



ALAMO
COLLEGES
DISTRICT

Achieving the Dream Longitudinal Tracking Report

San Antonio College

Alamo Colleges District 5-Year Tracking
Fall 2011 - 2015 First-Time-In-College Cohorts
February 2017

SAN ANTONIO COLLEGE

DEMOGRAPHIC PROFILE & ACADEMIC CHARACTERISTICS

Student Characteristics at First Entry

San Antonio College measures student data in three ways: by campus section location, by campus section owner, and by unduplicated headcounts. Data measured by campus section location refers to reporting student metrics by the college where the student attends class while campus section owner refers to the college through which the student registered for class. The third method, measuring data by unduplicated headcount, is the method used to coalesce five college data sets into one set of metrics for the Alamo Colleges. This method allows for the measure of student outcomes across the five colleges without duplicating students who chose to attend classes at more than one location. This report for San Antonio College uses student data by campus section location (for progression and productive grade rates) and campus section owner (for persistence and graduation rates).

When discussing student characteristics that may vary over time (e.g., age, full-time/part-time, Pell status), students at San Antonio College were categorized based on their first semester status. Students remain in this category for subsequent years regardless of status change. Therefore, characteristics are as of first entry.

Fall First-Time-in-College (FTIC) Cohorts by Campus Section Owner

Fall first-time-in-college (FTIC) student cohorts are defined as any student who is first-time-in-college and credential-seeking. A credential seeking student has declared an intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to a declared intent as reported on the Texas Higher Education Coordinating Board (THECB) Student Report CBM001.

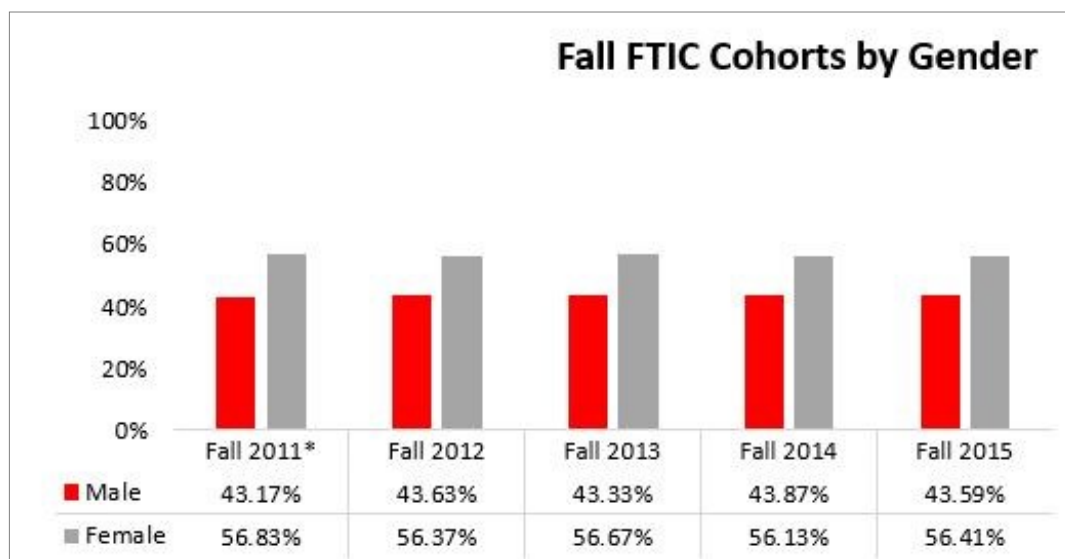
The total number of FTIC students enrolled at San Antonio College has declined over each cohort from Fall 2011 to Fall 2015. Overall, this number decreased by 1295 students from Fall 2011 to Fall 2015.

	Fall 2011* FTIC Cohort	Fall 2012 FTIC Cohort	Fall 2013 FTIC Cohort	Fall 2014 FTIC Cohort	Fall 2015 FTIC Cohort
Male	1,691	1,521	1,446	1,210	1,143
Female	2,226	1,965	1,891	1,548	1,479
Total FTIC	3,917	3,486	3,337	2,758	2,622

*See notes, next page

Gender

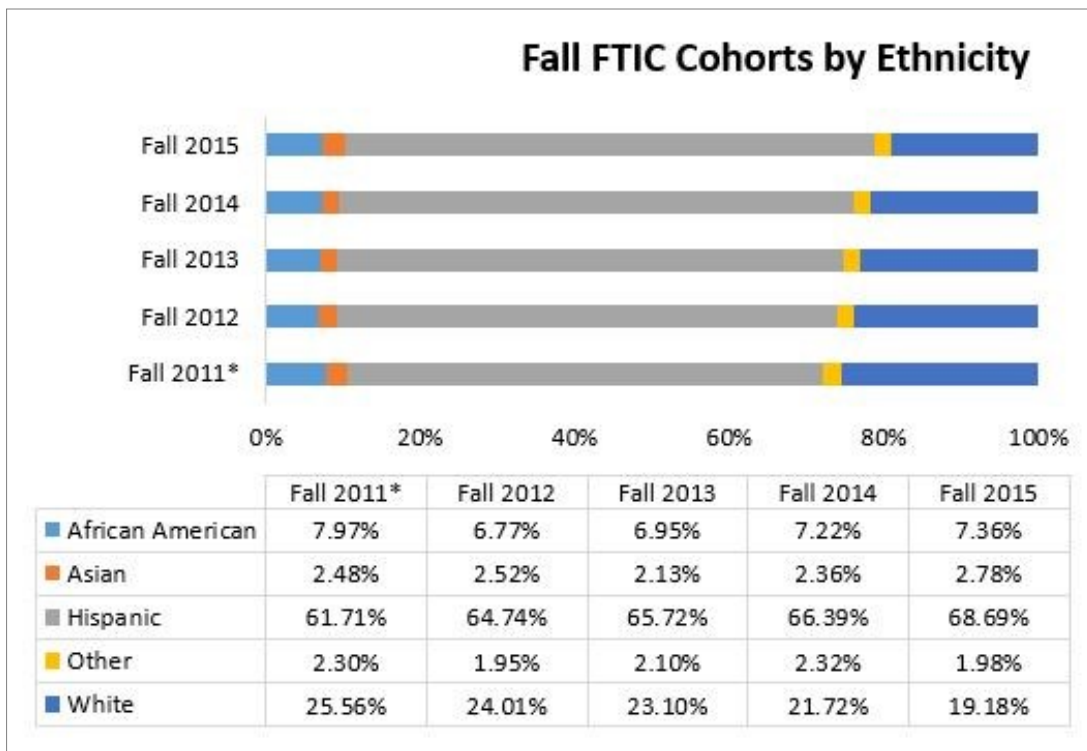
Female students constituted a higher proportion of the FTIC population than did male students in each cohort. The percent of female students across the cohorts ranged from 56%-57%. The percent of male students ranged from 43%-44%.



Ethnicity

The ethnic composition of African American and Asian students in each cohort remained relatively unchanged. The majority (62%-69%) of students in each cohort identified themselves as being Hispanic. The second most represented ethnic group was White (19%-26%). Less than 3% of students identified as being any other (Other) race or ethnicity.

	Fall 2011* FTIC Cohort	Fall 2012 FTIC Cohort	Fall 2013 FTIC Cohort	Fall 2014 FTIC Cohort	Fall 2015 FTIC Cohort
African American	312	236	232	199	193
Asian	97	88	71	65	73
Hispanic	2,417	2,257	2,193	1,831	1,801
Other	90	68	70	64	52
White	1,001	837	771	599	503
Total FTIC	3,917	3,486	3,337	2,758	2,622



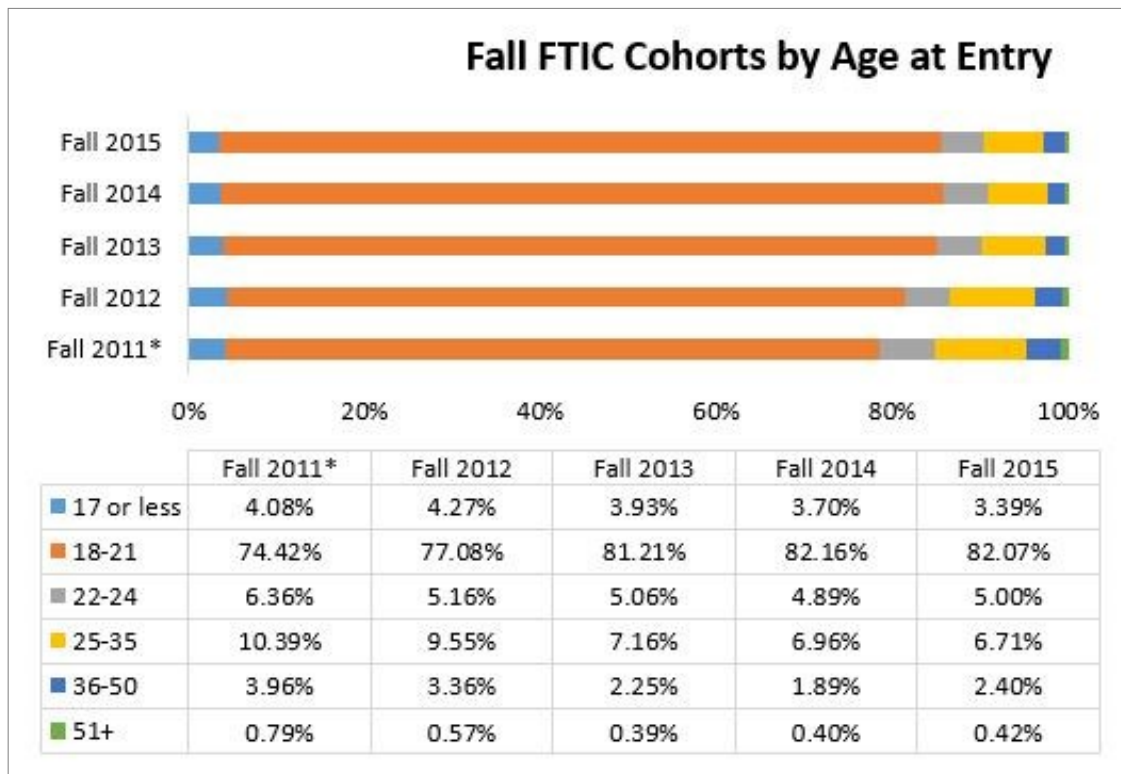
Notes:

- (1) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (2) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
- (3) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).
- (4) Source FTIC Demographics: ACIRES.CBM001

Age

The large majority (74%-82%) of FTIC students in each cohort were between 18-21 years old when they first enrolled at San Antonio College. The second most represented age group included 25-35 year olds (7%-10%). Students over the age of 51 had the lowest representation among the cohorts comprising less than 1% of FTIC students annually.

	Fall 2011* FTIC Cohort	Fall 2012 FTIC Cohort	Fall 2013 FTIC Cohort	Fall 2014 FTIC Cohort	Fall 2015 FTIC Cohort
17 or less	160	149	131	102	89
18-21	2,915	2,687	2,710	2,266	2,152
22-24	249	180	169	135	131
25-35	407	333	239	192	176
36-50	155	117	75	52	63
51+	31	20	13	11	11
Total FTIC	3,917	3,486	3,337	2,758	2,622



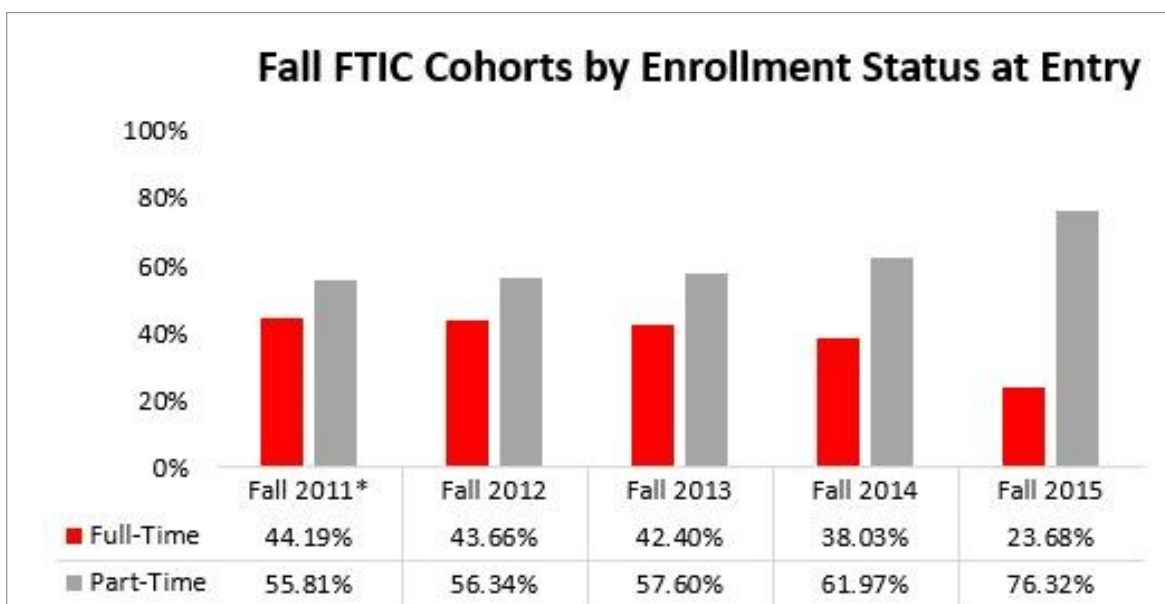
Notes:

- (1) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (2) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
- (3) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).
- (4) Age as reported at the Fall semester of the cohort year.
- (5) Source FTIC Demographics: ACIRES.CBM001

Enrollment Status

Across all FTIC cohorts, part-time students attended at higher rates than did full-time students. Full-time students were defined as those enrolled in 12 or more hours at census date. The percentage of part-time students increased each year from the Fall 2011 cohort to the Fall 2015 cohort. During this period part-time students represented more than half (56%-76%) of the Fall FTIC cohort population at San Antonio College.

	Fall 2011*	Fall 2012 FTIC Cohort	Fall 2013 FTIC Cohort	Fall 2014 FTIC Cohort	Fall 2015 FTIC Cohort
Full-Time	1,731	1,522	1,415	1,049	621
Part-Time	2,186	1,964	1,922	1,709	2,001
Total FTIC	3,917	3,486	3,337	2,758	2,622



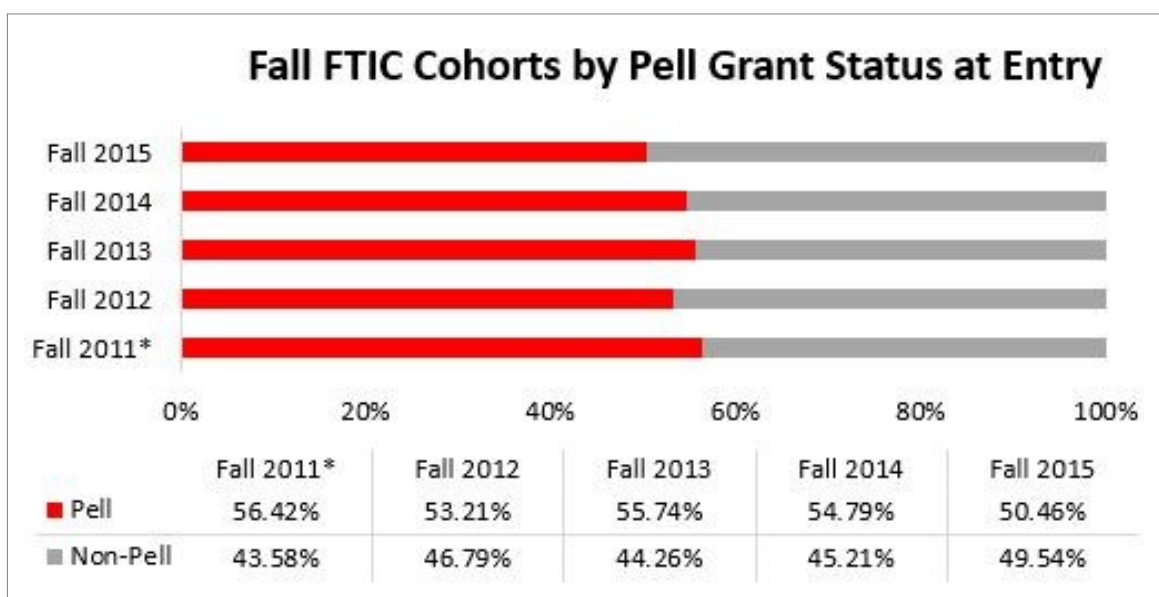
Notes:

- (1) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (2) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
- (3) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).
- (4) Full-Time/Part-time status as reported at the Fall semester of the cohort year.
- (5) Source FTIC Demographics: ACIRES.CBM001

Pell Status

The number of Fall FTIC cohort students receiving the Pell grant during their first term decreased over most cohorts from Fall 2011 to Fall 2015. In all cohorts, more than half of Fall FTIC cohort students received the Pell grant (50% - 56%). Overall, the percentage of FTIC cohort students receiving the Pell grant has decreased by 5.96 percentage points from Fall 2011 to Fall 2015.

	Fall 2011* FTIC Cohort	Fall 2012 FTIC Cohort	Fall 2013 FTIC Cohort	Fall 2014 FTIC Cohort	Fall 2015 FTIC Cohort
Pell Grant	2,210	1,855	1,860	1,511	1,323
No Pell Grant	1,707	1,631	1,477	1,247	1,299
Total FTIC	3,917	3,486	3,337	2,758	2,622



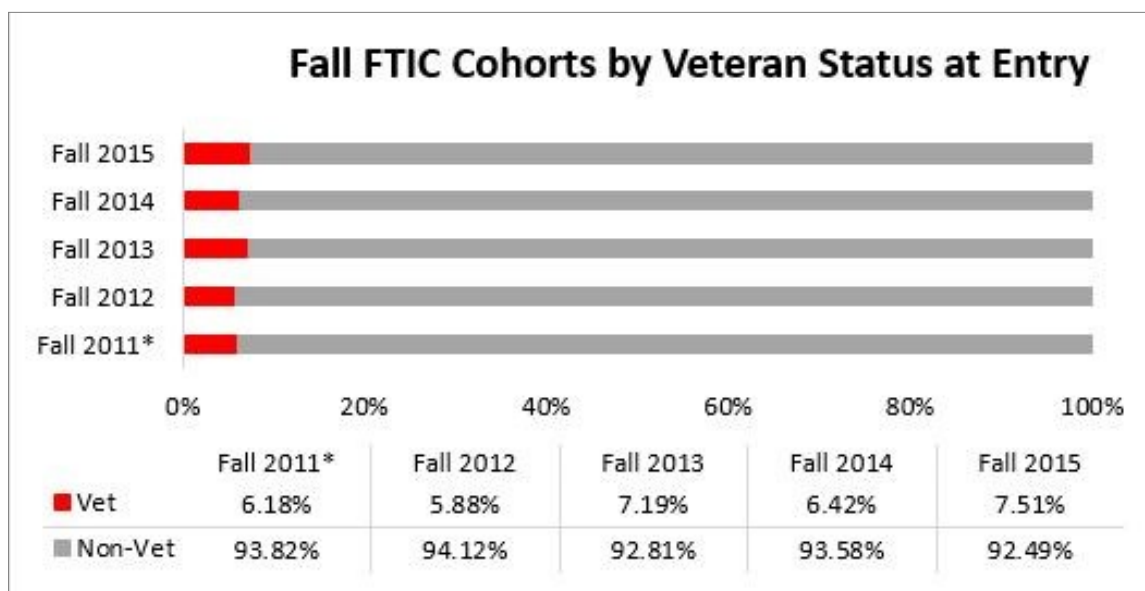
Notes:

- (1) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (2) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
- (3) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).
- (4) Pell status as reported at the Fall semester of the cohort year.
- (5) Source FTIC Demographics: ACIRES.CBM001, Pell Status: ACCDIR.FADS

Veteran Status

A small percentage of all FTIC students in each cohort (5%-7%) were designated as veterans upon initial enrollment. Trends are not evident across cohorts, as the percentage has alternately increased or decreased from one cohort to the next over the last five years.

	Fall 2011* FTIC Cohort	Fall 2012 FTIC Cohort	Fall 2013 FTIC Cohort	Fall 2014 FTIC Cohort	Fall 2015 FTIC Cohort
Vet	242	205	240	177	197
Non-Vet	3,675	3,281	3,097	2,581	2,425
Total FTIC	3,917	3,486	3,337	2,758	2,622



Notes:

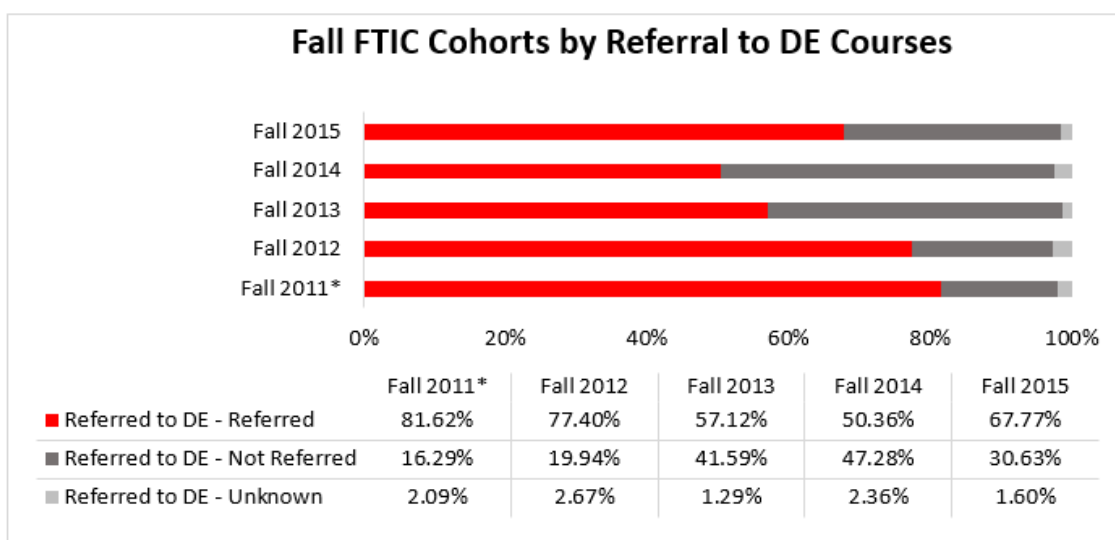
- (1) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (2) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
- (3) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).
- (4) Veteran status as reported at the Fall semester of the cohort year.

Source: FTIC Demographics-ACCDODS1.XCT_IRES_SC

Developmental Education Referral Status

From the Fall 2011 to Fall 2012 FTIC cohorts, the large majority (50%-82%) of students in each cohort were referred to developmental education (DE) courses. However, a significant shift in referral levels is reflected in the Fall 2013 cohort. The gap between referred students and those who were not referred decreased significantly, though the majority of students continued to be referred. There was a small percentage of students (1%-3%) in each cohort whose referral status could not be determined due to lack of assessment scores or DE course enrollment.

	Fall 2011* FTIC Cohort	Fall 2012 FTIC Cohort	Fall 2013 FTIC Cohort	Fall 2014 FTIC Cohort	Fall 2015 FTIC Cohort
Referred	3,197	2,698	1,969	1,389	1,777
Not Referred	638	695	1,325	1,304	803
Unknown	82	93	43	65	42
Total FTIC	3,917	3,486	3,337	2,758	2,622



Notes:

- (1) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (2) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
- (3) Fall 2013 and 2014 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).
- (3) Developmental education (DE) referral levels are based on formal student assessment outcomes for the subject area or DE course enrollment. Students designated as "Unknown" did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment.
- (4) Source FTIC Demographics: ACIRES.CBM001, Course Enrollment: ACCDIR.EXTENDEDENROLLMENT, DE Referrals: Students.V_StuTaspAllDIS

SAN ANTONIO COLLEGE

PROGRESSION THROUGH DEVELOPMENTAL EDUCATION AND “GATEKEEPER” COURSES

AtD Indicator #1: Complete College Remedial or “Developmental” Courses

*AtD Indicator #2: Complete “Gatekeeper” or “Gateway” Courses -
Particularly the First College-Level or Degree-Credit Courses in Math and English*

This report compares the 1- to 5-year developmental education (DE) and “gatekeeper” progression rates for English and Math for the Fall 2011 through Fall 2015 FTIC cohorts at San Antonio College. Students in each cohort were referred to English and Math DE courses based on assessment scores for that subject. Students at each level then were tracked as they progressed through the DE and “gatekeeper” sequences within each subject. These rates were examined by various student and academic characteristics.

- ◇ For English and Math female students compared to male students generally had greater success in DE and “gatekeeper” courses.
- ◇ For English and Math, African-American students had some of the lowest success rates.
- ◇ For English and Math, no trend across age groups in DE or “gatekeeper” success was evident.
- ◇ For English and Math, full-time students compared to part-time students generally had greater success in DE and “gatekeeper” courses.
- ◇ For English and Math, non-referred Pell recipients compared to non-Pell recipients generally had greater success in “gatekeeper” courses.
- ◇ For English and Math, veterans compared to non-veterans generally had greater success in DE and “gatekeeper” courses.

Progression Through English Developmental Education & “Gatekeeper” Courses

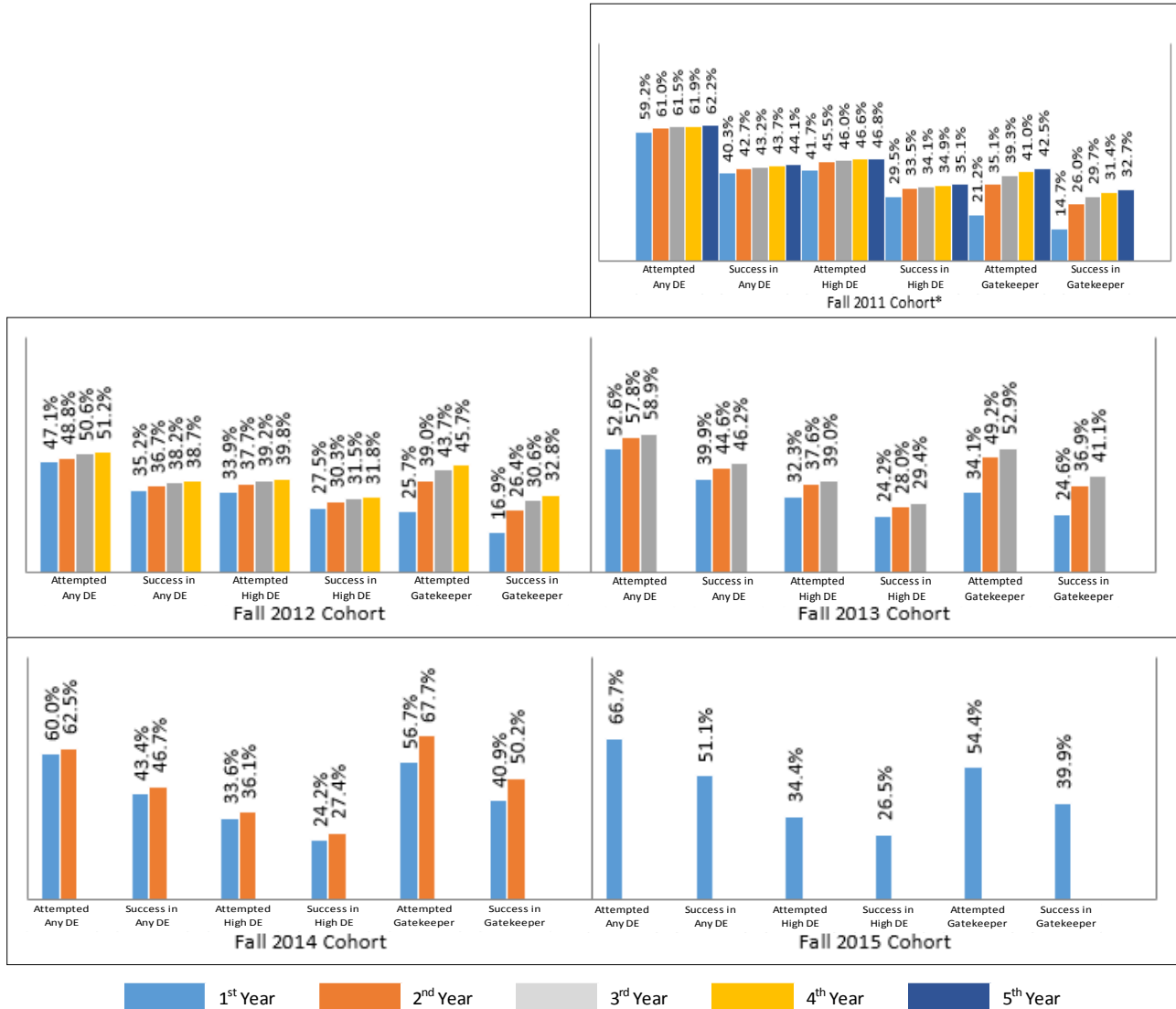
English developmental education referral levels were based on formal student assessment outcomes for English or on English DE course enrollment. From Fall 2011 through Fall 2013, Alamo Colleges offered two levels of English developmental education--ENGL 0300 (Basic English I) and ENGL 0301 (Basic English II). From Fall 2014 onward, Alamo Colleges offered three levels of English developmental education--INRW 0305 (Integrated Reading and Writing I), INRW 0420 (Integrated Reading and Writing II), and Ready, Set, Go ENGL 1301 (Level 3; ENGL 1301 with a 1-hour support course). Students placed in ENGL 0300/INRW 0305 (Level 1) had to earn a grade of “C” or better to be successful and move up to ENGL 0301/INRW 0420 (Level 2), which served as the highest developmental education course in the English sequence. Students designated as “Unknown” did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment. Students placed at college level or who successfully passed ENGL 0301/INRW 0420 could then take the “gatekeeper” English course, which was ENGL 1301 (Composition I).

Notes:

- 1) Attempted = student received a grade for course (includes variations of W); Completed = student received a grade of A, B, C, D, F, I, IP, or P for course; Success = student received a grade of A, B, or C for course.
- 2) High DE = last course in DE sequence (Level 2).
- 3) English “gatekeeper” course is ENGL 1301.
- 4) Fall 2012-Fall 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Fall 2011* Preliminary True FTIC methodology used to create cohort of students without academic history as opposed to using THECB methodology.
- 5) Developmental education (DE) referral levels are based on formal student assessment outcomes for the subject area of DE course enrollment. Students designated as “Unknown” did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment.
- 6) Years of progression refer to the period between initial Fall semester (cohort year) and time of measurement. Data are cumulative over time.
- 7) Referral level percentages are based on the total cohort (denominator = cohort size).
- 8) Progression percentages are based on the referral level (denominator = number referred to level).
- 9) Students who transfer or leave Alamo Colleges are not removed from denominators.
- 10) In some instances, data have been updated to reflect the most current data at time of publication. Slight variations in data as recorded in prior publications may appear. However, these updates do not impact overall trends or outcomes.

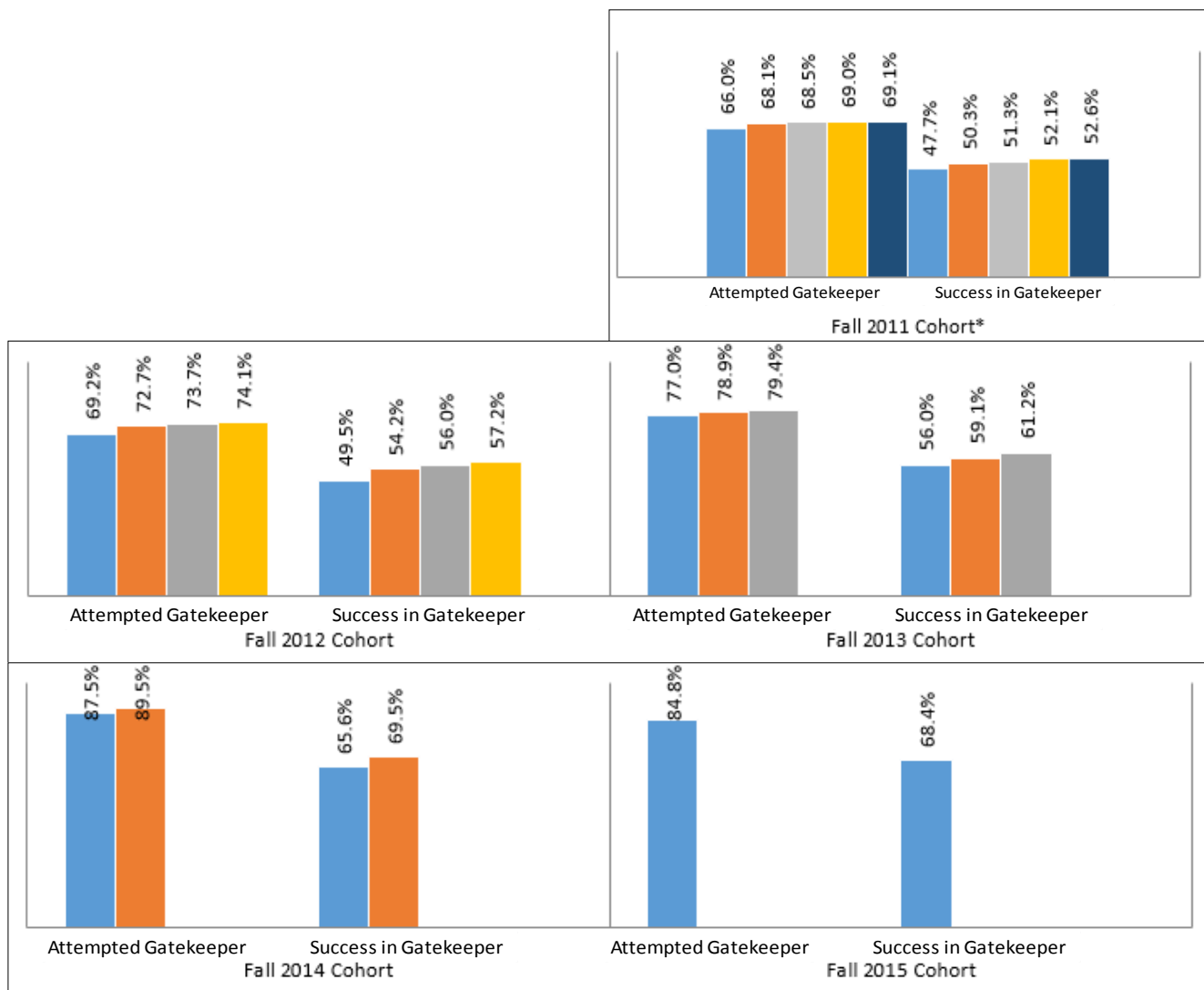
English Developmental Education Progression of Referred

After 3 years, approximately 39%-46% of referred students in each cohort attempted the highest course in the English DE sequence, with 29%-34% of the cohort successfully passing the course. Approximately 39%-53% of referred students in each cohort attempted the English “gatekeeper” course, with 30%-41% students in that cohort successfully passing the “gatekeeper” course. In comparing the 2011 cohort to the 2013 cohort, success in “gatekeeper” increased by 11.4 percentage point.



English “Gatekeeper” Progression of Non-Referred

After 3 years, approximately 69%-79% of non-referred students in each cohort attempted the English “gatekeeper” course, with 51%-61% of the cohort successfully passing the course.



1st Year 2nd Year 3rd Year 4th Year 5th Year

Total English Progression

Overall, 35%-51% of all referred students in each cohort successfully passed any English DE course within the first year, 29%-34% successfully passed the highest DE course in the English sequence within 3 years, and approximately 30%-39% successfully passed the English “gatekeeper” course within 3 years. Of the non-referred students, 51%-61% successfully passed the English “gatekeeper” course within 3 years. Of the total cohort, 41%-52% successfully passed the English “gatekeeper” course within 3 years. Those who were referred to Level 2 had higher success rates in the English highest DE and “gatekeeper” courses than did those referred to Level 1. Non-referred students had higher success rates in the English “gatekeeper” course than did referred students. When comparing the 2011 cohort to the 2013 cohort, students referred to Level 1 had a significant increase in “gatekeeper” success.

	Referral Level	Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2011 Cohort*	DE Level 1 419 (13.5%)	266 (63.5%)	163 (38.9%)	Not Applicable	Not Applicable	90 (21.5%)	Not Applicable	80 (19.1%)
	DE Level 2 1,041 (33.5%)	598 (57.4%)	425 (40.8%)			408 (39.2%)		354 (34.0%)
	Total Referred 1,460 (47.0%)	864 (59.2%)	588 (40.3%)			498 (34.1%)		434 (29.7%)
	College Level 1,613 (51.9%)	Not Applicable				Not Applicable	Not Applicable	828 (51.3%)
	Unknown 36 (1.2%)	1 (2.8%)	0 (0.0%)	0 (0.0%)	1 (2.8%)			
	Cohort Total 3,109 (100.0%)	962 (30.9%)	661 (21.3%)	568 (18.3%)	1,263 (40.6%)			
	Fall 2012 Cohort	DE Level 1 331 (12.9%)	191 (57.7%)	129 (39.0%)	Not Applicable	Not Applicable	99 (29.9%)	1 (0.3%)
DE Level 2 650 (25.3%)		271 (41.7%)	216 (33.2%)	210 (32.3%)			3 (0.5%)	208 (32.0%)
Total Referred 981 (38.2%)		462 (47.1%)	345 (35.2%)	309 (31.5%)			4 (0.4%)	296 (30.2%)
College Level 1,551 (60.3%)		Not Applicable				Not Applicable	Not Applicable	869 (56.0%)
Unknown 39 (1.5%)		3 (7.7%)	3 (7.7%)	3 (7.7%)	0 (0.0%)			8 (20.5%)
Cohort Total 2,571 (100.0%)		512 (19.9%)	380 (14.8%)	343 (13.3%)	6 (0.2%)			1,173 (45.6%)
Fall 2013 Cohort		DE Level 1 513 (19.0%)	297 (57.9%)	212 (41.3%)	Not Applicable	Not Applicable	110 (21.4%)	12 (2.3%)
	DE Level 2 571 (21.1%)	273 (47.8%)	220 (38.5%)	209 (36.6%)			8 (1.4%)	272 (47.6%)
	Total Referred 1,084 (40.0%)	570 (52.6%)	432 (39.9%)	319 (29.4%)			20 (1.8%)	426 (39.3%)
	College Level 1,581 (58.4%)	Not Applicable				Not Applicable	Not Applicable	968 (61.2%)
	Unknown 42 (1.6%)	4 (9.5%)	2 (4.8%)	0 (0.0%)	0 (0.0%)			16 (38.1%)
	Cohort Total 2,707 (100.0%)	593 (21.9%)	448 (16.5%)	329 (12.2%)	31 (1.1%)			1,410 (52.1%)

Notes:

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- 2) High DE = last course in DE sequence (Level 2).
- 3) English “gatekeeper” course is ENGL 1301.
- 4) Fall 2012 through Fall 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Fall 2011* Preliminary True FTIC methodology used to create cohort of students without academic history as opposed to using THECB methodology.
- 5) Developmental education (DE) referral levels are based on formal student assessment outcomes for the subject area of DE course enrollment. Students designated as “Unknown” did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment.
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- 10) In some instances, data have been updated to reflect the most current data at time of publication. Slight variations in data as recorded in prior publications may appear. However, these updates do not impact overall trends or outcomes.

Total English Progression (continued)

	Referral Level	Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2014 Cohort	DE Level 1 194 (8.6%)	123 (63.4%)	75 (38.7%)	5 (2.6%)	1 (0.5%)	3rd Year Data Not Yet Available		
	DE Level 2 295 (13.0%)	179 (60.7%)	134 (45.4%)	6 (2.0%)	6 (2.0%)			
	DE Level 3 304 (13.4%)	173 (56.9%)	135 (44.4%)	145 (47.7%)	116 (38.2%)			
	DE Level 4 2 (0.1%)	2 (100.0%)	1 (50.0%)	2 (100.0%)	1 (50.0%)			
	Total Referred 795 (35.1%)	477 (60.0%)	345 (43.4%)	158 (19.9%)	124 (15.6%)			
	College Level 1,368 (60.5%)	Not Applicable						
	Unknown 99 (4.4%)	5 (5.1%)	1 (1.0%)	4 (4.0%)	1 (1.0%)			
	Cohort Total 2,262 (100.0%)	541 (23.9%)	385 (17.0%)	211 (9.3%)	156 (6.9%)			
Fall 2015 Cohort	DE Level 1 238 (10.8%)	157 (66.0%)	106 (44.5%)	6 (2.5%)	4 (1.7%)	3rd Year Data Not Yet Available		
	DE Level 2 2,426 (19.3%)	265 (62.2%)	205 (48.1%)	17 (4.0%)	13 (3.1%)			
	DE Level 3 452 (20.5%)	322 (71.2%)	259 (57.3%)	267 (59.1%)	210 (46.5%)			
	Total Referred 1,116 (50.7%)	744 (66.7%)	570 (51.1%)	290 (26.0%)	227 (20.3%)			
	College Level 1,056 (47.9%)	Not Applicable						
	Unknown 31 (1.4%)	2 (6.5%)	2 (6.5%)	1 (3.2%)	1 (3.2%)			
	Cohort Total 2,203 (100.0%)	799 (36.3%)	614 (27.9%)	337 (15.3%)	266 (12.1%)			

Sources:

FTIC Demographics: ACCDODS1.XST_ATD_ACCD, ACCDODS1.XST_CBM001_ACCD, ACCDODS1.XST_FADS_ACCD, ACCDODS1.XST.IRES_SC
 DE Referrals: Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015:
 ACCDODS1.XST_ATD_ACCD
 Course Enrollment:: ACCDODS1.XST.IRES_SC

English Progression by Gender

Across most cohorts and levels, females successfully passed the English DE and “gatekeeper” courses at higher rates than did males. When comparing the 2011 cohort to the 2013 cohort, males referred to Level 1 experienced an increase in “gatekeeper” success.

		Referral Level	Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2011 Cohort*	DE Level 1	M 188 (44.9%)	M 126 (67.0%)	M 68 (36.2%)	Not Applicable	Not Applicable	M 34 (18.1%)	Not Applicable	M 28 (14.9%)
	419 (13.5%)	F 231 (55.1%)	F 140 (60.6%)	F 95 (41.1%)			F 56 (24.2%)		F 52 (22.5%)
	DE Level 2	M 451 (43.3%)	M 256 (56.8%)	M 157 (34.8%)			M 151 (33.5%)		M 131 (29.0%)
	1,041 (33.5%)	F 590 (56.7%)	F 342 (58.0%)	F 268 (45.4%)			F 257 (43.6%)		F 223 (37.8%)
	Total Referred	M 639 (43.8%)	M 382 (59.8%)	M 225 (35.2%)	Not Applicable	Not Applicable	M 185 (29.0%)	Not Applicable	M 159 (24.9%)
	1,460 (47.0%)	F 821 (56.2%)	F 482 (58.7%)	F 363 (44.2%)			F 313 (38.1%)		F 275 (33.5%)
	College Level	M 691 (42.8%)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	M 336 (48.6%)
	1,613 (51.9%)	F 922 (57.2%)							F 492 (53.4%)
	Unknown	M 20 (5.6%)	M 0 (0.0%)	M 0 (0.0%)	Not Applicable	Not Applicable	M 0 (0.0%)	Not Applicable	M 1 (5.0%)
	36 (1.2%)	F 16 (44.4%)	F 1 (6.3%)	F 0 (0.0%)			F 0 (0.0%)		F 0 (0.0%)
Fall 2012 Cohort	Cohort Total	M 1,350 (43.4%)	M 422 (31.3%)	M 253 (18.7%)	Not Applicable	Not Applicable	M 210 (15.6%)	Not Applicable	M 496 (36.7%)
	3,109 (100.0%)	F 1,759 (56.6%)	F 540 (30.7%)	F 408 (23.2%)			F 358 (20.4%)		F 767 (43.6%)
	DE Level 1	M 170 (51.4%)	M 93 (54.7%)	M 54 (31.8%)	Not Applicable	Not Applicable	M 42 (24.7%)	M 0 (0.0%)	M 35 (20.6%)
	331 (12.9%)	F 161 (48.6%)	F 98 (60.9%)	F 75 (46.6%)			F 57 (35.4%)	F 1 (0.6%)	F 53 (32.9%)
	DE Level 2	M 296 (45.5%)	M 116 (39.2%)	M 89 (30.1%)			M 85 (28.7%)	M 1 (0.3%)	M 94 (31.8%)
	650 (25.3%)	F 354 (54.5%)	F 155 (43.8%)	F 127 (35.9%)			F 125 (35.3%)	F 2 (0.6%)	F 114 (32.2%)
	Total Referred	M 466 (47.5%)	M 209 (44.8%)	M 143 (30.7%)	Not Applicable	Not Applicable	M 127 (27.3%)	M 1 (0.2%)	M 129 (27.7%)
	981 (38.2%)	F 515 (52.5%)	F 253 (49.1%)	F 202 (39.2%)			F 182 (35.3%)	F 3 (0.6%)	F 167 (32.4%)
	College Level	M 653 (42.1%)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	M 353 (54.1%)
	1,551 (60.3%)	F 898 (57.9%)							F 516 (57.5%)
	Unknown	M 15 (38.5%)	M 1 (6.7%)	M 1 (6.7%)	Not Applicable	Not Applicable	M 1 (6.7%)	M 0 (0.0%)	M 3 (20.0%)
Fall 2013 Cohort	39 (1.5%)	F 24 (61.5%)	F 2 (8.3%)	F 2 (8.3%)			F 2 (8.3%)	F 0 (0.0%)	F 5 (20.8%)
	Cohort Total	M 1,134 (44.1%)	M 231 (20.4%)	M 161 (14.2%)	Not Applicable	Not Applicable	M 145 (12.8%)	M 3 (0.3%)	M 485 (42.8%)
	2,571 (100.0%)	F 1,437 (55.9%)	F 281 (19.6%)	F 219 (15.2%)			F 198 (13.8%)	F 3 (0.2%)	F 688 (47.9%)
	DE Level 1	M 232 (45.2%)	M 133 (57.3%)	M 89 (38.4%)	Not Applicable	Not Applicable	M 49 (21.1%)	M 8 (3.4%)	M 62 (26.7%)
	513 (19.0%)	F 281 (54.8%)	F 164 (58.4%)	F 123 (43.8%)			F 61 (21.7%)	F 4 (1.4%)	F 92 (32.7%)
	DE Level 2	M 264 (46.2%)	M 127 (48.1%)	M 105 (39.8%)			M 96 (36.4%)	M 4 (1.5%)	M 119 (45.1%)
	571 (21.1%)	F 307 (53.8%)	F 146 (47.6%)	F 115 (37.5%)			F 113 (36.8%)	F 4 (1.3%)	F 153 (49.8%)
	Total Referred	M 496 (45.8%)	M 260 (52.4%)	M 194 (39.1%)	Not Applicable	Not Applicable	M 145 (29.2%)	M 12 (2.4%)	M 181 (36.5%)
	1,084 (40.0%)	F 588 (54.2%)	F 310 (52.7%)	F 238 (40.5%)			F 174 (29.6%)	F 8 (1.4%)	F 245 (41.7%)
	College Level	M 639 (40.4%)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	M 376 (58.8%)
	1,581 (58.4%)	F 942 (59.6%)							F 592 (62.8%)
Fall 2013 Cohort	Unknown	M 22 (52.4%)	M 2 (9.1%)	M 0 (0.0%)	Not Applicable	Not Applicable	M 0 (0.0%)	M 0 (0.0%)	M 8 (36.4%)
	42 (1.6%)	F 20 (47.6%)	F 2 (10.0%)	F 2 (10.0%)			F 0 (0.0%)	F 0 (0.0%)	F 8 (40.0%)
	Cohort Total	M 1,157 (42.7%)	M 271 (23.4%)	M 200 (17.3%)	Not Applicable	Not Applicable	M 147 (12.7%)	M 20 (1.7%)	M 565 (48.8%)
	2,707 (100.0%)	F 1,550 (57.3%)	F 322 (20.8%)	F 248 (16.0%)			F 182 (11.7%)	F 11 (0.7%)	F 845 (54.5%)

M = Male F = Female

English Progression by Gender

		Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)		
Fall 2014 Cohort	DE Level 1	M	95 (49.0%)	M	60 (63.2%)	M	33 (34.7%)	M	3 (3.2%)	M	1 (1.1%)	3rd Year Data Not Yet Available						
	194 (8.6%)	F	99 (51.0%)	F	63 (63.6%)	F	42 (42.4%)	F	2 (2.0%)	F	0 (0.0%)							
	DE Level 2	M	113 (38.3%)	M	69 (61.1%)	M	41 (36.3%)	M	1 (0.9%)	M	1 (0.9%)							
	295 (13.0%)	F	182 (61.7%)	F	110 (60.4%)	F	93 (51.1%)	F	5 (2.7%)	F	5 (2.7%)							
	DE Level 3	M	136 (44.7%)	M	72 (52.9%)	M	54 (39.7%)	M	56 (41.2%)	M	43 (31.6%)							
	304 (13.4%)	F	168 (55.3%)	F	101 (60.1%)	F	81 (48.2%)	F	89 (53.0%)	F	73 (43.5%)							
	DE Level 4	M	1 (50.0%)	M	1 (100.0%)	M	0 (0.0%)	M	1 (100.0%)	M	0 (0.0%)							
	2 (0.1%)	F	1 (50.0%)	F	1 (100.0%)	F	1 (100.0%)	F	1 (100.0%)	F	1 (100.0%)							
	Total Referred	M	345 (43.4%)	M	202 (58.6%)	M	128 (37.1%)	M	61 (17.7%)	M	45 (13.0%)							
	795 (35.1%)	F	450 (56.6%)	F	275 (61.1%)	F	217 (48.2%)	F	97 (21.6%)	F	79 (17.6%)							
	College Level	M	600 (43.9%)	Not Applicable														
	1,368 (60.5%)	F	768 (56.1%)															
	Unknown	M	35 (35.4%)	M	3 (8.6%)	M	1 (2.9%)	M	3 (8.6%)	M	1 (2.9%)							
	99 (4.4%)	F	64 (64.6%)	F	2 (3.1%)	F	0 (0.0%)	F	1 (1.6%)	F	0 (0.0%)							
	Cohort Total	M	980 (43.3%)	M	233 (23.8%)	M	146 (14.9%)	M	88 (9.0%)	M	60 (6.1%)							
	2,262 (100.0%)	F	1,282 (56.7%)	F	308 (24.0%)	F	239 (18.6%)	F	123 (9.6%)	F	96 (7.5%)							
Fall 2015 Cohort	DE Level 1	M	100 (42.0%)	M	62 (62.0%)	M	44 (44.0%)	M	2 (2.0%)	M	2 (2.0%)	3rd Year Data Not Yet Available						
	238 (10.8%)	F	138 (58.0%)	F	95 (68.8%)	F	62 (44.9%)	F	4 (2.9%)	F	2 (1.4%)							
	DE Level 2	M	143 (33.6%)	M	78 (54.5%)	M	61 (42.7%)	M	7 (4.9%)	M	4 (2.8%)							
	426 (19.3%)	F	283 (66.4%)	F	187 (66.1%)	F	144 (50.9%)	F	10 (3.5%)	F	9 (3.2%)							
	DE Level 3	M	190 (42.0%)	M	123 (64.7%)	M	97 (51.1%)	M	98 (51.6%)	M	75 (39.5%)							
	452 (20.5%)	F	262 (58.0%)	F	199 (76.0%)	F	162 (61.8%)	F	169 (64.5%)	F	135 (51.5%)							
	Total Referred	M	433 (38.8%)	M	263 (60.7%)	M	202 (46.7%)	M	107 (24.7%)	M	81 (18.7%)							
	1,116 (50.7%)	F	683 (61.2%)	F	481 (70.4%)	F	368 (53.9%)	F	183 (26.8%)	F	146 (21.4%)							
	College Level	M	495 (46.9%)	Not Applicable														
	1,056 (47.9%)	F	561 (53.1%)															
	Unknown	M	13 (41.9%)	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)							
	31 (1.4%)	F	18 (58.1%)	F	2 (11.1%)	F	2 (11.1%)	F	1 (5.6%)	F	1 (5.6%)							
	Cohort Total	M	941 (42.7%)	M	282 (30.0%)	M	215 (22.8%)	M	125 (13.3%)	M	93 (9.9%)							
	2,203 (100.0%)	F	1,262 (57.3%)	F	517 (41.0%)	F	399 (31.6%)	F	212 (16.8%)	F	173 (13.7%)							

M = Male F = Female

Notes:

- 1) Attempted = student received a grade for course (includes variations of W); Completed = student received a grade of A, B, C, D, F, I, IP, or P for course; Success = student received a grade of A, B, or C for course.
- 2) High DE = last course in DE sequence (Level 2).
- 3) English "gatekeeper" course is ENGL 1301.
- 4) Fall 2012 through Fall 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Fall 2011* Preliminary True FTIC methodology used to create cohort of students without academic history as opposed to using THECB methodology.
- 5) Developmental education (DE) referral levels are based on formal student assessment outcomes for the subject area of DE course enrollment. Students designated as "Unknown" did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment.
- 6) Years of progression refer to the period between initial Fall semester (cohort year) and time of measurement. Data are cumulative over time.
- 7) Referral level percentages are based on the total cohort (denominator = cohort size).
- 8) Progression percentages are based on the referral level (denominator = number referred to level).
- 9) Students who transfer or leave Alamo Colleges are not removed from denominators.
- 10) In some instances, data have been updated to reflect the most current data at time of publication. Slight variations in data as recorded in prior publications may appear. However, these updates do not impact overall trends or outcomes.

Sources:

FTIC Gender: ACCDODS1.XST_ATD_ACCD
 DE Referrals: Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015: ACCDODS1.XST_ATD_ACCD
 Course Enrollment::: ACCDODS1.XST.IRES_SC

English Progression by Ethnicity

Across most cohorts and levels, African American students, compared to the other racial/ethnic groups, successfully passed the English highest DE and “gatekeeper” courses at the lowest rates. When comparing the 2011 cohort to the 2013 cohort, non-referred Asian students experienced a decrease in “gatekeeper” success.

		Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)		
Fall 2011 Cohort*	DE Level 1 419 (13.5%)	AA	34 (8.1%)	AA	21 (61.8%)	AA	13 (38.2%)					AA	5 (14.7%)			AA	3 (8.8%)	
		A	24 (5.7%)	A	9 (37.5%)	A	6 (25.0%)					A	4 (16.7%)			A	9 (37.5%)	
		H	299 (71.4%)	H	212 (70.9%)	H	128 (42.8%)					H	74 (24.7%)			H	57 (19.1%)	
		O	19 (4.5%)	O	3 (15.8%)	O	2 (10.5%)					O	2 (10.5%)			O	2 (10.5%)	
		W	43 (10.3%)	W	21 (48.8%)	W	14 (32.6%)					W	5 (11.6%)			W	9 (20.9%)	
	DE Level 2 1,041 (33.5%)	AA	69 (6.6%)	AA	36 (52.2%)	AA	29 (42.0%)					AA	24 (34.8%)			AA	23 (33.3%)	
		A	29 (2.8%)	A	16 (55.2%)	A	14 (48.3%)					A	14 (48.3%)			A	15 (51.7%)	
		H	764 (73.4%)	H	476 (62.3%)	H	339 (44.4%)		Not Applicable			H	325 (42.5%)		Not Applicable	H	271 (35.5%)	
		O	21 (2.0%)	O	6 (28.6%)	O	2 (9.5%)					O	3 (14.3%)			O	2 (9.5%)	
		W	158 (15.2%)	W	64 (40.5%)	W	41 (25.9%)					W	42 (26.6%)			W	43 (27.2%)	
	Total Referred 1,460 (47.0%)	AA	103 (7.1%)	AA	57 (55.3%)	AA	42 (40.8%)					AA	29 (28.2%)			AA	26 (25.2%)	
		A	53 (3.6%)	A	25 (47.2%)	A	20 (37.7%)					A	18 (34.0%)			A	24 (45.3%)	
		H	1,063 (72.8%)	H	688 (64.7%)	H	467 (43.9%)					H	399 (37.5%)			H	328 (30.9%)	
		O	40 (2.7%)	O	9 (22.5%)	O	4 (10.0%)					O	5 (12.5%)			O	4 (10.0%)	
		W	201 (13.8%)	W	85 (42.3%)	W	55 (27.4%)					W	47 (23.4%)			W	52 (25.9%)	
	College Level 1,613 (51.9%)	AA	94 (5.8%)														AA	46 (48.9%)
		A	27 (1.7%)														A	20 (74.1%)
		H	968 (60.0%)							Not Applicable							H	505 (52.2%)
		O	29 (1.8%)														O	8 (27.6%)
		W	495 (30.7%)														W	249 (50.3%)
	Unknown 36 (1.2%)	AA	3 (8.3%)	AA	0 (0.0%)	AA	0 (0.0%)						AA	0 (0.0%)			AA	0 (0.0%)
		A	1 (2.8%)	A	0 (0.0%)	A	0 (0.0%)						A	0 (0.0%)			A	0 (0.0%)
		H	18 (50.0%)	H	1 (5.6%)	H	0 (0.0%)						H	0 (0.0%)			H	1 (5.6%)
		O	2 (5.6%)	O	0 (0.0%)	O	0 (0.0%)						O	0 (0.0%)			O	0 (0.0%)
		W	12 (33.3%)	W	0 (0.0%)	W	0 (0.0%)						W	0 (0.0%)			W	0 (0.0%)
	Cohort Total 3,109 (100.0%)	AA	200 (6.4%)	AA	65 (32.5%)	AA	50 (25.0%)						AA	37 (18.5%)			AA	72 (36.0%)
		A	81 (2.6%)	A	26 (32.1%)	A	21 (25.9%)						A	19 (23.5%)			A	44 (54.3%)
		H	2,049 (65.9%)	H	758 (37.0%)	H	515 (25.1%)						H	445 (21.7%)			H	834 (40.7%)
		O	71 (2.3%)	O	9 (12.7%)	O	4 (5.6%)						O	5 (7.0%)			O	12 (16.9%)
		W	708 (22.8%)	W	104 (14.7%)	W	71 (10.0%)						W	62 (8.8%)			W	301 (42.5%)

AA = African-American A = Asian H = Hispanic O = Other W = White

Notes:

- 1) Attempted = student received a grade for course (includes variations of W); Completed = student received a grade of A, B, C, D, F, I, IP, or P for course; Success = student received a grade of A, B, or C for course.
- 2) High DE = last course in DE sequence (Level 2).
- 3) English “gatekeeper” course is ENGL 1301.
- 4) Fall 2012 through Fall 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Fall 2011* Preliminary True FTIC methodology used to create cohort of students without academic history as opposed to using THECB methodology.
- 5) Developmental education (DE) referral levels are based on formal student assessment outcomes for the subject area of DE course enrollment. Students designated as “Unknown” did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment.
- 6) Years of progression refer to the period between initial Fall semester (cohort year) and time of measurement. Data are cumulative over time.
- 7) Referral level percentages are based on the total cohort (denominator = cohort size).
- 8) Progression percentages are based on the referral level (denominator = number referred to level).
- 9) Students who transfer or leave Alamo Colleges are not removed from denominators.
- 10) In some instances, data have been updated to reflect the most current data at time of publication. Slight variations in data as recorded in prior publications may appear. However, these updates do not impact overall trends or outcomes.

Sources:

FTIC Ethnicity: ACCDODS1.XST_CBM001_ACCD

DE Referrals: Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015: ACCDODS1.XST_ATD_ACCD

Course Enrollment: ACCDODS1.XST.IRES_SC

English Progression by Ethnicity (continued)

		Attempted Any DE		Success in Any DE		Attempted RSG		Success in RSG		Success in High DE		Success in RSG		Success in GK			
		Referral Level		(1st Year)		(1st Year)		(1st Year)		(1st Year)		(3rd Year)		(3rd Year)		(3rd Year)	
Fall 2012 Cohort	DE Level 1 331 (12.9%)	AA	17 (5.1%)	AA	13 (76.5%)	AA	8 (47.1%)				AA	7 (41.2%)	AA	0 (0.0%)	AA	3 (17.6%)	
		A	17 (5.1%)	A	4 (23.5%)	A	4 (23.5%)				A	3 (17.6%)	A	1 (5.9%)	A	6 (35.3%)	
		H	249 (75.2%)	H	156 (62.7%)	H	104 (41.8%)				H	75 (30.1%)	H	0 (0.0%)	H	64 (25.7%)	
		O	5 (1.5%)	O	2 (40.0%)	O	0 (0.0%)				O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	
		W	43 (13.0%)	W	16 (37.2%)	W	13 (30.2%)				W	14 (32.6%)	W	0 (0.0%)	W	15 (34.9%)	
	DE Level 2 650 (25.3%)	AA	37 (5.7%)	AA	14 (37.8%)	AA	10 (27.0%)				AA	9 (24.3%)	AA	1 (2.7%)	AA	14 (37.8%)	
		A	12 (1.8%)	A	1 (8.3%)	A	1 (8.3%)				A	1 (8.3%)	A	0 (0.0%)	A	3 (25.0%)	
		H	481 (74.0%)	H	212 (44.1%)	H	171 (35.6%)		Not Applicable		H	164 (34.1%)	H	1 (0.2%)	H	148 (30.8%)	
		O	7 (1.1%)	O	2 (28.6%)	O	1 (14.3%)				O	1 (14.3%)	O	0 (0.0%)	O	3 (42.9%)	
		W	113 (17.4%)	W	42 (37.2%)	W	33 (29.2%)				W	35 (31.0%)	W	1 (0.9%)	W	40 (35.4%)	
	Total Referred 981 (38.2%)	AA	54 (5.5%)	AA	27 (50.0%)	AA	18 (33.3%)				AA	16 (29.6%)	AA	1 (1.9%)	AA	17 (31.5%)	
		A	29 (3.0%)	A	5 (17.2%)	A	5 (17.2%)				A	4 (13.8%)	A	1 (3.4%)	A	9 (31.0%)	
		H	730 (74.4%)	H	368 (50.4%)	H	275 (37.7%)				H	239 (32.7%)	H	1 (0.1%)	H	212 (29.0%)	
		O	12 (1.2%)	O	4 (33.3%)	O	1 (8.3%)				O	1 (8.3%)	O	0 (0.0%)	O	3 (25.0%)	
		W	156 (15.9%)	W	58 (37.2%)	W	46 (29.5%)				W	49 (31.4%)	W	1 (0.6%)	W	55 (35.3%)	
	College Level 1,551 (60.3%)	AA	75 (4.8%)													AA	33 (44.0%)
		A	31 (2.0%)													A	19 (61.3%)
		H	1,029 (66.3%)													H	586 (56.9%)
		O	28 (1.8%)													O	14 (50.0%)
		W	388 (25.0%)													W	217 (55.9%)
Unknown 39 (1.5%)	AA	5 (12.8%)	AA	0 (0.0%)	AA	0 (0.0%)				AA	0 (0.0%)	AA	0 (0.0%)	AA	1 (20.0%)		
	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)				A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)		
	H	23 (59.0%)	H	3 (13.0%)	H	3 (13.0%)				H	3 (13.0%)	H	0 (0.0%)	H	4 (17.4%)		
	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)				O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)		
	W	11 (28.2%)	W	0 (0.0%)	W	0 (0.0%)				W	0 (0.0%)	W	0 (0.0%)	W	3 (27.3%)		
Cohort Total 2,571 (100.0%)	AA	134 (5.2%)	AA	29 (21.6%)	AA	20 (14.9%)				AA	17 (12.7%)	AA	1 (0.7%)	AA	51 (38.1%)		
	A	60 (2.3%)	A	5 (8.3%)	A	5 (8.3%)				A	4 (6.7%)	A	1 (1.7%)	A	28 (46.7%)		
	H	1,782 (69.3%)	H	406 (22.8%)	H	300 (16.8%)				H	264 (14.8%)	H	1 (0.1%)	H	802 (45.0%)		
	O	40 (1.6%)	O	4 (10.0%)	O	1 (2.5%)				O	1 (2.5%)	O	0 (0.0%)	O	17 (42.5%)		
	W	555 (21.6%)	W	68 (12.3%)	W	54 (9.7%)				W	57 (10.3%)	W	3 (0.5%)	W	275 (49.5%)		
Fall 2013 Cohort	DE Level 1 513 (19.0%)	AA	41 (8.0%)	AA	24 (58.5%)	AA	18 (43.9%)				AA	5 (12.2%)	AA	0 (0.0%)	AA	11 (26.8%)	
		A	30 (5.8%)	A	13 (43.3%)	A	12 (40.0%)				A	7 (23.3%)	A	1 (3.3%)	A	16 (53.3%)	
		H	356 (69.4%)	H	217 (61.0%)	H	147 (41.3%)				H	80 (22.5%)	H	7 (2.0%)	H	101 (28.4%)	
		O	12 (2.3%)	O	2 (16.7%)	O	0 (0.0%)				O	0 (0.0%)	O	0 (0.0%)	O	5 (41.7%)	
		W	74 (14.4%)	W	41 (55.4%)	W	35 (47.3%)				W	18 (24.3%)	W	4 (5.4%)	W	21 (28.4%)	
	DE Level 2 571 (21.1%)	AA	46 (8.1%)	AA	23 (50.0%)	AA	19 (41.3%)				AA	16 (34.8%)	AA	0 (0.0%)	AA	19 (41.3%)	
		A	13 (2.3%)	A	5 (38.5%)	A	5 (38.5%)				A	5 (38.5%)	A	1 (7.7%)	A	12 (92.3%)	
		H	402 (70.4%)	H	195 (48.5%)	H	158 (39.3%)		Not Applicable		H	146 (36.3%)	H	6 (1.5%)	H	183 (45.5%)	
		O	14 (2.5%)	O	6 (42.9%)	O	5 (35.7%)				O	6 (42.9%)	O	0 (0.0%)	O	8 (57.1%)	
		W	96 (16.8%)	W	44 (45.8%)	W	33 (34.4%)				W	36 (37.5%)	W	1 (1.0%)	W	50 (52.1%)	
	Total Referred 1,084 (40.0%)	AA	87 (8.0%)	AA	47 (54.0%)	AA	37 (42.5%)				AA	21 (24.1%)	AA	0 (0.0%)	AA	30 (34.5%)	
		A	43 (4.0%)	A	18 (41.9%)	A	17 (39.5%)				A	12 (27.9%)	A	2 (4.7%)	A	28 (65.1%)	
		H	758 (69.9%)	H	412 (54.4%)	H	305 (40.2%)				H	226 (29.8%)	H	13 (1.7%)	H	284 (37.5%)	
		O	26 (2.4%)	O	8 (30.8%)	O	5 (19.2%)				O	6 (23.1%)	O	0 (0.0%)	O	13 (50.0%)	
		W	170 (15.7%)	W	85 (50.0%)	W	68 (40.0%)				W	54 (31.8%)	W	5 (2.9%)	W	71 (41.8%)	
	College Level 1,581 (58.4%)	AA	77 (4.9%)													AA	39 (50.6%)
		A	11 (0.7%)													A	9 (81.8%)
		H	1,103 (69.8%)													H	667 (60.5%)
		O	22 (1.4%)													O	18 (81.8%)
		W	368 (23.3%)													W	235 (63.9%)
Unknown 42 (1.6%)	AA	3 (7.1%)	AA	1 (33.3%)	AA	0 (0.0%)				AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)		
	A	1 (2.4%)	A	1 (100.0%)	A	1 (100.0%)				A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)		
	H	22 (52.4%)	H	2 (9.1%)	H	1 (4.5%)				H	0 (0.0%)	H	0 (0.0%)	H	9 (40.9%)		
	O	4 (9.5%)	O	0 (0.0%)	O	0 (0.0%)				O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)		
	W	12 (28.6%)	W	0 (0.0%)	W	0 (0.0%)				W	0 (0.0%)	W	0 (0.0%)	W	7 (58.3%)		
Cohort Total 2,707 (100.0%)	AA	167 (6.2%)	AA	50 (29.9%)	AA	38 (22.8%)				AA	23 (13.8%)	AA	2 (1.2%)	AA	69 (41.3%)		
	A	55 (2.0%)	A	19 (34.5%)	A	18 (32.7%)				A	12 (21.8%)	A	2 (3.6%)	A	37 (67.3%)		
	H	1,883 (69.6%)	H	426 (22.6%)	H	314 (16.7%)				H	233 (12.4%)	H	17 (0.9%)	H	960 (51.0%)		
	O	52 (1.9%)	O	8 (15.4%)	O	5 (9.6%)				O	6 (11.5%)	O	0 (0.0%)	O	31 (59.6%)		
	W	550 (20.3%)	W	90 (16.4%)	W	73 (13.3%)				W	55 (10.0%)	W	10 (1.8%)	W	313 (56.9%)		

AA = African-American A = Asian H = Hispanic O = Other W = White

English Progression by Ethnicity (continued)

		Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)	
Fall 2014 Cohort	DE Level 1 194 (8.6%)	AA	21 (10.8%)	AA	14 (66.7%)	AA	6 (28.6%)	AA	1 (4.8%)	AA	0 (0.0%)	3rd Year Data Not Yet Available					
		A	16 (8.2%)	A	10 (62.5%)	A	9 (56.3%)	A	1 (6.3%)	A	0 (0.0%)						
		H	128 (66.0%)	H	82 (64.1%)	H	50 (39.1%)	H	1 (0.8%)	H	0 (0.0%)						
		O	6 (3.1%)	O	4 (66.7%)	O	3 (50.0%)	O	0 (0.0%)	O	0 (0.0%)						
	W	23 (11.9%)	W	13 (56.5%)	W	7 (30.4%)	W	2 (8.7%)	W	1 (4.3%)							
	DE Level 2 295 (13.0%)	AA	18 (6.1%)	AA	11 (61.1%)	AA	8 (44.4%)	AA	0 (0.0%)	AA	0 (0.0%)						
		A	12 (4.1%)	A	6 (50.0%)	A	6 (50.0%)	A	0 (0.0%)	A	0 (0.0%)						
		H	235 (79.7%)	H	142 (60.4%)	H	104 (44.3%)	H	6 (2.6%)	H	6 (2.6%)						
		O	7 (2.4%)	O	6 (85.7%)	O	6 (85.7%)	O	0 (0.0%)	O	0 (0.0%)						
	W	23 (7.8%)	W	14 (60.9%)	W	10 (43.5%)	W	0 (0.0%)	W	0 (0.0%)							
	DE Level 3 304 (13.4%)	AA	29 (9.5%)	AA	17 (58.6%)	AA	9 (31.0%)	AA	14 (48.3%)	AA	8 (27.6%)						
		A	6 (2.0%)	A	4 (66.7%)	A	4 (66.7%)	A	4 (66.7%)	A	4 (66.7%)						
		H	221 (72.7%)	H	127 (57.5%)	H	101 (45.7%)	H	106 (48.0%)	H	85 (38.5%)						
		O	6 (2.0%)	O	3 (50.0%)	O	3 (50.0%)	O	2 (33.3%)	O	2 (33.3%)						
	W	42 (13.8%)	W	22 (52.4%)	W	18 (42.9%)	W	19 (45.2%)	W	17 (40.5%)							
	DE Level 4 2 (0.1%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)						
A		0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)							
H		1 (50.0%)	H	1 (100.0%)	H	1 (100.0%)	H	1 (100.0%)	H	1 (100.0%)							
O		0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)							
W	1 (50.0%)	W	1 (100.0%)	W	0 (0.0%)	W	1 (100.0%)	W	0 (0.0%)								
Total Referred 795 (35.1%)	AA	68 (8.6%)	AA	42 (61.8%)	AA	23 (33.8%)	AA	15 (22.1%)	AA	8 (11.8%)							
	A	34 (4.3%)	A	20 (58.8%)	A	19 (55.9%)	A	5 (14.7%)	A	4 (11.8%)							
	H	585 (73.6%)	H	352 (60.2%)	H	256 (43.8%)	H	114 (19.5%)	H	92 (15.7%)							
	O	19 (2.4%)	O	13 (68.4%)	O	12 (63.2%)	O	2 (10.5%)	O	2 (10.5%)							
W	89 (11.2%)	W	50 (56.2%)	W	35 (39.3%)	W	22 (24.7%)	W	18 (20.2%)								
College Level 1,368 (60.5%)	AA	70 (5.1%)	Not Applicable														
	A	20 (1.5%)															
	H	934 (68.3%)															
	O	22 (1.6%)															
W	322 (23.5%)																
Unknown 99 (4.4%)	AA	5 (5.1%)	AA	1 (20.0%)	AA	1 (20.0%)	AA	1 (20.0%)	AA	1 (20.0%)							
	A	5 (5.1%)	A	1 (20.0%)	A	0 (0.0%)	A	1 (20.0%)	A	0 (0.0%)							
	H	64 (64.6%)	H	3 (4.7%)	H	0 (0.0%)	H	2 (3.1%)	H	0 (0.0%)							
	O	6 (6.1%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)							
W	19 (19.2%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)								
Cohort Total 2,262 (100.0%)	AA	143 (6.3%)	AA	51 (35.7%)	AA	29 (20.3%)	AA	24 (16.8%)	AA	14 (9.8%)							
	A	59 (2.6%)	A	22 (37.3%)	A	20 (33.9%)	A	6 (10.2%)	A	4 (6.8%)							
	H	1,583 (70.0%)	H	381 (24.1%)	H	271 (17.1%)	H	138 (8.7%)	H	104 (6.6%)							
	O	47 (2.1%)	O	15 (31.9%)	O	14 (29.8%)	O	4 (8.5%)	O	4 (8.5%)							
W	430 (19.0%)	W	72 (16.7%)	W	51 (11.9%)	W	39 (9.1%)	W	30 (7.0%)								
Fall 2015 Cohort	DE Level 1 238 (10.8%)	AA	19 (8.0%)	AA	11 (57.9%)	AA	8 (42.1%)	AA	0 (0.0%)	AA	0 (0.0%)	3rd Year Data Not Yet Available					
		A	12 (5.0%)	A	11 (91.7%)	A	7 (58.3%)	A	0 (0.0%)	A	0 (0.0%)						
		H	188 (79.0%)	H	122 (64.9%)	H	80 (42.6%)	H	5 (2.7%)	H	3 (1.6%)						
		O	6 (2.5%)	O	4 (66.7%)	O	2 (33.3%)	O	0 (0.0%)	O	0 (0.0%)						
	W	13 (5.5%)	W	9 (69.2%)	W	9 (69.2%)	W	1 (7.7%)	W	1 (7.7%)							
	DE Level 2 426 (19.3%)	AA	45 (10.6%)	AA	28 (62.2%)	AA	20 (44.4%)	AA	0 (0.0%)	AA	0 (0.0%)						
		A	8 (1.9%)	A	4 (50.0%)	A	4 (50.0%)	A	1 (12.5%)	A	1 (12.5%)						
		H	338 (79.3%)	H	210 (62.1%)	H	161 (47.6%)	H	14 (4.1%)	H	10 (3.0%)						
		O	1 (0.2%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)						
	W	34 (8.0%)	W	23 (67.6%)	W	20 (58.8%)	W	2 (5.9%)	W	2 (5.9%)							
	DE Level 3 452 (20.5%)	AA	25 (5.5%)	AA	17 (68.0%)	AA	13 (52.0%)	AA	13 (52.0%)	AA	9 (36.0%)						
		A	14 (3.1%)	A	13 (92.9%)	A	10 (71.4%)	A	12 (85.7%)	A	9 (64.3%)						
		H	331 (73.2%)	H	235 (71.0%)	H	189 (57.1%)	H	198 (59.8%)	H	155 (46.8%)						
		O	11 (2.4%)	O	7 (63.6%)	O	7 (63.6%)	O	6 (54.5%)	O	6 (54.5%)						
	W	71 (15.7%)	W	50 (70.4%)	W	40 (56.3%)	W	38 (53.5%)	W	31 (43.7%)							
	Total Referred 1,116 (50.7%)	AA	89 (8.0%)	AA	56 (62.9%)	AA	41 (46.1%)	AA	13 (14.6%)	AA	9 (10.1%)						
A		34 (3.0%)	A	28 (82.4%)	A	21 (61.8%)	A	13 (38.2%)	A	10 (29.4%)							
H		857 (76.8%)	H	567 (66.2%)	H	430 (50.2%)	H	217 (25.3%)	H	168 (19.6%)							
O		18 (1.6%)	O	11 (61.1%)	O	9 (50.0%)	O	6 (33.3%)	O	6 (33.3%)							
W	118 (10.6%)	W	82 (69.5%)	W	69 (58.5%)	W	41 (34.7%)	W	34 (28.8%)								
College Level 1,056 (47.9%)	AA	56 (5.3%)	Not Applicable														
	A	25 (2.4%)															
	H	719 (68.1%)															
	O	24 (2.3%)															
W	232 (22.0%)																
Unknown 31 (1.4%)	AA	6 (19.4%)	AA	1 (16.7%)	AA	1 (16.7%)	AA	0 (0.0%)	AA	0 (0.0%)							
	A	1 (3.2%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)							
	H	14 (45.2%)	H	1 (7.1%)	H	1 (7.1%)	H	1 (7.1%)	H	1 (7.1%)							
	O	3 (9.7%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)							
W	7 (22.6%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)								
Cohort Total 2,203 (100.0%)	AA	151 (6.9%)	AA	61 (40.4%)	AA	46 (30.5%)	AA	17 (11.3%)	AA	13 (8.6%)							
	A	60 (2.7%)	A	28 (46.7%)	A	21 (35.0%)	A	13 (21.7%)	A	10 (16.7%)							
	H	1,590 (72.2%)	H	603 (37.9%)	H	458 (28.8%)	H	247 (15.5%)	H	192 (12.1%)							
	O	45 (2.0%)	O	12 (26.7%)	O	9 (20.0%)	O	7 (15.6%)	O	6 (13.3%)							
W	357 (16.2%)	W	95 (26.6%)	W	80 (22.4%)	W	53 (14.8%)	W	45 (12.6%)								

AA = African-American A = Asian H = Hispanic O = Other W = White

English Progression by Age

In general, no trends among age groups were evident regarding success rates in “gatekeeper” courses. When comparing the 2011 cohort to the 2013 cohort, non-referred students between the ages of 22 and 24 or who were ages 51 and older experienced increases in “gatekeeper” success.

		Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)		Success in RSG (3rd Year)	Success in GK (3rd Year)	
Fall 2011 Cohort*	DE Level 1 419 (13.5%)	<17	11 (2.6%)	<17	6 (54.5%)	<17	4 (36.4%)	Not Applicable	Not Applicable	<17	3 (27.3%)	Not Applicable	<17	2 (18.2%)
		18-21	311 (74.2%)	18-21	221 (71.1%)	18-21	135 (43.4%)			18-21	75 (24.1%)		18-21	60 (19.3%)
		22-24	22 (5.3%)	22-24	8 (36.4%)	22-24	5 (22.7%)			22-24	1 (4.5%)		22-24	2 (9.1%)
		25-35	52 (12.4%)	25-35	21 (40.4%)	25-35	12 (23.1%)			25-35	7 (13.5%)		25-35	9 (17.3%)
		36-50	15 (3.6%)	36-50	7 (46.7%)	36-50	5 (33.3%)			36-50	2 (13.3%)		36-50	5 (33.3%)
	DE Level 2 1,041 (33.5%)	51+	8 (1.9%)	51+	3 (37.5%)	51+	2 (25.0%)	Not Applicable	Not Applicable	51+	2 (25.0%)	Not Applicable	51+	2 (25.0%)
		<17	36 (3.5%)	<17	17 (47.2%)	<17	12 (33.3%)			<17	11 (30.6%)		<17	13 (36.1%)
		18-21	754 (72.4%)	18-21	460 (61.0%)	18-21	323 (42.8%)			18-21	305 (40.5%)		18-21	258 (34.2%)
		22-24	74 (7.1%)	22-24	38 (51.4%)	22-24	31 (41.9%)			22-24	31 (41.9%)		22-24	25 (33.8%)
		25-35	115 (11.0%)	25-35	54 (47.0%)	25-35	34 (29.6%)			25-35	36 (31.3%)		25-35	41 (35.7%)
	Total Referred 1,460 (47.0%)	36-50	49 (4.7%)	36-50	25 (51.0%)	36-50	22 (44.9%)	Not Applicable	Not Applicable	36-50	22 (44.9%)	Not Applicable	36-50	14 (28.6%)
		51+	13 (1.2%)	51+	4 (30.8%)	51+	3 (23.1%)			51+	3 (23.1%)		51+	3 (23.1%)
		<17	47 (3.2%)	<17	23 (48.9%)	<17	16 (34.0%)			<17	14 (29.8%)		<17	15 (31.9%)
		18-21	1,065 (72.9%)	18-21	681 (63.9%)	18-21	458 (43.0%)			18-21	380 (35.7%)		18-21	318 (29.9%)
		22-24	96 (6.6%)	22-24	46 (47.9%)	22-24	36 (37.5%)			22-24	32 (33.3%)		22-24	27 (28.1%)
	College Level 1,613 (51.9%)	25-35	167 (11.4%)	25-35	75 (44.9%)	25-35	46 (27.5%)	Not Applicable	Not Applicable	25-35	43 (25.7%)	Not Applicable	25-35	50 (29.9%)
		36-50	64 (4.4%)	36-50	32 (50.0%)	36-50	27 (42.2%)			36-50	24 (37.5%)		36-50	19 (29.7%)
		51+	21 (1.4%)	51+	7 (33.3%)	51+	5 (23.8%)			51+	5 (23.8%)		51+	5 (23.8%)
		<17	60 (3.7%)	<17	25 (22.7%)	<17	17 (15.5%)			<17	15 (13.6%)		<17	29 (48.3%)
		18-21	1,201 (74.5%)	18-21	757 (33.2%)	18-21	511 (22.4%)			18-21	431 (18.9%)		18-21	606 (50.5%)
	Unknown 36 (1.2%)	22-24	108 (6.7%)	22-24	55 (26.4%)	22-24	44 (21.2%)	Not Applicable	Not Applicable	22-24	40 (19.2%)		22-24	69 (63.9%)
		25-35	177 (11.0%)	25-35	84 (23.9%)	25-35	55 (15.7%)			25-35	51 (14.5%)		25-35	94 (53.1%)
		36-50	61 (3.8%)	36-50	34 (25.8%)	36-50	29 (22.0%)			36-50	26 (19.7%)		36-50	26 (42.6%)
		51+	6 (0.4%)	51+	7 (25.9%)	51+	5 (18.5%)			51+	5 (18.5%)		51+	4 (66.7%)
		<17	3 (8.3%)	<17	0 (0.0%)	<17	0 (0.0%)			<17	0 (0.0%)		<17	0 (0.0%)
	Cohort Total 3,109 (100.0%)	18-21	15 (41.7%)	18-21	1 (6.7%)	18-21	0 (0.0%)	Not Applicable	Not Applicable	18-21	0 (0.0%)	Not Applicable	18-21	1 (6.7%)
		22-24	4 (11.1%)	22-24	0 (0.0%)	22-24	0 (0.0%)			22-24	0 (0.0%)		22-24	0 (0.0%)
		25-35	7 (19.4%)	25-35	0 (0.0%)	25-35	0 (0.0%)			25-35	0 (0.0%)		25-35	0 (0.0%)
		36-50	7 (19.4%)	36-50	0 (0.0%)	36-50	0 (0.0%)			36-50	0 (0.0%)		36-50	0 (0.0%)
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			51+	0 (0.0%)		51+	0 (0.0%)
	Cohort Total 3,109 (100.0%)	<17	110 (3.5%)	<17	25 (22.7%)	<17	17 (15.5%)	Not Applicable	Not Applicable	<17	15 (13.6%)	Not Applicable	<17	44 (40.0%)
		18-21	2,281 (73.4%)	18-21	757 (33.2%)	18-21	511 (22.4%)			18-21	431 (18.9%)		18-21	925 (40.6%)
		22-24	208 (6.7%)	22-24	55 (26.4%)	22-24	44 (21.2%)			22-24	40 (19.2%)		22-24	96 (46.2%)
		25-35	351 (11.3%)	25-35	84 (23.9%)	25-35	55 (15.7%)			25-35	51 (14.5%)		25-35	144 (41.0%)
		36-50	132 (4.2%)	36-50	34 (25.8%)	36-50	29 (22.0%)			36-50	26 (19.7%)		36-50	45 (34.1%)
		51+	27 (0.9%)	51+	7 (25.9%)	51+	5 (18.5%)			51+	5 (18.5%)		51+	9 (33.3%)

Notes:

- 1) Attempted = student received a grade for course (includes variations of W); Completed = student received a grade of A, B, C, D, F, I, IP, or P for course; Success = student received a grade of A, B, or C for course.
- 2) High DE = last course in DE sequence (Level 2).
- 3) English “gatekeeper” course is ENGL 1301.
- 4) Fall 2012 through Fall 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Fall 2011* Preliminary True FTIC methodology used to create cohort of students without academic history as opposed to using THECB methodology.
- 5) Developmental education (DE) referral levels are based on formal student assessment outcomes for the subject area of DE course enrollment. Students designated as “Unknown” did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment.
- 6) Years of progression refer to the period between initial Fall semester (cohort year) and time of measurement. Data are cumulative over time.
- 7) Referral level percentages are based on the total cohort (denominator = cohort size).
- 8) Progression percentages are based on the referral level (denominator = number referred to level).
- 9) Students who transfer or leave Alamo Colleges are not removed from denominators.
- 10) In some instances, data have been updated to reflect the most current data at time of publication. Slight variations in data as recorded in prior publications may appear. However, these updates do not impact overall trends or outcomes.

Sources:

FTIC Age: ACCDODS1.XST_ATD_ACCD

DE Referrals: Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015: ACCDODS1.XST_ATD_ACCD

Course Enrollment:: ACCDODS1.XST.IRES_SC

English Progression by Age (continued)

		Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)	
Fall 2012 Cohort	DE Level 1 331 (12.9%)	<17	7 (2.1%)	<17	6 (85.7%)	<17	3 (42.9%)	Not Applicable	<17	2 (28.6%)	<17	0 (0.0%)	<17	2 (28.6%)			
		18-21	239 (72.2%)	18-21	156 (65.3%)	18-21	107 (44.8%)		18-21	82 (34.3%)	18-21	1 (0.4%)	18-21	68 (28.5%)			
		22-24	21 (6.3%)	22-24	8 (38.1%)	22-24	4 (19.0%)		22-24	4 (19.0%)	22-24	0 (0.0%)	22-24	2 (9.5%)			
		25-35	40 (12.1%)	25-35	14 (35.0%)	25-35	10 (25.0%)		25-35	7 (17.5%)	25-35	0 (0.0%)	25-35	9 (22.5%)			
		36-50	22 (6.6%)	36-50	7 (31.8%)	36-50	5 (22.7%)		36-50	4 (18.2%)	36-50	0 (0.0%)	36-50	7 (31.8%)			
	DE Level 2 650 (25.3%)	51+	2 (0.6%)	51+	0 (0.0%)	51+	0 (0.0%)		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	
		<17	27 (4.2%)	<17	6 (22.2%)	<17	5 (18.5%)		<17	4 (14.8%)	<17	0 (0.0%)	<17	4 (14.8%)			
		18-21	450 (69.2%)	18-21	202 (44.9%)	18-21	163 (36.2%)		18-21	161 (35.8%)	18-21	3 (0.7%)	18-21	152 (33.8%)			
		22-24	47 (7.2%)	22-24	20 (42.6%)	22-24	13 (27.7%)		22-24	12 (25.5%)	22-24	0 (0.0%)	22-24	9 (19.1%)			
		25-35	89 (13.7%)	25-35	31 (34.8%)	25-35	26 (29.2%)		25-35	24 (27.0%)	25-35	0 (0.0%)	25-35	28 (31.5%)			
	Total Referred 981 (38.2%)	36-50	30 (4.6%)	36-50	8 (26.7%)	36-50	6 (20.0%)		36-50	5 (16.7%)	36-50	0 (0.0%)	36-50	11 (36.7%)			
		51+	7 (1.1%)	51+	4 (57.1%)	51+	3 (42.9%)		51+	4 (57.1%)	51+	0 (0.0%)	51+	4 (57.1%)			
		<17	34 (3.5%)	<17	12 (35.3%)	<17	8 (23.5%)		<17	6 (17.6%)	<17	0 (0.0%)	<17	6 (17.6%)			
		18-21	689 (70.2%)	18-21	358 (52.0%)	18-21	270 (39.2%)		18-21	243 (35.3%)	18-21	4 (0.6%)	18-21	220 (31.9%)			
		22-24	68 (6.9%)	22-24	28 (41.2%)	22-24	17 (25.0%)		22-24	16 (23.5%)	22-24	0 (0.0%)	22-24	11 (16.2%)			
College Level 1,551 (60.3%)	25-35	129 (13.1%)	25-35	45 (34.9%)	25-35	36 (27.9%)	25-35	31 (24.0%)	25-35	0 (0.0%)	25-35	37 (28.7%)					
	36-50	52 (5.3%)	36-50	15 (28.8%)	36-50	11 (21.2%)	36-50	9 (17.3%)	36-50	0 (0.0%)	36-50	18 (34.6%)					
	51+	9 (0.9%)	51+	4 (44.4%)	51+	3 (33.3%)	51+	4 (44.4%)	51+	0 (0.0%)	51+	4 (44.4%)					
	<17	63 (4.1%)	<17	12 (12.2%)	<17	8 (8.2%)	<17	6 (6.1%)	<17	0 (0.0%)	<17	32 (32.7%)					
	18-21	1,307 (84.3%)	18-21	406 (20.2%)	18-21	303 (15.1%)	18-21	275 (13.7%)	18-21	6 (0.3%)	18-21	945 (47.0%)					
Unknown 39 (1.5%)	22-24	56 (3.6%)	22-24	29 (23.0%)	22-24	18 (14.3%)	22-24	17 (13.5%)	22-24	0 (0.0%)	22-24	50 (39.7%)					
	25-35	93 (6.0%)	25-35	46 (19.7%)	25-35	37 (15.8%)	25-35	32 (13.7%)	25-35	0 (0.0%)	25-35	105 (44.9%)					
	36-50	27 (1.7%)	36-50	15 (17.9%)	36-50	11 (13.1%)	36-50	9 (10.7%)	36-50	0 (0.0%)	36-50	35 (41.7%)					
	51+	5 (0.3%)	51+	4 (21.1%)	51+	3 (15.8%)	51+	4 (21.1%)	51+	0 (0.0%)	51+	6 (31.6%)					
	<17	1 (2.6%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)					
Cohort Total 2,571 (100.0%)	18-21	14 (35.9%)	18-21	3 (21.4%)	18-21	3 (21.4%)	18-21	3 (21.4%)	18-21	0 (0.0%)	18-21	4 (28.6%)					
	22-24	2 (5.1%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	1 (50.0%)					
	25-35	12 (30.8%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	3 (25.0%)					
	36-50	5 (12.8%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)					
	51+	5 (12.8%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)					
Fall 2013 Cohort	DE Level 1 513 (19.0%)	<17	98 (3.8%)	<17	12 (12.2%)	<17	8 (8.2%)	<17	6 (6.1%)	<17	0 (0.0%)	<17	32 (32.7%)				
		18-21	2,010 (78.2%)	18-21	406 (20.2%)	18-21	303 (15.1%)	18-21	275 (13.7%)	18-21	6 (0.3%)	18-21	945 (47.0%)				
		22-24	126 (4.9%)	22-24	29 (23.0%)	22-24	18 (14.3%)	22-24	17 (13.5%)	22-24	0 (0.0%)	22-24	50 (39.7%)				
		25-35	234 (9.1%)	25-35	46 (19.7%)	25-35	37 (15.8%)	25-35	32 (13.7%)	25-35	0 (0.0%)	25-35	105 (44.9%)				
		36-50	84 (3.3%)	36-50	15 (17.9%)	36-50	11 (13.1%)	36-50	9 (10.7%)	36-50	0 (0.0%)	36-50	35 (41.7%)				
	DE Level 2 571 (21.1%)	51+	19 (0.7%)	51+	4 (21.1%)	51+	3 (15.8%)	51+	4 (21.1%)	51+	0 (0.0%)	51+	6 (31.6%)				
		<17	12 (2.3%)	<17	5 (41.7%)	<17	4 (33.3%)	<17	2 (16.7%)	<17	0 (0.0%)	<17	4 (33.3%)				
		18-21	366 (71.3%)	18-21	225 (61.5%)	18-21	156 (42.6%)	18-21	80 (21.9%)	18-21	10 (2.7%)	18-21	113 (30.9%)				
		22-24	41 (8.0%)	22-24	21 (51.2%)	22-24	16 (39.0%)	22-24	9 (22.0%)	22-24	0 (0.0%)	22-24	4 (9.8%)				
		25-35	59 (11.5%)	25-35	31 (52.5%)	25-35	24 (40.7%)	25-35	13 (22.0%)	25-35	2 (3.4%)	25-35	20 (33.9%)				
	Total Referred 1,084 (40.0%)	36-50	29 (5.7%)	36-50	13 (44.8%)	36-50	11 (37.9%)	36-50	6 (20.7%)	36-50	0 (0.0%)	36-50	13 (44.8%)				
		51+	6 (1.2%)	51+	2 (33.3%)	51+	1 (16.7%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)				
		<17	26 (4.6%)	<17	13 (50.0%)	<17	9 (34.6%)	<17	7 (26.9%)	<17	1 (3.8%)	<17	12 (46.2%)				
		18-21	379 (66.4%)	18-21	184 (48.5%)	18-21	148 (39.1%)	18-21	137 (36.1%)	18-21	3 (0.8%)	18-21	170 (44.9%)				
		22-24	58 (10.2%)	22-24	22 (37.9%)	22-24	15 (25.9%)	22-24	18 (31.0%)	22-24	1 (1.7%)	22-24	35 (60.3%)				
College Level 1,581 (58.4%)	25-35	88 (15.4%)	25-35	44 (50.0%)	25-35	39 (44.3%)	25-35	40 (45.5%)	25-35	1 (1.1%)	25-35	48 (54.5%)					
	36-50	15 (2.6%)	36-50	8 (53.3%)	36-50	7 (46.7%)	36-50	6 (40.0%)	36-50	1 (6.7%)	36-50	7 (46.7%)					
	51+	5 (0.9%)	51+	2 (40.0%)	51+	2 (40.0%)	51+	1 (20.0%)	51+	1 (20.0%)	51+	0 (0.0%)					
	<17	38 (3.5%)	<17	18 (47.4%)	<17	13 (34.2%)	<17	9 (23.7%)	<17	1 (2.6%)	<17	16 (42.1%)					
	18-21	745 (68.7%)	18-21	409 (54.9%)	18-21	304 (40.8%)	18-21	217 (29.1%)	18-21	13 (1.7%)	18-21	283 (38.0%)					
Unknown 42 (1.6%)	22-24	99 (9.1%)	22-24	43 (43.4%)	22-24	31 (31.3%)	22-24	27 (27.3%)	22-24	1 (1.0%)	22-24	39 (39.4%)					
	25-35	147 (13.6%)	25-35	75 (51.0%)	25-35	63 (42.9%)	25-35	53 (36.1%)	25-35	3 (2.0%)	25-35	68 (46.3%)					
	36-50	44 (4.1%)	36-50	21 (47.7%)	36-50	18 (40.9%)	36-50	12 (27.3%)	36-50	1 (2.3%)	36-50	20 (45.5%)					
	51+	11 (1.0%)	51+	4 (36.4%)	51+	3 (27.3%)	51+	1 (9.1%)	51+	1 (9.1%)	51+	0 (0.0%)					
	<17	59 (3.7%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	1 (100.0%)					
Cohort Total 2,707 (100.0%)	18-21	1,399 (88.5%)	18-21	18 (18.4%)	<17	0 (0.0%)	<17	9 (9.2%)	<17	1 (1.0%)	<17	55 (56.1%)					
	22-24	45 (2.8%)	22-24	429 (19.9%)	18-21	318 (14.7%)	18-21	227 (10.5%)	18-21	24 (1.1%)	18-21	1,128 (52.2%)					
	25-35	58 (3.7%)	22-24	43 (28.5%)	22-24	31 (20.5%)	22-24	27 (17.9%)	22-24	1 (0.7%)	22-24	79 (52.3%)					
	36-50	18 (1.1%)	25-35	77 (35.8%)	25-35	64 (29.8%)	25-35	53 (24.7%)	25-35	3 (1.4%)	25-35	114 (53.0%)					
	51+	2 (0.1%)	36-50	22 (31.9%)	36-50	19 (27.5%)	36-50	12 (17.4%)	36-50	1 (1.4%)	36-50	34 (49.3%)					

English Progression by Age (continued)

		Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)	
Fall 2014 Cohort	DE Level 1 194 (8.6%)	<17	4 (2.1%)	<17	2 (50.0%)	<17	1 (25.0%)	<17	0 (0.0%)	<17	0 (0.0%)						
		18-21	152 (78.4%)	18-21	97 (63.8%)	18-21	57 (37.5%)	18-21	3 (2.0%)	18-21	0 (0.0%)						
		22-24	15 (7.7%)	22-24	10 (66.7%)	22-24	7 (46.7%)	22-24	1 (6.7%)	22-24	0 (0.0%)						
		25-35	15 (7.7%)	25-35	10 (66.7%)	25-35	7 (46.7%)	25-35	1 (6.7%)	25-35	1 (6.7%)						
		36-50	6 (3.1%)	36-50	3 (50.0%)	36-50	3 (50.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)						
	DE Level 2 295 (13.0%)	51+	2 (1.0%)	51+	1 (50.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)						
		<17	13 (4.4%)	<17	8 (61.5%)	<17	4 (30.8%)	<17	1 (7.7%)	<17	1 (7.7%)						
		18-21	224 (75.9%)	18-21	136 (60.7%)	18-21	100 (44.6%)	18-21	5 (2.2%)	18-21	5 (2.2%)						
		22-24	13 (4.4%)	22-24	8 (61.5%)	22-24	6 (46.2%)	22-24	0 (0.0%)	22-24	0 (0.0%)						
		25-35	35 (11.9%)	25-35	19 (54.3%)	25-35	18 (51.4%)	25-35	0 (0.0%)	25-35	0 (0.0%)						
	DE Level 3 304 (13.4%)	36-50	8 (2.7%)	36-50	6 (75.0%)	36-50	5 (62.5%)	36-50	0 (0.0%)	36-50	0 (0.0%)						
		51+	2 (0.7%)	51+	2 (100.0%)	51+	1 (50.0%)	51+	0 (0.0%)	51+	0 (0.0%)						
		<17	12 (3.9%)	<17	8 (66.7%)	<17	8 (66.7%)	<17	8 (66.7%)	<17	8 (66.7%)						
		18-21	235 (77.3%)	18-21	138 (58.7%)	18-21	105 (44.7%)	18-21	117 (49.8%)	18-21	90 (38.3%)						
		22-24	20 (6.6%)	22-24	10 (50.0%)	22-24	8 (40.0%)	22-24	8 (40.0%)	22-24	7 (35.0%)						
	DE Level 4 2 (0.1%)	25-35	29 (9.5%)	25-35	13 (44.8%)	25-35	10 (34.5%)	25-35	9 (31.0%)	25-35	8 (27.6%)						
		36-50	8 (2.6%)	36-50	4 (50.0%)	36-50	4 (50.0%)	36-50	3 (37.5%)	36-50	3 (37.5%)						
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)						
		<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)						
		18-21	2 (100.0%)	18-21	2 (100.0%)	18-21	1 (50.0%)	18-21	2 (100.0%)	18-21	1 (50.0%)						
Total Referred 795 (35.1%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)							
	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)							
	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)							
	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)							
	<17	29 (3.6%)	<17	18 (62.1%)	<17	13 (44.8%)	<17	9 (31.0%)	<17	9 (31.0%)							
College Level 1,368 (60.5%)	18-21	613 (77.1%)	18-21	373 (60.8%)	18-21	263 (42.9%)	18-21	127 (20.7%)	18-21	96 (15.7%)							
	22-24	48 (6.0%)	22-24	28 (58.3%)	22-24	21 (43.8%)	22-24	9 (18.8%)	22-24	7 (14.6%)							
	25-35	79 (9.9%)	25-35	42 (53.2%)	25-35	35 (44.3%)	25-35	10 (12.7%)	25-35	9 (11.4%)							
	36-50	22 (2.8%)	36-50	13 (59.1%)	36-50	12 (54.5%)	36-50	3 (13.6%)	36-50	3 (13.6%)							
	51+	4 (0.5%)	51+	3 (75.0%)	51+	1 (25.0%)	51+	0 (0.0%)	51+	0 (0.0%)							
Unknown 99 (4.4%)	<17	50 (3.7%)															
	18-21	1,139 (83.3%)															
	22-24	63 (4.6%)															
	25-35	92 (6.7%)															
	36-50	20 (1.5%)															
Cohort Total 2,262 (100.0%)	51+	4 (0.3%)															
	<17	1 (1.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)							
	18-21	74 (74.7%)	18-21	5 (6.8%)	18-21	1 (1.4%)	18-21	4 (5.4%)	18-21	1 (1.4%)							
	22-24	6 (6.1%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)							
	25-35	8 (8.1%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)							
Fall 2015 Cohort	DE Level 1 238 (10.8%)	36-50	7 (7.1%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)						
		51+	3 (3.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)						
		<17	80 (3.5%)	<17	21 (26.3%)	<17	16 (20.0%)	<17	12 (15.0%)	<17	12 (15.0%)						
		18-21	1,826 (80.7%)	18-21	424 (23.2%)	18-21	293 (16.0%)	18-21	169 (9.3%)	18-21	120 (6.6%)						
		22-24	117 (5.2%)	22-24	33 (28.2%)	22-24	25 (21.4%)	22-24	13 (11.1%)	22-24	10 (8.5%)						
	DE Level 2 426 (19.3%)	25-35	179 (7.9%)	25-35	47 (26.3%)	25-35	38 (21.2%)	25-35	14 (7.8%)	25-35	11 (6.1%)						
		36-50	49 (2.2%)	36-50	13 (26.5%)	36-50	12 (24.5%)	36-50	3 (6.1%)	36-50	3 (6.1%)						
		51+	11 (0.5%)	51+	3 (27.3%)	51+	1 (9.1%)	51+	0 (0.0%)	51+	0 (0.0%)						
		<17	5 (2.1%)	<17	4 (80.0%)	<17	3 (60.0%)	<17	0 (0.0%)	<17	0 (0.0%)						
		18-21	199 (83.6%)	18-21	135 (67.8%)	18-21	90 (45.2%)	18-21	6 (3.0%)	18-21	4 (2.0%)						
	DE Level 3 452 (20.5%)	22-24	12 (5.0%)	22-24	6 (50.0%)	22-24	6 (50.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)						
		25-35	17 (7.1%)	25-35	9 (52.9%)	25-35	6 (35.3%)	25-35	0 (0.0%)	25-35	0 (0.0%)						
		36-50	4 (1.7%)	36-50	3 (75.0%)	36-50	1 (25.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)						
		51+	1 (0.4%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)						
		<17	10 (2.3%)	<17	7 (70.0%)	<17	4 (40.0%)	<17	0 (0.0%)	<17	0 (0.0%)						
	Total Referred 1,116 (50.7%)	18-21	355 (83.3%)	18-21	224 (63.1%)	18-21	173 (48.7%)	18-21	16 (4.5%)	18-21	13 (3.7%)						
		22-24	20 (4.7%)	22-24	11 (55.0%)	22-24	9 (45.0%)	22-24	1 (5.0%)	22-24	0 (0.0%)						
		25-35	28 (6.6%)	25-35	17 (60.7%)	25-35	15 (53.6%)	25-35	0 (0.0%)	25-35	0 (0.0%)						
		36-50	10 (2.3%)	36-50	4 (40.0%)	36-50	2 (20.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)						
		51+	3 (0.7%)	51+	2 (66.7%)	51+	2 (66.7%)	51+	0 (0.0%)	51+	0 (0.0%)						
College Level 1,056 (47.9%)	<17	17 (3.8%)	<17	15 (88.2%)	<17	10 (58.8%)	<17	14 (82.4%)	<17	9 (52.9%)							
	18-21	376 (83.2%)	18-21	267 (71.0%)	18-21	218 (58.0%)	18-21	217 (57.7%)	18-21	173 (46.0%)							
	22-24	21 (4.6%)	22-24	13 (61.9%)	22-24	10 (47.6%)	22-24	12 (57.1%)	22-24	10 (47.6%)							
	25-35	28 (6.2%)	25-35	20 (71.4%)	25-35	18 (64.3%)	25-35	17 (60.7%)	25-35	15 (53.6%)							
	36-50	9 (2.0%)	36-50	6 (66.7%)	36-50	3 (33.3%)	36-50	6 (66.7%)	36-50	3 (33.3%)							
Unknown 31 (1.4%)	51+	1 (0.2%)	51+	1 (100.0%)	51+	0 (0.0%)	51+	1 (100.0%)	51+	0 (0.0%)							
	<17	32 (2.9%)	<17	26 (81.3%)	<17	17 (53.1%)	<17	14 (43.8%)	<17	9 (28.1%)							
	18-21	930 (83.3%)	18-21	626 (67.3%)	18-21	481 (51.7%)	18-21	239 (25.7%)	18-21	190 (20.4%)							
	22-24	53 (4.7%)	22-24	30 (56.6%)	22-24	25 (47.2%)	22-24	13 (24.5%)	22-24	10 (18.9%)							
	25-35	73 (6.5%)	25-35	46 (63.0%)	25-35	39 (53.4%)	25-35	17 (23.3%)	25-35	15 (20.5%)							
Cohort Total 2,203 (100.0%)	36-50	23 (2.1%)	36-50	13 (56.5%)	36-50	6 (26.1%)	36-50	6 (26.1%)	36-50	3 (13.0%)							
	51+	5 (0.4%)	51+	3 (60.0%)	51+	2 (40.0%)	51+	1 (20.0%)	51+	0 (0.0%)							
	<17	44 (4.2%)															
	18-21	830 (78.6%)															
	22-24	61 (5.8%)															

English Progression by Enrollment Status

Across most cohorts and levels, full-time students compared to part-time students successfully passed both English DE and “gatekeeper” courses at higher rates after 3 years. When comparing the 2011 cohort to the 2013 cohort, an increase in success in the “gatekeeper” course was evident for referred full-time students.

		Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)	
Fall 2011 Cohort*	DE Level 1	FT	153 (36.5%)	FT	116 (75.8%)	FT	74 (48.4%)	Not Applicable	FT	44 (28.8%)	Not Applicable	FT	35 (22.9%)				
	419 (13.5%)	PT	266 (63.5%)	PT	150 (56.4%)	PT	89 (33.5%)		PT	46 (17.3%)		PT	45 (16.9%)				
	DE Level 2	FT	427 (41.0%)	FT	302 (70.7%)	FT	227 (53.2%)		FT	223 (52.2%)		FT	184 (43.1%)				
	1,041 (33.5%)	PT	614 (59.0%)	PT	296 (48.2%)	PT	198 (32.2%)		PT	185 (30.1%)		PT	170 (27.7%)				
	Total Referred	FT	580 (39.7%)	FT	418 (72.1%)	FT	301 (51.9%)	FT	267 (46.0%)	FT	219 (37.8%)						
	1,460 (47.0%)	PT	880 (60.3%)	PT	446 (50.7%)	PT	287 (32.6%)	PT	231 (26.3%)	PT	215 (24.4%)						
	College Level	FT	806 (50.0%)	Not Applicable	FT	806 (50.0%)	Not Applicable	FT	806 (50.0%)	FT	457 (56.7%)						
	1,613 (51.9%)	PT	807 (50.0%)		PT	807 (50.0%)		PT	371 (46.0%)								
	Unknown	FT	4 (11.1%)		FT	0 (0.0%)		FT	0 (0.0%)	FT	0 (0.0%)						
	36 (1.2%)	PT	32 (88.9%)		PT	1 (3.1%)		PT	0 (0.0%)	PT	1 (3.1%)						
Cohort Total	FT	1,390 (44.7%)	FT	473 (34.0%)	FT	343 (24.7%)	FT	306 (22.0%)	FT	676 (48.6%)							
3,109 (100.0%)	PT	1,719 (55.3%)	PT	489 (28.4%)	PT	318 (18.5%)	PT	262 (15.2%)	PT	587 (34.1%)							
Fall 2012 Cohort	DE Level 1	FT	105 (31.7%)	FT	87 (82.9%)	FT	61 (58.1%)	Not Applicable	FT	45 (42.9%)	FT	1 (1.0%)	FT	32 (30.5%)			
	331 (12.9%)	PT	226 (68.3%)	PT	104 (46.0%)	PT	68 (30.1%)		PT	54 (23.9%)	PT	0 (0.0%)	PT	56 (24.8%)			
	DE Level 2	FT	226 (34.8%)	FT	117 (51.8%)	FT	94 (41.6%)		FT	92 (40.7%)	FT	1 (0.4%)	FT	84 (37.2%)			
	650 (25.3%)	PT	424 (65.2%)	PT	154 (36.3%)	PT	122 (28.8%)		PT	118 (27.8%)	PT	2 (0.5%)	PT	124 (29.2%)			
	Total Referred	FT	331 (33.7%)	FT	204 (61.6%)	FT	155 (46.8%)	FT	137 (41.4%)	FT	2 (0.6%)	FT	116 (35.0%)				
	981 (38.2%)	PT	650 (66.3%)	PT	258 (39.7%)	PT	190 (29.2%)	PT	172 (26.5%)	PT	2 (0.3%)	PT	180 (27.7%)				
	College Level	FT	808 (52.1%)	Not Applicable	FT	808 (52.1%)	Not Applicable	FT	808 (52.1%)	FT	504 (62.4%)						
	1,551 (60.3%)	PT	743 (47.9%)		PT	365 (49.1%)											
	Unknown	FT	13 (33.3%)		FT	1 (7.7%)		FT	1 (7.7%)	FT	1 (7.7%)	FT	0 (0.0%)	FT	4 (30.8%)		
	39 (1.5%)	PT	26 (66.7%)		PT	2 (7.7%)		PT	2 (7.7%)	PT	2 (7.7%)	PT	0 (0.0%)	PT	4 (15.4%)		
Cohort Total	FT	1,152 (44.8%)	FT	221 (19.2%)	FT	167 (14.5%)	FT	149 (12.9%)	FT	3 (0.3%)	FT	624 (54.2%)					
2,571 (100.0%)	PT	1,419 (55.2%)	PT	291 (20.5%)	PT	213 (15.0%)	PT	194 (13.7%)	PT	3 (0.2%)	PT	549 (38.7%)					
Fall 2013 Cohort	DE Level 1	FT	148 (28.8%)	FT	133 (89.9%)	FT	91 (61.5%)	Not Applicable	FT	35 (23.6%)	FT	0 (0.0%)	FT	47 (31.8%)			
	513 (19.0%)	PT	365 (71.2%)	PT	164 (44.9%)	PT	121 (33.2%)		PT	75 (20.5%)	PT	12 (3.3%)	PT	107 (29.3%)			
	DE Level 2	FT	187 (32.7%)	FT	125 (66.8%)	FT	105 (56.1%)		FT	89 (47.6%)	FT	2 (1.1%)	FT	102 (54.5%)			
	571 (21.1%)	PT	384 (67.3%)	PT	148 (38.5%)	PT	115 (29.9%)		PT	120 (31.3%)	PT	6 (1.6%)	PT	170 (44.3%)			
	Total Referred	FT	335 (30.9%)	FT	258 (77.0%)	FT	196 (58.5%)	FT	124 (37.0%)	FT	2 (0.6%)	FT	149 (44.5%)				
	1,084 (40.0%)	PT	749 (69.1%)	PT	312 (41.7%)	PT	236 (31.5%)	PT	195 (26.0%)	PT	18 (2.4%)	PT	277 (37.0%)				
	College Level	FT	838 (53.0%)	Not Applicable	FT	838 (53.0%)	Not Applicable	FT	838 (53.0%)	FT	566 (67.5%)						
	1,581 (58.4%)	PT	743 (47.0%)		PT	402 (54.1%)											
	Unknown	FT	12 (28.6%)		FT	2 (16.7%)		FT	1 (8.3%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	6 (50.0%)		
	42 (1.6%)	PT	30 (71.4%)		PT	2 (6.7%)		PT	1 (3.3%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	10 (33.3%)		
Cohort Total	FT	1,185 (43.8%)	FT	264 (22.3%)	FT	201 (17.0%)	FT	126 (10.6%)	FT	8 (0.7%)	FT	721 (60.8%)					
2,707 (100.0%)	PT	1,522 (56.2%)	PT	329 (21.6%)	PT	247 (16.2%)	PT	203 (13.3%)	PT	23 (1.5%)	PT	689 (45.3%)					
FT = Full-time		PT = Part-time															

FT = Full-time

PT = Part-time

Notes:

- 1) Attempted = student received a grade for course (includes variations of W); Completed = student received a grade of A, B, C, D, F, I, IP, or P for course; Success = student received a grade of A, B, or C for course.
- 2) High DE = last course in DE sequence (Level 2).
- 3) English “gatekeeper” course is ENGL 1301.
- 4) Fall 2012 through Fall 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Fall 2011* Preliminary True FTIC methodology used to create cohort of students without academic history as opposed to using THECB methodology.
- 5) Developmental education (DE) referral levels are based on formal student assessment outcomes for the subject area of DE course enrollment. Students designated as “Unknown” did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment.
- 6) Years of progression refer to the period between initial Fall semester (cohort year) and time of measurement. Data are cumulative over time.
- 7) Referral level percentages are based on the total cohort (denominator = cohort size).
- 8) Progression percentages are based on the referral level (denominator = number referred to level).
- 9) Students who transfer or leave Alamo Colleges are not removed from denominators.
- 10) In some instances, data have been updated to reflect the most current data at time of publication. Slight variations in data as recorded in prior publications may appear. However, these updates do not impact overall trends or outcomes.

Sources:

FTIC FT/PT Status: ACCDODS1.XST_CBM001_ACCD

DE Referrals: Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015: ACCDODS1.XST_ATD_ACCD

Course Enrollment::: ACCDODS1.XST.IRES_SC

English Progression by Enrollment Status (Continued)

		Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)			
Fall 2014 Cohort	DE Level 1	FT	42 (21.6%)	FT	28 (66.7%)	FT	20 (47.6%)	FT	0 (0.0%)	FT	0 (0.0%)	3rd Year Data Not Yet Available							
	194 (8.6%)	PT	152 (78.4%)	PT	95 (62.5%)	PT	55 (36.2%)	PT	5 (3.3%)	PT	1 (0.7%)								
	DE Level 2	FT	88 (29.8%)	FT	53 (60.2%)	FT	41 (46.6%)	FT	2 (2.3%)	FT	2 (2.3%)								
	295 (13.0%)	PT	207 (70.2%)	PT	126 (60.9%)	PT	93 (44.9%)	PT	4 (1.9%)	PT	4 (1.9%)								
	DE Level 3	FT	55 (18.1%)	FT	17 (30.9%)	FT	14 (25.5%)	FT	11 (20.0%)	FT	8 (14.5%)								
	304 (13.4%)	PT	249 (81.9%)	PT	156 (62.7%)	PT	121 (48.6%)	PT	134 (53.8%)	PT	108 (43.4%)								
	DE Level 4	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)								
	2 (0.1%)	PT	2 (100.0%)	PT	2 (100.0%)	PT	1 (50.0%)	PT	2 (100.0%)	PT	1 (50.0%)								
	Total Referred	FT	185 (23.3%)	FT	98 (53.0%)	FT	75 (40.5%)	FT	13 (7.0%)	FT	10 (5.4%)								
	795 (35.1%)	PT	610 (76.7%)	PT	379 (62.1%)	PT	270 (44.3%)	PT	145 (23.8%)	PT	114 (18.7%)								
	College Level	FT	722 (52.8%)	Not Applicable															
	1,368 (60.5%)	PT	646 (47.2%)																
	Unknown	FT	19 (19.2%)	FT	1 (5.3%)	FT	0 (0.0%)	FT	1 (5.3%)	FT	0 (0.0%)								
	99 (4.4%)	PT	80 (80.8%)	PT	4 (5.0%)	PT	1 (1.3%)	PT	3 (3.8%)	PT	1 (1.3%)								
Cohort Total	FT	926 (40.9%)	FT	114 (12.3%)	FT	84 (9.1%)	FT	25 (2.7%)	FT	16 (1.7%)									
2,262 (100.0%)	PT	1,336 (59.1%)	PT	427 (32.0%)	PT	301 (22.5%)	PT	186 (13.9%)	PT	140 (10.5%)									
Fall 2015 Cohort	DE Level 1	FT	29 (12.2%)	FT	25 (86.2%)	FT	19 (65.5%)	FT	0 (0.0%)	FT	0 (0.0%)	3rd Year Data Not Yet Available							
	238 (10.8%)	PT	209 (87.8%)	PT	132 (63.2%)	PT	87 (41.6%)	PT	6 (2.9%)	PT	4 (1.9%)								
	DE Level 2	FT	67 (15.7%)	FT	43 (64.2%)	FT	38 (56.7%)	FT	0 (0.0%)	FT	0 (0.0%)								
	426 (19.3%)	PT	359 (84.3%)	PT	222 (61.8%)	PT	167 (46.5%)	PT	17 (4.7%)	PT	13 (3.6%)								
	DE Level 3	FT	43 (9.5%)	FT	16 (37.2%)	FT	14 (32.6%)	FT	8 (18.6%)	FT	6 (14.0%)								
	452 (20.5%)	PT	409 (90.5%)	PT	306 (74.8%)	PT	245 (59.9%)	PT	259 (63.3%)	PT	204 (49.9%)								
	Total Referred	FT	139 (12.5%)	FT	84 (60.4%)	FT	71 (51.1%)	FT	8 (5.8%)	FT	6 (4.3%)								
	1,116 (50.7%)	PT	977 (87.5%)	PT	660 (67.6%)	PT	499 (51.1%)	PT	282 (28.9%)	PT	221 (22.6%)								
	College Level	FT	435 (41.2%)	Not Applicable															
	1,056 (47.9%)	PT	621 (58.8%)																
	Unknown	FT	3 (9.7%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)								
	31 (1.4%)	PT	28 (90.3%)	PT	2 (7.1%)	PT	2 (7.1%)	PT	1 (3.6%)	PT	1 (3.6%)								
	Cohort Total	FT	577 (26.2%)	FT	88 (15.3%)	FT	75 (13.0%)	FT	11 (1.9%)	FT	9 (1.6%)								
	2,203 (100.0%)	PT	1,626 (73.8%)	PT	711 (43.7%)	PT	539 (33.1%)	PT	326 (20.0%)	PT	257 (15.8%)								

FT = Full-time

PT = Part-time

English Progression by Pell Status

Referred Pell recipients successfully passed English DE courses at higher rates than did referred non-Pell recipients. Pell recipients who were non-referred successfully passed the English “gatekeeper” course at generally higher rates than did non-Pell recipients. When comparing the 2011 cohort to the 2013 cohort, referred Pell recipients experienced an increase in “gatekeeper” success.

		Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)										
Fall 2011 Cohort*	DE Level 1	Y	240 (57.3%)	Y	165 (68.8%)	Y	95 (39.6%)	Not Applicable	Not Applicable	Y	59 (24.6%)	Not Applicable	Not Applicable	Y	56 (23.3%)											
	419 (13.5%)	N	179 (42.7%)	N	101 (56.4%)	N	68 (38.0%)			N	31 (17.3%)			N	24 (13.4%)											
	DE Level 2	Y	558 (53.6%)	Y	372 (66.7%)	Y	262 (47.0%)			Y	250 (44.8%)			Y	215 (38.5%)											
	1,041 (33.5%)	N	483 (46.4%)	N	226 (46.8%)	N	163 (33.7%)			N	158 (32.7%)			N	139 (28.8%)											
	Total Referred	Y	798 (54.7%)	Y	537 (67.3%)	Y	357 (44.7%)			Y	309 (38.7%)			Y	271 (34.0%)											
	1,460 (47.0%)	N	662 (45.3%)	N	327 (49.4%)	N	231 (34.9%)			N	189 (28.5%)			N	163 (24.6%)											
	College Level	Y	759 (47.1%)	Not Applicable	Not Applicable									Y	413 (54.4%)											
	1,613 (51.9%)	N	854 (52.9%)											N	415 (48.6%)											
	Unknown	Y	9 (25.0%)											Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	1 (11.1%)					
	36 (1.2%)	N	27 (75.0%)											N	1 (3.7%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)					
Cohort Total	Y	1,566 (50.4%)	Y	591 (37.7%)	Y	398 (25.4%)	Not Applicable	Not Applicable	Y	347 (22.2%)	Not Applicable	Not Applicable	Y	685 (43.7%)												
3,109 (100.0%)	N	1,543 (49.6%)	N	371 (24.0%)	N	263 (17.0%)			N	221 (14.3%)			N	578 (37.5%)												
Fall 2012 Cohort	DE Level 1	Y	203 (61.3%)	Y	132 (65.0%)	Y	94 (46.3%)	Not Applicable	Not Applicable	Y	73 (36.0%)	Y	1 (0.5%)	Y	57 (28.1%)											
	331 (12.9%)	N	128 (38.7%)	N	59 (46.1%)	N	35 (27.3%)			N	26 (20.3%)	N	0 (0.0%)	N	31 (24.2%)											
	DE Level 2	Y	358 (55.1%)	Y	178 (49.7%)	Y	148 (41.3%)			Y	142 (39.7%)	Y	1 (0.3%)	Y	129 (36.0%)											
	650 (25.3%)	N	292 (44.9%)	N	93 (31.8%)	N	68 (23.3%)			N	68 (23.3%)	N	2 (0.7%)	N	79 (27.1%)											
	Total Referred	Y	561 (57.2%)	Y	310 (55.3%)	Y	242 (43.1%)			Y	215 (38.3%)	Y	2 (0.4%)	Y	186 (33.2%)											
	981 (38.2%)	N	420 (42.8%)	N	152 (36.2%)	N	103 (24.5%)			N	94 (22.4%)	N	2 (0.5%)	N	110 (26.2%)											
	College Level	Y	690 (44.5%)	Not Applicable	Not Applicable								Not Applicable	Not Applicable	Y	418 (60.6%)										
	1,551 (60.3%)	N	861 (55.5%)												N	451 (52.4%)										
	Unknown	Y	12 (30.8%)												Y	2 (16.7%)	Y	2 (16.7%)	Y	2 (16.7%)	Y	0 (0.0%)	Y	3 (25.0%)		
	39 (1.5%)	N	27 (69.2%)												N	1 (3.7%)	N	1 (3.7%)	N	1 (3.7%)	N	0 (0.0%)	N	5 (18.5%)		
Cohort Total	Y	1,263 (49.1%)	Y	338 (26.8%)	Y	260 (20.6%)	Not Applicable	Not Applicable	Y	232 (18.4%)	Y	2 (0.2%)	Y	607 (48.1%)												
2,571 (100.0%)	N	1,308 (50.9%)	N	174 (13.3%)	N	120 (9.2%)			N	111 (8.5%)	N	4 (0.3%)	N	566 (43.3%)												
Fall 2013 Cohort	DE Level 1	Y	361 (70.4%)	Y	226 (62.6%)	Y	160 (44.3%)	Not Applicable	Not Applicable	Y	87 (24.1%)	Y	7 (1.9%)	Y	101 (28.0%)											
	513 (19.0%)	N	152 (29.6%)	N	71 (46.7%)	N	52 (34.2%)			N	23 (15.1%)	N	5 (3.3%)	N	53 (34.9%)											
	DE Level 2	Y	362 (63.4%)	Y	182 (50.3%)	Y	147 (40.6%)			Y	132 (36.5%)	Y	3 (0.8%)	Y	158 (43.6%)											
	571 (21.1%)	N	209 (36.6%)	N	91 (43.5%)	N	73 (34.9%)			N	77 (36.8%)	N	5 (2.4%)	N	114 (54.5%)											
	Total Referred	Y	723 (66.7%)	Y	408 (56.4%)	Y	307 (42.5%)			Y	219 (30.3%)	Y	10 (1.4%)	Y	259 (35.8%)											
	1,084 (40.0%)	N	361 (33.3%)	N	162 (44.9%)	N	125 (34.6%)			N	100 (27.7%)	N	10 (2.8%)	N	167 (46.3%)											
	College Level	Y	865 (54.7%)	Not Applicable	Not Applicable								Not Applicable	Not Applicable	Y	529 (61.2%)										
	1,581 (58.4%)	N	716 (45.3%)												N	439 (61.3%)										
	Unknown	Y	20 (47.6%)												Y	3 (15.0%)	Y	1 (5.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	9 (45.0%)		
	42 (1.6%)	N	22 (52.4%)												N	1 (4.5%)	N	1 (4.5%)	N	0 (0.0%)	N	0 (0.0%)	N	7 (31.8%)		
Cohort Total	Y	1,608 (59.4%)	Y	418 (26.0%)	Y	311 (19.3%)	Not Applicable	Not Applicable	Y	224 (13.9%)	Y	17 (1.1%)	Y	797 (49.6%)												
2,707 (100.0%)	N	1,099 (40.6%)	N	175 (15.9%)	N	137 (12.5%)			N	105 (9.6%)	N	14 (1.3%)	N	613 (55.8%)												

Yes = Pell No = No Pell

English Progression by Pell Status (Continued)

		Referral Level	Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)		
Fall 2014 Cohort	DE Level 1	Y 133 (68.6%)	Y 96 (72.2%)	Y 57 (42.9%)	Y 3 (2.3%)	Y 0 (0.0%)	3rd Year Data Not Yet Available				
	194 (8.6%)	N 61 (31.4%)	N 27 (44.3%)	N 18 (29.5%)	N 2 (3.3%)	N 1 (1.6%)					
	DE Level 2	Y 208 (70.5%)	Y 130 (62.5%)	Y 90 (43.3%)	Y 3 (1.4%)	Y 3 (1.4%)					
	295 (13.0%)	N 87 (29.5%)	N 49 (56.3%)	N 44 (50.6%)	N 3 (3.4%)	N 3 (3.4%)					
	DE Level 3	Y 185 (60.9%)	Y 111 (60.0%)	Y 84 (45.4%)	Y 92 (49.7%)	Y 70 (37.8%)					
	304 (13.4%)	N 119 (39.1%)	N 62 (52.1%)	N 51 (42.9%)	N 53 (44.5%)	N 46 (38.7%)					
	DE Level 4	Y 1 (50.0%)	Y 1 (100.0%)	Y 1 (100.0%)	Y 1 (100.0%)	Y 1 (100.0%)					
	2 (0.1%)	N 1 (50.0%)	N 1 (100.0%)	N 0 (0.0%)	N 1 (100.0%)	N 0 (0.0%)					
	Total Referred	Y 527 (66.3%)	Y 338 (64.1%)	Y 232 (44.0%)	Y 99 (18.8%)	Y 74 (14.0%)					
	795 (35.1%)	N 268 (33.7%)	N 139 (51.9%)	N 113 (42.2%)	N 59 (22.0%)	N 50 (18.7%)					
	College Level	Y 748 (54.7%)	Not Applicable								
	1,368 (60.5%)	N 620 (45.3%)									
	Unknown	Y 53 (53.5%)	Y 3 (5.7%)	Y 1 (1.9%)	Y 2 (3.8%)	Y 1 (1.9%)					
	99 (4.4%)	N 46 (46.5%)	N 2 (4.3%)	N 0 (0.0%)	N 2 (4.3%)	N 0 (0.0%)					
	Cohort Total	Y 1,328 (58.7%)	Y 366 (27.6%)	Y 248 (18.7%)	Y 122 (9.2%)	Y 86 (6.5%)					
	2,262 (100.0%)	N 934 (41.3%)	N 175 (18.7%)	N 137 (14.7%)	N 89 (9.5%)	N 70 (7.5%)					
Fall 2015 Cohort	DE Level 1	Y 137 (57.6%)	Y 108 (78.8%)	Y 68 (49.6%)	Y 5 (3.6%)	Y 3 (2.2%)	3rd Year Data Not Yet Available				
	238 (10.8%)	N 101 (42.4%)	N 49 (48.5%)	N 38 (37.6%)	N 1 (1.0%)	N 1 (1.0%)					
	DE Level 2	Y 252 (59.2%)	Y 174 (69.0%)	Y 131 (52.0%)	Y 8 (3.2%)	Y 6 (2.4%)					
	426 (19.3%)	N 174 (40.8%)	N 91 (52.3%)	N 74 (42.5%)	N 9 (5.2%)	N 7 (4.0%)					
	DE Level 3	Y 267 (59.1%)	Y 201 (75.3%)	Y 158 (59.2%)	Y 167 (62.5%)	Y 127 (47.6%)					
	452 (20.5%)	N 185 (40.9%)	N 121 (65.4%)	N 101 (54.6%)	N 100 (54.1%)	N 83 (44.9%)					
	Total Referred	Y 656 (58.8%)	Y 483 (73.6%)	Y 357 (54.4%)	Y 180 (27.4%)	Y 136 (20.7%)					
	1,116 (50.7%)	N 460 (41.2%)	N 261 (56.7%)	N 213 (46.3%)	N 110 (23.9%)	N 91 (19.8%)					
	College Level	Y 514 (48.7%)	Not Applicable								
	1,056 (47.9%)	N 542 (51.3%)									
	Unknown	Y 13 (41.9%)	Y 1 (7.7%)	Y 1 (7.7%)	Y 1 (7.7%)	Y 1 (7.7%)					
	31 (1.4%)	N 18 (58.1%)	N 1 (5.6%)	N 1 (5.6%)	N 0 (0.0%)	N 0 (0.0%)					
	Cohort Total	Y 1,183 (53.7%)	Y 509 (43.0%)	Y 375 (31.7%)	Y 201 (17.0%)	Y 151 (12.8%)					
	2,203 (100.0%)	N 1,020 (46.3%)	N 290 (28.4%)	N 239 (23.4%)	N 136 (13.3%)	N 115 (11.3%)					
	Yes = Pell	No = No Pell									

Yes = Pell No = No Pell

Notes:

- 1) Attempted = student received a grade for course (includes variations of W); Completed = student received a grade of A, B, C, D, F, I, IP, or P for course; Success = student received a grade of A, B, or C for course.
- 2) High DE = last course in DE sequence (Level 2).
- 3) English "gatekeeper" course is ENGL 1301.
- 4) Fall 2012 through Fall 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Fall 2011* Preliminary True FTIC methodology used to create cohort of students without academic history as opposed to using THECB methodology.
- 5) Developmental education (DE) referral levels are based on formal student assessment outcomes for the subject area of DE course enrollment. Students designated as "Unknown" did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment.
- 6) Years of progression refer to the period between initial Fall semester (cohort year) and time of measurement. Data are cumulative over time.
- 7) Referral level percentages are based on the total cohort (denominator = cohort size).
- 8) Progression percentages are based on the referral level (denominator = number referred to level).
- 9) Students who transfer or leave Alamo Colleges are not removed from denominators.
- 10) In some instances, data have been updated to reflect the most current data at time of publication. Slight variations in data as recorded in prior publications may appear. However, these updates do not impact overall trends or outcomes.

Sources:

FTIC Pell Status: ACCDODS1.XST_FADS_ACCD

DE Referrals: Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015: ACCDODS1.XST_ATD_ACCD

Course Enrollment:: ACCDODS1.XST.IRES_SC

English Progression by Veteran Status

Across most cohorts and levels, Veteran students compared to non-Veteran students successfully passed English “gatekeeper” courses at higher rates after 3 years. When comparing the 2011 cohort to the 2013 cohort, an increase in success in the “gatekeeper” course was evident for referred Veteran students.

		Referral Level	Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)		
Fall 2011 Cohort*	DE Level 1	Y 13 (3.1%)	Y 11 (84.6%)	Y 10 (76.9%)	Not Applicable	Not Applicable	Y 6 (46.2%)	Not Applicable	Y 1 (7.7%)		
	419 (13.5%)	N 406 (96.9%)	N 255 (62.8%)	N 153 (37.7%)			N 84 (20.7%)		N 79 (19.5%)		
	DE Level 2	Y 54 (5.2%)	Y 28 (51.9%)	Y 21 (38.9%)			Y 19 (35.2%)		Y 23 (42.6%)		
	1,041 (33.5%)	N 987 (94.8%)	N 570 (57.8%)	N 404 (40.9%)			N 389 (39.4%)		N 331 (33.5%)		
	Total Referred	Y 67 (4.6%)	Y 39 (58.2%)	Y 31 (46.3%)			Y 25 (37.3%)		Y 24 (35.8%)		
	1,460 (47.0%)	N 1,393 (95.4%)	N 825 (59.2%)	N 557 (40.0%)			N 473 (34.0%)		N 410 (29.4%)		
	College Level	Y 102 (6.3%)	Not Applicable	Not Applicable			Not Applicable		Y 57 (55.9%)		
	1,613 (51.9%)	N 1,511 (93.7%)							N 771 (51.0%)		
	Unknown	Y 1 (2.8%)							Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)
	36 (1.2%)	N 35 (97.2%)	N 1 (2.9%)	N 0 (0.0%)			Not Applicable		N 0 (0.0%)	Not Applicable	Y 1 (2.9%)
Cohort Total	Y 170 (5.5%)	Y 47 (27.6%)	Y 39 (22.9%)	Y 33 (19.4%)	Y 81 (47.6%)						
3,109 (100.0%)	N 2,939 (94.5%)	N 915 (31.1%)	N 622 (21.2%)	N 535 (18.2%)	N 1,182 (40.2%)						
Fall 2012 Cohort	DE Level 1	Y 9 (2.7%)	Y 6 (66.7%)	Y 3 (33.3%)	Not Applicable	Not Applicable	Y 4 (44.4%)	Y 0 (0.0%)	Y 3 (33.3%)		
	331 (12.9%)	N 322 (97.3%)	N 185 (57.5%)	N 126 (39.1%)			N 95 (29.5%)	N 1 (0.3%)	N 85 (26.4%)		
	DE Level 2	Y 36 (5.5%)	Y 12 (33.3%)	Y 9 (25.0%)			Y 9 (25.0%)	Y 0 (0.0%)	Y 16 (44.4%)		
	650 (25.3%)	N 614 (94.5%)	N 259 (42.2%)	N 207 (33.7%)			N 201 (32.7%)	N 3 (0.5%)	N 192 (31.3%)		
	Total Referred	Y 45 (4.6%)	Y 18 (40.0%)	Y 12 (26.7%)			Y 13 (28.9%)	Y 0 (0.0%)	Y 19 (42.2%)		
	981 (38.2%)	N 936 (95.4%)	N 444 (47.4%)	N 333 (35.6%)			N 296 (31.6%)	N 4 (0.4%)	N 277 (29.6%)		
	College Level	Y 93 (6.0%)	Not Applicable	Not Applicable			Not Applicable	Y 61 (65.6%)			
	1,551 (60.3%)	N 1,458 (94.0%)						N 808 (55.4%)			
	Unknown	Y 6 (15.4%)						Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)
	39 (1.5%)	N 33 (84.6%)	N 3 (9.1%)	N 3 (9.1%)			Not Applicable	N 3 (9.1%)	N 0 (0.0%)	N 7 (21.2%)	
Cohort Total	Y 144 (5.6%)	Y 19 (13.2%)	Y 13 (9.0%)	Y 13 (9.0%)	Y 0 (0.0%)	Y 81 (56.3%)					
2,571 (100.0%)	N 2,427 (94.4%)	N 493 (20.3%)	N 367 (15.1%)	N 330 (13.6%)	N 6 (0.2%)	N 1,092 (45.0%)					
Fall 2013 Cohort	DE Level 1	Y 24 (4.7%)	Y 20 (83.3%)	Y 16 (66.7%)	Not Applicable	Not Applicable	Y 9 (37.5%)	Y 0 (0.0%)	Y 13 (54.2%)		
	513 (19.0%)	N 489 (95.3%)	N 277 (56.6%)	N 196 (40.1%)			N 101 (20.7%)	N 12 (2.5%)	N 141 (28.8%)		
	DE Level 2	Y 46 (8.1%)	Y 22 (47.8%)	Y 22 (47.8%)			Y 18 (39.1%)	Y 1 (2.2%)	Y 29 (63.0%)		
	571 (21.1%)	N 525 (91.9%)	N 251 (47.8%)	N 198 (37.7%)			N 191 (36.4%)	N 7 (1.3%)	N 243 (46.3%)		
	Total Referred	Y 70 (6.5%)	Y 42 (60.0%)	Y 38 (54.3%)			Y 27 (38.6%)	Y 1 (1.4%)	Y 42 (60.0%)		
	1,084 (40.0%)	N 1,014 (93.5%)	N 528 (52.1%)	N 394 (38.9%)			N 292 (28.8%)	N 19 (1.9%)	N 384 (37.9%)		
	College Level	Y 92 (5.8%)	Not Applicable	Not Applicable			Not Applicable	Y 47 (51.1%)			
	1,581 (58.4%)	N 1,489 (94.2%)						N 921 (61.9%)			
	Unknown	Y 9 (21.4%)						Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)
	42 (1.6%)	N 33 (78.6%)	N 4 (12.1%)	N 2 (6.1%)			Not Applicable	N 0 (0.0%)	N 0 (0.0%)	N 10 (30.3%)	
Cohort Total	Y 171 (6.3%)	Y 42 (24.6%)	Y 38 (22.2%)	Y 27 (15.8%)	Y 2 (1.2%)	Y 95 (55.6%)					
2,707 (100.0%)	N 2,536 (93.7%)	N 551 (21.7%)	N 410 (16.2%)	N 302 (11.9%)	N 29 (1.1%)	N 1,315 (51.9%)					

Yes = Veteran

No = Non-Veteran

Notes:

- 1) Attempted = student received a grade for course (includes variations of W); Completed = student received a grade of A, B, C, D, F, I, IP, or P for course; Success = student received a grade of A, B, or C for course.
- 2) High DE = last course in DE sequence (Level 2).
- 3) English “gatekeeper” course is ENGL 1301.
- 4) Fall 2012 through Fall 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Fall 2011* Preliminary True FTIC methodology used to create cohort of students without academic history as opposed to using THECB methodology.
- 5) Developmental education (DE) referral levels are based on formal student assessment outcomes for the subject area of DE course enrollment. Students designated as “Unknown” did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment.
- 6) Years of progression refer to the period between initial Fall semester (cohort year) and time of measurement. Data are cumulative over time.
- 7) Referral level percentages are based on the total cohort (denominator = cohort size).
- 8) Progression percentages are based on the referral level (denominator = number referred to level).
- 9) Students who transfer or leave Alamo Colleges are not removed from denominators.
- 10) In some instances, data have been updated to reflect the most current data at time of publication. Slight variations in data as recorded in prior publications may appear. However, these updates do not impact overall trends or outcomes.

Sources:

FTIC Veteran Status: ACCDODS1.XST.IRES_SC

DE Referrals: Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015: ACCDODS1.XST_ATD_ACCD

Course Enrollment:: ACCDODS1.XST.IRES_SC

English Progression by Veteran Status (Continued)

		Referral Level	Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fail 2014 Cohort	DE Level 1	Y 3 (1.5%)	Y 3 (100.0%)	Y 2 (66.7%)	Y 0 (0.0%)	Y 0 (0.0%)			
	194 (8.6%)	N 191 (98.5%)	N 120 (62.8%)	N 73 (38.2%)	N 5 (2.6%)	N 1 (0.5%)			
	DE Level 2	Y 7 (2.4%)	Y 5 (71.4%)	Y 5 (71.4%)	Y 0 (0.0%)	Y 0 (0.0%)			
	295 (13.0%)	N 288 (97.6%)	N 174 (60.4%)	N 129 (44.8%)	N 6 (2.1%)	N 6 (2.1%)			
	DE Level 3	Y 8 (2.6%)	Y 3 (37.5%)	Y 2 (25.0%)	Y 3 (37.5%)	Y 2 (25.0%)			
	304 (13.4%)	N 296 (97.4%)	N 170 (57.4%)	N 133 (44.9%)	N 142 (48.0%)	N 114 (38.5%)			
	DE Level 4	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)			
	2 (0.1%)	N 2 (100.0%)	N 2 (100.0%)	N 1 (50.0%)	N 2 (100.0%)	N 1 (50.0%)			
	Total Referred	Y 18 (2.3%)	Y 11 (61.1%)	Y 9 (50.0%)	Y 3 (16.7%)	Y 2 (11.1%)			
	795 (35.1%)	N 777 (97.7%)	N 466 (60.0%)	N 336 (43.2%)	N 155 (19.9%)	N 122 (15.7%)			
	College Level	Y 101 (7.4%)							
	1,368 (60.5%)	N 1,267 (92.6%)							
Fail 2015 Cohort	Unknown	Y 3 (3.0%)	Y 1 (33.3%)	Y 0 (0.0%)	Y 1 (33.3%)	Y 0 (0.0%)			
	99 (4.4%)	N 96 (97.0%)	N 4 (4.2%)	N 1 (1.0%)	N 3 (3.1%)	N 1 (1.0%)			
	Cohort Total	Y 122 (5.4%)	Y 16 (13.1%)	Y 12 (9.8%)	Y 8 (6.6%)	Y 5 (4.1%)			
	2,262 (100.0%)	N 2,140 (94.6%)	N 525 (24.5%)	N 373 (17.4%)	N 203 (9.5%)	N 151 (7.1%)			
	DE Level 1	Y 3 (1.3%)	Y 2 (66.7%)	Y 2 (66.7%)	Y 0 (0.0%)	Y 0 (0.0%)			
	238 (10.8%)	N 235 (98.7%)	N 155 (66.0%)	N 104 (44.3%)	N 6 (2.6%)	N 4 (1.7%)			
	DE Level 2	Y 11 (2.6%)	Y 7 (63.6%)	Y 5 (45.5%)	Y 0 (0.0%)	Y 0 (0.0%)			
	426 (19.3%)	N 415 (97.4%)	N 258 (62.2%)	N 200 (48.2%)	N 17 (4.1%)	N 13 (3.1%)			
	DE Level 3	Y 20 (4.4%)	Y 15 (75.0%)	Y 13 (65.0%)	Y 12 (60.0%)	Y 10 (50.0%)			
	452 (20.5%)	N 432 (95.6%)	N 307 (71.1%)	N 246 (56.9%)	N 255 (59.0%)	N 200 (46.3%)			
	Total Referred	Y 34 (3.0%)	Y 24 (70.6%)	Y 20 (58.8%)	Y 12 (35.3%)	Y 10 (29.4%)			
	1,116 (50.7%)	N 1,082 (97.0%)	N 720 (66.5%)	N 550 (50.8%)	N 278 (25.7%)	N 217 (20.1%)			
Fail 2015 Cohort	College Level	Y 92 (8.7%)							
	1,056 (47.9%)	N 964 (91.3%)							
	Unknown	Y 3 (9.7%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)			
	31 (1.4%)	N 28 (90.3%)	N 2 (7.1%)	N 2 (7.1%)	N 1 (3.6%)	N 1 (3.6%)			
	Cohort Total	Y 129 (5.9%)	Y 31 (24.0%)	Y 27 (20.9%)	Y 18 (14.0%)	Y 16 (12.4%)			
	2,203 (100.0%)	N 2,074 (94.1%)	N 768 (37.0%)	N 587 (28.3%)	N 319 (15.4%)	N 250 (12.1%)			

3rd Year Data Not Yet Available

3rd Year Data Not Yet Available

Yes = Veteran

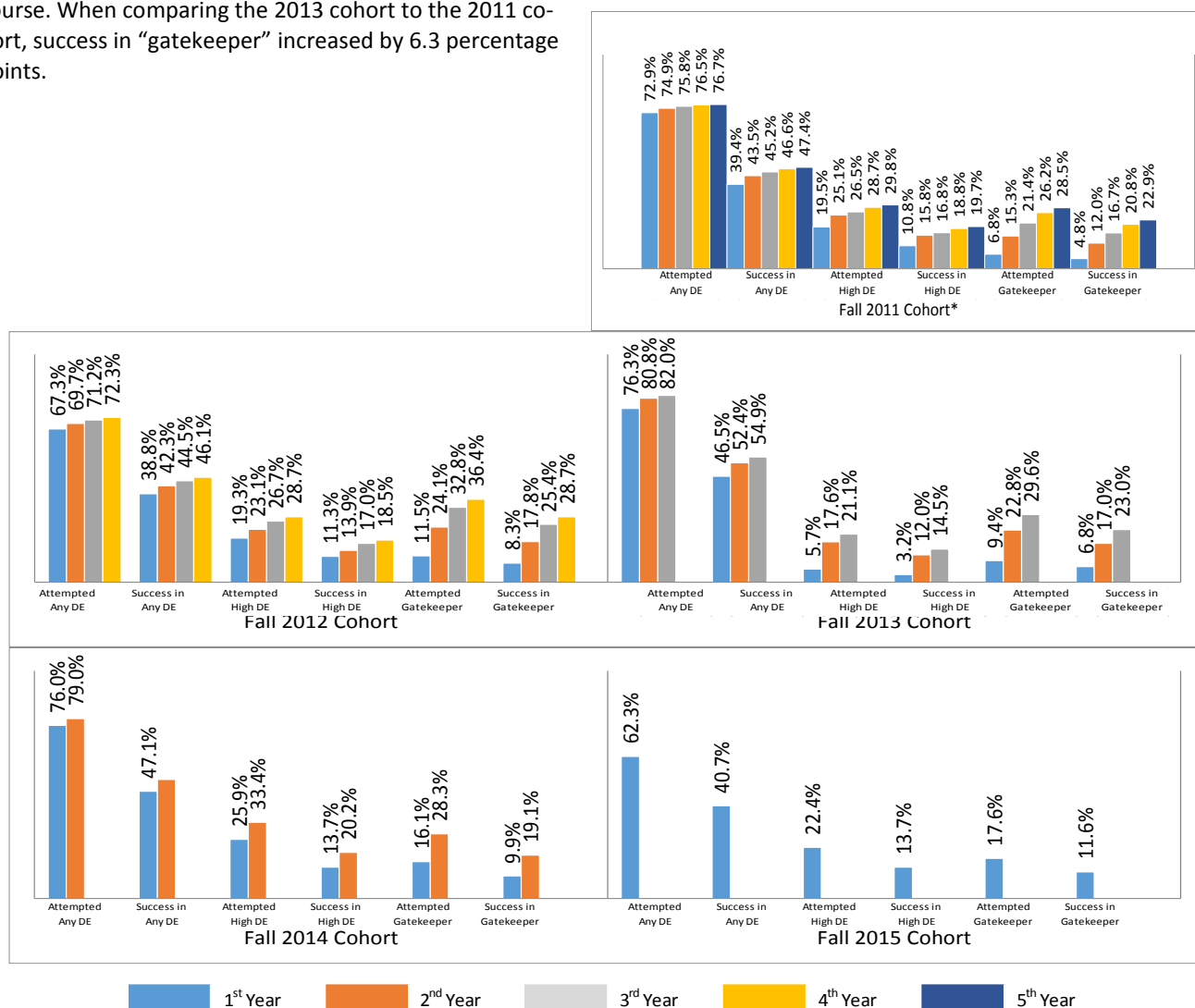
No = Non-Veteran

Progression Through Math Developmental Education & “Gatekeeper” Courses

Math developmental education referral levels were based on formal student assessment outcomes for Math or on Math DE course enrollment. From Fall 2011 through Fall 2013, San Antonio College offered four levels of Math developmental education—MATH 0300 (Basic Mathematics), MATH 0301 (Introduction to Algebra), MATH 0302 (Elementary Algebra), and MATH 0303 (Intermediate Algebra). From Fall 2014 onward, San Antonio College offered three levels of Math developmental education—MATH 0305 (Pre-Algebra), MATH 0310 (Elementary Algebra), and MATH 0320 (Intermediate Algebra). Students placed in a DE course had to earn a grade of “C” or better to be successful and move up to the next DE course in the Math sequence until they reached MATH 0303/0320, which served as the highest developmental education course in the sequence. Students designated as “Unknown” did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment. Students placed at college level or who successfully passed MATH 0303/0320 could then take one of the “gatekeeper” Math courses, which were MATH 1314 (College Algebra), MATH 1324 (Mathematics for Business and Social Sciences I), MATH 1332 (Contemporary Math I—Math for Liberal Arts Majors I), MATH 1333 (Contemporary Math II—Math for Liberal Arts Majors II), MATH 1414 (College Algebra Pre-Cal track), and MATH 1442 (Elementary Statistical Methods).

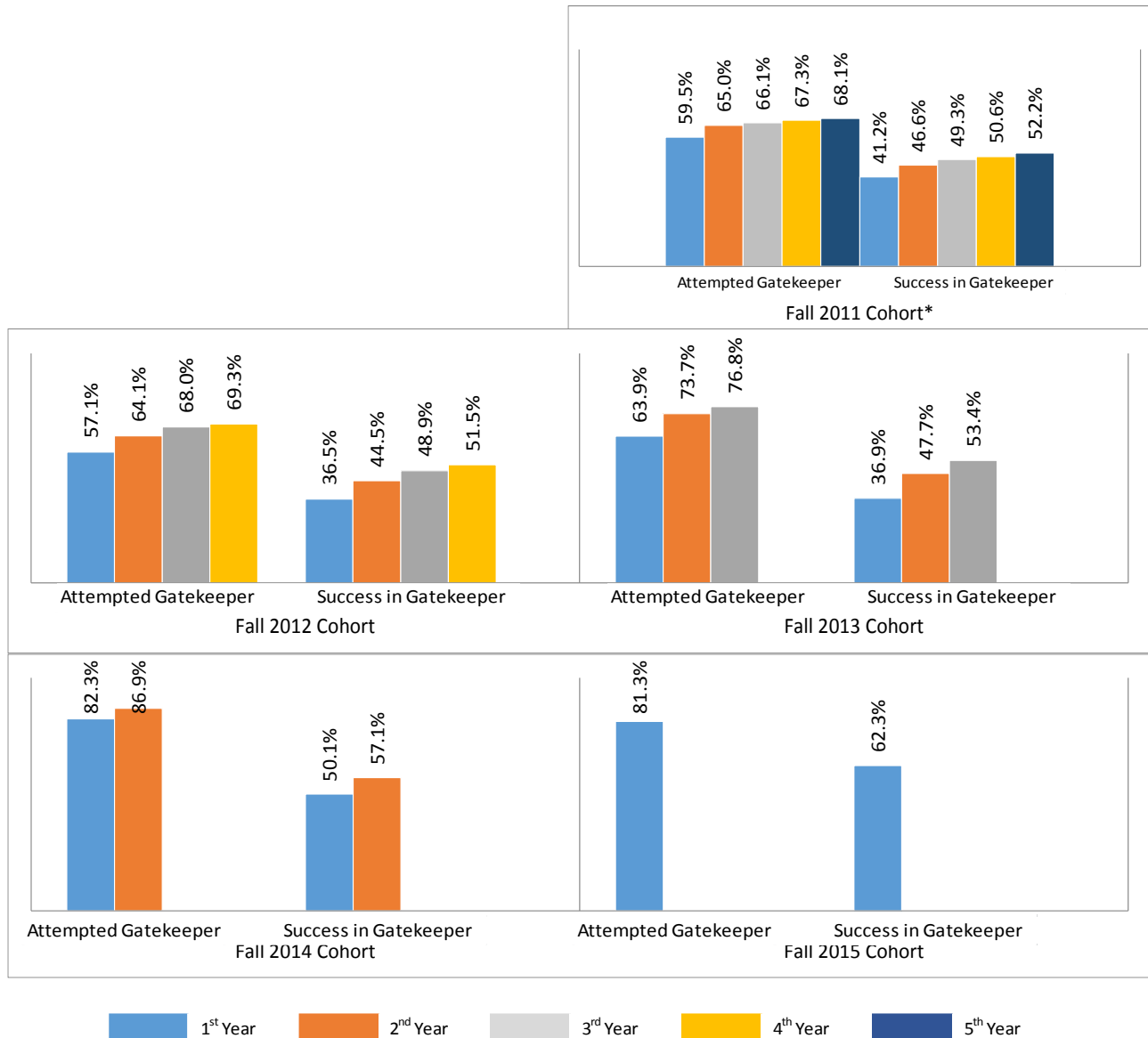
Math Developmental Education Progression of Referred

After 3 years, approximately 21%-27% of referred students in each cohort attempted the highest DE course in the Math sequence, with 15%-17% of the cohort successfully passing the course. Approximately 21%-33% of referred students in each cohort attempted a Math “gatekeeper” course, with 17%-25% of the cohort successfully passing a “gatekeeper” course. When comparing the 2013 cohort to the 2011 cohort, success in “gatekeeper” increased by 6.3 percentage points.



Math “Gatekeeper” Progression of Non-Referred

After 3 years, 66%-77% of non-referred students in each cohort attempted one of the Math “gatekeeper” courses, with 49%-53% of that cohort successfully passing that course, which is two to three times the rate of referred students.



Total Math Progression

Overall, 39%-47% of all referred students in each cohort successfully passed any Math DE course within the first year, 15%-17% successfully passed the highest DE course in the Math sequence within 3 years, and approximately 17%-25% successfully passed the Math “gatekeeper” course within 3 years. Of the non-referred students, 49%-53% successfully passed the Math “gatekeeper” course within 3 years. Of the total cohort, 23%-38% successfully passed the Math “gatekeeper” course within 3 years. Those who were referred to Level 4 had higher success rates in the Math highest DE and “gatekeeper” courses than did those referred to lower levels. Non-referred students had higher success rates in the Math “gatekeeper” course than did referred students. When comparing the 2013 cohort to the 2011 cohort, all referred levels had increased success in the “gatekeeper” course.

		Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2011 Cohort*	DE Level 1 639 (20.6%)	480 (75.1%)	277 (43.3%)	Not Applicable		28 (4.4%)	Not Applicable	43 (6.7%)
	DE Level 2 503 (16.2%)	371 (73.8%)	206 (41.0%)			46 (9.1%)		56 (11.1%)
	DE Level 3 784 (25.2%)	611 (77.9%)	304 (38.8%)			156 (19.9%)		147 (18.8%)
	DE Level 4 516 (16.6%)	317 (61.4%)	175 (33.9%)			181 (35.1%)		163 (31.6%)
	Total Referred 2,442 (78.5%)	1,779 (72.9%)	962 (39.4%)			411 (16.8%)		409 (16.7%)
	College Level 605 (19.5%)		Not Applicable		298 (49.3%)			
	Unknown 62 (2.0%)	8 (12.9%)	7 (11.3%)	Not Applicable		4 (6.5%)	Not Applicable	3 (4.8%)
	Cohort Total 3,109 (100.0%)	1,838 (59.1%)	1,007 (32.4%)			448 (14.4%)		710 (22.8%)
Fall 2012 Cohort	DE Level 1 495 (19.3%)	381 (77.0%)	243 (49.1%)	Not Applicable		47 (9.5%)	0 (0.0%)	69 (13.9%)
	DE Level 2 387 (15.1%)	302 (78.0%)	179 (46.3%)			58 (15.0%)	0 (0.0%)	81 (20.9%)
	DE Level 3 584 (22.7%)	426 (72.9%)	220 (37.7%)			118 (20.2%)	0 (0.0%)	146 (25.0%)
	DE Level 4 407 (15.8%)	151 (37.1%)	85 (20.9%)			95 (23.3%)	0 (0.0%)	179 (44.0%)
	Total Referred 1,873 (72.9%)	1,260 (67.3%)	727 (38.8%)			318 (17.0%)	0 (0.0%)	475 (25.4%)
	College Level 613 (23.8%)		Not Applicable		300 (48.9%)			
	Unknown 85 (3.3%)	43 (50.6%)	30 (35.3%)	Not Applicable		15 (17.6%)	0 (0.0%)	19 (22.4%)
	Cohort Total 2,571 (100.0%)	1,333 (51.8%)	778 (30.3%)			350 (13.6%)	0 (0.0%)	794 (30.9%)

Notes:

- 1) Attempted = student received a grade for course (includes variations of W); Completed = student received a grade of A, B, C, D, F, I, IP, or P for course; Success = student received a grade of A, B, or C for course.
- 2) High DE = last course in DE sequence (Level 4).
- 3) Math “gatekeeper” courses are MATH 1314, MATH 1324, MATH 1332, MATH 1333, MATH 1414, and MATH 1442.
- 4) Fall 2012 through Fall 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Fall 2011* Preliminary True FTIC methodology used to create cohort of students without academic history as opposed to using THECB methodology.
- 5) Developmental education (DE) referral levels are based on formal student assessment outcomes for the subject area of DE course enrollment. Students designated as “Unknown” did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment.

Total Math Progression (Continued)

		Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2013 Cohort	DE Level 1 615 (22.7%)	497 (80.8%)	287 (46.7%)	Not Applicable		60 (9.8%)	2 (0.3%)	67 (10.9%)
	DE Level 2 309 (11.4%)	234 (75.7%)	156 (50.5%)			39 (12.6%)	1 (0.3%)	70 (22.7%)
	DE Level 3 276 (10.2%)	212 (76.8%)	134 (48.6%)			44 (15.9%)	0 (0.0%)	101 (36.6%)
	DE Level 4 133 (4.9%)	74 (55.6%)	43 (32.3%)			50 (37.6%)	1 (0.8%)	65 (48.9%)
	Total Referred 1,333 (49.2%)	1,017 (76.3%)	620 (46.5%)			193 (14.5%)	4 (0.3%)	303 (22.7%)
	College Level 1,337 (49.4%)	Not Applicable						714 (53.4%)
	Unknown 37 (1.4%)	9 (24.3%)	3 (8.1%)	Not Applicable		1 (2.7%)	0 (0.0%)	9 (24.3%)
	Cohort Total 2,707 (100.0%)	1,072 (39.6%)	651 (24.0%)			207 (7.6%)	4 (0.1%)	1,026 (37.9%)
Fall 2014 Cohort	DE Level 1 637 (28.2%)	515 (80.8%)	328 (51.5%)	0 (0.0%)	0 (0.0%)	3rd Year Data Not Yet Available		
	DE Level 2 219 (9.7%)	175 (79.9%)	106 (48.4%)	1 (0.5%)	0 (0.0%)			
	DE Level 3 198 (8.8%)	112 (56.6%)	63 (31.8%)	0 (0.0%)	0 (0.0%)			
	DE Level 4 1 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)			
	Total Referred 1,055 (46.6%)	802 (76.0%)	497 (47.1%)	1 (0.1%)	0 (0.0%)			
	College Level 1,126 (49.8%)	Not Applicable						
	Unknown 81 (3.6%)	3 (3.7%)	1 (1.2%)	0 (0.0%)	0 (0.0%)			
	Cohort Total 2,262 (100.0%)	838 (37.0%)	515 (22.8%)	1 (0.0%)	0 (0.0%)			
Fall 2015 Cohort	DE Level 1 793 (36.0%)	535 (67.5%)	352 (44.4%)	1 (0.1%)	1 (0.1%)	3rd Year Data Not Yet Available		
	DE Level 2 293 (13.3%)	182 (62.1%)	117 (39.9%)	1 (0.3%)	1 (0.3%)			
	DE Level 3 319 (14.5%)	160 (50.2%)	103 (32.3%)	0 (0.0%)	0 (0.0%)			
	DE Level 4 4 (0.2%)	1 (25.0%)	1 (25.0%)	1 (25.0%)	1 (25.0%)			
	Total Referred 1,409 (64.0%)	878 (62.3%)	573 (40.7%)	3 (0.2%)	3 (0.2%)			
	College Level 759 (34.5%)	Not Applicable						
	Unknown 35 (1.6%)	1 (2.9%)	1 (2.9%)	0 (0.0%)	0 (0.0%)			
	Cohort Total 2,203 (100.0%)	902 (40.9%)	591 (26.8%)	3 (0.1%)	3 (0.1%)			

- 6) Years of progression refer to the period between initial Fall semester (cohort year) and time of measurement. Data are cumulative over time.
- 7) Referral level percentages are based on the total cohort (denominator = cohort size).
- 8) Progression percentages are based on the referral level (denominator = number referred to level).
- 9) Students who transfer or leave Alamo Colleges are not removed from denominators.
- 10) In some instances, data have been updated to reflect the most current data at time of publication. Slight variations in data as recorded in prior publications may appear. However, these updates do not impact overall trends or outcomes.

Sources:

FTIC Demographics: ACCDODS1.XST_ATD_ACCD, ACCDODS1.XST_CBM001_ACCD, ACCDODS1.XST_FADS_ACCD, ACCDODS1.XST.IRES_SC
 DE Referrals: Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015: ACCDODS1.XST_ATD_ACCD
 Course Enrollment:: ACCDODS1.XST.IRES_SC

Math Progression by Gender

In general, women compared to men successfully passed DE and “gatekeeper” courses at higher rates. When comparing the 2013 cohort with the 2011 cohort, both referred and non-referred males and females experienced increases in “gatekeeper” success.

				Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)							
Fall 2011 Cohort*	DE Level 1	M	242 (37.9%)	M	188 (77.7%)	M	98 (40.5%)	Not Applicable				M	2 (0.8%)	Not Applicable		M	7 (2.9%)						
	639 (20.6%)	F	397 (62.1%)	F	292 (73.6%)	F	179 (45.1%)					F	26 (6.5%)			F	36 (9.1%)						
	DE Level 2	M	199 (39.6%)	M	138 (69.3%)	M	69 (34.7%)					M	14 (7.0%)			M	16 (8.0%)						
	503 (16.2%)	F	304 (60.4%)	F	233 (76.6%)	F	137 (45.1%)					F	32 (10.5%)			F	40 (13.2%)						
	DE Level 3	M	288 (36.7%)	M	218 (75.7%)	M	101 (35.1%)					M	48 (16.7%)			M	44 (15.3%)						
	784 (25.2%)	F	496 (63.3%)	F	393 (79.2%)	F	203 (40.9%)					F	108 (21.8%)			F	103 (20.8%)						
	DE Level 4	M	266 (51.6%)	M	161 (60.5%)	M	80 (30.1%)					M	82 (30.8%)			M	80 (30.1%)						
	516 (16.6%)	F	250 (48.4%)	F	156 (62.4%)	F	95 (38.0%)					F	99 (39.6%)			F	83 (33.2%)						
	Total Referred	M	995 (40.7%)	M	705 (70.9%)	M	348 (35.0%)					M	146 (14.7%)			M	147 (14.8%)						
	2,442 (78.5%)	F	1,447 (59.3%)	F	1,074 (74.2%)	F	614 (42.4%)					F	265 (18.3%)			F	262 (18.1%)						
	College Level	M	329 (54.4%)	Not Applicable														M	154 (46.8%)				
	605 (19.5%)	F	276 (45.6%)															F	144 (52.2%)				
Fall 2012 Cohort	Unknown	M	26 (41.9%)	M	4 (15.4%)	M	3 (11.5%)	Not Applicable				M	1 (3.8%)	Not Applicable		M	1 (3.8%)						
	62 (2.0%)	F	36 (58.1%)	F	4 (11.1%)	F	4 (11.1%)					F	3 (8.3%)			F	2 (5.6%)						
	Cohort Total	M	1,350 (43.4%)	M	735 (54.4%)	M	371 (27.5%)					M	163 (12.1%)			M	302 (22.4%)						
	3,109 (100.0%)	F	1,759 (56.6%)	F	1,103 (62.7%)	F	636 (36.2%)					F	285 (16.2%)			F	408 (23.2%)						
	DE Level 1	M	180 (36.4%)	M	133 (73.9%)	M	81 (45.0%)					Not Applicable						M	16 (8.9%)	M	0 (0.0%)	M	21 (11.7%)
	495 (19.3%)	F	315 (63.6%)	F	248 (78.7%)	F	162 (51.4%)											F	31 (9.8%)	F	0 (0.0%)	F	48 (15.2%)
	DE Level 2	M	170 (43.9%)	M	123 (72.4%)	M	58 (34.1%)											M	24 (14.1%)	M	0 (0.0%)	M	30 (17.6%)
	387 (15.1%)	F	217 (56.1%)	F	179 (82.5%)	F	121 (55.8%)											F	34 (15.7%)	F	0 (0.0%)	F	51 (23.5%)
	DE Level 3	M	228 (39.0%)	M	170 (74.6%)	M	83 (36.4%)											M	44 (19.3%)	M	0 (0.0%)	M	50 (21.9%)
	584 (22.7%)	F	356 (61.0%)	F	256 (71.9%)	F	137 (38.5%)											F	74 (20.8%)	F	0 (0.0%)	F	96 (27.0%)
	DE Level 4	M	193 (47.4%)	M	72 (37.3%)	M	38 (19.7%)											M	44 (22.8%)	M	0 (0.0%)	M	76 (39.4%)
	407 (15.8%)	F	214 (52.6%)	F	79 (36.9%)	F	47 (22.0%)											F	51 (23.8%)	F	0 (0.0%)	F	103 (48.1%)
Total Referred	M	771 (41.2%)	M	498 (64.6%)	M	260 (33.7%)	M	128 (16.6%)	M	0 (0.0%)	M			177 (23.0%)									
1,873 (72.9%)	F	1,102 (58.8%)	F	762 (69.1%)	F	467 (42.4%)	F	190 (17.2%)	F	0 (0.0%)	F			298 (27.0%)									
College Level	M	325 (53.0%)	Not Applicable											M	150 (46.2%)								
613 (23.8%)	F	288 (47.0%)												F	150 (52.1%)								
Fall 2013 Cohort	Unknown	M	38 (44.7%)	M	23 (60.5%)	M	17 (44.7%)	Not Applicable				M	8 (21.1%)	M	0 (0.0%)	M	8 (21.1%)						
	85 (3.3%)	F	47 (55.3%)	F	20 (42.6%)	F	13 (27.7%)					F	7 (14.9%)	F	0 (0.0%)	F	11 (23.4%)						
	Cohort Total	M	1,134 (44.1%)	M	536 (47.3%)	M	288 (25.4%)					M	146 (12.9%)	M	0 (0.0%)	M	335 (29.5%)						
	2,571 (100.0%)	F	1,437 (55.9%)	F	797 (55.5%)	F	490 (34.1%)					F	204 (14.2%)	F	0 (0.0%)	F	459 (31.9%)						
	DE Level 1	M	208 (33.8%)	M	169 (81.3%)	M	81 (38.9%)					Not Applicable				M	12 (5.8%)	M	0 (0.0%)	M	17 (8.2%)		
	615 (22.7%)	F	407 (66.2%)	F	328 (80.6%)	F	206 (50.6%)									F	48 (11.8%)	F	2 (0.5%)	F	50 (12.3%)		
	DE Level 2	M	139 (45.0%)	M	104 (74.8%)	M	63 (45.3%)									M	13 (9.4%)	M	1 (0.7%)	M	26 (18.7%)		
	309 (11.4%)	F	170 (55.0%)	F	130 (76.5%)	F	93 (54.7%)									F	26 (15.3%)	F	0 (0.0%)	F	44 (25.9%)		
	DE Level 3	M	115 (41.7%)	M	86 (74.8%)	M	54 (47.0%)									M	17 (14.8%)	M	0 (0.0%)	M	40 (34.8%)		
	276 (10.2%)	F	161 (58.3%)	F	126 (78.3%)	F	80 (49.7%)									F	27 (16.8%)	F	0 (0.0%)	F	61 (37.9%)		
	DE Level 4	M	54 (40.6%)	M	29 (53.7%)	M	16 (29.6%)									M	16 (29.6%)	M	0 (0.0%)	M	28 (51.9%)		
	133 (4.9%)	F	79 (59.4%)	F	45 (57.0%)	F	27 (34.2%)									F	34 (43.0%)	F	1 (1.3%)	F	37 (46.8%)		
Total Referred	M	516 (38.7%)	M	388 (75.2%)	M	214 (41.5%)	M	58 (11.2%)	M	1 (0.2%)	M					111 (21.5%)							
1,333 (49.2%)	F	817 (61.3%)	F	629 (77.0%)	F	406 (49.7%)	F	135 (16.5%)	F	3 (0.4%)	F					192 (23.5%)							
College Level	M	618 (46.2%)	Not Applicable													M	310 (50.2%)						
1,337 (49.4%)	F	719 (53.8%)														F	404 (56.2%)						
Fall 2013 Cohort	Unknown	M	23 (62.2%)	M	5 (21.7%)	M	1 (4.3%)	Not Applicable				M	0 (0.0%)	M	0 (0.0%)	M	3 (13.0%)						
	37 (1.4%)	F	14 (37.8%)	F	4 (28.6%)	F	2 (14.3%)					F	1 (7.1%)	F	0 (0.0%)	F	6 (42.9%)						
	Cohort Total	M	1,157 (42.7%)	M	412 (35.6%)	M	227 (19.6%)					M	67 (5.8%)	M	1 (0.1%)	M	424 (36.6%)						
2,707 (100.0%)	F	1,550 (57.3%)	F	660 (42.6%)	F	424 (27.4%)	F	140 (9.0%)	F	3 (0.2%)	F	602 (38.8%)											

M = Male F = Female

Notes:

- 1) Attempted = student received a grade for course (includes variations of W); Completed = student received a grade of A, B, C, D, F, I, IP, or P for course; Success = student received a grade of A, B, or C for course.
- 2) High DE = last course in DE sequence (Level 4).
- 3) Math “gatekeeper” courses are MATH 1314, MATH 1324, MATH 1332, MATH 1333, MATH 1414, and MATH 1442.
- 4) Fall 2012 through Fall 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Fall 2011* Preliminary True FTIC methodology used to create cohort of students without academic history as opposed to using THECB methodology.
- 5) Developmental education (DE) referral levels are based on formal student assessment outcomes for the subject area of DE course enrollment. Students designated as “Unknown” did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment.

Math Progression by Gender (Continued)

			Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2014 Cohort	DE Level 1	M 261 (41.0%)	M 197 (75.5%)	M 114 (43.7%)	M 0 (0.0%)	M 0 (0.0%)	3rd Year Data Not Yet Available		
	637 (28.2%)	F 376 (59.0%)	F 318 (84.6%)	F 214 (56.9%)	F 0 (0.0%)	F 0 (0.0%)			
	DE Level 2	M 76 (34.7%)	M 60 (78.9%)	M 31 (40.8%)	M 0 (0.0%)	M 0 (0.0%)			
	219 (9.7%)	F 143 (65.3%)	F 115 (80.4%)	F 75 (52.4%)	F 1 (0.7%)	F 0 (0.0%)			
	DE Level 3	M 75 (37.9%)	M 35 (46.7%)	M 17 (22.7%)	M 0 (0.0%)	M 0 (0.0%)			
	198 (8.8%)	F 123 (62.1%)	F 77 (62.6%)	F 46 (37.4%)	F 0 (0.0%)	F 0 (0.0%)			
	DE Level 4	M 1 (0.0%)	M 0 (0.0%)	M 0 (0.0%)	M 0 (0.0%)	M 0 (0.0%)			
	1 (0.0%)	F 0 (0.0%)	F 0 (0.0%)	F 0 (0.0%)	F 0 (0.0%)	F 0 (0.0%)			
	Total Referred	M 413 (39.1%)	M 292 (70.7%)	M 162 (39.2%)	M 0 (0.0%)	M 0 (0.0%)			
	1,055 (46.6%)	F 642 (60.9%)	F 510 (79.4%)	F 335 (52.2%)	F 1 (0.2%)	F 0 (0.0%)			
	College Level	M 532 (47.2%)	Not Applicable						
	1,126 (49.8%)	F 594 (52.8%)							
	Unknown	M 35 (43.2%)	M 2 (5.7%)	M 1 (2.9%)	M 0 (0.0%)	M 0 (0.0%)			
	81 (3.6%)	F 46 (56.8%)	F 1 (2.2%)	F 0 (0.0%)	F 0 (0.0%)	F 0 (0.0%)			
	Cohort Total	M 980 (43.3%)	M 310 (31.6%)	M 168 (17.1%)	M 0 (0.0%)	M 0 (0.0%)			
	2,262 (100.0%)	F 1,282 (56.7%)	F 528 (41.2%)	F 347 (27.1%)	F 1 (0.1%)	F 0 (0.0%)			
Fall 2015 Cohort	DE Level 1	M 284 (35.8%)	M 175 (61.6%)	M 105 (37.0%)	M 0 (0.0%)	M 0 (0.0%)	3rd Year Data Not Yet Available		
	793 (36.0%)	F 509 (64.2%)	F 360 (70.7%)	F 247 (48.5%)	F 1 (0.2%)	F 1 (0.2%)			
	DE Level 2	M 115 (39.2%)	M 78 (67.8%)	M 49 (42.6%)	M 0 (0.0%)	M 0 (0.0%)			
	293 (13.3%)	F 178 (60.8%)	F 104 (58.4%)	F 68 (38.2%)	F 1 (0.6%)	F 1 (0.6%)			
	DE Level 3	M 142 (44.5%)	M 66 (46.5%)	M 42 (29.6%)	M 0 (0.0%)	M 0 (0.0%)			
	319 (14.5%)	F 177 (55.5%)	F 94 (53.1%)	F 61 (34.5%)	F 0 (0.0%)	F 0 (0.0%)			
	DE Level 4	M 2 (50.0%)	M 0 (0.0%)	M 0 (0.0%)	M 0 (0.0%)	M 0 (0.0%)			
	4 (0.2%)	F 2 (50.0%)	F 1 (50.0%)	F 1 (50.0%)	F 1 (50.0%)	F 1 (50.0%)			
	Total Referred	M 543 (38.5%)	M 319 (58.7%)	M 196 (36.1%)	M 0 (0.0%)	M 0 (0.0%)			
	1,409 (64.0%)	F 866 (61.5%)	F 559 (64.5%)	F 377 (43.5%)	F 3 (0.3%)	F 3 (0.3%)			
	College Level	M 375 (49.4%)	Not Applicable						
	759 (34.5%)	F 384 (50.6%)							
	Unknown	M 23 (65.7%)	M 0 (0.0%)	M 0 (0.0%)	M 0 (0.0%)	M 0 (0.0%)			
	35 (1.6%)	F 12 (34.3%)	F 1 (8.3%)	F 1 (8.3%)	F 0 (0.0%)	F 0 (0.0%)			
	Cohort Total	M 941 (42.7%)	M 333 (35.4%)	M 205 (21.8%)	M 0 (0.0%)	M 0 (0.0%)			
	2,203 (100.0%)	F 1,262 (57.3%)	F 569 (45.1%)	F 386 (30.6%)	F 3 (0.2%)	F 3 (0.2%)			

M = Male F = Female

- Years of progression refer to the period between initial Fall semester (cohort year) and time of measurement. Data are cumulative over time.
- Referral level percentages are based on the total cohort (denominator = cohort size).
- Progression percentages are based on the referral level (denominator = number referred to level).
- Students who transfer or leave Alamo Colleges are not removed from denominators.
- In some instances, data have been updated to reflect the most current data at time of publication. Slight variations in data as recorded in prior publications may appear. However, these updates do not impact overall trends or outcomes.

Sources:

FTIC Gender: ACCDODS1.XST_ATD_ACCD

DE Referrals: Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015: ACCDODS1.XST_ATD_ACCD

Course Enrollment:: ACCDODS1.XST.IRES_SC

Math Progression by Ethnicity

Of those who were referred, generally African-American students, compared to students of other racial/ethnic groups, successfully passed Math DE and “gatekeeper” courses at the lowest rates. When comparing the 2013 cohort to the 2011 cohort, non-referred African-American students experienced a large increase in “gatekeeper” success.

		Attempted Any DE		Success in Any DE		Attempted RSG	Success in RSG	Success in High DE	Success in RSG	Success in GK			
		(1st Year)		(1st Year)							(1st Year)	(1st Year)	(3rd Year)
Fall 2011 Cohort*	DE Level 1 639 (20.6%)	AA	33 (5.2%)	AA	28 (80.0%)	AA	12 (34.3%)	AA	1 (2.9%)	AA	1 (2.9%)		
		A	5 (0.8%)	A	3 (60.0%)	A	3 (60.0%)	A	2 (40.0%)	A	2 (40.0%)		
		H	500 (78.2%)	H	386 (77.2%)	H	222 (44.4%)	H	21 (4.2%)	H	32 (6.4%)		
		O	14 (2.2%)	O	3 (25.0%)	O	2 (16.7%)	O	0 (0.0%)	O	0 (0.0%)		
	DE Level 2 503 (16.2%)	W	87 (13.6%)	W	60 (69.0%)	W	38 (43.7%)	W	4 (4.6%)	W	8 (9.2%)		
		AA	38 (7.6%)	AA	27 (67.5%)	AA	10 (25.0%)	AA	0 (0.0%)	AA	0 (0.0%)		
		A	3 (0.6%)	A	2 (66.7%)	A	1 (33.3%)	A	1 (33.3%)	A	1 (33.3%)		
		H	357 (71.0%)	H	278 (77.9%)	H	147 (41.2%)	H	32 (9.0%)	H	35 (9.8%)		
	DE Level 3 784 (25.2%)	O	10 (2.0%)	O	4 (50.0%)	O	2 (25.0%)	O	0 (0.0%)	O	1 (12.5%)		
		W	95 (18.9%)	W	60 (63.2%)	W	46 (48.4%)	W	13 (13.7%)	W	19 (20.0%)		
		AA	46 (5.9%)	AA	41 (83.7%)	AA	24 (49.0%)	AA	14 (28.6%)	AA	13 (26.5%)		
		A	17 (2.2%)	A	13 (76.5%)	A	9 (52.9%)	A	6 (35.3%)	A	5 (29.4%)		
	DE Level 4 516 (16.6%)	H	540 (68.9%)	H	442 (81.9%)	H	203 (37.6%)	Not Applicable	H	110 (20.4%)	Not Applicable	H	96 (17.8%)
		O	17 (2.2%)	O	10 (71.4%)	O	4 (28.6%)		O	1 (7.1%)		O	0 (0.0%)
		W	164 (20.9%)	W	105 (64.0%)	W	64 (39.0%)		W	25 (15.2%)		W	33 (20.1%)
		AA	31 (6.0%)	AA	23 (62.2%)	AA	15 (40.5%)		AA	14 (37.8%)		AA	12 (32.4%)
	Total Referred 2,442 (78.5%)	A	35 (6.8%)	A	16 (45.7%)	A	14 (40.0%)	A	14 (40.0%)	A	21 (60.0%)		
		H	288 (55.8%)	H	203 (70.5%)	H	108 (37.5%)	H	113 (39.2%)	H	93 (32.3%)		
		O	29 (5.6%)	O	6 (26.1%)	O	3 (13.0%)	O	3 (13.0%)	O	5 (21.7%)		
		W	133 (25.8%)	W	69 (51.9%)	W	35 (26.3%)	W	37 (27.8%)	W	32 (24.1%)		
	College Level 605 (19.5%)	AA	148 (6.1%)	AA	119 (73.9%)	AA	61 (37.9%)	AA	29 (18.0%)	AA	26 (16.1%)		
		A	60 (2.5%)	A	34 (56.7%)	A	27 (45.0%)	A	23 (38.3%)	A	29 (48.3%)		
		H	1,685 (69.0%)	H	1,309 (77.7%)	H	680 (40.4%)	H	276 (16.4%)	H	256 (15.2%)		
		O	70 (2.9%)	O	23 (40.4%)	O	11 (19.3%)	O	4 (7.0%)	O	6 (10.5%)		
	Unknown 62 (2.0%)	W	479 (19.6%)	W	294 (61.4%)	W	183 (38.2%)	W	79 (16.5%)	W	92 (19.2%)		
		AA	22 (3.6%)	AA	1 (12.5%)	AA	1 (12.5%)	Not Applicable	AA	2 (25.0%)	AA	1 (12.5%)	
		A	20 (3.3%)	A	0 (0.0%)	A	0 (0.0%)		A	0 (0.0%)	A	0 (0.0%)	
		H	334 (55.2%)	H	4 (13.3%)	H	4 (13.3%)		H	2 (6.7%)	H	2 (6.7%)	
	O	21 (3.5%)	O	0 (0.0%)	O	0 (0.0%)	O		0 (0.0%)	O	0 (0.0%)		
	Cohort Total 3,109 (100.0%)	W	208 (34.4%)	W	3 (14.3%)	W	2 (9.5%)	Not Applicable	W	0 (0.0%)	W	0 (0.0%)	
		AA	176 (5.7%)	AA	122 (61.0%)	AA	64 (32.0%)		AA	33 (16.5%)	AA	38 (19.0%)	
		A	81 (2.6%)	A	36 (44.4%)	A	29 (35.8%)		A	25 (30.9%)	A	44 (54.3%)	
		H	2,049 (65.9%)	H	1,348 (65.8%)	H	708 (34.6%)		H	297 (14.5%)	H	422 (20.6%)	
		O	95 (3.1%)	O	23 (32.4%)	O	11 (15.5%)	O	4 (5.6%)	O	10 (14.1%)		
		W	708 (22.8%)	W	309 (43.6%)	W	195 (27.5%)	W	89 (12.6%)	W	196 (27.7%)		

AA = African-American A = Asian H = Hispanic O = Other W = White

Notes:

- 1) Attempted = student received a grade for course (includes variations of W); Completed = student received a grade of A, B, C, D, F, I, IP, or P for course; Success = student received a grade of A, B, or C for course.
- 2) High DE = last course in DE sequence (Level 4 for Fall 2011-Fall 2013; Level 3 for Fall 2014 onward).
- 3) Math “gatekeeper” courses are MATH 1314, MATH 1324, MATH 1332, MATH 1333, MATH 1414, and MATH 1442.
- 4) Fall 2012 through Fall 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Fall 2011* Preliminary True FTIC methodology used to create cohort of students without academic history as opposed to using THECB methodology.
- 5) Developmental education (DE) referral levels are based on formal student assessment outcomes for the subject area of DE course enrollment. Students designated as “Unknown” did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment.
- 6) Years of progression refer to the period between initial Fall semester (cohort year) and time of measurement. Data are cumulative over time.
- 7) Referral level percentages are based on the total cohort (denominator = cohort size).
- 8) Progression percentages are based on the referral level (denominator = number referred to level).
- 9) Students who transfer or leave Alamo Colleges are not removed from denominators.
- 10) In some instances, data have been updated to reflect the most current data at time of publication. Slight variations in data as recorded in prior publications may appear. However, these updates do not impact overall trends or outcomes.

Sources:

FTIC Ethnicity: ACCDODS1.XST_CBM001_ACCD

DE Referrals: Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015:

ACCDODS1.XST_ATD_ACCD

Course Enrollment:: ACCDODS1.XST.IRES_SC

Math Progression by Ethnicity (Continued)

				Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)	
Fall 2012 Cohort	DE Level 1 495 (19.3%)	AA	26 (5.3%)	AA	19 (73.1%)	AA	11 (42.3%)			AA	2 (7.7%)	AA	0 (0.0%)	AA	3 (11.5%)		
		A	6 (1.2%)	A	1 (16.7%)	A	1 (16.7%)			A	1 (16.7%)	A	0 (0.0%)	A	1 (16.7%)		
		H	398 (80.4%)	H	323 (81.2%)	H	203 (51.0%)			H	38 (9.5%)	H	0 (0.0%)	H	54 (13.6%)		
		O	6 (1.2%)	O	2 (33.3%)	O	1 (16.7%)			O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)		
	DE Level 2 387 (15.1%)	W	59 (11.9%)	W	36 (61.0%)	W	27 (45.8%)			W	6 (10.2%)	W	0 (0.0%)	W	11 (18.6%)		
		AA	24 (6.2%)	AA	17 (70.8%)	AA	7 (29.2%)			AA	2 (8.3%)	AA	0 (0.0%)	AA	1 (4.2%)		
		A	2 (0.5%)	A	1 (50.0%)	A	1 (50.0%)			A	1 (50.0%)	A	0 (0.0%)	A	1 (50.0%)		
		H	300 (77.5%)	H	241 (80.3%)	H	141 (47.0%)			H	41 (13.7%)	H	0 (0.0%)	H	64 (21.3%)		
	DE Level 3 584 (22.7%)	O	4 (1.0%)	O	3 (75.0%)	O	1 (25.0%)			O	1 (25.0%)	O	0 (0.0%)	O	0 (0.0%)		
		W	57 (14.7%)	W	40 (70.2%)	W	29 (50.9%)			W	13 (22.8%)	W	0 (0.0%)	W	15 (26.3%)		
		AA	31 (5.3%)	AA	19 (61.3%)	AA	8 (25.8%)			AA	4 (12.9%)	AA	0 (0.0%)	AA	6 (19.4%)		
		A	13 (2.2%)	A	11 (84.6%)	A	7 (53.8%)			A	4 (30.8%)	A	0 (0.0%)	A	5 (38.5%)		
	DE Level 4 407 (15.8%)	H	408 (69.9%)	H	316 (77.5%)	H	157 (38.5%)			H	86 (21.1%)	H	0 (0.0%)	H	94 (23.0%)		
		O	8 (1.4%)	O	6 (75.0%)	O	4 (50.0%)			O	1 (12.5%)	O	0 (0.0%)	O	4 (50.0%)		
		W	124 (21.2%)	W	74 (59.7%)	W	44 (35.5%)			W	23 (18.5%)	W	0 (0.0%)	W	37 (29.8%)		
		AA	30 (7.4%)	AA	14 (46.7%)	AA	6 (20.0%)			AA	7 (23.3%)	AA	0 (0.0%)	AA	15 (50.0%)		
	Total Referred 1,873 (72.9%)	A	15 (3.7%)	A	2 (13.3%)	A	2 (13.3%)			A	2 (13.3%)	A	0 (0.0%)	A	7 (46.7%)		
		H	243 (59.7%)	H	93 (38.3%)	H	54 (22.2%)			H	60 (24.7%)	H	0 (0.0%)	H	109 (44.9%)		
		O	5 (1.2%)	O	1 (20.0%)	O	1 (20.0%)			O	1 (20.0%)	O	0 (0.0%)	O	2 (40.0%)		
		W	114 (28.0%)	W	41 (36.0%)	W	22 (19.3%)			W	25 (21.9%)	W	0 (0.0%)	W	46 (40.4%)		
	College Level 613 (23.8%)	AA	111 (5.9%)	AA	69 (62.2%)	AA	32 (28.8%)			AA	15 (13.5%)	AA	0 (0.0%)	AA	25 (22.5%)		
		A	36 (1.9%)	A	15 (41.7%)	A	11 (30.6%)			A	8 (22.2%)	A	0 (0.0%)	A	14 (38.9%)		
		H	1,349 (72.0%)	H	973 (72.1%)	H	555 (41.1%)			H	225 (16.7%)	H	0 (0.0%)	H	321 (23.8%)		
		O	23 (1.2%)	O	12 (52.2%)	O	7 (30.4%)			O	3 (13.0%)	O	0 (0.0%)	O	6 (26.1%)		
	Unknown 85 (3.3%)	W	354 (18.9%)	W	191 (54.0%)	W	122 (34.5%)			W	67 (18.9%)	W	0 (0.0%)	W	109 (30.8%)		
		AA	20 (3.3%)												AA	6 (30.0%)	
		A	24 (3.9%)												A	10 (41.7%)	
		H	372 (60.7%)												H	197 (53.0%)	
Fall 2013 Cohort	DE Level 1 615 (22.7%)	O	16 (2.6%)												O	9 (56.3%)	
		W	181 (29.5%)												W	78 (43.1%)	
		AA	3 (3.5%)	AA	0 (0.0%)	AA	0 (0.0%)			AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)		
		A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)			A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)		
	DE Level 2 309 (11.4%)	H	61 (71.8%)	H	35 (57.4%)	H	23 (37.7%)			H	10 (16.4%)	H	0 (0.0%)	H	13 (21.3%)		
		O	1 (1.2%)	O	1 (100.0%)	O	1 (100.0%)			O	1 (100.0%)	O	0 (0.0%)	O	0 (0.0%)		
		W	20 (23.5%)	W	7 (35.0%)	W	6 (30.0%)			W	4 (20.0%)	W	0 (0.0%)	W	6 (30.0%)		
		AA	134 (5.2%)	AA	70 (52.2%)	AA	32 (23.9%)			AA	15 (11.2%)	AA	0 (0.0%)	AA	31 (23.1%)		
	Cohort Total 2,571 (100.0%)	A	60 (2.3%)	A	15 (25.0%)	A	11 (18.3%)			A	8 (13.3%)	A	0 (0.0%)	A	24 (40.0%)		
		H	1,782 (69.3%)	H	1,028 (57.7%)	H	595 (33.4%)			H	247 (13.9%)	H	0 (0.0%)	H	531 (29.8%)		
		O	40 (1.6%)	O	13 (32.5%)	O	8 (20.0%)			O	4 (10.0%)	O	0 (0.0%)	O	15 (37.5%)		
		W	555 (21.6%)	W	207 (37.3%)	W	132 (23.8%)			W	76 (13.7%)	W	0 (0.0%)	W	193 (34.8%)		
	DE Level 3 276 (10.2%)	AA	52 (8.5%)	AA	45 (86.5%)	AA	19 (36.5%)			AA	3 (5.8%)	AA	0 (0.0%)	AA	4 (7.7%)		
		A	7 (1.1%)	A	5 (71.4%)	A	4 (57.1%)			A	1 (14.3%)	A	0 (0.0%)	A	1 (14.3%)		
		H	460 (74.8%)	H	387 (84.1%)	H	228 (49.6%)			H	46 (10.0%)	H	2 (4.4%)	H	47 (10.2%)		
		O	12 (2.0%)	O	5 (41.7%)	O	3 (25.0%)			O	2 (16.7%)	O	0 (0.0%)	O	2 (16.7%)		
	DE Level 4 133 (4.9%)	W	84 (13.7%)	W	55 (65.5%)	W	33 (39.3%)			W	8 (9.5%)	W	0 (0.0%)	W	13 (15.5%)		
		AA	22 (7.1%)	AA	14 (63.6%)	AA	6 (27.3%)			AA	2 (9.1%)	AA	0 (0.0%)	AA	4 (18.2%)		
		A	3 (1.0%)	A	2 (66.7%)	A	1 (33.3%)			A	1 (33.3%)	A	0 (0.0%)	A	1 (33.3%)		
		H	209 (67.6%)	H	168 (80.4%)	H	110 (52.6%)			H	27 (12.9%)	H	1 (5.0%)	H	38 (18.2%)		
	Total Referred 1,333 (49.2%)	O	5 (1.6%)	O	3 (60.0%)	O	3 (60.0%)			O	0 (0.0%)	O	0 (0.0%)	O	1 (20.0%)		
		W	70 (22.7%)	W	47 (67.1%)	W	36 (51.4%)			W	9 (12.9%)	W	0 (0.0%)	W	26 (37.1%)		
		AA	19 (6.9%)	AA	17 (89.5%)	AA	9 (47.4%)			AA	5 (26.3%)	AA	0 (0.0%)	AA	9 (47.4%)		
		A	6 (2.2%)	A	4 (66.7%)	A	3 (50.0%)			A	2 (33.3%)	A	0 (0.0%)	A	4 (66.7%)		
	College Level 1,337 (49.4%)	H	179 (64.9%)	H	146 (81.6%)	H	88 (49.2%)			H	23 (12.8%)	H	0 (0.0%)	H	58 (32.4%)		
		O	3 (1.1%)	O	1 (33.3%)	O	1 (33.3%)			O	1 (33.3%)	O	0 (0.0%)	O	2 (66.7%)		
		W	69 (25.0%)	W	44 (63.8%)	W	33 (47.8%)			W	13 (18.8%)	W	0 (0.0%)	W	28 (40.6%)		
		AA	8 (6.0%)	AA	4 (50.0%)	AA	3 (37.5%)			AA	4 (50.0%)	AA	0 (0.0%)	AA	2 (25.0%)		
	Unknown 37 (1.4%)	A	7 (5.3%)	A	3 (42.9%)	A	3 (42.9%)			A	3 (42.9%)	A	0 (0.0%)	A	4 (57.1%)		
		H	87 (65.4%)	H	53 (60.9%)	H	27 (31.0%)			H	32 (36.8%)	H	1 (1.1%)	H	38 (43.7%)		
		O	2 (1.5%)	O	0 (0.0%)	O	0 (0.0%)			O	0 (0.0%)	O	0 (0.0%)	O	2 (100.0%)		
		W	29 (21.8%)	W	14 (48.3%)	W	10 (34.5%)			W	11 (37.9%)	W	0 (0.0%)	W	19 (65.5%)		
	Cohort Total 2,707 (100.0%)	AA	101 (7.6%)	AA	80 (79.2%)	AA	37 (36.6%)			AA	14 (13.9%)	AA	0 (0.0%)	AA	19 (18.8%)		
		A	23 (1.7%)	A	14 (60.9%)	A	11 (47.8%)			A	7 (30.4%)	A	0 (0.0%)	A	10 (43.5%)		
		H	935 (70.1%)	H	754 (80.6%)	H	453 (48.4%)			H	128 (13.7%)	H	4 (0.4%)	H	181 (19.4%)		
		O	22 (1.7%)	O	9 (40.9%)	O	7 (31.8%)			O	3 (13.6%)	O	0 (0.0%)	O	7 (31.8%)		
	College Level 1,337 (49.4%)	W	252 (18.9%)	W	160 (63.5%)	W	112 (44.4%)			W	41 (16.3%)	W	0 (0.0%)	W	86 (34.1%)		
		AA	61 (4.6%)												AA	32 (52.5%)	
		A	32 (2.4%)												A	21 (65.6%)	
		H	925 (69.2%)												H	477 (51.6%)	
	Unknown 37 (1.4%)	O	27 (2.0%)												O	14 (51.9%)	
		W	292 (21.8%)												W	170 (58.2%)	
		AA	5 (13.5%)	AA	2 (40.0%)	AA	1 (20.0%)			AA	0 (0.0%)	AA	0 (0.0%)	AA	1 (20.0%)		
		A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)			A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)		
	Cohort Total 2,707 (100.0%)	H	23 (62.2%)	H	7 (30.4%)	H	2 (8.7%)			H	0 (0.0%)	H	0 (0.0%)	H	7 (30.4%)		
		O	3 (8.1%)	O	0 (0.0%)	O	0 (0.0%)			O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)		
		W	6 (16.2%)	W	0 (0.0%)	W	0 (0.0%)			W	1 (16.7%)	W	0 (0.0%)	W	1 (16.7%)		
		AA	167 (6.2%)	AA	83 (49.7%)	AA	39 (23.4%)			AA	14 (8.4%)	AA	0 (0.0%)	AA	52 (31.1%)		

AA = African-American A = Asian H = Hispanic O = Other W = White

Math Progression by Ethnicity (Continued)

			Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2014 Cohort	DE Level 1 637 (28.2%)	AA	50 (7.8%)	AA	40 (80.0%)	AA	25 (50.0%)	AA	0 (0.0%)
		A	9 (1.4%)	A	8 (88.9%)	A	7 (77.8%)	A	0 (0.0%)
		H	479 (75.2%)	H	392 (81.8%)	H	244 (50.9%)	H	0 (0.0%)
		O	15 (2.4%)	O	13 (86.7%)	O	9 (60.0%)	O	0 (0.0%)
	DE Level 2 219 (9.7%)	W	84 (13.2%)	W	62 (73.8%)	W	43 (51.2%)	W	0 (0.0%)
		AA	19 (8.7%)	AA	15 (78.9%)	AA	8 (42.1%)	AA	0 (0.0%)
		A	3 (1.4%)	A	3 (100.0%)	A	1 (33.3%)	A	0 (0.0%)
		H	158 (72.1%)	H	126 (79.7%)	H	81 (51.3%)	H	1 (0.6%)
	DE Level 3 198 (8.8%)	O	5 (2.3%)	O	5 (100.0%)	O	4 (80.0%)	O	0 (0.0%)
		W	34 (15.5%)	W	26 (76.5%)	W	12 (35.3%)	W	0 (0.0%)
		AA	15 (7.6%)	AA	11 (73.3%)	AA	7 (46.7%)	AA	0 (0.0%)
		A	8 (4.0%)	A	4 (50.0%)	A	4 (50.0%)	A	0 (0.0%)
	DE Level 4 1 (0.0%)	H	128 (64.6%)	H	73 (57.0%)	H	38 (29.7%)	H	0 (0.0%)
		O	3 (1.5%)	O	2 (66.7%)	O	2 (66.7%)	O	0 (0.0%)
		W	44 (22.2%)	W	22 (50.0%)	W	12 (27.3%)	W	0 (0.0%)
		AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)
	Total Referred 1,055 (46.6%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)
		H	0 (0.0%)	H	0 (0.0%)	H	0 (0.0%)	H	0 (0.0%)
		O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)
		W	1 (100.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)
	College Level 1,126 (49.8%)	AA	84 (8.0%)	AA	66 (78.6%)	AA	40 (47.6%)	AA	0 (0.0%)
		A	20 (1.9%)	A	15 (75.0%)	A	12 (60.0%)	A	0 (0.0%)
		H	765 (72.5%)	H	591 (77.3%)	H	363 (47.5%)	H	1 (0.1%)
		O	23 (2.2%)	O	20 (87.0%)	O	15 (65.2%)	O	0 (0.0%)
	Unknown 81 (3.6%)	W	163 (15.5%)	W	110 (67.5%)	W	67 (41.1%)	W	0 (0.0%)
		AA	55 (4.9%)						
		A	36 (3.2%)	Not Applicable					
		H	761 (67.6%)						
	Cohort Total 2,262 (100.0%)	O	21 (1.9%)						
		W	253 (22.5%)						
		AA	4 (4.9%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)
		A	3 (3.7%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)
	Cohort Total 2,262 (100.0%)	H	57 (70.4%)	H	2 (3.5%)	H	0 (0.0%)	H	0 (0.0%)
		O	3 (3.7%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)
		W	14 (17.3%)	W	1 (7.1%)	W	1 (7.1%)	W	0 (0.0%)
		AA	143 (6.3%)	AA	67 (46.9%)	AA	41 (28.7%)	AA	0 (0.0%)
	Cohort Total 2,262 (100.0%)	A	59 (2.6%)	A	17 (28.8%)	A	14 (23.7%)	A	0 (0.0%)
		H	1,583 (70.0%)	H	618 (39.0%)	H	374 (23.6%)	H	1 (0.1%)
		O	47 (2.1%)	O	20 (42.6%)	O	15 (31.9%)	O	0 (0.0%)
		W	430 (19.0%)	W	116 (27.0%)	W	71 (16.5%)	W	0 (0.0%)
Fall 2015 Cohort	DE Level 1 793 (36.0%)	AA	62 (7.8%)	AA	41 (66.1%)	AA	25 (40.3%)	AA	0 (0.0%)
		A	15 (1.9%)	A	10 (66.7%)	A	8 (53.3%)	A	0 (0.0%)
		H	630 (79.4%)	H	419 (66.5%)	H	272 (43.2%)	H	0 (0.0%)
		O	13 (1.6%)	O	11 (84.6%)	O	5 (38.5%)	O	0 (0.0%)
	DE Level 2 293 (13.3%)	W	73 (9.2%)	W	54 (74.0%)	W	42 (57.5%)	W	1 (1.4%)
		AA	21 (7.2%)	AA	12 (57.1%)	AA	7 (33.3%)	AA	0 (0.0%)
		A	9 (3.1%)	A	4 (44.4%)	A	2 (22.2%)	A	0 (0.0%)
		H	216 (73.7%)	H	141 (65.3%)	H	93 (43.1%)	H	1 (0.5%)
	DE Level 3 319 (14.5%)	O	4 (1.4%)	O	2 (50.0%)	O	1 (25.0%)	O	0 (0.0%)
		W	43 (14.7%)	W	23 (53.5%)	W	14 (32.6%)	W	0 (0.0%)
		AA	27 (8.5%)	AA	14 (51.9%)	AA	10 (37.0%)	AA	0 (0.0%)
		A	6 (1.9%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)
	DE Level 4 4 (0.2%)	H	232 (72.7%)	H	127 (54.7%)	H	79 (34.1%)	H	0 (0.0%)
		O	5 (1.6%)	O	1 (20.0%)	O	0 (0.0%)	O	0 (0.0%)
		W	49 (15.4%)	W	18 (36.7%)	W	14 (28.6%)	W	0 (0.0%)
		AA	#DIV/0!	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)
	Total Referred 1,409 (64.0%)	A	#DIV/0!	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)
		H	#DIV/0!	H	1 (33.3%)	H	1 (33.3%)	H	1 (33.3%)
		O	#DIV/0!	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)
		W	#DIV/0!	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)
	College Level 759 (34.5%)	AA	110 (7.8%)	AA	67 (60.9%)	AA	42 (38.2%)	AA	0 (0.0%)
		A	30 (2.1%)	A	14 (46.7%)	A	10 (33.3%)	A	0 (0.0%)
		H	1,081 (76.7%)	H	688 (63.6%)	H	445 (41.2%)	H	2 (0.2%)
		O	23 (1.6%)	O	14 (60.9%)	O	6 (26.1%)	O	0 (0.0%)
	Unknown 35 (1.6%)	W	165 (11.7%)	W	95 (57.6%)	W	70 (42.4%)	W	1 (0.6%)
		AA	36 (4.7%)						
		A	29 (3.8%)	Not Applicable					
		H	488 (64.3%)						
	Cohort Total 2,203 (100.0%)	O	20 (2.6%)						
		W	186 (24.5%)						
		AA	5 (14.3%)	AA	1 (20.0%)	AA	1 (20.0%)	AA	0 (0.0%)
		A	1 (2.9%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)
	Cohort Total 2,203 (100.0%)	H	21 (60.0%)	H	0 (0.0%)	H	0 (0.0%)	H	0 (0.0%)
		O	2 (5.7%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)
		W	6 (17.1%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)
		AA	151 (6.9%)	AA	70 (46.4%)	AA	45 (29.8%)	AA	0 (0.0%)
	Cohort Total 2,203 (100.0%)	A	60 (2.7%)	A	14 (23.3%)	A	10 (16.7%)	A	0 (0.0%)
		H	1,590 (72.2%)	H	703 (44.2%)	H	456 (28.7%)	H	2 (0.1%)
		O	45 (2.0%)	O	14 (31.1%)	O	6 (13.3%)	O	0 (0.0%)
		W	357 (16.2%)	W	101 (28.3%)	W	74 (20.7%)	W	1 (0.3%)

3rd Year Data Not Yet Available

3rd Year Data Not Yet Available

AA = African-American A = Asian H = Hispanic O = Other W = White

Math Progression by Age

Across all cohorts, levels, and age groups, after 3 years, no trend in “gatekeeper” success was evident. When comparing the 2013 cohort to the 2011 cohort, referred students between the ages of 22 and 50 experienced increases in “gatekeeper” success.

		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)	
Fall 2011 Cohort*	DE Level 1 639 (20.6%)	<17	9 (1.4%)	<17	8 (88.9%)	<17	5 (55.6%)	<17	1 (11.1%)	<17	1 (11.1%)
		18-21	446 (69.8%)	18-21	352 (78.9%)	18-21	195 (43.7%)	18-21	19 (4.3%)	18-21	29 (6.5%)
		22-24	44 (6.9%)	22-24	29 (65.9%)	22-24	19 (43.2%)	22-24	0 (0.0%)	22-24	0 (0.0%)
		25-35	91 (14.2%)	25-35	63 (69.2%)	25-35	41 (45.1%)	25-35	5 (5.5%)	25-35	9 (9.9%)
		36-50	37 (5.8%)	36-50	20 (54.1%)	36-50	12 (32.4%)	36-50	3 (8.1%)	36-50	4 (10.8%)
		51+	12 (1.9%)	51+	8 (66.7%)	51+	5 (41.7%)	51+	0 (0.0%)	51+	0 (0.0%)
	DE Level 2 503 (16.2%)	<17	12 (2.4%)	<17	7 (58.3%)	<17	4 (33.3%)	<17	0 (0.0%)	<17	2 (16.7%)
		18-21	331 (65.8%)	18-21	250 (75.5%)	18-21	130 (39.3%)	18-21	30 (9.1%)	18-21	34 (10.3%)
		22-24	41 (8.2%)	22-24	30 (73.2%)	22-24	22 (53.7%)	22-24	8 (19.5%)	22-24	9 (22.0%)
		25-35	82 (16.3%)	25-35	55 (67.1%)	25-35	34 (41.5%)	25-35	7 (8.5%)	25-35	9 (11.0%)
		36-50	30 (6.0%)	36-50	25 (83.3%)	36-50	13 (43.3%)	36-50	1 (3.3%)	36-50	2 (6.7%)
		51+	7 (1.4%)	51+	4 (57.1%)	51+	3 (42.9%)	51+	0 (0.0%)	51+	0 (0.0%)
	DE Level 3 784 (25.2%)	<17	25 (3.2%)	<17	19 (76.0%)	<17	8 (32.0%)	<17	3 (12.0%)	<17	6 (24.0%)
		18-21	577 (73.6%)	18-21	463 (80.2%)	18-21	213 (36.9%)	18-21	116 (20.1%)	18-21	109 (18.9%)
		22-24	60 (7.7%)	22-24	43 (71.7%)	22-24	26 (43.3%)	22-24	13 (21.7%)	22-24	13 (21.7%)
		25-35	88 (11.2%)	25-35	63 (71.6%)	25-35	42 (47.7%)	25-35	16 (18.2%)	25-35	12 (13.6%)
		36-50	32 (4.1%)	36-50	22 (68.8%)	36-50	14 (43.8%)	36-50	7 (21.9%)	36-50	6 (18.8%)
		51+	2 (0.3%)	51+	1 (50.0%)	51+	1 (50.0%)	51+	1 (50.0%)	51+	1 (50.0%)
	DE Level 4 516 (16.6%)	<17	36 (7.0%)	<17	23 (63.9%)	<17	14 (38.9%)	<17	17 (47.2%)	<17	15 (41.7%)
		18-21	374 (72.5%)	18-21	241 (64.4%)	18-21	129 (34.5%)	18-21	132 (35.3%)	18-21	114 (30.5%)
		22-24	37 (7.2%)	22-24	23 (62.2%)	22-24	12 (32.4%)	22-24	14 (37.8%)	22-24	14 (37.8%)
		25-35	53 (10.3%)	25-35	24 (45.3%)	25-35	15 (28.3%)	25-35	15 (28.3%)	25-35	16 (30.2%)
		36-50	14 (2.7%)	36-50	6 (42.9%)	36-50	5 (35.7%)	36-50	3 (21.4%)	36-50	4 (28.6%)
		51+	2 (0.4%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
	Total Referred 2,442 (78.5%)	<17	82 (3.4%)	<17	57 (69.5%)	<17	31 (37.8%)	<17	21 (25.6%)	<17	24 (29.3%)
		18-21	1,728 (70.8%)	18-21	1,306 (75.6%)	18-21	667 (38.6%)	18-21	297 (17.2%)	18-21	286 (16.6%)
		22-24	182 (7.5%)	22-24	125 (68.7%)	22-24	79 (43.4%)	22-24	35 (19.2%)	22-24	36 (19.8%)
		25-35	314 (12.9%)	25-35	205 (65.3%)	25-35	132 (42.0%)	25-35	43 (13.7%)	25-35	46 (14.6%)
		36-50	113 (4.6%)	36-50	73 (64.6%)	36-50	44 (38.9%)	36-50	14 (12.4%)	36-50	16 (14.2%)
		51+	23 (0.9%)	51+	13 (56.5%)	51+	9 (39.1%)	51+	1 (4.3%)	51+	1 (4.3%)
	College Level 605 (19.5%)	<17	25 (4.1%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	12 (48.0%)
		18-21	521 (86.1%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	252 (48.4%)
		22-24	22 (3.6%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	12 (54.5%)
		25-35	27 (4.5%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	16 (59.3%)
		36-50	10 (1.7%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	6 (60.0%)
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
	Unknown 62 (2.0%)	<17	3 (4.8%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)
		18-21	32 (51.6%)	18-21	4 (12.5%)	18-21	3 (9.4%)	18-21	3 (9.4%)	18-21	2 (6.3%)
		22-24	4 (6.5%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)
		25-35	10 (16.1%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)
		36-50	9 (14.5%)	36-50	2 (22.2%)	36-50	2 (22.2%)	36-50	1 (11.1%)	36-50	1 (11.1%)
		51+	4 (6.5%)	51+	2 (50.0%)	51+	2 (50.0%)	51+	0 (0.0%)	51+	0 (0.0%)
	Cohort Total 3,109 (100.0%)	<17	110 (3.5%)	<17	57 (51.8%)	<17	31 (28.2%)	<17	21 (19.1%)	<17	36 (32.7%)
		18-21	2,281 (73.4%)	18-21	1,351 (59.2%)	18-21	698 (30.6%)	18-21	326 (14.3%)	18-21	540 (23.7%)
		22-24	208 (6.7%)	22-24	129 (62.0%)	22-24	83 (39.9%)	22-24	39 (18.8%)	22-24	48 (23.1%)
		25-35	351 (11.3%)	25-35	209 (59.5%)	25-35	136 (38.7%)	25-35	45 (12.8%)	25-35	62 (17.7%)
		36-50	132 (4.2%)	36-50	77 (58.3%)	36-50	48 (36.4%)	36-50	16 (12.1%)	36-50	23 (17.4%)
		51+	27 (0.9%)	51+	15 (55.6%)	51+	11 (40.7%)	51+	1 (3.7%)	51+	1 (3.7%)

Notes:

- 1) Attempted = student received a grade for course (includes variations of W); Completed = student received a grade of A, B, C, D, F, I, IP, or P for course; Success = student received a grade of A, B, or C for course.
- 2) High DE = last course in DE sequence (Level 4 for Fall 2011-Fall 2013; Level 3 for Fall 2014 onward).
- 3) Math “gatekeeper” courses are MATH 1314, MATH 1324, MATH 1332, MATH 1333, MATH 1414, and MATH 1442.
- 4) Fall 2012 through Fall 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Fall 2011* Preliminary True FTIC methodology used to create cohort of students without academic history as opposed to using THECB methodology.
- 5) Developmental education (DE) referral levels are based on formal student assessment outcomes for the subject area of DE course enrollment. Students designated as “Unknown” did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment.
- 6) Years of progression refer to the period between initial Fall semester (cohort year) and time of measurement. Data are cumulative over time.
- 7) Referral level percentages are based on the total cohort (denominator = cohort size).
- 8) Progression percentages are based on the referral level (denominator = number referred to level).
- 9) Students who transfer or leave Alamo Colleges are not removed from denominators.
- 10) In some instances, data have been updated to reflect the most current data at time of publication. Slight variations in data as recorded in prior publications may appear. However, these updates do not impact overall trends or outcomes.

Sources:

FTIC Age: ACCDODS1.XST_ATD_ACCD
 DE Referrals: Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015: ACCDODS1.XST_ATD_ACCD
 Course Enrollment:: ACCDODS1.XST.IRES_SC

Math Progression by Age (Continued)

		Attempted Any DE (1st Year)				Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)	
Fall 2012 Cohort	DE Level 1 495 (19.3%)	<17	9 (1.8%)	<17	6 (66.7%)	<17	5 (55.6%)					<17	4 (44.4%)	<17	0 (0.0%)	<17	3 (33.3%)
		18-21	384 (77.6%)	18-21	320 (83.3%)	18-21	194 (50.5%)					18-21	35 (9.1%)	18-21	0 (0.0%)	18-21	57 (14.8%)
		22-24	27 (5.5%)	22-24	17 (63.0%)	22-24	13 (48.1%)					22-24	1 (3.7%)	22-24	0 (0.0%)	22-24	1 (3.7%)
		25-35	46 (9.3%)	25-35	25 (54.3%)	25-35	20 (43.5%)					25-35	5 (10.9%)	25-35	0 (0.0%)	25-35	5 (10.9%)
		36-50	26 (5.3%)	36-50	11 (42.3%)	36-50	10 (38.5%)					36-50	1 (3.8%)	36-50	0 (0.0%)	36-50	2 (7.7%)
	DE Level 2 387 (15.1%)	51+	3 (0.6%)	51+	2 (66.7%)	51+	1 (33.3%)					51+	1 (33.3%)	51+	0 (0.0%)	51+	1 (33.3%)
		<17	13 (3.4%)	<17	9 (69.2%)	<17	4 (30.8%)					<17	0 (0.0%)	<17	0 (0.0%)	<17	4 (30.8%)
		18-21	298 (77.0%)	18-21	233 (78.2%)	18-21	138 (46.3%)					18-21	46 (15.4%)	18-21	0 (0.0%)	18-21	60 (20.1%)
		22-24	19 (4.9%)	22-24	15 (78.9%)	22-24	6 (31.6%)					22-24	2 (10.5%)	22-24	0 (0.0%)	22-24	3 (15.8%)
		25-35	39 (10.1%)	25-35	33 (84.6%)	25-35	24 (61.5%)					25-35	10 (25.6%)	25-35	0 (0.0%)	25-35	11 (28.2%)
	DE Level 3 584 (22.7%)	36-50	13 (3.4%)	36-50	8 (61.5%)	36-50	5 (38.5%)					36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	1 (7.7%)
		51+	5 (1.3%)	51+	4 (80.0%)	51+	2 (40.0%)					51+	0 (0.0%)	51+	0 (0.0%)	51+	2 (40.0%)
		<17	24 (4.1%)	<17	12 (50.0%)	<17	2 (8.3%)					<17	1 (4.2%)	<17	0 (0.0%)	<17	6 (25.0%)
		18-21	398 (68.2%)	18-21	300 (75.4%)	18-21	156 (39.2%)					18-21	92 (23.1%)	18-21	0 (0.0%)	18-21	108 (27.1%)
		22-24	43 (7.4%)	22-24	36 (83.7%)	22-24	19 (44.2%)					22-24	8 (18.6%)	22-24	0 (0.0%)	22-24	9 (20.9%)
	DE Level 4 407 (15.8%)	25-35	87 (14.9%)	25-35	59 (67.8%)	25-35	32 (36.8%)					25-35	13 (14.9%)	25-35	0 (0.0%)	25-35	17 (19.5%)
		36-50	25 (4.3%)	36-50	16 (64.0%)	36-50	10 (40.0%)					36-50	4 (16.0%)	36-50	0 (0.0%)	36-50	5 (20.0%)
		51+	7 (1.2%)	51+	3 (42.9%)	51+	1 (14.3%)					51+	0 (0.0%)	51+	0 (0.0%)	51+	1 (14.3%)
		<17	26 (6.4%)	<17	6 (23.1%)	<17	2 (7.7%)					<17	4 (15.4%)	<17	0 (0.0%)	<17	8 (30.8%)
		18-21	311 (76.4%)	18-21	125 (40.2%)	18-21	68 (21.9%)					18-21	75 (24.1%)	18-21	0 (0.0%)	18-21	142 (45.7%)
	Total Referred 1,873 (72.9%)	22-24	25 (6.1%)	22-24	11 (44.0%)	22-24	9 (36.0%)					22-24	10 (40.0%)	22-24	0 (0.0%)	22-24	14 (56.0%)
		25-35	35 (8.6%)	25-35	8 (22.9%)	25-35	5 (14.3%)					25-35	5 (14.3%)	25-35	0 (0.0%)	25-35	10 (28.6%)
		36-50	10 (2.5%)	36-50	1 (10.0%)	36-50	1 (10.0%)					36-50	1 (10.0%)	36-50	0 (0.0%)	36-50	5 (50.0%)
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)					51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
		<17	72 (3.8%)	<17	33 (45.8%)	<17	13 (18.1%)					<17	9 (12.5%)	<17	0 (0.0%)	<17	21 (29.2%)
College Level 613 (23.8%)	18-21	1,391 (74.3%)	18-21	978 (70.3%)	18-21	556 (40.0%)					18-21	248 (17.8%)	18-21	0 (0.0%)	18-21	367 (26.4%)	
	22-24	114 (6.1%)	22-24	79 (69.3%)	22-24	47 (41.2%)					22-24	21 (18.4%)	22-24	0 (0.0%)	22-24	27 (23.7%)	
	25-35	207 (11.1%)	25-35	125 (60.4%)	25-35	81 (39.1%)					25-35	33 (15.9%)	25-35	0 (0.0%)	25-35	43 (20.8%)	
	36-50	74 (4.0%)	36-50	36 (48.6%)	36-50	26 (35.1%)					36-50	6 (8.1%)	36-50	0 (0.0%)	36-50	13 (17.6%)	
	51+	15 (0.8%)	51+	9 (60.0%)	51+	4 (26.7%)					51+	1 (6.7%)	51+	0 (0.0%)	51+	4 (26.7%)	
Unknown 85 (3.3%)	<17	25 (4.1%)													<17	12 (48.0%)	
	18-21	567 (92.5%)													18-21	278 (49.0%)	
	22-24	8 (1.3%)													22-24	2 (25.0%)	
	25-35	11 (1.8%)													25-35	7 (63.6%)	
	36-50	1 (0.2%)													36-50	0 (0.0%)	
Cohort Total 2,571 (100.0%)	51+	1 (0.2%)													51+	1 (100.0%)	
	<17	1 (1.2%)	<17	0 (0.0%)	<17	0 (0.0%)					<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	
	18-21	52 (61.2%)	18-21	31 (59.6%)	18-21	21 (40.4%)					18-21	9 (17.3%)	18-21	0 (0.0%)	18-21	12 (23.1%)	
	22-24	4 (4.7%)	22-24	1 (25.0%)	22-24	1 (25.0%)					22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	1 (25.0%)	
	25-35	16 (18.8%)	25-35	7 (43.8%)	25-35	4 (25.0%)					25-35	3 (18.8%)	25-35	0 (0.0%)	25-35	2 (12.5%)	
Not Applicable	36-50	9 (10.6%)	36-50	4 (44.4%)	36-50	4 (44.4%)					36-50	3 (33.3%)	36-50	0 (0.0%)	36-50	4 (44.4%)	
	51+	3 (3.5%)	51+	0 (0.0%)	51+	0 (0.0%)					51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	
	<17	98 (3.8%)	<17	34 (34.7%)	<17	14 (14.3%)					<17	10 (10.2%)	<17	0 (0.0%)	<17	33 (33.7%)	
	18-21	2,010 (78.2%)	18-21	1,037 (51.6%)	18-21	596 (29.7%)					18-21	273 (13.6%)	18-21	0 (0.0%)	18-21	657 (32.7%)	
	22-24	126 (4.9%)	22-24	80 (63.5%)	22-24	48 (38.1%)					22-24	21 (16.7%)	22-24	0 (0.0%)	22-24	30 (23.8%)	
Fall 2013 Cohort	DE Level 1 615 (22.7%)	25-35	234 (9.1%)	25-35	132 (56.4%)	25-35	85 (36.3%)					25-35	36 (15.4%)	25-35	0 (0.0%)	25-35	52 (22.2%)
		36-50	84 (3.3%)	36-50	41 (48.8%)	36-50	31 (36.9%)					36-50	9 (10.7%)	36-50	0 (0.0%)	36-50	17 (20.2%)
		51+	19 (0.7%)	51+	9 (47.4%)	51+	4 (21.1%)					51+	1 (5.3%)	51+	0 (0.0%)	51+	5 (26.3%)
		<17	15 (2.4%)	<17	14 (93.3%)	<17	9 (60.0%)					<17	2 (13.3%)	<17	0 (0.0%)	<17	2 (13.3%)
		18-21	394 (64.1%)	18-21	324 (82.2%)	18-21	167 (42.4%)					18-21	33 (8.4%)	18-21	2 (0.5%)	18-21	34 (8.6%)
	DE Level 2 309 (11.4%)	22-24	65 (10.6%)	22-24	53 (81.5%)	22-24	31 (47.7%)					22-24	5 (7.7%)	22-24	0 (0.0%)	22-24	7 (10.8%)
		25-35	102 (16.6%)	25-35	78 (76.5%)	25-35	55 (53.9%)					25-35	15 (14.7%)	25-35	0 (0.0%)	25-35	17 (16.7%)
		36-50	32 (5.2%)	36-50	24 (75.0%)	36-50	21 (65.6%)					36-50	5 (15.6%)	36-50	0 (0.0%)	36-50	6 (18.8%)
		51+	7 (1.1%)	51+	4 (57.1%)	51+	4 (57.1%)					51+	0 (0.0%)	51+	0 (0.0%)	51+	1 (14.3%)
		<17	13 (4.2%)	<17	9 (69.2%)	<17	6 (46.2%)					<17	0 (0.0%)	<17	0 (0.0%)	<17	3 (23.1%)
	DE Level 3 276 (10.2%)	18-21	200 (64.7%)	18-21	159 (79.5%)	18-21	105 (52.5%)					18-21	23 (11.5%)	18-21	1 (0.5%)	18-21	41 (20.5%)
		22-24	26 (8.4%)	22-24	20 (76.9%)	22-24	11 (42.3%)					22-24	4 (15.4%)	22-24	0 (0.0%)	22-24	5 (19.2%)
		25-35	49 (15.9%)	25-35	30 (61.2%)	25-35	23 (46.9%)					25-35	9 (18.4%)	25-35	0 (0.0%)	25-35	16 (32.7%)
		36-50	16 (5.2%)	36-50	12 (75.0%)	36-50	9 (56.3%)					36-50	3 (18.8%)	36-50	0 (0.0%)	36-50	5 (31.3%)
		51+	5 (1.6%)	51+	4 (80.0%)	51+	2 (40.0%)					51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
	DE Level 4 133 (4.9%)	<17	10 (3.6%)	<17	10 (100.0%)	<17	8 (80.0%)					<17	1 (10.0%)	<17	0 (0.0%)	<17	5 (50.0%)
		18-21	211 (76.4%)	18-21	160 (75.8%)	18-21	93 (44.1%)					18-21	31 (14.7%)	18-21	0 (0.0%)	18-21	70 (33.2%)
		22-24	25 (9.1%)	22-24	21 (84.0%)	22-24	16 (64.0%)					22-24	3 (12.0%)	22-24	0 (0.0%)	22-24	13 (52.0%)
		25-35	23 (8.3%)	25-35	18 (78.3%)	25-35	15 (65.2%)					25-35	7 (30.4%)	25-35	0 (0.0%)	25-35	11 (47.8%)
		36-50	6 (2.2%)	36-50	3 (50.0%)	36-50	2 (33.3%)					36-50	2 (33.3%)	36-50	0 (0.0%)	36-50	2 (33.3%)
	Total Referred 1,333 (49.2%)	51+	1 (0.4%)	51+	0 (0.0%)	51+	0 (0.0%)					51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
		<17	2 (1.5%)	<17	1 (50.0%)	<17	0 (0.0%)					<17	1 (50.0%)	<17	0 (0.0%)	<17	1 (50.0%)
		18-21	103 (77.4%)	18-21	63 (61.2%)	18-21	35 (34.0%)					18-21	39 (37.9%)	18-21	1 (1.0%)	18-21	48 (46.6%)
		22-24	13 (9.8%)	22-24	7 (53.8%)	22-24	5 (38.5%)					22-24	6 (46.2%)	22-24	0 (0.0%)	22-24	7 (53.8%)
		25-35	11 (8.3%)	25-35	3 (27.3%)	25-35	3 (27.3%)					25-35	3 (27.3%)	25-35	0 (0.0%)	25-35	7 (63.6%)
College Level 1,337 (49.4%)	36-50	4 (3.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)					36-50	1 (25.0%)	36-50	0 (0.0%)	36-50	2 (50.0%)	
	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)					51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	
	<17	40 (3.0%)	<17	34 (85.0%)	<17	23 (57.5%)					<17	4 (10.0%)	<17	0 (0.0%)	<17	17 (27.5%)	
	18-21	908 (68.1%)	18-21	706 (77.8%)	18-21	400 (44.1%)					18-21	126 (13.9%)	18-21	4 (0.4%)	18-21	193 (21.3%)	
	22-24	129 (9.7%)	22-24	101 (78.3%)	22-24	63 (48.8%)					22-24	18 (14.0%)	22-24	0 (0.0%)	22-24	32 (24.8%)	
Unknown 37 (1.4%)	25-35	185 (13.9%)	25-35	129 (69.7%)	25-35	96 (51.9%)					25-35	34 (18.4%)	25-35	0 (0.0%)	25-35	51 (27.6%)	
	3																

Math Progression by Age

		Attempted Any DE				Success in Any DE		Attempted RSG		Success in RSG		Success in High DE	Success in RSG	Success in GK	
		(1st Year)		(1st Year)		(1st Year)		(1st Year)		(1st Year)		(3rd Year)	(3rd Year)	(3rd Year)	
Fall 2014 Cohort	DE Level 1 637 (28.2%)	<17	17 (2.7%)	<17	16 (94.1%)	<17	7 (41.2%)	<17	0 (0.0%)	<17	0 (0.0%)				
		18-21	437 (68.6%)	18-21	356 (81.5%)	18-21	227 (51.9%)	18-21	0 (0.0%)	18-21	0 (0.0%)				
		22-24	54 (8.5%)	22-24	41 (75.9%)	22-24	31 (57.4%)	22-24	0 (0.0%)	22-24	0 (0.0%)				
		25-35	97 (15.2%)	25-35	77 (79.4%)	25-35	49 (50.5%)	25-35	0 (0.0%)	25-35	0 (0.0%)				
		36-50	27 (4.2%)	36-50	21 (77.8%)	36-50	14 (51.9%)	36-50	0 (0.0%)	36-50	0 (0.0%)				
	DE Level 2 219 (9.7%)	51+	5 (0.8%)	51+	4 (80.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)				
		<17	4 (1.8%)	<17	3 (75.0%)	<17	3 (75.0%)	<17	0 (0.0%)	<17	0 (0.0%)				
		18-21	179 (81.7%)	18-21	148 (82.7%)	18-21	85 (47.5%)	18-21	1 (0.6%)	18-21	0 (0.0%)				
		22-24	14 (6.4%)	22-24	10 (71.4%)	22-24	8 (57.1%)	22-24	0 (0.0%)	22-24	0 (0.0%)				
		25-35	18 (8.2%)	25-35	11 (61.1%)	25-35	9 (50.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)				
	DE Level 3 198 (8.8%)	36-50	3 (1.4%)	36-50	2 (66.7%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)				
		51+	1 (0.5%)	51+	1 (100.0%)	51+	1 (100.0%)	51+	0 (0.0%)	51+	0 (0.0%)				
		<17	13 (6.6%)	<17	7 (53.8%)	<17	4 (30.8%)	<17	0 (0.0%)	<17	0 (0.0%)				
		18-21	157 (79.3%)	18-21	89 (56.7%)	18-21	48 (30.6%)	18-21	0 (0.0%)	18-21	0 (0.0%)				
		22-24	7 (3.5%)	22-24	3 (42.9%)	22-24	3 (42.9%)	22-24	0 (0.0%)	22-24	0 (0.0%)				
	DE Level 4 1 (0.0%)	25-35	18 (9.1%)	25-35	13 (72.2%)	25-35	8 (44.4%)	25-35	0 (0.0%)	25-35	0 (0.0%)				
		36-50	3 (1.5%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)				
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)				
		<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)				
		18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)				
	Total Referred 1,055 (46.6%)	22-24	1 (100.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)				
		25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)				
		36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)				
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)				
		<17	34 (3.2%)	<17	26 (76.5%)	<17	14 (41.2%)	<17	0 (0.0%)	<17	0 (0.0%)				
	College Level 1,126 (49.8%)	18-21	773 (73.3%)	18-21	593 (76.7%)	18-21	360 (46.6%)	18-21	1 (0.1%)	18-21	0 (0.0%)				
		22-24	76 (7.2%)	22-24	54 (71.1%)	22-24	42 (55.3%)	22-24	0 (0.0%)	22-24	0 (0.0%)				
		25-35	133 (12.6%)	25-35	101 (75.9%)	25-35	66 (49.6%)	25-35	0 (0.0%)	25-35	0 (0.0%)				
		36-50	33 (3.1%)	36-50	23 (69.7%)	36-50	14 (42.4%)	36-50	0 (0.0%)	36-50	0 (0.0%)				
		51+	6 (0.6%)	51+	5 (83.3%)	51+	1 (16.7%)	51+	0 (0.0%)	51+	0 (0.0%)				
	Unknown 81 (3.6%)	<17	45 (4.0%)												
		18-21	996 (88.5%)												
		22-24	35 (3.1%)												
		25-35	38 (3.4%)												
		36-50	9 (0.8%)												
Cohort Total 2,262 (100.0%)	51+	3 (0.3%)													
	<17	1 (1.2%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
	18-21	57 (70.4%)	18-21	2 (3.5%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)			
	22-24	6 (7.4%)	22-24	1 (16.7%)	22-24	1 (16.7%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
	25-35	8 (9.9%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
DE Level 1 793 (36.0%)	36-50	7 (8.6%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
	51+	2 (2.5%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	<17	80 (3.5%)	<17	26 (32.5%)	<17	14 (17.5%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
	18-21	1,826 (80.7%)	18-21	622 (34.1%)	18-21	373 (20.4%)	18-21	1 (0.1%)	18-21	0 (0.0%)	18-21	0 (0.0%)			
	22-24	117 (5.2%)	22-24	57 (48.7%)	22-24	44 (37.6%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
DE Level 2 293 (13.3%)	25-35	179 (7.9%)	25-35	105 (58.7%)	25-35	69 (38.5%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
	36-50	49 (2.2%)	36-50	23 (46.9%)	36-50	14 (28.6%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
	51+	11 (0.5%)	51+	5 (45.5%)	51+	1 (9.1%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	<17	21 (2.6%)	<17	13 (61.9%)	<17	8 (38.1%)	<17	1 (4.8%)	<17	1 (4.8%)	<17	1 (4.8%)			
	18-21	600 (75.7%)	18-21	422 (70.3%)	18-21	270 (45.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)			
DE Level 3 319 (14.5%)	22-24	52 (6.6%)	22-24	30 (57.7%)	22-24	24 (46.2%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
	25-35	83 (10.5%)	25-35	52 (62.7%)	25-35	39 (47.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
	36-50	29 (3.7%)	36-50	14 (48.3%)	36-50	9 (31.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
	51+	8 (1.0%)	51+	4 (50.0%)	51+	2 (25.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	<17	5 (1.7%)	<17	3 (60.0%)	<17	2 (40.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
DE Level 4 4 (0.2%)	18-21	247 (84.3%)	18-21	152 (61.5%)	18-21	95 (38.5%)	18-21	1 (0.4%)	18-21	1 (0.4%)	18-21	1 (0.4%)			
	22-24	15 (5.1%)	22-24	11 (73.3%)	22-24	10 (66.7%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
	25-35	16 (5.5%)	25-35	10 (62.5%)	25-35	6 (37.5%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
	36-50	10 (3.4%)	36-50	6 (60.0%)	36-50	4 (40.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
Total Referred 1,409 (64.0%)	<17	14 (4.4%)	<17	6 (42.9%)	<17	2 (14.3%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
	18-21	266 (83.4%)	18-21	134 (50.4%)	18-21	83 (31.2%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)			
	22-24	18 (5.6%)	22-24	9 (50.0%)	22-24	7 (38.9%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
	25-35	15 (4.7%)	25-35	11 (73.3%)	25-35	11 (73.3%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
	36-50	6 (1.9%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
College Level 759 (34.5%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	<17	#DIV/0!	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
	18-21	#DIV/0!	18-21	1 (33.3%)	18-21	1 (33.3%)	18-21	1 (33.3%)	18-21	1 (33.3%)	18-21	1 (33.3%)			
	22-24	#DIV/0!	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
	25-35	#DIV/0!	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
Unknown 35 (1.6%)	36-50	#DIV/0!	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
	51+	#DIV/0!	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	<17	40 (2.8%)	<17	22 (55.0%)	<17	12 (30.0%)	<17	1 (2.5%)	<17	1 (2.5%)	<17	1 (2.5%)			
	18-21	1,116 (79.2%)	18-21	709 (63.5%)	18-21	449 (40.2%)	18-21	2 (0.2%)	18-21	2 (0.2%)	18-21	2 (0.2%)			
	22-24	85 (6.0%)	22-24	50 (58.8%)	22-24	41 (48.2%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
Cohort Total 2,203 (100.0%)	25-35	115 (8.2%)	25-35	73 (63.5%)	25-35	56 (48.7%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
	36-50	45 (3.2%)	36-50	20 (44.4%)	36-50	13 (28.9%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
	51+	8 (0.6%)	51+	4 (50.0%)	51+	2 (25.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	<17	36 (4.7%)													
	18-21	640 (84.3%)													

Math Progression by Enrollment Status

Across all cohorts, generally full-time students compared to part-time students, successfully passed both Math DE and “gatekeeper” courses at higher rates. When comparing the 2013 cohort to the 2011 cohort, referred and non-referred part-time students experienced an increase in “gatekeeper” success.

				Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)		
Fall 2011 Cohort*	DE Level 1	FT	246 (38.5%)	FT	207 (84.1%)	FT	132 (53.7%)					FT	15 (6.1%)			FT	22 (8.9%)	
	639 (20.6%)	PT	393 (61.5%)	PT	273 (69.5%)	PT	145 (36.9%)					PT	13 (3.3%)			PT	21 (5.3%)	
	DE Level 2	FT	234 (46.5%)	FT	199 (85.0%)	FT	122 (52.1%)					FT	31 (13.2%)			FT	39 (16.7%)	
	503 (16.2%)	PT	269 (53.5%)	PT	172 (63.9%)	PT	84 (31.2%)					PT	15 (5.6%)			PT	17 (6.3%)	
	DE Level 3	FT	359 (45.8%)	FT	309 (86.1%)	FT	166 (46.2%)					FT	86 (24.0%)			FT	88 (24.5%)	
	784 (25.2%)	PT	425 (54.2%)	PT	302 (71.1%)	PT	138 (32.5%)			Not Applicable		PT	70 (16.5%)			PT	59 (13.9%)	
	DE Level 4	FT	218 (42.2%)	FT	159 (72.9%)	FT	94 (43.1%)					FT	98 (45.0%)			FT	78 (35.8%)	
	516 (16.6%)	PT	298 (57.8%)	PT	158 (53.0%)	PT	81 (27.2%)					PT	83 (27.9%)			PT	85 (28.5%)	
	Total Referred	FT	1,057 (43.3%)	FT	874 (82.7%)	FT	514 (48.6%)					FT	230 (21.8%)			FT	227 (21.5%)	
	2,442 (78.5%)	PT	1,385 (56.7%)	PT	905 (65.3%)	PT	448 (32.3%)					PT	181 (13.1%)			PT	182 (13.1%)	
	College Level	FT	322 (53.2%)								Not Applicable						FT	186 (57.8%)
	605 (19.5%)	PT	283 (46.8%)														PT	112 (39.6%)
	Unknown	FT	11 (17.7%)	FT	2 (18.2%)	FT	2 (18.2%)					FT	2 (18.2%)				FT	1 (9.1%)
	62 (2.0%)	PT	51 (82.3%)	PT	6 (11.8%)	PT	5 (9.8%)					PT	2 (3.9%)				PT	2 (3.9%)
	Cohort Total	FT	1,390 (44.7%)	FT	914 (65.8%)	FT	548 (39.4%)			Not Applicable		FT	258 (18.6%)			Not Applicable	FT	414 (29.8%)
	3,109 (100.0%)	PT	1,719 (55.3%)	PT	924 (53.8%)	PT	459 (26.7%)					PT	190 (11.1%)				PT	296 (17.2%)
Fall 2012 Cohort	DE Level 1	FT	195 (39.4%)	FT	173 (88.7%)	FT	119 (61.0%)					FT	31 (15.9%)	FT	0 (0.0%)	FT	39 (20.0%)	
	495 (19.3%)	PT	300 (60.6%)	PT	208 (69.3%)	PT	124 (41.3%)					PT	16 (5.3%)	PT	0 (0.0%)	PT	30 (10.0%)	
	DE Level 2	FT	157 (40.6%)	FT	135 (86.0%)	FT	86 (54.8%)					FT	29 (18.5%)	FT	0 (0.0%)	FT	43 (27.4%)	
	387 (15.1%)	PT	230 (59.4%)	PT	167 (72.6%)	PT	93 (40.4%)					PT	29 (12.6%)	PT	0 (0.0%)	PT	38 (16.5%)	
	DE Level 3	FT	258 (44.2%)	FT	215 (83.3%)	FT	111 (43.0%)					FT	64 (24.8%)	FT	0 (0.0%)	FT	81 (31.4%)	
	584 (22.7%)	PT	326 (55.8%)	PT	211 (64.7%)	PT	109 (33.4%)			Not Applicable		PT	54 (16.6%)	PT	0 (0.0%)	PT	65 (19.9%)	
	DE Level 4	FT	180 (44.2%)	FT	76 (42.2%)	FT	48 (26.7%)					FT	51 (28.3%)	FT	0 (0.0%)	FT	100 (55.6%)	
	407 (15.8%)	PT	227 (55.8%)	PT	75 (33.0%)	PT	37 (16.3%)					PT	44 (19.4%)	PT	0 (0.0%)	PT	79 (34.8%)	
	Total Referred	FT	790 (42.2%)	FT	599 (75.8%)	FT	364 (46.1%)					FT	175 (22.2%)	FT	0 (0.0%)	FT	263 (33.3%)	
	1,873 (72.9%)	PT	1,083 (57.8%)	PT	661 (61.0%)	PT	363 (33.5%)					PT	143 (13.2%)	PT	0 (0.0%)	PT	212 (19.6%)	
	College Level	FT	334 (54.5%)								Not Applicable						FT	191 (57.2%)
	613 (23.8%)	PT	279 (45.5%)														PT	109 (39.1%)
	Unknown	FT	28 (32.9%)	FT	21 (75.0%)	FT	15 (53.6%)					FT	7 (25.0%)	FT	0 (0.0%)	FT	8 (28.6%)	
	85 (3.3%)	PT	57 (67.1%)	PT	22 (38.6%)	PT	15 (26.3%)					PT	8 (14.0%)	PT	0 (0.0%)	PT	11 (19.3%)	
	Cohort Total	FT	1,152 (44.8%)	FT	637 (55.3%)	FT	388 (33.7%)			Not Applicable		FT	189 (16.4%)	FT	0 (0.0%)	FT	462 (40.1%)	
	2,571 (100.0%)	PT	1,419 (55.2%)	PT	696 (49.0%)	PT	390 (27.5%)					PT	161 (11.3%)	PT	0 (0.0%)	PT	332 (23.4%)	

FT = Full-time

PT = Part-time

Notes:

- 1) Attempted = student received a grade for course (includes variations of W); Completed = student received a grade of A, B, C, D, F, I, IP, or P for course; Success = student received a grade of A, B, or C for course.
- 2) High DE = last course in DE sequence (Level 4).
- 3) Math “gatekeeper” courses are MATH 1314, MATH 1324, MATH 1332, MATH 1333, MATH 1414, and MATH 1442.
- 4) Fall 2012 through Fall 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Fall 2011* Preliminary True FTIC methodology used to create cohort of students without academic history as opposed to using THECB methodology.
- 5) Developmental education (DE) referral levels are based on formal student assessment outcomes for the subject area of DE course enrollment. Students designated as “Unknown” did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment.
- 6) Years of progression refer to the period between initial Fall semester (cohort year) and time of measurement. Data are cumulative over time.
- 7) Referral level percentages are based on the total cohort (denominator = cohort size).
- 8) Progression percentages are based on the referral level (denominator = number referred to level).
- 9) Students who transfer or leave Alamo Colleges are not removed from denominators.
- 10) In some instances, data have been updated to reflect the most current data at time of publication. Slight variations in data as recorded in prior publications may appear. However, these updates do not impact overall trends or outcomes.

Sources:

FTIC FT/PT Status: ACCDODS1.XST_CBM001_ACCD

DE Referrals: Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015: ACCDODS1.XST_ATD_ACCD

Course Enrollment:: ACCDODS1.XST.IRES_SC

Math Progression by Enrollment Status (Continued)

				Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)					
Fall 2013 Cohort	DE Level 1	FT	212 (34.5%)	FT	197 (92.9%)	FT	118 (55.7%)	Not Applicable						FT	31 (14.6%)	FT	0 (0.0%)	FT	27 (12.7%)		
	615 (22.7%)	PT	403 (65.5%)	PT	300 (74.4%)	PT	169 (41.9%)							PT	29 (7.2%)	PT	2 (0.5%)	PT	40 (9.9%)		
	DE Level 2	FT	114 (36.9%)	FT	104 (91.2%)	FT	82 (71.9%)							FT	17 (14.9%)	FT	0 (0.0%)	FT	32 (28.1%)		
	309 (11.4%)	PT	195 (63.1%)	PT	130 (66.7%)	PT	74 (37.9%)							PT	22 (11.3%)	PT	1 (0.5%)	PT	38 (19.5%)		
	DE Level 3	FT	125 (45.3%)	FT	109 (87.2%)	FT	69 (55.2%)							FT	21 (16.8%)	FT	0 (0.0%)	FT	44 (35.2%)		
	276 (10.2%)	PT	151 (54.7%)	PT	103 (68.2%)	PT	65 (43.0%)							PT	23 (15.2%)	PT	0 (0.0%)	PT	57 (37.7%)		
	DE Level 4	FT	54 (40.6%)	FT	36 (66.7%)	FT	19 (35.2%)							FT	24 (44.4%)	FT	1 (1.9%)	FT	30 (55.6%)		
	133 (4.9%)	PT	79 (59.4%)	PT	38 (48.1%)	PT	24 (30.4%)							PT	26 (32.9%)	PT	0 (0.0%)	PT	35 (44.3%)		
	Total Referred	FT	505 (37.9%)	FT	446 (88.3%)	FT	288 (57.0%)							FT	93 (18.4%)	FT	1 (0.2%)	FT	133 (26.3%)		
	1,333 (49.2%)	PT	828 (62.1%)	PT	571 (69.0%)	PT	332 (40.1%)							PT	100 (12.1%)	PT	3 (0.4%)	PT	170 (20.5%)		
	College Level	FT	667 (49.9%)	Not Applicable										FT	413 (61.9%)						
	1,337 (49.4%)	PT	670 (50.1%)											PT	301 (44.9%)						
Unknown	FT	13 (35.1%)	FT	2 (15.4%)	FT	1 (7.7%)	Not Applicable						FT	1 (7.7%)	FT	0 (0.0%)	FT	6 (46.2%)			
37 (1.4%)	PT	24 (64.9%)	PT	7 (29.2%)	PT	2 (8.3%)							PT	0 (0.0%)	PT	0 (0.0%)	PT	3 (12.5%)			
Cohort Total	FT	1,185 (43.8%)	FT	469 (39.6%)	FT	301 (25.4%)	Not Applicable						FT	101 (8.5%)	FT	1 (0.1%)	FT	552 (46.6%)			
2,707 (100.0%)	PT	1,522 (56.2%)	PT	603 (39.6%)	PT	350 (23.0%)							PT	106 (7.0%)	PT	3 (0.2%)	PT	474 (31.1%)			
Fall 2014 Cohort	DE Level 1	FT	167 (26.2%)	FT	155 (92.8%)	FT	93 (55.7%)	FT	0 (0.0%)	FT	0 (0.0%)	3rd Year Data Not Yet Available									
	637 (28.2%)	PT	470 (73.8%)	PT	360 (76.6%)	PT	235 (50.0%)	PT	0 (0.0%)	PT	0 (0.0%)										
	DE Level 2	FT	60 (27.4%)	FT	54 (90.0%)	FT	32 (53.3%)	FT	0 (0.0%)	FT	0 (0.0%)										
	219 (9.7%)	PT	159 (72.6%)	PT	121 (76.1%)	PT	74 (46.5%)	PT	1 (0.6%)	PT	0 (0.0%)										
	DE Level 3	FT	63 (31.8%)	FT	40 (63.5%)	FT	21 (33.3%)	FT	0 (0.0%)	FT	0 (0.0%)										
	198 (8.8%)	PT	135 (68.2%)	PT	72 (53.3%)	PT	42 (31.1%)	PT	0 (0.0%)	PT	0 (0.0%)										
	DE Level 4	FT	1 (100.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)										
	1 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)										
	Total Referred	FT	291 (27.6%)	FT	249 (85.6%)	FT	146 (50.2%)	FT	0 (0.0%)	FT	0 (0.0%)										
	1,055 (46.6%)	PT	764 (72.4%)	PT	553 (72.4%)	PT	351 (45.9%)	PT	1 (0.1%)	PT	0 (0.0%)										
	College Level	FT	621 (55.2%)	Not Applicable																	
	1,126 (49.8%)	PT	505 (44.8%)																		
	Unknown	FT	14 (17.3%)	FT	1 (7.1%)	FT	1 (7.1%)	FT	0 (0.0%)	FT	0 (0.0%)										
	81 (3.6%)	PT	67 (82.7%)	PT	2 (3.0%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)										
	Cohort Total	FT	926 (40.9%)	FT	267 (28.8%)	FT	155 (16.7%)	FT	0 (0.0%)	FT	0 (0.0%)										
	2,262 (100.0%)	PT	1,336 (59.1%)	PT	571 (42.7%)	PT	360 (26.9%)	PT	1 (0.1%)	PT	0 (0.0%)										
Fall 2015 Cohort	DE Level 1	FT	108 (13.6%)	FT	88 (81.5%)	FT	64 (59.3%)	FT	0 (0.0%)	FT	0 (0.0%)	3rd Year Data Not Yet Available									
	793 (36.0%)	PT	685 (86.4%)	PT	447 (65.3%)	PT	288 (42.0%)	PT	1 (0.1%)	PT	1 (0.1%)										
	DE Level 2	FT	52 (17.7%)	FT	29 (55.8%)	FT	17 (32.7%)	FT	0 (0.0%)	FT	0 (0.0%)										
	293 (13.3%)	PT	241 (82.3%)	PT	153 (63.5%)	PT	100 (41.5%)	PT	1 (0.4%)	PT	1 (0.4%)										
	DE Level 3	FT	83 (26.0%)	FT	49 (59.0%)	FT	31 (37.3%)	FT	0 (0.0%)	FT	0 (0.0%)										
	319 (14.5%)	PT	236 (74.0%)	PT	111 (47.0%)	PT	72 (30.5%)	PT	0 (0.0%)	PT	0 (0.0%)										
	DE Level 4	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)										
	4 (0.2%)	PT	4 (100.0%)	PT	1 (25.0%)	PT	1 (25.0%)	PT	1 (25.0%)	PT	1 (25.0%)										
	Total Referred	FT	243 (17.2%)	FT	166 (68.3%)	FT	112 (46.1%)	FT	0 (0.0%)	FT	0 (0.0%)										
	1,409 (64.0%)	PT	1,166 (82.8%)	PT	712 (61.1%)	PT	461 (39.5%)	PT	3 (0.3%)	PT	3 (0.3%)										
	College Level	FT	326 (43.0%)	Not Applicable																	
	759 (34.5%)	PT	433 (57.0%)																		
	Unknown	FT	8 (22.9%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)										
	35 (1.6%)	PT	27 (77.1%)	PT	1 (3.7%)	PT	1 (3.7%)	PT	0 (0.0%)	PT	0 (0.0%)										
	Cohort Total	FT	577 (26.2%)	FT	173 (30.0%)	FT	118 (20.5%)	FT	0 (0.0%)	FT	0 (0.0%)										
	2,203 (100.0%)	PT	1,626 (73.8%)	PT	729 (44.8%)	PT	473 (29.1%)	PT	3 (0.2%)	PT	3 (0.2%)										

FT = Full-time

PT = Part-time

Math Progression by Pell Status

In general, non-referred Pell recipients generally successfully passed Math “gatekeeper” courses at higher rates than did non-referred Pell non-recipients. When comparing the 2013 cohort to the 2011 cohort, referred and non-referred Pell non-recipients experienced increases in “gatekeeper” success.

				Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)			
Fall 2011 Cohort*	DE Level 1	Y	378 (59.2%)	Y	316 (83.6%)	Y	189 (50.0%)	Y	20 (5.3%)	Y	28 (7.4%)		
	639 (20.6%)	N	261 (40.8%)	N	164 (62.8%)	N	88 (33.7%)	N	8 (3.1%)	N	15 (5.7%)		
	DE Level 2	Y	283 (56.3%)	Y	242 (85.5%)	Y	122 (43.1%)	Y	29 (10.2%)	Y	35 (12.4%)		
	503 (16.2%)	N	220 (43.7%)	N	129 (58.6%)	N	84 (38.2%)	N	17 (7.7%)	N	21 (9.5%)		
	DE Level 3	Y	436 (55.6%)	Y	376 (86.2%)	Y	186 (42.7%)	Y	93 (21.3%)	Y	83 (19.0%)		
	784 (25.2%)	N	348 (44.4%)	N	235 (67.5%)	N	118 (33.9%)	N	63 (18.1%)	N	64 (18.4%)		
	DE Level 4	Y	217 (42.1%)	Y	158 (72.8%)	Y	88 (40.6%)	Y	88 (40.6%)	Y	79 (36.4%)		
	516 (16.6%)	N	299 (57.9%)	N	159 (53.2%)	N	87 (29.1%)	N	93 (31.1%)	N	84 (28.1%)		
	Total Referred	Y	1,314 (53.8%)	Y	1,092 (83.1%)	Y	585 (44.5%)	Y	230 (17.5%)	Y	225 (17.1%)		
	2,442 (78.5%)	N	1,128 (46.2%)	N	687 (60.9%)	N	377 (33.4%)	N	181 (16.0%)	N	184 (16.3%)		
	College Level	Y	236 (39.0%)								Y	136 (57.6%)	
	605 (19.5%)	N	369 (61.0%)								N	162 (43.9%)	
	Unknown	Y	16 (25.8%)	Y	3 (18.8%)	Y	3 (18.8%)	Y	3 (18.8%)	Y	2 (12.5%)		
	62 (2.0%)	N	46 (74.2%)	N	5 (10.9%)	N	4 (8.7%)	N	1 (2.2%)	N	1 (2.2%)		
	Cohort Total	Y	1,566 (50.4%)	Y	1,121 (71.6%)	Y	609 (38.9%)	Y	251 (16.0%)	Y	363 (23.2%)		
	3,109 (100.0%)	N	1,543 (49.6%)	N	717 (46.5%)	N	398 (25.8%)	N	197 (12.8%)	N	347 (22.5%)		
Fall 2012 Cohort	DE Level 1	Y	293 (59.2%)	Y	243 (82.9%)	Y	153 (52.2%)	Y	28 (9.6%)	Y	35 (11.9%)		
	495 (19.3%)	N	202 (40.8%)	N	138 (68.3%)	N	90 (44.6%)	N	19 (9.4%)	N	34 (16.8%)		
	DE Level 2	Y	210 (54.3%)	Y	182 (86.7%)	Y	98 (46.7%)	Y	31 (14.8%)	Y	40 (19.0%)		
	387 (15.1%)	N	177 (45.7%)	N	120 (67.8%)	N	81 (45.8%)	N	27 (15.3%)	N	41 (23.2%)		
	DE Level 3	Y	305 (52.2%)	Y	252 (82.6%)	Y	123 (40.3%)	Y	71 (23.3%)	Y	75 (24.6%)		
	584 (22.7%)	N	279 (47.8%)	N	174 (62.4%)	N	97 (34.8%)	N	47 (16.8%)	N	71 (25.4%)		
	DE Level 4	Y	173 (42.5%)	Y	69 (39.9%)	Y	38 (22.0%)	Y	40 (23.1%)	Y	78 (45.1%)		
	407 (15.8%)	N	234 (57.5%)	N	82 (35.0%)	N	47 (20.1%)	N	55 (23.5%)	N	101 (43.2%)		
	Total Referred	Y	981 (52.4%)	Y	746 (76.0%)	Y	412 (42.0%)	Y	170 (17.3%)	Y	228 (23.2%)		
	1,873 (72.9%)	N	892 (47.6%)	N	514 (57.6%)	N	315 (35.3%)	N	148 (16.6%)	N	247 (27.7%)		
	College Level	Y	241 (39.3%)								Y	134 (55.6%)	
	613 (23.8%)	N	372 (60.7%)								N	166 (44.6%)	
	Unknown	Y	41 (48.2%)	Y	28 (68.3%)	Y	16 (39.0%)	Y	10 (24.4%)	Y	0 (0.0%)	Y	10 (24.4%)
	85 (3.3%)	N	44 (51.8%)	N	15 (34.1%)	N	14 (31.8%)	N	9 (25.1%)	N	0 (0.0%)	N	9 (20.5%)
	Cohort Total	Y	1,263 (49.1%)	Y	791 (62.6%)	Y	441 (34.9%)	Y	189 (15.0%)	Y	0 (0.0%)	Y	372 (29.5%)
	2,571 (100.0%)	N	1,308 (50.9%)	N	542 (41.4%)	N	337 (25.8%)	N	161 (12.3%)	N	0 (0.0%)	N	422 (32.3%)

Yes = Pell No = No Pell

Notes:

- 1) Attempted = student received a grade for course (includes variations of W); Completed = student received a grade of A, B, C, D, F, I, IP, or P for course; Success = student received a grade of A, B, or C for course.
- 2) High DE = last course in DE sequence (Level 4).
- 3) Math “gatekeeper” courses are MATH 1314, MATH 1324, MATH 1332, MATH 1333, MATH 1414, and MATH 1442.
- 4) Fall 2012 through Fall 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Fall 2011* Preliminary True FTIC methodology used to create cohort of students without academic history as opposed to using THECB methodology.
- 5) Developmental education (DE) referral levels are based on formal student assessment outcomes for the subject area of DE course enrollment. Students designated as “Unknown” did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment.
- 6) Years of progression refer to the period between initial Fall semester (cohort year) and time of measurement. Data are cumulative over time.
- 7) Referral level percentages are based on the total cohort (denominator = cohort size).
- 8) Progression percentages are based on the referral level (denominator = number referred to level).
- 9) Students who transfer or leave Alamo Colleges are not removed from denominators.
- 10) In some instances, data have been updated to reflect the most current data at time of publication. Slight variations in data as recorded in prior publications may appear. However, these updates do not impact overall trends or outcomes.

Sources:

FTIC Pell Status: ACCDODS1.XST_FADS_ACCD

DE Referrals: Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015: ACCDODS1.XST_ATD_ACCD

Course Enrollment: ACCDODS1.XST.IRES_SC

Math Progression by Pell Status (Continued)

				Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)				
Fall 2013 Cohort	DE Level 1	Y	463 (75.3%)	Y	384 (82.9%)	Y	222 (47.9%)	Y	43 (9.3%)	Y	2 (0.4%)	Y	46 (9.9%)	
	615 (22.7%)	N	152 (24.7%)	N	113 (74.3%)	N	65 (42.8%)	N	17 (11.2%)	N	0 (0.0%)	N	21 (13.8%)	
	DE Level 2	Y	202 (65.4%)	Y	155 (76.7%)	Y	102 (50.5%)	Y	23 (11.4%)	Y	1 (0.5%)	Y	36 (17.8%)	
	309 (11.4%)	N	107 (34.6%)	N	79 (73.8%)	N	54 (50.5%)	N	16 (15.0%)	N	0 (0.0%)	N	34 (31.8%)	
	DE Level 3	Y	148 (53.6%)	Y	121 (81.8%)	Y	74 (50.0%)	Y	25 (16.9%)	Y	0 (0.0%)	Y	49 (33.1%)	
	276 (10.2%)	N	128 (46.4%)	N	91 (71.1%)	N	60 (46.9%)	N	19 (14.8%)	N	0 (0.0%)	N	52 (40.6%)	
	DE Level 4	Y	78 (58.6%)	Y	46 (59.0%)	Y	27 (34.6%)	Y	30 (38.5%)	Y	1 (1.3%)	Y	32 (41.0%)	
	133 (4.9%)	N	55 (41.4%)	N	28 (50.9%)	Y	16 (29.1%)	N	20 (36.4%)	N	0 (0.0%)	N	33 (60.0%)	
	Total Referred	Y	891 (66.8%)	Y	706 (79.2%)	Y	425 (47.7%)	Y	121 (13.6%)	Y	4 (0.4%)	Y	163 (18.3%)	
	1,333 (49.2%)	N	442 (33.2%)	N	311 (70.4%)	N	195 (44.1%)	N	72 (16.3%)	N	0 (0.0%)	N	140 (31.7%)	
	College Level	Y	699 (52.3%)					Not Applicable					Y	370 (52.9%)
	1,337 (49.4%)	N	638 (47.7%)					Not Applicable					N	344 (53.9%)
Unknown	Y	18 (48.6%)	Y	6 (33.3%)	Y	2 (11.1%)		Y	1 (5.6%)	Y	0 (0.0%)	Y	5 (27.8%)	
37 (1.4%)	N	19 (51.4%)	N	3 (15.8%)	N	1 (5.3%)		N	0 (0.0%)	N	0 (0.0%)	N	4 (21.1%)	
Cohort Total	Y	1,608 (59.4%)	Y	739 (46.0%)	Y	443 (27.5%)		Y	130 (8.1%)	Y	4 (0.2%)	Y	538 (33.5%)	
2,707 (100.0%)	N	1,099 (40.6%)	N	333 (30.3%)	N	208 (18.9%)		N	77 (7.0%)	N	0 (0.0%)	N	488 (44.4%)	
Fall 2014 Cohort	DE Level 1	Y	450 (70.6%)	Y	384 (85.3%)	Y	234 (52.0%)	Y	0 (0.0%)	Y	0 (0.0%)	3rd Year Data Not Yet Available		
	637 (28.2%)	N	187 (29.4%)	N	131 (70.1%)	N	94 (50.3%)	N	0 (0.0%)	N	0 (0.0%)			
	DE Level 2	Y	126 (57.5%)	Y	104 (82.5%)	Y	66 (52.4%)	Y	1 (0.8%)	Y	0 (0.0%)			
	219 (9.7%)	N	93 (42.5%)	N	71 (76.3%)	N	40 (43.0%)	N	0 (0.0%)	N	0 (0.0%)			
	DE Level 3	Y	100 (50.5%)	Y	56 (56.0%)	Y	28 (28.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
	198 (8.8%)	N	98 (49.5%)	N	56 (57.1%)	N	35 (35.7%)	N	0 (0.0%)	N	0 (0.0%)			
	DE Level 4	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
	1 (0.0%)	N	1 (100.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)			
	Total Referred	Y	676 (64.1%)	Y	544 (80.5%)	Y	328 (48.5%)	Y	1 (0.1%)	Y	0 (0.0%)			
	1,055 (46.6%)	N	379 (35.9%)	N	258 (68.1%)	N	169 (44.6%)	N	0 (0.0%)	N	0 (0.0%)			
	College Level	Y	600 (53.3%)					Not Applicable						
	1,126 (49.8%)	N	526 (46.7%)											
	Unknown	Y	52 (64.2%)	Y	2 (3.8%)	Y	1 (1.9%)	Y	0 (0.0%)	Y	0 (0.0%)			
	81 (3.6%)	N	29 (35.8%)	N	1 (3.4%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)			
	Cohort Total	Y	1,328 (58.7%)	Y	571 (43.0%)	Y	341 (25.7%)	Y	1 (0.1%)	Y	0 (0.0%)			
	2,262 (100.0%)	N	934 (41.3%)	N	267 (28.6%)	N	174 (18.6%)	N	0 (0.0%)	N	0 (0.0%)			
Fall 2015 Cohort	DE Level 1	Y	479 (60.4%)	Y	369 (77.0%)	Y	241 (50.3%)	Y	0 (0.0%)	Y	0 (0.0%)	3rd Year Data Not Yet Available		
	793 (36.0%)	N	314 (39.6%)	N	166 (52.9%)	N	111 (35.4%)	N	1 (0.3%)	N	1 (0.3%)			
	DE Level 2	Y	165 (56.3%)	Y	116 (70.3%)	Y	74 (44.8%)	Y	1 (0.6%)	Y	1 (0.6%)			
	293 (13.3%)	N	128 (43.7%)	N	66 (51.6%)	N	43 (33.6%)	N	0 (0.0%)	N	0 (0.0%)			
	DE Level 3	Y	158 (49.5%)	Y	92 (58.2%)	Y	54 (34.2%)	Y	0 (0.0%)	Y	0 (0.0%)			
	319 (14.5%)	N	161 (50.5%)	N	68 (42.2%)	N	49 (30.4%)	N	0 (0.0%)	N	0 (0.0%)			
	DE Level 4	Y	1 (25.0%)	Y	1 (100.0%)	Y	1 (100.0%)	Y	1 (100.0%)	Y	1 (100.0%)			
	4 (0.2%)	N	3 (75.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)			
	Total Referred	Y	803 (57.0%)	Y	578 (72.0%)	Y	370 (46.1%)	Y	2 (0.2%)	Y	2 (0.2%)			
	1,409 (64.0%)	N	606 (43.0%)	N	300 (49.5%)	N	203 (33.5%)	N	1 (0.2%)	N	1 (0.2%)			
	College Level	Y	363 (47.8%)					Not Applicable						
	759 (34.5%)	N	396 (52.2%)											
	Unknown	Y	17 (48.6%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
	35 (1.6%)	N	18 (51.4%)	N	1 (5.6%)	N	1 (5.6%)	N	0 (0.0%)	N	0 (0.0%)			
	Cohort Total	Y	1,183 (53.7%)	Y	590 (49.9%)	Y	377 (31.9%)	Y	2 (0.2%)	Y	2 (0.2%)			
	2,203 (100.0%)	N	1,020 (46.3%)	N	312 (30.6%)	N	214 (21.0%)	N	1 (0.1%)	N	1 (0.1%)			

Yes = Pell No = No Pell

Math Progression by Veteran Status

Veterans generally successfully passed Math DE and “gatekeeper” courses at higher rates than did non-veterans. When comparing the 2013 cohort to the 2011 cohort, referred veterans experienced an increase in “gatekeeper” success.

				Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)		
Fall 2011 Cohort*	DE Level 1	Y	22 (3.4%)	Y	18 (81.8%)	Y	12 (54.5%)	Y	1 (4.5%)	Y	1 (4.5%)	
	639 (20.6%)	N	617 (96.6%)	N	462 (74.9%)	N	265 (42.9%)	N	27 (4.4%)	N	42 (6.8%)	
	DE Level 2	Y	38 (7.6%)	Y	29 (76.3%)	Y	21 (55.3%)	Y	8 (21.1%)	Y	5 (13.2%)	
	503 (16.2%)	N	465 (92.4%)	N	342 (73.5%)	N	185 (39.8%)	N	38 (8.2%)	N	51 (11.0%)	
	DE Level 3	Y	41 (5.2%)	Y	33 (80.5%)	Y	13 (31.7%)	Y	6 (14.6%)	Y	8 (19.5%)	
	784 (25.2%)	N	743 (94.8%)	N	578 (77.8%)	N	291 (39.2%)	Not Applicable	N	150 (20.2%)	N	139 (18.7%)
	DE Level 4	Y	38 (7.4%)	Y	25 (65.8%)	Y	14 (36.8%)	Y	12 (31.6%)	Y	8 (21.1%)	
	516 (16.6%)	N	478 (92.6%)	N	292 (61.1%)	N	161 (33.7%)	Y	169 (35.4%)	N	155 (32.4%)	
	Total Referred	Y	139 (5.7%)	Y	105 (75.5%)	Y	60 (43.2%)	Y	27 (19.4%)	Y	22 (15.8%)	
	2,442 (78.5%)	N	2,303 (94.3%)	N	1,674 (72.7%)	N	902 (39.2%)	N	384 (16.7%)	N	387 (16.8%)	
	College Level	Y	29 (4.8%)					Not Applicable			Y	19 (65.5%)
	605 (19.5%)	N	576 (95.2%)								N	279 (48.4%)
	Fall 2012 Cohort	Unknown	Y	2 (3.2%)	Y	1 (50.0%)	Y	1 (50.0%)	Y	0 (0.0%)	Y	0 (0.0%)
62 (2.0%)		N	60 (96.8%)	N	7 (11.7%)	N	6 (10.0%)	N	4 (6.7%)	N	3 (5.0%)	
Cohort Total		Y	170 (5.5%)	Y	112 (65.9%)	Y	66 (38.8%)	Y	31 (18.2%)	Y	41 (24.1%)	
3,109 (100.0%)		N	2,939 (94.5%)	N	1,726 (58.7%)	N	941 (32.0%)	N	417 (14.2%)	N	669 (22.8%)	
DE Level 1		Y	16 (3.2%)	Y	14 (87.5%)	Y	8 (50.0%)	Y	2 (12.5%)	Y	3 (18.8%)	
495 (19.3%)		N	479 (96.8%)	N	367 (76.6%)	N	235 (49.1%)	N	45 (9.4%)	N	66 (13.8%)	
DE Level 2		Y	22 (5.7%)	Y	15 (68.2%)	Y	8 (36.4%)	Y	5 (22.7%)	Y	7 (31.8%)	
387 (15.1%)		N	365 (94.3%)	N	287 (78.6%)	N	171 (46.8%)	N	53 (14.5%)	N	74 (20.3%)	
DE Level 3		Y	39 (6.7%)	Y	25 (64.1%)	Y	19 (48.7%)	Y	7 (17.9%)	Y	9 (23.1%)	
584 (22.7%)		N	545 (93.3%)	N	401 (73.6%)	N	201 (36.9%)	N	111 (20.4%)	N	137 (25.1%)	
DE Level 4		Y	34 (8.4%)	Y	15 (44.1%)	Y	9 (26.5%)	Y	10 (29.4%)	Y	19 (55.9%)	
407 (15.8%)		N	373 (91.6%)	N	136 (36.5%)	N	76 (20.4%)	N	85 (22.8%)	N	160 (42.9%)	
Total Referred		Y	111 (5.9%)	Y	69 (62.2%)	Y	44 (39.6%)	Y	24 (21.6%)	Y	38 (34.2%)	
1,873 (72.9%)	N	1,762 (94.1%)	N	1,191 (67.6%)	N	683 (38.8%)	N	294 (16.7%)	N	437 (24.8%)		
College Level	Y	25 (4.1%)					Not Applicable			Y	12 (48.0%)	
613 (23.8%)	N	588 (95.9%)								N	288 (49.0%)	
Unknown	Y	8 (9.4%)	Y	5 (62.5%)	Y	4 (50.0%)	Y	2 (25.0%)	Y	0 (0.0%)	Y	2 (25.0%)
85 (3.3%)	N	77 (90.6%)	N	38 (49.4%)	N	26 (33.8%)	N	13 (16.9%)	N	0 (0.0%)	Y	17 (22.1%)
Cohort Total	Y	144 (5.6%)	Y	74 (51.4%)	Y	48 (33.3%)	Y	26 (18.1%)	Y	0 (0.0%)	Y	52 (36.1%)
2,571 (100.0%)	N	2,427 (94.4%)	N	1,259 (51.9%)	N	730 (30.1%)	N	324 (13.3%)	N	0 (0.0%)	N	742 (30.6%)

Yes = Veteran

No = Non-Veteran

Notes:

- 1) Attempted = student received a grade for course (includes variations of W); Completed = student received a grade of A, B, C, D, F, I, IP, or P for course; Success = student received a grade of A, B, or C for course.
- 2) High DE = last course in DE sequence (Level 4).
- 3) Math “gatekeeper” courses are MATH 1314, MATH 1324, MATH 1332, MATH 1333, MATH 1414, and MATH 1442.
- 4) Fall 2012 through Fall 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Fall 2011* Preliminary True FTIC methodology used to create cohort of students without academic history as opposed to using THECB methodology.
- 5) Developmental education (DE) referral levels are based on formal student assessment outcomes for the subject area of DE course enrollment. Students designated as “Unknown” did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment.
- 6) Years of progression refer to the period between initial Fall semester (cohort year) and time of measurement. Data are cumulative over time.
- 7) Referral level percentages are based on the total cohort (denominator = cohort size).
- 8) Progression percentages are based on the referral level (denominator = number referred to level).
- 9) Students who transfer or leave Alamo Colleges are not removed from denominators.
- 10) In some instances, data have been updated to reflect the most current data at time of publication. Slight variations in data as recorded in prior publications may appear. However, these updates do not impact overall trends or outcomes.

Sources:

FTIC Veteran Status: ACCDODS1.XST.IRES_SC
 DE Referrals: Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015: ACCDODS1.XST_ATD_ACCD
 Course Enrollment: ACCDODS1.XST.IRES_SC

Math Progression by Veteran Status (Continued)

				Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2013 Cohort	DE Level 1	Y 33 (5.4%)	Y 28 (84.8%)	Y 21 (63.6%)	Not Applicable	Not Applicable	Y 6 (18.2%)	Y 0 (0.0%)	Y 11 (33.3%)	
	615 (22.7%)	N 582 (94.6%)	N 469 (80.6%)	N 266 (45.7%)			N 54 (9.3%)	N 2 (0.3%)	N 56 (9.6%)	
	DE Level 2	Y 29 (9.4%)	Y 18 (62.1%)	Y 15 (51.7%)			Y 2 (6.9%)	Y 0 (0.0%)	Y 10 (34.5%)	
	309 (11.4%)	N 280 (90.6%)	N 216 (77.1%)	N 141 (50.4%)			N 37 (13.2%)	N 1 (0.4%)	N 60 (21.4%)	
	DE Level 3	Y 22 (8.0%)	Y 17 (77.3%)	Y 14 (63.6%)			Y 5 (22.7%)	Y 0 (0.0%)	Y 12 (54.5%)	
	276 (10.2%)	N 254 (92.0%)	N 195 (76.8%)	N 120 (47.2%)			N 39 (15.4%)	N 0 (0.0%)	N 89 (35.0%)	
	DE Level 4	Y 10 (7.5%)	Y 6 (60.0%)	Y 4 (40.0%)			Y 4 (40.0%)	Y 0 (0.0%)	Y 5 (50.0%)	
	133 (4.9%)	N 123 (92.5%)	N 68 (55.3%)	N 39 (31.7%)			N 46 (37.4%)	N 1 (0.8%)	N 60 (48.8%)	
	Total Referred	Y 94 (7.1%)	Y 69 (73.4%)	Y 54 (57.4%)			Y 17 (18.1%)	Y 0 (0.0%)	Y 38 (40.4%)	
	1,333 (49.2%)	N 1,239 (92.9%)	N 948 (76.5%)	N 566 (45.7%)			N 176 (14.2%)	N 4 (0.3%)	N 265 (21.4%)	
	College Level	Y 68 (5.1%)	Not Applicable							Y 40 (58.8%)
	1,337 (49.4%)	N 1,269 (94.9%)								N 674 (53.1%)
Unknown	Y 9 (24.3%)	Y 0 (0.0%)	Y 0 (0.0%)	Not Applicable	Y 1 (11.1%)	Y 0 (0.0%)	Y 3 (33.3%)			
37 (1.4%)	N 28 (75.7%)	N 9 (32.1%)	N 3 (10.7%)		N 0 (0.0%)	N 0 (0.0%)	N 6 (21.4%)			
Cohort Total	Y 171 (6.3%)	Y 69 (40.4%)	Y 54 (31.6%)		Y 19 (11.1%)	Y 0 (0.0%)	Y 81 (47.4%)			
2,707 (100.0%)	N 2,536 (93.7%)	N 1,003 (39.6%)	N 597 (23.5%)			N 188 (7.4%)	N 4 (0.2%)	N 945 (37.3%)		
Fall 2014 Cohort	DE Level 1	Y 19 (3.0%)	Y 17 (89.5%)	Y 12 (63.2%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)	3rd Year Data Not Yet Available		
	637 (28.2%)	N 618 (97.0%)	N 498 (80.6%)	N 316 (51.1%)	N 0 (0.0%)	N 0 (0.0%)	N 0 (0.0%)			
	DE Level 2	Y 11 (5.0%)	Y 11 (100.0%)	Y 6 (54.5%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)			
	219 (9.7%)	N 208 (95.0%)	N 164 (78.8%)	N 100 (48.1%)	N 1 (0.5%)	N 0 (0.0%)	N 0 (0.0%)			
	DE Level 3	Y 4 (2.0%)	Y 3 (75.0%)	Y 3 (75.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)			
	198 (8.8%)	N 194 (98.0%)	N 109 (56.2%)	N 60 (30.9%)	N 0 (0.0%)	N 0 (0.0%)	N 0 (0.0%)			
	DE Level 4	Y 1 (100.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)			
	1 (0.0%)	N 0 (0.0%)	N 0 (0.0%)	N 0 (0.0%)	N 0 (0.0%)	N 0 (0.0%)	N 0 (0.0%)			
	Total Referred	Y 35 (3.3%)	Y 31 (88.6%)	Y 21 (60.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)			
	1,055 (46.6%)	N 1,020 (96.7%)	N 771 (75.6%)	N 476 (46.7%)	N 1 (0.1%)	N 0 (0.0%)	N 0 (0.0%)			
	College Level	Y 86 (7.6%)	Not Applicable							
	1,126 (49.8%)	N 1,040 (92.4%)								
	Unknown	Y 1 (1.2%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)			
	81 (3.6%)	N 80 (98.8%)	N 3 (3.8%)	N 1 (1.3%)	N 0 (0.0%)	N 0 (0.0%)	N 0 (0.0%)			
	Cohort Total	Y 122 (5.4%)	Y 34 (27.9%)	Y 24 (19.7%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)			
2,262 (100.0%)	N 2,140 (94.6%)	N 804 (37.6%)	N 491 (22.9%)	N 1 (0.0%)	N 0 (0.0%)	N 0 (0.0%)				
Fall 2015 Cohort	DE Level 1	Y 24 (3.0%)	Y 18 (75.0%)	Y 12 (50.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)	3rd Year Data Not Yet Available		
	793 (36.0%)	N 769 (97.0%)	N 517 (67.2%)	N 340 (44.2%)	N 1 (0.1%)	N 1 (0.1%)	N 1 (0.1%)			
	DE Level 2	Y 12 (4.1%)	Y 10 (83.3%)	Y 7 (58.3%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)			
	293 (13.3%)	N 281 (95.9%)	N 172 (61.2%)	N 110 (39.1%)	N 1 (0.4%)	N 1 (0.4%)	N 1 (0.4%)			
	DE Level 3	Y 14 (4.4%)	Y 11 (78.6%)	Y 7 (50.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)			
	319 (14.5%)	N 305 (95.6%)	N 149 (48.9%)	N 96 (31.5%)	N 0 (0.0%)	N 0 (0.0%)	N 0 (0.0%)			
	DE Level 4	Y 1 (25.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)			
	4 (0.2%)	N 3 (75.0%)	N 1 (33.3%)	N 1 (33.3%)	N 1 (33.3%)	N 1 (33.3%)	N 1 (33.3%)			
	Total Referred	Y 51 (3.6%)	Y 39 (76.5%)	Y 26 (51.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)			
	1,409 (64.0%)	N 1,358 (96.4%)	N 839 (61.8%)	N 547 (40.3%)	N 3 (0.2%)	N 3 (0.2%)	N 3 (0.2%)			
	College Level	Y 70 (9.2%)	Not Applicable							
	759 (34.5%)	N 689 (90.8%)								
	Unknown	Y 8 (22.9%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)			
	35 (1.6%)	N 27 (77.1%)	N 1 (3.7%)	N 1 (3.7%)	N 0 (0.0%)	N 0 (0.0%)	N 0 (0.0%)			
	Cohort Total	Y 129 (5.9%)	Y 45 (34.9%)	Y 31 (24.0%)	Y 0 (0.0%)	Y 0 (0.0%)	Y 0 (0.0%)			
2,203 (100.0%)	N 2,074 (94.1%)	N 857 (41.3%)	N 560 (27.0%)	N 3 (0.1%)	N 3 (0.1%)	N 3 (0.1%)				

Yes = Veteran

No = Non-Veteran

SAN ANTONIO COLLEGE

PRODUCTIVE GRADE RATES (PGR)

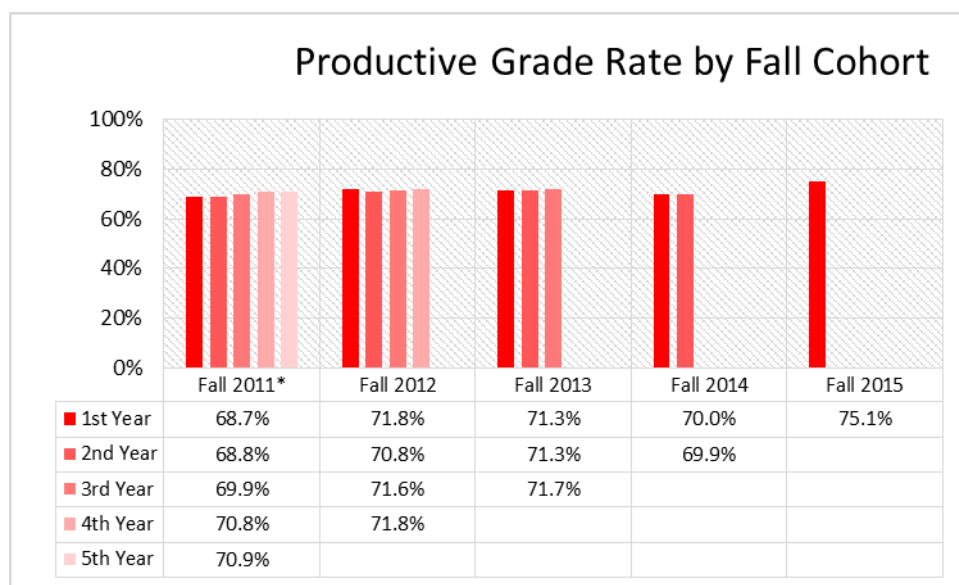
AtD Indicator #3: Successfully Complete the Courses They Attempt

This report compares the 1- to 5-year productive grade rates (PGR) of the Fall 2010 through Fall 2014 FTIC cohorts for San Antonio College. Productive grade rates represent grades of C or higher based on all courses (cumulative) through the Fall semester of first, second, third, fourth, and fifth years by course section location. These rates were examined by various student and academic characteristics.

- ◇ Productive grade rates at San Antonio College fluctuated between 69% - 75% across all cohorts and all years.
- ◇ Female students consistently demonstrated higher productive grade rates than did male students.
- ◇ Productive grade rates of Asian students were higher than other student groups across the cohorts and years.
- ◇ Overall, students in the 25 and older age groups had higher productive grade rates than did students in younger age groups.
- ◇ Full-time students consistently produced higher productive grade rates than part-students.
- ◇ Across the cohorts, productive grade rates among non-Pell recipients were higher than among Pell recipients.
- ◇ Productive grade rates were higher among veteran students than non-veteran students.
- ◇ Across the cohorts, productive grade rates were higher among students not referred to developmental education than among students referred to developmental education.

Total Productive Grade Rates

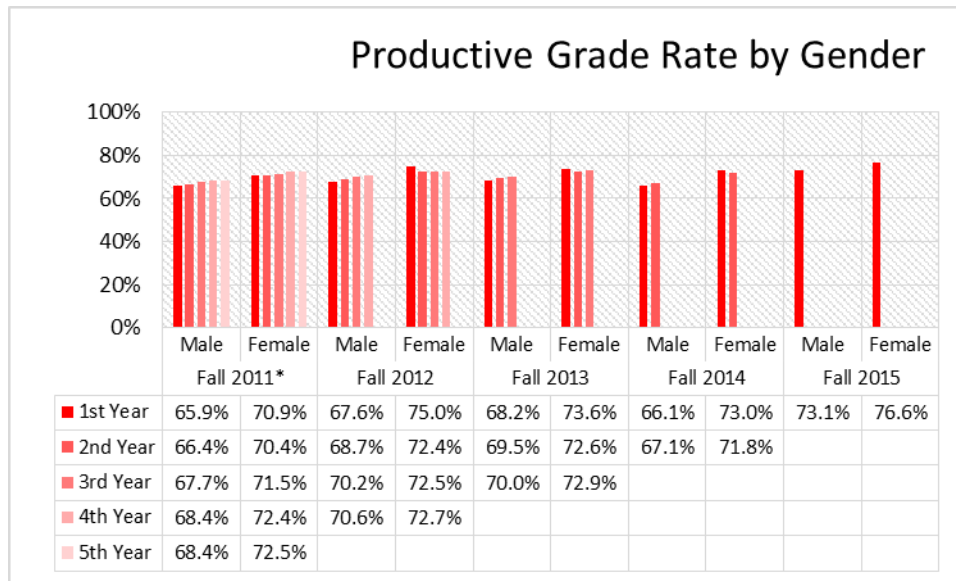
Productive grade rates at San Antonio College fluctuated between 69% - 75% across all cohorts and all years. Productive grade rates among all cohorts and all years peaked in the first year Fall 2015 cohort at 75%. Productive grade rates remained relatively unchanged from the first year to the second year in all cohorts. Productive grade rates in the Fall 2011 cohort grew 2.2 percentage points from the first year (68.7%) to the fifth year (70.9%).



*See notes, next page

Productive Grade Rates by Gender

Across each cohort and each year, female students consistently demonstrated higher productive grade rates than did male students. Across the cohorts productive grade rates for both male and female students increased from the 2011 cohort to the most recent cohort each year. Overall, productive grade rates ranged from a low of 66.1% (male, 2014, 1st year) to a high of 76.6% (female, 2015, 1st year).



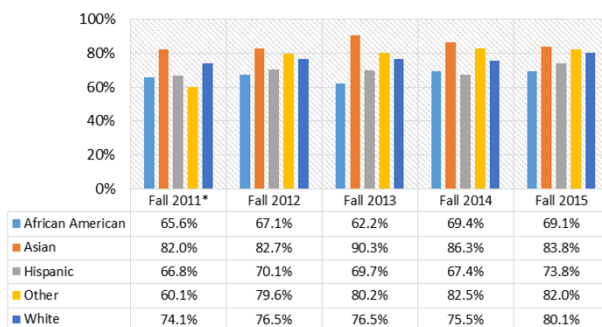
Notes:

- (1) Productive grade rates represent grades of C or higher based on all courses (cumulative) through the Fall semester of the first, second, third, fourth, and fifth year.
- (2) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (3) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
- (4) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).
- (5) Sources: FTIC Demographics ACCDODS.XST_CBM001_ACCD; Course Enrollment ACCDODS1.XST_IRES_SC

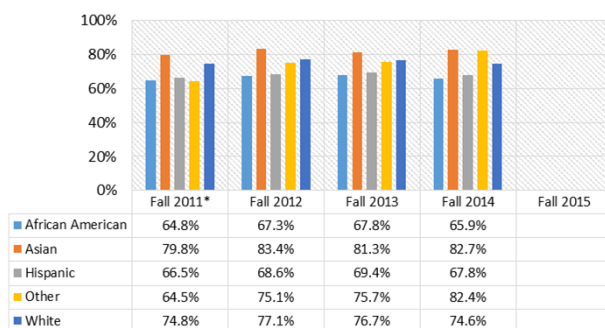
Productive Grade Rates by Ethnicity

Productive grade rates of Asian students were higher than all other student groups across the cohorts and years. Other and White students demonstrated higher productive grade rates than African American and Hispanic students. Most productive grade rates across all student groups increased from the 2011 cohort to the most recent cohort each year. First year Fall 2015 rates of Hispanic students (73.8%) climbed 7.0 percentage points higher than the first year Fall 2011 cohort (66.8%).

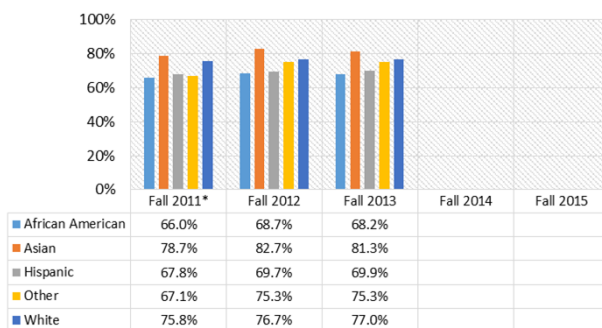
1st Year Productive Grade Rate



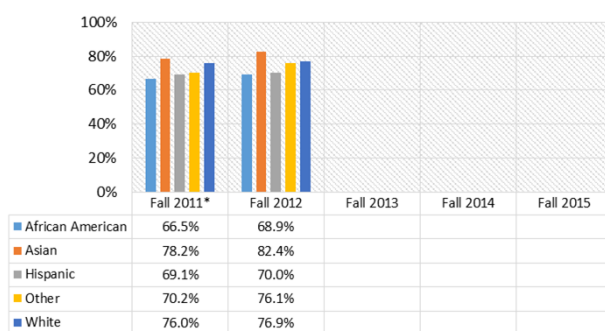
2nd Year Productive Grade Rate



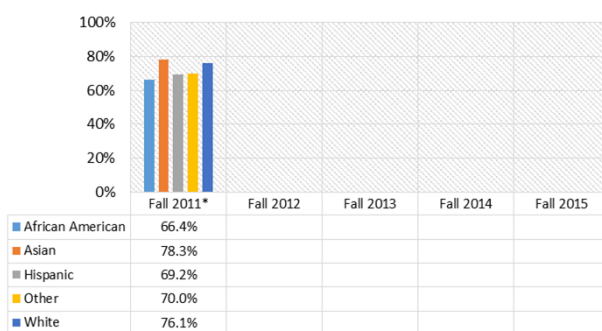
3rd Year Productive Grade Rate



4th Year Productive Grade Rate



5th Year Productive Grade Rate



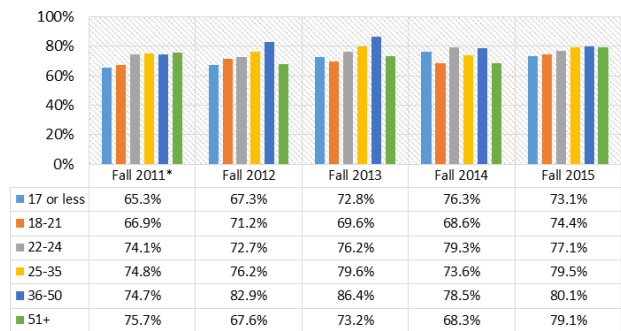
Notes:

- (1) Productive grade rates represent grades of C or higher based on all courses (cumulative) through the Fall semester of the first, second, third, fourth, and fifth year.
- (2) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (3) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
- (4) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).
- (5) African American includes Black or African American, and multiple racial categories of which one is Black or African American; Asian includes Asian and Native Hawaiian or Other Pacific Islander; Hispanic includes Hispanic or Latino; and Other includes American Indian or Alaskan Native, International, and Unknown.
- (6) Sources: FTIC Demographics ACCDODS.XST_CBM001_ACCD; Course Enrollment ACCDODS1.XST_IRES_SC

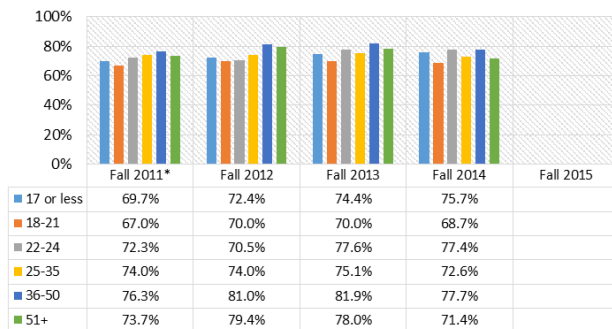
Productive Grade Rates by Age

Overall, students in the 25 and older age groups exhibited higher productive grade rates than did students in younger age groups. Students in the 17 or less and 18-21 age groups had lower productive grade rates than students in older age groups. Students in the Fall 2011 cohort in all age groups displayed increases in productive grade rates from the first year to the fifth year.

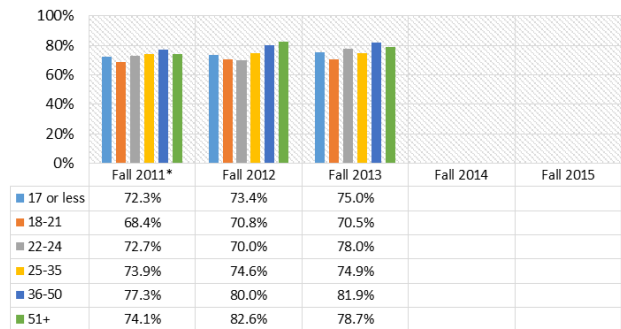
1st Year Productive Grade Rate



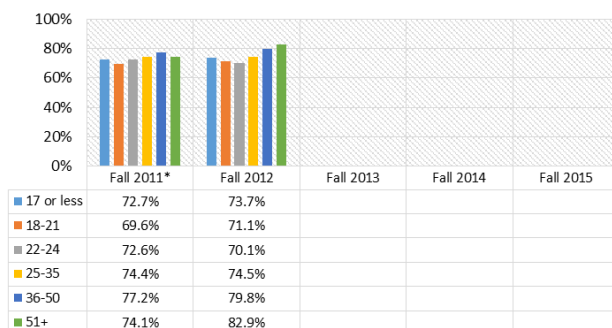
2nd Year Productive Grade Rate



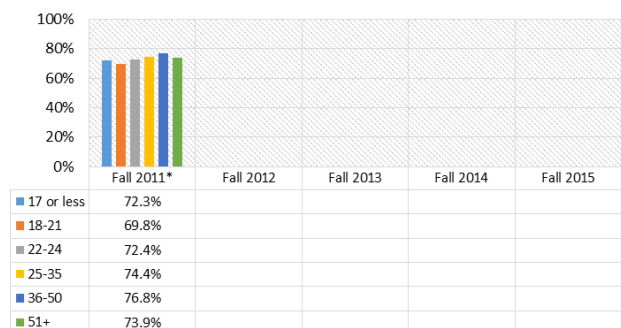
3rd Year Productive Grade Rate



4th Year Productive Grade Rate



5th Year Productive Grade Rate

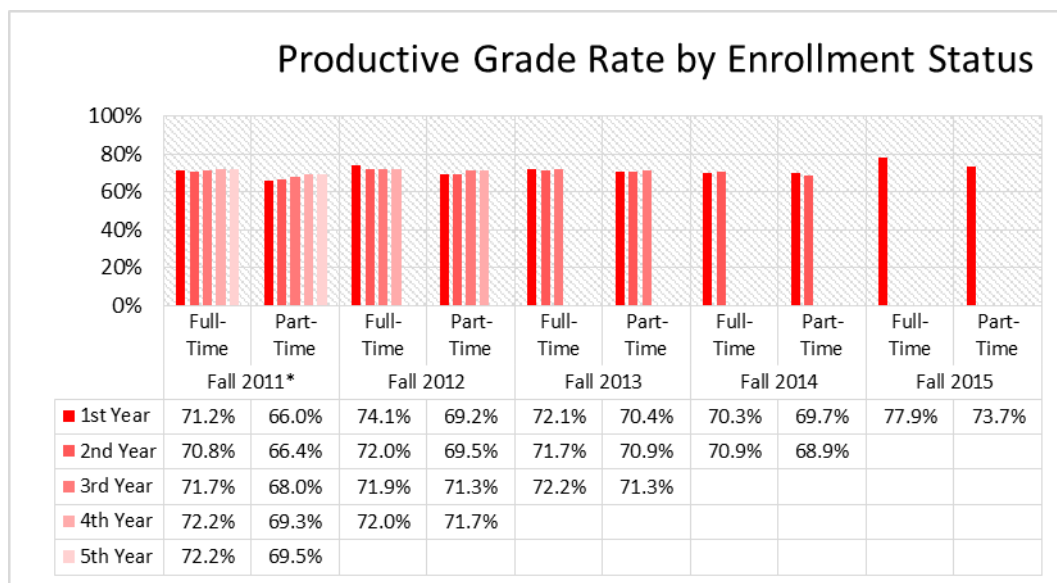


Notes:

- (1) Productive grade rates represent grades of C or higher based on all courses (cumulative) through the Fall semester of the first, second, third, fourth, and fifth year.
- (2) and Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (3) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
- (4) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).
- (5) Age as reported at the Fall semester of the cohort year.
- (6) Sources: FTIC Demographics ACCDODS.XST_CBM001_ACCD; Course Enrollment ACCDODS1.XST_IRES_SC

Productive Grade Rates by Enrollment Status

Full-time students consistently produced higher productive grade rates than part-students in each cohort and each year. Productive grade rates increased from the Fall 2011 cohort to the most recent cohort each year. Productive grade rates of full-time students ranged from 70% to 78%, while part-time student rates ranged from 66% to 74%. Fall 2015 first year productive grade rates were among the highest throughout the cohorts and years.

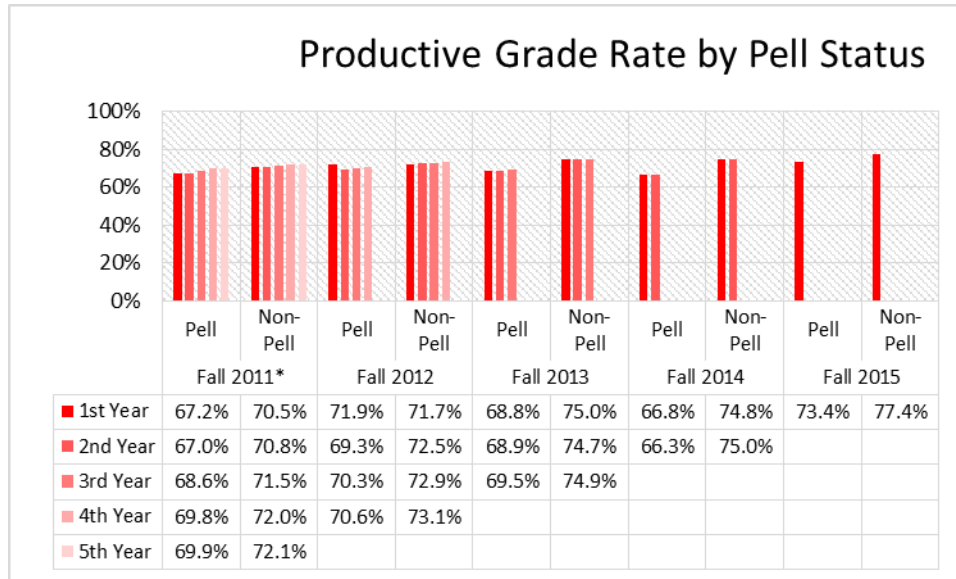


Notes:

- Productive grade rates represent grades of C or higher based on all courses (cumulative) through the Fall semester of the first, second, third, fourth, and fifth year.
- Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
- Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).
- Full-Time/Part-Time status as reported at the Fall semester of the cohort year
- Sources: FTIC Demographics ACCDODS.XST_CBM001_ACCD; Course Enrollment ACCDODS1.XST_IRES_SC

Productive Grade Rates by Pell Status

Across each cohort and year, productive grade rates were higher among non-Pell grant recipients than Pell grant recipients. Productive grade rates of both Pell and non-Pell recipients increased from the 2011 cohort to the most recent cohort each year. Productive grade rates of both Pell and non-Pell grant recipients in the Fall 2011 cohort increased from the first year to the fifth year.

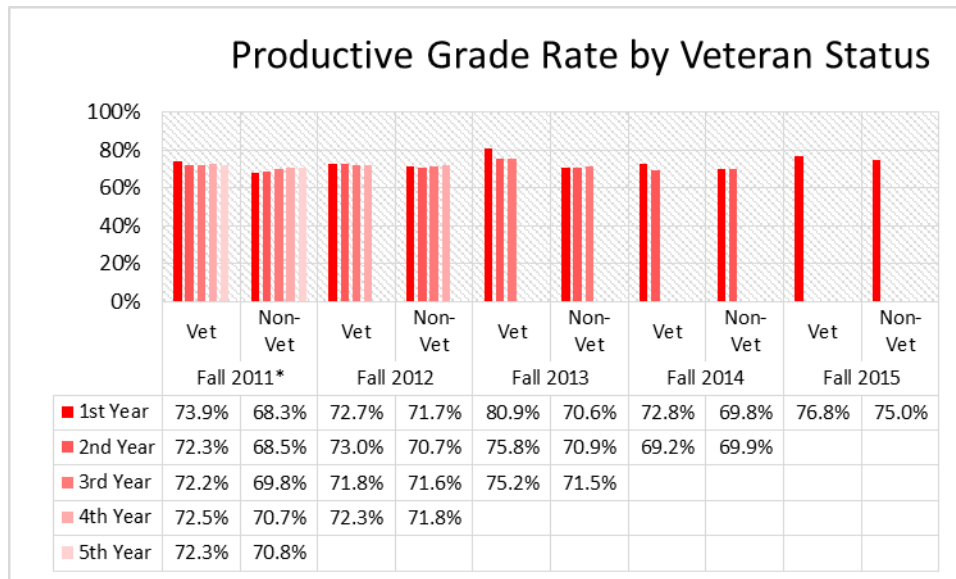


Notes:

- (1) Productive grade rates represent grades of C or higher based on all courses (cumulative) through the Fall semester of the first, second, third, fourth, and fifth year.
- (2) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (3) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
- (4) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).
- (5) Pell status as reported at the Fall semester of the cohort year.
- (6) Sources: Pell ACCDODS1.XST_FADS_ACCD; Course Enrollment ACCDODS1.XST_IRES_SC

Productive Grade Rates by Veteran Status

Overall, across each cohort and each year, productive grade rates were higher among veteran students than non-veteran students. First year productive grade rates among veteran students exhibited an increase of 2.9 percentage points from the Fall 2011 cohort (73.9) to the Fall 2015 cohort (76.8%). During the same period, non-veteran students' productive grade rates increased 6.7 percentage points.

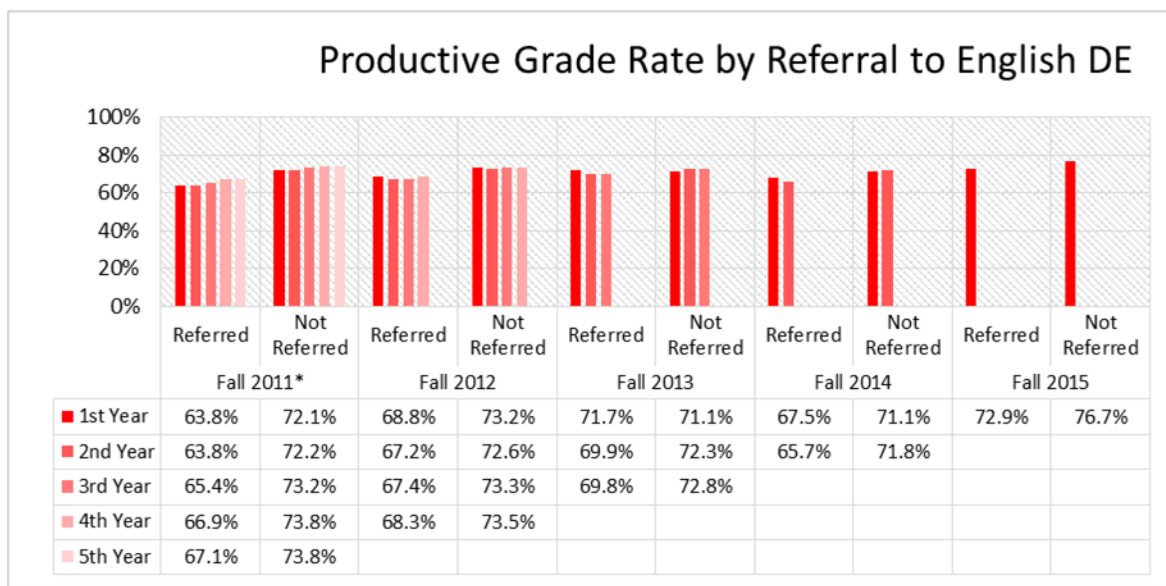


Notes:

- (1) Productive grade rates represent grades of C or higher based on all courses (cumulative) through the Fall semester of the first, second, third, fourth, and fifth year.
- (2) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (3) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
- (4) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).
- (5) Veteran status as reported at the Fall semester of the cohort year.
- (6) Sources: Veteran ACCDODS1.XST_IRES_SC; Course Enrollment ACCDODS1.XST_IRES_SC

Productive Grade Rates by Referral to English Developmental Education

FTIC students not referred to English developmental education had higher productive grade rates than did students who were referred to English developmental education. First year referred student productive grade rate of the Fall 2015 cohort (72.9%) climbed 9.1 percentage points over the first year Fall 2011 cohort (63.8%). Additionally, first year non-referred student productive grade rates of the Fall 2015 cohort (76.7%) grew 4.6 percentage points over the Fall 2011 cohort (72.1%). In the Fall 2011 cohort, productive grade rates of referred students grew 3.3 percentage points from the first year to the fifth year, while rates for students not-referred to English DE grew 1.7 percentage points during the same period. INRW courses are reported as English courses from Fall 2014 cohort onward (see note below).

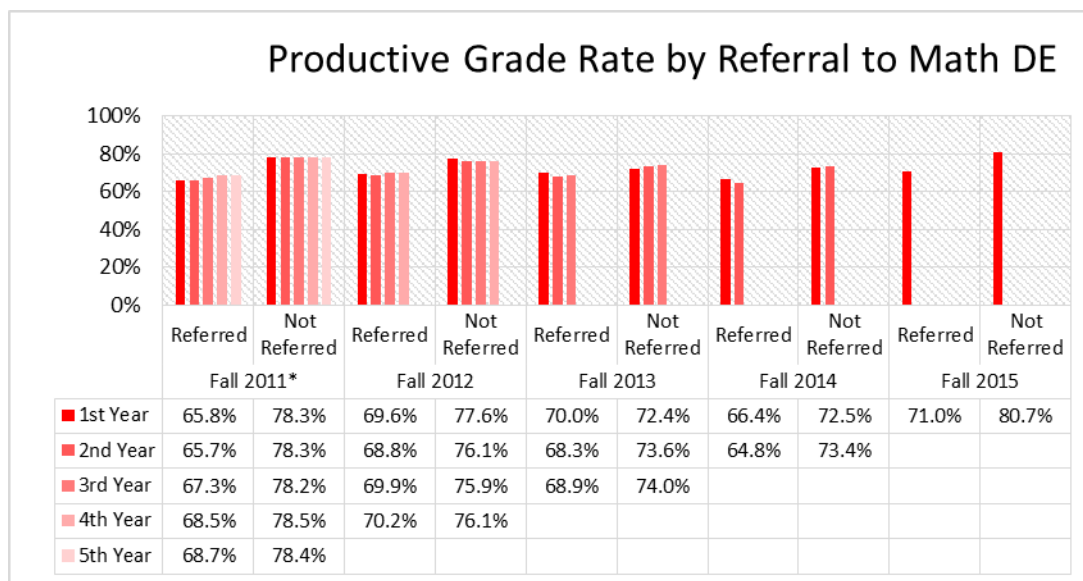


Notes:

- (1) Productive grade rates represent grades of C or higher based on all courses (cumulative) through the Fall semester of the first, second, third, fourth, and fifth year.
- (2) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (3) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
- (4) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).
- (5) Beginning in Fall 2014, Integrated Reading and Writing (INRW) developmental education courses replaced English and Reading developmental courses. INRW 0305 combined READ 0301, READ 0302, and ENGL 0300. INRW 0420 combined READ 0303 and ENGL 0301. RSG (Ready, Set, Go; ENGL 1301+) is an accelerated English course that allows students to move right into ENGL 1301. It combines ENGL 1301 and INRW 0100. INRW courses are reported as English courses from Fall 2014 cohort onward. Reading courses are not reported from Fall 2014 onward.
- (6) Sources: DE Referral ACCDODS1.XST_ATD_ACCD; Course Enrollment ACCDODS1.XST_IRES_SC

Productive Grade Rates by Referral to Math Developmental Education

FTIC students not referred to Math developmental education (DE) had higher productive grade rates than did students who were referred to DE. First year referred student productive grade rates of the Fall 2015 cohort (71%) grew 5.2 percentage points from the first year Fall 2011 cohort (65.8%). Also, first year non-referred student productive grade rates of the Fall 2015 cohort (80.7%) grew 2.4 percentage points from the first year Fall 2011 cohort (78.3%). In the Fall 2011 cohort, productive grade rates of referred students grew 2.9 percentage points from the first year to the fifth year, while rates for non-referred students remained relatively unchanged during the same period.



Notes:

- (1) Productive grade rates represent grades of C or higher based on all courses (cumulative) through the Fall semester of the first, second, third, fourth, and fifth year.
- (2) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (3) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
- (4) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).
- (5) Beginning in Fall 2014, Math 0300, 0301, 0302, and 0303 were replaced with Math 0305, 0310, 0320, and 0442.
- (6) Sources: DE Referral ACCDODS1.XST_ATD_ACCD; Course Enrollment ACCDODS1.XST_IRES_SC

SAN ANTONIO COLLEGE

SEMESTER-TO-SEMESTER PERSISTENCE RATES

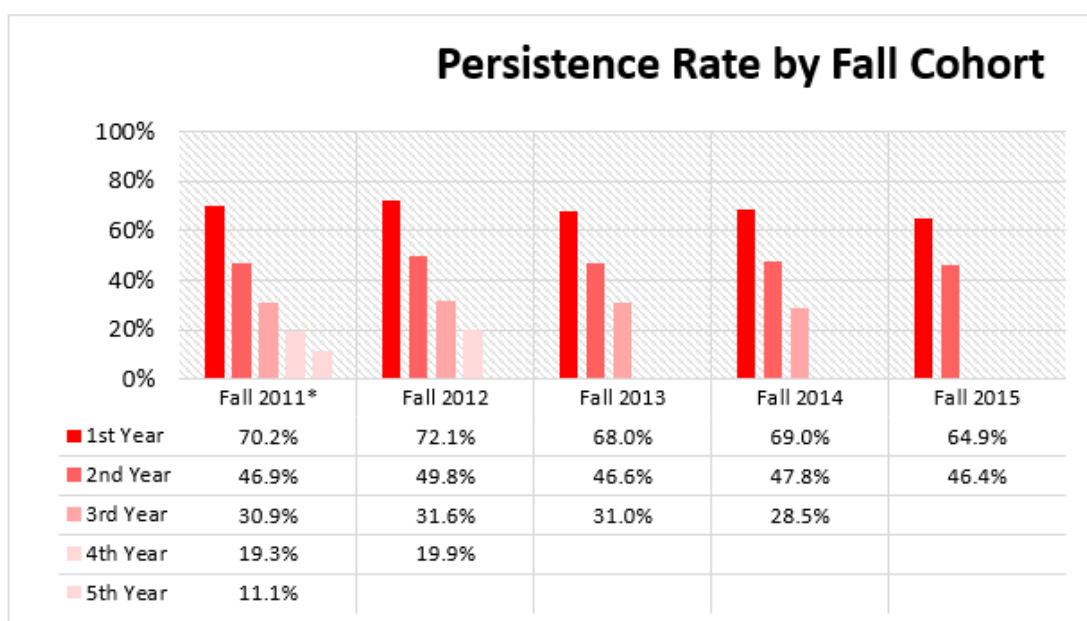
AtD Indicator #4: Persist from Term-to-Term and Year-to-Year

This report compares the 1- to 5-year persistence rates of the Fall 2011 through Fall 2015 FTIC cohorts at San Antonio College. Persistence rate is the measure of FTIC students, excluding graduates, who continue from their initial Fall semester (cohort year) to a subsequent time of measure. The FTIC Cohort is the unduplicated first-time-in-college student as defined by the Texas Higher Education Coordinating Board (excluding graduates). Data were reported by course section owner. These rates were examined by various student and academic characteristics.

- ◇ Across the cohorts, first year persistence rates alternately climbed and declined from year-to-year.
- ◇ The Fall 2015 first year persistence rate (64.9%) is 7.2 percentage points lower than it was three years ago (72.1%).
- ◇ In each cohort and each year, female students consistently persisted at higher rates than did male students.
- ◇ Asian students generally had higher persistence rates than did all other student groups.
- ◇ First-year persistence rates varied little among the different age categories. However, in Fall 2015 rates declined with the Fall 2015 cohort (except 51+ students).
- ◇ Overall, in each cohort and each year, full-time students persisted at higher rates than did part-time students.
- ◇ Overall, Pell grant recipients exhibited higher persistence rates than non-Pell grant recipients in the first year.
- ◇ Persistence rates of students not referred to development education (DE) were higher than those of students referred to DE.

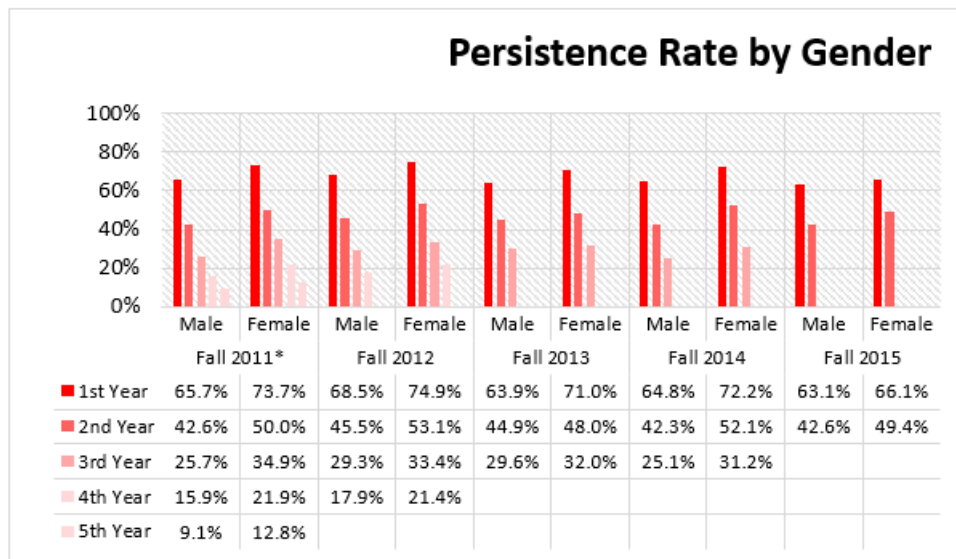
Total Persistence Rates

Across the cohorts, first-year persistence rates alternately climbed and declined from year-to-year, ending with the lowest rate overall in Fall 2015 (65%). Gaps in persistence rates were greater from year-to-year in the first three years than in the last two years.



Persistence Rates by Gender

In each cohort and each year, female students consistently persisted at higher rates than did male students. The gaps in persistence rates between male and female students were greater in years one and two. The Fall 2014 cohort at second year had the widest gap between male and female students (9.8%) in the same cohort.



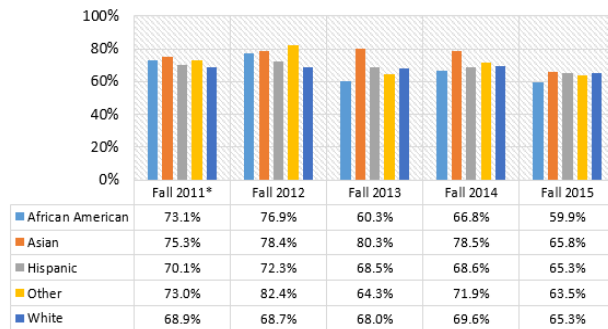
Notes:

- (1) Persistence rate is the measure of FTIC students, excluding graduates, who continue from their initial Fall semester (cohort year) to a subsequent time of measurement.
- (2) Fall 2012 and 2013 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Persistence rates exclude graduates.
- (3) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology. Persistence rates excludes graduates.
- (4) Graduate Status: 2011-2015: ACCDODS1.XST_CBM009_ACCD
FTIC Demographics: 2011-2015: ACCDODS1.XST_CBM001_ACCD

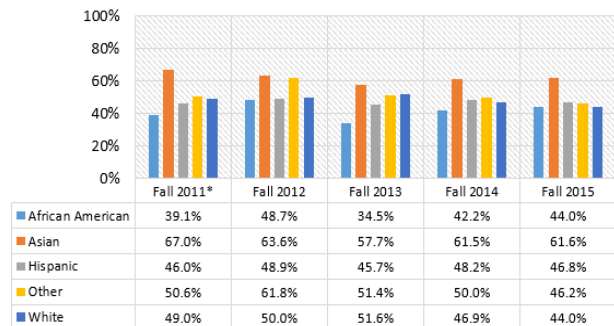
Persistence Rates by Ethnicity

Across the board, Asian students demonstrated higher persistence rates than did all other student groups. Fall 2011 and Fall 2012 African American students exhibited higher first year persistence rates than did Hispanic and White student groups in the same cohorts. Hispanic students had higher third-, fourth-, and fifth-year persistence rates than African American and White students.

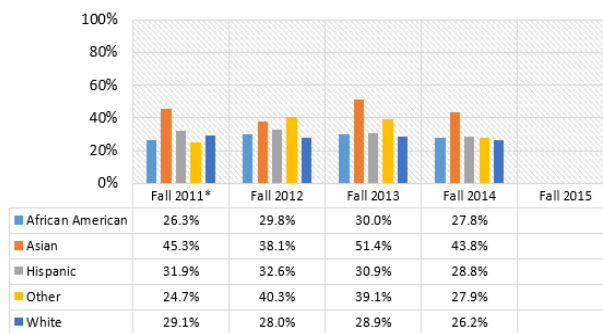
1st Year: Fall to Spring



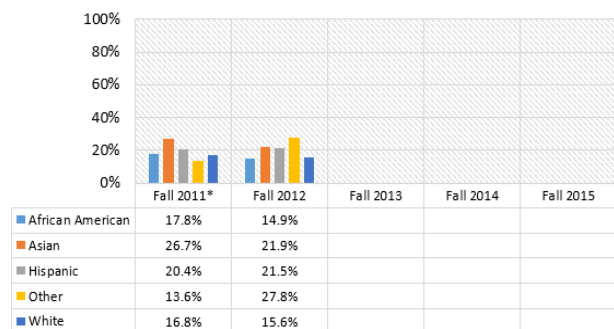
2nd Year: Fall to Second Fall



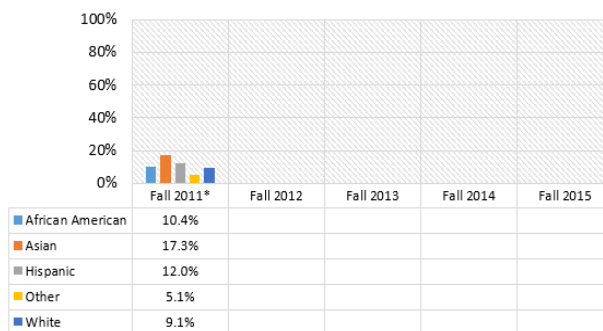
3rd Year: Fall to Third Fall



4th Year: Fall to Any Term 4th Year



5th Year: Fall to Any Term 5th Year



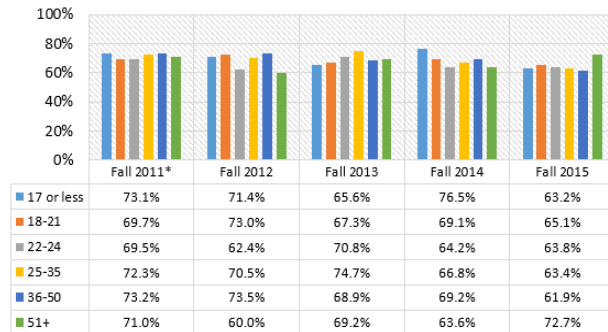
Notes:

- (1) Persistence rate is the measure of FTIC students, excluding graduates, who continue from their initial Fall semester (cohort year) to a subsequent time of measurement.
- (2) Fall 2012 and 2013 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Persistence rates exclude graduates.
- (3) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology. Persistence rates excludes graduates.
- (4) Graduate Status: 2011-2015: ACCDODS1.XST_CBM009_ACCD
FTIC Demographics: 2011-2015: ACCDODS1.XST_CBM001_ACCD

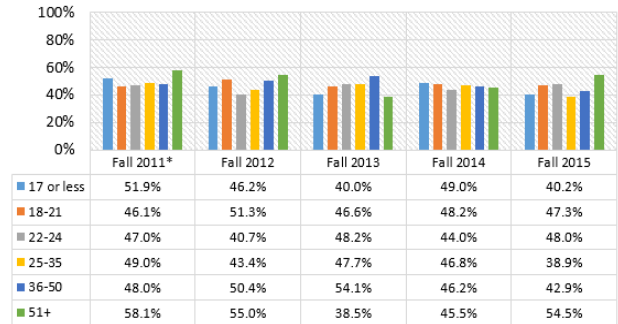
Persistence Rates By Age

First-year persistence rates varied little among the different age categories. However, in Fall 2015 rates declined with the Fall 2015 cohort (except 51+ students). In the third to fifth years, students in the 22-24 age group often exhibited lower persistence rates than did students younger or older than they were.

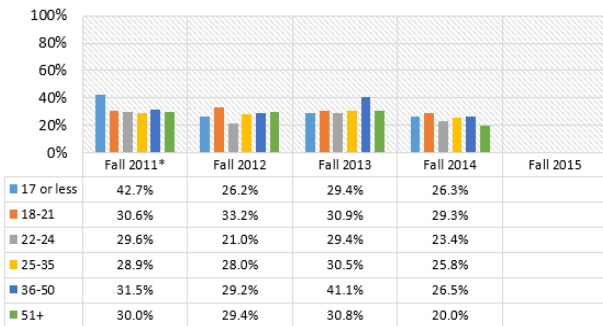
1st Year: Fall to Spring



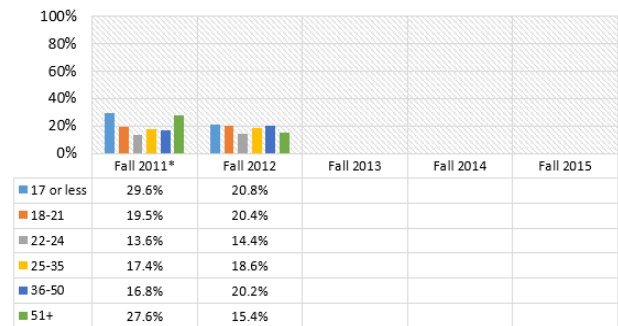
2nd Year: Fall to Second Fall



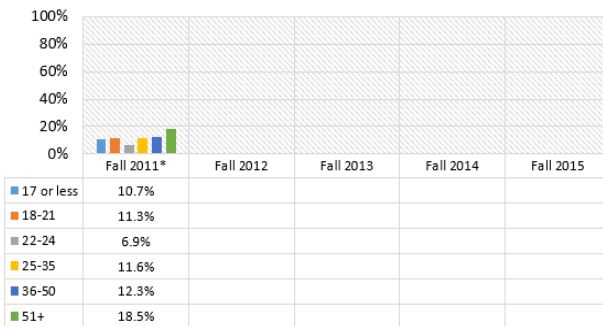
3rd Year: Fall to Third Fall



4th Year: Fall to Any Term 4th Year



5th Year: Fall to Any Term 5th Year

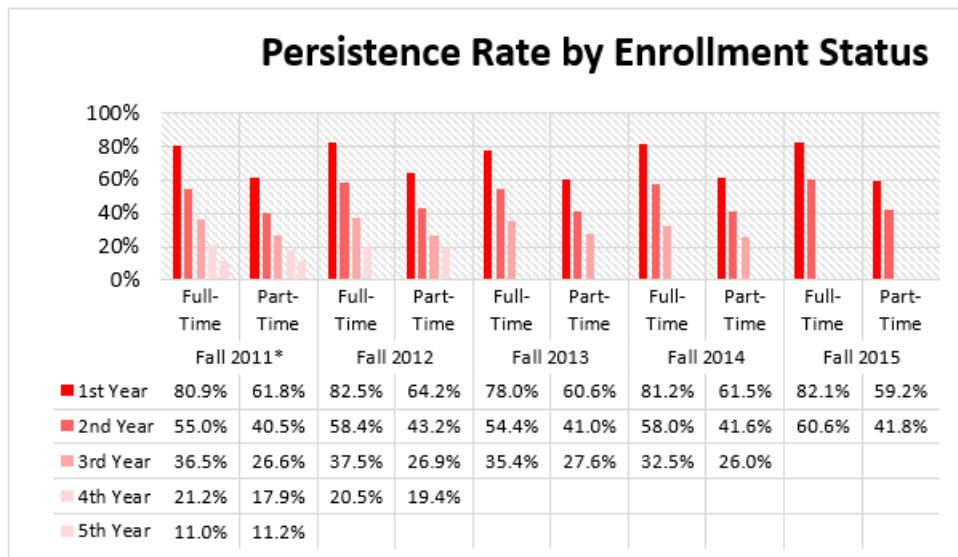


Notes:

- (1) Persistence rate is the measure of FTIC students, excluding graduates, who continue from their initial Fall semester (cohort year) to a subsequent time of measurement.
- (2) Fall 2012 and 2013 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Persistence rates exclude graduates.
- (3) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology. Persistence rates excludes graduates.
- (4) Age as reported at the Fall semester of the cohort year.
- (5) Graduate Status: 2011-2015: ACCDODS1.XST_CBM009_ACCD
FTIC Demographics: 2011-2015: ACCDODS1.XST_CBM001_ACCD

Persistence Rates by Enrollment Status

Overall, full-time students persisted at higher rates than did part-time students. The widest gap between full- and part-students in the same cohort and year was first year, Fall 2015 (19%). After five years, the gap between full-and part-time student persistence rates closed and these rates ended up relatively equal.

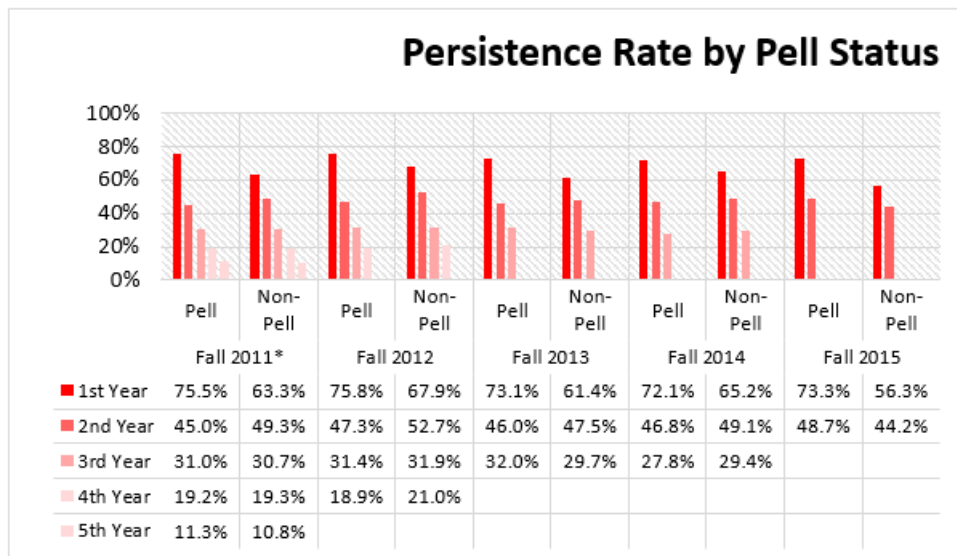


Notes:

- (1) Persistence rate is the measure of FTIC students, excluding graduates, who continue from their initial Fall semester (cohort year) to a subsequent time of measurement.
- (2) Fall 2012 and 2013 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Persistence rates exclude graduates.
- (3) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology. Persistence rates excludes graduates.
- (4) Full-Time/Part-Time status as reported at the Fall semester of the cohort year.
- (5) Graduate Status: 2011-2015: ACCDODS1.XST_CBM009_ACCD
FTIC Demographics: 2011-2015: ACCDODS1.XST_CBM001_ACCD
- (6) Preliminary numbers were used for Fall 2014, third year and Fall 2015, second year.

Persistence Rates by Pell Status

Overall, Pell grant recipients exhibited higher persistence rates than non-Pell grant recipients in the first year. This changes in the second year when non-Pell grant recipients have higher persistence rates through all cohorts except Fall 2015. The Fall 2011 and Fall 2013 cohort Pell and non-Pell recipient students had alternate years of persistence. After five years, the persistence rate gap between Pell grant recipients and non-Pell grant recipient student persistence rates decreases and these rates ended up relatively close.

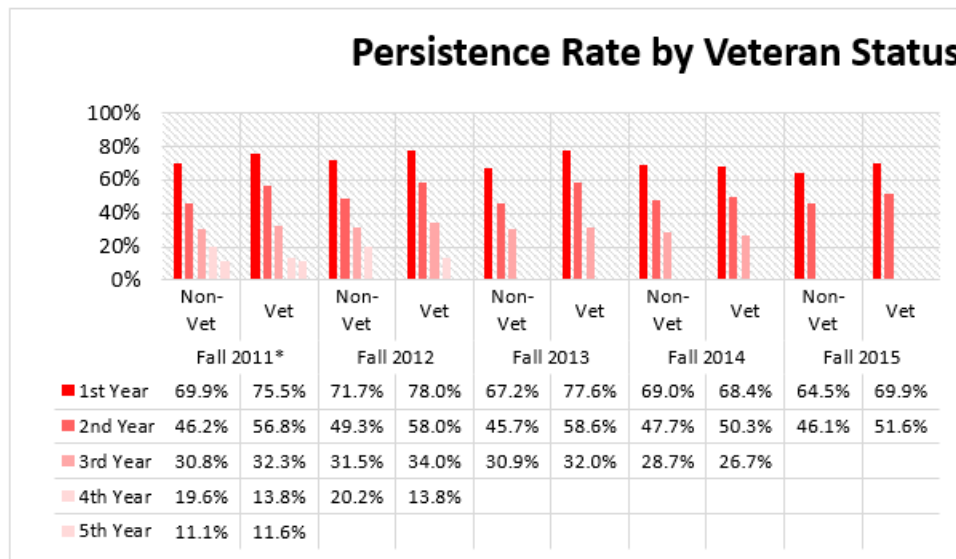


Notes:

- (1) Persistence rate is the measure of FTIC students, excluding graduates, who continue from their initial Fall semester (cohort year) to a subsequent time of measurement.
- (2) Fall 2012 and 2013 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Persistence rates exclude graduates.
- (3) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology. Persistence rates excludes graduates.
- (4) Pell status as reported at the Fall semester of the cohort year.
- (4) Graduate Status: 2011-2015: ACCDODS1.XST_CBM009_ACCD
FTIC Demographics: 2011-2015: ACCDODS1.XST_CBM001_ACCD

Persistence Rates by Veteran Status

Veteran first- and second-year persistence rates are higher than non-veteran rates for most cohorts and years. Non-veteran student persistence rates are higher than veteran persistence by the fourth year. By the fifth year, persistence rates are almost identical.

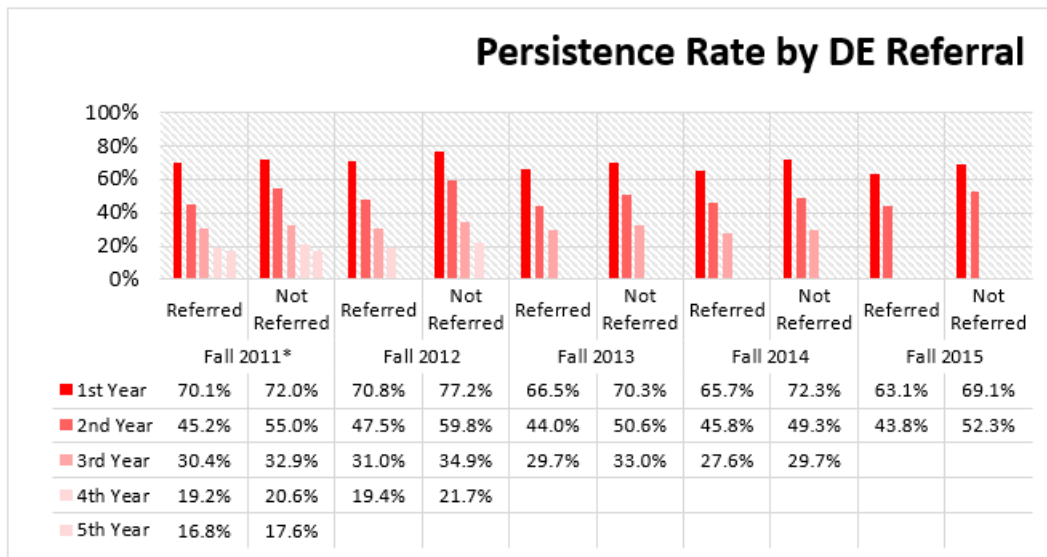


Notes:

- (1) Persistence rate is the measure of FTIC students, excluding graduates, who continue from their initial Fall semester (cohort year) to a subsequent time of measurement.
- (2) Fall 2012 and 2013 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Persistence rates exclude graduates.
- (3) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology. Persistence rates excludes graduates.
- (4) Graduate Status: 2011-2015: ACCDODS1.XST_CBM009_ACCD
FTIC Demographics: 2011-2015: ACCDODS1.XST_CBM001_ACCD
- (5) Veteran Status as reported at the Fall semester of the cohort year.

Persistence Rates by Developmental Education Referral

Persistence rates of students not referred to development education (DE) were higher than those of students referred to DE. The widest gap in any year persistence rate was between students referred to DE and those college ready in the Fall 2013, second year. Gaps in persistence rates were more distinct from the first to second year than in other subsequent years.



Notes:

- (1) Persistence rate is the measure of FTIC students, excluding graduates, who continue from their initial Fall semester (cohort year) to a subsequent time of measurement.
- (2) Fall 2012 and 2013 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Persistence rates exclude graduates.
- (3) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology. Persistence rates excludes graduates.
- (4) Graduate Status: 2011-2015: ACCDODS1.XST_CBM009_ACCD
FTIC Demographics: 2011-2015: ACCDODS1.XST_CBM001_ACCD

SAN ANTONIO COLLEGE GRADUATION RATES

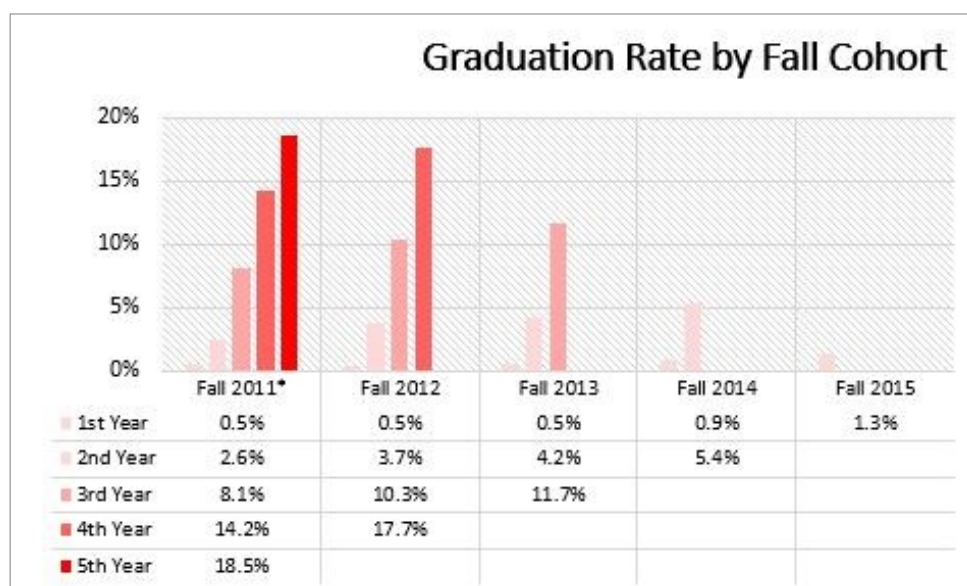
AtD Indicator #5: Complete Credentials

This report compares the 1- to 5-year graduation rates of the Fall 2011 through Fall 2015 FTIC cohorts at San Antonio College. To calculate graduation rates, cumulative associate and certificate graduates were divided by the total starting cohort. These rates were examined by various student and academic characteristics.

- ◇ The percentages of FTIC students graduating after three years steadily increased among those starting in 2011 (8.1%), 2012 (10.3%), and 2013 (11.7%).
- ◇ Female students demonstrated higher graduation rates than did male students across most cohorts and years beyond year two.
- ◇ Four year student graduation rates across all ethnicities increased from the Fall 2011 FTIC cohort to the Fall 2012 cohort.
- ◇ Students in the Fall 2012 cohort, entering at age 51 and older, generally exhibited the highest rates of graduation in years three and four.
- ◇ Overall, the graduation rates of full-time students were higher than those of part-time students across most cohorts.
- ◇ Across all cohorts and years, graduation rates for Pell recipients were marginally lower than rates for non-Pell students.
- ◇ Overall, FTIC students who identified as veterans had higher graduation rates than did students who did not identify as veterans.
- ◇ In the Fall 2014 cohort, for year one graduation rates, the gap between referred students and those who were not referred had closed to 0.1 percentage points.

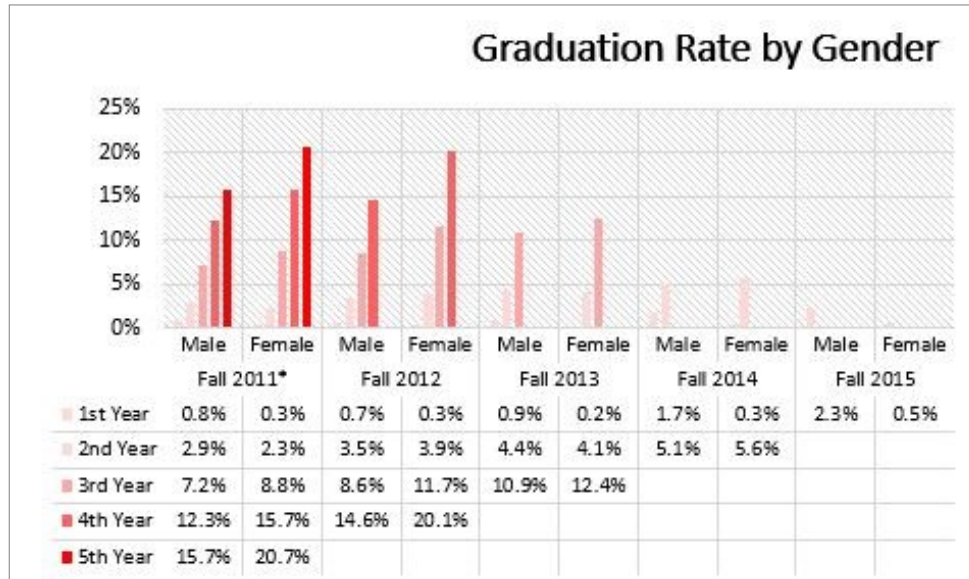
Total Graduation Rates

The percentages of FTIC students graduating after three years steadily increased among those starting in 2011 (8.1%), 2012 (10.3%), and 2013 (11.7%). The four year graduation rate among those in the 2012 cohort was higher than that of the 2011 cohort (17.7% to 14.2%). Of the FTIC students who started at San Antonio College in 2011, 18.5% received a degree or certificate after five years.



Graduation Rates by Gender

Female students demonstrated higher graduation rates than did male students across most cohorts and years beyond year two. Of the FTIC students who started at San Antonio College in 2011, 15.7% of male and 20.7% of female students received a degree or certificate after five years.



Notes:

- (1) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (2) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
- (3) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).
- (4) Graduation rate based on Associates or Certificates received at any Alamo College. Data are cumulative over time. Students who transfer or leave Alamo Colleges are not removed from denominators.
- (5) Source FTIC Demographics: ACIRES.CBM001, Graduates: ACCDIR.CBM009

Graduation Rates by Ethnicity

White students generally exhibited higher graduation rates than did other students in years four and five. Four year student graduation rates across all ethnicities increased from the Fall 2011 FTIC cohort to the Fall 2012 cohort.



Notes:

- (1) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (2) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
- (3) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).
- (4) Graduation rate based on Associates or Certificates received at any Alamo College. Data are cumulative over time. Students who transfer or leave Alamo Colleges are not removed from denominators.
- (5) Source FTIC Demographics: ACIRES.CBM001, Graduates: ACCDIR.CBM009

Graduation Rates by Age

Students entering between the ages of 18 –21 graduated at lower rates than most other student groups in years one and two. Students in the Fall 2012 cohort, entering at age 51 and older, generally exhibited the highest rates of graduation in years three and four. Students in the Fall 2011 cohort, entering at age 36-50, generally exhibited the highest rates of graduation in years four and five.

1-Year Graduation Rates



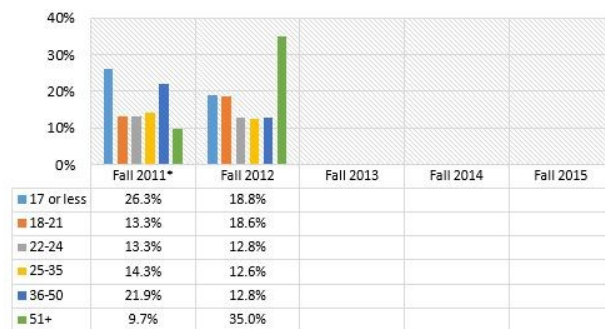
2-Year Graduation Rates



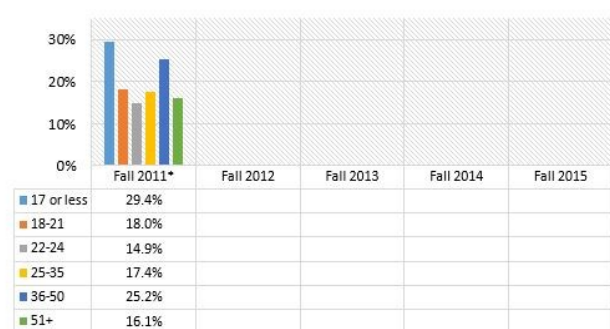
3-Year Graduation Rates



4-Year Graduation Rates



5-Year Graduation Rates

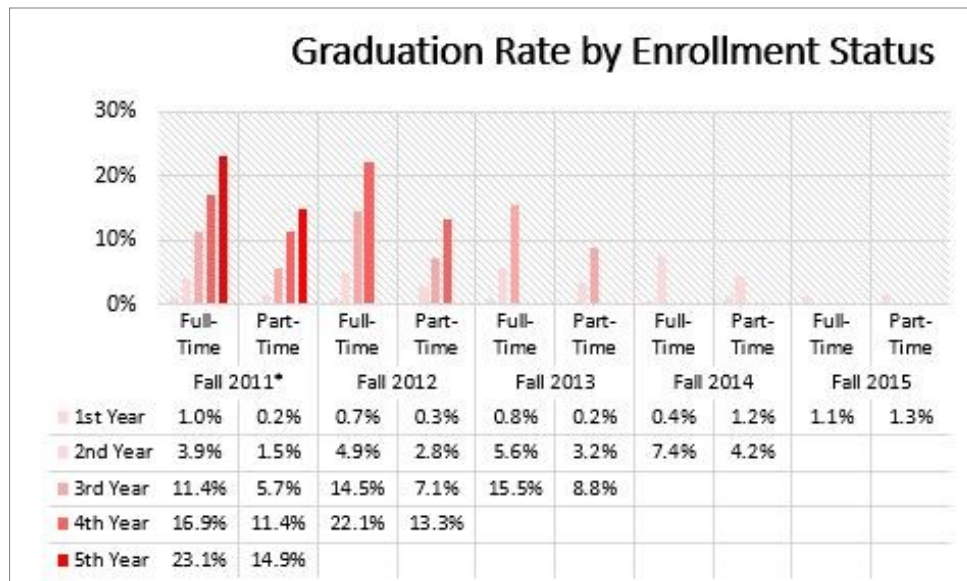


Notes:

- (1) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (2) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
- (3) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).
- (4) Graduation rate based on Associates or Certificates received at any Alamo College. Data are cumulative over time. Students who transfer or leave Alamo Colleges are not removed from denominators.
- (5) Age as reported at the Fall semester of the cohort year.
- (6) Source FTIC Demographics: ACIRES.CBM001, Graduates: ACCDIR.CBM009

Graduation Rates by Enrollment Status

Overall, the graduation rates of full-time students were higher than those of part-time students across most cohorts. Of the FTIC students who started at San Antonio College in 2011, 23.1% of full-time and 14.9% of part-time students received a degree or certificate after five years.

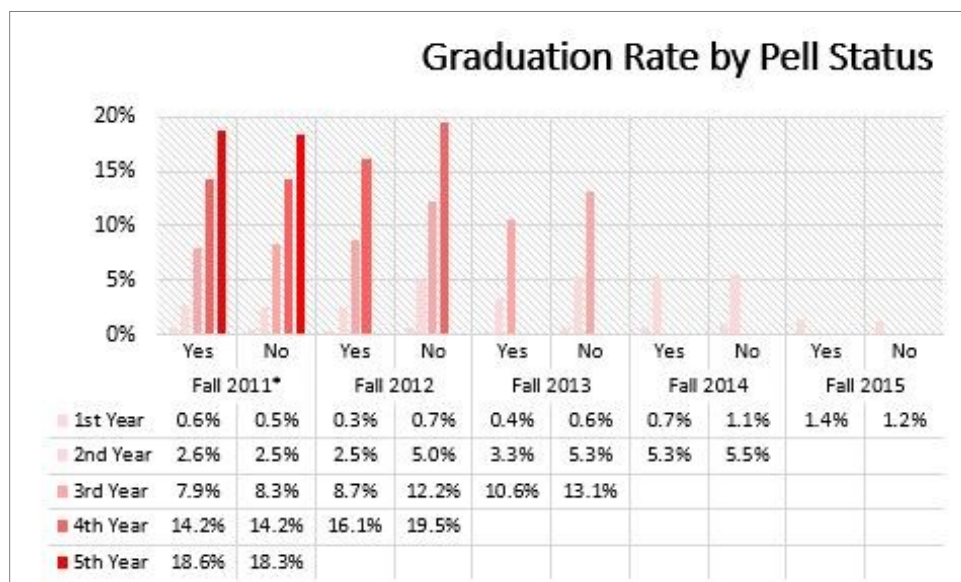


Notes:

- (1) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (2) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
- (3) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).
- (4) Graduation rate based on Associates or Certificates received at any Alamo College. Data are cumulative over time. Students who transfer or leave Alamo Colleges are not removed from denominators.
- (5) Full-Time/Part-Time status as reported at the Fall semester of the cohort year.
- (6) Source FTIC Demographics: ACIRES.CBM001, Graduates: ACCDIR.CBM009

Graduation Rates by Pell Status

Across all cohorts and years, graduation rates for Pell recipients were marginally lower than rates for non-Pell students. Of the FTIC students who started at San Antonio College in 2011, 18.6% of Pell students and 18.3% of non-Pell students received a degree or certificate after five years.

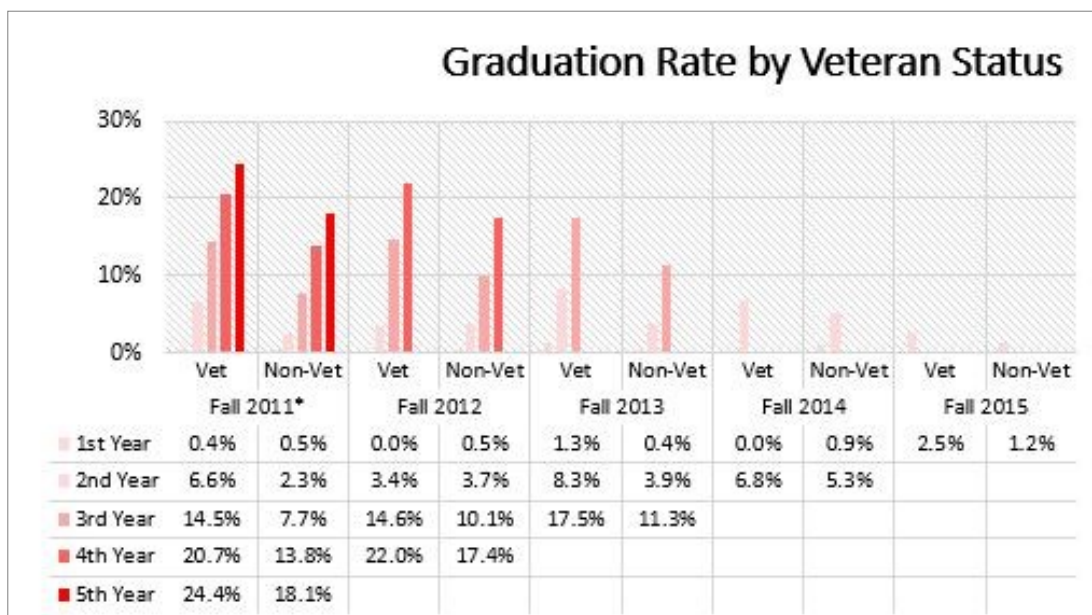


Notes:

- (1) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (2) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
- (3) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).
- (4) Graduation rate based on Associates or Certificates received at any Alamo College. Data are cumulative over time. Students who transfer or leave Alamo Colleges are not removed from denominators.
- (5) Pell status as reported at the Fall semester of the cohort year.
- (6) Source FTIC Demographics: ACIRES.CBM001, Graduates: ACCDIR.CBM009, Pell: ACCDIR.FADS

Graduation Rates by Veteran Status

Overall, FTIC students who identified as veterans had higher graduation rates than did students who did not identify as veterans. Of the FTIC students who started at San Antonio College in 2011, 24.4% of students who identified as veterans and 18.1% of students who did not identify as veterans received a degree or certificate after five years.

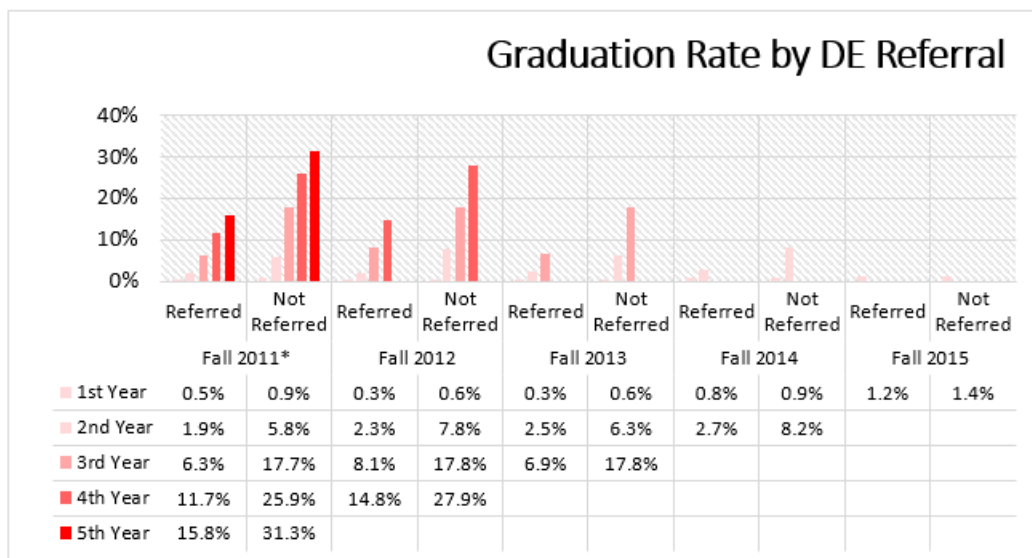


Notes:

- (1) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (2) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
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- (4) Veteran status as reported at the Fall semester of the cohort year.
- (5) Source: FTIC Demographics-ACCDODS1.XCT_IRES_SC

Graduation Rates by Developmental Education Referral

Overall, students referred to developmental education had lower graduation rates than did students not requiring developmental education. Third-year graduation rates remained constant for the 2011, 2012, and 2013 cohorts.



Notes:

- (1) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (2) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.
- (3) Fall 2013 and 2014 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).
- (4) Graduation rate based on Associates or Certificates received at any Alamo College. Data are cumulative over time. Students who transfer or leave Alamo Colleges are not removed from denominators.
- (5) Developmental education (DE) referral levels are based on formal student assessment outcomes for the subject area or DE course enrollment. Students designated as "Unknown" did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment.
- (6) Source FTIC Demographics: ACIRES.CBM001, Graduates: ACCDIR.CBM009, DE Referrals-Students.V_StuTaspALLDIS