

# RESEARCH BRIEF

Loss/Momentum Framework at NOVA Series: 2. Entry

No. 24-16

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## Loss/Momentum Framework at NOVA: Entry-Related Data for Student Sub-Groups

This Research Brief provides information on the Entry-related portion of the Loss/Momentum Framework as it pertains to developmental education at NOVA. There are two sections: Developmental Math and Developmental English. Each section includes data and analysis on developmental enrollment of First-Time in College<sup>1</sup> (FTIC) students and progression from developmental to college-level coursework.

### I. Entry-Related Data: Developmental Math

#### A. Executive Summary

##### **Developmental Math: Enrollment**

###### *Developmental Math Enrollment by Enrollment Status*

- FTIC students enrolled in developmental math were most likely to be full-time students.
- The percentage of full-time students enrolled in developmental math increased 5 percentage points from Fall 2012 to Fall 2014.
- The percentage of part-time students enrolled in developmental math increased 8 percentage points during this time period.

###### *Developmental Math Enrollment by Enrollment Status and Gender*

- FTIC students enrolled in developmental math were most likely to be female students enrolled at NOVA full-time.
- The proportion of female, full-time students who were enrolled in developmental math was slightly higher than their male counterparts in all three cohorts.

###### *Developmental Math Enrollment by Enrollment Status and Age Group*

- Full-time students under age 25 made up the largest group and had the largest enrollment rates in all three cohorts. Their enrollment rate increased from 24 to 29 percent during this time period.

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<sup>1</sup> FTIC Cohorts are defined as follows – e.g. the Fall 2013 Cohort includes the following: Summer 2013 FTIC students (who also enrolled in Fall 2013) + Summer 2013 dual enrolled students (who also enrolled in Fall 2013 and were not dual enrolled) + Fall 2013 FTIC students (excluding Fall 2013 dual enrolled students).

- For students under age 25, those enrolled full-time had higher enrollment rates in developmental math than those enrolled part-time (3 to 8 percentage points higher).

#### ***Developmental Math Enrollment by Enrollment Status and Race/Ethnicity***

- Of the four largest racial/ethnic groups (White, Black, Hispanic, Asian), Black and Hispanic full-time students enrolled in developmental math at higher rates than their White and Asian counterparts in all three cohorts.
- In the Fall 2014 cohort, Black full-time students enrolled in developmental math at the highest rate (40 percent), followed by Hispanic full-time students (34 percent), White full-time students (24 percent), and Asian full-time students at 17 percent.
- For part-time students, White and Hispanic students enrolled in developmental math at higher rates than their Black and Asian counterparts in the Fall 2012 and Fall 2014 cohorts.

#### ***Developmental Math Enrollment by Enrollment Status and Program Placement***

- Full-time students placed in an A.S. program made up the largest group and generally had the largest enrollment rates in all three cohorts. Their enrollment rate increased from 25 to 29 percent during this time period.
- The developmental math enrollment rates of students not program-placed were the lowest of the full-time students in all three cohorts.
- In the Fall 2013 and Fall 2014 cohorts, the developmental math enrollment rates of part-time students placed in A.S. programs were higher than those of A.A. and A.A.S.

### **Developmental Math: Progression to College-Level Math**

#### ***Progression to College-Level Math by Enrollment Status***

- Developmental math students who progressed to college-level math were most likely to be full-time students.
- The percentage of full-time students who progressed from developmental math to college-level math increased 2 percentage points from Fall 2012 to Fall 2014.
- The percentage of part-time students who progressed from developmental math to college-level math decreased 2 percentage points during this time period.

#### ***Progression to College-Level Math by Enrollment Status and Gender***

- Developmental math students who progressed to college-level math were most likely to be female students enrolled at NOVA full-time.
- The proportion of female, full-time students who progressed to college-level math was higher than their male counterparts in all three cohorts.

#### ***Progression to College-Level Math by Enrollment Status and Age Group***

- Full-time students under age 25 made up the largest group but not the largest progression rates. Their progression rate increased from 18 to 20 percent during this time period.
- For students under age 25, those enrolled full-time had higher progression rates to college-level math than those enrolled part-time (5 to 9 percentage points higher).

**Progression to College-Level Math by Enrollment Status and Race/Ethnicity**

- Of the four largest racial/ethnic groups (White, Black, Hispanic, Asian), White full-time students progressed to college-level math at higher rates than their Black, Hispanic, and Asian counterparts in all three cohorts.
- For part-time students, White students also progressed to college-level math at higher rates than their Black, Hispanic, and Asian counterparts in the Fall 2012 and Fall 2013 cohorts.

**Progression to College-Level Math by Enrollment Status and Program Placement**

- Full-time students placed in an A.S. program made up the largest group but did not have the largest progression rates in all three cohorts. Their progression rate increased from 19 to 20 percent during this time period.
- The developmental math progression to college-level math rate of part-time students placed in A.S. programs was 10 to 12 percent during this time period.

**B. Developmental Math: Enrollment**

**1. Enrollment Status**

**Table 1. Developmental Math Enrollment by Enrollment Status: Fall 2012 through Fall 2014 Cohorts**

Status	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
	Total FTIC		Dev. Math Enrollment	Total FTIC		Dev. Math Enrollment	Total FTIC		Dev. Math Enrollment
	#	#	%	#	#	%	#	#	%
Full-Time	5,156	1,208	23.4%	5,613	1,249	22.3%	5,454	1,551	28.4%
Part-Time	3,481	487	14.0%	3,542	544	15.4%	3,405	737	21.6%
<b>Total</b>	<b>8,637</b>	<b>1,695</b>	<b>19.6%</b>	<b>9,155</b>	<b>1,793</b>	<b>19.6%</b>	<b>8,859</b>	<b>2,288</b>	<b>25.8%</b>

**2. Gender**

**Table 2. Developmental Math Enrollment by Enrollment Status and Gender: Fall 2012 through Fall 2014 Cohorts**

Status	Gender	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
		Total FTIC		Dev. Math Enrollment	Total FTIC		Dev. Math Enrollment	Total FTIC		Dev. Math Enrollment
		#	#	%	#	#	%	#	#	%
Full-Time	Male	2,744	577	21.0%	2,979	625	21.0%	2,889	740	25.6%
	Female	2,412	631	26.2%	2,634	624	23.7%	2,565	811	31.6%
Part-Time	Male	1,832	242	13.2%	1,832	259	14.1%	1,778	373	21.0%
	Female	1,649	245	14.9%	1,710	285	16.7%	1,627	364	22.4%
<b>Total</b>		<b>8,637</b>	<b>1,695</b>	<b>19.6%</b>	<b>9,155</b>	<b>1,793</b>	<b>19.6%</b>	<b>8,859</b>	<b>2,288</b>	<b>25.8%</b>

### 3. Age Group

**Table 3. Developmental Math Enrollment by Enrollment Status and Age Group: Fall 2012 through Fall 2014 Cohorts**

Status	Age Group	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
		Total FTIC	Dev. Math Enrollment		Total FTIC	Dev. Math Enrollment		Total FTIC	Dev. Math Enrollment	
		#	#	%	#	#	%	#	#	%
Full-Time	Under 25	4,794	1,146	23.9%	5,176	1,188	23.0%	5,068	1,470	29.0%
	25-44	332	60	18.1%	394	57	14.5%	352	74	21.0%
	45 & Over	30	2	6.7%	43	4	9.3%	34	7	20.6%
Part-Time	Under 25	2,658	424	16.0%	2,657	484	18.2%	2,659	681	25.6%
	25-44	674	58	8.6%	675	54	8.0%	626	54	8.6%
	45 & Over	149	5	3.4%	210	6	2.9%	120	2	1.7%
<b>Total</b>		<b>8,637</b>	<b>1,695</b>	<b>19.6%</b>	<b>9,155</b>	<b>1,793</b>	<b>19.6%</b>	<b>8,859</b>	<b>2,288</b>	<b>25.8%</b>

### 4. Race/Ethnicity

**Table 4. Developmental Math Enrollment by Enrollment Status and Race/Ethnicity: Fall 2012 through Fall 2014 Cohorts**

Status	Race/Ethnicity	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
		Total FTIC	Dev. Math Enrollment		Total FTIC	Dev. Math Enrollment		Total FTIC	Dev. Math Enrollment	
		#	#	%	#	#	%	#	#	%
Full-Time	White	1,813	381	21.0%	1,884	362	19.2%	1,721	419	24.3%
	Black	860	254	29.5%	967	294	30.4%	916	362	39.5%
	Hispanic	1,213	366	30.2%	1,360	371	27.3%	1,485	504	33.9%
	Asian	926	121	13.1%	984	125	12.7%	970	168	17.3%
	Native Am./Alaskan	6	3	50.0%	11	2	18.2%	11	4	36.4%
	Hawaiian/Pac. Islander	29	7	24.1%	24	7	29.2%	31	10	32.3%
	Not Specified	4	1	25.0%	5	1	20.0%	2	1	50.0%
	Two or more Races	231	57	24.7%	294	68	23.1%	244	67	27.5%
	Unknown	74	18	24.3%	84	19	22.6%	74	16	21.6%
Part-Time	White	1,323	199	15.0%	1,238	161	13.0%	1,191	259	21.7%
	Black	720	96	13.3%	772	125	16.2%	705	147	20.9%
	Hispanic	840	125	14.9%	874	176	20.1%	897	231	25.8%
	Asian	376	41	10.9%	383	40	10.4%	372	51	13.7%
	Native Am./Alaskan	11	1	9.1%	8	5	62.5%	8	2	25.0%
	Hawaiian/Pac. Islander	15	3	20.0%	22	3	13.6%	19	6	31.6%
	Not Specified	0	0	--	6	0	0.0%	1	0	0.0%
	Two or more Races	149	18	12.1%	168	29	17.3%	164	36	22.0%
	Unknown	47	4	8.5%	71	5	7.0%	48	5	10.4%
<b>Total</b>		<b>8,637</b>	<b>1,695</b>	<b>19.6%</b>	<b>9,155</b>	<b>1,793</b>	<b>19.6%</b>	<b>8,859</b>	<b>2,288</b>	<b>25.8%</b>

## 5. Program Placement

Table 5. Developmental Math Enrollment by Enrollment Status and Program Placement:  
Fall 2012 through Fall 2014 Cohorts

Status	Program Placement	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
		Total FTIC	Dev. Math Enrollment		Total FTIC	Dev. Math Enrollment		Total FTIC	Dev. Math Enrollment	
		#	#	%	#	#	%	#	#	%
Full-Time	A.A.	669	158	23.6%	622	140	22.5%	644	206	32.0%
	A.S.	3,341	833	24.9%	4,104	960	23.4%	4,052	1,162	28.7%
	A.A.A.	34	4	11.8%	21	6	28.6%	18	6	33.3%
	A.A.S.	725	160	22.1%	597	111	18.6%	547	143	26.1%
	Certificate	159	30	18.9%	132	20	15.2%	97	19	19.6%
	Not Placed	228	23	10.1%	137	12	8.8%	96	15	15.6%
Part-Time	A.A.	354	51	14.4%	367	65	17.7%	345	70	20.3%
	A.S.	1,821	294	16.1%	1,979	364	18.4%	2,071	547	26.4%
	A.A.A.	28	3	10.7%	19	4	21.1%	11	3	27.3%
	A.A.S.	662	81	12.2%	619	85	13.7%	520	81	15.6%
	Certificate	192	31	16.1%	182	16	8.8%	162	15	9.3%
	Not Placed	424	27	6.4%	376	10	2.7%	296	21	7.1%
<b>Total</b>		<b>8,637</b>	<b>1,695</b>	<b>19.6%</b>	<b>9,155</b>	<b>1,793</b>	<b>19.6%</b>	<b>8,859</b>	<b>2,288</b>	<b>25.8%</b>

## C. Developmental Math: Progression to College-Level Math

### 1. Enrollment Status

Table 6. Progression from Developmental Math to College-Level Math within 2 Semesters  
by Enrollment Status: Fall 2012 through Fall 2014 Cohorts

Status	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
	Dev. Math Enrollment	Progressed to College-Level Math		Dev. Math Enrollment	Progressed to College-Level Math		Dev. Math Enrollment	Progressed to College-Level Math	
	#	#	%	#	#	%	#	#	%
Full-Time	1,208	219	18.1%	1,249	237	19.0%	1,551	306	19.7%
Part-Time	487	63	12.9%	544	56	10.3%	737	82	11.1%
<b>Total</b>	<b>1,695</b>	<b>282</b>	<b>16.6%</b>	<b>1,793</b>	<b>293</b>	<b>16.3%</b>	<b>2,288</b>	<b>388</b>	<b>17.0%</b>

## 2. Gender

Table 7. Progression from Developmental Math to College-Level Math within 2 Semesters by Enrollment Status and Gender: Fall 2012 through Fall 2014 Cohorts

Status	Gender	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
		Dev. Math Enrollment	Progressed to College-Level Math		Dev. Math Enrollment	Progressed to College-Level Math		Dev. Math Enrollment	Progressed to College-Level Math	
		#	#	%	#	#	%	#	#	%
Full-Time	Male	577	94	16.3%	625	114	18.2%	740	125	16.9%
	Female	631	125	19.8%	624	123	19.7%	811	181	22.3%
Part-Time	Male	242	33	13.6%	259	20	7.7%	373	31	8.3%
	Female	245	30	12.2%	285	36	12.6%	364	51	14.0%
<b>Total</b>		<b>1,695</b>	<b>282</b>	<b>16.6%</b>	<b>1,793</b>	<b>293</b>	<b>16.3%</b>	<b>2,288</b>	<b>388</b>	<b>17.0%</b>

## 3. Age Group

Table 8. Progression from Developmental Math to College-Level Math within 2 Semesters by Enrollment Status and Age Group: Fall 2012 through Fall 2014 Cohorts

Status	Age Group	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
		Dev. Math Enrollment	Progressed to College-Level Math		Dev. Math Enrollment	Progressed to College-Level Math		Dev. Math Enrollment	Progressed to College-Level Math	
		#	#	%	#	#	%	#	#	%
Full-Time	Under 25	1,146	204	17.8%	1,188	223	18.8%	1,470	291	19.8%
	25-44	60	14	23.3%	57	14	24.6%	74	13	17.6%
	45 & Over	2	1	50.0%	4	0	0.0%	7	2	28.6%
Part-Time	Under 25	424	54	12.7%	484	49	10.1%	681	75	11.0%
	25-44	58	8	13.8%	54	7	13.0%	54	7	13.0%
	45 & Over	5	1	20.0%	6	0	0.0%	2	0	0.0%
<b>Total</b>		<b>1,695</b>	<b>282</b>	<b>16.6%</b>	<b>1,793</b>	<b>293</b>	<b>16.3%</b>	<b>2,288</b>	<b>388</b>	<b>17.0%</b>

#### 4. Race/Ethnicity

**Table 9. Progression from Developmental Math to College-Level Math within 2 Semesters by Enrollment Status and Race/Ethnicity: Fall 2012 through Fall 2014 Cohorts**

Status	Race/Ethnicity	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
		Dev. Math Enrollment	Progressed to College-Level Math		Dev. Math Enrollment	Progressed to College-Level Math		Dev. Math Enrollment	Progressed to College-Level Math	
		#	#	%	#	#	%	#	#	%
Full-Time	White	381	79	20.7%	362	94	26.0%	419	98	23.4%
	African American	254	45	17.7%	294	37	12.6%	362	60	16.6%
	Hispanic	366	58	15.8%	371	74	19.9%	504	93	18.5%
	Asian	121	23	19.0%	125	23	18.4%	168	35	20.8%
	Native Am./Alaskan	3	1	33.3%	2	1	50.0%	4	1	25.0%
	Hawaiian/Pac.Islander	7	3	42.9%	7	2	28.6%	10	3	30.0%
	Not Specified	1	0	0.0%	1	0	0.0%	1	0	0.0%
	Two or more Races	57	6	10.5%	68	4	5.9%	67	11	16.4%
	Unknown	18	4	22.2%	19	2	10.5%	16	5	31.3%
Part-Time	White	199	31	15.6%	161	27	16.8%	259	36	13.9%
	African American	96	8	8.3%	125	4	3.2%	147	7	4.8%
	Hispanic	125	17	13.6%	176	17	9.7%	231	27	11.7%
	Asian	41	3	7.3%	40	1	2.5%	51	7	13.7%
	Native Am./Alaskan	1	0	0.0%	5	1	20.0%	2	0	0.0%
	Hawaiian/Pac.Islander	3	0	0.0%	3	0	0.0%	6	3	50.0%
	Not Specified	0	0	--	0	0	--	0	0	--
	Two or more Races	18	4	22.2%	29	4	13.8%	36	1	2.8%
	Unknown	4		0.0%	5	2	40.0%	5	1	20.0%
<b>Total</b>		<b>1,695</b>	<b>282</b>	<b>16.6%</b>	<b>1,793</b>	<b>293</b>	<b>16.3%</b>	<b>2,288</b>	<b>388</b>	<b>17.0%</b>

## 5. Program Placement

Table 10. Progression from Developmental Math to College-Level Math within 2 Semesters by Enrollment Status and Program Placement: Fall 2012 through Fall 2014 Cohorts

Status	Program Placement	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
		Dev. Math Enrollment	Progressed to College-Level Math		Dev. Math Enrollment	Progressed to College-Level Math		Dev. Math Enrollment	Progressed to College-Level Math	
		#	#	%	#	#	%	#	#	%
Full-Time	A.A.	158	32	20.3%	140	29	20.7%	206	51	24.8%
	A.S.	833	154	18.5%	960	184	19.2%	1,162	235	20.2%
	A.A.A.	4	1	25.0%	6	2	33.3%	6	1	16.7%
	A.A.S.	160	25	15.6%	111	21	18.9%	143	16	11.2%
	Certificate	30	5	16.7%	20	0	0.0%	19	2	10.5%
	Not Placed	23	2	8.7%	12	1	8.3%	15	1	6.7%
Part-Time	A.A.	51	7	13.7%	65	11	16.9%	70	8	11.4%
	A.S.	294	36	12.2%	364	33	9.1%	547	65	11.9%
	A.A.A.	3	0	0.0%	4	1	25.0%	3	1	33.3%
	A.A.S.	81	9	11.1%	85	7	8.2%	81	5	6.2%
	Certificate	31	3	9.7%	16	2	12.5%	15	0	0.0%
	Not Placed	27	8	29.6%	10	2	20.0%	21	3	14.3%
<b>Total</b>		<b>1,695</b>	<b>282</b>	<b>16.6%</b>	<b>1,793</b>	<b>293</b>	<b>16.3%</b>	<b>2,288</b>	<b>388</b>	<b>17.0%</b>

## II. Entry-Related Data: Developmental English

### A. Executive Summary

#### Developmental English: Enrollment

##### *Developmental English Enrollment by Enrollment Status*

- FTIC students enrolled in developmental English were most likely to be full-time students.
- The percentage of full-time students enrolled in developmental English decreased 23 percentage points from Fall 2012 to Fall 2014. The percentage of part-time students enrolled in developmental English decreased 7 percentage points during this time period.

##### *Developmental English Enrollment by Enrollment Status and Gender*

- FTIC students enrolled in developmental English were most likely to be male students enrolled at NOVA full-time.
- The proportion of female, full-time students who were enrolled in developmental English was slightly higher than their male counterparts in the Fall 2012 and Fall 2014 cohorts.



### ***Developmental English Enrollment by Enrollment Status and Age Group***

- Full-time students under age 25 made up the largest group and had the largest enrollment rates in all three cohorts. Their enrollment rate decreased from 41 to 17 percent during this time period.
- In the Fall 2012 and Fall 2013 cohorts, the developmental English enrollment rates of full-time students under age 25 were double those of full-time students ages 25-44.

### ***Developmental English Enrollment by Enrollment Status and Race/Ethnicity***

- Of the four largest racial/ethnic groups (White, Black, Hispanic, Asian), Black and Hispanic full-time students enrolled in developmental English at higher rates than their White and Asian counterparts in the Fall 2012 and Fall 2013 cohorts.
- In the Fall 2014 cohort, Black full-time students enrolled in developmental English at the highest rate (24%), Hispanic and Asian at the same rate (18%), and White at the lowest (12%).
- For part-time students, Black and Hispanic students enrolled in developmental English at higher rates than their White and Asian counterparts in all three cohorts.

### ***Developmental English Enrollment by Enrollment Status and Program Placement***

- Full-time students placed in an A.S. program made up the largest group but did not have the largest enrollment rates in all three cohorts. Their enrollment rate decreased from 41 to 17 percent during this time period.
- In the Fall 2012 and Fall 2013 cohorts, the developmental English enrollment rates of students not program-placed were the lowest of the full-time students.
- In the Fall 2013 and Fall 2014 cohorts, the developmental English enrollment rates of part-time students placed in A.S. programs were higher than those of A.A., A.A.S., and A.A.A.

## **Developmental English: Progression to College-Level English**

### ***Progression to College-Level English by Enrollment Status***

- Developmental English who progressed to college-level English were most likely to be full-time students.
- The percentage of full-time students who progressed to college-level English decreased approximately 11 percentage points from Fall 2012 to Fall 2014.
- The percentage of part-time students who progressed to college-level English decreased 8 percentage points during this time period.

### ***Progression to College-Level English by Enrollment Status and Gender***

- While FTIC full-time students who enrolled in developmental English were predominantly male, female students progressed to college-level English at a higher rate.
- The number of female part-time students who were enrolled in developmental English was fairly similar to their male counterparts in all three cohorts; however, female students progressed to college-level English at higher rates ranging from 4 to 9 percentage points in all three cohorts.

**Progression to College-Level English by Enrollment Status and Age Group**

- Full-time students under age 25 made up the largest group and had the largest progression rates in all three cohorts.
- The progression rate decreased from 61 to 50 percent (11 percentage points) for full-time students and decreased from 35 to 28 percent for part-time students (7 percentage points) from the Fall 2012 to Fall 2014 cohorts.

**Progression to College-Level English by Enrollment Status and Race/Ethnicity**

- Of the four largest racial/ethnic groups (White, Black, Hispanic, Asian), Hispanic and Asian full-time students progressed at higher rates than their White and Black counterparts in the Fall 2012; while White and Asian full-time students progressed at higher rates in the Fall 2013 and Fall 2014 cohorts.
- In the Fall 2014 cohort, Asian full-time students progressed to college-level English at the highest rate (59%) followed by White (50%), Hispanic (49%), and Black (39%).
- For part-time students, Hispanic and Asian students progressed to college-level English at higher rates than their White and Black counterparts in the Fall 2012 and Fall 2014 cohorts. Black students enrolled part-time progressed to college-level English at the lowest rate in all three cohorts.

**Progression to College-Level English by Enrollment Status and Program Placement**

- Full-time students placed in an A.S. program made up the largest group but did not have the largest progression rates in all three cohorts. Their progression rate decreased from 64 to 51 percent during this time period.
- In all three cohorts, the developmental English progression to college-level English rates of part-time students placed in A.A. programs were higher than those of A.S., A.A.S., and A.A.A.

**B. Developmental English: Enrollment**

**1. Enrollment Status**

**Table 11. Developmental English Enrollment by Enrollment Status: Fall 2012 through Fall 2014 Cohorts**

Status	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
	Total FTIC	Dev. ENG Enrollment		Total FTIC	Dev. ENG Enrollment		Total FTIC	Dev. ENG Enrollment	
	#	#	%	#	#	%	#	#	%
Full-Time	5,156	2,051	39.8%	5,613	1,158	20.6%	5,454	906	16.6%
Part-Time	3,481	735	21.1%	3,542	480	13.6%	3,405	475	14.0%
<b>Total</b>	<b>8,637</b>	<b>2,786</b>	<b>32.3%</b>	<b>9,155</b>	<b>1,638</b>	<b>17.9%</b>	<b>8,859</b>	<b>1,381</b>	<b>15.6%</b>

## 2. Gender

Table 12. Developmental English Enrollment by Enrollment Status and Gender: Fall 2012 through Fall 2014 Cohorts

Status	Gender	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
		Total FTIC	Dev. ENG Enrollment		Total FTIC	Dev. ENG Enrollment		Total FTIC	Dev. ENG Enrollment	
		#	#	%	#	#	%	#	#	%
Full-Time	Male	2,744	1,081	39.4%	2,979	630	21.1%	2,889	462	16.0%
	Female	2,412	970	40.2%	2,634	528	20.0%	2,565	444	17.3%
Part-Time	Male	1,832	376	20.5%	1,832	251	13.7%	1,778	245	13.8%
	Female	1,649	359	21.8%	1,710	229	13.4%	1,627	230	14.1%
<b>Total</b>		<b>8,637</b>	<b>2,786</b>	<b>32.3%</b>	<b>9,155</b>	<b>1,638</b>	<b>17.9%</b>	<b>8,859</b>	<b>1,381</b>	<b>15.6%</b>

## 3. Age Group

Table 13. Developmental English Enrollment by Enrollment Status and Age Group: Fall 2012 through Fall 2014 Cohorts

Status	Age Group	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
		Total FTIC	Dev. ENG Enrollment		Total FTIC	Dev. ENG Enrollment		Total FTIC	Dev. ENG Enrollment	
		#	#	%	#	#	%	#	#	%
Full-Time	Under 25	4,794	1,973	41.2%	5,176	1,111	21.5%	5,068	859	16.9%
	25-44	332	70	21.1%	394	40	10.2%	352	46	13.1%
	45 & Over	30	8	26.7%	43	7	16.3%	34	1	2.9%
Part-Time	Under 25	2,658	665	25.0%	2,657	407	15.3%	2,659	411	15.5%
	25-44	674	63	9.3%	675	59	8.7%	626	58	9.3%
	45 & Over	149	7	4.7%	210	14	6.7%	120	6	5.0%
<b>Total</b>		<b>8,637</b>	<b>2,786</b>	<b>32.3%</b>	<b>9,155</b>	<b>1,638</b>	<b>17.9%</b>	<b>8,859</b>	<b>1,381</b>	<b>15.6%</b>

#### 4. Race/Ethnicity

**Table 14. Developmental English Enrollment by Enrollment Status and Race/Ethnicity:  
Fall 2012 through Fall 2014 Cohorts**

Status	Race/Ethnicity	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
		Total FTIC	Dev. ENG Enrollment		Total FTIC	Dev. ENG Enrollment		Total FTIC	Dev. ENG Enrollment	
		#	#	%	#	#	%	#	#	%
Full-Time	White	1,813	605	33.4%	1,884	319	16.9%	1,721	205	11.9%
	Black	860	393	45.7%	967	248	25.6%	916	218	23.8%
	Hispanic	1,213	577	47.6%	1,360	305	22.4%	1,485	264	17.8%
	Asian	926	341	36.8%	984	183	18.6%	970	174	17.9%
	Native Am./Alaskan	6	1	16.7%	11	5	45.5%	11	0	0.0%
	Hawaiian/Pac.Islander	29	14	48.3%	24	7	29.2%	31	5	16.1%
	Not Specified	4	1	25.0%	5	1	20.0%	2	0	0.0%
	Two or More Races	231	84	36.4%	294	67	22.8%	244	30	12.3%
	Unknown	74	35	47.3%	84	23	27.4%	74	10	13.5%
Part-Time	White	1,323	239	18.1%	1,238	120	9.7%	1,191	121	10.2%
	Black	720	154	21.4%	772	123	15.9%	705	121	17.2%
	Hispanic	840	223	26.5%	874	157	18.0%	897	155	17.3%
	Asian	376	77	20.5%	383	47	12.3%	372	51	13.7%
	Native Am./Alaskan	11	0	0.0%	8	1	12.5%	8	1	12.5%
	Hawaiian/Pac.Islander	15	3	20.0%	22	1	4.5%	19	3	15.8%
	Not Specified	0	0	0.0%	6	0	0.0%	1	0	0.0%
	Two or More Races	149	30	20.1%	168	24	14.3%	164	19	11.6%
	Unknown	47	9	19.1%	71	7	9.9%	48	4	8.3%
<b>Total</b>		<b>8,637</b>	<b>2,786</b>	<b>32.3%</b>	<b>9,155</b>	<b>1,638</b>	<b>17.9%</b>	<b>8,859</b>	<b>1,381</b>	<b>15.6%</b>

## 5. Program Placement

Table 15. Developmental English Enrollment by Enrollment Status and Program Placement: Fall 2012 through Fall 2014 Cohorts

Status	Program Placement	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
		Total FTIC	Dev. ENG Enrollment		Total FTIC	Dev. ENG Enrollment		Total FTIC	Dev. ENG Enrollment	
		#	#	%	#	#	%	#	#	%
Full-Time	A.A.	669	262	39.2%	622	125	20.1%	644	90	14.0%
	A.S.	3,341	1,351	40.4%	4,104	852	20.8%	4,052	693	17.1%
	A.A.A.	34	16	47.1%	21	4	19.0%	18	4	22.2%
	A.A.S.	725	291	40.1%	597	128	21.4%	547	87	15.9%
	Certificate	159	64	40.3%	132	36	27.3%	97	16	16.5%
	Not Placed	228	67	29.4%	137	13	9.5%	96	16	16.7%
Part-Time	A.A.	354	93	26.3%	367	47	12.8%	345	43	12.5%
	A.S.	1,821	435	23.9%	1,979	305	15.4%	2,071	334	16.1%
	A.A.A.	28	2	7.1%	19	2	10.5%	11	0	0.0%
	A.A.S.	662	128	19.3%	619	86	13.9%	520	74	14.2%
	Certificate	192	35	18.2%	182	24	13.2%	162	14	8.6%
	Not Placed	424	41	9.7%	376	16	4.3%	296	10	3.4%
<b>Total</b>		<b>8,637</b>	<b>2,785</b>	<b>32.2%</b>	<b>9,155</b>	<b>1,638</b>	<b>17.9%</b>	<b>8,859</b>	<b>1,381</b>	<b>15.6%</b>

In Fall 2012, program data for one student is missing.

## C. Developmental English: Progression to College-Level English

### 1. Enrollment Status

Table 16. Progression from Developmental English to College-Level English within 2 Semesters by Enrollment Status: Fall 2012 through Fall 2014 Cohorts

Status	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
	Dev. ENG Enrollment	Progressed to College-Level ENG		Dev. ENG Enrollment	Progressed to College-Level ENG		Dev. ENG Enrollment	Progressed to College-Level ENG	
	#	#	%	#	#	%	#	#	%
Full-Time	2,051	1,233	60.1%	1,158	543	46.9%	906	439	48.5%
Part-Time	735	257	35.0%	480	109	22.7%	475	130	27.4%
<b>Total</b>	<b>2,786</b>	<b>1,490</b>	<b>53.5%</b>	<b>1,638</b>	<b>652</b>	<b>39.8%</b>	<b>1,381</b>	<b>569</b>	<b>41.2%</b>

## 2. Gender

Table 17. Progression from Developmental English to College-Level English within 2 Semesters by Enrollment Status and Gender: Fall 2012 through Fall 2014 Cohorts

Status	Gender	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
		Dev. ENG Enrollment	Progressed to College-Level ENG		Dev. ENG Enrollment	Progressed to College-Level ENG		Dev. ENG Enrollment	Progressed to College-Level ENG	
		#	#	%	#	#	%	#	#	%
Full-Time	Male	1,081	629	58.2%	630	283	44.9%	462	201	43.5%
	Female	970	604	62.3%	528	260	49.2%	444	238	53.6%
Part-Time	Male	376	123	32.7%	251	52	20.7%	245	57	23.3%
	Female	359	134	37.3%	229	57	24.9%	230	73	31.7%
<b>Total</b>		<b>2,786</b>	<b>1,490</b>	<b>53.5%</b>	<b>1,638</b>	<b>652</b>	<b>39.8%</b>	<b>1,381</b>	<b>569</b>	<b>41.2%</b>

## 3. Age Group

Table 18. Progression from Developmental English to College-Level English within 2 Semesters by Enrollment Status and Age Group: Fall 2012 through Fall 2014 Cohorts

Status	Age Group	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
		Dev. ENG Enrollment	Progressed to College-Level ENG		Dev. ENG Enrollment	Progressed to College-Level ENG		Dev. ENG Enrollment	Progressed to College-Level ENG	
		#	#	%	#	#	%	#	#	%
Full-Time	Under 25	1,973	1,200	60.8%	1,111	526	47.3%	859	427	49.7%
	25-44	70	32	45.7%	40	16	40.0%	46	11	23.9%
	45 & Over	8	1	12.5%	7	1	14.3%	1	1	100.0%
Part-Time	Under 25	665	230	34.6%	407	91	22.4%	411	116	28.2%
	25-44	63	26	41.3%	59	16	27.1%	58	13	22.4%
	45 & Over	7	1	14.3%	14	2	14.3%	6	1	16.7%
<b>Total</b>		<b>2,786</b>	<b>1,490</b>	<b>53.5%</b>	<b>1,638</b>	<b>652</b>	<b>39.8%</b>	<b>1,381</b>	<b>569</b>	<b>41.2%</b>

#### 4. Race/Ethnicity

**Table 19. Progression from Developmental English to College-Level English within 2 Semesters by Enrollment Status and Race/Ethnicity: Fall 2012 through Fall 2014 Cohorts**

Status	Race/Ethnicity	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
		Dev. ENG Enrollment	Progressed to College-Level ENG		Dev. ENG Enrollment	Progressed to College-Level ENG		Dev. ENG Enrollment	Progressed to College-Level ENG	
		#	#	%	#	#	%	#	#	%
Full-Time	White	605	349	57.7%	319	168	52.7%	205	103	50.2%
	Black	393	217	55.2%	248	88	35.5%	218	86	39.4%
	Hispanic	577	351	60.8%	305	134	43.9%	264	128	48.5%
	Asian	341	235	68.9%	183	102	55.7%	174	102	58.6%
	Native Am./Alaskan	1	1	100.0%	5	3	60.0%	0	0	--
	Hawaiian/Pac.Islander	14	11	78.6%	7	2	28.6%	5	3	60.0%
	Not Specified	1	0	0.0%	1	0	0.0%	0	0	--
	Two or More Races	84	48	57.1%	67	27	40.3%	30	13	43.3%
	Unknown	35	21	60.0%	23	19	82.6%	10	4	40.0%
Part-Time	White	239	81	33.9%	120	27	22.5%	121	31	25.6%
	Black	154	41	26.6%	123	22	17.9%	121	20	16.5%
	Hispanic	223	88	39.5%	157	34	21.7%	155	46	29.7%
	Asian	77	31	40.3%	47	21	44.7%	51	23	45.1%
	Native Am./Alaskan	0	0	--	1	0	0.0%	1	0	0.0%
	Hawaiian/Pac.Islander	3	0	0.0%	1	0	0.0%	3	2	66.7%
	Not Specified	0	0	--	0	0	--	0	0	--
	Two or More Races	30	12	40.0%	24	3	12.5%	19	6	31.6%
	Unknown	9	4	44.4%	7	2	28.6%	4	2	50.0%
<b>Total</b>		<b>2,786</b>	<b>1,490</b>	<b>53.5%</b>	<b>1,638</b>	<b>652</b>	<b>39.8%</b>	<b>1,381</b>	<b>569</b>	<b>41.2%</b>

## 5. Program Placement

**Table 20. Progression from Developmental English to College-Level English within 2 Semesters by Enrollment Status and Program Placement: Fall 2012 through Fall 2014 Cohorts**

Status	Program Placement	Fall 2012 Cohort			Fall 2013 Cohort			Fall 2014 Cohort		
		Dev. ENG Enrollment	Progressed to College-Level ENG		Dev. ENG Enrollment	Progressed to College-Level ENG		Dev. ENG Enrollment	Progressed to College-Level ENG	
		#	#	%	#	#	%	#	#	%
Full-Time	A.A.	262	172	65.6%	125	67	53.6%	90	46	51.1%
	A.S.	1,351	868	64.2%	852	405	47.5%	693	350	50.5%
	A.A.A.	16	5	31.3%	4	0	0.0%	4	0	0.0%
	A.A.S.	291	135	46.4%	128	56	43.8%	87	29	33.3%
	Certificate	64	18	28.1%	36	9	25.0%	16	6	37.5%
	Not Placed	67	35	52.2%	13	6	46.2%	16	8	50.0%
Part-Time	A.A.	93	41	44.1%	47	17	36.2%	43	17	39.5%
	A.S.	435	160	36.8%	305	74	24.3%	334	100	29.9%
	A.A.A.	2	0	0.0%	2	0	0.0%	0	0	--
	A.A.S.	128	36	28.1%	86	14	16.3%	74	10	13.5%
	Certificate	35	7	20.0%	24	1	4.2%	14	2	14.3%
	Not Placed	41	13	31.7%	16	3	18.8%	10	1	10.0%
<b>Total</b>		<b>2,785</b>	<b>1,490</b>	<b>53.5%</b>	<b>1,638</b>	<b>652</b>	<b>39.8%</b>	<b>1,381</b>	<b>569</b>	<b>41.2%</b>

In Fall 2012, program data for one student is missing.