



Developmental Education Overall Totals

| | Number in cohort ¹ | Percent enrolled in developmental courses ² | Percent completed developmental courses ³ | Percent completed developmental and gateway courses ⁴ | Percent enrolled in math developmental courses ⁵ | Percent completed math developmental courses ⁶ | Percent completed math developmental and gateway courses ⁷ | Percent enrolled in English developmental courses ⁸ | Percent completed English developmental courses ⁹ | Percent completed English developmental and gateway courses ¹⁰ |
|---------------------------|-------------------------------|--|--|--|---|---|---|--|--|---|
| Community Colleges | | | | | | | | | | |
| 2010 | 26,309 | 30.9% | 62.6% | 21.8% | 23.5% | 64.5% | 16.2% | 18.3% | 68.1% | 39.4% |
| 2011 | 25,574 | 34.4% | 61.8% | 21.5% | 26.4% | 63.6% | 16.5% | 20.3% | 67.7% | 39.1% |
| 2012 | 24,521 | 33.9% | 63.8% | 21.0% | 25.1% | 65.9% | 15.2% | 20.6% | 69.4% | 38.0% |
| 2013 | 20,308 | 38.6% | 61.9% | 21.2% | 28.9% | 64.6% | 16.1% | 23.3% | 66.1% | 38.0% |
| 2014 | 18,746 | 38.8% | 65.1% | 24.6% | 30.6% | 67.7% | 20.6% | 20.4% | 68.7% | 41.8% |
| 2015 | 17,812 | 37.7% | 65.6% | 25.6% | 30.7% | 67.4% | 21.8% | 18.4% | 70.0% | 44.1% |
| 2016 | 17,652 | 34.3% | 68.2% | 26.3% | 26.5% | 69.0% | 21.9% | 17.7% | 74.1% | 45.2% |
| 2017 | 17,124 | 34.8% | 68.2% | 28.7% | 26.2% | 69.1% | 21.7% | 18.2% | 73.8% | 48.4% |
| 2018 | 17,308 | 36.2% | 66.4% | 29.6% | 27.5% | 67.1% | 24.2% | 19.3% | 72.2% | 48.8% |
| 2019 | 16,591 | 35.9% | 66.5% | 28.1% | 28.6% | 67.2% | 23.2% | 19.0% | 73.2% | 49.0% |
| 2020 | 16,297 | 33.5% | 63.4% | 27.6% | 25.6% | 64.3% | 22.1% | 20.1% | 71.4% | 46.9% |
| 2021 | 14,938 | 28.0% | - | - | 20.2% | - | - | 17.7% | - | - |
| State Universities | | | | | | | | | | |
| 2010 | 12,239 | 16.2% | 68.3% | 38.3% | 14.7% | 67.1% | 36.1% | 3.4% | 82.5% | 63.5% |
| 2011 | 12,093 | 15.5% | 63.3% | 35.7% | 14.1% | 63.1% | 34.1% | 3.4% | 74.8% | 56.2% |
| 2012 | 12,202 | 15.6% | 68.0% | 39.0% | 13.8% | 67.3% | 37.8% | 3.7% | 77.7% | 57.7% |
| 2013 | 12,627 | 15.1% | 70.2% | 39.7% | 13.4% | 69.2% | 37.1% | 3.6% | 78.7% | 60.9% |
| 2014 | 12,814 | 14.5% | 73.2% | 39.4% | 12.7% | 72.0% | 36.7% | 3.2% | 81.2% | 58.4% |
| 2015 | 12,955 | 14.9% | 74.1% | 40.3% | 12.9% | 73.3% | 37.3% | 3.2% | 81.9% | 59.8% |
| 2016 | 12,598 | 13.0% | 75.7% | 38.2% | 12.1% | 75.0% | 36.5% | 1.8% | 83.1% | 58.9% |
| 2017 | 12,660 | 11.6% | 74.3% | 39.5% | 10.6% | 73.3% | 39.3% | 2.0% | 83.2% | 49.6% |
| 2018 | 12,317 | 10.5% | 71.6% | 37.5% | 9.7% | 70.6% | 35.5% | 1.6% | 85.2% | 61.6% |
| 2019 | 12,509 | 9.1% | 68.6% | 37.7% | 8.5% | 67.4% | 36.3% | 1.4% | 85.6% | 58.9% |
| 2020 | 12,169 | 9.8% | 77.2% | 41.2% | 9.0% | 77.3% | 40.0% | 1.6% | 81.2% | 58.9% |
| 2021 | 11,287 | 9.8% | - | - | 8.7% | - | - | 2.0% | - | - |



Developmental Education Age 17 - 19

| | Number in cohort ¹ | Percent enrolled in developmental courses ² | Percent completed developmental courses ³ | Percent completed developmental and gateway courses ⁴ | Percent enrolled in math developmental courses ⁵ | Percent completed math developmental courses ⁶ | Percent completed math developmental and gateway courses ⁷ | Percent enrolled in English developmental courses ⁸ | Percent completed English developmental courses ⁹ | Percent completed English developmental and gateway courses ¹⁰ |
|---------------------------|-------------------------------|--|--|--|---|---|---|--|--|---|
| Community Colleges | | | | | | | | | | |
| 2010 | 12,326 | 39.1% | 62.9% | 25.6% | 29.0% | 64.0% | 19.2% | 23.4% | 68.8% | 45.0% |
| 2011 | 12,541 | 41.5% | 62.8% | 24.7% | 31.5% | 64.5% | 19.4% | 25.0% | 69.6% | 43.2% |
| 2012 | 12,026 | 40.0% | 64.0% | 24.9% | 29.0% | 65.5% | 18.6% | 24.9% | 70.8% | 42.6% |
| 2013 | 11,656 | 40.6% | 63.7% | 25.0% | 29.9% | 65.6% | 18.6% | 25.4% | 68.5% | 44.0% |
| 2014 | 11,522 | 40.2% | 67.3% | 28.5% | 31.4% | 69.4% | 23.6% | 21.6% | 71.9% | 46.9% |
| 2015 | 11,374 | 39.8% | 67.3% | 29.0% | 31.9% | 69.1% | 24.7% | 19.8% | 71.8% | 48.2% |
| 2016 | 11,399 | 35.6% | 68.1% | 28.5% | 27.0% | 68.8% | 23.0% | 18.9% | 74.4% | 48.2% |
| 2017 | 11,191 | 36.8% | 69.5% | 31.4% | 27.4% | 70.1% | 24.1% | 19.8% | 75.2% | 51.4% |
| 2018 | 11,440 | 37.4% | 67.1% | 31.5% | 28.8% | 67.7% | 26.2% | 20.2% | 73.2% | 51.1% |
| 2019 | 11,231 | 37.1% | 66.0% | 29.6% | 29.5% | 66.8% | 24.5% | 19.7% | 72.8% | 50.1% |
| 2020 | 11,256 | 33.3% | 63.3% | 28.7% | 25.5% | 64.2% | 23.3% | 20.2% | 71.4% | 47.5% |
| 2021 | 10,701 | 27.4% | - | - | 19.7% | - | - | 17.4% | - | - |
| State Universities | | | | | | | | | | |
| 2010 | 10,841 | 15.2% | 71.4% | 41.0% | 13.9% | 70.5% | 38.7% | 3.2% | 84.8% | 67.3% |
| 2011 | 10,687 | 14.1% | 67.8% | 38.6% | 13.0% | 67.6% | 36.7% | 3.0% | 80.1% | 62.3% |
| 2012 | 10,798 | 14.4% | 71.5% | 41.4% | 12.7% | 70.9% | 40.0% | 3.3% | 82.8% | 61.7% |
| 2013 | 11,263 | 13.6% | 74.1% | 42.9% | 12.0% | 73.2% | 40.0% | 3.1% | 82.1% | 65.9% |
| 2014 | 11,603 | 13.4% | 76.5% | 42.6% | 11.7% | 75.3% | 39.6% | 2.9% | 85.5% | 63.6% |
| 2015 | 11,842 | 14.1% | 76.7% | 42.5% | 12.1% | 75.8% | 39.2% | 3.0% | 84.8% | 62.8% |
| 2016 | 11,522 | 12.0% | 78.2% | 41.1% | 11.2% | 77.6% | 39.3% | 1.6% | 83.9% | 60.8% |
| 2017 | 11,703 | 10.6% | 77.2% | 42.5% | 9.8% | 76.5% | 41.3% | 1.5% | 86.9% | 61.1% |
| 2018 | 11,463 | 9.4% | 73.8% | 39.3% | 8.7% | 72.9% | 37.1% | 1.5% | 87.0% | 65.5% |
| 2019 | 11,724 | 8.1% | 69.5% | 38.8% | 7.6% | 68.4% | 37.5% | 1.3% | 86.1% | 60.3% |
| 2020 | 11,388 | 8.9% | 78.9% | 42.3% | 8.2% | 79.1% | 41.1% | 1.4% | 83.0% | 59.4% |
| 2021 | 10,557 | 8.9% | - | - | 7.8% | - | - | 1.9% | - | - |



Developmental Education Age 20 - 24

| | Number in cohort ¹ | Percent enrolled in developmental courses ² | Percent completed developmental courses ³ | Percent completed developmental and gateway courses ⁴ | Percent enrolled in math developmental courses ⁵ | Percent completed math developmental courses ⁶ | Percent completed math developmental and gateway courses ⁷ | Percent enrolled in English developmental courses ⁸ | Percent completed English developmental courses ⁹ | Percent completed English developmental and gateway courses ¹⁰ |
|---------------------------|-------------------------------|--|--|--|---|---|---|--|--|---|
| Community Colleges | | | | | | | | | | |
| 2010 | 6,373 | 28.9% | 53.6% | 15.5% | 22.1% | 56.3% | 11.7% | 18.1% | 59.9% | 30.4% |
| 2011 | 6,374 | 31.7% | 54.4% | 16.3% | 23.7% | 56.5% | 11.0% | 20.2% | 61.6% | 33.5% |
| 2012 | 6,047 | 32.0% | 59.0% | 15.3% | 23.7% | 61.8% | 10.0% | 20.5% | 64.5% | 33.0% |
| 2013 | 4,322 | 41.2% | 56.1% | 15.6% | 30.6% | 59.7% | 12.2% | 25.2% | 60.0% | 28.7% |
| 2014 | 3,717 | 42.3% | 59.1% | 18.4% | 33.1% | 63.1% | 15.5% | 23.2% | 63.1% | 34.4% |
| 2015 | 3,539 | 40.2% | 59.9% | 19.0% | 33.4% | 61.3% | 15.4% | 21.0% | 65.4% | 35.8% |
| 2016 | 3,551 | 37.3% | 66.7% | 22.4% | 29.0% | 67.3% | 19.6% | 20.4% | 73.5% | 40.1% |
| 2017 | 3,431 | 35.8% | 62.7% | 22.4% | 26.9% | 64.7% | 15.2% | 19.4% | 69.4% | 41.1% |
| 2018 | 3,511 | 39.4% | 63.5% | 26.8% | 28.1% | 64.3% | 19.6% | 23.1% | 70.1% | 44.9% |
| 2019 | 3,256 | 37.9% | 65.6% | 25.1% | 29.8% | 66.3% | 20.5% | 21.7% | 73.0% | 46.8% |
| 2020 | 3,010 | 39.5% | 62.9% | 26.2% | 30.3% | 64.3% | 20.3% | 24.5% | 70.9% | 45.5% |
| 2021 | 2,532 | 34.6% | - | - | 24.7% | - | - | 23.1% | - | - |
| State Universities | | | | | | | | | | |
| 2010 | 1,009 | 21.6% | 48.2% | 22.0% | 19.0% | 44.8% | 19.3% | 5.0% | 74.0% | 50.0% |
| 2011 | 970 | 22.2% | 45.1% | 22.3% | 20.1% | 44.6% | 21.5% | 5.4% | 59.6% | 38.5% |
| 2012 | 934 | 22.3% | 57.2% | 30.3% | 19.4% | 54.7% | 27.6% | 6.6% | 69.4% | 51.6% |
| 2013 | 922 | 27.8% | 57.0% | 25.0% | 25.1% | 55.8% | 23.4% | 6.9% | 76.6% | 50.0% |
| 2014 | 837 | 25.2% | 57.8% | 22.3% | 22.2% | 57.0% | 20.4% | 5.3% | 63.6% | 34.1% |
| 2015 | 825 | 21.9% | 60.2% | 27.1% | 20.0% | 60.6% | 26.1% | 4.7% | 69.2% | 43.6% |
| 2016 | 816 | 21.3% | 63.8% | 24.7% | 19.9% | 62.3% | 22.2% | 3.8% | 77.4% | 54.8% |
| 2017 | 704 | 25.1% | 61.6% | 23.2% | 19.6% | 56.5% | 27.5% | 8.8% | 77.4% | 21.0% |
| 2018 | 590 | 21.5% | 62.2% | 25.2% | 19.7% | 59.5% | 23.3% | 2.5% | 93.3% | 46.7% |
| 2019 | 551 | 20.9% | 63.5% | 31.3% | 19.6% | 62.0% | 28.7% | 3.4% | 78.9% | 47.4% |
| 2020 | 567 | 20.6% | 70.1% | 34.2% | 17.8% | 69.3% | 31.7% | 4.9% | 71.4% | 53.6% |
| 2021 | 545 | 22.0% | - | - | 20.2% | - | - | 3.9% | - | - |



Developmental Education Age 25 +

| | Number in cohort ¹ | Percent enrolled in developmental courses ² | Percent completed developmental courses ³ | Percent completed developmental and gateway courses ⁴ | Percent enrolled in math developmental courses ⁵ | Percent completed math developmental courses ⁶ | Percent completed math developmental and gateway courses ⁷ | Percent enrolled in English developmental courses ⁸ | Percent completed English developmental courses ⁹ | Percent completed English developmental and gateway courses ¹⁰ |
|---------------------------|-------------------------------|--|--|--|---|---|---|--|--|---|
| Community Colleges | | | | | | | | | | |
| 2010 | 7,494 | 19.6% | 73.0% | 16.8% | 15.9% | 75.5% | 12.4% | 10.2% | 77.3% | 31.3% |
| 2011 | 6,590 | 23.6% | 68.3% | 17.8% | 19.3% | 69.4% | 14.3% | 11.7% | 70.3% | 32.0% |
| 2012 | 6,329 | 24.5% | 69.1% | 15.8% | 19.5% | 71.6% | 11.9% | 13.1% | 71.5% | 28.8% |
| 2013 | 4,292 | 30.6% | 63.3% | 15.3% | 24.7% | 67.6% | 13.0% | 15.9% | 65.0% | 26.6% |
| 2014 | 3,470 | 30.5% | 64.3% | 16.5% | 25.4% | 67.5% | 15.4% | 13.3% | 62.2% | 28.5% |
| 2015 | 2,878 | 26.5% | 66.1% | 18.0% | 22.9% | 68.8% | 17.0% | 9.8% | 67.7% | 33.0% |
| 2016 | 2,676 | 25.3% | 72.0% | 20.9% | 21.6% | 73.1% | 20.1% | 9.4% | 73.3% | 35.1% |
| 2017 | 2,472 | 24.2% | 70.5% | 22.8% | 19.9% | 70.9% | 18.7% | 9.3% | 72.6% | 40.4% |
| 2018 | 2,329 | 25.5% | 68.1% | 22.7% | 20.3% | 68.7% | 19.9% | 9.8% | 69.3% | 38.6% |
| 2019 | 2,092 | 26.8% | 72.7% | 23.4% | 21.9% | 71.7% | 19.6% | 10.6% | 78.3% | 45.2% |
| 2020 | 2,019 | 26.0% | 64.9% | 23.3% | 19.1% | 65.5% | 17.1% | 13.1% | 72.5% | 45.3% |
| 2021 | 1,688 | 21.9% | - | - | 16.4% | - | - | 11.7% | - | - |
| State Universities | | | | | | | | | | |
| 2010 | 384 | 32.0% | 62.6% | 31.7% | 28.6% | 60.9% | 30.9% | 7.6% | 69.0% | 41.4% |
| 2011 | 433 | 33.0% | 43.4% | 25.2% | 28.9% | 41.6% | 24.8% | 9.5% | 53.7% | 31.7% |
| 2012 | 467 | 30.6% | 44.8% | 25.9% | 27.4% | 46.9% | 28.1% | 7.5% | 40.0% | 28.6% |
| 2013 | 438 | 27.4% | 47.5% | 30.0% | 23.5% | 47.6% | 30.1% | 8.9% | 51.3% | 33.3% |
| 2014 | 370 | 24.9% | 53.3% | 23.9% | 23.0% | 51.8% | 24.7% | 7.6% | 57.1% | 35.7% |
| 2015 | 282 | 30.1% | 52.9% | 25.9% | 27.7% | 53.8% | 26.9% | 7.4% | 57.1% | 38.1% |
| 2016 | 255 | 29.8% | 57.9% | 17.1% | 29.0% | 58.1% | 17.6% | 5.5% | 85.7% | 42.9% |
| 2017 | 251 | 23.5% | 50.8% | 25.4% | 22.3% | 50.0% | 26.8% | 5.2% | 61.5% | 30.8% |
| 2018 | 259 | 30.5% | 57.0% | 32.9% | 29.0% | 57.3% | 33.3% | 4.2% | 45.5% | 18.2% |
| 2019 | 226 | 31.9% | 63.9% | 34.7% | 29.6% | 61.2% | 32.8% | 4.4% | 90.0% | 60.0% |
| 2020 | 207 | 28.0% | 60.3% | 34.5% | 27.5% | 61.4% | 35.1% | 1.9% | 75.0% | 75.0% |
| 2021 | 180 | 27.8% | - | - | 27.8% | - | - | 4.4% | - | - |



Developmental Education Hispanic

| | Number in cohort ¹ | Percent enrolled in developmental courses ² | Percent completed developmental courses ³ | Percent completed developmental and gateway courses ⁴ | Percent enrolled in math developmental courses ⁵ | Percent completed math developmental courses ⁶ | Percent completed math developmental and gateway courses ⁷ | Percent enrolled in English developmental courses ⁸ | Percent completed English developmental courses ⁹ | Percent completed English developmental and gateway courses ¹⁰ |
|---------------------------|-------------------------------|--|--|--|---|---|---|--|--|---|
| Community Colleges | | | | | | | | | | |
| 2010 | 2,298 | 37.5% | 60.2% | 23.7% | 24.3% | 60.6% | 15.0% | 26.1% | 67.8% | 40.0% |
| 2011 | 2,886 | 42.3% | 61.0% | 21.1% | 32.6% | 64.5% | 16.9% | 27.2% | 67.3% | 41.9% |
| 2012 | 2,664 | 43.0% | 61.7% | 20.2% | 30.9% | 63.8% | 14.0% | 28.7% | 69.1% | 37.8% |
| 2013 | 2,457 | 45.7% | 60.4% | 19.3% | 32.6% | 62.1% | 12.6% | 29.4% | 67.3% | 38.4% |
| 2014 | 2,401 | 45.6% | 66.3% | 23.9% | 34.5% | 69.7% | 19.0% | 27.1% | 71.7% | 46.6% |
| 2015 | 2,456 | 46.8% | 63.3% | 25.2% | 37.8% | 63.5% | 20.6% | 25.6% | 73.9% | 47.6% |
| 2016 | 2,605 | 42.8% | 67.6% | 24.4% | 32.2% | 69.3% | 20.0% | 24.9% | 75.9% | 46.0% |
| 2017 | 2,731 | 42.6% | 66.3% | 29.0% | 28.6% | 67.3% | 20.0% | 26.4% | 72.0% | 44.2% |
| 2018 | 2,744 | 44.1% | 68.0% | 30.3% | 30.6% | 68.3% | 24.3% | 26.7% | 73.9% | 48.3% |
| 2019 | 2,861 | 44.0% | 68.2% | 29.8% | 34.4% | 69.5% | 24.6% | 25.8% | 74.8% | 51.7% |
| 2020 | 2,835 | 41.0% | 62.0% | 27.5% | 30.5% | 61.9% | 20.4% | 28.0% | 73.5% | 47.0% |
| 2021 | 2,698 | 33.7% | - | - | 23.5% | - | - | 22.8% | - | - |
| State Universities | | | | | | | | | | |
| 2010 | 585 | 30.6% | 68.2% | 37.4% | 27.9% | 67.5% | 36.2% | 8.0% | 87.2% | 68.1% |
| 2011 | 710 | 23.8% | 60.9% | 29.6% | 21.5% | 61.4% | 28.1% | 6.6% | 72.3% | 51.1% |
| 2012 | 813 | 23.5% | 67.5% | 42.9% | 19.7% | 65.0% | 38.1% | 7.6% | 72.6% | 56.5% |
| 2013 | 903 | 24.9% | 71.6% | 43.1% | 21.6% | 69.2% | 40.0% | 7.8% | 84.3% | 62.9% |
| 2014 | 966 | 21.9% | 73.1% | 43.4% | 18.8% | 73.1% | 39.6% | 5.9% | 80.7% | 66.7% |
| 2015 | 984 | 24.7% | 77.0% | 44.4% | 20.2% | 74.4% | 41.2% | 6.7% | 87.9% | 57.6% |
| 2016 | 1,104 | 22.6% | 76.0% | 35.2% | 20.7% | 75.0% | 32.5% | 4.8% | 84.9% | 67.9% |
| 2017 | 1,105 | 18.6% | 73.2% | 37.6% | 16.9% | 71.7% | 34.2% | 4.1% | 86.7% | 64.4% |
| 2018 | 1,172 | 17.0% | 71.9% | 35.2% | 15.5% | 69.8% | 31.3% | 4.0% | 91.5% | 68.1% |
| 2019 | 1,195 | 14.0% | 65.3% | 39.5% | 12.5% | 64.4% | 37.6% | 3.7% | 77.3% | 45.5% |
| 2020 | 1,172 | 16.6% | 75.9% | 37.9% | 14.4% | 75.1% | 34.9% | 4.8% | 82.1% | 57.1% |
| 2021 | 1,133 | 18.2% | - | - | 15.4% | - | - | 5.0% | - | - |



Developmental Education African American, Non-Hispanic

| | Number in cohort ¹ | Percent enrolled in developmental courses ² | Percent completed developmental courses ³ | Percent completed developmental and gateway courses ⁴ | Percent enrolled in math developmental courses ⁵ | Percent completed math developmental courses ⁶ | Percent completed math developmental and gateway courses ⁷ | Percent enrolled in English developmental courses ⁸ | Percent completed English developmental courses ⁹ | Percent completed English developmental and gateway courses ¹⁰ |
|---------------------------|-------------------------------|--|--|--|---|---|---|--|--|---|
| Community Colleges | | | | | | | | | | |
| 2010 | 3,085 | 44.2% | 50.3% | 14.3% | 32.8% | 53.3% | 10.6% | 32.2% | 61.2% | 31.1% |
| 2011 | 3,123 | 47.9% | 50.8% | 14.2% | 35.7% | 53.6% | 10.0% | 35.0% | 59.7% | 29.6% |
| 2012 | 3,369 | 46.7% | 55.4% | 15.3% | 32.3% | 58.7% | 10.9% | 35.4% | 65.0% | 31.5% |
| 2013 | 2,699 | 54.1% | 52.5% | 15.0% | 39.1% | 57.2% | 11.1% | 39.8% | 60.9% | 30.9% |
| 2014 | 2,467 | 56.0% | 54.8% | 17.9% | 43.0% | 59.2% | 15.6% | 38.1% | 60.4% | 31.5% |
| 2015 | 2,266 | 54.7% | 55.9% | 19.5% | 42.2% | 59.4% | 15.7% | 35.3% | 63.3% | 36.9% |
| 2016 | 2,033 | 47.6% | 57.3% | 19.4% | 36.4% | 58.3% | 14.4% | 29.9% | 66.7% | 39.0% |
| 2017 | 2,174 | 50.9% | 60.9% | 23.2% | 37.9% | 60.3% | 16.2% | 31.2% | 71.7% | 41.7% |
| 2018 | 2,342 | 54.0% | 60.9% | 23.7% | 38.8% | 62.0% | 17.6% | 36.0% | 69.0% | 41.8% |
| 2019 | 2,044 | 52.4% | 62.6% | 22.3% | 39.7% | 62.4% | 16.5% | 35.4% | 73.6% | 43.4% |
| 2020 | 1,894 | 52.4% | 58.2% | 22.4% | 40.7% | 60.9% | 17.9% | 36.9% | 67.0% | 42.6% |
| 2021 | 1,737 | 48.8% | - | - | 34.6% | - | - | 35.9% | - | - |
| State Universities | | | | | | | | | | |
| 2010 | 666 | 42.0% | 60.7% | 36.4% | 35.9% | 58.6% | 30.5% | 16.5% | 80.0% | 70.0% |
| 2011 | 619 | 43.0% | 49.6% | 27.4% | 38.6% | 48.5% | 24.7% | 15.7% | 67.0% | 49.5% |
| 2012 | 667 | 40.6% | 55.4% | 26.6% | 35.4% | 57.2% | 27.1% | 13.2% | 68.2% | 45.5% |
| 2013 | 736 | 37.0% | 63.6% | 32.4% | 30.6% | 60.9% | 26.7% | 13.2% | 80.4% | 67.0% |
| 2014 | 659 | 39.0% | 70.0% | 36.2% | 31.3% | 67.5% | 30.1% | 13.4% | 77.3% | 60.2% |
| 2015 | 668 | 38.2% | 64.3% | 32.5% | 31.7% | 62.7% | 29.2% | 11.7% | 75.6% | 47.4% |
| 2016 | 534 | 37.1% | 69.2% | 37.4% | 33.9% | 68.5% | 34.3% | 6.2% | 75.8% | 60.6% |
| 2017 | 547 | 34.0% | 67.7% | 39.8% | 32.7% | 67.6% | 38.5% | 6.0% | 72.7% | 57.6% |
| 2018 | 526 | 33.3% | 64.0% | 31.4% | 29.5% | 61.3% | 29.0% | 8.6% | 86.7% | 57.8% |
| 2019 | 481 | 28.1% | 66.7% | 38.5% | 25.8% | 64.5% | 35.5% | 7.9% | 94.7% | 73.7% |
| 2020 | 476 | 27.9% | 69.2% | 36.1% | 25.6% | 72.1% | 35.2% | 6.7% | 59.4% | 46.9% |
| 2021 | 420 | 27.4% | - | - | 25.0% | - | - | 7.6% | - | - |



Developmental Education White, Non-Hispanic

| | Number in cohort ¹ | Percent enrolled in developmental courses ² | Percent completed developmental courses ³ | Percent completed developmental and gateway courses ⁴ | Percent enrolled in math developmental courses ⁵ | Percent completed math developmental courses ⁶ | Percent completed math developmental and gateway courses ⁷ | Percent enrolled in English developmental courses ⁸ | Percent completed English developmental courses ⁹ | Percent completed English developmental and gateway courses ¹⁰ |
|---------------------------|-------------------------------|--|--|--|---|---|---|--|--|---|
| Community Colleges | | | | | | | | | | |
| 2010 | 17,322 | 27.2% | 66.3% | 23.1% | 21.5% | 67.8% | 17.9% | 14.3% | 70.9% | 42.2% |
| 2011 | 16,296 | 30.0% | 64.6% | 22.4% | 24.2% | 66.1% | 17.9% | 15.3% | 69.8% | 41.6% |
| 2012 | 15,877 | 28.9% | 65.8% | 21.7% | 22.4% | 67.9% | 16.2% | 15.5% | 70.0% | 39.1% |
| 2013 | 12,556 | 33.6% | 64.6% | 22.8% | 26.0% | 67.0% | 17.9% | 18.3% | 66.8% | 39.4% |
| 2014 | 11,547 | 33.4% | 67.7% | 26.6% | 27.3% | 70.0% | 22.4% | 14.6% | 70.9% | 45.6% |
| 2015 | 10,683 | 31.7% | 68.8% | 27.2% | 26.6% | 70.3% | 23.5% | 12.7% | 70.8% | 45.9% |
| 2016 | 10,344 | 28.3% | 69.7% | 28.1% | 22.7% | 70.3% | 23.6% | 12.3% | 73.4% | 47.1% |
| 2017 | 9,698 | 28.5% | 70.8% | 29.3% | 22.8% | 72.2% | 23.1% | 12.1% | 73.7% | 52.2% |
| 2018 | 9,766 | 29.2% | 67.1% | 29.5% | 23.8% | 68.2% | 25.3% | 12.8% | 71.7% | 50.0% |
| 2019 | 9,145 | 28.9% | 66.9% | 27.9% | 24.2% | 67.7% | 23.8% | 12.0% | 71.8% | 48.9% |
| 2020 | 8,829 | 25.8% | 64.0% | 27.9% | 20.1% | 65.0% | 23.1% | 13.1% | 70.7% | 47.4% |
| 2021 | 8,135 | 20.9% | - | - | 15.8% | - | - | 11.5% | - | - |
| State Universities | | | | | | | | | | |
| 2010 | 9,435 | 14.0% | 69.3% | 39.1% | 13.0% | 68.3% | 37.3% | 2.1% | 82.2% | 61.4% |
| 2011 | 9,219 | 13.5% | 66.7% | 38.1% | 12.6% | 66.6% | 36.7% | 2.2% | 77.8% | 60.9% |
| 2012 | 9,230 | 13.4% | 71.1% | 40.8% | 12.2% | 70.2% | 40.1% | 2.5% | 82.8% | 60.9% |
| 2013 | 9,399 | 12.5% | 69.9% | 39.3% | 11.4% | 69.7% | 37.7% | 2.4% | 74.2% | 56.6% |
| 2014 | 9,621 | 12.3% | 74.5% | 40.1% | 11.1% | 73.4% | 37.9% | 2.1% | 84.2% | 59.9% |
| 2015 | 9,482 | 12.2% | 76.7% | 42.5% | 10.9% | 76.1% | 40.2% | 2.0% | 84.0% | 66.0% |
| 2016 | 9,119 | 10.3% | 76.1% | 39.0% | 9.8% | 75.6% | 37.6% | 1.1% | 84.5% | 57.7% |
| 2017 | 9,284 | 9.1% | 75.4% | 42.7% | 8.7% | 75.7% | 42.1% | 0.9% | 79.3% | 60.9% |
| 2018 | 9,041 | 8.0% | 73.9% | 38.6% | 7.6% | 73.4% | 37.2% | 0.7% | 83.3% | 63.6% |
| 2019 | 9,222 | 7.0% | 70.0% | 38.3% | 6.7% | 69.1% | 37.1% | 0.6% | 84.5% | 60.3% |
| 2020 | 8,901 | 7.4% | 77.5% | 43.7% | 7.1% | 77.7% | 43.6% | 0.8% | 83.6% | 59.7% |
| 2021 | 8,185 | 7.4% | - | - | 6.7% | - | - | 1.1% | - | - |



Developmental Education Other Race

| | Number in cohort ¹ | Percent enrolled in developmental courses ² | Percent completed developmental courses ³ | Percent completed developmental and gateway courses ⁴ | Percent enrolled in math developmental courses ⁵ | Percent completed math developmental courses ⁶ | Percent completed math developmental and gateway courses ⁷ | Percent enrolled in English developmental courses ⁸ | Percent completed English developmental courses ⁹ | Percent completed English developmental and gateway courses ¹⁰ |
|---------------------------|-------------------------------|--|--|--|---|---|---|--|--|---|
| Community Colleges | | | | | | | | | | |
| 2010 | 3,604 | 33.2% | 64.2% | 23.8% | 24.3% | 66.0% | 16.3% | 20.4% | 68.0% | 40.3% |
| 2011 | 3,269 | 36.5% | 65.2% | 27.9% | 22.9% | 64.5% | 18.6% | 25.4% | 72.1% | 41.6% |
| 2012 | 2,611 | 38.8% | 69.9% | 27.3% | 26.5% | 69.2% | 18.4% | 24.8% | 75.1% | 45.7% |
| 2013 | 2,596 | 39.9% | 65.9% | 25.7% | 29.1% | 67.3% | 19.6% | 24.8% | 70.8% | 44.5% |
| 2014 | 2,331 | 40.6% | 67.8% | 27.0% | 29.9% | 68.3% | 21.8% | 23.3% | 72.7% | 42.3% |
| 2015 | 2,407 | 39.1% | 69.5% | 28.8% | 30.8% | 71.1% | 24.7% | 20.5% | 73.9% | 46.4% |
| 2016 | 2,670 | 39.4% | 74.9% | 29.7% | 28.5% | 75.0% | 25.9% | 22.6% | 81.3% | 46.9% |
| 2017 | 2,521 | 36.5% | 71.5% | 33.2% | 26.7% | 71.8% | 25.5% | 21.5% | 78.7% | 54.0% |
| 2018 | 2,456 | 37.8% | 69.2% | 37.0% | 28.0% | 68.6% | 28.7% | 21.1% | 76.1% | 57.7% |
| 2019 | 2,541 | 39.1% | 67.7% | 32.7% | 29.3% | 67.5% | 26.6% | 22.9% | 73.5% | 52.9% |
| 2020 | 2,739 | 37.8% | 68.4% | 32.1% | 27.5% | 68.9% | 25.8% | 23.0% | 74.8% | 50.6% |
| 2021 | 2,368 | 30.5% | - | - | 20.9% | - | - | 20.0% | - | - |
| State Universities | | | | | | | | | | |
| 2010 | 1,553 | 13.2% | 72.7% | 36.6% | 11.1% | 70.3% | 35.5% | 4.1% | 84.1% | 55.6% |
| 2011 | 1,545 | 12.2% | 62.8% | 37.2% | 10.0% | 61.3% | 34.8% | 3.8% | 79.3% | 55.2% |
| 2012 | 1,492 | 13.7% | 66.3% | 41.5% | 10.8% | 64.6% | 36.6% | 4.6% | 76.8% | 63.8% |
| 2013 | 1,589 | 14.9% | 77.5% | 46.6% | 12.5% | 76.3% | 42.9% | 4.2% | 85.1% | 64.2% |
| 2014 | 1,568 | 13.3% | 69.7% | 35.1% | 10.6% | 66.9% | 33.7% | 3.6% | 77.2% | 42.1% |
| 2015 | 1,821 | 15.2% | 69.9% | 34.4% | 12.6% | 69.1% | 28.3% | 4.2% | 77.9% | 58.4% |
| 2016 | 1,841 | 13.7% | 79.1% | 38.7% | 12.4% | 77.6% | 37.7% | 2.6% | 83.3% | 50.0% |
| 2017 | 1,724 | 13.5% | 76.4% | 29.2% | 9.9% | 70.0% | 32.4% | 4.9% | 89.4% | 27.1% |
| 2018 | 1,578 | 12.5% | 70.1% | 41.1% | 10.5% | 68.7% | 39.2% | 2.9% | 80.0% | 55.6% |
| 2019 | 1,611 | 12.0% | 68.0% | 33.5% | 10.7% | 65.7% | 32.6% | 2.5% | 87.5% | 57.5% |
| 2020 | 1,620 | 12.5% | 82.8% | 39.4% | 10.9% | 81.4% | 35.0% | 2.6% | 92.9% | 69.0% |
| 2021 | 1,549 | 11.8% | - | - | 9.9% | - | - | 3.2% | - | - |



Developmental Education Female

| | Number in cohort ¹ | Percent enrolled in developmental courses ² | Percent completed developmental courses ³ | Percent completed developmental and gateway courses ⁴ | Percent enrolled in math developmental courses ⁵ | Percent completed math developmental courses ⁶ | Percent completed math developmental and gateway courses ⁷ | Percent enrolled in English developmental courses ⁸ | Percent completed English developmental courses ⁹ | Percent completed English developmental and gateway courses ¹⁰ |
|---------------------------|-------------------------------|--|--|--|---|---|---|--|--|---|
| Community Colleges | | | | | | | | | | |
| 2010 | 12,249 | 32.4% | 67.7% | 24.6% | 25.0% | 69.4% | 18.9% | 17.6% | 71.7% | 45.8% |
| 2011 | 11,988 | 36.0% | 67.1% | 23.7% | 28.0% | 69.0% | 18.9% | 19.9% | 72.1% | 44.5% |
| 2012 | 11,478 | 35.8% | 68.5% | 24.5% | 26.8% | 70.6% | 18.4% | 20.3% | 72.7% | 44.9% |
| 2013 | 10,330 | 37.6% | 66.7% | 24.2% | 28.8% | 69.8% | 20.0% | 21.3% | 70.0% | 42.7% |
| 2014 | 9,485 | 38.6% | 68.4% | 27.8% | 31.2% | 70.6% | 24.3% | 18.8% | 72.6% | 47.6% |
| 2015 | 8,996 | 38.2% | 69.8% | 28.5% | 31.7% | 71.5% | 25.1% | 17.5% | 73.8% | 48.5% |
| 2016 | 8,873 | 35.5% | 71.7% | 28.2% | 28.1% | 72.6% | 24.7% | 17.1% | 76.6% | 48.3% |
| 2017 | 8,445 | 35.3% | 71.5% | 31.6% | 27.3% | 71.8% | 24.7% | 17.7% | 77.4% | 53.3% |
| 2018 | 8,759 | 36.8% | 69.7% | 31.4% | 29.2% | 70.9% | 27.4% | 18.2% | 74.6% | 51.5% |
| 2019 | 8,495 | 36.5% | 69.6% | 30.9% | 29.9% | 70.3% | 26.3% | 18.2% | 75.7% | 53.0% |
| 2020 | 8,402 | 34.1% | 66.7% | 29.9% | 26.8% | 68.0% | 25.5% | 19.4% | 74.0% | 50.4% |
| 2021 | 8,009 | 28.1% | - | - | 20.6% | - | - | 17.0% | - | - |
| State Universities | | | | | | | | | | |
| 2010 | 6,179 | 17.9% | 73.1% | 43.3% | 16.4% | 72.6% | 41.4% | 3.5% | 83.8% | 65.3% |
| 2011 | 6,138 | 16.7% | 66.7% | 38.9% | 15.3% | 66.6% | 36.5% | 3.9% | 75.7% | 61.1% |
| 2012 | 6,325 | 17.3% | 72.1% | 42.9% | 15.6% | 71.8% | 42.0% | 3.7% | 80.0% | 61.7% |
| 2013 | 6,490 | 16.0% | 74.7% | 44.0% | 14.5% | 73.6% | 41.4% | 3.3% | 82.2% | 64.3% |
| 2014 | 6,650 | 16.0% | 78.5% | 44.8% | 14.0% | 77.3% | 42.2% | 3.2% | 87.5% | 64.8% |
| 2015 | 6,749 | 16.1% | 75.7% | 42.1% | 14.0% | 74.4% | 38.5% | 3.4% | 86.0% | 61.8% |
| 2016 | 6,499 | 14.7% | 77.6% | 40.9% | 13.8% | 77.1% | 39.0% | 2.0% | 82.8% | 68.0% |
| 2017 | 6,663 | 12.9% | 77.2% | 39.3% | 11.8% | 76.3% | 39.5% | 2.1% | 85.5% | 47.1% |
| 2018 | 6,485 | 11.6% | 75.0% | 40.9% | 10.9% | 74.2% | 38.8% | 1.7% | 88.5% | 65.5% |
| 2019 | 6,628 | 9.7% | 70.0% | 39.7% | 9.1% | 69.0% | 38.6% | 1.5% | 85.6% | 55.7% |
| 2020 | 6,443 | 10.8% | 82.6% | 43.7% | 10.4% | 82.6% | 43.3% | 1.5% | 85.3% | 58.9% |
| 2021 | 6,003 | 10.5% | - | - | 9.8% | - | - | 1.9% | - | - |



Developmental Education Male

| | Number in cohort ¹ | Percent enrolled in developmental courses ² | Percent completed developmental courses ³ | Percent completed developmental and gateway courses ⁴ | Percent enrolled in math developmental courses ⁵ | Percent completed math developmental courses ⁶ | Percent completed math developmental and gateway courses ⁷ | Percent enrolled in English developmental courses ⁸ | Percent completed English developmental courses ⁹ | Percent completed English developmental and gateway courses ¹⁰ |
|---------------------------|-------------------------------|--|--|--|---|---|---|--|--|---|
| Community Colleges | | | | | | | | | | |
| 2010 | 13,884 | 29.8% | 57.8% | 19.0% | 22.3% | 59.7% | 13.5% | 18.9% | 65.1% | 34.0% |
| 2011 | 13,562 | 33.0% | 56.7% | 19.5% | 24.9% | 58.3% | 14.2% | 20.7% | 63.9% | 34.6% |
| 2012 | 13,031 | 32.2% | 59.2% | 17.5% | 23.7% | 61.2% | 12.1% | 20.9% | 66.5% | 32.1% |
| 2013 | 9,956 | 39.7% | 57.2% | 18.4% | 29.1% | 59.3% | 12.2% | 25.4% | 62.7% | 34.0% |
| 2014 | 9,250 | 39.0% | 61.7% | 21.3% | 30.0% | 64.6% | 16.7% | 22.0% | 65.3% | 36.8% |
| 2015 | 8,811 | 37.2% | 61.1% | 22.7% | 29.7% | 62.9% | 18.1% | 19.4% | 66.5% | 40.1% |
| 2016 | 8,775 | 33.2% | 64.4% | 24.4% | 25.0% | 64.9% | 18.8% | 18.5% | 71.8% | 42.4% |
| 2017 | 8,670 | 34.2% | 64.8% | 25.8% | 25.2% | 66.2% | 18.4% | 18.6% | 70.4% | 43.8% |
| 2018 | 8,527 | 35.5% | 62.8% | 27.6% | 25.7% | 62.7% | 20.4% | 20.5% | 69.9% | 46.3% |
| 2019 | 8,085 | 35.4% | 63.2% | 25.1% | 27.3% | 63.6% | 19.7% | 19.8% | 70.8% | 45.2% |
| 2020 | 7,875 | 33.0% | 59.6% | 25.0% | 24.2% | 59.9% | 18.0% | 21.0% | 68.7% | 43.4% |
| 2021 | 6,892 | 27.9% | - | - | 19.7% | - | - | 18.6% | - | - |
| State Universities | | | | | | | | | | |
| 2010 | 6,060 | 14.6% | 62.3% | 32.1% | 13.0% | 60.1% | 29.4% | 3.4% | 81.1% | 61.7% |
| 2011 | 5,955 | 14.1% | 59.3% | 31.9% | 12.9% | 58.9% | 31.1% | 2.9% | 73.5% | 49.4% |
| 2012 | 5,877 | 13.8% | 62.4% | 33.9% | 11.8% | 61.1% | 31.8% | 3.7% | 75.1% | 53.5% |
| 2013 | 6,137 | 14.2% | 64.7% | 34.5% | 12.2% | 63.8% | 31.7% | 3.9% | 75.6% | 57.9% |
| 2014 | 6,163 | 12.9% | 66.2% | 32.2% | 11.3% | 64.9% | 29.2% | 3.1% | 73.9% | 51.1% |
| 2015 | 6,206 | 13.6% | 72.1% | 38.0% | 11.8% | 71.8% | 35.7% | 3.0% | 77.0% | 57.2% |
| 2016 | 6,099 | 11.2% | 73.1% | 34.4% | 10.3% | 72.0% | 32.8% | 1.7% | 83.5% | 47.6% |
| 2017 | 5,997 | 10.2% | 70.1% | 39.6% | 9.3% | 69.2% | 39.1% | 1.9% | 80.4% | 52.7% |
| 2018 | 5,832 | 9.2% | 66.9% | 32.7% | 8.3% | 65.4% | 30.7% | 1.5% | 81.1% | 56.7% |
| 2019 | 5,881 | 8.5% | 66.8% | 35.2% | 7.9% | 65.2% | 33.3% | 1.4% | 85.5% | 62.7% |
| 2020 | 5,724 | 8.7% | 69.6% | 37.7% | 7.5% | 68.9% | 34.8% | 1.8% | 77.5% | 58.8% |
| 2021 | 5,283 | 9.0% | - | - | 7.5% | - | - | 2.1% | - | - |



Developmental Education Pell Recipients

| | Number in cohort ¹ | Percent enrolled in developmental courses ² | Percent completed developmental courses ³ | Percent completed developmental and gateway courses ⁴ | Percent enrolled in math developmental courses ⁵ | Percent completed math developmental courses ⁶ | Percent completed math developmental and gateway courses ⁷ | Percent enrolled in English developmental courses ⁸ | Percent completed English developmental courses ⁹ | Percent completed English developmental and gateway courses ¹⁰ |
|---------------------------|-------------------------------|--|--|--|---|---|---|--|--|---|
| Community Colleges | | | | | | | | | | |
| 2010 | 8,198 | 47.2% | 58.0% | 19.4% | 35.6% | 60.1% | 14.1% | 29.0% | 65.1% | 38.0% |
| 2011 | 9,270 | 50.1% | 59.0% | 19.6% | 38.3% | 61.0% | 14.7% | 30.9% | 65.8% | 38.2% |
| 2012 | 9,321 | 48.7% | 60.0% | 19.3% | 35.6% | 61.9% | 13.6% | 31.2% | 67.8% | 37.8% |
| 2013 | 8,700 | 48.9% | 58.4% | 19.1% | 36.2% | 61.2% | 14.0% | 31.5% | 63.8% | 37.1% |
| 2014 | 7,677 | 50.5% | 60.8% | 21.5% | 40.1% | 63.3% | 17.8% | 27.8% | 66.6% | 39.9% |
| 2015 | 7,375 | 49.7% | 61.5% | 22.9% | 40.1% | 63.2% | 18.5% | 26.4% | 68.1% | 42.2% |
| 2016 | 6,751 | 44.5% | 65.5% | 24.9% | 34.2% | 65.8% | 19.5% | 25.2% | 73.3% | 46.1% |
| 2017 | 6,353 | 45.1% | 65.6% | 27.3% | 33.6% | 66.4% | 19.6% | 25.6% | 72.4% | 47.4% |
| 2018 | 6,789 | 48.2% | 65.3% | 27.8% | 36.3% | 65.3% | 21.2% | 27.1% | 73.7% | 49.5% |
| 2019 | 6,494 | 46.4% | 66.1% | 25.9% | 37.6% | 66.8% | 21.5% | 25.4% | 73.7% | 47.1% |
| 2020 | 6,557 | 43.3% | 61.4% | 26.2% | 33.2% | 63.0% | 20.0% | 27.4% | 69.9% | 46.5% |
| 2021 | 5,439 | 39.1% | - | - | 28.0% | - | - | 26.1% | - | - |

SOURCE: KBOR KHEDS AY Collection and P20 Data Systems

1: Number in cohort represents the number of high school graduates, from all sources, entering a public postsecondary institution as a degree-seeking student for the first-time the academic year following high school graduation.

2: Percent of developmental enrollers during their first academic year.

3: Percent of developmental enrollers completing developmental math or English/reading course(s) across two academic years.

4: Percent of developmental enrollers completing developmental math or English/reading course(s) and a gateway course (College Algebra or English Composition I) across two

5: Percent of developmental math enrollers during their first academic year.

6: Percent of developmental math enrollers completing developmental math course(s) across two academic years.

7: Percent of developmental math enrollers completing developmental math and College Algebra across two academic years.

8: Percent of developmental English/reading enrollers during their first academic year.

9: Percent of developmental English/reading enrollers completing developmental English/reading course(s) across two academic years.

10: Percent of developmental English/reading enrollers completing developmental English/reading and English Composition I across two academic years.

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