



DEVELOPMENTAL EDUCATION AND SUPPLEMENTAL ACADEMIC INSTRUCTION REPORT

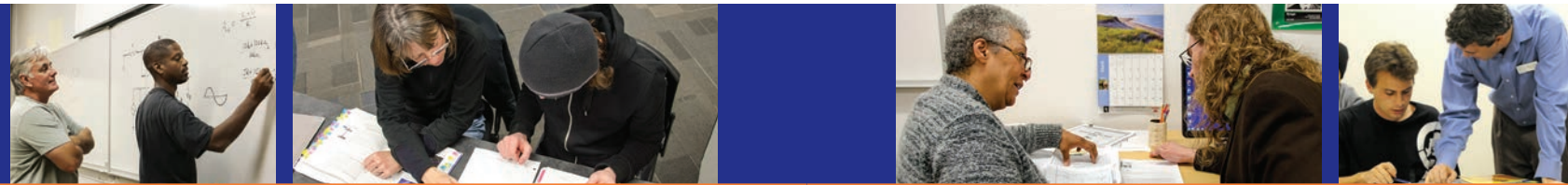
ACADEMIC YEAR 2014-2015



2014-2015



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. The present CCCS developmental education model includes content traditionally covered in 9th-12th grade in a high school curriculum. Adult learners who need content that is traditionally covered before 9th grade are encouraged to pursue adult basic education (ABE) programs (federal financial aid cannot be used for courses that cover content prior to high school so the partnership with ABE is essential). In Colorado, supplemental academic instruction (SAI) is a subset of the possibilities offered in developmental education. SAI is co-requisite academic instruction; developmental content paired with an introductory college level course. This report details the rates of enrollment and associated descriptive statistics for students enrolled in developmental education and supplemental academic instruction courses in the Colorado Community College System for the 2014-2015 academic year, which covers the Summer 2014, Fall 2014, and Spring 2015 terms.

Prior to 2013, all students not meeting placement requirements for college-level Reading, English, and/or Math were required to take DE courses as prerequisites to enrollment in many core college-level courses. Beginning in Fall 2013, new course offerings, including SAI course offerings were introduced in the community college system to provide a corequisite alternative to more traditional DE prerequisites, encouraging students to progress more quickly to college-level course completion by taking remedial coursework concurrently with

college-level courses. These courses have been marked by asterisks (*) in the following tables. Although several developmental English and Reading courses were offered in the 2014-2015 academic year, College Composition and Reading (CCR) courses formed the main source of developmental and supplemental support for language skills in the CCCS system.

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 2014-2015 academic year. This difference in methodology will allow the present report to more fully describe the state of DE and SAI 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 and SAI,”* shows enrollment counts for Developmental Education and Supplemental Academic Instruction courses separated by college and by course. *“Students in DE and SAI”* examines the characteristics of students who enrolled in DE and SAI courses in the 2014-2015 academic year. The final section, *“Academic Outcomes for Students in DE and SAI,”* contains summary information about key outcome indicators for students enrolled in DE and SAI courses during the 2014-2015 academic year.

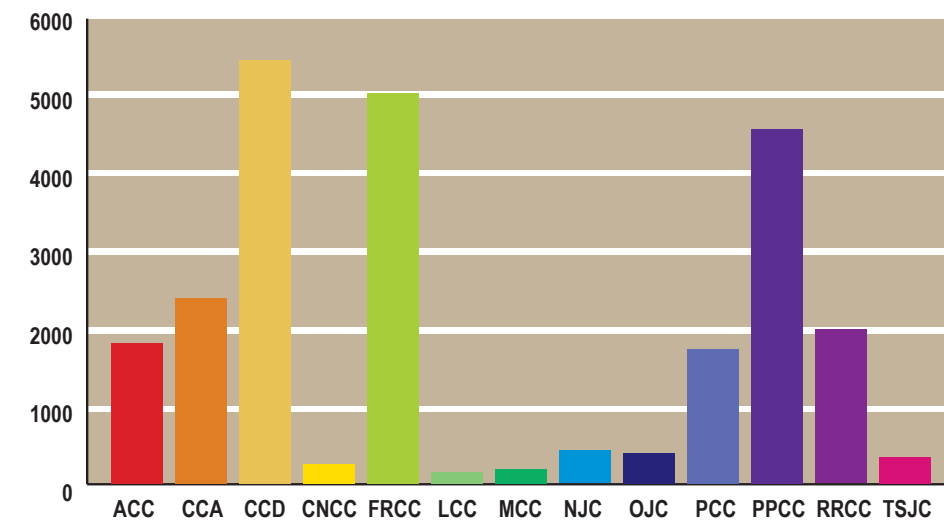
Enrollment in DE and SAI

The following tables describe enrollment counts for Developmental Education and SAI courses by term, institution, and course. In the 2014-2015 academic year, 24,370 unique students were recorded as having enrolled in at least one DE or SAI course.

TABLE 1
Unique initial enrollment in DE and SAI courses by term

SUMMER 2014	FALL 2014	SPRING 2015	TOTAL UNIQUE ENROLLMENT ACROSS ALL TERMS
3,813	14,390	10,865	24,370

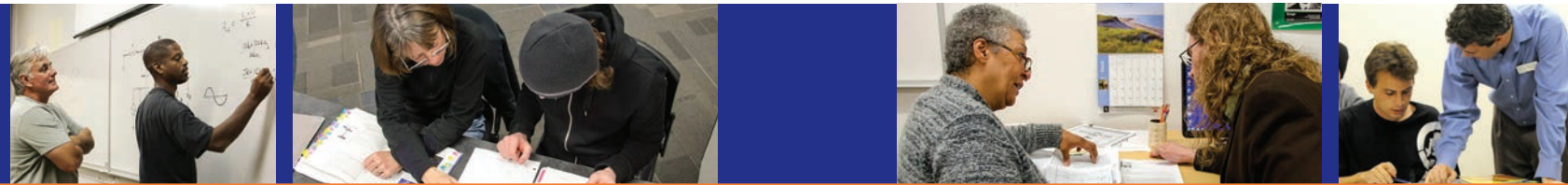
TABLE 2
Unique initial enrollment in DE and SAI courses, by institution²



INSTITUTION	UNIQUE DE & SAI STUDENTS INITIALLY ENROLLED	...AS A PERCENTAGE OF UNIQUE REGISTERED STUDENTS
ACC	1,793	10.30%
CCA	2,362	20.81%
CCD	5,398	36.00%
CNCC	244	13.68%
FRCC	4,983	17.80%
LCC	148	14.22%
MCC	181	7.54%
NJC	420	15.74%
OJC	388	18.99%
PCC	1,715	17.22%
PPCC	4,519	22.66%
RRCC	1,964	15.16%
TSJC	335	13.45%
CCCS (TOTAL)	24,370	19.43%

¹ Colorado Department of Higher Education's reports and publications

² Unique students were identified at the institution level. The CCCS count is not a sum total, but instead a count of unique students system-wide.



Students in DE and SAI

The following tables summarize characteristics of the 2014-2015 DE and SAI student population.

FIGURE 3
Student age ranges

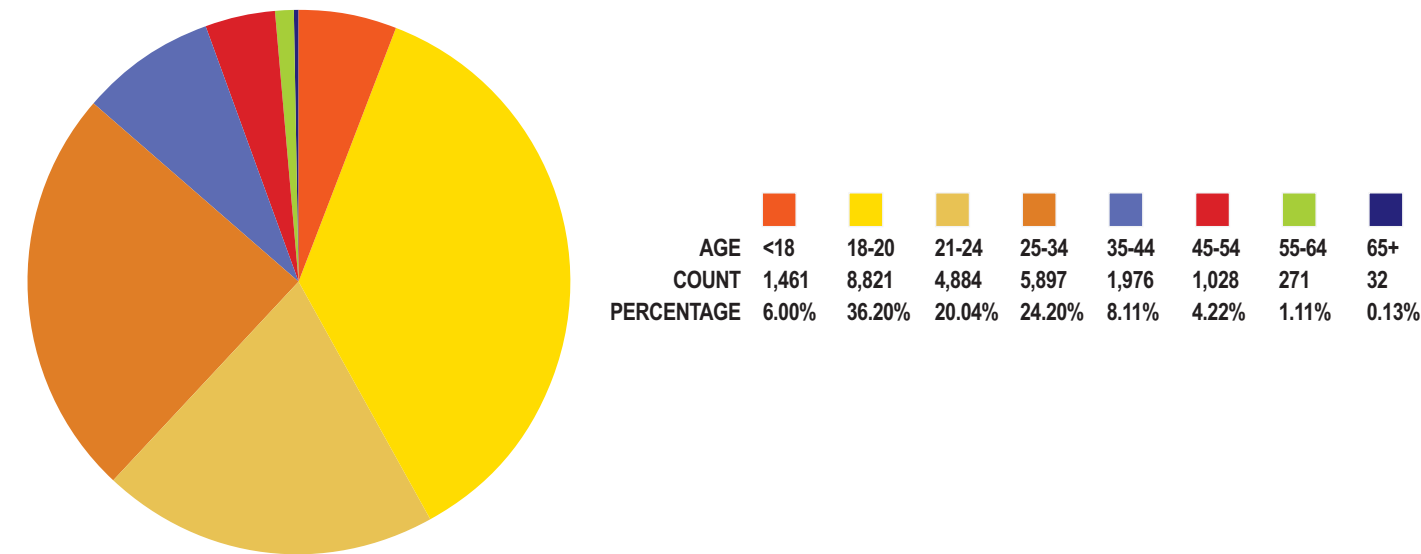


FIGURE 4
Student gender

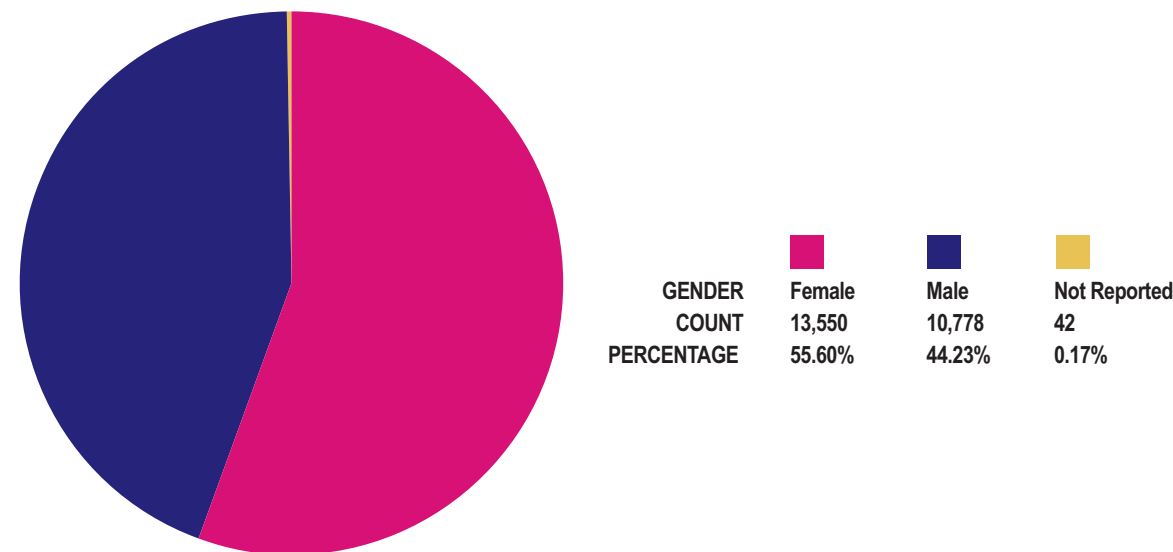


FIGURE 5
Student ethnicity

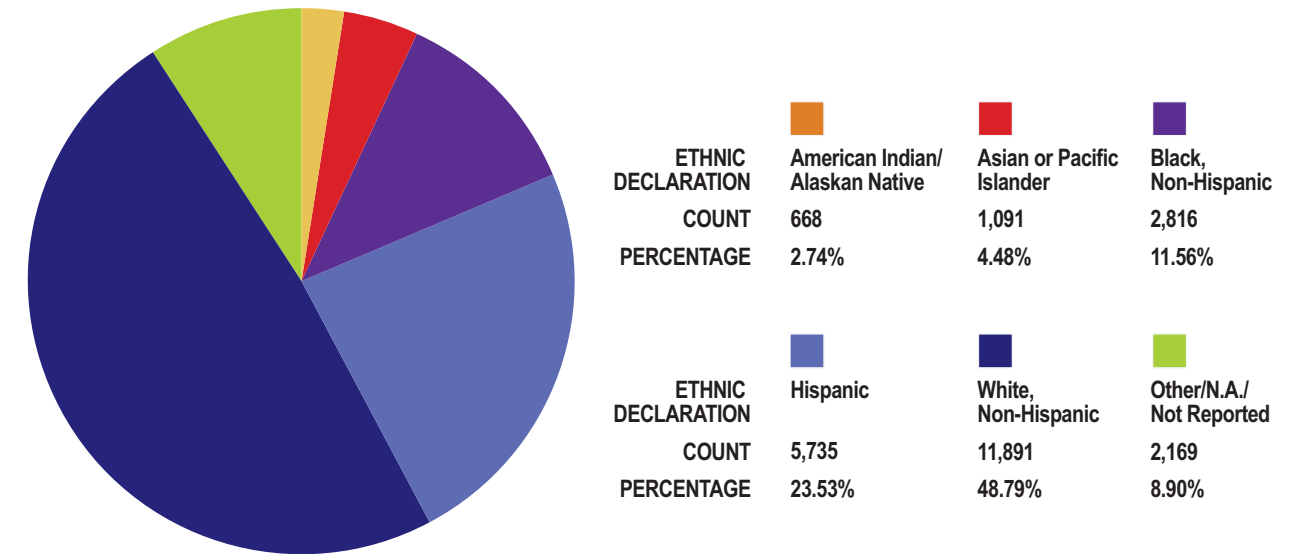
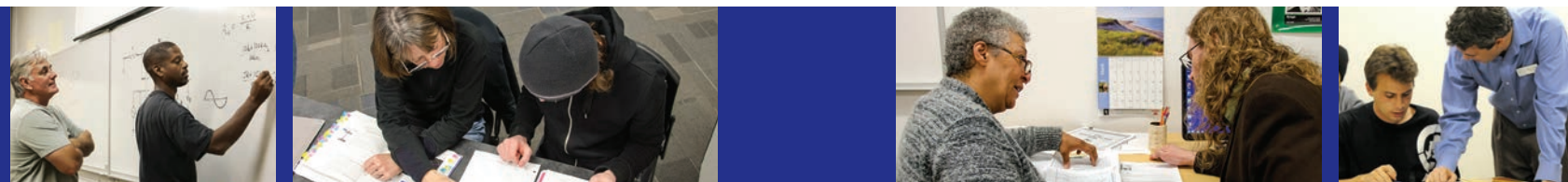


TABLE 6
Student population descriptions

	SUMMER 2014	FALL 2014	SPRING 2015
New Student	1,859	6,200	2,986
Transfer	922	1,913	1,266
Continuing Student	4,254	8,708	12,919
Re-Admit	1,308	1,088	911
Consortium Student (CCD Only) [†]	277	778	1,008
Other Student Population/Not Reported	741	1,883	2,058

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



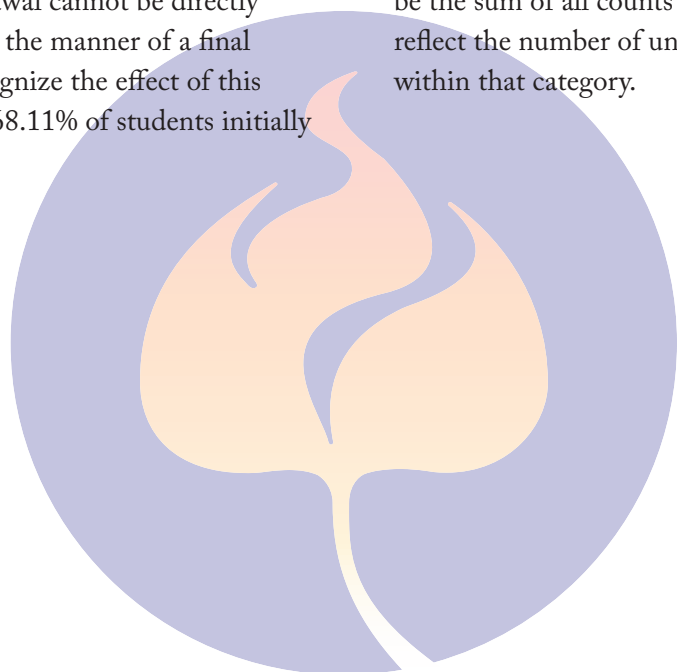
Academic Outcomes for Students in DE and SAI

In this report, the success of students enrolled in DE and SAI courses has been measured using several outcome metrics, including: success in DE and SAI courses, completion of college-level courses following success in a related DE and SAI 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 Books³. 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, 68.11% of students initially

enrolled in DE/SAI in AY 2015 passed at least one course, while 74.9% 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. Additionally, supplemental academic instruction courses offered concurrently with a college level course have been marked with an asterisk (*). 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 OUTCOMES⁴

TABLE 7

Course-level outcomes for students enrolled in College Composition and Reading (CCR) courses

Course	SUMMER 2014			FALL 2014			SPRING 2015		
	Initially Enrolled	Receiving Final Grade	Successfully Completing	Initially Enrolled	Receiving Final Grade	Successfully Completing	Initially Enrolled	Receiving Final Grade	Successfully Completing
CCR 091	8	8 (100.0%)	8 (100.0%)	98	89 (90.82%)	68 (69.39%)	49	44 (89.8%)	29 (59.18%)
CCR 092	554	499 (90.07%)	344 (62.09%)	3,093	2,814 (90.98%)	1,902 (61.49%)	1,810	1,572 (86.85%)	1,071 (59.17%)
CCR 093*	47	46 (97.87%)	34 (72.34%)	495	431 (87.07%)	290 (58.59%)	300	45 (15.00%)	124 (41.33%)
CCR 094*	513	483 (94.15%)	400 (77.97%)	2,849	2,570 (90.21%)	1,923 (67.50%)	1,852	1,662 (89.74%)	1,209 (65.28%)
ALL CCR	1,114	1,028 (92.28%)	779 (69.93%)	6,436	5,817 (90.38%)	4,127 (64.12%)	3,960	3,489 (88.11%)	2,458 (62.07%)

TABLE 8

Successful completion of a college-level English course (ENG 121) within one year of CCR course completion

DE COURSE	WITHIN ONE YEAR			
	SUCCESSFUL DE AND SAI COURSE COMPLETERS (ALL TERMS)	NUMBER OF COMPLETERS ENROLLED IN ENG 121	...RECEIVED A FINAL GRADE	...SUCCESSFULLY COMPLETED
CCR 091	105	62 (59.05%)	41 (39.05%)	32 (30.48%)
CCR 092	3,316	1,916 (57.78%)	1,329 (40.08%)	1,016 (30.64%)
CCR 093*	499	299 (59.92%)	191 (38.28%)	155 (31.06%)
CCR 094*	3,529	3,528 (99.97%)	3,515 (99.6%)	3,273 (92.75%)
ALL CCR COURSES	7,280	5,672 (77.91%)	4,965 (68.2%)	4,381 (60.18%)

³ Beginning in 2011, course completion rates reported by CCCS Institutional Research have been calculated using the sum of all final grades as a denominator.

⁴ Cases in which students enrolled in an outcome course prior to enrolling in a DE course were excluded from this analysis. Simultaneous enrollments, however, were retained.

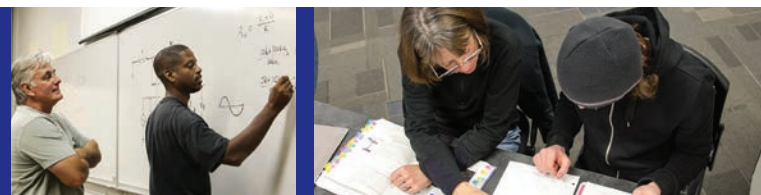


TABLE 9
Successful completion of college-level course listed in the *gtPathways Program*⁵ within one year of CCR completion

DE COURSE	WITHIN ONE YEAR			
	SUCCESSFUL DE AND SAI COURSE COMPLETERS (ALL TERMS)	NUMBER OF COMPLETERS ENROLLED IN A GTPATHWAYS COURSE	...RECEIVED A FINAL GRADE	...SUCCESSFULLY COMPLETED
CCR 091	105	80 (76.19%)	58 (55.24%)	46 (43.81%)
CCR 092	3,316	2,382 (71.83%)	1,770 (53.38%)	1,420 (42.82%)
CCR 093*	499	479 (95.99%)	452 (90.58%)	406 (81.36%)
CCR 094*	3,529	3,529 (100%)	3,519 (99.72%)	3,322 (94.13%)
ALL CCR COURSES	7,280	6,319 (86.8%)	5,667 (77.84%)	5,077 (69.74%)

TABLE 10
Course-level outcomes for students enrolled in DE and SAI math courses

Course	SUMMER 2014			FALL 2014			SPRING 2015		
	STUDENTS.....	...initially enrolled	...receiving a final grade	...successfully completing	...initially enrolled	...receiving a final grade	...successfully completing	...initially enrolled	...receiving a final grade
MAT 025	99	81 (81.82%)	65 (65.66%)	882	749 (84.92%)	541 (61.34%)	685	609 (88.91%)	451 (65.84%)
MAT 050	869	775 (89.18%)	567 (65.25%)	6,037	5,369 (88.93%)	3,626 (60.06%)	4,211	3,767 (89.46%)	2,498 (59.32%)
MAT 055	747	647 (86.61%)	480 (64.26%)	4,483	3,866 (86.24%)	2,568 (57.28%)	3,852	3,244 (84.22%)	2,498 (59.32%)
MAT 091*	15	15 (100.00%)	11 (73.33%)	76	73 (96.05%)	55 (72.37%)	120	104 (86.67%)	63 (52.50%)
MAT 092*	0	0	0	4	4 (100.00%)	3 (75.00%)	8	8 (100.00%)	8 (100.00%)
MAT 093*	2	2 (100.00%)	2 (100.00%)	58	43 (74.14%)	40 (68.97%)	80	65 (81.25%)	54 (67.50%)
Other Developmental Math Courses	1,239	1,085 (87.57%)	742 (59.89%)	370	326 (88.11%)	40 (68.97%)	295	260 (88.14%)	218 (73.90%)
ALL DEVELOPMENTAL MATH COURSES	2,871	2,525 (87.95%)	1,810 (63.04%)	10,715	9,413 (87.85%)	6,469 (60.37%)	8,304	7,219 (86.93%)	4,872 (58.67%)

⁵ 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 course⁶ following successful completion of DE and SAI math courses in the 2014-2015 Academic Year

DE Course	Successful DE and SAI course completers (all terms)	WITHIN ONE YEAR		
		Number of completers enrolled in a college-level math course	...received a final grade	...successfully completed
MAT 025	1,045	564 (53.97%)	278 (26.6%)	217 (20.77%)
MAT 050	6,686	2,229 (33.34%)	913 (13.66%)	741 (11.08%)
MAT 055	5,166	3,214 (62.21%)	1,743 (33.74%)	1,377 (26.66%)
MAT 091*	129	128 (99.22%)	125 (96.9%)	101 (78.29%)
MAT 092*	11	11 (100%)	11 (100%)	10 (90.91%)
MAT 093*	95	95 (100%)	95 (100%)	78 (82.11%)
Other Developmental Math Courses	1,216	522 (42.93%)	334 (27.47%)	273 (22.45%)
ALL DEVELOPMENTAL MATH COURSES	8,201	5,571 (67.93%)	3,047 (37.15%)	2,437 (29.72%)

At the time of this report, 1,525 students enrolled in DE courses during the 2014-2015 academic year had earned a degree or certificate through CCCS at any time. Of these, 1,308 had earned at least one certificate, while 333 had earned associate's degrees. Most of these degrees were earned prior to the 2014-2015 academic year. Of those outcomes earned in the 2014-2015 academic year, the majority were certificates. 218 students (less than 1% of students in developmental education) earned associate's degrees in the 2014-2015 academic year. In contrast, 455 unique students receiving developmental

education (1.86% of the cohort) earned certificates in the 2014-2015 academic year.

Reports on CCCS developmental education from previous years have shown outcomes for DE students out to three years from the year of the report; due to the limited time elapsed between courses offered in 2015 courses and the creation of this report, the outcome measures reported above will be subject to change as students progress through their respective programs.

⁶ Eligible Math courses for this metric were: MAT103, MAT107, MAT108, MAT112, MAT120, MAT121, MAT135, MAT155, MAT156



2014-2015



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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