ALAMO COLLEGES

Institutional Research & Effectiveness Services

Achieving the Dream Longitudinal Tracking Report

St. Philip's College

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

ST. PHILIP'S 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 St. Philip's 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 St. Philip's College were categorized based on their first semester status. Students remain in this category for subsequent years regardless of status change. Therefore, characteristics are as of first entry.

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

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

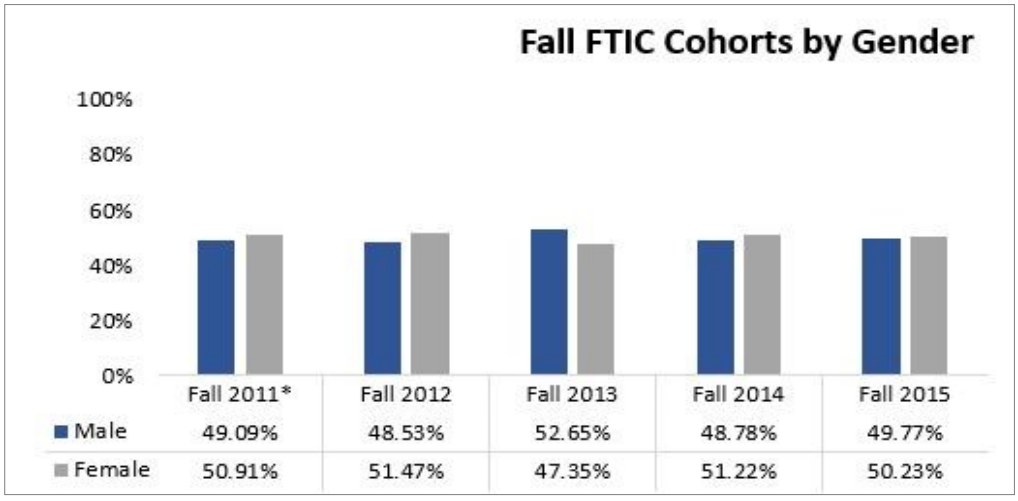
Of the five cohorts represented in this report, the largest cohort has been the Fall 2011 cohort with a headcount of 1,532. The cohort total declined from Fall 2011 to Fall 2012, increased in both the Fall 2013 and Fall 2014 cohorts, then decreased in Fall 2015. Overall, the cohorts averaged 1,211 students per year.

	Fall 2011* FTIC Cohort	Fall 2012 FTIC Cohort	Fall 2013 FTIC Cohort	Fall 2014 FTIC Cohort	Fall 2015 FTIC Cohort
Male	752	530	595	598	534
Female	780	562	535	628	539
Total FTIC	1,532	1,092	1,130	1,226	1,073

*See notes, next page

Gender

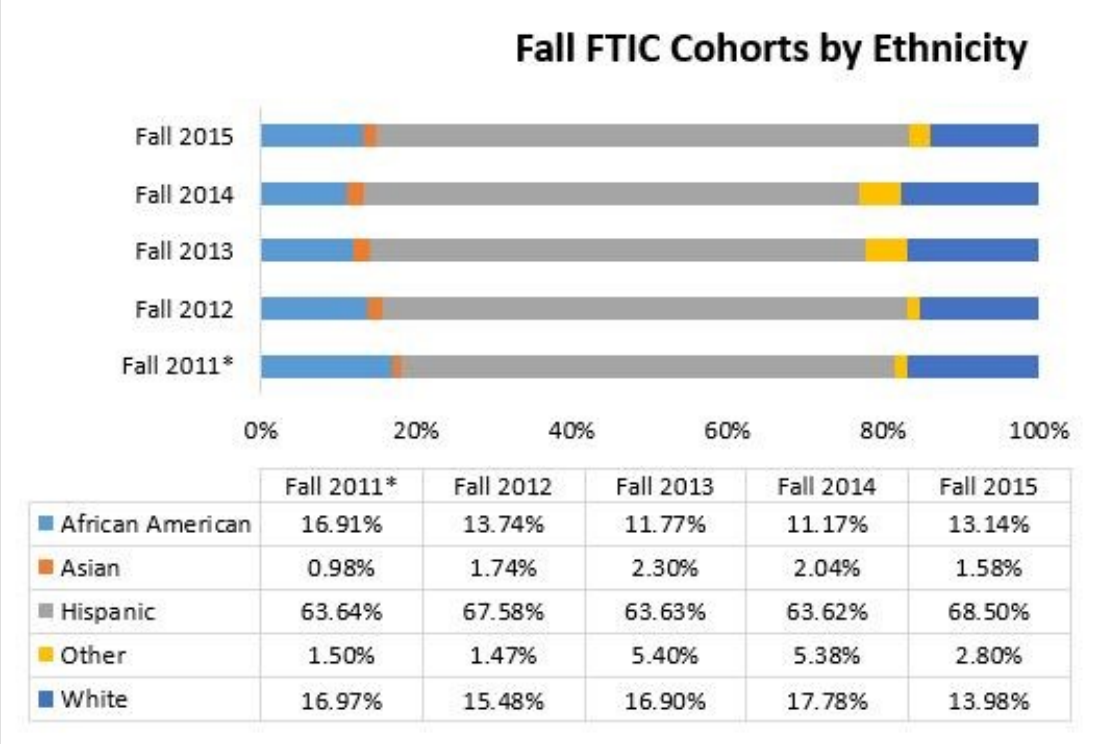
Male students constituted a slightly higher proportion of the FTIC population than did female students in the 2013 cohort. In all other cohorts, proportions were relatively similar with a slight female lead.



Ethnicity

The proportion of African American students declined from year to year across most cohorts until Fall 2015. Consequently, the Fall 2014 FTIC cohort population of African American students is 5.74 percentage points lower than it was in the 2011 cohort. The ethnic composition (1%-2%) of Asian students remained relatively unchanged from the 2011 to the 2015 cohort. The majority (64%-69%) of students in each cohort identified themselves as being Hispanic. The second most represented ethnic group was White (14%-18%). Less than 6% of students identified as being any other (Other) ethnicity.

	Fall 2011* FTIC Cohort	Fall 2012 FTIC Cohort	Fall 2013 FTIC Cohort	Fall 2014 FTIC Cohort	Fall 2015 FTIC Cohort
African American	259	150	133	137	141
Asian	15	19	26	25	17
Hispanic	975	738	719	780	735
Other	23	16	61	66	30
White	260	169	191	218	150
Total FTIC	1,532	1,092	1,130	1,226	1,073



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African American	16.91%	13.74%	11.77%	11.17%	13.14%
Asian	0.98%	1.74%	2.30%	2.04%	1.58%
Hispanic	63.64%	67.58%	63.63%	63.62%	68.50%
Other	1.50%	1.47%	5.40%	5.38%	2.80%
White	16.97%	15.48%	16.90%	17.78%	13.98%

Notes:

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

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

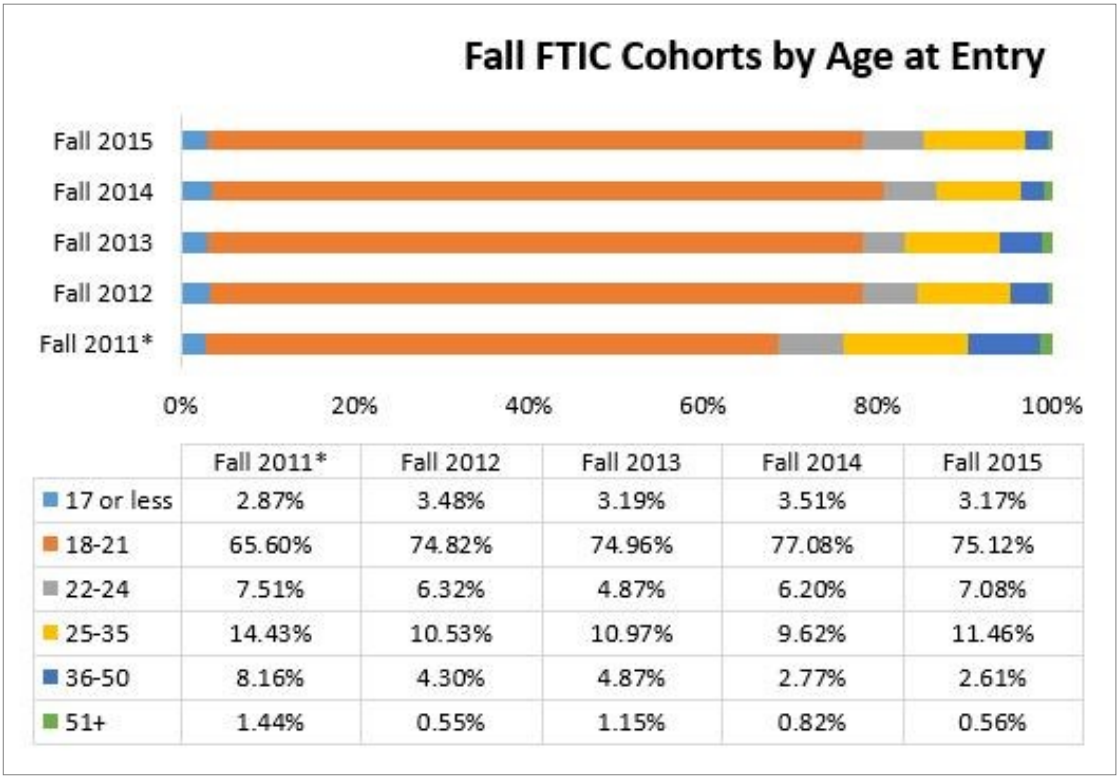
(3) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to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

(4) Source FTIC Demographics: ACIRES.CBM001

Age

In Fall 2015, over 78% of FTIC students were age 21 or younger when they first enrolled at St. Philip's College. The large majority (66%-77%) of students in each cohort were between 18 and 21 years old when they first enrolled. The second most represented age group included 25 to 35 year olds (10%-14%). The proportion of students in the 25-35 and 36-50 age groups fluctuated from year to year, but decreased overall from Fall 2011 to Fall 2015. The percentage of students in the 18-21 age group increased each year from Fall 2011 to Fall 2014, then decreased slightly in Fall 2015. Students over the age of 51 had the lowest representation among the cohorts, comprising less than 2% 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	44	38	36	43	34
18-21	1,005	817	847	945	806
22-24	115	69	55	76	76
25-35	221	115	124	118	123
36-50	125	47	55	34	28
51+	22	6	13	10	6
Total FTIC	1,532	1,092	1,130	1,226	1,073



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
17 or less	2.87%	3.48%	3.19%	3.51%	3.17%
18-21	65.60%	74.82%	74.96%	77.08%	75.12%
22-24	7.51%	6.32%	4.87%	6.20%	7.08%
25-35	14.43%	10.53%	10.97%	9.62%	11.46%
36-50	8.16%	4.30%	4.87%	2.77%	2.61%
51+	1.44%	0.55%	1.15%	0.82%	0.56%

Notes:

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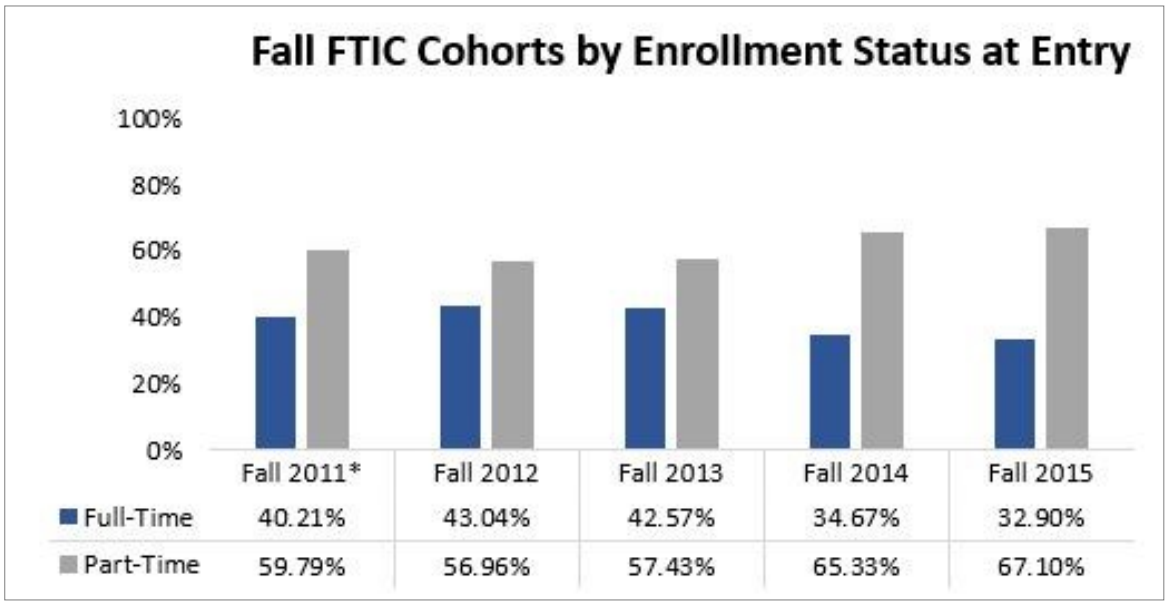
(4) Age as reported at the Fall semester of the cohort year.

(5) Source FTIC Demographics: ACIRES.CBM001

Enrollment Status

In all cohorts, part-time students attended at higher rates than full-time students. Full-time students were defined as those enrolled in 12 or more hours at census date. Part-time enrollment has steadily increased from Fall 2012 to Fall 2015. Since 2011, part-time students represented more than half (57%-67%) of the Fall FTIC cohort population at St. Philip's College.

	Fall 2011* FTIC Cohort	Fall 2012 FTIC Cohort	Fall 2013 FTIC Cohort	Fall 2014 FTIC Cohort	Fall 2015 FTIC Cohort
Full-Time	616	470	481	425	353
Part-Time	916	622	649	801	720
Total FTIC	1,532	1,092	1,130	1,226	1,073



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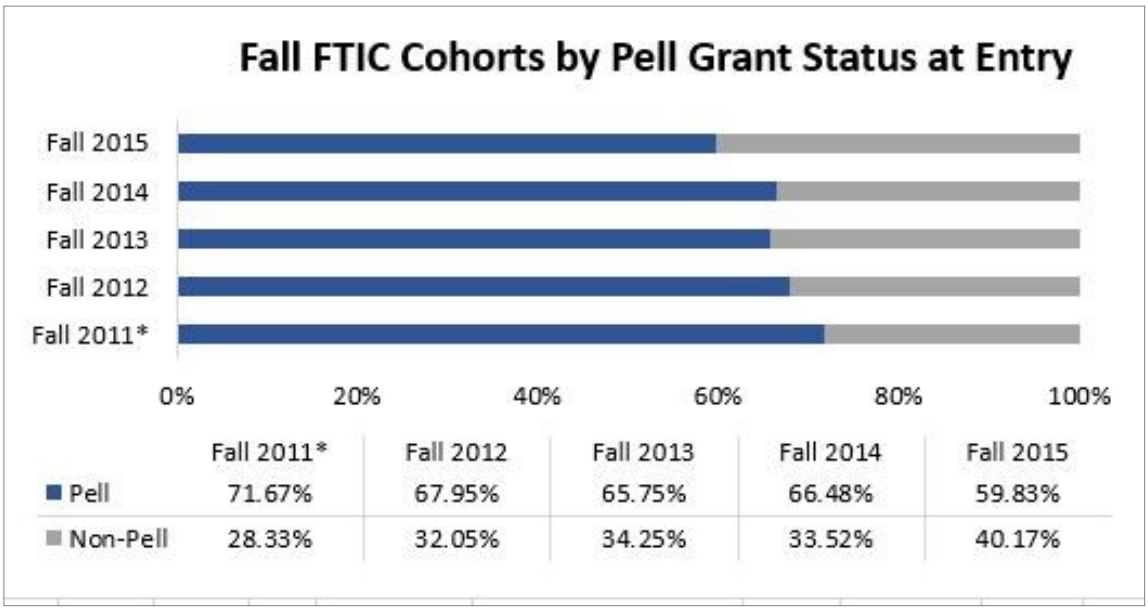
(4) Full-Time/Part-time status as reported at the Fall semester of the cohort year.

(5) Source FTIC Demographics: ACIRES.CBM001

Pell Status

The proportion of Fall FTIC students receiving the Pell grant during their first term decreased over most cohorts from Fall 2011 to Fall 2015. In Fall 2014, the proportion of FTIC students receiving the Pell grant increased slightly over the previous cohort. Overall, the proportion of FTIC students receiving the Pell grant decreased 11.84 percentage points from Fall 2011 to Fall 2015.

	Fall 2011* FTIC Cohort	Fall 2012 FTIC Cohort	Fall 2013 FTIC Cohort	Fall 2014 FTIC Cohort	Fall 2015 FTIC Cohort
Pell Grant	1,098	742	743	815	642
No Pell Grant	434	350	387	411	431
Total FTIC	1,532	1,092	1,130	1,226	1,073



Notes:

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

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

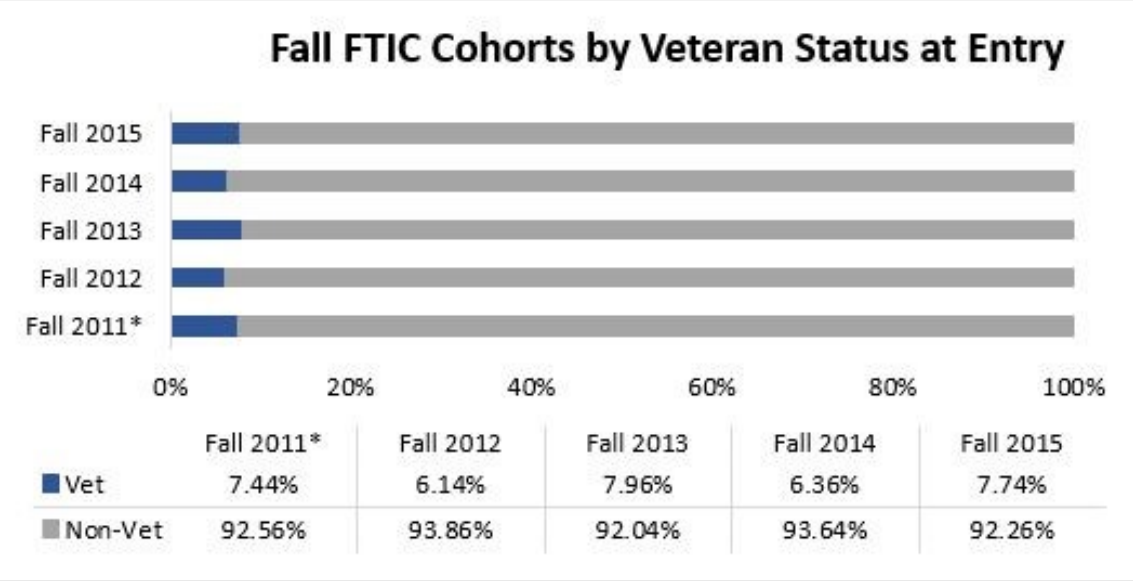
(4) Pell status as reported at the Fall semester of the cohort year.

(5) Source FTIC Demographics: ACIRES.CBM001, Pell Status: ACCDIR.FADS

Veteran Status

A small percentage of all FTIC students in each cohort (6%-8%) were designated as veterans upon initial enrollment. Trends are not evident across cohorts, as the percentage has alternately increased or decreased from one cohort to the next over the last five years.

	Fall 2011* FTIC Cohort	Fall 2012 FTIC Cohort	Fall 2013 FTIC Cohort	Fall 2014 FTIC Cohort	Fall 2015 FTIC Cohort
Vet	114	67	90	78	83
Non-Vet	1,418	1,025	1,040	1,148	990
Total FTIC	1,532	1,092	1,130	1,226	1,073



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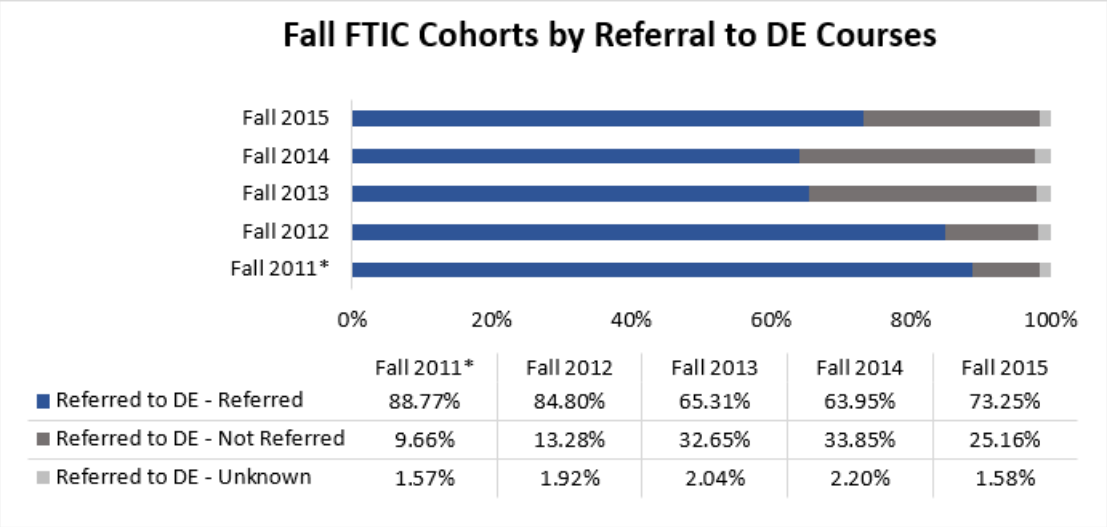
(4) Veteran status as reported at the Fall semester of the cohort year.

(5) Source: FTIC Demographics-ACCDODS1.XCT_IRES_ SC

Developmental Education Referral Status

From the 2011 to 2012 FTIC cohorts, the large majority (85%-89%) of students in each cohort were referred to developmental education (DE) courses. However, a significant shift in referral levels is reflected starting with the Fall 2013 FTIC student cohort. From Fall 2012 to Fall 2013, students referred to DE courses decreased by 19.5%. There was a small percentage of students (1%-2%) in each cohort whose referral status could not be determined due to a 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	1,360	926	741	784	786
Not Referred	148	145	366	415	270
Unknown	24	21	23	27	17
Total FTIC	1,532	1,092	1,130	1,226	1,073



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Referred to DE - Referred	88.77%	84.80%	65.31%	63.95%	73.25%
Referred to DE - Not Referred	9.66%	13.28%	32.65%	33.85%	25.16%
Referred to DE - Unknown	1.57%	1.92%	2.04%	2.20%	1.58%

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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(3) Developmental education (DE) referral levels are based on formal student assessment outcomes for the subject area or DE course enrollment. Students designated as "Unknown" did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment.

(4) Sources: FTIC Demographics-ACIRES.CBM001; Course Enrollment-ACCDIR.EXTENDEDENROLLMENT;
DE Referrals: Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015: ACDODS1.XST_ATD_ACCD

ST. PHILIP'S 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 St. Philip's College. Students in each cohort were referred to English and Math DE courses based on assessment scores for that subject. Students at each level then were tracked as they progressed through the DE and "gatekeeper" sequences within each subject. These rates were examined by various student and academic characteristics.

- ◊ For English and Math, female students compared to male students generally had greater success in both DE and "gatekeeper" courses.
- ◊ For English, there were no trends evident for "gatekeeper" success among racial/ethnic groups. For Math, White students experienced greater "gatekeeper" success than did students from other racial/ethnic groups.
- ◊ For English and Math, no differences among the age categories was evident.
- ◊ For English and Math, full-time students compared to part-time students generally had greater success in DE and "gatekeeper" courses.
- ◊ For English and Math, non-referred Pell recipients compared to non-Pell recipients generally had greater success in "gatekeeper" courses.
- ◊ For English and Math, non-referred veterans compared to non-veterans generally had greater success in "gatekeeper" courses.

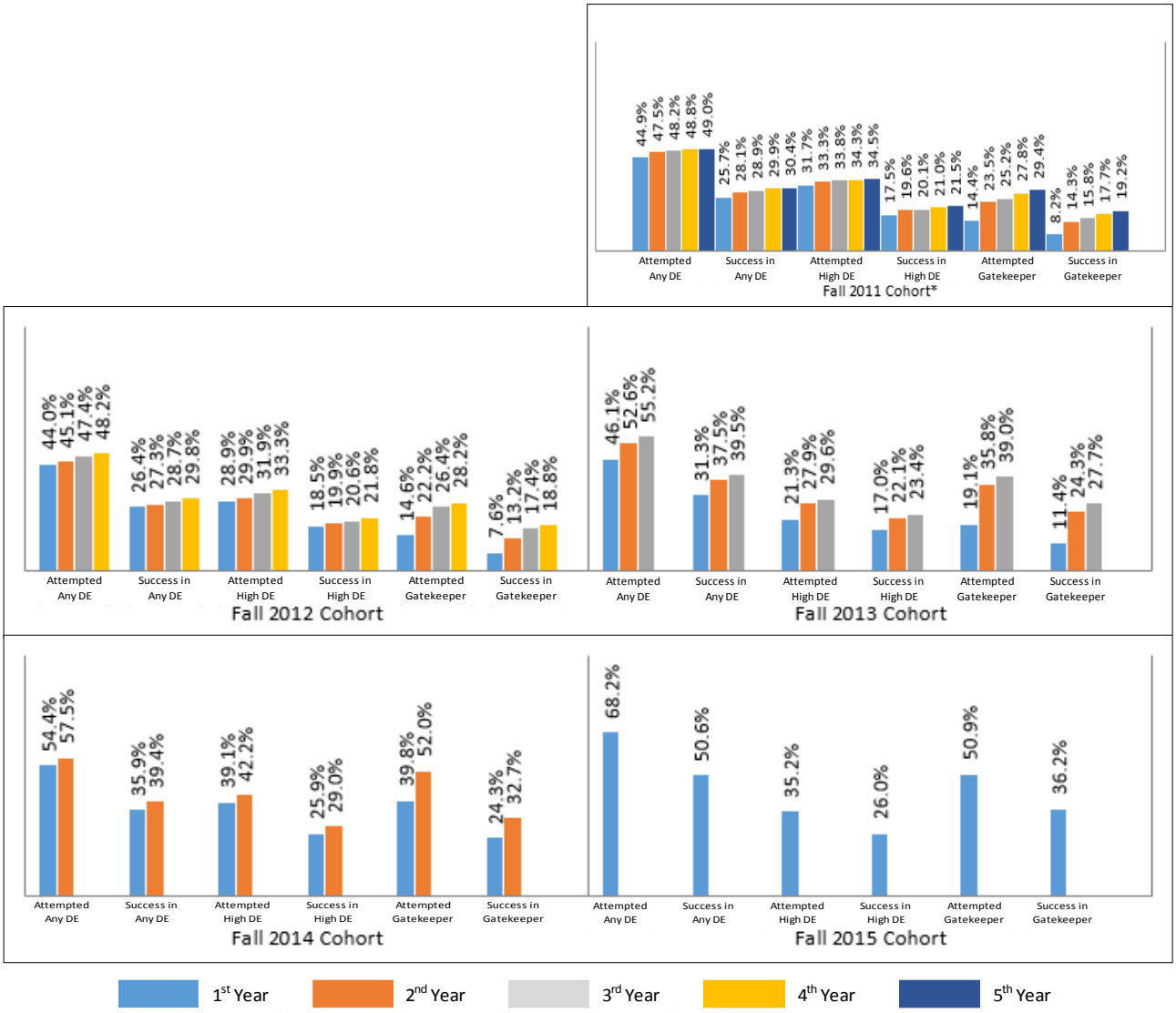
Progression Through English Developmental Education & "Gatekeeper" Courses

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:
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.

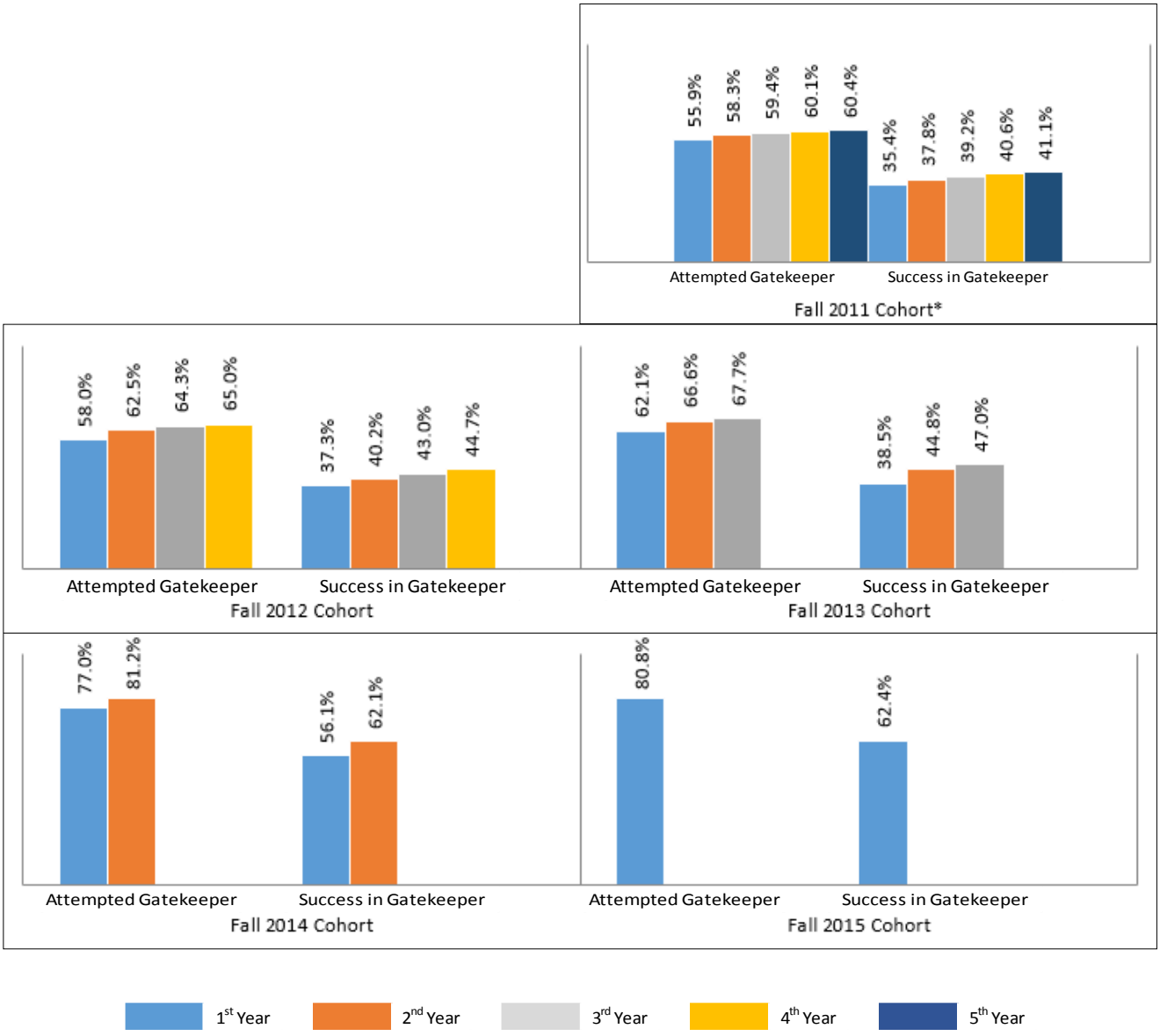
English Developmental Education Progression of Referred

After 3 years, approximately 30%-34% of referred students in each cohort attempted the highest course in the English DE sequence, with 20%-23% of the cohort successfully passing the course. Approximately 25%-39% of referred students in each cohort attempted the English "gatekeeper" course, with 16%-28% students in that cohort successfully passing the "gatekeeper" course. In comparing the 2011 and 2013 cohorts, success in any DE increased by 10.6 percentage points.



English "Gatekeeper" Progression of Non-Referred

After 3 years, 59%-68% of non-referred students in each cohort attempted the English "gatekeeper" course, with 39%-47% of the cohort successfully completing the course, which is nearly twice the rate of referred students.



Total English Progression

Overall, 26%-51% of all referred students in each cohort successfully passed any English DE course within the first year, 20%-23% successfully passed the highest DE course in the English sequence within 3 years, and approximately 16%-26% successfully passed the English "gatekeeper" course within 3 years. Of the non-referred students, 39%-47% successfully passed the English "gatekeeper" course within 3 years. Of the total cohort, 25%-37% successfully passed the English "gatekeeper" course within 3 years. Those who were referred to Level 2 had higher success rates in the English highest DE and "gatekeeper" courses than did those referred to Level 1. Non-referred students had higher success rates in the English "gatekeeper" course than did referred students. When comparing the 2011 cohort to the 2013 cohort, students referred to Level 2 experienced a significant increase in "gatekeeper" success.

	Referral Level	Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2011 Cohort*	DE Level 1 281 (18.3%)	139 (49.5%)	77 (27.4%)	Not Applicable		27 (9.6%)	Not Applicable	28 (10.0%)
	DE Level 2 657 (42.9%)	282 (42.9%)	164 (25.0%)			162 (24.7%)		120 (18.3%)
	Total Referred 938 (61.2%)	421 (44.9%)	241 (25.7%)			189 (20.1%)		148 (15.8%)
	College Level 576 (37.6%)	Not Applicable						226 (39.2%)
	Unknown 18 (1.2%)	0 (0.0%)	0 (0.0%)	Not Applicable		0 (0.0%)	Not Applicable	1 (5.6%)
	Cohort Total 1,532 (100.0%)	438 (28.6%)	253 (16.5%)			200 (13.1%)		375 (24.5%)
Fall 2012 Cohort	DE Level 1 151 (14.2%)	88 (58.3%)	50 (33.1%)	Not Applicable		17 (11.3%)	1 (0.7%)	18 (11.9%)
	DE Level 2 417 (39.3%)	162 (38.8%)	100 (24.0%)			100 (24.0%)	2 (0.5%)	78 (18.7%)
	Total Referred 568 (53.5%)	250 (44.0%)	150 (26.4%)			117 (20.6%)	3 (0.5%)	96 (16.9%)
	College Level 488 (46.0%)	Not Applicable						210 (43.0%)
	Unknown 5 (0.5%)	0 (0.0%)	0 (0.0%)			0 (0.0%)	0 (0.0%)	1 (20.0%)
	Cohort Total 1,061 (100.0%)	266 (25.1%)	161 (15.2%)			126 (11.9%)	4 (0.4%)	307 (28.9%)
Fall 2013 Cohort	DE Level 1 257 (22.7%)	114 (44.4%)	66 (25.7%)	Not Applicable		26 (10.1%)	4 (1.6%)	44 (17.1%)
	DE Level 2 277 (24.5%)	132 (47.7%)	101 (36.5%)			99 (35.7%)	6 (2.2%)	94 (33.9%)
	Total Referred 534 (47.3%)	246 (46.1%)	167 (31.3%)			125 (23.4%)	10 (1.9%)	138 (25.8%)
	College Level 572 (50.6%)	Not Applicable						269 (47.0%)
	Unknown 24 (2.1%)	1 (4.2%)	0 (0.0%)	Not Applicable		0 (0.0%)	0 (0.0%)	8 (33.3%)
	Cohort Total 1,130 (100.0%)	260 (23.0%)	178 (15.8%)			134 (11.9%)	14 (1.2%)	415 (36.7%)

Notes:

1) Attempted = student received a grade for course (includes variations of W); Completed = student received a grade of A, B, C, D, F, I, IP, or P for course; Success = student received a grade of A, B, or C for course.
2) High DE = last course in DE sequence (Level 2).
3) English "gatekeeper" course is ENGL 1301.
4) Fall 2012 through Fall 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to declared intent as reported in the CBM001). Fall 2011* Preliminary True FTIC methodology used to create cohort of students without academic history as opposed to using THECB methodology.
5) Developmental education (DE) referral levels are based on formal student assessment outcomes for the subject area of DE course enrollment. Students designated as "Unknown" did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment.
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Total English Progression (continued)

	Referral Level	Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2014 Cohort	DE Level 1 218 (17.8%)	147 (67.4%)	94 (43.1%)	13 (6.0%)	8 (3.7%)	3rd Year Data Not Yet Available		
	DE Level 2 207 (16.9%)	117 (56.5%)	77 (37.2%)	13 (6.3%)	8 (3.9%)			
	DE Level 3 122 (10.0%)	34 (27.9%)	26 (21.3%)	18 (14.8%)	13 (10.7%)			
	DE Level 4 1 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)			
	Total Referred 548 (44.7%)	298 (54.4%)	197 (35.9%)	44 (8.0%)	29 (5.3%)			
	College Level 617 (50.3%)	Not Applicable						
	Unknown 61 (5.0%)	1 (1.6%)	0 (0.0%)	1 (1.6%)	0 (0.0%)			
	Cohort Total 1,226 (100.0%)	311 (25.4%)	208 (17.0%)	54 (4.4%)	37 (3.0%)			
Fall 2015 Cohort	DE Level 1 157 (14.6%)	111 (70.7%)	78 (49.7%)	8 (5.1%)	6 (3.8%)	3rd Year Data Not Yet Available		
	DE Level 2 214 (19.9%)	141 (65.9%)	104 (48.6%)	13 (6.1%)	8 (3.7%)			
	DE Level 3 239 (22.3%)	164 (68.6%)	126 (52.7%)	146 (61.1%)	110 (46.0%)			
	DE Level 4 1 (0.1%)	1 (100.0%)	1 (100.0%)	1 (100.0%)	1 (100.0%)			
	Total Referred 611 (56.9%)	417 (68.2%)	309 (50.6%)	168 (27.5%)	125 (20.5%)			
	College Level 442 (41.2%)	Not Applicable						
	Unknown 20 (1.9%)	1 (5.0%)	1 (5.0%)	0 (0.0%)	0 (0.0%)			
	Cohort Total 1,073 (100.0%)	433 (40.4%)	320 (29.8%)	180 (16.8%)	134 (12.5%)			

Sources:

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

English Progression by Gender

Across most cohorts and levels, females compared to males successfully passed any DE, highest DE, and "gatekeeper" courses at higher rates. When comparing the 2011 cohort to the 2013 cohort, Level 2 females experienced the greatest increase in "gatekeeper" success.

		Referral Level	Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2011 Cohort*	DE Level 1	M 159 (56.6%)	M 70 (44.0%)	M 37 (23.3%)			M 11 (6.9%)		M 12 (7.5%)
	281 (18.3%)	F 122 (43.4%)	F 69 (56.6%)	F 40 (32.8%)			F 16 (13.1%)		F 16 (13.1%)
	DE Level 2	M 331 (50.4%)	M 125 (37.8%)	M 74 (22.4%)	Not Applicable		M 77 (23.3%)	Not Applicable	M 52 (15.7%)
	657 (42.9%)	F 326 (49.6%)	F 157 (48.2%)	F 90 (27.6%)			F 85 (26.1%)		F 68 (20.9%)
	Total Referred	M 490 (52.2%)	M 195 (39.8%)	M 111 (22.7%)			M 88 (18.0%)		M 64 (13.1%)
	938 (61.2%)	F 448 (47.8%)	F 226 (50.4%)	F 130 (29.0%)			F 101 (22.5%)		F 84 (18.8%)
	College Level	M 249 (43.2%)			Not Applicable				M 73 (29.3%)
	576 (37.6%)	F 327 (56.8%)							F 153 (46.8%)
	Unknown	M 13 (72.2%)	M 0 (0.0%)	M 0 (0.0%)			M 0 (0.0%)		M 1 (7.7%)
	18 (1.2%)	F 5 (27.8%)	F 0 (0.0%)	F 0 (0.0%)	Not Applicable		F 0 (0.0%)	Not Applicable	F 0 (0.0%)
	Cohort Total	M 752 (49.1%)	M 202 (26.9%)	M 116 (15.4%)			M 91 (12.1%)		M 138 (18.4%)
	1,532 (100.0%)	F 780 (50.9%)	F 236 (30.3%)	F 137 (17.6%)			F 109 (14.0%)		F 237 (30.4%)
Fall 2012 Cohort	DE Level 1	M 89 (58.9%)	M 43 (48.3%)	M 19 (21.3%)			M 6 (6.7%)	M 1 (1.1%)	M 9 (10.1%)
	151 (14.2%)	F 62 (41.1%)	F 45 (72.6%)	F 31 (50.0%)			F 11 (17.7%)	F 0 (0.0%)	F 9 (14.5%)
	DE Level 2	M 206 (49.4%)	M 69 (33.5%)	M 40 (19.4%)	Not Applicable		M 43 (20.9%)	M 1 (0.5%)	M 27 (13.1%)
	417 (39.3%)	F 211 (50.6%)	F 93 (44.1%)	F 60 (28.4%)			F 57 (27.0%)	F 1 (0.5%)	F 51 (24.2%)
	Total Referred	M 295 (51.9%)	M 112 (38.0%)	M 59 (20.0%)			M 49 (16.6%)	M 2 (0.7%)	M 36 (12.2%)
	568 (53.5%)	F 273 (48.1%)	F 138 (50.5%)	F 91 (33.3%)			F 68 (24.9%)	F 1 (0.4%)	F 60 (22.0%)
	College Level	M 216 (44.3%)			Not Applicable				M 81 (37.5%)
	488 (46.0%)	F 272 (55.7%)							F 129 (47.4%)
	Unknown	M 2 (40.0%)	M 0 (0.0%)	M 0 (0.0%)			M 0 (0.0%)	M 0 (0.0%)	M 1 (50.0%)
	5 (0.5%)	F 3 (60.0%)	F 0 (0.0%)	F 0 (0.0%)	Not Applicable		F 0 (0.0%)	F 0 (0.0%)	F 0 (0.0%)
	Cohort Total	M 513 (48.4%)	M 122 (23.8%)	M 66 (12.9%)			M 54 (10.5%)	M 3 (0.6%)	M 118 (23.0%)
	1,061 (100.0%)	F 548 (51.6%)	F 144 (26.3%)	F 95 (17.3%)			F 72 (13.1%)	F 1 (0.2%)	F 189 (34.5%)
Fall 2013 Cohort	DE Level 1	M 164 (63.8%)	M 68 (41.5%)	M 38 (23.2%)			M 20 (12.2%)	M 1 (0.6%)	M 23 (14.0%)
	257 (22.7%)	F 93 (36.2%)	F 46 (49.5%)	F 28 (30.1%)			F 6 (6.5%)	F 3 (3.2%)	F 21 (22.6%)
	DE Level 2	M 154 (55.6%)	M 71 (46.1%)	M 52 (33.8%)	Not Applicable		M 52 (33.8%)	M 3 (1.9%)	M 47 (30.5%)
	277 (24.5%)	F 123 (44.4%)	F 61 (49.6%)	F 49 (39.8%)			F 47 (38.2%)	F 3 (2.4%)	F 47 (38.2%)
	Total Referred	M 318 (59.6%)	M 139 (43.7%)	M 90 (28.3%)			M 72 (22.6%)	M 4 (1.3%)	M 70 (22.0%)
	534 (47.3%)	F 216 (40.4%)	F 107 (49.5%)	F 77 (35.6%)			F 53 (24.5%)	F 6 (2.8%)	F 68 (31.5%)
	College Level	M 259 (45.3%)			Not Applicable				M 104 (40.2%)
	572 (50.6%)	F 313 (54.7%)							F 165 (52.7%)
	Unknown	M 18 (75.0%)	M 1 (5.6%)	M 0 (0.0%)			M 0 (0.0%)	M 0 (0.0%)	M 6 (33.3%)
	24 (2.1%)	F 6 (25.0%)	F 0 (0.0%)	F 0 (0.0%)	Not Applicable		F 0 (0.0%)	F 0 (0.0%)	F 2 (33.3%)
	Cohort Total	M 595 (52.7%)	M 147 (24.7%)	M 96 (16.1%)			M 77 (12.9%)	M 8 (1.3%)	M 180 (30.3%)
	1,130 (100.0%)	F 535 (47.3%)	F 113 (21.1%)	F 82 (15.3%)			F 57 (10.7%)	F 6 (1.1%)	F 235 (43.9%)

M = Male F = Female

English Progression by Gender

	Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2014 Cohort	DE Level 1	M	125 (57.3%)	M	80 (64.0%)	M	45 (36.0%)	M	11 (8.8%)	M	8 (6.4%)		
	218 (17.8%)	F	93 (42.7%)	F	67 (72.0%)	F	49 (52.7%)	F	2 (2.2%)	F	0 (0.0%)		
	DE Level 2	M	108 (52.2%)	M	58 (53.7%)	M	32 (29.6%)	M	8 (7.4%)	M	4 (3.7%)		
	207 (16.9%)	F	99 (47.8%)	F	59 (59.6%)	F	45 (45.5%)	F	5 (5.1%)	F	4 (4.0%)		
	DE Level 3	M	69 (56.6%)	M	22 (31.9%)	M	15 (21.7%)	M	12 (17.4%)	M	8 (11.6%)		
	122 (10.0%)	F	53 (43.4%)	F	12 (22.6%)	F	11 (20.8%)	F	6 (11.3%)	F	5 (9.4%)		
	DE Level 4	M	1 (100.0%)	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)		
	1 (0.1%)	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 Available	
	Total Referred	M	303 (55.3%)	M	160 (52.8%)	M	92 (30.4%)	M	31 (10.2%)	M	20 (6.6%)		
	548 (44.7%)	F	245 (44.7%)	F	138 (56.3%)	F	105 (42.9%)	F	13 (5.3%)	F	9 (3.7%)		
	College Level	M	268 (43.4%)	Not Applicable									
	617 (50.3%)	F	349 (56.6%)										
	Unknown	M	27 (44.3%)	M	1 (3.7%)	M	0 (0.0%)	M	1 (3.7%)	M	0 (0.0%)		
	61 (5.0%)	F	34 (55.7%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)		
	Cohort Total	M	598 (48.8%)	M	166 (27.8%)	M	97 (16.2%)	M	37 (6.2%)	M	25 (4.2%)		
	1,226 (100.0%)	F	628 (51.2%)	F	145 (23.1%)	F	111 (17.7%)	F	17 (2.7%)	F	12 (1.9%)		
Fall 2015 Cohort	DE Level 1	M	90 (57.3%)	M	62 (68.9%)	M	39 (43.3%)	M	4 (4.4%)	M	3 (3.3%)		
	157 (14.6%)	F	67 (42.7%)	F	49 (73.1%)	F	39 (58.2%)	F	4 (6.0%)	F	3 (4.5%)		
	DE Level 2	M	98 (45.8%)	M	58 (59.2%)	M	40 (40.8%)	M	4 (4.1%)	M	2 (2.0%)		
	214 (19.9%)	F	116 (54.2%)	F	83 (71.6%)	F	64 (55.2%)	F	9 (7.8%)	F	6 (5.2%)		
	DE Level 3	M	106 (44.4%)	M	64 (60.4%)	M	46 (43.4%)	M	59 (55.7%)	M	40 (37.7%)		
	239 (22.3%)	F	133 (55.6%)	F	100 (75.2%)	F	80 (60.2%)	F	87 (65.4%)	F	70 (52.6%)		
	DE Level 4	M	1 (100.0%)	M	1 (100.0%)	M	1 (100.0%)	M	1 (100.0%)	M	1 (100.0%)		
	1 (0.1%)	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 Available	
	Total Referred	M	295 (48.3%)	M	185 (62.7%)	M	126 (42.7%)	M	68 (23.1%)	M	46 (15.6%)		
	611 (56.9%)	F	316 (51.7%)	F	232 (73.4%)	F	183 (57.9%)	F	100 (31.6%)	F	79 (25.0%)		
	College Level	M	229 (51.8%)	Not Applicable									
	442 (41.2%)	F	213 (48.2%)										
	Unknown	M	10 (50.0%)	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)		
	20 (1.9%)	F	10 (50.0%)	F	1 (10.0%)	F	1 (10.0%)	F	0 (0.0%)	F	0 (0.0%)		
	Cohort Total	M	534 (49.8%)	M	193 (36.1%)	M	132 (24.7%)	M	74 (13.9%)	M	51 (9.6%)		
	1,073 (100.0%)	F	539 (50.2%)	F	240 (44.5%)	F	188 (34.9%)	F	106 (19.7%)	F	83 (15.4%)		

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

Sources:

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

English Progression by Ethnicity

Across all cohorts and levels, a strong trend was not evident regarding which racial/ethnic groups successfully completed "gatekeeper" courses at the highest rates.

		Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)		Success in RSG (3rd Year)	Success in GK (3rd Year)	
Fall 2011 Cohort*	DE Level 1 281 (18.3%)	AA	62 (22.1%)	AA	29 (46.8%)	AA	19 (30.6%)			AA	11 (17.7%)		AA	8 (12.9%)
		A	5 (1.8%)	A	2 (40.0%)	A	1 (20.0%)			A	1 (20.0%)		A	1 (20.0%)
		H	179 (63.7%)	H	94 (52.5%)	H	50 (27.9%)			H	13 (7.3%)		H	16 (8.9%)
		O	3 (1.1%)	O	2 (66.7%)	O	1 (33.3%)			O	1 (33.3%)		O	0 (0.0%)
		W	32 (11.4%)	W	12 (37.5%)	W	6 (18.8%)			W	1 (3.1%)		W	3 (9.4%)
	DE Level 2 657 (42.9%)	AA	118 (18.0%)	AA	67 (56.8%)	AA	37 (31.4%)			AA	34 (28.8%)		AA	21 (17.8%)
		A	3 (0.5%)	A	0 (0.0%)	A	0 (0.0%)			A	0 (0.0%)		A	0 (0.0%)
		H	423 (64.4%)	H	179 (42.3%)	H	103 (24.3%)	Not Applicable		H	105 (24.8%)	Not Applicable	H	79 (18.7%)
		O	10 (1.5%)	O	4 (40.0%)	O	3 (30.0%)			O	3 (30.0%)		O	0 (0.0%)
		W	103 (15.7%)	W	32 (31.1%)	W	21 (20.4%)			W	20 (19.4%)		W	20 (19.4%)
	Total Referred 938 (61.2%)	AA	180 (19.2%)	AA	96 (53.3%)	AA	56 (31.1%)			AA	45 (25.0%)		AA	29 (16.1%)
		A	8 (0.9%)	A	2 (25.0%)	A	1 (12.5%)			A	1 (12.5%)		A	1 (12.5%)
		H	602 (64.2%)	H	273 (45.3%)	H	153 (25.4%)			H	118 (19.6%)		H	95 (15.8%)
		O	13 (1.4%)	O	6 (46.2%)	O	4 (30.8%)			O	4 (30.8%)		O	0 (0.0%)
		W	135 (14.4%)	W	44 (32.6%)	W	27 (20.0%)			W	21 (15.6%)		W	23 (17.0%)
	College Level 576 (37.6%)	AA	77 (13.4%)										AA	35 (45.5%)
		A	7 (1.2%)										A	4 (57.1%)
		H	364 (63.2%)					Not Applicable					H	139 (38.2%)
		O	8 (1.4%)										O	4 (50.0%)
		W	120 (20.8%)										W	44 (36.7%)
	Unknown 18 (1.2%)	AA	2 (11.1%)	AA	0 (0.0%)	AA	0 (0.0%)			AA	0 (0.0%)		AA	0 (0.0%)
		A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)			A	0 (0.0%)		A	0 (0.0%)
		H	9 (50.0%)	H	0 (0.0%)	H	0 (0.0%)			H	0 (0.0%)		H	0 (0.0%)
		O	2 (11.1%)	O	0 (0.0%)	O	0 (0.0%)			O	0 (0.0%)		O	0 (0.0%)
		W	5 (27.8%)	W	0 (0.0%)	W	0 (0.0%)	Not Applicable		W	0 (0.0%)	Not Applicable	W	1 (20.0%)
	Cohort Total 1,532 (100.0%)	AA	259 (16.9%)	AA	100 (38.6%)	AA	59 (22.8%)			AA	47 (18.1%)		AA	64 (24.7%)
		A	15 (1.0%)	A	2 (13.3%)	A	1 (6.7%)			A	1 (6.7%)		A	5 (33.3%)
		H	975 (63.6%)	H	285 (29.2%)	H	161 (16.5%)			H	127 (13.0%)		H	234 (24.0%)
		O	23 (1.5%)	O	6 (26.1%)	O	4 (17.4%)			O	4 (17.4%)		O	4 (17.4%)
		W	260 (17.0%)	W	45 (17.3%)	W	28 (10.8%)			W	21 (8.1%)		W	68 (26.2%)

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

Sources:

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

English Progression by Ethnicity (continued)

		Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)	
Fall 2012 Cohort	DE Level 1 151 (14.2%)	AA	28 (18.5%)	AA	17 (60.7%)	AA	8 (28.6%)			AA	4 (14.3%)	AA	0 (0.0%)	AA	3 (10.7%)
		A	2 (1.3%)	A	1 (50.0%)	A	1 (50.0%)			A	1 (50.0%)	A	0 (0.0%)	A	1 (50.0%)
		H	105 (69.5%)	H	59 (56.2%)	H	36 (34.3%)			H	10 (9.5%)	H	1 (1.0%)	H	11 (10.5%)
		O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)			O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)
		W	16 (10.6%)	W	11 (68.8%)	W	5 (31.3%)			W	2 (12.5%)	W	0 (0.0%)	W	3 (18.8%)
	DE Level 2 417 (39.3%)	AA	61 (14.6%)	AA	29 (47.5%)	AA	16 (26.2%)			AA	17 (27.9%)	AA	0 (0.0%)	AA	9 (14.8%)
		A	9 (2.2%)	A	0 (0.0%)	A	0 (0.0%)			A	0 (0.0%)	A	0 (0.0%)	A	1 (11.1%)
		H	281 (67.4%)	H	117 (41.6%)	H	74 (26.3%)	Not Applicable		H	73 (26.0%)	H	2 (0.7%)	H	54 (19.2%)
		O	5 (1.2%)	O	2 (40.0%)	O	0 (0.0%)			O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)
		W	61 (14.6%)	W	14 (23.0%)	W	10 (16.4%)			W	10 (16.4%)	W	0 (0.0%)	W	14 (23.0%)
	Total Referred 568 (53.5%)	AA	89 (15.7%)	AA	46 (51.7%)	AA	24 (27.0%)			AA	21 (23.6%)	AA	0 (0.0%)	AA	12 (13.5%)
		A	11 (1.9%)	A	1 (9.1%)	A	1 (9.1%)			A	1 (9.1%)	A	0 (0.0%)	A	2 (18.2%)
		H	386 (68.0%)	H	176 (45.6%)	H	110 (28.5%)			H	83 (21.5%)	H	3 (0.8%)	H	65 (16.8%)
		O	5 (0.9%)	O	2 (40.0%)	O	0 (0.0%)			O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)
		W	77 (13.6%)	W	25 (32.5%)	W	15 (19.5%)			W	12 (15.6%)	W	0 (0.0%)	W	17 (22.1%)
	College Level 488 (46.0%)	AA	56 (11.5%)											AA	22 (39.3%)
		A	6 (1.2%)											A	1 (16.7%)
		H	329 (67.4%)					Not Applicable						H	148 (45.0%)
		O	10 (2.0%)											O	3 (30.0%)
		W	87 (17.8%)											W	36 (41.4%)
	Unknown 5 (0.5%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)			AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)
		A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)			A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)
		H	2 (40.0%)	H	0 (0.0%)	H	0 (0.0%)			H	0 (0.0%)	H	0 (0.0%)	H	1 (50.0%)
		O	1 (20.0%)	O	0 (0.0%)	O	0 (0.0%)			O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)
		W	2 (40.0%)	W	0 (0.0%)	W	0 (0.0%)	Not Applicable		W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)
	Cohort Total 1,061 (100.0%)	AA	145 (13.7%)	AA	47 (32.4%)	AA	25 (17.2%)			AA	22 (15.2%)	AA	1 (0.7%)	AA	34 (23.4%)
		A	17 (1.6%)	A	1 (5.9%)	A	1 (5.9%)			A	1 (5.9%)	A	0 (0.0%)	A	3 (17.6%)
		H	717 (67.6%)	H	191 (26.6%)	H	120 (16.7%)			H	90 (12.6%)	H	3 (0.4%)	H	214 (29.8%)
		O	16 (1.5%)	O	2 (12.5%)	O	0 (0.0%)			O	0 (0.0%)	O	0 (0.0%)	O	3 (18.8%)
		W	166 (15.6%)	W	25 (15.1%)	W	15 (9.0%)			W	13 (7.8%)	W	0 (0.0%)	W	53 (31.9%)
Fall 2013 Cohort	DE Level 1 257 (22.7%)	AA	39 (15.2%)	AA	12 (30.8%)	AA	6 (15.4%)			AA	2 (5.1%)	AA	2 (5.1%)	AA	6 (15.4%)
		A	12 (4.7%)	A	8 (66.7%)	A	2 (16.7%)			A	1 (8.3%)	A	0 (0.0%)	A	4 (33.3%)
		H	153 (59.5%)	H	72 (47.1%)	H	46 (30.1%)			H	18 (11.8%)	H	1 (0.7%)	H	30 (19.6%)
		O	23 (8.9%)	O	10 (43.5%)	O	6 (26.1%)			O	4 (17.4%)	O	0 (0.0%)	O	2 (8.7%)
		W	30 (11.7%)	W	12 (40.0%)	W	6 (20.0%)			W	1 (3.3%)	W	1 (3.3%)	W	2 (6.7%)
	DE Level 2 277 (24.5%)	AA	42 (15.2%)	AA	19 (45.2%)	AA	11 (26.2%)			AA	10 (23.8%)	AA	0 (0.0%)	AA	14 (33.3%)
		A	3 (1.1%)	A	2 (66.7%)	A	2 (66.7%)			A	2 (66.7%)	A	0 (0.0%)	A	1 (33.3%)
		H	169 (61.0%)	H	84 (49.7%)	H	67 (39.6%)	Not Applicable		H	66 (39.1%)	H	3 (1.8%)	H	58 (34.3%)
		O	14 (5.1%)	O	7 (50.0%)	O	6 (42.9%)			O	6 (42.9%)	O	0 (0.0%)	O	5 (35.7%)
		W	49 (17.7%)	W	20 (40.8%)	W	15 (30.6%)			W	15 (30.6%)	W	3 (6.1%)	W	16 (32.7%)
	Total Referred 534 (47.3%)	AA	81 (15.2%)	AA	31 (38.3%)	AA	17 (21.0%)			AA	12 (14.8%)	AA	2 (2.5%)	AA	20 (24.7%)
		A	15 (2.8%)	A	10 (66.7%)	A	4 (26.7%)			A	3 (20.0%)	A	0 (0.0%)	A	5 (33.3%)
		H	322 (60.3%)	H	156 (48.4%)	H	113 (35.1%)			H	84 (26.1%)	H	4 (1.2%)	H	88 (27.3%)
		O	37 (6.9%)	O	17 (45.9%)	O	12 (32.4%)			O	10 (27.0%)	O	0 (0.0%)	O	7 (18.9%)
		W	79 (14.8%)	W	32 (40.5%)	W	21 (26.6%)			W	16 (20.3%)	W	4 (5.1%)	W	18 (22.8%)
	College Level 572 (50.6%)	AA	51 (8.9%)											AA	24 (47.1%)
		A	11 (1.9%)											A	5 (45.5%)
		H	388 (67.8%)					Not Applicable						H	180 (46.4%)
		O	22 (3.8%)											O	14 (63.6%)
		W	100 (17.5%)											W	46 (46.0%)
	Unknown 24 (2.1%)	AA	1 (4.2%)	AA	0 (0.0%)	AA	0 (0.0%)			AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)
		A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)			A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)
		H	9 (37.5%)	H	1 (11.1%)	H	0 (0.0%)			H	0 (0.0%)	H	0 (0.0%)	H	3 (33.3%)
		O	2 (8.3%)	O	0 (0.0%)	O	0 (0.0%)			O	0 (0.0%)	O	0 (0.0%)	O	1 (50.0%)
		W	12 (50.0%)	W	0 (0.0%)	W	0 (0.0%)	Not Applicable		W	0 (0.0%)	W	0 (0.0%)	W	4 (33.3%)
	Cohort Total 1,130 (100.0%)	AA	133 (11.8%)	AA	33 (24.8%)	AA	19 (14.3%)			AA	14 (10.5%)	AA	2 (1.5%)	AA	44 (33.1%)
		A	26 (2.3%)	A	10 (38.5%)	A	4 (15.4%)			A	3 (11.5%)	A	0 (0.0%)	A	10 (38.5%)
		H	719 (63.6%)	H	166 (23.1%)	H	120 (16.7%)			H	89 (12.4%)	H	8 (1.1%)	H	271 (37.7%)
		O	61 (5.4%)	O	18 (29.5%)	O	13 (21.3%)			O	11 (18.0%)	O	0 (0.0%)	O	22 (36.1%)
		W	191 (16.9%)	W	33 (17.3%)	W	22 (11.5%)			W	17 (8.9%)	W	4 (2.1%)	W	68 (35.6%)

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

English Progression by Ethnicity (continued)

		Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2014 Cohort	DE Level 1 218 (17.8%)	AA	35 (16.1%)	AA	25 (71.4%)	AA	15 (42.9%)	AA	1 (2.9%)	AA	0 (0.0%)			
		A	7 (3.2%)	A	6 (85.7%)	A	5 (71.4%)	A	2 (28.6%)	A	1 (14.3%)			
		H	127 (58.3%)	H	79 (62.2%)	H	48 (37.8%)	H	7 (5.5%)	H	4 (3.1%)			
		O	12 (5.5%)	O	8 (66.7%)	O	5 (41.7%)	O	0 (0.0%)	O	0 (0.0%)			
		W	37 (17.0%)	W	29 (78.4%)	W	21 (56.8%)	W	3 (8.1%)	W	3 (8.1%)			
	DE Level 2 207 (16.9%)	AA	18 (8.7%)	AA	13 (72.2%)	AA	8 (44.4%)	AA	1 (5.6%)	AA	0 (0.0%)			
		A	9 (4.3%)	A	5 (55.6%)	A	4 (44.4%)	A	0 (0.0%)	A	0 (0.0%)			
		H	138 (66.7%)	H	76 (55.1%)	H	45 (32.6%)	H	5 (3.6%)	H	2 (1.4%)			
		O	12 (5.8%)	O	10 (83.3%)	O	8 (66.7%)	O	4 (33.3%)	O	3 (25.0%)			
		W	30 (14.5%)	W	13 (43.3%)	W	12 (40.0%)	W	3 (10.0%)	W	3 (10.0%)			
	DE Level 3 122 (10.0%)	AA	16 (13.1%)	AA	2 (12.5%)	AA	2 (12.5%)	AA	2 (12.5%)	AA	2 (12.5%)			
		A	1 (0.8%)	A	1 (100.0%)	A	1 (100.0%)	A	0 (0.0%)	A	0 (0.0%)			
		H	74 (60.7%)	H	21 (28.4%)	H	16 (21.6%)	H	11 (14.9%)	H	8 (10.8%)			
		O	9 (7.4%)	O	4 (44.4%)	O	2 (22.2%)	O	3 (33.3%)	O	1 (11.1%)			
		W	22 (18.0%)	W	6 (27.3%)	W	5 (22.7%)	W	2 (9.1%)	W	2 (9.1%)			
	DE Level 4 1 (0.1%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)			
		A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)			
		H	1 (100.0%)	H	0 (0.0%)	H	0 (0.0%)	H	0 (0.0%)	H	0 (0.0%)			
		O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)			
		W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)			
	Total Referred 548 (44.7%)	AA	69 (12.6%)	AA	40 (58.0%)	AA	25 (36.2%)	AA	4 (5.8%)	AA	2 (2.9%)	3rd Year Data Not Yet Available		
		A	17 (3.1%)	A	12 (70.6%)	A	10 (58.8%)	A	2 (11.8%)	A	1 (5.9%)			
		H	340 (62.0%)	H	176 (51.8%)	H	109 (32.1%)	H	23 (6.8%)	H	14 (4.1%)			
		O	33 (6.0%)	O	22 (66.7%)	O	15 (45.5%)	O	7 (21.2%)	O	4 (12.1%)			
		W	89 (16.2%)	W	48 (53.9%)	W	38 (42.7%)	W	8 (9.0%)	W	8 (9.0%)			
	College Level 617 (50.3%)	AA	60 (9.7%)	Not Applicable										
		A	8 (1.3%)											
		H	410 (66.5%)											
		O	27 (4.4%)											
		W	112 (18.2%)											
	Unknown 61 (5.0%)	AA	8 (13.1%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)			
		A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)			
		H	30 (49.2%)	H	0 (0.0%)	H	0 (0.0%)	H	0 (0.0%)	H	0 (0.0%)			
		O	6 (9.8%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)			
		W	17 (27.9%)	W	1 (5.9%)	W	0 (0.0%)	W	1 (5.9%)	W	0 (0.0%)			
	Cohort Total 1,226 (100.0%)	AA	137 (11.2%)	AA	42 (30.7%)	AA	26 (19.0%)	AA	6 (4.4%)	AA	3 (2.2%)			
		A	25 (2.0%)	A	12 (48.0%)	A	10 (40.0%)	A	2 (8.0%)	A	1 (4.0%)			
		H	780 (63.6%)	H	182 (23.3%)	H	115 (14.7%)	H	27 (3.5%)	H	18 (2.3%)			
		O	66 (5.4%)	O	24 (36.4%)	O	17 (25.8%)	O	9 (13.6%)	O	6 (9.1%)			
		W	218 (17.8%)	W	51 (23.4%)	W	40 (18.3%)	W	10 (4.6%)	W	9 (4.1%)			
Fall 2015 Cohort	DE Level 1 157 (14.6%)	AA	27 (17.2%)	AA	25 (92.6%)	AA	14 (51.9%)	AA	0 (0.0%)	AA	0 (0.0%)			
		A	5 (3.2%)	A	3 (60.0%)	A	1 (20.0%)	A	0 (0.0%)	A	0 (0.0%)			
		H	102 (65.0%)	H	66 (64.7%)	H	47 (46.1%)	H	7 (6.9%)	H	5 (4.9%)			
		O	9 (5.7%)	O	9 (100.0%)	O	9 (100.0%)	O	1 (11.1%)	O	1 (11.1%)			
		W	14 (8.9%)	W	8 (57.1%)	W	7 (50.0%)	W	0 (0.0%)	W	0 (0.0%)			
	DE Level 2 214 (19.9%)	AA	31 (14.5%)	AA	21 (67.7%)	AA	15 (48.4%)	AA	0 (0.0%)	AA	0 (0.0%)			
		A	3 (1.4%)	A	3 (100.0%)	A	3 (100.0%)	A	1 (33.3%)	A	1 (33.3%)			
		H	155 (72.4%)	H	104 (67.1%)	H	77 (49.7%)	H	11 (7.1%)	H	6 (3.9%)			
		O	3 (1.4%)	O	2 (66.7%)	O	1 (33.3%)	O	1 (33.3%)	O	1 (33.3%)			
		W	22 (10.3%)	W	11 (50.0%)	W	8 (36.4%)	W	0 (0.0%)	W	0 (0.0%)			
	DE Level 3 239 (22.3%)	AA	25 (10.5%)	AA	18 (72.0%)	AA	9 (36.0%)	AA	16 (64.0%)	AA	8 (32.0%)			
		A	3 (1.3%)	A	2 (66.7%)	A	2 (66.7%)	A	2 (66.7%)	A	2 (66.7%)			
		H	178 (74.5%)	H	128 (71.9%)	H	105 (59.0%)	H	112 (62.9%)	H	90 (50.6%)			
		O	4 (1.7%)	O	2 (50.0%)	O	2 (50.0%)	O	2 (50.0%)	O	2 (50.0%)			
		W	29 (12.1%)	W	14 (48.3%)	W	8 (27.6%)	W	14 (48.3%)	W	8 (27.6%)			
	DE Level 4 1 (0.1%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)			
		A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)			
		H	1 (100.0%)	H	1 (100.0%)	H	1 (100.0%)	H	1 (100.0%)	H	1 (100.0%)			
		O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)			
		W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)			
	Total Referred 611 (56.9%)	AA	83 (13.6%)	AA	64 (77.1%)	AA	38 (45.8%)	AA	16 (19.3%)	AA	8 (9.6%)	3rd Year Data Not Yet Available		
		A	11 (1.8%)	A	8 (72.7%)	A	6 (54.5%)	A	3 (27.3%)	A	3 (27.3%)			
		H	436 (71.4%)	H	299 (68.6%)	H	230 (52.8%)	H	131 (30.0%)	H	102 (23.4%)			
		O	16 (2.6%)	O	13 (81.3%)	O	12 (75.0%)	O	4 (25.0%)	O	4 (25.0%)			
		W	65 (10.6%)	W	33 (50.8%)	W	23 (35.4%)	W	14 (21.5%)	W	8 (12.3%)			
	College Level 442 (41.2%)	AA	55 (12.4%)	Not Applicable										
		A	6 (1.4%)											
		H	288 (65.2%)											
		O	13 (2.9%)											
		W	80 (18.1%)											
	Unknown 20 (1.9%)	AA	3 (15.0%)	AA	1 (33.3%)	AA	1 (33.3%)	AA	0 (0.0%)	AA	0 (0.0%)			
		A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)			
		H	11 (55.0%)	H	0 (0.0%)	H	0 (0.0%)	H	0 (0.0%)	H	0 (0.0%)			
		O	1 (5.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)			
		W	5 (25.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)			
	Cohort Total 1,073 (100.0%)	AA	141 (13.1%)	AA	66 (46.8%)	AA	40 (28.4%)	AA	17 (12.1%)	AA	9 (6.4%)			
		A	17 (1.6%)	A	9 (52.9%)	A	7 (41.2%)	A	4 (23.5%)	A	4 (23.5%)			
		H	735 (68.5%)	H	309 (42.0%)	H	236 (32.1%)	H	139 (18.9%)	H	108 (14.7%)			
		O	30 (2.8%)	O	14 (46.7%)	O	12 (40.0%)	O	5 (16.7%)	O	4 (13.3%)			
		W	150 (14.0%)	W	35 (23.3%)	W	25 (16.7%)	W	15 (10.0%)	W	9 (6.0%)			

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

English Progression by Age

Across cohort years, referral levels, and age groups, a consistent pattern on success rate in "gatekeeper" in 3 years was not evident. When comparing the 2011 cohort to the 2013 cohort, referred students up to the age of 50 experienced increases in "gatekeeper" success.

	Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)		Success in RSG (3rd Year)	Success in GK (3rd Year)	
Fall 2011 Cohort*	DE Level 1 281 (18.3%)	<17	6 (2.1%)	<17	1 (16.7%)	<17	0 (0.0%)			<17	0 (0.0%)		<17	1 (16.7%)
		18-21	194 (69.0%)	18-21	103 (53.1%)	18-21	51 (26.3%)			18-21	21 (10.8%)		18-21	16 (8.2%)
		22-24	17 (6.0%)	22-24	7 (41.2%)	22-24	4 (23.5%)			22-24	1 (5.9%)		22-24	2 (11.8%)
		25-35	34 (12.1%)	25-35	14 (41.2%)	25-35	13 (38.2%)			25-35	2 (5.9%)		25-35	5 (14.7%)
		36-50	23 (8.2%)	36-50	11 (47.8%)	36-50	8 (34.8%)			36-50	3 (13.0%)		36-50	4 (17.4%)
		51+	7 (2.5%)	51+	3 (42.9%)	51+	1 (14.3%)			51+	0 (0.0%)		51+	0 (0.0%)
	DE Level 2 657 (42.9%)	<17	18 (2.7%)	<17	4 (22.2%)	<17	0 (0.0%)			<17	1 (5.6%)		<17	2 (11.1%)
		18-21	414 (63.0%)	18-21	193 (46.6%)	18-21	111 (26.8%)			18-21	113 (27.3%)		18-21	71 (17.1%)
		22-24	56 (8.5%)	22-24	24 (42.9%)	22-24	15 (26.8%)	Not Applicable		22-24	15 (26.8%)	Not Applicable	22-24	10 (17.9%)
		25-35	103 (15.7%)	25-35	40 (38.8%)	25-35	23 (22.3%)			25-35	22 (21.4%)		25-35	22 (21.4%)
		36-50	56 (8.5%)	36-50	16 (28.6%)	36-50	11 (19.6%)			36-50	8 (14.3%)		36-50	11 (19.6%)
		51+	10 (1.5%)	51+	5 (50.0%)	51+	4 (40.0%)			51+	3 (30.0%)		51+	4 (40.0%)
	Total Referred 938 (61.2%)	<17	24 (2.6%)	<17	5 (20.8%)	<17	0 (0.0%)			<17	1 (4.2%)		<17	3 (12.5%)
		18-21	608 (64.8%)	18-21	296 (48.7%)	18-21	162 (26.6%)			18-21	134 (22.0%)		18-21	87 (14.3%)
		22-24	73 (7.8%)	22-24	31 (42.5%)	22-24	19 (26.0%)			22-24	16 (21.9%)		22-24	12 (16.4%)
		25-35	137 (14.6%)	25-35	54 (39.4%)	25-35	36 (26.3%)			25-35	24 (17.5%)		25-35	27 (19.7%)
		36-50	79 (8.4%)	36-50	27 (34.2%)	36-50	19 (24.1%)			36-50	11 (13.9%)		36-50	15 (19.0%)
		51+	17 (1.8%)	51+	8 (47.1%)	51+	5 (29.4%)			51+	3 (17.6%)		51+	4 (23.5%)
	College Level 576 (37.6%)	<17	20 (3.5%)										<17	6 (30.0%)
		18-21	390 (67.7%)										18-21	140 (35.9%)
		22-24	41 (7.1%)					Not Applicable					22-24	18 (43.9%)
		25-35	82 (14.2%)										25-35	43 (52.4%)
		36-50	39 (6.8%)										36-50	17 (43.6%)
		51+	4 (0.7%)										51+	2 (50.0%)
	Unknown 18 (1.2%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			<17	0 (0.0%)		<17	0 (0.0%)
		18-21	7 (38.9%)	18-21	0 (0.0%)	18-21	0 (0.0%)			18-21	0 (0.0%)		18-21	1 (14.3%)
		22-24	1 (5.6%)	22-24	0 (0.0%)	22-24	0 (0.0%)			22-24	0 (0.0%)		22-24	0 (0.0%)
		25-35	2 (11.1%)	25-35	0 (0.0%)	25-35	0 (0.0%)			25-35	0 (0.0%)		25-35	0 (0.0%)
		36-50	7 (38.9%)	36-50	0 (0.0%)	36-50	0 (0.0%)			36-50	0 (0.0%)		36-50	0 (0.0%)
		51+	1 (5.6%)	51+	0 (0.0%)	51+	0 (0.0%)	Not Applicable		51+	0 (0.0%)	Not Applicable	51+	0 (0.0%)
	Cohort Total 1,532 (100.0%)	<17	44 (2.9%)	<17	5 (11.4%)	<17	0 (0.0%)			<17	1 (2.3%)		<17	9 (20.5%)
		18-21	1,005 (65.6%)	18-21	308 (30.6%)	18-21	169 (16.8%)			18-21	141 (14.0%)		18-21	228 (22.7%)
		22-24	115 (7.5%)	22-24	32 (27.8%)	22-24	20 (17.4%)			22-24	17 (14.8%)		22-24	30 (26.1%)
		25-35	221 (14.4%)	25-35	55 (24.9%)	25-35	37 (16.7%)			25-35	25 (11.3%)		25-35	70 (31.7%)
		36-50	125 (8.2%)	36-50	30 (24.0%)	36-50	22 (17.6%)			36-50	13 (10.4%)		36-50	32 (25.6%)
		51+	22 (1.4%)	51+	8 (36.4%)	51+	5 (22.7%)			51+	3 (13.6%)		51+	6 (27.3%)

Notes:

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

Sources:

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

English Progression by Age (continued)

		Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)	
Fall 2012 Cohort	DE Level 1 151 (14.2%)	<17	1 (0.7%)	<17	1 (100.0%)	<17	1 (100.0%)			<17	1 (100.0%)	<17	0 (0.0%)	<17	0 (0.0%)
		18-21	115 (76.2%)	18-21	71 (61.7%)	18-21	39 (33.9%)			18-21	11 (9.6%)	18-21	1 (0.9%)	18-21	13 (11.3%)
		22-24	10 (6.6%)	22-24	3 (30.0%)	22-24	0 (0.0%)			22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	1 (10.0%)
		25-35	14 (9.3%)	25-35	7 (50.0%)	25-35	5 (35.7%)			25-35	2 (14.3%)	25-35	0 (0.0%)	25-35	4 (28.6%)
		36-50	10 (6.6%)	36-50	6 (60.0%)	36-50	5 (50.0%)			36-50	3 (30.0%)	36-50	0 (0.0%)	36-50	0 (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%)
	DE Level 2 417 (39.3%)	<17	20 (4.8%)	<17	7 (35.0%)	<17	5 (25.0%)			<17	5 (25.0%)	<17	0 (0.0%)	<17	1 (5.0%)
		18-21	282 (67.6%)	18-21	123 (43.6%)	18-21	72 (25.5%)			18-21	71 (25.2%)	18-21	2 (0.7%)	18-21	54 (19.1%)
		22-24	33 (7.9%)	22-24	12 (36.4%)	22-24	8 (24.2%)	Not Applicable		22-24	9 (27.3%)	22-24	0 (0.0%)	22-24	7 (21.2%)
		25-35	51 (12.2%)	25-35	11 (21.6%)	25-35	8 (15.7%)			25-35	8 (15.7%)	25-35	0 (0.0%)	25-35	5 (9.8%)
		36-50	26 (6.2%)	36-50	9 (34.6%)	36-50	7 (26.9%)			36-50	7 (26.9%)	36-50	0 (0.0%)	36-50	10 (38.5%)
		51+	5 (1.2%)	51+	0 (0.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	1 (20.0%)
	Total Referred 568 (53.5%)	<17	21 (3.7%)	<17	8 (38.1%)	<17	6 (28.6%)			<17	6 (28.6%)	<17	0 (0.0%)	<17	1 (4.8%)
		18-21	397 (69.9%)	18-21	194 (48.9%)	18-21	111 (28.0%)			18-21	82 (20.7%)	18-21	3 (0.8%)	18-21	67 (16.9%)
		22-24	43 (7.6%)	22-24	15 (34.9%)	22-24	8 (18.6%)			22-24	9 (20.9%)	22-24	0 (0.0%)	22-24	8 (18.6%)
		25-35	65 (11.4%)	25-35	18 (27.7%)	25-35	13 (20.0%)			25-35	10 (15.4%)	25-35	0 (0.0%)	25-35	9 (13.8%)
		36-50	36 (6.3%)	36-50	15 (41.7%)	36-50	12 (33.3%)			36-50	10 (27.8%)	36-50	0 (0.0%)	36-50	10 (27.8%)
		51+	6 (1.1%)	51+	0 (0.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	1 (16.7%)
	College Level 488 (46.0%)	<17	17 (3.5%)											<17	7 (41.2%)
		18-21	408 (83.6%)											18-21	169 (41.4%)
		22-24	11 (2.3%)					Not Applicable						22-24	5 (45.5%)
		25-35	44 (9.0%)											25-35	25 (56.8%)
		36-50	8 (1.6%)											36-50	4 (50.0%)
		51+	0 (0.0%)											51+	0 (0.0%)
	Unknown 5 (0.5%)	<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	5 (100.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)			18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	1 (20.0%)
		22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)			22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)
		25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)			25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)
		36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	Not Applicable		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
	Cohort Total 1,061 (100.0%)	<17	38 (3.6%)	<17	8 (21.1%)	<17	6 (15.8%)			<17	6 (15.8%)	<17	0 (0.0%)	<17	8 (21.1%)
		18-21	810 (76.3%)	18-21	210 (25.9%)	18-21	122 (15.1%)			18-21	91 (11.2%)	18-21	4 (0.5%)	18-21	237 (29.3%)
		22-24	54 (5.1%)	22-24	15 (27.8%)	22-24	8 (14.8%)			22-24	9 (16.7%)	22-24	0 (0.0%)	22-24	13 (24.1%)
		25-35	109 (10.3%)	25-35	18 (16.5%)	25-35	13 (11.9%)			25-35	10 (9.2%)	25-35	0 (0.0%)	25-35	34 (31.2%)
		36-50	44 (4.1%)	36-50	15 (34.1%)	36-50	12 (27.3%)			36-50	10 (22.7%)	36-50	0 (0.0%)	36-50	14 (31.8%)
		51+	6 (0.6%)	51+	0 (0.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	1 (16.7%)
Fall 2013 Cohort	DE Level 1 257 (22.7%)	<17	2 (0.8%)	<17	0 (0.0%)	<17	0 (0.0%)			<17	1 (50.0%)	<17	0 (0.0%)	<17	1 (50.0%)
		18-21	182 (70.8%)	18-21	81 (44.5%)	18-21	49 (26.9%)			18-21	20 (11.0%)	18-21	3 (1.6%)	18-21	28 (15.4%)
		22-24	9 (3.5%)	22-24	4 (44.4%)	22-24	1 (11.1%)			22-24	1 (11.1%)	22-24	0 (0.0%)	22-24	2 (22.2%)
		25-35	37 (14.4%)	25-35	20 (54.1%)	25-35	11 (29.7%)			25-35	3 (8.1%)	25-35	1 (2.7%)	25-35	10 (27.0%)
		36-50	22 (8.6%)	36-50	6 (27.3%)	36-50	5 (22.7%)			36-50	1 (4.5%)	36-50	0 (0.0%)	36-50	3 (13.6%)
		51+	5 (1.9%)	51+	3 (60.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
	DE Level 2 277 (24.5%)	<17	9 (3.2%)	<17	6 (66.7%)	<17	5 (55.6%)			<17	4 (44.4%)	<17	0 (0.0%)	<17	5 (55.6%)
		18-21	180 (65.0%)	18-21	90 (50.0%)	18-21	70 (38.9%)			18-21	71 (39.4%)	18-21	4 (2.2%)	18-21	63 (35.0%)
		22-24	22 (7.9%)	22-24	8 (36.4%)	22-24	6 (27.3%)			22-24	6 (27.3%)	22-24	0 (0.0%)	22-24	8 (36.4%)
		25-35	47 (17.0%)	25-35	20 (42.6%)	25-35	13 (27.7%)	Not Applicable		25-35	14 (29.8%)	25-35	1 (2.1%)	25-35	14 (29.8%)
		36-50	14 (5.1%)	36-50	7 (50.0%)	36-50	6 (42.9%)			36-50	4 (28.6%)	36-50	0 (0.0%)	36-50	4 (28.6%)
		51+	5 (1.8%)	51+	1 (20.0%)	51+	1 (20.0%)			51+	0 (0.0%)	51+	1 (20.0%)	51+	0 (0.0%)
	Total Referred 534 (47.3%)	<17	11 (2.1%)	<17	6 (54.5%)	<17	5 (45.5%)			<17	5 (45.5%)	<17	0 (0.0%)	<17	6 (54.5%)
		18-21	362 (67.8%)	18-21	171 (47.2%)	18-21	119 (32.9%)			18-21	91 (25.1%)	18-21	7 (1.9%)	18-21	91 (25.1%)
		22-24	31 (5.8%)	22-24	12 (38.7%)	22-24	7 (22.6%)			22-24	7 (22.6%)	22-24	0 (0.0%)	22-24	10 (32.3%)
		25-35	84 (15.7%)	25-35	40 (47.6%)	25-35	24 (28.6%)			25-35	17 (20.2%)	25-35	2 (2.4%)	25-35	24 (28.6%)
		36-50	36 (6.7%)	36-50	13 (36.1%)	36-50	11 (30.6%)			36-50	5 (13.9%)	36-50	0 (0.0%)	36-50	7 (19.4%)
		51+	10 (1.9%)	51+	4 (40.0%)	51+	1 (10.0%)			51+	0 (0.0%)	51+	1 (10.0%)	51+	0 (0.0%)
	College Level 572 (50.6%)	<17	25 (4.4%)											<17	13 (52.0%)
		18-21	481 (84.1%)											18-21	224 (46.6%)
		22-24	18 (3.1%)					Not Applicable						22-24	7 (38.9%)
		25-35	30 (5.2%)											25-35	14 (46.7%)
		36-50	17 (3.0%)											36-50	10 (58.8%)
		51+	1 (0.2%)											51+	1 (100.0%)
	Unknown 24 (2.1%)	<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	4 (16.7%)	18-21	1 (25.0%)	18-21	0 (0.0%)			18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	1 (25.0%)
		22-24	6 (25.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)			22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	1 (16.7%)
		25-35	10 (41.7%)	25-35	0 (0.0%)	25-35	0 (0.0%)			25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	5 (50.0%)
		36-50	2 (8.3%)	36-50	0 (0.0%)	36-50	0 (0.0%)			36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	1 (50.0%)
		51+	2 (8.3%)	51+	0 (0.0%)	51+	0 (0.0%)	Not Applicable		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
	Cohort Total 1,130 (100.0%)	<17	36 (3.2%)	<17	6 (16.7%)	<17	5 (13.9%)			<17	5 (13.9%)	<17	0 (0.0%)	<17	19 (52.8%)
		18-21	847 (75.0%)	18-21	185 (21.8%)	18-21	130 (15.3%)			18-21	100 (11.8%)	18-21	11 (1.3%)	18-21	316 (37.3%)
		22-24	55 (4.9%)	22-24	12 (21.8%)	22-24	7 (12.7%)			22-24	7 (12.7%)	22-24	0 (0.0%)	22-24	18 (32.7%)
		25-35	124 (11.0%)	25-35	40 (32.3%)	25-35	24 (19.4%)			25-35	17 (13.7%)	25-35	2 (1.6%)	25-35	43 (34.7%)
		36-50	55 (4.9%)	36-50	13 (23.6%)	36-50	11 (20.0%)			36-50	5 (9.1%)	36-50	0 (0.0%)	36-50	18 (32.7%)
		51+	13 (1.2%)	51+	4 (30.8%)	51+	1 (7.7%)			51+	0 (0.0%)	51+	1 (7.7%)	51+	1 (7.7%)

English Progression by Age (continued)

		Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2015 Cohort	DE Level 1 157 (14.6%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
		18-21	115 (73.2%)	18-21	83 (72.2%)	18-21	57 (49.6%)	18-21	6 (5.2%)	18-21	4 (3.5%)			
		22-24	14 (8.9%)	22-24	12 (85.7%)	22-24	7 (50.0%)	22-24	1 (7.1%)	22-24	1 (7.1%)			
		25-35	21 (13.4%)	25-35	12 (57.1%)	25-35	11 (52.4%)	25-35	1 (4.8%)	25-35	1 (4.8%)			
		36-50	5 (3.2%)	36-50	4 (80.0%)	36-50	3 (60.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	2 (1.3%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	DE Level 2 214 (19.9%)	<17	11 (5.1%)	<17	10 (90.9%)	<17	10 (90.9%)	<17	1 (9.1%)	<17	1 (9.1%)			
		18-21	167 (78.0%)	18-21	112 (67.1%)	18-21	81 (48.5%)	18-21	11 (6.6%)	18-21	6 (3.6%)			
		22-24	7 (3.3%)	22-24	4 (57.1%)	22-24	3 (42.9%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
		25-35	22 (10.3%)	25-35	11 (50.0%)	25-35	8 (36.4%)	25-35	1 (4.5%)	25-35	1 (4.5%)			
		36-50	6 (2.8%)	36-50	4 (66.7%)	36-50	2 (33.3%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	1 (0.5%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	DE Level 3 239 (22.3%)	<17	3 (1.3%)	<17	1 (33.3%)	<17	1 (33.3%)	<17	1 (33.3%)	<17	1 (33.3%)			
		18-21	195 (81.6%)	18-21	139 (71.3%)	18-21	107 (54.9%)	18-21	125 (64.1%)	18-21	94 (48.2%)			
		22-24	12 (5.0%)	22-24	8 (66.7%)	22-24	8 (66.7%)	22-24	7 (58.3%)	22-24	7 (58.3%)			
		25-35	19 (7.9%)	25-35	11 (57.9%)	25-35	8 (42.1%)	25-35	10 (52.6%)	25-35	7 (36.8%)			
		36-50	8 (3.3%)	36-50	3 (37.5%)	36-50	2 (25.0%)	36-50	2 (25.0%)	36-50	1 (12.5%)			
		51+	2 (0.8%)	51+	2 (100.0%)	51+	0 (0.0%)	51+	1 (50.0%)	51+	0 (0.0%)			
	DE Level 4 1 (0.1%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
		18-21	1 (100.0%)	18-21	1 (100.0%)	18-21	1 (100.0%)	18-21	1 (100.0%)	18-21	1 (100.0%)			
		22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
		25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
		36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	Total Referred 611 (56.9%)	<17	14 (2.3%)	<17	11 (78.6%)	<17	11 (78.6%)	<17	2 (14.3%)	<17	2 (14.3%)	3rd Year Data Not Yet Available		
		18-21	478 (78.2%)	18-21	335 (70.1%)	18-21	246 (51.5%)	18-21	143 (29.9%)	18-21	105 (22.0%)			
		22-24	33 (5.4%)	22-24	24 (72.7%)	22-24	18 (54.5%)	22-24	8 (24.2%)	22-24	8 (24.2%)			
		25-35	62 (10.1%)	25-35	34 (54.8%)	25-35	27 (43.5%)	25-35	12 (19.4%)	25-35	9 (14.5%)			
		36-50	19 (3.1%)	36-50	11 (57.9%)	36-50	7 (36.8%)	36-50	2 (10.5%)	36-50	1 (5.3%)			
		51+	5 (0.8%)	51+	2 (40.0%)	51+	0 (0.0%)	51+	1 (20.0%)	51+	0 (0.0%)			
	College Level 442 (41.2%)	<17	20 (4.5%)	Not Applicable										
		18-21	320 (72.4%)											
		22-24	40 (9.0%)											
		25-35	54 (12.2%)											
		36-50	7 (1.6%)											
		51+	1 (0.2%)											
	Unknown 20 (1.9%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
		18-21	8 (40.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)			
		22-24	3 (15.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
		25-35	7 (35.0%)	25-35	1 (14.3%)	25-35	1 (14.3%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
		36-50	2 (10.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	Cohort Total 1,073 (100.0%)	<17	34 (3.2%)	<17	11 (32.4%)	<17	11 (32.4%)	<17	2 (5.9%)	<17	2 (5.9%)			
		18-21	806 (75.1%)	18-21	347 (43.1%)	18-21	254 (31.5%)	18-21	153 (19.0%)	18-21	113 (14.0%)			
		22-24	76 (7.1%)	22-24	25 (32.9%)	22-24	19 (25.0%)	22-24	8 (10.5%)	22-24	8 (10.5%)			
		25-35	123 (11.5%)	25-35	37 (30.1%)	25-35	29 (23.6%)	25-35	14 (11.4%)	25-35	10 (8.1%)			
		36-50	28 (2.6%)	36-50	11 (39.3%)	36-50	7 (25.0%)	36-50	2 (7.1%)	36-50	1 (3.6%)			
		51+	6 (0.6%)	51+	2 (33.3%)	51+	0 (0.0%)	51+	1 (16.7%)	51+	0 (0.0%)			
Fall 2014 Cohort	DE Level 1 218 (17.8%)	<17	5 (2.3%)	<17	1 (20.0%)	<17	1 (20.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
		18-21	168 (77.1%)	18-21	115 (68.5%)	18-21	72 (42.9%)	18-21	10 (6.0%)	18-21	6 (3.6%)			
		22-24	15 (6.9%)	22-24	12 (80.0%)	22-24	7 (46.7%)	22-24	1 (6.7%)	22-24	0 (0.0%)			
		25-35	18 (8.3%)	25-35	11 (61.1%)	25-35	9 (50.0%)	25-35	2 (11.1%)	25-35	2 (11.1%)			
		36-50	8 (3.7%)	36-50	6 (75.0%)	36-50	4 (50.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	4 (1.8%)	51+	2 (50.0%)	51+	1 (25.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	DE Level 2 207 (16.9%)	<17	10 (4.8%)	<17	4 (40.0%)	<17	1 (10.0%)	<17	1 (10.0%)	<17	0 (0.0%)			
		18-21	150 (72.5%)	18-21	86 (57.3%)	18-21	55 (36.7%)	18-21	9 (6.0%)	18-21	5 (3.3%)			
		22-24	13 (6.3%)	22-24	5 (38.5%)	22-24	2 (15.4%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
		25-35	28 (13.5%)	25-35	17 (60.7%)	25-35	15 (53.6%)	25-35	2 (7.1%)	25-35	2 (7.1%)			
		36-50	4 (1.9%)	36-50	4 (100.0%)	36-50	3 (75.0%)	36-50	1 (25.0%)	36-50	1 (25.0%)			
		51+	2 (1.0%)	51+	1 (50.0%)	51+	1 (50.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	DE Level 3 122 (10.0%)	<17	6 (4.9%)	<17	2 (33.3%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
		18-21	81 (66.4%)	18-21	25 (30.9%)	18-21	19 (23.5%)	18-21	15 (18.5%)	18-21	10 (12.3%)			
		22-24	16 (13.1%)	22-24	3 (18.8%)	22-24	3 (18.8%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
		25-35	16 (13.1%)	25-35	4 (25.0%)	25-35	4 (25.0%)	25-35	3 (18.8%)	25-35	3 (18.8%)			
		36-50	3 (2.5%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	DE Level 4 1 (0.1%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
		18-21	1 (100.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)			
		22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
		25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
		36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	Total Referred 548 (44.7%)	<17	21 (3.8%)	<17	7 (33.3%)	<17	2 (9.5%)	<17	1 (4.8%)	<17	0 (0.0%)	3rd Year Data Not Yet Available		
		18-21	400 (73.0%)	18-21	226 (56.5%)	18-21	146 (36.5%)	18-21	34 (8.5%)	18-21	21 (5.3%)			
		22-24	44 (8.0%)	22-24	20 (45.5%)	22-24	12 (27.3%)	22-24	1 (2.3%)	22-24	0 (0.0%)			
		25-35	62 (11.3%)	25-35	32 (51.6%)	25-35	28 (45.2%)	25-35	7 (11.3%)	25-35	7 (11.3%)			
		36-50	15 (2.7%)	36-50	10 (66.7%)	36-50	7 (46.7%)	36-50	1 (6.7%)	36-50	1 (6.7%)			
		51+	6 (1.1%)	51+	3 (50.0%)	51+	2 (33.3%)	51+	0 (0.0%)	51+	0 (0.0%)			
	College Level 617 (50.3%)	<17	21 (3.4%)	Not Applicable										
		18-21	489 (79.3%)											
		22-24	31 (5.0%)											
		25-35	53 (8.6%)											
		36-50	19 (3.1%)											
		51+	4 (0.6%)											
	Unknown 61 (5.0%)	<17	1 (1.6%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
		18-21	56 (91.8%)	18-21	1 (1.8%)	18-21	0 (0.0%)	18-21	1 (1.8%)	18-21	0 (0.0%)			
		22-24	1 (1.6%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
		25-35	3 (4.9%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
		36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	Cohort Total 1,226 (100.0%)	<17	43 (3.5%)	<17	7 (16.3%)	<17	2 (4.7%)	<17	1 (2.3%)	<17	0 (0.0%)			
		18-21	945 (77.1%)	18-21	237 (25.1%)	18-21	155 (16.4%)	18-21	43 (4.6%)	18-21	28 (3.0%)			
		22-24	76 (6.2%)	22-24	21 (27.6%)	22-24	13 (17.1%)	22-24	2 (2.6%)	22-24	1 (1.3%)			
		25-35	118 (9.6%)	25-35	33 (28.0%)	25-35	29 (24.6%)	25-35	7 (5.9%)	25-35	7 (5.9%)			
		36-50	34 (2.8%)	36-50	10 (29.4%)	36-50	7 (20.6%)	36-50	1 (2.9%)	36-50	1 (2.9%)			
		51+	10 (0.8%)	51+	3 (30.0%)	51+	2 (20.0%)	51+	0 (0.0%)	51+	0 (0.0%)			

English Progression by Enrollment Status

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

		Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)	
Fall 2011 Cohort*	DE Level 1	FT	94 (33.5%)	FT	69 (73.4%)	FT	37 (39.4%)			FT	12 (12.8%)			FT	13 (13.8%)
	281 (18.3%)	PT	187 (66.5%)	PT	70 (37.4%)	PT	40 (21.4%)			PT	15 (8.0%)			PT	15 (8.0%)
	DE Level 2	FT	270 (41.1%)	FT	169 (62.6%)	FT	96 (35.6%)	Not Applicable		FT	95 (35.2%)	Not Applicable		FT	62 (23.0%)
	657 (42.9%)	PT	387 (58.9%)	PT	113 (29.2%)	PT	68 (17.6%)			PT	67 (17.3%)			PT	58 (15.0%)
	Total Referred	FT	364 (38.8%)	FT	238 (65.4%)	FT	133 (36.5%)			FT	107 (29.4%)			FT	75 (20.6%)
	938 (61.2%)	PT	574 (61.2%)	PT	183 (31.9%)	PT	108 (18.8%)			PT	82 (14.3%)			PT	73 (12.7%)
	College Level	FT	248 (43.1%)					Not Applicable						FT	130 (52.4%)
	576 (37.6%)	PT	328 (56.9%)											PT	96 (29.3%)
	Unknown	FT	4 (22.2%)	FT	0 (0.0%)	FT	0 (0.0%)			FT	0 (0.0%)			FT	0 (0.0%)
	18 (1.2%)	PT	14 (77.8%)	PT	0 (0.0%)	PT	0 (0.0%)	Not Applicable		PT	0 (0.0%)	Not Applicable		PT	1 (7.1%)
	Cohort Total	FT	616 (40.2%)	FT	249 (40.4%)	FT	140 (22.7%)			FT	115 (18.7%)			FT	205 (33.3%)
	1,532 (100.0%)	PT	916 (59.8%)	PT	189 (20.6%)	PT	113 (12.3%)			PT	85 (9.3%)			PT	170 (18.6%)
Fall 2012 Cohort	DE Level 1	FT	51 (33.8%)	FT	42 (82.4%)	FT	26 (51.0%)			FT	9 (17.6%)	FT	0 (0.0%)	FT	10 (19.6%)
	151 (14.2%)	PT	100 (66.2%)	PT	46 (46.0%)	PT	24 (24.0%)			PT	8 (8.0%)	PT	1 (1.0%)	PT	8 (8.0%)
	DE Level 2	FT	180 (43.2%)	FT	100 (55.6%)	FT	63 (35.0%)	Not Applicable		FT	61 (33.9%)	FT	0 (0.0%)	FT	47 (26.1%)
	417 (39.3%)	PT	237 (56.8%)	PT	62 (26.2%)	PT	37 (15.6%)			PT	39 (16.5%)	PT	2 (0.8%)	PT	31 (13.1%)
	Total Referred	FT	231 (40.7%)	FT	142 (61.5%)	FT	89 (38.5%)			FT	70 (30.3%)	FT	0 (0.0%)	FT	57 (24.7%)
	568 (53.5%)	PT	337 (59.3%)	PT	108 (32.0%)	PT	61 (18.1%)			PT	47 (13.9%)	PT	3 (0.9%)	PT	39 (11.6%)
	College Level	FT	231 (47.3%)					Not Applicable						FT	126 (54.5%)
	488 (46.0%)	PT	257 (52.7%)											PT	84 (32.7%)
	Unknown	FT	2 (40.0%)	FT	0 (0.0%)	FT	0 (0.0%)			FT	0 (0.0%)	FT	0 (0.0%)	FT	1 (50.0%)
	5 (0.5%)	PT	3 (60.0%)	PT	0 (0.0%)	PT	0 (0.0%)	Not Applicable		PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)
	Cohort Total	FT	464 (43.7%)	FT	153 (33.0%)	FT	96 (20.7%)			FT	75 (16.2%)	FT	0 (0.0%)	FT	184 (39.7%)
	1,061 (100.0%)	PT	597 (56.3%)	PT	113 (18.9%)	PT	65 (10.9%)			PT	51 (8.5%)	PT	4 (0.7%)	PT	123 (20.6%)
Fall 2013 Cohort	DE Level 1	FT	87 (33.9%)	FT	66 (75.9%)	FT	33 (37.9%)			FT	8 (9.2%)	FT	1 (1.1%)	FT	11 (12.6%)
	257 (22.7%)	PT	170 (66.1%)	PT	48 (28.2%)	PT	33 (19.4%)			PT	18 (10.6%)	PT	3 (1.8%)	PT	33 (19.4%)
	DE Level 2	FT	119 (43.0%)	FT	84 (70.6%)	FT	61 (51.3%)	Not Applicable		FT	53 (44.5%)	FT	0 (0.0%)	FT	47 (39.5%)
	277 (24.5%)	PT	158 (57.0%)	PT	48 (30.4%)	PT	40 (25.3%)			PT	46 (29.1%)	PT	6 (3.8%)	PT	47 (29.7%)
	Total Referred	FT	206 (38.6%)	FT	150 (72.8%)	FT	94 (45.6%)			FT	61 (29.6%)	FT	1 (0.5%)	FT	58 (28.2%)
	534 (47.3%)	PT	328 (61.4%)	PT	96 (29.3%)	PT	73 (22.3%)			PT	64 (19.5%)	PT	9 (2.7%)	PT	80 (24.4%)
	College Level	FT	268 (46.9%)					Not Applicable						FT	155 (57.8%)
	572 (50.6%)	PT	304 (53.1%)											PT	114 (37.5%)
	Unknown	FT	7 (29.2%)	FT	0 (0.0%)	FT	0 (0.0%)			FT	0 (0.0%)	FT	0 (0.0%)	FT	2 (28.6%)
	24 (2.1%)	PT	17 (70.8%)	PT	1 (5.9%)	PT	0 (0.0%)	Not Applicable		PT	0 (0.0%)	PT	0 (0.0%)	PT	6 (35.3%)
	Cohort Total	FT	481 (42.6%)	FT	158 (32.8%)	FT	100 (20.8%)			FT	66 (13.7%)	FT	1 (0.2%)	FT	215 (44.7%)
	1,130 (100.0%)	PT	649 (57.4%)	PT	102 (15.7%)	PT	78 (12.0%)			PT	68 (10.5%)	PT	13 (2.0%)	PT	200 (30.8%)

FT = Full-time PT = Part-time

Notes:

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

Sources:

FTIC FT/PT Status:	ACCDODS1.XST_CBM001_ACCD
DE Referrals:	Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015: ACCDODS1.XST_ATD_ACCD
Course Enrollment::	ACCDODS1.XST.IRES_SC

English Progression by Enrollment Status (Continued)

	Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2014 Cohort	DE Level 1	FT	62 (28.4%)	FT	44 (71.0%)	FT	29 (46.8%)	FT	2 (3.2%)	FT	0 (0.0%)	3rd Year Data Not Yet Available	
	218 (17.8%)	PT	156 (71.6%)	PT	103 (66.0%)	PT	65 (41.7%)	PT	11 (7.1%)	PT	8 (5.1%)		
	DE Level 2	FT	62 (30.0%)	FT	39 (62.9%)	FT	29 (46.8%)	FT	5 (8.1%)	FT	3 (4.8%)		
	207 (16.9%)	PT	145 (70.0%)	PT	78 (53.8%)	PT	48 (33.1%)	PT	8 (5.5%)	PT	5 (3.4%)		
	DE Level 3	FT	42 (34.4%)	FT	13 (31.0%)	FT	10 (23.8%)	FT	6 (14.3%)	FT	4 (9.5%)		
	122 (10.0%)	PT	80 (65.6%)	PT	21 (26.3%)	PT	16 (20.0%)	PT	12 (15.0%)	PT	9 (11.3%)		
	DE Level 4	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)		
	1 (0.1%)	PT	1 (100.0%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)		
	Total Referred	FT	166 (30.3%)	FT	96 (57.8%)	FT	68 (41.0%)	FT	13 (7.8%)	FT	7 (4.2%)		
	548 (44.7%)	PT	382 (69.7%)	PT	202 (52.9%)	PT	129 (33.8%)	PT	31 (8.1%)	PT	22 (5.8%)		
	College Level	FT	243 (39.4%)	Not Applicable									
	617 (50.3%)	PT	374 (60.6%)										
	Unknown	FT	16 (26.2%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)		
	61 (5.0%)	PT	45 (73.8%)	PT	1 (2.2%)	PT	0 (0.0%)	PT	1 (2.2%)	PT	0 (0.0%)		
	Cohort Total	FT	425 (34.7%)	FT	98 (23.1%)	FT	69 (16.2%)	FT	14 (3.3%)	FT	7 (1.6%)		
	1,226 (100.0%)	PT	801 (65.3%)	PT	213 (26.6%)	PT	139 (17.4%)	PT	40 (5.0%)	PT	30 (3.7%)		
Fall 2015 Cohort	DE Level 1	FT	37 (23.6%)	FT	30 (81.1%)	FT	21 (56.8%)	FT	2 (5.4%)	FT	1 (2.7%)	3rd Year Data Not Yet Available	
	157 (14.6%)	PT	120 (76.4%)	PT	81 (67.5%)	PT	57 (47.5%)	PT	6 (5.0%)	PT	5 (4.2%)		
	DE Level 2	FT	49 (22.9%)	FT	35 (71.4%)	FT	31 (63.3%)	FT	2 (4.1%)	FT	2 (4.1%)		
	214 (19.9%)	PT	165 (77.1%)	PT	106 (64.2%)	PT	73 (44.2%)	PT	11 (6.7%)	PT	6 (3.6%)		
	DE Level 3	FT	90 (37.7%)	FT	68 (75.6%)	FT	54 (60.0%)	FT	64 (71.1%)	FT	51 (56.7%)		
	239 (22.3%)	PT	149 (62.3%)	PT	96 (64.4%)	PT	72 (48.3%)	PT	82 (55.0%)	PT	59 (39.6%)		
	DE Level 4	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)		
	1 (0.1%)	PT	1 (100.0%)	PT	1 (100.0%)	PT	1 (100.0%)	PT	1 (100.0%)	PT	1 (100.0%)		
	Total Referred	FT	176 (28.8%)	FT	133 (75.6%)	FT	106 (60.2%)	FT	68 (38.6%)	FT	54 (30.7%)		
	611 (56.9%)	PT	435 (71.2%)	PT	284 (65.3%)	PT	203 (46.7%)	PT	100 (23.0%)	PT	71 (16.3%)		
	College Level	FT	176 (39.8%)	Not Applicable									
	442 (41.2%)	PT	266 (60.2%)										
	Unknown	FT	1 (5.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)		
	20 (1.9%)	PT	19 (95.0%)	PT	1 (5.3%)	PT	1 (5.3%)	PT	0 (0.0%)	PT	0 (0.0%)		
	Cohort Total	FT	353 (32.9%)	FT	137 (38.8%)	FT	108 (30.6%)	FT	70 (19.8%)	FT	55 (15.6%)		
	1,073 (100.0%)	PT	720 (67.1%)	PT	296 (41.1%)	PT	212 (29.4%)	PT	110 (15.3%)	PT	79 (11.0%)		

FT = Full-time PT = Part-time

English Progression by Pell Status

Of those who were referred to Level 2, Pell recipients successfully passed English DE courses at higher rates than did non-Pell recipients. Of those who were non-referred, Pell recipients successfully passed English "gatekeeper" courses at higher rates than did non-Pell recipients. When comparing the 2011 cohort to the 2013 cohort, referred Pell recipients experienced increases in "gatekeeper" success.

		Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)	
Fall 2011 Cohort*	DE Level 1	Y	208 (74.0%)	Y	116 (55.8%)	Y	65 (31.3%)			Y	24 (11.5%)			Y	21 (10.1%)
	281 (18.3%)	N	73 (26.0%)	N	23 (31.5%)	N	12 (16.4%)			N	3 (4.1%)			N	7 (9.6%)
	DE Level 2	Y	459 (69.9%)	Y	220 (47.9%)	Y	123 (26.8%)	Not Applicable		Y	118 (25.7%)	Not Applicable		Y	86 (18.7%)
	657 (42.9%)	N	198 (30.1%)	N	62 (31.3%)	N	41 (20.7%)			N	44 (22.2%)			N	34 (17.2%)
	Total Referred	Y	667 (71.1%)	Y	336 (50.4%)	Y	188 (28.2%)			Y	142 (21.3%)			Y	107 (16.0%)
	938 (61.2%)	N	271 (28.9%)	N	85 (31.4%)	N	53 (19.6%)			N	47 (17.3%)			N	41 (15.1%)
	College Level	Y	321 (55.7%)					Not Applicable						Y	154 (48.0%)
	576 (37.6%)	N	255 (44.3%)											N	72 (28.2%)
	Unknown	Y	9 (50.0%)	Y	0 (0.0%)	Y	0 (0.0%)			Y	0 (0.0%)			Y	0 (0.0%)
	18 (1.2%)	N	9 (50.0%)	N	0 (0.0%)	N	0 (0.0%)	Not Applicable		N	0 (0.0%)	Not Applicable		N	1 (11.1%)
	Cohort Total	Y	997 (65.1%)	Y	348 (34.9%)	Y	195 (19.6%)			Y	150 (15.0%)			Y	261 (26.2%)
	1,532 (100.0%)	N	535 (34.9%)	N	90 (16.8%)	N	58 (10.8%)			N	50 (9.3%)			N	114 (21.3%)
Fall 2012 Cohort	DE Level 1	Y	112 (74.2%)	Y	70 (62.5%)	Y	38 (33.9%)			Y	12 (10.7%)	Y	1 (0.9%)	Y	11 (9.8%)
	151 (14.2%)	N	39 (25.8%)	N	18 (46.2%)	N	12 (30.8%)			N	5 (12.8%)	N	0 (0.0%)	N	7 (17.9%)
	DE Level 2	Y	270 (64.7%)	Y	124 (45.9%)	Y	73 (27.0%)	Not Applicable		Y	72 (26.7%)	Y	1 (0.4%)	Y	57 (21.1%)
	417 (39.3%)	N	147 (35.3%)	N	38 (25.9%)	N	27 (18.4%)			N	28 (19.0%)	N	1 (0.7%)	N	21 (14.3%)
	Total Referred	Y	382 (67.3%)	Y	194 (50.8%)	Y	111 (29.1%)			Y	84 (22.0%)	Y	2 (0.5%)	Y	68 (17.8%)
	568 (53.5%)	N	186 (32.7%)	N	56 (30.1%)	N	39 (21.0%)			N	33 (17.7%)	N	1 (0.5%)	N	28 (15.1%)
	College Level	Y	242 (49.6%)					Not Applicable						Y	112 (46.3%)
	488 (46.0%)	N	246 (50.4%)											N	98 (39.8%)
	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%)
	5 (0.5%)	N	5 (100.0%)	N	0 (0.0%)	N	0 (0.0%)	Not Applicable		N	0 (0.0%)	N	0 (0.0%)	N	1 (20.0%)
	Cohort Total	Y	624 (58.8%)	Y	208 (33.3%)	Y	121 (19.4%)			Y	90 (14.4%)	Y	3 (0.5%)	Y	180 (28.8%)
	1,061 (100.0%)	N	437 (41.2%)	N	58 (13.3%)	N	40 (9.2%)			N	36 (8.2%)	N	1 (0.2%)	N	127 (29.1%)
Fall 2013 Cohort	DE Level 1	Y	185 (72.0%)	Y	78 (42.2%)	Y	43 (23.2%)			Y	13 (7.0%)	Y	2 (1.1%)	Y	27 (14.6%)
	257 (22.7%)	N	72 (28.0%)	N	36 (50.0%)	N	23 (31.9%)			N	13 (18.1%)	N	2 (2.8%)	N	17 (23.6%)
	DE Level 2	Y	192 (69.3%)	Y	92 (47.9%)	Y	69 (35.9%)	Not Applicable		Y	66 (34.4%)	Y	4 (2.1%)	Y	61 (31.8%)
	277 (24.5%)	N	85 (30.7%)	N	40 (47.1%)	N	32 (37.6%)			N	33 (38.8%)	N	2 (2.4%)	N	33 (38.8%)
	Total Referred	Y	377 (70.6%)	Y	170 (45.1%)	Y	112 (29.7%)			Y	79 (21.0%)	Y	6 (1.6%)	Y	88 (23.3%)
	534 (47.3%)	N	157 (29.4%)	N	76 (48.4%)	N	55 (35.0%)			N	46 (29.3%)	N	4 (2.5%)	N	50 (31.8%)
	College Level	Y	355 (62.1%)					Not Applicable						Y	170 (47.9%)
	572 (50.6%)	N	217 (37.9%)											N	99 (45.6%)
	Unknown	Y	11 (45.8%)	Y	0 (0.0%)	Y	0 (0.0%)			Y	0 (0.0%)	Y	0 (0.0%)	Y	2 (18.2%)
	24 (2.1%)	N	13 (54.2%)	N	1 (7.7%)	N	0 (0.0%)	Not Applicable		N	0 (0.0%)	N	0 (0.0%)	N	6 (46.2%)
	Cohort Total	Y	743 (65.8%)	Y	177 (23.8%)	Y	119 (16.0%)			Y	85 (11.4%)	Y	8 (1.1%)	Y	260 (35.0%)
	1,130 (100.0%)	N	387 (34.2%)	N	83 (21.4%)	N	59 (15.2%)			N	49 (12.7%)	N	6 (1.6%)	N	155 (40.1%)

Yes = Pell No = No Pell

English Progression by Pell Status (Continued)

		Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2014 Cohort	DE Level 1	Y	140 (64.2%)	Y	101 (72.1%)	Y	60 (42.9%)	Y	7 (5.0%)	Y	3 (2.1%)	3rd Year Data Not Yet Available		
	218 (17.8%)	N	78 (35.8%)	N	46 (59.0%)	N	34 (43.6%)	N	6 (7.7%)	N	5 (6.4%)			
	DE Level 2	Y	146 (70.5%)	Y	95 (65.1%)	Y	62 (42.5%)	Y	8 (5.5%)	Y	5 (3.4%)			
	207 (16.9%)	N	61 (29.5%)	N	22 (36.1%)	N	15 (24.6%)	N	5 (8.2%)	N	3 (4.9%)			
	DE Level 3	Y	76 (62.3%)	Y	20 (26.3%)	Y	15 (19.7%)	Y	10 (13.2%)	Y	6 (7.9%)			
	122 (10.0%)	N	46 (37.7%)	N	14 (30.4%)	N	11 (23.9%)	N	8 (17.4%)	N	7 (15.2%)			
	DE Level 4	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
	1 (0.1%)	N	1 (100.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)			
	Total Referred	Y	362 (66.1%)	Y	216 (59.7%)	Y	137 (37.8%)	Y	25 (6.9%)	Y	14 (3.9%)			
	548 (44.7%)	N	186 (33.9%)	N	82 (44.1%)	N	60 (32.3%)	N	19 (10.2%)	N	15 (8.1%)			
	College Level	Y	411 (66.6%)	Not Applicable										
	617 (50.3%)	N	206 (33.4%)											
	Unknown	Y	42 (68.9%)	Y	1 (2.4%)	Y	0 (0.0%)	Y	1 (2.4%)	Y	0 (0.0%)			
	61 (5.0%)	N	19 (31.1%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)			
	Cohort Total	Y	815 (66.5%)	Y	223 (27.4%)	Y	142 (17.4%)	Y	29 (3.6%)	Y	16 (2.0%)			
	1,226 (100.0%)	N	411 (33.5%)	N	88 (21.4%)	N	66 (16.1%)	N	25 (6.1%)	N	21 (5.1%)			
Fall 2015 Cohort	DE Level 1	Y	100 (63.7%)	Y	74 (74.0%)	Y	56 (56.0%)	Y	6 (6.0%)	Y	4 (4.0%)	3rd Year Data Not Yet Available		
	157 (14.6%)	N	57 (36.3%)	N	37 (64.9%)	N	22 (38.6%)	N	2 (3.5%)	N	2 (3.5%)			
	DE Level 2	Y	134 (62.6%)	Y	98 (73.1%)	Y	72 (53.7%)	Y	5 (3.7%)	Y	4 (3.0%)			
	214 (19.9%)	N	80 (37.4%)	N	43 (53.8%)	N	32 (40.0%)	N	8 (10.0%)	N	4 (5.0%)			
	DE Level 3	Y	161 (67.4%)	Y	122 (75.8%)	Y	92 (57.1%)	Y	106 (65.8%)	Y	78 (48.4%)			
	239 (22.3%)	N	78 (32.6%)	N	42 (53.8%)	N	34 (43.6%)	N	40 (51.3%)	N	32 (41.0%)			
	DE Level 4	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
	1 (0.1%)	N	1 (100.0%)	N	1 (100.0%)	N	1 (100.0%)	N	1 (100.0%)	N	1 (100.0%)			
	Total Referred	Y	395 (64.6%)	Y	294 (74.4%)	Y	220 (55.7%)	Y	117 (29.6%)	Y	86 (21.8%)			
	611 (56.9%)	N	216 (35.4%)	N	123 (56.9%)	N	89 (41.2%)	N	51 (23.6%)	N	39 (18.1%)			
	College Level	Y	239 (54.1%)	Not Applicable										
	442 (41.2%)	N	203 (45.9%)											
	Unknown	Y	8 (40.0%)	Y	1 (12.5%)	Y	1 (12.5%)	Y	0 (0.0%)	Y	0 (0.0%)			
	20 (1.9%)	N	12 (60.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)			
	Cohort Total	Y	642 (59.8%)	Y	304 (47.4%)	Y	226 (35.2%)	Y	124 (19.3%)	Y	90 (14.0%)			
	1,073 (100.0%)	N	431 (40.2%)	N	129 (29.9%)	N	94 (21.8%)	N	56 (13.0%)	N	44 (10.2%)			

Yes = Pell No = No Pell

Notes:

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

Sources:

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

English Progression by Veteran Status

Across most cohorts and levels, Veteran students compared to non-Veteran students successfully passed both English DE and "gatekeeper" courses at higher rates. When comparing the 2011 cohort to the 2013 cohort, an increase in success in "gatekeeper" was evident for non-referred Veteran students.

			Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)		Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)	
Fall 2011 Cohort*	DE Level 1	Y	18	(6.4%)	Y	8 (44.4%)	Y 5 (27.8%)				Y	2 (11.1%)			Y	3 (16.7%)
	281 (18.3%)	N	263	(93.6%)	N	131 (49.8%)	N 72 (27.4%)				N	25 (9.5%)			N	25 (9.5%)
	DE Level 2	Y	41	(6.2%)	Y	18 (43.9%)	Y 15 (36.6%)	Not Applicable			Y	15 (36.6%)	Not Applicable		Y	16 (39.0%)
	657 (42.9%)	N	616	(93.8%)	N	264 (42.9%)	N 149 (24.2%)				N	147 (23.9%)			N	104 (16.9%)
	Total Referred	Y	59	(6.3%)	Y	26 (44.1%)	Y 20 (33.9%)				Y	17 (28.8%)			Y	19 (32.2%)
	938 (61.2%)	N	879	(93.7%)	N	395 (44.9%)	N 221 (25.1%)				N	172 (19.6%)			N	129 (14.7%)
	College Level	Y	53	(9.2%)				Not Applicable							Y	29 (54.7%)
	576 (37.6%)	N	523	(90.8%)											N	197 (37.7%)
	Unknown	Y	2	(11.1%)	Y	0 (0.0%)	Y 0 (0.0%)				Y	0 (0.0%)			Y	0 (0.0%)
	18 (1.2%)	N	16	(88.9%)	N	0 (0.0%)	N 0 (0.0%)	Not Applicable			N	0 (0.0%)	Not Applicable		N	1 (6.3%)
	Cohort Total	Y	114	(7.4%)	Y	27 (23.7%)	Y 21 (18.4%)				Y	17 (14.9%)			Y	48 (42.1%)
	1,532 (100.0%)	N	1,418	(92.6%)	N	411 (29.0%)	N 232 (16.4%)				N	183 (12.9%)			N	327 (23.1%)
Fall 2012 Cohort	DE Level 1	Y	7	(4.6%)	Y	5 (71.4%)	Y 4 (57.1%)				Y	1 (14.3%)	Y	0 (0.0%)	Y	0 (0.0%)
	151 (14.2%)	N	144	(95.4%)	N	83 (57.6%)	N 46 (31.9%)				N	16 (11.1%)	N	1 (0.7%)	N	18 (12.5%)
	DE Level 2	Y	21	(5.0%)	Y	6 (28.6%)	Y 3 (14.3%)	Not Applicable			Y	4 (19.0%)	Y	0 (0.0%)	Y	8 (38.1%)
	417 (39.3%)	N	396	(95.0%)	N	156 (39.4%)	N 97 (24.5%)				N	96 (24.2%)	N	2 (0.5%)	N	70 (17.7%)
	Total Referred	Y	28	(4.9%)	Y	11 (39.3%)	Y 7 (25.0%)				Y	5 (17.9%)	Y	0 (0.0%)	Y	8 (28.6%)
	568 (53.5%)	N	540	(95.1%)	N	239 (44.3%)	N 143 (26.5%)				N	112 (20.7%)	N	3 (0.6%)	N	88 (16.3%)
	College Level	Y	34	(7.0%)				Not Applicable							Y	21 (61.8%)
	488 (46.0%)	N	454	(93.0%)											N	189 (41.6%)
	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%)
	5 (0.5%)	N	5	(100.0%)	N	0 (0.0%)	N 0 (0.0%)	Not Applicable			N	0 (0.0%)	N	0 (0.0%)	N	1 (20.0%)
	Cohort Total	Y	62	(5.8%)	Y	12 (19.4%)	Y 8 (12.9%)				Y	6 (9.7%)	Y	0 (0.0%)	Y	29 (46.8%)
	1,061 (100.0%)	N	999	(94.2%)	N	254 (25.4%)	N 153 (15.3%)				N	120 (12.0%)	N	4 (0.4%)	N	278 (27.8%)
Fall 2013 Cohort	DE Level 1	Y	17	(6.6%)	Y	9 (52.9%)	Y 6 (35.3%)				Y	1 (5.9%)	Y	0 (0.0%)	Y	1 (5.9%)
	257 (22.7%)	N	240	(93.4%)	N	105 (43.8%)	N 60 (25.0%)				N	25 (10.4%)	N	4 (1.7%)	N	43 (17.9%)
	DE Level 2	Y	24	(8.7%)	Y	14 (58.3%)	Y 14 (58.3%)	Not Applicable			Y	10 (41.7%)	Y	1 (4.2%)	Y	11 (45.8%)
	277 (24.5%)	N	253	(91.3%)	N	118 (46.6%)	N 87 (34.4%)				N	89 (35.2%)	N	5 (2.0%)	N	83 (32.8%)
	Total Referred	Y	41	(7.7%)	Y	23 (56.1%)	Y 20 (48.8%)				Y	11 (26.8%)	Y	1 (2.4%)	Y	12 (29.3%)
	534 (47.3%)	N	493	(92.3%)	N	223 (45.2%)	N 147 (29.8%)				N	114 (23.1%)	N	9 (1.8%)	N	126 (25.6%)
	College Level	Y	40	(7.0%)				Not Applicable							Y	23 (57.5%)
	572 (50.6%)	N	532	(93.0%)											N	246 (46.2%)
	Unknown	Y	9	(37.5%)	Y	0 (0.0%)	Y 0 (0.0%)				Y	0 (0.0%)	Y	0 (0.0%)	Y	4 (44.4%)
	24 (2.1%)	N	15	(62.5%)	N	1 (6.7%)	N 0 (0.0%)	Not Applicable			N	0 (0.0%)	N	0 (0.0%)	N	4 (26.7%)
	Cohort Total	Y	90	(8.0%)	Y	24 (26.7%)	Y 21 (23.3%)				Y	12 (13.3%)	Y	1 (1.1%)	Y	39 (43.3%)
	1,130 (100.0%)	N	1,040	(92.0%)	N	236 (22.7%)	N 157 (15.1%)				N	122 (11.7%)	N	13 (1.3%)	N	376 (36.2%)

Yes = Veteran No = Non-Veteran

Notes:

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

Sources:

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

English Progression by Veteran Status (Continued)

		Referral Level		Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2014 Cohort	DE Level 1	Y	8 (3.7%)	Y	5 (62.5%)	Y	4 (50.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
	218 (17.8%)	N	210 (96.3%)	N	142 (67.6%)	N	90 (42.9%)	N	13 (6.2%)	N	8 (3.8%)			
	DE Level 2	Y	5 (2.4%)	Y	4 (80.0%)	Y	3 (60.0%)	Y	2 (40.0%)	Y	0 (0.0%)			
	207 (16.9%)	N	202 (97.6%)	N	113 (55.9%)	N	74 (36.6%)	N	11 (5.4%)	N	8 (4.0%)			
	DE Level 3	Y	4 (3.3%)	Y	1 (25.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
	122 (10.0%)	N	118 (96.7%)	N	33 (28.0%)	N	26 (22.0%)	N	18 (15.3%)	N	13 (11.0%)			
	DE Level 4	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
	1 (0.1%)	N	1 (100.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)			
	Total Referred	Y	17 (3.1%)	Y	10 (58.8%)	Y	7 (41.2%)	Y	2 (11.8%)	Y	0 (0.0%)	3rd Year Data Not Yet Available		
	548 (44.7%)	N	531 (96.9%)	N	288 (54.2%)	N	190 (35.8%)	N	42 (7.9%)	N	29 (5.5%)			
	College Level	Y	59 (9.6%)	Not Applicable										
	617 (50.3%)	N	558 (90.4%)											
	Unknown	Y	2 (3.3%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
	61 (5.0%)	N	59 (96.7%)	N	1 (1.7%)	N	0 (0.0%)	N	1 (1.7%)	N	0 (0.0%)			
	Cohort Total	Y	78 (6.4%)	Y	11 (14.1%)	Y	8 (10.3%)	Y	3 (3.8%)	Y	1 (1.3%)			
	1,226 (100.0%)	N	1,148 (93.6%)	N	300 (26.1%)	N	200 (17.4%)	N	51 (4.4%)	N	36 (3.1%)			
Fall 2015 Cohort	DE Level 1	Y	5 (3.2%)	Y	4 (80.0%)	Y	2 (40.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
	157 (14.6%)	N	152 (96.8%)	N	107 (70.4%)	N	76 (50.0%)	N	8 (5.3%)	N	6 (3.9%)			
	DE Level 2	Y	8 (3.7%)	Y	5 (62.5%)	Y	5 (62.5%)	Y	1 (12.5%)	Y	0 (0.0%)			
	214 (19.9%)	N	206 (96.3%)	N	136 (66.0%)	N	99 (48.1%)	N	12 (5.8%)	N	8 (3.9%)			
	DE Level 3	Y	14 (5.9%)	Y	12 (85.7%)	Y	11 (78.6%)	Y	12 (85.7%)	Y	11 (78.6%)			
	239 (22.3%)	N	225 (94.1%)	N	152 (67.6%)	N	115 (51.1%)	N	134 (59.6%)	N	99 (44.0%)			
	DE Level 4	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
	1 (0.1%)	N	1 (100.0%)	N	1 (100.0%)	N	1 (100.0%)	N	1 (100.0%)	N	1 (100.0%)			
	Total Referred	Y	27 (4.4%)	Y	21 (77.8%)	Y	18 (66.7%)	Y	13 (48.1%)	Y	11 (40.7%)	3rd Year Data Not Yet Available		
	611 (56.9%)	N	584 (95.6%)	N	396 (67.8%)	N	291 (49.8%)	N	155 (26.5%)	N	114 (19.5%)			
	College Level	Y	54 (12.2%)	Not Applicable										
	442 (41.2%)	N	388 (87.8%)											
	Unknown	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
	20 (1.9%)	N	20 (100.0%)	N	1 (5.0%)	N	1 (5.0%)	N	0 (0.0%)	N	0 (0.0%)			
	Cohort Total	Y	81 (7.5%)	Y	22 (27.2%)	Y	19 (23.5%)	Y	14 (17.3%)	Y	12 (14.8%)			
	1,532 (100.0%)	N	992 (92.5%)	N	411 (41.4%)	N	301 (30.3%)	N	166 (16.7%)	N	122 (12.3%)			

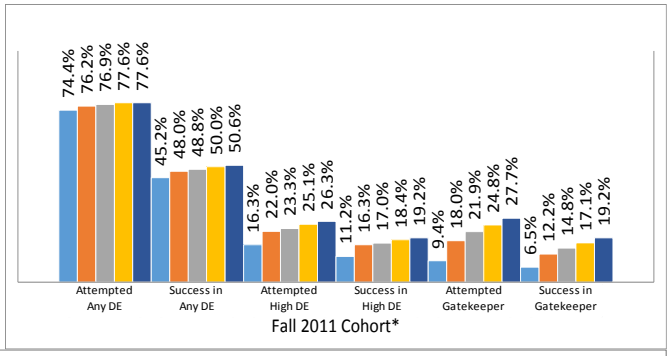
Yes = Veteran No = Non-Veteran

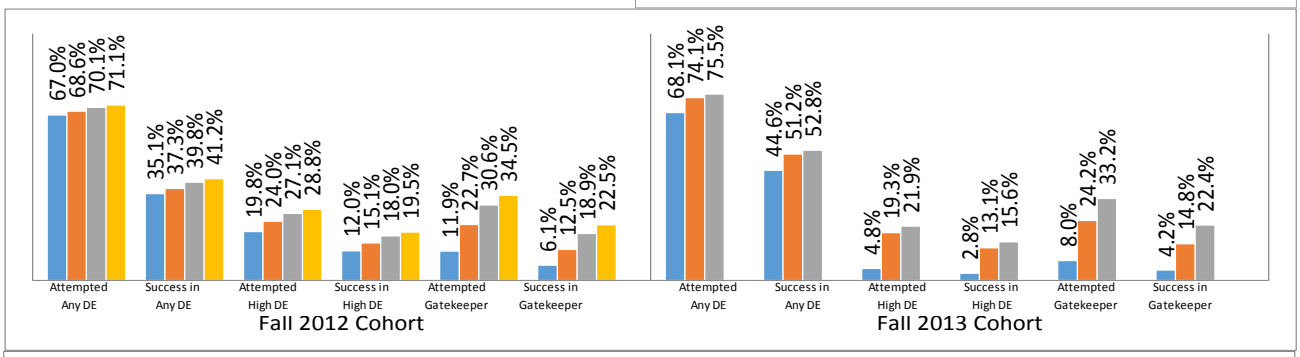
Progression Through Math Developmental Education & "Gatekeeper" Courses

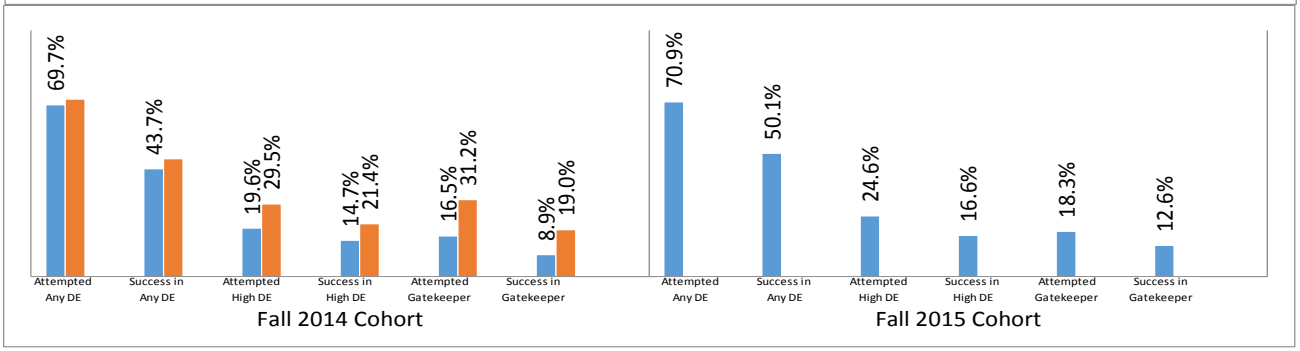
Math developmental education referral levels were based on formal student assessment outcomes for Math or on Math DE course enrollment. From Fall 2011 through Fall 2013, St. Philip's College offered four levels of Math developmental education—MATH 0300 (Basic Mathematics), MATH 0301 (Introduction to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

Math Developmental Education of Referred

After 3 years, approximately 22%-27% of referred students in each cohort attempted the highest DE course in the Math sequence, with 16%-18% of the cohort successfully passing the course. Approximately 22%-33% of referred students in each cohort attempted a Math "gatekeeper" course, with 15%-22% of the cohort successfully passing a "gatekeeper" course. When comparing the 2013 cohort to the 2011 cohort, success in "gatekeeper" increased by 7.6 percentage points.

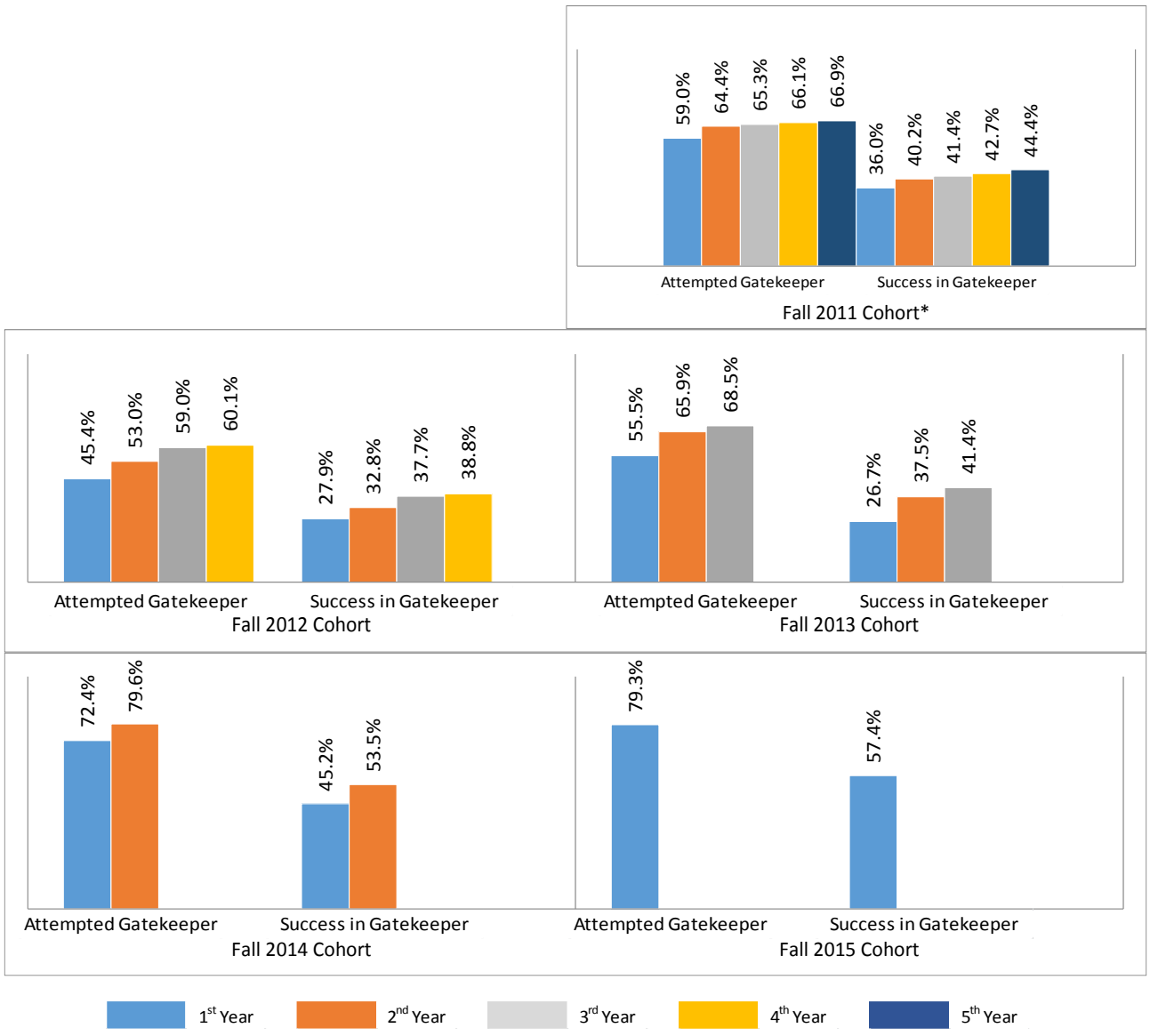






Math "Gatekeeper" Progression of Non-Referred

After 3 years, approximately 59%-69% of non-referred students in each cohort attempted one of the Math "gatekeeper" courses, with 38%-41% of that cohort successfully passing that course, which is about two times the rate of referred students.



Total Math Progression

Overall, 35%-50% of all referred students in each cohort successfully passed any Math DE course within the first year, 16%-18% successfully passed the highest DE course in the Math sequence within 3 years, and approximately 15%-22% successfully passed the Math "gatekeeper" course within 3 years. Of the non-referred students, 38%-41% successfully passed the Math "gatekeeper" course within 3 years. Of the total cohort, 19%-30% successfully passed the Math "gatekeeper" course within 3 years. Those who were referred to Level 4 had higher success rates in the Math highest DE course than 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, referred students experienced the greatest increase in "gatekeeper" success.

		Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2011 Cohort*	DE Level 1 366 (23.9%)	274 (74.9%)	143 (39.1%)	Not Applicable		22 (6.0%)	Not Applicable	22 (6.0%)
	DE Level 2 367 (24.0%)	297 (80.9%)	184 (50.1%)			26 (7.1%)		52 (14.2%)
	DE Level 3 345 (22.5%)	255 (73.9%)	161 (46.7%)			82 (23.8%)		52 (15.1%)
	DE Level 4 181 (11.8%)	111 (61.3%)	81 (44.8%)			84 (46.4%)		60 (33.1%)
	Total Referred 1,259 (82.2%)	937 (74.4%)	569 (45.2%)			214 (17.0%)		186 (14.8%)
	College Level 239 (15.6%)			Not Applicable				99 (41.4%)
	Unknown 34 (2.2%)	1 (2.9%)	0 (0.0%)	Not Applicable		0 (0.0%)	Not Applicable	1 (2.9%)
	Cohort Total 1,532 (100.0%)	963 (62.9%)	589 (38.4%)			229 (14.9%)		286 (18.7%)
Fall 2012 Cohort	DE Level 1 158 (14.9%)	128 (81.0%)	74 (46.8%)	Not Applicable		7 (4.4%)	0 (0.0%)	13 (8.2%)
	DE Level 2 190 (17.9%)	140 (73.7%)	74 (38.9%)			31 (16.3%)	1 (0.5%)	27 (14.2%)
	DE Level 3 314 (29.6%)	210 (66.9%)	97 (30.9%)			59 (18.8%)	0 (0.0%)	62 (19.7%)
	DE Level 4 172 (16.2%)	81 (47.1%)	48 (27.9%)			53 (30.8%)	0 (0.0%)	55 (32.0%)
	Total Referred 834 (78.6%)	559 (67.0%)	293 (35.1%)			150 (18.0%)	1 (0.1%)	157 (18.8%)
	College Level 183 (17.2%)			Not Applicable				69 (37.7%)
	Unknown 44 (4.1%)	21 (47.7%)	11 (25.0%)	Not Applicable		1 (2.3%)	0 (0.0%)	7 (15.9%)
	Cohort Total 1,061 (100.0%)	589 (55.5%)	308 (29.0%)			155 (14.6%)	1 (0.1%)	233 (22.0%)

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)
Fall 2013 Cohort	DE Level 1 269 (23.8%)	179 (66.5%)	112 (41.6%)	Not Applicable		35 (13.0%)	0 (0.0%)	38 (14.1%)
	DE Level 2 189 (16.7%)	140 (74.1%)	99 (52.4%)			30 (15.9%)	0 (0.0%)	47 (24.9%)
	DE Level 3 131 (11.6%)	94 (71.8%)	62 (47.3%)			20 (15.3%)	0 (0.0%)	43 (32.8%)
	DE Level 4 59 (5.2%)	28 (47.5%)	16 (27.1%)			16 (27.1%)	0 (0.0%)	17 (28.8%)
	Total Referred 648 (57.3%)	441 (68.1%)	289 (44.6%)			101 (15.6%)	0 (0.0%)	145 (22.4%)
	College Level 461 (40.8%)	Not Applicable						191 (41.4%)
	Unknown 21 (1.9%)	5 (23.8%)	1 (4.8%)	Not Applicable		1 (4.8%)	0 (0.0%)	5 (23.8%)
	Cohort Total 1,130 (100.0%)	475 (42.0%)	308 (27.3%)			113 (10.0%)	0 (0.0%)	341 (30.2%)
Fall 2014 Cohort	DE Level 1 461 (37.6%)	334 (72.5%)	210 (45.6%)	0 (0.0%)	0 (0.0%)	3rd Year Data Not Yet Available		
	DE Level 2 127 (10.4%)	90 (70.9%)	55 (43.3%)	0 (0.0%)	0 (0.0%)			
	DE Level 3 120 (9.8%)	69 (57.5%)	44 (36.7%)	0 (0.0%)	0 (0.0%)			
	DE Level 4 1 (0.1%)	1 (100.0%)	1 (100.0%)	0 (0.0%)	0 (0.0%)			
	Total Referred 709 (57.8%)	494 (69.7%)	310 (43.7%)	0 (0.0%)	0 (0.0%)			
	College Level 471 (38.4%)	Not Applicable						
	Unknown 46 (3.8%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)			
	Cohort Total 1,226 (100.0%)	506 (41.3%)	317 (25.9%)	0 (0.0%)	0 (0.0%)			
Fall 2015 Cohort	DE Level 1 446 (41.6%)	339 (76.0%)	231 (51.8%)	0 (0.0%)	0 (0.0%)	3rd Year Data Not Yet Available		
	DE Level 2 135 (12.6%)	90 (66.7%)	67 (49.6%)	0 (0.0%)	0 (0.0%)			
	DE Level 3 133 (12.4%)	77 (57.9%)	59 (44.4%)	2 (1.5%)	2 (1.5%)			
	DE Level 4 1 (0.1%)	1 (100.0%)	1 (100.0%)	1 (100.0%)	1 (100.0%)			
	Total Referred 715 (66.6%)	507 (70.9%)	358 (50.1%)	3 (0.4%)	3 (0.4%)			
	College Level 338 (31.5%)	Not Applicable						
	Unknown 20 (1.9%)	2 (10.0%)	2 (10.0%)	2 (10.0%)	2 (10.0%)			
	Cohort Total 1,073 (100.0%)	526 (49.0%)	374 (34.9%)	5 (0.5%)	5 (0.5%)			

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

Sources:

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

Math Progression by Gender

In general, women compared to men successfully passed the Math highest DE and "gatekeeper" courses at higher rates. When comparing the 2013 cohort to the 2011 cohort, both referred and non-referred men experienced increases in "gatekeeper" success.

				Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)	
Fall 2011 Cohort*	DE Level 1	M	146 (39.9%)	M	89 (61.0%)	M	38 (26.0%)			M	5 (3.4%)			M	6 (4.1%)
	366 (23.9%)	F	220 (60.1%)	F	185 (84.1%)	F	105 (47.7%)			F	17 (7.7%)			F	16 (7.3%)
	DE Level 2	M	184 (50.1%)	M	147 (79.9%)	M	95 (51.6%)			M	12 (6.5%)			M	36 (19.6%)
	367 (24.0%)	F	183 (49.9%)	F	150 (82.0%)	F	89 (48.6%)			F	14 (7.7%)			F	16 (8.7%)
	DE Level 3	M	152 (44.1%)	M	101 (66.4%)	M	54 (35.5%)	Not Applicable		M	28 (18.4%)	Not Applicable		M	28 (18.4%)
	345 (22.5%)	F	193 (55.9%)	F	154 (79.8%)	F	107 (55.4%)			F	54 (28.0%)			F	24 (12.4%)
	DE Level 4	M	83 (45.9%)	M	46 (55.4%)	M	30 (36.1%)			M	34 (41.0%)			M	22 (26.5%)
	181 (11.8%)	F	98 (54.1%)	F	65 (66.3%)	F	51 (52.0%)			F	50 (51.0%)			F	38 (38.8%)
	Total Referred	M	565 (44.9%)	M	383 (67.8%)	M	217 (38.4%)			M	79 (14.0%)			M	92 (16.3%)
	1,259 (82.2%)	F	694 (55.1%)	F	554 (79.8%)	F	352 (50.7%)			F	135 (19.5%)			F	94 (13.5%)
	College Level	M	159 (66.5%)					Not Applicable						M	69 (43.4%)
	239 (15.6%)	F	80 (33.5%)											F	30 (37.5%)
	Unknown	M	28 (82.4%)	M	1 (3.6%)	M	0 (0.0%)			M	0 (0.0%)			M	1 (3.6%)
	34 (2.2%)	F	6 (17.6%)	F	0 (0.0%)	F	0 (0.0%)	Not Applicable		F	0 (0.0%)	Not Applicable		F	0 (0.0%)
	Cohort Total	M	752 (49.1%)	M	397 (52.8%)	M	229 (30.5%)			M	89 (11.8%)			M	162 (21.5%)
	1,532 (100.0%)	F	780 (50.9%)	F	566 (72.6%)	F	360 (46.2%)			F	140 (17.9%)			F	124 (15.9%)
Fall2012 Cohort	DE Level 1	M	76 (48.1%)	M	57 (75.0%)	M	25 (32.9%)			M	3 (3.9%)	M	0 (0.0%)	M	5 (6.6%)
	158 (14.9%)	F	82 (51.9%)	F	71 (86.6%)	F	49 (59.8%)			F	4 (4.9%)	F	0 (0.0%)	F	8 (9.8%)
	DE Level 2	M	87 (45.8%)	M	63 (72.4%)	M	32 (36.8%)			M	9 (10.3%)	M	0 (0.0%)	M	12 (13.8%)
	190 (17.9%)	F	103 (54.2%)	F	77 (74.8%)	F	42 (40.8%)			F	22 (21.4%)	F	1 (1.0%)	F	15 (14.6%)
	DE Level 3	M	135 (43.0%)	M	67 (49.6%)	M	27 (20.0%)	Not Applicable		M	18 (13.3%)	M	0 (0.0%)	M	28 (20.7%)
	314 (29.6%)	F	179 (57.0%)	F	143 (79.9%)	F	70 (39.1%)			F	41 (22.9%)	F	0 (0.0%)	F	34 (19.0%)
	DE Level 4	M	89 (51.7%)	M	39 (43.8%)	M	20 (22.5%)			M	22 (24.7%)	M	0 (0.0%)	M	29 (32.6%)
	172 (16.2%)	F	83 (48.3%)	F	42 (50.6%)	F	28 (33.7%)			F	31 (37.3%)	F	0 (0.0%)	F	26 (31.3%)
	Total Referred	M	387 (46.4%)	M	226 (58.4%)	M	104 (26.9%)			M	52 (13.4%)	M	0 (0.0%)	M	74 (19.1%)
	834 (78.6%)	F	447 (53.6%)	F	333 (74.5%)	F	189 (42.3%)			F	98 (21.9%)	F	1 (0.2%)	F	83 (18.6%)
	College Level	M	104 (56.8%)					Not Applicable						M	38 (36.5%)
	183 (17.2%)	F	79 (43.2%)											F	31 (39.2%)
	Unknown	M	22 (50.0%)	M	9 (40.9%)	M	5 (22.7%)			M	0 (0.0%)	M	0 (0.0%)	M	4 (18.2%)
	44 (4.1%)	F	22 (50.0%)	F	12 (54.5%)	F	6 (27.3%)	Not Applicable		F	1 (4.5%)	F	0 (0.0%)	F	3 (13.6%)
	Cohort Total	M	513 (48.4%)	M	241 (47.0%)	M	111 (21.6%)			M	53 (10.3%)	M	0 (0.0%)	M	116 (22.6%)
	1,061 (100.0%)	F	548 (51.6%)	F	348 (63.5%)	F	197 (35.9%)			F	102 (18.6%)	F	1 (0.2%)	F	117 (21.4%)
Fall 2013 Cohort	DE Level 1	M	134 (49.8%)	M	87 (64.9%)	M	45 (33.6%)			M	8 (6.0%)	M	0 (0.0%)	M	15 (11.2%)
	269 (23.8%)	F	135 (50.2%)	F	92 (68.1%)	F	67 (49.6%)			F	27 (20.0%)	F	0 (0.0%)	F	23 (17.0%)
	DE Level 2	M	99 (52.4%)	M	67 (67.7%)	M	37 (37.4%)			M	8 (8.1%)	M	0 (0.0%)	M	21 (21.2%)
	189 (16.7%)	F	90 (47.6%)	F	73 (81.1%)	F	62 (68.9%)			F	22 (24.4%)	F	0 (0.0%)	F	26 (28.9%)
	DE Level 3	M	70 (53.4%)	M	48 (68.6%)	M	28 (40.0%)	Not Applicable		M	8 (11.4%)	M	0 (0.0%)	M	22 (31.4%)
	131 (11.6%)	F	61 (46.6%)	F	46 (75.4%)	F	34 (55.7%)			F	12 (19.7%)	F	0 (0.0%)	F	21 (34.4%)
	DE Level 4	M	32 (54.2%)	M	14 (43.8%)	M	9 (28.1%)			M	9 (28.1%)	M	0 (0.0%)	M	8 (25.0%)
	59 (5.2%)	F	27 (45.8%)	F	14 (51.9%)	F	7 (25.9%)			F	7 (25.9%)	F	0 (0.0%)	F	9 (33.3%)
	Total Referred	M	335 (51.7%)	M	216 (64.5%)	M	119 (35.5%)			M	33 (9.9%)	M	0 (0.0%)	M	66 (19.7%)
	648 (57.3%)	F	313 (48.3%)	F	225 (71.9%)	F	170 (54.3%)			F	68 (21.7%)	F	0 (0.0%)	F	79 (25.2%)
	College Level	M	243 (52.7%)					Not Applicable						M	92 (37.9%)
	461 (40.8%)	F	218 (47.3%)											F	99 (45.4%)
	Unknown	M	17 (81.0%)	M	2 (11.8%)	M	1 (5.9%)			M	1 (5.9%)	M	0 (0.0%)	M	5 (29.4%)
	21 (1.9%)	F	4 (19.0%)	F	3 (75.0%)	F	0 (0.0%)	Not Applicable		F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)
	Cohort Total	M	595 (52.7%)	M	231 (38.8%)	M	127 (21.3%)			M	41 (6.9%)	M	0 (0.0%)	M	163 (27.4%)
	1,130 (100.0%)	F	535 (47.3%)	F	244 (45.6%)	F	181 (33.8%)			F	72 (13.5%)	F	0 (0.0%)	F	178 (33.3%)

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)

				Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2014 Cohort	DE Level 1	M	225 (48.8%)	M	148 (65.8%)	M	94 (41.8%)	M	0 (0.0%)	M	0 (0.0%)	3rd Year Data Not Yet Available		
	461 (37.6%)	F	236 (51.2%)	F	186 (78.8%)	F	116 (49.2%)	F	0 (0.0%)	F	0 (0.0%)			
	DE Level 2	M	61 (48.0%)	M	39 (63.9%)	M	24 (39.3%)	M	0 (0.0%)	M	0 (0.0%)			
	127 (10.4%)	F	66 (52.0%)	F	51 (77.3%)	F	31 (47.0%)	F	0 (0.0%)	F	0 (0.0%)			
	DE Level 3	M	53 (44.2%)	M	28 (52.8%)	M	16 (30.2%)	M	0 (0.0%)	M	0 (0.0%)			
	120 (9.8%)	F	67 (55.8%)	F	41 (61.2%)	F	28 (41.8%)	F	0 (0.0%)	F	0 (0.0%)			
	DE Level 4	M	1 (100.0%)	M	1 (100.0%)	M	1 (100.0%)	M	0 (0.0%)	M	0 (0.0%)			
	1 (0.1%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)			
	Total Referred	M	340 (48.0%)	M	216 (63.5%)	M	135 (39.7%)	M	0 (0.0%)	M	0 (0.0%)			
	709 (57.8%)	F	369 (52.0%)	F	278 (75.3%)	F	175 (47.4%)	F	0 (0.0%)	F	0 (0.0%)			
	College Level	M	228 (48.4%)	Not Applicable										
	471 (38.4%)	F	243 (51.6%)											
	Unknown	M	30 (65.2%)	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)			
	46 (3.8%)	F	16 (34.8%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)			
	Cohort Total	M	598 (48.8%)	M	221 (37.0%)	M	138 (23.1%)	M	0 (0.0%)	M	0 (0.0%)			
	1,226 (100.0%)	F	628 (51.2%)	F	285 (45.4%)	F	179 (28.5%)	F	0 (0.0%)	F	0 (0.0%)			
Fall 2015 Cohort	DE Level 1	M	210 (47.1%)	M	138 (65.7%)	M	86 (41.0%)	M	0 (0.0%)	M	0 (0.0%)	3rd Year Data Not Yet Available		
	446 (41.6%)	F	236 (52.9%)	F	201 (85.2%)	F	145 (61.4%)	F	0 (0.0%)	F	0 (0.0%)			
	DE Level 2	M	58 (43.0%)	M	33 (56.9%)	M	21 (36.2%)	M	0 (0.0%)	M	0 (0.0%)			
	135 (12.6%)	F	77 (57.0%)	F	57 (74.0%)	F	46 (59.7%)	F	0 (0.0%)	F	0 (0.0%)			
	DE Level 3	M	64 (48.1%)	M	28 (43.8%)	M	20 (31.3%)	M	0 (0.0%)	M	0 (0.0%)			
	133 (12.4%)	F	69 (51.9%)	F	49 (71.0%)	F	39 (56.5%)	F	2 (2.9%)	F	2 (2.9%)			
	DE Level 4	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)			
	1 (0.1%)	F	1 (100.0%)	F	1 (100.0%)	F	1 (100.0%)	F	1 (100.0%)	F	1 (100.0%)			
	Total Referred	M	332 (46.4%)	M	199 (59.9%)	M	127 (38.3%)	M	0 (0.0%)	M	0 (0.0%)			
	715 (66.6%)	F	383 (53.6%)	F	308 (80.4%)	F	231 (60.3%)	F	3 (0.8%)	F	3 (0.8%)			
	College Level	M	188 (55.6%)	Not Applicable										
	338 (31.5%)	F	150 (44.4%)											
	Unknown	M	14 (70.0%)	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)			
	20 (1.9%)	F	6 (30.0%)	F	2 (33.3%)	F	2 (33.3%)	F	2 (33.3%)	F	2 (33.3%)			
	Cohort Total	M	534 (49.8%)	M	210 (39.3%)	M	137 (25.7%)	M	0 (0.0%)	M	0 (0.0%)			
	1,073 (100.0%)	F	539 (50.2%)	F	316 (58.6%)	F	237 (44.0%)	F	5 (0.9%)	F	5 (0.9%)			

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

Math Progression by Ethnicity

Of those referred and non-referred, generally White students successfully passed Math highest DE and "gatekeeper" courses at higher rates than did African-American and Hispanic students. When comparing the 2013 cohort to the 2011 cohort, referred and non-referred Asian students experienced increases in "gatekeeper" success.

				Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)		Success in RSG (3rd Year)	Success in GK (3rd Year)	
Fall 2011 Cohort*	DE Level 1 366 (23.9%)	AA	72 (19.7%)	AA	65 (83.3%)	AA	26 (33.3%)			AA	4 (5.1%)		AA	2 (2.6%)
		A	4 (1.1%)	A	2 (50.0%)	A	2 (50.0%)			A	1 (25.0%)		A	1 (25.0%)
		H	240 (65.6%)	H	178 (74.2%)	H	99 (41.3%)			H	13 (5.4%)		H	14 (5.8%)
		O	11 (3.0%)	O	3 (60.0%)	O	1 (20.0%)			O	0 (0.0%)		O	0 (0.0%)
		W	39 (10.7%)	W	26 (66.7%)	W	15 (38.5%)			W	4 (10.3%)		W	5 (12.8%)
	DE Level 2 367 (24.0%)	AA	68 (18.5%)	AA	64 (86.5%)	AA	36 (48.6%)			AA	5 (6.8%)		AA	4 (5.4%)
		A	3 (0.8%)	A	1 (50.0%)	A	0 (0.0%)			A	0 (0.0%)		A	0 (0.0%)
		H	240 (65.4%)	H	193 (80.4%)	H	120 (50.0%)			H	18 (7.5%)		H	41 (17.1%)
		O	10 (2.7%)	O	3 (75.0%)	O	2 (50.0%)			O	0 (0.0%)		O	0 (0.0%)
		W	46 (12.5%)	W	36 (76.6%)	W	26 (55.3%)			W	3 (6.4%)		W	7 (14.9%)
	DE Level 3 345 (22.5%)	AA	59 (17.1%)	AA	49 (81.7%)	AA	29 (48.3%)			AA	16 (26.7%)		AA	11 (18.3%)
		A	2 (0.6%)	A	1 (50.0%)	A	1 (50.0%)			A	0 (0.0%)		A	0 (0.0%)
		H	226 (65.5%)	H	174 (77.0%)	H	112 (49.6%)	Not Applicable		H	54 (23.9%)	Not Applicable	H	33 (14.6%)
		O	5 (1.4%)	O	3 (100.0%)	O	1 (33.3%)			O	0 (0.0%)		O	0 (0.0%)
		W	53 (15.4%)	W	28 (51.9%)	W	18 (33.3%)			W	12 (22.2%)		W	8 (14.8%)
	DE Level 4 181 (11.8%)	AA	24 (13.3%)	AA	18 (69.2%)	AA	10 (38.5%)			AA	10 (38.5%)		AA	7 (26.9%)
		A	2 (1.1%)	A	0 (0.0%)	A	0 (0.0%)			A	0 (0.0%)		A	1 (50.0%)
		H	106 (58.6%)	H	66 (62.3%)	H	50 (47.2%)			H	50 (47.2%)		H	39 (36.8%)
		O	5 (2.8%)	O	2 (66.7%)	O	2 (66.7%)			O	2 (66.7%)		O	1 (33.3%)
		W	44 (24.3%)	W	25 (56.8%)	W	19 (43.2%)			W	22 (50.0%)		W	12 (27.3%)
	Total Referred 1,259 (82.2%)	AA	223 (17.7%)	AA	196 (82.4%)	AA	101 (42.4%)			AA	35 (14.7%)		AA	24 (10.1%)
		A	11 (0.9%)	A	4 (40.0%)	A	3 (30.0%)			A	1 (10.0%)		A	2 (20.0%)
		H	812 (64.5%)	H	611 (75.2%)	H	381 (46.9%)			H	135 (16.6%)		H	127 (15.6%)
		O	31 (2.5%)	O	11 (73.3%)	O	6 (40.0%)			O	2 (13.3%)		O	1 (6.7%)
		W	182 (14.5%)	W	115 (62.5%)	W	78 (42.4%)			W	41 (22.3%)		W	32 (17.4%)
	College Level 239 (15.6%)	AA	8 (3.3%)										AA	7 (43.8%)
		A	5 (2.1%)										A	1 (20.0%)
		H	146 (61.1%)					Not Applicable					H	60 (41.1%)
		O	14 (5.9%)										O	1 (16.7%)
		W	66 (27.6%)										W	30 (45.5%)
	Unknown 34 (2.2%)	AA	5 (14.7%)	AA	1 (20.0%)	AA	0 (0.0%)			AA	0 (0.0%)		AA	0 (0.0%)
		A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)			A	0 (0.0%)		A	0 (0.0%)
		H	17 (50.0%)	H	0 (0.0%)	H	0 (0.0%)			H	0 (0.0%)		H	0 (0.0%)
		O	2 (5.9%)	O	0 (0.0%)	O	0 (0.0%)			O	0 (0.0%)		O	0 (0.0%)
		W	10 (29.4%)	W	0 (0.0%)	W	0 (0.0%)	Not Applicable		W	0 (0.0%)	Not Applicable	W	1 (10.0%)
	Cohort Total 1,532 (100.0%)	AA	236 (15.4%)	AA	198 (76.4%)	AA	101 (39.0%)			AA	35 (13.5%)		AA	31 (12.0%)
		A	16 (1.0%)	A	4 (26.7%)	A	3 (20.0%)			A	1 (6.7%)		A	3 (20.0%)
		H	975 (63.6%)	H	630 (64.6%)	H	397 (40.7%)			H	147 (15.1%)		H	187 (19.2%)
		O	47 (3.1%)	O	12 (52.2%)	O	6 (26.1%)			O	2 (8.7%)		O	2 (8.7%)
		W	258 (16.8%)	W	119 (45.8%)	W	82 (31.5%)			W	44 (16.9%)		W	63 (24.2%)

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

Sources:

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

Math Progression by Ethnicity (Continued)

				Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)	
Fall 2012 Cohort	DE Level 1 158 (14.9%)	AA	18 (11.4%)	AA	14 (77.8%)	AA	4 (22.2%)			AA	1 (5.6%)	AA	0 (0.0%)	AA	0 (0.0%)
		A	2 (1.3%)	A	2 (100.0%)	A	1 (50.0%)			A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)
		H	124 (78.5%)	H	101 (81.5%)	H	62 (50.0%)			H	6 (4.8%)	H	0 (0.0%)	H	11 (8.9%)
		O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)			O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)
		W	14 (8.9%)	W	11 (78.6%)	W	7 (50.0%)			W	0 (0.0%)	W	0 (0.0%)	W	2 (14.3%)
	DE Level 2 190 (17.9%)	AA	35 (18.4%)	AA	31 (88.6%)	AA	11 (31.4%)			AA	4 (11.4%)	AA	0 (0.0%)	AA	5 (14.3%)
		A	3 (1.6%)	A	2 (66.7%)	A	0 (0.0%)			A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)
		H	130 (68.4%)	H	92 (70.8%)	H	53 (40.8%)			H	23 (17.7%)	H	1 (0.8%)	H	18 (13.8%)
		O	2 (1.1%)	O	2 (100.0%)	O	1 (50.0%)			O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)
		W	20 (10.5%)	W	13 (65.0%)	W	9 (45.0%)			W	4 (20.0%)	W	0 (0.0%)	W	4 (20.0%)
	DE Level 3 314 (29.6%)	AA	50 (15.9%)	AA	37 (74.0%)	AA	12 (24.0%)			AA	8 (16.0%)	AA	0 (0.0%)	AA	7 (14.0%)
		A	2 (0.6%)	A	1 (50.0%)	A	1 (50.0%)			A	1 (50.0%)	A	0 (0.0%)	A	1 (50.0%)
		H	209 (66.6%)	H	136 (65.1%)	H	65 (31.1%)	Not Applicable		H	42 (20.1%)	H	0 (0.0%)	H	44 (21.1%)
		O	5 (1.6%)	O	4 (80.0%)	O	2 (40.0%)			O	0 (0.0%)	O	0 (0.0%)	O	1 (20.0%)
		W	48 (15.3%)	W	32 (66.7%)	W	17 (35.4%)			W	8 (16.7%)	W	0 (0.0%)	W	9 (18.8%)
	DE Level 4 172 (16.2%)	AA	14 (8.1%)	AA	7 (50.0%)	AA	5 (35.7%)			AA	4 (28.6%)	AA	0 (0.0%)	AA	8 (57.1%)
		A	5 (2.9%)	A	1 (20.0%)	A	0 (0.0%)			A	0 (0.0%)	A	0 (0.0%)	A	1 (20.0%)
		H	117 (68.0%)	H	62 (53.0%)	H	35 (29.9%)			H	42 (35.9%)	H	0 (0.0%)	H	33 (28.2%)
		O	1 (0.6%)	O	0 (0.0%)	O	0 (0.0%)			O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)
		W	35 (20.3%)	W	11 (31.4%)	W	8 (22.9%)			W	7 (20.0%)	W	0 (0.0%)	W	13 (37.1%)
	Total Referred 834 (78.6%)	AA	117 (14.0%)	AA	89 (76.1%)	AA	32 (27.4%)			AA	17 (14.5%)	AA	0 (0.0%)	AA	20 (17.1%)
		A	12 (1.4%)	A	6 (50.0%)	A	2 (16.7%)			A	1 (8.3%)	A	0 (0.0%)	A	2 (16.7%)
		H	580 (69.5%)	H	391 (67.4%)	H	215 (37.1%)			H	113 (19.5%)	H	1 (0.2%)	H	106 (18.3%)
		O	8 (1.0%)	O	6 (75.0%)	O	3 (37.5%)			O	0 (0.0%)	O	0 (0.0%)	O	1 (12.5%)
		W	117 (14.0%)	W	67 (57.3%)	W	41 (35.0%)			W	19 (16.2%)	W	0 (0.0%)	W	28 (23.9%)
	College Level 183 (17.2%)	AA	20 (10.9%)											AA	7 (35.0%)
		A	5 (2.7%)											A	1 (20.0%)
		H	111 (60.7%)					Not Applicable						H	42 (37.8%)
		O	7 (3.8%)											O	3 (42.9%)
		W	40 (21.9%)											W	16 (40.0%)
	Unknown 44 (4.1%)	AA	8 (18.2%)	AA	5 (62.5%)	AA	3 (37.5%)			AA	1 (12.5%)	AA	0 (0.0%)	AA	3 (37.5%)
		A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)			A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)
		H	26 (59.1%)	H	12 (46.2%)	H	5 (19.2%)			H	0 (0.0%)	H	0 (0.0%)	H	3 (11.5%)
		O	1 (2.3%)	O	0 (0.0%)	O	0 (0.0%)			O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)
		W	9 (20.5%)	W	4 (44.4%)	W	3 (33.3%)	Not Applicable		W	0 (0.0%)	W	0 (0.0%)	W	1 (11.1%)
	Cohort Total 1,061 (100.0%)	AA	145 (13.7%)	AA	95 (65.5%)	AA	35 (24.1%)			AA	18 (12.4%)	AA	0 (0.0%)	AA	30 (20.7%)
		A	17 (1.6%)	A	6 (35.3%)	A	2 (11.8%)			A	1 (5.9%)	A	0 (0.0%)	A	3 (17.6%)
		H	717 (67.6%)	H	409 (57.0%)	H	223 (31.1%)			H	115 (16.0%)	H	1 (0.1%)	H	151 (21.1%)
		O	16 (1.5%)	O	7 (43.8%)	O	3 (18.8%)			O	0 (0.0%)	O	0 (0.0%)	O	4 (25.0%)
		W	166 (15.6%)	W	72 (43.4%)	W	45 (27.1%)			W	21 (12.7%)	W	0 (0.0%)	W	45 (27.1%)
Fall 2013 Cohort	DE Level 1 269 (23.8%)	AA	47 (17.5%)	AA	31 (66.0%)	AA	13 (27.7%)			AA	2 (4.3%)	AA	0 (0.0%)	AA	2 (4.3%)
		A	8 (3.0%)	A	8 (100.0%)	A	6 (75.0%)			A	1 (12.5%)	A	0 (0.0%)	A	5 (62.5%)
		H	164 (61.0%)	H	106 (64.6%)	H	71 (43.3%)			H	26 (15.9%)	H	0 (0.0%)	H	24 (14.6%)
		O	17 (6.3%)	O	13 (76.5%)	O	8 (47.1%)			O	2 (11.8%)	O	0 (0.0%)	O	3 (17.6%)
		W	33 (12.3%)	W	21 (63.6%)	W	14 (42.4%)			W	4 (12.1%)	W	0 (0.0%)	W	4 (12.1%)
	DE Level 2 189 (16.7%)	AA	27 (14.3%)	AA	20 (74.1%)	AA	10 (37.0%)			AA	3 (11.1%)	AA	0 (0.0%)	AA	4 (14.8%)
		A	3 (1.6%)	A	2 (66.7%)	A	2 (66.7%)			A	0 (0.0%)	A	0 (0.0%)	A	1 (33.3%)
		H	109 (57.7%)	H	83 (76.1%)	H	59 (54.1%)			H	18 (16.5%)	H	0 (0.0%)	H	27 (24.8%)
		O	15 (7.9%)	O	11 (73.3%)	O	7 (46.7%)			O	4 (26.7%)	O	0 (0.0%)	O	3 (20.0%)
		W	35 (18.5%)	W	24 (68.6%)	W	21 (60.0%)			W	5 (14.3%)	W	0 (0.0%)	W	12 (34.3%)
	DE Level 3 131 (11.6%)	AA	18 (13.7%)	AA	13 (72.2%)	AA	8 (44.4%)			AA	3 (16.7%)	AA	0 (0.0%)	AA	7 (38.9%)
		A	3 (2.3%)	A	1 (33.3%)	A	0 (0.0%)			A	1 (33.3%)	A	0 (0.0%)	A	1 (33.3%)
		H	88 (67.2%)	H	64 (72.7%)	H	43 (48.9%)	Not Applicable		H	13 (14.8%)	H	0 (0.0%)	H	28 (31.8%)
		O	9 (6.9%)	O	7 (77.8%)	O	4 (44.4%)			O	1 (11.1%)	O	0 (0.0%)	O	1 (11.1%)
		W	13 (9.9%)	W	9 (69.2%)	W	7 (53.8%)			W	2 (15.4%)	W	0 (0.0%)	W	6 (46.2%)
	DE Level 4 59 (5.2%)	AA	8 (13.6%)	AA	4 (50.0%)	AA	2 (25.0%)			AA	2 (25.0%)	AA	0 (0.0%)	AA	4 (50.0%)
		A	3 (5.1%)	A	2 (66.7%)	A	1 (33.3%)			A	1 (33.3%)	A	0 (0.0%)	A	2 (66.7%)
		H	32 (54.2%)	H	18 (56.3%)	H	12 (37.5%)			H	10 (31.3%)	H	0 (0.0%)	H	6 (18.8%)
		O	2 (3.4%)	O	1 (50.0%)	O	0 (0.0%)			O	0 (0.0%)	O	0 (0.0%)	O	1 (50.0%)
		W	14 (23.7%)	W	3 (21.4%)	W	1 (7.1%)			W	3 (21.4%)	W	0 (0.0%)	W	4 (28.6%)
	Total Referred 648 (57.3%)	AA	100 (15.4%)	AA	68 (68.0%)	AA	33 (33.0%)			AA	10 (10.0%)	AA	0 (0.0%)	AA	17 (17.0%)
		A	17 (2.6%)	A	13 (76.5%)	A	9 (52.9%)			A	3 (17.6%)	A	0 (0.0%)	A	9 (52.9%)
		H	393 (60.6%)	H	271 (69.0%)	H	185 (47.1%)			H	67 (17.0%)	H	0 (0.0%)	H	85 (21.6%)
		O	43 (6.6%)	O	32 (74.4%)	O	19 (44.2%)			O	7 (16.3%)	O	0 (0.0%)	O	8 (18.6%)
		W	95 (14.7%)	W	57 (60.0%)	W	43 (45.3%)			W	14 (14.7%)	W	0 (0.0%)	W	26 (27.4%)
	College Level 461 (40.8%)	AA	32 (6.9%)											AA	17 (53.1%)
		A	9 (2.0%)											A	5 (55.6%)
		H	317 (68.8%)					Not Applicable						H	114 (36.0%)
		O	17 (3.7%)											O	11 (64.7%)
		W	86 (18.7%)											W	44 (51.2%)
	Unknown 21 (1.9%)	AA	1 (4.8%)	AA	1 (100.0%)	AA	0 (0.0%)			AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)
		A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)			A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)
		H	9 (42.9%)	H	3 (33.3%)	H	0 (0.0%)			H	0 (0.0%)	H	0 (0.0%)	H	0 (0.0%)
		O	1 (4.8%)	O	1 (100.0%)	O	1 (100.0%)			O	0 (0.0%)	O	0 (0.0%)	O	1 (100.0%)
		W	10 (47.6%)	W	0 (0.0%)	W	0 (0.0%)	Not Applicable		W	1 (10.0%)	W	0 (0.0%)	W	4 (40.0%)
	Cohort Total 1,130 (100.0%)	AA	133 (11.8%)	AA	70 (52.6%)	AA	34 (25.6%)			AA	11 (8.3%)	AA	0 (0.0%)	AA	34 (25.6%)
		A	26 (2.3%)	A	13 (50.0%)	A	9 (34.6%)			A	3 (11.5%)	A	0 (0.0%)	A	14 (53.8%)
		H	719 (63.6%)	H	299 (41.6%)	H	200 (27.8%)			H	75 (10.4%)	H	0 (0.0%)	H	199 (27.7%)
		O	61 (5.4%)	O	34 (55.7%)	O	21 (34.4%)			O	7 (11.5%)	O	0 (0.0%)	O	20 (32.8%)
		W	191 (16.9%)	W	59 (30.9%)	W	44 (23.0%)	W = White		W	17 (8.9%)	W	0 (0.0%)	W	74 (38.7%)

Math Progression by Ethnicity (Continued)

				Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2014 Cohort	DE Level 1 461 (37.6%)	AA	63 (13.7%)	AA	49 (77.8%)	AA	23 (36.5%)	AA	0 (0.0%)	AA	0 (0.0%)			
		A	5 (1.1%)	A	5 (100.0%)	A	4 (80.0%)	A	0 (0.0%)	A	0 (0.0%)			
		H	291 (63.1%)	H	203 (69.8%)	H	126 (43.3%)	H	0 (0.0%)	H	0 (0.0%)			
		O	25 (5.4%)	O	19 (76.0%)	O	14 (56.0%)	O	0 (0.0%)	O	0 (0.0%)			
		W	77 (16.7%)	W	58 (75.3%)	W	43 (55.8%)	W	0 (0.0%)	W	0 (0.0%)			
	DE Level 2 127 (10.4%)	AA	16 (12.6%)	AA	11 (68.8%)	AA	7 (43.8%)	AA	0 (0.0%)	AA	0 (0.0%)			
		A	4 (3.1%)	A	4 (100.0%)	A	4 (100.0%)	A	0 (0.0%)	A	0 (0.0%)			
		H	79 (62.2%)	H	55 (69.6%)	H	33 (41.8%)	H	0 (0.0%)	H	0 (0.0%)			
		O	9 (7.1%)	O	9 (100.0%)	O	6 (66.7%)	O	0 (0.0%)	O	0 (0.0%)			
		W	19 (15.0%)	W	11 (57.9%)	W	5 (26.3%)	W	0 (0.0%)	W	0 (0.0%)			
	DE Level 3 120 (9.8%)	AA	14 (11.7%)	AA	9 (64.3%)	AA	5 (35.7%)	AA	0 (0.0%)	AA	0 (0.0%)			
		A	4 (3.3%)	A	2 (50.0%)	A	2 (50.0%)	A	0 (0.0%)	A	0 (0.0%)			
		H	68 (56.7%)	H	36 (52.9%)	H	23 (33.8%)	H	0 (0.0%)	H	0 (0.0%)			
		O	9 (7.5%)	O	5 (55.6%)	O	3 (33.3%)	O	0 (0.0%)	O	0 (0.0%)			
		W	25 (20.8%)	W	17 (68.0%)	W	11 (44.0%)	W	0 (0.0%)	W	0 (0.0%)			
	DE Level 4 1 (0.1%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)			
		A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)			
		H	1 (100.0%)	H	1 (100.0%)	H	1 (100.0%)	H	0 (0.0%)	H	0 (0.0%)			
		O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)			
		W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)	3rd Year Data Not Yet Available		
	Total Referred 709 (57.8%)	AA	93 (13.1%)	AA	69 (74.2%)	AA	35 (37.6%)	AA	0 (0.0%)	AA	0 (0.0%)			
		A	13 (1.8%)	A	11 (84.6%)	A	10 (76.9%)	A	0 (0.0%)	A	0 (0.0%)			
		H	439 (61.9%)	H	295 (67.2%)	H	183 (41.7%)	H	0 (0.0%)	H	0 (0.0%)			
		O	43 (6.1%)	O	33 (76.7%)	O	23 (53.5%)	O	0 (0.0%)	O	0 (0.0%)			
		W	121 (17.1%)	W	86 (71.1%)	W	59 (48.8%)	W	0 (0.0%)	W	0 (0.0%)			
	College Level 471 (38.4%)	AA	39 (8.3%)											
		A	11 (2.3%)											
		H	310 (65.8%)				Not Applicable							
		O	22 (4.7%)											
		W	89 (18.9%)											
	Unknown 46 (3.8%)	AA	5 (10.9%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)			
		A	1 (2.2%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)			
		H	31 (67.4%)	H	0 (0.0%)	H	0 (0.0%)	H	0 (0.0%)	H	0 (0.0%)			
		O	1 (2.2%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)			
		W	8 (17.4%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)			
	Cohort Total 1,226 (100.0%)	AA	137 (11.2%)	AA	69 (50.4%)	AA	35 (25.5%)	AA	0 (0.0%)	AA	0 (0.0%)			
		A	25 (2.0%)	A	12 (48.0%)	A	11 (44.0%)	A	0 (0.0%)	A	0 (0.0%)			
		H	780 (63.6%)	H	304 (39.0%)	H	187 (24.0%)	H	0 (0.0%)	H	0 (0.0%)			
		O	66 (5.4%)	O	33 (50.0%)	O	23 (34.8%)	O	0 (0.0%)	O	0 (0.0%)			
		W	218 (17.8%)	W	88 (40.4%)	W	61 (28.0%)	W	0 (0.0%)	W	0 (0.0%)			
Fall 2015 Cohort	DE Level 1 446 (41.6%)	AA	70 (15.7%)	AA	55 (78.6%)	AA	32 (45.7%)	AA	0 (0.0%)	AA	0 (0.0%)			
		A	6 (1.3%)	A	5 (83.3%)	A	3 (50.0%)	A	0 (0.0%)	A	0 (0.0%)			
		H	309 (69.3%)	H	233 (75.4%)	H	162 (52.4%)	H	0 (0.0%)	H	0 (0.0%)			
		O	17 (3.8%)	O	15 (88.2%)	O	14 (82.4%)	O	0 (0.0%)	O	0 (0.0%)			
		W	44 (9.9%)	W	31 (70.5%)	W	20 (45.5%)	W	0 (0.0%)	W	0 (0.0%)			
	DE Level 2 135 (12.6%)	AA	15 (11.1%)	AA	10 (66.7%)	AA	6 (40.0%)	AA	0 (0.0%)	AA	0 (0.0%)			
		A	2 (1.5%)	A	2 (100.0%)	A	1 (50.0%)	A	0 (0.0%)	A	0 (0.0%)			
		H	104 (77.0%)	H	69 (66.3%)	H	53 (51.0%)	H	0 (0.0%)	H	0 (0.0%)			
		O	1 (0.7%)	O	1 (100.0%)	O	1 (100.0%)	O	0 (0.0%)	O	0 (0.0%)			
		W	13 (9.6%)	W	8 (61.5%)	W	6 (46.2%)	W	0 (0.0%)	W	0 (0.0%)			
	DE Level 3 133 (12.4%)	AA	19 (14.3%)	AA	11 (57.9%)	AA	7 (36.8%)	AA	0 (0.0%)	AA	0 (0.0%)			
		A	1 (0.8%)	A	1 (100.0%)	A	1 (100.0%)	A	0 (0.0%)	A	0 (0.0%)			
		H	95 (71.4%)	H	57 (60.0%)	H	44 (46.3%)	H	2 (2.1%)	H	2 (2.1%)			
		O	2 (1.5%)	O	1 (50.0%)	O	1 (50.0%)	O	0 (0.0%)	O	0 (0.0%)			
		W	16 (12.0%)	W	7 (43.8%)	W	6 (37.5%)	W	0 (0.0%)	W	0 (0.0%)			
	DE Level 4 1 (0.1%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)			
		A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)			
		H	1 (100.0%)	H	1 (100.0%)	H	1 (100.0%)	H	1 (100.0%)	H	1 (100.0%)			
		O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)			
		W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)	3rd Year Data Not Yet Available		
	Total Referred 715 (66.6%)	AA	104 (14.5%)	AA	76 (73.1%)	AA	45 (43.3%)	AA	0 (0.0%)	AA	0 (0.0%)			
		A	9 (1.3%)	A	8 (88.9%)	A	5 (55.6%)	A	0 (0.0%)	A	0 (0.0%)			
		H	509 (71.2%)	H	360 (70.7%)	H	260 (51.1%)	H	3 (0.6%)	H	3 (0.6%)			
		O	20 (2.8%)	O	17 (85.0%)	O	16 (80.0%)	O	0 (0.0%)	O	0 (0.0%)			
		W	73 (10.2%)	W	46 (63.0%)	W	32 (43.8%)	W	0 (0.0%)	W	0 (0.0%)			
	College Level 338 (31.5%)	AA	36 (10.7%)											
		A	8 (2.4%)											
		H	210 (62.1%)				Not Applicable							
		O	10 (3.0%)											
		W	74 (21.9%)											
	Unknown 20 (1.9%)	AA	1 (5.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)			
		A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)			
		H	16 (80.0%)	H	2 (12.5%)	H	2 (12.5%)	H	2 (12.5%)	H	2 (12.5%)			
		O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)			
		W	3 (15.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)			
	Cohort Total 1,073 (100.0%)	AA	141 (13.1%)	AA	76 (53.9%)	AA	45 (31.9%)	AA	0 (0.0%)	AA	0 (0.0%)			
		A	17 (1.6%)	A	8 (47.1%)	A	5 (29.4%)	A	0 (0.0%)	A	0 (0.0%)			
		H	735 (68.5%)	H	372 (50.6%)	H	270 (36.7%)	H	5 (0.7%)	H	5 (0.7%)			
		O	30 (2.8%)	O	18 (60.0%)	O	16 (53.3%)	O	0 (0.0%)	O	0 (0.0%)			
		W	150 (14.0%)	W	52 (34.7%)	W	38 (25.3%)	W	0 (0.0%)	W	0 (0.0%)			

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

Math Progression by Age

No trend differences across the age categories was evident. When comparing the 2013 cohort to the 2011 cohort, referred students younger than 17 experienced large increases in "gatekeeper" success.

				Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)		Success in RSG (3rd Year)	Success in GK (3rd Year)	
Fall 2011 Cohort*	DE Level 1 366 (23.9%)	<17	4 (1.1%)	<17	3 (75.0%)	<17	0 (0.0%)	Not Applicable		<17	0 (0.0%)	Not Applicable	<17	0 (0.0%)
		18-21	250 (68.3%)	18-21	187 (74.8%)	18-21	86 (34.4%)			18-21	10 (4.0%)		18-21	14 (5.6%)
		22-24	21 (5.7%)	22-24	17 (81.0%)	22-24	8 (38.1%)			22-24	4 (19.0%)		22-24	1 (4.8%)
		25-35	52 (14.2%)	25-35	42 (80.8%)	25-35	30 (57.7%)			25-35	5 (9.6%)		25-35	3 (5.8%)
		36-50	32 (8.7%)	36-50	21 (65.6%)	36-50	16 (50.0%)			36-50	3 (9.4%)		36-50	4 (12.5%)
		51+	7 (1.9%)	51+	4 (57.1%)	51+	3 (42.9%)			51+	0 (0.0%)		51+	0 (0.0%)
	DE Level 2 367 (24.0%)	<17	9 (2.5%)	<17	5 (55.6%)	<17	1 (11.1%)			<17	0 (0.0%)		<17	0 (0.0%)
		18-21	209 (56.9%)	18-21	173 (82.8%)	18-21	100 (47.8%)			18-21	15 (7.2%)		18-21	28 (13.4%)
		22-24	35 (9.5%)	22-24	30 (85.7%)	22-24	17 (48.6%)			22-24	3 (8.6%)		22-24	3 (8.6%)
		25-35	70 (19.1%)	25-35	59 (84.3%)	25-35	48 (68.6%)			25-35	6 (8.6%)		25-35	17 (24.3%)
		36-50	39 (10.6%)	36-50	27 (69.2%)	36-50	16 (41.0%)			36-50	2 (5.1%)		36-50	4 (10.3%)
		51+	5 (1.4%)	51+	3 (60.0%)	51+	2 (40.0%)			51+	0 (0.0%)		51+	0 (0.0%)
	DE Level 3 345 (22.5%)	<17	10 (2.9%)	<17	6 (60.0%)	<17	2 (20.0%)			<17	1 (10.0%)		<17	0 (0.0%)
		18-21	220 (63.8%)	18-21	163 (74.1%)	18-21	95 (43.2%)			18-21	49 (22.3%)		18-21	35 (15.9%)
		22-24	32 (9.3%)	22-24	21 (65.6%)	22-24	14 (43.8%)			22-24	7 (21.9%)		22-24	4 (12.5%)
		25-35	60 (17.4%)	25-35	49 (81.7%)	25-35	36 (60.0%)			25-35	17 (28.3%)		25-35	8 (13.3%)
		36-50	21 (6.1%)	36-50	16 (76.2%)	36-50	14 (66.7%)			36-50	8 (38.1%)		36-50	5 (23.8%)
		51+	2 (0.6%)	51+	0 (0.0%)	51+	0 (0.0%)			51+	0 (0.0%)		51+	0 (0.0%)
	DE Level 4 181 (11.8%)	<17	9 (5.0%)	<17	6 (66.7%)	<17	3 (33.3%)			<17	3 (33.3%)		<17	4 (44.4%)
		18-21	128 (70.7%)	18-21	80 (62.5%)	18-21	57 (44.5%)			18-21	60 (46.9%)		18-21	43 (33.6%)
		22-24	14 (7.7%)	22-24	10 (71.4%)	22-24	9 (64.3%)			22-24	8 (57.1%)		22-24	5 (35.7%)
		25-35	18 (9.9%)	25-35	9 (50.0%)	25-35	8 (44.4%)			25-35	8 (44.4%)		25-35	6 (33.3%)
		36-50	7 (3.9%)	36-50	4 (57.1%)	36-50	4 (57.1%)			36-50	4 (57.1%)		36-50	2 (28.6%)
		51+	5 (2.8%)	51+	2 (40.0%)	51+	0 (0.0%)			51+	1 (20.0%)		51+	0 (0.0%)
	Total Referred 1,259 (82.2%)	<17	32 (2.5%)	<17	20 (62.5%)	<17	6 (18.8%)			<17	4 (12.5%)		<17	4 (12.5%)
		18-21	807 (64.1%)	18-21	603 (74.7%)	18-21	338 (41.9%)			18-21	134 (16.6%)		18-21	120 (14.9%)
		22-24	102 (8.1%)	22-24	78 (76.5%)	22-24	48 (47.1%)			22-24	22 (21.6%)		22-24	13 (12.7%)
		25-35	200 (15.9%)	25-35	159 (79.5%)	25-35	122 (61.0%)			25-35	36 (18.0%)		25-35	34 (17.0%)
		36-50	99 (7.9%)	36-50	68 (68.7%)	36-50	50 (50.5%)			36-50	17 (17.2%)		36-50	15 (15.2%)
		51+	19 (1.5%)	51+	9 (47.4%)	51+	5 (26.3%)			51+	1 (5.3%)		51+	0 (0.0%)
	College Level 239 (15.6%)	<17	12 (5.0%)										<17	5 (41.7%)
		18-21	186 (77.8%)										18-21	75 (40.3%)
		22-24	10 (4.2%)					Not Applicable					22-24	7 (70.0%)
		25-35	16 (6.7%)										25-35	6 (37.5%)
		36-50	13 (5.4%)										36-50	5 (38.5%)
		51+	2 (0.8%)										51+	1 (50.0%)
	Unknown 34 (2.2%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	Not Applicable		<17	0 (0.0%)	Not Applicable	<17	0 (0.0%)
		18-21	12 (35.3%)	18-21	0 (0.0%)	18-21	0 (0.0%)			18-21	0 (0.0%)		18-21	1 (8.3%)
		22-24	3 (8.8%)	22-24	0 (0.0%)	22-24	0 (0.0%)			22-24	0 (0.0%)		22-24	0 (0.0%)
		25-35	5 (14.7%)	25-35	1 (20.0%)	25-35	0 (0.0%)			25-35	0 (0.0%)		25-35	0 (0.0%)
		36-50	13 (38.2%)	36-50	0 (0.0%)	36-50	0 (0.0%)			36-50	0 (0.0%)		36-50	0 (0.0%)
		51+	1 (2.9%)	51+	0 (0.0%)	51+	0 (0.0%)			51+	0 (0.0%)		51+	0 (0.0%)
	Cohort Total 1,532 (100.0%)	<17	44 (2.9%)	<17	20 (45.5%)	<17	6 (13.6%)			<17	4 (9.1%)		<17	9 (20.5%)
		18-21	1,005 (65.6%)	18-21	621 (61.8%)	18-21	352 (35.0%)			18-21	145 (14.4%)		18-21	196 (19.5%)
		22-24	115 (7.5%)	22-24	78 (67.8%)	22-24	48 (41.7%)			22-24	22 (19.1%)		22-24	20 (17.4%)
		25-35	221 (14.4%)	25-35	163 (73.8%)	25-35	125 (56.6%)			25-35	38 (17.2%)		25-35	40 (18.1%)
		36-50	125 (8.2%)	36-50	72 (57.6%)	36-50	53 (42.4%)			36-50	19 (15.2%)		36-50	20 (16.0%)
		51+	22 (1.4%)	51+	9 (40.9%)	51+	5 (22.7%)			51+	1 (4.5%)		51+	1 (4.5%)

Notes:

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

Sources:

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

Math Progression by Age (Continued)

				Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)	
Fall 2012 Cohort	DE Level 1 158 (14.9%)	<17	2 (1.3%)	<17	2 (100.0%)	<17	2 (100.0%)			<17	0 (0.0%)	<17	0 (0.0%)	<17	1 (50.0%)
		18-21	133 (84.2%)	18-21	112 (84.2%)	18-21	63 (47.4%)			18-21	6 (4.5%)	18-21	0 (0.0%)	18-21	10 (7.5%)
		22-24	8 (5.1%)	22-24	6 (75.0%)	22-24	3 (37.5%)			22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	1 (12.5%)
		25-35	10 (6.3%)	25-35	8 (80.0%)	25-35	6 (60.0%)			25-35	1 (10.0%)	25-35	0 (0.0%)	25-35	1 (10.0%)
		36-50	5 (3.2%)	36-50	0 (0.0%)	36-50	0 (0.0%)			36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
	DE Level 2 3 (0.3%)	<17	2 (1.1%)	<17	2 (100.0%)	<17	1 (50.0%)			<17	0 (0.0%)	<17	0 (0.0%)	<17	1 (50.0%)
		18-21	134 (70.5%)	18-21	100 (74.6%)	18-21	51 (38.1%)			18-21	23 (17.2%)	18-21	0 (0.0%)	18-21	19 (14.2%)
		22-24	14 (7.4%)	22-24	10 (71.4%)	22-24	5 (35.7%)			22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)
		25-35	25 (13.2%)	25-35	17 (68.0%)	25-35	11 (44.0%)			25-35	4 (16.0%)	25-35	1 (4.0%)	25-35	3 (12.0%)
		36-50	12 (6.3%)	36-50	10 (83.3%)	36-50	6 (50.0%)			36-50	4 (33.3%)	36-50	0 (0.0%)	36-50	4 (33.3%)
		51+	3 (1.6%)	51+	1 (33.3%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
	DE Level 3 314 (29.6%)	<17	16 (5.1%)	<17	10 (62.5%)	<17	4 (25.0%)			<17	2 (12.5%)	<17	0 (0.0%)	<17	2 (12.5%)
		18-21	203 (64.6%)	18-21	138 (68.0%)	18-21	65 (32.0%)			18-21	41 (20.2%)	18-21	0 (0.0%)	18-21	39 (19.2%)
		22-24	21 (6.7%)	22-24	16 (76.2%)	22-24	7 (33.3%)	Not Applicable		22-24	2 (9.5%)	22-24	0 (0.0%)	22-24	3 (14.3%)
		25-35	47 (15.0%)	25-35	33 (70.2%)	25-35	17 (36.2%)			25-35	11 (23.4%)	25-35	0 (0.0%)	25-35	12 (25.5%)
		36-50	25 (8.0%)	36-50	11 (44.0%)	36-50	4 (16.0%)			36-50	3 (12.0%)	36-50	0 (0.0%)	36-50	6 (24.0%)
		51+	2 (0.6%)	51+	2 (100.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
	DE Level 4 172 (16.2%)	<17	9 (5.2%)	<17	3 (33.3%)	<17	2 (22.2%)			<17	3 (33.3%)	<17	0 (0.0%)	<17	2 (22.2%)
		18-21	133 (77.3%)	18-21	66 (49.6%)	18-21	35 (26.3%)			18-21	40 (30.1%)	18-21	0 (0.0%)	18-21	43 (32.3%)
		22-24	8 (4.7%)	22-24	4 (50.0%)	22-24	4 (50.0%)			22-24	4 (50.0%)	22-24	0 (0.0%)	22-24	2 (25.0%)
		25-35	19 (11.0%)	25-35	8 (42.1%)	25-35	7 (36.8%)			25-35	6 (31.6%)	25-35	0 (0.0%)	25-35	7 (36.8%)
		36-50	2 (1.2%)	36-50	0 (0.0%)	36-50	0 (0.0%)			36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	1 (50.0%)
		51+	1 (0.6%)	51+	0 (0.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
	Total Referred 834 (78.6%)	<17	29 (3.5%)	<17	17 (58.6%)	<17	9 (31.0%)			<17	5 (17.2%)	<17	0 (0.0%)	<17	6 (20.7%)
		18-21	603 (72.3%)	18-21	416 (69.0%)	18-21	214 (35.5%)			18-21	110 (18.2%)	18-21	0 (0.0%)	18-21	111 (18.4%)
		22-24	51 (6.1%)	22-24	36 (70.6%)	22-24	19 (37.3%)			22-24	6 (11.8%)	22-24	0 (0.0%)	22-24	6 (11.8%)
		25-35	101 (12.1%)	25-35	66 (65.3%)	25-35	41 (40.6%)			25-35	22 (21.8%)	25-35	1 (1.0%)	25-35	23 (22.8%)
		36-50	44 (5.3%)	36-50	21 (47.7%)	36-50	10 (22.7%)			36-50	7 (15.9%)	36-50	0 (0.0%)	36-50	11 (25.0%)
		51+	6 (0.7%)	51+	3 (50.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
	College Level 183 (17.2%)	<17	8 (4.4%)											<17	3 (37.5%)
		18-21	169 (92.3%)											18-21	65 (38.5%)
		22-24	1 (0.5%)					Not Applicable						22-24	0 (0.0%)
		25-35	5 (2.7%)											25-35	1 (20.0%)
		36-50	0 (0.0%)											36-50	0 (0.0%)
		51+	0 (0.0%)											51+	0 (0.0%)
	Unknown 44 (4.1%)	<17	1 (2.3%)	<17	0 (0.0%)	<17	0 (0.0%)			<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)
		18-21	38 (86.4%)	18-21	19 (50.0%)	18-21	10 (26.3%)			18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	7 (18.4%)
		22-24	2 (4.5%)	22-24	1 (50.0%)	22-24	0 (0.0%)			22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)
		25-35	3 (6.8%)	25-35	1 (33.3%)	25-35	1 (33.3%)			25-35	1 (33.3%)	25-35	0 (0.0%)	25-35	0 (0.0%)
		36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	Not Applicable		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
	Cohort Total 1,061 (100.0%)	<17	38 (3.6%)	<17	17 (44.7%)	<17	9 (23.7%)			<17	5 (13.2%)	<17	0 (0.0%)	<17	9 (23.7%)
		18-21	810 (76.3%)	18-21	444 (54.8%)	18-21	228 (28.1%)			18-21	114 (14.1%)	18-21	0 (0.0%)	18-21	183 (22.6%)
		22-24	54 (5.1%)	22-24	37 (68.5%)	22-24	19 (35.2%)			22-24	6 (11.1%)	22-24	0 (0.0%)	22-24	6 (11.1%)
		25-35	109 (10.3%)	25-35	67 (61.5%)	25-35	42 (38.5%)			25-35	23 (21.1%)	25-35	1 (0.9%)	25-35	24 (22.0%)
		36-50	44 (4.1%)	36-50	21 (47.7%)	36-50	10 (22.7%)			36-50	7 (15.9%)	36-50	0 (0.0%)	36-50	11 (25.0%)
		51+	6 (0.6%)	51+	3 (50.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
Fall 2013 Cohort	DE Level 1 269 (23.8%)	<17	3 (1.1%)	<17	3 (100.0%)	<17	1 (33.3%)			<17	1 (33.3%)	<17	0 (0.0%)	<17	1 (33.3%)
		18-21	170 (63.2%)	18-21	121 (71.2%)	18-21	79 (46.5%)			18-21	21 (12.4%)	18-21	0 (0.0%)	18-21	27 (15.9%)
		22-24	19 (7.1%)	22-24	10 (52.6%)	22-24	5 (26.3%)			22-24	2 (10.5%)	22-24	0 (0.0%)	22-24	2 (10.5%)
		25-35	44 (16.4%)	25-35	27 (61.4%)	25-35	18 (40.9%)			25-35	5 (11.4%)	25-35	0 (0.0%)	25-35	5 (11.4%)
		36-50	27 (10.0%)	36-50	15 (55.6%)	36-50	9 (33.3%)			36-50	6 (22.2%)	36-50	0 (0.0%)	36-50	2 (7.4%)
		51+	6 (2.2%)	51+	3 (50.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	1 (16.7%)
	DE Level 2 3 (0.3%)	<17	5 (2.6%)	<17	5 (100.0%)	<17	5 (100.0%)			<17	3 (60.0%)	<17	0 (0.0%)	<17	2 (40.0%)
		18-21	118 (62.4%)	18-21	92 (78.0%)	18-21	60 (50.8%)			18-21	20 (16.9%)	18-21	0 (0.0%)	18-21	25 (21.2%)
		22-24	13 (6.9%)	22-24	8 (61.5%)	22-24	5 (38.5%)			22-24	1 (7.7%)	22-24	0 (0.0%)	22-24	5 (38.5%)
		25-35	32 (16.9%)	25-35	22 (68.8%)	25-35	20 (62.5%)			25-35	3 (9.4%)	25-35	0 (0.0%)	25-35	11 (34.4%)
		36-50	18 (9.5%)	36-50	11 (61.1%)	36-50	7 (38.9%)			36-50	3 (16.7%)	36-50	0 (0.0%)	36-50	4 (22.2%)
		51+	3 (1.6%)	51+	2 (66.7%)	51+	2 (66.7%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
	DE Level 3 131 (11.6%)	<17	2 (1.5%)	<17	2 (100.0%)	<17	1 (50.0%)			<17	0 (0.0%)	<17	0 (0.0%)	<17	1 (50.0%)
		18-21	95 (72.5%)	18-21	69 (72.6%)	18-21	48 (50.5%)			18-21	15 (15.8%)	18-21	0 (0.0%)	18-21	33 (34.7%)
		22-24	9 (6.9%)	22-24	7 (77.8%)	22-24	5 (55.6%)			22-24	3 (33.3%)	22-24	0 (0.0%)	22-24	3 (33.3%)
		25-35	21 (16.0%)	25-35	14 (66.7%)	25-35	7 (33.3%)	Not Applicable		25-35	2 (9.5%)	25-35	0 (0.0%)	25-35	4 (19.0%)
		36-50	3 (2.3%)	36-50	1 (33.3%)	36-50	1 (33.3%)			36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	2 (66.7%)
		51+	1 (0.8%)	51+	1 (100.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
	DE Level 4 59 (5.2%)	<17	2 (3.4%)	<17	1 (50.0%)	<17	0 (0.0%)			<17	0 (0.0%)	<17	0 (0.0%)	<17	1 (50.0%)
		18-21	39 (66.1%)	18-21	23 (59.0%)	18-21	13 (33.3%)			18-21	13 (33.3%)	18-21	0 (0.0%)	18-21	10 (25.6%)
		22-24	6 (10.2%)	22-24	2 (33.3%)	22-24	1 (16.7%)			22-24	1 (16.7%)	22-24	0 (0.0%)	22-24	2 (33.3%)
		25-35	8 (13.6%)	25-35	2 (25.0%)	25-35	2 (25.0%)			25-35	2 (25.0%)	25-35	0 (0.0%)	25-35	3 (37.5%)
		36-50	3 (5.1%)	36-50	0 (0.0%)	36-50	0 (0.0%)			36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	1 (33.3%)
		51+	1 (1.7%)	51+	0 (0.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
	Total Referred 648 (57.3%)	<17	12 (1.9%)	<17	11 (91.7%)	<17	7 (58.3%)			<17	4 (33.3%)	<17	0 (0.0%)	<17	5 (41.7%)
		18-21	422 (65.1%)	18-21	305 (72.3%)	18-21	200 (47.4%)			18-21	69 (16.4%)	18-21	0 (0.0%)	18-21	95 (22.5%)
		22-24	47 (7.3%)	22-24	27 (57.4%)	22-24	16 (34.0%)			22-24	7 (14.9%)	22-24	0 (0.0%)	22-24	12 (25.5%)
		25-35	105 (16.2%)	25-35	65 (61.9%)	25-35	47 (44.8%)			25-35	12 (11.4%)	25-35	0 (0.0%)	25-35	23 (21.9%)
		36-50	51 (7.9%)	36-50	27 (52.9%)	36-50	17 (33.3%)			36-50	9 (17.6%)	36-50	0 (0.0%)	36-50	9 (17.6%)
		51+	11 (1.7%)	51+	6 (54.5%)	51+	2 (18.2%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	1 (9.1%)
	College Level 461 (40.8%)	<17	24 (5.2%)											<17	16 (66.7%)
		18-21	421 (91.3%)											18-21	169 (40.1%)
		22-24	4 (0.9%)					Not Applicable						22-24	2 (50.0%)
		25-35	9 (2.0%)											25-35	2 (22.2%)
		36-50	3 (0.7%)											36-50	2 (66.7%)
		51+	0 (0.0%)											51+	0 (0.0%)
	Unknown 21 (1.9%)	<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	4 (19.0%)	18-21	1 (25.0%)	18-21	0 (0.0%)			18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)
		22-24	4 (19.0%)	22-24	2 (50.0%)	22-24	0 (0.0%)			22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)
		25-35	10 (47.6%)	25-35	2 (20.0%)	25-35	1 (10.0%)			25-35	1 (10.0%)	25-35	0 (0.0%)	25-35	5 (50.0%)
		36-50	1 (4.8%)	36-50	0 (0.0%)	36-50	0 (0.0%)			36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)
		51+	2 (9.5%)	51+	0 (0.0%)	51+	0 (0.0%)	Not Applicable		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
	Cohort Total 1,130 (100.0%)	<17	36 (3.2%)	<17	13 (36.1%)	<17	8 (22.2%)			<17	4 (11.1%)	<17	0 (0.0%)	<17	21 (58.3%)
		18-21	847 (75.0%)	18-21	332 (39.2%)	18-21	216 (25.5%)			18-21	79 (9.3%)	18-21	0 (0.0%)	18-21	264 (31.2%)
		22-24	55 (4.9%)	22-24	29 (52.7%)	22-24	16 (29.1%)			22-24	7 (12.7%)	22-24	0 (0.0%)	22-24	14 (25.5%)
		25-35	124 (11.0%)	25-35	68 (54.8%)	25-35	49 (39.5%)			25-35	14 (11.3%)	25-35	0 (0.0%)	25-35	30 (24.2%)
		36-50	55 (4.9%)	36-50	27 (49.1%)	36-50	17 (30.9%)			36-50	9 (16.4%)	36-50	0 (0.0%)	36-50	11 (20.0%)
		51+	13 (1.2%)	51+	6 (46.2%)	51+	2 (15.4%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	1 (7.7%)

Math Progression by Age (Continued)

				Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2014 Cohort	DE Level 1 461 (37.6%)	<17	15 (3.3%)	<17	12 (80.0%)	<17	5 (33.3%)	<17	0 (0.0%)	<17	0 (0.0%)	3rd Year Data Not Yet Available		
		18-21	304 (65.9%)	18-21	218 (71.7%)	18-21	136 (44.7%)	18-21	0 (0.0%)	18-21	0 (0.0%)			
		22-24	45 (9.8%)	22-24	33 (73.3%)	22-24	21 (46.7%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
		25-35	67 (14.5%)	25-35	48 (71.6%)	25-35	31 (46.3%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
		36-50	22 (4.8%)	36-50	19 (86.4%)	36-50	15 (68.2%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	8 (1.7%)	51+	4 (50.0%)	51+	2 (25.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	DE Level 2 127 (10.4%)	<17	2 (1.6%)	<17	2 (100.0%)	<17	1 (50.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
		18-21	97 (76.4%)	18-21	70 (72.2%)	18-21	46 (47.4%)	18-21	0 (0.0%)	18-21	0 (0.0%)			
		22-24	9 (7.1%)	22-24	5 (55.6%)	22-24	1 (11.1%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
		25-35	15 (11.8%)	25-35	10 (66.7%)	25-35	5 (33.3%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
		36-50	4 (3.1%)	36-50	3 (75.0%)	36-50	2 (50.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	DE Level 3 120 (9.8%)	<17	6 (5.0%)	<17	1 (16.7%)	<17	1 (16.7%)	<17	0 (0.0%)	<17	0 (0.0%)			
		18-21	98 (81.7%)	18-21	58 (59.2%)	18-21	35 (35.7%)	18-21	0 (0.0%)	18-21	0 (0.0%)			
		22-24	7 (5.8%)	22-24	5 (71.4%)	22-24	5 (71.4%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
		25-35	9 (7.5%)	25-35	5 (55.6%)	25-35	3 (33.3%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
		36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	DE Level 4 1 (0.1%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
		18-21	1 (100.0%)	18-21	1 (100.0%)	18-21	1 (100.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)			
		22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
		25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
		36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	Total Referred 709 (57.8%)	<17	23 (3.2%)	<17	15 (65.2%)	<17	7 (30.4%)	<17	0 (0.0%)	<17	0 (0.0%)			
		18-21	500 (70.5%)	18-21	347 (69.4%)	18-21	218 (43.6%)	18-21	0 (0.0%)	18-21	0 (0.0%)			
		22-24	61 (8.6%)	22-24	43 (70.5%)	22-24	27 (44.3%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
		25-35	91 (12.8%)	25-35	63 (69.2%)	25-35	39 (42.9%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
		36-50	26 (3.7%)	36-50	22 (84.6%)	36-50	17 (65.4%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	8 (1.1%)	51+	4 (50.0%)	51+	2 (25.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	College Level 471 (38.4%)	<17	18 (3.8%)	Not Applicable										
		18-21	404 (85.8%)											
		22-24	13 (2.8%)											
		25-35	26 (5.5%)											
		36-50	8 (1.7%)											
		51+	2 (0.4%)											
	Unknown 46 (3.8%)	<17	2 (4.3%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
		18-21	41 (89.1%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)			
		22-24	2 (4.3%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
		25-35	1 (2.2%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
		36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	Cohort Total 1,226 (100.0%)	<17	43 (3.5%)	<17	16 (37.2%)	<17	8 (18.6%)	<17	0 (0.0%)	<17	0 (0.0%)			
		18-21	945 (77.1%)	18-21	355 (37.6%)	18-21	223 (23.6%)	18-21	0 (0.0%)	18-21	0 (0.0%)			
		22-24	76 (6.2%)	22-24	45 (59.2%)	22-24	28 (36.8%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
		25-35	118 (9.6%)	25-35	63 (53.4%)	25-35	39 (33.1%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
		36-50	34 (2.8%)	36-50	22 (64.7%)	36-50	17 (50.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	10 (0.8%)	51+	5 (50.0%)	51+	2 (20.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
Fall 2015 Cohort	DE Level 1 446 (41.6%)	<17	14 (3.1%)	<17	11 (78.6%)	<17	8 (57.1%)	<17	0 (0.0%)	<17	0 (0.0%)	3rd Year Data Not Yet Available		
		18-21	304 (68.2%)	18-21	235 (77.3%)	18-21	158 (52.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)			
		22-24	34 (7.6%)	22-24	24 (70.6%)	22-24	17 (50.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
		25-35	68 (15.2%)	25-35	51 (75.0%)	25-35	35 (51.5%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
		36-50	20 (4.5%)	36-50	16 (80.0%)	36-50	12 (60.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	6 (1.3%)	51+	2 (33.3%)	51+	1 (16.7%)	51+	0 (0.0%)	51+	0 (0.0%)			
	DE Level 2 135 (12.6%)	<17	5 (3.7%)	<17	4 (80.0%)	<17	4 (80.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
		18-21	107 (79.3%)	18-21	70 (65.4%)	18-21	50 (46.7%)	18-21	0 (0.0%)	18-21	0 (0.0%)			
		22-24	12 (8.9%)	22-24	9 (75.0%)	22-24	9 (75.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
		25-35	10 (7.4%)	25-35	6 (60.0%)	25-35	3 (30.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
		36-50	1 (0.7%)	36-50	1 (100.0%)	36-50	1 (100.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	DE Level 3 133 (12.4%)	<17	4 (3.0%)	<17	2 (50.0%)	<17	2 (50.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
		18-21	110 (82.7%)	18-21	66 (60.0%)	18-21	51 (46.4%)	18-21	1 (0.9%)	18-21	1 (0.9%)			
		22-24	7 (5.3%)	22-24	2 (28.6%)	22-24	2 (28.6%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
		25-35	11 (8.3%)	25-35	7 (63.6%)	25-35	4 (36.4%)	25-35	1 (9.1%)	25-35	1 (9.1%)			
		36-50	1 (0.8%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	DE Level 4 1 (0.1%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
		18-21	1 (100.0%)	18-21	1 (100.0%)	18-21	1 (100.0%)	18-21	1 (100.0%)	18-21	1 (100.0%)			
		22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
		25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)			
		36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	Total Referred 715 (66.6%)	<17	23 (3.2%)	<17	17 (73.9%)	<17	14 (60.9%)	<17	0 (0.0%)	<17	0 (0.0%)			
		18-21	522 (73.0%)	18-21	372 (71.3%)	18-21	260 (49.8%)	18-21	2 (0.4%)	18-21	2 (0.4%)			
		22-24	53 (7.4%)	22-24	35 (66.0%)	22-24	28 (52.8%)	22-24	0 (0.0%)	22-24	0 (0.0%)			
		25-35	89 (12.4%)	25-35	64 (71.9%)	25-35	42 (47.2%)	25-35	1 (1.1%)	25-35	1 (1.1%)			
		36-50	22 (3.1%)	36-50	17 (77.3%)	36-50	13 (59.1%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	6 (0.8%)	51+	2 (33.3%)	51+	1 (16.7%)	51+	0 (0.0%)	51+	0 (0.0%)			
	College Level 338 (31.5%)	<17	11 (3.3%)	Not Applicable										
		18-21	274 (81.1%)											
		22-24	19 (5.6%)											
		25-35	29 (8.6%)											
		36-50	5 (1.5%)											
		51+	0 (0.0%)											
	Unknown 20 (1.9%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			
		18-21	10 (50.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)			
		22-24	4 (20.0%)	22-24	1 (25.0%)	22-24	1 (25.0%)	22-24	1 (25.0%)	22-24	1 (25.0%)			
		25-35	5 (25.0%)	25-35	1 (20.0%)	25-35	1 (20.0%)	25-35	1 (20.0%)	25-35	1 (20.0%)			
		36-50	1 (5.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	Cohort Total 1,073 (100.0%)	<17	34 (3.2%)	<17	17 (50.0%)	<17	14 (41.2%)	<17	0 (0.0%)	<17	0 (0.0%)			
		18-21	806 (75.1%)	18-21	382 (47.4%)	18-21	268 (33.3%)	18-21	2 (0.2%)	18-21	2 (0.2%)			
		22-24	76 (7.1%)	22-24	39 (51.3%)	22-24	32 (42.1%)	22-24	1 (1.3%)	22-24	1 (1.3%)			
		25-35	123 (11.5%)	25-35	69 (56.1%)	25-35	46 (37.4%)	25-35	2 (1.6%)	25-35	2 (1.6%)			
		36-50	28 (2.6%)	36-50	17 (60.7%)	36-50	13 (46.4%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
		51+	6 (0.6%)	51+	2 (33.3%)	51+	1 (16.7%)	51+	0 (0.0%)	51+	0 (0.0%)			

Math Progression by Enrollment Status

Across all cohorts and most 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, referred part-time students experienced increases in "gatekeeper" success.

				Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)	
Fall 2011 Cohort*	DE Level 1	FT	130 (35.5%)	FT	123 (94.6%)	FT	65 (50.0%)	Not Applicable		FT	10 (7.7%)	Not Applicable		FT	11 (8.5%)
	366 (23.9%)	PT	236 (64.5%)	PT	151 (64.0%)	PT	78 (33.1%)			PT	12 (5.1%)			PT	11 (4.7%)
	DE Level 2	FT	153 (41.7%)	FT	144 (94.1%)	FT	89 (58.2%)			FT	15 (9.8%)			FT	33 (21.6%)
	367 (24.0%)	PT	214 (58.3%)	PT	153 (71.5%)	PT	95 (44.4%)			PT	11 (5.1%)			PT	19 (8.9%)
	DE Level 3	FT	144 (41.7%)	FT	130 (90.3%)	FT	78 (54.2%)			FT	44 (30.6%)			FT	25 (17.4%)
	345 (22.5%)	PT	201 (58.3%)	PT	125 (62.2%)	PT	83 (41.3%)			PT	38 (18.9%)			PT	27 (13.4%)
	DE Level 4	FT	80 (44.2%)	FT	57 (71.3%)	FT	44 (55.0%)			FT	47 (58.8%)			FT	32 (40.0%)
	181 (11.8%)	PT	101 (55.8%)	PT	54 (53.5%)	PT	37 (36.6%)			PT	37 (36.6%)			PT	28 (27.7%)
	Total Referred	FT	507 (40.3%)	FT	454 (89.5%)	FT	276 (54.4%)			FT	116 (22.9%)			FT	101 (19.9%)
	1,259 (82.2%)	PT	752 (59.7%)	PT	483 (64.2%)	PT	293 (39.0%)			PT	98 (13.0%)			PT	85 (11.3%)
	College Level	FT	101 (42.3%)					Not Applicable						FT	52 (51.5%)
	239 (15.6%)	PT	138 (57.7%)											PT	47 (34.1%)
	Unknown	FT	8 (23.5%)	FT	0 (0.0%)	FT	0 (0.0%)	Not Applicable		FT	0 (0.0%)	Not Applicable		FT	0 (0.0%)
	34 (2.2%)	PT	26 (76.5%)	PT	1 (3.8%)	PT	0 (0.0%)			PT	0 (0.0%)			PT	1 (3.8%)
	Cohort Total	FT	616 (40.2%)	FT	467 (75.8%)	FT	287 (46.6%)			FT	125 (20.3%)			FT	153 (24.8%)
	1,532 (100.0%)	PT	916 (59.8%)	PT	496 (54.1%)	PT	302 (33.0%)			PT	104 (11.4%)			PT	133 (14.5%)
Fall2012 Cohort	DE Level 1	FT	62 (39.2%)	FT	58 (93.5%)	FT	37 (59.7%)	Not Applicable		FT	5 (8.1%)	FT	0 (0.0%)	FT	6 (9.7%)
	158 (14.9%)	PT	96 (60.8%)	PT	70 (72.9%)	PT	37 (38.5%)			PT	2 (2.1%)	PT	0 (0.0%)	PT	7 (7.3%)
	DE Level 2	FT	82 (43.2%)	FT	70 (85.4%)	FT	40 (48.8%)			FT	17 (20.7%)	FT	1 (1.2%)	FT	17 (20.7%)
	190 (17.9%)	PT	108 (56.8%)	PT	70 (64.8%)	PT	34 (31.5%)			PT	14 (13.0%)	PT	0 (0.0%)	PT	10 (9.3%)
	DE Level 3	FT	135 (43.0%)	FT	107 (79.3%)	FT	54 (40.0%)			FT	35 (25.9%)	FT	0 (0.0%)	FT	30 (22.2%)
	314 (29.6%)	PT	179 (57.0%)	PT	103 (57.5%)	PT	43 (24.0%)			PT	24 (13.4%)	PT	0 (0.0%)	PT	32 (17.9%)
	DE Level 4	FT	78 (45.3%)	FT	48 (61.5%)	FT	30 (38.5%)			FT	33 (42.3%)	FT	0 (0.0%)	FT	34 (43.6%)
	172 (16.2%)	PT	94 (54.7%)	PT	33 (35.1%)	PT	18 (19.1%)			PT	20 (21.3%)	PT	0 (0.0%)	PT	21 (22.3%)
	Total Referred	FT	357 (42.8%)	FT	283 (79.3%)	FT	161 (45.1%)			FT	90 (25.2%)	FT	1 (0.3%)	FT	87 (24.4%)
	834 (78.6%)	PT	477 (57.2%)	PT	276 (57.9%)	PT	132 (27.7%)			PT	60 (12.6%)	PT	0 (0.0%)	PT	70 (14.7%)
	College Level	FT	85 (46.4%)					Not Applicable						FT	45 (52.9%)
	183 (17.2%)	PT	98 (53.6%)											PT	24 (24.5%)
	Unknown	FT	22 (50.0%)	FT	15 (68.2%)	FT	8 (36.4%)	Not Applicable		FT	0 (0.0%)	FT	0 (0.0%)	FT	4 (18.2%)
	44 (4.1%)	PT	22 (50.0%)	PT	6 (27.3%)	PT	3 (13.6%)			PT	1 (4.5%)	PT	0 (0.0%)	PT	3 (13.6%)
	Cohort Total	FT	464 (43.7%)	FT	304 (65.5%)	FT	173 (37.3%)			FT	93 (20.0%)	FT	1 (0.2%)	FT	136 (29.3%)
	1,061 (100.0%)	PT	597 (56.3%)	PT	285 (47.7%)	PT	135 (22.6%)			PT	62 (10.4%)	PT	0 (0.0%)	PT	97 (16.2%)

FT = Full-time PT = Part-time

Notes:

1) Attempted = student received a grade for course (includes variations of W); Completed = student received a grade of A, B, C, D, F, I, IP, or P for course; Success = student received a grade of A, B, or C for course.
2) High DE = last course in DE sequence (Level 4 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

Math Progression by Enrollment Status (Continued)

				Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)	
Fall 2013 Cohort	DE Level 1	FT	89 (33.1%)	FT	74 (83.1%)	FT	55 (61.8%)					FT	11 (12.4%)	FT	0 (0.0%)	FT	11 (12.4%)
	269 (23.8%)	PT	180 (66.9%)	PT	105 (58.3%)	PT	57 (31.7%)					PT	24 (13.3%)	PT	0 (0.0%)	PT	27 (15.0%)
	DE Level 2	FT	78 (41.3%)	FT	69 (88.5%)	FT	46 (59.0%)					FT	12 (15.4%)	FT	0 (0.0%)	FT	20 (25.6%)
	189 (16.7%)	PT	111 (58.7%)	PT	71 (64.0%)	PT	53 (47.7%)					PT	18 (16.2%)	PT	0 (0.0%)	PT	27 (24.3%)
	DE Level 3	FT	72 (55.0%)	FT	55 (76.4%)	FT	30 (41.7%)					FT	8 (11.1%)	FT	0 (0.0%)	FT	25 (34.7%)
	131 (11.6%)	PT	59 (45.0%)	PT	39 (66.1%)	PT	32 (54.2%)					PT	12 (20.3%)	PT	0 (0.0%)	PT	18 (30.5%)
	DE Level 4	FT	23 (39.0%)	FT	13 (56.5%)	FT	8 (34.8%)					FT	8 (34.8%)	FT	0 (0.0%)	FT	8 (34.8%)
	59 (5.2%)	PT	36 (61.0%)	PT	15 (41.7%)	PT	8 (22.2%)					PT	8 (22.2%)	PT	0 (0.0%)	PT	9 (25.0%)
	Total Referred	FT	262 (40.4%)	FT	211 (80.5%)	FT	139 (53.1%)					FT	39 (14.9%)	FT	0 (0.0%)	FT	64 (24.4%)
	648 (57.3%)	PT	386 (59.6%)	PT	230 (59.6%)	PT	150 (38.9%)					PT	62 (16.1%)	PT	0 (0.0%)	PT	81 (21.0%)
	College Level	FT	213 (46.2%)													FT	104 (48.8%)
	461 (40.8%)	PT	248 (53.8%)													PT	87 (35.1%)
	Unknown	FT	6 (28.6%)	FT	0 (0.0%)	FT	0 (0.0%)					FT	0 (0.0%)	FT	0 (0.0%)	FT	2 (33.3%)
	21 (1.9%)	PT	15 (71.4%)	PT	5 (33.3%)	PT	1 (6.7%)					PT	1 (6.7%)	PT	0 (0.0%)	PT	3 (20.0%)
	Cohort Total	FT	481 (42.6%)	FT	230 (47.8%)	FT	151 (31.4%)					FT	45 (9.4%)	FT	0 (0.0%)	FT	170 (35.3%)
	1,130 (100.0%)	PT	649 (57.4%)	PT	245 (37.8%)	PT	157 (24.2%)					PT	68 (10.5%)	PT	0 (0.0%)	PT	171 (26.3%)
Fall 2014 Cohort	DE Level 1	FT	128 (27.8%)	FT	115 (89.8%)	FT	74 (57.8%)	FT	0 (0.0%)	FT	0 (0.0%)						
	461 (37.6%)	PT	333 (72.2%)	PT	219 (65.8%)	PT	136 (40.8%)	PT	0 (0.0%)	PT	0 (0.0%)						
	DE Level 2	FT	41 (32.3%)	FT	30 (73.2%)	FT	20 (48.8%)	FT	0 (0.0%)	FT	0 (0.0%)						
	127 (10.4%)	PT	86 (67.7%)	PT	60 (69.8%)	PT	35 (40.7%)	PT	0 (0.0%)	PT	0 (0.0%)						
	DE Level 3	FT	43 (35.8%)	FT	28 (65.1%)	FT	17 (39.5%)	FT	0 (0.0%)	FT	0 (0.0%)						
	120 (9.8%)	PT	77 (64.2%)	PT	41 (53.2%)	PT	27 (35.1%)	PT	0 (0.0%)	PT	0 (0.0%)						
	DE Level 4	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)						
	1 (0.1%)	PT	1 (100.0%)	PT	1 (100.0%)	PT	1 (100.0%)	PT	0 (0.0%)	PT	0 (0.0%)						
	Total Referred	FT	212 (29.9%)	FT	173 (81.6%)	FT	111 (52.4%)	FT	0 (0.0%)	FT	0 (0.0%)						
	709 (57.8%)	PT	497 (70.1%)	PT	321 (64.6%)	PT	199 (40.0%)	PT	0 (0.0%)	PT	0 (0.0%)						
	College Level	FT	195 (41.4%)														
	471 (38.4%)	PT	276 (58.6%)														
	Unknown	FT	18 (39.1%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)						
	46 (3.8%)	PT	28 (60.9%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)						
	Cohort Total	FT	425 (34.7%)	FT	179 (42.1%)	FT	114 (26.8%)	FT	0 (0.0%)	FT	0 (0.0%)						
	1,226 (100.0%)	PT	801 (65.3%)	PT	327 (40.8%)	PT	203 (25.3%)	PT	0 (0.0%)	PT	0 (0.0%)						
Fall 2015 Cohort	DE Level 1	FT	129 (28.9%)	FT	109 (84.5%)	FT	80 (62.0%)	FT	0 (0.0%)	FT	0 (0.0%)						
	446 (41.6%)	PT	317 (71.1%)	PT	230 (72.6%)	PT	151 (47.6%)	PT	0 (0.0%)	PT	0 (0.0%)						
	DE Level 2	FT	34 (25.2%)	FT	25 (73.5%)	FT	21 (61.8%)	FT	0 (0.0%)	FT	0 (0.0%)						
	135 (12.6%)	PT	101 (74.8%)	PT	65 (64.4%)	PT	46 (45.5%)	PT	0 (0.0%)	PT	0 (0.0%)						
	DE Level 3	FT	52 (39.1%)	FT	33 (63.5%)	FT	27 (51.9%)	FT	0 (0.0%)	FT	0 (0.0%)						
	133 (12.4%)	PT	81 (60.9%)	PT	44 (54.3%)	PT	32 (39.5%)	PT	2 (2.5%)	PT	2 (2.5%)						
	DE Level 4	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)						
	1 (0.1%)	PT	1 (100.0%)	PT	1 (100.0%)	PT	1 (100.0%)	PT	1 (100.0%)	PT	1 (100.0%)						
	Total Referred	FT	215 (30.1%)	FT	167 (77.7%)	FT	128 (59.5%)	FT	0 (0.0%)	FT	0 (0.0%)						
	715 (66.6%)	PT	500 (69.9%)	PT	340 (68.0%)	PT	230 (46.0%)	PT	3 (0.6%)	PT	3 (0.6%)						
	College Level	FT	136 (40.2%)														
	338 (31.5%)	PT	202 (59.8%)														
	Unknown	FT	2 (10.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)						
	20 (1.9%)	PT	18 (90.0%)	PT	2 (11.1%)	PT	2 (11.1%)	PT	2 (11.1%)	PT	2 (11.1%)						
	Cohort Total	FT	353 (32.9%)	FT	172 (48.7%)	FT	133 (37.7%)	FT	0 (0.0%)	FT	0 (0.0%)						
	1,073 (100.0%)	PT	720 (67.1%)	PT	354 (49.2%)	PT	241 (33.5%)	PT	5 (0.7%)	PT	5 (0.7%)						

Not Applicable

Not Applicable

Not Applicable

Not Applicable

3rd Year Data Not Yet Available

3rd Year Data Not Yet Available

FT = Full-time PT = Part-time

Math Progression by Pell Status

For the Fall 2012 and Fall2013 cohorts, both referred and non-referred Pell non-recipients compared to Pell recipients successfully passed "gatekeeper" courses at higher rates. When comparing the 2013 cohort to the 2011 cohort, Pell non-recipients experienced the greatest increase in "gatekeeper" success.

				Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)	
Fall2011 Cohort*	DE Level 1	Y	261 (71.3%)	Y	211 (80.8%)	Y	107 (41.0%)			Y	15 (5.7%)			Y	16 (6.1%)
	366 (23.9%)	N	105 (28.7%)	N	63 (60.0%)	N	36 (34.3%)			N	7 (6.7%)			N	6 (5.7%)
	DE Level 2	Y	264 (71.9%)	Y	231 (87.5%)	Y	139 (52.7%)			Y	21 (8.0%)			Y	42 (15.9%)
	367 (24.0%)	N	103 (28.1%)	N	66 (64.1%)	N	45 (43.7%)			N	5 (4.9%)			N	10 (9.7%)
	DE Level 3	Y	219 (63.5%)	Y	183 (83.6%)	Y	121 (55.3%)	Not Applicable		Y	59 (26.9%)	Not Applicable		Y	37 (16.9%)
	345 (22.5%)	N	126 (36.5%)	N	72 (57.1%)	N	40 (31.7%)			N	23 (18.3%)			N	15 (11.9%)
	DE Level 4	Y	100 (55.2%)	Y	69 (69.0%)	Y	54 (54.0%)			Y	55 (55.0%)			Y	41 (41.0%)
	181 (11.8%)	N	81 (44.8%)	N	42 (51.9%)	N	27 (33.3%)			N	29 (35.8%)			N	19 (23.5%)
	Total Referred	Y	844 (67.0%)	Y	694 (82.2%)	Y	421 (49.9%)			Y	150 (17.8%)			Y	136 (16.1%)
	1,259 (82.2%)	N	415 (33.0%)	N	243 (58.6%)	N	148 (35.7%)			N	64 (15.4%)			N	50 (12.0%)
	College Level	Y	129 (54.0%)					Not Applicable						Y	65 (50.4%)
	239 (15.6%)	N	110 (46.0%)											N	34 (30.9%)
	Unknown	Y	24 (70.6%)	Y	1 (4.2%)	Y	0 (0.0%)			Y	0 (0.0%)			Y	0 (0.0%)
	34 (2.2%)	N	10 (29.4%)	N	0 (0.0%)	N	0 (0.0%)	Not Applicable		N	0 (0.0%)	Not Applicable		N	1 (10.0%)
	Cohort Total	Y	997 (65.1%)	Y	716 (71.8%)	Y	438 (43.9%)			Y	162 (16.2%)			Y	201 (20.2%)
	1,532 (100.0%)	N	535 (34.9%)	N	247 (46.2%)	N	151 (28.2%)			N	67 (12.5%)			N	85 (15.9%)
Fall2012 Cohort	DE Level 1	Y	115 (72.8%)	Y	100 (87.0%)	Y	57 (49.6%)			Y	4 (3.5%)	Y	0 (0.0%)	Y	6 (5.2%)
	158 (14.9%)	N	43 (27.2%)	N	28 (65.1%)	N	17 (39.5%)			N	3 (7.0%)	N	0 (0.0%)	N	7 (16.3%)
	DE Level 2	Y	128 (67.4%)	Y	108 (84.4%)	Y	57 (44.5%)			Y	25 (19.5%)	Y	1 (0.8%)	Y	21 (16.4%)
	190 (17.9%)	N	62 (32.6%)	N	32 (51.6%)	N	17 (27.4%)			N	6 (9.7%)	N	0 (0.0%)	N	6 (9.7%)
	DE Level 3	Y	193 (61.5%)	Y	136 (70.5%)	Y	61 (31.6%)	Not Applicable		Y	34 (17.6%)	Y	0 (0.0%)	Y	32 (16.6%)
	314 (29.6%)	N	121 (38.5%)	N	74 (61.2%)	N	36 (29.8%)			N	25 (20.7%)	N	0 (0.0%)	N	30 (24.8%)
	DE Level 4	Y	87 (50.6%)	Y	52 (59.8%)	Y	32 (36.8%)			Y	36 (41.4%)	Y	0 (0.0%)	Y	26 (29.9%)
	172 (16.2%)	N	85 (49.4%)	N	29 (34.1%)	N	16 (18.8%)			N	17 (20.0%)	N	0 (0.0%)	N	29 (34.1%)
	Total Referred	Y	523 (62.7%)	Y	396 (75.7%)	Y	207 (39.6%)			Y	99 (18.9%)	Y	1 (0.2%)	Y	85 (16.3%)
	834 (78.6%)	N	311 (37.3%)	N	163 (52.4%)	N	86 (27.7%)			N	51 (16.4%)	N	0 (0.0%)	N	72 (23.2%)
	College Level	Y	81 (44.3%)					Not Applicable						Y	30 (37.0%)
	183 (17.2%)	N	102 (55.7%)											N	39 (38.2%)
	Unknown	Y	20 (45.5%)	Y	13 (65.0%)	Y	6 (30.0%)			Y	1 (5.0%)	Y	0 (0.0%)	Y	4 (20.0%)
	44 (4.1%)	N	24 (54.5%)	N	8 (33.3%)	N	5 (20.8%)	Not Applicable		N	0 (0.0%)	N	0 (0.0%)	N	3 (12.5%)
	Cohort Total	Y	624 (58.8%)	Y	415 (66.5%)	Y	216 (34.6%)			Y	102 (16.3%)	Y	1 (0.2%)	Y	119 (19.1%)
	1,061 (100.0%)	N	437 (41.2%)	N	174 (39.8%)	N	92 (21.1%)			N	53 (12.1%)	N	0 (0.0%)	N	114 (26.1%)

Yes = Pell No = No Pell

Notes:

1) Attempted = student received a grade for course (includes variations of W); Completed = student received a grade of A, B, C, D, F, I, IP, or P for course; Success = student received a grade of A, B, or C for course.
2) High DE = last course in DE sequence (Level 4 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)

				Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)	
Fall 2013 Cohort	DE Level 1	Y	190 (70.6%)	Y	124 (65.3%)	Y	76 (40.0%)					Y	20 (10.5%)	Y	0 (0.0%)	Y	17 (8.9%)
	269 (23.8%)	N	79 (29.4%)	N	55 (69.6%)	N	36 (45.6%)					N	15 (19.0%)	N	0 (0.0%)	N	21 (26.6%)
	DE Level 2	Y	129 (68.3%)	Y	94 (72.9%)	Y	63 (48.8%)					Y	20 (15.5%)	Y	0 (0.0%)	Y	30 (23.3%)
	189 (16.7%)	N	60 (31.7%)	N	46 (76.7%)	N	36 (60.0%)					N	10 (16.7%)	N	0 (0.0%)	N	17 (28.3%)
	DE Level 3	Y	91 (69.5%)	Y	66 (72.5%)	Y	41 (45.1%)					Y	13 (14.3%)	Y	0 (0.0%)	Y	27 (29.7%)
	131 (11.6%)	N	40 (30.5%)	N	28 (70.0%)	N	21 (52.5%)					N	7 (17.5%)	N	0 (0.0%)	N	16 (40.0%)
	DE Level 4	Y	36 (61.0%)	Y	19 (52.8%)	Y	10 (27.8%)					Y	9 (25.0%)	Y	0 (0.0%)	Y	6 (16.7%)
	59 (5.2%)	N	23 (39.0%)	N	9 (39.1%)	N	6 (26.1%)					N	7 (30.4%)	N	0 (0.0%)	N	11 (47.8%)
	Total Referred	Y	446 (68.8%)	Y	303 (67.9%)	Y	190 (42.6%)					Y	62 (13.9%)	Y	0 (0.0%)	Y	80 (17.9%)
	648 (57.3%)	N	202 (31.2%)	N	138 (68.3%)	N	99 (49.0%)					N	39 (19.3%)	N	0 (0.0%)	N	65 (32.2%)
	College Level	Y	288 (62.5%)													Y	106 (36.8%)
	461 (40.8%)	N	173 (37.5%)													N	85 (49.1%)
	Unknown	Y	9 (42.9%)	Y	2 (22.2%)	Y	0 (0.0%)					Y	0 (0.0%)	Y	0 (0.0%)	Y	1 (11.1%)
	21 (1.9%)	N	12 (57.1%)	N	3 (25.0%)	N	1 (8.3%)					N	1 (8.3%)	N	0 (0.0%)	N	4 (33.3%)
	Cohort Total	Y	743 (65.8%)	Y	327 (44.0%)	Y	202 (27.2%)					Y	66 (8.9%)	Y	0 (0.0%)	Y	187 (25.2%)
	1,130 (100.0%)	N	387 (34.2%)	N	148 (38.2%)	N	106 (27.4%)					N	47 (12.1%)	N	0 (0.0%)	N	154 (39.8%)
Fall 2014 Cohort	DE Level 1	Y	319 (69.2%)	Y	246 (77.1%)	Y	142 (44.5%)	Y	0 (0.0%)	Y	0 (0.0%)						
	461 (37.6%)	N	142 (30.8%)	N	88 (62.0%)	N	68 (47.9%)	N	0 (0.0%)	N	0 (0.0%)						
	DE Level 2	Y	82 (64.6%)	Y	59 (72.0%)	Y	34 (41.5%)	Y	0 (0.0%)	Y	0 (0.0%)						
	127 (10.4%)	N	45 (35.4%)	N	31 (68.9%)	N	21 (46.7%)	N	0 (0.0%)	N	0 (0.0%)						
	DE Level 3	Y	78 (65.0%)	Y	51 (65.4%)	Y	34 (43.6%)	Y	0 (0.0%)	Y	0 (0.0%)						
	120 (9.8%)	N	42 (35.0%)	N	18 (42.9%)	N	10 (23.8%)	N	0 (0.0%)	N	0 (0.0%)						
	DE Level 4	Y	1 (100.0%)	Y	1 (100.0%)	Y	1 (100.0%)	Y	0 (0.0%)	Y	0 (0.0%)						
	1 (0.1%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)						
	Total Referred	Y	480 (67.7%)	Y	357 (74.4%)	Y	211 (44.0%)	Y	0 (0.0%)	Y	0 (0.0%)						
	709 (57.8%)	N	229 (32.3%)	N	137 (59.8%)	N	99 (43.2%)	N	0 (0.0%)	N	0 (0.0%)						
	College Level	Y	302 (64.1%)														
	471 (38.4%)	N	169 (35.9%)														
	Unknown	Y	33 (71.7%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)						
	46 (3.8%)	N	13 (28.3%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)						
	Cohort Total	Y	815 (66.5%)	Y	366 (44.9%)	Y	215 (26.4%)	Y	0 (0.0%)	Y	0 (0.0%)						
	1,226 (100.0%)	N	411 (33.5%)	N	140 (34.1%)	N	102 (24.8%)	N	0 (0.0%)	N	0 (0.0%)						
Fall 2015 Cohort	DE Level 1	Y	284 (63.7%)	Y	232 (81.7%)	Y	159 (56.0%)	Y	0 (0.0%)	Y	0 (0.0%)						
	446 (41.6%)	N	162 (36.3%)	N	107 (66.0%)	N	72 (44.4%)	N	0 (0.0%)	N	0 (0.0%)						
	DE Level 2	Y	91 (67.4%)	Y	63 (69.2%)	Y	50 (54.9%)	Y	0 (0.0%)	Y	0 (0.0%)						
	135 (12.6%)	N	44 (32.6%)	N	27 (61.4%)	N	17 (38.6%)	N	0 (0.0%)	N	0 (0.0%)						
	DE Level 3	Y	72 (54.1%)	Y	43 (59.7%)	Y	32 (44.4%)	Y	0 (0.0%)	Y	0 (0.0%)						
	133 (12.4%)	N	61 (45.9%)	N	34 (55.7%)	N	27 (44.3%)	N	2 (3.3%)	N	2 (3.3%)						
	DE Level 4	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)						
	1 (0.1%)	N	1 (100.0%)	N	1 (100.0%)	N	1 (100.0%)	N	1 (100.0%)	N	1 (100.0%)						
	Total Referred	Y	447 (62.5%)	Y	338 (75.6%)	Y	241 (53.9%)	Y	0 (0.0%)	Y	0 (0.0%)						
	715 (66.6%)	N	268 (37.5%)	N	169 (63.1%)	N	117 (43.7%)	N	3 (1.1%)	N	3 (1.1%)						
	College Level	Y	186 (55.0%)														
	338 (31.5%)	N	152 (45.0%)														
	Unknown	Y	9 (45.0%)	Y	1 (11.1%)	Y	1 (11.1%)	Y	1 (11.1%)	Y	1 (11.1%)						
	20 (1.9%)	N	11 (55.0%)	N	1 (9.1%)	N	1 (9.1%)	N	1 (9.1%)	N	1 (9.1%)						
	Cohort Total	Y	642 (59.8%)	Y	348 (54.2%)	Y	250 (38.9%)	Y	1 (0.2%)	Y	1 (0.2%)						
	1,073 (100.0%)	N	431 (40.2%)	N	178 (41.3%)	N	124 (28.8%)	N	4 (0.9%)	N	4 (0.9%)						

Yes = Pell No = No Pell

Math Progression by Veteran Status

Non-referred veterans successfully passed Math "gatekeeper" courses at higher rates. When comparing the 2013 cohort to the 2011 cohort, non-referred veterans experienced the greatest increase in "gatekeeper" success.

				Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)	
Fall 2011 Cohort*	DE Level 1	Y	21 (5.7%)	Y	17 (81.0%)	Y	13 (61.9%)			Y	4 (19.0%)			Y	6 (28.6%)
	366 (23.9%)	N	345 (94.3%)	N	257 (74.5%)	N	130 (37.7%)			N	18 (5.2%)			N	16 (4.6%)
	DE Level 2	Y	29 (7.9%)	Y	22 (75.9%)	Y	21 (72.4%)			Y	1 (3.4%)			Y	3 (10.3%)
	367 (24.0%)	N	338 (92.1%)	N	275 (81.4%)	N	163 (48.2%)			N	25 (7.4%)			N	49 (14.5%)
	DE Level 3	Y	33 (9.6%)	Y	22 (66.7%)	Y	17 (51.5%)	Not Applicable		Y	9 (27.3%)	Not Applicable		Y	5 (15.2%)
	345 (22.5%)	N	312 (90.4%)	N	233 (74.7%)	N	144 (46.2%)			N	73 (23.4%)			N	47 (15.1%)
	DE Level 4	Y	11 (6.1%)	Y	10 (90.9%)	Y	7 (63.6%)			Y	7 (63.6%)			Y	3 (27.3%)
	181 (11.8%)	N	170 (93.9%)	N	101 (59.4%)	N	74 (43.5%)			N	77 (45.3%)			N	57 (33.5%)
	Total Referred	Y	94 (7.5%)	Y	71 (75.5%)	Y	58 (61.7%)			Y	21 (22.3%)			Y	17 (18.1%)
	1,259 (82.2%)	N	1,165 (92.5%)	N	866 (74.3%)	N	511 (43.9%)			N	193 (16.6%)			N	169 (14.5%)
	College Level	Y	17 (7.1%)					Not Applicable						Y	9 (52.9%)
	239 (15.6%)	N	222 (92.9%)											N	90 (40.5%)
	Unknown	Y	3 (8.8%)	Y	0 (0.0%)	Y	0 (0.0%)			Y	0 (0.0%)			Y	0 (0.0%)
	34 (2.2%)	N	31 (91.2%)	N	1 (3.2%)	N	0 (0.0%)	Not Applicable		N	0 (0.0%)	Not Applicable		N	1 (3.2%)
	Cohort Total	Y	114 (7.4%)	Y	72 (63.2%)	Y	59 (51.8%)			Y	22 (19.3%)			Y	26 (22.8%)
	1,532 (100.0%)	N	1,418 (92.6%)	N	891 (62.8%)	N	530 (37.4%)			N	207 (14.6%)			N	260 (18.3%)
Fall 2012 Cohort	DE Level 1	Y	8 (5.1%)	Y	5 (62.5%)	Y	3 (37.5%)			Y	2 (25.0%)	Y	0 (0.0%)	Y	1 (12.5%)
	158 (14.9%)	N	150 (94.9%)	N	123 (82.0%)	N	71 (47.3%)			N	5 (3.3%)	N	0 (0.0%)	N	12 (8.0%)
	DE Level 2	Y	9 (4.7%)	Y	7 (77.8%)	Y	7 (77.8%)			Y	2 (22.2%)	Y	1 (11.1%)	Y	3 (33.3%)
	190 (17.9%)	N	181 (95.3%)	N	133 (73.5%)	N	67 (37.0%)			N	29 (16.0%)	N	0 (0.0%)	N	24 (13.3%)
	DE Level 3	Y	18 (5.7%)	Y	15 (83.3%)	Y	10 (55.6%)	Not Applicable		Y	7 (38.9%)	Y	0 (0.0%)	Y	6 (33.3%)
	314 (29.6%)	N	296 (94.3%)	N	195 (65.9%)	N	87 (29.4%)			N	52 (17.6%)	N	0 (0.0%)	N	56 (18.9%)
	DE Level 4	Y	19 (11.0%)	Y	6 (31.6%)	Y	4 (21.1%)			Y	4 (21.1%)	Y	0 (0.0%)	Y	10 (52.6%)
	172 (16.2%)	N	153 (89.0%)	N	75 (49.0%)	N	44 (28.8%)			N	49 (32.0%)	N	0 (0.0%)	N	45 (29.4%)
	Total Referred	Y	54 (6.5%)	Y	33 (61.1%)	Y	24 (44.4%)			Y	15 (27.8%)	Y	1 (1.9%)	Y	20 (37.0%)
	834 (78.6%)	N	780 (93.5%)	N	526 (67.4%)	N	269 (34.5%)			N	135 (17.3%)	N	0 (0.0%)	N	137 (17.6%)
	College Level	Y	5 (2.7%)					Not Applicable						Y	4 (80.0%)
	183 (17.2%)	N	178 (97.3%)											N	65 (36.5%)
	Unknown	Y	3 (6.8%)	Y	1 (33.3%)	Y	0 (0.0%)			Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)
	44 (4.1%)	N	41 (93.2%)	N	20 (48.8%)	N	11 (26.8%)	Not Applicable		N	1 (2.4%)	N	0 (0.0%)	N	7 (17.1%)
	Cohort Total	Y	62 (5.8%)	Y	34 (54.8%)	Y	24 (38.7%)			Y	15 (24.2%)	Y	1 (1.6%)	Y	24 (38.7%)
	1,061 (100.0%)	N	999 (94.2%)	N	555 (55.6%)	N	284 (28.4%)			N	140 (14.0%)	N	0 (0.0%)	N	209 (20.9%)

Yes = Veteran No = Non-Veteran

Notes:

1) Attempted = student received a grade for course (includes variations of W); Completed = student received a grade of A, B, C, D, F, I, IP, or P for course; Success = student received a grade of A, B, or C for course.
2) High DE = last course in DE sequence (Level 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)

				Attempted Any DE (1st Year)		Success in Any DE (1st Year)		Attempted RSG (1st Year)		Success in RSG (1st Year)		Success in High DE (3rd Year)		Success in RSG (3rd Year)		Success in GK (3rd Year)	
Fall 2013 Cohort	DE Level 1	Y	26 (9.7%)	Y	14 (53.8%)	Y	9 (34.6%)					Y	4 (15.4%)	Y	0 (0.0%)	Y	3 (11.5%)
	269 (23.8%)	N	243 (90.3%)	N	165 (67.9%)	N	103 (42.4%)					N	31 (12.8%)	N	0 (0.0%)	N	35 (14.4%)
	DE Level 2	Y	16 (8.5%)	Y	9 (56.3%)	Y	7 (43.8%)					Y	0 (0.0%)	Y	0 (0.0%)	Y	4 (25.0%)
	189 (16.7%)	N	173 (91.5%)	N	131 (75.7%)	N	92 (53.2%)					N	30 (17.3%)	N	0 (0.0%)	N	43 (24.9%)
	DE Level 3	Y	5 (3.8%)	Y	3 (60.0%)	Y	1 (20.0%)					Y	1 (20.0%)	Y	0 (0.0%)	Y	2 (40.0%)
	131 (11.6%)	N	126 (96.2%)	N	91 (72.2%)	N	61 (48.4%)					N	19 (15.1%)	N	0 (0.0%)	N	41 (32.5%)
	DE Level 4	Y	6 (10.2%)	Y	1 (16.7%)	Y	1 (16.7%)					Y	1 (16.7%)	Y	0 (0.0%)	Y	1 (16.7%)
	59 (5.2%)	N	53 (89.8%)	N	27 (50.9%)	N	15 (28.3%)					N	15 (28.3%)	N	0 (0.0%)	N	16 (30.2%)
	Total Referred	Y	53 (8.2%)	Y	27 (50.9%)	Y	18 (34.0%)					Y	6 (11.3%)	Y	0 (0.0%)	Y	10 (18.9%)
	648 (57.3%)	N	595 (91.8%)	N	414 (69.6%)	N	271 (45.5%)					N	95 (16.0%)	N	0 (0.0%)	N	135 (22.7%)
	College Level	Y	29 (6.3%)													Y	13 (44.8%)
	461 (40.8%)	N	432 (93.7%)													N	178 (41.2%)
	Unknown 21	Y	8 (38.1%)	Y	0 (0.0%)	Y	0 (0.0%)					Y	1 (12.5%)	Y	0 (0.0%)	Y	3 (37.5%)
	(1.9%)	N	13 (61.9%)	N	5 (38.5%)	N	1 (7.7%)					N	0 (0.0%)	N	0 (0.0%)	N	2 (15.4%)
	Cohort Total	Y	90 (8.0%)	Y	29 (32.2%)	Y	20 (22.2%)					Y	8 (8.9%)	Y	0 (0.0%)	Y	26 (28.9%)
	1,130 (100.0%)	N	1,040 (92.0%)	N	446 (42.9%)	N	288 (27.7%)					N	105 (10.1%)	N	0 (0.0%)	N	315 (30.3%)
Fall 2014 Cohort	DE Level 1	Y	12 (2.6%)	Y	11 (91.7%)	Y	9 (75.0%)	Y	0 (0.0%)	Y	0 (0.0%)						
	461 (37.6%)	N	449 (97.4%)	N	323 (71.9%)	N	201 (44.8%)	N	0 (0.0%)	N	0 (0.0%)						
	DE Level 2	Y	5 (3.9%)	Y	5 (100.0%)	Y	2 (40.0%)	Y	0 (0.0%)	Y	0 (0.0%)						
	127 (10.4%)	N	122 (96.1%)	N	85 (69.7%)	N	53 (43.4%)	N	0 (0.0%)	N	0 (0.0%)						
	DE Level 3	Y	9 (7.5%)	Y	5 (55.6%)	Y	3 (33.3%)	Y	0 (0.0%)	Y	0 (0.0%)						
	120 (9.8%)	N	111 (92.5%)	N	64 (57.7%)	N	41 (36.9%)	N	0 (0.0%)	N	0 (0.0%)						
	DE Level 4	Y	1 (100.0%)	Y	1 (100.0%)	Y	1 (100.0%)	Y	0 (0.0%)	Y	0 (0.0%)						
	1 (0.1%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)						
	Total Referred	Y	27 (3.8%)	Y	22 (81.5%)	Y	15 (55.6%)	Y	0 (0.0%)	Y	0 (0.0%)						
	709 (57.8%)	N	682 (96.2%)	N	472 (69.2%)	N	295 (43.3%)	N	0 (0.0%)	N	0 (0.0%)						
	College Level	Y	49 (10.4%)														
	471 (38.4%)	N	422 (89.6%)														
	Unknown	Y	2 (4.3%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)						
	46 (3.8%)	N	44 (95.7%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)						
	Cohort Total	Y	78 (6.4%)	Y	23 (29.5%)	Y	15 (19.2%)	Y	0 (0.0%)	Y	0 (0.0%)						
	1,226 (100.0%)	N	1,148 (93.6%)	N	483 (42.1%)	N	302 (26.3%)	N	0 (0.0%)	N	0 (0.0%)						
Fall 2015 Cohort	DE Level 1	Y	21 (4.7%)	Y	18 (85.7%)	Y	12 (57.1%)	Y	0 (0.0%)	Y	0 (0.0%)						
	446 (41.6%)	N	425 (95.3%)	N	321 (75.5%)	N	219 (51.5%)	N	0 (0.0%)	N	0 (0.0%)						
	DE Level 2	Y	7 (5.2%)	Y	5 (71.4%)	Y	4 (57.1%)	Y	0 (0.0%)	Y	0 (0.0%)						
	135 (12.6%)	N	128 (94.8%)	N	85 (66.4%)	N	63 (49.2%)	N	0 (0.0%)	N	0 (0.0%)						
	DE Level 3	Y	8 (6.0%)	Y	8 (100.0%)	Y	6 (75.0%)	Y	0 (0.0%)	Y	0 (0.0%)						
	133 (12.4%)	N	125 (94.0%)	N	69 (55.2%)	N	53 (42.4%)	N	2 (1.6%)	N	2 (1.6%)						
	DE Level 4	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)						
	1 (0.1%)	N	1 (100.0%)	N	1 (100.0%)	N	1 (100.0%)	N	1 (100.0%)	N	1 (100.0%)						
	Total Referred	Y	36 (5.0%)	Y	31 (86.1%)	Y	22 (61.1%)	Y	0 (0.0%)	Y	0 (0.0%)						
	715 (66.6%)	N	679 (95.0%)	N	476 (70.1%)	N	336 (49.5%)	N	3 (0.4%)	N	3 (0.4%)						
	College Level	Y	45 (13.3%)														
	338 (31.5%)	N	293 (86.7%)														
	Unknown	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)						
	20 (1.9%)	N	20 (100.0%)	N	2 (10.0%)	N	2 (10.0%)	N	2 (10.0%)	N	2 (10.0%)						
	Cohort Total	Y	81 (7.5%)	Y	36 (44.4%)	Y	26 (32.1%)	Y	0 (0.0%)	Y	0 (0.0%)						
	1,073 (100.0%)	N	992 (92.5%)	N	490 (49.4%)	N	348 (35.1%)	N	5 (0.5%)	N	5 (0.5%)						

Not Applicable

Not Applicable

Not Applicable

Not Applicable

3rd Year Data Not Yet Available

3rd Year Data Not Yet Available

Yes = Veteran No = Non-Veteran

ST. PHILIP'S COLLEGE
PRODUCTIVE GRADE RATES (PGR)

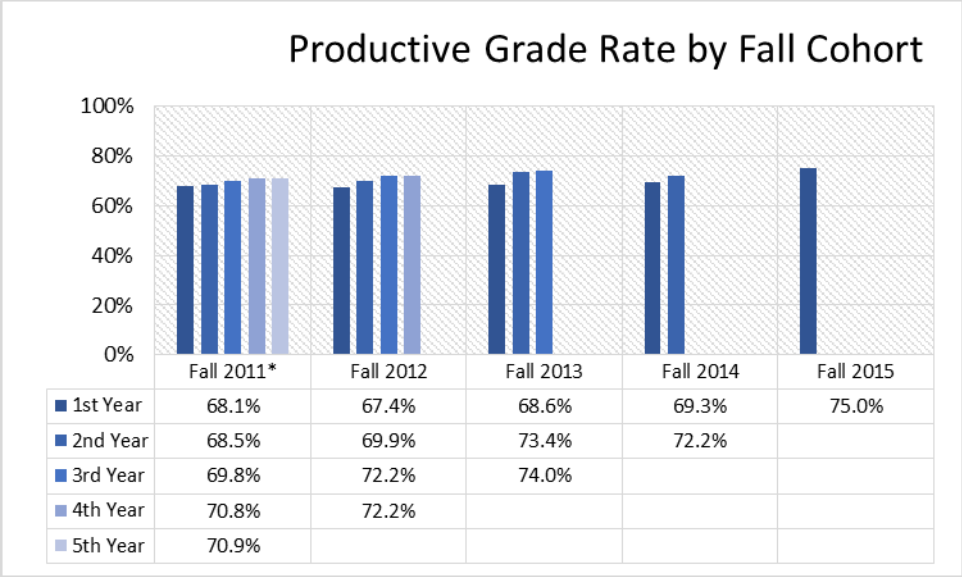
AtD Indicator #3: Successfully Complete the Courses They Attempt

This report compares the 1- to 5-year productive grade rates (PGR) of the Fall 2010 through Fall 2014 FTIC cohorts for St. Philip's 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 St. Philip's College fluctuated between 67% - 75% across all cohorts and all years.
- ◊ Productive grade rates fluctuated between male and female students.
- ◊ Productive grade rates of Asian and White students were higher than other student groups.
- ◊ First year African American student productive grade rates climbed 9.3 percentage points from the Fall 2011 cohort to the Fall 2015 cohort.
- ◊ Overall, students in the 25 and older age groups exhibited higher productive grade rates than did students in younger age groups.
- ◊ Productive grade rates fluctuated between full- and part-time students.
- ◊ Productive grade rates among non-Pell grant recipients were higher than Pell grant recipients
- ◊ Veteran students demonstrated higher productive grade rates than non-veteran students.
- ◊ Across the cohorts, productive grade rates were higher among students not referred to developmental education compared to students referred to developmental education.

Total Productive Grade Rates

Productive grade rates at St. Philip's College fluctuated between 67% - 75% across all cohorts and all years.
First year productive grade rates dipped slightly from the Fall 2011 to 2012 cohort then demonstrated increases in subsequent years. First year productive grade rates peaked in the Fall 2015 cohort at 75%. Productive grade rates in the Fall 2011 cohort increased 2.8 percentage points from the first year (68.1%) to the fifth year (70.9%).

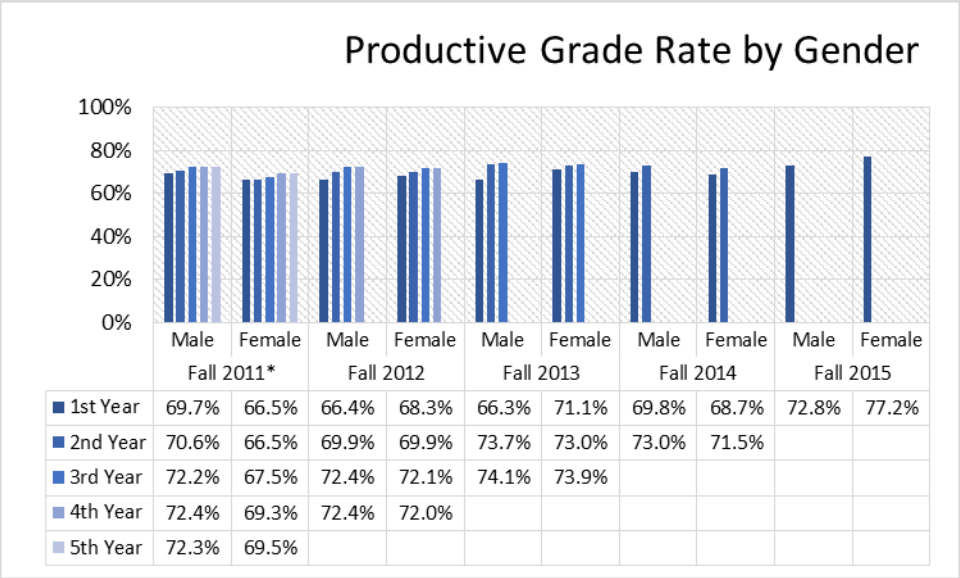


	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
1st Year	68.1%	67.4%	68.6%	69.3%	75.0%
2nd Year	68.5%	69.9%	73.4%	72.2%	
3rd Year	69.8%	72.2%	74.0%		
4th Year	70.8%	72.2%			
5th Year	70.9%				

*See notes, next page

Productive Grade Rates by Gender

Productive grade rates fluctuated between male and female students across the cohorts and years. Male students in the 2011 and 2014 cohorts demonstrated higher productive grade rates than did female students. On the other hand, female students demonstrated higher rates than male students in the 2015 cohort. Across the cohorts, productive grade rates increased from the 2010 cohort to the most recent cohort each year. Overall, productive grade rates ranged from a low of 66.3% (male, 2013, first year) to a high of 77.2% (female, 2015, first year).



	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	Fall 2011*		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
1st Year	69.7%	66.5%	66.4%	68.3%	66.3%	71.1%	69.8%	68.7%	72.8%	77.2%
2nd Year	70.6%	66.5%	69.9%	69.9%	73.7%	73.0%	73.0%	71.5%		
3rd Year	72.2%	67.5%	72.4%	72.1%	74.1%	73.9%				
4th Year	72.4%	69.3%	72.4%	72.0%						
5th Year	72.3%	69.5%								

Notes:

(1) Productive grade rates represent grades of C or higher based on all courses (cumulative) through the Fall semester of the first, second, third, fourth, and fifth year.

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

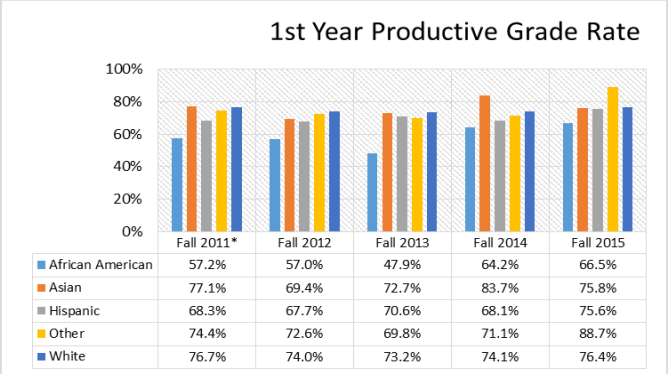
(3) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True FTIC (productive grade rates, progression through developmental and gatekeeper courses) methodologies.

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

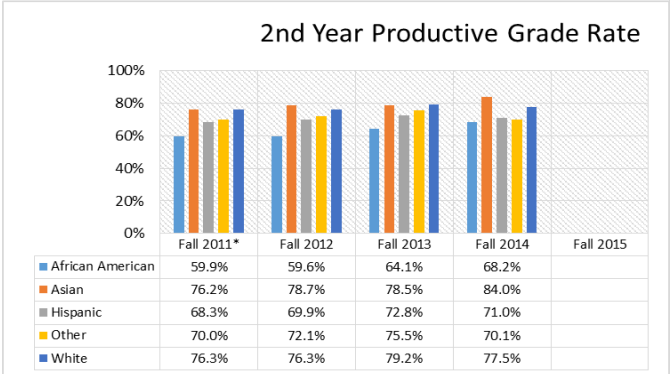
(5) Sources: FTIC Demographics ACCDODS.XST_CBM001_ACCD; Course Enrollment ACCDODS1.XST_IRES_SC

Productive Grade Rates by Ethnicity

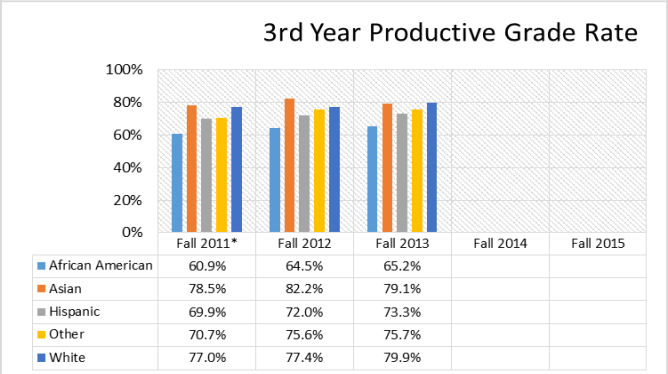
Productive grade rates of Asian and White students were higher than other student groups across most cohorts and years. Hispanic students exhibited higher productive grade rates than African American students across all cohorts and years. First year African American student productive grade rates climbed 9.3 percentage points from the Fall 2011 cohort (57.2%) to the Fall 2015 cohort (66.5%). Also, in the Fall 2011 cohort, African American student productive grade rates increased 5.2 percentage points from the first year (57.2%) to the fifth year (62.4%).



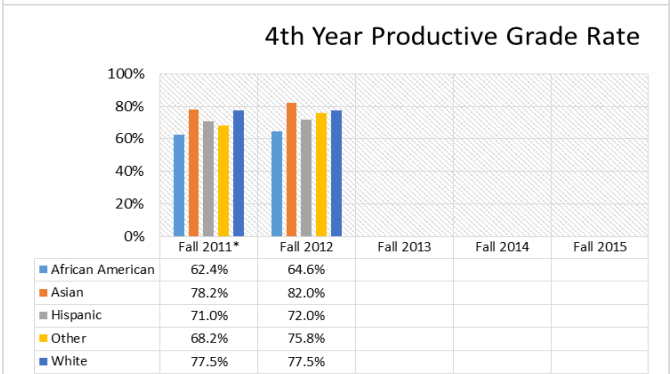
	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African American	57.2%	57.0%	47.9%	64.2%	66.5%
Asian	77.1%	69.4%	72.7%	83.7%	75.8%
Hispanic	68.3%	67.7%	70.6%	68.1%	75.6%
Other	74.4%	72.6%	69.8%	71.1%	88.7%
White	76.7%	74.0%	73.2%	74.1%	76.4%



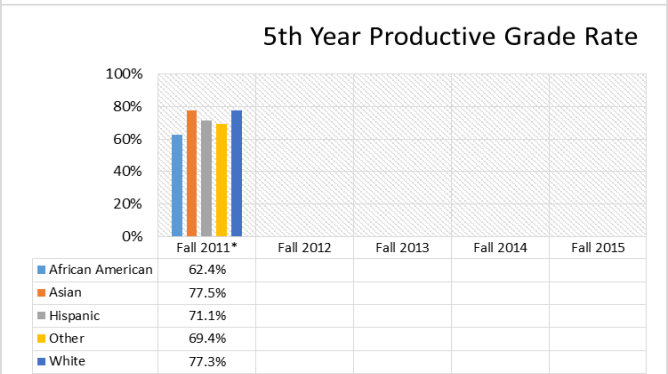
	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African American	59.9%	59.6%	64.1%	68.2%	
Asian	76.2%	78.7%	78.5%	84.0%	
Hispanic	68.3%	69.9%	72.8%	71.0%	
Other	70.0%	72.1%	75.5%	70.1%	
White	76.3%	76.3%	79.2%	77.5%	



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African American	60.9%	64.5%	65.2%		
Asian	78.5%	82.2%	79.1%		
Hispanic	69.9%	72.0%	73.3%		
Other	70.7%	75.6%	75.7%		
White	77.0%	77.4%	79.9%		



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African American	62.4%	64.6%			
Asian	78.2%	82.0%			
Hispanic	71.0%	72.0%			
Other	68.2%	75.8%			
White	77.5%	77.5%			



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African American	62.4%				
Asian	77.5%				
Hispanic	71.1%				
Other	69.4%				
White	77.3%				

Notes:

(1) Productive grade rates represent grades of C or higher based on all courses (cumulative) through the Fall semester of the first, second, third, fourth, and fifth year.

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

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

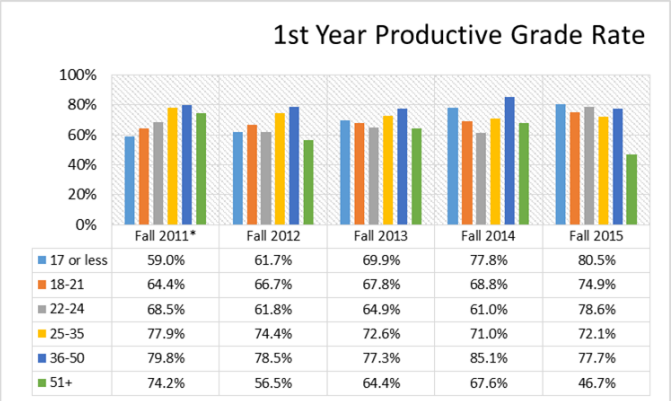
(4) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to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

(5) African American includes Black or African American, and multiple racial categories of which one is Black or African American; Asian includes Asian and Native Hawaiian or Other Pacific Islander; Hispanic includes Hispanic or Latino; and Other includes American Indian or Alaskan Native, International, and Unknown.

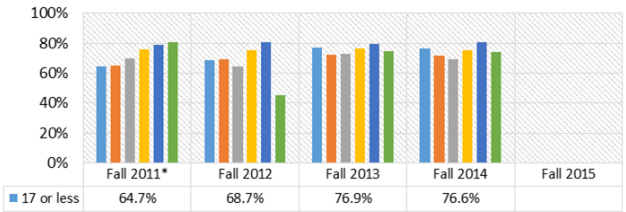
(6) Sources: FTIC Demographics ACCDODS.XST_CBM001_ACCD; Course Enrollment ACCDODS1.XST_IRES_SC

Productive Grade Rates by Age

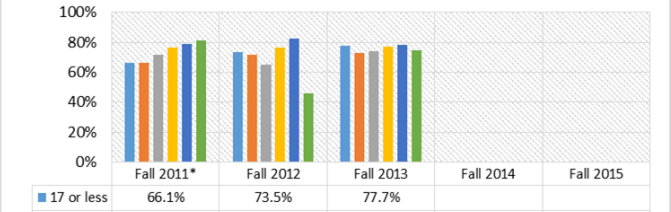
Overall, students in the 25 and older age groups exhibited higher productive grade rates than did students in younger age groups. Most student groups demonstrated improved productive grade rates from the Fall 2011 cohort to the most recent cohort each year. In the Fall 2011 cohort, the 17 or less age group displayed the largest increase in rates (8.4 percentage points) from the first year (59.0%) to the fifth year (67.4%).



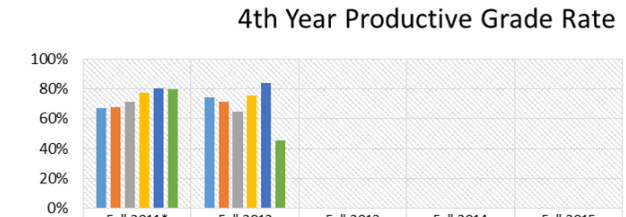
	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
17 or less	59.0%	61.7%	69.9%	77.8%	80.5%
18-21	64.4%	66.7%	67.8%	68.8%	74.9%
22-24	68.5%	61.8%	64.9%	61.0%	78.6%
25-35	77.9%	74.4%	72.6%	71.0%	72.1%
36-50	79.8%	78.5%	77.3%	85.1%	77.7%
51+	74.2%	56.5%	64.4%	67.6%	46.7%



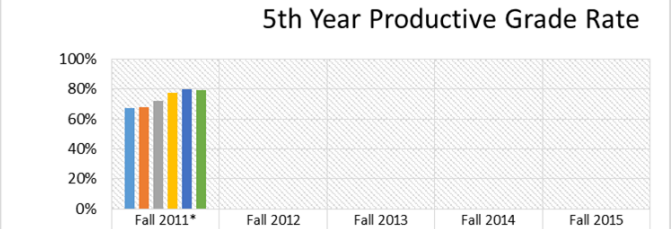
	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
17 or less	64.7%	68.7%	76.9%	76.6%	
18-21	64.8%	69.2%	72.5%	71.6%	
22-24	70.0%	64.4%	72.8%	69.3%	
25-35	75.9%	75.2%	76.5%	75.4%	
36-50	78.9%	80.7%	79.2%	80.4%	
51+	80.8%	45.5%	74.4%	74.3%	



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
17 or less	66.1%	73.5%	77.7%		
18-21	66.5%	71.5%	73.1%		
22-24	71.5%	65.0%	74.1%		
25-35	76.4%	76.4%	77.0%		
36-50	79.2%	82.7%	78.6%		
51+	81.2%	45.7%	75.0%		



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
17 or less	67.0%	74.5%			
18-21	67.7%	71.5%			
22-24	71.3%	64.6%			
25-35	77.3%	75.8%			
36-50	80.1%	83.7%			
51+	79.8%	45.7%			



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
17 or less	67.4%				
18-21	67.8%				
22-24	71.8%				
25-35	77.3%				
36-50	79.9%				
51+	79.4%				

Notes:

(1) Productive grade rates represent grades of C or higher based on all courses (cumulative) through the Fall semester of the first, second, third, fourth, and fifth year.

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

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

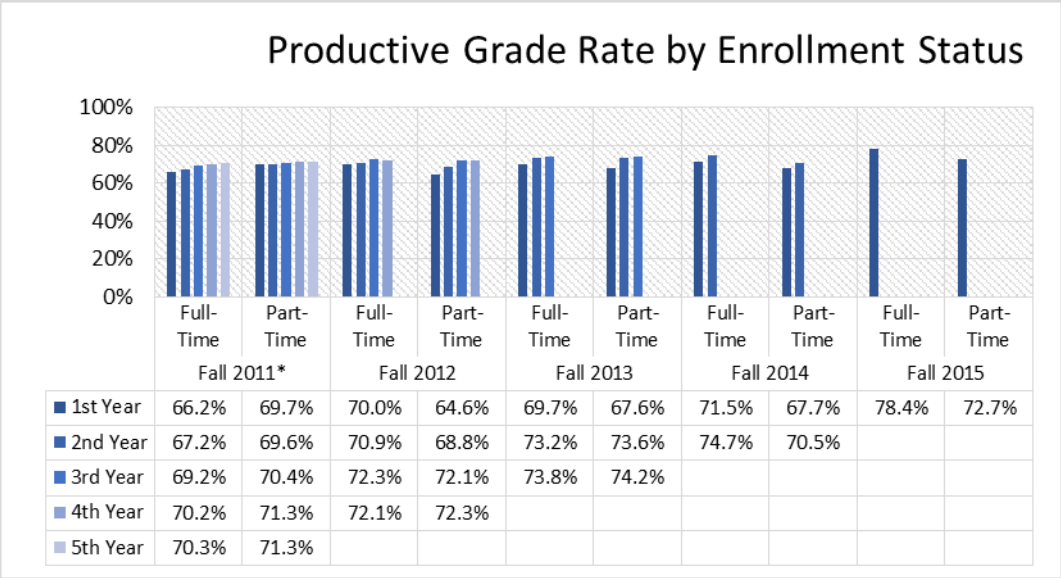
(4) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to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

(5) 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

Productive grade rates fluctuated between full- and part-time students across the cohorts and years. Productive grade rates of full-time students ranged from 66% to 78%, while part-time student rates ranged from 65% to 74%. First year full-time productive grade rates of the Fall 2015 cohort (78.4%) were 12.2 percentage points higher than the first year Fall 2011 cohort (66.2%). First year part-time productive grade rates of the Fall 2015 cohort (72.7%) were 3.0 percentage points higher than the first year Fall 2011 cohort (69.7%).



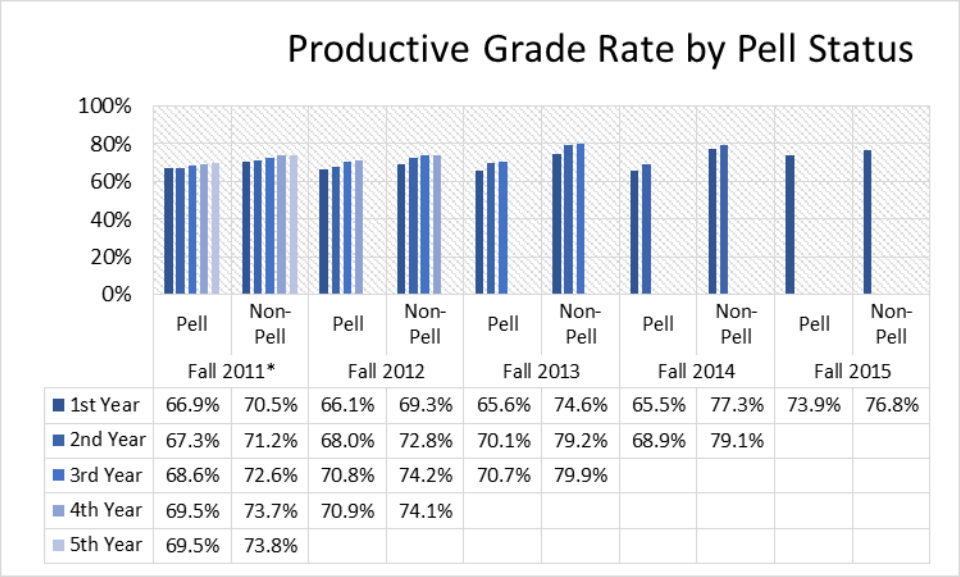
	Fall 2011*		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
1st Year	66.2%	69.7%	70.0%	64.6%	69.7%	67.6%	71.5%	67.7%	78.4%	72.7%
2nd Year	67.2%	69.6%	70.9%	68.8%	73.2%	73.6%	74.7%	70.5%		
3rd Year	69.2%	70.4%	72.3%	72.1%	73.8%	74.2%				
4th Year	70.2%	71.3%	72.1%	72.3%						
5th Year	70.3%	71.3%								

Notes:

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

Productive grade rates among non-Pell grant recipients were higher than Pell grant recipients. Productive grade rates ranged from 65.5% (Pell, Fall 2014, 1st year) to 79.9% (Non-Pell, Fall 2013, 3rd year). Productive grade rates of both Pell and non-Pell grant recipients increased from the 2011 cohort to the most recent cohort each year. Rates increased from the first year to the fifth year for both Pell and non-Pell students in the Fall 2011 cohort.



	Fall 2011*		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Pell	Non-Pell	Pell	Non-Pell	Pell	Non-Pell	Pell	Non-Pell	Pell	Non-Pell
1st Year	66.9%	70.5%	66.1%	69.3%	65.6%	74.6%	65.5%	77.3%	73.9%	76.8%
2nd Year	67.3%	71.2%	68.0%	72.8%	70.1%	79.2%	68.9%	79.1%		
3rd Year	68.6%	72.6%	70.8%	74.2%	70.7%	79.9%				
4th Year	69.5%	73.7%	70.9%	74.1%						
5th Year	69.5%	73.8%								

Notes:

(1) Productive grade rates represent grades of C or higher based on all courses (cumulative) through the Fall semester of the first, second, third, fourth, and fifth year.

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

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

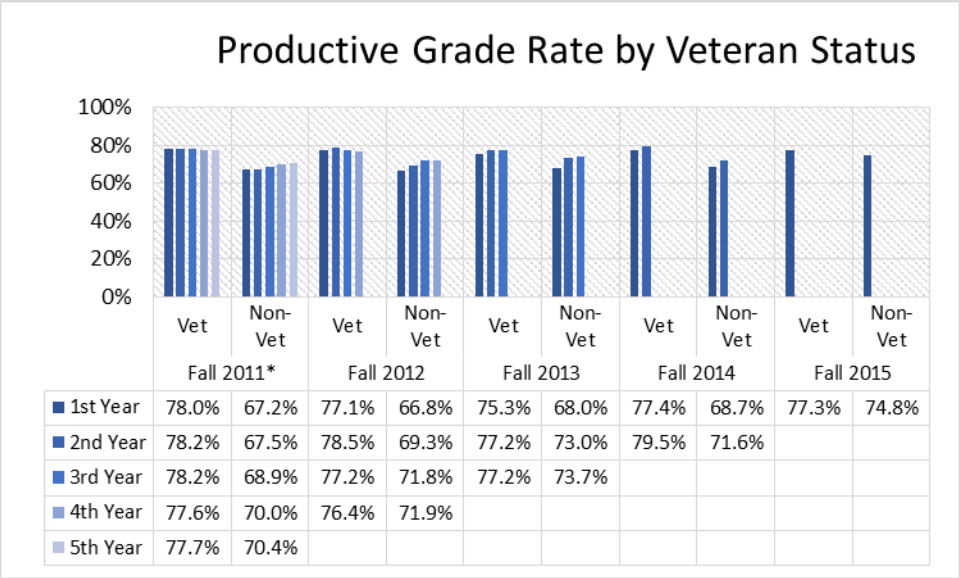
(4) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to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

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

(6) Sources: Pell ACCDODS1.XST_FADS_ACCD; Course Enrollment ACCDODS1.XST_IRES_SC

Productive Grade Rates by Veteran Status

Overall, across each cohort and each year, productive grade rates were higher among veteran students than non-veteran students. First year rates of non-veteran students exhibited an increase of 7.6 percentage points from the Fall 2011 cohort (67.2%) to the Fall 2015 cohort (74.8%). During the same period, veteran students' productive grade rates dropped slightly 0.7 percentage points from Fall 2011 (78.0%) to Fall 2015 (77.3%). In the Fall 2011 cohort, productive grade rates of veteran and non-veteran students remained stable or grew slightly from the first year to the third year. After the third year veteran rates declined slightly while non-veteran rates increased slightly.



	Fall 2011*		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Vet	Non-Vet	Vet	Non-Vet	Vet	Non-Vet	Vet	Non-Vet	Vet	Non-Vet
1st Year	78.0%	67.2%	77.1%	66.8%	75.3%	68.0%	77.4%	68.7%	77.3%	74.8%
2nd Year	78.2%	67.5%	78.5%	69.3%	77.2%	73.0%	79.5%	71.6%		
3rd Year	78.2%	68.9%	77.2%	71.8%	77.2%	73.7%				
4th Year	77.6%	70.0%	76.4%	71.9%						
5th Year	77.7%	70.4%								

Notes:

(1) Productive grade rates represent grades of C or higher based on all courses (cumulative) through the Fall semester of the first, second, third, fourth, and fifth year.

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

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

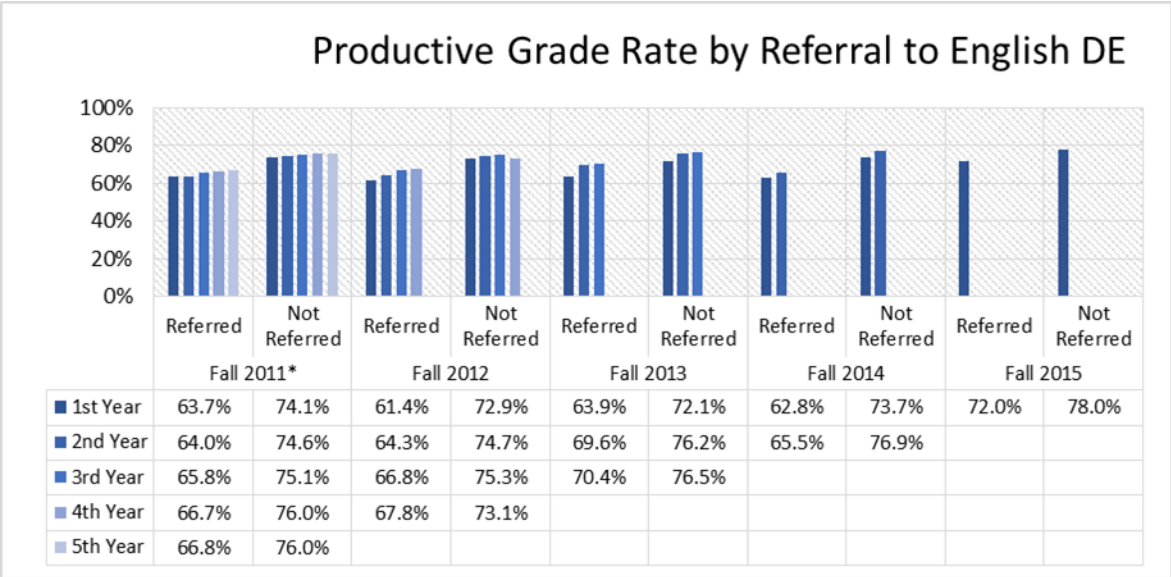
(4) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to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

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

(6) Sources: Veteran ACCDODS1.XST_IRES_SC; Course Enrollment ACCDODS1.XST_IRES_SC

Productive Grade Rates by Referral to English Developmental Education

FTIC students not referred to English developmental education (DE) had higher productive grade rates than did students who were referred to English DE. First year referred student productive grade rate of the Fall 2015 cohort (72%) climbed 8.3 percentage points higher than the first year Fall 2011 cohort (63.7%). Also, first year non-referred student productive grade rates of the Fall 2015 cohort (78%) increased 3.9 percentage points higher than the Fall 2011 cohort (74.1%). In the Fall 2011 cohort, productive grade rates of referred students grew 3.1 percentage points from the first year to the fifth year, while rates for students not-referred grew 1.9 percentage points during the same period. INRW courses are reported as English courses from Fall 2014 cohort onward (see note below).



	Fall 2011*		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Referred	Not Referred	Referred	Not Referred	Referred	Not Referred	Referred	Not Referred	Referred	Not Referred
1st Year	63.7%	74.1%	61.4%	72.9%	63.9%	72.1%	62.8%	73.7%	72.0%	78.0%
2nd Year	64.0%	74.6%	64.3%	74.7%	69.6%	76.2%	65.5%	76.9%		
3rd Year	65.8%	75.1%	66.8%	75.3%	70.4%	76.5%				
4th Year	66.7%	76.0%	67.8%	73.1%						
5th Year	66.8%	76.0%								

Notes:

(1) Productive grade rates represent grades of C or higher based on all courses (cumulative) through the Fall semester of the first, second, third, fourth, and fifth year.

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

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

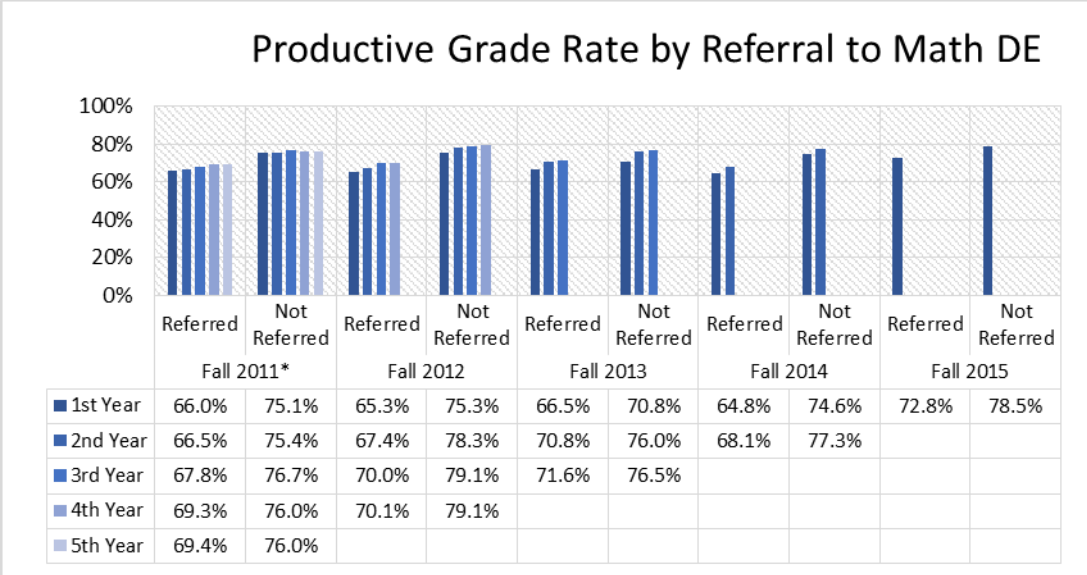
(4) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to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

(5) Beginning in Fall 2014, Integrated Reading and Writing (INRW) developmental education courses replaced English and Reading developmental courses. INRW 0305 combined READ 0301, READ 0302, and ENGL 0300. INRW 0420 combined READ 0303 and ENGL 0301. RSG (Ready, Set, Go; ENGL 1301+) is an accelerated English course that allows students to move right into ENGL 1301. It combines ENGL 1301 and INRW 0100. INRW courses are reported as English courses from Fall 2014 cohort onward. Reading courses are not reported from Fall 2014 onward.

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

Productive Grade Rates by Referral to Math Developmental Education

FTIC students not referred to Math developmental education (DE) had higher productive grade rates than did students who were referred to DE. First year referred student productive grade rates of the Fall 2015 cohort (72.8%) increased 6.8 percentage points from the first year Fall 2011 cohort (66%). Also, first year non-referred student productive grade rates of the Fall 2015 cohort (78.5%) grew 3.4 percentage points from the first year Fall 2011 cohort (75.1%). In the Fall 2011 cohort, productive grade rates of referred students grew 3.9 percentage points from the first year to the fifth year, while rates for non-referred students grew 0.9 percentage points during the same period.



	Referred	Not Referred	Referred	Not Referred	Referred	Not Referred	Referred	Not Referred	Referred	Not Referred
	Fall 2011*		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
1st Year	66.0%	75.1%	65.3%	75.3%	66.5%	70.8%	64.8%	74.6%	72.8%	78.5%
2nd Year	66.5%	75.4%	67.4%	78.3%	70.8%	76.0%	68.1%	77.3%		
3rd Year	67.8%	76.7%	70.0%	79.1%	71.6%	76.5%				
4th Year	69.3%	76.0%	70.1%	79.1%						
5th Year	69.4%	76.0%								

Notes:

(1) Productive grade rates represent grades of C or higher based on all courses (cumulative) through the Fall semester of the first, second, third, fourth, and fifth year.

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

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

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

(5) Beginning in Fall 2014, Math 0300, 0301, 0302, and 0303 were replaced with Math 0305, 0310, 0320, and 0442.

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

ST. PHILIP'S COLLEGE
SEMESTER-TO-SEMESTER PERSISTENCE RATES

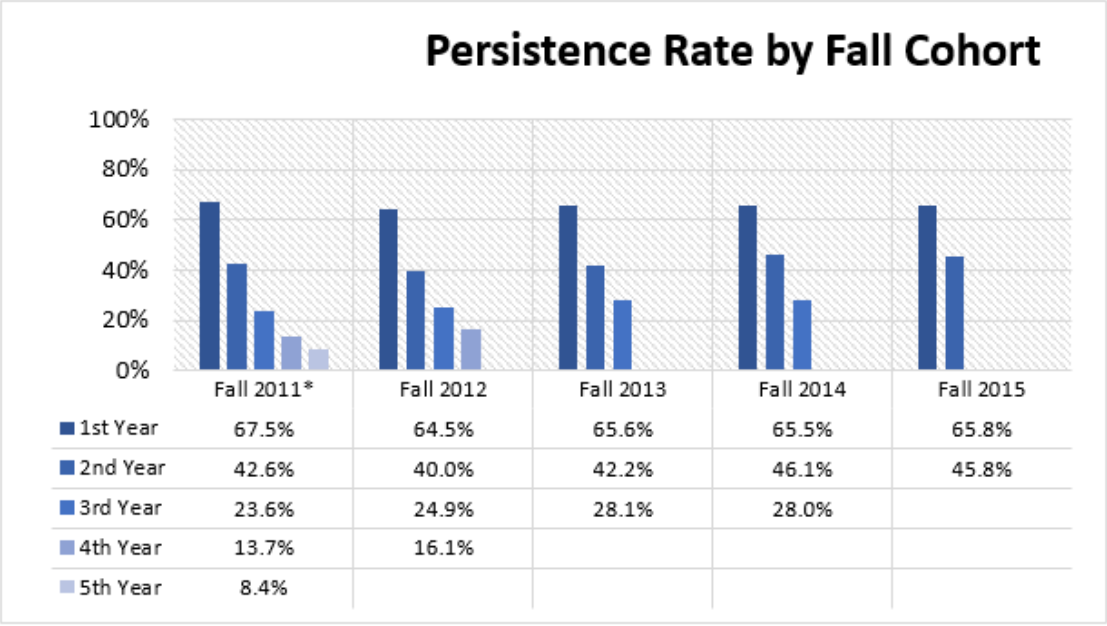
AtD Indicator #4: Persist from Term-to-Term and Year-to-Year

This report compares the 1- to 5-year persistence rates of the Fall 2011 through Fall 2015 FTIC cohorts at St. Philip's 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 peaked in Fall 2011.
- ◊ Female students persisted at higher rates than did male students.
- ◊ The 2009 cohort experienced lower persistence rates across all ethnicities than did other cohorts in years one through four.
- ◊ Overall, Asian students persisted at higher rates than other students.
- ◊ Generally, students entering between the ages of 22-24 persisted at lower rates than those younger or older than they were.
- ◊ Overall, full-time students in each cohort and each year persisted at higher rates than did part-time students.
- ◊ Across the cohorts, persistence rates of Pell recipients were higher than those of non-Pell recipients.
- ◊ The first year persistence rate for students referred to developmental education decreased from the 2011 cohort to the 2015 cohort .

Total Persistence Rates

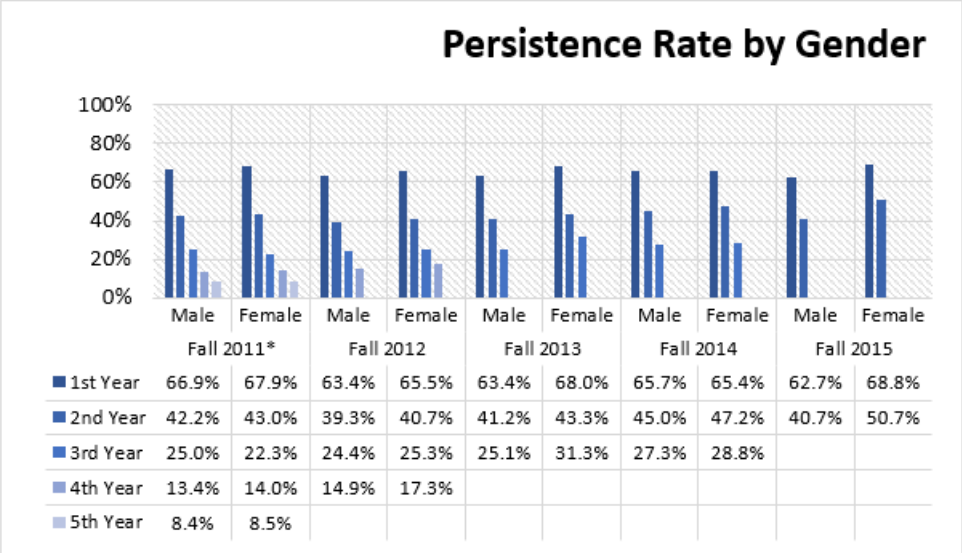
Across the cohorts, first year persistence rates alternately climbed and declined from year-to-year. First year persistence rates peaked in Fall 2011 (68%). Gaps in persistence rates were greater from year-to-year in the first three years, than in the last year.



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
1st Year	67.5%	64.5%	65.6%	65.5%	65.8%
2nd Year	42.6%	40.0%	42.2%	46.1%	45.8%
3rd Year	23.6%	24.9%	28.1%	28.0%	
4th Year	13.7%	16.1%			
5th Year	8.4%				

Persistence Rates by Gender

Generally, female students persisted at higher rates than did male students. The widest gaps in persistence rates between male and female students in the same cohort and year, were Fall 2015 second year students. Although, persistence rate gaps between male and females students within the same cohort and persistence year were relatively close and by year five, were almost identical.



	Fall 2011*		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1st Year	66.9%	67.9%	63.4%	65.5%	63.4%	68.0%	65.7%	65.4%	62.7%	68.8%
2nd Year	42.2%	43.0%	39.3%	40.7%	41.2%	43.3%	45.0%	47.2%	40.7%	50.7%
3rd Year	25.0%	22.3%	24.4%	25.3%	25.1%	31.3%	27.3%	28.8%		
4th Year	13.4%	14.0%	14.9%	17.3%						
5th Year	8.4%	8.5%								

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.

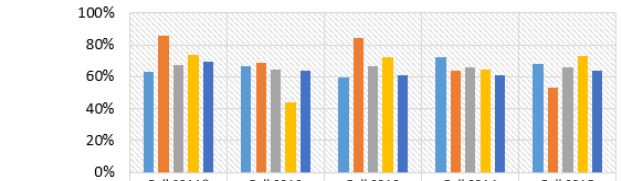
(3) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology. Persistence rates excludes graduates.

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

Persistence Rates by Ethnicity

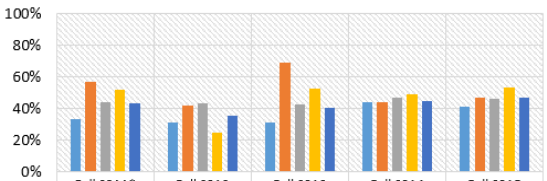
Fall 2014 African American students had the highest one year persistence rate within their cohort and group. Fall 2014 and Fall 2015 Asian student one-year persistence rates decreased dramatically from Fall 2013. Third year persistence rates increased year-to-year for White students.

1st Year: Fall to Spring



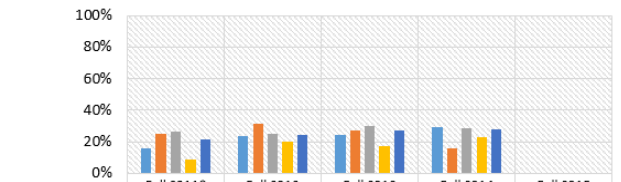
	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African American	63.3%	66.7%	59.4%	72.3%	67.9%
Asian	85.7%	68.4%	84.6%	64.0%	52.9%
Hispanic	67.5%	64.6%	66.8%	65.8%	65.8%
Other	73.9%	43.8%	72.1%	64.6%	73.3%
White	69.8%	63.7%	60.7%	60.9%	63.9%

2nd Year: Fall to Second Fall



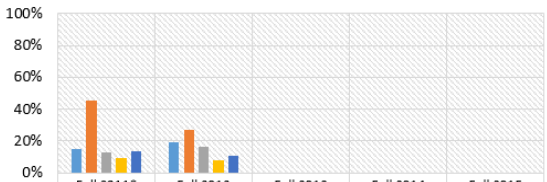
	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African American	33.6%	31.3%	31.6%	43.8%	41.4%
Asian	57.1%	42.1%	69.2%	44.0%	47.1%
Hispanic	44.3%	43.1%	42.6%	46.8%	46.1%
Other	52.2%	25.0%	52.5%	49.2%	53.3%
White	43.8%	35.5%	40.8%	44.6%	46.9%

3rd Year: Fall to Third Fall



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African American	16.0%	23.6%	24.2%	29.5%	
Asian	25.0%	31.3%	26.9%	16.0%	
Hispanic	26.4%	25.3%	30.1%	28.7%	
Other	9.1%	20.0%	17.2%	22.6%	
White	21.8%	24.1%	27.1%	28.0%	

4th Year: Fall to Any Term 4th Year



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African American	15.2%	19.0%			
Asian	45.5%	26.7%			
Hispanic	13.0%	16.7%			
Other	9.1%	7.7%			
White	13.5%	10.9%			

5th Year: Fall to Any Term 5th Year

	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African American	8.4%				
Asian	20.0%				
Hispanic	8.8%				
Other	9.1%				
White	6.5%				

Notes:

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

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

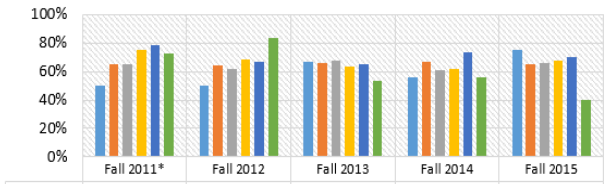
(3) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology. Persistence rates excludes graduates.

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

Persistence Rates By Age

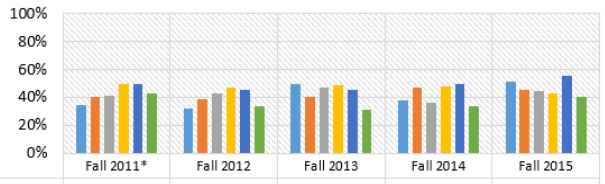
One-year persistence rates for students seventeen years old or less, peaked in the Fall 2015 (75%) from the lowest rate overall the previous Fall (56%). Second year persistence rates for students 18-21 years old were relatively constant through Fall 2013, peaked in Fall 2014 and dipped a little in Fall 2015. In the third year of persistence, students in the 22-24 age group generally exhibited lower rates than did students younger or older than they were.

1st Year: Fall to Spring



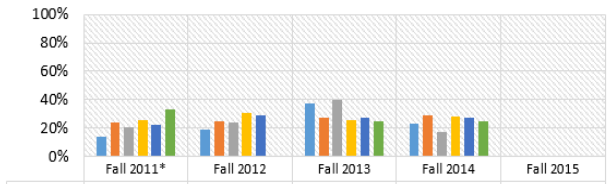
	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
17 or less	50.0%	50.0%	66.7%	55.8%	75.0%
18-21	65.4%	64.5%	65.9%	66.6%	65.2%
22-24	65.2%	61.8%	67.3%	61.3%	66.2%
25-35	75.0%	68.7%	63.7%	61.7%	67.8%
36-50	78.5%	66.7%	65.5%	73.5%	70.4%
51+	72.7%	83.3%	53.8%	55.6%	40.0%

2nd Year: Fall to Second Fall



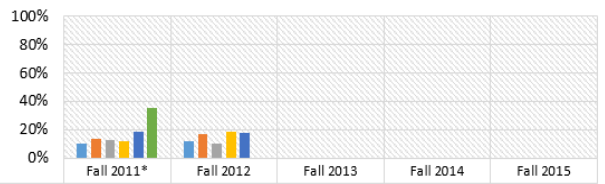
	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
17 or less	34.9%	31.6%	50.0%	38.1%	51.6%
18-21	40.7%	39.0%	40.5%	47.0%	45.8%
22-24	40.9%	42.6%	47.3%	36.0%	44.6%
25-35	49.5%	46.9%	48.4%	48.2%	43.2%
36-50	50.0%	45.5%	45.5%	50.0%	55.6%
51+	42.9%	33.3%	30.8%	33.3%	40.0%

3rd Year: Fall to Third Fall



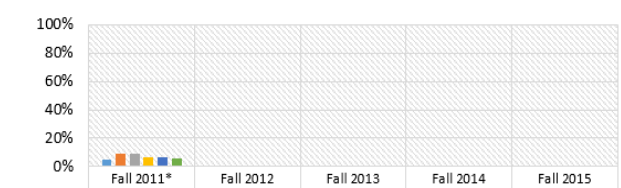
	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
17 or less	14.3%	18.9%	37.1%	23.1%	
18-21	23.7%	24.5%	27.5%	29.1%	
22-24	20.7%	23.9%	39.6%	16.9%	
25-35	26.0%	30.3%	25.2%	28.4%	
36-50	22.6%	29.3%	26.9%	27.3%	
51+	33.3%	0.0%	25.0%	25.0%	

4th Year: Fall to Any Term 4th Year



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
17 or less	10.0%	12.1%			
18-21	13.3%	16.6%			
22-24	12.6%	9.8%			
25-35	12.3%	18.2%			
36-50	18.6%	17.6%			
51+	35.3%	0.0%			

5th Year: Fall to Any Term 5th Year



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
17 or less	5.1%				
18-21	9.1%				
22-24	8.8%				
25-35	6.8%				
36-50	6.5%				
51+	5.9%				

Notes:

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

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

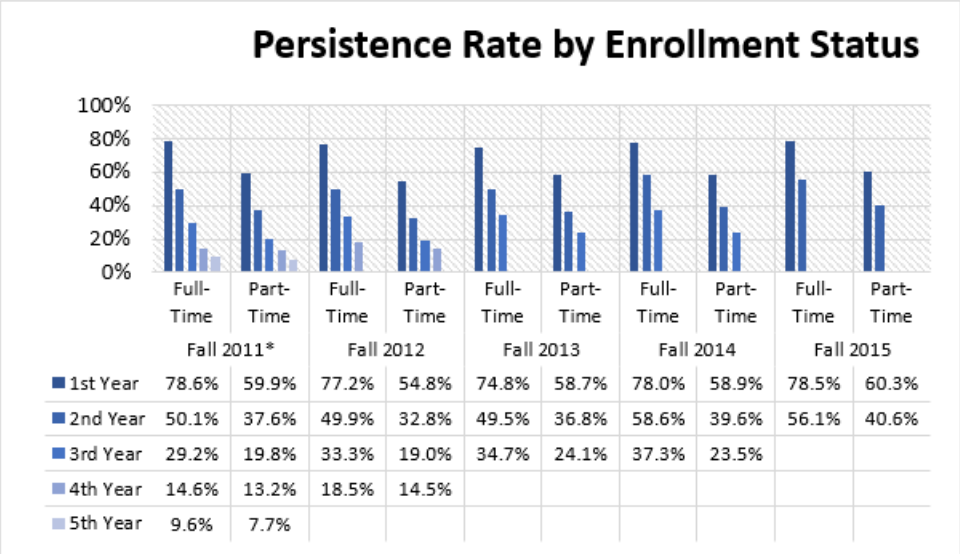
(3) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology. Persistence rates excludes graduates.

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

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

Persistence Rates by Enrollment Status

Overall, full-time students persisted at higher rates than did part-time students. The greatest variation between persistence rates for full-time and part-time students occurred within the first, second, and third years. Variation in persistence rates decreases in the fourth and fifth years. Overall, both full-time and part-time one-year persistence rates have remained constant.



	Fall 2011*		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
1st Year	78.6%	59.9%	77.2%	54.8%	74.8%	58.7%	78.0%	58.9%	78.5%	60.3%
2nd Year	50.1%	37.6%	49.9%	32.8%	49.5%	36.8%	58.6%	39.6%	56.1%	40.6%
3rd Year	29.2%	19.8%	33.3%	19.0%	34.7%	24.1%	37.3%	23.5%		
4th Year	14.6%	13.2%	18.5%	14.5%						
5th Year	9.6%	7.7%								

Notes:

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

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

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

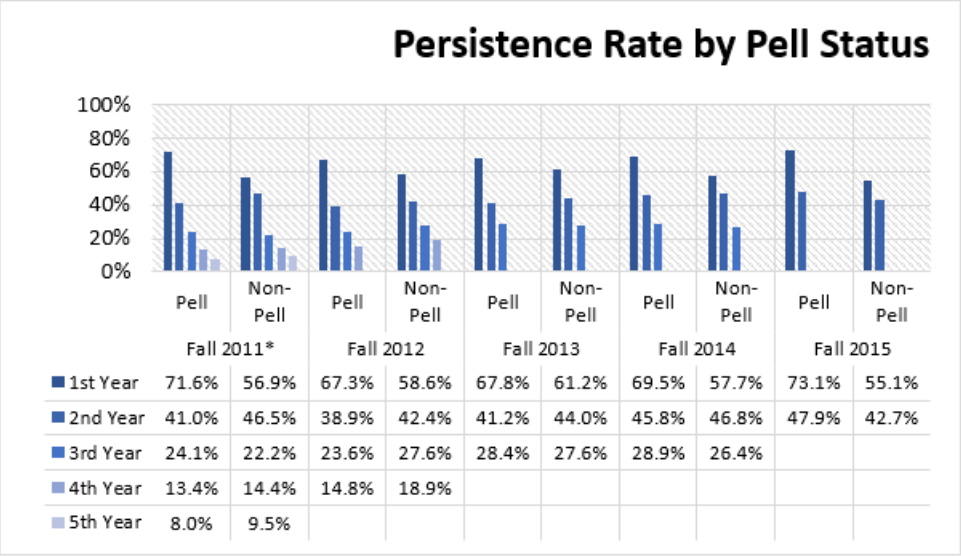
(4) Full-Time/Part-Time status as reported at the Fall semester of the cohort year.

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

(6) Preliminary numbers were used for Fall 2014, third year and Fall 2015, second year.

Persistence Rates by Pell Status

Overall, Pell grant recipient one-year persistence rates were higher than those of non-Pell grant recipients. However, in the second year non-Pell grant recipients have higher persistence rates (except Fall 2013). Pell grant recipients persist at higher rates than non-Pell grant recipients in alternate years by year three. By year five, the gap between Pell grant recipients and non-Pell grant recipient student persistence rates decreases and rates end up relatively close.



	Fall 2011*		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Pell	Non-Pell	Pell	Non-Pell	Pell	Non-Pell	Pell	Non-Pell	Pell	Non-Pell
1st Year	71.6%	56.9%	67.3%	58.6%	67.8%	61.2%	69.5%	57.7%	73.1%	55.1%
2nd Year	41.0%	46.5%	38.9%	42.4%	41.2%	44.0%	45.8%	46.8%	47.9%	42.7%
3rd Year	24.1%	22.2%	23.6%	27.6%	28.4%	27.6%	28.9%	26.4%		
4th Year	13.4%	14.4%	14.8%	18.9%						
5th Year	8.0%	9.5%								

Notes:

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

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

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

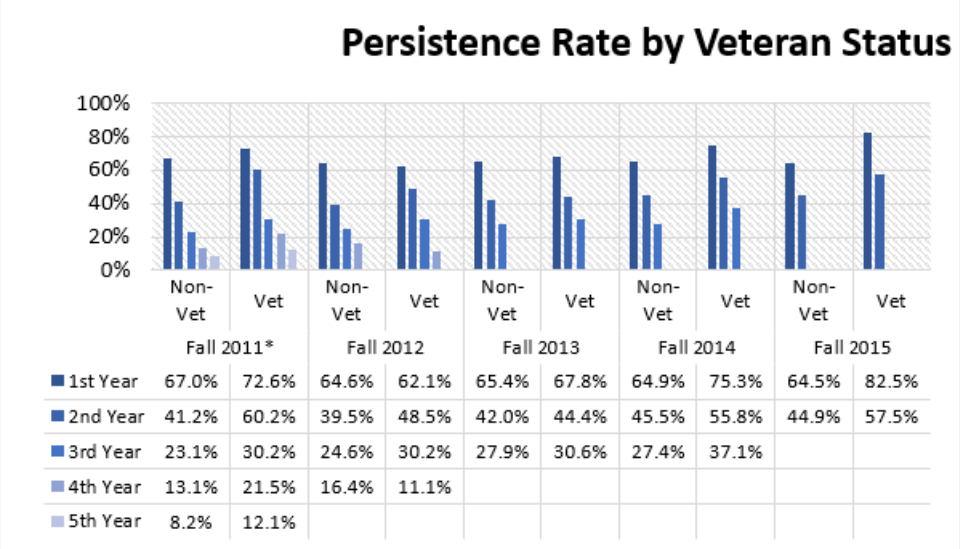
(4) Pell status as reported at the Fall semester of the cohort year.

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

(6) Pell Status: ACCDIR.FADS

Persistence Rates by Veteran Status

Overall, veteran persistence rates are higher than non-veteran rates. Gaps in persistence rates were greater from year-to-year in the first three years than in the last two. However, the widest persistence rate gap between veteran and non-veteran students was second year, Fall 2011 (19%).



	Fall 2011*		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Non-Vet	Vet	Non-Vet	Vet	Non-Vet	Vet	Non-Vet	Vet	Non-Vet	Vet
1st Year	67.0%	72.6%	64.6%	62.1%	65.4%	67.8%	64.9%	75.3%	64.5%	82.5%
2nd Year	41.2%	60.2%	39.5%	48.5%	42.0%	44.4%	45.5%	55.8%	44.9%	57.5%
3rd Year	23.1%	30.2%	24.6%	30.2%	27.9%	30.6%	27.4%	37.1%		
4th Year	13.1%	21.5%	16.4%	11.1%						
5th Year	8.2%	12.1%								

Notes:

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

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

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

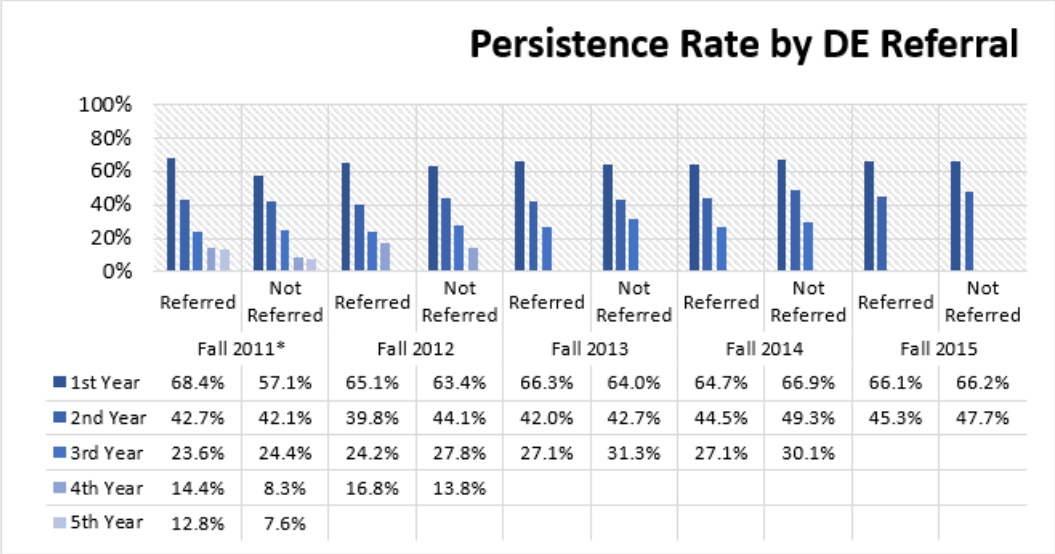
(4) Graduate Status: 2011-2015: ACCDODS1.XST_CBM009_ACCD
FTIC Demographics: 2011-2015: ACCDODS1.XST_CBM001_ACCD

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

(6) Source: Veteran status-ACCDODS1.XST_IRES_SC

Persistence Rates by Developmental Education Referral

The Fall-to-Spring (1st year) persistence rate for students referred to developmental education (DE) decreased from the 2011 cohort (68%) to the 2015 cohort (66%). Persistence rates of students not referred to DE (college ready) increased from the 2011 cohort (57%) to the 2015 cohort (66%). The widest persistence rate gap between students referred to DE and those college ready was in the Fall 2011, first year.



	Referred	Not Referred	Referred	Not Referred	Referred	Not Referred	Referred	Not Referred	Referred	Not Referred
	Fall 2011*		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
1st Year	68.4%	57.1%	65.1%	63.4%	66.3%	64.0%	64.7%	66.9%	66.1%	66.2%
2nd Year	42.7%	42.1%	39.8%	44.1%	42.0%	42.7%	44.5%	49.3%	45.3%	47.7%
3rd Year	23.6%	24.4%	24.2%	27.8%	27.1%	31.3%	27.1%	30.1%		
4th Year	14.4%	8.3%	16.8%	13.8%						
5th Year	12.8%	7.6%								

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) Sources: FTIC Demographics-ACIRES.CBM001; Course Enrollment-ACCDIR.EXTENDEDENROLLMENT;
DE Referrals: Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015: ACDODS1.XST_ATD_ACCD

ST. PHILIP'S COLLEGE
GRADUATION RATES

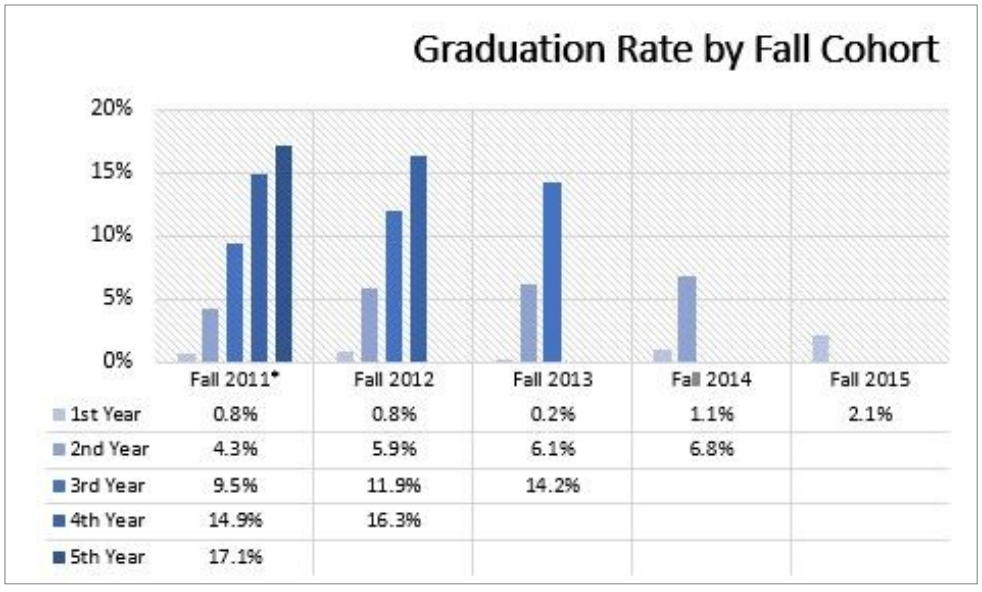
AtD Indicator #5: Complete Credentials

This report compares the 1- to 5-year graduation rates of the Fall 2011 through Fall 2015 FTIC cohorts at St. Philip's 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.

- ◊ Of the FTIC students who started at St. Philip's College in 2011, 18.6% of male students and 15.6% of female students received a degree or certificate after five years.
- ◊ Male students demonstrated higher graduation rates than did female students across most cohorts and all years.
- ◊ Asian and White students generally graduated at higher rates than did other student groups, across the majority of cohorts and years.
- ◊ Generally, students entering between the ages of 18 to 24 graduated at lower rates than did those younger or older than they were.
- ◊ Of the FTIC students who started at St. Philip's College in 2011, 19.8% of full-time and 15.3% of part-time students received a degree or certificate after five years.
- ◊ Generally, FTIC Pell recipients and non-Pell recipients graduated at similar rates in years one and two.
- ◊ Overall, FTIC students who identified as veterans had higher graduation rates than did students who did not identify as veterans.
- ◊ After five years students not referred to developmental education graduated at an 11% higher rate than students who were referred to developmental education.

Total Graduation Rates

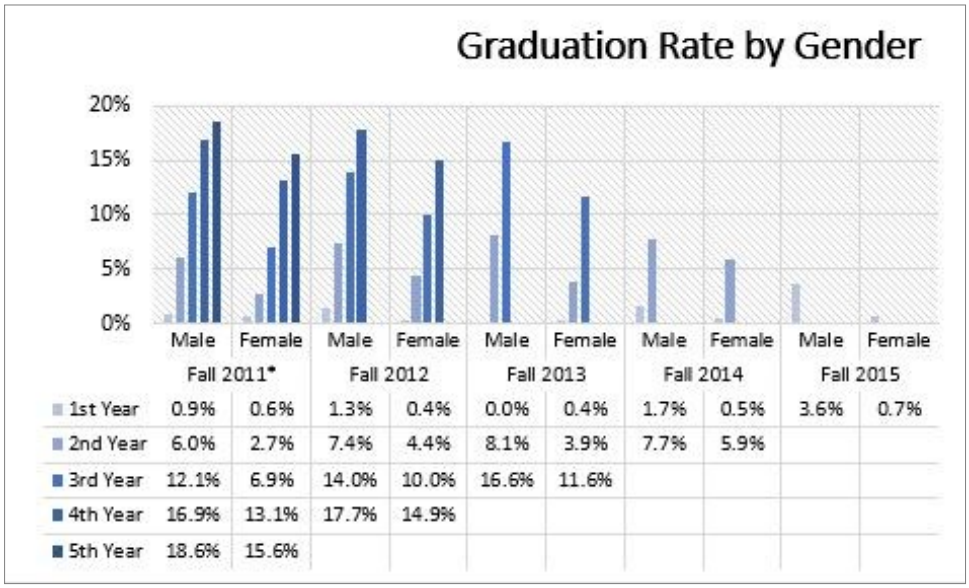
The percentage of FTIC students graduating after three years increased across each cohort. The four year graduation rate among those in the 2012 cohort was higher than that of the 2011 cohort (16.3% to 14.9%). Of the FTIC students who started at St. Philip's College in 2011, 17.1% had received a degree or certificate after 5 years.



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
1st Year	0.8%	0.8%	0.2%	1.1%	2.1%
2nd Year	4.3%	5.9%	6.1%	6.8%	
3rd Year	9.5%	11.9%	14.2%		
4th Year	14.9%	16.3%			
5th Year	17.1%				

Graduation Rates by Gender

Male students demonstrated higher graduation rates than did female students across most cohorts and all years. Of the FTIC students who started at St. Philip's College in 2011, 18.6% of male students and 15.6% of female students received a degree or certificate after five years.



	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	Fall 2011*		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
1st Year	0.9%	0.6%	1.3%	0.4%	0.0%	0.4%	1.7%	0.5%	3.6%	0.7%
2nd Year	6.0%	2.7%	7.4%	4.4%	8.1%	3.9%	7.7%	5.9%		
3rd Year	12.1%	6.9%	14.0%	10.0%	16.6%	11.6%				
4th Year	16.9%	13.1%	17.7%	14.9%						
5th Year	18.6%	15.6%								

Notes:

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

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

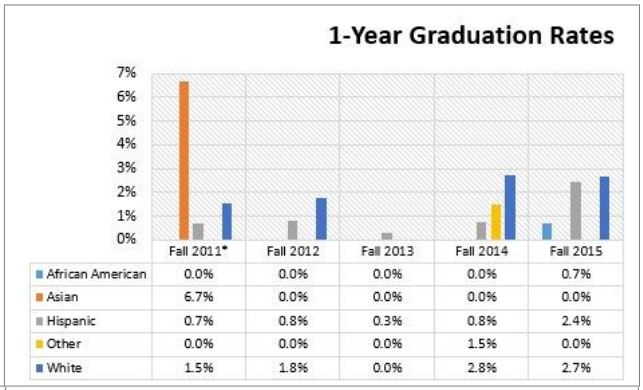
(3) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to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

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

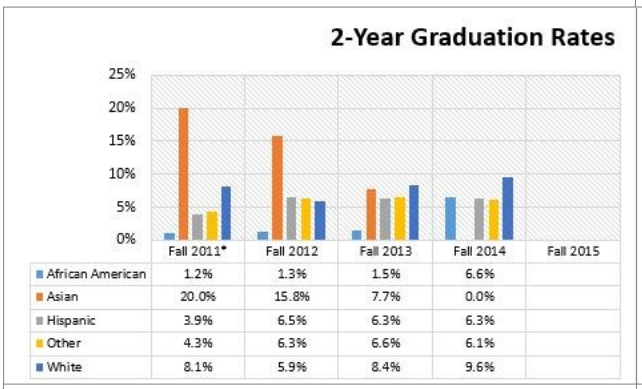
(5) Source FTIC Demographics: ACIRES.CBM001, Graduates: ACCDIR.CBM009

Graduation Rates by Ethnicity

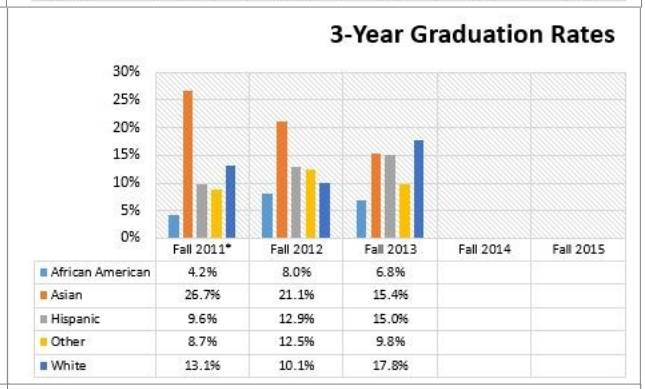
Asian and White students generally graduated at higher rates than did other student groups, across the majority of cohorts and years. After five years, Asian and White students exhibited higher graduation rates than African American, Hispanic and Other student groups.



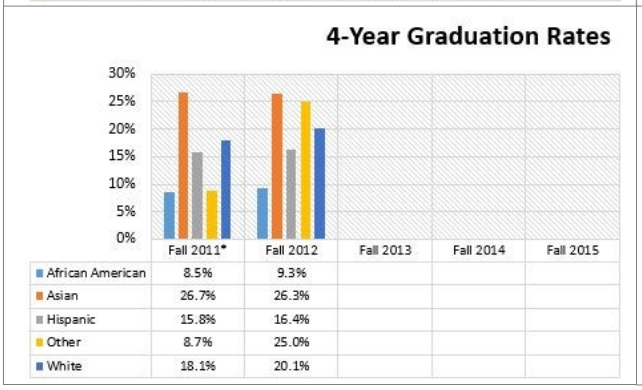
	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African American	0.0%	0.0%	0.0%	0.0%	0.7%
Asian	6.7%	0.0%	0.0%	0.0%	0.0%
Hispanic	0.7%	0.8%	0.3%	0.8%	2.4%
Other	0.0%	0.0%	0.0%	1.5%	0.0%
White	1.5%	1.8%	0.0%	2.8%	2.7%



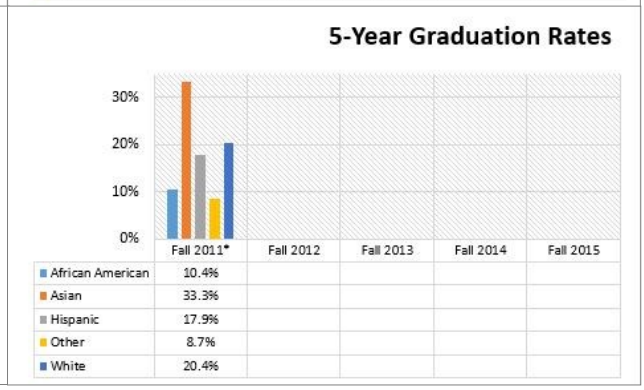
	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African American	1.2%	1.3%	1.5%	6.6%	
Asian	20.0%	15.8%	7.7%	0.0%	
Hispanic	3.9%	6.5%	6.3%	6.3%	
Other	4.3%	6.3%	6.6%	6.1%	
White	8.1%	5.9%	8.4%	9.6%	



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African American	4.2%	8.0%	6.8%		
Asian	26.7%	21.1%	15.4%		
Hispanic	9.6%	12.9%	15.0%		
Other	8.7%	12.5%	9.8%		
White	13.1%	10.1%	17.8%		



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African American	8.5%	9.3%			
Asian	26.7%	26.3%			
Hispanic	15.8%	16.4%			
Other	8.7%	25.0%			
White	18.1%	20.1%			



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
African American	10.4%				
Asian	33.3%				
Hispanic	17.9%				
Other	8.7%				
White	20.4%				

Notes:

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

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

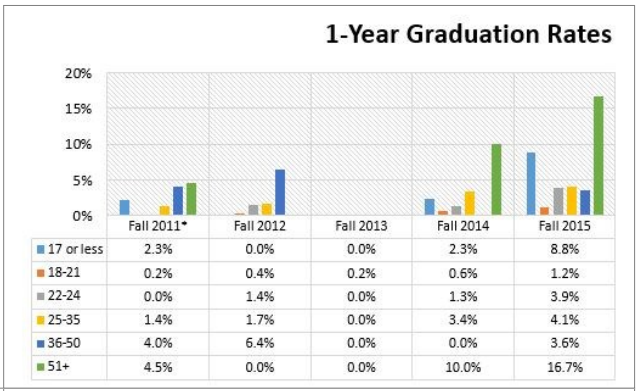
(3) Fall 2013, 2014, and 2015 FTIC student cohorts are defined by the Texas Higher Education Coordinating Board (THECB) as any student who is first-time in college and credential-seeking (declared intent to earn an associate degree, earn a certificate, earn credits for transfer, or did not respond to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

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

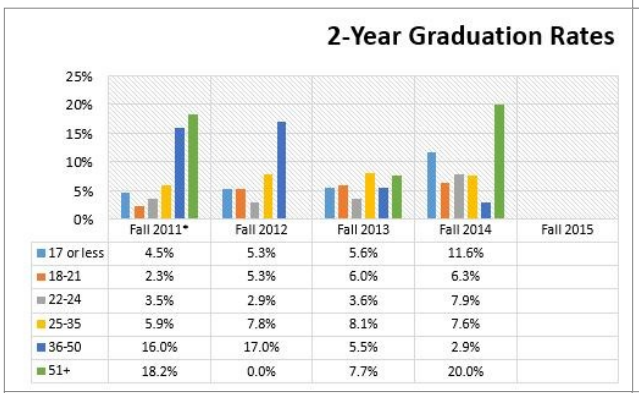
(5) Source FTIC Demographics: ACIRES.CBM001, Graduates: ACCDIR.CBM009

Graduation Rates by Age

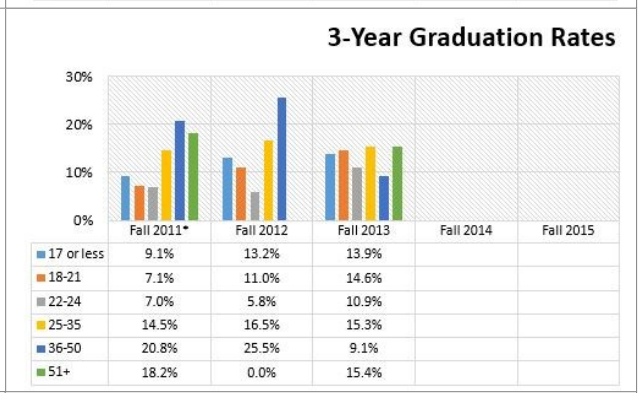
Generally, students entering between the ages of 18 to 24 graduated at lower rates than did those younger or older than they were. While older students had greater rates of graduation across the years, those entering under the age of 22 showed greater gains after year 2.



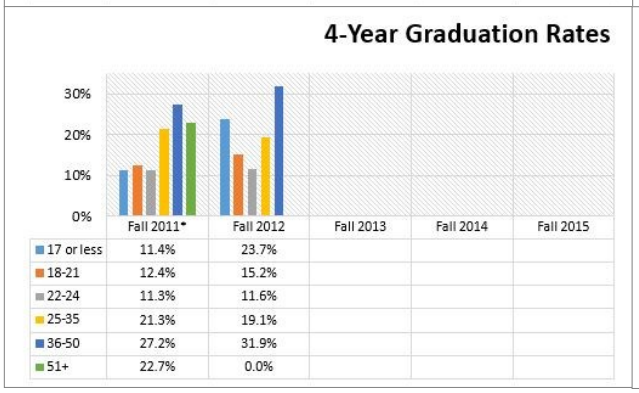
	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
17 or less	2.3%	0.0%	0.0%	2.3%	8.8%
18-21	0.2%	0.4%	0.2%	0.6%	1.2%
22-24	0.0%	1.4%	0.0%	1.3%	3.9%
25-35	1.4%	1.7%	0.0%	3.4%	4.1%
36-50	4.0%	6.4%	0.0%	0.0%	3.6%
51+	4.5%	0.0%	0.0%	10.0%	16.7%



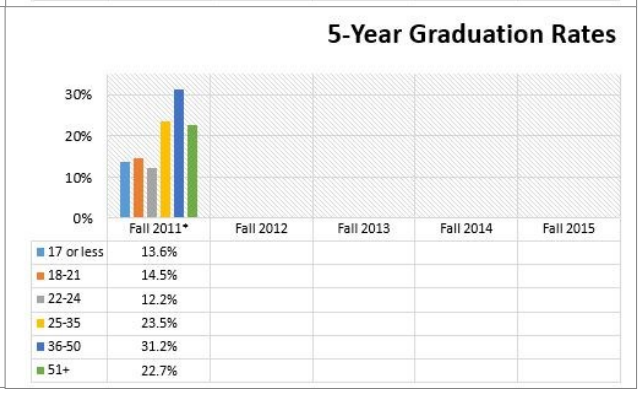
	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
17 or less	4.5%	5.3%	5.6%	11.6%	
18-21	2.3%	5.3%	6.0%	6.3%	
22-24	3.5%	2.9%	3.6%	7.9%	
25-35	5.9%	7.8%	8.1%	7.6%	
36-50	16.0%	17.0%	5.5%	2.9%	
51+	18.2%	0.0%	7.7%	20.0%	



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
17 or less	9.1%	13.2%	13.9%		
18-21	7.1%	11.0%	14.6%		
22-24	7.0%	5.8%	10.9%		
25-35	14.5%	16.5%	15.3%		
36-50	20.8%	25.5%	9.1%		
51+	18.2%	0.0%	15.4%		



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
17 or less	11.4%	23.7%			
18-21	12.4%	15.2%			
22-24	11.3%	11.6%			
25-35	21.3%	19.1%			
36-50	27.2%	31.9%			
51+	22.7%	0.0%			



	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
17 or less	13.6%				
18-21	14.5%				
22-24	12.2%				
25-35	23.5%				
36-50	31.2%				
51+	22.7%				

Notes:

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

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

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

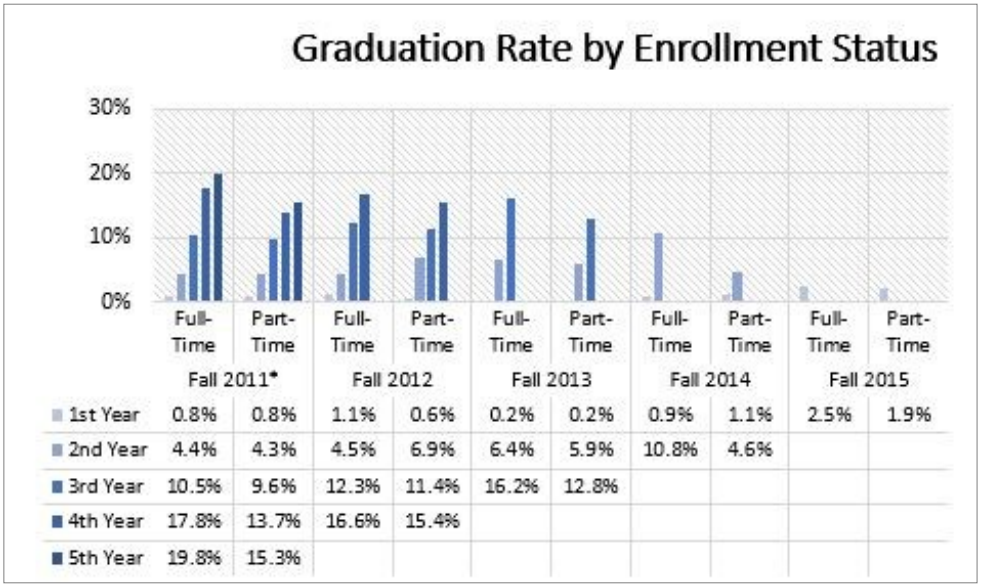
(4) Graduation rate based on Associates or Certificates received at any Alamo College. Data are cumulative over time. Students who transfer or leave Alamo Colleges are not removed from denominators.

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

(6) Source FTIC Demographics: ACIRES.CBM001, Graduates: ACCDIR.CBM009

Graduation Rates by Enrollment Status

The graduation rates were generally higher among full-time students than part-time students over most cohorts and years. Of the FTIC students who started at St. Philip's College in 2011, 19.8% of full-time and 15.3% of part-time students received a degree or certificate after five years.



	Fall 2011* Full-Time	Fall 2011* Part-Time	Fall 2012 Full-Time	Fall 2012 Part-Time	Fall 2013 Full-Time	Fall 2013 Part-Time	Fall 2014 Full-Time	Fall 2014 Part-Time	Fall 2015 Full-Time	Fall 2015 Part-Time
1st Year	0.8%	0.8%	1.1%	0.6%	0.2%	0.2%	0.9%	1.1%	2.5%	1.9%
2nd Year	4.4%	4.3%	4.5%	6.9%	6.4%	5.9%	10.8%	4.6%		
3rd Year	10.5%	9.6%	12.3%	11.4%	16.2%	12.8%				
4th Year	17.8%	13.7%	16.6%	15.4%						
5th Year	19.8%	15.3%								

Notes:

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

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

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

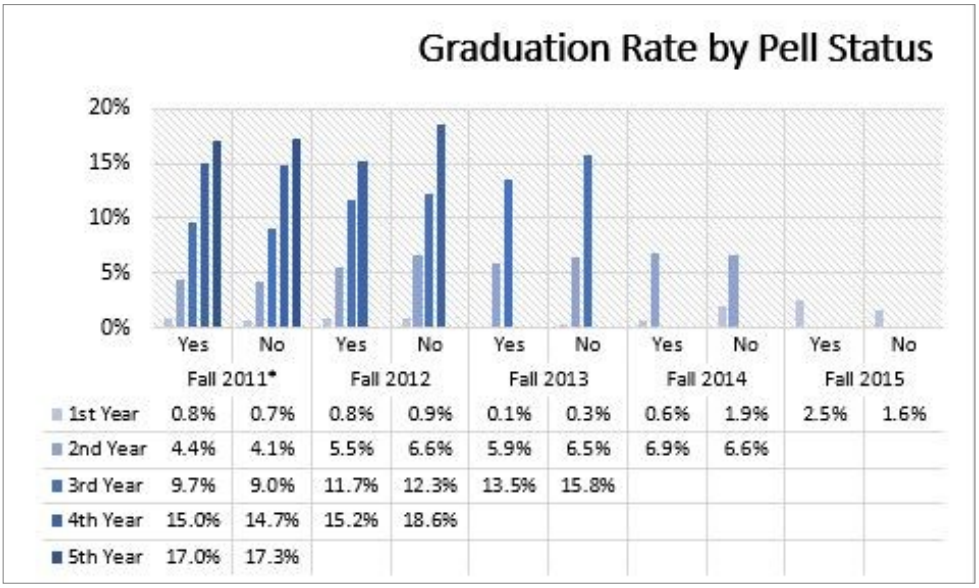
(4) Graduation rate based on Associates or Certificates received at any Alamo College. Data are cumulative over time. Students who transfer or leave Alamo Colleges are not removed from denominators.

(5) Full-Time/Part-Time status as reported at the Fall semester of the cohort year.

(6) Source FTIC Demographics: ACIRES.CBM001, Graduates: ACCDIR.CBM009

Graduation Rates by Pell Status

Generally, FTIC Pell recipients and non-Pell recipients graduated at similar rates in years one and two. The three, four, and five year graduation rates of non-recipients were higher than those who had received the Pell grant across the majority of cohorts.



	Fall 2011*		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1st Year	0.8%	0.7%	0.8%	0.9%	0.1%	0.3%	0.6%	1.9%	2.5%	1.6%
2nd Year	4.4%	4.1%	5.5%	6.6%	5.9%	6.5%	6.9%	6.6%		
3rd Year	9.7%	9.0%	11.7%	12.3%	13.5%	15.8%				
4th Year	15.0%	14.7%	15.2%	18.6%						
5th Year	17.0%	17.3%								

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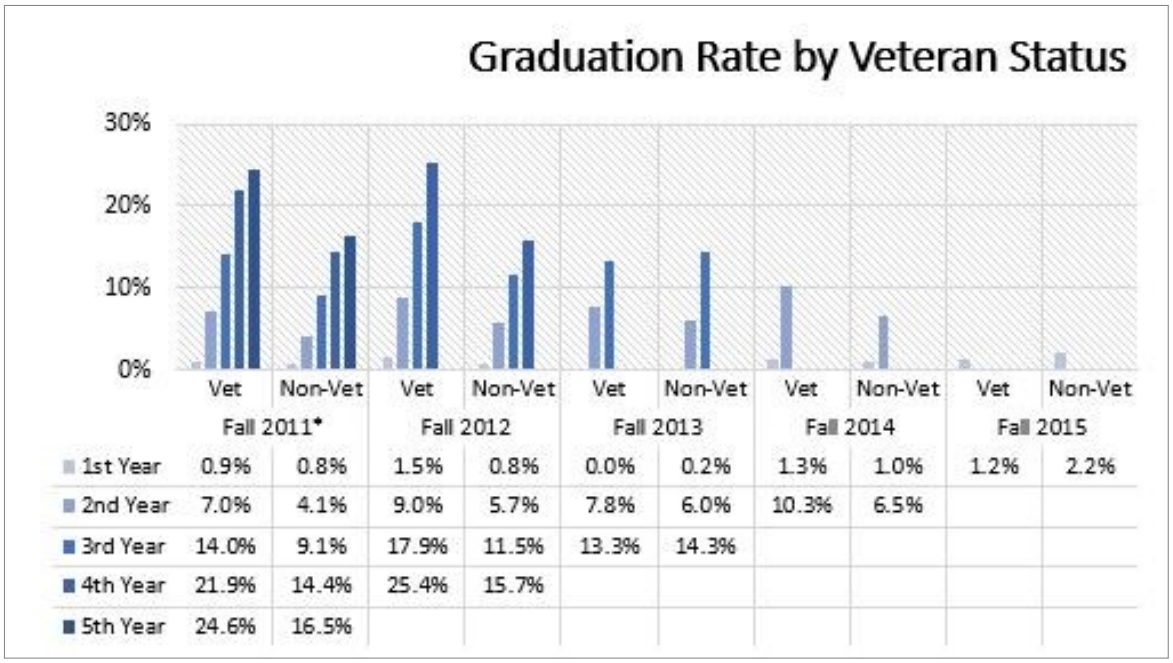
(5) Pell status as reported at the Fall semester of the cohort year.

(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 St. Philip's College in 2011, 24.6% of students who identified as veterans and 16.5% of students who did not identify as veterans received a degree or certificate after five years.



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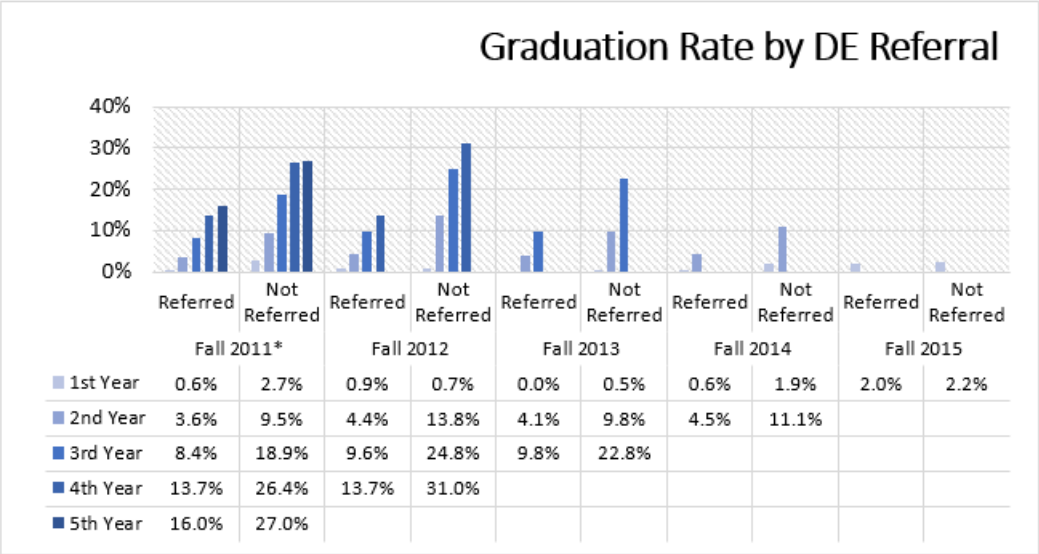
(4) Veteran status as reported at the Fall semester of the cohort year.
(5) Source: FTIC Demographics-ACCDODS1.XCT_IRES_ SC

Graduation Rates by Developmental Education Referral

Overall, FTIC students not referred to developmental education (DE) had higher graduation rates than did students requiring DE. After three years, students in the 2011, 2012, and 2013 cohorts not referred to DE graduated at more than twice the rate of students who were referred to DE.



	Fall 2011*		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Referred	Not Referred	Referred	Not Referred	Referred	Not Referred	Referred	Not Referred	Referred	Not Referred
1st Year	0.6%	2.7%	0.9%	0.7%	0.0%	0.5%	0.6%	1.9%	2.0%	2.2%
2nd Year	3.6%	9.5%	4.4%	13.8%	4.1%	9.8%	4.5%	11.1%		
3rd Year	8.4%	18.9%	9.6%	24.8%	9.8%	22.8%				
4th Year	13.7%	26.4%	13.7%	31.0%						
5th Year	16.0%	27.0%								

Notes:

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

(5) Developmental education (DE) referral levels are based on formal student assessment outcomes for the subject area or DE course enrollment. Students designated as "Unknown" did not have an assessment on file or could not be placed within referral range and could not be categorized based on DE course enrollment.

(6) Sources: FTIC Demographics-ACIRES.CBM001; Course Enrollment-ACCDIR.EXTENDEDENROLLMENT;
DE Referrals: Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015: ACDODS1.XST_ATD_ACCD