

**Developmental Student Remediation Report:  
Fall 2010, 2012, and 2013**

April 5, 2017

Office of Institutional Research and Assessment



**INSTITUTIONAL  
RESEARCH & ASSESSMENT**

An analysis was conducted to examine the impact of student placement in developmental courses on remediation time, 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 2010, Fall 2012, and Fall 2013. These Fall cohorts were chosen to examine the 3, 4, and 6 year graduation rates for similar students. Metrics included in this analysis are the number of students testing into different developmental education areas, the number enrolling in developmental 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), and graduation rates are shown for three, four, and six years for each Fall cohort. 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 developmental courses has declined across all dimensions between the Fall 2010 and Fall 2013 with the exception of placement into Beginning Algebra for Fall 2013.

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

Outcome	Fall 2010	Fall 2012	Fall 2013
Cohort Size	3,748	3,246	3,267
<b>Overall Placement in Developmental Education*</b>			
Testing into <u>At Least One</u> Developmental Education Area	2,629 (70.1%)	2,106 (64.9%)	2,116 (64.8%)
Testing into <u>Multiple</u> Developmental Education Areas	1,432 (38.2%)	1,161 (35.8%)	1,055 (32.3%)
Testing into <u>All Three</u> Developmental Education Areas	723 (19.3%)	631 (19.4%)	541 (16.6%)
<b>Developmental Math Placement*</b>			
Testing into Any Developmental Math	2,523 (67.3%)	1,979 (70.0%)	1,957 (59.9%)
Testing into Intermediate Algebra	194 (5.2%)	176 (5.4%)	165 (5.1%)
Testing into Beginning Algebra	818 (21.8%)	769 (23.7%)	888 (27.2%)
Testing into Basic Math	1,511 (40.3%)	1,034 (31.9%)	904 (27.7%)
<b>Developmental English (Writing) Placement*</b>			
Testing into Any Developmental English	1,382 (36.9%)	1,143 (35.2%)	1,045 (32.0%)
Testing into Writing II	841 (22.4%)	805 (24.8%)	733 (22.4%)
Testing into Writing I	541 (14.4%)	338 (10.4%)	312 (9.6%)
<b>Developmental Reading Placement*</b>			
Testing into Any Developmental Reading	879 (23.5%)	776 (23.9%)	710 (21.7%)
Testing into Reading II	733 (19.6%)	580 (17.9%)	524 (16.0%)
Testing into Reading I	146 (3.9%)	196 (6.0%)	186 (5.7%)

\*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 and enrolled in developmental courses during their first year. As seen in the table, the majority of students testing into developmental education enrolled in at least one developmental education course. In addition, the number of students enrolling in developmental courses has increased between Fall 2010 and Fall 2013.

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

Outcome	Fall 2010	Fall 2012	Fall 2013
Students Testing in at least One Developmental Education Area	2,629 (70.1% of 3,748)	2,106 (64.9% of 3,246)	2,116 (64.8% of 3,267)
Enrollment in Developmental Education During First Year*			
Enrolled in <u>At Least One</u> Developmental Education Course	2,116 (79.1% of 2,629)	1,783 (84.7% of 2,106)	1,789 (84.5% of 2,116)
Enrolled in <u>Any</u> Developmental Math Course	1,882 (73.0% of 2,523)	1,585 (80.1% of 1,979)	1,587 (81.1% of 1,957)
Enrolled in <u>Any</u> Developmental English Course	950 (58.9% of 1,382)	850 (74.4% of 1,143)	768 (73.5% of 1,045)
Enrolled in <u>Any</u> Developmental Reading Course	736 (66.4% of 879)	664 (85.6% of 776)	583 (82.1% of 710)

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

Of particular interest are the numbers of students testing into developmental courses who successfully completed their remediation within one or two years. As shown in Table 3, the numbers of students who completed has increased steadily between Fall 2010 and Fall 2013. During Fall 2013, the largest percentage (23.4%) of students completed their coursework within one and two years. For comparison, during the Fall 2013, 45% of students completed all their coursework within two years compared to 20.7% during the Fall 2010.

*Table 3. Completion of Remediation*

Outcome	Fall 2010	Fall 2012	Fall 2013
Students Testing in at least One Developmental Education Area	2,629 (70.1% of 3,748)	2,106 (64.9% of 3,246)	2,116 (64.8% of 3,267)
<b>Completion of All Remediation</b>			
Successful Completion Within One Year (includes enrollment during summer prior to first fall, first fall, first spring, first summer)	441 (16.8% of 2,629)	373 (17.7% of 2,106)	456 (21.6% of 2,116)
Successful Completion Between One and Two Years (includes enrollment during second fall, second spring, second summer)	102 (3.9% of 2,629)	143 (6.8% of 2,106)	496 (23.4% of 2,116)
Successful Completion Within Two Years	543 (20.7% of 2,629)	516 (24.5% of 2,106)	952 (45.0% of 2,116)
<b>Enrolled After Two Years Without Completion of Remediation</b>			
Enrolled in Third Fall Without Completion of Remediation	428 (16.3% of 2,629)	265 (12.6% of 2,106)	382 (18.1% of 2,116)

Table 4 indicates enrollments of Fall cohort students in MATH 1513 and ENGL 1113 which are two common gateway courses necessary for many degrees. Enrollment has gradually increased from Fall 2010 to Fall 2013. The success rates (earning an A, B, or C) were consistent between cohorts. The enrollments, cohort success rates and individual success rates of students not placed in developmental courses were higher than those for students who placed in developmental courses.

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

	Fall 2010	Fall 2012	Fall 2013
Students Testing in at least One Developmental Education Area	2,629 (70.1% of 3,748)	2,106 (64.9% of 3,246)	2,116 (64.8% of 3,267)
Enrolled in College Algebra (MATH 1513)	501 (19.1% of 2,629)	439 (20.8% of 2,106)	491 (23.2% of 2,116)
Success rate of individual students who enrolled	362 (72.3% of 501)	314 (71.5% of 439)	357 (72.7% of 491)
Enrolled in Composition I (ENGL 1113)	1,476 (56.1% of 2,629)	1,231 (58.5% of 2,106)	1,283 (60.6% of 2,116)
Success rate of individual students who enrolled	968 (65.6% of 1,476)	845 (68.6% of 1,231)	862 (67.2% of 1,283)
	Fall 2010	Fall 2012	Fall 2013
Students Testing at College Level and Students With Unknown Developmental Placement	1,119 (29.9% of 3,748)	1,140 (35.1% of 3,246)	1,151 (35.2% of 3,267)
Enrolled in College Algebra (MATH 1513)	480 (42.9% of 1,119)	482 (42.3% of 1,140)	531 (46.1% of 1,151)
Success rate of individual students who enrolled	367 (76.5% of 480)	357 (74.1% of 482)	403 (75.9% of 531)
Enrolled in Composition I (ENGL 1113)	672 (60.1% of 1,119)	676 (59.3% of 1,140)	711 (61.8% of 1,151)
Success rate of individual students who enrolled	503 (74.9% of 672)	536 (79.3% of 676)	543 (76.4% of 711)

Table 5 summarizes the 3, 4, and 5 year graduation rates by attendance status. The attendance status of full-time versus part-time was determined by the status of the first fall semester of attendance. The three year graduation rate for the developmental cohort seems to have remained steady or slightly increased to 6.7% between the Fall 2010 and Fall 2013 cohorts. Examining the three year rate by attendance status, the rate has increased slightly and steadily for the full-time developmental students and slightly decreased for the part-time students. The increase is also seen in the four year rate for full-time developmental students and a similar decrease in rate for the part-time developmental students.

The three year graduation rate for students not placed into developmental courses remained steady between the cohorts. Examining the three year rate by attendance status, the rate for full-time students has decreased slightly between the cohorts and the rate for part-time students has remained steady or increased between the cohorts.

*Table 5. Attendance Status and Graduation Rates*

	Fall 2010	Fall 2012	Fall 2013
Students Testing in at least One Developmental Education Area	2,629 (70.1% of 3,748)	2,106 (64.9% of 3,246)	2,116 (64.8% of 3,267)
Full-time (students registered full-time their first semester)	1,383	1,088	1,086
Part-time (students registered part-time their first semester)	1,246	1,018	1,030
<b>Graduation Rate</b>			
Graduated Within Three Years	6.2% of 2,629	5.9% of 2,106	6.7% of 2,116
Full-time	8.3%	9.3%	9.7%
Part-time	3.8%	2.4%	3.6%
Graduated Within Four Years	9.3% of 2,629	9.3% of 2,106	
Full-time	12.0%	13.8%	
Part-time	6.3%	4.4%	
Graduated Within Six Years	13.2% of 2,629		
Full-time	15.9%		
Part-time	10.2%		
	Fall 2010	Fa2012	Fall 2013
Students Testing at College Level and Students With Unknown Developmental Placement	1,119 (29.9% of 3,748)	1,140 (35.1% of ,246)	1151 (35.2% of 3,267)
Full-time (students registered full-time their first semester)	601	576	634
Part-time (students registered part-time their first semester)	518	564	517
<b>Graduate Rate</b>			
Graduated Within Three Years	17.9% of 1,119	15.0% of 1,140	18.3% of 1,151
Full-time	27.0%	22.7%	24.8%
Part-time	7.3%	7.1%	10.4%
Graduated Within Four Years	22.2% of 1,119	18.8% of 1,140	
Full-time	33.1%	28.0%	
Part-time	9.5%	9.4%	
Graduated Within Six Years	27.5% of 1,119		
Full-time	38.6%		
Part-time	14.7%		