

**Success Outcomes for College Success Students
2026 Report**

**August 20, 2026
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 renamed 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 2015 to 2025. For the purpose of this report the courses ENGL 1003, COLL 1002, and COLL 1003 were combined and referenced collectively as College Success (CS).

The metrics used in this report are course success rate, fall-to-spring retention, fall-to-fall retention, 3-year graduation rates, and cumulative GPA at TCC.

These metrics were aggregated for Tulsa Achieves students, developmental education students (first-time degree-seeking), and first-time degree-seeking students (excluding Tulsa Achieves and developmental education).

Tulsa Achieves Student Aggregate Comparison

Below are the metrics used for measuring student success:

College Success Course Success Rate – The success rate for the Fall 2025 cohort was 77%, which is a small decrease from the previous year's 79%.

Fall-to-Spring Retention Rate – For the Fall 2025 cohort, the fall-to-spring retention rate of students who enrolled in College Success was 80%, and for those who did not enroll in college success it was 73%. This gap is consistent with previous years as well.

Fall-to-Fall Retention Rate – For the Fall 2025 cohort, the fall-to-fall retention rate of students who enrolled in College Success was 62%, and for those who did not enroll in college success it was 53%. This gap is consistent with previous years as well.

Graduation Within Three Years – For the Fall 2023 TA cohort, the 3-year graduation rate for students who enrolled in College Success was down 2% from the previous year at 26%, and for students who did not enroll in College Success it increased by 1% from the previous year to 29%.

Cumulative GPA – Cumulative GPA of TA students who took College Success (2.48) continued to be roughly equal to the cumulative GPA of those that did not (2.46).

Tulsa Achieves Enrollment in College Success

TA Cohort	Total Cohort	Students Who Enrolled in CS – First Term		Students Who Enrolled in CS – Any Term		Students Who Earned a C or Better in CS		Students Who Did Not Enroll in CS	
	Count	Count	% of Total Cohort	Count	% of Total Cohort	Count	% of CS Cohort	Count	% of Total Cohort
Fall 2016	1,864	1,374	74%	1,566	84%	1,144	73%	298	16%
Fall 2017	1,914	1,550	81%	1,657	87%	1,191	72%	257	13%
Fall 2018	1,950	1,520	78%	1,643	84%	1,128	69%	307	16%
Fall 2019	2,049	1,469	72%	1,669	82%	1,185	71%	380	19%
Fall 2020	1,863	1,269	68%	1,406	76%	914	65%	457	25%
Fall 2021	1,655	1,191	72%	1,343	81%	883	66%	312	19%
Fall 2022	1,739	1,302	75%	1,416	81%	881	62%	323	19%
Fall 2023	1,737	1,250	72%	1,353	78%	897	66%	384	22%
Fall 2024	1,840	1,206	66%	1,372	75%	1,079	79%	468	25%
Fall 2025	1,864	1,206	65%	1,337	72%	1,026	77%	527	28%

Note the below changes for the following years:

*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.

*Beginning Fall 2019 the CS course raised from two hours to three.

Retention Rates - Tulsa Achieves

Cohort	Students Who Enrolled in CS – Fall to Spring Retention		Students Who Enrolled in CS – Fall to Fall Retention		Students Who Did Not Enroll in CS – Fall to Spring Retention		Students Who Did Not Enroll in CS – Fall to Fall Retention		Entire Cohort – Fall to Spring Retention		Entire Cohort – Fall to Fall Retention	
	Count	% of CS Cohort	Count	% of CS Cohort	Count	% of Non-CS Cohort	Count	% of Non-CS Cohort	Count	% of Total Cohort	Count	% of Total Cohort
Fall 2016	1,106	80%	829	60%	156	52%	125	42%	1,447	78%	1,087	58%
Fall 2017	1,169	75%	881	57%	155	60%	108	42%	1,428	75%	1,072	56%
Fall 2018	1,176	77%	876	58%	203	66%	142	46%	1,499	77%	1,116	57%
Fall 2019	1,131	77%	809	55%	256	67%	193	51%	1,583	77%	1,165	57%
Fall 2020	921	73%	676	53%	303	66%	211	46%	1,357	73%	995	53%
Fall 2021	878	74%	639	54%	213	68%	154	49%	1,238	75%	904	55%
Fall 2022	971	75%	737	57%	216	67%	167	52%	1,300	75%	1,001	58%
Fall 2023	939	75%	718	57%	262	68%	197	51%	1,302	75%	1,003	58%
Fall 2024	967	80%	766	64%	347	74%	275	59%	1,477	80%	1,178	64%
Fall 2025	965	80%	750	62%	387	73%	277	53%	1,481	79%	1,132	61%

Note the below changes for the following years:

*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.

*Beginning Fall 2019 the CS course raised from two hours to three.

Graduation from TCC within Three Years – Tulsa Achieves

Cohort	Students Who Enrolled in CS – First Term		Students Who Enrolled in CS – Any Term		Students Who Did Not Enroll in CS		Entire Cohort	
	Count	% of CS Cohort	Count	% of CS Cohort	Count	% of Non-CS Cohort	Count	% of Total Cohort
Fall 2014	178	14%	200	15%	35	18%	235	15%
Fall 2015	233	17%	264	17%	33	13%	297	16%
Fall 2016	242	18%	274	17%	48	16%	322	17%
Fall 2017	291	19%	312	19%	39	15%	351	18%
Fall 2018	276	18%	301	18%	49	16%	350	18%
Fall 2019	255	17%	316	19%	85	22%	401	20%
Fall 2020	264	21%	314	22%	126	28%	440	24%
Fall 2021	273	23%	334	25%	81	26%	415	25%
Fall 2022	348	27%	401	28%	92	28%	493	28%
Fall 2023	358	26%	358	26%	109	29%	467	27%

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*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.

*Beginning Fall 2019 the CS course raised from two hours to three.

Cumulative GPA – Tulsa Achieves

Cohort	Students Who Enrolled in CS – First Term	Students Who Enrolled in CS – Any Term	Students Who Did Not Enroll in CS	Entire Cohort
Fall 2014	2.37	2.39	2.34	2.38
Fall 2015	2.37	2.41	1.82	2.33
Fall 2016	2.41	2.42	1.99	2.35
Fall 2017	2.32	2.33	2.19	2.31
Fall 2018	2.29	2.33	2.29	2.32
Fall 2019	2.22	2.29	2.30	2.29
Fall 2020	2.21	2.26	2.30	2.27
Fall 2021	2.18	2.26	2.29	2.27
Fall 2022	2.21	2.27	2.30	2.28
Fall 2023	2.44	2.48	2.46	2.47

*Cumulative GPA is calculated for cohorts three years previous to allow time for students to take courses.

Note the below changes for the following years:

*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.

*Beginning Fall 2019 the CS course raised from two hours to three.

C or Better Metric Summary – Tulsa Achieves				
Cohort	Students Who Earned C or Better in CS		Students Who Did Not Earn C or Better in CS	
	Count/Value	% of C or Better Cohort	Count/Value	% of Not C or Better Cohort
Fall to Spring Retention (Fall 2025)	851	91%	114	42%
Fall to Fall Retention (Fall 2025)	691	74%	56	21%
3-Year Graduation Rate (Fall 2023)	301	37%	21	5%
GPA (Fall 2025)	2.93	-	0.76	-

Developmental Education Student Aggregate Comparison

Below are the metrics used for measuring student success:

College Success Course Success Rate – The success rate for the Fall 2025 cohort was 72%, which is a decrease from the previous year's 78%.

Fall-to-Spring Retention Rate – For the Fall 2025 cohort, the fall-to-spring retention rate of students who enrolled in College Success was 79%, and for those who did not enroll in college success it was 75%. There is now a gap in the fall-to-spring retention of developmental education students who took College Success and those that did not.

Fall-to-Fall Retention Rate – For the Fall 2025 cohort, the fall-to-fall retention rate of students who enrolled in College Success was 60%, and for those who did not enroll in college success it was 55%. This gap is mostly consistent with previous years as well.

Graduation Within Three Years – For the Fall 2023 cohort, the 3-year graduation rate for students who enrolled in College Success was 12%, and for students who did not enroll in College Success it was 14%. There continues to be no significant difference in 3-year graduation rates between developmental education students who take College Success and those that do not.

Cumulative GPA – Cumulative GPA of developmental education students who took College Success (2.19) continued to be slightly lower than the cumulative GPA of those that did not (2.20), with this gap occurring since the Fall 2019 cohort.

Developmental Education Students Enrollment in College Success

Cohort	Total Cohort – Took 1 or more Deved Courses	Students Who Enrolled in CS – First Term		Students Who Enrolled in CS – Any Term		Students Who Earned a C or Better in CS		Students Who Did Not Enroll in CS	
	Count	Count	% of Total Cohort	Count	% of Total Cohort	Count	% of CS Cohort	Count	% of Total Cohort
Fall 2016	1,966	1,180	60%	1,484	76%	1,011	68%	482	25%
Fall 2017	2,186	1,611	74%	1,708	78%	1,164	68%	478	22%
Fall 2018	2,051	1,327	65%	1,442	70%	949	66%	609	30%
Fall 2019	1,878	1,181	63%	1,307	70%	871	67%	571	30%
Fall 2020	1,135	685	60%	758	67%	428	56%	377	33%
Fall 2021	1,109	644	58%	711	64%	414	58%	398	36%
Fall 2022	1,154	720	62%	761	66%	401	53%	393	34%
Fall 2023	1,176	673	57%	724	62%	410	57%	452	38%
Fall 2024	1,250	674	54%	738	59%	578	78%	512	41%
Fall 2025	1,318	657	50%	708	54%	508	72%	610	46%

Note the below changes for the following years:

*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.

*Beginning Fall 2019 the CS course raised from two hours to three.

Retention Rates – Developmental Education

Cohort	Students Who Enrolled in CS – Fall to Spring Retention		Students Who Enrolled in CS – Fall to Fall Retention		Students Who Did Not Enroll in CS – Fall to Spring Retention		Students Who Did Not Enroll in CS – Fall to Fall Retention		Entire Cohort – Fall to Spring Retention		Entire Cohort – Fall to Fall Retention	
	Count	% of CS Cohort	Count	% of CS Cohort	Count	% of Non-CS Cohort	Count	% of Non-CS Cohort	Count	% of Total Cohort	Count	% of Total Cohort
Fall 2016	924	78%	626	53%	258	54%	186	39%	1,469	75%	1,013	52%
Fall 2017	1,158	72%	804	50%	312	65%	225	47%	1,562	71%	1,097	50%
Fall 2018	1,001	75%	705	53%	419	69%	309	51%	1,532	75%	1,102	54%
Fall 2019	883	75%	605	51%	393	69%	285	50%	1,397	74%	981	52%
Fall 2020	485	71%	344	51%	266	71%	182	48%	821	72%	585	52%
Fall 2021	465	72%	323	50%	285	72%	188	47%	816	74%	556	50%
Fall 2022	521	72%	376	52%	284	72%	209	53%	845	73%	614	53%
Fall 2023	500	74%	357	53%	332	73%	232	51%	880	75%	630	54%
Fall 2024	547	81%	417	62%	409	80%	295	58%	1,018	81%	764	61%
Fall 2025	519	79%	393	60%	458	75%	335	55%	1,027	78%	765	58%

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*Beginning Fall 2019 the CS course raised from two hours to three.

Graduation from TCC within Three Years – Developmental Education

Cohort	Students Who Enrolled in CS – First Term		Students Who Enrolled in CS – Any Term		Students Who Did Not Enroll in CS		Entire Cohort	
	Count	% of CS Cohort	Count	% of CS Cohort	Count	% of Non-CS Cohort	Count	% of Total Cohort
Fall 2014	64	6%	79	6%	34	7%	113	6%
Fall 2015	66	7%	86	7%	43	8%	129	7%
Fall 2016	98	8%	125	8%	40	8%	165	8%
Fall 2017	159	10%	167	10%	55	12%	222	10%
Fall 2018	153	12%	174	12%	74	12%	248	12%
Fall 2019	120	10%	134	10%	77	13%	211	11%
Fall 2020	62	9%	77	10%	41	11%	118	10%
Fall 2021	64	10%	77	11%	45	11%	122	11%
Fall 2022	82	11%	92	12%	57	15%	149	13%
Fall 2023	76	11%	89	12%	65	14%	154	13%

Note the below changes for the following years:

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

*Beginning Fall 2019 the CS course raised from two hours to three.

Cumulative GPA – Developmental Education

Cohort	Students Who Enrolled in CS – First Term	Students Who Enrolled in CS – Any Term	Students Who Did Not Enroll in CS	Entire Cohort
Fall 2014	2.01	2.05	2.04	2.05
Fall 2015	2.02	2.10	1.87	2.03
Fall 2016	2.12	2.17	1.70	2.06
Fall 2017	2.07	2.08	1.95	2.05
Fall 2018	2.08	2.12	2.03	2.09
Fall 2019	1.98	2.01	2.06	2.03
Fall 2020	1.87	1.92	2.00	1.95
Fall 2021	1.80	1.88	2.07	1.94
Fall 2022	1.88	1.90	2.02	1.94
Fall 2023	2.18	2.19	2.20	2.20

*Cumulative GPA is calculated for cohorts three years previous to allow time for students to take courses.

Note the below changes for the following years:

*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.

*Beginning Fall 2019 the CS course raised from two hours to three.

C or Better Metric Summary – Developmental Education				
Cohort	Students Who Earned C or Better in CS		Students Who Did Not Earn C or Better in CS	
	Count/Value	% of C or Better Cohort	Count/Value	% of Not C or Better Cohort
Fall to Spring Retention (Fall 2025)	438	91%	81	46%
Fall to Fall Retention (Fall 2025)	344	72%	45	26%
3-Year Graduation Rate (Fall 2023)	68	18%	8	3%
GPA (Fall 2025)	2.72	-	0.67	-

First-Time Degree-Seeking Student Aggregate Comparison

Below are the metrics used for measuring student success:

College Success Course Success Rate – The success rate for the Fall 2025 cohort was 68%, which is up from 62% from the previous year.

Fall-to-Spring Retention Rate – For the Fall 2025 cohort, the fall-to-spring retention rate of students who enrolled in College Success was 64%, and for those who did not enroll in college success it was 62%. This gap has decreased since the previous year.

Fall-to-Fall Retention Rate – For the Fall 2025 cohort, the fall-to-fall retention rate of students who enrolled in College Success was 49%, and for those who did not enroll in college success it was 47%. This gap has decreased since the previous year.

Graduation Within Three Years – For the Fall 2023 cohort, the 3-year graduation rate for students who enrolled in College Success was 16%, and for students who did not enroll in College Success it was 26%.

Cumulative GPA – Cumulative GPA of first-time degree-seeking students who took College Success (2.37) continued to be lower than the cumulative GPA of those that did not (2.45).

*First-time degree-seeking students have not historically been required to take College Success; the performance of students who chose to take it in the past may not be representative of the performance of all students when they are required to take the course in the future.

First-Time Degree-Seeking Students Enrollment in College Success

Cohort	Total Cohort	Students Who Enrolled in CS – First Term		Students Who Enrolled in CS – Any Term		Students Who Earned a C or Better in CS		Students Who Did Not Enroll in CS	
	Count	Count	% of Total Cohort	Count	% of Total Cohort	Count	% of CS Cohort	Count	% of Total Cohort
Fall 2016	854	132	16%	169	20%	103	61%	685	80%
Fall 2017	762	106	14%	121	16%	74	61%	641	84%
Fall 2018	743	145	20%	151	20%	69	46%	592	80%
Fall 2019	879	102	12%	114	13%	68	60%	765	87%
Fall 2020	899	149	17%	172	19%	74	43%	727	81%
Fall 2021	924	139	15%	159	17%	85	53%	765	83%
Fall 2022	954	147	15%	158	17%	73	46%	796	83%
Fall 2023	934	169	18%	188	20%	78	41%	746	80%
Fall 2024	1,132	135	12%	157	14%	98	62%	975	86%
Fall 2025	1,058	154	15%	182	17%	123	68%	876	83%

Note the below changes for the following years:

*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.

*Beginning Fall 2019 the CS course raised from two hours to three.

Retention Rates – First-Time Degree-Seeking

Cohort	Students Who Enrolled in CS – Fall to Spring Retention		Students Who Enrolled in CS – Fall to Fall Retention		Students Who Did Not Enroll in CS – Fall to Spring Retention		Students Who Did Not Enroll in CS – Fall to Fall Retention		Entire Cohort – Fall to Spring Retention		Entire Cohort – Fall to Fall Retention	
	Count	% of CS Cohort	Count	% of CS Cohort	Count	% of Non-CS Cohort	Count	% of Non-CS Cohort	Count	% of Total Cohort	Count	% of Total Cohort
Fall 2016	82	62%	55	42%	379	55%	251	37%	497	58%	325	38%
Fall 2017	56	53%	29	27%	385	60%	257	40%	451	59%	294	39%
Fall 2018	64	44%	41	28%	366	62%	251	42%	436	59%	296	40%
Fall 2019	51	50%	34	33%	449	59%	303	40%	512	58%	346	39%
Fall 2020	65	44%	39	26%	435	60%	291	40%	523	58%	347	39%
Fall 2021	82	59%	48	35%	450	59%	308	40%	549	59%	371	40%
Fall 2022	76	52%	47	32%	503	63%	367	46%	590	62%	422	44%
Fall 2023	77	46%	47	28%	473	63%	351	47%	568	61%	414	44%
Fall 2024	76	56%	57	42%	631	65%	450	46%	729	64%	525	46%
Fall 2025	99	64%	75	49%	543	62%	413	47%	669	63%	508	48%

Note the below changes for the following years:

*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.

*Beginning Fall 2019 the CS course raised from two hours to three.

Graduation from TCC within Three Years – First-Time Degree-Seeking

Cohort	Students Who Enrolled in CS – First Term		Students Who Enrolled in CS – Any Term		Students Who Did Not Enroll in CS		Entire Cohort	
	Count	% of CS Cohort	Count	% of CS Cohort	Count	% of Non-CS Cohort	Count	% of Total Cohort
Fall 2014	9	8%	10	6%	117	14%	127	13%
Fall 2015	7	10%	14	13%	121	15%	135	15%
Fall 2016	17	13%	23	14%	97	14%	120	14%
Fall 2017	7	7%	9	7%	114	18%	123	16%
Fall 2018	10	7%	11	7%	123	21%	134	18%
Fall 2019	9	9%	14	12%	151	20%	165	19%
Fall 2020	19	13%	31	18%	133	18%	164	18%
Fall 2021	26	19%	36	23%	181	24%	217	23%
Fall 2022	23	16%	30	19%	200	25%	230	24%
Fall 2023	25	15%	31	16%	193	26%	224	24%

Note the below changes for the following years:

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

*Beginning Fall 2019 the CS course raised from two hours to three.

Cumulative GPA – First-Time Degree-Seeking

Cohort	Students Who Enrolled in CS – First Term	Students Who Enrolled in CS – Any Term	Students Who Did Not Enroll in CS	Entire Cohort
Fall 2014	2.14	2.27	2.38	2.37
Fall 2015	2.24	2.19	2.41	2.39
Fall 2016	2.17	2.25	2.31	2.30
Fall 2017	1.92	2.00	2.41	2.34
Fall 2018	1.77	1.78	2.36	2.24
Fall 2019	1.87	1.98	2.33	2.29
Fall 2020	1.44	1.69	2.28	2.16
Fall 2021	1.91	2.04	2.39	2.33
Fall 2022	1.62	1.72	2.42	2.30
Fall 2023	2.32	2.37	2.45	2.44

*Cumulative GPA is calculated for cohorts three years previous to allow time for students to take coursest.

Note the below changes for the following years:

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

*Beginning Fall 2019 the CS course raised from two hours to three.

C or Better Metric Summary – First-Time Degree-Seeking

Cohort	Students Who Earned C or Better in CS		Students Who Did Not Earn C or Better in CS	
	Count/Value	% of C or Better Cohort	Count/Value	% of C or Better Cohort
Fall to Spring Retention (Fall 2025)	84	78%	15	33%
Fall to Fall Retention (Fall 2025)	70	65%	5	11%
3-Year Graduation Rate (Fall 2023)	23	36%	2	2%
GPA (Fall 2025)	3.01	-	0.70	-