Capital Community College

Demographic Data for Remedial Cohorts
2002, 2003, 2004

Three Years of Data

- Cohorts consist of first-time entering students
- Numbers by Year:

2002	136
2003	690
2004	605

Four Groups Were Constructed

- Group one consisted of students who entered the college and were required to take no remedial courses.
- Group two consisted of students who had to take one or two remedial courses.
- Group three consisted of students who (potentially) had to take three or four remedial courses.
- Group four consisted of students who (potentially) had to take five or more remedial courses.

Numbers by Group by Year

	No Remedial Courses	1-2 Remedial Courses	3-4 Remedial Courses	5 or More Remedial Courses	Total
2002	5 (3.7%)	92 (67.6%)	20 (14.7%)	19 (14%)	136 (9.5%)
2003	64 (9.3%)	230 (33.3%)	199 (28.8%)	197 (28.6%)	690 (48.2%)
2004	70 (11.6%)	203 (33.6%)	162 (26.8%)	170 (28.1%)	605 (42.3%)
Total	139 (9.7%)	525 (36.7%)	381 (26.6%)	386 (27%)	1431

Race and Gender of Entire Group

	Male	Female	Total
Race Unknown	2.0%	7.8%	9.9%
American Indian	.2%	.2%	.4%
Asian/Pac. Islander	2.0%	1.8%	3.8%
Black/ African American	11.3%	25.6%	36.9%
Hispanic/Latino	6.4%	16.9%	23.3%
White/Non-Hispanic	8.4%	17.3%	25.7%
Non-Resident Alien	.0%	.1%	.1%
Total	30.3%	69.7%	100.0%

Race and Gender by Cohort

% in cohort population	Group 1 No Remedial	Group 2 1-2 Remedial	Group 3 3-4 Remedial	Group 4 5 or More
Males – Asian/Pac. Islander	3.6%	1.7%	.8%	2.8%
2.0% in General Population				
Females – Asian/Pac. Islander	4.3%	.8%	2.6%	1.6%
1.8% in General Population				
Males – Black/African American	4.3%	10.1%	12.9%	14.5%
11.3% in General Population				
Females – Black/African American	18.7%	22.1%	29.3%	29.3%
25.6% in General Population				

Race and Gender by Cohort

% In cohort population	Group 1 No Remedial	Group 2 1-2 Remedial	Group 3 3-4 Remedial	Group 4 5 or More
Males – Hispanic/Latino	9.4%	6.1%	5.2%	6.7%
6.4% in General Population				
Females – Hispanic/Latino	5.8%	14.9%	18.9%	21.8%
15.9% in General Population				
Males – White/Caucasian	15.8%	11.6%	6.0%	3.6%
8.4% in General Population				
Females – White/Caucasian	23.7%	21.9%	14.7%	11.4%
17.3% in General Population				

Ethnic Group Findings

- Asian students either need no remedial courses (over-represented) or they need 3 or more.
- African American students are under-represented in the groups needing 2 or less remedial courses and over-represented in the groups needing 3 or more courses.
- White students are over-represented in the groups needing 2 or fewer remedial courses and under-represented in the groups needing 3 or more courses.

Ethnic Group Findings

- Hispanic/Latino males need fewer remedial courses as a group than Hispanic/Latino females.
- Hispanic/Latino males are over-represented in the groups needing 2 or less remedial courses and under-represented in the groups needing 3 or more courses.
- Hispanic/Latino females are grossly under-represented in the group needing no remedial courses and over-represented in the groups needing 3 or more courses.

Age Group by Cohort Year

	20 and Younger	21-30 Years	31-40 Years	> 40 Years	Total
2002 Number	35	70	19	12	136
2002 Percent	25.7%	51.5%	14.0%	8.8%	
2003 Number	345	206	94	43	688
2003 Percent	50.1%	29.9%	13.7%	6.3%	
2004 Number	314	178	78	31	601
2004 Percent	52.2%	29.6%	13.0%	5.2%	
Total	694	454	191	86	1425

Age Group of Cohorts

(% In Population)	No Remedial Courses	1-2 Remedial Courses	3-4 Remedial Courses	5 or More Remedial Courses	Percent Of Total
20 and Younger (48.7%)	84 (48.4%)	218 (41.3%)	204 (53.8%)	210 (54.5%)	694 (48.7%)
21 – 30 Years (31.9%)	47 (34.1%)	183 (35%)	116 (30.6%)	108 (28.1%)	454 (31.9%)
31-40 Years (13.4%)	22 (15.9%)	89 (17%)	36 (9.5%)	44 (11.4%)	191 (13.4%)
> 40 Years (6%)	5 (3%)	35 (6.7%)	23 (6.1%)	23 (6%)	86 (6%)
Total	138 (9.7%)	523 (36.7%)	379 (26.6%)	385 (27%)	1425

Age Findings

- Your students under the age of 21 over-represent those potentially needing 3 or more remedial courses.
- Your students 21-40 over-represent those needing 2 or fewer remedial courses
- Your students 40 and over are under-represented in the group needing no remedial courses and evenly spread across the other three groups.

Type of Courses Needed by Group

	No Remedial Courses	1-2 Remedial Courses	3-4 Remedial Courses	Five or More Remedial Courses
Remedial Math	0	88%	91.3%	100%
Remedial English	0	8%	49.1%	72%
Remedial Reading	0	15.8%	86.6%	99.5%
Total Number	138	523	379	385

Course Findings

- Most all students have to take remedial math.
- For those who have to take only 1-2 remedial courses – math is their major issue.
- For those who have to take 3 or more remedial courses – reading is their major issue.

Impact of Reading on Student Success

- When students miss the concepts in English or math – they have missed skills (grammar, punctuation, fractions, ratios, etc.).
- These skills can be easily learned (if you never knew them) or remembered (if you knew them and forgot them).
- But what about reading?
- If you can't read above the 3rd grade level, what have you missed?
- Can this be recovered in one semester of reading?

Interventions

- What needs to be done to impact these remedial students whose main issue is reading?

- Do students who have to take 3 or more remedial classes ever complete degrees?

Interventions

- If we are going to focus interventions on certain students we consider "at-risk," who should we recruit first?
  - What ages?
  - What races?
  - What gender?
  - What other characteristics?