The Complete College America data in this report and included in the calculator were provided by participating states, themselves using the Complete College America/National Governors Association Common Completion Metrics. In July 2010, the National Governors Association (NGA) adopted the Complete College America Common Completion Metrics in announcing its “Complete to Compete” initiative, placing the metrics at the core of NGA’s call to governors to make college completion a priority. This significant action signaled a new national focus on the importance of consistent data to document the progress and success of postsecondary students across all states.

Data reported as part of this effort stands apart from other national data collections for many reasons; two are particularly notable for this report. First, states with unit record systems are asked to report outcomes across states (not just a single institution). Second, the data set includes outcomes on student enrollment, remedial courses, completion of remedial courses, and success in gateway courses.

State agencies from Alliance states report these metrics each spring. Although there is some variation in the data across states, we have made extensive efforts to standardize these data and ensure accuracy. First, all states and institutions use standard definitions outlined in the CCA Metrics Technical Guide. Second, after submitting data, each state’s designated keyholder must review and approve the data submitted. Finally, all states were given an additional opportunity to review this data prior to the release of this report. The following section provides detailed definitions of the common completion metrics utilized in this report.

DEFINITIONS

**Enrollment in Remedial Education**
Annual number and percentage of entering first-time, full-time and part-time undergraduate students in fall 2010 (unless otherwise noted) who enroll in remedial math, English/reading, or both math and English/reading courses; by two-year and all four-year (not very high research) institutions and then by race/ethnicity, age groups, and Pell status (at time of entry).

**Success in Remedial Education & Associated Gateway Courses**
Annual number and percentage of entering first-time full-time and part-time undergraduate students enrolled in fall 2010 (unless otherwise noted) in remedial education courses who complete a college-level course (passing or earning a credit for the course) in the same subject(s) in two academic years (by August 2012); by two-year and all four-year (not very high research) institutions.

**Graduation Rate**
Number and percentage of entering undergraduate first-time full time students in 2008 for associates degree seeking students and 2006 for bachelor’s degree seeking students (unless otherwise noted) who graduated from a degree or certificate program within 150% of normal program time; by two-year and all four-year (not very high research) institutions, and then by race/ethnicity, gen-
OVERALL FINDINGS

Overall findings in each category are based on the calculated medians of all data submitted by CCA states in spring 2014. National medians are utilized, because they allow us to weight each participating state equally and to better account for outliers. Twenty-eight states are included in these medians; this is the most comprehensive state level data set on remedial enrollment and outcomes available nationally.

NCES REMEDIAL ENROLLMENT RATE

Since Common Completion Metrics are not collected from all states, and our remedial metrics defined above only include first-time students, our data cannot provide a national estimate of total remedial enrollment. Instead, the figure related to total remedial enrollment comes from the U.S. Department of Education, National Center for Education Statistics, 2003-04 and 2007-08 National Postsecondary Student Aid Study (NPSAS:04 and NPSAS:08). It can be accessed at: https://nces.ed.gov/programs/digest/d12/tables/dt12_270.asp

STATE LEVEL RESULTS

State outcomes displayed in this report were collected and reported by each state as part of their individual corequisite implementation and assessment process. Though each state has taken a different approach to implementation, data collection and assessment, their results are strikingly similar and often span all types of students. They also confirm results of smaller studies and pilots that have found promising outcomes for Corequisite Remediation in recent years. Below we have provided basic notes of the data highlighted in this report. For more detailed information on state data, please contact our director of research, Katie Zaback (kzaback@completecollege.org).

COHORTS

- Remedial data from CO was reported in 2013 (2009 remedial cohort)
- All FL data was reported in 2013 (2009 remedial cohort and 2007 associates cohort for graduation rates)
- All RI data was reported in 2015 (2011 remedial cohort and 2009 associates cohort and 2007 bachelors cohort)
- All other data is from the 2014 collection and includes the remedial cohort from 2010 and the 2008 associates cohort and the 2006 bachelors cohort
COLORADO

Colorado’s data is from a report titled “Comparison of Success Rates in College Level Courses of Students Enrolled in Developmental Courses in the 2008-2009 Academic Year with Students Enrolled in Redesigned Developmental Courses in Academic Year 2014-2015” that was provided to the State Board for Community Colleges in late 2015. It includes data from all participating institutions. The pre-data includes students enrolled in English 090 (the remedial sequence in which most students were enrolled) in the 2008-2009 school year that went on to complete ENG 121 (the gateway English course) in the following year (within 2 years of entry). The post-data includes students enrolled in CCR 094 (a corequisite) in fall 2014 who successfully completed ENG 121 by summer 2015 (within 1 year of entry). Unfortunately, the report itself did not calculate gateway completion results for all students; it only calculates gateway completion rates for students completing remedial courses. As a result, we used the values in the report to perform our own calculations. In total 5,081 of 10,899 students needing developmental education in English were enrolled in the corequisite course.

INDIANA

Indiana’s data was presented by Saundra King, Assistant Vice President of Remediation and Innovation at Ivy Tech Community College -- the system that delivers remediation in the state of Indiana. The data for Indiana includes all Ivy Tech institutions. Pre-data is based on the 2009 Achieving the Dream cohort. Post-data is based on the results of Ivy Tech’s fall 2014 corequisite cohort. The English corequisite cohort included 1,886 students, or 56% of the entire remedial population. In math, the corequisite cohort included 691 students. Since these data became available, the number of students exposed to remedial education has expanded significantly, and results continue to be consistent. Newer outcomes are available in the report titled, “Co-Requisite Success Trends Fall 2012 through Spring 2015” that was released June 2, 2015.

GEORGIA

Georgia’s data comes from a case study shared by the University System of Georgia titled, “Transforming Remediation in the University System of Georgia: The Move to Corequisite Remediation 2013-2015.” It includes data from five colleges that have implemented corequisite education at scale: Albany State University, Bainbridge State College, College of Coastal Georgia, Georgia Highlands College, and Gordon State College. Pre-data includes all students entering in fall 2009 who completed the gateway course associated with their remedial needs within 2 years. These data were reported as part of the 2012 Complete College America Collection and are biased downward since they do not include students who enrolled in both subjects and only completed one. Post-data includes all students who placed into a corequisite course in their first semester who completed that course. Across these institutions, 54% of the 913 remedial English students in Georgia were placed into a corequisite course, and 46% of the 2,457 remedial Math students were placed into a corequisite course.

TENNESSEE

Tennessee’s data was provided by Dr. Tristan Denley, Vice Chancellor for Academics at the Tennessee Board of Regents. Data includes corequisite, pilot writing courses at Cleveland State Community College, Columbia State Community College, Motlow State Community College, Northeast State...
West Virginia

Data on West Virginia’s outcomes was provided by Sarah Tucker, Chancellor for Community and Technical College Education. Post-data includes 2-year gateway completion rates for the fall 2011 cohort at all institutions. For English post-data includes completion of gateway courses through the corequisite model for students entering in fall 2014 at Blue Ridge CTC, Bridge Valley CTC, Eastern CTC, New River CTC, and WVU at Parkersburg. Math post-data includes completion of gateway courses through the corequisite model for students entering in fall 2014 at Bridge Valley CTC, Mountwest CTC, New River CTC, Pierpont CTC, Southern CTC and WVU at Parkersburg. All data across institutions is pooled.

Other State Data Notes

You will notice that individual contributors to this report often cite their own data. That data is beyond the scope of this methodology.

Other Important Notes About the CCA Data

- % completing gateway in each subject is underestimated because it does not include students enrolling in both math and English who only complete an associated gateway course in one subject.
- States included in the data set are: AR, CO, CT, FL, GA, HI, ID, IL, IN, KY, LA, MA, MD, MO, MS, MT, NM, NV, OH, OK, OR, PA, RI, SD, TN, TX, UT, WV, WY
- Not all institutions are included within each state. In particular:
  - FL only includes the Board of Governors (included in 2 year medians only)
  - PA only includes the PASHE system (included in 4 year medians only)
  - SD only includes institutions that are part of the Board of Regents (included in 4-year medians only)
  - MA does not include any UMass campuses