Success Outcomes for College Success Students
Fall 2008 – Fall 2019 Cohorts

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Office of Institutional Research

Executive Summary

Academic Strategies (ENGL 1003) was established in 2008 as a student success strategy designed to orient students to TCC campuses and college services, emphasizing personal and social strategies with the goal of increasing student involvement in college and community activities. From the outset, all students enrolled in the Tulsa Achieves program were required to enroll in the course. Beginning Fall 2013, all students who placed into any level of developmental reading, writing, or mathematics were also required to complete the course. The course was re-named First Year Experience Seminar beginning Fall 2017 and re-designated COLL 1002. The course credit hours were reduced from three credit hours to two. In Fall 2019, the course was again re-named to College Success, re-designated COLL 1003, and the credit hours were increased from two to three. This report summarizes the success outcomes of students who enrolled in either Academic Strategies (ENGL 1003), First Year Experience Seminar (COLL 1002), or College Success (COLL 1003) from 2008 to 2019. Metrics examined were the cohort First-Fall-to-First-Spring persistence, First-Fall-to-Second-Fall retention, three-year graduation rate, success rates in developmental courses, and success rates in gateway courses. Course success was defined as receiving a final grade of C or better in any course. Comparisons were made with students of the same cohort by enrollment status who did not enroll in either ENGL 1003, COLL 1002, or COLL 1003. It is important to note that when the course was re-designated in Fall 2017 from three credit hours to two there was an associated shift in the number of first-time students from full-time enrollment status to part-time status. Also, for the purpose of this report the courses ENGL 1003, COLL 1002, and COLL 1003 were combined and referenced collectively as College Success (CS).

Enrollment in College Success (CS) by Full-Time Students

Of the 22,656 first-time, degree-seeking, full-time students enrolling from fall 2008 to fall 2019, 61.4% enrolled in CS. 83.0% of those enrolling in the seminar received a C or higher for the course. The remaining 17.0% who did not earn a C or higher for the course showed dramatically poorer outcomes, even when compared to students who did not enroll in CS at all.

❖ **Fall-to-Spring Persistence –** Full-time CS students enrolled in the first spring semester at a significantly higher rate (86.6%) than students who did not enroll in the course (73.5%) or who enrolled but did not earn a C or better (49.6%).

❖ **Fall-to-Fall Retention –** Full-time CS students enrolled in the second fall semester at a significantly higher rate (62.1%) than students who did not enroll in CS (48.5%) or who enrolled but did not earn a C or better (13.3%).

❖ **Graduation Within Three Years –** Significantly more full-time students (17.3%) who enrolled in CS graduated within three years compared to 13.0% of students who did not take CS, and 0.8% of students who enrolled but did not earn a C or better.

❖ **Success Rates in Developmental Courses (Grades of C or Better) –** Full-time CS students succeeded at a significantly higher rate in developmental courses (67.8%) compared to 60.5% of students not taking CS.

❖ **Success Rates in Gateway Courses (Grades of C or Better) –** Full-time CS students succeeded at a significantly higher rate in gateway courses (78.8%) compared to 74.0% of students not taking CS.

Enrollment in the College Success (CS) by Part-Time Students

Of the 19,442 first-time, degree-seeking, part-time students enrolling from fall 2008 to fall 2019, 45.4% enrolled in the CS seminar. 72.6% of those enrolling in the seminar received a C or higher for the course. The remaining 27.4% who did not earn a C or higher for the course showed dramatically poorer outcomes, even when compared to students who did not enroll in CS at all.

- ❖ **Fall-to-Spring Persistence –** Part-time CS students enrolled in the first spring semester at a significantly higher rate (72.5%) than students who did not enroll in the course (52.0%) or who enrolled but did not earn a C or better (36.7%).
- ❖ **Fall-to-Fall Retention –** Part-time CS students enrolled in the second fall semester at a significantly higher rate (48.2%) than students who did not enroll in CS (32.7%) or who enrolled but did not earn a C or better (10.2%).
- ❖ **Graduation Within Three Years –** The graduation rate for part-time CS students was significantly higher than those who did not enroll in CS (6.1%, 6.0% respectively). The graduation rate of students making C or higher in CS was also significantly higher (8.1%).
- ❖ **Success Rates in Developmental Courses (Grades of C or Better) –** Part-time CS students succeeded at a significantly higher rate in developmental courses (64.3%) compared to 58.0% of students not taking CS.
- ❖ **Success Rates in Gateway Courses (Grades of C or Better) –** Part-time CS students succeeded at a similar rate in gateway courses to students not taking CS (72.4%, 72.2% respectively). However, the success in gateway courses was significantly higher for students making a C or higher in CS (77.6%).

The following tables represent the comparison details for full-time students by annual cohort followed by tables representing details for part-time students by annual cohort.

Full-time Student Aggregate Comparison

Fall-to-Spring Persistence Rate – A significantly higher percentage (86.6%) of the 13,918 first-time, full-time, degree-seeking students who enrolled in CS, as well as those who earned a C or better in CS (94.1%), persisted to the first spring semester compared to 73.5% of the 8,738 students who did not enroll in the CS course.

Fall-to-Fall Retention Rate – A significantly higher percentage (62.1%) of the first-time, full-time students who enrolled in CS, as well as those who earned a C or better in CS (72.1%), enrolled in the second fall semester compared to 48.5% of students who did not enroll in the CS course.

Graduation Within Three Years – Significantly more of the first-time, full-time (17.3%) students who enrolled in CS, as well as those who earned a C or better in CS (20.8%), graduated within three years compared to 13.0% of students who did not take the course.

Success Rates in Developmental Courses (Grades of C or Higher) – Individual course success was determined by the highest grade received in a course from initial enrollment to report time in the following courses: Reading Foundations I, Reading Foundations II, Writing Foundations I, Writing Foundations II, Writing Foundations Workshop, Math Foundations I, Math Foundations II, Math Foundations I & II, Beginning and Intermediate Algebra, Essentials for Precalculus I, Essentials for Quantitative Reasoning (ENGL 0903, ENGL 0913, ENGL 0923, ENGL 0933, ENGL 0943, MATH 0003, MATH 0013, MATH 0055, MATH 0105, MATH 0123, MATH 0403 respectively). Success outcomes were tallied for all cohort students. CS students received significantly more grades of C or higher (67.8%) compared to 60.5% of grades of C or higher received by students who did not enroll in CS. In addition, students who received a C or higher in CS also earned a C or higher in 77.3% of their developmental courses.

Success Rates in Gateway Courses (Grades of C or Higher) – Individual course success was determined by the highest grade received in gateway course from initial enrollment to report time. Outcomes were tallied for all cohort students. The courses included were: Composition I, Quantitative Reasoning, Precalculus I, General Biology for Non-Majors, Introduction to Biology for Majors, U.S. History from 1492 to the Civil War Era, U.S. History Civil War Era to the 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). CS students received significantly more grades of C or higher (78.8%) compared to 74.0% of grades of C or higher for students who did not enroll CS. In addition, students earning a C or higher in CS also earned a C or higher in 83.3% of their gateway courses.

The following tables represent the details for each comparison above by annual cohort for first-time, full-time students. A second series of comparison tables follow which summarize results for first-time, part-time students by annual cohort.

Full-time Student Fall Cohort Enrollment in CS By Year Including CS Success Rate									
Cohort	Entire Fall Cohort	Students Who Enrolled in CS		Students Who Earned a C or Better in CS		Students Who Did Not Earn a C or Better in CS		Students Who Did Not Enroll in CS	
	Count	Count	% of Total Cohort	Count	% of CS Cohort	Count	% of CS Cohort	Count	% of Total Cohort
Fall 2008	1,684	945	56.1%	783	82.9%	162	17.1%	739	43.9%
Fall 2009	2,313	1,105	47.8%	940	85.1%	165	14.9%	1,208	52.2%
Fall 2010	1,979	883	44.6%	733	83.0%	150	17.0%	1,096	55.4%
Fall 2011	1,982	1,022	51.6%	846	82.8%	176	17.2%	960	48.4%
Fall 2012	1,663	830	49.9%	668	80.5%	162	19.5%	833	50.1%
Fall 2013†	1,720	1,257	73.1%	1,011	80.4%	246	19.6%	463	26.9%
Fall 2014†	2,057	1,485	72.2%	1,224	82.4%	261	17.6%	572	27.8%
Fall 2015†	2,099	1,485	70.7%	1,223	82.4%	262	17.6%	614	29.3%
Fall 2016†	1,935	1,445	74.7%	1,210	83.7%	235	16.3%	490	25.3%
Fall 2017†^	1,520	988	65.0%	831	84.1%	157	15.9%	532	35.0%
Fall 2018†^	1,649	1,041	63.1%	894	85.9%	147	14.1%	608	36.9%
Fall 2019†^	2,055	1,432	69.7%	1,188	83.0%	244	17.0%	623	30.3%
Total	**22,656**	**13,918**	**61.4%**	**11,551**	**83.0%**	**2,367**	**17.0%**	**8,738**	**38.6%**

†Beginning Fall 2013 all students placed into Developmental courses were required to enroll in CS.
^Beginning Fall 2017 the CS course dropped from three hours to two.

Full-time Student Fall Cohort Enrollment in CS Who Did Not Earn a C or Better By Year									
Cohort	Students Who Did Not Earn a C or Better in CS	Developmental Education		Tulsa Achieves		Developmental Education and Tulsa Achieves		Neither	
	Count	Count	% of Not C or Better	Count	% of Not C or Better	Count	% of Not C or Better	Count	% of Not C or Better
Fall 2008	162	34	21.0%	39	24.1%	82	50.6%	7	4.3%
Fall 2009	165	40	24.2%	39	23.6%	82	49.7%	4	2.4%
Fall 2010	150	45	30.0%	34	22.7%	67	44.7%	4	2.7%
Fall 2011	176	66	37.5%	21	11.9%	81	46.0%	8	4.5%
Fall 2012	162	60	37.0%	17	10.5%	82	50.6%	3	1.9%
Fall 2013†	246	125	50.8%	29	11.8%	79	32.1%	13	5.3%
Fall 2014†	261	115	44.1%	49	18.8%	82	31.4%	15	5.7%
Fall 2015†	262	83	31.7%	58	22.1%	107	40.8%	14	5.3%
Fall 2016†	235	85	36.2%	37	15.7%	96	40.9%	17	7.2%
Fall 2017†^	157	52	33.1%	41	26.1%	58	36.9%	6	3.8%
Fall 2018†^	147	36	24.5%	52	35.4%	46	31.3%	13	8.8%
Fall 2019†^	244	65	26.6%	71	29.1%	102	41.8%	6	2.5%
Total	**2,367**	**806**	**34.1%**	**487**	**20.6%**	**964**	**40.7%**	**110**	**4.6%**

†Beginning Fall 2013 all students placed into Developmental courses were required to enroll in CS.
^Beginning Fall 2017 the CS course dropped from three hours to two.

Fall-to-Spring Persistence Rates of First-time, Full-time Students

Cohort	Students Who Enrolled in CS		Students Who Earned a C or Better in CS		Students Who Did Not Earn a C or Better in CS		Students Who Did Not Enroll in CS		Entire Fall Cohort	
	Count	% of CS Cohort	Count	% of C or Better in CS	Count	% of Not C or Better in CS	Count	% of Non-CS Cohort	Count	% of Total Cohort
Fall 2008	849	89.8%***	754	96.3%***	95	58.6%	507	68.6%	1,356	80.5%
Fall 2009	1,000	90.5%***	903	96.1%***	97	58.8%	936	77.5%	1,936	83.7%
Fall 2010	779	88.2%***	697	95.1%***	82	54.7%	827	75.5%	1,606	81.2%
Fall 2011	901	88.2%***	799	94.4%***	102	58.0%	719	74.9%	1,620	81.7%
Fall 2012	735	88.6%***	648	97.0%***	87	53.7%	636	76.4%	1,371	82.4%
Fall 2013†	1,075	85.5%***	954	94.4%***	121	49.2%	329	71.1%	1,404	81.6%
Fall 2014†	1,287	86.7%***	1,154	94.3%***	133	51.0%	405	70.8%	1,692	82.3%
Fall 2015†	1,264	85.1%***	1,151	94.1%***	113	43.1%	437	71.2%	1,701	81.0%
Fall 2016†	1,240	85.8%***	1,132	93.6%***	108	46.0%	341	69.6%	1,581	81.7%
Fall 2017†^	822	83.2%***	754	90.7%***	68	43.3%	370	69.5%	1,192	78.4%
Fall 2018†^	891	85.6%***	817	91.4%***	74	50.3%	451	74.2%	1,342	81.4%
Fall 2019†^	1,206	84.2%***	1,111	93.5%***	95	38.9%	466	74.8%	1,672	81.4%
Total	**12,049**	**86.6%***	**10,874**	**94.1%***	**1,175**	**49.6%**	**6,424**	**73.5%**	**18,473**	**81.5%**

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

^Beginning Fall 2017 the CS course dropped from three hours to two.

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

| Fall-to-Spring Retained First-time, Full-time Students Who Did Not Earn a C or Better in CS | | | | | | | | | |
| Cohort | Students Who Did Not Earn a C or Better in CS | Developmental Education | | Tulsa Achieves | | Developmental Education and Tulsa Achieves | | Neither | |
	Count	Count	% of Not C or Better	Count	% of Not C or Better	Count	% of Not C or Better	Count	% of Not C or Better
Fall 2008	95	23	24.2%	20	21.1%	48	50.5%	4	4.2%
Fall 2009	97	28	28.9%	22	22.7%	45	46.4%	2	2.1%
Fall 2010	82	32	39.0%	16	19.5%	33	40.2%	1	1.2%
Fall 2011	102	47	46.1%	8	7.8%	42	41.2%	5	4.9%
Fall 2012	87	31	35.6%	11	12.6%	43	49.4%	2	2.3%
Fall 2013†	121	67	55.4%	14	11.6%	32	26.4%	8	6.6%
Fall 2014†	133	57	42.9%	27	20.3%	40	30.1%	9	6.8%
Fall 2015†	113	47	41.6%	21	18.6%	40	35.4%	5	4.4%
Fall 2016†	108	45	41.7%	14	13.0%	38	35.2%	11	10.2%
Fall 2017†^	68	21	30.9%	18	26.5%	28	41.2%	1	1.5%
Fall 2018†^	74	18	24.3%	28	37.8%	23	31.1%	5	6.8%
Fall 2019†^	95	23	24.2%	27	28.4%	43	45.3%	2	2.1%
Total	**1,175**	**439**	**37.4%**	**226**	**19.2%**	**455**	**38.7%**	**55**	**4.7%**

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

^Beginning Fall 2017 the CS course dropped from three hours to two.

Fall-to-Fall Retention Rates of First-time, Full-time Students									
Cohort	Students Who Enrolled in CS		Students Who Earned a C or Better in CS		Students Who Did Not Earn a C or Better in CS		Students Who Did Not Enroll in CS		Entire Fall Cohort	
	Count	% of CS Cohort	Count	% of C or Better in CS	Count	% of Not C or Better in CS	Count	% of Non-CS Cohort	Count	% of Total Cohort
Fall 2008	622	65.8%***	598	76.4%***	24	14.8%	371	50.2%	993	59.0%
Fall 2009	671	60.7%***	646	68.7%***	25	15.2%	583	48.3%	1,254	54.2%
Fall 2010	571	64.7%***	546	74.5%***	25	16.7%	509	46.4%	1,080	54.6%
Fall 2011	596	58.3%***	580	68.6%***	16	9.1%	418	43.5%	1,014	51.2%
Fall 2012	497	59.9%***	472	70.7%***	25	15.4%	391	46.9%	888	53.4%
Fall 2013†	756	60.1%***	726	71.8%***	30	12.2%	221	47.7%	977	56.8%
Fall 2014†	900	60.6%***	870	71.1%***	30	11.5%	269	47.0%	1,169	56.8%
Fall 2015†	933	62.8%***	905	74.0%***	28	10.7%	303	49.3%	1,236	58.9%
Fall 2016†	934	64.6%***	903	74.6%***	31	13.2%	240	49.0%	1,174	60.7%
Fall 2017†^	599	60.6%***	580	69.8%***	19	12.1%	247	46.4%	846	55.7%
Fall 2018†^	684	65.7%***	657	73.5%***	27	18.4%	322	53.0%	1,006	61.0%
Fall 2019†^	883	61.7%	849	71.5%***	34	13.9%	364	58.4%	1,247	60.7%
Total	**8,646**	**62.1%***	**8,332**	**72.1%***	**314**	**13.3%**	**4,238**	**48.5%**	**12,884**	**56.9%**

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

^Beginning Fall 2017 the CS course dropped from three hours to two.

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

Fall-to-Fall Retained First-time, Full-time Students Who Did Not Earn a C or Better in CS									
Cohort	Students Who Did Not Earn a C or Better in CS	Developmental Education		Tulsa Achieves		Developmental Education and Tulsa Achieves		Neither	
	Count	Count	% of Not C or Better	Count	% of Not C or Better	Count	% of Not C or Better	Count	% of Not C or Better
Fall 2008	24	4	16.7%	4	16.7%	14	58.3%	2	8.3%
Fall 2009	25	7	28.0%	5	20.0%	13	52.0%	0	0.0%
Fall 2010	25	8	32.0%	2	8.0%	13	52.0%	2	8.0%
Fall 2011	16	10	62.5%	1	6.3%	4	25.0%	1	6.3%
Fall 2012	25	10	40.0%	4	16.0%	11	44.0%	0	0.0%
Fall 2013†	30	17	56.7%	3	10.0%	8	26.7%	2	6.7%
Fall 2014†	30	12	40.0%	8	26.7%	7	23.3%	3	10.0%
Fall 2015†	28	9	32.1%	9	32.1%	9	32.1%	1	3.6%
Fall 2016†	31	14	45.2%	7	22.6%	8	25.8%	2	6.5%
Fall 2017†^	19	4	21.1%	9	47.4%	6	31.6%	0	0.0%
Fall 2018†^	27	7	25.9%	8	29.6%	9	33.3%	3	11.1%
Fall 2019†^	34	8	23.5%	15	44.1%	11	32.4%	0	0.0%
Total	**314**	**110**	**35.0%**	**75**	**23.9%**	**113**	**36.0%**	**16**	**5.1%**

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

^Beginning Fall 2017 the CS course dropped from three hours to two.

Graduation from TCC within Three Years – First-time, Full-time Students

Cohort	Students Who Enrolled in CS		Students Who Earned a C or Better in CS		Students Who Did Not Earn a C or Better in CS		Students Who Did Not Enroll in CS		Entire Fall Cohort	
	Count	% of CS Cohort	Count	% of C or Better in CS	Count	% of Not C or Better in CS	Count	% of Non-CS Cohort	Count	% of Total Cohort
Fall 2008	132	14.0%*	131	16.7%***	1	0.6%	83	11.2%	215	12.8%
Fall 2009	167	15.1%***	166	17.7%***	1	0.6%	131	10.8%	298	12.9%
Fall 2010	164	18.6%***	163	22.2%***	1	0.7%	113	10.3%	277	14.0%
Fall 2011	173	16.9%***	172	20.3%***	1	0.6%	91	9.5%	264	13.3%
Fall 2012	129	15.5%**	127	19.0%***	2	1.2%	103	12.4%	232	14.0%
Fall 2013†	180	14.3%	177	17.5%	3	1.2%	82	17.7%+	262	15.2%
Fall 2014†	229	15.4%	227	18.5%*	2	0.8%	88	15.4%	317	15.4%
Fall 2015†	268	18.0%	266	21.7%**	2	0.8%	111	18.1%	379	18.1%
Fall 2016†	313	21.7%***	312	25.8%***	1	0.4%	81	16.5%	394	20.4%
Fall 2017†^	229	23.2%***	228	27.4%***	1	0.6%	95	17.9%	324	21.3%
Fall 2018†^	*Available after Summer 2021*									
Fall 2019†^	*Available after Summer 2022*									
Total	**1,984**	**17.3%***	**1,969**	**20.8%**	**15**	**0.8%**	**978**	**13.0%**	**2,962**	**15.6%**

†Beginning Fall 2013 all students placed into Developmental courses were required to enroll in CS.
^Beginning Fall 2017 the CS course dropped from three hours to two.
*Students enrolling in CS graduated within 3 years at significantly higher rates compared to Non-CS students, $p < .05$.
**Students enrolling in CS graduated within 3 years at significantly higher rates compared to Non-CS students, $p < .01$.
***Students enrolling in CS graduated within 3 years at significantly higher rates compared to Non-CS students, $p < .001$.
+Students not enrolling in CS graduated within 3 years at significantly higher rates compared to CS students, $p < .05$.

Graduated within Three Years – First-time, Full-time Students Who Did Not Earn a C or Better in CS										
Cohort	Students Who Did Not Earn a C or Better in CS	Developmental Education		Tulsa Achieves		Developmental Education and Tulsa Achieves		Neither	
	Count	Count	% of Not C or Better	Count	% of Not C or Better	Count	% of Not C or Better	Count	% of Not C or Better
Fall 2008	1	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Fall 2009	1	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2010	1	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2011	1	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Fall 2012	2	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2013†	3	2	66.7%	1	33.3%	0	0.0%	0	0.0%
Fall 2014†	2	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2015†	2	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Fall 2016†	1	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Fall 2017†^	1	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Fall 2018†^	*Available after Summer 2021*								
Fall 2019†^	*Available after Summer 2022*								
Total	**15**	**8**	**53.3%**	**5**	**33.3%**	**0**	**0.0%**	**2**	**13.3%**

†Beginning Fall 2013 all students placed into Developmental courses were required to enroll in CS.
^Beginning Fall 2017 the CS course dropped from three hours to two.

Student Success Rates (Grades of C or Better) in Developmental Courses – First-time, Full-time Students									
Cohort	Students Who Enrolled in CS		Students Who Earned a C or Better in CS		Students Who Did Not Earn a C or Better in CS		Students Who Did Not Enroll in CS		Entire Fall Cohort	
Fall 2008	1,144 of 1,617 Grades	70.7%***	1,031 of 1,329 Grades	77.6%***	113 of 288 Grades	39.2%	677 of 1,080 Grades	62.7%	1,821 of 2,697 Grades	67.5%
Fall 2009	1,219 of 1,847 Grades	66.0%***	1,137 of 1,553 Grades	73.2%***	82 of 294 Grades	27.9%	1,163 of 1,901 Grades	61.2%	2,382 of 3,748 Grades	63.6%
Fall 2010	974 of 1,440 Grades	67.6%***	898 of 1,193 Grades	75.3%***	76 of 247 Grades	30.8%	1,077 of 1,817 Grades	59.3%	2,051 of 3,257 Grades	63.0%
Fall 2011	1,169 of 1,770 Grades	66.0%***	1,075 of 1,425 Grades	75.4%***	94 of 345 Grades	27.2%	978 of 1,603 Grades	61.0%	2,147 of 3,373 Grades	63.7%
Fall 2012	1,019 of 1,522 Grades	67.0%***	926 of 1,180 Grades	78.5%***	93 of 342 Grades	27.2%	747 of 1,261 Grades	59.2%	1,766 of 2,783 Grades	63.5%
Fall 2013†	1,476 of 2,166 Grades	68.1%***	1,370 of 1,730 Grades	79.2%***	106 of 436 Grades	24.3%	158 of 304 Grades	52.0%	1,634 of 2,470 Grades	66.2%
Fall 2014†	1,425 of 2,141 Grades	66.6%***	1,357 of 1,774 Grades	76.5%***	68 of 367 Grades	18.5%	218 of 368 Grades	59.2%	1,643 of 2,509 Grades	65.5%
Fall 2015†	1,262 of 1,888 Grades	66.8%***	1,190 of 1,546 Grades	77.0%***	72 of 342 Grades	21.1%	223 of 369 Grades	60.4%	1,485 of 2,257 Grades	65.8%
Fall 2016†	1,543 of 2,205 Grades	70.0%***	1,454 of 1,834 Grades	79.3%***	89 of 371 Grades	24.0%	177 of 298 Grades	59.4%	1,720 of 2,503 Grades	68.7%
Fall 2017†^	719 of 1,090 Grades	66.0%*	687 of 904 Grades	76.0%***	32 of 186 Grades	17.2%	169 of 279 Grades	60.6%	888 of 1,369 Grades	64.9%
Fall 2018†^	682 of 953 Grades	71.6%*	648 of 816 Grades	79.4%***	34 of 137 Grades	24.8%	282 of 422 Grades	66.8%	964 of 1,375 Grades	70.1%
Fall 2019†^	804 of 1,182 Grades	68.0%***	761 of 934 Grades	81.5%***	43 of 248 Grades	17.3%	105 of 250 Grades	59.8%	954 of 1,433 Grades	66.6%
Total	**13,436 of 19,821 Grades**	**67.8%***	**12,534 of 16,218 Grades**	**77.3%***	**902 of 3,603 Grades**	**25.0%**	**6,019 of 9,953 Grades**	**60.5%**	**19,455 of 29,774 Grades**	**65.3%**

†Beginning Fall 2013 all students placed into Developmental courses were required to enroll in CS.
^Beginning Fall 2017 the CS course dropped from three hours to two.
*Students enrolled in CS performed significantly better compared to Non-CS students, $p < .05$.
***Students enrolled in CS performed significantly better compared to Non-CS students, $p < .001$.
Data for these tables were extracted from TCC's Operational Data Store on November 12, 2019.

Student Success Rates (Grades of C or Better) in Developmental Courses – First-time, Full-time Students Who Did Not Earn a C or Better in CS									
Cohort	Students Who Did Not Earn a C or Better in CS	Developmental Education		Tulsa Achieves		Developmental Education and Tulsa Achieves		Neither	
Fall 2008	113 of 288 Grades	41 of 99 Grades	41.4%			72 of 189 Grades	38.1%		
Fall 2009	82 of 294 Grades	26 of 109 Grades	23.9%			56 of 185 Grades	30.3%		
Fall 2010	76 of 247 Grades	36 of 110 Grades	32.7%			40 of 137 Grades	29.2%		
Fall 2011	94 of 345 Grades	65 of 181 Grades	35.9%			29 of 164 Grades	17.7%		
Fall 2012	93 of 342 Grades	41 of 156 Grades	26.3%			52 of 186 Grades	28.0%		
Fall 2013†	106 of 436 Grades	73 of 286 Grades	25.5%			33 of 150 Grades	22.0%		
Fall 2014†	68 of 367 Grades	38 of 220 Grades	17.3%			30 of 147 Grades	20.4%		
Fall 2015†	72 of 342 Grades	34 of 151 Grades	22.5%			38 of 191 Grades	19.9%		
Fall 2016†	89 of 371 Grades	42 of 168 Grades	25.0%			47 of 203 Grades	23.2%		
Fall 2017†^	32 of 186 Grades	17 of 94 Grades	18.1%			15 of 92 Grades	16.3%		
Fall 2018†^	34 of 137 Grades	16 of 59 Grades	27.1%			18 of 78 Grades	23.1%		
Fall 2019†^	42 of 138 Grades	20 of 107 Grades	18.7%			22 of 131 Grades	16.8%		
Total	**901 of 3,493 Grades**	**449 of 1,740 Grades**	**25.8%**			**452 of 1,853 Grades**	**24.4%**		

†Beginning Fall 2013 all students placed into Developmental courses were required to enroll in CS.
^Beginning Fall 2017 the CS course dropped from three hours to two.

Student Success Rates (Grades of C or Better) in Gateway Courses – First-time, Full-time Students

Cohort	Students Who Enrolled in CS		Students Who Earned a C or Better in CS		Students Who Did Not Earn a C or Better in CS		Students Who Did Not Enroll in CS		Entire Fall Cohort	
Fall 2008	2,926 of 3,782 Grades	77.4%***	2,784 of 3,421 Grades	81.4%***	142 of 361 Grades	39.3%	1,826 of 2,562 Grades	71.3%	4,752 of 6,344 Grades	74.9%
Fall 2009	3,539 of 4,548 Grades	77.8%***	3,388 of 4,183 Grades	81.0%***	151 of 365 Grades	41.4%	3,364 of 4,642 Grades	72.5%	6,903 of 9,190 Grades	75.1%
Fall 2010	2,988 of 3,763 Grades	79.4%***	2,840 of 3,412 Grades	83.2%***	148 of 351 Grades	42.2%	2,795 of 3,964 Grades	70.5%	5,783 of 7,727 Grades	74.8%
Fall 2011	3,299 of 4,227 Grades	78.0%***	3,171 of 3,884 Grades	81.6%***	128 of 343 Grades	37.3%	2,437 of 3,435 Grades	70.9%	5,736 of 7,662 Grades	74.9%
Fall 2012	2,582 of 3,277 Grades	78.8%***	2,487 of 2,998 Grades	83.0%***	95 of 279 Grades	34.1%	2,230 of 3,042 Grades	73.3%	4,812 of 6,319 Grades	76.2%
Fall 2013†	3,919 of 4,979 Grades	78.7%*	3,777 of 4,534 Grades	83.3%***	142 of 445 Grades	31.9%	1,358 of 1,762 Grades	77.1%	5,277 of 6,741 Grades	78.3%
Fall 2014†	4,797 of 6,034 Grades	79.5%***	4,616 of 5,490 Grades	84.1%***	181 of 544 Grades	33.3%	1,658 of 2,164 Grades	76.6%	6,455 of 8,198 Grades	78.7%
Fall 2015†	4,799 of 6,021 Grades	79.7%	4,651 of 5,492 Grades	84.7%***	148 of 529 Grades	28.0%	1,830 of 2,312 Grades	79.2%	6,629 of 8,333 Grades	79.6%
Fall 2016†	4,600 of 5,692 Grades	80.8%***	4,436 of 5,234 Grades	84.8%***	164 of 458 Grades	35.8%	1,400 of 1,804 Grades	77.6%	6,000 of 7,496 Grades	80.0%
Fall 2017†^	3,106 of 4,010 Grades	77.5%**	3,014 of 3,619 Grades	83.3%***	92 of 391 Grades	23.5%	1,450 of 1,940 Grades	74.7%	4,556 of 5,950 Grades	76.6%
Fall 2018†^	2,905 of 3,688 Grades	78.8%***	2,786 of 3,318 Grades	84.0%***	119 of 370 Grades	32.2%	1,491 of 1,982 Grades	75.2%	4,396 of 5,670 Grades	77.5%
Fall 2019†^	3,856 of 4,931 Grades	78.2%	3,751 of 4,493 Grades	83.5%***	105 of 438 Grades	24.0%	1,697 of 2,190 Grades	77.5%	5,553 of 7,121 Grades	78.0%
Total	**43,316 of 54,952 Grades**	**78.8%***	**41,701 of 50,078 Grades**	**83.3%***	**1,615 of 4,874 Grades**	**33.1%**	**23,536 of 31,799 Grades**	**74.0%**	**66,852 of 86,751 Grades**	**77.1%**

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

^Beginning Fall 2017 the CS course dropped from three hours to two.

*Students enrolled in CS performed significantly better compared to Non-CS students, $p < .05$.

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

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

Data for these tables were extracted from TCC's Operational Data Store on November 12, 2019.

Student Success Rates (Grades of C or Better) in Gateway Courses – First-time, Full-time Students Who Did Not Earn a C or Better in CS							
Cohort	Students Who Did Not Earn a C or Better in CS	Developmental Education		Tulsa Achieves		Developmental Education and Tulsa Achieves		Neither	
Fall 2008	142 of 361 Grades	36 of 67 Grades	53.7%	32 of 111 Grades	28.8%	67 of 163 Grades	41.1%	7 of 20 Grades	35.0%
Fall 2009	151 of 365 Grades	31 of 67 Grades	46.3%	47 of 130 Grades	36.2%	67 of 154 Grades	43.5%	6 of 14 Grades	42.9%
Fall 2010	148 of 351 Grades	38 of 83 Grades	45.8%	34 of 100 Grades	34.0%	73 of 155 Grades	47.1%	3 of 13 Grades	23.1%
Fall 2011	128 of 343 Grades	54 of 114 Grades	47.4%	21 of 62 Grades	33.9%	42 of 146 Grades	28.8%	11 of 21 Grades	52.4%
Fall 2012	95 of 279 Grades	33 of 76 Grades	43.4%	15 of 51 Grades	29.4%	46 of 145 Grades	31.7%	1 of 7 Grades	14.3%
Fall 2013†	142 of 445 Grades	73 of 191 Grades	38.2%	29 of 95 Grades	30.5%	34 of 133 Grades	25.6%	6 of 26 Grades	23.1%
Fall 2014†	181 of 544 Grades	54 of 177 Grades	30.5%	67 of 159 Grades	42.1%	41 of 156 Grades	26.3%	19 of 52 Grades	36.5%
Fall 2015†	148 of 529 Grades	33 of 140 Grades	23.6%	70 of 184 Grades	38.0%	41 of 173 Grades	23.7%	4 of 32 Grades	12.5%
Fall 2016†	164 of 458 Grades	56 of 157 Grades	35.7%	51 of 119 Grades	42.9%	32 of 135 Grades	23.7%	25 of 47 Grades	53.2%
Fall 2017†^	92 of 391 Grades	15 of 99 Grades	15.2%	51 of 133 Grades	38.3%	22 of 144 Grades	15.3%	4 of 15 Grades	26.7%
Fall 2018†^	119 of 370 Grades	27 of 83 Grades	32.5%	55 of 163 Grades	33.7%	24 of 90 Grades	26.7%	13 of 34 Grades	38.2%
Fall 2019†^	105 of 438 Grades	20 of 91 Grades	22.0%	60 of 199 Grades	30.2%	25 of 138 Grades	18.1%	0 of 10 Grades	0.0%
Total	**1,615 of 4,874 Grades**	**470 of 1,345 Grades**	**34.9%**	**532 of 1,506 Grades**	**35.3%**	**514 of 1,732 Grades**	**29.7%**	**99 of 291 Grades**	**34.0%**

†Beginning Fall 2013 all students placed into Developmental courses were required to enroll in CS.
^Beginning Fall 2017 the CS course dropped from three hours to two.

Part-time Student Aggregate Comparison

Fall-to-Spring Persistence Rate – A significantly higher percentage (72.5%) of the 8,819 first-time, part-time, degree-seeking students who enrolled in CS, as well as those who earned a C or better in CS (86.1%), persisted to the first spring semester compared to 52.0% of the 10,623 students who did not enroll in the course.

Fall-to-Fall Retention Rate – A significantly higher percentage (48.2%) of the first-time, part-time students who enrolled in CS, as well as those who earned a C or better in CS (62.6%), enrolled in the second fall semester compared to 32.7% of students who did not enroll in the course.

Graduation Within Three Years – 6.1% of part-time students who enrolled in CS, and 8.1% of those who earned a C or better in CS, graduated within three years compared to 6.0% of students who did not take the course.

Success Rates in Developmental Courses (Grades of C or Higher) – Individual course success was determined by the highest grade received in a course from initial enrollment to report time in the following courses: Reading Foundations I, Reading Foundations II, Writing Foundations I, Writing Foundations II, Writing Foundations Workshop, Math Foundations I, Math Foundations II, Math Foundations I & II, Beginning and Intermediate Algebra, Essentials for Precalculus I, Essentials for Quantitative Reasoning (ENGL 0903, ENGL 0913, ENGL 0923, ENGL 0933, ENGL 0943, MATH 0003, MATH 0013, MATH 0055, MATH 0105, MATH 0123, MATH 0403 respectively). Success outcomes were tallied for all cohort students. CS students received significantly more grades of C or higher (64.3%) compared to 58.0% of grades of C or higher received by students who did not enroll in CS. In addition, students who received a C or higher in CS also earned a C or higher in 74.7% of their developmental courses.

Success Rates in Gateway Courses (Grades of C or Higher) Individual course success was determined by the highest grade received in gateway course from initial enrollment to report time. Outcomes were tallied for all cohort students. The courses included were: Composition I, Quantitative Reasoning, Precalculus I, General Biology for Non-Majors, Introduction to Biology for Majors, U.S. History from 1492 to the Civil War Era, U.S. History Civil War Era to the 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). CS students received 72.4% grades of C or higher compared to 72.2% of grades of C or higher for students who did not enroll CS. Although the rate for CS students was slightly higher, the difference was not significant. Other factors unique to the part-time student experience may be impacting course outcomes. However, students receiving a C or higher in CS also earned a C or higher in 77.6% of their gateway courses which is a significantly higher rate than students not taking CS.

The following tables represent the details for each comparison above by annual cohort for first-time, part-time students.

Part-time Student Fall Cohort Enrollment in CS By Year Including CS Success Rate									
Cohort	Entire Fall Cohort	Students Who Enrolled in CS		Students Who Earned a C or Better in CS		Students Who Did Not Earn a C or Better in CS		Students Who Did Not Enroll in CS	
	Count	Count	% of Total Cohort	Count	% of CS Cohort	Count	% of CS Cohort	Count	% of Total Cohort
Fall 2008	809	171	21.1%	113	66.1%	58	33.9%	638	78.9%
Fall 2009	1,681	285	17.0%	201	70.5%	84	29.5%	1,396	83.0%
Fall 2010	1,769	409	23.1%	298	72.9%	111	27.1%	1,360	76.9%
Fall 2011	1,515	394	26.0%	286	72.6%	108	27.4%	1,121	74.0%
Fall 2012	1,583	420	26.5%	279	66.4%	141	33.6%	1,163	73.5%
Fall 2013†	1,547	806	52.1%	597	74.1%	209	25.9%	741	47.9%
Fall 2014†	1,609	857	53.3%	627	73.2%	230	26.8%	752	46.7%
Fall 2015†	1,536	785	51.1%	600	76.4%	185	23.6%	751	48.9%
Fall 2016†	1,716	981	57.2%	713	72.7%	268	27.3%	735	42.8%
Fall 2017†^	2,248	1,586	70.6%	1,210	76.3%	376	23.7%	662	29.4%
Fall 2018†^	2,024	1,348	66.6%	942	69.9%	406	30.1%	676	33.4%
Fall 2019†^	1,405	777	55.3%	536	69.0%	241	31.0%	628	44.7%
Total	**19,442**	**8,819**	**45.4%**	**6,402**	**72.6%**	**2,417**	**27.4%**	**10,623**	**54.6%**

†Beginning Fall 2013 all students placed into Developmental courses were required to enroll in CS.
^Beginning Fall 2017 the CS course dropped from three hours to two.

Part-time Student Fall Cohort Enrollment in CS Who Did Not Earn a C or Better By Year									
Cohort	Students Who Did Not Earn a C or Better in CS	Developmental Education		Tulsa Achieves		Developmental Education and Tulsa Achieves		Neither	
	Count	Count	% of Not C or Better	Count	% of Not C or Better	Count	% of Not C or Better	Count	% of Not C or Better
Fall 2008	58	18	31.0%	14	24.1%	22	37.9%	4	6.9%
Fall 2009	84	25	29.8%	19	22.6%	36	42.9%	4	4.8%
Fall 2010	111	28	25.2%	26	23.4%	45	40.5%	12	10.8%
Fall 2011	108	29	26.9%	23	21.3%	50	46.3%	6	5.6%
Fall 2012	141	38	27.0%	29	20.6%	59	41.8%	15	10.6%
Fall 2013†	209	103	49.3%	29	13.9%	59	28.2%	18	8.6%
Fall 2014†	230	105	45.7%	40	17.4%	72	31.3%	13	5.7%
Fall 2015†	185	65	35.1%	40	21.6%	70	37.8%	10	5.4%
Fall 2016†	268	90	33.6%	56	20.9%	102	38.1%	20	7.5%
Fall 2017†^	376	135	35.9%	78	20.7%	127	33.8%	36	9.6%
Fall 2018†^	406	94	23.2%	105	25.9%	150	36.9%	57	14.0%
Fall 2019†^	241	52	21.6%	18	7.5%	156	64.7%	15	6.2%
Total	**2,417**	**782**	**32.4%**	**477**	**19.7%**	**948**	**39.2%**	**210**	**8.7%**

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

^Beginning Fall 2017 the CS course dropped from three hours to two.

Fall-to-Spring Persistence Rates of First-time, Part-time Students

Cohort	Students Who Enrolled in CS		Students Who Earned a C or Better in CS		Students Who Did Not Earn a C or Better in CS		Students Who Did Not Enroll in CS		Entire Fall Cohort	
	Count	% of CS Cohort	Count	% of C or Better in CS	Count	% of Not C or Better in CS	Count	% of Non-CS Cohort	Count	% of Total Cohort
Fall 2008	130	76.0%***	98	86.7%***	32	55.2%	366	57.4%	496	61.3%
Fall 2009	220	77.2%***	177	88.1%***	43	51.2%	654	46.8%	874	52.0%
Fall 2010	305	74.6%***	261	87.6%***	44	39.6%	682	50.1%	987	55.8%
Fall 2011	300	76.1%***	248	86.7%***	52	48.1%	679	60.6%	979	64.6%
Fall 2012	311	74.0%***	250	89.6%***	61	43.3%	680	58.5%	991	62.6%
Fall 2013†	603	74.8%***	513	85.9%***	90	43.1%	351	47.4%	954	61.7%
Fall 2014†	651	76.0%***	546	87.1%***	105	45.7%	368	48.9%	1,019	63.3%
Fall 2015†	601	76.6%***	525	87.5%***	76	41.1%	364	48.5%	965	62.8%
Fall 2016†	745	75.9%***	625	87.7%***	120	44.8%	311	42.3%	1,056	61.5%
Fall 2017†^	1,092	68.9%***	1,001	82.7%***	91	24.2%	351	53.0%	1,443	64.2%
Fall 2018†^	927	68.8%***	805	85.5%***	122	30.0%	370	54.7%	1,297	64.1%
Fall 2019†^	513	66.0%***	462	86.2%***	51	21.2%	344	54.8%	857	61.0%
Total	**6,398**	**72.5%*** **	**5,511**	**86.1%*** **	**887**	**36.7%**	**5,520**	**52.0%**	**11,918**	**61.3%**

†Beginning Fall 2013 all students placed into Developmental courses were required to enroll in CS.
^Beginning Fall 2017 the CS course dropped from three hours to two.
***Students enrolling in CS persisted to spring at significantly higher rates compared to Non-Academic Strategies students, $p < .001$.

Fall-to-Spring Persisted First-time, Part-time Students Who Did Not Earn a C or Better in CS

Cohort	Students Who Did Not Earn a C or Better in CS	Developmental Education		Tulsa Achieves		Developmental Education and Tulsa Achieves		Neither	
	Count	Count	% of Not C or Better	Count	% of Not C or Better	Count	% of Not C or Better	Count	% of Not C or Better
Fall 2008	32	12	37.5%	6	18.8%	12	37.5%	2	6.3%
Fall 2009	43	17	39.5%	8	18.6%	17	39.5%	1	2.3%
Fall 2010	44	15	34.1%	8	18.2%	20	45.5%	1	2.3%
Fall 2011	52	16	30.8%	6	11.5%	27	51.9%	3	5.8%
Fall 2012	61	20	32.8%	11	18.0%	27	44.3%	3	4.9%
Fall 2013†	90	55	61.1%	4	4.4%	21	23.3%	10	11.1%
Fall 2014†	105	61	58.1%	10	9.5%	29	27.6%	5	4.8%
Fall 2015†	76	32	42.1%	15	19.7%	23	30.3%	6	7.9%
Fall 2016†	120	46	38.3%	17	14.2%	51	42.5%	6	5.0%
Fall 2017†^	91	38	41.8%	18	19.8%	29	31.9%	6	6.6%
Fall 2018†^	122	36	29.5%	25	20.5%	54	44.3%	7	5.7%
Fall 2019†^	51	12	23.5%	5	9.8%	32	62.7%	2	3.9%
Total	**887**	**360**	**40.6%**	**133**	**15.0%**	**342**	**38.6%**	**52**	**5.9%**

†Beginning Fall 2013 all students placed into Developmental courses were required to enroll in CS.
^Beginning Fall 2017 the CS course dropped from three hours to two.

Fall-to-Fall Retention Rates of First-time, Part-time Students									
Cohort	Students Who Enrolled in CS		Students Who Earned a C or Better in CS		Students Who Did Not Earn a C or Better in CS		Students Who Did Not Enroll in CS		Entire Fall Cohort	
	Count	% of CS Cohort	Count	% of C or Better in CS	Count	% of Not C or Better in CS	Count	% of Non-CS Cohort	Count	% of Total Cohort
Fall 2008	93	54.4%***	80	70.8%***	13	22.4%	236	37.0%	329	40.7%
Fall 2009	127	44.6%***	112	55.7%***	15	17.9%	395	28.3%	522	31.1%
Fall 2010	207	50.6%***	185	62.1%***	22	19.8%	407	29.9%	614	34.7%
Fall 2011	185	47.0%***	172	60.1%***	13	12.0%	415	37.0%	600	39.6%
Fall 2012	188	44.8%***	175	62.7%***	13	9.2%	393	33.8%	581	36.7%
Fall 2013†	382	47.4%***	364	61.0%***	18	8.6%	202	27.3%	584	37.8%
Fall 2014†	386	45.0%***	372	59.3%***	14	6.1%	226	30.1%	612	38.0%
Fall 2015†	409	52.1%***	391	65.2%***	18	9.7%	247	32.9%	656	42.7%
Fall 2016†	486	49.5%***	457	64.1%***	29	10.8%	213	29.0%	699	40.7%
Fall 2017†^	784	49.4%***	756	62.5%***	28	7.4%	243	36.7%	1,027	45.7%
Fall 2018†^	652	48.4%***	611	64.9%***	41	10.1%	260	38.5%	912	45.1%
Fall 2019†^	354	45.6%***	332	61.9%***	22	9.1%	235	37.4%	589	41.9%
Total	**4,253**	**48.2%***	**4,007**	**62.6%***	**246**	**10.2%**	**3,472**	**32.7%**	**7,725**	**39.7%**

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

^Beginning Fall 2017 the CS course dropped from three hours to two.

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

Fall-to-Fall Retained First-time, Part-time Students Who Did Not Earn a C or Better in CS

Cohort	Students Who Did Not Earn a C or Better in CS	Developmental Education		Tulsa Achieves		Developmental Education and Tulsa Achieves		Neither	
	Count	Count	% of Total Cohort	Count	% of Total Cohort	Count	% of Total Cohort	Count	% of Total Cohort
Fall 2008	13	7	53.8%	1	7.7%	4	30.8%	1	7.7%
Fall 2009	15	9	60.0%	3	20.0%	2	13.3%	1	6.7%
Fall 2010	22	9	40.9%	2	9.1%	11	50.0%	0	0.0%
Fall 2011	13	5	38.5%	3	23.1%	5	38.5%	0	0.0%
Fall 2012	13	7	53.8%	1	7.7%	3	23.1%	2	15.4%
Fall 2013†	18	7	38.9%	2	11.1%	7	38.9%	2	11.1%
Fall 2014†	14	8	57.1%	2	14.3%	3	21.4%	1	7.1%
Fall 2015†	18	6	33.3%	4	22.2%	7	38.9%	1	5.6%
Fall 2016†	29	12	41.4%	6	20.7%	11	37.9%	0	0.0%
Fall 2017†^	28	12	42.9%	5	17.9%	9	32.1%	2	7.1%
Fall 2018†^	41	10	24.4%	9	22.0%	18	43.9%	4	9.8%
Fall 2019†^	22	1	4.5%	3	13.6%	16	72.7%	2	9.1%
Total	**246**	**93**	**37.8%**	**41**	**16.7%**	**96**	**39.0%**	**16**	**6.5%**

†Beginning Fall 2013 all students placed into Developmental courses were required to enroll in CS.
^Beginning Fall 2017 the CS course dropped from three hours to two.

Graduation from TCC within Three Years - First-time, Part-time Students

Cohort	Students Who Enrolled in CS		Students Who Earned a C or Better in CS		Students Who Did Not Earn a C or Better in CS		Students Who Did Not Enroll in CS		Entire Fall Cohort	
	Count	% of CS Cohort	Count	% of C or Better in CS	Count	% of Not C or Better in CS	Count	% of Non-CS Cohort	Count	% of Total Cohort
Fall 2008	13	7.6%	13	11.5%**	0	0.0%	37	5.8%	50	6.2%
Fall 2009	8	2.8%	8	4.0%	0	0.0%	53	3.8%	61	3.6%
Fall 2010	28	6.8%**	28	9.4%***	0	0.0%	57	4.2%	85	4.8%
Fall 2011	22	5.6%	22	7.7%	0	0.0%	70	6.2%	92	6.1%
Fall 2012	14	3.3%	13	4.7%	1	0.7%	49	4.2%	63	4.0%
Fall 2013†	31	3.8%	31	5.2%	0	0.0%	61	8.2%+++	92	5.9%
Fall 2014†	37	4.3%	36	5.7%	1	0.4%	59	7.8%+++	96	6.0%
Fall 2015†	48	6.1%	46	7.7%	2	1.1%	53	7.1%	101	6.6%
Fall 2016†	49	5.0%	48	6.7%	1	0.4%	60	8.2%+++	109	6.4%
Fall 2017†^	155	9.8%	155	12.8%***	0	0.0%	56	8.5%	211	9.4%
Fall 2018†^	*Available after Summer 2021*									
Fall 2019†^	*Available after Summer 2022*									
Total	**405**	**6.1%****	**400**	**8.1%*****	**5**	**0.3%**	**555**	**6.0%**	**960**	**6.0%**

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

^Beginning Fall 2017 the CS course dropped from three hours to two.

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

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

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

+++Students not enrolling in CS graduated within 3 years at significantly higher rates compared to CS students, $p < .001$.

Graduated from TCC within Three Years – First-time, Full-time Students Who Did Not Earn a C or Better in CS										
Cohort	Students Who Did Not Earn a C or Better in CS	Developmental Education		Tulsa Achieves		Developmental Education and Tulsa Achieves		Neither	
	Count	Count	% of Not C or Better	Count	% of Not C or Better	Count	% of Not C or Better	Count	% of Not C or Better
Fall 2008	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2009	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2010	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2011	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2012	1	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Fall 2013†	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2014†	1	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2015†	2	0	0.0%	0	0.0%	0	0.0%	2	100.0%
Fall 2016†	1	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2017†^	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2018†^	Available after Summer 2021								
Fall 2019†^	Available after Summer 2022								
Total	5	2	40.0%	0	0.0%	0	0.0%	3	60.0%

†Beginning Fall 2013 all students placed into Developmental courses were required to enroll in CS.
^Beginning Fall 2017 the CS course dropped from three hours to two.

Student Success Rates (Grades of C or Better) in Developmental Courses – First-time, Part-time students									
Cohort	Students Who Enrolled in CS		Students Who Earned a C or Better in CS		Students Who Did Not Earn a C or Better in CS		Students Who Did Not Enroll in CS		Entire Fall Cohort	
Fall 2008	244 of 355 Grades	68.7%***	202 of 269 Grades	75.1%***	42 of 86 Grades	48.8%	532 of 864 Grades	61.6%	776 of 1,219 Grades	63.7%
Fall 2009	334 of 545 Grades	61.3%	288 of 422 Grades	68.2%***	46 of 123 Grades	37.4%	960 of 1,645 Grades	58.4%	1,294 of 2,190 Grades	59.1%
Fall 2010	492 of 727 Grades	67.7%***	423 of 574 Grades	73.7%***	69 of 153 Grades	45.1%	848 of 1,580 Grades	53.7%	1,340 of 2,307 Grades	58.1%
Fall 2011	499 of 753 Grades	66.3%**	453 of 599 Grades	75.6%***	46 of 154 Grades	29.9%	869 of 1,407 Grades	61.8%	1,368 of 2,160 Grades	63.3%
Fall 2012	430 of 701 Grades	61.3%	388 of 520 Grades	74.6%***	42 of 181 Grades	23.2%	869 of 1,460 Grades	59.5%	1,299 of 2,161 Grades	60.1%
Fall 2013†	1,027 of 1,573 Grades	65.3%***	961 of 1,293 Grades	74.3%***	66 of 280 Grades	23.6%	243 of 475 Grades	51.2%	1,270 of 2,048 Grades	62.0%
Fall 2014†	895 of 1,394 Grades	64.2%***	817 of 1,110 Grades	73.6%***	78 of 284 Grades	27.5%	267 of 476 Grades	56.1%	1,162 of 1,870 Grades	62.1%
Fall 2015†	733 of 1,148 Grades	63.9%**	673 of 931 Grades	72.3%***	60 of 217 Grades	27.6%	295 of 507 Grades	58.2%	1,028 of 1,655 Grades	62.1%
Fall 2016†	1,072 of 1,649 Grades	65.0%***	979 of 1,300 Grades	75.3%***	93 of 349 Grades	26.6%	287 of 545 Grades	52.7%	1,359 of 2,194 Grades	61.9%
Fall 2017†^	1,656 of 2,539 Grades	65.2%	1,579 of 2,085 Grades	75.7%***	77 of 454 Grades	17.0%	300 of 460 Grades	65.2%	1,956 of 2,999 Grades	65.2%
Fall 2018†^	1,078 of 1,703 Grades	63.3%**	985 of 1,279 Grades	77.0%***	93 of 424 Grades	21.9%	262 of 451 Grades	58.1%	1,340 of 2,154 Grades	62.2%
Fall 2019†^	433 of 754 Grades	57.4%	399 of 527 Grades	75.7%***	34 of 227 Grades	15.0%	186 of 331 Grades	56.2%	619 of 1,085 Grades	57.1%
Total	8,893 of 13,841 Grades	64.3%***	8,147 of 10,909 Grades	74.7%***	746 of 2,932 Grades	25.4%	5,918 of 10,201 Grades	58.0%	14,811 of 24,042 Grades	61.6%

†Beginning Fall 2013 all students placed into Developmental courses were required to enroll in CS.
^Beginning Fall 2017 the CS course dropped from three hours to two.
**Students enrolled in CS performed significantly better compared to Non-CS students, $p < .01$.
***Students enrolled in CS performed significantly better compared to Non-CS students, $p < .001$.
Data for these tables were extracted from TCC's Operational Data Store on November 12, 2019.

Student Success Rates (Grades of C or Better) in Developmental Courses – First-time, Full-time Students Who Did Not Earn a C or Better in CS									
Cohort	Students Who Did Not Earn a C or Better in CS	Developmental Education		Tulsa Achieves		Developmental Education and Tulsa Achieves		Neither	
Fall 2008	42 of 86 Grades	21 of 44 Grades	47.7%			21 of 42 Grades	50.0%		
Fall 2009	46 of 123 Grades	26 of 52 Grades	50.0%			20 of 71 Grades	28.2%		
Fall 2010	69 of 153 Grades	31 of 63 Grades	49.2%			38 of 90 Grades	42.2%		
Fall 2011	46 of 154 Grades	13 of 60 Grades	21.7%			33 of 94 Grades	35.1%		
Fall 2012	42 of 181 Grades	17 of 73 Grades	23.3%			25 of 108 Grades	23.1%		
Fall 2013†	66 of 280 Grades	46 of 179 Grades	25.7%			20 of 101 Grades	19.8%		
Fall 2014†	78 of 284 Grades	57 of 180 Grades	31.7%			21 of 104 Grades	20.2%		
Fall 2015†	60 of 217 Grades	31 of 108 Grades	28.7%			29 of 109 Grades	26.6%		
Fall 2016†	93 of 349 Grades	39 of 159 Grades	24.5%			54 of 190 Grades	28.4%		
Fall 2017†^	77 of 454 Grades	49 of 239 Grades	20.5%			28 of 215 Grades	13.0%		
Fall 2018†^	93 of 424 Grades	36 of 158 Grades	22.8%			57 of 266 Grades	21.4%		
Fall 2019†^	32 of 224 Grades	6 of 62 Grades	9.7%			26 of 162 Grades	16.0%		
Total	**744 of 2,929 Grades**	**372 of 1,377 Grades**	**27.0%**			**372 of 1,552 Grades**	**24.0%**		

†Beginning Fall 2013 all students placed into Developmental courses were required to enroll in CS.
^Beginning Fall 2017 the CS course dropped from three hours to two.

Student Success Rates (Grades of C or Better) in Gateway Courses – First-time, Part-time students									
Cohort	Students Who Enrolled in CS		Students Who Earned a C or Better in CS		Students Who Did Not Earn a C or Better in CS		Students Who Did Not Enroll in CS		Entire Fall Cohort	
Fall 2008	395 of 535 Grades	73.8%	324 of 423 Grades	76.6%	71 of 112 Grades	63.4%	1,171 of 1,561 Grades	75.0%	1,566 of 2,096 Grades	74.7%
Fall 2009	627 of 856 Grades	73.2%	548 of 722 Grades	75.9%**	79 of 134 Grades	59.0%	1,805 of 2,502 Grades	72.1%	2,432 of 3,358 Grades	72.4%
Fall 2010	893 of 1,225 Grades	72.9%	817 of 1,055 Grades	77.4%***	76 of 170 Grades	44.7%	1,874 of 2,613 Grades	71.7%	2,767 of 3,838 Grades	72.1%
Fall 2011	808 of 1,127 Grades	71.7%	754 of 1,003 Grades	75.2%	54 of 124 Grades	43.5%	1,817 of 2,459 Grades	73.9%	2,625 of 3,586 Grades	73.2%
Fall 2012	752 of 1,076 Grades	69.9%	689 of 926 Grades	74.4%	63 of 150 Grades	42.0%	1,742 of 2,381 Grades	73.2%++	2,494 of 3,457 Grades	72.1%
Fall 2013†	1,558 of 2,091 Grades	74.5%***	1,505 of 1,899 Grades	79.3%***	53 of 192 Grades	27.6%	883 of 1,259 Grades	70.1%	2,441 of 3,350 Grades	72.9%
Fall 2014†	1,611 of 2,179 Grades	73.9%	1,543 of 1,962 Grades	78.6%***	68 of 217 Grades	31.3%	1,049 of 1,399 Grades	75.0%	2,660 of 3,578 Grades	74.3%
Fall 2015†	1,700 of 2,246 Grades	75.7%*	1,628 of 2,051 Grades	79.4%***	72 of 195 Grades	36.9%	1,211 of 1,646 Grades	73.6%	2,911 of 3,892 Grades	74.8%
Fall 2016†	1,795 of 2,503 Grades	71.7%	1,684 of 2,196 Grades	76.7%***	111 of 307 Grades	36.2%	996 of 1,391 Grades	71.6%	2,791 of 3,894 Grades	71.7%
Fall 2017†^	3,104 of 4,303 Grades	72.1%**	3,022 of 3,876 Grades	78.0%***	82 of 427 Grades	19.2%	1,013 of 1,458 Grades	69.5%	4,117 of 5,761 Grades	71.5%
Fall 2018†^	1,798 of 2,596 Grades	69.3%	1,706 of 2,197 Grades	77.7%***	92 of 399 Grades	23.1%	782 of 1,163 Grades	67.2%	2,580 of 3,759 Grades	68.6%
Fall 2019†^	1,047 of 1,493 Grades	70.1%	1,004 of 1,311 Grades	76.6%***	43 of 182 Grades	23.6%	907 of 1,292 Grades	70.2%	1,954 of 2,785 Grades	70.2%
Total	16,088 of 22,230 Grades	72.4%	15,224 of 19,621 Grades	77.6%***	864 of 2,609 Grades	33.1%	15,250 of 21,124 Grades	72.2%	31,338 of 43,354 Grades	72.3%

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

^Beginning Fall 2017 the CS course dropped from three hours to two.

*Students enrolled in CS performed significantly better compared to Non-CS students, $p < .05$.

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

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

++Students not enrolling in CS performed significantly better compared to CS students, $p < .01$.

Data for these tables were extracted from TCC's Operational Data Store on November 12, 2019.

| Student Success Rates (Grades of C or Better) in Gateway Courses – First-time, Full-time Students Who Did Not Earn a C or Better in CS | | | | | | | | | |
Cohort	Students Who Did Not Earn a C or Better in CS	Developmental Education		Tulsa Achieves		Developmental Education and Tulsa Achieves		Neither	
Fall 2008	71 of 112 Grades	33 of 44 Grades	75.0%	13 of 31 Grades	41.9%	20 of 31 Grades	64.5%	5 of 6 Grades	83.3%
Fall 2009	79 of 134 Grades	44 of 53 Grades	83.0%	12 of 34 Grades	35.3%	18 of 41 Grades	43.9%	5 of 6 Grades	83.3%
Fall 2010	76 of 170 Grades	27 of 48 Grades	56.3%	15 of 41 Grades	36.6%	34 of 73 Grades	46.6%	0 of 8 Grades	0.0%
Fall 2011	54 of 124 Grades	10 of 23 Grades	43.5%	17 of 41 Grades	41.5%	23 of 49 Grades	46.9%	4 of 11 Grades	36.4%
Fall 2012	63 of 150 Grades	17 of 35 Grades	48.6%	13 of 45 Grades	28.9%	23 of 50 Grades	46.0%	10 of 20 Grades	50.0%
Fall 2013†	53 of 192 Grades	30 of 76 Grades	39.5%	3 of 44 Grades	6.8%	10 of 46 Grades	21.7%	10 of 26 Grades	38.5%
Fall 2014†	68 of 217 Grades	28 of 80 Grades	35.0%	22 of 72 Grades	30.6%	13 of 46 Grades	28.3%	5 of 19 Grades	26.3%
Fall 2015†	72 of 195 Grades	14 of 38 Grades	36.8%	22 of 66 Grades	33.3%	36 of 84 Grades	42.9%	0 of 7 Grades	0.0%
Fall 2016†	111 of 307 Grades	32 of 76 Grades	42.1%	25 of 93 Grades	26.9%	46 of 112 Grades	41.1%	8 of 26 Grades	30.8%
Fall 2017†^	82 of 427 Grades	29 of 131 Grades	22.1%	36 of 154 Grades	23.4%	15 of 111 Grades	13.5%	2 of 31 Grades	6.5%
Fall 2018†^	92 of 399 Grades	13 of 83 Grades	15.7%	43 of 139 Grades	30.9%	26 of 123 Grades	21.1%	10 of 54 Grades	18.5%
Fall 2019†^	43 of 182 Grades	5 of 25 Grades	20.0%	15 of 37 Grades	40.5%	22 of 107 Grades	20.6%	1 of 13 Grades	7.7%
Total	**864 of 2,609 Grades**	**282 of 712 Grades**	**39.6%**	**236 of 797 Grades**	**29.6%**	**286 of 873 Grades**	**32.8%**	**60 of 227 Grades**	**26.4%**

†Beginning Fall 2013 all students placed into Developmental courses were required to enroll in CS.
^Beginning Fall 2017 the CS course dropped from three hours to two.