

COMPLETE COLLEGE AMERICA



SHEEO

STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION

Complete College America 2015 Key Metric and Variable Changes

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Contents

This document provides a list of notable changes in the 2015 CCA Metrics and Data Collection Process. Please see other supporting material for additional details.

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Metrics Changes and Clarifications

Years Collected:

We will be collecting the next year of data along with the 200% graduation rate for the 2006 Bachelor’s cohort. The following table shows a comparison of years/cohorts collected in 2014 and those we plan to collect in 2015.

Cohort Year Matrix

Metrics	2014				2015			
Outcome 1 Degree Production	<u>Yr 1</u> 2006-07	<u>Yr 2</u> 2011-12			<u>Yr 1</u> 2007-08	<u>Yr 2</u> 2012-13		
Outcome 2 Graduation Rates	<u>Entry</u>	<u>100%</u>	<u>150%</u>	<u>200%</u>	<u>Entry</u>	<u>100%</u>	<u>150%</u>	<u>200%</u>
Certificate	Fall 09	Aug 11	Aug 12	Aug 13	Fall 09	Aug 11	Aug 12	Aug 13
Associate's	Fall 08	Aug 10	Aug 11	Aug 12	Fall 09	Aug 11	Aug 12	Aug 13
Bachelor's	Fall 06	Aug 10	Aug 12	Aug 14*	Fall 07	Aug 11	Aug 13	Aug 15*
Outcome 2A Bachelor's				Aug 13				Aug 14
Outcome 3 Transfer Out (2-yr only)	<u>Start</u> Fall 08	<u>End</u> Aug 12			<u>Start</u> Fall 09	<u>End</u> Aug 13		
Outcome 4 Credits and Time to Degree		2011-12				2012-13		
Progress 1-3 Enrollment in Remedial Education	Fall 10	Aug 12			Fall 11	Aug 13		
Success in Remedial Education	Fall 10	Aug 12			Fall 11	Aug 13		
Success in Gateway College Courses	Fall 10	Aug 12			Fall 11	Aug 13		
Progress 4 Credit Accumulation	<u>Start</u> Fall 10	<u>End</u> Aug 11			<u>Start</u> Fall 11	<u>End</u> Aug 12		
Progress 5 Retention Rates	<u>Start</u>	<u>End</u>			<u>Start</u>	<u>End</u>		
2-yr	Fall 08	Aug 12			Fall 09	Aug 13		
4-yr	Fall 06	Aug 12			Fall 07	Aug 13		
Progress 6 Course Completion	<u>Start</u> Fall 11	<u>End</u> Aug 12			<u>Start</u> Fall 12	<u>End</u> Aug 13		
Context 1 Enrollment	<u>Yr 1</u> 2006-07	<u>Yr 2</u> 2011-12			<u>Yr 1</u> 2007-08	<u>Yr 2</u> 2012-13		
Context 2 Completion Ratio (num & denom)		2011-12				2012-13		

* Collected during the following year collection

Outcome Metric 2: Graduation Rate

- Request that institutions report an additional data point, graduated within 200% or transferred to a 4-year institution, for Associates degree seeking students
- Aligns *the Certificate and Associate cohorts* making it unnecessary to report certificates in 2015 since the correct cohort was reported in 2014.

Progress Metric 1: Enrollment in Remedial Education

- Collects a breakout for co-requisite remedial students (who may or may not be part of the remedial cohort).

Progress Metric 2: Success in Remedial Education

- Collects a breakout for co-requisite remedial students (who may or may not be part of the remedial cohort).
- Collects one year gateway completion rates for remedial students.

Progress Metric 3: Success in Gateway (First-Year) College Courses

- Collects one year gateway completion rates for remedial students.

Progress Metric 4: Credit Accumulation

- Collect data for the number of full-time students completing 30 or more semester hours and part-time students completing 15 or more semester hours.
- Clarified that credit hours included must be hours earned at the institution after entering as a first-time, degree seeking student AP/IB, dual enrollment and transfer credits should not be included.

Progress Metric 5: Retention Rates

- Makes fall to spring retention numbers optional after the first year.

Definitions

Defines Corequisite Remediation as follows:

Corequisite Remediation

A course design in which students who are assessed below college-ready in math, English or Reading are enrolled in a first-year college course and receive additional academic support or otherwise are instructed in college-level content and receive additional academic support concurrently with the college-level material. The model ensures that a student has the opportunity to complete a college-level gateway course within one academic year.

Acceptable models would include the following:

Single semester models that:

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- Co-enroll students in the first year college course and a related remedial course in the same semester (ex. Coenroll in first year college English course and associated remedial English course).
- Enroll students in first year college courses that add an additional hour of instruction for remedial students.
- Enroll students in first year college courses that add a required lab or mandatory tutoring for remedial students.
- Enroll students in a single first year college courses that accelerate students through remedial content for a portion of a semester, followed by accelerated Instruction in the content in the first-year college course.

Two semester models that:

- Enroll students in first year college course and stretch the instruction of college-level material and remedial content over two semesters.
- A remedial course strictly aligned to the first year college course and that includes college-level content and results in the student enrolling in the first year college course in the subsequent semester. (ex. Carnegie Statway/Quantway, Dana Center New Math Pathways, California Acceleration Project).