



2016 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-001 Pre-Algebra, 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.

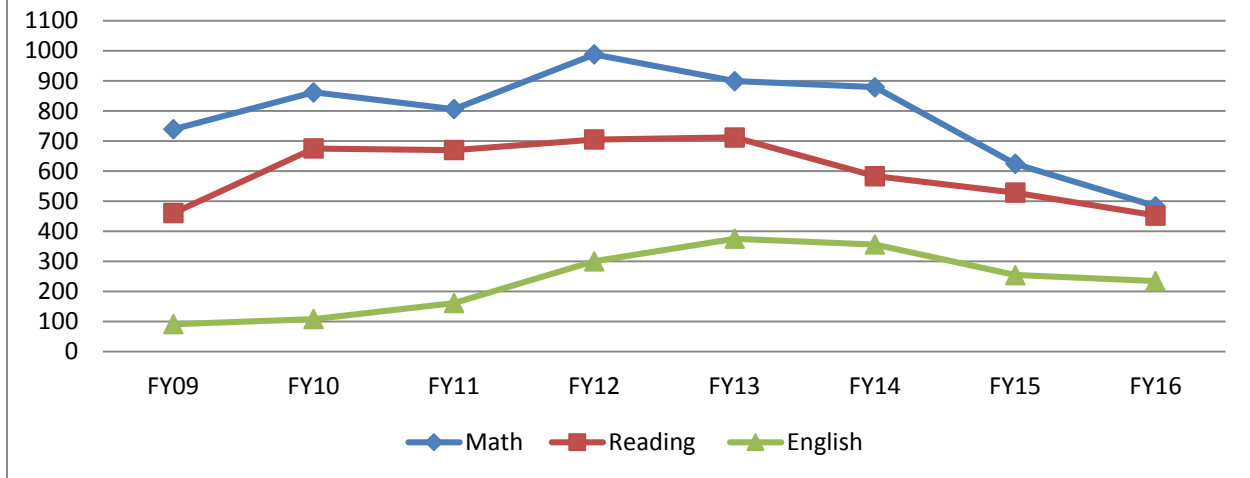
Table 1 provides a summary of the number of developmental courses offered by term from summer 2011 through spring 2016. In addition, it indicates the number of students taking each course by term. The numbers represented in the table exclude all DOC developmental courses and students.

Figure 1 shows the number of students enrolled in remedial education by subject area for fiscal years 2009 through 2016. This figure indicates that remedial math has the highest number of enrollees across all fiscal years followed by remedial reading. However, the number of enrollees in remedial math has declined steadily between FY14 and FY16. 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 FY16. 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.

**TABLE 1: Number of Developmental Courses by Subject and Level and
Number of Students Enrolled in Remedial Courses by Term**

	Math			Reading			English	
	001	005	006	007	009	050	005	007
Summer 2011								
Number of Courses	0	3	6	0	2	4	0	2
Number Students Enrolled	0	43	68	0	21	41	0	16
Fall 2011								
Number of Courses	3	14	16	3	9	16	3	11
Number Students Enrolled	24	286	228	28	120	287	36	149
Spring 2012								
Number of Courses	3	10	11	2	6	11	1	9
Number Students Enrolled	21	145	173	7	55	146	12	87
Summer 2012								
Number of Courses	0	3	4	1	2	5	1	4
Number Students Enrolled	0	35	61	3	24	63	8	32
Fall 2012								
Number of Courses	2	16	12	5	9	16	3	13
Number Students Enrolled	23	289	182	23	113	248	32	180
Spring 2013								
Number of Courses	1	8	11	2	7	11	2	11
Number Students Enrolled	17	139	153	15	62	161	10	113
Summer 2013								
Number of Courses	0	3	5	1	2	4	1	2
Number Students Enrolled	0	58	65	3	19	48	1	40
Fall 2013								
Number of Courses	4	15	11	5	9	17	5	11
Number Students Enrolled	59	263	161	21	105	229	39	154
Spring 2014								
Number of Courses	2	8	11	3	4	9	1	10
Number Students Enrolled	12	115	146	6	36	116	12	110
Summer 2014								
Number of Courses	1	3	5	2	2	3	1	2
Number Students Enrolled	1	44	53	4	12	43	4	25
Fall 2014								
Number of Courses	2	9	11	1	8	12	2	9
Number Students Enrolled	18	148	138	9	100	198	27	122
Spring 2015								
Number of Courses	2	7	9	1	2	9	1	6
Number Students Enrolled	15	97	110	5	30	127	8	68
Summer 2015								
Number of Courses	0	2	3	1	2	3	0	2
Number Students Enrolled	0	17	33	2	13	34	0	28
Fall 2015								
Number of Courses	1	7	8	2	6	13	2	7
Number Students Enrolled	13	135	110	11	83	195	25	106
Spring 2016								
Number of Courses	2	7	11	1	2	8	2	7
Number Students Enrolled	6	73	96	2	30	82	12	63

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



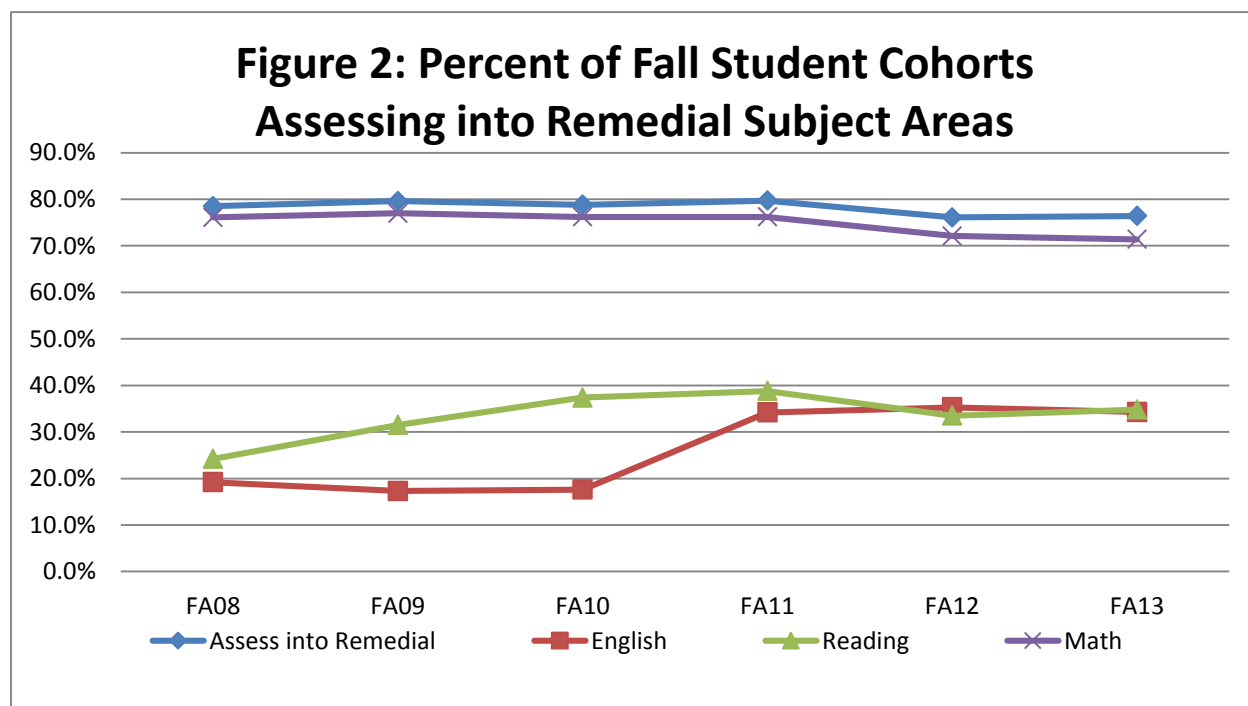
REMEDIAL STUDENT DEMOGRAPHICS

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 13 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%

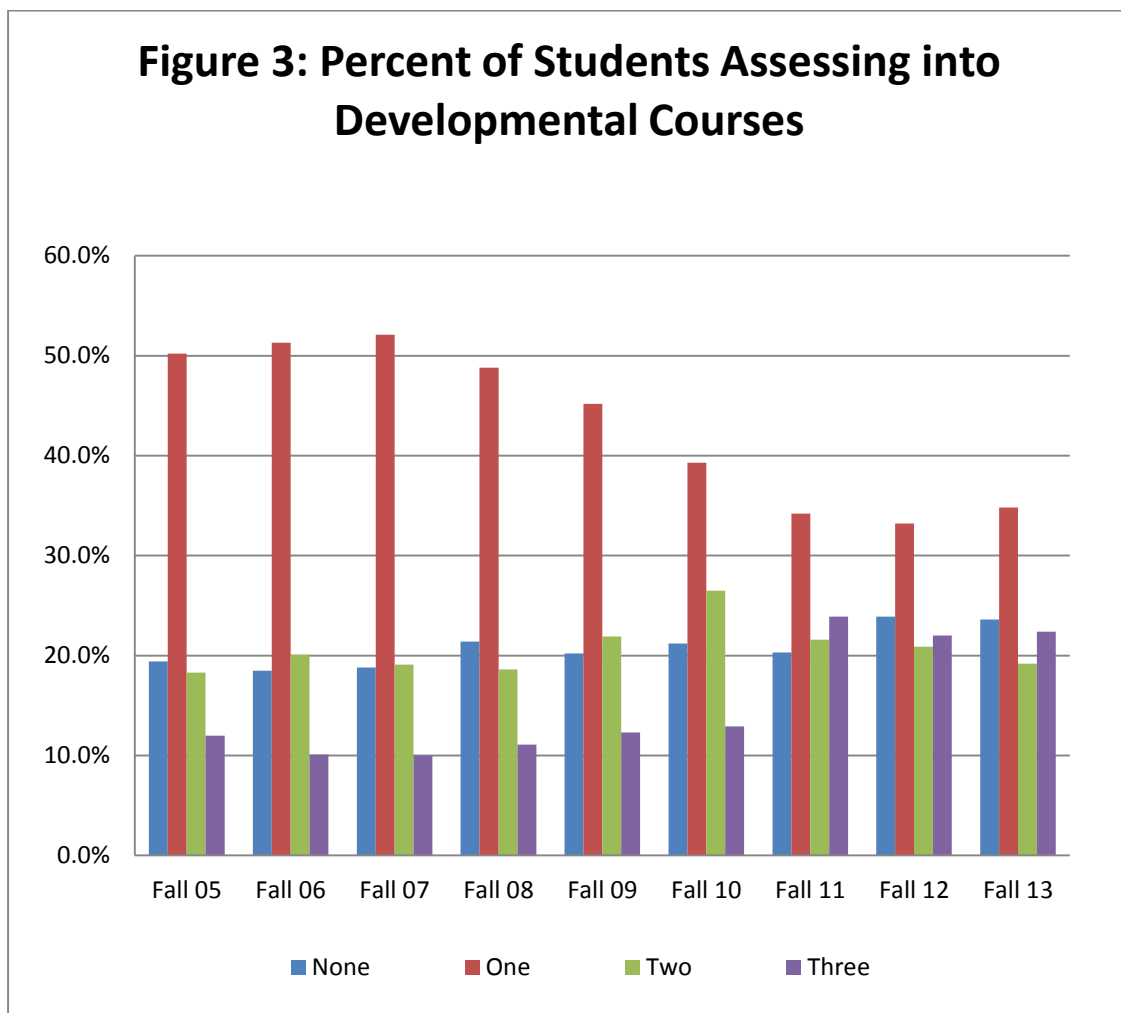
TABLE 3: First Time Degree Seeking Student Cohort Demographics that Assess into One or More Remedial Subject Areas						
Demographic	Fall 08 n=839	Fall 09 n=974	Fall 10 n=1,078	Fall 11 n=959	Fall 12 N=959	Fall 13 N=865
Gender						
Male	47.3%	51.4%	47.3%	45.6%	44.6%	47.1%
Female	52.7%	48.6%	52.7%	54.4%	55.4%	52.9%
Age						
17 and under	0.7%	0.4%	0.7%	0.5%	0.4%	0.5%
18 – 23	88.2%	79.9%	88.2%	84.6%	82.8%	83.9%
24-29	6.0%	8.8%	6.0%	6.9%	8.8%	7.5%
30-39	3.3%	7.1%	3.3%	5.4%	4.7%	6.2%
40-59	1.7%	3.7%	1.7%	2.6%	3.3%	1.8%
60 +	0.1%	0.1%	0.1%	0%	0%	0%
Ethnicity						
White	94.7%	92.3%	94.7%	88.3%	89.7%	89.1%
Non-White	5.3%	7.7%	5.3%	11.6%	10.3%	9.9%
Other Demographics						
Athlete	0.8%	2.5%	0.8%	0.6%	4.9%	4.4%
Disability	3.1%	0.7%	3.1%	0.2%	3%	2.1%
Veteran	1.2%	3.2%	1.2%	2.8%	3.2%	4.0%
Dual Credit	32.0%	24.7%	32.0%	31.1%	31.6%	36.9%
Pell Eligible	39.1%	46.9%	39.1%	46.5%	44.7%	44.5%



REMEDIAL STUDENT TRENDS

Remedial student trends present information over time and include the fall student cohorts beginning with fall 2005 and ending with fall 2013. 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 in LLC 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 stay within five 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 18% among time points. The percentage of students that assess into one developmental course decreases from 50.2% for the fall 2005 cohort to 34.8% in the fall 2013 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 19.2% in 2013. While the percent of students assessing into three remedial areas remained fairly steady among the fall 2005 and fall 2010 cohorts, it jumped to 22% for the fall 2013 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 71 and 80% over the cohorts presented in Figure 4. Figure 5 reveals the percentage of students assessing into developmental reading by cohort shows a nineteen percent jump from 18.8% of students in fall 2006 to 38.8% of students in fall 2011 and a reduction to 34.8% in fall 2013. 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 34.3% in fall 2013.

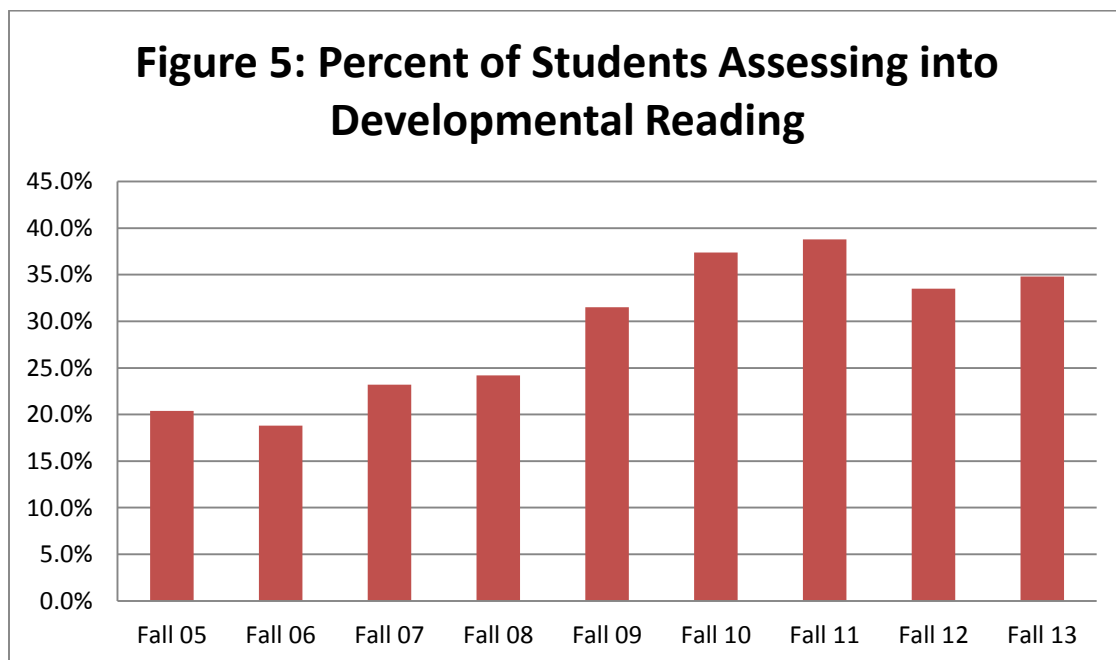
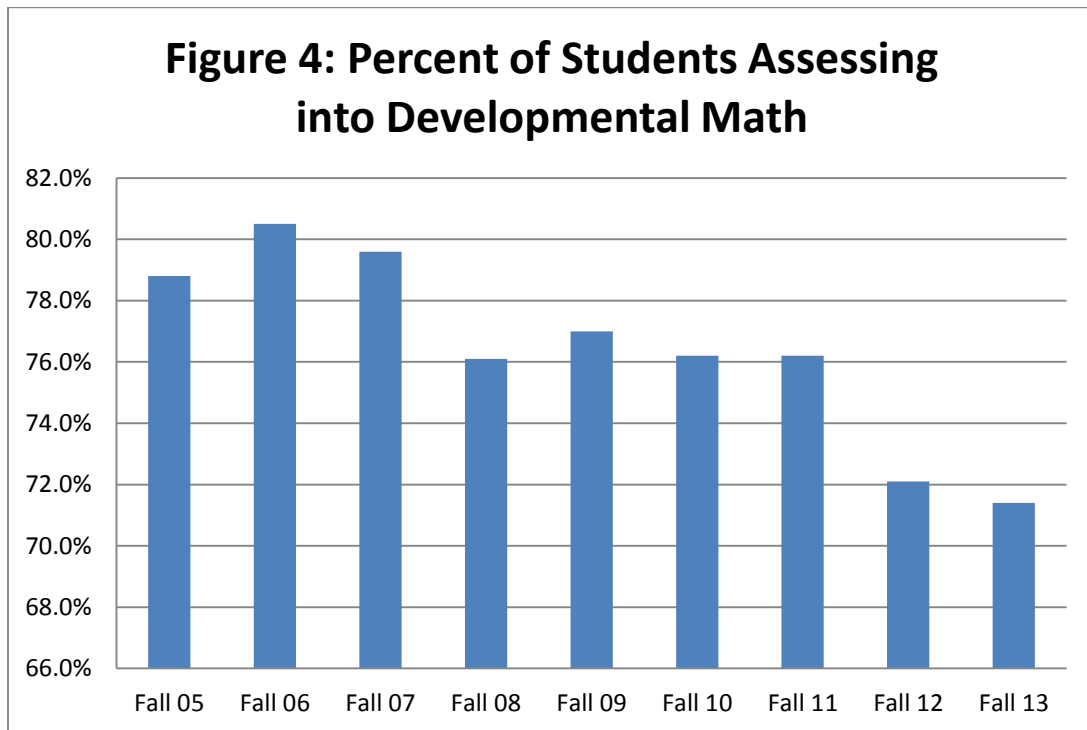


Figure 6: Percent of Students Assessing into Developmental English

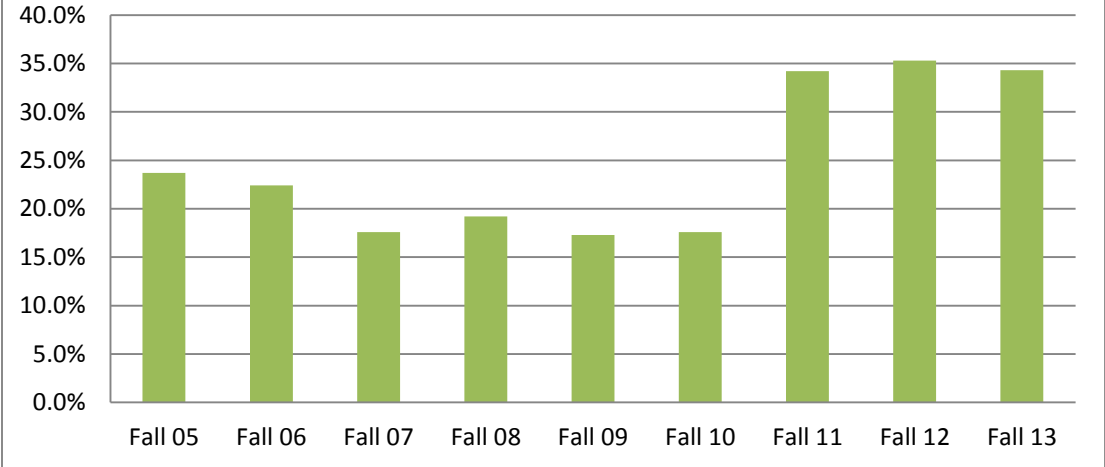


Figure 7 provides an overview of the percent of students who are successful (i.e., still enrolled and/or graduated) within 150% time (three years) of enrollment by the number of developmental courses they assessed into during their first term. These results show that 42% to 47% of all first time degree 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

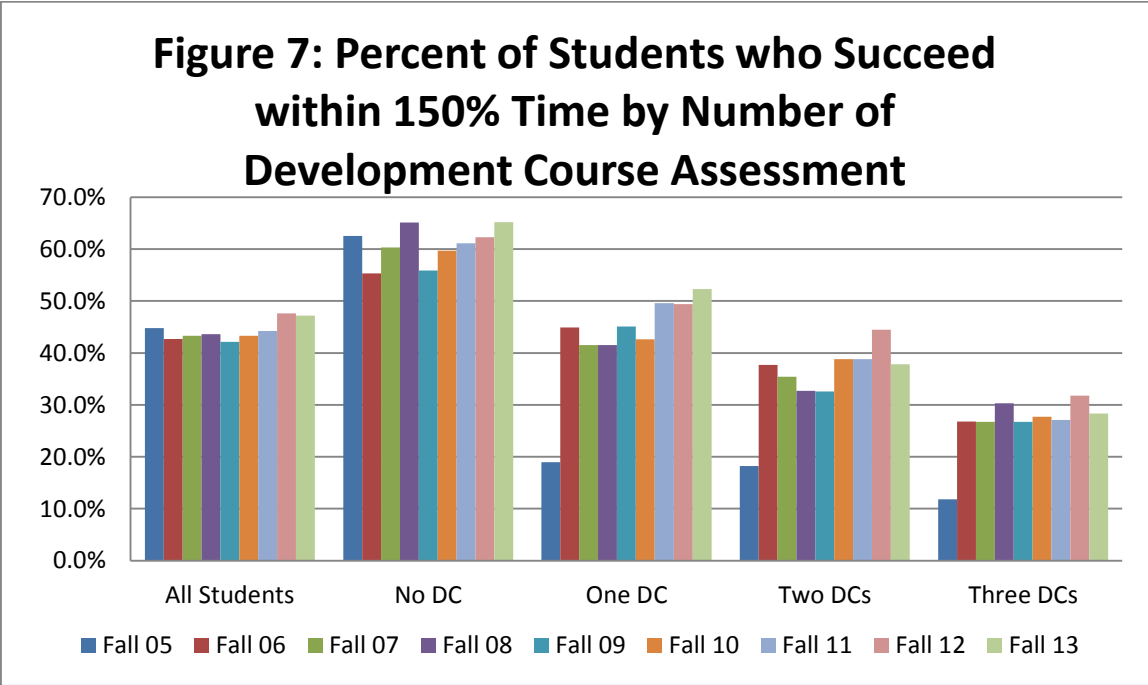
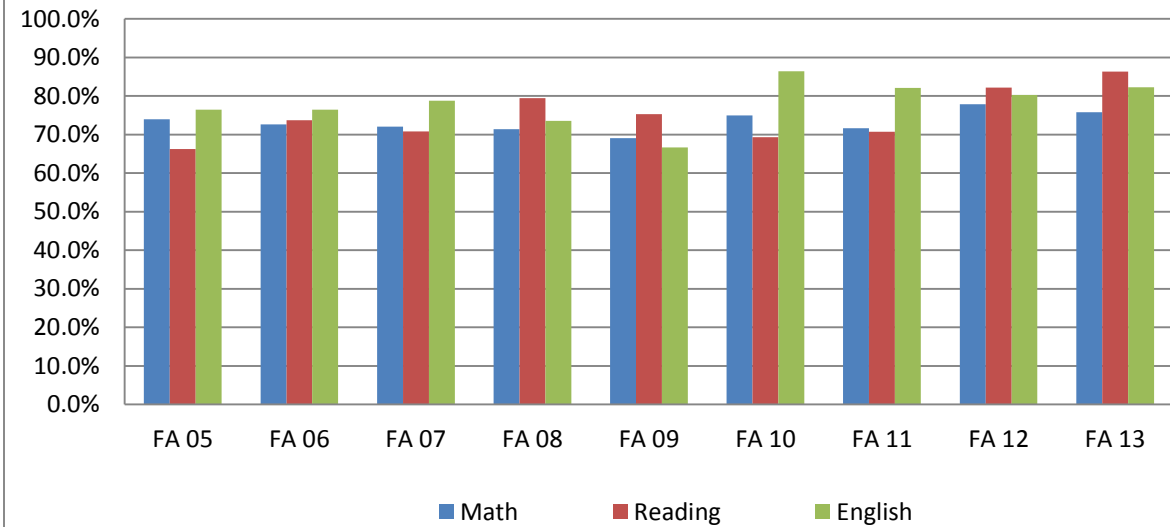


Figure 8 summarizes students who receive a grade of a C or higher in their final developmental course AND a C or better in their first college level course in the same area such as math. Across all cohorts, at least 69% of the students assessing into developmental math received a C or better in their 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 in fall 2011 cohort had 1,203 students with assessment test results, the fall 2012 cohort had 1,261 students with assessment results, and the fall 2013 cohort had 1,132 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 2011	1,203	959	79.7%	411	34.2%	467	38.8%	917	76.2%
Agriculture	112	89	79.5%	48	42.9%	43	38.4%	87	77.7%
AAS.AGBUS	16	12	10.7%	5	4.5%	4	3.6%	12	10.7%
AAS.AGMS	1	1	0.9%	1	0.9%	1	0.9%	1	0.9%
AAS.AGPCA	1	1	0.9%	0	0.0%	0	0.0%	1	0.9%
AAS.AGPRO	10	8	7.1%	5	4.5%	3	2.7%	8	7.1%
AAS.AGPWR	8	7	6.3%	5	4.5%	4	3.6%	7	6.3%
AAS.ALAG	3	3	2.7%	2	1.8%	2	1.8%	3	2.7%
AAS.HRT	3	3	2.7%	1	0.9%	1	0.9%	3	2.7%
AAS.JDAT	28	25	22.3%	14	12.5%	12	10.7%	25	22.3%
AS.AGR	35	23	20.5%	10	8.9%	10	8.9%	22	19.6%
AS.PVET	3	2	1.8%	1	0.9%	2	1.8%	1	0.9%
CRT.AGBUS	1	1	0.9%	1	0.9%	1	0.9%	1	0.9%
CRT.AGPWR	3	3	2.7%	3	2.7%	3	2.7%	3	2.7%
Fall 2012	1,261	959	76.0%	445	35.3%	422	33.5%	912	72.3%
Agriculture	146	110	75.3%	62	42.5%	44	30.1%	106	72.6%
AAS.AGBUS	23	18	78.3%	7	30.4%	8	34.8%	18	78.3%
AAS.AGPRO	16	13	81.3%	7	43.8%	3	18.8%	12	75.0%
AAS.AGPWR	13	11	84.6%	8	61.5%	5	38.5%	11	84.6%
AAS.ALAG	1	1	100.0%	1	100.0%	0	0.0%	1	100.0%
AAS.HRT	8	7	87.5%	6	75.0%	4	50.0%	6	75.0%
AAS.JDAT	34	29	85.3%	19	55.9%	15	44.1%	28	82.4%
AS.AGR	27	13	48.1%	5	18.5%	2	7.4%	13	48.1%
AS.PVET	15	10	66.7%	2	13.3%	4	26.7%	9	60.0%
CRT.AGBUS	2	1	50.0%	0	0.0%	0	0.0%	1	50.0%
CRT.AGPWR	2	2	100.0%	2	100.0%	2	100.0%	2	100.0%
CRT.CROP	1	1	100.0%	1	100.0%	0	0.0%	1	100.0%
CRT.HRT	2	2	100.0%	2	100.0%	0	0.0%	2	100.0%
CRT.LVST	2	2	100.0%	2	100.0%	1	50.0%	2	100.0%
Fall 2013	1,132	865	76.4%	388	34.3%	394	34.8%	808	71.4%
Agriculture	137	92	67.2%	41	29.9%	29	21.2%	88	64.2%
AAS.AGBUS	26	15	57.7%	7	26.9%	5	19.2%	14	53.8%
AAS.AGPCA	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
AAS.AGPRO	13	8	61.5%	3	23.1%	2	15.4%	8	61.5%
AAS.AGPWR	13	10	76.9%	9	69.2%	6	46.2%	9	69.2%
AAS.ALAG	2	1	50.0%	1	50.0%	1	50.0%	1	50.0%
AAS.HRT	5	4	80.0%	2	40.0%	0	0.0%	4	80.0%

TABLE 4: First Time Degree or Certificate Seeking Students by Cohort, Division, and Assessment Status

Student Cohort	Total Students	Assess into 1 or more Remedial Areas		Assess into English		Assess into Reading		Assess into Math	
		n	%	n	%	n	%	n	%
AAS.JDAT	28	25	89.3%	12	42.9%	7	25.0%	25	89.3%
AS.AGR	39	20	51.3%	3	7.7%	4	10.3%	19	48.7%
AS.PVET	6	4	66.7%	1	16.7%	1	16.7%	4	66.7%
CRT.AGBUS	1	1	100.0%	0	0.0%	1	100.0%	1	100.0%
CRT.AGPWR	1	1	100.0%	1	100.0%	1	100.0%	0	0.0%
CRT.CROP	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%
CRT.LVST	1	1	100.0%	1	100.0%	0	0.0%	1	100.0%
Fall 2011	1,203	959	79.7%	411	34.2%	467	38.8%	917	76.2%
Allied Health	188	150	79.8%	54	28.7%	74	39.4%	147	78.2%
AAS.ADN.TRK	61	45	23.9%	14	7.4%	20	10.6%	43	22.9%
AAS.DH	6	6	3.2%	3	1.6%	4	2.1%	6	3.2%
AAS.DH.TRK	28	25	13.3%	11	5.9%	11	5.9%	24	12.8%
AAS.FST	9	9	4.8%	6	3.2%	7	3.7%	9	4.8%
AAS.PRC	3	3	1.6%	1	0.5%	1	0.5%	3	1.6%
AAS.PS	10	9	4.8%	2	1.1%	5	2.7%	9	4.8%
AAS.PTA	5	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AAS.PTA.TRK	29	22	11.7%	8	4.3%	11	5.9%	22	11.7%
CRT.MT	4	2	1.1%	0	0.0%	1	0.5%	2	1.1%
CRT.MT.TRK	2	2	1.1%	0	0.0%	0	0.0%	2	1.1%
CRT.PN	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
CRT.PN.TRK	28	25	13.3%	8	4.3%	12	6.4%	25	13.3%
Fall 2012	1,261	959	76.0%	445	35.3%	422	33.5%	912	72.3%
Allied Health	205	155	75.6%	68	33.2%	69	33.7%	149	72.7%
AAS.ADN.TRK	72	52	72.2%	28	38.9%	21	29.2%	49	68.1%
AAS.DH	6	2	33.3%	1	16.7%	1	16.7%	2	33.3%
AAS.DH.TRK	23	16	69.6%	6	26.1%	6	26.1%	16	69.6%
AAS.FST	7	4	57.1%	3	42.9%	4	57.1%	4	57.1%
AAS.PRC	2	2	100.0%	1	50.0%	0	0.0%	2	100.0%
AAS.PS	11	7	63.6%	5	45.5%	1	9.1%	7	63.6%
AAS.PTA	5	4	80.0%	2	40.0%	1	20.0%	4	80.0%
AAS.PTA.TRK	34	26	76.5%	8	23.5%	11	32.4%	25	73.5%
CRT.MT	6	5	83.3%	0	0.0%	3	50.0%	5	83.3%
CRT.MT.TRK	2	2	100.0%	0	0.0%	1	50.0%	2	100.0%
CRT.PN	3	3	100.0%	1	33.3%	2	66.7%	1	33.3%
CRT.PN.TRK	34	32	94.1%	13	38.2%	18	52.9%	32	94.1%
Fall 2013	1,132	865	76.4%	388	34.3%	394	34.8%	808	71.4%
Allied Health	187	151	80.7%	57	30.5%	66	35.3%	146	78.1%
AAS.ADN.TRK	72	50	69.4%	16	22.2%	18	25.0%	48	66.7%
AAS.DH	3	3	100.0%	2	66.7%	2	66.7%	3	100.0%
AAS.DH.TRK	25	22	88.0%	7	28.0%	10	40.0%	22	88.0%
AAS.FST	7	4	57.1%	2	28.6%	3	42.9%	4	57.1%
AAS.PRC	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
AAS.PS	12	10	83.3%	6	50.0%	6	50.0%	10	83.3%
AAS.PTA	3	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AAS.PTA.TRK	32	30	93.8%	10	31.3%	13	40.6%	28	87.5%

TABLE 4: First Time Degree or Certificate Seeking Students by Cohort, Division, and Assessment Status

Student Cohort	Total Students	Assess into 1 or more Remedial Areas		Assess into English		Assess into Reading		Assess into Math	
		n	%	n	%	n	%	n	%
CRT.MT	6	6	100.0%	1	16.7%	1	16.7%	6	100.0%
CRT.MT.TRK	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%
CRT.PN	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
CRT.PN.TRK	24	24	100.0%	12	50.0%	12	50.0%	23	95.8%
Fall 2011	1,203	959	79.7%	411	34.2%	467	38.8%	917	76.2%
Business	180	139	77.2%	63	35.0%	67	37.2%	130	72.2%
AAS.AAEXE	4	4	2.2%	2	1.1%	3	1.7%	3	1.7%
AAS.AALEG	2	2	1.1%	2	1.1%	2	1.1%	2	1.1%
AAS.AAMED	8	7	3.9%	3	1.7%	6	3.3%	6	3.3%
AAS.ACC	9	9	5.0%	5	2.8%	2	1.1%	7	3.9%
AAS.DPGD	11	9	5.0%	3	1.7%	6	3.3%	9	5.0%
AAS.HIMC	4	4	100%	1	25.0%	1	25.0%	4	100%
AAS.ITAPS	4	4	2.2%	2	1.1%	2	1.1%	3	1.7%
AAS.ITNET	9	7	3.9%	3	1.7%	4	2.2%	6	3.3%
AAS.ITPRO	5	5	2.8%	1	0.6%	0	0.0%	5	2.8%
AAS.ITWEB	2	1	0.6%	0	0.0%	1	0.6%	1	0.6%
AAS.MGT	19	15	8.3%	7	3.9%	7	3.9%	15	8.3%
AAS.MKTG	1	1	0.6%	0	0.0%	0	0.0%	1	0.6%
AS.BA	55	35	19.4%	17	9.4%	12	6.7%	33	18.3%
AS.BE	1	1	0.6%	1	0.6%	1	0.6%	1	0.6%
CRT.ACC	1	1	0.6%	0	0.0%	0	0.0%	1	0.6%
CRT.COS	12	9	5.0%	6	3.3%	7	3.9%	9	5.0%
CRT.COS.TRK	9	8	4.4%	3	1.7%	5	2.8%	7	3.9%
CRT.DPGD	1	1	0.6%	0	0.0%	0	0.0%	1	0.6%
CRT.ITGD	4	3	1.7%	1	0.6%	1	0.6%	3	1.7%
CRT.ITNET	3	1	0.6%	0	0.0%	0	0.0%	1	0.6%
CRT.ITPROG	2	1	0.6%	0	0.0%	0	0.0%	1	0.6%
CRT.MCS	8	7	3.9%	2	1.1%	3	1.7%	7	3.9%
CRT.MDTRN	5	5	2.8%	2	1.1%	3	1.7%	5	2.8%
CRT.MKTG	2	0	0.0%	0	0.0%	0	0.0%	0	0.0%
CRT.OFREC	3	3	1.7%	3	1.7%	2	1.1%	3	1.7%
Fall 2012	1,261	959	76.0%	445	35.3%	422	33.5%	912	72.3%
Business	224	161	71.9%	71	31.7%	64	28.6%	152	67.9%
AAS.AAEXE	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
AAS.AALEG	3	2	66.7%	0	0.0%	2	66.7%	2	66.7%
AAS.AAMED	4	3	75.0%	2	50.0%	1	25.0%	3	75.0%
AAS.ACC	14	11	78.6%	6	42.9%	5	35.7%	10	71.4%
AAS.DPGD	6	5	83.3%	1	16.7%	2	33.3%	5	83.3%
AAS.HIMC	7	7	100.0%	1	14.3%	2	28.6%	6	85.7%
AAS.ITAPS	5	4	80.0%	3	60.0%	1	20.0%	4	80.0%
AAS.ITNET	8	5	62.5%	2	25.0%	0	0.0%	5	62.5%
AAS.ITPRO	11	8	72.7%	2	18.2%	1	9.1%	8	72.7%
AAS.ITWEB	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%
AAS.MGT	19	14	73.7%	9	47.4%	4	21.1%	15	78.9%
AAS.MKTG	7	4	57.1%	2	28.6%	2	28.6%	4	57.1%

TABLE 4: First Time Degree or Certificate Seeking Students by Cohort, Division, and Assessment Status

Student Cohort	Total Students	Assess into 1 or more Remedial Areas		Assess into English		Assess into Reading		Assess into Math	
		n	%	n	%	n	%	n	%
AAS.OFMGT	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AS.BA	88	56	63.6%	25	28.4%	27	30.7%	49	55.7%
CRT.ACC	2	1	50.0%	0	0.0%	0	0.0%	1	50.0%
CRT.COS	18	14	77.8%	7	38.9%	7	38.9%	14	77.8%
CRT.COS.TRK	8	8	100.0%	5	62.5%	3	37.5%	8	100.0%
CRT.DPGD	2	1	50.0%	0	0.0%	1	50.0%	1	50.0%
CRT.ESTH.TRK	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%
CRT.ITDMS	1	1	100.0%	0	0.0%	1	100.0%	1	100.0%
CRT.ITGD	4	3	75.0%	0	0.0%	0	0.0%	3	75.0%
CRT.ITNET	2	1	50.0%	0	0.0%	0	0.0%	1	50.0%
CRT.MCS	5	4	80.0%	3	60.0%	3	60.0%	3	60.0%
CRT.MDTRN	4	4	100.0%	2	50.0%	1	25.0%	4	100.0%
CRT.MKTG	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
Fall 2013	1,132	865	76.4%	388	34.3%	394	34.8%	808	71.4%
Business	190	146	76.8%	68	35.8%	62	32.6%	145	76.3%
AAS.AAEXE	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%
AAS.AAMED	7	7	100.0%	0	0.0%	0	0.0%	7	100.0%
AAS.ACC	10	9	90.0%	6	60.0%	6	60.0%	9	90.0%
AAS.DPGD	6	6	100.0%	4	66.7%	4	66.7%	6	100.0%
AAS.HIMC	6	5	83.3%	1	16.7%	0	0.0%	5	83.3%
AAS.ITAPS	3	3	100.0%	1	33.3%	1	33.3%	3	100.0%
AAS.ITNET	6	5	83.3%	3	50.0%	1	16.7%	5	83.3%
AAS.ITPRO	9	5	55.6%	3	33.3%	3	33.3%	5	55.6%
AAS.ITWEB	2	2	100.0%	1	50.0%	1	50.0%	2	100.0%
AAS.MGT	12	12	100.0%	4	33.3%	6	50.0%	12	100.0%
AAS.MKTG	3	3	100.0%	2	66.7%	2	66.7%	3	100.0%
AS.BA	80	46	57.5%	18	22.5%	19	23.8%	45	56.3%
AS.BE	3	2	66.7%	2	66.7%	0	0.0%	2	66.7%
CRT.COS	17	16	94.1%	9	52.9%	7	41.2%	16	94.1%
CRT.COS.TRK	7	7	100.0%	6	85.7%	5	71.4%	7	100.0%
CRT.ESTH	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
CRT.ESTH.TRK	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%
CRT.ITAPS	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
CRT.ITGD	5	4	80.0%	2	40.0%	2	40.0%	4	80.0%
CRT.MCS	8	8	100.0%	5	62.5%	4	50.0%	8	100.0%
CRT.MDTRN	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
Fall 2011	1,203	959	79.7%	411	34.2%	467	38.8%	917	76.2%
Humanities	214	173	80.8%	23	10.7%	28	13.1%	62	29.0%
AA.ART	19	13	6.1%	6	2.8%	8	3.7%	12	5.6%
AA.ENG	10	8	3.7%	0	0.0%	0	0.0%	8	3.7%
AA.LAS	19	17	7.9%	4	1.9%	6	2.8%	17	7.9%
AA.SPCH	2	2	0.9%	0	0.0%	1	0.5%	2	0.9%
AA.UND	144	114	53.3%	45	21.0%	56	26.2%	110	51.4%
AAS.RTV	16	15	7.0%	9	4.2%	9	4.2%	15	7.0%
CRT.RBRD	2	2	0.9%	2	0.9%	2	0.9%	2	0.9%

TABLE 4: First Time Degree or Certificate Seeking Students by Cohort, Division, and Assessment Status

Student Cohort	Total Students	Assess into 1 or more Remedial Areas		Assess into English		Assess into Reading		Assess into Math	
		n	%	n	%	n	%	n	%
CRT.RTVAN	2	2	0.9%	1	0.5%	1	0.5%	2	0.9%
Fall 2012	1,261	959	76.0%	445	35.3%	422	33.5%	912	72.3%
Humanities	83	59	71.1%	22	26.5%	29	34.9%	56	67.5%
AA.ART	29	22	75.9%	9	31.0%	14	48.3%	23	79.3%
AA.ENG	15	10	66.7%	1	6.7%	1	6.7%	10	66.7%
AA.LAS	20	15	75.0%	6	30.0%	9	45.0%	11	55.0%
AA.SPCH	4	3	75.0%	1	25.0%	1	25.0%	3	75.0%
AAS.RTV	13	8	61.5%	5	38.5%	4	30.8%	8	61.5%
CRT.RBRD	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
CRT.RTVAN	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2013	1,132	865	76.4%	388	34.3%	394	34.8%	808	71.4%
Humanities	51	39	76.5%	17	33.3%	21	41.2%	37	72.5%
AA.ART	16	15	93.8%	4	25.0%	6	37.5%	14	87.5%
AA.ENG	6	3	50.0%	0	0.0%	1	16.7%	3	50.0%
AA.LAS	6	3	50.0%	1	16.7%	1	16.7%	3	50.0%
AA.SPCH	2	1	50.0%	0	0.0%	1	50.0%	1	50.0%
AAS.RTV	19	16	84.2%	11	57.9%	11	57.9%	15	78.9%
CRT.RBRD	2	1	50.0%	1	50.0%	1	50.0%	1	50.0%
Fall 2011	1,203	959	79.7%	411	34.2%	467	38.8%	917	76.2%
Math & Science	185	125	67.6%	50	27.0%	61	33.0%	117	63.2%
AES.ENGR	11	4	2.2%	1	0.5%	2	1.1%	3	1.6%
AS.BIOL	9	9	4.9%	3	1.6%	4	2.2%	9	4.9%
AS.CHEM	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AS.CLSC	3	3	1.6%	0	0.0%	0	0.0%	3	1.6%
AS.CMCS	3	2	1.1%	1	0.5%	1	0.5%	2	1.1%
AS.CONSW	3	3	1.6%	1	0.5%	0	0.0%	3	1.6%
AS.EASC	5	4	2.2%	2	1.1%	3	1.6%	4	2.2%
AS.ENS	2	2	1.1%	0	0.0%	0	0.0%	2	1.1%
AS.MAED	8	1	0.5%	1	0.5%	1	0.5%	1	0.5%
AS.OTH	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AS.PCHI	46	38	20.5%	14	7.6%	15	8.1%	37	20.0%
AS.PDEN	1	1	0.5%	0	0.0%	1	0.5%	0	0.0%
AS.PENG	1	1	0.5%	1	0.5%	0	0.0%	1	0.5%
AS.PHYS	18	5	2.7%	3	1.6%	4	2.2%	2	1.1%
AS.PMED	12	7	3.8%	4	2.2%	3	1.6%	7	3.8%
AS.PNUR	46	36	19.5%	17	9.2%	21	11.4%	35	18.9%
AS.PPHM	6	4	2.2%	0	0.0%	1	0.5%	4	2.2%
AS.PPTH	6	3	1.6%	1	0.5%	3	1.6%	3	1.6%
AS.SCED.BIO	2	1	0.5%	1	0.5%	1	0.5%	1	0.5%
AS.SCED.CH	1	1	0.5%	0	0.0%	1	0.5%	0	0.0%
Fall 2012	1,261	959	76.0%	445	35.3%	422	33.5%	912	72.3%
Math & Science	135	71	52.6%	27	20.0%	36	26.7%	64	47.4%
AES.ENGR	7	1	14.3%	0	0.0%	0	0.0%	1	14.3%
AS.BIOL	14	7	50.0%	1	7.1%	0	0.0%	7	50.0%
AS.CHEM	3	1	33.3%	1	33.3%	1	33.3%	0	0.0%

TABLE 4: First Time Degree or Certificate Seeking Students by Cohort, Division, and Assessment Status

Student Cohort	Total Students	Assess into 1 or more Remedial Areas		Assess into English		Assess into Reading		Assess into Math	
		n	%	n	%	n	%	n	%
AS.CLSC	2	1	50.0%	1	50.0%	1	50.0%	1	50.0%
AS.CONSF	2	2	100.0%	1	50.0%	1	50.0%	2	100.0%
AS.CONSW	10	6	60.0%	3	30.0%	4	40.0%	6	60.0%
AS.EASC	2	1	50.0%	1	50.0%	1	50.0%	1	50.0%
AS.ENS	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AS.MAED	3	1	33.3%	0	0.0%	1	33.3%	1	33.3%
AS.MATH	1	1	100.0%	0	0.0%	1	100.0%	0	0.0%
AS.PDEN	4	2	50.0%	0	0.0%	1	25.0%	2	50.0%
AS.PENG	11	1	9.1%	1	9.1%	1	9.1%	0	0.0%
AS.PHYS	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AS.PMED	14	7	50.0%	1	7.1%	2	14.3%	6	42.9%
AS.PNUR	42	31	73.8%	12	28.6%	16	38.1%	28	66.7%
AS.PPHM	9	5	55.6%	2	22.2%	3	33.3%	5	55.6%
AS.PPTH	8	3	37.5%	3	37.5%	3	37.5%	3	37.5%
AS.SCED.BIO	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
Fall 2013	1,132	865	76.4%	388	34.3%	394	34.8%	808	71.4%
Math & Science	122	78	63.9%	20	16.4%	34	27.9%	58	47.5%
AES.ENGR	6	2	33.3%	1	16.7%	2	33.3%	0	0.0%
AS.BIOL	6	3	50.0%	0	0.0%	2	33.3%	3	50.0%
AS.CHEM	2	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.CMCS	1	1	100.0%	0	0.0%	1	100.0%	0	0.0%
AS.CONSF	4	3	75.0%	2	50.0%	0	0.0%	2	50.0%
AS.CONSW	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
AS.EASC	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%
AS.ENS	3	2	66.7%	1	33.3%	2	66.7%	2	66.7%
AS.MAED	2	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AS.PCHI	3	2	66.7%	0	0.0%	0	0.0%	2	66.7%
AS.PDEN	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AS.PENG	19	9	47.4%	2	10.5%	8	42.1%	2	10.5%
AS.PHYS	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AS.PMED	10	7	70.0%	2	20.0%	0	0.0%	6	60.0%
AS.PNUR	38	31	81.6%	7	18.4%	13	34.2%	27	71.1%
AS.PPHM	4	3	75.0%	2	50.0%	2	50.0%	3	75.0%
AS.PPTH	11	9	81.8%	3	27.3%	3	27.3%	6	54.5%
AS.SCED.BIO	6	3	50.0%	0	0.0%	1	16.7%	2	33.3%
Fall 2011	1,203	959	79.7%	411	34.2%	467	38.8%	917	76.2%
Social Science & Education	216	192	88.9%	82	38.0%	98	45.4%	186	86.1%
AA.CJS	63	29.2%	69	31	14.4%	34	15.7%	61	28.2%
AA.HIS	4	1.9%	6	1	0.5%	3	1.4%	4	1.9%
AA.PS	3	1.4%	3	0	0.0%	0	0.0%	3	1.4%
AA.PSY	13	6.0%	16	3	1.4%	6	2.8%	13	6.0%
AA.SS	2	0.9%	2	2	0.9%	1	0.5%	1	0.5%
AA.SSW	9	4.2%	11	3	1.4%	5	2.3%	9	4.2%

TABLE 4: First Time Degree or Certificate Seeking Students by Cohort, Division, and Assessment Status

Student Cohort	Total Students	Assess into 1 or more Remedial Areas		Assess into English		Assess into Reading		Assess into Math	
		n	%	n	%	n	%	n	%
AAS.CFS	6	2.8%	7	1	0.5%	4	1.9%	6	2.8%
AAS.ECE	17	7.9%	19	10	4.6%	11	5.1%	17	7.9%
AAS.HSP.CRJ	2	0.9%	2	1	0.5%	1	0.5%	2	0.9%
AAS.HSP.EDU	2	0.9%	2	1	0.5%	1	0.5%	2	0.9%
AAS.HSP.HEA	4	1.9%	5	2	0.9%	3	1.4%	3	1.4%
AAS.HSP.PSY	4	1.9%	4	1	0.5%	2	0.9%	4	1.9%
AAS.PRPRO	1	0.5%	1	1	0.5%	0	0.0%	1	0.5%
AS.ECHED	12	5.6%	12	5	2.3%	4	1.9%	12	5.6%
AS.ECO	1	0.5%	1	1	0.5%	1	0.5%	0	0.0%
AS.ELED	17	7.9%	21	6	2.8%	6	2.8%	17	7.9%
AS.PHYED	21	9.7%	22	11	5.1%	12	5.6%	20	9.3%
AS.PRLAW	5	2.3%	5	1	0.5%	1	0.5%	5	2.3%
AS.REC	1	0.5%	1	0	0.0%	0	0.0%	1	0.5%
AS.SPED	5	2.3%	7	1	0.5%	3	1.4%	5	2.3%
Fall 2012	1,261	959	76.0%	445	35.3%	422	33.5%	912	72.3%
Social Science & Education	226	180	79.6%	92	40.7%	89	39.4%	173	76.5%
AA.CJS	73	64	87.7%	34	46.6%	30	41.1%	61	83.6%
AA.HIS	10	8	80.0%	4	40.0%	3	30.0%	9	90.0%
AA.PS	4	1	25.0%	0	0.0%	0	0.0%	1	25.0%
AA.PSY	22	16	72.7%	3	13.6%	4	18.2%	16	72.7%
AA.SS	2	1	50.0%	1	50.0%	1	50.0%	1	50.0%
AA.SSW	12	9	75.0%	5	41.7%	3	25.0%	8	66.7%
AAS.CFS	3	2	66.7%	2	66.7%	1	33.3%	2	66.7%
AAS.CROF	1	1	100.0%	1	100.0%	0	0.0%	1	100.0%
AAS.ECE	20	17	85.0%	9	45.0%	9	45.0%	16	80.0%
AAS.HSP.HEA	1	1	100.0%	0	0.0%	1	100.0%	1	100.0%
AAS.HSP.PSY	6	6	100.0%	4	66.7%	4	66.7%	6	100.0%
AAS.HSP.SOC	5	5	100.0%	4	80.0%	3	60.0%	5	100.0%
AAS.PRPRO	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%
AS.ECHED	12	9	75.0%	3	25.0%	5	41.7%	8	66.7%
AS.ECO	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
AS.ELED	26	18	69.2%	6	23.1%	8	30.8%	18	69.2%
AS.HEAED	1	1	100.0%	1	100.0%	0	0.0%	1	100.0%
AS.PHYED	15	11	73.3%	9	60.0%	10	66.7%	9	60.0%
AS.REC	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%
AS.SPED	8	6	75.0%	3	37.5%	4	50.0%	6	75.0%
CRT.NCCP	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%
CRT.PRPRO	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Fall 2013	1,132	865	76.4%	388	34.3%	394	34.8%	808	71.4%
Social Science & Education	198	163	82.3%	72	36.4%	83	41.9%	160	80.8%
AA.CJS	52	44	84.6%	1	16.7%	22	42.3%	44	84.6%
AA.HIS	9	6	66.7%	0	0.0%	2	22.2%	6	66.7%
AA.PS	2	1	50.0%	0	0.0%	0	0.0%	2	100.0%
AA.PSY	35	27	77.1%	0	0.0%	9	25.7%	26	74.3%

TABLE 4: First Time Degree or Certificate Seeking Students by Cohort, Division, and Assessment Status

Student Cohort	Total Students	Assess into 1 or more Remedial Areas		Assess into English		Assess into Reading		Assess into Math	
		n	%	n	%	n	%	n	%
AA.SS	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AA.SSW	14	12	85.7%	2	50.0%	5	35.7%	12	85.7%
AAS.CFS	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
AAS.ECE	13	12	92.3%	0	0.0%	9	69.2%	12	92.3%
AAS.HSP.CRJ	3	3	100.0%	1	33.3%	2	66.7%	2	66.7%
AAS.HSP.EDU	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
AAS.HSP.HEA	1	1	100.0%	0	0.0%	1	100.0%	1	100.0%
AAS.HSP.PSY	9	6	66.7%	0	0.0%	5	55.6%	6	66.7%
AAS.HSP.SOC	6	6	100.0%	2	10.5%	3	50.0%	6	100.0%
AAS.PRPRO	2	1	50.0%	0	0.0%	1	50.0%	1	50.0%
AS.ECHED	10	8	80.0%	2	20.0%	5	50.0%	7	70.0%
AS.ECO	2	2	100.0%	7	18.4%	1	50.0%	2	100.0%
AS.ELED	11	7	63.6%	2	50.0%	3	27.3%	7	63.6%
AS.HEAED	3	3	100.0%	3	27.3%	2	66.7%	3	100.0%
AS.PHYED	11	11	100.0%	0	0.0%	7	63.6%	10	90.9%
AS.PRLAW	1	1	100.0%	1	16.7%	0	0.0%	1	100.0%
AS.REC	2	2	100.0%	0	0.0%	1	50.0%	2	100.0%
AS.SPED	8	7	87.5%	0	0.0%	4	50.0%	7	87.5%
CRT.PRPRO	1	1	100.0%	0	0.0%	1	100.0%	1	100.0%
Fall 2011	1,203	959	79.7%	411	34.2%	467	38.8%	917	76.2%
Technology	98	81	82.7%	43	43.9%	37	37.8%	78	79.6%
AAS.APAM	1	1	1.0%	0	0.0%	1	1.0%	1	1.0%
AAS.AUTO	13	13	13.3%	8	8.2%	10	10.2%	12	12.2%
AAS.BCT	9	4	4.1%	2	2.0%	2	2.0%	5	5.1%
AAS.CAD	7	6	6.1%	3	3.1%	1	1.0%	6	6.1%
AAS.CET	1	1	1.0%	1	1.0%	1	1.0%	1	1.0%
AAS.CETAT	3	3	3.1%	2	2.0%	1	1.0%	2	2.0%
AAS.CETCO	3	3	3.1%	3	3.1%	1	1.0%	2	2.0%
AAS.EET	5	3	3.1%	1	1.0%	2	2.0%	3	3.1%
AAS.EETES	1	1	1.0%	1	1.0%	0	0.0%	1	1.0%
AAS.ICS	1	1	1.0%	0	0.0%	0	0.0%	1	1.0%
AAS.MET	4	1	1.0%	0	0.0%	0	0.0%	1	1.0%
AAS.PPM	6	6	6.1%	2	2.0%	0	0.0%	6	6.1%
AAS.PPT	4	3	3.1%	3	3.1%	1	1.0%	3	3.1%
CRT.AUTO	7	5	5.1%	3	3.1%	4	4.1%	5	5.1%
CRT.COMTC	4	4	4.1%	0	0.0%	2	2.0%	4	4.1%
CRT.ECT	1	1	1.0%	1	1.0%	0	0.0%	1	1.0%
CRT.GIS	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
CRT.HVAC	7	7	7.1%	4	4.1%	2	2.0%	6	6.1%
CRT.INDMT	6	5	5.1%	1	1.0%	2	2.0%	5	5.1%
CRT.WEL	14	13	13.3%	8	8.2%	7	7.1%	13	13.3%
Fall 2012	1,261	959	76.0%	445	35.3%	422	33.5%	912	72.3%
Technology	96	76	79.2%	45	46.9%	32	33.3%	71	74.0%
AAS.AUTO	17	16	94.1%	11	64.7%	8	47.1%	16	94.1%
AAS.BCT	5	2	40.0%	0	0.0%	1	20.0%	2	40.0%

TABLE 4: First Time Degree or Certificate Seeking Students by Cohort, Division, and Assessment Status

Student Cohort	Total Students	Assess into 1 or more Remedial Areas		Assess into English		Assess into Reading		Assess into Math	
		n	%	n	%	n	%	n	%
AAS.CAD	5	3	60.0%	1	20.0%	2	40.0%	3	60.0%
AAS.CET	5	3	60.0%	1	20.0%	0	0.0%	3	60.0%
AAS.CETAT	3	1	33.3%	0	0.0%	0	0.0%	1	33.3%
AAS.CETCO	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AAS.CIM	2	1	50.0%	1	50.0%	1	50.0%	1	50.0%
AAS.EET	7	6	85.7%	2	28.6%	1	14.3%	5	71.4%
AAS.EETES	4	4	100.0%	2	50.0%	4	100.0%	4	100.0%
AAS.MET	8	7	87.5%	4	50.0%	4	50.0%	6	75.0%
AAS.PPM	2	2	100.0%	2	100.0%	1	50.0%	2	100.0%
AAS.RNRG	2	1	50.0%	0	0.0%	0	0.0%	1	50.0%
CRT.AUTO	4	4	100.0%	3	75.0%	2	50.0%	4	100.0%
CRT.CAD	2	1	50.0%	0	0.0%	0	0.0%	1	50.0%
CRT.COMTC	2	1	50.0%	1	50.0%	1	50.0%	1	50.0%
CRT.HVAC	2	2	100.0%	2	100.0%	0	0.0%	2	100.0%
CRT.INDMT	9	9	100.0%	5	55.6%	1	11.1%	7	77.8%
CRT.RENEW	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
CRT.WEL	15	13	86.7%	10	66.7%	6	40.0%	12	80.0%
Fall 2013	1,132	865	76.4%	388	34.3%	394	34.8%	808	71.4%
Technology	100	91	91.0%	60	60.0%	43	43.0%	82	82.0%
AAS.AUTO	15	14	93.3%	11	73.3%	7	46.7%	14	93.3%
AAS.BCT	6	5	83.3%	4	66.7%	4	66.7%	4	66.7%
AAS.CAD	4	4	100.0%	2	50.0%	0	0.0%	3	75.0%
AAS.CET	4	3	75.0%	1	25.0%	3	75.0%	2	50.0%
AAS.CETAT	3	1	33.3%	0	0.0%	1	33.3%	1	33.3%
AAS.CETCO	6	6	100.0%	3	50.0%	1	16.7%	5	83.3%
AAS.CIM	6	6	100.0%	3	50.0%	2	33.3%	5	83.3%
AAS.EETES	2	2	100.0%	2	100.0%	2	100.0%	1	50.0%
AAS.ICS	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%
AAS.MET	7	4	57.1%	3	42.9%	2	28.6%	4	57.1%
AAS.RNRG	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%
AAS.WEL	2	2	100.0%	2	100.0%	1	50.0%	2	100.0%
CRT.AAC	2	2	100.0%	2	100.0%	2	100.0%	2	100.0%
CRT.AUTO	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
CRT.COMTC	3	3	100.0%	2	66.7%	1	33.3%	3	100.0%
CRT.HVAC	8	8	100.0%	4	50.0%	4	50.0%	8	100.0%
CRT.INDMT	5	5	100.0%	2	40.0%	0	0.0%	4	80.0%
CRT.REMG	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%
CRT.WEL	22	21	95.5%	17	77.3%	11	50.0%	19	86.4%

DEVELOPMENTAL COURSE INTERVENTIONS

Math Boot Camp

Two faculty members implemented math boot camp in August of 2013. Math boot camp targeted first time students with borderline placement math test scores. This intervention involved a seven and a half hour one day course (8 A.M. to 4:30 P.M.) to brush up on math skills. The faculty members taught this course using MathXL (free of charge) and one-on-one instruction. After completing the course instruction, all of the students took the Compass math test and were given their results immediately after testing. If the student's score improved beyond the developmental math cut-off, they were able to take college level math courses. Faculty were hoping for 100% success (i.e., all participating students would assess out of developmental math courses). This intervention was implemented in August of 2013 (TUT-013-30627) and was provided again in August 2014 (TUT-013-34828).

In fall 2013, 13 students enrolled in math boot camp. All of the students passed the math boot camp, but only 5 (38%) were able to assess out of remedial math. In fall of 2014, 16 students enrolled in the math boot camp. In fall 2014 16 students enrolled in and passed math boot camp. Of the 16 students, two (12.5%) assessed into college level math. In fall 2015, 13 students enrolled in the boot camp and passed the class. Of these 13, two (15.4%) assessed into college level math.

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.

At the end of spring 2016, a comparison occurred comparing the course persistence and success rates for students participating in the MAT-006 flexible schedule courses and the students in regular MAT-006 courses. In spring 2015, 75.5% of students enrolled at 10th day in the intervention courses were still enrolled at the end of the semester compared to only 66.1% of students in regular courses. The difference in course persistence increased in spring 2016. In spring 2016, 85.7% of students completed the MAT-006 intervention course compared to only 64.9% of students in the regular course.

Table 5 below shows how well intervention students succeed compared to nonintervention students. 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.

Table 5: Results of Comparison between MAT-006 Flexible Schedule Students and Regular MAT-006 Students															
MAT=006 Course	Enrolled at 10th	A		B		C		D		F		W		Success (A to C)	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
Spring 2015															
Intervention	49	7	14.3%	13	26.5%	13	26.5%	1	2.0%	3	6.1%	12	24.5%	33	67.3%
Regular	115	15	13.0%	25	21.7%	21	18.3%	4	3.5%	8	7.0%	42	36.5%	61	53.0%
Spring 2016															
Intervention	35	7	20.0%	14	40.0%	8	22.9%	0	0.0%	1	2.9%	5	14.3%	29	82.9%
Regular	97	14	14.4%	22	22.7%	15	15.5%	7	7.2%	5	5.2%	34	35.1%	51	52.6%

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 2016, 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.

Contextualized Reading

Contextualized reading courses incorporate reading materials directly related to the student's program of study. This class is used with academic majors with a cohort feature (i.e., John Deere Ag Tech, Auto Mechanics, etc.). The class begins meeting one week prior to the start of the semester to prepare students with reading skills for their discipline related courses. They meet Monday through Thursday from eight to four the week before classes begin. The class continues to meet throughout the semester to cover the material remaining after the first week of class. By combining contextualized materials and intensive study within the developmental education class, the instructor hopes to increase the persistence of these students.

In fall 2014, 8 students enrolled in contextualized reading. All 8 students completed the course with a C. In fall 2015, 8 students enrolled in contextualized reading and completed the course with an A. An additional student enrolled in fall 2015 but dropped the course before 10th day.

Limited Enrollment

Limited student sections involve faculty providing instruction to a very small number of students who need a lot of one-on-one assistance. This allows faculty to carefully monitor a student's work and progress. The courses involved in limited students sections are developmental English and reading courses. Enrollment is limited to less than 11 students per course. Faculty tend to contextualize these courses as well. This approach is limited to students who really struggle in the classroom. Sometimes faculty may identify students who struggle in the "normal" developmental classes and pull them out to place them into a limited enrollment section so they can receive the help they need.

Between fall 2014 and spring 2015, 11 students were enrolled in limited student sections for remedial reading courses. Of these eleven students two received an A, one received a C, and eight received an F in their remedial reading courses.

2013 FALL COHORT RESULTS

The following section and accompanying tables provide a summary of Lake Land College's fall 2011 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 2013, Lake Land College had 1,179 first time degree seeking students. Of these students, 1,132 (95.8%) participated in college placement tests.

- Close to half (46.7%) of these students (529) took both the ACT and the ACCUPLACER or COMPATSS tests,
- Almost one third (319) took only the ACCUPLACER/COMPASS tests and
- 25.1% (284) took only the ACT test.

Table 1A: Placement Testing Results Summary All Students

- Around one fifth 23.6% (267) 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 22% (254) placed below college level in all three areas of the placement tests.
- Around one fifth 19.2% (217) 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.
- Over one third of these students (34.8%) placed into one developmental course. The vast majority of these students (31%; 351) placed below college level in math.
- Overall, 71.4% (808) of students placed below college level in math, 34.8% (394) placed below college level in reading, and 34.3% (388) placed below college level in English.

Table 1B: Placement Testing Results for Transfer Degree Students

- In fall 2013 Lake Land College had 587 first time transfer degree seeking students. These students were enrolled in an AA, AES, or AS program.
- Close to one third 30.7% (180) of these students placed at the college level in all three areas (Math, English, and Reading) of the placement tests.
- Less than one fifth (16.9%) of the transfer students placed below college level in all three tests, 17.9% placed below the college level in two of the areas, and 34.6% placed below the college level in one area.
- Around 30% of the students (215) placed below college level only in math.
- Overall, 63.2% (371) placed below college level in math, 26.6% (156) placed below college level in English, and 31.2% (183) 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 1C: Placement Testing Results by Degree Type

- One fourth (24.9%) of AA degree seeking students placed at the college level in all three placement tests while 22% placed below college level in all three tests.
 - 30.2% placed below college level in math only and less than one percent placed below college level in only English and 1% in only reading.
 - 72.7% of AA students placed below college level in math, 32.7% in English and 34.7% in reading.
- Two thirds of AES students placed at the college level in all three placement tests and none of them placed below college level in all three tests.
 - Only one placed into reading and one placed into reading and English.

- Almost 34% of AS students placed at the college level in all three placement tests and 13.4% placed below college level in all three tests.
 - 29.5% placed below college level in math only and around 1.8% placed below college level in only English and 5.4% placed below college level in reading only.
 - 57.4% of AS students placed below college level in math, 22.3% placed below college level in English, and 28.6% placed below college level in reading.
- Only 19% of AAS students placed at the college level in all three placement tests and another 25.4% placed below college level in all three tests.
 - 32.7% placed below college level in only math, around 1.2% placed below college level in only English, and 1.4% placed below college level in reading only.
 - 76.8% of AAS students placed below college level in math, 38.2% placed below college level in English, and 36.3% placed below college level in reading.
- Only 4.1% of CRT students placed at the college level in all three placement tests while 38.5% placed below college level in all three tests.
 - 32.8% placed below college level in math only, and 0% placed below college level in reading only and 1.6% in English only.
 - 91.8% of CRT students placed below college level in math, 57.4% placed below college level in English, and 46.7% placed below college level in reading.

Table 2A: Developmental Education Enrollment for All Students¹

- Of the 394 students who placed below college level in the reading assessment test 5% (21) placed into Reading 007, 22% (87) placed into Reading 009, and 73% (286) placed into Reading 050.
 - 100% of the students placing into Reading 007 enrolled in the class.
 - 78.2% of the students placing into Reading 009 enrolled in the class.
 - 69.2% of the students placing into Reading 050 enrolled in the class.
- Of the 753 students who placed below college level in the math assessment tests, 9% (69) placed into the Math 001, 65% (486) placed into Math 005, and 26% (198) placed into Math 006.
 - 29% of the students placing into Math 001 enrolled in the class.
 - 45.9% of the students placing into Math 005 enrolled in the class.
 - 37.4% of the students placing into Math 006 enrolled in the class.
- Of the 388 students who placed below college level in the English assessment test, 21.6% placed into English 005 and 9.8% of these students enrolled in English 005. 78.3% of these students placed into English 007 and 48.7% of them enrolled in the class.

Table 2B: Developmental Education Enrollment for Transfer Students

- Of the 183 students who placed below college level in the reading assessment test 4% (7) placed into Reading 007, 17% (32) placed into Reading 009, and 78.7% (144) placed into Reading 050.
 - 71.4% of the students placing into Reading 007 enrolled in the class.
 - 81.3% of the students placing into Reading 009 enrolled in the class.
 - 77.1% of students placing into Reading 050 enrolled in the class.
- Of the 333 students who placed below college level in the math assessment tests 5.7% (19) placed into the Math 001, 65.1% (217) placed into Math 005, and 29.1% (97) placed into Math 006.
 - 52.6% of the students placing into Math 001 enrolled in the class.
 - 73.7% of the students placing into Math 005 enrolled in the class.
 - 74.2% of 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 156 students who placed below college level in the English assessment test 15.4% (24) placed into the English 005, and 37.5% of them enrolled in the class. 84.6% (132) of them placed into English 007 and 68.2% of them enrolled in the class.

Table 2C: Developmental Education Enrollment by Transfer Degrees

AA Degree Students

- Of the 245 AA degree students, 34.7% (85) placed below the college level in reading.
 - 87.1% of the 85 students assessing into a developmental reading course enrolled in the appropriate developmental reading course.
 - 70.6% of these 85 students enrolled in the developmental reading course their first term at LLC.
- Of the 245 AA degree students, 66.9% (164) placed below the college level in math.
 - 73.2% (120) of these 164 students enrolled in the appropriate developmental math course.
 - 56.7% of them enrolled in a developmental math course their first term at LLC.
- Of the 245 AA degree students, 32.6% (80) placed below the college level in English.
 - 66.3% (53) of these 80 students enrolled in the appropriate developmental English course.
 - 40% of them enrolled in the appropriate developmental English course their first term.

AES Degree Students

- Of the 6 AES degree students, one placed into reading only and one placed into English and reading. However, neither student one of them enroll in the appropriate remedial courses.

AS Degree Students

- Of the 336 AS degree students, 34.2% (115) placed below the college level in reading.
 - 67.8% (78) of these 115 students enrolled in the appropriate developmental reading course.
 - 54.8% of these 115 students enrolled in a developmental reading course their first term at LLC.
- Of the 336 AS degree students, 50.3% (169) placed below the college level in math.
 - 79.9% (135) of the 169 students enrolled in the appropriate developmental math course.
 - 59.8% enrolled in the appropriate developmental math course their first term.
- Of the 336 AS degree students, 22.3% (75) placed below the college level in English.
 - 72% (54) of these 75 students enrolled in the appropriate English developmental course.
 - 36.7% (35) of them enrolled in the appropriate developmental English course their first term.

Table 2D: Developmental Education Enrollment by Career Degrees

AAS Degree Students

- Of the 422 AAS degree students, 36.2% (153) placed below the college level in reading.
 - 88.2% (135) of these students enrolled in the appropriate developmental reading course.
 - 68.6% of these 153 students enrolled in a developmental reading course their first term at LLC.
- Of the 422 AAS degree students, 74% (311) placed below the college level in math.
 - 28% of the 311 students enrolled in the appropriate developmental math course.
 - 17.7% enrolled in the appropriate developmental math course their first term.
- Of the 422 AAS degree students, 38.5% (161) placed below the college level in English.
 - 39.8% (64) enrolled in the appropriate English developmental course.

- 25.5% of these students enrolled in the appropriate developmental English course their first term.

CRT Degree Students

- Of the 122 CRT degree students, 46.7% (57) placed below the college level in reading.
 - 84.2% (48) of these students enrolled in the appropriate developmental reading course.
 - 63.2% of these students enrolled in a developmental reading course their first term at LLC.
- Of the 122 CRT degree students, 88.5% (108) placed below the college level in math.
 - 20.4% of the 108 students enrolled in the appropriate developmental math course.
 - 13.9% enrolled in the appropriate developmental math course their first term.
- Of the 122 CRT degree students, 57.4% (70) placed below the college level in English.
 - 28.6% of them enrolled in the appropriate English developmental course.
 - 20% enrolled in the appropriate developmental English course their first term.

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

- 68.5% of students taking a developmental reading course passed with a C or better. 16.6% completed a developmental reading course with a D or F, and 12.5% of the students enrolling in developmental reading courses withdrew from the courses.
- Around 75.1% of students in a developmental math course passed with a C or better. 11% of these students received a D or F in developmental math and 13.9% withdrew from developmental math.
- 69% of students in developmental English courses passed with a C or better while 21.8% received a D or F. 9.2% of students withdrew from developmental English.

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

- 71.1% of transfer students taking a developmental reading course passed with a C or better. 16.2% completed a developmental reading course with a D or F, and 12.7% of the students enrolling in developmental reading courses withdrew from the courses.
- 77.4% of transfer students in a developmental math course passed with a C or better. 11.1% of these students received a D or F in developmental math and 11.5% withdrew from developmental math.
- 71.7% of students in developmental English courses passed with a C or better while 24.2% received a D or F. 4% of students withdrew from developmental English.

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

- Of the 865 students who assessed into one or more developmental class in fall 2013, 77.5% were still enrolled in spring 2014. By fall 2014 60.5% of students were successful (enrolled and/or graduated). By spring 2016, 30.3% had graduated by spring 2016 and 41.6% 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 (55.8% compared to 30.3%) and/or still enrolled (65.2% compared to 41.6%) than students who had assessed into one or more developmental courses by spring 2016.

Tables 4B-F: Success Rates and Continued Enrollment for Students by Degree Type

AA Degree Students

- Of the 245 AA degree students who took an assessment test prior to starting courses at Lake Land College, 80.8% were still enrolled in spring 2014, 58% in fall 2014 and 15.5% in spring

2016. 26.5% had graduated by spring 2016 and 36.3% had either graduated or were still enrolled by spring 2016.

- A higher proportion of AA degree students who placed at the college level in all the assessment tests were graduated and/or still enrolled (47.5% compared to 32.6%) than students who had assessed into one or more developmental courses by spring 2016.
- Of the AA students who placed at the college level in all three areas, 86.9% were still enrolled in spring 2014, 67.2% in fall 2014, and 47.5% were still enrolled or graduated by spring 2016.
- Of the AA students who placed into all three developmental areas, 64.6% were still enrolled in spring 2014, 37% in fall 2014, and 22.2% were still enrolled or graduated by spring 2016.
- Of the AA students who placed into at least one developmental area, 76.5% were still enrolled in spring 2014, 58.8% were still enrolled by fall 2014, and 31.4% were still enrolled or graduated by spring 2016.
- Of the AA students who placed into at two developmental areas, 89.9% were still enrolled in spring 2014, 64.6% were still enrolled by fall 2014, and 40.5% were still enrolled or graduated by spring 2016.

AES Degree Students

- Of the 6 AES degree students who took an assessment test prior to starting courses at Lake Land College, 100% were still enrolled in spring 2014, 83.3% in fall 2014 and 66.7% were still enrolled and/or graduated by spring 2016.
- Four of the AES students placed at the college level in all three developmental areas while one placed into reading only and one into reading and English. Of the four students assessing into college level for all course subjects, 100% were still enrolled in spring 2014, 75% in fall 2014, and 75% had graduated by spring 2016. Only one of the two students assessing into remedial courses was still enrolled by spring 2016.

AS Degree Students

- Of the 336 AS degree students who took an assessment test prior to starting courses at Lake Land College, 87.5% were still enrolled in spring 2014, 67% in fall 2014 and 50.9% had either graduated or were still enrolled by spring 2016.
- A higher proportion of AS degree students who placed at the college level in all the assessment tests were graduated and/or still enrolled (67.8% compared to 42.1%) than students who had assessed into one or more developmental courses by spring 2016.
- Of the AS students who placed at the college level in all three areas, 93.9% were still enrolled in spring 2014, 74.8% in fall 2014, 67.8% were still enrolled or graduated by spring 2016.
- Of the AS students who placed into all three developmental areas, 75.6% were still enrolled in spring 2014, 51.1% in fall 2014, and 33.3% were still enrolled or graduated by spring 2016.
- Of the AS students who placed into at least one developmental area, 88.6% were still enrolled in spring 2014, 70.7% were still enrolled by fall 2014, and 51.2% were still enrolled or graduated by spring 2016.
- Of the AS students who placed into at two developmental areas, 81.1% were still enrolled in spring 2014, 54.7% were still enrolled by fall 2014, and 28.3% were still enrolled or graduated by spring 2016.

AAS Degree Students

- Of the 422 AAS degree students who took an assessment test prior to starting courses at Lake Land College, 80.8% were still enrolled in spring 2014, 67.1% in fall 2014 and 23.9% in spring 2016. 40.3% had graduated by spring 2016 and 51.9% had either graduated or were still enrolled by spring 2016.
- A higher proportion of AAS degree students who placed at the college level in all the assessment tests were graduated and/or still enrolled (74.4% compared to 46.5%) than students who had assessed into one or more developmental courses by spring 2016.
- Of the AAS students who placed at the college level in all three areas, 93.9% were still enrolled in spring 2014, 82.9% in fall 2014, 74.4% were still enrolled or graduated by spring 2016.

- Of the AAS students who placed into all three developmental areas, 70% were still enrolled in spring 2014, 52.3% in fall 2014, and 29.9% were still enrolled or graduated by spring 2016.
- Of the AAS students who placed into at least one developmental area, 84.6% were still enrolled in spring 2014, 72.5% were still enrolled by fall 2014, and 58.4% were still enrolled or graduated by spring 2016.
- Of the AAS students who placed into at two developmental areas, 75% were still enrolled in spring 2014, 61.9% were still enrolled by fall 2014, and 46.4% were still enrolled or graduated by spring 2016.

CRT Degree Students

- Of the 122 CRT degree students who took an assessment test prior to starting courses at Lake Land College, 63.1% were still enrolled in spring 2014, 32.8% in fall 2014 and 14.8% in spring 2016. 34.4% had graduated by spring 2016 and 41% had either graduated or were still enrolled by spring 2016.
- Of the CRT students who placed at the college level in all three areas, 80% were still enrolled in spring 2014, 20% in fall 2014, and 60% were still enrolled or graduated by spring 2016.
- Of the CRT students who placed into all three developmental areas, 48.9% were still enrolled in spring 2014, 29.8% in fall 2014, and 25.5% were still enrolled or graduated by spring 2016.
- Of the CRT students who placed into at least one developmental area, 71.4% were still enrolled in spring 2014, 31% were still enrolled by fall 2014, and 54.8% were still enrolled or graduated by spring 2016.
- Of the CRT students who placed into at two developmental areas, 71.4% were still enrolled in spring 2014, 42.9% were still enrolled by fall 2014, and 42.9% were still enrolled or graduated by spring 2016.

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

Math

- Of the 48 students who enrolled in a college level math course after receiving an A in Math 006, 89.6% (43) completed their course and 8.3% withdrew. 93.8% of those that completed a college level math course received a D or better and 83.3% passed with a C or better.
- Of the 52 students who received a B in Math 006, 88.5% (46) completed a college level math course and 11.5% withdrew from the course. 88.5% of those that completed a college level course received a D or better and 80.8% passed with a C or better.
- Of the 53 students who passed Math 006 with a C, 71.7% (38) completed a college level math course and 18.9% (10) withdrew from the course. 71.7% of those that completed a college level course received a D or better and 64.2% with a C or better.

English

- Of the 62 students who enrolled in English 120 after completing English 007, 88.7% (55) completed English 120 and 6.5% (4) withdrew from the course. Of the 58 that completed English 120, 82.3% received a C or better.
- Of the eight students who passed English 007 with an A, 87.5% completed English 120 and received a C or better.
- Of the 32 students who passed English 007 with a B, all 32 completed English 120. 87.5% (28) passed English 120 with a C or better.
- Of the 22 students who passed English 007 with a C, 19 of them completed English 120 and three withdrew from English 120. Of those that completed English 120, 72.7% (16) passed English 120 with a C or better.

Reading

- Of the 95 of the students who enrolled in either Psychology 271 or Sociology 280 after completing Reading 050, 90.5% completed Psychology 271 or Sociology 280, and 6.3%

withdrew from these courses. 90.5% (86) of the students who completed one of these courses received a D or better, and 86.3% (82) passed psychology or sociology with a C or better.

- Of the students who received an A in Reading 050, 49 of them enrolled in either a psychology or sociology class. Forty-five of these students completed Psychology 271 or Sociology 280. 87.7% (43) of these students passed the course with a C or better and three withdrew.
- Of the students who received a B in Reading 050, 29 of them enrolled in either a psychology or sociology class and 93.1% (27) completed the course. Of these 29 students, 89.6% (26) passed with a D or better and 86.2% (25) received a C or better.
- Of the students who received a C Reading 050, 17 of them enrolled in either a psychology or sociology class. Of these 17 students, 94% (16) completed the course. Of these 17 students, 88.2% (15) received a D or better and 82.3% (14) received a C or better.

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

- 253 students passed the math assessment tests and enrolled in a college level math course. Of these students, 87.0% (220) completed their math course and 13% percent of the students (33) withdrew from college level math. Of the 253 students who enrolled in a college level math course, 96.8% (213) passed the course with a D or better and 93.2% (205) passed their math course with a C or better.
- 380 students passed the English assessment test and enrolled in English 120. Of these students, 92.9% (353) completed English 120 and 7.1% (27) withdrew from English 120. Of the 353 students who completed English 120, 92.9% (328) received a D or better and 90.4% (319) passed English 120 with a C or better.
- 512 students passed the reading assessment test and enrolled in either psychology 271 or sociology 280. Of these students, 94.7% (485) completed the course and 5.3% (27) withdrew. Of the 485 students who completed the psychology or sociology course, 96.7% (469) passed the course with a D or better and 94.8% (460) 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

- Seventy-two of the students who assessed into Math 005 took the developmental math series of 005 and 006. Of these 72 students, 68 followed these courses with a college level math course. Fifty-nine (86.8%) of these 72 students completed the college level math course in which they enrolled. Of the 59 students completing a college level math course, 96.6% (57) received a D or better and 84.7% (50) passed with a C or better.

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

- Of the 813 students in the fall 2013 cohort that assessed into developmental math, 40.1% were AAS students, 23.9% were AS students, and 22.1% were AA students, and 13.8% were certificate students.
- Of the 388 students assessing into developmental English, 41.5% were AAS students, 20.6% were AA students, 19.3% were AS students, and 18% were certificate students.
- Of the 394 student assessing into developmental reading, 38.8% were AAS students, 24.4% were AS students, 21.6% were AA students, and 14.5% were certificate students.

Table 1A: Assessment and ACT Testing Results for ALL First Time Degree Seeking in Fall 2013 Cohort								
Placed into the Math, Reading, and/or English Developmental Courses (DC)	Fall 2013							
	n=1,132 took Assessment Tests							
	CPT/CMP Only		ACT Only		Multiple Tests		Total	
	#	%	#	%	#	%	#	%
Total Students	319	28.2%	284	25.1%	529	46.7%	1,132	100.0%
Placed at College Level	22	6.9%	112	39.4%	133	25.1%	267	23.6%
Placed into Three DCs	102	32.0%	44	15.5%	108	20.4%	254	22.4%
Placed into Math & English	31	9.7%	17	6.0%	57	10.8%	105	9.3%
Placed into Math & Reading	40	12.5%	17	6.0%	41	7.8%	98	8.7%
Placed into English & Reading	2	0.6%	2	0.7%	10	1.9%	14	1.2%
Total Placed into Two DCs	73	22.9%	36	12.7%	108	20.4%	217	19.2%
Math Only	120	37.6%	78	27.5%	153	28.9%	351	31.0%
English Only	0	0.0%	6	2.1%	9	1.7%	15	1.3%
Reading Only	2	0.6%	8	2.8%	18	3.4%	28	2.5%
Total Placed into One DC	122	38.2%	92	32.4%	180	34.0%	394	34.8%
Total Math	293	91.8%	156	54.9%	359	67.9%	808	71.4%
Total English	135	42.3%	69	24.3%	184	34.8%	388	34.3%
Total Reading	146	45.8%	71	25.0%	177	33.5%	394	34.8%

Table 1B: Assessment and ACT Testing Results for First Time AA, AES, and AS Degree Seeking Students in Fall 2013 Cohort								
Placed into the Following Developmental Courses: Failed Listed Placement Tests	Fall 2013							
	n=587 took Assessment Tests							
	CPT/CMP Only		ACT Only		Multiple Tests		Total	
	#	%	#	%	#	%	#	%
Total Students	135	23.0%	172	29.3%	280	47.7%	587	100.0%
Placed at College Level	13	9.6%	76	44.2%	91	32.5%	180	30.7%
Placed into Three DCs	38	28.1%	21	12.2%	40	14.3%	99	16.9%
Placed into Math & English	12	8.9%	7	4.1%	24	8.6%	43	7.3%
Placed into Math & Reading	21	15.6%	10	5.8%	25	8.9%	56	9.5%
Placed into English & Reading	2	1.5%	1	0.6%	3	1.1%	6	1.0%
Total Placed into Two DCs	35	25.9%	18	10.5%	52	18.6%	105	17.9%
Math Only	47	34.8%	48	27.9%	78	27.9%	173	29.5%
English Only	0	0.0%	2	1.2%	6	2.1%	8	1.4%
Reading Only	2	1.5%	7	4.1%	13	4.6%	22	3.7%
Total Placed into One DC	49	36.3%	57	33.1%	97	34.6%	203	34.6%
Total Math	118	87.4%	86	50.0%	167	59.6%	371	63.2%
Total English	52	38.5%	31	18.0%	73	26.1%	156	26.6%
Total Reading	63	46.7%	39	22.7%	81	28.9%	183	31.2%

**Table 1C: Assessment and ACT Testing Results for First Time Degree Seeking Students
in Fall 2013 Cohort by Degree Type**

Placed into the Following Developmental Courses: Failed Listed Placement Tests	1,179=in Cohort							
	n=1,132 took Assessment Tests							
	CPT/CMP Only		ACT Only		Multiple Tests		Total by Degree	
	#	%	#	%	#	%	#	%
Transfer Students								
AA Degree Students	69	28.2%	76	31.0%	100	40.8%	245	100.0%
Placed at College Level	6	8.7%	29	38.2%	26	26.0%	61	24.9%
Placed into Three DCs	23	33.3%	11	14.5%	20	20.0%	54	22.0%
Placed into Math & English	5	7.2%	4	5.3%	14	14.0%	23	9.4%
Placed into Math & Reading	12	17.4%	5	6.6%	10	10.0%	27	11.0%
Placed into English & Reading	1	1.4%	0	0.0%	0	0.0%	1	0.4%
Total Placed into Two DCs	18	26.1%	9	11.8%	24	24.0%	51	20.8%
Math Only	21	30.4%	25	32.9%	28	28.0%	74	30.2%
English Only	0	0.0%	1	1.3%	1	1.0%	2	0.8%
Reading Only	1	1.4%	1	1.3%	1	1.0%	3	1.2%
Total Placed into One DC	22	31.9%	27	35.5%	30	30.0%	79	32.2%
Total Math	61	88.4%	45	59.2%	72	72.0%	178	72.7%
Total English	29	42.0%	16	21.1%	35	35.0%	80	32.7%
Total Reading	37	53.6%	17	22.4%	31	31.0%	85	34.7%
AES Degree Students	0	0.0%	2	33.3%	4	66.7%	6	100.0%
Placed at College Level	0	0.0%	1	50.0%	3	75.0%	4	66.7%
Placed into Three DCs	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Placed into Math & English	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Placed into Math & Reading	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Placed into English & Reading	0	0.0%	1	0.0%	0	0.0%	1	16.7%
Total Placed into Two DCs	0	0.0%	1	0.0%	0	0.0%	1	16.7%
Math Only	0	0.0%	0	0.0%	0	0.0%	0	0.0%
English Only	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Reading Only	0	0.0%	0	0.0%	1	25.0%	1	16.7%
Total Placed into One DC	0	0.0%	0	0.0%	1	25.0%	1	16.7%
Total Math	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total English	0	0.0%	1	0.0%	0	0.0%	1	16.7%
Total Reading	0	0.0%	1	0.0%	1	25.0%	2	33.3%
AS Degree Students	66	19.6%	94	28.0%	176	52.4%	336	100.0%
Placed at College Level	7	10.6%	46	48.9%	62	35.2%	115	34.2%
Placed into Three DCs	15	22.7%	10	10.6%	20	11.4%	45	13.4%
Placed into Math & English	7	10.6%	3	3.2%	10	5.7%	20	6.0%
Placed into Math & Reading	9	13.6%	5	5.3%	15	8.5%	29	8.6%
Placed into English & Reading	1	1.5%	0	0.0%	3	1.7%	4	1.2%
Total Placed into Two DCs	17	25.8%	8	8.5%	28	15.9%	53	15.8%
Math Only	26	39.4%	23	24.5%	50	28.4%	99	29.5%
English Only	0	0.0%	1	1.1%	5	2.8%	6	1.8%
Reading Only	1	1.5%	6	6.4%	11	6.3%	18	5.4%
Total Placed into One DC	27	40.9%	30	31.9%	66	37.5%	123	36.6%
Total Math	57	86.4%	41	43.6%	95	54.0%	193	57.4%
Total English	23	34.8%	14	14.9%	38	21.6%	75	22.3%
Total Reading	26	39.4%	21	22.3%	49	27.8%	96	28.6%

Career Students								
AAS Degree Students	132	31.3%	94	22.3%	196	46.4%	422	100.0%
Placed at College Level	9	6.8%	33	35.1%	40	20.4%	82	19.4%
Placed into Three DCs	42	31.8%	18	19.1%	47	24.0%	107	25.4%
Placed into Math & English	13	9.8%	7	7.4%	24	12.2%	44	10.4%
Placed into Math & Reading	16	12.1%	6	6.4%	13	6.6%	35	8.3%
Placed into English & Reading	0	0.0%	1	1.1%	4	2.0%	5	1.2%
Total Placed into Two DCs	29	22.0%	14	14.9%	41	20.9%	84	19.9%
Math Only	52	39.4%	25	26.6%	61	31.1%	138	32.7%
English Only	0	0.0%	3	3.2%	2	1.0%	5	1.2%
Reading Only	0	0.0%	1	1.1%	5	2.6%	6	1.4%
Total Placed into One DC	52	39.4%	29	30.9%	68	34.7%	149	35.3%
Total Math	123	93.2%	56	59.6%	145	74.0%	324	76.8%
Total English	55	41.7%	29	30.9%	77	39.3%	161	38.2%
Total Reading	58	43.9%	26	27.7%	69	35.2%	153	36.3%
CRT Degree Students	52	42.6%	17	13.9%	53	43.4%	122	100.0%
Placed at College Level	0	0.0%	3	17.6%	2	3.8%	5	4.1%
Placed into Three DCs	22	42.3%	4	23.5%	21	39.6%	47	38.5%
Placed into Math & English	6	11.5%	3	17.6%	9	17.0%	18	14.8%
Placed into Math & Reading	3	5.8%	1	5.9%	3	5.7%	7	5.7%
Placed into English & Reading	0	0.0%	0	0.0%	3	5.7%	3	2.5%
Total Placed into Two DCs	9	17.3%	4	23.5%	15	28.3%	28	23.0%
Math Only	21	40.4%	5	29.4%	14	26.4%	40	32.8%
English Only	0	0.0%	1	5.9%	1	1.9%	2	1.6%
Reading Only	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total Placed into One DC	21	40.4%	6	35.3%	15	28.3%	42	34.4%
Total Math	52	100.0%	13	76.5%	47	88.7%	112	91.8%
Total English	28	53.8%	8	47.1%	34	64.2%	70	57.4%
Total Reading	25	48.1%	5	29.4%	27	50.9%	57	46.7%

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

Fall 2013 Cohort																	
Course	# Placed at Each Level	Summer/Fall 2013		Spring 2014		Summer 2014		Fall 2014		Spring 2015		Summer 2015		Total Enrolled		Total Did Not Enroll	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Reading																	
007	21	23	109.5%	4	19.0%	0	0.0%	2	9.5%	0	0.0%	0	0.0%	29	138.1%	-8	-38.1%
009	87	60	69.0%	8	9.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	68	78.2%	19	21.8%
050	286	167	58.4%	31	10.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	198	69.2%	88	30.8%
Total Reading	394	250	63.5%	43	10.9%	0	0.0%	2	0.5%	0	0.0%	0	0.0%	295	74.9%	99	25.1%
Math																	
001	69	16	23.2%	2	2.9%	0	0.0%	1	0.0%	1	0.0%	0	0.0%	20	29.0%	49	0.0%
005	486	172	35.4%	35	7.2%	1	0.2%	7	1.4%	6	1.2%	2	0.4%	223	45.9%	263	54.1%
006	198	49	24.7%	16	8.1%	2	1.0%	2	1.0%	2	1.0%	3	1.5%	74	37.4%	124	62.6%
Total Math	753	237	31.5%	53	7.0%	3	0.4%	10	1.3%	9	1.2%	5	0.7%	317	42.1%	436	57.9%
English																	
005	84	19	22.6%	5	6.0%	0	0.0%	1	1.2%	0	0.0%	0	0.0%	25	29.8%	59	70.2%
007	304	93	30.6%	41	13.5%	2	0.0%	9	3.0%	2	0.7%	1	0.0%	148	48.7%	156	51.3%
Total English	388	112	28.9%	46	11.9%	2	0.5%	10	2.6%	2	0.5%	1	0.3%	173	44.6%	215	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 2013 Cohort																	
Course	# Placed at Each Level	Summer/Fall 2013		Spring 2014		Summer 2014		Fall 2014		Spring 2015		Summer 2015		Total Enrolled		Total Did Not Enroll	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Reading																	
007	7	1	14.3%	0	0.0%	0	0.0%	4	57.1%	0	0.0%	0	0.0%	5	71.4%	2	28.6%
009	32	23	71.9%	3	9.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	26	81.3%	6	18.8%
050	144	87	60.4%	17	11.8%	0	0.0%	5	3.5%	2	1.4%	0	0.0%	111	77.1%	33	22.9%
Total Reading	183	111	60.7%	20	10.9%	0	0.0%	9	4.9%	2	1.1%	0	0.0%	142	77.6%	41	22.4%
Math																	
001	19	7	36.8%	2	10.5%	0	0.0%	0	0.0%	1	0.0%	0	0.0%	10	52.6%	9	0.0%
005	217	131	60.4%	22	10.1%	1	0.5%	2	0.9%	3	1.4%	1	0.5%	160	73.7%	57	26.3%
006	97	49	50.5%	16	16.5%	2	2.1%	2	2.1%	2	2.1%	1	1.0%	72	74.2%	25	25.8%
Total Math	333	180	54.1%	40	12.0%	3	0.9%	4	1.2%	6	1.8%	2	0.6%	235	70.6%	82	24.6%
English																	
005	24	8	33.3%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	37.5%	15	62.5%
007	132	54	40.9%	30	22.7%	1	0.0%	5	0.0%	0	0.0%	0	0.0%	90	68.2%	42	31.8%
Total English	156	62	39.7%	31	19.9%	1	0.6%	5	3.2%	0	0.0%	0	0.0%	99	63.5%	57	36.5%

Table 2C: Number of First Time Transfer Degree Seeking Students Following Assessment Recommendations for Developmental Courses by Degree Type within the First Two Years of Enrollment

Fall 2013 Student Cohort

Course	# Placed at Each Level	Summer/Fall 2013		Spring 2014		Summer 2014		Fall 2014		Spring 2015		Summer 2015		Total Enrolled		Total Did Not Enroll in Course	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
AA Degree Students Assess into Reading																	
007	4	3	75.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	75.0%	1	25.0%
009	12	10	83.3%	0	0.0%	0	0.0%	1	8.3%	0	0.0%	0	0.0%	11	91.7%	1	8.3%
050	69	47	68.1%	9	13.0%	0	0.0%	4	5.8%	0	0.0%	0	0.0%	60	87.0%	9	13.0%
Total Reading	85	60	70.6%	9	10.6%	0	0.0%	5	5.9%	0	0.0%	0	0.0%	74	87.1%	11	12.9%
AES Degree Students Assess into Reading																	
007	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%
009	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%
050	2	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 Reading	2	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.0%
AS Degree Students Assess into Reading																	
007	6	2	33.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	33.3%	4	66.7%
009	31	15	48.4%	3	9.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	18	58.1%	13	41.9%
050	78	46	59.0%	9	11.5%	0	0.0%	1	1.3%	2	2.6%	0	0.0%	58	74.4%	20	25.6%
Total Reading	115	63	54.8%	12	10.4%	0	0.0%	1	0.9%	2	1.7%	0	0.0%	78	67.8%	37	32.2%
AA Degree Students Assess into Math																	
001	14	6	0.0%	3	0.0%	0	0.0%	0	0.0%	1	0.0%	0	0.0%	10	0.0%	4	28.6%
005	116	68	58.6%	10	8.6%	1	0.9%	3	2.6%	1	0.9%	0	0.0%	83	71.6%	33	28.4%
006	34	19	55.9%	3	8.8%	2	5.9%	2	5.9%	0	0.0%	1	2.9%	27	79.4%	7	20.6%
Total Math	164	93	56.7%	16	9.8%	3	1.8%	5	3.0%	2	1.2%	1	0.6%	120	73.2%	44	26.8%
AES Degree Students Assess into Math																	
001	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	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%
006	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 Math	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%
AS Degree Students Assess into Math																	
001	5	3	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.0%	2	40.0%
005	101	67	66.3%	14	13.9%	0	0.0%	1	1.0%	2	2.0%	0	0.0%	84	83.2%	17	16.8%
006	63	31	49.2%	13	20.6%	1	1.6%	0	0.0%	2	3.2%	1	1.6%	48	76.2%	15	23.8%
Total Math	169	101	59.8%	27	16.0%	1	0.6%	1	0.6%	4	2.4%	1	0.6%	135	79.9%	34	20.1%
AA Degree Students Assess into English																	
005	12	3	25.0%	0	0.0%	0	0.0%	1	0.0%	0	0.0%	0	0.0%	4	33.3%	8	66.7%
007	68	29	42.6%	17	25.0%	0	0.0%	3	4.4%	0	0.0%	0	0.0%	49	72.1%	19	27.9%
Total English	80	32	40.0%	17	21.3%	0	0.0%	4	5.0%	0	0.0%	0	0.0%	53	66.3%	27	33.8%
AES Degree Students Assess into English																	
005	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%
007	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%
Total English	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%
AS Degree Students Assess into English																	
005	12	6	50.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	58.3%	5	41.7%
007	63	29	46.0%	13	20.6%	1	0.0%	4	6.3%	0	0.0%	0	0.0%	47	74.6%	16	25.4%
Total English	75	35	46.7%	14	18.7%	1	1.3%	4	5.3%	0	0.0%	0	0.0%	54	72.0%	21	28.0%

Table 2D: Number of First Time Career Degree Seeking Students Following Assessment Recommendations for Developmental Courses by Degree Type within the First Two Years of Enrollment

Fall 2013 Student Cohort

Course	# Placed at Each Level	Summer/Fall 2013		Spring 2014		Summer 2014		Fall 2014		Spring 2015		Summer 2015		Total Enrolled		Total Did Not Enroll in Course	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
AAS Degree Students Assess into Reading																	
007	10	7	70.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	70.0%	3	30.0%
009	38	28	73.7%	11	28.9%	0	0.0%	4	10.5%	1	2.6%	0	0.0%	44	115.8%	-6	-15.8%
050	105	70	66.7%	8	7.6%	0	0.0%	4	3.8%	2	1.9%	0	0.0%	84	80.0%	21	20.0%
Total Reading	153	105	68.6%	19	12.4%	0	0.0%	8	5.2%	3	2.0%	0	0.0%	135	88.2%	18	11.8%
CRT Degree Students Assess into Reading																	
007	4	4	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	100.0%	0	0.0%
009	16	11	68.8%	1	6.3%	0	0.0%	1	6.3%	0	0.0%	0	0.0%	13	81.3%	3	18.8%
050	37	21	56.8%	7	18.9%	1	2.7%	2	5.4%	0	0.0%	0	0.0%	31	83.8%	6	16.2%
Total Reading	57	36	63.2%	8	14.0%	1	1.8%	3	5.3%	0	0.0%	0	0.0%	48	84.2%	9	15.8%
AAS Degree Students Assess into Math																	
001	33	5	15.2%	0	0.0%	0	0.0%	2	6.1%	0	0.0%	0	0.0%	7	21.2%	26	78.8%
005	192	40	20.8%	13	6.8%	0	0.0%	6	3.1%	3	1.6%	2	1.0%	64	33.3%	128	66.7%
006	86	10	11.6%	2	2.3%	0	0.0%	2	2.3%	2	2.3%	0	0.0%	16	18.6%	70	81.4%
Total Math	311	55	17.7%	15	4.8%	0	0.0%	10	3.2%	5	1.6%	2	0.6%	87	28.0%	224	72.0%
CRT Degree Students Assess into Math																	
001	17	5	29.4%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	35.3%	11	64.7%
005	76	9	11.8%	2	2.6%	0	0.0%	2	2.6%	0	0.0%	0	0.0%	13	17.1%	63	82.9%
006	15	1	6.7%	1	6.7%	0	0.0%	1	6.7%	0	0.0%	0	0.0%	3	20.0%	12	80.0%
Total Math	108	15	13.9%	4	3.7%	0	0.0%	3	2.8%	0	0.0%	0	0.0%	22	20.4%	86	79.6%
AAS Degree Students Assess into English																	
005	37	8	21.6%	3	0.0%	0	0.0%	1	2.7%	0	0.0%	0	0.0%	12	32.4%	25	67.6%
007	124	33	26.6%	13	0.0%	1	0.0%	3	2.4%	1	0.8%	1	0.8%	52	41.9%	72	58.1%
Total English	161	41	25.5%	16	9.9%	1	0.6%	4	2.5%	1	0.6%	1	0.6%	64	39.8%	97	60.2%
CRT Degree Students Assess into English																	
005	22	4	18.2%	1	4.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	22.7%	17	77.3%
007	48	10	20.8%	2	4.2%	0	0.0%	2	0.0%	1	0.0%	0	0.0%	15	31.3%	33	68.8%
Total English	70	14	20.0%	3	4.3%	0	0.0%	2	2.9%	1	1.4%	0	0.0%	20	28.6%	50	71.4%

Table 3A: Fall 2013 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	21	29	138.1%	6	20.7%	4	13.8%	3	10.3%	0	0.0%	6	20.7%	3	10.3%	19	65.5%	13	44.8%	13	44.8%
009	87	68	78.2%	16	23.5%	18	26.5%	11	16.2%	0	0.0%	12	17.6%	11	16.2%	57	83.8%	45	66.2%	45	66.2%
050	286	198	69.2%	55	27.8%	57	28.8%	32	16.2%	10	5.1%	21	10.6%	23	11.6%	175	88.4%	144	72.7%	154	77.8%
Total Reading	394	295	74.9%	77	26.1%	79	26.8%	46	15.6%	10	3.4%	39	13.2%	37	12.5%	251	85.1%	202	68.5%	212	71.9%
Math																					
001	69	20	29.0%	1	5.0%	7	35.0%	6	30.0%	4	20.0%	0	0.0%	2	10.0%	18	90.0%	14	70.0%	18	90.0%
005	486	226	46.5%	45	19.9%	70	31.0%	49	21.7%	8	3.5%	20	8.8%	34	15.0%	192	85.0%	164	72.6%	172	76.1%
006	198	91	46.0%	20	22.0%	24	26.4%	31	34.1%	2	2.2%	3	3.3%	11	12.1%	80	87.9%	75	82.4%	77	84.6%
Total Math	753	337	44.8%	66	19.6%	101	30.0%	86	25.5%	14	4.2%	23	6.8%	47	13.9%	290	86.1%	253	75.1%	267	79.2%
English																					
005	84	25	29.8%	1	4.0%	6	24.0%	7	28.0%	1	4.0%	6	24.0%	4	16.0%	21	84.0%	14	56.0%	15	60.0%
007	304	149	49.0%	14	9.4%	49	32.9%	43	28.9%	7	4.7%	24	16.1%	12	8.1%	137	91.9%	106	71.1%	113	75.8%
Total	388	174	44.8%	15	8.6%	55	31.6%	50	28.7%	8	4.6%	30	17.2%	16	9.2%	158	90.8%	120	69.0%	128	73.6%

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 3B: Fall 2013 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	7	5	71.4%	2	40.0%	2	40.0%	0	0.0%	0	0.0%	1	20.0%	0	0.0%	5	100.0%	4	80.0%	4	80.0%
009	32	26	81.3%	5	19.2%	6	23.1%	5	19.2%	0	0.0%	4	15.4%	6	23.1%	20	76.9%	16	61.5%	16	61.5%
050	144	111	77.1%	32	28.8%	27	24.3%	22	19.8%	7	6.3%	11	9.9%	12	10.8%	99	89.2%	81	73.0%	88	79.3%
Total Reading	183	142	77.6%	39	27.5%	35	24.6%	27	19.0%	7	4.9%	16	11.3%	18	12.7%	124	87.3%	101	71.1%	108	76.1%
Math																					
001	19	10	52.6%	0	0.0%	3	30.0%	5	50.0%	0	0.0%	0	0.0%	2	20.0%	8	80.0%	8	80.0%	8	80.0%
005	217	160	73.7%	27	16.9%	51	31.9%	40	25.0%	5	3.1%	16	10.0%	21	13.1%	139	86.9%	118	73.8%	123	76.9%
006	97	74	76.3%	18	24.3%	21	28.4%	24	32.4%	2	2.7%	3	4.1%	6	8.1%	68	91.9%	63	85.1%	65	87.8%
Total Math	333	234	70.3%	45	19.2%	72	30.8%	64	27.4%	7	3.0%	19	8.1%	27	11.5%	207	88.5%	181	77.4%	188	80.3%
English																					
005	24	9	37.5%	0	0.0%	3	33.3%	3	33.3%	0	0.0%	2	22.2%	1	11.1%	8	88.9%	6	66.7%	6	66.7%
007	132	90	68.2%	7	7.8%	30	33.3%	28	31.1%	3	3.3%	19	21.1%	3	3.3%	87	96.7%	65	72.2%	68	75.6%
Total	156	99	63.5%	7	7.1%	33	33.3%	31	31.3%	3	3.0%	21	21.2%	4	4.0%	95	96.0%	71	71.7%	74	74.7%

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 4A: Fall Student Cohort 2013 All Degree Seeking Students: Success Rates and Continued Enrollment Through Spring 2016

Placed into the Following Developmental Courses	# FA13 Cohort	By Spring 14		Fall 14 (Year 2)						Spring 16 (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	1,132	916	80.9%	686	28	63.1%	33	66.0%	5.4%	123	96	19.3%	315	47.2%	36.3%
Placed at College Level	267	246	92.1%	188	11	74.5%	6	76.8%	6.4%	25	26	19.1%	123	65.2%	55.8%
Placed into Three DCs	254	167	65.7%	112	1	44.5%	3	45.7%	1.6%	27	16	16.9%	29	28.3%	17.7%
Placed into Math & English	105	80	76.2%	55	1	53.3%	5	58.1%	5.7%	12	3	14.3%	26	39.0%	27.6%
Placed into Math & Reading	98	73	74.5%	55	4	60.2%	1	61.2%	5.1%	10	8	18.4%	16	34.7%	24.5%
Placed into English & Reading	14	13	92.9%	8	1	64.3%	1	71.4%	14.3%	0	1	7.1%	6	50.0%	50.0%
Total Placed into Two DCs	217	166	76.5%	118	6	57.1%	7	60.4%	6.0%	22	12	15.7%	48	37.8%	27.6%
Math Only	351	297	84.6%	219	10	65.2%	16	69.8%	7.4%	44	36	22.8%	102	51.9%	39.3%
English Only	15	15	100.0%	7	0	46.7%	1	53.3%	6.7%	1	2	20.0%	3	40.0%	33.3%
Reading Only	28	25	89.3%	23	0	82.1%	0	82.1%	0.0%	4	4	28.6%	10	64.3%	50.0%
Total Placed into One DC	394	337	85.5%	249	10	65.7%	17	70.1%	6.9%	49	42	23.1%	115	52.3%	39.8%
Total Math	808	617	76.4%	441	16	56.6%	25	59.7%	5.1%	93	63	19.3%	173	40.7%	29.2%
Total English	388	275	70.9%	182	3	47.7%	10	50.3%	3.4%	40	22	16.0%	64	32.5%	22.2%
Total Reading	394	278	70.6%	198	6	51.8%	5	53.0%	2.8%	41	29	17.8%	61	33.2%	22.8%
Total Students Assessing into 1 or more Dev Courses	865	670	77.5%	479	17	57.3%	27	60.5%	5.1%	98	70	19.4%	192	41.6%	30.3%

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 cohort of Fall 2012. The number enrolled in Spring 14 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. Based on the IPEDS data for the 2003 and 2004 student cohorts an additional 20-25% of LLC students transfer to other colleges without graduating from LLC. As a result, LLC's student success rate after 150% time should include an additional 20% of students. Transfer includes AA, AS, AES and Career includes AAS, ALS, CERT. Full time students have >=12 registered credit hours at the end of Fall 2012. This group is considered full time throughout the analysis. Part time students have <=11 registered credit hours at the end of Fall 2010 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 (e.g., Fall 11, Spring 12, Fall 12 and Spring 14). DOC and Dual Credit students are excluded from the analysis. In crosstabs need to add took and pass reading only to Passed all sections. Need to add the # transferred without graduation when can get those numbers.

Table 4B: Fall Student Cohort 2013 AA Degree Seeking Students: Success Rates and Continued Enrollment Through Spring 2016

Placed into the Following Developmental Courses	# FA13 Cohort	By Spring 14		Fall 14 (Year 2)						Spring 16 (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	245	198	80.8%	136	6	58.0%	2	58.8%	3.3%	24	14	15.5%	51	36.3%	26.5%
Placed at College Level	61	53	86.9%	37	4	67.2%	0	67.2%	6.6%	4	0	6.6%	25	47.5%	41.0%
Placed into Three DCs	54	35	64.8%	20	0	37.0%	1	38.9%	1.9%	6	3	16.7%	3	22.2%	11.1%
Placed into Math & English	23	18	78.3%	11	0	47.8%	0	47.8%	0.0%	2	1	13.0%	4	30.4%	21.7%
Placed into Math & Reading	27	20	74.1%	17	1	66.7%	0	66.7%	3.7%	3	2	18.5%	3	29.6%	18.5%
Placed into English & Reading	1	1	0.0%	1	0	100.0%	0	100.0%	0.0%	0	1	0.0%	0	0.0%	0.0%
Total Placed into Two DCs	51	39	76.5%	29	1	58.8%	0	58.8%	2.0%	5	4	17.6%	7	31.4%	21.6%
Math Only	74	66	89.2%	48	1	66.2%	1	67.6%	2.7%	9	7	21.6%	15	41.9%	29.7%
English Only	2	2	100.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%
Reading Only	3	3	100.0%	2	0	66.7%	0	66.7%	0.0%	0	0	0.0%	1	33.3%	33.3%
Total Placed into One DC	79	71	89.9%	50	1	64.6%	1	65.8%	2.5%	9	7	20.3%	16	40.5%	29.1%
Total Math	178	139	78.1%	96	2	55.1%	2	56.2%	2.2%	20	13	18.5%	25	32.6%	21.3%
Total English	80	56	70.0%	32	0	40.0%	1	41.3%	1.3%	8	5	16.3%	7	25.0%	15.0%
Total Reading	85	59	69.4%	40	1	48.2%	1	49.4%	2.4%	9	6	17.6%	7	25.9%	15.3%
Total Students Assessing into 1 or more Dev Courses	184	145	78.8%	99	2	54.9%	2	56.0%	2.2%	20	14	18.5%	26	32.6%	21.7%

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 cohort of Fall 2012. The number enrolled in Spring 14 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. Based on the IPEDS data for the 2003 and 2004 student cohorts an additional 20-25% of LLC students transfer to other colleges without graduating from LLC. As a result, LLC's student success rate after 150% time should include an additional 20% of students. Transfer includes AA, AS, AES and Career includes AAS, ALS, CERT. Full time students have >=12 registered credit hours at the end of Fall 2012. This group is considered full time throughout the analysis. Part time students have <=11 registered credit hours at the end of Fall 2010 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 (e.g., Fall 11, Spring 12, Fall 12 and Spring 14). DOC and Dual Credit students are excluded from the analysis. In crosstabs need to add took and pass reading only to Passed all sections. Need to add the # transferred without graduation when can get those numbers.

Table 4C: Fall Student Cohort 2013 AES Degree Seeking Students: Success Rates and Continued Enrollment Through Spring 2016															
Placed into the Following Developmental Courses	# FA13 Cohort	By Spring 14		Fall 14 (Year 2)						Spring 16 (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	6	6	100.0%	5	0	83.3%	0	83.3%	0.0%	1	0	16.7%	3	66.7%	50.0%
Placed at College Level	4	4	100.0%	3	0	75.0%	0	75.0%	0.0%	0	0	0.0%	3	75.0%	75.0%
Placed into Three DCs	0	0	0.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%
Placed into Math & English	0	0	0.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%
Placed into Math & Reading	0	0	0.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%
Placed into English & Reading	1	1	100.0%	1	0	100.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%
Total Placed into Two DCs	1	1	100.0%	1	0	100.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%
Math Only	0	0	0.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%
English Only	0	0	0.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%
Reading Only	1	1	100.0%	1	0	100.0%	0	0.0%	0.0%	1	0	0.0%	0	0.0%	0.0%
Total Placed into One DC	1	1	100.0%	1	0	100.0%	0	100.0%	0.0%	1	0	100.0%	0	100.0%	0.0%
Total Math	0	0	0.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%
Total English	1	1	100.0%	1	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%
Total Reading	2	2	100.0%	2	0	0.0%	0	0.0%	0.0%	1	0	0.0%	0	0.0%	0.0%
Total Students Assessing into 1 or more Dev Courses	2	2	100.0%	2	0	100.0%	0	100.0%	0.0%	1	0	50.0%	0	50.0%	0.0%

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 cohort of Fall 2012. The number enrolled in Spring 14 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. Based on the IPEDS data for the 2003 and 2004 student cohorts an additional 20-25% of LLC students transfer to other colleges without graduating from LLC. As a result, LLC's student success rate after 150% time should include an additional 20% of students. Transfer includes AA, AS, AES and Career includes AAS, ALS, CERT. Full time students have >=12 registered credit hours at the end of Fall 2012. This group is considered full time throughout the analysis. Part time students have <=11 registered credit hours at the end of Fall 2010 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 (e.g., Fall 11, Spring 12, Fall 12 and Spring 14). DOC and Dual Credit students are excluded from the analysis. In crosstabs need to add took and pass reading only to Passed all sections. Need to add the # transferred without graduation when can get those numbers.

Table 4D: Fall Student Cohort 2013 AS Degree Seeking Students: Success Rates and Continued Enrollment Through Spring 2016															
Placed into the Following Developmental Courses	# FA13 Cohort	By Spring 14		Fall 14 (Year 2)						Spring 16 (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	336	294	87.5%	217	8	67.0%	5	68.5%	3.9%	41	20	18.2%	110	50.9%	38.7%
Placed at College Level	445	108	24.3%	81	5	19.3%	3	20.0%	1.8%	9	11	4.5%	58	17.5%	15.5%
Placed into Three DCs	45	34	75.6%	23	0	51.1%	0	51.1%	0.0%	9	3	26.7%	3	33.3%	13.3%
Placed into Math & English	20	15	75.0%	10	0	50.0%	0	50.0%	0.0%	5	0	25.0%	2	35.0%	10.0%
Placed into Math & Reading	29	24	82.8%	16	1	58.6%	0	58.6%	3.4%	3	0	10.3%	5	27.6%	17.2%
Placed into English & Reading	4	4	100.0%	2	0	50.0%	0	50.0%	0.0%	0	0	0.0%	0	0.0%	0.0%
Total Placed into Two DCs	53	43	81.1%	28	1	54.7%	0	54.7%	1.9%	8	0	15.1%	7	28.3%	13.2%
Math Only	99	88	88.9%	67	2	69.7%	2	71.7%	4.0%	13	4	17.2%	33	50.5%	37.4%
English Only	6	6	100.0%	4	0	66.7%	0	0.0%	0.0%	0	1	16.7%	2	50.0%	50.0%
Reading Only	18	15	83.3%	14	0	77.8%	0	77.8%	0.0%	2	1	16.7%	7	55.6%	44.4%
Total Placed into One DC	123	109	88.6%	85	2	70.7%	2	72.4%	3.3%	15	6	17.1%	42	51.2%	39.0%
Total Math	193	161	83.4%	116	3	61.7%	2	62.7%	2.6%	30	7	19.2%	0	19.2%	3.6%
Total English	75	59	78.7%	39	0	52.0%	0	52.0%	0.0%	14	4	24.0%	7	33.3%	14.7%
Total Reading	96	77	80.2%	55	1	58.3%	0	58.3%	1.0%	14	4	18.8%	15	34.4%	19.8%
Total Students Assessing into 1 or more Dev Courses	221	186	84.2%	136	3	62.9%	2	63.8%	2.3%	32	9	18.6%	52	42.1%	27.6%

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 cohort of Fall 2012. The number enrolled in Spring 14 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. Based on the IPEDS data for the 2003 and 2004 student cohorts an additional 20-25% of LLC students transfer to other colleges without graduating from LLC. As a result, LLC's student success rate after 150% time should include an additional 20% of students. Transfer includes AA, AS, AES and Career includes AAS, ALS, CERT. Full time students have >=12 registered credit hours at the end of Fall 2012. This group is considered full time throughout the analysis. Part time students have <=11 registered credit hours at the end of Fall 2010 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 (e.g., Fall 11, Spring 12, Fall 12 and Spring 14). DOC and Dual Credit students are excluded from the analysis. In crosstabs need to add took and pass reading only to Passed all sections. Need to add the # transferred without graduation when can get those numbers.

Table 4E: Fall Student Cohort 2013 AAS Degree Seeking Students: Success Rates and Continued Enrollment Through Spring 2016															
Placed into the Following Developmental Courses	# FA13 Cohort	By Spring 14		Fall 14 (Year 2)						Spring 16 (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	422	341	80.8%	276	7	67.1%	6	68.5%	3.1%	49	52	23.9%	118	51.9%	40.3%
Placed at College Level	82	77	93.9%	66	2	82.9%	1	84.1%	3.7%	12	15	32.9%	34	74.4%	59.8%
Placed into Three DCs	107	75	70.1%	56	0	52.3%	0	52.3%	0.0%	9	6	14.0%	17	29.9%	21.5%
Placed into Math & English	44	33	75.0%	26	0	59.1%	2	63.6%	4.5%	4	1	11.4%	15	45.5%	36.4%
Placed into Math & Reading	35	26	74.3%	20	2	62.9%	0	62.9%	5.7%	3	6	25.7%	6	42.9%	34.3%
Placed into English & Reading	5	4	0.0%	4	0	0.0%	0	0.0%	0.0%	0	0	0.0%	4	0.0%	0.0%
Total Placed into Two DCs	84	63	75.0%	50	2	61.9%	2	64.3%	4.8%	7	7	16.7%	25	46.4%	38.1%
Math Only	138	115	83.3%	96	3	71.7%	3	73.9%	4.3%	19	20	28.3%	40	57.2%	43.5%
English Only	5	5	100.0%	2	1	60.0%	0	60.0%	20.0%	1	1	40.0%	0	40.0%	20.0%
Reading Only	6	6	100.0%	6	0	100.0%	0	100.0%	0.0%	1	3	66.7%	2	100.0%	83.3%
Total Placed into One DC	149	126	84.6%	104	4	72.5%	3	74.5%	4.7%	21	24	30.2%	42	58.4%	44.3%
Total Math	324	249	76.9%	198	5	62.7%	5	64.2%	3.1%	35	33	21.0%	78	45.1%	34.3%
Total English	161	117	72.7%	88	1	55.3%	2	56.5%	1.9%	14	8	13.7%	36	36.0%	27.3%
Total Reading	153	111	72.5%	86	2	57.5%	0	57.5%	1.3%	13	15	18.3%	29	37.3%	28.8%
Total Students Assessing into 1 or more Dev Courses	340	264	77.6%	210	6	63.5%	5	65.0%	3.2%	37	37	21.8%	84	46.5%	35.6%

I# 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 cohort of Fall 2012. The number enrolled in Spring 14 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. Based on the IPEDS data for the 2003 and 2004 student cohorts an additional 20-25% of LLC students transfer to other colleges without graduating from LLC. As a result, LLC's student success rate after 150% time should include an additional 20% of students. Transfer includes AA, AS, AES and Career includes AAS, ALS, CERT. Full time students have >=12 registered credit hours at the end of Fall 2012. This group is considered full time throughout the analysis. Part time students have <=11 registered credit hours at the end of Fall 2010 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 (e.g., Fall 11, Spring 12, Fall 12 and Spring 14). DOC and Dual Credit students are excluded from the analysis. In crosstabs need to add took and pass reading only to Passed all sections. Need to add the # transferred without graduation when can get those numbers.

Table 4F: Fall Student Cohort 2013 CRT Degree Seeking Students: Success Rates and Continued Enrollment Through Spring 2016															
Placed into the Following Developmental Courses	# FA13 Cohort	By Spring 14		Fall 14 (Year 2)						Spring 16 (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	122	77	63.1%	33	7	32.8%	19	48.4%	21.3%	8	10	14.8%	32	41.0%	34.4%
Placed at College Level	5	4	80.0%	1	0	20.0%	2	60.0%	40.0%	0	0	0.0%	3	60.0%	60.0%
Placed into Three DCs	47	23	48.9%	13	1	29.8%	1	31.9%	4.3%	3	4	14.9%	5	25.5%	19.1%
Placed into Math & English	18	14	77.8%	8	1	50.0%	3	66.7%	22.2%	1	1	11.1%	5	38.9%	33.3%
Placed into Math & Reading	7	3	42.9%	2	0	28.6%	1	42.9%	14.3%	1	0	14.3%	2	42.9%	28.6%
Placed into English & Reading	3	3	0.0%	0	1	0.0%	1	0.0%	0.0%	0	0	0.0%	2	0.0%	0.0%
Total Placed into Two DCs	28	20	71.4%	10	2	42.9%	5	60.7%	25.0%	2	1	10.7%	9	42.9%	35.7%
Math Only	40	28	70.0%	8	4	30.0%	10	55.0%	35.0%	3	5	20.0%	14	55.0%	47.5%
English Only	2	2	100.0%	1	0	50.0%	1	100.0%	50.0%	0	0	0.0%	1	50.0%	50.0%
Reading Only	0	0	0.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%
Total Placed into One DC	42	30	71.4%	9	4	31.0%	11	57.1%	35.7%	3	5	19.0%	15	54.8%	47.6%
Total Math	112	68	60.7%	31	6	33.0%	15	46.4%	18.8%	8	10	16.1%	26	39.3%	32.1%
Total English	70	42	60.0%	22	3	4.0%	6	44.3%	12.9%	4	5	12.9%	13	31.4%	25.7%
Total Reading	57	29	50.9%	15	2	29.8%	3	35.1%	8.8%	4	4	14.0%	9	29.8%	22.8%
Total Students Assessing into 1 or more Dev Courses	117	73	62.4%	32	7	33.3%	17	47.9%	20.5%	8	10	15.4%	29	40.2%	33.3%

I# 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 cohort of Fall 2012. The number enrolled in Spring 14 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. Based on the IPEDS data for the 2003 and 2004 student cohorts an additional 20-25% of LLC students transfer to other colleges without graduating from LLC. As a result, LLC's student success rate after 150% time should include an additional 20% of students. Transfer includes AA, AS, AES and Career includes AAS, ALS, CERT. Full time students have >=12 registered credit hours at the end of Fall 2012. This group is considered full time throughout the analysis. Part time students have <=11 registered credit hours at the end of Fall 2010 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 (e.g., Fall 11, Spring 12, Fall 12 and Spring 14). DOC and Dual Credit students are excluded from the analysis. In crosstabs need to add took and pass reading only to Passed all sections. Need to add the # transferred without graduation when can get those numbers.

Table 5 Math: Fall 2013 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	7	6	0	0.0%	3	42.9%	2	28.6%	0	0.0%	1	14.3%	1	14.3%	5	71.4%	5	71.4%
118	4	4	1	25.0%	1	25.0%	2	50.0%	0	0.0%	0	0.0%	0	0.0%	4	100.0%	4	100.0%
125	13	11	4	30.8%	5	38.5%	1	7.7%	1	7.7%	0	0.0%	2	15.4%	10	76.9%	11	84.6%
130	17	17	5	29.4%	4	23.5%	8	47.1%	0	0.0%	0	0.0%	0	0.0%	17	100.0%	17	100.0%
140	5	4	0	0.0%	1	20.0%	2	40.0%	1	0.0%	0	0.0%	1	0.0%	3	60.0%	4	80.0%
241	2	2	0	0.0%	0	0.0%	1	50.0%	1	0.0%	0	0.0%	0	0.0%	1	50.0%	2	100.0%
Total	48	44	10	20.8%	14	29.2%	16	33.3%	3	6.3%	1	2.1%	4	8.3%	40	83.3%	43	89.6%
Developmental Math 006 Course with a B																		
116	19	18	2	10.5%	8	42.1%	7	36.8%	1	5.3%	0	0.0%	1	5.3%	17	89.5%	18	94.7%
118	3	3	0	0.0%	1	33.3%	2	66.7%	0	0.0%	0	0.0%	0	0.0%	3	100.0%	3	100.0%
125	13	10	2	15.4%	3	23.1%	3	23.1%	2	15.4%	0	0.0%	3	23.1%	8	61.5%	10	76.9%
130	16	14	1	6.3%	5	31.3%	7	43.8%	1	6.3%	0	0.0%	2	12.5%	13	81.3%	14	87.5%
140	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%
241	1	1	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
Total	52	46	5	9.6%	18	34.6%	19	36.5%	4	7.7%	0	0.0%	6	11.5%	42	80.8%	46	88.5%
Developmental Math 006 Course with a C																		
116	16	12	0	0.0%	5	31.3%	6	37.5%	0	0.0%	1	6.3%	4	25.0%	11	68.8%	11	68.8%
118	4	4	0	0.0%	3	75.0%	1	25.0%	0	0.0%	0	0.0%	0	0.0%	4	100.0%	4	100.0%
125	17	15	0	0.0%	5	29.4%	6	35.3%	3	17.6%	1	5.9%	2	11.8%	11	64.7%	14	82.4%
130	14	11	0	0.0%	1	7.1%	7	50.0%	1	7.1%	2	14.3%	3	21.4%	8	57.1%	9	64.3%
140	2	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	1	50.0%	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%
Total	53	43	0	0.0%	14	26.4%	20	37.7%	4	7.5%	5	9.4%	10	18.9%	34	64.2%	38	71.7%
Total Grade Distribution after Final Developmental Math Course																		
116	42	36	2	4.8%	16	38.1%	15	35.7%	1	2.4%	2	4.8%	6	14.3%	33	78.6%	34	81.0%
118	11	11	1	9.1%	5	45.5%	5	45.5%	0	0.0%	0	0.0%	0	0.0%	11	100.0%	11	100.0%
125	43	36	6	14.0%	13	30.2%	10	23.3%	6	14.0%	1	2.3%	7	16.3%	29	67.4%	35	81.4%
130	47	42	6	12.8%	10	21.3%	22	46.8%	2	4.3%	2	4.3%	5	10.6%	38	80.9%	40	85.1%
140	7	5	0	0.0%	1	14.3%	2	28.6%	1	14.3%	1	14.3%	2	28.6%	3	42.9%	4	57.1%
241	3	3	0	0.0%	1	33.3%	1	33.3%	1	33.3%	0	0.0%	0	0.0%	2	66.7%	3	100.0%
Grand Total	153	133	15	9.8%	46	30.1%	55	35.9%	11	7.2%	6	3.9%	20	13.1%	116	75.8%	127	83.0%

Table 5 English: Fall 2013 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	8	7	5	62.5%	2	25.0%	0	0.0%	0	0.0%	0	0.0%	1	12.5%	7	87.5%	7	87.5%
Developmental English 007 Course with an B																		
120	32	32	7	21.9%	9	28.1%	12	37.5%	3	9.4%	1	3.1%	0	0.0%	28	87.5%	31	96.9%
Developmental English 007 Course with an C																		
120	22	19	4	18.2%	6	27.3%	6	27.3%	1	4.5%	2	9.1%	3	13.6%	16	72.7%	17	77.3%
Total	62	58	16	25.8%	17	27.4%	18	29.0%	4	6.5%	3	4.8%	4	6.5%	51	82.3%	55	88.7%

Table 5 Reading: Fall 2013 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	35	32	15	42.9%	6	17.1%	8	22.9%	2	5.7%	1	2.9%	3	8.6%	29	82.9%	31	88.6%
SOC 280	14	14	6	42.9%	6	42.9%	2	14.3%	0	0.0%	0	0.0%	0	0.0%	14	100.0%	14	100.0%
Developmental Reading 050 with an B																		
PSY 271	21	20	6	28.6%	8	38.1%	5	23.8%	1	4.8%	0	0.0%	1	4.8%	19	90.5%	20	95.2%
SOC 280	8	7	3	37.5%	1	12.5%	2	25.0%	0	0.0%	1	12.5%	1	12.5%	6	75.0%	6	75.0%
Developmental Reading 050 with an C																		
PSY 271	12	11	2	16.7%	6	50.0%	1	8.3%	1	8.3%	1	8.3%	1	8.3%	9	75.0%	10	83.3%
SOC 280	5	5	3	60.0%	2	40.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	100.0%	5	100.0%
Total PSY271	68	63	23	33.8%	20	29.4%	14	20.6%	4	5.9%	2	2.9%	5	7.4%	57	83.8%	61	89.7%
Total SOC280	27	26	12	44.4%	9	33.3%	4	14.8%	0	0.0%	1	3.7%	1	3.7%	25	92.6%	25	92.6%
Total	95	89	35	36.8%	29	30.5%	18	18.9%	4	4.2%	3	3.2%	6	6.3%	82	86.3%	86	90.5%

Table 6: Fall 2013 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	47	19	40.4%	13	27.7%	9	19.1%	3	6.4%	0	0.0%	3	6.4%	44	93.6%	41	87.2%	44	93.6%
118	10	6	60.0%	3	30.0%	1	10.0%	0	0.0%	0	0.0%	0	0.0%	10	100.0%	10	100.0%	10	100.0%
125	69	28	40.6%	20	29.0%	9	13.0%	1	1.4%	2	2.9%	9	13.0%	60	87.0%	57	82.6%	58	84.1%
130	62	9	14.5%	16	25.8%	23	37.1%	2	3.2%	3	4.8%	9	14.5%	53	85.5%	48	77.4%	50	80.6%
140	19	5	26.3%	5	26.3%	3	15.8%	0	0.0%	0	0.0%	6	31.6%	13	68.4%	13	68.4%	13	68.4%
241	46	16	34.8%	11	23.9%	9	19.6%	2	4.3%	2	4.3%	6	13.0%	40	87.0%	36	78.3%	38	82.6%
Total	253	83	32.8%	68	26.9%	54	21.3%	8	3.2%	7	2.8%	33	13.0%	220	87.0%	205	93.2%	213	96.8%
English																			
120	380	108	28.4%	126	33.2%	85	22.4%	9	2.4%	25	6.6%	27	7.1%	353	92.9%	319	83.9%	328	86.3%
Total	380	108	28.4%	126	33.2%	85	22.4%	9	2.4%	25	6.6%	27	7.1%	353	92.9%	319	90.4%	328	92.9%
Reading																			
PSY271	408	182	44.6%	117	28.7%	68	16.7%	5	1.2%	14	3.4%	22	5.4%	386	94.6%	367	90.0%	372	91.2%
SOC280	104	59	56.7%	25	24.0%	9	8.7%	4	3.8%	2	1.9%	5	4.8%	99	95.2%	93	89.4%	97	93.3%
Total	512	241	47.1%	142	27.7%	77	15.0%	9	1.8%	16	3.1%	27	5.3%	485	94.7%	460	94.8%	469	96.7%

Table 7: Fall 2013 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	72	22	30.6%	34	47.2%	15	20.8%	1	1.4%	0	0.0%	0	0.0%	72	100.0%	71	98.6%	72	100.0%	
006	72	12	16.7%	29	40.3%	29	40.3%	2	2.8%	0	0.0%	0	0.0%	72	100.0%	70	97.2%	72	100.0%	
Math																				
116	23	2	8.7%	8	34.8%	8	34.8%	1	4.3%	0	0.0%	4	17.4%	19	82.6%	18	78.3%	19	82.6%	
118	4	0	0.0%	0	0.0%	4	100.0%	0	0.0%	0	0.0%	0	0.0%	4	100.0%	4	100.0%	4	100.0%	
125	20	3	15.0%	7	35.0%	6	30.0%	3	0.0%	0	0.0%	1	5.0%	19	95.0%	16	80.0%	19	95.0%	
130	18	1	5.6%	2	11.1%	9	50.0%	2	11.1%	0	0.0%	4	22.2%	14	77.8%	12	66.7%	14	77.8%	
140	3	0	0.0%	0	0.0%	0	0.0%	1	0.0%	2	0.0%	0	0.0%	3	0.0%	0	0.0%	1	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%	
Total	68	6	8.8%	17	25.0%	27	39.7%	7	10.3%	2	2.9%	9	13.2%	59	86.8%	50	84.7%	57	96.6%	

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

Degree Type	Fall 2005 Cohort		Fall 2006 Cohort		Fall 2007 Cohort		Fall 2008 Cohort		Fall 2009 Cohort		Fall 2010 Cohort		Fall 2011 Cohort		Fall 2012 Cohort		Fall 2013 Cohort	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total Student Cohort	988		1,111		1,005		1,068		1,221		1,368		1,203		1,261		1,132	
Developmental Math																		
Associate in Arts	209	26.8%	257	28.7%	229	28.7%	209	25.6%	248	26.6%	282	27.0%	240	26.0%	247	27.1%	180	22.1%
Associate in Applied Science	272	34.9%	378	42.3%	269	33.8%	300	36.8%	344	36.9%	394	37.8%	332	36.0%	334	36.6%	326	40.1%
Associate in Engineering Science	3	0.4%	0	0.0%	4	0.5%	2	0.2%	3	0.3%	2	0.2%	3	0.3%	1	0.1%	0	0.0%
Associate in Liberal Studies	2	0.3%	0	0.0%	0	0.0%	1	0.1%	1	0.1%	2	0.2%	3	0.3%	0	0.0%	1	0.1%
Associate in Science	216	27.7%	190	21.3%	212	26.6%	227	27.8%	212	22.8%	220	21.1%	231	25.0%	215	23.6%	194	23.9%
Certificates	77	9.9%	69	7.7%	83	10.4%	77	9.4%	123	13.2%	143	13.7%	114	12.4%	115	12.6%	112	13.8%
Total	779		894		797		816		931		1,043		923		912		813	
Developmental English																		
Associate in Arts	41	20.3%	51	24.4%	41	23.3%	40	19.2%	50	23.7%	61	25.3%	95	23.1%	103	23.1%	80	20.6%
Associate in Applied Science	88	43.6%	100	47.8%	63	35.8%	98	47.1%	81	38.4%	108	44.8%	159	38.7%	180	40.4%	161	41.5%
Associate in Engineering Science	2	1.0%	0	0.0%	0	0.0%	0	0.0%	1	0.5%	0	0.0%	1	0.2%	0	0.0%	1	0.3%
Associate in Liberal Studies	1	0.5%	0	0.0%	0	0.0%	1	0.5%	0	0.0%	1	0.4%	2	0.5%	0	0.0%	1	0.3%
Associate in Science	42	20.8%	34	16.3%	46	26.1%	47	22.6%	40	19.0%	27	11.2%	103	25.1%	101	22.7%	75	19.3%
Certificates	28	13.9%	24	11.5%	26	14.8%	22	10.6%	39	18.5%	44	18.3%	51	12.4%	61	13.7%	70	18.0%
Total	202		209		176		208		211		241		411		445		388	
Developmental Reading																		
Associate in Arts	52	22.2%	55	22.1%	61	26.3%	54	20.8%	104	27.1%	141	27.5%	120	25.7%	107	25.4%	85	21.6%
Associate in Applied Science	82	35.0%	124	49.8%	75	32.3%	108	41.5%	141	36.7%	185	36.1%	171	36.6%	145	34.4%	153	38.8%
Associate in Engineering Science	1	0.4%	1	0.4%	0	0.0%	0	0.0%	2	0.5%	1	0.2%	2	0.4%	0	0.0%	2	0.5%
Associate in Liberal Studies	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.3%	2	0.4%	2	0.4%	0	0.0%	1	0.3%
Associate in Science	64	27.4%	46	18.5%	62	26.7%	64	24.6%	80	20.8%	109	21.3%	111	23.8%	115	27.3%	96	24.4%
Certificates	35	15.0%	23	9.2%	34	14.7%	34	13.1%	56	14.6%	74	14.5%	61	13.1%	55	13.0%	57	14.5%
Total	234		249		232		260		384		512		467		422		394	