

**EXCELerate Concurrent Enrollment Pilot Program:  
A Comprehensive Analysis of Five Semesters**

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**Office of Planning and Institutional Research  
Tulsa Community College**



## Executive Summary

An analysis of the EXCErate pilot program was conducted to examine the characteristics and success of the students participating in the program. A total of 1,118 juniors and seniors took TCC classes at either Union High School or one of the Tulsa Public Schools high schools during the Spring 2011, Fall 2011, Spring 2012, Fall 2012, and/or Spring 2013 semesters. This report presents data for EXCErate students as well as for a comparison group of high school students who took TCC courses on one of TCC's four campuses during the same semesters.

Part of the EXCErate program involves expanded admissions requirements for concurrent students. Typical admissions criteria require a composite ACT score of 19 or a GPA of 3.0 for seniors and an ACT score of 21 or GPA of 3.5 for juniors. Juniors and seniors in the EXCErate program can be admitted to TCC with a composite ACT score of 19 or a high school GPA of 2.5. Starting with admission for Fall 2012, students can also enroll if they have earned a 19 on the ACT PLAN test. Although relatively small percentages of EXCErate students needed the lowered requirements to enroll in TCC courses during the first three semesters of the program, those numbers increased during the 2012-2013 academic year (see Table 1 below). The increase is largely due to more juniors enrolling in 2012-2013 and juniors were more likely than seniors to not meet the standard admissions criteria.

*Table 1. Percentage of EXCErate students who required expanded admissions criteria to enroll in TCC courses.*

Semester	Percentage Requiring Expanded Admissions Criteria
Spring 2011	5.3%
Fall 2011	2.5%
Spring 2012	1.3%
Fall 2012	15.4%
Spring 2013	27.0%

Tables 2-4 below display statistics regarding the demographic characteristics, high school information, and student success measures of EXCErate students as well as a comparison group of high school students who took TCC courses on one of TCC's four campuses during the same semesters. The student success measures used for this report are persistence to the subsequent semester in TCC courses, the number of high school seniors in spring semesters who matriculated to TCC in the subsequent fall, course retention (defined as earning a grade other than a W or AW), and the number of grades with a C or better in TCC courses.

Statistical testing revealed that the EXCErate group contained significantly more Black or African American (8.9% vs. 1.5%) and Hispanic (8.8% vs. 2.8%) students, as well as juniors (23.8% vs. 13.3%), than the TCC campus group. Findings on student success indicated that concurrent students taking classes at TCC campuses had significantly higher rates of course retention (96.1% vs. 91.7%) and grades of C or better (89.8% vs. 83.3%) than those in the EXCErate group. Yet, it is important to note that the success rates of both groups were higher than the overall rates of all TCC students (71.1% of Spring 2013 grades in all TCC courses were a C or better), suggesting high levels of success for concurrent students, both at their high schools and on TCC's campuses.

Table 2. Demographic characteristics of students in the two groups.

Term	Spring 2011		Fall 2011		Spring 2012		Fall 2012		Spring 2013		Totals Across Terms*	
Student Group**	EXCEL	Campus	EXCEL	Campus	EXCEL	Campus	EXCEL	Campus	EXCEL	Campus	EXCEL	Campus
Total Students	339	472	282	523	335	533	331	543	412	553	1,118	1,794
Gender												
Male	131 (38.6%)	167 (35.4%)	108 (38.3%)	208 (39.8%)	132 (39.4%)	207 (38.8%)	128 (38.7%)	213 (39.2%)	150 (36.4%)	208 (37.6%)	436 (39.0%)	689 (38.4%)
Female	193 (56.9%)	305 (64.6%)	166 (58.9%)	315 (60.2%)	203 (60.6%)	326 (61.2%)	202 (61.0%)	330 (60.8%)	262 (63.6%)	345 (62.4%)	658 (58.9%)	1,105 (61.6%)
Not Reported	15 (4.4%)	0 (0%)	8 (2.8%)	0 (0%)	0 (0%)	0 (0%)	1 (0.3%)	0 (0%)	0 (0%)	0 (0%)	24 (2.1%)	0 (0%)
Race												
American Indian or Alaska Native	16 (4.7%)	29 (6.1%)	7 (2.5%)	36 (6.9%)	10 (3.0%)	29 (5.4%)	13 (3.9%)	44 (8.1%)	10 (2.4%)	41 (7.4%)	40 (3.6%)	123 (6.9%)
Asian	11 (3.2%)	8 (1.7%)	11 (3.9%)	14 (2.7%)	18 (5.4%)	17 (3.2%)	17 (5.1%)	18 (3.3%)	24 (5.8%)	19 (3.4%)	52 (4.7%)	43 (2.4%)
Black or African American	43 (12.7%)	10 (2.1%)	16 (5.7%)	6 (1.1%)	18 (5.4%)	5 (0.9%)	16 (4.8%)	5 (0.9%)	34 (8.3%)	8 (1.4%)	100 (8.9%)	27 (1.5%)

Hispanic of Any Race	27 (8.0%)	14 (3.0%)	16 (5.7%)	14 (2.7%)	23 (6.9%)	19 (3.6%)	31 (9.4%)	12 (2.2%)	43 (10.4%)	13 (2.4%)	98 (8.8%)	51 (2.8%)
Native Hawaiian/ Pacific Islander	2 (0.6%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0.2%)	2 (0.2%)	1 (0.1%)
White	166 (49.0%)	357 (75.6%)	182 (64.5%)	392 (75.0%)	212 (63.3%)	395 (74.1%)	197 (59.5%)	389 (71.6%)	220 (53.4%)	393 (71.1%)	600 (53.7%)	1,319 (73.5%)
More Than One Race	12 (3.5%)	24 (5.1%)	26 (9.2%)	34 (6.5%)	32 (9.6%)	35 (6.6%)	35 (10.6%)	47 (8.7%)	56 (13.6%)	45 (8.1%)	104 (9.3%)	127 (7.1%)
Not Reported	62 (18.3%)	30 (6.4%)	24 (8.5%)	27 (5.2%)	22 (6.6%)	33 (6.2%)	22 (6.6%)	28 (5.2%)	25 (6.1%)	33 (6.0%)	122 (10.9%)	103 (5.7%)

\*Totals across semesters in the far right column represent unduplicated numbers and students who enrolled in multiple terms are only counted once in the totals column for each group; thus, the sum of the individual semester numbers do not always equal the values in the totals column.

\*\*Some students took courses in the EXCElerate program as well as on one of the TCC campuses; these students are counted in both groups to most accurately reflect the student populations taking courses at the different locations.

Table 3. High school information of students in the two groups.

Term	Spring 2011		Fall 2011		Spring 2012		Fall 2012		Spring 2013		Totals Across Terms*	
Student Group**	EXCEL	Campus	EXCEL	Campus	EXCEL	Campus	EXCEL	Campus	EXCEL	Campus	EXCEL	Campus
Total Students	339	472	282	523	335	533	331	543	412	553	1,118	1,794
High School Class Year												
Junior	43 (12.7%)	65 (13.8%)	71 (25.2%)	65 (12.4%)	45 (13.4%)	71 (13.3%)	111 (33.5%)	72 (13.3%)	135 (32.8%)	75 (13.6%)	405 of 1,699 (23.8%) <sup>+</sup>	348 of 2,624 (13.3%) <sup>+</sup>
Senior	296 (87.3%)	407 (86.2%)	211 (74.8%)	458 (87.6%)	290 (86.6%)	462 (86.7%)	220 (66.5%)	471 (86.7%)	277 (67.2%)	478 (86.4%)	1,294 of 1,699 (76.2%) <sup>+</sup>	2,276 of 2,624 (86.7%) <sup>+</sup>
High School (Union and Tulsa Public School Districts Only)***												
Booker T. Washington	34 (10.0%)	4 (0.8%)	18 (6.4%)	3 (0.6%)	27 (8.1%)	2 (0.4%)	19 (5.7%)	2 (0.4%)	23 (5.6%)	5 (0.9%)	81 (7.2%)	11 (0.6%)
Central	8 (2.4%)	0 (0%)	0 (0%)	1 (0.2%)	0 (0%)	2 (0.4%)	0 (0%)	1 (0.2%)	11 (2.7%)	1 (0.2%)	19 (1.7%)	2 (0.1%)
East Central	20 (5.9%)	0 (0%)	28 (9.9%)	0 (0%)	28 (8.4%)	0 (0%)	17 (5.1%)	0 (0%)	19 (4.6%)	0 (0%)	60 (5.4%)	0 (0%)
Thomas Edison	18 (5.3%)	16 (3.4%)	10 (3.5%)	22 (4.2%)	35 (10.4%)	20 (3.8%)	44 (13.3%)	7 (1.3%)	55 (13.3%)	10 (1.8%)	122 (10.9%)	51 (2.8%)
McLain	5 (1.5%)	1 (0.2%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (0.2%)	0 (0%)	6 (0.5%)	1 (0.1%)

Memorial	27 (8.0%)	3 (0.6%)	4 (1.4%)	5 (1.0%)	16 (4.8%)	3 (0.6%)	1 (0.3%)	0 (0%)	3 (0.7%)	1 (0.2%)	45 (4.0%)	10 (0.6%)
Nathan Hale	10 (2.9%)	0 (0%)	12 (4.3%)	0 (0%)	16 (4.8%)	0 (0%)	15 (4.5%)	0 (0%)	15 (3.6%)	0 (0%)	39 (3.5%)	0 (0%)
Will Rogers	9 (2.7%)	1 (0.2%)	1 (0.4%)	0 (0%)	0 (0%)	0 (0%)	33 (10.0%)	0 (0%)	45 (10.9%)	0 (0%)	56 (5.0%)	1 (0.1%)
Daniel Webster	13 (3.8%)	2 (0.4%)	13 (4.6%)	1 (0.2%)	13 (3.9%)	0 (0%)	7 (2.1%)	0 (0%)	14 (3.4%)	0 (0%)	40 (3.6%)	3 (0.2%)
Union	195 (57.5%)	24 (5.1%)	196 (69.5%)	13 (2.5%)	200 (59.7%)	23 (4.3%)	195 (58.9%)	7 (1.3%)	226 (54.9%)	7 (1.3%)	650 (58.1%)	57 (3.2%)

\*Totals across semesters in the far right column represent unduplicated numbers and students who enrolled in multiple terms are only counted once in the totals column for each group; thus, the sum of the individual semester numbers do not always equal the values in the totals column. The one exception is for class year, as described below in the <sup>+</sup> note.

\*\*Some students took courses in the EXCElerate program as well as on one of the TCC campuses; these students are counted in both groups to most accurately reflect the student populations taking courses at the different locations.

\*\*\*Students taking courses on TCC campuses came from 68 different high schools across the five semesters, with the most frequently represented high schools being Broken Arrow (18.8%), Jenks (13.9%), Homeschools (10.7%), and Bixby (9.1%).

<sup>+</sup>Totals for class year are summed across the within-semester numbers, rather than unduplicated across terms, because some students took classes as both a junior and a senior.

Table 4. Student success outcomes for students in the two groups.

Term	Spring 2011		Fall 2011		Spring 2012		Fall 2012		Spring 2013		Totals Across Terms*	
Student Group**	EXCEL	Campus	EXCEL	Campus	EXCEL	Campus	EXCEL	Campus	EXCEL	Campus	EXCEL	Campus
Total Students	339	472	282	523	335	533	331	543	412	553	1,118	1,794
Student Success Outcomes												
Persistence to Subsequent Semester	108 (31.9%)	171 (36.2%)	243 (86.2%)	441 (84.3%)	120 (35.8%)	166 (31.1%)	290 (87.6%)	454 (83.6%)	173 (42.0%)	208 (37.6%)	934 of 1,699 (55.0%)	1,440 of 2,624 (54.9%)
Matriculation to TCC Next Fall	82 of 296 Seniors (27.7%)	120 of 407 Seniors (29.5%)	N/A	N/A	90 of 290 Seniors (31.0%)	114 of 462 Seniors (24.7%)	N/A	N/A	92 of 277 Seniors (33.2%)	153 of 478 Seniors (32.0%)	264 of 863 Seniors (30.6%)	387 of 1,347 Seniors (28.7%)
Course Retention (Grades other than W)	365 of 422 (86.5%)	666 of 707 (94.2%)	403 of 421 (95.7%)	837 of 866 (96.7%)	413 of 456 (90.6%)	777 of 797 (97.5%)	458 of 480 (95.4%)	842 of 874 (96.3%)	504 of 557 (90.5%)	841 of 879 (95.7%)	2,143 of 2,336 (91.7%)	3,963 of 4,123 (96.1%)
Grades of C or Better	332 of 422 (78.7%)	619 of 707 (87.6%)	380 of 421 (90.3%)	779 of 866 (90.0%)	379 of 456 (83.1%)	736 of 797 (92.3%)	419 of 480 (87.3%)	795 of 874 (91.0%)	435 of 557 (78.1%)	773 of 879 (87.9%)	1,945 of 2,336 (83.3%)	3,702 of 4,123 (89.8%)

\*Totals across semesters for student success outcomes in the far right column were calculated as follows:

- 1) Persistence totals are the sums of persistence numbers from each term; unduplicated totals were not used because some students enrolled in multiple semesters and may have persisted after one term but not another.
- 2) Matriculation numbers reflect the sums of the numbers for Spring 2011, Spring 2012, and Spring 2013.
- 3) Course retention numbers reflect sums of the numbers across all five terms.
- 4) Grade numbers reflect sums of the numbers across all five terms.

\*\*Some students took courses in the EXCErate program as well as on one of the TCC campuses; these students are counted in both groups to most accurately reflect the student populations taking courses at the different locations.