

**Developmental Education Students at TCC:
An Examination of the Fall 2012 Complete College America Cohort**

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Office of Institutional Research and Assessment
Tulsa Community College**



Executive Summary

An analysis was conducted to assess TCC's Fall 2012 Complete College America (CCA) cohort for remedial education metrics. Specifically, the analysis included 3,246 first-time degree/certificate-seeking students who were enrolled in Fall 2012 and whose first semester at TCC was either Summer or Fall 2012. 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, the numbers of students who successfully completed their remediation within one or two years, the numbers of students who graduated within three years, and a breakdown of the demographic characteristics of this cohort. The results are shown in the tables that follow. Testing numbers are based on students' test scores and course information as of August 27, 2012, which was the last day to add a 16-week course in Fall 2012. The first table shows developmental placement for students in this cohort.

Table 1. Developmental Placement of TCC's Fall 2012 Complete College America Cohort.

	N	% of CCA Cohort
Total Students in CCA Cohort	3,246	100.0%
Overall Developmental Education Placement		
Tested into <u>At Least One</u> Developmental Education Area	2,488	76.6%
Tested into <u>Multiple</u> Developmental Education Areas	1,500	46.2%
Tested into <u>All Three</u> Developmental Education Areas	918	28.3%
Developmental Math Placement		
Tested into <u>Any</u> Developmental Math	2,359	72.7%
Tested into Intermediate Algebra	180	5.5%
Tested into Beginning Algebra	780	24.0%
Tested into Basic Math	1,399	43.1%
Developmental English (Writing) Placement		
Tested into <u>Any</u> Developmental English	1,474	45.4%
Tested into Writing II	828	25.5%
Tested into Writing I	646	19.9%
Developmental Reading Placement		
Tested into <u>Any</u> Developmental Reading	1,070	33.0%
Tested into Reading II	619	19.1%
Tested into Reading I	451	13.9%

Table 2 below shows the breakdown of students testing into developmental education by enrollment status, gender, Pell recipient status, race/ethnicity, and age.

Table 2. Pell Eligibility and Demographic Data for TCC's Fall 2012 Complete College America Cohort Who Tested into at Least One Developmental Education Area.

	Full-time	Part-time	Total
Tested into At Least One Developmental Education Area	1,159 (46.6%)	1,329 (53.4%)	2,488 (100.0%)
Gender			
Female	696 (28.0%)	830 (33.4%)	1,526 (61.3%)
Male	463 (18.6%)	499 (20.1%)	962 (38.7%)
Pell Information			
Pell Recipient	676 (27.2%)	664 (26.7%)	1,340 (53.9%)
Not Pell Recipient	483 (19.4%)	665 (26.7%)	1,148 (46.1%)
Ethnicity			
Hispanic or Latino	123 (4.9%)	151 (6.1%)	274 (11.0%)
Not Hispanic or Latino	1,036 (41.6%)	1,178 (47.3%)	2,214 (89.0%)
Race			
American Indian or Alaska Native	100 (4.0%)	112 (4.5%)	212 (8.5%)
Asian	49 (2.0%)	34 (1.4%)	83 (3.3%)
Black or African American	180 (7.2%)	228 (9.2%)	408 (16.4%)
Native Hawaiian or Other Pacific Islander	0 (0.0%)	5 (0.2%)	5 (0.2%)
White	596 (24.0%)	701 (28.2%)	1,297 (52.1%)
Two or More Races	126 (5.1%)	112 (4.5%)	238 (9.6%)
Not Reported	108 (4.3%)	137 (5.5%)	245 (9.8%)
Age			
Under 17	1 (0.0%)	2 (0.1%)	3 (0.1%)
17-19	787 (31.6%)	588 (23.6%)	1,375 (55.3%)
20-24	163 (6.6%)	292 (11.7%)	455 (18.3%)
25 and older	208 (8.4%)	447 (18.0%)	655 (26.3%)

Note: Percentages may not sum to 100% due to rounding.

Table 3 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. Over 22% of first-time students testing into at least one developmental area by Fall 2012 did not enroll in any developmental coursework at TCC in their first year, through Summer of 2013.

Table 3. Enrollments in Developmental Education for TCC's Fall 2012 Complete College America Cohort.

	N of Students Testing into Developmental*	% of CCA Cohort (N = 3,246)	% of Cohort Tested into Area
Enrolled in <u>At Least One</u> Developmental Education Course	1,933	59.6%	77.7% of 2,488
Enrolled in <u>Any</u> Developmental Math Course	1,699	52.3%	72.0% of 2,359
Enrolled in <u>Any</u> Developmental English Course	914	28.2%	62.0% of 1,474
Enrolled in <u>Any</u> Developmental Reading Course	732	22.6%	68.4% of 1,070

*Enrollments reflect whether students enrolled in the respective courses during Summer 2012 through Summer 2013.

Table 4 below shows the breakdown of students enrolled in developmental education courses by enrollment status, gender, Pell recipient status, race/ethnicity, and age.

Table 4. Pell Eligibility and Demographic Data for TCC's Fall 2012 Complete College America Cohort Who Enrolled in at Least One Developmental Education Area During Their First Year.

	Full-time	Part-time	Total
Total Enrolled in At Least One Developmental Education Area	1,056 (54.6%)	877 (45.4%)	1,933 (100.0%)
Gender			
Female	627 (32.4%)	559 (28.9%)	1,186 (61.4%)
Male	429 (22.2%)	318 (16.5%)	747 (38.6%)
Pell Information			
Pell Recipient	625 (32.3%)	531 (27.5%)	1,156 (59.8%)
Not Pell Recipient	431 (22.3%)	346 (17.9%)	777 (40.2%)
Ethnicity			
Hispanic or Latino	111 (5.7%)	104 (5.4%)	215 (11.1%)
Not Hispanic or Latino	945 (48.9%)	773 (40.0%)	1,718 (88.9%)
Race			
American Indian or Alaska Native	93 (4.8%)	75 (3.9%)	168 (8.7%)
Asian	45 (2.3%)	23 (1.2%)	68 (3.5%)
Black or African American	172 (8.9%)	168 (8.7%)	340 (17.6%)
Native Hawaiian or Other Pacific Islander	0 (0.0%)	2 (0.1%)	2 (0.1%)
White	537 (27.8%)	441 (22.8%)	978 (50.6%)
Two or More Races	113 (5.8%)	88 (4.6%)	201 (10.4%)
Not Reported	96 (5.0%)	80 (4.1%)	176 (9.1%)
Age			
Under 17	1 (0.1%)	0 (0.0%)	1 (0.1%)
17-19	732 (37.9%)	456 (23.6%)	1,188 (61.5%)
20-24	149 (7.7%)	189 (9.8%)	338 (17.5%)
25 and older	174 (9.0%)	232 (12.0%)	406 (21.0%)

Note: Percentages may not sum to 100% due to rounding.

Of particular interest to the Complete College America initiative are the numbers of students testing into developmental education who successfully completed their remediation within one or two years. Table 5 below shows these data for the Fall 2012 CCA cohort at TCC. In addition, the table shows the number of students testing into developmental education who were enrolled in courses at TCC two years after their first semester and still had not completed their remediation. There is no gateway course equivalent for Reading.

Table 5. Completion of Remediation for TCC's Fall 2012 Complete College America Cohort.

	N of Students Testing Into Developmental	% of CCA Cohort (N = 3,246)	% of Cohort Tested into Developmental Education
Tested into At Least One Developmental Education Area	2,488	76.6%	100.0%
Completion of Remediation			
Successfully Completed All Remediation <u>Within One Year</u>	396	12.2%	15.9%
Successfully Completed All Remediation <u>Between One and Two Years</u>	158	4.9%	6.4%
Successfully Completed All Remediation <u>Within Two Years</u>	554	17.1%	22.3%
Enrolled After Two Years Without Completion of Remediation			
Enrolled in Third Fall Without Completion of Remediation	282	8.7%	11.3%
Completion of Developmental Math Remediation (N=2,359)			
Successfully Completed Math Remediation <u>Within Two Years</u>	517	15.9%	21.9%
Enrolled into College Algebra Within Two Years	385	11.8%	16.3%
Earned a C or better in College Algebra Within Two Years	279	54.0%	11.8%
Completion of Developmental English (Writing) Remediation (N=1,475)			
Successfully Completed English Remediation <u>Within Two Years</u> **	604	18.6%	40.9%
Enrolled into Composition I Within Two Years	494	15.2%	33.5%
Earned a C or better in Composition I Within Two Years	360	59.7%	24.4%
Completion of Developmental Reading Remediation (N=1,072)			
Successfully Completed Reading Remediation <u>Within Two Years</u> **	603	18.6%	56.3%

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

**One student who was counted in developmental reading and one student who was counted in both developmental writing and developmental reading later provided test data to support college-level placement. These students are counted as successful completion in their respective developmental areas.

Table 6 below shows the breakdown of students who successfully remediated by enrollment status, gender, Pell recipient status, race/ethnicity, and age.

Table 6. Pell Eligibility and Demographic Data for TCC's Fall 2012 Complete College America Cohort Who Successfully Remediated Within Two Years.

	Full-time	Part-time	Total
Successfully Remediated Within Two Years for All Developmental Education Areas	359 (64.8%)	195 (35.2%)	554 (100.0%)
Gender			
Female	208 (37.5%)	120 (21.7%)	328 (59.2%)
Male	151 (27.3%)	75 (13.5%)	226 (40.8%)
Pell Information			
Pell Recipient	183 (33.0%)	99 (17.9%)	282 (50.9%)
Not Pell Recipient	176 (31.8%)	96 (17.3%)	272 (49.1%)
Ethnicity			
Hispanic or Latino	43 (7.8%)	28 (5.1%)	71 (12.8%)
Not Hispanic or Latino	316 (57.0%)	167 (30.1%)	483 (87.2%)
Race			
American Indian or Alaska Native	28 (5.1%)	9 (1.6%)	37 (6.7%)
Asian	28 (5.1%)	12 (2.2%)	40 (7.2%)
Black or African American	44 (7.9%)	12 (2.2%)	56 (10.1%)
Native Hawaiian or Other Pacific Islander	0 (0.0%)	0 (0.0%)	0 (0.0%)
White	191 (34.5%)	125 (22.6%)	316 (57.0%)
Two or More Races	29 (5.2%)	14 (2.5%)	43 (7.8%)
Not Reported	39 (7.0%)	23 (4.2%)	62 (11.2%)
Age			
Under 17	0 (0.0%)	2 (0.4%)	2 (0.4%)
17-19	277 (50.0%)	100 (18.1%)	377 (68.1%)
20-24	36 (6.5%)	38 (6.9%)	74 (13.4%)
25 and older	46 (8.3%)	55 (9.9%)	101 (18.2%)

Note: Percentages may not sum to 100% due to rounding.

Of the 3,246 students in the Fall 2012 CCA cohort, 295 students graduated within three years. Of those 295, 154 were part of the cohort with remediation needs. The counts and percentages are listed in Table 7 below.

Table 7. Three-Year Graduation Rates for TCC's Fall 2012 Complete College America Cohort.

	Students Who Graduated Within Three Years*		
	Full-time	Part-time	Total
Entire Cohort No Matter Remediation Needs	232 (13.9% of 1,664)	63 (4.0% of 1,582)	295 (9.1% of 3,246)
Tested into Developmental Education	106 (9.1% of 1,159)	48 (3.6% of 1,329)	154 (6.2% of 2,488)
Tested into All College Level	126 (25.0% of 505)	15 (5.9% of 253)	141 (18.6% of 758)

*Within three years includes Summer 2012 through Summer 2015.

Table 8 below shows the breakdown of graduated students within three years for the entire CCA cohort and for those who tested into developmental education, by enrollment status, gender, Pell recipient status, race/ethnicity, and age.

Table 8. Pell Recipient and Demographic Data for TCC's Fall 2012 Complete College America Cohort Who Graduated Within Three Years.

	Entire CCA Cohort (N = 3,246)			Number of Cohort Who Tested into Developmental Education (N = 2,488)		
	Full-time	Part-time	Total	Full-time	Part-time	Total
Students Who Graduated Within 3 Years	232 (78.6%)	63 (21.4%)	295 (100.0%)	106 (68.8%)	48 (31.2%)	154 (100.0%)
Gender						
Female	146 (49.5%)	41 (13.9%)	187 (63.4%)	68 (44.2%)	35 (22.7%)	103 (66.9%)
Male	86 (29.2%)	22 (7.5%)	108 (36.6%)	38 (24.7%)	13 (8.4%)	51 (33.1%)
Pell Information						
Pell Recipient	91 (30.8%)	21 (7.1%)	112 (38.0%)	46 (29.9%)	15 (9.7%)	61 (39.6%)
Not Pell Recipient	141 (47.8%)	42 (14.2%)	183 (62.0%)	60 (39.0%)	33 (21.4%)	93 (60.4%)
Ethnicity						
Hispanic or Latino	21 (7.1%)	7 (2.4%)	28 (9.5%)	14 (9.1%)	5 (3.2%)	19 (12.3%)
Not Hispanic or Latino	211 (71.5%)	56 (19.0%)	267 (90.5%)	92 (59.7%)	43 (27.9%)	135 (87.7%)
Race						
American Indian or Alaska Native	12 (4.1%)	5 (1.7%)	17 (5.8%)	4 (2.6%)	4 (2.6%)	8 (5.2%)
Asian	8 (2.7%)	2 (0.7%)	10 (3.4%)	7 (4.5%)	2 (1.3%)	9 (5.8%)
Black or African American	19 (6.4%)	9 (3.1%)	28 (9.5%)	15 (9.7%)	8 (5.2%)	23 (14.9%)
Native Hawaiian or Other Pacific Islander	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
White	153 (51.9%)	33 (11.2%)	186 (63.1%)	59 (38.3%)	23 (14.9%)	82 (53.2%)
Two or More Races	20 (6.8%)	5 (1.7%)	25 (8.5%)	10 (6.5%)	3 (1.9%)	13 (8.4%)
Not Reported	20 (6.8%)	9 (3.1%)	29 (9.8%)	11 (7.1%)	8 (5.2%)	19 (12.3%)
Age						
Under 17	1 (0.3%)	0 (0.0%)	1 (0.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
17-19	192 (65.1%)	25 (8.5%)	217 (73.6%)	73 (47.4%)	13 (8.4%)	86 (55.8%)
20-24	17 (5.8%)	12 (4.1%)	29 (9.8%)	14 (9.1%)	9 (5.8%)	23 (14.9%)
25 and older	22 (7.5%)	26 (8.8%)	48 (16.3%)	19 (12.3%)	26 (16.9%)	45 (29.2%)

Note: Percentages may not sum to 100% due to rounding.