

Achieving the Dream Narrative

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2) Student Experience

In what ways is your reform work transforming the way students experience college?

Comments from faculty and staff on the effect of reform work on student experience focused on two principle interventions, Zero Week and Continuous Orientation. The professional development coordinator noted the increase participation of faculty in professional development activities offered during Zero Week and the way in which that knowledge translates to the student success agenda through awareness. The greatest advantage to students cited for Zero Week was the increased participation in student services offerings through discipline specific boot camps and specialty orientations such as a veteran's orientation, a financial orientation, and a technology resources awareness orientation. There has been a steady increase in the numbers of students taking advantage of the Zero Week offerings each semester since inaugurated. Annual measures of GPA and retention of students participating in Zero Week have shown positive results. Although new to Temple college students are required to attend Zero Week orientations, we still have not developed a punitive consequence. By tracking attendance

however, the academic probation committee has used the non-attendance in establishing criteria for student continuance.

The second most commented on intervention was Continuous Orientation. Maintaining exposure to available resources for students through continuous orientation reinforces the information received during the new student orientation offered during Zero Week. Students receive just-in-time reminders of student support services throughout the semester providing them with needed assistance at key intervals. These orientations are part of all developmental sections, first level English sections, and select first semester technical course sections to ensure almost 100% coverage for new students. One faculty member offered a comment from one of her students, which had been addressed to the class during one of the minute orientations. “They are setting you up to succeed. If you can’t do this work, with all the help, and it’s free help, then it’s on you. There is no reason to fail at Temple College.”

Other faculty comments referenced the growth of the restructured student success course and the positive comments received from students on the relevancy of the course to their work in academic courses. Comments about the fast-track developmental sections spoke of increased student engagement and student-teacher interaction. The New Mathway Project courses changed the manner in which both instructors and students approach the curriculum through collaboration and authentic problem solving. These interventions show much promise, but are still being revised and have not been brought to scale.

3) Progress Statement

Please describe your institution’s progress in improving student success and completion over the past academic year. Consider both the positive factors and challenges affecting the student success efforts at your institution. This summary may include aspects related to the institution’s culture and environment such as leadership changes, engagement of full and part-time faculty, staff additions or transitions, state or federal influences, budget reductions, and reaffirmation of accreditation efforts.

The two most obvious progresses in student success have been a steady increase in completion at a rate exceeding the enrollment increases and increases in success in developmental coursework in mathematics. Developmental Math was the topic of the college’s Quality Enhancement Plan, which was part of the reaffirmation of accreditation. As such, developmental math has received increased emphasis. Two interventions, which separately have shown improvement in developmental success rate, are the fast-tracked sections and the New Mathways project. The fast-track sections have also shown increase student success in the English and Reading courses, but the department numbers enrolled in those sections have not risen as the math section have. For the past academic year, faculty and staff highlighted the specific initiatives in addressing the progress on improving student success and completion. The New Mathways Project was cited as a quicker alternative to gateway math courses and ultimately completion for many students. Both quantitative and qualitative results from the pilot sections have been positive. An instructional benefit noted by a faculty leader was that the curriculum is designed to have students play a much more active role in the learning process. “No longer do we have the traditional lecture/discussion format, but rather the learning occurs as groups participate in

activities that students mentally wrestle with – the learning is active and discovery based. This helps the student understand that THEY are most responsible for their learning.”

Another staff member noted an increase in faculty and staff engagement. While Temple College administration has consistently included all campus stakeholders on boards and committees, the recent experience with Mathways has brought individuals and departments on board in planning and decision-making. The commenter noted that the roll of the professional academic advisors has been enhanced by a “seat at the table” and access to detailed information about initiatives that in turn leads to enhanced communication to students. Additionally, the marketing and media department was an early and vital partner in providing information to students on the new initiative. Increases in fulltime staff in both the Student Success Division and Advising Center were also mentioned as steps in the right direction.

The Board of Trustees continues to be supporters of the initiative. The college provided an opportunity for 6 of 9 board members to attend the Association of Community College Trustees annual meeting and 2 new board members were able to attend the Board of Trustees Institute this year. The board returned from these professional development opportunities with renewed interest and awareness of specific topics such as the college completion agenda, the need for data to inform decision-making, and the need for clear pathways for students and additional professionals to assist students toward their goal. The board has called for a retreat for later this month (May) to outline issues and needed resources as they begin the process of updating or revising the current strategic plan. One decision made by the board that should have a significant effect on both research capacity and faculty engagement is the approval of a data analytics software package that will serve as both a data warehouse and as a tool for making data more accessible to a greater number of college personnel. The software will enable appropriate and staff access to data directly without processing all request through institutional research or without running lengthy programming queries. This access to data by staff will enable the institutional researchers to spend more time on data analysis and instructional research and less time on descriptive data reports.

4) Principles Assessment

Principle 1: Committed Leadership (2-3 Paragraphs)

For Temple College, the principal of Committed Leadership received the highest overall responses with the average 75% percentage response of 4 or 5 on each item in the category. The highest rated item was 1.1a: CEO and Leadership team support. The second highest item in the category was 1.1c: college communication. Temple College regularly reports on student success issues to the Board of trustees through a pre-board supper/meeting where one topic is discussed in some detail. During the regular monthly board meeting, the Educational Services Report provides data on some aspect of student success. Topics of the report for the past year have included a report on *Higher Education Pays: The Initial Earnings of Graduates of Texas Public Colleges and Universities*, successful completion of developmental instruction, comparison of GPA for students who completed a credential prior to transfer, Achieving the Dream initiative: Peer Coaching Initiative follow-up, equity in success: *Participation Compared with Graduation by Ethnicity*, *3-Year Average Placement Rates for Career and Technology Completers*, fall 2013 developmental math successful completion comparisons made instructional initiatives, and narrowing the gap in successful completion between developmental students and non-

developmental students in gateway math courses. Additionally, a monthly newsletter for Achieving the Dream is published on the college's ATD website, on the staff portal, and the Board or Trustees meeting packet. Most issues include a data "snap shot" on some aspect of student success.

The item under committed leadership receiving the lowest rating was 1.2c: faculty leaders support a broad-based student success agenda with 48% of the respondents rating the item as 4 or 5. The rating rises to 80% when the "increasing" category is included. The low score may be a result seamlessness of some interventions such as continuous orientation and Zero Week which some faculty do not associate specifically with Achieving the Dream. Another issue may be the low percentage of faculty members responding to the Principals Assessment compared with administrators and staff.

Committed Leadership at Temple College is also represented by the willingness of Board of Trustee members to attend the Board of Trustee institute and other conferences such as the Association of Community College Trustees. Board members attending these conferences have expressed an interest in many of the topics they heard about and have requested a board retreat to discuss our involvement in such issues as the completion agenda, improving access to information, and benchmarking. Partially as a result of these discussions, the strategic planning committee of the board recommended that the college invest in a data analysis/warehousing software. Following diligent work by the CFO and director of institutional effectiveness, the Board of Trustees approved the purchase of a data analytic tool designed for higher education and specializing in community colleges.

Principle 2: Use of Evidence to Improve Policies, Programs, and Services (2-3 Paragraphs)

For Principle 2, 42% of the responses on average were rated a 4 or 5. The highest rated item was 2.2a: College routinely evaluates the effectiveness of efforts with 60% of the respondents rating a 4 or 5. The lowest rated in the category was for 2.1a: IT capacity adequate to meet the demand for data an institutional research with only 21% of the responses scored at 4 or 5. An additional 54% of the responses identified the item as increasing. Closely related to capacity is the second lowest ranked item in the category—2.3a: college routinely engages personnel to review data on student achievement. To help resolve the capacity issue, the college has authorized the purchase of a data analytics tool in order to make data more accessible to a greater number of stakeholders. The institutional effectiveness staff will be free to spend more time with training key administrative and faculty leaders in the use of the data.

Given the relatively low responses to other items in the category, it is evident that a greater level of communication is needed to share the data with faculty and staff. The College produces and reports on a considerable amount of data, but the information does not always reach a wide audience. Information and work sessions on using data often compete with other information sessions for faculty and staff. Currently, the department of Institutional effectiveness, research, and planning has an unfilled position.

Principle 3: Broad Engagement (2-3 Paragraphs)

The survey participants rated the category of broad engagement as the lowest. Overall, 39% of the survey participants gave an average rating of 4 or 5 on each item. The highest ranked item in

the category was 3.1d student services staff routinely assesses student success strategies with 58% of the participants rating the item 4 or higher. Forty percent of the survey participants rated the item 3.1a: faculty meets regularly to examine outcomes at 4 or higher. When the level 3 increasing rating is added, this item has the most ratings of 3 or higher. The responses in this category were noticeably lower than the responses from the year before. There may have been some survey bias in the items in this category due to an overrepresentation of student service staff and an underrepresentation of faculty.

This past year saw the adoption of a new core curriculum for the college. Along with the new core, new learning outcomes were identified by the state. Faculty met often to identify appropriate assessments of the newly stated core student learning outcomes.

Principle 4: Systemic Institutional Improvement (2-3 Paragraphs)

Principle 4 was the second highest rated of the five principles. The item receiving the highest rating was 4.1g: student success agenda is integrated with ongoing accreditation activity with 75% of the survey participants rating it 4 or higher. Item 4.2b: major meetings regularly focus on student success received the largest percentages of people rating the item 5 (a lot). Another high scoring item in category 4 was induction and orientation activities for new faculty and staff. The lowest rated area was for training to faculty and staff on using data and research. This reflects the understaffed research department and the competition for training topics during professional development schedules.

In addition to offering the standard PD activities, the data team will request time in division or departmental meetings to share specific data sets. We hope to generate interest in data and information by focusing it on issues of particular interest to various departments. Many of the data snapshots which are presented to the board of trustees can now be loaded into the staff portal. We will also build in some redundancy by placing specific information on different pages.

The college is at the end of its last strategic planning phase. The board of trustees has appointed a standing strategic planning committee and is preparing to initiate a new strategic planning process. To that end, they have authorized the new data analytics software and have scheduled a board retreat to review major community college issues gleaned from recent conferences. The staff has been collecting artifacts in accordance with topics suggested by board members. These artifacts include sample of current Temple College Dashboards from the Texas Higher Education Coordinating Board (Compare College Texas, Online Resume for Prospective Students, Parents and the Public, Online Resume for Legislators and other Policymakers), College Measures.org, the Whitehouse Score Card, and Temple Colleges' Key Performance Indicators. Other more detailed measures include the Texas Accountability Report for Temple College. In addition, the Student Progress and Outcomes measures from the Voluntary Framework for Accountability were compared with the measures from the Texas Higher Education Accountability System. With regard to technical programs and student success, additional artifacts were compiled including living wage calculations, Temple College Report of Fundable Operating Expenses, Central Texas Key Industries and Targeted Occupations, and wage data from the Exit Cohort Report and the Texas Economic Success Measures.

Principle 5: Equity (2-3 Paragraphs)

The principle of equity moved from the section receiving the lowest score last year to the middle this year even though the number of responses rated as 4 or 5 was lower. The moving up in the overall position reflects some efforts made by the college in reporting on equity issues. In most cases, the largest number of responses on each item was “increasing.” The highest rated item was the institution has a climate of inclusiveness and the institution demonstrates a commitment to equity with each item receiving 60% of responses at 4 or 5. The lowest rated item this year and last year was the staffing reflects the service area population.

This lack of service area diversity representation within the staff has been an area of concern from some members of our Board of Trustees. Subsequently, the Human Resources department has started some initial efforts toward greater diversity among the staff. As a recent hirer of new faculty, the Liberal Arts Division has worked with the HR department to identify specific Universities and Journals in which to advertise positions. The HR department has also used diversity services provided by job posting agency in reaching potential candidates. With respect to education equity issues, the college has formed an equity committee that has been looking at data provided by the institutional researchers on equity issues as they relate to equity in access and equity in success. Some of the findings are shared with the Board of Trustees and the college staff through articles in the Leopard Dreams newsletter. Articles included Information on access and age, equity in success in graduation disaggregated by ethnicity and gender, and placement in Career and Technology programs.

The newly formed Equity Committee of Temple College met in the fall to begin a study of equity principles and how they apply to the student success agenda. The committee began with a definition of equity in higher education as proffered by Thomas Bailey and Vanessa Smith Morest in *Defending the Community College Equity Agenda*. The authors identified three components making up the overall equity outcomes for higher education—preparation, access, and college success. The team discussed the committee’s purpose, potential processes for the work, and eventual deliverables. The greater part of the time was spent on the access component by reviewing ten years of enrollment data disaggregated by various characteristics such as type of major, ethnicity, gender, age, and socio-economic status. After the presentation, the committee suggested other forms of diversity that may be explored as well as additional data resources. The follow-up step is compiling data on equity in student success. The initial data has focused on disaggregated data on graduation and persistence. Other data explored were retention and success in courses. In addition to the equity committee, the retention department is wrapping up a study focusing on men of color and their relationship to the institution.

5) Student Success Data Trends

5.i is at the end of the document

Question 5.ii: Data Analysis Summary**Measure 1: Completion of remedial or developmental instruction (2-4 Paragraphs)**

Temple College has experienced mixed results in students referred to developmental Math from 2006-07 to 2011-12. The percentage of students referred to developmental Math was highest for the 2007-08 entering cohort at 50% and lowest at 31% for the 2008-09 entering cohort. The percentage of students completing developmental math within two years ranged from 13% for

the 2008-09 cohort to 20% for the 2011-12 cohort. Referral to developmental Math showed an increase from 33% in the 2010-11 cohort to 34% in the 2011-12 cohort. Completion of developmental Math within two years showed a substantial increase, from 15% in the 2010-11 cohort to 20% in the 2011-12 cohort.

Results for students referred to developmental English also showed some non-linear variation for the 2006-07 to 2011-12 time period. The lowest percentage of students referred to developmental English was 13% for the 2008-09 entering cohort and the highest percentage was nearly 21% for the 2011-2012 entering cohort. The percentage of students completing developmental English within two years ranged from 30% for the 2007-08 cohort to 44% for the 2008-09 cohort. Referral to developmental English showed an increase from 19% in the 2010-11 cohort to 21% in the 2011-12 cohort. Completion of developmental English within two years showed a decrease, from 40% in the 2010-11 cohort to 35% in the 2011-12 cohort.

Disaggregating demographic data by year showed a large degree of variation. However, trends appeared when analyzing demographics for the 6-year time period. Black students were more likely to be referred to developmental Math (44%) than Hispanic (41%), White (35%) and Other students (33%). For developmental English, while more Black students (25%) were referred than Hispanic (21%), White (14%), and Other students (18%), their completion within two years rate was higher (37%) than White (36%) and Other students (35%). Hispanic students had the highest completion rate at 42%. More females (40%) than males (34%) were referred to developmental Math, and 17% of females completed versus 13% of males. Conversely, more males (20%) were referred to developmental English than females (16%), and the two year completion rate was 40% for females and 34% of males.

Measure 2: Completion of college-level gateway courses (2-4 Paragraphs)

The percentages of completion of college level gateway courses in math according to the Achieving the Dream Worksheets remained unchanged from Temple College's the planning year to the first year of Achieving the Dream and the English percentage fell by 2 points. The non-cohort based local data for subsequent years indicate students are completing individual developmental courses at a higher percentage each year. We hope that trend will be reflected in the subsequent cohort tracking for the three-year period.

For the most recent period, the greatest gap in performance between subgroups of those attempting a gatekeeper course in math or English was for Black students. Hispanic students were on par with white students in mathematics but were 7 percentage points below in English. The data also shows a persistent gap in gatekeeper completion between Pell recipients and non-Pell recipients of about 7% with an substantial increase in Pell students attempting gatekeeper courses. This reflects a overall rise in Pell students at the college. Texas Higher Education Accountability data for Temple College shows a negative correlation between the number of Pell students and the persistence and graduation rates. This supports the need to study ways to help support low SES students in college other than financial support.

Measure 3: Course completion with a grade of "C" or better (2-4 Paragraphs)

The results for the course completion measure with a grade of "C" or better for all courses attempted in three years of this measure has been steady over the years. The benchmark

worksheets indicate that Temple College results are comparable to other ATD colleges. The Temple College worksheets reveal large gaps between subgroups.

The gap between Pell and non-Pell students represents the largest gap in performance and has shown a slight decrease. For racial subgroups, The gap for black students represents the largest performance gap averaging about 14-percentage points and has been increasing over time. The gap for Hispanics students has varied non-linearly and has averaged about 10-percentage points. Local non-cohort based data indicates a steady successful completion rate of college level courses at around 70%.

Measure 4: Term-to-term and year-to-year retention (2-4 Paragraphs)

The Temple College ATD measures workbook indicates a small increase in overall term-to-term persistence over the last three years. The year-to-year retention however has fallen. The Texas Accountability measure of year-to-year retention, which measures retention across institutions, also reflects the same trend; however, the latest data show an increase from 50% to 56%. The number of transfers to senior institutions also shows an increase for the last year.

The term-to-term retention annual increase was greatest for the African American subgroup at a 9% increase and the male subgroup at an 8% increase. The Hispanic and white subgroup showed the greatest percent decline. Both of the 7-year average of term-to-term retention for both groups was equivalent to the overall 7-year average. The subgroups exceeding the overall 7-year average in term-to-term retention was African-American, females and Pell recipients. Pell recipients had the highest term-to-term retention for the 7-average.

As previously noted the year-to-year retention trend has been downward with the THECB measure indicating an increase in the most recent year. The disaggregated results on the ATD workbook show fluctuating results over the six years recorded. The most recent data was compared with the 6-year average. Only the white subgroup showed a year-to-year retention rate for the most recorded year that was greater than the 6-year average, but only by 1 percentage point. For ethnic subgroups, the year-to-year retention African American achievement gap has been persistent with the last data point representing the greatest gap. It is hoped that the improvement in term-to-term for the same subgroup will result in an improvement in year-to-year retention.

Measure 5: Completion of certificates or degrees (2-4 Paragraphs)

According to the Achieving the Dream Student Success Outcome Metric for completion, Temple College's 3-year graduation rate has fluctuated over time with the 2010-2011 year recoding the lowest (8%) over the five-year period. The Texas Higher Education Coordinating Board (THECB) metric, which can track transfers, shows a slightly higher 3-year rate (8.7%) and shows an increase for the 2011-2012 year (11.2%) to reflect a steady average rate for the past five years. The 4-year graduation rate has shown an increase over the four years measured by the ATD metric from 11% to 14%. The THECB 4-year rate shows a higher rate at 16% rate, indicating additional graduates after transfer. The THECB 4-year rate provides additional years and reveals an average 4-year rate of 16%. Of concern to the college is that both graduation rates fell below the state average.

Counter intuitively, the number of degrees and certificates awarded has increased at a rate greater than the enrollment. This can be attributed to the large percentage of part-time students at the college. The percent of part-time students has grown over time. The total number of degrees and certificates has increased 48% in the past five years compared to a 35% increase in enrollment over the same period.

The Achieving the Dream Student Success Outcome Metric for completion indicates a steady gap in graduation rates between ethnic groups with African American Students having the lowest graduation rate. The Texas Accountability provides disaggregated information on graduation and persistence through 2013. The rates show an average five year rate for African Americans at 30%, Hispanics at 42% and Whites at 49%. The rate is based on a 6-year cohort. The last cohort available is for FA2007. Males continue to lag behind females on all success measures. On the 3-year graduation rate, Pell recipients lead slightly while on the 4-year rate non-recipients lead. This most likely is correlated to the full-time status of most Pell recipients.

Question 5.iii Continuous improvement plans for building increases and addressing decreases (No more than 1 Page)

The college will begin working on a new strategic plan in May of 2014 with a board retreat to debrief on student success issues. Strategies and interests previously raised at board meetings and board subcommittee meetings have included creating coherent academic/career pathways, ensuring marketable skills awards and certificates are stackable credentials based on clearly defined competencies, aligning workforce programs with labor-market demands, and increasing capacity for data sharing. In connection with the new strategic planning process, a library of specific reports, high impact practices, and articles will be housed on the College's Achieving the Dream web page. Institutional Research capacity will be enhanced through the purchase and use of data analytics software.

The newly formed equity committee will review success in equity data and research best practices to present to faculty and staff. The communication efforts will be improved by seeking additional avenues for publicizing student success information. Findings and recommendations from the equity committee will become professional development opportunities offered through the in-house professional development vehicle as well as through Zero Week.

Promising small-scale innovations fast-track developmental sections and the credit level Learning Frameworks course will be expanded. As a co-development partner with the New Mathways project the college will work to develop and fully implement three accelerated math pathways—statistics, quantitative literacy, and STEM—that will align with students' credential or career objectives. The pathways include intentional strategies to help students develop skills as learners.

Other successful interventions will continue to be improved. The Continuous orientation venues will become the basis for a new on-line student orientation providing students with information on student support services throughout the semester. Zero Week will continue to be refined to increase efficiency and opportunities for professional development for full-time and contingent faculty.

6) Goals and plans for 2014-2015:

Based on analysis of your progress over the past year, including your student success data and stakeholder input, please identify at least three goals for your institution's student success work, 2 to 3 planned action steps to advance these goals in the 2014-15 academic year.

Goal 1: Review and revise Strategic Plan for 2015

- Schedule first board retreat for end of May 2014
- Collect data for environmental scan
- Collect resources and appropriate reading list
- Prioritize issues and initiatives
- Develop strategic goals and metrics focused on student success

Goal 2: Provide additional opportunities for awareness of student support and instructional services

- Reconfigure and expand the Continuous Orientations to create an online orientation
- Adapt Continuous Orientations to alternative formats appropriate for delivery beyond the class room, e.g. close circuit TV and accessible video formats
- Expand Zero Week offerings for both students and faculty with an emphasis on equity issues for faculty

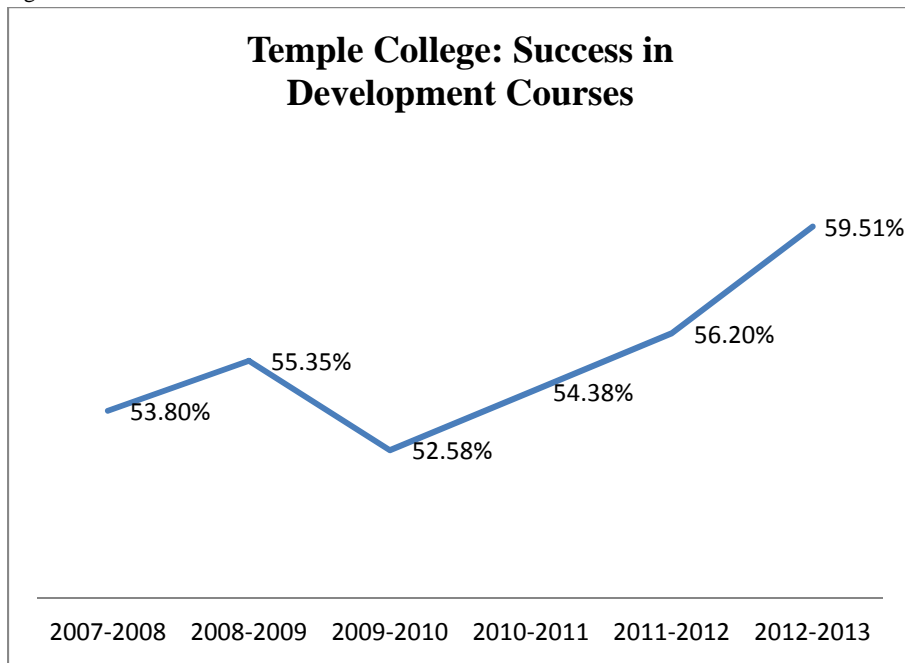
Goal 3: Provide alternatives to traditional developmental course work for students testing as the basic educational level as well as near-college ready

- Creation of additional non-course based options for remediation
- Scale-up alternative course and instructional methodologies including fast-track sessions, NMP, and credit bearing learning framework courses

5i) Student Success Data Trends

The charts below illustrate the success in developmental courses as defined by A-C. As illustrated in figure 1, The success in developmental courses have risen for 4 consecutive years. This charts with following with disaggregated data shows a persistent gap for black, non-Hispanic students (figures 2-4). The success rates for each subgroup does show improvement. The charts also illustrate a persistent gap in successful performance between male and female students for each subgroup. Following the chart is the data disaggregate for the 5-year period. Following the trend data is the current years data with total numbers included.

Figure 1



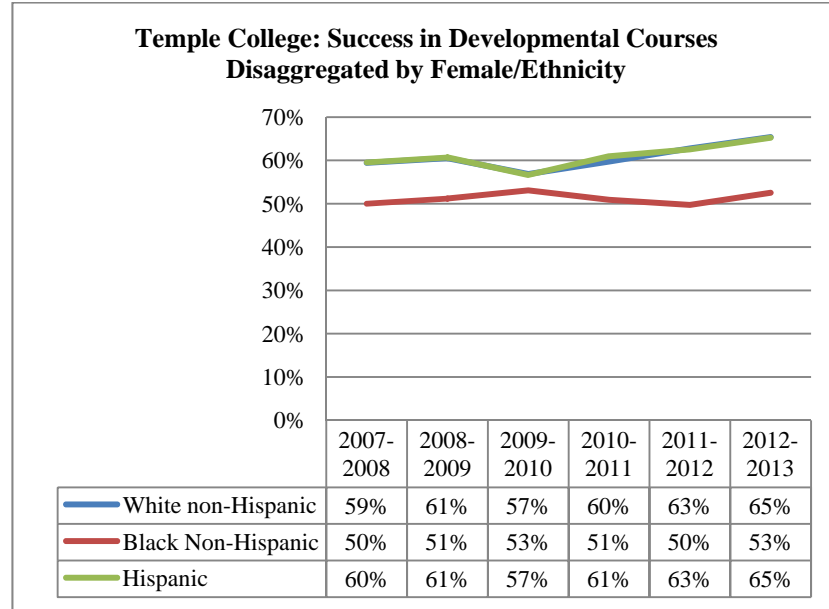
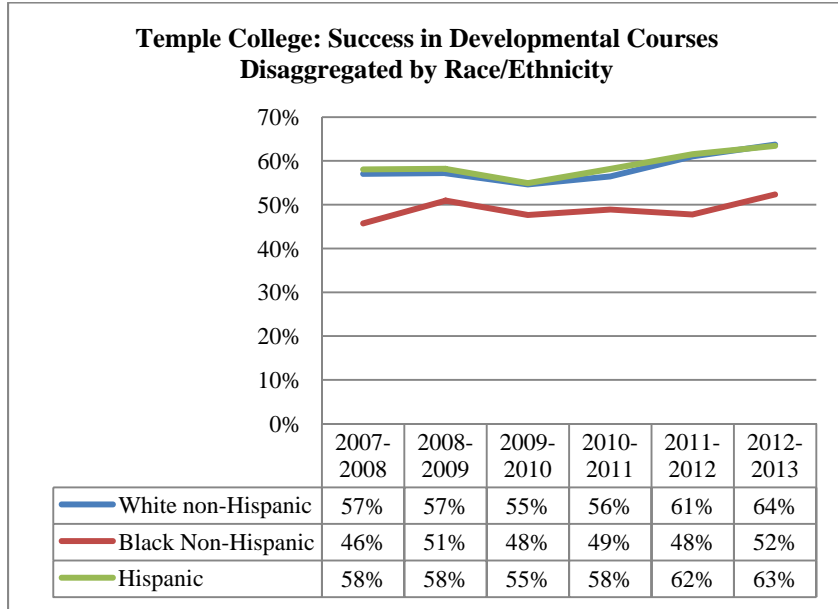


Figure 4

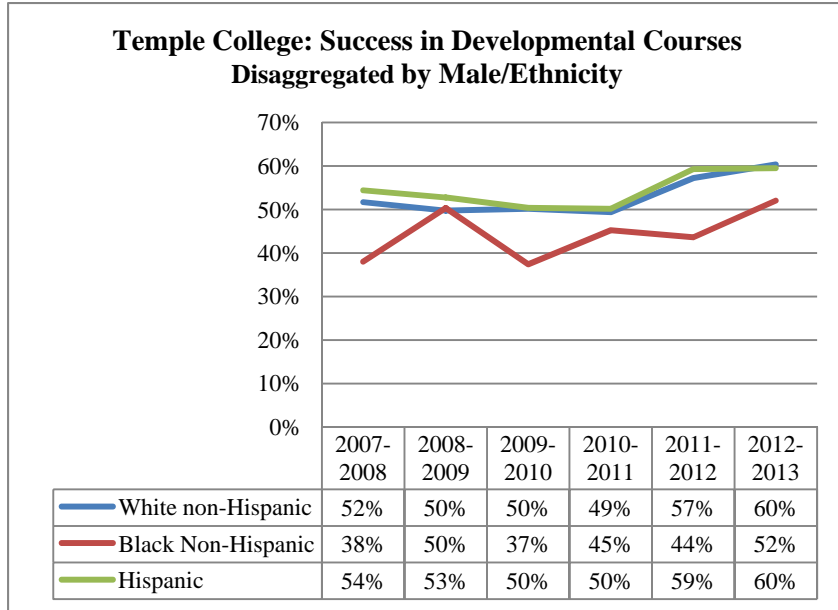
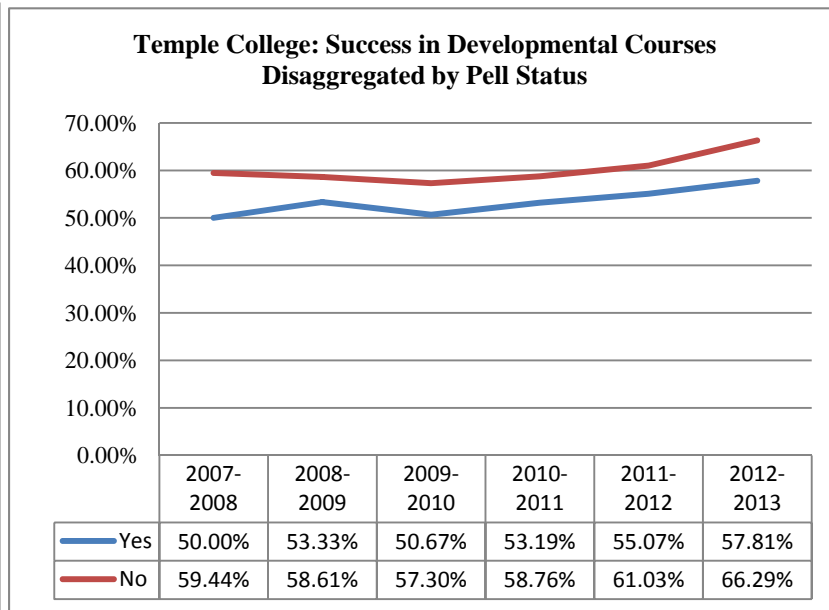


figure 5



Course Completion/Success - Developmental Courses (All)

All student course enrollments in Academic Year (Fall & Spring semesters)

Success is defined as grades of A, B, or C

Developmental Courses (All)

Race/Ethnicity	White non-Hispanic	Black Non-Hispanic	Hispanic	Asian / Pacific Islander	Native American	Non resident Alien	No response or other	Total
2007-2008	57%	46%	58%	70%	65%	33%	29%	54%
2008-2009	57%	51%	58%	70%	40%	55%	55%	55%
2009-2010	55%	48%	55%	68%	53%	94%	40%	53%
2010-2011	56%	49%	58%	58%	48%	0%	65%	54%
2011-2012	61%	48%	62%	70%	61%	63%	50%	56%
2012-2013	64%	52%	63%	82%	68%	25%	56%	60%

Female/Ethnicity	White non-Hispanic	Black Non-Hispanic	Hispanic	Asian / Pacific Islander	Native American	Non resident Alien	No response or other	Total
2007-2008	59%	50%	60%	70%	79%	0%	40%	57%
2008-2009	61%	51%	61%	71%	47%	43%	33%	57%
2009-2010	57%	53%	57%	80%	44%	100%	54%	56%
2010-2011	60%	51%	61%	66%	50%	0%	50%	57%
2011-2012	63%	50%	63%	75%	69%	63%	55%	58%
2012-2013	65%	53%	65%	83%	67%	0%	59%	61%

Male/Ethnicity	White non-Hispanic	Black Non-Hispanic	Hispanic	Asian / Pacific Islander	Native American	Non resident Alien	No response or other	Total
2007-2008	52%	38%	54%	71%	42%	67%	0%	48%
2008-2009	50%	50%	53%	69%	17%	75%	65%	51%
2009-2010	50%	37%	50%	46%	64%	93%	21%	46%
2010-2011	49%	45%	50%	48%	43%	0%	100%	48%
2011-2012	57%	44%	59%	64%	50%	0%	42%	52%
2012-2013	60%	52%	60%	81%	71%	100%	50%	57%

Developmental Courses (All)

Age	Less than	20-24	25 or older	Total
	20			
2007-2008	56.65%	48.00%	54.92%	53.80%
2008-2009	58.12%	54.10%	53.15%	55.35%
2009-2010	53.11%	49.07%	54.37%	52.58%
2010-2011	54.64%	52.54%	55.33%	54.38%
2011-2012	58.25%	51.87%	57.44%	56.20%
2012-2013	64.63%	52.75%	60.45%	59.51%

Gender	Female	Male	Total
2007-2008	56.80%	47.52%	53.80%
2008-2009	57.26%	51.20%	55.35%
2009-2010	55.79%	46.03%	52.58%
2010-2011	57.28%	48.18%	54.38%
2011-2012	58.05%	52.27%	56.20%
2012-2013	61.02%	56.82%	59.51%

Pell	Yes	No	Total
2007-2008	50.00%	59.44%	53.80%
2008-2009	53.33%	58.61%	55.35%
2009-2010	50.67%	57.30%	52.58%
2010-2011	53.19%	58.76%	54.38%
2011-2012	55.07%	61.03%	56.20%
2012-2013	57.81%	66.29%	59.51%

Course Completion/Success - Developmental Courses (All)

All student course enrollments in Academic Year 2012-13 (Fall & Spring semesters)

Courses to include: All courses

Success is defined as grades of A, B, C or Pass/Credit [if letter grade not awarded in course]

Developmental Courses (All)

		White non-Hispanic	Black Non-Hispanic	Hispanic	Asian / Pacific Islander	Native American	Non resident Alien	No response or other	Total
Race/Ethnicity	Number Course Enrollments	1667	1573	919	50	37	4	176	4426
	Number Successful Course Enrollments	1062	823	583	41	25	1	99	2634
	Percent Successful Course Enrollments	64%	52%	63%	82%	68%	25%	56%	60%
		White non-Hispanic	Black Non-Hispanic	Hispanic	Asian / Pacific Islander	Native American	Non resident Alien	No response or other	Total
Female/Ethnicity	Number Course Enrollments	1112	912	630	24	30	3	124	2835
	Number Successful Course Enrollments	727	479	411	20	20	0	73	1730
	Percent Successful Course Enrollments	65%	53%	65%	83%	67%	0%	59%	61%
		White non-Hispanic	Black Non-Hispanic	Hispanic	Asian / Pacific Islander	Native American	Non resident Alien	No response or other	Total
Male/Ethnicity	Number Course Enrollments	555	661	289	26	7	1	52	1591
	Number Successful Course Enrollments	335	344	172	21	5	1	26	904
	Percent Successful Course Enrollments	60%	52%	60%	81%	71%	100%	50%	57%
		Less than 20	20-24	25 or older	Total				
Age	Number Course Enrollments	1049	1109	2268	4426				
	Number Successful Course Enrollments	678	585	1371	2634				
	Percent Successful Course Enrollments	65%	53%	60%	60%				

		Female	Male	Total
Gender	Number Course Enrollments	2835	1591	4426
	Number Successful Course Enrollments	1730	904	2634
	Percent Successful Course Enrollments	61%	57%	60%
		Yes	No	Total
Pell	Number Course Enrollments	3536	890	4426
	Number Successful Course Enrollments	2044	590	2634
	Percent Successful Course Enrollments	58%	66%	60%