Developmental Education at TCC: A Positive Trend

At TCC we are committed to the academic success of our diverse student constituents. An important segment of our student body is one which is not fully prepared for college-level English, math, and reading. These students require pre-college courses to prepare them to enter 100 level courses. TCC’s pre-college courses provide students with the skills, knowledge, and habits to enter college-level courses, succeed, and advance toward degree/certificate completion. We call our pre-college curriculum developmental education.

In 2007-08, 63% of entering TCC students who graduated from high school in 2007 took developmental education courses in English, math, and/or reading during their first year. This is higher than the 53% average across WA State Community and Technical Colleges.

Helping students succeed in developmental English, math, and reading is a critical part of our institutional commitment to student learning, success, and our pervasive equity agenda. Our measurement of success is an ever increasing rate of successful completions in developmental education courses. Successful completion is a grade which allows a student to advance in the curricular sequence, eventually advancing to college-level courses.

How are we doing? Our students and faculty are working hard to increase success rates in developmental education, and recent trends are positive. TCC students are increasing their success rates in developmental education courses in all three areas of English, math, and reading.

Our increasing number of successful completions in developmental education courses is a testament to the good work of many at TCC. Of particular note is the commitment of our English, math, and reading faculty to curricular and pedagogic innovation. Our engagement in the Achieving the Dream initiative has helped us tailor policies and procedures which facilitate, not impede, the success of these students. Our focus on activities using strategic plans, operational plans, core indicators, and momentum points is showing promise.

The Carnegie Foundation for the Advancement of Teaching proposes that the success of underprepared students must be an institution-wide, core responsibility. We’ve taken this to heart at TCC, and the trend is positive.