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# Colorado Community College System

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## ACADEMIC YEAR 2011-2012 REMEDIAL ENROLLMENT AND COURSE COMPLETION RATES

MAY 2013



## Introduction

This report presents information on student enrollment and success in developmental education courses offered throughout the Colorado Community College System (CCCS). In both its performance contract with the Department of Higher Education and in its own strategic planning process, CCCS identifies success in remedial courses as one of the components of ensuring that students have the opportunity to succeed.

Much of the data in this report centers on course completion rates, whether at the system level, at the institutional level, or by demographics or characteristics of students. It is important to note that the course completion rates published in this report are calculated differently than those published in similar reports from prior years. The methodology for calculating course completion rates is the number of courses with a final passing grade divided by the number of courses in which a final grade is assigned. In prior reports, the number of courses with a final grade assigned included passing and failing grades as well as withdrawals, missing grades, and incompletes. *In this report, withdrawals, missing grades and incompletes have been dropped from the cohort for determining course completion rates.* To provide comparable data over time, this report contains system-level course completion rates for five years for the elements for which completion rates are provided.

In academic year 2011-2012, 41,098 individual students enrolled in remedial courses throughout the CCCS. These 41,098 students took 78,033 remedial courses. Of these 78,033 courses, 67,528 courses qualify as course completions; that is, students enrolled in these courses received a final grade that was either a passing or failing grade. In some instances, a subset of course completions is used to calculate completion rates as not all students report the applicable data. Gender and ethnicity are examples of this type of situation.

## Remedial Course Enrollment

In the academic year 2011-2012, there were over 78,000 enrollments in remedial courses throughout the community college system. With a 0.04% decrease, the number of enrollments in remedial courses essentially remained at the 2010-2011 level. Remedial course offerings include courses in reading, English, and math below the 100 level, with 16 total courses available in 2011-2012. Of the total enrollments, 60% were in one of the nine math courses offered (Table 1), though English 090 was the course taken most frequently, accounting for 17.7% of enrollments. Community College of Denver had the largest percentage of remedial course enrollments, with 27.9% of the CCCS remedial population (Table 2).

**Table 1. CCCS Remedial Course Enrollments by Term and Subject,  
Academic Year 2011-2012**

Course	Term			Total	Percent of Total Remedial Enrollment
	Summer 2011	Fall 2011	Spring 2012		
ENG 030	139	582	387	1,108	1.4%
ENG 060	692	2,565	1,988	5,245	6.7%
ENG 075	0	29	14	43	0.1%
ENG 090	1,985	6,468	5,394	13,847	17.7%
<b>All English</b>	<b>2,816</b>	<b>9,644</b>	<b>7,783</b>	<b>20,243</b>	<b>25.9%</b>
MAT 030	1,252	4,103	2,868	8,223	10.5%
MAT 045	156	1,957	1,811	3,924	5.0%
MAT 060	1,455	4,768	4,216	10,439	13.4%
MAT 075	472	12	9	493	0.6%
MAT 077	191	737	704	1,632	2.1%
MAT 090	1,856	5,651	5,452	12,959	16.6%
MAT 095	0	13	0	13	0.0%
MAT 096	0	0	57	57	0.1%
MAT 099	1,160	4,109	3,904	9,173	11.8%
<b>All Math</b>	<b>6,542</b>	<b>21,350</b>	<b>19,021</b>	<b>46,913</b>	<b>60.1%</b>
REA 030	82	587	324	993	1.3%
REA 060	373	1,681	1,332	3,386	4.3%
REA 090	884	3,108	2,506	6,498	8.3%
<b>All Reading</b>	<b>1,339</b>	<b>5,376</b>	<b>4,162</b>	<b>10,877</b>	<b>13.9%</b>
<b>Total</b>	<b>10,697</b>	<b>36,370</b>	<b>30,966</b>	<b>78,033</b>	<b>100.0%</b>

**Table 2. Remedial Course Enrollments by Institution and Subject,  
Academic Year 2011-2012**

Institution		English	Math	Reading	Total	% of Total CCCS Remedial Enrollment
ACC	Remedial Enrollments	1,588	3,469	942	5,999	7.7%
	% of School Remedial Enrollment	26.5%	57.8%	15.7%		
CCA	Remedial Enrollments	1,469	3,279	593	5,341	6.8%
	% of School Remedial Enrollment	27.5%	61.4%	11.1%		
CCD	Remedial Enrollments	5,529	12,336	3,884	21,749	27.9%
	% of School Remedial Enrollment	25.4%	56.7%	17.9%		
CNCC	Remedial Enrollments	151	367	118	636	0.8%
	% of School Remedial Enrollment	23.7%	57.7%	18.6%		
FRCC	Remedial Enrollments	3,361	9,136	1,108	13,605	17.4%
	% of School Remedial Enrollment	24.7%	67.2%	8.1%		
LCC	Remedial Enrollments	102	217	24	343	0.4%
	% of School Remedial Enrollment	29.7%	63.3%	7.0%		
MCC	Remedial Enrollments	140	361	82	583	0.7%
	% of School Remedial Enrollment	24.0%	61.9%	14.1%		
NJC	Remedial Enrollments	387	742	248	1,377	1.8%
	% of School Remedial Enrollment	28.1%	53.9%	18.0%		
OJC	Remedial Enrollments	272	554	142	968	1.2%
	% of School Remedial Enrollment	28.1%	57.2%	14.7%		
PCC	Remedial Enrollments	1,924	3,583	1,197	6,704	8.6%
	% of School Remedial Enrollment	28.7%	53.4%	17.9%		
PPCC	Remedial Enrollments	3,557	8,445	1,703	13,705	17.6%
	% of School Remedial Enrollment	26.0%	61.6%	12.4%		
RRCC	Remedial Enrollments	1,416	3,677	631	5,724	7.3%
	% of School Remedial Enrollment	24.7%	64.2%	11.0%		
TSJC	Remedial Enrollments	347	747	205	1,299	1.7%
	% of School Remedial Enrollment	26.7%	57.5%	15.8%		
CCCS	Remedial Enrollments	20,243	46,913	10,877	78,033	100.0%
	% of School Remedial Enrollment	25.9%	60.1%	13.9%		

Totals by subject are based on the sum of all remedial levels in each subject.

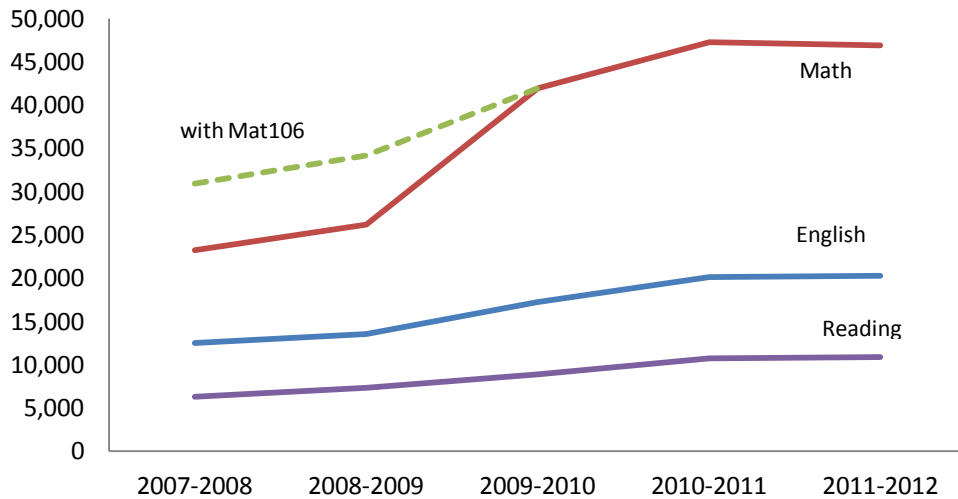
Over the past five academic years, remedial course enrollments increased by nearly 86%. In comparison, overall course enrollments – all students at all colleges in all subjects – increased 39% during the same time period. A significant contributor to the increase in remedial enrollment was the reclassification of MAT 106 to MAT 099, which was fully implemented in 2009-2010.<sup>1</sup> When MAT 106 enrollments are added to the baseline year, remedial enrollment increased 57% from 2008 to 2012. Table 3 shows course enrollments over the last five years for courses currently identified as remedial, while Figure 1 includes MAT 106 in showing a five-year trend for remedial enrollment by subject. Figure 1 is the only table/figure in which data is included for MAT 106.

**Table 3. Five-Year Comparison of CCCS Remedial Course Enrollments by Subject**

Course	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
ENG 030	571	693	881	1,124	1,108
ENG 060	2,809	3,077	4,076	4,938	5,245
ENG 075	n/a	n/a	n/a	n/a	43
ENG 090	9,139	9,781	12,266	14,035	13,847
<b>All English</b>	<b>12,519</b>	<b>13,551</b>	<b>17,223</b>	<b>20,097</b>	<b>20,243</b>
MAT 030	6,765	7,636	10,215	8,838	8,223
MAT 045	n/a	n/a	n/a	n/a	3,924
MAT 060	8,102	9,039	11,761	11,098	10,439
MAT 075	n/a	n/a	22	4,170	493
MAT 076	n/a	n/a	n/a	94	n/a
MAT 077	n/a	n/a	n/a	1,155	1,632
MAT 090	8,339	8,849	10,919	12,929	12,959
MAT 095	n/a	n/a	n/a	n/a	13
MAT 096	n/a	n/a	n/a	n/a	57
MAT 099	n/a	638	9,033	8,970	9,173
<b>All Math</b>	<b>23,206</b>	<b>26,162</b>	<b>41,950</b>	<b>47,254</b>	<b>46,913</b>
REA 030	583	663	841	990	993
REA 060	2,127	2,547	2,917	3,355	3,386
REA 090	3,547	4,126	5,136	6,371	6,498
<b>All Reading</b>	<b>6,257</b>	<b>7,336</b>	<b>8,894</b>	<b>10,716</b>	<b>10,877</b>
<b>Total</b>	<b>41,982</b>	<b>47,049</b>	<b>68,067</b>	<b>78,067</b>	<b>78,033</b>

<sup>1</sup> In AY 2007-08 and 2008-09, MAT106 had 7,672 and 7,985 course enrollments, respectively.

**Figure 1. CCCS Remedial Course Enrollments by Subject, Academic Years 2008 through 2012**



Remedial enrollments make up 12.9% of all course enrollments, up from 9.6% in academic year 2007-2008 (Table 4). The average annual increase in remedial enrollments of 16.8% from 2008 through 2012 disguises both a spike of 44.7% in 2009-2010 when MAT 099 was fully implemented and static levels in 2011-2012.

**Table 4. Percent of Total Course Enrollments in Remedial Courses**

Institution	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
ACC	6.3%	7.2%	8.6%	9.3%	9.8%
CCA	11.6%	10.8%	11.2%	11.4%	11.8%
CCD	18.1%	19.1%	22.8%	24.7%	27.9%
CNCC	4.6%	5.5%	7.0%	6.4%	7.5%
FRCC	8.4%	8.2%	10.3%	10.3%	10.4%
LCC	6.0%	4.8%	7.1%	5.7%	5.0%
MCC	4.3%	4.7%	6.5%	6.6%	5.6%
NJC	5.4%	5.8%	7.5%	8.4%	8.5%
OJC	7.8%	7.3%	7.1%	9.3%	8.6%
PCC	12.9%	14.0%	15.0%	12.1%	11.5%
PPCC	11.1%	11.8%	13.5%	13.7%	13.7%
RRCC	5.5%	6.3%	7.4%	8.6%	8.9%
TSJC	5.6%	6.3%	7.7%	7.4%	8.0%
<b>CCCS</b>	<b>9.6%</b>	<b>10.1%</b>	<b>12.1%</b>	<b>12.5%</b>	<b>12.9%</b>

Of the 78,033 remedial course enrollments, there were 41,098 individual students enrolled in one or more remedial courses over the academic year (Table 5). This equates to 28.2% of the overall headcount for academic year 2011-2012. Nearly half of these students enrolled in only one remedial course, but 9.4% of remedial students were enrolled in four or more remedial courses during the academic year.

**Table 5. Total Number of CCCS Students Enrolled in Remedial Courses and Number of Courses in which Students Are Enrolled, Academic Year 2011-2012**

	1 course	2 courses	3 courses	4+ courses	Total
# of Students	19,761	12,079	5,405	3,853	41,098
% of Remedial Students	48.1%	29.4%	13.2%	9.4%	
% of Total Student Headcount	13.5%	8.3%	3.7%	2.6%	28.2%

The percent of total student headcount is based on the academic year 2011-12 headcount of 145,910

From academic year 2007-2008 to academic year 2011-2012, total student headcount increased by 36.3%, while the number of students taking a remedial course increased 82.7%. The proportion of students enrolled in remedial courses has remained relatively constant over the last two years though (Table 6).

**Table 6. Student Remedial Headcount vs. CCCS Headcount, Academic Years 2008 through 2012**

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Students in Remedial Courses	22,494	24,893	35,948	41,242	41,098
Overall Headcount	107,028	117,245	134,753	144,783	145,910
% in Remedial	21.0%	21.2%	26.7%	28.5%	28.2%

## Course Completion Rates

Of all remedial course enrollments, 67.6% were completed successfully in academic year 2011-2012 (Table 7). Course completion is defined as receiving a passing grade – an A, B, C or Satisfactory – at end of term. The cohort for calculating completion rates is the

sum of passing and failing grades. Please note that this method of calculating completion rates is a change from those published in earlier remedial course completion reports.

Remedial courses held in the summer term had higher completion rates at 70.3% than those in the fall and spring semesters, at 67.9% and 66.3%, respectively. Overall, reading courses had the highest completion rates at 71.0%, compared to 68.5% for English and 66.3% for math.

**Table 7. CCCS Remedial Course Completion Rates by Course and Term, Academic Year 2011-2012**

Course	Term			Total
	Summer 2011	Fall 2011	Spring 2012	
ENG 030	72.3%	69.2%	57.7%	65.7%
ENG 060	66.2%	69.4%	67.0%	68.1%
ENG 075	n/a	77.8%	50.0%	71.4%
ENG 090	72.5%	68.9%	67.5%	68.9%
<b>All English</b>	<b>70.9%</b>	<b>69.1%</b>	<b>66.9%</b>	<b>68.5%</b>
MAT 030	62.8%	62.1%	60.9%	61.8%
MAT 045	79.5%	60.6%	58.4%	60.3%
MAT 060	75.9%	72.7%	69.0%	71.7%
MAT 075	64.3%	100.0%	85.7%	65.6%
MAT 077	59.9%	63.5%	60.0%	61.6%
MAT 090	71.9%	66.8%	68.4%	68.2%
MAT 095	n/a	81.8%	n/a	81.8%
MAT 096	n/a	n/a	76.4%	76.4%
MAT 099	69.5%	64.5%	63.9%	64.9%
<b>All Math</b>	<b>69.9%</b>	<b>66.2%</b>	<b>65.3%</b>	<b>66.3%</b>
REA 030	69.3%	71.8%	60.1%	67.8%
REA 060	73.1%	74.8%	72.0%	73.5%
REA 090	69.8%	70.8%	69.4%	70.1%
<b>All Reading</b>	<b>70.7%</b>	<b>72.2%</b>	<b>69.5%</b>	<b>71.0%</b>
<b>Total</b>	<b>70.3%</b>	<b>67.9%</b>	<b>66.3%</b>	<b>67.6%</b>

The cohort for determining the rate is the number of students who received a passing or failing grade.



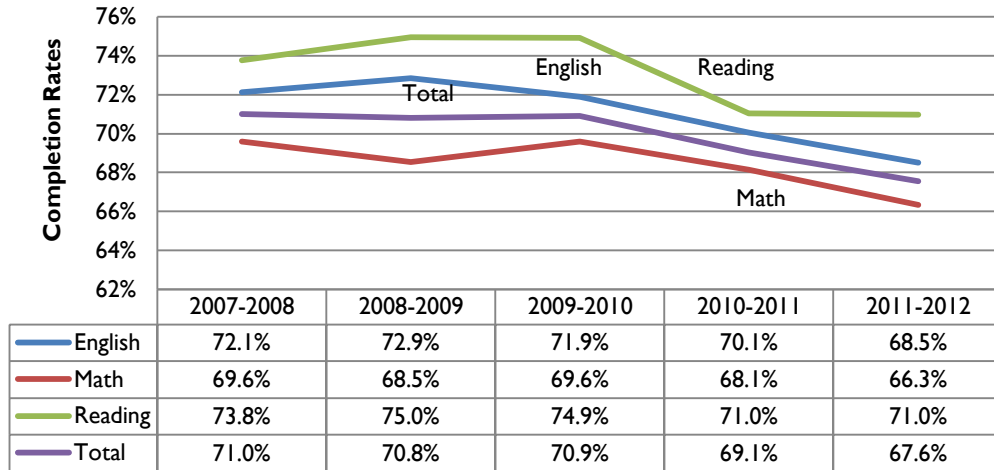
Course completion rates for each subject as well as the overall total are less today than they were five years ago (Table 8 and Figure 2). On a systemwide basis, course completion rates decreased 3.4 percentage points over the five-year period. English has the largest drop, at 3.6 percentage points, followed by math and reading at 3.3 and 2.8 percentage points, respectively.

**Table 8. CCCS Remedial Completion Rates by Course, Academic Years 2008 through 2012**

Course	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
ENG 030	74.0%	72.7%	71.7%	63.6%	65.7%
ENG 060	74.0%	75.2%	72.0%	70.4%	68.1%
ENG 075	n/a	n/a	n/a	n/a	71.4%
ENG 090	71.4%	72.1%	71.8%	70.5%	68.9%
<b>All English</b>	<b>72.1%</b>	<b>72.9%</b>	<b>71.9%</b>	<b>70.1%</b>	<b>68.5%</b>
MAT 030	68.3%	66.8%	68.1%	63.8%	61.8%
MAT 045	n/a	n/a	n/a	n/a	60.3%
MAT 060	72.5%	71.9%	72.8%	72.1%	71.7%
MAT 075	n/a	n/a	100.0%	63.6%	65.6%
MAT 076	n/a	n/a	n/a	79.5%	n/a
MAT 077	n/a	n/a	n/a	62.7%	61.6%
MAT 090	67.6%	66.9%	69.3%	69.3%	68.2%
MAT 095	n/a	n/a	n/a	n/a	81.8%
MAT 096	n/a	n/a	n/a	n/a	76.4%
MAT 099	n/a	63.1%	67.3%	68.5%	64.9%
<b>All Math</b>	<b>69.6%</b>	<b>68.5%</b>	<b>69.6%</b>	<b>68.1%</b>	<b>66.3%</b>
REA 030	69.5%	73.4%	73.0%	65.2%	67.8%
REA 060	76.2%	76.6%	76.6%	75.0%	73.5%
REA 090	73.0%	74.2%	74.3%	69.8%	70.1%
<b>All Reading</b>	<b>73.8%</b>	<b>75.0%</b>	<b>74.9%</b>	<b>71.0%</b>	<b>71.0%</b>
<b>Total</b>	<b>71.0%</b>	<b>70.8%</b>	<b>70.9%</b>	<b>69.1%</b>	<b>67.6%</b>

Course completion rates are measured by dividing the number of students with a passing grade by the number of students assigned a passing or failing grade.

**Figure 2. CCCS Remedial Course Completion Rates by Subject, Academic Years 2008 through 2012**



The overall CCCS remedial course completion rate for academic year 2011-2012 is 67.6%. Trinidad State Junior College had the highest overall course completion rate, with 78.6%, closely followed by Morgan Community College at 78.2% (Table 9).

**Table 9. Remedial Course Completion Rates by Institution and Subject, Academic Year 2011-2012**

Institution	English	Math	Reading	Total
ACC	76.1%	77.6%	81.9%	77.9%
CCA	63.6%	72.1%	65.3%	69.0%
CCD	62.8%	57.1%	66.8%	60.4%
CNCC	75.6%	72.2%	85.6%	75.6%
FRCC	73.7%	73.8%	77.5%	74.1%
LCC	61.5%	62.0%	65.2%	62.1%
MCC	71.4%	80.2%	80.3%	78.2%
NJC	68.2%	67.6%	71.1%	68.4%
OJC	72.6%	72.7%	79.0%	73.5%
PCC	71.0%	68.0%	75.7%	70.2%
PPCC	68.0%	61.5%	64.5%	63.6%
RRCC	70.0%	66.8%	73.7%	68.4%
TSJC	78.2%	77.3%	84.0%	78.6%
CCCS	68.5%	66.3%	71.0%	67.6%

Rates are based on the number of students with a passing grade in all remedial levels within a subject area divided by the total number of such students who were assigned a passing or failing grade.

Although the total remedial course completion rate for the community college system as a whole decreased over the last five years, this was not the case for all institutions. The composite rate for Colorado Northwestern and Arapahoe community colleges increased in excess of five percentage points from 2008 to 2012 (Table 10). Morgan Community College and Community College of Denver experienced the largest decrease in their rate over the five-year period.

**Table 10. Remedial Course Completion Rates by Institution – All Subjects, Academic Years 2008 through 2012**

Colleges	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Percentage Point Change
ACC	72.2%	71.0%	75.4%	76.5%	77.9%	5.7%
CCA	67.2%	68.3%	70.4%	68.6%	69.0%	1.8%
CCD	70.8%	73.4%	68.9%	65.0%	60.4%	-10.4%
CNCC	68.9%	74.8%	82.2%	78.6%	75.6%	6.7%
FRCC	72.9%	73.5%	74.3%	73.4%	74.1%	1.1%
LCC	61.6%	64.1%	63.6%	62.7%	62.1%	0.5%
MCC	90.1%	85.9%	87.9%	85.4%	78.2%	-11.9%
NJC	68.6%	69.6%	69.4%	73.5%	68.4%	-0.2%
OJC	74.2%	77.2%	68.5%	69.8%	73.5%	-0.7%
PCC	73.5%	71.4%	74.4%	71.1%	70.2%	-3.3%
PPCC	68.0%	65.0%	65.7%	64.4%	63.6%	-4.4%
RRCC	71.9%	70.3%	70.2%	70.3%	68.4%	-3.6%
TSJC	77.4%	75.2%	73.2%	76.5%	78.6%	1.2%
<b>CCCS</b>	<b>71.0%</b>	<b>70.8%</b>	<b>70.9%</b>	<b>69.1%</b>	<b>67.6%</b>	<b>-3.4%</b>

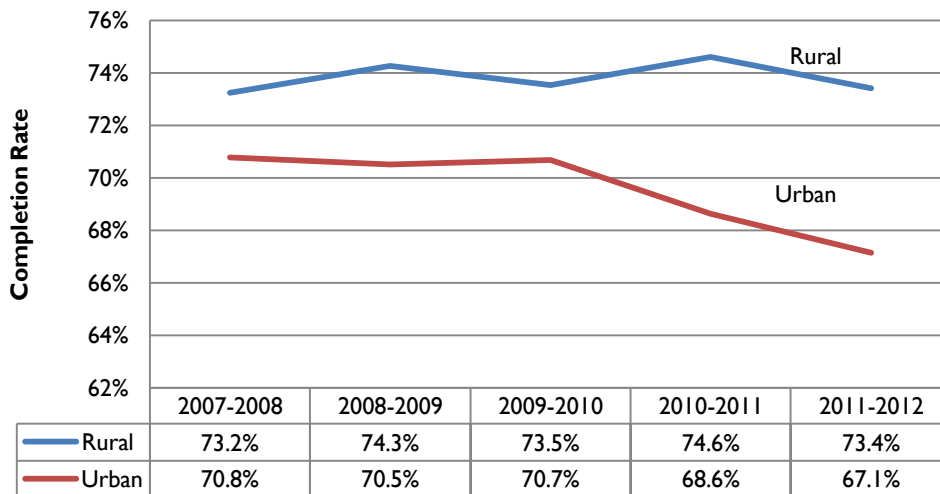
Overall, rural colleges have higher course completion rates than urban institutions (Table 11). This gap has widened in recent years, from 2.8 percentage points in 2009-2010 to 6.3 percentage points today (Figure 3).

**Table 11. Remedial Course Completion Rates by College Location and Subject, Academic Year 2011-2012<sup>2</sup>**

Subject	Urban	Rural
English	68.2%	72.1%
Math	65.9%	72.6%
Reading	70.4%	78.4%
<b>Total</b>	<b>67.1%</b>	<b>73.4%</b>

Totals by subject are based on the sum of all remedial levels in each subject.

**Figure 3. Five-Year Comparison of Rural and Urban Remedial Completion Rates**



In academic year 2011-2012, schools that do not have Hispanic Serving Institution (HSI) status have higher course completion rates than schools that do. The gap is particularly apparent in math completion rates (Table 12). In the five years examined in this report, course completion rates have not always been higher for non-HSIs. HSIs had higher

<sup>2</sup> Urban colleges include ACC, CCA, CCD, FRCC, PCC, PPCC, and RRCC. Rural colleges include CNCC, LCC, MCC, NJC, OJC and TSJC.

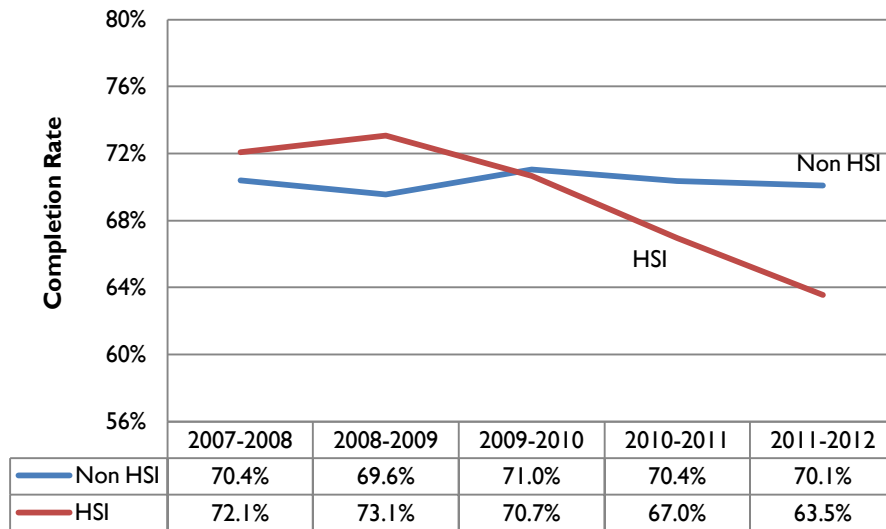
completion rates in academic years 2007-2008 and 2008-2009 (Figure 4). The reversal in completion rates coincided with the significant increase in remedial course enrollments in 2009-2010.

**Table 12. Remedial Course Completion Rates by Hispanic Serving Institution (HSI) Status and Subject, Academic Year 2011-2012<sup>3</sup>**

Subject	HSI	Non HSI
English	65.6%	70.4%
Math	60.6%	69.5%
Reading	69.5%	72.4%
<b>Total</b>	<b>63.5%</b>	<b>70.1%</b>

Totals by subject are based on the sum of all remedial levels in each subject.

**Figure 4. Five-Year Remedial Completion Rates for Hispanic Serving and Non-Hispanic Serving Institutions**



<sup>3</sup> Hispanic Serving Institutions includes CCD, OJC, PCC and TSJC.

Table 13 provides data on end-of-term status for remedial courses including withdrawals, incompletes, and missing grades. As a group, math courses have a higher rate of withdrawal than English and reading courses – 13.0% compared to 11.4% and 11.7%, respectively. Math courses in general have the lowest pass rates. These lower passing rates can be attributed to greater rates of failures, withdrawals and incompletes, all of which are higher than those for English and reading. The entry level remedial courses also tend to have higher rates of failure.

**Table 13. End-of-Term Status by Course, Academic Year 2011-2012**

Course	End-of-Term Status				
	Pass	Fail	Withdraw	Incomplete	Missing
ENG 030	58.6%	30.6%	10.6%	0.2%	0.0%
ENG 060	60.0%	28.2%	11.1%	0.6%	0.1%
ENG 075	58.1%	23.3%	16.3%	2.3%	0.0%
ENG 090	60.7%	27.4%	11.6%	0.3%	0.0%
<b>All English</b>	<b>60.4%</b>	<b>27.8%</b>	<b>11.4%</b>	<b>0.4%</b>	<b>0.1%</b>
MAT 030	54.3%	33.6%	10.4%	1.8%	0.0%
MAT 045	51.5%	33.8%	14.5%	0.2%	0.1%
MAT 060	63.4%	25.1%	10.2%	1.4%	0.0%
MAT 075	56.2%	29.4%	13.8%	0.4%	0.2%
MAT 077	50.7%	31.7%	17.3%	0.2%	0.1%
MAT 090	57.5%	26.8%	14.3%	1.4%	0.0%
MAT 095	69.2%	15.4%	15.4%	0.0%	0.0%
MAT 096	73.7%	22.8%	3.5%	0.0%	0.0%
MAT 099	53.5%	29.0%	15.1%	2.4%	0.0%
<b>All Math</b>	<b>56.7%</b>	<b>28.8%</b>	<b>13.0%</b>	<b>1.5%</b>	<b>0.0%</b>
REA 030	60.9%	28.9%	10.0%	0.2%	0.0%
REA 060	64.9%	23.4%	11.5%	0.2%	0.0%
REA 090	61.4%	26.1%	12.1%	0.3%	0.0%
<b>All Reading</b>	<b>62.4%</b>	<b>25.5%</b>	<b>11.7%</b>	<b>0.3%</b>	<b>0.0%</b>
<b>Total</b>	<b>58.5%</b>	<b>28.1%</b>	<b>12.4%</b>	<b>1.0%</b>	<b>0.0%</b>

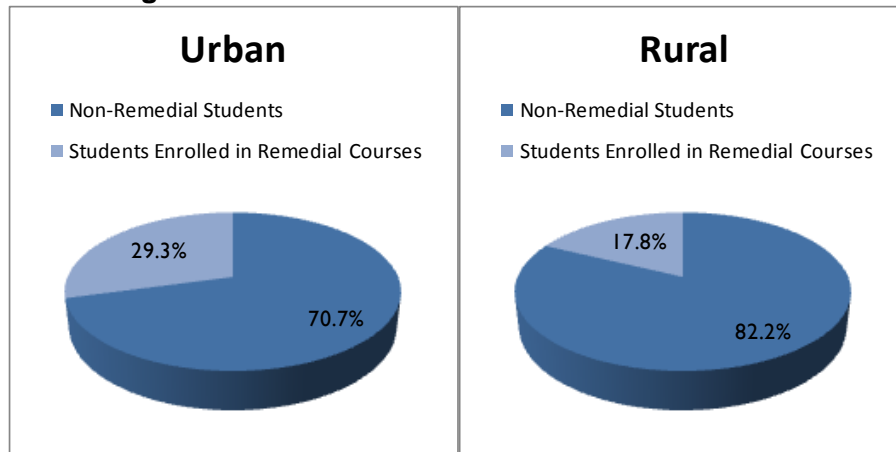
## Remedial Student Success

In the following pages, remedial course completion rates for various characteristics of students are examined. These characteristics include where students live, for which school location in an urban or rural area is used as a proxy; gender; race/ethnicity; and age. Completion rates by instructional delivery method are also analyzed.

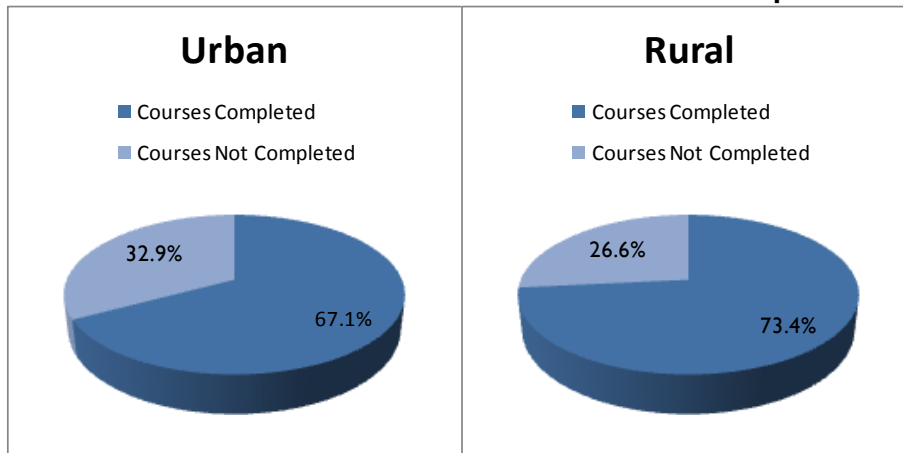
### Urban vs Rural

A greater percentage of students at urban institutions are enrolled in remedial courses than at rural (Figure 5). Students at rural institutions completed a higher proportion of their courses in academic year 2011-2012. Completion rates for five years for urban and rural institutions can be found on pages 10 and 12.

**Figure 5. Remedial vs. Non-Remedial Enrollment**



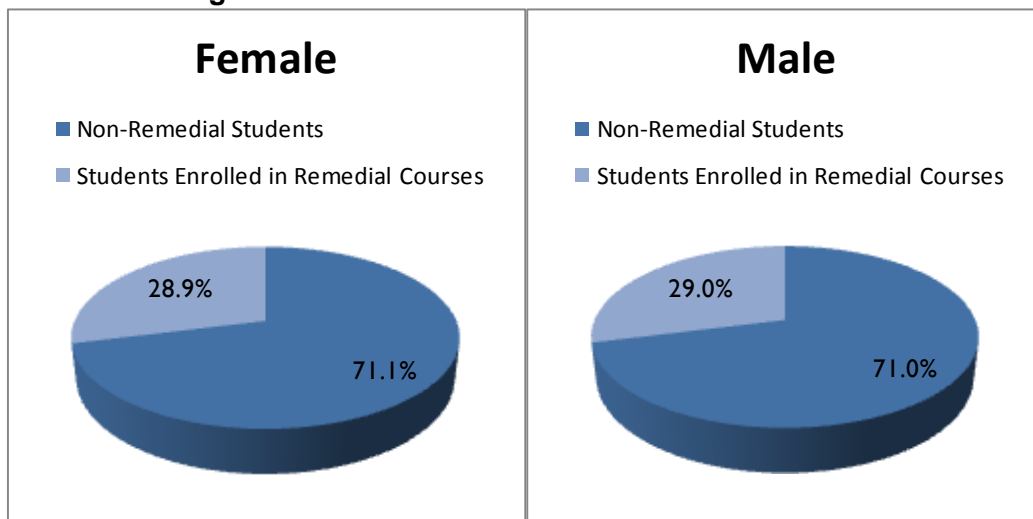
**Successful vs. Unsuccessful Remedial Course Completion**



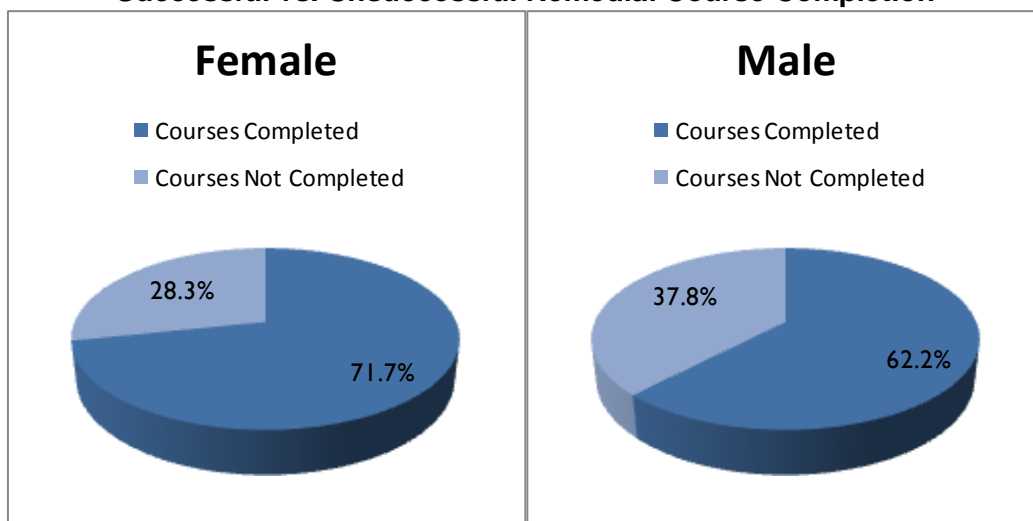
## Gender

Similar proportions of male and female students are enrolled in remedial courses as the proportion of the overall CCCS population (Table 14). Female students complete a higher percentage of their remedial courses than male students (Figure 6). The gap between female and male completion rates has remained relatively consistent over the last five years at about 9.5 percentage points (Figure 7). When viewed by institution, Lamar Community College had the greatest disparity in male/female remedial success in 2011-2012, while Colorado Northwestern Community College and Trinidad State Junior College had the least (Table 15).

**Figure 6. Remedial vs. Non-Remedial Enrollment**



**Successful vs. Unsuccessful Remedial Course Completion**





**Table 14. Remedial Students vs. Overall Headcount by Gender by Institution, Academic Year 2011-2012\***

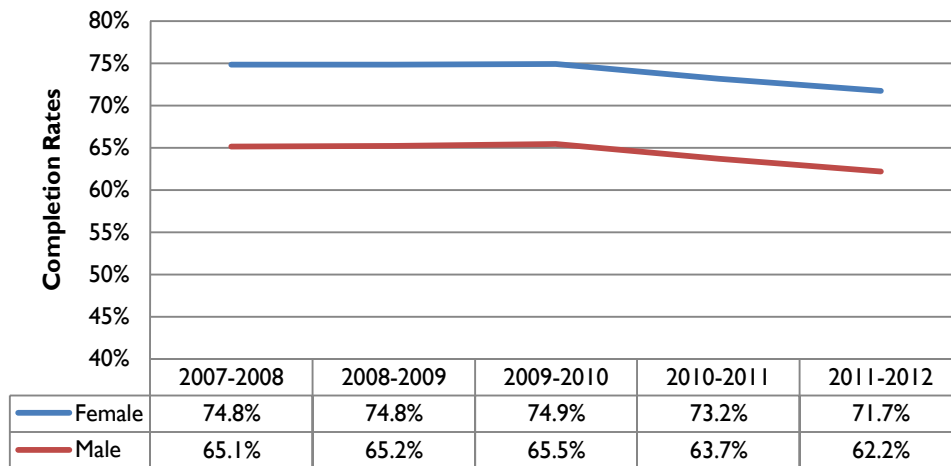
Institution	Remedial Students 2011-2012		Overall 2011-2012 Headcount	
	Female	Male	Female	Male
ACC	57.7%	42.3%	58.6%	41.4%
CCA	64.7%	35.3%	57.8%	42.2%
CCD	54.7%	45.3%	57.4%	42.6%
CNCC	56.1%	43.9%	52.3%	47.8%
FRCC	56.3%	43.7%	57.8%	42.2%
LCC	50.8%	49.2%	56.5%	43.5%
MCC	75.9%	24.1%	67.3%	32.7%
NJC	50.7%	49.3%	59.3%	40.7%
OJC	52.4%	47.6%	59.1%	40.9%
PCC	56.7%	43.3%	49.3%	50.7%
PPCC	55.0%	45.0%	57.4%	42.6%
RRCC	55.3%	44.7%	50.7%	49.3%
TSJC	59.7%	40.3%	56.4%	43.6%
<b>CCCS</b>	<b>56.4%</b>	<b>43.6%</b>	<b>56.4%</b>	<b>43.6%</b>

\*Excluding students with unreported gender

**Table 15. Remedial Course Completion Rates by Gender by Institution, Academic Year 2011-2012**

Institution	Male	Female	Difference
ACC	73.0%	81.6%	-8.6%
CCA	65.9%	70.7%	-4.8%
CCD	55.5%	64.4%	-8.9%
CNCC	74.2%	78.2%	-4.0%
FRCC	68.3%	78.3%	-10.0%
LCC	54.5%	69.2%	-14.6%
MCC	71.2%	81.1%	-9.9%
NJC	64.8%	71.6%	-6.8%
OJC	70.4%	76.3%	-5.9%
PCC	65.7%	73.3%	-7.6%
PPCC	57.3%	68.8%	-11.5%
RRCC	62.4%	73.1%	-10.7%
TSJC	76.2%	80.1%	-4.0%
<b>CCCS</b>	<b>62.2%</b>	<b>71.7%</b>	<b>-9.5%</b>

**Figure 7. Five-Year Comparison of Female and Male Course Completion Rates**

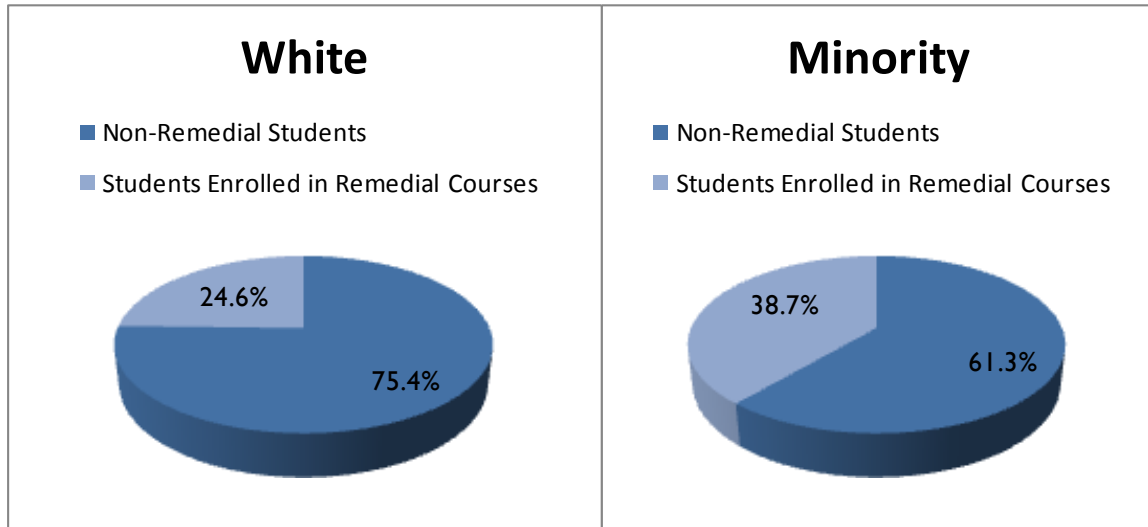


## Race/Ethnicity

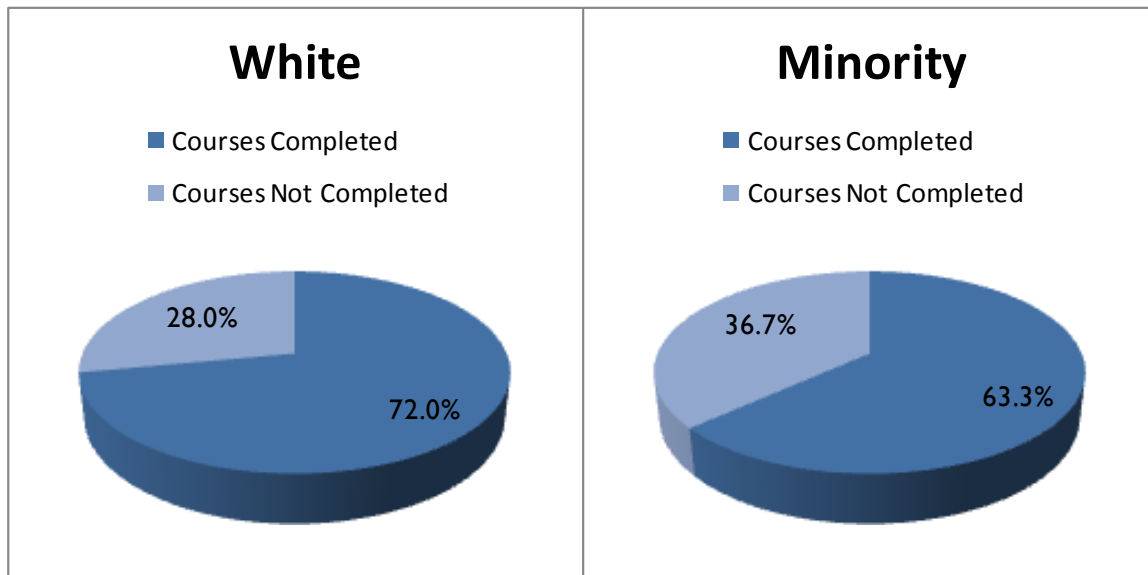
Consistent with national data, greater percentages of minority students are enrolled in remedial courses than white students (Figure 8).<sup>4</sup> In academic year 2011-2012, 24.6% of white students were enrolled in remedial courses compared to 38.7% of minority students. About 45% of students enrolled in remedial courses are minorities, while minorities make up just over 34% of the CCCS student population (Table 16). White students complete their remedial courses at a higher rate than minority students. In 2011-2012, the CCCS gap between completion rates for white and minority students was 8.7 percentage points. Only at Otero Junior College did minorities complete at a higher rate than white students (Table 17). The gap between white and minority completion rates of 8.7 percentage points is an increase from 5.3 percentage points in 2007-2008.

<sup>4</sup> For purposes of remedial course completion rates, minority students include Black Non-Hispanic, Hispanic, Asian/Pacific Islander, and American Indian /Alaska Native. White students include only those who report as White. For overall headcount percentages, minority students include the additional category of Multiple. Please note that in both cases, unknowns, blanks, or “other” are not included in the percentage calculation. For remedial rates, about 10% of students were not included in the calculation for 2011-12, an increase from about 5% in 2007-08.

**Figure 8. Remedial vs. Non-Remedial Enrollment**



**Successful vs. Unsuccessful Remedial Course Completion**



**Table 16. Remedial Students and Overall Headcount by Ethnicity by Institution, Academic Year 2011-2012\***

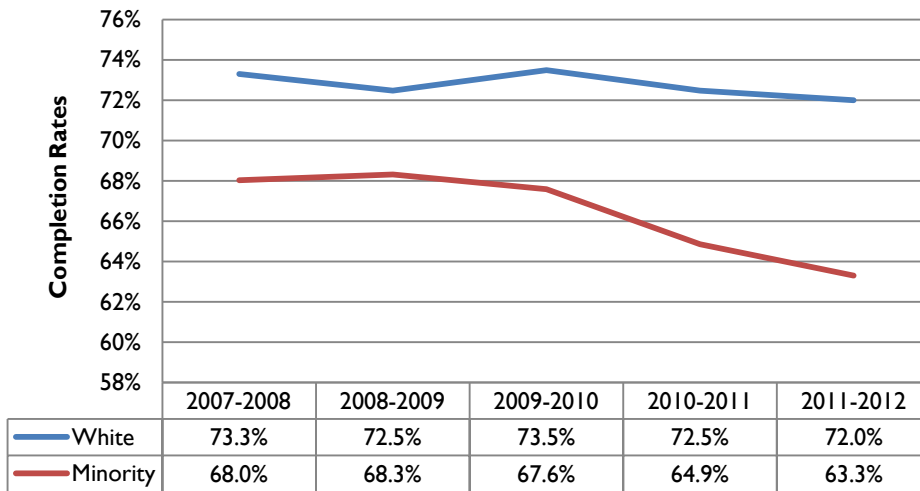
Institution	Remedial Students 2011-2012		Overall 2011-12 Headcount	
	White	Minority	White	Minority
ACC	67.5%	32.5%	76.6%	23.4%
CCA	33.8%	66.2%	44.5%	55.5%
CCD	35.5%	64.5%	41.2%	58.8%
CNCC	73.9%	26.1%	83.9%	16.1%
FRCC	71.7%	28.3%	77.4%	22.6%
LCC	48.0%	52.0%	67.6%	32.4%
MCC	64.8%	35.2%	79.4%	20.6%
NJC	63.5%	36.5%	81.8%	18.2%
OJC	48.6%	51.4%	59.3%	40.7%
PCC	54.5%	45.5%	57.4%	42.6%
PPCC	61.0%	39.0%	67.3%	32.7%
RRCC	69.7%	30.3%	77.7%	22.3%
TSJC	40.2%	59.8%	51.9%	48.1%
<b>CCCS</b>	<b>54.9%</b>	<b>45.1%</b>	<b>65.7%</b>	<b>34.3%</b>

\*Excluding students with unreported ethnicity

**Table 17. Remedial Course Completion Rates by Ethnicity, Academic Year 2011-2012**

College	Minority	White	Difference Minority minus White
ACC	74.9%	79.6%	-4.6%
CCA	65.7%	74.7%	-9.0%
CCD	58.1%	65.3%	-7.2%
CNCC	69.7%	78.4%	-8.7%
FRCC	71.7%	75.5%	-3.8%
LCC	56.7%	68.5%	-11.8%
MCC	77.1%	79.1%	-2.0%
NJC	58.1%	75.8%	-17.7%
OJC	74.5%	73.2%	1.3%
PCC	66.8%	74.3%	-7.5%
PPCC	59.3%	66.9%	-7.6%
RRCC	63.0%	70.9%	-7.9%
TSJC	76.6%	81.2%	-4.6%
<b>Total</b>	<b>63.3%</b>	<b>72.0%</b>	<b>-8.7%</b>

**Figure 9. Five-Year Comparison of White and Minority Course Completion Rates**

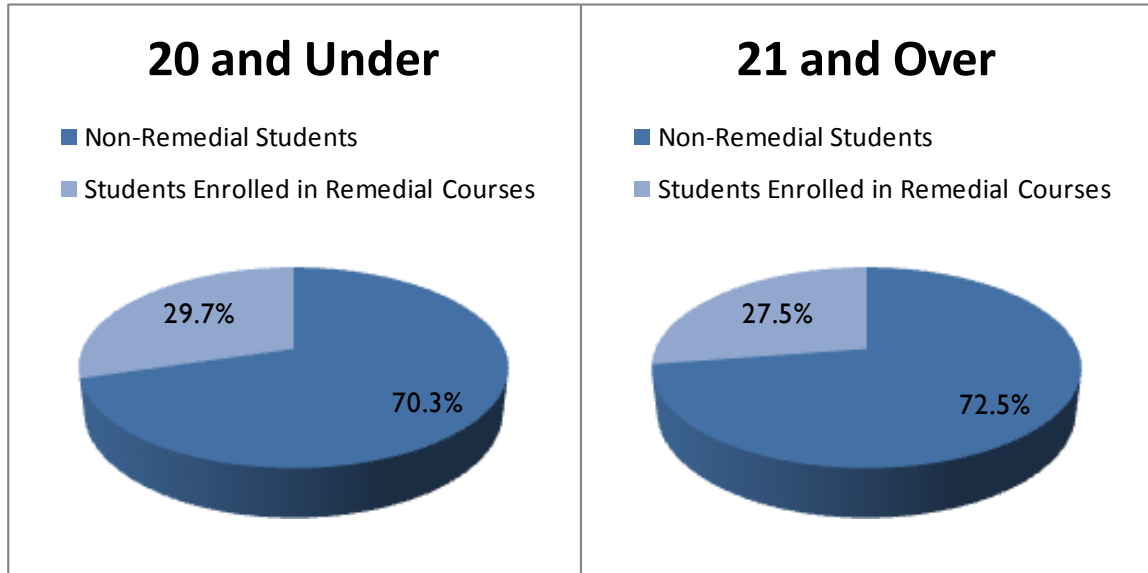


## Age

The percentage of students in remedial courses by age closely reflects the overall student age populations. Approximately one-third of all students and of remedial students are in the 20 and under age group (Table 18). Some outliers exist, however. For example, Colorado Northwestern Community College and Northeastern Junior College have significantly higher proportions of students in the 20 and under age group taking remedial courses than the overall student population, while Morgan Community College's situation is reversed. A slightly higher percentage of students in the 20 and under age category is enrolled in remedial courses – 29.7 percent compared to 27.5 percent of the 21 and over age group (Figure 10).

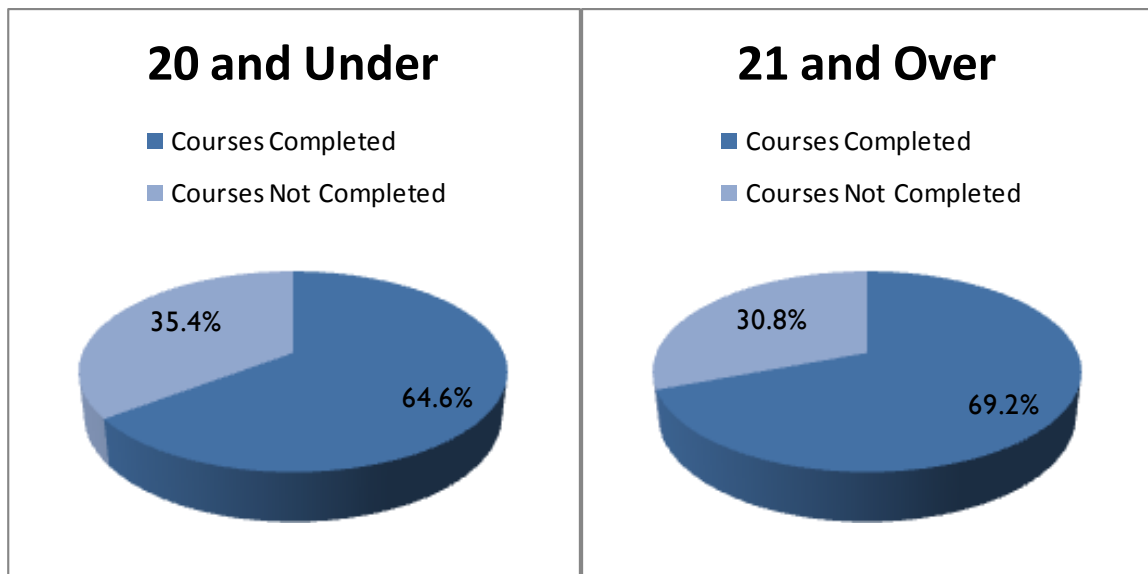
As age increases, students are more likely to successfully complete remedial courses, although the gap between the two groups is narrowing. While the completion rate for the 20 and under age group has remained relatively constant over the last five years, the rate for the 21 and over group decreased 6.3 percentage points (Figure 11).

**Figure 10. Remedial vs. Non-Remedial Enrollment**



Age is determined based on the first semester of enrollment in a remedial course in 2011-2012

**Successful vs. Unsuccessful Remedial Course Completion**



Age is determined in the semester the course was taken.

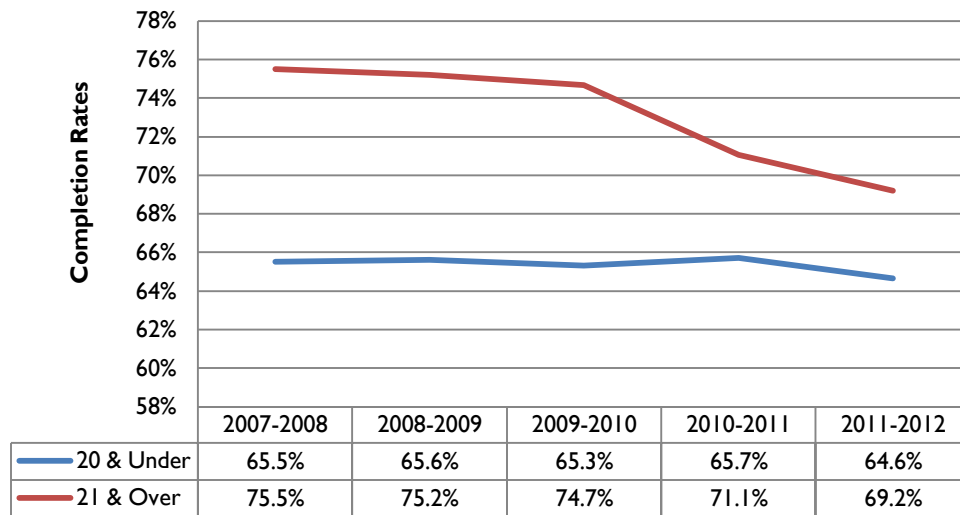
**Table 18. Remedial Students and Overall Headcount by Age Group by Institution, Academic Year 2011-2012**

Institution	Remedial Students 2011-2012		Overall 2011-12 Headcount	
	20 and under	21+	20 and under	21+
ACC	34.5%	65.5%	29.1%	70.9%
CCA	34.9%	65.1%	38.8%	61.2%
CCD	33.3%	66.7%	29.5%	70.5%
CNCC	61.2%	38.8%	40.6%	59.4%
FRCC	34.8%	65.2%	31.5%	68.5%
LCC	53.6%	46.4%	62.3%	37.7%
MCC	31.3%	68.7%	43.8%	56.2%
NJC	74.7%	25.3%	45.2%	54.8%
OJC	57.7%	42.3%	50.1%	49.9%
PCC	28.4%	71.6%	27.0%	73.0%
PPCC	29.4%	70.6%	30.5%	69.5%
RRCC	32.1%	67.9%	29.9%	70.1%
TSJC	38.9%	61.1%	37.4%	62.6%
CCCS	33.8%	66.2%	32.1%	67.9%

**Table 19. Remedial Course Completion Rates by Age Group by Institution, Academic Year 2011-2012**

College	20 and under	21+	Difference 20 and under minus 21+
ACC	73.3%	80.7%	-7.4%
CCA	64.8%	71.3%	-6.5%
CCD	60.5%	60.3%	0.2%
CNCC	77.7%	70.7%	7.0%
FRCC	69.0%	77.1%	-8.0%
LCC	60.5%	63.7%	-3.2%
MCC	76.3%	79.3%	-3.0%
NJC	67.5%	71.4%	-3.9%
OJC	73.5%	73.6%	-0.1%
PCC	66.6%	71.8%	-5.2%
PPCC	56.2%	66.9%	-10.6%
RRCC	63.8%	70.7%	-6.9%
TSJC	75.5%	80.9%	-5.4%
Total	64.6%	69.2%	-4.6%

**Figure 11. Five-Year Comparison of Course Completion Rates by Age Group**



### Method of Delivery

Developmental coursework is offered via both online and traditional instructional methods. Some colleges also offer hybrid or other special sections. Systemwide, the majority (80.4%) of remedial enrollments are in classes with traditional instruction methods; 14.7% of remedial enrollments are in online courses (Table 20).

Overall, the completion rate for courses utilizing a traditional instructional method is greater than for those offered online (69.2% vs. 59.1%). The gap between completers by instructional method ranges from a high of almost 39 percentage points (Otero Junior College) to 5 percentage points (Red Rocks and Pikes Peak community colleges). In all cases, completion rates were higher for traditional instruction (Table 21).



**Table 20. Remedial Course Enrollments by Instruction Method by Institution, Academic Year 2011-12**

College	Online	Traditional	Other
ACC	21.9%	75.2%	2.9%
CCA	23.9%	72.3%	3.7%
CCD	7.5%	89.4%	3.1%
CNCC	11.6%	63.8%	24.5%
FRCC	17.4%	82.4%	0.2%
LCC	12.2%	87.8%	0.0%
MCC	17.7%	78.4%	3.9%
NJC	7.6%	92.4%	0.0%
OJC	5.2%	75.9%	18.9%
PCC	13.4%	61.7%	24.9%
PPCC	16.6%	81.0%	2.4%
RRCC	21.9%	76.2%	1.9%
TSJC	9.3%	73.2%	17.5%
<b>Total</b>	<b>14.7%</b>	<b>80.4%</b>	<b>4.8%</b>

**Table 21. Remedial Course Completion Rates by Instruction Method by Institution, Academic Year 2011-12**

College	Online	Traditional	Difference Online minus Traditional
ACC	67.9%	81.2%	-13.3%
CCA	59.0%	71.7%	-12.7%
CCD	43.5%	61.8%	-18.3%
CNCC	67.6%	73.2%	-5.5%
FRCC	63.6%	76.1%	-12.4%
LCC	47.4%	64.1%	-16.8%
MCC	69.2%	80.2%	-11.0%
NJC	62.4%	69.0%	-6.6%
OJC	40.5%	79.1%	-38.6%
PCC	51.7%	76.7%	-25.0%
PPCC	59.4%	64.5%	-5.1%
RRCC	64.6%	69.6%	-5.0%
TSJC	65.4%	80.5%	-15.0%
<b>Total</b>	<b>59.1%</b>	<b>69.2%</b>	<b>-10.1%</b>



### **Sources:**

All course completion rates were compiled from frozen end of term course files for academic years 2007-2008 through 2011-2012. All course enrollments with a final grade of AU, or audit, were excluded from the data.

Overall headcount is published in the annual Fact Book, and is based on SURDS enrollment files. Students enrolled in more than one institution within CCCS may be counted twice.