



2018 ANNUAL DEVELOPMENTAL EDUCATION REPORT

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INTRODUCTION

Lake Land College requires all degree or certificate seeking students to complete placement testing. Non degree seeking students looking to enroll in an ENG or MAT course are also required to complete placement testing in the appropriate subject area. Lake Land College accepts and utilizes ACT scores to determine the appropriate ENG, MAT and RDG levels for entering students. If students do not have ACT scores or would like to retest in certain areas, they can take the COMPASS tests on campus.

REMEDIAL COURSE OFFERINGS

Lake Land offers multiple levels of developmental courses in reading, math and English. Depending on ACT or COMPASS test scores, students will assess into either college level courses and/or developmental courses in reading, math and English. Lake Land has three developmental reading courses for which ACT or COMPASS reading scores will determine what, if any, remedial reading courses students need. Remedial reading courses start with RDG-007 Fundamentals of Reading, and progress to RDG-009 Essentials in Reading, and RDG-050 Reading and Study Skills I. Remedial math courses include MAT-005 Beginning Algebra and MAT-006 Intermediate Algebra. Remedial English courses include ENG-005 Foundations in Composition and ENG-007 Composition Skills. Students can assess into one, two or all three of the developmental areas.

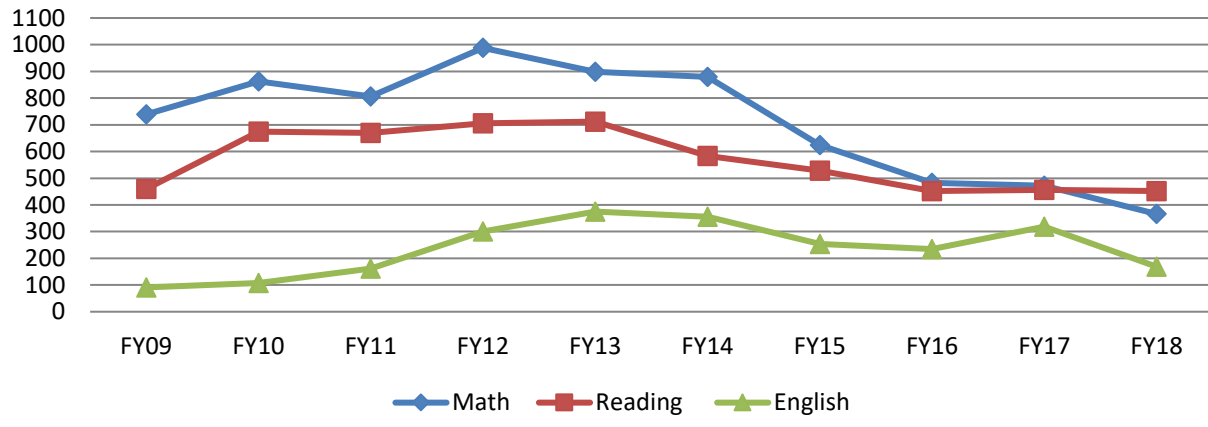
Table 1 provides a summary of the number of developmental courses offered by term from summer 2015 through spring 2018. In addition, it indicates the number of students taking each course by term. The numbers represented in the table exclude all DOC developmental courses and students.

Figure 1 shows the number of students enrolled in remedial education by subject area for fiscal years 2009 through 2018. This figure indicates that remedial math has the highest number of enrollees across all fiscal years except 2018 followed by remedial reading. The number of enrollees in remedial math has declined steadily between FY14 and FY18, which may be due, in part, to co-requisite math courses. It appears that between FY 10 and FY13 the number of enrollees in remedial reading leveled off somewhat and then declined slightly between FY13 and FY18. This does not appear to be the case for remedial English. The numbers indicate that the number of enrollees in remedial English steadily increased between FY09 and FY13 and decreased slightly between FY13 and FY16 and increased in FY17 and dropped again in FY18.

**TABL+B1:I35E 1: Number of Developmental Courses by Subject and Level and
Number of Students Enrolled in Remedial Courses by Term**

	Math		Reading			English	
	5	6	7	9	50	5	7
Summer 2015							
Number of Courses	2	3	1	2	3	0	2
Number Students Enrolled	17	33	2	13	34	0	28
Fall 2015							
Number of Courses	7	8	2	6	13	2	7
Number Students Enrolled	135	110	11	83	195	25	106
Spring 2016							
Number of Courses	7	11	1	2	8	2	7
Number Students Enrolled	73	96	2	30	82	12	63
Summer 2016							
Number of Courses	3	2	1	1	4	1	3
Number Students Enrolled	28	29	3	13	51	2	60
Fall 2016							
Number of Courses	8	11	3	7	14	2	10
Number Students Enrolled	153	110	11	66	215	20	173
Spring 2017							
Number of Courses	6	10	1	3	8	1	6
Number Students Enrolled	78	74	2	22	73	7	56
Summer 2017							
Number of Courses	1	2	1	3	4	1	3
Number Students Enrolled	12	28	1	18	51	2	25
Fall 2017							
Number of Courses	7	9	4	7	12	1	10
Number Students Enrolled	123	92	19	55	179	5	100
Spring 2018							
Number of Courses	5	6	2	2	8	1	4
Number Students Enrolled	51	60	5	37	87	3	34

Figure 1: Number of Students Enrolled in Remedial Education by Subject Area and Fiscal Year



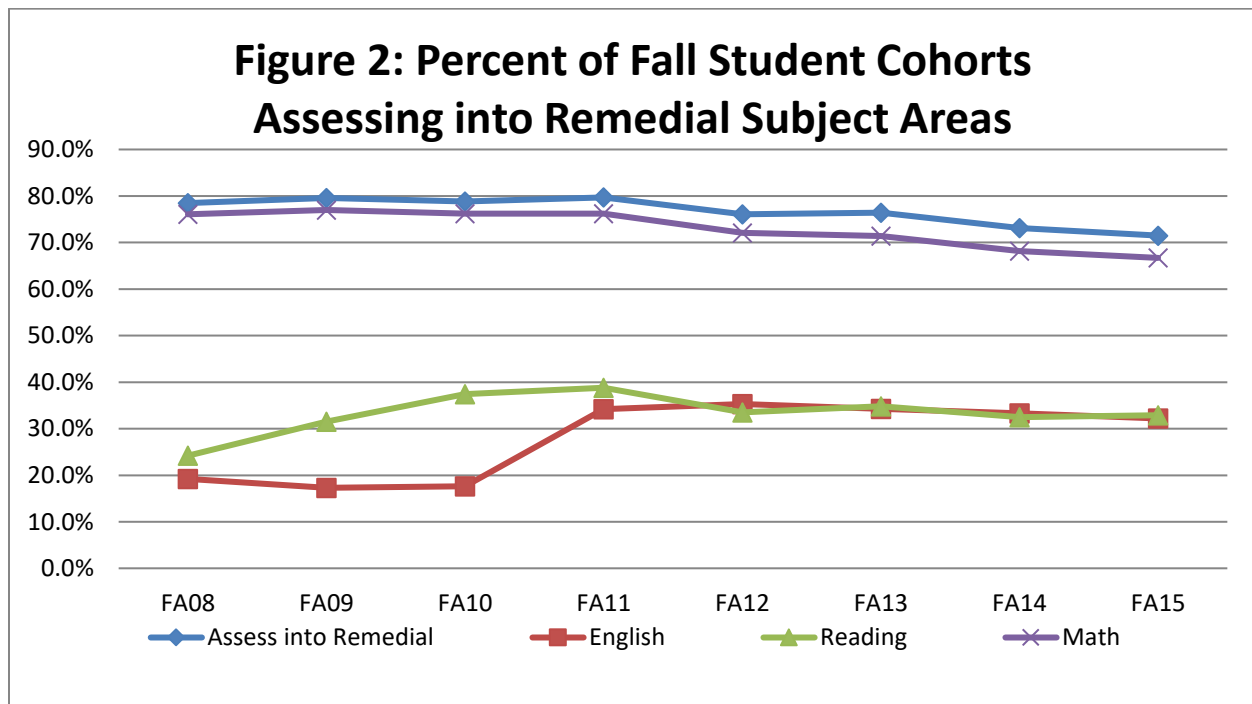
REMEDIAL STUDENT DEMOGRAPHICS

Each year Lake Land examines and summarizes remedial education needs for student cohorts. Student cohorts consist of first time degree or certificate seeking students entering in the fall term. These cohorts also include in district high school students who graduated the previous spring who have taken dual credit courses in high school. Table 2 provides the number of students in the fall 08 through fall 15 student cohorts as well as the number and percent of students who assessed into one or more remedial subject areas and the number and percent that assess into each remedial subject area. Table 3 provides a summary of demographic information for students who assess into one or more remedial areas by student cohort. Figure 2 provides an overview of the percent of students by cohort that assess into remedial math, reading, and English.

TABLE 2: First Time Degree or Certificate Seeking Students by Cohort and Assessment Status

Student Cohort	Students Took Assessment Tests	Assess into 1 or more Remedial Areas		Assess into English		Assess into Reading		Assess into Math	
		n	%	n	%	n	%	n	%
Fall 08	1,068	839	78.5%	205	19.2%	258	24.2%	813	76.1%
Fall 09	1,221	974	79.8%	211	17.3%	385	31.5%	940	77.0%
Fall 10	1,368	1,078	78.8%	241	17.6%	512	37.4%	1,042	76.2%
Fall 11	1,203	959	79.7%	411	34.2%	467	38.8%	917	76.2%
Fall 12	1,261	959	76.1%	445	35.3%	422	33.5%	909	72.1%
Fall 13	1,132	865	76.4%	388	34.3%	394	34.8%	808	71.4%
Fall 14	1,003	733	73.1%	334	33.3%	326	32.5%	684	68.2%
Fall 15	1,082	774	71.5%	350	32.3%	357	32.9%	722	66.7%

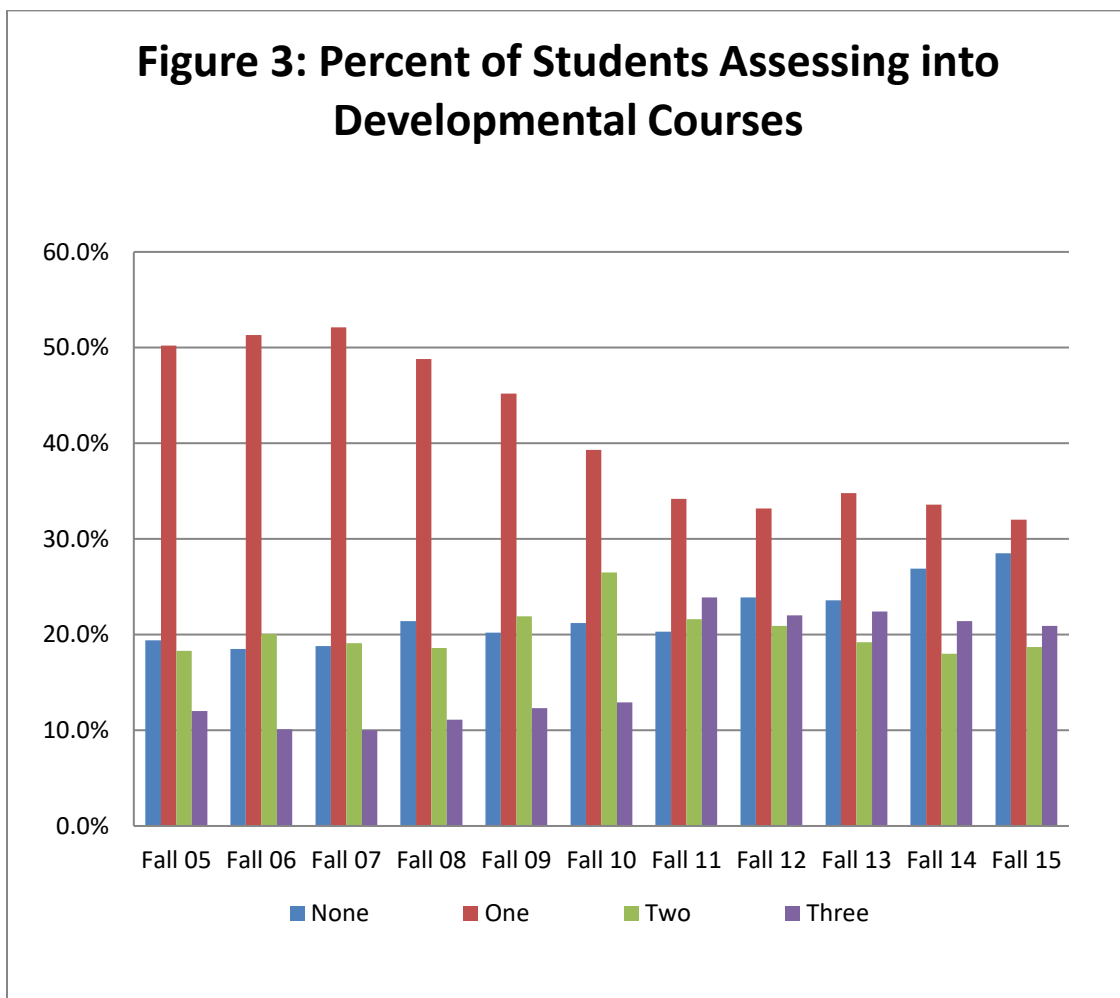
Demographic	Fall 09 n=974	Fall 10 n=1,078	Fall 11 n=959	Fall 12 N=959	Fall 13 N=865	Fall 14 N=733	Fall 15 N=774
Age							
17 and under	0.4%	0.7%	0.5%	0.4%	0.5%	0.3%	0.6%
18 – 23	79.9%	88.2%	84.6%	82.8%	83.9%	78.6%	87.3%
24-29	8.0%	6.0%	6.9%	8.8%	7.5%	11.6%	6.2%
30-39	7.1%	3.3%	5.4%	4.7%	6.2%	6.0%	3.9%
40-59	3.7%	1.7%	2.6%	3.3%	1.8%	3.4%	1.9%
60 +	0.1%	0.1%	0%	0%	0%	0.1%	0.0%
Ethnicity							
White	92.3%	94.7%	88.3%	89.7%	89.1%	87.7%	88.8%
Non-White	7.7%	5.3%	11.6%	10.3%	9.9%	12.3%	11.2%
Other Demographics							
Athlete	2.5%	0.8%	0.6%	4.9%	4.4%	4.5%	4.8%
Disability	0.7%	3.1%	0.2%	3%	2.1%	0.4%	1.1%
Veteran	3.2%	1.2%	2.8%	3.2%	4.0%	3.5%	3.0%
Dual Credit	24.7%	32.0%	31.1%	31.6%	36.9%	35.1%	34.1%
Pell Eligible	46.9%	39.1%	46.5%	44.7%	44.5%	43.9%	41.0%



REMEDIAL STUDENT TRENDS

Remedial student trends present information over time and include the fall student cohorts beginning with fall 2005 and ending with fall 2015. Fall student cohorts include all first time degree seeking students who must take the College’s assessment tests and/or report their ACT scores to determine the course level needed for math, reading, and English. The fall cohorts include all dual credit students who are recent high school graduates and are enrolling at Lake Land as a college student.

Figure 3 provides a summary of the number of developmental courses that students assess into by cohort. Results indicate that the percentage of students assessing into no developmental courses stays within seven percentage points over time. The percent of students assessing into two remedial subject areas over time fluctuates up to 8% among the time points and the percent of students assessing into one remedial subject area changes up to 17% among time points. The percentage of students that assess into one developmental course decreases from 50.2% for the fall 2005 cohort to 32% in the fall 2015 cohort. While the percent of students assessing into one developmental course subject has decreased, the percent of students assessing into two remedial subject areas has increased from 18.3% in 2005 to 26.5% in 2010 and decreased back to 18.7% in 2015. While the percent of students assessing into three remedial areas remained fairly steady among the fall 2005 and fall 2010 cohorts, it jumped from 12.9% in 2010 to 20.9% for the fall 2015 cohort. This result will need to be monitored over time to determine if this is a simple fluctuation or a consistent change.



The percent of students that assess into developmental math by cohort remains consistently between 66% and 80% over the cohorts presented in Figure 4. Figure 5 reveals the percentage of students assessing into developmental reading. It shows nineteen percent jump from 18.8% of students in fall 2006 to 38.8% of students in fall 2011 and a reduction to 33% in fall 2015. Figure 6 shows the percentage of students assessing into developmental English declined from 23.7% in fall 2005 to 17.6% in fall 2010, but it jumped up to 32.3% in fall 2015.

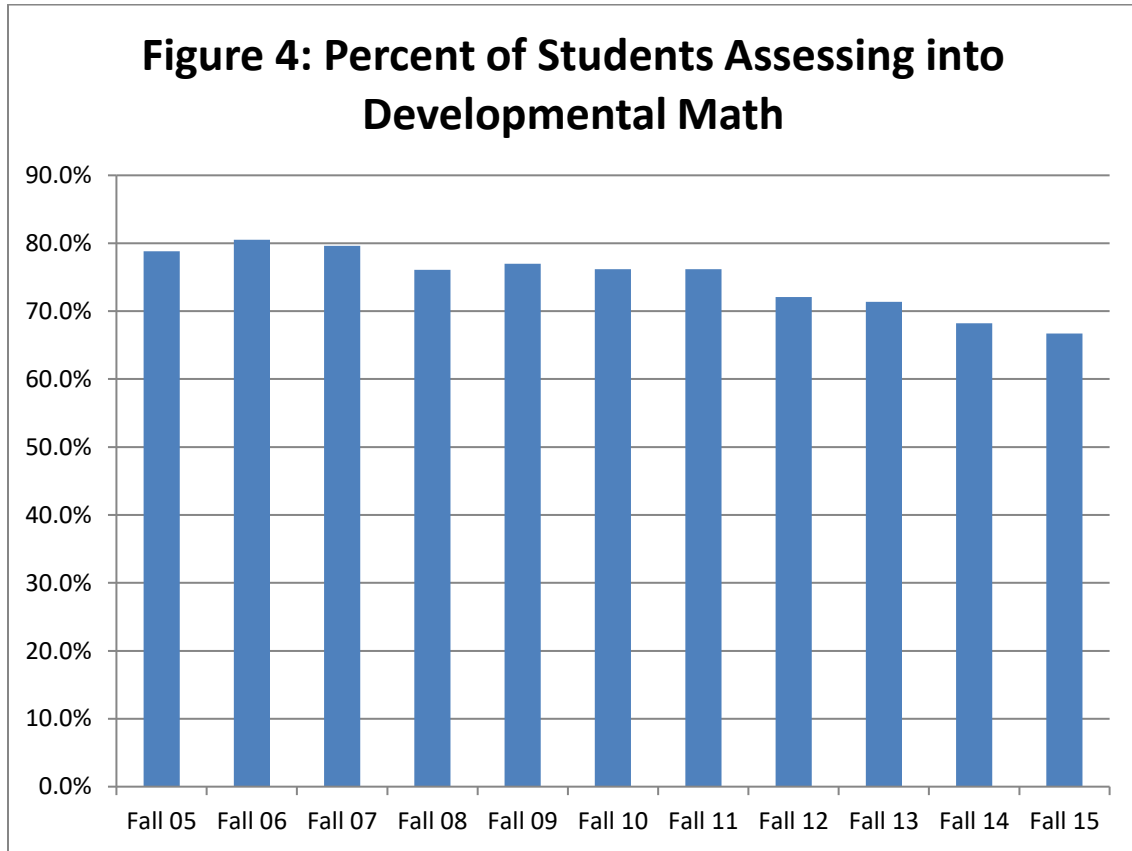


Figure 5: Percent of Students Assessing into Developmental Reading

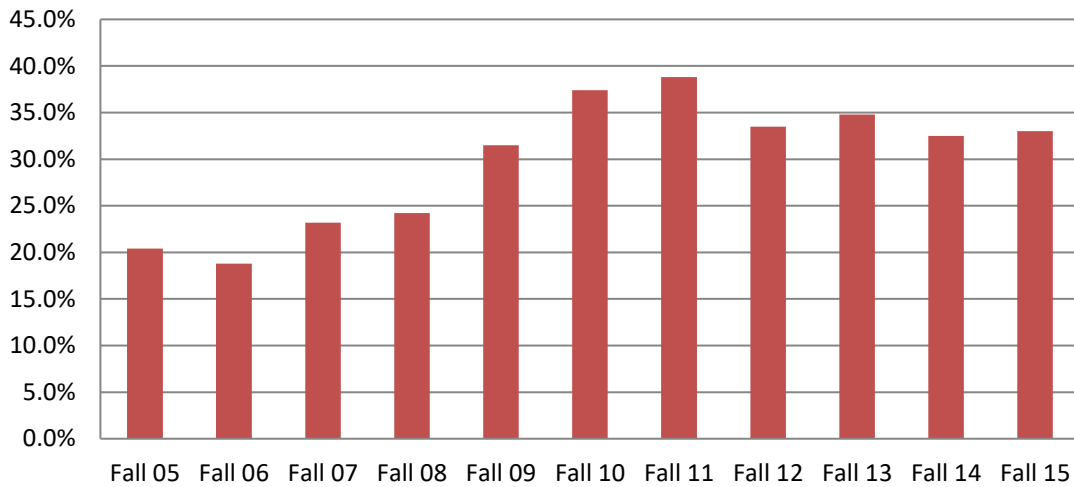


Figure 6: Percent of Students Assessing into Developmental English

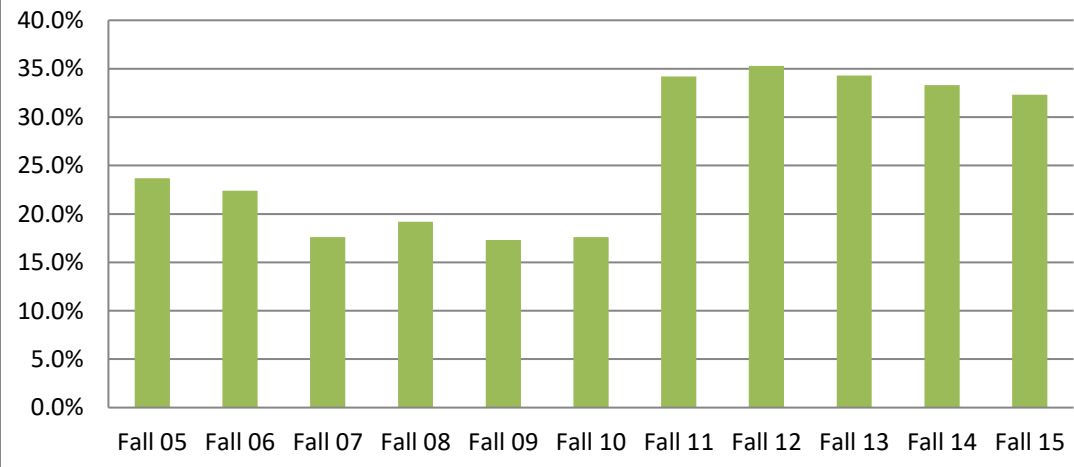


Figure 7 provides an overview of the percent of students who are successful (i.e., still enrolled and/or graduated) within 150% time (three years) of enrollment by the number of developmental courses they assessed into during their first term. These results show that 42% to 53.4% of all first time degree seeking students are successful within three years of their enrollment. This success rate increases by ten to twenty percent for students who assessed into college level courses for math, reading, and English. With the exception of the fall 2005 cohort, the success rates for students assessing into one developmental course area is similar to that of all students. Findings show that each additional developmental area a student assesses into seems to decrease their successfulness.

Figure 7: Percent of Students who Succeed within 150% Time by Number of Development Course Assessment

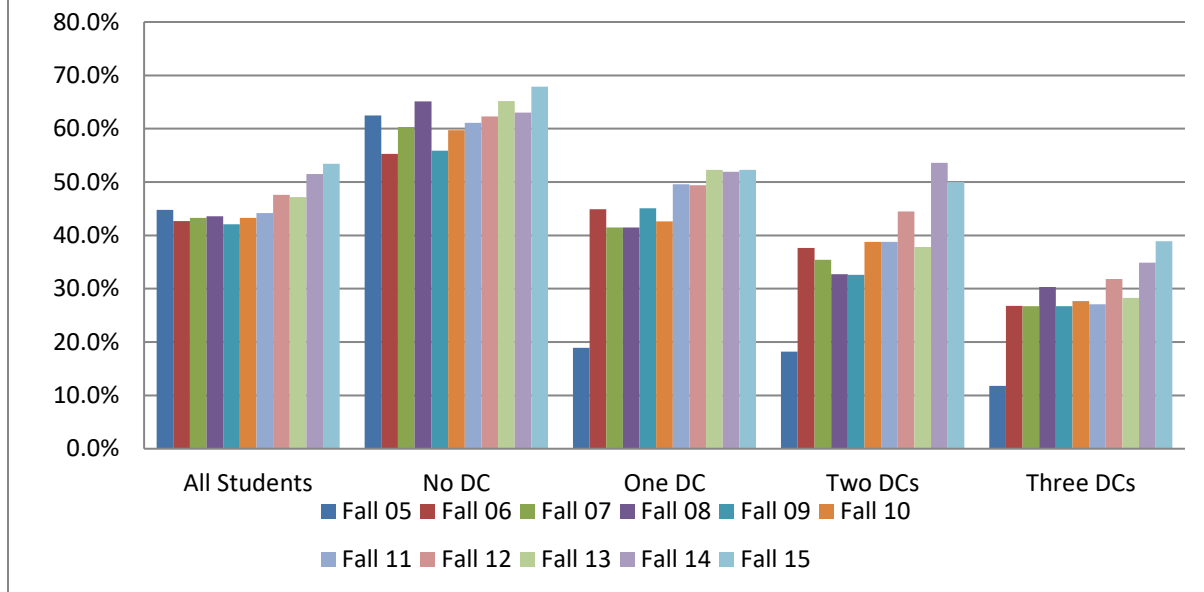
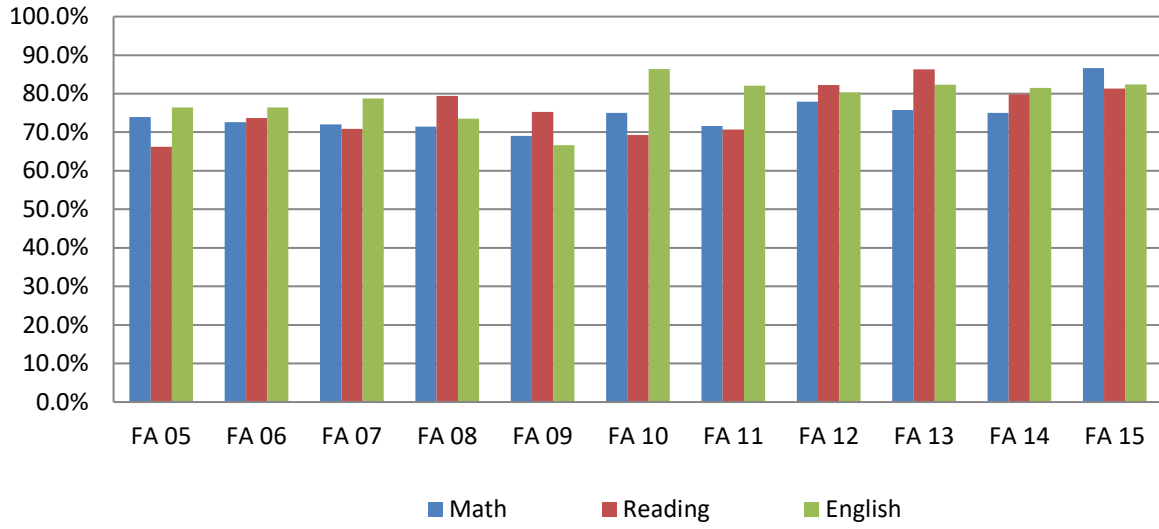


Figure 8 summarizes students who receive a grade of a C or higher in their final developmental course AND a C or better in their first college level course in the same area such as math. Across all cohorts, at least 69% of the students assessing into developmental math received a C or better in their last developmental math course as well as C or better in their first college level math course. For developmental English, at least 66% of students assessing into developmental English received a C or better in their last developmental English course as well as C or better in their first college level English course. Developmental reading has the same results as developmental English. At least 66% of students assessing into developmental reading received a C or better in their last developmental reading course as well as C or better in either psychology 271 or sociology 280.

Figure 8: Percent of Students Receiving C or Better in Developmental Course and First College Level Course



REMEDIAL STUDENTS BY DIVISION AND MAJORS

The first time degree or certificate seeking cohort in fall 2015 had 1,080 students with assessment results. Table 4 shows the breakdown of the percent of students by cohort, division, and major that assess into remedial English, reading, and math.

Student Cohort	Total Students	Assess into 1 or more Remedial Areas		Assess into English		Assess into Reading		Assess into Math	
		n	%	n	%	n	%	n	%
Fall 2015	1,082	774	71.5%	350	32.4%	357	33.1%	722	66.7%
Agriculture	149	98	65.8%	60	40.3%	41	27.5%	93	62.4%
AAS.AGBUS	23	21	91.3%	11	47.8%	7	30.4%	19	82.6%
AAS.AGPRO	20	14	70.0%	10	50.0%	6	30.0%	14	70.0%
AAS.AGPWR	10	7	70.0%	6	60.0%	5	50.0%	6	60.0%
AAS.ALAG	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AAS.JDAT	35	25	71.4%	15	42.9%	10	28.6%	25	71.4%
AS.AGR	45	19	42.2%	11	24.4%	10	22.2%	17	37.8%
AS.PVET	9	6	66.7%	2	22.2%	1	11.1%	6	66.7%
CRT.AGBUS	1	1	100.0%	1	100.0%	0	0.0%	1	100.0%
CRT.AGPWR	3	3	100.0%	3	100.0%	1	33.3%	3	100.0%
CRT.CROP	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%
CRT.HRT	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
Allied Health	134	101	75.4%	32	23.9%	37	27.6%	97	72.4%
AAS.ADN.TRK	47	28	59.6%	5	10.6%	6	12.8%	28	59.6%
AAS.DH	6	5	83.3%	1	16.7%	2	33.3%	4	66.7%
AAS.DH.TRK	23	21	91.3%	7	30.4%	8	34.8%	20	87.0%
AAS.FST	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
AAS.PS	8	5	62.5%	2	25.0%	1	12.5%	5	62.5%
AAS.PTA	2	1	50.0%	0	0.0%	0	0.0%	1	50.0%
AAS.PTA.TRK	17	13	76.5%	7	41.2%	6	35.3%	13	76.5%
CRT.MT	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
CRT.PN.TRK	18	16	88.9%	6	33.3%	8	44.4%	15	83.3%
NDP.BNA	6	5	83.3%	1	16.7%	3	50.0%	4	66.7%
NDP.EMS	2	2	100.0%	1	50.0%	1	50.0%	2	100.0%
NDP.NA	3	3	100.0%	2	66.7%	2	66.7%	3	100.0%
Business	176	122	69.3%	61	34.7%	59	33.5%	111	63.1%
AAS.AAEXE	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%
AAS.AAMED	2	2	100.0%	1	50.0%	1	50.0%	2	100.0%
AAS.ACC	8	6	75.0%	4	50.0%	3	37.5%	5	62.5%
AAS.DPGD	4	1	25.0%	0	0.0%	0	0.0%	1	25.0%
AAS.HIMC	6	4	66.7%	0	0.0%	0	0.0%	4	66.7%
AAS.ITAPS	4	3	75.0%	2	50.0%	3	75.0%	1	25.0%
AAS.ITNET	5	3	60.0%	1	20.0%	3	60.0%	3	60.0%

AAS.ITPRO	11	7	63.6%	2	18.2%	1	9.1%	7	63.6%
AAS.ITWEB	2	2	100.0%	2	100.0%	1	50.0%	2	100.0%
AAS.MGT	8	8	100.0%	3	37.5%	3	37.5%	8	100.0%
AAS.MKTG	2	2	100.0%	1	50.0%	2	100.0%	2	100.0%
AS.BA	76	44	57.9%	19	25.0%	18	23.7%	37	48.7%
AS.BE	4	4	100.0%	3	75.0%	3	75.0%	3	75.0%
CRT.ACC	2	0	0.0%	0	0.0%	0	0.0%	0	0.0%
CRT.COS	18	15	83.3%	12	66.7%	6	33.3%	15	83.3%
CRT.COS.TRK	5	5	100.0%	2	40.0%	5	100.0%	5	100.0%
CRT.ESTH	3	3	100.0%	1	33.3%	1	33.3%	3	100.0%
CRT.ESTH.TRK	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
CRT.ITGD	3	2	66.7%	2	66.7%	2	66.7%	2	66.7%
CRT.ITNET	2	1	50.0%	0	0.0%	1	50.0%	1	50.0%
CRT.ITPROG	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
CRT.MCS	3	3	100.0%	3	100.0%	3	100.0%	3	100.0%
CRT.OFREC	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
NDP.MGT	4	4	100.0%	2	50.0%	2	50.0%	4	100.0%
Humanities	153	118	77.1%	50	32.7%	61	39.9%	113	73.9%
AA.ART	21	21	100.0%	7	33.3%	8	38.1%	21	100.0%
AA.ENG	7	5	71.4%	1	14.3%	1	14.3%	5	71.4%
AA.LAS	4	2	50.0%	0	0.0%	1	25.0%	2	50.0%
AA.SPCH	9	6	66.7%	4	44.4%	4	44.4%	5	55.6%
AAS.RTV	11	10	90.9%	7	63.6%	8	72.7%	9	81.8%
CRT.RBRD	1	1	100.0%	0	0.0%	1	100.0%	1	100.0%
AA.UND	100	73	73.0%	31	31.0%	38	38.0%	70	70.0%
Math & Science	177	101	57.1%	37	20.9%	47	26.6%	88	49.7%
AES.ENGR	6	2	33.3%	1	16.7%	2	33.3%	0	0.0%
AS.BIOL	12	9	75.0%	4	33.3%	4	33.3%	8	66.7%
AS.CHEM	3	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AS.CLSC	2	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AS.CONSF	3	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AS.CONSW	7	6	85.7%	1	14.3%	2	28.6%	5	71.4%
AS.EASC	5	4	80.0%	1	20.0%	1	20.0%	4	80.0%
AS.ENS	1	1	100.0%	0	0.0%	1	100.0%	1	100.0%
AS.MATH	2	1	50.0%	1	50.0%	0	0.0%	0	0.0%
AS.OTH	34	21	61.8%	5	14.7%	7	20.6%	20	58.8%
AS.PCHI	1	1	100.0%	1	100.0%	0	0.0%	0	0.0%
AS.PENG	19	7	36.8%	3	15.8%	4	21.1%	5	26.3%
AS.PMED	16	8	50.0%	3	18.8%	3	18.8%	7	43.8%
AS.PNUR	47	31	66.0%	10	21.3%	16	34.0%	28	59.6%
AS.PPHM	3	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AS.PPTH	13	8	61.5%	5	38.5%	6	46.2%	8	61.5%
AS.SCED.BIO	3	2	66.7%	2	66.7%	1	33.3%	2	66.7%
Social Science & Education	192	150	78.1%	59	30.7%	69	35.9%	145	75.5%
AA.CJS	54	45	83.3%	24	44.4%	18	33.3%	43	79.6%

AA.HIS	3	3	100.0%	0	0.0%	0	0.0%	3	100.0%
AA.PS	4	3	75.0%	0	0.0%	1	25.0%	3	75.0%
AA.PSY	43	27	62.8%	4	9.3%	10	23.3%	27	62.8%
AA.SSW	10	9	90.0%	2	20.0%	3	30.0%	9	90.0%
AAS.CFS	7	7	100.0%	4	57.1%	7	100.0%	7	100.0%
AAS.ECE	8	8	100.0%	5	62.5%	7	87.5%	8	100.0%
AAS.HSP.CRJ	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
AAS.HSP.HEA	3	3	100.0%	1	33.3%	3	100.0%	3	100.0%
AAS.HSP.PSY	3	3	100.0%	0	0.0%	0	0.0%	3	100.0%
AAS.HSP.SOC	5	5	100.0%	2	40.0%	1	20.0%	3	60.0%
AAS.LE	5	5	100.0%	3	60.0%	4	80.0%	4	80.0%
AAS.PRPRO	2	1	50.0%	0	0.0%	0	0.0%	1	50.0%
AS.ECHED	11	10	90.9%	5	45.5%	6	54.5%	10	90.9%
AS.ECO	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AS.ELED	16	8	50.0%	4	25.0%	4	25.0%	8	50.0%
AS.HEAED	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%
AS.PHYED	8	5	62.5%	3	37.5%	3	37.5%	6	75.0%
AS.SPED	7	6	85.7%	1	14.3%	1	14.3%	5	71.4%
Technology	99	82	82.8%	51	51.5%	43	43.4%	73	73.7%
AAS.AUTO	21	19	90.5%	14	66.7%	13	61.9%	16	76.2%
AAS.BCT	4	2	50.0%	2	50.0%	0	0.0%	2	50.0%
AAS.CAD	6	4	66.7%	1	16.7%	2	33.3%	4	66.7%
AAS.CET	6	5	83.3%	2	33.3%	3	50.0%	5	83.3%
AAS.CETCO	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%
AAS.CIM	6	6	100.0%	2	33.3%	3	50.0%	4	66.7%
AAS.EET	6	4	66.7%	3	50.0%	1	16.7%	3	50.0%
AAS.EETES	1	1	100.0%	1	100.0%	0	0.0%	1	100.0%
AAS.MET	6	2	33.3%	1	16.7%	0	0.0%	2	33.3%
AAS.RNRG	1	1	100.0%	1	100.0%	1	100.0%	0	0.0%
AAS.WEL	10	8	80.0%	6	60.0%	4	40.0%	8	80.0%
CRT.AUTO	3	3	100.0%	2	66.7%	2	66.7%	3	100.0%
CRT.CAD	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%
CRT.COMTC	3	3	100.0%	3	100.0%	2	66.7%	3	100.0%
CRT.HVAC	5	4	80.0%	2	40.0%	2	40.0%	3	60.0%
CRT.INDMT	4	4	100.0%	2	50.0%	0	0.0%	4	100.0%
CRT.RENEW	2	2	100.0%	1	50.0%	1	50.0%	2	100.0%
CRT.WEL	12	11	91.7%	5	41.7%	6	50.0%	10	83.3%
NDP.RSWR	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%

DEVELOPMENTAL COURSE INTERVENTIONS

Flexible Schedule

Flexible Schedule is a pilot intervention for MAT-006. This intervention provides a two hour time block for students enrolled for two sections of MAT-006. This four hour class which meets four days a week has two days dedicated to lectures and one day for quizzing. Students can attend either time slot for the lecture or quiz days (e.g., 10 am or 11 am). The remaining day is an open two hour session where students can receive assistance/tutoring from the instructor or other students in the class. If students do well on the weekly quiz, they can choose to skip the open session day. This intervention began in spring 2015 and continued in spring 2016, fall 2016, spring 2017, fall 2017 and spring 2018.

Table 5 below provides the comparison results from the FY2018 academic year. In spring 2015 67% of intervention students completed MAT-006 with an A, B, or C compared to only 53% of nonintervention students. In spring 2016, this result was repeated with greater success. 83% of intervention students completed with an A, B, or C compared to only 53% of nonintervention students. In fall 2016, student success was fairly equal for intervention and nonintervention students (75% compared to 72% respectively), but in spring 2017, the success rates for intervention students exceeded the success rate for regular students (79% to 69% respectively). In fall 2017, the success rates for intervention students exceeded the success rates for regular students (73% to 63% respectively), but in spring 2018, the success rates seemed to be fairly close between the intervention and regular students (58% to 56% respectively). With the exception of the fall 2016, fall 2017, and spring 2018 cohorts, withdrawal rates for intervention students were much less than withdrawal rates for nonintervention students.

MAT-006	Enrolled at 10th Day	A		B		C		D		F		W		Success (A to C)	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
Fall 2017	123	26	21.1%	28	22.8%	29	23.6%	6	4.9%	3	2.4%	26	21.1%	83	67.5%
Flex Schedule	52	13	25.0%	12	23.1%	13	25.0%	2	3.8%	0	0.0%	9	17.3%	38	73.1%
Regular	71	13	18.3%	16	22.5%	16	22.5%	4	5.6%	3	4.2%	17	23.9%	45	63.4%
Spring 2018	90	9	10.0%	17	18.9%	25	27.8%	7	7.8%	2	2.2%	24	26.7%	51	56.7%
Flex Schedule	36	3	8.3%	7	19.4%	11	30.6%	1	2.8%	0	0.0%	12	33.3%	21	58.3%
Regular	54	6	11.1%	10	18.5%	14	25.9%	6	11.1%	2	3.7%	12	22.2%	30	55.6%
Combined															
Flex Schedule	88	16	18.2%	19	21.6%	24	27.3%	3	3.4%	0	0.0%	21	23.9%	59	67.0%
Regular	125	19	15.2%	26	20.8%	30	24.0%	10	8.0%	5	4.0%	29	23.2%	75	60.0%
Total	213	35	16.4%	45	21.1%	54	25.4%	13	6.1%	5	2.3%	50	23.5%	134	62.9%

Accelerated Math/Co Requisite Math

In the spring of 2013 two math instructors offered an accelerated math course opportunity for a limited number of students. The first faculty member identified six students with non-STEM majors and with a range of abilities from her remedial MAT-005 course. She placed these students right into her MAT-125 course without putting them through MAT-006. Each week these six students had to meet with the instructor for tutoring to cover intermediate algebra topics in addition to their classroom time for MAT-125. The second faculty member took the same approach with five non-STEM major students who took MAT-005. These five students were identified through two adjunct faculty members teaching MAT-005. These five students were then placed in a MAT-116 course without taking MAT-006. They too participated in weekly tutoring sessions with the instructor to cover intermediate algebra techniques. The

goal of these two instructors involved having all these students successfully complete their college level math courses with a C or better. All eleven students from both courses met this goal.

In spring 2016 eleven students took an accelerated MAT-125 course. All eleven students completed their MAT-125 course. When compared to all students taking MAT-125 courses offered in spring 2017, the students involved in the intervention did well. These eleven students completed the course with a passing grade. Of the other 127 students taking a MAT-125 course, 14% withdrew, 7% dropped by 10th day, and 8% received an F compared to 0% off the intervention group in these categories. The remaining students had grades comparable to the intervention students. 18% of the intervention students received an A compared to 26% of the other students, 45% of intervention students earned a B compared to 25% of the other students, 27% of intervention students received a C compared to 17% of the other students, and 9% of intervention students received a D compared to 2% of the other students.

During the 2017 academic year, co-requisite courses were offered in both statistics (MAT-125) and general education math (MAT-116). Students in non-STEM majors could skip MAT-006 and enroll in either statistics or general education math. Results indicate that the co-requisite groups do just as well with grades and course persistence if not a little better than regular math students in both statistics and general education math.

Results indicate that 82% of the 118 regular general education math students received a C or better in the course compared to 92% of the co-requisite students who received a C or better. For statistics, 78% of the 263 regular students received a C or better compared to 83% of co-requisite students who received a C or better.

When it comes to course persistence or completion, the co-requisite students had a little more success compared to regular students. For general education math, 88% of regular students completed the course and 4% failed, and 8% withdrew from the course while 97% of co-requisite students completed the course, 0% failed and 3% withdrew from the course. For statistics, results show that 88% of regular students completed the course, 5% failed, and 7% withdrew, while 93% of co-requisite students completed the course, 3% failed, and 4% withdrew. See Table 6 for detailed results.

During the 2018 academic year, co-requisite courses were offered again in both statistics (MAT-125) and general education math (MAT-116). Overall, the results indicate the co-requisite groups do just as well with grades and course persistence as regular math students. When looking at both statistics and general math students, 76% of students in the regular classes received a C or better compared to 78% of students in the co-requisite courses. Persistence was also comparable for both groups, with 87% of regular math students completing the course and 85% of co-requisite students completing their course.

When comparing co-requisite and regular students taking statistics, it appears that the co-requisite students have higher persistence rates (97%) than regular statistics students (83%). The withdraw rate for regular students (21%) is substantially higher than the withdraw rate for co-requisite students (3%). A higher percentage of co-requisite students complete their statistics class with an A, B, or C (77%) than regular students (69%).

Table 6: Math Co-Requisite Results for 2018 Academic Year										
	# Enrolled Begin	# Enrolled End	A	B	C	D	F	W	% Received C or Better	% Persistence
Fall 2017										
MAT-116										
Regular	60	57	29	15	9	3	1	3	88.33%	95.00%
Co-requisite	25	20	9	2	9	0	0	5	80.00%	80.00%
Total	85	77	38	17	18	3	1	8	85.88%	90.59%
MAT-125										
Regular	109	91	32	24	23	7	5	18	72.48%	83.49%
Co-requisite	15	14	0	6	7	1	0	1	86.67%	93.33%
Total	124	105	32	30	30	8	5	19	74.19%	84.68%
Spring 2018										
MAT-116										
Regular	64	60	27	22	9	1	1	4	90.63%	93.75%
Co-requisite	31	24	7	8	9	0	0	7	77.42%	77.42%
Total	95	84	34	30	18	1	1	11	86.32%	88.42%
MAT-125										
Regular	117	96	29	30	17	8	12	21	64.96%	82.05%
Co-requisite	15	15	2	5	3	3	2	0	66.67%	100.00%
Total	132	111	31	35	20	11	14	21	65.15%	84.09%
Academic Year Totals										
MAT-116										
Regular	124	117	56	37	18	4	2	7	89.52%	94.35%
Co-requisite	56	44	16	10	18	0	0	12	78.57%	78.57%
Total	180	161	72	47	36	4	2	19	86.11%	89.44%
MAT-125										
Regular	226	187	61	54	40	15	17	39	68.58%	82.74%
Co-requisite	30	29	2	11	10	4	2	1	76.67%	96.67%
Total	256	216	63	65	50	19	19	40	69.53%	84.38%

2015 FALL COHORT RESULTS

The following section and accompanying tables provide a summary of Lake Land College's fall 2015 first time degree seeking student cohort in relation to placement into and completion of developmental course work as well as retention and success of students in this cohort. In fall 2015, Lake Land College had 1,080 first time degree seeking students who participated in college placement tests.

Table 1A: Placement Testing Results Summary All Students

- More than one fourth 28.5% (308) of students taking the math, English, and reading placement tests placed into college level courses in all three areas.
- A little more than one fifth of these students 20.9% (226) placed below college level in all three areas of the placement tests.
- Around one fifth 18.7% (202) of students placed below college level in two areas of the placement tests. The majority of these students placed below college level in math and reading or math and English.
- Close to one third of these students (32%) placed into one developmental course. The vast majority of these students (28.3%; 306) placed below college level in math.
- Overall, 66.7% (722) of students placed below college level in math, 33% (357) placed below college level in reading, and 32.3% (350) placed below college level in English.

Table 1B: Placement Testing Results for Transfer Degree Students

- In fall 2015 Lake Land College had 610 first time transfer degree seeking students. These students were enrolled in an AA, AES, or AS programs.
- Over one third 34.8% (212) of these students placed at the college level in all three areas (Math, English, and Reading) of the placement tests.
- Around one fifth (17.7%) of the transfer students placed below college level in all three tests, 14.9% placed below the college level in two of the areas, and 32.6% placed below the college level in one area.
- Around 29% of the students (175) placed below college level only in math.
- Overall, 60.3% (368) placed below college level in math, 26.1% (159) placed below college level in English, and 29.2% (178) placed below college level in reading.
- In general, when compared to all full time degree seeking students, transfer degree students did slightly better than all students on placement tests.

Table 2: Developmental Education Enrollment for All Students¹

- Of the 357 students who placed below college level in the reading assessment test 3% (12) placed into Reading 007, 25% (89) placed into Reading 009, and 72% (256) placed into Reading 050.
 - 83% of the students placing into Reading 007 enrolled in the class.
 - 78% of the students placing into Reading 009 enrolled in the class.
 - 80% of the students placing into Reading 050 enrolled in the class.
- Of the 722 students who placed below college level in the math assessment tests, 9% (65) placed into the Math 001, 60% (436) placed into Math 005, and 31% (221) placed into Math 006.
 - 0% of the students placing into Math 001 enrolled in the class.
 - 33% of the students placing into Math 005 enrolled in the class.
 - 40% of the students placing into Math 006 enrolled in the class.

¹ These analyses do not take into consideration students who assess into one developmental level but enroll in a higher developmental level course (i.e., assess into Reading 009 but takes Reading 050).

- Of the 350 students who placed below college level in the English assessment test, 21% placed into English 005 and 31% of these students enrolled in English 005. 79% of these students placed into English 007 and 48% of them enrolled in the class.

Table 2B: Developmental Education Enrollment for Transfer Students

- Of the 178 students who placed below college level in the reading assessment test 2% (3) placed into Reading 007, 31% (56) placed into Reading 009, and 67% (119) placed into Reading 050.
 - 100% of the students placing into Reading 007 enrolled in the class.
 - 73% of the students placing into Reading 009 enrolled in the class.
 - 87% of students placing into Reading 050 enrolled in the class.
- Of the 368 students who placed below college level in the math assessment tests 8% (31) placed into the Math 001, 28% (212) placed into Math 005, and 22% (125) placed into Math 006.
 - 0% of the students placing into Math 001 enrolled in the class.
 - 51% of the students placing into Math 005 enrolled in the class.
 - 34% of students placing into Math 006 enrolled in the class.
- Of the 159 students who placed below college level in the English assessment test 19% (30) placed into the English 005, and 50% of them enrolled in the class. 81% (129) of them placed into English 007 and 67% of them enrolled in the class.

Table 3A: Grades Completion and Passing Rates of All Students in Developmental Courses

- 65% of students taking a developmental reading course passed with a C or better. 20.2% completed a developmental reading course with a D or F, and 14.8% of the students enrolling in developmental reading courses withdrew from the courses.
- Around 79.1% of students in a developmental math course passed with a C or better. 8.2% of these students received a D or F in developmental math and 12.6% withdrew from developmental math.
- 62.8% of students in developmental English courses passed with a C or better while 14.1% received a D or F. 23.1% of students withdrew from developmental English.

Table 3B: Grades Completion and Passing Rates of Transfer Students in Developmental Courses

- 68% of transfer students taking a developmental reading course passed with a C or better. 20.3% completed a developmental reading course with a D or F, and 12.2% of the students enrolling in developmental reading courses withdrew from the courses.
- 81% of transfer students in a developmental math course passed with a C or better. 8.2% of these students received a D or F in developmental math and 11% withdrew from developmental math.
- 66% of students in developmental English courses passed with a C or better while 15.7% received a D or F. 18.6% of students withdrew from developmental English.

Table 4: Success Rates and Continued Enrollment for All Students in Developmental Courses

- Of the 775 students who assessed into one or more developmental class in fall 2015, 82.5% were still enrolled in spring 2016. By fall 2016 61.9% of students were successful (enrolled and/or graduated). By spring 2018, 37.9% had graduated and 47.7% had either graduated or were still enrolled.
- A higher proportion of students who placed at the college level in all the assessment tests were graduated (60.4% compared to 37.9%) and/or still enrolled (67.5% compared to 47.7%) than students who had assessed into one or more developmental courses by spring 2018.

Table 5: Grade Distribution of First College Level Course after Developmental Course(s)

Math

- Of the 53 students who enrolled in a college level math course after receiving an A in Math 006, 98.1% (52) completed their course and 1.9% withdrew. 98.1% of those that completed a college level math course received C or better.
- Of the 67 students who received a B in Math 006, 92.5% (62) completed a college level math course and 7.5% withdrew from the course. 88.1% of those that completed a college level course received a D or better and 85.1% passed with a C or better.
- Of the 52 students who passed Math 006 with a C, 86% (45) completed a college level math course and 13.5% (7) withdrew from the course. 84.6% of those that completed a college level course received a D or better and 76.9% with a C or better.

English

- Of the 68 students who enrolled in English 120 after completing English 007, 89.7% (61) completed English 120 and 10.3% (7) withdrew from the course. Of the 61 that completed English 120, 82.4% received a C or better.
- Of the 25 students who passed English 007 with an A, 100% completed English 120 and received a C or better.
- Of the 24 students who passed English 007 with a B, 79.2% completed English with a C or better.
- Of the 19 students who passed English 007 with a C, 17 of them completed English 120 and two withdrew from English 120. Of those that completed English 120, 63.2% (12) passed English 120 with a C or better.

Reading

- Of the 96 students who enrolled in either Psychology 271 or Sociology 280 after completing Reading 050, 87.5% completed Psychology 271 or Sociology 280, and 12.5% withdrew from these courses. 86.5% (83) of the students who completed one of these courses received a D or better, and 81.3% (78) passed psychology or sociology with a C or better.
- Of the students who received an A in Reading 050, 35 of them enrolled in either a psychology or sociology class. 31 of these students completed Psychology 271 or Sociology 280. 88.5% (31) of these students passed the course with a C or better.
- Of the students who received a B in Reading 050, 37 of them enrolled in either a psychology or sociology class and 83.8% (31) completed the course. Of these 37 students, 83.8% (31) passed with a D or better and 81% (30) received a C or better.
- Of the students who received a C Reading 050, 24 of them enrolled in either a psychology or sociology class. Of these 24 students, 83.3% (20) completed the course. Of these 24 students, 70.8% (17) received a C or better.

Table 6: Grade, Completion and Passing Rates for Students Assessing into College Math, English, and Reading Courses

- 272 students passed the math assessment tests and enrolled in a college level math course. Of these students, 90.8% (247) completed their math course and 9.2% percent of the students (25) withdrew from college level math. Of the 272 students who enrolled in a college level math course, 97.2% (240) passed the course with a D or better and 93.5% (231) passed their math course with a C or better.
- 383 students passed the English assessment test and enrolled in English 120. Of these students, 91.6% (351) completed English 120 and 8.4% (32) withdrew from English 120. Of the 338 students who completed English 120, 96.3% (338) passed English 120 with a C or better.
- 559 students passed the reading assessment test and enrolled in either psychology 271 or sociology 280. Of these students, 93.6% (523) completed the course and 6.4% (36) withdrew. Of the 559 students who enrolled in the psychology or sociology course, 96.4% (504) passed the course with a D or better and 93.3% (488) received a C or better in the course.

Table 7: Grades, Completion and Passing Rates for First Time Degree Seeking Students Taking Developmental Math Series Followed by a College Level Math Course

- Fifty-nine of the students who assessed into Math 005 took the developmental math series of 005 and 006. Of these 59 students, all 59 students followed these courses with at least one college level math course. A handful of them, followed the developmental math series with multiple math courses. 98.4% of these students completed the college level math course in which they enrolled, and 100% of them passed the math courses with a D or better and 98.4% passed with a C or better.

Table 8: Degree Seeking Students Testing into Developmental Courses by Degree Type and Cohort

- Of the 722 students in the fall 2015 cohort that assessed into developmental math, 27% were AAS students, 26% were AA students, and 25% were AS students, and 10.1% were certificate students.
- Of the 350 students assessing into developmental English, 33.7% were AAS students, 24.3% were AS students, 20.9% were AA students, and 13.1% were certificate students.
- Of the 357 student assessing into developmental reading, 30% were AAS students, 25.8% were AS students, 23.5% were AA students, and 10.9% were certificate students.

Table 1A: Assessment and ACT Testing Results for ALL First Time Degree Seeking in Fall 2015 Cohort								
Placed into the Math, Reading, and/or English Developmental Courses (DC)	Fall 2015							
	n= 1,082 took Assessment Tests							
	CPT/CMP Only		ACT Only		Multiple Tests		Total	
	#	%	#	%	#	%	#	%
Total Students	243	22.5%	372	34.4%	465	43.0%	1,082	100.0%
Placed at College Level	18	7.4%	175	47.0%	115	24.7%	308	28.5%
Placed into Three DCs	78	32.1%	57	15.3%	91	19.6%	226	20.9%
Placed into Math & English	23	9.5%	15	4.0%	57	12.3%	95	8.8%
Placed into Math & Reading	25	10.3%	21	5.6%	48	10.3%	94	8.7%
Placed into English & Reading	6	2.5%	5	1.3%	2	0.4%	13	1.2%
Total Placed into Two DCs	54	22.2%	41	11.0%	107	23.0%	202	18.7%
Math Only	90	37.0%	84	22.6%	132	28.4%	306	28.3%
English Only	2	0.8%	6	1.6%	8	1.7%	16	1.5%
Reading Only	1	0.4%	9	2.4%	14	3.0%	24	2.2%
Total Placed into One DC	93	38.3%	99	26.6%	154	33.1%	346	32.0%
Total Math	216	88.9%	177	47.6%	328	70.5%	722	66.7%
Total English	109	44.9%	83	22.3%	158	34.0%	350	32.3%
Total Reading	110	45.3%	92	24.7%	155	33.3%	357	33.0%

Table 1B: Assessment and ACT Testing Results for First Time AA, AES, and AS Degree Seeking Students in Fall 2015 Cohort								
Placed into the Following Developmental Courses: Failed Listed Placement Tests	Fall 2015							
	n= 610 took Assessment Tests							
	CPT/CMP Only		ACT Only		Multiple Tests		Total	
	#	%	#	%	#	%	#	%
Total Students	116	19.0%	226	37.0%	268	43.9%	610	100.0%
Placed at College Level	10	8.6%	128	56.6%	74	27.6%	212	34.8%
Placed into Three DCs	38	32.8%	31	13.7%	39	14.6%	108	17.7%
Placed into Math & English	7	6.0%	4	1.8%	25	9.3%	36	5.9%
Placed into Math & Reading	12	10.3%	9	4.0%	28	10.4%	49	8.0%
Placed into English & Reading	5	4.3%	0	0.0%	1	0.4%	6	1.0%
Total Placed into Two DCs	24	20.7%	13	5.8%	54	20.1%	91	14.9%
Math Only	43	37.1%	48	21.2%	84	31.3%	175	28.7%
English Only	1	0.9%	2	0.9%	6	2.2%	9	1.5%
Reading Only	0	0.0%	4	1.8%	11	4.1%	15	2.5%
Total Placed into One DC	44	37.9%	54	23.9%	101	37.7%	199	32.6%
Total Math	100	86.2%	92	40.7%	176	65.7%	368	60.3%
Total English	51	44.0%	37	16.4%	71	26.5%	159	26.1%
Total Reading	55	47.4%	44	19.5%	79	29.5%	178	29.2%

Table 2A: Number of First Time Degree Seeking Students Following Developmental Course Assessment Recommendations within the First Two Years of Enrollment

Fall 2015 Cohort																	
Course	# Placed at Each Level	Summer/Fall 2015		Spring 2016		Summer 2016		Fall 2016		Spring 2017		Summer 2017		Total Enrolled		Total Did Not Enroll	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Reading																	
007	12	7	58.3%	1	8.3%	1	8.3%	1	8.3%	0	0.0%	0	0.0%	10	83.3%	2	16.7%
009	89	56	62.9%	8	9.0%	1	1.1%	3	3.4%	1	1.1%	0	0.0%	69	77.5%	20	22.5%
050	256	160	62.5%	29	11.3%	1	0.4%	11	4.3%	2	0.8%	1	0.4%	204	79.7%	52	20.3%
Total Reading	357	223	62.5%	38	10.6%	3	0.8%	15	4.2%	3	0.8%	1	0.3%	283	79.3%	74	20.7%
Math																	
001	65	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	65	100.0%
005	436	92	21.1%	30	6.9%	5	1.1%	9	2.1%	6	1.4%	0	0.0%	142	32.6%	294	67.4%
006	221	49	22.2%	30	13.6%	2	0.9%	4	1.8%	3	1.4%	0	0.0%	88	39.8%	133	60.2%
Total Math	722	141	19.5%	60	8.3%	7	1.0%	13	1.8%	9	1.2%	0	0.0%	230	31.9%	492	68.1%
English																	
005	74	18	24.3%	4	5.4%	0	0.0%	1	1.4%	0	0.0%	0	0.0%	23	31.1%	51	68.9%
007	276	85	30.8%	32	11.6%	1	0.0%	9	3.3%	4	1.4%	2	0.0%	133	48.2%	143	51.8%
Total English	350	103	29.4%	36	10.3%	1	0.3%	10	2.9%	4	1.1%	2	0.6%	156	44.6%	194	55.4%

Table 2B: Number of First Time Transfer Degree Seeking Students (AA, AES, AS Only) Following Developmental Course Assessment Recommendations within the First Two Years of Enrollment

Fall 2015 Cohort																	
Course	# Placed at Each Level	Summer/Fall 2015		Spring 2016		Summer 2016		Fall 2016		Spring 2017		Summer 2017		Total Enrolled		Total Did Not Enroll	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Reading																	
007	3	2	66.7%	0	0.0%	0	0.0%	1	33.3%	0	0.0%	0	0.0%	3	100.0%	0	0.0%
009	56	32	57.1%	4	7.1%	1	1.8%	3	5.4%	1	1.8%	0	0.0%	41	73.2%	15	26.8%
050	119	80	67.2%	15	12.6%	0	0.0%	7	5.9%	1	0.8%	1	0.8%	104	87.4%	15	12.6%
Total Reading	178	114	64.0%	19	10.7%	1	0.6%	11	6.2%	2	1.1%	1	0.6%	148	83.1%	30	16.9%
Math																	
001	31	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	31	100.0%
005	212	76	35.8%	18	8.5%	4	1.9%	5	2.4%	4	1.9%	0	0.0%	107	50.5%	105	49.5%
006	125	19	15.2%	19	15.2%	1	0.8%	1	0.8%	3	2.4%	0	0.0%	43	34.4%	82	65.6%
Total Math	368	95	25.8%	37	10.1%	5	1.4%	6	1.6%	7	1.9%	0	0.0%	150	40.8%	187	50.8%
English																	
005	30	14	46.7%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	15	50.0%	15	50.0%
007	129	59	45.7%	19	14.7%	1	0.0%	5	0.0%	2	1.6%	1	0.8%	87	67.4%	42	32.6%
Total English	159	73	45.9%	20	12.6%	1	0.6%	5	3.1%	2	1.3%	1	0.6%	102	64.2%	57	35.8%

Table 3A: Fall 2015 Cohort: Grades, Completion and Passing Rates for All First Time Degree Seeking Students in Developmental Courses																					
Course	# Placed at Level	Total Enrolled		A ¹		B		C		D		F		W		Completed		Passed C or Better		Passed D or Better	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Reading																					
007	12	10	83.3%	2	20.0%	2	20.0%	0	0.0%	0	0.0%	3	30.0%	3	30.0%	7	70.0%	4	40.0%	4	40.0%
009	89	69	77.5%	25	36.2%	15	21.7%	4	5.8%	2	2.9%	16	23.2%	7	10.1%	62	89.9%	44	63.8%	46	66.7%
050	256	204	79.7%	55	27.0%	45	22.1%	36	17.6%	7	3.4%	29	14.2%	32	15.7%	172	84.3%	136	66.7%	143	70.1%
Total Reading	357	283	79.3%	82	29.0%	62	21.9%	40	14.1%	9	3.2%	48	17.0%	42	14.8%	241	85.2%	184	65.0%	193	68.2%
Math																					
001	65	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
005	436	142	32.6%	38	26.8%	41	28.9%	29	20.4%	5	3.5%	9	6.3%	20	14.1%	122	85.9%	108	76.1%	113	79.6%
006	221	88	39.8%	26	29.5%	24	27.3%	24	27.3%	2	2.3%	3	3.4%	9	10.2%	79	89.8%	74	84.1%	76	86.4%
Total Math	722	230	31.9%	64	27.8%	65	28.3%	53	23.0%	7	3.0%	12	5.2%	29	12.6%	201	87.4%	182	79.1%	189	82.2%
English																					
005	74	23	31.1%	2	8.7%	3	13.0%	5	21.7%	0	0.0%	5	21.7%	8	34.8%	15	65.2%	10	43.5%	10	43.5%
007	276	133	48.2%	27	20.3%	39	29.3%	22	16.5%	4	3.0%	13	9.8%	28	21.1%	105	78.9%	88	66.2%	92	69.2%
Total	350	156	44.6%	29	18.6%	42	26.9%	27	17.3%	4	2.6%	18	11.5%	36	23.1%	120	76.9%	98	62.8%	102	65.4%

¹Tutorial classes are pass fail classes. For students taking tutorial courses an A represents passing, F represents failing, and W represents withdraws. The Total Enrolled on Table 3 may not necessarily match the Total Enrolled on Table 2. Table 2 looks specifically at only those students who assessed into the specific developmental level course while Table 3 looks at all individuals in the cohort who enrolled in the specified class. Students who assessed into developmental courses may decide to take a different lever than that into which they assessed.

Table 3B: Fall 2015 Cohort: Grades, Completion and Passing Rates for First Time AA, AES, and AS Degree Seeking Students in Developmental Courses																					
Course	# Placed at Level	Total Enrolled		A ¹		B		C		D		F		W		Completed		Passed C or Better		Passed D or Better	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Reading																					
007	3	3	100.0%	1	33.3%	1	33.3%	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%	2	66.7%	1	33.3%
009	56	41	73.2%	14	34.1%	11	26.8%	4	9.8%	0	0.0%	9	22.0%	3	7.3%	38	92.7%	29	70.7%	29	70.7%
050	119	104	87.4%	33	31.7%	17	16.3%	19	18.3%	5	4.8%	16	15.4%	14	13.5%	90	86.5%	69	66.3%	74	71.2%
Total Reading	178	148	83.1%	48	32.4%	29	19.6%	23	15.5%	5	3.4%	25	16.9%	18	12.2%	130	87.8%	100	67.6%	105	70.9%
Math																					
001	31	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
005	212	107	50.5%	28	26.2%	33	30.8%	22	20.6%	4	3.7%	7	6.5%	13	12.1%	94	87.9%	83	77.6%	87	81.3%
006	125	75	60.0%	24	32.0%	21	28.0%	19	25.3%	2	2.7%	2	2.7%	7	9.3%	68	90.7%	64	85.3%	66	88.0%
Total Math	368	182	49.5%	52	28.6%	54	29.7%	41	22.5%	6	3.3%	9	4.9%	20	11.0%	162	89.0%	147	80.8%	153	84.1%
English																					
005	30	15	50.0%	2	13.3%	2	13.3%	5	33.3%	0	0.0%	3	20.0%	3	20.0%	12	80.0%	9	60.0%	9	60.0%
007	129	87	67.4%	20	23.0%	20	23.0%	18	20.7%	4	4.6%	9	10.3%	16	18.4%	71	81.6%	58	66.7%	62	71.3%
Total	159	102	64.2%	22	21.6%	22	21.6%	23	22.5%	4	3.9%	12	11.8%	19	18.6%	83	81.4%	67	65.7%	71	69.6%

¹Tutorial classes are pass fail classes. For students taking tutorial courses an A represents passing, F represents failing, and W represents withdraws. The Total Enrolled on Table 3 may not necessarily match the Total Enrolled on Table 2. Table 2 looks specifically at only those students who assessed into the specific developmental level course while Table 3 looks at all individuals in the cohort who enrolled in the specified class. Students who assessed into developmental courses may decide to take a different lever than that into which they assessed.

Table 4: Fall Student Cohort 2015 All Degree Seeking Students: Success Rates and Continued Enrollment Through Spring 2018

Placed into the Following Developmental Courses	# FA15 Cohort	By Spring 16		Fall 16 (Year 2)						Spring 18 (Year 3)					
		# Enroll	% Enroll	# Enroll	# Grads Enroll	% Enroll &/or Grads Enroll	# Grads not Enroll	% Success	% Total Grads	# Enroll	# Grads Enroll	% Enroll &/or Grads Enroll	# Grads not Enroll	% Success	% Total Grads
		Total Students	1,082	927	85.7%	635	38	62.2%	44	66.3%	7.6%	98	110	19.2%	370
Placed at College Level	308	288	93.5%	208	15	72.4%	14	76.9%	9.4%	22	29	16.6%	157	67.5%	60.4%
Placed into Three DCs	226	171	75.7%	102	5	47.3%	9	51.3%	6.2%	26	15	18.1%	47	38.9%	27.4%
Placed into Math & English	95	78	82.1%	50	7	60.0%	6	66.3%	13.7%	8	11	20.0%	31	52.6%	44.2%
Placed into Math & Reading	94	70	74.5%	48	3	54.3%	4	58.5%	7.4%	8	10	19.1%	25	45.7%	37.2%
Placed into English & Reading	13	11	84.6%	9	0	69.2%	1	76.9%	7.7%	1	2	23.1%	5	61.5%	53.8%
Total Placed into Two DCs	202	159	78.7%	107	10	57.9%	11	63.4%	10.4%	17	23	19.8%	61	50.0%	41.6%
Math Only	306	276	90.2%	199	7	67.3%	7	69.6%	4.6%	29	39	22.2%	94	52.9%	43.5%
English Only	16	13	81.3%	8	0	50.0%	0	50.0%	0.0%	1	2	18.8%	2	31.3%	25.0%
Reading Only	24	20	83.3%	11	1	50.0%	3	62.5%	16.7%	3	2	20.8%	9	58.3%	45.8%
Total Placed into One DC	346	309	89.3%	218	8	65.3%	10	68.2%	5.2%	33	43	22.0%	105	52.3%	42.8%
Total Math	722	595	82.4%	399	22	58.3%	26	61.9%	6.6%	71	75	20.2%	197	47.5%	37.7%
Total English	350	273	78.0%	169	12	51.7%	16	56.3%	8.0%	36	30	18.9%	85	43.1%	32.9%
Total Reading	357	272	76.2%	170	9	50.1%	17	54.9%	7.3%	38	29	18.8%	86	42.9%	32.2%
Total Students Assessing into 1 or more Dev Courses	774	639	82.6%	427	23	58.1%	30	62.0%	6.8%	76	81	20.3%	213	47.8%	38.0%

1# Grads Enroll represent the number of students who graduated and were still enrolled for that term. The # Grads Not Enroll include the number of students who graduated before that term (i.e., in spring) from their program and are no longer enrolled. Success is calculated based on the number of enrolled students, number of graduates who are enrolled, and the number of graduates not enrolled. These numbers are added together and divided by the number in the original fall cohort. The number enrolled in spring was calculated by subtracting number of enrolled grads in category from total number enrolled for that category.

NOTES: This report on success is based on enrollees and graduates but do not include students who transfer before graduation. Transfer includes AA, AS, AES and Career includes AAS, ALS, CERT. Full time students have >=12 registered credit hours at the end of first fall term. This group is considered full time throughout the analysis. Part time students have <=11 registered credit hours at the end of first fall term and are considered part time throughout the analysis. Students are successful if they have more than 0 registered credit hours at the end of the term being analyzed. DOC and Dual Credit students are excluded from the analysis.

Table 5 Math: Fall 2015 Student Cohort of First Time Degree Seekers: Grade Distribution for First College Math Course after Math 006																				
First College Level Math Course	# Enroll	# Complete	Grade Distribution of First College Level Course												Passed C or better		Passed D or better			
			A		B		C		D		F		W		#	%	#	%		
			#	%	#	%	#	%	#	%	#	%	#	%						
Developmental Math 006 Course with an A																				
116	9	9	4	44.4%	5	55.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	100.0%	9	100.0%
118	4	4	1	25.0%	3	75.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	100.0%	4	100.0%
125	16	15	8	0.0%	4	0.0%	3	0.0%	0	0.0%	0	0.0%	1	0.0%	15	0.0%	15	0.0%	15	100.0%
130	15	15	10	66.7%	2	13.3%	3	20.0%	0	0.0%	0	0.0%	0	0.0%	15	100.0%	15	100.0%	15	100.0%
140	5	0	2	0.0%	3	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.0%	5	0.0%	5	100.0%
241	4	4	1	25.0%	3	75.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	100.0%	4	100.0%	4	100.0%
Total	53	52	26	49.1%	20	37.7%	6	11.3%	0	0.0%	0	0.0%	1	1.9%	52	98.1%	52	98.1%	52	98.1%
Developmental Math 006 Course with a B																				
116	12	12	4	33.3%	6	50.0%	2	16.7%	0	0.0%	0	0.0%	0	0.0%	12	100.0%	12	100.0%	12	100.0%
118	4	4	1	25.0%	1	25.0%	1	25.0%	0	0.0%	1	0.0%	0	0.0%	3	75.0%	3	75.0%	3	75.0%
125	22	20	5	0.0%	7	0.0%	4	0.0%	2	0.0%	2	0.0%	2	0.0%	16	0.0%	18	0.0%	18	100.0%
130	26	24	5	19.2%	12	46.2%	7	26.9%	0	0.0%	0	0.0%	2	7.7%	24	92.3%	24	92.3%	24	92.3%
140	2	2	0	0.0%	2	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%	2	100.0%
241	1	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Total	67	62	15	22.4%	28	41.8%	14	20.9%	2	3.0%	3	4.5%	5	7.5%	57	85.1%	59	88.1%	59	88.1%
Developmental Math 006 Course with a C																				
116	11	11	3	27.3%	3	27.3%	5	45.5%	0	0.0%	0	0.0%	0	0.0%	11	100.0%	11	100.0%	11	100.0%
118	2	2	0	0.0%	1	50.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%	2	100.0%
125	11	11	0	0.0%	2	0.0%	7	0.0%	2	0.0%	0	0.0%	0	0.0%	9	0.0%	11	0.0%	11	100.0%
130	26	21	3	11.5%	3	11.5%	12	46.2%	2	7.7%	1	3.8%	5	19.2%	18	69.2%	20	76.9%	20	76.9%
140	2	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%
241	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	52	45	6	11.5%	9	17.3%	25	48.1%	4	7.7%	1	1.9%	7	13.5%	40	76.9%	44	84.6%	44	84.6%
Total Grade Distribution after Final Developmental Math Course																				
116	32	32	11	34.4%	14	43.8%	7	21.9%	0	0.0%	0	0.0%	0	0.0%	32	100.0%	32	100.0%	32	100.0%
118	10	10	2	20.0%	5	50.0%	2	20.0%	0	0.0%	1	10.0%	0	0.0%	9	90.0%	9	90.0%	9	90.0%
125	49	46	13	0.0%	13	0.0%	14	0.0%	4	0.0%	2	0.0%	3	0.0%	40	0.0%	44	0.0%	44	100.0%
130	67	60	18	26.9%	17	25.4%	22	32.8%	2	3.0%	1	1.5%	7	10.4%	57	85.1%	59	88.1%	59	88.1%
140	9	2	2	22.2%	5	55.6%	0	0.0%	0	0.0%	0	0.0%	2	22.2%	7	77.8%	7	77.8%	7	77.8%
241	5	4	1	20.0%	3	60.0%	0	0.0%	0	0.0%	0	0.0%	1	20.0%	4	80.0%	4	80.0%	4	80.0%
Grand Total	172	159	47	27.3%	57	33.1%	45	26.2%	6	3.5%	4	2.3%	13	7.6%	149	86.6%	155	90.1%	155	90.1%

Table 5 English: Fall 2015 Student Cohort of First Time Degree Seekers: Grade Distribution for First College English Course after Developmental English 007																				
First College Level English Course	# Enroll	# Complete	Grade Distribution of First College Level Course												Passed C or better		Passed D or better			
			A		B		C		D		F		W		#	%	#	%		
			#	%	#	%	#	%	#	%	#	%	#	%						
Developmental English 007 Course with an A																				
120	25	25	7	28.0%	14	56.0%	4	0.0%	0	0.0%	0	0.0%	0	0.0%	25	100.0%	25	100.0%	25	100.0%
Developmental English 007 Course with an B																				
120	24	19	2	8.3%	11	45.8%	6	25.0%	0	0.0%	0	0.0%	5	20.8%	19	79.2%	19	79.2%	19	79.2%
Developmental English 007 Course with an C																				
120	19	17	0	0.0%	3	15.8%	9	47.4%	4	21.1%	1	5.3%	2	10.5%	12	63.2%	16	84.2%	16	84.2%
Total	68	61	9	13.2%	28	41.2%	19	27.9%	4	5.9%	1	1.5%	7	10.3%	56	82.4%	60	88.2%	60	88.2%

Table 5 Reading: Fall 2015 Student Cohort of First Time Degree Seekers: Grade Distribution for First College Course with Significant Reading after Developmental Reading 050																				
First College Level Course	# Enroll	# Complete	Grade Distribution of First College Level Course												Passed C or better		Passed D or better			
			A		B		C		D		F		W		#	%	#	%		
			#	%	#	%	#	%	#	%	#	%	#	%						
Developmental Reading 050 with an A																				
PSY 271	23	23	9	39.1%	7	30.4%	6	26.1%	0	0.0%	1	4.3%	0	0.0%	22	95.7%	22	95.7%	22	95.7%
SOC 280	12	10	2	16.7%	5	41.7%	2	16.7%	1	8.3%	0	0.0%	2	16.7%	9	75.0%	10	83.3%	10	83.3%
Developmental Reading 050 with an B																				
PSY 271	25	21	6	24.0%	8	32.0%	6	24.0%	1	4.0%	0	0.0%	4	16.0%	20	80.0%	21	84.0%	21	84.0%
SOC 280	12	10	4	33.3%	4	33.3%	2	16.7%	0	0.0%	0	0.0%	2	16.7%	10	83.3%	10	83.3%	10	83.3%
Developmental Reading 050 with an C																				
PSY 271	15	12	0	0.0%	5	33.3%	6	40.0%	1	6.7%	0	0.0%	3	20.0%	11	73.3%	12	80.0%	12	80.0%
SOC 280	9	8	1	11.1%	2	22.2%	3	33.3%	2	22.2%	0	0.0%	1	11.1%	6	66.7%	8	88.9%	8	88.9%
Total PSY271	63	56	15	23.8%	20	31.7%	18	28.6%	2	3.2%	1	1.6%	7	11.1%	53	84.1%	55	87.3%	55	87.3%
Total SOC280	33	28	7	21.2%	11	33.3%	7	21.2%	3	9.1%	0	0.0%	5	15.2%	25	75.8%	28	84.8%	28	84.8%
Total	96	84	22	22.9%	31	32.3%	25	26.0%	5	5.2%	1	1.0%	12	12.5%	78	81.3%	83	86.5%	83	86.5%

Table 6: Fall 2015 Cohort

Grades, Completion and Passing Rates for First Time Degree Seeking Students Assessing into College Level Math, English, and Reading Courses

Course	Total Enrolled	A		B		C		D		F		W		Completed		Passed C or Better		Passed D or Better	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Math																			
116	45	21	46.7%	11	24.4%	6	13.3%	0	0.0%	2	4.4%	5	11.1%	40	88.9%	38	84.4%	38	84.4%
118	8	5	62.5%	1	12.5%	2	25.0%	0	0.0%	0	0.0%	0	0.0%	8	100.0%	8	100.0%	8	100.0%
125	80	37	46.3%	22	27.5%	12	15.0%	0	0.0%	1	1.3%	8	10.0%	72	90.0%	71	88.8%	71	88.8%
130	79	32	40.5%	26	32.9%	9	11.4%	5	6.3%	2	2.5%	5	6.3%	74	93.7%	67	84.8%	72	91.1%
140	21	3	14.3%	8	38.1%	1	4.8%	4	19.0%	2	9.5%	3	14.3%	18	85.7%	12	57.1%	16	76.2%
241	39	11	28.2%	13	33.3%	11	28.2%	0	0.0%	0	0.0%	4	10.3%	35	89.7%	35	89.7%	35	89.7%
Total	272	109	40.1%	81	29.8%	41	15.1%	9	3.3%	7	2.6%	25	9.2%	247	90.8%	231	93.5%	240	97.2%
English																			
120	383	114	29.8%	132	34.5%	92	24.0%	2	0.5%	11	2.9%	32	8.4%	351	91.6%	338	88.3%	340	88.8%
Total	383	114	29.8%	132	34.5%	92	24.0%	2	0.5%	11	2.9%	32	8.4%	351	91.6%	338	96.3%	340	96.9%
Reading																			
PSY271	425	194	45.6%	129	30.4%	48	11.3%	14	3.3%	16	3.8%	24	5.6%	401	94.4%	371	87.3%	385	90.6%
SOC280	134	66	49.3%	41	30.6%	10	7.5%	2	1.5%	3	2.2%	12	9.0%	122	91.0%	117	87.3%	119	88.8%
Total	559	260	46.5%	170	30.4%	58	10.4%	16	2.9%	19	3.4%	36	6.4%	523	93.6%	488	93.3%	504	96.4%

Table 7: Fall 2015 Cohort

Grades, Completion and Passing Rates for First Time Degree Seeking Students Taking the Developmental Math Series (005 and 006) Followed by a College Level Math Course

Course	Total Enrolled	A		B		C		D		F		W		Completed		Passed C or Better		Passed D or Better		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Math																				
005	59	17	28.8%	29	49.2%	13	22.0%	0	0.0%	0	0.0%	0	0.0%	59	100.0%	59	100.0%	59	100.0%	
006	59	9	15.3%	23	39.0%	25	42.4%	2	3.4%	0	0.0%	0	0.0%	59	100.0%	57	96.6%	59	100.0%	
Math																				
116	12	5	41.7%	4	33.3%	3	25.0%	0	0.0%	0	0.0%	0	0.0%	12	100.0%	12	100.0%	12	100.0%	
118	4	1	25.0%	2	50.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	4	100.0%	4	100.0%	4	100.0%	
125	17	1	5.9%	5	29.4%	11	64.7%	0	0.0%	0	0.0%	0	0.0%	17	100.0%	17	100.0%	17	100.0%	
130	28	7	25.0%	10	35.7%	9	32.1%	1	3.6%	0	0.0%	1	3.6%	27	96.4%	26	92.9%	27	96.4%	
140	2	0	0.0%	2	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%	2	100.0%	
241	1	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%	1	100.0%	
Total	64	14	21.9%	23	35.9%	25	39.1%	1	1.6%	0	0.0%	1	1.6%	63	98.4%	62	98.4%	63	100.0%	

Table 8: Degree Seeking Students Testing into Developmental Courses by Degree Type and Cohort

Degree Type	Fall 2010 Cohort		Fall 2011 Cohort		Fall 2012 Cohort		Fall 2013 Cohort		Fall 2014 Cohort		Fall 2015 Cohort	
	#	%	#	%	#	%	#	%	#	%	#	%
Total Student Cohort	1,368		1,203		1,261		1,132		1,003		1,080	
Developmental Math												
Associate in Arts	282	27.0%	240	26.0%	247	27.1%	180	22.1%	152	22.1%	188	26.0%
Associate in Applied Science	394	37.8%	332	36.0%	334	36.6%	326	40.1%	251	36.5%	196	27.1%
Associate in Engineering Science	2	0.2%	3	0.3%	1	0.1%	0	0.0%	5	0.7%	0	0.0%
Associate in Liberal Studies	2	0.2%	3	0.3%	0	0.0%	1	0.1%	2	0.3%	84	11.6%
Associate in Science	220	21.1%	231	25.0%	215	23.6%	194	23.9%	190	27.7%	181	25.1%
Certificates	143	13.7%	114	12.4%	115	12.6%	112	13.8%	87	12.7%	73	10.1%
Total	1,043		923		912		813		687		722	
Developmental English												
Associate in Arts	61	25.3%	95	23.1%	103	23.1%	80	20.6%	72	21.6%	73	20.9%
Associate in Applied Science	108	44.8%	159	38.7%	180	40.4%	161	41.5%	131	39.2%	118	33.7%
Associate in Engineering Science	0	0.0%	1	0.2%	0	0.0%	1	0.3%	3	0.9%	1	0.3%
Associate in Liberal Studies	1	0.4%	2	0.5%	0	0.0%	1	0.3%	2	0.6%	27	7.7%
Associate in Science	27	11.2%	103	25.1%	101	22.7%	75	19.3%	85	25.4%	85	24.3%
Certificates	44	18.3%	51	12.4%	61	13.7%	70	18.0%	41	12.3%	46	13.1%
Total	241		411		445		388		334		350	
Developmental Reading												
Associate in Arts	141	27.5%	120	25.7%	107	25.4%	85	21.6%	71	21.8%	84	23.5%
Associate in Applied Science	185	36.1%	171	36.6%	145	34.4%	153	38.8%	138	42.3%	107	30.0%
Associate in Engineering Science	1	0.2%	2	0.4%	0	0.0%	2	0.5%	3	0.9%	2	0.6%
Associate in Liberal Studies	2	0.4%	2	0.4%	0	0.0%	1	0.3%	1	0.3%	33	9.2%
Associate in Science	109	21.3%	111	23.8%	115	27.3%	96	24.4%	74	22.7%	92	25.8%
Certificates	74	14.5%	61	13.1%	55	13.0%	57	14.5%	39	12.0%	39	10.9%
Total	512		467		422		394		326		357	