
Colorado Community College System

ACADEMIC YEAR 2012-2013 REMEDIAL ENROLLMENT AND COURSE COMPLETION RATES

OCTOBER 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.

In academic year 2012-2013, 37,342 individual students enrolled in remedial courses throughout the CCCS. These 37,342 students took 67,636 remedial courses. Of these 67,636 courses, 59,481 courses qualify as course completions; that is, students enrolled in these courses received a final grade that was either a passing or failing grade (excludes withdraws and incompletes). The overall successful course completion rate for CCCS was 69.5%. This report contains additional information on course completions by subject, institution, and student characteristics.

An issue of note relating to the data in this report involves the redesign of developmental education courses. CCCS institutions are embarking on a project to accelerate student completion of remedial coursework to positively impact retention and success. The new system will be fully implemented in Fall 2014. At the current time, CCCS institutions are at different stages of implementing the redesign. As institutions implement the new plan, the results show up in changes in enrollment in various courses and expansion in the number of courses offered. In some cases institutions are experimenting with how to meet the goals of the new system by adding new, transitional courses. The data on enrollment in remedial courses and course offerings will continue to fluctuate until the redesign is fully implemented at all institutions in academic year 2014-2015.

Remedial Course Enrollment

In the academic year 2012-2013, there were 67,636 enrollments in remedial courses throughout the community college system (Table 1). This number is a 13.3% decrease from the 2011-2012 level, greater than both the 4.8% decrease in overall course enrollments and the 3.1% decrease in student headcount.

Remedial course offerings include courses in reading, English, and math below the 100 level, with 39 total courses available in 2012-13, up from 16 available courses in the prior year. The increase in course offerings is attributable to the phase in of the developmental education redesign. Courses that will eventually be eliminated are still offered while new, experimental courses have been created as a transition to the redesign.

Because of the small number of students in many courses and for space considerations, Table 1 consolidates enrollments for a number of courses.

Of total enrollments in remedial courses, 58.8% were in one of the 24 math courses offered, though English 090 was the course taken most frequently, accounting for 19.2% of enrollments. Community College of Denver had the largest percentage of remedial course enrollments, with 24.9% of the CCCS remedial population (Table 2).

Table 1. CCCS Remedial Course Enrollments by Term and Subject, Academic Year 2012-2013

Course	Term			Total	Percent of Total Remedial Enrollment
	Summer 2012	Fall 2012	Spring 2013		
ENG 030	106	179	51	336	0.5%
ENG 045	0	0	82	82	0.1%
ENG 060	606	2,356	1,524	4,486	6.6%
ENG 075	2	159	78	239	0.4%
ENG 076 - 078	0	19	109	128	0.2%
ENG 090	1,765	6,223	5,022	13,010	19.2%
All English	2,479	8,936	6,866	18,281	27.0%
MAT 030	772	1,438	553	2,763	4.1%
MAT 045	660	2,685	3,127	6,472	9.6%
MAT 060	1,104	3,538	2,288	6,930	10.2%
MAT 070 - 074	19	125	220	364	0.5%
MAT 075	0	19	2	21	0.0%
MAT 077 - 087	11	280	181	472	0.7%
MAT 090	1,543	5,209	5,036	11,788	17.4%
MAT 095	0	45	164	209	0.3%
MAT 096	0	108	143	251	0.4%
MAT 099	1,197	4,849	4,441	10,487	15.5%
All Math	5,306	18,296	16,155	39,757	58.8%
REA 030	107	160	50	317	0.5%
REA 045	0	0	26	26	0.0%
REA 060	406	1,663	969	3,038	4.5%
REA 075 - 077	0	324	249	573	0.8%
REA 090	764	2,688	2,192	5,644	8.3%
All Reading	1,277	4,835	3,486	9,598	14.2%
Total	9,062	32,067	26,507	67,636	100.0%

**Table 2. Remedial Course Enrollments by Institution and Subject,
Academic Year 2012-2013**

Institution		Subject			Total	% of Total CCCS Remedial Enrollment
		English	Math	Reading		
ACC	Remedial Enrollments	1,541	3,089	816	5,446	8.1%
	% of School Remedial Enrollment	28.3%	56.7%	15.0%		
CCA	Remedial Enrollments	1,618	3,204	635	5,457	8.1%
	% of School Remedial Enrollment	29.6%	58.7%	11.6%		
CCD	Remedial Enrollments	4,754	8,780	3,307	16,841	24.9%
	% of School Remedial Enrollment	28.2%	52.1%	19.6%		
CNCC	Remedial Enrollments	149	290	74	513	0.8%
	% of School Remedial Enrollment	29.0%	56.5%	14.4%		
FRCC	Remedial Enrollments	3,041	8,145	987	12,173	18.0%
	% of School Remedial Enrollment	25.0%	66.9%	8.1%		
LCC	Remedial Enrollments	101	217	11	329	0.5%
	% of School Remedial Enrollment	30.7%	66.0%	3.3%		
MCC	Remedial Enrollments	134	306	69	509	0.8%
	% of School Remedial Enrollment	26.3%	60.1%	13.6%		
NJC	Remedial Enrollments	286	627	174	1,087	1.6%
	% of School Remedial Enrollment	26.3%	57.7%	16.0%		
OJC	Remedial Enrollments	286	538	130	954	1.4%
	% of School Remedial Enrollment	30.0%	56.4%	13.6%		
PCC	Remedial Enrollments	1,554	2,923	900	5,377	7.9%
	% of School Remedial Enrollment	28.9%	54.4%	16.7%		
PPCC	Remedial Enrollments	3,294	7,836	1,739	12,869	19.0%
	% of School Remedial Enrollment	25.6%	60.9%	13.5%		
RRCC	Remedial Enrollments	1,269	3,192	607	5,068	7.5%
	% of School Remedial Enrollment	25.0%	63.0%	12.0%		
TSJC	Remedial Enrollments	254	610	149	1,013	1.5%
	% of School Remedial Enrollment	25.1%	60.2%	14.7%		
Total CCCS	Remedial Enrollments	18,281	39,757	9,598	67,636	100.0%
	% of Total Remedial Enrollment	27.0%	58.8%	14.2%		

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

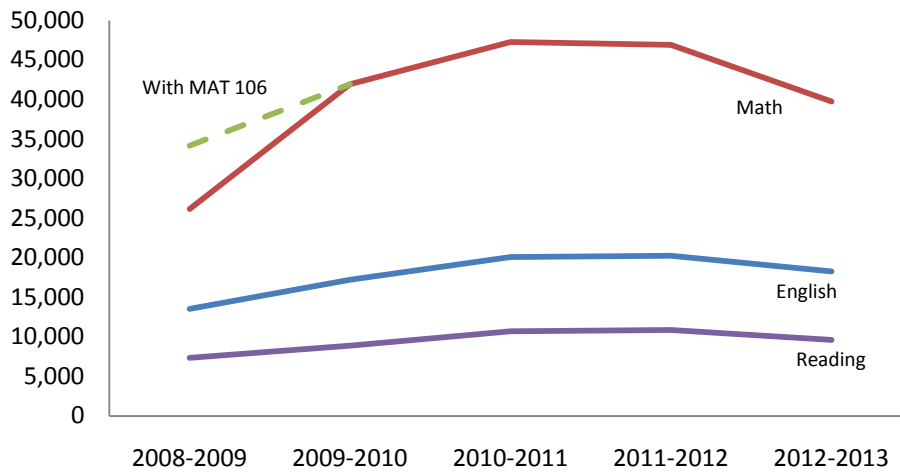
Over the past five academic years, remedial course enrollments increased nearly 44%. In comparison, overall course enrollments – all students at all colleges in all subjects – increased 23.6% during the same time period. A significant contributor to the increase in remedial enrollment was the reclassification of MAT 106 to MAT 099, which was fully implemented in 2009-2010.¹ When MAT 106 enrollments are added to the baseline year, remedial enrollment increased 22.9% from 2009 to 2013. 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	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ENG 030	693	881	1,124	1,108	336
ENG 045	n/a	n/a	n/a	n/a	82
ENG 060	3,077	4,076	4,938	5,245	4,486
ENG 075	n/a	n/a	n/a	43	239
ENG 076 - 078	n/a	n/a	n/a	n/a	128
ENG 090	9,781	12,266	14,035	13,847	13,010
All English	13,551	17,223	20,097	20,243	18,281
MAT 030	7,636	10,215	8,838	8,223	2,763
MAT 045	n/a	n/a	n/a	3,924	6,472
MAT 060	9,039	11,761	11,098	10,439	6,930
MAT 070 - 074	n/a	n/a	n/a	n/a	364
MAT 075	n/a	22	4,170	493	21
MAT 076 - 087	n/a	n/a	1,249	1,632	472
MAT 090	8,849	10,919	12,929	12,959	11,788
MAT 095	n/a	n/a	n/a	13	209
MAT 096	n/a	n/a	n/a	57	251
MAT 099	638	9,033	8,970	9,173	10,487
All Math	26,162	41,950	47,254	46,913	39,757
REA 030	663	841	990	993	317
REA 045	n/a	n/a	n/a	n/a	26
REA 060	2,547	2,917	3,355	3,386	3,038
REA 075 - 077	n/a	n/a	n/a	n/a	573
REA 090	4,126	5,136	6,371	6,498	5,644
All Reading	7,336	8,894	10,716	10,877	9,598
Total	47,049	68,067	78,067	78,033	67,636

¹ In AY 2008-09, MAT106 had 7,985 course enrollments.

Figure 1. CCCS Remedial Course Enrollments by Subject, Academic Years 2009 through 2013



Remedial enrollments make up 11.7% of all course enrollments, up from 10.1% five years ago but down from 12.9% in 2011-2012 (Table 4). Over the last five years, growth in remedial enrollments averaged 9.5% per year.

Table 4. Percent of Total Course Enrollments in Remedial Courses

Institution	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ACC	7.2%	8.6%	9.3%	9.8%	8.8%
CCA	10.8%	11.2%	11.4%	11.8%	12.0%
CCD	19.1%	22.8%	24.7%	27.9%	25.4%
CNCC	5.5%	7.0%	6.4%	7.5%	6.5%
FRCC	8.2%	10.3%	10.3%	10.4%	9.6%
LCC	4.8%	7.1%	5.7%	5.0%	4.8%
MCC	4.7%	6.5%	6.6%	5.6%	5.2%
NJC	5.8%	7.5%	8.4%	8.5%	7.6%
OJC	7.3%	7.1%	9.3%	8.6%	9.0%
PCC	14.0%	15.0%	12.1%	11.5%	9.7%
PPCC	11.8%	13.5%	13.7%	13.7%	13.0%
RRCC	6.3%	7.4%	8.6%	8.9%	8.5%
TSJC	6.3%	7.7%	7.4%	8.0%	7.3%
CCCS	10.1%	12.1%	12.5%	12.9%	11.7%

Of the 67,636 remedial course enrollments, there were 37,342 individual students enrolled in one or more remedial courses over the academic year (Table 5). This equates to 26.4% of the overall headcount for academic year 2012-2013. Just over half of these students enrolled in only one remedial course, but 8% of remedial students were enrolled in four or more remedial courses during the academic year (which is down from 9.4% in 2011-12).

Table 5. Total Number of CCCS Students Enrolled in Remedial Courses and Number of Courses in which Students Are Enrolled, Academic Year 2012-2013

	1 course	2 courses	3 courses	4+ courses	Total
# of Students	18,963	11,075	4,322	2,982	37,342
% of Remedial Students	50.8%	29.7%	11.6%	8.0%	
% of Total Student Headcount	13.4%	7.8%	3.1%	2.1%	26.4%

The percent of total student headcount is based on the academic year 2012-13 headcount of 141,330

Over the last five years, total student headcount increased by 20.5%, while the number of students taking a remedial course increased 50%. Within this timeframe the proportion of students enrolled in remedial courses peaked in 2010-2011 and has declined in the two years since (Table 6).

Table 6. Student Remedial Headcount vs. CCCS Headcount, Academic Years 2009 through 2013

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Students in Remedial Courses	24,893	35,948	41,242	41,098	37,342
Overall Headcount	117,245	134,753	144,783	145,910	141,330
% in Remedial	21.2%	26.7%	28.5%	28.2%	26.4%

Course Completion Rates

Of all remedial course enrollments, 69.5% were completed successfully in academic year 2012-2013 (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.

Remedial courses held in the summer term had higher completion rates at 71.3% than those in the fall and spring semesters, at 70.2% and 67.9%, respectively. Overall, reading courses had the highest completion rates at 72.0%, compared to 70.7% for English and 68.3% for math.

Table 7. CCCS Remedial Course Completion Rates by Course and Term, Academic Year 2012-2013

Course	Term			Total
	Summer 2012	Fall 2012	Spring 2013	
ENG 030	57.8%	61.1%	46.7%	57.9%
ENG 045	n/a	n/a	54.2%	54.2%
ENG 060	67.8%	72.7%	71.5%	71.6%
ENG 075	100.0%	73.0%	78.8%	75.0%
ENG 076 - 078	n/a	46.2%	63.8%	61.7%
ENG 090	73.2%	71.8%	68.6%	70.8%
All English	71.3%	71.8%	69.0%	70.7%
MAT 030	65.0%	66.2%	64.0%	65.4%
MAT 045	68.6%	66.0%	61.0%	63.9%
MAT 060	74.3%	71.8%	71.8%	72.2%
MAT 070 - 074	73.7%	80.7%	76.8%	78.0%
MAT 075	n/a	84.2%	100.0%	85.7%
MAT 077 - 087	88.9%	63.6%	44.4%	57.6%
MAT 090	72.0%	70.7%	67.9%	69.7%
MAT 095	n/a	87.2%	88.5%	88.2%
MAT 096	n/a	75.0%	74.4%	74.7%
MAT 099	72.0%	66.0%	66.7%	67.0%
All Math	71.0%	68.7%	66.8%	68.3%
REA 030	61.2%	71.4%	63.8%	66.7%
REA 045	n/a	n/a	59.1%	59.1%
REA 060	73.7%	78.4%	73.4%	76.2%
REA 075 - 077	n/a	72.7%	74.3%	73.4%
REA 090	73.7%	69.9%	68.5%	69.9%
All Reading	72.7%	73.1%	70.2%	72.0%
Total	71.3%	70.2%	67.9%	69.5%

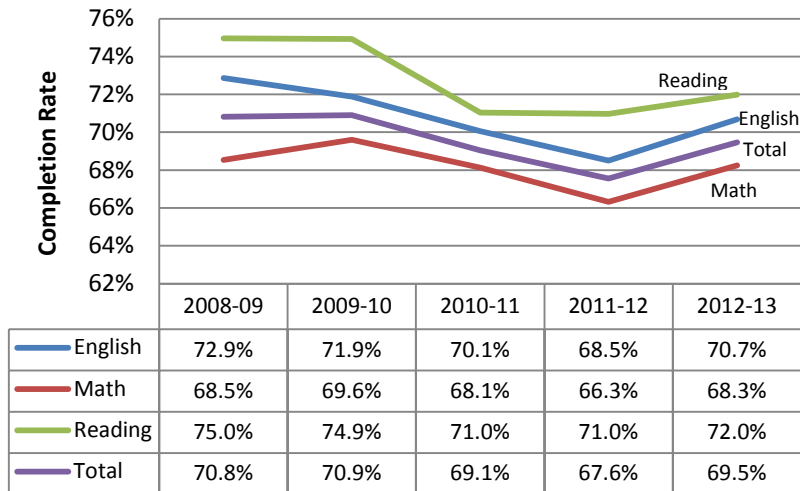
The cohort for determining the rate is the number of students who received a passing or failing grade.

Course completion rates for each subject as well as the overall total are lower today than they were five years ago (Table 8 and Figure 2). On a systemwide basis, course completion rates decreased 1.4 percentage points over the five-year period. Reading had the largest drop, at 3.0 percentage points, followed by English and math at 2.2 and 0.3 percentage points, respectively.

Table 8. CCCS Remedial Completion Rates by Course, Academic Years 2009 through 2013

Course	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
ENG 030	72.7%	71.7%	63.6%	65.7%	57.9%
ENG 045	n/a	n/a	n/a	n/a	54.2%
ENG 060	75.2%	72.0%	70.4%	68.1%	71.6%
ENG 075	n/a	n/a	n/a	71.4%	75.0%
ENG 076 - 078	n/a	n/a	n/a	n/a	61.7%
ENG 090	72.1%	71.8%	70.5%	68.9%	70.8%
All English	72.9%	71.9%	70.1%	68.5%	70.7%
MAT 030	66.8%	68.1%	63.8%	61.8%	65.4%
MAT 045	n/a	n/a	n/a	60.3%	63.9%
MAT 060	71.9%	72.8%	72.1%	71.7%	72.2%
MAT 070 - 074	n/a	n/a	n/a	n/a	78.0%
MAT 075	n/a	100.0%	63.6%	65.6%	85.7%
MAT 076 - 087	n/a	n/a	63.9%	61.6%	57.6%
MAT 090	66.9%	69.3%	69.3%	68.2%	69.7%
MAT 095	n/a	n/a	n/a	81.8%	88.2%
MAT 096	n/a	n/a	n/a	76.4%	74.7%
MAT 099	63.1%	67.3%	68.5%	64.9%	67.0%
All Math	68.5%	69.6%	68.1%	66.3%	68.3%
REA 030	73.4%	73.0%	65.2%	67.8%	66.7%
REA 045	n/a	n/a	n/a	n/a	59.1%
REA 060	76.6%	76.6%	75.0%	73.5%	76.2%
REA 075 - 077	n/a	n/a	n/a	n/a	73.4%
REA 090	74.2%	74.3%	69.8%	70.1%	69.9%
All Reading	75.0%	74.9%	71.0%	71.0%	72.0%
Total	70.8%	70.9%	69.1%	67.6%	69.5%

Figure 2. CCCS Remedial Course Completion Rates by Subject, Academic Years 2009 through 2013



Arapahoe Community College had the highest overall course completion rate, at 79%, closely followed by Otero Junior College and Pueblo Community college at 78.8% and 78.1%, respectively (Table 9). The gap between the highest and lowest completion rates is 18.4 percentage points.

Table 9. Remedial Course Completion Rates by Institution and Subject, Academic Year 2012-2013

Institution	English	Math	Reading	Total
ACC	77.0%	78.9%	83.0%	79.0%
CCA	73.1%	72.2%	68.7%	72.0%
CCD	64.2%	61.4%	68.5%	63.6%
CNCC	79.1%	71.7%	85.3%	75.8%
FRCC	72.1%	73.1%	75.3%	73.1%
LCC	60.9%	60.7%	55.6%	60.6%
MCC	62.0%	77.6%	69.2%	72.3%
NJC	81.5%	72.3%	74.2%	75.3%
OJC	78.8%	78.1%	81.7%	78.8%
PCC	81.4%	75.7%	80.6%	78.1%
PPCC	66.5%	60.5%	65.7%	62.8%
RRCC	75.6%	69.3%	73.8%	71.5%
TSJC	74.6%	72.2%	81.7%	74.3%
CCCS	70.7%	68.3%	72.0%	69.5%

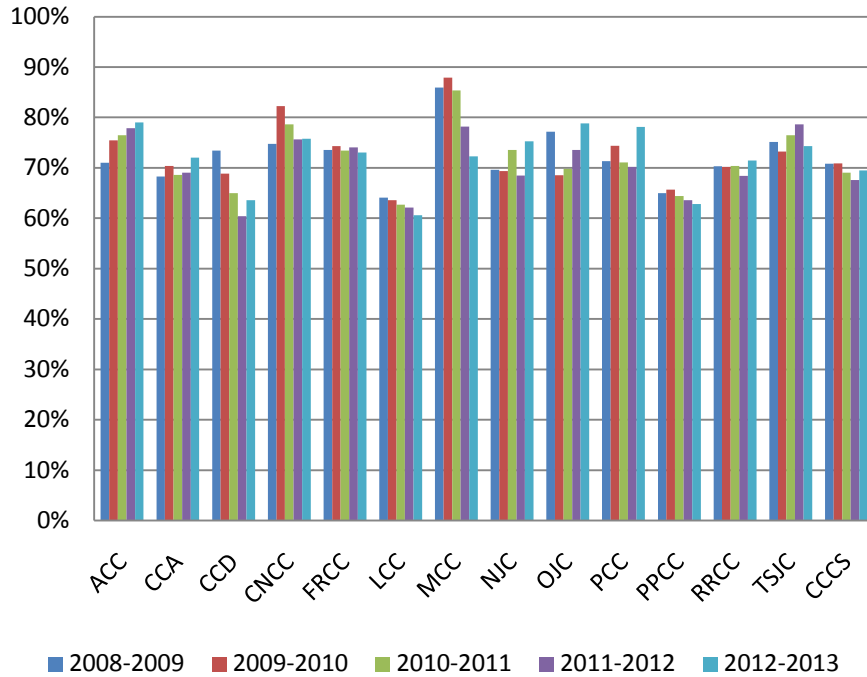
*Rates are based on the number of students with a passing grade in all remedial levels within a subject area divided by the total number of such students who were assigned a passing or failing grade.

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. Seven of the thirteen community colleges increased their composite rate, and Arapahoe Community College, Pueblo Community College, and Northeastern Junior College each increased in excess of five percentage points from 2009 to 2013 (Table 10). Morgan Community College and Community College of Denver experienced the largest decrease in their rate over the five-year period. On a year-over-year basis, eight colleges increased their overall course completion rate. Figure 3 illustrates course completion rates for the thirteen institutions over the last five years.

Table 10. Remedial Course Completion Rates by Institution – All Subjects, Academic Years 2009 through 2013

Colleges	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	Five-Year Percentage Point Change	One-Year Percentage Point Change
ACC	71.0%	75.4%	76.5%	77.9%	79.0%	8.0%	1.1%
CCA	68.3%	70.4%	68.6%	69.0%	72.0%	3.7%	3.0%
CCD	73.4%	68.9%	65.0%	60.4%	63.6%	-9.8%	3.2%
CNCC	74.8%	82.2%	78.6%	75.6%	75.8%	1.0%	0.2%
FRCC	73.5%	74.3%	73.4%	74.1%	73.1%	-0.5%	-1.0%
LCC	64.1%	63.6%	62.7%	62.1%	60.6%	-3.5%	-1.5%
MCC	85.9%	87.9%	85.4%	78.2%	72.3%	-13.7%	-5.9%
NJC	69.6%	69.4%	73.5%	68.4%	75.3%	5.6%	6.8%
OJC	77.2%	68.5%	69.8%	73.5%	78.8%	1.6%	5.3%
PCC	71.4%	74.4%	71.1%	70.2%	78.1%	6.8%	7.9%
PPCC	65.0%	65.7%	64.4%	63.6%	62.8%	-2.1%	-0.8%
RRCC	70.3%	70.2%	70.3%	68.4%	71.5%	1.2%	3.1%
TSJC	75.2%	73.2%	76.5%	78.6%	74.3%	-0.9%	-4.3%
CCCS	70.8%	70.9%	69.1%	67.6%	69.5%	-1.4%	1.9%

Figure 3. Remedial Course Completion Rates by Institution – All Subjects, Academic Years 2009 through 2013



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 5.3 percentage points in 2012-2013 (Figure 4). Nonetheless the gap this year is less than the prior year as urban institutions have increased their course completions at a greater rate than rural institutions.

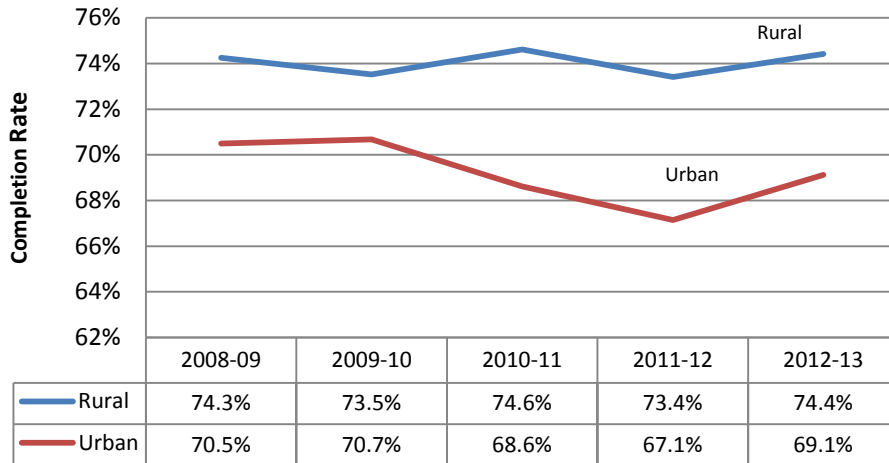
Table 11. Remedial Course Completion Rates by College Location and Subject, Academic Year 2012-2013²

Subject	Urban	Rural	Rural Minus Urban
English	70.3%	75.3%	5.0%
Math	67.9%	73.1%	5.2%
Reading	71.6%	78.1%	6.5%
Total	69.1%	74.4%	5.3%

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.

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

Figure 4. Five-Year Comparison of Rural and Urban Remedial Completion Rate



In academic year 2012-2013, schools with Hispanic Serving Institution (HSI) status – as a group – have lower course completion rates than the group of schools that do not.³ The gap is most apparent in math completion rates (Table 12). Completion rates for HSIs are driven primarily by the Community College of Denver, which has about 71% of the course completers in the group. The remaining three institutions in the HSI group have subject and overall completion rates that exceed the system average. Compared to last year, three of four HSIs, including the Community College of Denver, increased their completion rates, resulting in a narrowing of the gap between HSIs and non HSIs of 3.7 percentage points. Figure 5 provides a five-year perspective of overall course completion rates for HSIs and non-HSIs.

Table 12. Remedial Course Completion Rates by Hispanic Serving Institution (HSI) Status and Subject, Academic Year 2012-2013

Subject	HSI	Non HSI	Non HSI Minus HSI
English	68.8%	71.8%	3.0%
Math	65.7%	69.5%	3.9%
Reading	71.6%	72.3%	0.8%
Total	67.6%	70.5%	2.8%

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

³ Hispanic Serving Institutions includes CCD, OJC, PCC and TSJC.

Figure 5. Five-Year Remedial Completion Rates for Hispanic Serving and Non-Hispanic Serving Institutions

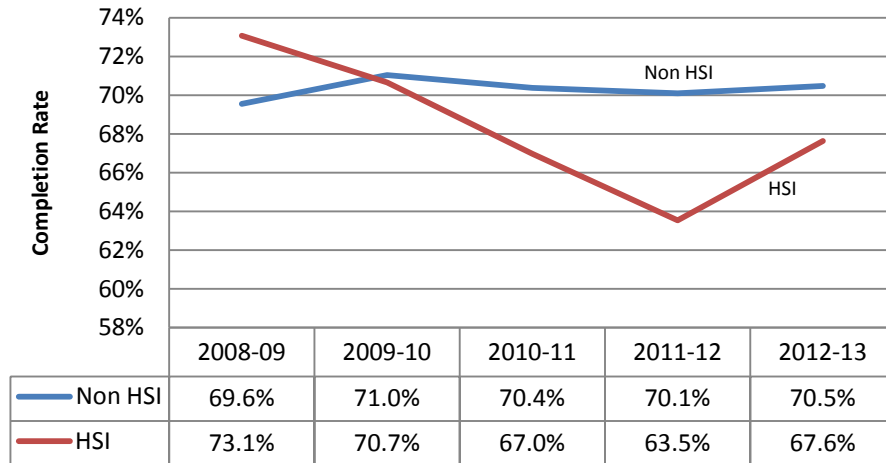


Table 13 provides data on end-of-term status for remedial courses including withdrawals, incompletes, and missing grades. As a group, math courses have a higher rate of withdrawal than English and reading courses – 12.8% compared to 10.2% and 10.1%, respectively. Math courses in general have the lowest 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.

Table 13. End-of-Term Status by Course, Academic Year 2012-2013

Course	End-of-Term Status				
	Pass	Fail	Withdraw	Incomplete	Missing
ENG 030	52.1%	37.8%	10.1%	0.0%	0.0%
ENG 045	47.6%	40.2%	12.2%	0.0%	0.0%
ENG 060	64.7%	25.6%	9.3%	0.3%	0.1%
ENG 075	67.8%	22.6%	9.6%	0.0%	0.0%
ENG 076	42.5%	43.8%	13.7%	0.0%	0.0%
ENG 077	54.3%	22.9%	17.1%	5.7%	0.0%
ENG 078	80.0%	5.0%	15.0%	0.0%	0.0%
ENG 090	63.2%	26.1%	10.5%	0.3%	0.0%
All English	63.3%	26.2%	10.2%	0.3%	0.0%
MAT 030	59.6%	31.5%	8.6%	0.3%	0.0%
MAT 045	55.8%	31.5%	12.5%	0.2%	0.0%
MAT 060	64.6%	24.9%	10.0%	0.4%	0.1%

Table 13. End-of-Term Status by Course, Academic Year 2012-2013

Course	End-of-Term Status				
	Pass	Fail	Withdraw	Incomplete	Missing
MAT 070	73.9%	22.0%	4.2%	0.0%	0.0%
MAT 071	74.4%	16.3%	9.3%	0.0%	0.0%
MAT 072	0.0%	0.0%	100.0%	0.0%	0.0%
MAT 073	50.0%	50.0%	0.0%	0.0%	0.0%
MAT 074	69.0%	10.3%	20.7%	0.0%	0.0%
MAT 075	85.7%	14.3%	0.0%	0.0%	0.0%
MAT 077	79.2%	10.1%	10.7%	0.0%	0.0%
MAT 078	42.9%	47.9%	9.2%	0.0%	0.0%
MAT 079	26.7%	56.0%	17.3%	0.0%	0.0%
MAT 080	21.3%	51.1%	27.7%	0.0%	0.0%
MAT 081	18.5%	55.6%	25.9%	0.0%	0.0%
MAT 082	43.8%	12.5%	43.8%	0.0%	0.0%
MAT 083	25.0%	37.5%	37.5%	0.0%	0.0%
MAT 084	14.3%	28.6%	57.1%	0.0%	0.0%
MAT 085	25.0%	37.5%	37.5%	0.0%	0.0%
MAT 086	0.0%	25.0%	75.0%	0.0%	0.0%
MAT 087	0.0%	0.0%	100.0%	0.0%	0.0%
MAT 090	59.9%	26.1%	13.4%	0.5%	0.0%
MAT 095	71.3%	9.6%	19.1%	0.0%	0.0%
MAT 096	64.5%	21.9%	13.5%	0.0%	0.0%
MAT 099	56.6%	27.9%	15.3%	0.2%	0.0%
All Math	59.2%	27.6%	12.8%	0.3%	0.0%
REA 030	59.9%	30.0%	10.1%	0.0%	0.0%
REA 045	50.0%	34.6%	15.4%	0.0%	0.0%
REA 060	68.9%	21.5%	9.2%	0.3%	0.0%
REA 075	68.5%	22.9%	8.5%	0.0%	0.0%
REA 076	61.9%	19.0%	19.0%	0.0%	0.0%
REA 077	45.9%	45.9%	8.1%	0.0%	0.0%
REA 090	62.3%	26.9%	10.7%	0.1%	0.0%
All Reading	64.6%	25.1%	10.1%	0.2%	0.0%
Total	61.1%	26.9%	11.7%	0.3%	0.0%

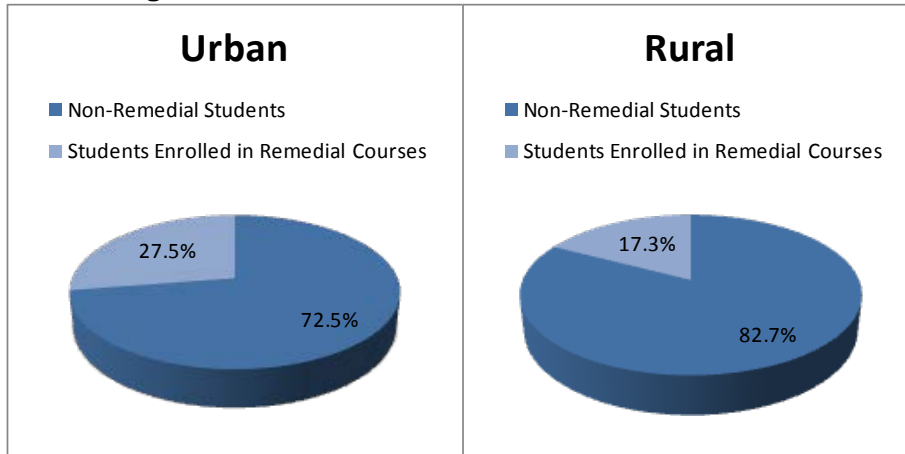
Remedial Student Success

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.

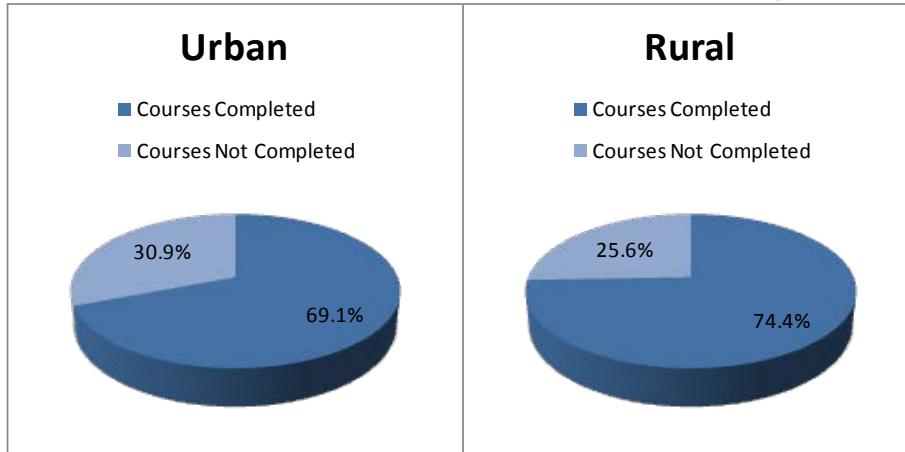
Urban vs Rural

A greater percentage of students at urban institutions are enrolled in remedial courses than at rural (Figure 6). Students at rural institutions completed a higher proportion of their courses in academic year 2012-2013. Completion rates for five years for urban and rural institutions can be found on page 13.

Figure 6. Remedial vs. Non-Remedial Enrollment



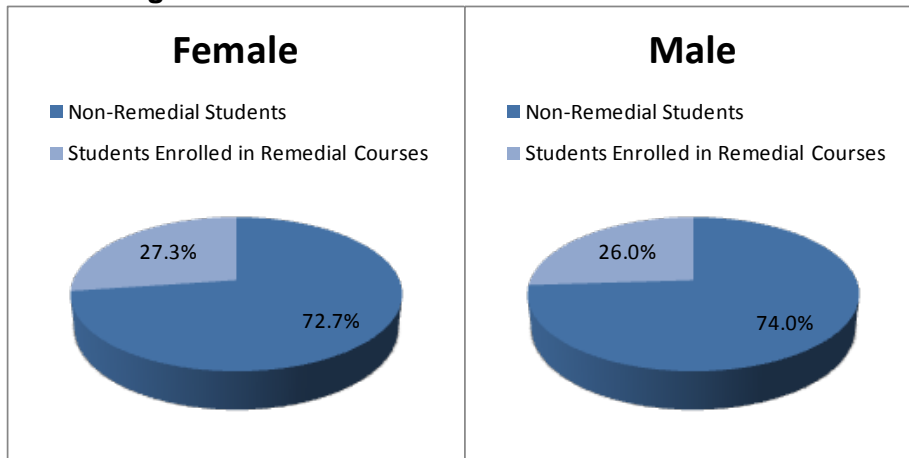
Successful vs. Unsuccessful Remedial Course Completion



Gender

Similar proportions of male and female students are enrolled in remedial courses, although female students edged slightly higher this year (Figure 7 and Table 14). Female students completed a higher percentage of their remedial courses than male students. The gap between female and male completion rates has remained relatively consistent over the last five years, averaging 9.4 percentage points (Figure 8). As with the statewide completion rate, the course completion rates for both males and females increased over last year. In addition, the gap between the two decreased by 0.6 percentage point. When viewed by institution, Lamar Community College had the greatest disparity in male/female remedial success in 2012-2013, while Community College of Aurora and Colorado Northwestern Community College had the least (Table 15).

Figure 7. Remedial vs. Non-Remedial Enrollment



Successful vs. Unsuccessful Remedial Course Completion

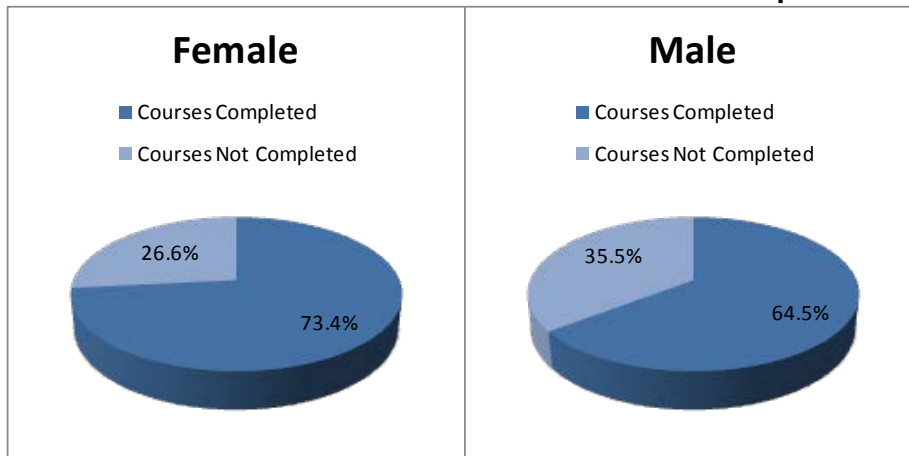


Table 14. Remedial Students vs. Overall Headcount by Gender by Institution, Academic Year 2012-2013*

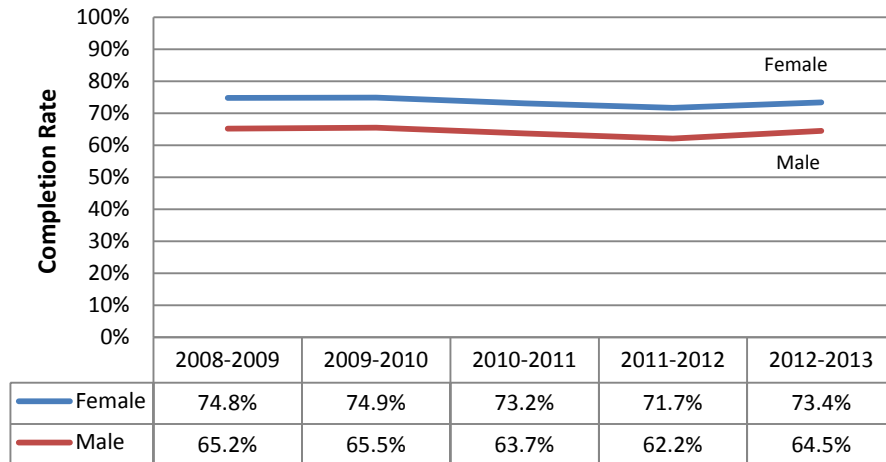
Institution	Remedial Students 2012-2013		Overall 2012-2013 Headcount	
	Female	Male	Female	Male
ACC	56.9%	43.1%	49.6%	50.4%
CCA	61.1%	38.9%	57.3%	42.7%
CCD	53.0%	47.0%	55.9%	44.1%
CNCC	58.6%	41.4%	52.5%	47.5%
FRCC	57.4%	42.6%	57.5%	42.5%
LCC	49.8%	50.2%	55.0%	45.0%
MCC	74.6%	25.4%	67.4%	32.6%
NJC	55.9%	44.1%	61.0%	39.0%
OJC	53.0%	47.0%	60.4%	39.6%
PCC	57.1%	42.9%	48.6%	51.4%
PPCC	55.0%	45.0%	57.0%	43.0%
RRCC	55.4%	44.6%	50.8%	49.2%
TSJC	59.7%	40.3%	56.5%	43.5%
CCCS	56.0%	44.0%	54.9%	45.1%

*Excludes students with unreported gender. The significant change in the ACC male/female proportion of the overall headcount compared to 2011-2012 appears to be due to better reporting of gender, which increased the male headcount.

Table 15. Remedial Course Completion Rates by Gender by Institution, Academic Year 2012-2013

Institution	Female	Male	Difference
ACC	81.4%	75.8%	-5.6%
CCA	73.2%	70.2%	-3.1%
CCD	68.4%	58.2%	-10.2%
CNCC	77.4%	74.1%	-3.2%
FRCC	76.7%	68.1%	-8.6%
LCC	69.0%	52.0%	-17.0%
MCC	75.4%	61.3%	-14.1%
NJC	77.9%	71.2%	-6.6%
OJC	80.9%	76.9%	-4.0%
PCC	80.6%	74.6%	-6.0%
PPCC	68.0%	56.6%	-11.4%
RRCC	74.3%	68.0%	-6.2%
TSJC	78.5%	68.0%	-10.5%
CCCS	73.4%	64.5%	-8.9%

Figure 8. Five-Year Comparison of Female and Male Course Completion Rates

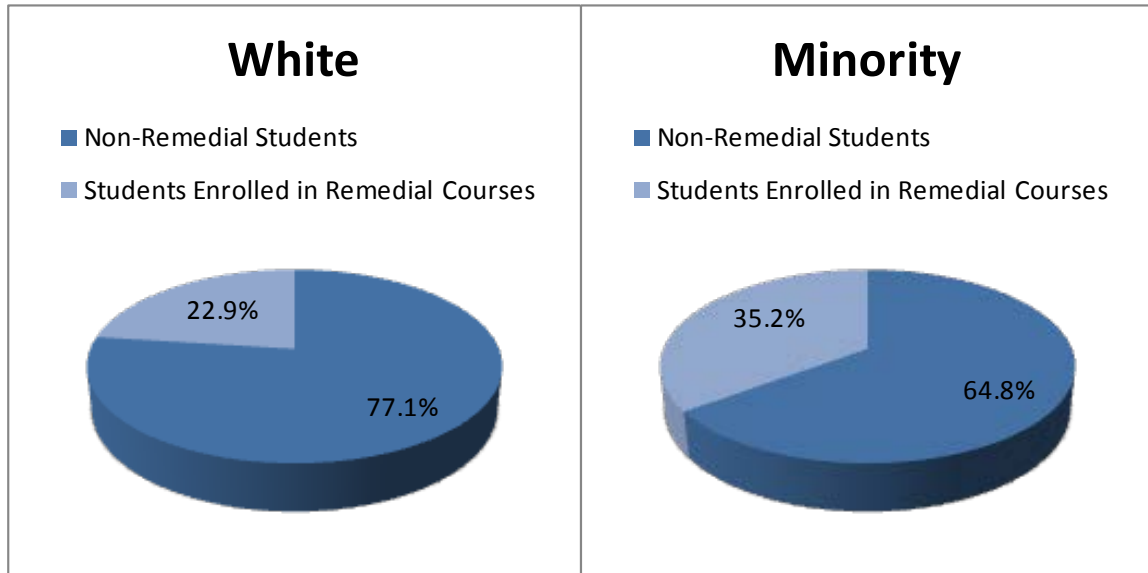


Race/Ethnicity

Greater percentages of minority students are enrolled in remedial courses than white students (Figure 9).⁴ In academic year 2012-2013, 22.9% of white students were enrolled in remedial courses compared to 35.2% of minority students. About 45% of students enrolled in remedial courses are minorities, while minorities make up just under 35% of the CCCS student population (Table 16). White students complete their remedial courses at a higher rate than minority students (Table 17). In 2012-2013, the CCCS gap between completion rates for white and minority students was 7.5 percentage points, which is a drop of 1.2 percentage points from the prior year. The gap between white and minority completion rates of 7.5 percentage points is an increase of 3.3 percentage points since 2008-2009 (Figure 10).

⁴ 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, “other,” or non-resident aliens are not included in the percentage calculation. For remedial rates, 8.6% of students were not included in the calculation for 2012-13; for the overall headcount, 10.8% of students were not included.

Figure 9. Remedial vs. Non-Remedial Enrollment



Successful vs. Unsuccessful Remedial Course Completion

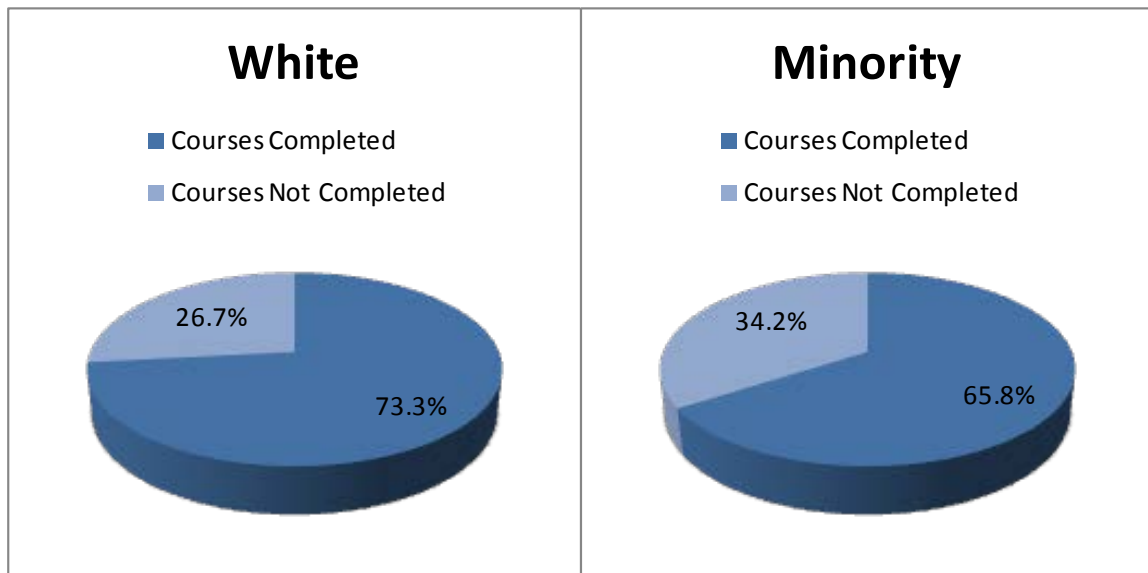


Table 16. Remedial Students and Overall Headcount by Ethnicity by Institution, Academic Year 2012-2013*

Institution	Remedial Students 2012-2013		Overall 2012-13 Headcount	
	White	Minority	White	Minority
ACC	67.4%	32.6%	70.8%	29.2%
CCA	33.5%	66.5%	43.7%	56.3%
CCD	34.2%	65.8%	40.3%	59.7%
CNCC	73.4%	26.6%	86.4%	13.6%
FRCC	70.1%	29.9%	76.7%	23.3%
LCC	49.0%	51.0%	66.4%	33.6%
MCC	60.5%	39.5%	80.6%	19.4%
NJC	67.5%	32.5%	83.5%	16.5%
OJC	47.5%	52.5%	61.9%	38.1%
PCC	56.8%	43.2%	57.7%	42.3%
PPCC	59.3%	40.7%	66.7%	33.3%
RRCC	70.4%	29.6%	77.3%	22.7%
TSJC	41.6%	58.4%	52.2%	47.8%
CCCS	54.9%	45.1%	65.1%	34.9%

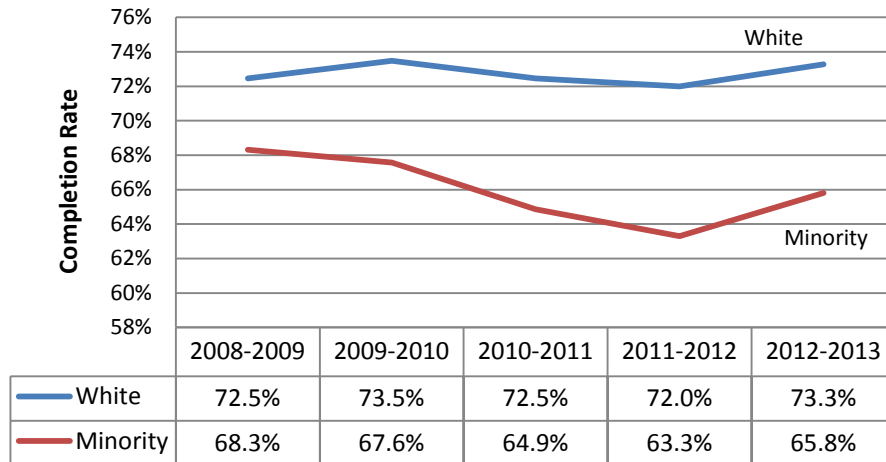
*Excludes students with unreported ethnicity

Table 17. Remedial Course Completion Rates by Ethnicity, Academic Year 2012-2013

College	White	Minority	Difference: Minority minus White
ACC	80.9%	75.6%	-5.3%
CCA	79.7%	68.7%	-11.0%
CCD	67.2%	62.0%	-5.1%
CNCC	72.5%	81.1%	8.6%
FRCC	74.9%	70.1%	-4.8%
LCC	56.9%	64.5%	7.6%
MCC	73.9%	72.2%	-1.7%
NJC	75.2%	77.0%	1.8%
OJC	78.5%	78.2%	-0.3%
PCC	80.5%	75.7%	-4.8%
PPCC	66.4%	58.5%	-7.9%
RRCC	74.9%	63.3%	-11.6%
TSJC	77.5%	72.5%	-5.0%
Total	73.3%	65.8%	-7.5%

*Excludes students with unreported ethnicity

Figure 10. Five-Year Comparison of White and Minority Course Completion Rates



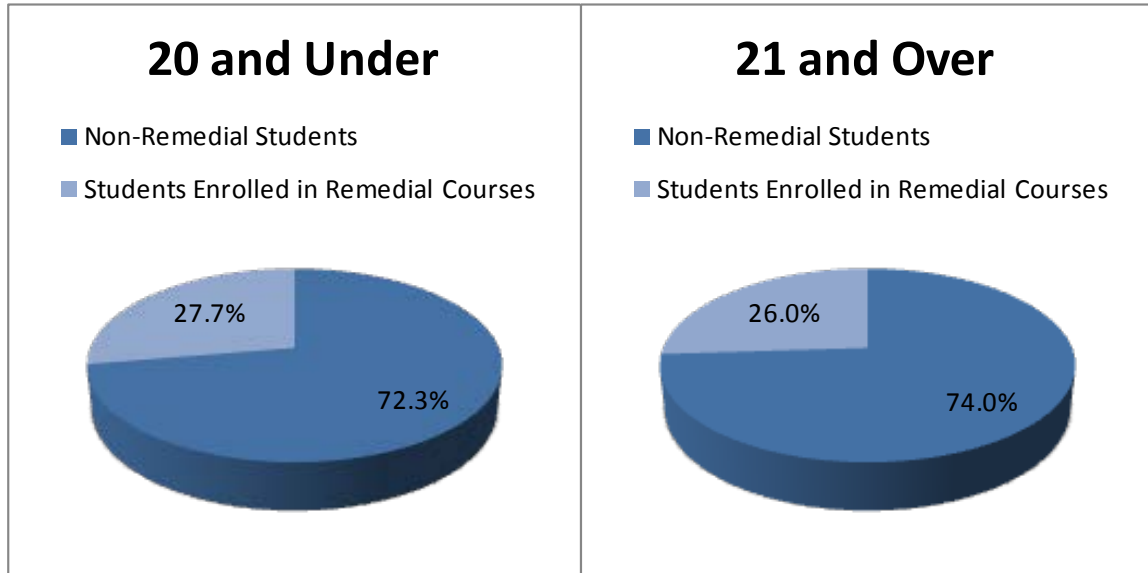
Age

The percentage of students in remedial courses by age closely reflects the overall student age populations.⁵ Approximately one-third of both 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 – 27.7 percent compared to 26.0 percent of the 21 and over age group (Figure 11).

As age increases, students are more likely to successfully complete remedial courses, although the gap between the two groups continues to narrow (Figure 12). The completion rate for the 20 and under age group increased 3.6 percentage points this year, while the rate for the 21 and over category grew one percentage point.

⁵ Age is calculated based on December 31, 2012. The 2011-2012 report used the SURDS age calculation.

Figure 11. Remedial vs. Non-Remedial Enrollment



Successful vs. Unsuccessful Remedial Course Completion

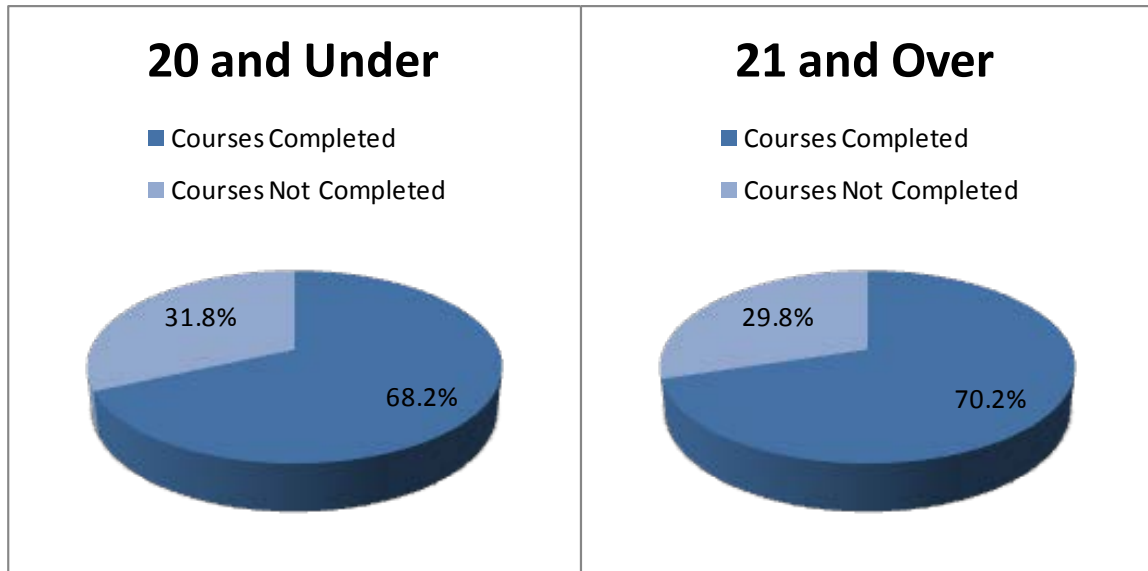


Table 18. Remedial Students and Overall Headcount by Age Group by Institution, Academic Year 2012-2013

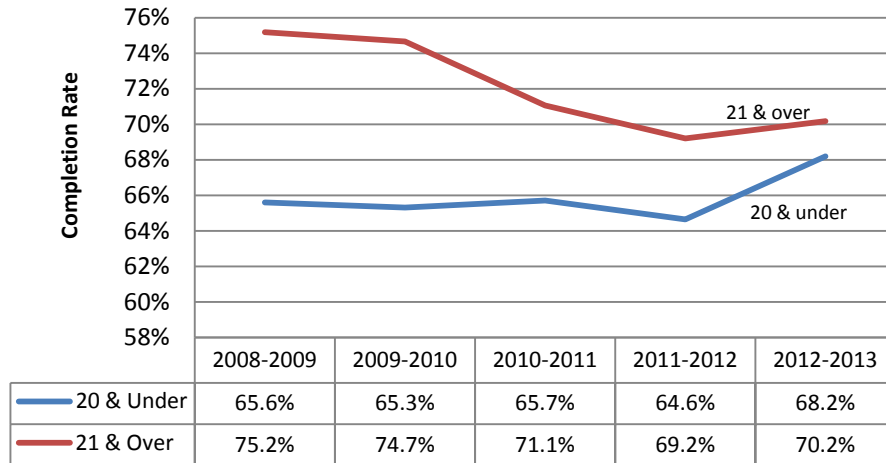
Institution	Remedial Students 2012-2013		Overall 2012-13 Headcount	
	20 & under	21 & over	20 & under	21 & over
ACC	33.4%	66.6%	29.4%	70.6%
CCA	36.1%	63.9%	39.8%	60.2%
CCD	33.6%	66.4%	31.0%	69.0%
CNCC	61.5%	38.5%	43.2%	56.8%
FRCC	33.0%	67.0%	31.2%	68.8%
LCC	62.3%	37.7%	64.9%	35.1%
MCC	32.0%	68.0%	44.8%	55.2%
NJC	74.3%	25.7%	45.2%	54.8%
OJC	59.5%	40.5%	51.3%	48.7%
PCC	28.8%	71.2%	24.2%	75.8%
PPCC	27.6%	72.4%	29.3%	70.7%
RRCC	29.9%	70.1%	27.9%	72.1%
TSJC	41.4%	58.6%	38.3%	61.7%
CCCS	33.2%	66.8%	31.9%	68.1%

Table 19. Remedial Course Completion Rates by Age Group by Institution, Academic Year 2012-2013

College	20 & under	21 & over	Difference 20 & under - 21+
ACC	75.4%	81.1%	-5.7%
CCA	71.2%	72.5%	-1.3%
CCD	66.8%	61.8%	5.0%
CNCC	77.0%	73.5%	3.6%
FRCC	69.2%	75.2%	-6.1%
LCC	62.8%	56.5%	6.3%
MCC	65.2%	76.2%	-10.9%
NJC	75.3%	75.3%	0.0%
OJC	79.5%	77.6%	1.9%
PCC	75.9%	79.1%	-3.2%
PPCC	56.7%	65.4%	-8.6%
RRCC	66.2%	74.2%	-8.0%
TSJC	74.3%	74.2%	0.1%
Total	68.2%	70.2%	-2.0%

Note: Numbers may not sum due to rounding.

Figure 12. 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 (82.5%) of remedial enrollments are in classes with traditional instruction methods; 14.4% 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 (70.8% vs. 61.4%). The gap between completers by instructional method ranges from a high of 44 percentage points (Otero Junior College) to 4 percentage points (Pikes Peak Community College). In all cases, completion rates were higher for traditional instruction (Table 21). The gap in completion rates between online and traditional instruction methods has remained relatively consistent over the last five years although the gap is 1.3 percentage points less today than five years ago (Figure 13).

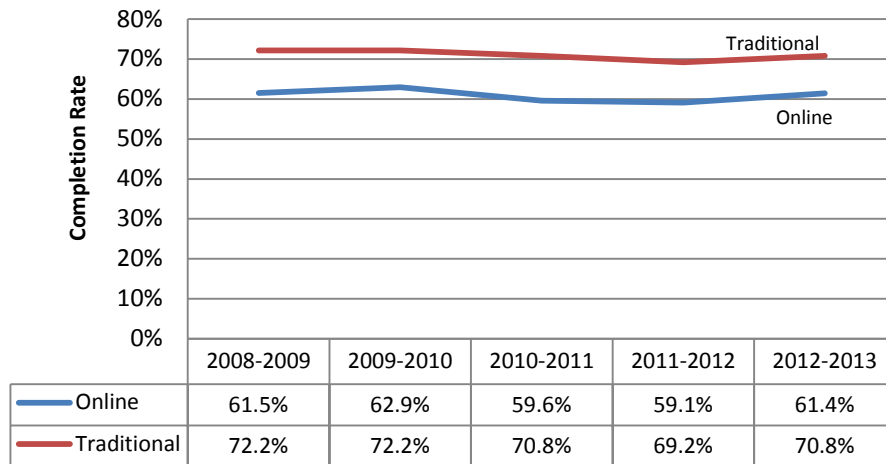
**Table 20. Remedial Course Enrollments by Instruction Method
by Institution, Academic Year 2012-13**

College	Online	Traditional	Other
ACC	22.8%	72.9%	4.3%
CCA	17.0%	83.0%	0.0%
CCD	7.7%	88.9%	3.4%
CNCC	11.1%	86.9%	1.9%
FRCC	16.5%	83.2%	0.3%
LCC	9.4%	87.2%	3.3%
MCC	15.7%	76.0%	8.3%
NJC	8.2%	91.8%	0.0%
OJC	2.8%	77.9%	19.3%
PCC	13.7%	76.9%	9.4%
PPCC	17.0%	80.3%	2.7%
RRCC	19.9%	78.3%	1.8%
TSJC	5.8%	87.7%	6.5%
Total	14.4%	82.5%	3.1%

**Table 21. Remedial Course Completion Rates by Instruction Method
by Institution, Academic Year 2012-13**

College	Online	Traditional	Difference: Online minus Traditional
ACC	72.2%	81.5%	-9.3%
CCA	59.9%	74.4%	-14.5%
CCD	47.0%	64.8%	-17.8%
CNCC	56.9%	78.3%	-21.4%
FRCC	66.1%	74.3%	-8.2%
LCC	53.3%	61.4%	-8.1%
MCC	59.7%	74.0%	-14.3%
NJC	54.7%	77.0%	-22.4%
OJC	38.1%	82.2%	-44.1%
PCC	60.4%	81.5%	-21.1%
PPCC	59.3%	63.5%	-4.2%
RRCC	65.6%	73.1%	-7.5%
TSJC	59.6%	75.0%	-15.4%
Total	61.4%	70.8%	-9.4%

Figure 13. Five-Year Comparison of Course Completion Rates by Instructional Method



Sources:

All course completion rates were compiled from frozen end of term course files for academic years 2008-2009 through 2012-2013. 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.