

Table 1. Students Underprepared in Math: First Developmental or College-Level Math Course Taken, by Retention Status, 2004

Northern Kentucky University

		Underprepared in math	%
	First developmental or college math courses taken:		
Retained at native institution	Took developmental course	264	64.1%
	Took at college level, placed out of dev. with inst. exam	21	5.1%
	Took at college level without taking dev. or placing out	44	10.7%
	Did not take subject, placed out of dev. with inst. exam	19	4.6%
	Did not take subject, did not place out of dev. with inst. exam	64	15.5%
	Total	412	100.0%
	<i>Took developmental course or placed out in math?</i>		
	Took dev./suppl. education or placed out	304	73.8%
Did not take dev./suppl. education or place out	108	26.2%	
	First developmental or college math courses taken:		
Not retained at native institution	Took developmental course	168	57.1%
	Took at college level, placed out of dev. with inst. exam	1	0.3%
	Took at college level without taking dev. or placing out	23	7.8%
	Did not take subject, placed out of dev. with inst. exam	1	0.3%
	Did not take subject, did not place out of dev. with inst. exam	101	34.4%
	Total	294	100.0%
	<i>Took developmental course or placed out in math?</i>		
	Took dev./suppl. education or placed out	170	57.8%
Did not take dev./suppl. education or place out	124	42.2%	

Note: Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

Table 1. Students Underprepared in Math: First Developmental or College-Level Math Course Taken, by Retention Status, 2004

Northern Kentucky University

		Underprepared in math	%
Total students underprepared in math	First developmental or college math courses taken:		
	Took developmental course	432	61.2%
	Took at college level, placed out of dev. with inst. exam	22	3.1%
	Took at college level without taking dev. or placing out	67	9.5%
	Did not take subject, placed out of dev. with inst. exam	20	2.8%
	Did not take subject, did not place out of dev. with inst. exam	165	23.4%
	Total	706	100.0%
	<i>Took developmental course or placed out in math?</i>		
	Took dev./suppl. education or placed out	474	67.1%
	Did not take dev./suppl. education or place out	232	32.9%

Note: Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

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Table 2. Students Underprepared in English: First Developmental or College-Level English Course Taken, by Retention Status, 2004

Northern Kentucky University

		Underprepared in English	%
	First developmental or college English course taken:		
Retained at native institution	Took developmental course	203	43.3%
	Took at college level, placed out of dev. with inst. exam	1	0.2%
	Took at college level without taking dev. or placing out	240	51.2%
	Did not take subject, did not place out of dev. with inst. exam	25	5.3%
	Total	469	100.0%
	<i>Took developmental course or placed out in English?</i>		
	Took dev./suppl. education or placed out	204	43.5%
	Did not take dev./suppl. education or place out	265	56.5%
	First developmental or college English course taken:		
Not retained at native institution	Took developmental course	144	42.1%
	Took at college level without taking dev. or placing out	87	25.4%
	Did not take subject, did not place out of dev. with inst. exam	111	32.5%
	Total	342	100.0%
		<i>Took developmental course or placed out in English?</i>	
	Took dev./suppl. education or placed out	144	42.1%
	Did not take dev./suppl. education or place out	198	57.9%

Note: Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

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Table 2. Students Underprepared in English: First Developmental or College-Level English Course Taken, by Retention Status, 2004

Northern Kentucky University

		Underprepared in English	%
Total students underprepared in English	First developmental or college English course taken:		
	Took developmental course	347	42.8%
	Took at college level, placed out of dev. with inst. exam	1	0.1%
	Took at college level without taking dev. or placing out	327	40.3%
	Did not take subject, did not place out of dev. with inst. exam	136	16.8%
	Total	811	100.0%
	<i>Took developmental course or placed out in English?</i>		
	Took dev./suppl. education or placed out	348	42.9%
	Did not take dev./suppl. education or place out	463	57.1%

Note: Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

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Table 3. Students Underprepared in Reading: First Developmental Reading or College-Level Social Science Course Taken, by Retention Status, 2004

Northern Kentucky University

		Underprepared in reading	%
	First developmental reading or college social science course taken:		
Retained at native institution	Took developmental course	177	65.8%
	Took at college level with supplemental help only	1	0.4%
	Took at college level, placed out of dev. with inst. exam	14	5.2%
	Took at college level without taking dev. or placing out	34	12.6%
	Did not take subject, placed out of dev. with inst. exam	9	3.3%
	Did not take subject, did not place out of dev. with inst. exam	34	12.6%
	Total	269	100.0%
	<i>Took developmental course or placed out in reading?</i>		
	Took dev./suppl. education or placed out	201	74.7%
	Did not take dev./suppl. education or place out	68	25.3%
Not retained at native institution	First developmental reading or college social science course taken:		
	Took developmental course	108	56.8%
	Took at college level, placed out of dev. with inst. exam	1	0.5%
	Took at college level without taking dev. or placing out	16	8.4%
	Did not take subject, placed out of dev. with inst. exam	1	0.5%
	Did not take subject, did not place out of dev. with inst. exam	64	33.7%
	Total	190	100.0%
	<i>Took developmental course or placed out in reading?</i>		
	Took dev./suppl. education or placed out	110	57.9%
	Did not take dev./suppl. education or place out	80	42.1%

Note: The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

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Table 3. Students Underprepared in Reading: First Developmental Reading or College-Level Social Science Course Taken, by Retention Status, 2004

Northern Kentucky University

		Underprepared in reading	%
Total students underprepared in reading	First developmental reading or college social science course taken:		
	Took developmental course	285	62.1%
	Took at college level with supplemental help only	1	0.2%
	Took at college level, placed out of dev. with inst. exam	15	3.3%
	Took at college level without taking dev. or placing out	50	10.9%
	Did not take subject, placed out of dev. with inst. exam	10	2.2%
	Did not take subject, did not place out of dev. with inst. exam	98	21.4%
	Total	459	100.0%
	<i>Took developmental course or placed out in reading?</i>		
	Took dev./suppl. education or placed out	311	67.8%
Did not take dev./suppl. education or place out	148	32.2%	

Note: The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Categories reflect the first course of its type taken as of a student's last semester of enrollment within their first two years. Students taking both developmental and supplemented college-level courses are counted in the developmental category. Course counts do not include students who withdrew. Developmental courses taken by university students at KCTCS are included in the university's developmental course total.

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Table 7. Grade in First Developmental Math Course: Students Underprepared in Math, 2004

<i>Northern Kentucky University</i>		
	N	%
<i>Grade in first developmental math course</i>		
A	49	10.8%
B	100	22.0%
C	91	20.0%
D	1	0.2%
F/E	126	27.8%
Making progress in dev., not ready for college level	16	3.5%
Passing on P/F	38	8.4%
Withdrew	32	7.0%
Moved to college-level course during the term	1	0.2%
Total	454	100.0%
<i>Successful completion of first developmental math course</i>		
Did not successfully complete first course	175	38.5%
Successfully completed first course	279	61.5%

Note: Grade in first developmental math course only. Successful completion includes receiving a grade of A-C or being moved to a college-level course.

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Table 8. Grade in First Developmental English Course: Students Underprepared in English, 2004

<i>Northern Kentucky University</i>		
	N	%
<i>Grade in first developmental English course</i>		
A	136	37.1%
B	108	29.4%
C	49	13.4%
F/E	47	12.8%
Incomplete	1	0.3%
Making progress in dev., not ready for college level	1	0.3%
Withdrew	25	6.8%
Total	367	100.0%
<i>Successful completion of first developmental English course</i>		
Did not successfully complete first course	74	20.2%
Successfully completed first course	293	79.8%

Note: Grade in first developmental English course only. Successful completion includes receiving a grade of A-C or being moved to a college-level course.

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Table 9. Grades in First Developmental Reading Course: Students Underprepared in Reading, 2004

<i>Northern Kentucky University</i>		
	N	%
<i>Grade in first developmental reading course</i>		
A	157	51.1%
B	54	17.6%
C	40	13.0%
F/E	31	10.1%
Incomplete	2	0.7%
Withdrew	22	7.2%
Moved to college-level course during the term	1	0.3%
Total	307	100.0%
<i>Successful completion of first developmental reading course</i>		
Did not successfully complete first course	55	17.9%
Successfully completed first course	252	82.1%

Note: Grade in first developmental Reading course only. Successful completion includes receiving a grade of A-C or being moved to a college-level course.

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Table 10. Students' Grades in their First College-Level Math Course by Preparation Level and Developmental Education in Math, 2004

Northern Kentucky University						
	Grade in first college-level math course					Students taking college-level math
	A	B	C	D	F	
Prepared	26.1%	29.2%	21.8%	11.1%	11.9%	624
Underprepared, took dev. course or placed out	5.2%	22.1%	35.1%	19.5%	18.2%	77
Underprepared, no dev. course or placement out	10.4%	22.4%	29.9%	16.4%	20.9%	67
All students	22.7%	27.9%	23.8%	12.4%	13.3%	768

Note: Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 11. Students with Grades of C or Better in their First College-Level Math Course by Preparation Level and Type of Education in Math, 2004

Northern Kentucky University

		Students taking college-level math	Grade in first college-level math course	
			A-C	D-F
Students' preparation level				
Prepared	Total	624	77.1%	22.9%
	Developmental courses or placements in math:			
	Took developmental course	42	73.8%	26.2%
	Took at college level, placed out of dev. with inst. exam	4	.	.
	Took at college level without taking dev. or placing out	578	77.2%	22.8%
Underprepared, took dev. course or placed out	Total	77	62.3%	37.7%
	Developmental courses or placements in math:			
	Took developmental course	55	58.2%	41.8%
	Took at college level, placed out of dev. with inst. exam	22	72.7%	27.3%
	Took at college level without taking dev. or placing out	67	62.7%	37.3%
Underprepared, no dev. course or placement out	Total	67	62.7%	37.3%
	Developmental courses or placements in math:			
	Took at college level without taking dev. or placing out	67	62.7%	37.3%

Note: Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 12. Students' Grades in their First College-Level English Course by Preparation Level and Developmental Education in English, 2004

Northern Kentucky University

	Grade in first college-level English course					Students taking college-level English
	A	B	C	D	F	
Prepared	38.4%	38.5%	13.3%	3.1%	6.8%	946
Underprepared, took dev. course or placed out	14.6%	31.8%	29.8%	10.6%	13.2%	151
Underprepared, no dev. course or placement out	27.3%	37.6%	18.9%	7.1%	9.0%	322
All students	33.3%	37.6%	16.3%	4.8%	8.0%	1,419

Note: Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 13. Students with Grades of C or Better in their First College-Level English Course by Preparation Level and Type of Education in English, 2004

Northern Kentucky University

		Students taking college-level English	Grade in first college-level English course	
			A-C	D-F
Students' preparation level				
Prepared	Total	946	90.2%	9.8%
	Developmental courses or placements in English:			
	Took developmental course	49	89.8%	10.2%
	Took at college level without taking dev. or placing out	897	90.2%	9.8%
Underprepared, took dev. course or placed out	Total	151	76.2%	23.8%
	Developmental courses or placements in English:			
	Took developmental course	150	76.0%	24.0%
	Took at college level, placed out of dev. with inst. exam	1	.	.
Underprepared, no dev. course or placement out	Total	322	83.9%	16.1%
	Developmental courses or placements in English:			
	Took at college level without taking dev. or placing out	322	83.9%	16.1%

Note: Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 14. Students' Grades in their First College-Level Social Science Course by Preparation Level and Developmental Education in Reading, 2004

Northern Kentucky University						
	Grade in first college-level social science course					Students taking college-level social science
	A	B	C	D	F	
Prepared	30.4%	34.9%	18.4%	7.8%	8.6%	631
Underprepared, took dev. course or placed out	20.7%	30.6%	32.4%	8.1%	8.1%	111
Underprepared, no dev. course or placement out	14.6%	29.2%	29.2%	12.5%	14.6%	48
All students	28.1%	33.9%	21.0%	8.1%	8.9%	790

Note: Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 15. Students with Grades of C or Better in their First College-Level Social Science Course by Preparation Level and Type of Education in Reading, 2004

Northern Kentucky University

		Students taking college-level social science	Grade in first college-level social science course	
			A-C	D-F
Students' preparation level				
Prepared	Total	631	83.7%	16.3%
	Developmental courses or placements in reading:			
	Took at college level with supplemental help only	4	.	.
	Took at college level without taking dev. or placing out	627	83.7%	16.3%
Underprepared, took dev. course or placed out	Total	111	83.8%	16.2%
	Developmental courses or placements in reading:			
	Took developmental course	95	83.2%	16.8%
	Took at college level with supplemental help only	1	.	.
	Took at college level, placed out of dev. with inst. exam	15	86.7%	13.3%
Underprepared, no dev. course or placement out	Total	48	72.9%	27.1%
	Developmental courses or placements in reading:			
	Took at college level without taking dev. or placing out	48	72.9%	27.1%

Note: Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking their first college-level course in this subject on a pass/fail basis for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 16. Students' Retention to the Second Year by Math Preparation Level and Type of Math Education, 2004

Northern Kentucky University

			Institutional retention		System retention	
			Retained at native institution	Not retained at native institution	Retained at any KY PSE institution	Not retained in KY PSE system
Students' preparation level						
Prepared	Total	1,300	69.5%	30.5%	74.2%	25.8%
	Developmental courses or placements in math:					
	Took developmental course	211	57.3%	42.7%	62.1%	37.9%
	Took at college level, placed out of dev. with inst. exam	4	.	.	.	.
	Took at college level without taking dev. or placing out	589	82.9%	17.1%	85.9%	14.1%
	Did not take subject, placed out of dev. with inst. exam	2	.	.	.	.
	Did not take subject, did not place out of dev. with inst. exam	494	58.3%	41.7%	65.2%	34.8%
Underprepared, took dev. course or placed out	Total	441	61.7%	38.3%	65.8%	34.2%
	Developmental courses or placements in math:					
	Took developmental course	399	58.1%	41.9%	62.7%	37.3%
	Took at college level, placed out of dev. with inst. exam	22	95.5%	4.5%	95.5%	4.5%
	Did not take subject, placed out of dev. with inst. exam	20	95.0%	5.0%	95.0%	5.0%
	Underprepared, no dev. course or placement out	Total	232	46.6%	53.4%	52.6%	47.4%
Developmental courses or placements in math:						
Took at college level without taking dev. or placing out		67	65.7%	34.3%	73.1%	26.9%
Did not take subject, did not place out of dev. with inst. exam		165	38.8%	61.2%	44.2%	55.8%

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 17. Students' Retention to the Second Year by English Preparation Level and Type of English Education, 2004

Northern Kentucky University

		Institutional retention		System retention		
		Retained at native institution	Not retained at native institution	Retained at any KY PSE institution	Not retained in KY PSE system	
Students' preparation level						
Prepared	Total	1,216	71.1%	28.9%	75.7%	24.3%
	Developmental courses or placements in English:					
	Took developmental course	104	54.8%	45.2%	60.6%	39.4%
	Took at college level without taking dev. or placing out	906	79.2%	20.8%	82.9%	17.1%
	Did not take subject, did not place out of dev. with inst. exam	206	43.2%	56.8%	51.5%	48.5%
Underprepared, took dev. course or placed out	Total	346	58.4%	41.6%	62.4%	37.6%
	Developmental courses or placements in English:					
	Took developmental course	345	58.3%	41.7%	62.3%	37.7%
	Took at college level, placed out of dev. with inst. exam	1	.	.	.	.
Underprepared, no dev. course or placement out	Total	463	57.2%	42.8%	63.1%	36.9%
	Developmental courses or placements in English:					
	Took at college level without taking dev. or placing out	327	73.4%	26.6%	77.7%	22.3%
	Did not take subject, did not place out of dev. with inst. exam	136	18.4%	81.6%	27.9%	72.1%

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 18. Students' Retention to the Second Year by Reading Preparation Level and Type of Education in Reading, 2004

Northern Kentucky University

		Institutional retention			System retention	
		Retained at native institution	Not retained at native institution	Retained at any KY PSE institution	Not retained in KY PSE system	
Students' preparation level						
Prepared	Total	1,266	67.7%	32.3%	73.0%	27.0%
	Developmental courses or placements in reading:					
	Took developmental course	1	.	.	.	.
	Took at college level without taking dev. or placing out	642	83.8%	16.2%	86.9%	13.1%
	Did not take subject, did not place out of dev. with inst. exam	623	51.0%	49.0%	58.6%	41.4%
Underprepared, took dev. course or placed out	Total	304	63.8%	36.2%	69.4%	30.6%
	Developmental courses or placements in reading:					
	Took developmental course	279	61.3%	38.7%	67.4%	32.6%
	Took at college level, placed out of dev. with inst. exam	15	93.3%	6.7%	93.3%	6.7%
	Did not take subject, placed out of dev. with inst. exam	10	90.0%	10.0%	90.0%	10.0%
Underprepared, no dev. course or placement out	Total	148	45.9%	54.1%	52.0%	48.0%
	Developmental courses or placements in reading:					
	Took at college level without taking dev. or placing out	50	68.0%	32.0%	72.0%	28.0%
	Did not take subject, did not place out of dev. with inst. exam	98	34.7%	65.3%	41.8%	58.2%

Note: Only coursework taken during the first year is included in this table. The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Grades are normalized across institutions such that F=failure. Students taking this course pass/fail for no quality points are not included in the total. Missing data may cause totals to differ across tables.

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Table 19. Students' Grade Point Average (GPA) at End of First Year by Math Preparation Level and Type of Education in Math, 2004

Northern Kentucky University

		Credential-seeking entering class of 2004	GPA at end of first year
Students' preparation level			
Prepared	Total	1,300	2.74
	Developmental courses or placements in math:		
	Took developmental course	211	2.43
	Took at college level, placed out of dev. with inst. exam	4	.
	Took at college level without taking dev. or placing out	589	2.95
	Did not take subject, placed out of dev. with inst. exam	2	.
	Did not take subject, did not place out of dev. with inst. exam	494	2.60
Underprepared, took dev. course or placed out	Total	441	2.36
	Developmental courses or placements in math:		
	Took developmental course	399	2.33
	Took at college level, placed out of dev. with inst. exam	22	2.70
	Did not take subject, placed out of dev. with inst. exam	20	2.50
Underprepared, no dev. course or placement out	Total	232	2.25
	Developmental courses or placements in math:		
	Took at college level without taking dev. or placing out	67	2.57
	Did not take subject, did not place out of dev. with inst. exam	165	2.08

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Missing data may cause totals to differ across tables.

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Table 20. Students' Grade Point Average (GPA) at End of First Year by English Preparation Level and Type of Education in English, 2004

Northern Kentucky University

		Credential-seeking entering class of 2004	GPA at end of first year
Students' preparation level			
Prepared	Total	1,216	2.74
	Developmental courses or placements in English:		
	Took developmental course	104	2.33
	Took at college level without taking dev. or placing out	906	2.84
	Did not take subject, did not place out of dev. with inst. exam	206	2.46
Underprepared, took dev. course or placed out	Total	346	2.27
	Developmental courses or placements in English:		
	Took developmental course	345	2.27
	Took at college level, placed out of dev. with inst. exam	1	.
Underprepared, no dev. course or placement out	Total	463	2.47
	Developmental courses or placements in English:		
	Took at college level without taking dev. or placing out	327	2.60
	Did not take subject, did not place out of dev. with inst. exam	136	1.95

Note: Only coursework taken during the first year is included in this table. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Missing data may cause totals to differ across tables.

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Table 21. Students' Grade Point Average (GPA) at End of First Year by Reading Preparation Level and Type of Education in Reading, 2004

Northern Kentucky University

		Credential-seeking entering class of 2004	GPA at end of first year
Students' preparation level			
Prepared	Total	1,266	2.66
	Developmental courses or placements in reading:		
	Took developmental course	1	.
	Took at college level without taking dev. or placing out	642	2.83
	Did not take subject, did not place out of dev. with inst. exam	623	2.46
Underprepared, took dev. course or placed out	Total	304	2.42
	Developmental courses or placements in reading:		
	Took developmental course	279	2.39
	Took at college level, placed out of dev. with inst. exam	15	2.97
	Did not take subject, placed out of dev. with inst. exam	10	2.39
Underprepared, no dev. course or placement out	Total	148	2.35
	Developmental courses or placements in reading:		
	Took at college level without taking dev. or placing out	50	2.56
	Did not take subject, did not place out of dev. with inst. exam	98	2.21

Note: Only coursework taken during the first year is included in this table. The college-level courses with supplemental help referenced above are social science courses with supplemental reading help, as reading is not offered at the college level. Table reflects student performance in first social science course only, and not other kinds of reading-intensive courses. Developmental services include developmental courses, college-level classes with supplemental help, or placement out of developmental education based on an institutional exam. Missing data may cause totals to differ across tables.

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