



ALAMO
COLLEGES
DISTRICT

Achieving the Dream Longitudinal Tracking Report

Northeast Lakeview College

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

NORTHEAST LAKEVIEW 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 using 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 Northeast Lakeview 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 Northeast Lakeview College were categorized based on their first semester status. Students remain in this category for subsequent years regardless of status change. Therefore, characteristics are as of first entry.

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

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

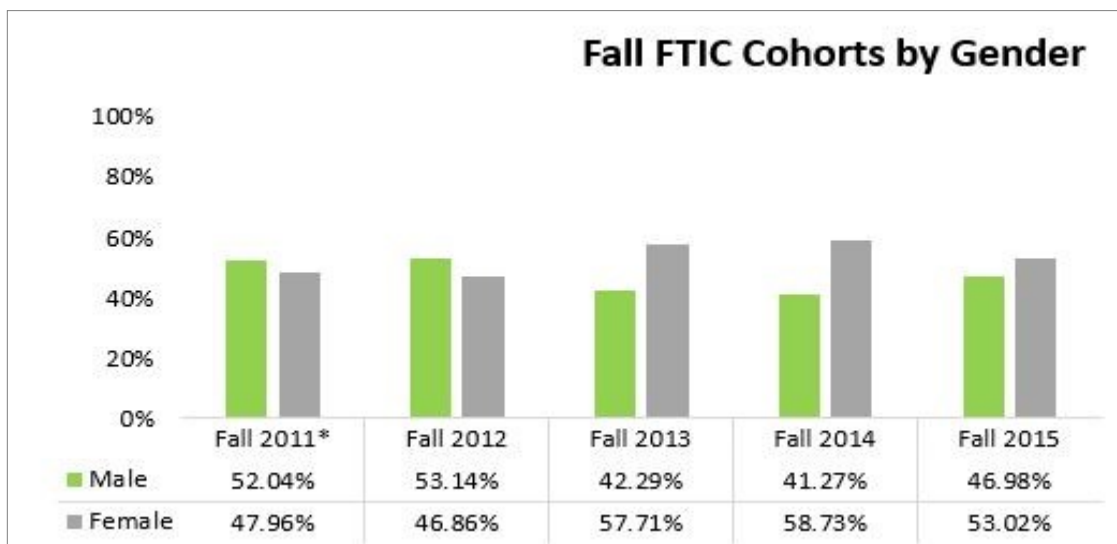
The total number of students in the Northeast Lakeview College Fall FTIC cohorts has been increasing annually since Fall 2012. The largest cohort to date has been the Fall 2015 cohort with a headcount of 928.

	Fall 2011*	Fall 2012	Fall 2013	Fall 2014	Fall 2015
	FTIC Cohort	FTIC Cohort	FTIC Cohort	FTIC Cohort	FTIC Cohort
Male	166	169	225	319	436
Female	153	149	307	454	492
Total FTIC	319	318	532	773	928

*See notes, next page

Gender

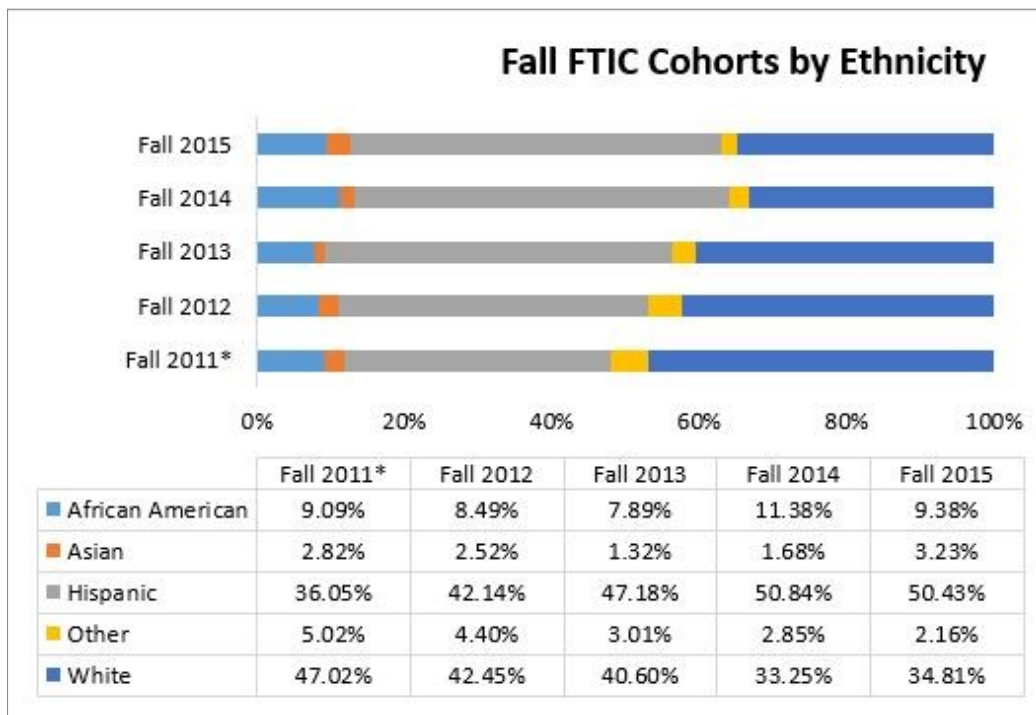
The percentage of males and females ranged from 41%-53% and 46%-59%, respectively. The percentage of male students was trending down since the Fall 2012 cohort, however, there was an increase of 5.71 percentage points from the Fall 2014 to the Fall 2015 cohort.



Ethnicity

Hispanic student enrollment increased 14.38 percentage points from the Fall 2011 FTIC cohort (36.05%) to the Fall 2015 FTIC cohort (50.43%). The percentage of White students declined 12.21 percentage points from the Fall 2011 cohort (47.02%) to the Fall 2015 cohort (34.81%). The most represented group in the Fall 2013, 2014, and 2015 cohorts was Hispanic (47%-51%).

	Fall 2011* FTIC Cohort	Fall 2012 FTIC Cohort	Fall 2013 FTIC Cohort	Fall 2014 FTIC Cohort	Fall 2015 FTIC Cohort
African American	29	27	42	88	87
Asian	9	8	7	13	30
Hispanic	115	134	251	393	468
Other	16	14	16	22	20
White	150	135	216	257	323
Total FTIC	319	318	532	773	928



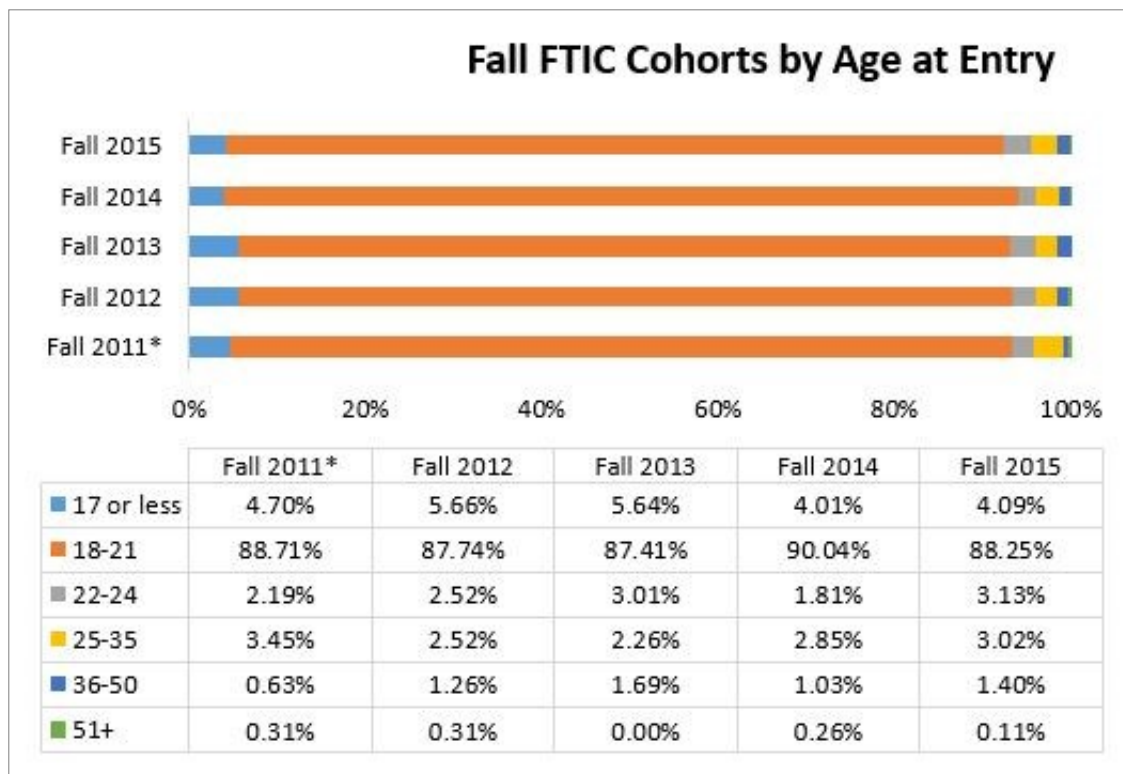
Notes:

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

Age

The majority (92%-94%) of students in each cohort were age 21 or younger when they first enrolled. The large majority (87%-90%) of students in each cohort were between 18-21 years old when they first enrolled. The second most represented age group was 17 or younger (4%-6%). Students over the age of 51 had the lowest representation among the cohorts.

	Fall 2011* FTIC Cohort	Fall 2012 FTIC Cohort	Fall 2013 FTIC Cohort	Fall 2014 FTIC Cohort	Fall 2015 FTIC Cohort
17 or less	15	18	30	31	38
18-21	283	279	465	696	819
22-24	7	8	16	14	29
25-35	11	8	12	22	28
36-50	2	4	9	8	13
51+	1	1	0	2	1
Total FTIC	319	318	532	773	928



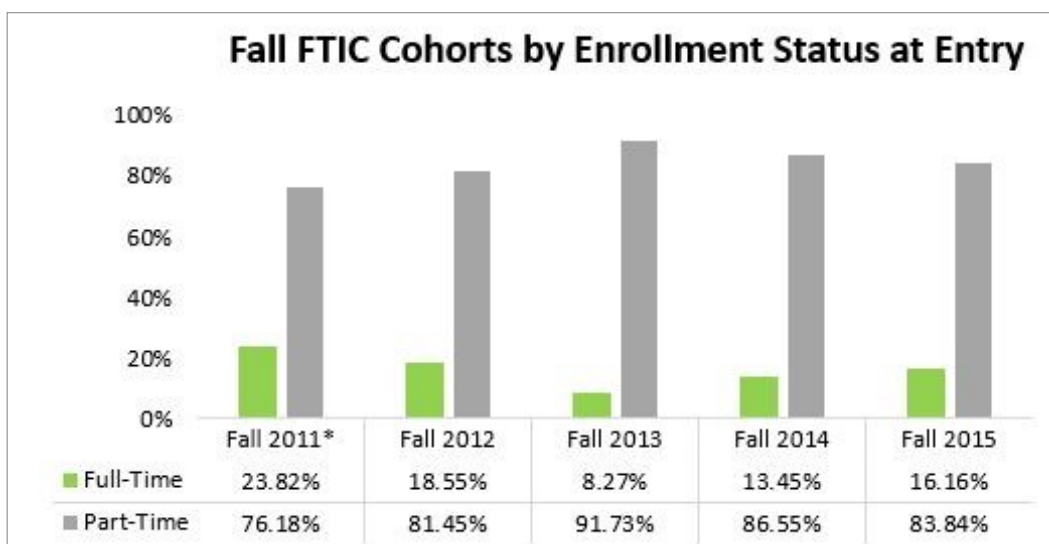
Notes:

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

Enrollment Status

Over all cohorts, part-time students attended at significantly higher rates than full-time students. Full-time students were defined as those enrolled in 12 or more hours at census date. Part-time students represented the majority (76%-92%) of the Fall FTIC cohorts annually at Northeast Lakeview College.

	Fall 2011* FTIC Cohort	Fall 2012 FTIC Cohort	Fall 2013 FTIC Cohort	Fall 2014 FTIC Cohort	Fall 2015 FTIC Cohort
Full-Time	76	59	44	104	150
Part-Time	243	259	488	669	778
Total FTIC	319	318	532	773	928



Pell Status

Northeast Lakeview College is in the process of achieving accreditation from the Southern Association of Colleges and Schools. Students desiring Pell grants can attend classes at Northeast Lakeview College, but must be enrolled through San Antonio College. Given the small number of Pell recipients attending classes at Northeast Lakeview College, trends regarding Pell status are not discussed in this report.

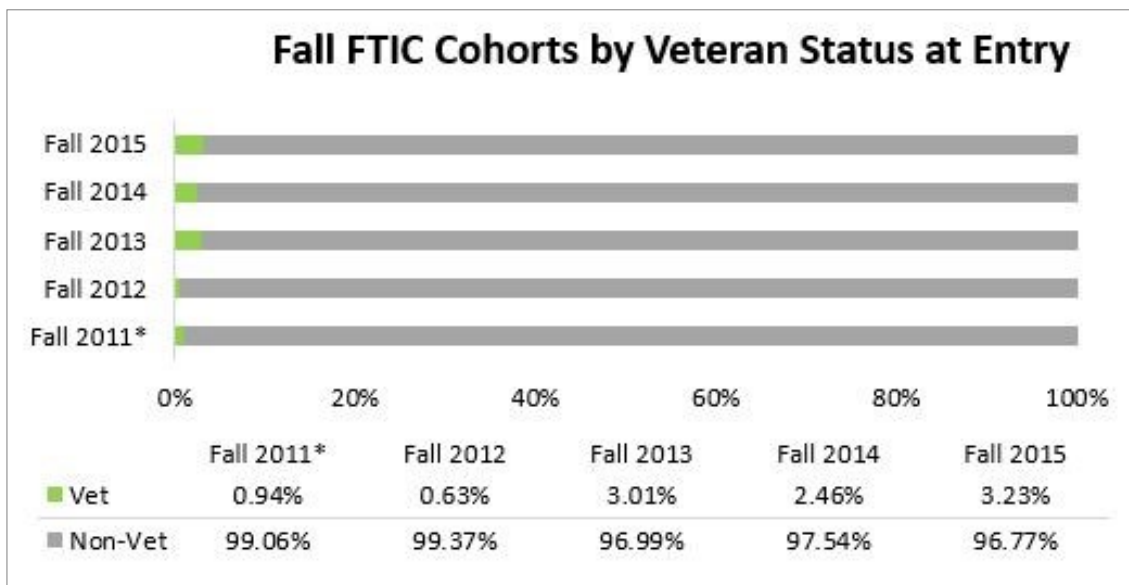
Notes:

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

Veteran Status

From 2011 to 2015, a marginal number (0.9% to 3%) of students in each cohort were identified as veterans. From Fall 2012 to Fall 2013, however, there was a significant increase (2.38 percentage points) in the percentage of veteran students. This percentage decreased slightly (0.55 percentage points) from Fall 2013 to Fall 2014, but increased again (0.77 percentage points) from Fall 2014 to Fall 2015.

	Fall 2011* FTIC Cohort	Fall 2012 FTIC Cohort	Fall 2013 FTIC Cohort	Fall 2014 FTIC Cohort	Fall 2015 FTIC Cohort
Vet	3	2	16	19	30
Non-Vet	316	316	516	754	898
Total FTIC	319	318	532	773	928



Notes:

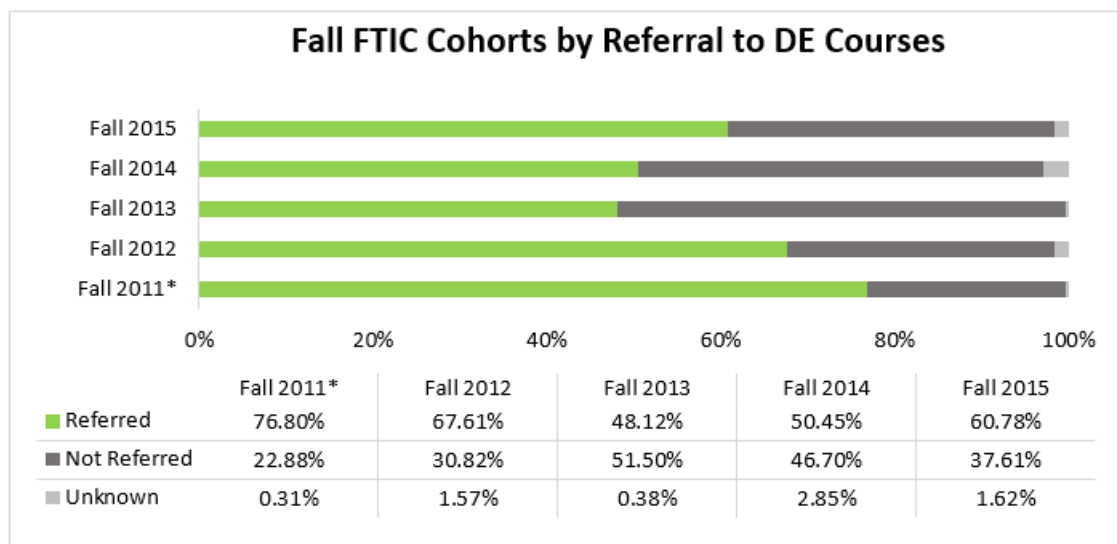
- (1) Fall 2011* Preliminary True FTIC cohort methodology used to create cohort of students without academic history as opposed to using the THECB methodology.
- (2) Fall 2012 FTIC student cohort is defined by a combination of THECB (demographic profile, persistence rates, and graduation rates) and True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

Source: FTIC Demographics-ACCDODS1.XCT_IRES_SC

Developmental Education Referral Status

The 2011 cohort had the greatest percentage of students referred to developmental education (DE) courses. However, the 2013 cohort reflects a significant shift in referral levels as less than half of the Fall FTIC cohort students were referred to DE. There was a small percentage of students (0%-3%) in each cohort whose referral status could not be determined due to lack of assessment scores or DE course enrollment.

	Fall 2011* FTIC Cohort	Fall 2012 FTIC Cohort	Fall 2013 FTIC Cohort	Fall 2014 FTIC Cohort	Fall 2015 FTIC Cohort
Referred	245	215	258	390	564
Not Referred	73	98	272	361	349
Unknown	1	5	2	22	15
Total FTIC	319	318	532	773	928



Notes:

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

NORTHEAST LAKEVIEW 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 Northeast Lakeview 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 Math and English, female students compared to male students generally had greater success in DE and “gatekeeper” courses.
- ◇ For English, in the 2011 and 2012 cohorts, of those referred to Level 1 DE, African-American students had higher success rates than Asian students. For Math, referred African-American students had the lowest success rates for highest DE and “gatekeeper” courses.
- ◇ For English and Math, there were no differences among age categories.
- ◇ For English and Math, referred full-time students compared to referred part-time students generally had greater success in DE courses and “gatekeeper” courses.
- ◇ For English and Math, veterans compared to non-veterans generally had greater success in DE and “gatekeeper” courses.

Progression Through English Developmental Education & “Gatekeeper” Courses

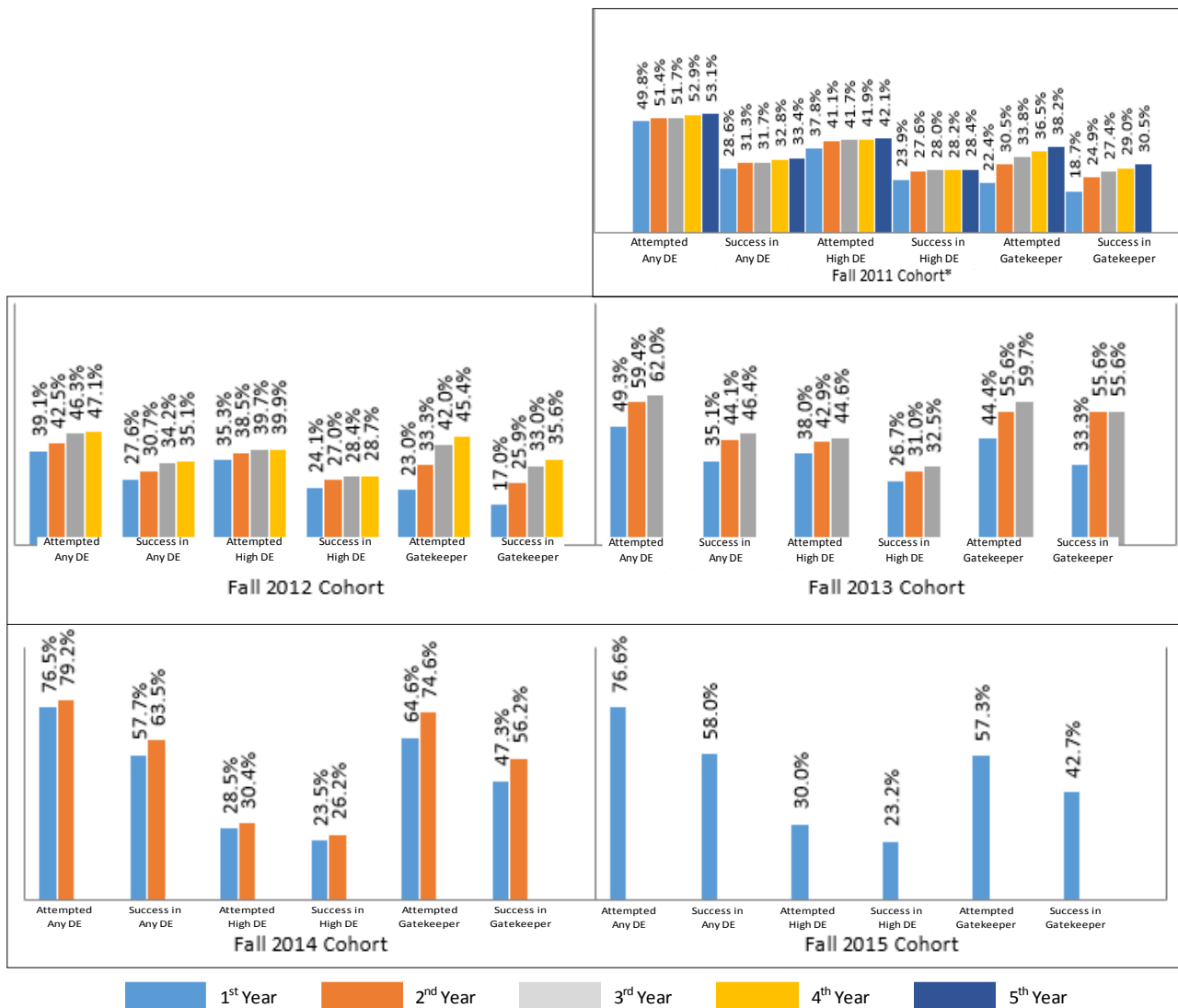
English developmental education referral levels were based on formal student assessment outcomes for English or on English DE course enrollment. From Fall 2011 through Fall 2013, Alamo Colleges offered two levels of English developmental education--ENGL 0300 (Basic English I) and ENGL 0301 (Basic English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

Notes:

- 1) Attempted = student received a grade for course (includes variations of W); Completed = student received a grade of A, B, C, D, F, I, IP, or P for course; Success = student received a grade of A, B, or C for course.
- 2) High DE = last course in DE sequence (Level 2).
- 3) English “gatekeeper” course is ENGL 1301.
- 4) Fall 2012 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

Approximately 29%-38% of first-year referred students in each cohort attempted the highest course in the English DE sequence, with 23%-27% of the cohort successfully passing the course. Approximately 34%-60% of third-year referred students in each cohort attempted the English “gatekeeper” course, with 27%-56% students successfully passing the “gatekeeper” course. In comparing the 2011 and 2013 cohorts, success in “gatekeeper” by the 2013 cohort 3rd year students more than doubled (27% to 56%, respectively).



Sources:

FTIC Demographics:

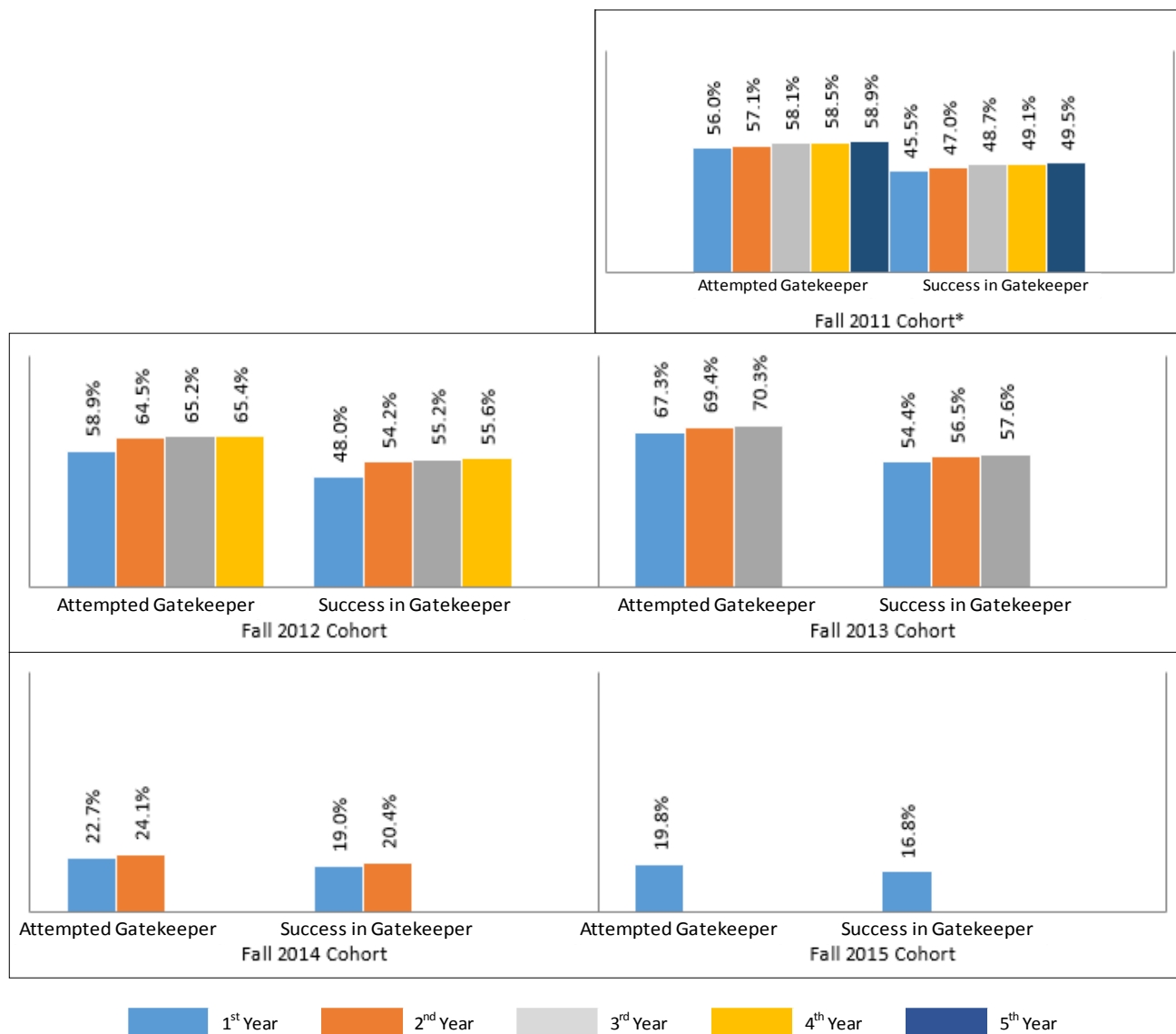
DE Referrals:

Course Enrollment:

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

English “Gatekeeper” Progression of Non-Referred

After 3 years, 58%-70% of non-referred students in each cohort attempted the English “gatekeeper” course, with 49%-58% of the cohort successfully passing the course, which is approximately double the rate of referred students.



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

Total English Progression

Of the total referred students in each cohort, 28%-58% successfully passed any English DE course within the first year, 28%-33% successfully passed the highest DE course in the English sequence within 3 years, and approximately 27%-30% successfully passed the English “gatekeeper” course within 3 years. Of the non-referred students, 49%-58% successfully passed the English “gatekeeper” course within 3 years. Of the total cohort, 40%-49% successfully passed the English gatekeeper” course within 3 years. 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, referred students 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 96 (7.6%)	59 (61.5%)	30 (31.3%)	Not Applicable	Not Applicable	22 (22.9%)	Not Applicable	17 (17.7%)
	DE Level 2 422 (33.5%)	199 (47.2%)	118 (28.0%)			123 (29.1%)		125 (29.6%)
	Total Referred 518 (41.1%)	258 (49.8%)	148 (28.6%)			145 (28.0%)		142 (27.4%)
	College Level 723 (57.4%)	Not Applicable				Not Applicable	352 (48.7%)	
	Unknown 19 (1.5%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (57.9%)			
	Cohort Total 1,260 (100.0%)	313 (24.8%)	184 (14.6%)	180 (14.3%)	505 (40.1%)			
Fall 2012 Cohort	DE Level 1 53 (4.6%)	30 (56.6%)	23 (43.4%)	Not Applicable	Not Applicable	19 (35.8%)	4 (7.5%)	13 (24.5%)
	DE Level 2 295 (25.7%)	106 (35.9%)	73 (24.7%)			80 (27.1%)	12 (4.1%)	86 (29.2%)
	Total Referred 348 (30.3%)	136 (39.1%)	96 (27.6%)			99 (28.4%)	16 (4.6%)	99 (28.4%)
	College Level 791 (68.8%)	Not Applicable				Not Applicable	437 (55.2%)	
	Unknown 10 (0.9%)	1 (10.0%)	1 (10.0%)	0 (0.0%)	0 (0.0%)		3 (30.0%)	
	Cohort Total 1,149 (100.0%)	184 (16.0%)	132 (11.5%)	135 (11.7%)	26 (2.3%)		539 (46.9%)	
Fall 2013 Cohort	DE Level 1 106 (10.0%)	29 (27.4%)	21 (19.8%)	Not Applicable	Not Applicable	12 (11.3%)	13 (12.3%)	17 (16.0%)
	DE Level 2 239 (22.5%)	141 (59.0%)	100 (41.8%)			100 (41.8%)	33 (13.8%)	86 (36.0%)
	Total Referred 345 (32.5%)	170 (49.3%)	121 (35.1%)			112 (32.5%)	46 (13.3%)	103 (29.9%)
	College Level 706 (66.6%)	Not Applicable				Not Applicable	407 (57.6%)	
	Unknown 9 (0.8%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (11.1%)		4 (44.4%)	
	Cohort Total 1,060 (100.0%)	189 (17.8%)	130 (12.3%)	121 (11.4%)	77 (7.3%)		514 (48.5%)	

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 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).
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- 10) In some instances, data have been updated to reflect the most current data at time of publication. Slight variations in data as recorded in prior publications may appear. However, these updates do not impact overall trends or outcomes.

Total English Progression (continued)

	Referral Level	Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2014 Cohort	DE Level 1 38 (3.6%)	26 (68.4%)	19 (50.0%)	10 (26.3%)	7 (18.4%)	3rd Year Data Not Yet Available		
	DE Level 2 75 (7.2%)	53 (70.7%)	41 (54.7%)	26 (34.7%)	17 (22.7%)			
	DE Level 3 144 (13.8%)	117 (81.3%)	87 (60.4%)	104 (72.2%)	76 (52.8%)			
	DE Level 4 3 (0.3%)	3 (100.0%)	3 (100.0%)	3 (100.0%)	3 (100.0%)			
	Total Referred 260 (24.9%)	199 (76.5%)	150 (57.7%)	143 (55.0%)	103 (39.6%)			
	College Level 710 (68.0%)	Not Applicable						
	Unknown 74 (7.1%)	46 (62.2%)	30 (40.5%)	45 (60.8%)	30 (40.5%)			
	Cohort Total 1,044 (100.0%)	722 (69.2%)	565 (54.1%)	665 (63.7%)	516 (49.4%)			
Fall 2015 Cohort	DE Level 1 60 (5.6%)	40 (66.7%)	31 (51.7%)	8 (13.3%)	5 (8.3%)	3rd Year Data Not Yet Available		
	DE Level 2 119 (11.0%)	96 (80.7%)	73 (61.3%)	39 (32.8%)	29 (24.4%)			
	DE Level 3 212 (19.7%)	163 (76.9%)	122 (57.5%)	152 (71.7%)	114 (53.8%)			
	DE Level 4 2 (0.2%)	2 (100.0%)	2 (100.0%)	2 (100.0%)	2 (100.0%)			
	Total Referred 393 (36.5%)	301 (76.6%)	228 (58.0%)	201 (51.1%)	150 (38.2%)			
	College Level 660 (61.2%)	Not Applicable						
	Unknown 25 (2.3%)	7 (28.0%)	6 (24.0%)	7 (28.0%)	6 (24.0%)			
	Cohort Total 1,078 (100.0%)	755 (70.0%)	589 (54.6%)	654 (60.7%)	509 (47.2%)			

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 Gender

Across all cohorts, females compared to males successfully passed both English DE and English “gatekeeper” courses at higher rates. Looking at the 2011 and 2013 cohort, females referred to Level 1 DE and GK experienced a decrease with 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	43 (44.8%)	M	20 (46.5%)	M	9 (20.9%)	Not Applicable		M	3 (7.0%)	Not Applicable		M	4 (9.3%)		
	96 (7.6%)	F	53 (55.2%)	F	39 (73.6%)	F	21 (39.6%)			F	19 (35.8%)			F	13 (24.5%)		
	DE Level 2	M	197 (46.7%)	M	93 (47.2%)	M	49 (24.9%)			M	47 (23.9%)			M	50 (25.4%)		
	422 (33.5%)	F	225 (53.3%)	F	106 (47.1%)	F	69 (30.7%)			F	76 (33.8%)			F	75 (33.3%)		
	Total Referred	M	240 (46.3%)	M	113 (47.1%)	M	58 (24.2%)	M	50 (20.8%)			M	54 (22.5%)				
	518 (41.1%)	F	278 (53.7%)	F	145 (52.2%)	F	90 (32.4%)	F	95 (34.2%)			F	88 (31.7%)				
	College Level	M	305 (42.2%)	Not Applicable								M	156 (51.1%)				
	723 (57.4%)	F	418 (57.8%)									F	196 (46.9%)				
	Unknown	M	6 (31.6%)	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)	Not Applicable		M	4 (66.7%)				
	19 (1.5%)	F	13 (68.4%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)			F	7 (53.8%)				
Cohort Total	M	551 (43.7%)	M	139 (25.2%)	M	73 (13.2%)	M	65 (11.8%)			M	214 (38.8%)					
1,260 (100.0%)	F	709 (56.3%)	F	174 (24.5%)	F	111 (15.7%)	F	115 (16.2%)			F	291 (41.0%)					
Fall 2012 Cohort	DE Level 1	M	31 (58.5%)	M	18 (58.1%)	M	12 (38.7%)	Not Applicable		M	11 (35.5%)	M	3 (9.7%)	M	4 (12.9%)		
	53 (4.6%)	F	22 (41.5%)	F	12 (54.5%)	F	11 (50.0%)			F	8 (36.4%)	F	1 (4.5%)	F	9 (40.9%)		
	DE Level 2	M	121 (41.0%)	M	42 (34.7%)	M	23 (19.0%)			M	28 (23.1%)	M	5 (4.1%)	M	25 (20.7%)		
	295 (25.7%)	F	174 (59.0%)	F	64 (36.8%)	F	50 (28.7%)			F	52 (29.9%)	F	7 (4.0%)	F	61 (35.1%)		
	Total Referred	M	152 (43.7%)	M	60 (39.5%)	M	35 (23.0%)	M	39 (25.7%)	M	8 (5.3%)	M	29 (19.1%)				
	348 (30.3%)	F	196 (56.3%)	F	76 (38.8%)	F	61 (31.1%)	F	60 (30.6%)	F	8 (4.1%)	F	70 (35.7%)				
	College Level	M	346 (43.7%)	Not Applicable								M	172 (49.7%)				
	791 (68.8%)	F	445 (56.3%)									F	265 (59.6%)				
	Unknown	M	8 (80.0%)	M	1 (12.5%)	M	1 (12.5%)	M	0 (0.0%)	M	0 (0.0%)	Not Applicable		M	3 (37.5%)		
	10 (0.9%)	F	2 (20.0%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)			F	0 (0.0%)		
Cohort Total	M	506 (44.0%)	M	86 (17.0%)	M	54 (10.7%)	M	57 (11.3%)	M	16 (3.2%)			M	204 (40.3%)			
1,149 (100.0%)	F	643 (56.0%)	F	98 (15.2%)	F	78 (12.1%)	F	78 (12.1%)	F	10 (1.6%)			F	335 (52.1%)			
Fall 2013 Cohort	DE Level 1	M	49 (46.2%)	M	13 (26.5%)	M	11 (22.4%)	Not Applicable		M	5 (10.2%)	M	7 (14.3%)	M	9 (18.4%)		
	106 (10.0%)	F	57 (53.8%)	F	16 (28.1%)	F	10 (17.5%)			F	7 (12.3%)	F	6 (10.5%)	F	8 (14.0%)		
	DE Level 2	M	119 (49.8%)	M	75 (63.0%)	M	48 (40.3%)			M	50 (42.0%)	M	15 (12.6%)	M	43 (36.1%)		
	239 (22.5%)	F	120 (50.2%)	F	66 (55.0%)	F	52 (43.3%)			F	50 (41.7%)	F	18 (15.0%)	F	43 (35.8%)		
	Total Referred	M	168 (48.7%)	M	88 (52.4%)	M	59 (35.1%)	M	55 (32.7%)	M	22 (13.1%)	M	52 (31.0%)				
	345 (32.5%)	F	177 (51.3%)	F	82 (46.3%)	F	62 (35.0%)	F	57 (32.2%)	F	24 (13.6%)	F	51 (28.8%)				
	College Level	M	308 (43.6%)	Not Applicable										M	168 (54.5%)		
	706 (66.6%)	F	398 (56.4%)											F	239 (60.1%)		
	Unknown	M	6 (66.7%)	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)	Not Applicable		M	3 (50.0%)		
	9 (0.8%)	F	3 (33.3%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)	F	1 (33.3%)			F	1 (33.3%)		
Cohort Total	M	482 (45.5%)	M	97 (20.1%)	M	63 (13.1%)	M	59 (12.2%)	M	36 (7.5%)			M	223 (46.3%)			
1,060 (100.0%)	F	578 (54.5%)	F	92 (15.9%)	F	67 (11.6%)	F	62 (10.7%)	F	41 (7.1%)			F	291 (50.3%)			

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 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 Progression by Gender

				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	20 (52.6%)	M	13 (65.0%)	M	10 (50.0%)	M	5 (25.0%)	3rd Year Data Not Yet Available	
	38 (3.6%)	F	18 (47.4%)	F	13 (72.2%)	F	9 (50.0%)	F	2 (11.1%)		
	DE Level 2	M	26 (34.7%)	M	20 (76.9%)	M	13 (50.0%)	M	3 (11.5%)		
	75 (7.2%)	F	49 (65.3%)	F	33 (67.3%)	F	21 (42.9%)	F	14 (28.6%)		
	DE Level 3	M	70 (48.6%)	M	57 (81.4%)	M	39 (55.7%)	M	35 (50.0%)		
	144 (13.8%)	F	74 (51.4%)	F	60 (81.1%)	F	48 (64.9%)	F	41 (55.4%)		
	DE Level 4	M	2 (66.7%)	M	2 (100.0%)	M	2 (100.0%)	M	2 (100.0%)		
	3 (0.3%)	F	1 (33.3%)	F	1 (100.0%)	F	1 (100.0%)	F	1 (100.0%)		
	Total Referred	M	118 (45.4%)	M	92 (78.0%)	M	64 (54.2%)	M	45 (38.1%)		
	260 (24.9%)	F	142 (54.6%)	F	107 (75.4%)	F	86 (60.6%)	F	58 (40.8%)		
	College Level	M	306 (43.1%)	Not Applicable							
	710 (68.0%)	F	404 (56.9%)								
	Unknown	M	27 (36.5%)	M	16 (59.3%)	M	7 (25.9%)	M	7 (25.9%)		
	74 (7.1%)	F	47 (63.5%)	F	30 (63.8%)	F	23 (48.9%)	F	23 (48.9%)		
	Cohort Total	M	451 (43.2%)	M	328 (72.7%)	M	237 (52.5%)	M	217 (48.1%)		
	1,044 (100.0%)	F	593 (56.8%)	F	394 (66.4%)	F	328 (55.3%)	F	299 (50.4%)		
Fall 2015 Cohort	DE Level 1	M	24 (40.0%)	M	17 (70.8%)	M	13 (54.2%)	M	4 (16.7%)	3rd Year Data Not Yet Available	
	60 (5.6%)	F	36 (60.0%)	F	23 (63.9%)	F	18 (50.0%)	F	3 (8.3%)		
	DE Level 2	M	44 (37.0%)	M	35 (79.5%)	M	26 (59.1%)	M	7 (15.9%)		
	119 (11.0%)	F	75 (63.0%)	F	61 (81.3%)	F	47 (62.7%)	F	22 (29.3%)		
	DE Level 3	M	105 (49.5%)	M	73 (69.5%)	M	52 (49.5%)	M	51 (48.6%)		
	212 (19.7%)	F	107 (50.5%)	F	90 (84.1%)	F	70 (65.4%)	F	63 (58.9%)		
	DE Level 4	M	1 (50.0%)	M	1 (100.0%)	M	1 (100.0%)	M	1 (100.0%)		
	2 (0.2%)	F	1 (50.0%)	F	1 (100.0%)	F	1 (100.0%)	F	1 (100.0%)		
	Total Referred	M	174 (44.3%)	M	126 (72.4%)	M	92 (52.9%)	M	61 (35.1%)		
	393 (36.5%)	F	219 (55.7%)	F	175 (79.9%)	F	136 (62.1%)	F	89 (40.6%)		
	College Level	M	327 (49.5%)	Not Applicable							
	660 (61.2%)	F	333 (50.5%)								
	Unknown	M	8 (32.0%)	M	2 (25.0%)	M	1 (12.5%)	M	1 (12.5%)		
	25 (2.3%)	F	17 (68.0%)	F	5 (29.4%)	F	5 (29.4%)	F	5 (29.4%)		
	Cohort Total	M	509 (47.2%)	M	359 (70.5%)	M	266 (52.3%)	M	233 (45.8%)		
	1,078 (100.0%)	F	569 (52.8%)	F	396 (69.6%)	F	323 (56.8%)	F	276 (48.5%)		
M = Male F = Female											

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

In the 2011 and 2012 cohorts, of those referred to Level 1 DE , African-American students had higher success rates than Asian students. In general, of non-referred students, Hispanic students, had passing rates in “gatekeeper” success between 49%-60%. When comparing between cohorts, African-American students referred to Level 2 experienced increases in “gatekeeper” success in 2012.

		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 96 (7.6%)	AA	26 (27.1%)	AA	19 (73.1%)	AA	11 (42.3%)	Not Applicable	Not Applicable	AA	6 (23.1%)	Not Applicable	AA	5 (19.2%)					
		A	4 (4.2%)	A	3 (75.0%)	A	2 (50.0%)			A	1 (25.0%)		A	1 (25.0%)					
		H	35 (36.5%)	H	17 (48.6%)	H	8 (22.9%)			H	7 (20.0%)		H	8 (22.9%)					
		O	2 (2.1%)	O	1 (50.0%)	O	0 (0.0%)			O	0 (0.0%)		O	0 (0.0%)					
	DE Level 2 422 (33.5%)	W	29 (30.2%)	W	19 (65.5%)	W	9 (31.0%)			W	8 (27.6%)		W	3 (10.3%)					
		AA	56 (13.3%)	AA	32 (57.1%)	AA	16 (28.6%)			AA	18 (32.1%)		AA	18 (32.1%)					
		A	7 (1.7%)	A	3 (42.9%)	A	3 (42.9%)			A	3 (42.9%)		A	1 (14.3%)					
		H	197 (46.7%)	H	87 (44.2%)	H	53 (26.9%)			H	58 (29.4%)		H	58 (29.4%)					
	Total Referred 518 (41.1%)	O	10 (2.4%)	O	4 (40.0%)	O	1 (10.0%)			O	1 (10.0%)		O	2 (20.0%)					
		W	152 (36.0%)	W	73 (48.0%)	W	45 (29.6%)			W	43 (28.3%)		W	46 (30.3%)					
		AA	82 (15.8%)	AA	51 (62.2%)	AA	27 (32.9%)			AA	24 (29.3%)		AA	23 (28.0%)					
		A	11 (2.1%)	A	6 (54.5%)	A	5 (45.5%)			A	4 (36.4%)		A	2 (18.2%)					
	College Level 723 (57.4%)	H	232 (44.8%)	H	104 (44.8%)	H	61 (26.3%)			H	65 (28.0%)		H	66 (28.4%)					
		O	12 (2.3%)	O	5 (41.7%)	O	1 (8.3%)			O	1 (8.3%)		O	2 (16.7%)					
		W	181 (34.9%)	W	92 (50.8%)	W	54 (29.8%)			W	51 (28.2%)		W	49 (27.1%)					
		AA	65 (9.0%)	Not Applicable	Not Applicable	Not Applicable	Not Applicable			Not Applicable	AA		33 (50.8%)						
	A	18 (2.5%)	A								8 (44.4%)								
	H	305 (42.2%)	H								148 (48.5%)								
	O	27 (3.7%)	O								11 (40.7%)								
	Fall 2012 Cohort	Unknown 19 (1.5%)	W	308 (42.6%)	W	152 (49.4%)	Not Applicable			Not Applicable	Not Applicable		Not Applicable	Not Applicable	Not Applicable	W	152 (49.4%)		
			AA	5 (26.3%)	AA	0 (0.0%)										AA	0 (0.0%)	AA	4 (80.0%)
			A	0 (0.0%)	A	0 (0.0%)										A	0 (0.0%)	A	0 (0.0%)
			H	6 (31.6%)	H	0 (0.0%)										H	0 (0.0%)	H	5 (83.3%)
		Cohort Total 1,260 (100.0%)	O	1 (5.3%)	O	0 (0.0%)	O			0 (0.0%)	O		0 (0.0%)	O	1 (100.0%)				
			W	7 (36.8%)	W	0 (0.0%)	W			0 (0.0%)	W		0 (0.0%)	W	1 (14.3%)				
			AA	152 (12.1%)	AA	59 (38.8%)	AA			33 (21.7%)	AA		30 (19.7%)	AA	60 (39.5%)				
			A	29 (2.3%)	A	9 (31.0%)	A			5 (17.2%)	A		4 (13.8%)	A	10 (34.5%)				
		Fall 2012 Cohort	DE Level 1 53 (4.6%)	H	543 (43.1%)	H	129 (23.8%)			H	77 (14.2%)		H	80 (14.7%)	H	219 (40.3%)			
O				40 (3.2%)	O	6 (15.0%)	O	1 (2.5%)	O	1 (2.5%)	O	14 (35.0%)							
W	496 (39.4%)			W	110 (22.2%)	W	68 (13.7%)	W	65 (13.1%)	W	202 (40.7%)								
AA	9 (17.0%)			AA	7 (77.8%)	AA	6 (66.7%)	AA	7 (77.8%)	AA	6 (66.7%)								
DE Level 2 295 (25.7%)	A		2 (3.8%)	A	1 (50.0%)	A	1 (50.0%)	A	0 (0.0%)	A	0 (0.0%)								
	H		31 (58.5%)	H	16 (51.6%)	H	12 (38.7%)	H	7 (22.6%)	H	1 (3.2%)								
	O		0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)								
	W		11 (20.8%)	W	6 (54.5%)	W	4 (36.4%)	W	5 (45.5%)	W	3 (27.3%)								
Total Referred 348 (30.3%)	AA		51 (17.3%)	AA	20 (39.2%)	AA	10 (19.6%)	AA	15 (29.4%)	AA	2 (3.9%)								
	A		5 (1.7%)	A	2 (40.0%)	A	1 (20.0%)	A	2 (40.0%)	A	0 (0.0%)								
	H	147 (49.8%)	H	51 (34.7%)	H	36 (24.5%)	H	37 (25.2%)	H	6 (4.1%)									
	O	10 (3.4%)	O	5 (50.0%)	O	5 (50.0%)	O	4 (40.0%)	O	1 (10.0%)									
Fall 2012 Cohort	College Level 791 (68.8%)	W	82 (27.8%)	W	28 (34.1%)	W	21 (25.6%)	W	22 (26.8%)	W	3 (3.7%)								
		AA	60 (17.2%)	AA	27 (45.0%)	AA	16 (26.7%)	AA	22 (36.7%)	AA	2 (3.3%)								
		A	7 (2.0%)	A	3 (42.9%)	A	2 (28.6%)	A	2 (28.6%)	A	0 (0.0%)								
		H	178 (51.1%)	H	67 (37.6%)	H	48 (27.0%)	H	44 (24.7%)	H	7 (3.9%)								
	Unknown 10 (0.9%)	O	10 (2.9%)	O	5 (50.0%)	O	5 (50.0%)	O	4 (40.0%)	O	1 (10.0%)								
		W	93 (26.7%)	W	34 (36.6%)	W	25 (26.9%)	W	27 (29.0%)	W	6 (6.5%)								
		AA	71 (9.0%)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	AA	46 (64.8%)								
		A	30 (3.8%)							A	18 (60.0%)								
	H	348 (44.0%)	H							201 (57.8%)									
	O	34 (4.3%)	O							17 (50.0%)									
Cohort Total 1,149 (100.0%)	W	308 (38.9%)	W	155 (50.3%)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	W	155 (50.3%)								
	AA	2 (20.0%)	AA	0 (0.0%)						AA	0 (0.0%)	AA	0 (0.0%)	AA	1 (50.0%)				
	A	0 (0.0%)	A	0 (0.0%)						A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)				
	H	3 (30.0%)	H	1 (33.3%)						H	1 (33.3%)	H	0 (0.0%)	H	0 (0.0%)				

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 2013 Cohort	DE Level 1 106 (10.0%)	AA	21 (19.8%)	AA	10 (47.6%)	AA	8 (38.1%)	Not Applicable		AA	3 (14.3%)	AA	2 (9.5%)	AA	4 (19.0%)		
		A	2 (1.9%)	A	1 (50.0%)	A	1 (50.0%)			A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)		
		H	43 (40.6%)	H	8 (18.6%)	H	4 (9.3%)			H	3 (7.0%)	H	5 (11.6%)	H	7 (16.3%)		
		O	2 (1.9%)	O	0 (0.0%)	O	0 (0.0%)			O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)		
		W	38 (35.8%)	W	10 (26.3%)	W	8 (21.1%)			W	6 (15.8%)	W	6 (15.8%)	W	6 (15.8%)		
	DE Level 2 239 (22.5%)	AA	39 (16.3%)	AA	25 (64.1%)	AA	21 (53.8%)			AA	20 (51.3%)	AA	8 (20.5%)	AA	11 (28.2%)		
		A	6 (2.5%)	A	4 (66.7%)	A	4 (66.7%)			A	4 (66.7%)	A	0 (0.0%)	A	4 (66.7%)		
		H	128 (53.6%)	H	77 (60.2%)	H	50 (39.1%)			H	54 (42.2%)	H	19 (14.8%)	H	43 (33.6%)		
		O	3 (1.3%)	O	1 (33.3%)	O	1 (33.3%)			O	0 (0.0%)	O	1 (33.3%)	O	0 (0.0%)		
		W	63 (26.4%)	W	34 (54.0%)	W	24 (38.1%)			W	22 (34.9%)	W	5 (7.9%)	W	28 (44.4%)		
	Total Referred 345 (32.5%)	AA	60 (17.4%)	AA	35 (58.3%)	AA	29 (48.3%)			AA	23 (38.3%)	AA	10 (16.7%)	AA	15 (25.0%)		
		A	8 (2.3%)	A	5 (62.5%)	A	5 (62.5%)			A	4 (50.0%)	A	0 (0.0%)	A	4 (50.0%)		
		H	171 (49.6%)	H	85 (49.7%)	H	54 (31.6%)			H	57 (33.3%)	H	24 (14.0%)	H	50 (29.2%)		
		O	5 (1.4%)	O	1 (20.0%)	O	1 (20.0%)			O	0 (0.0%)	O	1 (20.0%)	O	0 (0.0%)		
		W	101 (29.3%)	W	44 (43.6%)	W	32 (31.7%)			W	28 (27.7%)	W	11 (10.9%)	W	34 (33.7%)		
	College Level 706 (66.6%)	AA	47 (6.7%)	Not Applicable										AA	28 (59.6%)		
		A	16 (2.3%)											A	7 (43.8%)		
		H	326 (46.2%)											H	194 (59.5%)		
		O	25 (3.5%)											O	11 (44.0%)		
		W	292 (41.4%)											W	167 (57.2%)		
	Unknown 9 (0.8%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	Not Applicable		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	5 (55.6%)	H	0 (0.0%)	H	0 (0.0%)			H	0 (0.0%)	H	1 (20.0%)	H	2 (40.0%)		
		O	2 (22.2%)	O	0 (0.0%)	O	0 (0.0%)			O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)		
		W	2 (22.2%)	W	0 (0.0%)	W	0 (0.0%)			W	0 (0.0%)	W	0 (0.0%)	W	2 (100.0%)		
	Cohort Total 1,060 (100.0%)	AA	107 (10.1%)	AA	37 (34.6%)	AA	30 (28.0%)	Not Applicable		AA	24 (22.4%)	AA	13 (12.1%)	AA	43 (40.2%)		
		A	24 (2.3%)	A	5 (20.8%)	A	5 (20.8%)			A	4 (16.7%)	A	1 (4.2%)	A	11 (45.8%)		
		H	502 (47.4%)	H	93 (18.5%)	H	56 (11.2%)			H	60 (12.0%)	H	36 (7.2%)	H	246 (49.0%)		
		O	32 (3.0%)	O	1 (3.1%)	O	1 (3.1%)			O	0 (0.0%)	O	2 (6.3%)	O	11 (34.4%)		
		W	395 (37.3%)	W	53 (13.4%)	W	38 (9.6%)			W	33 (8.4%)	W	25 (6.3%)	W	203 (51.4%)		
Fall 2014 Cohort	DE Level 1 38 (3.6%)	AA	7 (18.4%)	AA	1 (14.3%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)				
		A	3 (7.9%)	A	2 (66.7%)	A	1 (33.3%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)				
		H	23 (60.5%)	H	20 (87.0%)	H	15 (65.2%)	H	8 (34.8%)	H	6 (26.1%)	H	6 (26.1%)				
		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	5 (13.2%)	W	3 (60.0%)	W	3 (60.0%)	W	2 (40.0%)	W	1 (20.0%)	W	1 (20.0%)				
	DE Level 2 75 (7.2%)	AA	14 (18.7%)	AA	11 (78.6%)	AA	10 (71.4%)	AA	6 (42.9%)	AA	4 (28.6%)	AA	4 (28.6%)				
		A	1 (1.3%)	A	1 (100.0%)	A	1 (100.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)				
		H	42 (56.0%)	H	33 (78.6%)	H	25 (59.5%)	H	17 (40.5%)	H	11 (26.2%)	H	11 (26.2%)				
		O	1 (1.3%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)				
		W	17 (22.7%)	W	8 (47.1%)	W	5 (29.4%)	W	3 (17.6%)	W	2 (11.8%)	W	2 (11.8%)				
	DE Level 3 144 (13.8%)	AA	28 (19.4%)	AA	19 (67.9%)	AA	13 (46.4%)	AA	18 (64.3%)	AA	12 (42.9%)	AA	12 (42.9%)				
		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	68 (47.2%)	H	58 (85.3%)	H	41 (60.3%)	H	52 (76.5%)	H	36 (52.9%)	H	36 (52.9%)				
		O	8 (5.6%)	O	7 (87.5%)	O	5 (62.5%)	O	7 (87.5%)	O	5 (62.5%)	O	5 (62.5%)				
		W	40 (27.8%)	W	33 (82.5%)	W	28 (70.0%)	W	27 (67.5%)	W	23 (57.5%)	W	23 (57.5%)				
	DE Level 4 3 (0.3%)	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	1 (33.3%)	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%)	O	0 (0.0%)				
		W	2 (66.7%)	W	2 (100.0%)	W	2 (100.0%)	W	2 (100.0%)	W	2 (100.0%)	W	2 (100.0%)				
	Total Referred 260 (24.9%)	AA	49 (18.8%)	AA	31 (63.3%)	AA	23 (46.9%)	AA	24 (49.0%)	AA	16 (32.7%)	3rd Year Data Not Yet Available					
		A	4 (1.5%)	A	3 (75.0%)	A	2 (50.0%)	A	0 (0.0%)	A	0 (0.0%)						
		H	134 (51.5%)	H	112 (83.6%)	H	82 (61.2%)	H	78 (58.2%)	H	54 (40.3%)						
		O	9 (3.5%)	O	7 (77.8%)	O	5 (55.6%)	O	7 (77.8%)	O	5 (55.6%)						
		W	64 (24.6%)	W	46 (71.9%)	W	38 (59.4%)	W	34 (53.1%)	W	28 (43.8%)						
	College Level 710 (68.0%)	AA	66 (9.3%)	Not Applicable													
		A	11 (1.5%)														
		H	330 (46.5%)														
		O	27 (3.8%)														
		W	276 (38.9%)														
Unknown 74 (7.1%)	AA	12 (16.2%)	AA	6 (50.0%)	AA	5 (41.7%)	AA	6 (50.0%)	AA	5 (41.7%)							
	A	1 (1.4%)	A	1 (100.0%)	A	1 (100.0%)	A	1 (100.0%)	A	1 (100.0%)							
	H	46 (62.2%)	H	31 (67.4%)	H	18 (39.1%)	H	30 (65.2%)	H	18 (39.1%)							
	O	1 (1.4%)	O	1 (100.0%)	O	1 (100.0%)	O	1 (100.0%)	O	1 (100.0%)							
	W	14 (18.9%)	W	7 (50.0%)	W	5 (35.7%)	W	7 (50.0%)	W	5 (35.7%)							
Cohort Total 1,044 (100.0%)	AA	127 (12.2%)	AA	82 (64.6%)	AA	64 (50.4%)	AA	75 (59.1%)	AA	56 (44.1%)							
	A	16 (1.5%)	A	11 (68.8%)	A	8 (50.0%)	A	8 (50.0%)	A	6 (37.5%)							
	H	510 (48.9%)	H	371 (72.7%)	H	280 (54.9%)	H	336 (65.9%)	H	251 (49.2%)							
	O	37 (3.5%)	O	22 (59.5%)	O	18 (48.6%)	O	22 (59.5%)	O	18 (48.6%)							
	W	354 (33.9%)	W	236 (66.7%)	W	195 (55.1%)	W	224 (63.3%)	W	185 (52.3%)							

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 2015 Cohort	DE Level 1 60 (5.6%)	AA	12 (20.0%)	AA	8 (66.7%)	AA	7 (58.3%)	AA	0 (0.0%)	AA	0 (0.0%)	3rd Year Data Not Yet Available								
		A	4 (6.7%)	A	2 (50.0%)	A	2 (50.0%)	A	0 (0.0%)	A	0 (0.0%)									
		H	32 (53.3%)	H	22 (68.8%)	H	16 (50.0%)	H	8 (25.0%)	H	5 (15.6%)									
		O	2 (3.3%)	O	2 (100.0%)	O	2 (100.0%)	O	0 (0.0%)	O	0 (0.0%)									
		W	10 (16.7%)	W	6 (60.0%)	W	4 (40.0%)	W	0 (0.0%)	W	0 (0.0%)									
	DE Level 2 119 (11.0%)	AA	10 (8.4%)	AA	7 (70.0%)	AA	5 (50.0%)	AA	3 (30.0%)	AA	2 (20.0%)									
		A	6 (5.0%)	A	4 (66.7%)	A	4 (66.7%)	A	2 (33.3%)	A	2 (33.3%)									
		H	79 (66.4%)	H	67 (84.8%)	H	50 (63.3%)	H	25 (31.6%)	H	19 (24.1%)									
		O	2 (1.7%)	O	1 (50.0%)	O	1 (50.0%)	O	1 (50.0%)	O	1 (50.0%)									
		W	22 (18.5%)	W	17 (77.3%)	W	13 (59.1%)	W	8 (36.4%)	W	5 (22.7%)									
	DE Level 3 212 (19.7%)	AA	27 (12.7%)	AA	17 (63.0%)	AA	10 (37.0%)	AA	17 (63.0%)	AA	10 (37.0%)									
		A	4 (1.9%)	A	3 (75.0%)	A	3 (75.0%)	A	3 (75.0%)	A	3 (75.0%)									
		H	113 (53.3%)	H	86 (76.1%)	H	66 (58.4%)	H	79 (69.9%)	H	60 (53.1%)									
		O	8 (3.8%)	O	5 (62.5%)	O	3 (37.5%)	O	4 (50.0%)	O	3 (37.5%)									
		W	60 (28.3%)	W	52 (86.7%)	W	40 (66.7%)	W	49 (81.7%)	W	38 (63.3%)									
	DE Level 4 2 (0.2%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)									
		A	1 (50.0%)	A	1 (100.0%)	A	1 (100.0%)	A	1 (100.0%)	A	1 (100.0%)									
		H	1 (50.0%)	H	1 (100.0%)	H	1 (100.0%)	H	1 (100.0%)	H	1 (100.0%)									
		O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)									
		W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)									
	Total Referred 393 (36.5%)	AA	49 (12.5%)	AA	32 (65.3%)	AA	22 (44.9%)	AA	20 (40.8%)	AA	12 (24.5%)									
		A	15 (3.8%)	A	10 (66.7%)	A	10 (66.7%)	A	6 (40.0%)	A	6 (40.0%)									
		H	225 (57.3%)	H	176 (78.2%)	H	133 (59.1%)	H	113 (50.2%)	H	85 (37.8%)									
		O	12 (3.1%)	O	8 (66.7%)	O	6 (50.0%)	O	5 (41.7%)	O	4 (33.3%)									
		W	92 (23.4%)	W	75 (81.5%)	W	57 (62.0%)	W	57 (62.0%)	W	43 (46.7%)									
	College Level 660 (61.2%)	AA	59 (8.9%)	Not Applicable																
		A	17 (2.6%)																	
		H	311 (47.1%)																	
		O	10 (1.5%)																	
		W	263 (39.8%)																	
	Unknown 25 (2.3%)	AA	3 (12.0%)	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	9 (36.0%)	H	2 (22.2%)	H	2 (22.2%)	H	2 (22.2%)	H	2 (22.2%)									
		O	1 (4.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)									
		W	12 (48.0%)	W	5 (41.7%)	W	4 (33.3%)	W	5 (41.7%)	W	4 (33.3%)									
	Cohort Total 1,078 (100.0%)	AA	111 (10.3%)	AA	68 (61.3%)	AA	49 (44.1%)	AA	56 (50.5%)	AA	39 (35.1%)									
A		32 (3.0%)	A	20 (62.5%)	A	19 (59.4%)	A	16 (50.0%)	A	15 (46.9%)										
H		545 (50.6%)	H	386 (70.8%)	H	300 (55.0%)	H	323 (59.3%)	H	252 (46.2%)										
O		23 (2.1%)	O	17 (73.9%)	O	11 (47.8%)	O	14 (60.9%)	O	9 (39.1%)										
W		367 (34.0%)	W	264 (71.9%)	W	210 (57.2%)	W	245 (66.8%)	W	194 (52.9%)										
AA = African-American		A = Asian	H = Hispanic	O = Other	W = White															

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 Age

Across cohort years and age groups, referral levels of students 18-21 years old were highest. Additionally, the “gatekeeper” success rate has increased from the Fall 2011 to Fall 2013 cohort.

		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)
		<17	18-21	<17	18-21	<17	18-21			<17	18-21	<17
Fall 2011 Cohort*	DE Level 1 96 (7.6%)	2 (2.1%)	76 (79.2%)	2 (100.0%)	44 (57.9%)	1 (50.0%)	18 (23.7%)			0 (0.0%)	14 (18.4%)	1 (50.0%)
												10 (13.2%)
		4 (4.2%)	22-24	2 (50.0%)	22-24	1 (25.0%)	22-24			0 (0.0%)	0 (0.0%)	0 (0.0%)
		9 (9.4%)	25-35	8 (88.9%)	25-35	7 (77.8%)	25-35			7 (77.8%)	25-35	4 (44.4%)
		3 (3.1%)	36-50	1 (33.3%)	36-50	1 (33.3%)	36-50			0 (0.0%)	36-50	0 (0.0%)
	DE Level 2 422 (33.5%)	2 (2.1%)	51+	2 (100.0%)	51+	2 (100.0%)	51+			1 (50.0%)	51+	2 (100.0%)
		17 (4.0%)	18-21	6 (35.3%)	18-21	3 (17.6%)	18-21			4 (23.5%)	18-21	4 (23.5%)
		330 (78.2%)	22-24	161 (48.8%)	22-24	92 (27.9%)	22-24			98 (29.7%)	22-24	105 (31.8%)
		25 (5.9%)	25-35	9 (36.0%)	25-35	7 (28.0%)	25-35			7 (28.0%)	25-35	5 (20.0%)
		35 (8.3%)	36-50	15 (42.9%)	36-50	9 (25.7%)	36-50			9 (25.7%)	36-50	7 (20.0%)
	Total Referred 518 (41.1%)	14 (3.3%)	51+	8 (57.1%)	51+	7 (50.0%)	51+			5 (35.7%)	51+	4 (28.6%)
		1 (0.2%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21			0 (0.0%)	18-21	0 (0.0%)
		19 (3.7%)	22-24	8 (42.1%)	22-24	4 (21.1%)	22-24			4 (21.1%)	22-24	5 (26.3%)
		406 (78.4%)	25-35	205 (50.5%)	25-35	110 (27.1%)	25-35			112 (27.6%)	25-35	115 (28.3%)
		29 (5.6%)	36-50	11 (37.9%)	36-50	8 (27.6%)	36-50			7 (24.1%)	36-50	5 (17.2%)
	College Level 723 (57.4%)	44 (8.5%)	51+	23 (52.3%)	51+	16 (36.4%)	51+			16 (36.4%)	51+	11 (25.0%)
		17 (3.3%)	18-21	9 (52.9%)	18-21	8 (47.1%)	18-21			5 (29.4%)	18-21	4 (23.5%)
		3 (0.6%)	22-24	2 (66.7%)	22-24	2 (66.7%)	22-24			1 (33.3%)	22-24	2 (66.7%)
		36 (5.0%)	25-35	575 (79.5%)	25-35	286 (49.7%)	25-35				25-35	20 (55.6%)
		32 (4.4%)	36-50	32 (4.4%)	36-50	12 (37.5%)	36-50				36-50	286 (49.7%)
	Unknown 19 (1.5%)	57 (7.9%)	51+	21 (2.9%)	51+	11 (52.4%)	51+				51+	22 (38.6%)
		2 (0.3%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21				18-21	11 (52.4%)
		14 (73.7%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24				22-24	1 (50.0%)
		0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35				25-35	9 (64.3%)
		0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50				36-50	0 (0.0%)
	Cohort Total 1,260 (100.0%)	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+				51+	0 (0.0%)
		69 (5.5%)	18-21	9 (13.0%)	18-21	5 (7.2%)	18-21				18-21	34 (49.3%)
		981 (77.9%)	22-24	250 (25.5%)	22-24	136 (13.9%)	22-24				22-24	401 (40.9%)
		63 (5.0%)	25-35	14 (22.2%)	25-35	11 (17.5%)	25-35				25-35	17 (27.0%)
		104 (8.3%)	36-50	28 (26.9%)	36-50	21 (20.2%)	36-50				36-50	35 (33.7%)
	Cohort Total 1,260 (100.0%)	38 (3.0%)	51+	10 (26.3%)	51+	9 (23.7%)	51+				51+	15 (39.5%)
		5 (0.4%)	18-21	2 (40.0%)	18-21	2 (40.0%)	18-21				18-21	3 (60.0%)
			22-24		22-24		22-24				22-24	
			25-35		25-35		25-35				25-35	
			36-50		36-50		36-50				36-50	

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 53 (4.6%)	<17	2 (3.8%)	<17	1 (50.0%)	<17	1 (50.0%)	Not Applicable	Not Applicable	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)
		18-21	40 (75.5%)	18-21	25 (62.5%)	18-21	19 (47.5%)			18-21	15 (37.5%)	18-21	3 (7.5%)	18-21	10 (25.0%)		
		22-24	2 (3.8%)	22-24	0 (0.0%)	22-24	0 (0.0%)			22-24	1 (50.0%)	22-24	0 (0.0%)	22-24	1 (50.0%)		
		25-35	9 (17.0%)	25-35	4 (44.4%)	25-35	3 (33.3%)			25-35	3 (33.3%)	25-35	1 (11.1%)	25-35	2 (22.2%)		
		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%)	36-50	0 (0.0%)		
	DE Level 2 295 (25.7%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
		<17	13 (4.4%)	<17	5 (38.5%)	<17	3 (23.1%)			<17	3 (23.1%)	<17	0 (0.0%)	<17	3 (23.1%)		
		18-21	230 (78.0%)	18-21	82 (35.7%)	18-21	58 (25.2%)			18-21	63 (27.4%)	18-21	12 (5.2%)	18-21	69 (30.0%)		
		22-24	15 (5.1%)	22-24	4 (26.7%)	22-24	2 (13.3%)			22-24	2 (13.3%)	22-24	0 (0.0%)	22-24	3 (20.0%)		
		25-35	28 (9.5%)	25-35	12 (42.9%)	25-35	7 (25.0%)			25-35	9 (32.1%)	25-35	0 (0.0%)	25-35	8 (28.6%)		
	Total Referred 348 (30.3%)	36-50	8 (2.7%)	36-50	3 (37.5%)	36-50	3 (37.5%)			36-50	3 (37.5%)	36-50	0 (0.0%)	36-50	3 (37.5%)		
		51+	1 (0.3%)	51+	0 (0.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)		
		<17	15 (4.3%)	<17	6 (40.0%)	<17	4 (26.7%)			<17	3 (20.0%)	<17	0 (0.0%)	<17	3 (20.0%)		
		18-21	270 (77.6%)	18-21	107 (39.6%)	18-21	77 (28.5%)			18-21	78 (28.9%)	18-21	15 (5.6%)	18-21	79 (29.3%)		
		22-24	17 (4.9%)	22-24	4 (23.5%)	22-24	2 (11.8%)			22-24	3 (17.6%)	22-24	0 (0.0%)	22-24	4 (23.5%)		
	College Level 791 (68.8%)	25-35	37 (10.6%)	25-35	16 (43.2%)	25-35	10 (27.0%)			25-35	12 (32.4%)	25-35	1 (2.7%)	25-35	10 (27.0%)		
		36-50	8 (2.3%)	36-50	3 (37.5%)	36-50	3 (37.5%)			36-50	3 (37.5%)	36-50	0 (0.0%)	36-50	3 (37.5%)		
		51+	1 (0.3%)	51+	0 (0.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)		
		<17	46 (5.8%)	<17	0 (0.0%)	<17	0 (0.0%)			<17	0 (0.0%)	<17	0 (0.0%)	<17	24 (52.2%)		
		18-21	700 (88.5%)	18-21	151 (15.5%)	18-21	111 (11.4%)			18-21	112 (11.5%)	18-21	25 (2.6%)	18-21	466 (47.7%)		
	Unknown 10 (0.9%)	22-24	8 (1.0%)	22-24	4 (15.4%)	22-24	2 (7.7%)			22-24	3 (11.5%)	22-24	0 (0.0%)	22-24	9 (34.6%)		
		25-35	21 (2.7%)	25-35	16 (26.2%)	25-35	10 (16.4%)			25-35	12 (19.7%)	25-35	1 (1.6%)	25-35	25 (41.0%)		
		36-50	15 (1.9%)	36-50	4 (17.4%)	36-50	4 (17.4%)			36-50	4 (17.4%)	36-50	0 (0.0%)	36-50	12 (52.2%)		
		51+	1 (0.1%)	51+	0 (0.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)		
		<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)		
Cohort Total 1,149 (100.0%)	18-21	6 (60.0%)	18-21	1 (16.7%)	18-21	1 (16.7%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	2 (33.3%)					
	22-24	1 (10.0%)	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	3 (30.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	1 (33.3%)					
	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%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)					
Fall 2013 Cohort	DE Level 1 106 (10.0%)	<17	61 (5.3%)	<17	9 (14.8%)	<17	5 (8.2%)	<17	4 (6.6%)	<17	0 (0.0%)	<17	27 (44.3%)				
		18-21	976 (84.9%)	18-21	151 (15.5%)	18-21	111 (11.4%)	18-21	112 (11.5%)	18-21	25 (2.6%)	18-21	466 (47.7%)				
		22-24	26 (2.3%)	22-24	4 (15.4%)	22-24	2 (7.7%)	22-24	3 (11.5%)	22-24	0 (0.0%)	22-24	9 (34.6%)				
		25-35	61 (5.3%)	25-35	16 (26.2%)	25-35	10 (16.4%)	25-35	12 (19.7%)	25-35	1 (1.6%)	25-35	25 (41.0%)				
		36-50	23 (2.0%)	36-50	4 (17.4%)	36-50	4 (17.4%)	36-50	4 (17.4%)	36-50	0 (0.0%)	36-50	12 (52.2%)				
	DE Level 2 239 (22.5%)	51+	2 (0.2%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)				
		<17	10 (4.2%)	<17	3 (30.0%)	<17	3 (30.0%)	<17	3 (30.0%)	<17	1 (10.0%)	<17	2 (20.0%)				
		18-21	178 (74.5%)	18-21	115 (64.6%)	18-21	81 (45.5%)	18-21	79 (44.4%)	18-21	27 (15.2%)	18-21	68 (38.2%)				
		22-24	16 (6.7%)	22-24	8 (50.0%)	22-24	5 (31.3%)	22-24	7 (43.8%)	22-24	1 (6.3%)	22-24	8 (50.0%)				
		25-35	24 (10.0%)	25-35	11 (45.8%)	25-35	8 (33.3%)	25-35	7 (29.2%)	25-35	2 (8.3%)	25-35	6 (25.0%)				
	Total Referred 345 (32.5%)	36-50	9 (3.8%)	36-50	4 (44.4%)	36-50	3 (33.3%)	36-50	4 (44.4%)	36-50	1 (11.1%)	36-50	2 (22.2%)				
		51+	2 (0.8%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	1 (50.0%)	51+	0 (0.0%)				
		<17	13 (3.8%)	<17	4 (30.8%)	<17	4 (30.8%)	<17	3 (23.1%)	<17	2 (15.4%)	<17	2 (15.4%)				
		18-21	255 (73.9%)	18-21	138 (54.1%)	18-21	97 (38.0%)	18-21	88 (34.5%)	18-21	36 (14.1%)	18-21	81 (31.8%)				
		22-24	25 (7.2%)	22-24	8 (32.0%)	22-24	5 (20.0%)	22-24	9 (36.0%)	22-24	1 (4.0%)	22-24	10 (40.0%)				
	College Level 706 (66.6%)	25-35	38 (11.0%)	25-35	16 (42.1%)	25-35	12 (31.6%)	25-35	8 (21.1%)	25-35	5 (13.2%)	25-35	8 (21.1%)				
		36-50	12 (3.5%)	36-50	4 (33.3%)	36-50	3 (25.0%)	36-50	4 (33.3%)	36-50	1 (8.3%)	36-50	2 (16.7%)				
		51+	2 (0.6%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	1 (50.0%)	51+	0 (0.0%)				
		<17	38 (5.4%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	24 (63.2%)				
		18-21	633 (89.7%)	18-21	157 (17.6%)	18-21	106 (11.9%)	18-21	97 (10.9%)	18-21	63 (7.1%)	18-21	451 (50.6%)				
	Unknown 9 (0.8%)	22-24	15 (2.1%)	22-24	8 (18.2%)	22-24	5 (11.4%)	22-24	9 (20.5%)	22-24	2 (4.5%)	22-24	21 (47.7%)				
		25-35	15 (2.1%)	25-35	16 (29.6%)	25-35	12 (22.2%)	25-35	8 (14.8%)	25-35	6 (11.1%)	25-35	12 (22.2%)				
		36-50	5 (0.7%)	36-50	4 (22.2%)	36-50	3 (16.7%)	36-50	4 (22.2%)	36-50	1 (5.6%)	36-50	4 (22.2%)				
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	1 (50.0%)	51+	0 (0.0%)				
		<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)				
Cohort Total 1,060 (100.0%)	18-21	3 (33.3%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	1 (33.3%)					
	22-24	4 (44.4%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	3 (75.0%)					
	25-35	1 (11.1%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	1 (100.0%)	25-35	0 (0.0%)					
	36-50	1 (11.1%)	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%)					

English Progression by Age (continued)

		Referral Level	Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2014 Cohort	DE Level 1 38 (3.6%)	<17 0 (0.0%) 18-21 33 (86.8%) 22-24 2 (5.3%) 25-35 2 (5.3%) 36-50 0 (0.0%) 51+ 1 (2.6%)	<17 0 (0.0%) 18-21 23 (69.7%) 22-24 2 (100.0%) 25-35 1 (50.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 17 (51.5%) 22-24 1 (50.0%) 25-35 1 (50.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 10 (30.3%) 22-24 0 (0.0%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 7 (21.2%) 22-24 0 (0.0%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)			
	DE Level 2 75 (7.2%)	<17 2 (2.7%) 18-21 63 (84.0%) 22-24 2 (2.7%) 25-35 6 (8.0%) 36-50 2 (2.7%) 51+ 0 (0.0%)	<17 1 (50.0%) 18-21 45 (71.4%) 22-24 1 (50.0%) 25-35 5 (83.3%) 36-50 1 (50.0%) 51+ 0 (0.0%)	<17 1 (50.0%) 18-21 35 (55.6%) 22-24 0 (0.0%) 25-35 4 (66.7%) 36-50 1 (50.0%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 22 (34.9%) 22-24 1 (50.0%) 25-35 2 (33.3%) 36-50 1 (50.0%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 15 (23.8%) 22-24 0 (0.0%) 25-35 2 (33.3%) 36-50 0 (0.0%) 51+ 0 (0.0%)			
	DE Level 3 144 (13.8%)	<17 4 (2.8%) 18-21 130 (90.3%) 22-24 2 (1.4%) 25-35 7 (4.9%) 36-50 1 (0.7%) 51+ 0 (0.0%)	<17 3 (75.0%) 18-21 108 (83.1%) 22-24 1 (50.0%) 25-35 4 (57.1%) 36-50 1 (100.0%) 51+ 0 (0.0%)	<17 1 (25.0%) 18-21 80 (61.5%) 22-24 1 (50.0%) 25-35 4 (57.1%) 36-50 1 (100.0%) 51+ 0 (0.0%)	<17 3 (75.0%) 18-21 97 (74.6%) 22-24 0 (0.0%) 25-35 3 (42.9%) 36-50 1 (100.0%) 51+ 0 (0.0%)	<17 1 (25.0%) 18-21 71 (54.6%) 22-24 0 (0.0%) 25-35 3 (42.9%) 36-50 1 (100.0%) 51+ 0 (0.0%)			
	DE Level 4 3 (0.3%)	<17 0 (0.0%) 18-21 2 (66.7%) 22-24 1 (33.3%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 2 (100.0%) 22-24 1 (100.0%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 2 (100.0%) 22-24 1 (100.0%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 2 (100.0%) 22-24 1 (100.0%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 2 (100.0%) 22-24 1 (100.0%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)			
	Total Referred 260 (24.9%)	<17 6 (2.3%) 18-21 228 (87.7%) 22-24 7 (2.7%) 25-35 15 (5.8%) 36-50 3 (1.2%) 51+ 1 (0.4%)	<17 4 (66.7%) 18-21 178 (78.1%) 22-24 5 (71.4%) 25-35 10 (66.7%) 36-50 2 (66.7%) 51+ 0 (0.0%)	<17 2 (33.3%) 18-21 134 (58.8%) 22-24 3 (42.9%) 25-35 9 (60.0%) 36-50 2 (66.7%) 51+ 0 (0.0%)	<17 3 (50.0%) 18-21 131 (57.5%) 22-24 2 (28.6%) 25-35 5 (33.3%) 36-50 2 (66.7%) 51+ 0 (0.0%)	<17 1 (16.7%) 18-21 95 (41.7%) 22-24 1 (14.3%) 25-35 5 (33.3%) 36-50 1 (33.3%) 51+ 0 (0.0%)			
	College Level 710 (68.0%)	<17 38 (5.4%) 18-21 611 (86.1%) 22-24 25 (3.5%) 25-35 26 (3.7%) 36-50 9 (1.3%) 51+ 1 (0.1%)	Not Applicable						
	Unknown 74 (7.1%)	<17 1 (1.4%) 18-21 72 (97.3%) 22-24 1 (1.4%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 1 (100.0%) 18-21 45 (62.5%) 22-24 0 (0.0%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 30 (41.7%) 22-24 0 (0.0%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 1 (100.0%) 18-21 44 (61.1%) 22-24 0 (0.0%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 30 (41.7%) 22-24 0 (0.0%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)			
	Cohort Total 1,044 (100.0%)	<17 45 (4.3%) 18-21 911 (87.3%) 22-24 33 (3.2%) 25-35 41 (3.9%) 36-50 12 (1.1%) 51+ 2 (0.2%)	<17 28 (62.2%) 18-21 650 (71.4%) 22-24 20 (60.6%) 25-35 19 (46.3%) 36-50 5 (41.7%) 51+ 0 (0.0%)	<17 22 (48.9%) 18-21 508 (55.8%) 22-24 14 (42.4%) 25-35 16 (39.0%) 36-50 5 (41.7%) 51+ 0 (0.0%)	<17 27 (60.0%) 18-21 602 (66.1%) 22-24 17 (51.5%) 25-35 14 (24.1%) 36-50 5 (41.7%) 51+ 0 (0.0%)	<17 21 (46.7%) 18-21 467 (51.3%) 22-24 12 (36.4%) 25-35 12 (29.3%) 36-50 4 (33.3%) 51+ 0 (0.0%)			
Fall 2015 Cohort	DE Level 1 60 (5.6%)	<17 0 (0.0%) 18-21 55 (91.7%) 22-24 1 (1.7%) 25-35 1 (1.7%) 36-50 3 (5.0%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 39 (70.9%) 22-24 0 (0.0%) 25-35 0 (0.0%) 36-50 1 (33.3%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 30 (54.5%) 22-24 0 (0.0%) 25-35 0 (0.0%) 36-50 1 (33.3%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 7 (12.7%) 22-24 0 (0.0%) 25-35 0 (0.0%) 36-50 1 (33.3%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 4 (7.3%) 22-24 0 (0.0%) 25-35 0 (0.0%) 36-50 1 (33.3%) 51+ 0 (0.0%)			
	DE Level 2 119 (11.0%)	<17 5 (4.2%) 18-21 103 (86.6%) 22-24 4 (3.4%) 25-35 4 (3.4%) 36-50 3 (2.5%) 51+ 0 (0.0%)	<17 3 (60.0%) 18-21 85 (82.5%) 22-24 4 (100.0%) 25-35 3 (75.0%) 36-50 1 (33.3%) 51+ 0 (0.0%)	<17 3 (60.0%) 18-21 64 (62.1%) 22-24 3 (75.0%) 25-35 3 (75.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 1 (20.0%) 18-21 36 (35.0%) 22-24 1 (25.0%) 25-35 1 (25.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 1 (20.0%) 18-21 27 (26.2%) 22-24 0 (0.0%) 25-35 1 (25.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)			
	DE Level 3 212 (19.7%)	<17 9 (4.2%) 18-21 188 (88.7%) 22-24 8 (3.8%) 25-35 4 (1.9%) 36-50 3 (1.4%) 51+ 0 (0.0%)	<17 7 (77.8%) 18-21 144 (76.6%) 22-24 5 (62.5%) 25-35 4 (100.0%) 36-50 3 (100.0%) 51+ 0 (0.0%)	<17 4 (44.4%) 18-21 112 (59.6%) 22-24 2 (25.0%) 25-35 3 (75.0%) 36-50 1 (33.3%) 51+ 0 (0.0%)	<17 7 (77.8%) 18-21 136 (72.3%) 22-24 5 (62.5%) 25-35 2 (50.0%) 36-50 2 (66.7%) 51+ 0 (0.0%)	<17 4 (44.4%) 18-21 106 (56.4%) 22-24 2 (25.0%) 25-35 1 (25.0%) 36-50 1 (33.3%) 51+ 0 (0.0%)			
	DE Level 4 2 (0.2%)	<17 0 (0.0%) 18-21 2 (100.0%) 22-24 0 (0.0%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 2 (100.0%) 22-24 0 (0.0%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 2 (100.0%) 22-24 0 (0.0%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 2 (100.0%) 22-24 0 (0.0%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 2 (100.0%) 22-24 0 (0.0%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)			
	Total Referred 393 (36.5%)	<17 14 (3.6%) 18-21 348 (88.5%) 22-24 13 (3.3%) 25-35 9 (2.3%) 36-50 9 (2.3%) 51+ 0 (0.0%)	<17 10 (71.4%) 18-21 270 (77.6%) 22-24 9 (69.2%) 25-35 7 (77.8%) 36-50 5 (55.6%) 51+ 0 (0.0%)	<17 7 (50.0%) 18-21 208 (59.8%) 22-24 5 (38.5%) 25-35 6 (66.7%) 36-50 2 (22.2%) 51+ 0 (0.0%)	<17 8 (57.1%) 18-21 181 (52.0%) 22-24 6 (46.2%) 25-35 3 (33.3%) 36-50 3 (33.3%) 51+ 0 (0.0%)	<17 5 (35.7%) 18-21 139 (39.9%) 22-24 2 (15.4%) 25-35 2 (22.2%) 36-50 2 (22.2%) 51+ 0 (0.0%)			
	College Level 660 (61.2%)	<17 28 (4.2%) 18-21 572 (86.7%) 22-24 21 (3.2%) 25-35 30 (4.5%) 36-50 8 (1.2%) 51+ 1 (0.2%)	Not Applicable						
	Unknown 25 (2.3%)	<17 0 (0.0%) 18-21 22 (88.0%) 22-24 2 (8.0%) 25-35 1 (4.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 6 (27.3%) 22-24 1 (50.0%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 6 (27.3%) 22-24 0 (0.0%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 6 (27.3%) 22-24 1 (50.0%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)	<17 0 (0.0%) 18-21 6 (27.3%) 22-24 0 (0.0%) 25-35 0 (0.0%) 36-50 0 (0.0%) 51+ 0 (0.0%)			
	Cohort Total 1,078 (100.0%)	<17 41 (3.9%) 18-21 942 (87.4%) 22-24 36 (3.3%) 25-35 40 (3.7%) 36-50 17 (1.6%) 51+ 1 (0.1%)	<17 28 (66.7%) 18-21 671 (71.2%) 22-24 25 (69.4%) 25-35 22 (55.0%) 36-50 8 (47.1%) 51+ 1 (100.0%)	<17 21 (50.0%) 18-21 529 (56.2%) 22-24 15 (41.7%) 25-35 19 (47.5%) 36-50 4 (23.5%) 51+ 1 (100.0%)	<17 26 (61.9%) 18-21 581 (61.7%) 22-24 22 (61.1%) 25-35 18 (45.0%) 36-50 6 (35.3%) 51+ 1 (100.0%)	<17 19 (45.2%) 18-21 458 (48.6%) 22-24 12 (33.3%) 25-35 15 (37.5%) 36-50 4 (23.5%) 51+ 1 (100.0%)			

3rd Year Data Not Yet Available

3rd Year Data Not Yet Available

English Progression by Enrollment Status

Across all cohorts and levels, full-time students compared to part-time students successfully passed more of English DE and all of “gatekeeper” courses at higher rates. Full-time college ready cohort students “gatekeeper” success rates increased each subsequent year.

		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	28 (29.2%)	FT	21 (75.0%)	FT	12 (42.9%)	Not Applicable		Not Applicable		FT	11 (39.3%)	Not Applicable		FT	6 (21.4%)	
	96 (7.6%)	PT	68 (70.8%)	PT	38 (55.9%)	PT	18 (26.5%)					PT	11 (16.2%)			PT	11 (16.2%)	
	DE Level 2	FT	162 (38.4%)	FT	100 (61.7%)	FT	60 (37.0%)					FT	62 (38.3%)			FT	66 (40.7%)	
	422 (33.5%)	PT	260 (61.6%)	PT	99 (38.1%)	PT	58 (22.3%)					PT	61 (23.5%)			PT	59 (22.7%)	
	Total Referred	FT	190 (36.7%)	FT	121 (63.7%)	FT	72 (37.9%)	Not Applicable		Not Applicable		FT	73 (38.4%)	Not Applicable		FT	72 (37.9%)	
	518 (41.1%)	PT	328 (63.3%)	PT	137 (41.8%)	PT	76 (23.2%)					PT	72 (22.0%)			PT	70 (21.3%)	
	College Level	FT	331 (45.8%)	Not Applicable		Not Applicable		Not Applicable		Not Applicable		Not Applicable		Not Applicable		FT	169 (51.1%)	
	723 (57.4%)	PT	392 (54.2%)													FT	0 (0.0%)	FT
		19 (1.5%)	PT	19 (100.0%)	PT	0 (0.0%)	PT	0 (0.0%)	Not Applicable		Not Applicable		Not Applicable		Not Applicable		PT	183 (46.7%)
	Cohort Total	FT	521 (41.3%)	FT	147 (28.2%)	FT	88 (16.9%)	FT									89 (17.1%)	FT
	1,260 (100.0%)	PT	739 (58.7%)	PT	166 (22.5%)	PT	96 (13.0%)	Not Applicable		Not Applicable		PT	91 (12.3%)	Not Applicable		PT	264 (35.7%)	
Fall 2012 Cohort	DE Level 1	FT	9 (17.0%)	FT	8 (88.9%)	FT	5 (55.6%)					Not Applicable				Not Applicable		FT
	53 (4.6%)	PT	44 (83.0%)	PT	22 (50.0%)	PT	18 (40.9%)	PT	17 (38.6%)	PT	4 (9.1%)			PT	11 (25.0%)			
	DE Level 2	FT	99 (33.6%)	FT	49 (49.5%)	FT	36 (36.4%)	FT	36 (36.4%)	FT	7 (7.1%)			FT	38 (38.4%)			
	295 (25.7%)	PT	196 (66.4%)	PT	57 (29.1%)	PT	37 (18.9%)	PT	44 (22.4%)	PT	5 (2.6%)			PT	48 (24.5%)			
	Total Referred	FT	108 (31.0%)	FT	57 (52.8%)	FT	41 (38.0%)	Not Applicable		Not Applicable		FT	38 (35.2%)	FT	7 (6.5%)	FT	40 (37.0%)	
	348 (30.3%)	PT	240 (69.0%)	PT	79 (32.9%)	PT	55 (22.9%)					PT	61 (25.4%)	PT	9 (3.8%)	PT	59 (24.6%)	
	College Level	FT	383 (48.4%)	Not Applicable		Not Applicable		Not Applicable		Not Applicable		Not Applicable		Not Applicable		Not Applicable		
	791 (68.8%)	PT	408 (51.6%)															FT
		Unknown	FT	3 (30.0%)	FT	0 (0.0%)	FT	0 (0.0%)	Not Applicable		Not Applicable		FT	0 (0.0%)	FT	0 (0.0%)	FT	2 (66.7%)
	10 (0.9%)	PT	7 (70.0%)	PT	1 (14.3%)	PT	1 (14.3%)	PT					0 (0.0%)	PT	0 (0.0%)	PT	1 (14.3%)	
	Cohort Total	FT	494 (43.0%)	FT	86 (17.4%)	FT	65 (13.2%)	Not Applicable		Not Applicable		FT	62 (12.6%)	FT	11 (2.2%)	FT	283 (57.3%)	
	1,149 (100.0%)	PT	655 (57.0%)	PT	98 (15.0%)	PT	67 (10.2%)					PT	73 (11.1%)	PT	15 (2.3%)	PT	256 (39.1%)	
Fall 2013 Cohort	DE Level 1	FT	13 (12.3%)	FT	6 (46.2%)	FT	5 (38.5%)	Not Applicable		Not Applicable		FT	3 (23.1%)	FT	0 (0.0%)	FT	4 (30.8%)	
	106 (10.0%)	PT	93 (87.7%)	PT	23 (24.7%)	PT	16 (17.2%)					PT	9 (9.7%)	PT	13 (14.0%)	PT	13 (14.0%)	
	DE Level 2	FT	58 (24.3%)	FT	43 (74.1%)	FT	35 (60.3%)					FT	32 (55.2%)	FT	7 (12.1%)	FT	28 (48.3%)	
	239 (22.5%)	PT	181 (75.7%)	PT	98 (54.1%)	PT	65 (35.9%)					PT	68 (37.6%)	PT	26 (14.4%)	PT	58 (32.0%)	
	Total Referred	FT	71 (20.6%)	FT	49 (69.0%)	FT	40 (56.3%)	Not Applicable		Not Applicable		FT	35 (49.3%)	FT	7 (9.9%)	FT	32 (45.1%)	
	345 (32.5%)	PT	274 (79.4%)	PT	121 (44.2%)	PT	81 (29.6%)					PT	77 (28.1%)	PT	39 (14.2%)	PT	71 (25.9%)	
	College Level	FT	302 (42.8%)	Not Applicable		Not Applicable		Not Applicable		Not Applicable		Not Applicable		Not Applicable		Not Applicable		
	706 (66.6%)	PT	404 (57.2%)															FT
		Unknown	FT	3 (33.3%)	FT	0 (0.0%)	FT	0 (0.0%)	Not Applicable		Not Applicable		FT	0 (0.0%)	FT	0 (0.0%)	FT	2 (66.7%)
	9 (0.8%)	PT	6 (66.7%)	PT	0 (0.0%)	PT	0 (0.0%)	PT					0 (0.0%)	PT	1 (16.7%)	PT	2 (33.3%)	
	Cohort Total	FT	376 (35.5%)	FT	58 (15.4%)	FT	44 (11.7%)	Not Applicable		Not Applicable		FT	39 (10.4%)	FT	20 (5.3%)	FT	226 (60.1%)	
	1,060 (100.0%)	PT	684 (64.5%)	PT	131 (19.2%)	PT	86 (12.6%)					PT	82 (12.0%)	PT	57 (8.3%)	PT	288 (42.1%)	
FT = Full-time		PT = Part-time																

FT = Full-time

PT = Part-time

Notes:

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

Sources:

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

English Progression by Enrollment Status (Continued)

		Referral Level	Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2014 Cohort	DE Level 1	FT 4 (10.5%)	FT 3 (75.0%)	FT 2 (50.0%)	FT 1 (25.0%)	FT 0 (0.0%)			
	38 (3.6%)	PT 34 (89.5%)	PT 23 (67.6%)	PT 17 (50.0%)	PT 9 (26.5%)	PT 7 (20.6%)			
	DE Level 2	FT 6 (8.0%)	FT 5 (83.3%)	FT 5 (83.3%)	FT 3 (50.0%)	FT 2 (33.3%)			
	75 (7.2%)	PT 69 (92.0%)	PT 48 (69.6%)	PT 36 (52.2%)	PT 23 (33.3%)	PT 15 (21.7%)			
	DE Level 3	FT 31 (21.5%)	FT 29 (93.5%)	FT 19 (61.3%)	FT 26 (83.9%)	FT 16 (51.6%)			
	144 (13.8%)	PT 113 (78.5%)	PT 88 (77.9%)	PT 68 (60.2%)	PT 78 (69.0%)	PT 60 (53.1%)			
	DE Level 4	FT 2 (66.7%)	FT 2 (100.0%)	FT 2 (100.0%)	FT 2 (100.0%)	FT 2 (100.0%)			
	3 (0.3%)	PT 1 (33.3%)	PT 1 (100.0%)	PT 1 (100.0%)	PT 1 (100.0%)	PT 1 (100.0%)			
	Total Referred	FT 43 (16.5%)	FT 39 (90.7%)	FT 28 (65.1%)	FT 32 (74.4%)	FT 20 (46.5%)			
	260 (24.9%)	PT 217 (83.5%)	PT 160 (73.7%)	PT 122 (56.2%)	PT 111 (51.2%)	PT 83 (38.2%)			
	College Level	FT 223 (31.4%)	Not Applicable						
	710 (68.0%)	PT 487 (68.6%)							
	Unknown	FT 12 (16.2%)	FT 8 (66.7%)	FT 4 (33.3%)	FT 8 (66.7%)	FT 4 (33.3%)			
	74 (7.1%)	PT 62 (83.8%)	PT 38 (61.3%)	PT 26 (41.9%)	PT 37 (59.7%)	PT 26 (41.9%)			
	Cohort Total	FT 278 (26.6%)	FT 208 (74.8%)	FT 173 (62.2%)	FT 201 (72.3%)	FT 165 (59.4%)			
	1,044 (100.0%)	PT 766 (73.4%)	PT 514 (67.1%)	PT 392 (51.2%)	PT 464 (60.6%)	PT 351 (45.8%)			
Fall 2015 Cohort	DE Level 1	FT 3 (5.0%)	FT 3 (100.0%)	FT 3 (100.0%)	FT 1 (33.3%)	FT 1 (33.3%)			
	60 (5.6%)	PT 57 (95.0%)	PT 37 (64.9%)	PT 28 (49.1%)	PT 7 (12.3%)	PT 4 (7.0%)			
	DE Level 2	FT 11 (9.2%)	FT 9 (81.8%)	FT 5 (45.5%)	FT 3 (27.3%)	FT 2 (18.2%)			
	119 (11.0%)	PT 108 (90.8%)	PT 87 (80.6%)	PT 68 (63.0%)	PT 36 (33.3%)	PT 27 (25.0%)			
	DE Level 3	FT 24 (11.3%)	FT 23 (95.8%)	FT 15 (62.5%)	FT 21 (87.5%)	FT 13 (54.2%)			
	212 (19.7%)	PT 188 (88.7%)	PT 140 (74.5%)	PT 107 (56.9%)	PT 131 (69.7%)	PT 101 (53.7%)			
	DE Level 4	FT 0 (0.0%)	FT 0 (0.0%)	FT 0 (0.0%)	FT 0 (0.0%)	FT 0 (0.0%)			
	2 (0.2%)	PT 2 (100.0%)	PT 2 (100.0%)	PT 2 (100.0%)	PT 2 (100.0%)	PT 2 (100.0%)			
	Total Referred	FT 38 (9.7%)	FT 35 (92.1%)	FT 23 (60.5%)	FT 25 (65.8%)	FT 16 (42.1%)			
	393 (36.5%)	PT 355 (90.3%)	PT 266 (74.9%)	PT 205 (57.7%)	PT 176 (49.6%)	PT 134 (37.7%)			
	College Level	FT 175 (26.5%)	Not Applicable						
	660 (61.2%)	PT 485 (73.5%)							
	Unknown	FT 1 (4.0%)	FT 0 (0.0%)	FT 0 (0.0%)	FT 0 (0.0%)	FT 0 (0.0%)			
	25 (2.3%)	PT 24 (96.0%)	PT 7 (29.2%)	PT 6 (25.0%)	PT 7 (29.2%)	PT 6 (25.0%)			
	Cohort Total	FT 214 (19.9%)	FT 174 (81.3%)	FT 136 (63.6%)	FT 164 (76.6%)	FT 129 (60.3%)			
	1,078 (100.0%)	PT 864 (80.1%)	PT 581 (67.2%)	PT 453 (52.4%)	PT 490 (56.7%)	PT 380 (44.0%)			

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 Pell Status

Northeast Lakeview College is undergoing the process of gaining its accreditation from the Southern Association of Colleges and Universities. Students desiring Pell grants can attend classes at Northeast Lakeview College, but must be enrolled through San Antonio College. Given the small number of Pell recipients attending classes at NLC, trends in progression for English developmental education and “gatekeeper” courses are not discussed.

English Progression by Veteran Status

Of those students referred to developmental education (DE), first-year Veteran students had higher success rates in any DE and “gatekeeper” courses than did non-veteran students. Non-veteran students success in “gatekeeper” courses has increased with each subsequent cohort.

		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	6 (6.3%)	Y	4 (66.7%)	Y	1 (16.7%)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Y	1 (16.7%)	Not Applicable	Not Applicable	Y	3 (50.0%)		
	96 (7.6%)	N	90 (93.8%)	N	55 (61.1%)	N	29 (32.2%)					N	21 (23.3%)			N	14 (15.6%)		
	DE Level 2	Y	31 (7.3%)	Y	20 (64.5%)	Y	13 (41.9%)					Y	12 (38.7%)			Y	15 (48.4%)		
	422 (33.5%)	N	391 (92.7%)	N	179 (45.8%)	N	105 (26.9%)					N	111 (28.4%)			N	110 (28.1%)		
	Total Referred	Y	37 (7.1%)	Y	24 (64.9%)	Y	14 (37.8%)	Not Applicable	Not Applicable	Y	13 (35.1%)	Not Applicable	Not Applicable	Y	18 (48.6%)				
	518 (41.1%)	N	481 (92.9%)	N	234 (48.6%)	N	134 (27.9%)			N	132 (27.4%)			N	124 (25.8%)				
	College Level	Y	61 (8.4%)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Y	31 (50.8%)					
	723 (57.4%)	N	662 (91.6%)										N	321 (48.5%)					
	Unknown	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Not Applicable	Not Applicable	Y	0 (0.0%)	Not Applicable	Not Applicable	Y	0 (0.0%)				
	19 (1.5%)	N	19 (100.0%)	N	0 (0.0%)	N	0 (0.0%)			N	0 (0.0%)			N	11 (57.9%)				
Cohort Total	Y	98 (7.8%)	Y	31 (31.6%)	Y	21 (21.4%)	Not Applicable	Not Applicable	Y	20 (20.4%)	Not Applicable	Not Applicable	Y	49 (50.0%)					
1,260 (100.0%)	N	1,162 (92.2%)	N	282 (24.3%)	N	163 (14.0%)			N	160 (13.8%)			N	456 (39.2%)					
Fall 2012 Cohort	DE Level 1	Y	2 (3.8%)	Y	2 (100.0%)	Y	2 (100.0%)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Y	1 (50.0%)	Not Applicable	Not Applicable	Y	1 (50.0%)		
	53 (4.6%)	N	51 (96.2%)	N	28 (54.9%)	N	21 (41.2%)					N	18 (35.3%)			N	4 (7.8%)	N	12 (23.5%)
	DE Level 2	Y	25 (8.5%)	Y	10 (40.0%)	Y	8 (32.0%)					Y	9 (36.0%)			Y	2 (8.0%)	Y	10 (40.0%)
	295 (25.7%)	N	270 (91.5%)	N	96 (35.6%)	N	65 (24.1%)					N	71 (26.3%)			N	10 (3.7%)	N	76 (28.1%)
	Total Referred	Y	27 (7.8%)	Y	12 (44.4%)	Y	10 (37.0%)	Not Applicable	Not Applicable	Y	10 (37.0%)	Y	2 (7.4%)	Y	11 (40.7%)				
	348 (30.3%)	N	321 (92.2%)	N	124 (38.6%)	N	86 (26.8%)			N	89 (27.7%)	N	14 (4.4%)	N	88 (27.4%)				
	College Level	Y	50 (6.3%)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Y	34 (68.0%)					
	791 (68.8%)	N	741 (93.7%)										N	403 (54.4%)					
	Unknown	Y	1 (10.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Not Applicable	Not Applicable	Y	0 (0.0%)	Y	0 (0.0%)	Y	1 (100.0%)				
	10 (0.9%)	N	9 (90.0%)	N	1 (11.1%)	N	1 (11.1%)			N	0 (0.0%)	N	0 (0.0%)	N	2 (22.2%)				
Cohort Total	Y	78 (6.8%)	Y	16 (20.5%)	Y	14 (17.9%)	Not Applicable	Not Applicable	Y	14 (17.9%)	Y	2 (2.6%)	Y	46 (59.0%)					
1,149 (100.0%)	N	1,071 (93.2%)	N	168 (15.7%)	N	118 (11.0%)			N	121 (11.3%)	N	24 (2.2%)	N	493 (46.0%)					
Fall 2013 Cohort	DE Level 1	Y	10 (9.4%)	Y	5 (50.0%)	Y	3 (30.0%)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Y	2 (20.0%)	Not Applicable	Not Applicable	Y	3 (30.0%)		
	106 (10.0%)	N	96 (90.6%)	N	24 (25.0%)	N	18 (18.8%)					N	10 (10.4%)			N	13 (13.5%)	N	14 (14.6%)
	DE Level 2	Y	27 (11.3%)	Y	13 (48.1%)	Y	10 (37.0%)					Y	9 (33.3%)			Y	3 (11.1%)	Y	12 (44.4%)
	239 (22.5%)	N	212 (88.7%)	N	128 (60.4%)	N	90 (42.5%)					N	91 (42.9%)			N	30 (14.2%)	N	74 (34.9%)
	Total Referred	Y	4 (44.4%)	Y	0 (0.0%)	Y	0 (0.0%)	Not Applicable	Not Applicable	Y	0 (0.0%)	Y	1 (25.0%)	Y	2 (50.0%)				
	9 (0.8%)	N	5 (55.6%)	N	0 (0.0%)	N	0 (0.0%)			N	0 (0.0%)	N	0 (0.0%)	N	2 (40.0%)				
	College Level	Y	66 (9.3%)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Y	41 (62.1%)				
	706 (66.6%)	N	640 (90.7%)											N	366 (57.2%)				
	Unknown	Y	37 (10.7%)	Y	18 (48.6%)	Y	13 (35.1%)	Not Applicable	Not Applicable	Y	11 (29.7%)	Y	3 (8.1%)	Y	15 (40.5%)				
	345 (32.5%)	N	308 (89.3%)	N	152 (49.4%)	N	108 (35.1%)			N	101 (32.8%)	N	43 (14.0%)	N	88 (28.6%)				
Cohort Total	Y	107 (10.1%)	Y	19 (17.8%)	Y	14 (13.1%)	Not Applicable	Not Applicable	Y	12 (11.2%)	Y	8 (7.5%)	Y	58 (54.2%)					
1,060 (100.0%)	N	953 (89.9%)	N	170 (17.8%)	N	116 (12.2%)			N	109 (11.4%)	N	69 (7.2%)	N	456 (47.8%)					

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	3 (7.9%)	Y	2 (66.7%)	Y	2 (66.7%)	Y	0 (0.0%)	Y	0 (0.0%)	3rd Year Data Not Yet Available							
	38 (3.6%)	N	35 (92.1%)	N	24 (68.6%)	N	17 (48.6%)	N	10 (28.6%)	N	7 (20.0%)								
	DE Level 2	Y	4 (5.3%)	Y	3 (75.0%)	Y	3 (75.0%)	Y	1 (25.0%)	Y	1 (25.0%)								
	75 (7.2%)	N	71 (94.7%)	N	50 (70.4%)	N	38 (53.5%)	N	25 (35.2%)	N	16 (22.5%)								
	DE Level 3	Y	8 (5.6%)	Y	7 (87.5%)	Y	5 (62.5%)	Y	7 (87.5%)	Y	5 (62.5%)								
	144 (13.8%)	N	136 (94.4%)	N	110 (80.9%)	N	82 (60.3%)	N	97 (71.3%)	N	71 (52.2%)								
	DE Level 4	Y	1 (33.3%)	Y	1 (100.0%)	Y	1 (100.0%)	Y	1 (100.0%)	Y	1 (100.0%)								
	3 (0.3%)	N	2 (66.7%)	N	2 (100.0%)	N	2 (100.0%)	N	2 (100.0%)	N	2 (100.0%)								
	Total Referred	Y	16 (6.2%)	Y	13 (81.3%)	Y	11 (68.8%)	Y	9 (56.3%)	Y	7 (43.8%)								
	260 (24.9%)	N	244 (93.8%)	N	186 (76.2%)	N	139 (57.0%)	N	134 (54.9%)	N	96 (39.3%)								
	College Level	Y	60 (8.5%)	Not Applicable															
	710 (68.0%)	N	650 (91.5%)																
	Unknown	Y	9 (12.2%)	Y	7 (77.8%)	Y	4 (44.4%)	Y	7 (77.8%)	Y	4 (44.4%)								
	74 (7.1%)	N	65 (87.8%)	N	39 (60.0%)	N	26 (40.0%)	N	38 (58.5%)	N	26 (40.0%)								
Cohort Total	Y	85 (8.1%)	Y	61 (71.8%)	Y	51 (60.0%)	Y	57 (67.1%)	Y	47 (55.3%)									
1,044 (100.0%)	N	959 (91.9%)	N	661 (68.9%)	N	514 (53.6%)	N	608 (63.4%)	N	469 (48.9%)									
Fall 2015 Cohort	DE Level 1	Y	2 (3.3%)	Y	2 (100.0%)	Y	2 (100.0%)	Y	1 (50.0%)	Y	0 (0.0%)	3rd Year Data Not Yet Available							
	60 (5.6%)	N	58 (96.7%)	N	38 (65.5%)	N	29 (50.0%)	N	7 (12.1%)	N	5 (8.6%)								
	DE Level 2	Y	7 (5.9%)	Y	7 (100.0%)	Y	4 (57.1%)	Y	2 (28.6%)	Y	2 (28.6%)								
	119 (11.0%)	N	112 (94.1%)	N	89 (79.5%)	N	69 (61.6%)	N	37 (33.0%)	N	27 (24.1%)								
	DE Level 3	Y	12 (5.7%)	Y	12 (100.0%)	Y	7 (58.3%)	Y	11 (91.7%)	Y	6 (50.0%)								
	212 (19.7%)	N	200 (94.3%)	N	151 (75.5%)	N	115 (57.5%)	N	141 (70.5%)	N	108 (54.0%)								
	DE Level 4	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)								
	2 (0.2%)	N	2 (100.0%)	N	2 (100.0%)	N	2 (100.0%)	N	2 (100.0%)	N	2 (100.0%)								
	Total Referred	Y	21 (5.3%)	Y	21 (100.0%)	Y	13 (61.9%)	Y	14 (66.7%)	Y	8 (38.1%)								
	393 (36.5%)	N	372 (94.7%)	N	280 (75.3%)	N	215 (57.8%)	N	187 (50.3%)	N	142 (38.2%)								
	College Level	Y	53 (8.0%)	Not Applicable															
	660 (61.2%)	N	607 (92.0%)																
	Unknown	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)								
	25 (2.3%)	N	25 (100.0%)	N	7 (28.0%)	N	6 (24.0%)	N	7 (28.0%)	N	6 (24.0%)								
Cohort Total	Y	74 (6.9%)	Y	59 (79.7%)	Y	44 (59.5%)	Y	52 (70.3%)	Y	39 (52.7%)									
1,078 (100.0%)	N	1,004 (93.1%)	N	696 (69.3%)	N	545 (54.3%)	N	602 (60.0%)	N	470 (46.8%)									
Y = Veteran N = Non-Veteran																			

Y = Veteran N = 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:

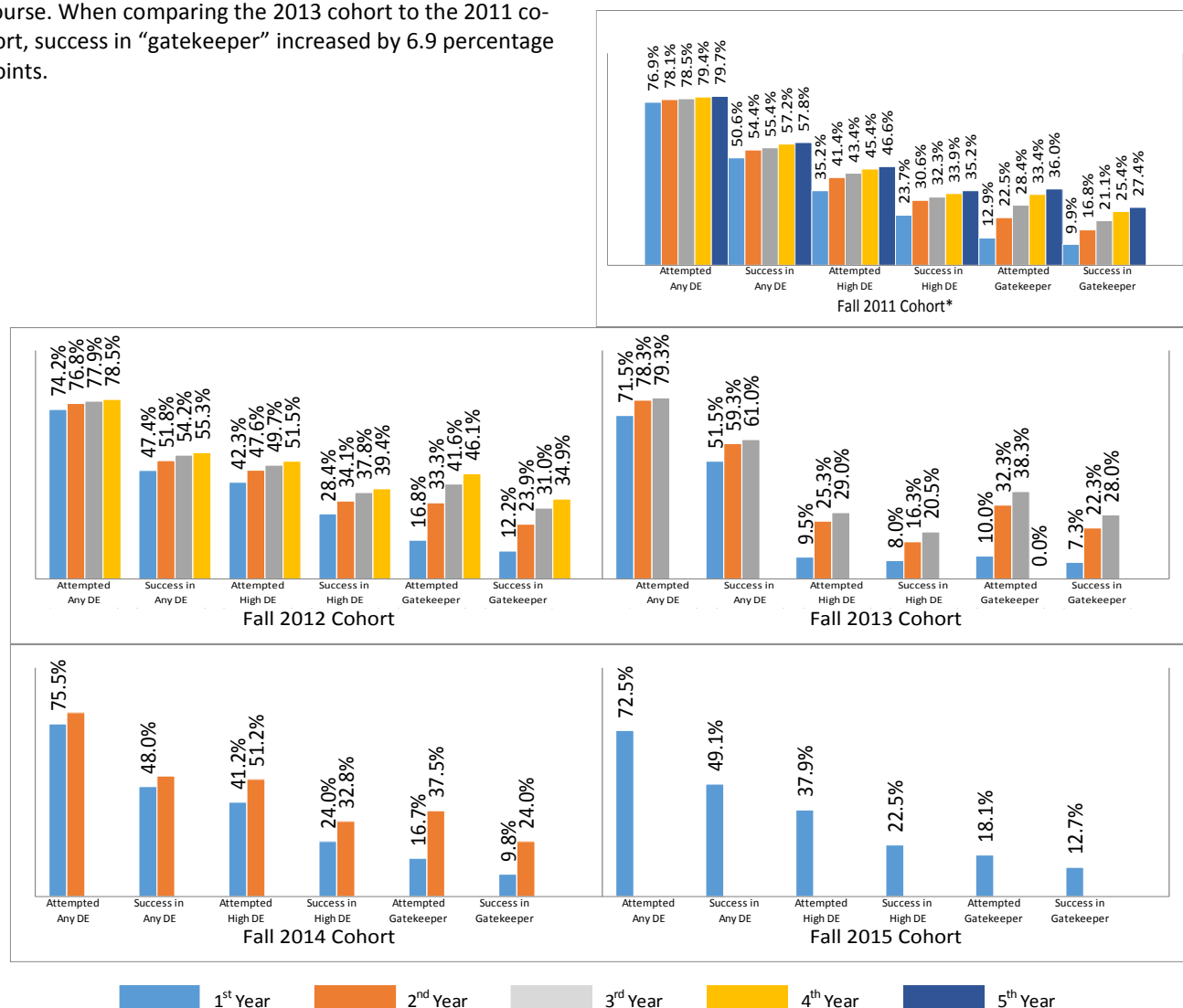
FTIC Veteran Status: ACCDODS1.XST.IRES_SC
 DE Referrals: Fall 2011: ACCDODS1.ATD_F10_F11_ODS_TASP, Fall 2012: ACCDODS1.ATD_F10_F13_ODS_TASP, Fall 2013-Fall 2015: ACCDODS1.XST_ATD_ACCD
 Course Enrollment: ACCDODS1.XST.IRES_SC

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

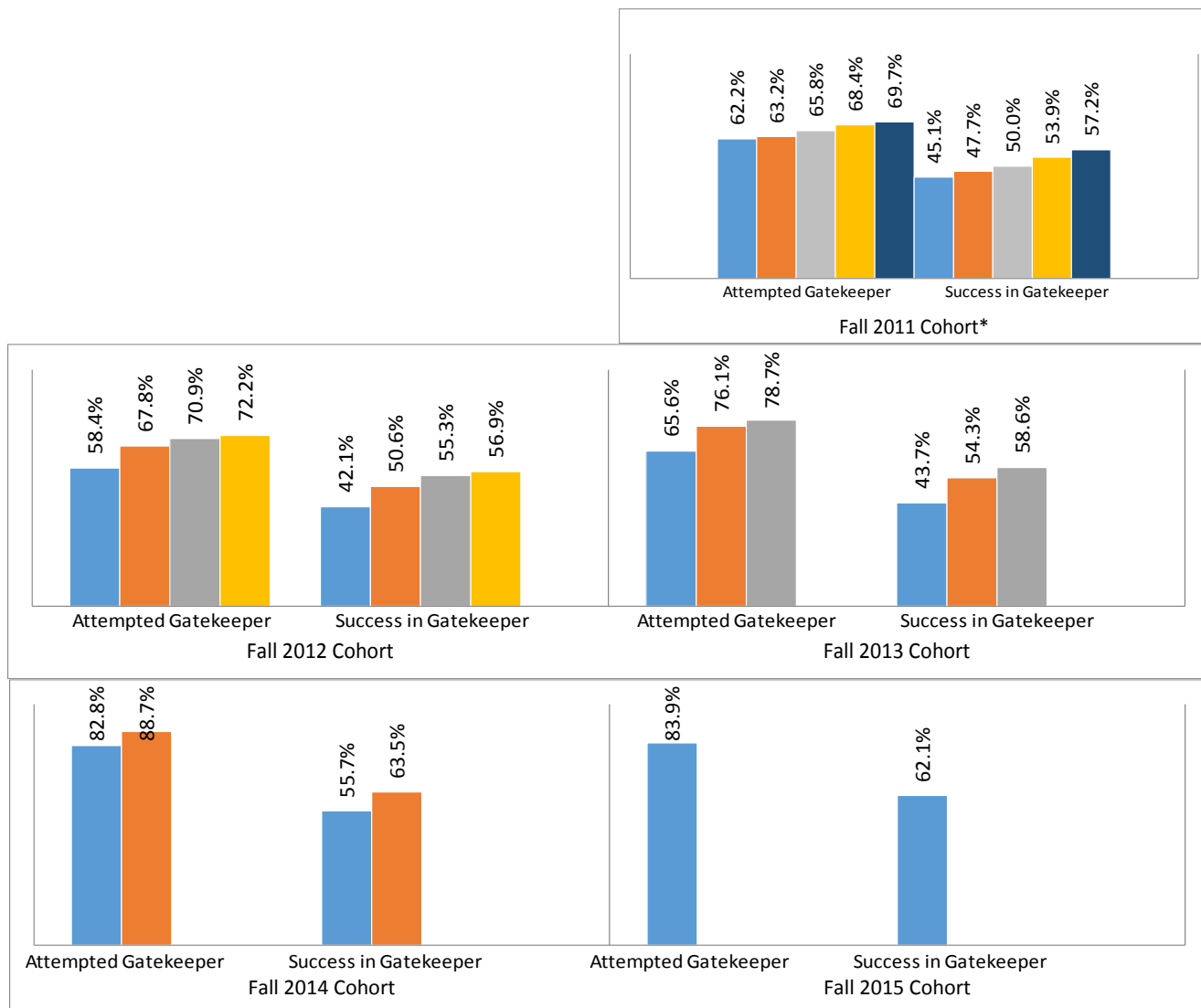
Math Developmental Education Progression of Referred

After 3 years, approximately 29%-50% of referred students in each cohort attempted the highest DE course in the Math sequence, with 21%-38% of the cohort successfully passing the course. Approximately 28%-42% of referred students in each cohort attempted a Math “gatekeeper” course, with 21%-31% of the cohort successfully passing a “gatekeeper” course. When comparing the 2013 cohort to the 2011 cohort, success in “gatekeeper” increased by 6.9 percentage points.



Math “Gatekeeper” Progression of Non-Referred

After 3 years, 66%-79% of non-referred students in each cohort attempted one of the Math “gatekeeper” courses, with 50%-59% of that cohort successfully passing the course, which is 2.5 times the rate of referred.



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

Total Math Progression

Overall, 47%-52% of all referred students in each cohort successfully passed any Math DE course within the first year, 21%-38% successfully passed the highest DE course in the Math sequence within 3 years, and approximately 21%-31% successfully passed the Math “gatekeeper” course within 3 years. Of the non-referred students, 50%-59% successfully passed the Math “gatekeeper” course within 3 years. Of the total cohort, 28%-47% successfully passed the Math “gatekeeper” course within 3 years. Those who were referred to Level 4 had higher success rates in Math high DE courses 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, students referred to Level 3 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 1 124 (9.8%)	81 (65.3%)	54 (43.5%)	Not Applicable		16 (12.9%)		12 (9.7%)
	DE Level 2 184 (14.6%)	147 (79.9%)	97 (52.7%)			29 (15.8%)		22 (12.0%)
	DE Level 3 325 (25.8%)	263 (80.9%)	166 (51.1%)			93 (28.6%)	Not Applicable	50 (15.4%)
	DE Level 4 297 (23.6%)	224 (75.4%)	154 (51.9%)			162 (54.5%)		112 (37.7%)
	Total Referred 930 (73.8%)	715 (76.9%)	471 (50.6%)			300 (32.3%)		196 (21.1%)
	College Level 304 (24.1%)				Not Applicable			152 (50.0%)
	Unknown 26 (2.1%)	3 (11.5%)	3 (11.5%)	Not Applicable	2 (7.7%)	Not Applicable	2 (7.7%)	
	Cohort Total 1,260 (100.0%)	761 (60.4%)	511 (40.6%)	Not Applicable	336 (26.7%)	Not Applicable	350 (27.8%)	
	Fall 2012 Cohort	DE Level 1 57 (5.0%)	41 (71.9%)	29 (50.9%)	Not Applicable		9 (15.8%)	0 (0.0%)
DE Level 2 100 (8.7%)		78 (78.0%)	47 (47.0%)			21 (21.0%)	1 (1.0%)	18 (18.0%)
DE Level 3 298 (25.9%)		239 (80.2%)	147 (49.3%)			105 (35.2%)	0 (0.0%)	75 (25.2%)
DE Level 4 281 (24.5%)		188 (66.9%)	126 (44.8%)			143 (50.9%)	0 (0.0%)	123 (43.8%)
Total Referred 736 (64.1%)		546 (74.2%)	349 (47.4%)			278 (37.8%)	1 (0.1%)	227 (30.8%)
College Level 385 (33.5%)				Not Applicable				213 (55.3%)
Unknown 28 (2.4%)		12 (42.9%)	9 (32.1%)	Not Applicable	7 (25.0%)	0 (0.0%)	11 (39.3%)	
Cohort Total 1,149 (100.0%)		592 (51.5%)	383 (33.3%)		307 (26.7%)	1 (0.1%)	451 (39.3%)	

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 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 1 153 (14.4%)	99 (64.7%)	60 (39.2%)	Not Applicable		17 (11.1%)	1 (0.7%)	16 (10.5%)
	DE Level 2 94 (8.9%)	69 (73.4%)	55 (58.5%)			22 (23.4%)	0 (0.0%)	31 (33.0%)
	DE Level 3 111 (10.5%)	95 (85.6%)	70 (63.1%)			22 (19.8%)	0 (0.0%)	47 (42.3%)
	DE Level 4 42 (4.0%)	23 (54.8%)	21 (50.0%)			21 (50.0%)	0 (0.0%)	17 (40.5%)
	Total Referred 400 (37.7%)	286 (71.5%)	206 (51.5%)			82 (20.5%)	1 (0.3%)	111 (27.8%)
	College Level 648 (61.1%)	Not Applicable						380 (58.6%)
	Unknown 12 (1.1%)	3 (25.0%)	2 (16.7%)	Not Applicable		3 (25.0%)	0 (0.0%)	3 (25.0%)
	Cohort Total 1,060 (100.0%)	315 (29.7%)	227 (21.4%)			94 (8.9%)	1 (0.1%)	494 (46.6%)
Fall 2014 Cohort	DE Level 1 188 (18.0%)	139 (73.9%)	93 (49.5%)	0 (0.0%)	0 (0.0%)	3rd Year Data Not Yet Available		
	DE Level 2 106 (10.2%)	82 (77.4%)	53 (50.0%)	0 (0.0%)	0 (0.0%)			
	DE Level 3 113 (10.8%)	86 (76.1%)	50 (44.2%)	0 (0.0%)	0 (0.0%)			
	DE Level 4 1 (0.1%)	1 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)			
	Total Referred 408 (39.1%)	308 (75.5%)	196 (48.0%)	0 (0.0%)	0 (0.0%)			
	College Level 592 (56.7%)	Not Applicable						
	Unknown 44 (4.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	3rd Year Data Not Yet Available		
	Cohort Total 1,044 (100.0%)	325 (31.1%)	205 (19.6%)	0 (0.0%)	0 (0.0%)			
	DE Level 1 251 (23.3%)	185 (73.7%)	122 (48.6%)	0 (0.0%)	0 (0.0%)			
	DE Level 2 147 (13.6%)	112 (76.2%)	80 (54.4%)	0 (0.0%)	0 (0.0%)			
Fall 2015 Cohort	DE Level 3 170 (15.8%)	115 (67.6%)	77 (45.3%)	0 (0.0%)	0 (0.0%)	3rd Year Data Not Yet Available		
	DE Level 4 0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)			
	Total Referred 568 (52.7%)	412 (72.5%)	279 (49.1%)	0 (0.0%)	0 (0.0%)			
	College Level 485 (45.0%)	Not Applicable						
	Unknown 25 (2.3%)	2 (8.0%)	1 (4.0%)	0 (0.0%)	0 (0.0%)			
	Cohort Total 1,078 (100.0%)	420 (39.0%)	283 (26.3%)	0 (0.0%)	0 (0.0%)			

- 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

Across most cohorts and levels, females compared to males successfully passed both Math high DE and “gatekeeper” courses at higher rates. When comparing the 2013 cohort to the 2011 cohort, referred males experienced the largest 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	42 (33.9%)	M 29 (69.0%)	M 13 (31.0%)		M 5 (11.9%)		M 2 (4.8%)
	124 (9.8%)	F	82 (66.1%)	F 52 (63.4%)	F 41 (50.0%)		F 11 (13.4%)		F 10 (12.2%)
	DE Level 2	M	74 (40.2%)	M 63 (85.1%)	M 42 (56.8%)		M 12 (16.2%)		M 7 (9.5%)
	184 (14.6%)	F	110 (59.8%)	F 84 (76.4%)	F 55 (50.0%)		F 17 (15.5%)		F 15 (13.6%)
	DE Level 3	M	125 (38.5%)	M 99 (79.2%)	M 52 (41.6%)	Not Applicable	M 24 (19.2%)	Not Applicable	M 14 (11.2%)
	325 (25.8%)	F	200 (61.5%)	F 164 (82.0%)	F 114 (57.0%)		F 69 (34.5%)		F 36 (18.0%)
	DE Level 4	M	128 (43.1%)	M 98 (76.6%)	M 61 (47.7%)		M 67 (52.3%)		M 45 (35.2%)
	23 (2.6%)	F	169 (56.9%)	F 126 (74.6%)	F 93 (55.0%)		F 95 (56.2%)		F 67 (39.6%)
	Total Referred	M	369 (39.7%)	M 289 (78.3%)	M 168 (45.5%)		M 108 (29.3%)		M 68 (18.4%)
	930 (73.8%)	F	561 (60.3%)	F 426 (75.9%)	F 303 (54.0%)		F 192 (34.2%)		F 128 (22.8%)
	College Level	M	174 (57.2%)			Not Applicable			M 82 (47.1%)
	304 (24.1%)	F	130 (42.8%)						F 70 (53.8%)
	Unknown	M	8 (30.8%)	M 1 (12.5%)	M 1 (12.5%)		M 0 (0.0%)		M 0 (0.0%)
	26 (2.1%)	F	18 (69.2%)	F 2 (11.1%)	F 2 (11.1%)		F 2 (11.1%)		F 2 (11.1%)
Fall 2012 Cohort	Cohort Total	M	551 (43.7%)	M 319 (57.9%)	M 193 (35.0%)	Not Applicable	M 131 (23.8%)	Not Applicable	M 150 (27.2%)
	1,260 (100.0%)	F	709 (56.3%)	F 442 (62.3%)	F 318 (44.9%)		F 205 (28.9%)		F 200 (28.2%)
	DE Level 1	M	21 (36.8%)	M 16 (76.2%)	M 7 (33.3%)		M 2 (9.5%)	M 0 (0.0%)	M 0 (0.0%)
	5 (0.0%)	F	36 (63.2%)	F 25 (69.4%)	F 22 (61.1%)		F 7 (19.4%)	F 0 (0.0%)	F 11 (30.6%)
	DE Level 2	M	44 (44.0%)	M 35 (79.5%)	M 19 (43.2%)		M 8 (18.2%)	M 0 (0.0%)	M 3 (6.8%)
	100 (8.7%)	F	56 (56.0%)	F 43 (76.8%)	F 28 (50.0%)		F 13 (23.2%)	F 1 (1.8%)	F 15 (26.8%)
	DE Level 3	M	103 (34.6%)	M 89 (86.4%)	M 38 (36.9%)	Not Applicable	M 26 (25.2%)	M 0 (0.0%)	M 18 (17.5%)
	298 (25.9%)	F	195 (65.4%)	F 150 (76.9%)	F 109 (55.9%)		F 79 (40.5%)	F 0 (0.0%)	F 57 (29.2%)
	DE Level 4	M	120 (42.7%)	M 78 (65.0%)	M 47 (39.2%)		M 57 (47.5%)	M 0 (0.0%)	M 45 (37.5%)
	281 (24.5%)	F	161 (57.3%)	F 110 (68.3%)	F 79 (49.1%)		F 86 (53.4%)	F 0 (0.0%)	F 78 (48.4%)
	Total Referred	M	288 (39.1%)	M 218 (75.7%)	M 111 (38.5%)		M 93 (32.3%)	M 0 (0.0%)	M 66 (22.9%)
	736 (64.1%)	F	448 (60.9%)	F 328 (73.2%)	F 238 (53.1%)		F 185 (41.3%)	F 1 (0.2%)	F 161 (35.9%)
	College Level	M	205 (53.2%)			Not Applicable			M 102 (49.8%)
	385 (33.5%)	F	180 (46.8%)						F 111 (61.7%)
Fall 2013 Cohort	Unknown	M	13 (46.4%)	M 7 (53.8%)	M 6 (46.2%)		M 4 (30.8%)	M 0 (0.0%)	M 6 (46.2%)
	28 (2.4%)	F	15 (53.6%)	F 5 (33.3%)	F 3 (20.0%)		F 3 (20.0%)	F 0 (0.0%)	F 5 (33.3%)
	Cohort Total	M	506 (44.0%)	M 241 (47.6%)	M 128 (25.3%)	Not Applicable	M 107 (21.1%)	M 0 (0.0%)	M 174 (34.4%)
	1,149 (100.0%)	F	643 (56.0%)	F 351 (54.6%)	F 255 (39.7%)		F 200 (31.1%)	F 1 (0.2%)	F 277 (43.1%)
	DE Level 1	M	54 (35.3%)	M 40 (74.1%)	M 19 (35.2%)		M 5 (9.3%)	M 0 (0.0%)	M 2 (3.7%)
	153 (14.4%)	F	99 (64.7%)	F 59 (59.6%)	F 41 (41.4%)		F 12 (12.1%)	F 1 (1.0%)	F 14 (14.1%)
	DE Level 2	M	37 (39.4%)	M 30 (81.1%)	M 24 (64.9%)		M 8 (21.6%)	M 0 (0.0%)	M 12 (32.4%)
	94 (8.9%)	F	57 (60.6%)	F 39 (68.4%)	F 31 (54.4%)		F 14 (24.6%)	F 0 (0.0%)	F 19 (33.3%)
	DE Level 3	M	49 (44.1%)	M 43 (87.8%)	M 29 (59.2%)	Not Applicable	M 11 (22.4%)	M 0 (0.0%)	M 18 (36.7%)
	111 (10.5%)	F	62 (55.9%)	F 52 (83.9%)	F 41 (66.1%)		F 11 (17.7%)	F 0 (0.0%)	F 29 (46.8%)
	DE Level 4	M	19 (45.2%)	M 11 (57.9%)	M 10 (52.6%)		M 9 (47.4%)	M 0 (0.0%)	M 10 (52.6%)
	42 (4.0%)	F	23 (54.8%)	F 12 (52.2%)	F 11 (47.8%)		F 12 (52.2%)	F 0 (0.0%)	F 7 (30.4%)
	Total Referred	M	159 (39.8%)	M 124 (78.0%)	M 82 (51.6%)		M 33 (20.8%)	M 0 (0.0%)	M 42 (26.4%)
	400 (37.7%)	F	241 (60.3%)	F 162 (67.2%)	F 124 (51.5%)		F 49 (20.3%)	F 1 (0.4%)	F 69 (28.6%)
	College Level	M	315 (48.6%)			Not Applicable			M 172 (54.6%)
	648 (61.1%)	F	333 (51.4%)						F 208 (62.5%)
	Unknown	M	8 (66.7%)	M 2 (25.0%)	M 2 (25.0%)		M 2 (25.0%)	M 0 (0.0%)	M 2 (25.0%)
	12 (1.1%)	F	4 (33.3%)	F 1 (25.0%)	F 0 (0.0%)		F 1 (25.0%)	F 0 (0.0%)	F 1 (25.0%)
	Cohort Total	M	482 (45.5%)	M 139 (28.8%)	M 94 (19.5%)	Not Applicable	M 43 (8.9%)	M 0 (0.0%)	M 216 (44.8%)
	1,060 (100.0%)	F	578 (54.5%)	F 176 (30.4%)	F 133 (23.0%)		F 51 (8.8%)	F 1 (0.2%)	F 278 (48.1%)

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	68 (36.2%)	M	49 (72.1%)	M	24 (35.3%)	M	0 (0.0%)	M	0 (0.0%)
	188 (18.0%)	F	120 (63.8%)	F	90 (75.0%)	F	69 (57.5%)	F	0 (0.0%)	F	0 (0.0%)
	DE Level 2	M	38 (35.8%)	M	28 (73.7%)	M	16 (42.1%)	M	0 (0.0%)	M	0 (0.0%)
	106 (10.2%)	F	68 (64.2%)	F	54 (79.4%)	F	37 (54.4%)	F	0 (0.0%)	F	0 (0.0%)
	DE Level 3	M	41 (36.3%)	M	32 (78.0%)	M	19 (46.3%)	M	0 (0.0%)	M	0 (0.0%)
	113 (10.8%)	F	72 (63.7%)	F	54 (75.0%)	F	31 (43.1%)	F	0 (0.0%)	F	0 (0.0%)
	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	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)
	Total Referred	M	147 (36.0%)	M	109 (74.1%)	M	59 (40.1%)	M	0 (0.0%)	M	0 (0.0%)
	408 (39.1%)	F	261 (64.0%)	F	199 (76.2%)	F	137 (52.5%)	F	0 (0.0%)	F	0 (0.0%)
	College Level	M	277 (46.8%)	Not Applicable							
	592 (56.7%)	F	315 (53.2%)								
	Unknown	M	27 (61.4%)	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)
	44 (4.2%)	F	17 (38.6%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)
	Cohort Total	M	451 (43.2%)	M	118 (26.2%)	M	64 (14.2%)	M	0 (0.0%)	M	0 (0.0%)
	1,044 (100.0%)	F	593 (56.8%)	F	207 (34.9%)	F	141 (23.8%)	F	0 (0.0%)	F	0 (0.0%)
Fall 2015 Cohort	DE Level 1	M	96 (38.2%)	M	75 (78.1%)	M	40 (41.7%)	M	0 (0.0%)	M	0 (0.0%)
	251 (23.3%)	F	155 (61.8%)	F	110 (71.0%)	F	82 (52.9%)	F	0 (0.0%)	F	0 (0.0%)
	DE Level 2	M	54 (36.7%)	M	39 (72.2%)	M	27 (50.0%)	M	0 (0.0%)	M	0 (0.0%)
	147 (13.6%)	F	93 (63.3%)	F	73 (78.5%)	F	53 (57.0%)	F	0 (0.0%)	F	0 (0.0%)
	DE Level 3	M	80 (47.1%)	M	53 (66.3%)	M	34 (42.5%)	M	0 (0.0%)	M	0 (0.0%)
	170 (15.8%)	F	90 (52.9%)	F	62 (68.9%)	F	43 (47.8%)	F	0 (0.0%)	F	0 (0.0%)
	DE Level 4	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)
	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)	F	0 (0.0%)
	Total Referred	M	230 (40.5%)	M	167 (72.6%)	M	101 (43.9%)	M	0 (0.0%)	M	0 (0.0%)
	568 (52.7%)	F	338 (59.5%)	F	245 (72.5%)	F	178 (52.7%)	F	0 (0.0%)	F	0 (0.0%)
	College Level	M	263 (54.2%)	Not Applicable							
	485 (45.0%)	F	222 (45.8%)								
	Unknown	M	16 (64.0%)	M	1 (6.3%)	M	0 (0.0%)	M	0 (0.0%)	M	0 (0.0%)
	25 (2.3%)	F	9 (36.0%)	F	1 (11.1%)	F	1 (11.1%)	F	0 (0.0%)	F	0 (0.0%)
	Cohort Total	M	509 (47.2%)	M	172 (33.8%)	M	103 (20.2%)	M	0 (0.0%)	M	0 (0.0%)
	1,078 (100.0%)	F	569 (52.8%)	F	248 (43.6%)	F	180 (31.6%)	F	0 (0.0%)	F	0 (0.0%)

M = Male F = Female

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

Sources:

FTIC Gender: 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

Overall, of referred students, African-American students, compared to students of other racial/ethnic groups, successfully passed Math highest DE and “gatekeeper” courses at the lowest rates. When comparing the 2013 cohort to the 2011 cohort, referred Asian students and non-referred African-American 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 1 124 (9.8%)	AA	20 (16.1%)	AA	17 (73.9%)	AA	9 (39.1%)					AA	1 (4.3%)			AA	1 (4.3%)
		A	2 (1.6%)	A	1 (50.0%)	A	1 (50.0%)					A	0 (0.0%)			A	0 (0.0%)
		H	60 (48.4%)	H	42 (70.0%)	H	31 (51.7%)					H	12 (20.0%)			H	9 (15.0%)
		O	3 (2.4%)	O	0 (0.0%)	O	0 (0.0%)					O	0 (0.0%)			O	0 (0.0%)
	DE Level 2 184 (14.6%)	W	39 (31.5%)	W	21 (53.8%)	W	13 (33.3%)					W	3 (7.7%)			W	2 (5.1%)
		AA	25 (13.6%)	AA	24 (77.4%)	AA	14 (45.2%)					AA	4 (12.9%)			AA	5 (16.1%)
		A	2 (1.1%)	A	1 (50.0%)	A	1 (50.0%)					A	0 (0.0%)			A	0 (0.0%)
		H	83 (45.1%)	H	66 (79.5%)	H	41 (49.4%)					H	10 (12.0%)			H	10 (12.0%)
	DE Level 3 325 (25.8%)	O	10 (5.4%)	O	2 (50.0%)	O	1 (25.0%)					O	0 (0.0%)			O	0 (0.0%)
		W	64 (34.8%)	W	54 (84.4%)	W	40 (62.5%)					W	15 (23.4%)			W	7 (10.9%)
		AA	33 (10.2%)	AA	33 (86.8%)	AA	17 (44.7%)					AA	6 (15.8%)			AA	5 (13.2%)
		A	7 (2.2%)	A	6 (85.7%)	A	3 (42.9%)					A	2 (28.6%)			A	0 (0.0%)
	DE Level 4 297 (23.6%)	H	152 (46.8%)	H	121 (79.6%)	H	74 (48.7%)					H	42 (27.6%)			H	20 (13.2%)
		O	10 (3.1%)	O	4 (80.0%)	O	4 (80.0%)					O	2 (40.0%)			O	0 (0.0%)
		W	123 (37.8%)	W	99 (80.5%)	W	68 (55.3%)					W	41 (33.3%)			W	25 (20.3%)
		AA	25 (8.4%)	AA	25 (80.6%)	AA	20 (64.5%)					AA	19 (61.3%)			AA	11 (35.5%)
	Total Referred 930 (73.8%)	A	9 (3.0%)	A	6 (66.7%)	A	4 (44.4%)					A	4 (44.4%)			A	1 (11.1%)
		H	122 (41.1%)	H	95 (77.9%)	H	63 (51.6%)					H	66 (54.1%)			H	43 (35.2%)
		O	21 (7.1%)	O	8 (53.3%)	O	5 (33.3%)					O	6 (40.0%)			O	4 (26.7%)
		W	120 (40.4%)	W	90 (75.0%)	W	62 (51.7%)					W	67 (55.8%)			W	53 (44.2%)
College Level 304 (24.1%)	AA	103 (11.1%)	AA	99 (80.5%)	AA	60 (48.8%)					AA	30 (24.4%)			AA	22 (17.9%)	
	A	20 (2.2%)	A	14 (70.0%)	A	9 (45.0%)					A	6 (30.0%)			A	1 (5.0%)	
	H	417 (44.8%)	H	324 (77.7%)	H	209 (50.1%)					H	130 (31.2%)			H	82 (19.7%)	
	O	44 (4.7%)	O	14 (58.3%)	O	10 (41.7%)					O	8 (33.3%)			O	4 (16.7%)	
Unknown 26 (2.1%)	W	346 (37.2%)	W	264 (76.3%)	W	183 (52.9%)					W	126 (36.4%)			W	87 (25.1%)	
	AA	17 (5.6%)													AA	10 (43.5%)	
	A	9 (3.0%)													A	5 (55.6%)	
	H	114 (37.5%)													H	60 (52.6%)	
Cohort Total 1,260 (100.0%)	O	21 (6.9%)													O	6 (40.0%)	
	W	143 (47.0%)													W	71 (49.7%)	
	AA	6 (23.1%)	AA	0 (0.0%)	AA	0 (0.0%)					AA	0 (0.0%)			AA	1 (16.7%)	
	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)					A	0 (0.0%)			A	0 (0.0%)	
	H	12 (46.2%)	H	2 (16.7%)	H	2 (16.7%)					H	1 (8.3%)			H	0 (0.0%)	
	O	1 (3.8%)	O	0 (0.0%)	O	0 (0.0%)					O	0 (0.0%)			O	0 (0.0%)	
	W	7 (26.9%)	W	1 (14.3%)	W	1 (14.3%)					W	1 (14.3%)			W	1 (14.3%)	
	AA	126 (10.0%)	AA	104 (68.4%)	AA	65 (42.8%)					AA	35 (23.0%)			AA	33 (21.7%)	
	A	29 (2.3%)	A	15 (51.7%)	A	10 (34.5%)					A	7 (24.1%)			A	6 (20.7%)	
	H	543 (43.1%)	H	343 (63.2%)	H	225 (41.4%)					H	145 (26.7%)			H	142 (26.2%)	
	O	66 (5.2%)	O	17 (42.5%)	O	13 (32.5%)					O	10 (25.0%)			O	10 (25.0%)	
	W	496 (39.4%)	W	282 (56.9%)	W	198 (39.2%)					W	139 (28.0%)			W	159 (32.4%)	

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 57 (5.0%)	AA	11 (19.3%)	AA	9 (81.8%)	AA	6 (54.5%)	Not Applicable	AA	2 (18.2%)	AA	0 (0.0%)	AA	2 (18.2%)			
		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	32 (56.1%)	H	20 (62.5%)	H	13 (40.6%)		H	4 (12.5%)	H	0 (0.0%)	H	6 (18.8%)			
		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 (24.6%)	W	12 (85.7%)	W	10 (71.4%)	W		3 (21.4%)	W	0 (0.0%)	W	3 (21.4%)				
	DE Level 2 100 (8.7%)	AA	22 (22.0%)	AA	20 (90.9%)	AA	8 (36.4%)		AA	1 (4.5%)	AA	0 (0.0%)	AA	1 (4.5%)			
		A	1 (1.0%)	A	0 (0.0%)	A	0 (0.0%)		A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)			
		H	47 (47.0%)	H	33 (70.2%)	H	20 (42.6%)		H	10 (21.3%)	H	1 (2.1%)	H	10 (21.3%)			
		O	1 (1.0%)	O	1 (100.0%)	O	0 (0.0%)		O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)			
	W	29 (29.0%)	W	24 (82.8%)	W	19 (65.5%)	W		10 (34.5%)	W	0 (0.0%)	W	7 (24.1%)				
	DE Level 3 298 (25.9%)	AA	40 (13.4%)	AA	37 (92.5%)	AA	27 (67.5%)		AA	19 (47.5%)	AA	0 (0.0%)	AA	11 (27.5%)			
		A	8 (2.7%)	A	7 (87.5%)	A	5 (62.5%)		A	3 (37.5%)	A	0 (0.0%)	A	4 (50.0%)			
		H	149 (50.0%)	H	116 (77.9%)	H	63 (42.3%)		H	46 (30.9%)	H	0 (0.0%)	H	32 (21.5%)			
		O	13 (4.4%)	O	11 (84.6%)	O	6 (46.2%)		O	5 (38.5%)	O	0 (0.0%)	O	5 (38.5%)			
	W	88 (29.5%)	W	68 (77.3%)	W	46 (52.3%)	W		32 (36.4%)	W	0 (0.0%)	W	23 (26.1%)				
	DE Level 4 281 (24.5%)	AA	31 (11.0%)	AA	21 (67.7%)	AA	12 (38.7%)		AA	14 (45.2%)	AA	0 (0.0%)	AA	16 (51.6%)			
		A	11 (3.9%)	A	9 (81.8%)	A	8 (72.7%)		A	9 (81.8%)	A	0 (0.0%)	A	4 (36.4%)			
		H	133 (47.3%)	H	91 (68.4%)	H	60 (45.1%)		H	70 (52.6%)	H	0 (0.0%)	H	56 (42.1%)			
		O	10 (3.6%)	O	8 (80.0%)	O	6 (60.0%)		O	7 (70.0%)	O	0 (0.0%)	O	3 (30.0%)			
	W	96 (34.2%)	W	59 (61.5%)	W	40 (41.7%)	W		43 (44.8%)	W	0 (0.0%)	W	44 (45.8%)				
	Total Referred 736 (64.1%)	AA	104 (14.1%)	AA	87 (83.7%)	AA	53 (51.0%)		AA	36 (34.6%)	AA	0 (0.0%)	AA	30 (28.8%)			
		A	20 (2.7%)	A	16 (80.0%)	A	13 (65.0%)		A	12 (60.0%)	A	0 (0.0%)	A	8 (40.0%)			
		H	361 (49.0%)	H	260 (72.0%)	H	156 (43.2%)		H	130 (36.0%)	H	1 (0.3%)	H	104 (28.8%)			
		O	24 (3.3%)	O	20 (83.3%)	O	12 (50.0%)		O	12 (50.0%)	O	0 (0.0%)	O	8 (33.3%)			
	W	227 (30.8%)	W	163 (71.8%)	W	115 (50.7%)	W		88 (38.8%)	W	0 (0.0%)	W	77 (33.9%)				
	College Level 385 (33.5%)	AA	27 (7.0%)												AA	13 (48.1%)	
		A	16 (4.2%)												A	10 (62.5%)	
		H	152 (39.5%)												H	97 (63.8%)	
		O	20 (5.2%)												O	10 (50.0%)	
	W	170 (44.2%)													W	83 (48.8%)	
	Unknown 28 (2.4%)	AA	2 (7.1%)	AA	1 (50.0%)	AA	1 (50.0%)		AA	0 (0.0%)	AA	0 (0.0%)	AA	1 (50.0%)			
		A	1 (3.6%)	A	0 (0.0%)	A	0 (0.0%)		A	1 (100.0%)	A	0 (0.0%)	A	1 (100.0%)			
		H	16 (57.1%)	H	6 (37.5%)	H	4 (25.0%)		H	2 (12.5%)	H	0 (0.0%)	H	4 (25.0%)			
		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	9 (32.1%)	W	5 (55.6%)	W	4 (44.4%)	W		4 (44.4%)	W	0 (0.0%)	W	5 (55.6%)				
	Cohort Total 1,149 (100.0%)	AA	133 (11.6%)	AA	95 (71.4%)	AA	59 (44.4%)		AA	40 (30.1%)	AA	0 (0.0%)	AA	44 (33.1%)			
		A	37 (3.2%)	A	16 (43.2%)	A	13 (35.1%)		A	13 (35.1%)	A	0 (0.0%)	A	19 (51.4%)			
		H	529 (46.0%)	H	284 (53.7%)	H	175 (33.1%)		H	146 (27.6%)	H	1 (0.2%)	H	205 (38.8%)			
		O	44 (3.8%)	O	22 (50.0%)	O	14 (31.8%)		O	13 (29.5%)	O	0 (0.0%)	O	18 (40.9%)			
	W	406 (35.3%)	W	175 (43.1%)	W	122 (30.0%)	W		95 (23.4%)	W	0 (0.0%)	W	165 (40.6%)				
Fall 2013 Cohort	DE Level 1 153 (14.4%)	AA	23 (15.0%)	AA	16 (69.6%)	AA	9 (39.1%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	1 (4.3%)				
		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	88 (57.5%)	H	56 (63.6%)	H	33 (37.5%)	H	11 (12.5%)	H	1 (1.1%)	H	8 (9.1%)				
		O	2 (1.3%)	O	1 (50.0%)	O	1 (50.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)				
	W	40 (26.1%)	W	26 (65.0%)	W	17 (42.5%)	W	6 (15.0%)	W	0 (0.0%)	W	7 (17.5%)					
	DE Level 2 94 (8.9%)	AA	15 (16.0%)	AA	13 (86.7%)	AA	8 (53.3%)	AA	2 (13.3%)	AA	0 (0.0%)	AA	3 (20.0%)				
		A	2 (2.1%)	A	2 (100.0%)	A	2 (100.0%)	A	2 (100.0%)	A	0 (0.0%)	A	0 (0.0%)				
		H	40 (42.6%)	H	29 (72.5%)	H	25 (62.5%)	H	10 (25.0%)	H	0 (0.0%)	H	16 (40.0%)				
		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	37 (39.4%)	W	25 (67.6%)	W	20 (54.1%)	W	8 (21.6%)	W	0 (0.0%)	W	12 (32.4%)					
	DE Level 3 111 (10.5%)	AA	13 (11.7%)	AA	12 (92.3%)	AA	9 (69.2%)	AA	2 (15.4%)	AA	0 (0.0%)	AA	5 (38.5%)				
		A	3 (2.7%)	A	3 (100.0%)	A	3 (100.0%)	A	1 (33.3%)	A	0 (0.0%)	A	2 (66.7%)				
		H	46 (41.4%)	H	38 (82.6%)	H	28 (60.9%)	H	8 (17.4%)	H	0 (0.0%)	H	21 (45.7%)				
		O	6 (5.4%)	O	6 (100.0%)	O	4 (66.7%)	O	3 (50.0%)	O	0 (0.0%)	O	4 (66.7%)				
	W	43 (38.7%)	W	36 (83.7%)	W	26 (60.5%)	W	8 (18.6%)	W	0 (0.0%)	W	15 (34.9%)					
	DE Level 4 42 (4.0%)	AA	4 (9.5%)	AA	4 (100.0%)	AA	4 (100.0%)	AA	3 (75.0%)	AA	0 (0.0%)	AA	1 (25.0%)				
		A	3 (7.1%)	A	2 (66.7%)	A	2 (66.7%)	A	2 (66.7%)	A	0 (0.0%)	A	1 (33.3%)				
		H	20 (47.6%)	H	11 (55.0%)	H	9 (45.0%)	H	9 (45.0%)	H	0 (0.0%)	H	9 (45.0%)				
		O	2 (4.8%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	1 (50.0%)				
	W	13 (31.0%)	W	6 (46.2%)	W	6 (46.2%)	W	7 (53.8%)	W	0 (0.0%)	W	5 (38.5%)					
	Total Referred 400 (37.7%)	AA	55 (13.8%)	AA	45 (81.8%)	AA	30 (54.5%)	AA	7 (12.7%)	AA	0 (0.0%)	AA	10 (18.2%)				
		A	8 (2.0%)	A	7 (87.5%)	A	7 (87.5%)	A	5 (62.5%)	A	0 (0.0%)	A	3 (37.5%)				
		H	194 (48.5%)	H	134 (69.1%)	H	95 (49.0%)	H	38 (19.6%)	H	1 (0.5%)	H	54 (27.8%)				
		O	10 (2.5%)	O	7 (70.0%)	O	5 (50.0%)	O	3 (30.0%)	O	0 (0.0%)	O	5 (50.0%)				
	W	133 (33.3%)	W	93 (69.9%)	W	69 (51.9%)	W	29 (21.8%)	W	0 (0.0%)	W	39 (29.3%)					
	College Level 648 (61.1%)	AA	51 (7.9%)											AA	31 (60.8%)		
		A	16 (2.5%)											A	11 (68.8%)		
		H	300 (46.3%)											H	178 (59.3%)		
		O	21 (3.2%)											O	10 (47.6%)		
	W	260 (40.1%)												W	150 (57.7%)		
	Unknown 12 (1.1%)	AA	1 (8.3%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	1 (100.0%)				
		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	8 (66.7%)	H	2 (25.0%)	H	1 (12.5%)	H	1 (12.5%)	H	0 (0.0%)	H	1 (12.5%)				
		O	1 (8.3%)	O	1 (100.0%)	O	1 (100.0%)	O	1 (100.0%)	O	0 (0.0%)	O	0 (0.0%)				
	W	2 (16.7%)	W	0 (0.0%)	W	0 (0.0%)	W	1 (50.0%)	W	0 (0.0%)	W	1 (50.0%)					
	Cohort Total 1,060 (100.0%)	AA	107 (10.1%)	AA	49 (45.8%)	AA	33 (30.8%)	AA	8 (7.5%)	AA	0 (0.0%)	AA	42 (39.3%)				
		A	24 (2.3%)	A	7 (29.2%)	A	7 (29.2%)	A	5 (20.8%)	A	0 (0.0%)	A	14 (58.3%)				
		H	502 (47.4%)	H	150 (29.9%)	H	106 (21.1%)	H	43 (8.6%)	H	1 (0.2%)	H	233 (46.4%)				
		O	32 (3.0%)	O	8 (25.0%)	O	6 (18.8%)	O	5 (15.6%)	O	0 (0.0%)	O	15 (46.9%)				
	W	395 (37.3%)	W	101 (25.6%)	W	75 (19.0%)	W	33 (8.4%)	W	0 (0.0%)	W	190 (48.1%)					

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

Math Progression by Ethnicity (Continued)

			Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2014 Cohort	DE Level 1 188 (18.0%)	AA	36 (19.1%)	AA	25 (69.4%)	AA	16 (44.4%)	AA	0 (0.0%)
		A	5 (2.7%)	A	3 (60.0%)	A	3 (60.0%)	A	0 (0.0%)
		H	100 (53.2%)	H	80 (80.0%)	H	55 (55.0%)	H	0 (0.0%)
		O	2 (1.1%)	O	2 (100.0%)	O	1 (50.0%)	O	0 (0.0%)
		W	45 (23.9%)	W	29 (64.4%)	W	18 (40.0%)	W	0 (0.0%)
	DE Level 2 106 (10.2%)	AA	17 (16.0%)	AA	14 (82.4%)	AA	8 (47.1%)	AA	0 (0.0%)
		A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)
		H	56 (52.8%)	H	44 (78.6%)	H	29 (51.8%)	H	0 (0.0%)
		O	1 (0.9%)	O	1 (100.0%)	O	0 (0.0%)	O	0 (0.0%)
		W	32 (30.2%)	W	23 (71.9%)	W	16 (50.0%)	W	0 (0.0%)
	DE Level 3 113 (10.8%)	AA	18 (15.9%)	AA	14 (77.8%)	AA	4 (22.2%)	AA	0 (0.0%)
		A	2 (1.8%)	A	1 (50.0%)	A	1 (50.0%)	A	0 (0.0%)
		H	52 (46.0%)	H	40 (76.9%)	H	26 (50.0%)	H	0 (0.0%)
		O	4 (3.5%)	O	4 (100.0%)	O	3 (75.0%)	O	0 (0.0%)
		W	37 (32.7%)	W	27 (73.0%)	W	16 (43.2%)	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%)
		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	0 (0.0%)	H	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%)
	Total Referred 408 (39.1%)	AA	71 (17.4%)	AA	53 (74.6%)	AA	28 (39.4%)	AA	0 (0.0%)
		A	7 (1.7%)	A	4 (57.1%)	A	4 (57.1%)	A	0 (0.0%)
		H	209 (51.2%)	H	165 (78.9%)	H	110 (52.6%)	H	0 (0.0%)
		O	7 (1.7%)	O	7 (100.0%)	O	4 (57.1%)	O	0 (0.0%)
		W	114 (27.9%)	W	79 (69.3%)	W	50 (43.9%)	W	0 (0.0%)
	College Level 592 (56.7%)	AA	49 (8.3%)						
		A	7 (1.2%)						
		H	279 (47.1%)						
		O	28 (4.7%)						
		W	229 (38.7%)						
	Unknown 44 (4.2%)	AA	7 (15.9%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)
		A	2 (4.5%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)
		H	22 (50.0%)	H	0 (0.0%)	H	0 (0.0%)	H	0 (0.0%)
		O	2 (4.5%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)
		W	11 (25.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)
	Cohort Total 1,044 (100.0%)	AA	127 (12.2%)	AA	54 (42.5%)	AA	28 (22.0%)	AA	0 (0.0%)
		A	16 (1.5%)	A	4 (25.0%)	A	4 (25.0%)	A	0 (0.0%)
		H	510 (48.9%)	H	171 (33.5%)	H	112 (22.0%)	H	0 (0.0%)
		O	37 (3.5%)	O	9 (24.3%)	O	5 (13.5%)	O	0 (0.0%)
		W	354 (33.9%)	W	87 (24.6%)	W	56 (15.8%)	W	0 (0.0%)
Fall 2015 Cohort	DE Level 1 251 (23.3%)	AA	34 (13.5%)	AA	22 (64.7%)	AA	13 (38.2%)	AA	0 (0.0%)
		A	5 (2.0%)	A	3 (60.0%)	A	3 (60.0%)	A	0 (0.0%)
		H	146 (58.2%)	H	112 (76.7%)	H	80 (54.8%)	H	0 (0.0%)
		O	7 (2.8%)	O	6 (85.7%)	O	3 (42.9%)	O	0 (0.0%)
		W	59 (23.5%)	W	42 (71.2%)	W	23 (39.0%)	W	0 (0.0%)
	DE Level 2 147 (13.6%)	AA	16 (10.9%)	AA	9 (56.3%)	AA	6 (37.5%)	AA	0 (0.0%)
		A	3 (2.0%)	A	2 (66.7%)	A	2 (66.7%)	A	0 (0.0%)
		H	80 (54.4%)	H	61 (76.3%)	H	42 (52.5%)	H	0 (0.0%)
		O	5 (3.4%)	O	4 (80.0%)	O	4 (80.0%)	O	0 (0.0%)
		W	43 (29.3%)	W	36 (83.7%)	W	26 (60.5%)	W	0 (0.0%)
	DE Level 3 170 (15.8%)	AA	20 (11.8%)	AA	10 (50.0%)	AA	7 (35.0%)	AA	0 (0.0%)
		A	6 (3.5%)	A	1 (16.7%)	A	1 (16.7%)	A	0 (0.0%)
		H	89 (52.4%)	H	67 (75.3%)	H	44 (49.4%)	H	0 (0.0%)
		O	1 (0.6%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)
		W	54 (31.8%)	W	37 (68.5%)	W	25 (46.3%)	W	0 (0.0%)
	DE Level 4 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%)
		H	0 (0.0%)	H	0 (0.0%)	H	0 (0.0%)	H	0 (0.0%)
		O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)
		W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)	W	0 (0.0%)
	Total Referred 568 (52.7%)	AA	70 (12.3%)	AA	41 (58.6%)	AA	26 (37.1%)	AA	0 (0.0%)
		A	14 (2.5%)	A	6 (42.9%)	A	6 (42.9%)	A	0 (0.0%)
		H	315 (55.5%)	H	240 (76.2%)	H	166 (52.7%)	H	0 (0.0%)
		O	13 (2.3%)	O	10 (76.9%)	O	7 (53.8%)	O	0 (0.0%)
		W	156 (27.5%)	W	115 (73.7%)	W	74 (47.4%)	W	0 (0.0%)
	College Level 485 (45.0%)	AA	39 (8.0%)						
		A	17 (3.5%)						
		H	218 (44.9%)						
		O	10 (2.1%)						
		W	201 (41.4%)						
	Unknown 25 (2.3%)	AA	2 (8.0%)	AA	0 (0.0%)	AA	0 (0.0%)	AA	0 (0.0%)
		A	1 (4.0%)	A	0 (0.0%)	A	0 (0.0%)	A	0 (0.0%)
		H	12 (48.0%)	H	0 (0.0%)	H	0 (0.0%)	H	0 (0.0%)
		O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)	O	0 (0.0%)
		W	10 (40.0%)	W	2 (20.0%)	W	1 (10.0%)	W	0 (0.0%)
	Cohort Total 1,078 (100.0%)	AA	111 (10.3%)	AA	41 (36.9%)	AA	26 (23.4%)	AA	0 (0.0%)
		A	32 (3.0%)	A	6 (18.8%)	A	6 (18.8%)	A	0 (0.0%)
		H	545 (50.6%)	H	244 (44.8%)	H	168 (30.8%)	H	0 (0.0%)
		O	23 (2.1%)	O	10 (43.5%)	O	7 (30.4%)	O	0 (0.0%)
		W	367 (34.0%)	W	119 (32.4%)	W	76 (20.7%)	W	0 (0.0%)

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

Math Progression by Age

No differences among age groups was evident. When comparing the 2013 cohort to the 2011 cohort, referred students between the ages of 22 and 35 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)		
		<17	18-21	22-24	<17	18-21	22-24	<17	18-21	22-24	<17	18-21	22-24	<17	18-21	22-24	<17	18-21	22-24	<17	18-21	22-24
Fall 2011 Cohort*	DE Level 1 124 (9.8%)	3 (2.4%)	82 (66.1%)	22-24 8 (6.5%)	2 (66.7%)	58 (70.7%)	22-24 2 (25.0%)	0 (0.0%)	35 (42.7%)	22-24 2 (25.0%)	0 (0.0%)	14 (17.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
	DE Level 2 184 (14.6%)	9 (7.3%)	21 (16.9%)	25-35 9 (7.3%)	1 (0.8%)	51+ 1 (100.0%)	36-50 4 (44.4%)	51+ 1 (100.0%)	51+ 1 (100.0%)	36-50 4 (44.4%)	51+ 1 (100.0%)	51+ 1 (100.0%)	36-50 0 (0.0%)	51+ 0 (0.0%)	36-50 0 (0.0%)	51+ 0 (0.0%)	36-50 0 (0.0%)	51+ 0 (0.0%)	36-50 0 (0.0%)	51+ 0 (0.0%)	36-50 0 (0.0%)	51+ 0 (0.0%)
	DE Level 3 325 (25.8%)	9 (4.9%)	129 (70.1%)	22-24 7 (3.8%)	7 (77.8%)	101 (78.3%)	22-24 7 (100.0%)	17 (89.5%)	120 (47.4%)	22-24 14 (73.7%)	17 (89.5%)	120 (47.4%)	22-24 7 (36.8%)	17 (89.5%)	120 (47.4%)	22-24 7 (36.8%)	17 (89.5%)	120 (47.4%)	22-24 7 (36.8%)	17 (89.5%)	120 (47.4%)	22-24 7 (36.8%)
	DE Level 4 297 (23.6%)	26 (14.1%)	25-35 11 (6.0%)	36-50 2 (1.1%)	22 (84.6%)	25-35 9 (81.8%)	36-50 4 (36.4%)	51+ 1 (50.0%)	51+ 1 (50.0%)	36-50 4 (36.4%)	51+ 1 (50.0%)	51+ 1 (50.0%)	36-50 0 (0.0%)	51+ 0 (0.0%)	36-50 0 (0.0%)	51+ 0 (0.0%)	36-50 0 (0.0%)	51+ 0 (0.0%)	36-50 0 (0.0%)	51+ 0 (0.0%)	36-50 0 (0.0%)	51+ 0 (0.0%)
	Total Referred 930 (73.8%)	14 (4.3%)	253 (77.8%)	22-24 19 (5.8%)	12 (85.7%)	203 (80.2%)	22-24 17 (89.5%)	23 (79.3%)	120 (47.4%)	22-24 14 (73.7%)	23 (79.3%)	120 (47.4%)	22-24 7 (36.8%)	23 (79.3%)	120 (47.4%)	22-24 7 (36.8%)	23 (79.3%)	120 (47.4%)	22-24 7 (36.8%)	23 (79.3%)	120 (47.4%)	22-24 7 (36.8%)
	College Level 304 (24.1%)	29 (8.9%)	25-35 9 (2.8%)	36-50 1 (0.3%)	23 (79.3%)	25-35 9 (52.9%)	36-50 4 (80.0%)	51+ 0 (0.0%)	51+ 0 (0.0%)	36-50 4 (80.0%)	51+ 0 (0.0%)	51+ 0 (0.0%)	36-50 0 (0.0%)	51+ 0 (0.0%)	36-50 0 (0.0%)	51+ 0 (0.0%)	36-50 0 (0.0%)	51+ 0 (0.0%)	36-50 0 (0.0%)	51+ 0 (0.0%)	36-50 0 (0.0%)	51+ 0 (0.0%)
	Unknown 26 (2.1%)	14 (4.7%)	241 (81.1%)	22-24 20 (6.7%)	8 (57.1%)	188 (78.0%)	22-24 15 (75.0%)	9 (52.9%)	126 (52.3%)	22-24 11 (55.0%)	9 (52.9%)	126 (52.3%)	22-24 8 (47.1%)	9 (52.9%)	126 (52.3%)	22-24 8 (47.1%)	9 (52.9%)	126 (52.3%)	22-24 8 (47.1%)	9 (52.9%)	126 (52.3%)	22-24 8 (47.1%)
	Cohort Total 1,260 (100.0%)	17 (5.7%)	20 (6.7%)	25-35 5 (1.7%)	4 (80.0%)	36-50 4 (80.0%)	51+ 0 (0.0%)	51+ 0 (0.0%)	36-50 4 (80.0%)	51+ 0 (0.0%)	51+ 0 (0.0%)	36-50 4 (80.0%)	51+ 0 (0.0%)	36-50 4 (80.0%)	51+ 0 (0.0%)	36-50 4 (80.0%)	51+ 0 (0.0%)	36-50 4 (80.0%)	51+ 0 (0.0%)	36-50 4 (80.0%)	51+ 0 (0.0%)	36-50 4 (80.0%)
		40 (4.3%)	705 (75.8%)	22-24 54 (5.8%)	29 (72.5%)	550 (78.0%)	22-24 41 (75.9%)	68 (73.1%)	346 (49.1%)	22-24 31 (57.4%)	68 (73.1%)	346 (49.1%)	22-24 17 (31.5%)	68 (73.1%)	346 (49.1%)	22-24 17 (31.5%)	68 (73.1%)	346 (49.1%)	22-24 17 (31.5%)	68 (73.1%)	346 (49.1%)	22-24 17 (31.5%)
		15 (4.9%)	270 (88.8%)	25-35 8 (2.6%)	3 (75.0%)	51+ 2 (50.0%)	36-50 2 (50.0%)	51+ 2 (50.0%)	36-50 2 (50.0%)	51+ 2 (50.0%)	36-50 2 (50.0%)	51+ 2 (50.0%)	36-50 2 (50.0%)	51+ 2 (50.0%)	36-50 2 (50.0%)	51+ 2 (50.0%)	36-50 2 (50.0%)	51+ 2 (50.0%)	36-50 2 (50.0%)	51+ 2 (50.0%)	36-50 2 (50.0%)	51+ 2 (50.0%)
		14 (53.8%)	6 (23.1%)	18-21 0 (0.0%)	0 (0.0%)	18-21 0 (0.0%)	22-24 0 (0.0%)	25-35 2 (66.7%)	25-35 2 (66.7%)	36-50 1 (33.3%)	36-50 1 (33.3%)	51+ 0 (0.0%)	36-50 1 (33.3%)	51+ 0 (0.0%)	36-50 1 (33.3%)	51+ 0 (0.0%)	36-50 1 (33.3%)	51+ 0 (0.0%)	36-50 1 (33.3%)	51+ 0 (0.0%)	36-50 1 (33.3%)	51+ 0 (0.0%)
		69 (5.5%)	981 (77.9%)	22-24 63 (5.0%)	30 (43.5%)	586 (59.7%)	22-24 42 (66.7%)	73 (70.2%)	376 (38.3%)	22-24 32 (50.8%)	73 (70.2%)	376 (38.3%)	22-24 18 (28.6%)	73 (70.2%)	376 (38.3%)	22-24 18 (28.6%)	73 (70.2%)	376 (38.3%)	22-24 18 (28.6%)	73 (70.2%)	376 (38.3%)	22-24 18 (28.6%)
		5 (0.4%)	38 (3.0%)	51+ 5 (0.4%)	4 (80.0%)	36-50 4 (80.0%)	51+ 3 (60.0%)	51+ 3 (60.0%)	36-50 3 (60.0%)	51+ 3 (60.0%)	36-50 3 (60.0%)	51+ 3 (60.0%)	36-50 3 (60.0%)	51+ 3 (60.0%)	36-50 3 (60.0%)	51+ 3 (60.0%)	36-50 3 (60.0%)	51+ 3 (60.0%)	36-50 3 (60.0%)	51+ 3 (60.0%)	36-50 3 (60.0%)	51+ 3 (60.0%)

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.
- 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 57 (5.0%)	<17	2 (3.5%)	<17	1 (50.0%)	<17	1 (50.0%)			<17	1 (50.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)
		18-21	44 (77.2%)	18-21	34 (77.3%)	18-21	25 (56.8%)			18-21	7 (15.9%)	18-21	0 (0.0%)	18-21	9 (20.5%)		
		22-24	3 (5.3%)	22-24	2 (66.7%)	22-24	0 (0.0%)			22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)		
		25-35	7 (12.3%)	25-35	3 (42.9%)	25-35	3 (42.9%)			25-35	1 (14.3%)	25-35	0 (0.0%)	25-35	2 (28.6%)		
		36-50	1 (1.8%)	36-50	1 (100.0%)	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 2 100 (8.7%)	<17	2 (2.0%)	<17	2 (100.0%)	<17	1 (50.0%)			<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)
		18-21	78 (78.0%)	18-21	58 (74.4%)	18-21	33 (42.3%)			18-21	17 (21.8%)	18-21	1 (1.3%)	18-21	14 (17.9%)		
		22-24	7 (7.0%)	22-24	6 (85.7%)	22-24	5 (71.4%)			22-24	1 (14.3%)	22-24	0 (0.0%)	22-24	1 (14.3%)		
		25-35	9 (9.0%)	25-35	8 (88.9%)	25-35	7 (77.8%)			25-35	2 (22.2%)	25-35	0 (0.0%)	25-35	3 (33.3%)		
		36-50	3 (3.0%)	36-50	3 (100.0%)	36-50	1 (33.3%)			36-50	1 (33.3%)	36-50	0 (0.0%)	36-50	0 (0.0%)		
	51+	1 (1.0%)	51+	1 (100.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	DE Level 3 298 (25.9%)	<17	14 (4.7%)	<17	11 (78.6%)	<17	7 (50.0%)			<17	5 (35.7%)	<17	0 (0.0%)	<17	3 (21.4%)		
		18-21	238 (79.9%)	18-21	192 (80.7%)	18-21	115 (48.3%)			18-21	86 (36.1%)	18-21	0 (0.0%)	18-21	63 (26.5%)		
		22-24	5 (1.7%)	22-24	4 (80.0%)	22-24	3 (60.0%)			22-24	1 (20.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)		
		25-35	31 (10.4%)	25-35	25 (80.6%)	25-35	17 (54.8%)			25-35	9 (29.0%)	25-35	0 (0.0%)	25-35	5 (16.1%)		
		36-50	9 (3.0%)	36-50	7 (77.8%)	36-50	5 (55.6%)			36-50	4 (44.4%)	36-50	0 (0.0%)	36-50	4 (44.4%)		
	51+	1 (0.3%)	51+	0 (0.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	DE Level 4 281 (24.5%)	<17	18 (6.4%)	<17	12 (66.7%)	<17	10 (55.6%)			<17	11 (61.1%)	<17	0 (0.0%)	<17	9 (50.0%)		
		18-21	238 (84.7%)	18-21	161 (67.6%)	18-21	104 (43.7%)			18-21	120 (50.4%)	18-21	0 (0.0%)	18-21	99 (41.6%)		
		22-24	9 (3.2%)	22-24	6 (66.7%)	22-24	3 (33.3%)			22-24	4 (44.4%)	22-24	0 (0.0%)	22-24	6 (66.7%)		
		25-35	10 (3.6%)	25-35	6 (60.0%)	25-35	6 (60.0%)			25-35	6 (60.0%)	25-35	0 (0.0%)	25-35	6 (60.0%)		
		36-50	6 (2.1%)	36-50	3 (50.0%)	36-50	3 (50.0%)			36-50	2 (33.3%)	36-50	0 (0.0%)	36-50	3 (50.0%)		
	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	Total Referred 736 (64.1%)	<17	36 (4.9%)	<17	26 (72.2%)	<17	19 (52.8%)			<17	17 (47.2%)	<17	0 (0.0%)	<17	12 (33.3%)		
		18-21	598 (81.3%)	18-21	445 (74.4%)	18-21	277 (46.3%)			18-21	230 (38.5%)	18-21	1 (0.2%)	18-21	185 (30.9%)		
		22-24	24 (3.3%)	22-24	18 (75.0%)	22-24	11 (45.8%)			22-24	6 (25.0%)	22-24	0 (0.0%)	22-24	7 (29.2%)		
		25-35	57 (7.7%)	25-35	42 (73.7%)	25-35	33 (57.9%)			25-35	18 (31.6%)	25-35	0 (0.0%)	25-35	16 (28.1%)		
		36-50	19 (2.6%)	36-50	14 (73.7%)	36-50	9 (47.4%)			36-50	7 (36.8%)	36-50	0 (0.0%)	36-50	7 (36.8%)		
	51+	2 (0.3%)	51+	1 (50.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			
	College Level 385 (33.5%)	<17	25 (6.5%)	<17	0 (0.0%)	<17	0 (0.0%)			<17	0 (0.0%)	<17	0 (0.0%)	<17	13 (52.0%)		
		18-21	358 (93.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)			18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	200 (55.9%)		
		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	1 (0.3%)	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	1 (0.3%)	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%)			
	Unknown 28 (2.4%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)
		18-21	20 (71.4%)	18-21	8 (40.0%)	18-21	6 (30.0%)			18-21	5 (25.0%)	18-21	0 (0.0%)	18-21	9 (45.0%)		
		22-24	2 (7.1%)	22-24	1 (50.0%)	22-24	1 (50.0%)			22-24	1 (50.0%)	22-24	0 (0.0%)	22-24	0 (0.0%)		
		25-35	3 (10.7%)	25-35	1 (33.3%)	25-35	1 (33.3%)			25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)		
36-50		3 (10.7%)	36-50	2 (66.7%)	36-50	1 (33.3%)			36-50	1 (33.3%)	36-50	0 (0.0%)	36-50	2 (66.7%)			
51+	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 1,149 (100.0%)	<17	61 (5.3%)	<17	27 (44.3%)	<17	20 (32.8%)			<17	18 (29.5%)	<17	0 (0.0%)	<17	25 (41.0%)			
	18-21	976 (84.9%)	18-21	486 (49.8%)	18-21	307 (31.5%)			18-21	256 (26.2%)	18-21	1 (0.1%)	18-21	394 (40.4%)			
	22-24	26 (2.3%)	22-24	19 (73.1%)	22-24	12 (46.2%)			22-24	7 (26.9%)	22-24	0 (0.0%)	22-24	7 (26.9%)			
	25-35	61 (5.3%)	25-35	43 (70.5%)	25-35	34 (55.7%)			25-35	18 (29.5%)	25-35	0 (0.0%)	25-35	16 (26.2%)			
	36-50	23 (2.0%)	36-50	16 (69.6%)	36-50	10 (43.5%)			36-50	8 (34.8%)	36-50	0 (0.0%)	36-50	9 (39.1%)			
51+	2 (0.2%)	51+	1 (50.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)				
DE Level 1 153 (14.4%)	<17	4 (2.6%)	<17	2 (50.0%)	<17	1 (25.0%)			<17	1 (25.0%)	<17	0 (0.0%)	<17	1 (25.0%)			
	18-21	99 (64.7%)	18-21	68 (68.7%)	18-21	41 (41.4%)			18-21	13 (13.1%)	18-21	1 (0.1%)	18-21	9 (9.1%)			
	22-24	14 (9.2%)	22-24	9 (64.3%)	22-24	7 (50.0%)			22-24	1 (7.1%)	22-24	0 (0.0%)	22-24	3 (21.4%)			
	25-35	26 (17.0%)	25-35	13 (50.0%)	25-35	8 (30.8%)			25-35	2 (7.7%)	25-35	0 (0.0%)	25-35	2 (7.7%)			
	36-50	9 (5.9%)	36-50	6 (66.7%)	36-50	3 (33.3%)			36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)			
51+	1 (0.7%)	51+	1 (100.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	1 (100.0%)				
DE Level 2 94 (8.9%)	<17	4 (4.3%)	<17	4 (100.0%)	<17	4 (100.0%)			<17	0 (0.0%)	<17	0 (0.0%)	<17	1 (25.0%)			
	18-21	63 (67.0%)	18-21	51 (81.0%)	18-21	39 (61.9%)			18-21	18 (28.6%)	18-21	0 (0.0%)	18-21	20 (31.7%)			
	22-24	11 (11.7%)	22-24	6 (54.5%)	22-24	6 (54.5%)			22-24	2 (18.2%)	22-24	0 (0.0%)	22-24	4 (36.4%)			
	25-35	10 (10.6%)	25-35	6 (60.0%)	25-35	5 (50.0%)			25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	4 (40.0%)			
	36-50	5 (5.3%)	36-50	1 (20.0%)	36-50	1 (20.0%)			36-50	2 (40.0%)	36-50	0 (0.0%)	36-50	2 (40.0%)			
51+	1 (1.1%)	51+	1 (100.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)				
DE Level 3 111 (10.5%)	<17	5 (4.5%)	<17	5 (100.0%)	<17	4 (80.0%)			<17	1 (20.0%)	<17	0 (0.0%)	<17	3 (60.0%)			
	18-21	91 (82.0%)	18-21	78 (85.7%)	18-21	54 (59.3%)			18-21	16 (17.6%)	18-21	0 (0.0%)	18-21	34 (37.4%)			
	22-24	9 (8.1%)	22-24	7 (77.8%)	22-24	7 (77.8%)			22-24	4 (44.4%)	22-24	0 (0.0%)	22-24	6 (66.7%)			
	25-35	6 (5.4%)	25-35	5 (83.3%)	25-35	5 (83.3%)			25-35	1 (16.7%)	25-35	0 (0.0%)	25-35	4 (66.7%)			
	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%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)				
DE Level 4 42 (4.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)			<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	
	18-21	33 (78.6%)	18-21	20 (60.6%)	18-21	18 (54.5%)			18-21	18 (54.5%)	18-21	0 (0.0%)	18-21	13 (39.4%)			
	22-24	2 (4.8%)	22-24	0 (0.0%)	22-24	0 (0.0%)			22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	1 (50.0%)			
	25-35	5 (11.9%)	25-35	3 (60.0%)	25-35	3 (60.0%)			25-35	2 (40.0%)	25-35	0 (0.0%)	25-35	2 (40.0%)			
	36-50	2 (4.8%)	36-50	0 (0.0%)	36-50	0 (0.0%)			36-50	1 (50.0%)	36-50	0 (0.0%)	36-50	1 (50.0%)			
51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)				
Total Referred 400 (37.7%)	<17	13 (3.3%)	<17	11 (84.6%)	<17	9 (69.2%)			<17	2 (15.4%)	<17	0 (0.0%)	<17	5 (38.5%)			
	18-21	286 (71.5%)	18-21	217 (75.9%)	18-21	152 (53.1%)			18-21	65 (22.7%)	18-21	1 (0.3%)	18-21	76 (26.6%)			
	22-24	36 (9.0%)	22-24	22 (61.1%)	22-24	20 (55.6%)			22-24	7 (19.4%)	22-24	0 (0.0%)	22-24	14 (38.9%)			
	25-35	47 (11.8%)	25-35	27 (57.4%)	25-35	21 (44.7%)			25-35	5 (10.6%)	25-35	0 (0.0%)	25-35	12 (25.5%)			
	36-50	16 (4.0%)	36-50	7 (43.8%)	36-50	4 (25.0%)			36-50	3 (18.8%)	36-50	0 (0.0%)	36-50	3 (18.8%)			
51+	2 (0.5%)	51+	2 (100.0%)	51+	0 (0.0%)			51+	0 (0.0%)	51+	0 (0.0%)	51+	1 (50.0%)				
College Level 648 (61.1%)	<17	38 (5.9%)	<17	0 (0.0%)	<17	0 (0.0%)			<17	0 (0.0%)	<17	0 (0.0%)	<17	27 (71.1%)			
	18-21	601 (92.7%)	18-21	0 (0.0%)	18-21	0 (0.0%)			18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	349 (58.1%)			
	22-24	3 (0.5%)	22-24	0 (0.0%)	22-24	0 (0.0%)			22-24	0 (0.0%)	22-24	0 (0.0%)	22-24	3 (100.0%)			
	25-35	5 (0.8%)	25-35	0 (0.0%)	25-35	0 (0.0%)			25-35	0 (0.0%)	25-35	0 (0.0					

Math Progression by Age

			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 1 188 (18.0%)	<17	3 (1.6%)	<17	1 (33.3%)	<17	0 (0.0%)	<17	0 (0.0%)
		18-21	148 (78.7%)	18-21	114 (77.0%)	18-21	73 (49.3%)	18-21	0 (0.0%)
		22-24	10 (5.3%)	22-24	7 (70.0%)	22-24	6 (60.0%)	22-24	0 (0.0%)
		25-35	19 (10.1%)	25-35	13 (68.4%)	25-35	11 (57.9%)	25-35	0 (0.0%)
		36-50	6 (3.2%)	36-50	3 (50.0%)	36-50	2 (33.3%)	36-50	0 (0.0%)
	DE Level 2 106 (10.2%)	51+	2 (1.1%)	51+	1 (50.0%)	51+	1 (50.0%)	51+	0 (0.0%)
		<17	4 (3.8%)	<17	3 (75.0%)	<17	2 (50.0%)	<17	0 (0.0%)
		18-21	94 (88.7%)	18-21	73 (77.7%)	18-21	46 (48.9%)	18-21	0 (0.0%)
		22-24	1 (0.9%)	22-24	1 (100.0%)	22-24	1 (100.0%)	22-24	0 (0.0%)
		25-35	5 (4.7%)	25-35	3 (60.0%)	25-35	2 (40.0%)	25-35	0 (0.0%)
	DE Level 3 113 (10.8%)	36-50	2 (1.9%)	36-50	2 (100.0%)	36-50	2 (100.0%)	36-50	0 (0.0%)
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
		<17	4 (3.5%)	<17	2 (50.0%)	<17	2 (50.0%)	<17	0 (0.0%)
		18-21	102 (90.3%)	18-21	79 (77.5%)	18-21	46 (45.1%)	18-21	0 (0.0%)
		22-24	4 (3.5%)	22-24	4 (100.0%)	22-24	1 (25.0%)	22-24	0 (0.0%)
	DE Level 4 1 (0.1%)	25-35	3 (2.7%)	25-35	1 (33.3%)	25-35	1 (33.3%)	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%)
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
		<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)
		18-21	1 (100.0%)	18-21	1 (100.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)
	Total Referred 408 (39.1%)	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%)
		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%)
		<17	11 (2.7%)	<17	6 (54.5%)	<17	4 (36.4%)	<17	0 (0.0%)
Fall 2015 Cohort	College Level 592 (56.7%)	18-21	345 (84.6%)	18-21	267 (77.4%)	18-21	165 (47.8%)	18-21	0 (0.0%)
		22-24	15 (3.7%)	22-24	12 (80.0%)	22-24	8 (53.3%)	22-24	0 (0.0%)
		25-35	27 (6.6%)	25-35	17 (63.0%)	25-35	14 (51.9%)	25-35	0 (0.0%)
		36-50	8 (2.0%)	36-50	5 (62.5%)	36-50	4 (50.0%)	36-50	0 (0.0%)
		51+	2 (0.5%)	51+	1 (50.0%)	51+	1 (50.0%)	51+	0 (0.0%)
	Unknown 44 (4.2%)	<17	34 (5.7%)						
		18-21	523 (88.3%)						
		22-24	17 (2.9%)						
		25-35	14 (2.4%)						
		36-50	4 (0.7%)						
	Cohort Total 1,044 (100.0%)	51+	0 (0.0%)						
		<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)
		18-21	43 (97.7%)	18-21	0 (0.0%)	18-21	0 (0.0%)	18-21	0 (0.0%)
		22-24	1 (2.3%)	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%)
	DE Level 1 251 (23.3%)	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%)
		<17	45 (4.3%)	<17	7 (15.6%)	<17	5 (11.1%)	<17	0 (0.0%)
		18-21	911 (87.3%)	18-21	282 (31.0%)	18-21	172 (18.9%)	18-21	0 (0.0%)
		22-24	33 (3.2%)	22-24	12 (36.4%)	22-24	8 (24.2%)	22-24	0 (0.0%)
	DE Level 2 147 (13.6%)	25-35	41 (3.9%)	25-35	17 (41.5%)	25-35	14 (34.1%)	25-35	0 (0.0%)
		36-50	12 (1.1%)	36-50	6 (50.0%)	36-50	5 (41.7%)	36-50	0 (0.0%)
		51+	2 (0.2%)	51+	1 (50.0%)	51+	1 (50.0%)	51+	0 (0.0%)
		<17	9 (3.6%)	<17	5 (55.6%)	<17	4 (44.4%)	<17	0 (0.0%)
		18-21	196 (78.1%)	18-21	150 (76.5%)	18-21	96 (49.0%)	18-21	0 (0.0%)
	DE Level 3 170 (15.8%)	22-24	15 (6.0%)	22-24	11 (73.3%)	22-24	8 (53.3%)	22-24	0 (0.0%)
		25-35	16 (6.4%)	25-35	11 (68.8%)	25-35	7 (43.8%)	25-35	0 (0.0%)
		36-50	14 (5.6%)	36-50	7 (50.0%)	36-50	6 (42.9%)	36-50	0 (0.0%)
		51+	1 (0.4%)	51+	1 (100.0%)	51+	1 (100.0%)	51+	0 (0.0%)
		<17	8 (5.4%)	<17	5 (62.5%)	<17	3 (37.5%)	<17	0 (0.0%)
	DE Level 4 0 (0.0%)	18-21	127 (86.4%)	18-21	96 (75.6%)	18-21	70 (55.1%)	18-21	0 (0.0%)
		22-24	6 (4.1%)	22-24	5 (83.3%)	22-24	4 (66.7%)	22-24	0 (0.0%)
		25-35	6 (4.1%)	25-35	6 (100.0%)	25-35	3 (50.0%)	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%)
		51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
	Total Referred 568 (52.7%)	<17	7 (4.1%)	<17	6 (85.7%)	<17	4 (57.1%)	<17	0 (0.0%)
		18-21	153 (90.0%)	18-21	102 (66.7%)	18-21	68 (44.4%)	18-21	0 (0.0%)
		22-24	7 (4.1%)	22-24	5 (71.4%)	22-24	3 (42.9%)	22-24	0 (0.0%)
		25-35	2 (1.2%)	25-35	2 (100.0%)	25-35	2 (100.0%)	25-35	0 (0.0%)
		36-50	1 (0.6%)	36-50	0 (0.0%)	36-50	0 (0.0%)	36-50	0 (0.0%)
	College Level 485 (45.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)	51+	0 (0.0%)
		<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)	<17	0 (0.0%)
		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%)
		25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)	25-35	0 (0.0%)
	Unknown 25 (2.3%)	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%)
		<17	42 (3.9%)	<17	17 (40.5%)	<17	12 (28.6%)	<17	0 (0.0%)
		18-21	942 (87.4%)	18-21	353 (37.5%)	18-21	235 (24.9%)	18-21	0 (0.0%)
		22-24	36 (3.3%)	22-24	21 (58.3%)	22-24	15 (41.7%)	22-24	0 (0.0%)
	Cohort Total 1,078 (100.0%)	25-35	40 (3.7%)	25-35	21 (52.5%)	25-35	14 (35.0%)	25-35	0 (0.0%)
		36-50	17 (1.6%)	36-50	7 (41.2%)	36-50	6 (35.3%)	36-50	0 (0.0%)
		51+	1 (0.1%)	51+	1 (100.0%)	51+	1 (100.0%)	51+	0 (0.0%)

Math Progression by Enrollment Status

Across all cohorts and levels, full-time students compared to part-time students successfully passed Math highest DE and Math “gatekeeper” courses at higher rates. When comparing the 2013 cohort to the 2011 cohort, part-time students referred to Level 3 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	FT	48 (38.7%)	FT	34 (70.8%)	FT	22 (45.8%)				FT	8 (16.7%)			FT	5 (10.4%)		
	124 (9.8%)	PT	76 (61.3%)	PT	47 (61.8%)	PT	32 (42.1%)				PT	8 (10.5%)			PT	7 (9.2%)		
	DE Level 2	FT	64 (34.8%)	FT	53 (82.8%)	FT	38 (59.4%)				FT	15 (23.4%)			FT	13 (20.3%)		
	184 (14.6%)	PT	120 (65.2%)	PT	94 (78.3%)	PT	59 (49.2%)				PT	14 (11.7%)			PT	9 (7.5%)		
	DE Level 3	FT	129 (39.7%)	FT	114 (88.4%)	FT	74 (57.4%)	Not Applicable				FT	38 (29.5%)	Not Applicable		FT	26 (20.2%)	
	325 (25.8%)	PT	196 (60.3%)	PT	149 (76.0%)	PT	92 (46.9%)					PT	55 (28.1%)			PT	24 (12.2%)	
	DE Level 4	FT	127 (42.8%)	FT	101 (79.5%)	FT	74 (58.3%)					FT	79 (62.2%)			FT	54 (42.5%)	
	297 (23.6%)	PT	170 (57.2%)	PT	123 (72.4%)	PT	80 (47.1%)					PT	83 (48.8%)			PT	58 (34.1%)	
	Total Referred	FT	368 (39.6%)	FT	302 (82.1%)	FT	208 (56.5%)					FT	140 (38.0%)			FT	98 (26.6%)	
	930 (73.8%)	PT	562 (60.4%)	PT	413 (73.5%)	PT	263 (46.8%)				PT	160 (28.5%)		PT	98 (17.4%)			
	College Level	FT	152 (50.0%)	Not Applicable											FT	83 (54.6%)		
	304 (24.1%)	PT	152 (50.0%)												PT	69 (45.4%)		
	Unknown	FT	1 (3.8%)	FT	0 (0.0%)	FT	0 (0.0%)	Not Applicable				FT	0 (0.0%)	Not Applicable		FT	0 (0.0%)	
26 (2.1%)	PT	25 (96.2%)	PT	3 (12.0%)	PT	3 (12.0%)					PT	2 (8.0%)			PT	2 (8.0%)		
Cohort Total	FT	521 (41.3%)	FT	326 (62.6%)	FT	230 (44.1%)					FT	159 (30.5%)			FT	181 (34.7%)		
1,260 (100.0%)	PT	739 (58.7%)	PT	435 (58.9%)	PT	281 (38.0%)				PT	177 (24.0%)		PT	169 (22.9%)				
Fall 2012 Cohort	DE Level 1	FT	13 (22.8%)	FT	10 (76.9%)	FT	8 (61.5%)	Not Applicable				FT	2 (15.4%)	FT	0 (0.0%)	FT	3 (23.1%)	
	57 (5.0%)	PT	44 (77.2%)	PT	31 (70.5%)	PT	21 (47.7%)					PT	7 (15.9%)	PT	0 (0.0%)	PT	8 (18.2%)	
	DE Level 2	FT	32 (32.0%)	FT	31 (96.9%)	FT	22 (68.8%)					FT	8 (25.0%)	FT	0 (0.0%)	FT	10 (31.3%)	
	100 (8.7%)	PT	68 (68.0%)	PT	47 (69.1%)	PT	25 (36.8%)					PT	13 (19.1%)	PT	1 (1.5%)	PT	8 (11.8%)	
	DE Level 3	FT	106 (35.6%)	FT	90 (84.9%)	FT	56 (52.8%)					FT	44 (41.5%)	FT	0 (0.0%)	FT	40 (37.7%)	
	298 (25.9%)	PT	192 (64.4%)	PT	149 (77.6%)	PT	91 (47.4%)					PT	61 (31.8%)	PT	0 (0.0%)	PT	35 (18.2%)	
	DE Level 4	FT	129 (45.9%)	FT	92 (71.3%)	FT	59 (45.7%)					FT	69 (53.5%)	FT	0 (0.0%)	FT	70 (54.3%)	
	281 (24.5%)	PT	152 (54.1%)	PT	96 (63.2%)	PT	67 (44.1%)					PT	74 (48.7%)	PT	0 (0.0%)	PT	53 (34.9%)	
	Total Referred	FT	280 (38.0%)	FT	223 (79.6%)	FT	145 (51.8%)					FT	123 (43.9%)	FT	0 (0.0%)	FT	123 (43.9%)	
	736 (64.1%)	PT	456 (62.0%)	PT	323 (70.8%)	PT	204 (44.7%)					PT	155 (34.0%)	PT	1 (0.2%)	PT	104 (22.8%)	
	College Level	FT	203 (52.7%)	Not Applicable											FT	119 (58.6%)		
	385 (33.5%)	PT	182 (47.3%)												PT	94 (51.6%)		
	Unknown	FT	11 (39.3%)	FT	4 (36.4%)	FT	3 (27.3%)		Not Applicable				FT	3 (27.3%)	FT	0 (0.0%)	FT	6 (54.5%)
	28 (2.4%)	PT	17 (60.7%)	PT	8 (47.1%)	PT	6 (35.3%)						PT	4 (23.5%)	PT	0 (0.0%)	PT	5 (29.4%)
	Cohort Total	FT	494 (43.0%)	FT	243 (49.2%)	FT	162 (32.8%)						FT	137 (27.7%)	FT	0 (0.0%)	FT	248 (50.2%)
	1,149 (100.0%)	PT	655 (57.0%)	PT	349 (53.3%)	PT	221 (33.7%)					PT	170 (26.0%)	PT	1 (0.2%)	PT	203 (31.0%)	

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	29 (19.0%)	FT	23 (79.3%)	FT	16 (55.2%)	FT	4 (13.8%)	FT	4 (13.8%)
	153 (14.4%)	PT	124 (81.0%)	PT	76 (61.3%)	PT	44 (35.5%)	PT	13 (10.5%)	PT	12 (9.7%)
	DE Level 2	FT	19 (20.2%)	FT	12 (63.2%)	FT	10 (52.6%)	FT	6 (31.6%)	FT	8 (42.1%)
	94 (8.9%)	PT	75 (79.8%)	PT	57 (76.0%)	PT	45 (60.0%)	PT	16 (21.3%)	PT	23 (30.7%)
	DE Level 3	FT	39 (35.1%)	FT	36 (92.3%)	FT	28 (71.8%)	FT	9 (23.1%)	FT	14 (35.9%)
	111 (10.5%)	PT	72 (64.9%)	PT	59 (81.9%)	PT	42 (58.3%)	PT	13 (18.1%)	PT	33 (45.8%)
	DE Level 4	FT	10 (23.8%)	FT	5 (50.0%)	FT	5 (50.0%)	FT	5 (50.0%)	FT	4 (40.0%)
	42 (4.0%)	PT	32 (76.2%)	PT	18 (56.3%)	PT	16 (50.0%)	PT	16 (50.0%)	PT	13 (40.6%)
	Total Referred	FT	97 (24.3%)	FT	76 (78.4%)	FT	59 (60.8%)	FT	24 (24.7%)	FT	1 (1.0%)
	400 (37.7%)	PT	303 (75.8%)	PT	210 (69.3%)	PT	147 (48.5%)	PT	58 (19.1%)	PT	81 (26.7%)
	College Level	FT	276 (42.6%)	Not Applicable						FT	188 (68.1%)
	648 (61.1%)	PT	372 (57.4%)	Not Applicable						PT	192 (51.6%)
Fall 2014 Cohort	Unknown	FT	3 (25.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	2 (66.7%)
	12 (1.1%)	PT	9 (75.0%)	PT	3 (33.3%)	PT	2 (22.2%)	PT	3 (33.3%)	PT	0 (0.0%)
	Cohort Total	FT	376 (35.5%)	FT	85 (22.6%)	FT	66 (17.6%)	FT	25 (6.6%)	FT	220 (58.5%)
	1,060 (100.0%)	PT	684 (64.5%)	PT	230 (33.6%)	PT	161 (23.5%)	PT	69 (10.1%)	PT	274 (40.1%)
	DE Level 1	FT	22 (11.7%)	FT	19 (86.4%)	FT	13 (59.1%)	FT	0 (0.0%)	FT	0 (0.0%)
	188 (18.0%)	PT	166 (88.3%)	PT	120 (72.3%)	PT	80 (48.2%)	PT	0 (0.0%)	PT	0 (0.0%)
	DE Level 2	FT	14 (13.2%)	FT	11 (78.6%)	FT	7 (50.0%)	FT	0 (0.0%)	FT	0 (0.0%)
	106 (10.2%)	PT	92 (86.8%)	PT	71 (77.2%)	PT	46 (50.0%)	PT	0 (0.0%)	PT	0 (0.0%)
	DE Level 3	FT	17 (15.0%)	FT	12 (70.6%)	FT	6 (35.3%)	FT	0 (0.0%)	FT	0 (0.0%)
	113 (10.8%)	PT	96 (85.0%)	PT	74 (77.1%)	PT	44 (45.8%)	PT	0 (0.0%)	PT	0 (0.0%)
	DE Level 4	FT	1 (100.0%)	FT	1 (100.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)
	1 (0.1%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)
Fall 2015 Cohort	Total Referred	FT	54 (13.2%)	FT	43 (79.6%)	FT	26 (48.1%)	FT	0 (0.0%)	FT	0 (0.0%)
	408 (39.1%)	PT	354 (86.8%)	PT	265 (74.9%)	PT	170 (48.0%)	PT	0 (0.0%)	PT	0 (0.0%)
	College Level	FT	216 (36.5%)	Not Applicable						3rd Year Data Not Yet Available	
	592 (56.7%)	PT	376 (63.5%)	Not Applicable						3rd Year Data Not Yet Available	
	Unknown	FT	8 (18.2%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)
	44 (4.2%)	PT	36 (81.8%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)
	Cohort Total	FT	278 (26.6%)	FT	46 (16.5%)	FT	27 (9.7%)	FT	0 (0.0%)	FT	0 (0.0%)
	1,044 (100.0%)	PT	766 (73.4%)	PT	279 (36.4%)	PT	178 (23.2%)	PT	0 (0.0%)	PT	0 (0.0%)
	DE Level 1	FT	23 (9.2%)	FT	19 (82.6%)	FT	10 (43.5%)	FT	0 (0.0%)	FT	0 (0.0%)
	251 (23.3%)	PT	228 (90.8%)	PT	166 (72.8%)	PT	112 (49.1%)	PT	0 (0.0%)	PT	0 (0.0%)
	DE Level 2	FT	16 (10.9%)	FT	12 (75.0%)	FT	9 (56.3%)	FT	0 (0.0%)	FT	0 (0.0%)
	147 (13.6%)	PT	131 (89.1%)	PT	100 (76.3%)	PT	71 (54.2%)	PT	0 (0.0%)	PT	0 (0.0%)
DE Level 3	FT	30 (17.6%)	FT	24 (80.0%)	FT	17 (56.7%)	FT	0 (0.0%)	FT	0 (0.0%)	
170 (15.8%)	PT	140 (82.4%)	PT	91 (65.0%)	PT	60 (42.9%)	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%)	
0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)	PT	0 (0.0%)	
Total Referred	FT	69 (12.1%)	FT	55 (79.7%)	FT	36 (52.2%)	FT	0 (0.0%)	FT	0 (0.0%)	
568 (52.7%)	PT	499 (87.9%)	PT	357 (71.5%)	PT	243 (48.7%)	PT	0 (0.0%)	PT	0 (0.0%)	
College Level	FT	138 (28.5%)	Not Applicable						3rd Year Data Not Yet Available		
485 (45.0%)	PT	347 (71.5%)	Not Applicable						3rd Year Data Not Yet Available		
Unknown	FT	7 (28.0%)	FT	1 (14.3%)	FT	0 (0.0%)	FT	0 (0.0%)	FT	0 (0.0%)	
25 (2.3%)	PT	18 (72.0%)	PT	1 (5.6%)	PT	1 (5.6%)	PT	0 (0.0%)	PT	0 (0.0%)	
Cohort Total	FT	214 (19.9%)	FT	57 (26.6%)	FT	36 (16.8%)	FT	0 (0.0%)	FT	0 (0.0%)	
1,078 (100.0%)	PT	864 (80.1%)	PT	363 (42.0%)	PT	247 (28.6%)	PT	0 (0.0%)	PT	0 (0.0%)	

FT = Full-time

PT = Part-time

Math Progression by Pell Status

Northeast Lakeview College is undergoing the process of gaining its accreditation from the Southern Association of Colleges and Universities. Students desiring Pell grants can attend classes at Northeast Lakeview College, but must be enrolled through San Antonio College. Given the small number of Pell recipients attending classes at NLC, trends in progression for Math developmental education and “gatekeeper” courses are not discussed.

Math Progression by Veteran Status

In general, veterans successfully passed Math highest DE and “gatekeeper” courses at higher rates than did non-veterans. When comparing the 2013 cohort to the 2011 cohort, lower-level referred veterans experienced the largest increases in “gatekeeper” success.

			Attempted Any DE (1st Year)	Success in Any DE (1st Year)	Attempted RSG (1st Year)	Success in RSG (1st Year)	Success in High DE (3rd Year)	Success in RSG (3rd Year)	Success in GK (3rd Year)
Fall 2011 Cohort*	DE Level 1	Y	7 (5.6%)	Y	4 (57.1%)	Y	4 (57.1%)	Y	1 (14.3%)
	124 (9.8%)	N	117 (94.4%)	N	77 (65.8%)	N	50 (42.7%)	N	15 (12.8%)
	DE Level 2	Y	18 (9.8%)	Y	17 (94.4%)	Y	11 (61.1%)	Y	1 (5.6%)
	184 (14.6%)	N	166 (90.2%)	N	130 (78.3%)	N	86 (51.8%)	N	28 (16.9%)
	DE Level 3	Y	23 (7.1%)	Y	19 (82.6%)	Y	12 (52.2%)	Y	6 (26.1%)
	325 (25.8%)	N	302 (92.9%)	N	244 (80.8%)	N	154 (51.0%)	N	87 (28.8%)
	DE Level 4	Y	29 (9.8%)	Y	25 (86.2%)	Y	22 (75.9%)	Y	20 (69.0%)
	297 (23.6%)	N	268 (90.2%)	N	199 (74.3%)	N	132 (49.3%)	N	142 (53.0%)
	Total Referred	Y	77 (8.3%)	Y	65 (84.4%)	Y	49 (63.6%)	Y	28 (36.4%)
	930 (73.8%)	N	853 (91.7%)	N	650 (76.2%)	N	422 (49.5%)	N	272 (31.9%)
	College Level	Y	20 (6.6%)						
	304 (24.1%)	N	284 (93.4%)						
Fall 2012 Cohort	Unknown	Y	1 (3.8%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)
	26 (2.1%)	N	25 (96.2%)	N	3 (12.0%)	N	3 (12.0%)	N	2 (8.0%)
	Cohort Total	Y	98 (7.8%)	Y	71 (72.4%)	Y	55 (56.1%)	Y	32 (32.7%)
	1,260 (100.0%)	N	1,162 (92.2%)	N	690 (59.4%)	N	456 (39.2%)	N	304 (26.2%)
	DE Level 1	Y	3 (5.3%)	Y	2 (66.7%)	Y	2 (66.7%)	Y	1 (33.3%)
	57 (5.0%)	N	54 (94.7%)	N	39 (72.2%)	N	27 (50.0%)	N	8 (14.8%)
	DE Level 2	Y	11 (11.0%)	Y	9 (81.8%)	Y	6 (54.5%)	Y	3 (27.3%)
	100 (8.7%)	N	89 (89.0%)	N	69 (77.5%)	N	41 (46.1%)	N	18 (20.2%)
	DE Level 3	Y	22 (7.4%)	Y	19 (86.4%)	Y	13 (59.1%)	Y	11 (50.0%)
	298 (25.9%)	N	276 (92.6%)	N	220 (79.7%)	N	134 (48.6%)	N	94 (34.1%)
	DE Level 4	Y	21 (7.5%)	Y	11 (52.4%)	Y	8 (38.1%)	Y	9 (42.9%)
	281 (24.5%)	N	260 (92.5%)	N	177 (68.1%)	N	118 (45.4%)	N	134 (51.5%)
Fall 2013 Cohort	Total Referred	Y	57 (7.7%)	Y	41 (71.9%)	Y	29 (50.9%)	Y	24 (42.1%)
	736 (64.1%)	N	679 (92.3%)	N	505 (74.4%)	N	320 (47.1%)	N	254 (37.4%)
	College Level	Y	18 (4.7%)						
	385 (33.5%)	N	367 (95.3%)						
	Unknown	Y	3 (10.7%)	Y	2 (66.7%)	Y	2 (66.7%)	Y	1 (33.3%)
	28 (2.4%)	N	25 (89.3%)	N	10 (40.0%)	N	7 (28.0%)	N	6 (24.0%)
	Cohort Total	Y	78 (6.8%)	Y	46 (59.0%)	Y	32 (41.0%)	Y	26 (33.3%)
	1,149 (100.0%)	N	1,071 (93.2%)	N	546 (51.0%)	N	351 (32.8%)	N	281 (26.2%)

Y = Veteran N = 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

				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	12 (7.8%)	Y	8 (66.7%)	Y	4 (33.3%)	Not Applicable	Y	0 (0.0%)	Y	0 (0.0%)	Y	2 (16.7%)			
	153 (14.4%)	N	141 (92.2%)	N	91 (64.5%)	N	56 (39.7%)		N	17 (12.1%)	N	1 (0.7%)	N	14 (9.9%)			
	DE Level 2	Y	16 (17.0%)	Y	14 (87.5%)	Y	11 (68.8%)		Y	5 (31.3%)	Y	0 (0.0%)	Y	5 (31.3%)			
	94 (8.9%)	N	78 (83.0%)	N	55 (70.5%)	N	44 (56.4%)		N	17 (21.8%)	N	0 (0.0%)	N	26 (33.3%)			
	DE Level 3	Y	14 (12.6%)	Y	14 (100.0%)	Y	13 (92.9%)		Y	7 (50.0%)	Y	0 (0.0%)	Y	9 (64.3%)			
	111 (10.5%)	N	97 (87.4%)	N	81 (83.5%)	N	57 (58.8%)		N	15 (15.5%)	N	0 (0.0%)	N	38 (39.2%)			
	DE Level 4	Y	6 (14.3%)	Y	4 (66.7%)	Y	4 (66.7%)		Y	3 (50.0%)	Y	0 (0.0%)	Y	3 (50.0%)			
	42 (4.0%)	N	36 (85.7%)	N	19 (52.8%)	N	17 (47.2%)		N	18 (50.0%)	N	0 (0.0%)	N	14 (38.9%)			
	Total Referred	Y	48 (12.0%)	Y	40 (83.3%)	Y	32 (66.7%)		Y	15 (31.3%)	Y	0 (0.0%)	Y	19 (39.6%)			
	400 (37.7%)	N	352 (88.0%)	N	246 (69.9%)	N	174 (49.4%)		N	67 (19.0%)	N	1 (0.3%)	N	92 (26.1%)			
College Level	Y	55 (8.5%)	Not Applicable										Y	40 (72.7%)			
648 (61.1%)	N	593 (91.5%)	Not Applicable										N	340 (57.3%)			
Unknown	Y	4 (33.3%)	Y	1 (25.0%)	Y	1 (25.0%)	Not Applicable	Y	1 (25.0%)	Y	0 (0.0%)	Y	1 (25.0%)				
12 (1.1%)	N	8 (66.7%)	N	2 (25.0%)	N	1 (12.5%)		N	2 (25.0%)	N	0 (0.0%)	N	2 (25.0%)				
Cohort Total	Y	107 (10.1%)	Y	44 (41.1%)	Y	35 (32.7%)		Y	17 (15.9%)	Y	0 (0.0%)	Y	60 (56.1%)				
1,060 (100.0%)	N	953 (89.9%)	N	271 (28.4%)	N	192 (20.1%)	N	77 (8.1%)	N	1 (0.1%)	N	434 (45.5%)					
Fall 2014 Cohort	DE Level 1	Y	11 (5.9%)	Y	10 (90.9%)	Y	10 (90.9%)	Y	0 (0.0%)	Y	0 (0.0%)	3rd Year Data Not Yet Available	Y	0 (0.0%)			
	188 (18.0%)	N	177 (94.1%)	N	129 (72.9%)	N	83 (46.9%)	N	0 (0.0%)	N	0 (0.0%)		Y	0 (0.0%)			
	DE Level 2	Y	6 (5.7%)	Y	6 (100.0%)	Y	5 (83.3%)	Y	0 (0.0%)	Y	0 (0.0%)		Y	0 (0.0%)			
	106 (10.2%)	N	100 (94.3%)	N	76 (76.0%)	N	48 (48.0%)	N	0 (0.0%)	N	0 (0.0%)		Y	0 (0.0%)			
	DE Level 3	Y	9 (8.0%)	Y	9 (100.0%)	Y	7 (77.8%)	Y	0 (0.0%)	Y	0 (0.0%)		Y	0 (0.0%)			
	113 (10.8%)	N	104 (92.0%)	N	77 (74.0%)	N	43 (41.3%)	N	0 (0.0%)	N	0 (0.0%)		Y	0 (0.0%)			
	DE Level 4	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)		Y	0 (0.0%)			
	1 (0.1%)	N	1 (100.0%)	N	1 (100.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)		Y	0 (0.0%)			
	Total Referred	Y	26 (6.4%)	Y	25 (96.2%)	Y	22 (84.6%)	Y	0 (0.0%)	Y	0 (0.0%)		Y	0 (0.0%)			
	408 (39.1%)	N	382 (93.6%)	N	283 (74.1%)	N	174 (45.5%)	N	0 (0.0%)	N	0 (0.0%)		Y	0 (0.0%)			
College Level	Y	54 (9.1%)	Not Applicable										Y	592 (56.7%)			
592 (56.7%)	N	538 (90.9%)	Not Applicable										N	44 (4.2%)			
Unknown	Y	5 (11.4%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
44 (4.2%)	N	39 (88.6%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	Y	0 (0.0%)			
Cohort Total	Y	85 (8.1%)	Y	27 (31.8%)	Y	23 (27.1%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
1,044 (100.0%)	N	959 (91.9%)	N	298 (31.1%)	N	182 (19.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	Y	0 (0.0%)			
Fall 2015 Cohort	DE Level 1	Y	8 (3.2%)	Y	7 (87.5%)	Y	3 (37.5%)	Y	0 (0.0%)	Y	0 (0.0%)	3rd Year Data Not Yet Available	Y	0 (0.0%)			
	251 (23.3%)	N	243 (96.8%)	N	178 (73.3%)	N	119 (49.0%)	N	0 (0.0%)	N	0 (0.0%)		Y	0 (0.0%)			
	DE Level 2	Y	12 (8.2%)	Y	7 (58.3%)	Y	7 (58.3%)	Y	0 (0.0%)	Y	0 (0.0%)		Y	0 (0.0%)			
	147 (13.6%)	N	135 (91.8%)	N	105 (77.8%)	N	73 (54.1%)	N	0 (0.0%)	N	0 (0.0%)		Y	0 (0.0%)			
	DE Level 3	Y	8 (4.7%)	Y	6 (75.0%)	Y	3 (37.5%)	Y	0 (0.0%)	Y	0 (0.0%)		Y	0 (0.0%)			
	170 (15.8%)	N	162 (95.3%)	N	109 (67.3%)	N	74 (45.7%)	N	0 (0.0%)	N	0 (0.0%)		Y	0 (0.0%)			
	DE Level 4	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)		Y	0 (0.0%)			
	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)		Y	0 (0.0%)			
	Total Referred	Y	28 (4.9%)	Y	20 (71.4%)	Y	13 (46.4%)	Y	0 (0.0%)	Y	0 (0.0%)		Y	0 (0.0%)			
	568 (52.7%)	N	540 (95.1%)	N	392 (72.6%)	N	266 (49.3%)	N	0 (0.0%)	N	0 (0.0%)		Y	0 (0.0%)			
College Level	Y	44 (9.1%)	Not Applicable										Y	485 (45.0%)			
485 (45.0%)	N	441 (90.9%)	Not Applicable										N	25 (2.3%)			
Unknown	Y	2 (8.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
25 (2.3%)	N	23 (92.0%)	N	2 (8.7%)	N	1 (4.3%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	Y	0 (0.0%)			
Cohort Total	Y	74 (6.9%)	Y	21 (28.4%)	Y	14 (18.9%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)	Y	0 (0.0%)			
1,078 (100.0%)	N	1,004 (93.1%)	N	399 (39.7%)	N	269 (26.8%)	N	0 (0.0%)	N	0 (0.0%)	N	0 (0.0%)	Y	0 (0.0%)			

Y = Veteran N = Non-Veteran

NORTHEAST LAKEVIEW COLLEGE

PRODUCTIVE GRADE RATES (PGR)

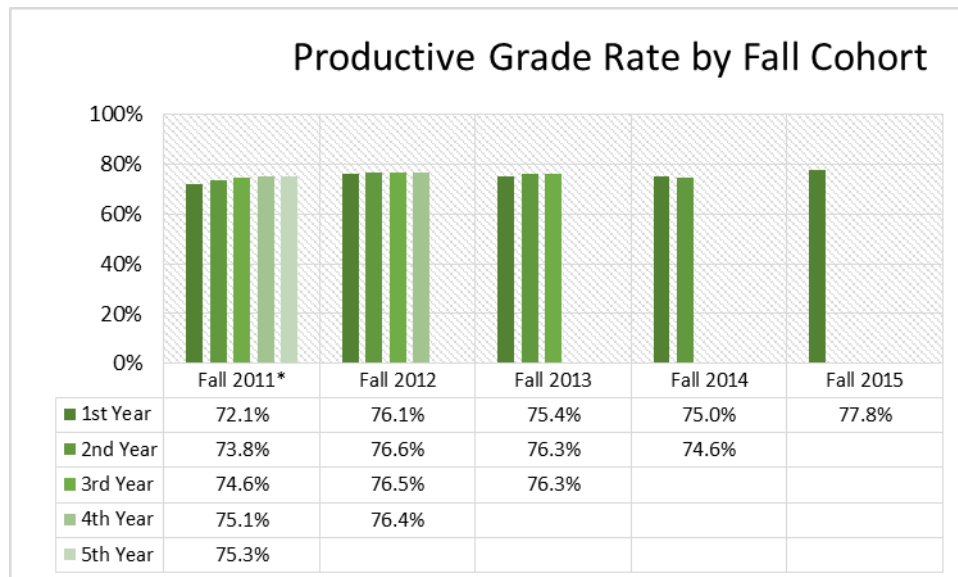
AtD Indicator #3: Successfully Complete the Courses They Attempt

This report compares the 1- to 5-year productive grade rates (PGR) of the Fall 2010 through Fall 2014 FTIC cohorts for Northeast Lakeview 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 Northeast Lakeview Vista College fluctuated between 72% - 78%.
- ◇ Across each cohort and each year, females consistently had higher productive grade rates than did males.
- ◇ At the conclusion of five years of tracking the Fall 2011 cohort, all student groups by ethnicity showed increases in productive grade rates from the first year to fifth year.
- ◇ In the first year of longitudinal tracking students in the Fall 2011 to 2014 36-50 age groups had higher productive grade rates than students in other age groups.
- ◇ Full-time students consistently produced higher productive grade rates than part-time students.
- ◇ Overall, across each cohort, productive grade rates were higher among students designated with Veteran status than non-Veteran students.
- ◇ In each cohort and year, productive grade rates were higher among students not referred to developmental education than among students referred to developmental education.

Total Productive Grade Rates

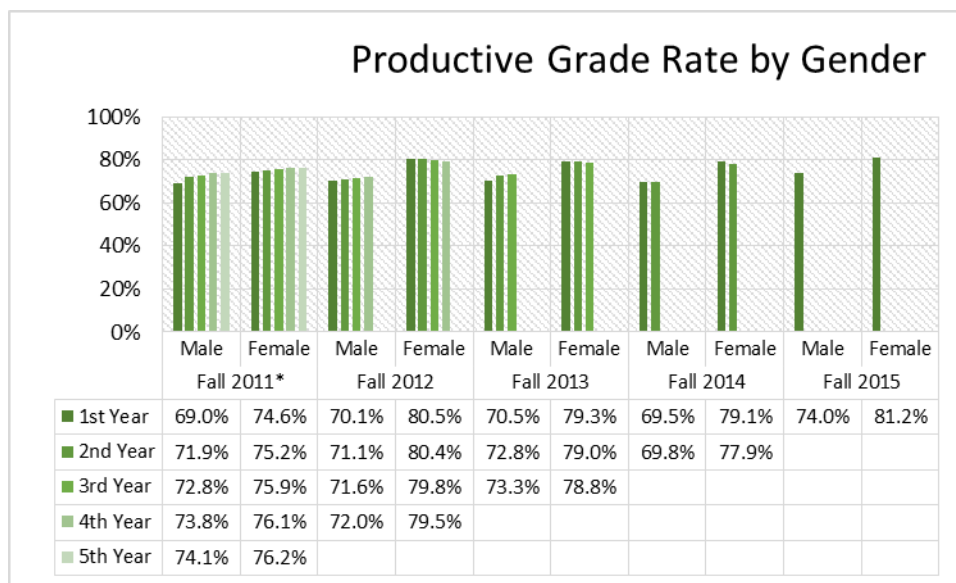
Productive grade rates at Northeast Lakeview Vista College fluctuated between 72% - 78% across all cohorts and all years. First-year productive grade rates at the college peaked in the Fall 2012 cohort at 76%, then dipped slightly to 75% in the Fall 2013 and 2014 cohorts. First year productive grade rates peaked in the Fall 2015 cohort at 77.8%. In the Fall 2012 and 2013 cohorts, productive grade rates fluctuated little from year-to-year. First year productive grade rates of the Fall 2015 cohort (77.8%) were 5.7 percentage points higher than the first year rate of the Fall 2011 cohort (72.1%).



*See notes, next page

Productive Grade Rate by Gender

Across each cohort and each year, females consistently had higher productive grade rates than did males. Female rates remained between 75% and 81% in all years of the Fall 2010 through 2011 cohorts, then peaked at 81% in the Fall 2015 cohort. In all cohorts and all years, male productive grade rates ranged from 69% to 74%. Overall, the highest male productive grade rate (74%) fell below the lowest female productive grade rate (75%). Overall, productive grade rates ranged from a low of 69% to a high of 81%.



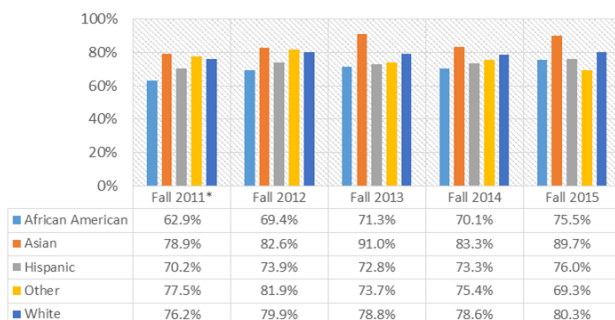
Notes:

- (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

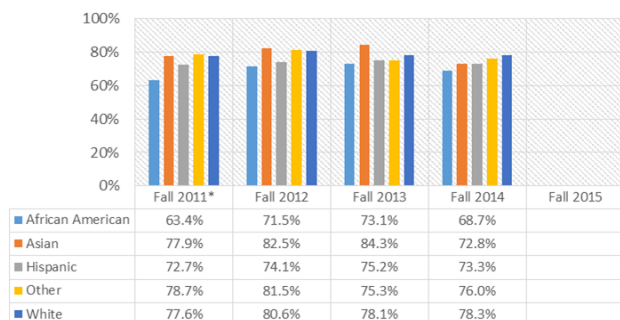
Productive Grade Rate by Ethnicity

Overall, productive grade rates of Asian, Other and White student groups were higher than African American and Hispanic student groups in each cohort and each year. Among first year productive grade rates, African American, Asian, Hispanic, and White student groups saw increases in productive grade rates from the Fall 2011 cohort to the 2015 cohort. At the conclusion of five years of tracking the Fall 2011 cohort, all student groups showed increases in productive grade rates from the first year to fifth year.

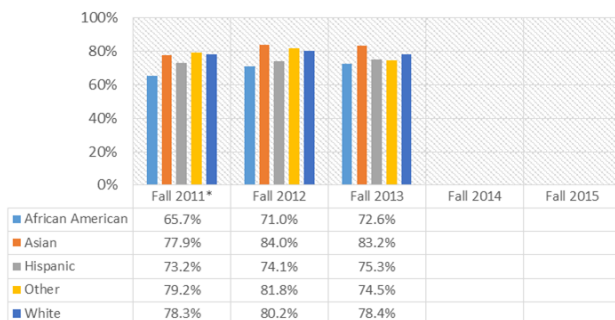
1st Year Productive Grade Rate



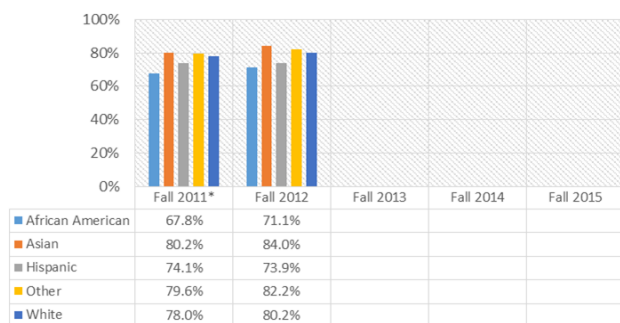
2nd Year Productive Grade Rate



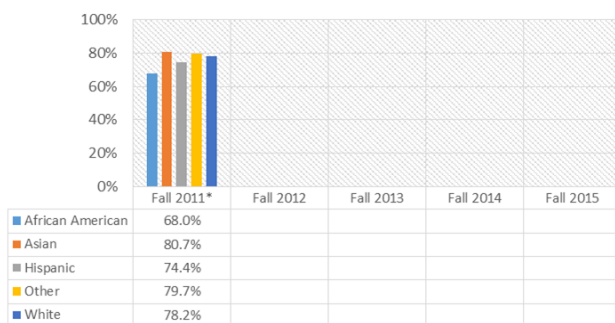
3rd Year Productive Grade Rate



4th Year Productive Grade Rate



5th Year Productive Grade Rate



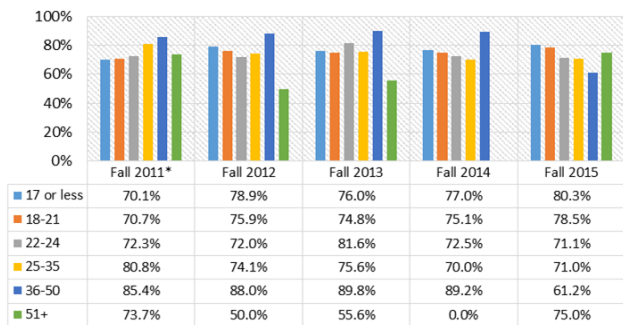
Notes:

- (1) Productive grade rates represent grades of C or higher based on all courses (cumulative) through the Fall semester of the first, second, third, fourth, and fifth year.
- (2) 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

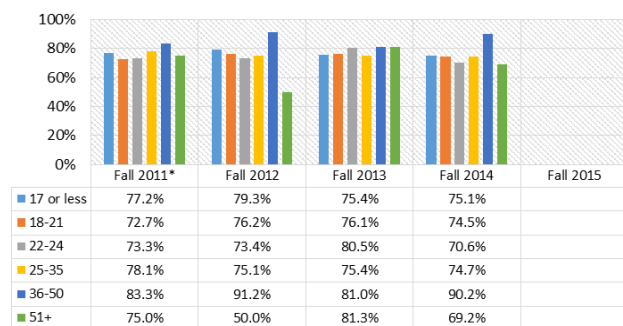
Productive Grade Rate by Age

In the first year of longitudinal tracking students in the Fall 2011 to 2014 36-50 age groups had higher productive grade rates than students in other age groups. However, in the Fall 2015 cohort the 36-50 age group saw the lowest productive grade rates than all other age groups. After five years of longitudinal tracking, students in the Fall 2011 cohort 25-35 and 36-50 age group demonstrated slight declines in productive grade rates from the first year to the fifth year. All other age groups in the Fall 2011 cohort showed an increase in productive grade rates from the first year to the fifth year.

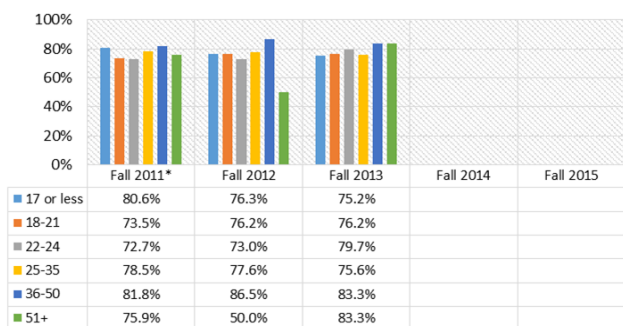
1st Year Productive Grade Rate



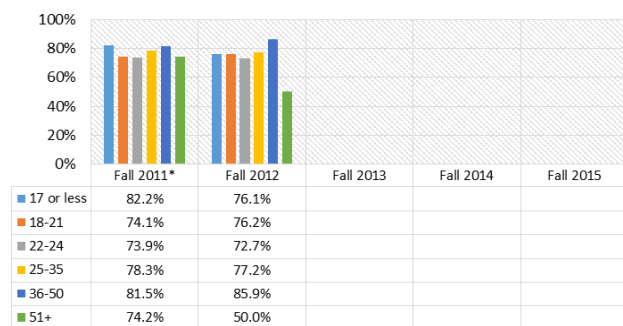
2nd Year Productive Grade Rate



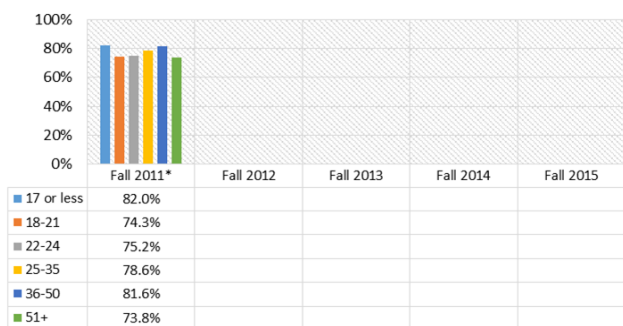
3rd Year Productive Grade Rate



4th Year Productive Grade Rate



5th Year Productive Grade Rate

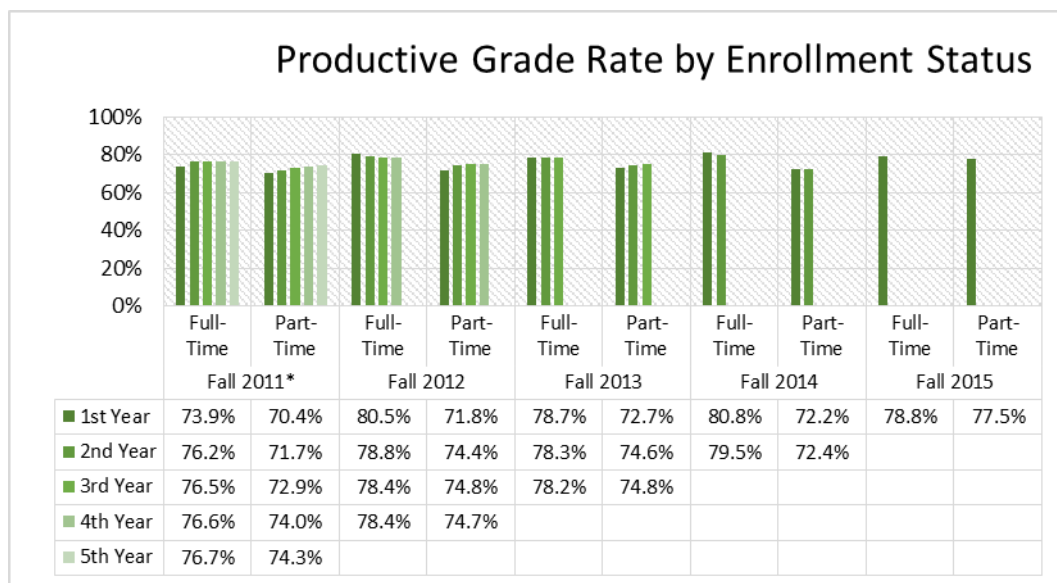


Notes:

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

Full-time students consistently produced higher productive grade rates than part-time students in each cohort and each year. First year full-time productive grade rates of the Fall 2015 cohort (78.8%) were 4.9 percentage points higher than the first year Fall 2011 cohort (73.9%). First year part-time productive grade rates of the Fall 2015 cohort (77.5%) were 7.1 percentage points higher than the first year Fall 2011 cohort (70.4%). In the Fall 2011 cohort, productive grade rates of full-time students fluctuated little after the first year, while rates for part-time students grew 3.9 percentage points over the same period.



Productive Grade Rates by Pell Status

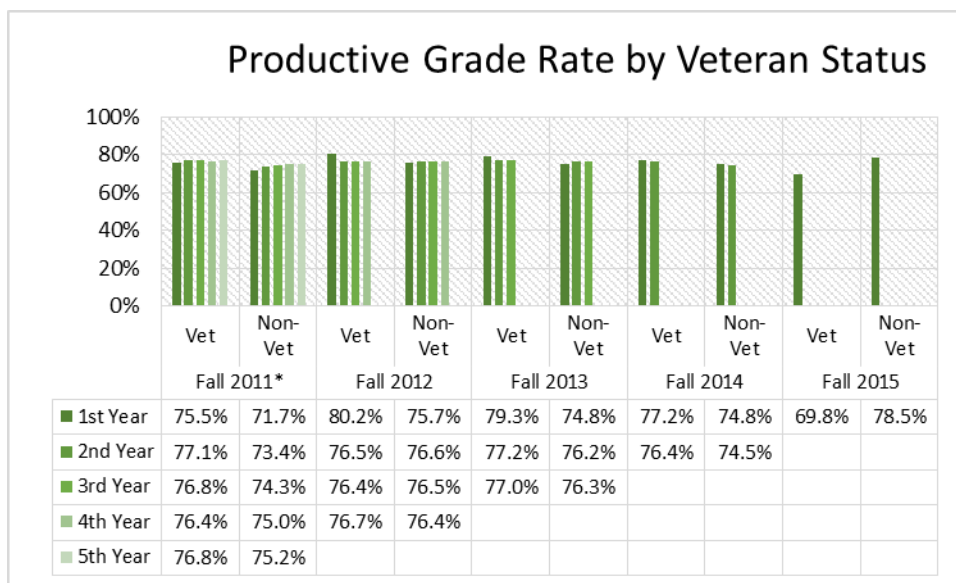
Northeast Lakeview College is undergoing the process of gaining its accreditation from the Southern Association of Colleges and Schools. Students desiring Pell grants can attend classes at Northeast Lakeview College, but must be enrolled through San Antonio College. Given the small number of Pell recipients attending classes at NLC, trends in productive grade rates by Pell status are not discussed.

Notes:

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

Productive Grade Rate by Veteran Status

Overall, across each cohort and each year, productive grade rates were higher among Veteran students than non-Veteran students. However, first year productive grade rates among veteran students exhibited a decline in the Fall 2015 cohort that represents the lowest productive grade rate through all years and all cohorts. During the same period, non-veteran students' productive grade rates increased 6.8 percentage points from the Fall 2011 cohort (71.7%) to the Fall 2015 cohort (78.5%).

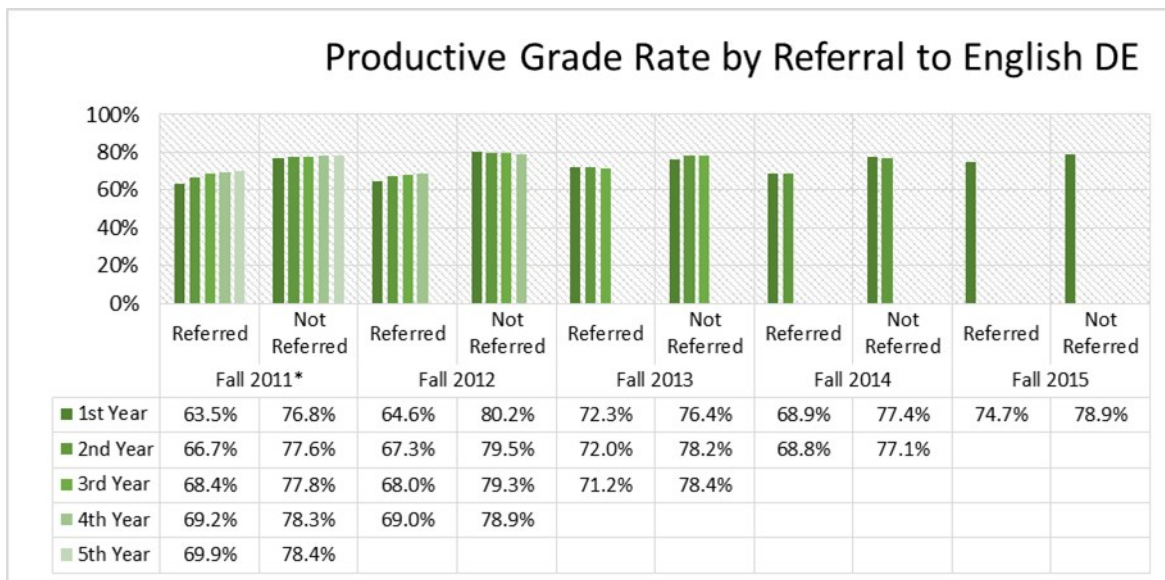


Notes:

- (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) 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 Rate by Referral to English Developmental Education

FTIC students not referred to developmental education (DE) had higher productive grade rates than did students who were referred to DE. First year referred student productive grade rates of the Fall 2015 cohort (74.7%) grew 11.2 percentage points over the first year Fall 2011 cohort (63.5%). And first year non-referred student productive grade rates of the Fall 2015 cohort (78.9%) were 2.1 percentage points higher than the first year Fall 2011 cohort (76.8%). In the Fall 2011 cohort, productive grade rates of referred and non-referred students grew 6.4 and 1.6 percentage points respectively from the first year to the fifth year. INRW courses are reported as English courses from Fall 2014 cohort onward (see note below).

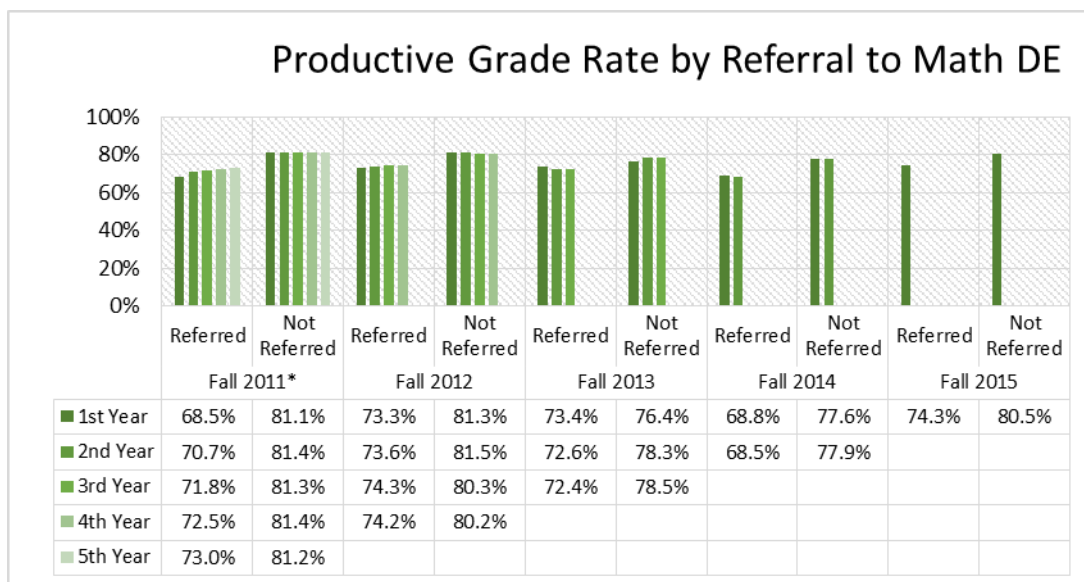


Notes:

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

Productive Grade Rate by Referral to Math Developmental Education

FTIC students not referred to developmental education (DE) had higher productive grade rates than did students who were referred to DE. First year referred student productive grade rates of the Fall 2015 cohort (74.3%) grew 5.8 percentage points from the first year Fall 2011 cohort (68.5%). First year non-referred student productive grade rates of the Fall 2015 cohort (80.5%) was 0.6 percentage points lower than the first year Fall 2011 cohort (81.1%). In the Fall 2011 cohort, productive grade rates of referred students grew 4.5 percentage points from the first year to the fifth year, while rates for non-referred students remained unchanged.



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

NORTHEAST LAKEVIEW COLLEGE SEMESTER-TO-SEMESTER PERSISTENCE RATES

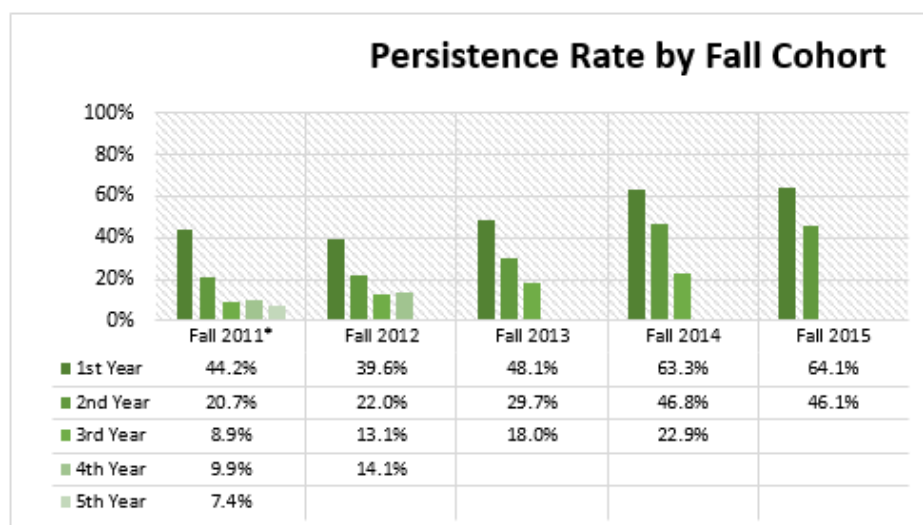
AtD Indicator #4: Persist from Term-to-Term and Year-to-Year

This report compares the 1- to 5-year persistence rates of the Fall 2011 through Fall 2015 FTIC cohorts at Northeast Lakeview 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 at Northeast Lakeview College increased from cohort-to-cohort from 2012 to 2015.
- ◇ The 2013 cohort presented a return to climbing first year persistence rates.
- ◇ Across the cohorts and years, persistence rates between males and females varied.
- ◇ Asian students displayed higher first year persistence rates in the Fall 2012 and Fall 2014 cohorts.
- ◇ First year persistence rates among African American students peaked with the Fall 2014 cohort.
- ◇ First year persistence rates were higher among students 17 or less from 2012 forward compared to students in other age groups .
- ◇ Full-time students persisted at higher rates than did part-time students.
- ◇ Persistence rates varied among students referred to developmental education and students not referred to developmental education.

Total Persistence Rates

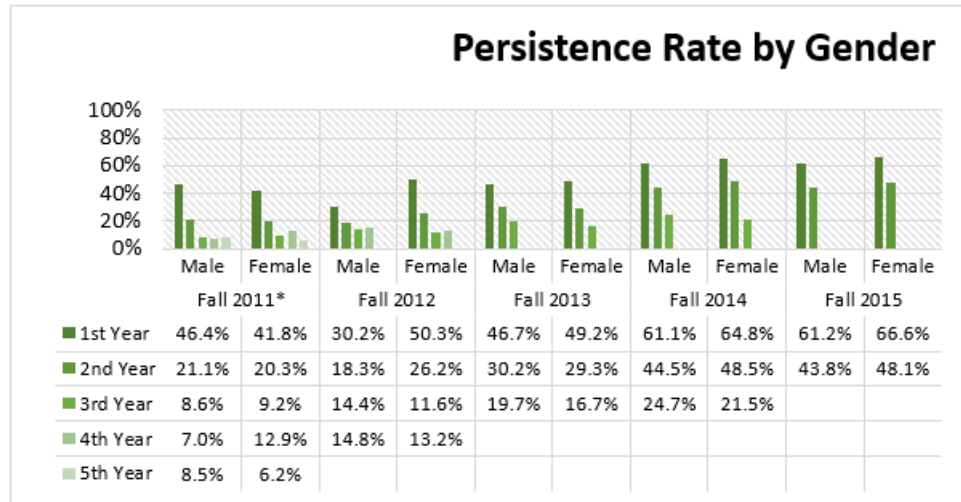
First-year persistence rates at Northeast Lakeview College peaked in the Fall 2015 cohort (64%). Second and third year persistence rates had a steady increase Fall-to-Fall. The largest persistence rate increase in first-year persistence rates was Fall 2013 to Fall 2014.



*See notes, next page

Persistence Rates by Gender

The largest gap in persistence between male and female students was the Fall 2012 cohort—females surpassed males by more than 20 percentage points. Male persistence rates doubled from Fall 2012 (30%) to Fall 2014 (61%). Second- and third-year persistence rates have risen year-to-year from Fall 2012 forward.



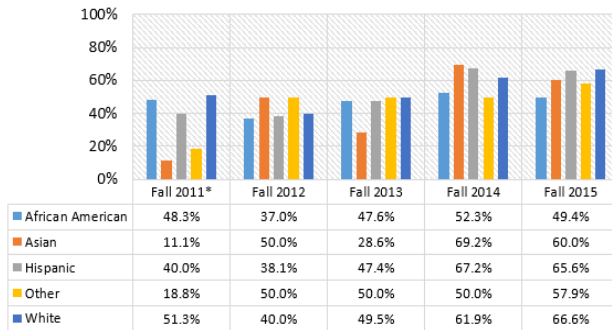
Notes:

- (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

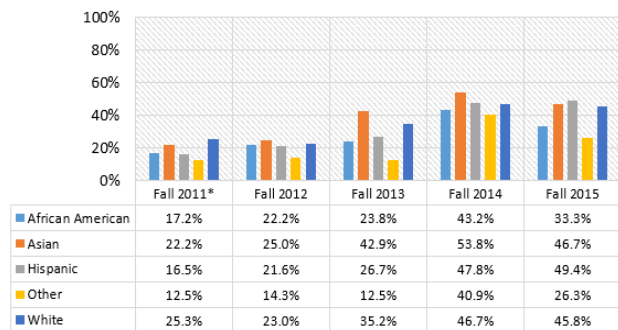
Persistence Rates by Ethnicity

Asian students displayed the highest first year persistence rates in the Fall 2014 (69%) cohort than in any other cohort or student group. Two year persistence rates were higher among Asian and White students than other student groups from Fall 2011 through Fall 2013; from Fall 2014 forward, Asian and Hispanic students had the highest persistence rates.

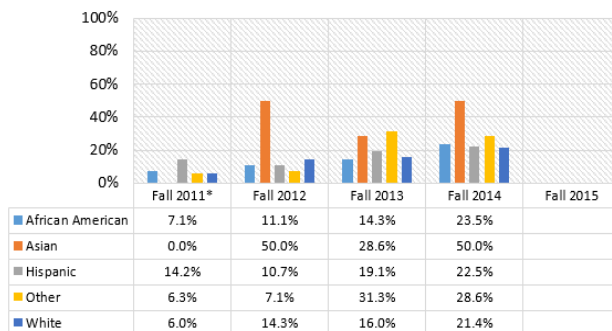
1st Year: Fall to Spring



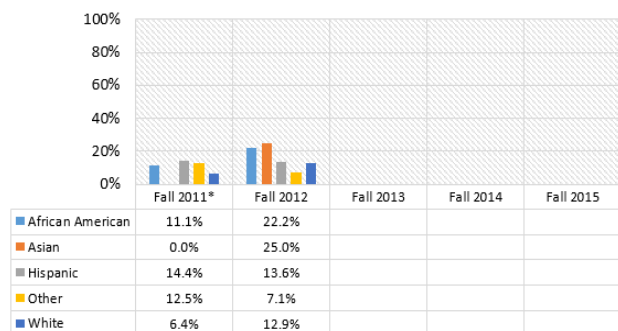
2nd Year: Fall to Second Fall



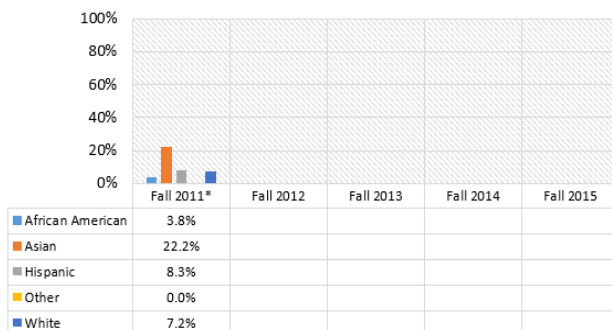
3rd Year: Fall to Third Fall



4th Year: Fall to Any Term 4th Year



5th Year: Fall to Any Term 5th Year

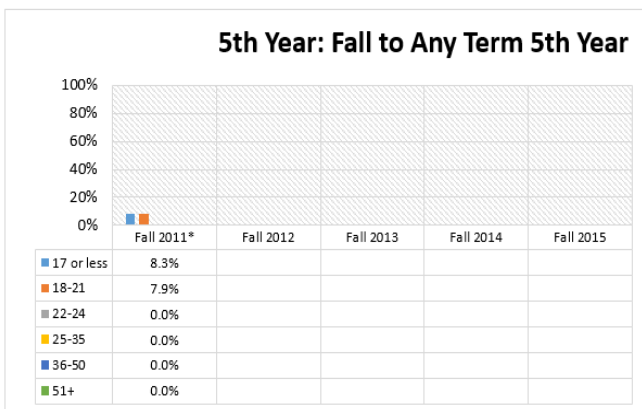
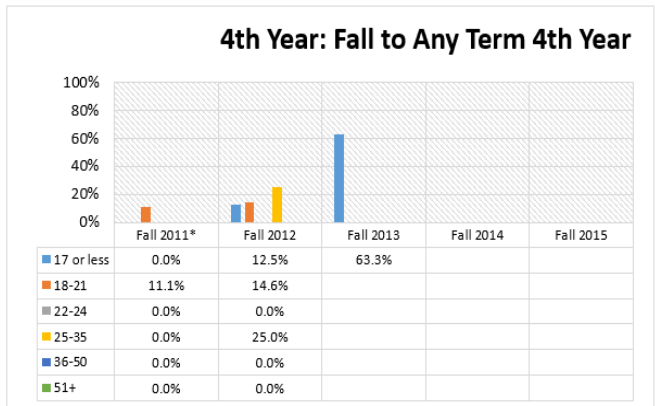
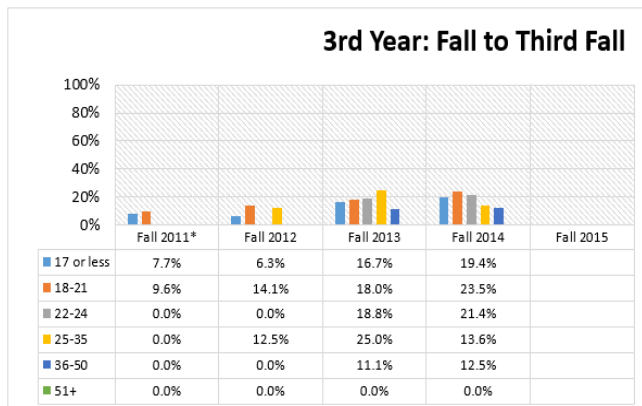
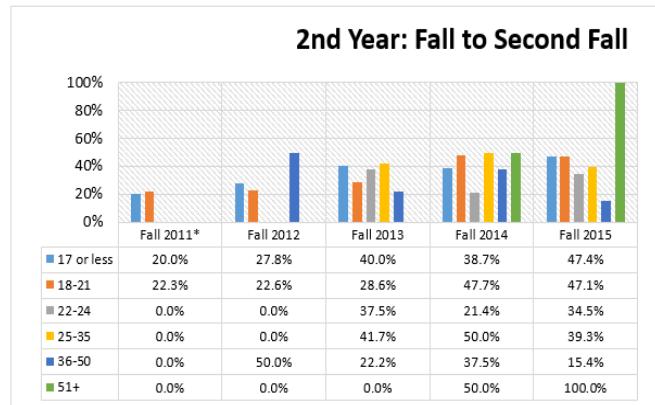
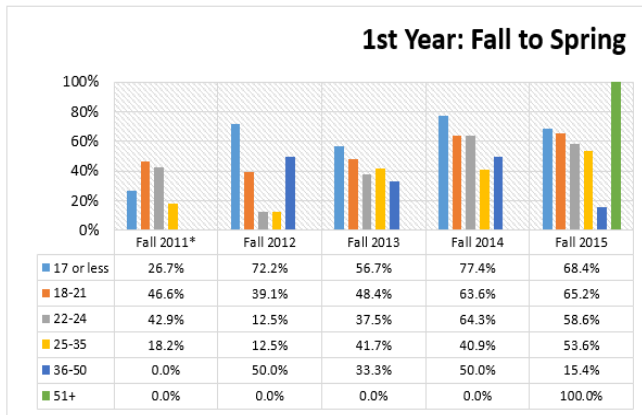


Notes:

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

Persistence Rates By Age

First-year persistence rates were highest among students 17 or less compared to students in other age groups for Fall 2012 and Fall 2014. One of the most dramatic decrease and recovery of persistence rates between students during the first year were those 17 or less in Fall 2011 (27%) to Fall 2015 (68%) — 41 percentage point increase. Third year persistence rates among students 17 or less, 18-21, and 22-24 increased from the Fall 2013 cohort to the 2014 cohort.

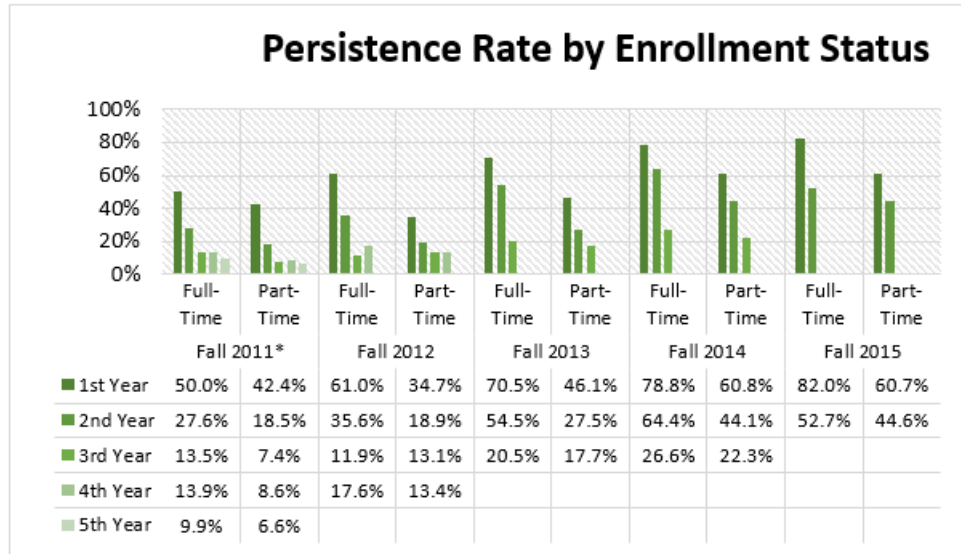


Notes:

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

Generally, full-time students persisted at higher rates than did part-time students. Fall 2014 had the highest first-, second-, and third-year persistence rates for full- and part-time. For both full- and part-time students, the greatest decline in persistence rates occurred from the first year to the second year.



Notes:

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

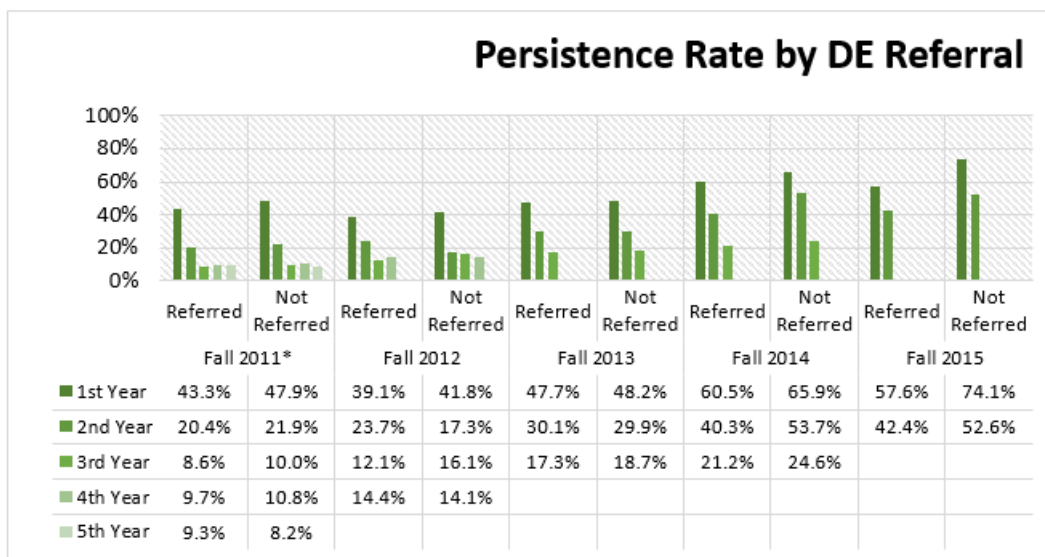
Northeast Lakeview College is undergoing the process of gaining its accreditation from the Southern Association of Colleges and Schools. Students desiring Pell grants can attend classes at Northeast Lakeview College, but must be enrolled through San Antonio College. Given the small number of Pell recipients attending classes at NLC, trends in persistence rates by Pell status are not discussed.

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

Persistence Rates by Developmental Education Referral

Overall, first year persistence rates were higher among students not referred to developmental education (DE) than for students referred to DE. The widest gap in persistence rates between those students referred to DE and students that were not was Fall 2015. After the third year, persistence rate gaps narrow between the two student groups.

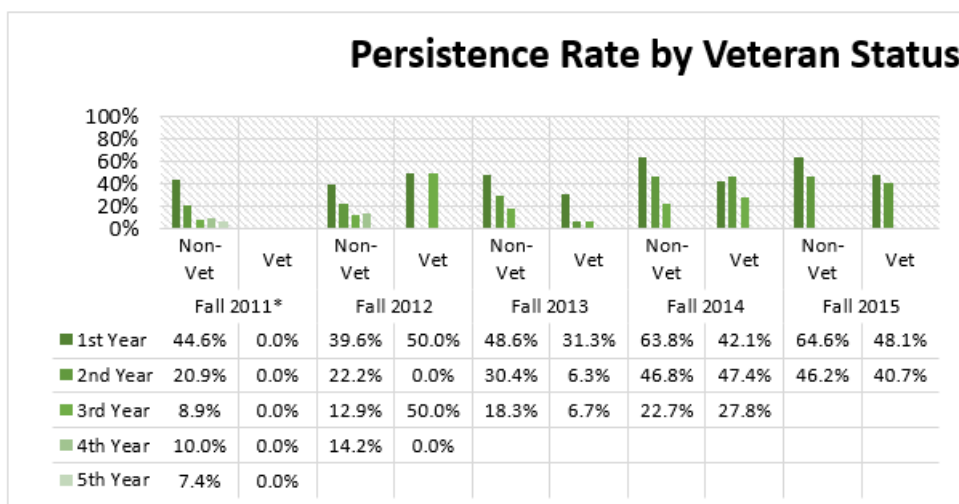


Notes:

- (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 Veteran Status

First-year veteran persistence rates climbed and fell at every other cohort year, starting with Fall 2012 and peaked in the Fall 2015. Similarly, non-veteran second-year persistence rates increased each subsequent cohort from Fall 2011 through Fall 2014, when they peaked.



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.

NORTHEAST LAKEVIEW COLLEGE GRADUATION RATES

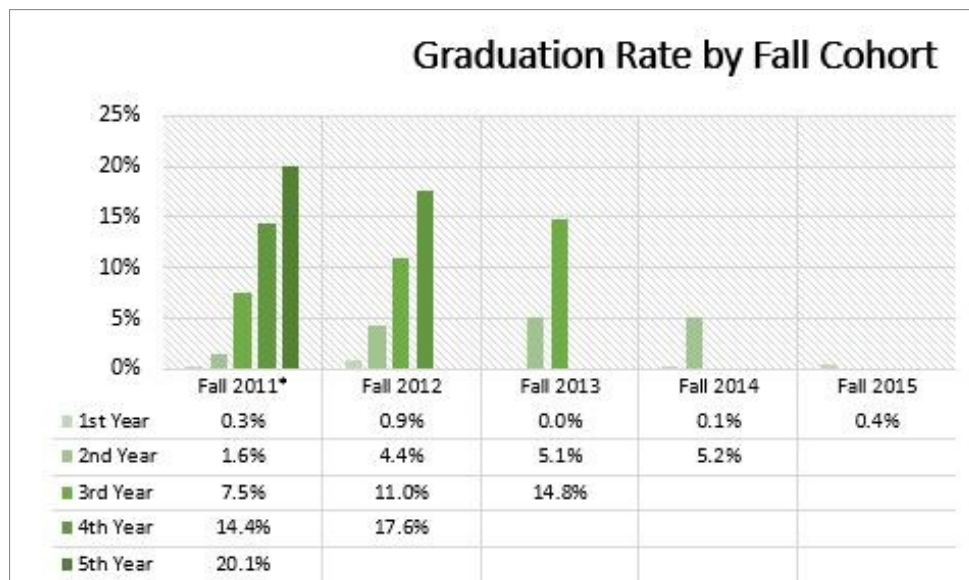
AtD Indicator #5: Complete Credentials

This report compares the 1- to 5-year graduation rates of the Fall 2011 through Fall 2015 FTIC cohorts at Northeast Lakeview College. Cumulative associate and certificate graduates were divided by the total starting cohort to calculate graduation rates. These rates are examined by various student and academic characteristics. As the newest college in the district, the cohorts at Northeast Lakeview were smaller in total headcount. Some demographics such as ethnicity and age were constrained by limited distribution in each category.

- ◇ Of the FTIC students who started at Northeast Lakeview College in 2011, 20.1% had received a degree or certificate after five years.
- ◇ Females had predominantly higher graduation rates than did males in years 2 through 5.
- ◇ Of the FTIC students who started at Northeast Lakeview College in 2011, Asian and Other students graduated at higher rates than the remaining groups after five years.
- ◇ The highest long term graduation rates were most often exhibited by students who entered in Fall 2011 and Fall 2012 aged 17 or less (years 2 through 5).
- ◇ Of the FTIC students who started at Northeast Lakeview College in 2011, 14.5% of full-time students and 21.8% of part-time students received a degree or certificate after 5 years.
- ◇ In years four and five, students who identified as veterans experienced a gain in graduation rates, which resulted in a lead over non-veteran students over two out of three cohorts.
- ◇ FTIC students not referred to developmental education had higher graduation rates than did students referred to developmental education.

Total Graduation Rates

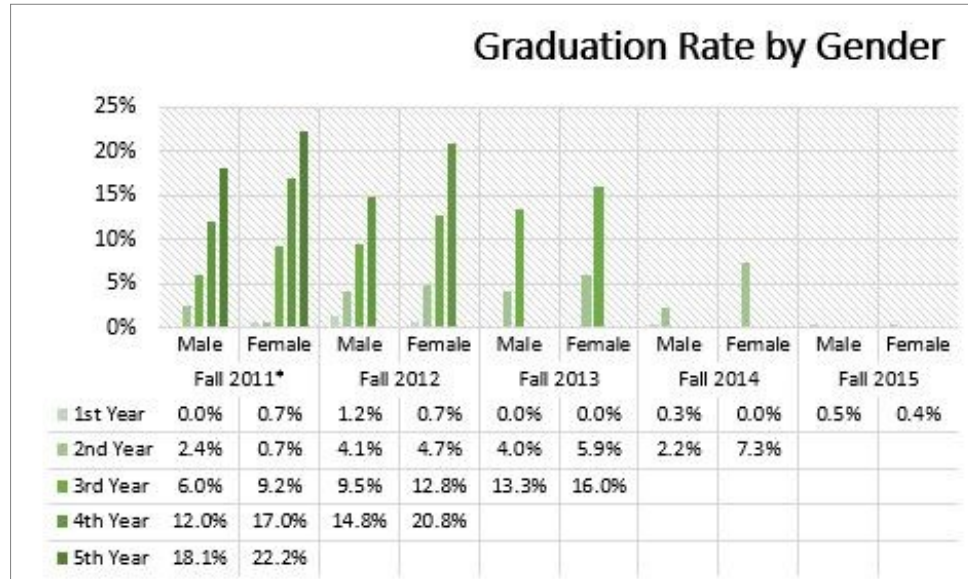
One-year graduation rates were relatively consistent across most cohorts. Of the FTIC students who started at Northeast Lakeview College in 2011, 20.1% had received a degree or certificate after five years.



*See notes, next page

Graduation Rates by Gender

Females had predominantly higher graduation rates than did males across most cohorts after the first year. Of the FTIC students who started at Northeast Lakeview College in 2011, 18.1% of male students and 22.2% of female students had received a degree or certificate after five years.

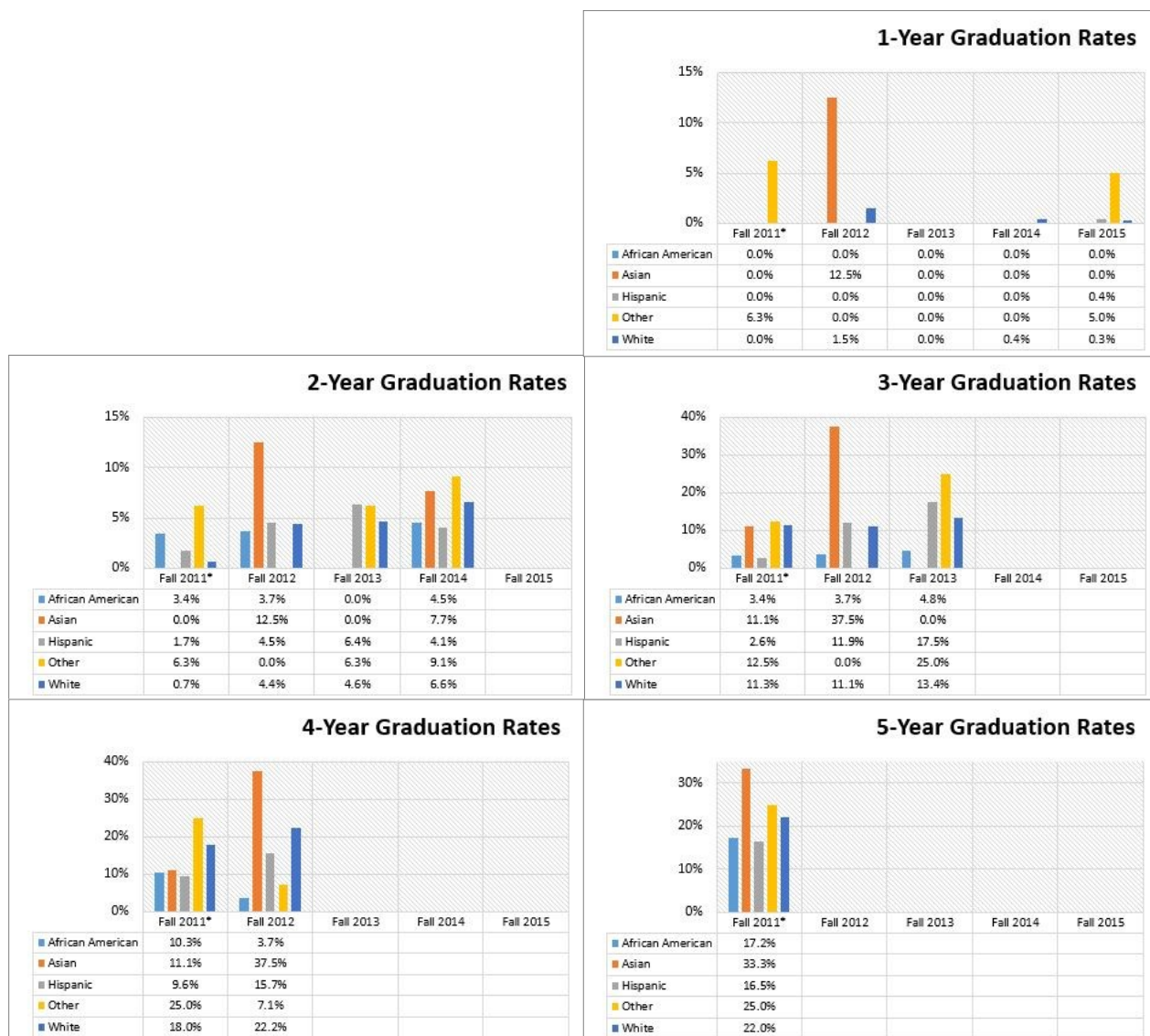


Notes:

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

Graduation Rates by Ethnicity

Asian students generally graduated at higher rates than other student groups in years one, two and three. The four- and five-year graduation rates reflect a narrowing of the gap between Asian students and other student groups. Of the FTIC students who started at Northeast Lakeview College in 2011, Asian and Other students graduated at higher rates than the remaining groups after five years.



Notes:

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

Graduation Rates by Age

The highest long term graduation rates were most often exhibited by students who entered in Fall 2011 and Fall 2012 aged 17 or less (years 2 through 5). Of the FTIC students who started at Northeast Lakeview College in 2011, the majority of students (33.3%) who received a degree or certificate after 5 years were from the 17 or less age group.

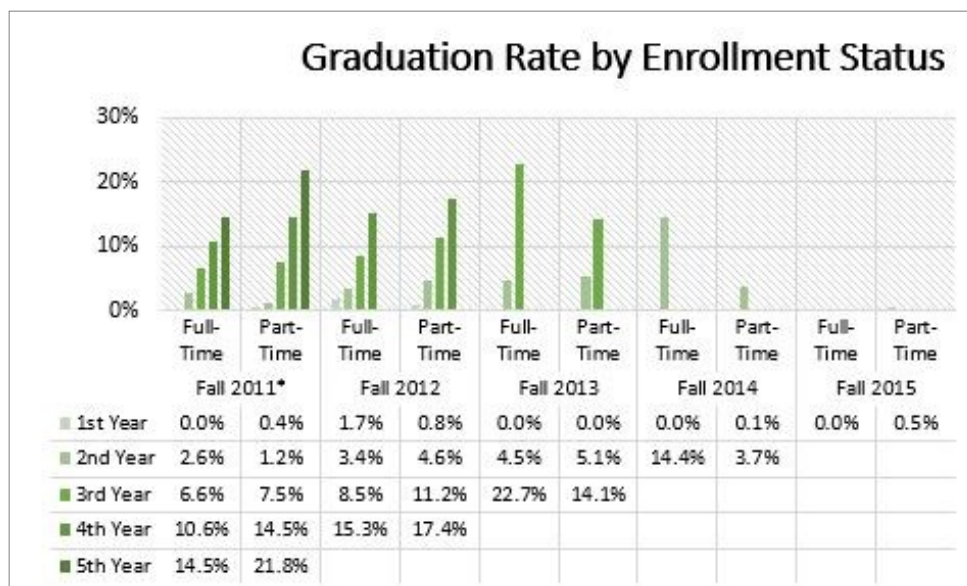


Notes:

- (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

For the Fall 2013 cohort, 3-year graduation rates of full-time students (22.7%) were higher than those of part-time students (14.1%). For the Fall 2014 cohort, 2-year graduation rates of full-time students (14.4%) were higher than those of part-time students (3.7%). For most other cohorts, part-time students exhibited higher graduation rates than those of full-time students. Of the FTIC students who started at Northeast Lakeview College in 2011, 14.5% of full-time students and 21.8% of part-time students received a degree or certificate after 5 years.



Graduation Rates by Pell Status

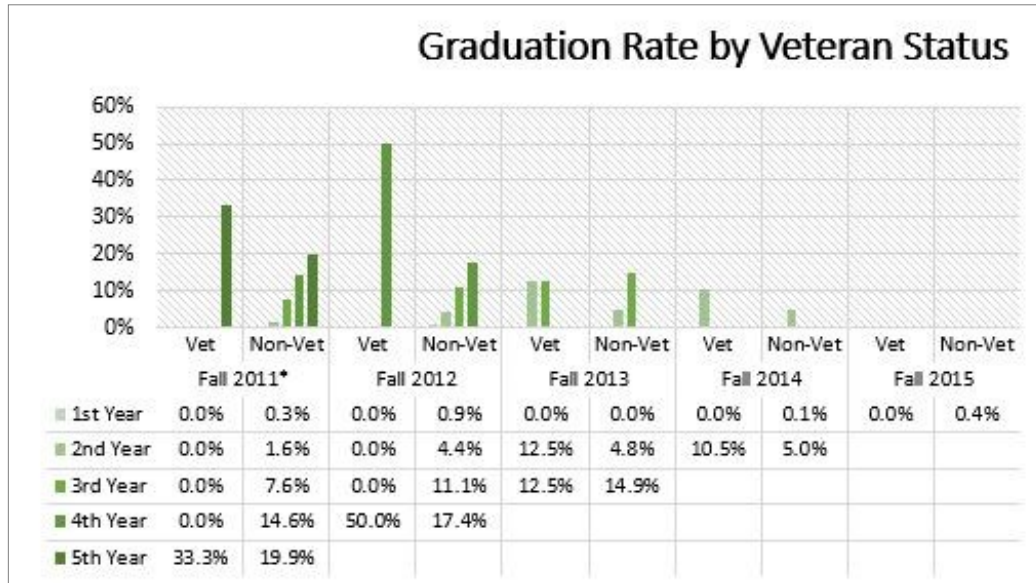
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Notes:

- (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 Veteran Status

Over most cohorts in years one, two and three, students who identified as veterans experienced a lower graduation rate than non-veteran students. In years four and five, students who identified as veterans experienced a gain in graduation rates, which resulted in a lead over non-veteran students over two out of three cohorts.

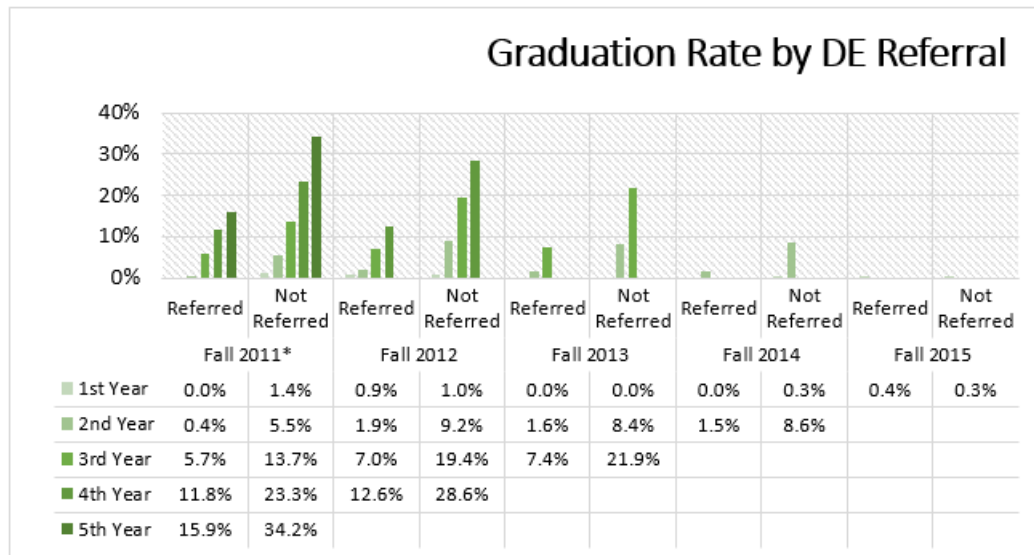


Notes:

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

Graduation Rates by Developmental Education Referral

Overall, FTIC students not referred to developmental education (DE) had higher graduation rates than did students referred to DE. Of the FTIC students who started at Northeast Lakeview College in 2011, 15.9% of referred students and 34.2% of students who were not referred received a degree or certificate after 5 years.



Notes:

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