



## **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 graduates<sup>1</sup>. 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.

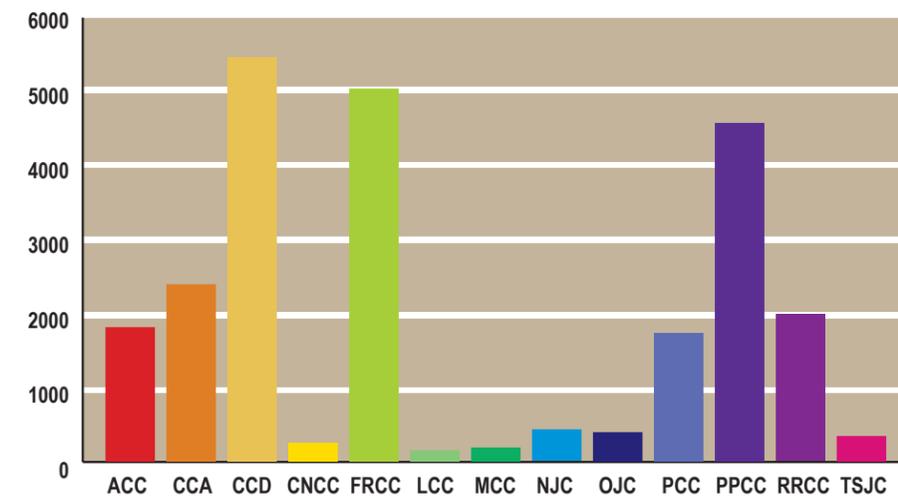
## Enrollment in DE and SAI

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                                   |

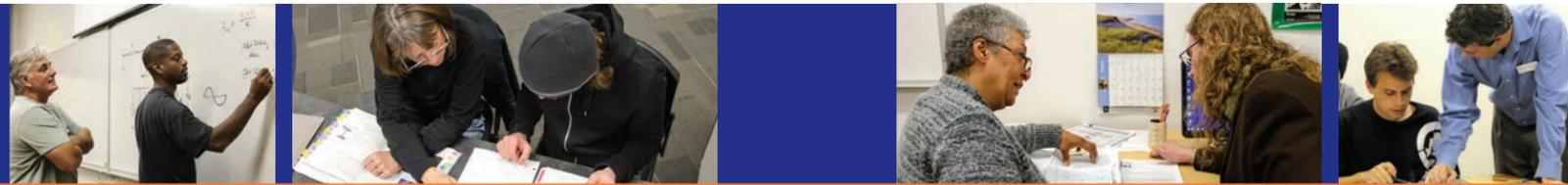
**TABLE 2**  
*Unique initial enrollment in DE and SAI courses, by institution<sup>2</sup>*



| 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%   |

<sup>1</sup> Colorado Department of Higher Education's reports and publications

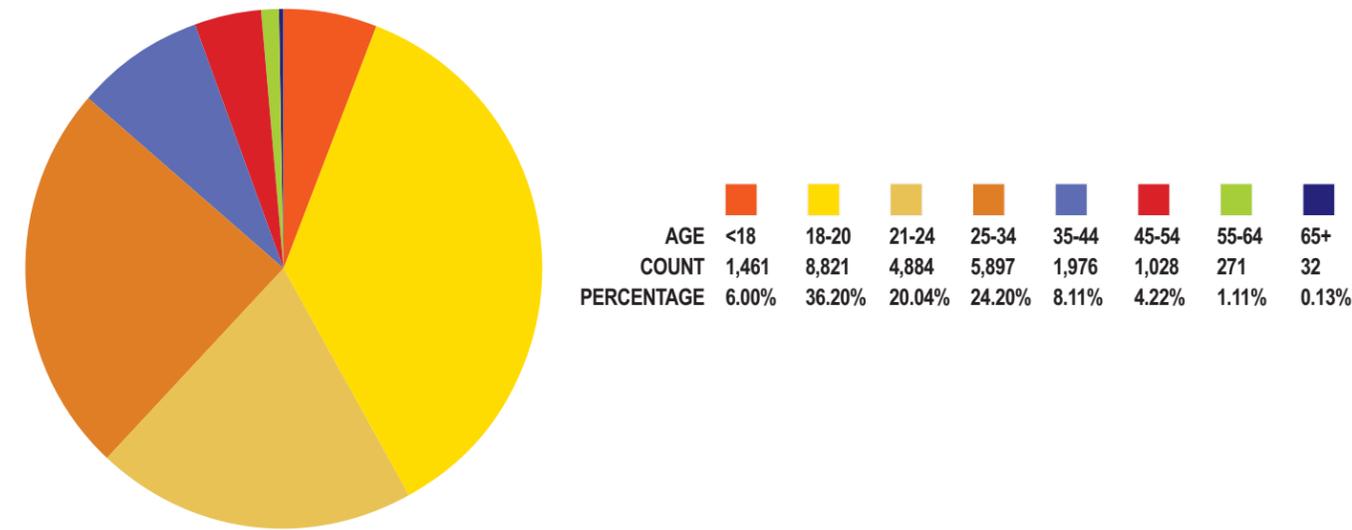
<sup>2</sup> Unique students were identified at the institution level. The CCCS count is not a sum total, but instead a count of unique students system-wide.



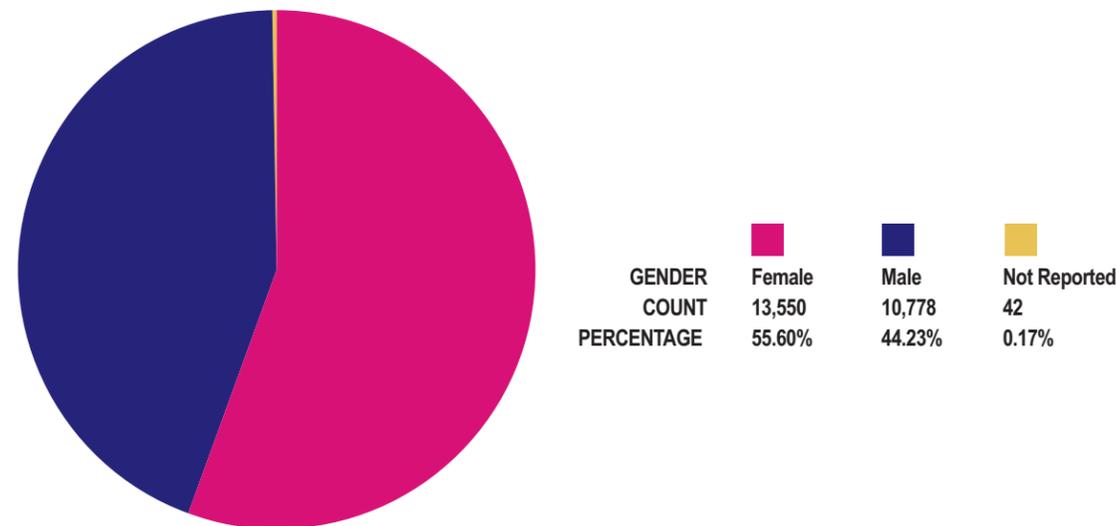
## Students in DE and SAI

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

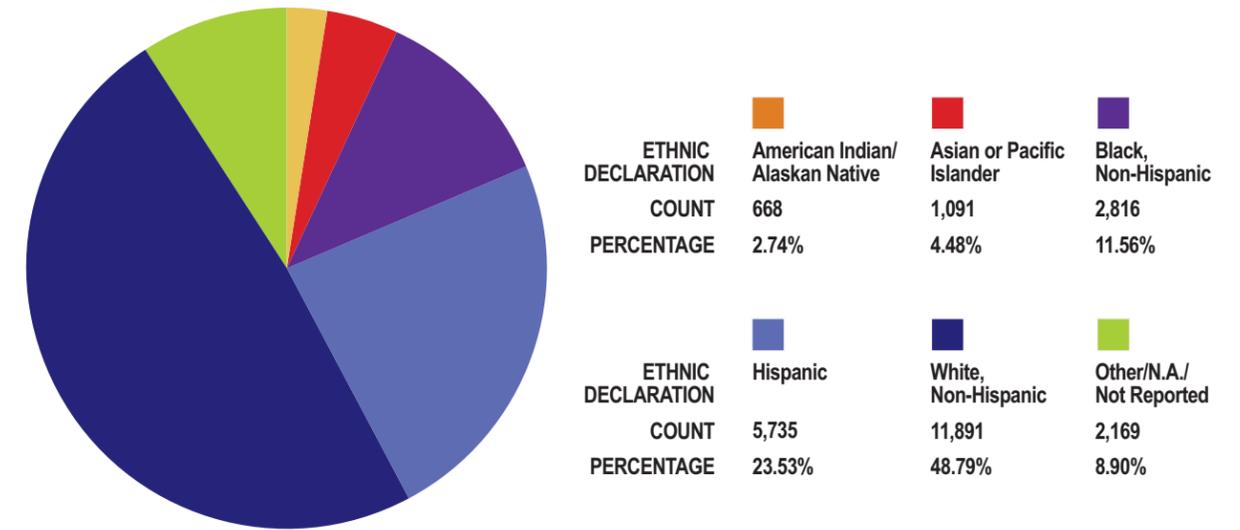
**FIGURE 3**  
*Student age ranges*



**FIGURE 4**  
*Student gender*



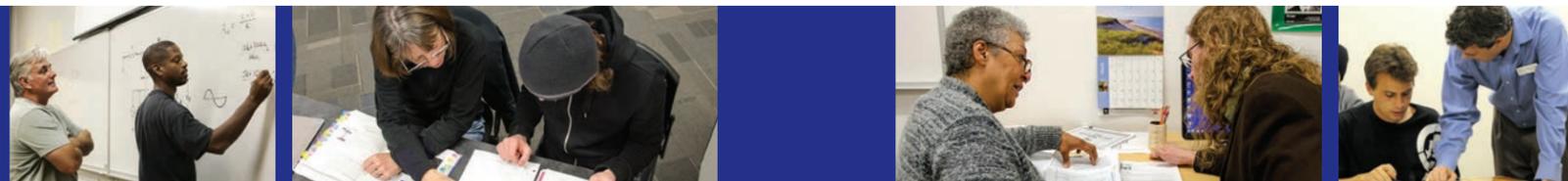
**FIGURE 5**  
*Student ethnicity*



**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) <sup>†</sup> | 277         | 778       | 1,008       |
| Other Student Population/Not Reported      | 741         | 1,883     | 2,058       |

<sup>†</sup> Consortium students are students from Metropolitan State University of Denver who take their remedial coursework at the Community College of Denver



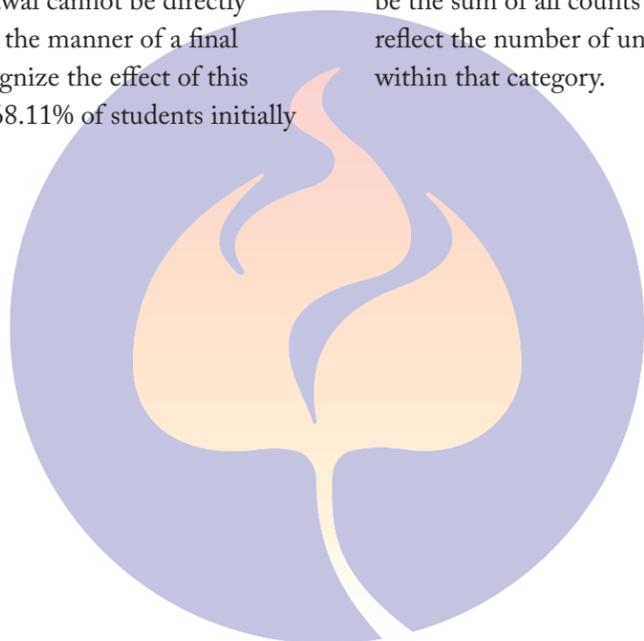
## Academic Outcomes for Students in DE and SAI

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 Books<sup>3</sup>. 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 OUTCOMES<sup>4</sup>

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%)          |
| <b>ALL CCR</b> | <b>1,114</b>       | <b>1,028 (92.28%)</b> | <b>779 (69.93%)</b>     | <b>6,436</b>       | <b>5,817 (90.38%)</b> | <b>4,127 (64.12%)</b>   | <b>3,960</b>       | <b>3,489 (88.11%)</b> | <b>2,458 (62.07%)</b>   |

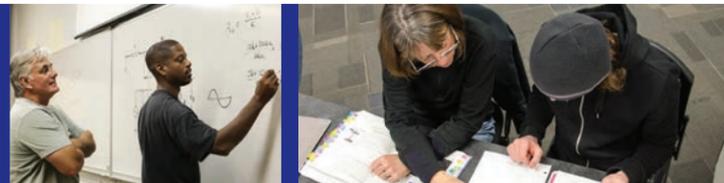
TABLE 8

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%)            |
| <b>ALL CCR COURSES</b> | <b>7,280</b>  | <b>5,672 (77.91%)</b>                    | <b>4,965 (68.2%)</b>      | <b>4,381 (60.18%)</b>     |

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

<sup>4</sup> 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*<sup>5</sup> 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%)            |
| <b>ALL CCR COURSES</b> | <b>7,280</b>  | <b>6,319 (86.8%)</b>                                 | <b>5,667 (77.84%)</b>     | <b>5,077 (69.74%)</b>     |

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

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

<sup>5</sup> 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 course<sup>6</sup> 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%)              |
| <b>ALL DEVELOPMENTAL MATH COURSES</b> | <b>8,201</b>  | <b>5,571 (67.93%)</b>  | <b>3,047 (37.15%)</b>     | <b>2,437 (29.72%)</b>     |

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.

<sup>6</sup> 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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