



CONNECTICUT STATE  
COLLEGES & UNIVERSITIES  
BOARD OF REGENTS FOR HIGHER EDUCATION

**Testimony by Dr. David Levinson**  
Board of Regents for Higher Education  
ConnSCU  
Before the Higher Education and  
Employment Advancement Committee  
February 16, 2012

Good morning, Senator Bye, Representative Willis and members of the Higher Education and Employment Advancement Committee. For the record, I am Dr. David Levinson, Interim Vice President for the Connecticut Community Colleges of the Board of Regents (BOR). I am here today to speak on behalf of the 17 institutions that comprise the Connecticut State Colleges and Universities (ConnSCU) System. Thank you very much for the opportunity to testify today on House Bill 5028, *An Act Concerning the Alignment of Common Core State Standards with College Curriculum*, House Bill 5029, *An Act Concerning College Readiness Assessments* and Senate Bill 40, *An Act Concerning Open Access to College Level Courses*

First let me comment on Senate Bill 40, *An Act Concerning Open Access to College Level Courses*. The Board of Regents is quite concerned at the results of remediation programs. They do not appear to lead to higher rates of degree attainment for the citizens of Connecticut. Here's the dilemma of remediation: too many students need it, and too few succeed when they get it.

Among community college students, about seven out of ten entering students take at least one remedial course upon entry, and while this proportion has been trending downward for full-time students from 74% in 2004 to 70% in 2011, it has increased for those entering as part-time students, from 63% to 71% over the same period. Remediation is less widespread at the Connecticut State University (CSU) campuses, but still about one out of five first-time full-time students at these four campuses enroll in at least one remedial course in their first semester. These remedial enrollment rates have dropped slightly from 23% in fall 2009 to 18% in fall 2011, but these changes have been driven more by different modes of delivery rather than an increase in readiness; over this same period, a consistent 32% to 34% have been identified as needing remediation.

Unsurprisingly, success rates for students who are identified for remedial coursework are lower than those who aren't. Among full-time, first-time community college students seeking an associate's degree who do not need remediation, the three-year graduation rate was 19.1% for those entering in fall 2004 or just under one out of five. This level of success clearly should be improved, but it stands in stark contrast to students who need any remediation for whom the three-year graduation rate was 7.8%, which translated into a completion for just one out of every thirteen entering students. For students who place into one of the lower levels of remedial mathematics, the success rates drop below 5% or 1 in 20, although if these students are given another year to graduate, this figure improves to one out of ten finishing a degree.

Among the CSUs, these gaps are smaller, with a six-year graduation rate of 47.8% for full-time, first-time students entering in fall 2004 who did not take remedial courses upon entry, compared to those who did take remedial courses, for whom the six-year graduation rate was five and a half

percentage points lower at 42.1%. To place such numbers in context, however, it is important to recognize that all of the national research about graduation rates point to the primacy of students' academic inputs as the primary determinant of their college success. A recent study by the Higher Education Research Institute at UCLA found that the six-year graduation rate of students with high school grades in the A or A+ range was 79.3% (and this does not count those who transferred and graduated somewhere else). The graduation rate for students with a B+ high school average, however, was just 59.8%; it was 48.7% for a B average, 36.6% for a B- average, and 27.7% for students with a C+ average.

We agree that we have to fix the broken approaches to remediation. We agree that we should "mainstream" as many students as possible into college level courses by providing co-requisites or course embedded support for those needing extra help. But we also must face the reality that we receive at our doorsteps each fall, many students who are way more than a little behind, for whom extra support in the regular course would not work at all well.

For those students, we have evidence that intensive instruction (perhaps for the summer) does work quite well. And we know that the model of a series of three credit-equivalent courses does not work very well, but a summer or semester of intensive work may work well. The model of disconnected courses allows students to drop out. Currently they may take one semester of remediation, then some credit bearing courses, but they cannot advance in math or writing unless they complete their remediation, so they give up.

We agree wholeheartedly with the "Complete College America" call that we answer the fundamental question about remediation – is what's being taught in developmental education what students really need to succeed? It is time to revisit both the structure and goals of remediation so that a coherent approach leading toward graduation becomes the norm, and we agree that tying a student's future success to results on a placement test is not serving students very well at all.

In fact, we have been taking many of these initiatives in our ConnSCU institutions – Western's Bridges Program, as well as other innovative summer programs across our campuses, for example. But we are concerned with the approach of SB 40 that takes away the ability of an institution to require students to move through remediation before taking college level courses. There may well be a kind of Darwinian result, where students fail at the introductory level in large numbers rather than receive the instruction they need to be prepared for college.

Since becoming an Achieving the Dream College in 2004, Housatonic Community College (HCC) has focused on increasing the success of students taking developmental math with the ultimate goal of students taking and completing college level math. HCC developed self-paced developmental math courses. Students progress at their own pace with mastery of all course content required in order to progress in the course and ultimately pass the course. Self-paced math permits students to accelerate their completion of developmental math. This has resulted in some students completing all remediation in one semester; others however, take more than one semester to complete one remedial course. The motivation and initiative of the student greatly affect the individual student outcomes. Providing the opportunity for acceleration of completion of developmental courses is stressed based upon the national research completed by Achieving the Dream and the Bill and Melinda Gates Foundation Developmental Education Initiative. At the most recent State Policy meeting accelerated projects were extensively discussed and promoted.

My institution – Norwalk Community College – is also part of the Bill and Melinda Gates Foundation’s Developmental Education Initiative. We have been successful in reducing a students’ time solely in remediation by enrolling him/her in learning communities that are comprised of cohorts of students engaged in a “block-scheduled” combination of developmental and college level courses. I was a “participant observer” last fall when I taught a college-level Freshman Seminar Course that was conjoined to a college-level technology literacy course and a developmental English course. Learning communities as a promising practice for developmental education is underscored in the Connecticut Association for Human Services (CAHS) 2011 report “Developmental Education at Connecticut Community Colleges: A Key to Economic Recovery.”

Ideally, we would appreciate the opportunity to take full advantage of the consolidation and look across all 17 ConnSCU campuses to assess best practices, what’s working and what’s not as we work to address this issue in a more holistic way. Of course, we would be happy to report back our progress to you in a year and discuss a legislative approach at that point, if necessary.

### House Bill 5028

We fully support efforts to ensure the alignment of standards and curriculum between high schools and our institutions. Over the past two years, the P-20 Council, which was co-chaired formerly by the Department of Higher Education and now by ConnSCU, has worked to build relationships and collaborations between K-12 and higher education at the state level, as well as extending to developing partnerships at the district and institution level, in order to better prepare students for success. In support of these partnerships, the Council also developed, with the Educational Policy Improvement Center (EPIC), the Connecticut College and Career Readiness Toolkit that provides examples of strategies to align curriculum between high school and higher education, which each member of the Committee received a copy of last week. District and higher education leaders that attended a series of workshops last fall received this toolkit, and shortly, every district and higher education leader in the state will receive it as well.

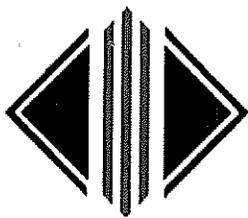
As further proof of our support and commitment to alignment efforts, there are a number of efforts underway in several of our institutions that have already begun to embark on this. Two examples of these efforts include the partnerships between Western Connecticut State University and Bethel school district, and Manchester Community College and Manchester and East Hartford High Schools. While both examples take different approaches to their alignment efforts, both are seeking the same goal, which is to prepare students that are college and career ready, including the reduced, if not eliminated, need for remediation. This requires faculty from both systems to work together. These are not the only examples of partnerships underway, and additional school districts and institutions have been in contact with us that are interested in developing similar partnerships to achieve the same end.

In order to ensure that alignment efforts are coordinated, we would recommend that a Common Core and Assessments Work Group be created as part of the existing P-20 Council charged with identifying and recommending strategies to achieve alignment of curriculum and assessments by school year 2014-15, when assessments aligned with the Common Core Standards are slated to be fully implemented. One already known barrier to these efforts, which the Work Group may need to address, is the lack of common or model curricula in math and English courses, which impacts the speed of scalability.

## House Bill 5029

We support the implementing of assessments in high school that would provide students, parents, teachers and counselors with better and more timely information about whether a student is on track to being college-ready or if they may require remediation prior to graduating. Connecticut is a member of the SMARTER Balanced Assessment Consortium, which is a national group charged with developing assessments from grades 3 through 11 that align with the Common Core Standards in math and English. The State Department of Education is the lead organization for Connecticut. As mentioned in my remarks regarding HB 5028, the implementation of these assessments is slated for school year 2014-15. As it currently stands, the assessment that would be provided in the 11<sup>th</sup> grade would indicate whether or not a student is college ready. There are additional assessments that are being developed as part of this system that we understand would provide teachers and students more details about the areas in which a student is struggling in order to inform course selection decisions and remediate prior to exiting high school. Our recommendation would be to support these efforts already underway. In order to ensure the coordination of these efforts between K-12 and higher education, we further recommend the development of a Common Core Standards and Assessments Work Group as part of the existing P-20 Council.

Thank you for giving me the opportunity to speak today and I would be happy to answer any questions you may have.



Remedial Coursework: Participation, and Degree Completion Rates

This report provides a descriptive overview of student enrollment in remedial coursework in the Connecticut State Colleges and Universities as well as degree completion rates of students who enroll in these courses compared to those who do not. Data provided in this report originate from the centralized institutional research data base (IRDB) for the community colleges and the institutional research repository (IR repository) for the state universities.

Placement and participation in remedial coursework involves a complicated interaction among student preparedness or readiness to perform college coursework; institutional policies for assessment, placement, and completion of such coursework; student success in such coursework; and change over time among all of these factors. Data presented here include only students who entered in fall semesters and do not include summer term entrants so some figures may not align exactly with federal reporting standards. This report uses the term "remedial" to characterize coursework numbers below 100 that does not carry credits that count toward a degree.

Associate's Degree Completion Rates and Transfer-Out Rates for Community College Students

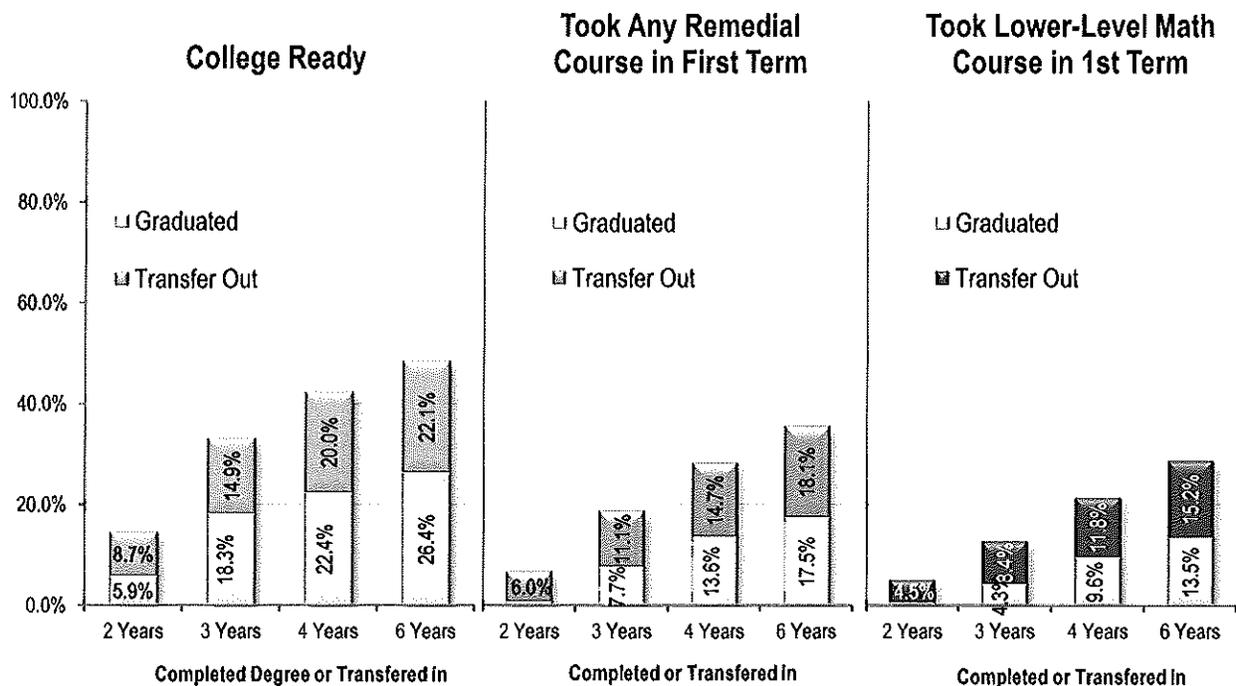


Figure includes only first-time, full-time students seeking associate's degrees beginning in fall 2005



**Table 1. Placement and Enrollment in Remedial Courses  
All Community College First-Time Students**

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Total Cohort	N	8,260	8,424	8,487	9,140	10,153	10,980	11,127	10,737
<b>Registration Status</b>									
Full-time	N	5,190	5,353	5,502	6,199	6,885	7,276	7,255	6,683
	Pct	63%	64%	65%	68%	68%	66%	65%	62%
Part-time	N	3,070	3,071	2,985	2,941	3,268	3,704	3,872	4,054
	Pct	37%	36%	35%	32%	32%	34%	35%	38%
<b>Matriculation Status</b>									
Certificate Seeking	N	605	604	721	654	463	515	431	413
	Pct	7%	7%	8%	7%	5%	5%	4%	4%
Degree Seeking	N	7,655	7,820	7,766	8,486	9,690	10,465	10,696	10,324
	Pct	93%	93%	92%	93%	95%	95%	96%	96%
<b>Placement / Course Enrollment during First Term</b>									
College Ready	N	746	799	899	879	974	1,264	1,296	1,179
	Pct	9%	9%	11%	10%	10%	12%	12%	11%
Took any remedial course	N	5,777	5,874	6,081	6,393	7,297	7,527	7,528	7,458
	Pct	70%	70%	72%	70%	72%	69%	68%	69%
Took remedial English	N	3,991	4,044	4,182	4,485	5,223	5,381	5,217	5,210
	Pct	48%	48%	49%	49%	51%	49%	47%	49%
Took remedial math	N	4,105	4,094	4,277	4,434	5,129	5,387	5,496	5,527
	Pct	50%	49%	50%	49%	51%	49%	49%	51%
Took lower level dev. math	N	2,297	2,368	2,388	2,450	2,794	2,677	2,726	2,603
	Pct	28%	28%	28%	27%	28%	24%	24%	24%

The sum of students assessed to be college ready and those taking any remedial course does not add to 100% because about 20% of students have incomplete placement data and/or students placing into remedial skills courses do not take them in their first term. College ready indicates students successfully placed into courses that count toward their degree in math and English.

**Table 2. Placement and Enrollment in Remedial Courses with Degree Completion Rates  
Community College First-Time, Full-Time Associate's Degree-Seeking Students only**

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<b>Total Cohort</b>	N	4,910	5,091	5,140	5,842	6,629	6,994	7,018	6,484
<b>Placement / Course Enrollment during First Term</b>									
<b>College Ready</b>	N	533	624	674	667	734	969	1,018	887
	Pct of cohort	11%	12%	13%	11%	11%	14%	15%	14%
	Graduated in 2 yrs	6.6%	5.9%	5.5%	8.4%	8.2%	6.6%		
	Graduated in 3 yrs	18.4%	18.3%	18.0%	19.0%	20.7%			
	Graduated in 4 yrs	22.5%	22.4%	22.6%	24.1%				
	Graduated in 5 yrs	25.0%	25.3%	24.8%					
	Graduated in 6 yrs	27.6%	26.4%						
<b>Took any remedial course</b>	N	3,646	3,736	3,817	4,264	4,986	4,979	4,842	4,536
	Pct of cohort	74%	73%	74%	73%	75%	71%	69%	70%
	Graduated in 2 yrs	1.0%	0.8%	1.1%	0.9%	1.2%	1.2%		
	Graduated in 3 yrs	7.8%	7.7%	7.6%	7.8%	8.3%			
	Graduated in 4 yrs	13.2%	13.6%	12.9%	13.3%				
	Graduated in 5 yrs	16.2%	16.1%	15.8%					
	Graduated in 6 yrs	17.7%	17.5%						
<b>Took remedial English</b>	N	2,625	2,688	2,724	3,120	3,711	3,669	3,391	3,227
	Pct of cohort	53%	53%	53%	53%	56%	52%	48%	50%
	Graduated in 2 yrs	0.3%	0.6%	0.5%	0.5%	0.8%	0.8%		
	Graduated in 3 yrs	6.6%	7.7%	6.3%	7.2%	7.7%			
	Graduated in 4 yrs	12.4%	13.8%	11.9%	13.0%				
	Graduated in 5 yrs	15.7%	16.3%	14.9%					
	Graduated in 6 yrs	17.2%	17.9%						
<b>Took remedial math</b>	N	2,688	2,714	2,771	3,077	3,665	3,796	3,808	3,592
	Pct of cohort	55%	53%	54%	53%	55%	54%	54%	55%
	Graduated in 2 yrs	1.0%	0.8%	1.1%	0.9%	0.9%	0.9%		
	Graduated in 3 yrs	7.3%	6.3%	7.3%	6.4%	7.1%			
	Graduated in 4 yrs	12.4%	12.0%	12.0%	11.7%				
	Graduated in 5 yrs	15.1%	14.3%	14.7%					
	Graduated in 6 yrs	16.4%	15.5%						
<b>Took lower level dev. math</b>	N	1,359	1,435	1,426	1,561	1,861	1,761	1,766	1,567
	Pct of cohort	28%	28%	28%	27%	28%	25%	25%	24%
	Graduated in 2 yrs	1.0%	0.6%	0.6%	0.5%	0.6%	0.4%		
	Graduated in 3 yrs	5.7%	4.3%	4.8%	4.0%	5.7%			
	Graduated in 4 yrs	10.5%	9.6%	10.0%	8.8%				
	Graduated in 5 yrs	13.3%	12.1%	12.4%					
	Graduated in 6 yrs	14.0%	13.5%						

Cohorts do not include students who enter in summer terms and also restrict the population only to associate's degree-seeking students; as a result, figures will not exactly match federal graduation rate surveys, although the population here is largely comparable to that group. College ready indicates students successfully placed into courses that count toward their degree in math and English.

**Table 3. Placement and Enrollment in Remedial Courses with Transfer-Out Rates to 4-Year Institutions, Community College First-Time, Full-Time Associate's Degree-Seeking Students only (table does not count transfer if student completed an associate's degree)**

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
<b>Total Cohort</b>	N	4,910	5,091	5,140	5,842	6,629	6,994	7,018	6,484
<b>Placement / Course Enrollment during First Term</b>									
<b>College Ready</b>	N	533	624	674	667	734	969	1,018	887
	Pct of cohort	11%	12%	13%	11%	11%	14%	15%	14%
-----									
	Transferred no degree in 2 yrs	10.3%	8.7%	11.3%	10.9%	8.0%	10.4%		
	Transferred no degree in 3 yrs	16.7%	14.9%	18.5%	18.0%	13.9%			
	Transferred no degree in 4 yrs	20.6%	20.0%	23.9%	22.2%				
	Transferred no degree in 5 yrs	22.7%	21.0%	25.5%					
	Transferred no degree in 6 yrs	23.8%	22.1%						
<b>Took any remedial course</b>	N	3,646	3,736	3,817	4,264	4,986	4,979	4,842	4,536
	Pct of cohort	74%	73%	74%	73%	75%	71%	69%	70%
-----									
	Transferred no degree in 2 yrs	5.3%	6.0%	5.6%	5.7%	5.4%	5.2%		
	Transferred no degree in 3 yrs	10.0%	11.1%	10.4%	10.1%	10.0%			
	Transferred no degree in 4 yrs	13.0%	14.7%	13.5%	13.8%				
	Transferred no degree in 5 yrs	15.5%	17.0%	15.2%					
	Transferred no degree in 6 yrs	17.0%	18.1%						
<b>Took remedial English</b>	N	2,625	2,688	2,724	3,120	3,711	3,669	3,391	3,227
	Pct of cohort	53%	53%	53%	53%	56%	52%	48%	50%
-----									
	Transferred no degree in 2 yrs	5.4%	5.7%	4.7%	4.7%	5.1%	4.8%		
	Transferred no degree in 3 yrs	9.7%	10.1%	9.1%	9.0%	9.8%			
	Transferred no degree in 4 yrs	12.9%	13.3%	12.2%	12.9%				
	Transferred no degree in 5 yrs	15.5%	15.5%	13.5%					
	Transferred no degree in 6 yrs	16.8%	16.7%						
<b>Took remedial math</b>	N	2,688	2,714	2,771	3,077	3,665	3,796	3,808	3,592
	Pct of cohort	55%	53%	54%	53%	55%	54%	54%	55%
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	Transferred no degree in 2 yrs	5.1%	5.9%	5.8%	6.0%	5.1%	5.0%		
	Transferred no degree in 3 yrs	9.6%	10.7%	10.6%	10.2%	9.7%			
	Transferred no degree in 4 yrs	12.2%	14.4%	13.4%	13.6%				
	Transferred no degree in 5 yrs	14.8%	16.9%	15.0%					
	Transferred no degree in 6 yrs	16.5%	17.9%						
<b>Took lower level dev. math</b>	N	1,359	1,435	1,426	1,561	1,861	1,761	1,766	1,567
	Pct of cohort	28%	28%	28%	27%	28%	25%	25%	24%
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	Transferred no degree in 2 yrs	4.7%	4.5%	5.2%	5.1%	4.8%	4.1%		
	Transferred no degree in 3 yrs	8.2%	8.4%	9.4%	9.3%	8.8%			
	Transferred no degree in 4 yrs	10.8%	11.8%	11.7%	12.1%				
	Transferred no degree in 5 yrs	13.8%	14.3%	13.2%					
	Transferred no degree in 6 yrs	15.7%	15.2%						

Cohorts do not include students who enter in summer terms and also restrict the population only to associate's degree-seeking students; as a result, figures will not exactly match federal graduation rate surveys, although the population here is largely comparable to that group. Students counted as transferring to a four-year institution are those who did not receive an associate's degree, so as to provide an unduplicated count. The actual number of transfers is slightly higher than the rates presented here. College ready indicates students successfully placed into courses that count toward their degree in math and English.

**Table 4. Placement and Enrollment in Remedial Courses with Graduation Rates plus Transfer-Out Rates to 4-Year Institutions, Community College First-Time, Full-Time Associate's Degree-Seeking Students only (table provides an unduplicated count and does not count transfer if student completed an associate's degree)**

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
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<b>College Ready</b>	N	533	624	674	667	734	969	1,018	887
	Pct of cohort	11%	12%	13%	11%	11%	14%	15%	14%
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	Graduated + Transferred in 2 yrs	16.9%	14.6%	16.8%	19.3%	16.2%	17.0%		
	Graduated + Transferred in 3 yrs	35.1%	33.2%	36.5%	37.0%	34.6%			
	Graduated + Transferred in 4 yrs	43.1%	42.4%	46.5%	46.3%				
	Graduated + Transferred in 5 yrs	47.7%	46.3%	50.3%					
	Graduated + Transferred in 6 yrs	51.4%	48.5%						
-----									
<b>Took any remedial course</b>	N	3,646	3,736	3,817	4,264	4,986	4,979	4,842	4,536
	Pct of cohort	74%	73%	74%	73%	75%	71%	69%	70%
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	Graduated + Transferred in 2 yrs	6.3%	6.8%	6.7%	6.6%	6.6%	6.4%		
	Graduated + Transferred in 3 yrs	17.8%	18.8%	18.0%	17.9%	18.3%			
	Graduated + Transferred in 4 yrs	26.2%	28.3%	26.4%	27.1%				
	Graduated + Transferred in 5 yrs	31.7%	33.1%	31.0%					
	Graduated + Transferred in 6 yrs	34.7%	35.6%						
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<b>Took remedial English</b>	N	2,625	2,688	2,724	3,120	3,711	3,669	3,391	3,227
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	Graduated + Transferred in 4 yrs	25.3%	27.1%	24.1%	25.9%				
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	Graduated + Transferred in 3 yrs	16.9%	17.0%	17.9%	16.6%	16.8%			
	Graduated + Transferred in 4 yrs	24.6%	26.4%	25.4%	25.3%				
	Graduated + Transferred in 5 yrs	29.9%	31.2%	29.7%					
	Graduated + Transferred in 6 yrs	32.9%	33.4%						
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	Graduated + Transferred in 3 yrs	13.9%	12.7%	14.2%	13.3%	14.5%			
	Graduated + Transferred in 4 yrs	21.3%	21.4%	21.7%	20.9%				
	Graduated + Transferred in 5 yrs	27.1%	26.4%	25.6%					
	Graduated + Transferred in 6 yrs	29.7%	28.7%						

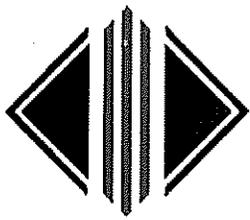
Cohorts do not include students who enter in summer terms and also restrict the population only to associate's degree-seeking students; as a result, figures will not exactly match federal graduation rate surveys, although the population here is largely comparable to that group. Students counted as transferring to a four-year institution are those who did not receive an associate's degree, so as to provide an unduplicated count. The actual number of transfers is slightly higher than the rates presented here. College ready indicates students successfully placed into courses that count toward their degree in math and English.

**Table 5. Placement and Enrollment in Remedial Courses, Connecticut State University First-Time, Full-Time Degree-Seeking Students**

		Fall 2009	Fall 2010	Fall 2011
Total Cohort	N	4,573	4,498	4,496
<b>Placement</b>				
College Ready	N	3,093	3,048	2,957
	Pct	68%	68%	66%
Placed into Remedial English	N	203	260	166
	Pct	4%	6%	4%
Placed into Remedial Math	N	1,387	1,330	1,471
	Pct	30%	30%	33%
<b>Course Enrollment in First Semester</b>				
Took no remedial courses	N	3,515	3,565	3,681
	Pct	77%	79%	82%
Took any remedial course	N	1,058	933	815
	Pct	23%	21%	18%
Took remedial English	N	145	158	89
	Pct	3%	4%	2%
Took remedial math	N	961	834	752
	Pct	21%	19%	17%

Insufficient time has elapsed to compare graduation rates for students entering in these semesters.

*Prepared by the Office of Policy and Research  
February 16, 2012*



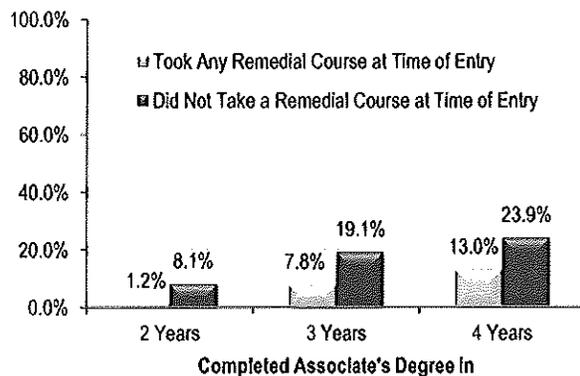
## Completion Rates of Students Taking Remedial Coursework (from Complete College America)

As one of six states to participate in the Complete College America Academy in fall 2011, Connecticut prepared a set of metrics for all public institutions in the state disaggregated by a number of categories beyond what is reported in the federal graduation rate survey; completion rates of students taking remedial coursework was among these metrics.

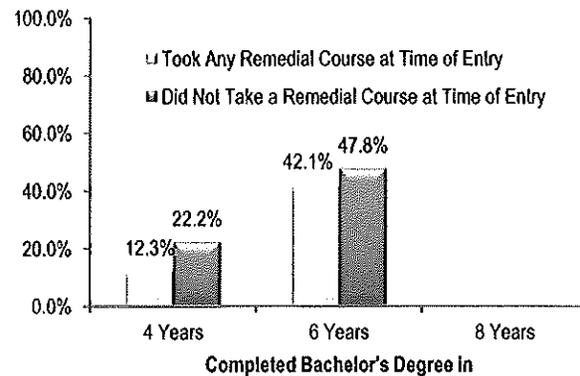
Unsurprisingly, students who took remedial coursework upon entry graduated at lower rates than did students who did not. At the community colleges, the three-year graduation rate of students seeking associate's degrees and entering as full-time students in fall 2006 was 10.8% overall, but just 7.8% of students who took remedial courses upon entry completed their associate's degree within three years. By contrast, 19.1% of students who did not take remedial courses in their first term completed an associate's degree in three years. These proportions each increased by 4-5 percentage points when allowing another year for completion.

At the Connecticut State Universities, a similar pattern was observed, although the gap between students taking remedial courses and those not taking these courses was smaller. For the cohort of full-time, first-time students entering in fall 2004, the overall six-year graduation rate was 46.0%. For those students taking remedial courses upon entry, the six-year graduation rate was 42.1%, but for those not taking remedial courses, the six-year graduation rate was 47.8%.

**Associate's Degree Completion Rates**  
(First-Time, Full-Time Students Entering in Fall 2006, Community Colleges only)



**Bachelor's Degree Completion Rates**  
(First-Time, Full-Time Students Entering in Fall 2004, CSU Campuses only)



<sup>1</sup> These figures will differ slightly from an accompanying report based on data directly extracted from the Community Colleges Data Warehouse because of minor definitional differences in reporting for Complete College America, but the overarching pattern remains the same.

### Graduation Rates of Connecticut Community College Students Seeking Associate's Degrees Entering in Fall 2006

Enrollment Status and Remedial Course Enrollment at Entry	Beginning Cohort (Headcount)	Completed in					
		2 Years (100% normal time)		3 Years (150% normal time)		4 Years (200% normal time)	
	N	N	Pct	N	Pct	N	Pct
Full-Time, First-Time	5,272	163	3.1%	571	10.8%	840	15.9%
Took Any Remedial Course at Time of Entry	3,860	48	1.2%	301	7.8%	502	13.0%
Did Not Take a Remedial Course at Time of Entry	1,412	115	8.1%	270	19.1%	338	23.9%
Part-Time, First-Time	2,875	58	2.0%	115	4.0%	207	7.2%
Took Any Remedial Course at Time of Entry	1,813	10	0.6%	31	1.7%	77	4.2%
Did Not Take a Remedial Course at Time of Entry	1,062	48	4.5%	84	7.9%	130	12.2%

### Graduation Rates of Connecticut State University Students Seeking Bachelor's Degrees Entering in Fall 2004

Enrollment Status and Remedial Course Enrollment at Entry	Beginning Cohort (Headcount)	Completed in					
		4 Years (100% normal time)		6 Years (150% normal time)		8 Years (200% normal time)	
	N	N	Pct	N	Pct	N	Pct
Full-Time, First-Time	4,272	820	19.2%	1,967	46.0%	NA	NA
Took Any Remedial Course at Time of Entry	1,305	160	12.3%	549	42.1%	NA	NA
Did Not Take a Remedial Course at Time of Entry	2,967	660	22.2%	1,418	47.8%	NA	NA
Part-Time, First-Time	270	15	5.6%	48	17.8%	NA	NA
Took Any Remedial Course at Time of Entry	22	<5	—	<5	—	NA	NA
Did Not Take a Remedial Course at Time of Entry	248	>10	—	>40	—	NA	NA

Remedial course placement policies varied across institutions in fall 2006. Reporting follows guidelines for Complete College America. Attribution to full-time and part-time status and enrollment in a remedial course are as of the first term of entry, and students may change enrollment status over the course of their studies. The University of Connecticut reported that no students were enrolled in remedial courses. Source: Connecticut pilot data submission to Complete College America in fall 2011.

**important contextual note:** lower degree completion rates at the associate's and bachelor's levels for full-time are associated with taking remedial courses in the first semester, but this correlation should not be interpreted as causality. Substantial research has conclusively demonstrated that student academic inputs are the most important factor related to completion rates. A recent national study of 210,056 first-time, full-time undergraduate students attending 356 not-for-profit institutions illustrates this pattern across a number of such inputs including high school grades.

Source: DeAngelo, et al. (2011). Completing College: Assessing Graduation Rates at Four-Year Institutions. Higher Education Research Institute. University of California, Los Angeles.  
<http://heri.ucla.edu/DARCU/CompletingCollege2011.pdf>

National Graduation Rates at 4-Year Institutions by HS Grades		
HS Grade Average	Weighted Percentage of Students Who Received Bachelor's Degrees Within	
	4 Years	6 Years
A+, A	58.3%	79.3%
A-	47.8%	70.6%
B+	35.9%	59.8%
B	25.2%	48.7%
B-	15.5%	36.6%
C+	9.8%	27.7%
C or less	6.3%	21.2%

Connecticut's participation in Complete College America was a pilot project in fall 2011, and reporting focused on cohorts entering in 2004 for bachelor's-seeking students and 2006 for associate's seeking students, while states that fully participated in the project reported on cohorts entering in 2002 and 2004 respectively. Nevertheless, data can be considered roughly comparable since change in completion rates over time has historically been modest at the state level. Connecticut's 3-year completion rates for full-time students seeking associate's degrees and took remedial courses upon entry ranked #21 out of 28 participating states; for full-time students seeking bachelor's degrees who took remedial courses upon entry ranked #7 out of 26 participating states.

### Three- and Six-Year Graduation Rates of Full -Time Students Enrolling in Remedial Education Upon Entry

State	Associate's Degrees				Bachelor's Degrees			
	Entry Cohort Started 2004 †	Graduated in three years		Rank (out of 28)	Entry Cohort Started in 2002 †	Graduated in six years		Rank (out of 26)
Arizona	NP	NP	NP	--	NP	NP	NP	--
Arkansas	4,219	396	9.4%	16	4,316	955	22.1%	22
California (Cal State Only)	NP	NP	NP	--	23,080	10,620	46.0%	5
Colorado	3,061	281	9.2%	17	1,734	377	21.7%	23
Connecticut †	3,860	301	7.8%	21	1,305	549	42.1%	7
Florida	NP	NP	NP	--	NP	NP	NP	--
Georgia	5,701	410	7.2%	22	1,132	280	24.7%	19
Hawaii	1,852	191	10.3%	11	13	DS	DS	--
Idaho	635	81	12.8%	7	938	196	20.9%	25
Illinois	12,891	1,806	14.0%	4	3,360	916	27.3%	18
Indiana	5,106	470	9.2%	17	5,624	2,318	41.2%	8
Kentucky	4,104	226	5.5%	26	5,659	1,819	32.1%	14
Louisiana	3,992	109	2.7%	28	5,491	1,223	22.3%	21
Maryland	6,019	603	10.0%	13	2,010	980	48.8%	4
Massachusetts	6,756	693	10.3%	11	2,028	1,038	51.2%	1
Minnesota	NP	NP	NP	--	NP	NP	NP	--
Mississippi	8,953	1,188	13.3%	6	1,888	686	36.3%	12
Missouri	6,178	775	12.5%	9	968	205	21.2%	24
Nevada	825	80	9.7%	14	223	82	36.8%	11
New Hampshire	NP	NP	NP	--	NP	NP	NP	--
New Mexico*	4,757	326	6.9%	23	4,408	303	6.9%	26
North Carolina	7,822	762	9.7%	14	3,209	1,586	49.4%	3
Ohio	14,988	955	6.4%	24	7,760	2,625	33.8%	13
Oklahoma	6,385	587	9.2%	17	2,675	819	30.6%	16
Oregon	2,970	410	13.8%	5	1,257	635	50.5%	2
Pennsylvania (PASSHE system only)	NP	NP	NP	--	NP	NP	NP	--
South Dakota**	200	11	5.5%	26	1,298	489	37.7%	10
Tennessee	8,017	1,006	12.6%	8	4,996	2,220	44.4%	6
Texas	35,974	2,080	5.8%	25	14,385	4,263	29.6%	17
Utah	2,525	1,304	51.6%	1	312	73	23.4%	20
Virginia	6,520	801	12.0%	10	721	292	40.0%	9
Washington	8,806	1,997	22.7%	2	NP	NP	NP	--
West Virginia	2,450	207	8.4%	20	2,700	859	31.8%	15
Wyoming	1,560	339	21.7%	3	NP	NP	NP	--

† Connecticut participated in Complete College America Data Collection as a pilot project in fall 2011 and reported data for the entering 2006 cohort for students seeking associate's degrees and entering in 2004 for those seeking bachelor's degree. The University of Connecticut reported not offering remedial coursework and so figures here represent only the community colleges and the CSU campuses.

\* New Mexico data show graduation rates for two years, rather than 1.5 years.

\*\* South Dakota reported data from Board of Regents only, which does not include any two-year-only colleges.

NP = The state did not provide data for this metric.

DS = Fewer than 10 students, so data were suppressed.

Data Source: Complete College America, Time Is the Enemy (2011), pp. 40-41. [http://www.completecollege.org/docs/Time\\_Is\\_the\\_Enemy\\_Tables.pdf](http://www.completecollege.org/docs/Time_Is_the_Enemy_Tables.pdf)



## Success in Remedial Courses

Of first-time students entering the state's community colleges in fall 2008, just over half (55%) of students taking remedial math only, completed all of their remedial coursework within two years, and two-thirds (65%) of those taking remedial English only completed all of their remedial coursework within two years. Success rates were lower when taking both remedial math and English, with just over a third (36%) completing all of their remedial courses within two years.

Of first-time students entering the Connecticut State Universities in fall 2008, about seven out of eight (87%) of students taking remedial math only, completed all of their remedial coursework within two years, and more than nine out of ten (92%) of those taking remedial English only completed all of their remedial coursework within two years. Success rates were slightly lower when taking both remedial math and English, with just over three quarters (77%) completing all of their remedial courses within two years.

Rates of completing remedial courses in the community colleges are lower than those in four-year institutions because in many instances students must pass courses two or three levels below college level courses before proceeding to a course that will count toward the degree at the 100-level.

### Students Completing All Required Remedial Courses within 2 Years of Entry (Of Those Taking Remedial Courses in Fall 2008)

	Two-Year Colleges			Four-Year Colleges		
	Math Only	English Only	Math & English	Math Only	English Only	Math & English
All Students	55%	65%	36%	87%	92%	77%
Hispanic Students	44%	66%	34%	81%	93%	72%
African American Students	42%	58%	29%	80%	86%	85%
White Students	59%	67%	40%	89%	94%	78%
Other Races	60%	69%	38%	84%	--*	--*
Directly from HS (Age 17-19)	52%	67%	36%	87%	93%	78%
Age 25 and Over	63%	63%	40%	--*	--*	--*
Age 20-24	51%	59%	30%	--*	--*	--*
Pell Grant Recipients (at entry)	49%	63%	31%	84%	91%	86%

\* Cell sizes are too small (less than 30) to generate meaningful comparisons.

Connecticut participated in the Complete College America (CCA) data collection for context, outcomes, and progress metrics for the first time in August and September 2010. CCA requested that states provide these data for students entering institutions in fall 2006, but CT provided data for students entering in fall 2008 because placement practices were more uniform and more recent. For metrics on remediation, the University of Connecticut and Charter Oak State College did not enroll students in remedial courses in Fall 2008; further, Charter Oak State College did not enroll first-time students, only transfer students. Four-year institution totals for remediation represent only students in the CSU System.

**Definition:** entering first-time undergraduate students who complete remedial education courses in math, English/reading, or both within two academic years. **Remedial Math Only:** students who complete all required courses in remedial math within two academic years divided by all first-time degree or certificate-seeking students enrolled in remedial math course(s) during the first academic year. **Remedial English/Reading Only:** students who complete all required courses in remedial English/reading within two academic years divided by all first-time degree or certificate-seeking students enrolled in remedial English/reading course(s) during the first academic year. **Both Remedial Math and English:** remedial students (denominator) who complete all required courses in remedial English/reading and math within two academic years divided by all first-time degree or certificate-seeking students enrolled in both remedial English/reading and math course(s) during the first academic year



## Smarter Balanced and Policymakers: Creating College- and Career-Ready Assessments

The Smarter Balanced Assessment Consortium is creating next-generation tests aligned to the Common Core State Standards (CCSS) in English language arts/literacy and mathematics that will be available by the 2014-15 school year. The assessment system includes a rigorous computer adaptive summative test for grades 3-8 and 11 that provides accurate student performance and growth information to meet state and federal accountability requirements. In addition, optional computer adaptive interim assessments and formative resources aligned to the CCSS give teachers and principals the tools to help students meet today's college- and career-ready standards.

### Key Features of Smarter Balanced

- ▶ A college- and career-ready evaluation based on the CCSS with results that are comparable nationwide and internationally benchmarked.
- ▶ Innovative item types go beyond multiple choice questions to include constructed response and performance tasks that measure critical thinking and problem solving.
- ▶ Support for Common Core implementation, including membership for Governing States in the Council of Chief State School Officers' Implementing CCSS state collaborative and a digital library of curriculum resources and instructional best practices for educators.

### State-led Governance

Smarter Balanced is a state-led consortium, with governing authority flowing from state education chiefs and elected officials. Each state appoints K-12 and higher education leads to coordinate with the Consortium. State representatives direct the Executive Committee and participate in 10 Smarter Balanced work groups. Policy decisions are made by Governing States while Advisory States benefit by sharing resources and access to national experts and technical advisors.

### Support for Implementation

Smarter Balanced is committed to addressing the concerns of states and ensuring a successful transition to new assessments. A technology readiness tool will allow states to estimate future information technology needs. A paper-and-

pencil version of the assessments will be available during a three-year transition period. In addition, the Consortium will also provide professional development and training for teams of educators from each state.

### State Implementation Timeline

- ▶ 2011-2012 School Year—Technology readiness tool available
- ▶ Winter/Spring 2013—Pilot testing of summative and interim assessments
- ▶ Spring 2014—Field testing of summative and interim assessments
- ▶ 2014-15 School Year—Implementation of assessment system and launch of digital library

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### LEARN MORE AND GET INVOLVED

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Visit [SmarterBalanced.org](http://SmarterBalanced.org) to learn more about the Smarter Balanced Assessment Consortium and sign-up to receive our monthly eNewsletter. For more information, please contact [Info@SmarterBalanced.org](mailto:Info@SmarterBalanced.org).

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