



## State Reporting on Developmental Education Analysis of Findings

**Getting Past Go Project**  
Education Commission of the States (ECS)  
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*The Education Commission of the States' (ECS) "Getting Past Go" project seeks to leverage developmental education at postsecondary institutions as a critical component of state and system efforts to increase college attainment rates.*

### What Did We Do?

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Getting Past Go (GPG) collected, summarized and analyzed more than 50 state and higher education system reports on developmental education. We hope this contribution — which will continue over the life of the project — proves valuable to the field and to policymakers, education leaders and practitioners.

We encourage individuals to contribute additional reports to the Getting Past Go expanding database of resources. Please see the full list of reports in Appendix A. For more information, including additional reports and databases, please visit our Web site at [www.gettingpastgo.org](http://www.gettingpastgo.org).

### What Did We Find?

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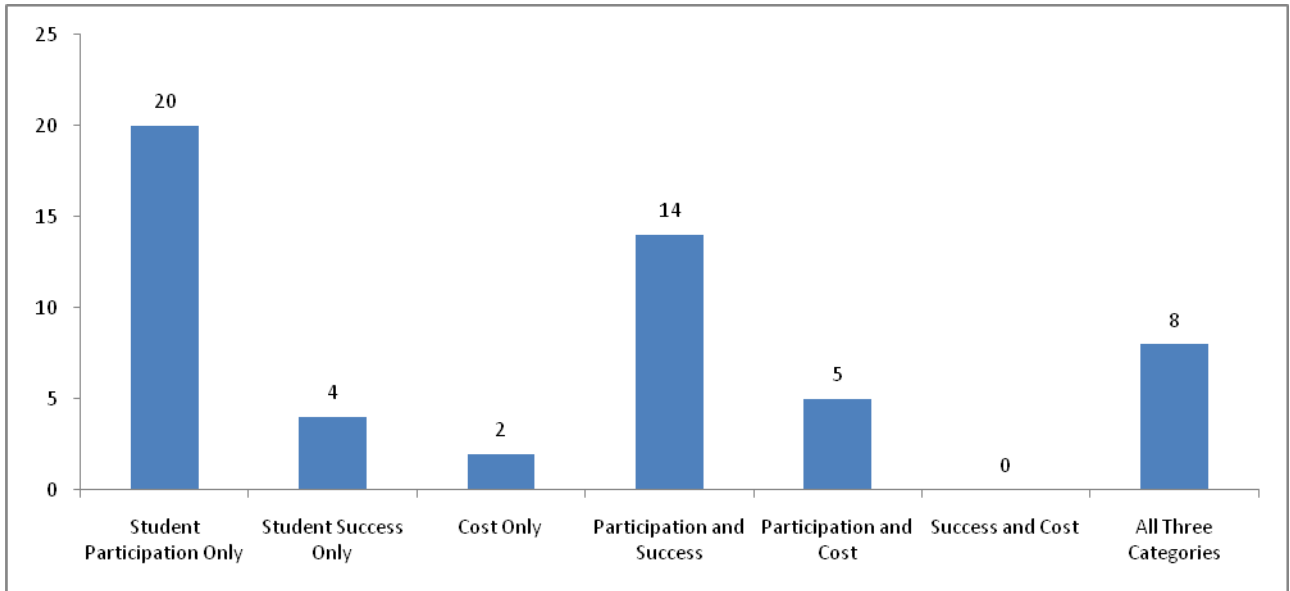
This analysis incorporates our initial overview, a detailed review of the reports and an online "Jam" — or discussion — that took place among state and higher education leaders.

Overall, GPG found that data contained in the reports fell into three main categories:

1. Participation of students in developmental education
2. Success of developmental education students
3. Cost of developmental education.

The following chart indicates the number of reports that covered one or more of the main information categories.

### *State Reports Tracking Participation, Success and Cost Data*



Colorado, Florida, Hawaii (three reports), Michigan, Nevada and Ohio are the six states that included all three categories in their reports.

The majority of reports concentrated on collecting participation data, which is an important first step to understanding the developmental education picture. But gathering participation data is not sufficient. It is important to know whether students succeed in developmental courses and beyond to evaluate the effectiveness of remedial education. Factoring in cost — or at least expenditures — rounds out the equation and is necessary to gauge the efficiency of delivering developmental education.

## What Did We Learn?

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GPG staff were struck by the sheer number of reports that states and postsecondary systems produced, whether on a regular, periodic or one-time basis. Because of the volume, we realize that most likely, our list is incomplete. These reports also varied in quality, clarity and comprehensiveness.

More significantly, GPG’s analysis revealed that the data included in the reports are inconsistent and incomparable — often within states, but definitely across states, in the following areas:

- **Student populations:** groups such as recent high school graduates, first-time freshmen and/or total enrollment
- **Student characteristics:** demographics, high school preparation and level of remedial needs
- **Student success:** developmental education course pass rates through graduation rates.

The Conclusions and Considerations section provides more details about these categories and suggests that they could serve as a framework for more consistent and comparable data collection and reporting.

The inconsistent use of terms — including remediation, remedial, developmental and basic skills — exacerbated the problem of data comparability. In the near term, however, it is unlikely that all states and higher education systems could agree on which terms to use because of varying definitions and course content.

## Comprehensive Data Critical to Successful Remedial Education

The proverbial three-legged stool analogy is well-suited for our analysis: States and higher education systems that report on all three areas — participation, success and cost — appear better positioned to improve and eventually reduce the need for remedial services, and as a result, to increase college completion rates.

Data can help evaluate and revise policy decisions and strategies, delivery approaches and funding priorities. When the right measures are targeted, states and postsecondary systems are better able to use the information to focus on solutions rather than simply on the problems of developmental education.

## What Do States Report?

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### Student Participation in Developmental Education

Our review looked at whether reports included percentages or numbers of students enrolled in remedial courses, and whether the information was broken down by the following categories:

- Subjects (math, reading, English/writing)
- Ethnicity
- Gender
- Age
- Preparation level (in high school)
- Number of remedial courses
- Enrollment status (part-time or full-time)
- Individual high school or district (based on feedback reports).

Participation data appeared to be the most common measure of developmental education needs. These figures, however, can exclude students who place into remedial courses based on assessments, but are not required and do not choose to enroll. Further disaggregating the data by several factors provides a more nuanced understanding of which students require developmental courses before they are ready for college-level work. Such detailed information can lead to policies and practices that better target particular student populations and track success throughout their college career.

Participants in the online discussion brought attention to a few of the categories, including:

#### ***Student Age***

Number of reports: 12

States include: Arkansas, California, Florida, Hawaii, Kentucky, Michigan, Missouri, Ohio (two reports), Oklahoma, Oregon and Wisconsin.

These reports disaggregated developmental education students by age groups, years since high school graduation, or by traditional and non-traditional students.

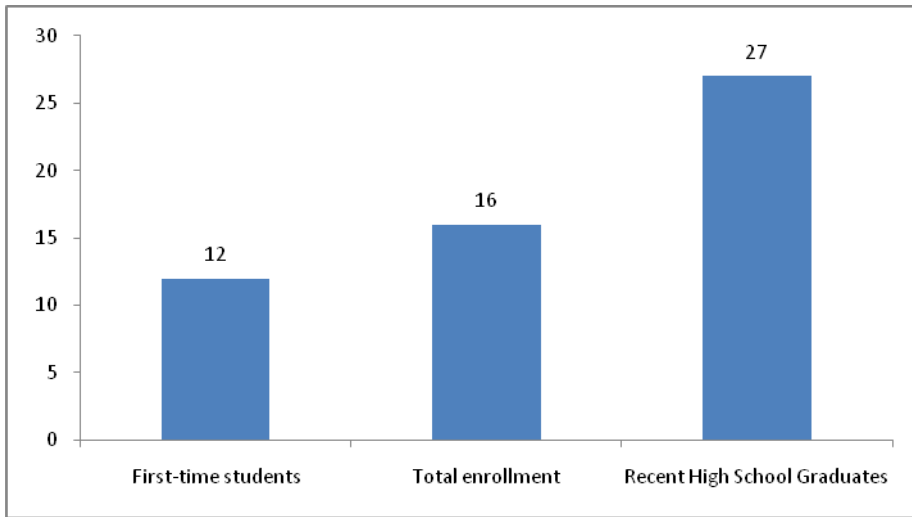
Several discussion participants mentioned that a significant — and increasing — proportion of their remedial education students are adults. Yet, most of the attention, reporting, policies and practices are geared toward recent high school graduates who need to get up to speed for college-level courses.

Typically, adult developmental education students have different needs and skill levels than recent high school graduates. They often are taking college courses to enhance their workforce skills, but do not necessarily aspire to a degree or certificate, or to transfer to a four-year institution. These circumstances can affect measures of developmental education effectiveness that focus on future college success. Still, policymakers and postsecondary education officials have a strong

incentive to invest in the advancement of these adult students to improve their states' economic development and competitiveness.

On a related note, most of the reports GPG reviewed tracked information for recent high school graduates or first-time students. But the age of the later group often was unclear. Some of the discussion participants suggested that including total enrollment in data analysis would provide a more complete picture of remedial education.

### State Reports by the Populations Examined



### High School Preparation Level

Number of Reports: Nine

States include: Arkansas (two reports), Florida, Maryland, Massachusetts, Missouri, Ohio, Oklahoma and Wisconsin.

These reports considered a mix of students' high school preparation or success and their subsequent need for college remediation.

Five reports examined the rigor of high school courses or curriculum and whether students required developmental education. **Florida** analyzed the level of math and English courses (basic through Advanced Placement/International Baccalaureate) taken by students. **Maryland, Missouri, Ohio and Oklahoma** reported the percent of students who completed a "core" or college-preparatory curriculum and enrolled in developmental education. The Missouri report also indicated the percent of remedial students who met ACT college-readiness scores and ACT discipline benchmarks while in high school.

This preparation category is of particular interest, and was extensively discussed during the online dialogue. In recent years, states have strengthened high school curriculum and graduation requirements, in part, to ensure college readiness.

The data in these reports demonstrate that high school students who took more rigorous coursework or curricula were better prepared for college-level work. Still, plenty of these students required remediation. The results underscore the importance of collecting such data and raise the question of whether the graduation policy changes are meeting their intended goals.

Despite a clear answer, a growing number of states and systems appear to be focusing more on student competencies — in contrast to course seat time — that are demonstrated through college-readiness exams or end-of-course assessments. An emphasis on college-readiness standards is echoed in the Core State Standards Initiative, which includes 48 states the District of Columbia, as well as President Obama's blueprint for reauthorizing the Elementary and Secondary Education Act.

One **Arkansas** report factored in whether remedial students took Advanced Placement® (AP) courses in high school, while another included Grade Point Average (GPA). Future editions of the later report also will indicate whether remedial college students completed the state’s high school core curriculum.

**Massachusetts** included developmental education students’ scores on the state’s high school exam (advanced, proficient or needs improvement). **Wisconsin** noted the high school rank for remedial students.

### ***Individual High School and/or District Feedback Reports***

Number of Reports: 16

States include: Alabama (two reports), Arkansas, Colorado, Florida (two reports), Hawaii, Maryland, Minnesota, Missouri, Montana, Nevada, New Mexico, Ohio, Oklahoma and South Dakota.

Based on GPG’s review, at least 14 states provided direct feedback to individual high schools and/or districts on whether their students required college remedial courses. And 16 separate reports contained this feedback information — typically the number of developmental courses and subjects in which students enrolled.

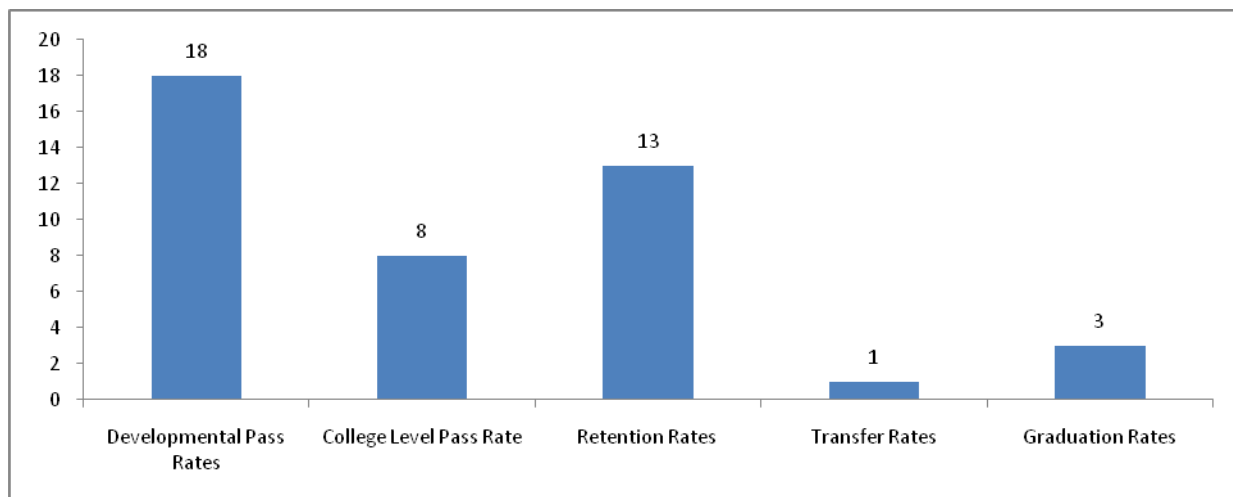
Feedback reports have potential benefits, but further study is needed to determine whether and how the information is being used to change state, district and high school policies and practices. In addition, it would be interesting to examine the impact of the reports’ results on high school and postsecondary education partnerships.

### **Measuring the Success of Developmental Education**

Getting Past Go’s analysis of reports found that they focused more on the number and type of students accessing developmental education rather than on results.

A breakdown of state and system reports shows the following “success” measures for developmental education students:

#### ***Number of State Reports Tracking Student Success Variables***



*NOTE: Several reports include more than one measure.*

Indicators of success fall along a continuum: *initial* (passing developmental courses); *intermediate* (persisting to a second year and passing college-level courses); and *final* (obtaining a certificate/degree and transferring to four-year institution). Tracking developmental course pass rates is necessary, but not sufficient. States and systems need to follow and support

students throughout their postsecondary career if college attainment rates are to reach the level required for the United States and its citizens to remain competitive and sustain a high standard of living.

Further, states with a clearer sense of individual students' skill levels are better able to respond with tailored developmental instruction/supports and evaluate the results. The Hawaii report mentioned below sets the stage for this approach by tracking remedial students and their progress based on the distance they start from college-level work, as indicated by placement exam scores.

States and higher education systems must direct their policies toward evaluating the effectiveness of developmental education and improving student success through deliberate strategies. The need for this direction is rooted in a reality: Despite efforts to reduce the need for remediation, history, demographic trends and economic conditions ensure that significant numbers of students — of all ages — will require additional support before entering college-level courses and attaining a degree.

The following reports are worth noting for their success measures:

**Florida:** Included information about student remedial course pass rates, subsequent college-level course success and graduation rates.

**Hawaii:** Disaggregated students — based on whether they were one, two or three levels below college-level courses — passed remedial courses and persisted to the following year. Hawaii also reported on the success of developmental education students participating in the Achieving the Dream project. This report could serve as a model for evaluating a state/national initiative that is aimed, in part, at improving remedial education programs.

**North Carolina:** Focused on several critical success factors and performance measures related to developmental education as part of the community college system's broader accountability plan. The factors included student success in remedial and subsequent college courses, among others.

**Ohio:** Provided retention and transfer rates of developmental education students, as well as GPAs for students who persisted to a second year.

**Wisconsin:** Indicated whether students passed developmental courses, persisted to a second year and graduated from college, as well as the relationship among these factors. The report also summarized efforts to reduce remediation and promote student success.

## Cost of Developmental Education

Only 15 of the more than 50 reports reviewed contained developmental education cost or expenditure data. Such details can pave the way for states and higher education systems to gauge the efficiency of these programs and services.

One might expect the number of reports including costs to be higher, given the debates within state legislatures over remedial education, which often is portrayed as paying double for college-ready skills and knowledge that students should have picked up in high school. Further, the total expenditures for college remediation — regardless of how calculated — are significant for states, institutions and students. Interestingly, however, one online discussion participant noted that his state eventually focused less on containing developmental education costs and reducing the need, and more on improving remedial instruction and services. Apparently, some of the state's policymakers acknowledged that this approach was a smarter — and more realistic — investment.

Several reports mentioned the total state cost (or expenditures) of providing remediation, and a few broke down the figures for postsecondary systems or students. Four reports listed the revenue sources that funded developmental education, and some presented cost data based on a per-student FTE (full-time equivalency) basis.

Features of a few reports are worth highlighting because they go beyond total expenditure data:

**Hawaii** included an “efficiency indicator” in a set of three subject reports that listed program allocation in dollars and the cost per student by semester hours.

**North Carolina** tracked expenditures by specific student supports, including remedial courses, skills labs and tutorial centers, special services programs, summer bridge program, and special advising and testing.

**Ohio** looked at cost per FTE for remedial students compared to non-remedial students in the following areas; academic attainment (degree) for six years; bachelor’s degree by major; and associate degree programs.

## Conclusion and Considerations

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The number of reports Getting Past Go identified underscores the importance that states and postsecondary systems place on collecting and publishing remedial education data. Without such reporting, state and higher education leaders are left with little more than anecdotal evidence and an incomplete picture of the developmental education landscape on which to base critical policy and funding decisions.

But our analysis and discussion with higher education policymakers and officials lead Getting Past Go to conclude that the data need to be more consistent, comparable and consumable. Further, GPG would argue that these conditions should hold true not only within, but across states, and offers up a provocative question:

*Should states create more common standards for reporting developmental education data?*

Collecting similar data could help document the full extent of remedial education needs, implement effective policy strategies and delivery models, establish performance goals, and continually evaluate progress.

States and postsecondary systems should consider establishing common reporting standards for the following data areas:

### **Student Populations**

Collecting and disseminating data on total enrollment is the only way to capture and track all developmental education students being served by colleges and universities. This population could be broken down by specific groups, such as first-time freshmen or recent high school graduates. States, for example, still could — and probably should — determine whether their high school graduates require remediation or are prepared for college-level work. In addition, states should try to improve reporting of students at four-year institutions who are receiving developmental education, even if these services are blended with college-level courses.

### **Student Characteristics**

Four data categories fall into this area and more common reporting could facilitate better evaluation of early intervention and college-level strategies for specific student populations.

- *Preparation*: high school courses and curriculum, results on high school assessments (exit exams, end-of-course or ACT/SAT) and other indicators of college readiness
- *Need*: Placement into various levels of developmental education, that is, the distance students are from college-level courses
- *Demographics*: age, race/ethnicity and gender
- *Aspirations*: degree or certificate, transfer to four-year institution and/or workforce development.

### **Student Success**

As mentioned before, tracking remedial students at initial, intermediate and final success points is essential to determining whether policies, programs and practices are effective. Doing so also allows — and hopefully encourages — state and postsecondary education leaders to set and measure benchmarks for performance and accountability purposes.

Ideally, states and postsecondary systems would collect and report on the following:

- Developmental course pass rates
- Retention/persistence rates (to a second year)
- College-level course pass rates (typically related to developmental courses)
- Graduation rates (certificate or degree)
- Transfer rates (to a four-year institution).

### **Models of State Collaboration**

Could the remediation data inconsistencies be addressed at the national level among states and postsecondary systems? One model to consider is the National Governors Association (NGA) Graduation Counts Compact. In 2005, all 50 governors agreed to implement a common, more reliable formula to calculate their states' high school graduation rates. The compact also contained commitments to build state data collection and reporting capacity, develop additional student outcome indicators and report annually on progress toward meeting these commitments. Other examples of state collaboration include the American Diploma Project and the Data Quality Campaign.

Is there a federal role in collecting and reporting more consistent and comparable remedial education data? The Integrated Postsecondary Education Data System (IPEDS) is one possible tool. And President Obama's blueprint for reauthorizing the Elementary and Secondary Education Act (ESEA) mentions several indicators that states would be required to report, including their high school graduates' college enrollment rates, without need for remediation. The data would be disaggregated by race/ethnicity, gender, disability status, English-learner status and family income.

These examples of current and emerging initiatives indicate states' willingness to work on common K-12 issues, so perhaps collaboration in the postsecondary arena on remedial education data and reporting is not so farfetched.

Following are the reports we have identified to date. We encourage states and higher education systems to contribute their reports to our growing database of resources. Please contact us at [gpg@ecs.org](mailto:gpg@ecs.org)

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Getting Past Go is a national initiative of the Education Commission of the States (ECS), Knowledge in the Public Interest (KPI) and Policy Research on Preparation, Access and Remedial Education (PRePARE) at the University of Massachusetts Boston, funded by Lumina Foundation for Education to work with states to develop state and system policy to increase the college success of students who are placed in remedial and developmental education.



## Appendix A — List of State Reports

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Reports marked with an \* indicate those for which ECS was able to locate associated policies.

### Alabama

High School Report: 2007-2008 Alabama Public High School Graduates  
(Alabama Commission on Higher Education, 2009)

<http://www.ache.alabama.gov/Abstract0809/Student%20Database/High%20School%20Report.pdf>

Spring 2009, High School Report, Extended Tracking (Fall 2008 thru Spring 2009)  
(Alabama Commission on Higher Education, 2009)

[http://www.ache.alabama.gov/StudentDB/FA08\\_HSET\\_17Jul09.pdf](http://www.ache.alabama.gov/StudentDB/FA08_HSET_17Jul09.pdf)

### Arkansas

Access to Success: Increasing Arkansas' College Graduates Promotes Economic Development)  
(Arkansas Legislative Task Force on Higher Education Remediation, Retention and Graduation Rates, 2007)

<http://www.adhe.edu/SiteCollectionDocuments/AHEC%20Board/Presentations/jpTaskForceReport-LATESTVERSION.pdf>

Annual Report of First-year Student Remediation — 2008  
(Arkansas Higher Education Coordinating Board, 2009)

<http://www.adhe.edu/SiteCollectionDocuments/AHEC%20Board/Agendas/2009-01-Jan.pdf>

Arkansas Academic Cost Accounting System: A Strategic Management Tool for Higher Education  
Planning and Campus Decision-Making  
(Arkansas Department of Higher Education, 2008)

<http://www.adhe.edu/SiteCollectionDocuments/Institutional%20Finance%20Division/Publications/UR2007-08.pdf>

Higher Education Annual Comprehensive Report — 2009: Student Remediation  
(Arkansas Department of Higher Education, 2009)

[http://www.adhe.edu/SiteCollectionDocuments/Comprehensive%20Report/14%20-%20Remed\\_Report-FINAL.pdf](http://www.adhe.edu/SiteCollectionDocuments/Comprehensive%20Report/14%20-%20Remed_Report-FINAL.pdf)

### California

Career Development and College Preparation in the State: Supplement to the ARCC Report  
(California Community Colleges System, 2008)

[http://www.cccco.edu/Portals/4/TRIS/research/reports/cdcp\\_report\\_june\\_08.pdf](http://www.cccco.edu/Portals/4/TRIS/research/reports/cdcp_report_june_08.pdf)

Focus on Results: Accountability Reporting for the California Community Colleges  
(California Community Colleges System, 2009)

[http://www.cccco.edu/Portals/4/TRIS/research/ARCC/arcc\\_2009\\_final.pdf](http://www.cccco.edu/Portals/4/TRIS/research/ARCC/arcc_2009_final.pdf)

## **Colorado**

2008 Legislative Report on Remedial Education

(Colorado Department of Higher Education, 2008 and revised in 2009)

[http://highered.colorado.gov/Publications/Reports/Remedial/FY2008/2008\\_Remedial\\_revfeb1709.pdf](http://highered.colorado.gov/Publications/Reports/Remedial/FY2008/2008_Remedial_revfeb1709.pdf)

## **Florida**

Florida High School Feedback Report

(Florida Department of Education, 2008)

<http://data.fldoe.org/readiness/>

Half of College Students Needing Remediation Drop Out; Remediation Completers Do Almost as Well as Other Students

(Florida Office of Program Policy Analysis and Government Accountability, 2007)

<http://www.oppaga.state.fl.us/MonitorDocs/Reports/pdf/0731rpt.pdf>

High School Student Performance on Common Placement Tests (PCPT)

(Florida Department of Education, 2008)

<http://www.fldoe.org/articulation/perfCPT/default.asp>

Lower Division Accountability, 2008: Five-Year Summary of Statewide Performance on Accountability Measures for the Florida College System

(Florida Department of Education, 2009)

<http://www.flboe.org/cc/OSAS/FastFacts/pdf/2009-03.pdf>

Performance on the Common Placement Test for Graduates Entering College, 2005-06

(Florida Department of Education, 2008)

<http://www.flboe.org/eias/eiaspubs/pdf/cptgrads.pdf>

Steps Can Be Taken to Reduce Remediation Rates; 78% of Community College Students, 10% of University Students Need Remediation

(Florida Office of Program Policy Analysis and Government Accountability, 2006)

<http://www.oppaga.state.fl.us/MonitorDocs/Reports/pdf/0640rpt.pdf>

## **Georgia**

Learning Support/Core Curriculum Feedback Summary

(Board of Regents of the University of Georgia System, 2006)

<http://www.usg.edu/research/students/ls/ls-feedback/>

Learning Support Exit Rates by Number of Semesters

(Board of Regents of the University of Georgia System, 2008)

<http://www.usg.edu/research/students/ls/ls2.phtml#>

Learning Support Requirements for First-time Freshmen and Recent High School Graduates  
(Board of Regents of the University of Georgia System, 2008)

All First-time Freshmen

[http://www.usg.edu/research/students/ls/ls-reqs/ls\\_fall08.pdf](http://www.usg.edu/research/students/ls/ls-reqs/ls_fall08.pdf)

Recent High School Graduates

[http://www.usg.edu/research/students/ls/ls-reqs/srpt850\\_fall2008.pdf](http://www.usg.edu/research/students/ls/ls-reqs/srpt850_fall2008.pdf)

## **Hawaii**

Hawai'i Community College Achieving the Dream 2009 Annual Data Profile Institutions: Community Colleges  
(University of Hawai'i, 2009)

<http://hawaii.hawaii.edu/assessment/Resources/AtD/AtD%202009%20Reports/Developmental%20Education,%20Completion%20status%20and%20outcomes.pdf>

General ATD Resource Page

[http://hawaii.hawaii.edu/assessment/Resources/AtD/AtD\\_page.htm](http://hawaii.hawaii.edu/assessment/Resources/AtD/AtD_page.htm)

Hawai'i Community College Annual Program Review Report: Remedial/Developmental Mathematics  
Program Review

(University of Hawai'i, 2009)

<http://hawaii.hawaii.edu/assessment/Program%20Reviews/2009%20Program%20Review/Annuals/Completed%20Reviews/Instruction/Remedial%20Developmental%20Math%20PR%202009.pdf>

Hawai'i Community College Annual Program Review Report: Remedial/Developmental Reading Program  
Review

(University of Hawai'i 2009)

[http://hawaii.hawaii.edu/assessment/Program%20Reviews/2009%20Program%20Review/Annuals/Completed%20Reviews/Instruction/Remedial%20Developmental%20Reading%20PR%202009%20Coversheet\\_Dec2.pdf](http://hawaii.hawaii.edu/assessment/Program%20Reviews/2009%20Program%20Review/Annuals/Completed%20Reviews/Instruction/Remedial%20Developmental%20Reading%20PR%202009%20Coversheet_Dec2.pdf)

Hawai'i Community College Annual Program Review Report: Remedial/Developmental Writing Program  
Review

(University of Hawai'i, 2009)

[http://hawaii.hawaii.edu/assessment/Program%20Reviews/2009%20Program%20Review/Annuals/Completed%20Reviews/Instruction/Remedial%20Developmental%20Writing%20PR%202009%20Coversheet\\_Nov30%20\(2\).pdf](http://hawaii.hawaii.edu/assessment/Program%20Reviews/2009%20Program%20Review/Annuals/Completed%20Reviews/Instruction/Remedial%20Developmental%20Writing%20PR%202009%20Coversheet_Nov30%20(2).pdf)

Hawai'i Public High School Graduates Enrolled in Remedial and/or Developmental Classes at the University  
of Hawai'i Community Colleges in Fall 2008

(University of Hawai'i, 2009)

<http://www.hawaii.edu/cgi-bin/iro/maps?RDCCF08.pdf>

## **Illinois**

Annual Student Enrollments and Completions in the Illinois Community College System  
(Illinois Community College Board, 2009)

<http://www.iccb.org/pdf/reports/08enrollmentrpt.pdf>

## **Indiana**

Preparing Students for College Success

(Indiana Commission for Higher Education, 2008)

[http://cell.uindy.edu/docs/Preparing\\_Students\\_for\\_College\\_Success.pdf](http://cell.uindy.edu/docs/Preparing_Students_for_College_Success.pdf)

## **Kentucky**

Developmental Education of Kentucky's Entering Public Postsecondary Class of 2004

(Kentucky Council on Postsecondary Education, 2006)

<http://cpe.ky.gov/NR/rdonlyres/7222A231-ACF5-403F-A8ED-1F9AD809E11B/0/2004DevEdReport11306.pdf>

Developmental Education Needs in the 2006 Entering Cohort

(Kentucky Council on Postsecondary Education, 2008)

[http://cpe.ky.gov/NR/rdonlyres/B42243CB-D19A-4EC4-AD34-CF2900D51B1/0/Dev\\_needs\\_2006\\_20090605.pdf](http://cpe.ky.gov/NR/rdonlyres/B42243CB-D19A-4EC4-AD34-CF2900D51B1/0/Dev_needs_2006_20090605.pdf)

Kentucky Community and Technical College System Fact Book

(Kentucky Community and Technical College System, 2009)

[http://www.kctcs.edu/About\\_KCTCS/KCTCS\\_Factbook.aspx](http://www.kctcs.edu/About_KCTCS/KCTCS_Factbook.aspx)

## **Maryland**

Student Outcome and Achievement Report (SOAR)

(Maryland Higher Education Commission, 2009)

<http://www.mhec.state.md.us/publications/research/AnnualReports/2008SOAR.pdf>

## **Massachusetts**

Massachusetts School-to-College Report High School Class of 2005

(Massachusetts Board of Higher Education, 2008)

<http://www.mass.edu/library/Reports/2005SchoolToCollegeStateReport.pdf>

## **Michigan**

Developmental Education at Michigan's Community Colleges

(Michigan Office of the Auditor General, 2009)

<http://audgen.michigan.gov/comprpt/docs/r032065107.pdf>

## **Minnesota**

Getting Prepared: A 2008 Report on Recent High School Graduates Who Took Developmental/Remedial Courses

(Minnesota State Colleges and Universities, 2008)

<http://www.mnscu.edu/media/publications/pdf/gettingprepared08.pdf>

## **Missouri**

High School Graduates Report

(Missouri Department of Higher Education, 2009)

<http://www.dhe.mo.gov/hsgradreport.shtml>

Participation, Persistence and Performance of Missouri Developmental Education Students  
(Missouri Department of Higher Education, 2009)  
<http://blogs.missouristate.edu/wpassessment/files/2009/12/MDHE-PARTICIPATION-PERSISTENCE-AND-PERFORMANCE-OF-MISSOURI-DEVELOPMENTAL-EDUCATION-STUDENTS-2009.pdf>

#### **Montana**

High School Follow-up Report  
(Montana University System, 2008)  
[http://mus.edu/data/HS\\_follow-up.asp](http://mus.edu/data/HS_follow-up.asp)

#### **Nebraska**

LB 340 Community College Study  
(Nebraska's Coordinating Commission for Postsecondary Education, 2009)  
[http://www.ccpe.state.ne.us/PublicDoc/CCPE/CCStudy/CC\\_Study.asp](http://www.ccpe.state.ne.us/PublicDoc/CCPE/CCStudy/CC_Study.asp)

#### **Nevada**

Nevada Remedial/Developmental Enrollments: Summer and Fall 2007  
(Nevada System of Higher Education, 2008)  
<http://system.nevada.edu/Chancellor/Academic-A1/Reports/Remedial-R/Remedial-Report--Fall-2007-1.pdf>

#### **New Jersey**

2008 Institutional Profiles  
(New Jersey Commission on Higher Education, 2008)  
<http://www.state.nj.us/highereducation/IP2008/index.html>

#### **New Mexico**

Ready for College 2008: An Annual Report on New Mexico High School Graduates Who Take Remedial Classes In New Mexico Colleges and Universities  
(New Mexico Higher Education Department, 2008)  
<http://hed.state.nm.us/cms/kunde/rts/hedstatenmus/docs/749882587-08-25-2008-15-55-21.pdf>

#### **North Carolina**

Critical Success Factors for the North Carolina Community College System  
(North Carolina Community College System, 2009)  
<http://www.ncccs.cc.nc.us/publications/docs/Publications/csf2009.pdf>

High School Feedback Reports -- Freshman Measures  
(University of North Carolina System, 2009)  
<http://www.northcarolina.edu/ira/ir/analytics/fresh.htm>

University of North Carolina Remedial/Developmental Activities Report (DRAFT)  
(University of North Carolina System, 2009)  
[www.northcarolina.edu/bog/doc.php?code=bog&id=11276](http://www.northcarolina.edu/bog/doc.php?code=bog&id=11276)

## Ohio

Costs and Consequences of Remedial Course and Enrollment in Ohio Public Higher Education: Six-Year Outcomes for Fall 1998 Cohort

(Ohio Board of Regents, 2006)

[http://regents.ohio.gov/perfrpt/special\\_reports/Remediation\\_Consequences\\_2006.pdf](http://regents.ohio.gov/perfrpt/special_reports/Remediation_Consequences_2006.pdf)

Preparation for College Level Coursework at Ohio's Public Colleges and Universities

(Ohio Board of Regents, 2009)

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