

COMPLETE COLLEGE AMERICA

COMMON METRICS FREQUENTLY ASKED QUESTIONS

My state offers developmental courses that count for credit in some programs. How do I determine what to count as a remedial course?

We intend “took remedial courses” to mean that a student tested into and enrolled in a non-credit bearing course as a prerequisite to further enrollment in credit-bearing courses. CCA understands, however, that all states are different, particularly with regards to data systems and course numbering. We ultimately leave it to the state to determine what does and does not qualify as a remedial course.

Should co-requisite remedial students be a subset of the remediation cohort?

With this category the goal is to track students that are enrolled in co-requisite remediation (as defined in the technical guide), this group of students may or may not be a subset of the remedial cohort, clarified above. We ultimately leave it up to the state to determine whether these groups overlap based on the provided definitions and encourage you to make a note defining the overlap.

Some of my state's students enroll with a different status (Pell, remedial) in both the community college and four-year systems. How do I count these students?

While the goal is to have unduplicated data, we realize that states vary in the sophistication of their state longitudinal unit record data systems. As such, some states may need to collect information directly from the institutions to roll-up to a statewide count on one or more of the metrics, and such a method makes unduplicated student counts impossible. If you do decide to proceed with this methodology, we ask that you document your methodology in a footnote that is included with your submission.

For Context Metric 1, how should I define student categories?

The purpose of context Metric 1 is to get a headcount of students that attend your institution in a given academic year (similar to the IPEDS 12-month enrollment count). Students should be reported based on their status at entry during that 12-month academic year. So if they were a first-time, part-time student during the fall term they should be categorized that way, even if they became full time in the spring term. Similarly if a student entered the institution as a first-time, part-time student in the spring (and were not enrolled in the fall) that is how they should be categorized. Additionally, age (and other demographic indicators) should be determined by the students age at entry for the 12-month period specified.

For Context Metric 1, should I include graduate students?

We are only interested in looking at undergraduate enrollments.

In Context Metric 2, should I be using FTE as calculated from reported credit hours of all students or just certificate- and degree-seeking students?

Please include all students in the calculation of FTE. Both Context Metric 1 and Context Metric 2 are based on all students, not just certificate-and degree-seeking students.

For Outcome Metric 1, how should I count students who receive more than one credential?

This metric should be an unduplicated headcount of students, so you will categorize students based on the highest degree or credential that they earn. This is distinct from Context Metric 2 where we would like a count of ALL awards not just unduplicated awards.

Where (if at all) do we report students taking credits to transfer to a Baccalaureate institution? My state has many of these.

Our goal is to track these students through Outcome Metric 3, Transfer Out. Most states should have a category to identify these students after they have transferred and report them as a separate cohort in Outcome Metric 2, Graduation Rates

Should I include private universities in my metrics?

The metrics should include only public college and universities, with the exception of Outcome Metric 3 where you CAN report students that transferred to private institutions within your state or outside your state.

How far back am I supposed to track students for Outcome Metric 4?

We would like you to track students as far back as your data system allows; however, we are generally not interested in students with extended (5+ years) gaps between enrollments, as these students statistically do not tend to finish.

In Outcome Metric 4, should I include attempted credits (i.e. courses taken but not passed?)

No, by accumulated credits we mean credits only for courses that were passed.

For age categories in Outcome Metric 4, should I use age at time of entry or at time of award?

Please use age at time of entry.

When you ask whether a remedial course was completed, are you asking that is passed with a grade of D or better? Or are you looking for completed in the broad sense, where the final grade can be an F or NO-PASS?

We generally consider a completion to be a “passing” grade (D or better), but ultimately leave this up to the states to define. What we want to capture with this metric are students who have completed the necessary coursework to move on into a credit-bearing course of the same subject. If a student is able to move on with a non-passing grade, then—although we would be surprised by this phenomena, it does happen in some states—they should be included as a remedial success.

Do I exclude students who are deceased, disabled, on active duty, or on a church mission from statistics?

Yes, please exclude these students from all calculations.

How should I report enrollments and retention at an institution with a dual mission (i.e. both a community college and a university?)

This depends on the intent of the student. If the institution offers certificates, associate, and bachelor degrees, we ask that you report certificate- and associate degree-seekers as 2-year enrollments, and bachelor-seekers as 4-year enrollments.

How do I count students who enroll in year-long and summer programs?

We count the “first year” as the Academic Year (Fall-Spring) during which a student enrolls for his or her first term. If a student enrolls for the first time in the summer, we leave it to state policy vis-à-vis summer enrollment to determine the academic year in which the student first enrolled.

How do I count AP/IB/Dual-Credit or other students who have satisfied certain requirements before entering college?

Please include students who have satisfied requirements prior to entering college in Progress Metric 3: Success in Gateway (First-Year) College Courses. For all other metrics, please include only courses, credits, enrollments, and awards that occur after enrollment in college. Some states may choose to report this information in supplemental tables to better understand the prevalence, growth, and nuances of credits earned before entering college and their effects on college completion.

If a student in co-requisite remediation models that involve a student enrolling directly in gateway and doesn't have any remedial completion component be counted in Progress Metric 2 Remedial Completion?

If a student is enrolled in a co-requisite remediation model that involves enrolling directly in a gateway course and the model doesn't have a separate remedial component then they should be counted as successfully completing remedial education if they complete the gateway course. If the course has a separate remedial component that they must complete then they should only be counted as successfully completing gateway if they complete that component.

Can the co-requisite remedial line/breakout in Progress Metric 1 & 2 be larger than the total remedial line?

Yes, not all students enrolled in co-requisite remediation will meet our definition of a remedial student in the Metrics Technical Guide, therefore this breakout may be larger than the total.