



# 2017 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.

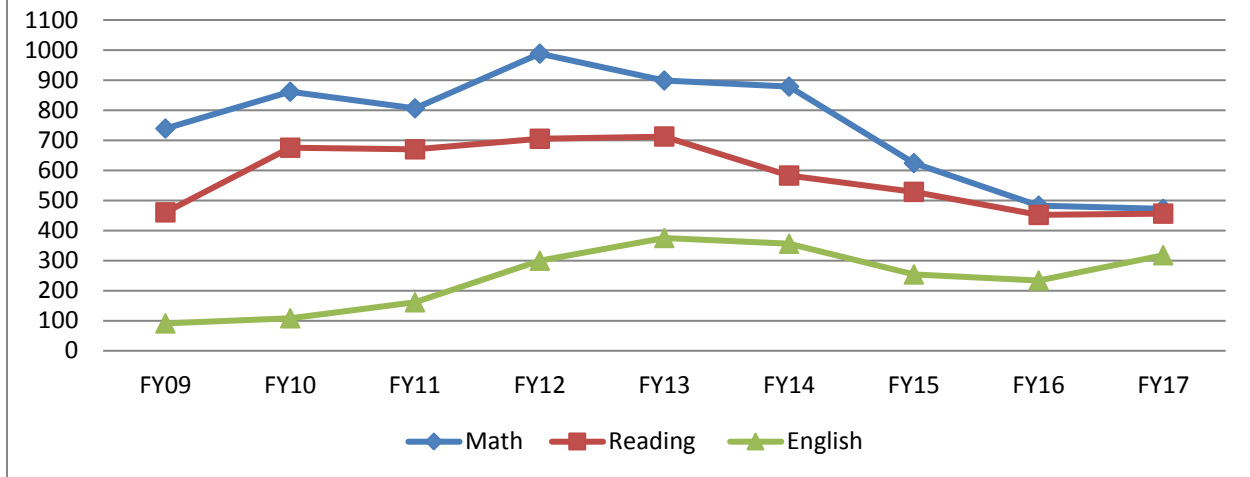
Table 1 provides a summary of the number of developmental courses offered by term from summer 2011 through spring 2017. In addition, it indicates the number of students taking each course by term. The numbers represented in the table exclude all DOC developmental courses and students.

Figure 1 shows the number of students enrolled in remedial education by subject area for fiscal years 2009 through 2017. 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 FY17. 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 FY17. This does not appear to be the case for remedial English. The numbers indicate that the number of enrollees in remedial English steadily increased between FY09 and FY13 and decreased slightly between FY13 and FY16 and increased between FY16 and FY17.

**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
<b>Summer 2012</b>								
Number of Courses	0	3	4	1	2	5	1	4
Number Students Enrolled	0	35	61	3	24	63	8	32
<b>Fall 2012</b>								
Number of Courses	2	16	12	5	9	16	3	13
Number Students Enrolled	23	289	182	23	113	248	32	180
<b>Spring 2013</b>								
Number of Courses	1	8	11	2	7	11	2	11
Number Students Enrolled	17	139	153	15	62	161	10	113
<b>Summer 2013</b>								
Number of Courses	0	3	5	1	2	4	1	2
Number Students Enrolled	0	58	65	3	19	48	1	40
<b>Fall 2013</b>								
Number of Courses	4	15	11	5	9	17	5	11
Number Students Enrolled	59	263	161	21	105	229	39	154
<b>Spring 2015</b>								
Number of Courses	2	8	11	3	4	9	1	10
Number Students Enrolled	12	115	146	6	36	116	12	110
<b>Summer 2014</b>								
Number of Courses	1	3	5	2	2	3	1	2
Number Students Enrolled	1	44	53	4	12	43	4	25
<b>Fall 2015</b>								
Number of Courses	2	9	11	1	8	12	2	9
Number Students Enrolled	18	148	138	9	100	198	27	122
<b>Spring 2015</b>								
Number of Courses	2	7	9	1	2	9	1	6
Number Students Enrolled	15	97	110	5	30	127	8	68
<b>Summer 2015</b>								
Number of Courses	0	2	3	1	2	3	0	2
Number Students Enrolled	0	17	33	2	13	34	0	28
<b>Fall 2015</b>								
Number of Courses	1	7	8	2	6	13	2	7
Number Students Enrolled	13	135	110	11	83	195	25	106
<b>Spring 2017</b>								
Number of Courses	2	7	11	1	2	8	2	7
Number Students Enrolled	6	73	96	2	30	82	12	63
<b>Summer 2016</b>								
Number of Courses	0	3	2	1	1	4	1	3
Number Students Enrolled	0	28	29	3	13	51	2	60
<b>Fall 2016</b>								
Number of Courses	0	8	11	3	7	14	2	10
Number Students Enrolled	0	153	110	11	66	215	20	173
<b>Spring 2017</b>								
Number of Courses	0	6	10	1	3	8	1	6
Number Students Enrolled	0	78	74	2	22	73	7	56

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

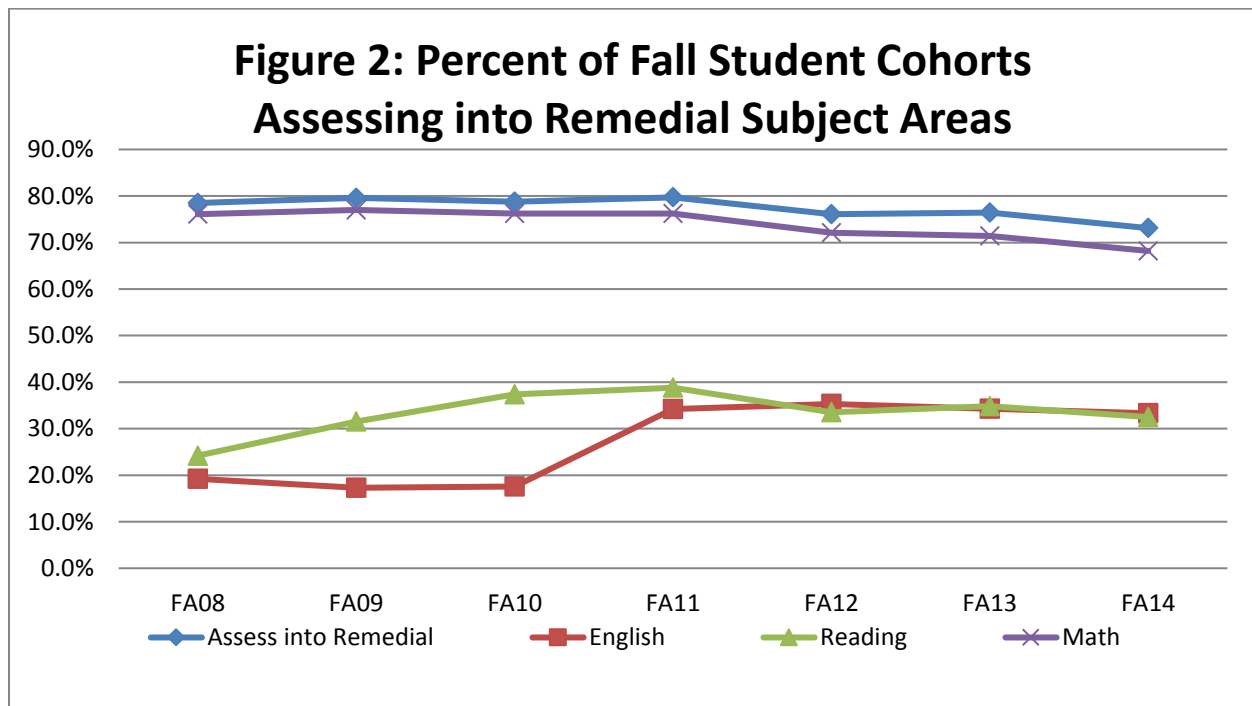


**REMEDIAL STUDENT DEMOGRAPHICS**

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 14 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.

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

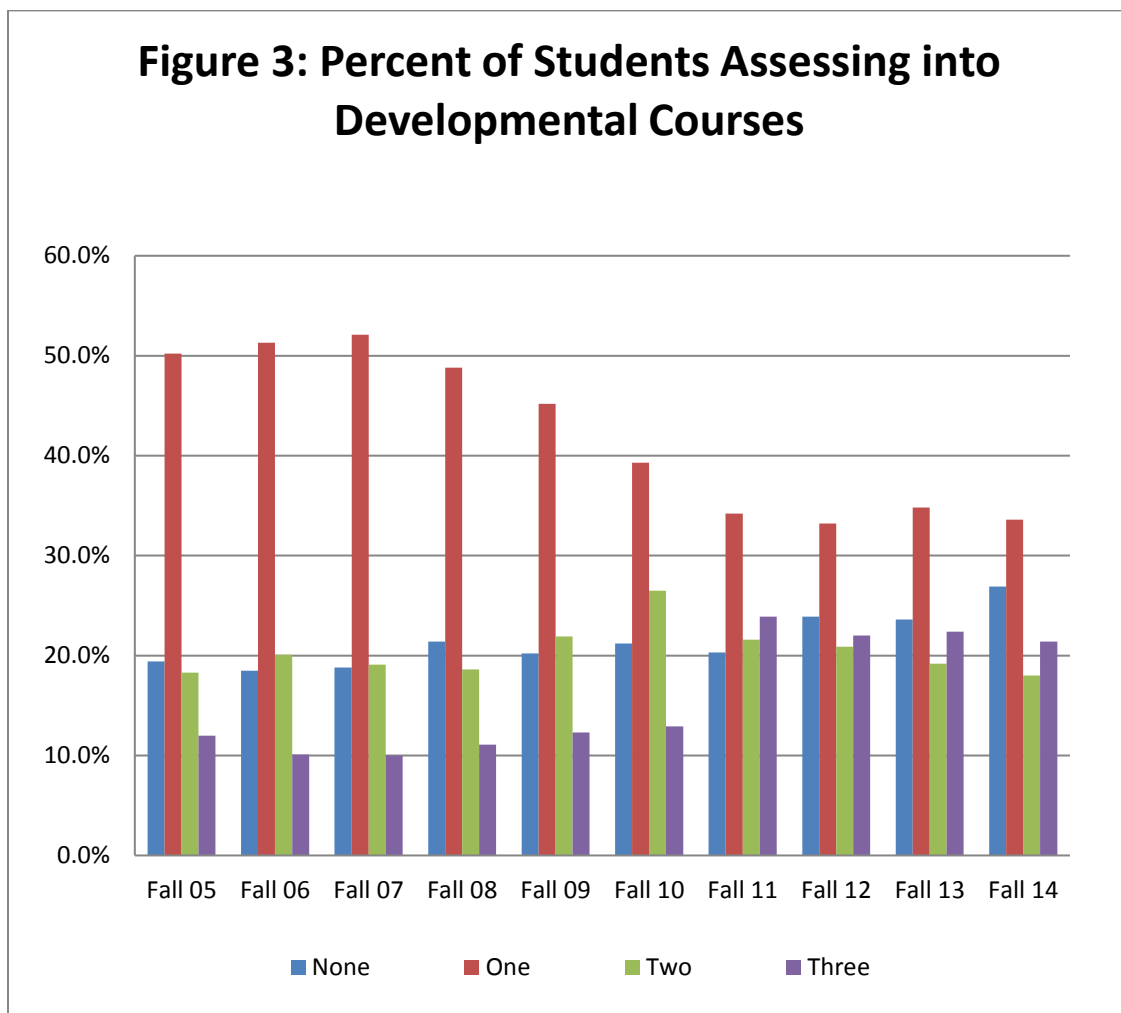
TABLE 3: First Time Degree Seeking Student Cohort Demographics that Assess into One or More Remedial Subject Areas							
Demographic	Fall 08 n=839	Fall 09 n=974	Fall 10 n=1,078	Fall 11 n=959	Fall 12 N=959	Fall 13 N=865	Fall 14 N=733
<b>Gender</b>							
Male	47.3%	51.4%	47.3%	45.6%	44.6%	47.1%	45.4%
Female	52.7%	48.6%	52.7%	54.4%	55.4%	52.9%	54.6%
<b>Age</b>							
17 and under	0.7%	0.4%	0.7%	0.5%	0.4%	0.5%	0.3%
18 – 23	88.2%	79.9%	88.2%	84.6%	82.8%	83.9%	78.6%
24-29	6.0%	8.8%	6.0%	6.9%	8.8%	7.5%	11.6%
30-39	3.3%	7.1%	3.3%	5.4%	4.7%	6.2%	6.0%
40-59	1.7%	3.7%	1.7%	2.6%	3.3%	1.8%	3.4%
60 +	0.1%	0.1%	0.1%	0%	0%	0%	0.1%
<b>Ethnicity</b>							
White	94.7%	92.3%	94.7%	88.3%	89.7%	89.1%	87.7%
Non-White	5.3%	7.7%	5.3%	11.6%	10.3%	9.9%	12.3%
<b>Other Demographics</b>							
Athlete	0.8%	2.5%	0.8%	0.6%	4.9%	4.4%	4.5%
Disability	3.1%	0.7%	3.1%	0.2%	3%	2.1%	0.4%
Veteran	1.2%	3.2%	1.2%	2.8%	3.2%	4.0%	3.5%
Dual Credit	32.0%	24.7%	32.0%	31.1%	31.6%	36.9%	35.1%
Pell Eligible	39.1%	46.9%	39.1%	46.5%	44.7%	44.5%	43.9%



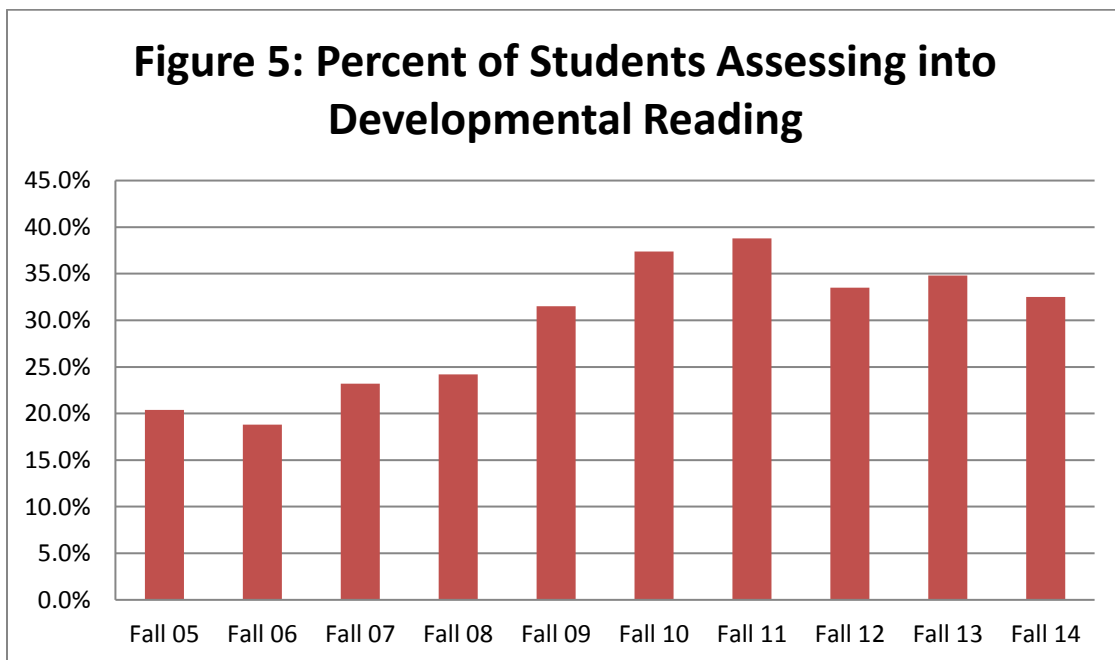
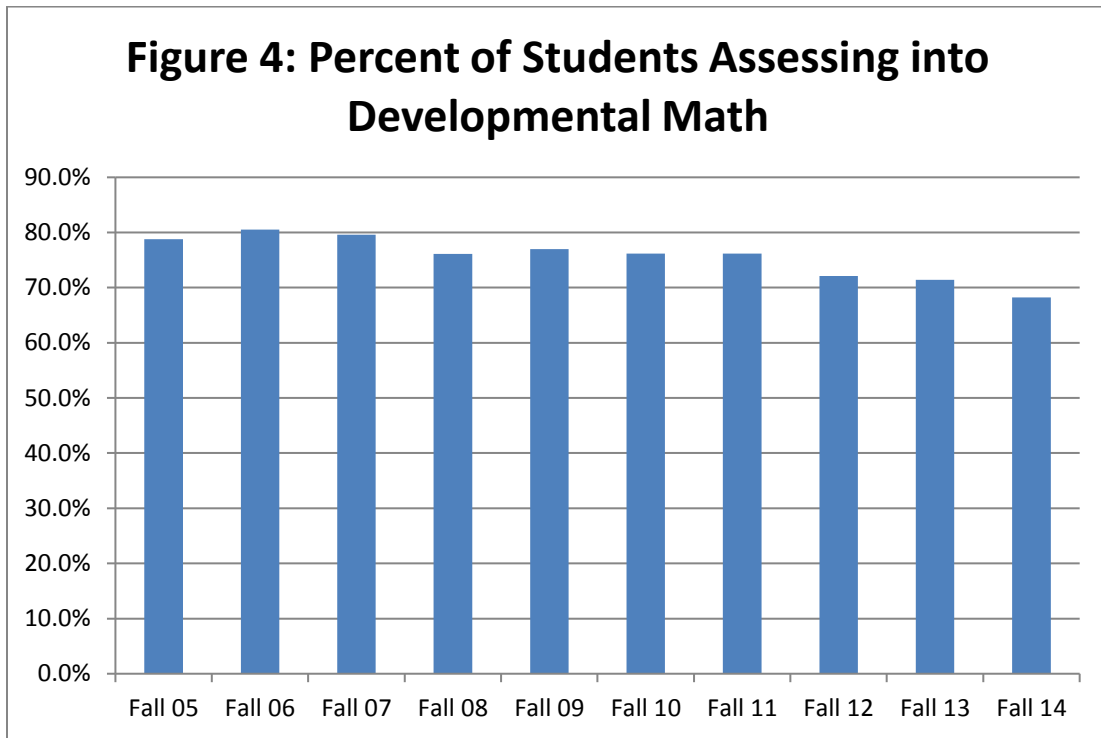
## REMEDIAL STUDENT TRENDS

Remedial student trends present information over time and include the fall student cohorts beginning with fall 2005 and ending with fall 2014. 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 seven percentage points over time. The percent of students assessing into two remedial subject areas over time fluctuates up to 8% among the time points and the percent of students assessing into one remedial subject area changes up to 18% among time points. The percentage of students that assess into one developmental course decreases from 50.2% for the fall 2005 cohort to 33.6% in the fall 2014 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 18.35% in 2005 to 26.5% in 2010 and decreased back to 18% in 2014. While the percent of students assessing into three remedial areas remained fairly steady among the fall 2005 and fall 2010 cohorts, it jumped from 12.9% in 2010 to 21.4% for the fall 2014 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 68 and 80% over the cohorts presented in Figure 4. Figure 5 reveals the percentage of students assessing into developmental reading. It 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 32.5% in fall 2014. 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 33.3% in fall 2015.



**Figure 6: Percent of Students Assessing into Developmental English**

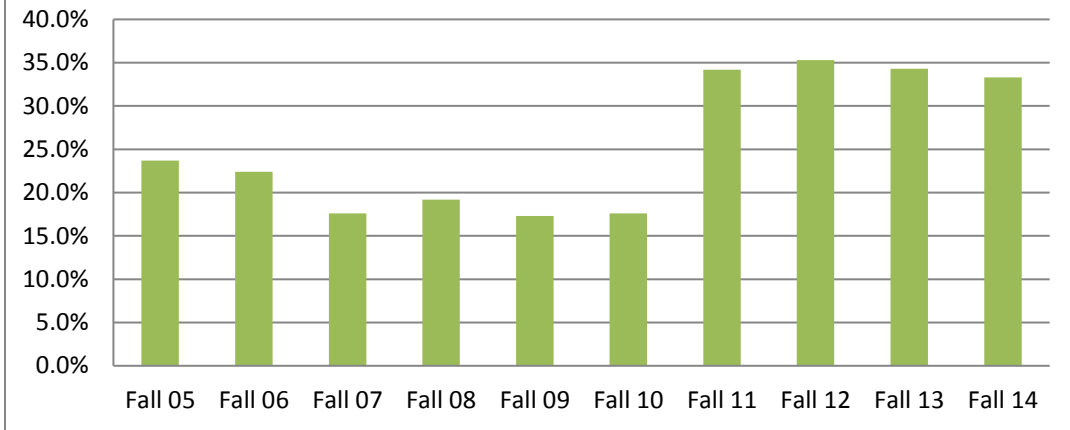


Figure 7 provides an overview of the percent of students who are successful (i.e., still enrolled and/or graduated) within 150% time (three years) of enrollment by the number of developmental courses they assessed into during their first term. These results show that 42% to 51.5% of all first time degree 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**

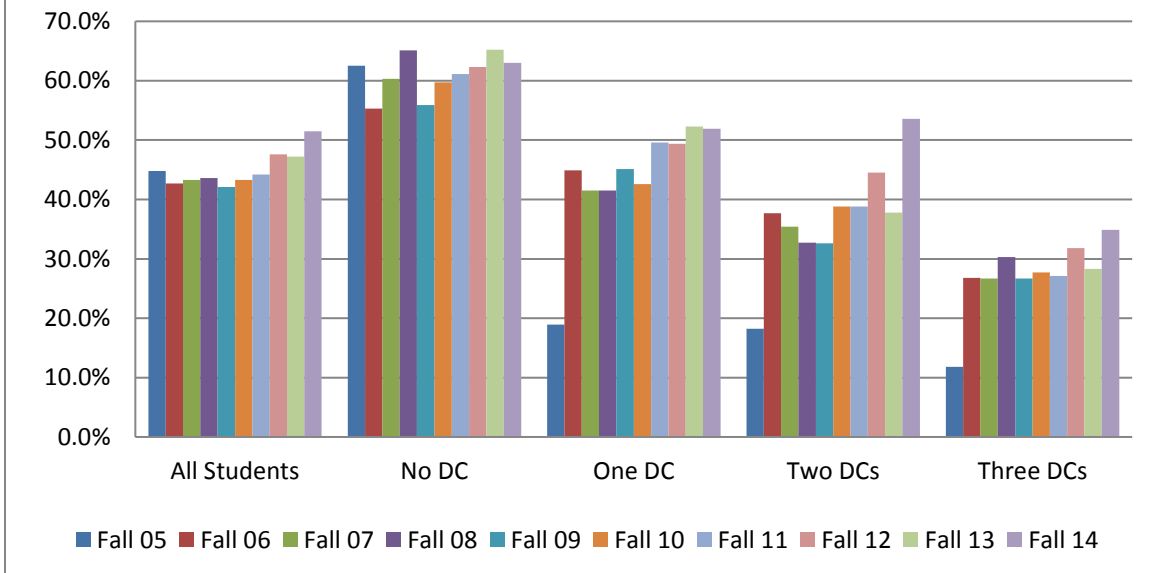
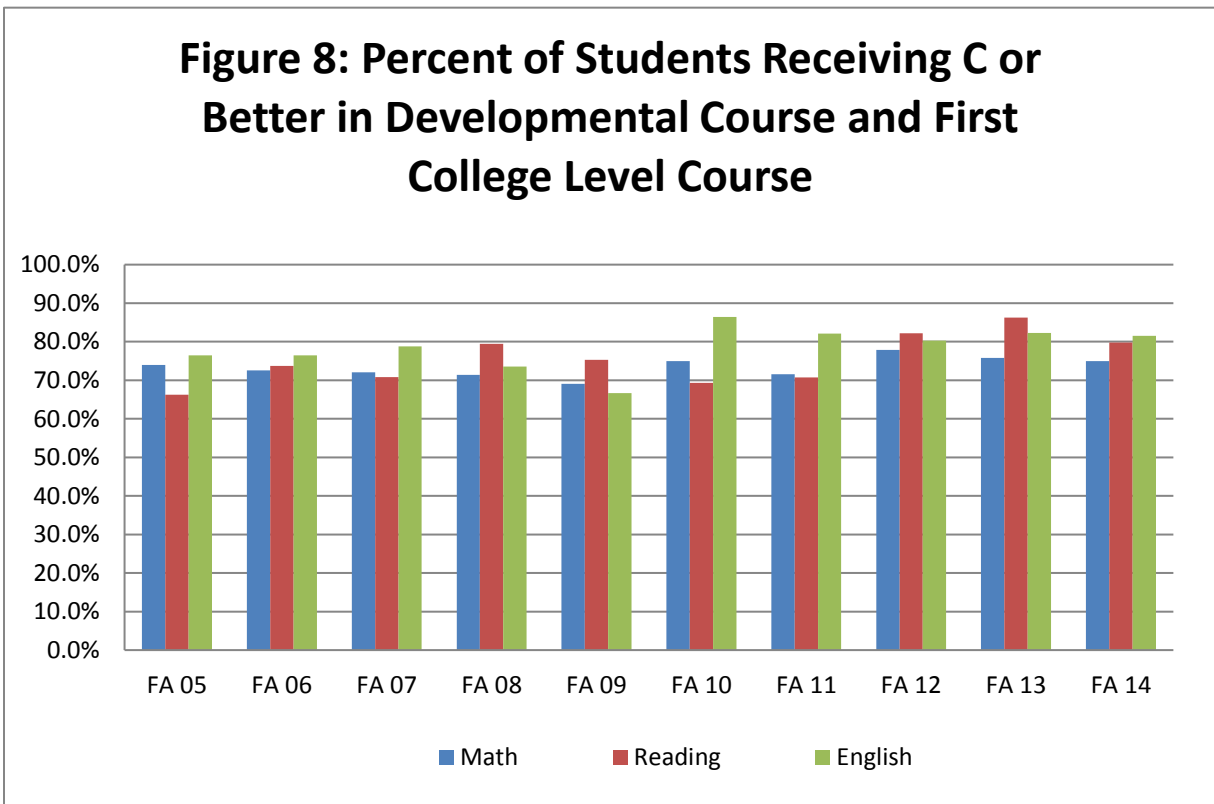




Figure 8 summarizes students who receive a grade of a C or higher in their final developmental course AND a C or better in their first college level course in the same area such as math. Across all cohorts, at least 69% of the students assessing into developmental math received a C or better in their 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.



## REMEDIAL STUDENTS BY DIVISION AND MAJORS

The first time degree or certificate seeking cohort in fall 2012 had 1,261 students with assessment results, the fall 2013 cohort had 1,132 students with assessment results, and the fall 2014 cohort had 1,003 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.

<b>TABLE 4: First Time Degree or Certificate Seeking Students by Cohort, Division, and Assessment Status</b>									
Student Cohort	Total Students	Assess into 1 or more Remedial Areas		Assess into English		Assess into Reading		Assess into Math	
		n	%	n	%	n	%	n	%
<b>Fall 2012</b>	<b>1,261</b>	<b>959</b>	<b>76.0%</b>	<b>445</b>	<b>35.3%</b>	<b>422</b>	<b>33.5%</b>	<b>912</b>	<b>72.3%</b>
<b>Agriculture</b>	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%
<b>Fall 2013</b>	<b>1,132</b>	<b>865</b>	<b>76.4%</b>	<b>388</b>	<b>34.3%</b>	<b>394</b>	<b>34.8%</b>	<b>808</b>	<b>71.4%</b>
<b>Agriculture</b>	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%
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%
<b>Fall 2014</b>	<b>1,003</b>	<b>733</b>	<b>73.1%</b>	<b>334</b>	<b>33.3%</b>	<b>326</b>	<b>32.5%</b>	<b>684</b>	<b>68.2%</b>
<b>Agriculture</b>	94	73	77.7%	22	23.4%	27	28.7%	67	71.3%
AAS.AGBUS	18	13	72.2%	1	5.6%	2	11.1%	12	66.7%
AAS.AGPRO	8	6	75.0%	4	50.0%	5	62.5%	5	62.5%
AAS.AGPWR	11	9	81.8%	2	18.2%	4	36.4%	9	81.8%
AAS.HRT	2	1	50.0%	0	0.0%	1	50.0%	0	0.0%
AAS.JDAT	22	14	63.6%	4	18.2%	3	13.6%	13	59.1%

**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	%
AS.AGR	24	21	87.5%	8	33.3%	11	45.8%	9	37.5%
AS.PVET	7	7	100.0%	2	28.6%	1	14.3%	7	100.0%
CRT.AGPWR	2	2	100.0%	1	50.0%	0	0.0%	2	100.0%
<b>Fall 2012</b>	<b>1,261</b>	<b>959</b>	<b>76.0%</b>	<b>445</b>	<b>35.3%</b>	<b>422</b>	<b>33.5%</b>	<b>912</b>	<b>72.3%</b>
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%
<b>Fall 2013</b>	<b>1,132</b>	<b>865</b>	<b>76.4%</b>	<b>388</b>	<b>34.3%</b>	<b>394</b>	<b>34.8%</b>	<b>808</b>	<b>71.4%</b>
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%
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%
<b>Fall 2014</b>	<b>1,003</b>	<b>733</b>	<b>73.1%</b>	<b>334</b>	<b>33.3%</b>	<b>326</b>	<b>32.5%</b>	<b>684</b>	<b>68.2%</b>
Allied Health	175	131	65.1%	65	32.6%	72	36.6%	104	59.4%
AAS.ADN.TRK	70	51	72.9%	29	41.4%	29	41.4%	47	67.1%
AAS.DH	6	5	83.3%	2	33.3%	2	33.3%	5	83.3%
AAS.DH.TRK	22	18	81.8%	10	45.5%	10	45.5%	16	72.7%
AAS.FST	2	1	50.0%	0	0.0%	0	0.0%	1	50.0%
AAS.PS	8	5	62.5%	0	0.0%	1	12.5%	5	62.5%
AAS.PTA	5	3	60.0%	1	20.0%	1	20.0%	3	60.0%
AAS.PTA.TRK	12	11	91.7%	7	58.3%	8	66.7%	9	75.0%
CRT.MT	3	3	100.0%	0	0.0%	1	33.3%	3	100.0%
CRT.MT.TRK	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%
CRT.PN	2	2	100.0%	2	100.0%	2	100.0%	1	50.0%
CRT.PN.TRK	20	15	75.0%	6	30.0%	10	50.0%	14	70.0%
NDP.EMS	2	1	50.0%	1	50.0%	1	50.0%	1	50.0%

**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	%
NDP.NA	23	16	69.6%	7	30.4%	7	30.4%	16	69.6%
<b>Fall 2012</b>	<b>1,261</b>	<b>959</b>	<b>76.0%</b>	<b>445</b>	<b>35.3%</b>	<b>422</b>	<b>33.5%</b>	<b>912</b>	<b>72.3%</b>
<b>Business</b>	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%
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%
<b>Fall 2013</b>	<b>1,132</b>	<b>865</b>	<b>76.4%</b>	<b>388</b>	<b>34.3%</b>	<b>394</b>	<b>34.8%</b>	<b>808</b>	<b>71.4%</b>
<b>Business</b>	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%

**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.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%
<b>Fall 2014</b>	<b>1,003</b>	<b>733</b>	<b>73.1%</b>	<b>334</b>	<b>33.3%</b>	<b>326</b>	<b>32.5%</b>	<b>684</b>	<b>68.2%</b>
Business	170	131	77.1%	59	34.7%	51	30.0%	124	72.9%
AAS.AAEXE	2	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AAS.AALEG	2	2	100.0%	1	50.0%	0	0.0%	2	100.0%
AAS.AAMED	3	2	66.7%	0	0.0%	0	0.0%	2	66.7%
AAS.ACC	8	8	100.0%	5	62.5%	5	62.5%	8	100.0%
AAS.DPGD	5	3	60.0%	3	60.0%	2	40.0%	2	40.0%
AAS.HIMC	5	4	80.0%	2	40.0%	3	60.0%	3	60.0%
AAS.ITAPS	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
AAS.ITNET	5	5	100.0%	3	60.0%	2	40.0%	5	100.0%
AAS.ITPRO	7	6	85.7%	2	28.6%	4	57.1%	5	71.4%
AAS.ITWEB	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
AAS.MGT	11	8	72.7%	4	36.4%	4	36.4%	8	72.7%
AAS.MKTG	2	2	100.0%	2	100.0%	2	100.0%	2	100.0%
AAS.OFMGT	1	1	100.0%	0	0.0%	1	100.0%	0	0.0%
AS.BA	78	57	73.1%	22	28.2%	15	19.2%	54	69.2%
AS.BE	1	1	100.0%	0	0.0%	1	100.0%	1	100.0%
CRT.ACC	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%
CRT.COS	13	10	76.9%	4	30.8%	2	15.4%	10	76.9%
CRT.COS.TRK	7	6	85.7%	3	42.9%	4	57.1%	6	85.7%
CRT.ESTH	1	1	100.0%	1	100.0%	0	0.0%	1	100.0%
CRT.ESTH.TRK	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
CRT.ITGD	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
CRT.MCS	6	6	100.0%	5	83.3%	4	66.7%	6	100.0%
CRT.MDTRN	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
CRT.MKTG	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
NDP.ENTRE	2	1	50.0%	1	50.0%	1	50.0%	1	50.0%
NDP.MGT	4	3	75.0%	0	0.0%	0	0.0%	3	75.0%
<b>Fall 2012</b>	<b>1,261</b>	<b>959</b>	<b>76.0%</b>	<b>445</b>	<b>35.3%</b>	<b>422</b>	<b>33.5%</b>	<b>912</b>	<b>72.3%</b>
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%
<b>Fall 2013</b>	<b>1,132</b>	<b>865</b>	<b>76.4%</b>	<b>388</b>	<b>34.3%</b>	<b>394</b>	<b>34.8%</b>	<b>808</b>	<b>71.4%</b>
Humanities	51	39	76.5%	17	33.3%	21	41.2%	37	72.5%

**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	%
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%
<b>Fall 2014</b>	<b>1,003</b>	<b>733</b>	<b>73.1%</b>	<b>334</b>	<b>33.3%</b>	<b>326</b>	<b>32.5%</b>	<b>684</b>	<b>68.2%</b>
<b>Humanities</b>	<b>54</b>	<b>37</b>	<b>68.5%</b>	<b>21</b>	<b>38.9%</b>	<b>22</b>	<b>40.7%</b>	<b>34</b>	<b>63.0%</b>
AA.ART	18	17	94.4%	11	61.1%	8	44.4%	16	88.9%
AA.ENG	13	7	53.8%	4	30.8%	6	46.2%	5	38.5%
AA.LAS	8	3	37.5%	2	25.0%	1	12.5%	3	37.5%
AA.SPCH	4	2	50.0%	0	0.0%	1	25.0%	2	50.0%
AAS.RTV	10	7	70.0%	4	40.0%	6	60.0%	7	70.0%
CRT.RBRD	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
<b>Fall 2012</b>	<b>1,261</b>	<b>959</b>	<b>76.0%</b>	<b>445</b>	<b>35.3%</b>	<b>422</b>	<b>33.5%</b>	<b>912</b>	<b>72.3%</b>
<b>Math &amp; Science</b>	<b>135</b>	<b>71</b>	<b>52.6%</b>	<b>27</b>	<b>20.0%</b>	<b>36</b>	<b>26.7%</b>	<b>64</b>	<b>47.4%</b>
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%
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%
<b>Fall 2013</b>	<b>1,132</b>	<b>865</b>	<b>76.4%</b>	<b>388</b>	<b>34.3%</b>	<b>394</b>	<b>34.8%</b>	<b>808</b>	<b>71.4%</b>
<b>Math &amp; Science</b>	<b>122</b>	<b>78</b>	<b>63.9%</b>	<b>20</b>	<b>16.4%</b>	<b>34</b>	<b>27.9%</b>	<b>58</b>	<b>47.5%</b>
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%

**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.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%
<b>Fall 2014</b>	<b>1,003</b>	<b>733</b>	<b>73.1%</b>	<b>334</b>	<b>33.3%</b>	<b>326</b>	<b>32.5%</b>	<b>684</b>	<b>68.2%</b>
<b>Math &amp; Science</b>	<b>110</b>	<b>71</b>	<b>64.5%</b>	<b>34</b>	<b>30.9%</b>	<b>31</b>	<b>28.2%</b>	<b>65</b>	<b>59.1%</b>
AES.ENGR	6	6	100.0%	3	50.0%	3	50.0%	5	83.3%
AS.BIOL	4	1	25.0%	1	25.0%	1	25.0%	1	25.0%
AS.CHEM	1	1	100.0%	1	100.0%	0	0.0%	1	100.0%
AS.CLSC	2	1	50.0%	1	50.0%	0	0.0%	1	50.0%
AS.CMCS	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
AS.CONSF	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AS.CONSW	2	2	100.0%	2	100.0%	1	50.0%	2	100.0%
AS.MAED	3	3	100.0%	2	66.7%	2	66.7%	3	100.0%
AS.MATH	3	1	33.3%	0	0.0%	1	33.3%	0	0.0%
AS.PCHI	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
AS.PDEN	3	3	100.0%	2	66.7%	0	0.0%	2	66.7%
AS.PENG	12	7	58.3%	3	25.0%	2	16.7%	7	58.3%
AS.PHYS	2	2	100.0%	0	0.0%	0	0.0%	2	100.0%
AS.PMED	15	7	46.7%	4	26.7%	3	20.0%	7	46.7%
AS.PNUR	32	18	56.3%	8	25.0%	11	34.4%	15	46.9%
AS.PPHM	8	7	87.5%	2	25.0%	3	37.5%	7	87.5%
AS.PPTH	14	10	71.4%	5	35.7%	4	28.6%	10	71.4%
<b>Fall 2012</b>	<b>1,261</b>	<b>959</b>	<b>76.0%</b>	<b>445</b>	<b>35.3%</b>	<b>422</b>	<b>33.5%</b>	<b>912</b>	<b>72.3%</b>
<b>Social Science &amp; Education</b>	<b>226</b>	<b>180</b>	<b>79.6%</b>	<b>92</b>	<b>40.7%</b>	<b>89</b>	<b>39.4%</b>	<b>173</b>	<b>76.5%</b>
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%

**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.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%
<b>Fall 2013</b>	<b>1,132</b>	<b>865</b>	<b>76.4%</b>	<b>388</b>	<b>34.3%</b>	<b>394</b>	<b>34.8%</b>	<b>808</b>	<b>71.4%</b>
<b>Social Science &amp; Education</b>	<b>198</b>	<b>163</b>	<b>82.3%</b>	<b>72</b>	<b>36.4%</b>	<b>83</b>	<b>41.9%</b>	<b>160</b>	<b>80.8%</b>
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%
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%
<b>Fall 2014</b>	<b>1,003</b>	<b>733</b>	<b>73.1%</b>	<b>334</b>	<b>33.3%</b>	<b>326</b>	<b>32.5%</b>	<b>684</b>	<b>68.2%</b>
<b>Social Science &amp; Education</b>	<b>176</b>	<b>127</b>	<b>72.2%</b>	<b>58</b>	<b>33.0%</b>	<b>60</b>	<b>34.1%</b>	<b>121</b>	<b>68.8%</b>
AA.CJS	51	37	72.5%	13	25.5%	13	25.5%	36	70.6%
AA.HIS	7	4	57.1%	0	0.0%	0	0.0%	4	57.1%
AA.PS	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AA.PSY	25	18	72.0%	7	28.0%	11	44.0%	16	64.0%
AA.SSW	11	6	54.5%	3	27.3%	3	27.3%	6	54.5%
AAS.CFS	6	3	50.0%	2	33.3%	3	50.0%	3	50.0%



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.ECE	12	10	83.3%	5	41.7%	7	58.3%	9	75.0%
AAS.HSP.CRJ	5	5	100.0%	4	80.0%	2	40.0%	4	80.0%
AAS.HSP.EDU	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%
AAS.HSP.HEA	3	3	100.0%	2	66.7%	3	100.0%	3	100.0%
AAS.HSP.PSY	9	9	100.0%	8	88.9%	6	66.7%	9	100.0%
AAS.HSP.SOC	3	3	100.0%	1	33.3%	1	33.3%	2	66.7%
AS.ECHED	9	8	88.9%	2	22.2%	1	11.1%	8	88.9%
AS.ELED	12	6	50.0%	3	25.0%	3	25.0%	6	50.0%
AS.HEAED	2	2	100.0%	1	50.0%	0	0.0%	2	100.0%
AS.PHYED	9	6	66.7%	3	33.3%	2	22.2%	6	66.7%
AS.REC	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%
AS.SPED	8	5	62.5%	3	37.5%	4	50.0%	5	62.5%
CRT.PRPRO	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
<b>Fall 2012</b>	<b>1,261</b>	<b>959</b>	<b>76.0%</b>	<b>445</b>	<b>35.3%</b>	<b>422</b>	<b>33.5%</b>	<b>912</b>	<b>72.3%</b>
<b>Technology</b>	<b>96</b>	<b>76</b>	<b>79.2%</b>	<b>45</b>	<b>46.9%</b>	<b>32</b>	<b>33.3%</b>	<b>71</b>	<b>74.0%</b>
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%
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%
<b>Fall 2013</b>	<b>1,132</b>	<b>865</b>	<b>76.4%</b>	<b>388</b>	<b>34.3%</b>	<b>394</b>	<b>34.8%</b>	<b>808</b>	<b>71.4%</b>
<b>Technology</b>	<b>100</b>	<b>91</b>	<b>91.0%</b>	<b>60</b>	<b>60.0%</b>	<b>43</b>	<b>43.0%</b>	<b>82</b>	<b>82.0%</b>
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%

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.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%
<b>Fall 2014</b>	<b>1,003</b>	<b>733</b>	<b>73.1%</b>	<b>334</b>	<b>33.3%</b>	<b>326</b>	<b>32.5%</b>	<b>684</b>	<b>68.2%</b>
Technology	93	68	73.1%	30	32.3%	26	28.0%	66	71.0%
AAS.AUTO	10	8	80.0%	2	20.0%	2	20.0%	7	70.0%
AAS.BCT	10	6	60.0%	4	40.0%	2	20.0%	7	70.0%
AAS.CAD	6	5	83.3%	3	50.0%	3	50.0%	5	83.3%
AAS.CET	8	6	75.0%	4	50.0%	1	12.5%	6	75.0%
AAS.CETCO	1	1	100.0%	0	0.0%	0	0.0%	1	100.0%
AAS.CIM	2	2	100.0%	1	50.0%	2	100.0%	2	100.0%
AAS.EET	8	6	75.0%	1	12.5%	1	12.5%	6	75.0%
AAS.EETES	2	1	50.0%	0	0.0%	0	0.0%	1	50.0%
AAS.ICS	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%
AAS.MET	7	7	100.0%	3	42.9%	4	57.1%	6	85.7%
AAS.RNRG	3	2	66.7%	1	33.3%	2	66.7%	2	66.7%
AAS.WEL	6	5	83.3%	2	33.3%	2	33.3%	5	83.3%
CRT.AAC	1	1	100.0%	1	100.0%	1	100.0%	1	100.0%
CRT.AUTO	4	4	100.0%	1	25.0%	1	25.0%	4	100.0%
CRT.CAD	2	0	0.0%	0	0.0%	0	0.0%	0	0.0%
CRT.COMTC	2	1	50.0%	1	50.0%	0	0.0%	1	50.0%
CRT.HVAC	3	3	100.0%	1	33.3%	2	66.7%	2	66.7%
CRT.INDMT	5	5	100.0%	4	80.0%	2	40.0%	5	100.0%
CRT.WEL	11	4	36.4%	0	0.0%	0	0.0%	4	36.4%
NDP.RSWR	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%

## DEVELOPMENTAL COURSE INTERVENTIONS

### Flexible Schedule

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

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. In fall 2016, student success was fairly equal for intervention and nonintervention students (75% compared to 72% respectively), but in spring 2017, the success rates for intervention students exceeded the success rate for regular students (79% to 69% respectively). With the exception of the fall 2016 cohort, withdrawal rates for intervention students were much less than withdrawal rates for nonintervention students.

MAT-006	Enrolled at 10th Day	A		B		C		D		F		W		Success (A to C)	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Spring 2015</b>	<b>164</b>	<b>22</b>	<b>13.4%</b>	<b>38</b>	<b>23.2%</b>	<b>34</b>	<b>20.7%</b>	<b>5</b>	<b>3.0%</b>	<b>11</b>	<b>6.7%</b>	<b>54</b>	<b>32.9%</b>	<b>94</b>	<b>57.3%</b>
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%
<b>Spring 2016</b>	<b>132</b>	<b>21</b>	<b>15.9%</b>	<b>36</b>	<b>27.3%</b>	<b>23</b>	<b>17.4%</b>	<b>7</b>	<b>5.3%</b>	<b>6</b>	<b>4.5%</b>	<b>39</b>	<b>29.5%</b>	<b>80</b>	<b>60.6%</b>
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%
<b>Fall 2016</b>	<b>140</b>	<b>27</b>	<b>19.3%</b>	<b>39</b>	<b>27.9%</b>	<b>36</b>	<b>25.7%</b>	<b>5</b>	<b>3.6%</b>	<b>3</b>	<b>2.1%</b>	<b>30</b>	<b>21.4%</b>	<b>102</b>	<b>72.9%</b>
Intervention	59	15	25.4%	20	33.9%	9	15.3%	1	1.7%	0	0.0%	14	23.7%	44	74.6%
Regular	81	12	14.8%	19	23.5%	27	33.3%	4	4.9%	3	3.7%	16	19.8%	58	71.6%
<b>Spring 2017</b>	<b>100</b>	<b>18</b>	<b>18.0%</b>	<b>37</b>	<b>37.0%</b>	<b>16</b>	<b>16.0%</b>	<b>2</b>	<b>2.0%</b>	<b>1</b>	<b>1.0%</b>	<b>26</b>	<b>26.0%</b>	<b>71</b>	<b>71.0%</b>
Intervention	19	6	31.6%	7	36.8%	2	10.5%	1	5.3%	0	0.0%	3	15.8%	15	78.9%
Regular	81	12	14.8%	30	37.0%	14	17.3%	1	1.2%	1	1.2%	23	28.4%	56	69.1%
<b>Grand Total</b>	<b>1,072</b>	<b>176</b>	<b>16.4%</b>	<b>300</b>	<b>28.0%</b>	<b>218</b>	<b>20.3%</b>	<b>38</b>	<b>3.5%</b>	<b>42</b>	<b>3.9%</b>	<b>298</b>	<b>27.8%</b>	<b>694</b>	<b>64.7%</b>

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

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

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

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

<b>Table 6: Math Co-Requisite Results for 2017 Academic Year</b>										
	<b># Enrolled Beginning</b>	<b># Enrolled End</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>W</b>	<b>% Received C or Better</b>	<b>% Persistence</b>
<b>Fall 2016</b>										
<b>MAT-116</b>										
Regular	58	51	18	20	9	1	3	7	81.0%	87.9%
Co-Requisite	13	13	2	7	4	0	0	0	100.0%	100.0%
<b>Total</b>	<b>71</b>	<b>64</b>	<b>20</b>	<b>27</b>	<b>13</b>	<b>1</b>	<b>3</b>	<b>7</b>	<b>84.5%</b>	<b>90.1%</b>
<b>MAT-125</b>										
Regular	135	121	56	34	17	4	10	14	79.3%	89.6%
Co-Requisite	15	14	4	3	6	0	1	1	86.7%	93.3%
<b>Total</b>	<b>150</b>	<b>135</b>	<b>60</b>	<b>37</b>	<b>23</b>	<b>4</b>	<b>11</b>	<b>15</b>	<b>80.0%</b>	<b>90.0%</b>
<b>Spring 2017</b>										
<b>MAT-116</b>										
Regular	60	53	23	19	8	1	2	3	83.3%	88.3%
Co-Requisite	23	22	8	9	3	2	0	1	87.0%	95.7%
<b>Total</b>	<b>83</b>	<b>75</b>	<b>31</b>	<b>28</b>	<b>11</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>84.3%</b>	<b>90.4%</b>
<b>MAT-125</b>										
Regular	128	109	33	47	19	7	3	19	77.3%	85.2%
Co-Requisite	15	14	1	8	3	2	0	1	80.0%	93.3%
<b>Total</b>	<b>143</b>	<b>123</b>	<b>34</b>	<b>55</b>	<b>22</b>	<b>9</b>	<b>3</b>	<b>20</b>	<b>77.6%</b>	<b>86.0%</b>
<b>Academic Year Totals</b>										
<b>MAT-116</b>										
Regular	118	104	41	39	17	2	5	10	82.2%	88.1%
Co-Requisite	36	35	10	16	7	2	0	1	91.7%	97.2%
<b>Total</b>	<b>154</b>	<b>139</b>	<b>51</b>	<b>55</b>	<b>24</b>	<b>4</b>	<b>5</b>	<b>11</b>	<b>84.4%</b>	<b>90.3%</b>
<b>MAT-125</b>										
Regular	263	230	89	81	36	11	13	33	78.3%	87.5%
Co-Requisite	30	28	5	11	9	2	1	2	83.3%	93.3%
<b>Total</b>	<b>293</b>	<b>258</b>	<b>94</b>	<b>92</b>	<b>45</b>	<b>13</b>	<b>14</b>	<b>35</b>	<b>78.8%</b>	<b>88.1%</b>

## 2014 FALL COHORT RESULTS

The following section and accompanying tables provide a summary of Lake Land College's fall 2014 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 2014, Lake Land College had 1,061 first time degree seeking students. Of these students, 1,003 (94.5%) participated in college placement tests.

- Close to half (45.5%) of these students (457) took both the ACT and the ACCUPLACER or COMPATSS tests,
- Around one fourth (257) took only the ACCUPLACER/COMPASS tests and
- 28.8% (289) took only the ACT test.

### Table 1A: Placement Testing Results Summary All Students

- Around one fourth 26.9% (270) 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 21.4% (215) placed below college level in all three areas of the placement tests.
- Around one fifth 18% (181) 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 (33.6%) placed into one developmental course. The vast majority of these students (30%; 301) placed below college level in math.
- Overall, 68.2% (684) of students placed below college level in math, 32.5% (326) placed below college level in reading, and 33.3% (334) placed below college level in English.

### Table 1B: Placement Testing Results for Transfer Degree Students

- In fall 2014 Lake Land College had 526 first time transfer degree seeking students. These students were enrolled in an AA, AES, or AS program.
- Close to one third 29.7% (156) of these students placed at the college level in all three areas (Math, English, and Reading) of the placement tests.
- Around one fifth (18.1%) 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 34.4% placed below the college level in one area.
- Around 31% of the students (163) placed below college level only in math.
- Overall, 65.8% (346) placed below college level in math, 30.4% (160) placed below college level in English, and 28.1% (148) 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

- Close to one third (30.7%) of AA degree seeking students placed at the college level in all three placement tests while 19.5% placed below college level in all three tests.
  - 27.7% placed below college level in math only and less than one percent placed below college level in only English and 2% in only reading.
  - 65.8% of AA students placed below college level in math, 31.2% in English and 30.7% in reading.
- One third of AES students placed below college level in all three tests.
  - Only one placed into reading and one placed into math and English.
  - Half of them placed into only one area of which 2 placed into math and one into reading.

- Almost 30% of AS students placed at the college level in all three placement tests and 16.6% placed below college level in all three tests.
  - 33.6% placed below college level in math only and around 1.7% placed below college level in only English and 2.1% placed below college level in reading only.
  - 65.4% of AS students placed below college level in math, 29.4% placed below college level in English, and 25.6% placed below college level in reading.
- Only 23% of AAS students placed at the college level in all three placement tests and another 26.1% placed below college level in all three tests.
  - 28.4% placed below college level in only math, less than 1% placed below college level in only English, and 3.4% placed below college level in reading only.
  - 71% of AAS students placed below college level in math, 37.2% placed below college level in English, and 39.2% placed below college level in reading.
- Around 26% of CRT students placed at the college level in all three placement tests while 22.1% placed below college level in all three tests.
  - 31.1% placed below college level in math only, and less than 1% placed below college level in English only and 1.6% in reading only.
  - 70.5% of CRT students placed below college level in math, 33.6% placed below college level in English, and 32% placed below college level in reading.

**Table 2: Developmental Education Enrollment for All Students<sup>1</sup>**

- Of the 326 students who placed below college level in the reading assessment test 5% (15) placed into Reading 007, 28% (92) placed into Reading 009, and 67% (219) placed into Reading 050.
  - 80% of the students placing into Reading 007 enrolled in the class.
  - 75% of the students placing into Reading 009 enrolled in the class.
  - 77.6% of the students placing into Reading 050 enrolled in the class.
- Of the 602 students who placed below college level in the math assessment tests, 9% (54) placed into the Math 001, 71% (429) placed into Math 005, and 20% (119) placed into Math 006.
  - 0% of the students placing into Math 001 enrolled in the class.
  - 36.4% of the students placing into Math 005 enrolled in the class.
  - 29.4% of the students placing into Math 006 enrolled in the class.
- Of the 332 students who placed below college level in the English assessment test, 20% placed into English 005 and 35% of these students enrolled in English 005. 80% of these students placed into English 007 and 49.6% of them enrolled in the class.

**Table 2B: Developmental Education Enrollment for Transfer Students**

- Of the 148 students who placed below college level in the reading assessment test 3% (5) placed into Reading 007, 33% (49) placed into Reading 009, and 63.5% (94) placed into Reading 050.
  - 80% of the students placing into Reading 007 enrolled in the class.
  - 65.3% of the students placing into Reading 009 enrolled in the class.
  - 71.3% of students placing into Reading 050 enrolled in the class.
- Of the 298 students who placed below college level in the math assessment tests 7.7% (23) placed into the Math 001, 72.4% (216) placed into Math 005, and 19.8% (59) placed into Math 006.
  - 0% of the students placing into Math 001 enrolled in the class.
  - 27.8% of the students placing into Math 005 enrolled in the class.
  - 25.4% of students placing into Math 006 enrolled in the class.

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<sup>1</sup> 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 159 students who placed below college level in the English assessment test 23.2% (37) placed into the English 005, and 27% of them enrolled in the class. 76.7% (122) of them placed into English 007 and 41% of them enrolled in the class.

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

- 68.9% of students taking a developmental reading course passed with a C or better. 21.9% completed a developmental reading course with a D or F, and 9.2% of the students enrolling in developmental reading courses withdrew from the courses.
- Around 77.7% of students in a developmental math course passed with a C or better. 10.5% of these students received a D or F in developmental math and 11.8% withdrew from developmental math.
- 71.6% of students in developmental English courses passed with a C or better while 12.3% received a D or F. 16.1% of students withdrew from developmental English.

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

- 69.9% of transfer students taking a developmental reading course passed with a C or better. 19.4% completed a developmental reading course with a D or F, and 10.7% of the students enrolling in developmental reading courses withdrew from the courses.
- 76% of transfer students in a developmental math course passed with a C or better. 10.6% of these students received a D or F in developmental math and 13.3% withdrew from developmental math.
- 78.3% of students in developmental English courses passed with a C or better while 15% received a D or F. 21.7% of students withdrew from developmental English.

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

- Of the 733 students who assessed into one or more developmental class in fall 2014, 80.6% were still enrolled in spring 2015. By fall 2015 54.2% of students were successful (enrolled and/or graduated). By spring 2017, 34% had graduated and 47.3% 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 (57% compared to 34%) and/or still enrolled (63% compared to 47.3%) than students who had assessed into one or more developmental courses by spring 2017.

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

**AA Degree Students**

- Of the 231 AA degree students who took an assessment test prior to starting courses at Lake Land College, 71.9% were still enrolled in spring 2015, 50.2% in fall 2015 and 16% in spring 2017. 46.8% had graduated by spring 2017 and 55.8% had either graduated or were still enrolled by spring 2017.
- A higher proportion of AA degree students who placed at the college level in all the assessment tests were graduated and/or still enrolled (67.6% compared to 50.6%) than students who had assessed into one or more developmental courses by spring 2017.
- Of the AA students who placed at the college level in all three areas, 77.5% were still enrolled in spring 2015, 60.6% in fall 2015, and 67.6% were still enrolled or graduated by spring 2017.
- Of the AA students who placed into all three developmental areas, 73.3% were still enrolled in spring 2015, 37.8% in fall 2015, and 40% were still enrolled or graduated by spring 2017.



- Of the AA students who placed into at least one developmental area, 62.9% were still enrolled in spring 2015, 47.1% were still enrolled by fall 2015, and 54.3% were still enrolled or graduated by spring 2017.
- Of the AA students who placed into at two developmental areas, 75.6% were still enrolled in spring 2015, 51.1% were still enrolled by fall 2015, and 55.6% were still enrolled or graduated by spring 2017.

#### **AES Degree Students**

- Of the 6 AES degree students who took an assessment test prior to starting courses at Lake Land College, 83.3% were still enrolled in spring 2015, 83.3% in fall 2015 and 33.3% were still enrolled and/or graduated by spring 2017.
- Two of the AES students placed at the college level in all three developmental areas while one placed into math and English, two into math only and one into reading only. Of the two students assessing into all three remedial areas, 100% were still enrolled in spring 2015, 100% in fall 2015, and 100% were still enrolled or graduated by spring 2017.

#### **AS Degree Students**

- Of the 289 AS degree students who took an assessment test prior to starting courses at Lake Land College, 79.2% were still enrolled in spring 2015, 68.5% in fall 2015 and 55% had either graduated or were still enrolled by spring 2017.
- A higher proportion of AS degree students who placed at the college level in all the assessment tests were graduated and/or still enrolled (64.7% compared to 49.5%) than students who had assessed into one or more developmental courses by spring 2017.
- Of the AS students who placed at the college level in all three areas, 81.2% were still enrolled in spring 2015, 60% in fall 2015, 64.7% were still enrolled or graduated by spring 2017.
- Of the AS students who placed into all three developmental areas, 85.4% were still enrolled in spring 2015, 89.6% in fall 2015, 29.2% were still enrolled or graduated by spring 2017.
- Of the AS students who placed into at least one developmental area, 75% were still enrolled in spring 2015, 69.4% were still enrolled by fall 2015, and 55.6% were still enrolled or graduated by spring 2017.
- Of the AS students who placed into at two developmental areas, 79.2% were still enrolled in spring 2015, 60.4% were still enrolled by fall 2015, and 56.3% were still enrolled or graduated by spring 2017.

#### **AAS Degree Students**

- Of the 352 AAS degree students who took an assessment test prior to starting courses at Lake Land College, 73.9% were still enrolled in spring 2015, 66.2% in fall 2015 and 22.7% in spring 2017. 34.7% had graduated by spring 2017 and 48.6% had either graduated or were still enrolled by spring 2017.
- A higher proportion of AAS degree students who placed at the college level in all the assessment tests were graduated and/or still enrolled (60.5% compared to 45%) than students who had assessed into one or more developmental courses by spring 2017.
- Of the AAS students who placed at the college level in all three areas, 80.2% were still enrolled in spring 2015, 75.3% in fall 2015, 60.5% were still enrolled or graduated by spring 2017.
- Of the AAS students who placed into all three developmental areas, 73.9% were still enrolled in spring 2015, 65.2% in fall 2015, and 35.9% were still enrolled or graduated by spring 2017.
- Of the AAS students who placed into at least one developmental area, 73.1% were still enrolled in spring 2015, 62.6% were still enrolled by fall 2015, and 46.1% were still enrolled or graduated by spring 2017.
- Of the AAS students who placed into at two developmental areas, 70.3% were still enrolled in spring 2015, 62.5% were still enrolled by fall 2015, and 56.3% were still enrolled or graduated by spring 2017.

## CRT Degree Students

- Of the 122 CRT degree students who took an assessment test prior to starting courses at Lake Land College, 50.8% were still enrolled in spring 2015, 28.7% in fall 2015 and 9.8% in spring 2017. 38.5% had graduated by spring 2017 and 43.4% had either graduated or were still enrolled by spring 2017.
- Of the CRT students who placed at the college level in all three areas, 46.9% were still enrolled in spring 2015, 25% in fall 2015, and 53.1% were still enrolled or graduated by spring 2017.
- Of the CRT students who placed into all three developmental areas, 48.1% were still enrolled in spring 2015, 33.3% in fall 2015, and 25.9% were still enrolled or graduated by spring 2017.
- Of the CRT students who placed into at least one developmental area, 53.7% were still enrolled in spring 2015, 29.3% were still enrolled by fall 2015, and 51.2% were still enrolled or graduated by spring 2017.
- Of the CRT students who placed into at two developmental areas, 54.5% were still enrolled in spring 2015, 27.3% were still enrolled by fall 2015, and 36.4% were still enrolled or graduated by spring 2017.

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

### Math

- Of the 22 students who enrolled in a college level math course after receiving an A in Math 006, 90.9% (20) completed their course and 9.1% withdrew. 90.9% of those that completed a college level math course received C or better.
- Of the 39 students who received a B in Math 006, 87.2% (34) completed a college level math course and 12.8% withdrew from the course. 84.6% of those that completed a college level course received a D or better and 76.9% passed with a C or better.
- Of the 23 students who passed Math 006 with a C, 87% (20) completed a college level math course and 13% (3) withdrew from the course. 69.6% of those that completed a college level course received a D or better and 56.5% with a C or better.

### English

- Of the 27 students who enrolled in English 120 after completing English 007, 88.9% (24) completed English 120 and 11.1% (3) withdrew from the course. Of the 24 that completed English 120, 81.5% received a C or better.
- Of the four students who passed English 007 with an A, 100% completed English 120 and received a C or better.
- Of the 10 students who passed English 007 with a B, 90% completed English with a C or better.
- Of the 13 students who passed English 007 with a C, 10 of them completed English 120 and three withdrew from English 120. Of those that completed English 120, 81.5% (9) passed English 120 with a C or better.

### Reading

- Of the 89 of the students who enrolled in either Psychology 271 or Sociology 280 after completing Reading 050, 88.8% completed Psychology 271 or Sociology 280, and 11.2% withdrew from these courses. 83.1% (74) of the students who completed one of these courses received a D or better, and 79.8% (71) passed psychology or sociology with a C or better.
- Of the students who received an A in Reading 050, 36 of them enrolled in either a psychology or sociology class. All 36 of these students completed Psychology 271 or Sociology 280. 97.2% (35) of these students passed the course with a C or better.
- Of the students who received a B in Reading 050, 38 of them enrolled in either a psychology or sociology class and 89.5% (34) completed the course. Of these 38 students, 81.5% (31) passed with a D or better and 73.7% (28) received a C or better.
- Of the students who received a C Reading 050, 15 of them enrolled in either a psychology or sociology class. Of these 15 students, 60% (9) completed the course. Of these 15 students, 53.3% (8) received a C or better.

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

- 153 students passed the math assessment tests and enrolled in a college level math course. Of these students, 91.5% (140) completed their math course and 8.5% percent of the students (13) withdrew from college level math. Of the 153 students who enrolled in a college level math course, 97.9% (137) passed the course with a D or better and 92.9% (130) passed their math course with a C or better.
- 325 students passed the English assessment test and enrolled in English 120. Of these students, 91.4% (297) completed English 120 and 8.6% (28) withdrew from English 120. Of the 325 students who completed English 120, 94.3% (280) passed English 120 with a C or better.
- 458 students passed the reading assessment test and enrolled in either psychology 271 or sociology 280. Of these students, 92.8% (425) completed the course and 7.2% (33) withdrew. Of the 458 students who completed the psychology or sociology course, 97.2% (413) passed the course with a D or better and 93.2% (425) 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**

- Nineteen of the students who assessed into Math 005 took the developmental math series of 005 and 006. Of these 19 students, 11 followed these courses with a college level math course. Ten (90.9%) of these 11 students completed the college level math course in which they enrolled. Of the 10 students completing a college level math course, 100% (10) received a D or better and 90% (9) passed with a C or better.

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

- Of the 687 students in the fall 2014 cohort that assessed into developmental math, 36.5% were AAS students, 27.7% were AS students, and 22.1% were AA students, and 12.7% were certificate students.
- Of the 334 students assessing into developmental English, 39.2% were AAS students, 25.4% were AS students, 21.6% were AA students, and 12.3% were certificate students.
- Of the 326 student assessing into developmental reading, 42.3% were AAS students, 22.7% were AS students, 21.8% were AA students, and 12% were certificate students.

<b>Table 1A: Assessment and ACT Testing Results for ALL First Time Degree Seeking in Fall 2013 Cohort</b>								
<b>Placed into the Math, Reading, and/or English Developmental Courses (DC)</b>	<b>Fall 2014</b>							
	<b>n=1,003 took Assessment Tests</b>							
	<b>CPT/CMP Only</b>		<b>ACT Only</b>		<b>Multiple Tests</b>		<b>Total</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Total Students	257	25.6%	289	28.8%	457	45.6%	1,003	100.0%
Placed at College Level	25	9.7%	127	43.9%	118	25.8%	270	26.9%
Placed into Three DCs	76	29.6%	47	16.3%	92	20.1%	215	21.4%
Placed into Math & English	31	12.1%	11	3.8%	53	11.6%	95	9.5%
Placed into Math & Reading	17	6.6%	16	5.5%	40	8.8%	73	7.3%
Placed into English & Reading	4	1.6%	4	1.4%	5	1.1%	13	1.3%
Total Placed into Two DCs	52	20.2%	31	10.7%	98	21.4%	181	18.0%
Math Only	94	36.6%	73	25.3%	134	29.3%	301	30.0%
English Only	3	1.2%	3	1.0%	5	1.1%	11	1.1%
Reading Only	7	2.7%	8	2.8%	10	2.2%	25	2.5%
Total Placed into One DC	104	40.5%	84	29.1%	149	32.6%	337	33.6%
Total Math	218	84.8%	147	50.9%	319	69.8%	684	68.2%
Total English	114	44.4%	65	22.5%	155	33.9%	334	33.3%
Total Reading	104	40.5%	75	26.0%	147	32.2%	326	32.5%

<b>Table 1B: Assessment and ACT Testing Results for First Time AA, AES, and AS Degree Seeking Students in Fall 2013 Cohort</b>								
<b>Placed into the Following Developmental Courses: Failed Listed Placement Tests</b>	<b>Fall 2014</b>							
	<b>n=526 took Assessment Tests</b>							
	<b>CPT/CMP Only</b>		<b>ACT Only</b>		<b>Multiple Tests</b>		<b>Total</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Total Students	130	24.7%	162	30.8%	234	44.5%	526	100.0%
Placed at College Level	12	9.2%	80	49.4%	64	27.4%	156	29.7%
Placed into Three DCs	33	25.4%	24	14.8%	38	16.2%	95	18.1%
Placed into Math & English	18	13.8%	5	3.1%	29	12.4%	52	9.9%
Placed into Math & Reading	9	6.9%	6	3.7%	21	9.0%	36	6.8%
Placed into English & Reading	1	0.8%	3	1.9%	2	0.9%	6	1.1%
Total Placed into Two DCs	28	21.5%	14	8.6%	52	22.2%	94	17.9%
Math Only	52	40.0%	38	23.5%	73	31.2%	163	31.0%
English Only	3	2.3%	1	0.6%	3	1.3%	7	1.3%
Reading Only	2	1.5%	5	3.1%	4	1.7%	11	2.1%
Total Placed into One DC	57	43.8%	44	27.2%	80	34.2%	181	34.4%
Total Math	112	86.2%	73	45.1%	161	68.8%	346	65.8%
Total English	55	42.3%	33	20.4%	72	30.8%	160	30.4%
Total Reading	45	34.6%	38	23.5%	65	27.8%	148	28.1%

**Table 1C: Assessment and ACT Testing Results for First Time Degree Seeking Students  
in Fall 2014 Cohort by Degree Type**

Placed into the Following Developmental Courses: Failed Listed Placement Tests	1,061=in Cohort							
	n=1,003 took Assessment Tests							
	CPT/CMP Only		ACT Only		Multiple Tests		Total by Degree	
	#	%	#	%	#	%	#	%
<b>Transfer Students</b>								
<b>AA Degree Students</b>	<b>49</b>	<b>21.2%</b>	<b>58</b>	<b>25.1%</b>	<b>124</b>	<b>53.7%</b>	<b>231</b>	<b>100.0%</b>
Placed at College Level	4	8.2%	33	56.9%	34	27.4%	71	30.7%
Placed into Three DCs	13	26.5%	9	15.5%	23	18.5%	45	19.5%
Placed into Math & English	6	12.2%	2	3.4%	15	12.1%	23	10.0%
Placed into Math & Reading	3	6.1%	1	1.7%	16	12.9%	20	8.7%
Placed into English & Reading	1	2.0%	1	1.7%	0	0.0%	2	0.9%
Total Placed into Two DCs	10	20.4%	4	6.9%	31	25.0%	45	19.5%
Math Only	20	40.8%	12	20.7%	32	25.8%	64	27.7%
English Only	1	2.0%	0	0.0%	1	0.8%	2	0.9%
Reading Only	1	2.0%	0	0.0%	3	2.4%	4	1.7%
Total Placed into One DC	22	44.9%	12	20.7%	36	29.0%	70	30.3%
Total Math	42	85.7%	24	41.4%	86	69.4%	152	65.8%
Total English	21	42.9%	12	20.7%	39	31.5%	72	31.2%
Total Reading	18	36.7%	11	19.0%	42	33.9%	71	30.7%
<b>AES Degree Students</b>	<b>3</b>	<b>50.0%</b>	<b>2</b>	<b>33.3%</b>	<b>1</b>	<b>16.7%</b>	<b>6</b>	<b>100.0%</b>
Placed at College Level	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Placed into Three DCs	2	0.0%	0	0.0%	0	0.0%	2	33.3%
Placed into Math & English	1	0.0%	0	0.0%	0	0.0%	1	16.7%
Placed into Math & Reading	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Placed into English & Reading	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total Placed into Two DCs	1	0.0%	0	0.0%	0	0.0%	1	16.7%
Math Only	0	0.0%	1	0.0%	1	100.0%	2	33.3%
English Only	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Reading Only	0	0.0%	1	0.0%	0	0.0%	1	16.7%
Total Placed into One DC	0	0.0%	2	0.0%	1	100.0%	3	50.0%
Total Math	3	0.0%	1	0.0%	1	100.0%	5	83.3%
Total English	3	0.0%	0	0.0%	0	0.0%	3	50.0%
Total Reading	2	0.0%	1	0.0%	0	0.0%	3	50.0%
<b>AS Degree Students</b>	<b>78</b>	<b>27.0%</b>	<b>102</b>	<b>35.3%</b>	<b>109</b>	<b>37.7%</b>	<b>289</b>	<b>100.0%</b>
Placed at College Level	8	10.3%	47	46.1%	30	27.5%	85	29.4%
Placed into Three DCs	18	23.1%	15	14.7%	15	13.8%	48	16.6%
Placed into Math & English	11	14.1%	3	2.9%	14	12.8%	28	9.7%
Placed into Math & Reading	6	7.7%	5	4.9%	5	4.6%	16	5.5%
Placed into English & Reading	0	0.0%	2	2.0%	2	1.8%	4	1.4%
Total Placed into Two DCs	17	21.8%	10	9.8%	21	19.3%	48	16.6%
Math Only	32	41.0%	25	24.5%	40	36.7%	97	33.6%
English Only	2	2.6%	1	1.0%	2	1.8%	5	1.7%
Reading Only	1	1.3%	4	3.9%	1	0.9%	6	2.1%
Total Placed into One DC	35	44.9%	30	29.4%	43	39.4%	108	37.4%
Total Math	67	85.9%	48	47.1%	74	67.9%	189	65.4%
Total English	31	39.7%	21	20.6%	33	30.3%	85	29.4%
Total Reading	25	32.1%	26	25.5%	23	21.1%	74	25.6%

Career Students								
<b>AAS Degree Students</b>	<b>103</b>	<b>29.3%</b>	<b>97</b>	<b>27.6%</b>	<b>152</b>	<b>43.2%</b>	<b>352</b>	<b>100.0%</b>
Placed at College Level	12	11.7%	35	36.1%	34	22.4%	81	23.0%
Placed into Three DCs	33	32.0%	20	20.6%	39	25.7%	92	26.1%
Placed into Math & English	9	8.7%	6	6.2%	15	9.9%	30	8.5%
Placed into Math & Reading	7	6.8%	8	8.2%	13	8.6%	28	8.0%
Placed into English & Reading	2	1.9%	1	1.0%	3	2.0%	6	1.7%
Total Placed into Two DCs	18	17.5%	15	15.5%	31	20.4%	64	18.2%
Math Only	36	35.0%	23	23.7%	41	27.0%	100	28.4%
English Only	0	0.0%	1	1.0%	2	1.3%	3	0.9%
Reading Only	4	3.9%	3	3.1%	5	3.3%	12	3.4%
Total Placed into One DC	40	38.8%	27	27.8%	48	31.6%	115	32.7%
Total Math	85	82.5%	57	58.8%	108	71.1%	250	71.0%
Total English	44	42.7%	28	28.9%	59	38.8%	131	37.2%
Total Reading	46	44.7%	32	33.0%	60	39.5%	138	39.2%
<b>CRT Degree Students</b>	<b>22</b>	<b>18.0%</b>	<b>29</b>	<b>23.8%</b>	<b>71</b>	<b>58.2%</b>	<b>122</b>	<b>100.0%</b>
Placed at College Level	1	4.5%	11	37.9%	20	28.2%	32	26.2%
Placed into Three DCs	9	40.9%	3	10.3%	15	21.1%	27	22.1%
Placed into Math & English	3	13.6%	0	0.0%	9	12.7%	12	9.8%
Placed into Math & Reading	1	4.5%	2	6.9%	6	8.5%	9	7.4%
Placed into English & Reading	1	4.5%	0	0.0%	0	0.0%	1	0.8%
Total Placed into Two DCs	5	22.7%	2	6.9%	15	21.1%	22	18.0%
Math Only	6	27.3%	12	41.4%	20	28.2%	38	31.1%
English Only	0	0.0%	1	3.4%	0	0.0%	1	0.8%
Reading Only	1	4.5%	0	0.0%	1	1.4%	2	1.6%
Total Placed into One DC	7	31.8%	13	44.8%	21	29.6%	41	33.6%
Total Math	19	86.4%	17	58.6%	50	70.4%	86	70.5%
Total English	13	59.1%	4	13.8%	24	33.8%	41	33.6%
Total Reading	12	54.5%	5	17.2%	22	31.0%	39	32.0%

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

Fall 2014 Cohort																	
Course	# Placed at Each Level	Summer/Fall 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016		Summer 2016		Total Enrolled		Total Did Not Enroll	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Reading</b>																	
007	15	8	53.3%	3	20.0%	0	0.0%	1	6.7%	0	0.0%	0	0.0%	12	80.0%	3	20.0%
009	92	54	58.7%	11	12.0%	0	0.0%	1	1.1%	3	3.3%	0	0.0%	69	75.0%	23	25.0%
050	219	132	60.3%	24	11.0%	3	1.4%	8	3.7%	2	0.9%	1	0.5%	170	77.6%	49	22.4%
<b>Total Reading</b>	<b>326</b>	<b>194</b>	<b>59.5%</b>	<b>38</b>	<b>11.7%</b>	<b>3</b>	<b>0.9%</b>	<b>10</b>	<b>3.1%</b>	<b>5</b>	<b>1.5%</b>	<b>1</b>	<b>0.3%</b>	<b>251</b>	<b>77.0%</b>	<b>75</b>	<b>23.0%</b>
<b>Math</b>																	
001	54	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	54	100.0%
005	429	108	25.2%	32	7.5%	1	0.2%	8	1.9%	7	1.6%	0	0.0%	156	36.4%	273	63.6%
006	119	25	21.0%	6	5.0%	0	0.0%	3	2.5%	1	0.8%	0	0.0%	35	29.4%	84	70.6%
<b>Total Math</b>	<b>602</b>	<b>133</b>	<b>22.1%</b>	<b>38</b>	<b>6.3%</b>	<b>1</b>	<b>0.2%</b>	<b>11</b>	<b>1.8%</b>	<b>8</b>	<b>1.3%</b>	<b>0</b>	<b>0.0%</b>	<b>191</b>	<b>31.7%</b>	<b>411</b>	<b>68.3%</b>
<b>English</b>																	
005	68	18	26.5%	4	5.9%	0	0.0%	0	0.0%	1	0.0%	1	0.0%	24	35.3%	44	64.7%
007	264	89	33.7%	25	9.5%	3	0.0%	10	3.8%	4	1.5%	0	0.0%	131	49.6%	133	50.4%
<b>Total English</b>	<b>332</b>	<b>107</b>	<b>32.2%</b>	<b>29</b>	<b>8.7%</b>	<b>3</b>	<b>0.9%</b>	<b>10</b>	<b>3.0%</b>	<b>5</b>	<b>1.5%</b>	<b>1</b>	<b>0.3%</b>	<b>155</b>	<b>46.7%</b>	<b>177</b>	<b>53.3%</b>

**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 2014		Spring 2015		Summer 2015		Fall 2015		Spring 2016		Summer 2016		Total Enrolled		Total Did Not Enroll	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Reading</b>																	
007	5	2	40.0%	2	40.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	80.0%	1	20.0%
009	49	23	46.9%	5	10.2%	0	0.0%	1	2.0%	3	6.1%	0	0.0%	32	65.3%	17	34.7%
050	94	55	58.5%	7	7.4%	0	0.0%	4	4.3%	1	1.1%	0	0.0%	67	71.3%	27	28.7%
<b>Total Reading</b>	<b>148</b>	<b>80</b>	<b>54.1%</b>	<b>14</b>	<b>9.5%</b>	<b>0</b>	<b>0.0%</b>	<b>5</b>	<b>3.4%</b>	<b>4</b>	<b>2.7%</b>	<b>0</b>	<b>0.0%</b>	<b>103</b>	<b>69.6%</b>	<b>45</b>	<b>30.4%</b>
<b>Math</b>																	
001	23	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	23	100.0%
005	216	39	18.1%	12	5.6%	1	0.5%	6	2.8%	2	0.9%	0	0.0%	60	27.8%	156	72.2%
006	59	12	20.3%	1	1.7%	0	0.0%	1	1.7%	1	1.7%	0	0.0%	15	25.4%	44	74.6%
<b>Total Math</b>	<b>298</b>	<b>51</b>	<b>17.1%</b>	<b>13</b>	<b>4.4%</b>	<b>1</b>	<b>0.3%</b>	<b>7</b>	<b>2.3%</b>	<b>3</b>	<b>1.0%</b>	<b>0</b>	<b>0.0%</b>	<b>75</b>	<b>25.2%</b>	<b>200</b>	<b>67.1%</b>
<b>English</b>																	
005	37	8	21.6%	0	0.0%	0	0.0%	0	0.0%	1	0.0%	1	0.0%	10	27.0%	27	73.0%
007	122	33	27.0%	7	5.7%	1	0.0%	7	0.0%	2	1.6%	0	0.0%	50	41.0%	72	59.0%
<b>Total English</b>	<b>159</b>	<b>41</b>	<b>25.8%</b>	<b>7</b>	<b>4.4%</b>	<b>1</b>	<b>0.6%</b>	<b>7</b>	<b>4.4%</b>	<b>3</b>	<b>1.9%</b>	<b>1</b>	<b>0.6%</b>	<b>60</b>	<b>37.7%</b>	<b>99</b>	<b>62.3%</b>

**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 <sup>1</sup>		B		C		D		F		W		Completed		Passed C or Better		Passed D or Better	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Reading</b>																					
007	15	12	80.0%	2	16.7%	1	8.3%	4	33.3%	1	8.3%	1	8.3%	3	25.0%	9	75.0%	7	58.3%	8	66.7%
009	92	69	75.0%	18	26.1%	15	21.7%	15	21.7%	1	1.4%	15	21.7%	5	7.2%	64	92.8%	48	69.6%	49	71.0%
050	219	170	77.6%	45	26.5%	46	27.1%	27	15.9%	8	4.7%	29	17.1%	15	8.8%	155	91.2%	118	69.4%	126	74.1%
<b>Total Reading</b>	<b>326</b>	<b>251</b>	<b>77.0%</b>	<b>65</b>	<b>25.9%</b>	<b>62</b>	<b>24.7%</b>	<b>46</b>	<b>18.3%</b>	<b>10</b>	<b>4.0%</b>	<b>45</b>	<b>17.9%</b>	<b>23</b>	<b>9.2%</b>	<b>228</b>	<b>90.8%</b>	<b>173</b>	<b>68.9%</b>	<b>183</b>	<b>72.9%</b>
<b>Math</b>																					
001	54	20	37.0%	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	429	156	36.4%	44	28.2%	33	21.2%	45	28.8%	5	3.2%	11	7.1%	18	11.5%	138	88.5%	122	78.2%	127	81.4%
006	119	35	29.4%	4	11.4%	12	34.3%	12	34.3%	0	0.0%	2	5.7%	5	14.3%	30	85.7%	28	80.0%	28	80.0%
<b>Total Math</b>	<b>602</b>	<b>211</b>	<b>35.0%</b>	<b>49</b>	<b>23.2%</b>	<b>52</b>	<b>24.6%</b>	<b>63</b>	<b>29.9%</b>	<b>9</b>	<b>4.3%</b>	<b>13</b>	<b>6.2%</b>	<b>25</b>	<b>11.8%</b>	<b>186</b>	<b>88.2%</b>	<b>164</b>	<b>77.7%</b>	<b>173</b>	<b>82.0%</b>
<b>English</b>																					
005	68	24	35.3%	4	16.7%	8	33.3%	5	20.8%	0	0.0%	4	16.7%	3	12.5%	21	87.5%	17	70.8%	17	70.8%
007	264	131	49.6%	13	9.9%	43	32.8%	38	29.0%	2	1.5%	13	9.9%	22	16.8%	109	83.2%	94	71.8%	96	73.3%
<b>Total</b>	<b>332</b>	<b>155</b>	<b>46.7%</b>	<b>17</b>	<b>11.0%</b>	<b>51</b>	<b>32.9%</b>	<b>43</b>	<b>27.7%</b>	<b>2</b>	<b>1.3%</b>	<b>17</b>	<b>11.0%</b>	<b>25</b>	<b>16.1%</b>	<b>130</b>	<b>83.9%</b>	<b>111</b>	<b>71.6%</b>	<b>113</b>	<b>72.9%</b>

<sup>1</sup>Tutorial 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 <sup>1</sup>		B		C		D		F		W		Completed		Passed C or Better		Passed D or Better	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Reading</b>																					
007	5	4	80.0%	0	0.0%	0	0.0%	1	25.0%	0	0.0%	1	25.0%	2	50.0%	2	50.0%	1	25.0%	1	25.0%
009	49	32	65.3%	6	18.8%	7	21.9%	8	25.0%	0	0.0%	6	18.8%	5	15.6%	27	84.4%	21	65.6%	21	65.6%
050	94	67	71.3%	24	35.8%	17	25.4%	9	13.4%	3	4.5%	10	14.9%	4	6.0%	63	94.0%	50	74.6%	53	79.1%
<b>Total Reading</b>	<b>148</b>	<b>103</b>	<b>69.6%</b>	<b>30</b>	<b>29.1%</b>	<b>24</b>	<b>23.3%</b>	<b>18</b>	<b>17.5%</b>	<b>3</b>	<b>2.9%</b>	<b>17</b>	<b>16.5%</b>	<b>11</b>	<b>10.7%</b>	<b>92</b>	<b>89.3%</b>	<b>72</b>	<b>69.9%</b>	<b>75</b>	<b>72.8%</b>
<b>Math</b>																					
001	23	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
005	216	60	27.8%	16	26.7%	11	18.3%	19	31.7%	1	1.7%	6	10.0%	7	11.7%	53	88.3%	46	76.7%	47	78.3%
006	59	15	25.4%	3	20.0%	5	33.3%	3	20.0%	0	0.0%	1	6.7%	3	20.0%	12	80.0%	11	73.3%	11	73.3%
<b>Total Math</b>	<b>298</b>	<b>75</b>	<b>25.2%</b>	<b>19</b>	<b>25.3%</b>	<b>16</b>	<b>21.3%</b>	<b>22</b>	<b>29.3%</b>	<b>1</b>	<b>1.3%</b>	<b>7</b>	<b>9.3%</b>	<b>10</b>	<b>13.3%</b>	<b>65</b>	<b>86.7%</b>	<b>57</b>	<b>76.0%</b>	<b>58</b>	<b>77.3%</b>
<b>English</b>																					
005	37	10	27.0%	1	10.0%	2	20.0%	3	30.0%	0	0.0%	3	30.0%	1	10.0%	9	90.0%	6	60.0%	6	60.0%
007	122	50	41.0%	5	10.0%	14	28.0%	13	26.0%	2	4.0%	4	8.0%	12	24.0%	38	76.0%	32	64.0%	34	68.0%
<b>Total</b>	<b>159</b>	<b>60</b>	<b>37.7%</b>	<b>6</b>	<b>10.0%</b>	<b>16</b>	<b>26.7%</b>	<b>16</b>	<b>26.7%</b>	<b>2</b>	<b>3.3%</b>	<b>7</b>	<b>11.7%</b>	<b>13</b>	<b>21.7%</b>	<b>47</b>	<b>78.3%</b>	<b>38</b>	<b>63.3%</b>	<b>40</b>	<b>66.7%</b>

<sup>1</sup>Tutorial 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 2014 All Degree Seeking Students: Success Rates and Continued Enrollment Through Spring 2017															
Placed into the Following Developmental Courses	# FA14 Cohort	By Spring 15		Fall 15 (Year 2)						Spring 17 (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	1,003	803	80.1%	522	47	56.7%	29	59.6%	7.6%	114	71	18.4%	332	51.5%	40.2%
Placed at College Level	270	212	78.5%	146	12	58.5%	8	61.5%	7.4%	16	29	16.7%	125	63.0%	57.0%
Placed into Three DCs	215	188	87.4%	100	10	51.2%	6	54.0%	7.4%	25	7	14.9%	43	34.9%	23.3%
Placed into Math & English	95	78	82.1%	39	9	50.5%	3	53.7%	12.6%	17	5	23.2%	34	58.9%	41.1%
Placed into Math & Reading	73	61	83.6%	29	5	46.6%	0	46.6%	6.8%	10	8	24.7%	12	41.1%	27.4%
Placed into English & Reading	13	8	61.5%	8	0	61.5%	0	61.5%	0.0%	2	2	30.8%	7	84.6%	69.2%
Total Placed into Two DCs	181	147	81.2%	76	14	49.7%	3	51.4%	9.4%	29	15	24.3%	53	53.6%	37.6%
Math Only	301	231	76.7%	149	11	53.2%	12	57.1%	7.6%	39	15	17.9%	101	51.5%	38.5%
English Only	11	6	54.5%	5	0	45.5%	0	45.5%	0.0%	1	2	27.3%	3	54.5%	45.5%
Reading Only	25	19	76.0%	11	0	44.0%	0	44.0%	0.0%	4	3	28.0%	7	56.0%	40.0%
Total Placed into One DC	337	256	76.0%	165	11	52.2%	12	55.8%	6.8%	44	20	19.0%	111	51.9%	38.9%
Total Math	684	558	81.6%	317	35	51.5%	21	54.5%	8.2%	91	35	18.4%	190	46.2%	32.9%
Total English	334	280	83.8%	152	19	51.2%	9	53.9%	8.4%	45	16	18.3%	87	44.3%	30.8%
Total Reading	326	276	84.7%	148	15	50.0%	6	51.8%	6.4%	41	20	18.7%	69	39.9%	27.3%
Total Students Assessing into 1 or more Dev Courses	733	591	80.6%	341	35	51.3%	21	54.2%	7.6%	98	42	19.1%	207	47.3%	34.0%

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

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

Table 4B: Fall Student Cohort 2014 AA Degree Seeking Students: Success Rates and Continued Enrollment Through Spring 2017															
Placed into the Following Developmental Courses	# FA14 Cohort	By Spring 15		Fall 15 (Year 2)						Spring 17 (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	231	166	71.9%	103	13	50.2%	10	54.5%	10.0%	21	16	16.0%	92	55.8%	46.8%
Placed at College Level	71	55	77.5%	39	4	60.6%	2	63.4%	8.5%	4	6	14.1%	38	67.6%	62.0%
Placed into Three DCs	45	33	73.3%	15	2	37.8%	4	46.7%	13.3%	4	3	15.6%	11	40.0%	31.1%
Placed into Math & English	23	17	73.9%	9	2	47.8%	1	52.2%	13.0%	4	2	26.1%	9	65.2%	47.8%
Placed into Math & Reading	20	16	80.0%	10	1	55.0%	0	55.0%	5.0%	3	2	25.0%	4	45.0%	30.0%
Placed into English & Reading	2	1	50.0%	1	0	50.0%	0	50.0%	0.0%	0	1	50.0%	0	50.0%	50.0%
Total Placed into Two DCs	45	34	75.6%	20	3	51.1%	1	53.3%	8.9%	7	5	26.7%	13	55.6%	40.0%
Math Only	64	40	62.5%	28	4	50.0%	3	54.7%	10.9%	6	1	10.9%	27	53.1%	43.8%
English Only	2	1	50.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%
Reading Only	4	3	75.0%	1	0	25.0%	0	25.0%	0.0%	0	1	25.0%	3	100.0%	100.0%
Total Placed into One DC	70	44	62.9%	29	4	47.1%	3	51.4%	10.0%	6	2	11.4%	30	54.3%	45.7%
Total Math	152	106	69.7%	62	9	46.7%	8	52.0%	11.2%	17	8	16.4%	51	50.0%	38.8%
Total English	72	52	72.2%	25	4	40.3%	5	47.2%	12.5%	8	6	19.4%	20	47.2%	36.1%
Total Reading	71	53	74.6%	27	3	42.3%	4	47.9%	9.9%	7	7	19.7%	18	45.1%	35.2%
Total Students Assessing into 1 or more Dev Courses	160	111	69.4%	64	9	45.6%	8	50.6%	10.6%	17	10	16.9%	54	50.6%	40.0%

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

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

Table 4C: Fall Student Cohort 2014 AES Degree Seeking Students: Success Rates and Continued Enrollment Through Spring 2017															
Placed into the Following Developmental Courses	# FA14 Cohort	By Spring 15		Fall 15 (Year 2)						Spring 17 (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	5	83.3%	4	1	83.3%	0	83.3%	16.7%	1	0	16.7%	1	33.3%	16.7%
Placed at College Level	0	0	0.0%	0	0	0.0%	0	0.0%	0.0%	0	0	0.0%	0	0.0%	0.0%
Placed into Three DCs	2	2	100.0%	1	1	100.0%	0	0.0%	0.0%	1	0	50.0%	1	100.0%	0.0%
Placed into Math & English	1	1	100.0%	1	0	100.0%	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	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 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	2	1	50.0%	1	0	50.0%	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%	0	0	0.0%	0	0.0%	0.0%
Total Placed into One DC	3	2	66.7%	2	0	66.7%	0	66.7%	0.0%	0	0	0.0%	0	0.0%	0.0%
Total Math	5	4	80.0%	3	1	80.0%	0	0.0%	0.0%	1	0	20.0%	0	20.0%	0.0%
Total English	3	3	100.0%	2	1	100.0%	0	0.0%	0.0%	1	0	33.3%	1	66.7%	0.0%
Total Reading	3	3	100.0%	2	1	100.0%	0	0.0%	0.0%	1	0	33.3%	1	66.7%	0.0%
Total Students Assessing into 1 or more Dev Courses	6	5	83.3%	4	1	83.3%	0	83.3%	16.7%	1	0	16.7%	1	33.3%	16.7%

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 fall cohort. The number enrolled in spring was calculated by subtracting number of enrolled grads in category from total number enrolled for that category.

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

Table 4D: Fall Student Cohort 2014 AS Degree Seeking Students: Success Rates and Continued Enrollment Through Spring 2017															
Placed into the Following Developmental Courses	# FA14 Cohort	By Spring 15		Fall 15 (Year 2)						Spring 17 (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	289	229	79.2%	179	19	68.5%	9	71.6%	9.7%	35	18	18.3%	106	55.0%	42.9%
Placed at College Level	85	69	81.2%	47	4	60.0%	5	65.9%	10.6%	6	8	16.5%	41	64.7%	57.6%
Placed into Three DCs	48	41	85.4%	38	5	89.6%	1	91.7%	12.5%	4	1	10.4%	9	29.2%	20.8%
Placed into Math & English	28	22	78.6%	11	4	53.6%	0	53.6%	14.3%	5	0	17.9%	10	53.6%	35.7%
Placed into Math & Reading	16	13	81.3%	10	2	75.0%	0	75.0%	12.5%	3	2	31.3%	3	50.0%	31.3%
Placed into English & Reading	4	3	75.0%	2	0	50.0%	0	50.0%	0.0%	0	1	25.0%	3	100.0%	100.0%
Total Placed into Two DCs	48	38	79.2%	23	6	60.4%	0	60.4%	12.5%	8	3	22.9%	16	56.3%	39.6%
Math Only	97	72	74.2%	62	4	68.0%	3	71.1%	7.2%	15	1	16.5%	37	54.6%	39.2%
English Only	5	4	80.0%	3	0	60.0%	0	60.0%	0.0%	0	1	20.0%	3	80.0%	80.0%
Reading Only	6	5	83.3%	6	0	100.0%	0	100.0%	0.0%	2	1	50.0%	0	50.0%	16.7%
Total Placed into One DC	108	81	75.0%	71	4	69.4%	3	72.2%	6.5%	17	3	18.5%	40	55.6%	39.8%
Total Math	189	148	78.3%	121	15	72.0%	4	74.1%	10.1%	27	4	16.4%	59	47.6%	33.3%
Total English	85	70	82.4%	54	9	74.1%	1	75.3%	11.8%	9	3	14.1%	25	43.5%	32.9%
Total Reading	74	62	83.8%	56	7	85.1%	1	86.5%	10.8%	9	5	18.9%	15	39.2%	27.0%
Total Students Assessing into 1 or more Dev Courses	204	160	78.4%	132	15	72.1%	4	74.0%	9.3%	29	7	17.6%	65	49.5%	35.3%

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 fall cohort. The number enrolled in spring was calculated by subtracting number of enrolled grads in category from total number enrolled for that category.

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

**Table 4E: Fall Student Cohort 2014 AAS Degree Seeking Students: Success Rates and Continued Enrollment Through Spring 2017**

Placed into the Following Developmental Courses	# FA14 Cohort	By Spring 15		Fall 15 (Year 2)						Spring 17 (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	352	260	73.9%	221	12	66.2%	5	67.6%	4.8%	49	31	22.7%	91	48.6%	34.7%
Placed at College Level	81	65	80.2%	58	3	75.3%	0	75.3%	3.7%	6	12	22.2%	31	60.5%	53.1%
Placed into Three DCs	92	68	73.9%	58	2	65.2%	1	66.3%	3.3%	13	3	17.4%	17	35.9%	21.7%
Placed into Math & English	30	23	76.7%	19	2	70.0%	1	73.3%	10.0%	5	3	26.7%	11	63.3%	46.7%
Placed into Math & Reading	28	19	67.9%	13	2	53.6%	0	53.6%	7.1%	4	4	28.6%	4	42.9%	28.6%
Placed into English & Reading	6	3	0.0%	4	0	66.7%	0	66.7%	0.0%	1	0	16.7%	4	83.3%	66.7%
Total Placed into Two DCs	64	45	70.3%	36	4	62.5%	1	64.1%	7.8%	10	7	26.6%	19	56.3%	40.6%
Math Only	100	74	74.0%	63	3	66.0%	3	69.0%	6.0%	17	8	25.0%	20	45.0%	28.0%
English Only	3	1	33.3%	2	0	66.7%	0	66.7%	0.0%	1	0	33.3%	0	33.3%	0.0%
Reading Only	12	7	58.3%	4	0	33.3%	0	33.3%	0.0%	2	1	25.0%	4	58.3%	41.7%
Total Placed into One DC	115	82	71.3%	69	3	62.6%	3	65.2%	5.2%	20	9	25.2%	24	46.1%	28.7%
Total Math	250	184	73.6%	153	9	64.8%	5	66.8%	5.6%	39	18	22.8%	52	43.6%	28.0%
Total English	131	95	72.5%	83	4	66.4%	2	67.9%	4.6%	20	6	19.8%	32	44.3%	29.0%
Total Reading	138	97	70.3%	79	4	60.1%	1	60.9%	3.6%	20	8	20.3%	29	41.3%	26.8%
Total Students Assessing into 1 or more Dev Courses	271	195	72.0%	163	9	63.5%	5	65.3%	5.2%	43	19	22.9%	60	45.0%	29.2%

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

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

**Table 4F: Fall Student Cohort 2014 CRT Degree Seeking Students: Success Rates and Continued Enrollment Through Spring 2017**

Placed into the Following Developmental Courses	# FA14 Cohort	By Spring 15		Fall 15 (Year 2)						Spring 17 (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	62	50.8%	33	2	28.7%	5	32.8%	5.7%	6	6	9.8%	41	43.4%	38.5%
Placed at College Level	32	15	46.9%	7	1	25.0%	1	28.1%	6.3%	0	3	9.4%	14	53.1%	53.1%
Placed into Three DCs	27	13	48.1%	9	0	33.3%	0	33.3%	0.0%	2	0	7.4%	5	25.9%	18.5%
Placed into Math & English	12	7	58.3%	3	1	33.3%	1	41.7%	16.7%	2	0	16.7%	4	50.0%	33.3%
Placed into Math & Reading	9	4	44.4%	1	0	11.1%	0	11.1%	0.0%	0	0	0.0%	1	11.1%	11.1%
Placed into English & Reading	1	1	100.0%	1	0	100.0%	0	100.0%	0.0%	1	0	100.0%	0	100.0%	0.0%
Total Placed into Two DCs	22	12	54.5%	5	1	27.3%	1	31.8%	9.1%	3	0	13.6%	5	36.4%	22.7%
Math Only	38	21	55.3%	11	0	28.9%	3	36.8%	7.9%	1	1	5.3%	17	50.0%	47.4%
English Only	1	0	0.0%	0	0	0.0%	0	0.0%	0.0%	0	1	100.0%	0	100.0%	100.0%
Reading Only	2	1	50.0%	1	0	50.0%	0	50.0%	0.0%	0	1	50.0%	0	50.0%	0.0%
Total Placed into One DC	41	22	53.7%	12	0	29.3%	3	36.6%	7.3%	1	3	9.8%	17	51.2%	48.8%
Total Math	86	45	52.3%	24	1	29.1%	4	33.7%	5.8%	5	1	7.0%	27	38.4%	32.6%
Total English	41	21	51.2%	13	1	4.0%	1	36.6%	4.9%	5	1	14.6%	9	36.6%	24.4%
Total Reading	39	19	48.7%	12	0	30.8%	0	30.8%	0.0%	3	1	10.3%	6	25.6%	17.9%
Total Students Assessing into 1 or more Dev Courses	90	47	52.2%	26	1	30.0%	4	34.4%	5.6%	6	3	10.0%	27	40.0%	33.3%

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 fall cohort. The number enrolled in spring was calculated by subtracting number of enrolled grads in category from total number enrolled for that category.

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

Table 5 Math: Fall 2014 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		#	%	#	%
			#	%	#	%	#	%	#	%	#	%	#	%				
<b>Developmental Math 006 Course with an A</b>																		
116	6	5	3	50.0%	1	16.7%	1	16.7%	0	0.0%	0	0.0%	1	16.7%	5	83.3%	5	83.3%
118	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%
125	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%
130	14	13	3	21.4%	6	42.9%	4	28.6%	0	0.0%	0	0.0%	1	7.1%	13	92.9%	13	92.9%
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	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
<b>Total</b>	<b>22</b>	<b>20</b>	<b>7</b>	<b>31.8%</b>	<b>8</b>	<b>36.4%</b>	<b>5</b>	<b>22.7%</b>	<b>0</b>	<b>0.0%</b>	<b>0</b>	<b>0.0%</b>	<b>2</b>	<b>9.1%</b>	<b>20</b>	<b>90.9%</b>	<b>20</b>	<b>90.9%</b>
<b>Developmental Math 006 Course with a B</b>																		
116	14	13	8	57.1%	3	21.4%	1	7.1%	1	7.1%	0	0.0%	1	7.1%	12	85.7%	13	92.9%
118	2	2	0	0.0%	1	50.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%
125	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%
130	18	17	1	5.6%	4	22.2%	10	55.6%	1	5.6%	1	5.6%	1	5.6%	15	83.3%	16	88.9%
140	4	2	0	0.0%	0	0.0%	1	0.0%	1	0.0%	0	0.0%	2	0.0%	1	25.0%	2	50.0%
241	1	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
<b>Total</b>	<b>39</b>	<b>34</b>	<b>9</b>	<b>23.1%</b>	<b>8</b>	<b>20.5%</b>	<b>13</b>	<b>33.3%</b>	<b>3</b>	<b>7.7%</b>	<b>1</b>	<b>2.6%</b>	<b>5</b>	<b>12.8%</b>	<b>30</b>	<b>76.9%</b>	<b>33</b>	<b>84.6%</b>
<b>Developmental Math 006 Course with a C</b>																		
116	6	5	1	16.7%	1	16.7%	3	50.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%	5	83.3%
118	2	1	0	0.0%	0	0.0%	1	50.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%
125	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%
130	13	12	0	0.0%	1	7.7%	6	46.2%	2	15.4%	3	23.1%	1	7.7%	7	53.8%	9	69.2%
140	2	1	0	0.0%	0	0.0%	0	0.0%	1	0.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%
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%
<b>Total</b>	<b>23</b>	<b>19</b>	<b>1</b>	<b>4.3%</b>	<b>2</b>	<b>8.7%</b>	<b>10</b>	<b>43.5%</b>	<b>3</b>	<b>13.0%</b>	<b>3</b>	<b>13.0%</b>	<b>3</b>	<b>13.0%</b>	<b>13</b>	<b>56.5%</b>	<b>16</b>	<b>69.6%</b>
<b>Total Grade Distribution after Final Developmental Math Course</b>																		
116	26	23	12	46.2%	5	19.2%	5	19.2%	1	3.8%	0	0.0%	3	11.5%	22	84.6%	23	88.5%
118	5	4	0	0.0%	2	40.0%	2	40.0%	0	0.0%	0	0.0%	0	0.0%	4	80.0%	4	80.0%
125	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%
130	45	42	4	8.9%	11	24.4%	20	44.4%	3	6.7%	4	8.9%	3	6.7%	35	77.8%	38	84.4%
140	6	3	0	0.0%	0	0.0%	1	16.7%	2	33.3%	0	0.0%	3	50.0%	1	16.7%	3	50.0%
241	2	1	1	50.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%	1	50.0%	1	50.0%
<b>Grand Total</b>	<b>84</b>	<b>73</b>	<b>17</b>	<b>20.2%</b>	<b>18</b>	<b>21.4%</b>	<b>28</b>	<b>33.3%</b>	<b>6</b>	<b>7.1%</b>	<b>4</b>	<b>4.8%</b>	<b>10</b>	<b>11.9%</b>	<b>63</b>	<b>75.0%</b>	<b>69</b>	<b>82.1%</b>

Table 5 English: Fall 2014 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		#	%	#	%
			#	%	#	%	#	%	#	%	#	%	#	%				
<b>Developmental English 007 Course with an A</b>																		
120	4	4	0	0.0%	3	75.0%	1	0.0%	0	0.0%	0	0.0%	0	0.0%	4	100.0%	4	100.0%
<b>Developmental English 007 Course with an B</b>																		
120	10	10	3	30.0%	5	50.0%	1	10.0%	0	0.0%	1	10.0%	0	0.0%	9	90.0%	9	90.0%
<b>Developmental English 007 Course with an C</b>																		
120	13	10	0	0.0%	1	7.7%	8	61.5%	1	7.7%	0	0.0%	3	23.1%	9	69.2%	10	76.9%
<b>Total</b>	<b>27</b>	<b>24</b>	<b>3</b>	<b>11.1%</b>	<b>9</b>	<b>33.3%</b>	<b>10</b>	<b>37.0%</b>	<b>1</b>	<b>3.7%</b>	<b>1</b>	<b>3.7%</b>	<b>3</b>	<b>11.1%</b>	<b>22</b>	<b>81.5%</b>	<b>23</b>	<b>85.2%</b>

Table 5 Reading: Fall 2014 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		#	%	#	%
			#	%	#	%	#	%	#	%	#	%	#	%				
<b>Developmental Reading 050 with an A</b>																		
PSY 271	23	23	10	43.5%	8	34.8%	4	17.4%	0	0.0%	1	4.3%	0	0.0%	22	95.7%	22	95.7%
SOC 280	13	13	9	69.2%	1	7.7%	3	23.1%	0	0.0%	0	0.0%	0	0.0%	13	100.0%	13	100.0%
<b>Developmental Reading 050 with an B</b>																		
PSY 271	28	25	10	35.7%	5	17.9%	7	25.0%	3	10.7%	0	0.0%	3	10.7%	22	78.6%	25	89.3%
SOC 280	10	6	0	0.0%	5	50.0%	1	10.0%	0	0.0%	0	0.0%	1	10.0%	6	60.0%	6	60.0%
<b>Developmental Reading 050 with an C</b>																		
PSY 271	13	7	2	15.4%	3	23.1%	2	15.4%	0	0.0%	0	0.0%	6	46.2%	7	53.8%	7	53.8%
SOC 280	2	2	0	0.0%	1	50.0%	0	0.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%	1	50.0%
<b>Total PSY271</b>	<b>64</b>	<b>55</b>	<b>22</b>	<b>34.4%</b>	<b>16</b>	<b>25.0%</b>	<b>13</b>	<b>20.3%</b>	<b>3</b>	<b>4.7%</b>	<b>1</b>	<b>1.6%</b>	<b>9</b>	<b>14.1%</b>	<b>51</b>	<b>79.7%</b>	<b>54</b>	<b>84.4%</b>
<b>Total SOC280</b>	<b>25</b>	<b>21</b>	<b>9</b>	<b>36.0%</b>	<b>7</b>	<b>28.0%</b>	<b>4</b>	<b>16.0%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>4.0%</b>	<b>1</b>	<b>4.0%</b>	<b>20</b>	<b>80.0%</b>	<b>20</b>	<b>80.0%</b>
<b>Total</b>	<b>89</b>	<b>76</b>	<b>31</b>	<b>34.8%</b>	<b>23</b>	<b>25.8%</b>	<b>17</b>	<b>19.1%</b>	<b>3</b>	<b>3.4%</b>	<b>2</b>	<b>2.2%</b>	<b>10</b>	<b>11.2%</b>	<b>71</b>	<b>79.8%</b>	<b>74</b>	<b>83.1%</b>

**Table 6: Fall 2014 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		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
<b>Math</b>																				
116	24	11	45.8%	9	37.5%	0	0.0%	2	8.3%	0	0.0%	2	8.3%	22	91.7%	20	83.3%	22	91.7%	
118	8	2	25.0%	6	75.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	100.0%	8	100.0%	8	100.0%	
125	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%	
130	56	28	50.0%	15	26.8%	8	14.3%	2	3.6%	1	1.8%	2	3.6%	54	96.4%	51	91.1%	53	94.6%	
140	20	6	30.0%	4	20.0%	6	30.0%	2	10.0%	0	0.0%	2	10.0%	18	90.0%	16	80.0%	18	90.0%	
241	45	20	44.4%	11	24.4%	4	8.9%	1	2.2%	2	4.4%	7	15.6%	38	84.4%	35	77.8%	36	80.0%	
<b>Total</b>	<b>153</b>	<b>67</b>	<b>43.8%</b>	<b>45</b>	<b>29.4%</b>	<b>18</b>	<b>11.8%</b>	<b>7</b>	<b>4.6%</b>	<b>3</b>	<b>2.0%</b>	<b>13</b>	<b>8.5%</b>	<b>140</b>	<b>91.5%</b>	<b>130</b>	<b>92.9%</b>	<b>137</b>	<b>97.9%</b>	
<b>English</b>																				
120	325	95	29.2%	114	35.1%	71	21.8%	5	1.5%	12	3.7%	28	8.6%	297	91.4%	280	86.2%	285	87.7%	
<b>Total</b>	<b>325</b>	<b>95</b>	<b>29.2%</b>	<b>114</b>	<b>35.1%</b>	<b>71</b>	<b>21.8%</b>	<b>5</b>	<b>1.5%</b>	<b>12</b>	<b>3.7%</b>	<b>28</b>	<b>8.6%</b>	<b>297</b>	<b>91.4%</b>	<b>280</b>	<b>94.3%</b>	<b>285</b>	<b>96.0%</b>	
<b>Reading</b>																				
PSY271	377	160	42.4%	108	28.6%	54	14.3%	17	4.5%	10	2.7%	28	7.4%	349	92.6%	322	85.4%	339	89.9%	
SOC280	81	49	60.5%	15	18.5%	10	12.3%	0	0.0%	2	2.5%	5	6.2%	76	93.8%	74	91.4%	74	91.4%	
<b>Total</b>	<b>458</b>	<b>209</b>	<b>45.6%</b>	<b>123</b>	<b>26.9%</b>	<b>64</b>	<b>14.0%</b>	<b>17</b>	<b>3.7%</b>	<b>12</b>	<b>2.6%</b>	<b>33</b>	<b>7.2%</b>	<b>425</b>	<b>92.8%</b>	<b>396</b>	<b>93.2%</b>	<b>413</b>	<b>97.2%</b>	

**Table 7: Fall 2014 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		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
<b>Math</b>																				
005	19	10	52.6%	5	26.3%	4	21.1%	0	0.0%	0	0.0%	0	0.0%	19	100.0%	19	100.0%	19	100.0%	
006	19	2	10.5%	11	57.9%	6	31.6%	0	0.0%	0	0.0%	0	0.0%	19	100.0%	19	100.0%	19	100.0%	
<b>Math</b>																				
116	5	2	40.0%	2	40.0%	1	20.0%	0	0.0%	0	0.0%	0	0.0%	5	100.0%	5	100.0%	5	100.0%	
118	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%	
125	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%	
130	5	0	0.0%	2	40.0%	2	40.0%	1	20.0%	0	0.0%	0	0.0%	5	100.0%	4	80.0%	5	100.0%	
140	1	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	
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%	
<b>Total</b>	<b>11</b>	<b>2</b>	<b>18.2%</b>	<b>4</b>	<b>36.4%</b>	<b>3</b>	<b>27.3%</b>	<b>1</b>	<b>9.1%</b>	<b>0</b>	<b>0.0%</b>	<b>1</b>	<b>9.1%</b>	<b>10</b>	<b>90.9%</b>	<b>9</b>	<b>90.0%</b>	<b>10</b>	<b>100.0%</b>	

**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		Fall 2014 Cohort	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Total Student Cohort</b>	<b>988</b>		<b>1,111</b>		<b>1,005</b>		<b>1,068</b>		<b>1,221</b>		<b>1,368</b>		<b>1,203</b>		<b>1,261</b>		<b>1,132</b>		<b>1,003</b>	
<b>Developmental Math</b>																				
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%	152	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%	251	36.5%
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%	5	0.7%
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%	2	0.3%
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%	190	27.7%
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%	87	12.7%
<b>Total</b>	<b>779</b>		<b>894</b>		<b>797</b>		<b>816</b>		<b>931</b>		<b>1,043</b>		<b>923</b>		<b>912</b>		<b>813</b>		<b>687</b>	
<b>Developmental English</b>																				
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%	72	21.6%
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%	131	39.2%
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%	3	0.9%
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%	2	0.6%
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%	85	25.4%
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%	41	12.3%
<b>Total</b>	<b>202</b>		<b>209</b>		<b>176</b>		<b>208</b>		<b>211</b>		<b>241</b>		<b>411</b>		<b>445</b>		<b>388</b>		<b>334</b>	
<b>Developmental Reading</b>																				
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%	71	21.8%
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%	138	42.3%
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%	3	0.9%
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%	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%	74	22.7%
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%	39	12.0%
<b>Total</b>	<b>234</b>		<b>249</b>		<b>232</b>		<b>260</b>		<b>384</b>		<b>512</b>		<b>467</b>		<b>422</b>		<b>394</b>		<b>326</b>	