

Achieving the Dream Longitudinal Tracking Report

Northwest Vista College

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

Northwest Vista College-1

NORTHWEST VISTA COLLEGE DEMOGRAPHIC PROFILE & ACADEMIC CHARACTERISTICS

Student Characteristics at First Entry

Alamo Colleges 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 Northwest Vista 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/part-time, Pell status), students at Northwest Vista 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 credentialseeking. 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.

Fall 2011*

1,212

1,394

2,606

Fall 2012

1,279

1,356

2,635

Fall 2013

FTIC Cohort | FTIC Cohort | FTIC Cohort | FTIC Cohort

1,187

1,200

2,387

Fall 2014

1,184

1,425

2,609

Fall 2015

1,319

1,492

2,811

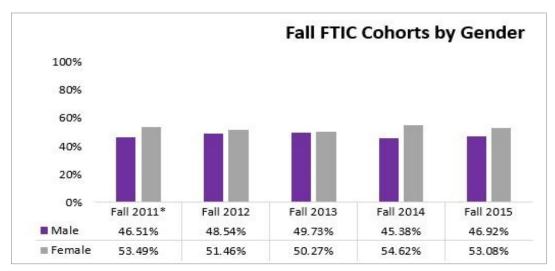
The number of students enrolled at Northwest Vista College increased over most cohorts from 2011 to 2015. Although the Fall 2013 cohort total declined from the previous fall cohort, there was an increase of 7.9% from the Fall 2011 cohort to the Fall 2015 cohort.

Female Total FTIC *See notes, next page

Male

Gender

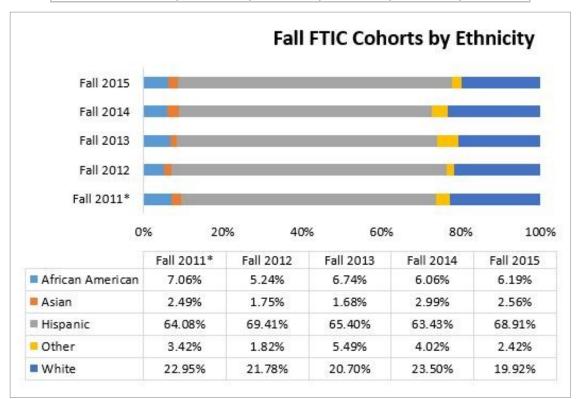
There were slightly higher proportions of female students than male students across all cohorts. Percentages remained fairly consistent across all cohorts.



Ethnicity

The majority (63%-69%) of students in each cohort identified themselves as being Hispanic. The second most represented ethnic group was White (20%-24%). White student enrollment decreased consistently in each FTIC cohort from Fall 2011 (22.9%) to Fall 2013 (20.7%), but increased by 2.8 percentage points from the Fall 2013 to the Fall 2014 FTIC cohort. This number dropped again by 3.6 percentage points from Fall 2014 to Fall 2015.

	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
	FTIC Cohort				
African American	184	138	161	158	174
Asian	65	46	40	78	72
Hispanic	1,670	1,829	1,561	1,655	1,937
Other	89	48	131	105	68
White	598	574	494	613	560
Total FTIC	2,606	2,635	2,387	2,609	2,811



Notes:

(4) Source FTIC Demographics: ACIRES.CBM001

⁽¹⁾ Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.

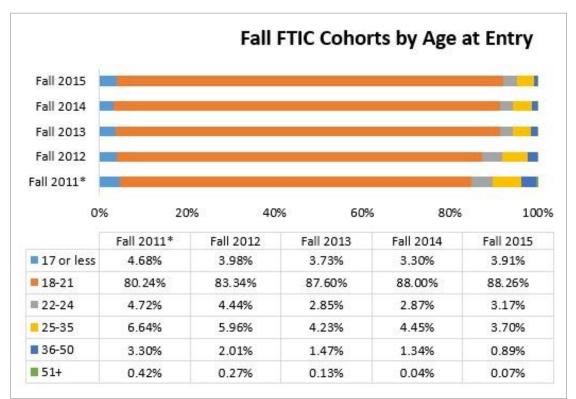
⁽²⁾ Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.

⁽³⁾ Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is firsttime 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).

Age

The majority of students in each cohort were age 21 or younger. Of this majority, most students (80%-88%) were between 18 and 21 years old when they first enrolled. The second most represented age group included 25 to 35 year olds, comprising 3%-7% of each cohort. 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	122	105	89	86	110
18-21	2,091	2,196	2,091	2,296	2,481
22-24	123	117	68	75	89
25-35	173	157	101	116	104
36-50	86	53	35	35	25
51+	11	7	3	1	2
Total FTIC	2,606	2,635	2,387	2,609	2,811



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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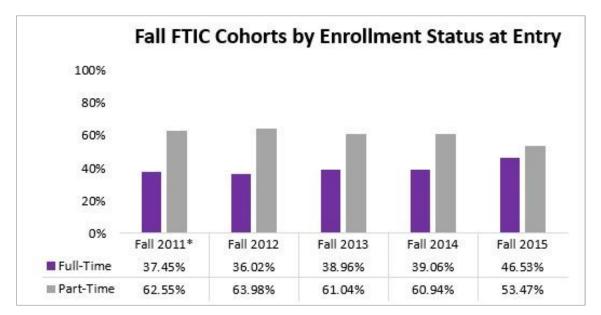
(4) Age as reported at the Fall semester of the cohort year.

(5) Source FTIC Demographics: ACIRES.CBM001

Enrollment Status

The composition of Fall FTIC cohort enrollment status reflects only minor variations over most cohorts from Fall 2011 to Fall 2014. The percentage of full-time students has increased slightly in each cohort from Fall 2012 to Fall 2014. The number of full-time students increased much more significantly from Fall 2014 (39.06%) to Fall 2015 (46.53%). Full-time students were defined as those enrolled in 12 or more hours at census date.

	Fall 2011* FTIC Cohort	Fall 2012 FTIC Cohort	Fall 2013 FTIC Cohort	Fall 2014 FTIC Cohort	Fall 2015 FTIC Cohort
Full-Time	976	949	930	1,019	1,308
Part-Time	1,630	1,686	1,457	1,590	1,503
Total FTIC	2,606	2,635	2,387	2,609	2,811



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.

- (4) Full-Time/Part-time status as reported at the Fall semester of the cohort year.
- (5) Source FTIC Demographics: ACIRES.CBM001

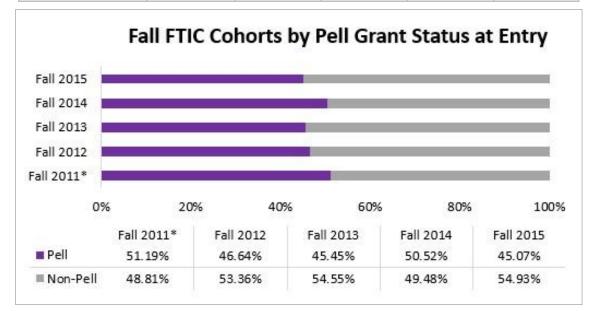
⁽²⁾ Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.

⁽³⁾ Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is firsttime 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).

Pell Status

The percentage of Fall FTIC students receiving the Pell grant during their first term decreased each cohort from Fall 2011 to Fall 2013, increased 5.07% in Fall 2014, then decreased 5.45% in Fall 2015, reflecting a return to rates similar to those seen in cohorts prior to Fall 2014.

	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
	FTIC Cohort				
Pell Grant	1,334	1,229	1,085	1,318	1,267
No Pell Grant	1,272	1,406	1,302	1,291	1,544
Total FTIC	2,606	2,635	2,387	2,609	2,811



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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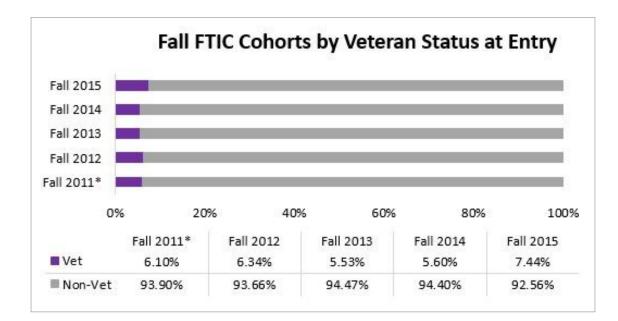
(4) Pell status as reported at the Fall semester of the cohort year.

(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. Though trends are not evident across cohorts, an increase in students designated as veterans (1.84 percentage points) was seen from the Fall 2014 cohort to the Fall 2015 cohort.

	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
	FTIC Cohort				
Vet	159	167	132	146	209
Non-Vet	2,447	2,468	2,255	2,463	2,602
Total FTIC	2,606	2,635	2,387	2,609	2,811



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.

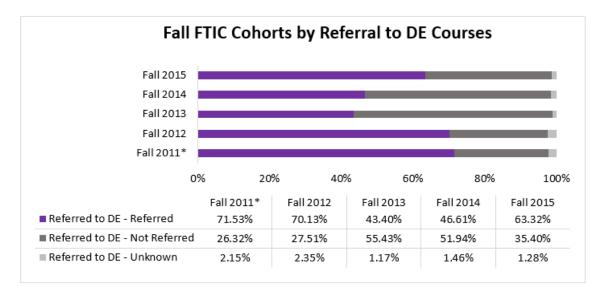
(3) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is firsttime in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to 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

Fall 2011 was the peak year for student developmental education (DE) course referrals. However, the Fall 2013 and Fall 2014 cohorts reflect a significant shift in referral levels, as less than half of cohort students were referred to DE. There was a small percentage of students (1%-2%) 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	1,864	1,848	1,121	1,216	1,780
Not Referred	686	725	1,238	1,355	995
Unknown	56	62	28	38	36
Total FTIC	2,606	2,635	2,387	2,609	2,811



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) 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.

(5) Source FTIC Demographics: ACIRES.CBM001, Course Enrollment: ACCDIR.EXTENDEDENROLLMENT, DE Referrals: Students.V_StuTaspAllDIS

NORTHWEST VISTA 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 Northwest Vista 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, Across all cohorts and levels females had higher success rate in English highest DE and "gatekeeper" courses than did males.
- For Math, non-referred students younger than 21 years old generally had greater success in "gatekeeper" courses.
- 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, Pell recipients compared to non-Pell recipients generally had greater success in DE courses. However, for English, non-Pell recipients generally had greater success in "gatekeeper" courses.
- For English, no consistent pattern for ethnicity on success rate in DE or "gatekeeper" after 3 years was evident. For Math, referred Asian students had higher success rates in "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:

- 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.

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.

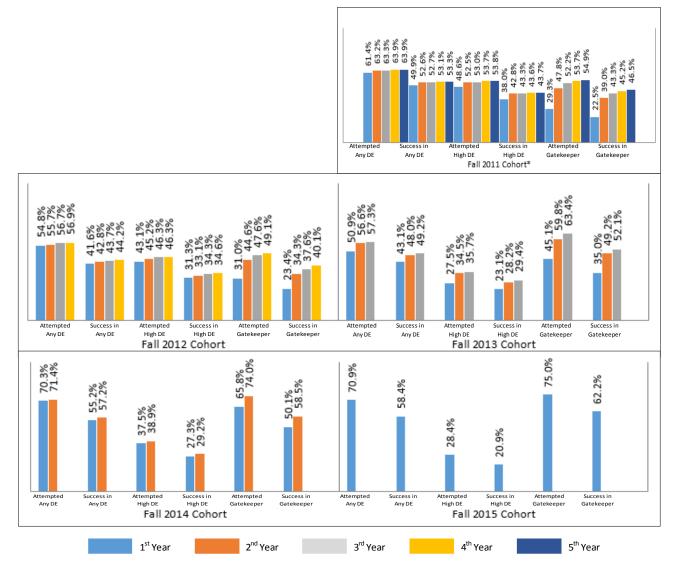
⁴⁾ Fall 2012 through Fall 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to 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.

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.

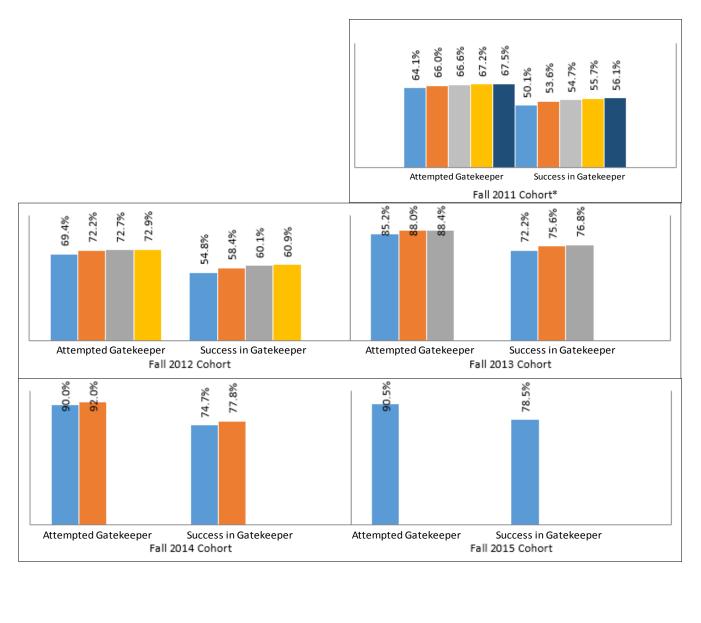
English Developmental Education Progression of Referred

After 3 years, approximately 36%-53% of referred students in each cohort attempted the highest course in the English DE sequence, with 29%-43% of the cohort successfully passing the course. Approximately 29%-50% of referred students in each cohort attempted the English "gatekeeper" course their first year, with 23%-62% students in that cohort successfully passing the 2011 and 2013 cohorts, success in year two "gatekeeper" increased by 10%.



English "Gatekeeper" Progression of Non-Referred

After 3 years, approximately 67%-88% of non-referred students in each cohort attempted the English "gatekeeper" course, with 55%-77% of the cohort successfully passing the course.



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

Total English Progression

Overall, 42%-58% of all referred students in each cohort successfully passed any English DE course within the first year, 29%-43% successfully passed the highest DE course in the English sequence within 3 years, and approximately 43%-51% successfully passed the English "gatekeeper" course within 3 years. Of the non-referred students, 55%-70% successfully passed the English "gatekeeper" course within 3 years. Of the total cohort, 51%-70% successfully passed the English "gatekeeper" course within 3 years. Of the total cohort, 51%-70% successfully passed the English "gatekeeper" course within 3 years. Those who were referred to Level 2 had higher success rates in the highest DE and "gatekeeper" English 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, both level 1 and level 2 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)
	DE Level 1 192 (7.4%)	129 (67.2%)	107 (55.7%)			75 (39.1%)		60 (31.3%)
÷.	DE Level 2 631 (24.2%)	376 (59.6%)	304 (48.2%)	Not	Applicable	281 (44.5%)	Not Applicable	296 (46.9%)
L Cohor	Total Referred 823 (31.6%)	505 (61.4%)	411 (49.9%)			356 (43.3%)		356 (43.3%)
Fall 2011 Cohort*	College Level 1,746 (67.0%)			Not Ap	pplicable			955 (54.7%)
μ̈́.	Unknown 37 (1.4%)	0 (0.0%)	O (0.0%)	Net	Applicable	O (0.0%)	Not Applicable	4 (10.8%)
	Cohort Total 2,606 (100.0%)	584 (22.4%)	478 (18.3%)			419 (16.1%)		1,315 (50.5%)
	DE Level 1 148 (5.7%)	98 (66.2%)	79 (53.4%)			44 (29.7%)	O (0.0%)	46 (31.1%)
ť	DE Level 2 520 (20.2%)	268 (51.5%)	199 (38.3%)	Not	Applicable	185 (35.6%)	0 (0.0%)	205 (39.4%)
2 Coho	Total Referred 668 (25.9%)	366 (54.8%)	278 (41.6%)			229 (34.3%)	0 (0.0%)	251 (37.6%)
Fall 2012 Cohort	College Level 1,881 (73.0%)			Not Ap	pplicable			1,131 (60.1%)
Ľ	Unknown 27 (1.0%)	2 (7.4%)	2 (7.4%)			1 (3.7%)	0 (0.0%)	13 (48.1%)
	Cohort Total 2,576 (100.0%)	406 (15.8%)	308 (12.0%)			253 (9.8%)	1 (0.0%)	1,395 (54.2%)
	DE Level 1 263 (11.0%)	142 (54.0%)	118 (44.9%)			47 (17.9%)	6 (2.3%)	119 (45.2%)
ť	DE Level 2 322 (13.5%)	156 (48.4%)	134 (41.6%)	Not	Applicable	125 (38.8%)	2 (0.6%)	178 (55.3%)
3 Coho	Total Referred 585 (24.5%)	298 (50.9%)	252 (43.1%)			172 (29.4%)	8 (1.4%)	297 (50.8%)
Fall 2013 Cohort	College Level 1,771 (74.2%)			Not Ap	pplicable			1,360 (76.8%)
ι. Έ	Unknown 31 (1.3%)	1 (3.2%)	1 (3.2%)	Nat	Applicable	1 (3.2%)	O (0.0%)	18 (58.1%)
	Cohort Total 2,387 (100.0%)	324 (13.6%)	272 (11.4%)	NOL/		188 (7.9%)	10 (0.4%)	1,675 (70.2%)

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.

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)		
	DE Level 1 174 (6.7%)	140 (80.5%)	102 (58.6%)	5 (2.9%)	3 (1.7%)					
	DE Level 2 243 (9.3%)	154 (63.4%)	121 (49.8%)	11 (4.5%)	9 (3.7%)					
Ę	DE Level 3 275 (10.5%)	191 (69.5%)	158 (57.5%)	179 (65.1%)	149 (54.2%)					
Fall 2014 Cohort	DE Level 4 4 (0.2%)	4 (100.0%)	3 (75.0%)	4 (100.0%)	3 (75.0%)		3rd Year Data Not Ye	t Availabla		
all 201	Total Referred 696 (26.7%)	489 (70.3%)	384 (55.2%)	199 (28.6%)	164 (23.6%)		Sid fear Data Not fe	LAVAIIADIE		
Ľ	College Level 1 ,803 (69.1%)		Not App	licable						
	Unknown 110 (4.2%)	1 (0.9%)	1 (0.9%)	1 (0.9%)	1 (0.9%)					
	Cohort Total 2,609 (100.0%)	533 (20.4%)	418 (16.0%)	234 (9.0%)	190 (7.3%)					
	DE Level 1 208 (7.4%)	155 (74.5%)	123 (59.1%)	17 (8.2%)	13 (6.3%)					
	DE Level 2 376 (13.4%)	230 (61.2%)	180 (47.9%)	26 (6.9%)	19 (5.1%)					
ť	DE Level 3 640 (22.8%)	484 (75.6%)	413 (64.5%)	467 (73.0%)	395 (61.7%)					
5 Coho	DE Level 4 1 (0.0%)	0 (0.0%)	O (0.0%)	0 (0.0%)	O (0.0%)		3rd Year Data Not Ye	t Availabla		
Fall 2015 Cohort	Total Referred 1,225 (43.6%)	869 (70.9%)	716 (58.4%)	510 (41.6%)	427 (34.9%)		oru tear Data NOT te	L AVGHOUR		
ű	College Level 1,528 (54.4%)		Not App	licable						
	Unknown 58 (2.1%) 0 (0.0%)		O (0.0%)	O (0.0%)	O (0.0%)					
	Cohort Total 2,811 (100.0%)	915 (32.6%)	754 (26.8%)	553 (19.7%)	463 (16.5%)					

Sources: FTIC Demographics: DE Referrals:

ACCDODS1.XST_ATD_ACCD, ACCDODS1.XST_CBM001_ACCD, ACCDODS1.XST_FADS_ACCD, ACCDODS1.XST.IRES_SC Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015: ACCDODS1.XST_ATD_ACCD ACCDODS1.XST.IRES_SC

Course Enrollment::

English Progression by Gender

Across all cohorts and levels females had higher success rate in English highest DE and "gatekeeper" courses than did males. When comparing the 2011 cohort to the 2013 cohort, both, males and females, experienced an increase in "gatekeeper" success.

		Re	ferral Level	Atte	empted Any DE (1st Year)	Su	ccess in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)		ss in High DE 3rd Year)		ess in RSG rd Year)		ccess in GK (3rd Year)
	DE Level 1	М	102 (53.1%)	М	69 (67.6%)	М	56 (54.9%)			М	35 (34.3%)			М	24 (23.5%)
	192 (7.4%)	F	90 (46.9%)	F	60 (66.7%)	F	51 (56.7%)			F	40 (44.4%)			F	36 (40.0%)
	DE Level 2	М	320 (50.7%)	М	195 (60.9%)	Μ	156 (48.8%)	Net Are	lizzhiz	М	135 (42.2%)	Net		М	131 (40.9%)
÷.	631 (24.2%)	F	311 (49.3%)	F	181 (58.2%)	F	148 (47.6%)	Not App	blicable	F	146 (46.9%)	NOT /	Applicable	F	165 (53.1%)
To To	Total Referred	М	422 (51.3%)	М	264 (62.6%)	Μ	212 (50.2%)			М	170 (40.3%)			М	155 (36.7%)
Fall 2011 Cohort*	823 (31.6%)	F	401 (48.7%)	F	241 (60.1%)	F	199 (49.6%)			F	186 (46.4%)			F	201 (50.1%)
11	College Level	М	764 (43.8%)					Not Appl	icabla					М	412 (53.9%)
8	1,746 (67.0%)	F	982 (56.2%)					NOT APPT	icable					F	543 (55.3%)
Ē	Unknown	М	26 (70.3%)	М	0 (0.0%)	Μ	0 (0.0%)			М	0 (0.0%)			М	3 (11.5%)
	37 (1.4%)	F	11 (29.7%)	F	0 (0.0%)	F	0 (0.0%)	Not App	licable	F	0 (0.0%)	Not /	Applicable	F	1 (9.1%)
	Cohort Total	М	1,212 (46.5%)	М	298 (24.6%)	Μ	240 (19.8%)	NOT APP	licable	М	196 (16.2%)	NULY	Applicable	М	570 (47.0%)
	2,606 (100.0%)	F	1,394 (53.5%)	F	286 (20.5%)	F	238 (17.1%)			F	223 (16.0%)			F	745 (53.4%)
	DE Level 1	М	89 (60.1%)	Μ	56 (62.9%)	Μ	43 (48.3%)			Μ	21 (23.6%)	М	0 (0.0%)	Μ	25 (28.1%)
	148 (5.7%)	F	59 (39.9%)	F	42 (71.2%)	F	36 (61.0%)			F	23 (39.0%)	F	0 (0.0%)	F	21 (35.6%)
	DE Level 2	М	270 (51.9%)	Μ	150 (55.6%)	Μ	110 (40.7%)	Not App	licable	М	102 (37.8%)	М	0 (0.0%)	М	99 (36.7%)
ť	520 (20.2%)	F	250 (48.1%)	F	118 (47.2%)	F	89 (35.6%)	NOUAPE	licable	F	83 (33.2%)	F	0 (0.0%)	F	106 (42.4%)
Ę	Total Referred	М	359 (53.7%)	М	206 (57.4%)	Μ	153 (42.6%)			М	123 (34.3%)	М	0 (0.0%)	М	124 (34.5%)
ŭ	668 (25.9%)	F	309 (46.3%)	F	160 (51.8%)	F	125 (40.5%)			F	106 (34.3%)	F	0 (0.0%)	F	127 (41.1%)
Fall 2012 Cohort	College Level	М	877 (46.6%)					Not Appl	icable					М	521 (59.4%)
	1,881 (73.0%)	F	1,004 (53.4%)					Not Appl	leable					F	610 (60.8%)
Ľ.	Unknown	М	13 (48.1%)	М	1 (7.7%)	Μ	1 (7.7%)			М	0 (0.0%)	М	0 (0.0%)	М	5 (38.5%)
	27 (1.0%)	F	14 (51.9%)	F	1 (7.1%)	F	1 (7.1%)	Not App	licable	F	1 (7.1%)	F	0 (0.0%)	F	8 (57.1%)
	Cohort Total	М	1,249 (48.5%)	М	219 (17.5%)	М	161 (12.9%)	Not App	headic	М	129 (10.3%)	М	0 (0.0%)	М	650 (52.0%)
	2,576 (100.0%)	F	1,327 (51.5%)	F	187 (14.1%)	F	147 (11.1%)			F	124 (9.3%)	F	1 (0.1%)	F	745 (56.1%)
	DE Level 1	М	143 (54.4%)	М	78 (54.5%)	М	62 (43.4%)			М	22 (15.4%)	М	2 (1.4%)	М	64 (44.8%)
	263 (11.0%)	F	120 (45.6%)	F	64 (53.3%)	F	56 (46.7%)			F	25 (20.8%)	F	4 (3.3%)	F	55 (45.8%)
	DE Level 2	М	160 (49.7%)	М	74 (46.3%)	М	59 (36.9%)	Not App	licable	М	58 (36.3%)	М	2 (1.3%)	М	81 (50.6%)
ť	322 (13.5%)	F	162 (50.3%)	F	82 (50.6%)	F	75 (46.3%)			F	67 (41.4%)	F	0 (0.0%)	F	97 (59.9%)
e e	Total Referred	М	303 (51.8%)	М	152 (50.2%)	М	121 (39.9%)			М	80 (26.4%)	М	4 (1.3%)	М	145 (47.9%)
all 2013 Cohort	585 (24.5%)	F	282 (48.2%)	F	146 (51.8%)	F	131 (46.5%)			F	92 (32.6%)	F	4 (1.4%)	F	152 (53.9%)
81	College Level	М	862 (48.7%)					Not Appl	icable					М	659 (76.5%)
=	1,771 (74.2%)	F	909 (51.3%)					not Appl	icabic .					F	701 (77.1%)
ů.	Unknown	М	22 (71.0%)	М	0 (0.0%)	М	0 (0.0%)			М	0 (0.0%)	М	0 (0.0%)	М	12 (54.5%)
	31 (1.3%)	F	9 (29.0%)	F	1 (11.1%)	F	1 (11.1%)	Not App	licable	F	1 (11.1%)	F	0 (0.0%)	F	6 (66.7%)
	Cohort Total	М	1,187 (49.7%)	М	165 (13.9%)	М	129 (10.9%)	Hot App	and and the	М	88 (7.4%)	М	5 (0.4%)	М	816 (68.7%)
	2,387 (100.0%)	F	1,200 (50.3%)	F	159 (13.3%)	F	143 (11.9%)			F	100 (8.3%)	F	5 (0.4%)	F	859 (71.6%)

M = Male F = Female

English Progression by Gender

		De	ferral Level	Atte	mpted Any DE	Suc	cess in Any DE	Att	tempted RSG	Su	ccess in RSG	Success in High DE	Success in RSG	Success in GK		
		ке	rerrai Level		(1st Year)		(1st Year)		(1st Year)		(1st Year)	(3rd Year)	(3rd Year)	(3rd Year)		
	DE Level 1	М	93 (53.4%)	М	73 (78.5%)	М	53 (57.0%)	Μ	2 (2.2%)	Μ	1 (1.1%)					
	174 (6.7%)	F	81 (46.6%)	F	67 (82.7%)	F	49 (60.5%)	F	3 (3.7%)	F	2 (2.5%)					
	DE Level 2	М	119 (49.0%)	M	80 (67.2%)	М	56 (47.1%)	Μ	6 (5.0%)	M	5 (4.2%)					
	243 (9.3%)	F	124 (51.0%)	F	74 (59.7%)	F	65 (52.4%)	F	5 (4.0%)	F	4 (3.2%)					
	DE Level 3	М	116 (42.2%)	М	88 (75.9%)	М	68 (58.6%)	Μ	79 (68.1%)	M	63 (54.3%)					
÷	275 (10.5%)	F	159 (57.8%)	F	103 (64.8%)	F	90 (56.6%)	F	100 (62.9%)	F	86 (54.1%)					
Ę	DE Level 4	М	2 (50.0%)	M	2 (100.0%)	М	1 (50.0%)	Μ	2 (100.0%)	M	1 (50.0%)					
Ŭ t	4 (0.2%)	F	2 (50.0%)	F	2 (100.0%)	F	2 (100.0%)	F	2 (100.0%)	F	2 (100.0%)	3rd Year	able			
017	Total Referred	М	330 (47.4%)	М	243 (73.6%)	М	178 (53.9%)	М	89 (27.0%)	М	70 (21.2%)	Jiu rea	ibie			
Fall 2014 Cohort	696 (26.7%)	F	366 (52.6%)	F	246 (67.2%)	F	206 (56.3%)	F	110 (30.1%)	F	94 (25.7%)					
Ľ.	College Level	М	814 (45.1%)				Not Applic	ahle								
	1,803 (69.1%)	F	989 (54.9%)				Not Applie	abie								
	Unknown	М	40 (36.4%)	М	0 (0.0%)	М	0 (0.0%)	М	0 (0.0%)	М	0 (0.0%)					
	110 (4.2%)	F	70 (63.6%)	F	1 (1.4%)	F	1 (1.4%)	F	1 (1.4%)	F	1 (1.4%)					
	Cohort Total	М	1,184 (45.4%)	М	261 (22.0%)	М	191 (16.1%)	Μ	105 (8.9%)	М	82 (6.9%)	1				
	2,609 (100.0%)	F	1,425 (54.6%)	F	272 (19.1%)	F	227 (15.9%)	F	129 (9.1%)	F	108 (7.6%)					
	DE Level 1	М	91 (43.8%)	М	68 (74.7%)	М	49 (53.8%)	Μ	8 (8.8%)	М	6 (6.6%)					
	208 (7.4%)	F	117 (56.3%)	F	87 (74.4%)	F	74 (63.2%)	F	9 (7.7%)	F	7 (6.0%)					
	DE Level 2	М	165 (43.9%)	M	96 (58.2%)	М	74 (44.8%)	М	11 (6.7%)	М	9 (5.5%)					
	376 (13.4%)	F	211 (56.1%)	F	134 (63.5%)	F	106 (50.2%)	F	15 (7.1%)	F	10 (4.7%)					
	DE Level 3	М	271 (42.3%)	M	208 (76.8%)	М	165 (60.9%)	М	201 (74.2%)	М	158 (58.3%)					
ť	640 (22.8%)	F	369 (57.7%)	F	276 (74.8%)	F	248 (67.2%)	F	266 (72.1%)	F	237 (64.2%)					
Fall 2015 Cohort	DE Level 4	М	1 (100.0%)	М	0 (0.0%)	М	0 (0.0%)	М	0 (0.0%)	М	0 (0.0%)					
Ŭ	1 (0.0%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)	3rd Year	Data Not Yet Availa	able		
8015	Total Referred	М	528 (43.1%)	M	372 (70.5%)	М	288 (54.5%)	М	220 (41.7%)	М	173 (32.8%)	%)				
1	1,225 (43.6%)	F	697 (56.9%)	F	497 (71.3%)	F	428 (61.4%)	F	290 (41.6%)	F	254 (36.4%)					
Ľ	College Level	М	763 (49.9%)				Not Applic	ahle								
	1,528 (54.4%)	F	765 (50.1%)				nocroppine									
	Unknown	М	28 (48.3%)	М	0 (0.0%)	М	0 (0.0%)	М	0 (0.0%)	М	0 (0.0%)	96)				
	58 (2.1%)	F	30 (51.7%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)					
	Cohort Total	М	1,319 (46.9%)	М	393 (29.8%)	М	305 (23.1%)	Μ	240 (18.2%)	М	190 (14.4%)					
	2,811 (100.0%)	F	1,492 (53.1%)	F	522 (35.0%)	F	449 (30.1%)	F	313 (21.0%)	F	273 (18.3%)					

M = Male F = Female

Notes:

- 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

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.

English Progression by Ethnicity

Across the 2011-2013 cohorts, of referred students, Asian students, compared to students of other racial/ethnic groups, successfully passed "gatekeeper" at the highest rates. When comparing the 2011 cohort to the 2013 cohort, Asian, Hispanic, and White students referred to Level 1 experienced increases in "gatekeeper" success.

				Atter	npted Any DE	Succ	ess in Any DE	Attempted RSG	Success in RSG	Succes	ss in High DE	Success in RSG	Suc	cess in GK
		Ref	erral Level	(1st Year)		(1st Year)	(1st Year)	(1st Year)	(Ξ	rd Year)	(3rd Year)	(3	Brd Year)
	AA 19 (9.9%) AA 10 (52.6%) AA 8 (42.1%)				AA	4 (21.1%)		AA	3 (15.8%)					
	DE Level 1	Α	6 (3.1%)	Α	5 (83.3%)	Α	5 (83.3%)			Α	2 (33.3%)		Α	3 (50.0%)
	192 (7.4%)	Н	131 (68.2%)	Н	91 (69.5%)	Н	73 (55.7%)			н	51 (38.9%)		н	38 (29.0%)
	132 (7.476)	0	7 (3.6%)	0	4 (57.1%)	0	4 (57.1%)			0	4 (57.1%)		0	3 (42.9%)
		W	29 (15.1%)	W	19 (65.5%)	W	17 (58.6%)			W	14 (48.3%)		W	13 (44.8%)
		AA	52 (8.2%)	AA	35 (67.3%)	AA	29 (55.8%)			AA	26 (50.0%)		AA	24 (46.2%)
	DE Level 2	Α	15 (2.4%)	Α	10 (66.7%)	Α	10 (66.7%)			Α	8 (53.3%)		Α	8 (53.3%)
	631 (24.2%)	Н	419 (66.4%)	н	260 (62.1%)	Н	205 (48.9%)	Not Ap	plicable	н	192 (45.8%)	Not Applicable	н	193 (46.1%)
	001(24.270)	0	10 (1.6%)	0	2 (20.0%)	0	2 (20.0%)				2 (20.0%)		0	5 (50.0%)
		W	135 (21.4%)	W	69 (51.1%)	W	58 (43.0%)			W	53 (39.3%)		W	66 (48.9%)
		AA	71 (8.6%)	AA	45 (63.4%)	AA	37 (52.1%)			AA	30 (42.3%)		AA	27 (38.0%)
	Total Referred	Α	21 (2.6%)	Α	15 (71.4%)	Α	15 (71.4%)			A	10 (47.6%)		A	11 (52.4%)
ŧ	823 (31.6%)	Н	550 (66.8%)	Н	351 (63.8%)	н	278 (50.5%)			н	243 (44.2%)		н	231 (42.0%)
oho	010 (01.070)	0	17 (2.1%)	0	6 (35.3%)	0	6 (35.3%)			0	6 (35.3%)		0	8 (47.1%)
0		W	164 (19.9%)	W	88 (53.7%)	W	75 (45.7%)			W	67 (40.9%)		W	79 (48.2%)
Fall 2011 Cohort*		AA	111 (6.4%)										AA	60 (54.1%)
=	College Level	Α	44 (2.5%)										Α	28 (63.6%)
ű	1,746 (67.0%)	Н	1,098 (62.9%)					Not Appli	cable				Н	612 (55.7%)
	2,7 10 (07.070)	0	70 (4.0%)										0	43 (61.4%)
		W	423 (24.2%)										W	212 (50.1%)
		AA	2 (5.4%)	AA	0 (0.0%)	AA	0 (0.0%)			AA	0 (0.0%)		AA	0 (0.0%)
	Unknown	A	0 (0.0%)	A	0 (0.0%)	Α	0 (0.0%)			Α	0 (0.0%)		A	0 (0.0%)
	37 (1.4%)	Н	22 (59.5%)	Н	0 (0.0%)	Н	0 (0.0%)			н	0 (0.0%)		Н	1 (4.5%)
		0	2 (5.4%)	0	0 (0.0%)	0	0 (0.0%)			0	0 (0.0%)		0	0 (0.0%)
		W	11 (29.7%)	W	0 (0.0%)	W	0 (0.0%)	Not Ap	plicable	W	0 (0.0%)	Not Applicable	W	3 (27.3%)
		AA	184 (7.1%)	AA	49 (26.6%)	AA	39 (21.2%)			AA	32 (17.4%)		AA	87 (47.3%)
	Cohort Total	Α	65 (2.5%)	Α	17 (26.2%)	Α	17 (26.2%)			Α	12 (18.5%)		A	39 (60.0%)
	2,606 (100.0%)	Н	1,670 (64.1%)	Н	409 (24.5%)	Н	328 (19.6%)			н	289 (17.3%)		Н	844 (50.5%)
	-, (200.074)	0	89 (3.4%)	0	7 (7.9%)	0	7 (7.9%)			0	7 (7.9%)		0	51 (57.3%)
		W	598 (22.9%)	W	102 (17.1%)	W	87 (14.5%)			W	79 (13.2%)		W	294 (49.2%)

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 though 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

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English Progression by Ethnicity (continued)

				Atter	npted Any DE	Suc	cess in Any DE	Attempted RSG	Success in RSG	Succes	s in High DE	Succe	ess in RSG	Su	ccess in GK
		Refe	erral Level	(1st Year)		(1st Year)	(1st Year)	(1st Year)	(3)	d Year)	(3r	d Year)	(3rd Year)
		AA	6 (4.1%)	AA	4 (66.7%)	AA	3 (50.0%)			AA	2 (33.3%)	AA	0 (0.0%)	AA	4 (66.7%)
	DE Level 1	A	7 (4.7%)	A	5 (71.4%)	A	5 (71.4%)			A	4 (57.1%)	A	0 (0.0%)	A	5 (71.4%)
	148 (5.7%)	н	113 (76.4%)	н	75 (66.4%)	н	61 (54.0%)			н	35 (31.0%)	н	0 (0.0%)	н	32 (28.3%)
	140 (2.170)	0	3 (2.0%)	0	2 (66.7%)	0	1 (33.3%)			0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)
		W	19 (12.8%)	W	12 (63.2%)	W	9 (47.4%)			W	3 (15.8%)	W	0 (0.0%)	W	5 (26.3%)
		AA	37 (7.1%)	AA	14 (37.8%)	AA	11 (29.7%)			AA	10 (27.0%)	AA	0 (0.0%)	AA	12 (32.4%)
	DE Level 2	A	11 (2.1%)	A	6 (54.5%)	A	4 (36.4%)			A	4 (36.4%)	A	0 (0.0%)	A	6 (54.5%)
	520 (20.2%)	н	370 (71.2%)	н	202 (54.6%)	н	147 (39.7%)	Not App	licable	н	134 (36.2%)	н	0 (0.0%)	н	150 (40.5%)
	250 (50.570)	0	7 (1.3%)	0	3 (42.9%)	0	3 (42.9%)			0	3 (42.9%)	0	0 (0.0%)	0	4 (57.1%)
		W	95 (18.3%)	W	43 (45.3%)	W	34 (35.8%)			W	34 (35.8%)	W	0 (0.0%)	W	33 (34.7%)
		AA	43 (6.4%)	AA	18 (41.9%)	AA	14 (32.6%)			AA	12 (27.9%)	AA	0 (0.0%)	AA	16 (37.2%)
	Total Referred	A	18 (2.7%)	A	11 (61.1%)	A	9 (50.0%)			A	8 (44.4%)	A	0 (0.0%)	Α	11 (61.1%)
Ę	668 (25.9%)	н	483 (72.3%)	н	277 (57.3%)	н	208 (43.1%)			н	169 (35.0%)	н	0 (0.0%)	н	182 (37.7%)
Fall 2012 Cohort	000 (20.370)	0	10 (1.5%)	0	5 (50.0%)	0	4 (40.0%)			0	3 (30.0%)	0	0 (0.0%)	0	4 (40.0%)
Ŭ		W	114 (17.1%)	W	55 (48.2%)	W	43 (37.7%)			W	37 (32.5%)	W	0 (0.0%)	W	38 (33.3%)
5		AA	90 (4.8%)											AA	53 (58.9%)
=	College Level	A	26 (1.4%)											A	20 (76.9%)
iii ii	1,881 (73.0%)	н	1,295 (68.8%)					Not Applic	able					н	785 (60.6%)
	1,001 (/ 5.070)	0	35 (1.9%)											0	14 (40.0%)
		W	435 (23.1%)											W	259 (59.5%)
		AA	1 (3.7%)	AA	0 (0.0%)	AA	0 (0.0%)			AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)
	Unknown	A	2 (7.4%)	A	0 (0.0%)	A	0 (0.0%)			A	0 (0.0%)	Α	0 (0.0%)	A	1 (50.0%)
		н	16 (59.3%)	н	1 (6.3%)	н	1 (6.3%)			н	0 (0.0%)	н	0 (0.0%)	н	9 (56.3%)
	27 (1.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)			0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)
		W	8 (29.6%)	W	1 (12.5%)	W	1 (12.5%)	Net fee	[W	1 (12.5%)	W	0 (0.0%)	W	3 (37.5%)
		AA	134 (5.2%)	AA	21 (15.7%)	AA	16 (11.9%)	Not App	licable	AA	14 (10.4%)	AA	0 (0.0%)	AA	69 (51.5%)
	Cohort Total	A	46 (1.8%)	A	12 (26.1%)	A	10 (21.7%)			A	8 (17.4%)	Α	0 (0.0%)	A	32 (69.6%)
		н	1,794 (69.6%)	н	300 (16.7%)	н	225 (12.5%)			н	184 (10.3%)	н	1 (0.1%)	н	976 (54.4%)
	2,576 (100.0%)	0	45 (1.7%)	0	6(13.3%)	0	5 (11.1%)			0	3 (6.7%)	0	0 (0.0%)	0	18 (40.0%)
		W	557 (21.6%)	W	67 (12.0%)	W	52 (9.3%)			W	44 (7.9%)	W	0 (0.0%)	W	300 (53.9%)
		AA	21 (8.0%)	AA	16 (76.2%)	AA	9 (42.9%)			AA	3 (14.3%)	AA	0 (0.0%)	AA	7 (33.3%)
	DELevel 1	A	9 (3.4%)	A	5 (55.6%)	A	5 (55.6%)			Α	3 (33.3%)	Α	0 (0.0%)	A	6 (66.7%)
	263 (11.0%)	н	182 (69.2%)	н	95 (52.2%)	н	80 (44.0%)			н	26 (14.3%)	н	4 (2.2%)	н	76 (41.8%)
	265 (11.0%)	0	15 (5.7%)	0	8 (53.3%)	0	6 (40.0%)			0	3 (20.0%)	0	0 (0.0%)	0	9 (60.0%)
		W	36 (13.7%)	W	18 (50.0%)	W	18 (50.0%)			W	12 (33.3%)	W	2 (5.6%)	W	21 (58.3%)
		AA	26 (8.1%)	AA	15 (57.7%)	AA	11 (42.3%)			AA	11 (42.3%)	AA	0 (0.0%)	AA	15 (57.7%)
	DELevel 2	A	7 (2.2%)	A	3 (42.9%)	A	3 (42.9%)			A	3 (42.9%)	Α	0 (0.0%)	Α	5 (71.4%)
	322 (13.5%)	н	198 (61.5%)	н	95 (48.0%)	н	81 (40.9%)	Not App	licable	н	76 (38.4%)	н	1 (0.5%)	н	105 (53.0%)
	322 (13.5%)	0	24 (7.5%)	0	14 (58.3%)	0	12 (50.0%)			0	11 (45.8%)	0	0 (0.0%)	0	15 (62.5%)
		W	67 (20.8%)	W	29 (43.3%)	W	27 (40.3%)			W	24 (35.8%)	W	1 (1.5%)	W	38 (56.7%)
		AA	47 (8.0%)	AA	31 (66.0%)	AA	20 (42.6%)			AA	14 (29.8%)	AA	0 (0.0%)	AA	22 (46.8%)
	Total Referred	A	16 (2.7%)	A	8 (50.0%)	A	8 (50.0%)			Α	6 (37.5%)	Α	0 (0.0%)	A	11 (68.8%)
Ę		н	380 (65.0%)	н	190 (50.0%)	н	161 (42.4%)			н	102 (26.8%)	н	5 (1.3%)	н	181 (47.6%)
Cohort	585 (24.5%)	0	39 (6.7%)	0	22 (56.4%)	0	18 (46.2%)			0	14 (35.9%)	0	0 (0.0%)	0	24 (61.5%)
0		W	103 (17.6%)	W	47 (45.6%)	W	45 (43.7%)			W	36 (35.0%)	W	3 (2.9%)	W	59 (57.3%)
Fall 2013		AA	113 (6.4%)											AA	84 (74.3%)
=	College	A	24 (1.4%)											A	21 (87.5%)
2	College Level	н	1,161 (65.6%)					Not Applic	able					н	889 (76.6%)
	1,771 (74.2%)	0	88 (5.0%)											0	76 (86.4%)
		W	385 (21.7%)											W	290 (75.3%)
		AA	1 (3.2%)	AA	0 (0.0%)	AA	0 (0.0%)			AA	0 (0.0%)	AA	0 (0.0%)	AA	1 (100.0%)
	Halesson	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)			A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)
	Unknown	н	20 (64.5%)	н	1 (5.0%)	н	1 (5.0%)			н	1 (5.0%)	н	0 (0.0%)	н	12 (60.0%)
	31 (1.3%)	0	4 (12.9%)	0	0 (0.0%)	0	0 (0.0%)			0	0 (0.0%)	0	0 (0.0%)	0	1 (25.0%)
		W	6 (19.4%)	W	0 (0.0%)	W	0 (0.0%)		Careb In	W	0 (0.0%)	W	0 (0.0%)	W	4 (66.7%)
		AA	161 (6.7%)	AA	35 (21.7%)	AA	24 (14.9%)	Not App	icable	AA	16 (9.9%)	AA	0 (0.0%)	AA	107 (66.5%)
	0.1 . T	A	40 (1.7%)	A	8 (20.0%)	A	8 (20.0%)			A	6 (15.0%)	A	0 (0.0%)	A	32 (80.0%)
	Cohort Total	н	1,561 (65.4%)	н	204 (13.1%)	н	170 (10.9%)			н	110 (7.0%)	н	6 (0.4%)	н	1,082 (69.3%)
	2,387 (100.0%)	0	131 (5.5%)	0	24 (18.3%)	0	20 (15.3%)			0	16 (12.2%)	0	0 (0.0%)	0	101 (77.1%)
		W	494 (20.7%)	W	53 (10.7%)	W	50 (10.1%)			W	40 (8.1%)	W	4 (0.8%)	W	353 (71.5%)
			n A = Asiar				Other W=								

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

English Progression by Ethnicity (continued)

	Ref	erral Level		npted Any DE 1st Year)	SUCI	(1st Year)		impted RSG 1st Year)		(1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success (3rd Ye					
	AA	13 (7.5%)	AA	11 (84.6%)	AA	9 (69.2%)	AA	2 (15.4%)	AA	1 (7.7%)								
DE Level 1	A	13 (7.5%)	A	8 (61.5%)	A	6 (46.2%)	A	0 (0.0%)	A	0 (0.0%)								
	н	109 (62.6%)	н	87 (79.8%)	н	62 (56.9%)	н	3 (2.8%)	н	2 (1.8%)								
174 (6.7%)	0	13 (7.5%)	0	12 (92.3%)	0	9 (69.2%)	0	0 (0.0%)	0	0 (0.0%)								
	w	26 (14.9%)	W	22 (84.6%)	W	16 (61.5%)	W	0 (0.0%)	W	0 (0.0%)								
	AA	23 (9.5%)	AA	14 (60.9%)	AA	12 (52.2%)	AA	2 (8.7%)	AA	2 (8.7%)								
	A	14 (5.8%)	A	9 (64.3%)	A	7 (50.0%)	A	0 (0.0%)	A	0 (0.0%)								
DE Level 2	н	162 (66.7%)	н	103 (63.6%)	н	82 (50.6%)	н	4 (2.5%)	н	3 (1.9%)								
243 (9.3%)	0	8 (3.3%)	0	5 (62.5%)	0	4 (50.0%)	0	0 (0.0%)	0	0 (0.0%)								
	w	36 (14.8%)	w	23 (63.9%)	W	16 (44.4%)	w	5 (13.9%)	W	4 (11.1%)								
	AA	16 (5.8%)	AA	13 (81.3%)	AA	9 (56.3%)	AA	10 (62.5%)	AA	9 (56.3%)								
	A	8 (2.9%)	A	7 (87.5%)	A	7 (87.5%)	A	7 (87.5%)	A	7 (87.5%)								
DE Level 3	Ĥ	175 (63.6%)	н	120 (68.6%)	H	98 (56.0%)	н	113 (64.6%)	Ĥ	93 (53.1%)								
275 (10.5%)					0					10 (62.5%)								
	0	16 (5.8%)	0	11 (68.8%)		10 (62.5%)	0	11 (68.8%)	0									
	W	60 (21.8%)	W	40 (66.7%)	W	34 (56.7%)	W	38 (63.3%)	W	30 (50.0%)								
	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)								
DE Level 4	A	0 (0.0%)	A	0 (0.0%)	A	O (0.0%)	A	0 (0.0%)	A	0 (0.0%)								
4 (0.2%)	н	1 (25.0%)	н	1 (100.0%)	н	1 (100.0%)	н	1 (100.0%)	н	1 (100.0%)								
	0	O (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)								
	W	3 (75.0%)	W	3 (100.0%)	W	2 (66.7%)	W	3 (100.0%)	W	2 (66.7%)	2	d Year Data Not Yet Availab	e					
	AA	52 (7.5%)	AA	38 (73.1%)	AA	30 (57.7%)	AA	14 (26.9%)	AA	12 (23.1%)	5		-					
Total Referred	A	35 (5.0%)	A	24 (68.6%)	A	20 (57.1%)	A	7 (20.0%)	Α	7 (20.0%)								
	н	447 (64.2%)	н	311 (69.6%)	н	243 (54.4%)	н	121 (27.1%)	н	99 (22.1%)								
696 (26.7%)	0	37 (5.3%)	0	28 (75.7%)	0	23 (62.2%)	0	11 (29.7%)	0	10 (27.0%)								
	W	125 (18.0%)	W	88 (70.4%)	W	68 (54.4%)	W	46 (36.8%)	W	36 (28.8%)								
	AA	98 (5.4%)																
	A	41 (2.3%)																
College Level	н	1.133 (62.8%)				Not Applicat	ole											
1,803 (69.1%)	0	67 (3.7%)																
	w	464 (25.7%)																
	AA	8 (7.3%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)								
	AA	8 (7.3%) 2 (1.8%)	AA	0 (0.0%)	AA	0 (0.0%)	A	0 (0.0%)	AA	0 (0.0%)								
Unknown		75 (68.2%)				1.0.0	Ĥ											
110 (4.2%)	н		н	1 (1.3%)	н	1 (1.3%)		1 (1.3%)	н	1 (1.3%)								
	0	1 (0.9%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)								
	W	24 (21.8%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)								
	AA	158 (6.1%)	AA	43 (27.2%)	AA	35 (22.2%)	AA	19 (12.0%)	AA	17 (10.8%)								
Cohort Total	A	78 (3.0%)	A	24 (30.8%)	A	20 (25.6%)	A	7 (9.0%)	A	7 (9.0%)								
2,609 (100.0%)	н	1,655 (63.4%)	н	333 (20.1%)	н	261 (15.8%)	н	136 (8.2%)	н	111 (6.7%)								
2,005 (200.0%)	0	105 (4.0%)	0	28 (26.7%)	0	23 (21.9%)	0	11 (10.5%)	0	10 (9.5%)								
 	W	613 (23.5%)	W	105 (17.1%)	W	79 (12.9%)	W	61 (10.0%)	W	45 (7.3%)								
	AA	12 (5.8%)	AA	11 (91.7%)	AA	5 (41.7%)	AA	2 (16.7%)	AA	1 (8.3%)								
DE Level 1	A	12 (5.8%)	A	9 (75.0%)	A	7 (58.3%)	A	3 (25.0%)	A	2 (16.7%)								
	н	155 (74.5%)	н	116 (74.8%)	н	97 (62.6%)	н	11 (7.1%)	н	10 (6.5%)								
208 (7.4%)	0	7 (3.4%)	0	4 (57.1%)	0	2 (28.6%)	0	0 (0.0%)	0	0 (0.0%)								
	W	22 (10.6%)	W	15 (68.2%)	W	12 (54.5%)	W	1 (4.5%)	W	0 (0.0%)								
	AA	20 (5.3%)	AA	13 (65.0%)	AA	12 (60.0%)	AA	0 (0.0%)	AA	0 (0.0%)								
	A	6 (1.6%)	A	5 (83.3%)	A	4 (66.7%)	A	2 (33.3%)	A	1 (16.7%)								
DE Level 2	н	295 (78.5%)	н	181 (61.4%)	н	138 (46.8%)	н	18 (6.1%)	н	13 (4.4%)								
376 (13.4%)	0	7 (1.9%)	0	6 (85.7%)	0	6 (85.7%)	0	0 (0.0%)	0	0 (0.0%)								
	w	48 (12.8%)	w	25 (52.1%)	W	20 (41.7%)	W	6 (12.5%)	W	5 (10.4%)								
	AA	37 (5.8%)	AA	28 (75.7%)	AA	22 (59.5%)	AA	27 (73.0%)	AA	21 (56.8%)								
	A	17 (2.7%)	A	14 (82.4%)	A	12 (70.6%)	A	12 (70.6%)	A	10 (58.8%)								
DE Level 3						308 (65.1%)												
640 (22.8%)	н	473 (73.9%)	н	361 (76.3%)	н		н	352 (74.4%)	н	298 (63.0%)								
	0	13 (2.0%)	0	9 (69.2%)	0	7 (53.8%)	0	9 (69.2%)	0	7 (53.8%)								
	W	100 (15.6%)	W	72 (72.0%)	W	64 (64.0%)	W	67 (67.0%)	W	59 (59.0%)								
	AA	O (0.0%)	AA	O (O.096)	AA	0 (0.0%)	AA	0 (0.0%)	AA	O (0.0%)								
DE Level 4	A	O (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	O (O.096)	A	O (0.0%)								
1 (0.0%)	н	1 (100.0%)	н	0 (0.0%)	н	0 (0.0%)	н	0 (0.0%)	н	0 (0.0%)								
	0	O (0.0%)	0	0 (0.0%)	0	0 (0.0%)	0	O (O.0%)	0	O (0.0%)								
	W	O (0.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)	W	O (0.0%)	2,	d Year Data Not Yet Availabl						
	AA	69 (5.6%)	AA	52 (75.4%)	AA	39 (56.5%)	AA	29 (42.0%)	AA	22 (31.9%)	51	e rear para not ret Avallabi	-					
Total Referred	A	35 (2.9%)	A	28 (80.0%)	A	23 (65.7%)	A	17 (48.6%)	A	13 (37.1%)								
	н	924 (75.4%)	н	658 (71.2%)	н	543 (58.8%)	н	381 (41.2%)	н	321 (34.7%)								
1,225 (43.6%)	0	27 (2.2%)	0	19 (70.4%)	0	15 (55.6%)	0	9 (33.3%)	0	7 (25.9%)								
	W	170 (13.9%)	w	112 (65.9%)	W	96 (56.5%)	W	74 (43.5%)	W	64 (37.6%)								
	AA	101 (6.6%)																
	A	36 (2.4%)																
College Level	н	975 (63.8%)				Not Applicab	le											
1,528 (54.4%)	0	41 (2.7%)																
	w	41 (2.7%) 375 (24.5%)																
	AA		0.0	0.00.0001	44	0.00.021	2.5	0.00.02/1	24	0/0.000								
		4 (6.9%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)								
Unknown	A	1(1.7%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)								
58 (2.1%)	н	38 (65.5%)	н	0 (0.0%)	н	0 (0.0%)	н	0 (0.0%)	н	0 (0.0%)								
	0	O (0.0%)	0	O (O.096)	0	0 (0.0%)	0	0 (0.0%)	0	0 (0.0%)								
	W	15 (25.9%)	W	0 (0.0%)	W	0 (0.0%)	W	O (O.096)	W	0 (0.0%)								
	AA	174 (6.2%)	AA	56 (32.2%)	AA	43 (24.7%)	AA	33 (19.0%)	AA	26 (14.9%)								
		72 (2 634)	A	29 (40.3%)	A	24 (33.3%)	A	18 (25.0%)	A	14 (19.4%)								
CohentTrank	A	72 (2.6%)																
Cohort Total	A H	1,937 (68.9%)	н	696 (35.9%)	н	575 (29.7%)	н	416 (21.5%)	н	351 (18.1%)								
Cohort Total 2,811 (100.0%)					н	575 (29.7%) 15 (22.1%)	н	416 (21.5%) 11 (16.2%)	н	351 (18.1%) 7 (10.3%)								

English Progression by Age

Across cohort years, referral levels, and age groups, a consistent pattern in success rate in "gatekeeper" in 3 years was not evidenced. When comparing the 2011 cohort to the 2013 cohort, DE referred students between the ages of 18 and 21 experienced over 20 percentage point increase in "gatekeeper" success.

				Atter	npted Any DE	Succ	ess in Any DE	Attempted RSG	Success in RSG	Succes	ss in High DE	Success in RSG	Suc	cess in GK
		Refe	erral Level	(1st Year)		(1st Year)	(1st Year)	(1st Year)	(3	rd Year)	(3rd Year)	(3	rd Year)
		<17	7 (3.6%)	<17	5 (71.4%)	<17	5 (71.4%)			<17	3 (42.9%)		<17	3 (42.9%)
		18-21	150 (78.1%)	18-21	105 (70.0%)	18-21	87 (58.0%)			18-21	61 (40.7%)		18-21	49 (32.7%)
	DE Level 1	22-24	12 (6.3%)	22-24	8 (66.7%)	22-24	6 (50.0%)			22-24	6 (50.0%)		22-24	2 (16.7%)
	192 (7.4%)	25-35	15 (7.8%)	25-35	8 (53.3%)	25-35	7 (46.7%)			25-35	4 (26.7%)		25-35	4 (26.7%)
		36-50	7 (3.6%)	36-50	2 (28.6%)	36-50	2 (28.6%)			36-50	1 (14.3%)		36-50	2 (28.6%)
		51+	1 (0.5%)	51+	1 (100.0%)	51+	0 (0.0%)			51+	0 (0.0%)		51+	0 (0.0%)
		<17 18-21	17 (2.7%) 461 (73.1%)	<17 18-21	8 (47.1%) 284 (61.6%)	<17 18-21	4 (23.5%) 228 (49.5%)			<17 18-21	4 (23.5%)		<17 18-21	8 (47.1%) 214 (46.4%)
	DE Level 2	22-24	461 (73.1%) 55 (8.7%)	22-24	284 (61.6%) 28 (50.9%)	22-24	228 (49.5%) 25 (45.5%)			22-24	211 (45.8%) 20 (36.4%)		22-24	214 (46.4%) 23 (41.8%)
	631 (24.2%)	25-35	55 (0.7%) 58 (9.2%)	25-35	28 (50.9%) 33 (56.9%)	25-35	29 (50.0%)	Not Ap	plicable	25-35	20 (50.4%) 29 (50.0%)	Not Applicable	25-35	30 (51.7%)
	001(21.270)	36-50	37 (5.9%)	36-50	22 (59.5%)	36-50	18 (48.6%)						36-50	20 (54.1%)
		51+	3 (0.5%)	51+	1 (33.3%)	51+	0 (0.0%)			36-50 51+	17 (45.9%) 0 (0.0%)		51+	1 (33.3%)
		<17	24 (2.9%)	<17	13 (54.2%)	<17	9 (37.5%)			<17	7 (29.2%)		<17	11 (45.8%)
		18-21	611 (74.2%)	18-21	389 (63.7%)	18-21	315 (51.6%)			18-21	272 (44.5%)		18-21	263 (43.0%)
	Total Referred	22-24	67 (8.1%)	22-24	36 (53.7%)	22-24	31 (46.3%)			22-24	26 (38.8%)		22-24	25 (37.3%)
*	823 (31.6%)	25-35	73 (8.9%)	25-35	41 (56.2%)	25-35	36 (49.3%)			25-35	33 (45.2%)		25-35	34 (46.6%)
Ę		36-50	44 (5.3%)	36-50	24 (54.5%)	36-50	20 (45.5%)			36-50	18 (40.9%)		36-50	22 (50.0%)
ů		51+	4 (0.5%)	51+	2 (50.0%)	51+	0 (0.0%)			51+	0 (0.0%)		51+	1 (25.0%)
Fall 2011 Cohort*		<17	97 (5.6%)										<17	57 (58.8%)
1		18-21	1,461 (83.7%)										18-21	777 (53.2%)
Ľ.	College Level	22-24	55 (3.2%)					Not Appl	icable				22-24	36 (65.5%)
	1,746 (67.0%)	25-35	91 (5.2%)										25-35	52 (57.1%)
		36-50	39 (2.2%)										36-50	30 (76.9%)
		51+	3 (0.2%)		- ()						- ()		51+	3 (100.0%)
		<17	1 (2.7%)	<17	0 (0.0%)	<17	0 (0.0%)			<17	0 (0.0%)		<17	0 (0.0%)
	Unknown	18-21	19 (51.4%)	18-21	0 (0.0%)	18-21	0 (0.0%)			18-21	0 (0.0%)		18-21	3 (15.8%)
	37 (1.4%)	22-24 25-35	1 (2.7%) 9 (24.3%)	22-24 25-35	0 (0.0%) 0 (0.0%)	22-24 25-35	0 (0.0%) 0 (0.0%)			22-24 25-35	0 (0.0%) 0 (0.0%)		22-24 25-35	0 (0.0%) 1 (11.1%)
	57 (1.4%)	36-50	3 (8.1%)	25-55 36-50	0 (0.0%)	25-55 36-50	0 (0.0%)			36-50	0 (0.0%)		36-50	0 (0.0%)
		51+	5 (0.1%) 4 (10.8%)	51+	0 (0.0%)	51+	0 (0.0%)			50-50	0 (0.0%)		51+	0 (0.0%)
		<17	122 (4.7%)	<17	14 (11.5%)	<17	10 (8.2%)	Not Ap	plicable	<17	8 (6.6%)	Not Applicable	<17	68 (55.7%)
		18-21	2,091 (80.2%)	18-21	456 (21.8%)	18-21	372 (17.8%)			18-21	324 (15.5%)		18-21	1,043 (49.9%)
	Cohort Total	22-24	123 (4.7%)	22-24	42 (34.1%)	22-24	36 (29.3%)			22-24	31 (25.2%)		22-24	61 (49.6%)
	2,606 (100.0%)	25-35	173 (6.6%)	25-35	43 (24.9%)	25-35	38 (22.0%)			25-35	35 (20.2%)		25-35	87 (50.3%)
		36-50	86 (3.3%)	36-50	26 (30.2%)	36-50	22 (25.6%)			36-50	21 (24.4%)		36-50	52 (60.5%)
		51+	11 (0.4%)				51+	4 (36.4%)						
										_				

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)

					pted Any DE		cess in Any DE	Attempted RSG Success in RSG		s in High DE		ss in RSG		cess in GK
_			erral Level		st Year)		(1st Year)	(1st Year) (1st Year)		rd Year)		d Year)		rd Year)
		<17 18-21	5 (3.4%) 124 (83.8%)	<17 18-21	3 (60.0%) 84 (67.7%)	<17 18-21	1 (20.0%) 68 (54.8%)		<17 18-21	1 (20.0%) 38 (30.6%)	<17 18-21	0 (0.0%) 0 (0.0%)	<17 18-21	1 (20.0%) 40 (32.3%)
	DE Level 1	22-24	4 (2.7%)	22-24	3 (75.0%)	22-24	3 (75.0%)		22-24	1 (25.0%)	22-24	0 (0.0%)	22-24	1 (25.0%)
	148 (5.7%)	25-35	10 (6.8%)	25-35	6 (60.0%)	25-35	5 (50.0%)		25-35	3 (30.0%)	25-35	0 (0.0%)	25-35	4 (40.0%)
		36-50	4 (2.7%)	36-50	2 (50.0%)	36-50	2 (50.0%)		36-50	1 (25.0%)	36-50	0 (0.0%)	36-50	O (0.0%)
		51+	1 (0.7%)	51+	0 (0.0%)	51+	0 (0.0%)		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
		<17 18-21	21 (4.0%) 373 (71.7%)	<17 18-21	12 (57.1%)	<17 18-21	8 (38.1%)		<17 18-21	9 (42.9%)	<17 18-21	0 (0.0%)	<17 18-21	9 (42.9%)
	DELevel 2	22-24	48 (9.2%)	22-24	213 (57.1%) 18 (37.5%)	22-24	153 (41.0%) 17 (35.4%)		22-24	140 (37.5%) 16 (33.3%)	22-24	0 (0.0%) 0 (0.0%)	22-24	155 (41.6%) 13 (27.1%)
	520 (20.2%)	25-35	54 (10.4%)	25-35	17 (31.5%)	25-35	15 (27.8%)	Not Applicable	25-35	15 (27.8%)	25-35	0 (0.0%)	25-35	20 (37.0%)
		36-50	21 (4.0%)	36-50	8 (38.1%)	36-50	6 (28.6%)		36-50	5 (23.8%)	36-50	0 (0.0%)	36-50	7 (33.3%)
		51+	3 (0.6%)	51+	O (0.0%)	51+	0 (0.0%)		51+	0 (0.0%)	51+	0 (0.0%)	51+	1 (33.3%)
		<17 18-21	26 (3.9%) 497 (74.4%)	<17 18-21	15 (57.7%) 297 (59.8%)	<17 18-21	9 (34.6%) 221 (44.5%)		<17 18-21	10 (38.5%) 178 (35.8%)	<17 18-21	0 (0.0%) 0 (0.0%)	<17 18-21	10 (38.5%) 195 (39.2%)
	Total Referred	22-24	+37 (74.4%) 52 (7.8%)	22-24	297 (59.6%) 21 (40.4%)	22-24	221 (44.5%) 20 (38.5%)		22-24	176 (35.6%) 17 (32.7%)	22-24	0 (0.0%)	22-24	195 (39.2%) 14 (26.9%)
τ	668 (25.9%)	25-35	64 (9.6%)	25-35	23 (35.9%)	25-35	20 (31.3%)		25-35	18 (28.1%)	25-35	0 (0.0%)	25-35	24 (37.5%)
o to		36-50	25 (3.7%)	36-50	10 (40.0%)	36-50	8 (32.0%)		36-50	6 (24.0%)	36-50	0 (0.0%)	36-50	7 (28.0%)
12		51+	4 (0.6%)	51+	0 (0.0%)	51+	0 (0.0%)		51+	0 (0.0%)	51+	0 (0.0%)	51+	1 (25.0%)
Fall 2012 Cohort		<17 18-21	79 (4.2%) 1,677 (89.2%)										<17 18-21	53 (67.1%) 980 (58.4%)
2	College Level	22-24	41 (2.2%)										22-24	31 (75.6%)
	1,881 (73.0%)	25-35	62 (3.3%)					Not Applicable					25-35	47 (75.8%)
		36-50	20 (1.1%)										36-50	18 (90.0%)
		51+	2 (0.1%)										51+	2 (100.0%)
		<17	0 (0.0%)	<17	O (0.0%)	<17	0 (0.0%)		<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)
	Unknown	18-21 22-24	17 (63.0%) 1 (3.7%)	18-21 22-24	2 (11.8%) 0 (0.0%)	18-21 22-24	2 (11.8%) 0 (0.0%)		18-21 22-24	1 (5.9%) 0 (0.0%)	18-21 22-24	0 (0.0%) 0 (0.0%)	18-21 22-24	10 (58.8%) 1 (100.0%)
	27 (1.0%)	25-35	4 (14.8%)	25-35	0 (0.0%)	25-35	0 (0.0%)		25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	1 (25.0%)
		36-50	4 (14.8%)	36-50	O (0.0%)	36-50	0 (0.0%)		36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	1 (25.0%)
		51+	1 (3.7%)	51+	0 (0.0%)	51+	0 (0.0%)	Not Applicable	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
		<17	105 (4.1%)	<17	19 (18.1%)	<17	12 (11.4%)		<17	13 (12.4%)	<17	0 (0.0%)	<17	63 (60.0%)
	Cohort Total	18-21 22-24	2,191 (85.1%) 94 (3.6%)	18-21 22-24	333 (15.2%) 21 (22.3%)	18-21 22-24	248 (11.3%) 20 (21.3%)		18-21 22-24	199 (9.1%) 17 (18.1%)	18-21 22-24	1 (0.0%) 0 (0.0%)	18-21 22-24	1,185 (54.1%) 46 (48.9%)
	2,576 (100.0%)	25-35	130 (5.0%)	25-35	23 (17.7%)	25-35	20 (21.5%) 20 (15.4%)		25-35	18 (13.8%)	25-35	0 (0.0%)	25-35	72 (55.4%)
		36-50	49 (1.9%)	36-50	10 (20.4%)	36-50	8 (16.3%)	8 (16.3%)	36-50	6 (12.2%)	36-50	0 (0.0%)	36-50	26 (53.1%)
		51+	7 (0.3%)	51+	0 (0.0%)	51+	0 (0.0%)		51+	0 (0.0%)	51+	0 (0.0%)	51+	3 (42.9%)
		<17	9 (3.4%)	<17	6 (66.7%)	<17	5 (55.6%)		<17	3 (33.3%)	<17	0 (0.0%)	<17	4 (44.4%)
	DE Level 1	18-21 22-24	209 (79.5%) 12 (4.6%)	18-21 22-24	115 (55.0%) 6 (50.0%)	18-21 22-24	96 (45.9%)		18-21 22-24	34 (16.3%) 1 (8.3%)	18-21 22-24	6 (2.9%)	18-21 22-24	96 (45.9%) 3 (25.0%)
	263 (11.0%)	25-35	12 (4.6%) 25 (9.5%)	25-35	6 (50.0%) 11 (44.0%)	25-35	6 (50.0%) 8 (32.0%)		25-35	1 (8.3%) 6 (24.0%)	25-35	0 (0.0%) 0 (0.0%)	25-35	3 (25.0%) 13 (52.0%)
		36-50	6 (2.3%)	36-50	3 (50.0%)	36-50	2 (33.3%)		36-50	3 (50.0%)	36-50	0 (0.0%)	36-50	2 (33.3%)
		51+	2 (0.8%)	51+	1 (50.0%)	51+	1 (50.0%)		51+	0 (0.0%)	51+	0 (0.0%)	51+	1 (50.0%)
		<17	7 (2.2%)	<17	4 (57.1%)	<17	4 (57.1%)		<17	3 (42.9%)	<17	0 (0.0%)	<17	5 (71.4%)
	DE Level 2	18-21	251 (78.0%)	18-21	129 (51.4%)	18-21	112 (44.6%)		18-21	105 (42.2%)	18-21	1 (0.4%)	18-21	137 (54.6%)
	322 (13.5%)	22-24 25-35	23 (7.1%) 30 (9.3%)	22-24 25-35	9 (39.1%) 11 (36.7%)	22-24 25-35	7 (30.4%) 9 (30.0%)	Not Applicable	22-24 25-35	7 (30.4%) 8 (26.7%)	22-24 25-35	O (0.0%) O (0.0%)	22-24 25-35	13 (56.5%) 17 (56.7%)
	and featured	36-50	11 (3.4%)	36-50	3 (27.3%)	36-50	2 (18.2%)		36-50	1 (9.1%)	36-50	1 (9.1%)	36-50	6 (54.5%)
		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	16 (2.7%)	<17	10 (62.5%)	<17	9 (56.3%)		<17	6 (37.5%)	<17	0 (0.0%)	<17	9 (56.3%)
		18-21	460 (78.6%)	18-21	244 (53.0%)	18-21	208 (45.2%)		18-21	140 (30.4%)	18-21	7 (1.5%)	18-21	233 (50.7%)
	Total Referred 585 (24.5%)	22-24 25-35	35 (6.0%) 55 (9.4%)	22-24 25-35	15 (42.9%) 22 (40.0%)	22-24 25-35	13 (37.1%) 17 (30.9%)		22-24 25-35	8 (22.9%) 14 (25.5%)	22-24 25-35	O (0.0%) O (0.0%)	22-24 25-35	16 (45.7%) 30 (54.5%)
Lo 4	202 (24.24)	36-50	17 (2.9%)	36-50	6 (35.3%)	36-50	4 (23.5%)		36-50	4 (23.5%)	36-50	1 (5.9%)	36-50	8 (47.1%)
Fall 2013 Cohort		51+	2 (0.3%)	51+	1 (50.0%)	51+	1 (50.0%)		51+	0 (0.0%)	51+	0 (0.0%)	51+	1 (50.0%)
201		<17	73 (4.1%)										<17	57 (78.1%)
Te la		18-21	1,613 (91.1%)										18-21	1,236 (76.6%)
	College Level 1,771 (74.2%)	22-24	25 (1.4%)					Not Applicable					22-24	20 (80.0%)
	1,//1(/4.270)	25-35 36-50	41 (2.3%) 18 (1.0%)										25-35 36-50	31 (75.6%) 15 (83.3%)
		51+	1 (0.1%)										51+	1 (100.0%)
		<17	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	18 (58.1%)	18-21	1 (5.6%)	18-21	1 (5.6%)		18-21	1 (5.6%)	18-21	0 (0.0%)	18-21	8 (44.4%)
	Unknown	22-24	8 (25.8%)	22-24	0 (0.0%)	22-24	0 (0.0%)		22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	6 (75.0%)
	31 (1.3%)	25-35 36-50	5 (16.1%) 0 (0.0%)	25-35 36-50	0 (0.0%) 0 (0.0%)	25-35 36-50	0 (0.0%) 0 (0.0%)		25-35 36-50	0 (0.0%) 0 (0.0%)	25-35 36-50	O (0.0%) O (0.0%)	25-35 36-50	4 (80.0%) 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%)
		<17	89 (3.7%)	<17	10 (11.2%)	<17	9 (10.1%)	Not Applicable	<17	6 (6.7%)	<17	0 (0.0%)	<17	66 (74.2%)
		18-21	2,091 (87.6%)	18-21	270 (12.9%)	18-21	228 (10.9%)		18-21	156 (7.5%)	18-21	9 (0.4%)	18-21	1,477 (70.6%)
	Cohort Total	22-24	68 (2.8%)	22-24	15 (22.1%)	22-24	13 (19.1%)		22-24	8 (11.8%)	22-24	0 (0.0%)	22-24	42 (61.8%)
	2,387 (100.0%)	25-35 36-50	101 (4.2%) 35 (1.5%)	25-35 36-50	22 (21.8%) 6 (17.1%)	25-35 36-50	17 (16.8%) 4 (11.4%)		25-35 36-50	14 (13.9%) 4 (11.4%)	25-35 36-50	0 (0.0%) 1 (2.9%)	25-35 36-50	65 (64.4%) 23 (65.7%)
		51+	35 (1.5%) 3 (0.1%)	36-50 51+	6 (17.1%) 1(33.3%)	51+	4 (11.4%) <u>1 (33.3%)</u>			4 (11.4%) 0 (0.0%)	51+	1 (2.9%) 0 (0.0%)	51+	23 (65.7%) 2 (66.7%)
			210.270	-	- Jeste/U	-	100.0/1			210.000				1900.00

English Progression by Age (continued)

			erral Level		mpted Any DE (1st Year)		cess in Any DE (1st Year)		npted RSG st Year)		ess in RSG st Year)	Success in High DE Success in RSG Success in GK (3rd Year) (3rd Year) (3rd Year)
		<17	5 (2.9%)	<17	4 (80.0%)	<17	4 (80.0%)	<17	0 (0.0%)	<17	0 (0.0%)	
	DELevel 1	18-21 22-24	149 (85.6%) 7 (4.0%)	18-21 22-24	118 (79.2%) 7 (100.0%)	18-21 22-24	83 (55.7%) 5 (71.4%)	18-21 22-24	4 (2.7%) 1 (14.3%)	18-21 22-24	2 (1.3%) 1 (14.3%)	
	174 (6.7%)	25-35	8 (4.6%)	25-35	6 (75.0%)	25-35	5 (62.5%)	25-35	0 (0.0%)	25-35	0 (0.0%)	
		36-50	5 (2.9%)	36-50	5 (100.0%)	36-50	5 (100.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	
		51+	O (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	
		<17	7 (2.9%)	<17	5 (71.4%)	<17	3 (42.9%)	<17	0 (0.0%)	<17	0 (0.0%)	
	DELevel 2	18-21 22-24	203 (83.5%) 10 (4.1%)	18-21 22-24	128 (63.1%) 7 (70.0%)	18-21 22-24	100 (49.3%) 7 (70.0%)	18-21 22-24	8 (3.9%) O (0.0%)	18-21 22-24	7 (3.4%) 0 (0.0%)	
	243 (9.3%)	25-35	16 (6.6%)	25-35	10 (62.5%)	25-35	B (50.0%)	25-35	2 (12.5%)	25-35	2 (12.5%)	
		36-50	7 (2.9%)	36-50	4 (57.1%)	36-50	3 (42.9%)	36-50	1 (14.3%)	36-50	0 (0.0%)	
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	O (0.0%)	51+	0 (0.0%)	
		<17	13 (4.7%)	<17	12 (92.3%)	<17	11 (84.6%)	<17	12 (92.3%)	<17	11 (84.6%)	
	DE Level 3	18-21	224 (81.5%)	18-21	157 (70.1%)	18-21	127 (56.7%)	18-21	147 (65.6%)	18-21	119 (53.1%)	
	275 (10.5%)	22-24 25-35	9 (3.3%) 23 (8.4%)	22-24	5 (55.6%) 15 (65.2%)	22-24 25-35	5 (55.6%) 13 (56.5%)	22-24 25-35	5 (55.6%) 13 (56.5%)	22-24 25-35	5 (55.6%)	
		36-50	5 (1.8%)	36-50	2 (40.0%)	36-50	2 (40.0%)	36-50	2 (40.0%)	36-50	2 (40.0%)	
		51+	1 (0.4%)	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%)	
	DELeveld	18-21	3 (75.0%)	18-21	3 (100.0%)	18-21	2 (66.7%)	18-21	3 (100.0%)	18-21	2 (66.7%)	
-	DE Level 4 4 (0.2%)	22-24	0 (0.0%) 1 (25.0%)	22-24 25-35	0 (0.0%) 1 (100.0%)	22-24	0 (0.0%) 1 (100.0%)	22-24 25-35	0 (0.0%)	22-24	0 (0.0%)	
2014 Cehort	1(0.2.10)	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%)	
4 Co		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	3rd Year Data Not Yet Available
201		<17	25 (3.6%)	<17	21 (84.0%)	<17	18 (72.0%)	<17	12 (48.0%)	<17	11 (44.0%)	Sto tear Data Not ret Available
E III		18-21	579 (83.2%)	18-21	406 (70.1%)	18-21	312 (53.9%)	18-21	162 (28.0%)	18-21	130 (22.5%)	
1.1	Total Referred 696 (26.7%)	22-24 25-35	26 (3.7%)	22-24	19 (73.1%)	22-24	17 (65.4%)	22-24 25-35	6 (23.1%)	22-24	6 (23.1%)	
	030 (20.7%)	25-35 36-50	48 (6.9%) 17 (2.4%)	25-35	32 (66.7%) 11 (64.7%)	25-35	27 (56.3%) 10 (58.8%)	25-35	16 (33.3%) 3 (17.6%)	25-35 36-50	15 (31.3%) 2 (11.8%)	
		51+	1 (0.1%)	51+	0 (0.0%)	51+	0 (0.0%)	51+		51+	0 (0.0%)	
		<17	59 (3.3%)									
		18-21	1,611 (89.4%)									
	College Level	22-24	47 (2.6%)				Not Applica	ble				
	1,803 (69.1%)	25-35 36-50	68 (3.8%)									
		51+	18 (1.0%) 0 (0.0%)									
		<17	2 (1.8%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	
		18-21	106 (96.4%)	18-21	1 (0.9%)	18-21	1 (0.9%)	18-21	1 (0.9%)	18-21	1 (0.9%)	
	Unknown	22-24	2 (1.8%)	22-24	O (0.0%)	22-24	0 (0.0%)	22-24	O (0.0%)	22-24	O (0.0%)	
	110 (4.2%)	25-35	0 (0.0%)	25-35	O (O.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	
		36-50 51+	0 (0.0%) 0 (0.0%)	36-50	0 (0.0%) 0 (0.0%)	36-50 51+	0 (0.0%) 0 (0.0%)	36-50	O (0.0%) O (0.0%)	36-50 51+	0 (0.0%)	
		<17	86 (3.3%)	<17	24 (27.9%)	<17	21 (24.4%)	<17	15 (17.4%)	<17	14 (16.3%)	
		18-21	2,296 (88.0%)	18-21	440 (19.2%)	18-21	338 (14.7%)	18-21	188 (8.2%)	18-21	149 (6.5%)	
	Cohort Total	22-24	75 (2.9%)	22-24	23 (30.7%)	22-24	20 (26.7%)	22-24	10 (13.3%)	22-24	9 (12.0%)	
	2,609 (100.0%)	25-35	115 (4.4%)	25-35	35 (30.2%)	25-35	29 (25.0%)	25-35	18 (15.5%)	25-35	16 (13.8%)	
		36-50	35 (1.3%)	36-50	11 (31.4%)	36-50	10(28.6%)	36-50	3 (8.6%)	36-50	2 (5.7%)	
		<17	<u>1 (0.0%)</u> 4 (1.9%)	<17	2 (50.0%)	<17	0 (0.0%) 2 (50.0%)	<u>51+</u>	0 (0.0%)	<17	0 (0.0%)	
		18-21	186 (89.4%)	18-21	138 (74.2%)	18-21	110 (59.1%)	18-21	16 (8.6%)	18-21	12 (6.5%)	
	DE Level 1	22-24	6 (2.9%)	22-24	4 (66.7%)	22-24	1 (16.7%)	22-24	0 (0.0%)	22-24	0 (0.0%)	
	208 (7.4%)	25-35	10 (4.8%)	25-35	9 (90.0%)	25-35	8 (80.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	
		36-50	2 (1.0%)	36-50	2 (100.0%)	36-50	2 (100.0%)	36-50	1 (50.0%)	36-50	1 (50.0%) 0 (0.0%)	
		<17	0 (0.0%) 11 (2.9%)	<17	0 (0.0%) 11 (100.0%)	<17	0 (0.0%) 7 (63.6%)	<17	0 (0.0%) 1 (9.1%)	<17	1 (9.1%)	
		18-21	341 (90.7%)	18-21	200 (58.7%)	18-21	159 (46.6%)	18-21	24 (7.0%)	18-21	17 (5.0%)	
	DE Level 2	22-24	13 (3.5%)	22-24	10 (76.9%)	22-24	7 (53.8%)	22-24	1 (7.7%)	22-24	1 (7.7%)	
	376 (13.4%)	25-35	10 (2.7%)	25-35	8 (80.0%)	25-35	7 (70.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	
		36-50	1 (0.3%)	36-50	1 (100.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	
		51+ <17	0 (0.0%) 20 (3.1%)	51+ <17	0 (0.0%) 17 (85.0%)	51+ <17	0 (0.0%) 14 (70.0%)	51+ <17	0 (0.0%) 16 (80.0%)	51+	0 (0.0%)	
		18-21	585 (91.4%)	18-21	440 (75.2%)	18-21		141			13/65 041	
	DE Level 3	22-24					374 (63.9%)	18-21	425 (72.6%)	<17 18-21	13 (65.0%) 358 (61.2%)	
	640 (22.8%)		19 (3.0%)	22-24	14 (73.7%)	22-24	374 (63.9%) 13 (68.4%)	18-21 22-24				
	0.000	25-35	12 (1.9%)	25-35	14 (73.7%) 10 (83.3%)	22-24 25-35	13 (68.4%) 9 (75.0%)	22-24 25-35	425 (72.6%) 13 (68.4%) 10 (83.3%)	18-21 22-24 25-35	358 (61.2%) 12 (63.2%) 9 (75.0%)	
		36-50	12 (1.9%) 4 (0.6%)	25-35 36-50	14 (73.7%) 10 (83.3%) 3 (75.0%)	22-24 25-35 36-50	13 (68.4%) 9 (75.0%) 3 (75.0%)	22-24 25-35 36-50	425 (72.6%) 13 (68.4%) 10 (83.3%) 3 (75.0%)	18-21 22-24 25-35 36-50	358 (61.2%) 12 (63.2%) 9 (75.0%) 3 (75.0%)	
		36-50 51+	12 (1.9%) 4 (0.6%) 0 (0.0%)	25-35 36-50 51+	14 (73.7%) 10 (83.3%) 3 (75.0%) 0 (0.0%)	22-24 25-35 36-50 51+	13 (68.4%) 9 (75.0%) 3 (75.0%) 0 (0.0%)	22-24 25-35 36-50 51+	425 (72.6%) 13 (68.4%) 10 (83.3%) 3 (75.0%) 0 (0.0%)	18-21 22-24 25-35 36-50 51+	358 (61.2%) 12 (63.2%) 9 (75.0%) 3 (75.0%) 0 (0.0%)	
		36-50 51+ <17	12 (1.9%) 4 (0.6%) 0 (0.0%) 0 (0.0%)	25-35 36-50 51+ <17	14 (73.7%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%)	22-24 25-35 36-50 51+ <17	13 (68.4%) 9 (75.0%) 3 (75.0%) 0 (0.0%) 0 (0.0%)	22-24 25-35 36-50	425 (72.6%) 13 (68.4%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%)	18-21 22-24 25-35 36-50	358 (61.2%) 12 (63.2%) 9 (75.0%) 3 (75.0%) 0 (0.0%) 0 (0.0%)	
	DE Level 4	36-50 51+	12 (1.9%) 4 (0.6%) 0 (0.0%)	25-35 36-50 51+	14 (73.7%) 10 (83.3%) 3 (75.0%) 0 (0.0%)	22-24 25-35 36-50 51+	13 (68.4%) 9 (75.0%) 3 (75.0%) 0 (0.0%)	22-24 25-35 36-50 51+ <17	425 (72.6%) 13 (68.4%) 10 (83.3%) 3 (75.0%) 0 (0.0%)	18-21 22-24 25-35 36-50 51+ <17	358 (61.2%) 12 (63.2%) 9 (75.0%) 3 (75.0%) 0 (0.0%)	
Ę		36-50 51+ <17 18-21	12 (1.9%) 4 (0.6%) 0 (0.0%) 0 (0.0%) 1 (100.0%)	25-35 36-50 51+ <17 18-21	14 (73.7%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	22-24 25-35 36-50 51+ <17 18-21	13 (68.4%) 9 (75.0%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	22-24 25-35 36-50 51+ <17 18-21	425 (72.6%) 13 (68.4%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	18-21 22-24 25-35 36-50 51+ <17 18-21	358 (61.2%) 12 (63.2%) 9 (75.0%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	
Cohert	DE Level 4	36-50 51+ <17 18-21 22-24 25-35 36-50	12 (1.9%) 4 (0.6%) 0 (0.0%) 1 (100.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	25-35 36-50 51+ <17 18-21 22-24 25-35 36-50	14 (73.7%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50	13 (68.4%) 9 (75.0%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50	425 (72.6%) 13 (68.4%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50	358 (61.2%) 12 (63.2%) 9 (75.0%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	
15 Cohert	DE Level 4	36-50 51+ <17 18-21 22-24 25-35 36-50 51+	12 (1.9%) 4 (0.6%) 0 (0.0%) 1 (100.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+	14 (73.7%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+	13 (68.4%) 9 (75.0%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51*	425 (72.6%) 13 (68.4%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+	358 (61.2%) 12 (63.2%) 9 (75.0%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	3rd Year Data Not Yet Available
1 2015 Cohort	DE Level 4	36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17	12 (1.9%) 4 (0.6%) 0 (0.0%) 1 (100.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 35 (2.9%)	25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17	14 (73.7%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 30 (85.7%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17	13 (68.4%) 9 (75.0%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 23 (65.7%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51* <17	425 (72.6%) 13 (68.4%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 17 (48.6%)	18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17	358 (61.2%) 12 (63.2%) 9 (75.0%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 14 (40.0%)	3rd Year Data Not Yet Available
Fall 2015 Cohort	DE Level 4	36-50 51+ <17 18-21 22-24 25-35 36-50 51+	12 (1.9%) 4 (0.6%) 0 (0.0%) 1 (100.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 35 (2.9%) 1,113 (90.9%)	25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+	14 (73.7%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+	13 (68.4%) 9 (75.0%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51* <17 18-21	425 (72.6%) 13 (68.4%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 17 (48.6%) 465 (41.8%)	18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+	358 (61.2%) 12 (63.2%) 9 (75.0%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	3rd Year Data Not Yet Available
Fall 2015 Cohort	DE Level 4 1 (0.0%)	36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21	12 (1.9%) 4 (0.6%) 0 (0.0%) 1 (100.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 35 (2.9%) 1,113 (90.9%) 36 (3.1%)	25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21	14 (73,7%) 10 (83,3%) 3 (75,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 30 (85,7%) 778 (65,9%) 28 (73,7%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21	13 (68.4%) 9 (75.0%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 23 (65.7%) 643 (57.8%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51* <17 18-21 22-24	425 (72.6%) 13 (68.4%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 17 (48.6%) 465 (41.8%) 14 (36.8%)	18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24	358 (61.2%) 12 (63.2%) 9 (75.0%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 10 (0.0%) 10 (0.0%) 13 (34.2%)	3rd Year Data Not Yet Available
Fall 2015 Cohort	DE Level 4 1 (0.0%) Total Referred	36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50	12 (1.9%) 4 (0.6%) 0 (0.0%) 1 (100.0%) 0 (0.0%) 0 (0.0%) 35 (2.9%) 1,113 (90.9%) 38 (3.1%) 32 (2.6%) 7 (0.5%)	25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50	14 (73.7%) 10 (83.3%) 0 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 30 (85.7%) 27 (84.4%) 27 (84.4%) 6 (85.7%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50	13 (68,4%) 9 (75,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 23 (65,7%) 24 (55,7%) 24 (55,7%) 24 (75,0%) 5 (71,4%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51* <17 18-21 22-24 25-35 36-50	425 (72.6%) 13 (68.4%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 10 (0.0%) 17 (48.6%) 465 (41.8%) 14 (36.8%) 10 (31.3%) 4 (57.1%)	18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51* <17 18-21 22-24 25-35 36-50	358 (61.2%) 12 (63.2%) 9 (75.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 10 (10.0%) 14 (40.0%) 387 (34.8%) 13 (34.2%) 9 (38.1%) 4 (57.1%)	3rd Year Data Not Yet Available
Fall 2015 Cohert	DE Level 4 1 (0.0%) Total Referred	36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+	12 (1.9%) 4 (0.6%) 0 (0.0%) 1 (100.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 35 (2.9%) 1,113 (90.9%) 38 (3.1%) 32 (2.6%) 7 (0.6%) 0 (0.0%)	25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35	14 (73.7%) 10 (83.3%) 0 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 30 (85.7%) 27 (84.4%) 27 (84.4%) 6 (85.7%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35	13 (68.4%) 9 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 23 (65.7%) 643 (57.8%) 24 (55.3%) 24 (55.5%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51* <17 18-21 22-24 25-35 36-50	425 (72.6%) 13 (58.4%) 10 (53.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 17 (48.6%) 14 (36.8%) 14 (36.8%) 10 (31.3%)	18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51* <17 18-21 22-24 25-35 36-50	358 (61.2%) 12 (63.2%) 9 (75.0%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 14 (40.0%) 387 (34.8%) 13 (34.2%) 9 (28.1%)	Brd Year Oata Not Yet Available
Fall 2015 Cohort	DE Level 4 1 (0.0%) Total Referred	36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 22-24 25-35 36-50 51+ <17 22-24 25-35 36-50 51+ (27-24 25-35 36-50 51+ (27-24 25-35 36-50 51+ (27-24 (27-24) (27	12 (1.946) 4 (0.656) 0 (0.046) 1 (100.046) 0 (0.046) 0 (0.046) 0 (0.046) 35 (2.946) 1,113 (90.946) 35 (2.946) 32 (2.656) 7 (0.658) 0 (0.058) 7 4 (4.886)	25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50	14 (73.7%) 10 (83.3%) 0 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 30 (85.7%) 27 (84.4%) 27 (84.4%) 6 (85.7%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50	13 (68,4%) 9 (75,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 23 (65,7%) 24 (55,7%) 24 (55,7%) 24 (75,0%) 5 (71,4%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51* <17 18-21 22-24 25-35 36-50	425 (72.6%) 13 (68.4%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 10 (0.0%) 17 (48.6%) 465 (41.8%) 14 (36.8%) 10 (31.3%) 4 (57.1%)	18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51* <17 18-21 22-24 25-35 36-50	358 (61.2%) 12 (63.2%) 9 (75.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 10 (10.0%) 14 (40.0%) 387 (34.8%) 13 (34.2%) 9 (38.1%) 4 (57.1%)	3rd Year Data Not Yet Available
Fall 2015 Cohert	DE Level 4 1 (0.0%) Total Referred 1,225 (43.6%)	36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21	12 (1.9%) 4 (0.6%) 0 (0.0%) 1 (100.0%) 0 (0.0%) 0 (0.0%) 5 (2.9%) 36 (3.1%) 32 (2.6%) 7 (0.6%) 0 (0.0%) 7 (4.8%) 1,318 (8.5%)	25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50	14 (73.7%) 10 (83.3%) 0 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 30 (85.7%) 27 (84.4%) 27 (84.4%) 6 (85.7%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50	13 (68,4%) 9 (75,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 2 (65,7%) 643 (57,8%) 24 (75,0%) 5 (71,4%) 0 (0,0%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+	425 (72.6%) 13 (68.4%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 10 (0.0%) 17 (48.6%) 465 (41.8%) 14 (36.8%) 10 (31.3%) 4 (57.1%)	18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51* <17 18-21 22-24 25-35 36-50	358 (61.2%) 12 (63.2%) 9 (75.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 10 (10.0%) 14 (40.0%) 387 (34.8%) 13 (34.2%) 9 (38.1%) 4 (57.1%)	3rd Year Data Not Yet Available
Fall 2015 Cohort	DE Level 4 1 (0.0%) Total Referred 1,225 (43.6%) College Level	36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 22-24 25-35 36-50 51+ <17 22-24 25-35 36-50 51+ (27-24 25-35 36-50 51+ (27-24 25-35 36-50 51+ (27-24 (27-24) (27	12 (1.9%) 4 (0.6%) 0 (0.0%) 1 (100.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 35 (2.9%) 1,113 (90.9%) 35 (2.9%) 7 (0.5%) 7 (0.5%) 1,318 (86.3%) 49 (3.2%)	25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50	14 (73.7%) 10 (83.3%) 0 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 30 (85.7%) 27 (84.4%) 27 (84.4%) 6 (85.7%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50	13 (68,4%) 9 (75,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 23 (65,7%) 24 (55,7%) 24 (55,7%) 24 (75,0%) 5 (71,4%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+	425 (72.6%) 13 (68.4%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 10 (0.0%) 17 (48.6%) 465 (41.8%) 14 (36.8%) 10 (31.3%) 4 (57.1%)	18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51* <17 18-21 22-24 25-35 36-50	358 (61.2%) 12 (63.2%) 9 (75.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 10 (10.0%) 14 (40.0%) 387 (34.8%) 13 (34.2%) 9 (38.1%) 4 (57.1%)	3rd Year Data Not Yet Available
Fall 2015 Cohort	DE Level 4 1 (0.0%) Total Referred 1,225 (43.6%)	36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 18-21 22-24	12 (1.9%) 4 (0.6%) 0 (0.0%) 1 (100.0%) 0 (0.0%) 0 (0.0%) 5 (2.9%) 36 (3.1%) 32 (2.6%) 7 (0.6%) 0 (0.0%) 7 (4.8%) 1,318 (8.5%)	25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50	14 (73.7%) 10 (83.3%) 0 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 30 (85.7%) 27 (84.4%) 27 (84.4%) 6 (85.7%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50	13 (68.4%) 9 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 2 (65.7%) 643 (57.8%) 24 (75.0%) 5 (71.4%) 0 (0.0%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+	425 (72.6%) 13 (68.4%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 10 (0.0%) 17 (48.6%) 465 (41.8%) 14 (36.8%) 10 (31.3%) 4 (57.1%)	18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51* <17 18-21 22-24 25-35 36-50	358 (61.2%) 12 (63.2%) 9 (75.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 10 (10.0%) 14 (40.0%) 387 (34.8%) 13 (34.2%) 9 (38.1%) 4 (57.1%)	3rd Year Data Not Yet Available
Fall 2015 Cohert	DE Level 4 1 (0.0%) Total Referred 1,225 (43.6%) College Level	36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 51+ <17 18-21 22-24 25-35	12 (1.9%) 4 (0.6%) 0 (0.0%) 1 (100.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 35 (2.9%) 32 (2.6%) 32 (2.6%) 32 (2.6%) 32 (2.6%) 32 (2.6%) 34 (3.2%) 49 (3.2%) 49 (3.2%) 68 (4.5%)	25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50	14 (73.7%) 10 (83.3%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 10 (10.7%) 10 (10.7%) 10 (10.7%) 10 (10.0%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50	13 (68.4%) 9 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 2 (65.7%) 643 (57.8%) 24 (75.0%) 5 (71.4%) 0 (0.0%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+	425 (72.6%) 13 (68.4%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 10 (0.0%) 17 (48.6%) 465 (41.8%) 14 (36.8%) 10 (31.3%) 4 (57.1%)	18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51* <17 18-21 22-24 25-35 36-50	358 (61.2%) 12 (63.2%) 9 (75.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 10 (10.0%) 14 (40.0%) 387 (34.8%) 13 (34.2%) 9 (38.1%) 4 (57.1%)	3rd Year Data Not Yet Available
Fall 2015 Cohort	DE Level 4 1 (0.0%) Total Referred 1,225 (43.6%) College Level	36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 22-24 22-35 36-50 51+ <17 21-24 22-24 24-24 24-24 24-24 24-24 24-24 24-24	$\begin{array}{c} 12 \left(1.9\%\right) \\ 4 \left(0.6\%\right) \\ 0 \left(0.0\%\right) \\ 0 \left(0.0\%\right) \\ 1 \left(100.0\%\right) \\ 0 \left(0.0\%\right) \\ 0 \left(0.0\%\right) \\ 0 \left(0.0\%\right) \\ 35 \left(2.9\%\right) \\ 38 \left(3.1\%\right) \\ 32 \left(2.5\%\right) \\ 38 \left(3.1\%\right) \\ 32 \left(2.5\%\right) \\ 1,131 \left(90.9\%\right) \\ 32 \left(2.5\%\right) \\ 1,0.5\%\right) \\ 1 \left(3.1\%\right) \\ 32 \left(2.5\%\right) \\ 1 \left(3.1\%\right) \\ 32 \left(2.5\%\right) \\ 38 \left(3.1\%\right) \\ 1,1318 \left(36.3\%\right) \\ 49 \left(3.2\%\right) \\ 49 \left(3.2\%\right) \\ 68 \left(4.5\%\right) \\ 18 \left(1.2\%\right) \\ 1 \left(1.7\%\right) \\ 1 \left($	25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+	14 (73.7%) 10 (83.3%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 10 (10.57%) 12 (124.4%) 22 (73.7%) 0 (10.0%) 0 (10.0%)	22-24 25-35 36-50 51+ 47 18-21 22-24 25-35 36-50 51+ 47 18-21 22-24 25-35 36-50 51+	13 (68,4%) 9 (75,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 23 (65,7%) 24 (75,0%) 5 (71,4%) 0 (0,0%) Not Applical	22-24 25-35 36-50 51+ 417 18-21 22-24 25-35 36-50 51+ 417 18-21 22-24 22-25 36-50 51+	425 (72.6%) 13 (68.4%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 17 (48.6%) 465 (41.8%) 10 (31.3%) 4 (37.3%) 0 (0.0%)	18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 47 18-21 22-24 25-35 36-50 51+ <17	358 (61.2%) 12 (62.2%) 9 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 14 (40.0%) 337 (34.8%) 9 (28.1%) 0 (0.0%) 0 (0.0%)	3rd Year Data Not Yet Available
Fall 2015 Cohort	DE Level 4 1 (0.0%) Total Referred 1,225 (43.6%) College Level 1,528 (54.4%)	36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 18-21 18-21 21-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 21-22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 23-35 36-50 51+ <17 18-21 22-24 23-35 36-50 51+ <17 18-21 22-24 23-25 36-50 51+ <17 18-21 22-24 21-2	$\begin{array}{c} 12 \left(1,9\% \right) \\ 4 \left(0,6\% \right) \\ 0 \left(0,0\% \right) \\ 1 \left(100,0\% \right) \\ 0 \left(0,0\% \right) \\ 0 \left(0,0\% \right) \\ 0 \left(0,0\% \right) \\ 35 \left(2,9\% \right) \\ 36 \left(3,1\% \right) \\ 32 \left(2,6\% \right) \\ 36 \left(3,1\% \right) \\ 32 \left(2,6\% \right) \\ 36 \left(3,1\% \right) \\ 32 \left(2,6\% \right) \\ 36 \left(3,1\% \right) \\ 32 \left(2,6\% \right) \\ 36 \left(3,1\% \right) \\ 32 \left(2,6\% \right) \\ 36 \left(3,1\% \right) \\ 49 \left(3,2\% \right) \\ 36 \left(3,1\% \right) \\ 49 \left(3,2\% \right) \\ 36 \left(3,1\% \right) \\ 49 \left(3,2\% $	25-35 36-50 51+ 417 18-21 22-24 25-35 36-50 51+ 417 18-21 22-24 25-35 36-50 51+	1 4 (73.7%) 10 (83.3%) 0 (75.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 30 (85.7%) 12 (73.7%) 27 (84.4%) 6 (85.7%) 0 (10.0%) 0 (10.0%) 0 (10.0%)	22-24 25-35 36-50 51+ 417 18-21 22-24 425-35 36-50 51+ 417 18-21 22-24 51+ 417 18-21	13 (68.4%) 9 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 23 (65.7%) 643 (57.8%) 24 (75.0%) 5 (71.4%) 0 (0.0%) Not Applical	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ ble	425 (72.6%) 13 (68.4%) 10 (83.3%) 0 (0.5%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 17 (48.6%) 16 (3.1%) 16 (3.1%) 0 (0.0%) 0 (0.0%)	18-21 22-24 25-35 36-50 51+ 47 18-21 22-24 25-35 36-50 51+ 47 18-21 22-24 25-35 36-50 51+ 47 18-21	358 (61.2%) 12 (63.2%) 9 (75.0%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 14 (40.0%) 367 (24.2%) 9 (28.1%) 4 (57.1%) 0 (0.0%) 0 (0.0%)	3rd Year Data Not Yet Available
Fall 2015 Cohort	DE Level 4 1 (0.0%) Total Referred 1,225 (43.6%) College Level 1,528 (54.4%) Unknown	36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 51+ <17 18-21 22-24 25-35 51+ <17 18-21 22-24 25-35 51+ <17 18-21 22-24 25-35 51+ <18-21 22-24 25-35 51+ <18-21 22-24 25-35 51+ <18-21 22-24 25-35 51+ <18-21 22-24 25-35 51+ <18-21 22-24 25-35 51+ <18-21 22-24 25-35 51+ <18-21 22-24 25-35 51+ <18-21 22-24 25-35 36-50 51+ <18-21 22-24 22-24 25-35 36-50 51+ <18-21 22-24 25-35 36-50 51+ <18-21 22-24 25-35 36-50 51+ <17 22-24 25-35 36-50 51+ <18-21 22-24 25-35 36-50 51+ <18-21 22-24 25-35 36-50 51+ <18-21 22-24 25-35 36-50 51+ <17 22-24 25-35 36-50 51+ <17 22-24 25-35 36-50 51+ <17 22-24 25-35 36-50 51+ <17 22-24 25-35 36-50 51+ <17 22-24 25-35 36-50 51+ <17 22-24	12 (1.946) 4 (0.664) 0 (0.046) 0 (0.046) 0 (0.046) 0 (0.046) 0 (0.046) 0 (0.046) 0 (0.046) 35 (2.946) 1,113 (90.946) 35 (2.946) 7 (0.676) 32 (2.676) 7 (0.676) 1,318 (86.346) 0 (0.046) 7 4 (4.846) 1,318 (86.346) 1,318 (8	25-35 36-50 51+ (17 18-21 22-24 25-35 36-50 51+ (17 18-21 22-24 25-35 36-50 51+ (17 18-21 22-24	14 (73.7%) 10 (83.3%) 0 (5.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 778 (69.9%) 28 (73.7%) 6 (85.7%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	22-24 25-35 36-50 51+ <17 18-21 22-24 <17 18-21 22-25 36-50 51+ <17 18-21 22-24 <5-35 36-50 51+ <17 18-21 22-24 <17 18-21 22-24 <17 18-21 22-24 <17 18-21 22-24 <17 18-21 22-24 <17 18-21 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24	13 (68.4%) 9 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 23 (65.7%) 643 (57.8%) 24 (75.0%) 5 (71.4%) 0 (0.0%) Not Applical	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ 050+ 051+ 051+ 051+ 051+ 051+ 050+ 051+	425 (72.6%) 13 (58.4%) 10 (53.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 17 (48.6%) 465 (41.8%) 16 (35.1%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	18-21 22-24 25-35 36-50 51+ 47 18-21 22-24 25-35 36-50 51+ 47 18-21 22-24 25-35 51+ 47 18-21 22-24	958 (61.2%) 12 (63.2%) 9 (75.0%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 14 (40.0%) 13 (94.2%) 9 (28.1%) 4 (57.1%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	3rd Year Data Not Yet Available
Fall 2015 Cohort	DE Level 4 1 (0.0%) Total Referred 1,225 (43.6%) College Level 1,528 (54.4%)	36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 18-21 18-21 21-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 217 18-21 22-24 22-24 22-35 36-50 51+ <17 18-21 22-24 23-35 36-50 51+ <17 18-21 22-24 23-35 36-50 51+ <17 18-21 22-24 23-35 36-50 51+ <17 18-21 22-24 23-35 36-50 51+ <17 18-21 22-24 23-35 36-50 51+ <17 18-21 22-24 27 24-24 27 24-24 27 24-24 27 24-24 27 24-24 27 24-24 27 24-24 27 24-24 27 24-24 27 24-24 27 24-24 27 24-24 27 24-24 27 24-24 27 27 27 27 27 27 27 27 27 27	$\begin{array}{c} 12 \left(1,9\% \right) \\ 4 \left(0,6\% \right) \\ 0 \left(0,0\% \right) \\ 0 \left(0,0\% \right) \\ 1 \left(100,0\% \right) \\ 0 \left(0,0\% \right) \\ 0 \left(0,0\% \right) \\ 35 \left(2,9\% \right) \\ 38 \left(3,1\% \right) \\ 32 \left(2,5\% \right) \\ 38 \left(3,1\% \right) \\ 32 \left(2,5\% \right) \\ 1,131 \left(90,9\% \right) \\ 32 \left(2,5\% \right) \\ 10,0\% \\ 10,0\% \\ 4 \left(8,5\% \right) \\ 49 \left(3,2\% \right) \\ 68 \left(4,5\% \right) \\ 18 \left(1,2\% \right) \\ 18 \left(1,2\% \right) \\ 18 \left(1,2\% \right) \\ 10,1\% \\ 11 \left(1,7\% \right) \\ 50 \left(8,2\% \right) \\ 2 \left(2,4\% \right) \\ 4 \left(6,5\% \right) \\ 4 \left(6,5\% \right) \\ \end{array}$	25-35 36-50 51+ 18-21 22-24 25-35 51+ 47 18-21 22-24 25-35 36-50 51+ 22-24 22-35 51+	14 (73.7%) 10 (83.3%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 10 (10.0%) 10 (10.0%) 12 (124.4%) 12 (124.4%) 12 (124.4%) 12 (124.4%) 0 (10.0%) 0 (10.0%)	22-24 25-35 36-50 51+ <17 18-21 22-24 427 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ 22-24 25-35 36-50 51+ 22-24 25-35 36-50 51+ 22-24 25-35 36-50 51+ 22-24 25-35 36-50 51+ 22-24 25-35 36-50 51+ 22-24 25-35 36-50 51+ 22-24 25-35 36-50 51+ 22-24 25-35 36-50 51+ 22-24 25-35 36-50 51+ 22-24 25-35 36-50 51+ 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-25 22-24 22-24 22-24 22-25 22-24 22-	13 (68,4%) 9 (75,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 23 (65,7%) 24 (75,0%) 24 (75,0%) 5 (71,4%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%)	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+	425 (72.6%) 13 (68.4%) 10 (83.3%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 17 (46.6%) 4 (36.5%) 10 (31.5%) 0 (0.0%) 0 (0	18-21 22-24 25-35 36-50 51+ 47 18-21 22-24 22-35 36-50 51+ 417 18-21 22-24 51+ 417 18-21 22-24 22-35	358 (61.2%) 12 (62.2%) 9 (75.0%) 9 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 13 (24.2%) 9 (28.1%) 9 (28.1%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	3rd Year Data Not Yet Available
Fall 2015 Cohort	DE Level 4 1 (0.0%) Total Referred 1,225 (43.6%) College Level 1,528 (54.4%) Unknown	36-50 51+ <17 18-21 22-24 36-50 51+ <17 18-21 22-24 <17 18-21 22-24 36-50 51+ <17 18-21 22-35 36-50 51+ <17 18-21 22-35 36-50 51+ <17 18-21 22-24 22-35	12 (1.946) 4 (0.664) 0 (0.046) 0 (0.046) 0 (0.046) 0 (0.046) 0 (0.046) 0 (0.046) 0 (0.046) 35 (2.946) 1,113 (90.946) 35 (2.946) 7 (0.676) 32 (2.676) 7 (0.676) 1,318 (86.346) 0 (0.046) 7 4 (4.846) 1,318 (86.346) 1,318 (8	25-35 36-50 51+ (17 18-21 22-24 25-35 36-50 51+ (17 18-21 22-24 25-35 36-50 51+ (17 18-21 22-24	14 (73.7%) 10 (83.3%) 0 (5.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 778 (69.9%) 28 (73.7%) 6 (85.7%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	22-24 25-35 36-50 51+ <17 18-21 22-24 <17 18-21 22-25 36-50 51+ <17 18-21 22-24 <5-35 36-50 51+ <17 18-21 22-24 <17 18-21 22-24 <17 18-21 22-24 <17 18-21 22-24 <17 18-21 22-24 <17 18-21 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24 25-35 26-50 51+ 22-24	13 (68.4%) 9 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 23 (65.7%) 643 (57.8%) 24 (75.0%) 5 (71.4%) 0 (0.0%) Not Applical	22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ 050+ 051+ 051+ 051+ 051+ 051+ 050+ 051+	425 (72.6%) 13 (68.4%) 13 (68.4%) 10 (63.3%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 17 (48.6%) 10 (31.3%) 4 (57.1%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	18-21 22-24 25-35 36-50 51+ 47 18-21 22-24 25-35 36-50 51+ 47 18-21 22-24 25-35 51+ 47 18-21 22-24	958 (61.2%) 12 (63.2%) 9 (75.0%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 14 (40.0%) 13 (94.2%) 9 (28.1%) 4 (57.1%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	3rd Year Data Not Yet Available
Fall 2015 Cohort	DE Level 4 1 (0.0%) Total Referred 1,225 (43.6%) College Level 1,528 (54.4%) Unknown	36-50 51+ <17 18-21 22-24 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ 36-50 51+ 18-21 22-24 22-24 36-50 51+ 18-21 22-24 22-25 22-24 22-25 22-25 22-25 22-25 22-25 22-24 22-24 22-24 22-24 22-24 22-24 22-25 22	12 (1.9%) 4 (0.6%) 0 (0.0%) 1 (100.0%) 0 (0.0%) 0 (0.0%) 35 (2.9%) 36 (3.1%) 32 (2.6%) 1,113 (90.9%) 32 (2.6%) 32 (2.6%) 0 (0.0%) 1,318 (86.3%) 49 (3.2%) 68 (4.5%) 18 (1.2%) 18 (1.2%) 10 (1.7%) 50 (86.2%) 2 (3.4%) 11 (1.7%) 50 (86.2%) 1 (1.7%) 50 (86.2%) 1 (1.7%) 50 (86.2%) 1 (1.7%) 50 (86.2%) 1 (1.7%) 50 (85.2%) 1 (1.7%) 50 (85.2%) 51 (1.7%) 51 (1.	25-35 36-50 51+ 47 18-21 22-24 25-35 36-50 51+ 42 22-24 25-35 36-50 51+ 427 18-21 22-24 25-35 36-50	14 (73.7%) 10 (83.3%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 10 (10.0%) 11 (10.0%) 11 (10.0%) 12 (10.0%) 13 (12.2%) 14 (10.0%) 15 (10.0%)	22-24 25-35 36-50 51+ 417 18-21 22-24 25-35 36-50 51+ 417 18-21 22-24 25-35 51+ 417 18-21 22-24 51+	13 (68,4%) 9 (75,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 23 (65,7%) 24 (55,7%) 24 (55,7%) 24 (55,7%) 5 (71,4%) 0 (0,0%) 5 (71,4%) 0 (0,0%) 0 (0,0%)	22-24 25-35 36-50 51+ 47 18-21 22-24 25-35 36-50 51+ 22-24 25-35 36-50 51+ 22-24 25-35 36-50 51+	425 (72.6%) 13 (68.4%) 10 (83.3%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 17 (48.6%) 465 (413.6%) 14 (36.3%) 0 (0.0%) 0	18-21 22-24 25-35 36-50 51+ 47 18-21 22-24 25-35 36-50 51+ 47 18-21 22-24 22-35 36-50 51+	358 (61,2%) 12 (63,2%) 9 (75,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 0 (0,0%) 11 (24,0%) 387 (34,8%) 0 (0,0%) 0 (0,	3rd Year Data Not Yet Available
Fall 2015 Cohort	DE Level 4 1 (0.0%) Total Referred 1,225 (43.6%) College Level 1,528 (54.4%) Unknown S8 (2.1%)	36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-24 22-24 22-35 36-50 51+ <17 18-21 22-24 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 12-24 22-24 25-35 36-50 51+ <17 12-24 25-35 36-50 51+ <17 12-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 22-24 25-35 36-50 51+ <17 22-24 25-25 36-50 51+ <17 22-24 22-24 25-35 36-50 51+ <17 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 23-50 51+ <17 18-21 18-21 18-21	12 (1.9%) 4 (0.6%) 0 (0.0%) 1 (100.0%) 0 (0.0%) 0 (0.0%) 35 (2.9%) 1,113 (90.9%) 36 (3.1%) 32 (2.6%) 0 (0.0%) 74 (4.8%) 1,318 (86.3%) 1,318 (86.3%) 13,318 (86.3%) 13,318 (86.3%) 14 (1.2%) 16 (1.2%) 1 (1.7%) 1 (1.7%)	25-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 51+ 47 18-21 22-35 51+ 47 18-21 22-35 51+ 47 18-21 22-35 51+ 47 18-21 22-35 51+ 47 18-21 22-35 51+ 47 18-21 22-35 51+ 47 18-21 22-35 51+ 47 18-21 22-35 55 18-21 22-35 51+ 47 18-21 22-35 55 18-21 22-35 55 18-21 22-35 55 21-22-35 55 21-22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 18-21 22-35 36-50 51+ 18-21 22-35 36-50 51+ 22-35 36-50 51+ 18-21 22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 37 22-35 36-50 22-35 36-50 22-35 36-50 22-35 36-50 22-35 37 22-35 36-50 22-35 36-50 22-35 36-50 22-5	1 (73.7%) 10 (83.3%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 0 (10.0%) 12 (16.7%) 12 (16.7%) 0 (10.0%) 0 (10.0%) 12 (12.2%) 12 (12.2	22-24 25-35 36-50 51+ 47 18-21 22-24 25-35 36-50 51+ 47 18-21 22-24 25-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 7 18-21 22-34 36-50 51+ 47 7 18-21 1	13 (88.4%) 9 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 23 (65.7%) 643 (57.8%) 24 (75.0%) 5 (71.4%) 0 (0.0%) 0	2224 2535 3650 51+ 47 2224 2535 3650 51+ 2224 2535 3650 51+ 2224 2535 3650 51+ 2224 2535 51+ 2224 2535 51+ 2535 2650 51+ 2552 2652 2652 2652 2652 2652 2652 265	425 (72.6%) 13 (58.4%) 10 (53.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 17 (48.6%) 465 (41.0%) 14 (35.5%) 0 (0.0%) 0 (0.0	18-21 22-24 25-35 36-50 51+ 18-21 22-24 22-35 36-50 51+ 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-25 36-50 51+ 18-21 12-21 22-24 22-35 36-50 51+ 22-24 22-24 36-50 36-50 51+ 22-24 22-24 36-50 51+ 22-24 36-50 51+ 22-24 22-25 51+ 22-24 22-24 22-25 51+ 22-24 22-25 51+ 22-24 22-25 51+ 22-25 36-50 51+ 22-35 26-50 51+ 22-35 36-50 51+ 22-35 26-50 51+ 22-35 36-50 51+ 22-35 36-50 51+ 22-35 36-50 51+ 22-35 36-50 51+ 22-35 36-50 51+ 22-35 36-50 51+ 22-35 36-50 51+ 24-22-35 36-50 51+ 24-22-35 36-50 51+ 24-22-35 36-50 51+ 24-22-35 36-50 51+ 24-22-35 24-22-35 24-22-35 24-22-35 24-22-35 24-22-35 24-22-22-35 24-22-25 24-22-35 24-25-25 24-25-25 24-25-25 2	358 (61.2%) 12 (63.2%) 9 (75.0%) 9 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 14 (40.0%) 387 (34.8%) 13 (34.2%) 9 (28.1%) 4 (57.1%) 0 (0.0%) 0 (0.0%)	3rd Year Data Not Yet Available
Fall 2015 Cohart	DE Level 4 1 (0.0%) Total Referred 1,225 (43.6%) College Level 1,528 (54.4%) Unknown 58 (2.1%) Cohort Total	36-50 51+ <17 18-21 22-24 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 25-35 36-50 51+ <17 18-21 25-35 36-50 51+ <17 18-21 25-35 36-50 51+ <17 18-21 25-35 36-50 51+ <17 18-21 25-35 36-50 51+ <17 18-21 25-35 36-50 51+ <17 18-21 25-35 36-50 51+ <17 18-21 25-35 36-50 51+ <17 18-21 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 22-24 25-35 36-50 51+ <17 18-21 22-24 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 22-24 25-35 36-50 51+ <17 22-24	12 (1.9%) 4 (0.6%) 0 (0.0%) 1 (100.0%) 0 (0.0%) 0 (0.0%) 35 (2.9%) 38 (3.1%) 32 (2.6%) 7 (0.6%) 7 (0.6%) 1,13 (90.9%) 32 (3.1%) 32 (3.1%) 32 (4.8%) 1,318 (86.3%) 49 (3.2%) 68 (4.5%) 18 (1.2%) 18 (1.2%) 18 (1.2%) 18 (1.2%) 1 (1.7%) 50 (86.2%) 0 (0.0%) 4 (6.9%) 0 (0.0%) 2 (3.4%) 2 (3.4%) 1 (1.7%) 10 (3.9%) 2 (3.4%) 2 (3.4%) 1 (1.7%) 10 (3.9%) 2 (3.4%) 2 (3.4%) 3 (3.2%) 1 (1.7%) 1 (1.7%)	25-35 36-50 51+ 47 18-21 22-24 25-35 36-50 51+ 47 18-21 22-24 25-35 36-50 51+ 47 18-21 22-24 25-35 36-50 51+	14 (73.7%) 10 (83.3%) 0 (5.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 12 (73.7%) 6 (85.7%) 0 (0.0%) 0 (0.0%)	22-24 25-35 36-50 51+ 47 18-21 22-24 25-35 36-50 51+ 417 18-21 22-35 36-50 51+ 417 18-21 22-35 36-50 51+ 417 18-21 22-24 417 18-21 22-24	13 (68.4%) 9 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 23 (65.7%) 643 (57.8%) 24 (75.0%) 5 (71.4%) 0 (0.0%) 5 (71.4%) 0 (0.0%) 0 (0.0%)	2224 2535 6650 51+ 47 1821 2224 2535 5650 51+ 47 1821 2224 47 1821 2223 3650 51+ 47 1821 2224 42535 3650 51+ 47 1821 2224	425 (72.6%) 13 (68.4%) 10 (83.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 10 (45.6%) 4 (35.3%) 0 (0.0%) 0 (0.	18-21 22-24 25-35 36-50 51+ 22-24 25-35 51+ 22-24 25-35 51+ 25-24 25-35 51+ 22-24 25-35 51+ 22-24 25-35 51+ 25-50 51+ 25-50 51+ 25-50 25-5	358 (61.2%) 12 (62.2%) 9 (75.0%) 9 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 13 (34.2%) 9 (28.1%) 4 (57.1%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 15 (35.6%) 13 (24.5%) 13 (24.5%) 14 (24.5%) 13 (24.5%) 14 (24.5%) 13 (24.5%) 14 (24.5%) 13 (24.5%) 14 (24.5%) 15 (2	3rd Year Data Not Yet Available
Fall 2015 Cohort	DE Level 4 1 (0.0%) Total Referred 1,225 (43.6%) College Level 1,528 (54.4%) Unknown S8 (2.1%)	36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-35 36-50 51+ <17 18-21 22-24 22-24 22-24 22-35 36-50 51+ <17 18-21 22-24 22-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 12-24 22-24 25-35 36-50 51+ <17 12-24 25-35 36-50 51+ <17 12-24 25-35 36-50 51+ <17 18-21 22-24 25-35 36-50 51+ <17 22-24 25-35 36-50 51+ <17 22-24 25-25 36-50 51+ <17 22-24 22-24 25-35 36-50 51+ <17 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 23-50 51+ <17 18-21 18-21 18-21	12 (1.9%) 4 (0.6%) 0 (0.0%) 1 (100.0%) 0 (0.0%) 0 (0.0%) 35 (2.9%) 1,113 (90.9%) 36 (3.1%) 32 (2.6%) 0 (0.0%) 74 (4.8%) 1,318 (86.3%) 1,318 (86.3%) 1,318 (86.3%) 1,318 (86.3%) 1,318 (86.3%) 1,318 (86.3%) 1,11 (1.7%) 1	25-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 51+ 47 18-21 22-35 51+ 47 18-21 22-35 51+ 47 18-21 22-35 51+ 47 18-21 22-35 51+ 47 18-21 22-35 51+ 47 18-21 22-35 51+ 47 18-21 22-35 51+ 47 18-21 22-35 55 18-21 22-35 51+ 47 18-21 22-35 55 18-21 22-35 55 18-21 22-35 55 21-22-35 55 21-22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 18-21 22-35 36-50 51+ 18-21 22-35 36-50 51+ 22-35 36-50 51+ 18-21 22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 36-50 51+ 21-22-35 37 22-35 36-50 22-35 36-50 22-35 36-50 22-35 36-50 22-35 37 22-35 36-50 22-35 36-50 22-35 36-50 22-5	14 (73.7%) 10 (83.3%) 0 (5.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 12 (73.7%) 0 (0.0%) 0 (0.0%)	22-24 25-35 36-50 51+ 47 18-21 22-24 25-35 36-50 51+ 47 18-21 22-24 25-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 18-21 22-35 36-50 51+ 47 7 18-21 22-34 36-50 51+ 47 7 18-21 1	13 (88.4%) 9 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 23 (65.7%) 643 (57.8%) 24 (75.0%) 5 (71.4%) 0 (0.0%) 0	2224 2535 3650 51+ 47 2224 2535 3650 51+ 2224 2535 3650 51+ 2224 2535 3650 51+ 2224 2535 51+ 2224 2535 51+ 2535 2650 51+ 2552 2652 2652 2652 2652 2652 2652 265	425 (72.6%) 13 (58.4%) 10 (53.3%) 3 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 17 (48.6%) 465 (41.0%) 14 (35.5%) 0 (0.0%) 0 (0.0	18-21 22-24 25-35 36-50 51+ 18-21 22-24 22-35 36-50 51+ 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-24 22-25 36-50 51+ 18-21 12-21 22-24 22-35 36-50 51+ 22-24 22-24 36-50 36-50 51+ 22-24 22-24 36-50 51+ 22-24 36-50 51+ 22-24 22-25 51+ 22-24 22-24 22-25 51+ 22-24 22-25 51+ 22-24 22-25 51+ 22-25 36-50 51+ 22-35 26-50 51+ 22-35 36-50 51+ 22-35 26-50 51+ 22-35 36-50 51+ 22-35 36-50 51+ 22-35 36-50 51+ 22-35 36-50 51+ 22-35 36-50 51+ 22-35 36-50 51+ 22-35 36-50 51+ 24-22-35 36-50 51+ 24-22-35 36-50 51+ 24-22-35 36-50 51+ 24-22-35 36-50 51+ 24-22-35 24-22-35 24-22-35 24-22-35 24-22-35 24-22-35 24-22-22-35 24-22-25 24-22-35 24-25-25 24-25-25 24-25-25 2	358 (61.2%) 12 (63.2%) 9 (75.0%) 9 (75.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 14 (40.0%) 387 (34.8%) 13 (34.2%) 9 (28.1%) 4 (57.1%) 0 (0.0%) 0 (0.0%)	3rd Year Data Not Yet Available

English Progression by Enrollment Status

Across all cohorts and levels, part-time students compared to full-time students successfully passed English highest DE and "gatekeeper" courses at higher rates. When comparing referred students, full-time students had higher "gatekeeper" success rates than did part-time students.

		Re	eferral Level	Atte	empted Any DE (1st Year)	Suc	ccess in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)		ess in High DE (3rd Year)		ess in RSGz ard Year)		ccess in GK (3rd Year)
	DE Level 1	FT	29 (15.1%)	FT	26 (89.7%)	FT	21 (72.4%)	(130 (00))	(1301001)	FT	14 (48.3%)	15	na reary	FT	10 (34.5%)
	192 (7.4%)	PT	163 (84.9%)	PT	103 (63.2%)	PT	86 (52.8%)			PT	61 (37.4%)			PT	10 (34.3%) 50 (30.7%)
	DE Level 2	FT	162 (25.7%)	FT	103 (03.2%) 120 (74.1%)	FT	108 (66.7%)			FT	100 (61.7%)			FT	98 (60.5%)
	631 (24.2%)	PT	469 (74.3%)		256 (54.6%)	PT	108 (00.7%) 196 (41.8%)	Not App	licable	PT	181 (38.6%)	Not /	Applicable		198 (42.2%)
ŧ	Total Referred	FT	409 (74.3%) 191 (23.2%)	FT	230 (34.0%) 146 (76.4%)	FT	129 (67.5%)			FT	114 (59.7%)			FT	198 (42.2%)
Fall 2011 Cohort*	823 (31.6%)	PT	632 (76.8%)		359 (56.8%)		282 (44.6%)			PT	242 (38.3%)			PT	248 (39.2%)
1	College Level	FT	784 (44.9%)		555 (50.676)	F1	202 (44.070)				242 (00.070)			FT	452 (57.7%)
Ř	1,746 (67.0%)	PT	962 (55.1%)					Not Appli	cable					PT	503 (52.3%)
ᇑ	Unknown	FT	1 (2.7%)	FT	0 (0.0%)	FT	0 (0.0%)			FT	0 (0.0%)			FT	1 (100.0%)
Ľ	37 (1.4%)	PT	36 (97.3%)		0 (0.0%)	РТ	0 (0.0%)			PT	0 (0.0%)			РТ	3 (8.3%)
	Cohort Total	FT	976 (37.5%)		171 (17.5%)	FT	151 (15.5%)	Not App	licable	FT	135 (13.8%)	Not /	Applicable	FT	561 (57.5%)
	2,606 (100.0%)	PT	1,630 (62.5%)		413 (25.3%)		327 (20.1%)			PT	284 (17.4%)				
	DE Level 1	FT	13 (8.8%)	FT	9 (69.2%)	FT	8 (61.5%)			FT	5 (38.5%)	FT	0 (0.0%)	FT	5 (38.5%)
	148 (5.7%)	PT	135 (91.2%)	PT	89 (65.9%)	PT	71 (52.6%)			PT	39 (28.9%)	PT	0 (0.0%)	PT	41 (30.4%)
	DE Level 2	FT	107 (20.6%)	FT	66 (61.7%)	FT	53 (49.5%)			FT	50 (46.7%)	FT	0 (0.0%)	FT	52 (48.6%)
	520 (20.2%)	PT	413 (79.4%)	PT	202 (48.9%)	РТ	146 (35.4%)	Not App	licable	PT	135 (32.7%)	PT	0 (0.0%)	PT	153 (37.0%)
Ę	Total Referred	FT	120 (18.0%)	FT	75 (62.5%)	FT	61 (50.8%)			FT	55 (45.8%)	FT	0 (0.0%)	FT	57 (47.5%)
ē	668 (25.9%)	PT	548 (82.0%)		291 (53.1%)		217 (39.6%)			PT	174 (31.8%)	PT	0 (0.0%)	PT	194 (35.4%)
all 2012 Cohort	College Level	FT	810 (43.1%)		()		()						- (,	FT	503 (62.1%)
8	1,881 (73.0%)	PT	1,071 (56.9%)					Not Appli	cable					PT	628 (58.6%)
Tal 1	Unknown	FT	10 (37.0%)	FT	0 (0.0%)	FT	0 (0.0%)			FT	0 (0.0%)	FT	0 (0.0%)	FT	5 (50.0%)
	27 (1.0%)	PT	17 (63.0%)	PT	2 (11.8%)	PT	2 (11.8%)			PT	1 (5.9%)	PT	0 (0.0%)	PT	8 (47.1%)
	Cohort Total	FT	940 (36.5%)	FT	88 (9.4%)	FT	73 (7.8%)	Not App	licable	FT	63 (6.7%)	FT	1 (0.1%)	FT	565 (60.1%)
	2,576 (100.0%)	PT	1,636 (63.5%)	PT	318 (19.4%)	PT	235 (14.4%)			PT	190 (11.6%)	PT	0 (0.0%)		830 (50.7%)
	DE Level 1	FT	20 (7.6%)	FT	13 (65.0%)	FT	10 (50.0%)			FT	3 (15.0%)	FT	0 (0.0%)		12 (60.0%)
	263 (11.0%)	PT	243 (92.4%)	РТ	129 (53.1%)	РТ	108 (44.4%)			PT	44 (18.1%)	РТ	6 (2.5%)	РТ	107 (44.0%)
	DE Level 2	FT	59 (18.3%)	FT	27 (45.8%)	FT	25 (42.4%)	No. Ann	line bile	FT	23 (39.0%)	FT	0 (0.0%)	FT	35 (59.3%)
	322 (13.5%)	PT	263 (81.7%)	РТ	129 (49.0%)	РТ	109 (41.4%)	Not App	licable	PT	102 (38.8%)	РТ	2 (0.8%)	РТ	143 (54.4%)
لم ت	Total Referred	FT	79 (13.5%)	FT	40 (50.6%)	FT	35 (44.3%)			FT	26 (32.9%)	FT	0 (0.0%)	FT	47 (59.5%)
Fall 2013 Cohort	585 (24.5%)	PT	506 (86.5%)	РТ	258 (51.0%)	РТ	217 (42.9%)			PT	146 (28.9%)	РТ	8 (1.6%)	РТ	250 (49.4%)
013	College Level	FT	838 (47.3%)					Net April						FT	703 (83.9%)
8	1,771 (74.2%)	PT	933 (52.7%)					Not Appli	cable					РТ	657 (70.4%)
Fa	Unknown	FT	13 (41.9%)	FT	0 (0.0%)	FT	0 (0.0%)			FT	0 (0.0%)	FT	0 (0.0%)	FT	8 (61.5%)
	31 (1.3%)	PT	18 (58.1%)	РТ	1 (5.6%)	РТ	1 (5.6%)	Not App	licoblo	PT	1 (5.6%)	РТ	0 (0.0%)	РТ	10 (55.6%)
	Cohort Total	FT	930 (39.0%)	FT	50 (5.4%)	FT	43 (4.6%)	NOT APP	incable	FT	33 (3.5%)	FT	0 (0.0%)	FT	758 (81.5%)
	2,387 (100.0%)	PT	1,457 (61.0%)	PT	274 (18.8%)	PT	229 (15.7%)			_PT_	155 (10.6%)	PT	10 (0.7%)	РТ	917 (62.9%)
	FT = Full-time	e	PT = Pa	rt-tir	ne										

Notes:

- 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

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.

English Progression by Enrollment Status (Continued)

		Re	ferral Level	Atte	mpted Any DE (1st Year)	Suc	cess in Any DE (1st Year)		empted RSG (1st Year)		ccess in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSGz (3rd Year)	Success in GK (3rd Year)		
	DE Level 1	FT	27 (15.5%)	FT	21 (77.8%)	FT	14 (51.9%)	FT	1 (3.7%)	FT	0 (0.0%)					
	174 (6.7%)	PT	147 (84.5%)	РТ	119 (81.0%)	РТ	88 (59.9%)	РТ	4 (2.7%)	РТ	3 (2.0%)					
	DE Level 2	FT	49 (20.2%)	FT	31 (63.3%)	FT	20 (40.8%)	FT	1 (2.0%)	FT	0 (0.0%)					
	243 (9.3%)	РТ	194 (79.8%)	РТ	123 (63.4%)	РТ	101 (52.1%)	РТ	10 (5.2%)	РТ	9 (4.6%)					
	DE Level 3	FT	71 (25.8%)	FT	39 (54.9%)	FT	35 (49.3%)	FT	35 (49.3%)	FT	32 (45.1%)					
+	275 (10.5%)	PT	204 (74.2%)	PT	152 (74.5%)	PT	123 (60.3%)	РТ	144 (70.6%)	PT	117 (57.4%))				
Fall 2014 Cohort	DE Level 4	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)					
S S	4 (0.2%)	PT	4 (100.0%)	PT	4 (100.0%)	PT	3 (75.0%)	PT	4 (100.0%)	PT	3 (75.0%)					
014	Total Referred	FT	147 (21.1%)	FT	91 (61.9%)	FT	69 (46.9%)	FT	37 (25.2%)	FT	32 (21.8%)	Siu rea	Data NOL TEL AVAILO	ible		
=	696 (26.7%)	PT	549 (78.9%)	PT	398 (72.5%)	РТ	315 (57.4%)	РТ	162 (29.5%)	PT	132 (24.0%)					
L.	College Level	FT	849 (47.1%)				Not Applic	abla								
	1,803 (69.1%)	PT	954 (52.9%)				Not Applie	aure								
	Unknown	FT	23 (20.9%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)					
	110 (4.2%)	PT	87 (79.1%)	PT	1 (1.1%)	PT	1 (1.1%)	РТ	1 (1.1%)	PT	1 (1.1%)					
	Cohort Total	FT	1,019 (39.1%)	FT	99 (9.7%)	FT	76 (7.5%)	FT	42 (4.1%)	FT	36 (3.5%)					
	2,609 (100.0%)	PT	1,590 (60.9%)	PT	434 (27.3%)	PT	342 (21.5%)	PT	192 (12.1%)	PT	154 (9.7%)					
	DE Level 1	FT	44 (21.2%)	FT	37 (84.1%)	FT	31 (70.5%)	FT	4 (9.1%)	FT	4 (9.1%)					
	208 (7.4%)	PT	164 (78.8%)	PT	118 (72.0%)	PT	92 (56.1%)	РТ	13 (7.9%)	PT	9 (5.5%)					
	DE Level 2	FT	119 (31.6%)	FT	78 (65.5%)	FT	67 (56.3%)	FT	2 (1.7%)	FT	0 (0.0%)					
	376 (13.4%)	PT	257 (68.4%)	PT	152 (59.1%)	РТ	113 (44.0%)	РТ	24 (9.3%)	PT	19 (7.4%)					
	DE Level 3	FT	336 (52.5%)	FT	265 (78.9%)	FT	238 (70.8%)	FT	259 (77.1%)	FT	232 (69.0%)					
+	640 (22.8%)	PT	304 (47.5%)	PT	219 (72.0%)	РТ	175 (57.6%)	РТ	208 (68.4%)	PT	163 (53.6%)					
Por Por	DE Level 4	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)					
Fall 2015 Cohort	1 (0.0%)	PT	1 (100.0%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)	Srd Vea	r Data Not Yet Availa	ble		
5	Total Referred	FT	499 (40.7%)	FT	380 (76.2%)	FT	336 (67.3%)	FT	265 (53.1%)	FT	236 (47.3%)	Jiu rea	Data NUL TEL AVAILO	ibie		
1	1,225 (43.6%)	PT	726 (59.3%)	PT	489 (67.4%)	РТ	380 (52.3%)	РТ	245 (33.7%)	PT	191 (26.3%)					
LL III	College Level	FT	794 (52.0%)				Not Applic	able								
	1,528 (54.4%)	PT	734 (48.0%)				Not Applic	uure								
	Unknown	FT	15 (25.9%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)					
	58 (2.1%)	PT	43 (74.1%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)					
	Cohort Total	FT	1,308 (46.5%)	FT	406 (31.0%)	FT	358 (27.4%)	FT	291 (22.2%)	FT	258 (19.7%)	19.7%)				
	2,811 (100.0%)	PT	1,503 (53.5%)	PT	509 (33.9%)	РТ	396 (26.3%)	РТ	262 (17.4%)	РТ	205 (13.6%)					
FT = Full-tir			art-time				·									

FT = Full-time PT = Part-time

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English Progression by Pell Status

Of referred students, generally Pell recipients compared to non-Pell recipients successfully passed English DE courses at higher rates. Overall (except Cohort 2013), non-Pell recipients successfully passed the English "gatekeeper" course at higher rates when compared to Pell recipients. When comparing the 2011 cohort to the 2013 cohort, referred Pell experienced an increase in "gatekeeper" success.

		Referral Level		Atte	mpted Any DE (1st Year)	Su	ccess in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)		ss in High DE 3rd Year)		ess in RSG Ird Year)		ccess in GK (3rd Year)
	DE Level 1	Y	101 (52.6%)	Y	83 (82.2%)	Y	68 (67.3%)	(ISCIEDI)	(151160)	Y	49 (48.5%)	19	iu ieai)	Y	38 (37.6%)
	192 (7.4%)	N	91 (47.4%)	N	46 (50.5%)	N	39 (42.9%)			N	49 (48.5%) 26 (28.6%)			T N	22 (24.2%)
	DE Level 2	Y	319 (50.6%)	Y	40 (50.5%) 210 (65.8%)	Y	59 (42.9%) 167 (52.4%)			Y	20 (28.0%) 157 (49.2%)			Y	22 (24.2%) 161 (50.5%)
	631 (24.2%)	T N	(/	r N	210 (05.8%) 166 (53.2%)	T N	167 (52.4%) 137 (43.9%)	Not App	licable	T N	137 (49.2%) 124 (39.7%)	Not	Applicable	T N	135 (43.3%)
ť	Total Referred	Y	420 (51.0%)	Y	293 (69.8%)	Y	235 (56.0%)			Y	206 (49.0%)			Y	135 (43.5%) 199 (47.4%)
ě	823 (31.6%)	N	420 (51.0%) 403 (49.0%)		293 (09.8%) 212 (52.6%)	1	235 (36.0%) 176 (43.7%)			N	200 (49.0%) 150 (37.2%)			N	155 (47.4%)
Fall 2011 Cohort*	College Level	Y	792 (45.4%)	IN	212 (32.0/0)	IN	170 (45.776)			IN	100 (37.276)			Y	468 (59.1%)
Ř	1,746 (67.0%)	N	954 (54.6%)					Not Appl	icable					N	408 (53.1%) 487 (51.0%)
	Unknown	Y	17 (45.9%)	v	0 (0.0%)	Y	0 (0.0%)			Y	0 (0.0%)			Y	467 (31.0%) 4 (23.5%)
<u> </u>	37 (1.4%)	N	20 (54.1%)		0 (0.0%)	N	0 (0.0%)			N	0 (0.0%)			N	4 (23.3%) 0 (0.0%)
	Cohort Total	Y	1,229 (47.2%)	Y	339 (27.6%)	Y	276 (22.5%)	Not App	licable	Y	244 (19.9%)	Not	Applicable	Y	671 (54.6%)
	2,606 (100.0%)	N	1,223 (47.2%)		245 (17.8%)	1.1	202 (14.7%)		N	175 (12.7%)			N	644 (46.8%)	
	DE Level 1	Y	76 (51.4%)		59 (77.6%)	Y	50 (65.8%)			- Y		Y	0 (0.0%)		24 (31.6%)
	148 (5.7%)	N	70 (31.4%) 72 (48.6%)	N	39 (54.2%)	N	29 (40.3%)			N	17 (23.6%)	N	0 (0.0%)	N	24 (31.6%)
	DE Level 2	Y		Y	152 (57.1%)	Y	115 (43.2%)			Y	107 (40.2%)	Y		Y	107 (40.2%)
	520 (20.2%)	N	254 (48.8%)		116 (45.7%)	N	84 (33.1%)	Not App	licable	Ň	78 (30.7%)	Ň	0 (0.0%)		98 (38.6%)
ť	Total Referred	Y	342 (51.2%)		211 (61.7%)	Y	165 (48.2%)			Ŷ	134 (39.2%)	Y	0 (0.0%)	Y	131 (38.3%)
5	668 (25.9%)	N	326 (48.8%)		155 (47.5%)		113 (34.7%)			Ň	95 (29.1%)	Ň	0 (0.0%)	N	120 (36.8%)
Fall 2012 Cohort	College Level	Y	772 (41.0%)		100(11)		115 (54.776)				55 (25.270)		0 (0.070)	Y	481 (62.3%)
8	1,881 (73.0%)	N	1,109 (59.0%)					Not Appl	icable					N	650 (58.6%)
E	Unknown	Y	13 (48.1%)	Y	1 (7.7%)	Y	1 (7.7%)			Y	1 (7.7%)	Y	0 (0.0%)	Y	7 (53.8%)
	27 (1.0%)	N		Ň	1 (7.1%)	N	1 (7.1%)			Ň	0 (0.0%)	Ň	0 (0.0%)	N	6 (42.9%)
	Cohort Total	Y	1,127 (43.8%)	Y	227 (20.1%)	Ŷ	176 (15.6%)	Not App	olicable	Ŷ	144 (12.8%)	Y	1 (0.1%)	Y	619 (54.9%)
	2,576 (100.0%)	N	1,449 (56.3%)	- C.	179 (12.4%)	1.1	132 (9.1%)			Ň	109 (7.5%)	N	0 (0.0%)		776 (53.6%)
	DE Level 1	Ŷ	156 (59.3%)	Ŷ	87 (55.8%)	Ŷ	68 (43.6%)			- <u>Y</u>	23 (14.7%)	Ŷ		Ŷ	68 (43.6%)
	263 (11.0%)	N		Ň	55 (51.4%)	N	50 (46.7%)			Ň	24 (22.4%)	Ň		Ň	51 (47.7%)
	DE Level 2	Ŷ	168 (52.2%)	Y	93 (55.4%)	Y	79 (47.0%)			Y	65 (38.7%)	Y		Y	92 (54.8%)
	322 (13.5%)	N	154 (47.8%)		63 (40.9%)	N	55 (35.7%)	Not App	licable	N	60 (39.0%)	N	1 (0.6%)		86 (55.8%)
E E	Total Referred	Y	324 (55.4%)		180 (55.6%)	Y	147 (45.4%)			Y	88 (27.2%)	Y		Y	160 (49.4%)
0	585 (24.5%)	N	261 (44.6%)		118 (45.2%)	N	105 (40.2%)			N	84 (32.2%)	N	6 (2.3%)	N	137 (52.5%)
Fall 2013 Cohort	College Level	Ŷ	749 (42.3%)											Ŷ	553 (73.8%)
× –	1,771 (74.2%)	N	1,022 (57.7%)					Not Appl	icable					N	807 (79.0%)
<u>n</u>	Unknown	Ŷ	12 (38.7%)	Y	1 (8.3%)	Y	1 (8.3%)			Y	1 (8.3%)	Y	0 (0.0%)	Y	6 (50.0%)
	31 (1.3%)	N		N	0 (0.0%)	N	0 (0.0%)	N A	Park I.	N	0 (0.0%)	N	0 (0.0%)	N	12 (63.2%)
	Cohort Total	Y	1,085 (45.5%)	Y	192 (17.7%)	Y	156 (14.4%)	Not App	licable	Ŷ	93 (8.6%)	Ŷ	4 (0.4%)	Y	719 (66.3%)
	2,387 (100.0%)	N	1,302 (54.5%)		132 (10.1%)	N	116 (8.9%)			N	95 (7.3%)	Ν	6 (0.5%)	N	

Yes = Pell No = No Pell

English Progression by Pell Status (Continued)

		Referral Level						At	tempted RSG	Suc	ccess in RSG	Success in High DE	Success in RSG	Success in GK		
		ке	remai Level		(1st Year)		(1st Year)		(1st Year)		(1st Year)	(3rd Year)	(3rd Year)	(3rd Year)		
	DE Level 1	Y	102 (58.6%)	Y	83 (81.4%)	Y	57 (55.9%)	Y	3 (2.9%)	Y	2 (2.0%)					
	174 (6.7%)	N	72 (41.4%)	N	57 (79.2%)	Ν	45 (62.5%)	Ν	2 (2.8%)	Ν	1 (1.4%)					
	DE Level 2	Y	133 (54.7%)	Y	91 (68.4%)	Y	71 (53.4%)	Y	8 (6.0%)	Y	7 (5.3%)					
	243 (9.3%)	N	110 (45.3%)	Ν	63 (57.3%)	Ν	50 (45.5%)	Ν	3 (2.7%)	Ν	2 (1.8%)					
	DE Level 3	Y	141 (51.3%)	Y	100 (70.9%)	Y	83 (58.9%)	Y	95 (67.4%)	Y	79 (56.0%)					
÷	275 (10.5%)	N	134 (48.7%)	N	91 (67.9%)	Ν	75 (56.0%)	Ν	84 (62.7%)	N	70 (52.2%)					
hor	DE Level 4	Y	3 (75.0%)	Y	3 (100.0%)	Y	3 (100.0%)	Y	3 (100.0%)	Y	3 (100.0%)					
Š,	4 (0.2%)	N	1 (25.0%)	N	1 (100.0%)	Ν	0 (0.0%)	Ν	1 (100.0%)	N	0 (0.0%)					
017	Total Referred	Y	379 (54.5%)	Y	277 (73.1%)	Y	214 (56.5%)	Y	109 (28.8%)	Y	91 (24.0%)	Jiu real	Data NUL TEL AVAIIA	ibie		
Fall 2014 Cohort	696 (26.7%)	N	317 (45.5%)	N	212 (66.9%)	Ν	170 (53.6%)	Ν	90 (28.4%)	N	73 (23.0%)					
10	College Level	Y	890 (49.4%)				Not Applic	ahle								
	1,803 (69.1%)	N	913 (50.6%)				Not Applied		-							
	Unknown	Y	49 (44.5%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Υ	0 (0.0%)					
	110 (4.2%)	N	61 (55.5%)	N	1 (1.6%)	Ν	1 (1.6%)	Ν	1 (1.6%)	N	1 (1.6%)					
	Cohort Total	Y	1,318 (50.5%)	Y	299 (22.7%)	Y	231 (17.5%)	Y	124 (9.4%)	Y	102 (7.7%)					
	2,609 (100.0%)	Ν	1,291 (49.5%)	N	234 (18.1%)	N	187 (14.5%)	Ν	110 (8.5%)	N	88 (6.8%)					
	DE Level 1	Y	102 (49.0%)	Y	91 (89.2%)	Y	69 (67.6%)	Y	9 (8.8%)	Y	8 (7.8%)					
	208 (7.4%)	N	106 (51.0%)	Ν	64 (60.4%)	Ν	54 (50.9%)	Ν	8 (7.5%)	Ν	5 (4.7%)					
	DE Level 2	Y	191 (50.8%)	Y	133 (69.6%)	Y	106 (55.5%)	Y	17 (8.9%)	Y	12 (6.3%)					
	376 (13.4%)	N	185 (49.2%)	Ν	97 (52.4%)	Ν	74 (40.0%)	Ν	9 (4.9%)	N	7 (3.8%)					
	DE Level 3	Y	317 (49.5%)	Y	256 (80.8%)	Y	224 (70.7%)	Y	248 (78.2%)	Υ	215 (67.8%)					
ť	640 (22.8%)	N	323 (50.5%)	N	228 (70.6%)	Ν	189 (58.5%)	Ν	219 (67.8%)	N	180 (55.7%)					
Fall 2015 Cohort	DE Level 4	Y	1 (100.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Υ	0 (0.0%)					
ŭ	1 (0.0%)	N	0 (0.0%)	Ν	0 (0.0%)	Ν	0 (0.0%)	Ν	0 (0.0%)	Ν	0 (0.0%)	3rd Year	Data Not Yet Avail	able		
8	Total Referred	Y	611 (49.9%)	Y	480 (78.6%)	Y	399 (65.3%)	Y	274 (44.8%)	Y	235 (38.5%)	ord red	bata not ret Atali	ione -		
=	1,225 (43.6%)	N	614 (50.1%)	N	389 (63.4%)	Ν	317 (51.6%)	Ν	236 (38.4%)	N	192 (31.3%)					
Ľ.	College Level	Y	635 (41.6%)				Not Applic	ahle								
	1,528 (54.4%)	Ν	893 (58.4%)				not Applica	aure	-							
	Unknown	Y	21 (36.2%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)					
	58 (2.1%)	Ν	37 (63.8%)	Ν	0 (0.0%)	Ν	0 (0.0%)	Ν	0 (0.0%)	Ν	0 (0.0%)					
	Cohort Total	Y	1,267 (45.1%)	Y	501 (39.5%)	Y	416 (32.8%)	Y	292 (23.0%)	Y	250 (19.7%)					
	2,811 (100.0%)	N	1,544 (54.9%)	N	414 (26.8%)	N	338 (21.9%)	Ν	261 (16.9%)	Ν	213 (13.8%)					

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

Of referred students, generally veteran students have higher success rates in English DE courses than do non-veteran students. Additionally, veteran students successfully passed the English "gatekeeper" course at higher rates than did non-veteran students. When comparing the 2011 cohort to the 2013 cohort, referred veteran students experienced a decrease in "gatekeeper" success.

		Re	eferral Level	Atte	empted Any DE	Suc	cess in Any DE	Attempted RSG	Success in RSG		ss in High DE	Success in RSG	S	Success in GK
					(1st Year)		(1st Year)	(1st Year)	(1st Year)		Brd Year)	(3rd Year)		(3rd Year)
	DE Level 1	Y	11 (5.7%)	Y	9 (81.8%)	Y	8 (72.7%)			Y	3 (27.3%)		Y	4 (36.4%)
	192 (7.4%)	N	181 (94.3%)	N	120 (66.3%)	Ν	99 (54.7%)			Ν	72 (39.8%)		Ν	56 (30.9%)
	DE Level 2	Y	53 (8.4%)		34 (64.2%)	Y	29 (54.7%)	Not App	licable	Y	27 (50.9%)	Not Applicable	Y	32 (60.4%)
ŧ	631 (24.2%)	N	578 (91.6%)	Ν	342 (59.2%)	Ν	275 (47.6%)			Ν	254 (43.9%)		Ν	264 (45.7%)
ō	Total Referred	Y	64 (7.8%)	Y	43 (67.2%)	Y	37 (57.8%)			Y	30 (46.9%)		Y	36 (56.3%)
Fall 2011 Cohort*	823 (31.6%)	N	759 (92.2%)	N	462 (60.9%)	N	374 (49.3%)			Ν	326 (43.0%)		Ν	320 (42.2%)
011	College Level	Y	94 (5.4%)					Not Appli	cable				Y	51 (54.3%)
	1,746 (67.0%)	N	1,652 (94.6%)										Ν	904 (54.7%)
Ľ.	Unknown	Y	- (/	Y	0 (0.0%)	Y	0 (0.0%)			Y	0 (0.0%)		Y	0 (0.0%)
	37 (1.4%)	N	36 (97.3%)	Ν	0 (0.0%)		0 (0.0%)	Not App	licable	Ν	0 (0.0%)	Not Applicable	Ν	4 (11.1%)
	Cohort Total	Y	159 (6.1%)	Y	47 (29.6%)	Y	41 (25.8%)			Y	34 (21.4%)		Y	87 (54.7%)
	2,606 (100.0%)	N	2,447 (93.9%)	N	537 (21.9%)	Ν	437 (17.9%)			<u>N</u>	385 (15.7%)		N	1,228 (50.2%)
	DE Level 1	Y	5 (3.4%)	Y	4 (80.0%)	Y	4 (80.0%)			Y	1 (20.0%)	Y 0 (0.0%	· ·	3 (60.0%)
	148 (5.7%)	Ν	143 (96.6%)	Ν	94 (65.7%)	Ν	75 (52.4%)			Ν	43 (30.1%)	N 0 (0.0%		43 (30.1%)
	DE Level 2	Y	47 (9.0%)	Y	27 (57.4%)	Y	19 (40.4%)	Not App	licable	Y	19 (40.4%)	Y 0 (0.0%	·	20 (42.6%)
ť	520 (20.2%)	Ν	473 (91.0%)	Ν	241 (51.0%)	Ν	180 (38.1%)		incubic.	Ν	166 (35.1%)	N 0 (0.0%) N	185 (39.1%)
e e	Total Referred	Y	52 (7.8%)	Y	31 (59.6%)	Y	23 (44.2%)			Y	20 (38.5%)	Y 0 (0.0%) Y	23 (44.2%)
Ŭ	668 (25.9%)	Ν	616 (92.2%)	Ν	335 (54.4%)	Ν	255 (41.4%)			Ν	209 (33.9%)	N 0 (0.0%) N	228 (37.0%)
Fall 2012 Cohort	College Level	Y	108 (5.7%)					Not Appli	cable				Y	73 (67.6%)
=	1,881 (73.0%)	Ν	1,773 (94.3%)					Not Appli	cobie				Ν	1,058 (59.7%)
Ľ.	Unknown	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)			Y	0 (0.0%)	Y 0 (0.0%) Y	0 (0.0%)
	27 (1.0%)	Ν	27 (100.0%)	Ν	2 (7.4%)	Ν	2 (7.4%)	Not App	licable	Ν	1 (3.7%)	N 0 (0.0%) N	13 (48.1%)
	Cohort Total	Y	160 (6.2%)	Y	32 (20.0%)	Y	24 (15.0%)	NOUAPP	licable	Y	21 (13.1%)	Y 0 (0.0%) Y	96 (60.0%)
	2,576 (100.0%)	N	2,416 (93.8%)	Ν	374 (15.5%)	Ν	284 (11.8%)			N	232 (9.6%)	N 1 (0.0%) <u>N</u>	1,299 (53.8%)
	DE Level 1	Y	13 (4.9%)	Y	12 (92.3%)	Y	9 (69.2%)			Y	2 (15.4%)	Y 0 (0.0%) Y	6 (46.2%)
	263 (11.0%)	Ν	250 (95.1%)	Ν	130 (52.0%)	Ν	109 (43.6%)			Ν	45 (18.0%)	N 6 (2.4%) N	113 (45.2%)
	DE Level 2	Y	13 (4.0%)	Y	7 (53.8%)	Y	5 (38.5%)	Not App	licable	Y	5 (38.5%)	Y 1 (7.7%) Y	8 (61.5%)
÷	322 (13.5%)	Ν	309 (96.0%)	Ν	149 (48.2%)	Ν	129 (41.7%)	NOUAPP	licable	Ν	120 (38.8%)	N 1 (0.3%) N	170 (55.0%)
D L	Total Referred	Y	26 (4.4%)	Y	19 (73.1%)	Y	14 (53.8%)			Y	7 (26.9%)	Y 1 (3.8%) Y	14 (53.8%)
S .	585 (24.5%)	Ν	559 (95.6%)	Ν	279 (49.9%)	Ν	238 (42.6%)			Ν	165 (29.5%)	N 7 (1.3%) N	283 (50.6%)
013	College Level	Y	90 (5.1%)					Net Anni					Y	73 (81.1%)
Fall 2013 Cohort	1,771 (74.2%)	Ν	1,681 (94.9%)					Not Appli	cable				Ν	1,287 (76.6%)
n L	Unknown	Y	16 (51.6%)	Y	1 (6.3%)	Y	1 (6.3%)			Y	1 (6.3%)	Y 0 (0.0%) Y	12 (75.0%)
	31 (1.3%)	Ν	15 (48.4%)	Ν	0 (0.0%)	Ν	0 (0.0%)	Nat Are	limble	Ν	0 (0.0%)	N 0 (0.0%) N	6 (40.0%)
	Cohort Total	Y	132 (5.5%)	Y	22 (16.7%)	Y	17 (12.9%)	Not App	licable	Y	10 (7.6%)	Y 1 (0.8%) Y	99 (75.0%)
	2,387 (100.0%)	Ν	2,255 (94.5%)	Ν	302 (13.4%)	Ν	255 (11.3%)			Ν	178 (7.9%)	N 9 (0.4%) N	1,576 (69.9%)

Yes = Veteran

No = Non-Veteran

English Progression by Veteran Status (Continued)

		Re	eferral Level		mpted Any DE		cess in Any DE		empted RSG	Su	uccess in RSG	Success in High DE	Success in RSG	Success in GK
					(1st Year)		(1st Year)		(1st Year)		(1st Year)	(3rd Year)	(3rd Year)	(3rd Year)
	DE Level 1	Y	6 (3.4%)	Y	5 (83.3%)	Y	4 (66.7%)	Y	0 (0.0%)	Y	0 (0.0%)			
	174 (6.7%)	Ν	168 (96.6%)	Ν	135 (80.4%)	Ν	98 (58.3%)	N	5 (3.0%)	Ν	3 (1.8%)			
	DE Level 2	Y	13 (5.3%)	Y	11 (84.6%)	Y	10 (76.9%)	Y	0 (0.0%)	Y	0 (0.0%)			
	243 (9.3%)	Ν	230 (94.7%)	Ν	143 (62.2%)	Ν	111 (48.3%)	Ν	11 (4.8%)	Ν	9 (3.9%)			
	DE Level 3	Y	14 (5.1%)	Y	13 (92.9%)	Y	10 (71.4%)	Y	12 (85.7%)	Y	9 (64.3%)			
e	275 (10.5%)	Ν	261 (94.9%)	Ν	178 (68.2%)	Ν	148 (56.7%)	Ν	167 (64.0%)	Ν	140 (53.6%)			
ē	DE Level 4	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
Ŭ t	4 (0.2%)	Ν	4 (100.0%)	Ν	4 (100.0%)	Ν	3 (75.0%)	Ν	4 (100.0%)	Ν	3 (75.0%)	3rd Ve	ar Data Not Yet Ava	ilahle
017	Total Referred	Y	33 (4.7%)	Y	29 (87.9%)	Y	24 (72.7%)	Y	12 (36.4%)	Y	9 (27.3%)	Sidire		nabie
Fall 2014 Cohort	696 (26.7%)	Ν	663 (95.3%)	Ν	460 (69.4%)	Ν	360 (54.3%)	N	187 (28.2%)	Ν	155 (23.4%)			
10	College Level	Y	108 (6.0%)				Not Applic	able						
	1,803 (69.1%)	Ν	1,695 (94.0%)				NOT Applica	able						
	Unknown	Y	5 (4.5%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
	110 (4.2%)	Ν	105 (95.5%)	Ν	1 (1.0%)	Ν	1 (1.0%)	Ν	1 (1.0%)	Ν	1 (1.0%)			
	Cohort Total	Y	146 (5.6%)	Y	32 (21.9%)	Y	26 (17.8%)	Y	15 (10.3%)	Y	11 (7.5%)			
	2,609 (100.0%)	N	2,463 (94.4%)	N	501 (20.3%)	N	392 (15.9%)	N	219 (8.9%)	Ν	179 (7.3%)			
	DE Level 1	Y	11 (5.3%)	Y	10 (90.9%)	Y	8 (72.7%)	γ	0 (0.0%)	Y	0 (0.0%)			
	208 (7.4%)	Ν	197 (94.7%)	Ν	145 (73.6%)	Ν	115 (58.4%)	N	17 (8.6%)	Ν	13 (6.6%)			
	DE Level 2	Y	14 (3.7%)	Y	10 (71.4%)	Y	7 (50.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
	376 (13.4%)	Ν	362 (96.3%)	Ν	220 (60.8%)	Ν	173 (47.8%)	Ν	26 (7.2%)	Ν	19 (5.2%)			
	DE Level 3	Y	38 (5.9%)	Y	34 (89.5%)	Y	31 (81.6%)	Y	33 (86.8%)	Y	30 (78.9%)			
÷	640 (22.8%)	Ν	602 (94.1%)	Ν	450 (74.8%)	Ν	382 (63.5%)	Ν	434 (72.1%)	Ν	365 (60.6%)			
hor	DE Level 4	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
8	1 (0.0%)	Ν	1 (100.0%)	Ν	0 (0.0%)	Ν	0 (0.0%)	Ν	0 (0.0%)	Ν	0 (0.0%)	2-d V-		il-bl-
5	Total Referred	Y	63 (5.1%)	Y	54 (85.7%)	Y	46 (73.0%)	Y	33 (52.4%)	Y	30 (47.6%)	Srd Ye	ear Data Not Yet Ava	nable
Fall 2015 Cohort	1,225 (43.6%)	Ν	1,162 (94.9%)	N	815 (70.1%)	N	670 (57.7%)	Ν	477 (41.0%)	Ν	397 (34.2%)			
n n	College Level	Y	134 (8.8%)				Net Arealise							
	1,528 (54.4%)	Ν	1,394 (91.2%)				Not Applic	abie						
	Unknown	Y	4 (6.9%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
	58 (2.1%)	Ν	54 (93.1%)	N	0 (0.0%)	N	0 (0.0%)	Ν	0 (0.0%)	Ν	0 (0.0%)			
	Cohort Total	Y	201 (7.2%)	Y	59 (29.4%)	Y	50 (24.9%)	Y	37 (18.4%)	Y	34 (16.9%)			
	2,811 (100.0%)	N	2,610 (92.8%)	N	856 (32.8%)		704 (27.0%)	N	516 (19.8%)	N	429 (16.4%)			

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:

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

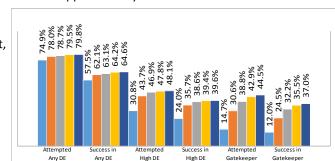
Progression Through Math Developmental Education & "Gatekeeper" Courses

Math developmental education referral levels were based on formal student assessment outcomes for Math or on Math DE course enrollment. From Fall 2011through Fall 2013, Northwest Vista 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, Northwest Vista College offered four levels of Math developmental education—MATH 0305 (Pre-Algebra), MATH 0310/0442 (Elementary Algebra/Pre-Statistics), MATH 0320 (Intermediate Algebra), and Ready, Set, Go MATH 1314 (MATH 1314 with a 1-hour support course). 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).

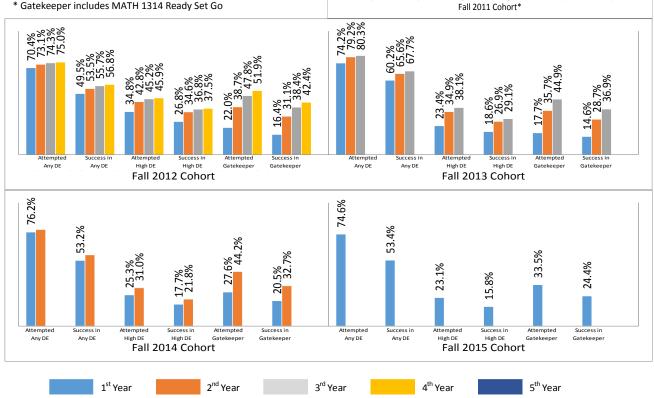
Math Developmental Education Progression of Referred

After 3 years, approximately 38%-47% of referred students in each cohort attempted the highest DE course in the Math sequence, with 29%-39% of the cohort successfully passing the course. Approximately 39%-48% of referred students in

each cohort attempted a Math "gatekeeper" course, with 32%-38% of the cohort successfully passing a "gatekeeper" course. When comparing the 2013 cohort to the 2011 cohort, "gatekeeper" success increased by 4.7 percentage points.

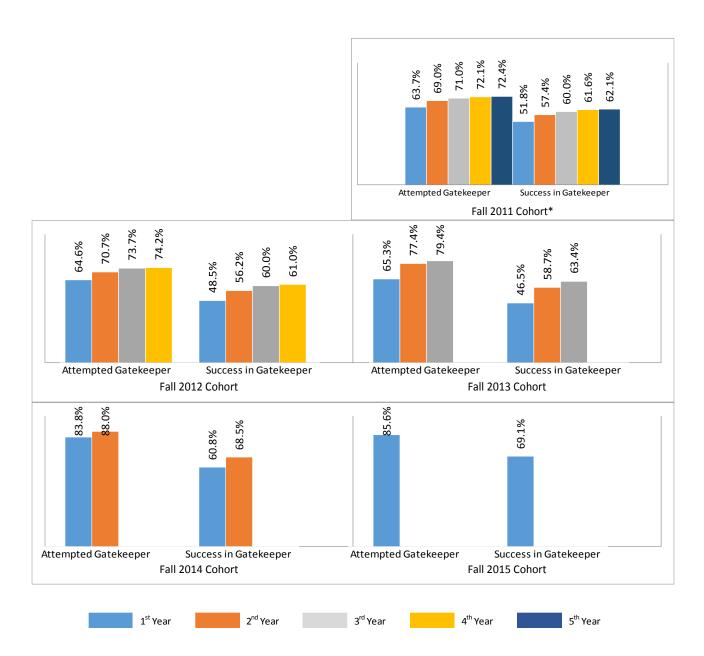


* Gatekeeper includes MATH 1314 Ready Set Go



Math "Gatekeeper" Progression of Non-Referred

After 3 years, approximately 71%-79% of non-referred students in each cohort attempted one of the Math "gatekeeper" courses, with 60%-63% of that cohort successfully passing that course, which is approximately double the rate of referred students.



Total Math Progression

Overall, 50%-60% of all referred students in each cohort successfully passed any Math DE course within the first year, 29% -39% successfully passed the highest DE course in the Math sequence within 3 years, and approximately 32%-38% successfully passed the Math "gatekeeper" course within 3 years. Of the non-referred students, 60%-63% successfully passed the Math "gatekeeper" course within 3 years. Of the total cohort, 41%-53% successfully passed the Math "gatekeeper" course within 3 years. Those who were referred to Level 4 had higher success rates in the highest DE Math and gatekeeper" courses than did those who were referred to lower levels. Non-referred students had higher success rates in Math "gatekeeper" courses than did referred students. When comparing the 2013 cohort to the 2011 cohort, students referred to Levels 3 and 4 experienced an increase in "gatekeeper" success. In Fall 2014 and Fall 2015, approximately 75% of those placed in MATH 1314 Ready Set Go successfully passed the 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)
	DE Level 1 411 (15.8%)	264 (64.2%)	195 (47.4%)			79 (19.2%)		78 (19.0%)
	DE Level 2 460 (17.7%)	352 (76.5%)	262 (57.0%)			140 (30.4%)		119 (25.9%)
*	DE Level 3 518 (19.9%)	409 (79.0%)	319 (61.6%)	Not App	blicable	223 (43.1%)	Not Applicable	177 (34.2%)
Cohor	DE Level 4 364 (14.0%)	288 (79.1%)	232 (63.7%)			235 (64.6%)		190 (52.2%)
Fall 2011 Cohort*	Total Referred 1,753 (67.3%)	1,313 (74.9%)	1,008 (57.5%)			677 (38.6%)		564 (32.2%)
Ĕ	College Level 809 (31.0%)			Not Ap	plicable			485 (60.0%)
	Unknown 44 (1.7%)	4 (9.1%)	2 (4.5%)	Not Ap	dicable	3 (6.8%)	Not Applicable	11 (25.0%)
	Cohort Total 2,606 (100.0%)	1,409 (54.1%)	1,093 (41.9%)	Νοι Αρ		751 (28.8%)	Not Applicable	1,060 (40.7%)
	DE Level 1 422 (16.4%)	300 (71.1%)	203 (48.1%)			87 (20.6%)	4 (0.9%)	103 (24.4%)
	DE Level 2 368 (14.3%)	279 (75.8%)	197 (53.5%)			137 (37.2%)	1 (0.3%)	141 (38.3%)
ť	DE Level 3 532 (20.7%)	399 (75.0%)	280 (52.6%)	Not App	blicable	239 (44.9%)	1 (0.2%)	209 (39.3%)
Fall 2012 Cohort	DE Level 4 326 (12.7%)	182 (55.8%)	135 (41.4%)			144 (44.2%)	1 (0.3%)	173 (53.1%)
all 201	Total Referred 1,648 (64.0%)	1,160 (70.4%)	815 (49.5%)			607 (36.8%)	7 (0.4%)	626 (38.0%)
Ľ.	College Level 852 (33.1%)			Not Ap	plicable			511 (60.0%)
	Unknown 76 (3.0%)	40 (52.6%)	31 (40.8%)	Not Ap	licable	17 (22.4%)	0 (0.0%)	24 (31.6%)
	Cohort Total 2,576 (100.0%)	1,234 (47.9%)	871 (33.8%)			649 (25.2%)	7 (0.3%)	1,161 (45.1%)

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.

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)
	DE Level 1 318 (13.3%)	216 (67.9%)	169 (53.1%)			51 (16.0%)	12 (3.8%)	74 (23.3%)
	DE Level 2 209 (8.8%)	163 (78.0%)	138 (66.0%)			50 (23.9%)	6 (2.9%)	59 (28.2%)
ť	DE Level 3 220 (9.2%)	179 (81.4%)	142 (64.5%)	Not Ap	plicable	91 (41.4%)	7 (3.2%)	96 (43.6%)
Fall 2013 Cohort	DE Level 4 79 (3.3%)	55 (69.6%)	48 (60.8%)			48 (60.8%)	1 (1.3%)	50 (63.3%)
all 201	Total Referred 826 (34.6%)	613 (74.2%)	497 (60.2%)			240 (29.1%)	26 (3.1%)	279 (33.8%)
Ľ	College Level 1,537 (64.4%)			Not Ap	oplicable			975 (63.4%)
	Unknown 24 (1.0%)	4 (16.7%)	3 (12.5%)	Not Ap	plicable	3 (12.5%)	0 (0.0%)	13 (54.2%)
	Cohort Total 2,387 (100.0%)	673 (28.2%)	533 (22.3%)			273 (11.4%)	26 (1.1%)	1,267 (53.1%
	DE Level 1 569 (21.8%)	457 (80.3%)	309 (54.3%)	16 (2.8%)	11 (1.9%)			
	DE Level 2 226 (8.7%)	162 (71.7%)	121 (53.5%)	10 (4.4%)	10 (4.4%)			
t	DE Level 3 201 (7.7%)	133 (66.2%)	92 (45.8%)	7 (3.5%)	5 (2.5%)			
Fall 2014 Cohort	DE Level 4 39 (1.5%)	37 (94.9%)	29 (74.4%)	37 (94.9%)	29 (74.4%)	3rd Ye	ear Data Not Yet Avail	able
Fall 201	Total Referred 1,035 (39.7%)	789 (76.2%)	551 (53.2%)	70 (6.8%)	55 (5.3%)			
	College Level 1,481 (56.8%)		Not App	licable				
	Unknown 93 (3.6%)	4 (4.3%)	1(1.1%)	1(1.1%)	1 (1.1%)			
	Cohort Total 2,609 (100.0%)	830 (31.8%)	577 (22.1%)	75 (2.9%)	59 (2.3%)			
	DE Level 1 741 (26.4%)	593 (80.0%)	408 (55.1%)	22 (3.0%)	19 (2.6%)			
	DE Level 2 325 (11.6%)	254 (78.2%)	193 (59.4%)	21 (6.5%)	14 (4.3%)			
ť	DE Level 3 343 (12.2%)	184 (53.6%)	134 (39.1%)	14 (4.1%)	11 (3.2%)			
.5 Cohc	DE Level 4 77 (2.7%)	77 (100.0%)	59 (76.6%)	76 (98.7%)	59 (76.6%)	3rd Ve	ear Data Not Yet Avail	able
Fall 2015 Cohort	Total Referred 1,486 (52.9%)	1,108 (74.6%)	794 (53.4%)	133 (9.0%)	103 (6.9%)	51016		
-	College Level 1,283 (45.6%)		Not App	licable				
	Unknown 42 (1.5%)	2 (4.8%)	2 (4.8%)	1(2.4%)	1 (2.4%)			
	Cohort Total 2,811 (100.0%)	1,205 (42.9%)	871 (31.0%)	138 (4.9%)	108 (3.8%)			

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: DE Referrals:

Course Enrollment::

ACCDODS1.XST_ATD_ACCD, ACCDODS1.XST_CBM001_ACCD, ACCDODS1.XST_FADS_ACCD, ACCDODS1.XST.IRES_SC Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015: ACCDODS1.XST_ATD_ACCD ACCDODS1.XST_IRES_SC

Math Progression by Gender

In general, women compared to men successfully passed both DE and "gatekeeper" courses at higher rates. When comparing the 2013 cohort to the 2011 cohort, women referred to Level 2 experienced an increase in "gatekeeper" success. In addition, in Fall 2014 and Fall 2015, women compared to men had higher rates of successfully completing MATH 1314 Ready Set Go.

				Atte	empted Any DE	Su	uccess in Any DE	Attempted RSG	Success in RSG	Suc	cess in High DE	Succ	ess in RSG	Sue	ccess in GK
					(1st Year)		(1st Year)	(1st Year)	(1st Year)		(3rd Year)	(3	rd Year)	(3rd Year)
	DE Level 1	М	167 (40.6%)	М	102 (61.1%)	Μ	67 (40.1%)			Μ	25 (15.0%)			М	25 (15.0%)
	411 (15.8%)	F	244 (59.4%)	F	162 (66.4%)	F	128 (52.5%)			F	54 (22.1%)			F	53 (21.7%)
	DE Level 2	М	201 (43.7%)	М	147 (73.1%)	Μ	105 (52.2%)			Μ	55 (27.4%)			М	43 (21.4%)
	460 (17.7%)	F	259 (56.3%)	F	205 (79.2%)	F	157 (60.6%)			F	85 (32.8%)			F	76 (29.3%)
	DE Level 3	М	229 (44.2%)	М	167 (72.9%)	Μ	124 (54.1%)	Not Apr	alicabla	Μ	80 (34.9%)	Not	Applicable	М	64 (27.9%)
*_	518 (19.9%)	F	289 (55.8%)	F	242 (83.7%)	F	195 (67.5%)	NOLAP	JIICADIE	F	143 (49.5%)	NUL	Applicable	F	113 (39.1%)
loh	DE Level 4	М	183 (50.3%)	М	144 (78.7%)	Μ	110 (60.1%)			Μ	113 (61.7%)			М	81 (44.3%)
C	364 (14.0%)	F	181 (49.7%)	F	144 (79.6%)	F	122 (67.4%)			F	122 (67.4%)			F	109 (60.2%)
01	Total Referred	М	780 (44.5%)	М	560 (71.8%)	Μ	406 (52.1%)			М	273 (35.0%)			М	213 (27.3%)
Fall 2011 Cohort*	1,753 (67.3%)	F	973 (55.5%)	F	753 (77.4%)	F	602 (61.9%)			F	404 (41.5%)			F	351 (36.1%)
ш.	College Level	м	411 (50.8%)					Not Appli	icable					М	220 (53.5%)
	809 (31.0%)	F	398 (49.2%)					Not Appli	Cabic					F	265 (66.6%)
	Unknown	м	21 (47.7%)	М	2 (9.5%)	Μ	0 (0.0%)			М	0 (0.0%)			М	3 (14.3%)
	44 (1.7%)	F	23 (52.3%)	F	2 (8.7%)	F	2 (8.7%)	Not Apr	olicable	F	3 (13.0%)	Not A	Applicable	F	8 (34.8%)
	Cohort Total	м	1,212 (46.5%)	М	609 (50.2%)	Μ	447 (36.9%)			М	306 (25.2%)			М	436 (36.0%)
	2,606 (100.0%)	F	1,394 (53.5%)	F	800 (57.4%)	F	646 (46.3%)			F	445 (31.9%)			F	624 (44.8%)
	DE Level 1	М	151 (35.8%)	М	104 (68.9%)	М	62 (41.1%)			М	21 (13.9%)	М	0 (0.0%)	М	33 (21.9%)
	422 (16.4%)	F	271 (64.2%)	F	196 (72.3%)	F	141 (52.0%)			F	66 (24.4%)	F	4 (1.5%)	F	70 (25.8%)
	DE Level 2	М	150 (40.8%)	м	108 (72.0%)	М	70 (46.7%)			М	45 (30.0%)	М	. ,	М	44 (29.3%)
	368 (14.3%)	F	218 (59.2%)	F	171 (78.4%)	F	127 (58.3%)			F	92 (42.2%)	F	1 (0.5%)	F	97 (44.5%)
	DE Level 3	М	234 (44.0%)	М	177 (75.6%)	М	111 (47.4%)	Not Apr	olicable	М	96 (41.0%)	М	0 (0.0%)	М	76 (32.5%)
t	532 (20.7%)	F	298 (56.0%)	F	222 (74.5%)	F	169 (56.7%)			F	143 (48.0%)	F	1 (0.3%)	F	133 (44.6%)
Ę.	DE Level 4	м	187 (57.4%)	M	115 (61.5%)	М	76 (40.6%)			м	82 (43.9%)	М	0 (0.0%)	М	88 (47.1%)
Fall 2012 Cohort	326 (12.7%)	F	139 (42.6%)	F	67 (48.2%)	F	59 (42.4%)			F	62 (44.6%)	F	1 (0.7%)	F	85 (61.2%)
20:	Total Referred	M	722 (43.8%)	M	504 (69.8%)	M	319 (44.2%)			M F	244 (33.8%)	M	0 (0.0%)	M	241 (33.4%)
Fall	1,648 (64.0%)	F	926 (56.2%)	F	656 (70.8%)	F	496 (53.6%)			F	363 (39.2%)	F	7 (0.8%)	F	385 (41.6%)
	College Level	M F	480 (56.3%)					Not Appli	icable					M F	265 (55.2%)
	852 (33.1%) Unknown	M	372 (43.7%)	М	21 (66.09/)	М	22 / 46 09/)			М	12 (25.5%)		0 (0.0%)	M	246 (66.1%)
	76 (3.0%)	F	47 (61.8%) 29 (38.2%)	F	31 (66.0%) 9 (31.0%)	F	22 (46.8%) 9 (31.0%)			F	12 (25.5%) 5 (17.2%)	M F	0 (0.0%)	F	13 (27.7%) 11 (37.9%)
	Cohort Total	M	1,249 (48.5%)	M	556 (44.5%)	M	354 (28.3%)	Not App	olicable	M	268 (21.5%)	M	0 (0.0%)	M	519 (41.6%)
	2,576 (100.0%)	F	1,327 (51.5%)	F	678 (51.1%)	F	517 (39.0%)			F	381 (28.7%)	F	7 (0.5%)	F	642 (48.4%)
	DE Level 1	M	128 (40.3%)	_ <u>_</u>	94 (73.4%)	 M	68 (53.1%)			_ <u>_</u>	16 (12.5%)	<u>м</u>	3 (2.3%)		29 (22.7%)
	318 (13.3%)	F	190 (59.7%)	F	122 (64.2%)	F	101 (53.2%)			F	35 (18.4%)	F	9 (4.7%)	F	45 (23.7%)
	DE Level 2	M	97 (46.4%)	M	75 (77.3%)	M	61 (62.9%)			M	23 (23.7%)	M	1 (1.0%)	M	26 (26.8%)
	209 (8.8%)	F	112 (53.6%)	F	88 (78.6%)	F	77 (68.8%)			F	27 (24.1%)	F	5 (4.5%)	F	33 (29.5%)
	DE Level 3	M	92 (41.8%)	M	73 (79.3%)	M	54 (58.7%)			M	30 (32.6%)	M	1 (1.1%)	M	36 (39.1%)
<u></u>	220 (9.2%)	F	128 (58.2%)	F	106 (82.8%)	F	88 (68.8%)	Not App	olicable	F	61 (47.7%)	F	6 (4.7%)	F	60 (46.9%)
-pq	DE Level 4	M	38 (48.1%)	M	25 (65.8%)	M	21 (55.3%)			M	22 (57.9%)	M	0 (0.0%)	M	21 (55.3%)
C	79 (3.3%)	F	41 (51.9%)	F	30 (73.2%)	F	27 (65.9%)			F	26 (63.4%)	F	1 (2.4%)	F	29 (70.7%)
013	Total Referred	м	355 (43.0%)	м	267 (75.2%)	М	204 (57.5%)			М	91 (25.6%)	М	5 (1.4%)	М	112 (31.5%)
Fall 2013 Cohort	826 (34.6%)	F	471 (57.0%)	F	346 (73.5%)	F	293 (62.2%)			F	149 (31.6%)	F	21 (4.5%)	F	167 (35.5%)
Ľ	College Level	М	813 (52.9%)		,									М	456 (56.1%)
	1,537 (64.4%)	F	724 (47.1%)					Not Appli	cable					F	519 (71.7%)
	Unknown	М	19 (79.2%)	М	3 (15.8%)	М	2 (10.5%)			М	2 (10.5%)	М	0 (0.0%)	М	10 (52.6%)
	24 (1.0%)	F	5 (20.8%)	F	1 (20.0%)	F	1 (20.0%)		-1:	F	1 (20.0%)	F	0 (0.0%)	F	3 (60.0%)
	Cohort Total	М	1,187 (49.7%)	М	305 (25.7%)	М	224 (18.9%)	Not App	oncable	М	110 (9.3%)	М	5 (0.4%)	М	578 (48.7%)
	2,387 (100.0%)	F	1,200 (50.3%)	F	368 (30.7%)	F	309 (25.8%)			F	163 (13.6%)	F	21 (1.8%)	F	689 (57.4%)

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 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.

Math Progression by Gender (Continued)

					mpted Any DE	Su	ccess in Any DE	At	tempted RSG		iccess in RSG	Success in High DE	Success in RSG	Success in GK
					(1st Year)		(1st Year)		(1st Year)		(1st Year)	(3rd Year)	(3rd Year)	(3rd Year)
	DE Level 1	М	225 (39.5%)		168 (74.7%)		99 (44.0%)		4 (1.8%)		3 (1.3%)			
	569 (21.8%)	F	344 (60.5%)		289 (84.0%)	F	210 (61.0%)	F	12 (3.5%)		8 (2.3%)			
	DE Level 2	м	94 (41.6%)		65 (69.1%)		50 (53.2%)		4 (4.3%)		4 (4.3%)			
	226 (8.7%)	F	132 (58.4%)		97 (73.5%)	F	71 (53.8%)		6 (4.5%)		6 (4.5%)			
	DE Level 3	м	98 (48.8%)		63 (64.3%)		43 (43.9%)		2 (2.0%)		0 (0.0%)			
ť	201 (7.7%)	F	103 (51.2%)		70 (68.0%)	F	49 (47.6%)		5 (4.9%)		5 (4.9%)			
ohc	DE Level 4	м	13 (33.3%)		12 (92.3%)	м	10 (76.9%)		12 (92.3%)		10 (76.9%)			
4	39 (1.5%)	F	26 (66.7%)	F	25 (96.2%)	F	19 (73.1%)	F	25 (96.2%)	F	19 (73.1%)	3rd Yes	ar Data Not Yet Availal	le
201	Total Referred	м	430 (41.5%)		308 (71.6%)		202 (47.0%)		22 (5.1%)		17 (4.0%)	5/4/20		, ic
Fall 2014 Cohort	1,035 (39.7%)	F	605 (58.5%)	F	481 (79.5%)	F	349 (57.7%)	F	48 (7.9%)	F	38 (6.3%)			
u.	College Level	м	698 (47.1%)				Not Applic	ahle						
	1,481 (56.8%)	F	783 (52.9%)				nocripping	1010						
	Unknown	М	56 (60.2%)	М	3 (5.4%)	М	1 (1.8%)	М	1 (1.8%)	М	1 (1.8%)			
	93 (3.6%)	F	37 (39.8%)	F	1 (2.7%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)			
	Cohort Total	М	1,184 (45.4%)	М	330 (27.9%)	М	218 (18.4%)	М	23 (1.9%)	М	18 (1.5%)			
	2,609 (100.0%)	F	1,425 (54.6%)	F	500 (35.1%)	F	359 (25.2%)	F	52 (3.6%)	F	41 (2.9%)			
	DE Level 1	м	301 (40.6%)	М	228 (75.7%)	М	137 (45.5%)	М	2 (0.7%)	М	2 (0.7%)			
	741 (26.4%)	F	440 (59.4%)	F	365 (83.0%)	F	271 (61.6%)	F	20 (4.5%)	F	17 (3.9%)			
	DE Level 2	М	146 (44.9%)	М	109 (74.7%)	М	75 (51.4%)	М	4 (2.7%)		3 (2.1%)			
	325 (11.6%)	F	179 (55.1%)	F	145 (81.0%)	F	118 (65.9%)	F	17 (9.5%)	F	11 (6.1%)			
	DE Level 3	М	162 (47.2%)	М	92 (56.8%)	М	65 (40.1%)	М	3 (1.9%)	М	2 (1.2%)			
ť	343 (12.2%)	F	181 (52.8%)	F	92 (50.8%)	F	69 (38.1%)	F	11 (6.1%)	F	9 (5.0%)			
Fall 2015 Cohort	DE Level 4	М	17 (22.1%)	М	17 (100.0%)	М	11 (64.7%)	М	16 (94.1%)	М	11 (64.7%)			
Ŭ	77 (2.7%)	F	60 (77.9%)	F	60 (100.0%)	F	48 (80.0%)	F	60 (100.0%)	F	48 (80.0%)	2rd Vo	ar Data Not Yet Availal	
101	Total Referred	М	626 (42.1%)	М	446 (71.2%)	М	288 (46.0%)	М	25 (4.0%)	М	18 (2.9%)	Siu iea	a Data NUL TEL Avalla	he
E	1,486 (52.9%)	F	860 (57.9%)	F	662 (77.0%)	F	506 (58.8%)	F	108 (12.6%)	F	85 (9.9%)			
ш.	College Level	М	675 (52.6%)				Not Applic							
	1,283 (45.6%)	F	608 (47.4%)				NOT APPIIC	anie						
	Unknown	М	18 (42.9%)	М	1 (5.6%)	М	1 (5.6%)	М	0 (0.0%)	М	0 (0.0%)			
	42 (1.5%)	F	24 (57.1%)	F	1 (4.2%)	F	1 (4.2%)	F	1 (4.2%)	F	1 (4.2%)			
	Cohort Total	м	1,319 (46.9%)	М	505 (38.3%)	М	333 (25.2%)	М	26 (2.0%)	М	19 (1.4%)			
	2,811 (100.0%)	F	1,492 (53.1%)	F	700 (46.9%)	F	538 (36.1%)	F	112 (7.5%)	F	89 (6.0%)			

M = Male F = Female

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: DE Referrals:

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

Math Progression by Ethnicity

In general, of those referred to developmental education, Asian students, compared to other racial/ethnic groups, successfully passed the "gatekeeper" courses at higher rates. When comparing the 2013 cohort to the 2011 cohort, non-referred Asian and White students experienced increases in "gatekeeper" success.

			Atte	mpted Any DE	Suc	cess in Any DE	Attempted RSG	Success in RSG	Succ	ess in High DE	Success in RSG	Su	ccess in GK
				(1st Year)		(1st Year)	(1st Year)	(1st Year)		(3rd Year)	(3rd Year)	(3rd Year)
	AA	28 (6.8%)	AA	25 (75.8%)	AA	17 (51.5%)			AA	3 (9.1%)		AA	5 (15.2%)
DE Level 1	А	5 (1.2%)	А	2 (40.0%)	А	2 (40.0%)			А	1 (20.0%)		Α	2 (40.0%)
411 (15.8%)	н	299 (72.7%)	н	186 (62.2%)	н	135 (45.2%)			н	58 (19.4%)		н	48 (16.1%)
411(15.6%)	0	14 (3.4%)	0	7 (77.8%)	0	6 (66.7%)			0	2 (22.2%)		0	1(11.1%)
	W	65 (15.8%)	W	44 (67.7%)	W	35 (53.8%)			W	15 (23.1%)		W	22 (33.8%)
	AA	30 (6.5%)	AA	31 (83.8%)	AA	22 (59.5%)			AA	14 (37.8%)		AA	10 (27.0%)
DE Level 2	А	5 (1.1%)	А	3 (60.0%)	А	2 (40.0%)			А	2 (40.0%)		Α	2 (40.0%)
460 (17.7%)	н	324 (70.4%)	н	256 (79.0%)	н	190 (58.6%)			н	98 (30.2%)		н	83 (25.6%)
400 (17.7%)	0	22 (4.8%)	0	8 (53.3%)	0	6 (40.0%)			0	3 (20.0%)		0	4 (26.7%)
	W	79 (17.2%)	W	54 (68.4%)	W	42 (53.2%)			W	23 (29.1%)		W	20 (25.3%)
	AA	30 (5.8%)	AA	33 (82.5%)	AA	21 (52.5%)			AA	18 (45.0%)		AA	10 (25.0%)
DE Level 3	А	10 (1.9%)	А	9 (90.0%)	А	9 (90.0%)			А	7 (70.0%)		Α	5 (50.0%)
518 (19.9%)	н	340 (65.6%)	н	275 (80.9%)	н	212 (62.4%)	Not App	licable	н	150 (44.1%)	Not Applicable	н	126 (37.1%)
516(19.9%)	0	21 (4.1%)	0	7 (63.6%)	0	7 (63.6%)			0	5 (45.5%)		0	6 (54.5%)
	W	117 (22.6%)	W	85 (72.6%)	W	70 (59.8%)			W	43 (36.8%)		W	30 (25.6%)
	AA	25 (6.9%)	AA	32 (94.1%)	AA	26 (76.5%)			AA	26 (76.5%)		AA	17 (50.0%)
DE Level 4	А	16 (4.4%)	А	11 (68.8%)	А	11 (68.8%)			А	11 (68.8%)		Α	13 (81.3%)
	н	208 (57.1%)	н	175 (84.1%)	н	137 (65.9%)			н	138 (66.3%)		н	107 (51.4%)
364 (14.0%)	0	22 (6.0%)	0	9 (69.2%)	0	7 (53.8%)			0	8 (61.5%)		0	6 (46.2%)
	W	93 (25.5%)	W	61 (65.6%)	W	51 (54.8%)			W	52 (55.9%)		W	47 (50.5%)
	AA	113 (6.4%)	AA	121 (84.0%)	AA	86 (59.7%)			AA	61 (42.4%)		AA	42 (29.2%)
Total Referred	А	36 (2.1%)	А	25 (69.4%)	А	24 (66.7%)			А	21 (58.3%)		Α	22 (61.1%)
1,753 (67.3%)	н	1,171 (66.8%)	н	892 (76.2%)	н	674 (57.6%)			н	444 (37.9%)		н	364 (31.1%)
1,755 (07.576)	0	79 (4.5%)	0	31 (64.6%)	0	26 (54.2%)			0	18 (37.5%)		0	17 (35.4%)
	W	354 (20.2%)	W	244 (68.9%)	W	198 (55.9%)			W	133 (37.6%)		W	119 (33.6%)
	AA	27 (3.3%)										AA	27 (71.1%)
College Level	А	28 (3.5%)										Α	17 (60.7%)
809 (31.0%)	н	470 (58.1%)					Not Appli	cable				н	295 (62.8%)
005 (51.070)	0	51 (6.3%)										0	20 (50.0%)
	W	233 (28.8%)										W	126 (54.1%)
	AA	1 (2.3%)	AA	0 (0.0%)	AA	0 (0.0%)			AA	0 (0.0%)		AA	0 (0.0%)
Unknown	А	1 (2.3%)	А	0 (0.0%)	А	0 (0.0%)			А	0 (0.0%)		Α	1 (100.0%)
44 (1.7%)	н	29 (65.9%)	н	4 (13.8%)	н	2 (6.9%)			н	2 (6.9%)		н	8 (27.6%)
++(1.770)	0	2 (4.5%)	0	0 (0.0%)	0	0 (0.0%)			0	0 (0.0%)		0	0 (0.0%)
	W	11 (25.0%)	W	0 (0.0%)	W	0 (0.0%)	Not Apr	licable	W	1 (9.1%)	Not Applicable	W	2 (18.2%)
	AA	141 (5.4%)	AA	124 (67.4%)	AA	89 (48.4%)	NOUAP	incable	AA	64 (34.8%)	Not Applicable	AA	69 (37.5%)
Cohort Total	А	65 (2.5%)	А	32 (49.2%)	А	31 (47.7%)			А	27 (41.5%)		А	40 (61.5%)
2,606 (100.0%)	н	1,670 (64.1%)	н	950 (56.9%)	н	722 (43.2%)			н	483 (28.9%)		н	667 (39.9%)
2,000 (100.0%)	0	132 (5.1%)	0	32 (36.0%)	0	27 (30.3%)			0	19 (21.3%)		0	37 (41.6%)
	W	598 (22.9%)	W	271 (45.3%)	W	224 (37.5%)			W	158 (26.4%)		W	247 (41.3%)
	W	598 (22.9%)	_w	271 (45.3%)	W	224 (37.5%)			W	158 (26.4%)		W	247 (41.3%)

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)

| | |

 | | Att

 | empted Any DE | Su
 | ccess in Any DE | Attempted RSG | Success in RSG | Suc | cess in High DE |
 | ess in RSG | | ccess in GK |
|------------------|--
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---|--|---|--|---------------|----------------
---	--	---
		AA

 | 22 (5.2%) | AA

 | (1st Year)
16 (72.7%) | AA
 | (1st Year)
7 (31.8%) | (1st Year) | (1st Year) | AA | (3rd Year)
3 (13.6%) | (3
AA
 | rd Year)
0 (0.0%) | (
AA | 3rd Year)
3 (13.6%) |
| | | A

 | 4 (0.9%) | A

 | 4 (100.0%) | A
 | 2 (50.0%) | | | A | 1 (25.0%) | A
 | 0 (0.0%) | A | 1 (25.0%) |
| | DE Level 1 | н

 | 334 (79.1%) | н

 | 243 (72.8%) | н
 | 166 (49.7%) | | | н | 75 (22.5%) | н
 | 3 (0.9%) | н | 84 (25.1%) |
| | 422 (16.4%) | 0

 | 10 (2.4%) | 0

 | 6 (60.0%) | 0
 | 5 (50.0%) | | | 0 | 0 (0.0%) | 0
 | 0 (0.0%) | 0 | 2 (20.0%) |
| | | W

 | 52 (12.3%) | w

 | 31 (59.6%) | W
 | 23 (44.2%) | | | W | 8 (15.4%) | W
 | 1 (1.9%) | W | 13 (25.0%) |
| | | AA

 | 24 (6.5%) | AA

 | 19 (79.2%) | AA
 | 16 (66.7%) | | | AA | 9 (37.5%) | AA
 | 0 (0.0%) | AA | 14 (58.3%) |
| | DE Level 2 | A
H

 | 8 (2.2%)
276 (75.0%) | A
H

 | 7 (87.5%)
211 (76.4%) | A
H
 | 4 (50.0%)
148 (53.6%) | | | A
H | 3 (37.5%)
105 (38.0%) | A
H
 | 0 (0.0%)
0 (0.0%) | A
H | 1 (12.5%)
105 (38.0%) |
| | 368 (14.3%) | 0

 | 6 (1.6%) | 0

 | 4 (66.7%) | 0
 | 3 (50.0%) | | | 0 | 4 (66.7%) | 0
 | 0 (0.0%) | 0 | 4 (66.7%) |
| | | W

 | 54 (14.7%) | w

 | 38 (70.4%) | W
 | 26 (48.1%) | | | w | 16 (29.6%) | w
 | 1 (1.9%) | w | 17 (31.5%) |
| | | AA

 | 39 (7.3%) | AA

 | 30 (76.9%) | AA
 | 23 (59.0%) | | | AA | 22 (56.4%) | AA
 | 0 (0.0%) | AA | 18 (46.2%) |
| | DE Level 3 | A

 | 9 (1.7%) | А

 | 7 (77.8%) | А
 | 6 (66.7%) | | | А | 6 (66.7%) | А
 | 0 (0.0%) | А | 6 (66.7%) |
| | 532 (20.7%) | H
O

 | 374 (70.3%) | н
О

 | 276 (73.8%) | н
О
 | 191 (51.1%) | Not App | licable | н
О | 155 (41.4%) | н
 | 0 (0.0%) | н | 138 (36.9%) |
| | | w

 | 2 (0.4%)
108 (20.3%) | w

 | 2 (100.0%)
84 (77.8%) | w
 | 2 (100.0%)
58 (53.7%) | | | w | 2 (100.0%)
54 (50.0%) | 0
W
 | 0 (0.0%)
1 (0.9%) | o
W | 1 (50.0%)
46 (42.6%) |
| | | AA

 | 20 (6.1%) | AA

 | 12 (60.0%) | AA
 | 12 (60.0%) | | | AA | 13 (65.0%) | AA
 | 0 (0.0%) | AA | 12 (60.0%) |
| | DE Level 4 | А

 | 5 (1.5%) | А

 | 3 (60.0%) | А
 | 3 (60.0%) | | | А | 3 (60.0%) | А
 | 0 (0.0%) | А | 3 (60.0%) |
| ť | 326 (12.7%) | н

 | 200 (61.3%) | н

 | 115 (57.5%) | н
 | 82 (41.0%) | | | н | 85 (42.5%) | н
 | 1 (0.5%) | н | 98 (49.0%) |
| - Ho | , | 0

 | 8 (2.5%) | 0

 | 4 (50.0%) | 0
 | 3 (37.5%) | | | 0 | 3 (37.5%) | 0
 | 0 (0.0%) | 0 | 5 (62.5%) |
| Fall 2012 Cohort | | W
AA

 | 93 (28.5%)
105 (6.4%) | W
AA

 | 48 (51.6%)
77 (73.3%) | W
 | 35 (37.6%)
58 (55.2%) | | | W
AA | 40 (43.0%)
47 (44.8%) | W
 | 0 (0.0%)
0 (0.0%) | W | 55 (59.1%)
47 (44.8%) |
| 1120 | | A

 | 26 (1.6%) | A

 | 21 (80.8%) | A
 | 15 (57.7%) | | | A | 13 (50.0%) | A
 | 0 (0.0%) | A | 11 (42.3%) |
| e - | Total Referred | н

 | 1,184 (71.8%) | н

 | 845 (71.4%) | н
 | 587 (49.6%) | | | н | 420 (35.5%) | н
 | 4 (0.3%) | н | 425 (35.9%) |
| | 1,648 (64.0%) | 0

 | 26 (1.6%) | 0

 | 16 (61.5%) | 0
 | 13 (50.0%) | | | 0 | 9 (34.6%) | 0
 | 0 (0.0%) | 0 | 12 (46.2%) |
| | | W

 | 307 (18.6%) | W

 | 201 (65.5%) | W
 | 142 (46.3%) | | | W | 118 (38.4%) | W
 | 3 (1.0%) | W | 131 (42.7%) |
| | | AA

 | 28 (3.3%) |

 | |
 | | | | | |
 | | AA | 15 (53.6%) |
| | College Level | A
H

 | 19 (2.2%)
558 (65.5%) |

 | |
 | | Not Appli | cable | | |
 | | A
H | 12 (63.2%)
332 (59.5%) |
| | 852 (33.1%) | 0

 | 19 (2.2%) |

 | |
 | | Not Appli | cable | | |
 | | 0 | 15 (78.9%) |
| | | w

 | 228 (26.8%) |

 | |
 | | | | | |
 | | w | 137 (60.1%) |
| | | AA

 | 1 (1.3%) | AA

 | 0 (0.0%) | AA
 | 0 (0.0%) | | | AA | 0 (0.0%) | AA
 | 0 (0.0%) | AA | 0 (0.0%) |
| | Unknown | A

 | 1 (1.3%) | А

 | 0 (0.0%) | А
 | 0 (0.0%) | | | Α | 0 (0.0%) | А
 | 0 (0.0%) | А | 0 (0.0%) |
| | 76 (3.0%) | H
O

 | 52 (68.4%) | н
О

 | 28 (53.8%) | н
О
 | 21 (40.4%) | | | н
О | 10 (19.2%) | н
О
 | 0 (0.0%) | н | 16 (30.8%) |
| | | w

 | 0 (0.0%)
22 (28.9%) | w

 | 0 (0.0%)
12 (54.5%) | w
 | 0 (0.0%)
10 (45.5%) | | | w | 0 (0.0%)
7 (31.8%) | w
 | 0 (0.0%)
0 (0.0%) | 0
W | 0 (0.0%)
8 (36.4%) |
| | | AA

 | 134 (5.2%) | AA

 | 77 (57.5%) | AA
 | 58 (43.3%) | Not App | licable | AA | 47 (35.1%) | AA
 | 0 (0.0%) | AA | 62 (46.3%) |
| | Cohort Total | A

 | 46 (1.8%) | A

 | 21 (45.7%) | A
 | 15 (32.6%) | | | A | 13 (28.3%) | A
 | 0 (0.0%) | A | 23 (50.0%) |
| | Cohort Total
2,576 (100.0%) | н

 | 1,794 (69.6%) | н

 | 897 (50.0%) | н
 | 627 (34.9%) | | | н | 449 (25.0%) | н
 | 4 (0.2%) | н | 773 (43.1%) |
| | 2,370 (100.0%) | 0

 | 45 (1.7%) | 0

 | 16 (35.6%) | 0
 | 13 (28.9%) | | | 0 | 9 (20.0%) | 0
 | 0 (0.0%) | 0 | 27 (60.0%) |
| | | W
AA

 | 557 (21.6%)
34 (10.7%) | W
AA

 | 223 (40.0%)
24 (70.6%) | W
AA
 | 158 (28.4%)
14 (41.2%) | | | W
AA | <u>131 (23.5%)</u>
4 (11.8%) |
 | 3 (0.5%)
1 (2.9%) | W
AA | 276 (49.6%)
6 (17.6%) |
| | | A

 | 34 (10.7%)
3 (0.9%) | A

 | 3 (100.0%) | AA
 | 0 (0.0%) | | | A | 4 (11.8%)
0 (0.0%) | AA
A
 | 0 (0.0%) | A | 0 (17.0%) |
| | DE Level 1 | н

 | 221 (69.5%) | н

 | 159 (71.9%) | н
 | 129 (58.4%) | | | н | 35 (15.8%) |
 | | | 47 (21.3%) |
| | 318 (13.3%) |

 | |

 | |
 | | | | | | н
 | / (3.2%) | н | |
| | | 0

 | 15 (4.7%) | 0

 | 8 (53.3%) | 0
 | 7 (46.7%) | | | 0 | 3 (20.0%) | н
О
 | 7 (3.2%)
0 (0.0%) | н
О | 5 (33.3%) |
| | | W

 | 45 (14.2%) | w

 | 8 (53.3%)
22 (48.9%) | W
 | 7 (46.7%)
19 (42.2%) | | | 0
W | 3 (20.0%)
9 (20.0%) | 0
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w | 5 (33.3%)
16 (35.6%) |
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 | 45 (14.2%)
12 (5.7%) | W
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 | 7 (46.7%)
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4 (8.9%)
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16 (35.6%)
4 (33.3%) |
| | DE Level 2 | W
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 | 45 (14.2%)
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| | DE Level 2
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| | 209 (8.8%)
DE Level 3 | W
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 | 45 (14.2%)
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0 | 5 (33.3%)
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36 (26.9%)
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| | 209 (8.8%)
DE Level 3 | W
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 | 45 (14.2%)
12 (5.7%)
5 (2.4%)
134 (64.1%)
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3 (1.4%)
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 | 8 (53.3%)
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34 (75.6%)
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3 (60.0%)
36 (26.9%)
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12 (26.7%)
10 (55.6%)
2 (66.7%)
51 (38.1%) |
| | 209 (8.8%)
DE Level 3
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 | 45 (14.2%)
12 (5.7%)
5 (2.4%)
134 (64.1%)
13 (6.2%)
45 (21.5%)
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134 (60.9%)
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52 (23.6%)
8 (10.1%)
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 | 8 (53.3%)
22 (48.9%)
11 (91.7%)
5 (100.0%)
9 (66.2%)
34 (77.6%)
14 (77.8%)
3 (100.0%)
13 (100.0%)
13 (100.0%)
37 (71.2%)
5 (52.5%)
1 (100.0%) | W
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A
A
 | 7 (46,7%)
19 (42,2%)
10 (83,3%)
5 (100,0%)
86 (64,2%)
9 (65,2%)
12 (66,7%)
86 (64,2%)
12 (92,3%)
29 (55,8%)
2 (55,8%)
2 (25,0%)
1 (100,0%) | Not App | licable | 0
W
AA
H
O
W
AA
A
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A H O W | $\begin{array}{c} 3\ (20.0\%)\\ 9\ (20.0\%)\\ 9\ (20.0\%)\\ 1\ (20.0\%)\\ 3\ (20.0\%)\\ 3\ (20.0\%)\\ 4\ (30.8\%)\\ 9\ (20.0\%)\\ 2\ (20.0\%)\\ 2\ (20.0\%)\\ 2\ (20.0\%)\\ 2\ (20.0\%)\\ 3\ (30.5\%)\\ 3\ (30.5\%)\\ 3\ (30.5\%)\\ 1\ (100.0\%)\\ 3\ (37.5\%)\\ 1\ (100.0\%)\\ 3\ (37.5\%)\\ 1\ (100.0\%)\\ 3\ (37.5\%)\\ 1\ (100.0\%)\\ 3\ (37.5\%)\\ 1\ (100.0\%)\\ 3\ (37.5\%)\\ 1\ (100.0\%)\\ 3\ (37.5\%)\\ 1\ (100.0\%)\\ 3\ (37.5\%)\\ 1\ (100.0\%)\\ 3\ (37.5\%)\\ 1\ (100.0\%)\\ 3\ (37.5\%)\\ 1\ (100.0\%)\\ 3\ (37.5\%)\\ 1\ (100.0\%)\\ 3\ (37.5\%)\\ 1\ (100.0\%)\\ 3\ (37.5\%)\\ 1\ (30.0\%)\ (30.0\%)\$ | O W AA A H O W | $\begin{array}{c} 0 \left(0 \left(0 \right) \right) \\ 4 \left(8 \right) \\ 9 \left(0 \right) \\ 0 \left(0 \right) \\ 0 \left(0 \right) \\ 0 \left(0 \right) \\ 3 \left(2 \right) \\ 2 \left(4 \right) \\ 2 \left(5 \right) \\ 2 \left(4 \right) \\ 2 \left(4 \right) \\ 2 \left(5 \right) \\ 2 \left(4 \right) \\ 2 \left(4 \right) \\ 2 \left(5 \right) \\ 2 \left(4 \right) \\ 2 \left(5 \right) \\ 2 \left$ | 0 W AA A H 0 W W AA A H 0 W AA W AA | $\begin{array}{c} 5 (33.3\%) \\ 16 (35.6\%) \\ 4 (33.3\%) \\ 36 (0.0\%) \\ 36 (26.7\%) \\ 26 (26.7\%) \\ 26 (26.7\%) \\ 26 (26.7\%) \\ 26 (26.7\%) \\ 26 (26.7\%) \\ 26 (26.7\%) \\ 10 (35.6\%) \\ 11 (100.0\%) \\ 29 (30.0\%) \\ 11 (33.3\%) \\ 15 (71.4\%) \\ 24 (33.3\%) \\ 15 (71.4\%) \\ 17 (38.6\%) \\ 11 (33.3\%) \\ 61 (30.5\%) \\ 11 (33.3\%) \\ 61 (30.5\%) \\ 11 (33.3\%) \\ 61 (30.5\%) \\ 11 (33.3\%) \\ 61 (30.5\%) \\ 11 (33.3\%) \\ 61 (30.5\%) \\ 11 (33.3\%) \\ 61 (30.5\%) \\ 11 (33.5\%) \\ 11
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| Fall 2013 Cohort | 209 (8.8%)
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| Fail 2013 Cohort | 209 (8.8%)
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DE Level 4
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College Level
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| Fall 2013 Cohort | 209 (8.8%)
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| Fall 2013 Cohort | 209 (8.8%)
DE Level 3
220 (9.2%)
DE Level 4
79 (3.3%)
Total Referred
826 (34.6%)
College Level
1,537 (64.4%)
Unknown
24 (1.0%)
Cohort Total | W AA A H O AA H O AA H O W AA H O W AA A H O W AA A H O W AA H AA

 | $\begin{array}{c} 45 \left(14.2\%\right)\\ 12 \left(5.7\%\right)\\ 5 \left(2.4\%\right)\\ 134 \left(64.1\%\right)\\ 13 \left(62.1\%\right)\\ 13 \left(62.1\%\right)\\ 13 \left(62.1\%\right)\\ 13 \left(14\%\right)\\ 3 \left(1.4\%\right)\\ 5 \left(21.5\%\right)\\ 134 \left(60.9\%\right)\\ 13 \left(50.9\%\right)\\ 5 \left(22.3.6\%\right)\\ 8 \left(10.1\%\right)\\ 1 \left(1.3\%\right)\\ 5 \left(22.3.6\%\right)\\ 3 \left(3.8\%\right)\\ 21 \left(26.5\%\right)\\ 3 \left(3.8\%\right)\\ 21 \left(26.5\%\right)\\ 535 \left(64.8\%\right)\\ 44 \left(5.3\%\right)\\ 163 \left(15.7\%\right)\\ 89 \left(5.5\%\right)\\ 327 \left(21.3\%\right)\\ 0 \left(0.0\%\right)\\ 18 \left(7.5.0\%\right)\\ 2 \left(8.3\%\right)\\ 4 \left(16.7\%\right)\\ 1551 \left(67.\%\right)\\ 4 \left(1.7\%\right)\\ 1551 \left(67.\%\right)\\ 1551 \left(67.\%\right)\\ 1551 \left(55.4\%\right)\\ 1551 \left(67.\%\right)\\ 1551 \left(55.4\%\right)\\ 1551 \left($ | W AA A H O W W AA A H O W W AA W W W W W W W W W W W W W W W

 | $\begin{array}{c} 8 \ (53.3\%) \\ 22 \ (48.9\%) \\ 12 \ (51.7\%) \\ 22 \ (48.9\%) \\ 13 \ (51.7\%) \\ 5 \ (100.0\%) \\ 9 \ (69.2\%) \\ 34 \ (77.6\%) \\ 34 \ (77.6\%) \\ 34 \ (77.6\%) \\ 31 \ (100.0\%) \\ 37 \ (71.2\%) \\ 5 \ (52.5\%) \\ 13 \ (100.0\%) \\ 37 \ (71.2\%) \\ 5 \ (52.5\%) \\ 11 \ (100.0\%) \\ 33 \ (76.1\%) \\ 2 \ (66.7\%) \\ 12 \ (100.0\%) \\ 33 \ (76.1\%) \\ 2 \ (66.7\%) \\ 12 \ (100.0\%) \\ 33 \ (76.1\%) \\ 2 \ (66.7\%) \\ 12 \ (100.0\%) \\ 33 \ (76.1\%) \\ 2 \ (72.7\%) \\ 12 \ (100.0\%) \\ 33 \ (76.1\%) \\ 12 \ (100.0\%) \\ 33 \ (76.1\%) \\ 12 \ (100.0\%) \\ 33 \ (72.2\%) \\ 10 \ (56.7\%) \\ 12 \ (100.0\%) \\ 12 \ (100.0\%) \\ 32 \ (72.7\%) \\ 10 \ (56.7\%) \\ 12 \ (100.0\%) \\ 32 \ (72.7\%) \\ 10 \ (0.0\%) \\ 32 \ (72.7\%) \\ 10 \ (0.0\%) \\ 32 \ (72.7\%) \\ 10 \ (0.0\%) \\ 33 \ (76.1\%) \\ 10 \ (0.0\%) \\ 33 \ (76.1\%) \\ 10 \ (0.0\%) \\ 33 \ (76.1\%) \\ 10 \ (0.0\%) \\ 1$ | W AA A H O W AA A | 7 (46,7%)
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10 (22,7 | NotAppli | licable | 0 W AA A H O W AA A H | $\begin{array}{c} 3 \left(20.0\% \right) \\ 9 \left(20.0\% \right) \\ 9 \left(20.0\% \right) \\ 1 \left(20.0\% \right) \\ 3 \left(213.3\% \right) \\ 1 \left(20.0\% \right) \\ 2 \left(23.9\% \right) \\ 4 \left(30.8\% \right) \\ 9 \left(92.0\% \right) \\ 2 \left(25.6\% \right) \\ 2 \left(96.7\% \right) \\ 4 \left(35.8\% \right) \\ 9 \left(99.2\% \right) \\ 2 \left(24.2.3\% \right) \\ 3 \left(37.5\% \right) \\ 1 \left(100.0\% \right) \\ 3 \left(37.5\% \right) \\ 1 \left(100.0\% \right) \\ 3 \left(37.5\% \right) \\ 1 \left(100.0\% \right) \\ 3 \left(37.5\% \right) \\ 1 \left(100.0\% \right) \\ 3 \left(33.3\% \right) \\ 1 \left(67.4\% \right) \\ 2 \left(66.7\% \right) \\ 1 \left(152.4\% \right) \\ 2 \left(66.7\% \right) \\ 1 \left(152.4\% \right) \\ 3 \left(33.3\% \right) \\ 1 \left(67.4\% \right) \\ 1 \left(52.6\% \right) \\ 1 \left(100.0\% \right) \\ 1 \left(25.0\% \right) \\ 2 \left(11.1\% \right) \\ 0 \left(0.0\% \right) \\ 1 \left(25.0\% \right) \\ 2 \left(11.0\% \right) \\ 1 \left(25.0\% \right) \\ 1 \left(21.0\% \right) $ | 0 W A A H O W A A H O W A A H O W A A H O W A A H O W A A H O W A A A A A H O W A A A A H O W A A A H O W A A A A H O W A A A | 0 (0.0%)
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AA = African-American A = Asian H = Hispanic O = Other W = White

Math Progression by Ethnicity (Continued)

DE Leve 569 (21.8 DE Leve 226 (8.7 DE Leve 201 (7.7 DE Leve 39 (1.5) Total Refe 1,035 (39) College L 1,481 (56) Unknow 93 (3.6)	1.8%) 0 0 0 0 0 0 0 0 0 0 0 0 0 0	$\begin{array}{c} 15 (2.6\%)\\ 364 (64.0\%)\\ 25 (4.6\%)\\ 125 (22.0\%)\\ 19 (8.4\%)\\ 7 (3.1\%)\\ 149 (65.9\%)\\ 9 (4.0\%)\\ 42 (18.6\%)\\ 120 (59.7\%)\\ 9 (4.0\%)\\ 120 (59.7\%)\\ 9 (4.5\%)\\ 120 (59.7\%)\\ 0 (10.0\%)\\ 26 (66.7\%)\\ 3 (7.7\%)\\ 9 (22.1\%)\\ 3 (2.5\%)\\ 3 $	AA A H O W AA A H O W AA A H O W AA A A H O W AA A A H O W AA A A H O W	(1st Year) 28 (71.8%) 14 (93.3%) 295 (81.3%) 22 (84.6%) 97 (77.6%) 14 (73.7%) 105 (70.5%) 6 (66.7%) 30 (71.4%) 9 (75.0%) 5 (62.5%) 1 (100.0%) 9 (70.8%) 7 (77.8%) 1 (100.0%) 0 (0.0%) 24 (92.3%) 3 (100.0%) 9 (100.0%) 9 (100.0%) 9 (100.0%)	AA A H O W AA A H O W AA A H O W AA A H O W AA A H O W AA A A H O W AA A A H O W AA A A A H A A A A A A A A A A A A A	5 (62.5%) 60 (50.0%) 6 (66.7%) 19 (36.5%) 1 (100.0%)	A H O W AA H O W AA A H O W	2 (1.6%) 0 (0.0%) 0 (0.0%) 8 (5.4%) 0 (0.0%) 2 (4.8%) 1 (8.3%) 0 (0.0%) 6 (5.0%)	AA H O W AA H O W AA A	(1st Year) 1 (2.6%) 0 (0.0%) 8 (2.2%) 0 (0.0%) 2 (1.6%) 0 (0.0%) 8 (5.4%) 0 (0.0%) 2 (4.8%) 0 (0.0%)	(3rd Year) (3rd Year)	(3rd Year)
569 (21.8 DE Leve 226 (8.7 DE Leve 39 (1.59 Total Refe 1,035 (39) College L 1,481 (56) Unknov 93 (3.69	vel 1 A 1.8% % 4.1.8% % vel 2 A 4.7.7% % 7.7% % 4.7.7% % 4.7.7% % 4.7.7% % 4.7.7% % 4.7.7% % 5.7% % 4.7.7% % 4.7.7% % 5.7% % 4.7.7% % 5.7.7% % 5.7.7% % 4.7.7% % 5.7.7% % 5.7.7% % 5.7.7% % 5.7.7% % 5.7.7% % 5.7.7% % 5.7.7% % 5.7.7% % 6.7.7% % 6.7.7% % 6.7.7% % 6.7.7% % 6.7.7% % 7.7% %	$\begin{array}{c} 15 (2.6\%)\\ 364 (64.0\%)\\ 25 (4.6\%)\\ 125 (22.0\%)\\ 19 (8.4\%)\\ 7 (3.1\%)\\ 149 (65.9\%)\\ 9 (4.0\%)\\ 42 (18.6\%)\\ 120 (59.7\%)\\ 9 (4.0\%)\\ 120 (59.7\%)\\ 9 (4.5\%)\\ 120 (59.7\%)\\ 0 (10.0\%)\\ 26 (66.7\%)\\ 3 (7.7\%)\\ 9 (22.1\%)\\ 3 (2.5\%)\\ 3 $	H 0 W AA A H 0 W AA A A H 0 W AA A A H 0 W AA A A H 0 W	$\begin{array}{c} 14 \ (93.3\%)\\ 296 \ (81.3\%)\\ 22 \ (84.6\%)\\ 97 \ (77.6\%)\\ 14 \ (73.7\%)\\ 105 \ (70.5\%)\\ 9 \ (70.7\%)\\ 9 \ (75.0\%)\\ 9 \ (75.0\%)\\ 85 \ (70.8\%)\\ 27 \ (51.9\%)\\ 11 \ (100.0\%)\\ 24 \ (92.3\%)\\ 3 \ (100.0\%)\\ 3 \ (100.0\%)\\ 9 \ (100.0\%)\\ \end{array}$	H 0 W AA A 4 A 4 A 4 0 W AA 4 0 W 4 A	8 (53.3%) 198 (54.4%) 15 (57.7%) 70 (56.0%) 5 (71.4%) 81 (54.4%) 3 (33.3%) 20 (47.6%) 5 (62.5%) 5 (62.5%) 6 (05.0%) 6 (66.7%) 19 (36.5%)	A H O W AA H O W AA A H O W	$\begin{array}{c} 1 (6.7\%) \\ 12 (3.3\%) \\ 0 (0.0\%) \\ 2 (1.6\%) \\ 0 (0.0\%) \\ 8 (5.4\%) \\ 0 (0.0\%) \\ 2 (4.8\%) \\ 1 (8.3\%) \\ 0 (0.0\%) \\ 6 (5.0\%) \end{array}$	A H W AA H O W AA A	0 (0.0%) 8 (2.2%) 0 (0.0%) 2 (1.6%) 0 (0.0%) 8 (5.4%) 0 (0.0%) 2 (4.8%) 0 (0.0%)		
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226 (8.7 DE Leve 201 (7.7 DE Leve 39 (1.59 Total Refe 1,035 (39) College L 1,481 (56) Unknov 93 (3.69	vel 2 A % A % A % W % A <td>19 (8.4%) 7 (3.1%) 139 (65.9%) 9 (4.0%) 42 (18.6%) 42 (18.6%) 12 (6.0%) 8 (4.0%) 9 (4.5%) 9 (4.5%) 9 (4.5%) 12 (60.7%) 0 (0.0%) 26 (65.7%) 3 (7.7%) 30 (2.9%) 30 (2.9%) 30 (2.9%) 42 (22.0%) 228 (22.0%) 77 (5.2%)</td> <td>AA A H O W AA A H O W AA A H O W AA A H O W AA A H H O W AA A H H O H AA A H A A H A A A H A A A A</td> <td>$\begin{array}{c} 14 \left(73.7\%\right)\\ 7 \left(100.0\%\right)\\ 105 \left(70.5\%\right)\\ 6 \left(66.7\%\right)\\ 30 \left(71.4\%\right)\\ 85 \left(70.8\%\right)\\ 7 \left(75.0\%\right)\\ 5 \left(62.5\%\right)\\ 27 \left(51.9\%\right)\\ 1 \left(100.0\%\right)\\ 0 \left(0.0\%\right)\\ 3 \left(100.0\%\right)\\ 9 \left(100.0\%\right)\end{array}$</td> <td>AA H O W AA H O W AA A A</td> <td>$\begin{array}{c} 12(63.2\%)\\ 5(71.4\%)\\ 81(54.4\%)\\ 3(33.3\%)\\ 20(47.6\%)\\ 2(16.7\%)\\ 5(62.5\%)\\ 60(50.0\%)\\ 6(66.7\%)\\ 19(36.5\%)\\ 1(100.0\%)\end{array}$</td> <td>AA H O W AA H O</td> <td>0 (0.0%) 0 (0.0%) 8 (5.4%) 0 (0.0%) 2 (4.8%) 1 (8.3%) 0 (0.0%) 6 (5.0%)</td> <td>AA H O W AA A</td> <td>0 (0.0%) 0 (0.0%) 8 (5.4%) 0 (0.0%) 2 (4.8%) 0 (0.0%)</td> <td></td> <td></td>	19 (8.4%) 7 (3.1%) 139 (65.9%) 9 (4.0%) 42 (18.6%) 42 (18.6%) 12 (6.0%) 8 (4.0%) 9 (4.5%) 9 (4.5%) 9 (4.5%) 12 (60.7%) 0 (0.0%) 26 (65.7%) 3 (7.7%) 30 (2.9%) 30 (2.9%) 30 (2.9%) 42 (22.0%) 228 (22.0%) 77 (5.2%)	AA A H O W AA A H O W AA A H O W AA A H O W AA A H H O W AA A H H O H AA A H A A H A A A H A A A A	$\begin{array}{c} 14 \left(73.7\%\right)\\ 7 \left(100.0\%\right)\\ 105 \left(70.5\%\right)\\ 6 \left(66.7\%\right)\\ 30 \left(71.4\%\right)\\ 85 \left(70.8\%\right)\\ 7 \left(75.0\%\right)\\ 5 \left(62.5\%\right)\\ 27 \left(51.9\%\right)\\ 1 \left(100.0\%\right)\\ 0 \left(0.0\%\right)\\ 3 \left(100.0\%\right)\\ 9 \left(100.0\%\right)\end{array}$	AA H O W AA H O W AA A A	$\begin{array}{c} 12(63.2\%)\\ 5(71.4\%)\\ 81(54.4\%)\\ 3(33.3\%)\\ 20(47.6\%)\\ 2(16.7\%)\\ 5(62.5\%)\\ 60(50.0\%)\\ 6(66.7\%)\\ 19(36.5\%)\\ 1(100.0\%)\end{array}$	AA H O W AA H O	0 (0.0%) 0 (0.0%) 8 (5.4%) 0 (0.0%) 2 (4.8%) 1 (8.3%) 0 (0.0%) 6 (5.0%)	AA H O W AA A	0 (0.0%) 0 (0.0%) 8 (5.4%) 0 (0.0%) 2 (4.8%) 0 (0.0%)		
226 (8.7 DE Leve 201 (7.7 DE Leve 39 (1.59 Total Refe 1,035 (39) College L 1,481 (56) Unknov 93 (3.69	vel 2 A x.77%) M yel 3 A yel 3 H x.77%) M M M yel 4 A A A yel 4 A A A S5%) M O W Seferred A A A Seferred A A A S65.8%) O	7 (3.1%) 149 (65.9%) 9 (4.0%) 42 (18.6%) 120 (59.7%) 9 (4.5%) 52 (25.9%) 1 (2.6%) 0 (0.0%) 26 (66.7%) 3 (7.7%) 9 (23.1%) 3 (2.9%) 3 (2.9%) 6 59 (63.7%) 4 7 (5.2%) 7 (5.2%)	A H O W A A H O W A A A H O W A A A H O W A A A H O W A A A H O W A A A H O W A A A H O W A A A H O W A A A H O W A A A H O W A A A A H O W A A A A A A A A A A A A A A A A A A	7 (100.0%) 105 (70.5%) 6 (66.7%) 30 (71.4%) 9 (75.0%) 5 (62.5%) 5 (62.5%) 7 (77.8%) 27 (51.9%) 1 (100.0%) 24 (92.3%) 3 (100.0%) 9 (100.0%)	A H W AA A H O W AA A	5 (71.4%) 81 (54.4%) 3 (33.3%) 20 (47.6%) 5 (62.5%) 60 (50.0%) 6 (66.7%) 19 (36.5%) 1 (100.0%)	A H W AA A H O	0 (0.0%) 8 (5.4%) 0 (0.0%) 2 (4.8%) 1 (8.3%) 0 (0.0%) 6 (5.0%)	A H O W AA A	0 (0.0%) 8 (5.4%) 0 (0.0%) 2 (4.8%) 0 (0.0%)		
226 (8.7 DE Leve 201 (7.7 DE Leve 39 (1.59 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	8.7%) W Vel 3 A Vel 3 A A A A A A A A A A A A A	9 (4.0%) 9 (4.0%) 42 (18.6%) 12 (6.0%) 8 (4.0%) 9 (4.5%) 9 (4.5%) 9 (4.5%) 9 (4.5%) 9 (2.5%) 0 (0.0%) 26 (66.7%) 9 (2.1%) 30 (2.9%) 659 (63.7%) 47 (15.2%) 12 (2.0%) 12 (2.2%) 12 (2	O W AA H O W AA A H O W AA A A H	6 (66.7%) 30 (71.4%) 9 (75.0%) 5 (62.5%) 85 (70.8%) 7 (77.8%) 27 (51.9%) 1 (100.0%) 0 (0.0%) 24 (92.3%) 3 (100.0%) 9 (100.0%)	0 W AA H 0 W AA A	3 (33.3%) 20 (47.6%) 2 (16.7%) 5 (62.5%) 60 (50.0%) 6 (66.7%) 19 (36.5%) 1 (100.0%)	O W AA A H O	0 (0.0%) 2 (4.8%) 1 (8.3%) 0 (0.0%) 6 (5.0%)	O W AA A	0 (0.0%) 2 (4.8%) 0 (0.0%)		
DE Leve 201 (7.7 DE Leve 39 (1.59 Total Refe 1,035 (39) College L 1,481 (56) Unknow 93 (3.67	Vel 3 4 4 4 4 4 4 4 0 7 4 4 4 4 4 4 4 4 4 55% 0 0 0 0 0 0 0 0 0 0 0 0 0	42 (18.6%) 42 (18.6%) 84 (4.0%) 120 (59.7%) 94 (4.5%) 52 (25.9%) 120 (26.7%) 3 (7.7%) 9 (22.1%) 3 (2.9%) 3 (2.9%) 4 (4.5%) 52 (2.9%) 4 (4.5%) 52 (2.9%) 52 (2.9%) 53 (2.9%) 54 (2.5%) 55 (2.8%) 55 (2.8%) 56 (2.8%) 57 (2.8%)	W AA H O W AA A H O W AA A H	30 (71.4%) 9 (75.0%) 5 (62.5%) 85 (70.8%) 7 (77.8%) 27 (51.9%) 1 (100.0%) 0 (0.0%) 24 (92.3%) 3 (100.0%) 9 (100.0%)	W AA H O W AA A	20 (47.6%) 2 (16.7%) 5 (62.5%) 60 (50.0%) 6 (66.7%) 19 (36.5%) 1 (100.0%)	W AA A H O	2 (4.8%) 1 (8.3%) 0 (0.0%) 6 (5.0%)	W AA A	2 (4.8%) 0 (0.0%)		
201 (7.7 DE Leve 39 (1.59 Total Refe 1,035 (39) College L 1,481 (56) Unknow 93 (3.69	AF A A A A H H W W W AF A B B A A B B B B B B B B B	12 (6.0%) 8 (4.0%) 8 (4.0%) 120 (59.7%) 9 (4.5%) 9 (4.5%) 52 (25.9%) 12 (2.6%) 0 (0.0%) 26 (66.7%) 9 (23.1%) 3 (7.7%) 9 (23.1%) 30 (2.9%) 559 (63.7%) 47 (4.5%) 228 (22.0%) 3 (7.7%)	AA H O W AA A H O W AA A H	9 (75.0%) 5 (62.5%) 85 (70.8%) 7 (77.8%) 27 (51.9%) 1 (100.0%) 0 (0.0%) 24 (92.3%) 3 (100.0%) 9 (100.0%)	AA A H O W AA A	2 (16.7%) 5 (62.5%) 60 (50.0%) 6 (66.7%) 19 (36.5%) 1 (100.0%)	AA A H O	1 (8.3%) 0 (0.0%) 6 (5.0%)	AA A	0 (0.0%)		
201 (7.7 DE Leve 39 (1.59 Total Refe 1,035 (39) College L 1,481 (56) Unknow 93 (3.69	vel 3 A vel 4 H 0 A vel 4 A + H + S5%) 0 W A A + H H	8 (4.0%) 120 (59.7%) 9 (4.5%) 52 (25.9%) 4 (1.26%) 9 (25.1%) 1 (2.6%) 9 (22.1%) 3 (7.7%) 3 (7.7%) 9 (22.1%) 3 (2.9%) 3 (2.9%) 4 (4.5%) 4 (4.5%) 7 (5.2%) 4 (7.5%) 5 (2.2%) 5 (2.2%	A H W AA H O W AA A A H	5 (62.5%) 85 (70.8%) 7 (77.8%) 27 (51.9%) 0 (10.0%) 0 (0.0%) 24 (92.3%) 3 (100.0%) 9 (100.0%)	A H O W AA A	5 (62.5%) 60 (50.0%) 6 (66.7%) 19 (36.5%) 1 (100.0%)	A H O	0 (0.0%) 6 (5.0%)	А			
201 (7.7 DE Leve 39 (1.59 Total Refe 1,035 (39) College L 1,481 (56) Unknow 93 (3.69	Vel 3 H 7,7%) 0 Vel 4 A 4 4 4 55%) 4 4 4 4 4 55%) 4 4 4 4 4 939.7%) 0 V V V A A 4 4 4 4 939.7%) 0 V V A 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	120 (59,7%) 9 (4,5%) 52 (25,9%) 0 (0,0%) 26 (66,7%) 9 (23,1%) 77 (6,9%) 30 (2,9%) 659 (63,7%) 47 (4,5%) 228 (22,0%) 528 (22,	H O W AA H O W AA A H	85 (70.8%) 7 (77.8%) 27 (51.9%) 1 (100.0%) 0 (0.0%) 24 (92.3%) 3 (100.0%) 9 (100.0%)	H O W AA A	60 (50.0%) 6 (66.7%) 19 (36.5%) 1 (100.0%)	н О	6 (5.0%)		0 (0.0%)		
DE Leve 39 (1.59 Total Refe 1,035 (39) College L 1,481 (56) Unknov 93 (3.69	Vel 4 A H O Ves 5%) A A A Ceferred H O W W A A A A A A A A A A A A A A A A A	52 (25.9%) 1 (2.6%) 0 (0.0%) 26 (66.7%) 3 (7.7%) 9 (23.1%) 3 (7.7%) 3 (2.9%) 659 (63.7%) 47 (4.5%) 228 (22.0%) 77 (5.2%)	W AA H O W AA A H	27 (51.9%) 1 (100.0%) 0 (0.0%) 24 (92.3%) 3 (100.0%) 9 (100.0%)	W AA A	19 (36.5%) 1 (100.0%)		0 (0 00/)	н	5 (4.2%)		
39(1.5)	2:ferred 39.7%) 2 Level 4 4 4 4 4 4 0 0 0 0 0 0 0 0 0 0 0 0 0	1 (2.6%) 0 (0.0%) 26 (66.7%) 9 (23.1%) 30 (2.9%) 659 (63.7%) 47 (4.5%) 228 (22.0%) 47 (5.2%)	AA H O W AA A H	1 (100.0%) 0 (0.0%) 24 (92.3%) 3 (100.0%) 9 (100.0%)	AA A	1 (100.0%)		0 (0.0%)	0	0 (0.0%)		
39(1.5)	vel 4 + H + 55%) 2 ferred 39.7%) 2 Level 56.8%) AA A A A A A A A A A A A A	0 (0.0%) 26 (56.7%) 3 (7.7%) 9 (23.1%) 30 (2.9%) 659 (53.7%) 47 (4.5%) 228 (22.0%) 57 (5.2%)	A H W AA A H	0 (0.0%) 24 (92.3%) 3 (100.0%) 9 (100.0%)	А		w	0 (0.0%)		0 (0.0%)		
39(1.57 00 1,035(39) College L 1,481(56) Unknov 93(3.69	Vel 4 + 5%) eferred 39.7%) e Level - 65.8%) Vel 4 H A A A A A A A A A A A A A	26 (66.7%) 3 (7.7%) 9 (23.1%) 30 (2.9%) 659 (63.7%) 47 (4.5%) 228 (22.0%) 77 (5.2%)	H O W AA A H	24 (92.3%) 3 (100.0%) 9 (100.0%)		0 (0.0%)	AA A	1 (100.0%) 0 (0.0%)	A	1 (100.0%) 0 (0.0%)		
1,035 (39. College L 1,481 (56. Unknov 93 (3.67	2ferred H 39.7%) H 2 Level H 56.8%) O	9 (23.1%) 71 (6.9%) 30 (2.9%) 659 (63.7%) 47 (4.5%) 228 (22.0%) 77 (5.2%)	W AA A H	9 (100.0%)		17 (65.4%)	н		н	17 (65.4%)		
1,035 (39. College L 1,481 (56. Unknov 93 (3.67	2ferred 39.7%) 2 Level 56.8%)	71 (6.9%) 30 (2.9%) 659 (63.7%) 47 (4.5%) 228 (22.0%) 77 (5.2%)	AA A H		0	3 (100.0%)	0		0	3 (100.0%)		
1,035 (39. College L 1,481 (56. Unknov 93 (3.67	eferred 39.7%) 4 4 4 4 4 4 4 4 4 4 5 6.8%) 0 0 0 0 0 0 0 0 0 0 0 0 0	30 (2.9%) 659 (63.7%) 47 (4.5%) 228 (22.0%) 77 (5.2%)	A H	52 (73.2%)	W	8 (88.9%)	w	9 (100.0%)	W	8 (88.9%)	3rd Year Data Not Yet Available	
1,035 (39. College L 1,481 (56. Unknov 93 (3.67	eterred 39.7%) 44 44 44 44 44 45 44 45 44 45 44 45 44 45 44 45 44 45 46 46 46 46 46 46 46 46 46 46	659 (63.7%) 47 (4.5%) 228 (22.0%) 77 (5.2%)	н		AA A	33 (46.5%)	AA	3 (4.2%)		2 (2.8%) 0 (0.0%)		
College L 1,481 (56. Unknov 93 (3.69 Cohort Tr	39.7%) W 2 Level A 56.8%) O	47 (4.5%) 228 (22.0%) 77 (5.2%)		26 (86.7%) 510 (77.4%)	н	18 (60.0%) 356 (54.0%)	A H		A H	38 (5.8%)		
1,481 (56. Unknov 93 (3.69 Cohort Tr	2 Level A 56.8%) 0	77 (5.2%)		38 (80.9%)	0	27 (57.4%)	0		0	3 (6.4%)		
1,481 (56. Unknov 93 (3.69 Cohort Tr	e Level A 56.8%) O		w	163 (71.5%)	w	117 (51.3%)	W	13 (5.7%)	w	12 (5.3%)		
1,481 (56. Unknov 93 (3.69 Cohort Tr	2 Level H 56.8%) 0											
Unknov 93 (3.69 Cohort To	56.8%) O	43 (2.9%) 938 (63.3%)				Not Applica	hla					
93 (3.69 Cohort To						NOLAPPIL	able					
93 (3.69 Cohort To												
93 (3.69 Cohort To	AA	10 (10.8%)	AA	2 (20.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)		
Cohort To	own		Α	0 (0.0%)	А	0 (0.0%)	Α	0 (0.0%)		0 (0.0%)		
		58 (62.4%)	н О	2 (3.4%)	н О	1(1.7%)	н О		н О	1(1.7%)		
	w		w	0 (0.0%) 0 (0.0%)	w	0 (0.0%) 0 (0.0%)	w	0 (0.0%) 0 (0.0%)		0 (0.0%) 0 (0.0%)		
	AA		AA	56 (35.4%)	AA		AA	3 (1.9%)		2 (1.3%)		
	Total A		А	28 (35.9%)	А	19 (24.4%)	А	1(1.3%)	А	0 (0.0%)		
	00.0%) H		н	532 (32.1%)	н	370 (22.4%)	н	53 (3.2%)	н	40 (2.4%)		
	00.070) W		o W	39 (37.1%) 175 (28.5%)	0 W	28 (26.7%) 125 (20.4%)	0 W	4 (3.8%) 14 (2.3%)	0 W	4 (3.8%) 13 (2.1%)		
	A			35 (74.5%)	AA	24 (51.1%)		1 (2.1%)		1 (2.1%)		
DE Leve	A A	8 (1.1%)	А	5 (62.5%)	А	4 (50.0%)	А	0 (0.0%)	А	0 (0.0%)		
741 (26.4	6 4%) H		н	458 (81.2%)	н	306 (54.3%)	н		н	13 (2.3%)		
	0.470) O W	12 (1.6%) 110 (14.8%)	o W	11 (91.7%) 84 (76.4%)	o W	7 (58.3%) 67 (60.9%)	0 W	0 (0.0%) 6 (5.5%)	0 W	0 (0.0%) 5 (4.5%)		
	AA		AA	12 (63.2%)	AA		AA	2 (10.5%)		1 (5.3%)		
DE Leve	۵		А	5 (83.3%)	А	3 (50.0%)	А	0 (0.0%)	А	0 (0.0%)		
325 (11.6	1.6%) H		н	187 (79.2%)	Н	144 (61.0%)	н	15 (6.4%)	Н	10 (4.2%)		
	1.0/0) O W		0	7 (77.8%)	0 W	6 (66.7%)	0	0 (0.0%)	0 W	0 (0.0%)		
	AA		W AA	43 (78.2%) 12 (57.1%)	AA	31 (56.4%) 6 (28.6%)	W	4 (7.3%) 1 (4.8%)		3 (5.5%) 0 (0.0%)		
	A	5 (1.5%)	A	4 (80.0%)	A	4 (80.0%)	A		A	0 (0.0%)		
DE Leve 343 (12.2	2 2%) H	243 (70.8%)	н	129 (53.1%)	н	98 (40.3%)	н	12 (4.9%)	н	10 (4.1%)		
545 (12.2	0	7 (2.0%)	0	5 (71.4%)	0	2 (28.6%)	0		0	0 (0.0%)		
	W AA		W	34 (50.7%)	W	24 (35.8%)	W	1 (1.5%)		1 (1.5%)		
	4	3 (3.9%) 2 (2.6%)	A	3 (100.0%) 2 (100.0%)	A	2 (66.7%) 2 (100.0%)	A	3 (100.0%) 2 (100.0%)	A	2 (66.7%) 2 (100.0%)		
DE Leve	vel 4 7%) H	55 (71.4%)	н	55 (100.0%)	н	41 (74.5%)	н	54 (98.2%)	н	41 (74.5%)		
то 9 9 107 (2.79 9 107 107 107 107 107 107 107 107 107 107	U		0	0 (0.0%)	0	0 (0.0%)	0		0	0 (0.0%)		
15 0	W		W	17 (100.0%)	W	14 (82.4%)	W		W	14 (82.4%)	3rd Year Data Not Yet Available	
II 20	A	90 (6.1%) 21 (1.4%)	AA A	62 (68.9%) 16 (76.2%)	AA A	41 (45.6%) 13 (61.9%)	AA A		AA A	4 (4.4%) 2 (9.5%)		
	eterred		Ĥ	829 (75.5%)	Ĥ	589 (53.6%)	Ĥ		Ĥ	74 (6.7%)		
1,486 (52.	52.9%) O	28 (1.9%)	0	23 (82.1%)	0	15 (53.6%)	0	0 (0.0%)	0	0 (0.0%)		
	w		W	178 (71.5%)	W	136 (54.6%)	W	28 (11.2%)	W	23 (9.2%)		
	AA											
College Li						Not Applica	able					
1,283 (45.	45.6%) O	39 (3.0%)										
	W	303 (23.6%)										
	AA	· · · · /		0 (0.0%)		0 (0.0%)		0 (0.0%)		0 (0.0%)		
Unknov			A H	0 (0.0%) 2 (6.9%)	A H	0 (0.0%) 2 (6.9%)	A H	0 (0.0%) 1 (3.4%)		0 (0.0%) 1 (3.4%)		
42 (1.59	.5%) 0		н О	2 (6.9%) 0 (0.0%)	н О	2 (6.9%) 0 (0.0%)	н 0	1 (3.4%) 0 (0.0%)		1 (3.4%) 0 (0.0%)		
	w			0 (0.0%)	w	0 (0.0%)		0 (0.0%)		0 (0.0%)		
	AA	174 (6.2%)	AA	66 (37.9%)	AA	45 (25.9%)	AA	7 (4.0%)	AA	4 (2.3%)		
Cohort To	A	72 (2.6%)	A	19 (26.4%)	A	15 (20.8%)	A	2 (2.8%)		2 (2.8%)		
2,811 (100	: Iotal	1,937 (68.9%) 68 (2.4%)	н О	893 (46.1%) 26 (38.2%)	н О	640 (33.0%) 17 (25.0%)	н О	101 (5.2%) 0 (0.0%)		79 (4.1%) 0 (0.0%)		
	00.0%)	00 (2.470)				1/(23.0%)	0					
AA = African-Americ			VV	201 (35.9%)	W	154 (27.5%)	W	28 (5.0%)		23 (4.1%)		

Math Progression by Age

In general, of those who were non-referred, students who were younger than 21 consistently had Math "gatekeeper" success rates nearing 60%-70%. When comparing the 2013 cohort to the 2011 cohort, students over 22 years old experienced increases in "gatekeeper" success.

					mpted Any DE	Suc	cess in Any DE	Attempted RSG	Success in RSG		s in High DE	Success in RSG		ess in GK
				(1st Year)		(1st Year)	(1st Year)	(1st Year)	(31	rd Year)	(3rd Year)	(3	rd Year)
	DE Level 1 124 (9.8%)	<17 18-21 22-24 25-35 36-50 51+	11 (2.7%) 317 (77.1%) 32 (7.8%) 31 (7.5%) 17 (4.1%) 3 (0.7%)	22-24 25-35 36-50	6 (54.5%) 210 (66.2%) 21 (65.6%) 18 (58.1%) 7 (41.2%) 2 (66.7%)	22-24 25-35 36-50	6 (54.5%) 156 (49.2%) 12 (37.5%) 14 (45.2%) 6 (35.3%) 1 (33.3%)			<17 18-21 22-24 25-35 36-50 51+	2 (18.2%) 59 (18.6%) 4 (12.5%) 7 (22.6%) 6 (35.3%) 1 (33.3%)		<17 18-21 22-24 25-35 36-50 51+	2 (18.2%) 61 (19.2%) 4 (12.5%) 6 (19.4%) 4 (23.5%) 1 (33.3%)
	DE Level 2 460 (17.7%)	<17 18-21 22-24 25-35 36-50 51+	13 (2.8%) 357 (77.6%) 22 (4.8%)	<17 18-21 22-24 25-35 36-50	2 (80.7%) 12 (92.3%) 261 (73.1%) 18 (81.8%) 42 (87.5%) 19 (95.0%) 0 (0.0%)	<17 18-21 22-24 25-35 36-50	9 (69.2%) 186 (52.1%) 16 (72.7%) 35 (72.9%) 16 (80.0%) 0 (0.0%)			<pre>>1+ <17 18-21 22-24 25-35 36-50 51+</pre>	2 (15.3%) 2 (15.4%) 104 (29.1%) 6 (27.3%) 16 (33.3%) 12 (60.0%) 0 (0.0%)		<17 18-21 22-24 25-35 36-50 51+	2 (15.4%) 88 (24.6%) 5 (22.7%) 14 (29.2%) 10 (50.0%) 0 (0.0%)
	DE Level 3 518 (19.9%)	<17 18-21 22-24 25-35 36-50 51+	19 (3.7%) 399 (77.0%) 29 (5.6%) 42 (8.1%) 26 (5.0%) 3 (0.6%)	22-24 25-35 36-50 51+	32 (76.2%) 23 (88.5%) 2 (66.7%)	51+	13 (68.4%) 236 (59.1%) 20 (69.0%) 28 (66.7%) 20 (76.9%) 2 (66.7%)	Not App	licable	<17 18-21 22-24 25-35 36-50 51+	7 (36.8%) 170 (42.6%) 12 (41.4%) 20 (47.6%) 14 (53.8%) 0 (0.0%)	Not Applicable	<17 18-21 22-24 25-35 36-50 51+	7 (36.8%) 140 (35.1%) 6 (20.7%) 12 (28.6%) 11 (42.3%) 1 (33.3%)
2011 Cohort*	DE Level 4 364 (14.0%)	<17 18-21 22-24 25-35 36-50 51+	20 (5.5%) 279 (76.6%) 26 (7.1%) 27 (7.4%) 11 (3.0%) 1 (0.3%)	22-24 25-35 36-50 51+	18 (90.0%) 221 (79.2%) 20 (76.9%) 21 (77.8%) 7 (63.6%) 1 (100.0%)	22-24 25-35 36-50 51+	17 (85.0%) 171 (61.3%) 19 (73.1%) 20 (74.1%) 4 (36.4%) 1 (100.0%)			<17 18-21 22-24 25-35 36-50 51+	17 (85.0%) 175 (62.7%) 19 (73.1%) 19 (70.4%) 4 (36.4%) 1 (100.0%)		<17 18-21 22-24 25-35 36-50 51+	16 (80.0%) 136 (48.7%) 15 (57.7%) 15 (55.6%) 7 (63.6%) 1 (100.0%)
Fall 201	Total Referred 1,753 (67.3%)	<17 18-21 22-24 25-35 36-50 51+	63 (3.6%) 1,352 (77.1%) 109 (6.2%) 148 (8.4%) 74 (4.2%) 7 (0.4%)	22-24 25-35 36-50	50 (79.4%) 1,006 (74.4%) 83 (76.1%) 113 (76.4%) 56 (75.7%) 5 (71.4%)	22-24 25-35 36-50	45 (71.4%) 749 (55.4%) 67 (61.5%) 97 (65.5%) 46 (62.2%) 4 (57.1%)			<17 18-21 22-24 25-35 36-50 51+	28 (44.4%) 508 (37.6%) 41 (37.6%) 62 (41.9%) 36 (48.6%) 2 (28.6%)		<17 18-21 22-24 25-35 36-50 51+	27 (42.9%) 425 (31.4%) 30 (27.5%) 47 (31.8%) 32 (43.2%) 3 (42.9%)
	College Level 809 (31.0%)	<17 18-21 22-24 25-35 36-50 51+	55 (6.8%) 710 (87.8%) 12 (1.5%) 22 (2.7%) 10 (1.2%) 0 (0.0%)					Not Appli	cable				<17 18-21 22-24 25-35 36-50 51+	38 (69.1%) 411 (57.9%) 9 (75.0%) 18 (81.8%) 9 (90.0%) 0 (0.0%)
	Unknown 44 (1.7%)	<17 18-21 22-24 25-35 36-50 51+	4 (9.1%) 29 (65.9%) 2 (4.5%) 3 (6.8%) 2 (4.5%) 4 (9.1%)	25-35 36-50 51+	0 (0.0%) 4 (13.8%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	22-24 25-35 36-50 51+	0 (0.0%) 2 (6.9%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 0 (0.0%)	Not App	licable	<17 18-21 22-24 25-35 36-50 51+	0 (0.0%) 2 (6.9%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 1 (25.0%)	Not Applicable	<17 18-21 22-24 25-35 36-50 51+	3 (75.0%) 7 (24.1%) 0 (0.0%) 0 (0.0%) 0 (0.0%) 1 (25.0%)
	Cohort Total 2,606 (100.0%)	<17 18-21 22-24 25-35 36-50 51+	122 (4.7%) 2,091 (80.2%) 123 (4.7%) 173 (6.6%) 86 (3.3%) <u>11 (0.4%)</u>	22-24 25-35 36-50	54 (44.3%) 1,083 (51.8%) 86 (69.9%) 122 (70.5%) 59 (68.6%) 5 (45.5%)	22-24 25-35 36-50	48 (39.3%) 816 (39.0%) 70 (56.9%) 106 (61.3%) 49 (57.0%) 4 (36.4%)			<17 18-21 22-24 25-35 36-50 <u>51+</u>	30 (24.6%) 564 (27.0%) 44 (35.8%) 71 (41.0%) 39 (45.3%) <u>3 (27.3%)</u>		<17 18-21 22-24 25-35 36-50 <u>51+</u>	68 (55.7%) 843 (40.3%) 39 (31.7%) 65 (37.6%) 41 (47.7%) <u>4 (36.4%)</u>

- 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)

				Atte	empted Any DE (1st Year)	Suc	cess in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)		ess in High DE (3rd Year)		cess in RSG 3rd Year)		cess in GK rd Year)
		<17	9 (2.1%)		9 (100.0%)	<17	6 (66.7%)	(200.000.)	(,	<17	1 (11.1%)	<17	0 (0.0%)	<17	2 (22.2%)
	DE Level 1	18-21 22-24	386 (91.5%) 11 (2.6%)		273 (70.7%) 7 (63.6%)	18-21 22-24	184 (47.7%) 3 (27.3%)			18-21 22-24	81 (21.0%) 0 (0.0%)		3 (0.8%) 0 (0.0%)		94 (24.4%) 3 (27.3%)
	422 (16.4%)	25-35	9 (2.1%)			25-35	6 (66.7%)			25-35	3 (33.3%)		0 (0.0%)		2 (22.2%)
		36-50 51+	7 (1.7%) 0 (0.0%)	36-50 51+	4 (57.1%) 0 (0.0%)	36-50 51+	4 (57.1%) 0 (0.0%)			36-50 51+	2 (28.6%) 0 (0.0%)	36-50 51+	1 (14.3%) 0 (0.0%)	36-50 51+	2 (28.6%) 0 (0.0%)
		<17	14 (3.8%)	<17	13 (92.9%)	<17	8 (57.1%)			<17	4 (28.6%)	<17	0 (0.0%)	<17	6 (42.9%)
	DE Level 2	18-21 22-24	304 (82.6%) 13 (3.5%)	18-21 22-24	233 (76.6%) 11 (84.6%)	18-21 22-24	166 (54.6%) 8 (61.5%)			18-21 22-24	121 (39.8%) 6 (46.2%)	18-21 22-24	1 (0.3%) 0 (0.0%)		122 (40.1%) 4 (30.8%)
	368 (14.3%)	25-35	21 (5.7%)			25-35	10 (47.6%)			25-35	5 (23.8%)	25-35	0 (0.0%)		6 (28.6%)
		36-50 51+		36-50		36-50 51+	5 (35.7%) 0 (0.0%)			36-50 51+	1 (7.1%) 0 (0.0%)	36-50 51+	0 (0.0%) 0 (0.0%)	36-50 51+	3 (21.4%) 0 (0.0%)
		<17	2 (0.5%) 24 (4.5%)	51+ <17	1 (50.0%) 14 (58.3%)	<17	8 (33.3%)			<17	9 (37.5%)	<17	0 (0.0%)	<17	10 (41.7%)
	DE Level 3	18-21	381 (71.6%)	18-21	287 (75.3%)	18-21	198 (52.0%)			18-21	173 (45.4%)	18-21		18-21	146 (38.3%)
	532 (20.7%)	22-24 25-35	43 (8.1%) 64 (12.0%)	22-24		22-24 25-35	26 (60.5%) 37 (57.8%)	Not App	licable	22-24 25-35	19 (44.2%) 27 (42.2%)	22-24 25-35	0 (0.0%) 0 (0.0%)	25-35	19 (44.2%) 25 (39.1%)
		36-50		36-50	12 (75.0%) 1 (25.0%)	36-50	11 (68.8%)			36-50	10 (62.5%)	36-50	0 (0.0%)	36-50	8 (50.0%)
		51+ <17	4 (0.8%) 16 (4.9%)	51+ <17	1 (25.0%) 9 (56.3%)	51+ <17	0 (0.0%) 7 (43.8%)			51+ <17	1 (25.0%) 8 (50.0%)	51+ <17	0 (0.0%) 0 (0.0%)	51+ <17	1 (25.0%) 9 (56.3%)
	DE Level 4	18-21		18-21	144 (55.2%)	18-21	107 (41.0%)			18-21	112 (42.9%)	18-21	1 (0.4%)	18-21	142 (54.4%) 7 (38.9%)
Ę	326 (12.7%)	22-24 25-35	18 (5.5%) 24 (7.4%)	22-24 25-35		22-24 25-35	8 (44.4%) 12 (50.0%)			22-24 25-35	8 (44.4%) 14 (58.3%)	22-24 25-35	0 (0.0%) 0 (0.0%)		7 (38.9%) 11 (45.8%)
Fall 2012 Cohort		36-50	7 (2.1%)	36-50	1 (14.3%)	36-50	1 (14.3%)			36-50	2 (28.6%)	36-50	0 (0.0%)	36-50	4 (57.1%)
012 (51+ <17	0 (0.0%) 63 (3.8%)	51+ <17	0 (0.0%) 45 (71.4%)	51+ <17	0 (0.0%) 29 (46.0%)			51+ <17	0 (0.0%) 22 (34.9%)	51+ <17	0 (0.0%) 0 (0.0%)	51+ <17	0 (0.0%) 27 (42.9%)
Fall 2	Total Deferred	18-21	1,332 (80.8%)	18-21	937 (70.3%)	18-21	655 (49.2%)			18-21	487 (36.6%)	18-21	6 (0.5%)	18-21	504 (37.8%)
-	Total Referred 1,648 (64.0%)	22-24 25-35	85 (5.2%) 118 (7.2%)		68 (80.0%) 83 (70.3%)		45 (52.9%) 65 (55.1%)			22-24 25-35	33 (38.8%) 49 (41.5%)		0 (0.0%) 0 (0.0%)		33 (38.8%) 44 (37.3%)
		36-50	44 (2.7%)	36-50	25 (56.8%)	36-50	21 (47.7%)			36-50	15 (34.1%)	36-50	1 (2.3%)	36-50	17 (38.6%)
		51+ <17	6 (0.4%) 41 (4.8%)	51+	2 (33.3%)	51+	0 (0.0%)			51+	1 (16.7%)	51+	0 (0.0%)	51+ <17	1 (16.7%) 28 (68.3%)
	C	18-21	798 (93.7%)											18-21	475 (59.5%)
	College Level 852 (33.1%)	22-24 25-35	6 (0.7%) 5 (0.6%)					Not Applic	cable					22-24 25-35	3 (50.0%) 4 (80.0%)
		36-50	2 (0.2%)											36-50	1 (50.0%)
		51+ <17	0 (0.0%) 1 (1.3%)	<17	1 (100.0%)	<17	1 (100.0%)			<17	1 (100.0%)	<17	0 (0.0%)	51+ <17	0 (0.0%) 1 (100.0%)
		18-21	61 (80.3%)	18-21	34 (55.7%)	18-21	25 (41.0%)			18-21	14 (23.0%)	18-21	0 (0.0%)	18-21	19 (31.1%)
	Unknown 76 (3.0%)	22-24 25-35		22-24 25-35		22-24 25-35	1 (33.3%) 3 (42.9%)			22-24 25-35	0 (0.0%) 2 (28.6%)	22-24 25-35	0 (0.0%) 0 (0.0%)		1 (33.3%) 3 (42.9%)
		36-50	3 (3.9%)	36-50	1 (33.3%)	36-50	1 (33.3%)			36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)
		51+ <17	1 (1.3%) 105 (4.1%)	51+ <17	0 (0.0%) 49 (46.7%)	51+ <17	0 (0.0%) 33 (31.4%)	Not App	licable	51+ <17	0 (0.0%) 27 (25.7%)	51+ <17	0 (0.0%) 0 (0.0%)	51+ <17	0 (0.0%) 56 (53.3%)
	6.1 T	18-21	2,191 (85.1%)	18-21	1,002 (45.7%)	18-21	702 (32.0%)			18-21	522 (23.8%)	18-21	6 (0.3%)	18-21	998 (45.5%)
	Cohort Total 2,576 (100.0%)	22-24 25-35	94 (3.6%) 130 (5.0%)		69 (73.4%) 86 (66.2%)	22-24 25-35	46 (48.9%) 68 (52.3%)			22-24 25-35	33 (35.1%) 51 (39.2%)	22-24 25-35	0 (0.0%) 0 (0.0%)		37 (39.4%) 51 (39.2%)
	,,	36-50	49 (1.9%)	36-50	26 (53.1%)	36-50	22 (44.9%)			36-50	15 (30.6%)	36-50	1 (2.0%)	36-50	18 (36.7%)
		51+ <17	7 (0.3%) 5 (1.6%)	51+ <17	2 (28.6%) 4 (80.0%)	51+ <17	0 (0.0%) 3 (60.0%)			51+ <17	1 (14.3%) 2 (40.0%)	51+ <17	0 (0.0%) 0 (0.0%)	<u>51+</u> <17	<u>1 (14.3%)</u> 1 (20.0%)
	DEL	18-21	231 (72.6%)	18-21	163 (70.6%)	18-21	125 (54.1%)			18-21	33 (14.3%)	18-21	6 (2.6%)	18-21	54 (23.4%)
	DE Level 1 318 (13.3%)	22-24 25-35	25 (7.9%) 39 (12.3%)		13 (52.0%) 25 (64.1%)	22-24 25-35	11 (44.0%) 19 (48.7%)			22-24 25-35	3 (12.0%) 10 (25.6%)	22-24 25-35	3 (12.0%) 1 (2.6%)		4 (16.0%) 9 (23.1%)
	. ,	36-50	16 (5.0%)	36-50	10 (62.5%)	36-50	10 (62.5%)			36-50	2 (12.5%)	36-50	2 (12.5%)	36-50	5 (31.3%)
		51+ <17	2 (0.6%) 10 (4.8%)	51+ <17	1 (50.0%) 8 (80.0%)	51+ <17	1 (50.0%) 6 (60.0%)			51+ <17	1 (50.0%) 3 (30.0%)	51+ <17	0 (0.0%) 1 (10.0%)	51+ <17	1 (50.0%) 2 (20.0%)
	DE Level 2	18-21	147 (70.3%)		120 (81.6%)	18-21	100 (68.0%)			18-21	29 (19.7%)	18-21	5 (3.4%)		39 (26.5%)
	209 (8.8%)	22-24 25-35	13 (6.2%) 25 (12.0%)	22-24 25-35	11 (84.6%) 15 (60.0%)	22-24 25-35	10 (76.9%) 13 (52.0%)			22-24 25-35	5 (38.5%) 7 (28.0%)	22-24 25-35	0 (0.0%) 0 (0.0%)		2 (15.4%) 10 (40.0%)
		36-50	13 (6.2%)		8 (61.5%)		8 (61.5%)			36-50	5 (38.5%)	36-50	0 (0.0%)		5 (38.5%)
		51+ <17	1 (0.5%) 6 (2.7%)	51+ <17	1 (100.0%) 5 (83.3%)	51+ <17	1 (100.0%) 5 (83.3%)			51+ <17	1 (100.0%) 3 (50.0%)	51+ <17	0 (0.0%) 0 (0.0%)	51+ <17	1 (100.0%) 3 (50.0%)
	DE Level 3	18-21	177 (80.5%)		144 (81.4%)	18-21	113 (63.8%)			18-21	68 (38.4%)	18-21	6 (3.4%)		73 (41.2%)
	220 (9.2%)	22-24 25-35	17 (7.7%) 18 (8.2%)	22-24 25-35		22-24 25-35	11 (64.7%) 12 (66.7%)	Not App	licable	22-24 25-35	6 (35.3%) 12 (66.7%)	22-24 25-35	1 (5.9%) 0 (0.0%)		5 (29.4%) 13 (72.2%)
		36-50	2 (0.9%)	36-50	1 (50.0%)	36-50	1 (50.0%)			36-50	2 (100.0%)	36-50	0 (0.0%)	36-50	2 (100.0%)
		51+ <17	0 (0.0%) 5 (6.3%)	51+ <17	0 (0.0%) 5 (100.0%)	51+ <17	0 (0.0%) 5 (100.0%)			51+ <17	0 (0.0%) 5 (100.0%)	51+ <17	0 (0.0%) 0 (0.0%)	51+ <17	0 (0.0%) 5 (100.0%)
	DE Level 4	18-21	63 (79.7%)	18-21	45 (71.4%)	18-21	39 (61.9%)			18-21	39 (61.9%)	18-21	1 (1.6%)	18-21	40 (63.5%)
ort	79 (3.3%)	22-24 25-35	1 (1.3%) 8 (10.1%)		0 (0.0%) 4 (50.0%)	22-24 25-35	0 (0.0%) 4 (50.0%)			22-24 25-35	0 (0.0%) 4 (50.0%)		0 (0.0%) 0 (0.0%)		0 (0.0%) 5 (62.5%)
Coho		36-50	2 (2.5%)	36-50	1 (50.0%)	36-50	0 (0.0%)			36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)
Fall 2013 Coh		51+ <17	0 (0.0%) 26 (3.1%)		0 (0.0%) 22 (84.6%)	<17	0 (0.0%) 19 (73.1%)			51+ <17	0 (0.0%) 13 (50.0%)	<17	0 (0.0%) 1 (3.8%)	<17	0 (0.0%) 11 (42.3%)
Fall 2	Total Referred	18-21	618 (74.8%)	18-21	472 (76.4%)	18-21	377 (61.0%)			18-21	169 (27.3%)	18-21	18 (2.9%)	18-21	206 (33.3%)
	826 (34.6%)	22-24 25-35	56 (6.8%) 90 (10.9%)	25-35	38 (67.9%) 59 (65.6%)		32 (57.1%) 48 (53.3%)			22-24 25-35	14 (25.0%) 33 (36.7%)		4 (7.1%) 1 (1.1%)		11 (19.6%) 37 (41.1%)
		36-50	33 (4.0%)	36-50	20 (60.6%)	36-50	19 (57.6%)			36-50	9 (27.3%)	36-50	2 (6.1%)	36-50	12 (36.4%)
		51+ <17	3 (0.4%) 63 (4.1%)	51+	2 (66.7%)	51+	2 (66.7%)			51+	2 (66.7%)	51+	0 (0.0%)	51+ <17	2 (66.7%) 40 (63.5%)
	Collogo Loval	18-21	1,462 (95.1%)											18-21	928 (63.5%)
	College Level 1,537 (64.4%)	22-24 25-35	4 (0.3%) 6 (0.4%)					Not Applic	cable					22-24 25-35	2 (50.0%) 4 (66.7%)
		36-50	2 (0.1%)											36-50	1 (50.0%)
		51+ <17	0 (0.0%) 0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			<17	0 (0.0%)	<17	0 (0.0%)	51+ <17	0 (0.0%) 0 (0.0%)
	Linke	18-21	11 (45.8%)	18-21	2 (18.2%)	18-21	2 (18.2%)			18-21	1 (9.1%)	18-21	0 (0.0%)	18-21	6 (54.5%)
	Unknown 24 (1.0%)	22-24 25-35	8 (33.3%) 5 (20.8%)		1 (12.5%) 1 (20.0%)		1 (12.5%) 0 (0.0%)			22-24 25-35	1 (12.5%) 1 (20.0%)		0 (0.0%) 0 (0.0%)		5 (62.5%) 2 (40.0%)
		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%)	36-50	0 (0.0%)
		51+ <17	0 (0.0%) 89 (3.7%)	51+ <17	0 (0.0%) 22 (24.7%)	51+ <17	0 (0.0%) 19 (21.3%)	Not App	licable	51+ <17	0 (0.0%) 13 (14.6%)	51+ <17	0 (0.0%) 1 (1.1%)		0 (0.0%) 51 (57.3%)
	Cohort Total	18-21	2,091 (87.6%)	18-21	529 (25.3%)	18-21	411 (19.7%)			18-21	200 (9.6%)	18-21	18 (0.9%)	18-21	1,140 (54.5%)
	Cohort Total 2,387 (100.0%)	22-24 25-35	68 (2.8%) 101 (4.2%)		39 (57.4%) 61 (60.4%)		33 (48.5%) 49 (48.5%)			22-24 25-35	15 (22.1%) 34 (33.7%)		4 (5.9%) 1 (1.0%)		18 (26.5%) 43 (42.6%)
		36-50	35 (1.5%)	36-50	20 (57.1%)	36-50	19 (54.3%)			36-50	9 (25.7%)	36-50	2 (5.7%)	36-50	13 (37.1%)
		51+	3 (0.1%)	51+	2 (66.7%)	51+	2 (66.7%)			51+	2 (66.7%)	51+	0 (0.0%)	51+	2 (66.7%)

Math Progression by Age (Continued)

				Atte	empted Any DE (1st Year)	Suc	cess in Any DE (1st Year)		mpted RSG 1st Year)		cess in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
		<17	16 (2.8%)	<17	13 (81.3%)	<17	8 (50.0%)	<17	0 (0.0%)	<17	0 (0.0%)	(Sid rear)	(Sid real)	(510 1081)
	DE Level 1	18-21 22-24	432 (75.9%) 33 (5.8%)	18-21 22-24	353 (81.7%) 23 (69.7%)	18-21 22-24	234 (54.2%) 16 (48.5%)	18-21 22-24	14 (3.2%) 0 (0.0%)	18-21 22-24	9 (2.1%) 0 (0.0%)			
	569 (21.8%)	25-35	64 (11.2%)	25-35	52 (81.3%)	25-35	39 (60.9%)	25-35	2 (3.1%)	25-35	2 (3.1%)			
		36-50 51+	23 (4.0%) 1 (0.2%)		16 (69.6%) 0 (0.0%)	36-50 51+	12 (52.2%) 0 (0.0%)	36-50 51+	0 (0.0%) 0 (0.0%)		0 (0.0%) 0 (0.0%)			
		<17	7 (3.1%)	<17	6 (85.7%)	<17	4 (57.1%)	<17	0 (0.0%)	<17	0 (0.0%)			
	DE Level 2	18-21 22-24	199 (88.1%) 7 (3.1%)		141 (70.9%) 5 (71.4%)	18-21 22-24	106 (53.3%) 4 (57.1%)	18-21 22-24	9 (4.5%) 0 (0.0%)		9 (4.5%) 0 (0.0%)			
	226 (8.7%)	25-35	11 (4.9%)	25-35	8 (72.7%)	25-35	6 (54.5%)	25-35	1 (9.1%)	25-35	1 (9.1%)			
		36-50 51+	2 (0.9%) 0 (0.0%)		2 (100.0%) 0 (0.0%)	36-50 51+	1 (50.0%) 0 (0.0%)	36-50 51+	0 (0.0%) 0 (0.0%)		0 (0.0%) 0 (0.0%)			
		<17	10 (5.0%)	<17	4 (40.0%)	<17	3 (30.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
	DE Level 3	18-21 22-24	167 (83.1%) 11 (5.5%)	18-21	121 (72.5%) 5 (45.5%)	18-21	83 (49.7%) 5 (45.5%)	18-21	7 (4.2%) 0 (0.0%)		5 (3.0%) 0 (0.0%)			
	201 (7.7%)	25-35	12 (6.0%)		3 (25.0%)		1 (8.3%)		0 (0.0%)		0 (0.0%)			
		36-50 51+	1 (0.5%) 0 (0.0%)	36-50 51+	0 (0.0%) 0 (0.0%)	36-50 51+	0 (0.0%) 0 (0.0%)	36-50 51+	0 (0.0%) 0 (0.0%)		0 (0.0%) 0 (0.0%)			
		<17	1 (2.6%)	<17	1 (100.0%)	<17	1 (100.0%)	<17	1 (100.0%)	<17	1 (100.0%)			
	DE Level 4	18-21 22-24	33 (84.6%) 3 (7.7%)			18-21 22-24		18-21 22-24	33 (100.0%) 2 (66.7%)		25 (75.8%) 2 (66.7%)			
t	39 (1.5%)	25-35	2 (5.1%)		1 (50.0%)	25-35		25-35	1 (50.0%)	25-35	1 (50.0%)			
Fall 2014 Cohort		36-50 51+	0 (0.0%) 0 (0.0%)	36-50 51+	0 (0.0%) 0 (0.0%)	36-50 51+	0 (0.0%) 0 (0.0%)	36-50 51+	0 (0.0%) 0 (0.0%)	36-50 51+	0 (0.0%) 0 (0.0%)			
2014		<17	34 (3.3%)	<17	24 (70.6%)	<17	16 (47.1%)	<17	1 (2.9%)	<17	1 (2.9%)	3rd Ye	ear Data Not Yet Availabl	e
Fall	Total Referred	18-21 22-24		18-21 22-24		18-21 22-24		18-21 22-24	63 (7.6%) 2 (3.7%)		48 (5.8%) 2 (3.7%)			
	1,035 (39.7%)	25-35	89 (8.6%)			25-35	47 (52.8%)		4 (4.5%)		4 (4.5%)			
		36-50 51+	26 (2.5%) 1 (0.1%)	36-50 51+	18 (69.2%) 0 (0.0%)	36-50 51+	13 (50.0%) 0 (0.0%)		0 (0.0%) 0 (0.0%)		0 (0.0%) 0 (0.0%)			
		<17	49 (3.3%)	517	0 (0.0%)	714	0 (0.0%)	714	0 (0.0%)	314	0 (0.0%)			
	College Level	18-21	1,380 (93.2%)											
	1,481 (56.8%)	22-24 25-35	18 (1.2%) 25 (1.7%)				Not Applic	able						
		36-50	9 (0.6%)											
		51+ <17	0 (0.0%) 3 (3.2%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
	Unknown	18-21	85 (91.4%)	18-21	4 (4.7%)		1 (1.2%)		1 (1.2%)		1 (1.2%)			
	93 (3.6%)	22-24 25-35	3 (3.2%) 2 (2.2%)		0 (0.0%) 0 (0.0%)		0 (0.0%) 0 (0.0%)		0 (0.0%) 0 (0.0%)		0 (0.0%) 0 (0.0%)			
		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+ <17	0 (0.0%) 86 (3.3%)	51+ <17	0 (0.0%) 25 (29.1%)	51+ <17	0 (0.0%) 17 (19.8%)	51+ <17	0 (0.0%) 1 (1.2%)		0 (0.0%) 1 (1.2%)			
		18-21	2,296 (88.0%)	18-21	683 (29.7%)	18-21	469 (20.4%)	18-21	67 (2.9%)	18-21	51 (2.2%)			
	Cohort Total 2,609 (100.0%)	22-24 25-35	75 (2.9%) 116 (4.4%)		36 (48.0%) 67 (57.8%)		27 (36.0%) 50 (43.1%)		2 (2.7%) 5 (4.3%)		2 (2.7%) 5 (4.3%)			
	_, (,	36-50	35 (1.3%)	36-50	19 (54.3%)		14 (40.0%)		0 (0.0%)	36-50	0 (0.0%)			
		51+ <17	1 (0.0%) 29 (3.9%)	51+ <17	<u>0 (0.0%)</u> 23 (79.3%)	51+ <17	0 (0.0%) 18 (62.1%)	<u>51+</u> <17	<u>0 (0.0%)</u> 2 (6.9%)	51+ <17	<u>0 (0.0%)</u> 2 (6.9%)			
		18-21	623 (84.1%)	18-21	495 (79.5%)	18-21	336 (53.9%)	18-21	16 (2.6%)	18-21	13 (2.1%)			
	DE Level 1 741 (26.4%)	22-24 25-35	33 (4.5%) 42 (5.7%)	22-24		22-24 25-35	17 (51.5%) 26 (61.9%)	22-24	1 (3.0%) 2 (4.8%)	22-24	1 (3.0%) 2 (4.8%)			
	/12 (20.170)	36-50	13 (1.8%)	36-50	12 (92.3%)		10 (76.9%)		1(7.7%)	36-50	1 (7.7%)			
		51+ <17	1 (0.1%) 6 (1.8%)	51+ <17	1 (100.0%) 6 (100.0%)	51+ <17	1 (100.0%) 5 (83.3%)	51+ <17	0 (0.0%) 0 (0.0%)	51+ <17	0 (0.0%) 0 (0.0%)			
		18-21	298 (91.7%)	18-21	232 (77.9%)	18-21	174 (58.4%)	18-21	20 (6.7%)	18-21	13 (4.4%)			
	DE Level 2 325 (11.6%)	22-24 25-35	10 (3.1%) 9 (2.8%)			22-24 25-35	5 (50.0%) 7 (77.8%)	22-24	1 (10.0%) 0 (0.0%)		1 (10.0%) 0 (0.0%)			
	525 (11.070)	36-50	2 (0.6%)		2 (100.0%)		2 (100.0%)		0 (0.0%)		0 (0.0%)			
		51+ <17	0 (0.0%)	51+ <17	0 (0.0%)	51+ <17	0 (0.0%)	51+	0 (0.0%)		0 (0.0%)			
		18-21	15 (4.4%) 312 (91.0%)		8 (53.3%) 171 (54.8%)	18-21	6 (40.0%) 124 (39.7%)	<17 18-21	0 (0.0%) 14 (4.5%)		0 (0.0%) 11 (3.5%)			
	DE Level 3	22-24	10 (2.9%)			22-24		22-24	0 (0.0%)		0 (0.0%)			
	343 (12.2%)	25-35 36-50	5 (1.5%) 1 (0.3%)		1 (20.0%) 0 (0.0%)		1 (20.0%) 0 (0.0%)		0 (0.0%) 0 (0.0%)		0 (0.0%) 0 (0.0%)			
		51+		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
		<17 18-21	4 (5.2%) 67 (87.0%)	<17 18-21	4 (100.0%) 67 (100.0%)	<17 18-21	3 (75.0%) 50 (74.6%)		4 (100.0%) 66 (98.5%)	<17 18-21	3 (75.0%) 50 (74.6%)			
<u></u>	DE Level 4	22-24	3 (3.9%)	22-24	3 (100.0%)	22-24	3 (100.0%)	22-24	3 (100.0%)	22-24	3 (100.0%)			
ohort	77 (2.7%)	25-35 36-50	2 (2.6%) 1 (1.3%)		2 (100.0%) 1 (100.0%)		2 (100.0%) 1 (100.0%)		2 (100.0%) 1 (100.0%)		2 (100.0%) 1 (100.0%)			
Fall 2015 Co		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	3rd Ye	ear Data Not Yet Availabl	e
II 20.		<17 18-21	54 (3.6%) 1,300 (87.5%)	<17 18-21	41 (75.9%) 965 (74.2%)	<17 18-21	32 (59.3%) 684 (52.6%)	<17 18-21	6 (11.1%) 116 (8.9%)		5 (9.3%) 87 (6.7%)			
Fa	Total Referred	22-24	56 (3.8%)	22-24	40 (71.4%)	22-24	28 (50.0%)	22-24	5 (8.9%)	22-24	5 (8.9%)			
	1,486 (52.9%)	25-35 36-50	58 (3.9%) 17 (1.1%)		46 (79.3%) 15 (88.2%)		36 (62.1%) 13 (76.5%)		4 (6.9%) 2 (11.8%)		4 (6.9%) 2 (11.8%)			
		51+	1 (0.1%)		1 (100.0%)		1 (100.0%)		0 (0.0%)		0 (0.0%)			
		<17 18-21	53 (4.1%) 1,147 (89.4%)											
	College Level	22-24	31 (2.4%)				Not Applic	able						
	1,283 (45.6%)	25-35 36-50	44 (3.4%) 7 (0.5%)											
		51+	1 (0.1%)											
		<17 18-21	3 (7.1%) 34 (81.0%)		0 (0.0%) 1 (2.9%)		0 (0.0%) 1 (2.9%)		0 (0.0%) 0 (0.0%)		0 (0.0%) 0 (0.0%)			
	Unknown	22-24	2 (4.8%)	22-24	1 (50.0%)	22-24	1 (50.0%)	22-24	1 (50.0%)	22-24	1 (50.0%)			
	42 (1.5%)	25-35 36-50	2 (4.8%) 1 (2.4%)		0 (0.0%) 0 (0.0%)		0 (0.0%) 0 (0.0%)		0 (0.0%) 0 (0.0%)		0 (0.0%) 0 (0.0%)			
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
		<17 18-21	110 (3.9%) 2,481 (88.3%)		44 (40.0%) 1,040 (41.9%)		35 (31.8%) 744 (30.0%)		6 (5.5%) 120 (4.8%)		5 (4.5%) 91 (3.7%)			
	Cohort Total	22-24	89 (3.2%)	22-24	48 (53.9%)	22-24	33 (37.1%)	22-24	6 (6.7%)	22-24	6 (6.7%)			
	2,811 (100.0%)	25-35 36-50	104 (3.7%) 25 (0.9%)		57 (54.8%) 15 (60.0%)		45 (43.3%) 13 (52.0%)		4 (3.8%) 2 (8.0%)		4 (3.8%) 2 (8.0%)			
		36-50 51+	25 (0.9%) 2 (0.1%)		15 (60.0%) 1 (50.0%)		13 (52.0%) 1 (50.0%)		2 (8.0%) 0 (0.0%)		2 (8.0%) 0 (0.0%)			

Math Progression by Enrollment Status

In general, across all cohorts and levels, 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, full-time students referred to Level 3 experienced an increase in "gatekeeper" success.

					mpted Any DE (1st Year)		cess in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)		ess in High DE 3rd Year)	Success (3rd Y			ccess in GK 3rd Year)
	DE Level 1	FT	117 (28.5%)	FT	88 (75.2%)	FT	72 (61.5%)	(200 : 000.)	(200 / 000)	1	27 (23.1%)	(,	FT	32 (27.4%)
	411 (15.8%)	PT	294 (71.5%)	PT	176 (59.9%)	PT	123 (41.8%)			PT	52 (17.7%)			PT	46 (15.6%)
	DE Level 2	FT	143 (31.1%)	FT	121 (84.6%)		85 (59.4%)			FT	50 (35.0%)			FT	50 (35.0%)
	460 (17.7%)	РТ	317 (68.9%)	РТ	231 (72.9%)		177 (55.8%)			РТ	90 (28.4%)			РТ	69 (21.8%)
	DE Level 3	FT	173 (33.4%)	FT	151 (87.3%)		126 (72.8%)			FT	89 (51.4%)			FT	67 (38.7%)
ž.	518 (19.9%)	РТ	345 (66.6%)	РТ	258 (74.8%)	РТ	193 (55.9%)	Not App	blicable	PT	134 (38.8%)	Not App	licable	РТ	110 (31.9%)
Fall 2011 Cohort*	DE Level 4	FT	125 (34.3%)	FT	104 (83.2%)	FT	81 (64.8%)			FT	83 (66.4%)			FT	72 (57.6%)
S	364 (14.0%)	РТ	239 (65.7%)	РТ	184 (77.0%)	РТ	151 (63.2%)			PT	152 (63.6%)			РТ	118 (49.4%)
011	Total Referred	FT	558 (31.8%)	FT	464 (83.2%)	FT	364 (65.2%)			FT	249 (44.6%)			FT	221 (39.6%)
112	1,753 (67.3%)	PT	1,195 (68.2%)	PT	849 (71.0%)	PT	644 (53.9%)			PT	428 (35.8%)			РТ	343 (28.7%)
É.	College Level	FT	409 (50.6%)					Not Appli	cabla					FT	271 (66.3%)
	809 (31.0%)	PT	400 (49.4%)					NOT APPI	cable					РТ	214 (53.5%)
	Unknown	FT	9 (20.5%)	FT	2 (22.2%)	FT	2 (22.2%)			FT	3 (33.3%)			FT	5 (55.6%)
	44 (1.7%)	PT	35 (79.5%)	PT	2 (5.7%)	PT	0 (0.0%)	Not Ap	licablo	PT	0 (0.0%)	Not App	licablo	РТ	6 (17.1%)
	Cohort Total	FT	976 (37.5%)	FT	507 (51.9%)	FT	403 (41.3%)	Not Ap	incable	FT	281 (28.8%)	Not Applicable		FT	497 (50.9%)
	2,606 (100.0%)	PT	1,630 (62.5%)	PT	902 (55.3%)	PT	690 (42.3%)			РТ	470 (28.8%)			РТ	563 (34.5%)
	DE Level 1	FT	124 (29.4%)	FT	96 (77.4%)	FT	63 (50.8%)			FT	27 (21.8%)	FT	2 (1.6%)	FT	38 (30.6%)
	422 (16.4%)	PT	298 (70.6%)	РТ	204 (68.5%)	PT	140 (47.0%)			PT	60 (20.1%)	PT	2 (0.7%)	РТ	65 (21.8%)
	DE Level 2	FT	100 (27.2%)	FT	86 (86.0%)		62 (62.0%)			FT	41 (41.0%)	FT	1 (1.0%)		50 (50.0%)
	368 (14.3%)	PT	268 (72.8%)	PT	193 (72.0%)		135 (50.4%)			PT	96 (35.8%)	PT	0 (0.0%)		91 (34.0%)
	DE Level 3	FT	149 (28.0%)	FT	117 (78.5%)		85 (57.0%)	Not Ap	licable	FT	75 (50.3%)	FT	0 (0.0%)		68 (45.6%)
t	532 (20.7%)	PT	383 (72.0%)	PT	- (/	PT	195 (50.9%)	nocrip	incubic.	PT	164 (42.8%)	PT	(/	РТ	141 (36.8%)
oho	DE Level 4	FT	120 (36.8%)	FT	63 (52.5%)		47 (39.2%)			FT	49 (40.8%)	FT	(,	FT	74 (61.7%)
Fall 2012 Cohort	326 (12.7%)	PT	206 (63.2%)	PT	119 (57.8%)		88 (42.7%)			PT	95 (46.1%)	PT	,	РТ	99 (48.1%)
201	Total Referred	FT	493 (29.9%)	FT	362 (73.4%)		257 (52.1%)			FT	192 (38.9%)	FT	(,	FT	230 (46.7%)
all	1,648 (64.0%)	PT	1,155 (70.1%)	PT	798 (69.1%)	PT	558 (48.3%)			PT	415 (35.9%)	PT	3 (0.3%)	РТ	396 (34.3%)
	College Level	FT	416 (48.8%)					Not Appli	cable					FT	278 (66.8%)
	852 (33.1%)	PT	436 (51.2%)											РТ	233 (53.4%)
	Unknown	FT	31 (40.8%)	FT	· · · /	FT	11 (35.5%)			FT	7 (22.6%)	FT	0 (0.0%)	FT	11 (35.5%)
	76 (3.0%)	PT	45 (59.2%)	PT	26 (57.8%)	РТ	20 (44.4%)	14.4%) Not Applicable	PT	10 (22.2%)	PT		РТ	13 (28.9%)	
	Cohort Total	FT	940 (36.5%)	FT	389 (41.4%)		280 (29.8%)	nocrip		FT	209 (22.2%)	FT	4 (0.4%)	FT	519 (55.2%)
	2,576 (100.0%)	PT	1,636 (63.5%)	РТ	845 (51.7%)	PT	591 (36.1%)			РТ	440 (26.9%)	PT	3 (0.2%)	PT	642 (39.2%)

FT = Full-time

PT = Part-time

- 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 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
FTIC FT/PT Status: 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

Math Progression by Enrollment Status (Continued)

					mpted Any DE (1st Year)	Suc	ccess in Any DE (1st Year)		tempted RSG (1st Year)		ess in RSG Ist Year)	Suc	cess in High DE (3rd Year)		cess in RSG Brd Year)		ccess in GK 3rd Year)
	DE Level 1	FT	57 (17.9%)	FT	51 (89.5%)	FT	41 (71.9%)		(,		,	FT	8(14.0%)	FT	3 (5.3%)	FT	19 (33.3%
	318 (13.3%)	РТ	261 (82.1%)	РТ	165 (63.2%)	РТ	128 (49.0%)					РТ	43 (16.5%)	РТ	9 (3.4%)	РТ	55 (21.1%
	DE Level 2	FT	49 (23.4%)	FT	43 (87.8%)	FT	37 (75.5%)					FT	15 (30.6%)	FT	1 (2.0%)	FT	16 (32.7%
	209 (8.8%)	РТ	160 (76.6%)	РТ	120 (75.0%)	РТ	101 (63.1%)					РТ	35 (21.9%)	РТ	5 (3.1%)	РТ	43 (26.9%
	DE Level 3	FT		FT		FT	43 (67.2%)					FT	25 (39.1%)	FT	4 (6.3%)	FT	36 (56.3%
+	220 (9.2%)	РТ	156 (70.9%)	РТ	120 (76.9%)	РТ	99 (63.5%)		Not App	licable		РТ	66 (42.3%)	РТ	3 (1.9%)	РТ	60 (38.5%
hor	DE Level 4	FT	22 (27.8%)	FT	17 (77.3%)	FT	13 (59.1%)					FT	15 (68.2%)	FT	0 (0.0%)	FT	14 (63.6%
ů Š	79 (3.3%)	PT	57 (72.2%)	РТ	38 (66.7%)	РТ	35 (61.4%)					РТ	33 (57.9%)	РТ	1 (1.8%)	РТ	36 (63.29
013	Total Referred	FT	192 (23.2%)	FT	170 (88.5%)	FT	134 (69.8%)					FT	63 (32.8%)	FT	8 (4.2%)	FT	85 (44.3%
Fall 2013 Cohort	826 (34.6%)	PT	634 (76.8%)	PT	443 (69.9%)	РТ	363 (57.3%)					РТ	177 (27.9%)	РТ	18 (2.8%)	РТ	194 (30.69
μ, μ	College Level	FT	728 (47.4%)						Net Areals							FT	534 (73.49
	1,537 (64.4%)	PT	809 (52.6%)						Not Appli	cable						РТ	441 (54.59
	Unknown	FT	10 (41.7%)	FT	0 (0.0%)	FT	0 (0.0%)					FT	1 (10.0%)	FT	0 (0.0%)	FT	5 (50.0%
	24 (1.0%)	PT	14 (58.3%)	PT	4 (28.6%)	PT	3 (21.4%)		Not App	licable		РТ	2 (14.3%)	PT	0 (0.0%)	РТ	8 (57.19
	Cohort Total	FT	930 (39.0%)	FT	187 (20.1%)	FT	142 (15.3%)		ΝΟΙ ΑΡμ	incapie		FT	72 (7.7%)	FT	8 (0.9%)	FT	624 (67.19
	2,387 (100.0%)	PT	1,457 (61.0%)	РТ	486 (33.4%)	РТ	391 (26.8%)					РТ	201 (13.8%)	РТ	18 (1.2%)	РТ	643 (44.19
	DE Level 1	FT	128 (22.5%)	FT	115 (89.8%)	FT	83 (64.8%)	FT	4 (3.1%)	FT	3 (2.3%)						
	569 (21.8%)	PT	441 (77.5%)	PT	342 (77.6%)	PT	226 (51.2%)	PT	12 (2.7%)	PT	8 (1.8%)						
	DE Level 2	FT	68 (30.1%)	FT	52 (76.5%)	FT	43 (63.2%)	FT	6 (8.8%)	FT	6 (8.8%)						
	226 (8.7%)	PT	158 (69.9%)	РТ	110 (69.6%)	РТ	78 (49.4%)	РТ	4 (2.5%)	РТ	4 (2.5%)						
	DE Level 3	FT	53 (26.4%)	FT	36 (67.9%)	FT	27 (50.9%)	FT	2 (3.8%)	FT	2 (3.8%)						
ť	201 (7.7%)	PT	148 (73.6%)	РТ	97 (65.5%)	РТ	65 (43.9%)	РТ	5 (3.4%)	РТ	3 (2.0%)						
q	DE Level 4	FT	1 (2.6%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)						
ŭ	39 (1.5%)	PT	38 (97.4%)	РТ	37 (97.4%)	РТ	29 (76.3%)	РТ	37 (97.4%)	РТ	29 (76.3%)		2rd Voa	r Doto N	Not Yet Availat	Ja	
Fall 2014 Cohort	Total Referred	FT	250 (24.2%)	FT	203 (81.2%)	FT	153 (61.2%)	FT	12 (4.8%)	FT	11 (4.4%)		Siu fea	Dalar	NUL TEL AVAIIAL	ле	
all 2	1,035 (39.7%)	PT	785 (75.8%)	РТ	586 (74.6%)	РТ	398 (50.7%)	РТ	58 (7.4%)	РТ	44 (5.6%)						
ш.	College Level	FT	742 (50.1%)				Not Applic	abla									
	1,481 (56.8%)	PT	739 (49.9%)				Not Applic	abie									
	Unknown	FT	27 (29.0%)	FT	1 (3.7%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)						
	93 (3.6%)	PT	66 (71.0%)	PT	3 (4.5%)	PT	1 (1.5%)	PT	1 (1.5%)	PT	1 (1.5%)						
	Cohort Total	FT	1,019 (39.1%)	FT	220 (21.6%)	FT	162 (15.9%)	FT	12 (1.2%)	FT	11 (1.1%)						
	2,609 (100.0%)	PT	1,590 (60.9%)	РТ	610 (38.4%)	PT	415 (26.1%)	РТ	63 (4.0%)	РТ	48 (3.0%)						
	DE Level 1	FT	239 (32.3%)	FT	216 (90.4%)	FT	162 (67.8%)	FT	14 (5.9%)	FT	13 (5.4%)						
	741 (26.4%)	PT	502 (67.7%)	РТ	377 (75.1%)	РТ	246 (49.0%)	РТ	8 (1.6%)	PT	6 (1.2%)						
	DE Level 2	FT	115 (35.4%)	FT	93 (80.9%)	FT	73 (63.5%)	FT	12 (10.4%)		7 (6.1%)						
	325 (11.6%)	PT	,	РТ	161 (76.7%)	РТ	120 (57.1%)	РТ	9 (4.3%)	PT	7 (3.3%)						
	DE Level 3	FT	169 (49.3%)	FT	91 (53.8%)	FT	65 (38.5%)	FT	6 (3.6%)		5 (3.0%)						
ť	343 (12.2%)	PT	174 (50.7%)	PT	93 (53.4%)	РТ	69 (39.7%)	PT	8 (4.6%)	PT	6 (3.4%)						
oho	DE Level 4	FT	6 (7.8%)	FT	6 (100.0%)	FT	6 (100.0%)	FT	6 (100.0%)		6 (100.0%)	%) 3rd Year Data Not Yet Available					
ů S	77 (2.7%)	PT	71 (92.2%)	РТ	71 (100.0%)	РТ	53 (74.6%)	РТ	70 (98.6%)	PT	53 (74.6%)						
201	Total Referred	FT	529 (35.6%)	FT	406 (76.7%)	FT	306 (57.8%)	FT	38 (7.2%)	FT	31 (5.9%)						
Fall 2015 Cohort	1,486 (52.9%)	PT	957 (64.4%)	PT	702 (73.4%)	PT	488 (51.0%)	PT	95 (9.9%)	PT	72 (7.5%)						
u.	College Level	FT	766 (59.7%)				Not Applic	able									
	1,283 (45.6%)	PT	517 (40.3%)														
	Unknown	FT	13 (31.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)		0 (0.0%)						
	42 (1.5%)	PT	29 (69.0%)	РТ	2 (6.9%)	РТ	2 (6.9%)	РТ	1 (3.4%)	PT	1 (3.4%)						
	Cohort Total	FT	,	FT	453 (34.6%)	FT	346 (26.5%)	FT	39 (3.0%)		32 (2.4%)						
	2,811 (100.0%)	РТ	1,503 (53.5%)	PT	752 (50.0%)	РТ	525 (34.9%)	PT	99 (6.6%)	PT	76 (5.1%)					_	

FT = Full-time

PT = Part-time

Math Progression by Pell Status

In general for the Fall 2011 and Fall 2012 cohorts, of those who were referred to Levels 3 and 4, Pell recipients compared to Pell non-recipients successfully passed both Math highest DE and "gatekeeper" courses at higher rates. For the Fall 2012 and Fall 2013 cohorts, of those who were non-referred, Pell recipients compared to Pell non-recipients successfully passed "gatekeeper" courses at slightly higher rates. When comparing the 2013 cohort to the 2011 cohort, referred Pell non-recipients experienced increases in "gatekeeper" success.

					mpted Any DE	Suc	ccess in Any DE	Attempted RSG	Success in RSG		ess in High DE	Success			ccess in GK
					(1st Year)		(1st Year)	(1st Year)	(1st Year)		(3rd Year)	(3rd)	Year)	(3rd Year)
	DE Level 1	Y	218 (53.0%)	Y	- (/	Y	109 (50.0%)			Y	40 (18.3%)			Υ	35 (16.1%)
	411 (15.8%)	N	193 (47.0%)	Ν	113 (58.5%)	Ν	86 (44.6%)			Ν	39 (20.2%)			Ν	43 (22.3%)
	DE Level 2	Y	243 (52.8%)	Y	206 (84.8%)	Y	154 (63.4%)			Y	84 (34.6%)			Υ	74 (30.5%)
	460 (17.7%)	N	217 (47.2%)	Ν	146 (67.3%)	N	108 (49.8%)			N	56 (25.8%)			Ν	45 (20.7%)
	DE Level 3	Y	256 (49.4%)	Y	220 (85.9%)	Y	172 (67.2%)	Not Apr	licable	Y	126 (49.2%)	Not App	licable	Y	102 (39.8%)
ž.	518 (19.9%)	N	262 (50.6%)	Ν	189 (72.1%)	Ν	147 (56.1%)	Not App	headic	Ν	97 (37.0%)	Not App	Jilcubic	Ν	75 (28.6%)
oho	DE Level 4	Y	167 (45.9%)	Y	133 (79.6%)	Y	113 (67.7%)			Y	110 (65.9%)			Υ	92 (55.1%)
1 CC	364 (14.0%)	N	197 (54.1%)	Ν	155 (78.7%)	Ν	119 (60.4%)			Ν	125 (63.5%)			Ν	98 (49.7%)
01	Total Referred	Y	884 (50.4%)	Y	710 (80.3%)	Y	548 (62.0%)			Y	360 (40.7%)			Y	303 (34.3%)
Fall 2011 Cohort*	1,753 (67.3%)	N	869 (49.6%)	Ν	603 (69.4%)	Ν	460 (52.9%)			Ν	317 (36.5%)			Ν	261 (30.0%)
ш.	College Level	Y	325 (40.2%)					Not Appli	cable					Υ	210 (64.6%)
	809 (31.0%)	N	484 (59.8%)					Hotrippi	cubic					Ν	275 (56.8%)
	Unknown	Y	20 (45.5%)	Y	2 (10.0%)	Y	1 (5.0%)			Y	1 (5.0%)			Υ	6 (30.0%)
	44 (1.7%)	N	24 (54.5%)	Ν		Ν	1 (4.2%)	Not Apr	licable	Ν	2 (8.3%)	Not App	licable	Ν	5 (20.8%)
	Cohort Total	Y	1,229 (47.2%)	Y	760 (61.8%)	Y	593 (48.3%)	Not App	headic	Y	396 (32.2%)	Not App	JICODIC	Y	519 (42.2%)
	2,606 (100.0%)	N	1,377 (52.8%)		649 (47.1%)	Ν	500 (36.3%)			N	355 (25.8%)			Ν	541 (39.3%)
	DE Level 1	Y	204 (48.3%)	Y	,	Y	107 (52.5%)			Y	46 (22.5%)	Y	,	Y	56 (27.5%)
	422 (16.4%)	N	218 (51.7%)	Ν	136 (62.4%)	Ν	96 (44.0%)			Ν	41 (18.8%)	N	2 (0.9%)	Ν	47 (21.6%)
	DE Level 2	Y	185 (50.3%)	Y	152 (82.2%)	Y	97 (52.4%)			Y	60 (32.4%)	Y	0 (0.0%)		65 (35.1%)
	368 (14.3%)	N	183 (49.7%)	Ν	127 (69.4%)	N	100 (54.6%)			N	77 (42.1%)	N	1 (0.5%)	Ν	76 (41.5%)
	DE Level 3	Y	249 (46.8%)	Y	193 (77.5%)	Y	136 (54.6%)	Not Apr	licable	Y	112 (45.0%)	Y	0 (0.0%)	Y	90 (36.1%)
ť	532 (20.7%)	N	283 (53.2%)	Ν	206 (72.8%)	Ν	144 (50.9%)	Not App	headic	N	127 (44.9%)	N	1 (0.4%)	Ν	119 (42.0%)
Fall 2012 Cohort	DE Level 4	Y	133 (40.8%)	Y	82 (61.7%)	Y	55 (41.4%)			Y	59 (44.4%)	Y	1 (0.8%)	Y	71 (53.4%)
5 C	326 (12.7%)	N	193 (59.2%)	Ν	100 (51.8%)	Ν	80 (41.5%)			Ν	85 (44.0%)	N	0 (0.0%)	Ν	102 (52.8%)
501	Total Referred	Y	771 (46.8%)	Y	591 (76.7%)	Υ	395 (51.2%)			Y	277 (35.9%)	Y	3 (0.4%)	Υ	282 (36.6%)
all	1,648 (64.0%)	N	877 (53.2%)	Ν	569 (64.9%)	Ν	420 (47.9%)			Ν	330 (37.6%)	N	4 (0.5%)	Ν	344 (39.2%)
Ľ.	College Level	Y	321 (37.7%)					Not Appli	cablo					Υ	197 (61.4%)
	852 (33.1%)	N	531 (62.3%)					Not Appli	cable					Ν	314 (59.1%)
	Unknown	Y	35 (46.1%)	Υ	18 (51.4%)	Y	13 (37.1%)			Y	6 (17.1%)	Y	0 (0.0%)	Υ	10 (28.6%)
	76 (3.0%)	N	41 (53.9%)	Ν	22 (53.7%)	Ν	18 (43.9%)		Ν	11 (26.8%)	N	0 (0.0%)	Ν	14 (34.1%)	
	Cohort Total	Y	1,127 (43.8%)	Υ	627 (55.6%)	Y	420 (37.3%)	NOLAPI	licable	Y	295 (26.2%)	Y	3 (0.3%)	Υ	489 (43.4%)
	2,576 (100.0%)	N	1,449 (56.3%)	Ν	607 (41.9%)	Ν	451 (31.1%)			N	354 (24.4%)	N	4 (0.3%)	Ν	672 (46.4%)

Yes = Pell No = No Pell

- 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 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)

				Atte	mpted Any DE (1st Year)	Su	uccess in Any DE (1st Year)		tempted RSG (1st Year)		cess in RSG 1st Year)	Suco	ess in High DE (3rd Year)		ess in RSG rd Year)		ccess in GK 3rd Year)
	DE Level 1	Y	182 (57.2%)	Y	115 (63.2%)	Y	89 (48.9%)		(ist real)	(ist reary	Y	25 (13.7%)	Y	7 (3.8%)	Y	44 (24.2%)
	318 (13.3%)	N	136 (42.8%)	N	101 (74.3%)	N	80 (58.8%)					N	26 (19.1%)	N	5 (3.7%)	N	30 (22.1%)
	DE Level 2	Y	111 (53.1%)	Y		Y	73 (65.8%)					Y	29 (26.1%)	Y	4 (3.6%)	Y	30 (22.1%)
	209 (8.8%)	N	98 (46.9%)	N	80 (81.6%)	N	65 (66.3%)					N	23 (20.1%) 21 (21.4%)	N	2 (2.0%)	N	29 (29.6%)
	DE Level 3	Y	110 (50.0%)	Y	, ,	Y	68 (61.8%)					Y	45 (40.9%)	Y	2 (2.0%)	Y	46 (41.8%)
	220 (9.2%)	N	110 (50.0%)	N	91 (82.7%)	N	74 (67.3%)		Not App	licable		N	46 (41.8%)	N	5 (4.5%)	N	40 (41.8%) 50 (45.5%)
Loc	DE Level 4	Y	40 (50.6%)	Y	26 (65.0%)	Y	22 (55.0%)					Y	24 (60.0%)	Y	0 (0.0%)	Y	22 (55.0%)
Co	79 (3.3%)	N	. ,	N	29 (74.4%)	N	26 (66.7%)					N	24 (61.5%)	N	1 (2.6%)	N	28 (71.8%)
Fall 2013 Cohort	Total Referred	Y	443 (1845.8%)	Y		Y	252 (56.9%)					Y	123 (27.8%)	Y	13 (2.9%)	Y	142 (32.1%)
50	826 (34.6%)	N	· /	N	301 (78.6%)		245 (64.0%)					N	117 (30.5%)	N.	13 (3.4%)	N	137 (35.8%)
Fal	College Level	Y	632 (76.5%)		501 (70.070)		245 (04.070)						117 (50.570)		13 (3.470)	Y	408 (64.6%)
	1,537 (64.4%)	N	905 (109.6%)						Not Appli	cable						N	567 (62.7%)
	Unknown	Y	10 (0.7%)	Y	2 (20.0%)	Y	2 (20.0%)					Y	2 (20.0%)	Y	0 (0.0%)	Y	5 (50.0%)
	24 (1.0%)	N.	14 (0.9%)	N	2 (14.3%)	N	1 (7.1%)					N	1 (7.1%)	N	0 (0.0%)	N	8 (57.1%)
	Cohort Total	Y	1,085 (45.5%)	Y	336 (31.0%)	Y	267 (24.6%)		Not App	licable	1	Y	138 (12.7%)	Y	13 (1.2%)	Y	555 (51.2%)
	2,387 (100.0%)	N	1,302 (54.5%)	N	337 (25.9%)	N	266 (20.4%)					N	135 (10.4%)	N.	13 (1.0%)	N	712 (54.7%)
	DE Level 1	Y	322 (56.6%)	- <u></u>	271 (84.2%)	Y		Y	8 (2.5%)	Y	5 (1.6%)		100 (10: 1/0)	- <u></u>	10 (1.0,0)		/12 (5 / 10)
	569 (21.8%)	N	· /		186 (75.3%)	N	141 (57.1%)	N	8 (3.2%)		6 (2.4%)						
	DE Level 2	Y	122 (54.0%)	Y		Y	71 (58.2%)	Y	5 (4.1%)		5 (4.1%)						
	226 (8.7%)	N.	104 (46.0%)	N	67 (64.4%)	N		N	5 (4.8%)		5 (4.8%)						
	DE Level 3	Y	100 (49.8%)	Y	65 (65.0%)	Y	47 (47.0%)	Y	4 (4.0%)		4 (4.0%)						
	201 (7.7%)	N	101 (50.2%)		68 (67.3%)	N	. ,	N	3 (3.0%)		1 (1.0%)						
, pr	DE Level 4	Y		Y		Y		Y	20 (100.0%)		15 (75.0%)						
CO CO	39 (1.5%)	N				N	14 (73.7%)		17 (89.5%)		14 (73.7%)						
Fall 2014 Cohort	Total Referred	Y		Y		Y	301 (53.4%)		37 (6.6%)		29 (5.1%)		3rd Year	Data N	lot Yet Availab	le	
50	1,035 (39.7%)	N	471 (45.5%)		338 (71.8%)		250 (53.1%)		33 (7.0%)		26 (5.5%)						
Га	College Level	Y	702 (47.4%)		,						_== (=====,						
	1,481 (56.8%)	N	779 (52.6%)				Not Applica	able									
	Unknown	Y		Y	3 (5.8%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)						
	93 (3.6%)	N	41 (44.1%)	N		N		N	1 (2.4%)		1 (2.4%)						
	Cohort Total	Y	1,318 (50.5%)	Y		Y		Y	39 (3.0%)		30 (2.3%)						
	2,609 (100.0%)	N	1,291 (49.5%)	N	360 (27.9%)	N	265 (20.5%)	N	36 (2.8%)		29 (2.2%)						
	DE Level 1	Y		Y		Y		Y	9 (2.4%)		9 (2.4%)						
	741 (26.4%)	N	360 (48.6%)	N	266 (73.9%)	Ν	184 (51.1%)	Ν	13 (3.6%)		10 (2.8%)						
	DE Level 2	Y	153 (47.1%)	Y		Y		Y	11 (7.2%)		5 (3.3%)						
	325 (11.6%)	N	172 (52.9%)	Ν	127 (73.8%)	Ν	93 (54.1%)	Ν	10 (5.8%)	N	9 (5.2%)						
	DE Level 3	Y	156 (45.5%)	Y	84 (53.8%)	Y		Y	9 (5.8%)		6 (3.8%)						
+	343 (12.2%)	N	187 (54.5%)	Ν	100 (53.5%)	Ν		Ν	5 (2.7%)		5 (2.7%)						
loh	DE Level 4	Y	34 (44.2%)	Y	34 (100.0%)	Y	28 (82.4%)	Y	34 (100.0%)	Y	28 (82.4%)						
Ö	77 (2.7%)	N	43 (55.8%)	Ν	43 (100.0%)	Ν	31 (72.1%)	Ν	42 (97.7%)	N	31 (72.1%)	1%) 3rd Year Data Not Yet Available					
015	Total Referred	Y	724 (48.7%)	Y	572 (79.0%)	Y	415 (57.3%)	Y	63 (8.7%)	Y	48 (6.6%)						
Fall 2015 Cohort	1,486 (52.9%)	N	762 (51.3%)	Ν		Ν	379 (49.7%)	Ν	70 (9.2%)		55 (7.2%)						
μ. Έ	College Level	Y	528 (41.2%)														
	1,283 (45.6%)	Ν	755 (58.8%)				Not Applica	able									
	Unknown	Y	15 (35.7%)	Y	2 (13.3%)	Y	2 (13.3%)	Y	1 (6.7%)	Y	1 (6.7%)						
	42 (1.5%)	N	27 (64.3%)	Ν	0 (0.0%)	Ν	0 (0.0%)	Ν	0 (0.0%)	N	0 (0.0%)						
	Cohort Total	Y	1,267 (45.1%)	Y	614 (48.5%)	Y	446 (35.2%)	Y	66 (5.2%)		51 (4.0%)						
	2,811 (100.0%)	N	1,544 (54.9%)	N		Ν	425 (27.5%)	N	72 (4.7%)		57 (3.7%)						

Yes = Pell No = No Pell

Math Progression by Veteran Status

In general, referred and veterans compared to non-veterans successfully completed Math DE and "gatekeeper" courses at higher rates. When comparing the 2013 cohort to the 2011 cohort, referred veterans experienced an increase in "gatekeeper" success.

					mpted Any DE	Su	ccess in Any DE	Attempted RSG	Success in RSG		ess in High DE	Success in			uccess in GK
					(1st Year)		(1st Year)	(1st Year)	(1st Year)		3rd Year)	(3rd Ye	ear)		(3rd Year)
	DE Level 1	Y	27 (6.6%)	Y	15 (55.6%)	Y	9 (33.3%)			Y	2 (7.4%)			Y	4 (14.8%)
	411 (15.8%)	N	384 (93.4%)		249 (64.8%)	N	186 (48.4%)			N	77 (20.1%)			Ν	74 (19.3%)
	DE Level 2	Y	29 (6.3%)		25 (86.2%)	Y	22 (75.9%)			Y	15 (51.7%)			Y	10 (34.5%)
	460 (17.7%)	N	431 (93.7%)		327 (75.9%)	N	240 (55.7%)			N	125 (29.0%)			Ν	109 (25.3%)
	DE Level 3	Y	41 (7.9%)		36 (87.8%)	Y	26 (63.4%)	Not Apr	licable	Y	19 (46.3%)	Not Appli	cable	Y	13 (31.7%)
ž.	518 (19.9%)	N	477 (92.1%)		373 (78.2%)	Ν	293 (61.4%)	nocrip	incubic	N	204 (42.8%)	nocrippii	cubic	Ν	164 (34.4%)
Fall 2011 Cohort*	DE Level 4	Y	29 (8.0%)	Y	24 (82.8%)	Y	21 (72.4%)			Y	21 (72.4%)			Y	18 (62.1%)
Ŭ	364 (14.0%)	N	335 (92.0%)	Ν	264 (78.8%)	Ν	211 (63.0%)			N	214 (63.9%)			Ν	172 (51.3%)
01:	Total Referred	Y	126 (7.2%)	Y	100 (79.4%)	Y	78 (61.9%)			Y	57 (45.2%)			Υ	45 (35.7%)
all 2	1,753 (67.3%)	N	1,627 (92.8%)	Ν	1,213 (74.6%)	Ν	930 (57.2%)			N	620 (38.1%)			Ν	519 (31.9%)
ŭ	College Level	Y	31 (3.8%)					Not Appli	cablo					Y	20 (64.5%)
	809 (31.0%)	N	778 (96.2%)					Not Appli	cable					Ν	465 (59.8%)
	Unknown	Y	2 (4.5%)	Y	0 (0.0%)	Υ	0 (0.0%)			Y	0 (0.0%)			Υ	0 (0.0%)
	44 (1.7%)	N	42 (95.5%)	Ν	4 (9.5%)	Ν	2 (4.8%)	Not Apr	alicablo	N	3 (7.1%)	Not Appli	cablo	Ν	11 (26.2%)
	Cohort Total	Y	159 (6.1%)	Y	109 (68.6%)	Υ	86 (54.1%)	NOUAP	Jillable	Y	64 (40.3%)	Not Applicable		Υ	65 (40.9%)
	2,606 (100.0%)	N	2,447 (93.9%)	N	1,300 (53.1%)	Ν	1,007 (41.2%)			N	687 (28.1%)			Ν	995 (40.7%)
	DE Level 1	Y	14 (3.3%)	Y	9 (64.3%)	Υ	6 (42.9%)			Y	5 (35.7%)	Y	0 (0.0%)	Υ	2 (14.3%)
	422 (16.4%)	N	408 (96.7%)	Ν	291 (71.3%)	Ν	197 (48.3%)			N	82 (20.1%)	N	4 (1.0%)	Ν	101 (24.8%)
	DE Level 2	Y	19 (5.2%)	Y	17 (89.5%)	Y	13 (68.4%)			Y	11 (57.9%)	Y	0 (0.0%)	Y	7 (36.8%)
	368 (14.3%)	N	349 (94.8%)	Ν	262 (75.1%)	Ν	184 (52.7%)			Ν	126 (36.1%)	N	1 (0.3%)	Ν	134 (38.4%)
	DE Level 3	Y	48 (9.0%)	Y	35 (72.9%)	Y	27 (56.3%)	Not Apr	alicable	Y	23 (47.9%)	Y	1 (2.1%)	Y	27 (56.3%)
ť	532 (20.7%)	N	484 (91.0%)	Ν	364 (75.2%)	Ν	253 (52.3%)	NULAP	JILCADIE	N	216 (44.6%)	N	0 (0.0%)	Ν	182 (37.6%)
Fall 2012 Cohort	DE Level 4	Y	27 (8.3%)	Y	19 (70.4%)	Y	17 (63.0%)			Y	18 (66.7%)	Y	0 (0.0%)	Y	16 (59.3%)
5 7	326 (12.7%)	N	299 (91.7%)	Ν	163 (54.5%)	Ν	118 (39.5%)			N	126 (42.1%)	N	1 (0.3%)	Ν	157 (52.5%)
01	Total Referred	Y	108 (6.6%)	Y	80 (74.1%)	Υ	63 (58.3%)			Y	57 (52.8%)	Y	1 (0.9%)	Υ	52 (48.1%)
all 2	1,648 (64.0%)	N	1,540 (93.4%)	Ν	1,080 (70.1%)	Ν	752 (48.8%)			N	550 (35.7%)	N	6 (0.4%)	Ν	574 (37.3%)
Ľ.	College Level	Y	50 (5.9%)					Net Arel						Υ	29 (58.0%)
	852 (33.1%)	N	802 (94.1%)					Not Appli	Capie					Ν	482 (60.1%)
	Unknown	Y	2 (2.6%)	Y	1 (50.0%)	Y	0 (0.0%)			Y	0 (0.0%)	Y	0 (0.0%)	Y	1 (50.0%)
	76 (3.0%)	N	74 (97.4%)	Ν	39 (52.7%)	Ν	31 (41.9%)		Ν	17 (23.0%)	N	0 (0.0%)	Ν	23 (31.1%)	
	Cohort Total	Y	160 (6.2%)	Y	82 (51.3%)	Y	64 (40.0%)	NOT AP	urranie	Y	59 (36.9%)	Y	1 (0.6%)	Y	82 (51.3%)
	2,576 (100.0%)	Ν	2,416 (93.8%)	N	1,152 (47.7%)	Ν	807 (33.4%)			Ν	590 (24.4%)	N	6 (0.2%)	Ν	1,079 (44.7%)

Yes = Veteran

No = Non-Veteran

- 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 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)

				Atte	empted Any DE	Su	ccess in Any DE		empted RSG		cess in RSG	Suc	cess in High DE		cess in RSG		iccess in GK		
					(1st Year)		(1st Year)		(1st Year)	(1st Year)		(3rd Year)		Brd Year)		(3rd Year)		
	DE Level 1	Y	- (/	Y	22 (84.6%)	Y	19 (73.1%)	Not Applicable			Y	7 (26.9%)	Y	- (,	Y	13 (50.0%)			
	318 (13.3%)	N	292 (91.8%)	Ν	194 (66.4%)	Ν	150 (51.4%)				Ν	44 (15.1%)	N	9 (3.1%)		61 (20.9%)			
	DE Level 2	Y	13 (6.2%)	Y	12 (92.3%)	Y	10 (76.9%)				Y	3 (23.1%)	Y	0 (0.0%)		7 (53.8%)			
	209 (8.8%)	N	196 (93.8%)	Ν	151 (77.0%)	Ν	128 (65.3%)				Ν	47 (24.0%)	Ν	6(3.1%)		52 (26.5%)			
	DE Level 3	Y	11 (5.0%)	Y	9 (81.8%)	Y	6 (54.5%)				Y	5 (45.5%)	Y	,	Y	5 (45.5%)			
Ę	220 (9.2%)	N	209 (95.0%)	Ν	170 (81.3%)	Ν	136 (65.1%)				Ν	86 (41.1%)	Ν	7 (3.3%)	Ν	91 (43.5%)			
oho -	DE Level 4	Y	1 (1.3%)	Y	1 (100.0%)	Y	1 (100.0%)					Y	1 (100.0%)	Y	0 (0.0%)	Y	1 (100.0%)		
Ŭ	79 (3.3%)	N	78 (98.7%)	Ν	54 (69.2%)	Ν	47 (60.3%)					Ν	47 (60.3%)	Ν	1(1.3%)	Ν	49 (62.8%)		
101	Total Referred	Y	51 (6.2%)	Y	44 (86.3%)	Y	36 (70.6%)					Y	16 (31.4%)	Y	3 (5.9%)	Y	26 (51.0%)		
Fall 2013 Cohort	826 (34.6%)	N	775 (93.8%)	Ν	569 (73.4%)	Ν	461 (59.5%)				Ν	224 (28.9%)	Ν	23 (3.0%)	Ν	253 (32.6%)			
ш.	College Level	Y	66 (4.3%)					Not Applicable								Y	39 (59.1%)		
	1,537 (64.4%)	N	1,471 (95.7%)													Ν	936 (63.6%)		
	Unknown	Y	15 (62.5%)	Y	3 (20.0%)	Υ	2 (13.3%)	Not Applicable			Y	3 (20.0%)	Y	0 (0.0%)	Y	10 (66.7%)			
	24 (1.0%)	N	9 (37.5%)	Ν	1 (11.1%)	Ν	1 (11.1%)				N	0 (0.0%)	Ν	0 (0.0%)	Ν	3 (33.3%)			
	Cohort Total	Y	132 (5.5%)	Y	51 (38.6%)	Y	41 (31.1%)				Y	22 (16.7%)	Y	3 (2.3%)	Y	75 (56.8%)			
	2,387 (100.0%)	N	2,255 (94.5%)	Ν	622 (27.6%)	Ν	492 (21.8%)				Ν	251 (11.1%)	N	23 (1.0%)	Ν	1,192 (52.9%)			
	DE Level 1	Y	19 (3.3%)	Y	18 (94.7%)	Y	15 (78.9%)	Y	1 (5.3%)	Y	0 (0.0%)								
	569 (21.8%)	N	550 (96.7%)	Ν	439 (79.8%)	Ν	294 (53.5%)	N	15 (2.7%)	Ν	11 (2.0%)								
	DE Level 2	Y	15 (6.6%)	Y	14 (93.3%)	Y	8 (53.3%)	Y	0 (0.0%)		0 (0.0%)								
	226 (8.7%)	N	211 (93.4%)	Ν	148 (70.1%)	N	113 (53.6%)	N	10 (4.7%)		10 (4.7%)								
	DE Level 3	Y	8 (4.0%)	Y	7 (87.5%)	Y	4 (50.0%)	Y	0 (0.0%)		0 (0.0%)								
	201 (7.7%)	N	193 (96.0%)	N	126 (65.3%)	N	88 (45.6%)	N	7 (3.6%)		5 (2.6%)								
Fall 2014 Cohort	DE Level 4	Y	2 (5.1%)	Y	2 (100.0%)	Y	1 (50.0%)	Y	. ,	Y	1 (50.0%)								
	39 (1.5%)	N	37 (94.9%)	N	35 (94.6%)	N	28 (75.7%)	N.	35 (94.6%)	N	28 (75.7%)	3rd Year Data Not Yet Available							
14	Total Referred	Y	. ,	Y	41 (93.2%)	Y	28 (63.6%)	Y	3 (6.8%)		1 (2.3%)								
120	1,035 (39.7%)	N	991 (95.7%)		748 (75.5%)	N	523 (52.8%)		67 (6.8%)		54 (5.4%)								
Fal	College Level	Y	99 (6.7%)	IN	748 (75.5%)	IN	323 (32.878)	IN	07 (0.8%)	IN	54 (5.470)								
	1,481 (56.8%)	N	1,382 (93.3%)				Not Applicable												
		Y		V	0 (0.0%)	Y	0 (0 0%)	v	0 (0.0%)	V	0 (0 00()								
	Unknown	r N	3 (3.2%)	Y N	4 (4.4%)	r N		Y N	. ,		0 (0.0%)								
	93 (3.6%)		90 (96.8%)				,		1 (1.1%)		1 (1.1%)								
	Cohort Total	Y	- (/	Y	45 (30.8%)	Y	30 (20.5%)	Y	3 (2.1%)		1 (0.7%)								
	2,609 (100.0%)	N	2,463 (94.4%)		785 (31.9%)	N	547 (22.2%)		72 (2.9%)		58 (2.4%)								
	DE Level 1	Y	33 (4.5%)		. ,	Y	21 (63.6%)		1 (3.0%)		0 (0.0%)								
	741 (26.4%)	N	708 (95.5%)	N	562 (79.4%)	N	387 (54.7%)	N	21 (3.0%)		19 (2.7%)								
Fall 2015 Cohort	DE Level 2	Y	9 (2.8%)	Y	9 (100.0%)	Y	7 (77.8%)	Y	2 (22.2%)		2 (22.2%)								
	325 (11.6%)	N	316 (97.2%)	Ν	245 (77.5%)	Ν	186 (58.9%)	N	- (/	N	12 (3.8%)								
	DE Level 3	Y	23 (6.7%)	Y	17 (73.9%)	Y	11 (47.8%)	Y	0 (0.0%)		0 (0.0%)								
	343 (12.2%)	N	320 (93.3%)	Ν	167 (52.2%)	Ν	123 (38.4%)	N	. ,	N	11 (3.4%)	3rd Year Data Not Yet Available							
	DE Level 4	Y	5 (6.5%)	Y	5 (100.0%)	Y	4 (80.0%)	Y	- (,	Y	4 (80.0%)								
	77 (2.7%)	N	72 (93.5%)	Ν	72 (100.0%)	Ν	55 (76.4%)	Ν	71 (98.6%)	Ν	55 (76.4%)								
201	Total Referred	Y		Y	62 (88.6%)	Υ	43 (61.4%)	Y	8 (11.4%)	Y	6 (8.6%)								
Fall	1,486 (52.9%)	Ν	1,416 (95.3%)	Ν	1,046 (73.9%)	Ν	751 (53.0%)	Ν	125 (8.8%)	Ν	97 (6.9%)								
	College Level	Y	129 (10.1%)			Not Applicable													
	1,283 (45.6%)	Ν	1,154 (89.9%)			Not Applicable													
	Unknown	Y	2 (4.8%)	Y	0 (0.0%)	Υ	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)								
	42 (1.5%)	Ν	40 (95.2%)	Ν	2 (5.0%)	Ν	2 (5.0%)	Ν	1 (2.5%)	N	1 (2.5%)								
	Cohort Total	Y	201 (7.2%)	Y	80 (39.8%)	Υ	57 (28.4%)	Y	8 (4.0%)	Y	6 (3.0%)								
	2,811 (100.0%)	Ν	2,610 (92.8%)	Ν	1,125 (43.1%)	Ν	814 (31.2%)	Ν	130 (5.0%)	Ν	102 (3.9%)								

Yes = Veteran

No = Non-Veteran

NORTHWEST VISTA COLLEGE PRODUCTIVE GRADE RATES (PGR)

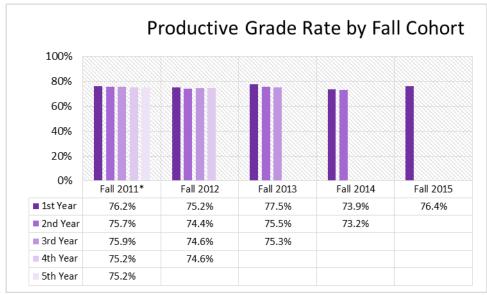
AtD Indicator #3: Successfully Complete the Courses They Attempt

This report compares the 1- to 5-year productive grade rates (PGR) of the Fall 2010 through Fall 2014 FTIC cohorts for Northwest Vista 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 Northwest Vista College fluctuated between 73% 78% across all cohorts and all years.
- First-year productive grade rates at the college peaked in the Fall 2013 cohort at 78%, then dipped in the Fall 2014 cohort to 74% before climbing up again in the Fall 205 cohort to 76.4%. Female students consistently demonstrated higher productive grade rates than male students.
- Asian/Pacific Islander students exhibited predominantly higher productive grade rates than all other student groups across each cohort and each year.
- Students 25 and older displayed higher productive grade rates than those younger than they were.
- 6 Full-time students consistently produced higher productive grade rates than part-time students.
- Across the cohorts, productive grade rates among non-Pell recipients were higher than among Pell recipients.
- In each cohort and year, productive grade rates were higher among students not referred to developmental education than among students referred to developmental education.

Total Productive Grade Rates

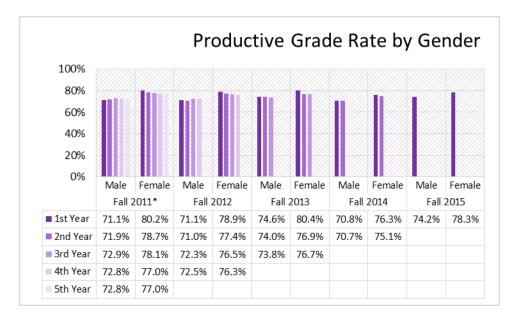
Productive grade rates at Northwest Vista College fluctuated between 73% - 78% across all cohorts and all years. Firstyear productive grade rates at the college peaked in the Fall 2013 cohort at 78%, then dipped in the Fall 2014 cohort to 74% before climbing up again in the Fall 205 cohort to 76.4%. In each cohort, rates declined from the first year to the second year then remained relatively unchanged from year-to-year in subsequent years. Productive grade rates in the last year tended to exhibit lower rates than the first year. First year productive grade rates of the Fall 2015 cohort (76.4%) remained relatively unchanged from the first year rate of the Fall 2011 cohort (76.2%).



^{*}See notes, next page

Productive Grade Rates by Gender

Across each cohort and each year, females consistently had higher productive grade rates than did males. Female rates remained between 76% and 80% in all years of the Fall 2011 and 2012 cohorts, then peaked at 80% in the Fall 2013 cohort. However, these rates dipped 4.1 percentage points from the Fall 2013 cohort (80.4%) to the Fall 2014 cohort (76.3%). In all cohorts and all years, male productive grade rates ranged from 71% to 75%. First year male productive grade rates of the Fall 2015 cohort (74.2%) grew 3.1 percentage points from the first year Fall 2011 cohort (71.1%). Overall, productive grade rates ranged from a low of 71% (male) to a high of 80% (female).



⁽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.

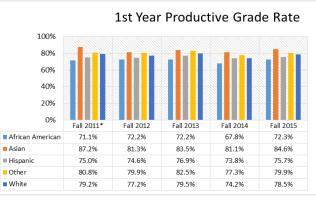
⁽³⁾ Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.

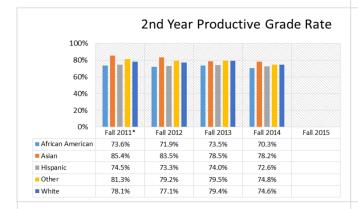
⁽⁴⁾ Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is firsttime in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).

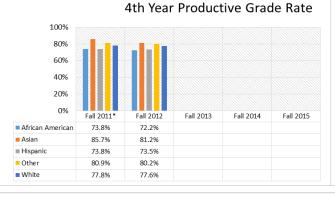
⁽⁵⁾ Sources: FTIC Demographics ACCDODS.XST_CBM001_ACCD; Course Enrollment ACCDODS1.XST_IRES_SC

Productive Grade Rates by Ethnicity

Productive grade rates of Asian students were predominantly higher than all other student groups across each cohort and each year. Other and White student groups had higher productive grade rates than African American and Hispanic student groups. At the conclusion of five years of tracking the Fall 2011 cohort, Asian, Hispanic, and White student groups showed declines in productive grade rates from the first year to fifth year. By the fifth year of the Fall 2011 cohort, African American and Hispanic students had achieved relatively equal productive grade rates (74%).

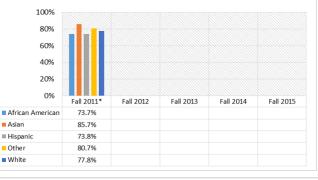












5th Year Productive Grade Rate

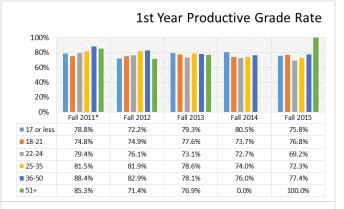
Notes:

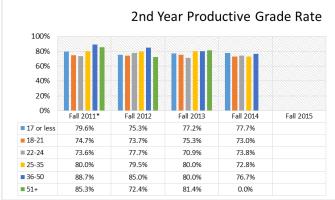
- (1) Productive grade rates represent grades of C or higher based on all courses (cumulative) through the Fall semester of the first, second, third, fourth, and fifth year.
- (2) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed 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 firsttime 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

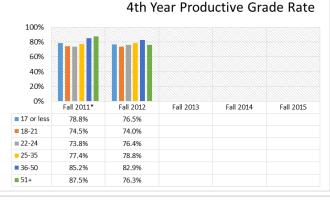
ourth, and fifth year. all 2011* Preliminary True FTIC

Productive Grade Rates by Age

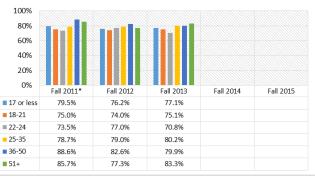
Overall students 25 and older displayed higher productive grade rates than those younger than they were. With few exceptions, this was a recurrent pattern throughout each cohort and each year. After five years of longitudinal tracking, students in the Fall 2011 cohort 17 or less and 51+ age group displayed an increase in productive grade rates from the first year to the fifth year, while all other groups displayed declining rates during the same period.



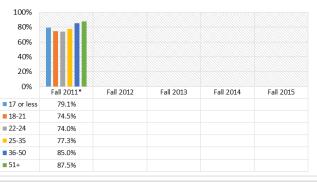




3rd Year Productive Grade Rate



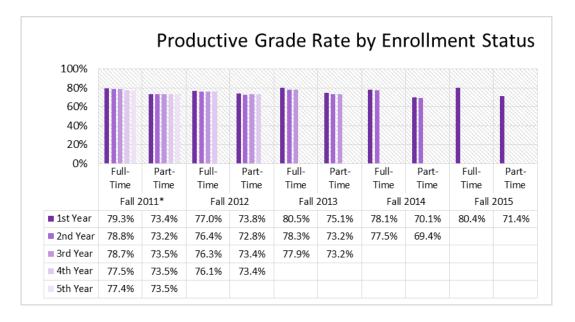
5th Year Productive Grade Rate



- (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 firsttime 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

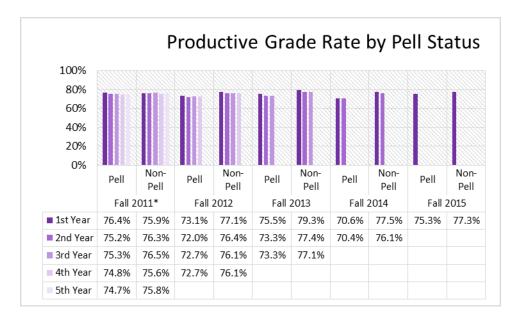
Full-time students consistently produced higher productive grade rates than part-time students in each cohort and each year. First year full-time productive grade rates of the Fall 2015 cohort (80.4%) changed 1.1 percentage points higher than the first year Fall 2011 cohort (79.3%). And first year part-time productive grade rates of the Fall 2015 cohort (71.4%) were 2 percentage points lower than the first year Fall 2011 cohort (73.4%). After five years of tracking in the Fall 2011 cohort, productive grade rates of full-time students declined from the first year to the last year, while rates for part-time students remained relatively unchanged.



- 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 firsttime 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) Full-Time/Part-Time status 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 Pell Status

Across cohorts and years, productive grade rates were higher among non-Pell grant recipients than Pell grant recipients. Productive grade rates of Pell students exhibited first year declines from the Fall 2010 to 2012 cohort followed by a peak in the Fall 2013 cohort. However, this peak was followed by a drop in the Fall 2014 cohort. The Fall 2015 first year Pell student rates (75.3%) declined 1.1 percentage points from the Fall 2011 cohort (76.4%). Productive grade rates for Non-Pell students grew or remained unchaged from the Fall 2011 cohort to the most recent cohort each year.



⁽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.

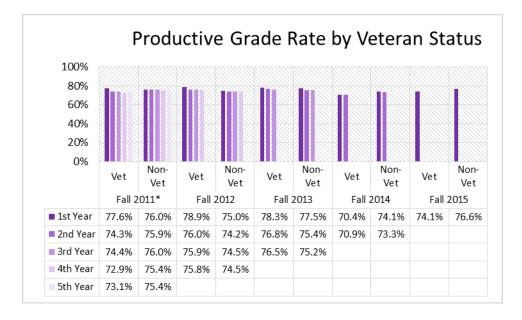
⁽⁴⁾ Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is firsttime in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to 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

Productive grade rates were higher among Veteran students than non-Veteran students in the 2012 and 2013 cohorts. First year productive grade rates of the Fall 2015 Veteran cohort (74.1%) exhibited a decline of 3.5 percentage points from the Fall 2011 cohort (77.6%). During the same period first year Fall 2015 non-Veteran student rates remained relatively unchanged from the Fall 2011 cohort.



⁽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.

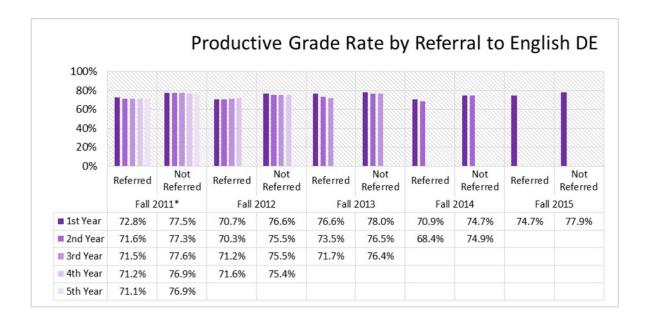
⁽⁴⁾ Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is firsttime in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to 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 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 (74.7%) grew 1.9 percentage points from the first year Fall 2011 cohort (72.8%). First year non-referred student productive grade rates of the Fall 2015 cohort (77.9%) remained relatively unchanged from the first year Fall 2011 cohort (77.5%). In all cohorts and all years productive grade rates declined from the first year to the second year. After the first year, productive grade rates in the 2011 and 2012 cohorts remained relatively unchanged from year-to-year. INRW courses are reported as English courses from Fall 2014 cohort onward (see note below).



Notes:

(6) Sources: DE Referral ACCDODS1.XST_ATD_ACCD; Course Enrollment ACCDODS1.XST_IRES_SC

⁽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.

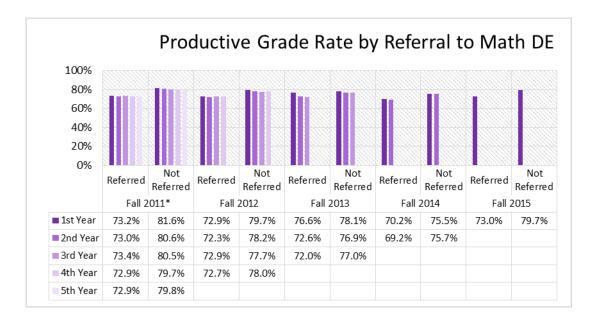
⁽³⁾ Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.

⁽⁴⁾ Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is firsttime 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.

Productive Grade Rates by Referral to Math Developmental Education

FTIC students not referred to 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 (73%) remained relatively unchanged from the first year Fall 2011 cohort (73.2%). First year non-referred student productive grade rates of the Fall 2015 cohort (79.7%) were 1.9 percentage points lower than the first year Fall 2011 cohort (81.6%). In most cohorts and all years productive grade rates declined from the first year to the second year. After the first year, productive grade rates in the 2011 and 2012 cohorts exhibited little change from year-to-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 firsttime 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

NORTHWEST VISTA COLLEGE SEMESTER-TO-SEMESTER PERSISTENCE RATES

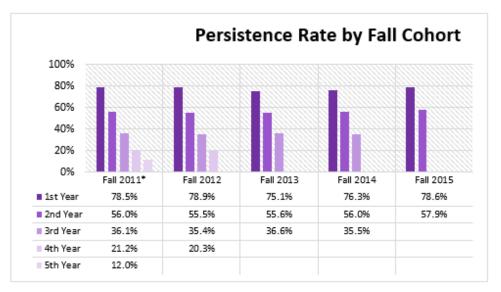
AtD Indicator #4: Persist from Term-to-Term and Year-to-Year

This report compares the 1- to 5-year persistence rates of the Fall 2011 through Fall 2015 FTIC cohorts at Northwest Vista 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.

- First-year persistence rates had a slight dip in Fall 2013 and Fall 2014 and bounced back to Fall 2011 level the following term.
- Female students routinely persisted at higher rates than did male students.
- Overall, persistence rates among Asians were higher than all other ethnicities.
- First year persistence rates varied by age across all cohorts and all age groups.
- Full-time students persisted at higher rates than did part-time students.
- ♦ First-year persistence rates were higher among Pell grant recipients than among non-Pell grant recipients.
- Persistence rates among students referred to developmental education and not referred to developmental education varied from year to year.
- Overall, Veteran student persistence rates were higher than non-veteran students for all cohorts through the third year.

Total Persistence Rates

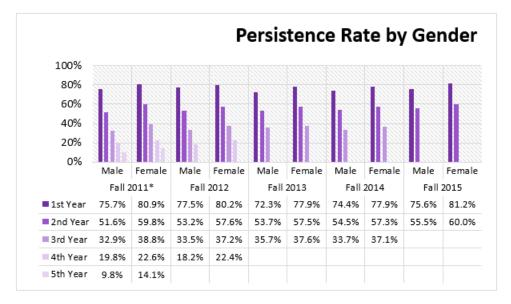
First-year persistence rates from the Fall 2011 cohort to the most current cohort year vary slightly from year-to-year. At year two, more than 55% of Fall FTIC students who started at Northwest Vista College were still enrolled. Gaps in persistence rates were greater from year-to-year in the first three years than in the last two years. Persistence rates were constant cohort-to-cohort and year-to-year.



^{*}See notes, next page

Persistence Rates by Gender

Females routinely persisted at higher rates than did males. After a slight decline in Fall 2013, male first-year persistence rates increased year-to-year to almost identical rates in Fall 2011 (75.7%) and Fall 2015 (75.6%). Female persistence rates peaked in the Fall 2015 (81%). Between the first- and second-year and second- and third-year, the drop in persistence rates is very similar.



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.

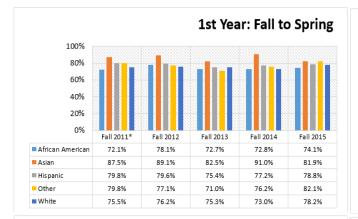
(2) Fall 2012 and 2013 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Persistence rates exclude graduates.

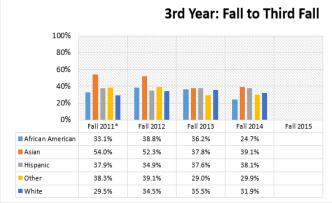
(3) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology. Persistence rates excludes graduates.

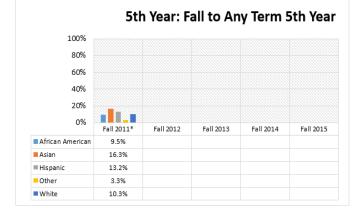
 (4) Graduate Status: 2011-2015: ACCDODS1.XST_CBM009_ACCD FTIC Demographics: 2011-2015: ACCDODS1.XST_CBM001_ACCD

Persistence Rates by Ethnicity

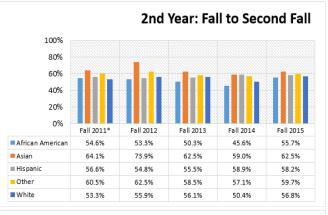
In general, first year persistence rates among Asian students were higher than other groups in each cohort and year-toyear. Through all years and cohorts, Hispanic students have higher rates of persistence than do White or African American students.



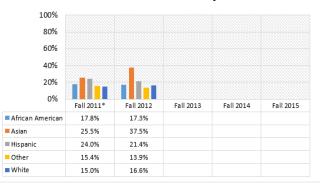




- (1) Persistence rate is the measure of FTIC students, excluding graduates, who continue from their initial Fall semester (cohort year) to a subsequent time of measurement.
- (2) Fall 2012 and 2013 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student 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

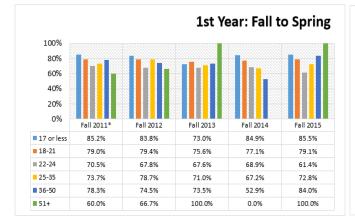


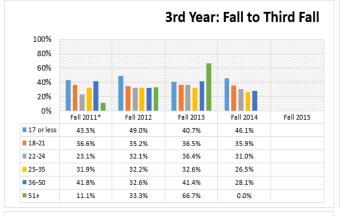
4th Year: Fall to Any Term 4th Year



Persistence Rates By Age

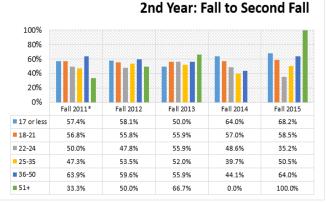
First year persistence rates varied across all cohorts and age groups. Students 17 or less had higher first-year persistence rates in the Fall 2011, 2012 and, 2014 cohorts. Students 18-21 years old had consistent rates of persistence year-to-year for year one through year three.





		5th Year: Fall to Any Term 5th Yea									
100% 80% 60% 40% 20%		5-11.004.0	- H 2010		Fall 2015						
17 or less	Fall 2011* 13.5%	Fall 2012	Fall 2013	Fall 2014	Fall 2015						
18-21	12.2%										
22-24	8.7%										
25-35	11.8%										
36-50	13.3%										
51+	0.0%										

- (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_AC

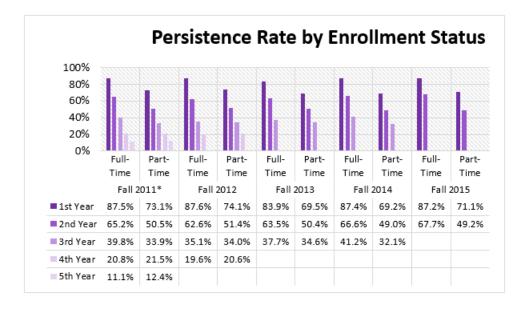


4th Year: Fall to Any Term 4th Year



Persistence Rates by Enrollment Status

Overall, across cohorts and years, full-time students persisted at higher rates than did their part-time counterparts. The Fall 2014 cohort had the widest first year persistence gap between groups in the same cohort. After five years, the difference in Fall 2011 persistence rates between full- and part-time students was close to 1%.



⁽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.

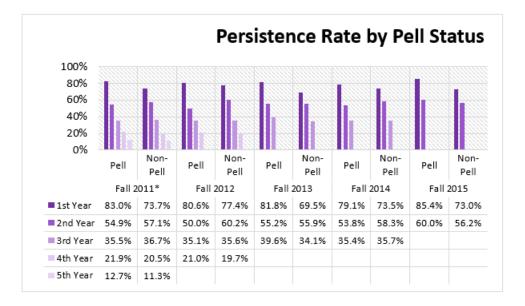
⁽⁵⁾ Graduate Status: 2011-2015: ACCDODS1.XST_CBM009_ACCD

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

First-year persistence rates were higher among Pell grant recipients than among non-Pell grant recipients. However, this trend reversed in the second year from Fall 2011-Fall 2014 when non-Pell grant recipients persisted at higher rates than Pell grant recipients. Non-Pell grant recipients four- and five-year persistence rates are similar to Pell grant recipients.



Notes:

FTIC Demographics: 2011-2015: ACCDODS1.XST_CBM001_ACCD

⁽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.

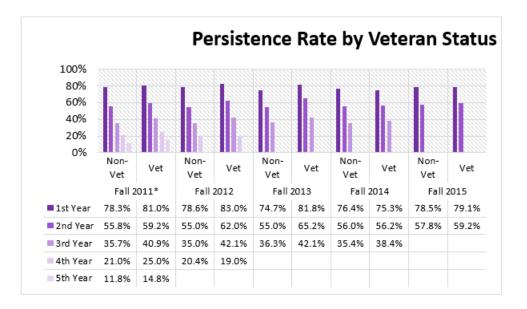
⁽³⁾ Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology. Persistence rates excludes graduates.

⁽⁴⁾ Pell status as reported at the Fall semester of the cohort year.

⁽⁵⁾ Graduate Status: 2011-2015: ACCDODS1.XST_CBM009_ACCD

Persistence Rates by Veteran Status

Overall, Veteran student persistence rates were higher than non-veteran students for all cohorts through the third year, except first year Fall 2014. Veteran student persistence rates peaked in Fall 2012 (83%). By year four, the Fall 2012 non-veteran cohort persistence rate was slightly higher than the veteran student persistence rate.



- (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.

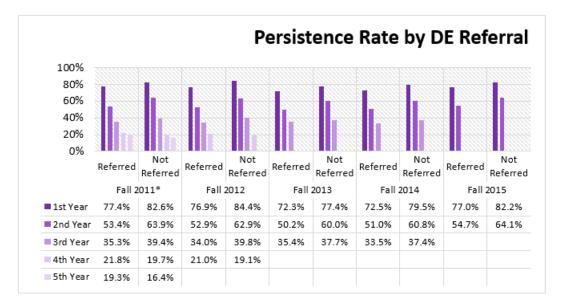
⁽¹⁾ Persistence rate is the measure of FTIC students, excluding graduates, who continue from their initial Fall semester (cohort year) to a subsequent time of measurement.

⁽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.

Persistence Rates by Developmental Education Referral

Persistence rates among students referred to developmental education (DE) and among those not referred to DE varied from year to year. By year three, gaps between persistence rates dramatically decrease between students referred to DE and those that were not. However in years four and five, persistence rates were higher among students referred to DE than those not referred to DE.



⁽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

NORTHWEST VISTA COLLEGE GRADUATION RATES

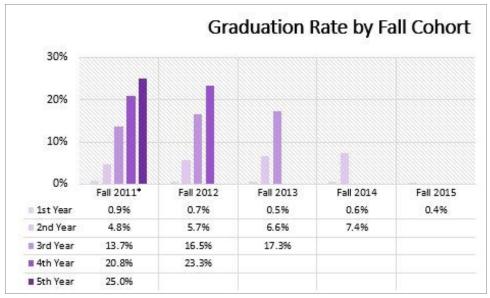
AtD Indicator #5: Complete Credentials

This report compares the 1- to 5-year graduation rates of the Fall 2011 through Fall 2015 FTIC cohorts at Northwest Vista 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 two-year, three-year, and four-year graduation rates increased from cohort-to-cohort.
- Of the FTIC students who started at Northwest Vista College in 2011, 19.7% of male students and 29.6% of female students received a degree or certificate after five years.
- **b** Females had predominantly higher graduation rates than did males across most cohorts and years.
- Asian, Other, and White students generally graduated at higher rates than other student groups across most cohorts in year one.
- Overall, older age groups exhibited higher graduation rates than did younger age groups.
- In most cohorts and years, the graduation rates of full-time students were higher than those of part-time students.
- By year five of the Fall 2011 FTIC cohort, Pell recipients were graduating at a higher rate than that of non-Pell recipients, by 3.9 percentage points.
- Overall, FTIC students who identified as veterans had higher graduation rates than did students who did not identify as veterans.
- Overall, FTIC students not referred to developmental education had higher graduation rates than did students referred to developmental education.

Total Graduation Rates

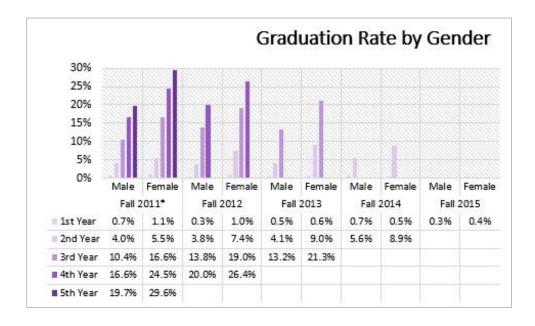
The first year graduation rate has fluctuated over all cohorts, within a small margin. The two-year, three-year, and fouryear graduation rates have all consistently increased from cohort-to-cohort. Of the FTIC students who started at Northwest Vista College in 2011, 25.0% received a degree or certificate after five years.



*See notes, next page

Graduation Rates by Gender

Females had predominantly higher graduation rates than did males across most cohorts and years. Of the FTIC students who started at Northwest Vista College in 2011, 19.7% of male students and 29.6% of female students received a degree or certificate after five years.



⁽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 firsttime 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

Asian, Other, and White students generally graduated at higher rates than other student groups across most cohorts in year one. This pattern changed in year two where, across most cohorts, Asian students graduated at lower rates than White students. By the fifth year, Asian, Other, and Hispanic students were graduating at higher rates than other student groups.



- (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 firsttime 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

First year graduation rates were highest among 36-50 and 51+ year old students. This pattern generally continued in each remaining year. Students in the age group 22-24 had lower graduation rates than other student groups in years three, four and five. Overall, older age groups exhibited higher graduation rates than did younger age groups.

20%

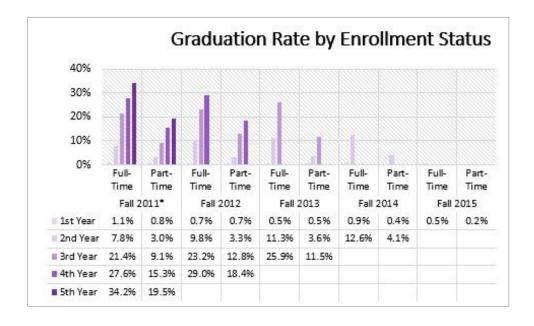
1-Year Graduation Rates



- (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, 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is firsttime 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

In most cohorts and years, the graduation rates of full-time students were higher than those of part-time students. There was no variance in the performance of full- and part-time students in year one of the Fall 2012 or the Fall 2013 cohort. Of the FTIC students who started at Northwest Vista College in 2011, 34.2% of full-time students and 19.5% of part-time students received a degree or certificate after five years.



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 firsttime 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).

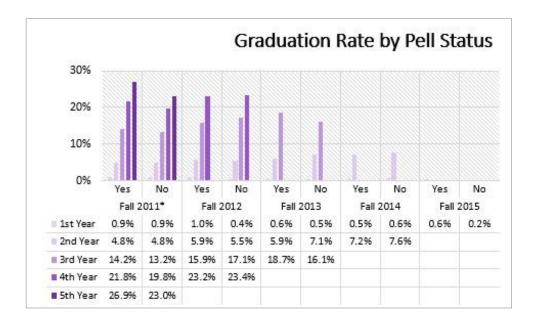
⁽⁴⁾ Graduation rate based on Associates or Certificates received at any Alamo College. Data are cumulative over time. Students who transfer or leave Alamo Colleges are not removed from denominators.

⁽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

Generally, FTIC Pell recipients and non-Pell recipients graduated at fluctuating rates across the cohorts, reflecting a lead that shifted often. By year five of the Fall 2011 FTIC cohort, Pell recipients were graduating at a higher rate than that of non-Pell recipients, by 3.9 percentage points.



⁽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 firsttime 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).

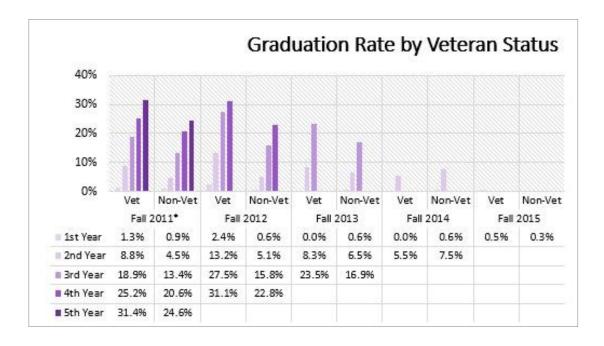
⁽⁴⁾ Graduation rate based on Associates or Certificates received at any Alamo College. Data are cumulative over time. Students who transfer or leave Alamo Colleges are not removed from denominators.

⁽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 Northwest Vista College in 2011, 31.4% of students who identified as veterans and 24.6% 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.

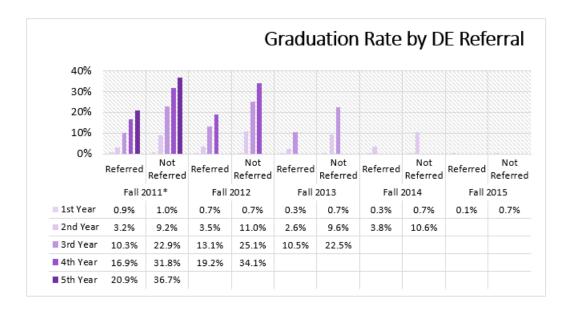
(3) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is firsttime in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001).

(4) Veteran status as reported at the Fall semester of the cohort year.

(5) Source: FTIC Demographics-ACCDODS1.XCT_IRES_SC

Graduation Rates by Developmental Education Referral

Overall, FTIC students not referred to developmental education (DE) had higher graduation rates than did students referred to DE. Of the FTIC students who started at Northwest Vista College in 2011, 20.9% of referred students and 36.7% of students who were not referred received a degree or certificate after five years.



Notes:

(6) Source FTIC Demographics: ACIRES.CBM001, Graduates: ACCDIR.CBM009, DE Referrals-Students.V_StuTaspALLDIS

⁽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 firsttime 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.