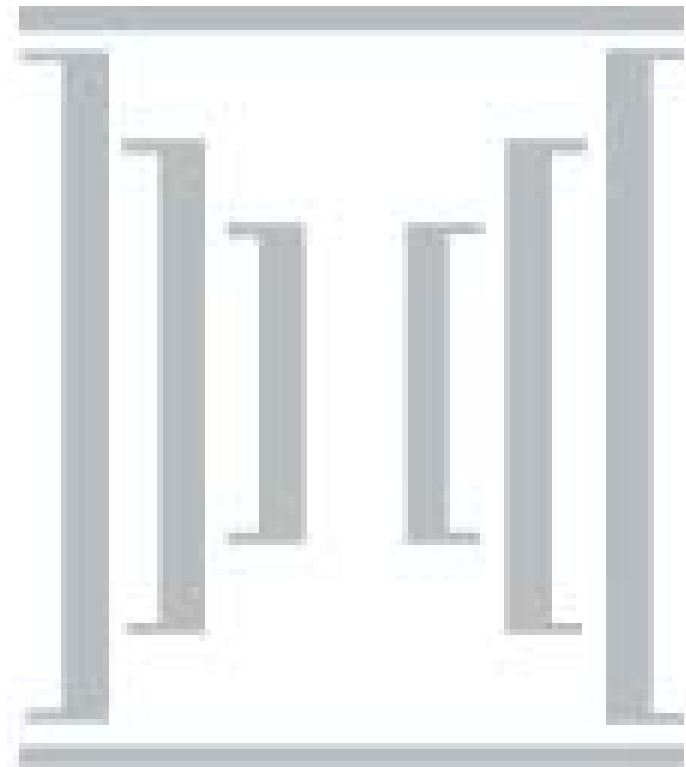


Data Trends and Briefings

July 2, 2008



North Carolina Community College System
President's Office

Do Success and Study Skills Courses Really Help Community College Students Succeed?

Introduction

Many community college students arrive on campus unprepared to succeed in their academic career, and they are under-prepared to succeed in life in general. They have unclear goals to pursue credentials needed to have well paying jobs. They have poor study skills and they lack skills to cope with challenges in their lives. Community colleges offer success and study skills courses to help students with these problems. In NCCCS (North Carolina Community College System), there are four kinds of such courses: Study Skills (ACA 090), College Student Success (ACA 111), Success & Study Skills (ACA 115), and College Study Skills (ACA 118).

CCRC (Community College Research Center) in Teachers College, Columbia University recently conducted a study to examine effectiveness of the student success courses based on student data in Florida's 28 community colleges. Florida Department of Education also did a similar study a year earlier. (In Florida, these courses are called "student life skills" or "SLS" course.) They found that completers of SLS courses are more likely than non-completers of them to achieve one of the three positive student outcomes: earning a community college credential, transferring to the state university system, or remaining enrolled in community college after five years.

CCRC study refined the Florida study to examine subgroups of students who took developmental courses. Their study revealed that SLS enrollment is associated with a 9 percent increase in the probability of success for the student who never took developmental courses. For the students who took one or more developmental courses, SLS enrollment is associated with a 5 percent increase. All of these marginal effects were highly statistically significant, with p-values close to zero.

For the current study, five year positive student outcomes were examined of new students in the fall 2001 by the spring 2006. The results were also compared with those who took English and/or Math developmental courses with and without taking the study skills courses.

Results and Findings

Analysis of the fall 2001 cohort revealed that taking study skills courses increased five year positive student outcomes by 3 percent to 21 percent. Positive student outcome of the students who took study skills courses was 61 percent after five years. Compared to 48 percent of positive student outcomes for all students, regardless of the status of taking study skills courses, it's a 13 percent improvement. Of those 61 percent who achieved positive outcomes, 22 percent were still enrolled with at least 30 credit hours after five years, 20 percent of them received an award, and 19 percent transferred. (Refer to Table 1.)

- Taking Developmental English Course(s) with or without Study Skills Course

Although the number of students who took developmental English courses was only 6 percent of the fall 2001 cohort, it is noticeable that the five year student outcomes of those students dropped by 1 percent. (Refer to Table 2.) Of those who took developmental English courses, 30 percent of them took study skills course(s) as well. The positive student outcomes for them showed a 4 percent increase over the outcomes of the students who took developmental English courses alone. The proportion of the students who received associate degrees without transfer was improved by 5 percent. (Refer to Table 3.)

- Taking Developmental Math Course(s) with or without Study Skills Course

More than 20 percent of the fall 2001 cohort took one or more math developmental courses. The five year student outcomes of the students who took developmental math courses improved by 15 percent over the performance of all students. The transfer rate with or without award was 24 percent, followed by 21 percent who were still enrolled with at least 30 credit hours. (Refer to Table 4.) If a student took a study skills course and developmental math course(s), the five year student outcomes increased by 3 percent. (Refer to Table 5.)

- Taking Developmental Math and English Course(s) with or without Study Skills Course

Five year student outcome of those who took both developmental math and English were 4% higher than the one for all students. About 24 percent of the fall 2001 cohort was in this group. One fourth of this group were still enrolled after the five year period, about 14 percent transferred with or without degree, and about the same proportion of students received an award without transfer. (Refer to Table 6.) If a student took a study skills course and both developmental math and English courses, the five year student outcomes increased by 3 percent more. The ratio between the students who received award without transfer and the students who transferred with or without award was almost balanced, except slightly more students received award without transfer (15 percent vs. 14 percent). (Refer to Table 7.)

- Taking No Developmental Math or English Course with or without Study Skills Course

For the students who didn't take developmental math or English, the five year student outcomes were 8 percent higher than for all students, with only 10 percent of them still enrolled with at least 30 credit hours. 24 percent received an award without transfer, while 22 percent transferred. A majority of the transferred students did so without an award. (Refer to Table 8.)

If a student took a study skills course and no developmental math or English course, the five year student outcomes were 13 percent higher than for those who took no developmental courses, which was 69 percent. Of those, 28 percent received an award without transfer, while 26 percent transferred. Among transferred students, 11 percent received an award and transferred, 15 percent transferred without award, and 16 percent were still enrolled with at least 30 credit hours after five years. (Refer to Table 9.)

Conclusion

The effects of taking study skills course were greatest for students were not required take any developmental course; 21 percent increase in the five year student outcomes (69%). This result confirms the findings of the CCRC study. However, taking developmental math course(s) appeared to have a great effect in improving five year student outcomes, whether they took study skills course or not; 63 percent for the students who took developmental math and 66 percent for the students who took study skills course and developmental math course(s). Taking developmental math course(s) appeared to help students achieve positive student outcomes.

Taking developmental English course(s) with study skills course helped students to achieve positive student outcomes; the success rate increased 4 percent. Taking study skills course is especially effective for the younger part-time students, when they took developmental English: 7 percent increase. Considering that they also teach time management skills in the study skills course(s), it can be more beneficial for the younger part-time students to take those courses.

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Table 1. Five Year Student Outcomes of those who took Study Skills Courses

<u>Fall 2001 Cohort (All New Full-Time Students)</u>		POSITIVE OUTCOMES FOR NEW FULL-TIME STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK STUDY SKILLS COURSE													
Full-Time Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
	<=22	5,226	71.8%	214	4%	666	13%	25	0%	418	8%	825	16%	1,164	
23 - 45	1,758	24.1%	174	10%	298	17%	6	0%	98	6%	150	9%	297	17%	58%
46 and older	298	4.1%	39	13%	77	26%	0	0%	9	3%	4	1%	28	9%	53%
Total Cohort	7,282		427	6%	1,041	14%	31	0%	525	7%	979	13%	1,489	20%	62%

<u>Fall 2001 Cohort (All New Part-Time Students)</u>		POSITIVE OUTCOMES FOR NEW PART-TIME STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK STUDY SKILLS COURSE													
Part-Time Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
	<=22	954	48.6%	46	5%	72	8%	4	0%	37	4%	89	9%	227	
23 - 45	899	45.8%	61	7%	119	13%	3	0%	50	6%	81	9%	243	27%	62%
46 and older	108	5.5%	11	10%	21	19%	0	0%	7	6%	6	6%	29	27%	69%
Total Cohort	1,961		118	6%	212	11%	7	0%	94	5%	176	9%	499	25%	56%

<u>Fall 2001 Cohort (All New Students)</u>		POSITIVE OUTCOMES FOR ALL NEW [BOTH PART- AND FULL-TIME] STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK STUDY SKILLS COURSE													
All New Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
	<=22	6,180	66.9%	260	4%	738	12%	29	0%	455	7%	914	15%	1,391	
23 - 45	2,657	28.7%	235	9%	417	16%	9	0%	148	6%	231	9%	540	20%	59%
46 and older	406	4.4%	50	12%	98	24%	0	0%	16	4%	10	2%	57	14%	57%
Total Cohort	9,243		545	6%	1,253	14%	38	0%	619	7%	1,155	12%	1,988	22%	61%

Table 2. Five Year Student Outcomes who took Developmental English Courses

<u>Fall 2001 Cohort (All New Full-Time Students)</u>		POSITIVE OUTCOMES FOR NEW FULL-TIME STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK DEVELOPMENTAL ENGLISH									
Full-Time Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer	Award of Associates Degree or Higher w/o Transfer	Award of Less than Associate's Degree and Transferred	Award of Associates Degree or Higher and Transferred	Transferred w/o Award	Still Enrolled w/o Award and Earned at Least 30 Hours	TOTAL %		
	#	%	#	%	#	%	#	%	#	%	
	<=22	1,004	73.2%	43 4%	124 12%	2 0%	75 7%	155 15%	175 17%	57%	
23 - 45	310	22.6%	46 15%	29 9%	2 1%	12 4%	16 5%	44 14%	48%		
46 and older	58	4.2%	12 21%	9 16%	0 0%	0 0%	0 0%	2 3%	40%		
Total Cohort	1,372		101 7%	162 12%	4 0%	87 6%	171 12%	221 16%	54%		

<u>Fall 2001 Cohort (All New Part-Time Students)</u>		POSITIVE OUTCOMES FOR NEW PART-TIME STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK DEVELOPMENTAL ENGLISH									
Part-Time Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer	Award of Associates Degree or Higher w/o Transfer	Award of Less than Associate's Degree and Transferred	Award of Associates Degree or Higher and Transferred	Transferred w/o Award	Still Enrolled w/o Award and Earned at Least 30 Hours	TOTAL %		
	#	%	#	%	#	%	#	%	#	%	
	<=22	454	51.0%	20 4%	22 5%	0 0%	8 2%	39 9%	80 18%	37%	
23 - 45	387	43.4%	28 7%	14 4%	1 0%	5 1%	38 10%	59 15%	37%		
46 and older	50	5.6%	3 6%	5 10%	0 0%	1 2%	0 0%	4 8%	26%		
Total Cohort	891		51 6%	41 5%	1 0%	14 2%	77 9%	143 16%	37%		

<u>Fall 2001 Cohort (All New Students)</u>		POSITIVE OUTCOMES FOR ALL NEW [BOTH PART- AND FULL-TIME] STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK DEVELOPMENTAL ENGLISH									
All New Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer	Award of Associates Degree or Higher w/o Transfer	Award of Less than Associate's Degree and Transferred	Award of Associates Degree or Higher and Transferred	Transferred w/o Award	Still Enrolled w/o Award and Earned at Least 30 Hours	TOTAL %		
	#	%	#	%	#	%	#	%	#	%	
	<=22	1,458	64.4%	63 4%	146 10%	2 0%	83 6%	194 13%	255 17%	51%	
23 - 45	697	30.8%	74 11%	43 6%	3 0%	17 2%	54 8%	103 15%	42%		
46 and older	108	4.8%	15 14%	14 13%	0 0%	1 1%	0 0%	6 6%	33%		
Total Cohort	2,263		152 7%	203 9%	5 0%	101 4%	248 11%	364 16%	47%		

Table 3. Five Year Student Outcomes of those who took Study Skills Course and Developmental English Course(s)

<u>Fall 2001 Cohort (All New Full-Time Students)</u>		POSITIVE OUTCOMES FOR NEW FULL-TIME STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK STUDY SKILLS COURSE AND DEVELOPMENTAL ENGLISH													
Full-Time Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
	<=22	402	79.6%	15	4%	68	17%	2	0%	22	5%	46	11%	77	
23 - 45	86	17.0%	11	13%	11	13%	0	0%	5	6%	0	0%	9	10%	42%
46 and older	17	3.4%	1	6%	2	12%	0	0%	0	0%	0	0%	1	6%	24%
Total Cohort	505		27	5%	81	16%	2	0%	27	5%	46	9%	87	17%	53%

<u>Fall 2001 Cohort (All New Part-Time Students)</u>		POSITIVE OUTCOMES FOR NEW PART-TIME STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK STUDY SKILLS COURSE AND DEVELOPMENTAL ENGLISH													
Part-Time Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
	<=22	102	58.6%	3	3%	9	9%	0	0%	2	2%	13	13%	18	
23 - 45	64	36.8%	4	6%	4	6%	0	0%	0	0%	5	8%	9	14%	34%
46 and older	8	4.6%	1	13%	4	50%	0	0%	1	13%	0	0%	0	0%	75%
Total Cohort	174		8	5%	17	10%	0	0%	3	2%	18	10%	27	16%	42%

<u>Fall 2001 Cohort (All New Students)</u>		POSITIVE OUTCOMES FOR ALL NEW [BOTH PART- AND FULL-TIME] STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK STUDY SKILLS COURSE AND DEVELOPMENTAL ENGLISH													
All New Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
	<=22	504	74.2%	18	4%	77	15%	2	0%	24	5%	59	12%	95	
23 - 45	150	22.1%	15	10%	15	10%	0	0%	5	3%	5	3%	18	12%	39%
46 and older	25	3.7%	2	8%	6	24%	0	0%	1	4%	0	0%	1	4%	40%
Total Cohort	679		35	5%	98	14%	2	0%	30	4%	64	9%	114	17%	51%

Table 4. Five Year Student Outcomes of those who took Developmental Math Course(s)

<u>Fall 2001 Cohort (All New Full-Time Students)</u>		POSITIVE OUTCOMES FOR NEW FULL-TIME STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK DEVELOPMENTAL MATH													
Full-Time Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
	<=22	3,279	61.8%	110	3%	336	10%	13	0%	335	10%	655	20%	701	
23 - 45	1,775	33.5%	139	8%	318	18%	11	1%	141	8%	236	13%	294	17%	64%
46 and older	249	4.7%	32	13%	69	28%	2	1%	18	7%	12	5%	31	12%	66%
Total Cohort	5,303		281	5%	723	14%	26	0%	494	9%	903	17%	1,026	19%	65%

<u>Fall 2001 Cohort (All New Part-Time Students)</u>		POSITIVE OUTCOMES FOR NEW PART-TIME STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK DEVELOPMENTAL MATH													
Part-Time Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
	<=22	1,016	36.7%	53	5%	69	7%	0	0%	47	5%	136	13%	235	
23 - 45	1,569	56.7%	97	6%	203	13%	7	0%	91	6%	200	13%	382	24%	62%
46 and older	183	6.6%	9	5%	35	19%	1	1%	13	7%	14	8%	52	28%	68%
Total Cohort	2,768		159	6%	307	11%	8	0%	151	5%	350	13%	669	24%	59%

<u>Fall 2001 Cohort (All New Students)</u>		POSITIVE OUTCOMES FOR ALL NEW [BOTH PART- AND FULL-TIME] STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK DEVELOPMENTAL MATH													
All New Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
	<=22	4,295	53.2%	163	4%	405	9%	13	0%	382	9%	791	18%	936	
23 - 45	3,344	41.4%	235	7%	521	16%	18	1%	232	7%	436	13%	676	20%	63%
46 and older	432	5.4%	41	9%	104	24%	3	1%	31	7%	26	6%	83	19%	67%
Total Cohort	8,071		439	5%	1,030	13%	34	0%	645	8%	1,253	16%	1,695	21%	63%

Table 5. Five Year Student Outcomes of those who took Study Skills Course and Developmental Math Course(s)

<u>Fall 2001 Cohort (All New Full-Time Students)</u>		POSITIVE OUTCOMES FOR NEW FULL-TIME STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK STUDY SKILLS COURSE AND DEVELOPMENTAL MATH														
		Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Full-Time Students																
<=22		1,113	68.5%	34	3%	132	12%	6	1%	117	11%	216	19%	242	22%	67%
23 - 45		448	27.6%	39	9%	89	20%	2	0%	33	7%	54	12%	80	18%	66%
46 and older		65	4.0%	5	8%	22	34%	0	0%	5	8%	2	3%	7	11%	63%
Total Cohort		1,626		78	5%	243	15%	8	0%	155	10%	272	17%	329	20%	67%

<u>Fall 2001 Cohort (All New Part-Time Students)</u>		POSITIVE OUTCOMES FOR NEW PART-TIME STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK STUDY SKILLS COURSE AND DEVELOPMENTAL MATH														
		Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Part-Time Students																
<=22		221	41.8%	16	7%	15	7%	0	0%	13	6%	16	7%	51	23%	50%
23 - 45		275	52.0%	23	8%	42	15%	1	0%	19	7%	33	12%	89	32%	75%
46 and older		33	6.2%	2	6%	7	21%	0	0%	2	6%	3	9%	6	18%	61%
Total Cohort		529		41	8%	64	12%	1	0%	34	6%	52	10%	146	28%	64%

<u>Fall 2001 Cohort (All New Students)</u>		POSITIVE OUTCOMES FOR ALL NEW [BOTH PART- AND FULL-TIME] STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK STUDY SKILLS COURSE AND DEVELOPMENTAL MATH														
		Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All New Students																
<=22		1,334	61.9%	50	4%	147	11%	6	0%	130	10%	232	17%	293	22%	64%
23 - 45		723	33.5%	62	9%	131	18%	3	0%	52	7%	87	12%	169	23%	70%
46 and older		98	4.5%	7	7%	29	30%	0	0%	7	7%	5	5%	13	13%	62%
Total Cohort		2,155		119	6%	307	14%	9	0%	189	9%	324	15%	475	22%	66%

Table 6. Five Year Student Outcomes of those who took Developmental Math and English

<u>Fall 2001 Cohort (All New Full-Time Students)</u>		POSITIVE OUTCOMES FOR NEW FULL-TIME STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK DEVELOPMENTAL MATH & ENGLISH													
Full-Time Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
	<=22	4,648	68.7%	187	4%	377	8%	11	0%	238	5%	604	13%	1,132	
23 - 45	1,794	26.5%	128	7%	201	11%	3	0%	59	3%	115	6%	352	20%	48%
46 and older	328	4.8%	39	12%	73	22%	0	0%	4	1%	3	1%	43	13%	49%
Total Cohort	6,770		354	5%	651	10%	14	0%	301	4%	722	11%	1,527	23%	53%

<u>Fall 2001 Cohort (All New Part-Time Students)</u>		POSITIVE OUTCOMES FOR NEW PART-TIME STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK DEVELOPMENTAL MATH & ENGLISH													
Part-Time Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
	<=22	1,163	51.1%	35	3%	54	5%	3	0%	22	2%	117	10%	307	
23 - 45	1,000	44.0%	59	6%	82	8%	2	0%	24	2%	65	7%	311	31%	54%
46 and older	111	4.9%	7	6%	9	8%	0	0%	3	3%	3	3%	29	26%	46%
Total Cohort	2,274		101	4%	145	6%	5	0%	49	2%	185	8%	647	28%	50%

<u>Fall 2001 Cohort (All New Students)</u>		POSITIVE OUTCOMES FOR ALL NEW [BOTH PART- AND FULL-TIME] STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK DEVELOPMENTAL MATH & ENGLISH													
All New Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
	<=22	5,811	64.3%	222	4%	431	7%	14	0%	260	4%	721	12%	1,439	
23 - 45	2,794	30.9%	187	7%	283	10%	5	0%	83	3%	180	6%	663	24%	50%
46 and older	439	4.9%	46	10%	82	19%	0	0%	7	2%	6	1%	72	16%	49%
Total Cohort	9,044		455	5%	796	9%	19	0%	350	4%	907	10%	2,174	24%	52%

Table 7. Five Year Student Outcomes of those who took Study Skills Course and Developmental Math and English

<u>Fall 2001 Cohort (All New Full-Time Students)</u>		POSITIVE OUTCOMES FOR NEW FULL-TIME STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK STUDY SKILLS COURSE AND DEVELOPMENTAL MATH & ENGLISH									
Full-Time Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer	Award of Associates Degree or Higher w/o Transfer	Award of Less than Associate's Degree and Transferred	Award of Associates Degree or Higher and Transferred	Transferred w/o Award	Still Enrolled w/o Award and Earned at Least 30 Hours	TOTAL %		
	#	%	#	%	#	%	#	%	#	%	
<=22	2,478	71.5%	84 3%	225 9%	9 0%	119 5%	331 13%	630 25%	56%		
23 - 45	816	23.5%	59 7%	113 14%	1 0%	30 4%	55 7%	169 21%	52%		
46 and older	171	4.9%	19 11%	42 25%	0 0%	3 2%	2 1%	17 10%	49%		
Total Cohort	3,465		162 5%	380 11%	10 0%	152 4%	388 11%	816 24%	55%		

<u>Fall 2001 Cohort (All New Part-Time Students)</u>		POSITIVE OUTCOMES FOR NEW PART-TIME STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK STUDY SKILLS COURSE AND DEVELOPMENTAL MATH & ENGLISH									
Part-Time Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer	Award of Associates Degree or Higher w/o Transfer	Award of Less than Associate's Degree and Transferred	Award of Associates Degree or Higher and Transferred	Transferred w/o Award	Still Enrolled w/o Award and Earned at Least 30 Hours	TOTAL %		
	#	%	#	%	#	%	#	%	#	%	
<=22	356	53.6%	14 4%	17 5%	2 1%	6 2%	28 8%	111 31%	50%		
23 - 45	284	42.8%	16 6%	23 8%	0 0%	10 4%	15 5%	100 35%	58%		
46 and older	24	3.6%	2 8%	2 8%	0 0%	1 4%	2 8%	10 42%	71%		
Total Cohort	664		32 5%	42 6%	2 0%	17 3%	45 7%	221 33%	54%		

<u>Fall 2001 Cohort (All New Students)</u>		POSITIVE OUTCOMES FOR ALL NEW [BOTH PART- AND FULL-TIME] STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK STUDY SKILLS COURSE AND DEVELOPMENTAL MATH & ENGLISH									
All New Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer	Award of Associates Degree or Higher w/o Transfer	Award of Less than Associate's Degree and Transferred	Award of Associates Degree or Higher and Transferred	Transferred w/o Award	Still Enrolled w/o Award and Earned at Least 30 Hours	TOTAL %		
	#	%	#	%	#	%	#	%	#	%	
<=22	2,834	68.6%	98 3%	242 9%	11 0%	125 4%	359 13%	741 26%	56%		
23 - 45	1,100	26.6%	75 7%	136 12%	1 0%	40 4%	70 6%	269 24%	54%		
46 and older	195	4.7%	21 11%	44 23%	0 0%	4 2%	4 2%	27 14%	51%		
Total Cohort	4,129		194 5%	422 10%	12 0%	169 4%	433 10%	1,037 25%	55%		

Table 8. Five Year Student Outcomes of those who took No Developmental Math or English

<u>Fall 2001 Cohort (All New Full-Time Students)</u>		POSITIVE OUTCOMES FOR NEW FULL-TIME STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK NO DEVELOPMENTAL MATH OR ENGLISH													
Full-Time Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
	<=22	5,379	53.5%	428	8%	737	14%	32	1%	527	10%	1,299	24%	733	
23 - 45	4,120	41.0%	1,136	28%	518	13%	56	1%	202	5%	414	10%	312	8%	64%
46 and older	546	5.4%	178	33%	92	17%	1	0%	10	2%	14	3%	26	5%	59%
Total Cohort	10,045		1,742	17%	1,347	13%	89	1%	739	7%	1,727	17%	1,071	11%	67%

<u>Fall 2001 Cohort (All New Part-Time Students)</u>		POSITIVE OUTCOMES FOR NEW PART-TIME STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK NO DEVELOPMENTAL MATH OR ENGLISH													
Part-Time Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
	<=22	2,318	27.0%	108	5%	158	7%	10	0%	87	4%	484	21%	268	
23 - 45	5,232	60.8%	457	9%	447	9%	37	1%	157	3%	676	13%	457	9%	43%
46 and older	1,051	12.2%	130	12%	63	6%	2	0%	18	2%	38	4%	75	7%	31%
Total Cohort	8,601		695	8%	668	8%	49	1%	262	3%	1,198	14%	800	9%	43%

<u>Fall 2001 Cohort (All New Students)</u>		POSITIVE OUTCOMES FOR ALL NEW [BOTH PART- AND FULL-TIME] STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK NO DEVELOPMENTAL MATH OR ENGLISH													
All New Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
	<=22	7,697	41.3%	536	7%	895	12%	42	1%	614	8%	1,783	23%	1,001	
23 - 45	9,352	50.2%	1,593	17%	965	10%	93	1%	359	4%	1,090	12%	769	8%	52%
46 and older	1,597	8.6%	308	19%	155	10%	3	0%	28	2%	52	3%	101	6%	41%
Total Cohort	18,646		2,437	13%	2,015	11%	138	1%	1,001	5%	2,925	16%	1,871	10%	56%

Table 9. Five Year Student Outcomes of those who took Study Skills Course and No Developmental Courses

<u>Fall 2001 Cohort (All New Full-Time Students)</u>		POSITIVE OUTCOMES FOR NEW FULL-TIME STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK STUDY SKILLS COURSE AND NO DEVELOPMENTAL MATH OR ENGLISH													
Full-Time Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
	<=22	1,233	73.1%	81	7%	241	20%	8	1%	160	13%	232	19%	215	
23 - 45	408	24.2%	65	16%	85	21%	3	1%	30	7%	41	10%	39	10%	64%
46 and older	45	2.7%	14	31%	11	24%	0	0%	1	2%	0	0%	3	7%	64%
Total Cohort	1,686		160	9%	337	20%	11	1%	191	11%	273	16%	257	15%	73%

<u>Fall 2001 Cohort (All New Part-Time Students)</u>		POSITIVE OUTCOMES FOR NEW PART-TIME STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK STUDY SKILLS COURSE AND NO DEVELOPMENTAL MATH OR ENGLISH													
Part-Time Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
	<=22	275	46.3%	13	5%	31	11%	2	1%	16	6%	32	12%	47	
23 - 45	276	46.5%	18	7%	50	18%	2	1%	21	8%	28	10%	45	16%	59%
46 and older	43	7.2%	6	14%	8	19%	0	0%	3	7%	1	2%	13	30%	72%
Total Cohort	594		37	6%	89	15%	4	1%	40	7%	61	10%	105	18%	57%

<u>Fall 2001 Cohort (All New Students)</u>		POSITIVE OUTCOMES FOR ALL NEW [BOTH PART- AND FULL-TIME] STUDENTS IN FALL 2001 BY THE END OF SPRING TERM 2006, WHO TOOK STUDY SKILLS COURSE AND NO DEVELOPMENTAL MATH OR ENGLISH													
All New Students	Initial Cohort		Award of Less than Associate's Degree w/o Transfer		Award of Associates Degree or Higher w/o Transfer		Award of Less than Associate's Degree and Transferred		Award of Associates Degree or Higher and Transferred		Transferred w/o Award		Still Enrolled w/o Award and Earned at Least 30 Hours		TOTAL %
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
	<=22	1,508	66.1%	94	6%	272	18%	10	1%	176	12%	264	18%	262	
23 - 45	684	30.0%	83	12%	135	20%	5	1%	51	7%	69	10%	84	12%	62%
46 and older	88	3.9%	20	23%	19	22%	0	0%	4	5%	1	1%	16	18%	68%
Total Cohort	2,280		197	9%	426	19%	15	1%	231	10%	334	15%	362	16%	69%