



DEVELOPMENTAL EDUCATION AND SUPPLEMENTAL ACADEMIC INSTRUCTION REPORT

ACADEMIC YEAR 2010-2011



2010-2011



COLORADO COMMUNITY
COLLEGE SYSTEM



Developmental education (DE) courses are courses that are designed to bring students who have been identified as having academic deficiencies in reading, writing, and math up to grade level to participate in college level courses. This report details the rates of enrollment and associated descriptive statistics for students enrolled in developmental education courses in the Colorado Community College System for the 2010-2011 academic year, which covers the Summer 2010, Fall 2010, and Spring 2011 terms.

Readers of this report may be familiar with annual reports on remedial education published by the Colorado Department of Higher Education and the Colorado Commission on Higher Education, which examine limited cohorts of remedial students, generally focusing on recent high-school graduates¹. This report has a broader scope, covering all students

enrolling in developmental education at CCCS during the 2010-2011 academic year. This difference in methodology will allow the present report to more fully describe the state of DE in the Colorado Community College System, but does mean that the information presented here cannot be directly compared to CDHE/CCHE remedial reports.

This report is divided into three sections. The first, *“Enrollment in DE,”* shows enrollment counts for Developmental Education courses separated by college. *“Students in DE”* examines the characteristics of students who enrolled in DE courses in the 2010-2011 academic year. The final section, *“Academic Outcomes for Students in DE,”* contains summary information about key outcome indicators for students enrolled in DE courses during the 2010-2011 academic year.



Enrollment in DE

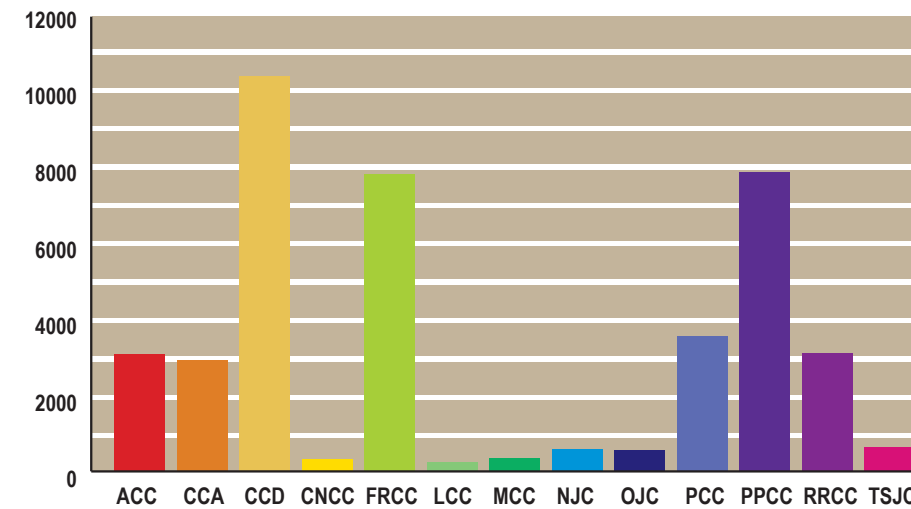
In the 2010-2011 academic year, 40,990 unique students were recorded as having enrolled in at least one DE course in the Student Unit Record Data System (SURDS). Records in the CCCS Operational Data Store (ODS), on the other hand, show 40,948 unique students as having been enrolled in at least one DE course during this period. While SURDS is considered the official record for many Colorado education statistics, the figures in this report use the numbers obtained from the ODS to facilitate analyses that make use of variables present in the ODS but not in SURDS.

A complete list of data sources can be found at the end of this report. The following tables describe enrollment counts for DE courses by term, institution, and course.

TABLE 1
Unique initial enrollment in DE courses by term

SUMMER 2010	FALL 2010	SPRING 2011	TOTAL UNIQUE ENROLLMENT ACROSS ALL TERMS
7,858	24,415	22,975	40,948

TABLE 2
Unique initial enrollment in DE and supplemental academic instruction courses, by institution²



INSTITUTION	UNIQUE DE STUDENTS INITIALLY ENROLLED	...AS A PERCENTAGE OF INSTITUTION HEADCOUNT
ACC	3,059	13.08%
CCA	2,920	20.37%
CCD	10,333	42.58%
CNCC	326	11.55%
FRCC	7,767	20.64%
LCC	238	15.23%
MCC	354	10.77%
NJC	572	15.13%
OJC	548	21.31%
PCC	3,534	24.06%
PPCC	7,829	28.43%
RRCC	3,086	16.67%
TSJC	633	17.49%
CCCS	40,948	23.83%

¹ Colorado Department of Higher Education's reports and publications

² Unique students were identified at the institution level in all cases save the total unique headcount.



Students in DE

The following tables summarize characteristics of the 2010-2011 DE student population.

FIGURE 3
Student age ranges

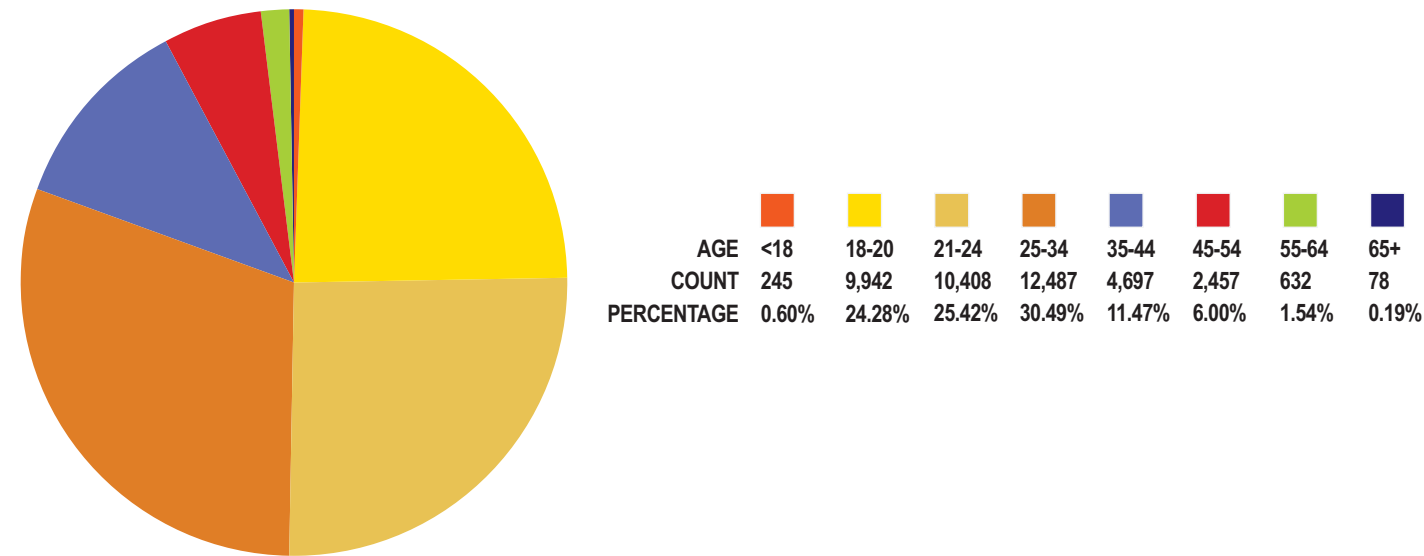


FIGURE 4
Student gender

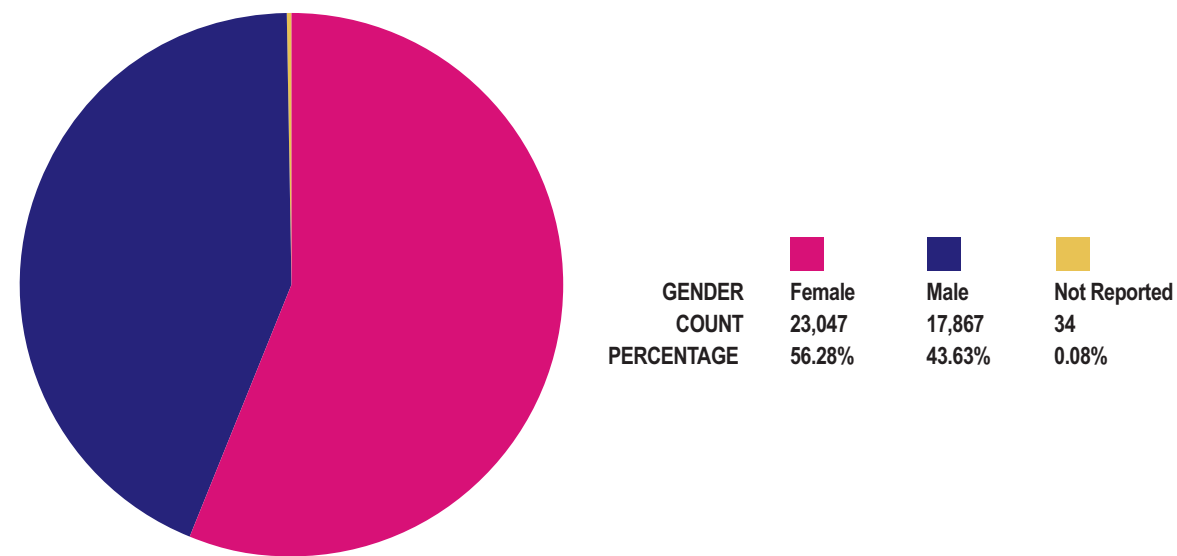


FIGURE 5
Student ethnicity

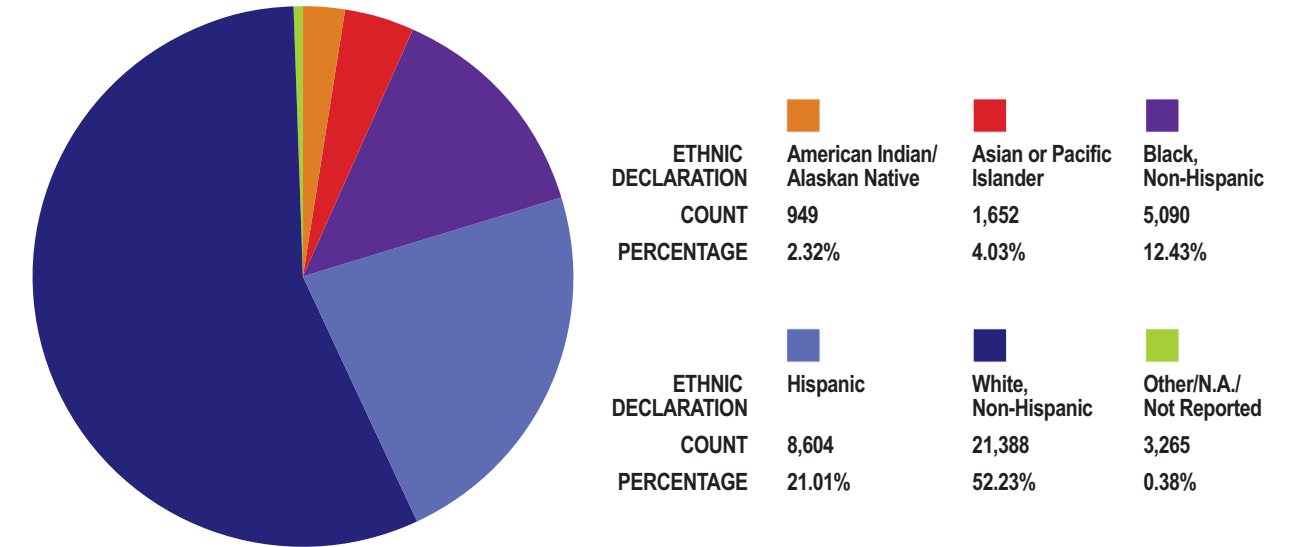
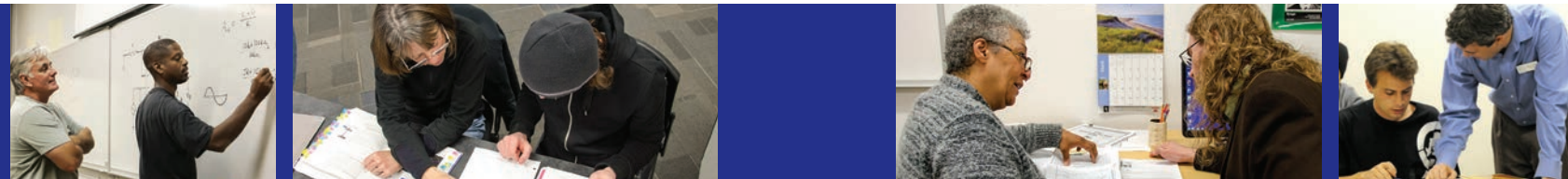


TABLE 6
Student population descriptions

	SUMMER 2010	FALL 2010	SPRING 2011
New Student	1,901	8,707	4,958
Transfer	466	1,595	1,190
Continuing Student	4,688	11,063	14,052
Re-Admit	512	1,293	1,552
Consortium Student (CCD Only) [†]	618	2,079	1,875
Other Student Population/Not Reported	37	365	191

[†] Consortium students are students from Metropolitan State University of Denver who take their remedial coursework at the Community College of Denver



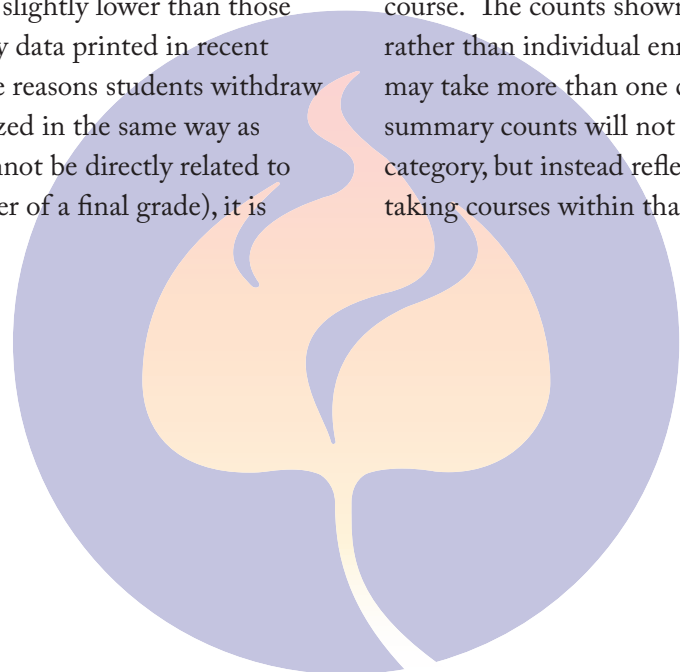
Academic Outcomes for Students in DE

In this report, the success of students enrolled in DE courses has been measured using several outcome metrics, including: success in DE courses, completion of college-level courses following success in a related DE course, and completion of degrees and certificates. The tables on the following pages describe these outcomes.

The DE course completion rates shown in the following tables use initial enrollments (as opposed to only course completions) as denominators. For this reason, passage rates shown in this report are slightly lower than those shown in the annual summary data printed in recent CCCS Fact Books. While the reasons students withdraw from courses cannot be analyzed in the same way as final grades (a withdrawal cannot be directly related to discipline ability in the manner of a final grade), it is

important to recognize the effect of this phenomenon. In aggregate, 69.1% of students initially enrolled passed at least one course, while 75.7% of those receiving final grades (as opposed to withdrawals or incompletes) had at least one passing grade of A, B, C, or “Satisfactory”.

In the following tables, the passage rates for developmental courses, and data regarding subsequent college-level course completion are presented. In all cases, course completion is defined as receiving a grade of A, B, C, or “Satisfactory” in a course. The counts shown represent unique student counts, rather than individual enrollment records. As a student may take more than one developmental course in a term, summary counts will not be the sum of all counts within a category, but instead reflect the number of unique students taking courses within that category.



COURSE COMPLETION OUTCOMES³

TABLE 7

Course-level outcomes for students enrolled in DE reading and writing courses

Course	SUMMER 2010			FALL 2010			SPRING 2011		
	Initially Enrolled	Receiving Final Grade	Successfully Completing	Initially Enrolled	Receiving Final Grade	Successfully Completing	Initially Enrolled	Receiving Final Grade	Successfully Completing
ENG 030	145	136 (93.79%)	87 (60.00%)	537	476 (88.64%)	308 (57.36%)	441	391 (88.66%)	242 (54.88%)
ENG 060	584	538 (92.12%)	367 (62.84%)	2,429	2,159 (88.88%)	1,554 (63.98%)	1,917	1,648 (85.97%)	1,129 (58.89%)
ENG 090	1,786	1,622 (90.82%)	1,199 (67.13%)	6,599	5,868 (88.92%)	4,203 (63.69%)	5,625	4,937 (87.77%)	3,360 (59.73%)
REA 030	80	75 (93.75%)	34 (42.50%)	560	507 (90.54%)	339 (60.54%)	350	313 (89.43%)	192 (54.86%)
REA 060	325	303 (93.23%)	227 (69.85%)	1,688	1,545 (91.53%)	1,195 (70.79%)	1,340	1,181 (88.13%)	841 (62.76%)
REA 090	770	687 (89.22%)	490 (63.64%)	2,975	2,654 (89.21%)	1,878 (63.13%)	2,619	2,303 (87.93%)	1,577 (60.21%)
ALL READING/WRITING	3,068	2,812 (91.66%)	2,062 (67.21%)	10,961	9,902 (90.34%)	7,248 (66.13%)	9,410	8,351 (88.75%)	5,861 (62.28%)

TABLE 8

Successful completion of a College-level English course (ENG 121) within one year of DE course completion

DE Course	Successful DE course completers (all terms)	WITHIN ONE YEAR			WITHIN THREE YEARS		
		Number of completers enrolled in ENG 121	...received a final grade	...successfully completed	Number of completers enrolled in ENG 121	...received a final grade	...successfully completed
ENG 030	635	64 (10.08%)	53 (8.35%)	46 (7.24%)	177 (27.87%)	161 (25.35%)	139 (21.89%)
ENG 060	3,038	999 (32.88%)	871 (28.67%)	736 (24.23%)	1,354 (44.57%)	1,236 (40.68%)	1,064 (35.02%)
ENG 090	8,758	5,544 (63.30%)	5,012 (57.23%)	4,217 (48.15%)	6,061 (69.21%)	5,617 (64.14%)	4,839 (55.25%)
REA 030	563	98 (17.41%)	82 (14.56%)	67 (11.90%)	178 (31.62%)	167 (29.66%)	143 (25.40%)
REA 060	2,254	800 (35.49%)	701 (31.10%)	581 (25.78%)	1,085 (48.14%)	995 (44.14%)	858 (38.07%)
REA 090	3,943	2,146 (54.43%)	1,893 (48.01%)	1,602 (40.63%)	2,443 (61.96%)	2,208 (56.00%)	1,927 (48.87%)
ALL READING/WRITING	13,194	6,554 (49.67%)	5,818 (44.10%)	4,891 (37.07%)	7,522 (57.01%)	6,873 (52.09%)	5,925 (44.91%)

³ Cases in which students enrolled in an outcome course prior to enrolling in DE courses were excluded from this analysis. Simultaneous enrollments, however, were retained.

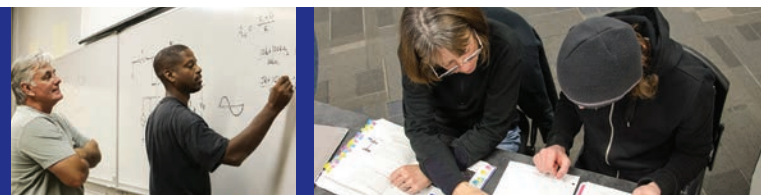


TABLE 9

Successful completion of college-level course listed in the *gtPathways Program*⁴ within one and three years of DE course completion

DE Course	Successful DE course completers (all terms)	WITHIN ONE YEAR			WITHIN THREE YEARS		
		Number of completers enrolled in ENG 121	...received a final grade	...successfully completed	Number of completers enrolled in ENG 121	...received a final grade	...successfully completed
ENG 030	635	208 (32.76%)	171 (26.93%)	131 (20.63%)	289 (45.51%)	254 (40.00%)	208 (32.76%)
ENG 060	3,038	1,666 (54.84%)	1,430 (47.07%)	1,157 (38.08%)	1,915 (63.03%)	1,713 (56.39%)	1,443 (47.50%)
ENG 090	8,758	7,026 (80.22%)	6,434 (73.46%)	5,600 (63.94%)	7,320 (83.58%)	6,841 (78.11%)	6,054 (69.13%)
REA 030	563	188 (33.39%)	159 (28.24%)	117 (20.78%)	253 (44.94%)	227 (40.32%)	184 (32.68%)
REA 060	2,254	1,208 (53.59%)	1,062 (47.12%)	868 (38.51%)	1,398 (62.02%)	1,283 (56.92%)	1,073 (47.60%)
REA 090	3,943	2,818 (71.47%)	2,572 (65.23%)	2,194 (55.64%)	3,012 (76.39%)	2,808 (71.21%)	2,454 (62.24%)
ALL READING/ WRITING	13,194	9,077 (68.80%)	8,118 (61.53%)	6,898 (52.28%)	9,696 (73.49%)	8,898 (67.44%)	7,715 (58.47%)

TABLE 10

Course-level outcomes for students enrolled in DE math courses

Course	SUMMER 2010			FALL 2010			SPRING 2011		
	initially enrolled	receiving final grade	successfully completing	initially enrolled	receiving final grade	successfully completing	initially enrolled	receiving final grade	successfully completing
MAT 030	1,397	1,281 (91.70%)	820 (58.70%)	3,926	3,530 (89.91%)	2,245 (57.18%)	3,483	3,105 (89.15%)	1,918 (55.07%)
MAT 060	1,651	1,502 (90.98%)	1,120 (67.84%)	4,860	4,304 (88.56%)	3,069 (63.15%)	4,566	4,117 (90.17%)	2,924 (64.04%)
MAT 090	1,857	1,597 (86.00%)	1,141 (61.44%)	5,352	4,474 (83.59%)	3,101 (57.94%)	5,697	4,829 (84.76%)	3,287 (57.70%)
MAT 099	1,206	1,004 (83.25%)	723 (59.95%)	4,002	3,281 (81.98%)	2,244 (56.07%)	3,750	3,110 (82.93%)	2,063 (55.01%)
Other Math	177	161 (90.96%)	130 (73.45%)	2,728	2,378 (87.17%)	1,537 (56.34%)	2,500	2,084 (83.36%)	1,279 (51.16%)
ALL MATH	6,225	5,489 (88.18%)	3,890 (62.49%)	19,999	17,165 (85.83%)	11,579 (57.90%)	19,117	16,440 (86.00%)	10,895 (56.99%)

⁴ In order to facilitate comparison with pre-redesign course offerings, the *gtPathways* course list used in this report only includes courses that were designated as Guaranteed Transfer in Fall 2008.

TABLE 11

Successful completion of a college-level math course⁵ following successful completion of DE math courses in the 2010-2011 academic year

DE Course	Successful DE course completers (all terms)	WITHIN ONE YEAR			WITHIN THREE YEARS		
		Number of completers enrolled in a college-level math course	...received a final grade	...successfully completed	Number of completers enrolled in a college-level math course	...received a final grade	...successfully completed
MAT 030	4,976	302 (6.07%)	246 (4.94%)	196 (3.94%)	1,081 (21.72%)	942 (18.93%)	779 (15.66%)
MAT 060	7,099	1,256 (17.69%)	1,092 (15.38%)	907 (12.78%)	2,572 (36.23%)	2,321 (32.69%)	2,001 (28.19%)
MAT 090	7,522	2,789 (37.08%)	2,280 (30.31%)	1,939 (25.78%)	3,842 (51.08%)	3,380 (44.93%)	2,978 (39.59%)
MAT 099	5,026	3,282 (65.30%)	2,811 (55.93%)	2,379 (47.33%)	3,531 (70.25%)	3,161 (62.89%)	2,791 (55.53%)
Other Math	2,937	1,061 (36.13%)	918 (31.26%)	737 (25.09%)	1,521 (51.79%)	1,370 (46.65%)	1,163 (39.60%)
ALL MATH	21,704	7,142 (32.91%)	6,045 (27.85%)	5,078 (23.40%)	9,627 (44.36%)	8,542 (39.36%)	7,408 (34.13%)

DEGREES AND CERTIFICATES

At the time of this report, 6,790 students enrolled in Developmental Education courses during the 2010-11 academic year had earned a degree or certificate through CCCS. Of these, 3,426 had earned at least one

certificate, 4,473 while had earned associate degrees. Table 15 shows the counts of DE students who earned certificates and degrees during the 2010-11 academic year and the three following years in greater detail.

TABLE 12

Counts of 2010-2011 DE students earning degrees or certificates by year

Type of Outcome	Awarded During the 2010-2011 Academic Year	Awarded During the 2011-2012 Academic Year	Awarded during the 2012-2013 Academic Year	Awarded During the 2013-2014 Academic Year
Associate Degrees	398	1,137	1,490	1,096
Certificates	675	749	679	519
Degree or Certificate	1,035	1,775	1,989	1,479

⁵ Eligible Math courses for this metric were: MAT103, MAT107, MAT108, MAT112, MAT120, MAT121, MAT135, MAT155, MAT156



2010-2011



SOURCES:

Course registration data retrieved from the Student Unit Record Data System (SURDS) and CCCS Operational Data Store using Cognos Report Studio.

Data on student characteristics, course grades, and degree outcomes retrieved from the CCCS Operational Data Store using Cognos Report Studio.

gtPathways Course List

Colorado Department of Education Reports, including annual remedial reports.



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