

**Developmental Education Students at TCC:  
An Examination of the Fall 2011 Complete College America Cohort**

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## Executive Summary

An analysis was conducted to assess TCC’s Fall 2011 Complete College America (CCA) cohort for remedial education metrics. Specifically, the analysis included 3,497 first-time degree/certificate-seeking students who were enrolled in Fall 2011 and whose first semester at TCC was either Summer or Fall 2011. It is noteworthy that this cohort includes both full- and part-time students. Metrics included in this analysis are the numbers of students in the cohort testing into different developmental education areas, the numbers of students enrolling in developmental courses during their first year at TCC, and the numbers of students who successfully completed their remediation within one or two years. The overall results are shown in the tables below. The first table shows developmental placement for students in this cohort.

*Table 1. Developmental Placement of TCC’s Fall 2011 Complete College America Cohort (first-time, degree/certificate-seeking full- and part-time students enrolled in Fall 2011).*

Outcome*	N	% of CCA Cohort
Total Students	3,497	100.0%
<b>Overall Placement in Developmental Education</b>		
Testing in <u>At Least One</u> Developmental Education Area	2,706	77.4%
Testing in <u>Multiple</u> Developmental Education Areas	1,575	45.0%
Testing in <u>All Three</u> Developmental Education Areas	911	26.1%
<b>Developmental Math Placement</b>		
Testing in Any Developmental Math	2,585	73.9%
Testing in Intermediate Algebra	188	5.4%
Testing in Beginning Algebra	813	23.2%
Testing in Basic Math	1,584	45.3%
<b>Developmental English (Writing) Placement</b>		
Testing in Any Developmental English	1,546	44.2%
Testing in Writing II	843	24.1%
Testing in Writing I	703	20.1%

Developmental Reading Placement		
Testing in Any Developmental Reading	1,061	30.3%
Testing in Reading II	642	18.3%
Testing in Reading I	419	12.0%

\*Testing numbers are based on students' test scores and course information as of August 29, 2011, which was the last day to add a 16-week course in Fall 2011.

Table 2 below shows the numbers of students enrolled in developmental education courses during their first year at TCC. As can be seen in the table, the majority of students testing into developmental education enrolled in at least one developmental education course in their first year. However, it is important to note that over 21% of first-time students testing into at least one developmental area by Fall 2011 did not enroll in any developmental coursework at TCC by Summer of 2012.

*Table 2. Enrollments in Developmental Education for TCC's Fall 2011 Complete College America Cohort (first-time, degree/certificate-seeking full- and part-time students enrolled in Fall 2011).*

Outcome	N of Students Testing Into Developmental	% of CCA Cohort (N = 3,497)	% of Cohort Testing into Area
Students Testing in At Least One Developmental Education Area	2,706	77.4%	100.0%
Enrollments in Developmental Education During First Year*			
Enrolled in <u>At Least One</u> Developmental Education Course	2,113	60.4%	78.1% of 2,706
Enrolled in Any Developmental Math Course	1,843	52.7%	71.3% of 2,585
Enrolled in Any Developmental English Course	983	28.1%	63.6% of 1,546
Enrolled in Any Developmental Reading Course	756	21.6%	71.3% of 1,061

\*Enrollments reflect whether students enrolled in the respective courses during Summer 2011 through Summer 2012.

Of particular interest to the Complete College America initiative are the numbers of students testing into developmental education who successfully complete their remediation within one or two years. Table 3 below shows these data for the Fall 2011 CCA cohort at TCC. In addition, the table shows the number of students testing into developmental education who were enrolled two years after their first semester and still had not completed their remediation.

*Table 3. Completion of Remediation for TCC's Fall 2011 Complete College America Cohort (first-time, degree/certificate-seeking full- and part-time students enrolled in Fall 2011).*

Outcome*	N of Students Testing Into Developmental	% of CCA Cohort (N = 3,497)	% of Cohort Testing into Developmental Education
Students Testing in At Least One Developmental Education Area	2,706	77.4%	100.0%
<b>Completion of Remediation</b>			
Successful Completion of All Remediation <u>Within One Year</u>	516	14.8%	19.1%
Successful Completion of All Remediation <u>Between One and Two Years</u>	163	4.7%	6.0%
Successful Completion of All Remediation <u>Within Two Years</u>	679	19.4%	25.1%
<b>Enrolled After Two Years Without Completion of Remediation</b>			
Enrolled in Third Fall Without Completion of Remediation	368	10.5%	13.6%
<b>Graduation Rate</b>			
Graduated <u>Within Three Years</u> **	197	5.6%	7.3%

\**Within one year* includes Summer 2011 through Summer 2012; *within two years* includes Summer 2011 through Summer 2013; *within three years* includes Summer 2011 through Summer 2014.

\*\*The three-year graduation rate for students in the CCA cohort who placed into all college-level courses was 20.1%.

Also of interest were students' remediation within particular areas and their enrollments in two important gateway courses, College Algebra and Composition I. Of the 2,585 first-time degree/certificate-seeking students who placed in developmental math, 489 (18.9%) enrolled in College Algebra within two years. Of those 489, 343 (70.1%) earned a C or better in the course, representing 13.3% of all students in this cohort who tested into developmental math. Additionally, 632 (24.4%) of the developmental math students completed their *math* remediation within two years. Regarding Composition I, 512 (33.1%) of the 1,546 students who placed in developmental English enrolled in Comp I within two years of their first term at TCC. Of those 512, 354 (69.1%) earned a C or better in Comp I, representing 22.9% of all students in this cohort who tested into developmental English. Furthermore, 628 (40.6%) of the developmental English students completed their *English* remediation by the end of Summer 2013 and 627 (59.1%) of the 1,061 students placing into developmental reading completed their *reading* remediation by that same term.