spring Persistence Rates

Cohort	Students Who Enrolled in AS		Students Who Earned a C or Better in AS		Students Who Did Not Enroll in Academic Strategies		Full-time Fall Cohort	
	Count	% of AS Cohort	Count	% of C or Better in AS	Count	% of Non-AS Cohort	Count	% of Total Cohort
Fall 2008	848	90.0%***	751	96.5%***	508	68.5%	1,356	80.5%
Fall 2009	997	90.5%***	898	95.9%***	939	77.5%	1,936	83.7%
Fall 2010	774	88.4%***	692	95.3%***	831	75.4%	1,605	81.1%
Fall 2011	898	88.2%***	797	94.7%***	726	75.0%	1,624	81.8%
Fall 2012	734	88.8%***	649	97.3%***	640	76.3%	1,374	82.5%
Fall 2013+	1,075	85.7%***	951	94.8%***	330	70.8%	1,405	81.6%
Fall 2014+	1,287	86.7%***	1,155	94.4%***	407	70.9%	1,694	82.3%
Fall 2015+	1,258	85.2%***	1,144	94.2%***	443	71.1%	1,701	81.0%
Fall 2016+	1,231	86.0%***	1,117	94.1%***	350	69.6%	1,581	81.7%
Total	9,102	87.4%***	8,154	95.1%***	5,174	73.6%	14,276	81.9%

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

***Full-time students enrolling in Academic Strategies persisted to spring at significantly higher rates compared to Non-Academic Strategies students, $p < .001$.

Full-time Student Fall to Fall Retention Rates

Cohort	Students Who Enrolled in AS		Students Who Earned a C or Better in AS		Students Who Did Not Enroll in AS		Full-time Fall Cohort	
	Count	% of AS Cohort	Count	% of C or Better in AS	Count	% of Non-AS Cohort	Count	% of Total Cohort
Fall 2008	622	66.0%***	598	76.9%***	371	50.0%	993	59.0%
Fall 2009	671	60.9%***	646	69.0%***	583	48.1%	1,254	54.2%
Fall 2010	571	65.2%***	546	75.2%***	508	46.1%	1,079	54.6%
Fall 2011	597	58.6%***	581	69.0%***	421	43.5%	1,018	51.3%
Fall 2012	499	60.3%***	474	71.1%***	392	46.7%	891	53.5%
Fall 2013+	757	60.3%***	728	72.6%***	221	47.4%	978	56.8%
Fall 2014+	902	60.7%***	872	71.2%***	269	46.9%	1,171	56.9%
Fall 2015+	930	63.0%***	900	74.1%***	306	49.1%	1,236	58.9%
Fall 2016+	925	64.6%***	891	75.1%***	250	49.7%	1,175	60.7%
Total	6,474	62.2%***	6,236	72.7%***	3,321	47.3%	9,795	56.2%

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

***Full-time students enrolling in Academic Strategies enrolled at significantly higher rates for second fall semester compared to Non-Academic Strategies students, $p < .001$.

Full-time Student Graduation From TCC Within Three Years

Cohort	Students Who Enrolled in AS		Students Who Earned a C or Better in AS		Students Who Did Not Enroll in AS		Entire Fall Cohort	
	Count	% of AS Cohort	Count	% of C or Better in AS	Count	% of Non-AS Cohort	Count	% of Total Cohort
Fall 2008	132	14.0%	131	16.8%**	83	11.2%	215	12.8%
Fall 2009	167	15.2%**	166	17.7%***	131	10.8%	298	12.9%
Fall 2010	163	18.6%***	163	22.5%***	114	10.3%	277	14.0%
Fall 2011	175	17.2%***	174	20.7%***	91	9.4%	266	13.4%
Fall 2012	130	15.7%*	128	19.2%***	103	12.3%	233	14.0%
Fall 2013+	182	14.5%	179	17.8%	81	17.4%	263	15.3%
Fall 2014+	230	15.5%	228	18.6%	88	15.3%	318	15.4%
Fall 2015+	<i>Available after Summer 2018</i>							
Fall 2016+	<i>Available after Summer 2019</i>							
Total	1,179	15.7%***	1,169	18.9%***	691	11.7%	1,870	13.9%

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

***Students enrolling in Academic Strategies graduated within 3 years at significantly higher rates compared to Non-Academic Strategies students, $p < .001$.

**Students enrolling in Academic Strategies graduated within 3 years at significantly higher rates compared to Non-Academic Strategies students, $p < .01$.

*Students enrolling in Academic Strategies graduated within 3 years at significantly higher rates compared to Non-Academic Strategies students, $p < .05$.