Remediation in Maryland Higher Education

Part 4: Credit-Bearing Course Completion Within the First Year of Enrollment

October 2020

Lawrence J. Hogan, Jr.
Governor

Boyd K. Rutherford
Lt. Governor

Table of Contents

Alexia Van Orden
Principal Author

Barbara Schmertz, Ph.D.
Director of Research & Policy Analysis

REMEDIAL EDUCATION IN MARYLAND

PART 4: CREDIT-BEARING COURSE COMPLETION WITHIN THE FIRST YEAR

There are concerns that the assignment to remedial courses itself may prove a barrier to successful outcomes by discouraging students or increasing their time to completion. As discussed in earlier reports in this series, one of the arguments supporting elimination or redesign of remedial courses is that those courses may prohibit student progress toward a degree by preventing them from enrolling in credit-bearing coursework in a timely fashion.[1] In other words, remedial courses create a potentially unnecessary barrier to credit-bearing coursework and may ultimately elongate a student's time to program completion. This report seeks to understand whether the data support these arguments by examining students' completion of credit-bearing "gateway" courses during the first year.[i]

Part 3 of this series investigated remedial course completion among those students assessed to need developmental work at the time of entry. This analysis, part 4 of the series, will identify differences among three developmental assessment/completion categories: those not assessed to need remediation at entry, those assessed to need remediation who completed at least one associated remedial course, and those who failed to complete any associated remedial course within the first year by segment and by demographic characteristics.

KEY FINDINGS:

- A central requirement of the Career and College Readiness and College Completion Act (CRCCA) legislation enacted in 2013 was that institutions create degree pathway systems that would incorporate a credit-bearing course in math and English within the first 24 credits earned. However, students – whether they are identified as college ready or in need of remediation – are failing to complete these courses within that timeframe – nearly two-thirds of community college students and nearly one-third of four-year public college and university students fail to complete a credit-bearing math course within the first year, and approximately one-third of students at both types of institutions fail to complete a credit-bearing English course within the first year of enrollment.[2]
- When enacting the CCRCCA in 2013, the Maryland legislature instituted a requirement that all students taking remedial courses enroll in the credit-bearing

[1] See endnotes for further information and sources that are discussed throughout this report.
[2] Detailed data tables by subject and institution type are contained in Appendix C of this report.

course in the immediate following semester. However, among those students who *do* complete their assigned remedial courses, many fail to take the associated credit-bearing course in a timely manner. This differs slightly by subject and sector; over three-quarter of these students at community colleges and over one-half of these students at four-year public institution fail to take the associated credit-bearing math course immediately after taking the remedial course. Comparatively, for English, this constitutes about 40 percent of these remedial students across both sectors (See tables in Appendix for counts and percentages)

- A common criticism of remediation is that placement into remedial courses rather than directly into credit-bearing coursework impedes students' timely progression towards a degree. However, approximately one- third of students manage to complete both the remedial and associated credit-bearing courses within the first year, implying that remedial course placement may not hinder student progress.
- Some students who were assessed to need remedial coursework were successful in completing the related credit-bearing courses ***without*** completing the associated developmental course. This means that some students skipped the required remedial course and took and successfully completed the credit-bearing course instead. While this may be driven, in part, by data limitations, the fact that students can circumvent needed developmental coursework and succeed in the credit-bearing course might inform institutional policies around assessment.

Methods

Analysis Cohort

Preparing data for this analysis began with the Fall 2017 first-time student cohort used in Part 3 of this series.[ii] As with part 3, this analysis utilized an enrollment file that contained demographic information on students, including their fall term remedial assessment, race/ethnicity, gender, and age.

Remedial assessment status was based upon classifications provided by the institution during the Fall 2017 semester.[iii] Students were identified as college-ready or needing remediation in math and/or English based upon the reported fall assessment status.[iv] In reporting their course information data, institutions identify whether a course is remedial or an entry-level credit-bearing course. This information was used to identify whether a student completed such a course within a given term. If a student completed a remedial or entry-level credit-bearing course in a specific subject *at any time* within their first year at the institution, they were identified as completing such a course.

Part 3 of this series examined remedial course completion during the first year and distinguished between students who completed or did not complete assigned remedial

work. As this research showed, not all students who were assessed to need remedial coursework completed it within the first year. Conducting the analysis contained in this brief (Part 4 of the series) relies upon further classifying students into one of three developmental categories based upon remedial status at time of entry and course completion:

1) **Remediation Not Needed (RNN)** – this developmental category includes students who were identified as not needing remedial coursework in the given subject (math or English) during the term of entry to the institution or who had no assessment status. These students could be considered "college ready."

2) **Completed Remedial Course (CRC**) – this developmental category includes students who were identified as needing remedial assistance in the given subject at the term of entry and successfully completed at least one developmental course in this subject in the first year, as well as students who were not identified as needing remediation but completed a remedial course in the subject (math or English).[v,vi]

3) **Remediation Required – Not Completed (RRNC)** – this developmental category includes students who were assessed to need remediation and failed to successfully complete a remedial course in the given subject. This includes both students who did not attempt the remedial course and students who enrolled in the course but did not successfully complete it (got a failing grade or withdrew).

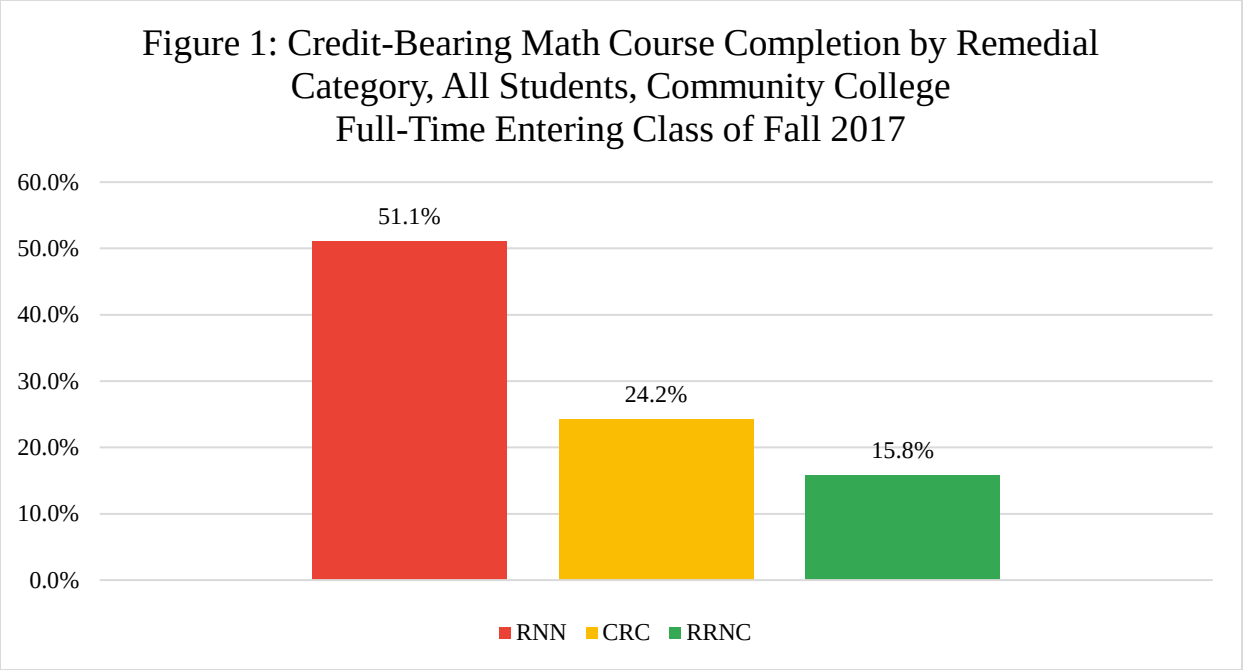
This report explores credit-bearing course completion for these three groups of students. Given the fact that the majority of students who were assessed to need remediation were assessed to need this work in math, as well as the fact that the most current policy initiatives operate with the assumption that credit-bearing math completion represents the biggest barrier to student success, the central analysis of this brief specifically focuses on math.[vii]

DATA ANALYSIS

Math Credit-Bearing Course Completion at Community Colleges and Public Four-Year Institutions

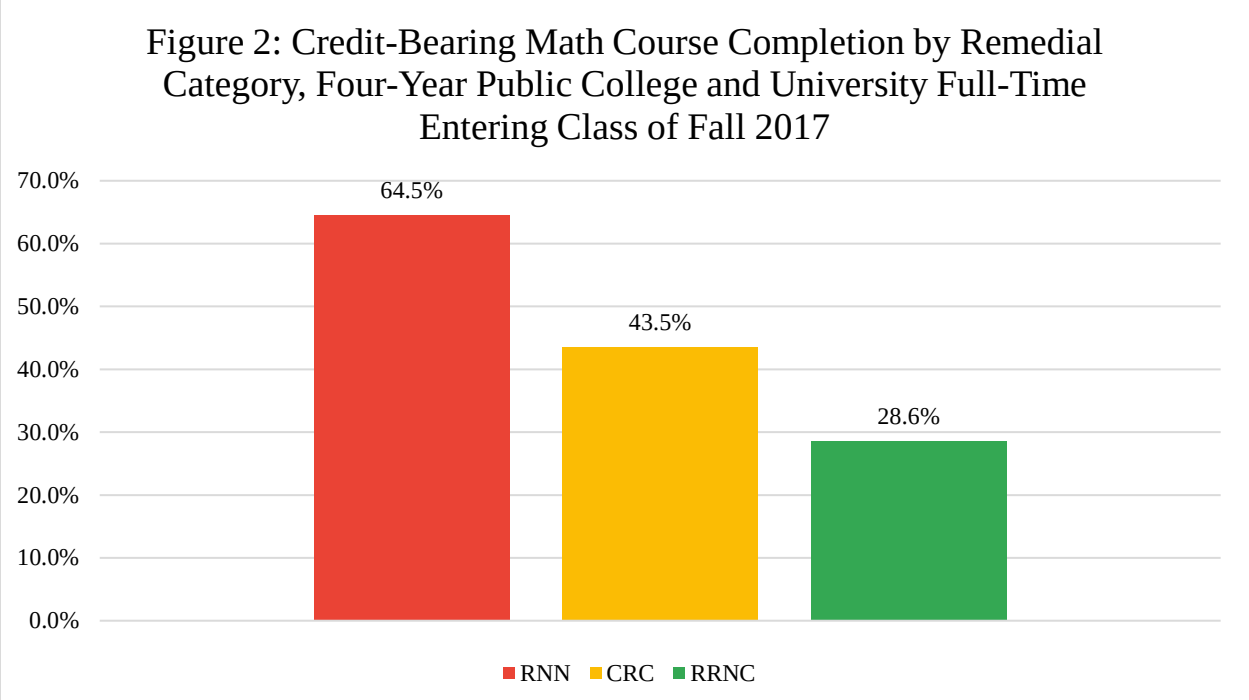
Overall Completion by Developmental Status

Approximately one-third of first-time, full-time community college students in the 2017 entering class completed at least one credit-bearing math course within the first year. However, as Figure 1 shows, there were substantial differences by developmental status, with those who needed remediation taking a credit-bearing math course at much lower rates.[viii]



See page 3 for information on acronyms RNN, CRC, and RRNC

In contrast, nearly three-fifths of first-time full-time four-year public institution students (Figure 2) completed a credit-bearing math course within the first year. However, similar to community colleges, completion rates were much higher among students who were considered college ready These data show that some students skip the remedial coursework they needed and successfully complete the credit-bearing course instead, as evidenced by the 28.6% credit-bearing math course completion rate by those who needed remedial courses but did not take them (RRNC).



Completion Rates by Race/Ethnicity

Reflective of overall patterns in course completion, within every racial/ethnic group, college-ready students at community colleges completed credit-bearing math courses at significantly higher rates than CRC students. Similarly, among all racial/ethnic groups, CRC students completed at rates higher than RRNC students. However, as Figure 3 shows, the magnitude of these differences varied substantially both within and across racial/ethnic groups.

Figure 3: Credit-Bearing Math Course Completion by Race/Ethnicity, Community College Full-Time Entering Class of Fall 2017

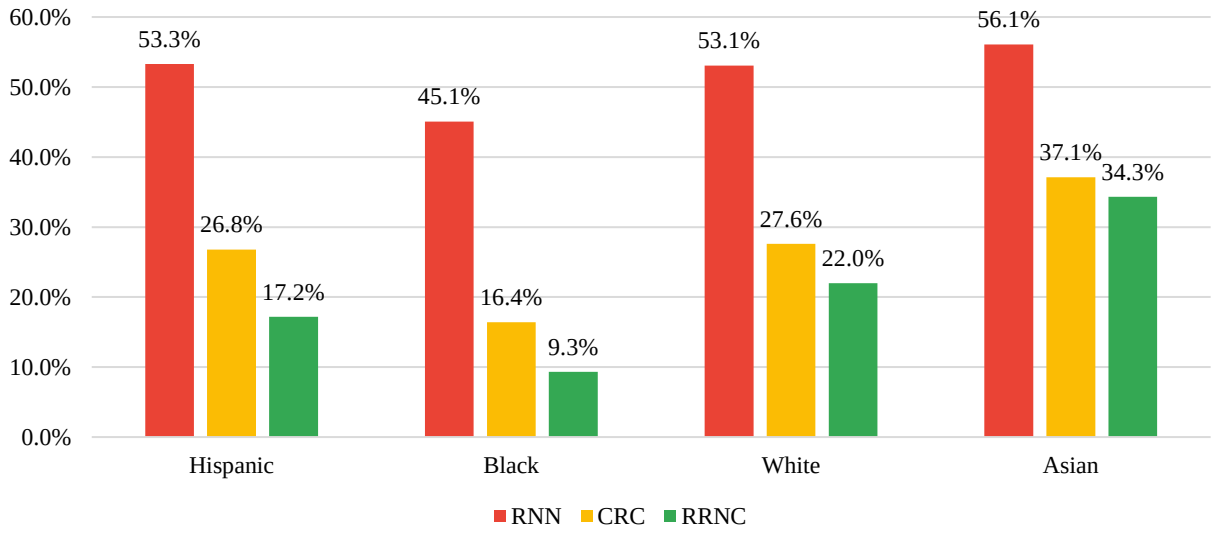
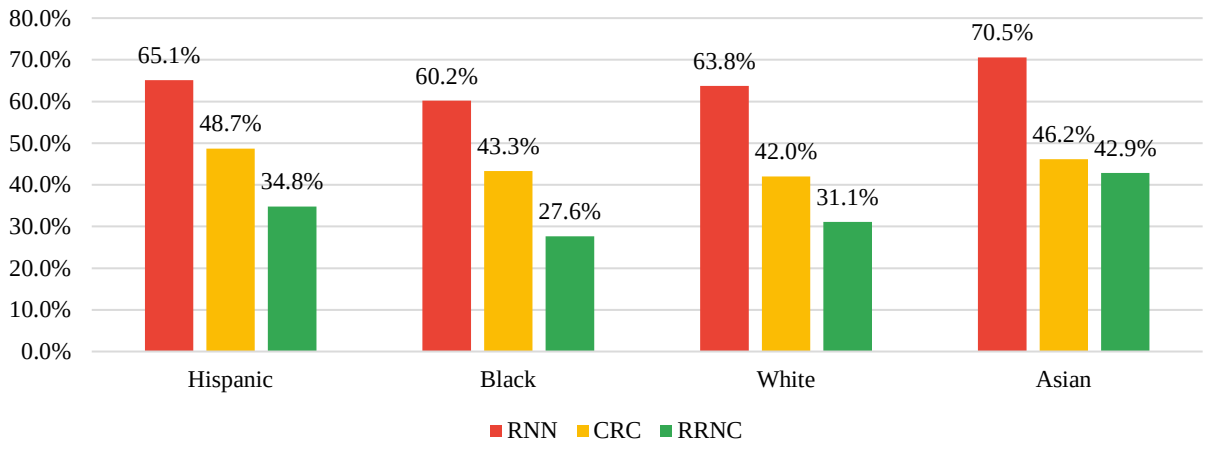


Figure 4 shows that the credit-bearing course completion rate pattern is much more consistent across groups at four-year colleges and universities than at community colleges. Among all racial/ethnic groups, the completion rate for CRC students is approximately one-third of RNN students, and RRNC students is approximately one-third of their counterparts who did complete remedial their required remedial courses.

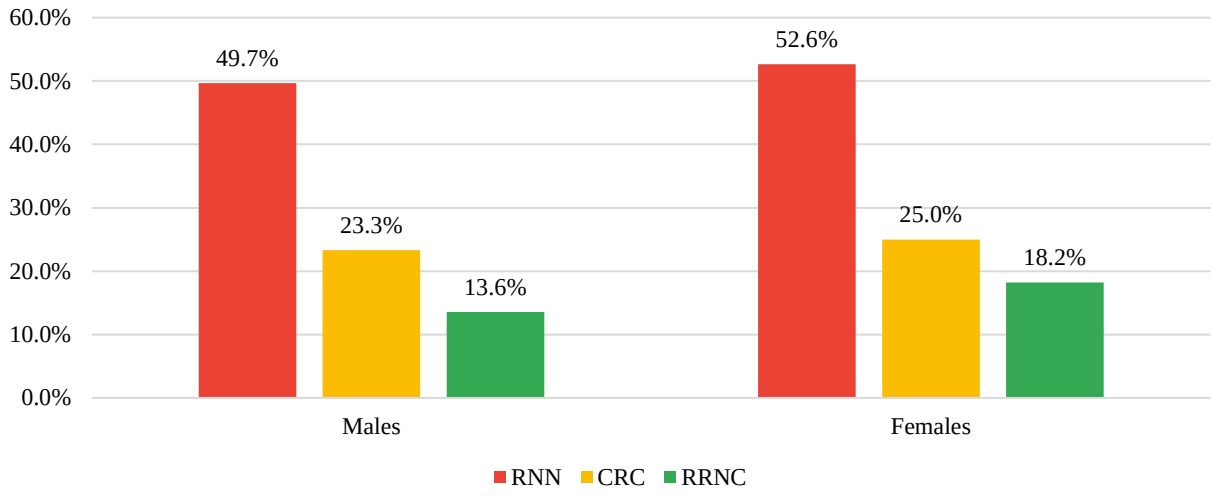
Figure 4: Credit-Bearing Math Course Completion by Race/Ethnicity, Four-Year Public College and University Full-Time Entering Class of Fall 2017



Completion Rates by Gender

Among both males and females at community colleges (Figure 5), approximately half of each college-ready group completed a credit-bearing math course within the first year, and approximately one-quarter of students who completed remedial courses completed an associated credit-bearing course. However among students who required remediation, males were more likely than females to neither take the remedial math course nor the credit-bearing math course in their first year.

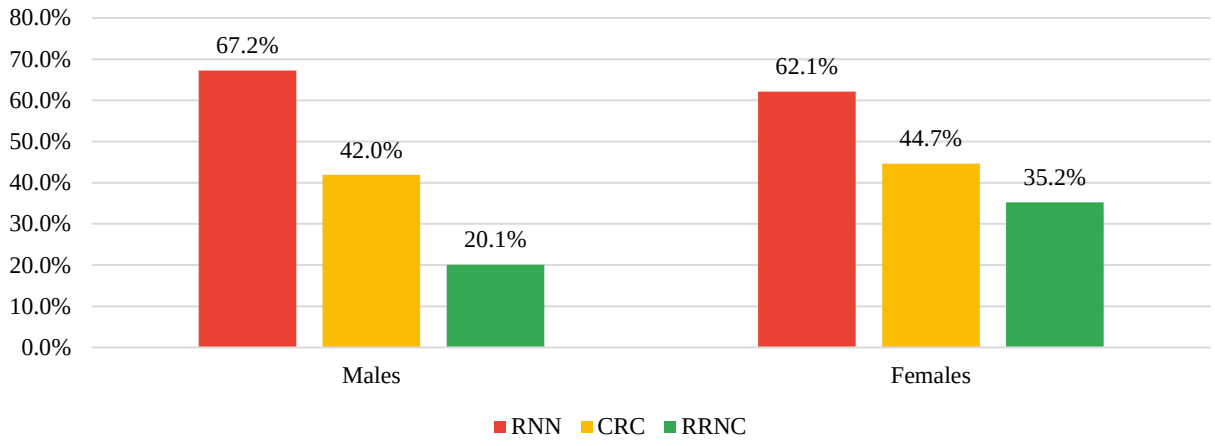
Figure 5: Credit-Bearing Math Course Completion by Gender, Community College Full-Time Entering Class of Fall 2017



The difference in credit-bearing course completion rates across developmental categories at public four-year institutions was much more substantial, as Figure 6 shows. College-

ready males and females (RNN) and students who completed required remedial coursework (CRC) completed credit-bearing math coursework at fairly similar rates. However, males at public four-year institutions who failed to complete remedial math courses were far less likely than their female counterparts to complete a credit-bearing math course.

Figure 6: Credit-Bearing Math Course Completion by Gender, Four-Year Public College and University Full-Time Entering Class of Fall 2017



Summary

Approximately one-third of students at community colleges and three-fifths of students at four-year institutions complete a credit-bearing math course within the first year. This also means that at both community colleges and four-year public colleges and universities, a portion of students fail to complete credit-bearing math courses within the first year. However, there are large differences in rates of credit-bearing math course completion across developmental groups and types of institution. Across all demographic groups, students who are not assessed to need remedial coursework (RNN) complete credit-bearing math courses at higher rates than their counterparts who are assessed to need remediation and complete it (CRC), and CRC students, in turn, complete credit-bearing math courses at higher rates than students who are assessed to need and do not complete any remedial coursework (RRNC). However, the magnitude of differences in course completion rates varies substantially by type of institution, race/ethnicity, and gender.

Given the CCRCCA requirements, it would be expected that the majority of students entering as college ready in either community colleges or four-year public institutions would complete a credit-bearing math course within the first year, and that those needing developmental math would complete the associated credit-bearing course at lower rates.

Data show that this is true. However, the data also show that many students assessed as needing additional instruction in math are able to complete at least one credit-bearing course within the first year. Even within the span of the first year, a modest percentage of those students who completed remedial math coursework were also able to complete an associated credit-bearing course. This calls into question one of the most frequently voiced criticisms of remediation – that enrollment in remedial courses acts as a barrier, in terms of both time and cost, to completion of credit-bearing courses.

These three points, combined, lead to several important takeaways:

1) Approximately 40 to 65 percent of public four-year institution and community college students, respectively, are failing to complete credit-bearing math coursework in their first year, whether or not they are assessed to need remediation. However, this is particularly notable among those students deemed college-ready at entry, since they face fewer barriers to enrolling in these courses than their remedial peers.
2) Many students who complete developmental courses continue on to succeed at credit-bearing courses within the first year. This is despite the fact that these remedial courses consume time within their schedules.
3) A fairly substantial portion of students (over one-quarter of students at four-year colleges and universities and nearly one-fifth of students at community colleges) fail to complete assigned developmental courses, yet are able to be successful in credit-bearing courses. This may be indicative of the fact that assessment measures may not be an accurate representation of a student's ability to succeed in credit-bearing courses. This also suggests that some students assessed to need remediation may have needlessly enrolled in courses that do not otherwise count towards their degree.

Factors driving first-year credit-bearing course completion

While one-half of college-ready students complete a credit-bearing course within the first year, only one-fifth of students assessed to need remediation do so. While the exact driver of this is unknown, there are a number of factors that may be influencing this that cannot be identified using available data.

Course displacement effect

First, in the case of students who require and complete at least one remedial course, it is possible that this is the result of a "displacement" effect; that is, the remedial course takes a place in a student's schedule that otherwise may have been allocated to a credit-bearing course. The CCRCCA model expects that students will complete credit-bearing coursework within the first 24 credits of enrollment, but students may not have room in their schedules to complete both the remedial course and the associated credit-bearing

course, particularly if they complete their remedial work in the spring semester. However, data show that many students who require remediation are able to complete both those courses and credit-bearing courses within the first year, calling into question whether a displacement effect is a main driver of credit-bearing course completion.

Co-requisite remediation

Institutions are increasingly adopting co-requisite models of remediation, which have been identified as a reason why remedial completion rates might be lower than expected. However, even if this was driving low remedial course completion rates, it would not explain why students assessed to need remedial coursework would complete credit-bearing courses at such low rates; indeed, the fact that co-requisite courses are considered credit-bearing should drive higher credit-bearing completion rates among students assessed to need remediation. This explanation is not borne out by data showing that credit-bearing course completion is low across the board, especially among the entire population of students assessed to need remedial instruction.

Delaying course taking and math aversions

Finally, and particularly relevant in terms of math, a number of institutions have reported anecdotally that many of their students delay taking math until as late as possible in their academic careers. Some report that this is driven by a fear of math or a lack of interest in the subject. Others argue that delaying enrolling in either remedial or credit-bearing courses may not represent a failure, but a strategic move for students. The supposition is that students would determine (with the help of their advisor) the appropriate courses once they decide where their major interests lie. This would potentially impact students in all developmental categories, however, and might help to explain why only half of students who did not require remediation completed credit-bearing coursework; it would not explain the reason for the sharp difference between students assessed to need remedial coursework and those who did not.

Conclusion

Students who complete remedial coursework successfully complete credit-bearing courses in their first year.

The data show that the majority of students who require remedial coursework and take it are having success in college-level courses within the first year. This is true despite the fact that these students likely have less room available in their schedules due to the need to complete remedial courses. This is also evidence that students are following the mandate established in CCRCCA – that students complete remedial coursework as soon as possible in their collegiate career, and enroll in credit-bearing courses as soon as

possible after completing remedial courses. It is also very likely that following students into a second year would see much higher numbers of students successfully completing credit-bearing courses in the subjects for which they were identified as needing remediation, due to remedial courses requiring room in a student's schedule.[ix]

Some students who fail to complete necessary remediation complete the associated credit-bearing courses.

A notable portion of students who are identified as needing remedial coursework and fail to complete it are still able to complete credit-bearing coursework. While it seems counterintuitive that a student who did not complete a course specifically designed to prepare them for credit-bearing work might have been able to complete the credit course without successfully completing remedial courses, there are a few possible explanations that may be drivers of this.

Current remedial assessment and placement methods may not be the best predictor of students' potential for success.

A key concern for policymakers and institutions is that the assessments used to place students in courses may provide inaccurate information regarding a potential for success in credit-bearing coursework. For example, it is possible that a student who was assessed to need remedial work may have simply tested poorly on a given day, but was intellectually capable of success in those courses. A student may also have been able to successfully complete credit-bearing courses with additional supports, which is one argument commonly made for co-requisite remediation.

However, there are many explanations that may not be indicative of failure of the exam to correctly identify and place students in courses. As previously noted, the data do not allow for consistent identification of co-requisite remedial courses. A student enrolled in a co-requisite course may not be identified as remedial given that they would receive college credits for that course. Similarly, many institutions identify students as remedial or not based upon their course-taking behavior, not necessarily a specific assessment score. The increasing use of multiple-measures assessment may further muddy the identification of a student as remedial or not based upon what was used to place students into courses. If a student's placement test score (e.g., ACCUPLACER) might have placed them into remedial work, a different measure (e.g., high-school GPA or course completion in high school) might permit them to enroll directly in credit-bearing courses. Given that institutions do not utilize consistent methods of reporting, these students may be counted in different ways at different institutions.

As the data presented in this brief show, many students who are assessed to need remediation in math or nevertheless successfully complete associated credit-bearing coursework within the first year. However, there are notable differences in course completion rates by developmental category. These differences are further magnified when examining both across and within racial/ethnic and gender categories.

IMPLICATIONS FOR POLICY AND PRACTICE

- The existence of students who are identified to need remedial work, fail to complete it, but subsequently succeed in credit-bearing coursework, is evidence that institutions may erroneously categorize student readiness. Institutions should continue to monitor the tools that they are using to assess whether students require developmental assistance.
- Institutions should continue to evaluate whether there may be alternative methods of teaching students, such as co-requisite remediation, that may be less burdensome on students than traditional remediation but still encourage student success. As these methods are implemented, institutions should also work to evaluate the efficacy and efficiency of these interventions to best ensure they are meeting student and institutional needs.
- The majority of four-year institutions place some form of registration blocks requiring that students who need remediation cannot take credit-bearing courses prior to taking credit-bearing courses. However, this is generally not true at community colleges. Institutions should ensure they are utilizing enrollment management techniques in ways that best ensure students are taking courses at the appropriate skill level.
- As discussed throughout this series of briefs, the landscape of developmental education is complex and rapidly evolving. The Maryland Higher Education Commission should continue working with institutions to ensure that the data elements captured throughout collections portray the most complete picture of what is occurring at the institutional level.
- The Maryland Higher Education Commission should continue its work with institutions to ensure that they are utilizing standardized methods for reporting data on remediation, particularly reporting on co-requisite remediation models. This will enable more precise reporting on emerging instructional models.

NEXT STEPS FOR RESEARCH

As previously discussed, one of the most frequently voiced critiques of remediation is that it represents a barrier to progression, and ultimately, completion by extending the length of time it might take a student to graduate and may result in poorer first-year

outcomes. Additionally, one of the central focus points of CCRCCA was encouraging the timely meeting of milestones upon the way to a degree to facilitate college completion. Upcoming research will examine student outcomes in the first year, particularly focusing on credit accumulation and first-year GPA across the three developmental categories established within this brief.

---

[i] 'Successful completion' of a credit-bearing course is defined by the institution in the Student Registration System. Institutions are responsible for identifying a course outcome as "Passed", "Failed", "Audit," "Withdrawn," "Incomplete," or "Unresolved". Only those students who an institution reports as having *passed* a given course are included. The particular letter grade required to pass a course may vary among institutions, although this typically represents a grade of "C' or higher.

[ii] See Part 3 of this series of briefs, "Remedial Course Completion in the First Year of Enrollment", or Appendix B of this report for a more comprehensive overview of the methodology used to establish the cohort.

[iii] Analyses throughout this brief are based solely upon assessment during the initial term of enrollment.

[iv] While some institutions also offer remedial coursework in reading, this report focuses on enrollment and completion of math and English courses due to the lack of credit-bearing courses associated with reading developmental work.

[v] As noted in the introduction to this brief, MHEC does not capture data regarding the extent of a student's remedial needs. For example, a student requiring more than one remedial course in a given subject would be identified as a Developmental Completer for that subject even though they had not completed the entire remedial sequence to which they were assigned.

[vi] A small portion of students enrolled in remedial courses while either lacking an assessment status or being identified as college ready. This may be the result of a number of factors, such as a student who had no assessment status during the initial term of enrollment but was later assessed.

[vii] Appendix A of this brief contains analysis of English credit-bearing course-taking and completion activity.

[viii] For detailed analysis of remedial course-taking behavior across these demographic groups, see Part 3 of this series, which contains disaggregated data for gender, race/ethnicity, and age groups. Additional supplemental analysis is included in data tables contained in Appendix B.

[ix] The remainder of this series will focus on additional outcomes, including first-year GPA and credit accumulation and retention and graduation rates.

Appendices

Appendix A

ENGLISH CREDIT-BEARING COURSE COMPLETION

As noted in parts 2 and 3 of this series of briefs, students were far less likely to be assessed to need remediation in English than in math, particularly at public four-year colleges and universities. While the majority of this brief (Part 4 of the series) has focused specifically on math, there were still a number of students who were assessed to need some form of remedial coursework in English.[x]

While students requiring remediation in English were overall less likely to have completed a credit-bearing English course by the end of their first year whether or not they completed the remedial course than those needing remedial math coursework, the differences across groups are not as dramatic as they are in math. However, similar to math, among those students who were assigned to remedial coursework, many of them did not complete it.

The overall high first-year credit-bearing course completion rate in English is largely driven by the high percentage of students enrolling ready for college-level work. However, the completion rate difference across developmental categories is much more substantial. This is particularly notable given that not completing remedial courses would provide students with extra time in their schedules in which they might be able to take credit coursework.

While differences across remedial categories are large, they also differ sharply across racial/ethnic groups, even within the same developmental categories. There is no clear pattern across groups as to the extent of that difference, apart from the fact that in every group, those students who were not assessed to need remediation at entry were more likely to successfully complete a credit-bearing English course within the first year than those identified as college-ready at entry. This difference is extremely pronounced among some groups, but almost non-existent at others.

Credit-bearing English course completion for both males and females follows the trend of students not needing remediation and students completing necessary remedial courses completing credit-bearing coursework at much higher rates than students than students who needed remediation but failed to complete it. The magnitude of the differences between gender groups in credit course completion differs substantially, however. In particular, while nearly half of female students who did not complete assigned remediation completed a credit-bearing course, just over one-third of their male counterparts did the same.

Appendix B

DATA LIMITATIONS

There are a number of limitations inherent to using these data for analysis. As discussed previously, these analyses rely on several different data sets. Identifying students' enrollment in and completion of remedial and associated credit-bearing coursework, as well as the demographics of the student population, required a match across course information data, student registration data, and enrollment and demographic data.[xi] While Part 2 of this series included analysis of all student demographics for those students assigned to remediation at both the community colleges and four-year public colleges and universities, this brief will focus on enrollment and completion activity at those institutions. Any records missing any of these components – student registration information, course information, or enrollment demographic information – were removed from the analysis.[xii]

As was also discussed in Part 2, student records provided by the institution indicate whether a student has been assessed to need remediation in a given subject. However, these records do not provide more detailed information regarding the extent to which a student is assessed to need remediation. Some students may be assessed to require multiple remedial courses within the same subject area, such as a sequence of remedial math courses. Thus, while this analysis can identify those students who enrolled in and completed remedial coursework within a subject area, it cannot identify whether a student completed the full sequence of required developmental courses. This may then overstate the degree to which students who were assessed to need remediation completed it.

Similarly, as all information regarding assessment is based upon the initial term of enrollment, it is possible that some students would lack a remedial score during the fall semester but be assessed either later in the term or at another subsequent time. Some institutions also give students the ability to challenge their initial assessment by re-testing. A student challenging their score might initially be identified as needing remediation but then not be required to take it. At the individual student level, then, it is possible that there might be a small degree of understatement or overstatement of the need for remediation, which cannot be identified via available data.

Finally, as discussed in Part 1 of this series, institutions are increasingly adopting co-requisite models for remediation. This poses significant challenges in reporting, particularly at a statewide level. Utilizing a co-requisite remediation model means that institutions must define both what college-ready is and whether courses should be considered as developmental or college-level. While co-requisite courses have a remedial component, a student who successfully completes one of these courses is awarded college credit for their course. Thus, a student may be identified

as needing remediation and not completing it, though this would be a reflection of the fact that they enrolled directly in a credit-bearing course. As institutions may interpret these situations differently, the comparability of these data may be somewhat constrained.

[x] For additional information regarding English remedial assessment, remedial course completion, and credit-bearing course completion, please see the Data Tables contained in Appendix C of this report.

[xi] A unique student identifier was used to match demographic data contained in an enrollment file to student course registrations. This file was then matched to another file holding detailed course information.

[xii] This particularly affects students at Morgan State University, which is missing course information for all semesters included in this study.

Appendix C

DATA TABLES

Math Credit Completion by Developmental Status, Community Colleges Fall 2017 Entering Cohort												
	All Developmental Statuses			Remediation Not Needed			Completed Remedial Course			Remediation Required - Not Completed		
	Number in Cohort	Completed Credit Course in 1st Year		Number in Cohort	Completed Credit Course in 1st Year		Number in Cohort	Completed Credit Course in 1st Year		Number in Cohort	Completed Credit Course in 1st Year	
		Yes	No		Yes	No		Yes	No		Yes	No
All Students	**12,261**	**34.2%**	**65.8%**	**5,490**	**51.1%**	**48.9%**	**3,771**	**24.2%**	**75.8%**	**3,000**	**15.8%**	**84.2%**
Males	6,215	33.1%	66.9%	2,900	49.7%	50.3%	1,737	23.3%	76.7%	1,578	13.6%	86.4%
Females	6,046	35.2%	64.8%	2,590	52.6%	47.4%	2,034	25.0%	75.0%	1,422	18.2%	81.8%
Hispanic	1,526	32.8%	67.2%	516	53.3%	46.7%	538	26.8%	73.2%	472	17.2%	82.8%
Black	3,430	21.8%	78.2%	945	45.1%	54.9%	1,261	16.4%	83.6%	1,224	9.3%	90.7%
White	5,145	40.9%	59.1%	2,894	53.1%	46.9%	1,341	27.6%	72.4%	910	22.0%	78.0%
Asian	759	47.8%	52.2%	444	56.1%	43.9%	213	37.1%	62.9%	102	34.3%	65.7%
Under 17	219	45.7%	54.3%	116	61.2%	38.8%	69	33.3%	66.7%	31	17.7%	82.4%
17-19	10,193	36.4%	63.7%	4,665	54.2%	45.9%	3,098	24.5%	75.5%	2,430	17.3%	82.7%
20-24	1,155	23.5%	76.5%	417	35.7%	64.3%	378	23.3%	76.7%	360	9.4%	90.6%
25+	694	16.3%	83.7%	292	19.5%	80.5%	226	19.0%	81.0%	176	7.4%	92.6%

Math Credit Completion by Developmental Status, Public Four-Year Colleges and Universities, Fall 2017 Entering Cohort												
	All Developmental Statuses			Remediation Not Needed			Completed Remedial Course			Remediation Required - Not Completed		
	Number in Cohort	Completed Credit Course in 1st Year		Number in Cohort	Completed Credit Course in 1st Year		Number in Cohort	Completed Credit Course in 1st Year		Number in Cohort	Completed Credit Course in 1st Year	
		Yes	No		Yes	No		Yes	No		Yes	No
All Students	**14,232**	**60.2%**	**39.8%**	**11,892**	**64.5%**	**35.5%**	**1,498**	**43.5%**	**56.5%**	**842**	**28.6%**	**71.4%**
Males	6,618	62.2%	37.8%	5,623	67.2%	32.8%	627	42.0%	58.1%	368	20.1%	79.9%
Females	7,614	58.5%	41.5%	6,269	62.1%	37.9%	871	44.7%	55.3%	474	35.2%	64.8%
Hispanic	1,046	62.0%	38.1%	885	65.1%	34.9%	115	48.7%	51.3%	46	34.8%	65.2%
Black	3,658	49.9%	50.1%	2,032	60.2%	39.8%	982	43.3%	56.7%	644	27.6%	72.4%
White	6,485	62.5%	37.5%	6,154	63.8%	36.3%	257	42.0%	58.0%	74	31.1%	68.9%
Asian	1,727	70.0%	30.1%	1,687	70.5%	29.5%	26	46.2%	53.9%	14	42.9%	57.1%
Under 17	214	67.8%	32.2%	177	71.2%	28.8%	*	62.5%	37.5%	*	30.8%	69.2%
17-19	13,717	60.6%	39.4%	11,504	64.8%	35.2%	1,418	43.8%	56.2%	795	29.2%	70.8%
20-24	241	43.2%	56.9%	170	50.6%	49.4%	42	31.0%	69.1%	29	17.2%	82.8%
25+	60	15.0%	85.0%	41	14.6%	85.4%	*	21.4%	78.6%	*	0.0%	100.0%

English Credit Completion Status by Developmental Status, Community Colleges Fall 2017 Entering Cohort												
	All Developmental Statuses			Remediation Not Needed			Completed Remedial Course			Remediation Required - Not Completed		
	Number in Cohort	Completed Credit Course in 1st Year		Number in Cohort	Completed Credit Course in 1st Year		Number in Cohort	Completed Credit Course in 1st Year		Number in Cohort	Completed Credit Course in 1st Year	
		Yes	No		Yes	No		Yes	No		Yes	No
All Students	**12,261**	**61.8%**	**38.2%**	**8,469**	**67.4%**	**32.6%**	**1,981**	**56.8%**	**43.2%**	**1,811**	**41.4%**	**58.6%**
Males	6,215	59.6%	40.5%	4,338	65.8%	34.2%	922	54.0%	46.0%	955	36.3%	63.7%
Females	6,046	64.2%	35.8%	4,131	69.0%	31.0%	1,059	59.2%	40.8%	856	47.1%	52.9%
Hispanic	1,526	65.7%	34.3%	1,008	70.7%	29.3%	196	49.0%	51.0%	322	60.3%	39.8%
Black	3,430	52.0%	48.0%	1,816	62.6%	37.4%	887	50.1%	49.9%	727	28.1%	71.9%
White	5,145	66.7%	33.3%	4,033	69.9%	30.2%	621	66.7%	33.3%	491	40.9%	59.1%
Asian	759	67.2%	32.8%	574	66.0%	34.0%	77	63.6%	36.4%	108	75.9%	24.1%
Under 17	219	66.7%	33.3%	170	68.8%	31.2%	24	75.0%	25.0%	25	44.0%	56.0%
17-19	10,193	64.8%	35.2%	7,053	70.7%	29.3%	1,631	58.3%	41.8%	1,509	44.5%	55.5%
20-24	1,155	46.8%	53.3%	753	51.0%	49.0%	229	48.9%	51.1%	173	25.4%	74.6%
25+	694	41.5%	58.5%	493	44.6%	55.4%	97	46.4%	53.6%	104	22.1%	77.9%

English Credit Completion Status by Developmental Status, Public Four-Year Colleges and Universities Fall 2017 Entering Cohort												
	All Developmental Statuses			Remediation Not Needed			Completed Remedial Course			Remediation Required - Not Completed		
	Number in Cohort	Completed Credit Course in 1st Year		Number in Cohort	Completed Credit Course in 1st Year		Number in Cohort	Completed Credit Course in 1st Year		Number in Cohort	Completed Credit Course in 1st Year	
		Yes	No		Yes	No		Yes	No		Yes	No
All Students	**14,232**	**63.3%**	**36.7%**	**13,555**	**63.6%**	**36.4%**	**298**	**60.1%**	**39.9%**	**379**	**57.0%**	**43.0%**
Males	6,618	63.7%	36.3%	6,352	64.4%	35.6%	106	42.5%	57.6%	160	50.0%	50.0%
Females	7,614	63.1%	37.0%	7,203	62.9%	37.1%	192	69.8%	30.2%	219	62.1%	37.9%
Hispanic	1,046	68.6%	31.4%	1,006	68.6%	31.4%	22	68.2%	31.8%	18	72.2%	27.8%
Black	3,658	69.6%	30.5%	3,099	72.0%	28.0%	256	60.2%	39.8%	303	52.5%	47.5%
White	6,485	59.7%	40.3%	6,466	59.6%	40.4%	*	33.3%	66.7%	*	93.8%	6.3%
Asian	1,727	59.8%	40.2%	1,716	59.6%	40.4%	*	50.0%	50.0%	*	88.9%	11.1%
Under 17	214	66.8%	33.2%	204	66.2%	33.8%	*	80.0%	20.0%	*	80.0%	20.0%
17-19	13,717	63.4%	36.6%	13,071	63.6%	36.4%	286	60.1%	39.9%	360	56.9%	43.1%
20-24	241	58.5%	41.5%	223	60.1%	39.9%	*	42.9%	57.1%	*	36.4%	63.6%
25+	60	56.7%	43.3%	57	54.4%	45.6%	*	0.0%	100.0%	*	100.0%	0.0%