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ABSTRACT

This report aims to address concerns regarding the need for developmental education in mathematics in the higher education institutions in Texas. Fifty-three million dollars of the $93 million appropriated for developmental education in Texas in 2002 went to mathematics. About 40% of new students in two-year colleges and 20% of new students in universities require developmental education in mathematics. While developmental education is often considered a program mainly benefiting minority students, the requirement for developmental education in mathematics cuts across racial and ethnic lines. Forty-six percent of students requiring developmental education in mathematics in Texas are white. This report finds gender differences to be a minor issue. The report also suggests that older students are not driving the need for developmental education, contrary to popular opinion. In fact, after age 24, the percentages of students requiring developmental education decrease with age. Eighty-three percent of students requiring developmental education in mathematics are 21 or younger. This report offers brief summaries of four external studies of developmental education and makes recommendations for future studies. Appended are the following two tables for Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001: (1) Institutional Profiles of Students Requiring Developmental Mathematics Education; and (2) Math Developmental Education by Characteristics of Institution, Program, and Student. Also included are: (1) Addendum 1: A Comparison of the Performance of Full-Time and Part-Time Mathematics Developmental Education Students (Agenda Item IX-D(1), January 2003); and (2) Addendum 2: The Relationship between Initial TASP Test Scores and Performance of Mathematics Developmental Education Students (Agenda Item IX-D(1), January 2003). (NB)

Mathematics Developmental Education

in Texas Public Institutions of Higher Education

Performance Assessment

October 2002

Texas Higher Education Coordinating Board
Division of Community and Technical Colleges

Funded in part by
Carl D. Perkins
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Executive Summary

This report is envisioned as the first in a series of initiatives designed to increase the number of students who successfully complete certificate or degree programs after being identified as having academic deficiencies.

For this report, a cohort of first-time-in-college students who enrolled in Texas public colleges and universities during the 1999 summer and fall terms was studied. The cohort consisted of 158,903 students, and the focus was on mathematics developmental education. Data was extracted from reports previously made by institutions to the Coordinating Board. The following are some of the major observations:

- Statewide, about one-third of new students require mathematics developmental education.
- About 80 percent of new students requiring mathematics developmental education are in two-year colleges.
- About one-half of the students requiring mathematics developmental education are White, about one-third are Hispanic, and about one-sixth are African-American.
- Older students aren't more likely than their younger contemporaries to require mathematics developmental education. Gender differences are minor.
- Nearly one-half of the students required to participate in mathematics developmental education are required to do so based on an alternative to the Texas Academic Skills Program (TASP) Test.
- After two years, only about one-fourth of students required to complete mathematics developmental education will have done so.

The report includes the following recommendations intended to increase the academic success of students needing mathematics developmental education:

- The Board should promote and monitor the adoption in Texas public institutions of higher education of the "best practices" described in *What Works: Research-Based Best Practices in Developmental Education,* a 2002 publication of the National Center for Developmental Education.
- The Board should conduct a study of institutional revenues and expenditures for developmental education.
- The Board should conduct other studies as appropriate. Two suggested studies include a telephone survey of 300 to 400 students who have dropped out of mathematics developmental education and a study relating high school preparation to college performance.

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Background of this report

Texas public institutions of higher education, like those of most states, offer some courses and services designed to address academic deficiencies of entering students. In Texas, these courses and services are called developmental education. These courses are typically similar to other college and university courses, except college credit is not given for completing them. In addition to courses, developmental education services might include tutoring services, writing or math labs, special instructional resources, and similar efforts. These services often supplement developmental education courses but sometimes serve as the primary instruction delivery mode.

Texas Education Code, Section 51.306, requires that all students be tested in basic reading, writing, and mathematics skills prior to enrollment using the TASP Test or an approved alternative test. Students who score below the minimum established for each area must begin a developmental education program. Board rules also limit the number of developmental education courses that institutions may offer and the hours that students may accumulate.

This report is motivated by several related factors:

- A long-term concern with the effectiveness of developmental education in general and specifically with the effectiveness of mathematics developmental education. While there is evidence to indicate that students who complete developmental education subsequently demonstrate success rates similar to their peers who did not require developmental education, too few students complete developmental education.

- A long-term concern on the part of the Board and the Texas Legislature with the cost of developmental education. As the higher education finance system is subjected to additional stress, it is incumbent on the Board and institutions to demonstrate that the state's investment in developmental education is as important, or more important, than competing priorities in graduate education, health-care education, and other disciplines.

- Concerns regarding the ability of the state to meet its technology workforce needs. Mathematics is a key discipline for engineers, scientists, and technology workers in a broad range of fields. While Texas high schools may be increasing the number of graduates with adequate skills in mathematics, it is clear that mathematics developmental education will be required for years in the future. Not all high school students will make judicious choices, students who graduated years ago will require retraining, and other situations will require a continuing commitment to mathematics developmental education.

- Concerns regarding the academic preparation of future students. While the Texas Legislature has taken steps to encourage more students to take the recommended high school curriculum, the *Closing the Gaps by 2015* plan for higher education envisions a significant increase in the rate of participation in higher education. This increase includes large numbers of students from groups who have traditionally been less well-prepared for college-level work, especially in mathematics, science, and technology.

- An increased emphasis on accountability at all levels of government. In 2000, the National Center for Public Policy in Higher Education published *Measuring Up 2000*, a state-by-state evaluation of higher education systems. Texas received a grade of D+ on the completion factor because of low graduation rates resulting in part from an inability to remedy deficiencies of students with poor academic preparation. The federal government has recently proposed requiring a graduation rate accountability measure for all states.

This report is envisioned as the first in a series of initiatives designed to improve the quality of developmental education in Texas public institutions of higher education. The data presented in this report is based exclusively on data currently being reported to the Board. No additional data collection was done in an effort to speed production of the report and in an effort to minimize the reporting burden on institutions.

The decision not to do additional data collection significantly limits the conclusions that can be made in some areas. For example, while institutions report the numbers of hours in which individual students enroll, the Board does not maintain data on the specific courses in which students enroll, whether or not they complete them, what grades they obtain, on similar items. While institutions report courses taught, the Board does not collect data on course syllabi, instructional methodologies, and technologies employed, or instructor qualifications.

Most of the data included in this report are based on an analysis of students who enrolled *for the first time* in the summer and/or fall of 1999. This group of approximately 160,000 students was chosen because their experiences are representative of current programs while at the same time providing at least some performance data. The report will be updated with FY 2002 data when those data are certified later this year.

The Coordinating Board's data system does allow measurement of the overall performance of the state's developmental education system and its impact on students, and that is the emphasis of this report. The report provides data on how many students are required to undertake mathematics developmental education, who they are, what level of success they are experiencing, and how much it is costing the state.

Finally, the report includes a number of recommendations for further action or study. While there are numerous opportunities to do research on what is currently working well in Texas institutions and to attempt to disseminate the results of that research at other institutions, the emphasis of this report is on using the significant body of research that has already been done on developmental education in Texas and elsewhere.

Why improving mathematics developmental education is important

Mathematics developmental education is a large, expensive operation that currently provides a low return on the state's investment, *and it is not going away.* Further, it is a key to increasing both participation and success in Texas public institutions and it is required if we are to meet the state's technology workforce needs.

With the exception of a very few upper-division-only universities, every community college, technical college and university in the state offers some developmental education courses.

More developmental education is required for mathematics than for reading and writing combined.

The appropriation for developmental education for Fiscal Year 2002 was over $93 million. The appropriation for mathematics was $53 million, while the appropriations for writing and reading were $13 million and $15 million, respectively, with the balance undesignated. While there are some indications that the growth in expenditures for developmental education has slowed, appropriations for mathematics developmental education have increased each year for at least the last 15 years.

The yield of all of this effort is disappointing. Less than 30 percent of the students required to participate in developmental education in any given year successfully complete it within the next two years. An even smaller percentage of students eventually complete certificates or degrees.

The 77th Texas Legislature's action to make the Recommended High School Program the default curriculum should reduce the need for developmental education. While that action is clearly desirable and will make a difference, any expectation that this action will eliminate the need for developmental education is misplaced. The full effect of the new requirement won't be seen until the class of 2008 graduates. Not all students will choose the Recommended curriculum even then. Some who do take it will still need developmental education. Both universities and two-year colleges will still be accepting older students who graduated prior to 2008 and who have not taken the recommended curriculum.

There is some conjecture that elimination or scaling back the TASP would eliminate the need for developmental education. Again, this is not realistic. A number of institutions currently require TASP mathematics scores higher than the standard adopted by the state prior to enrolling in College Algebra. They do so because their own research indicates a higher score better predicts success in college-level mathematics. No institution should admit students without a mathematics placement exam, and as long as the academic deficiencies exist, institutions will be required to provide developmental education.

Most importantly, the state's goals include enrolling an increasing percentage of the population in higher education and increasing the number of certificates and degrees awarded. The two basic means of accomplishing these goals are to retain more of the students who enroll and to enroll more of the students who are not currently enrolling in higher education, many of whom could be expected to require more developmental education than current students rather than less. A successful mathematics developmental education is necessary part of both strategies.

What the data tells us about mathematics developmental education in Texas

To better understand how many students are involved in mathematics developmental education, who they are, and what success they are having, Board staff studied a cohort of all first-time-in-college students in the 1999 summer and fall terms. A total of 158,903 new students enrolled those terms. It was not possible, from Coordinating Board data, to determine the status of 16,609 of these students, and they were eliminated from the analysis.

Appendices A and B present the detailed statistics, and interested readers will wish to examine these tables in more detail. The following are believed to be the most important conclusions that can be drawn from these data.

1. Statewide, about one-third of new college and university students require mathematics developmental education.

The graph below shows the number and percentage from each sector.

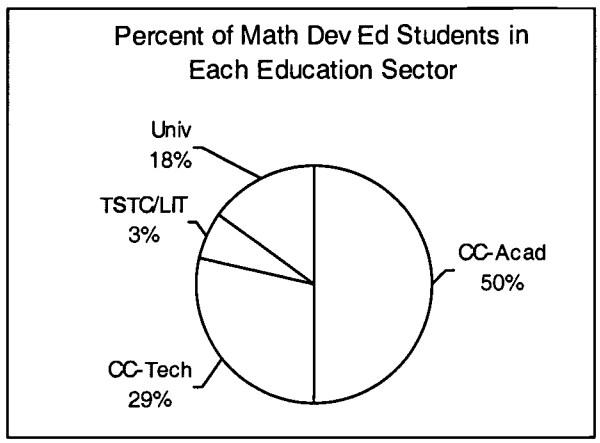
Sector	Total New Stdts	Number Requiring Math Dev Ed	Percent Requiring Math Dev Ed
Comm Colleges	105,913	42,299	40%
(Acad)	65,290	26,556	(41%)
(Tech)	40,623	15,743	(39%)
TSTC/LIT	3,886	1,427	37%
University	49,104	9,400	19%
All	158,903	53,126	33%

TSTC/LIT = Texas State Technical College and Lamar Institute of Technology

About 40 percent of new students in two-year colleges require mathematics developmental education and about 20 percent of new students in universities require mathematics developmental education. These data indicate little difference between the percentages of two-year college students seeking academic and technical degrees who require mathematics developmental education. However, technical certificate programs of one year or less are TASP exempt by law. If that were not the case, we would expect the percentage of technical students requiring mathematics developmental education to be higher.

2. Over 80 percent of the new students requiring mathematics developmental education are enrolled in two-year colleges.

The chart below shows the percentage of the total cohort of students requiring mathematics developmental education enrolled in each sector of higher education.



Univ = Universities
TSTC/LIT = Texas State Technical College and Lamar Institute of Technology
CC-Tech = Community Colleges, Technical Students
CC-Acad = Community Colleges, Academic Students

Nearly one-half of the cohort of students requiring mathematics developmental education is composed of community college students enrolled in academic programs.

3. The percentages of new students requiring mathematics developmental education vary widely from institution to institution.

The five two-year college districts with the highest and lowest percentages of new students requiring mathematics developmental education are listed below:

Highest percentage	
SWTJC	77%
Trinity Valley CC	67%
El Paso CC	65%
College of Mainland	65%
Collin CC	58%
Lowest Percentage	
Hill College	23%
Frank Phillips College	23%
Texarkana College	22%
Grayson County College	20%
Brazosport College	20%

The five universities with the highest and lowest percentages of new students requiring mathematics developmental education are listed below:

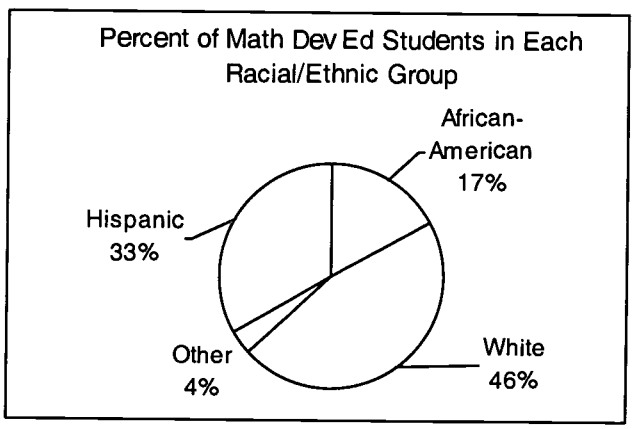
Highest percentage	
U of Houston	66%
Prairie View A & M U	64%
Texas Southern U	61%
U of Texas-El Paso	45%
Texas A & M U-Kingsville	45%
Lowest Percentage	
Texas A&M U-Galveston	4%
U of Texas- Dallas	3%
U of Texas-Tyler	3%
U of Texas-Austin	2%
Texas A&M U	2%

These data suggest that institutions, even within a given academic sector, serve students who vary significantly in academic preparation. All of the community colleges and some universities are open admission institutions, and they will have much higher percentages of students requiring developmental education.

Program offerings also affect the academic qualifications of students who enroll. The important point is that institutions with radically different students must operate with different priorities and programs if they are to be successful.

4. About one-half of the students requiring mathematics developmental education are White, about one-third are Hispanic, and about one-sixth are African-American.

While developmental education is often considered a program mainly benefiting minority students, the requirement for mathematics developmental education cuts across racial/ethnic lines. The chart below shows the percentage of the cohort requiring developmental education from each ethnic group.



Notice that almost one-half of the students required to participate in mathematics developmental education are White students.

5. Different racial/ethnic groups exhibit differences in academic preparation.
The table below shows the number of students in each racial/ethnic group, the number requiring mathematics developmental education, and the percentage requiring mathematics developmental education.

Race or Ethnic Group	Total in Cohort	Number Requiring Math Dev Ed	Percent Requiring Math Dev Ed
White	91,952	24,424	27%
Hispanic	39,751	17,746	45%
African-Am	17,298	9,023	52%
Am Indian	748	267	36%
Asian	6,727	1,082	16%
Internat'l	1,789	420	23%
Unknown	638	164	26%

Projections of future college populations include increasing numbers of minority students. One implication of this chart is that Texas must do a better job of preparing those students for college or face an increasing demand for mathematics developmental education.

6. Gender differences are a minor issue.

Much has been written about females and science and mathematics education. Females make up 54 percent of the cohort and 57 percent of the students who were required to participate in mathematics developmental education.

The data suggest that slightly lower performance by female students contributes to the higher number of female students required to participate in mathematics developmental education.

Gender	Percent Requiring Math Dev Ed	Number Requiring Math Dev Ed
Male	31%	22,599
Female	36%	30,527

7. Older students aren't more likely than their younger counterparts to require mathematics developmental education.

There has been a great deal of speculation that much of the requirement for developmental education is driven by older students who enroll in college for the first time for job retraining and other purposes.

These data do not support that thesis. Seventy-four percent of students requiring mathematics developmental education are 19 or younger; 83 percent are 21 or younger. These high percentages are partially due to the fact that the traditional age-24-and-under students continue to dominate enrollments, but the percentages of these students requiring mathematics developmental education are startlingly high. After age 24, the percentages requiring mathematics developmental education decrease with age, and people over 50 are

less likely to require mathematics developmental education than any other age group. (NOTE: Students over 55 are exempt from TASP requirements by law unless they are seeking a degree or certificate.)

Age Group	Number in Cohort	Number Requiring Math Dev Ed	Percent Requiring Math Dev Ed
Under 18	22,154	3,844	17%
18-19	100,419	35,350	35%
20-21	10,258	4,969	48%
22-24	7,215	3,203	44%
25-29	6,761	2,652	39%
30-34	4,022	1,282	32%
35-40	3,549	985	28%
41-50	3,324	694	21%
Over 50	1,151	130	11%
Unknown	50	17	34%

8. Encouraging more students to enroll in the Recommended High School Program should help reduce the demand for mathematics developmental education, but not eliminate it.

Coordinating Board data in this area is somewhat problematical, because it is not possible to identify the high school curriculum for nearly 40 percent of the students in the cohort.

However, the existing data are encouraging, indicating that significantly fewer students who have taken an advanced or recommended high school curriculum are required to complete mathematics developmental education.

High School Curriculum	Total in Cohort	Number Requiring Math Dev Ed	Percent Requiring Math Dev Ed
Regular	47,402	23,033	49%
Recom'd or Advanced	50,019	11,657	23%
Unknown	61,482	18,436	30%

Making the Recommended High School Program the default curriculum will not eliminate the need for developmental education because not all students will opt for it and because 23 percent of students who complete it still require mathematics developmental education when they reach higher education. Not all students who choose the Recommended curriculum achieve college-level mastery of the material now, and as it becomes the default curriculum, that percentage can be expected to increase.

9. Nearly one-half of the students who are required to undergo mathematics developmental education are required to do so based on a test other than the TASP Test.

Coordinating Board rules allow use of a number of alternative tests to determine initial placement. In 45 percent of the cases, students are placed in mathematics developmental education based on scores on one of those alternative tests rather than the TASP Test.

Determining the equivalence of these scores has proved to be a difficult technical task, but these data indicate the importance of additional effort.

10. Nearly 20 percent of students required to participate in mathematics developmental education never did so.

The data for this cohort of students indicates that no developmental education was provided for 10,270 of the 53,126 students in the cohort required to participate in mathematics developmental education.

About one-half of those students, or 4,945 of them, passed the TASP Test or achieved a grade of "B" or better in approved college-level mathematics course.

Other students dropped out of college before enrolling in mathematics developmental education, switched to TASP-exempt curricula, or otherwise delayed mathematics developmental education.

11. About 28 percent of new students required to complete mathematics developmental education did so within two years.

The number of students who successfully complete developmental education in a specific time period is one measure of the performance of the developmental education system.

In the cohort included in this study, only 14,762 of the 53,126 students required to participate in mathematics developmental education passed the TASP Test or achieved a grade of "B" or better in an approved college-level mathematics course within two years. This is a discouraging statistic, given the importance of addressing academic deficiencies early.

It indicates that the academic deficiencies of relatively few students are being addressed successfully and that students are spreading their mathematics developmental education over an extended period of time, increasing costs to themselves and the state and decreasing the probability of eventual success in college.

12. After two years, about one-half of the new students required to complete mathematics developmental education will have either earned a certificate or a degree or are still enrolled.

The number of students who are retained and subsequently receive degrees or certificates is another important performance measure for the developmental education system.

The term of this study was not long enough to measure graduates, especially at the baccalaureate level. As an alternative, a number of alternative statistics were computed.

Of 158,903 first-time-in-college students who enrolled summer/fall 1999, 53,126 were required to participate in mathematics developmental education. Of those students, by fall 2001:

- 452 or 1 percent had been awarded two-year degrees or certificates and were no longer enrolled;
- 251 or less than 1 percent had completed mathematics developmental education, had been awarded degrees or certificates, and were still enrolled;
- 9,967 or 19 percent had completed mathematics developmental education, were still enrolled but had not been awarded a degree or certificate;
- 4,287 or 8 percent had completed mathematics developmental education but had not received a degree or certificate and were no longer enrolled;
- 13,678 or 26 percent had not yet completed mathematics developmental education but were still enrolled;
- 24,491 or 46 percent had not completed mathematics developmental education and were not enrolled.

Sixty-seven percent of students not required to participate in mathematics developmental education were either still enrolled or had been awarded a degree or certificate by fall 2001. For those required to participate in mathematics developmental education, the corresponding percentage was 46 percent, or 24,348* students.

While these persistence rates are understandable, if not especially desirable, another problem exists. Of the 24,348** mathematics developmental education students who had been retained or had been awarded a certificate, only 10,475 had finished their mathematics developmental education requirement after two years.

* Updated/corrected 12/05/2002

Brief summaries of four external studies of developmental education

There is a massive amount of literature on developmental education, and no attempt will be made to summarize it in this report. However, four documents are thought to be especially relevant and of special interest to readers of this report.

From Policy to Learning: The Effectiveness of Developmental Education in Texas Community Colleges, Hansel Burley, Texas Tech University, 1997. In preparing this report, Prof. Burley, with the help of an advisory committee and Coordinating Board staff, tracked for two years a cohort of 63,770 community college students who first matriculated in 1992. The goal of the study was to determine the progress of students mandated into remediation by the TASP and to compare those receiving remediation to those not receiving remediation.

While the study is now based on data that is nearly 10 years old and TASP regulations have changed in the interim, it remains an important piece of work. It provides the most comprehensive portrait available of students requiring developmental education in Texas, their enrollment patterns, and performance after receiving developmental education.

The report recognizes the special importance of remedying mathematics deficiencies. It provides compelling evidence that students whose deficiencies are remedied can effectively perform college-level work, and notes that even in 1995 a relatively small number of students were being successfully remediated.

An Evaluation of Developmental Education in Texas Public Colleges and Universities, Part 1 and 2, National Center for Developmental Education, 1998.This study was done under contract from the Texas Higher Education Coordinating Board. The purpose of the study was to provide a general evaluation of developmental education programs and outcomes in Texas, with special emphasis on the TASP.

The principal methodology employed in the study was a survey of all the public colleges and universities in Texas. The survey was followed by site visits to a representative sample of institutions.

The report provides a good description of the Texas developmental education system, including student characteristics, faculty characteristics, testing instruments, and instructional methods.

This document also provides an extensive analysis of program outcomes. Finally, it recommends implementation of an extensive list of "best practices."

Best Practices in Developmental Mathematics, Thomas Armington (ed.), Mathematics Special Professional Interest Network, National Association for Developmental Education, 2002. This recent document is an attempt to identify best practices specific to mathematics developmental education. It essentially consists of 24 short essays by experts in mathematics developmental education in several different categories such as "working with developmental students," "placement," "teaching techniques and methodologies," and "academic support."

This document is especially useful because it is specifically oriented to mathematics instruction and because it provides links to a number of valuable relevant resources such as sources for professional development, publications, web sites, and data sources.

What Works: Research-Based Best Practices in Developmental Education, Hunter R. Boylan, National Center for Developmental Education, 2002. This book is a joint effort of the Continuous Quality Improvement Network and the National Center for Developmental Education with support from the American Productivity and Quality Center (APQC).

APQC is a nonprofit organization providing information, training, research, decision support, and networking for organizational performance improvement. The Center, which specializes in completing benchmarking research and has won numerous awards for its work, is regarded as one of the outstanding benchmarking research organizations in the U.S.

The study was based on research done by dozens of different researchers at many institutions over decades. It proposes a set of best practices that have been demonstrated by that research to be practical and effective. Virtually all are common-sense techniques that applicable in any context but are especially important for developmental education.

An important contribution of the book includes a methodology for measuring the extent to which individual institutions have adopted these best practices.

Recommendations for additional studies

Previous sections of this report indicate that relatively few students who are required to participate in mathematics developmental education are subsequently successful, where success is defined as completion of developmental education, by certificate or degree completion, or retention.

The *Closing the Gaps by 2015* plan calls for enrolling as many as 300,000 students beyond the 200,000 students already expected to enroll in higher education in the next 12 years. A large number of those students will require developmental education. If the state is to meet the plan's participation and success goals, it must increase the "yield" of its developmental education programs and may be required to increase financial support for developmental education as well.

To improve the quality and effectiveness of developmental education, it is recommended that the Board endorse the following initiatives at this time:

(1) Promote and monitor the adoption in Texas public institutions of higher education of the "best practices" described in *What Works: Research-Based Best Practices in Developmental Education. (See previous section.)* The Board should disseminate information about these best practices, identify other best practices; encourage their widespread adoption, measure the extent of their adoption, and publish reports on these measurements on a regular basis. This should include distributing copies of the book to institutions, sponsoring workshops on the material included in the book, including an emphasis on developmental education in institutional effectiveness reviews, surveying institutions regarding the adoption of these best practices on their campuses on an annual basis, and publishing the findings.

(2) Study institutional revenues and expenditures for developmental education. Legislators are regularly presented with differing opinions as to whether developmental education revenues subsidize other programs or developmental education is subsidized by revenues intended for other programs. Developing a clear, compelling case for one of these positions is important for the future of developmental education in Texas. In the process, a per-graduate cost for developmental education statistic should be developed and tracked over time.

If developmental education is being subsidized by other programs, the Board should aggressively seek additional funding for developmental education. If other programs are being subsidized by developmental education, the Board should ensure that funds appropriated for developmental education are used for that purpose. This initiative cannot be accomplished using financial data currently being reported to the Board, so it would require additional financial data from institutions.

(3) Conduct other studies as appropriate. The Board has limited capability to analyze the effectiveness of proposed developmental education policies because it collects limited data on individual students and classes and because some of the information needed for studying developmental education does not have wide enough application to justify regular data collection and is thus not available. For example, the Board does not collect information on the courses taken by individual students, so it cannot be determined from existing data if students who successfully completed developmental education were subsequently successful in completing a college-level course in the

same subject. The Board and the institutions should jointly continue to study developmental education practices and results with the goal of developing a facility for analyzing a wide range of different policies.

Two follow-up studies to this report are recommended at this time:

- A telephone survey in which a random sample of students who have dropped out of mathematics developmental education are queried about their experiences, with the aim of identifying major impediments to success faced by students who are currently not being successful. This effort would require the assistance of institutions in locating the total of 300 to 500 former students who would make up a statistically significant sample.

- A study relating success rates to pre-college academic preparation. Current Coordinating Board data does not provide data on student preparation for every student, so it is not possible to determine how many developmental education students have no high school diploma, a GED certificate, a basic diploma, or an advanced diploma and how the experiences of these groups differ when they enroll in higher education. Understanding these relationships is important for planning purposes. Again, this effort would require institutions to provide data from their files for an estimated 1,500 students who would make up a sample.

Appendix A
Institutional Profiles of Students Requiring Mathematics Developmental Educaton
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Institution Level and Type Major

	FTIC	Math Dev. Ed. Required		Gender				Ethnicity													
				Female		Male		White		Black		Hispanic		Asian		Indian		International		Unknown	
University	49,104	9,400	19%	5,709	61%	3,691	39%	3,333	35%	2,686	29%	3,111	33%	163	2%	39	0%	54	1%	14	0%
CTC	109,799	43,726	40%	24,818	57%	18,908	43%	21,091	48%	6,337	14%	14,635	33%	919	2%	228	1%	366	1%	150	0%
C/SC-Acad	65,290	26,556	41%	15,192	57%	11,364	43%	13,641	51%	3,336	13%	8,711	33%	485	2%	147	1%	156	1%	80	0%
C/SC-Tech	40,623	15,743	39%	9,107	58%	6,636	42%	6,779	43%	2,788	18%	5,393	34%	423	3%	80	1%	210	1%	70	0%
TSTC/LIT	3,886	1,427	37%	519	36%	908	64%	671	47%	213	15%	531	37%	11	1%	1	0%	0	0%	0	0%
Type Major																					
Academic	114,394	35,956	31%	20,901	58%	15,055	42%	16,974	47%	6,022	17%	11,822	33%	648	2%	186	1%	210	1%	94	0%
Technical	34,692	13,069	38%	7,334	56%	5,735	44%	5,826	45%	2,423	19%	4,154	32%	356	3%	65	0%	185	1%	60	0%
Tech Prep	9,817	4,101	42%	2,292	56%	1,809	44%	1,624	40%	578	14%	1,770	43%	78	2%	16	0%	25	1%	10	0%
Statewide	158,903	53,126	33%	30,527	57%	22,599	43%	24,424	46%	9,023	17%	17,746	33%	1,082	2%	267	1%	420	1%	164	0%

Appendix A
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Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Institution Level and Type Major

	FTIC	Math Dev. Ed. Required		Age 18-19		20-21		22-24		25-29		30-34		35-40		41-50		Over 50		Under 18		Unknown	
University	49,104	9,400	19%	8,004	85%	378	4%	181	2%	156	2%	62	1%	52	1%	30	0%	17	0%	519	6%	1	0%
CTC	109,799	43,726	40%	27,346	63%	4,591	10%	3,022	7%	2,496	6%	1,220	3%	933	2%	664	2%	113	0%	3,325	8%	16	0%
C/SC-Acad	65,290	26,556	41%	17,292	65%	2,575	10%	1,595	6%	1,232	5%	600	2%	470	2%	322	1%	54	0%	2,408	9%	8	0%
C/SC-Tech	40,623	15,743	39%	9,258	59%	1,827	12%	1,292	8%	1,135	7%	564	4%	420	3%	308	2%	50	0%	881	6%	8	0%
TSTC/LIT	3,886	1,427	37%	796	56%	189	13%	135	9%	129	9%	56	4%	43	3%	34	2%	9	1%	36	3%	0	0%
Type Major																							
Academic	114,394	35,956	31%	25,296	70%	2,953	8%	1,776	5%	1,388	4%	662	2%	522	1%	352	1%	71	0%	2,927	8%	9	0%
Technical	34,692	13,069	38%	7,609	58%	1,549	12%	1,128	9%	967	7%	461	4%	344	3%	250	2%	44	0%	711	5%	6	0%
Tech Prep	9,817	4,101	42%	2,445	60%	467	11%	299	7%	297	7%	159	4%	119	3%	92	2%	15	0%	206	5%	2	0%
Statewide	158,903	53,126	33%	35,350	67%	4,969	9%	3,203	6%	2,652	5%	1,282	2%	985	2%	694	1%	130	0%	3,844	7%	17	0%

Appendix A
Institutional Profiles of Students Requiring Mathematics Developmental Educaton
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Institution Level and Type Major

	FTIC	Math Dev. Ed. Required		High School Diploma: Regular		Recom./Adv.		Unknown		Initial Test Category: Alternative		TASP		Unknown		Persistence or Award: No		Yes		Math Dev. Ed. Provided: Not Provided		Provided		Math TASP Obligation Met: TASP Met		TASP Not Met	
University	49,104	9,400	19%	3,725	40%	3,610	38%	2,065	22%	1,615	17%	7,768	83%	17	0%	3,439	37%	5,961	63%	1,779	19%	7,621	81%	4,428	47%	4,972	53%
CTC	109,799	43,726	40%	19,308	44%	8,047	18%	16,371	37%	22,321	51%	21,292	49%	113	0%	25,339	58%	18,387	42%	8,491	19%	35,235	81%	10,334	24%	33,392	76%
C/SC-Acad	65,290	26,556	41%	11,743	44%	5,303	20%	9,510	36%	12,782	48%	13,701	52%	73	0%	14,963	56%	11,593	44%	5,353	20%	21,203	80%	6,625	25%	19,931	75%
C/SC-Tech	40,623	15,743	39%	6,885	44%	2,529	16%	6,329	40%	8,999	57%	6,705	43%	39	0%	9,517	60%	6,226	40%	2,909	18%	12,834	82%	3,321	21%	12,422	79%
TSTC/LIT	3,886	1,427	37%	680	48%	215	15%	532	37%	540	38%	886	62%	1	0%	859	60%	568	40%	229	16%	1,198	84%	388	27%	1,039	73%
Type Major																											
Academic	114,394	35,956	31%	15,468	43%	8,913	25%	11,575	32%	14,397	40%	21,469	60%	90	0%	18,402	51%	17,554	49%	7,132	20%	28,824	80%	11,053	31%	24,903	69%
Technical	34,692	13,069	38%	5,673	43%	2,041	16%	5,355	41%	7,481	57%	5,566	43%	22	0%	7,811	60%	5,258	40%	2,373	18%	10,696	82%	2,961	23%	10,108	77%
Tech Prep	9,817	4,101	42%	1,892	46%	703	17%	1,506	37%	2,058	50%	2,025	49%	18	0%	2,565	63%	1,536	37%	765	19%	3,336	81%	748	18%	3,353	82%
Statewide	158,903	53,126	33%	23,033	43%	11,657	22%	18,436	35%	23,936	45%	29,060	55%	130	0%	28,778	54%	24,348	46%	10,270	19%	42,856	81%	14,762	28%	38,364	72%

Appendix A
Institutional Profiles of Students Requiring Mathematics Developmental Education
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Institution

	FTIC	Math Dev. Ed. Required		Gender: Female		Gender: Male		Ethnicity: White		Black		Hispanic		Asian		American Indian		International		Unknown	
ANGELO STATE UNIVERSITY	1,240	298	24%	175	59%	123	41%	191	64%	25	8%	81	27%	N/A	0%	N/A	0%	1	0%	N/A	0%
LAMAR UNIVERSITY	1,179	374	32%	228	61%	146	39%	236	63%	109	29%	15	4%	7	2%	4	1%	3	1%	N/A	0%
MIDWESTERN STATE UNIVERSITY	593	161	27%	103	64%	58	36%	121	75%	21	13%	16	10%	1	1%	1	1%	1	1%	N/A	0%
PRAIRIE VIEW A&M UNIVERSITY	978	622	64%	341	55%	281	45%	2	0%	611	98%	8	1%	1	0%	N/A	0%	N/A	0%	N/A	0%
SAM HOUSTON STATE UNIVERSITY	1,636	500	31%	341	68%	159	32%	262	52%	187	37%	48	10%	3	1%	N/A	0%	N/A	0%	N/A	0%
SOUTHWEST TEXAS STATE UNIV	2,563	333	13%	239	72%	94	28%	178	53%	42	13%	105	32%	3	1%	2	1%	3	1%	N/A	0%
STEPHEN F. AUSTIN STATE UNIV	2,307	607	26%	387	64%	220	36%	382	63%	171	28%	40	7%	8	1%	6	1%	N/A	0%	N/A	0%
SUL ROSS STATE UNIVERSITY	270	107	40%	41	38%	66	62%	37	35%	9	8%	59	55%	N/A	0%	2	2%	N/A	0%	N/A	0%
TARLETON STATE UNIVERSITY	962	241	25%	139	58%	102	42%	219	91%	5	2%	15	6%	N/A	0%	1	0%	1	0%	N/A	0%
TEXAS A&M INTERNATIONAL UNIV	302	73	24%	41	56%	32	44%	7	10%	N/A	0%	66	90%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
TEXAS A&M UNIV AT GALVESTON	397	17	4%	12	71%	5	29%	10	59%	2	12%	3	18%	1	6%	N/A	0%	N/A	0%	1	6%
TEXAS A&M UNIV-CORPUS CHRISTI	761	211	28%	130	62%	81	38%	102	48%	8	4%	97	46%	4	2%	N/A	0%	N/A	0%	N/A	0%
TEXAS A&M UNIV-KINGSVILLE	767	345	45%	155	45%	190	55%	52	15%	46	13%	245	71%	N/A	0%	2	1%	N/A	0%	N/A	0%
TEXAS A&M UNIVERSITY	6,648	121	2%	63	52%	58	48%	63	52%	24	20%	27	22%	2	2%	1	1%	1	1%	3	2%
TEXAS A&M UNIVERSITY-COMMERCE	629	154	24%	94	61%	60	39%	94	61%	42	27%	11	7%	1	1%	6	4%	N/A	0%	N/A	0%
TEXAS SOUTHERN UNIVERSITY	807	495	61%	286	58%	209	42%	N/A	0%	480	97%	7	1%	4	1%	N/A	0%	4	1%	N/A	0%
TEXAS TECH UNIVERSITY	3,525	360	10%	219	61%	141	39%	282	78%	24	7%	48	13%	1	0%	1	0%	1	0%	3	1%
TEXAS WOMAN'S UNIVERSITY	383	131	34%	129	98%	2	2%	41	31%	68	52%	16	12%	1	1%	N/A	0%	5	4%	N/A	0%
U. OF HOUSTON-DOWNTOWN	975	644	66%	390	61%	254	39%	43	7%	262	41%	290	45%	38	6%	3	0%	3	0%	5	1%
U. OF TEXAS AT ARLINGTON	1,442	192	13%	130	68%	62	32%	75	39%	68	35%	38	19%	13	7%	N/A	0%	N/A	0%	N/A	0%
U. OF TEXAS AT AUSTIN	7,001	127	2%	85	67%	42	33%	39	31%	40	31%	39	31%	8	6%	1	1%	N/A	0%	N/A	0%
U. OF TEXAS AT BROWNSVILLE	30	8	27%	5	63%	3	38%	1	13%	N/A	0%	7	88%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
U. OF TEXAS AT DALLAS	625	18	3%	13	72%	5	28%	10	56%	3	17%	2	11%	2	11%	N/A	0%	1	6%	N/A	0%
U. OF TEXAS AT EL PASO	1,866	848	45%	469	55%	379	45%	83	10%	28	3%	706	83%	10	1%	2	0%	19	2%	N/A	0%
U. OF TEXAS AT SAN ANTONIO	1,781	373	21%	219	59%	154	41%	123	33%	40	11%	198	53%	9	2%	3	1%	N/A	0%	N/A	0%
U. OF TEXAS AT TYLER	222	6	3%	5	83%	1	17%	4	67%	1	17%	1	17%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
U. OF TEXAS-PAN AMERICAN	1,982	848	43%	519	61%	329	39%	116	14%	2	0%	725	85%	N/A	0%	1	0%	4	0%	N/A	0%
U. OF TEXAS-PERMIAN BASIN	107	8	7%	5	63%	3	38%	2	25%	1	13%	5	63%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
UNIVERSITY OF HOUSTON	3,260	432	13%	280	65%	152	35%	86	20%	198	46%	105	24%	37	9%	2	0%	2	0%	2	0%
UNIVERSITY OF NORTH TEXAS	2,854	469	16%	322	69%	147	31%	261	56%	149	32%	48	10%	9	2%	N/A	0%	2	0%	N/A	0%
WEST TEXAS A&M UNIVERSITY	1,012	277	27%	144	52%	133	48%	211	76%	20	7%	42	15%	N/A	0%	1	0%	3	1%	N/A	0%
University Statewide	49,104	9,400	19%	5,709	61%	3,691	39%	3,333	35%	2,686	29%	3,111	33%	163	2%	39	0%	54	1%	14	0%

Appendix A
Institutional Profiles of Students Requiring Mathematics Developmental Education
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Institution

		Math Dev. Ed.		Age																			
	FTIC	Required		18-19		20-21		22-24		25-29		30-34		35-40		41-50		Over 50		Under 18		Unknown	
ANGELO STATE UNIVERSITY	1,240	298	24%	263	88%	14	5%	5	2%	3	1%	1	0%	2	1%	3	1%	N/A	0%	7	2%	N/A	0%
LAMAR UNIVERSITY	1,179	374	32%	306	82%	21	6%	16	4%	9	2%	3	1%	2	1%	2	1%	1	0%	14	4%	N/A	0%
MIDWESTERN STATE UNIVERSITY	593	161	27%	135	84%	10	6%	5	3%	4	2%	2	1%	N/A	0%	N/A	0%	1	1%	4	2%	N/A	0%
PRAIRIE VIEW A&M UNIVERSITY	978	622	64%	525	84%	27	4%	4	1%	4	1%	2	0%	N/A	0%	N/A	0%	N/A	0%	60	10%	N/A	0%
SAM HOUSTON STATE UNIVERSITY	1,636	500	31%	457	91%	6	1%	3	1%	4	1%	1	0%	1	0%	N/A	0%	1	0%	27	5%	N/A	0%
SOUTHWEST TEXAS STATE UNIV	2,563	333	13%	292	88%	7	2%	9	3%	3	1%	2	1%	N/A	0%	N/A	0%	N/A	0%	20	6%	N/A	0%
STEPHEN F. AUSTIN STATE UNIV	2,307	607	26%	554	91%	16	3%	11	2%	8	1%	2	0%	N/A	0%	1	0%	N/A	0%	15	2%	N/A	0%
SUL ROSS STATE UNIVERSITY	270	107	40%	89	83%	5	5%	4	4%	2	2%	2	2%	N/A	0%	N/A	0%	N/A	0%	5	5%	N/A	0%
TARLETON STATE UNIVERSITY	962	241	25%	221	92%	5	2%	2	1%	1	0%	4	2%	3	1%	N/A	0%	N/A	0%	5	2%	N/A	0%
TEXAS A&M INTERNATIONAL UNIV	302	73	24%	64	88%	4	5%	2	3%	N/A	0%	N/A	0%	1	1%	N/A	0%	N/A	0%	2	3%	N/A	0%
TEXAS A&M UNIV AT GALVESTON	397	17	4%	16	94%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	1	6%	N/A	0%
TEXAS A&M UNIV-CORPUS CHRISTI	761	211	28%	198	94%	1	0%	2	1%	2	1%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	8	4%	N/A	0%
TEXAS A&M UNIV-KINGSVILLE	767	345	45%	284	82%	20	6%	9	3%	15	4%	4	1%	5	1%	2	1%	N/A	0%	6	2%	N/A	0%
TEXAS A&M UNIVERSITY	6,648	121	2%	113	93%	1	1%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	7	6%	N/A	0%
TEXAS A&M UNIVERSITY-COMMERCE	629	154	24%	120	78%	4	3%	3	2%	6	4%	2	1%	7	5%	3	2%	N/A	0%	9	6%	N/A	0%
TEXAS SOUTHERN UNIVERSITY	807	495	61%	406	82%	30	6%	8	2%	7	1%	4	1%	1	0%	N/A	0%	N/A	0%	39	8%	N/A	0%
TEXAS TECH UNIVERSITY	3,525	360	10%	328	91%	6	2%	6	2%	4	1%	4	1%	4	1%	3	1%	N/A	0%	5	1%	N/A	0%
TEXAS WOMAN'S UNIVERSITY	383	131	34%	100	76%	10	8%	2	2%	5	4%	3	2%	1	1%	1	1%	1	1%	8	6%	N/A	0%
U. OF HOUSTON-DOWNTOWN	975	644	66%	481	75%	64	10%	31	5%	16	2%	2	0%	8	1%	6	1%	N/A	0%	36	6%	N/A	0%
U. OF TEXAS AT ARLINGTON	1,442	192	13%	169	88%	8	4%	3	2%	1	1%	1	1%	N/A	0%	N/A	0%	1	1%	9	5%	N/A	0%
U. OF TEXAS AT AUSTIN	7,001	127	2%	122	96%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	5	4%	N/A	0%
U. OF TEXAS AT BROWNSVILLE	30	8	27%	8	100%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
U. OF TEXAS AT DALLAS	625	18	3%	15	83%	2	11%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	1	6%	N/A	0%
U. OF TEXAS AT EL PASO	1,866	848	45%	679	80%	39	5%	15	2%	15	2%	4	0%	5	1%	3	0%	10	1%	77	9%	1	0%
U. OF TEXAS AT SAN ANTONIO	1,781	373	21%	306	82%	9	2%	6	2%	14	4%	2	1%	2	1%	2	1%	N/A	0%	32	9%	N/A	0%
U. OF TEXAS AT TYLER	222	6	3%	N/A	0%	2	33%	2	33%	N/A	0%	1	17%	1	17%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
U. OF TEXAS-PAN AMERICAN	1,982	848	43%	719	85%	39	5%	22	3%	20	2%	10	1%	4	0%	N/A	0%	N/A	0%	34	4%	N/A	0%
U. OF TEXAS-PERMIAN BASIN	107	8	7%	7	88%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	1	13%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
UNIVERSITY OF HOUSTON	3,260	432	13%	371	86%	8	2%	1	0%	1	0%	1	0%	1	0%	N/A	0%	1	0%	48	11%	N/A	0%
UNIVERSITY OF NORTH TEXAS	2,854	469	16%	419	89%	11	2%	3	1%	3	1%	3	1%	2	0%	1	0%	1	0%	26	6%	N/A	0%
WEST TEXAS A&M UNIVERSITY	1,012	277	27%	237	86%	9	3%	7	3%	9	3%	2	1%	1	0%	3	1%	N/A	0%	9	3%	N/A	0%
University Statewide	49,104	9,400	19%	8,004	85%	378	4%	181	2%	156	2%	62	1%	52	1%	30	0%	17	0%	519	6%	1	0%

Appendix A
Institutional Profiles of Students Requiring Mathematics Developmental Education
Fall/Prior Summer 1999 First-Time-In-College Students Tracked Through Fall 2001

Institution

		Math Dev. Ed.		High School Diploma						Initial Test Category						Persistence or Award				Math Dev. Ed. Provided				Math TASP Obligation Met			
	FTIC	Required		Regular		Recom./Adv.		Unknown		Alternative		TASP		Unknown		No		Yes		Not Provided		Provided		TASP Met		TASP Not Met	
ANGELO STATE UNIVERSITY	1,240	298	24%	170	57%	97	33%	31	10%	2	1%	296	99%	N/A	0%	131	44%	167	56%	40	13%	258	87%	295	99%	3	1%
LAMAR UNIVERSITY	1,179	374	32%	145	39%	123	33%	106	28%	N/A	0%	374	100%	N/A	0%	165	44%	209	56%	70	19%	304	81%	182	49%	192	51%
MIDWESTERN STATE UNIVERSITY	593	161	27%	81	50%	41	25%	39	24%	N/A	0%	161	100%	N/A	0%	76	47%	85	53%	37	23%	124	77%	99	61%	62	39%
PRAIRIE VIEW A&M UNIVERSITY	978	622	64%	357	57%	113	18%	152	24%	N/A	0%	620	100%	2	0%	246	40%	376	60%	66	11%	556	89%	164	26%	458	74%
SAM HOUSTON STATE UNIVERSITY	1,636	500	31%	220	44%	217	43%	63	13%	7	1%	493	99%	N/A	0%	159	32%	341	68%	119	24%	381	76%	109	22%	391	78%
SOUTHWEST TEXAS STATE UNIV	2,563	333	13%	82	25%	199	60%	52	16%	5	2%	328	98%	N/A	0%	67	20%	266	80%	101	30%	232	70%	213	64%	120	36%
STEPHEN F. AUSTIN STATE UNIV	2,307	607	26%	259	43%	242	40%	106	17%	257	42%	350	58%	N/A	0%	198	33%	409	67%	204	34%	403	66%	369	61%	238	39%
SUL ROSS STATE UNIVERSITY	270	107	40%	70	65%	19	18%	18	17%	3	3%	104	97%	N/A	0%	53	50%	54	50%	64	60%	43	40%	12	11%	95	89%
TARLETON STATE UNIVERSITY	962	241	25%	88	37%	127	53%	26	11%	3	1%	238	99%	N/A	0%	78	32%	163	68%	52	22%	189	78%	132	55%	109	45%
TEXAS A&M INTERNATIONAL UNIV	302	73	24%	28	38%	34	47%	11	15%	17	23%	56	77%	N/A	0%	29	40%	44	60%	9	12%	64	88%	29	40%	44	60%
TEXAS A&M UNIV AT GALVESTON	397	17	4%	6	35%	4	24%	7	41%	N/A	0%	17	100%	N/A	0%	4	24%	13	76%	6	35%	11	65%	14	82%	3	18%
TEXAS A&M UNIV-CORPUS CHRISTI	761	211	28%	39	18%	139	66%	33	16%	N/A	0%	211	100%	N/A	0%	51	24%	160	76%	109	52%	102	48%	181	86%	30	14%
TEXAS A&M UNIV-KINGSVILLE	767	345	45%	144	42%	132	38%	69	20%	2	1%	339	98%	4	1%	181	52%	164	48%	82	24%	263	76%	58	17%	287	83%
TEXAS A&M UNIVERSITY	6,648	121	2%	24	20%	79	65%	18	15%	N/A	0%	118	98%	3	2%	12	10%	109	90%	70	58%	51	42%	112	93%	9	7%
TEXAS A&M UNIVERSITY-COMMERCE	629	154	24%	60	39%	56	36%	38	25%	3	2%	151	98%	N/A	0%	63	41%	91	59%	24	16%	130	84%	57	37%	97	63%
TEXAS SOUTHERN UNIVERSITY	807	495	61%	253	51%	56	11%	186	38%	3	1%	492	99%	N/A	0%	220	44%	275	56%	42	8%	453	92%	192	39%	303	61%
TEXAS TECH UNIVERSITY	3,525	360	10%	97	27%	177	49%	86	24%	4	1%	355	99%	1	0%	76	21%	284	79%	80	22%	280	78%	242	67%	118	33%
TEXAS WOMAN'S UNIVERSITY	383	131	34%	50	38%	51	39%	30	23%	2	2%	129	98%	N/A	0%	35	27%	96	73%	36	27%	95	73%	76	58%	55	42%
U. OF HOUSTON-DOWNTOWN	975	644	66%	350	54%	100	16%	194	30%	345	54%	299	46%	N/A	0%	325	50%	319	50%	35	5%	609	95%	190	30%	454	70%
U. OF TEXAS AT ARLINGTON	1,442	192	13%	48	25%	100	52%	44	23%	5	3%	187	97%	N/A	0%	65	34%	127	66%	47	24%	145	76%	98	51%	94	49%
U. OF TEXAS AT AUSTIN	7,001	127	2%	34	27%	72	57%	21	17%	32	25%	95	75%	N/A	0%	21	17%	106	83%	59	46%	68	54%	105	83%	22	17%
U. OF TEXAS AT BROWNSVILLE	30	8	27%	1	13%	7	88%	N/A	0%	1	13%	7	88%	N/A	0%	1	13%	7	88%	N/A	0%	8	100%	2	25%	6	75%
U. OF TEXAS AT DALLAS	625	18	3%	4	22%	12	67%	2	11%	N/A	0%	18	100%	N/A	0%	6	33%	12	67%	6	33%	12	67%	16	89%	2	11%
U. OF TEXAS AT EL PASO	1,866	848	45%	269	32%	297	35%	282	33%	719	85%	129	15%	N/A	0%	324	38%	524	62%	102	12%	746	88%	149	18%	699	82%
U. OF TEXAS AT SAN ANTONIO	1,781	373	21%	145	39%	154	41%	74	20%	177	47%	196	53%	N/A	0%	127	34%	246	66%	21	6%	352	94%	118	32%	255	68%
U. OF TEXAS AT TYLER	222	6	3%	1	17%	3	50%	2	33%	N/A	0%	4	67%	2	33%	1	17%	5	83%	6	100%	N/A	0%	6	100%	N/A	0%
U. OF TEXAS-PAN AMERICAN	1,982	848	43%	250	29%	486	57%	112	13%	N/A	0%	847	100%	1	0%	355	42%	493	58%	143	17%	705	83%	827	98%	21	2%
U. OF TEXAS-PERMIAN BASIN	107	8	7%	4	50%	2	25%	2	25%	N/A	0%	8	100%	N/A	0%	5	63%	3	38%	N/A	0%	8	100%	2	25%	6	75%
UNIVERSITY OF HOUSTON	3,260	432	13%	155	36%	180	42%	97	22%	17	4%	415	96%	N/A	0%	108	25%	324	75%	28	6%	404	94%	98	23%	334	77%
UNIVERSITY OF NORTH TEXAS	2,854	469	16%	166	35%	205	44%	98	21%	6	1%	463	99%	N/A	0%	127	27%	342	73%	89	19%	380	81%	204	43%	265	57%
WEST TEXAS A&M UNIVERSITY	1,012	277	27%	125	45%	86	31%	66	24%	5	2%	268	97%	4	1%	130	47%	147	53%	32	12%	245	88%	77	28%	200	72%
University Statewide	49,104	9,400	19%	3,725	40%	3,610	38%	2,065	22%	1,615	17%	7,768	83%	17	0%	3,439	37%	5,961	63%	1,779	19%	7,621	81%	4,428	47%	4,972	53%

Appendix A
Institutional Profiles of Students Requiring Mathematics Developmental Education
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Institution	FTIC	Math Dev. Ed. Required		Gender: Female		Gender: Male		Ethnicity: White		Black		Hispanic		Asian		American Indian		International		Unknown	
ALAMO COMMUNITY COLLEGE DIST	8,666	4,031	47%	2,447	61%	1,584	39%	1,200	30%	271	7%	2,485	62%	55	1%	13	0%	7	0%	N/A	0%
ALVIN COMMUNITY COLLEGE	906	336	37%	171	51%	165	49%	245	73%	16	5%	68	20%	4	1%	N/A	0%	N/A	0%	3	1%
AMARILLO COLLEGE	1,581	520	33%	302	58%	218	42%	372	72%	17	3%	111	21%	11	2%	2	0%	1	0%	6	1%
ANGELINA COLLEGE	1,251	529	42%	352	67%	177	33%	364	69%	112	21%	50	9%	N/A	0%	3	1%	N/A	0%	N/A	0%
AUSTIN COMMUNITY COLLEGE	7,758	2,259	29%	1,245	55%	1,014	45%	1,404	62%	195	9%	568	25%	60	3%	17	1%	13	1%	2	0%
BLINN COLLEGE	5,293	1,638	31%	839	51%	799	49%	1,119	68%	315	19%	181	11%	12	1%	5	0%	6	0%	N/A	0%
BRAZOSPORT COLLEGE	696	136	20%	78	57%	58	43%	84	62%	17	13%	32	24%	1	1%	2	1%	N/A	0%	N/A	0%
CENTRAL TEXAS COLLEGE	1,414	386	27%	273	71%	113	29%	188	49%	99	26%	71	18%	20	5%	5	1%	N/A	0%	3	1%
CISCO JUNIOR COLLEGE	854	406	48%	212	52%	194	48%	253	62%	77	19%	68	17%	3	1%	N/A	0%	5	1%	N/A	0%
CLARENDON COLLEGE	119	51	43%	29	57%	22	43%	36	71%	9	18%	6	12%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
COASTAL BEND COLLEGE	952	366	38%	188	51%	178	49%	114	31%	21	6%	226	62%	1	0%	N/A	0%	N/A	0%	4	1%
COLLEGE OF THE MAINLAND	532	343	64%	202	59%	141	41%	197	57%	66	19%	75	22%	1	0%	3	1%	1	0%	N/A	0%
COLLIN CO COMM COLL DISTRICT	2,132	1,229	58%	675	55%	554	45%	957	78%	101	8%	115	9%	40	3%	12	1%	3	0%	1	0%
DALLAS CO COMMUNITY COLL DIST	13,030	5,581	43%	3,251	58%	2,330	42%	2,318	42%	1,517	27%	1,219	22%	243	4%	36	1%	172	3%	76	1%
DEL MAR COLLEGE	2,128	938	44%	587	63%	351	37%	364	39%	9	1%	560	60%	3	0%	N/A	0%	2	0%	N/A	0%
EL PASO COMMUNITY COLLEGE DIST	3,397	2,219	65%	1,218	55%	1,001	45%	211	10%	64	3%	1,892	85%	5	0%	13	1%	34	2%	N/A	0%
FRANK PHILLIPS COLLEGE	481	110	23%	51	46%	59	54%	83	75%	15	14%	10	9%	N/A	0%	2	2%	N/A	0%	N/A	0%
GALVESTON COLLEGE	437	206	47%	123	60%	83	40%	78	38%	66	32%	57	28%	3	1%	2	1%	N/A	0%	N/A	0%
GRAYSON COUNTY COLLEGE	1,188	241	20%	132	55%	109	45%	197	82%	27	11%	12	5%	N/A	0%	5	2%	N/A	0%	N/A	0%
HILL COLLEGE	1,030	237	23%	137	58%	100	42%	179	76%	28	12%	27	11%	N/A	0%	1	0%	2	1%	N/A	0%
HOUSTON COMMUNITY COLLEGE	5,624	2,043	36%	1,165	57%	878	43%	620	30%	462	23%	752	37%	167	8%	3	0%	30	1%	9	0%
HOWARD CO JUNIOR COLLEGE DIST	686	223	33%	112	50%	111	50%	137	61%	19	9%	64	29%	2	1%	1	0%	N/A	0%	N/A	0%
KILGORE COLLEGE	1,137	482	42%	273	57%	209	43%	314	65%	144	30%	13	3%	3	1%	1	0%	7	1%	N/A	0%
LAMAR INSTITUTE OF TECHNOLOGY	499	234	47%	100	43%	134	57%	115	49%	103	44%	9	4%	6	3%	1	0%	N/A	0%	N/A	0%
LAMAR ST COLL ORANGE/PT ARTHUR	1,171	544	46%	330	61%	214	39%	351	65%	152	28%	22	4%	16	3%	3	1%	N/A	0%	N/A	0%
LAREDO COMMUNITY COLLEGE	900	465	52%	252	54%	213	46%	14	3%	1	0%	444	95%	2	0%	N/A	0%	4	1%	N/A	0%
LEE COLLEGE	785	263	34%	173	66%	90	34%	156	59%	39	15%	62	24%	N/A	0%	3	1%	3	1%	N/A	0%
MCLENNAN COMMUNITY COLLEGE	1,583	568	36%	336	59%	232	41%	357	63%	126	22%	79	14%	2	0%	1	0%	3	1%	N/A	0%
MIDLAND COLLEGE	795	206	26%	133	65%	73	35%	137	67%	10	5%	56	27%	2	1%	N/A	0%	1	0%	N/A	0%
N. HARRIS MONTGOMERY COLL DIST	6,147	2,110	34%	1,228	58%	882	42%	1,307	62%	301	14%	375	18%	65	3%	18	1%	20	1%	24	1%
NAVARRO COLLEGE	1,353	619	46%	306	49%	313	51%	336	54%	219	35%	39	6%	6	1%	2	0%	17	3%	N/A	0%
NORTH CENTRAL TEXAS COLLEGE	1,165	416	36%	233	56%	183	44%	349	84%	27	6%	33	8%	5	1%	2	0%	N/A	0%	N/A	0%
NORTHEAST TEXAS COMM COLLEGE	604	272	45%	174	64%	98	36%	223	82%	29	11%	16	6%	3	1%	1	0%	N/A	0%	N/A	0%
ODESSA COLLEGE	1,390	417	30%	234	56%	183	44%	209	50%	37	9%	164	39%	3	1%	4	1%	N/A	0%	N/A	0%
PANOLA COLLEGE	556	204	37%	122	60%	82	40%	144	71%	51	25%	9	4%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
PARIS JUNIOR COLLEGE	934	402	43%	254	63%	148	37%	300	75%	74	18%	14	3%	2	0%	12	3%	N/A	0%	N/A	0%
RANGER COLLEGE	419	172	41%	74	43%	98	57%	81	47%	61	35%	29	17%	N/A	0%	1	1%	N/A	0%	N/A	0%
SAN JACINTO COMM COLL DIST	4,340	1,038	24%	596	57%	442	43%	455	44%	139	13%	368	35%	42	4%	8	1%	16	2%	10	1%
SOUTH PLAINS COLLEGE	2,205	813	37%	423	52%	390	48%	457	56%	72	9%	280	34%	2	0%	2	0%	N/A	0%	N/A	0%
SOUTH TEXAS COMMUNITY COLLEGE	2,505	1,397	56%	848	61%	549	39%	47	3%	N/A	0%	1,348	96%	2	0%	N/A	0%	N/A	0%	N/A	0%
SOUTHWEST TEXAS JUNIOR COLLEGE	922	707	77%	375	53%	332	47%	165	23%	13	2%	514	73%	3	0%	5	1%	N/A	0%	7	1%
TARRANT COUNTY COLLEGE DIST	5,272	2,617	50%	1,556	59%	1,061	41%	1,697	65%	394	15%	419	16%	88	3%	16	1%	2	0%	1	0%
TEMPLE COLLEGE	982	272	28%	163	60%	109	40%	183	67%	37	14%	48	18%	3	1%	1	0%	N/A	0%	N/A	0%
TEXARKANA COLLEGE	1,011	222	22%	134	60%	88	40%	163	73%	55	25%	3	1%	1	0%	N/A	0%	N/A	0%	N/A	0%
TEXAS SOUTHMOST COLLEGE	1,602	725	45%	422	58%	303	42%	21	3%	N/A	0%	697	96%	N/A	0%	1	0%	6	1%	N/A	0%
TEXAS ST TECHNICAL COLL SYSTEM	3,387	1,193	35%	419	35%	774	65%	556	47%	110	9%	522	44%	5	0%	N/A	0%	N/A	0%	N/A	0%
TRINITY VALLEY COMM COLLEGE	1,064	708	67%	366	52%	342	48%	529	75%	133	19%	30	4%	8	1%	5	1%	3	0%	N/A	0%
TYLER JUNIOR COLLEGE	2,291	1,158	51%	640	55%	518	45%	702	61%	372	32%	76	7%	5	0%	2	0%	1	0%	N/A	0%
VERNON COLLEGE	704	232	33%	140	60%	92	40%	177	76%	14	6%	35	15%	N/A	0%	6	3%	N/A	0%	N/A	0%
VICTORIA COLLEGE, THE	994	357	36%	237	66%	120	34%	200	56%	20	6%	131	37%	2	1%	3	1%	1	0%	N/A	0%
WEATHERFORD COLLEGE	810	357	44%	196	55%	161	45%	298	83%	16	4%	24	7%	6	2%	4	1%	5	1%	4	1%
WESTERN TEXAS COLLEGE	494	136	28%	52	38%	84	62%	102	75%	11	8%	22	16%	N/A	0%	1	1%	N/A	0%	N/A	0%
WHARTON COUNTY JUNIOR COLLEGE	1,623	392	24%	240	61%	152	39%	226	58%	54	14%	105	27%	6	2%	N/A	0%	1	0%	N/A	0%
CTC Statewide	109,799	43,726	40%	24,818	57%	18,908	43%	21,091	48%	6,337	14%	14,635	33%	919	2%	228	1%	366	1%	150	0%

Appendix A
Institutional Profiles of Students Requiring Mathematics Developmental Education
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Institution	FTIC	Math Dev. Ed. Required		Age: 18-19		20-21		22-24		25-29		30-34		35-40		41-50		Over 50		Under 18		Unknown	
ALAMO COMMUNITY COLLEGE DIST	8,666	4,031	47%	2,485	62%	438	11%	297	7%	256	6%	103	3%	84	2%	58	1%	12	0%	298	7%	N/A	0%
ALVIN COMMUNITY COLLEGE	906	336	37%	183	54%	26	8%	23	7%	19	6%	14	4%	13	4%	12	4%	5	1%	41	12%	N/A	0%
AMARILLO COLLEGE	1,581	520	33%	307	59%	56	11%	64	12%	28	5%	14	3%	17	3%	14	3%	N/A	0%	20	4%	N/A	0%
ANGELINA COLLEGE	1,251	529	42%	330	62%	35	7%	26	5%	30	6%	17	3%	13	2%	7	1%	N/A	0%	71	13%	N/A	0%
AUSTIN COMMUNITY COLLEGE	7,758	2,259	29%	1,150	51%	407	18%	261	12%	196	9%	59	3%	42	2%	29	1%	7	0%	108	5%	N/A	0%
BLINN COLLEGE	5,293	1,638	31%	1,207	74%	146	9%	87	5%	58	4%	27	2%	25	2%	25	2%	4	0%	58	4%	1	0%
BRAZOSPORT COLLEGE	696	136	20%	99	73%	14	10%	10	7%	7	5%	2	1%	N/A	0%	1	1%	N/A	0%	3	2%	N/A	0%
CENTRAL TEXAS COLLEGE	1,414	386	27%	200	52%	45	12%	34	9%	45	12%	19	5%	11	3%	7	2%	2	1%	23	6%	N/A	0%
CISCO JUNIOR COLLEGE	854	406	48%	290	71%	38	9%	22	5%	17	4%	9	2%	6	1%	7	2%	N/A	0%	17	4%	N/A	0%
CLARENDON COLLEGE	119	51	43%	13	25%	15	29%	3	6%	7	14%	6	12%	3	6%	4	8%	N/A	0%	N/A	0%	N/A	0%
COASTAL BEND COLLEGE	952	366	38%	201	55%	33	9%	23	6%	25	7%	21	6%	12	3%	7	2%	4	1%	40	11%	N/A	0%
COLLEGE OF THE MAINLAND	532	343	64%	220	64%	39	11%	20	6%	23	7%	12	3%	9	3%	7	2%	N/A	0%	13	4%	N/A	0%
COLLIN CO COMM COLL DISTRICT	2,132	1,229	58%	917	75%	96	8%	42	3%	48	4%	20	2%	17	1%	7	1%	1	0%	81	7%	N/A	0%
DALLAS CO COMMUNITY COLL DIST	13,030	5,581	43%	3,090	55%	738	13%	564	10%	456	8%	186	3%	135	2%	80	1%	14	0%	312	6%	6	0%
DEL MAR COLLEGE	2,128	938	44%	623	66%	92	10%	60	6%	46	5%	31	3%	19	2%	8	1%	3	0%	56	6%	N/A	0%
EL PASO COMMUNITY COLLEGE DIST	3,397	2,219	65%	1,394	63%	253	11%	133	6%	139	6%	69	3%	50	2%	51	2%	7	0%	123	6%	N/A	0%
FRANK PHILLIPS COLLEGE	481	110	23%	75	68%	5	5%	9	8%	1	1%	3	3%	1	1%	1	1%	1	1%	14	13%	N/A	0%
GALVESTON COLLEGE	437	206	47%	116	56%	26	13%	17	8%	8	4%	7	3%	7	3%	5	2%	5	2%	15	7%	N/A	0%
GRAYSON COUNTY COLLEGE	1,188	241	20%	156	65%	22	9%	14	6%	10	4%	7	3%	4	2%	2	1%	N/A	0%	26	11%	N/A	0%
HILL COLLEGE	1,030	237	23%	133	56%	20	8%	3	1%	6	3%	4	2%	2	1%	3	1%	N/A	0%	66	28%	N/A	0%
HOUSTON COMMUNITY COLLEGE	5,624	2,043	36%	1,123	55%	295	14%	203	10%	132	6%	66	3%	51	2%	36	2%	3	0%	130	6%	4	0%
HOWARD CO JUNIOR COLLEGE DIST	686	223	33%	128	57%	30	13%	12	5%	7	3%	6	3%	2	1%	6	3%	N/A	0%	31	14%	1	0%
KILGORE COLLEGE	1,137	482	42%	363	75%	35	7%	24	5%	13	3%	16	3%	7	1%	6	1%	N/A	0%	18	4%	N/A	0%
LAMAR INSTITUTE OF TECHNOLOGY	499	234	47%	143	61%	29	12%	16	7%	24	10%	8	3%	6	3%	4	2%	N/A	0%	4	2%	N/A	0%
LAMAR ST COLL ORANGE/PT ARTHUR	1,171	544	46%	289	53%	54	10%	49	9%	36	7%	28	5%	15	3%	16	3%	N/A	0%	57	10%	N/A	0%
LAREDO COMMUNITY COLLEGE	900	465	52%	356	77%	32	7%	6	1%	8	2%	6	1%	2	0%	N/A	0%	N/A	0%	54	12%	1	0%
LEE COLLEGE	785	263	34%	182	69%	20	8%	17	6%	16	6%	4	2%	6	2%	5	2%	N/A	0%	13	5%	N/A	0%
MCLENNAN COMMUNITY COLLEGE	1,583	568	36%	383	67%	47	8%	31	5%	33	6%	12	2%	11	2%	6	1%	1	0%	44	8%	N/A	0%
MIDLAND COLLEGE	795	206	26%	75	36%	9	4%	10	5%	7	3%	2	1%	3	1%	N/A	0%	N/A	0%	100	49%	N/A	0%
N. HARRIS MONTGOMERY COLL DIST	6,147	2,110	34%	1,413	67%	190	9%	110	5%	110	5%	45	2%	44	2%	32	2%	7	0%	159	8%	N/A	0%
NAVARRO COLLEGE	1,353	619	46%	414	67%	59	10%	41	7%	19	3%	10	2%	5	1%	6	1%	3	0%	62	10%	N/A	0%
NORTH CENTRAL TEXAS COLLEGE	1,165	416	36%	237	57%	39	9%	20	5%	21	5%	9	2%	13	3%	6	1%	N/A	0%	71	17%	N/A	0%
NORTHEAST TEXAS COMM COLLEGE	604	272	45%	177	65%	26	10%	10	4%	13	5%	9	3%	5	2%	2	1%	2	1%	28	10%	N/A	0%
ODESSA COLLEGE	1,390	417	30%	261	63%	23	6%	15	4%	19	5%	10	2%	14	3%	5	1%	1	0%	69	17%	N/A	0%
PANOLA COLLEGE	556	204	37%	151	74%	10	5%	5	2%	5	2%	1	0%	5	2%	5	2%	N/A	0%	22	11%	N/A	0%
PARIS JUNIOR COLLEGE	934	402	43%	251	62%	29	7%	19	5%	16	4%	16	4%	14	3%	13	3%	2	0%	42	10%	N/A	0%
RANGER COLLEGE	419	172	41%	125	73%	11	6%	4	2%	3	2%	2	1%	1	1%	N/A	0%	N/A	0%	26	15%	N/A	0%
SAN JACINTO COMM COLL DIST	4,340	1,038	24%	726	70%	90	9%	68	7%	30	3%	18	2%	11	1%	11	1%	1	0%	83	8%	N/A	0%
SOUTH PLAINS COLLEGE	2,205	813	37%	581	71%	58	7%	32	4%	22	3%	12	1%	4	0%	7	1%	N/A	0%	97	12%	N/A	0%
SOUTH TEXAS COMMUNITY COLLEGE	2,505	1,397	56%	863	62%	159	11%	85	6%	94	7%	43	3%	21	2%	25	2%	2	0%	105	8%	N/A	0%
SOUTHWEST TEXAS JUNIOR COLLEGE	922	707	77%	462	65%	41	6%	36	5%	33	5%	24	3%	7	1%	5	1%	N/A	0%	98	14%	1	0%
TARRANT COUNTY COLLEGE DIST	5,272	2,617	50%	1,693	65%	267	10%	159	6%	123	5%	87	3%	68	3%	49	2%	11	0%	159	6%	1	0%
TEMPLE COLLEGE	982	272	28%	176	65%	16	6%	17	6%	9	3%	4	1%	3	1%	4	1%	2	1%	41	15%	N/A	0%
TEXARKANA COLLEGE	1,011	222	22%	159	72%	12	5%	16	7%	11	5%	7	3%	6	3%	1	0%	N/A	0%	9	4%	1	0%
TEXAS SOUTHMOST COLLEGE	1,602	725	45%	481	66%	73	10%	36	5%	34	5%	18	2%	13	2%	9	1%	N/A	0%	61	8%	N/A	0%
TEXAS ST TECHNICAL COLL SYSTEM	3,387	1,193	35%	653	55%	160	13%	119	10%	105	9%	48	4%	37	3%	30	3%	9	1%	32	3%	N/A	0%
TRINITY VALLEY COMM COLLEGE	1,064	708	67%	480	68%	35	5%	23	3%	27	4%	11	2%	20	3%	8	1%	N/A	0%	104	15%	N/A	0%
TYLER JUNIOR COLLEGE	2,291	1,158	51%	828	72%	80	7%	49	4%	38	3%	21	2%	25	2%	8	1%	N/A	0%	109	9%	N/A	0%
VERNON COLLEGE	704	232	33%	143	62%	13	6%	20	9%	12	5%	13	6%	10	4%	4	2%	1	0%	16	7%	N/A	0%
VICTORIA COLLEGE, THE	994	357	36%	237	66%	29	8%	13	4%	14	4%	14	4%	16	4%	11	3%	1	0%	22	6%	N/A	0%
WEATHERFORD COLLEGE	810	357	44%	270	76%	21	6%	19	5%	16	4%	5	1%	6	2%	2	1%	1	0%	17	5%	N/A	0%
WESTERN TEXAS COLLEGE	494	136	28%	71	52%	16	12%	9	7%	8	6%	2	1%	5	4%	1	1%	N/A	0%	24	18%	N/A	0%
WHARTON COUNTY JUNIOR COLLEGE	1,623	392	24%	263	67%	39	10%	17	4%	13	3%	13	3%	7	2%	6	2%	1	0%	33	8%	N/A	0%
CTC Statewide	109,799	43,726	40%	27,346	63%	4,591	10%	3,022	7%	2,496	6%	1,220	3%	933	2%	664	2%	113	0%	3,325	8%	16	0%

Appendix A
Institutional Profiles of Students Requiring Mathematics Developmental Education
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Institution

	FTIC	Math Dev. Ed. Required		High School Diploma: Regular		Recom./Adv.		Unknown		Initial Test Category: Alternative		TASP		Unknown		Persistence or Award: No		Yes		Math Dev. Ed. Provided: Not Provided		Provided		Math TASP Obligation Met: TASP Met		TASP Not Met	
ALAMO COMMUNITY COLLEGE DIST	8,666	4,031	47%	2,008	50%	600	15%	1,423	35%	3,295	82%	736	18%	N/A	0%	2,468	61%	1,563	39%	318	8%	3,713	92%	767	19%	3,264	81%
ALVIN COMMUNITY COLLEGE	906	336	37%	117	35%	38	11%	181	54%	228	68%	108	32%	N/A	0%	176	52%	160	48%	64	19%	272	81%	66	20%	270	80%
AMARILLO COLLEGE	1,581	520	33%	213	41%	111	21%	196	38%	344	66%	176	34%	N/A	0%	306	59%	214	41%	35	7%	485	93%	109	21%	411	79%
ANGELINA COLLEGE	1,251	529	42%	255	48%	87	16%	187	35%	5	1%	524	99%	N/A	0%	327	62%	202	38%	192	36%	337	64%	114	22%	415	78%
AUSTIN COMMUNITY COLLEGE	7,758	2,259	29%	913	40%	460	20%	886	39%	1,299	58%	956	42%	4	0%	1,349	60%	910	40%	743	33%	1,516	67%	703	31%	1,556	69%
BLINN COLLEGE	5,293	1,638	31%	838	51%	378	23%	422	26%	20	1%	1,615	99%	3	0%	728	44%	910	56%	467	29%	1,171	71%	550	34%	1,088	66%
BRAZOSPORT COLLEGE	696	136	20%	71	52%	28	21%	37	27%	N/A	0%	136	100%	N/A	0%	81	60%	55	40%	27	20%	109	80%	22	16%	114	84%
CENTRAL TEXAS COLLEGE	1,414	386	27%	142	37%	76	20%	168	44%	286	74%	100	26%	N/A	0%	262	68%	124	32%	40	10%	346	90%	70	18%	316	82%
CISCO JUNIOR COLLEGE	854	406	48%	208	51%	83	20%	115	28%	4	1%	402	99%	N/A	0%	270	67%	136	33%	116	29%	290	71%	83	20%	323	80%
CLARENDON COLLEGE	119	51	43%	20	39%	11	22%	20	39%	1	2%	50	98%	N/A	0%	30	59%	21	41%	19	37%	32	63%	23	45%	28	55%
COASTAL BEND COLLEGE	952	366	38%	88	24%	137	37%	141	39%	138	38%	228	62%	N/A	0%	201	55%	165	45%	88	24%	278	76%	17	5%	349	95%
COLLEGE OF THE MAINLAND	532	343	64%	163	48%	53	15%	127	37%	237	69%	96	28%	10	3%	192	56%	151	44%	59	17%	284	83%	46	13%	297	87%
COLLIN CO COMM COLL DISTRICT	2,132	1,229	58%	588	48%	234	19%	407	33%	577	47%	652	53%	N/A	0%	680	55%	549	45%	492	40%	737	60%	530	43%	699	57%
DALLAS CO COMMUNITY COLL DIST	13,030	5,581	43%	2,158	39%	809	14%	2,614	47%	4,241	76%	1,340	24%	N/A	0%	3,410	61%	2,171	39%	778	14%	4,803	86%	856	15%	4,725	85%
DEL MAR COLLEGE	2,128	938	44%	364	39%	249	27%	325	35%	338	36%	600	64%	N/A	0%	525	56%	413	44%	82	9%	856	91%	282	30%	656	70%
EL PASO COMMUNITY COLLEGE DIST	3,397	2,219	65%	951	43%	445	20%	823	37%	2,010	91%	193	9%	16	1%	1,357	61%	862	39%	233	11%	1,986	89%	57	3%	2,162	97%
FRANK PHILLIPS COLLEGE	481	110	23%	51	46%	16	15%	43	39%	1	1%	109	99%	N/A	0%	64	58%	46	42%	24	22%	86	78%	40	36%	70	64%
GALVESTON COLLEGE	437	206	47%	92	45%	7	3%	107	52%	1	0%	175	85%	30	15%	143	69%	63	31%	43	21%	163	79%	17	8%	189	92%
GRAYSON COUNTY COLLEGE	1,188	241	20%	114	47%	35	15%	92	38%	7	3%	234	97%	N/A	0%	152	63%	89	37%	78	32%	163	68%	65	27%	176	73%
HILL COLLEGE	1,030	237	23%	105	44%	23	10%	109	46%	108	46%	129	54%	N/A	0%	131	55%	106	45%	92	39%	145	61%	64	27%	173	73%
HOUSTON COMMUNITY COLLEGE	5,624	2,043	36%	884	43%	186	9%	973	48%	1,509	74%	534	26%	N/A	0%	1,220	60%	823	40%	189	9%	1,854	91%	560	27%	1,483	73%
HOWARD CO JUNIOR COLLEGE DIST	686	223	33%	115	52%	19	9%	89	40%	N/A	0%	223	100%	N/A	0%	138	62%	85	38%	50	22%	173	78%	41	18%	182	82%
KILGORE COLLEGE	1,137	482	42%	262	54%	89	18%	131	27%	199	41%	283	59%	N/A	0%	311	65%	171	35%	135	28%	347	72%	78	16%	404	84%
LAMAR INSTITUTE OF TECHNOLOGY	499	234	47%	126	54%	17	7%	91	39%	N/A	0%	234	100%	N/A	0%	140	60%	94	40%	33	14%	201	86%	68	29%	166	71%
LAMAR ST COLL ORANGE/PT ARTHUR	1,171	544	46%	195	36%	64	12%	285	52%	280	51%	264	49%	N/A	0%	310	57%	234	43%	111	20%	433	80%	126	23%	418	77%
LAREDO COMMUNITY COLLEGE	900	465	52%	120	26%	225	48%	120	26%	176	38%	289	62%	N/A	0%	164	35%	301	65%	106	23%	359	77%	130	28%	335	72%
LEE COLLEGE	785	263	34%	119	45%	62	24%	82	31%	177	67%	83	32%	3	1%	146	56%	117	44%	16	6%	247	94%	18	7%	245	93%
MCLENNAN COMMUNITY COLLEGE	1,583	568	36%	269	47%	130	23%	169	30%	272	48%	294	52%	2	0%	314	55%	254	45%	93	16%	475	84%	121	21%	447	79%
MIDLAND COLLEGE	795	206	26%	30	15%	14	7%	162	79%	159	77%	47	23%	N/A	0%	111	54%	95	46%	143	69%	63	31%	30	15%	176	85%
N. HARRIS MONTGOMERY COLL DIST	6,147	2,110	34%	1,095	52%	248	12%	767	36%	1,562	74%	547	26%	1	0%	1,170	55%	940	45%	212	10%	1,898	90%	453	21%	1,657	79%
NAVARRO COLLEGE	1,353	619	46%	278	45%	111	18%	230	37%	397	64%	222	36%	N/A	0%	308	50%	311	50%	101	16%	518	84%	86	14%	533	86%
NORTH CENTRAL TEXAS COLLEGE	1,165	416	36%	180	43%	46	11%	190	46%	4	1%	412	99%	N/A	0%	237	57%	179	43%	173	42%	243	58%	96	23%	320	77%
NORTHEAST TEXAS COMM COLLEGE	604	272	45%	152	56%	30	11%	90	33%	151	56%	121	44%	N/A	0%	158	58%	114	42%	76	28%	196	72%	75	28%	197	72%
ODESSA COLLEGE	1,390	417	30%	155	37%	78	19%	184	44%	234	56%	183	44%	N/A	0%	237	57%	180	43%	84	20%	333	80%	90	22%	327	78%
PANOLA COLLEGE	556	204	37%	109	53%	37	18%	58	28%	67	33%	137	67%	N/A	0%	120	59%	84	41%	67	33%	137	67%	60	29%	144	71%
PARIS JUNIOR COLLEGE	934	402	43%	154	38%	82	20%	166	41%	172	43%	230	57%	N/A	0%	237	59%	165	41%	86	21%	316	79%	80	20%	322	80%
RANGER COLLEGE	419	172	41%	90	52%	25	15%	57	33%	59	34%	113	66%	N/A	0%	97	56%	75	44%	64	37%	108	63%	52	30%	120	70%
SAN JACINTO COMM COLL DIST	4,340	1,038	24%	512	49%	155	15%	371	36%	614	59%	422	41%	2	0%	519	50%	519	50%	97	9%	941	91%	328	32%	710	68%
SOUTH PLAINS COLLEGE	2,205	813	37%	455	56%	150	18%	208	26%	167	21%	643	79%	3	0%	504	62%	309	38%	296	36%	517	64%	221	27%	592	73%
SOUTH TEXAS COMMUNITY COLLEGE	2,505	1,397	56%	582	42%	428	31%	387	28%	3	0%	1,394	100%	N/A	0%	808	58%	589	42%	329	24%	1,068	76%	371	27%	1,026	73%
SOUTHWEST TEXAS JUNIOR COLLEGE	922	707	77%	318	45%	167	24%	222	31%	1	0%	706	100%	N/A	0%	358	51%	349	49%	299	42%	408	58%	182	26%	525	74%
TARRANT COUNTY COLLEGE DIST	5,272	2,617	50%	1,027	39%	630	24%	960	37%	1,248	48%	1,369	52%	N/A	0%	1,643	63%	974	37%	229	9%	2,388	91%	401	15%	2,216	85%
TEMPLE COLLEGE	982	272	28%	138	51%	48	18%	86	32%	N/A	0%	272	100%	N/A	0%	152	56%	120	44%	82	30%	190	70%	99	36%	173	64%
TEXARKANA COLLEGE	1,011	222	22%	83	37%	34	15%	105	47%	N/A	0%	222	100%	N/A	0%	135	61%	87	39%	30	14%	192	86%	64	29%	158	71%
TEXAS SOUTHMOST COLLEGE	1,602	725	45%	274	38%	234	32%	217	30%	219	30%	506	70%	N/A	0%	377	52%	348	48%	61	8%	664	92%	156	22%	569	78%
TEXAS ST TECHNICAL COLL SYSTEM	3,387	1,193	35%	554	46%	198	17%	441	37%	540	45%	652	55%	1	0%	719	60%	474	40%	196	16%	997	84%	320	27%	873	73%
TRINITY VALLEY COMM COLLEGE	1,064	708	67%	292	41%	173	24%	243	34%	8	1%	700	99%	N/A	0%	356	50%	352	50%	415	59%	293	41%	706	100%	2	0%
TYLER JUNIOR COLLEGE	2,291	1,158	51%	557	48%	214	18%	387	33%	674	58%	484	42%	N/A	0%	649	56%	509	44%	361	31%	797	69%	159	14%	999	86%
VERNON COLLEGE	704	232	33%	120	52%	24	10%	88	38%	N/A	0%	232	100%	N/A	0%	136	59%	96	41%	114	49%	118	51%	48	21%	184	79%
VICTORIA COLLEGE, THE	994	357	36%	146	41%	93	26%	118	33%	86	24%	236	66%	35	10%	195	55%	162	45%	58	16%	299	84%	110	31%	247	69%
WEATHERFORD COLLEGE	810	357	44%	189	53%	85	24%	83	23%	7	2%	347	97%	3	1%	224	63%	133	37%	123	34%	234	66%	96	27%	261	73%
WESTERN TEXAS COLLEGE	494	136	28%	59	43%	18	13%	59	43%	68	50%	68	50%	N/A	0%	85	63%	51	38%	32	24%	104	76%	36	26%	100	74%
WHARTON COUNTY JUNIOR COLLEGE	1,623	392	24%	210	54%	53	14%	129	33%	128	33%	264	67%	N/A	0%	209	53%	183	47%	40	10%	352	90%	392	100%	N/A	0%
CTC Statewide	109,799	43,726	40%	19,308	44%	8,047	18%	16,371	37%	22,321	51%	21,292	49%	113	0%	25,339	58%	18,387	42%	8,491	19%	35,235	81%	10,334	24%	33,392	76%

Appendix A
Institutional Profiles of Students Requiring Mathematics Developmental Education
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Community and State College - Academic

		Math Dev. Ed.		Gender				Ethnicity													
	FTIC	Required		Female		Male		White		Black		Hispanic		Asian		Indian		International		Unknown	
ALAMO COMMUNITY COLLEGE DIST	6,833	3,147	46%	1,964	62%	1,183	38%	985	31%	199	6%	1,908	61%	40	1%	11	0%	4	0%	N/A	0%
ALVIN COMMUNITY COLLEGE	682	248	36%	131	53%	117	47%	183	74%	14	6%	49	20%	1	0%	N/A	0%	N/A	0%	1	0%
AMARILLO COLLEGE	801	285	36%	159	56%	126	44%	208	73%	8	3%	56	20%	8	3%	1	0%	1	0%	3	1%
ANGELINA COLLEGE	707	306	43%	192	63%	114	37%	233	76%	50	16%	21	7%	N/A	0%	2	1%	N/A	0%	N/A	0%
AUSTIN COMMUNITY COLLEGE	5,621	1,683	30%	906	54%	777	46%	1,064	63%	132	8%	413	25%	47	3%	14	1%	11	1%	2	0%
BLINN COLLEGE	4,321	1,317	30%	646	49%	671	51%	924	70%	227	17%	146	11%	12	1%	3	0%	5	0%	N/A	0%
BRAZOSPORT COLLEGE	330	104	32%	66	63%	38	37%	68	65%	10	10%	23	22%	1	1%	2	2%	N/A	0%	N/A	0%
CENTRAL TEXAS COLLEGE	705	189	27%	140	74%	49	26%	91	48%	49	26%	30	16%	14	7%	2	1%	N/A	0%	3	2%
CISCO JUNIOR COLLEGE	699	345	49%	182	53%	163	47%	226	66%	57	17%	55	16%	3	1%	N/A	0%	4	1%	N/A	0%
CLARENDON COLLEGE	94	38	40%	24	63%	14	37%	23	61%	9	24%	6	16%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
COASTAL BEND COLLEGE	640	269	42%	139	52%	130	48%	90	33%	18	7%	159	59%	1	0%	N/A	0%	N/A	0%	1	0%
COLLEGE OF THE MAINLAND	371	263	71%	166	63%	97	37%	145	55%	58	22%	55	21%	1	0%	3	1%	1	0%	N/A	0%
COLLIN CO COMM COLL DISTRICT	1,111	671	60%	375	56%	296	44%	509	76%	64	10%	62	9%	25	4%	8	1%	2	0%	1	0%
DALLAS CO COMMUNITY COLL DIST	3,322	1,443	43%	816	57%	627	43%	668	46%	401	28%	243	17%	72	5%	6	0%	23	2%	30	2%
DEL MAR COLLEGE	1,265	561	44%	332	59%	229	41%	235	42%	9	2%	314	56%	2	0%	N/A	0%	1	0%	N/A	0%
EL PASO COMMUNITY COLLEGE DIST	1,964	1,338	68%	745	56%	593	44%	151	11%	42	3%	1,103	82%	5	0%	11	1%	26	2%	N/A	0%
FRANK PHILLIPS COLLEGE	405	106	26%	50	47%	56	53%	80	75%	14	13%	10	9%	N/A	0%	2	2%	N/A	0%	N/A	0%
GALVESTON COLLEGE	325	154	47%	86	56%	68	44%	63	41%	44	29%	42	27%	3	2%	2	1%	N/A	0%	N/A	0%
GRAYSON COUNTY COLLEGE	739	186	25%	102	55%	84	45%	156	84%	17	9%	9	5%	N/A	0%	4	2%	N/A	0%	N/A	0%
HILL COLLEGE	315	124	39%	75	60%	49	40%	87	70%	19	15%	15	12%	N/A	0%	1	1%	2	2%	N/A	0%
HOUSTON COMMUNITY COLLEGE	1,705	532	31%	344	65%	188	35%	134	25%	145	27%	194	36%	44	8%	1	0%	11	2%	3	1%
HOWARD CO JUNIOR COLLEGE DIST	300	93	31%	54	58%	39	42%	66	71%	8	9%	18	19%	N/A	0%	1	1%	N/A	0%	N/A	0%
KILGORE COLLEGE	770	340	44%	177	52%	163	48%	228	67%	91	27%	11	3%	2	1%	1	0%	7	2%	N/A	0%
LAMAR ST COLL ORANGE/PT ARTHUR	708	312	44%	186	60%	126	40%	202	65%	83	27%	14	4%	13	4%	N/A	0%	N/A	0%	N/A	0%
LAREDO COMMUNITY COLLEGE	516	249	48%	141	57%	108	43%	9	4%	1	0%	234	94%	1	0%	N/A	0%	4	2%	N/A	0%
LEE COLLEGE	182	101	55%	65	64%	36	36%	61	60%	14	14%	23	23%	N/A	0%	N/A	0%	3	3%	N/A	0%
MCLENNAN COMMUNITY COLLEGE	1,045	385	37%	214	56%	171	44%	248	64%	80	21%	54	14%	1	0%	1	0%	1	0%	N/A	0%
MIDLAND COLLEGE	588	151	26%	102	68%	49	32%	106	70%	7	5%	35	23%	2	1%	N/A	0%	1	1%	N/A	0%
N. HARRIS MONTGOMERY COLL DIST	5,310	1,897	36%	1,081	57%	816	43%	1,213	64%	239	13%	331	17%	54	3%	18	1%	19	1%	23	1%
NAVARRO COLLEGE	915	410	45%	203	50%	207	50%	241	59%	140	34%	20	5%	2	0%	2	0%	5	1%	N/A	0%
NORTH CENTRAL TEXAS COLLEGE	877	319	36%	183	57%	136	43%	269	84%	20	6%	26	8%	3	1%	1	0%	N/A	0%	N/A	0%
NORTHEAST TEXAS COMM COLLEGE	423	202	48%	123	61%	79	39%	171	85%	16	8%	11	5%	3	1%	1	0%	N/A	0%	N/A	0%
ODESSA COLLEGE	915	333	36%	183	55%	150	45%	170	51%	30	9%	127	38%	3	1%	3	1%	N/A	0%	N/A	0%
PANOLA COLLEGE	433	179	41%	107	60%	72	40%	127	71%	43	24%	9	5%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
PARIS JUNIOR COLLEGE	717	318	44%	188	59%	130	41%	240	75%	58	18%	10	3%	2	1%	8	3%	N/A	0%	N/A	0%
RANGER COLLEGE	360	168	47%	71	42%	97	58%	79	47%	60	36%	28	17%	N/A	0%	1	1%	N/A	0%	N/A	0%
SAN JACINTO COMM COLL DIST	2,380	644	27%	368	57%	276	43%	302	47%	76	12%	214	33%	31	5%	6	1%	10	2%	5	1%
SOUTH PLAINS COLLEGE	1,428	515	36%	285	55%	230	45%	319	62%	42	8%	152	30%	1	0%	1	0%	N/A	0%	N/A	0%
SOUTH TEXAS COMMUNITY COLLEGE	1,519	870	57%	514	59%	356	41%	33	4%	N/A	0%	836	96%	1	0%	N/A	0%	N/A	0%	N/A	0%
SOUTHWEST TEXAS JUNIOR COLLEGE	689	544	79%	311	57%	233	43%	131	24%	10	2%	391	72%	3	1%	3	1%	N/A	0%	6	1%
TARRANT COUNTY COLLEGE DIST	3,894	1,927	49%	1,152	60%	775	40%	1,288	67%	264	14%	299	16%	61	3%	13	1%	1	0%	1	0%
TEMPLE COLLEGE	640	181	28%	102	56%	79	44%	127	70%	24	13%	27	15%	2	1%	1	1%	N/A	0%	N/A	0%
TEXARKANA COLLEGE	874	185	21%	113	61%	72	39%	146	79%	37	20%	2	1%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
TEXAS SOUTHMOST COLLEGE	1,488	683	46%	400	59%	283	41%	21	3%	N/A	0%	655	96%	N/A	0%	1	0%	6	1%	N/A	0%
TRINITY VALLEY COMM COLLEGE	627	437	70%	216	49%	221	51%	329	75%	77	18%	23	5%	4	1%	3	1%	1	0%	N/A	0%
TYLER JUNIOR COLLEGE	1,667	849	51%	438	52%	411	48%	534	63%	256	30%	53	6%	5	1%	N/A	0%	1	0%	N/A	0%
VERNON COLLEGE	238	69	29%	41	59%	28	41%	57	83%	3	4%	6	9%	N/A	0%	3	4%	N/A	0%	N/A	0%
VICTORIA COLLEGE, THE	724	254	35%	175	69%	79	31%	148	58%	14	6%	86	34%	2	1%	3	1%	1	0%	N/A	0%
WEATHERFORD COLLEGE	479	235	49%	130	55%	105	45%	200	85%	9	4%	15	6%	4	2%	2	1%	4	2%	1	0%
WESTERN TEXAS COLLEGE	418	113	27%	50	44%	63	56%	84	74%	11	10%	17	15%	N/A	0%	1	1%	N/A	0%	N/A	0%
WHARTON COUNTY JUNIOR COLLEGE	1,211	284	23%	179	63%	105	37%	169	60%	37	13%	71	25%	6	2%	N/A	0%	1	0%	N/A	0%
C/SC-Academic Statewide	65,290	26,556	41%	15,192	57%	11,364	43%	13,641	51%	3,336	13%	8,711	33%	485	2%	147	1%	156	1%	80	0%

Appendix A
Institutional Profiles of Students Requiring Mathematics Developmental Education
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Community and State College - Academic

		Math Dev. Ed.		Age																							
	FTIC	Required		18-19		20-21		22-24		25-29		30-34		35-40		41-50		Over 50		Under 18		Unknown	
ALAMO COMMUNITY COLLEGE DIST	6,833	3,147	46%	1,993	63%	319	10%	204	6%	184	6%	73	2%	58	2%	42	1%	8	0%	266	8%	N/A	0%
ALVIN COMMUNITY COLLEGE	682	248	36%	150	60%	20	8%	9	4%	10	4%	12	5%	12	5%	9	4%	2	1%	24	10%	N/A	0%
AMARILLO COLLEGE	801	285	36%	188	66%	31	11%	30	11%	6	2%	3	1%	6	2%	6	2%	N/A	0%	15	5%	N/A	0%
ANGELINA COLLEGE	707	306	43%	187	61%	18	6%	13	4%	11	4%	9	3%	5	2%	4	1%	N/A	0%	59	19%	N/A	0%
AUSTIN COMMUNITY COLLEGE	5,621	1,683	30%	887	53%	300	18%	199	12%	130	8%	34	2%	26	2%	17	1%	5	0%	85	5%	N/A	0%
BLINN COLLEGE	4,321	1,317	30%	964	73%	116	9%	73	6%	41	3%	22	2%	18	1%	22	2%	4	0%	56	4%	1	0%
BRAZOSPORT COLLEGE	330	104	32%	78	75%	12	12%	4	4%	4	4%	2	2%	N/A	0%	1	1%	N/A	0%	3	3%	N/A	0%
CENTRAL TEXAS COLLEGE	705	189	27%	108	57%	20	11%	17	9%	19	10%	5	3%	3	2%	3	2%	N/A	0%	14	7%	N/A	0%
CISCO JUNIOR COLLEGE	699	345	49%	252	73%	27	8%	19	6%	15	4%	7	2%	5	1%	5	1%	N/A	0%	15	4%	N/A	0%
CLARENDON COLLEGE	94	38	40%	13	34%	13	34%	1	3%	4	11%	4	11%	2	5%	1	3%	N/A	0%	N/A	0%	N/A	0%
COASTAL BEND COLLEGE	640	269	42%	151	56%	16	6%	13	5%	19	7%	18	7%	10	4%	4	1%	1	0%	37	14%	N/A	0%
COLLEGE OF THE MAINLAND	371	263	71%	174	66%	30	11%	10	4%	17	6%	8	3%	7	3%	5	2%	N/A	0%	12	5%	N/A	0%
COLLIN CO COMM COLL DISTRICT	1,111	671	60%	504	75%	50	7%	26	4%	20	3%	9	1%	12	2%	4	1%	N/A	0%	46	7%	N/A	0%
DALLAS CO COMMUNITY COLL DIST	3,322	1,443	43%	805	56%	221	15%	149	10%	113	8%	38	3%	27	2%	14	1%	2	0%	72	5%	2	0%
DEL MAR COLLEGE	1,265	561	44%	389	69%	52	9%	29	5%	20	4%	13	2%	9	2%	4	1%	2	0%	43	8%	N/A	0%
EL PASO COMMUNITY COLLEGE DIST	1,964	1,338	68%	882	66%	153	11%	81	6%	68	5%	34	3%	25	2%	21	2%	2	0%	72	5%	N/A	0%
FRANK PHILLIPS COLLEGE	405	106	26%	73	69%	5	5%	7	7%	1	1%	3	3%	1	1%	1	1%	1	1%	14	13%	N/A	0%
GALVESTON COLLEGE	325	154	47%	96	62%	18	12%	6	4%	7	5%	6	4%	4	3%	2	1%	4	3%	11	7%	N/A	0%
GRAYSON COUNTY COLLEGE	739	186	25%	121	65%	16	9%	9	5%	6	3%	5	3%	3	2%	1	1%	N/A	0%	25	13%	N/A	0%
HILL COLLEGE	315	124	39%	75	60%	16	13%	2	2%	4	3%	2	2%	2	2%	2	2%	N/A	0%	21	17%	N/A	0%
HOUSTON COMMUNITY COLLEGE	1,705	532	31%	259	49%	83	16%	68	13%	45	8%	23	4%	11	2%	12	2%	1	0%	29	5%	1	0%
HOWARD CO JUNIOR COLLEGE DIST	300	93	31%	56	60%	5	5%	3	3%	1	1%	N/A	0%	2	2%	N/A	0%	N/A	0%	25	27%	1	1%
KILGORE COLLEGE	770	340	44%	271	80%	20	6%	13	4%	8	2%	7	2%	2	1%	2	1%	N/A	0%	17	5%	N/A	0%
LAMAR ST COLL ORANGE/PT ARTHUR	708	312	44%	169	54%	29	9%	26	8%	13	4%	18	6%	7	2%	6	2%	N/A	0%	44	14%	N/A	0%
LAREDO COMMUNITY COLLEGE	516	249	48%	183	73%	18	7%	6	2%	3	1%	3	1%	1	0%	N/A	0%	N/A	0%	35	14%	N/A	0%
LEE COLLEGE	182	101	55%	75	74%	5	5%	6	6%	5	5%	1	1%	4	4%	N/A	0%	N/A	0%	5	5%	N/A	0%
MCLENNAN COMMUNITY COLLEGE	1,045	385	37%	267	69%	24	6%	18	5%	23	6%	9	2%	8	2%	3	1%	N/A	0%	33	9%	N/A	0%
MIDLAND COLLEGE	588	151	26%	42	28%	6	4%	5	3%	4	3%	1	1%	1	1%	N/A	0%	N/A	0%	92	61%	N/A	0%
N. HARRIS MONTGOMERY COLL DIST	5,310	1,897	36%	1,296	68%	161	8%	92	5%	92	5%	36	2%	37	2%	29	2%	7	0%	147	8%	N/A	0%
NAVARRO COLLEGE	915	410	45%	275	67%	33	8%	26	6%	8	2%	6	1%	2	0%	2	0%	1	0%	57	14%	N/A	0%
NORTH CENTRAL TEXAS COLLEGE	877	319	36%	181	57%	27	8%	17	5%	13	4%	4	1%	8	3%	6	2%	N/A	0%	63	20%	N/A	0%
NORTHEAST TEXAS COMM COLLEGE	423	202	48%	136	67%	17	8%	7	3%	6	3%	5	2%	2	1%	1	0%	1	0%	27	13%	N/A	0%
ODESSA COLLEGE	915	333	36%	210	63%	16	5%	12	4%	12	4%	5	2%	10	3%	1	0%	1	0%	66	20%	N/A	0%
PANOLA COLLEGE	433	179	41%	138	77%	7	4%	4	2%	3	2%	N/A	0%	4	2%	3	2%	N/A	0%	20	11%	N/A	0%
PARIS JUNIOR COLLEGE	717	318	44%	212	67%	20	6%	15	5%	9	3%	7	2%	9	3%	7	2%	2	1%	37	12%	N/A	0%
RANGER COLLEGE	360	168	47%	122	73%	10	6%	4	2%	3	2%	2	1%	1	1%	N/A	0%	N/A	0%	26	15%	N/A	0%
SAN JACINTO COMM COLL DIST	2,380	644	27%	449	70%	56	9%	42	7%	16	2%	9	1%	5	1%	7	1%	1	0%	59	9%	N/A	0%
SOUTH PLAINS COLLEGE	1,428	515	36%	388	75%	26	5%	9	2%	11	2%	4	1%	N/A	0%	1	0%	N/A	0%	76	15%	N/A	0%
SOUTH TEXAS COMMUNITY COLLEGE	1,519	870	57%	553	64%	98	11%	49	6%	41	5%	24	3%	9	1%	7	1%	1	0%	88	10%	N/A	0%
SOUTHWEST TEXAS JUNIOR COLLEGE	689	544	79%	347	64%	29	5%	29	5%	27	5%	19	3%	4	1%	4	1%	N/A	0%	84	15%	1	0%
TARRANT COUNTY COLLEGE DIST	3,894	1,927	49%	1,277	66%	193	10%	112	6%	80	4%	59	3%	43	2%	32	2%	6	0%	124	6%	1	0%
TEMPLE COLLEGE	640	181	28%	132	73%	11	6%	6	3%	3	2%	3	2%	3	2%	1	1%	1	1%	21	12%	N/A	0%
TEXARKANA COLLEGE	874	185	21%	139	75%	11	6%	9	5%	8	4%	4	2%	6	3%	1	1%	N/A	0%	6	3%	1	1%
TEXAS SOUTHMOST COLLEGE	1,488	683	46%	462	68%	66	10%	32	5%	29	4%	16	2%	10	1%	7	1%	N/A	0%	61	9%	N/A	0%
TRINITY VALLEY COMM COLLEGE	627	437	70%	298	68%	18	4%	12	3%	12	3%	2	0%	6	1%	4	1%	N/A	0%	85	19%	N/A	0%
TYLER JUNIOR COLLEGE	1,667	849	51%	611	72%	60	7%	35	4%	22	3%	5	1%	14	2%	4	0%	N/A	0%	98	12%	N/A	0%
VERNON COLLEGE	238	69	29%	51	74%	N/A	0%	4	6%	1	1%	2	3%	2	3%	1	1%	N/A	0%	8	12%	N/A	0%
VICTORIA COLLEGE, THE	724	254	35%	176	69%	19	7%	4	2%	8	3%	6	2%	13	5%	9	4%	N/A	0%	19	7%	N/A	0%
WEATHERFORD COLLEGE	479	235	49%	190	81%	7	3%	9	4%	10	4%	3	1%	2	1%	1	0%	1	0%	12	5%	N/A	0%
WESTERN TEXAS COLLEGE	418	113	27%	53	47%	12	11%	9	8%	7	6%	2	2%	5	4%	1	1%	N/A	0%	24	21%	N/A	0%
WHARTON COUNTY JUNIOR COLLEGE	1,211	284	23%	184	65%	35	12%	11	4%	10	4%	8	3%	4	1%	2	1%	N/A	0%	30	11%	N/A	0%
C/SC-Academic Statewide	65,290	26,556	41%	17,292	65%	2,575	10%	1,595	6%	1,232	5%	600	2%	470	2%	322	1%	54	0%	2,408	9%	8	0%

Appendix A
Institutional Profiles of Students Requiring Mathematics Developmental Education
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Community and State College - Academic

		Math Dev. Ed.		High School Diploma						Initial Test Category						Persistence or Award				Math Dev. Ed. Provided				Math TASP Obligation Met			
	FTIC	Required		Regular		Recom./Adv.		Unknown		Alternative		TASP		Unknown		No		Yes		Not Provided		Provided		TASP Met		TASP Not Met	
ALAMO COMMUNITY COLLEGE DIST	6,833	3,147	46%	1,557	49%	484	15%	1,108	35%	2,568	82%	579	18%	N/A	0%	1,902	60%	1,245	40%	255	8%	2,892	92%	623	20%	2,524	80%
ALVIN COMMUNITY COLLEGE	682	248	36%	89	36%	34	14%	125	50%	156	63%	92	37%	N/A	0%	127	51%	121	49%	33	13%	215	87%	57	23%	191	77%
AMARILLO COLLEGE	801	285	36%	121	42%	73	26%	91	32%	173	61%	112	39%	N/A	0%	160	56%	125	44%	18	6%	267	94%	53	19%	232	81%
ANGELINA COLLEGE	707	306	43%	145	47%	49	16%	112	37%	2	1%	304	99%	N/A	0%	186	61%	120	39%	116	38%	190	62%	68	22%	238	78%
AUSTIN COMMUNITY COLLEGE	5,621	1,683	30%	677	40%	339	20%	667	40%	955	57%	725	43%	3	0%	990	59%	693	41%	563	33%	1,120	67%	542	32%	1,141	68%
BLINN COLLEGE	4,321	1,317	30%	652	50%	319	24%	346	26%	17	1%	1,297	98%	3	0%	581	44%	736	56%	379	29%	938	71%	459	35%	858	65%
BRAZOSPORT COLLEGE	330	104	32%	55	53%	23	22%	26	25%	N/A	0%	104	100%	N/A	0%	61	59%	43	41%	18	17%	86	83%	17	16%	87	84%
CENTRAL TEXAS COLLEGE	705	189	27%	67	35%	45	24%	77	41%	135	71%	54	29%	N/A	0%	126	67%	63	33%	20	11%	169	89%	32	17%	157	83%
CISCO JUNIOR COLLEGE	699	345	49%	178	52%	70	20%	97	28%	2	1%	343	99%	N/A	0%	229	66%	116	34%	95	28%	250	72%	72	21%	273	79%
CLARENDON COLLEGE	94	38	40%	14	37%	11	29%	13	34%	N/A	0%	38	100%	N/A	0%	22	58%	16	42%	14	37%	24	63%	21	55%	17	45%
COASTAL BEND COLLEGE	640	269	42%	50	19%	109	41%	110	41%	102	38%	167	62%	N/A	0%	143	53%	126	47%	65	24%	204	76%	14	5%	255	95%
COLLEGE OF THE MAINLAND	371	263	71%	127	48%	46	17%	90	34%	176	67%	80	30%	7	3%	140	53%	123	47%	46	17%	217	83%	39	15%	224	85%
COLLIN CO COMM COLL DISTRICT	1,111	671	60%	324	48%	140	21%	207	31%	312	46%	359	54%	N/A	0%	363	54%	308	46%	268	40%	403	60%	285	42%	386	58%
DALLAS CO COMMUNITY COLL DIST	3,322	1,443	43%	578	40%	239	17%	626	43%	1,100	76%	343	24%	N/A	0%	861	60%	582	40%	201	14%	1,242	86%	257	18%	1,186	82%
DEL MAR COLLEGE	1,265	561	44%	213	38%	153	27%	195	35%	199	35%	362	65%	N/A	0%	305	54%	256	46%	56	10%	505	90%	189	34%	372	66%
EL PASO COMMUNITY COLLEGE DIST	1,964	1,338	68%	563	42%	294	22%	481	36%	1,211	91%	121	9%	6	0%	804	60%	534	40%	140	10%	1,198	90%	40	3%	1,298	97%
FRANK PHILLIPS COLLEGE	405	106	26%	48	45%	16	15%	42	40%	1	1%	105	99%	N/A	0%	62	58%	44	42%	24	23%	82	77%	38	36%	68	64%
GALVESTON COLLEGE	325	154	47%	71	46%	7	5%	76	49%	1	1%	132	86%	21	14%	106	69%	48	31%	31	20%	123	80%	12	8%	142	92%
GRAYSON COUNTY COLLEGE	739	186	25%	94	51%	25	13%	67	36%	6	3%	180	97%	N/A	0%	111	60%	75	40%	61	33%	125	67%	49	26%	137	74%
HILL COLLEGE	315	124	39%	62	50%	13	10%	49	40%	60	48%	64	52%	N/A	0%	78	63%	46	37%	42	34%	82	66%	29	23%	95	77%
HOUSTON COMMUNITY COLLEGE	1,705	532	31%	206	39%	54	10%	272	51%	384	72%	148	28%	N/A	0%	324	61%	208	39%	50	9%	482	91%	143	27%	389	73%
HOWARD CO JUNIOR COLLEGE DIST	300	93	31%	35	38%	11	12%	47	51%	N/A	0%	93	100%	N/A	0%	52	56%	41	44%	30	32%	63	68%	22	24%	71	76%
KILGORE COLLEGE	770	340	44%	181	53%	66	19%	93	27%	134	39%	206	61%	N/A	0%	208	61%	132	39%	96	28%	244	72%	65	19%	275	81%
LAMAR ST COLL ORANGE/PT ARTHUR	708	312	44%	104	33%	34	11%	174	56%	147	47%	165	53%	N/A	0%	177	57%	135	43%	67	21%	245	79%	80	26%	232	74%
LAREDO COMMUNITY COLLEGE	516	249	48%	61	24%	113	45%	75	30%	101	41%	148	59%	N/A	0%	82	33%	167	67%	62	25%	187	75%	79	32%	170	68%
LEE COLLEGE	182	101	55%	45	45%	27	27%	29	29%	58	57%	42	42%	1	1%	53	52%	48	48%	7	7%	94	93%	10	10%	91	90%
MCLENNAN COMMUNITY COLLEGE	1,045	385	37%	178	46%	92	24%	115	30%	184	48%	200	52%	1	0%	210	55%	175	45%	67	17%	318	83%	84	22%	301	78%
MIDLAND COLLEGE	588	151	26%	15	10%	9	6%	127	84%	117	77%	34	23%	N/A	0%	72	48%	79	52%	113	75%	38	25%	20	13%	131	87%
N. HARRIS MONTGOMERY COLL DIST	5,310	1,897	36%	999	53%	219	12%	679	36%	1,403	74%	493	26%	1	0%	1,035	55%	862	45%	191	10%	1,706	90%	417	22%	1,480	78%
NAVARRO COLLEGE	915	410	45%	182	44%	79	19%	149	36%	264	64%	146	36%	N/A	0%	204	50%	206	50%	66	16%	344	84%	58	14%	352	86%
NORTH CENTRAL TEXAS COLLEGE	877	319	36%	135	42%	34	11%	150	47%	4	1%	315	99%	N/A	0%	172	54%	147	46%	138	43%	181	57%	80	25%	239	75%
NORTHEAST TEXAS COMM COLLEGE	423	202	48%	111	55%	26	13%	65	32%	111	55%	91	45%	N/A	0%	121	60%	81	40%	57	28%	145	72%	60	30%	142	70%
ODESSA COLLEGE	915	333	36%	120	36%	64	19%	149	45%	184	55%	149	45%	N/A	0%	180	54%	153	46%	77	23%	256	77%	76	23%	257	77%
PANOLA COLLEGE	433	179	41%	95	53%	37	21%	47	26%	53	30%	126	70%	N/A	0%	103	58%	76	42%	59	33%	120	67%	57	32%	122	68%
PARIS JUNIOR COLLEGE	717	318	44%	132	42%	68	21%	118	37%	134	42%	184	58%	N/A	0%	187	59%	131	41%	68	21%	250	79%	63	20%	255	80%
RANGER COLLEGE	360	168	47%	87	52%	24	14%	57	34%	57	34%	111	66%	N/A	0%	96	57%	72	43%	63	38%	105	63%	51	30%	117	70%
SAN JACINTO COMM COLL DIST	2,380	644	27%	306	48%	97	15%	241	37%	381	59%	263	41%	N/A	0%	315	49%	329	51%	60	9%	584	91%	205	32%	439	68%
SOUTH PLAINS COLLEGE	1,428	515	36%	287	56%	109	21%	119	23%	95	18%	417	81%	3	1%	297	58%	218	42%	194	38%	321	62%	164	32%	351	68%
SOUTH TEXAS COMMUNITY COLLEGE	1,519	870	57%	345	40%	284	33%	241	28%	3	0%	867	100%	N/A	0%	484	56%	386	44%	208	24%	662	76%	255	29%	615	71%
SOUTHWEST TEXAS JUNIOR COLLEGE	689	544	79%	241	44%	124	23%	179	33%	1	0%	543	100%	N/A	0%	270	50%	274	50%	234	43%	310	57%	146	27%	398	73%
TARRANT COUNTY COLLEGE DIST	3,894	1,927	49%	747	39%	491	25%	689	36%	885	46%	1,042	54%	N/A	0%	1,180	61%	747	39%	147	8%	1,780	92%	290	15%	1,637	85%
TEMPLE COLLEGE	640	181	28%	98	54%	38	21%	45	25%	N/A	0%	181	100%	N/A	0%	97	54%	84	46%	58	32%	123	68%	70	39%	111	61%
TEXARKANA COLLEGE	874	185	21%	73	39%	32	17%	80	43%	N/A	0%	185	100%	N/A	0%	114	62%	71	38%	29	16%	156	84%	56	30%	129	70%
TEXAS SOUTHMOST COLLEGE	1,488	683	46%	256	37%	226	33%	201	29%	201	29%	482	71%	N/A	0%	355	52%	328	48%	45	7%	638	93%	152	22%	531	78%
TRINITY VALLEY COMM COLLEGE	627	437	70%	182	42%	102	23%	153	35%	6	1%	431	99%	N/A	0%	227	52%	210	48%	252	58%	185	42%	436	100%	1	0%
TYLER JUNIOR COLLEGE	1,667	849	51%	398	47%	160	19%	291	34%	485	57%	364	43%	N/A	0%	452	53%	397	47%	264	31%	585	69%	121	14%	728	86%
VERNON COLLEGE	238	69	29%	34	49%	8	12%	27	39%	N/A	0%	69	100%	N/A	0%	38	55%	31	45%	43	62%	26	38%	15	22%	54	78%
VICTORIA COLLEGE, THE	724	254	35%	96	38%	72	28%	86	34%	57	22%	172	68%	25	10%	146	57%	108	43%	28	11%	226	89%	74	29%	180	71%
WEATHERFORD COLLEGE	479	235	49%	124	53%	59	25%	52	22%	4	2%	229	97%	2	1%	147	63%	88	37%	77	33%	158	67%	65	28%	170	72%
WESTERN TEXAS COLLEGE	418	113	27%	42	37%	16	14%	55	49%	53	47%	60	53%	N/A	0%	70	62%	43	38%	28	25%	85	75%	31	27%	82	73%
WHARTON COUNTY JUNIOR COLLEGE	1,211	284	23%	143	50%	39	14%	102	36%	100	35%	184	65%	N/A	0%	138	49%	146	51%	30	11%	254	89%	284	100%	N/A	0%
C/SC-Academic Statewide	65,290	26,556	41%	11,743	44%	5,303	20%	9,510	36%	12,782	48%	13,701	52%	73	0%	14,963	56%	11,593	44%	5,353	20%	21,203	80%	6,625	25%	19,931	75%

Appendix A
Institutional Profiles of Students Requiring Mathematics Developmental Education
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Community, Technical, and State College - Technical

		Math Dev. Ed.		Gender				Ethnicity													
	FTIC	Required		Female		Male		White		Black		Hispanic		Asian		Indian		International		Unknown	
ALAMO COMMUNITY COLLEGE DIST	1,833	884	48%	483	55%	401	45%	215	24%	72	8%	577	65%	15	2%	2	0%	3	0%	N/A	0%
ALVIN COMMUNITY COLLEGE	224	88	39%	40	45%	48	55%	62	70%	2	2%	19	22%	3	3%	N/A	0%	N/A	0%	2	2%
AMARILLO COLLEGE	780	235	30%	143	61%	92	39%	164	70%	9	4%	55	23%	3	1%	1	0%	N/A	0%	3	1%
ANGELINA COLLEGE	544	223	41%	160	72%	63	28%	131	59%	62	28%	29	13%	N/A	0%	1	0%	N/A	0%	N/A	0%
AUSTIN COMMUNITY COLLEGE	2,137	576	27%	339	59%	237	41%	340	59%	63	11%	155	27%	13	2%	3	1%	2	0%	N/A	0%
BLINN COLLEGE	972	321	33%	193	60%	128	40%	195	61%	88	27%	35	11%	N/A	0%	2	1%	1	0%	N/A	0%
BRAZOSPORT COLLEGE	366	32	9%	12	38%	20	63%	16	50%	7	22%	9	28%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
CENTRAL TEXAS COLLEGE	709	197	28%	133	68%	64	32%	97	49%	50	25%	41	21%	6	3%	3	2%	N/A	0%	N/A	0%
CISCO JUNIOR COLLEGE	155	61	39%	30	49%	31	51%	27	44%	20	33%	13	21%	N/A	0%	N/A	0%	1	2%	N/A	0%
CLARENDON COLLEGE	25	13	52%	5	38%	8	62%	13	100%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
COASTAL BEND COLLEGE	312	97	31%	49	51%	48	49%	24	25%	3	3%	67	69%	N/A	0%	N/A	0%	N/A	0%	3	3%
COLLEGE OF THE MAINLAND	161	80	50%	36	45%	44	55%	52	65%	8	10%	20	25%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
COLLIN CO COMM COLL DISTRICT	1,021	558	55%	300	54%	258	46%	448	80%	37	7%	53	9%	15	3%	4	1%	1	0%	N/A	0%
DALLAS CO COMMUNITY COLL DIST	9,708	4,138	43%	2,435	59%	1,703	41%	1,650	40%	1,116	27%	976	24%	171	4%	30	1%	149	4%	46	1%
DEL MAR COLLEGE	863	377	44%	255	68%	122	32%	129	34%	N/A	0%	246	65%	1	0%	N/A	0%	1	0%	N/A	0%
EL PASO COMMUNITY COLLEGE DIST	1,433	881	61%	473	54%	408	46%	60	7%	22	2%	789	90%	N/A	0%	2	0%	8	1%	N/A	0%
FRANK PHILLIPS COLLEGE	76	4	5%	1	25%	3	75%	3	75%	1	25%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
GALVESTON COLLEGE	112	52	46%	37	71%	15	29%	15	29%	22	42%	15	29%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
GRAYSON COUNTY COLLEGE	449	55	12%	30	55%	25	45%	41	75%	10	18%	3	5%	N/A	0%	1	2%	N/A	0%	N/A	0%
HILL COLLEGE	715	113	16%	62	55%	51	45%	92	81%	9	8%	12	11%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
HOUSTON COMMUNITY COLLEGE	3,919	1,511	39%	821	54%	690	46%	486	32%	317	21%	558	37%	123	8%	2	0%	19	1%	6	0%
HOWARD CO JUNIOR COLLEGE DIST	386	130	34%	58	45%	72	55%	71	55%	11	8%	46	35%	2	2%	N/A	0%	N/A	0%	N/A	0%
KILGORE COLLEGE	367	142	39%	96	68%	46	32%	86	61%	53	37%	2	1%	1	1%	N/A	0%	N/A	0%	N/A	0%
LAMAR ST COLL ORANGE/PT ARTHUR	463	232	50%	144	62%	88	38%	149	64%	69	30%	8	3%	3	1%	3	1%	N/A	0%	N/A	0%
LAREDO COMMUNITY COLLEGE	384	216	56%	111	51%	105	49%	5	2%	N/A	0%	210	97%	1	0%	N/A	0%	N/A	0%	N/A	0%
LEE COLLEGE	603	162	27%	108	67%	54	33%	95	59%	25	15%	39	24%	N/A	0%	3	2%	N/A	0%	N/A	0%
MCLENNAN COMMUNITY COLLEGE	538	183	34%	122	67%	61	33%	109	60%	46	25%	25	14%	1	1%	N/A	0%	2	1%	N/A	0%
MIDLAND COLLEGE	207	55	27%	31	56%	24	44%	31	56%	3	5%	21	38%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
N. HARRIS MONTGOMERY COLL DIST	837	213	25%	147	69%	66	31%	94	44%	62	29%	44	21%	11	5%	N/A	0%	1	0%	1	0%
NAVARRO COLLEGE	438	209	48%	103	49%	106	51%	95	45%	79	38%	19	9%	4	2%	N/A	0%	12	6%	N/A	0%
NORTH CENTRAL TEXAS COLLEGE	288	97	34%	50	52%	47	48%	80	82%	7	7%	7	7%	2	2%	1	1%	N/A	0%	N/A	0%
NORTHEAST TEXAS COMM COLLEGE	181	70	39%	51	73%	19	27%	52	74%	13	19%	5	7%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
ODESSA COLLEGE	475	84	18%	51	61%	33	39%	39	46%	7	8%	37	44%	N/A	0%	1	1%	N/A	0%	N/A	0%
PANOLA COLLEGE	123	25	20%	15	60%	10	40%	17	68%	8	32%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
PARIS JUNIOR COLLEGE	217	84	39%	66	79%	18	21%	60	71%	16	19%	4	5%	N/A	0%	4	5%	N/A	0%	N/A	0%
RANGER COLLEGE	59	4	7%	3	75%	1	25%	2	50%	1	25%	1	25%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
SAN JACINTO COMM COLL DIST	1,960	394	20%	228	58%	166	42%	153	39%	63	16%	154	39%	11	3%	2	1%	6	2%	5	1%
SOUTH PLAINS COLLEGE	777	298	38%	138	46%	160	54%	138	46%	30	10%	128	43%	1	0%	1	0%	N/A	0%	N/A	0%
SOUTH TEXAS COMMUNITY COLLEGE	986	527	53%	334	63%	193	37%	14	3%	N/A	0%	512	97%	1	0%	N/A	0%	N/A	0%	N/A	0%
SOUTHWEST TEXAS JUNIOR COLLEGE	233	163	70%	64	39%	99	61%	34	21%	3	2%	123	75%	N/A	0%	2	1%	N/A	0%	1	1%
TARRANT COUNTY COLLEGE DIST	1,378	690	50%	404	59%	286	41%	409	59%	130	19%	120	17%	27	4%	3	0%	1	0%	N/A	0%
TEMPLE COLLEGE	342	91	27%	61	67%	30	33%	56	62%	13	14%	21	23%	1	1%	N/A	0%	N/A	0%	N/A	0%
TEXARKANA COLLEGE	137	37	27%	21	57%	16	43%	17	46%	18	49%	1	3%	1	3%	N/A	0%	N/A	0%	N/A	0%
TEXAS SOUTHMOST COLLEGE	114	42	37%	22	52%	20	48%	N/A	0%	N/A	0%	42	100%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
TRINITY VALLEY COMM COLLEGE	437	271	62%	150	55%	121	45%	200	74%	56	21%	7	3%	4	1%	2	1%	2	1%	N/A	0%
TYLER JUNIOR COLLEGE	624	309	50%	202	65%	107	35%	168	54%	116	38%	23	7%	N/A	0%	2	1%	N/A	0%	N/A	0%
VERNON COLLEGE	466	163	35%	99	61%	64	39%	120	74%	11	7%	29	18%	N/A	0%	3	2%	N/A	0%	N/A	0%
VICTORIA COLLEGE, THE	270	103	38%	62	60%	41	40%	52	50%	6	6%	45	44%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
WEATHERFORD COLLEGE	331	122	37%	66	54%	56	46%	98	80%	7	6%	9	7%	2	2%	2	2%	1	1%	3	2%
WESTERN TEXAS COLLEGE	76	23	30%	2	9%	21	91%	18	78%	N/A	0%	5	22%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
WHARTON COUNTY JUNIOR COLLEGE	412	108	26%	61	56%	47	44%	57	53%	17	16%	34	31%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
C/SC-Technical Statewide	40,623	15,743	39%	9,107	58%	6,636	42%	6,779	43%	2,788	18%	5,393	34%	423	3%	80	1%	210	1%	70	0%
LAMAR INSTITUTE OF TECHNOLOGY	499	234	47%	100	43%	134	57%	115	49%	103	44%	9	4%	6	3%	1	0%	0	0%	0	0%
TEXAS ST TECHNICAL COLL SYSTEM	3,387	1,193	35%	419	35%	774	65%	556	47%	110	9%	522	44%	5	0%	N/A	0%	0	0%	0	0%
TSTC/LIT Statewide	3,886	1,427	37%	519	36%	908	64%	671	47%	213	15%	531	37%	11	1%	1	0%	0	0%	0	0%

Appendix A
Institutional Profiles of Students Requiring Mathematics Developmental Education
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Community, Technical, and State College - Technical

		Math Dev. Ed.		Age																					
	FTIC	Required		18-19		20-21		22-24		25-29		30-34		35-40		41-50		Over 50		Under 18		Unknown	
ALAMO COMMUNITY COLLEGE DIST	1,833	884	48%	492	56%	119	13%	93	11%	72	8%	30	3%	26	3%	16	2%	4	0%	32	4%	N/A	0%
ALVIN COMMUNITY COLLEGE	224	88	39%	33	38%	6	7%	14	16%	9	10%	2	2%	1	1%	3	3%	3	3%	17	19%	N/A	0%
AMARILLO COLLEGE	780	235	30%	119	51%	25	11%	34	14%	22	9%	11	5%	11	5%	8	3%	N/A	0%	5	2%	N/A	0%
ANGELINA COLLEGE	544	223	41%	143	64%	17	8%	13	6%	19	9%	8	4%	8	4%	3	1%	N/A	0%	12	5%	N/A	0%
AUSTIN COMMUNITY COLLEGE	2,137	576	27%	263	46%	107	19%	62	11%	66	11%	25	4%	16	3%	12	2%	2	0%	23	4%	N/A	0%
BLINN COLLEGE	972	321	33%	243	76%	30	9%	14	4%	17	5%	5	2%	7	2%	3	1%	N/A	0%	2	1%	N/A	0%
BRAZOSPORT COLLEGE	366	32	9%	21	66%	2	6%	6	19%	3	9%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
CENTRAL TEXAS COLLEGE	709	197	28%	92	47%	25	13%	17	9%	26	13%	14	7%	8	4%	4	2%	2	1%	9	5%	N/A	0%
CISCO JUNIOR COLLEGE	155	61	39%	38	62%	11	18%	3	5%	2	3%	2	3%	1	2%	2	3%	N/A	0%	2	3%	N/A	0%
CLARENDON COLLEGE	25	13	52%	N/A	0%	2	15%	2	15%	3	23%	2	15%	1	8%	3	23%	N/A	0%	N/A	0%	N/A	0%
COASTAL BEND COLLEGE	312	97	31%	50	52%	17	18%	10	10%	6	6%	3	3%	2	2%	3	3%	3	3%	3	3%	N/A	0%
COLLEGE OF THE MAINLAND	161	80	50%	46	58%	9	11%	10	13%	6	8%	4	5%	2	3%	2	3%	N/A	0%	1	1%	N/A	0%
COLLIN CO COMM COLL DISTRICT	1,021	558	55%	413	74%	46	8%	16	3%	28	5%	11	2%	5	1%	3	1%	1	0%	35	6%	N/A	0%
DALLAS CO COMMUNITY COLL DIST	9,708	4,138	43%	2,285	55%	517	12%	415	10%	343	8%	148	4%	108	3%	66	2%	12	0%	240	6%	4	0%
DEL MAR COLLEGE	863	377	44%	234	62%	40	11%	31	8%	26	7%	18	5%	10	3%	4	1%	1	0%	13	3%	N/A	0%
EL PASO COMMUNITY COLLEGE DIST	1,433	861	61%	512	58%	100	11%	52	6%	71	8%	35	4%	25	3%	30	3%	5	1%	51	6%	N/A	0%
FRANK PHILLIPS COLLEGE	76	4	5%	2	50%	N/A	0%	2	50%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
GALVESTON COLLEGE	112	52	46%	20	38%	8	15%	11	21%	1	2%	1	2%	3	6%	3	6%	1	2%	4	8%	N/A	0%
GRAYSON COUNTY COLLEGE	449	55	12%	35	64%	6	11%	5	9%	4	7%	2	4%	1	2%	1	2%	N/A	0%	1	2%	N/A	0%
HILL COLLEGE	715	113	16%	58	51%	4	4%	1	1%	2	2%	2	2%	N/A	0%	1	1%	N/A	0%	45	40%	N/A	0%
HOUSTON COMMUNITY COLLEGE	3,919	1,511	39%	864	57%	212	14%	135	9%	87	6%	43	3%	40	3%	24	2%	2	0%	101	7%	3	0%
HOWARD CO JUNIOR COLLEGE DIST	386	130	34%	72	55%	25	19%	9	7%	6	5%	6	5%	N/A	0%	6	5%	N/A	0%	6	5%	N/A	0%
KILGORE COLLEGE	367	142	39%	92	65%	15	11%	11	8%	5	4%	9	6%	5	4%	4	3%	N/A	0%	1	1%	N/A	0%
LAMAR ST COLL ORANGE/PT ARTHUR	463	232	50%	120	52%	25	11%	23	10%	23	10%	10	4%	8	3%	10	4%	N/A	0%	13	6%	N/A	0%
LAREDO COMMUNITY COLLEGE	384	216	56%	173	80%	14	6%	N/A	0%	5	2%	3	1%	1	0%	N/A	0%	N/A	0%	19	9%	1	0%
LEE COLLEGE	603	162	27%	107	66%	15	9%	11	7%	11	7%	3	2%	2	1%	5	3%	N/A	0%	8	5%	N/A	0%
MCLENNAN COMMUNITY COLLEGE	538	183	34%	116	63%	23	13%	13	7%	10	5%	3	2%	3	2%	3	2%	1	1%	11	6%	N/A	0%
MIDLAND COLLEGE	207	55	27%	33	60%	3	5%	5	9%	3	5%	1	2%	2	4%	N/A	0%	N/A	0%	8	15%	N/A	0%
N. HARRIS MONTGOMERY COLL DIST	837	213	25%	117	55%	29	14%	18	8%	18	8%	9	4%	7	3%	3	1%	N/A	0%	12	6%	N/A	0%
NAVARRO COLLEGE	438	209	48%	139	67%	26	12%	15	7%	11	5%	4	2%	3	1%	4	2%	2	1%	5	2%	N/A	0%
NORTH CENTRAL TEXAS COLLEGE	288	97	34%	56	58%	12	12%	3	3%	8	8%	5	5%	5	5%	N/A	0%	N/A	0%	8	8%	N/A	0%
NORTHEAST TEXAS COMM COLLEGE	181	70	39%	41	59%	9	13%	3	4%	7	10%	4	6%	3	4%	1	1%	1	1%	1	1%	N/A	0%
ODESSA COLLEGE	475	84	18%	51	61%	7	8%	3	4%	7	8%	5	6%	4	5%	4	5%	N/A	0%	3	4%	N/A	0%
PANOLA COLLEGE	123	25	20%	13	52%	3	12%	1	4%	2	8%	1	4%	1	4%	2	8%	N/A	0%	2	8%	N/A	0%
PARIS JUNIOR COLLEGE	217	84	39%	39	46%	9	11%	4	5%	7	8%	9	11%	5	6%	6	7%	N/A	0%	5	6%	N/A	0%
RANGER COLLEGE	59	4	7%	3	75%	1	25%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
SAN JACINTO COMM COLL DIST	1,960	394	20%	277	70%	34	9%	26	7%	14	4%	9	2%	6	2%	4	1%	N/A	0%	24	6%	N/A	0%
SOUTH PLAINS COLLEGE	777	298	38%	193	65%	32	11%	23	8%	11	4%	8	3%	4	1%	6	2%	N/A	0%	21	7%	N/A	0%
SOUTH TEXAS COMMUNITY COLLEGE	986	527	53%	310	59%	61	12%	36	7%	53	10%	19	4%	12	2%	18	3%	1	0%	17	3%	N/A	0%
SOUTHWEST TEXAS JUNIOR COLLEGE	233	163	70%	115	71%	12	7%	7	4%	6	4%	5	3%	3	2%	1	1%	N/A	0%	14	9%	N/A	0%
TARRANT COUNTY COLLEGE DIST	1,378	690	50%	416	60%	74	11%	47	7%	43	6%	28	4%	25	4%	17	2%	5	1%	35	5%	N/A	0%
TEMPLE COLLEGE	342	91	27%	44	48%	5	5%	11	12%	6	7%	1	1%	N/A	0%	3	3%	1	1%	20	22%	N/A	0%
TEXARKANA COLLEGE	137	37	27%	20	54%	1	3%	7	19%	3	8%	3	8%	N/A	0%	N/A	0%	N/A	0%	3	8%	N/A	0%
TEXAS SOUTHMOST COLLEGE	114	42	37%	19	45%	7	17%	4	10%	5	12%	2	5%	3	7%	2	5%	N/A	0%	N/A	0%	N/A	0%
TRINITY VALLEY COMM COLLEGE	437	271	62%	182	67%	17	6%	11	4%	15	6%	9	3%	14	5%	4	1%	N/A	0%	19	7%	N/A	0%
TYLER JUNIOR COLLEGE	624	309	50%	217	70%	20	6%	14	5%	16	5%	16	5%	11	4%	4	1%	N/A	0%	11	4%	N/A	0%
VERNON COLLEGE	466	163	35%	92	56%	13	8%	16	10%	11	7%	11	7%	8	5%	3	2%	1	1%	8	5%	N/A	0%
VICTORIA COLLEGE, THE	270	103	38%	61	59%	10	10%	9	9%	6	6%	8	8%	3	3%	2	2%	1	1%	3	3%	N/A	0%
WEATHERFORD COLLEGE	331	122	37%	80	66%	14	11%	10	8%	6	5%	2	2%	4	3%	1	1%	N/A	0%	5	4%	N/A	0%
WESTERN TEXAS COLLEGE	76	23	30%	18	78%	4	17%	N/A	0%	1	4%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%	N/A	0%
WHARTON COUNTY JUNIOR COLLEGE	412	108	26%	79	73%	4	4%	6	6%	3	3%	5	5%	3	3%	4	4%	1	1%	3	3%	N/A	0%
C/SC-Technical Statewide	40,623	15,743	39%	9,258	59%	1,827	12%	1,292	8%	1,135	7%	564	4%	420	3%	308	2%	50	0%	881	6%	8	0%
LAMAR INSTITUTE OF TECHNOLOGY	499	234	47%	143	61%	29	12%	16	7%	24	10%	8	3%	6	3%	4	2%	N/A	0%	4	2%	0	0%
TEXAS ST TECHNICAL COLL SYSTEM	3,387	1,193	35%	653	55%	160	13%	119	10%	105	9%	48	4%	37	3%	30	3%	9	1%	32	3%	0	0%
TSTC/LIT Statewide	3,886	1,427	37%	796	56%	189	13%	135	9%	129	9%	56	4%	43	3%	34	2%	9	1%	36	3%	0	0%

Appendix A
Institutional Profiles of Students Requiring Mathematics Developmental Education
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Community, Technical, and State College - Technical

		Math Dev. Ed.		High School Diploma						Initial Test Category						Persistence or Award				Math Dev. Ed. Provided				Math TASP Obligation Met			
	FTIC	Required		Regular		Recom./Adv.		Unknown		Alternative		TASP		Unknown		No		Yes		Not Provided		Provided		TASP Met		TASP Not Met	
ALAMO COMMUNITY COLLEGE DIST	1,833	884	48%	451	51%	116	13%	317	36%	727	82%	157	18%	N/A	0%	566	64%	318	36%	63	7%	821	93%	144	16%	740	84%
ALVIN COMMUNITY COLLEGE	224	88	39%	28	32%	4	5%	56	64%	72	82%	16	18%	N/A	0%	49	56%	39	44%	31	35%	57	65%	9	10%	79	90%
AMARILLO COLLEGE	780	235	30%	92	39%	38	16%	105	45%	171	73%	64	27%	N/A	0%	146	62%	89	38%	17	7%	218	93%	56	24%	179	76%
ANGELINA COLLEGE	544	223	41%	110	49%	38	17%	75	34%	3	1%	220	99%	N/A	0%	141	63%	82	37%	76	34%	147	66%	46	21%	177	79%
AUSTIN COMMUNITY COLLEGE	2,137	576	27%	236	41%	121	21%	219	38%	344	60%	231	40%	1	0%	359	62%	217	38%	180	31%	396	69%	161	28%	415	72%
BLINN COLLEGE	972	321	33%	186	58%	59	18%	76	24%	3	1%	318	99%	N/A	0%	147	46%	174	54%	88	27%	233	73%	91	28%	230	72%
BRAZOSPORT COLLEGE	366	32	9%	16	50%	5	16%	11	34%	N/A	0%	32	100%	N/A	0%	20	63%	12	38%	9	28%	23	72%	5	16%	27	84%
CENTRAL TEXAS COLLEGE	709	197	28%	75	38%	31	16%	91	46%	151	77%	46	23%	N/A	0%	136	69%	61	31%	20	10%	177	90%	38	19%	159	81%
CISCO JUNIOR COLLEGE	155	61	39%	30	49%	13	21%	18	30%	2	3%	59	97%	N/A	0%	41	67%	20	33%	21	34%	40	66%	11	18%	50	82%
CLARENDON COLLEGE	25	13	52%	6	46%	N/A	0%	7	54%	1	8%	12	92%	N/A	0%	8	62%	5	38%	5	38%	8	62%	2	15%	11	85%
COASTAL BEND COLLEGE	312	97	31%	38	39%	28	29%	31	32%	36	37%	61	63%	N/A	0%	58	60%	39	40%	23	24%	74	76%	3	3%	94	97%
COLLEGE OF THE MAINLAND	161	80	50%	36	45%	7	9%	37	46%	61	76%	16	20%	3	4%	52	65%	28	35%	13	16%	67	84%	7	9%	73	91%
COLLIN CO COMM COLL DISTRICT	1,021	558	55%	264	47%	94	17%	200	36%	265	47%	293	53%	N/A	0%	317	57%	241	43%	224	40%	334	60%	245	44%	313	56%
DALLAS CO COMMUNITY COLL DIST	9,708	4,138	43%	1,580	38%	570	14%	1,988	48%	3,141	76%	997	24%	N/A	0%	2,549	62%	1,589	38%	577	14%	3,561	86%	599	14%	3,539	86%
DEL MAR COLLEGE	863	377	44%	151	40%	96	25%	130	34%	139	37%	238	63%	N/A	0%	220	58%	157	42%	26	7%	351	93%	93	25%	284	75%
EL PASO COMMUNITY COLLEGE DIST	1,433	881	61%	388	44%	151	17%	342	39%	799	91%	72	8%	10	1%	553	63%	328	37%	93	11%	788	89%	17	2%	864	98%
FRANK PHILLIPS COLLEGE	76	4	5%	3	75%	N/A	0%	1	25%	N/A	0%	4	100%	N/A	0%	2	50%	2	50%	N/A	0%	4	100%	2	50%	2	50%
GALVESTON COLLEGE	112	52	46%	21	40%	N/A	0%	31	60%	N/A	0%	43	83%	9	17%	37	71%	15	29%	12	23%	40	77%	5	10%	47	90%
GRAYSON COUNTY COLLEGE	449	55	12%	20	36%	10	18%	25	45%	1	2%	54	98%	N/A	0%	41	75%	14	25%	17	31%	38	69%	16	29%	39	71%
HILL COLLEGE	715	113	16%	43	38%	10	9%	60	53%	48	42%	65	58%	N/A	0%	53	47%	60	53%	50	44%	63	56%	35	31%	78	69%
HOUSTON COMMUNITY COLLEGE	3,919	1,511	39%	678	45%	132	9%	701	46%	1,125	74%	386	26%	N/A	0%	896	59%	615	41%	139	9%	1,372	91%	417	28%	1,094	72%
HOWARD CO JUNIOR COLLEGE DIST	386	130	34%	80	62%	8	6%	42	32%	N/A	0%	130	100%	N/A	0%	86	66%	44	34%	20	15%	110	85%	19	15%	111	85%
KILGORE COLLEGE	367	142	39%	81	57%	23	16%	38	27%	65	46%	77	54%	N/A	0%	103	73%	39	27%	39	27%	103	73%	13	9%	129	91%
LAMAR ST COLL ORANGE/PT ARTHUR	463	232	50%	91	39%	30	13%	111	48%	133	57%	99	43%	N/A	0%	133	57%	99	43%	44	19%	188	81%	46	20%	186	80%
LAREDO COMMUNITY COLLEGE	384	216	56%	59	27%	112	52%	45	21%	75	35%	141	65%	N/A	0%	82	38%	134	62%	44	20%	172	80%	51	24%	165	76%
LEE COLLEGE	603	162	27%	74	46%	35	22%	53	33%	119	73%	41	25%	2	1%	93	57%	69	43%	9	6%	153	94%	8	5%	154	95%
MCLENNAN COMMUNITY COLLEGE	538	183	34%	91	50%	38	21%	54	30%	88	48%	94	51%	1	1%	104	57%	79	43%	26	14%	157	86%	37	20%	146	80%
MIDLAND COLLEGE	207	55	27%	15	27%	5	9%	35	64%	42	76%	13	24%	N/A	0%	39	71%	16	29%	30	55%	25	45%	10	18%	45	82%
N. HARRIS MONTGOMERY COLL DIST	837	213	25%	96	45%	29	14%	88	41%	159	75%	54	25%	N/A	0%	135	63%	78	37%	21	10%	192	90%	36	17%	177	83%
NAVARRO COLLEGE	438	209	48%	96	46%	32	15%	81	39%	133	64%	76	36%	N/A	0%	104	50%	105	50%	35	17%	174	83%	28	13%	181	87%
NORTH CENTRAL TEXAS COLLEGE	288	97	34%	45	46%	12	12%	40	41%	N/A	0%	97	100%	N/A	0%	65	67%	32	33%	35	36%	62	64%	16	16%	81	84%
NORTHEAST TEXAS COMM COLLEGE	181	70	39%	41	59%	4	6%	25	36%	40	57%	30	43%	N/A	0%	37	53%	33	47%	19	27%	51	73%	15	21%	55	79%
ODESSA COLLEGE	475	84	18%	35	42%	14	17%	35	42%	50	60%	34	40%	N/A	0%	57	68%	27	32%	7	8%	77	92%	14	17%	70	83%
PANOLA COLLEGE	123	25	20%	14	56%	N/A	0%	11	44%	14	56%	11	44%	N/A	0%	17	68%	8	32%	8	32%	17	68%	3	12%	22	88%
PARIS JUNIOR COLLEGE	217	84	39%	22	26%	14	17%	48	57%	38	45%	46	55%	N/A	0%	50	60%	34	40%	18	21%	66	79%	17	20%	67	80%
RANGER COLLEGE	59	4	7%	3	75%	1	25%	N/A	0%	2	50%	2	50%	N/A	0%	1	25%	3	75%	1	25%	3	75%	1	25%	3	75%
SAN JACINTO COMM COLL DIST	1,960	394	20%	206	52%	58	15%	130	33%	233	59%	159	40%	2	1%	204	52%	190	48%	37	9%	357	91%	123	31%	271	69%
SOUTH PLAINS COLLEGE	777	298	38%	168	56%	41	14%	89	30%	72	24%	226	76%	N/A	0%	207	69%	91	31%	102	34%	196	66%	57	19%	241	81%
SOUTH TEXAS COMMUNITY COLLEGE	986	527	53%	237	45%	144	27%	146	28%	N/A	0%	527	100%	N/A	0%	324	61%	203	39%	121	23%	406	77%	116	22%	411	78%
SOUTHWEST TEXAS JUNIOR COLLEGE	233	163	70%	77	47%	43	26%	43	26%	N/A	0%	163	100%	N/A	0%	88	54%	75	46%	65	40%	98	60%	36	22%	127	78%
TARRANT COUNTY COLLEGE DIST	1,378	690	50%	280	41%	139	20%	271	39%	363	53%	327	47%	N/A	0%	463	67%	227	33%	82	12%	608	88%	111	16%	579	84%
TEMPLE COLLEGE	342	91	27%	40	44%	10	11%	41	45%	N/A	0%	91	100%	N/A	0%	55	60%	36	40%	24	26%	67	74%	29	32%	62	68%
TEXARKANA COLLEGE	137	37	27%	10	27%	2	5%	25	68%	N/A	0%	37	100%	N/A	0%	21	57%	16	43%	1	3%	36	97%	8	22%	29	78%
TEXAS SOUTHMOST COLLEGE	114	42	37%	18	43%	8	19%	16	38%	18	43%	24	57%	N/A	0%	22	52%	20	48%	16	38%	26	62%	4	10%	38	90%
TRINITY VALLEY COMM COLLEGE	437	271	62%	110	41%	71	26%	90	33%	2	1%	269	99%	N/A	0%	129	48%	142	52%	163	60%	108	40%	270	100%	1	0%
TYLER JUNIOR COLLEGE	624	309	50%	159	51%	54	17%	96	31%	189	61%	120	39%	N/A	0%	197	64%	112	36%	97	31%	212	69%	38	12%	271	88%
VERNON COLLEGE	466	163	35%	86	53%	16	10%	61	37%	N/A	0%	163	100%	N/A	0%	98	60%	65	40%	71	44%	92	56%	33	20%	130	80%
VICTORIA COLLEGE, THE	270	103	38%	50	49%	21	20%	32	31%	29	28%	64	62%	10	10%	49	48%	54	52%	30	29%	73	71%	36	35%	67	65%
WEATHERFORD COLLEGE	331	122	37%	65	53%	26	21%	31	25%	3	2%	118	97%	1	1%	77	63%	45	37%	46	38%	76	62%	31	25%	91	75%
WESTERN TEXAS COLLEGE	76	23	30%	17	74%	2	9%	4	17%	15	65%	8	35%	N/A	0%	15	65%	8	35%	4	17%	19	83%	5	22%	18	78%
WHARTON COUNTY JUNIOR COLLEGE	412	108	26%	67	62%	14	13%	27	25%	28	26%	80	74%	N/A	0%	71	66%	37	34%	10	9%	98	91%	108	100%	N/A	0%
C/SC-Technical Statewide	40,623	15,743	39%	6,885	44%	2,529	16%	6,329	40%	8,999	57%	6,705	43%	39	0%	9,517	60%	6,226	40%	2,909	18%	12,834	82%	3,321	21%	12,422	79%
LAMAR INSTITUTE OF TECHNOLOGY	499	234	47%	126	54%	17	7%	91	39%	N/A	0%	234	100%	N/A	0%	140	60%	94	40%	33	14%	201	86%	68	29%	166	71%
TEXAS ST TECHNICAL COLL SYSTEM	3,387	1,193	35%	554	46%	198	17%	441	37%	540	45%	652	55%	1	0%	719	60%	474	40%	196	16%	997	84%	320	27%	873	73%
TSTC/LIT Statewide	3,886	1,427	37%	680	48%	215	15%	532	37%	540	38%	886	62%	1	0%	859	60%	568	40%	229	16%	1,198	84%	388	27%	1,039	73%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Public Higher Education Statewide

	Total		Math Developmental Education Status								
			Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	158,903	100%	89,168	100%	56%	53,126	100%	33%	16,609	100%	10%
Institution Level											
University	49,104	31%	36,831	41%	75%	9,400	18%	19%	2,873	17%	6%
CTC	109,799	69%	52,337	59%	48%	43,726	82%	40%	13,736	83%	13%
Type Major											
Academic	114,394	72%	67,910	76%	59%	35,956	68%	31%	10,528	63%	9%
Technical	34,692	22%	16,724	19%	48%	13,069	25%	38%	4,899	29%	14%
Tech Prep	9,817	6%	4,534	5%	46%	4,101	8%	42%	1,182	7%	12%
Institution Type/Type Major											
C/SC-Academic	65,290	41%	31,079	35%	48%	26,556	50%	41%	7,655	46%	12%
C/SC-Technical	40,623	26%	19,251	22%	47%	15,743	30%	39%	5,629	34%	14%
TSTC/LUIT	3,886	2%	2,007	2%	52%	1,427	3%	37%	452	3%	12%
University-Academic	49,104	31%	36,831	41%	75%	9,400	18%	19%	2,873	17%	6%
Remote Campus											
Correctional Institution	369	0%	114	0%	31%	157	0%	43%	98	1%	27%
Gender											
Female	85,785	54%	46,397	52%	54%	30,527	57%	36%	8,861	53%	10%
Male	73,118	46%	42,771	48%	58%	22,599	43%	31%	7,748	47%	11%
Ethnicity											
White	91,952	58%	58,507	66%	64%	24,424	46%	27%	9,021	54%	10%
Black	17,298	11%	6,367	7%	37%	9,023	17%	52%	1,908	11%	11%
Hispanic	39,751	25%	18,038	20%	45%	17,746	33%	45%	3,967	24%	10%
Asian	6,727	4%	4,616	5%	69%	1,082	2%	16%	1,029	6%	15%
American Indian	748	0%	400	0%	53%	267	1%	36%	81	0%	11%
International	1,789	1%	890	1%	50%	420	1%	23%	479	3%	27%
Unknown	638	0%	350	0%	55%	164	0%	26%	124	1%	19%
Age											
18-19	100,419	63%	57,963	65%	58%	35,350	67%	35%	7,106	43%	7%
20-21	10,258	6%	4,126	5%	40%	4,969	9%	48%	1,163	7%	11%
22-24	7,215	5%	2,943	3%	41%	3,203	6%	44%	1,069	6%	15%
25-29	6,761	4%	2,669	3%	39%	2,652	5%	39%	1,440	9%	21%
30-34	4,022	3%	1,401	2%	35%	1,282	2%	32%	1,339	8%	33%
35-40	3,549	2%	1,329	1%	37%	985	2%	28%	1,235	7%	35%
41-50	3,324	2%	1,338	2%	40%	694	1%	21%	1,292	8%	39%
Over 50	1,151	1%	553	1%	48%	130	0%	11%	468	3%	41%
Under 18	22,154	14%	16,822	19%	76%	3,844	7%	17%	1,488	9%	7%
Unknown	50	0%	24	0%	48%	17	0%	34%	9	0%	18%
Educational Objective											
Unknown	2,922	2%	0	0%	0%	0	0%	0%	2,922	18%	100%
Non-Degree Seeking	21,390	13%	10,075	11%	47%	8,805	17%	41%	2,510	15%	12%
Certificate - TASP Liable	1,658	1%	903	1%	54%	495	1%	30%	260	2%	16%
Associate Degree	50,738	32%	20,207	23%	40%	24,110	45%	48%	6,421	39%	13%
Baccalaureate Degree	57,133	36%	41,059	46%	72%	13,397	25%	23%	2,677	16%	5%
Undetermined	16,641	10%	9,079	10%	55%	5,847	11%	35%	1,715	10%	10%
Certificate - TASP Waived	8,421	5%	7,845	9%	93%	472	1%	6%	104	1%	1%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Public Higher Education Statewide

	Total		Math Developmental Education Status: Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	158,903	100%	89,168	100%	56%	53,126	100%	33%	16,609	100%	10%
First Semester Course-Load											
Full-Time	98,674	62%	58,614	66%	59%	32,546	61%	33%	7,514	45%	8%
Part-Time	60,229	38%	30,554	34%	51%	20,580	39%	34%	9,095	55%	15%
High School Diploma											
Regular	47,402	30%	20,925	23%	44%	23,033	43%	49%	3,444	21%	7%
Recommended or Advanced	50,019	31%	34,572	39%	69%	11,657	22%	23%	3,790	23%	8%
Unknown	61,482	39%	33,671	38%	55%	18,436	35%	30%	9,375	56%	15%
High School Economically Disadvantaged											
Unknown	64,469	41%	35,070	39%	54%	19,761	37%	31%	9,638	58%	15%
None Identified	76,058	48%	46,587	52%	61%	23,938	45%	31%	5,533	33%	7%
Free Lunch	13,632	9%	5,401	6%	40%	7,201	14%	53%	1,030	6%	8%
Reduced Price Lunch	3,643	2%	1,757	2%	48%	1,619	3%	44%	267	2%	7%
Other	1,101	1%	353	0%	32%	607	1%	55%	141	1%	13%
Initial Test Category											
Alternative Tests	36,530	23%	10,800	12%	30%	23,936	45%	66%	1,794	11%	5%
TASP (or Stanford Achievement Test)	62,509	39%	27,909	31%	45%	29,060	55%	46%	5,540	33%	9%
Unknown	59,864	38%	50,459	57%	84%	130	0%	0%	9,275	56%	15%
Math Developmental Education SCH	306,854		35,632		12%	265,873		87%	5,349		2%
Total SCH Fall 1999 - Fall 2001	7,161,652		4,529,453		63%	2,089,194		29%	543,005		8%
Retention More Than One Semester	137,524	87%	81,596	92%	59%	43,797	82%	32%	12,131	73%	9%
Spring/Summer 2000	127,290	80%	76,129	85%	60%	40,167	76%	32%	10,994	66%	9%
AY 2000-2001	112,781	71%	70,274	79%	62%	33,792	64%	30%	8,715	52%	8%
Fall 2001	87,732	55%	57,275	64%	65%	23,896	45%	27%	6,561	40%	7%
Transfer from 2-Year to 4-Year	18,868	12%	13,553	15%	72%	3,838	7%	20%	1,477	9%	8%
Award During Fall 1999 - Summer 2001	5,454	3%	3,871	4%	71%	802	2%	15%	781	5%	14%
Persistence or Award	91,258	57%	59,811	67%	66%	24,348	46%	27%	7,099	43%	8%
Math Developmental Education Provided											
Not Provided	105,639	66%	82,860	93%	78%	10,270	19%	10%	12,509	75%	12%
Provided	50,342	32%	6,308	7%	13%	42,856	81%	85%	1,178	7%	2%
Unknown	2,922	2%	0	0%	0%	0	0%	0%	2,922	18%	100%
Math TASP Obligation Met											
TASP Met	105,024	66%	89,168	100%	85%	14,762	28%	14%	1,094	7%	1%
TASP Not Met	50,957	32%	0	0%	0%	38,364	72%	75%	12,593	76%	25%
Unknown	2,922	2%	0	0%	0%	0	0%	0%	2,922	18%	100%
Math Developmental Education Provided											
Not Provided											
TASP Met	88,786	56%	82,860	93%	93%	4,945	9%	6%	981	6%	1%
TASP Not Met	16,853	11%	0	0%	0%	5,325	10%	32%	11,528	69%	68%
Provided											
TASP Met	16,238	10%	6,308	7%	39%	9,817	18%	60%	113	1%	1%
TASP Not Met	34,104	21%	0	0%	0%	33,039	62%	97%	1,065	6%	3%
Dev. Ed. and TASP Status Unknown	2,922	2%	0	0%	0%	0	0%	0%	2,922	18%	100%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Public Higher Education Statewide

	Total		Math Developmental Education Status: Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	158,903	100%	89,168	100%	56%	53,126	100%	33%	16,609	100%	10%
Dev. Ed. Not Provided											
TASP Met											
Math Developmental Education SCH	10,457		8,000		77%	2,148		21%	309		3%
Total SCH Fall 1999 - Fall 2001	4,546,706		4,227,844		93%	263,612		6%	55,250		1%
Retention More Than One Semester	81,167	51%	75,590	85%	93%	4,644	9%	6%	933	6%	1%
Enrolled Spring/Summer 2000	75,949	48%	70,687	79%	93%	4,385	8%	6%	877	5%	1%
Enrolled AY 2000-2001	69,933	44%	64,935	73%	93%	4,147	8%	6%	851	5%	1%
Enrolled Fall 2001	57,645	36%	53,636	60%	93%	3,274	6%	6%	735	4%	1%
Transfer from 2-Year to 4-Year	14,430	9%	13,062	15%	91%	1,075	2%	7%	293	2%	2%
Award During Fall 1999 - Summer 2001	3,784	2%	3,493	4%	92%	240	0%	6%	51	0%	1%
Persistence or Award	60,096	38%	55,956	63%	93%	3,387	6%	6%	753	5%	1%
TASP Not Met											
Math Developmental Education SCH	436		0		0%	409		94%	27		6%
Total SCH Fall 1999 - Fall 2001	503,450		0		0%	114,495		23%	388,955		77%
Retention More Than One Semester	11,548	7%	0	0%	0%	2,912	5%	25%	8,636	52%	75%
Enrolled Spring/Summer 2000	10,271	6%	0	0%	0%	2,464	5%	24%	7,807	47%	76%
Enrolled AY 2000-2001	7,799	5%	0	0%	0%	1,538	3%	20%	6,261	38%	80%
Enrolled Fall 2001	5,954	4%	0	0%	0%	1,256	2%	21%	4,698	28%	79%
Transfer from 2-Year to 4-Year	1,221	1%	0	0%	0%	260	0%	21%	961	6%	79%
Award During Fall 1999 - Summer 2001	619	0%	0	0%	0%	112	0%	18%	507	3%	82%
Persistence or Award	6,388	4%	0	0%	0%	1,343	3%	21%	5,045	30%	79%
Dev. Ed. Provided											
TASP Met											
Math Developmental Education SCH	82,575		27,632		33%	54,399		66%	544		1%
Total SCH Fall 1999 - Fall 2001	862,141		301,609		35%	554,208		64%	6,324		1%
Retention More Than One Semester	15,677	10%	6,006	7%	38%	9,559	18%	61%	112	1%	1%
Enrolled Spring/Summer 2000	14,669	9%	5,442	6%	37%	9,121	17%	62%	106	1%	1%
Enrolled AY 2000-2001	14,326	9%	5,339	6%	37%	8,881	17%	62%	106	1%	1%
Enrolled Fall 2001	10,668	7%	3,639	4%	34%	6,944	13%	65%	85	1%	1%
Transfer from 2-Year to 4-Year	1,760	1%	491	1%	28%	1,254	2%	71%	15	0%	1%
Award During Fall 1999 - Summer 2001	652	0%	378	0%	58%	268	1%	41%	6	0%	1%
Persistence or Award	11,034	7%	3,855	4%	35%	7,088	13%	64%	91	1%	1%
TASP Not Met											
Math Developmental Education SCH	213,386		0		0%	208,917		98%	4,469		2%
Total SCH Fall 1999 - Fall 2001	1,181,979		0		0%	1,156,879		98%	25,100		2%
Retention More Than One Semester	27,382	17%	0	0%	0%	26,682	50%	97%	700	4%	3%
Enrolled Spring/Summer 2000	24,805	16%	0	0%	0%	24,197	46%	98%	608	4%	2%
Enrolled AY 2000-2001	19,649	12%	0	0%	0%	19,226	36%	98%	423	3%	2%
Enrolled Fall 2001	12,706	8%	0	0%	0%	12,422	23%	98%	284	2%	2%
Transfer from 2-Year to 4-Year	1,268	1%	0	0%	0%	1,249	2%	99%	19	0%	1%
Award During Fall 1999 - Summer 2001	185	0%	0	0%	0%	182	0%	98%	3	0%	2%
Persistence or Award	12,816	8%	0	0%	0%	12,530	24%	98%	286	2%	2%
Dev. Ed. and TASP Status Unknown											
Math Developmental Education SCH	0		0		N/A	0		N/A	0		N/A
Total SCH Fall 1999 - Fall 2001	67,376		0		0%	0		0%	67,376		100%
Retention More Than One Semester	1,750	1%	0	0%	0%	0	0%	0%	1,750	11%	100%
Enrolled Spring/Summer 2000	1,596	1%	0	0%	0%	0	0%	0%	1,596	10%	100%
Enrolled AY 2000-2001	1,074	1%	0	0%	0%	0	0%	0%	1,074	6%	100%
Enrolled Fall 2001	759	0%	0	0%	0%	0	0%	0%	759	5%	100%
Transfer from 2-Year to 4-Year	189	0%	0	0%	0%	0	0%	0%	189	1%	100%
Award During Fall 1999 - Summer 2001	214	0%	0	0%	0%	0	0%	0%	214	1%	100%
Persistence or Award	924	1%	0	0%	0%	0	0%	0%	924	6%	100%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Public Higher Education Statewide

	Total		Math Developmental Education Status								
			Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	158,903	100%	89,168	100%	56%	53,126	100%	33%	16,609	100%	10%
Persist or Receive Award	91,258	57%	59,811	67%	66%	24,348	46%	27%	7,099	43%	8%
TASP Met	71,130	45%	59,811	67%	84%	10,475	20%	15%	844	5%	1%
Dev. Ed. Not Provided	60,096	38%	55,956	63%	93%	3,387	6%	6%	753	5%	1%
Dev. Ed. Provided	11,034	7%	3,855	4%	35%	7,088	13%	64%	91	1%	1%
TASP Not Met	19,204	12%	0	0%	0%	13,873	26%	72%	5,331	32%	28%
Dev. Ed. Not Provided	6,388	4%	0	0%	0%	1,343	3%	21%	5,045	30%	79%
Dev. Ed. Provided	12,816	8%	0	0%	0%	12,530	24%	98%	286	2%	2%
TASP Status and Dev. Ed. Unknown	924	1%	0	0%	0%	0	0%	0%	924	6%	100%
Did Not Persist or Receive Award	67,645	43%	29,357	33%	43%	28,778	54%	43%	9,510	57%	14%
TASP Met	33,894	21%	29,357	33%	87%	4,287	8%	13%	250	2%	1%
Dev. Ed. Not Provided	28,690	18%	26,904	30%	94%	1,558	3%	5%	228	1%	1%
Dev. Ed. Provided	5,204	3%	2,453	3%	47%	2,729	5%	52%	22	0%	0%
TASP Not Met	31,753	20%	0	0%	0%	24,491	46%	77%	7,262	44%	23%
Dev. Ed. Not Provided	10,465	7%	0	0%	0%	3,982	7%	38%	6,483	39%	62%
Dev. Ed. Provided	21,288	13%	0	0%	0%	20,509	39%	96%	779	5%	4%
TASP Status and Dev. Ed. Unknown	1,998	1%	0	0%	0%	0	0%	0%	1,998	12%	100%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

University Statewide

	Total		Math Developmental Education Status: Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	49,104	100%	36,831	100%	75%	9,400	100%	19%	2,873	100%	6%
Institution Level											
University	49,104	100%	36,831	100%	75%	9,400	100%	19%	2,873	100%	6%
CTC	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
Type Major											
Academic	49,104	100%	36,831	100%	75%	9,400	100%	19%	2,873	100%	6%
Technical	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
Tech Prep	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
Institution Type/Type Major											
C/SC-Academic	0		0			0			0		
C/SC-Technical	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
TSTC/LUIT	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
University-Academic	49,104	100%	36,831	100%	75%	9,400	100%	19%	2,873	100%	6%
Remote Campus											
Correctional Institution	0	0%		0%	N/A		0%	N/A		0%	N/A
Gender											
Female	26,500	54%	19,245	52%	73%	5,709	61%	22%	1,546	54%	6%
Male	22,604	46%	17,586	48%	78%	3,691	39%	16%	1,327	46%	6%
Ethnicity											
White	29,490	60%	24,941	68%	85%	3,333	35%	11%	1,216	42%	4%
Black	5,685	12%	2,505	7%	44%	2,686	29%	47%	494	17%	9%
Hispanic	10,096	21%	6,130	17%	61%	3,111	33%	31%	855	30%	8%
Asian	3,081	6%	2,682	7%	87%	163	2%	5%	236	8%	8%
American Indian	225	0%	173	0%	77%	39	0%	17%	13	0%	6%
International	350	1%	264	1%	75%	54	1%	15%	32	1%	9%
Unknown	177	0%	136	0%	77%	14	0%	8%	27	1%	15%
Age											
18-19	43,831	89%	33,403	91%	76%	8,004	85%	18%	2,424	84%	6%
20-21	882	2%	423	1%	48%	378	4%	43%	81	3%	9%
22-24	413	1%	191	1%	46%	181	2%	44%	41	1%	10%
25-29	287	1%	85	0%	30%	156	2%	54%	46	2%	16%
30-34	123	0%	33	0%	27%	62	1%	50%	28	1%	23%
35-40	107	0%	41	0%	38%	52	1%	49%	14	0%	13%
41-50	73	0%	32	0%	44%	30	0%	41%	11	0%	15%
Over 50	37	0%	15	0%	41%	17	0%	46%	5	0%	14%
Under 18	3,340	7%	2,598	7%	78%	519	6%	16%	223	8%	7%
Unknown	11	0%	10	0%	91%	1	0%	9%	0	0%	0%
Educational Objective											
Unknown	443	1%	0	0%	0%	0	0%	0%	443	15%	100%
Non-Degree Seeking	982	2%	691	2%	70%	256	3%	26%	35	1%	4%
Certificate - TASP Liable	8	0%	4	0%	50%	1	0%	13%	3	0%	38%
Associate Degree	166	0%	105	0%	63%	34	0%	20%	27	1%	16%
Baccalaureate Degree	45,844	93%	34,916	95%	76%	8,904	95%	19%	2,024	70%	4%
Undetermined	1,651	3%	1,108	3%	67%	204	2%	12%	339	12%	21%
Certificate - TASP Waived	10	0%	7	0%	70%	1	0%	10%	2	0%	20%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

University Statewide

	Total		Math Developmental Education Status								
			Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	49,104	100%	36,831	100%	75%	9,400	100%	19%	2,873	100%	6%
First Semester Course-Load											
Full-Time	46,134	94%	35,207	96%	76%	8,393	89%	18%	2,534	88%	5%
Part-Time	2,970	6%	1,624	4%	55%	1,007	11%	34%	339	12%	11%
High School Diploma											
Regular	12,615	26%	8,082	22%	64%	3,725	40%	30%	808	28%	6%
Recommended or Advanced	27,197	55%	22,117	60%	81%	3,610	38%	13%	1,470	51%	5%
Unknown	9,292	19%	6,632	18%	71%	2,065	22%	22%	595	21%	6%
High School Economically Disadvantage											
Unknown	10,153	21%	7,205	20%	71%	2,287	24%	23%	661	23%	7%
None Identified	33,337	68%	26,514	72%	80%	5,105	54%	15%	1,718	60%	5%
Free Lunch	4,019	8%	2,133	6%	53%	1,533	16%	38%	353	12%	9%
Reduced Price Lunch	1,318	3%	844	2%	64%	364	4%	28%	110	4%	8%
Other	277	1%	135	0%	49%	111	1%	40%	31	1%	11%
Initial Test Category											
Alternative Tests	2,974	6%	1,268	3%	43%	1,615	17%	54%	91	3%	3%
TASP (or Stanford Achievement Te	21,394	44%	11,689	32%	55%	7,768	83%	36%	1,937	67%	9%
Unknown	24,736	50%	23,874	65%	97%	17	0%	0%	845	29%	3%
Math Developmental Education SCH	44,002		6,072		14%	37,131		84%	799		2%
Total SCH Fall 1999 - Fall 2001	3,139,955		2,466,664		79%	510,775		16%	162,516		5%
Retention More Than One Semester	47,257	96%	35,994	98%	76%	8,659	92%	18%	2,604	91%	6%
Spring/Summer 2000	46,008	94%	35,206	96%	77%	8,287	88%	18%	2,515	88%	5%
AY 2000-2001	43,537	89%	33,763	92%	78%	7,481	80%	17%	2,293	80%	5%
Fall 2001	38,276	78%	30,343	82%	79%	5,949	63%	16%	1,984	69%	5%
Transfer from 2-Year to 4-Year	0	0%		0%	N/A		0%	N/A		0%	N/A
Award During Fall 1999 - Summer 2001	198	0%	153	0%	77%	17	0%	9%	28	1%	14%
Persistence or Award	38,401	78%	30,438	83%	79%	5,961	63%	16%	2,002	70%	5%
Math Developmental Education Provider											
Not Provided	39,661	81%	35,651	97%	90%	1,779	19%	4%	2,231	78%	6%
Provided	9,000	18%	1,180	3%	13%	7,621	81%	85%	199	7%	2%
Unknown	443	1%	0	0%	0%	0	0%	0%	443	15%	100%
Math TASP Obligation Met											
TASP Met	41,747	85%	36,831	100%	88%	4,428	47%	11%	488	17%	1%
TASP Not Met	6,914	14%	0	0%	0%	4,972	53%	72%	1,942	68%	28%
Unknown	443	1%	0	0%	0%	0	0%	0%	443	15%	100%
Math Developmental Education Provider											
Not Provided											
TASP Met	37,389	76%	35,651	97%	95%	1,302	14%	3%	436	15%	1%
TASP Not Met	2,272	5%	0	0%	0%	477	5%	21%	1,795	62%	79%
Provided											
TASP Met	4,358	9%	1,180	3%	27%	3,126	33%	72%	52	2%	1%
TASP Not Met	4,642	9%	0	0%	0%	4,495	48%	97%	147	5%	3%
Dev. Ed. and TASP Status Unknow	443	1%	0	0%	0%	0	0%	0%	443	15%	100%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

University Statewide

	Total		Math Developmental Education Status: Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	49,104	100%	36,831	100%	75%	9,400	100%	19%	2,873	100%	6%
Dev. Ed. Not Provided											
TASP Met											
Math Developmental Educatio	1,982		1,469		74%	246		12%	267		13%
Total SCH Fall 1999 - Fall 200	2,509,961		2,396,477		95%	85,917		3%	27,567		1%
Retention More Than One Sen	36,539	74%	34,848	95%	95%	1,272	14%	3%	419	15%	1%
Enrolled Spring/Summer 2000	35,776	73%	34,118	93%	95%	1,244	13%	3%	414	14%	1%
Enrolled AY 2000-2001	34,277	70%	32,711	89%	95%	1,184	13%	3%	382	13%	1%
Enrolled Fall 2001	30,862	63%	29,480	80%	96%	1,032	11%	3%	350	12%	1%
Transfer from 2-Year to 4-Yea	0	0%		0%	N/A		0%	N/A		0%	N/A
Award During Fall 1999 - Sum	162	0%	145	0%	90%	9	0%	6%	8	0%	5%
Persistence or Award	30,964	63%	29,572	80%	96%	1,038	11%	3%	354	12%	1%
TASP Not Met											
Math Developmental Educatio	3		0		0%	0		0%	3		100%
Total SCH Fall 1999 - Fall 200	121,921		0		0%	17,948		15%	103,973		85%
Retention More Than One Sen	1,987	4%	0	0%	0%	318	3%	16%	1,669	58%	84%
Enrolled Spring/Summer 2000	1,916	4%	0	0%	0%	299	3%	16%	1,617	56%	84%
Enrolled AY 2000-2001	1,731	4%	0	0%	0%	222	2%	13%	1,509	53%	87%
Enrolled Fall 2001	1,471	3%	0	0%	0%	189	2%	13%	1,282	45%	87%
Transfer from 2-Year to 4-Yea	0	0%		0%	N/A		0%	N/A		0%	N/A
Award During Fall 1999 - Sum	9	0%	0	0%	0%	0	0%	0%	9	0%	100%
Persistence or Award	1,478	3%	0	0%	0%	189	2%	13%	1,289	45%	87%
Dev. Ed. Provided											
TASP Met											
Math Developmental Educatio	17,593		4,603		26%	12,741		72%	249		1%
Total SCH Fall 1999 - Fall 200	264,560		70,187		27%	191,188		72%	3,185		1%
Retention More Than One Sen	4,220	9%	1,146	3%	27%	3,022	32%	72%	52	2%	1%
Enrolled Spring/Summer 2000	4,050	8%	1,088	3%	27%	2,911	31%	72%	51	2%	1%
Enrolled AY 2000-2001	3,890	8%	1,052	3%	27%	2,789	30%	72%	49	2%	1%
Enrolled Fall 2001	3,237	7%	863	2%	27%	2,333	25%	72%	41	1%	1%
Transfer from 2-Year to 4-Yea	0	0%		0%	N/A		0%	N/A		0%	N/A
Award During Fall 1999 - Sum	15	0%	8	0%	53%	5	0%	33%	2	0%	13%
Persistence or Award	3,245	7%	866	2%	27%	2,336	25%	72%	43	1%	1%
TASP Not Met											
Math Developmental Educatio	24,424		0		0%	24,144		99%	280		1%
Total SCH Fall 1999 - Fall 200	220,029		0		0%	215,722		98%	4,307		2%
Retention More Than One Sen	4,141	8%	0	0%	0%	4,047	43%	98%	94	3%	2%
Enrolled Spring/Summer 2000	3,913	8%	0	0%	0%	3,833	41%	98%	80	3%	2%
Enrolled AY 2000-2001	3,337	7%	0	0%	0%	3,286	35%	98%	51	2%	2%
Enrolled Fall 2001	2,432	5%	0	0%	0%	2,395	25%	98%	37	1%	2%
Transfer from 2-Year to 4-Yea	0	0%		0%	N/A		0%	N/A		0%	N/A
Award During Fall 1999 - Sum	3	0%	0	0%	0%	3	0%	100%	0	0%	0%
Persistence or Award	2,435	5%	0	0%	0%	2,398	26%	98%	37	1%	2%
Dev. Ed. and TASP Status Unknown											
Math Developmental Educatio	0		0		N/A	0		N/A	0		N/A
Total SCH Fall 1999 - Fall 200	23,484		0		0%	0		0%	23,484		100%
Retention More Than One Sen	370	1%	0	0%	0%	0	0%	0%	370	13%	100%
Enrolled Spring/Summer 2000	353	1%	0	0%	0%	0	0%	0%	353	12%	100%
Enrolled AY 2000-2001	302	1%	0	0%	0%	0	0%	0%	302	11%	100%
Enrolled Fall 2001	274	1%	0	0%	0%	0	0%	0%	274	10%	100%
Transfer from 2-Year to 4-Yea	0	0%		0%	N/A		0%	N/A		0%	N/A
Award During Fall 1999 - Sum	9	0%	0	0%	0%	0	0%	0%	9	0%	100%
Persistence or Award	279	1%	0	0%	0%	0	0%	0%	279	10%	100%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

University Statewide

	Total		Math Developmental Education Status								
			Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	49,104	100%	36,831	100%	75%	9,400	100%	19%	2,873	100%	6%
Persist or Receive Award	38,401	78%	30,438	83%	79%	5,961	63%	16%	2,002	70%	5%
TASP Met	34,209	70%	30,438	83%	89%	3,374	36%	10%	397	14%	1%
Dev. Ed. Not Provided	30,964	63%	29,572	80%	96%	1,038	11%	3%	354	12%	1%
Dev. Ed. Provided	3,245	7%	866	2%	27%	2,336	25%	72%	43	1%	1%
TASP Not Met	3,913	8%	0	0%	0%	2,587	28%	66%	1,326	46%	34%
Dev. Ed. Not Provided	1,478	3%	0	0%	0%	189	2%	13%	1,289	45%	87%
Dev. Ed. Provided	2,435	5%	0	0%	0%	2,398	26%	98%	37	1%	2%
TASP Status and Dev. Ed. Unknow	279	1%	0	0%	0%	0	0%	0%	279	10%	100%
Did Not Persist or Receive Award	10,703	22%	6,393	17%	60%	3,439	37%	32%	871	30%	8%
TASP Met	7,538	15%	6,393	17%	85%	1,054	11%	14%	91	3%	1%
Dev. Ed. Not Provided	6,425	13%	6,079	17%	95%	264	3%	4%	82	3%	1%
Dev. Ed. Provided	1,113	2%	314	1%	28%	790	8%	71%	9	0%	1%
TASP Not Met	3,001	6%	0	0%	0%	2,385	25%	79%	616	21%	21%
Dev. Ed. Not Provided	794	2%	0	0%	0%	288	3%	36%	506	18%	64%
Dev. Ed. Provided	2,207	4%	0	0%	0%	2,097	22%	95%	110	4%	5%
TASP Status and Dev. Ed. Unknow	164	0%	0	0%	0%	0	0%	0%	164	6%	100%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Community, Technical, and State College Statewide

	Total		Math Developmental Education Status								
			Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	109,799	100%	52,337	100%	48%	43,726	100%	40%	13,736	100%	13%
Institution Level											
University	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
CTC	109,799	100%	52,337	100%	48%	43,726	100%	40%	13,736	100%	13%
Type Major											
Academic	65,290	59%	31,079	59%	48%	26,556	61%	41%	7,655	56%	12%
Technical	34,692	32%	16,724	32%	48%	13,069	30%	38%	4,899	36%	14%
Tech Prep	9,817	9%	4,534	9%	46%	4,101	9%	42%	1,182	9%	12%
Institution Type/Type Major											
C/SC-Academic	65,290	59%	31,079	59%	48%	26,556	61%	41%	7,655	56%	12%
C/SC-Technical	40,623	37%	19,251	37%	47%	15,743	36%	39%	5,629	41%	14%
TSTC/LUIT	3,886	4%	2,007	4%	52%	1,427	3%	37%	452	3%	12%
University-Academic	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
Remote Campus											
Correctional Institution	369	0%	114	0%	31%	157	0%	43%	98	1%	27%
Gender											
Female	59,285	54%	27,152	52%	46%	24,818	57%	42%	7,315	53%	12%
Male	50,514	46%	25,185	48%	50%	18,908	43%	37%	6,421	47%	13%
Ethnicity											
White	62,462	57%	33,566	64%	54%	21,091	48%	34%	7,805	57%	12%
Black	11,613	11%	3,862	7%	33%	6,337	14%	55%	1,414	10%	12%
Hispanic	29,655	27%	11,908	23%	40%	14,635	33%	49%	3,112	23%	10%
Asian	3,646	3%	1,934	4%	53%	919	2%	25%	793	6%	22%
American Indian	523	0%	227	0%	43%	228	1%	44%	68	0%	13%
International	1,439	1%	626	1%	44%	366	1%	25%	447	3%	31%
Unknown	461	0%	214	0%	46%	150	0%	33%	97	1%	21%
Age											
18-19	56,588	52%	24,560	47%	43%	27,346	63%	48%	4,682	34%	8%
20-21	9,376	9%	3,703	7%	39%	4,591	10%	49%	1,082	8%	12%
22-24	6,802	6%	2,752	5%	40%	3,022	7%	44%	1,028	7%	15%
25-29	6,474	6%	2,584	5%	40%	2,496	6%	39%	1,394	10%	22%
30-34	3,899	4%	1,368	3%	35%	1,220	3%	31%	1,311	10%	34%
35-40	3,442	3%	1,288	2%	37%	933	2%	27%	1,221	9%	35%
41-50	3,251	3%	1,306	2%	40%	664	2%	20%	1,281	9%	39%
Over 50	1,114	1%	538	1%	48%	113	0%	10%	463	3%	42%
Under 18	18,814	17%	14,224	27%	76%	3,325	8%	18%	1,265	9%	7%
Unknown	39	0%	14	0%	36%	16	0%	41%	9	0%	23%
Educational Objective											
Unknown	2,479	2%	0	0%	0%	0	0%	0%	2,479	18%	100%
Non-Degree Seeking	20,408	19%	9,384	18%	46%	8,549	20%	42%	2,475	18%	12%
Certificate - TASP Liable	1,650	2%	899	2%	54%	494	1%	30%	257	2%	16%
Associate Degree	50,572	46%	20,102	38%	40%	24,076	55%	48%	6,394	47%	13%
Baccalaureate Degree	11,289	10%	6,143	12%	54%	4,493	10%	40%	653	5%	6%
Undetermined	14,990	14%	7,971	15%	53%	5,643	13%	38%	1,376	10%	9%
Certificate - TASP Waived	8,411	8%	7,838	15%	93%	471	1%	6%	102	1%	1%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Community, Technical, and State College Statewide

	Total		Math Developmental Education Status: Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	109,799	100%	52,337	100%	48%	43,726	100%	40%	13,736	100%	13%
First Semester Course-Load											
Full-Time	52,540	48%	23,407	45%	45%	24,153	55%	46%	4,980	36%	9%
Part-Time	57,259	52%	28,930	55%	51%	19,573	45%	34%	8,756	64%	15%
High School Diploma											
Regular	34,787	32%	12,843	25%	37%	19,308	44%	56%	2,636	19%	8%
Recommended or Advanced	22,822	21%	12,455	24%	55%	8,047	18%	35%	2,320	17%	10%
Unknown	52,190	48%	27,039	52%	52%	16,371	37%	31%	8,780	64%	17%
High School Economically Disadvantage											
Unknown	54,316	49%	27,865	53%	51%	17,474	40%	32%	8,977	65%	17%
None Identified	42,721	39%	20,073	38%	47%	18,833	43%	44%	3,815	28%	9%
Free Lunch	9,613	9%	3,268	6%	34%	5,668	13%	59%	677	5%	7%
Reduced Price Lunch	2,325	2%	913	2%	39%	1,255	3%	54%	157	1%	7%
Other	824	1%	218	0%	26%	496	1%	60%	110	1%	13%
Initial Test Category											
Alternative Tests	33,556	31%	9,532	18%	28%	22,321	51%	67%	1,703	12%	5%
TASP (or Stanford Achievement Te	41,115	37%	16,220	31%	39%	21,292	49%	52%	3,603	26%	9%
Unknown	35,128	32%	26,585	51%	76%	113	0%	0%	8,430	61%	24%
Math Developmental Education SCH	262,852		29,560		11%	228,742		87%	4,550		2%
Total SCH Fall 1999 - Fall 2001	4,021,697		2,062,789		51%	1,578,419		39%	380,489		9%
Retention More Than One Semester	90,267	82%	45,602	87%	51%	35,138	80%	39%	9,527	69%	11%
Spring/Summer 2000	81,282	74%	40,923	78%	50%	31,880	73%	39%	8,479	62%	10%
AY 2000-2001	69,244	63%	36,511	70%	53%	26,311	60%	38%	6,422	47%	9%
Fall 2001	49,456	45%	26,932	51%	54%	17,947	41%	36%	4,577	33%	9%
Transfer from 2-Year to 4-Year	18,868	17%	13,553	26%	72%	3,838	9%	20%	1,477	11%	8%
Award During Fall 1999 - Summer 2001	5,256	5%	3,718	7%	71%	785	2%	15%	753	5%	14%
Persistence or Award	52,857	48%	29,373	56%	56%	18,387	42%	35%	5,097	37%	10%
Math Developmental Education Provider											
Not Provided	65,978	60%	47,209	90%	72%	8,491	19%	13%	10,278	75%	16%
Provided	41,342	38%	5,128	10%	12%	35,235	81%	85%	979	7%	2%
Unknown	2,479	2%	0	0%	0%	0	0%	0%	2,479	18%	100%
Math TASP Obligation Met											
TASP Met	63,277	58%	52,337	100%	83%	10,334	24%	16%	606	4%	1%
TASP Not Met	44,043	40%	0	0%	0%	33,392	76%	76%	10,651	78%	24%
Unknown	2,479	2%	0	0%	0%	0	0%	0%	2,479	18%	100%
Math Developmental Education Provider											
Not Provided											
TASP Met	51,397	47%	47,209	90%	92%	3,643	8%	7%	545	4%	1%
TASP Not Met	14,581	13%	0	0%	0%	4,848	11%	33%	9,733	71%	67%
Provided											
TASP Met	11,880	11%	5,128	10%	43%	6,691	15%	56%	61	0%	1%
TASP Not Met	29,462	27%	0	0%	0%	28,544	65%	97%	918	7%	3%
Dev. Ed. and TASP Status Unknow	2,479	2%	0	0%	0%	0	0%	0%	2,479	18%	100%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Community, Technical, and State College Statewide

	Total		Math Developmental Education Status: Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	109,799	100%	52,337	100%	48%	43,726	100%	40%	13,736	100%	13%
Dev. Ed. Not Provided											
TASP Met											
Math Developmental Educatio	8,475		6,531		77%	1,902		22%	42		0%
Total SCH Fall 1999 - Fall 200	2,036,745		1,831,367		90%	177,695		9%	27,683		1%
Retention More Than One Sen	44,628	41%	40,742	78%	91%	3,372	8%	8%	514	4%	1%
Enrolled Spring/Summer 2000	40,173	37%	36,569	70%	91%	3,141	7%	8%	463	3%	1%
Enrolled AY 2000-2001	35,656	32%	32,224	62%	90%	2,963	7%	8%	469	3%	1%
Enrolled Fall 2001	26,783	24%	24,156	46%	90%	2,242	5%	8%	385	3%	1%
Transfer from 2-Year to 4-Yea	14,430	13%	13,062	25%	91%	1,075	2%	7%	293	2%	2%
Award During Fall 1999 - Sum	3,622	3%	3,348	6%	92%	231	1%	6%	43	0%	1%
Persistence or Award	29,132	27%	26,384	50%	91%	2,349	5%	8%	399	3%	1%
TASP Not Met											
Math Developmental Educatio	433		0		0%	409		94%	24		6%
Total SCH Fall 1999 - Fall 200	381,529		0		0%	96,547		25%	284,982		75%
Retention More Than One Sen	9,561	9%	0	0%	0%	2,594	6%	27%	6,967	51%	73%
Enrolled Spring/Summer 2000	8,355	8%	0	0%	0%	2,165	5%	26%	6,190	45%	74%
Enrolled AY 2000-2001	6,068	6%	0	0%	0%	1,316	3%	22%	4,752	35%	78%
Enrolled Fall 2001	4,483	4%	0	0%	0%	1,067	2%	24%	3,416	25%	76%
Transfer from 2-Year to 4-Yea	1,221	1%	0	0%	0%	260	1%	21%	961	7%	79%
Award During Fall 1999 - Sum	610	1%	0	0%	0%	112	0%	18%	498	4%	82%
Persistence or Award	4,910	4%	0	0%	0%	1,154	3%	24%	3,756	27%	76%
Dev. Ed. Provided											
TASP Met											
Math Developmental Educatio	64,982		23,029		35%	41,658		64%	295		0%
Total SCH Fall 1999 - Fall 200	597,581		231,422		39%	363,020		61%	3,139		1%
Retention More Than One Sen	11,457	10%	4,860	9%	42%	6,537	15%	57%	60	0%	1%
Enrolled Spring/Summer 2000	10,619	10%	4,354	8%	41%	6,210	14%	58%	55	0%	1%
Enrolled AY 2000-2001	10,436	10%	4,287	8%	41%	6,092	14%	58%	57	0%	1%
Enrolled Fall 2001	7,431	7%	2,776	5%	37%	4,611	11%	62%	44	0%	1%
Transfer from 2-Year to 4-Yea	1,760	2%	491	1%	28%	1,254	3%	71%	15	0%	1%
Award During Fall 1999 - Sum	637	1%	370	1%	58%	263	1%	41%	4	0%	1%
Persistence or Award	7,789	7%	2,989	6%	38%	4,752	11%	61%	48	0%	1%
TASP Not Met											
Math Developmental Educatio	188,962		0		0%	184,773		98%	4,189		2%
Total SCH Fall 1999 - Fall 200	961,950		0		0%	941,157		98%	20,793		2%
Retention More Than One Sen	23,241	21%	0	0%	0%	22,635	52%	97%	606	4%	3%
Enrolled Spring/Summer 2000	20,892	19%	0	0%	0%	20,364	47%	97%	528	4%	3%
Enrolled AY 2000-2001	16,312	15%	0	0%	0%	15,940	36%	98%	372	3%	2%
Enrolled Fall 2001	10,274	9%	0	0%	0%	10,027	23%	98%	247	2%	2%
Transfer from 2-Year to 4-Yea	1,268	1%	0	0%	0%	1,249	3%	99%	19	0%	1%
Award During Fall 1999 - Sum	182	0%	0	0%	0%	179	0%	98%	3	0%	2%
Persistence or Award	10,381	9%	0	0%	0%	10,132	23%	98%	249	2%	2%
Dev. Ed. and TASP Status Unknown											
Math Developmental Educatio	0		0		N/A	0		N/A	0		N/A
Total SCH Fall 1999 - Fall 200	43,892		0		0%	0		0%	43,892		100%
Retention More Than One Sen	1,380	1%	0	0%	0%	0	0%	0%	1,380	10%	100%
Enrolled Spring/Summer 2000	1,243	1%	0	0%	0%	0	0%	0%	1,243	9%	100%
Enrolled AY 2000-2001	772	1%	0	0%	0%	0	0%	0%	772	6%	100%
Enrolled Fall 2001	485	0%	0	0%	0%	0	0%	0%	485	4%	100%
Transfer from 2-Year to 4-Yea	189	0%	0	0%	0%	0	0%	0%	189	1%	100%
Award During Fall 1999 - Sum	205	0%	0	0%	0%	0	0%	0%	205	1%	100%
Persistence or Award	645	1%	0	0%	0%	0	0%	0%	645	5%	100%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Community, Technical, and State College Statewide

	Total		Math Developmental Education Status								
			Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	109,799	100%	52,337	100%	48%	43,726	100%	40%	13,736	100%	13%
Persist or Receive Award	52,857	48%	29,373	56%	56%	18,387	42%	35%	5,097	37%	10%
TASP Met	36,921	34%	29,373	56%	80%	7,101	16%	19%	447	3%	1%
Dev. Ed. Not Provided	29,132	27%	26,384	50%	91%	2,349	5%	8%	399	3%	1%
Dev. Ed. Provided	7,789	7%	2,989	6%	38%	4,752	11%	61%	48	0%	1%
TASP Not Met	15,291	14%	0	0%	0%	11,286	26%	74%	4,005	29%	26%
Dev. Ed. Not Provided	4,910	4%	0	0%	0%	1,154	3%	24%	3,756	27%	76%
Dev. Ed. Provided	10,381	9%	0	0%	0%	10,132	23%	98%	249	2%	2%
TASP Status and Dev. Ed. Unknow	645	1%	0	0%	0%	0	0%	0%	645	5%	100%
Did Not Persist or Receive Award	56,942	52%	22,964	44%	40%	25,339	58%	44%	8,639	63%	15%
TASP Met	26,356	24%	22,964	44%	87%	3,233	7%	12%	159	1%	1%
Dev. Ed. Not Provided	22,265	20%	20,825	40%	94%	1,294	3%	6%	146	1%	1%
Dev. Ed. Provided	4,091	4%	2,139	4%	52%	1,939	4%	47%	13	0%	0%
TASP Not Met	28,752	26%	0	0%	0%	22,106	51%	77%	6,646	48%	23%
Dev. Ed. Not Provided	9,671	9%	0	0%	0%	3,694	8%	38%	5,977	44%	62%
Dev. Ed. Provided	19,081	17%	0	0%	0%	18,412	42%	96%	669	5%	4%
TASP Status and Dev. Ed. Unknow	1,834	2%	0	0%	0%	0	0%	0%	1,834	13%	100%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Community and State College Statewide - Academic

	Total		Math Developmental Education Status: Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	65,290	100%	31,079	100%	48%	26,556	100%	41%	7,655	100%	12%
Institution Level											
University	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
CTC	65,290	100%	31,079	100%	48%	26,556	100%	41%	7,655	100%	12%
Type Major											
Academic	65,290	100%	31,079	100%	48%	26,556	100%	41%	7,655	100%	12%
Technical	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
Tech Prep	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
Institution Type/Type Major											
C/SC-Academic	65,290	100%	31,079	100%	48%	26,556	100%	41%	7,655	100%	12%
C/SC-Technical	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
TSTC/LUIT	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
University-Academic	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
Remote Campus											
Correctional Institution	300	0%	52	0%	17%	152	1%	51%	96	1%	32%
Gender											
Female	35,712	55%	16,463	53%	46%	15,192	57%	43%	4,057	53%	11%
Male	29,578	45%	14,616	47%	49%	11,364	43%	38%	3,598	47%	12%
Ethnicity											
White	40,055	61%	21,616	70%	54%	13,641	51%	34%	4,798	63%	12%
Black	5,535	8%	1,623	5%	29%	3,336	13%	60%	576	8%	10%
Hispanic	16,525	25%	6,146	20%	37%	8,711	33%	53%	1,668	22%	10%
Asian	2,017	3%	1,153	4%	57%	485	2%	24%	379	5%	19%
American Indian	318	0%	133	0%	42%	147	1%	46%	38	0%	12%
International	608	1%	302	1%	50%	156	1%	26%	150	2%	25%
Unknown	232	0%	106	0%	46%	80	0%	34%	46	1%	20%
Age											
18-19	35,777	55%	15,126	49%	42%	17,292	65%	48%	3,359	44%	9%
20-21	4,901	8%	1,725	6%	35%	2,575	10%	53%	601	8%	12%
22-24	3,095	5%	1,035	3%	33%	1,595	6%	52%	465	6%	15%
25-29	2,565	4%	779	3%	30%	1,232	5%	48%	554	7%	22%
30-34	1,457	2%	351	1%	24%	600	2%	41%	506	7%	35%
35-40	1,270	2%	333	1%	26%	470	2%	37%	467	6%	37%
41-50	1,109	2%	318	1%	29%	322	1%	29%	469	6%	42%
Over 50	376	1%	115	0%	31%	54	0%	14%	207	3%	55%
Under 18	14,721	23%	11,291	36%	77%	2,408	9%	16%	1,022	13%	7%
Unknown	19	0%	6	0%	32%	8	0%	42%	5	0%	26%
Educational Objective											
Unknown	915	1%	0	0%	0%	0	0%	0%	915	12%	100%
Non-Degree Seeking	8,582	13%	4,517	15%	53%	3,089	12%	36%	976	13%	11%
Certificate - TASP Liable	232	0%	100	0%	43%	101	0%	44%	31	0%	13%
Associate Degree	34,270	52%	14,499	47%	42%	15,338	58%	45%	4,433	58%	13%
Baccalaureate Degree	9,340	14%	5,086	16%	54%	3,701	14%	40%	553	7%	6%
Undetermined	10,862	17%	5,919	19%	54%	4,203	16%	39%	740	10%	7%
Certificate - TASP Waived	1,089	2%	958	3%	88%	124	0%	11%	7	0%	1%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Community and State College Statewide - Academic

	Total		Math Developmental Education Status: Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	65,290	100%	31,079	100%	48%	26,556	100%	41%	7,655	100%	12%
First Semester Course-Load											
Full-Time	32,660	50%	14,157	46%	43%	15,299	58%	47%	3,204	42%	10%
Part-Time	32,630	50%	16,922	54%	52%	11,257	42%	34%	4,451	58%	14%
High School Diploma											
Regular	20,063	31%	6,593	21%	33%	11,743	44%	59%	1,727	23%	9%
Recommended or Advanced	15,335	23%	8,360	27%	55%	5,303	20%	35%	1,672	22%	11%
Unknown	29,892	46%	16,126	52%	54%	9,510	36%	32%	4,256	56%	14%
High School Economically Disadvantage											
Unknown	31,082	48%	16,557	53%	53%	10,147	38%	33%	4,378	57%	14%
None Identified	27,275	42%	12,541	40%	46%	12,048	45%	44%	2,686	35%	10%
Free Lunch	5,087	8%	1,417	5%	28%	3,263	12%	64%	407	5%	8%
Reduced Price Lunch	1,304	2%	453	1%	35%	753	3%	58%	98	1%	8%
Other	542	1%	111	0%	20%	345	1%	64%	86	1%	16%
Initial Test Category											
Alternative Tests	19,515	30%	5,485	18%	28%	12,782	48%	65%	1,248	16%	6%
TASP (or Stanford Achievement Te	26,745	41%	10,429	34%	39%	13,701	52%	51%	2,615	34%	10%
Unknown	19,030	29%	15,165	49%	80%	73	0%	0%	3,792	50%	20%
Math Developmental Education SCH	158,881		16,915		11%	139,089		88%	2,877		2%
Total SCH Fall 1999 - Fall 2001	2,545,049		1,325,278		52%	983,820		39%	235,951		9%
Retention More Than One Semester	55,741	85%	28,336	91%	51%	21,712	82%	39%	5,693	74%	10%
Spring/Summer 2000	49,960	77%	25,327	81%	51%	19,673	74%	39%	4,960	65%	10%
AY 2000-2001	44,571	68%	23,958	77%	54%	16,530	62%	37%	4,083	53%	9%
Fall 2001	33,240	51%	18,692	60%	56%	11,446	43%	34%	3,102	41%	9%
Transfer from 2-Year to 4-Year	14,833	23%	10,903	35%	74%	2,855	11%	19%	1,075	14%	7%
Award During Fall 1999 - Summer 2001	1,818	3%	1,177	4%	65%	353	1%	19%	288	4%	16%
Persistence or Award	34,035	52%	19,189	62%	56%	11,593	44%	34%	3,253	42%	10%
Math Developmental Education Provider											
Not Provided	39,840	61%	28,353	91%	71%	5,353	20%	13%	6,134	80%	15%
Provided	24,535	38%	2,726	9%	11%	21,203	80%	86%	606	8%	2%
Unknown	915	1%	0	0%	0%	0	0%	0%	915	12%	100%
Math TASP Obligation Met											
TASP Met	38,126	58%	31,079	100%	82%	6,625	25%	17%	422	6%	1%
TASP Not Met	26,249	40%	0	0%	0%	19,931	75%	76%	6,318	83%	24%
Unknown	915	1%	0	0%	0%	0	0%	0%	915	12%	100%
Math Developmental Education Provider											
Not Provided											
TASP Met	31,178	48%	28,353	91%	91%	2,440	9%	8%	385	5%	1%
TASP Not Met	8,662	13%	0	0%	0%	2,913	11%	34%	5,749	75%	66%
Provided											
TASP Met	6,948	11%	2,726	9%	39%	4,185	16%	60%	37	0%	1%
TASP Not Met	17,587	27%	0	0%	0%	17,018	64%	97%	569	7%	3%
Dev. Ed. and TASP Status Unknow	915	1%	0	0%	0%	0	0%	0%	915	12%	100%

Community and State College Statewide - Academic

	Total		Math Developmental Education Status: Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	65,290	100%	31,079	100%	48%	26,556	100%	41%	7,655	100%	12%
Dev. Ed. Not Provided											
TASP Met											
Math Developmental Educatio	6,275		4,845		77%	1,394		22%	36		1%
Total SCH Fall 1999 - Fall 200	1,339,644		1,199,329		90%	120,884		9%	19,431		1%
Retention More Than One Sen	28,407	44%	25,763	83%	91%	2,282	9%	8%	362	5%	1%
Enrolled Spring/Summer 2000	25,469	39%	23,022	74%	90%	2,129	8%	8%	318	4%	1%
Enrolled AY 2000-2001	24,022	37%	21,667	70%	90%	2,027	8%	8%	328	4%	1%
Enrolled Fall 2001	18,913	29%	17,090	55%	90%	1,547	6%	8%	276	4%	1%
Transfer from 2-Year to 4-Yea	11,592	18%	10,534	34%	91%	838	3%	7%	220	3%	2%
Award During Fall 1999 - Sum	1,239	2%	1,080	3%	87%	132	0%	11%	27	0%	2%
Persistence or Award	19,421	30%	17,543	56%	90%	1,597	6%	8%	281	4%	1%
TASP Not Met											
Math Developmental Educatio	264		0		0%	255		97%	9		3%
Total SCH Fall 1999 - Fall 200	244,123		0		0%	58,783		24%	185,340		76%
Retention More Than One Sen	6,027	9%	0	0%	0%	1,630	6%	27%	4,397	57%	73%
Enrolled Spring/Summer 2000	5,172	8%	0	0%	0%	1,342	5%	26%	3,830	50%	74%
Enrolled AY 2000-2001	4,039	6%	0	0%	0%	854	3%	21%	3,185	42%	79%
Enrolled Fall 2001	3,172	5%	0	0%	0%	735	3%	23%	2,437	32%	77%
Transfer from 2-Year to 4-Yea	946	1%	0	0%	0%	203	1%	21%	743	10%	79%
Award During Fall 1999 - Sum	214	0%	0	0%	0%	32	0%	15%	182	2%	85%
Persistence or Award	3,281	5%	0	0%	0%	753	3%	23%	2,528	33%	77%
Dev. Ed. Provided											
TASP Met											
Math Developmental Educatio	38,245		12,070		32%	26,025		68%	150		0%
Total SCH Fall 1999 - Fall 200	358,645		125,949		35%	230,797		64%	1,899		1%
Retention More Than One Sen	6,707	10%	2,573	8%	38%	4,098	15%	61%	36	0%	1%
Enrolled Spring/Summer 2000	6,257	10%	2,305	7%	37%	3,918	15%	63%	34	0%	1%
Enrolled AY 2000-2001	6,156	9%	2,291	7%	37%	3,830	14%	62%	35	0%	1%
Enrolled Fall 2001	4,645	7%	1,602	5%	34%	3,015	11%	65%	28	0%	1%
Transfer from 2-Year to 4-Yea	1,303	2%	369	1%	28%	922	3%	71%	12	0%	1%
Award During Fall 1999 - Sum	211	0%	97	0%	46%	112	0%	53%	2	0%	1%
Persistence or Award	4,728	7%	1,646	5%	35%	3,052	11%	65%	30	0%	1%
TASP Not Met											
Math Developmental Educatio	114,097		0		0%	111,415		98%	2,682		2%
Total SCH Fall 1999 - Fall 200	586,991		0		0%	573,356		98%	13,635		2%
Retention More Than One Sen	14,092	22%	0	0%	0%	13,702	52%	97%	390	5%	3%
Enrolled Spring/Summer 2000	12,615	19%	0	0%	0%	12,284	46%	97%	331	4%	3%
Enrolled AY 2000-2001	10,072	15%	0	0%	0%	9,819	37%	97%	253	3%	3%
Enrolled Fall 2001	6,309	10%	0	0%	0%	6,149	23%	97%	160	2%	3%
Transfer from 2-Year to 4-Yea	904	1%	0	0%	0%	892	3%	99%	12	0%	1%
Award During Fall 1999 - Sum	80	0%	0	0%	0%	77	0%	96%	3	0%	4%
Persistence or Award	6,353	10%	0	0%	0%	6,191	23%	97%	162	2%	3%
Dev. Ed. and TASP Status Unknown											
Math Developmental Educatio	0		0		N/A	0		N/A	0		N/A
Total SCH Fall 1999 - Fall 200	15,646		0		0%	0		0%	15,646		100%
Retention More Than One Sen	508	1%	0	0%	0%	0	0%	0%	508	7%	100%
Enrolled Spring/Summer 2000	447	1%	0	0%	0%	0	0%	0%	447	6%	100%
Enrolled AY 2000-2001	282	0%	0	0%	0%	0	0%	0%	282	4%	100%
Enrolled Fall 2001	201	0%	0	0%	0%	0	0%	0%	201	3%	100%
Transfer from 2-Year to 4-Yea	88	0%	0	0%	0%	0	0%	0%	88	1%	100%
Award During Fall 1999 - Sum	74	0%	0	0%	0%	0	0%	0%	74	1%	100%
Persistence or Award	252	0%	0	0%	0%	0	0%	0%	252	3%	100%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Community and State College Statewide - Academic

	Total		Math Developmental Education Status								
			Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	65,290	100%	31,079	100%	48%	26,556	100%	41%	7,655	100%	12%
Persist or Receive Award	34,035	52%	19,189	62%	56%	11,593	44%	34%	3,253	42%	10%
TASP Met	24,149	37%	19,189	62%	79%	4,649	18%	19%	311	4%	1%
Dev. Ed. Not Provided	19,421	30%	17,543	56%	90%	1,597	6%	8%	281	4%	1%
Dev. Ed. Provided	4,728	7%	1,646	5%	35%	3,052	11%	65%	30	0%	1%
TASP Not Met	9,634	15%	0	0%	0%	6,944	26%	72%	2,690	35%	28%
Dev. Ed. Not Provided	3,281	5%	0	0%	0%	753	3%	23%	2,528	33%	77%
Dev. Ed. Provided	6,353	10%	0	0%	0%	6,191	23%	97%	162	2%	3%
TASP Status and Dev. Ed. Unknow	252	0%	0	0%	0%	0	0%	0%	252	3%	100%
Did Not Persist or Receive Award	31,255	48%	11,890	38%	38%	14,963	56%	48%	4,402	58%	14%
TASP Met	13,977	21%	11,890	38%	85%	1,976	7%	14%	111	1%	1%
Dev. Ed. Not Provided	11,757	18%	10,810	35%	92%	843	3%	7%	104	1%	1%
Dev. Ed. Provided	2,220	3%	1,080	3%	49%	1,133	4%	51%	7	0%	0%
TASP Not Met	16,615	25%	0	0%	0%	12,987	49%	78%	3,628	47%	22%
Dev. Ed. Not Provided	5,381	8%	0	0%	0%	2,160	8%	40%	3,221	42%	60%
Dev. Ed. Provided	11,234	17%	0	0%	0%	10,827	41%	96%	407	5%	4%
TASP Status and Dev. Ed. Unknow	663	1%	0	0%	0%	0	0%	0%	663	9%	100%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Community and State College Statewide - Technical

	Total		Math Developmental Education Status: Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	40,623	100%	19,251	100%	47%	15,743	100%	39%	5,629	100%	14%
Institution Level											
University	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
CTC	40,623	100%	19,251	100%	47%	15,743	100%	39%	5,629	100%	14%
Type Major											
Academic	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
Technical	30,984	76%	14,809	77%	48%	11,714	74%	38%	4,461	79%	14%
Tech Prep	9,639	24%	4,442	23%	46%	4,029	26%	42%	1,168	21%	12%
Institution Type/Type Major											
C/SC-Academic	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
C/SC-Technical	40,623	100%	19,251	100%	47%	15,743	100%	39%	5,629	100%	14%
TSTC/LUIT	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
University-Academic	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
Remote Campus											
Correctional Institution	69	0%	62	0%	90%	5	0%	7%	2	0%	3%
Gender											
Female	22,196	55%	9,998	52%	45%	9,107	58%	41%	3,091	55%	14%
Male	18,427	45%	9,253	48%	50%	6,636	42%	36%	2,538	45%	14%
Ethnicity											
White	20,592	51%	11,022	57%	54%	6,779	43%	33%	2,791	50%	14%
Black	5,669	14%	2,075	11%	37%	2,788	18%	49%	806	14%	14%
Hispanic	11,511	28%	4,870	25%	42%	5,393	34%	47%	1,248	22%	11%
Asian	1,599	4%	767	4%	48%	423	3%	26%	409	7%	26%
American Indian	193	0%	86	0%	45%	80	1%	41%	27	0%	14%
International	830	2%	323	2%	39%	210	1%	25%	297	5%	36%
Unknown	229	1%	108	1%	47%	70	0%	31%	51	1%	22%
Age											
18-19	18,804	46%	8,369	43%	45%	9,258	59%	49%	1,177	21%	6%
20-21	4,018	10%	1,764	9%	44%	1,827	12%	45%	427	8%	11%
22-24	3,348	8%	1,533	8%	46%	1,292	8%	39%	523	9%	16%
25-29	3,627	9%	1,679	9%	46%	1,135	7%	31%	813	14%	22%
30-34	2,264	6%	946	5%	42%	564	4%	25%	754	13%	33%
35-40	2,035	5%	904	5%	44%	420	3%	21%	711	13%	35%
41-50	2,000	5%	924	5%	46%	308	2%	15%	768	14%	38%
Over 50	694	2%	403	2%	58%	50	0%	7%	241	4%	35%
Under 18	3,813	9%	2,721	14%	71%	881	6%	23%	211	4%	6%
Unknown	20	0%	8	0%	40%	8	0%	40%	4	0%	20%
Educational Objective											
Unknown	1,402	3%	0	0%	0%	0	0%	0%	1,402	25%	100%
Non-Degree Seeking	11,662	29%	4,796	25%	41%	5,395	34%	46%	1,471	26%	13%
Certificate - TASP Liable	1,300	3%	763	4%	59%	350	2%	27%	187	3%	14%
Associate Degree	14,014	34%	4,838	25%	35%	7,430	47%	53%	1,746	31%	12%
Baccalaureate Degree	1,920	5%	1,035	5%	54%	788	5%	41%	97	2%	5%
Undetermined	4,124	10%	2,051	11%	50%	1,437	9%	35%	636	11%	15%
Certificate - TASP Waived	6,201	15%	5,768	30%	93%	343	2%	6%	90	2%	1%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Community and State College Statewide - Technical

	Total		Math Developmental Education Status								
			Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	40,623	100%	19,251	100%	47%	15,743	100%	39%	5,629	100%	14%
First Semester Course-Load											
Full-Time	18,533	46%	8,647	45%	47%	8,225	52%	44%	1,661	30%	9%
Part-Time	22,090	54%	10,604	55%	48%	7,518	48%	34%	3,968	70%	18%
High School Diploma											
Regular	13,171	32%	5,474	28%	42%	6,885	44%	52%	812	14%	6%
Recommended or Advanced	6,785	17%	3,693	19%	54%	2,529	16%	37%	563	10%	8%
Unknown	20,667	51%	10,084	52%	49%	6,329	40%	31%	4,254	76%	21%
High School Economically Disadvantage											
Unknown	21,515	53%	10,444	54%	49%	6,751	43%	31%	4,320	77%	20%
None Identified	14,087	35%	6,806	35%	48%	6,262	40%	44%	1,019	18%	7%
Free Lunch	3,879	10%	1,516	8%	39%	2,138	14%	55%	225	4%	6%
Reduced Price Lunch	897	2%	400	2%	45%	447	3%	50%	50	1%	6%
Other	245	1%	85	0%	35%	145	1%	59%	15	0%	6%
Initial Test Category											
Alternative Tests	13,193	32%	3,781	20%	29%	8,999	57%	68%	413	7%	3%
TASP (or Stanford Achievement Te	12,426	31%	4,862	25%	39%	6,705	43%	54%	859	15%	7%
Unknown	15,004	37%	10,608	55%	71%	39	0%	0%	4,357	77%	29%
Math Developmental Education SCH	95,283		10,792		11%	82,947		87%	1,544		2%
Total SCH Fall 1999 - Fall 2001	1,311,737		653,566		50%	530,234		40%	127,937		10%
Retention More Than One Semester	31,246	77%	15,516	81%	50%	12,238	78%	39%	3,492	62%	11%
Spring/Summer 2000	28,178	69%	13,915	72%	49%	11,076	70%	39%	3,187	57%	11%
AY 2000-2001	22,542	55%	11,449	59%	51%	8,970	57%	40%	2,123	38%	9%
Fall 2001	15,089	37%	7,690	40%	51%	6,021	38%	40%	1,378	24%	9%
Transfer from 2-Year to 4-Year	3,801	9%	2,509	13%	66%	916	6%	24%	376	7%	10%
Award During Fall 1999 - Summer 2001	2,684	7%	1,995	10%	74%	326	2%	12%	363	6%	14%
Persistence or Award	17,030	42%	9,150	48%	54%	6,226	40%	37%	1,654	29%	10%
Math Developmental Education Provided											
Not Provided	24,044	59%	17,252	90%	72%	2,909	18%	12%	3,883	69%	16%
Provided	15,177	37%	1,999	10%	13%	12,834	82%	85%	344	6%	2%
Unknown	1,402	3%	0	0%	0%	0	0%	0%	1,402	25%	100%
Math TASP Obligation Met											
TASP Met	22,738	56%	19,251	100%	85%	3,321	21%	15%	166	3%	1%
TASP Not Met	16,483	41%	0	0%	0%	12,422	79%	75%	4,061	72%	25%
Unknown	1,402	3%	0	0%	0%	0	0%	0%	1,402	25%	100%
Math Developmental Education Provided											
Not Provided											
TASP Met	18,534	46%	17,252	90%	93%	1,137	7%	6%	145	3%	1%
TASP Not Met	5,510	14%	0	0%	0%	1,772	11%	32%	3,738	66%	68%
Provided											
TASP Met	4,204	10%	1,999	10%	48%	2,184	14%	52%	21	0%	0%
TASP Not Met	10,973	27%	0	0%	0%	10,650	68%	97%	323	6%	3%
Dev. Ed. and TASP Status Unknow	1,402	3%	0	0%	0%	0	0%	0%	1,402	25%	100%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Community and State College Statewide - Technical

	Total		Math Developmental Education Status: Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	40,623	100%	19,251	100%	47%	15,743	100%	39%	5,629	100%	14%
Dev. Ed. Not Provided											
TASP Met											
Math Developmental Educatio	2,200		1,686		77%	508		23%	6		0%
Total SCH Fall 1999 - Fall 200	627,535		567,303		90%	52,722		8%	7,510		1%
Retention More Than One Sen	14,765	36%	13,604	71%	92%	1,024	7%	7%	137	2%	1%
Enrolled Spring/Summer 2000	13,304	33%	12,224	63%	92%	948	6%	7%	132	2%	1%
Enrolled AY 2000-2001	10,732	26%	9,727	51%	91%	877	6%	8%	128	2%	1%
Enrolled Fall 2001	7,403	18%	6,648	35%	90%	656	4%	9%	99	2%	1%
Transfer from 2-Year to 4-Yea	2,686	7%	2,398	12%	89%	221	1%	8%	67	1%	2%
Award During Fall 1999 - Sum	1,909	5%	1,804	9%	94%	90	1%	5%	15	0%	1%
Persistence or Award	8,816	22%	8,003	42%	91%	705	4%	8%	108	2%	1%
TASP Not Met											
Math Developmental Educatio	169		0		0%	154		91%	15		9%
Total SCH Fall 1999 - Fall 200	123,575		0		0%	33,613		27%	89,962		73%
Retention More Than One Sen	3,247	8%	0	0%	0%	874	6%	27%	2,373	42%	73%
Enrolled Spring/Summer 2000	2,913	7%	0	0%	0%	745	5%	26%	2,168	39%	74%
Enrolled AY 2000-2001	1,863	5%	0	0%	0%	418	3%	22%	1,445	26%	78%
Enrolled Fall 2001	1,243	3%	0	0%	0%	308	2%	25%	935	17%	75%
Transfer from 2-Year to 4-Yea	257	1%	0	0%	0%	51	0%	20%	206	4%	80%
Award During Fall 1999 - Sum	309	1%	0	0%	0%	63	0%	20%	246	4%	80%
Persistence or Award	1,480	4%	0	0%	0%	360	2%	24%	1,120	20%	76%
Dev. Ed. Provided											
TASP Met											
Math Developmental Educatio	23,287		9,106		39%	14,051		60%	130		1%
Total SCH Fall 1999 - Fall 200	197,657		86,263		44%	110,377		56%	1,017		1%
Retention More Than One Sen	4,055	10%	1,912	10%	47%	2,122	13%	52%	21	0%	1%
Enrolled Spring/Summer 2000	3,686	9%	1,691	9%	46%	1,977	13%	54%	18	0%	0%
Enrolled AY 2000-2001	3,715	9%	1,722	9%	46%	1,973	13%	53%	20	0%	1%
Enrolled Fall 2001	2,484	6%	1,042	5%	42%	1,428	9%	57%	14	0%	1%
Transfer from 2-Year to 4-Yea	420	1%	111	1%	26%	306	2%	73%	3	0%	1%
Award During Fall 1999 - Sum	276	1%	191	1%	69%	83	1%	30%	2	0%	1%
Persistence or Award	2,641	7%	1,147	6%	43%	1,478	9%	56%	16	0%	1%
TASP Not Met											
Math Developmental Educatio	69,627		0		0%	68,234		98%	1,393		2%
Total SCH Fall 1999 - Fall 200	340,135		0		0%	333,522		98%	6,613		2%
Retention More Than One Sen	8,420	21%	0	0%	0%	8,218	52%	98%	202	4%	2%
Enrolled Spring/Summer 2000	7,589	19%	0	0%	0%	7,406	47%	98%	183	3%	2%
Enrolled AY 2000-2001	5,817	14%	0	0%	0%	5,702	36%	98%	115	2%	2%
Enrolled Fall 2001	3,715	9%	0	0%	0%	3,629	23%	98%	86	2%	2%
Transfer from 2-Year to 4-Yea	345	1%	0	0%	0%	338	2%	98%	7	0%	2%
Award During Fall 1999 - Sum	90	0%	0	0%	0%	90	1%	100%	0	0%	0%
Persistence or Award	3,769	9%	0	0%	0%	3,683	23%	98%	86	2%	2%
Dev. Ed. and TASP Status Unknown											
Math Developmental Educatio	0		0		N/A	0		N/A	0		N/A
Total SCH Fall 1999 - Fall 200	22,835		0		0%	0		0%	22,835		100%
Retention More Than One Sen	759	2%	0	0%	0%	0	0%	0%	759	13%	100%
Enrolled Spring/Summer 2000	686	2%	0	0%	0%	0	0%	0%	686	12%	100%
Enrolled AY 2000-2001	415	1%	0	0%	0%	0	0%	0%	415	7%	100%
Enrolled Fall 2001	244	1%	0	0%	0%	0	0%	0%	244	4%	100%
Transfer from 2-Year to 4-Yea	93	0%	0	0%	0%	0	0%	0%	93	2%	100%
Award During Fall 1999 - Sum	100	0%	0	0%	0%	0	0%	0%	100	2%	100%
Persistence or Award	324	1%	0	0%	0%	0	0%	0%	324	6%	100%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

Community and State College Statewide - Technical

	Total		Math Developmental Education Status								
			Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	40,623	100%	19,251	100%	47%	15,743	100%	39%	5,629	100%	14%
Persist or Receive Award	17,030	42%	9,150	48%	54%	6,226	40%	37%	1,654	29%	10%
TASP Met	11,457	28%	9,150	48%	80%	2,183	14%	19%	124	2%	1%
Dev. Ed. Not Provided	8,816	22%	8,003	42%	91%	705	4%	8%	108	2%	1%
Dev. Ed. Provided	2,641	7%	1,147	6%	43%	1,478	9%	56%	16	0%	1%
TASP Not Met	5,249	13%	0	0%	0%	4,043	26%	77%	1,206	21%	23%
Dev. Ed. Not Provided	1,480	4%	0	0%	0%	360	2%	24%	1,120	20%	76%
Dev. Ed. Provided	3,769	9%	0	0%	0%	3,683	23%	98%	86	2%	2%
TASP Status and Dev. Ed. Unknow	324	1%	0	0%	0%	0	0%	0%	324	6%	100%
Did Not Persist or Receive Award	23,593	58%	10,101	52%	43%	9,517	60%	40%	3,975	71%	17%
TASP Met	11,281	28%	10,101	52%	90%	1,138	7%	10%	42	1%	0%
Dev. Ed. Not Provided	9,718	24%	9,249	48%	95%	432	3%	4%	37	1%	0%
Dev. Ed. Provided	1,563	4%	852	4%	55%	706	4%	45%	5	0%	0%
TASP Not Met	11,234	28%	0	0%	0%	8,379	53%	75%	2,855	51%	25%
Dev. Ed. Not Provided	4,030	10%	0	0%	0%	1,412	9%	35%	2,618	47%	65%
Dev. Ed. Provided	7,204	18%	0	0%	0%	6,967	44%	97%	237	4%	3%
TASP Status and Dev. Ed. Unknow	1,078	3%	0	0%	0%	0	0%	0%	1,078	19%	100%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

TSTC and Lamar Institute of Technology Statewide

	Total		Math Developmental Education Status: Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	3,886	100%	2,007	100%	52%	1,427	100%	37%	452	100%	12%
Institution Level											
University	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
CTC	3,886	100%	2,007	100%	52%	1,427	100%	37%	452	100%	12%
Type Major											
Academic	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
Technical	3,708	95%	1,915	95%	52%	1,355	95%	37%	438	97%	12%
Tech Prep	178	5%	92	5%	52%	72	5%	40%	14	3%	8%
Institution Type/Type Major											
C/SC-Academic	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
C/SC-Technical	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
TSTC/LUIT	3,886	100%	2,007	100%	52%	1,427	100%	37%	452	100%	12%
University-Academic	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
Remote Campus											
Correctional Institution	0	0%		0%	N/A		0%	N/A		0%	N/A
Gender											
Female	1,377	35%	691	34%	50%	519	36%	38%	167	37%	12%
Male	2,509	65%	1,316	66%	52%	908	64%	36%	285	63%	11%
Ethnicity											
White	1,815	47%	928	46%	51%	671	47%	37%	216	48%	12%
Black	409	11%	164	8%	40%	213	15%	52%	32	7%	8%
Hispanic	1,619	42%	892	44%	55%	531	37%	33%	196	43%	12%
Asian	30	1%	14	1%	47%	11	1%	37%	5	1%	17%
American Indian	12	0%	8	0%	67%	1	0%	8%	3	1%	25%
International	1	0%	1	0%	100%	0	0%	0%	0	0%	0%
Unknown	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
Age											
18-19	2,007	52%	1,065	53%	53%	796	56%	40%	146	32%	7%
20-21	457	12%	214	11%	47%	189	13%	41%	54	12%	12%
22-24	359	9%	184	9%	51%	135	9%	38%	40	9%	11%
25-29	282	7%	126	6%	45%	129	9%	46%	27	6%	10%
30-34	178	5%	71	4%	40%	56	4%	31%	51	11%	29%
35-40	137	4%	51	3%	37%	43	3%	31%	43	10%	31%
41-50	142	4%	64	3%	45%	34	2%	24%	44	10%	31%
Over 50	44	1%	20	1%	45%	9	1%	20%	15	3%	34%
Under 18	280	7%	212	11%	76%	36	3%	13%	32	7%	11%
Unknown	0	0%	0	0%	N/A	0	0%	N/A	0	0%	N/A
Educational Objective											
Unknown	162	4%	0	0%	0%	0	0%	0%	162	36%	100%
Non-Degree Seeking	164	4%	71	4%	43%	65	5%	40%	28	6%	17%
Certificate - TASP Liable	118	3%	36	2%	31%	43	3%	36%	39	9%	33%
Associate Degree	2,288	59%	765	38%	33%	1,308	92%	57%	215	48%	9%
Baccalaureate Degree	29	1%	22	1%	76%	4	0%	14%	3	1%	10%
Undetermined	4	0%	1	0%	25%	3	0%	75%	0	0%	0%
Certificate - TASP Waived	1,121	29%	1,112	55%	99%	4	0%	0%	5	1%	0%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

TSTC and Lamar Institute of Technology Statewide

	Total		Math Developmental Education Status: Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	3,886	100%	2,007	100%	52%	1,427	100%	37%	452	100%	12%
First Semester Course-Load											
Full-Time	1,347	35%	603	30%	45%	629	44%	47%	115	25%	9%
Part-Time	2,539	65%	1,404	70%	55%	798	56%	31%	337	75%	13%
High School Diploma											
Regular	1,553	40%	776	39%	50%	680	48%	44%	97	21%	6%
Recommended or Advanced	702	18%	402	20%	57%	215	15%	31%	85	19%	12%
Unknown	1,631	42%	829	41%	51%	532	37%	33%	270	60%	17%
High School Economically Disadvantage											
Unknown	1,719	44%	864	43%	50%	576	40%	34%	279	62%	16%
None Identified	1,359	35%	726	36%	53%	523	37%	38%	110	24%	8%
Free Lunch	647	17%	335	17%	52%	267	19%	41%	45	10%	7%
Reduced Price Lunch	124	3%	60	3%	48%	55	4%	44%	9	2%	7%
Other	37	1%	22	1%	59%	6	0%	16%	9	2%	24%
Initial Test Category											
Alternative Tests	848	22%	266	13%	31%	540	38%	64%	42	9%	5%
TASP (or Stanford Achievement Te	1,944	50%	929	46%	48%	886	62%	46%	129	29%	7%
Unknown	1,094	28%	812	40%	74%	1	0%	0%	281	62%	26%
Math Developmental Education SCH	8,688		1,853		21%	6,706		77%	129		1%
Total SCH Fall 1999 - Fall 2001	164,911		83,945		51%	64,365		39%	16,601		10%
Retention More Than One Semester	3,280	84%	1,750	87%	53%	1,188	83%	36%	342	76%	10%
Spring/Summer 2000	3,144	81%	1,681	84%	53%	1,131	79%	36%	332	73%	11%
AY 2000-2001	2,131	55%	1,104	55%	52%	811	57%	38%	216	48%	10%
Fall 2001	1,127	29%	550	27%	49%	480	34%	43%	97	21%	9%
Transfer from 2-Year to 4-Year	234	6%	141	7%	60%	67	5%	29%	26	6%	11%
Award During Fall 1999 - Summer 2001	754	19%	546	27%	72%	106	7%	14%	102	23%	14%
Persistence or Award	1,792	46%	1,034	52%	58%	568	40%	32%	190	42%	11%
Math Developmental Education Providec											
Not Provided	2,094	54%	1,604	80%	77%	229	16%	11%	261	58%	12%
Provided	1,630	42%	403	20%	25%	1,198	84%	73%	29	6%	2%
Unknown	162	4%	0	0%	0%	0	0%	0%	162	36%	100%
Math TASP Obligation Met											
TASP Met	2,413	62%	2,007	100%	83%	388	27%	16%	18	4%	1%
TASP Not Met	1,311	34%	0	0%	0%	1,039	73%	79%	272	60%	21%
Unknown	162	4%	0	0%	0%	0	0%	0%	162	36%	100%
Math Developmental Education Providec											
Not Provided											
TASP Met	1,685	43%	1,604	80%	95%	66	5%	4%	15	3%	1%
TASP Not Met	409	11%	0	0%	0%	163	11%	40%	246	54%	60%
Provided											
TASP Met	728	19%	403	20%	55%	322	23%	44%	3	1%	0%
TASP Not Met	902	23%	0	0%	0%	876	61%	97%	26	6%	3%
Dev. Ed. and TASP Status Unknow	162	4%	0	0%	0%	0	0%	0%	162	36%	100%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

TSTC and Lamar Institute of Technology Statewide

	Total		Math Developmental Education Status: Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	3,886	100%	2,007	100%	52%	1,427	100%	37%	452	100%	12%
Dev. Ed. Not Provided											
TASP Met											
Math Developmental Educatio	0		0		N/A	0		N/A	0		N/A
Total SCH Fall 1999 - Fall 200	69,566		64,735		93%	4,089		6%	742		1%
Retention More Than One Sen	1,456	37%	1,375	69%	94%	66	5%	5%	15	3%	1%
Enrolled Spring/Summer 2000	1,400	36%	1,323	66%	95%	64	4%	5%	13	3%	1%
Enrolled AY 2000-2001	902	23%	830	41%	92%	59	4%	7%	13	3%	1%
Enrolled Fall 2001	467	12%	418	21%	90%	39	3%	8%	10	2%	2%
Transfer from 2-Year to 4-Yeai	152	4%	130	6%	86%	16	1%	11%	6	1%	4%
Award During Fall 1999 - Sumi	474	12%	464	23%	98%	9	1%	2%	1	0%	0%
Persistence or Award	895	23%	838	42%	94%	47	3%	5%	10	2%	1%
TASP Not Met											
Math Developmental Educatio	0		0		N/A	0		N/A	0		N/A
Total SCH Fall 1999 - Fall 200	13,831		0		0%	4,151		30%	9,680		70%
Retention More Than One Sen	287	7%	0	0%	0%	90	6%	31%	197	44%	69%
Enrolled Spring/Summer 2000	270	7%	0	0%	0%	78	5%	29%	192	42%	71%
Enrolled AY 2000-2001	166	4%	0	0%	0%	44	3%	27%	122	27%	73%
Enrolled Fall 2001	68	2%	0	0%	0%	24	2%	35%	44	10%	65%
Transfer from 2-Year to 4-Yeai	18	0%	0	0%	0%	6	0%	33%	12	3%	67%
Award During Fall 1999 - Sumi	87	2%	0	0%	0%	17	1%	20%	70	15%	80%
Persistence or Award	149	4%	0	0%	0%	41	3%	28%	108	24%	72%
Dev. Ed. Provided											
TASP Met											
Math Developmental Educatio	3,450		1,853		54%	1,582		46%	15		0%
Total SCH Fall 1999 - Fall 200	41,279		19,210		47%	21,846		53%	223		1%
Retention More Than One Sen	695	18%	375	19%	54%	317	22%	46%	3	1%	0%
Enrolled Spring/Summer 2000	676	17%	358	18%	53%	315	22%	47%	3	1%	0%
Enrolled AY 2000-2001	565	15%	274	14%	48%	289	20%	51%	2	0%	0%
Enrolled Fall 2001	302	8%	132	7%	44%	168	12%	56%	2	0%	1%
Transfer from 2-Year to 4-Yeai	37	1%	11	1%	30%	26	2%	70%	0	0%	0%
Award During Fall 1999 - Sumi	150	4%	82	4%	55%	68	5%	45%	0	0%	0%
Persistence or Award	420	11%	196	10%	47%	222	16%	53%	2	0%	0%
TASP Not Met											
Math Developmental Educatio	5,238		0		0%	5,124		98%	114		2%
Total SCH Fall 1999 - Fall 200	34,824		0		0%	34,279		98%	545		2%
Retention More Than One Sen	729	19%	0	0%	0%	715	50%	98%	14	3%	2%
Enrolled Spring/Summer 2000	688	18%	0	0%	0%	674	47%	98%	14	3%	2%
Enrolled AY 2000-2001	423	11%	0	0%	0%	419	29%	99%	4	1%	1%
Enrolled Fall 2001	250	6%	0	0%	0%	249	17%	100%	1	0%	0%
Transfer from 2-Year to 4-Yeai	19	0%	0	0%	0%	19	1%	100%	0	0%	0%
Award During Fall 1999 - Sumi	12	0%	0	0%	0%	12	1%	100%	0	0%	0%
Persistence or Award	259	7%	0	0%	0%	258	18%	100%	1	0%	0%
Dev. Ed. and TASP Status Unknown											
Math Developmental Educatio	0		0		N/A	0		N/A	0		N/A
Total SCH Fall 1999 - Fall 200	5,411		0		0%	0		0%	5,411		100%
Retention More Than One Sen	113	3%	0	0%	0%	0	0%	0%	113	25%	100%
Enrolled Spring/Summer 2000	110	3%	0	0%	0%	0	0%	0%	110	24%	100%
Enrolled AY 2000-2001	75	2%	0	0%	0%	0	0%	0%	75	17%	100%
Enrolled Fall 2001	40	1%	0	0%	0%	0	0%	0%	40	9%	100%
Transfer from 2-Year to 4-Yeai	8	0%	0	0%	0%	0	0%	0%	8	2%	100%
Award During Fall 1999 - Sumi	31	1%	0	0%	0%	0	0%	0%	31	7%	100%
Persistence or Award	69	2%	0	0%	0%	0	0%	0%	69	15%	100%

Appendix B
Math Developmental Education by Characteristics of Institution, Program, and Student
Fall/Prior Summer 1999 First-Time-in-College Students Tracked Through Fall 2001

TSTC and Lamar Institute of Technology Statewide

	Total		Math Developmental Education Status								
			Not Required			Required			Unknown		
	N	Col%	N	Col%	Row%	N	Col%	Row%	N	Col%	Row%
Total	3,886	100%	2,007	100%	52%	1,427	100%	37%	452	100%	12%
Persist or Receive Award	1,792	46%	1,034	52%	58%	568	40%	32%	190	42%	11%
TASP Met	1,315	34%	1,034	52%	79%	269	19%	20%	12	3%	1%
Dev. Ed. Not Provided	895	23%	838	42%	94%	47	3%	5%	10	2%	1%
Dev. Ed. Provided	420	11%	196	10%	47%	222	16%	53%	2	0%	0%
TASP Not Met	408	10%	0	0%	0%	299	21%	73%	109	24%	27%
Dev. Ed. Not Provided	149	4%	0	0%	0%	41	3%	28%	108	24%	72%
Dev. Ed. Provided	259	7%	0	0%	0%	258	18%	100%	1	0%	0%
TASP Status and Dev. Ed. Unknow	69	2%	0	0%	0%	0	0%	0%	69	15%	100%
Did Not Persist or Receive Award	2,094	54%	973	48%	46%	859	60%	41%	262	58%	13%
TASP Met	1,098	28%	973	48%	89%	119	8%	11%	6	1%	1%
Dev. Ed. Not Provided	790	20%	766	38%	97%	19	1%	2%	5	1%	1%
Dev. Ed. Provided	308	8%	207	10%	67%	100	7%	32%	1	0%	0%
TASP Not Met	903	23%	0	0%	0%	740	52%	82%	163	36%	18%
Dev. Ed. Not Provided	260	7%	0	0%	0%	122	9%	47%	138	31%	53%
Dev. Ed. Provided	643	17%	0	0%	0%	618	43%	96%	25	6%	4%
TASP Status and Dev. Ed. Unknow	93	2%	0	0%	0%	0	0%	0%	93	21%	100%

ADDENDUM 1

A Comparison of the Performance of Full-Time and Part-Time Mathematics Developmental Education Students

Background

At its October 2002 meeting, the Texas Higher Education Coordinating Board adopted a report entitled, *Mathematics Developmental Education in Texas Public Higher Education: Performance Assessment.* At the time, Board members raised questions regarding the relative performance of full-time and part-time students who are required to participate in mathematics developmental education. This document addresses those questions.

The original report was developed from data on 158,903 first-time-in-college students in the 1999 summer and fall terms. It was not possible to determine the status of 16,609 of these students, and they were eliminated from the analysis. The same cohort of students was used for this study.

What the data tells us about the performance of full-time and part-time mathematics developmental education students:

The following are the most important conclusions that can be drawn from these data.

1. Statewide, about one-third of new college and university students require mathematics developmental education. This is true for both full-time and part-time students.

However, that fact masks some sector differences. The percentage of full-time students in two-year colleges required to participate in mathematics developmental education is significantly higher than the percentage of part-time students. The opposite is true at universities. The percentages of part-time students required to participate in mathematics developmental education are virtually the same across all sectors.

All Students

Sector	Total New Stdts	Number Requiring Math Dev Ed	Percent Requiring Math Dev Ed
Comm Colleges	105,913	42,299	40%
(Acad)	(65,290)	(26,556)	(41%)
(Tech)	(40,623)	(15,743)	(39%)
TSTC/LIT	3,886	1,427	37%
University	49,104	9,400	19%
All	158,903	53,126	33%

TSTC/LIT = Texas State Technical College and
Lamar Institute of Technology

Full-Time Students

Sector	Total New Stdts	Number Requiring Math Dev Ed	Percent Requiring Math Dev Ed
Comm Colleges	51,193	23,524	46%
(Acad)	(32,660)	(15,299)	(47%)
(Tech)	(18,533)	(8,225)	(44%)
TSTC/LIT	1,347	629	47%
University	46,134	8,393	18%
All	98,674	32,546	33%

TSTC/LIT = Texas State Technical College and
Lamar Institute of Technology

Part-Time Students

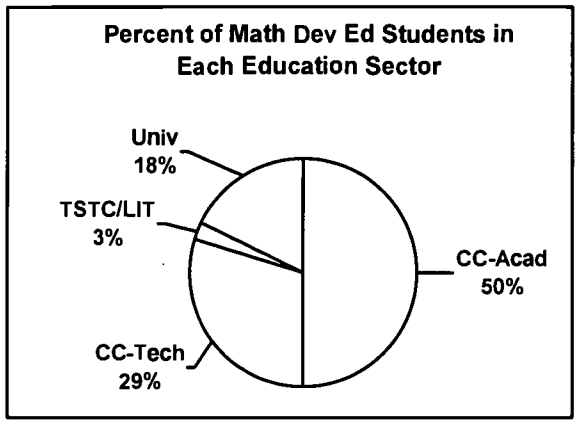
Sector	Total New Stdts	Number Requiring Math Dev Ed	Percent Requiring Math Dev Ed
Comm Colleges	54,720	18,775	34%
(Acad)	(32,630)	(11,257)	(34%)
(Tech)	(22,090)	(7,518)	(34%)
TSTC/LIT	2,539	798	31%
University	2,970	1,007	34%
All	60,229	20,580	34%

TSTC/LIT = Texas State Technical College and
Lamar Institute of Technology

2. Over 80 percent of the new students requiring mathematics developmental education are enrolled in two-year colleges. University students comprise 25 percent of full-time students requiring developmental education but only five percent of part-time students requiring developmental education.

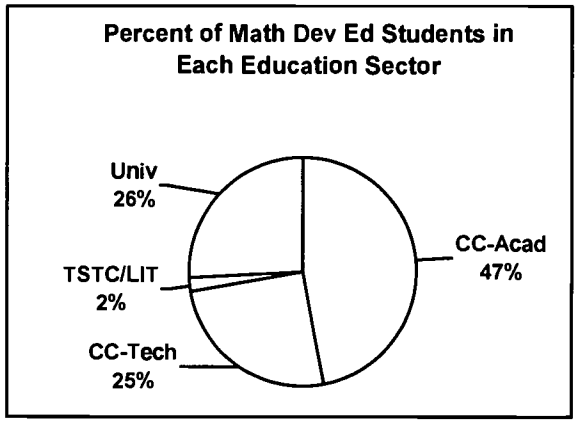
The following charts show the percentage of the total cohort of students requiring mathematics developmental education enrolled in each sector of higher education.

All Students



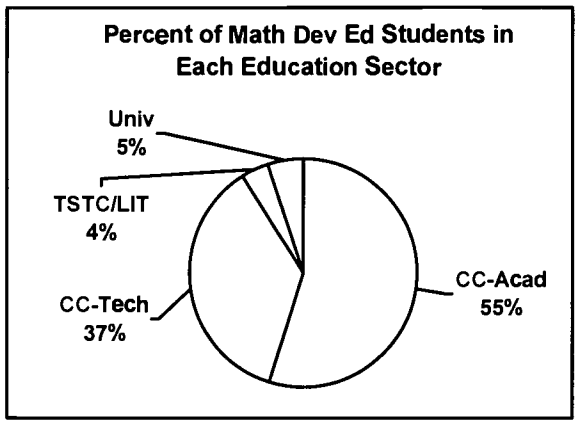
Univ = Universities
TSTC/LIT = Texas State Technical College and Lamar Institute of Technology
CC-Tech = Community Colleges, Technical Students
CC-Acad = Community Colleges, Academic Students

Full-Time Students



Univ = Universities
TSTC/LIT = Texas State Technical College and Lamar Institute of Technology
CC-Tech = Community Colleges, Technical Students
CC-Acad = Community Colleges, Academic Students

Part-Time Students



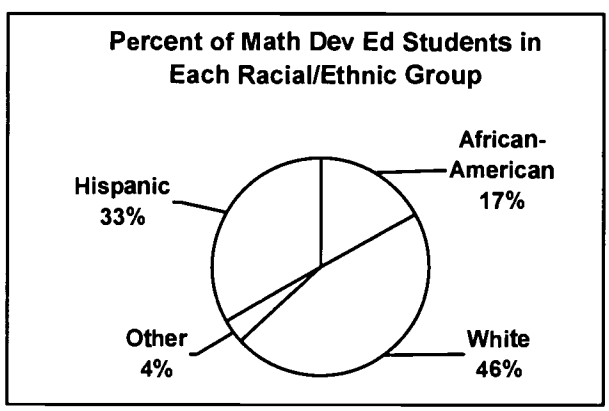
Univ = Universities
TSTC/LIT = Texas State Technical College and Lamar Institute of Technology
CC-Tech = Community Colleges, Technical Students
CC-Acad = Community Colleges, Academic Students

The sector differences between full-time and part-time students can be largely explained by the relative differences in the number of students enrolled in each sector.

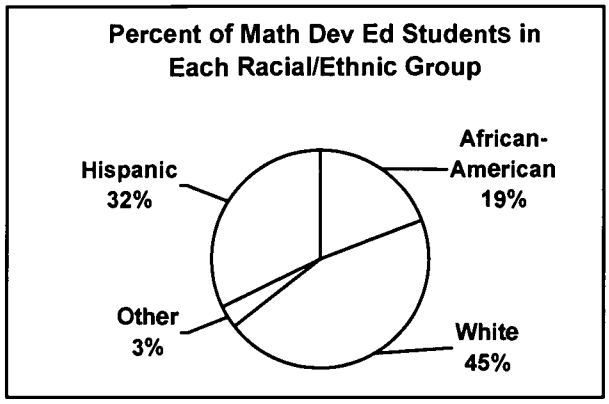
3. About one-half of the students requiring mathematics developmental education are White, about one-third are Hispanic, and about one-sixth are African-American.

While there is some variation between full-time and part-time students, the differences are not significant.

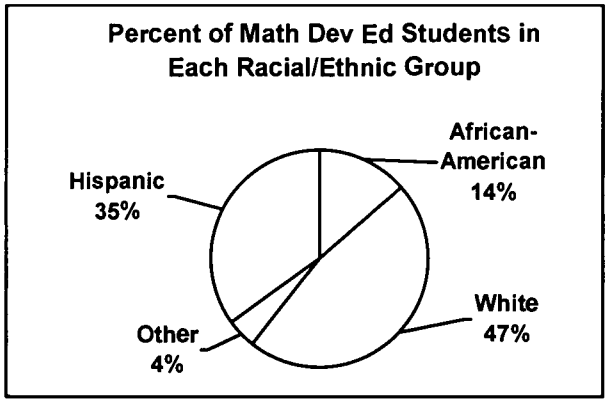
All Students



Full-Time Students



Part-Time Students



Notice that almost one-half of the students required to participate in mathematics developmental education are White students.

4. Different racial/ethnic groups exhibit differences in academic preparation but differences between full-time and part-time students in each group are minor.

The following tables show the number of students in each racial/ethnic group, the numbers requiring mathematics developmental education, and the percentages requiring mathematics developmental education.

All Students

Race or Ethnic Group	Total in Cohort	Number Requiring Math Dev Ed	Percent Requiring Math Dev Ed
White	91,952	24,424	27%
Hispanic	39,751	17,746	45%
African-Am	17,298	9,023	52%
Am Indian	748	267	36%
Asian	6,727	1,082	16%
Internat'l	1,789	420	23%
Unknown	638	164	26%

Full-Time Students

Race or Ethnic Group	Total in Cohort	Number Requiring Math Dev Ed	Percent Requiring Math Dev Ed
White	57,728	14,783	26%
Hispanic	23,495	10,521	45%
African-Am	11,130	6,196	56%
Am Indian	452	144	32%
Asian	4,398	559	13%
Internat'l	1,131	262	23%
Unknown	340	81	24%

Part-Time Students

Race or Ethnic Group	Total in Cohort	Number Requiring Math Dev Ed	Percent Requiring Math Dev Ed
White	34,224	9,641	28%
Hispanic	16,256	7,225	44%
African-Am	6,168	2,827	46%
Am Indian	296	123	42%
Asian	2,329	523	22%
Internat'l	658	158	24%
Unknown	298	83	28%

5. Gender differences are minor for both full-time and part-time students.

Much has been written about females and science and mathematics education. Females make up 54 percent of the cohort and 57 percent of the students who were required to participate in mathematics developmental education.

Females make up 54 percent of the full-time students in the cohort and 57 percent of those required to participate in mathematics developmental education. Females make up 55 percent of the part-time students in the cohort and 58 percent of those required to participate in developmental education. The gender differences between full-time and part-time students are minor.

All Students

Gender	Percent Requiring Math Dev Ed	Number Requiring Math Dev Ed
Male	31%	22,599
Female	36%	30,527

Full-Time Students

Gender	Percent Requiring Math Dev Ed	Number Requiring Math Dev Ed
Male	30%	13,961
Female	35%	18,585

Part-Time Students

Gender	Percent Requiring Math Dev Ed	Number Requiring Math Dev Ed
Male	32%	8,638
Female	36%	11,942

6. Older students, either full-time or part-time, aren't more likely than their younger counterparts to require mathematics developmental education.

There has been a great deal of speculation that much of the requirement for developmental education is driven by older students who enroll in college for the first time for job retraining and other purposes.

These data do not support that thesis. Seventy-four percent of students requiring mathematics developmental education are 19 or younger; 83 percent are 21 or younger. The patterns for both full-time and part-time students are similar. These high percentages are partially due to the

fact that the traditional age-24-and-under students continue to dominate enrollments, but the percentages of these students requiring mathematics developmental education are startlingly high. After age 24, the percentages requiring mathematics developmental education decrease with age, and people over 50 are less likely to require mathematics developmental education than any other age group. [NOTE: Students over 55 are exempt from Texas Academic Skills Program (TASP) requirements by law unless they are seeking a degree or certificate.]

All Students

Age Group	Number in Cohort	Number Requiring Math Dev Ed	Percent Requiring Math Dev Ed
Under 18	22,154	3,844	17%
18-19	100,419	35,350	35%
20-21	10,258	4,969	48%
22-24	7,215	3,203	44%
25-29	6,761	2,652	39%
30-34	4,022	1,282	32%
35-40	3,549	985	28%
41-50	3,324	694	21%
Over 50	1,151	130	11%
Unknown	50	17	34%

Full-Time Students

Age Group	Number in Cohort	Number Requiring Math Dev Ed	Percent Requiring Math Dev Ed
Under 18	5,412	1,560	29%
18-19	80,976	25,664	32%
20-21	4,740	2,284	48%
22-24	2,664	1,237	46%
25-29	2,035	890	44%
30-34	1,024	389	38%
35-40	836	281	34%
41-50	755	192	25%
Over 50	207	41	20%
Unknown	25	8	32%

Part-Time Students

Age Group	Number in Cohort	Number Requiring Math Dev Ed	Percent Requiring Math Dev Ed
Under 18	16,742	2,284	14%
18-19	19,443	9,686	50%
20-21	5,518	2,685	49%
22-24	4,551	1,966	43%
25-29	4,726	1,762	37%
30-34	2,998	893	30%
35-40	2,713	704	26%
41-50	2,569	502	20%
Over 50	944	89	9%
Unknown	25	9	36%

7. Encouraging more students to enroll in the Recommended High School Program should help reduce the demand for mathematics developmental education, but not eliminate it.

Coordinating Board data in this area is somewhat problematical, because it is not possible to identify the high school curriculum for nearly 40 percent of the students in the cohort (64 percent of the part-time cohort).

However, the existing data are encouraging, indicating that fewer students who have taken an advanced or recommended high school curriculum are required to complete mathematics developmental education.

All Students

High School Curriculum	Total in Cohort	Number Requiring Math Dev Ed	Percent Requiring Math Dev Ed
Regular	47,402	23,033	49%
Recom'd or Advanced	50,019	11,657	23%
Unknown	61,482	18,436	30%

Full-Time Students

High School Curriculum	Total in Cohort	Number Requiring Math Dev Ed	Percent Requiring Math Dev Ed
Regular	33,035	15,155	46%
Recom'd or Advanced	42,762	9,109	21%
Unknown	22,877	8,282	36%

Part-Time Students

High School Curriculum	Total in Cohort	Number Requiring Math Dev Ed	Percent Requiring Math Dev Ed
Regular	14,367	7,878	55%
Recom'd or Advanced	7,257	2,548	35%
Unknown	38,605	10,154	26%

Making the Recommended High School Program the default curriculum will not eliminate the need for developmental education because not all students will opt for it and because a significant percentage of students (e.g., 35 percent of part-time students) who complete it still require mathematics developmental education when they reach higher education. Not all students who choose the Recommended curriculum achieve college-level mastery of the material now, and as it becomes the default curriculum, that percentage may increase as more students enroll in that curriculum.

8. Thirty-seven percent of the full-time students who are required to undergo mathematics developmental education are required to do so based on a test other than the TASP Test. Fifty-eight percent of the part-time students required to participate in developmental education are required to do so based on an alternative test.

Coordinating Board rules allow use of a number of alternative tests to determine initial placement.

Determining the equivalence of scores on TASP alternatives has proved to be a difficult technical task, but these data indicate the importance of additional effort, especially for part-time students.

9. Seventeen percent of full-time students required to participate in mathematics developmental education never did so; 23 percent of part-time students did not.

The data for this cohort of students indicates that no developmental education was provided for 10,270 of the 53,126 students in the cohort required to participate in mathematics developmental education. No developmental education was provided to 5,523 of 32,546 full-time students and 4,747 of 20,580 part-time students.

Sixty-one percent of these full-time students subsequently passed the TASP Test or achieved a grade of "B" or better in approved college-level mathematics course within two years. Only 33 percent of part-time students did so.

Other students dropped out of college before enrolling in mathematics developmental education, switched to TASP-exempt curricula, or otherwise delayed mathematics developmental education.

While previous sections of this report indicate that pre-college performance differences are relatively minor, the data above indicate that in-college performance of part-time students seriously lags that of full-time students.

10. About 32 percent of new students required to complete mathematics developmental education did so within two years; only about 20 percent of part-time students did so.

The number of students who successfully complete developmental education in a specific time period is one measure of the performance of the developmental education system.

In the cohort included in this study, only 14,762 of the 53,126 students required to participate in mathematics developmental education passed the TASP Test or achieved a grade of "B" or better in an approved college-level mathematics course within two years. Of 32,546 full-time students, 10,574 did so; of 20,580 part-time students, 4,188 did so. This is a discouraging statistic, given the importance of addressing academic deficiencies early. The implications for part-time students are especially discouraging.

It indicates that the academic deficiencies of relatively few students are being addressed successfully and that students are spreading their mathematics developmental education over an extended period of time, increasing costs to themselves and the state and decreasing the probability of eventual success in college.

11. After two years, about one-half of the new students required to complete mathematics developmental education either earned a certificate or a degree or are at least still enrolled. A higher percentage of full-time students than part-time students meet these criteria.

The number of students who are retained and subsequently receive degrees or certificates is another important performance measure for the developmental education system.

The term of this study was not long enough to measure graduates, especially at the baccalaureate level. As an alternative, a number of alternative statistics were computed. Of 158,903 first-time-in-college students who enrolled summer/fall 1999, 53,126 were required to participate in mathematics developmental education. Of those, 32,546 were full-time students and 20,580 were part-time students. The following table summarizes what happened to those 53,126 students by fall 2001.

	All Students	Full-Time Students	Part-Time Students
Received degree or certificate, and no longer enrolled	452 (1%)	307 (1%)	145 (1%)
Completed mathematics developmental education, received degree or certificate, still enrolled	251 (1/2-%)	218 (1%)	33 (2/10-%)
Completed mathematics developmental education, still enrolled but not been awarded a degree or certificate	9,967 (19%)	7,329 (23%)	2,638 (13%)
Completed mathematics developmental education but had not received a degree or certificate and were no longer enrolled	4,287 (8%)	2,847 (9%)	1,440 (7%)
	All Students	**Full-Time Students**	**Part-Time Students**

Not yet completed mathematics developmental education but still enrolled	13,678 (26%)	9,002 (28%)	4,676 (23%)
Not completed mathematics developmental education and not enrolled	24,491 (46%)	12,843 (39%)	11,648 (57%)

Sixty-seven percent of students not required to participate in mathematics developmental education were either still enrolled or had been awarded a degree or certificate by fall 2001. Seventy-five percent of full-time students and 53 percent of part-time students were either still enrolled or had been awarded a degree or certificate by fall 2001.

For those required to participate in mathematics developmental education, 46 percent, or 24,348 students, were either still enrolled or had been awarded a degree or certificate by fall 2001. Fifty-two percent of full-time and 36 percent of part-time students were either still enrolled or had been awarded a degree or certificate by fall 2001.

Clearly, retention rates for students who are not required to participate in mathematics developmental education are better than retention rates for students who are required to participate. And, retention rates for full-time students are clearly superior to retention rates for part-time students.

Conclusion

Although there is considerable variability, *these data do not indicate that there are major differences between the students who choose to enroll part-time and those who choose to enroll full-time for students requiring mathematics developmental education.* The percentages of full-time and part-time students required to participate in mathematics developmental education are similar. The percentages of part-time and full-time students in different ethnic groups required to participate in mathematics developmental education are similar. Similar statements can be made for gender, age, and even academic preparation, although the data for academic preparation is somewhat problematic.

However, *there appears to be a major difference in the performance of part-time and full-time students after enrollment.* Part-time students have uniformly lower retention rates and are less likely to successfully complete mathematics developmental education requirements.

Given these differences, educators with responsibility for developmental education should review the implementation of these programs to compensate for these differences. Some strategies might include:

- Ensuring that developmental education classes are offered at times when part-time students can avail themselves of them;
- Ensuring that developmental education support services are available at times when part-time students can avail themselves of them;
- Enhancing support services for these students, including tutoring, the availability of computer assisted instruction modules, organizing learning communities, etc.
- Coordinating developmental education with other instructional programs; and
- Providing mechanisms for convenient, frequent evaluation of mastery of the material.
- Monitor the distribution of initial test scores of developmental education students and consider that distribution in the design of curricular materials.

- Tailor developmental education programs to specific student needs. Students with minor deficiencies as measured by TASP should not be routed to the same developmental education class as students who initially tested below 150.
- Identify students with a high probability of successfully completing developmental education early and encourage them to satisfy their developmental education requirements as soon as possible.
- Monitor students with a low probability of completing developmental education requirements carefully. Provide counseling regarding other alternatives when it becomes obvious that they will not be successful and before an unmanageable student debt or other issues make other alternatives untenable.

ADDENDUM 2

The Relationship between Initial TASP Test Scores and Performance of Mathematics Developmental Education Students

Background

At its October 2002 meeting, the Texas Higher Education Coordinating Board adopted a report entitled, *Mathematics Developmental Education in Texas Public Higher Education: Performance Assessment*. At the time, Board members raised questions regarding the relationships that exist between initial Texas Academic Skills Program (TASP) test scores and performance of those who are required to participate in mathematics developmental education. This document addresses those questions.

The original report was developed from data on 158,903 first-time-in-college students in the 1999 summer and fall terms. One-third of those students were required to participate in mathematics developmental education. Nearly one-half of those students took an alternative to the TASP Test. The equivalence of scores on TASP, and the alternative tests, has been a source of continuing controversy. In an effort to eliminate questions that might arise from test equivalency issues, it was decided to use data derived only from students who took the TASP. An additional 2,965 students were eliminated because TASP test scores were not included or did not pass edit checks. The final sample includes 26,082 students who were required to participate in mathematics developmental education because they scored less than the Coordinating Board required minimum of 230 on the mathematics portion of the TASP. This is still a large sample.

What the data tells us about the relationship between initial TASP test scores and performance in mathematics developmental education:

Appendices A and B present detailed statistics, and interested readers will wish to examine these tables in more detail. The following are believed to be the most important conclusions that can be drawn from these data.

1. Slightly less than one-half of the students required to participate in mathematics developmental education score within 20 points (85 percent) of passing.

The tables below show the number and percentage of students required to participate in developmental education, by test score. Relatively large percentages of students are clustered near the 230 pass score, and that fact should be encouraging for eventual success of developmental education programs. A slightly higher percentage of university students than two-year college students are close to passing, but the differences are small.

Two-Year College Students

Initial TASP Mathematics Score	Number of New Students	Percentage of New Students
210-229	8,243	43%
190-209	5,413	29%
170-189	3,033	16%
120-169	2,185	12%
100-119	97	0.5%
Total	18,971	100%

University Students

Initial TASP Mathematics Score	Number of New Students	Percentage of New Students
210-229	3,702	52%
190-209	1,925	27%
170-189	920	13%
120-169	537	8%
100-119	27	0.4%
Total	7,111	100%

2. Percentages of developmental education students initially testing within 20 points of the passing score vary significantly from institution to institution.

The tables below show the top five and bottom five institutions, ranked by percentage of students initially testing within 20 points of the passing TASP mathematics score. Students who initially test within 20 points of passing are prime candidates for successful remediation. Differences in the percentages of students in this group at least partially explain the differences in effectiveness of different developmental education programs.

Two-Year Colleges

Institution	Percentage of Developmental Education Students Testing Within 20 Points of Passing Mathematics Score
Top Five Institutions	
Midland College	57%
Hill College	56%
Lee College	53%
Amarillo College	52%
Austin Community College	52%
Bottom Five Institutions	
Galveston College	35%
Southwest Texas Jr. College	35%
Lamar Institute of Tech.	34%
South Texas Community C.	32%
Clarendon College	30%

Universities

Institution	Percentage of Developmental Education Students Testing Within 20 Points of Passing Mathematics Score
Top Five Institutions	
TAMU-Galveston	81%
TAMU-College Station	70%
UT-San Antonio	69%
Texas Tech University	69%
TAMU-Corpus Christi	69%
Bottom Five Institutions	
UH-Downtown	43%
UT of the Permian Basin	38%
Prairie View A&M University	35%
Sul Ross State University	34%
Texas Southern University	30%

3. Developmental education participation rates are largely unaffected by initial TASP test scores.

Some students who score close to passing grades opt for self-study or simply repeating the TASP Test and do not participate in developmental education and for that reason the group with initial scores between 210-229 has a slightly lower participation rate than other groups. Other groups have remarkably similar participation rates centered around 85 percent.

Mathematics Developmental Education Participation Rates After Two Years

Initial TASP Mathematics Score	Number of New Students	Number Participated in Math Dev. Ed.	Percentage Participated in Math Dev. Ed.
210-229	11,945	8,934	75%
190-209	7,338	6,093	83%
170-189	3,953	3,376	85%
120-169	2,722	2,294	84%
100-119	124	97	78%
Total	26,082	20,794	80%

4. Statewide, after two years, over one-half of students required to participate in mathematics developmental education will have either earned a degree or certificate and left the institution or will still be enrolled.

One measure of the effectiveness of developmental education programs is the percentage of students who have either obtained a degree or certificate and left the institution and/or are still enrolled after two years. As expected, percentages are higher for those students who initially tested closer to the passing score. However, differences are smaller than are widely believed.

The high percentage completion/retention rate for students in the 100-119 range requires some explanation. In a mass testing program such as this, a small number of students will fall ill while taking the exam, will arrive late for the exam, etc. Many of those students are capable of passing the exam and will do so on a retake and subsequently make good progress in their academic programs. They will, however, show up with low initial test scores.

Statewide Completion/Retention Rates After Two Years

Initial TASP Mathematics Score	Number of New Students	Number Completed and/or Retained	Percentage Completed and/or Retained
210-229	11,945	6,958	58%
190-209	7,338	3,698	50%
170-189	3,953	1,780	45%
120-169	2,722	1,137	42%
100-119	124	70	56%
Total	26,082	13,643	52%

Data from the original study indicated that 67 percent of those not required to participate in mathematics developmental education completed a degree or certificate program and/or were retained for two years. While this is higher than the 58 percent completion/retention of those who scored between 210 and 229 and the 50 percent completion/retention of those who scored between 190 and 209, these data do indicate that developmental education programs are successful with many students.

5. The percentage of students required to participate in developmental education who satisfactorily complete TASP requirements within two years is strongly related to initial TASP score.

Another measure of the effectiveness of developmental education programs is the percentage of students who satisfactorily complete TASP requirements, either by re-taking the TASP and scoring a passing grade or by earning a grade of B or better in a qualifying mathematics course. The table below shows the percentage of students in each testing category who satisfactorily completed TASP requirements within two years.

Statewide TASP Requirement Passing Rates After Two Years

Initial TASP Mathematics Score	Number of New Students	Number Passing TASP Requirements	Percentage Passing TASP Requirements
210-229	11,945	5,608	47%
190-209	7,338	2,319	32%
170-189	3,953	928	23%
120-169	2,722	500	18%
100-119	124	40	32%
Total	26,082	9,395	36%

Note that TASP passing rates decline rapidly with declining initial test scores. This can be partially explained simply by the fact that it takes longer to remedy major deficiencies than minor deficiencies. However, low passing rates after two years also indicate that many students with low initial test scores will probably never satisfy TASP requirements.

These rates are generally lower than completion/retention rates described in section 4 because some students choose to transfer to workforce development programs which do not have TASP requirements rather than participate in developmental education. In addition, some students choose to continue to enroll, even though they have not completed developmental education requirements after two years.

6. The percentages of developmental education students initially testing within 20 points of the passing score, who satisfactorily complete TASP requirements within two years, vary significantly from institution to institution.

The tables below show the top five and bottom five institutions, ranked by percentage of students initially testing within 20 points of the passing TASP mathematics score, who satisfactorily complete TASP requirements within two years. Students who initially test within 20 points of passing are prime candidates for successful remediation. Differences in the percentages of students who satisfactorily complete TASP requirements within two years are indicative of the differences in effectiveness of different developmental education programs.

Two-Year Colleges

Institution	Percentage Passing TASP Requirements (Students Testing Within 20 Points of Passing Mathematics Score)
Top Five Institutions	
Trinity Valley C.C.	100%
Wharton County J.C.	100%
Austin Community College	59%
Ranger College	58%
Victoria College	54%
Bottom Five Institutions	
Lee College	15%
Cisco Junior College	14%
El Paso C.C.D.	13%
Galveston College	11%
Coastal Bend College	9%

Universities

Institution	Percentage Passing TASP Requirements (Students Testing Within 20 Points of Passing Mathematics Score)
Top Five Institutions	
UT-Dallas	100%
Angelo State University	98%
UT-Pan American	96%
TAMU-College Station	94%
UT-Austin	89%
Bottom Five Institutions	
UT-El Paso	34%
West Texas A&M University	31%
TAMU–Kingsville	28%
Sam Houston State Univ.	25%
Sul Ross State University	20%

Conclusions

This study examined the records of over 26,000 students who were first-time-in-college students during the summer and fall of 1999 and who were required to participate in mathematics developmental education because of low test scores on the TASP Test. It did not include students who were required to participate in mathematics developmental education because of low scores on alternative tests, and that is a weakness of this effort.

Significant percentages of students enrolled in universities and two-year institutions have test scores clustered within 20 points of the pass score. These students are prime candidates for successful developmental education.

More students who are not required to participate in mathematics developmental education complete a degree or certificate within two years or are retained after two years than those who are required to participate in developmental education. But, the differences are not large, especially for students who initially tested within 40 points of passing.

Many mathematics developmental education students (26 percent) do not satisfactorily complete their mathematics developmental education requirements in two years, yet continue to enroll.

In view of these data, educators with responsibility for mathematics developmental education may wish to review the implementation of these programs to ensure that they meet the needs of their students. Some specific recommendations include the following:

- Monitor the distribution of initial test scores of developmental education students and consider that distribution in the design of curricular materials.
- Tailor developmental education programs to specific student needs. Students with minor deficiencies as measured by TASP should not be routed to the same developmental education class as students who initially tested below 150.

- Identify students with a high probability of successfully completing developmental education early and encourage them to satisfy their developmental education requirements as soon as possible.
- Monitor students with a low probability of completing developmental education requirements carefully. Provide counseling regarding other alternatives when it becomes obvious that they will not be successful and before an unmanageable student debt or other issues make other alternatives untenable.

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