



Taking Student Life Skills Course Increases Academic Success

Data Trend #31

John Winn, Commissioner

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J. David Armstrong, Jr., Chancellor

Introduction. Courses designed to teach students skills for successful completion of postsecondary education and for functions outside of the institution, such as time management and financial management, are known as Student Life Skills courses, and are offered to all students at community colleges. Traditionally, students who are required to take developmental education courses are encouraged to enroll in a Student Life Skills course. If a student scores very low on the placement test or is placed into all three areas (reading, writing, and math) of developmental education, the Student Life Skills course is required at some institutions. This study was conducted to determine if taking and successfully completing a Student Life Skills course affects a student's academic success.

Methodology. Using data from the Florida Community College System (FCCS) Student Data Base and the State University System (SUS) Student Data Course Files, the study analyzed a cohort of 36,123 Fall 1999, first-time-in-college students with complete placement scores¹. The cohort was divided into two groups—those who took and successfully completed a Student Life Skills course and those who did not. For purposes of this study, the following definitions apply:

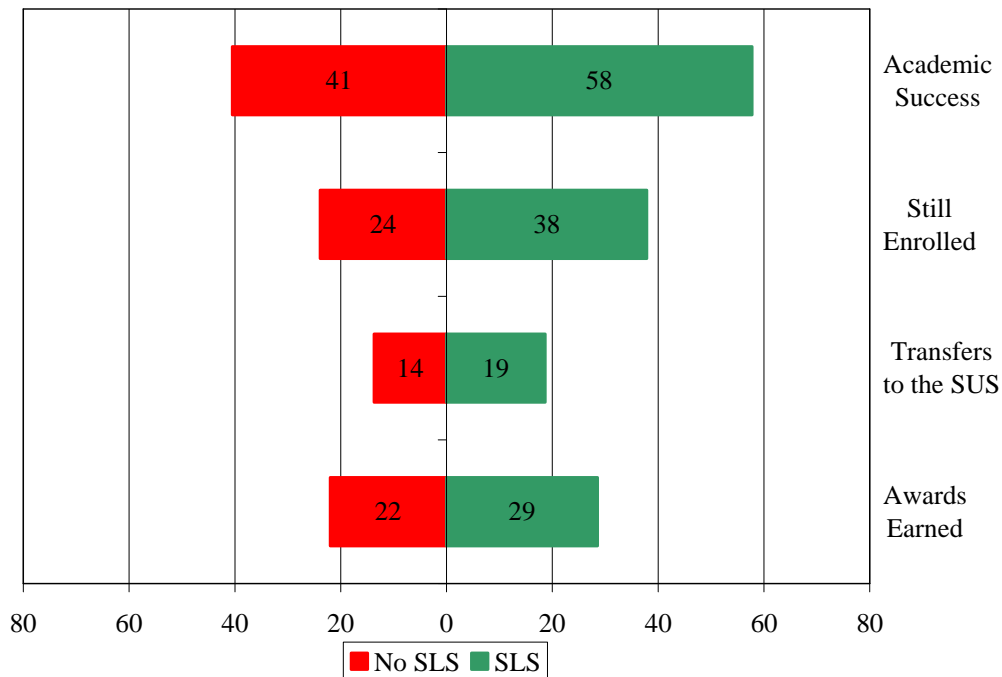
- Successfully Completed – a student earned an A, B, or C grade
- Academic success – earned an award, transferred to the SUS, or still enrolled at a community college
- SLS group – students in the cohort who took and successfully completed a Student Life Skills course
- No-SLS group – students in the cohort who either (1) took and did not successfully complete a Student Life Skills course or (2) who never took a Student Life Skills course
- College-ready – students who earned placement scores high enough to not require developmental education coursework
- Needs remediation – students who earned a placement score requiring them to take developmental education in at least one of three areas: reading, writing, or mathematics.

The groups were followed for five years (1999-00 through 2003-04) to allow time for successful outcomes to occur.

Results. Overall, the SLS group was more successful than the no-SLS group. The results show that for every category, taking and successfully completing a Student Life Skills course has a positive impact on academic success. Exhibit I is a graphic display of the entire cohort after five years. Fifty-eight percent of the SLS group was academically successful as compared to 41% of the no-SLS group. There is a difference in every outcome of at least five percent between the SLS group and the no-SLS group.

¹ Complete placement scores means that a student had a score for reading, writing, and mathematics on one of the placement tests (ACT, SAT, or College Placement Test).

Exhibit I
Percentage of Students Who Achieved Success After Five Years



Source: Results based upon information contained in the Florida Community College Student Data Base for 1999-00 through 2003-04 and various Performance-Based Program Budget (PBPB) files created from the SUS Student Data Course Files.

Disaggregated by College-Ready and Remediation. The results hold true when the analysis is disaggregated by those who are college-ready and those who need remediation. For the college-ready group, taking and successfully completing a Student Life Skills course had a particular impact on earning an award. Fifty-three percent of the SLS group earned an award within five years, compared to 37% of the no-SLS group (see Exhibit II).

For students who needed at least one remediation course, taking and successfully completing the Student Life Skills course had an impact on their still being enrolled after five years. Thirty-nine percent were still enrolled compared to 23% of the no-SLS group. The course also had an impact on academic success with 53% of the SLS group achieving academic success compared to 33% of the no-SLS group (see Exhibit III).

Exhibit II
Percentage of Students Who Were College-Ready
and Who Achieved Success After Five Years

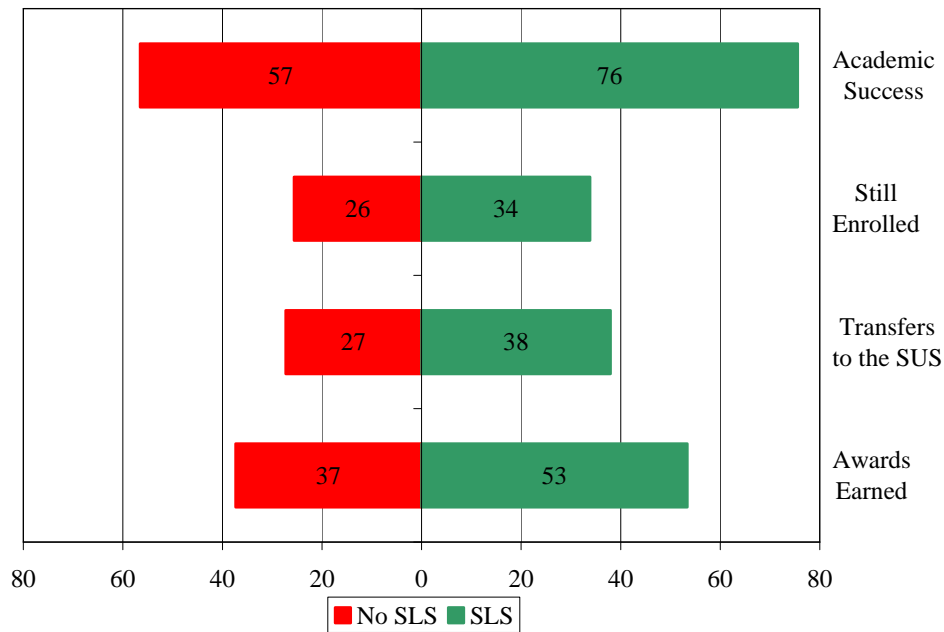
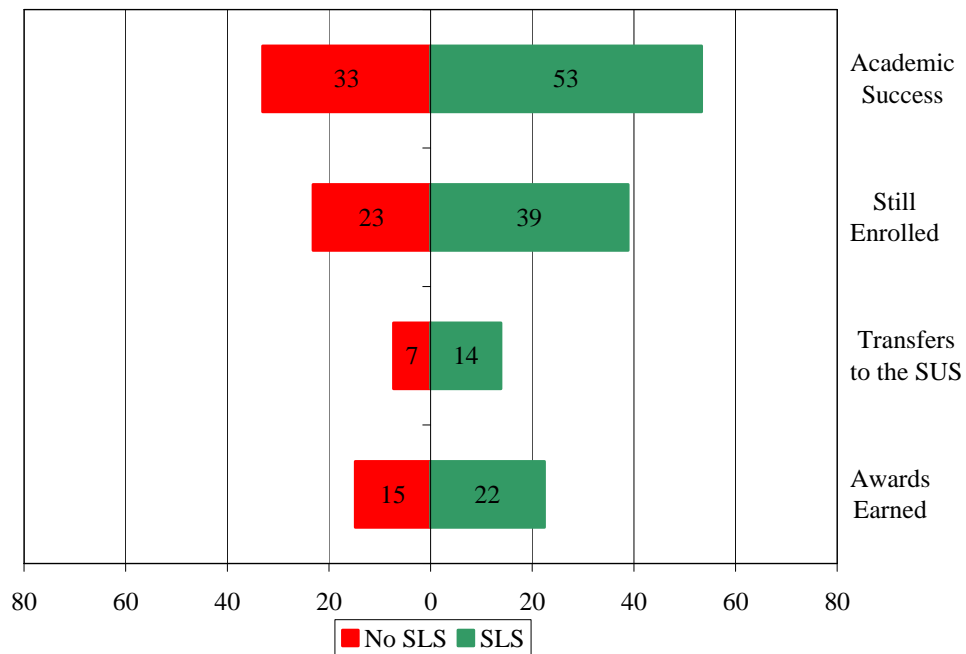


Exhibit III
Percentage of Students Who Needed at Least One Remediation Course
and Who Achieved Success After Five Years

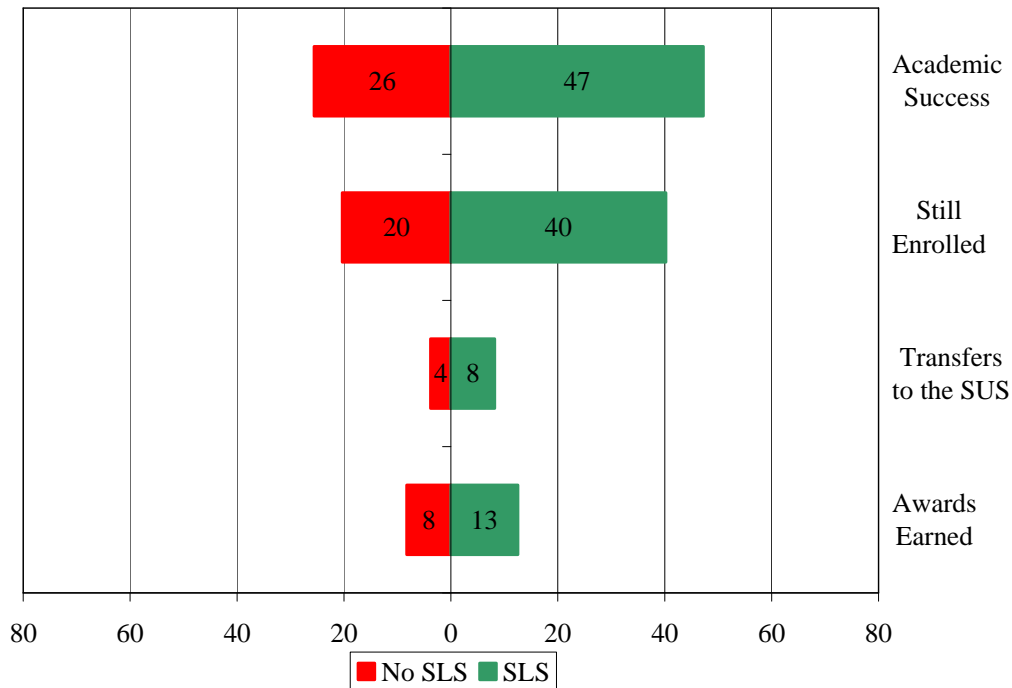


Source: Results based upon information contained in the Florida Community College Student Data Base for 1999-00 through 2003-04 and various PBPB files created from the SUS Student Data Course Files.

Students who are placed into all three developmental education areas are least likely to achieve academic success because of the amount of remedial coursework required. These students oftentimes are frustrated by having to take many non-credit classes before they are allowed to start their credit courses toward their degrees. The Student Life Skills courses are designed to teach students academic skills such as time management, how to study, and how to take a test. Therefore, the expectation is that the Student Life Skills course would greatly benefit the students needing the most remediation.

Analysis shows that the effects of taking and successfully completing a Student Life Skills course are even more pronounced for students who required remediation in all three areas. Exhibit IV shows that taking and successfully completing a Student Life Skills course has a positive impact on students still being enrolled after five years. Twenty percent of the no-SLS group was still enrolled compared to forty percent of the SLS group. For academic success, the results are similar with 26% of the no-SLS group achieving academic success compared to 47% of the SLS group.

**Exhibit IV
Percentage of Students Who Required Developmental Education in All Three Areas and Who Achieved Success After Five Years**

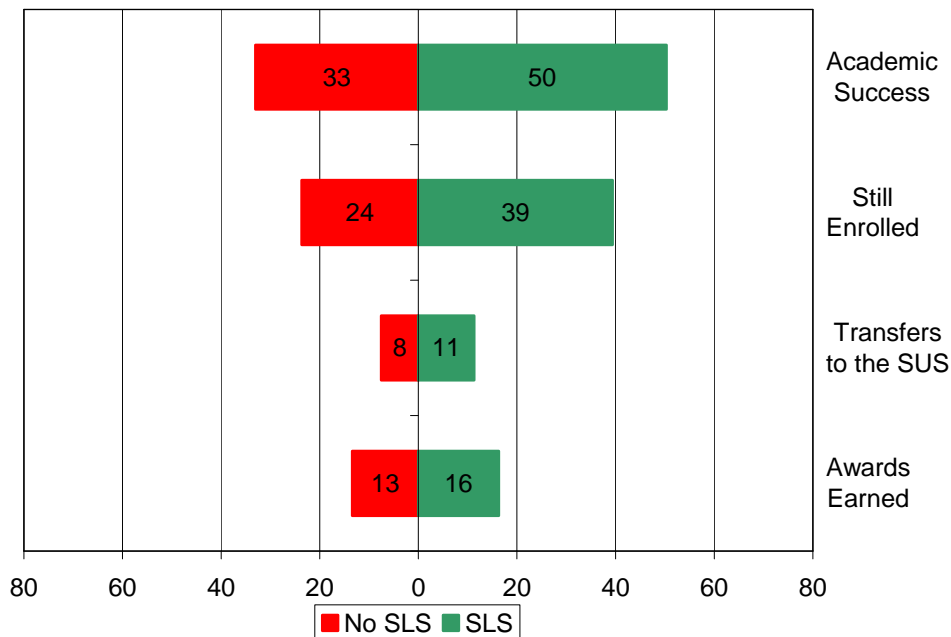


Source: Results based upon information contained in the Florida Community College Student Data Base for 1999-00 through 2003-04 and various PBPB files created from the SUS Student Data Course Files.

Disaggregated by Race/Ethnicity. The cohort was also examined according to the race/ethnicity of the students using the three largest groups—White, Hispanic, and African American. The same pattern of taking and successfully completing the Student Life Skills course impacting academic success exists when race/ethnicity is analyzed. Exhibits V-VII show the academic success of the SLS group and no-SLS group.

Taking the Student Life Skills course had the largest impact on African American students who were still enrolled. Approximately two-fifths of African American students in the SLS group were still enrolled after five years, compared to slightly more than one-fifth of the no-SLS group (see Exhibit V). Hispanic students who were still enrolled also had the largest impact with 43% of the SLS group compared to 26% of no-SLS group (see Exhibit VI). For White students, the impact was greatest with students who earned an award. Thirty-seven percent of students in the SLS group earned an award, whereas 24% of the no-SLS group earned an award (see Exhibit VII). For each racial/ethnic group analyzed, the percentage of students in the SLS group and achieving academic success was approximately 1½ times those in the no-SLS group.

**Exhibit V
Percentage of African American Students Who
Achieved Success After Five Years**



Source: Results based upon information contained in the Florida Community College Student Data Base for 1999-00 through 2003-04 and various PBPB files created from the SUS Student Data Course Files.

Exhibit VI
Percentage of Hispanic Students Who
Achieved Success After Five Years

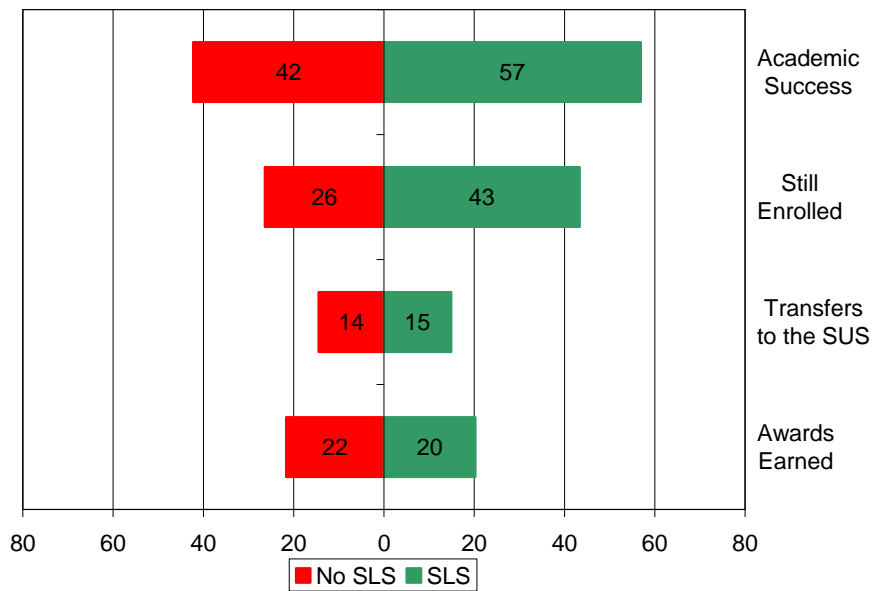
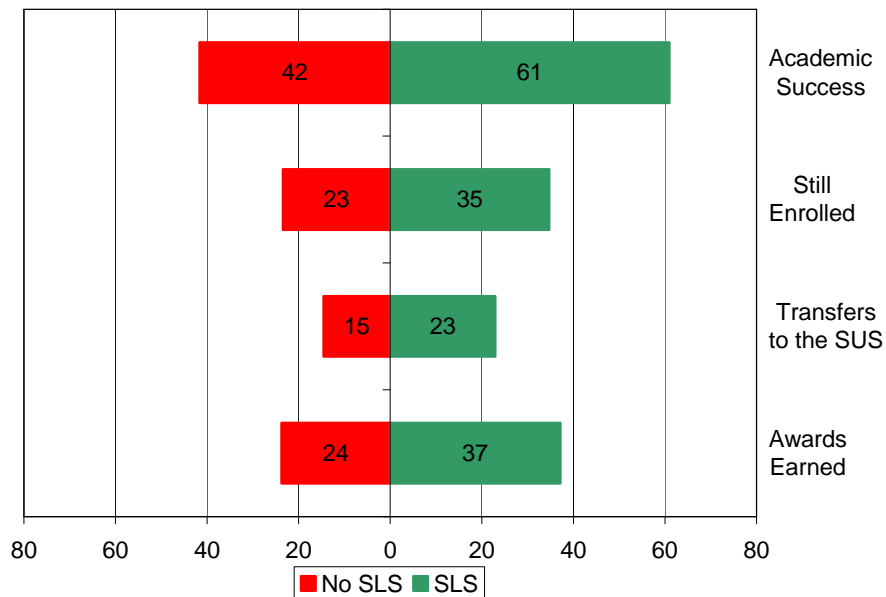


Exhibit VII
Percentage of White Students Who
Achieved Success After Five Years



Source: Results based upon information contained in the Florida Community College Student Data Base for 1999-00 through 2003-04 and various PBPB files created from the SUS Student Data Course Files.

The cohort was also analyzed according to full-time/part-time status of the student, and by using Pell Grant recipient status as a proxy for low-income. The patterns seen above of the Student Life Skills course impacting academic success holds true for these computations as well. The raw numbers for these analyses can be seen in Appendix A.

Conclusion. The Student Life Skills course, which was designed to teach students test-taking skills, study skills, time management, and financial management, is having a positive impact on all students who successfully complete it. Upon examining the content of the course, one might assume this course would be most beneficial for students requiring developmental education. However, through the analysis presented above it can be seen that the Student Life Skills course is beneficial to all students regardless of their preparation for college. To this end, several community colleges are currently experimenting with requiring this course for all incoming freshmen to improve their first year experience.

For more information on the effects of Student Life Skills courses, please contact Dr. Pat Windham via telephone at (850) 245-9482 or via e-mail at Pat.Windham@fldoe.org.

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Appendix A
Student Life Skills Analysis
Awards Earned, Transfers, and Enrollment by College Preparatory Status
Based upon Fall 1999 FTIC with Complete Placement Scores

No SLS	Original Cohort		Awards Earned		Transfers to the SUS		Awards or Transfer		Still Enrolled		Academic Success	
	Number	Percent	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
College-Ready	8,091	31.8%	3,021	37.3%	2,208	27.3%	3,379	41.8%	2,072	25.6%	4,572	56.5%
Need only Mathematics	6,094	24.0%	1,091	17.9%	517	8.5%	1,186	19.5%	1,515	24.9%	2,249	36.9%
Reading	871	3.4%	273	31.3%	178	20.4%	293	33.6%	218	25.0%	416	47.8%
Writing	358	1.4%	100	27.9%	60	16.8%	107	29.9%	103	28.8%	175	48.9%
Need Mathematics and Reading	2,607	10.3%	336	12.9%	149	5.7%	376	14.4%	632	24.2%	839	32.2%
Mathematics and Writing	1,153	4.5%	133	11.5%	45	3.9%	137	11.9%	237	20.6%	323	28.0%
Reading and Writing	755	3.0%	182	24.1%	112	14.8%	198	26.2%	190	25.2%	321	42.5%
Need all three areas	5,478	21.6%	453	8.3%	207	3.8%	505	9.2%	1,114	20.3%	1,402	25.6%
Needing any remediation	17,316	68.2%	2,568	14.8%	1,268	7.3%	2,802	16.2%	4,009	23.2%	5,725	33.1%
Total Cohort	25,407	100.0%	5,589	22.0%	3,476	13.7%	6,181	24.3%	6,081	23.9%	10,297	40.5%

SLS	Original Cohort		Awards Earned		Transfers to the SUS		Awards or Transfer		Still Enrolled		Academic Success	
	Number	Percent	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
College-Ready	2,136	19.9%	1,141	53.4%	811	38.0%	1,231	57.6%	723	33.8%	1,615	75.6%
Need only Mathematics	1,691	15.8%	549	32.5%	324	19.2%	595	35.2%	636	37.6%	1,007	59.6%
Reading	485	4.5%	198	40.8%	136	28.0%	213	43.9%	174	35.9%	315	64.9%
Writing	190	1.8%	69	36.3%	42	22.1%	74	38.9%	58	30.5%	111	58.4%
Need Mathematics and Reading	1,535	14.3%	365	23.8%	205	13.4%	407	26.5%	616	40.1%	840	54.7%
Mathematics and Writing	596	5.6%	136	22.8%	65	10.9%	143	24.0%	217	36.4%	299	50.2%
Reading and Writing	576	5.4%	165	28.6%	130	22.6%	196	34.0%	225	39.1%	346	60.1%
Need all three areas	3,507	32.7%	440	12.5%	287	8.2%	529	15.1%	1,410	40.2%	1,657	47.2%
Needing any remediation	8,580	80.1%	1,922	22.4%	1,189	13.9%	2,157	25.1%	3,336	38.9%	4,575	53.3%
Total Cohort	10,716	100.0%	3,063	28.6%	2,000	18.7%	3,388	31.6%	4,059	37.9%	6,190	57.8%

African American

No SLS	Original Cohort		Awards Earned		Transfers to the SUS		Awards or Transfer		Still Enrolled		Academic Success	
	Number	Percent	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
College-Ready	641	16.5%	177	27.6%	111	17.3%	205	32.0%	162	25.3%	304	47.4%
Need only Mathematics	631	16.3%	97	15.4%	57	9.0%	113	17.9%	172	27.3%	236	37.4%
Reading	141	3.6%	39	27.7%	21	14.9%	42	29.8%	44	31.2%	69	48.9%
Writing	45	1.2%	13	28.9%	11	24.4%	15	33.3%	12	26.7%	23	51.1%
Need Mathematics and Reading	516	13.3%	46	8.9%	21	4.1%	57	11.0%	130	25.2%	157	30.4%
Mathematics and Writing	165	4.3%	22	13.3%	12	7.3%	24	14.5%	32	19.4%	50	30.3%
Reading and Writing	140	3.6%	30	21.4%	14	10.0%	32	22.9%	38	27.1%	60	42.9%
Need all three areas	1,599	41.2%	96	6.0%	45	2.8%	112	7.0%	327	20.5%	382	23.9%
Needing any remediation	3,237	83.5%	343	10.6%	181	5.6%	395	12.2%	755	23.3%	977	30.2%
Total Cohort	3,878	100.0%	520	13.4%	292	7.5%	600	15.5%	917	23.6%	1,281	33.0%

SLS	Original Cohort		Awards Earned		Transfers to the SUS		Awards or Transfer		Still Enrolled		Academic Success	
	Number	Percent	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
College-Ready	159	6.8%	62	39.0%	52	32.7%	72	45.3%	56	35.2%	111	69.8%
Need only Mathematics	202	8.6%	56	27.7%	37	18.3%	63	31.2%	80	39.6%	119	58.9%
Reading	90	3.8%	26	28.9%	21	23.3%	29	32.2%	37	41.1%	53	58.9%
Writing	33	1.4%	4	12.1%	4	12.1%	6	18.2%	11	33.3%	14	42.4%
Need Mathematics and Reading	391	16.7%	73	18.7%	36	9.2%	84	21.5%	151	38.6%	192	49.1%
Mathematics and Writing	99	4.2%	12	12.1%	12	12.1%	18	18.2%	37	37.4%	48	48.5%
Reading and Writing	144	6.1%	34	23.6%	28	19.4%	44	30.6%	61	42.4%	87	60.4%
Need all three areas	1,228	52.3%	116	9.4%	76	6.2%	148	12.1%	491	40.0%	556	45.3%
Needing any remediation	2,187	93.2%	321	14.7%	214	9.8%	392	17.9%	868	39.7%	1,069	48.9%
Total Cohort	2,346	100.0%	383	16.3%	266	11.3%	464	19.8%	924	39.4%	1,180	50.3%

Hispanic

No SLS	Original Cohort		Awards Earned		Transfers to the SUS		Awards or Transfer		Still Enrolled		Academic Success	
	Number	Percent	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
College-Ready	1,126	30.0%	443	39.3%	330	29.3%	500	44.4%	339	30.1%	694	61.6%
Need only Mathematics	756	20.2%	135	17.9%	60	7.9%	148	19.6%	220	29.1%	299	39.6%
Reading	157	4.2%	50	31.8%	40	25.5%	54	34.4%	44	28.0%	80	51.0%
Writing	65	1.7%	19	29.2%	14	21.5%	21	32.3%	24	36.9%	38	58.5%
Need Mathematics and Reading	418	11.1%	50	12.0%	25	6.0%	58	13.9%	94	22.5%	130	31.1%
Mathematics and Writing	137	3.7%	11	8.0%	6	4.4%	11	8.0%	32	23.4%	37	27.0%
Reading and Writing	134	3.6%	36	26.9%	24	17.9%	40	29.9%	43	32.1%	70	52.2%
Need all three areas	956	25.5%	67	7.0%	43	4.5%	80	8.4%	193	20.2%	236	24.7%
Needing any remediation	2,623	70.0%	368	14.0%	212	8.1%	412	15.7%	650	24.8%	890	33.9%
Total Cohort	3,749	100.0%	811	21.6%	542	14.4%	912	24.3%	989	26.4%	1,584	42.3%

SLS	Original Cohort		Awards Earned		Transfers to the SUS		Awards or Transfer		Still Enrolled		Academic Success	
	Number	Percent	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
College-Ready	275	11.1%	109	39.6%	71	25.8%	119	43.3%	129	46.9%	206	74.9%
Need only Mathematics	417	16.8%	107	25.7%	83	19.9%	127	30.5%	175	42.0%	253	60.7%
Reading	123	5.0%	45	36.6%	28	22.8%	49	39.8%	37	30.1%	76	61.8%
Writing	34	1.4%	11	32.4%	7	20.6%	12	35.3%	15	44.1%	22	64.7%
Need Mathematics and Reading	391	15.8%	72	18.4%	46	11.8%	86	22.0%	176	45.0%	219	56.0%
Mathematics and Writing	127	5.1%	28	22.0%	13	10.2%	29	22.8%	64	50.4%	74	58.3%
Reading and Writing	164	6.6%	36	22.0%	33	20.1%	45	27.4%	77	47.0%	101	61.6%
Need all three areas	947	38.2%	93	9.8%	88	9.3%	129	13.6%	402	42.4%	459	48.5%
Needing any remediation	2,203	88.9%	392	17.8%	298	13.5%	477	21.7%	946	42.9%	1,204	54.7%
Total Cohort	2,478	100.0%	501	20.2%	369	14.9%	596	24.1%	1,075	43.4%	1,410	56.9%

White

No SLS	Original Cohort		Awards Earned		Transfers to the SUS		Awards or Transfer		Still Enrolled		Academic Success	
	Number	Percent	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
College-Ready	5,982	36.0%	2,246	37.5%	1,647	27.5%	2,505	41.9%	1,483	24.8%	3,362	56.2%
Need only Mathematics	4,524	27.2%	837	18.5%	382	8.4%	901	19.9%	1,087	24.0%	1,663	36.8%
Reading	492	3.0%	153	31.1%	92	18.7%	163	33.1%	113	23.0%	225	45.7%
Writing	226	1.4%	62	27.4%	32	14.2%	65	28.8%	60	26.5%	104	46.0%
Need Mathematics and Reading	1,568	9.4%	220	14.0%	88	5.6%	239	15.2%	382	24.4%	513	32.7%
Mathematics and Writing	816	4.9%	97	11.9%	26	3.2%	99	12.1%	169	20.7%	231	28.3%
Reading and Writing	370	2.2%	78	21.1%	49	13.2%	85	23.0%	83	22.4%	137	37.0%
Need all three areas	2,658	16.0%	260	9.8%	105	4.0%	280	10.5%	524	19.7%	695	26.1%
Needing any remediation	10,654	64.0%	1,707	16.0%	774	7.3%	1,832	17.2%	2,418	22.7%	3,568	33.5%
Total Cohort	16,636	100.0%	3,953	23.8%	2,421	14.6%	4,337	26.1%	3,901	23.4%	6,930	41.7%

SLS	Original Cohort		Awards Earned		Transfers to the SUS		Awards or Transfer		Still Enrolled		Academic Success	
	Number	Percent	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
College-Ready	1,634	29.7%	934	57.2%	659	40.3%	999	61.1%	517	31.6%	1,246	76.3%
Need only Mathematics	1,029	18.7%	369	35.9%	197	19.1%	388	37.7%	361	35.1%	607	59.0%
Reading	240	4.4%	110	45.8%	73	30.4%	116	48.3%	89	37.1%	161	67.1%
Writing	112	2.0%	50	44.6%	27	24.1%	50	44.6%	28	25.0%	67	59.8%
Need Mathematics and Reading	710	12.9%	207	29.2%	113	15.9%	223	31.4%	269	37.9%	402	56.6%
Mathematics and Writing	354	6.4%	91	25.7%	38	10.7%	91	25.7%	111	31.4%	169	47.7%
Reading and Writing	212	3.9%	74	34.9%	50	23.6%	84	39.6%	69	32.5%	123	58.0%
Need all three areas	1,202	21.9%	206	17.1%	105	8.7%	225	18.7%	464	38.6%	575	47.8%
Needing any remediation	3,859	70.3%	1,107	28.7%	603	15.6%	1,177	30.5%	1,391	36.0%	2,104	54.5%
Total Cohort	5,493	100.0%	2,041	37.2%	1,262	23.0%	2,176	39.6%	1,908	34.7%	3,350	61.0%

Full-Time Student

No SLS	Original Cohort		Awards Earned		Transfers to the SUS		Awards or Transfer		Still Enrolled		Academic Success	
	Number	Percent	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
College-Ready	5,731	49.5%	2,450	42.7%	1,834	32.0%	2,718	47.4%	1,444	25.2%	3,514	61.3%
Need only Mathematics	2,178	18.8%	546	25.1%	288	13.2%	597	27.4%	524	24.1%	934	42.9%
Reading	457	3.9%	174	38.1%	117	25.6%	186	40.7%	111	24.3%	245	53.6%
Writing	161	1.4%	46	28.6%	28	17.4%	51	31.7%	48	29.8%	85	52.8%
Need Mathematics and Reading	832	7.2%	154	18.5%	66	7.9%	173	20.8%	218	26.2%	321	38.6%
Mathematics and Writing	317	2.7%	53	16.7%	17	5.4%	53	16.7%	64	20.2%	99	31.2%
Reading and Writing	344	3.0%	104	30.2%	67	19.5%	113	32.8%	83	24.1%	163	47.4%
Need all three areas	1,553	13.4%	181	11.7%	100	6.4%	201	12.9%	337	21.7%	463	29.8%
Needing any remediation	5,842	50.5%	1,258	21.5%	683	11.7%	1,374	23.5%	1,385	23.7%	2,310	39.5%
Total Cohort	11,573	100.0%	3,708	32.0%	2,517	21.7%	4,092	35.4%	2,829	24.4%	5,824	50.3%

SLS	Original Cohort		Awards Earned		Transfers to the SUS		Awards or Transfer		Still Enrolled		Academic Success	
	Number	Percent	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
College-Ready	1,747	30.7%	979	56.0%	705	40.4%	1,052	60.2%	543	31.1%	1,327	76.0%
Need only Mathematics	963	16.9%	351	36.4%	206	21.4%	377	39.1%	345	35.8%	591	61.4%
Reading	283	5.0%	123	43.5%	88	31.1%	132	46.6%	89	31.4%	184	65.0%
Writing	99	1.7%	40	40.4%	23	23.2%	42	42.4%	27	27.3%	58	58.6%
Need Mathematics and Reading	680	12.0%	195	28.7%	109	16.0%	219	32.2%	255	37.5%	380	55.9%
Mathematics and Writing	257	4.5%	77	30.0%	33	12.8%	79	30.7%	92	35.8%	142	55.3%
Reading and Writing	301	5.3%	103	34.2%	78	25.9%	120	39.9%	110	36.5%	190	63.1%
Need all three areas	1,355	23.8%	241	17.8%	144	10.6%	278	20.5%	514	37.9%	672	49.6%
Needing any remediation	3,938	69.3%	1,130	28.7%	681	17.3%	1,247	31.7%	1,432	36.4%	2,217	56.3%
Total Cohort	5,685	100.0%	2,109	37.1%	1,386	24.4%	2,299	40.4%	1,975	34.7%	3,544	62.3%

Part-Time Student

No SLS	Original Cohort		Awards Earned		Transfers to the SUS		Awards or Transfer		Still Enrolled		Academic Success	
	Number	Percent	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
College-Ready	2,359	17.1%	571	24.2%	374	15.9%	661	28.0%	627	26.6%	1,057	44.8%
Need only Mathematics	3,916	28.3%	545	13.9%	229	5.8%	589	15.0%	991	25.3%	1,315	33.6%
Reading	414	3.0%	99	23.9%	61	14.7%	107	25.8%	107	25.8%	171	41.3%
Writing	196	1.4%	53	27.0%	32	16.3%	55	28.1%	55	28.1%	89	45.4%
Need Mathematics and Reading	1,775	12.8%	182	10.3%	83	4.7%	203	11.4%	414	23.3%	518	29.2%
Mathematics and Writing	836	6.0%	80	9.6%	28	3.3%	84	10.0%	173	20.7%	224	26.8%
Reading and Writing	411	3.0%	78	19.0%	45	10.9%	85	20.7%	107	26.0%	158	38.4%
Need all three areas	3,925	28.4%	272	6.9%	107	2.7%	304	7.7%	777	19.8%	939	23.9%
Needing any remediation	11,473	82.9%	1,309	11.4%	585	5.1%	1,427	12.4%	2,624	22.9%	3,414	29.8%
Total Cohort	13,832	100.0%	1,880	13.6%	959	6.9%	2,088	15.1%	3,251	23.5%	4,471	32.3%

SLS	Original Cohort		Awards Earned		Transfers to the SUS		Awards or Transfer		Still Enrolled		Academic Success	
	Number	Percent	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
College-Ready	389	7.7%	162	41.6%	106	27.2%	179	46.0%	180	46.3%	288	74.0%
Need only Mathematics	728	14.5%	198	27.2%	118	16.2%	218	29.9%	291	40.0%	416	57.1%
Reading	202	4.0%	75	37.1%	48	23.8%	81	40.1%	85	42.1%	131	64.9%
Writing	91	1.8%	29	31.9%	19	20.9%	32	35.2%	31	34.1%	53	58.2%
Need Mathematics and Reading	855	17.0%	170	19.9%	96	11.2%	188	22.0%	361	42.2%	460	53.8%
Mathematics and Writing	339	6.7%	59	17.4%	32	9.4%	64	18.9%	125	36.9%	157	46.3%
Reading and Writing	275	5.5%	62	22.5%	52	18.9%	76	27.6%	115	41.8%	156	56.7%
Need all three areas	2,152	42.8%	199	9.2%	143	6.6%	251	11.7%	896	41.6%	985	45.8%
Needing any remediation	4,642	92.3%	792	17.1%	508	10.9%	910	19.6%	1,904	41.0%	2,358	50.8%
Total Cohort	5,031	100.0%	954	19.0%	614	12.2%	1,089	21.6%	2,084	41.4%	2,646	52.6%

Pell Grant Recipient

No SLS	Original Cohort		Awards Earned		Transfers to the SUS		Awards or Transfer		Still Enrolled		Academic Success	
	Number	Percent	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
College-Ready	1,501	23.5%	581	38.7%	409	27.2%	641	42.7%	391	26.0%	861	57.4%
Need only Mathematics	1,580	24.7%	304	19.2%	129	8.2%	334	21.1%	385	24.4%	586	37.1%
Reading	218	3.4%	78	35.8%	54	24.8%	85	39.0%	68	31.2%	121	55.5%
Writing	65	1.0%	21	32.3%	13	20.0%	23	35.4%	19	29.2%	34	52.3%
Need Mathematics and Reading	756	11.8%	97	12.8%	38	5.0%	107	14.2%	180	23.8%	243	32.1%
Mathematics and Writing	291	4.5%	42	14.4%	20	6.9%	43	14.8%	56	19.2%	86	29.6%
Reading and Writing	200	3.1%	56	28.0%	36	18.0%	60	30.0%	63	31.5%	99	49.5%
Need all three areas	1,787	27.9%	131	7.3%	71	4.0%	149	8.3%	366	20.5%	445	24.9%
Needing any remediation	4,897	76.5%	729	14.9%	361	7.4%	801	16.4%	1,137	23.2%	1,614	33.0%
Total Cohort	6,398	100.0%	1,310	20.5%	770	12.0%	1,442	22.5%	1,528	23.9%	2,475	38.7%

SLS	Original Cohort		Awards Earned		Transfers to the SUS		Awards or Transfer		Still Enrolled		Academic Success	
	Number	Percent	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
College-Ready	444	11.5%	215	48.4%	149	33.6%	238	53.6%	166	37.4%	326	73.4%
Need only Mathematics	594	15.3%	192	32.3%	111	18.7%	207	34.8%	214	36.0%	341	57.4%
Reading	135	3.5%	49	36.3%	33	24.4%	54	40.0%	51	37.8%	87	64.4%
Writing	63	1.6%	20	31.7%	11	17.5%	22	34.9%	19	30.2%	35	55.6%
Need Mathematics and Reading	646	16.7%	144	22.3%	77	11.9%	164	25.4%	256	39.6%	333	51.5%
Mathematics and Writing	197	5.1%	38	19.3%	19	9.6%	41	20.8%	81	41.1%	103	52.3%
Reading and Writing	231	6.0%	66	28.6%	61	26.4%	82	35.5%	98	42.4%	149	64.5%
Need all three areas	1,563	40.4%	177	11.3%	123	7.9%	223	14.3%	626	40.1%	725	46.4%
Needing any remediation	3,429	88.5%	686	20.0%	435	12.7%	793	23.1%	1,345	39.2%	1,773	51.7%
Total Cohort	3,873	100.0%	901	23.3%	584	15.1%	1,031	26.6%	1,511	39.0%	2,099	54.2%

Not Pell Grant Recipient

No SLS	Original Cohort		Awards Earned		Transfers to the SUS		Awards or Transfer		Still Enrolled		Academic Success	
	Number	Percent	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
College-Ready	6,590	34.7%	2,440	37.0%	1,799	27.3%	2,738	41.5%	1,681	25.5%	3,711	56.3%
Need only Mathematics	4,514	23.7%	787	17.4%	388	8.6%	852	18.9%	1,130	25.0%	1,663	36.8%
Reading	653	3.4%	195	29.9%	124	19.0%	208	31.9%	150	23.0%	295	45.2%
Writing	293	1.5%	79	27.0%	47	16.0%	84	28.7%	84	28.7%	141	48.1%
Need Mathematics and Reading	1,851	9.7%	239	12.9%	111	6.0%	269	14.5%	452	24.4%	596	32.2%
Mathematics and Writing	862	4.5%	91	10.6%	25	2.9%	94	10.9%	181	21.0%	237	27.5%
Reading and Writing	555	2.9%	126	22.7%	76	13.7%	138	24.9%	127	22.9%	222	40.0%
Need all three areas	3,691	19.4%	322	8.7%	136	3.7%	356	9.6%	748	20.3%	957	25.9%
Needing any remediation	12,419	65.3%	1,839	14.8%	907	7.3%	2,001	16.1%	2,872	23.1%	4,111	33.1%
Total Cohort	19,009	100.0%	4,279	22.5%	2,706	14.2%	4,739	24.9%	4,553	24.0%	7,822	41.1%

SLS	Original Cohort		Awards Earned		Transfers to the SUS		Awards or Transfer		Still Enrolled		Academic Success	
	Number	Percent	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
College-Ready	1,692	24.7%	926	54.7%	662	39.1%	993	58.7%	557	32.9%	1,289	76.2%
Need only Mathematics	1,097	16.0%	357	32.5%	213	19.4%	388	35.4%	422	38.5%	666	60.7%
Reading	350	5.1%	149	42.6%	103	29.4%	159	45.4%	123	35.1%	228	65.1%
Writing	127	1.9%	49	38.6%	31	24.4%	52	40.9%	39	30.7%	76	59.8%
Need Mathematics and Reading	889	13.0%	221	24.9%	128	14.4%	243	27.3%	360	40.5%	507	57.0%
Mathematics and Writing	399	5.8%	98	24.6%	46	11.5%	102	25.6%	136	34.1%	196	49.1%
Reading and Writing	345	5.0%	99	28.7%	69	20.0%	114	33.0%	127	36.8%	197	57.1%
Need all three areas	1,944	28.4%	263	13.5%	164	8.4%	306	15.7%	784	40.3%	932	47.9%
Needing any remediation	5,151	75.3%	1,236	24.0%	754	14.6%	1,364	26.5%	1,991	38.7%	2,802	54.4%
Total Cohort	6,843	100.0%	2,162	31.6%	1,416	20.7%	2,357	34.4%	2,548	37.2%	4,091	59.8%