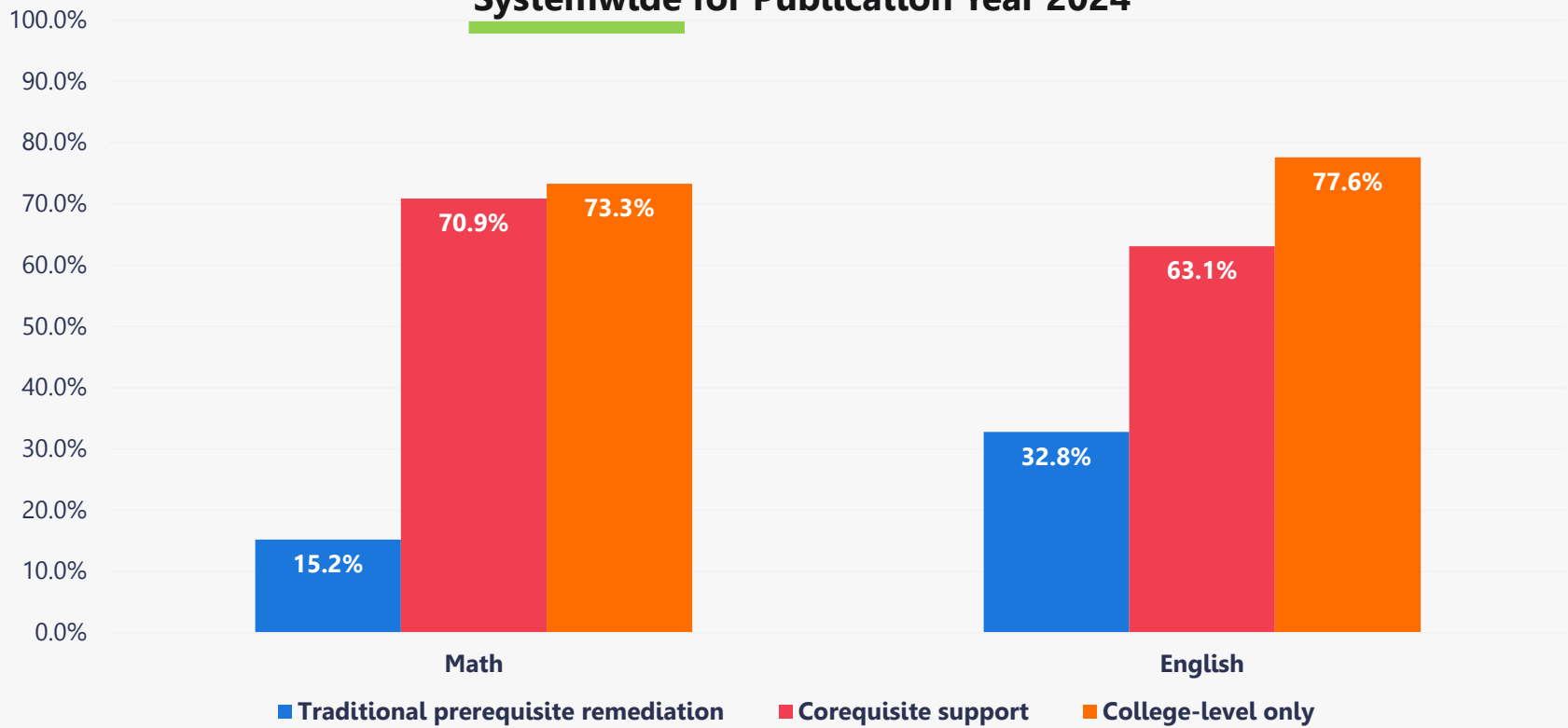


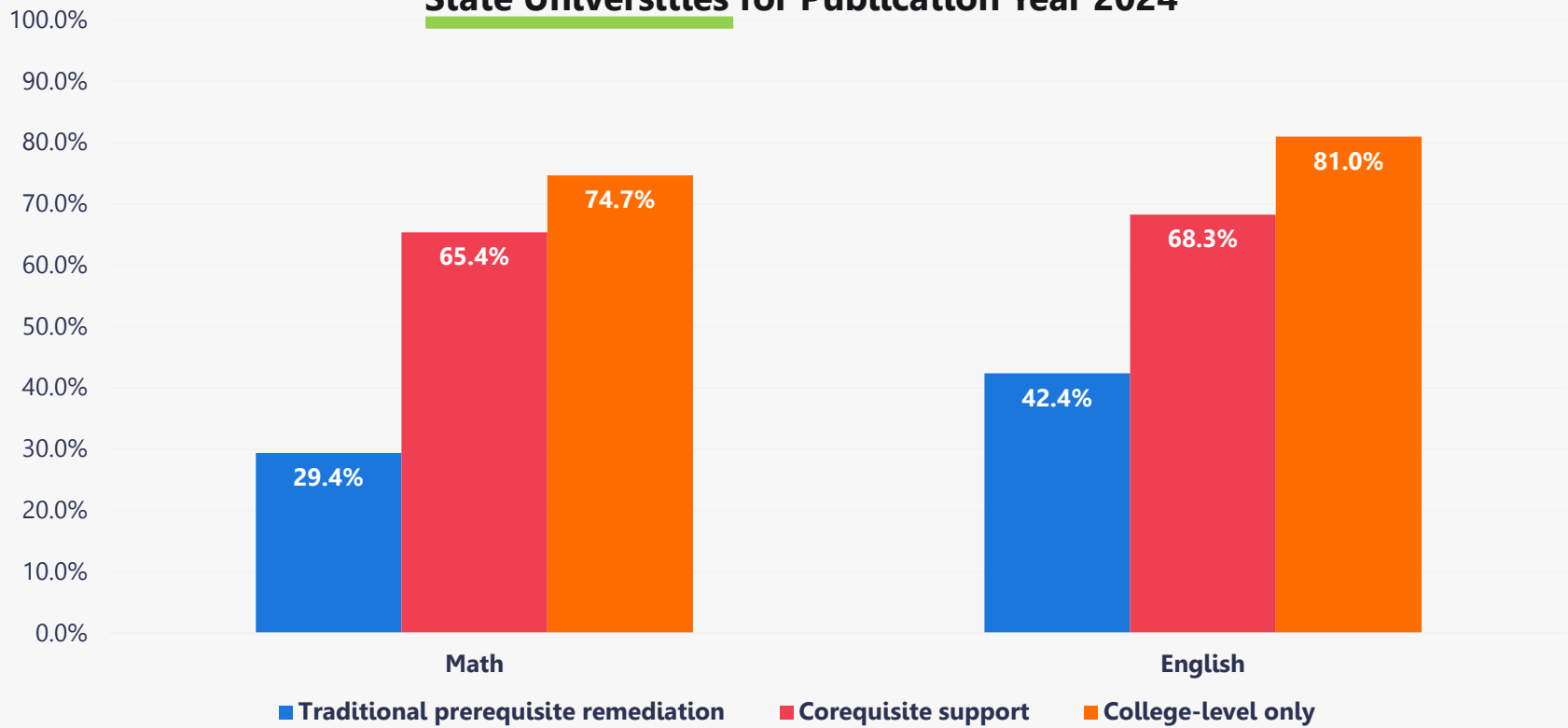
Collaborating for Corequisite Success: Sharing Models and Metrics

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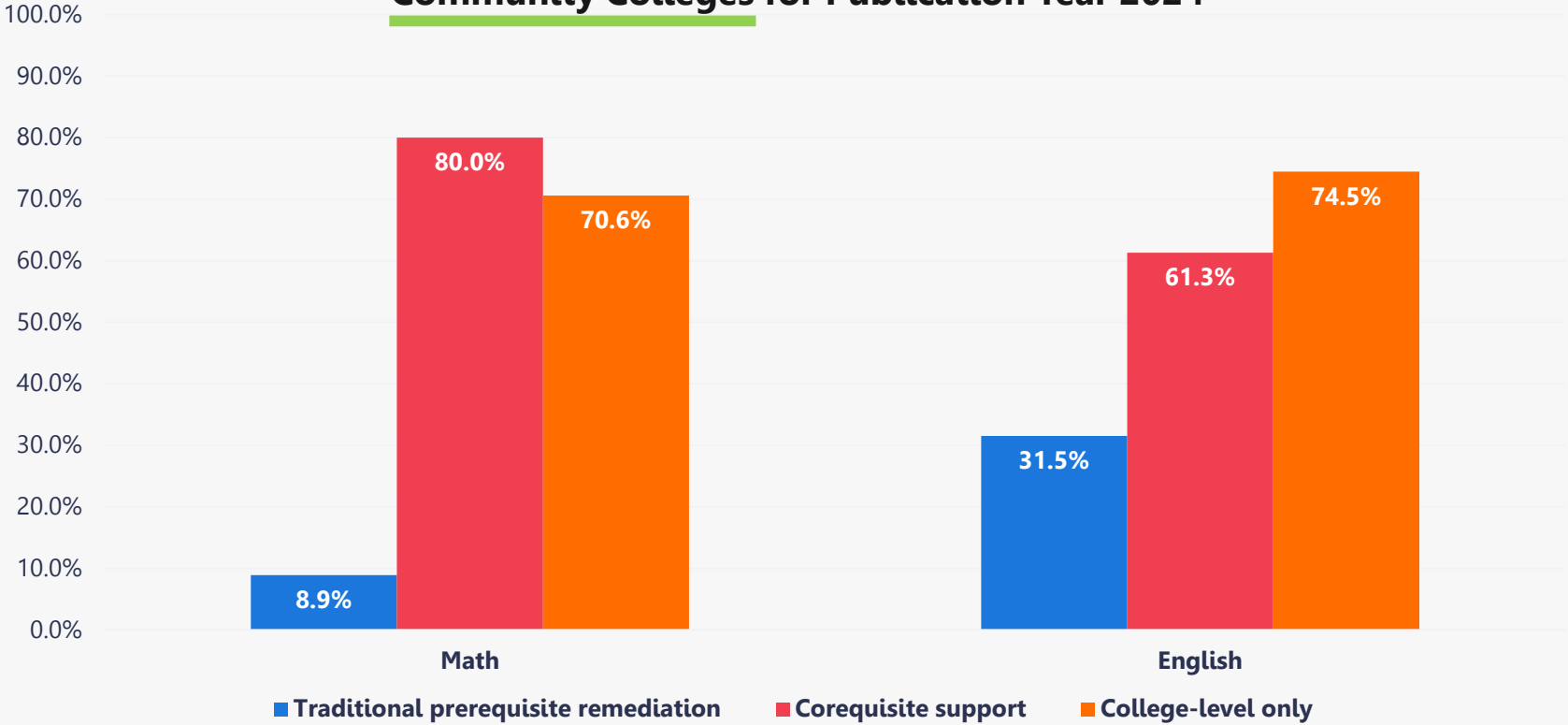
Percent of Students Passing Gateway Courses by Developmental Type Metric Systemwide for Publication Year 2024



Percent of Students Passing Gateway Courses by Developmental Type Metric State Universities for Publication Year 2024



Percent of Students Passing Gateway Courses by Developmental Type Metric Community Colleges for Publication Year 2024



Developmental Education - Math: Academic Years 2010-2024

Sector	Overall Totals	Cohort	Percent Enrolled in Developmental Math Course	Percent Completed Developmental Math Course	Percent Completed Developmental Math Course and College Algebra
Community Colleges		276,646	25.7%	63.4%	6.0%
Public Universities		199,338	12.3%	68.7%	24.7%

Sector	By Age	Cohort	Percent Enrolled in Developmental Math Course	Percent Completed Developmental Math Course	Percent Completed Developmental Math Course and College Algebra
Community Colleges	Ages 17-19	168,321	27.2%	63.2%	7.2%
Public Universities		180,850	11.3%	71.7%	27.2%
Community Colleges	Ages 20-24	57,977	26.6%	60.2%	4.0%
Public Universities		12,913	21.2%	55.0%	13.8%
Community Colleges	Ages 25+	49,755	19.6%	69.1%	3.8%
Public Universities		5,502	27.1%	52.6%	11.1%

Developmental Education - Math: Academic Years 2010-2024

Sector	By Race/Ethnicity	Cohort	Percent Enrolled in Developmental Math Course	Percent Completed Developmental Math Course	Percent Completed Developmental Math Course and College Algebra
Community Colleges	Hispanic	39,671	29.6%	62.2%	5.5%
Public Universities		17,271	18.8%	67.5%	22.9%
Community Colleges	African American, Non-Hispanic	33,727	37.1%	54.8%	3.5%
Public Universities		9,599	30.9%	60.7%	19.3%
Community Colleges	White, Non-Hispanic	163,502	22.3%	65.9%	6.8%
Public Universities		144,320	10.3%	70.9%	27.1%
Community Colleges	Other Races	39,746	26.2%	66.0%	6.7%
Public Universities		28,148	12.6%	67.2%	21.1%

Sector	By Gender	Cohort	Percent Enrolled in Developmental Math Course	Percent Completed Developmental Math Course	Percent Completed Developmental Math Course and College Algebra
Community Colleges	Female	137,686	26.8%	67.3%	6.9%
Public Universities		105,380	13.5%	71.8%	27.1%
Community Colleges	Male	138,280	24.6%	59.1%	5.1%
Public Universities		93,922	11.1%	64.4%	21.6%

Developmental Education - English: Academic Years 2010-2024

Sector	Overall Totals	Cohort	Percent Enrolled in Developmental English/Reading Course	Percent Completed Developmental English/Reading Course	Percent Completed Developmental English/Reading Course and Comp I
Community Colleges		276,646	19.2%	68.7%	31.5%
Public Universities		199,338	2.8%	77.0%	46.3%

Sector	By Age	Cohort	Percent Enrolled in Developmental English/Reading Course	Percent Completed Developmental English/Reading Course	Percent Completed Developmental English/Reading Course and Comp I
Community Colleges	Ages 17-19	168,321	20.7%	69.5%	35.5%
Public Universities		180,850	2.4%	80.0%	51.3%
Community Colleges	Ages 20-24	57,977	21.4%	65.6%	25.6%
Public Universities		12,913	5.7%	70.7%	29.8%
Community Colleges	Ages 25+	49,755	11.7%	70.5%	19.7%
Public Universities		5,502	6.4%	53.4%	18.6%

Developmental Education - English: Academic Years 2010-2024

Sector	By Race/Ethnicity	Cohort	Percent Enrolled in Developmental English/Reading Course	Percent Completed Developmental English/Reading Course	Percent Completed Developmental English/Reading Course and Comp I
Community Colleges	Hispanic	39,671	25.7%	68.8%	31.9%
Public Universities		17,271	5.8%	76.2%	47.0%
Community Colleges	African American, Non-Hispanic	33,727	35.1%	63.7%	25.2%
Public Universities		9,599	10.9%	71.6%	43.3%
Community Colleges	White, Non-Hispanic	163,502	13.5%	69.4%	33.8%
Public Universities		144,320	1.6%	78.6%	51.4%
Community Colleges	Other Races	39,746	22.5%	73.3%	33.6%
Public Universities		28,148	4.0%	79.4%	38.2%

Sector	By Gender	Cohort	Percent Enrolled in Developmental English/Reading Course	Percent Completed Developmental English/Reading Course	Percent Completed Developmental English/Reading Course and Comp I
Community Colleges	Female	137,686	18.4%	71.6%	34.7%
Public Universities		105,380	2.8%	79.5%	50.1%
Community Colleges	Male	138,280	20.1%	66.0%	28.5%
Public Universities		93,922	2.7%	74.1%	42.1%

Reference: Models Approved by Policy

Supplemental Course Section

A student in a supplemental course section attends a corequisite support developmental education section model in which there are structured courses that run before, after, or on opposite days to the gateway course. *The gateway course and the concurrent supplemental course are completed in the same semester.*

Mandatory Tutoring Section

A student in a mandatory tutoring section attends a corequisite support developmental education section model in which mandatory tutoring in a lab is required for a specified number of hours per week. *The gateway course and concurrent mandatory tutoring are completed in the same semester.*

Boot Camp Section

A student in a boot camp section attends a corequisite support developmental education section model in which the first three to five weeks of the semester are typically developmental content, followed by the college-level content. Classes meet extra hours each week throughout the semester to equal the two classes or class plus lab. The boot camp and gateway course are completed in the same semester.

Compressed Course Section

A student in a compressed course section attends a corequisite support developmental education section model in which a developmental class is typically compressed into eight weeks, and then the college-level gateway course is typically compressed into eight weeks, so that both classes are completed in the same semester. Classes meet extra hours each week throughout the semester to deliver the applicable credit hours of instruction for both the corequisite section and the gateway course within the compressed timeframes.