

# TIME is the ENEMY

The surprising truth about why today's college students  
**aren't** graduating ... AND WHAT NEEDS TO CHANGE

**COMPLETE COLLEGE** AMERICA

## GOVERNORS WHO GET IT

Some leaders run from challenges; others run toward them.

When it comes to college completion, the numbers can be daunting. So troubling, in fact, that some leaders may be tempted to keep the public in the dark. The last thing they want to do is deliver more bad news, especially in times like these.

That's not the case for the leaders listed below. By participating in this groundbreaking report, they have courageously committed their states to confronting the college completion challenge head on. These governors understand the consequences of ignoring thousands of college dropouts: the shrinking family incomes, the weakened economic competitiveness, the squandered taxpayer investments, and the hollowing out of our civic engagement.

But they know the upside, too. They share our optimism that better days and millions more college graduates are ahead because — under their leadership — states are on the move. New laws are hitting the books. New policies are taking hold. And students are already beginning to reap the rewards of a reinvented system of American higher education designed to meet modern needs.

Improving college completion begins by ensuring that we count the success of every student. Thanks to the courageous leaders of these 33 states, we have now done so. Without them, this historic report would not have been possible. Complete College America, the citizens of their states, and all in our country who hope for a brighter future owe them our gratitude.

When it comes to the vital importance of college completion, there's no question: These governors "get it."

- Gov. Jan Brewer (Arizona)
- Gov. Mike Beebe (Arkansas)
- Gov. Edmund Gerald Brown, Jr. (California)
- Gov. John Hickenlooper (Colorado)
- Gov. Rick Scott (Florida)
- Gov. Nathan Deal (Georgia)
- Gov. Neil Abercrombie (Hawaii)
- Gov. C.L. "Butch" Otter (Idaho)
- Gov. Pat Quinn (Illinois)
- Gov. Mitch Daniels (Indiana)
- Gov. Steven L. Beshear (Kentucky)
- Gov. Bobby Jindal (Louisiana)
- Gov. Martin O'Malley (Maryland)
- Gov. Deval Patrick (Massachusetts)
- Gov. Mark Dayton (Minnesota)
- Gov. Haley Barbour (Mississippi)
- Gov. Jeremiah W. (Jay) Nixon (Missouri)
- Gov. Brian Sandoval (Nevada)
- Gov. John Lynch (New Hampshire)
- Gov. Susana Martinez (New Mexico)
- Gov. Bev Perdue (North Carolina)
- Gov. John Kasich (Ohio)
- Gov. Mary Fallin (Oklahoma)
- Gov. John A. Kitzhaber, MD (Oregon)
- Gov. Tom Corbett (Pennsylvania)
- Gov. Dennis Daugaard (South Dakota)
- Gov. Bill Haslam (Tennessee)
- Gov. Rick Perry (Texas)
- Gov. Gary Richard Herbert (Utah)
- Gov. Robert McDonnell (Virginia)
- Gov. Chris Gregoire (Washington)
- Gov. Earl Ray Tomblin (West Virginia)
- Gov. Matthew Mead (Wyoming)



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# Time is the enemy

## **THIS IS NOT AN ORDINARY INTRODUCTION. THERE'S NO TIME FOR THAT.**

Unless we move with urgency, today's young people will be the first generation in American history to be less educated than their predecessors. Consider this a sobering wake-up call — and an urgent appeal for action now.

Inside these pages you will get an unprecedented look behind the ivy-covered walls of America's public colleges and universities and into how well they are educating all — we repeat, **all** — of today's college students.

The **all** part is what's new.

Surprisingly, until this report, no one has bothered to measure and report the success or failure of all U.S. college students. We've only been tracking students who are on campus for the first-time, going full-time. That's all the federal government requires of colleges and universities, and until now few exceeded this minimal standard.

But 4 of every 10 public college students are able to attend only part-time. Which means leaders have been making policy decisions about higher education absent critical information about 40 percent of the students, as if their success or failure was less important than that of "traditional" full-time students. How can this be?

Worse, there's more. Start full-time and then transfer to a different institution? You haven't been counted. Receive some of the billions of dollars in federal grants given out each year to attend college? Few have followed up to check if you dropped out or graduated. Older students, students trapped in remediation, students pursuing valuable career certificates ... all have been virtually invisible to policymakers, elected officials, and taxpayers ... until now.

Complete College America fundamentally believes that for the United States to have any hope of leading the world again in the proportion of our citizens with a college education, we must first **see every student**. This includes the part-timers and older students who are struggling to balance jobs and school, the millions who are trapped in the Bermuda Triangle of remediation, and the many first-generation freshmen who too often are left to fend for themselves when they arrive on campus.

We cannot tackle what's holding them back from success if we do not understand their challenges and the complicated natures of their lives.

Thanks to the courageous and enlightened leadership of governors and higher education institutions that shared their data, this historic report finally allows us to see what's really happening on campuses in 33 states.

All students now count and are being counted. We now have a much more complete picture of where we stand ... and what needs to be done so that all students have a fair shot at success. Consider these findings:

- **There is a new American majority on campus.** Seventy-five percent of today's students are juggling some combination of families, jobs, and school while commuting to class; according to the U.S. Department of Education, only a quarter go full-time, attend

residential colleges, and have most of their bills paid by their parents.

- **Part-time students rarely graduate.** Even when given twice as long to complete certificates and degrees, no more than a quarter ever make it to graduation day.
- **Poor students and students of color struggle the most to graduate.** Even though more of these students than ever before are enrolling in college, too few end up with certificates or degrees. Given changing demographics,

our country will simply not be economically competitive if these students don't succeed.

- **Students are taking too many credits and too much time to complete.** Excessive course-taking is slowing down progress to certificates and degrees. And students are spending too much time in school.
- **Remediation is broken, producing few students who ultimately graduate.** Sadly, efforts intended to catch students up are most often leaving them behind.

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## **THE BIG IDEA:** Time is the enemy of college completion.

These historic data have revealed a common thread — and an animating principle to guide our work to boost college graduation: **The longer it takes, the more life gets in the way of success.**

More students are working, and they are working more hours than ever before. Many can afford to attend only part-time, extending the years until they graduate. More come to our campuses underprepared for college — and then get trapped in broken remedial approaches that don't help, as time keeps slipping away. More are overwhelmed by too many choices and too little structure, causing aimless wandering and wasted semesters and years.

All of this adds up to more and more time. As the clock runs and the calendar turns, we all know what happens: Students' lives fill up with jobs, relationships, marriages, children, and mortgages; the list goes on and on. Not surprisingly, college often gets left behind: a few years of courses, no degree, and a lot of debt.

The result is a yawning skills gap caused by too few trained workers for more high-skill jobs than ever. Incomes shrink. And America falls further behind.

But the path forward is clear. And thanks to the leadership of the 33 states that provided the historic data in this report — and to the commitment of the 29 governors who have pledged their states to significant reform as members of the Complete College America Alliance of States — there is great reason for optimism.

We **can** help more students graduate. We **can** provide a better deal for taxpayers. We **can** create stronger economies in our communities, states, and country. But we must redouble our efforts to do so ... now.

**There's no time to waste.**

## METHODOLOGY

The data presented in this report were provided by the 33 participating states themselves, using the Complete College America / National Governors Association Common Completion Metrics. National findings in each category were based on the calculated medians of the state data.

More than 10 million students enroll in public institutions annually in the states whose data

are captured in these findings — a clear majority of American students in public colleges and universities today. While we recognize that there may be some variance in the data higher education institutions provided to their states, the significant number of students represented means that the most alarming trends can be traced across all of the states represented in these findings.

### About the Common Completion Metrics

Common metrics — uniformly designed and applied — help us frame our data collection to be most useful for driving change. Moreover, adopting and reporting common metrics unifies us in a shared goal and communicates our commitment to doing the hard work necessary to bring about improvement.

In July 2010, the National Governors Association (NGA) adopted the Complete College America Common Completion Metrics in announcing its “Complete to Compete” initiative, placing the

metrics at the core of NGA’s call to governors to make college completion a priority. This significant action signaled a new national focus on the importance of consistent data to document the progress and success of postsecondary students across all states.

For more information on the Common Completion Metrics and the companion Technical Guide, please visit [www.completecollege.org](http://www.completecollege.org).



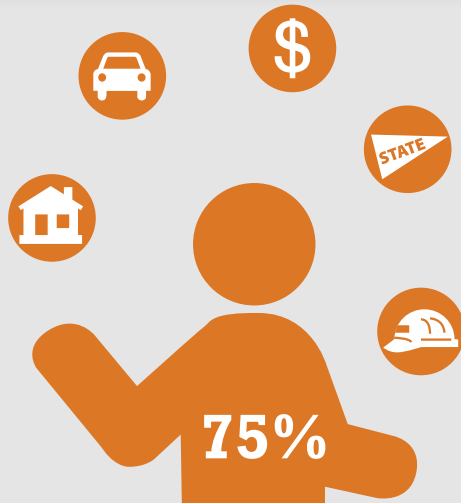
# **PART 1:**

# **The College**

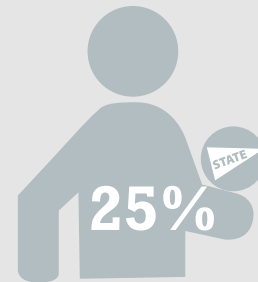
# **Graduation Crisis**

# What have we learned?

**FINDING 1** Nontraditional students are the new majority.



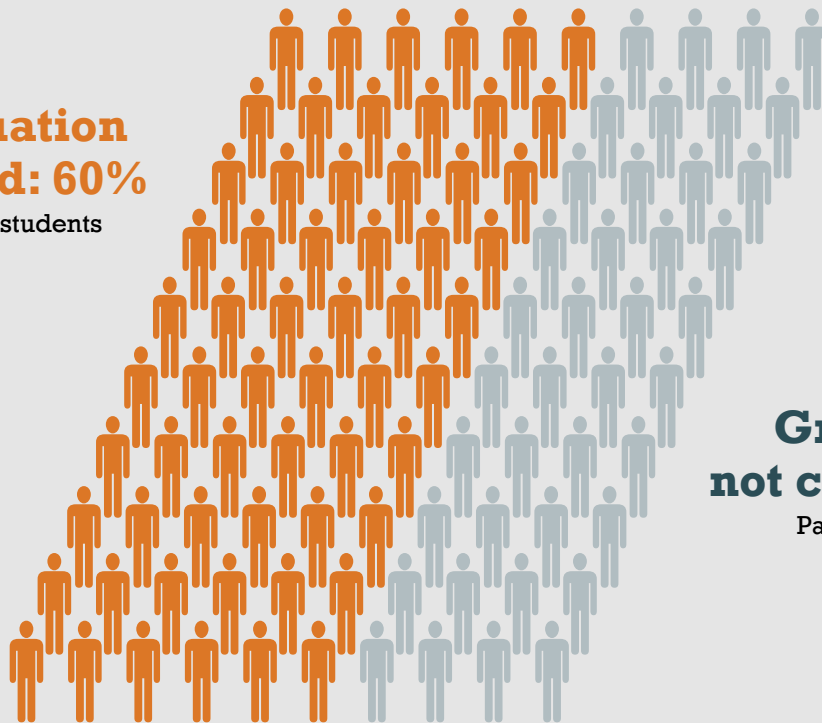
75% of students are college commuters, often juggling families, jobs, and school.



25% of students attend full-time at residential colleges.

And if they attend part-time, the federal government doesn't even track their success ... as if they're invisible.

**Graduation counted: 60%**  
Full-time students



**Graduation not counted: 40%**  
Part-time students

**ACTION** It's time to start counting all students.



## What do we do about it?

First things first. States need to understand who today's students are and how they're performing. Otherwise, states are flying blind. Governments are good at counting "traditional" students: those who are first-time on campus, going full-time. But they are only 25 percent of today's public college students. **The federal Integrated Postsecondary Education Data System (IPEDS) doesn't count what happens to part-time students, who make up about 40 percent of all students, nor does it count the success of transfer, low-income, or remedial students.**

The 33 states that submitted data for this report are closing this data gap, but many others still **can't answer basic questions** such as: "What percentage of our public college students are part-time, balancing work, classes, and/or family

responsibilities?" "Which remediation programs are successfully getting students back on track?" "How many additional years and credits are students taking to earn a certificate or degree?"

We urge all states to measure what matters most, disaggregating by race/ethnicity, age, gender, full-time or part-time status, and income level:



### Outcome metrics

Degrees awarded annually (number and change over time), graduation rates, and transfer rates.

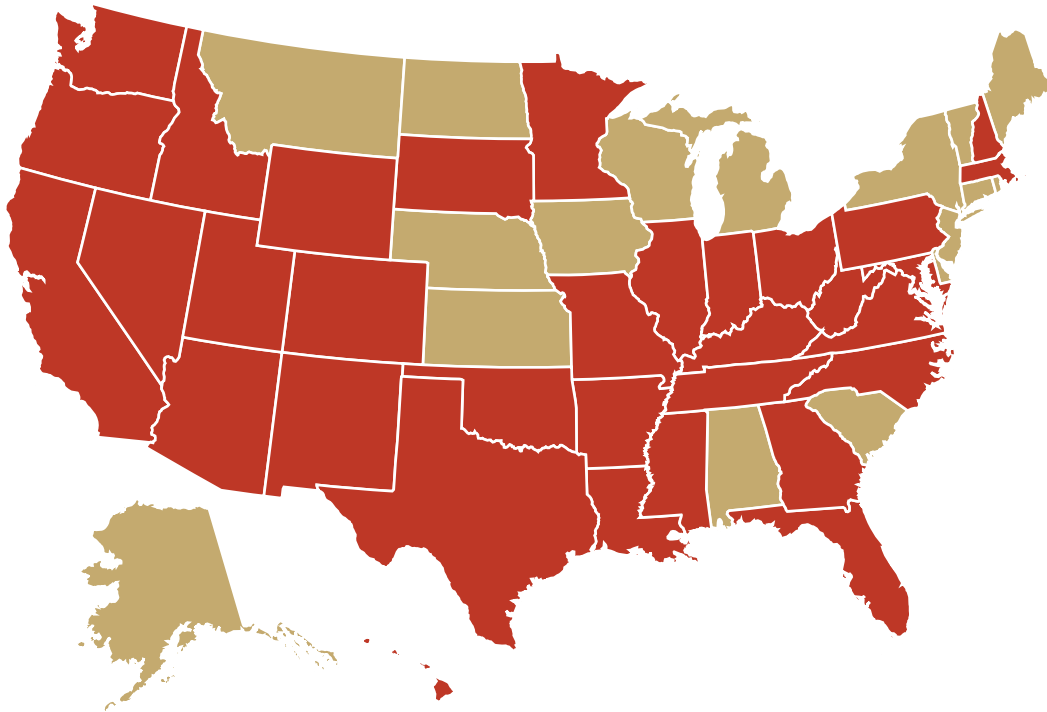


### Progress metrics

Remediation (entry and success), success in first-year math and English, credit accumulation, retention rates, course completion, and time and credits to degree.

## PROGRESS: 33 states are now reporting the right data

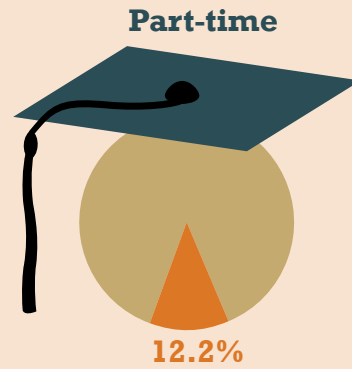
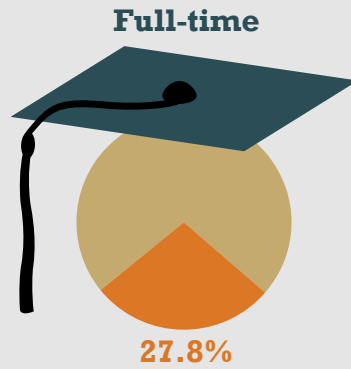
The following 33 states gave us data using the Complete College America/National Governors Association Common Completion Metrics.



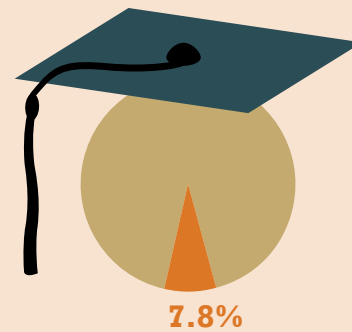
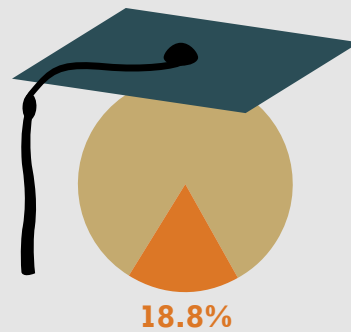
**FINDING 2**

Too few students graduate. For part-timers, results are tragic — even when they have twice as much time.

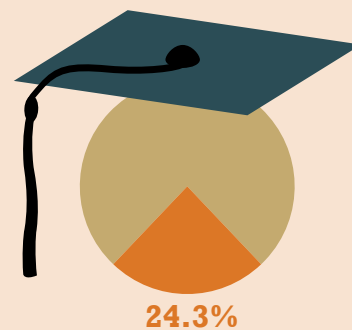
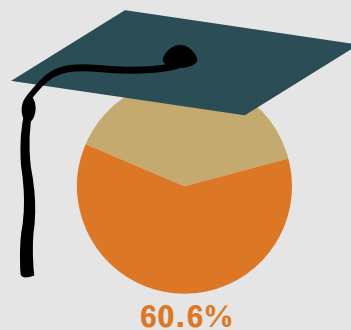
1-year certificate  
within 2 years



2-year associate  
within 4 years



4-year bachelor's  
within 8 years



**ACTION**

It's time to rethink scheduling and programs to help more students attend full-time.

## What do we do about it?

Today's full-time and part-time **students need new, shorter, and faster pathways to degrees and certificates** of value. Colleges should:

- ⌚ **Use block schedules**, with fixed and predictable classroom meeting times, so that part-time students who are juggling jobs, families, and school can know with certainty when they can go to work each day.
- ⌚ Allow students to **proceed toward degrees or certificates at a faster pace**, with shorter academic terms, less time off between terms, and year-round scheduling.
- ⌚ **Simplify the registration process** by enrolling students once in a single, coherent program rather than making them sign up every term for individual, unconnected courses.
- ⌚ **Reduce the amount of time students must be in class** by using online technology and allowing students to move on once they've demonstrated competency.
- ⌚ **Form peer support and learning networks** among students in the same program.
- ⌚ **Embed remediation** into the regular college curriculum so students don't waste time before they start earning credits.
- ⌚ **Provide better information** on every program's tuition, graduation rates, and job placement outcomes so that students can make more informed decisions at the front end.

### PROGRESS: Some states are helping students balance priorities



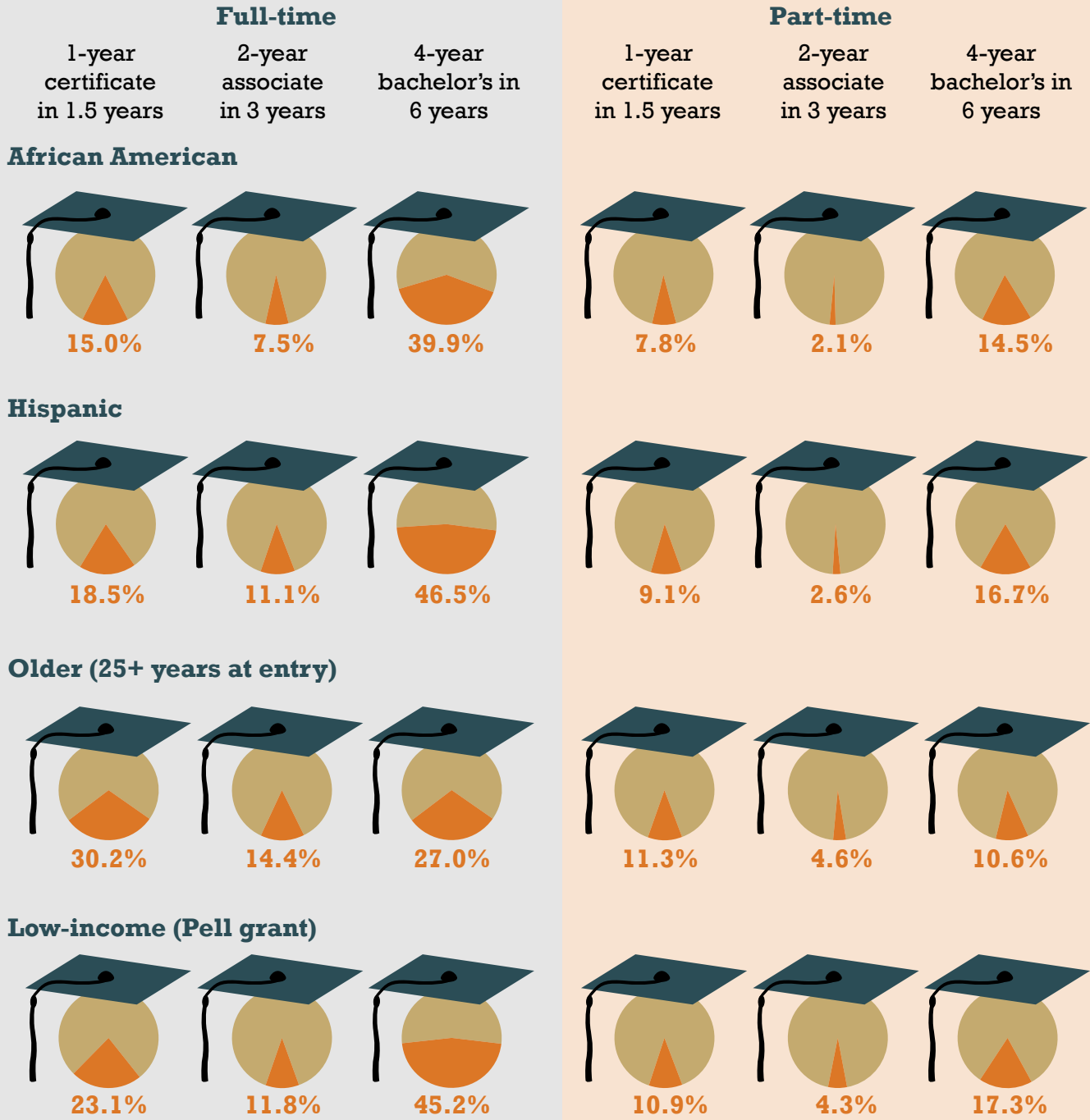
**New York:** The City University of New York offers Accelerated Study in Associate Programs (ASAP) to help students complete associate degrees more quickly. By using block scheduling, student cohorts by major, and other supports, students can effectively balance jobs and school. The results speak for themselves: ASAP students have three times the graduation rate of their peers who do not participate in the program.



**Tennessee:** Only Tennessee has a statewide approach to helping students balance work and school. The 27 Tennessee Tech Centers have average completion rates of 75 percent, with some centers regularly graduating all of their students. Unlike traditional approaches, students enroll in whole academic programs rather than individual courses, streamlining the path to completion by removing the burdens and confusion of individual course selection and availability. Programs are offered from 8 a.m. to 3 p.m., Monday through Friday, providing students with scheduling predictability so they can keep jobs while going to school.

**FINDING 3**

Graduation odds are especially low for students who are African American, Hispanic, older, or poor.



**ACTION**

It's time for completion, not just enrollment, to become the goal.

## What do we do about it?

States must get serious that graduation, not just enrollment, is the goal. Showing up isn't enough. Colleges need incentives to ensure that **all** their students also finish up, and they must be willing to share the results of their efforts.

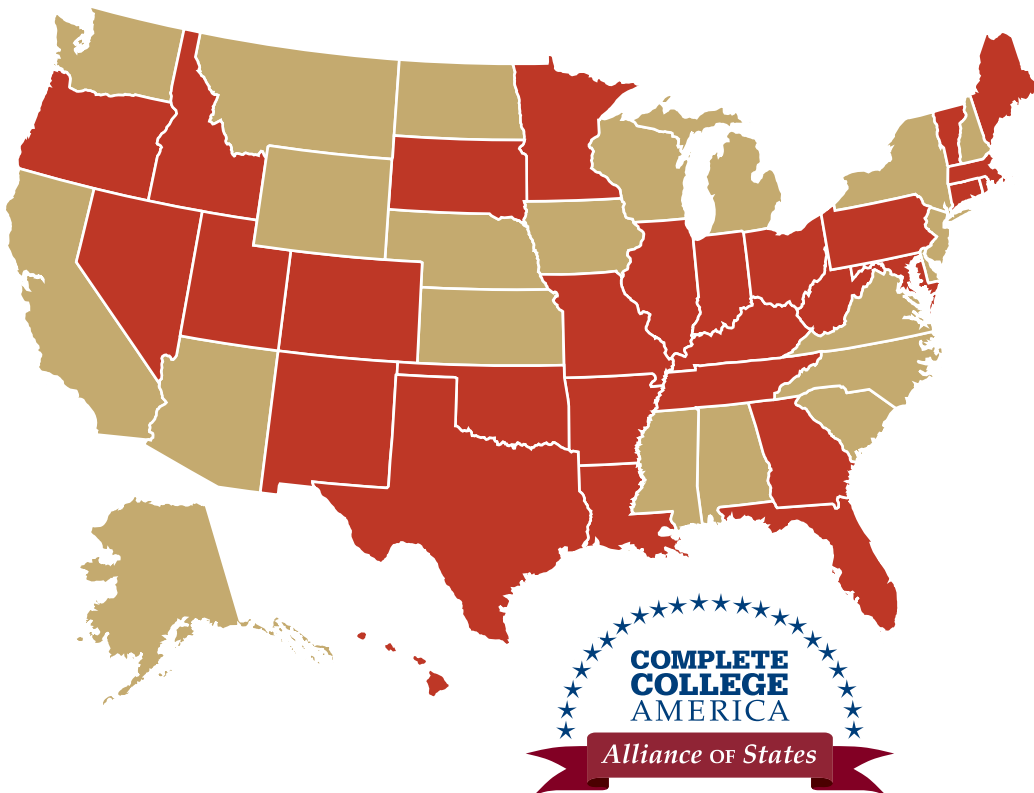
States should set completion goals, statewide and by campus. And they should tie at least part of colleges' funding to their success in meeting these goals.

- 🕒 **Start with a handful of explicit, easy-to-understand measures** such as gains in the number of certificates and degrees awarded, the percentage of students completing "on time" and transferring from two-year to four-year colleges successfully, and the number of courses completed.
- 🕒 **To ensure sustainability**, tie a modest percentage of funding to performance and then steadily increase it over time.

### PROGRESS: 29 states are leading reform efforts

Members of the Complete College America Alliance of States have committed to:

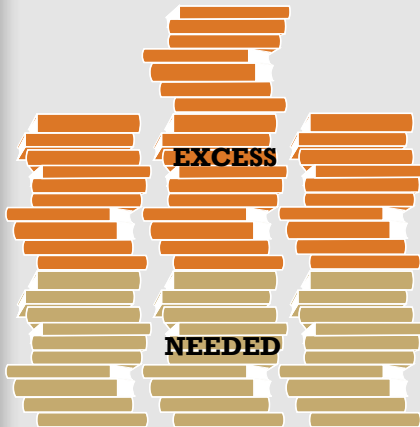
- Setting statewide and campus-specific degree and credential completion goals through 2020;
- Collecting and reporting on common measures of progress and sharing those results publicly; and
- Reinventing higher education to smooth paths to completion through aggressive state- and campus-level action plans.



## FINDING 4 Students are wasting time on excess credits ...

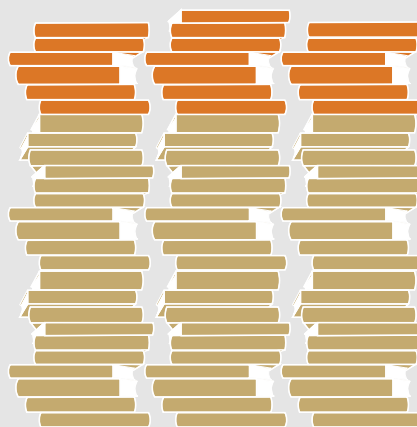
### Certificate

Should take **30 credits**  
Students take **63.5 credits**



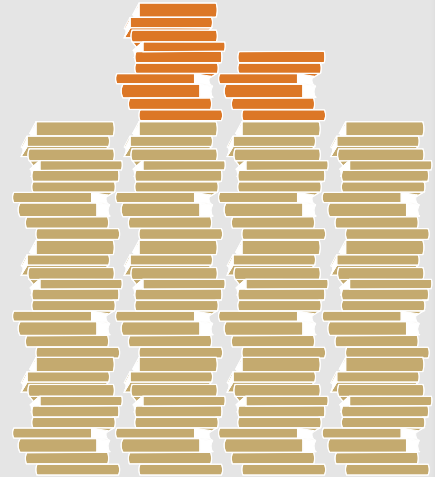
### Associate

Should take **60 credits**  
Students take **79.0 credits**



### Bachelor's

Should take **120 credits**  
Students take **136.5 credits**



... and taking too much time to earn a degree.

### Certificate

Should take **1 year**



Full-time students take **3.3 years**



Part-time students take **4.4 years**



### Associate

Should take **2 years**



Full-time students take **3.8 years**



Part-time students take **5 years**



### Bachelor's

Should take **4 years**



Full-time students take **4.7 years**



Part-time students take **5.6 years**



Staying in school longer doesn't significantly increase students' chances of graduating.

For instance, giving full-time community college students **one extra year** to earn an associate degree and giving full-time college students **two extra years** to earn a bachelor's degree **only increases graduation rates by 4.9 percent** — for both groups.

We must help them complete faster.

**ACTION** It's time to give students more efficient pathways to success.

## What do we do about it?

Colleges need to recognize that time is the enemy.

**With today's student population, more time and more choices often add up to less success.**

Being able to engage in an extended period of self-discovery or sample multiple courses out of catalogues the size of phone books might work for students who have the luxury of unlimited time and money. But this approach doesn't work for the nearly 50 percent of students who work more than 20 hours a week or for the 25 percent of community college students who work more than 35 hours a week.

Colleges should:

- 🕒 **Require formal, on-time completion plans** for every student, updated annually.
- 🕒 **Enact caps of 120 credit hours** for a bachelor's degree and **60 credit hours** for an associate degree.
- 🕒 **Create a common general education core program** to ensure consistency.
- 🕒 **Require full transferability** of common core courses.
- 🕒 **Adopt alternative pathways** to help students earn college credits, such as through Advanced Placement, online learning, and accelerated competency-based courses.

## PROGRESS: Some states are boosting productivity



**Connecticut:** Full-time enrollment in community colleges increased dramatically when colleges began using full-time enrollment status as the default when processing student financial aid applications. The strategy shows students that attending college full-time is often more affordable than they expect.



**Texas:** To reduce the likelihood that students will earn unnecessary and excessive credits, colleges and universities lose their state subsidy for students who exceed a certain credit-hour threshold. Additionally, students are charged out-of-state tuition if they exceed limits for repeating courses or if they take classes that have content essentially identical to ones they have already completed.



**Florida:** The state is using comprehensive degree acceleration strategies such as dual enrollment (allowing students to earn college credit while in high school), early admission, credit by examination, and Advanced Placement/International Baccalaureate credit. These strategies are made possible through a common course-numbering system that allows credits from two-year colleges to be easily transferred to four-year institutions.

**FINDING 5**

# Remediation: Too many students need it, and too few succeed when they get it.

Remedial classes have become the Bermuda Triangle of higher education. Most students are lost, and few will ever be seen on graduation day.

**50.1%** of those seeking an associate degree require remediation

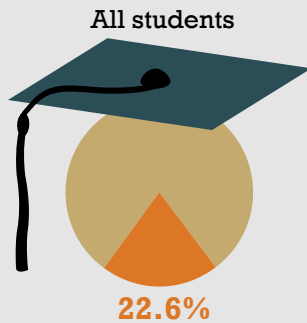


**20.7%** of those seeking a bachelor's degree require remediation

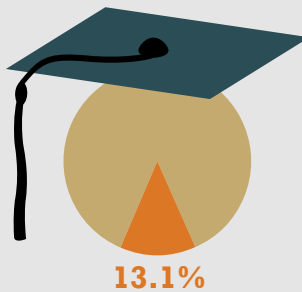


## Remedial students are much less likely to graduate.

**1-year certificate in 1.5 years**

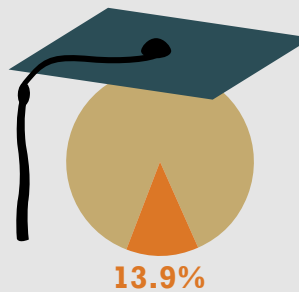


Remedial

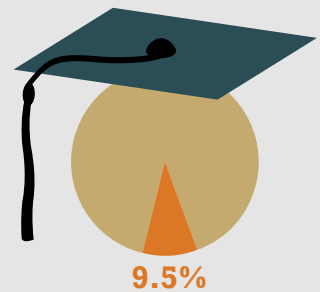


**2-year associate in 3 years**

All students

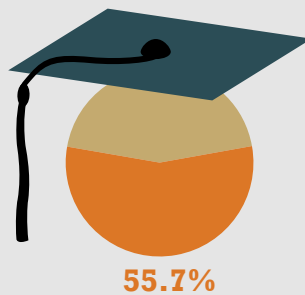


Remedial

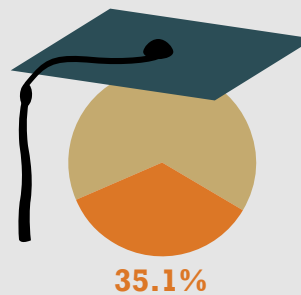


**4-year bachelor's in 6 years**

All students



Remedial



**ACTION**

It's time to fix broken approaches to remediation.



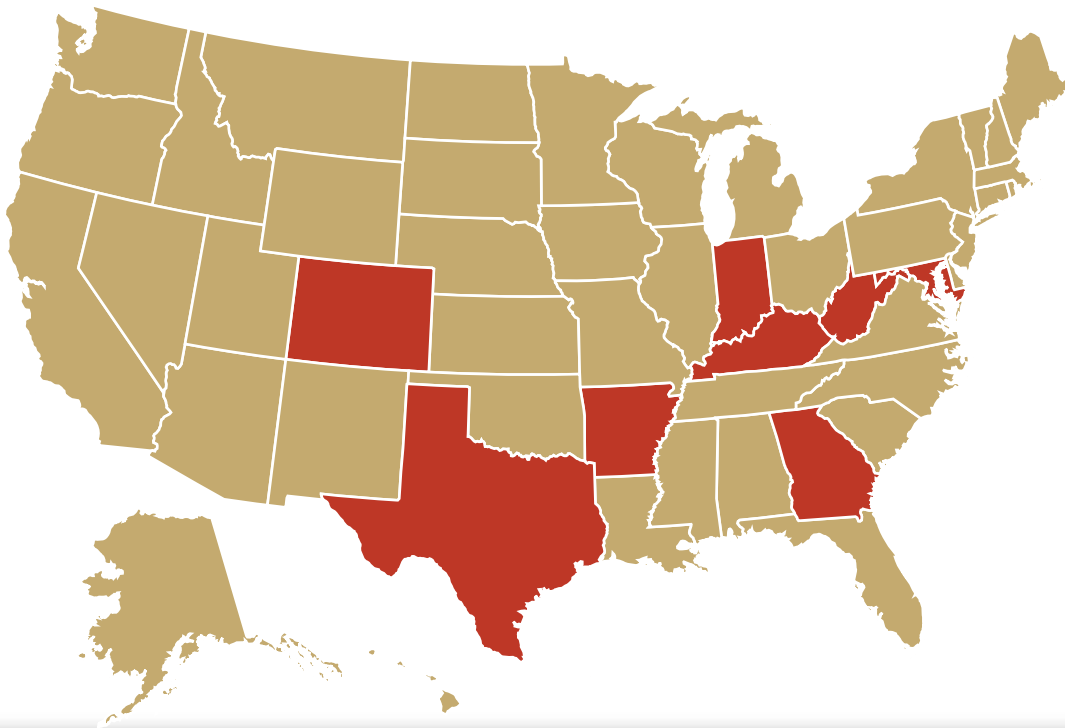
## What do we do about it?

The current remediation system is broken; too many students start in remedial courses and never earn a credential of any kind. Colleges need to:

- ⌚ **Divert students from traditional remedial programs** — they aren't working.
- ⌚ **Mainstream as many students as possible into college-level courses.** Provide co-requisite and embedded support for those needing extra help.
- ⌚ **Intensify instruction and minimize the time necessary to prepare students** for entry into college-level courses.
- ⌚ **Eliminate the many exit points** where students are lost by either not passing or not enrolling in courses.
- ⌚ **Provide alternative pathways** to a career certificate or career-related credential for students with major academic weaknesses.
- ⌚ **Answer the fundamental question — is what's being taught in developmental education what students really need?** It's time to revisit both the structure and goals of remedial math. Math should be a gateway, not a gatekeeper, to successful college and everyday life. Reading and writing should be integrated.
- ⌚ **Overhaul the current placement system.** Current placement tests are not predictive. If placement tests are given, provide students with pretest guidance, practice tests, and time to brush up.

## PROGRESS: Several states are reinventing remediation

Few states have established statewide remediation policies, but many are moving in that direction. In fact, most of the states that have won Completion Innovation Challenge grants from Complete College America are using the funds to implement remediation reforms, including Arkansas, Colorado, Georgia, Indiana, Kentucky, Maryland, Texas, and West Virginia.



# TIME IS RUNNING OUT

## Five essential steps that states should take right now

### 1. Count all students, set state- and campus-level goals, and uniformly measure progress and success.

By providing data for this report, 33 states have already proven that it's possible to count the success of every student. And the 29 governors who have pledged to fulfill the commitments of membership in the Alliance of States are setting goals and reinventing higher education to create the conditions for higher achievement. More states should do the same. And the federal government should try to catch up by filling damaging gaps in the national database, raising the standard of measurement, and counting every student in our country.



### 2. Reduce the time it takes to earn a certificate or degree.

The surest path to more college completions is the shortest one. This does not mean “dumbing down” courses or undermining quality. Ensure that unnecessary credit requirements are not added to certificate and degree programs. Demand robust, comprehensive transfer agreements across campuses, systems, and states so students can easily take their hard-earned credits with them instead of losing valuable time when they must continually start over.



### 3. Transform remediation so that students earn — as quickly as possible — college credits that count.

It's been proven: Current remediation approaches don't make it more likely that students will graduate. Fixing remediation now may be the best thing we can do to boost college completion. And it's clear what needs to be done: Start as many underprepared students as possible in first-year, full-credit classes. Do this by adding extra class time and tutoring support, but don't make the students wait to earn credits that count toward their degrees.



### 4. Restructure programs to fit busy lives.

It's time to face facts: College students today are going to have to work while trying to graduate. What else can they do when college is so expensive? Our response simply cannot be indifference. The best approaches “block” classes: Students attend full-time by learning from 8 a.m. to 2 p.m., five days a week. Even better, create cohorts so similar students can support one another. Complicated lives are easier when people who understand can lean on one another.



### 5. Join Complete College America.

Governors from 29 states already have, and they're benefitting from access to a hearty band of impatient reformers and experts in higher education policy and practice who understand the necessity of making changes now that can significantly boost college completion. There's no question: A vital movement is building across America to boost college completion. Since time is the enemy, why wait to get on board?





# **PART 2:**

# **Results from the States**

## TOTAL DEGREES AND CERTIFICATES

	Total degrees and certificates			Certificates		
	2002–03	2007–08	Percent increase	2002–03	2007–08	Percent increase
Arizona	30,014	37,020	23.3%	5,779	7,138	23.5%
Arkansas	14,922	17,848	19.6%	2,046	3,178	55.3%
California (CSU system only)	150,000	169,755	13.2%	14,485	13,534	-6.6%
Colorado	25,031	27,752	10.9%	1,832	1,755	-4.2%
Florida	95,697	121,820	27.3%	26,571	34,830	31.1%
Georgia	39,731	46,850	17.9%	10,121	9,055	-10.5%
Hawaii	5,564	5,799	4.2%	219	234	6.8%
Idaho	7,301	7,588	3.9%	955	694	-27.3%
Illinois	57,549	61,623	7.1%	4,843	5,469	12.9%
Indiana	34,689	37,415	7.9%	2,721	2,929	7.6%
Kentucky	19,805	27,454	38.6%	2,039	5,876	188.2%
Louisiana	24,822	24,279	-2.2%	2,890	3,168	9.6%
Maryland	25,681	30,107	17.2%	364	525	44.2%
Massachusetts	22,883	25,020	9.3%	2,030	2,132	5.0%
Minnesota	25,427	28,197	10.9%	6,543	5,892	-9.9%
Mississippi*	NA	NA	NA	1,911	2,599	36.0%
Missouri	25,217	27,842	10.4%	1,121	1,382	23.3%
Nevada	6,875	9,145	33.0%	285	307	7.7%
New Hampshire	11,518	11,777	2.2%	122	138	13.1%
New Mexico	10,672	13,411	25.7%	1,452	2,411	66.0%
North Carolina	35,273	39,029	10.6%	4,571	2,603	-43.1%
Ohio	52,605	59,979	14.0%	1,546	2,743	77.4%
Oklahoma	21,460	24,309	13.3%	572	346	-39.5%
Oregon	18,874	20,678	9.6%	1,405	1,322	-5.9%
Pennsylvania (PASSHE system only)	26,642	32,160	20.7%	1,787	2,532	41.7%
South Dakota	3,260	3,939	20.8%	16	17	6.3%
Tennessee	22,109	24,596	11.2%	364	468	28.6%
Texas	107,577	128,928	19.8%	17,216	16,025	-6.9%
Utah	20,272	21,167	4.4%	1,059	448	-57.7%
Virginia	37,397	42,943	14.8%	1,073	1,220	13.7%
Washington	40,646	40,993	0.8%	5,144	4,231	-17.7%
West Virginia	9,498	11,193	17.8%	109	353	223.9%
Wyoming	1,990	2,376	19.4%	326	346	6.1%

\* Two-year data from Mississippi are from 2005–06, rather than 2002–03. We could not calculate total degree production for Mississippi because two-year and four-year data are from different years.

NA = Not applicable

**Note: As part of our Completion Innovation Challenge, states were asked to submit the comprehensive data found in this report. Seventeen states chose not to participate. Four of these states — Connecticut, Maine, Rhode Island, and Vermont — already have committed to major improvements in their postsecondary programs by joining our Alliance of States.**

## TOTAL DEGREES

### Associate and bachelor's

	Associate degrees			Bachelor's degrees		
	2002-03	2007-08	5-year percentage change	2002-03	2007-08	5-year percentage change
Arizona	7,732	11,207	44.9%	16,503	18,675	13.2%
Arkansas	4,427	5,351	20.9%	8,449	9,319	10.3%
California (CSU system only)	73,803	83,089	12.6%	61,712	73,132	18.5%
Colorado	5,266	5,893	11.9%	17,933	20,104	12.1%
Florida	29,137	37,219	27.7%	39,989	49,771	24.5%
Georgia	7,665	10,218	33.3%	21,945	27,577	25.7%
Hawaii	2,499	2,242	-10.3%	2,846	3,323	16.8%
Idaho	1,774	1,891	6.6%	4,572	5,003	9.4%
Illinois	23,039	25,188	9.3%	29,667	30,966	4.4%
Indiana	8,665	9,770	12.8%	23,303	24,716	6.1%
Kentucky	5,454	6,749	23.7%	12,312	14,829	20.4%
Louisiana	4,637	3,596	-22.4%	17,295	17,515	1.3%
Maryland	7,788	10,117	29.9%	17,529	19,465	11.0%
Massachusetts	7,677	8,258	7.6%	13,176	14,630	11.0%
Minnesota	9,968	12,512	25.5%	8,916	9,793	9.8%
Mississippi	6,680	8,736	30.8%	9,536	9,878	3.6%
Missouri	7,497	8,743	16.6%	16,599	17,717	6.7%
Nevada	2,031	2,903	42.9%	4,559	5,935	30.2%
New Hampshire	3,289	3,179	-3.3%	8,107	8,460	4.4%
New Mexico	3,433	4,475	30.4%	5,787	6,525	12.8%
North Carolina	5,925	6,964	17.5%	24,777	29,462	18.9%
Ohio	16,407	19,172	16.9%	34,652	38,064	9.8%
Oklahoma	7,773	8,237	6.0%	13,115	15,726	19.9%
Oregon	6,244	6,705	7.4%	11,225	12,651	12.7%
Pennsylvania (PASSHE system only)	9,540	12,313	29.1%	15,315	17,315	13.1%
South Dakota	240	374	55.8%	3,004	3,548	18.1%
Tennessee	6,357	6,968	9.6%	15,388	17,160	11.5%
Texas	28,533	37,280	30.7%	61,828	75,623	22.3%
Utah	8,069	8,556	6.0%	11,144	12,163	9.1%
Virginia	10,101	12,009	18.9%	26,223	29,714	13.3%
Washington	21,347	21,370	0.1%	14,155	15,392	8.7%
West Virginia	2,040	2,542	24.6%	7,349	8,298	12.9%
Wyoming	1,664	2,030	22.0%	NP	NP	NP

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

**GRADUATION RATES**  
Certificates

	Full-time students				Part-time students			
	Entry cohort, started fall 2005 (headcount)	In 1 year	In 1.5 years	In 2 years	Entry cohort, started fall 2005 (headcount)	In 1 year	In 1.5 years	In 2 years
Arizona	NP	NP	NP	NP	NP	NP	NP	NP
Arkansas	1,166	18.7%	20.8%	35.9%	296	4.7%	6.8%	12.5%
California (CSU system only)	NP	NP	NP	NP	NP	NP	NP	NP
Colorado	337	33.2%	34.1%	36.5%	319	10.7%	12.5%	13.8%
Florida	1,655	12.1%	17.5%	21.0%	2,904	4.1%	7.3%	9.4%
Georgia	6,788	19.4%	25.0%	27.3%	4,769	8.1%	13.1%	16.9%
Hawaii	36	DS	DS	DS	34	DS	DS	DS
Idaho	646	25.1%	30.0%	33.4%	195	6.2%	12.3%	17.4%
Illinois	2,288	14.6%	18.8%	22.4%	3,010	6.2%	9.2%	10.8%
Indiana	395	15.2%	19.7%	21.5%	720	4.2%	9.0%	11.8%
Kentucky	100	38.0%	42.0%	42.0%	369	49.6%	51.5%	52.0%
Louisiana	1,570	3.1%	21.0%	29.0%	500	DS	12.4%	19.6%
Maryland	185	13.0%	16.8%	16.8%	282	DS	DS	DS
Massachusetts	241	27.8%	28.2%	28.2%	55	DS	DS	DS
Minnesota	NP	NP	NP	NP	NP	NP	NP	NP
Mississippi	1,304	36.0%	37.8%	38.8%	300	6.7%	8.0%	8.0%
Missouri	448	24.8%	28.1%	28.1%	241	DS	DS	DS
Nevada	NP	NP	NP	NP	NP	NP	NP	NP
New Hampshire	NP	NP	NP	NP	NP	NP	NP	NP
New Mexico	10,992	1.8%	NP	2.7%	6,524	0.8%	NP	1.4%
North Carolina	2,661	41.9%	42.9%	43.1%	2,550	14.3%	15.4%	16.4%
Ohio	872	9.1%	12.8%	15.1%	1,019	3.2%	5.2%	7.5%
Oklahoma	102	10.8%	12.7%	12.7%	85	18.8%	20.0%	20.0%
Oregon	451	27.5%	37.3%	42.4%	206	12.6%	23.8%	31.1%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP	NP	NP	NP	NP
Tennessee	NP	NP	NP	NP	NP	NP	NP	NP
Texas	54,622	2.9%	4.0%	4.8%	50,714	2.0%	2.8%	3.6%
Utah	88	DS	DS	DS	82	DS	DS	DS
Virginia	1,391	2.0%	4.0%	5.0%	1,793	DS	DS	DS
Washington	2,856	16.5%	24.2%	28.1%	1,410	4.1%	8.4%	12.6%
West Virginia	94	11.7%	13.8%	16.0%	39	DS	DS	DS
Wyoming	98	33.7%	38.8%	52.0%	43	DS	DS	DS

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

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

**GRADUATION RATES**  
**Certificates (full-time)**

	Transfer students				Pell grant recipients			
	Entry cohort, started fall 2005 (headcount)	In 1 year	In 1.5 years	In 2 years	Entry cohort, started fall 2005 (headcount)	In 1 year	In 1.5 years	In 2 years
Arizona	NP	NP	NP	NP	NP	NP	NP	NP
Arkansas	DS	DS	DS	DS	NP	NP	NP	NP
California (CSU system only)	NP	NP	NP	NP	NP	NP	NP	NP
Colorado	440	34.3%	35.0%	35.7%	161	34.2%	35.4%	37.3%
Florida	841	15.8%	22.8%	25.9%	471	11.5%	17.0%	20.8%
Georgia	2,841	21.0%	26.7%	30.0%	1,459	38.9%	46.6%	49.9%
Hawaii	44	40.9%	43.2%	47.7%	NP	DS	DS	DS
Idaho	100	35.0%	39.0%	42.0%	223	17.5%	21.5%	27.8%
Illinois	NP	NP	NP	NP	643	13.4%	17.4%	23.3%
Indiana	43	39.5%	48.8%	51.2%	177	13.6%	18.1%	19.8%
Kentucky	81	42.0%	45.7%	45.7%	56	28.6%	33.9%	33.9%
Louisiana	143	14.7%	21.0%	25.2%	NP	NP	NP	NP
Maryland	791	16.4%	20.2%	20.2%	NP	NP	NP	NP
Massachusetts	157	53.5%	57.3%	60.5%	64	25.0%	26.6%	26.6%
Minnesota	NP	NP	NP	NP	NP	NP	NP	NP
Mississippi	225	49.3%	50.7%	51.1%	656	41.6%	42.5%	43.1%
Missouri	227	22.0%	30.0%	30.0%	62	43.6%	43.6%	43.6%
Nevada	NP	NP	NP	NP	NP	NP	NP	NP
New Hampshire	NP	NP	NP	NP	NP	NP	NP	NP
New Mexico	3,455	1.79%	NP	3.1%	4,326	1.9%	NP	3.2%
North Carolina	700	41.0%	43.0%	43.6%	580	25.0%	25.5%	25.5%
Ohio	766	14.2%	18.3%	20.1%	455	8.6%	11.9%	13.9%
Oklahoma	NP	NP	NP	NP	DS	DS	DS	DS
Oregon	219	33.8%	37.9%	42.0%	193	21.8%	29.0%	35.2%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP	NP	NP	NP	NP
Tennessee	NP	NP	NP	NP	NP	DS	14.0%	28.0%
Texas	29,918	3.7%	4.9%	5.7%	23,170	3.5%	4.7%	5.6%
Utah	75	DS	DS	DS	NP	NP	NP	NP
Virginia	1,224	1.0%	2.0%	3.0%	581	2.2%	4.1%	5.0%
Washington	2,623	21.0%	26.8%	29.5%	1,047	15.8%	24.7%	28.3%
West Virginia	NP	NP	NP	NP	DS	DS	DS	DS
Wyoming	27	DS	DS	DS	DS	DS	DS	DS

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

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

**GRADUATION RATES, BY RACE**  
**Certificates (full-time)**

	Hispanic		African American, non-Hispanic		White, non-Hispanic		Other	
	Entry cohort, started fall 2005	In 1.5 years	Entry cohort, started fall 2005	In 1.5 years	Entry cohort, started fall 2005	In 1.5 years	Entry cohort, started fall 2005	In 1.5 years
Arizona	NP	NP	NP	NP	NP	NP	NP	NP
Arkansas	19	DS	DS	DS	919	21.3%	20	DS
California (CSU system only)	NP	NP	NP	NP	NP	NP	NP	NP
Colorado	87	32.2%	11	DS	219	35.6%	20	DS
Florida	268	12.3%	346	7.2%	939	22.0%	102	24.5%
Georgia	143	27.3%	2,752	20.4%	3,687	28.3%	206	25.2%
Hawaii	NP	NP	NP	NP	NP	NP	32	NP
Idaho	55	NP	NP	NP	516	31.4%	72	30.6%
Illinois	200	16.0%	349	17.5%	1,647	19.6%	92	17.4%
Indiana	19	DS	33	DS	328	22.0%	15	DS
Kentucky	DS	DS	DS	DS	82	45.1%	13	DS
Louisiana	17	DS	687	15.9%	811	24.9%	55	25.5%
Maryland	14	NP	63	DS	86	29.1%	22	DS
Massachusetts	28	DS	27	DS	154	34.4%	32	DS
Minnesota	NP	NP	NP	NP	NP	NP	NP	NP
Mississippi	DS	DS	762	32.5%	498	47.0%	36	DS
Missouri	DS	DS	17	DS	387	30.0%	31	DS
Nevada	NP	NP	NP	NP	NP	NP	NP	NP
New Hampshire	NP	NP	NP	NP	NP	NP	NP	NP
New Mexico*	4,418	2.5%	348	13.6%	4,465	NP	1,761	2.5%
North Carolina	94	47.9%	750	45.7%	1,691	40.9%	126	49.2%
Ohio	30	DS	140	8.6%	664	13.4%	38	DS
Oklahoma	DS	DS	13	DS	62	DS	21	DS
Oregon	23	DS	DS	DS	367	37.6%	59	40.7%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP	NP	NP	NP	NP
Tennessee	DS	DS	DS	DS	DS	DS	DS	DS
Texas	18,241	4.0%	6,661	3.1%	26,330	4.3%	3,390	2.4%
Utah	DS	DS	DS	DS	57	DS	24	DS
Virginia	45	DS	312	DS	985	5.0%	49	DS
Washington	185	13.0%	170	14.1%	1,944	25.6%	557	25.9%
West Virginia	DS	DS	DS	DS	86	14.0%	DS	DS
Wyoming	DS	DS	DS	DS	94	39.4%	DS	DS

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

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

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



**GRADUATION RATES, BY AGE**  
**Certificates (full-time)**

	Students age 17-19				Students age 20-24				Students age 25 and over			
	Entry cohort, started fall 2005	In 1 year	In 1.5 years	In 2 years	Entry cohort, started fall 2005	In 1 year	In 1.5 years	In 2 years	Entry cohort, started fall 2005	In 1 year	In 1.5 years	In 2 years
Arizona	6,820	7.6%	17.0%	21.7%	1,108	6.3%	11.1%	14.4%	984	4.3%	9.7%	13.3%
Arkansas	579	15.6%	17.7%	30.6%	217	17.6%	18.5%	34.7%	370	24.2%	27.4%	44.8%
California (CSU system only)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Colorado	164	30.5%	31.1%	32.3%	69	31.9%	31.9%	37.7%	101	39.6%	41.6%	43.6%
Florida	827	12.5%	21.0%	26.1%	349	8.6%	11.5%	14.3%	471	14.0%	15.9%	17.2%
Georgia	2,983	16.8%	22.8%	25.6%	1,496	16.5%	21.5%	23.3%	2,309	24.8%	30.2%	32.1%
Hawaii	20	DS	DS	DS	DS	DS	DS	DS	12	DS	DS	DS
Idaho	386	24.1%	29.5%	33.9%	133	26.3%	30.1%	30.8%	127	26.0%	31.5%	34.6%
Illinois	1,205	7.7%	12.5%	15.9%	547	17.4%	20.3%	22.7%	535	27.5%	31.6%	36.6%
Indiana	176	11.4%	18.2%	20.5%	72	DS	DS	DS	147	22.4%	25.2%	27.2%
Kentucky	53	30.2%	32.1%	32.1%	13	DS	DS	DS	34	47.1%	55.9%	55.9%
Louisiana	504	DS	16.1%	25.8%	504	3.2%	17.9%	25.6%	562	4.3%	28.3%	35.1%
Maryland	129	DS	10.1%	10.1%	25	DS	DS	DS	31	35.5%	38.7%	38.7%
Massachusetts	181	22.1%	22.1%	22.1%	28	39.3%	39.3%	39.3%	32	50.0%	53.1%	53.1%
Minnesota	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Mississippi	543	37.0%	40.1%	40.9%	438	33.3%	34.2%	35.4%	323	38.1%	38.7%	39.9%
Missouri	256	21.5%	24.2%	24.2%	92	28.3%	30.4%	30.4%	100	30.0%	30.0%	30.0%
Nevada	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
New Hampshire	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
New Mexico	9,214	1.0%	NP	1.9%	1,000	4.7%	NP	5.5%	750	7.3%	NP	9.5%
North Carolina	648	22.8%	23.1%	23.5%	539	42.5%	43.0%	43.2%	1,474	50.1%	51.5%	51.7%
Ohio	378	8.7%	13.5%	16.1%	189	6.4%	7.9%	10.6%	305	11.2%	15.1%	16.7%
Oklahoma	52	DS	DS	DS	24	DS	DS	DS	34	DS	DS	DS
Oregon	221	22.2%	36.2%	42.1%	73	31.5%	37.0%	42.5%	157	33.1%	38.9%	42.7%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Tennessee	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Texas	42,984	1.9%	2.9%	3.8%	6,762	4.4%	5.5%	6.3%	4,876	9.1%	10.7%	11.7%
Utah	55	DS	DS	DS	19	DS	DS	DS	14	DS	DS	DS
Virginia	891	DS	2.0%	3.0%	192	DS	7.0%	7.0%	305	DS	9.0%	10.0%
Washington	1,259	12.9%	23.7%	29.4%	531	17.5%	23.0%	26.6%	1,027	20.4%	25.6%	27.6%
West Virginia	38	DS	DS	DS	25	DS	DS	DS	31	DS	DS	DS
Wyoming	55	38.2%	38.2%	52.7%	16	DS	DS	DS	28	DS	DS	DS

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

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

**GRADUATION RATES**  
Associate degrees

	Full-time students				Part-time students			
	Entry cohort, started fall 2004 (headcount)	In 2 years	In 3 years	In 4 years	Entry cohort, started fall 2004 (headcount)	In 2 years	In 3 years	In 4 years
Arizona	8,926	7.1%	15.4%	19.8%	8,252	1.1%	3.4%	6.2%
Arkansas	5,682	5.0%	13.6%	17.6%	1,945	0.7%	3.0%	6.2%
California (CSU system only)	NP	NP	NP	NP	NP	NP	NP	NP
Colorado	6,511	8.4%	13.7%	17.1%	6,318	1.4%	3.0%	5.6%
Florida	36,269	5.2%	17.9%	25.6%	23,482	0.5%	4.2%	8.8%
Georgia	12,246	4.9%	13.5%	18.1%	3,868	1.9%	6.0%	9.7%
Hawaii	2,736	3.2%	12.2%	18.6%	1,859	0.8%	3.2%	6.1%
Idaho	2,289	8.7%	17.5%	21.4%	658	NP	5.5%	9.0%
Illinois	22,098	9.5%	21.0%	26.0%	12,243	2.3%	6.4%	10.0%
Indiana	8,826	5.4%	13.8%	19.3%	12,971	0.5%	2.8%	6.1%
Kentucky	5,541	1.8%	8.5%	13.5%	1,703	DS	2.2%	5.5%
Louisiana	6,030	1.0%	4.2%	6.7%	2,306	0.6%	1.8%	3.7%
Maryland	12,110	4.5%	12.7%	18.3%	8,030	0.8%	2.8%	5.8%
Massachusetts	11,074	4.4%	14.3%	19.3%	4,889	1.0%	4.3%	8.9%
Minnesota	NP	NP	NP	NP	NP	NP	NP	NP
Mississippi	18,570	10.2%	16.3%	18.8%	8,156	1.9%	5.1%	7.4%
Missouri	11,607	9.8%	18.9%	22.2%	4,318	0.5%	2.6%	4.3%
Nevada	1,641	3.9%	10.8%	16.6%	7,625	0.3%	1.6%	3.0%
New Hampshire	NP	NP	NP	NP	NP	NP	NP	NP
New Mexico	11,073	3.3%	5.4%	7.1%	7,371	1.2%	2.4%	3.7%
North Carolina	14,742	8.8%	13.9%	17.5%	14,806	3.9%	6.8%	10.0%
Ohio	23,459	2.8%	9.4%	16.5%	9,058	1.2%	3.6%	7.8%
Oklahoma	11,217	8.8%	17.9%	22.1%	4,821	3.5%	6.3%	9.2%
Oregon	6,932	6.3%	15.0%	19.6%	3,841	1.4%	5.0%	8.0%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP	NP	NP
South Dakota	238	DS	5.5%	5.5%	24	DS	DS	DS
Tennessee	10,867	6.0%	18.0%	22.3%	2,742	0.9%	7.5%	10.9%
Texas	57,047	3.1%	7.8%	11.2%	52,283	0.6%	2.4%	4.7%
Utah	7,459	9.5%	16.5%	21.8%	4,249	0.9%	2.8%	5.5%
Virginia	10,209	4.0%	16.0%	20.0%	6,651	1.0%	5.0%	9.0%
Washington	13,711	13.6%	26.3%	31.2%	4,947	4.4%	10.3%	15.3%
West Virginia	3,411	5.2%	12.6%	16.7%	569	DS	4.7%	8.3%
Wyoming	2,819	21.9%	32.3%	36.8%	778	7.7%	12.7%	17.6%

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

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

**GRADUATION RATES**  
**Associate degrees (full-time)**

	Transfer students				Pell grant recipients			
	Entry cohort, started fall 2004 (headcount)	In 2 years	In 3 years	In 4 years	Entry cohort, started fall 2004 (headcount)	In 2 years	In 3 years	In 4 years
Arizona	NP	NP	NP	NP	NP	NP	NP	NP
Arkansas	198	5.6%	15.2%	19.7%	NP	NP	NP	NP
California (CSU system only)	NP	NP	NP	NP	NP	NP	NP	NP
Colorado	4,878	8.0%	11.3%	14.0%	2,540	7.4%	12.6%	16.1%
Florida	20,220	14.7%	23.5%	28.7%	14,055	3.5%	13.6%	20.6%
Georgia	7,048	11.6%	18.5%	22.1%	4,105	3.8%	11.2%	15.6%
Hawaii	2,193	9.6%	15.5%	18.5%	681	3.1%	10.9%	15.0%
Idaho	713	14.6%	23.8%	28.9%	1,005	3.5%	8.6%	11.8%
Illinois	NP	NP	NP	NP	7,770	7.2%	16.3%	20.6%
Indiana	810	7.0%	19.3%	27.7%	3,563	3.4%	9.2%	14.0%
Kentucky	2,089	9.0%	15.9%	21.4%	4,807	1.9%	9.1%	14.7%
Louisiana	3,296	4.1%	8.8%	11.7%	NP	NP	NP	NP
Maryland	3,075	6.7%	16.1%	22.5%	3,385	2.6%	8.5%	13.2%
Massachusetts	3,772	14.2%	22.8%	27.8%	3,237	3.1%	10.7%	15.3%
Minnesota	NP	NP	NP	NP	NP	NP	NP	NP
Mississippi	6,324	13.3%	18.6%	21.0%	8,417	8.6%	14.8%	17.2%
Missouri	3,847	11.1%	17.3%	19.9%	4,722	6.8%	14.2%	17.7%
Nevada	NP	NP	NP	NP	NP	NP	NP	NP
New Hampshire	NP	NP	NP	NP	NP	NP	NP	NP
New Mexico	3,694	3.8%	5.8%	7.1%	4,281	3.4%	6.1%	8.3%
North Carolina	5,384	15.0%	18.9%	23.3%	6,050	7.1%	11.8%	15.5%
Ohio	10,842	8.5%	17.8%	25.9%	9,962	2.1%	7.7%	13.0%
Oklahoma	42	DS	DS	23.8%	4,500	10.6%	19.9%	24.0%
Oregon	1,991	12.7%	22.4%	28.8%	2,733	5.5%	13.7%	18.4%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP	NP	NP
South Dakota	126	52.4%	56.3%	58.7%	100	DS	DS	DS
Tennessee	5,666	39.3%	50.5%	53.9%	6,586	4.6%	15.3%	19.7%
Texas	29,081	6.3%	10.3%	13.4%	25,321	2.6%	7.2%	10.8%
Utah	5,074	17.0%	23.6%	27.4%	NP	NP	NP	NP
Virginia	5,384	8.0%	16.0%	19.0%	3,258	3.0%	13.0%	17.0%
Washington	8,800	18.6%	26.6%	30.8%	4,249	12.0%	23.7%	28.6%
West Virginia	1,321	15.4%	23.1%	26.7%	1,921	3.9%	10.6%	14.6%
Wyoming	950	21.2%	27.4%	31.5%	167	23.1%	33.7%	37.6%

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

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

**GRADUATION RATES, BY RACE**  
**Associate degrees (full-time)**

	Hispanic		African American, non-Hispanic		White, non-Hispanic		Other	
	Entry cohort, started fall 2004	In 3 years	Entry cohort, started fall 2004	In 3 years	Entry cohort, started fall 2004	In 3 years	Entry cohort, started fall 2004	In 3 years
Arizona	2,521	11.9%	533	11.6%	4,596	17.9%	1,276	15.0%
Arkansas	132	10.6%	989	7.5%	4,358	15.1%	203	13.8%
California (CSU system only)	NP	NP	NP	NP	NP	NP	NP	NP
Colorado	1,044	11.0%	344	7.8%	4,482	15.6%	641	8.6%
Florida	8,209	14.1%	6,305	10.0%	19,501	21.6%	2,254	21.2%
Georgia	359	14.8%	3,127	7.5%	7,865	16.0%	895	11.6%
Hawaii	38	DS	40	DS	299	11.7%	2,359	12.3%
Idaho	152	9.9%	17	DS	1,576	18.8%	544	15.8%
Illinois	2,031	12.9%	3,441	6.8%	15,557	25.6%	1,069	15.6%
Indiana	217	12.4%	972	5.7%	7,328	15.1%	309	9.4%
Kentucky	74	DS	576	DS	4,349	9.8%	542	6.7%
Louisiana	131	DS	2,276	2.4%	3,102	5.9%	521	1.9%
Maryland	504	9.1%	2,846	5.0%	7,375	16.1%	1,385	11.1%
Massachusetts	1,037	7.2%	1,033	7.6%	7,850	16.2%	1,154	13.5%
Minnesota	NP	NP	NP	NP	NP	NP	NP	NP
Mississippi	77	16.9%	8,285	14.4%	8,937	18.7%	1,271	11.6%
Missouri	215	12.1%	1,082	6.5%	9,581	20.8%	729	14.7%
Nevada	244	9.8%	99	DS	808	10.1%	490	14.1%
New Hampshire	NP	NP	NP	NP	NP	NP	NP	NP
New Mexico	4,313	5.5%	367	6.0%	4,621	5.4%	789	5.2%
North Carolina	481	12.7%	2,714	7.7%	10,546	15.9%	1,001	10.4%
Ohio	457	5.5%	2,578	3.0%	19,019	10.4%	1,405	8.7%
Oklahoma	471	11.3%	1,251	7.3%	7,320	19.5%	2,175	20.1%
Oregon	431	10.9%	137	DS	5,507	15.4%	857	15.9%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP	NP	NP
South Dakota	DS	DS	DS	DS	184	6.0%	46	DS
Tennessee	134	11.9%	1,938	6.1%	8,370	20.8%	425	18.8%
Texas	19,026	7.2%	6,745	5.9%	27,727	8.5%	3,549	9.0%
Utah	347	8.4%	83	DS	5,524	18.0%	1,505	13.4%
Virginia	579	11.6%	1,976	9.0%	6,862	17.7%	792	20.1%
Washington	1,042	20.4%	590	14.9%	9,751	28.0%	2,328	24.7%
West Virginia	27	DS	280	7.5%	3,039	13.1%	65	DS
Wyoming	127	26.0%	33	DS	2,545	33.2%	114	27.2%

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**GRADUATION RATES, BY AGE**  
**Associate degrees (full-time)**

	Students age 17-19				Students age 20-24				Students age 25 and over			
	Entry cohort, started fall 2004	In 2 years	In 3 years	In 4 years	Entry cohort, started fall 2004	In 2 years	In 3 years	In 4 years	Entry cohort, started fall 2004	In 2 years	In 3 years	In 4 years
Arizona	6,820	7.6%	17.0%	21.7%	1,108	6.3%	11.1%	14.4%	984	4.3%	9.7%	13.3%
Arkansas	4,150	5.8%	14.8%	18.8%	693	1.6%	6.8%	8.9%	839	3.7%	13.6%	19.2%
California (CSU system only)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Colorado	4,456	9.1%	15.0%	18.4%	1,073	5.6%	8.5%	11.4%	944	7.6%	13.2%	16.6%
Florida	29,048	5.8%	20.0%	28.4%	3,966	3.2%	9.8%	15.1%	3,157	2.7%	8.4%	12.4%
Georgia	9,905	4.8%	13.9%	18.8%	1,378	4.1%	9.8%	12.7%	963	6.4%	15.0%	18.9%
Hawaii	2,250	2.5%	11.8%	18.7%	280	4.3%	12.1%	15.4%	206	9.2%	16.5%	21.4%
Idaho	1,557	9.6%	18.8%	22.6%	390	5.9%	13.6%	18.2%	338	7.7%	15.4%	18.9%
Illinois	14,438	9.3%	23.1%	28.8%	5,830	10.3%	17.2%	20.9%	1,802	8.8%	16.3%	19.6%
Indiana	5,732	5.8%	14.8%	21.2%	1,357	2.7%	8.0%	11.3%	1,737	6.3%	14.8%	19.1%
Kentucky	3,898	1.8%	8.3%	13.3%	735	DS	5.3%	9.4%	908	2.8%	11.7%	17.8%
Louisiana	3,900	0.6%	3.8%	6.5%	1,237	1.1%	4.0%	5.9%	893	2.2%	5.9%	8.6%
Maryland	10,133	4.4%	13.2%	19.1%	1,232	5.0%	9.7%	13.6%	742	5.0%	10.4%	15.1%
Massachusetts	8,602	4.1%	14.7%	20.1%	1,607	4.9%	11.8%	15.7%	803	7.3%	14.9%	17.9%
Minnesota	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Mississippi	11,172	11.3%	18.2%	20.9%	4,420	7.0%	10.7%	12.8%	2,975	11.0%	17.4%	19.7%
Missouri	9,333	11.0%	20.9%	24.4%	1,395	3.9%	9.0%	11.0%	863	5.8%	13.2%	16.7%
Nevada	791	3.4%	11.3%	16.3%	626	3.8%	9.9%	16.0%	222	5.9%	12.2%	19.4%
New Hampshire	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
New Mexico	9,358	2.8%	4.7%	6.2%	919	4.8%	7.7%	9.9%	763	7.3%	11.1%	14.8%
North Carolina	9,662	6.6%	12.2%	16.6%	2,775	9.9%	13.2%	15.2%	2,305	16.4%	21.6%	24.4%
Ohio	17,601	2.8%	9.8%	17.7%	3,200	2.1%	6.6%	11.2%	2,658	3.7%	10.1%	15.1%
Oklahoma	7,601	9.2%	18.9%	23.4%	2,833	10.2%	16.3%	19.1%	1,836	12.3%	21.0%	25.3%
Oregon	4,799	6.5%	16.2%	21.3%	1,149	6.3%	13.9%	18.0%	984	4.9%	10.0%	13.3%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
South Dakota	202	DS	6.4%	6.4%	30	DS	DS	DS	DS	DS	DS	DS
Tennessee	8,073	7.1%	20.4%	25.4%	1,636	2.0%	8.2%	10.5%	1,158	4.2%	30.9%	17.4%
Texas	43,889	3.2%	8.2%	11.8%	7,700	2.3%	5.3%	7.9%	5,458	3.3%	8.3%	11.7%
Utah	5,366	11.5%	19.5%	25.7%	1,650	4.7%	9.8%	13.2%	443	2.3%	5.0%	7.0%
Virginia	7,976	4.0%	16.0%	21.0%	1,320	4.0%	13.0%	17.0%	894	5.0%	15.0%	19.0%
Washington	10,075	14.0%	28.0%	33.0%	1,927	10.0%	20.0%	25.0%	1,407	14.0%	24.0%	27.0%
West Virginia	2,310	6.0%	13.7%	18.1%	579	2.6%	6.9%	9.7%	522	4.8%	14.2%	18.4%
Wyoming	1,845	14.4%	25.9%	30.9%	628	32.6%	40.3%	43.5%	346	42.2%	52.3%	56.1%

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

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

**GRADUATION RATES**  
**Bachelor's degrees**

	Full-time students				Part-time students			
	Entry cohort, started fall 2002 (headcount)	In 4 years	In 6 years	In 8 years	Entry cohort, started fall 2002 (headcount)	In 4 years	In 6 years	In 8 years
Arizona	14,329	31.5%	57.7%	61.8%	787	14.1%	32.9%	38.8%
Arkansas	9,929	16.8%	38.4%	42.5%	367	DS	8.2%	12.0%
California (CSU system only)	38,430	14.8%	52.0%	60.2%	2,155	6.1%	32.0%	41.6%
Colorado	18,186	28.8%	51.6%	54.5%	903	3.3%	11.1%	11.1%
Florida	32,915	35.6%	64.7%	69.3%	1,605	11.7%	36.9%	43.4%
Georgia	22,830	24.3%	56.7%	62.3%	1,157	3.5%	15.4%	21.8%
Hawaii	2,238	14.9%	50.3%	57.1%	30	0.0%	20.0%	30.0%
Idaho	4,218	18.5%	44.3%	51.0%	1,230	4.5%	11.8%	16.7%
Illinois	23,445	37.4%	61.3%	63.0%	181	10.5%	23.2%	24.3%
Indiana	26,908	26.2%	56.0%	60.6%	1,948	1.7%	9.3%	15.1%
Kentucky	14,772	20.0%	48.3%	52.9%	679	7.7%	21.7%	25.6%
Louisiana	23,175	15.8%	43.7%	NP	1,106	1.4%	11.4%	NP
Maryland	13,136	38.3%	63.7%	67.0%	614	8.3%	15.1%	18.2%
Massachusetts	11,904	32.8%	57.8%	60.8%	272	6.3%	19.9%	24.3%
Minnesota	NP	NP	NP	NP	NP	NP	NP	NP
Mississippi	7,497	22.4%	53.4%	56.7%	303	11.9%	38.9%	42.9%
Missouri	13,309	33.7%	45.8%	46.5%	659	12.6%	18.1%	19.1%
Nevada	2,396	16.7%	51.5%	57.6%	1,483	4.4%	31.8%	38.8%
New Hampshire	NP	NP	NP	NP	NP	NP	NP	NP
New Mexico	10,380	6.4%	23.9%	28.1%	6,261	1.1%	7.9%	10.1%
North Carolina	26,328	36.5%	63.5%	66.7%	216	5.6%	23.1%	26.9%
Ohio	34,420	29.5%	59.7%	63.7%	1,267	3.5%	10.0%	14.4%
Oklahoma	13,766	19.0%	50.0%	55.4%	1,156	1.6%	9.9%	13.3%
Oregon	9,562	31.6%	59.5%	64.0%	447	6.7%	22.4%	29.3%
Pennsylvania (PASSHE system only)	17,967	32.2%	55.3%	56.9%	270	6.3%	13.3%	15.9%
South Dakota	3,969	17.9%	51.3%	55.1%	469	DS	7.5%	10.2%
Tennessee	15,377	31.9%	56.9%	61.7%	585	6.3%	24.8%	32.7%
Texas	55,728	25.0%	56.1%	62.6%	2,804	8.4%	30.0%	38.7%
Utah	4,292	15.0%	38.2%	46.3%	713	3.4%	16.1%	22.6%
Virginia	26,738	45.0%	72.0%	73.0%	273	7.0%	23.0%	29.0%
Washington	15,623	59.6%	63.2%	63.5%	1,443	31.7%	33.7%	34.0%
West Virginia	9,142	22.2%	48.2%	51.9%	242	DS	10.3%	14.5%
Wyoming	NP	NP	NP	NP	NP	NP	NP	NP

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

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

**GRADUATION RATES**  
**Bachelor's degrees (full-time)**

	Transfer students				Pell grant recipients			
	Entry cohort, started fall 2002 (headcount)	In 4 years	In 6 years	In 8 years	Entry cohort, started fall 2002 (headcount)	In 4 years	In 6 years	In 8 years
Arizona	8,942	57.2%	64.4%	66.4%	NP	NP	NP	NP
Arkansas	354	31.4%	41.2%	44.6%	NP	NP	NP	NP
California (CSU system only)	38,850	62.7%	71.2%	73.7%	12,840	9.7%	44.4%	54.0%
Colorado	13,675	39.4%	51.2%	51.2%	3,094	20.2%	41.0%	44.7%
Florida*	22,773	61.6%	68.6%	70.9%	NP	NP	NP	NP
Georgia	14,358	48.8%	60.4%	NP	5,282	16.4%	44.6%	50.9%
Hawaii	2,205	50.0%	57.7%	59.7%	DS	DS	DS	DS
Idaho	2,286	44.7%	55.0%	59.0%	1,919	14.0%	34.1%	43.4%
Illinois	14,999	54.2%	57.4%	58.1%	3,960	25.8%	45.8%	47.9%
Indiana	1,330	39.2%	70.5%	73.9%	5,624	14.6%	41.2%	46.7%
Kentucky	5,509	45.3%	55.1%	58.0%	13,314	21.2%	50.7%	55.3%
Louisiana	6,362	33.8%	44.2%	NP	NP	NP	NP	NP
Maryland	8,591	59.8%	68.7%	71.7%	NP	NP	NP	NP
Massachusetts	7,021	49.0%	57.4%	59.7%	NP	NP	NP	NP
Minnesota	NP	NP	NP	NP	NP	NP	NP	NP
Mississippi	5,607	49.5%	58.6%	60.1%	2,789	15.7%	40.7%	44.5%
Missouri	7,688	45.1%	48.0%	48.7%	2,023	25.4%	38.6%	40.1%
Nevada	NP	NP	NP	NP	NP	NP	NP	NP
New Hampshire	NP	NP	NP	NP	NP	NP	NP	NP
New Mexico	2,774	6.9%	20.4%	23.1%	4,013	4.2%	17.4%	21.7%
North Carolina	10,586	57.2%	64.4%	66.5%	7,059	25.4%	51.8%	55.7%
Ohio	10,670	44.6%	55.4%	58.2%	7,531	16.5%	42.2%	47.1%
Oklahoma	36	36.1%	52.8%	55.6%	3,791	12.1%	38.6%	44.4%
Oregon	6,491	57.7%	65.2%	67.4%	2,481	24.6%	52.2%	57.5%
Pennsylvania (PASSHE system only)	5,420	55.1%	60.9%	62.3%	5,142	24.4%	47.1%	49.0%
South Dakota	1,969	35.8%	42.4%	45.2%	1,322	14.9%	46.8%	51.1%
Tennessee	8,974	48.5%	58.3%	61.3%	5,530	19.3%	46.7%	55.9%
Texas	42,456	50.4%	61.4%	64.9%	16,829	14.5%	42.0%	49.6%
Utah	5,728	47.2%	60.0%	63.5%	NP	NP	NP	NP
Virginia	9,375	51.0%	61.0%	62.0%	4,779	27.0%	56.0%	58.0%
Washington	6,927	58.8%	60.1%	60.3%	3,251	53.2%	56.6%	57.1%
West Virginia	2,985	43.6%	53.4%	55.5%	2,865	15.4%	38.7%	43.5%
Wyoming	NP	NP	NP	NP	NP	NP	NP	NP

\* Florida did not report data from enough colleges to provide a reliable statistic for the Pell grant measure.

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

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

**GRADUATION RATES, BY RACE**  
**Bachelor's degrees (full-time)**

	Hispanic		African American, non-Hispanic		White, non-Hispanic		Other	
	Entry cohort, started fall 2002	In 6 years	Entry cohort, started fall 2002	In 6 years	Entry cohort, started fall 2002	In 6 years	Entry cohort, started fall 2002	In 6 years
Arizona	1,677	53.7%	421	43.0%	10,287	59.8%	1,944	53.4%
Arkansas	130	32.3%	2,073	23.9%	7,197	42.9%	529	36.1%
California (CSU system only)	8,543	43.9%	2,492	35.7%	14,631	59.9%	12,764	51.6%
Colorado	1,537	41.6%	453	38.0%	14,219	53.5%	1,977	48.2%
Florida	4,848	61.6%	5,304	53.5%	20,346	68.0%	2,417	67.5%
Georgia	469	56.5%	4,582	44.7%	15,811	59.8%	1,968	59.8%
Hawaii	41	29.3%	16	DS	508	36.8%	1,673	54.9%
Idaho	237	35.0%	36	33.3%	3,539	45.3%	406	41.9%
Illinois	1,459	50.7%	2,468	41.9%	16,673	65.0%	646	61.6%
Indiana	722	46.5%	1,324	35.2%	23,255	57.6%	1,607	55.7%
Kentucky	119	37.8%	1,236	33.7%	12,910	50.1%	507	41.4%
Louisiana	456	41.0%	6,534	28.8%	14,912	50.5%	1,273	40.7%
Maryland	355	68.5%	3,962	42.7%	7,084	74.5%	1,735	66.6%
Massachusetts	371	40.7%	534	43.4%	9,489	59.9%	1,510	53.2%
Minnesota	NP	NP	NP	NP	NP	NP	NP	NP
Mississippi	61	55.7%	2,891	39.9%	4,381	62.3%	164	51.8%
Missouri	208	42.3%	980	27.4%	11,203	48.1%	918	38.3%
Nevada	194	47.4%	118	44.9%	1,578	52.0%	506	52.8%
New Hampshire	NP	NP	NP	NP	NP	NP	NP	NP
New Mexico	4,002	21.7%	317	17.7%	4,431	29.4%	1,630	15.8%
North Carolina	474	60.3%	6,679	50.0%	17,777	68.5%	1,398	66.1%
Ohio	657	49.9%	3,445	34.4%	28,024	63.2%	2,294	56.6%
Oklahoma	393	46.1%	844	38.6%	10,277	53.5%	2,252	39.0%
Oregon	323	52.3%	162	45.7%	7,475	60.1%	1,602	59.6%
Pennsylvania (PASSHE system only)	339	42.5%	1,433	35.7%	15,517	57.8%	678	45.7%
South Dakota	33	DS	23	DS	3,671	52.6%	242	39.3%
Tennessee	222	48.2%	3,155	44.6%	11,414	60.8%	586	51.0%
Texas	12,387	44.7%	7,186	35.6%	31,060	64.6%	5,095	61.2%
Utah	158	32.9%	27	22.2%	3,739	38.7%	368	36.1%
Virginia	799	69.1%	4,421	52.1%	18,686	76.1%	2,832	74.6%
Washington	561	56.1%	359	47.4%	10,567	64.5%	4,136	61.9%
West Virginia	116	42.2%	480	34.6%	8,400	49.1%	146	45.2%
Wyoming	NP	NP	NP	NP	NP	NP	NP	NP

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

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



**GRADUATION RATES, BY AGE**  
**Bachelor's degrees (full-time)**

	Students age 17-19				Students age 20-24				Students age 25 and over			
	Entry cohort, started fall 2002	In 4 years	In 6 years	In 8 years	Entry cohort, started fall 2002	In 4 years	In 6 years	In 8 years	Entry cohort, started fall 2002	In 4 years	In 6 years	In 8 years
Arizona	13,821	31.9%	58.6%	62.8%	421	19.5%	33.0%	36.3%	87	24.1%	31.0%	33.3%
Arkansas	9,229	17.8%	40.3%	44.4%	445	4.1%	12.4%	14.6%	255	5.5%	16.1%	22.4%
California (CSU system only)	37,766	14.8%	52.3%	60.6%	590	10.5%	35.3%	40.9%	74	18.9%	32.4%	37.8%
Colorado	17,427	29.4%	52.6%	55.6%	536	12.7%	23.9%	27.2%	185	21.6%	33.5%	34.6%
Florida	30,574	36.2%	65.3%	69.9%	346	19.4%	35.8%	40.8%	44	DS	34.1%	38.6%
Georgia	21,869	24.9%	58.1%	63.7%	603	13.3%	28.5%	33.2%	358	6.1%	17.6%	20.7%
Hawaii	2,205	14.6%	50.4%	57.2%	27	DS	44.4%	51.9%	DS	DS	DS	DS
Idaho	3,199	16.1%	44.6%	51.7%	759	27.7%	45.8%	52.0%	260	21.2%	36.2%	39.6%
Illinois	22,672	37.9%	62.1%	63.9%	639	25.2%	34.0%	42.1%	134	10.5%	17.9%	18.7%
Indiana	25,705	27.1%	57.7%	62.3%	800	7.5%	19.9%	26.1%	403	6.9%	19.4%	24.8%
Kentucky	13,746	20.4%	49.4%	54.0%	566	7.1%	20.1%	24.0%	460	25.4%	52.0%	54.4%
Louisiana	21,583	16.6%	45.8%	NP	1,168	3.5%	14.4%	NP	424	5.7%	17.5%	NP
Maryland	12,607	39.1%	65.1%	68.4%	406	20.4%	31.3%	35.2%	120	14.2%	22.5%	25.0%
Massachusetts	11,523	33.2%	58.4%	61.4%	296	16.2%	37.8%	41.6%	58	27.6%	43.1%	44.8%
Minnesota	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Mississippi	7,254	22.9%	54.5%	57.9%	209	6.2%	18.7%	20.6%	34	DS	DS	DS
Missouri	12,612	34.8%	47.2%	47.9%	495	16.8%	22.6%	25.1%	185	6.0%	11.4%	13.0%
Nevada	1,420	16.3%	51.6%	57.3%	966	17.1%	51.2%	58.2%	10	DS	DS	DS
New Hampshire	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
New Mexico	8,641	7.3%	27.7%	32.4%	859	2.1%	6.6%	7.9%	877	1.6%	3.8%	5.5%
North Carolina	25,359	37.0%	64.3%	67.4%	828	25.4%	45.0%	49.6%	141	18.4%	30.5%	36.2%
Ohio	33,064	30.5%	61.4%	65.3%	992	6.7%	19.0%	24.2%	364	7.1%	17.0%	20.9%
Oklahoma	12,506	20.1%	53.0%	58.5%	1,664	16.6%	33.8%	38.7%	498	8.8%	18.1%	21.5%
Oregon	9,074	32.1%	60.3%	64.8%	363	22.3%	45.5%	50.1%	125	20.8%	40.0%	44.0%
Pennsylvania (PASSHE system only)	17,151	32.9%	56.4%	58.0%	659	16.4%	32.2%	33.7%	157	21.7%	33.1%	34.4%
South Dakota	3,759	18.5%	52.9%	56.7%	145	DS	21.4%	26.9%	65	DS	26.2%	29.2%
Tennessee	14,426	33.4%	59.0%	63.6%	656	7.9%	23.2%	29.4%	295	12.9%	30.8%	38.0%
Texas	54,082	25.4%	57.0%	63.6%	1,295	12.5%	24.6%	29.7%	351	15.4%	29.3%	33.0%
Utah	3,677	15.3%	39.2%	47.9%	563	13.0%	32.7%	37.3%	52	DS	25.0%	25.0%
Virginia	26,217	46.0%	72.0%	74.0%	382	22.0%	43.0%	45.0%	66	DS	27.0%	29.0%
Washington	12,771	62.0%	66.1%	66.5%	1,605	52.3%	54.1%	54.6%	1,247	44.1%	44.7%	44.7%
West Virginia	8,227	23.6%	50.5%	54.2%	742	10.8%	27.9%	32.2%	173	8.7%	23.1%	25.4%
Wyoming	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP

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

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

**AVERAGE LENGTH OF TIME TO DEGREE (IN YEARS)**  
**For certificates and degrees awarded in 2007–08**

	Certificate-seeking (1 year needed)		Associate-seeking (2 years needed)		Bachelor's-seeking (4 years needed)	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Arizona	NP	NP	NP	NP	4.6 years	5.2 years
Arkansas	3.9 years	5.7 years	5.4 years	7.0 years	5.2	6.9
California (CSU system only)	NP	NP	NP	NP	5.2	5.7
Colorado	3.9	5.4	4.5	5.8	4.6	6.1
Florida	NP	NP	3.3	5.2	4.3	4.6
Georgia	2.7	3.5	3.9	4.9	4.9	6.1
Hawaii	5.0	7.2	5.6	7.8	5.8	8.7
Idaho	3.3	4.9	5.0	5.8	5.4	6.6
Illinois	3.0	4.0	3.0	5.0	4.5	5.5
Indiana	3.4	4.7	3.8	5.0	4.0	5.3
Kentucky	3.8	4.4	4.9	5.8	5.5	6.6
Louisiana	5.8	6.4	6.4	7.3	5.5	7.1
Maryland	3.1	4.6	3.8	5.0	4.3	4.7
Massachusetts	1.8	2.2	3.1	3.3	4.3	4.7
Minnesota	NP	NP	NP	NP	NP	NP
Mississippi: 2-year sector*	1.8	1.9	2.6	2.7	NA	NA
Mississippi: 4-year sector*	NA	NA	3.5	4.0	4.4	4.7
Missouri	1.4	3.7	2.6	3.6	4.2	4.6
Nevada	2.7	4.0	3.7	4.7	5.0	5.4
New Hampshire	NP	NP	NP	NP	NP	NP
New Mexico	NP	NP	NP	NP	NP	NP
North Carolina	2.1	2.4	3.1	3.6	4.8	7.2
Ohio	3.6	3.9	3.8	4.9	4.4	5.4
Oklahoma	1.5	1.8	2.8	2.8	5.0	5.7
Oregon: 2-year sector*	2.6	3.4	3.4	4.1	NA	NA
Oregon: 4-year sector*	NA	NA	4.6	NA	4.4	5.4
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP
South Dakota	NP	NP	4.0	5.4	4.7	6.9
Tennessee	4.5	4.5	4.2	4.8	4.9	5.4
Texas	3.5	3.6	4.5	5.0	5.3	6.0
Utah	4.9	5.7	5.1	6.1	6.7	7.8
Virginia	3.5	5.4	4.0	5.6	4.4	5.6
Washington	2.2	4.1	3.1	4.7	4.1	4.4
West Virginia	4.4	5.1	5.0	6.2	5.3	7.0
Wyoming	2.0	6.9	3.6	6.7	NP	NP

\* State reported average length of time and/or average number of credits accumulated to complete an associate degree separately for four-year and two-year colleges.

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

NA = Not applicable

## AVERAGE NUMBER OF CREDITS ACCUMULATED TO DEGREE

For certificates and degrees awarded in 2007–08

	Certificate-seeking (30 credits needed)		Associate-seeking (60 credits needed)		Bachelor's-seeking (120 credits needed)	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Arizona	NP	NP	NP	NP	136 credits	133 credits
Arkansas	70 credits	78 credits	86 credits	77 credits	130	NP
California (CSU system only)	NP	NP	NP	NP	139	139
Colorado	74	69	94	92	136	140
Florida	NP	NP	75	75	140	140
Georgia	99	96	92	97	133	134
Hawaii	66	69	76	75	139	136
Idaho	58	62	102	93	144	147
Illinois	60	58	70	68	126	119
Indiana	79	68	90	76	138	139
Kentucky	69	64	92	99	142	143
Louisiana	NP	NP	NP	NP	NP	NP
Maryland	NP	NP	75	76	124	126
Massachusetts	61	52	74	79	128	128
Minnesota	NP	NP	NP	NP	NP	NP
Mississippi: 2-year sector*	48	41	65	60	NA	NA
Mississippi: 4-year sector*	NA	NA	106	109	130	137
Missouri	47	65	69	72	127	123
Nevada	64	53	78	78	134	133
New Hampshire	NP	NP	NP	NP	NP	NP
New Mexico	63	47	99	87	148	142
North Carolina	32	30	78	71	127	120
Ohio	69	52	86	80	137	132
Oklahoma	32	39	74	79	140	136
Oregon: 2-year sector*	53	56	75	72	NA	NA
Oregon: 4-year sector*	NA	NA	87	NA	125	109
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	130	133
South Dakota	NP	NP	86	101	141	147
Tennessee	61	50	79	80	135	134
Texas	70	58	98	92	149	149
Utah	92	89	89	87	147	146
Virginia	68	68	79	81	128	130
Washington	63	63	71	68	NP	NP
West Virginia	77	75	99	90	144	146
Wyoming	56	55	83	82	NP	NP

\* State reported average length of time and/or average number of credits accumulated to complete an associate degree separately for four-year and two-year colleges.

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

NA = Not applicable

## ENROLLMENT IN REMEDIAL EDUCATION

### Total students in 2-year colleges

	Total first-time entry students (fall 2006)	Students enrolling in remedial courses		Students completing remedial courses		Students completing remedial courses and a college-level course in the same subject within two academic years of entry	
Arizona	16,744	9,844	58.8%	2,640	26.8%	1,258	12.8%
Arkansas	NP	NP	NP	NP	NP	NP	NP
California (CSU system only)	NP	NP	NP	NP	NP	NP	NP
Colorado	16,813	5,934	35.3%	3,920	66.1%	3,876	65.3%
Florida	65,513	35,595	54.3%	21,297	59.8%	7,955	22.3%
Georgia	23,987	8,898	37.1%	5,085	57.1%	1,537	17.3%
Hawaii	4,276	2,823	66.0%	1,174	41.6%	549	19.4%
Idaho	2,282	1,309	57.4%	811	DS	307	23.5%
Illinois	41,054	19,987	48.7%	13,224	66.2%	6,371	31.9%
Indiana	36,478	16,936	46.4%	10,788	63.7%	NP	NP
Kentucky	15,976	5,434	34.0%	4,015	73.9%	3,385	62.3%
Louisiana	6,454	4,073	63.1%	1,932	47.4%	563	13.8%
Maryland	22,686	13,719	60.5%	NP	NP	NP	NP
Massachusetts	16,883	10,421	61.7%	5,534	53.1%	3,155	30.3%
Minnesota	NP	NP	NP	NP	NP	NP	NP
Mississippi	28,852	12,391	42.9%	8,080	65.2%	2,596	21.0%
Missouri	20,937	10,952	52.3%	NP	NP	NP	NP
Nevada	10,271	4,272	41.6%	2,942	68.9%	924	21.6%
New Hampshire	NP	NP	NP	NP	NP	NP	NP
New Mexico	12,237	6,970	57.0%	4,389	63.0%	DS	DS
North Carolina	61,571	19,603	31.8%	9,876	50.4%	2,364	12.1%
Ohio	32,467	18,994	58.5%	9,141	48.1%	4,668	24.6%
Oklahoma	11,393	6,794	59.6%	4,841	71.3%	1,628	24.0%
Oregon	11,851	6,118	51.6%	4,876	79.7%	2,474	40.4%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP	NP
South Dakota*	NP	NP	NP	NP	NP	NP	NP
Tennessee	15,607	11,105	71.2%	5,162	46.5%	2,331	21.0%
Texas	105,521	54,504	51.0%	7,791	30.0%	7,694	14.3%
Utah	5,662	1,292	22.8%	972	75.2%	404	31.3%
Virginia	33,984	14,476	43.0%	10,950	76.0%	3,225	22.3%
Washington	35,265	16,178	45.9%	8,636	53.4%	1,533	9.5%
West Virginia	4,378	3,034	69.3%	1,932	63.7%	583	19.2%
Wyoming	2,960	1,459	49.3%	672	46.1%	453	31.0%

\* 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.

**ENROLLMENT IN REMEDIAL EDUCATION**  
**Directly from high school in 2-year colleges**

	Total first-time entry students (fall 2006)	Students enrolling in remedial courses		Students completing remedial courses		Students completing remedial courses and a college-level course in the same subject within two academic years of entry	
Arizona	10,097	6,608	65.4%	1,942	29.4%	1,003	15.2%
Arkansas	NP	NP	NP	NP	NP	NP	NP
California (CSU system only)	NP	NP	NP	NP	NP	NP	NP
Colorado	7,350	3,165	43.1%	2,027	64.0%	1,976	62.4%
Florida	47,840	25,901	54.6%	15,962	61.6%	6,373	24.6%
Georgia	12,816	5,126	40.0%	2,953	57.6%	1,210	23.6%
Hawaii	3,320	2,318	69.8%	958	41.3%	466	20.1%
Idaho	1,613	882	54.7%	546	61.9%	217	24.6%
Illinois	22,150	12,472	56.3%	8,412	67.4%	4,325	34.7%
Indiana	13,831	6,566	47.5%	4,030	61.4%	NP	NP
Kentucky	6,351	3,120	49.1%	2,347	75.2%	1,958	62.8%
Louisiana	4,209	2,646	62.9%	1,211	45.8%	368	13.9%
Maryland	16,353	10,843	66.3%	NP	NP	NP	NP
Massachusetts	11,251	7,528	66.9%	3,877	51.5%	2,357	31.3%
Minnesota	NP	NP	NP	NP	NP	NP	NP
Mississippi	13,764	6,568	47.7%	4,594	69.9%	1,534	23.4%
Missouri	14,078	7,712	54.8%	NP	NP	NP	0%
Nevada	5,377	2,052	38.2%	1,485	72.4%	512	25.0%
New Hampshire	NP	NP	NP	NP	NP	NP	NP
New Mexico	7,207	5,369	74.5%	3,151	58.7%	DS	DS
North Carolina	6,525	62	1.0%	21	33.9%	NP	NP
Ohio	21,275	12,675	59.6%	6,203	48.9%	3,399	26.8%
Oklahoma	6,505	3,948	60.7%	2,886	73.1%	1,088	27.6%
Oregon	5,564	2,815	50.6%	2,240	79.6%	1,208	42.9%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP	NP
South Dakota*	NP	NP	NP	NP	NP	NP	NP
Tennessee	10,889	7,206	66.2%	3,463	48.1%	1,603	22.2%
Texas	75,208	38,863	51.7%	12,227	31.5%	5,900	15.2%
Utah	3,326	716	21.5%	538	75.1%	230	32.1%
Virginia	18,255	9,650	53.0%	7,187	74.0%	2,140	22.2%
Washington	16,355	9,727	59.5%	4,995	51.4%	924	9.5%
West Virginia	2,576	1,753	68.1%	1,156	65.9%	372	21.2%
Wyoming	2,294	1,089	47.5%	492	45.2%	362	33.2%

\* 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.

## ENROLLMENT IN REMEDIAL EDUCATION

### Total students in 4-year colleges

	Total first-time entry students (fall 2006)	Students enrolling in remedial courses		Students completing remedial courses		Students completing remedial courses and a college-level course in the same subject within two academic years of entry	
Arizona	NP	NP	NP	NP	NP	NP	NP
Arkansas	NP	NP	NP	NP	NP	NP	NP
California (CSU system only)	50,119	29,871	59.6%	20,442	68.4%	NP	NP
Colorado	21,295	1,971	9.3%	1,319	66.9%	451	22.9%
Florida	NP	NP	NP	NP	NP	NP	NP
Georgia	36,457	6,595	18.1%	3,413	51.8%	2,336	35.4%
Hawaii	2,238	DS	DS	DS	DS	DS	DS
Idaho	6,851	1,362	19.9%	888	65.2%	575	42.2%
Illinois	26,182	4,153	15.8%	2,476	59.6%	1,692	40.7%
Indiana	39,217	4,882	12.4%	2,821	57.8%	NP	NP
Kentucky	17,945	5,759	32.1%	4,607	80.0%	805	14.0%
Louisiana	21,555	4,305	20.0%	2,851	66.2%	1,453	33.8%
Maryland	15,801	3,935	24.9%	NP	NP	NP	NP
Massachusetts	6,604	1,754	26.6%	1,396	79.6%	892	50.9%
Minnesota	NP	NP	NP	NP	NP	NP	NP
Mississippi	8,397	1,801	21.4%	1,312	72.8%	943	52.4%
Missouri	20,281	2,867	14.1%	NP	NP	NP	NP
Nevada	4,524	1,315	29.1%	1,017	77.3%	633	48.1%
New Hampshire	NP	NP	NP	NP	NP	NP	NP
New Mexico	6,812	822	12.1%	613	74.6%	DS	DS
North Carolina	30,868	1,643	5.3%	1,426	86.8%	1,147	69.8%
Ohio	37,934	9,491	25.0%	5,404	56.9%	3,644	38.4%
Oklahoma	17,449	4,992	28.6%	3,308	66.3%	1,406	28.2%
Oregon	10,119	1,161	11.5%	941	81.1%	714	61.5%
Pennsylvania (PASSHE system only)	19,518	5,422	27.8%	3,923	72.4%	1,748	32.2%
South Dakota	4,703	1,636	34.8%	1,154	70.5%	706	43.2%
Tennessee*	NP	NP	NP	NP	NP	NP	NP
Texas	61,863	13,943	22.5%	6,853	49.2%	4,474	32.1%
Utah	13,435	2,476	18.4%	2,022	81.7%	812	32.8%
Virginia	38,563	115	0.3%	92	80.0%	44	38.3%
Washington	24,191	1,139	4.7%	NP	NP	NP	NP
West Virginia	9,823	1,925	19.6%	1,346	69.9%	588	30.5%
Wyoming	NP	NP	NP	NP	NP	NP	NP

\* Tennessee does not offer remedial education at four-year colleges.

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

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

**ENROLLMENT IN REMEDIAL EDUCATION**  
**Directly from high school in 4-year colleges**

	Total first-time entry students (fall 2006)	Students enrolling in remedial courses		Students completing remedial courses		Students completing remedial courses and a college-level course in the same subject within two academic years of entry	
Arizona	NP	NP	NP	NP	NP	NP	NP
Arkansas	NP	NP	NP	NP	NP	NP	NP
California (CSU system only)	49,368	29,299	59.0%	20,178	69.0%	NP	NP
Colorado	20,063	1,634	8.0%	1,106	68.0%	428	50.1%
Florida	NP	NP	NP	NP	NP	NP	NP
Georgia	33,265	4,790	14.0%	2,649	55.0%	1,850	39.0%
Hawaii	2,174	DS	DS	DS	DS	DS	DS
Idaho	4,757	820	17.0%	556	68.0%	373	45.0%
Illinois	25,255	3,844	15.2%	2,282	59.3%	1,560	40.6%
Indiana	34,312	3,854	11.0%	2,298	60.0%	NP	0.0%
Kentucky	15,697	4,966	31.6%	3,992	80.4%	680	17.0%
Louisiana	19,888	3,544	17.8%	2,442	68.9%	1,261	35.6%
Maryland	14,026	3,537	25.0%	NP	NP	NP	0.0%
Massachusetts	6,424	1,698	26.0%	1,361	80.0%	872	51.0%
Minnesota	NP	NP	NP	NP	NP	NP	NP
Mississippi	8,082	1,703	21.0%	1,271	75.0%	918	54.0%
Missouri	18,832	2,403	12.8%	NP	NP	NP	NP
Nevada	3,885	1,118	29.0%	874	78.0%	539	48.0%
New Hampshire	NP	NP	NP	NP	NP	NP	NP
New Mexico	6,487	714	11.0%	532	75.0%	DS	DS
North Carolina	29,796	1,533	5.0%	1,341	87.0%	1,100	72.0%
Ohio	36,123	8,523	24.0%	4,976	58.0%	3,436	40.0%
Oklahoma	13,988	3,429	25.0%	2,430	71.0%	1,095	32.0%
Oregon	9,624	1,058	11.0%	850	80.0%	653	62.0%
Pennsylvania (PASSHE system only)	18,523	4,980	27.0%	3,644	72.1%	1,635	32.8%
South Dakota	4,423	1,429	32.0%	1,029	72.0%	636	45.0%
Tennessee*	NP	NP	NP	NP	NP	NP	NP
Texas	60,051	13,186	22.0%	6,595	50.0%	4,328	32.8%
Utah	9,749	1,340	14.0%	1,049	78.0%	0	0.0%
Virginia	30,304	100	0.0%	79	79.0%	36	36.0%
Washington	15,443	1,001	6.0%	NP	NP	NP	0.0%
West Virginia	9,069	1,632	18.0%	1,171	72.0%	520	32.0%
Wyoming	NP	NP	NP	NP	NP	NP	NP

\* Tennessee does not offer remedial education at four-year colleges.

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

## ENROLLMENT IN REMEDIAL EDUCATION

### Pell grant recipients in 2-year colleges

	Total first-time entry students receiving Pell grants (fall 2006)	Students enrolling in remedial courses (of total first-time entry students)	
Arizona	NP	NP	NP
Arkansas	NP	NP	NP
California (CSU system only)	NP	NP	NP
Colorado	4,550	2,195	48.2%
Florida	NP	NP	NP
Georgia	8,333	3,758	45.1%
Hawaii	822	604	73.5%
Idaho	736	513	69.7%
Illinois	8,974	5,307	59.1%
Indiana	5,836	3,046	52.0%
Kentucky	6,983	3,783	54.2%
Louisiana	2,548	1,852	72.7%
Maryland	5,679	4,193	73.8%
Massachusetts	5,294	3,618	68.3%
Minnesota	NP	NP	NP
Mississippi	11,450	6,123	53.5%
Missouri	7,092	4,357	61.4%
Nevada	NP	NP	NP
New Hampshire	NP	NP	NP
New Mexico	3,477	2,756	79.3%
North Carolina	12,508	7,725	61.8%
Ohio	13,031	8,940	68.6%
Oklahoma	3,327	2,395	72.0%
Oregon	3,541	2,193	61.9%
Pennsylvania (PASSHE system only)	NP	NP	NP
South Dakota*	NP	NP	NP
Tennessee	7,108	5,728	80.6%
Texas	34,347	22,032	64.1%
Utah	NP	NP	NP
Virginia	8,673	4,867	56.0%
Washington	8,398	4,698	55.9%
West Virginia	2,078	1,646	79.2%
Wyoming	724	477	65.9%

\* 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.



**ENROLLMENT IN REMEDIAL EDUCATION**  
**Pell grant recipients in 4-year colleges**

	Total first-time entry students receiving Pell grants (fall 2006)	Students enrolling in remedial courses (of total first-time entry students)	
Arizona	NP	NP	NP
Arkansas	NP	NP	NP
California (CSU system only)	15,466	11,959	77.3%
Colorado	3,806	735	19.3%
Florida	NP	NP	NP
Georgia	9,786	3,082	31.5%
Hawaii	443	DS	DS
Idaho	2,048	591	28.9%
Illinois	5,050	1,789	23.0%
Indiana	8,748	1,771	20.0%
Kentucky	15,350	4,215	27.5%
Louisiana	7,335	2,279	31.1%
Maryland	3,608	1,655	45.9%
Massachusetts	1,245	403	32.4%
Minnesota	NP	NP	NP
Mississippi	3,188	1,137	35.7%
Missouri	4,043	1,149	28.4%
Nevada	NP	NP	NP
New Hampshire	NP	NP	NP
New Mexico	1,962	442	22.5%
North Carolina	8,170	866	10.6%
Ohio	8,786	3,794	43.2%
Oklahoma	4,309	1,888	43.8%
Oregon	2,214	318	14.4%
Pennsylvania (PASSHE system only)	5,294	2,139	40.4%
South Dakota	1,284	574	44.7%
Tennessee*	NP	NP	NP
Texas	19,358	6,864	35.5%
Utah	NP	NP	NP
Virginia	6,539	39	1.0%
Washington	4,995	332	6.6%
West Virginia	2,848	934	32.8%
Wyoming	NP	NP	NP

\* Tennessee does not offer remedial education at four-year colleges.

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

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

## GRADUATION RATES OF FULL-TIME STUDENTS ENROLLING IN REMEDIAL EDUCATION

	Certificates			Associate degrees		
	Entry cohort, started fall 2005	In 2 years		Entry cohort, started fall 2004	In 3 years	
Arizona	NP	NP	NP	NP	NP	NP
Arkansas	389	78	20.1%	4,219	396	9.4%
California (CSU system only)	NP	NP	NP	NP	NP	NP
Colorado	DS	DS	DS	3,061	281	9.2%
Florida	NP	NP	NP	NP	NP	NP
Georgia	2,065	330	16.0%	5,701	410	7.2%
Hawaii	21	DS	DS	1,852	191	10.3%
Idaho	200	36	18.0%	635	81	12.8%
Illinois	1,080	98	9.1%	12,891	1,806	14.0%
Indiana	243	52	21.4%	5,106	470	9.2%
Kentucky	57	19	33.3%	4,104	226	5.5%
Louisiana	612	72	11.8%	3,992	109	2.7%
Maryland	NP	NP	NP	6,019	603	10.0%
Massachusetts	DS	DS	DS	6,756	693	10.3%
Minnesota	NP	NP	NP	NP	NP	NP
Mississippi	121	42	34.7%	8,953	1,188	13.3%
Missouri	153	DS	DS	6,178	775	12.5%
Nevada	NP	NP	NP	825	80	9.7%
New Hampshire	NP	NP	NP	NP	NP	NP
New Mexico*	4,645	8.3	1.8%	4,757	326	6.9%
North Carolina	326	62	19.0%	7,822	762	9.7%
Ohio	573	67	11.7%	14,988	955	6.4%
Oklahoma	39	DS	0.0%	6,385	587	9.2%
Oregon	61	21	34.4%	2,970	410	13.8%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP
South Dakota**	NP	NP	NP	200	11	5.5%
Tennessee	NP	NP	NP	8,017	1,006	12.6%
Texas	34,707	700	2.0%	35,974	2,080	5.8%
Utah	20	NP	NP	2,525	1,304	51.6%
Virginia	718	16	2.0%	6,520	801	12.0%
Washington	1,146	229	20.0%	8,806	1,997	22.7%
West Virginia	DS	DS	DS	2,450	207	8.4%
Wyoming	DS	DS	DS	1,560	339	21.7%

\* 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.

## GRADUATION RATES OF FULL-TIME STUDENTS ENROLLING IN REMEDIAL EDUCATION

	Bachelor's degrees		
	Entry cohort, started fall 2002	In 6 years	
Arizona	NP	NP	NP
Arkansas	4,316	955	22.1%
California (CSU system only)	23,080	10,620	46.0%
Colorado	1,734	377	21.7%
Florida	NP	NP	NP
Georgia	1,132	280	24.7%
Hawaii	13	DS	DS
Idaho	938	196	20.9%
Illinois	3,360	916	27.3%
Indiana	5,624	2,318	41.2%
Kentucky	5,659	1,819	32.1%
Louisiana	5,491	1,223	22.3%
Maryland	2,010	980	48.8%
Massachusetts	2,028	1,038	51.2%
Minnesota	NP	NP	NP
Mississippi	1,888	686	36.3%
Missouri	968	205	21.2%
Nevada	223	82	36.8%
New Hampshire	NP	NP	NP
New Mexico	4,408	303	6.87%
North Carolina	3,209	1,586	49.4%
Ohio	7,760	2,625	33.8%
Oklahoma	2,675	819	30.6%
Oregon	1,257	635	50.5%
Pennsylvania (PASSHE system only)	NP	NP	NP
South Dakota	1,298	489	37.7%
Tennessee	4,996	2,220	44.4%
Texas	14,385	4,263	29.6%
Utah	312	73	23.4%
Virginia	721	292	40.0%
Washington	NP	NP	NP
West Virginia	2,700	859	31.8%
Wyoming	NP	NP	NP

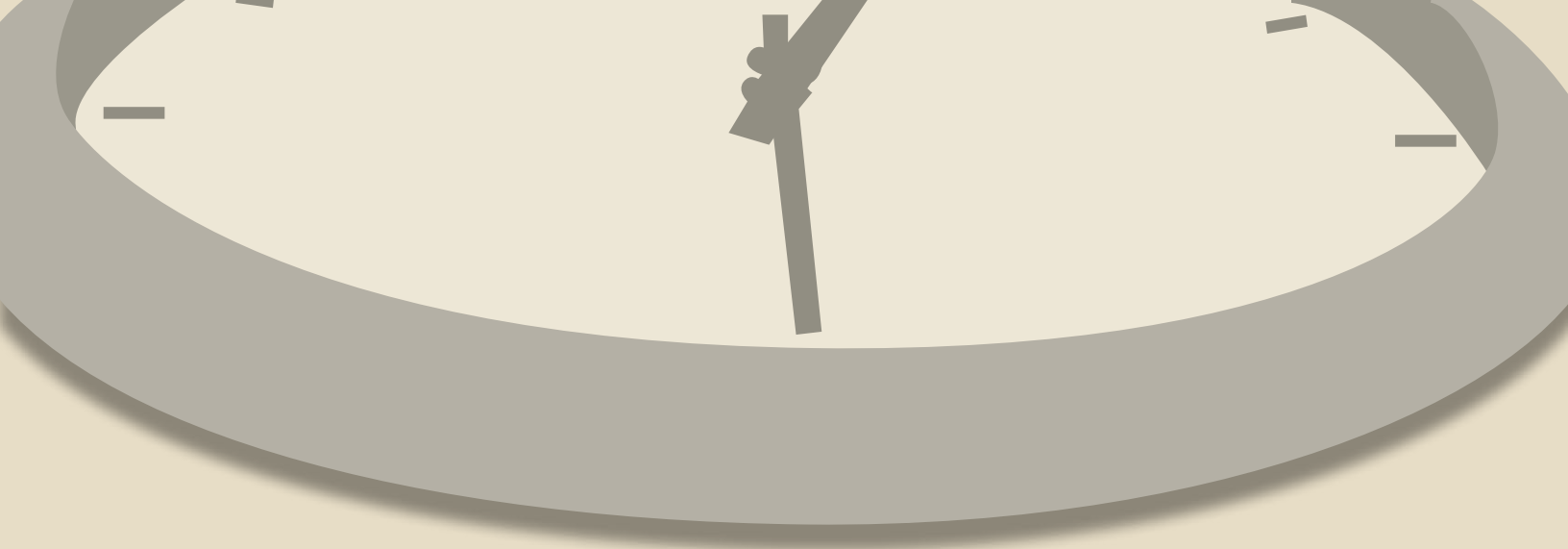
NP = The state did not provide data for this metric.

**PERCENTAGE OF ASSOCIATE DEGREE-SEEKING STUDENTS WHO TRANSFER OUT**  
**From 2-year to 4-year colleges only**

	Percentage of cohort identified in fall 2004 enrolling in a 4-year college (cohorts followed until August 31, 2008)	
	Full-time	Part-time
Arizona	16.6%	4.7%
Arkansas	16.7%	6.1%
California (CSU system only)	NP	NP
Colorado	23.3%	24.8%
Florida	19.9%	5.7%
Georgia	21.1%	10.6%
Hawaii	13.8%	4.4%
Idaho	15.9%	6.5%
Illinois	32.6%	18.6%
Indiana	NP	NP
Kentucky	8.8%	1.8%
Louisiana	21.7%	10.9%
Maryland	23.8%	9.0%
Massachusetts	12.8%	4.1%
Minnesota	NP	NP
Mississippi	19.2%	11.2%
Missouri	25.4%	13.6%
Nevada	19.9%	8.5%
New Hampshire	NP	NP
New Mexico	21.1%	15.3%
North Carolina	20.2%	26.3%
Ohio	17.1%	7.8%
Oklahoma	25.0%	11.0%
Oregon	21.6%	11.5%
Pennsylvania (PASSHE system only)	NP	NP
South Dakota*	NP	NP
Tennessee	20.7%	10.8%
Texas	23.8%	22.0%
Utah	37.3%	21.7%
Virginia	9.0%	2.0%
Washington	18.0%	9.7%
West Virginia	16.3%	4.5%
Wyoming	34.1%	14.8%

\* 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.



# **PART 3:**

# **State Profiles**

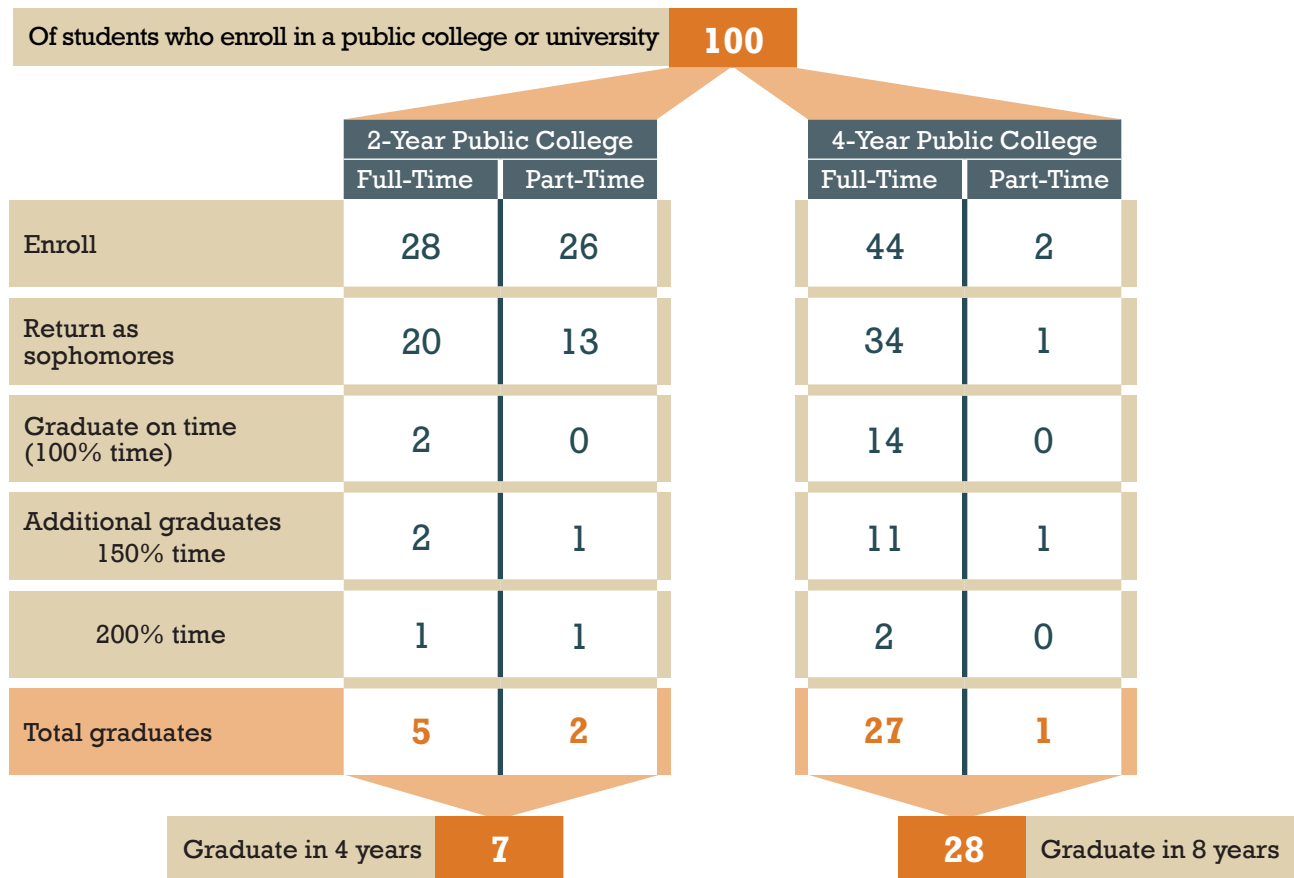


## For a strong economy, the skills gap must be closed.

- 64%** By 2020, jobs requiring a career certificate or college degree
- 31%** Arizona adults who currently have an associate degree or higher
- 33%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

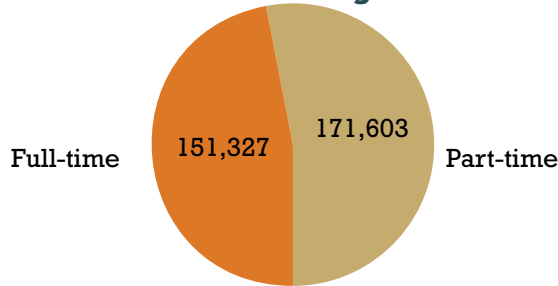
Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

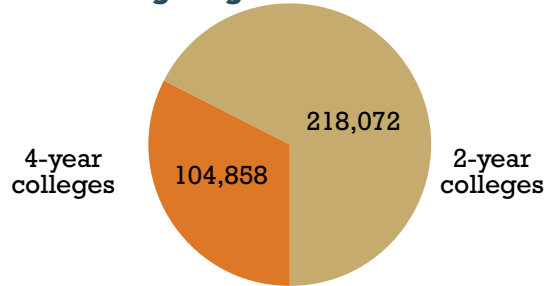
We're making great progress in providing access to more students.

**Total public college enrollment: 322,930**

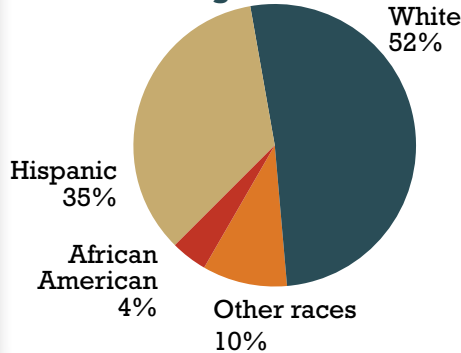
**Attending**



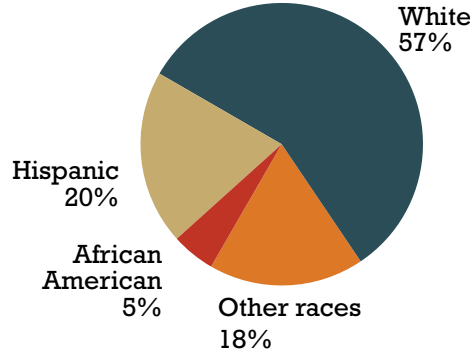
**Pursuing Degrees & Certificates**



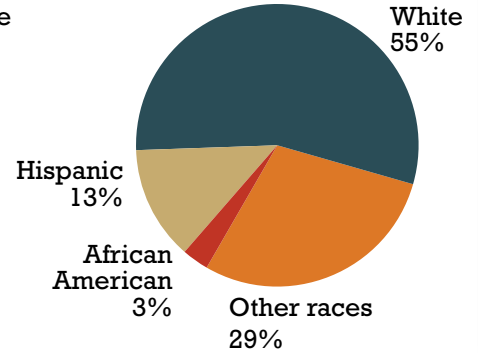
**Total State Population, Age 18-24**



**College Enrollment**



**College Graduation**

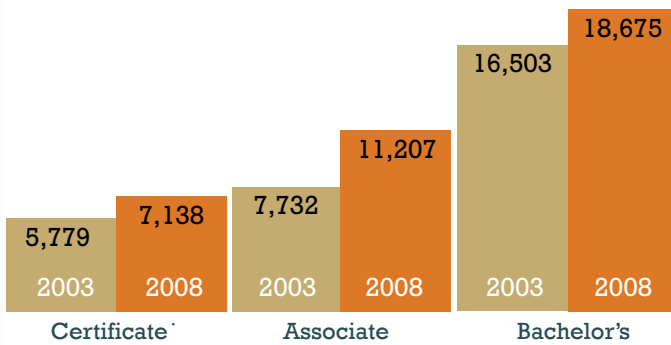


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

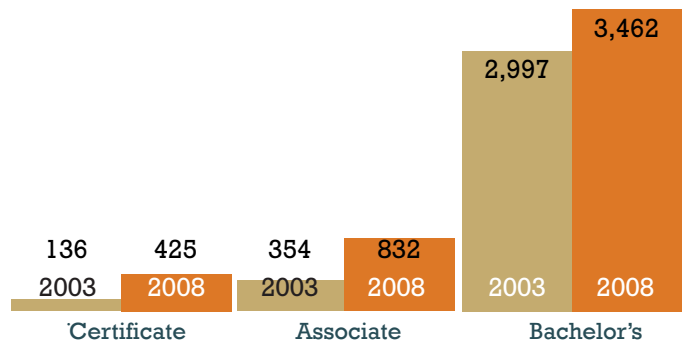
! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.

**Overall Credentials Awarded**



**Science, Technology, Engineering, Math (STEM) Credentials Awarded**



Data: 2007-08

! And all credentials should provide clear pathways to success.



# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 1½ years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 2 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
2005 Part-Time	Within 1 year	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 1½ years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 2 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	7.1%	7.9%	5.5%	6.2%	4.3%	6.3%	7.6%	NP*	NP*
	Within 3 years	15.4%	17.9%	11.9%	11.6%	9.7%	11.1%	17%	NP*	NP*
	Within 4 years	19.8%	22.5%	16.8%	14.4%	13.3%	14.4%	21.70%	NP*	NP*
2004 Part-Time	Within 2 years	1.1%	1.3%	0.7%	0.6%	1.4%	1.0%	0.9%	NP*	NP*
	Within 3 years	3.4%	4.2%	2.4%	2.0%	3.3%	3.2%	3.7%	NP*	NP*
	Within 4 years	6.2%	7.6%	4.7%	2.8%	5.6%	5.8%	7.0%	NP*	NP*

22.5%

16.8%

14.4%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	31.5%	33.9%	24.0%	17.1%	24.1%	19.5%	31.9%	NP*	NP*
	Within 6 years	57.7%	59.8%	53.7%	43.0%	31.0%	33.0%	58.6%	NP*	NP*
	Within 8 years	61.8%	63.5%	59.3%	46.1%	33.3%	36.3%	62.8%	NP*	NP*
2002 Part-Time	Within 4 years	14.1%	14.5%	20.4%	13.3%	17.6%	16.3%	13.4%	NP*	NP*
	Within 6 years	32.9%	32.3%	38.9%	36.7%	27.9%	29.1%	34.0%	NP*	NP*
	Within 8 years	38.8%	38.8%	41.7%	40.0%	29.4%	30.2%	40.9%	NP*	NP*

31.0%

58.6%

27.9%

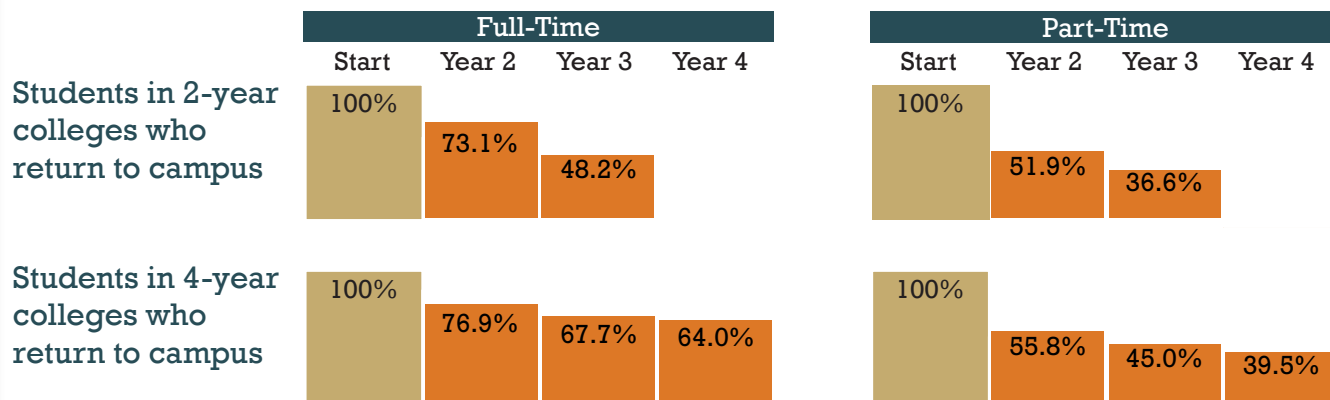
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005–06, associate cohort started in 2004–05, bachelor's cohort started in 2002–03

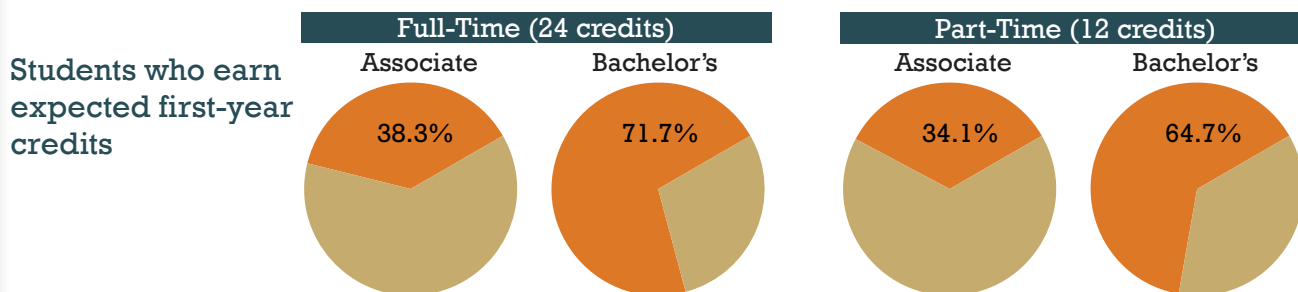
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



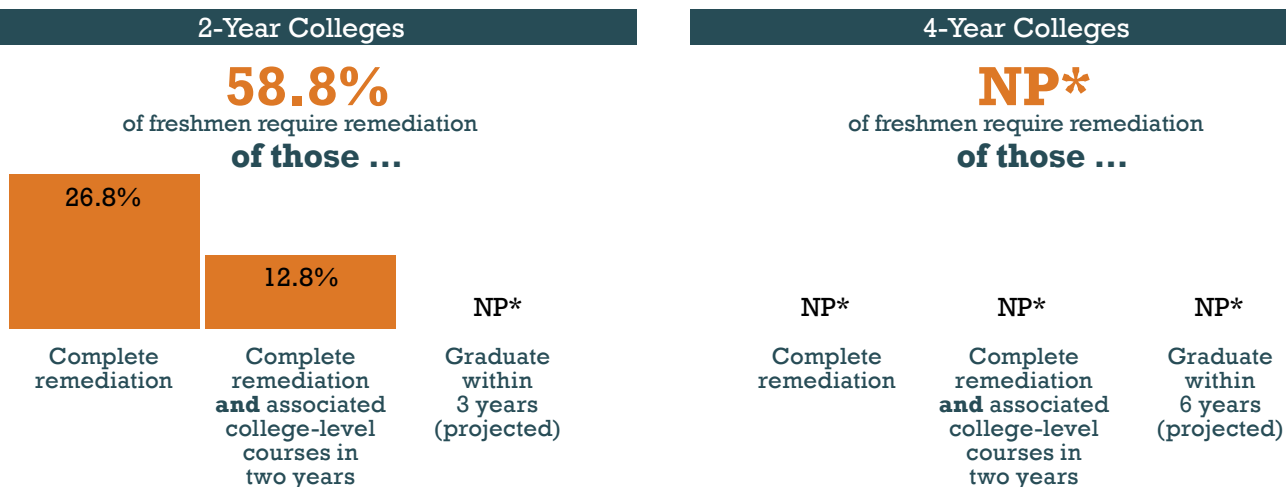
### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

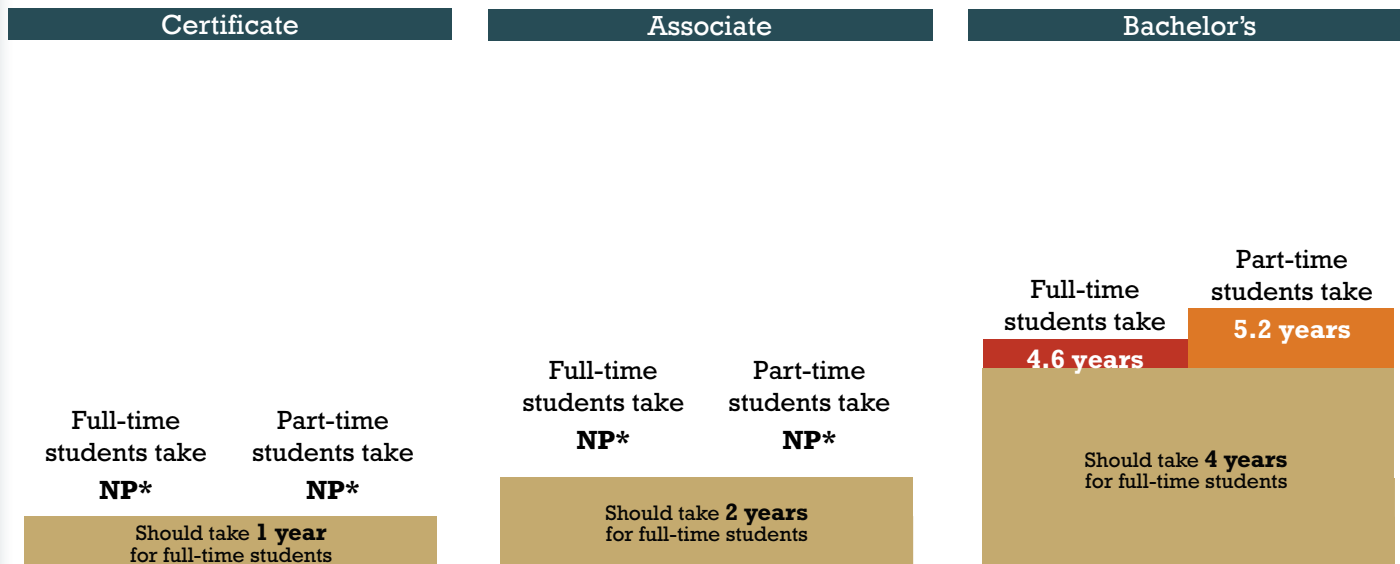


Data: Fall 2005

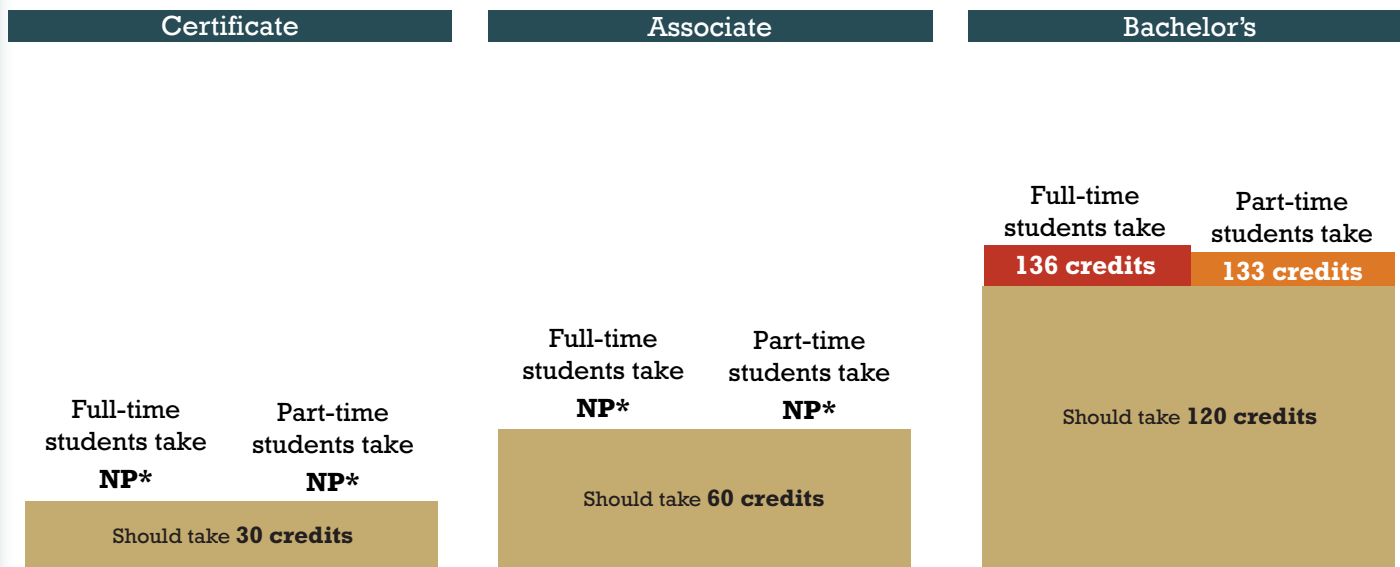
! Current approaches almost always guarantee failure.

# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.

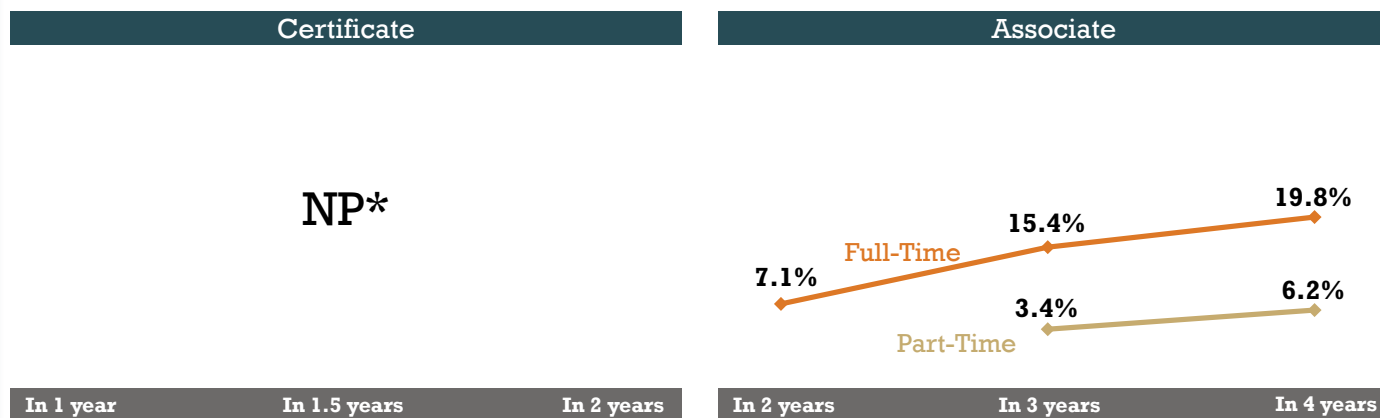


Data: 2007-08

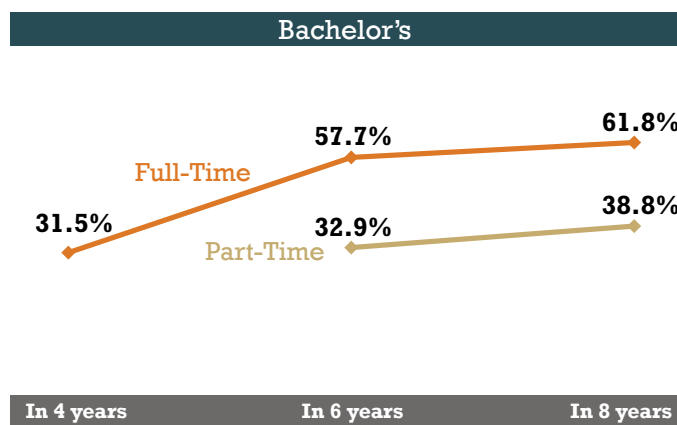
**!** More students must graduate on time.

## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

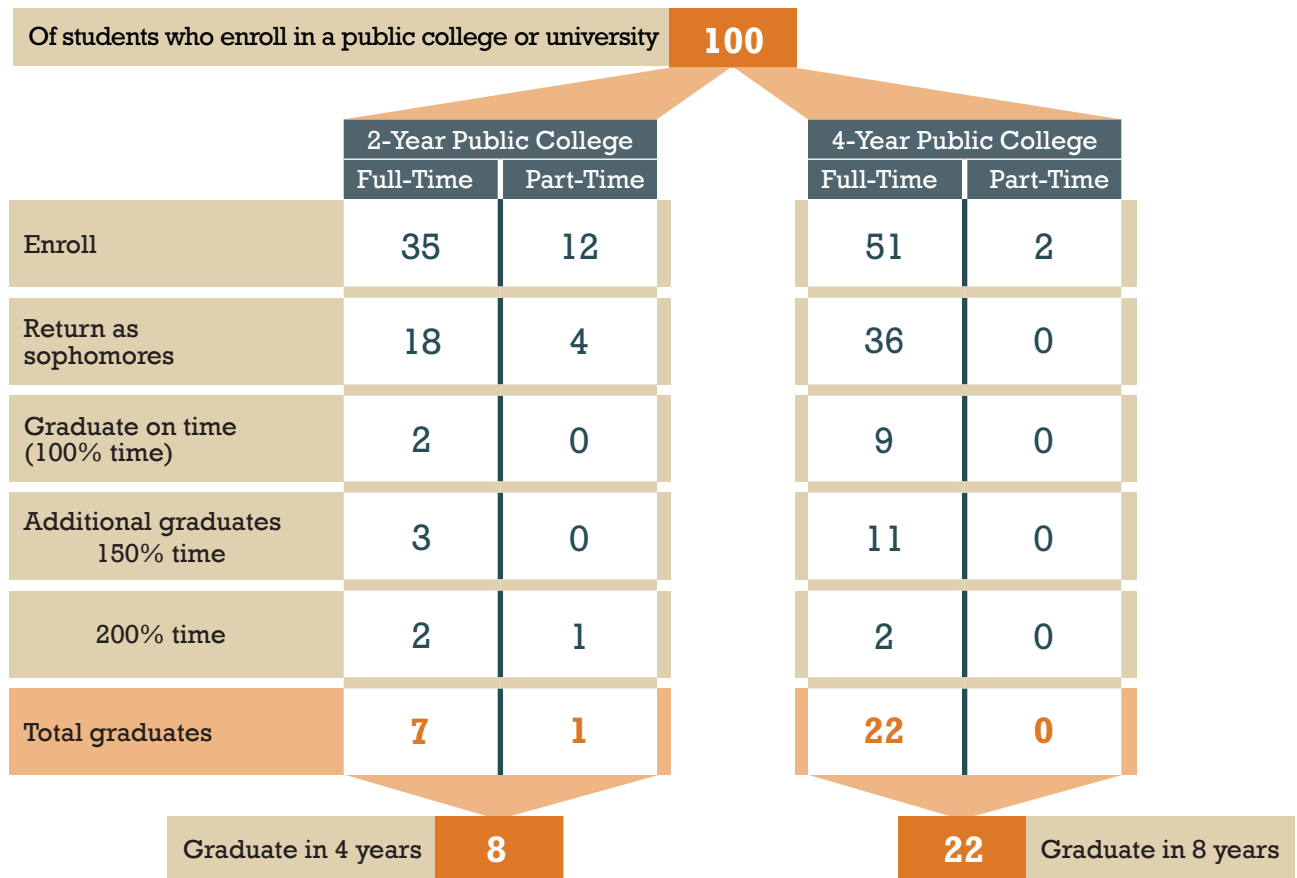
Even modest progress provides little comfort when overall graduation rates are so low.

## For a strong economy, the skills gap must be closed.

- 54%** By 2020, jobs requiring a career certificate or college degree
- 26%** Arkansas adults who currently have an associate degree or higher
- 28%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

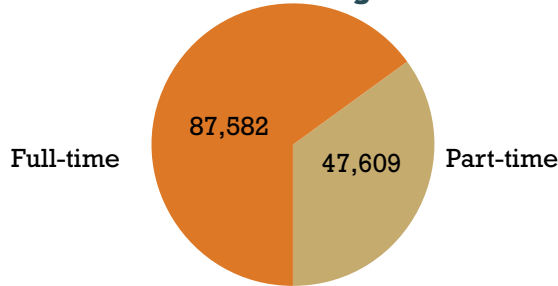
Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

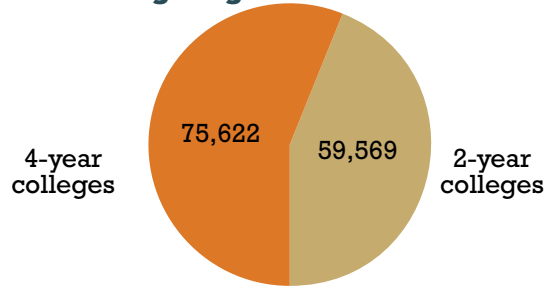
We're making great progress in providing access to more students.

**Total public college enrollment: 135,191**

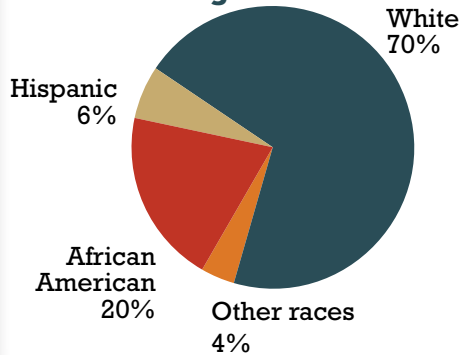
**Attending**



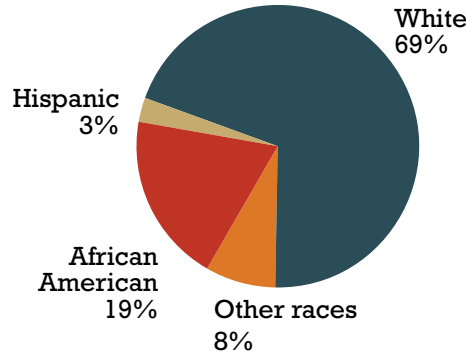
**Pursuing Degrees & Certificates**



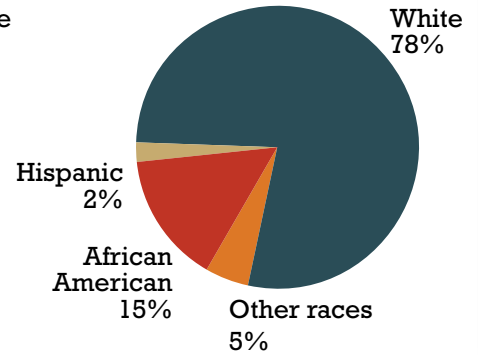
**Total State Population, Age 18-24**



**College Enrollment**



**College Graduation**

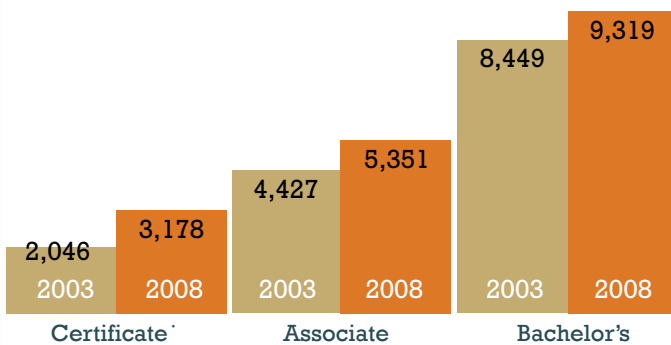


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

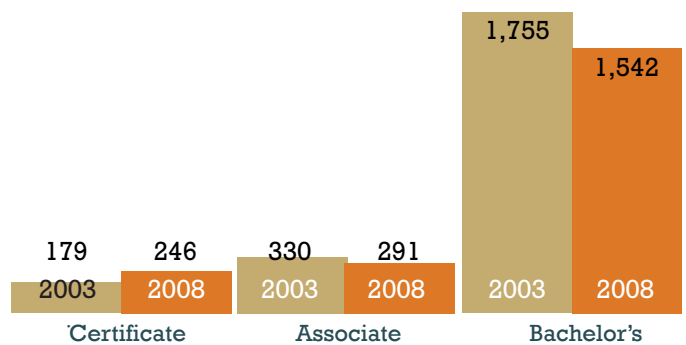
! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.

**Overall Credentials Awarded**



**Science, Technology, Engineering, Math (STEM) Credentials Awarded**



Data: 2007-08

! And all credentials should provide clear pathways to success.

# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	18.7%	21.3%	21.1%	6.7%	24.2%	17.6%	15.6%	NP*	3.6%
	Within 1½ years	20.8%	21.3%	21.1%	6.7%	27.4%	18.5%	17.7%	NP*	20.1%
	Within 2 years	35.9%	39.8%	31.6%	18.8%	44.8%	34.7%	30.6%	NP*	31.9%
2005 Part-Time	Within 1 year	4.7%	6.1%	DS*	2.4%	2.6%	0.0%	11.8%	NP*	8.4%
	Within 1½ years	6.8%	8.2%	DS*	4.8%	5.3%	1.7%	12.9%	NP*	10.1%
	Within 2 years	12.5%	11.7%	DS*	14.3%	11.8%	5.2%	18.8%	NP*	14.3%

35.9%

12.5%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	5.0%	5.5%	3.8%	2.7%	3.7%	1.6%	5.8%	NP*	2.5%
	Within 3 years	13.6%	15.1%	10.6%	7.5%	13.6%	6.8%	14.8%	NP*	9.4%
	Within 4 years	17.6%	19.4%	15.2%	9.9%	19.2%	8.9%	18.8%	NP*	13.2%
2004 Part-Time	Within 2 years	0.7%	0.8%	0.0%	0.3%	0.8%	0.2%	0.8%	NP*	0.6%
	Within 3 years	3.0%	3.5%	2.8%	0.7%	3.8%	1.4%	3.1%	NP*	2.8%
	Within 4 years	6.2%	7.1%	3.7%	2.7%	8.7%	4.8%	4.9%	NP*	5.5%

19.4%

15.2%

9.9%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	16.8%	19.9%	13.1%	6.1%	5.5%	4.1%	17.8%	NP*	5.3%
	Within 6 years	38.4%	42.9%	32.3%	23.9%	16.1%	12.4%	40.3%	NP*	22.1%
	Within 8 years	42.5%	46.8%	39.2%	28.7%	22.4%	14.6%	44.4%	NP*	26.9%
2002 Part-Time	Within 4 years	1.9%	2.7%	DS*	0.0%	1.0%	1.2%	2.8%	NP*	0.4%
	Within 6 years	8.2%	10.2%	DS*	4.7%	5.9%	4.7%	11.4%	NP*	4.3%
	Within 8 years	12.0%	14.1%	DS*	7.1%	12.7%	7.0%	14.2%	NP*	7.5%

16.1%

40.3%

5.9%

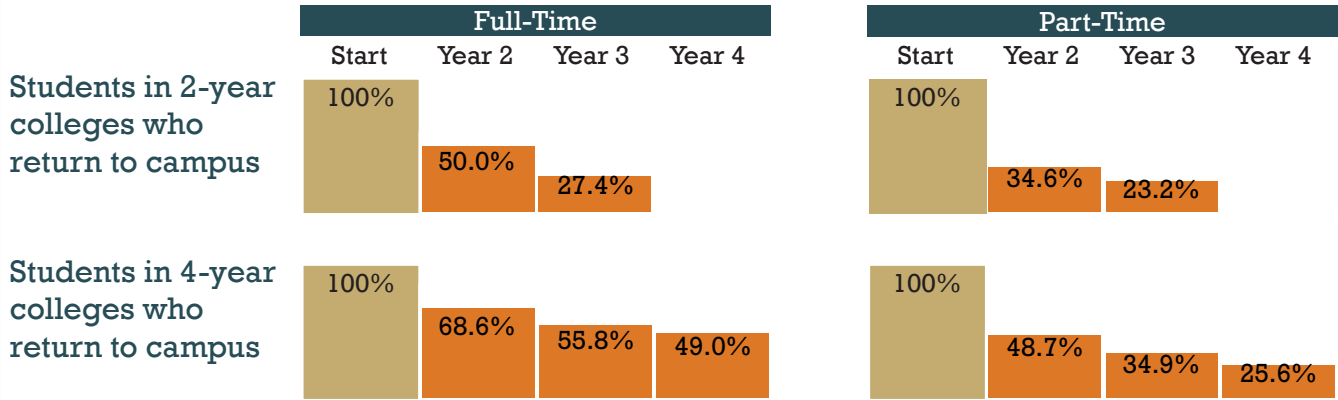
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

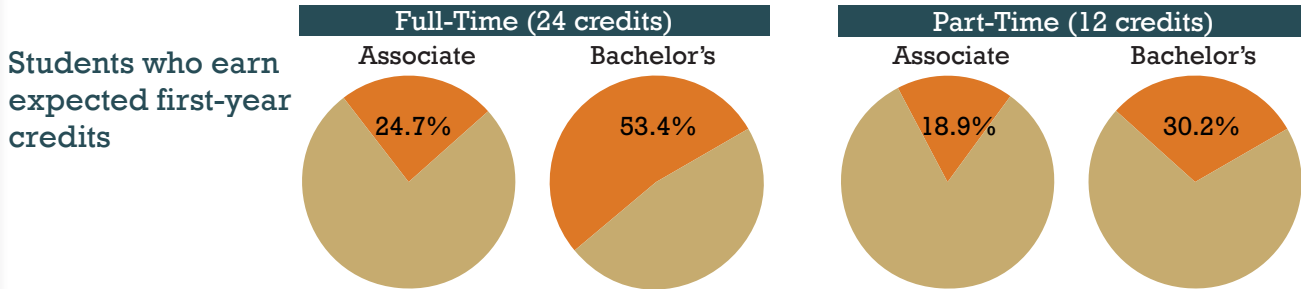
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

# Retention rates drop from year to year.

## Many get discouraged and drop out ...



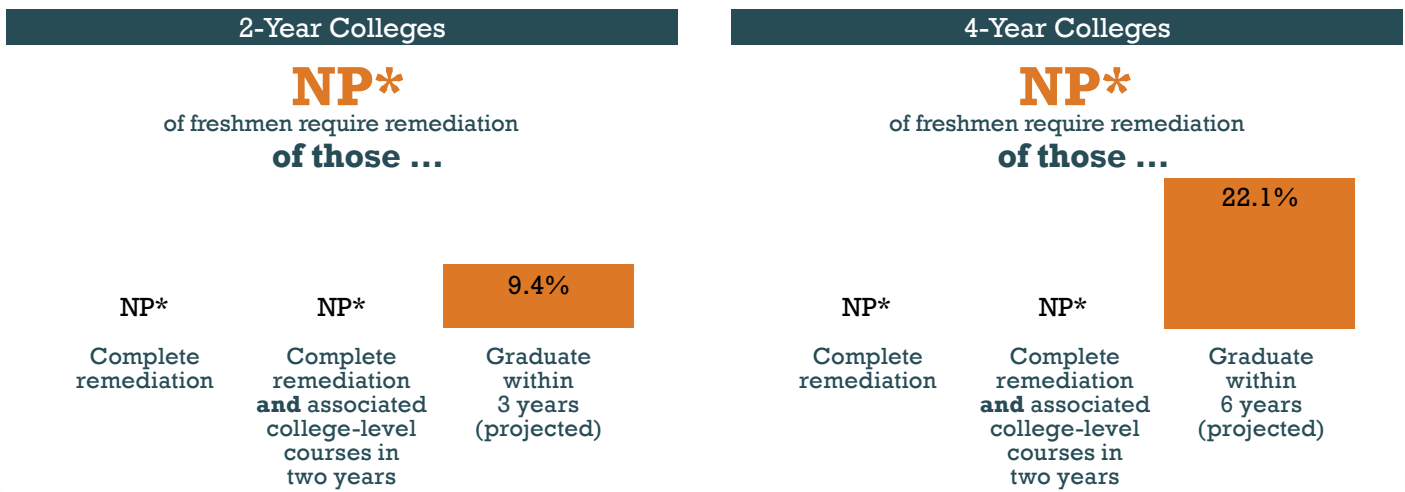
## ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

# Remediation a i ghVY71 YX



Data: Fall 2006

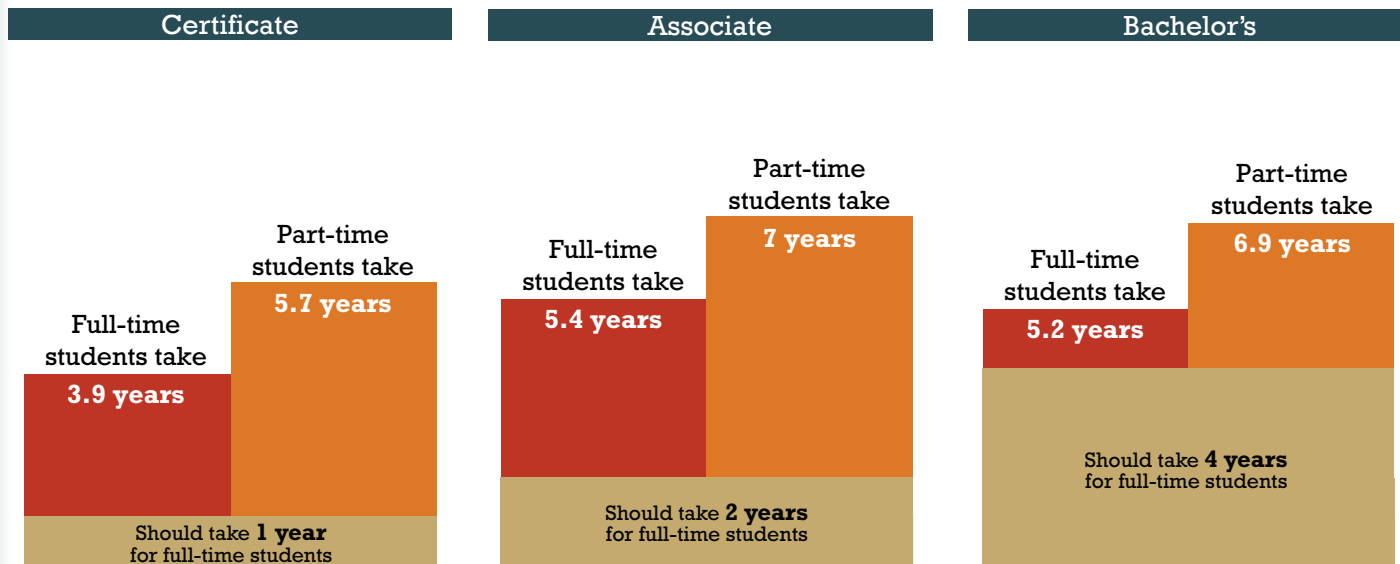
! Current approaches almost always guarantee failure.

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

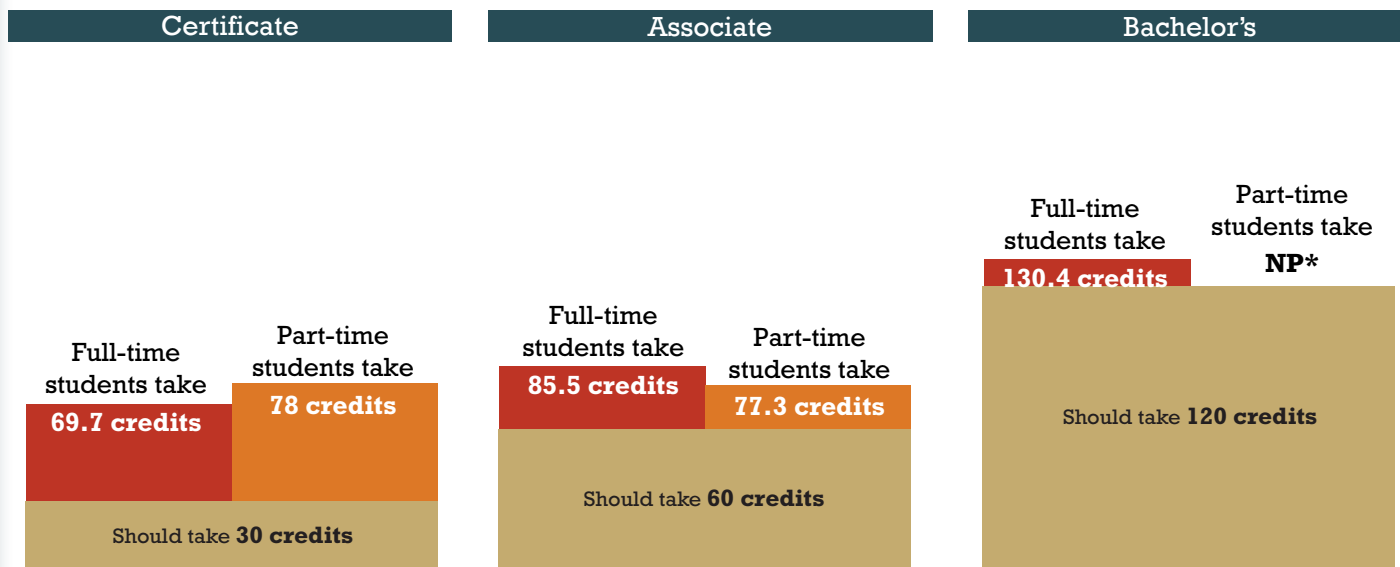


# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.

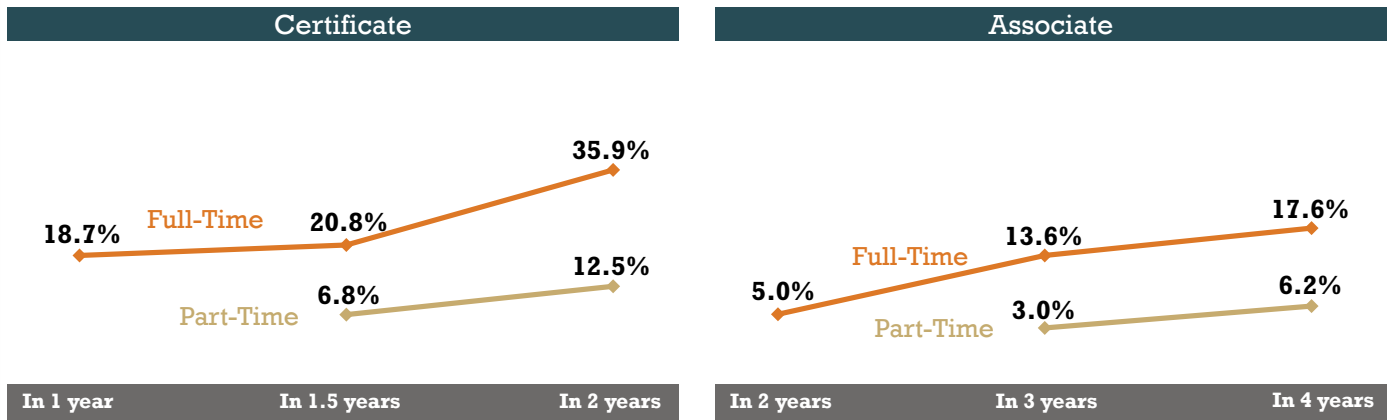


Data: 2007-08

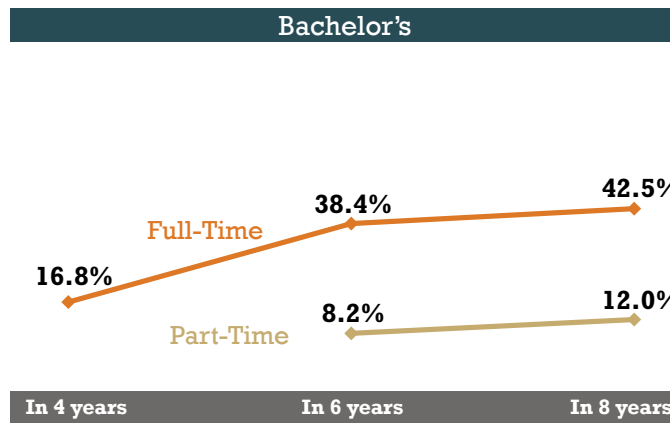
**!** More students must graduate on time.

**More time isn't giving us enough success.**

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

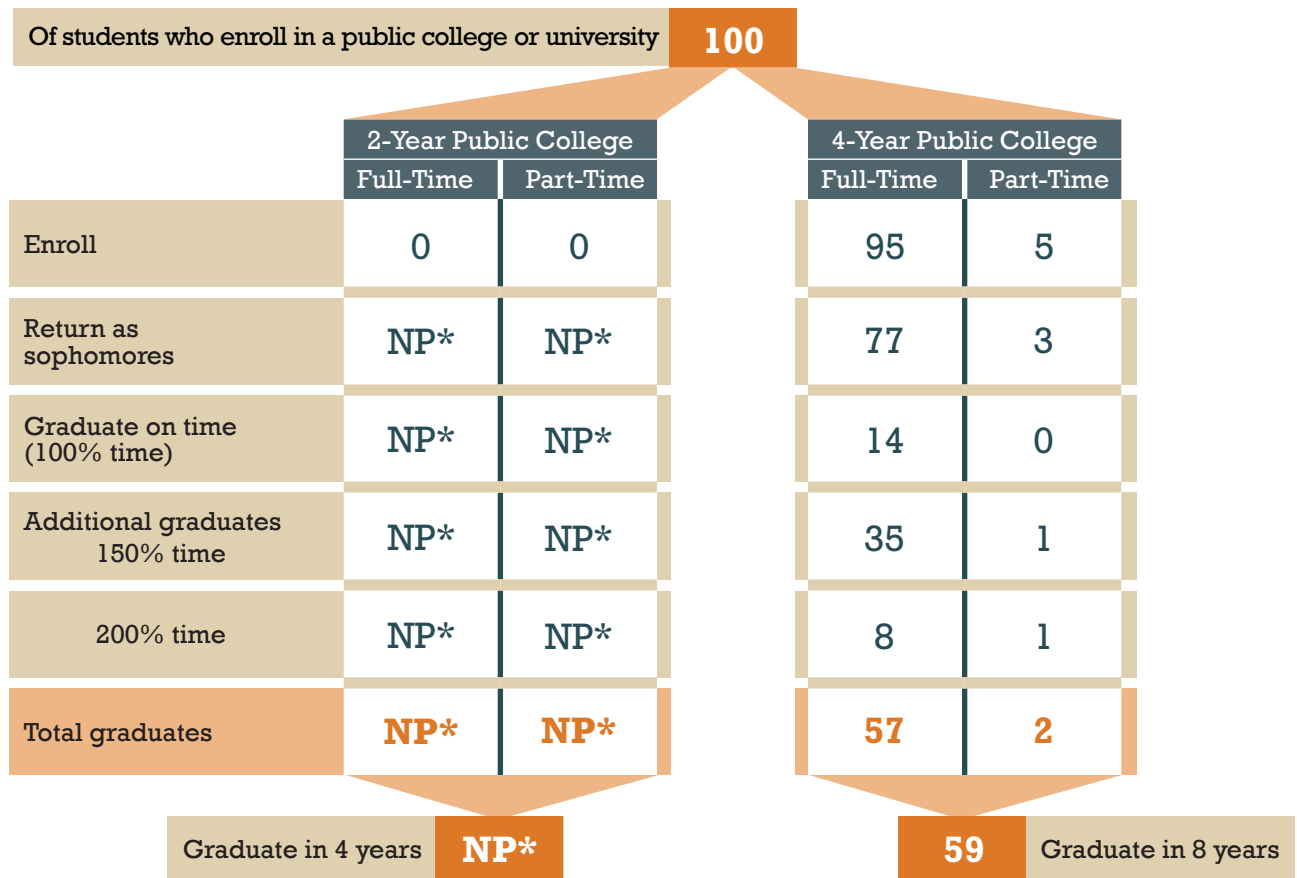
**Even modest progress provides little comfort when overall graduation rates are so low.**

## For a strong economy, the skills gap must be closed.

- 67%** By 2020, jobs requiring a career certificate or college degree
- 36%** California adults who currently have an associate degree or higher
- 31%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

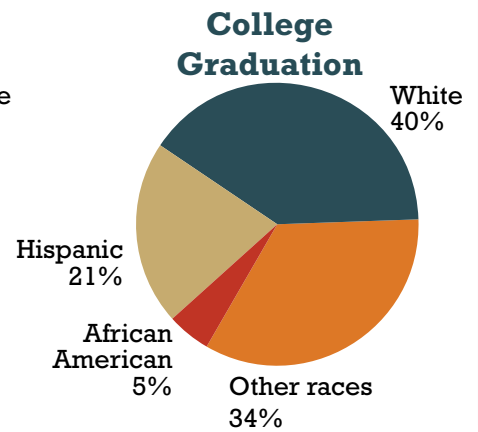
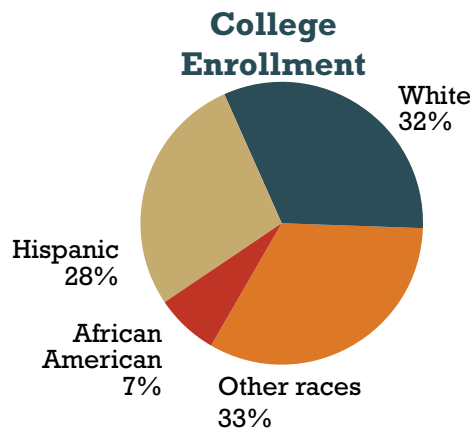
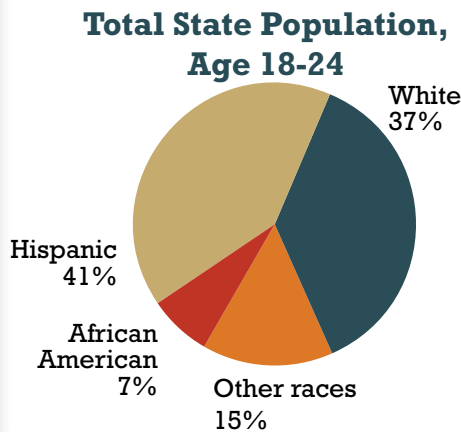
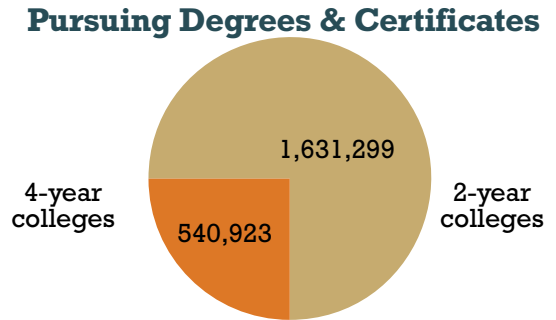
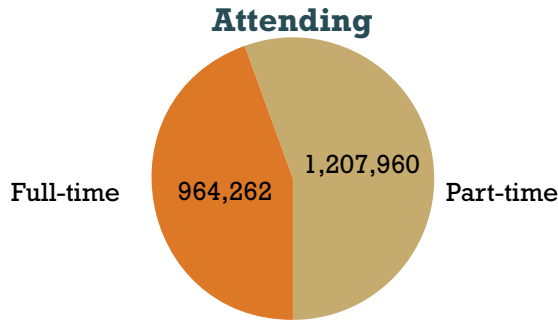
NP\* = The state did not provide data for this metric.

Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

**For too many students, the path through college ends with no degree — and often lots of debt.**

We're making great progress in providing access to more students.

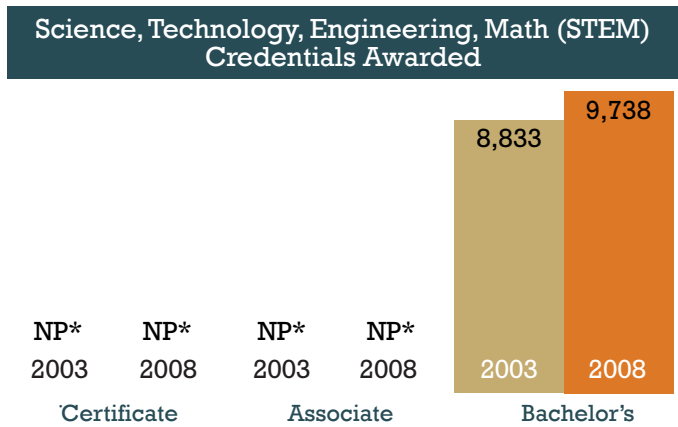
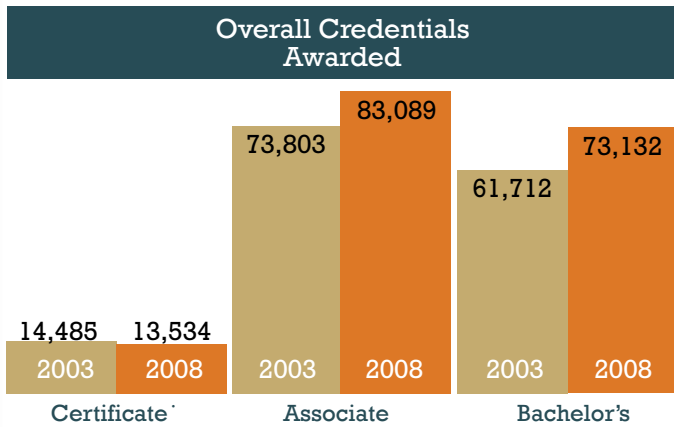
Total public college enrollment: 2,172,222



Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.



Data: 2007-08

! And all credentials should provide clear pathways to success.

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

# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 1½ years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 2 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
2005 Part-Time	Within 1 year	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 1½ years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 2 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 3 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 4 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
2004 Part-Time	Within 2 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 3 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 4 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	14.8%	20.3%	9.8%	6.7%	18.9%	10.5%	14.8%	9.7%	10.2%
	Within 6 years	52.0%	59.9%	43.9%	35.7%	32.4%	35.3%	52.3%	44.4%	46.0%
	Within 8 years	60.2%	66.2%	53.7%	43.9%	37.8%	40.9%	60.6%	54.0%	55.2%
2002 Part-Time	Within 4 years	6.1%	9.3%	4.1%	3.0%	6.9%	3.7%	6.2%	4.4%	5.8%
	Within 6 years	32.0%	35.1%	30.3%	23.6%	13.8%	22.2%	32.6%	36.4%	32.7%
	Within 8 years	41.6%	42.3%	40.0%	35.8%	13.8%	27.2%	42.6%	47.9%	42.2%

32.4%  
52.3%  
13.8%

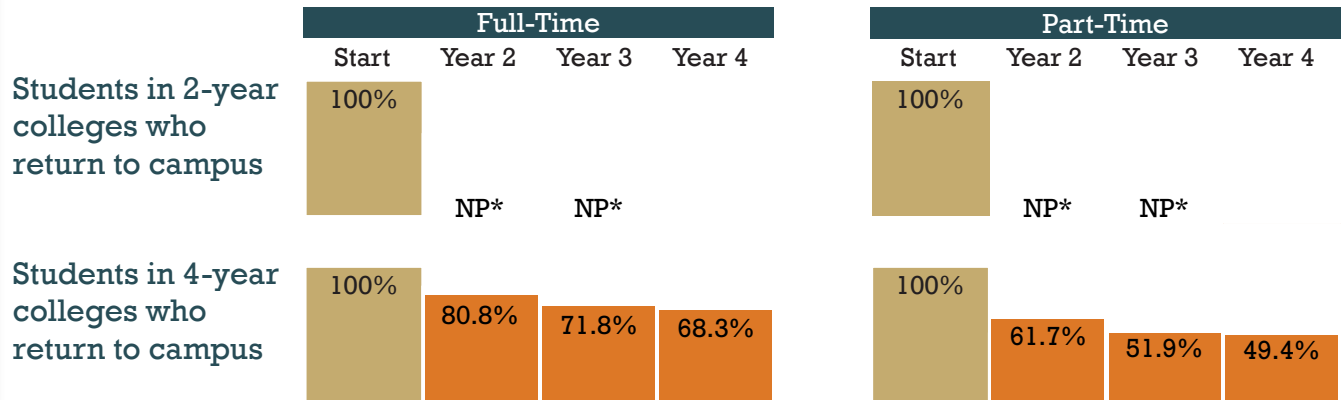
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005–06, associate cohort started in 2004–05, bachelor's cohort started in 2002–03

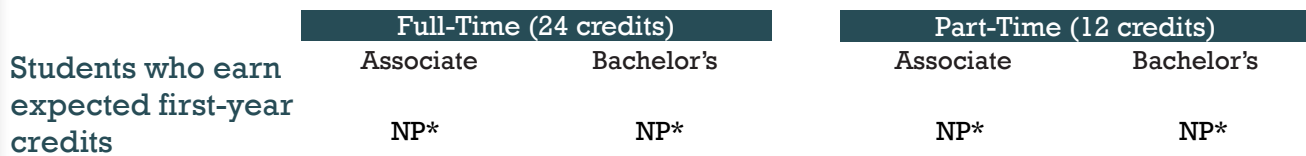
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



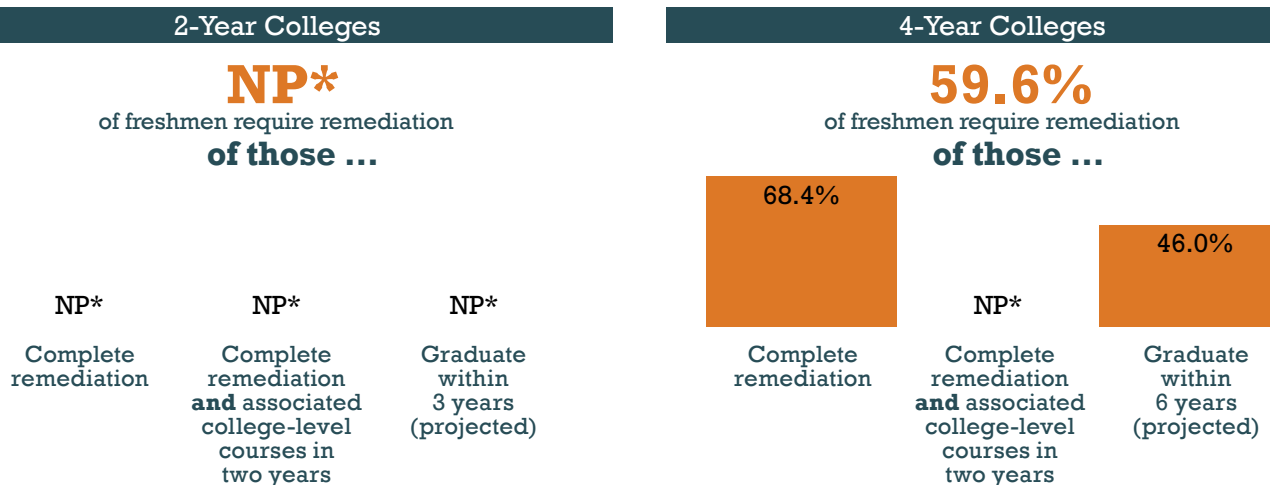
### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

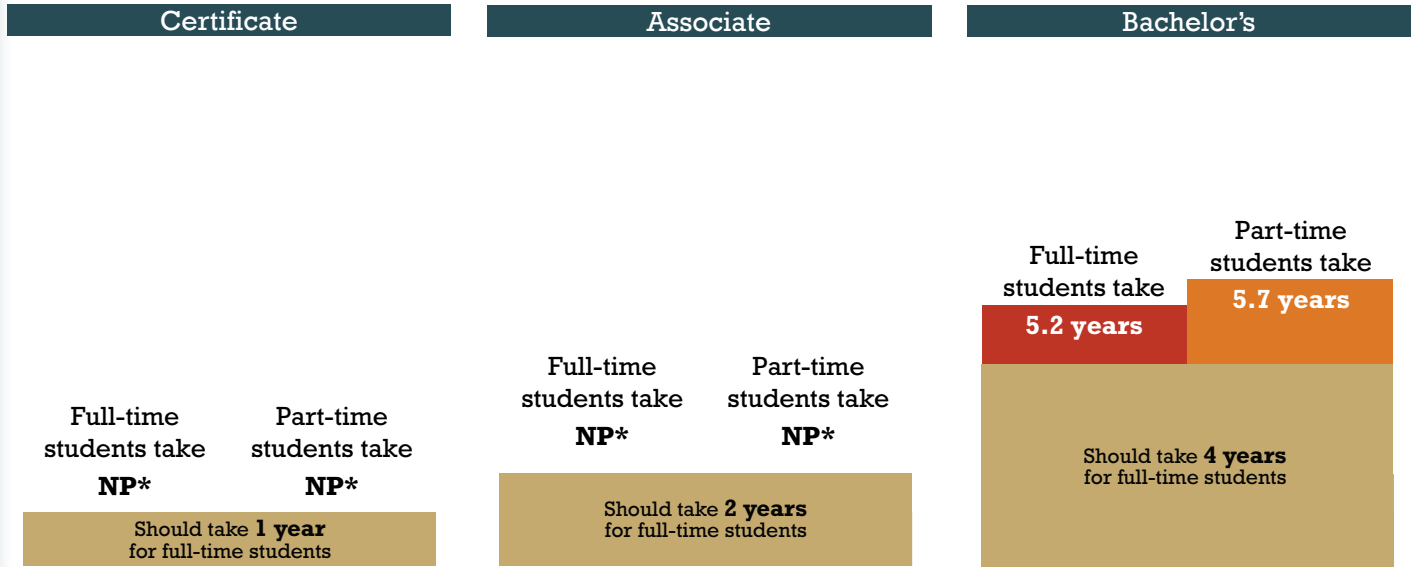


Data: Fall 2006

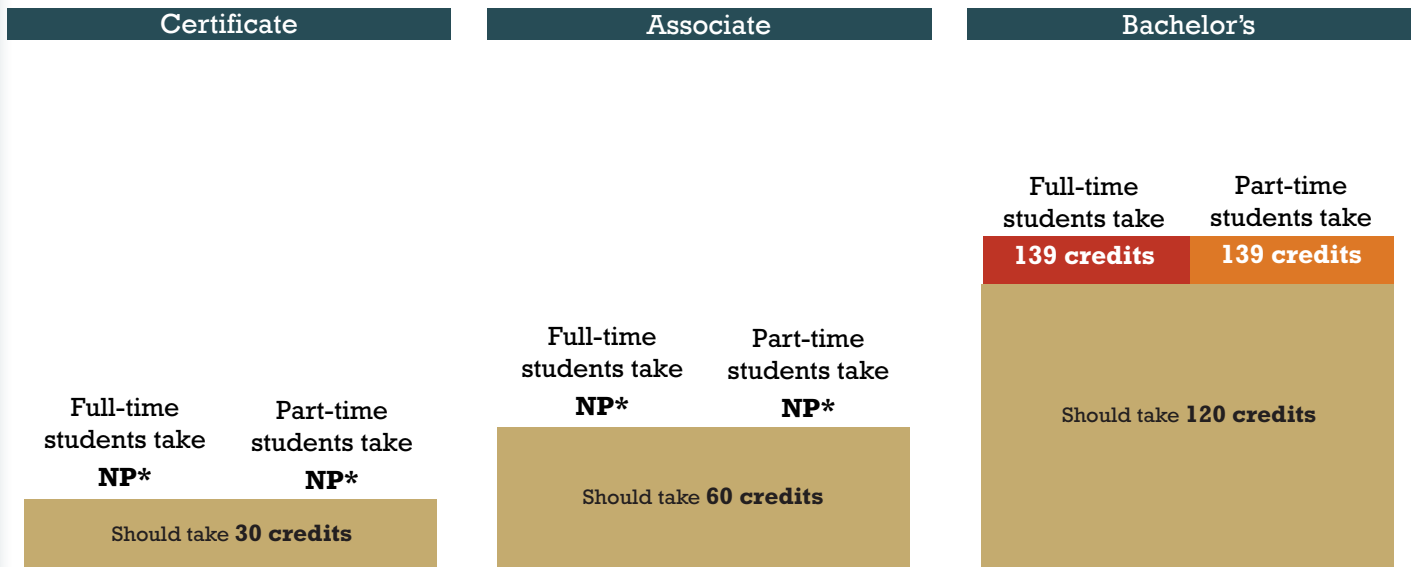
! Current approaches almost always guarantee failure.

Precious time and money are lost when students don't graduate on schedule.

Students are taking too much time ...



... and too many credits.



Data: 2007-08

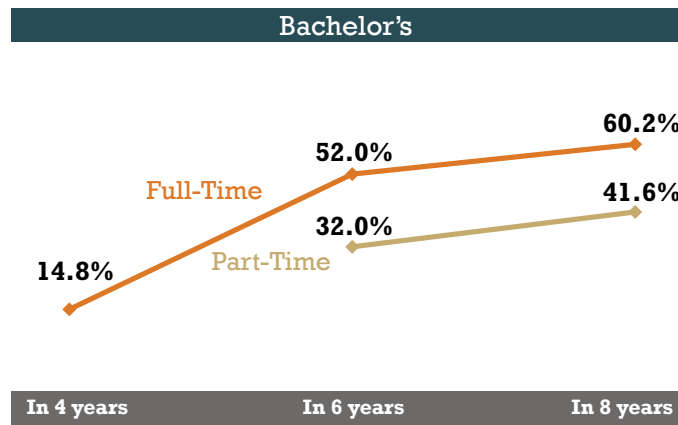
! More students must graduate on time.

More time isn't giving us enough success.

For certificate and associate degree students, graduation rates are very low ... even when students take more time.



On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

Even modest progress provides little comfort when overall graduation rates are so low.

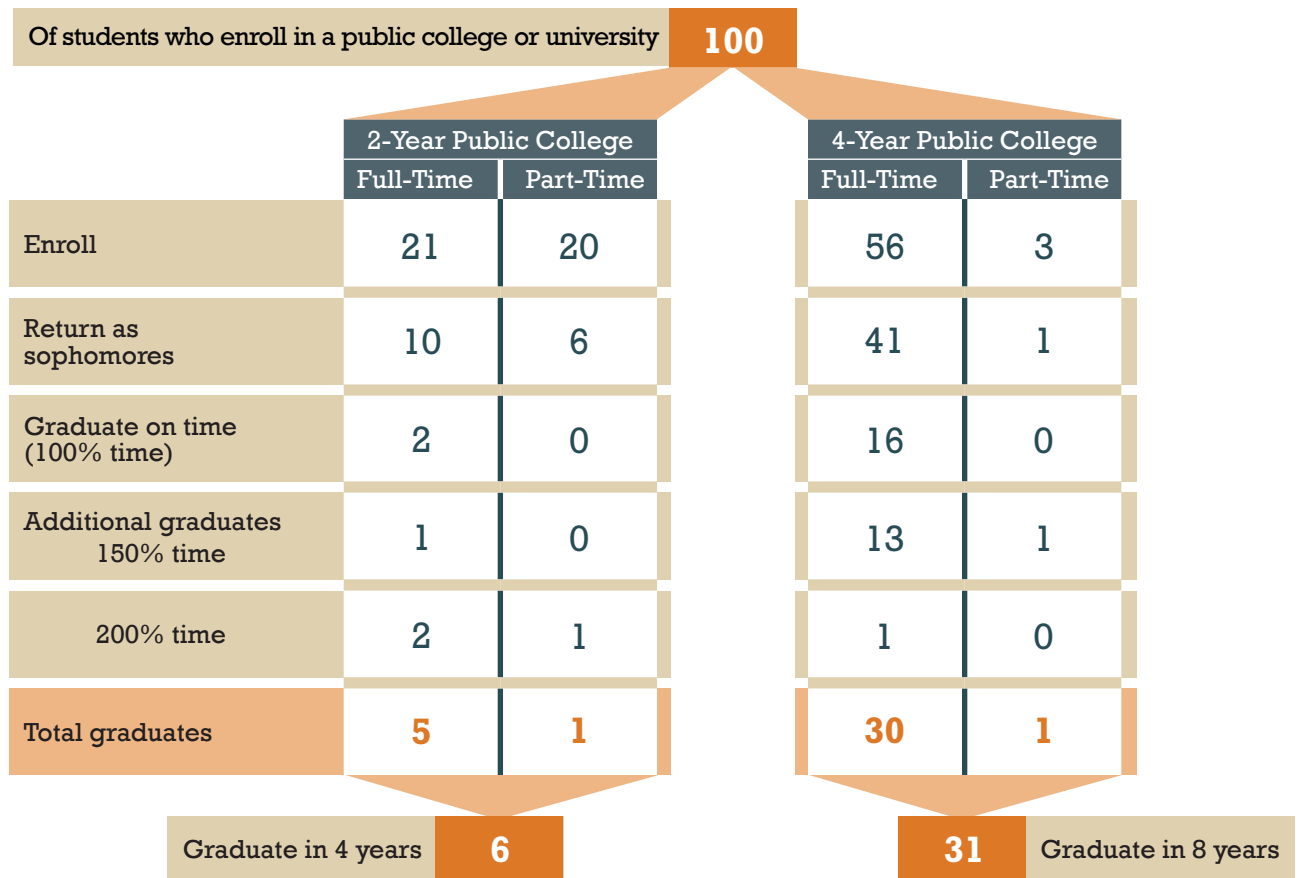


## For a strong economy, the skills gap must be closed.

- 70%** By 2020, jobs requiring a career certificate or college degree
- 41%** Colorado adults who currently have an associate degree or higher
- 29%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

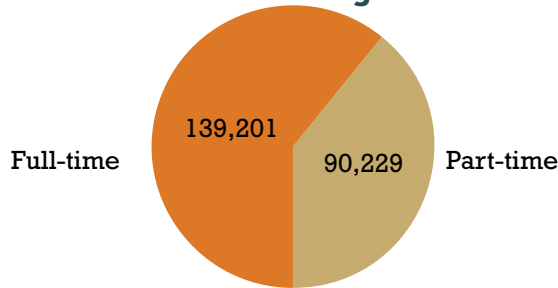
Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

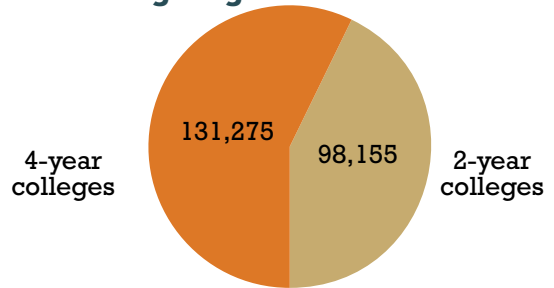
We're making great progress in providing access to more students.

**Total public college enrollment: 229,430**

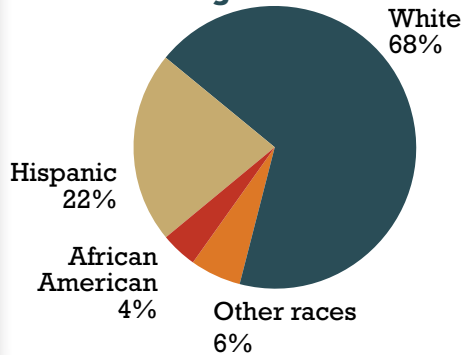
**Attending**



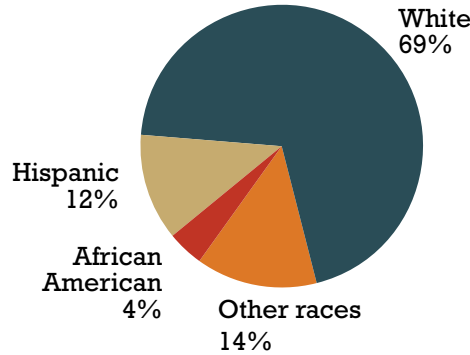
**Pursuing Degrees & Certificates**



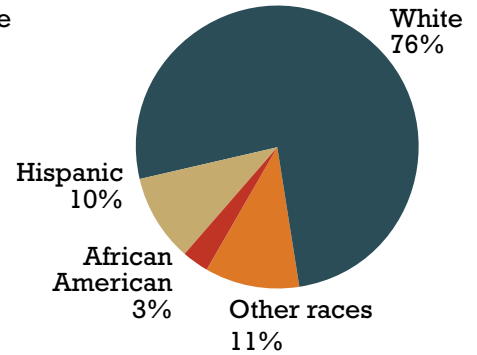
**Total State Population, Age 18-24**



**College Enrollment**



**College Graduation**

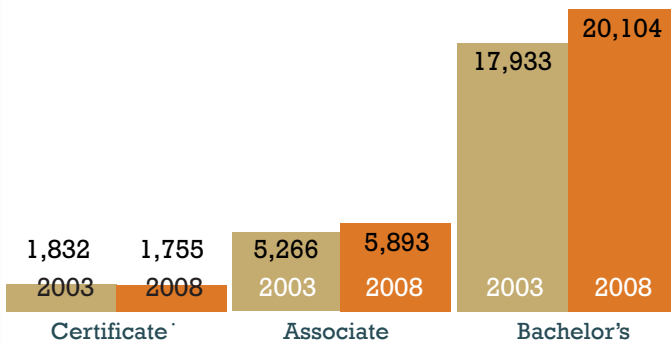


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

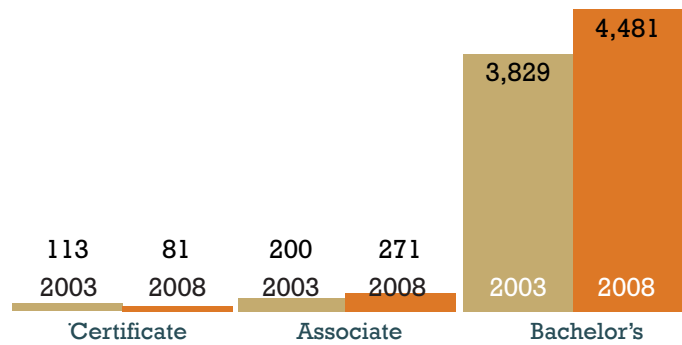
! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.

**Overall Credentials Awarded**



**Science, Technology, Engineering, Math (STEM) Credentials Awarded**



Data: 2007-08

! And all credentials should provide clear pathways to success.

# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	33.2%	34.7%	31.0%	18.2%	39.6%	31.9%	30.5%	34.2%	8.2%
	Within 1½ years	34.1%	35.6%	32.2%	18.2%	41.6%	31.9%	31.1%	35.4%	8.2%
	Within 2 years	36.5%	37.0%	36.8%	18.2%	43.6%	37.7%	32.3%	37.3%	10.2%
2005 Part-Time	Within 1 year	10.7%	11.1%	13.8%	8.3%	13.2%	6.9%	7.1%	11.4%	3.1%
	Within 1½ years	12.5%	13.8%	13.8%	8.3%	16.3%	6.9%	7.1%	12.7%	3.1%
	Within 2 years	13.8%	14.7%	17.2%	8.3%	17.9%	8.6%	7.1%	13.9%	4.6%

36.5%

13.8%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	8.4%	9.9%	5.4%	4.4%	7.6%	5.6%	9.1%	7.4%	3.7%
	Within 3 years	13.7%	15.6%	11.0%	7.8%	13.2%	8.5%	15.0%	12.6%	9.2%
	Within 4 years	17.1%	19.1%	13.5%	10.8%	16.6%	11.4%	18.4%	16.1%	12.6%
2004 Part-Time	Within 2 years	1.4%	1.6%	1.4%	0.6%	1.8%	1.4%	1.0%	1.1%	0.4%
	Within 3 years	3.0%	3.4%	2.4%	1.8%	3.3%	2.4%	3.1%	2.8%	1.7%
	Within 4 years	5.6%	6.1%	4.7%	3.9%	6.6%	4.3%	5.4%	6.3%	4.3%

19.1%

13.5%

10.8%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	28.8%	30.7%	19.8%	20.5%	21.6%	12.7%	29.4%	20.2%	7.3%
	Within 6 years	51.6%	53.5%	41.6%	38.0%	33.5%	23.9%	52.6%	41.0%	21.7%
	Within 8 years	54.5%	56.3%	45.5%	41.7%	34.6%	27.2%	55.6%	44.7%	24.7%
2002 Part-Time	Within 4 years	3.3%	3.3%	2.1%	4.1%	2.6%	2.5%	3.8%	1.9%	2.5%
	Within 6 years	11.1%	12.2%	5.0%	14.3%	5.8%	8.1%	13.6%	12.3%	9.3%
	Within 8 years	11.1%	12.2%	5.0%	14.3%	5.8%	8.1%	13.6%	12.3%	10.2%

33.5%

52.6%

5.8%

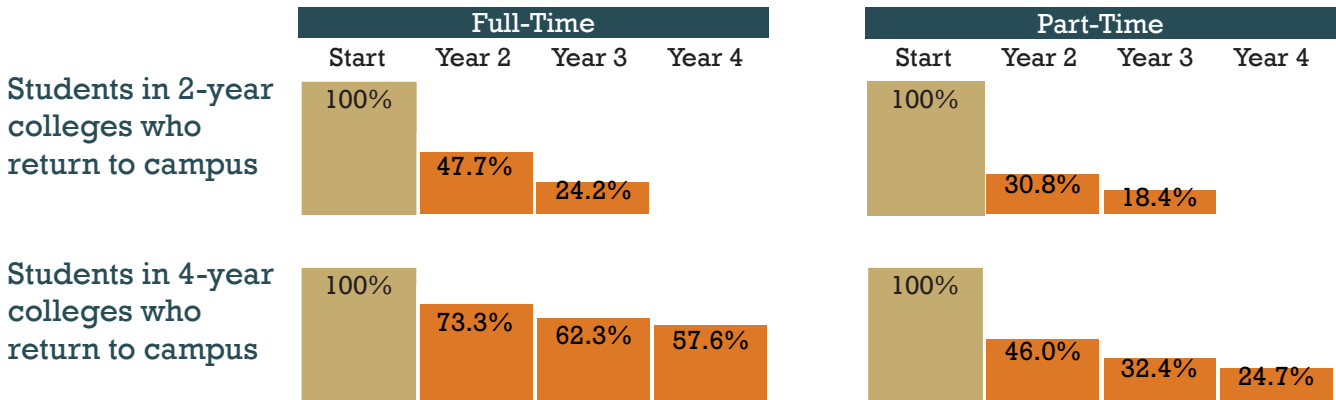
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

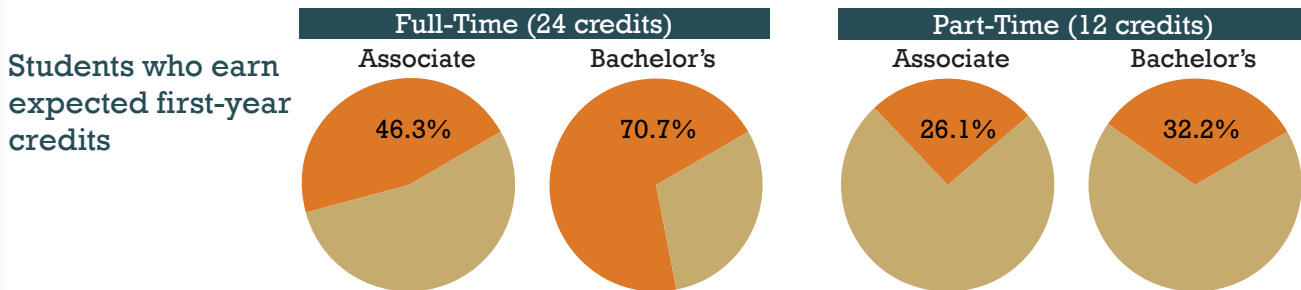
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



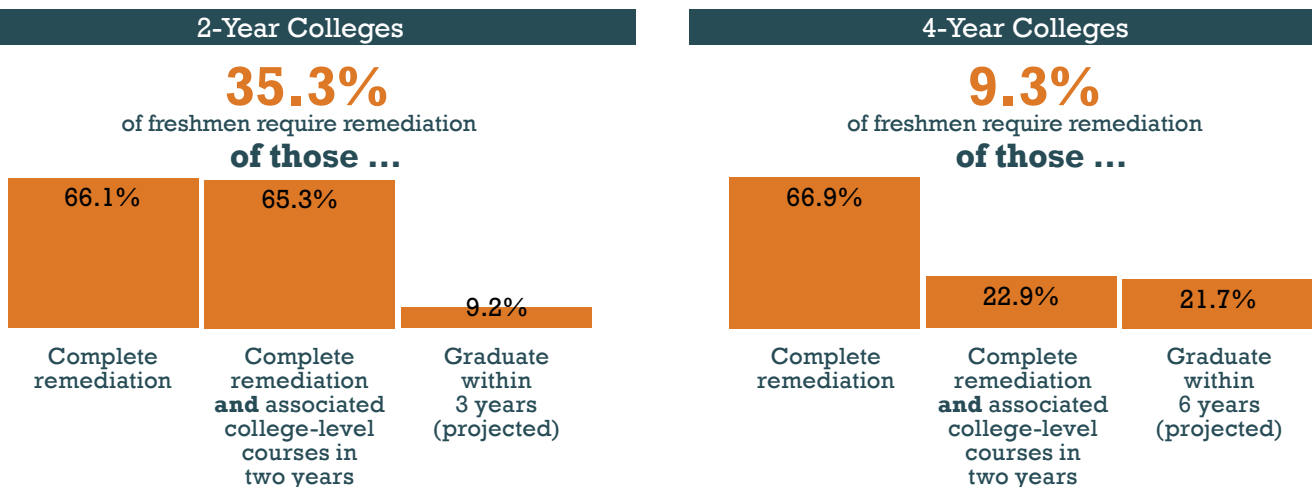
### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

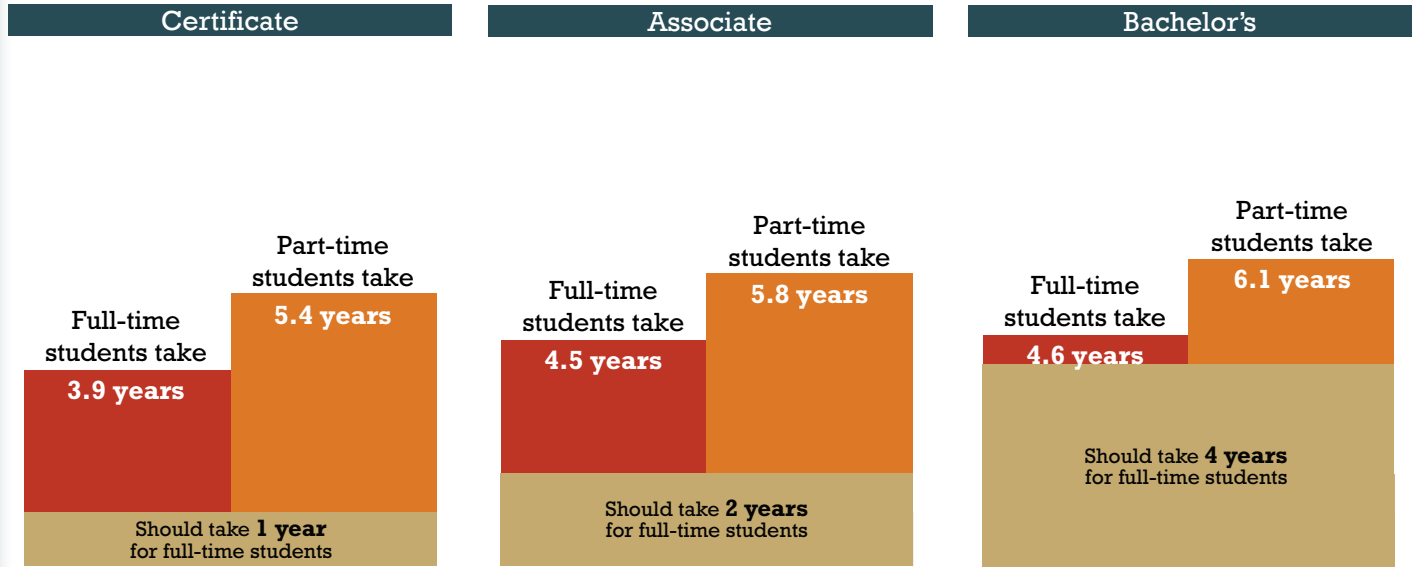


Data: Fall 2006

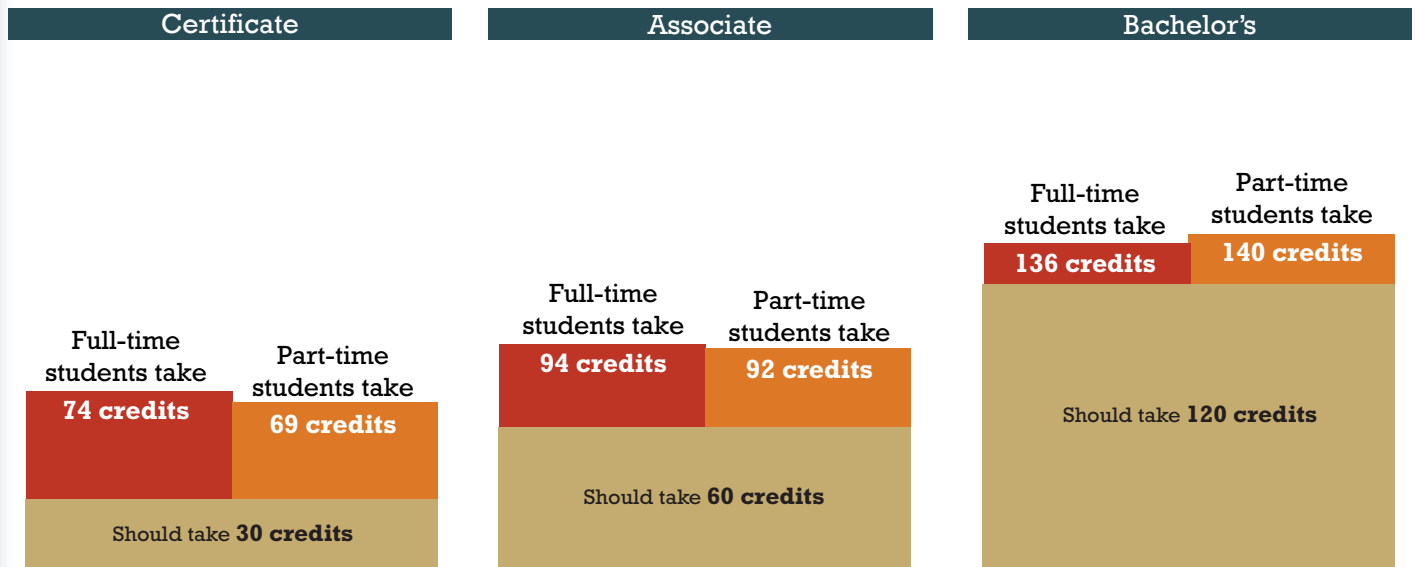
! Current approaches almost always guarantee failure.

Precious time and money are lost when students don't graduate on schedule.

**Students are taking too much time ...**



**... and too many credits.**

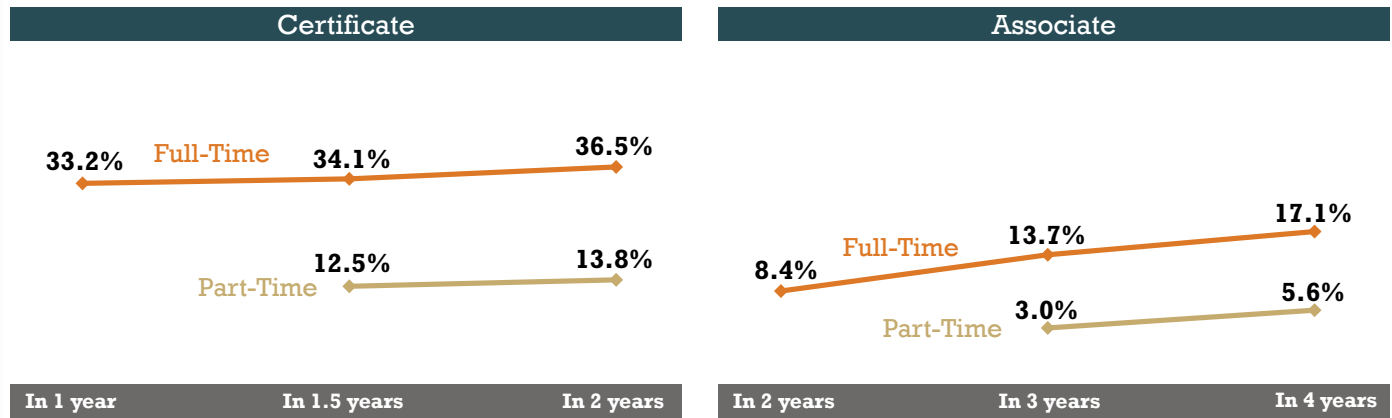


Data: 2007-08

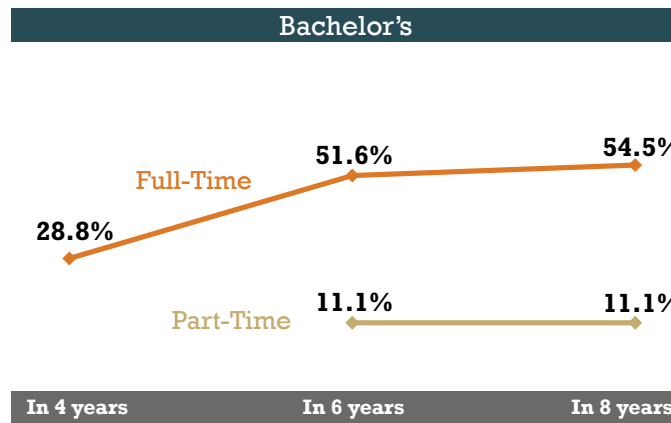
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More time isn't giving us enough success.

For certificate and associate degree students, graduation rates are very low ... even when students take more time.



On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

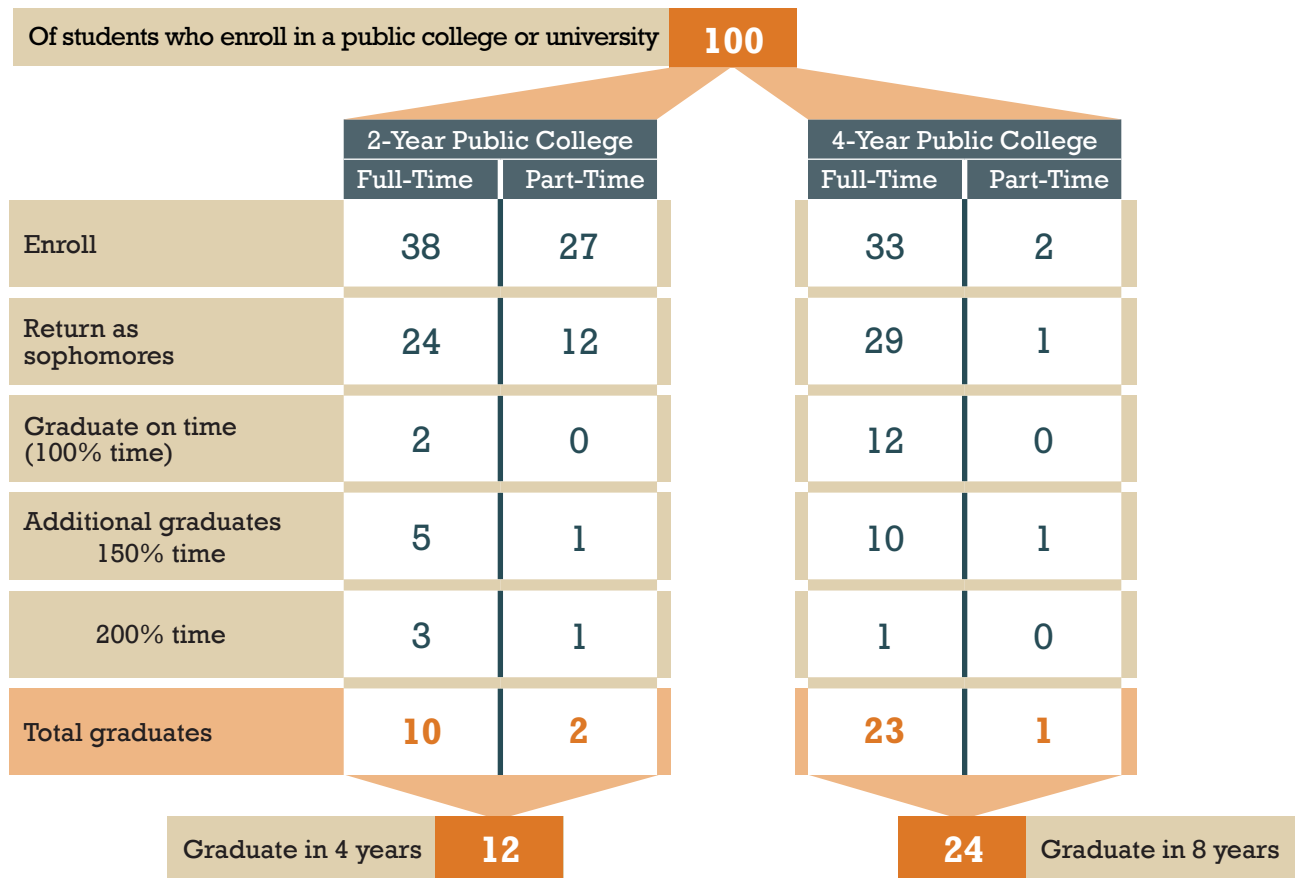
Even modest progress provides little comfort when overall graduation rates are so low.

## For a strong economy, the skills gap must be closed.

- 63%** By 2020, jobs requiring a career certificate or college degree
- 35%** Florida adults who currently have an associate degree or higher
- 28%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

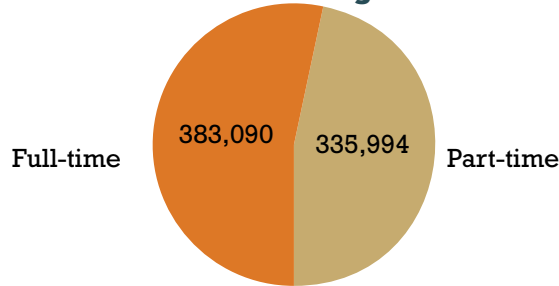
Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

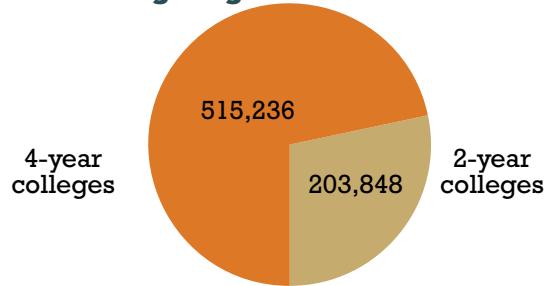
We're making great progress in providing access to more students.

**Total public college enrollment: 719,084**

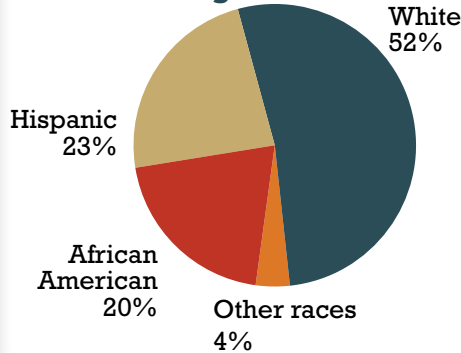
**Attending**



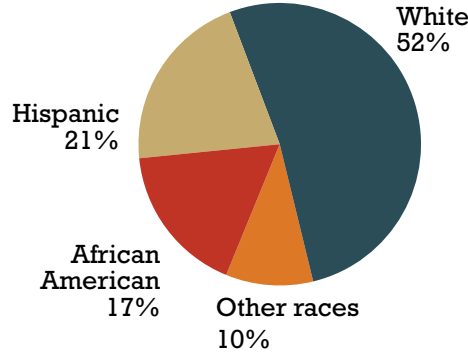
**Pursuing Degrees & Certificates**



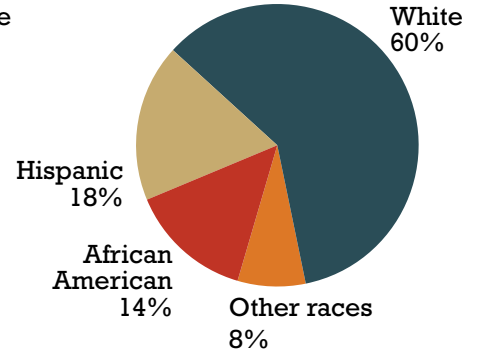
**Total State Population, Age 18-24**



**College Enrollment**



**College Graduation**

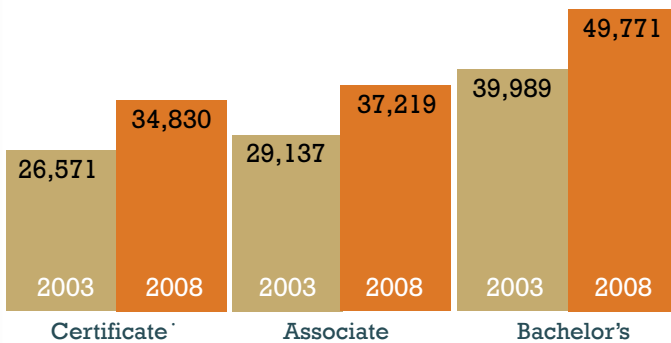


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

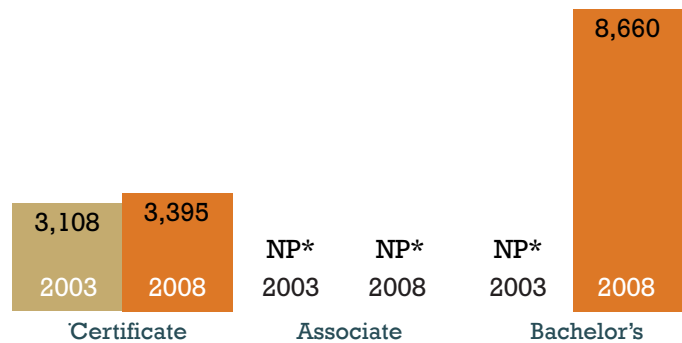
! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.

**Overall Credentials Awarded**



**Science, Technology, Engineering, Math (STEM) Credentials Awarded**



Data: 2007-08

! And all credentials should provide clear pathways to success.



# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	12.1%	16.4%	5.2%	4.3%	14.0%	8.6%	12.5%	11.5%	3.2%
	Within 1½ years	17.5%	22.0%	12.3%	7.2%	15.9%	11.5%	21.0%	17.0%	9.0%
	Within 2 years	21.0%	25.7%	16.8%	9.8%	17.2%	14.3%	26.1%	20.8%	14.7%
2005 Part-Time	Within 1 year	4.1%	4.9%	3.6%	3.2%	3.4%	4.4%	5.0%	7.9%	0.7%
	Within 1½ years	7.3%	8.8%	5.6%	5.3%	5.8%	7.2%	9.6%	13.5%	4.3%
	Within 2 years	9.4%	11.0%	6.9%	7.6%	7.5%	9.2%	12.4%	15.8%	7.4%

21.0%

9.4%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	5.2%	6.8%	3.8%	2.1%	2.7%	3.2%	5.8%	3.5%	1.1%
	Within 3 years	17.9%	21.6%	14.1%	10.0%	8.4%	9.8%	20.0%	13.6%	9.4%
	Within 4 years	25.6%	29.5%	22.4%	16.0%	12.4%	15.1%	28.4%	20.6%	16.8%
2004 Part-Time	Within 2 years	0.5%	0.6%	0.3%	0.4%	0.6%	0.5%	0.5%	0.5%	0.1%
	Within 3 years	4.2%	4.9%	3.8%	2.6%	3.6%	3.1%	4.9%	3.7%	2.7%
	Within 4 years	8.8%	9.7%	8.5%	6.1%	7.7%	6.3%	10.3%	8.6%	6.9%

29.5%

22.4%

16.0%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	35.6%	39.3%	31.5%	24.9%	22.7%	19.4%	36.2%	21.1%	1.4%
	Within 6 years	64.7%	68.0%	61.6%	53.5%	34.1%	35.8%	65.3%	50.1%	45.2%
	Within 8 years	69.3%	71.8%	67.6%	59.5%	38.6%	40.8%	69.9%	57.0%	47.9%
2002 Part-Time	Within 4 years	11.7%	12.3%	8.1%	12.2%	17.9%	12.0%	11.9%	10.5%	NP*
	Within 6 years	36.9%	37.1%	32.0%	38.7%	28.2%	29.3%	38.5%	43.4%	NP*
	Within 8 years	43.4%	43.0%	42.2%	43.3%	30.8%	32.0%	45.4%	52.6%	NP*

34.1%

65.3%

28.2%

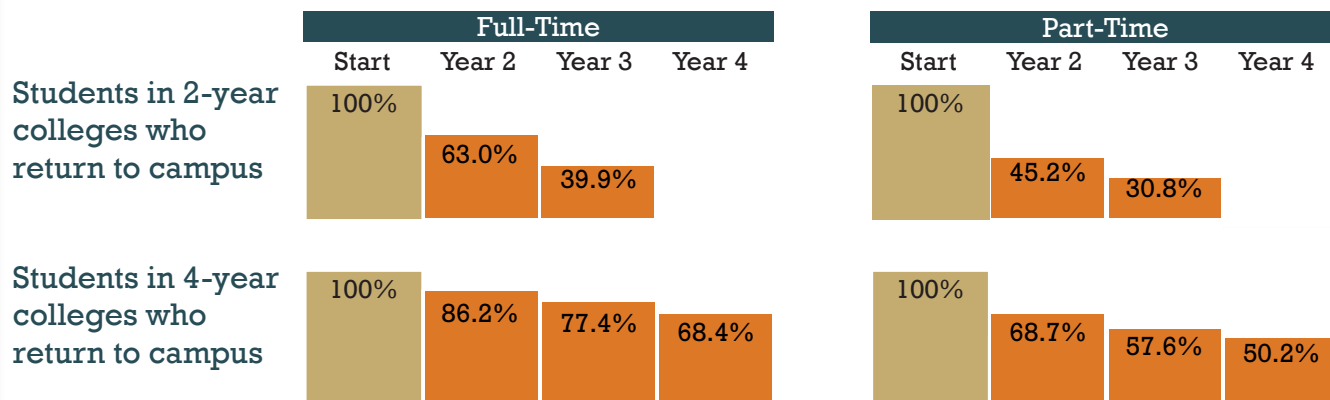
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

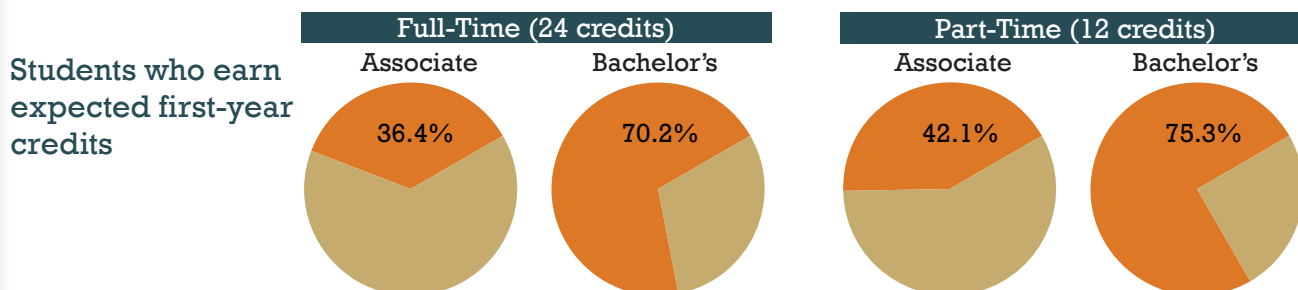
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

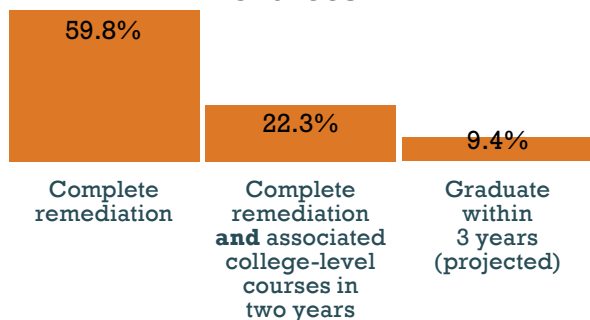
! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

### 2-Year Colleges

**54.3%**

of freshmen require remediation of those ...



### 4-Year Colleges

**NP\***

of freshmen require remediation of those ...

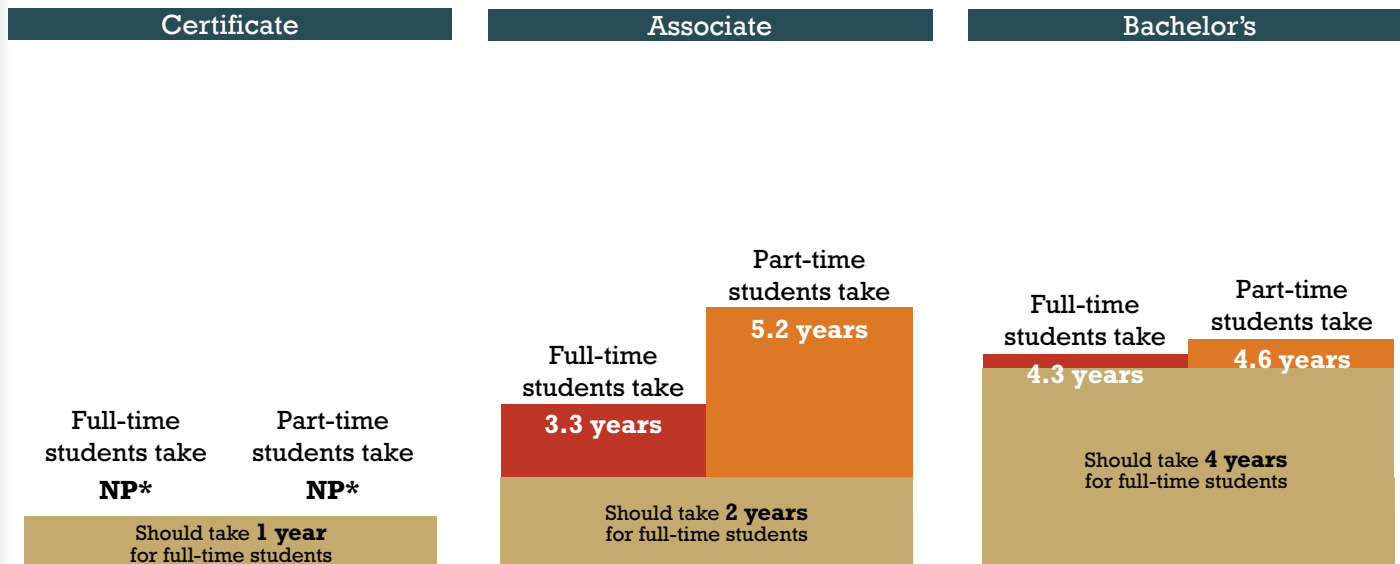


Data: Fall 2006

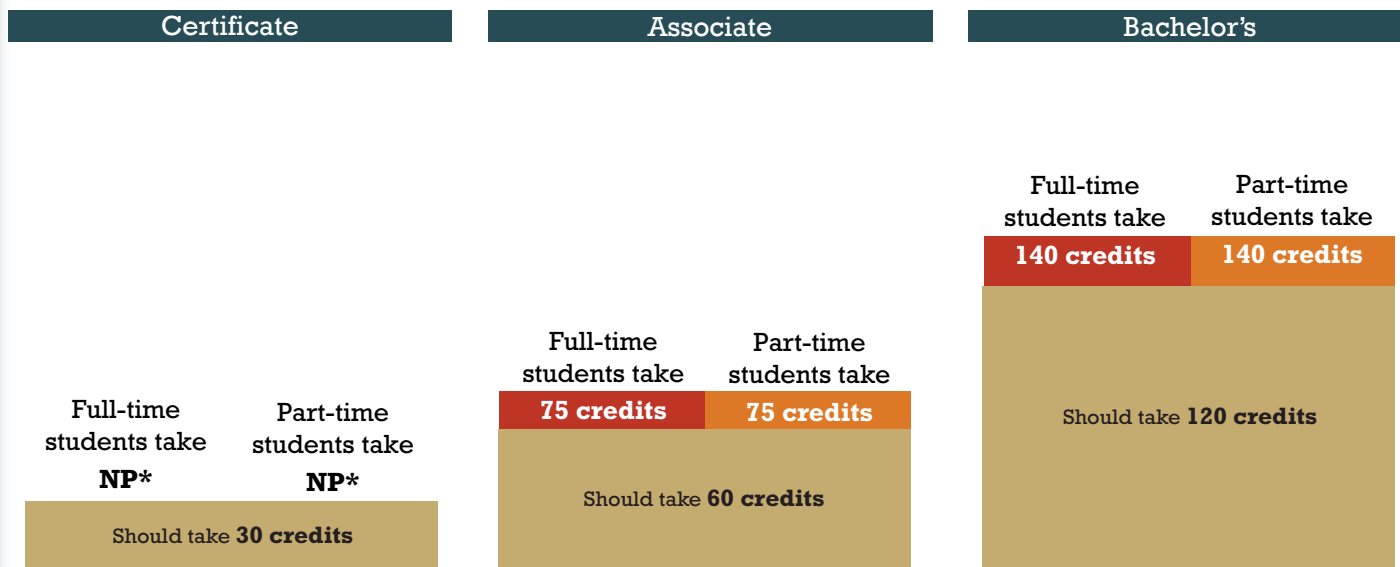
! Current approaches almost always guarantee failure.

# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.

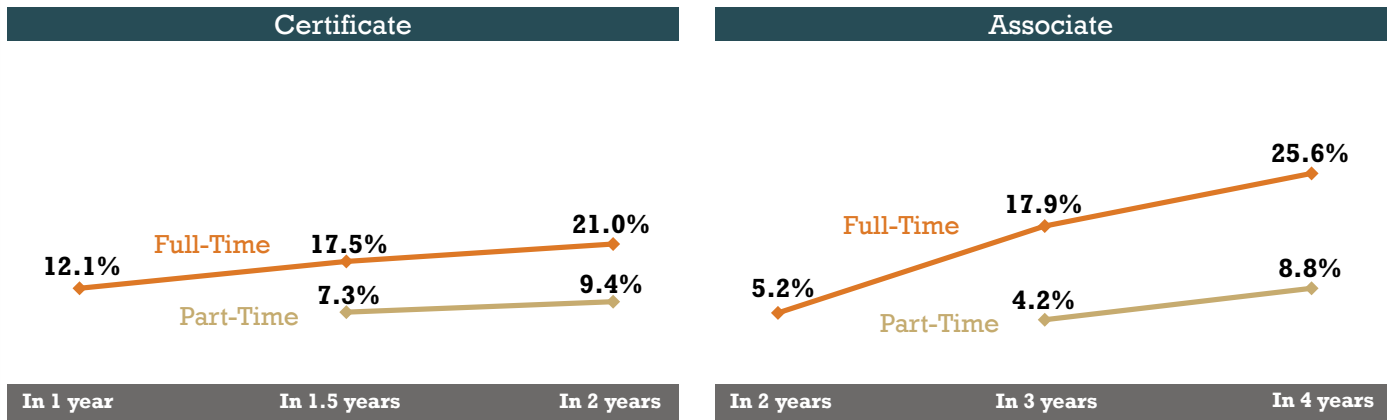


Data: 2007-08

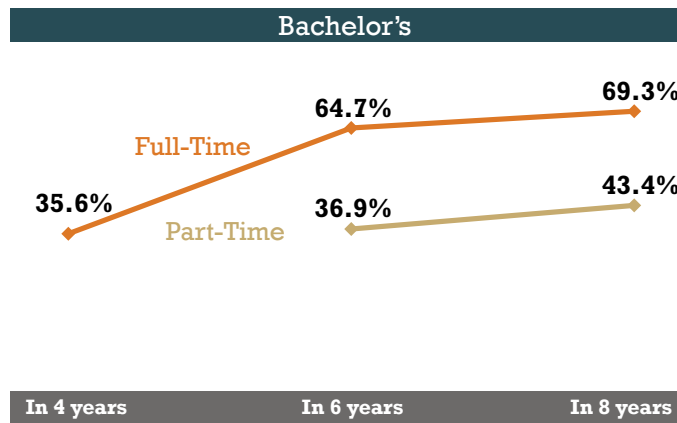
**!** More students must graduate on time.

More time isn't giving us enough success.

For certificate and associate degree students, graduation rates are very low ... even when students take more time.



On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

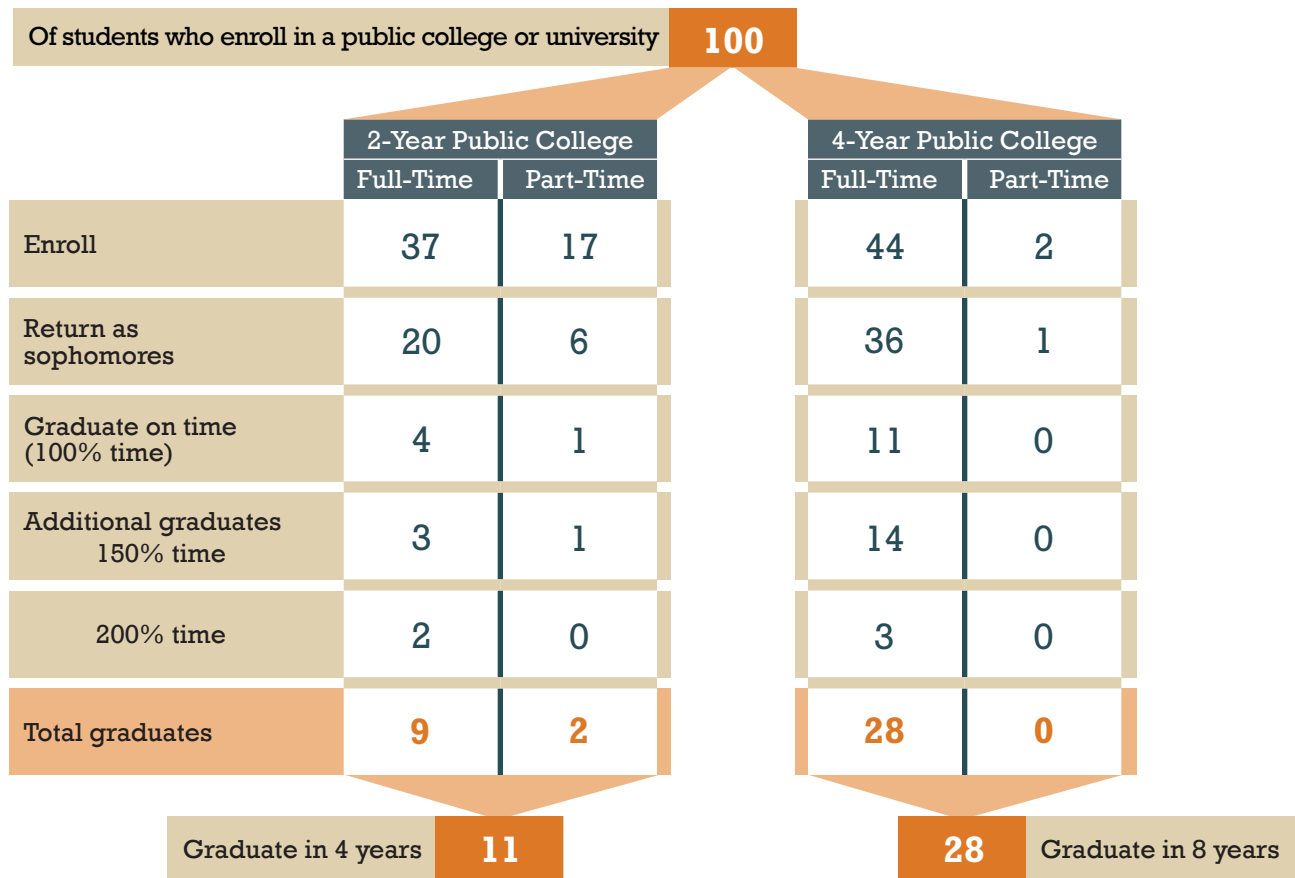
Even modest progress provides little comfort when overall graduation rates are so low.

## For a strong economy, the skills gap must be closed.

- 61%** By 2020, jobs requiring a career certificate or college degree
- 34%** Georgia adults who currently have an associate degree or higher
- 27%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

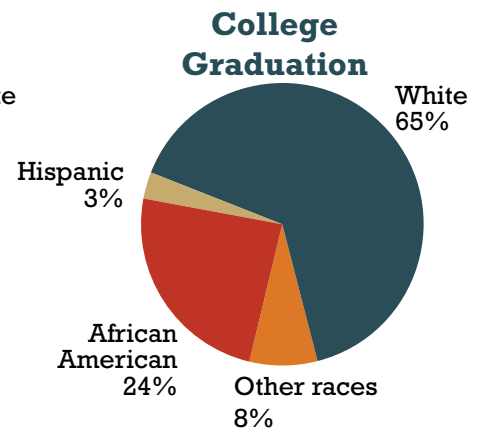
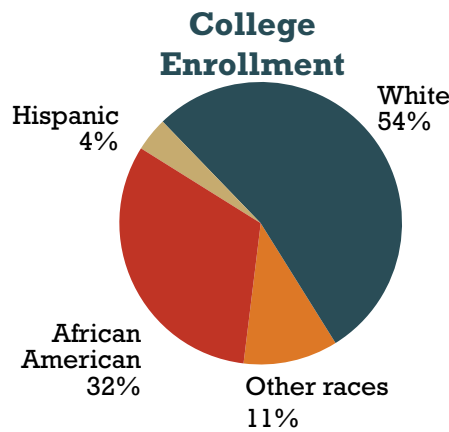
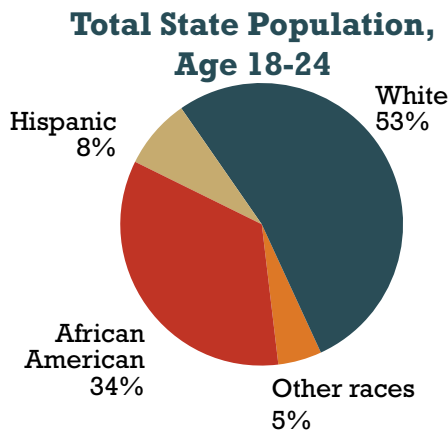
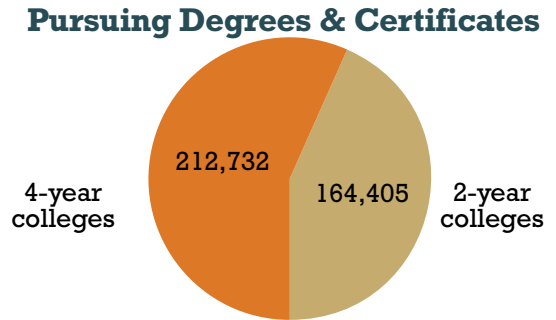
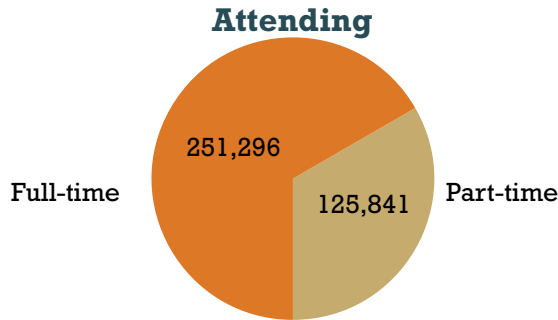
	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

We're making great progress in providing access to more students.

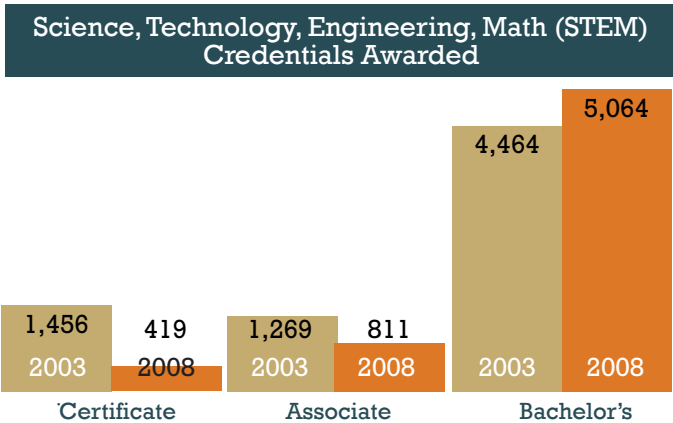
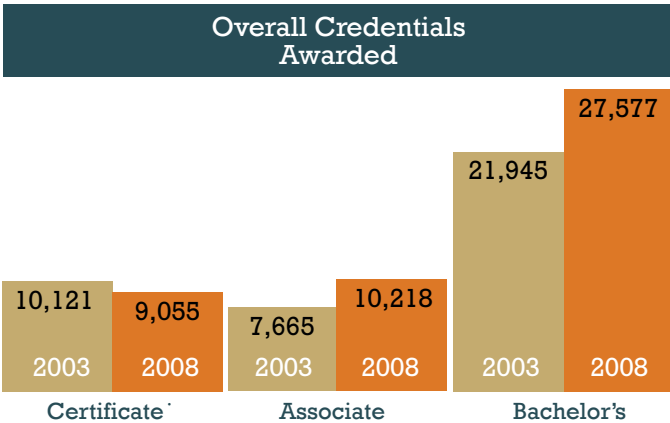
Total public college enrollment: 377,137



Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.



Data: 2007-08

! And all credentials should provide clear pathways to success.

# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	19.4%	22.4%	19.6%	15.6%	24.8%	16.5%	16.8%	38.9%	9.2%
	Within 1½ years	25.0%	28.3%	27.3%	20.4%	30.2%	21.5%	22.8%	46.6%	16.0%
	Within 2 years	27.3%	30.6%	32.9%	22.6%	32.1%	23.3%	25.6%	49.9%	18.5%
2005 Part-Time	Within 1 year	8.1%	8.9%	DS*	7.4%	8.6%	7.6%	7.5%	19.9%	3.5%
	Within 1½ years	13.1%	14.7%	9.3%	11.5%	15.0%	11.4%	11.2%	29.6%	7.6%
	Within 2 years	16.9%	18.2%	13.1%	15.5%	20.1%	13.0%	14.3%	34.7%	12.8%

27.3%

16.9%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	4.9%	5.9%	5.0%	2.2%	6.4%	4.1%	4.8%	3.8%	1.5%
	Within 3 years	13.5%	16.0%	14.8%	7.5%	15.0%	9.8%	13.9%	11.2%	7.2%
	Within 4 years	18.1%	21.4%	20.1%	9.9%	18.9%	12.7%	18.8%	15.6%	11.4%
2004 Part-Time	Within 2 years	1.9%	2.4%	DS*	1.3%	3.3%	1.6%	1.1%	1.6%	DS*
	Within 3 years	6.0%	7.3%	8.8%	4.0%	7.6%	5.1%	5.4%	5.9%	3.5%
	Within 4 years	9.7%	11.8%	13.8%	6.4%	12.4%	7.8%	8.8%	10.0%	6.6%

21.4%

20.1%

9.9%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	24.3%	26.3%	25.8%	16.2%	6.1%	13.3%	24.9%	16.4%	6.1%
	Within 6 years	56.7%	59.8%	56.5%	44.7%	17.6%	28.5%	58.1%	44.6%	24.7%
	Within 8 years	62.3%	65.2%	61.8%	50.8%	20.7%	33.2%	63.7%	50.9%	29.1%
2002 Part-Time	Within 4 years	3.5%	3.6%	DS*	DS*	DS*	DS*	5.6%	2.9%	DS*
	Within 6 years	15.4%	17.1%	DS*	11.0%	9.1%	10.4%	23.0%	10.7%	7.1%
	Within 8 years	21.8%	23.4%	DS*	16.4%	14.3%	17.0%	NP*	15.0%	NP*

17.6%

58.1%

9.1%

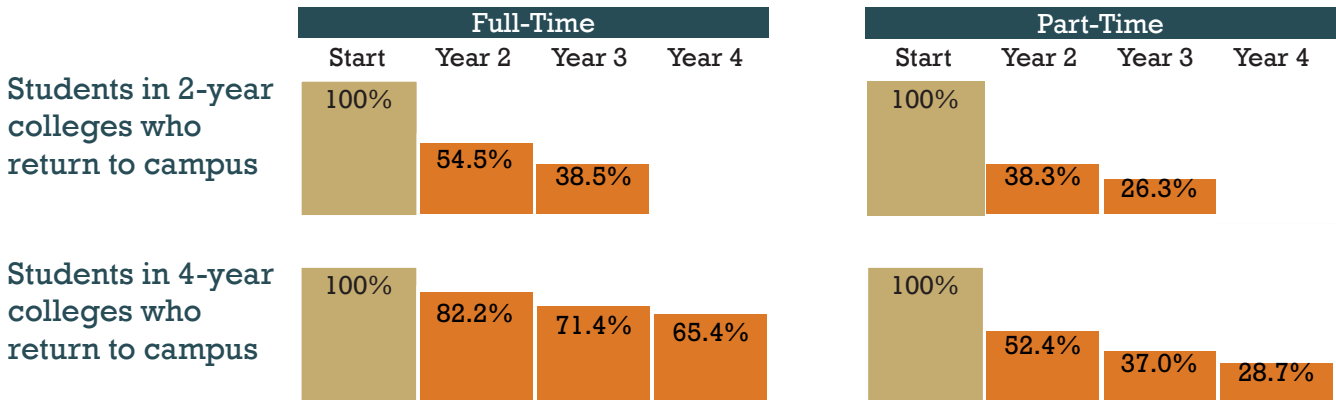
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

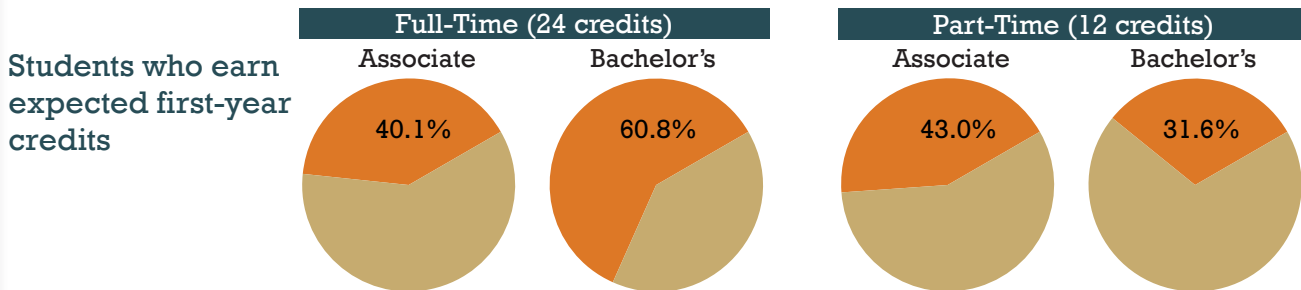
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



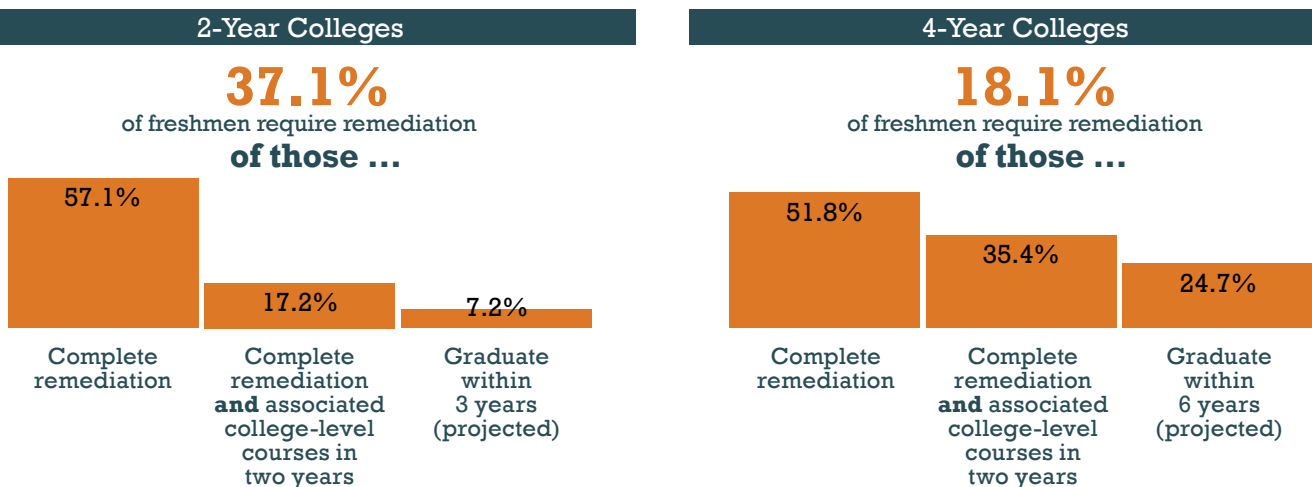
### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX



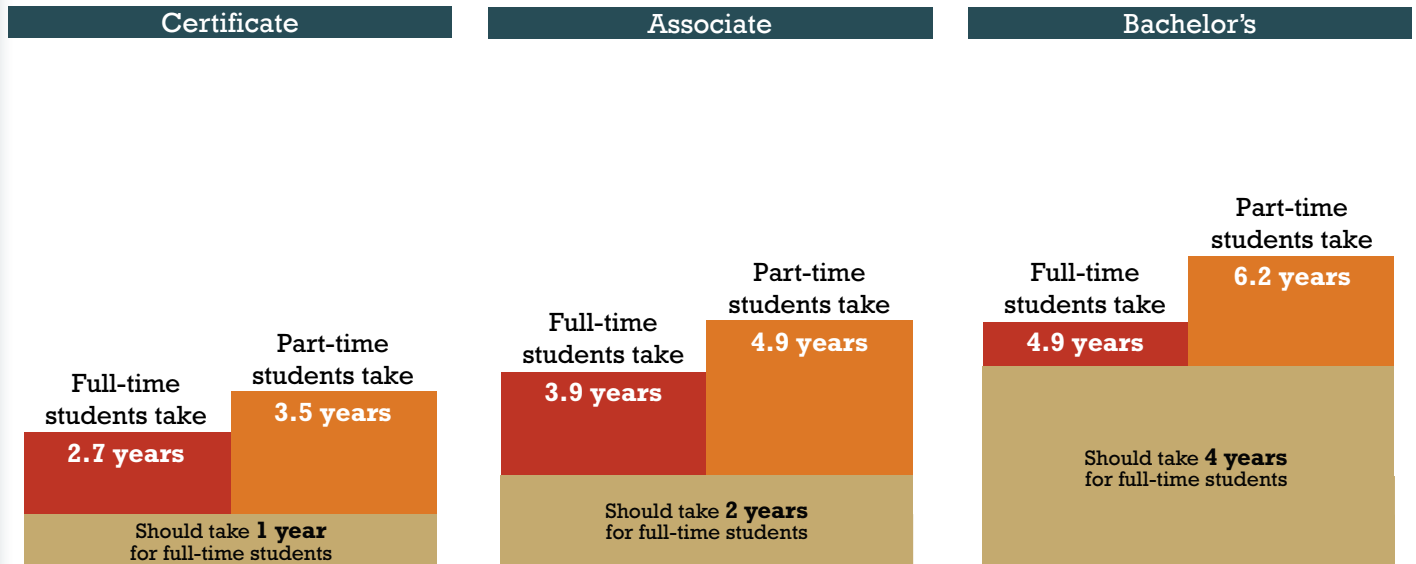
Data: Fall 2006

! Current approaches almost always guarantee failure.

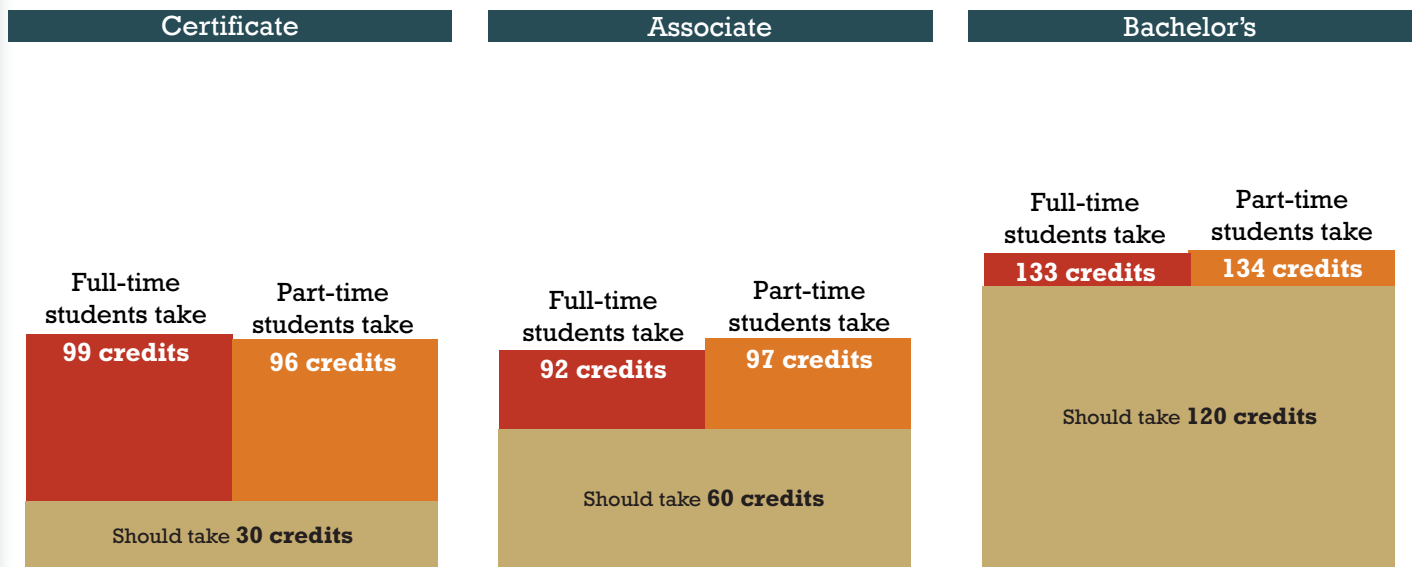


Precious time and money are lost when students don't graduate on schedule.

Students are taking too much time ...



... and too many credits.

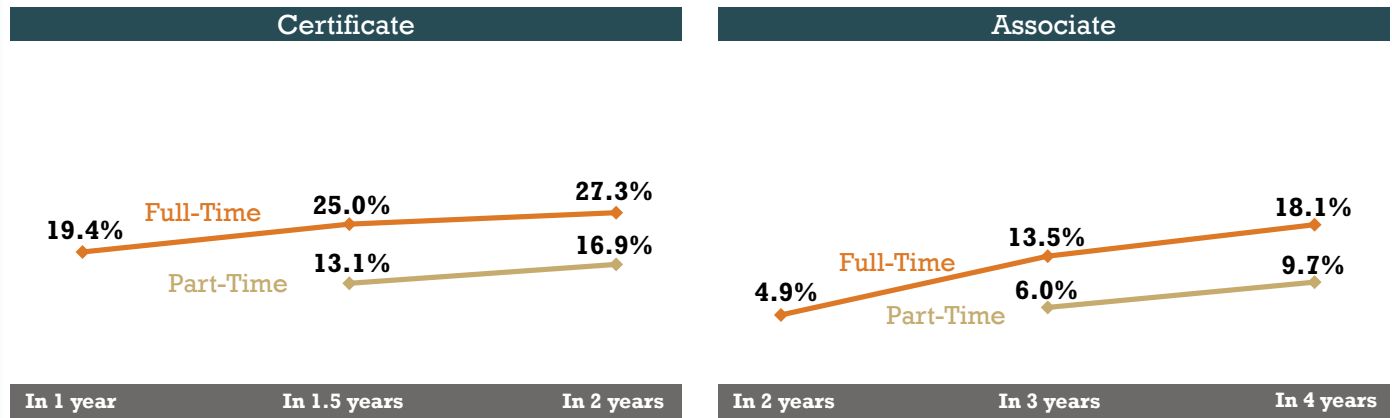


Data: 2007-08

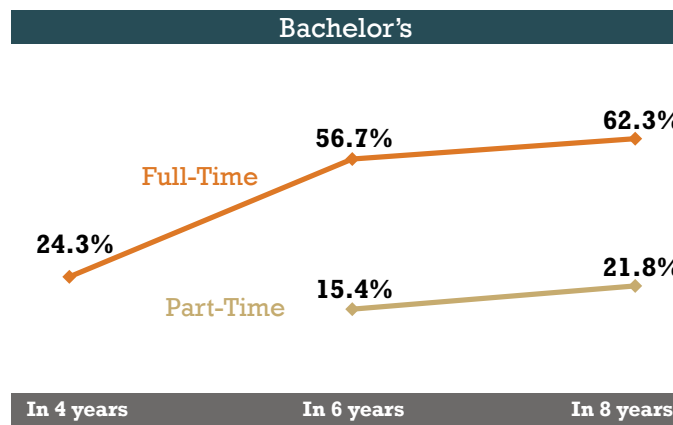
! More students must graduate on time.

## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

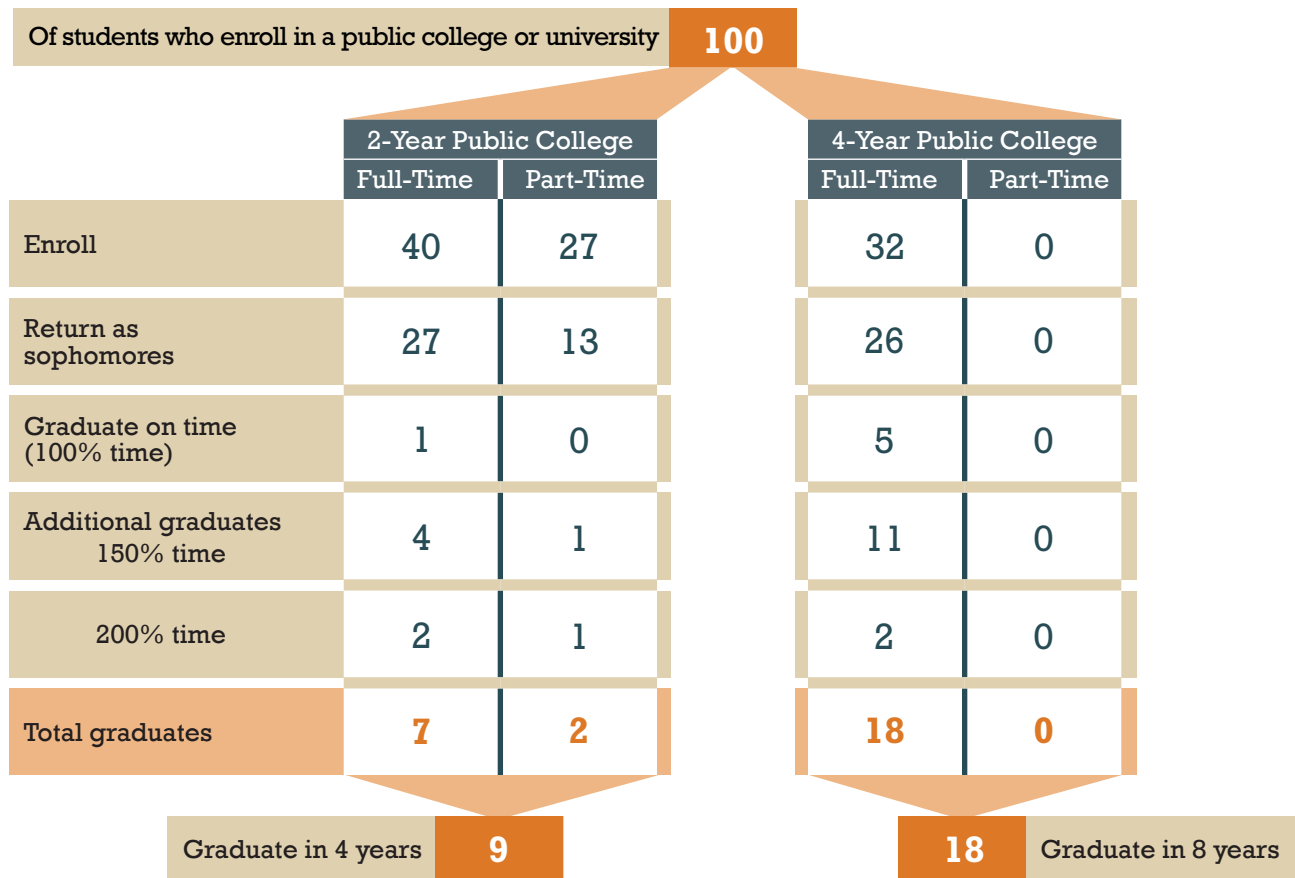
Even modest progress provides little comfort when overall graduation rates are so low.

## For a strong economy, the skills gap must be closed.

- 68%** By 2020, jobs requiring a career certificate or college degree
- 41%** Hawaii adults who currently have an associate degree or higher
- 27%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

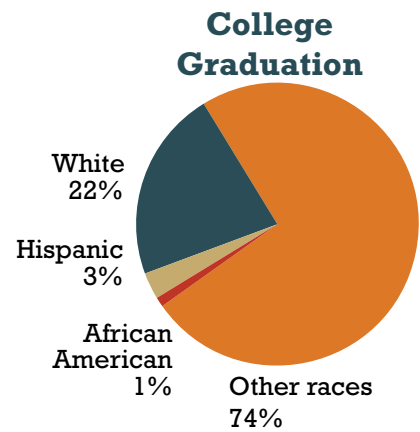
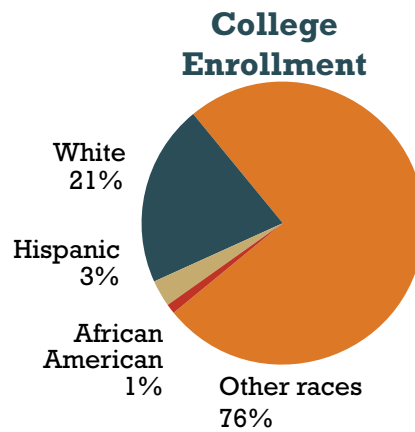
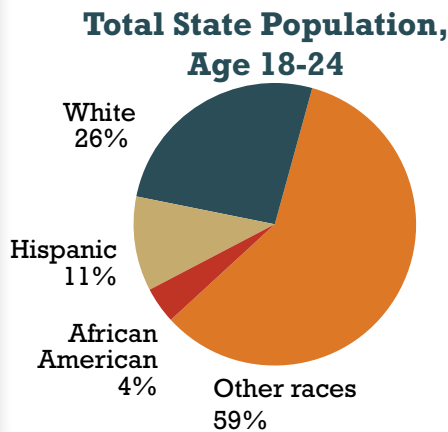
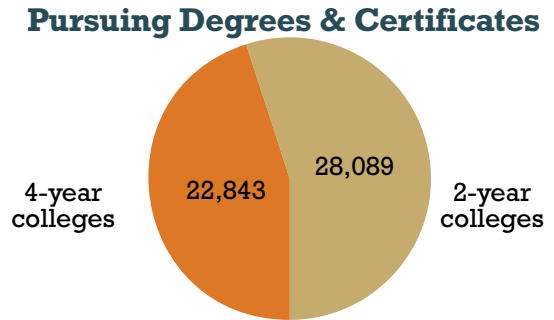
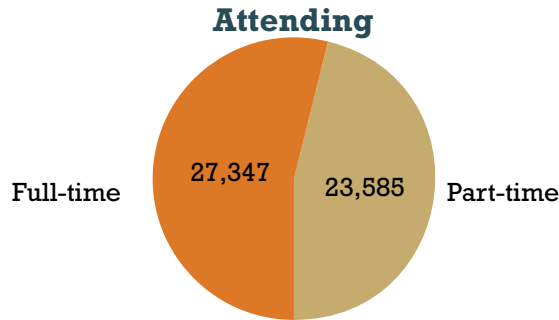
	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

We're making great progress in providing access to more students.

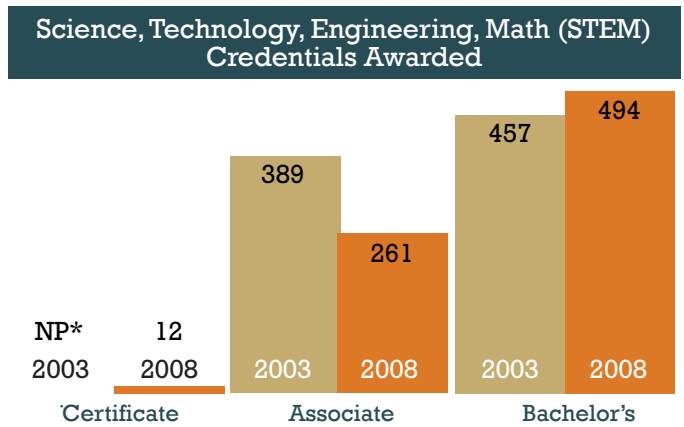
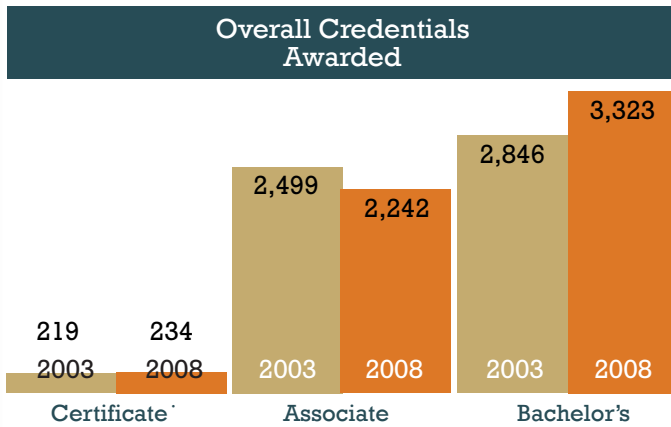
Total public college enrollment: 50,932



Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08

! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.



Data: 2007-08

! And all credentials should provide clear pathways to success.

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

# Graduation rates are very low, especially if you're poor, part time, Native Hawaiian, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	Native Hawaiian	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	19.4%	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
	Within 1½ years	25.0%	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
	Within 2 years	27.8%	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
2005 Part-Time	Within 1 year	2.9%	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
	Within 1½ years	5.9%	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
	Within 2 years	11.8%	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*

27.8%

11.8%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	Native Hawaiian	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	3.2%	5.7%	DS*	3.0%	9.2%	4.3%	2.5%	3.1%	1.7%
	Within 3 years	12.2%	11.7%	DS*	8.8%	16.5%	12.1%	11.8%	10.9%	10.3%
	Within 4 years	18.6%	15.7%	DS*	12.3%	21.4%	15.4%	18.7%	15.0%	16.7%
2004 Part-Time	Within 2 years	0.8%	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
	Within 3 years	3.2%	5.3%	DS*	DS*	5.5%	DS*	2.4%	4.3%	2.1%
	Within 4 years	6.1%	7.6%	DS*	4.1%	8.5%	5.1%	5.5%	7.5%	5.3%

15.7%

12.3%

Associate degree graduation rates are abysmal across the country — for Native Hawaiian students, they're worse.

Bachelor's Degree-Seeking Students		All	White	Hispanic	Native Hawaiian	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	14.9%	16.5%	DS*	7.3%	DS*	DS*	14.6%	DS*	DS*
	Within 6 years	50.3%	36.8%	29.3%	43.2%	DS*	44.4%	50.4%	DS*	DS*
	Within 8 years	57.1%	40.4%	34.1%	53.0%	DS*	51.9%	57.2%	DS*	DS*
2002 Part-Time	Within 4 years	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
	Within 6 years	20.0%	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
	Within 8 years	30.0%	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*

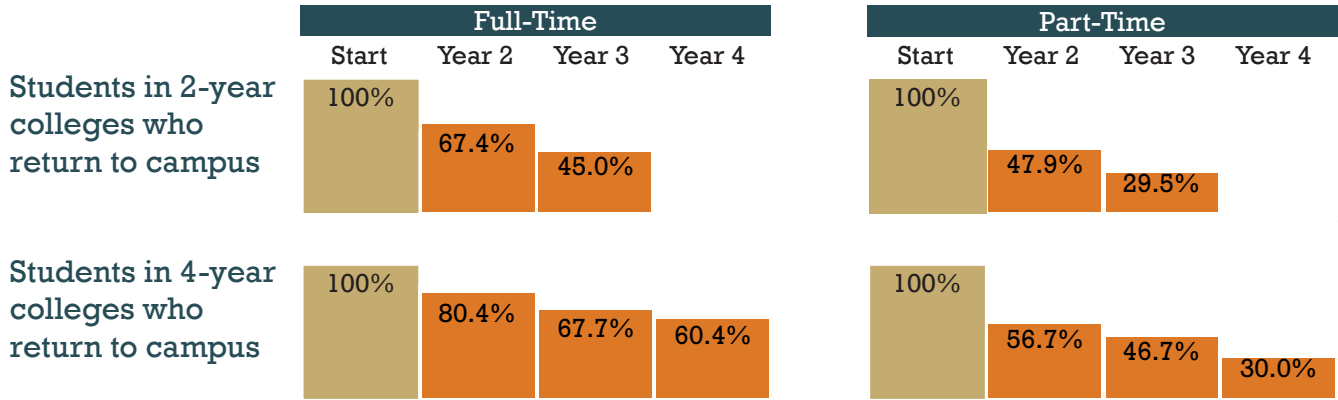
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005–06, associate cohort started in 2004–05, bachelor's cohort started in 2002–03

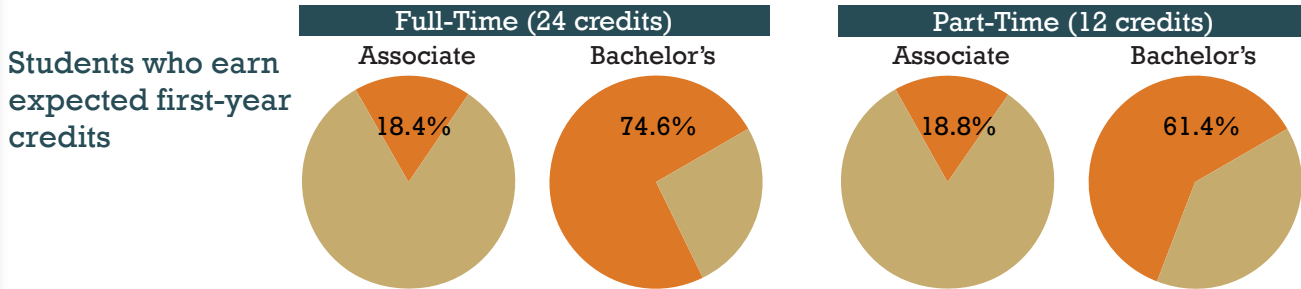
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



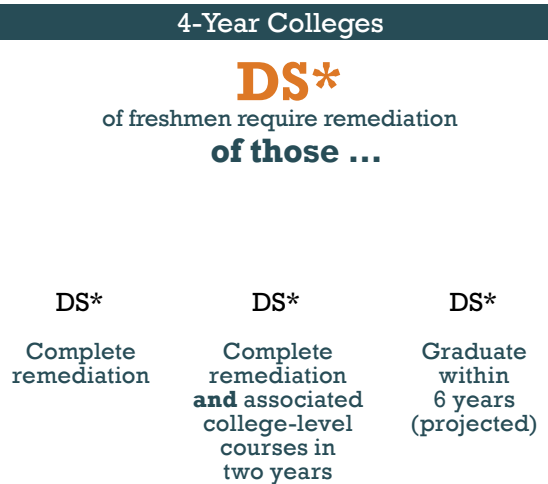
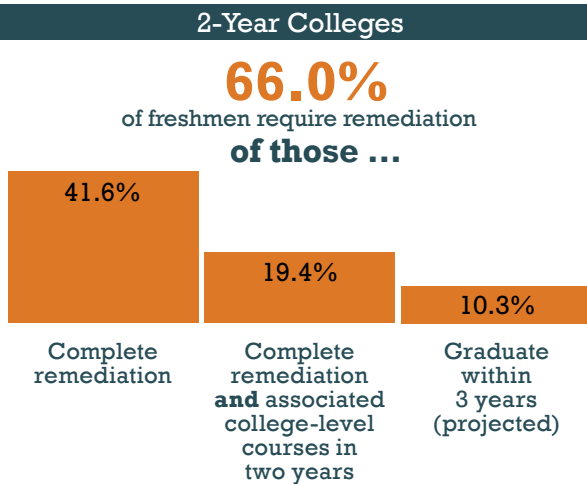
### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

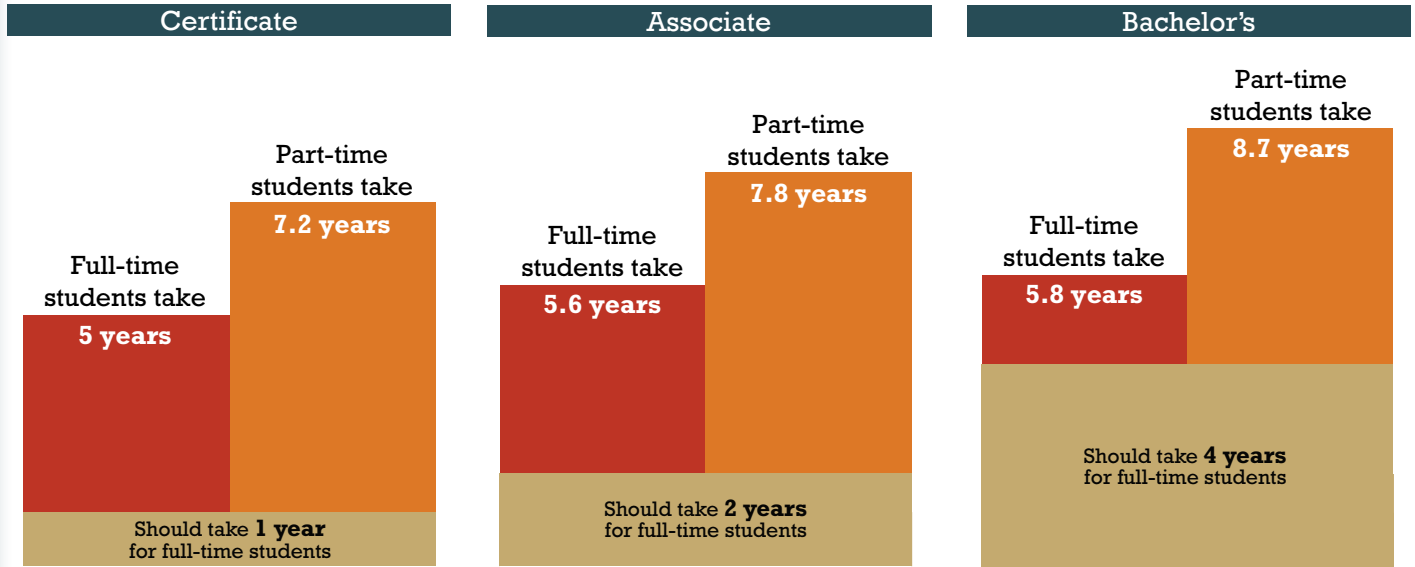


Data: Fall 2006

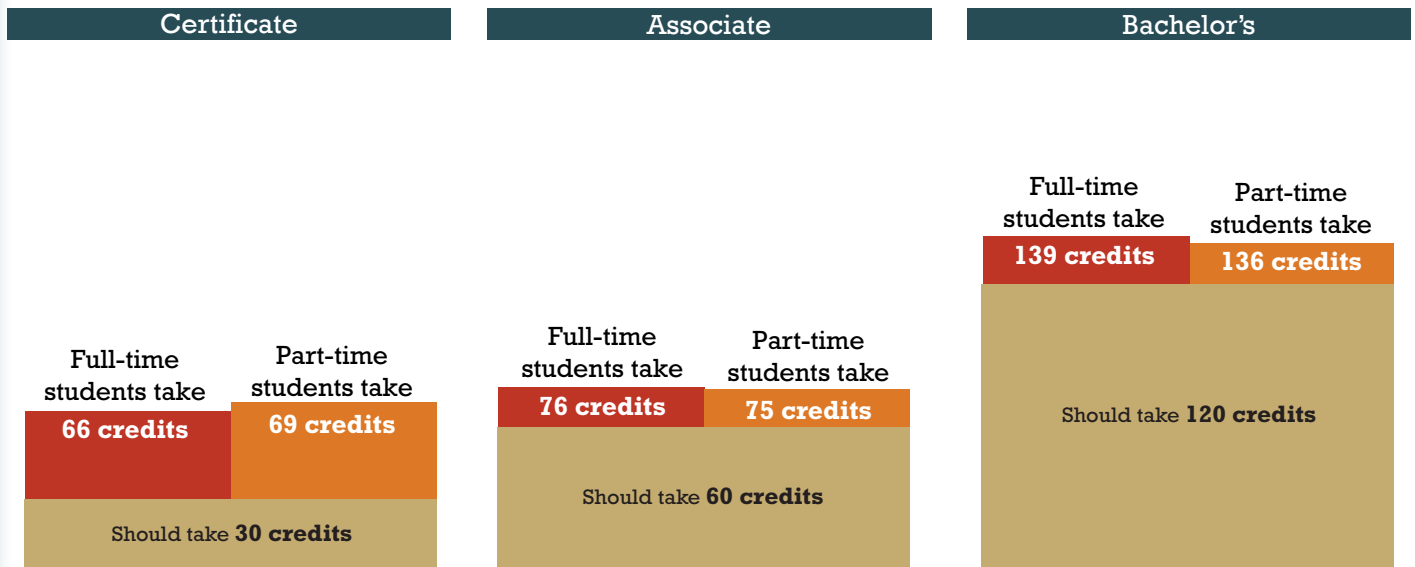
! Current approaches almost always guarantee failure.

Precious time and money are lost when students don't graduate on schedule.

Students are taking too much time ...



... and too many credits.

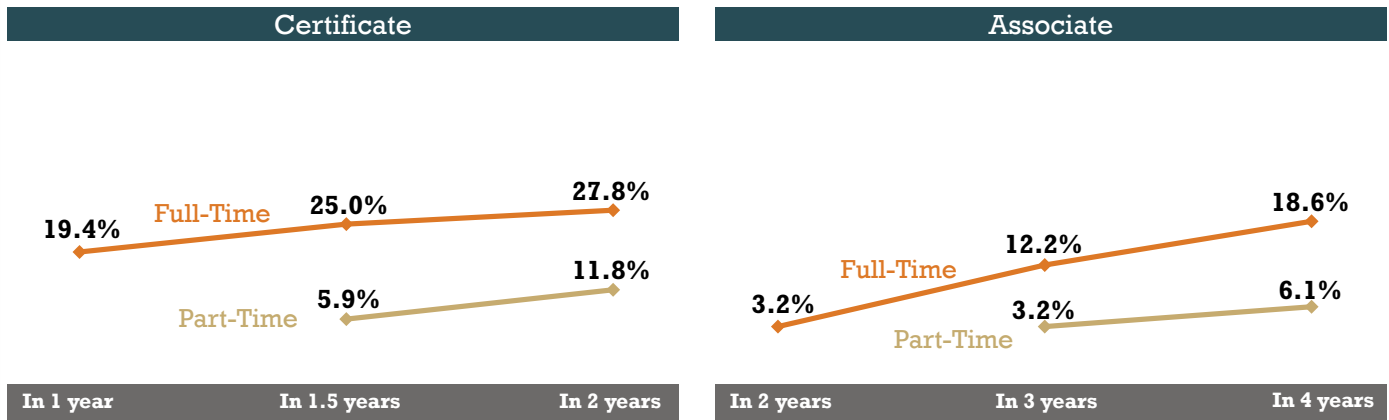


Data: 2007-08

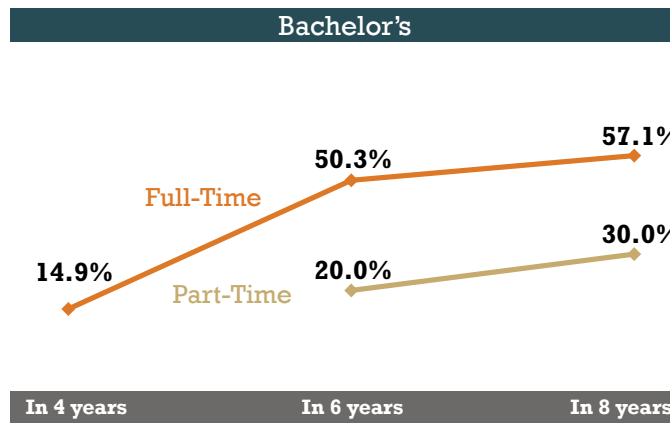
! More students must graduate on time.

**More time isn't giving us enough success.**

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

**Even modest progress provides little comfort when overall graduation rates are so low.**

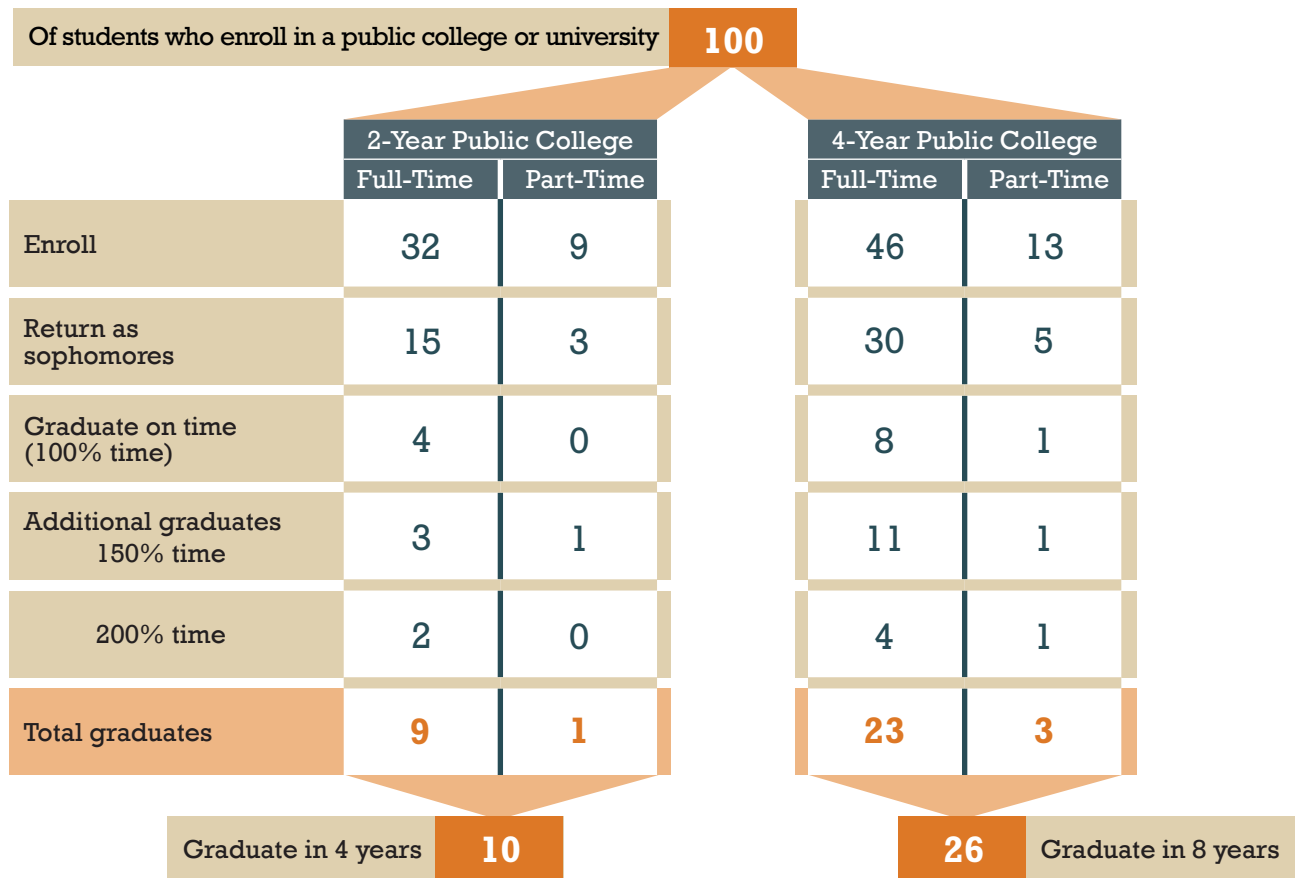


## For a strong economy, the skills gap must be closed.

- 63%** By 2020, jobs requiring a career certificate or college degree
- 34%** Idaho adults who currently have an associate degree or higher
- 29%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

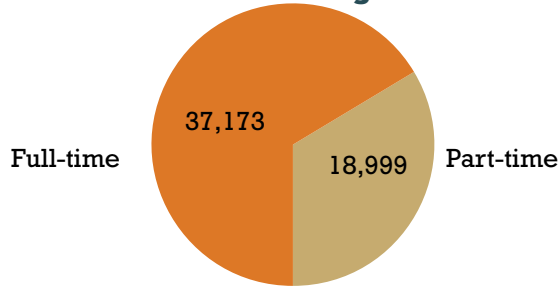
Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

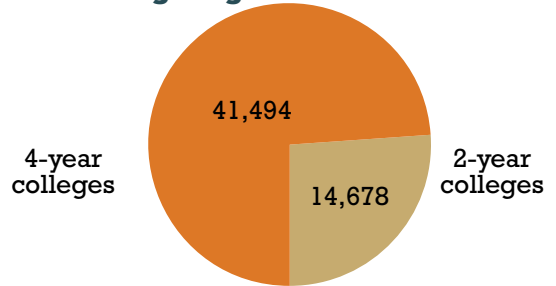
We're making great progress in providing access to more students.

**Total public college enrollment: 56,172**

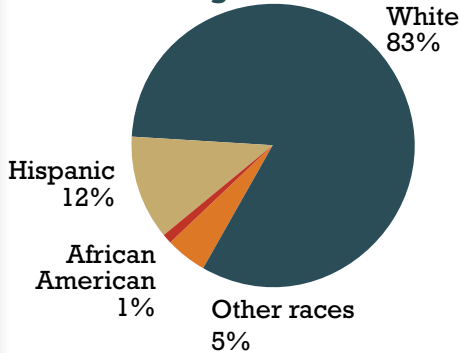
**Attending**



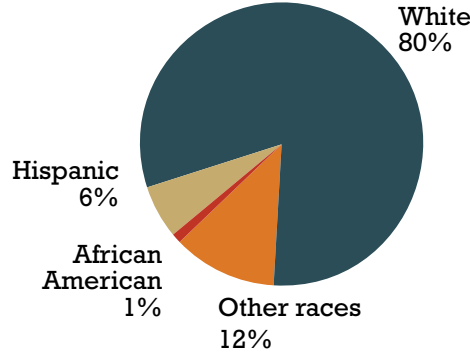
**Pursuing Degrees & Certificates**



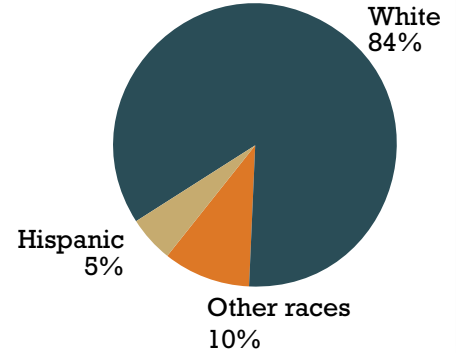
**Total State Population, Age 18-24**



**College Enrollment**



**College Graduation**

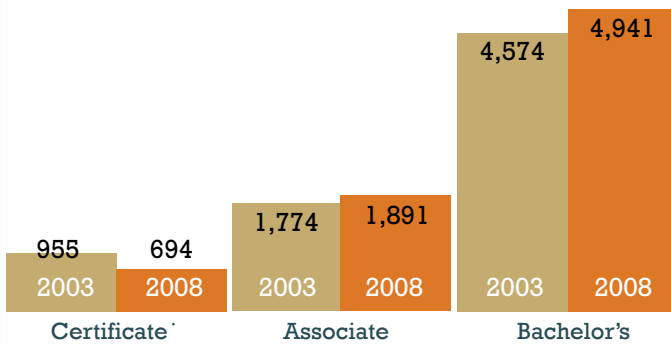


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

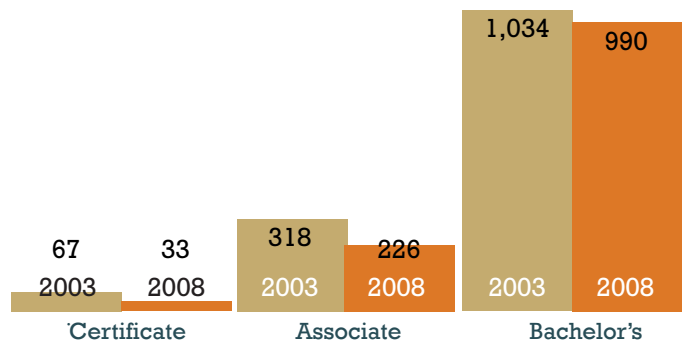
! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.

**Overall Credentials Awarded**



**Science, Technology, Engineering, Math (STEM) Credentials Awarded**



Data: 2007-08

! And all credentials should provide clear pathways to success.

# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	25.1%	26.0%	DS*	DS*	26.0%	26.3%	24.1%	17.5%	14.0%
	Within 1½ years	30.0%	31.4%	DS*	DS*	31.5%	30.1%	29.5%	21.5%	18.0%
	Within 2 years	33.4%	34.7%	25.5%	DS*	34.6%	30.8%	33.9%	27.8%	21.0%
2005 Part-Time	Within 1 year	6.2%	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
	Within 1½ years	12.3%	10.9%	DS*	DS*	DS*	DS*	DS*	DS*	DS*
	Within 2 years	17.4%	15.4%	DS*	DS*	20.5%	DS*	16.9%	DS*	13.3%

33.4%

17.4%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	8.7%	9.4%	DS*	DS*	7.7%	5.9%	9.6%	3.5%	2.9%
	Within 3 years	17.5%	18.8%	9.9%	DS*	15.4%	13.6%	18.8%	8.6%	6.9%
	Within 4 years	21.4%	23.0%	16.4%	DS*	18.9%	18.2%	22.6%	11.8%	9.5%
2004 Part-Time	Within 2 years	DS*	NP*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
	Within 3 years	5.5%	6.1%	DS*	DS*	4.7%	DS*	6.3%	5.9%	DS*
	Within 4 years	9.0%	10.0%	DS*	DS*	9.8%	DS*	9.2%	8.4%	5.2%

23.0%

16.4%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	18.5%	19.4%	6.3%	DS*	20.8%	27.7%	16.1%	14.0%	4.7%
	Within 6 years	44.3%	44.1%	34.6%	33.3%	33.1%	45.3%	40.1%	34.1%	18.7%
	Within 8 years	51.0%	52.1%	40.9%	36.1%	39.6%	52.0%	48.5%	43.4%	28.5%
2002 Part-Time	Within 4 years	4.5%	4.7%	DS*	DS*	4.8%	6.7%	DS*	4.7%	DS*
	Within 6 years	11.9%	12.4%	DS*	DS*	12.0%	12.9%	10.5%	14.0%	6.8%
	Within 8 years	16.7%	17.4%	DS*	DS*	16.4%	16.8%	16.8%	19.8%	11.9%

33.1%

40.1%

12.0%

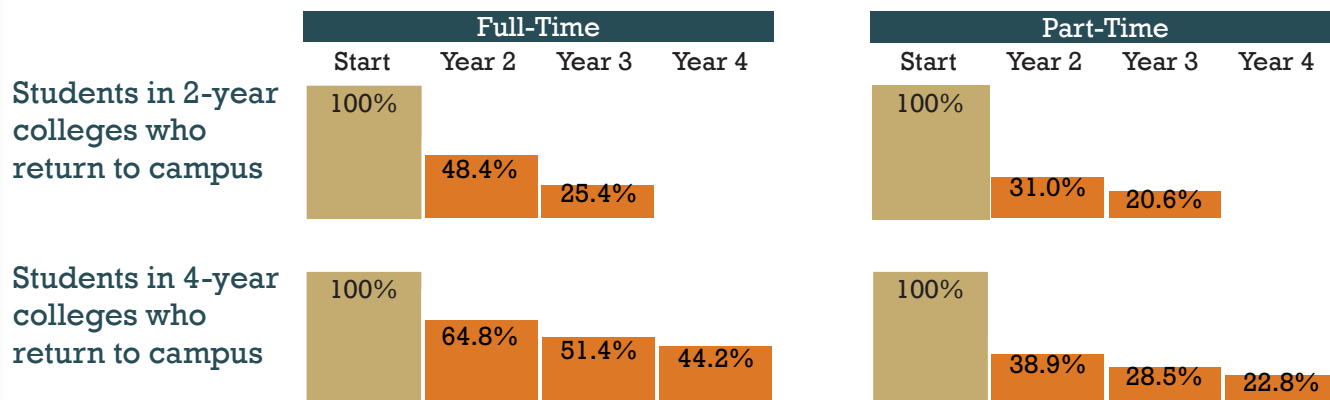
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

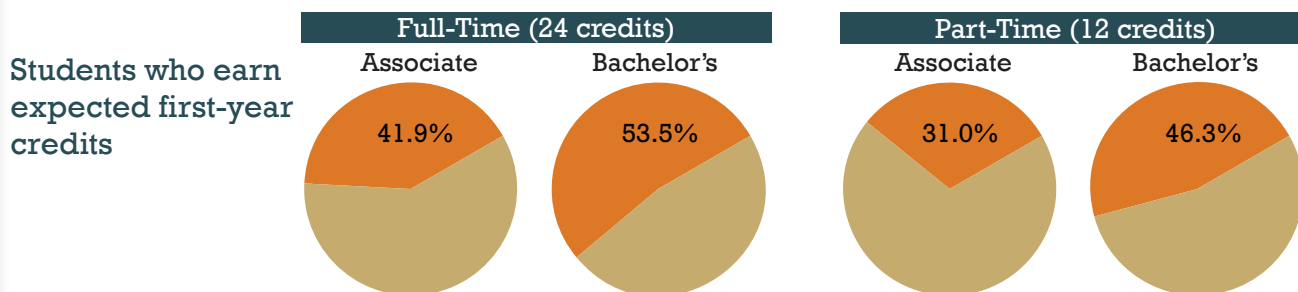
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



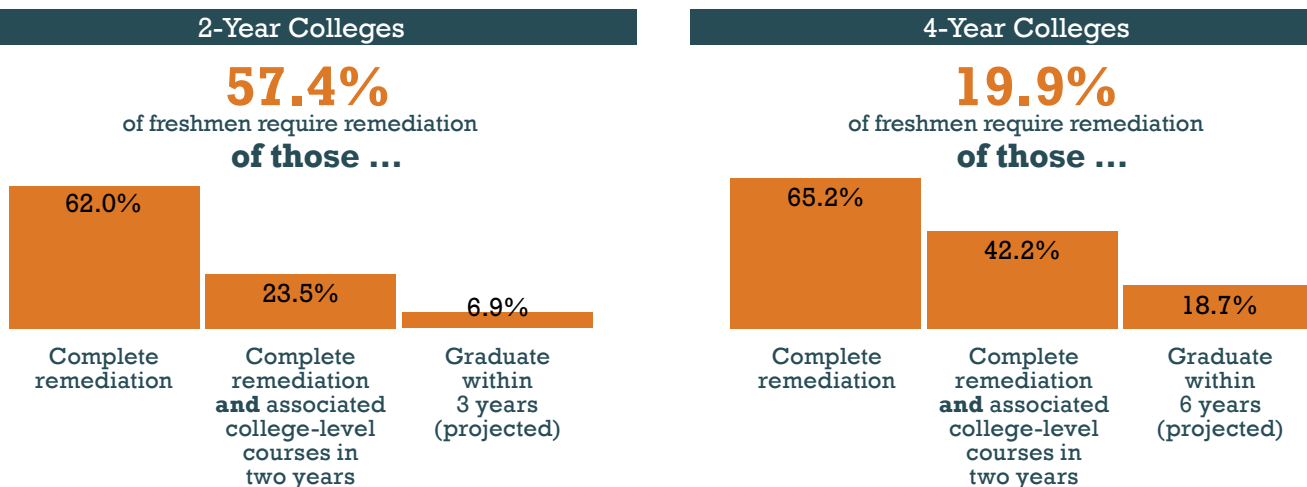
### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

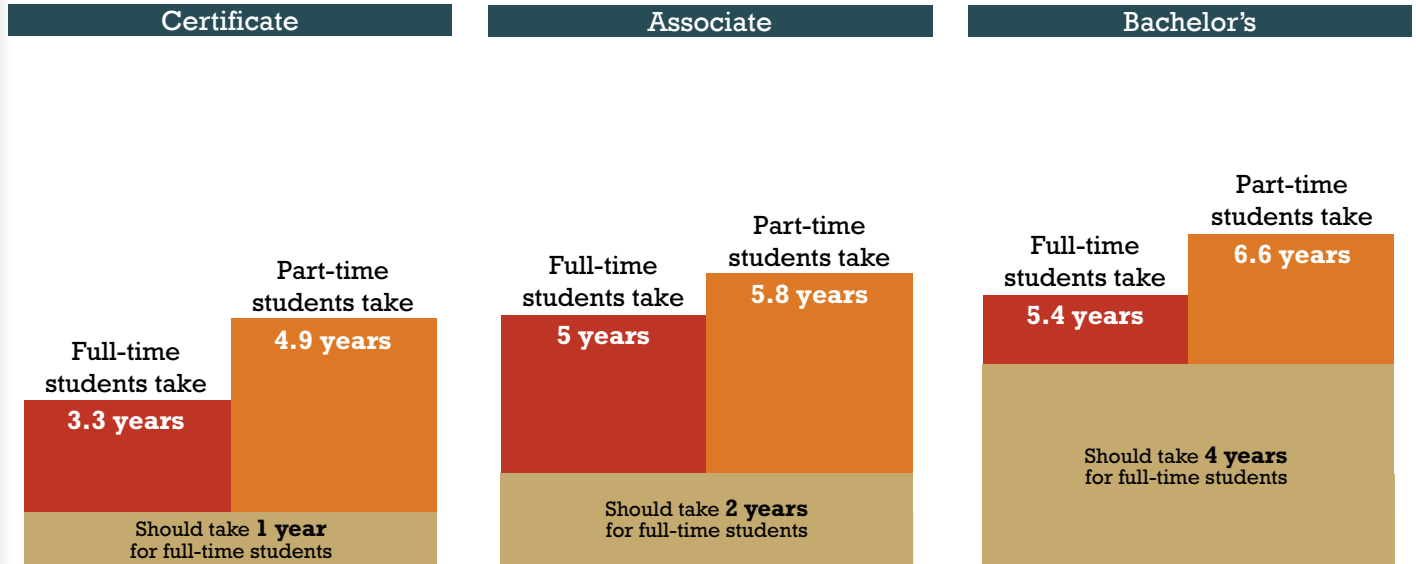


Data: Fall 2006

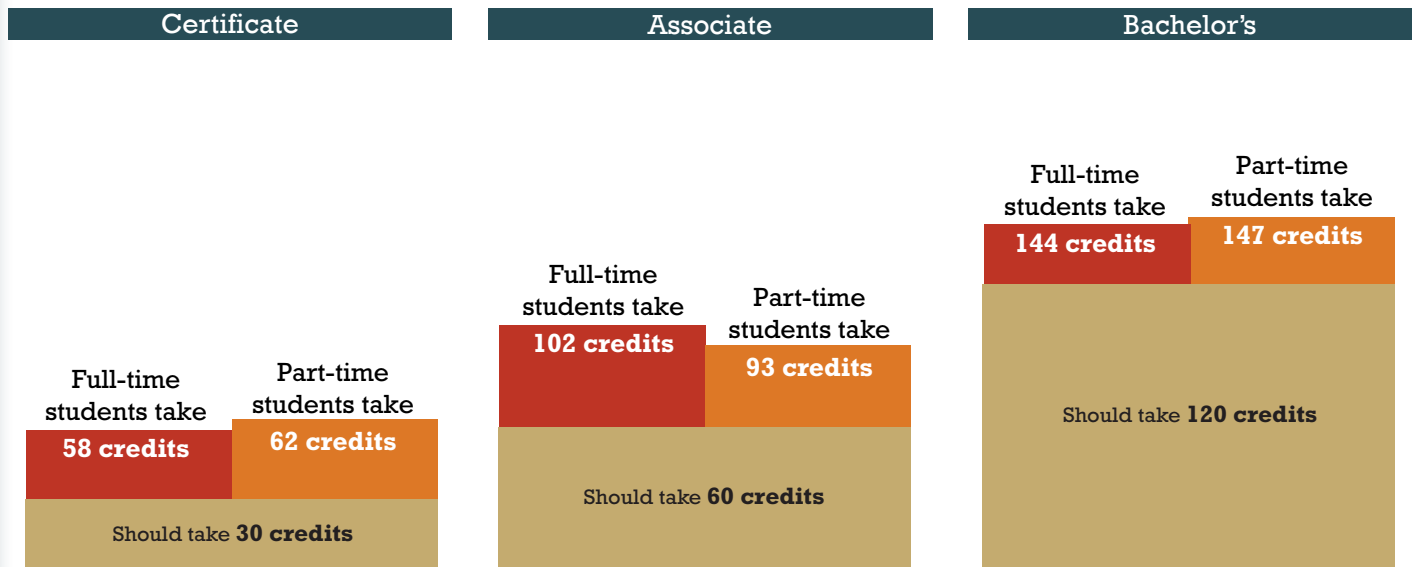
! Current approaches almost always guarantee failure.

# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.

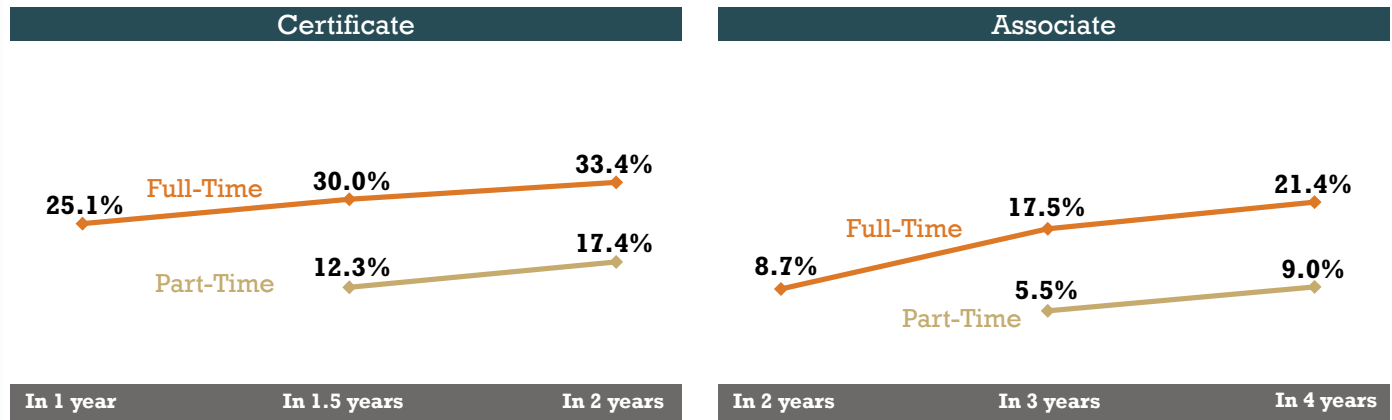


Data: 2007-08

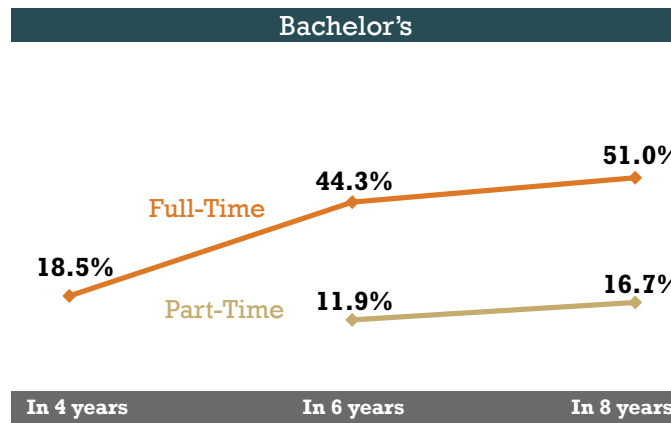
**!** More students must graduate on time.

## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

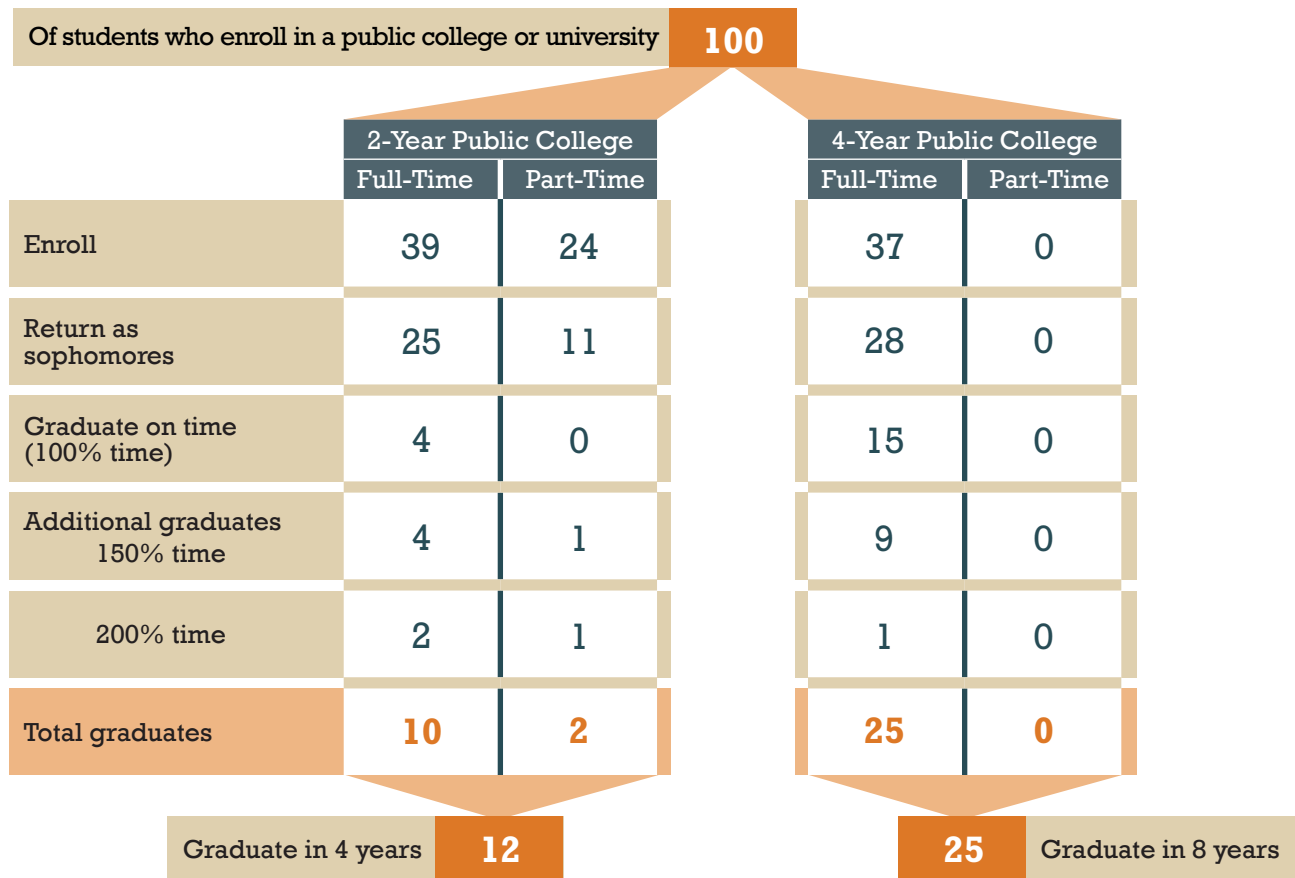
Even modest progress provides little comfort when overall graduation rates are so low.

## For a strong economy, the skills gap must be closed.

- 67%** By 2020, jobs requiring a career certificate or college degree
- 43%** Illinois adults who currently have an associate degree or higher
- 24%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

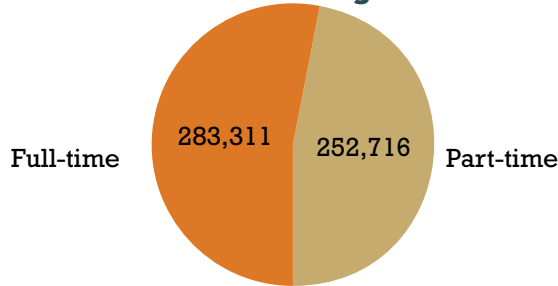
Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

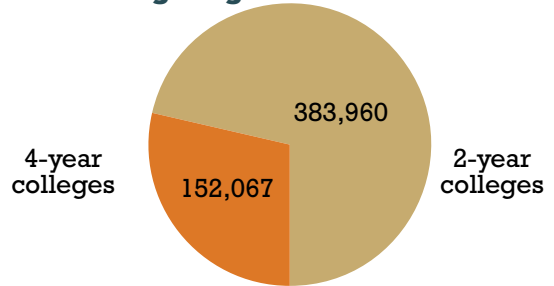
We're making great progress in providing access to more students.

**Total public college enrollment: 536,027**

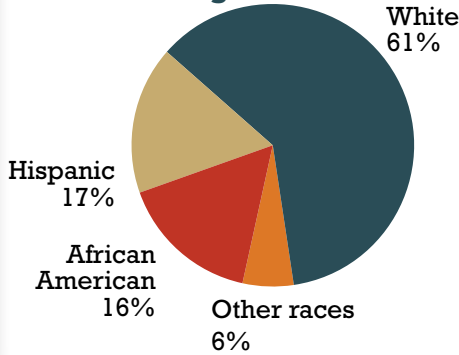
**Attending**



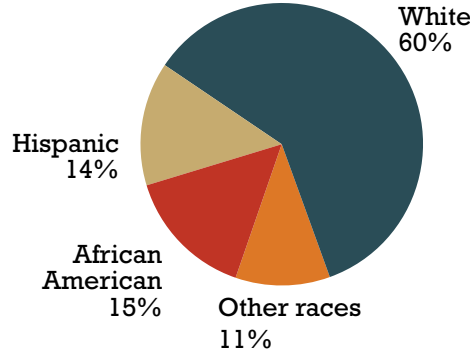
**Pursuing Degrees & Certificates**



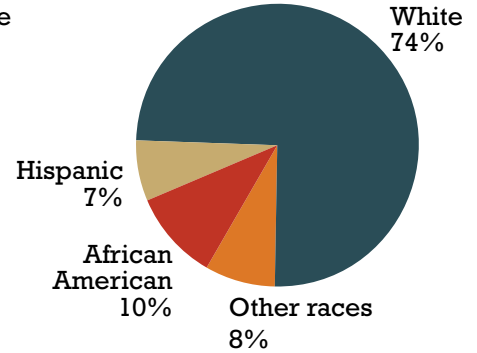
**Total State Population, Age 18-24**



**College Enrollment**



**College Graduation**

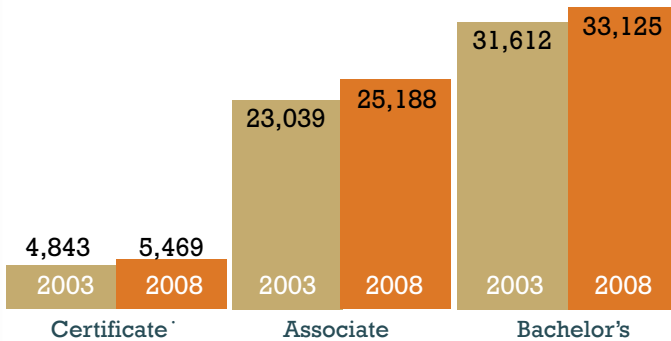


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

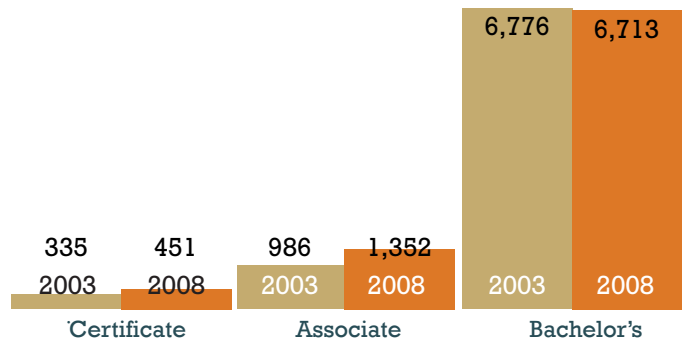
! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.

**Overall Credentials Awarded**



**Science, Technology, Engineering, Math (STEM) Credentials Awarded**



Data: 2007-08

! And all credentials should provide clear pathways to success.



# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	14.6%	15.3%	9.0%	15.8%	27.5%	17.4%	7.7%	13.4%	4.7%
	Within 1½ years	18.8%	19.6%	16.0%	17.5%	31.6%	20.3%	12.5%	17.4%	9.1%
	Within 2 years	22.4%	23.2%	21.0%	19.8%	36.6%	22.7%	15.9%	23.3%	13.3%
2005 Part-Time	Within 1 year	6.2%	5.5%	5.4%	9.6%	7.8%	5.1%	1.7%	4.1%	5.2%
	Within 1½ years	9.2%	8.4%	9.1%	13.4%	11.2%	7.3%	4.5%	9.9%	9.4%
	Within 2 years	10.8%	10.0%	10.8%	15.1%	12.8%	9.1%	6.4%	10.7%	12.2%

22.4%

10.8%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	9.5%	11.9%	3.8%	2.8%	8.8%	10.3%	9.3%	7.2%	3.7%
	Within 3 years	21.0%	25.6%	12.9%	6.8%	16.3%	17.2%	23.1%	16.3%	14.0%
	Within 4 years	26.0%	31.0%	18.3%	9.4%	19.6%	20.9%	28.8%	20.6%	19.3%
2004 Part-Time	Within 2 years	2.3%	3.2%	0.4%	0.9%	2.5%	3.5%	1.1%	1.3%	0.5%
	Within 3 years	6.4%	8.3%	3.1%	2.2%	5.9%	6.6%	6.6%	4.2%	4.0%
	Within 4 years	10.0%	12.4%	5.9%	3.8%	8.5%	9.3%	11.7%	7.2%	7.7%

31.0%

18.3%

9.4%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	37.4%	41.1%	23.4%	17.4%	10.5%	25.2%	37.9%	25.8%	9.0%
	Within 6 years	61.3%	65.0%	50.7%	41.9%	17.9%	34.0%	62.1%	45.8%	43.8%
	Within 8 years	63.0%	66.3%	53.8%	44.2%	18.7%	42.1%	63.9%	47.9%	46.9%
2002 Part-Time	Within 4 years	10.5%	9.3%	6.7%	DS*	DS*	DS*	13.0%	8.1%	4.0%
	Within 6 years	23.2%	23.7%	20.0%	DS*	DS*	DS*	28.1%	14.8%	40.0%
	Within 8 years	24.3%	25.8%	20.0%	DS*	DS*	DS*	28.8%	14.8%	40.0%

17.9%

62.1%

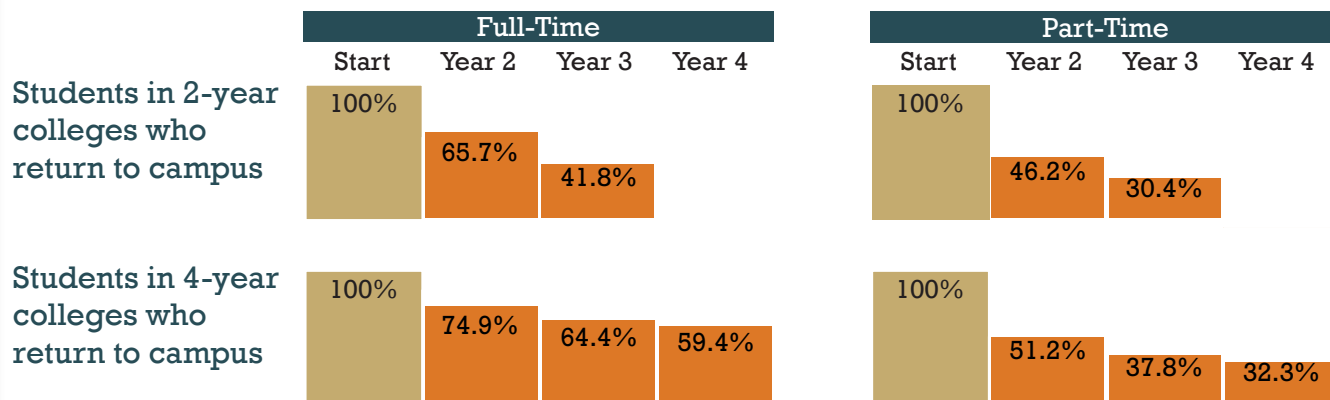
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

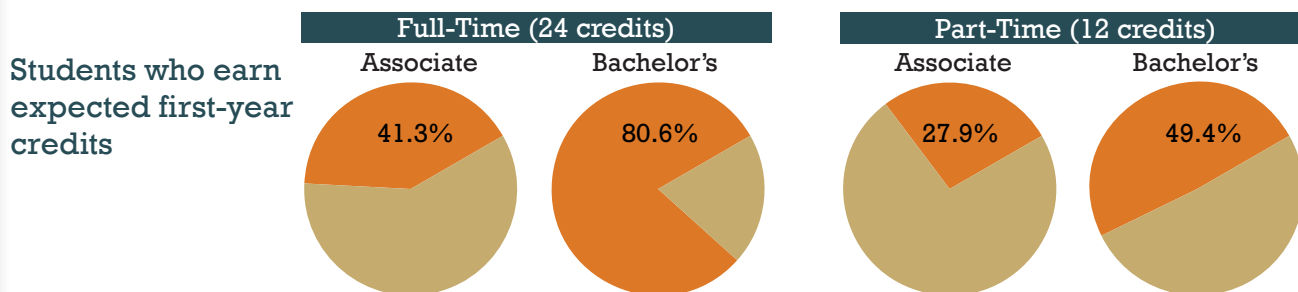
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



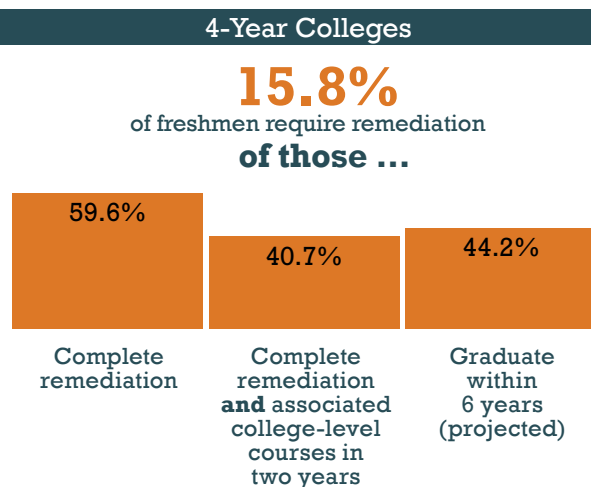
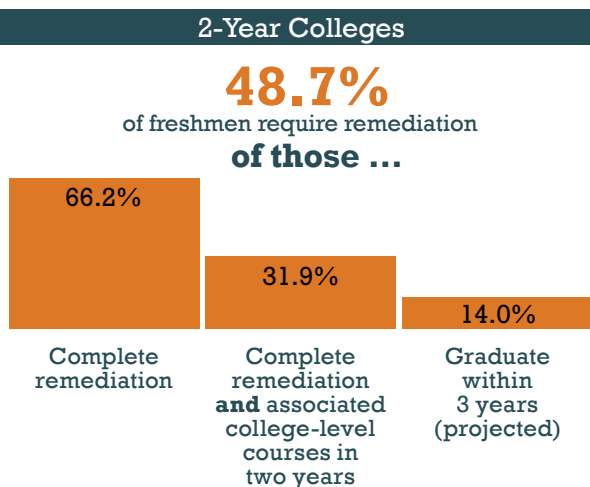
### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

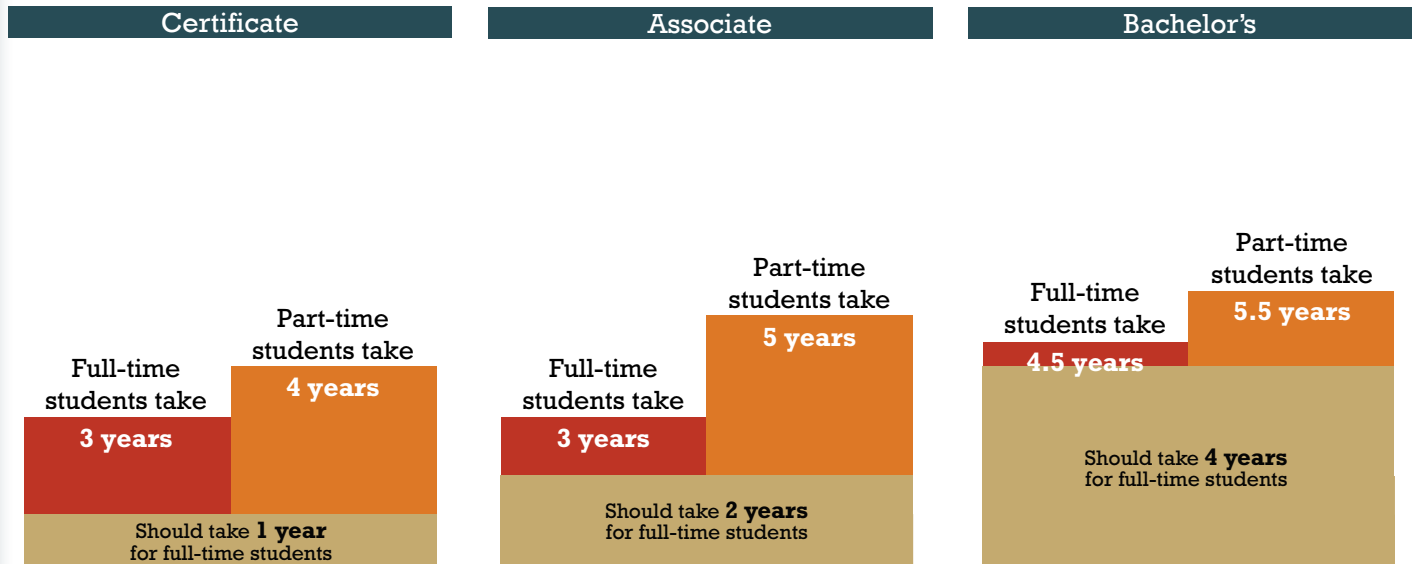


Data: Fall 2006

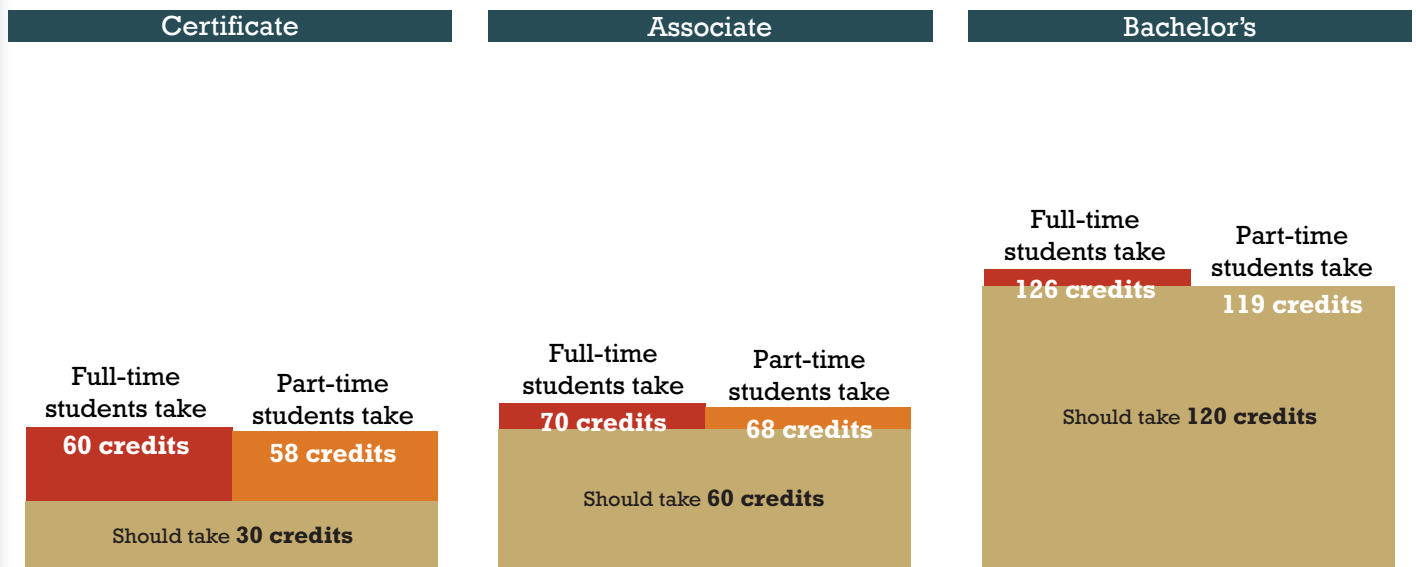
! Current approaches almost always guarantee failure.

# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.

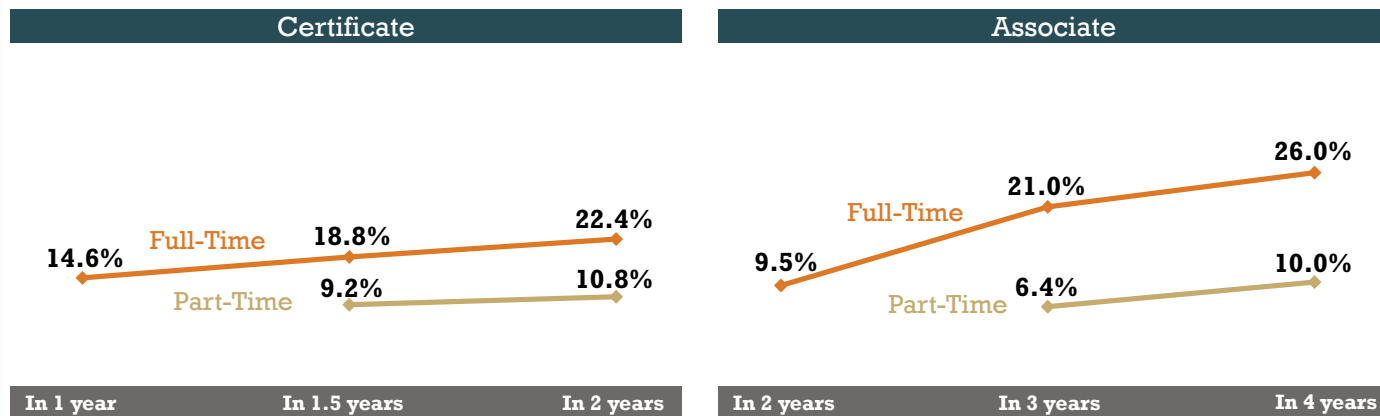


Data: 2007-08

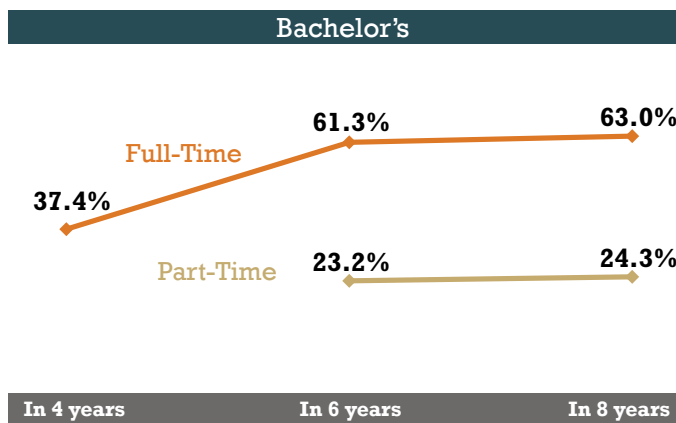
**!** More students must graduate on time.

## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

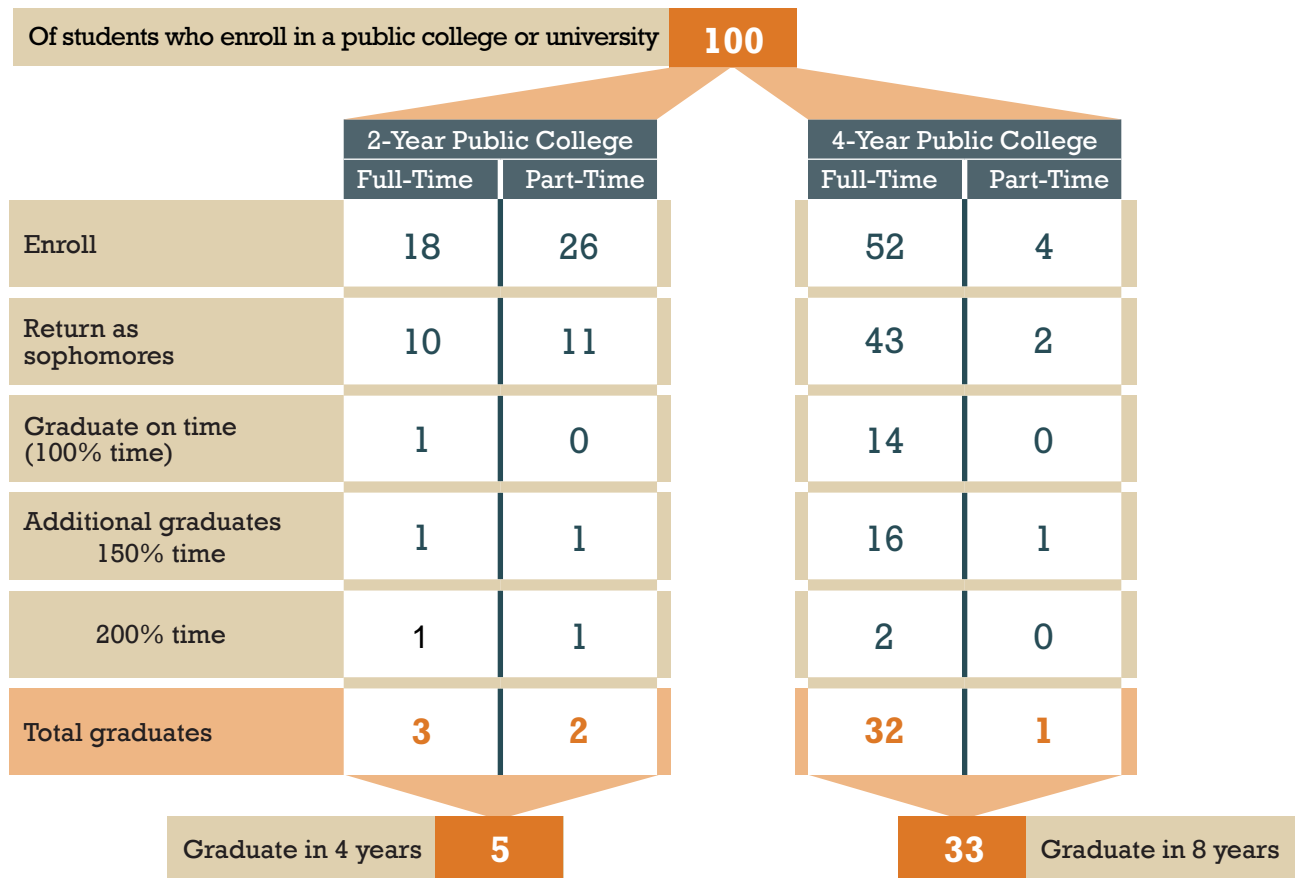
Even modest progress provides little comfort when overall graduation rates are so low.

## For a strong economy, the skills gap must be closed.

- 58%** By 2020, jobs requiring a career certificate or college degree
- 36%** Indiana adults who currently have an associate degree or higher
- 22%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

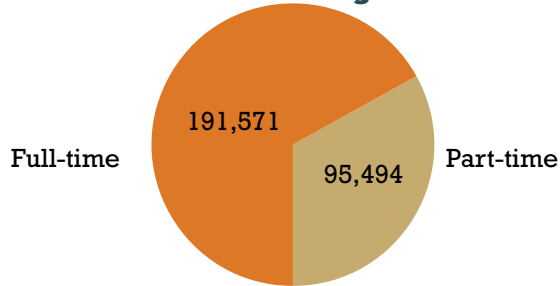
Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

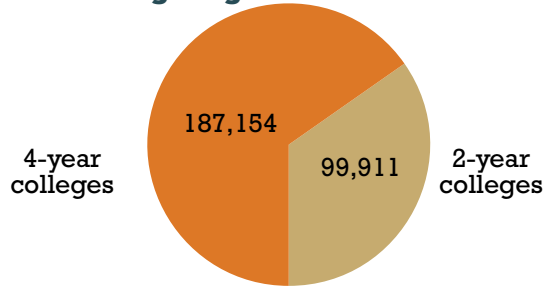
We're making great progress in providing access to more students.

Total public college enrollment: 287,065

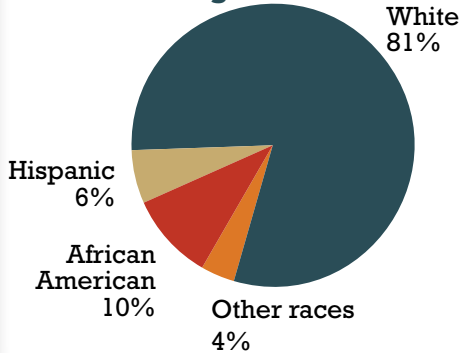
Attending



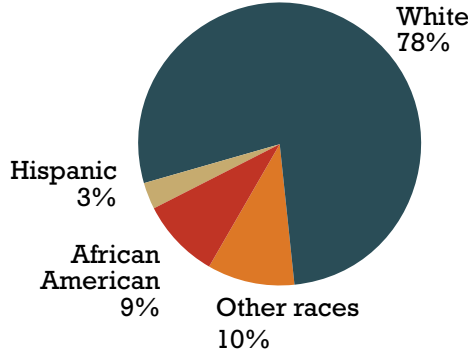
Pursuing Degrees & Certificates



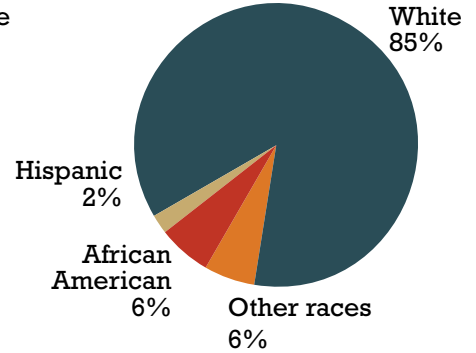
Total State Population, Age 18-24



College Enrollment



College Graduation

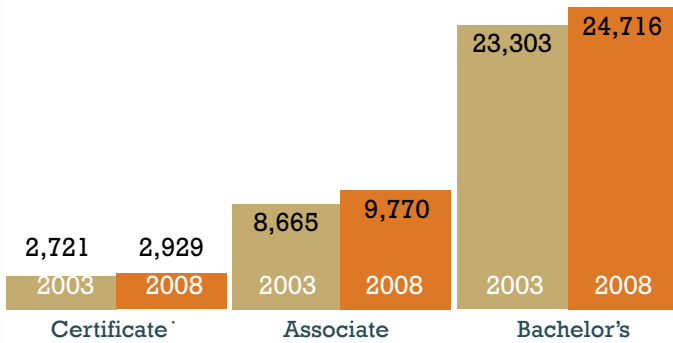


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

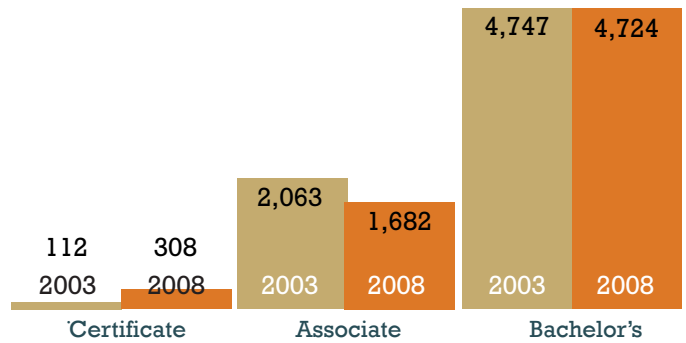
! Now we must have more success from all students.

For states to compete, their students must earn more degrees and certificates.

Overall Credentials Awarded



Science, Technology, Engineering, Math (STEM) Credentials Awarded



Data: 2007-08

! And all credentials should provide clear pathways to success.

# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	15.2%	17.1%	10.5%	3.0%	22.4%	9.7%	11.4%	13.6%	15.6%
	Within 1 1/2 years	19.7%	22.0%	21.1%	3.0%	25.2%	12.5%	18.2%	18.1%	21.4%
	Within 2 years	21.5%	23.8%	26.3%	3.0%	27.2%	12.5%	20.5%	19.8%	22.6%
2005 Part-Time	Within 1 year	4.2%	4.9%	4.5%	1.2%	4.8%	5.5%	1.3%	4.2%	3.1%
	Within 1 1/2 years	9.0%	10.2%	9.1%	3.7%	11.3%	9.8%	2.5%	10.2%	9.2%
	Within 2 years	11.8%	13.0%	9.1%	8.5%	14.8%	11.0%	5.0%	14.7%	13.1%

21.5%

11.8%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	5.4%	5.9%	2.3%	2.7%	6.3%	3.0%	5.8%	3.4%	2.3%
	Within 3 years	13.8%	15.1%	12.4%	5.7%	14.8%	8.8%	14.8%	9.2%	9.2%
	Within 4 years	19.3%	21.2%	14.7%	7.8%	19.1%	13.2%	21.2%	14.0%	14.0%
2004 Part-Time	Within 2 years	0.5%	0.6%	80.0%	0.1%	2.7%	0.7%	0.1%	0.4%	0.1%
	Within 3 years	2.8%	3.1%	2.4%	1.1%	8.0%	2.7%	1.9%	2.3%	1.7%
	Within 4 years	6.1%	6.6%	4.6%	3.1%	11.3%	5.5%	5.1%	5.7%	4.7%

21.2%

14.7%

7.8%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	26.2%	27.3%	16.9%	9.3%	6.9%	7.5%	27.1%	14.6%	6.9%
	Within 6 years	56.0%	57.6%	46.5%	35.2%	19.4%	19.9%	52.7%	41.2%	27.3%
	Within 8 years	60.6%	62.0%	52.4%	42.0%	24.8%	26.1%	62.3%	46.7%	32.8%
2002 Part-Time	Within 4 years	1.7%	1.1%	1.4%	0.6%	1.0%	0.8%	2.6%	0.2%	0.3%
	Within 6 years	9.3%	8.9%	4.2%	3.7%	6.7%	4.9%	13.2%	5.9%	5.3%
	Within 8 years	15.1%	14.5%	14.1%	9.9%	11.2%	11.2%	19.4%	12.8%	10.8%

19.4%

52.7%

6.7%

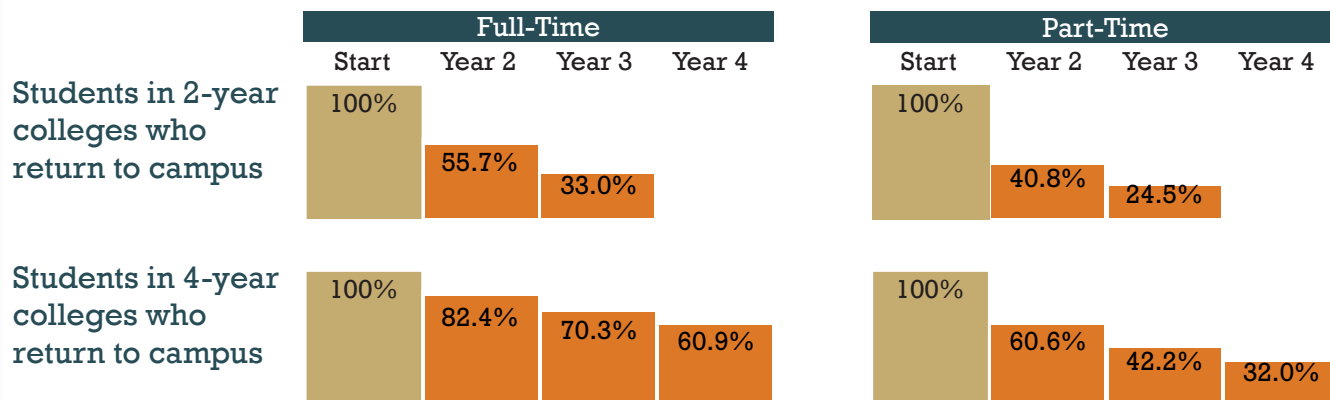
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

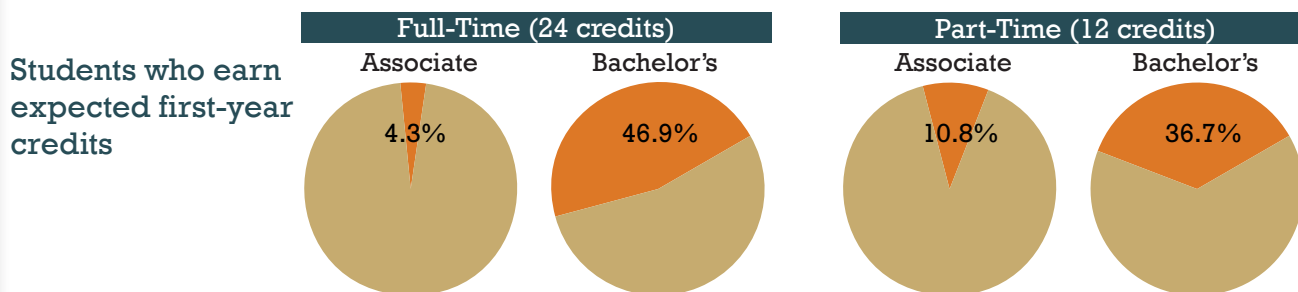
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

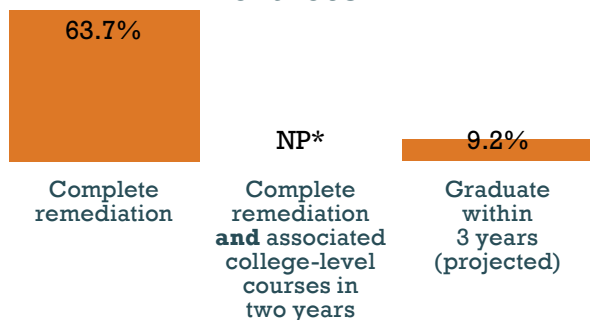
! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

### 2-Year Colleges

**46.4%**

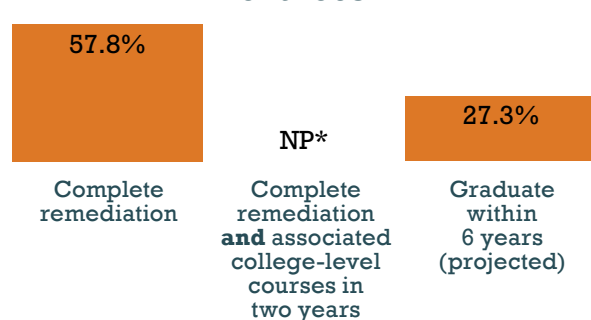
of freshmen require remediation of those ...



### 4-Year Colleges

**12.4%**

of freshmen require remediation of those ...



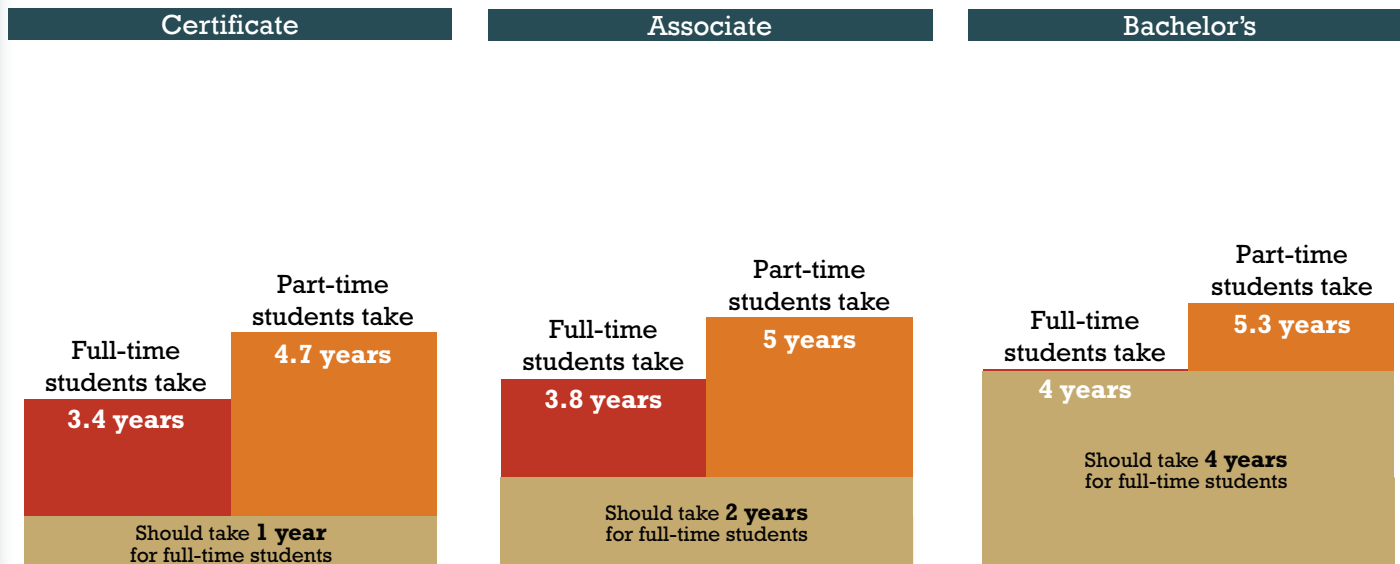
Data: Fall 2008

! Current approaches almost always guarantee failure.

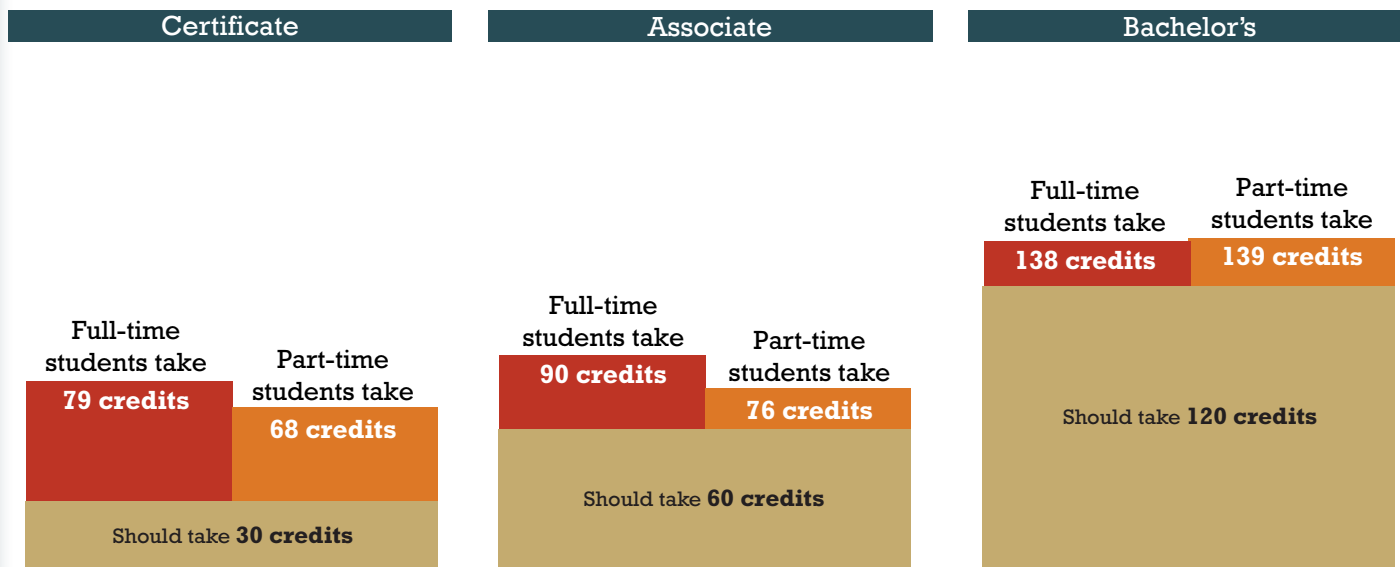


# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.

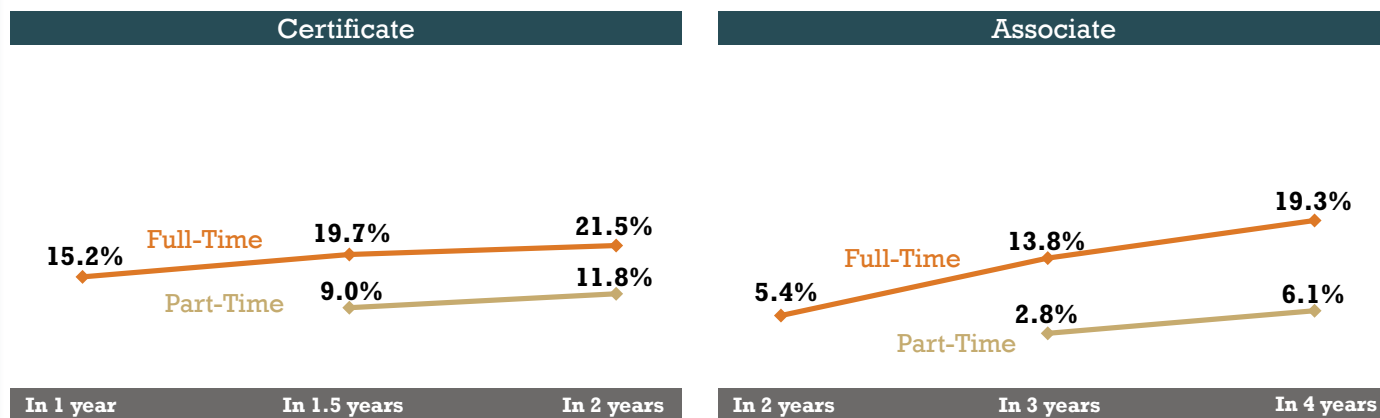


Data: 2007-08

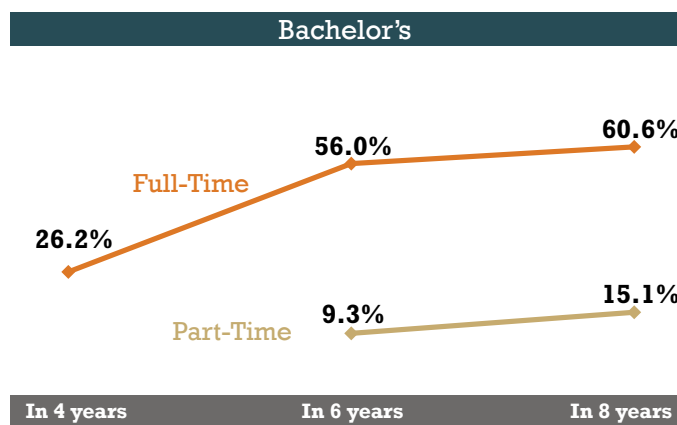
**!** More students must graduate on time.

## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

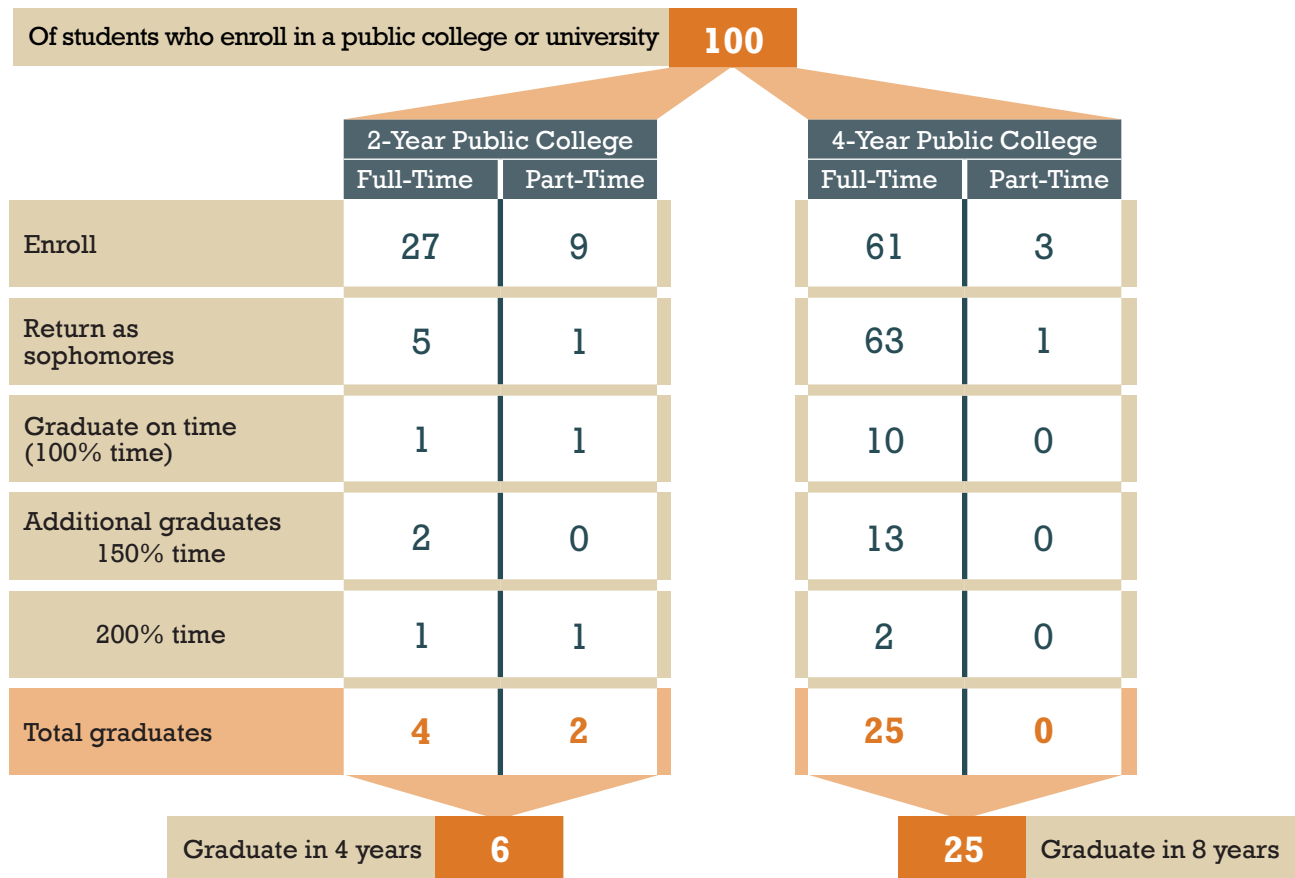
**Even modest progress provides little comfort when overall graduation rates are so low.**

## For a strong economy, the skills gap must be closed.

- 57%** By 2020, jobs requiring a career certificate or college degree
- 32%** Kentucky adults who currently have an associate degree or higher
- 25%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

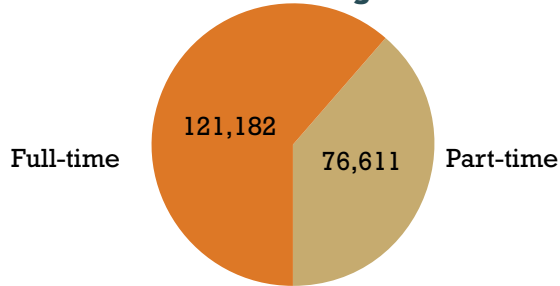
Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

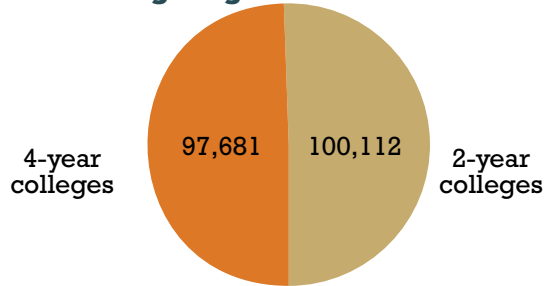
We're making great progress in providing access to more students.

Total public college enrollment: 197,793

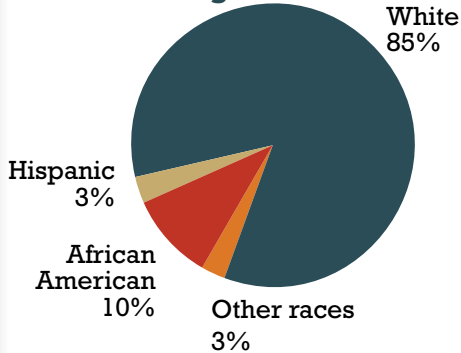
Attending



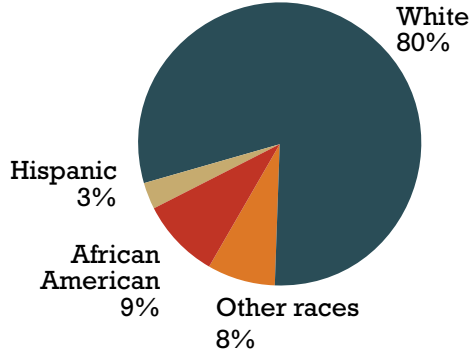
Pursuing Degrees & Certificates



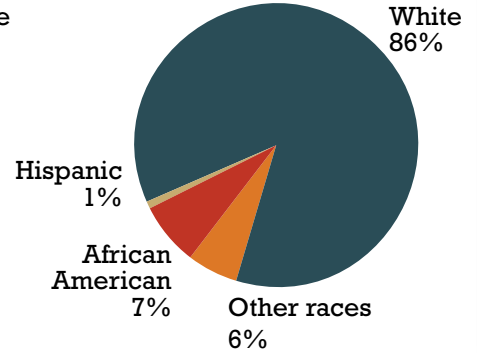
Total State Population, Age 18-24



College Enrollment



College Graduation

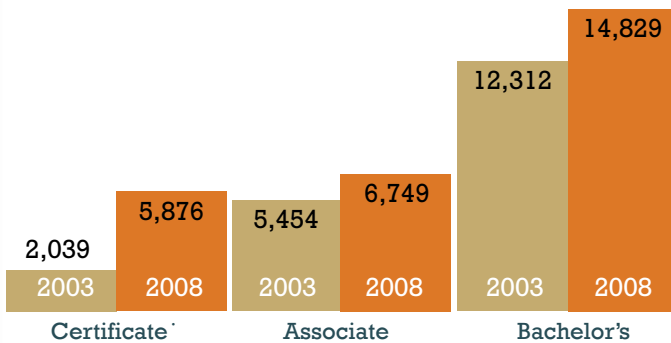


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

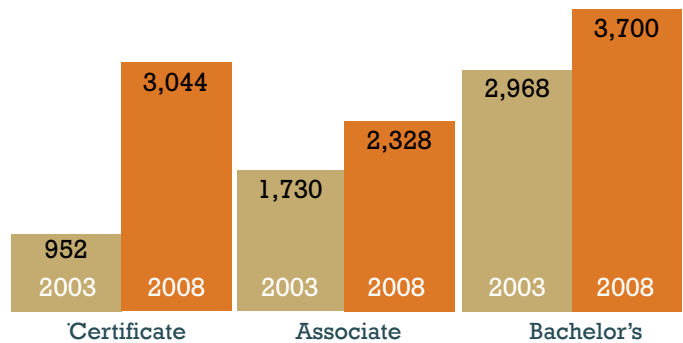
! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.

Overall Credentials Awarded



Science, Technology, Engineering, Math (STEM) Credentials Awarded



Data: 2007-08

! And all credentials should provide clear pathways to success.

# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	38.0%	41.5%	DS*	0.0%	47.1%	46.2%	30.2%	28.6%	29.8%
	Within 1½ years	42.0%	45.1%	DS*	25.0%	55.9%	46.2%	32.1%	33.9%	33.3%
	Within 2 years	42.0%	45.1%	DS*	25.0%	55.9%	46.2%	32.1%	33.9%	33.3%
2005 Part-Time	Within 1 year	49.6%	51.8%	33.3%	44.7%	54.6%	38.2%	39.7%	43.1%	43.8%
	Within 1½ years	51.5%	53.6%	33.3%	46.8%	55.8%	41.8%	42.9%	44.8%	46.3%
	Within 2 years	52.0%	54.3%	33.3%	46.8%	56.2%	41.8%	44.4%	44.8%	48.8%

42.0%

52.0%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	1.8%	2.2%	2.7%	0.0%	2.8%	1.1%	1.8%	1.9%	0.6%
	Within 3 years	8.5%	9.8%	8.1%	0.5%	11.7%	5.3%	8.3%	9.1%	5.5%
	Within 4 years	13.5%	15.4%	12.2%	2.3%	17.8%	9.4%	13.3%	14.7%	10.0%
2004 Part-Time	Within 2 years	0.5%	0.6%	DS*	0.4%	0.6%	0.2%	0.5%	0.4%	0.1%
	Within 3 years	2.2%	2.6%	1.8%	2.0%	2.6%	2.1%	2.0%	2.3%	2.3%
	Within 4 years	5.5%	6.5%	5.4%	4.0%	7.3%	4.4%	4.3%	5.4%	5.8%

15.4%

12.2%

2.3%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	20.0%	21.0%	15.1%	12.8%	25.4%	7.1%	20.4%	21.2%	7.7%
	Within 6 years	48.3%	50.1%	37.8%	33.7%	52.0%	20.1%	49.4%	50.7%	32.1%
	Within 8 years	52.9%	54.6%	42.0%	38.3%	54.4%	24.0%	54.0%	55.3%	37.3%
2002 Part-Time	Within 4 years	7.7%	7.4%	DS*	11.9%	3.9%	2.3%	10.4%	4.3%	2.5%
	Within 6 years	21.7%	21.4%	12.5%	21.4%	8.6%	8.5%	29.6%	17.3%	13.9%
	Within 8 years	25.6%	25.4%	25.0%	23.8%	11.7%	12.4%	33.9%	21.4%	18.7%

52.0%

49.4%

8.6%

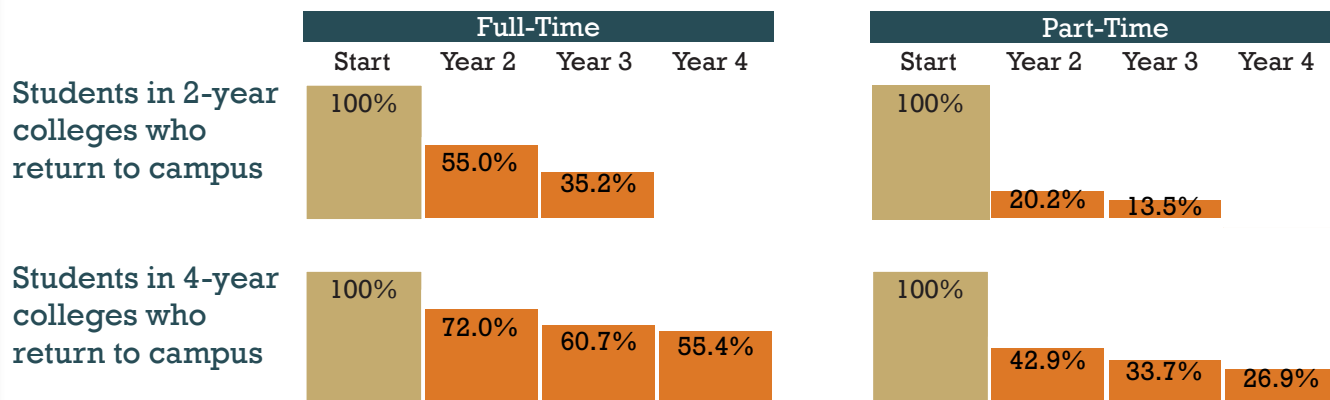
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

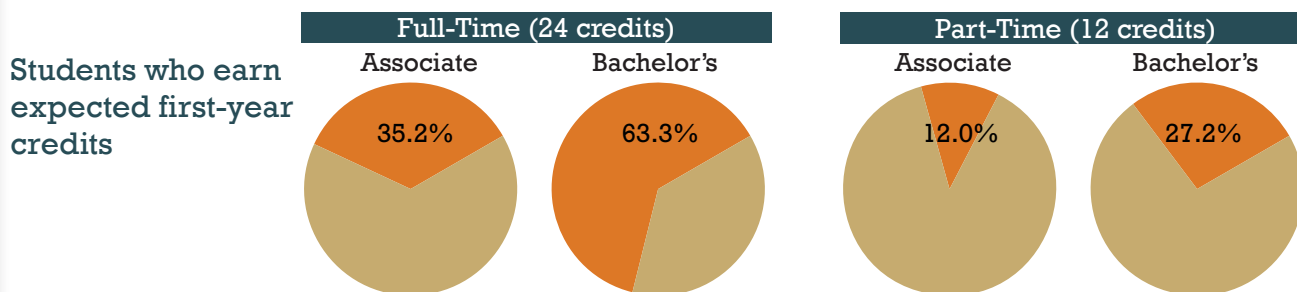
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



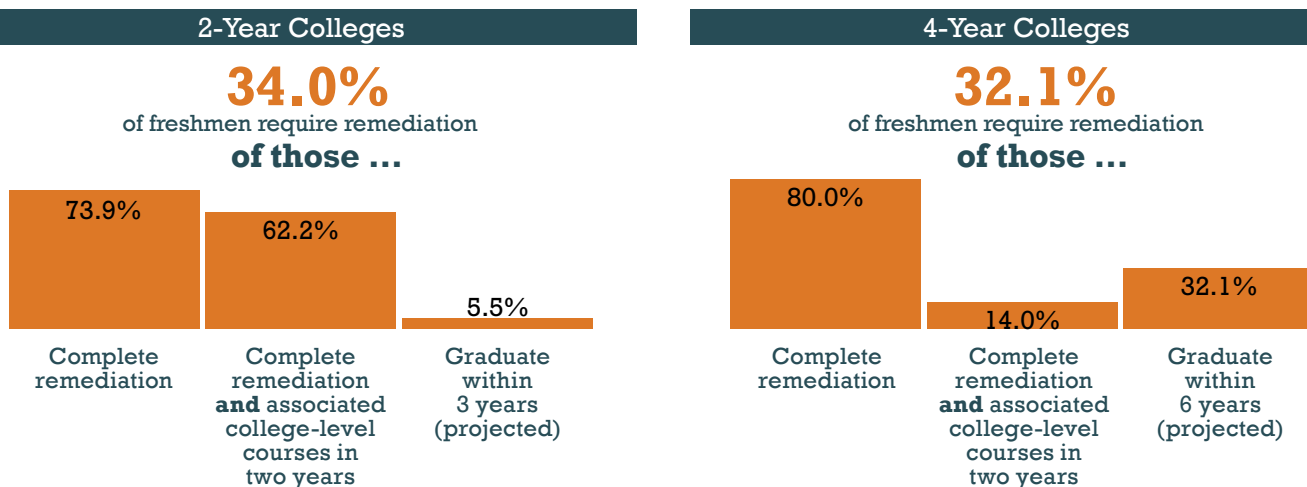
### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

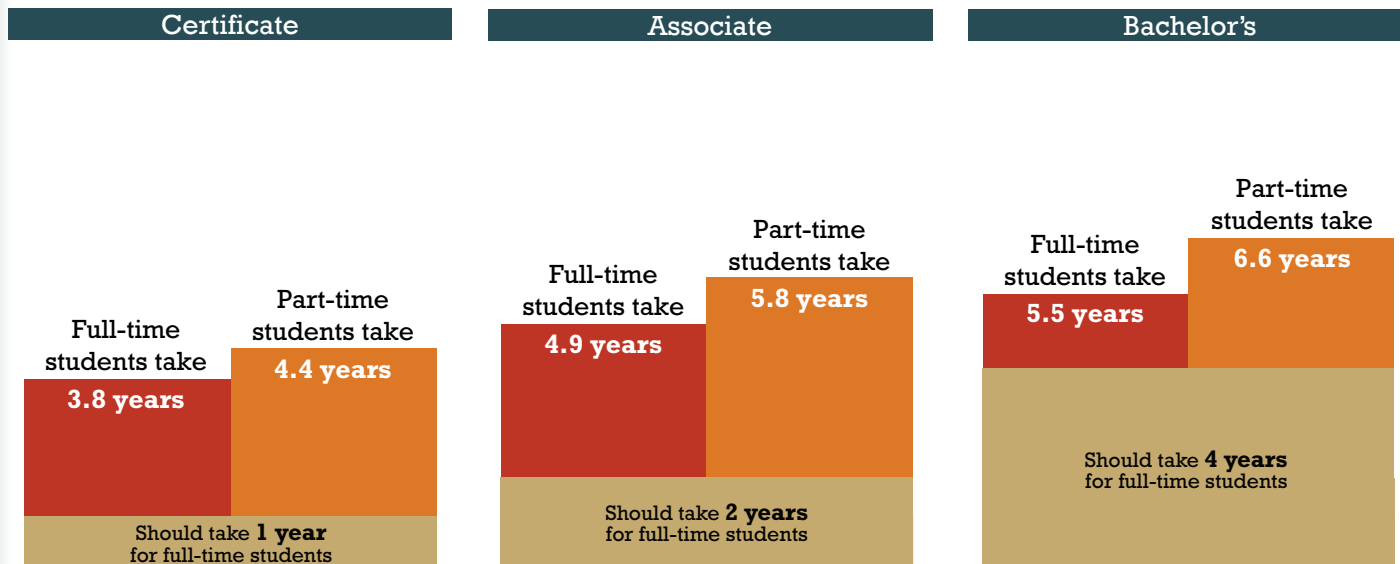


Data: Fall 2006

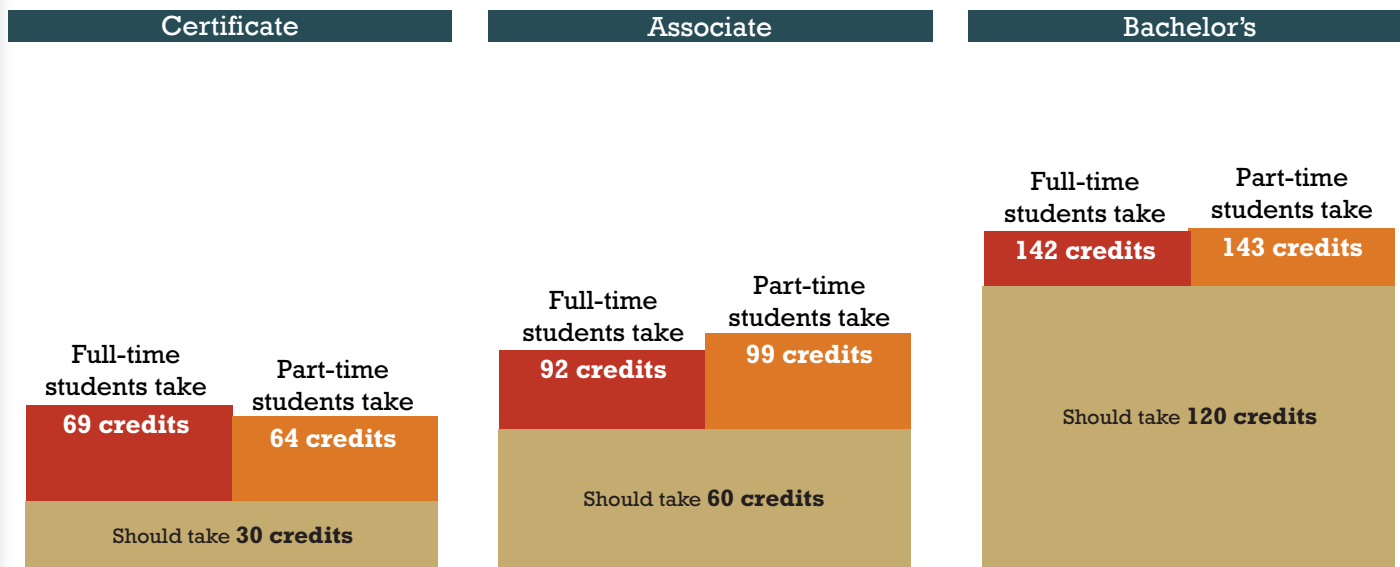
! Current approaches almost always guarantee failure.

# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.

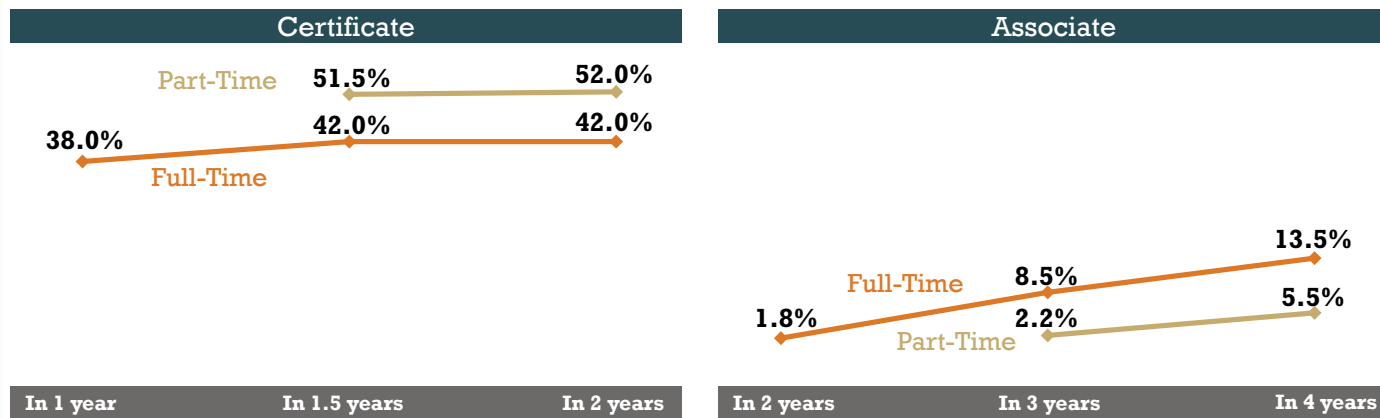


Data: 2007-08

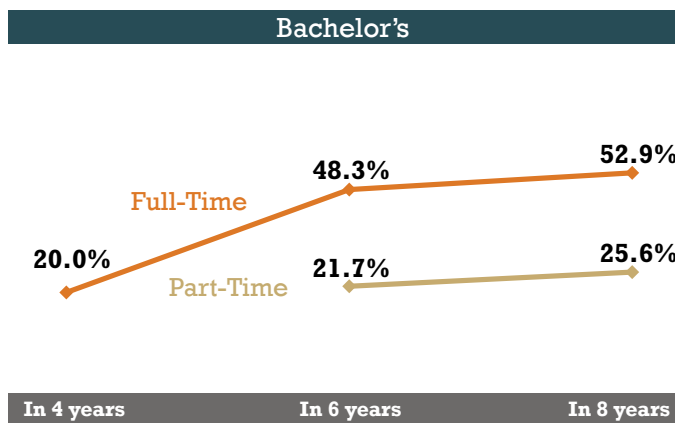
**!** More students must graduate on time.

## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

Even modest progress provides little comfort when overall graduation rates are so low.

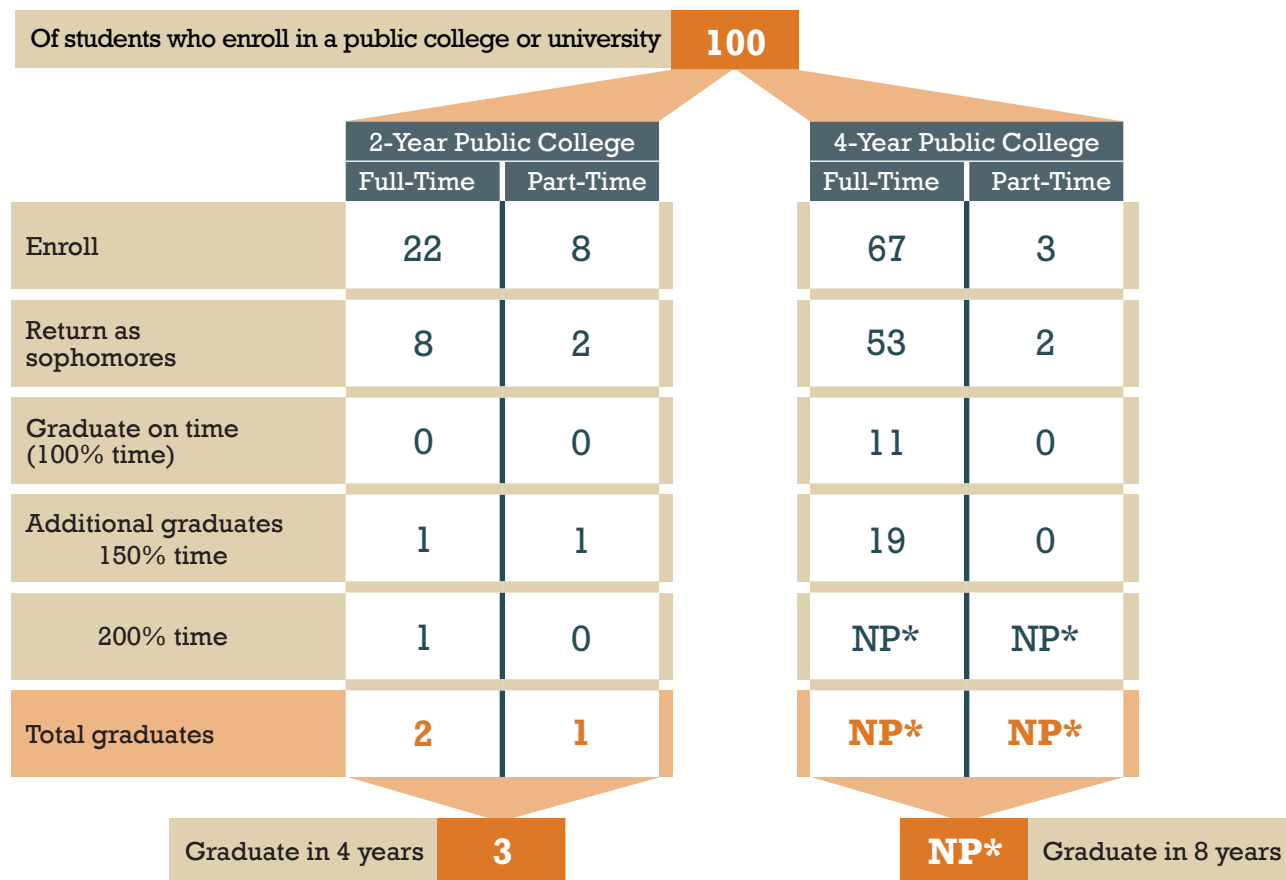


For a strong economy, the skills gap must be closed.

- 53%** By 2020, jobs requiring a career certificate or college degree
- 28%** Louisiana adults who currently have an associate degree or higher
- 25%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

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

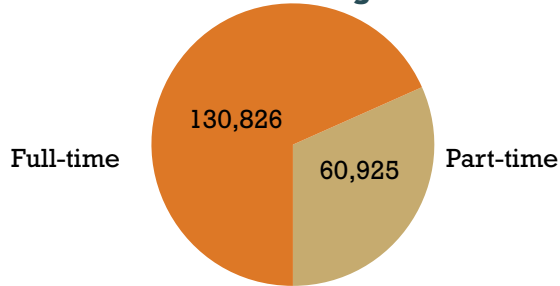
Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

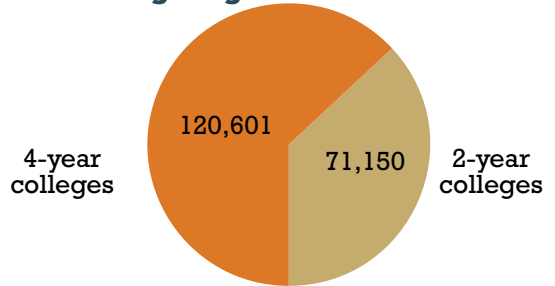
We're making great progress in providing access to more students.

**Total public college enrollment: 191,751**

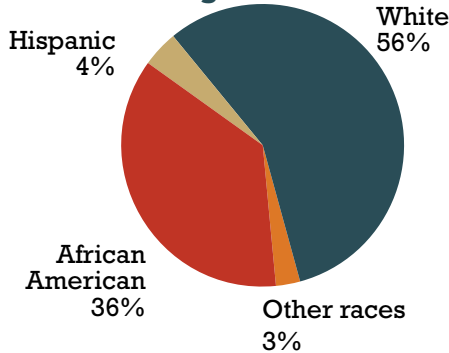
**Attending**



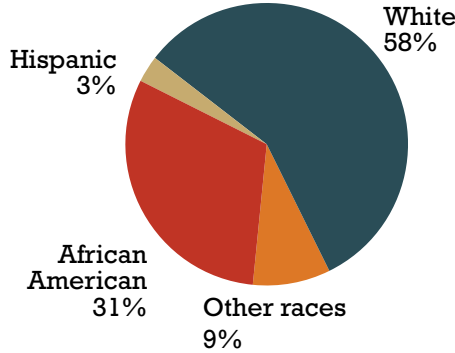
**Pursuing Degrees & Certificates**



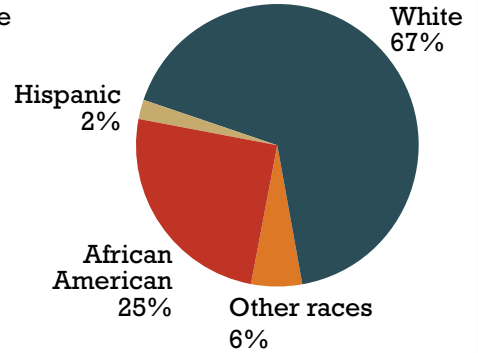
**Total State Population, Age 18-24**



**College Enrollment**



**College Graduation**

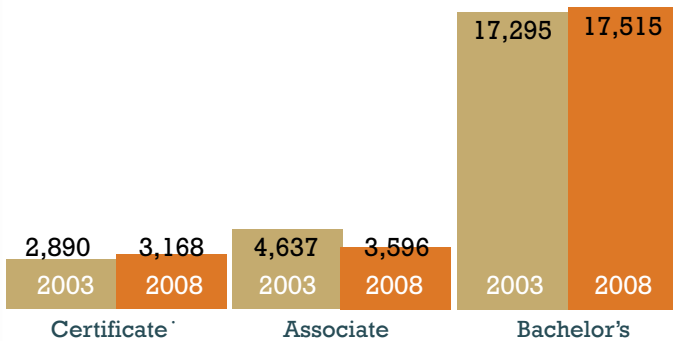


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

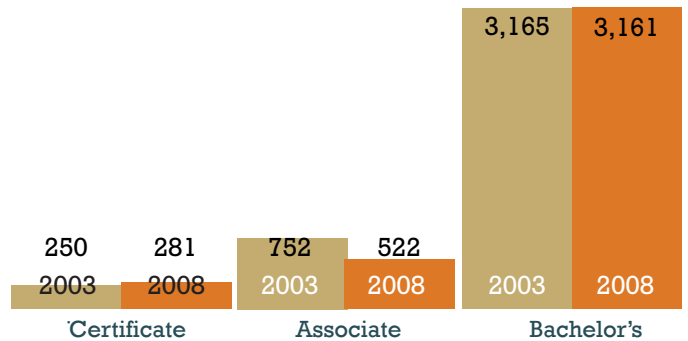
! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.

**Overall Credentials Awarded**



**Science, Technology, Engineering, Math (STEM) Credentials Awarded**



Data: 2007-08

! And all credentials should provide clear pathways to success.

# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	3.1%	3.9%	DS*	2.2%	4.3%	3.2%	1.6%	NP*	1.5%
	Within 1½ years	21.0%	24.9%	29.4%	15.9%	28.3%	17.9%	16.1%	NP*	11.8%
	Within 2 years	29.0%	32.6%	41.2%	24.3%	35.1%	25.6%	25.8%	NP*	17.8%
2005 Part-Time	Within 1 year	DS*	1.9%	DS*	1.0%	2.2%	1.3%	0.0%	NP*	DS*
	Within 1½ years	12.4%	12.3%	DS*	11.9%	17.5%	10.7%	4.9%	NP*	1.9%
	Within 2 years	19.6%	19.4%	20.0%	20.2%	25.3%	16.1%	13.1%	NP*	8.3%

29.0%

19.6%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	1.0%	1.5%	1.5%	0.4%	2.2%	1.1%	0.6%	NP*	0.4%
	Within 3 years	4.2%	5.9%	3.8%	2.4%	5.9%	4.0%	3.8%	NP*	2.7%
	Within 4 years	6.7%	9.4%	6.1%	4.0%	8.6%	5.9%	6.5%	NP*	4.8%
2004 Part-Time	Within 2 years	0.6%	0.9%	DS*	0.3%	1.2%	0.3%	0.1%	NP*	0.1%
	Within 3 years	1.8%	2.6%	0.0%	1.1%	2.6%	1.5%	1.3%	NP*	1.4%
	Within 4 years	3.7%	4.7%	0.0%	2.8%	4.3%	2.9%	3.7%	NP*	3.7%

9.4%

6.1%

4.0%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	15.8%	19.0%	14.0%	8.6%	5.7%	3.5%	16.6%	NP*	3.9%
	Within 6 years	43.7%	50.5%	41.0%	28.8%	17.5%	14.4%	45.8%	NP*	22.3%
	Within 8 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
2002 Part-Time	Within 4 years	1.4%	1.4%	2.6%	1.2%	0.8%	1.0%	1.8%	NP*	0.4%
	Within 6 years	11.4%	14.1%	13.2%	7.5%	11.2%	5.2%	14.9%	NP*	7.0%
	Within 8 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*

17.5%

45.8%

11.2%

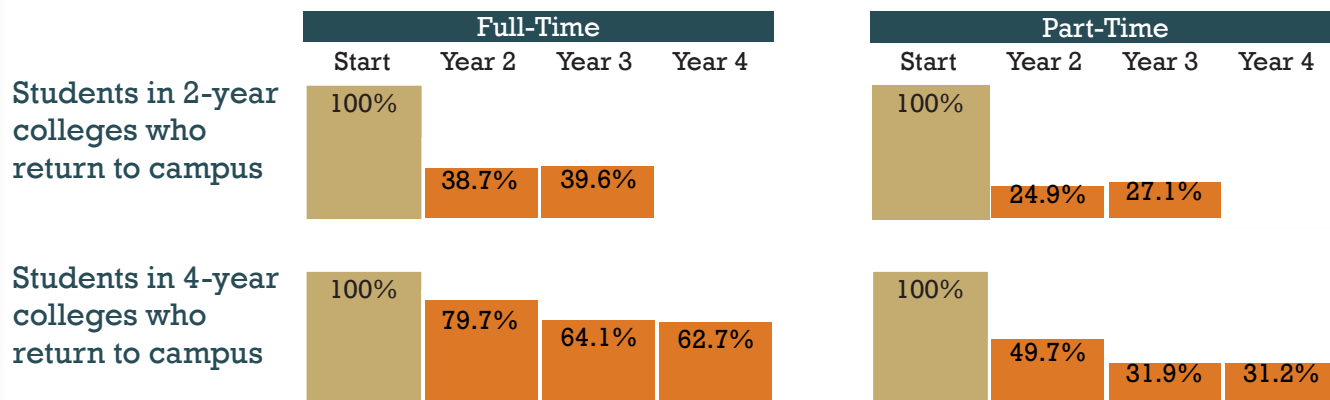
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

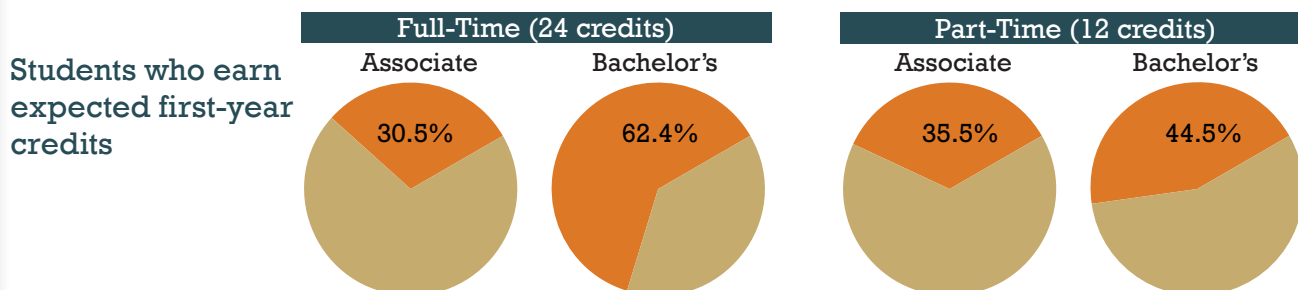
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



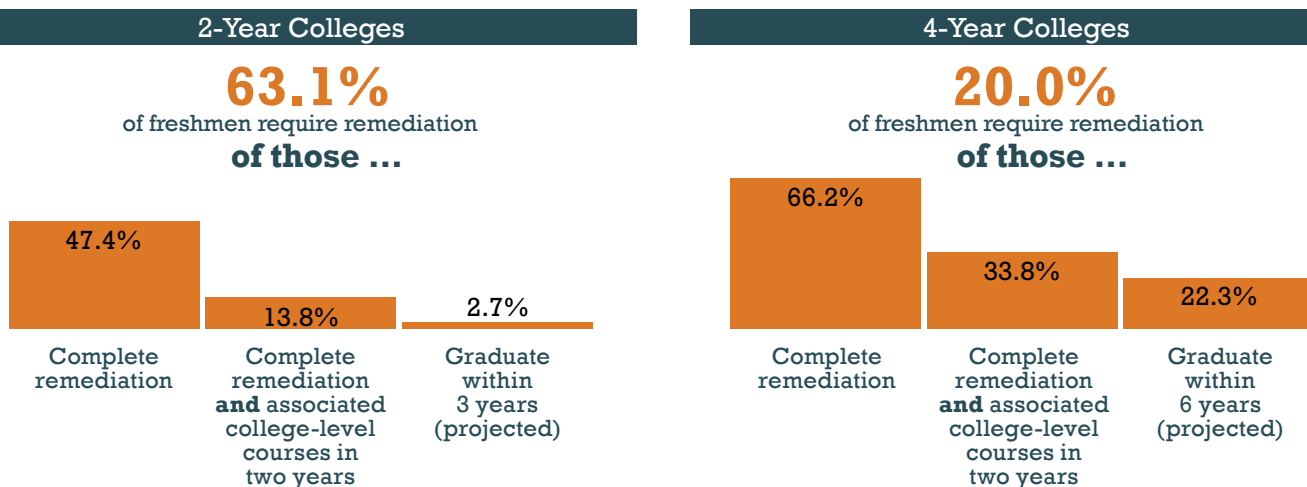
### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

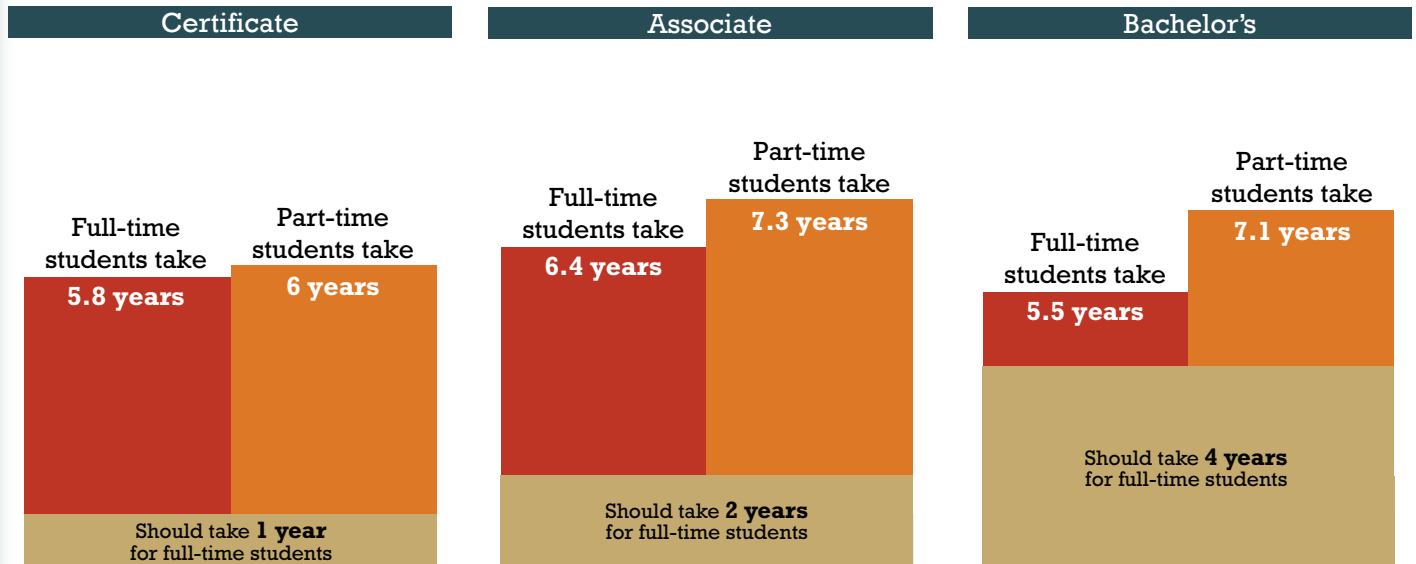


Data: Fall 2006

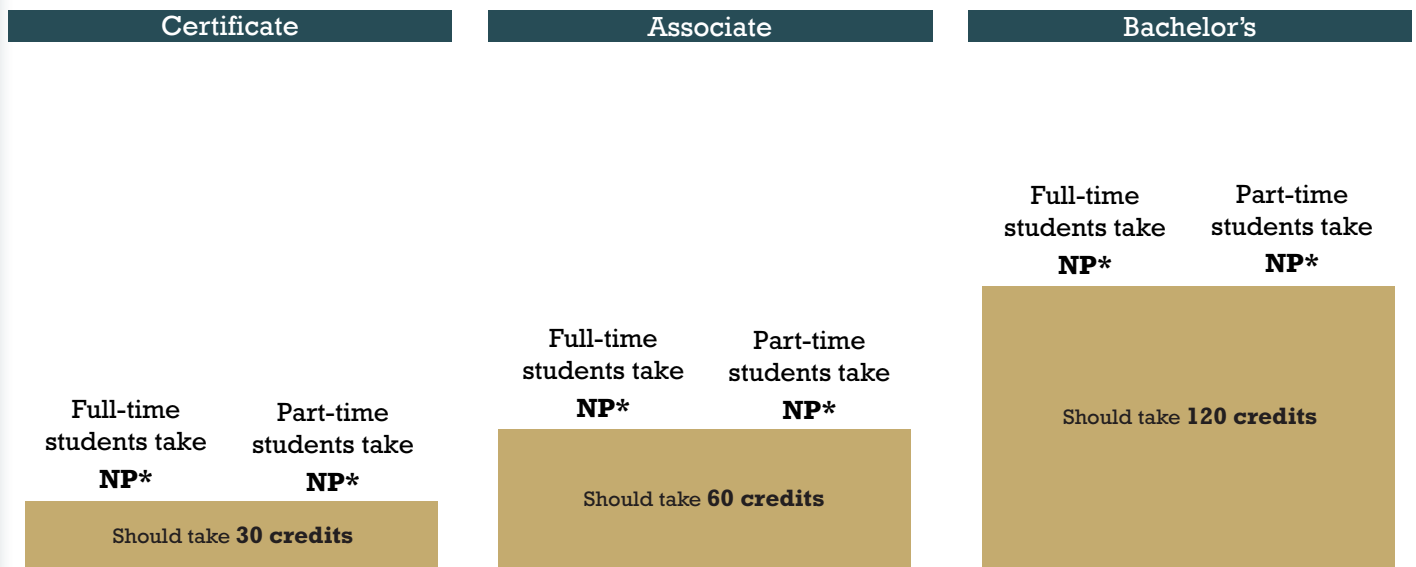
! Current approaches almost always guarantee failure.

Precious time and money are lost when students don't graduate on schedule.

Students are taking too much time ...



... and too many credits.

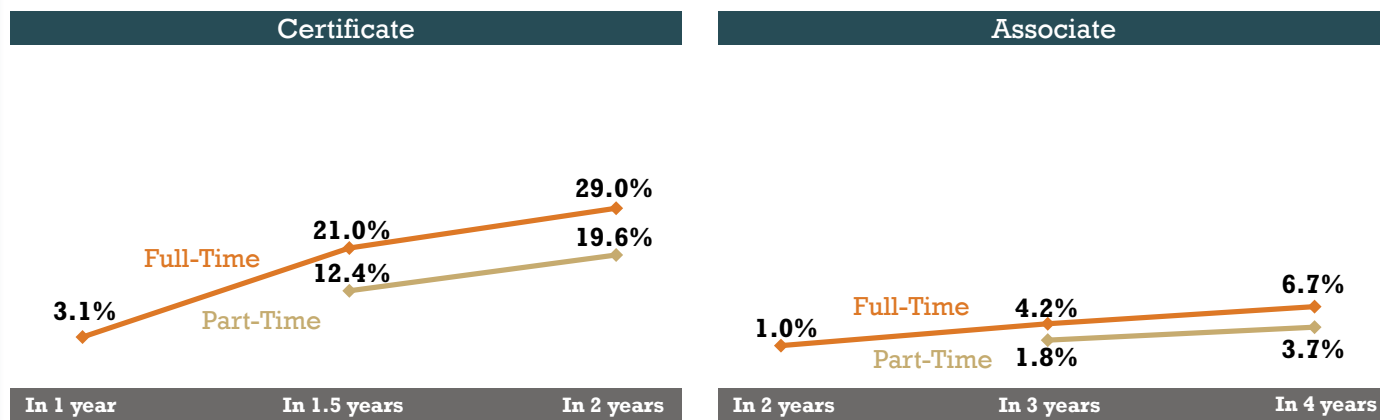


Data: 2007-08

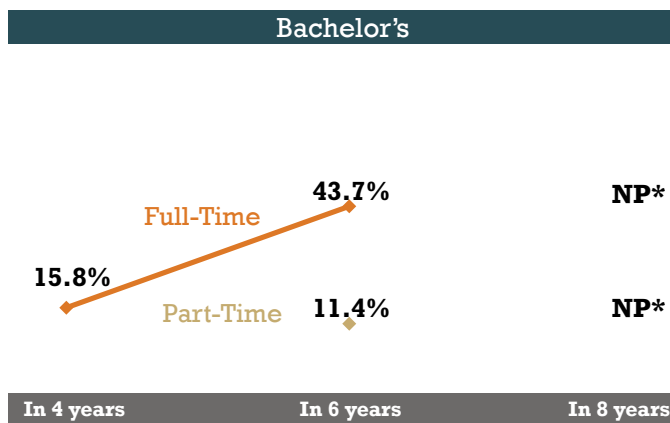
! More students must graduate on time.

## More time isn't giving us enough success.

For certificate and associate degree students, graduation rates are very low ... even when students take more time.



On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

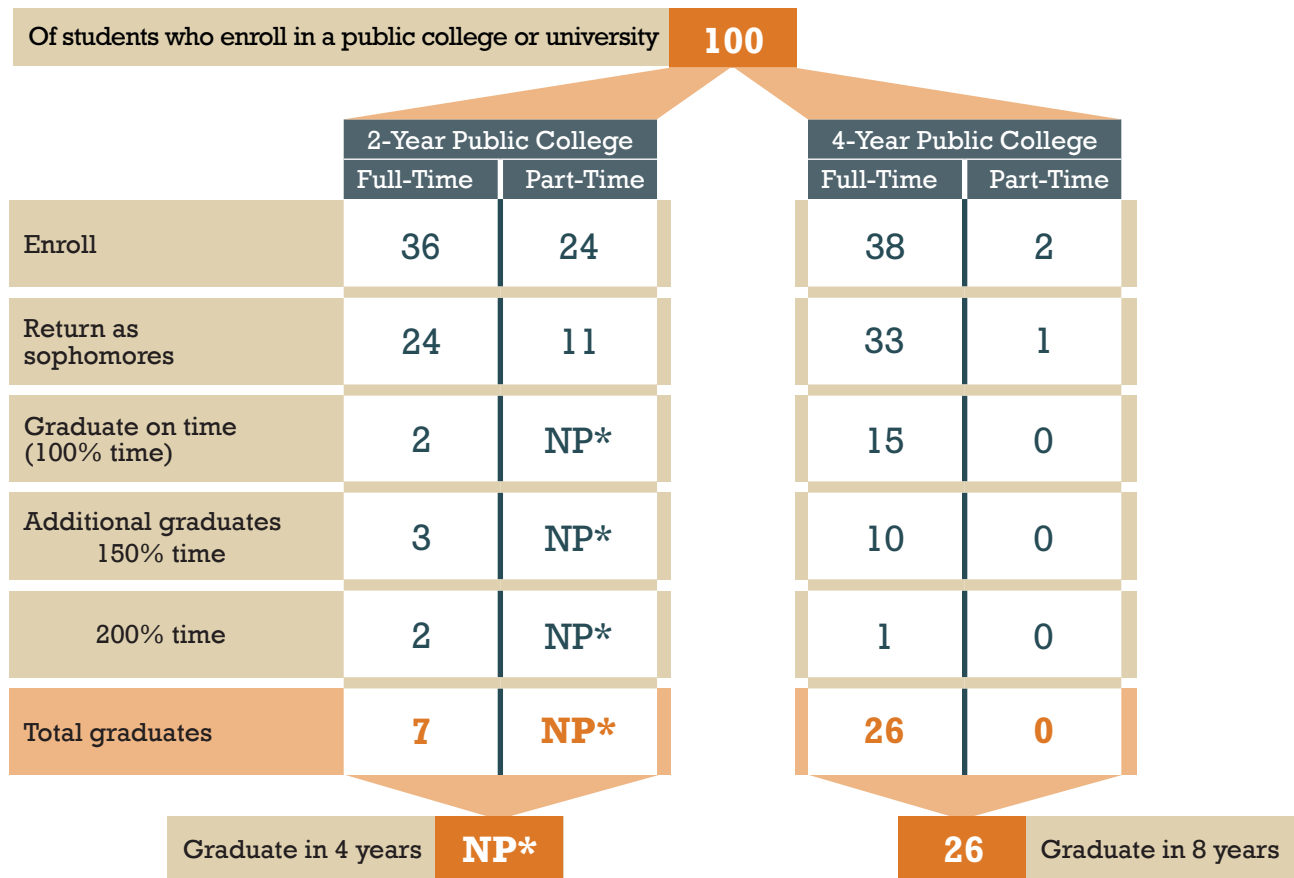
Even modest progress provides little comfort when overall graduation rates are so low.

## For a strong economy, the skills gap must be closed.

- 67%** By 2020, jobs requiring a career certificate or college degree
- 45%** Maryland adults who currently have an associate degree or higher
- 22%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

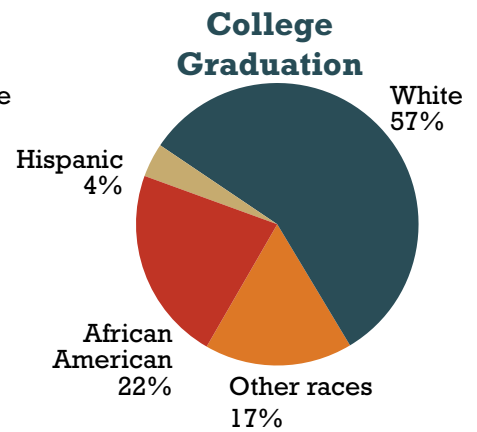
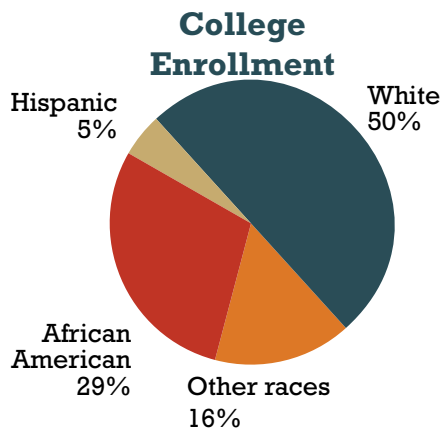
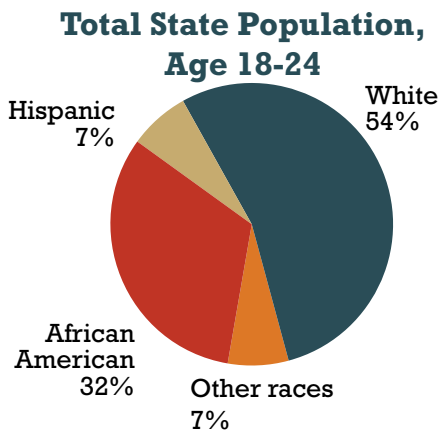
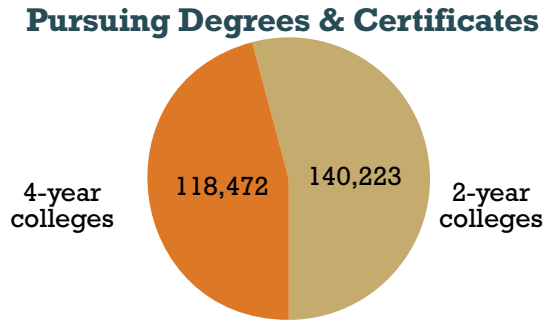
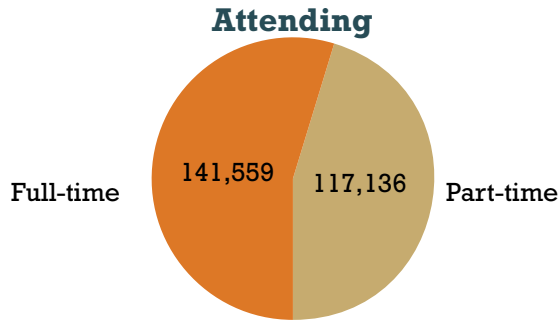
NP\* = The state did not provide data for this metric.

Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

We're making great progress in providing access to more students.

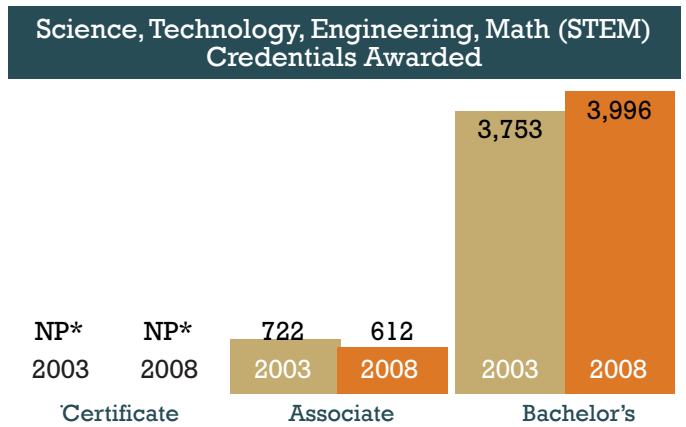
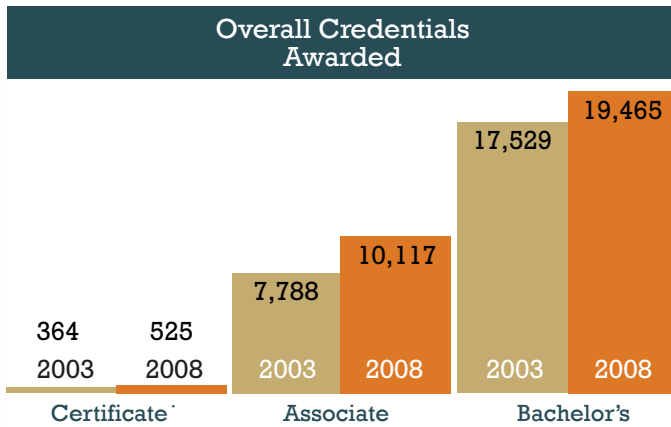
Total public college enrollment: 258,695



Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.



Data: 2007-08

! And all credentials should provide clear pathways to success.



# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	13.0%	24.4%	DS*	DS*	35.5%	DS*	DS*	NP*	NP*
	Within 1½ years	16.8%	29.1%	DS*	DS*	38.7%	DS*	10.1%	NP*	NP*
	Within 2 years	16.8%	29.1%	DS*	DS*	38.7%	DS*	10.1%	NP*	NP*
2005 Part-Time	Within 1 year	DS*	DS*	DS*	DS*	DS*	DS*	DS*	NP*	NP*
	Within 1½ years	DS*	DS*	DS*	DS*	DS*	DS*	DS*	NP*	NP*
	Within 2 years	DS*	DS*	DS*	DS*	DS*	DS*	DS*	NP*	NP*

16.8%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	4.5%	5.8%	2.2%	1.6%	5.0%	5.0%	4.4%	2.6%	2.2%
	Within 3 years	12.7%	16.1%	9.1%	5.0%	10.4%	9.7%	13.2%	8.5%	10.0%
	Within 4 years	18.3%	22.7%	14.7%	8.6%	15.1%	13.6%	19.1%	13.2%	15.9%
2004 Part-Time	Within 2 years	0.8%	1.0%	DS*	0.6%	0.9%	1.3%	0.4%	DS*	DS*
	Within 3 years	2.8%	4.1%	DS*	1.3%	2.7%	2.7%	2.9%	2.0%	1.7%
	Within 4 years	5.8%	7.6%	DS*	3.3%	5.4%	4.5%	6.5%	4.7%	5.1%

22.7%

14.7%

8.6%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	38.3%	48.8%	38.6%	18.6%	14.2%	20.4%	39.1%	NP*	19.5%
	Within 6 years	63.7%	74.5%	68.5%	42.7%	22.5%	31.3%	65.1%	NP*	48.8%
	Within 8 years	67.0%	76.7%	71.5%	47.8%	25.0%	35.2%	68.4%	NP*	53.6%
2002 Part-Time	Within 4 years	8.3%	11.3%	DS*	6.2%	6.3%	10.7%	11.1%	NP*	DS*
	Within 6 years	15.1%	16.3%	DS*	13.4%	9.9%	16.6%	29.6%	NP*	DS*
	Within 8 years	18.2%	18.6%	DS*	17.9%	11.6%	20.7%	35.2%	NP*	45.2%

22.5%

65.1%

9.9%

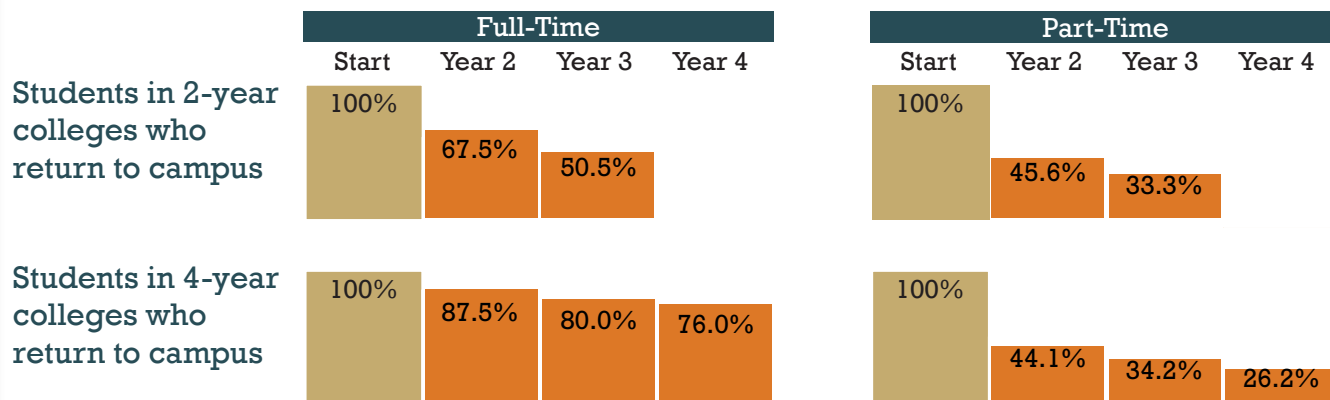
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005–06, associate cohort started in 2004–05, bachelor's cohort started in 2002–03

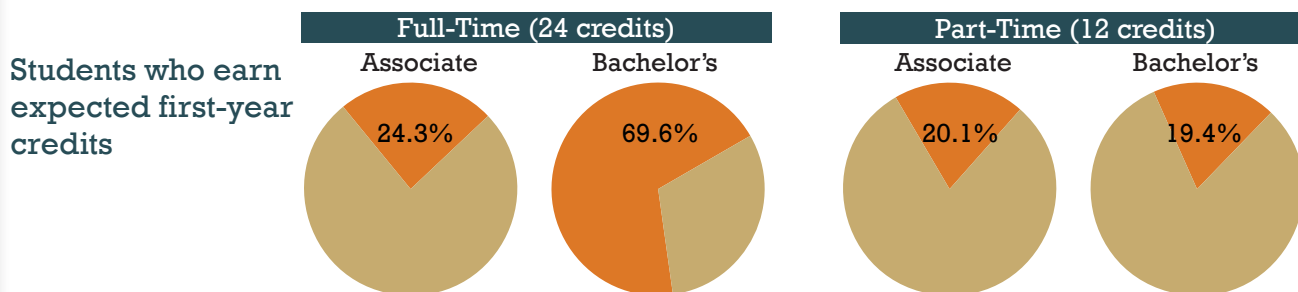
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



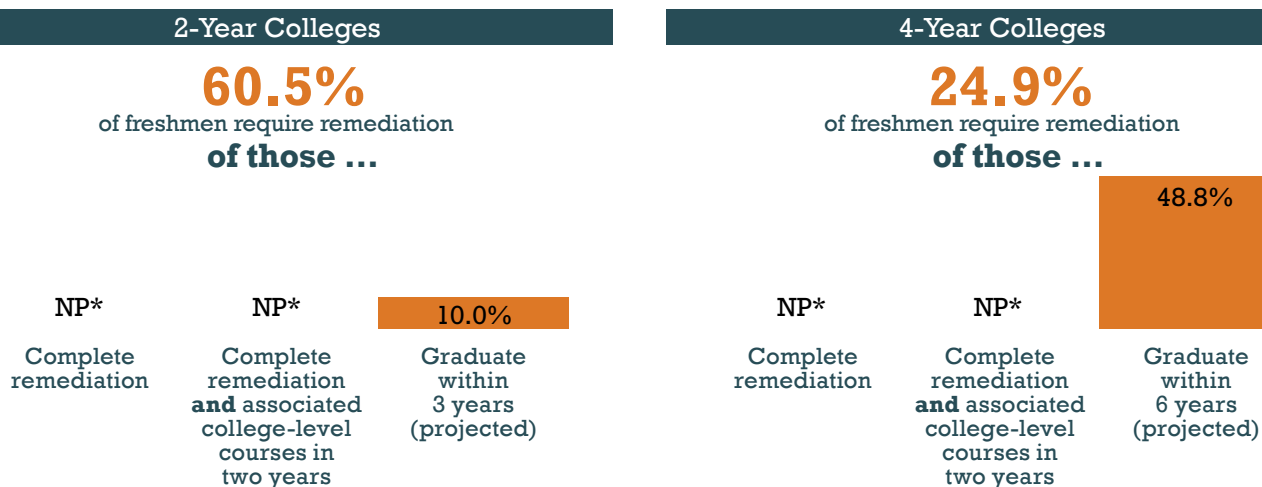
### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

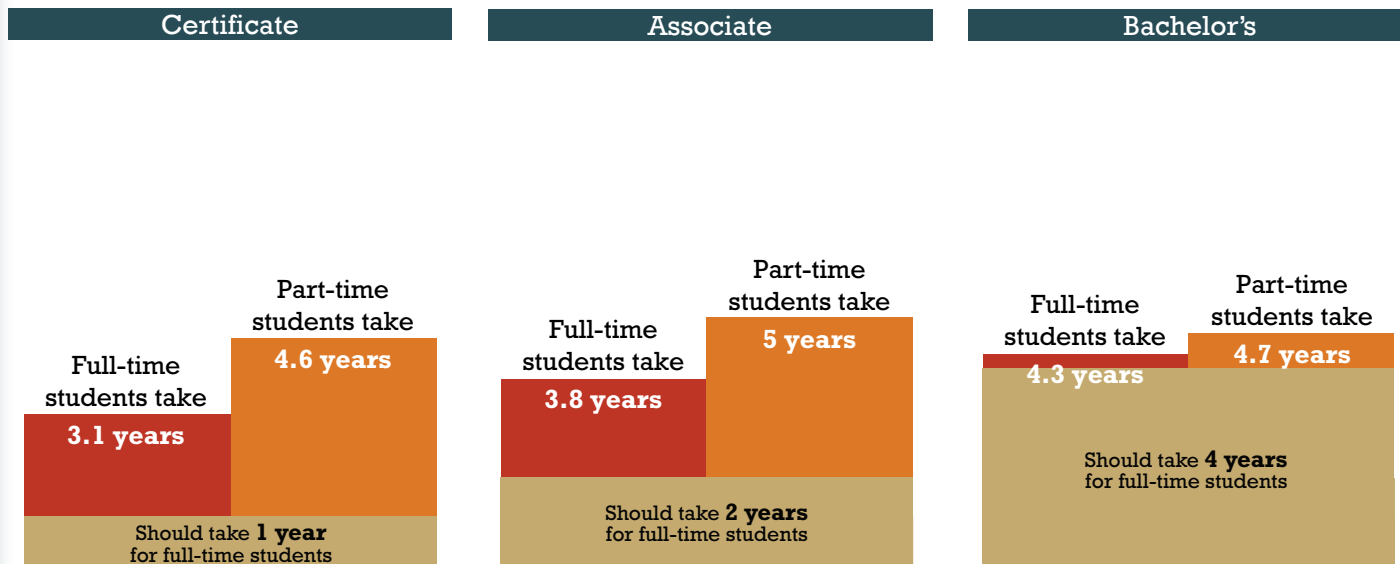


Data: Fall 2006

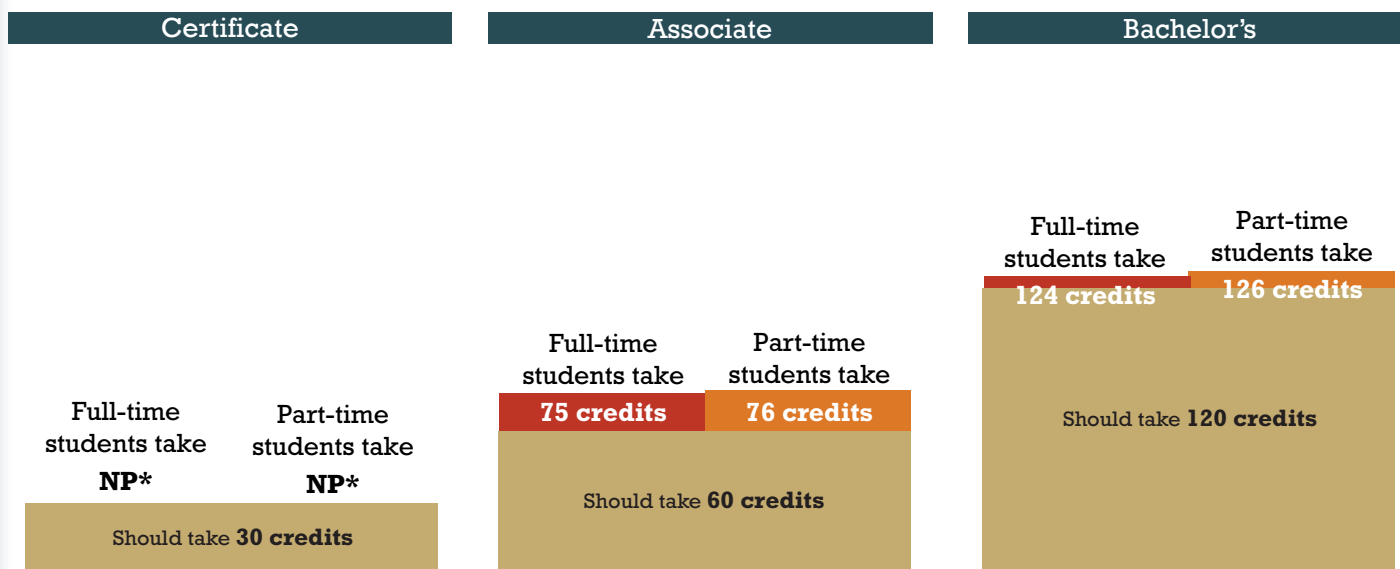
! Current approaches almost always guarantee failure.

# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.

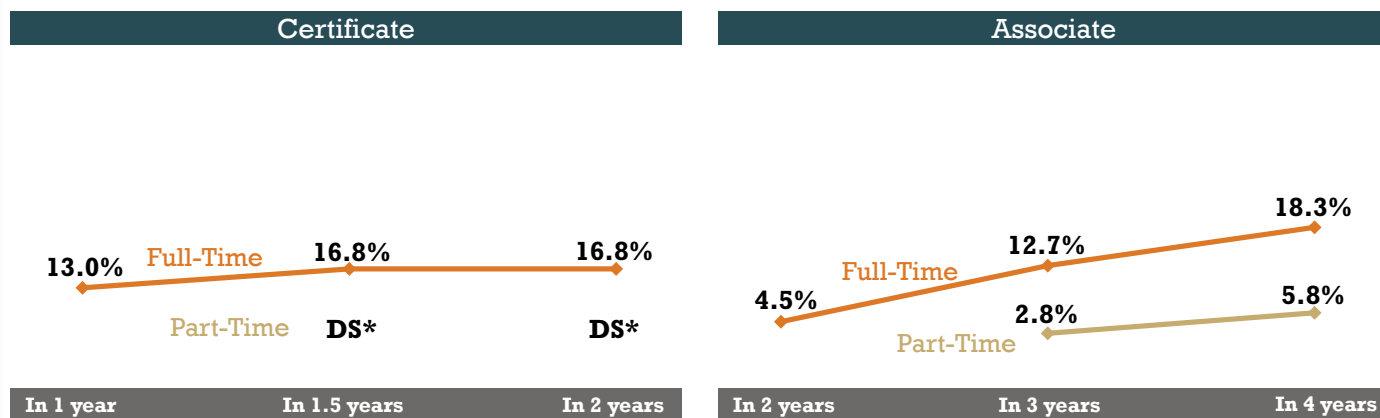


Data: 2007-08

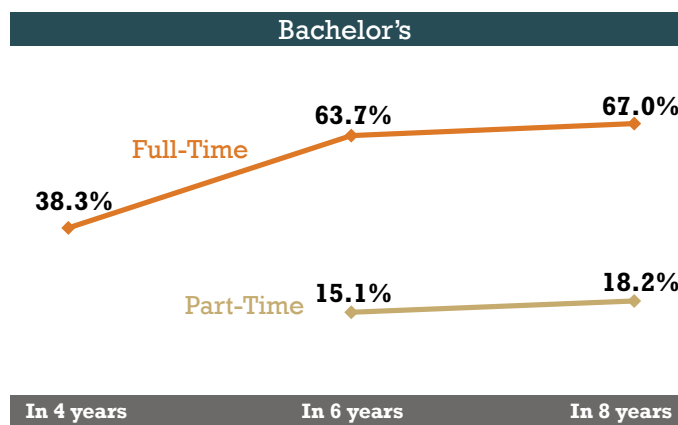
**!** More students must graduate on time.

## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

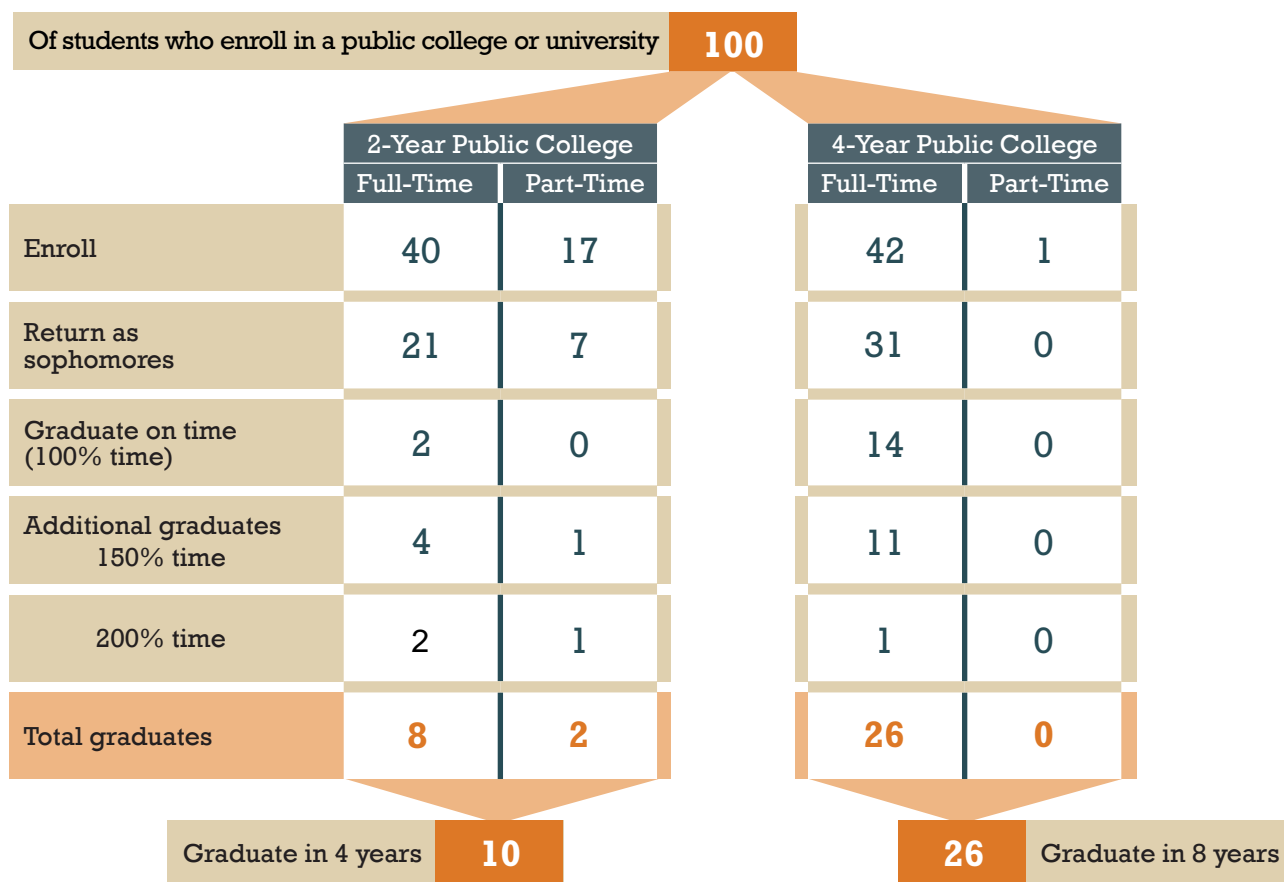
Even modest progress provides little comfort when overall graduation rates are so low.

## For a strong economy, the skills gap must be closed.

- 70%** By 2020, jobs requiring a career certificate or college degree
- 53%** Massachusetts adults who currently have an associate degree or higher
- 17%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

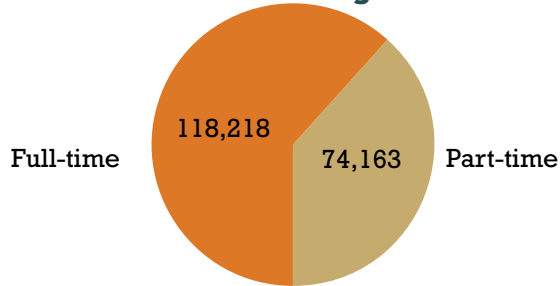
Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

**!** For too many students, the path through college ends with no degree — and often lots of debt.

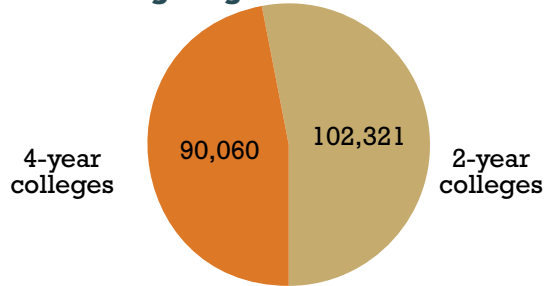
We're making great progress in providing access to more students.

**Total public college enrollment: 192,381**

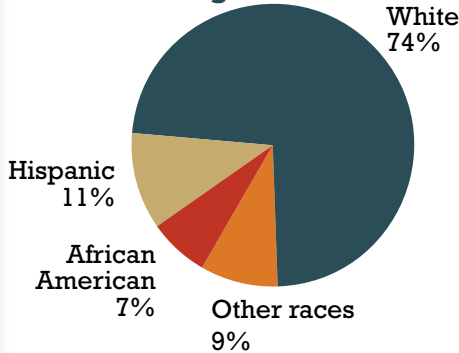
**Attending**



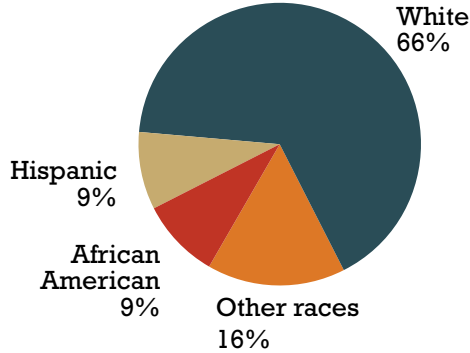
**Pursuing Degrees & Certificates**



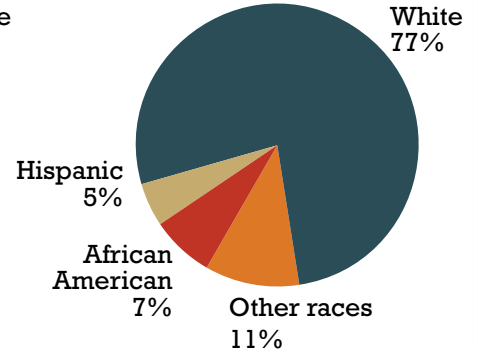
**Total State Population, Age 18-24**



**College Enrollment**



**College Graduation**

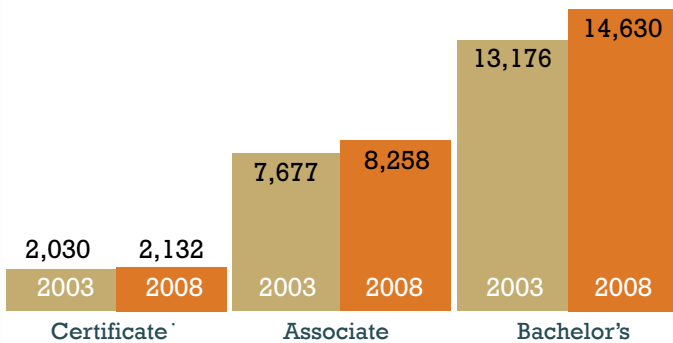


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

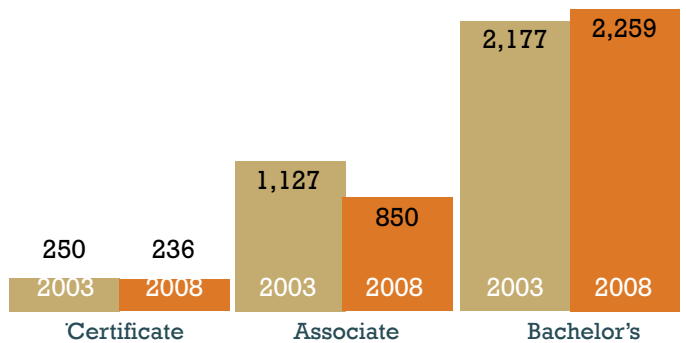
! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.

**Overall Credentials Awarded**



**Science, Technology, Engineering, Math (STEM) Credentials Awarded**



Data: 2007-08

! And all credentials should provide clear pathways to success.

# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	27.8%	34.4%	10.7%	25.9%	50.0%	39.3%	22.1%	25.0%	DS*
	Within 1½ years	28.2%	34.4%	10.7%	25.9%	53.1%	39.3%	22.1%	26.6%	1.1%
	Within 2 years	28.2%	34.4%	10.7%	25.9%	53.1%	39.3%	22.1%	26.6%	1.1%
2005 Part-Time	Within 1 year	DS*	15.6%	DS*	16.7%	20.0%	0.0%	6.3%	DS*	5.3%
	Within 1½ years	DS*	25.0%	DS*	16.7%	24.0%	15.4%	6.3%	6.7%	5.3%
	Within 2 years	18.2%	28.1%	DS*	16.7%	24.0%	23.1%	6.3%	6.7%	5.3%

28.2%

18.2%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	4.4%	5.1%	2.3%	1.9%	7.3%	4.9%	4.1%	3.1%	1.8%
	Within 3 years	14.3%	16.2%	7.2%	7.6%	14.9%	11.8%	14.7%	10.7%	10.3%
	Within 4 years	19.3%	21.5%	11.7%	10.1%	17.9%	15.7%	20.1%	15.3%	15.4%
2004 Part-Time	Within 2 years	1.0%	1.1%	0.3%	1.0%	1.7%	0.9%	0.2%	0.7%	0.2%
	Within 3 years	4.3%	4.8%	1.3%	4.1%	5.2%	4.3%	3.4%	4.4%	2.8%
	Within 4 years	8.9%	10.1%	3.8%	7.4%	11.3%	7.8%	7.3%	8.0%	6.1%

21.5%

11.7%

10.1%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	32.8%	34.7%	18.9%	18.5%	27.6%	16.2%	33.2%	NP*	22.3%
	Within 6 years	57.8%	59.9%	40.7%	43.4%	43.1%	37.8%	58.4%	NP*	51.2%
	Within 8 years	60.8%	62.7%	44.5%	47.2%	44.8%	41.6%	61.4%	NP*	53.8%
2002 Part-Time	Within 4 years	6.3%	6.0%	13.0%	11.1%	8.1%	6.7%	5.9%	NP*	5.7%
	Within 6 years	19.9%	18.6%	21.7%	25.9%	13.5%	13.3%	22.9%	NP*	24.5%
	Within 8 years	24.3%	24.0%	26.1%	29.6%	18.9%	20.0%	26.6%	NP*	26.4%

43.1%

58.4%

13.5%

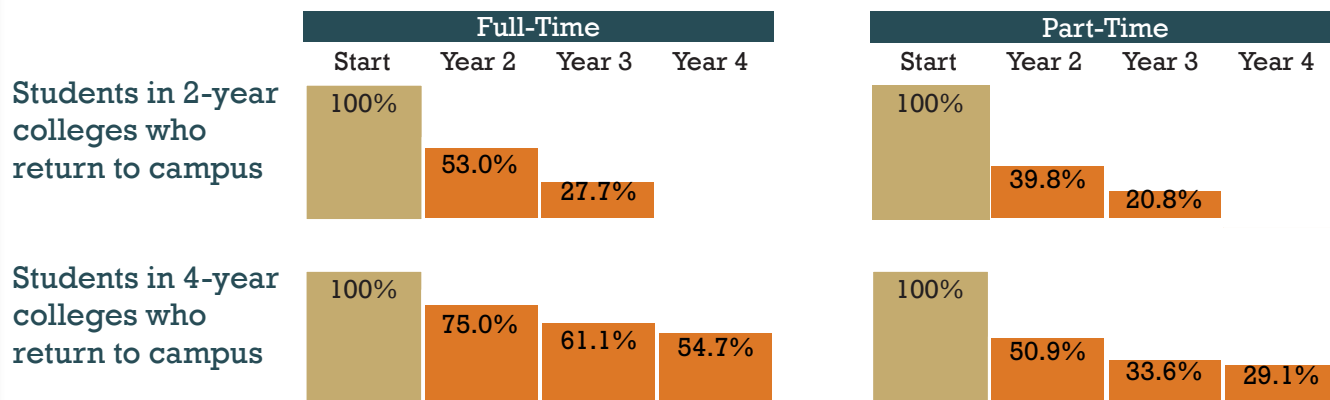
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

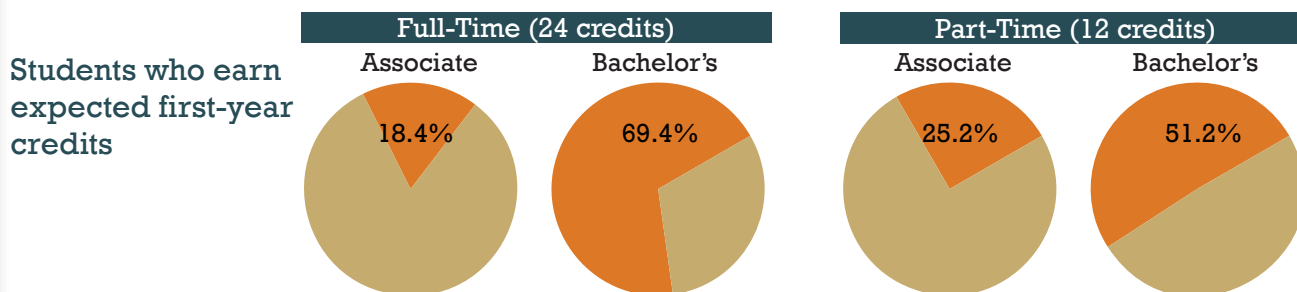
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



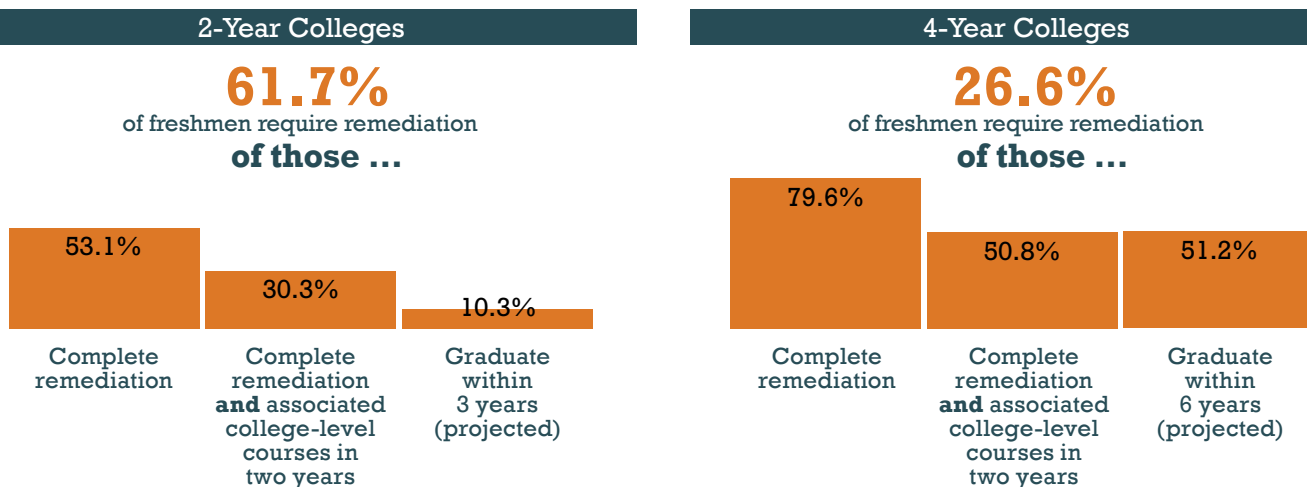
### ... after falling off track early.



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! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX



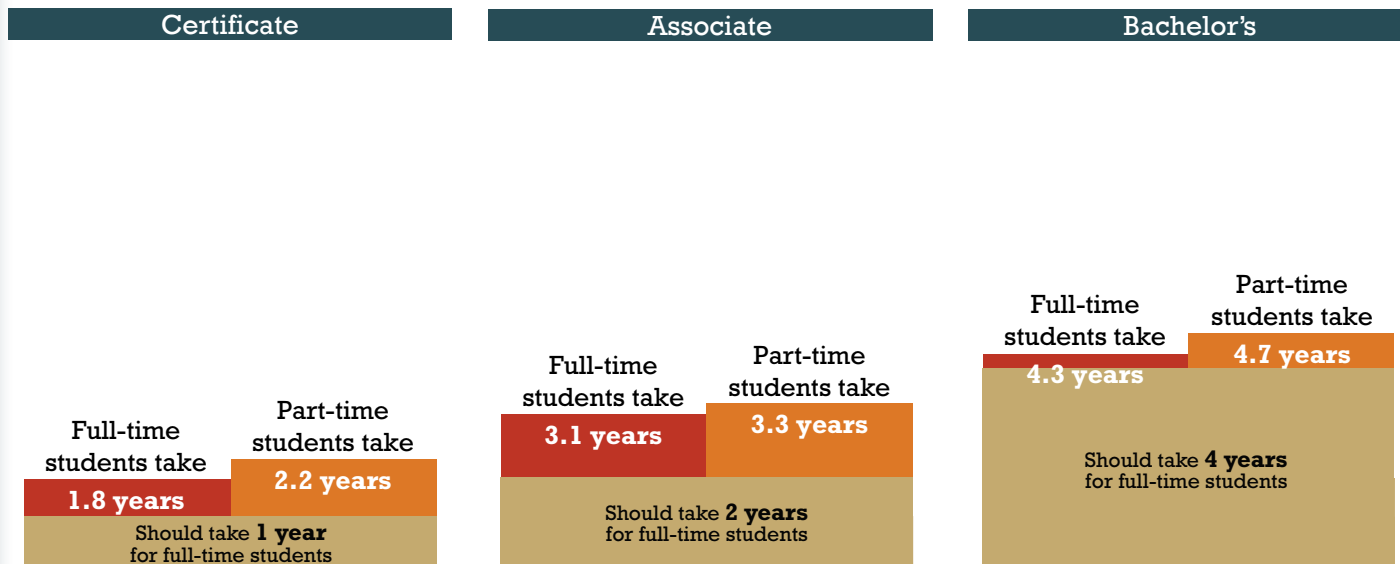
Data: Fall 2006

! Current approaches almost always guarantee failure.

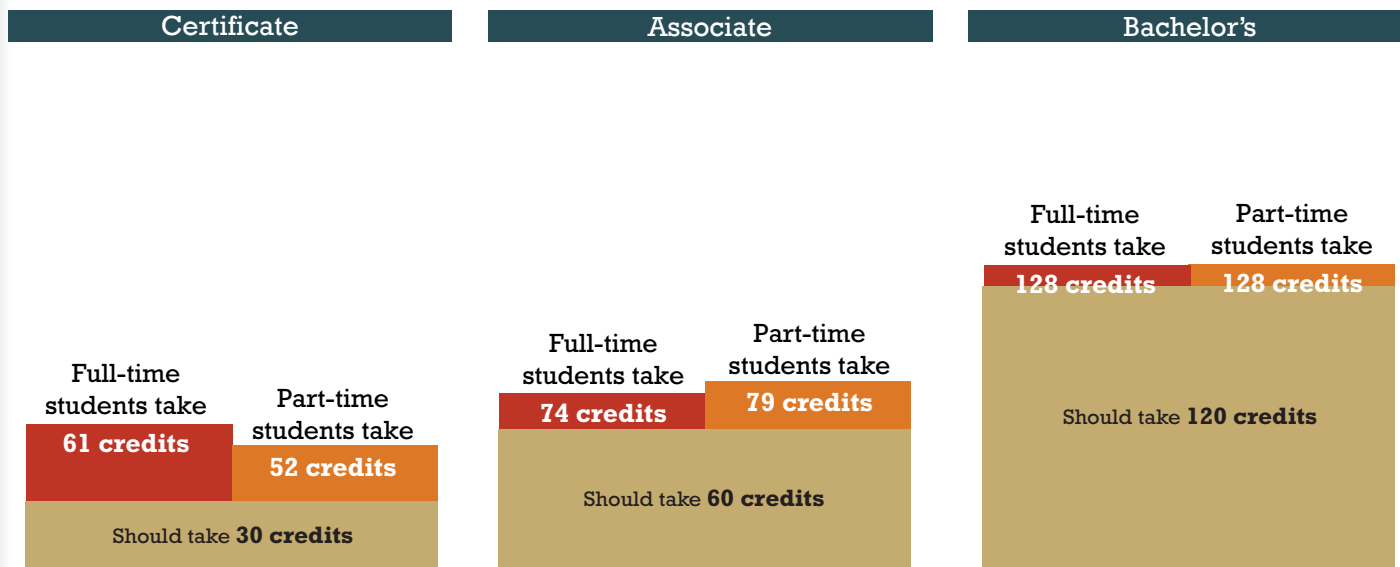


Precious time and money are lost when students don't graduate on schedule.

Students are taking too much time ...



... and too many credits.

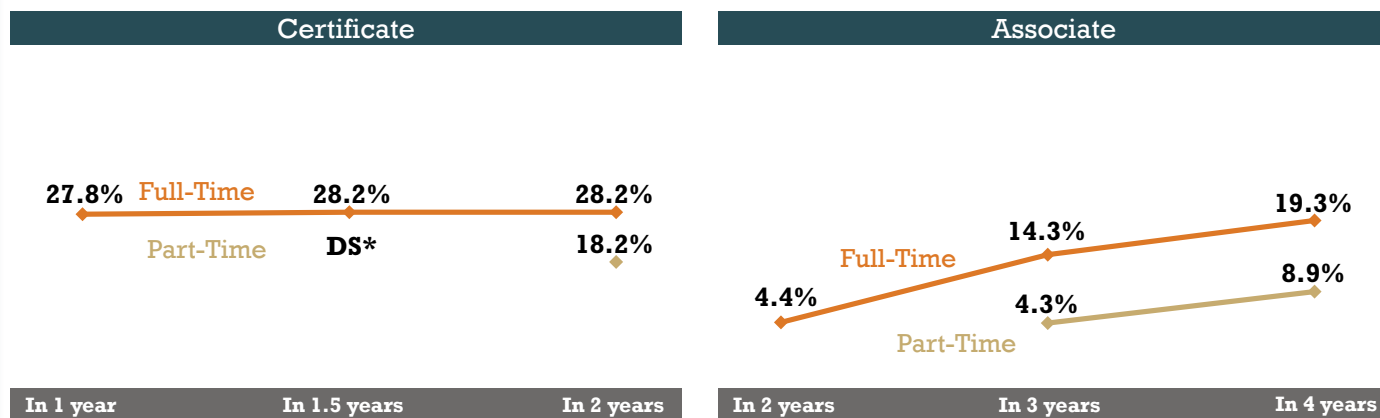


Data: 2007-08

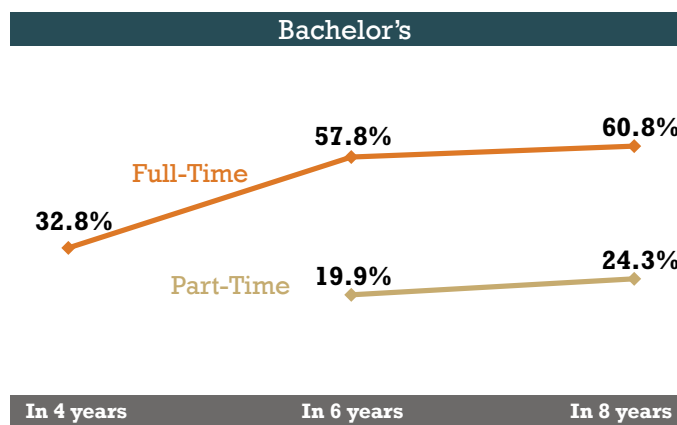
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## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

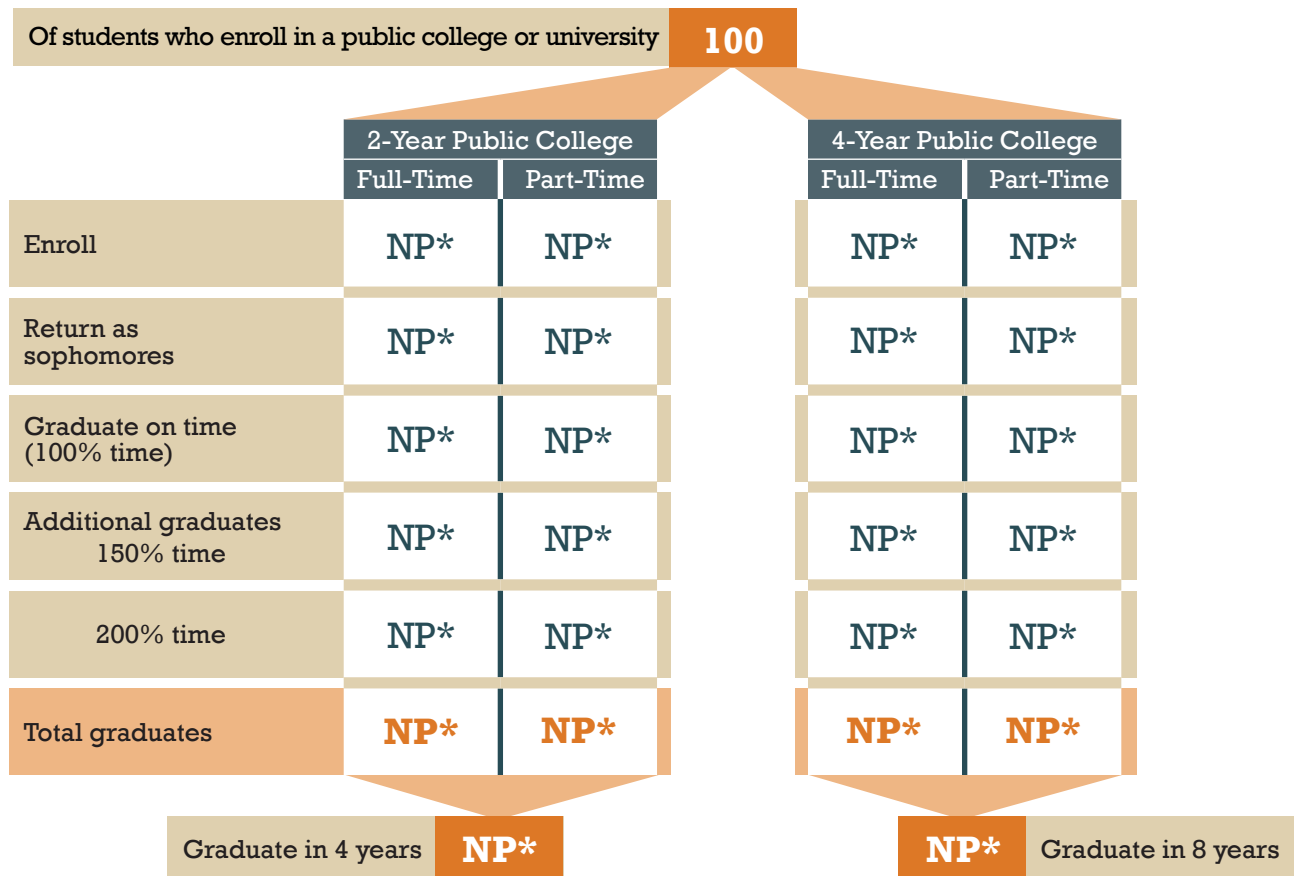
Even modest progress provides little comfort when overall graduation rates are so low.

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- 70%** By 2020, jobs requiring a career certificate or college degree
- 48%** Minnesota adults who currently have an associate degree or higher
- 22%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

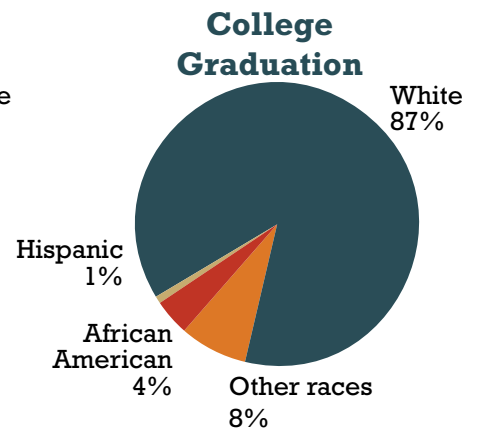
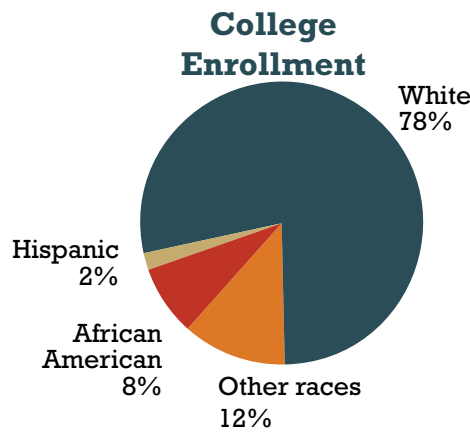
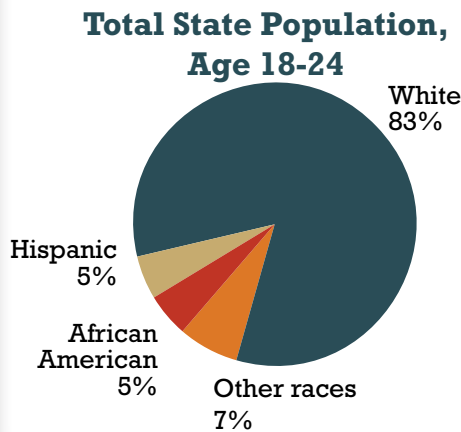
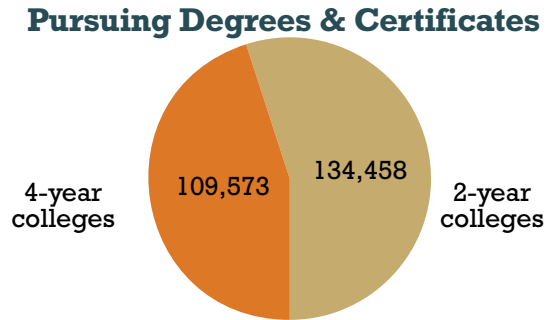
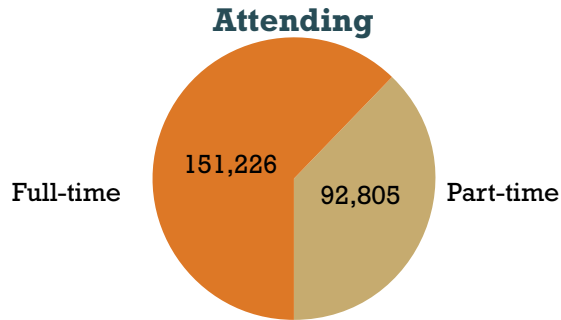
NP\* = The state did not provide data for this metric.

Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

We're making great progress in providing access to more students.

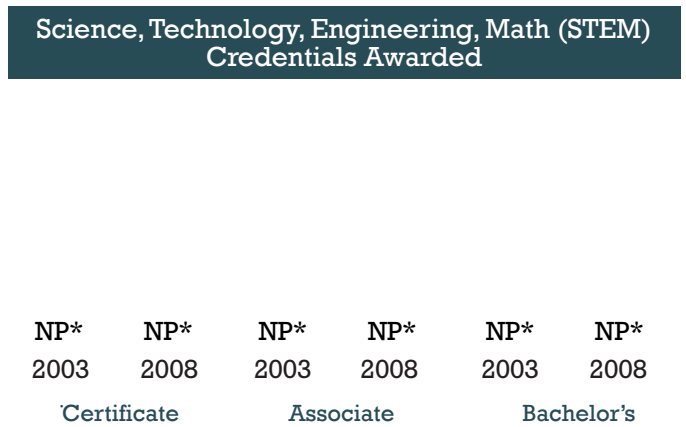
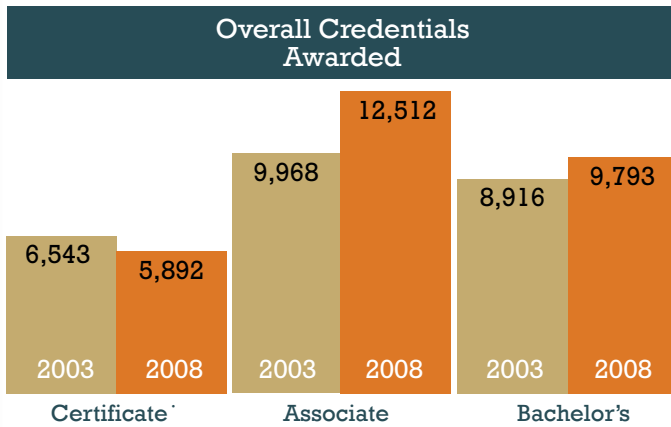
**Total public college enrollment: 244,031**



Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.



Data: 2007-08

! And all credentials should provide clear pathways to success.

## Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 1½ years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 2 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
2005 Part-Time	Within 1 year	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 1½ years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 2 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 3 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 4 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
2004 Part-Time	Within 2 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 3 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 4 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 6 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 8 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
2002 Part-Time	Within 4 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 6 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 8 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*

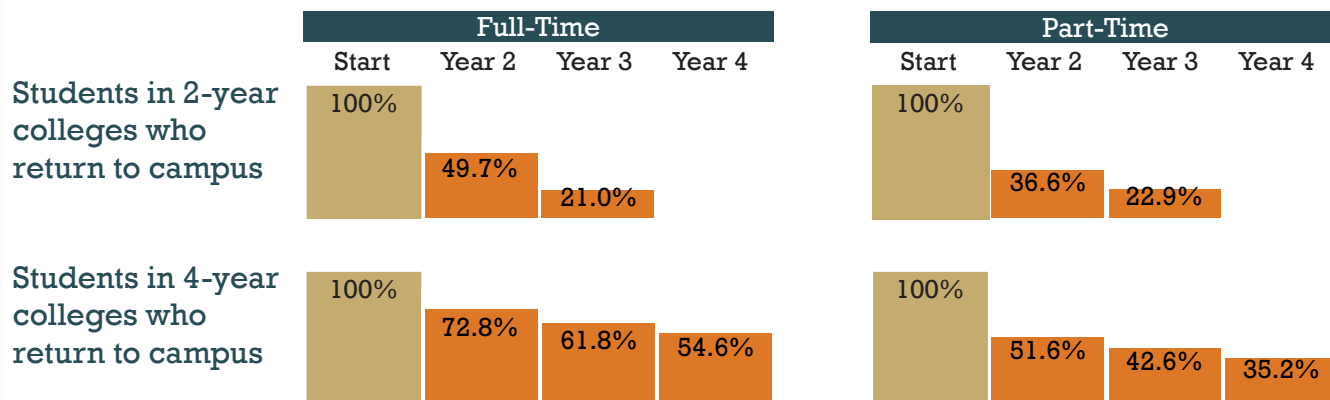
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005–06, associate cohort started in 2004–05, bachelor's cohort started in 2002–03

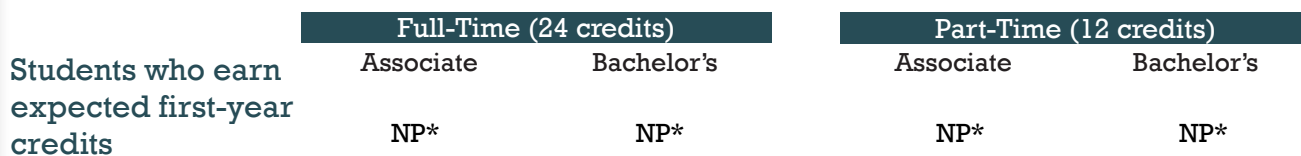
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



### ... after falling off track early.



Data: Associate cohort started in 2004–05, bachelor's cohort started in 2002–03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY7l YX

### 2-Year Colleges

**NP\***

of freshmen require remediation of those ...

- NP\* Complete remediation
- NP\* Complete remediation and associated college-level courses in two years
- NP\* Graduate within 3 years (projected)

### 4-Year Colleges

**NP\***

of freshmen require remediation of those ...

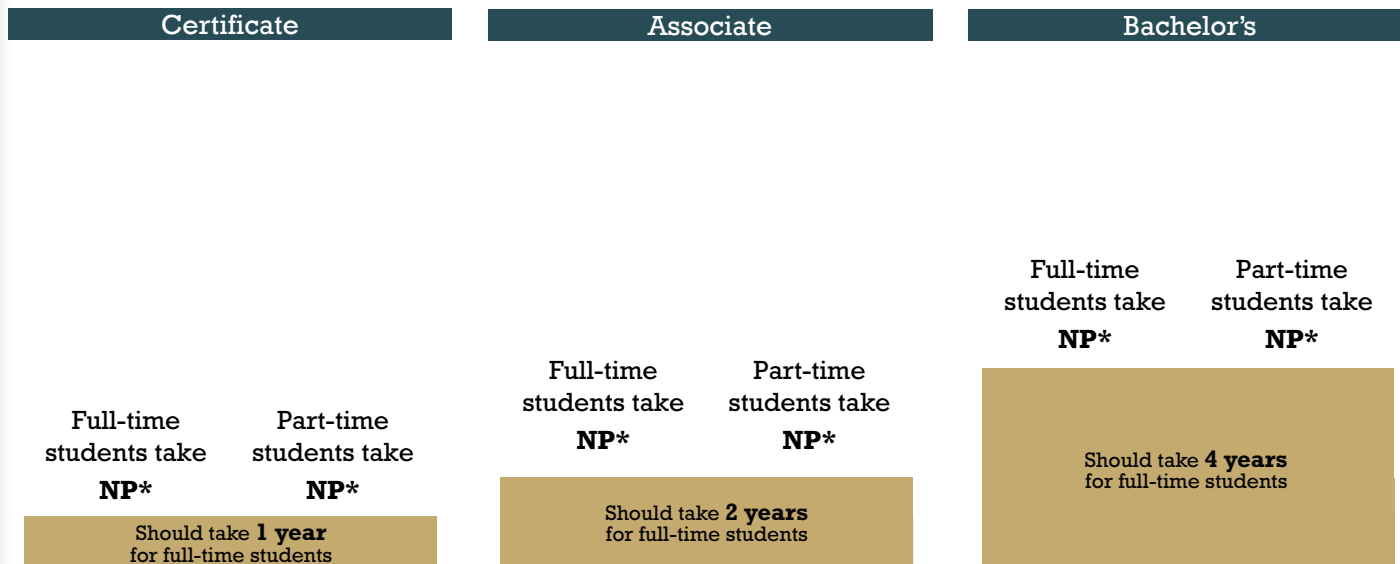
- NP\* Complete remediation
- NP\* Complete remediation and associated college-level courses in two years
- NP\* Graduate within 6 years (projected)

Data: NP\*

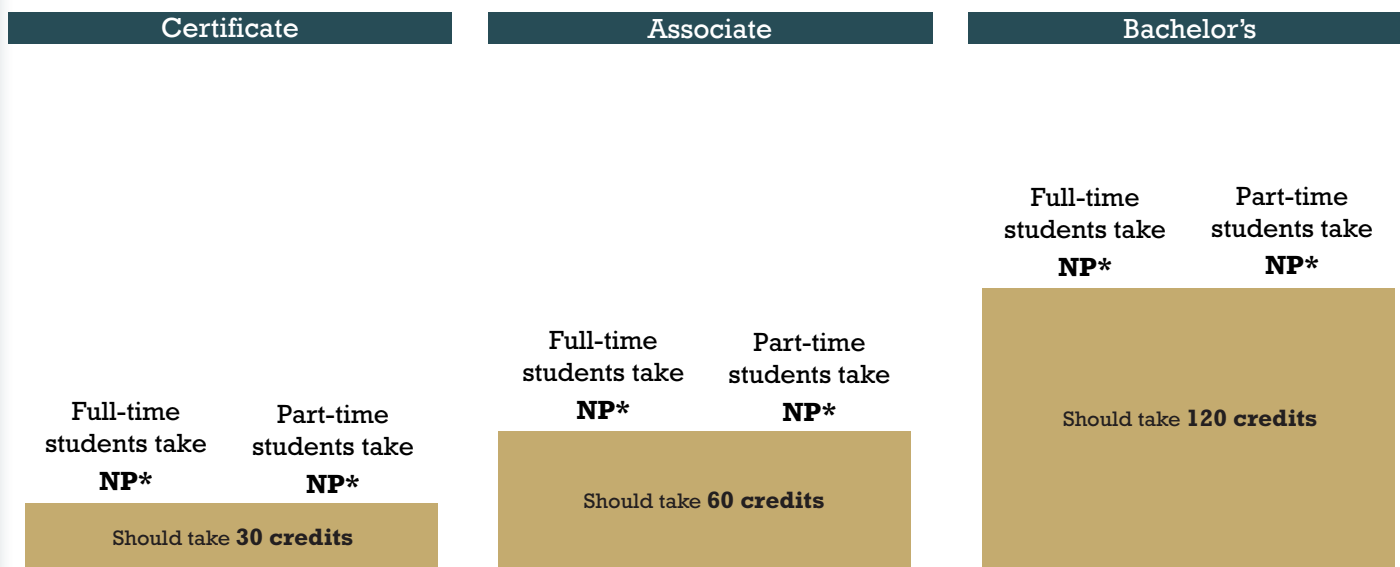
! Current approaches almost always guarantee failure.

# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.



Data: 2007-08

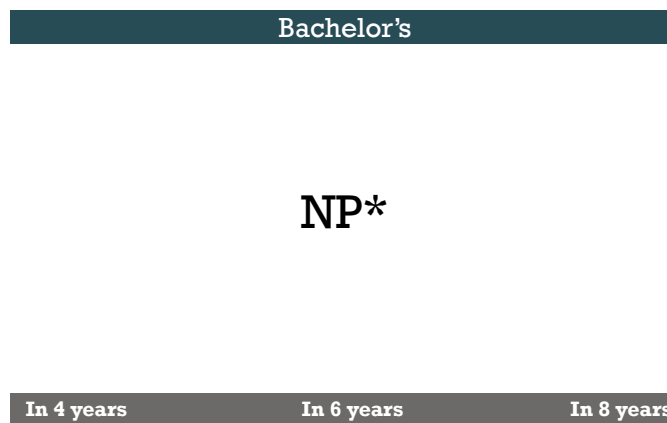
**!** More students must graduate on time.

## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

Even modest progress provides little comfort when overall graduation rates are so low.

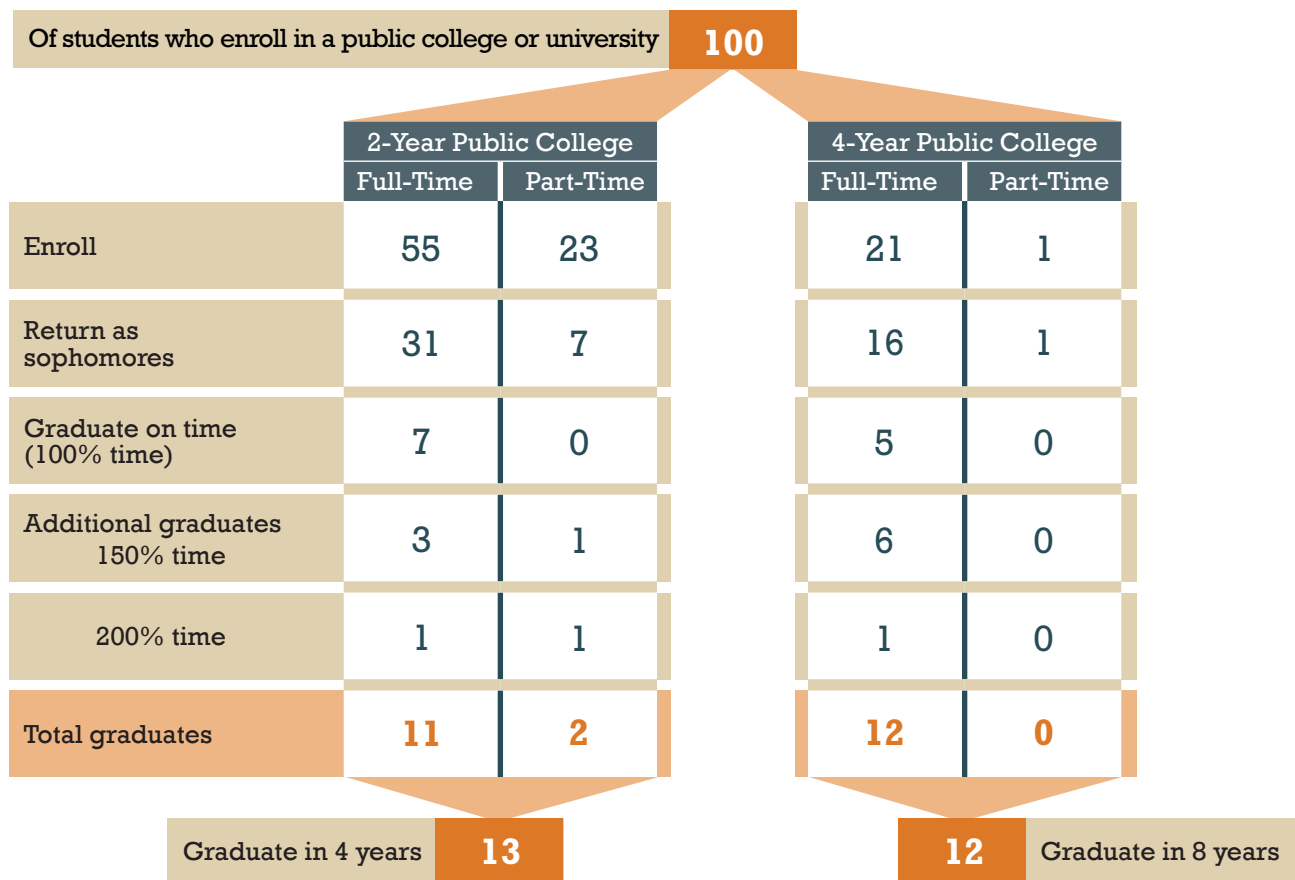


For a strong economy, the skills gap must be closed.

- 57%** By 2020, jobs requiring a career certificate or college degree
- 32%** Mississippi adults who currently have an associate degree or higher
- 25%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

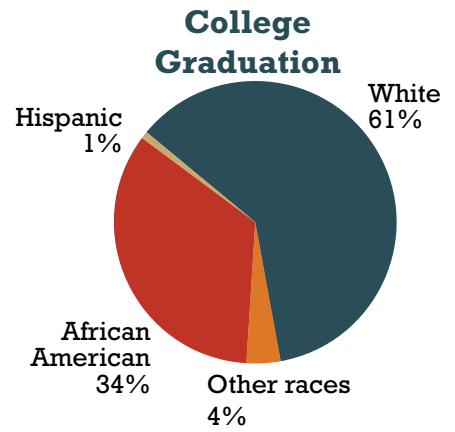
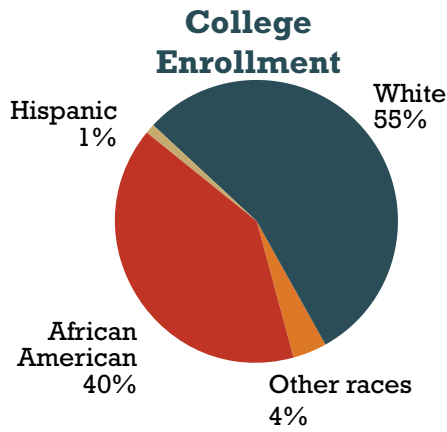
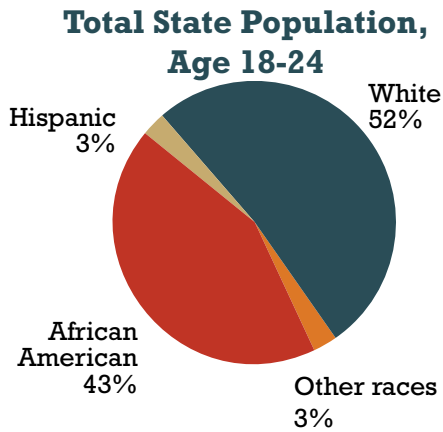
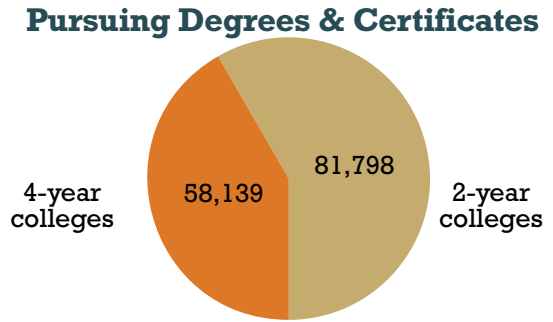
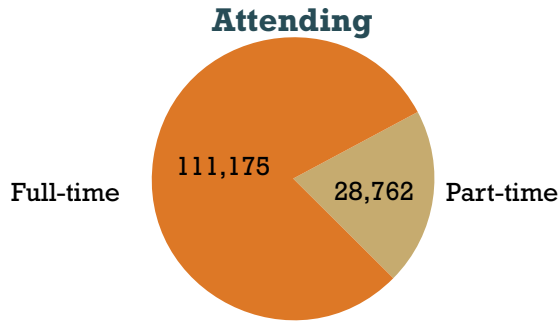
	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

We're making great progress in providing access to more students.

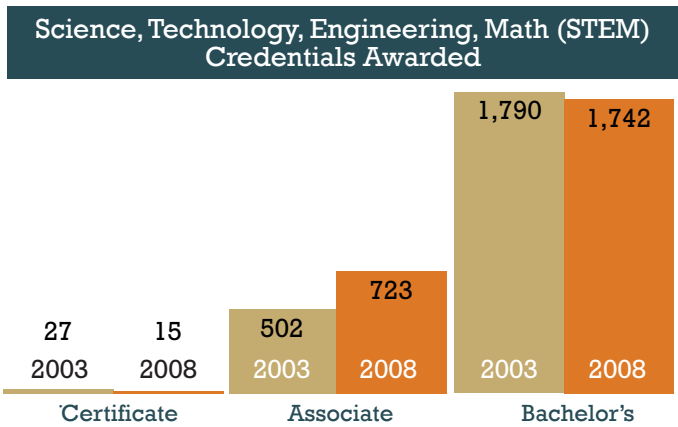
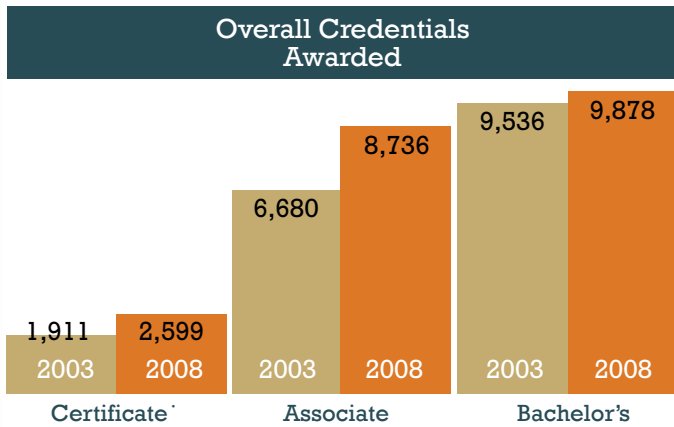
Total public college enrollment: 139,937



Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.



Data: 2007-08

! And all credentials should provide clear pathways to success.

# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	36.0%	45.4%	33.3%	30.7%	38.1%	33.3%	37.0%	41.6%	32.2%
	Within 1½ years	37.8%	47.0%	33.3%	32.5%	38.7%	34.2%	40.1%	42.5%	34.7%
	Within 2 years	38.8%	47.8%	50.0%	33.6%	39.9%	35.4%	40.9%	43.1%	38.0%
2005 Part-Time	Within 1 year	6.7%	6.5%	NP*	7.1%	9.0%	6.0%	1.6%	10.9%	0.0%
	Within 1½ years	8.0%	7.7%	NP*	8.0%	9.0%	7.2%	6.6%	10.9%	0.0%
	Within 2 years	8.0%	7.7%	NP*	8.0%	9.0%	7.2%	6.6%	10.9%	0.0%

38.8%

8.0%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	10.2%	11.7%	10.4%	8.7%	11.0%	7.0%	11.3%	8.6%	7.2%
	Within 3 years	16.3%	18.7%	16.9%	14.4%	17.4%	10.7%	18.2%	14.8%	13.3%
	Within 4 years	18.8%	21.7%	23.4%	16.5%	19.7%	12.8%	20.9%	17.2%	16.0%
2004 Part-Time	Within 2 years	1.9%	1.8%	3.8%	2.3%	2.8%	1.3%	1.1%	1.9%	2.6%
	Within 3 years	5.1%	5.4%	7.7%	5.3%	5.5%	3.4%	6.3%	4.8%	6.4%
	Within 4 years	7.4%	8.1%	7.7%	6.7%	7.5%	4.9%	9.7%	6.4%	9.5%

21.7%

23.4%

16.5%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	22.4%	26.3%	27.9%	16.2%	11.8%	6.2%	22.9%	15.7%	10.8%
	Within 6 years	53.4%	62.3%	55.7%	39.9%	20.6%	18.7%	54.5%	40.7%	36.3%
	Within 8 years	56.7%	65.4%	57.4%	43.8%	26.5%	20.6%	57.9%	44.5%	40.7%
2002 Part-Time	Within 4 years	11.9%	15.4%	DS*	6.8%	DS*	DS*	13.2%	5.8%	6.7%
	Within 6 years	38.9%	44.6%	DS*	29.7%	DS*	22.2%	41.9%	33.0%	32.0%
	Within 8 years	42.9%	48.0%	DS*	34.7%	DS*	22.2%	46.3%	37.9%	36.0%

20.6%

54.5%

DS\*

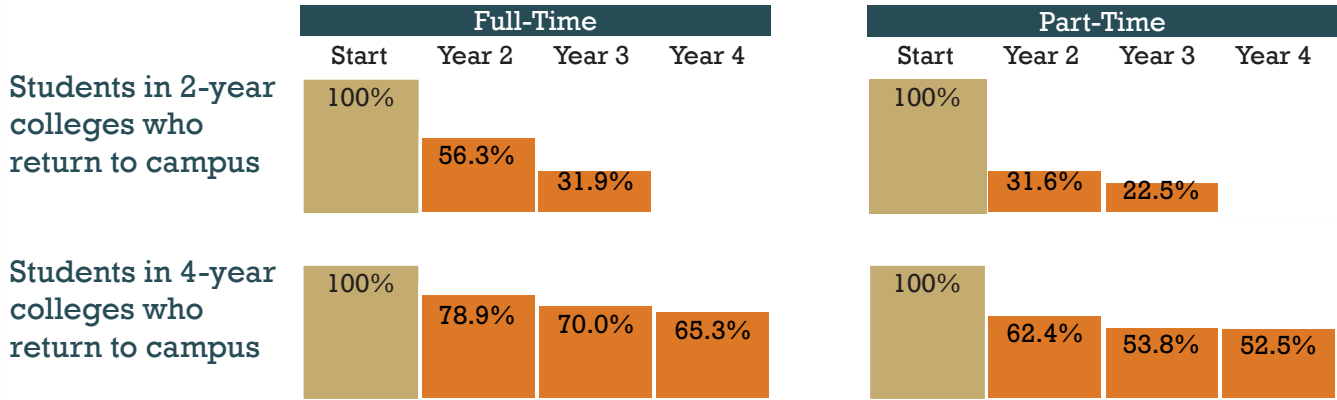
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

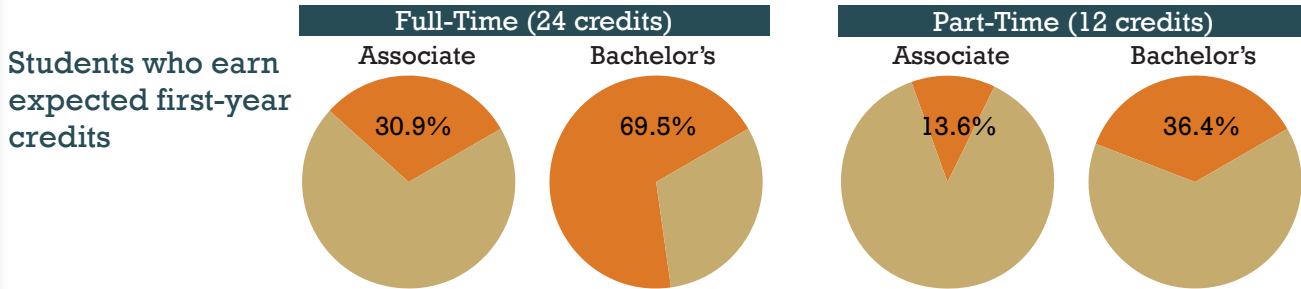
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

# Retention rates drop from year to year.

## Many get discouraged and drop out ...



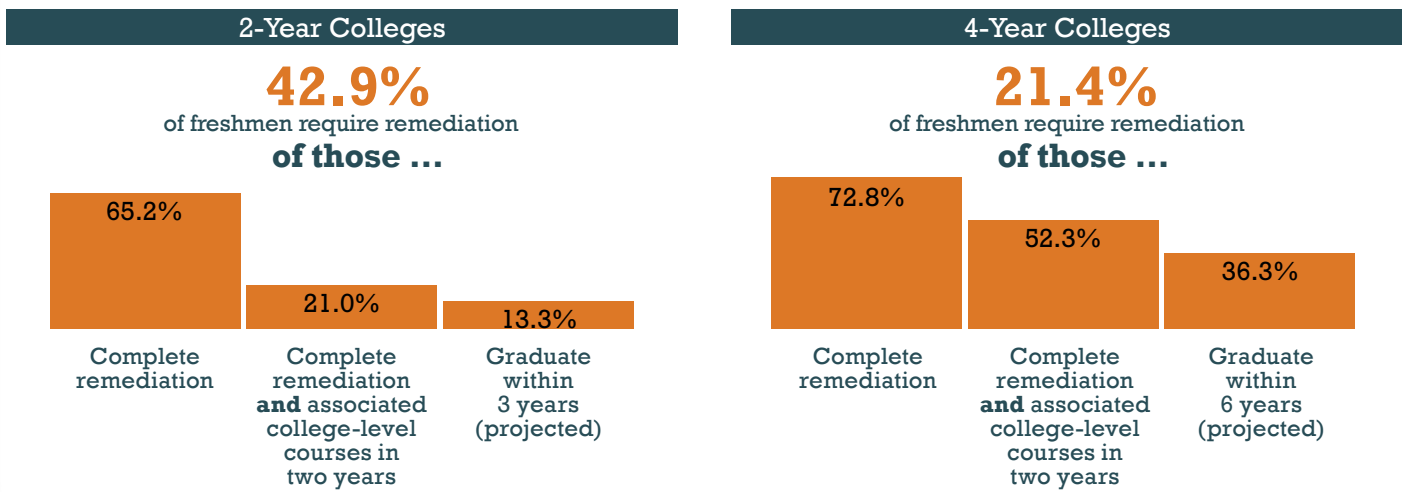
## ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

# Remediation a i ghVY71 YX

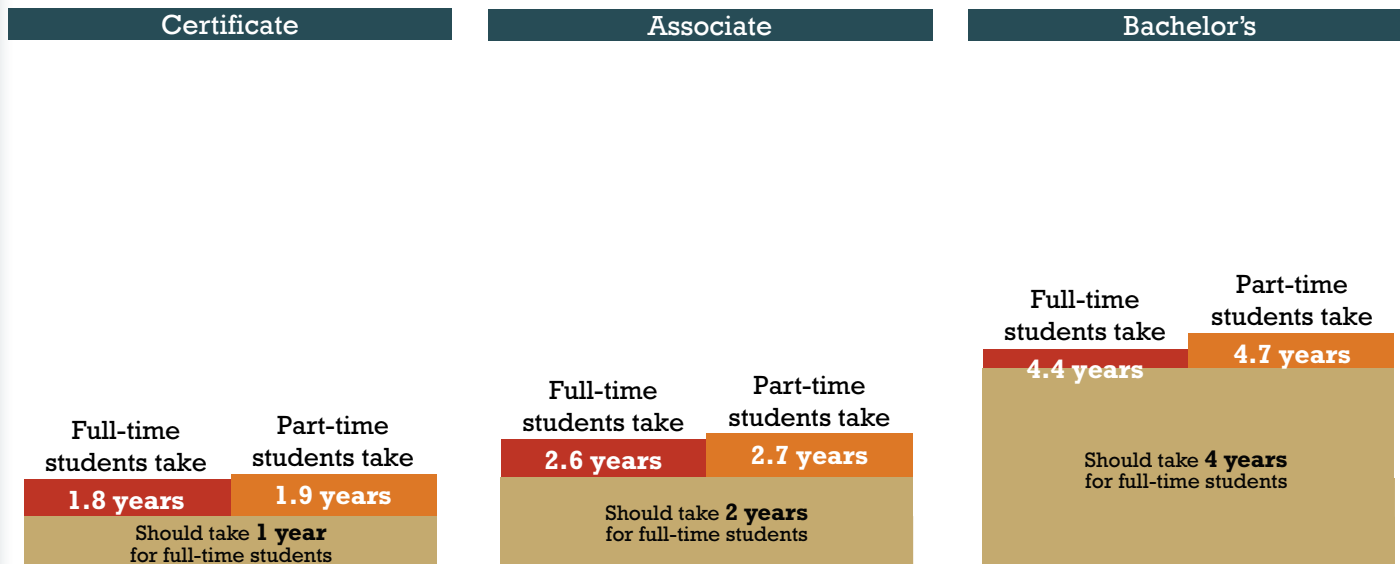


Data: Fall 2006

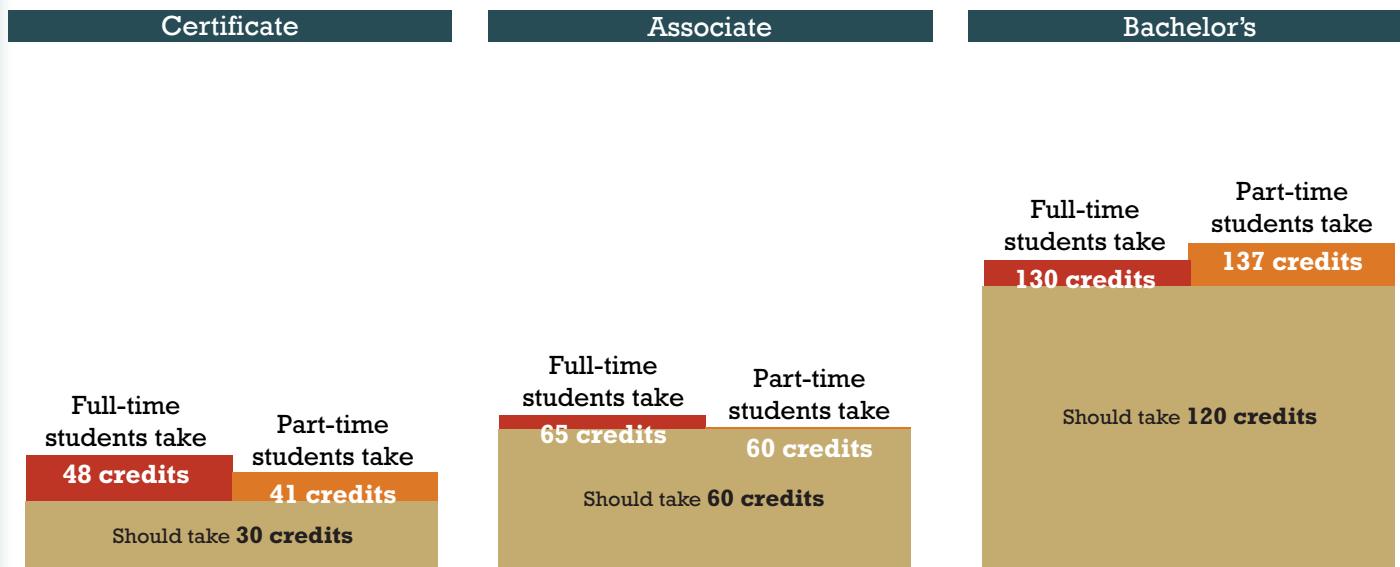
! Current approaches almost always guarantee failure.

# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.

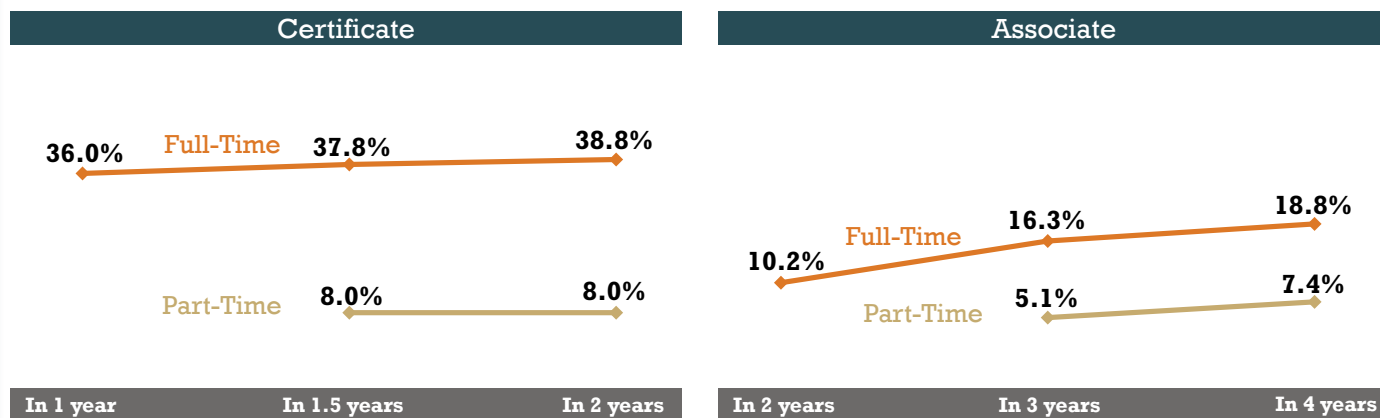


Data: 2007-08

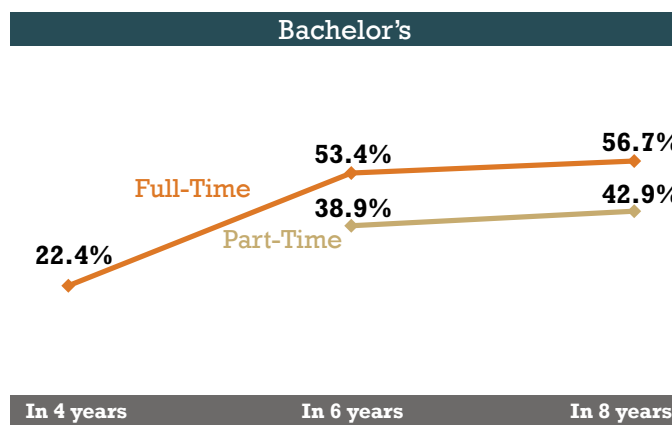
! More students must graduate on time.

## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

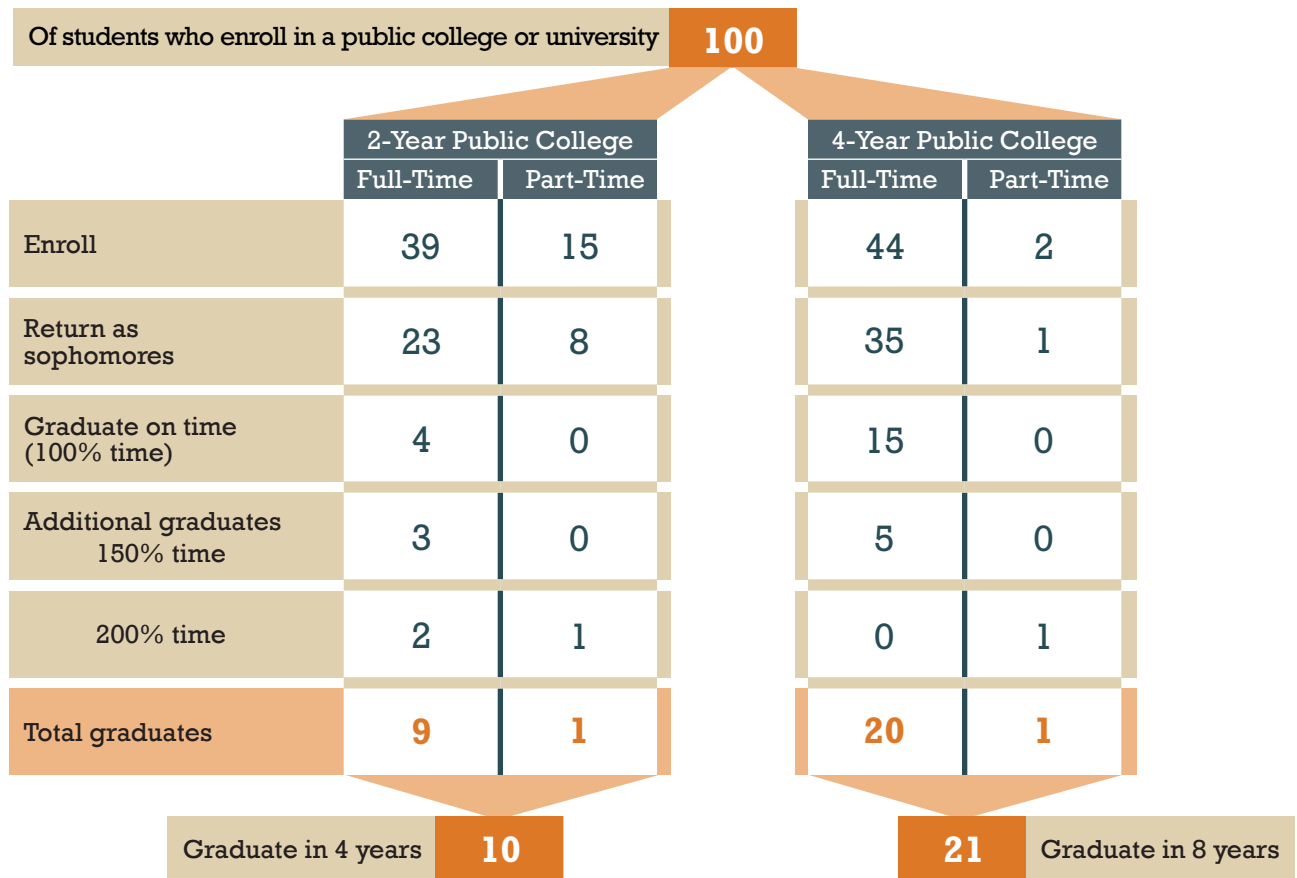
**Even modest progress provides little comfort when overall graduation rates are so low.**

## For a strong economy, the skills gap must be closed.

- 60%** By 2020, jobs requiring a career certificate or college degree
- 37%** Missouri adults who currently have an associate degree or higher
- 23%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

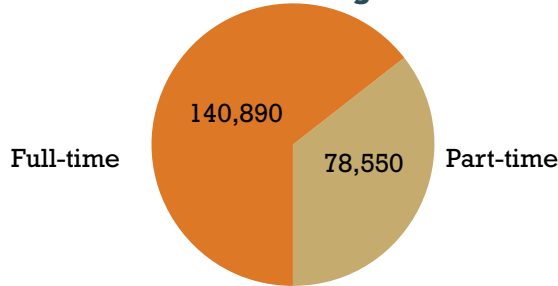
Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

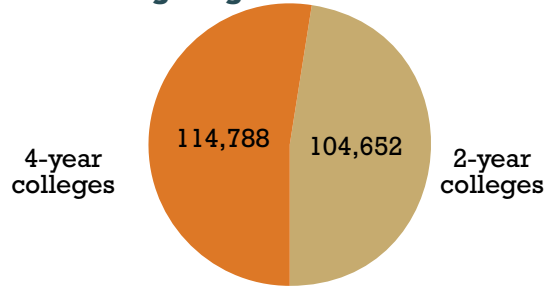
We're making great progress in providing access to more students.

**Total public college enrollment: 219,440**

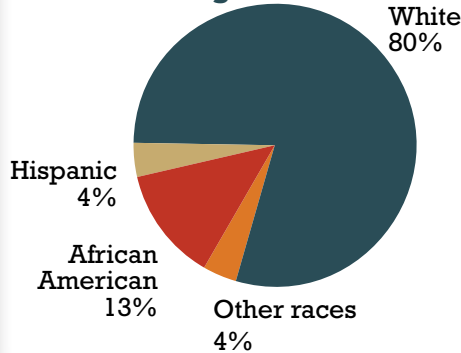
**Attending**



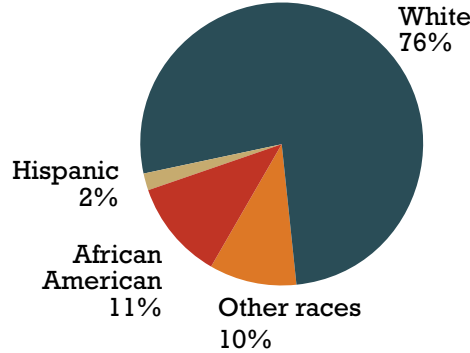
**Pursuing Degrees & Certificates**



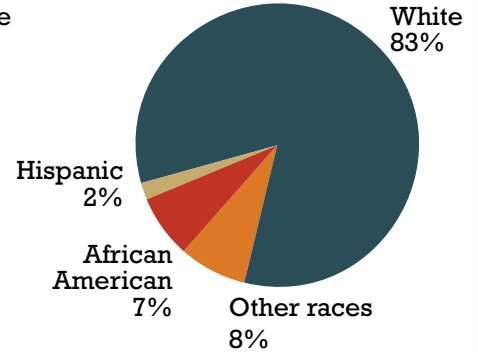
**Total State Population, Age 18-24**



**College Enrollment**



**College Graduation**

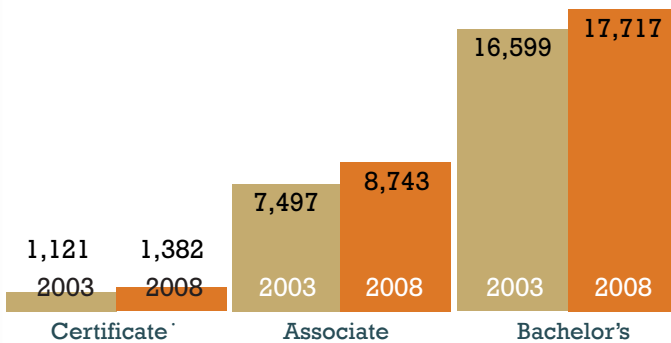


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

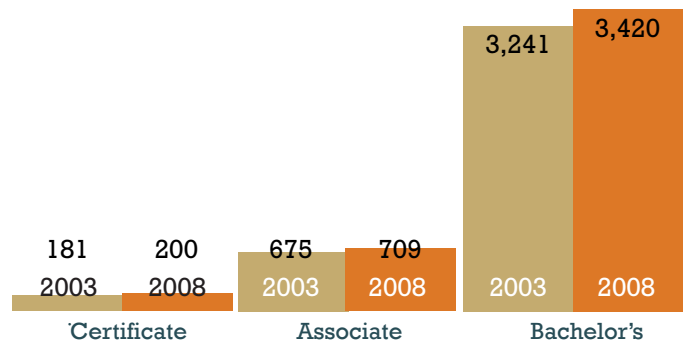
! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.

**Overall Credentials Awarded**



**Science, Technology, Engineering, Math (STEM) Credentials Awarded**



Data: 2007-08

! And all credentials should provide clear pathways to success.



# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	24.8%	26.6%	DS*	DS*	30.0%	28.3%	21.5%	43.6%	DS*
	Within 1½ years	28.1%	30.0%	DS*	DS*	36.0%	30.4%	24.2%	43.6%	DS*
	Within 2 years	28.1%	30.0%	DS*	DS*	36.0%	30.4%	24.2%	43.6%	DS*
2005 Part-Time	Within 1 year	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
	Within 1½ years	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
	Within 2 years	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*

28.1%

DS\*

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	9.8%	11.0%	6.1%	2.9%	5.8%	3.9%	11.0%	6.8%	4.2%
	Within 3 years	18.9%	20.8%	12.1%	6.5%	13.2%	9.0%	20.9%	14.2%	12.5%
	Within 4 years	22.2%	24.2%	17.2%	8.7%	16.7%	11.0%	24.4%	17.7%	15.9%
2004 Part-Time	Within 2 years	0.5%	0.7%	DS*	DS*	DS*	DS*	1.0%	DS*	DS*
	Within 3 years	2.6%	3.3%	DS*	DS*	1.4%	2.1%	3.7%	2.0%	1.7%
	Within 4 years	4.3%	5.2%	DS*	DS*	3.1%	3.5%	5.7%	3.5%	3.4%

24.2%

17.2%

8.7%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	33.7%	35.7%	26.9%	17.4%	6.0%	16.8%	34.8%	25.4%	11.3%
	Within 6 years	45.8%	48.1%	42.3%	27.4%	11.4%	22.6%	47.2%	38.6%	21.2%
	Within 8 years	46.5%	48.8%	42.8%	29.0%	13.0%	25.1%	47.9%	40.1%	22.1%
2002 Part-Time	Within 4 years	12.6%	15.5%	DS*	DS*	DS*	DS*	18.3%	7.9%	DS*
	Within 6 years	18.1%	22.1%	DS*	DS*	DS*	DS*	24.8%	13.7%	DS*
	Within 8 years	19.1%	23.4%	DS*	DS*	DS*	DS*	25.5%	14.4%	DS*

11.4%

47.2%

DS\*

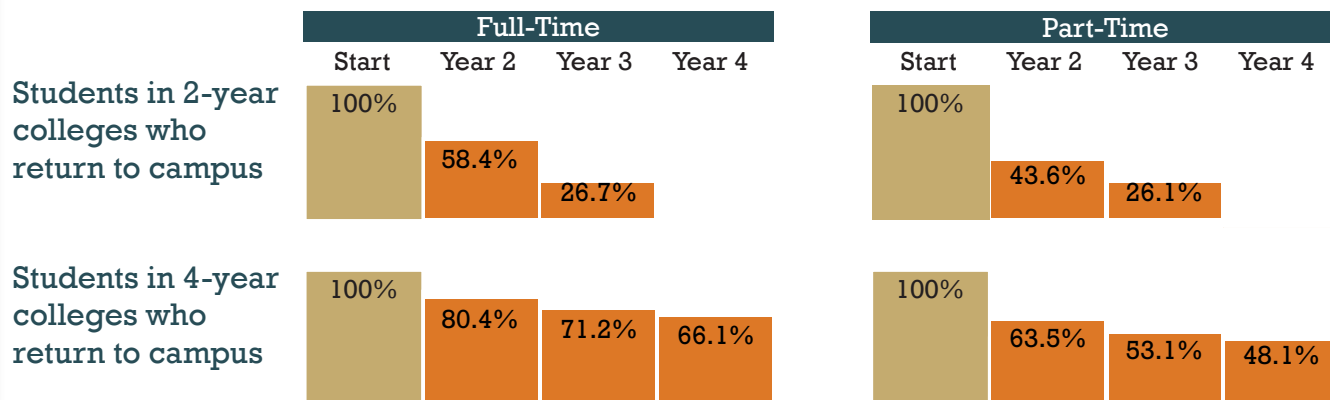
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

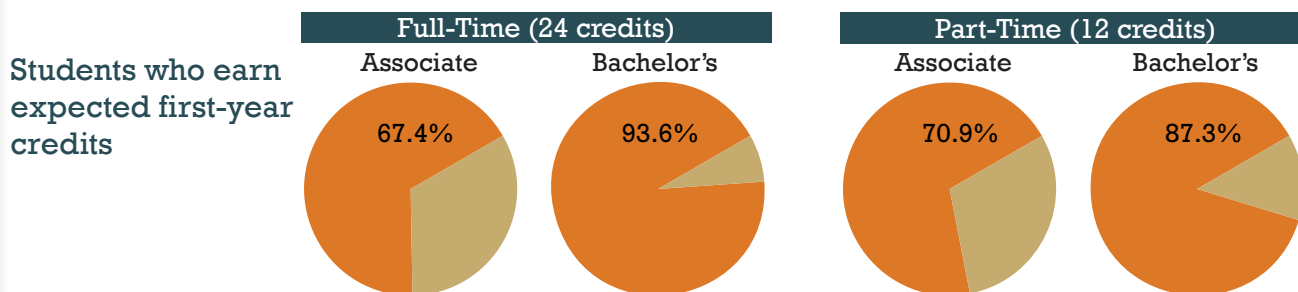
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

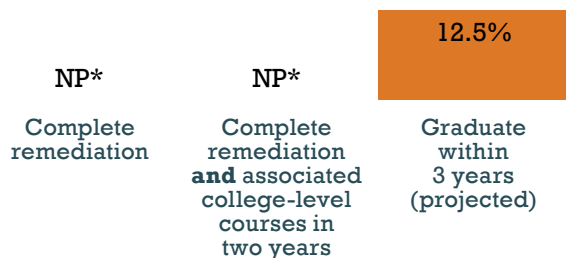
! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

### 2-Year Colleges

**52.3%**

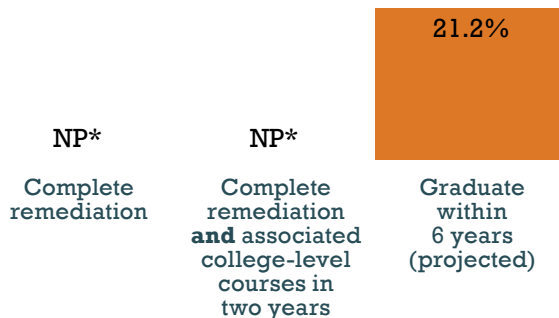
of freshmen require remediation of those ...



### 4-Year Colleges

**14.1%**

of freshmen require remediation of those ...

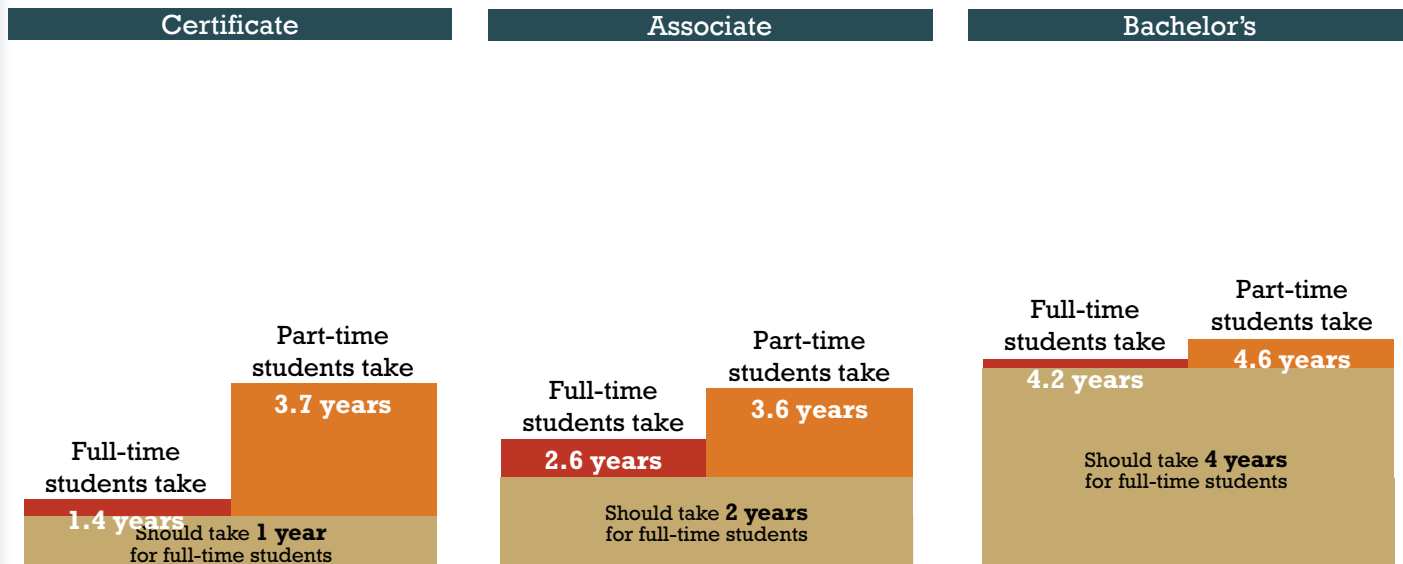


Data: Fall 2006

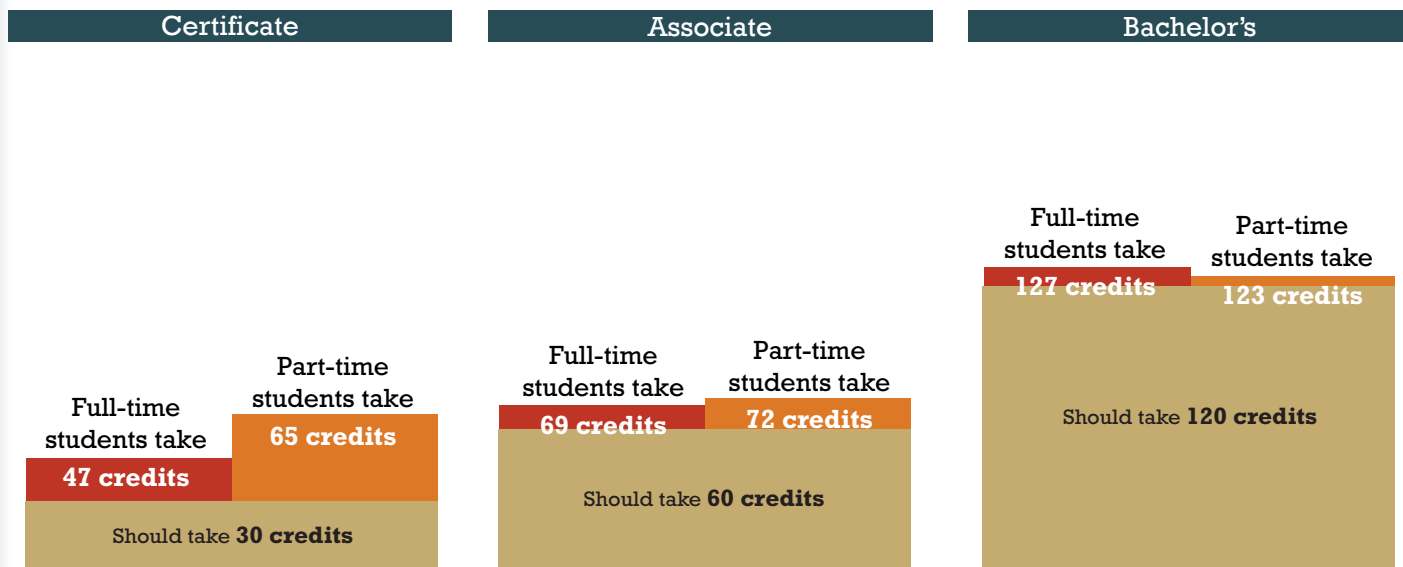
! Current approaches almost always guarantee failure.

# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.

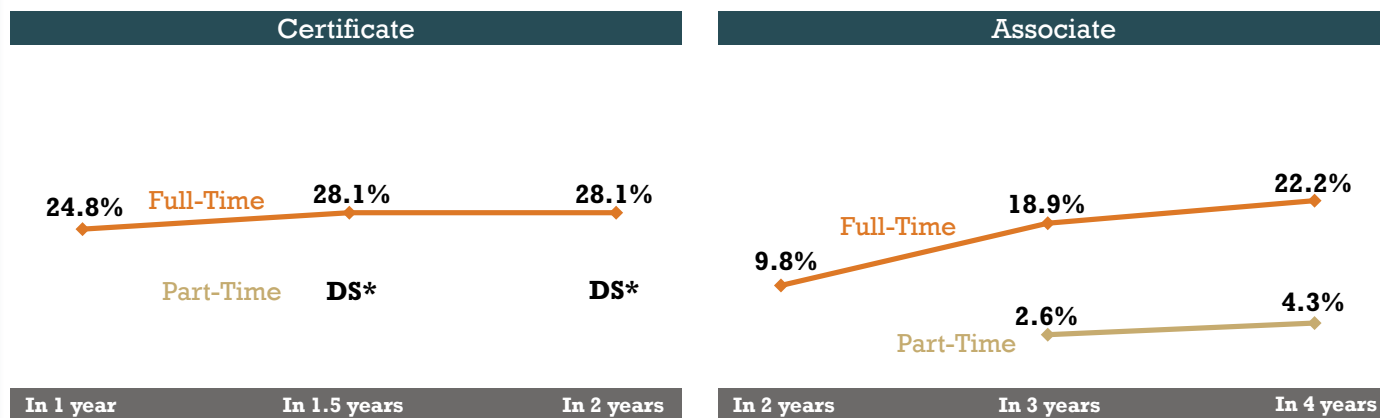


Data: 2007-08

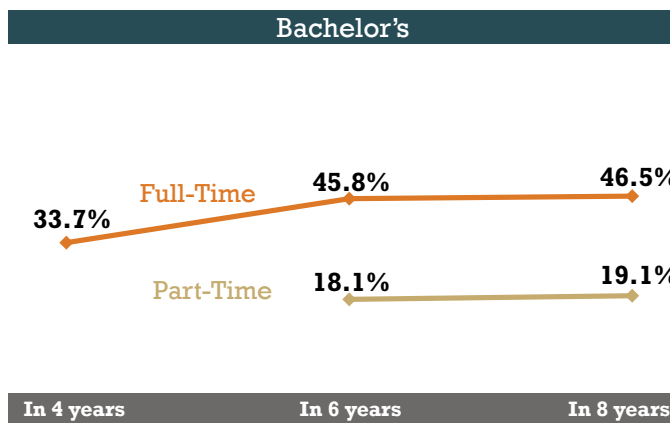
! More students must graduate on time.

## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

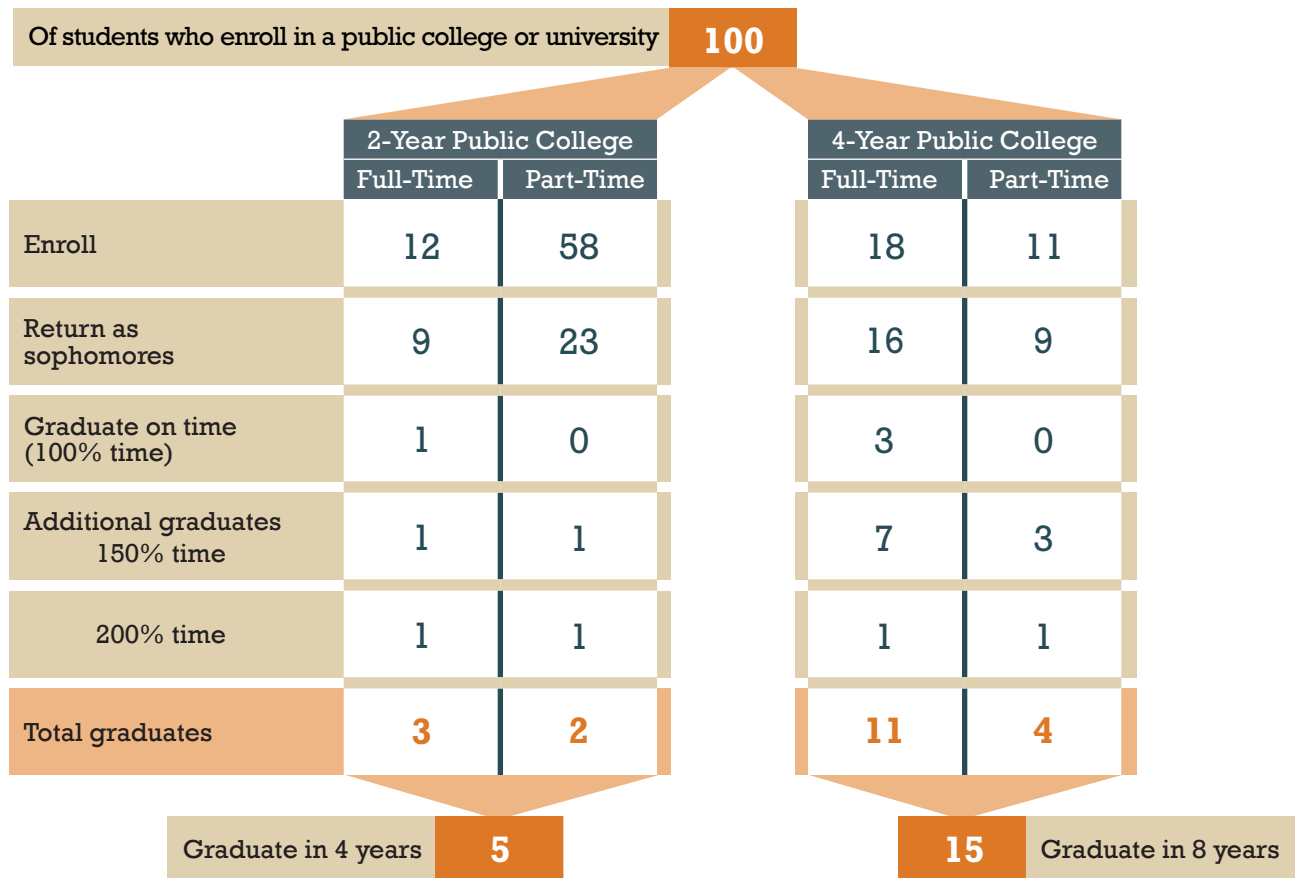
Even modest progress provides little comfort when overall graduation rates are so low.

## For a strong economy, the skills gap must be closed.

- 58%** By 2020, jobs requiring a career certificate or college degree
- 28%** Nevada adults who currently have an associate degree or higher
- 30%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

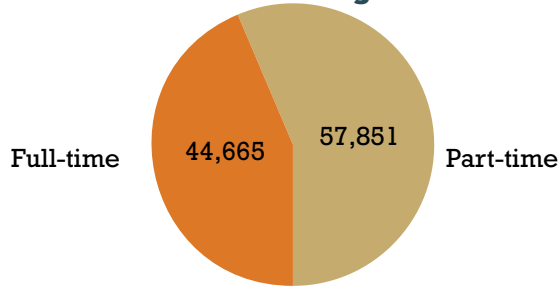
Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

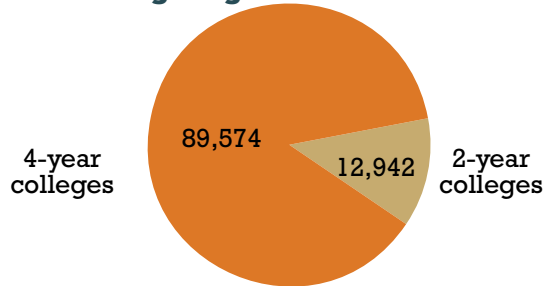
We're making great progress in providing access to more students.

**Total public college enrollment: 102,516**

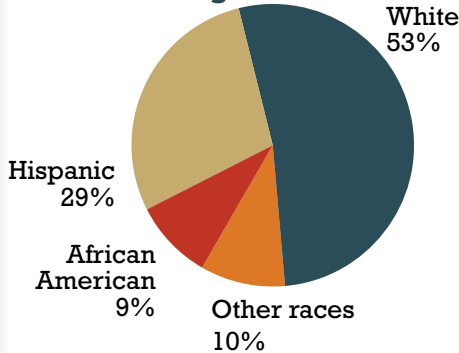
**Attending**



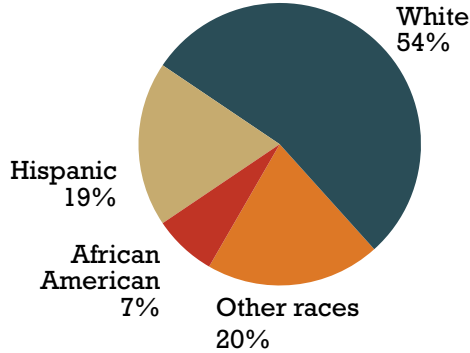
**Pursuing Degrees & Certificates**



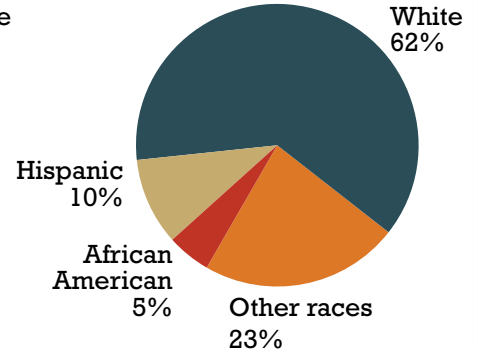
**Total State Population, Age 18-24**



**College Enrollment**



**College Graduation**

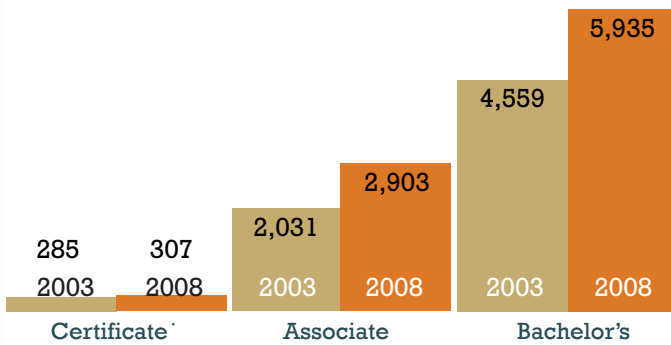


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

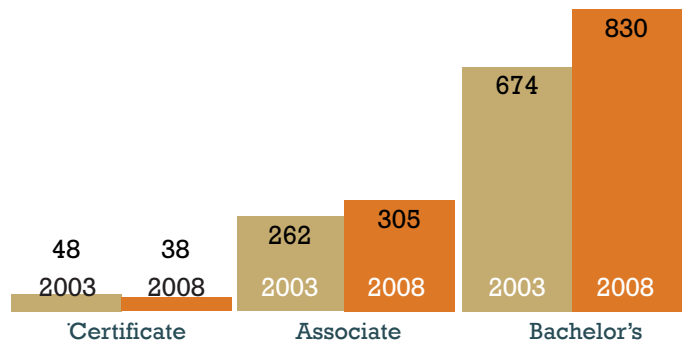
! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.

**Overall Credentials Awarded**



**Science, Technology, Engineering, Math (STEM) Credentials Awarded**



Data: 2007-08

! And all credentials should provide clear pathways to success.

# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	DS*
	Within 1½ years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	DS*
	Within 2 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	DS*
2005 Part-Time	Within 1 year	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	DS*
	Within 1½ years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	DS*
	Within 2 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	DS*

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	3.9%	3.7%	2.0%	1.0%	5.9%	3.8%	3.4%	NP*	2.4%
	Within 3 years	10.8%	10.1%	9.8%	3.0%	12.2%	9.9%	11.3%	NP*	9.7%
	Within 4 years	16.6%	15.6%	16.8%	4.0%	19.4%	16.0%	16.3%	NP*	17.5%
2004 Part-Time	Within 2 years	0.3%	0.2%	0.1%	0.0%	0.3%	0.3%	0.1%	NP*	0.2%
	Within 3 years	1.6%	1.6%	0.8%	0.9%	1.3%	1.0%	2.5%	NP*	2.3%
	Within 4 years	3.0%	3.2%	2.2%	1.4%	2.4%	2.1%	4.9%	NP*	5.0%

15.6%  
16.8%  
4.0%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	16.7%	16.3%	11.9%	16.9%	30.0%	17.1%	16.3%	NP*	9.0%
	Within 6 years	51.5%	52.0%	47.4%	44.9%	50.0%	51.2%	51.6%	NP*	36.8%
	Within 8 years	57.6%	57.7%	55.2%	47.5%	50.0%	58.2%	57.3%	NP*	44.8%
2002 Part-Time	Within 4 years	4.4%	3.5%	3.7%	4.5%	DS*	4.1%	4.7%	NP*	1.6%
	Within 6 years	31.8%	31.8%	27.3%	27.8%	DS*	31.2%	32.8%	NP*	31.8%
	Within 8 years	38.8%	38.9%	39.1%	33.8%	DS*	37.3%	40.6%	NP*	38.8%

50.0%  
51.6%  
DS\*

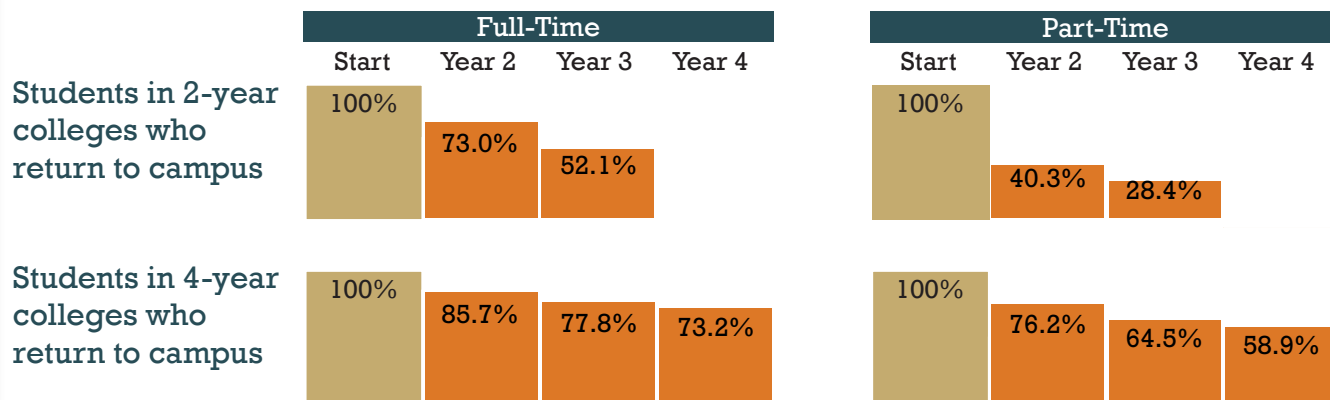
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

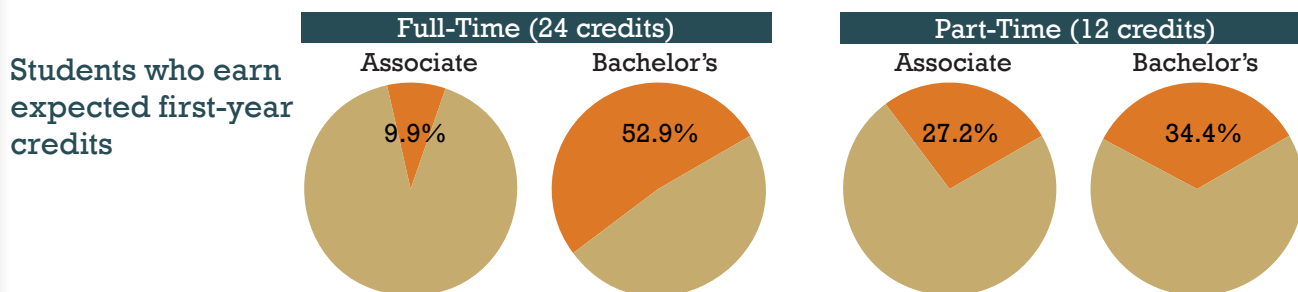
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



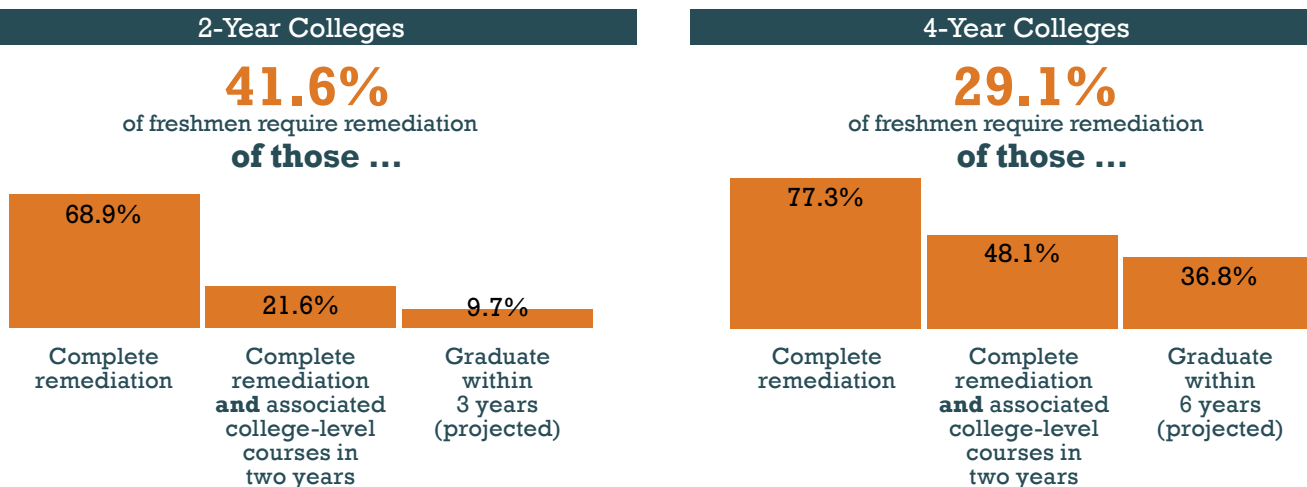
### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX



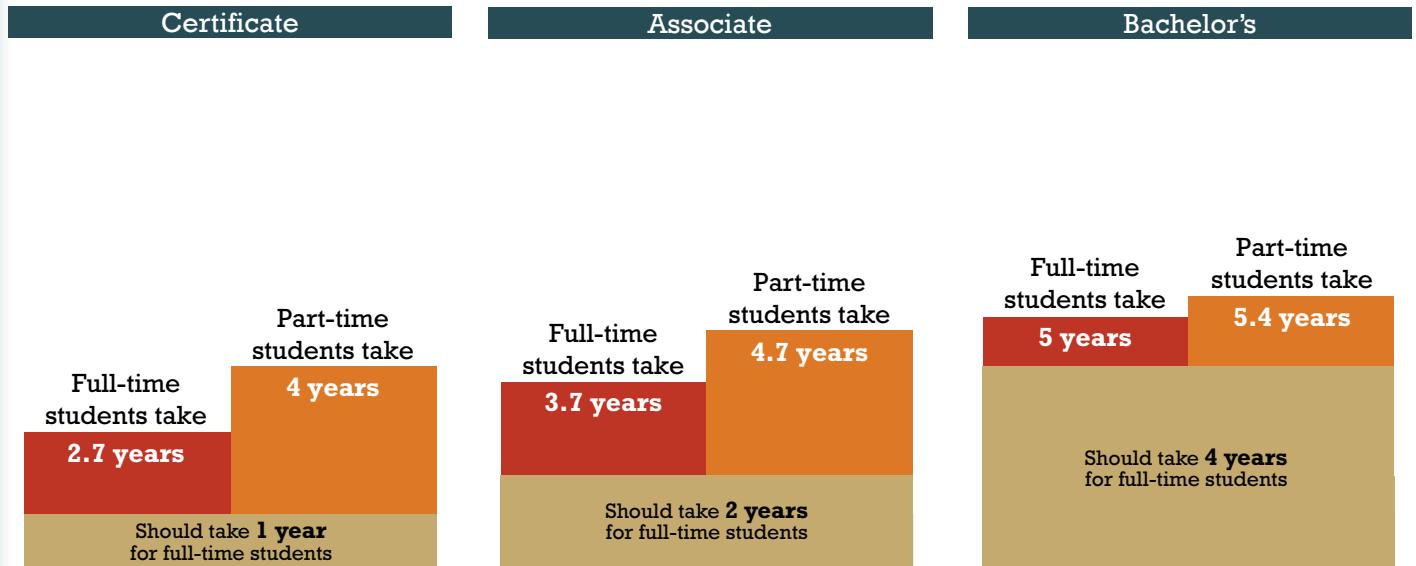
Data: Fall 2006

! Current approaches almost always guarantee failure.

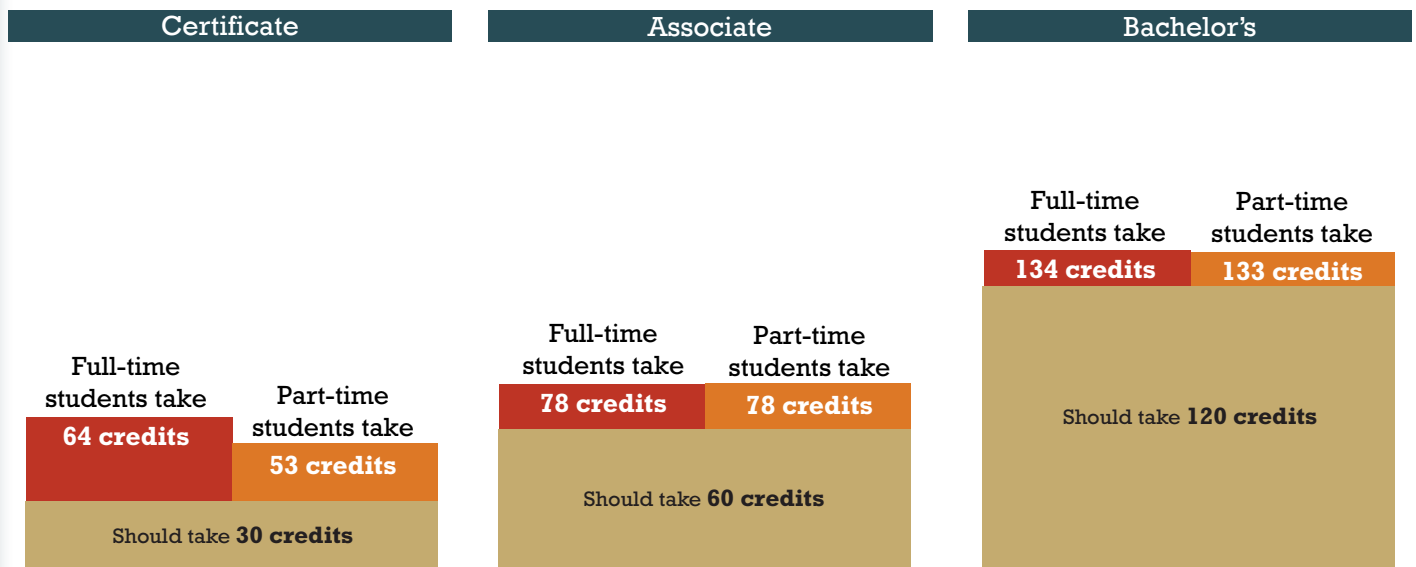


# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.

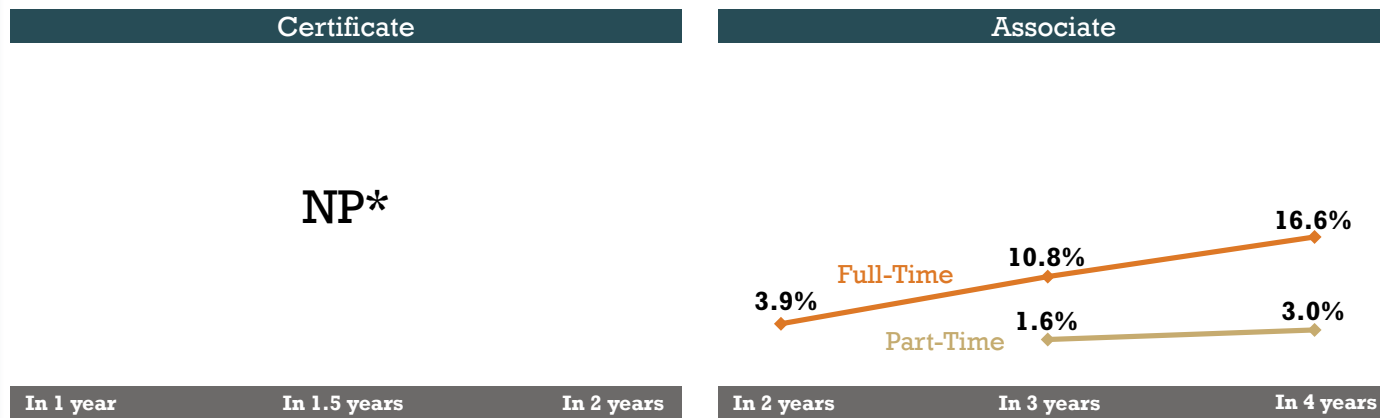


Data: 2007-08

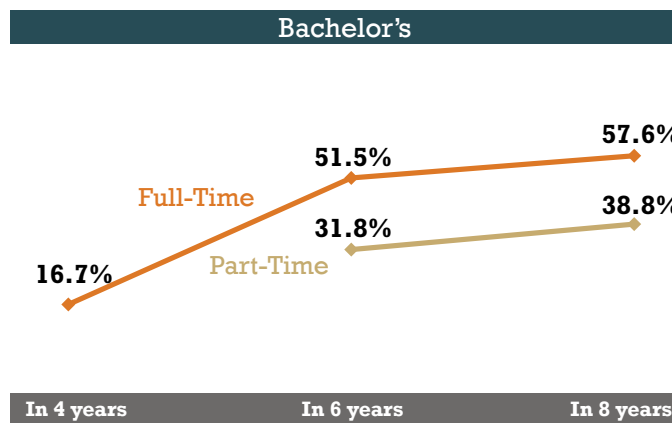
**!** More students must graduate on time.

## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

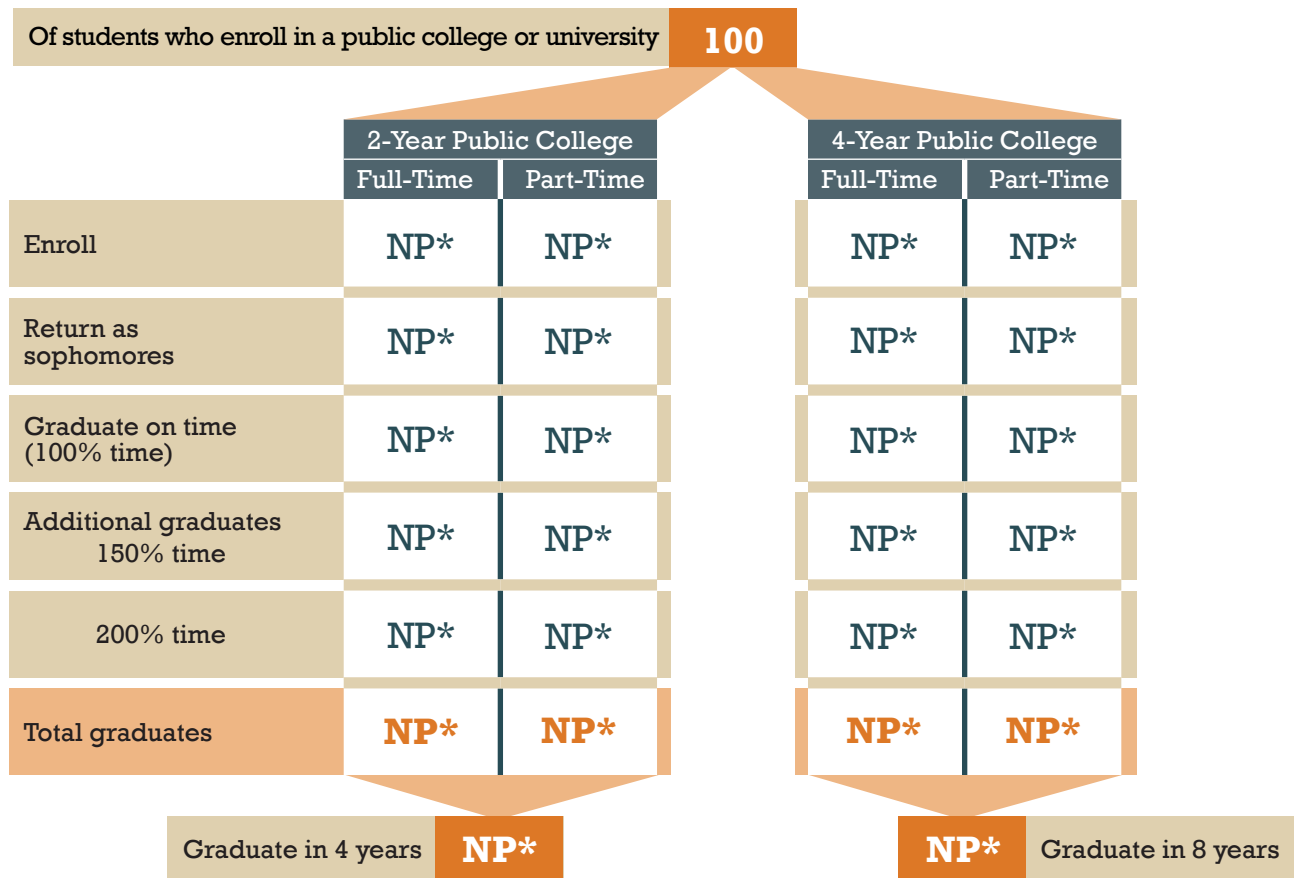
Even modest progress provides little comfort when overall graduation rates are so low.

For a strong economy, the skills gap must be closed.

- 67%** By 2020, jobs requiring a career certificate or college degree
- 46%** New Hampshire adults who currently have an associate degree or higher
- 21%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

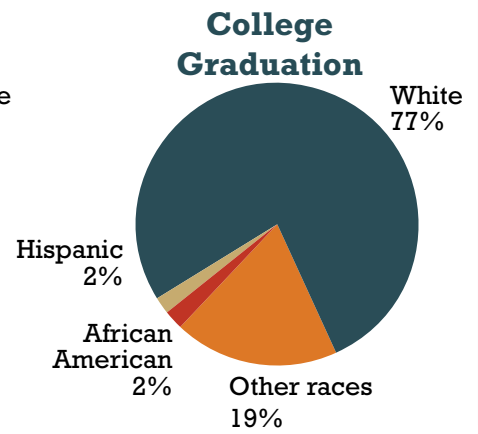
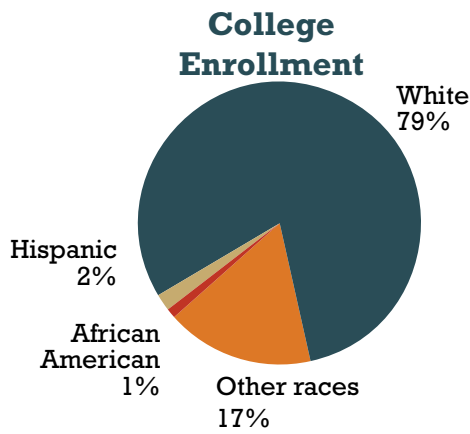
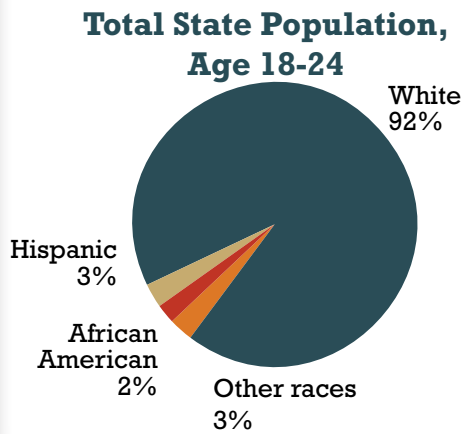
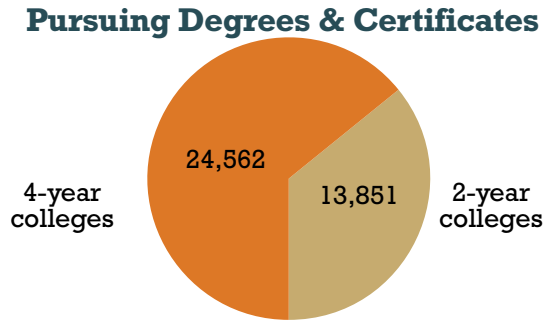
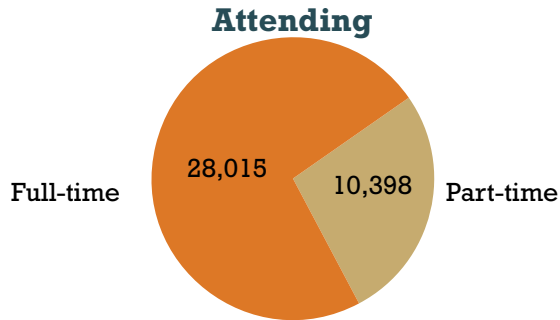
NP\* = The state did not provide data for this metric.

Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

We're making great progress in providing access to more students.

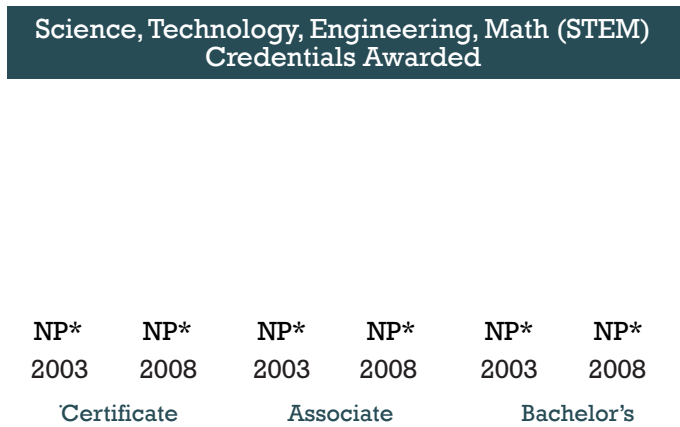
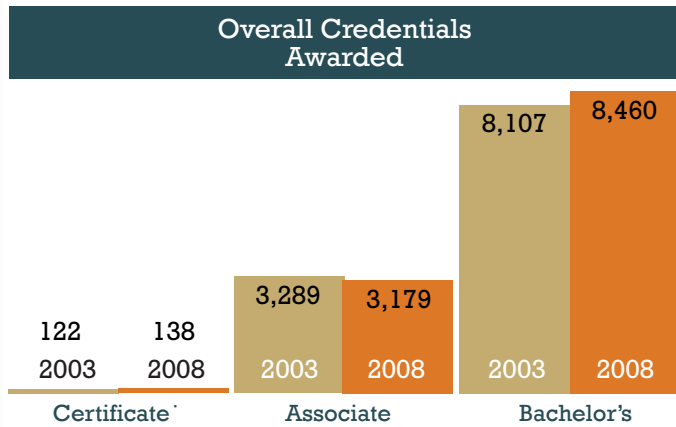
Total public college enrollment: 38,413



Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08

! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.



Data: 2007-08

! And all credentials should provide clear pathways to success.

Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 1½ years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 2 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
2005 Part-Time	Within 1 year	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 1½ years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 2 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 3 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 4 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
2004 Part-Time	Within 2 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 3 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 4 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 6 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 8 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
2002 Part-Time	Within 4 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 6 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 8 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*

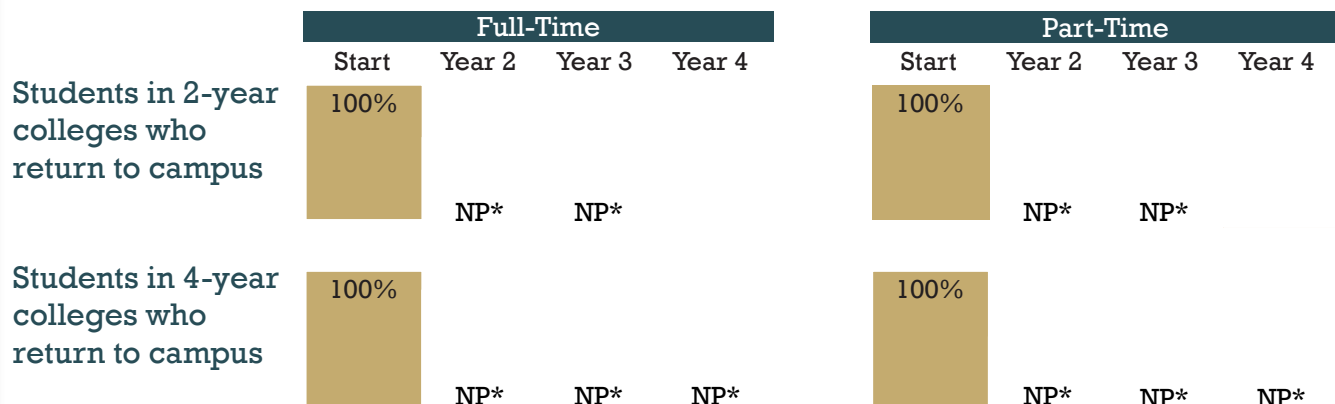
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

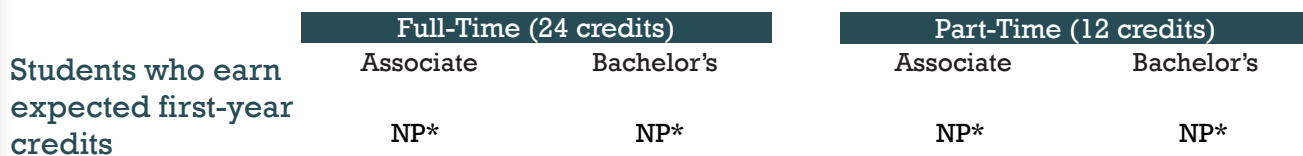
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



### ... after falling off track early.



Data: Associate cohort started in 2004–05, bachelor's cohort started in 2002–03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY7l YX

### 2-Year Colleges

**NP\***

of freshmen require remediation of those ...

- NP\* Complete remediation
- NP\* Complete remediation and associated college-level courses in two years
- NP\* Graduate within 3 years (projected)

### 4-Year Colleges

**NP\***

of freshmen require remediation of those ...

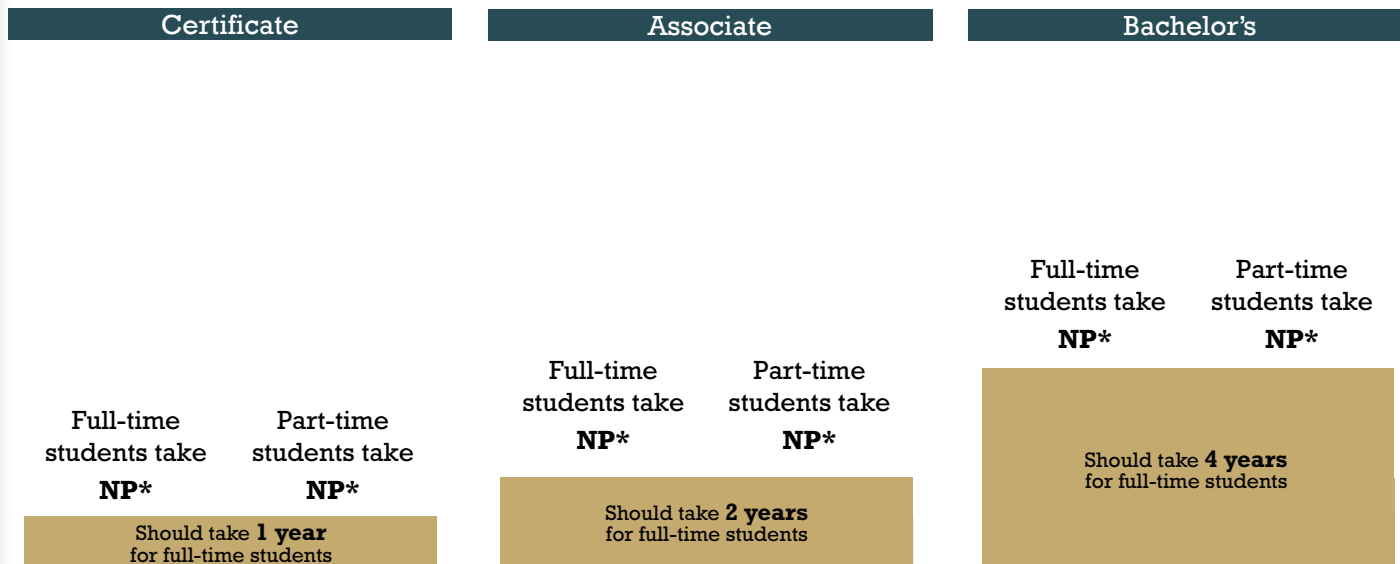
- NP\* Complete remediation
- NP\* Complete remediation and associated college-level courses in two years
- NP\* Graduate within 6 years (projected)

Data: NP\*

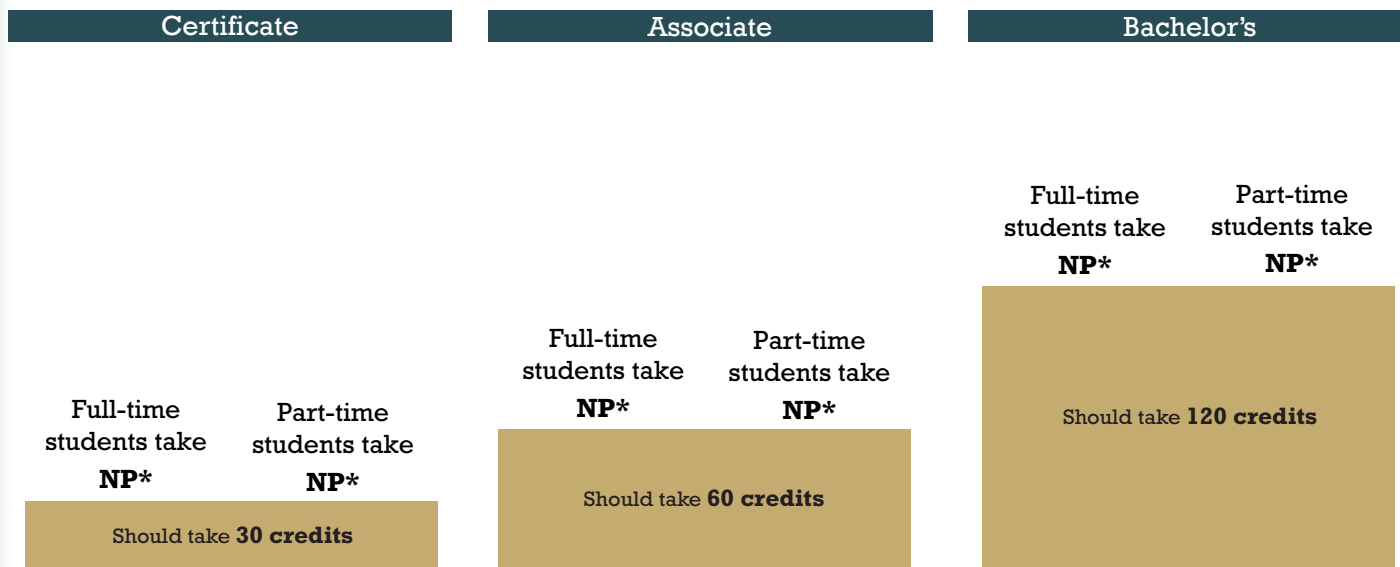
! Current approaches almost always guarantee failure.

Precious time and money are lost when students don't graduate on schedule.

Students are taking too much time ...



... and too many credits.



Data: 2007-08

! More students must graduate on time.

## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**

Certificate

Associate

NP\*

NP\*

In 1 year

In 1.5 years

In 2 years

In 2 years

In 3 years

In 4 years

**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**

Bachelor's

NP\*

In 4 years

In 6 years

In 8 years

Data: Certificate cohort started in 2005–06; associate cohort started in 2004–05; bachelor's cohort started in 2002–03

Even modest progress provides little comfort when overall graduation rates are so low.

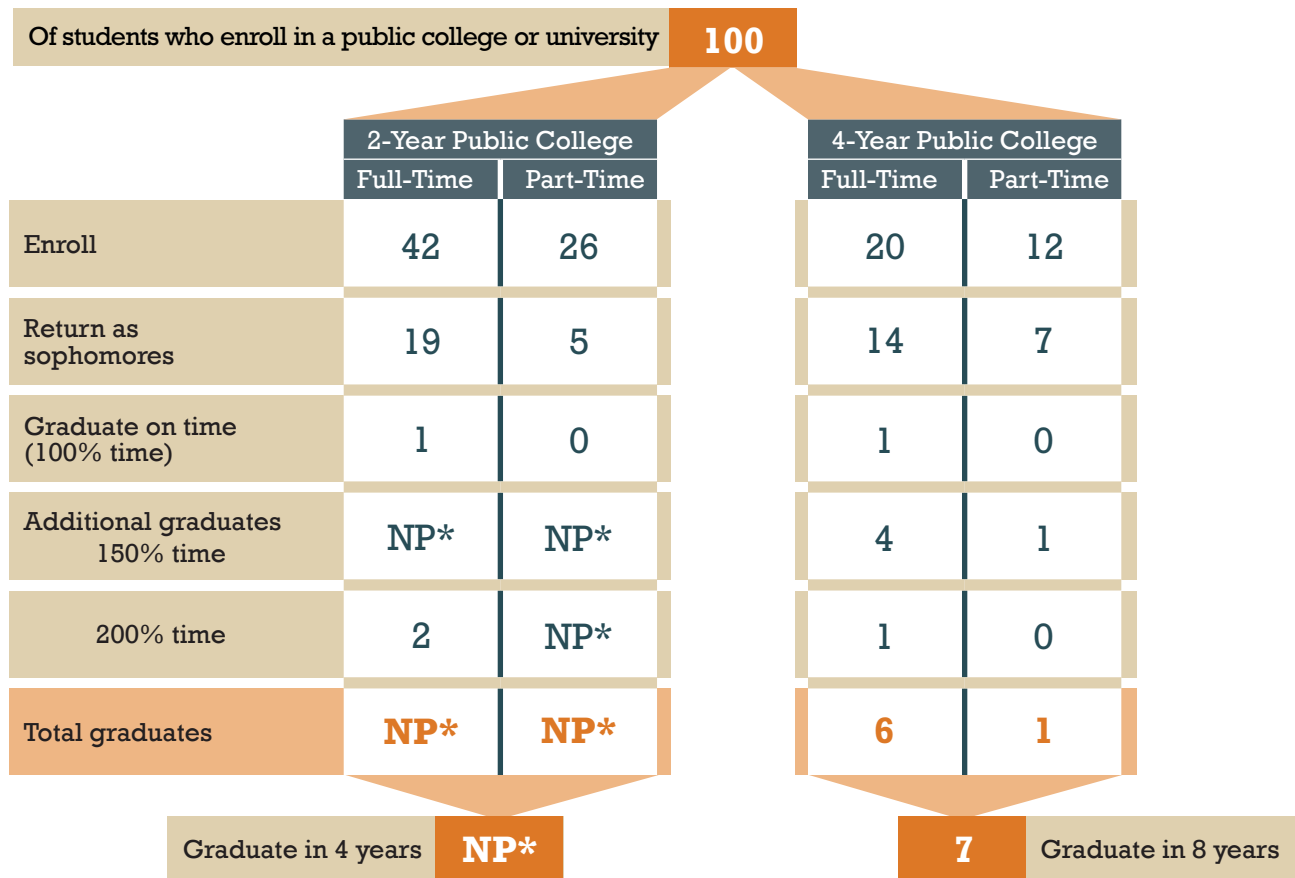


## For a strong economy, the skills gap must be closed.

- 61%** By 2020, jobs requiring a career certificate or college degree
- 29%** New Mexico adults who currently have an associate degree or higher
- 32%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

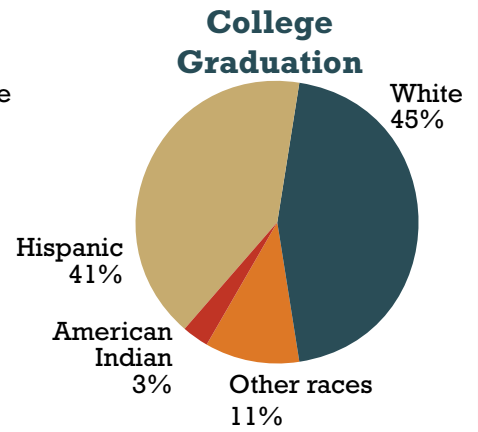
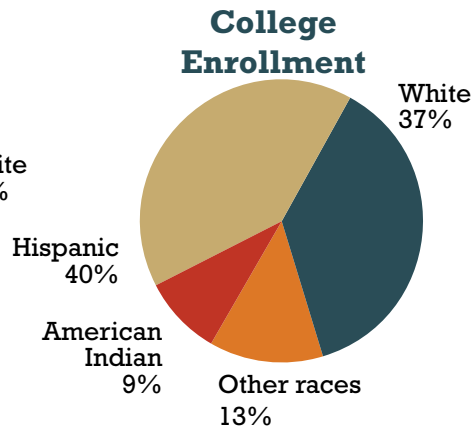
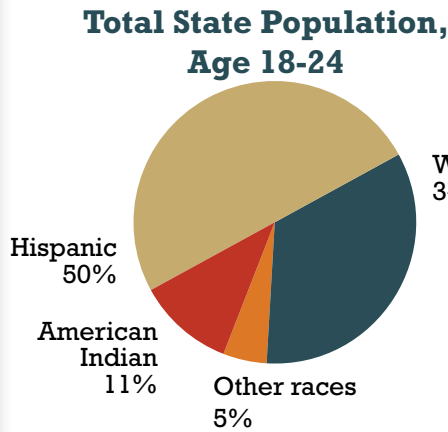
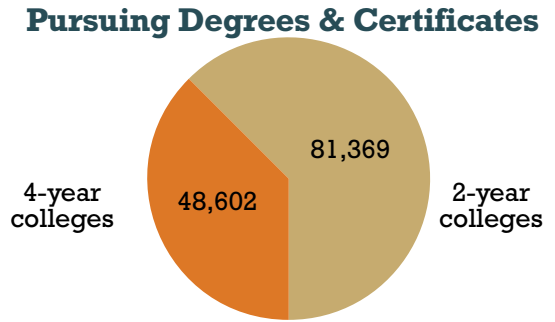
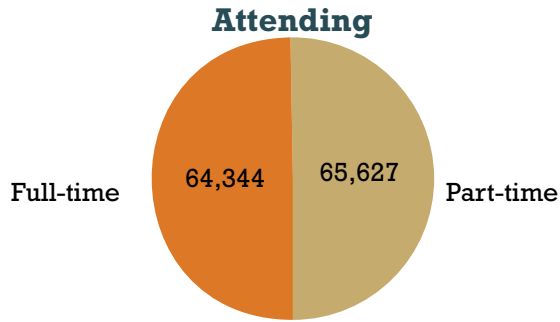
NP\* = The state did not provide data for this metric.

Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

**For too many students, the path through college ends with no degree — and often lots of debt.**

We're making great progress in providing access to more students.

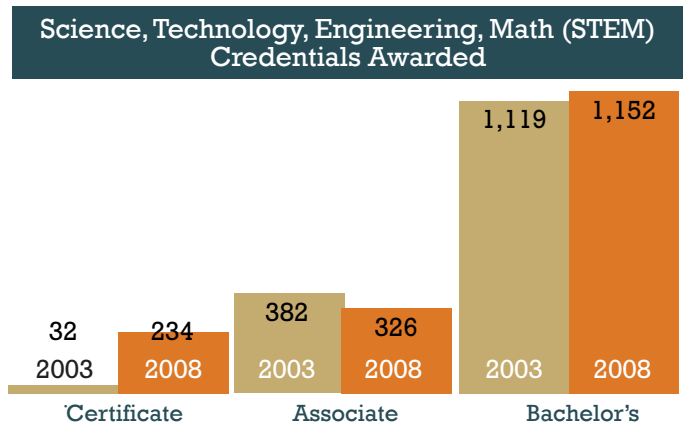
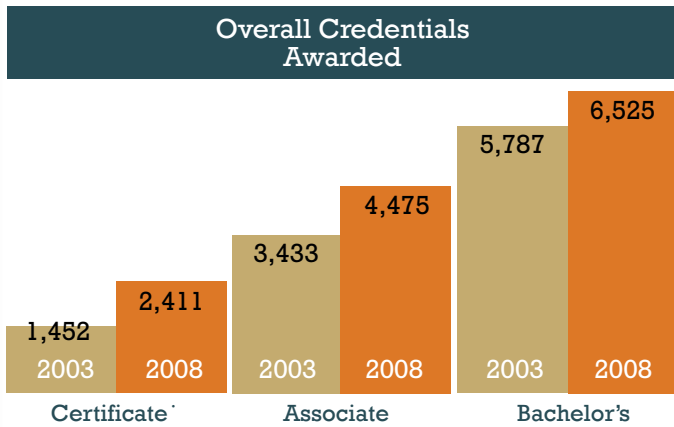
**Total public college enrollment: 129,971**



Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.



Data: 2007-08

! And all credentials should provide clear pathways to success.

# Graduation rates are very low, especially if you're poor, part time, African American, American Indian, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	American Indian	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	1.8%	2.1%	1.3%	2.5%	7.3%	4.7%	1.0%	1.9%	1.8%
	Within 1½ years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 2 years	2.7%	NP*	NP*	13.6%	9.5%	5.5%	1.9%	3.2%	3.3%
2005 Part-Time	Within 1 year	0.8%	0.8%	0.8%	1.0%	0.9%	1.0%	0.6%	0.9%	0.9%
	Within 1½ years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 2 years	1.4%	NP*	DS*	NP*	1.5%	1.9%	1.1%	1.7%	1.5%

2.7%

1.4%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	American Indian	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	3.3%	3.7%	2.9%	3.7%	7.3%	4.8%	2.8%	3.4%	3.8%
	Within 3 years	5.4%	5.4%	5.5%	6.0%	11.1%	7.7%	4.7%	6.1%	6.9%
	Within 4 years	7.1%	6.9%	7.5%	8.2%	14.8%	9.9%	6.2%	8.3%	9.6%
2004 Part-Time	Within 2 years	1.2%	1.0%	1.5%	1.3%	1.4%	1.1%	1.0%	1.4%	0.9%
	Within 3 years	2.4%	2.1%	3.1%	2.2%	2.4%	2.6%	2.4%	3.6%	2.7%
	Within 4 years	3.7%	3.0%	4.9%	2.7%	3.4%	4.3%	4.0%	6.1%	4.6%

6.9%

7.5%

8.2%

Associate degree graduation rates are abysmal across the country.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	6.4%	8.6%	5.1%	4.7%	1.6%	2.1%	7.3%	4.2%	1.2%
	Within 6 years	23.9%	29.4%	21.7%	17.7%	3.8%	6.6%	27.7%	17.4%	6.9%
	Within 8 years	28.1%	33.3%	26.6%	21.5%	5.5%	7.9%	32.4%	21.7%	10.3%
2002 Part-Time	Within 4 years	1.1%	1.1%	1.1%	2.4%	0.3%	1.3%	1.7%	1.5%	1.3%
	Within 6 years	7.9%	7.7%	9.1%	11.0%	1.1%	3.1%	16.4%	11.6%	13.4%
	Within 8 years	10.1%	9.5%	11.9%	13.4%	1.6%	4.3%	20.5%	15.8%	16.9%

3.8%

27.7%

1.1%

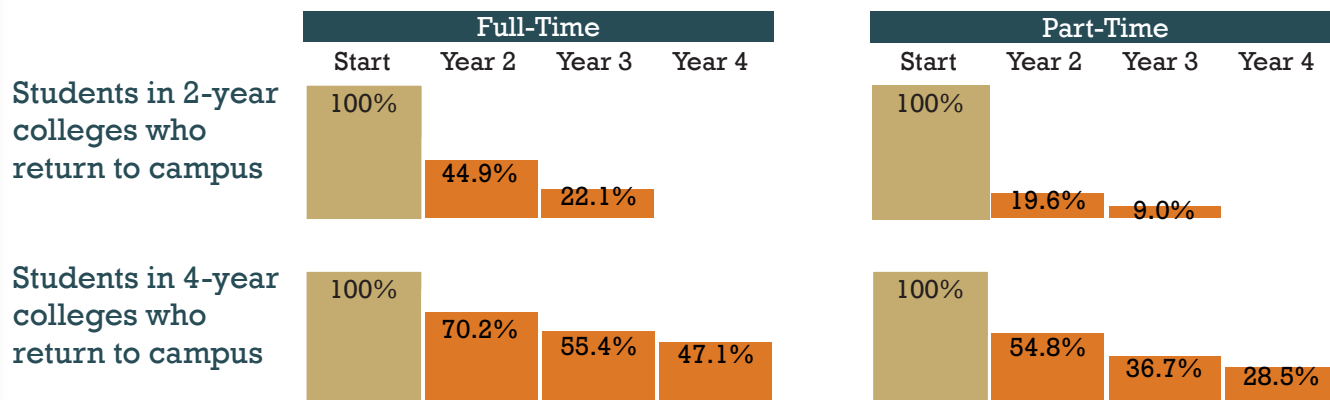
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

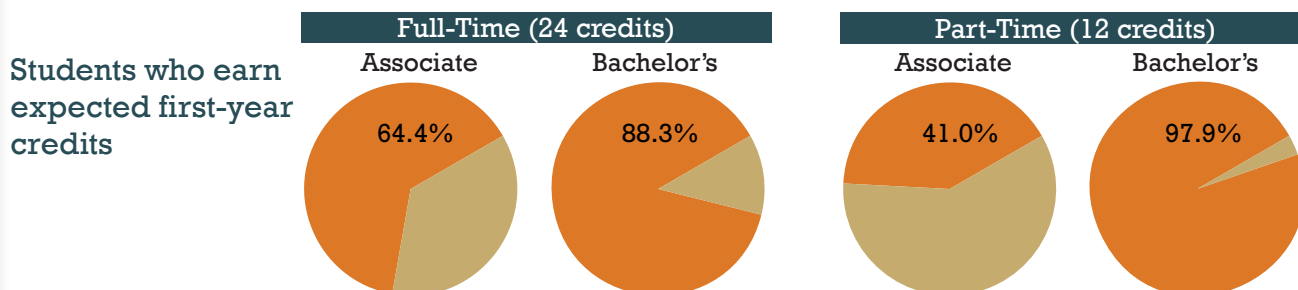
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



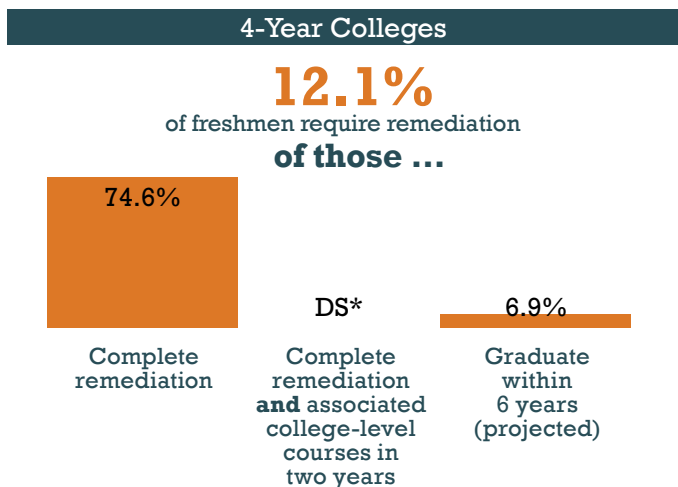
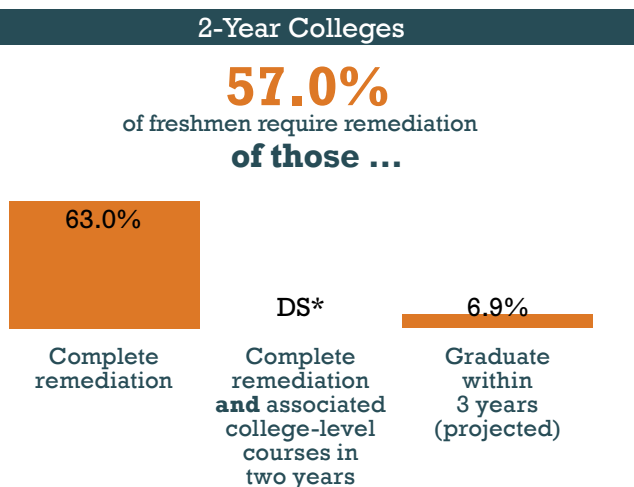
### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX



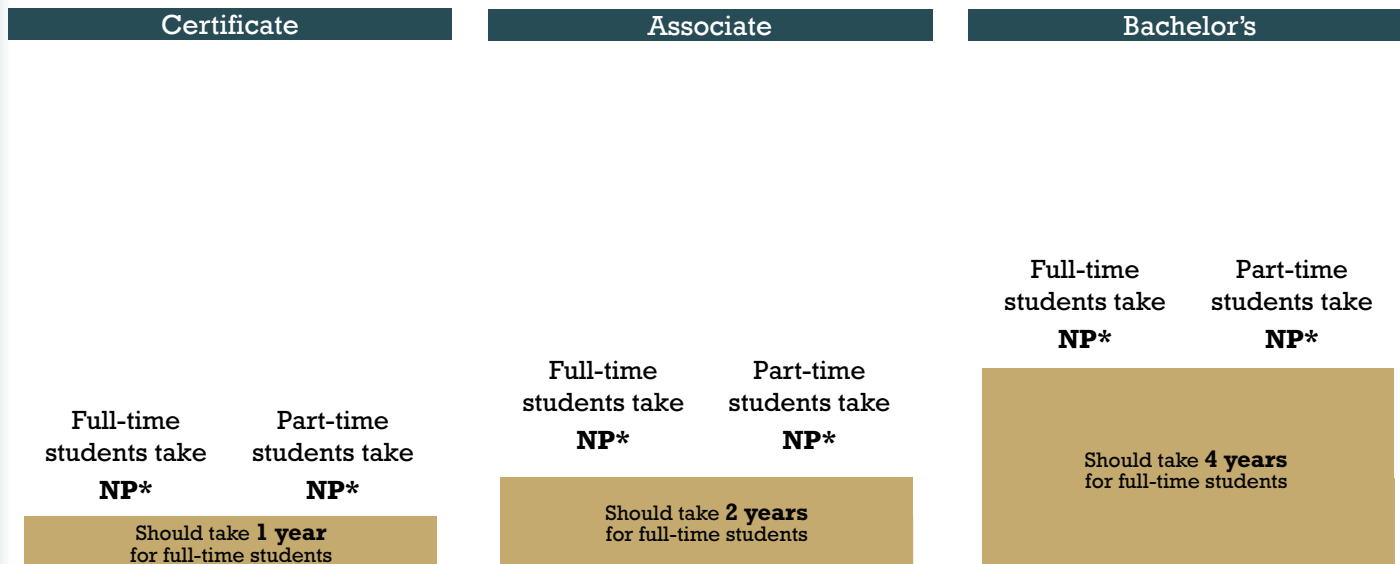
Data: Fall 2006

! Current approaches almost always guarantee failure.

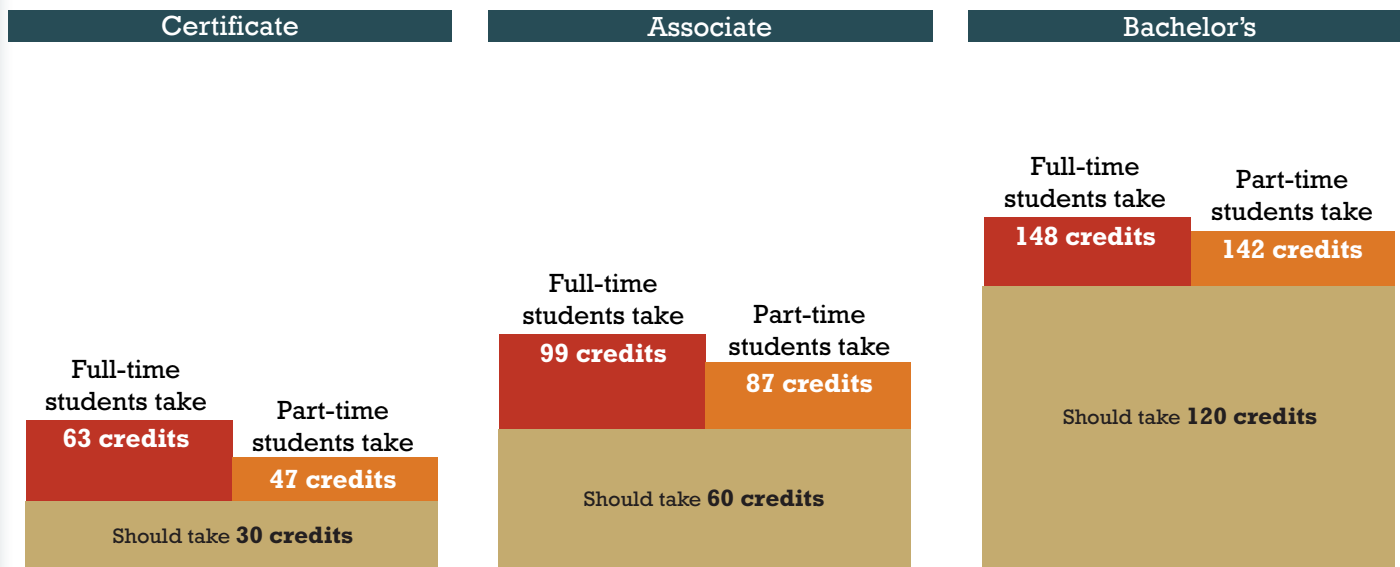
DS\* = Fewer than 10 students, so data were suppressed.

Precious time and money are lost when students don't graduate on schedule.

Students are taking too much time ...



... and too many credits.

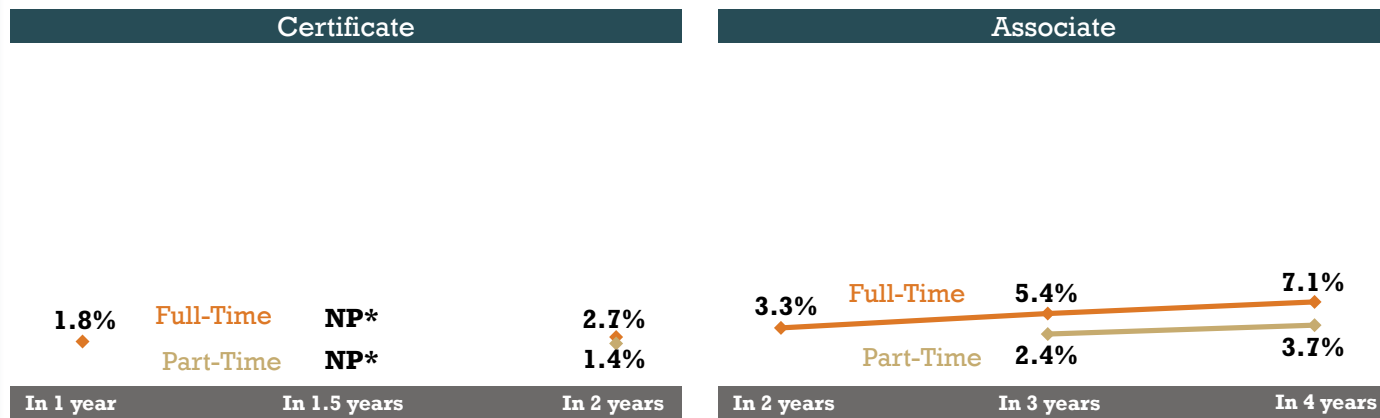


Data: 2007-08

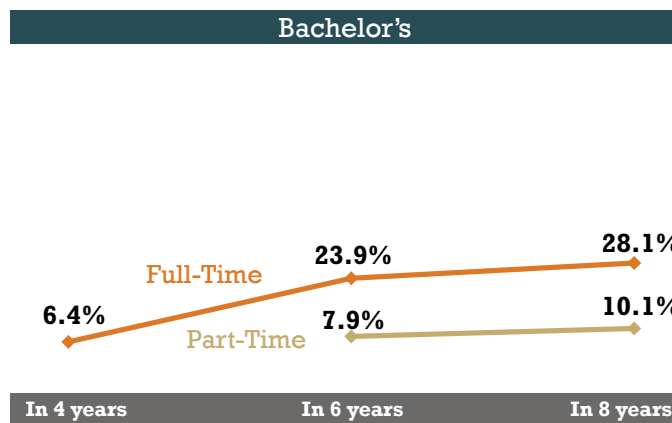
! More students must graduate on time.

## More time isn't giving us enough success.

For certificate and associate degree students, graduation rates are very low ... even when students take more time.



On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

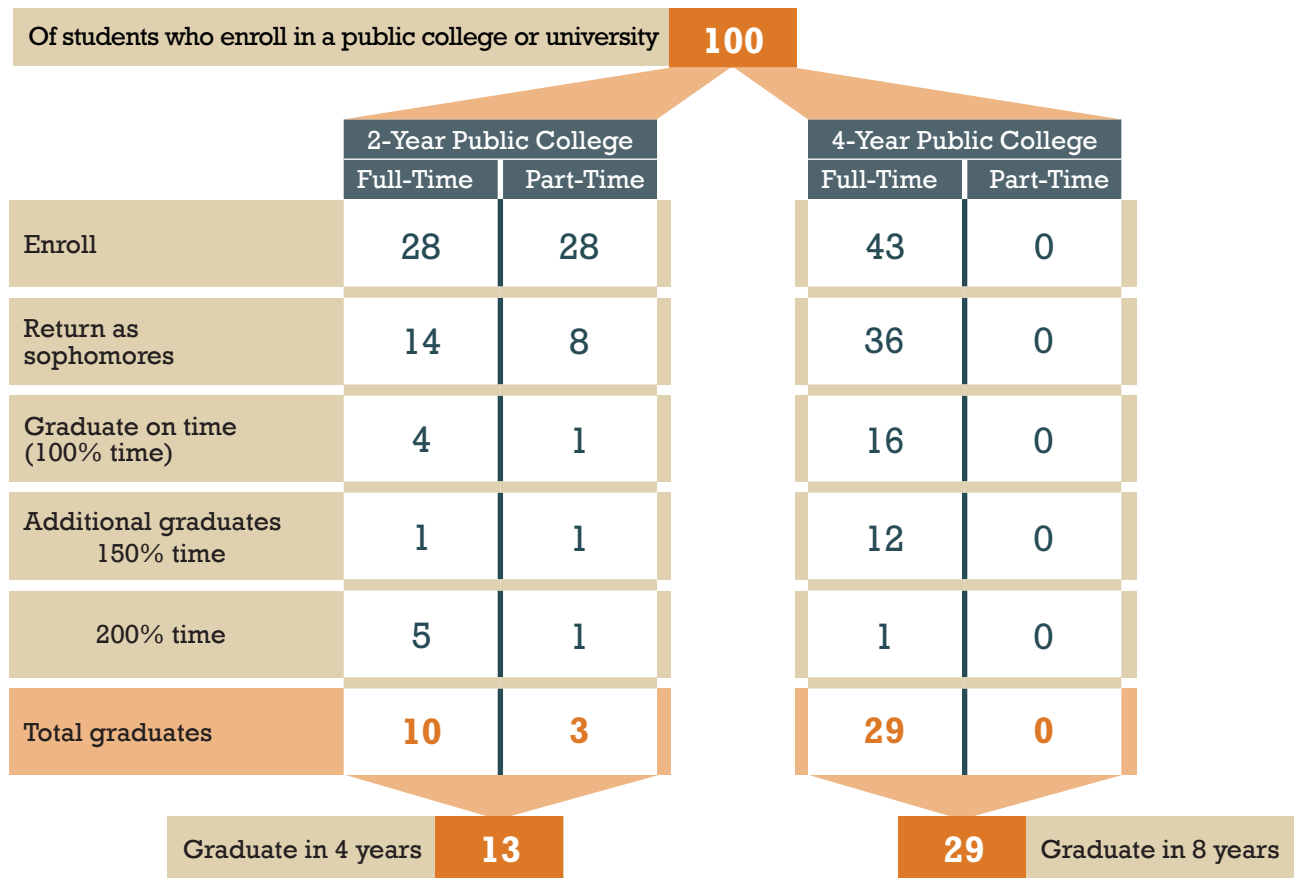
Even modest progress provides little comfort when overall graduation rates are so low.

For a strong economy, the skills gap must be closed.

- 63%** By 2020, jobs requiring a career certificate or college degree
- 36%** North Carolina adults who currently have an associate degree or higher
- 27%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

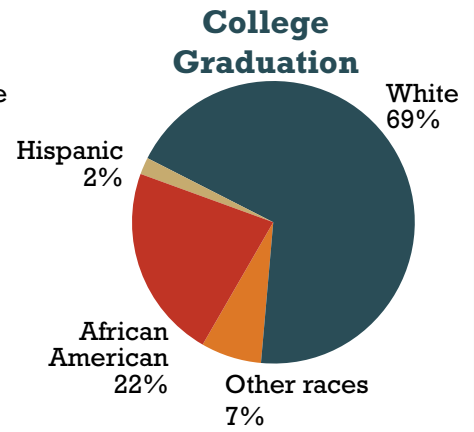
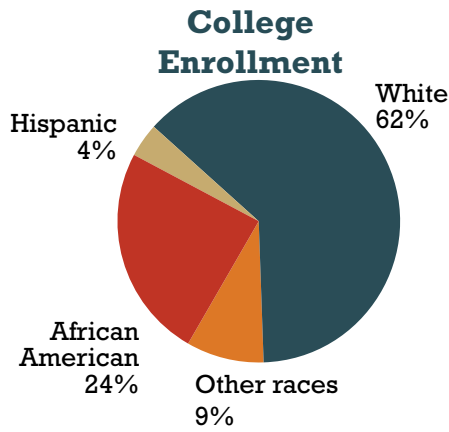
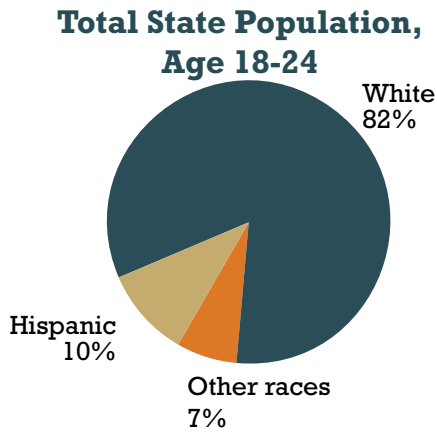
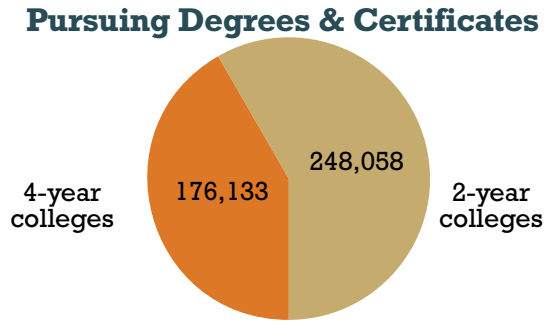
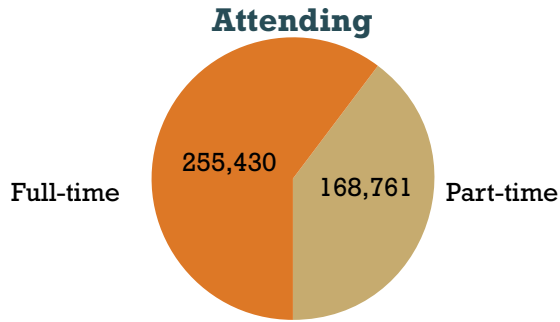
	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

**We're making great progress in providing access to more students.**

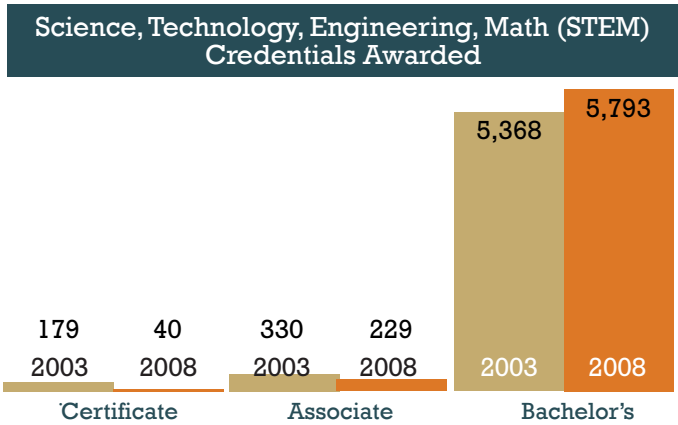
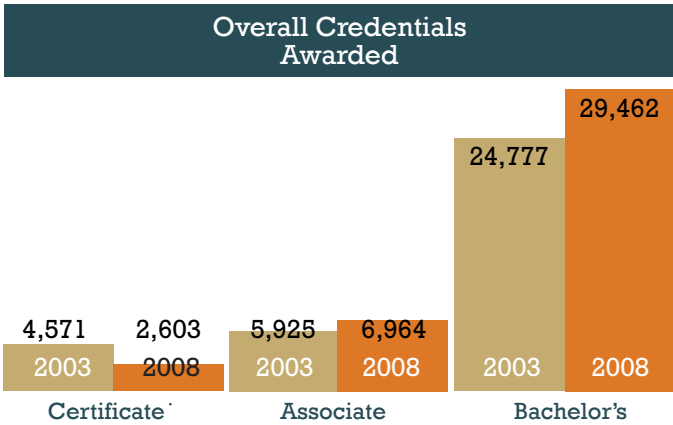
**Total public college enrollment: 424,191**



Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

**! Now we must have more success from all students.**

**For states to compete, their students must earn more degrees and certificates.**



Data: 2007-08

**! And all credentials should provide clear pathways to success.**



# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	41.9%	39.9%	46.8%	44.9%	50.1%	42.5%	22.8%	25.0%	17.5%
	Within 1½ years	42.9%	40.9%	47.9%	45.7%	51.5%	43.0%	23.1%	25.5%	19.0%
	Within 2 years	43.1%	41.2%	47.9%	45.7%	51.7%	43.2%	23.5%	25.5%	19.6%
2005 Part-Time	Within 1 year	14.3%	14.2%	14.3%	13.6%	16.7%	11.6%	10.5%	10.8%	6.1%
	Within 1½ years	15.4%	15.3%	15.6%	14.5%	17.3%	11.6%	13.7%	14.0%	6.4%
	Within 2 years	16.4%	16.4%	16.9%	15.2%	18.3%	11.6%	15.5%	15.4%	7.6%

**43.1%**

**16.4%**

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	8.8%	10.1%	7.1%	4.8%	16.4%	9.9%	6.6%	7.1%	4.5%
	Within 3 years	13.9%	15.9%	12.7%	7.7%	21.6%	13.2%	12.2%	11.8%	9.7%
	Within 4 years	17.5%	19.8%	16.4%	10.3%	24.4%	15.2%	16.6%	15.5%	13.9%
2004 Part-Time	Within 2 years	3.9%	4.6%	3.7%	2.2%	6.1%	4.3%	2.3%	3.0%	1.4%
	Within 3 years	6.8%	8.0%	5.0%	3.8%	9.3%	5.6%	5.8%	5.5%	3.9%
	Within 4 years	10.0%	11.7%	8.8%	6.1%	12.2%	7.7%	9.9%	9.3%	6.9%

**19.8%**

**16.4%**

**10.3%**

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	36.5%	41.1%	31.2%	24.1%	18.4%	25.4%	37.0%	25.4%	20.8%
	Within 6 years	63.5%	68.5%	60.3%	50.0%	30.5%	45.0%	64.3%	51.8%	49.4%
	Within 8 years	66.7%	71.5%	63.5%	53.5%	36.2%	49.6%	67.4%	55.7%	53.4%
2002 Part-Time	Within 4 years	5.6%	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
	Within 6 years	23.1%	29.9%	DS*	14.8%	14.3%	DS*	30.4%	25.0%	DS*
	Within 8 years	26.9%	33.6%	DS*	15.9%	19.0%	DS*	32.4%	30.0%	DS*

**30.5%**

**64.3%**

**14.3%**

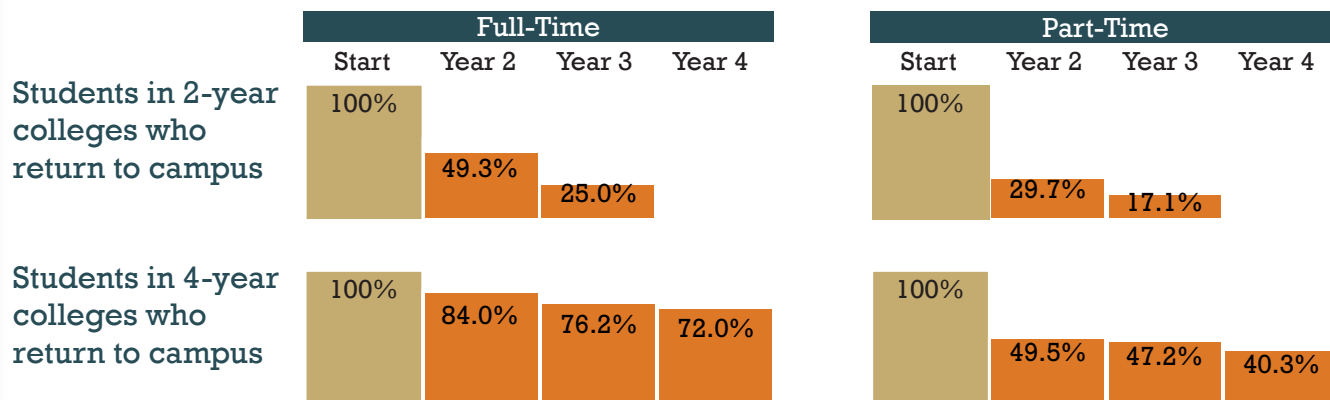
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

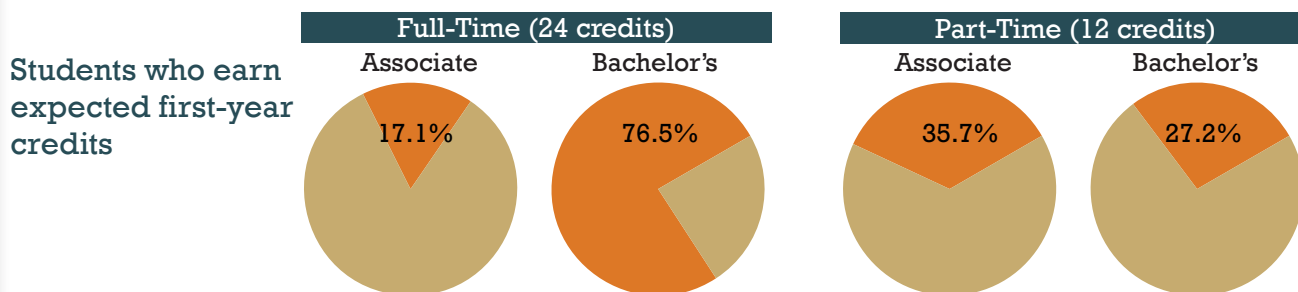
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



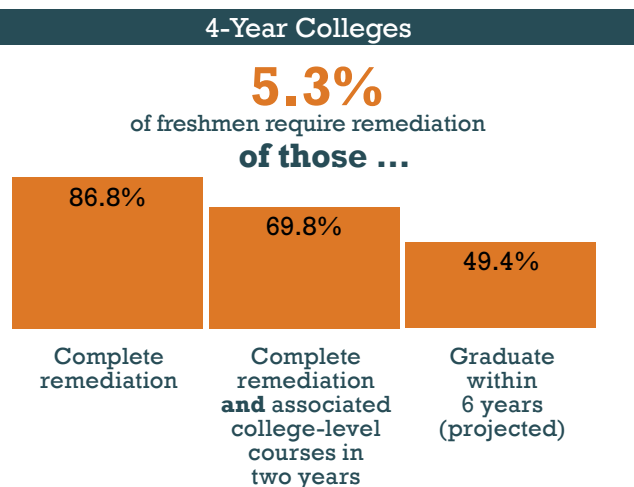
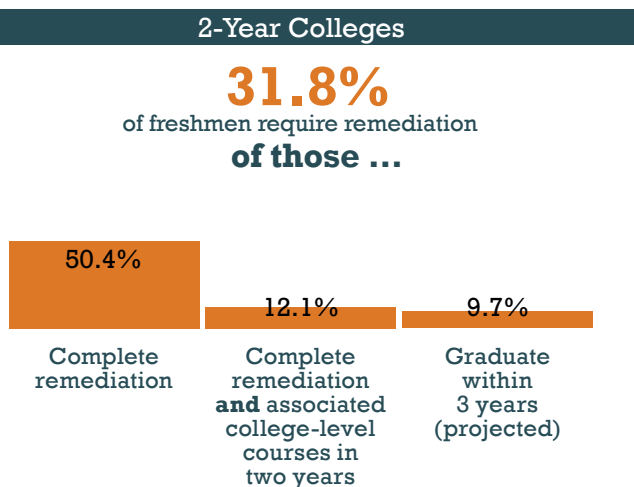
### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

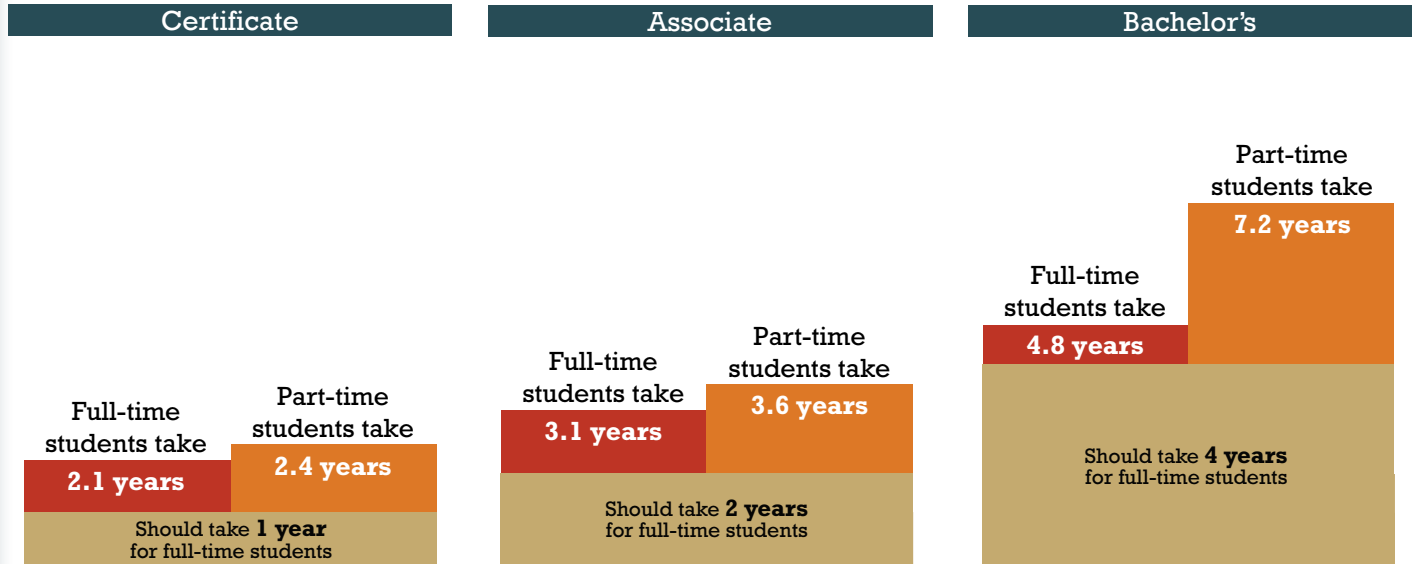


Data: Fall 2006

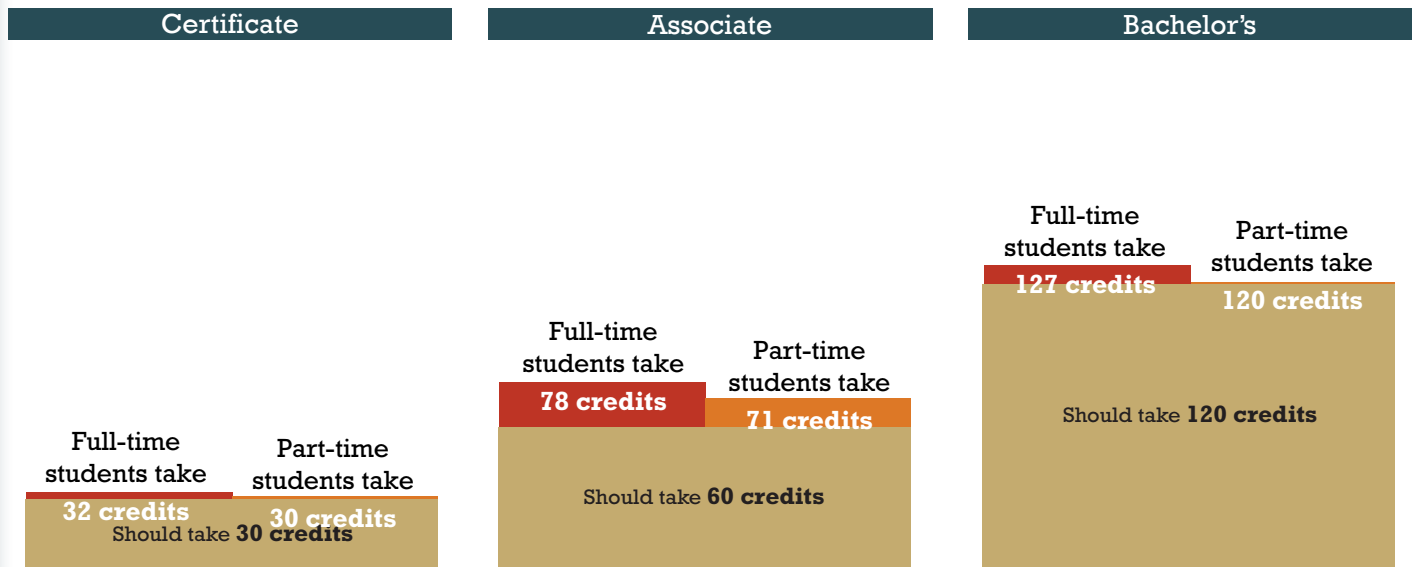
! Current approaches almost always guarantee failure.

**Precious time and money are lost when students don't graduate on schedule.**

**Students are taking too much time ...**



**... and too many credits.**

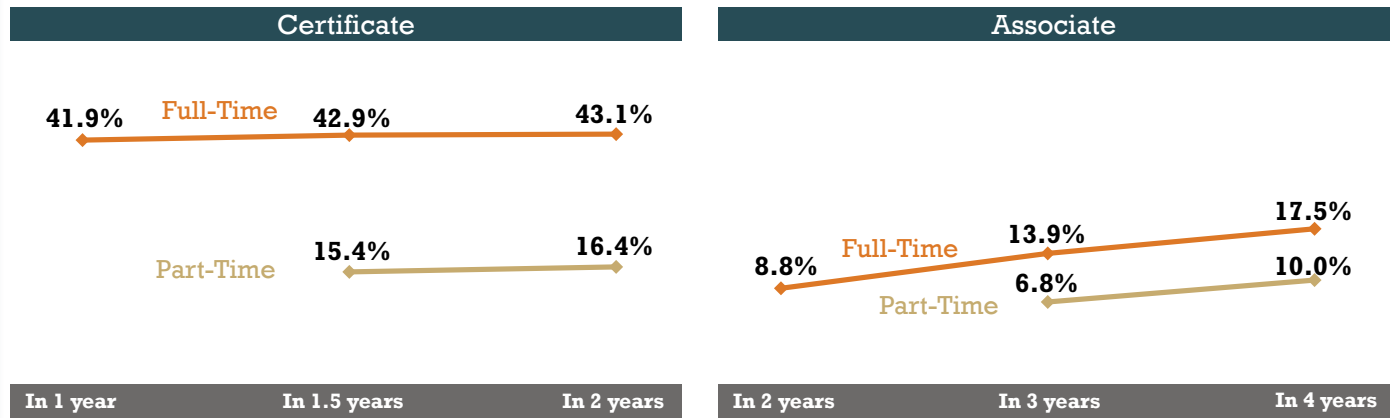


Data: 2007-08

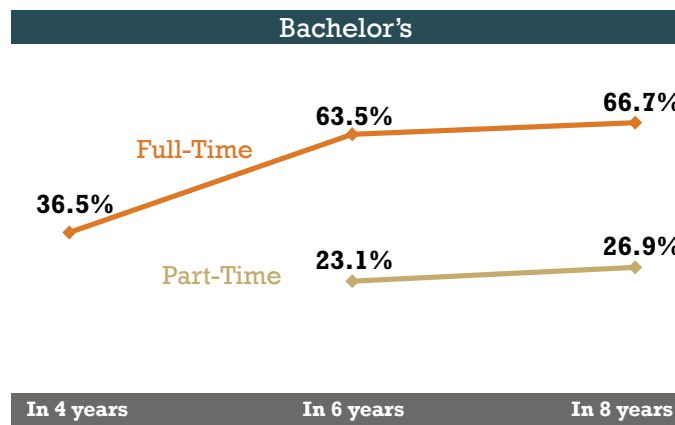
**! More students must graduate on time.**

## More time isn't giving us enough success.

For certificate and associate degree students, graduation rates are very low ... even when students take more time.



On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

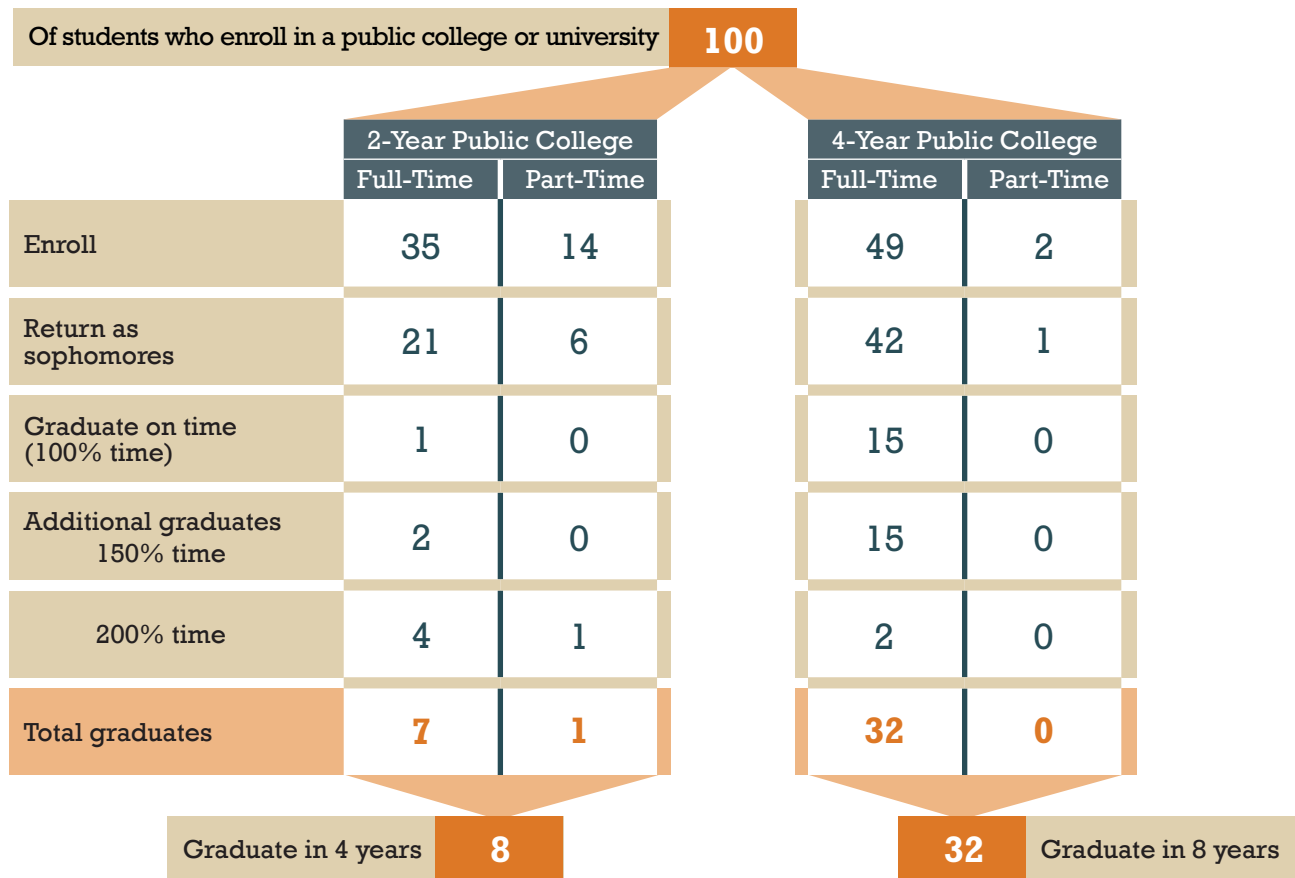
Even modest progress provides little comfort when overall graduation rates are so low.

## For a strong economy, the skills gap must be closed.

- 59%** By 2020, jobs requiring a career certificate or college degree
- 36%** Ohio adults who currently have an associate degree or higher
- 23%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

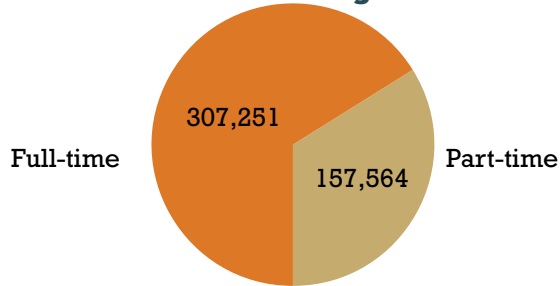
Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

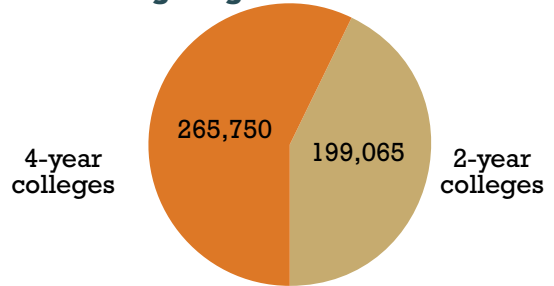
We're making great progress in providing access to more students.

**Total public college enrollment: 464,815**

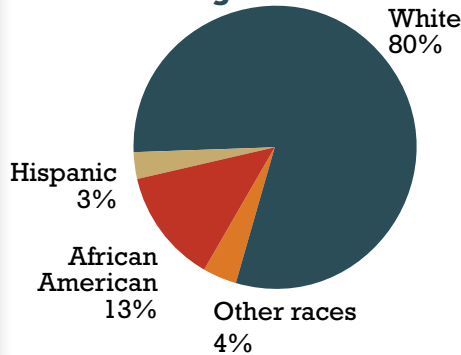
**Attending**



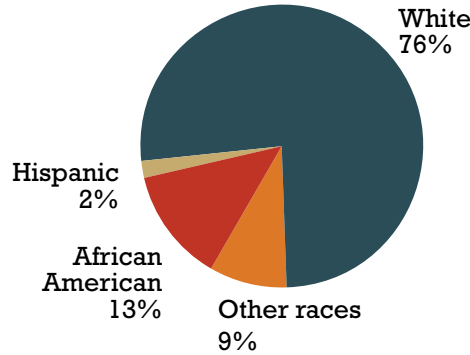
**Pursuing Degrees & Certificates**



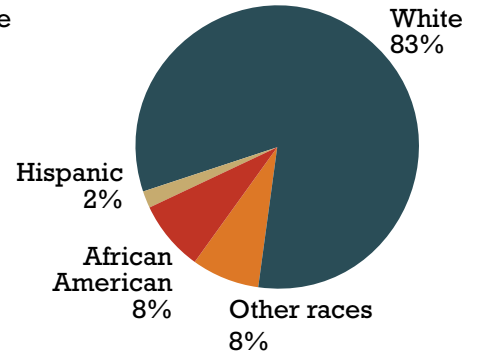
**Total State Population, Age 18-24**



**College Enrollment**



**College Graduation**

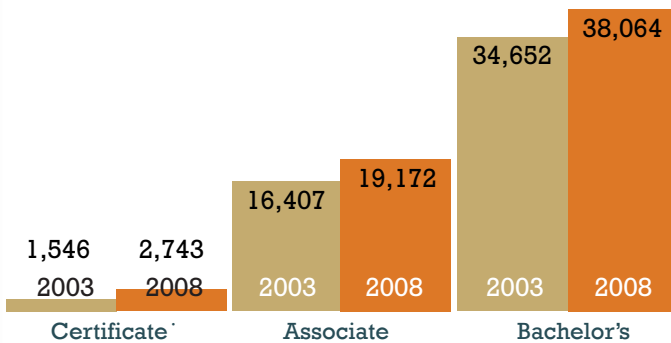


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

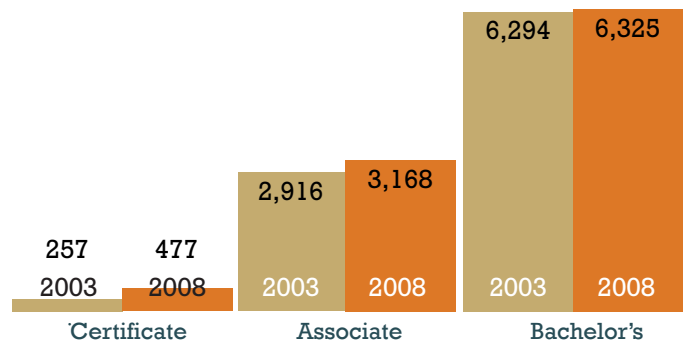
! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.

**Overall Credentials Awarded**



**Science, Technology, Engineering, Math (STEM) Credentials Awarded**



Data: 2007-08

! And all credentials should provide clear pathways to success.

# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	9.1%	9.8%	6.7%	2.9%	11.2%	6.4%	8.7%	8.6%	7.9%
	Within 1½ years	12.8%	13.4%	10.0%	8.6%	15.1%	7.9%	13.5%	11.9%	11.7%
	Within 2 years	15.1%	15.8%	13.3%	9.3%	16.7%	10.6%	16.1%	13.9%	13.8%
2005 Part-Time	Within 1 year	3.2%	3.7%	4.6%	1.3%	3.6%	2.7%	2.8%	3.2%	1.8%
	Within 1½ years	5.2%	5.8%	9.1%	1.9%	6.5%	3.2%	3.3%	4.8%	4.5%
	Within 2 years	7.5%	8.6%	9.1%	2.5%	7.4%	7.3%	7.8%	7.6%	7.7%

15.1%

7.5%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	2.8%	3.1%	1.3%	1.0%	3.7%	2.1%	2.8%	2.1%	1.3%
	Within 3 years	9.4%	10.4%	5.5%	3.0%	10.1%	6.6%	9.8%	7.7%	6.4%
	Within 4 years	16.5%	18.2%	10.7%	5.3%	15.1%	11.2%	17.7%	13.0%	12.0%
2004 Part-Time	Within 2 years	1.2%	1.4%	DS*	0.5%	1.4%	1.5%	0.8%	1.0%	0.3%
	Within 3 years	3.6%	4.0%	2.5%	1.1%	3.8%	3.6%	3.4%	3.2%	2.2%
	Within 4 years	7.8%	8.9%	3.9%	2.8%	8.4%	6.4%	8.2%	6.9%	6.0%

18.2%

10.7%

5.3%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	29.5%	32.0%	22.7%	12.0%	7.1%	6.7%	30.5%	16.5%	7.9%
	Within 6 years	59.7%	63.2%	49.9%	34.4%	17.0%	19.0%	61.4%	42.2%	33.8%
	Within 8 years	63.7%	67.2%	55.1%	38.9%	20.9%	24.2%	65.3%	47.1%	39.5%
2002 Part-Time	Within 4 years	3.5%	4.1%	2.9%	1.2%	1.9%	1.9%	5.6%	2.3%	0.6%
	Within 6 years	10.0%	11.8%	5.9%	3.5%	4.9%	6.1%	16.4%	6.8%	5.3%
	Within 8 years	14.4%	17.4%	5.9%	6.2%	6.8%	10.7%	23.0%	9.5%	9.5%

17.0%

61.4%

4.9%

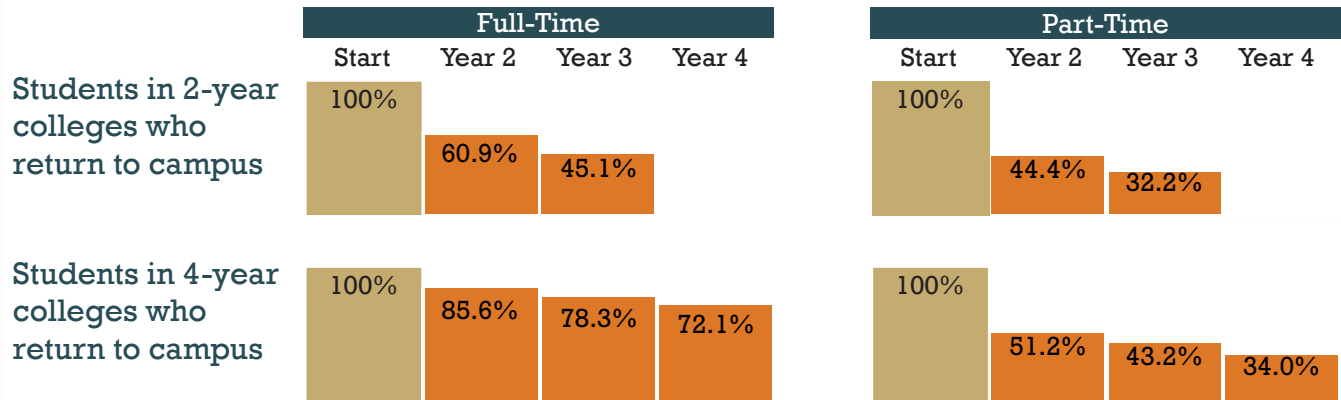
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

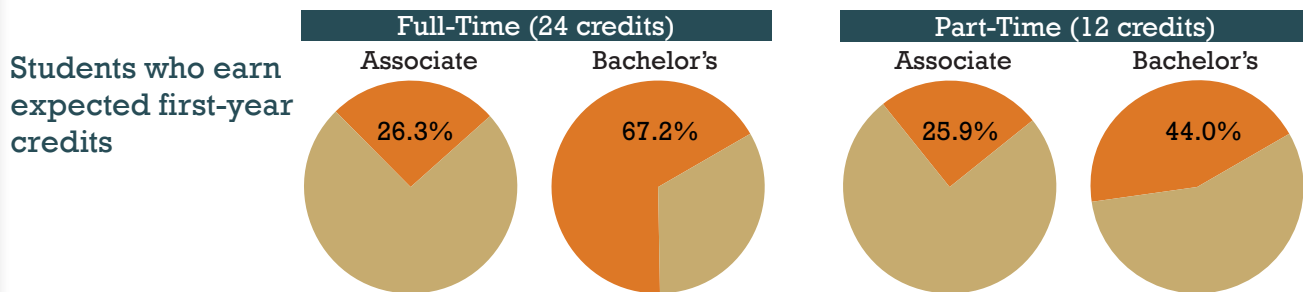
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



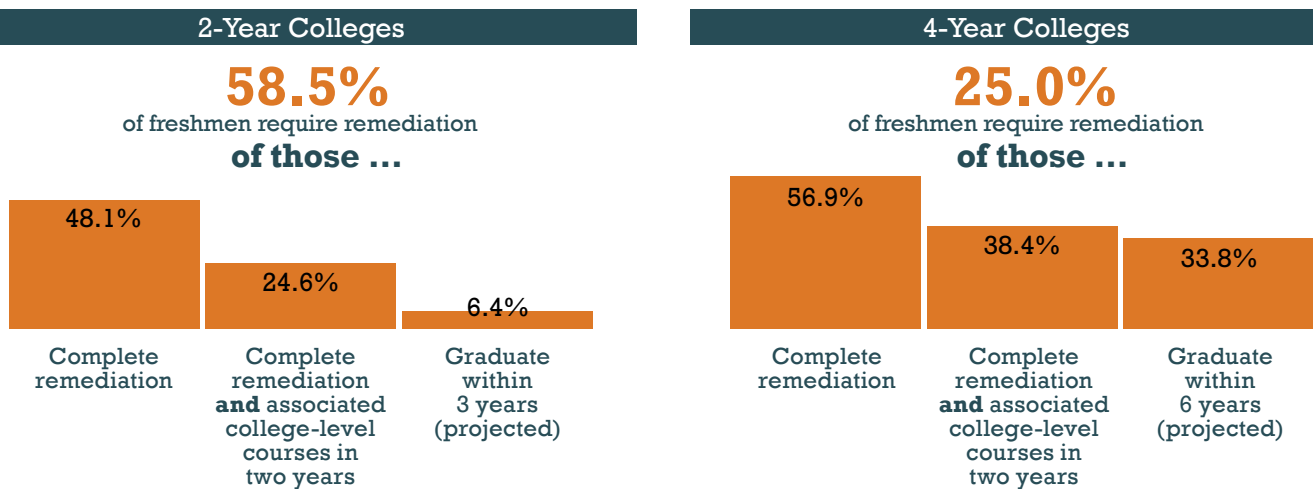
### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX



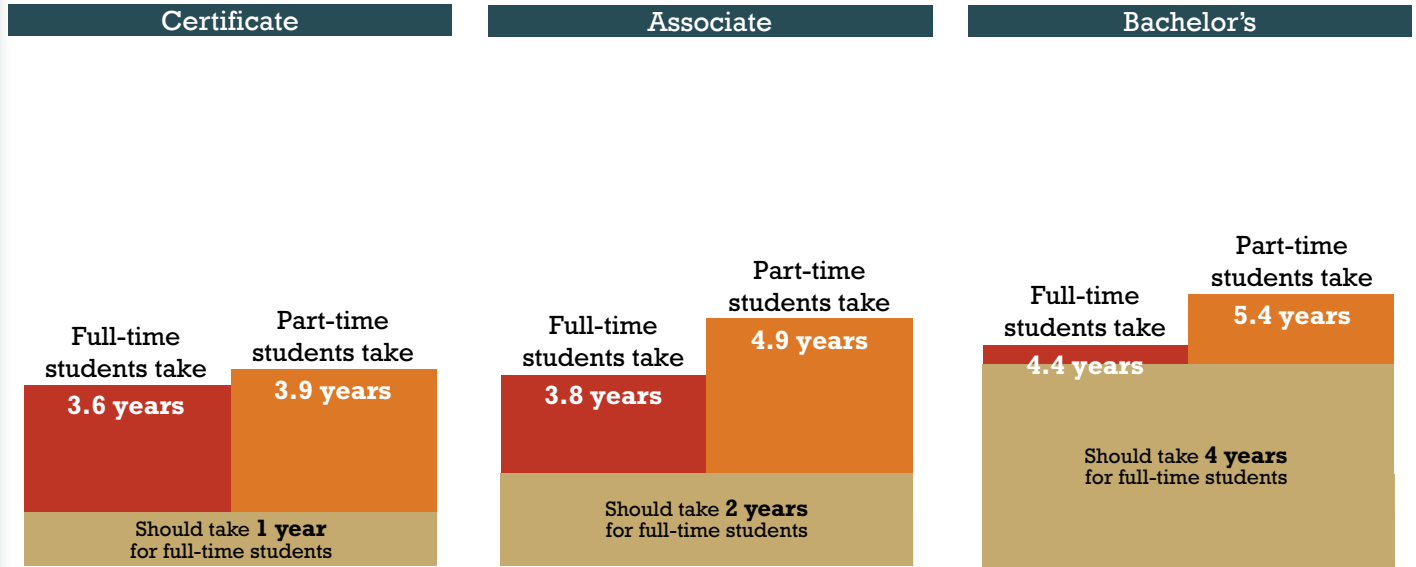
Data: Fall 2006

! Current approaches almost always guarantee failure.

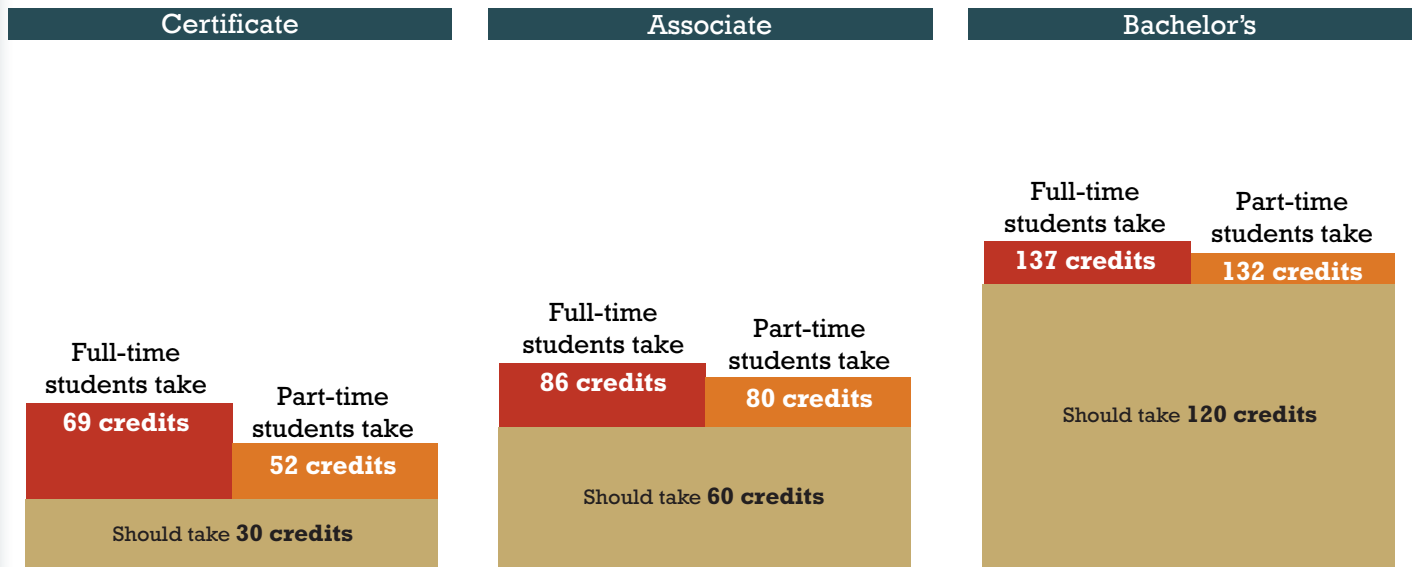


# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.

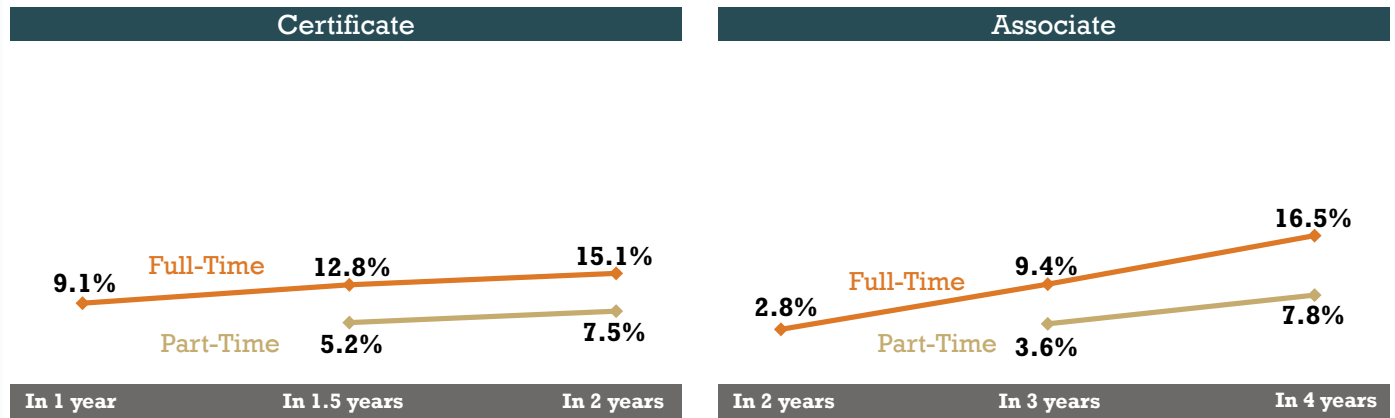


Data: 2007-08

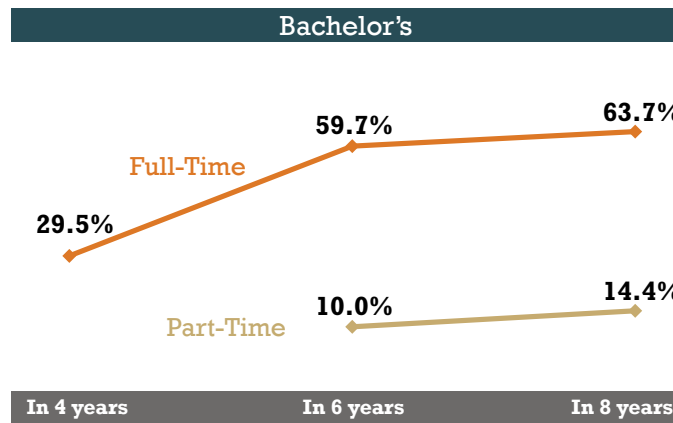
**!** More students must graduate on time.

## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

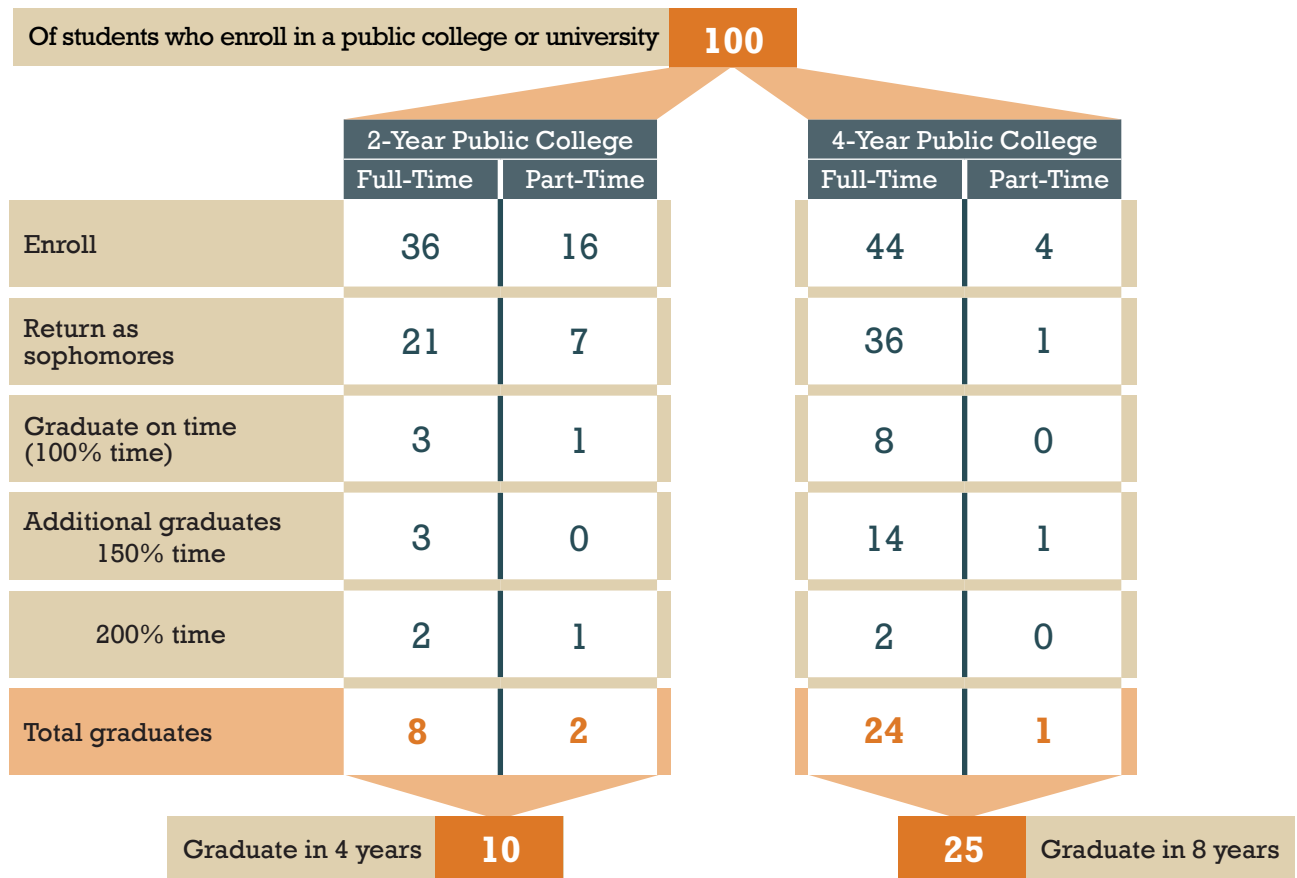
**Even modest progress provides little comfort when overall graduation rates are so low.**

## For a strong economy, the skills gap must be closed.

- 59%** By 2020, jobs requiring a career certificate or college degree
- 30%** Oklahoma adults who currently have an associate degree or higher
- 29%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

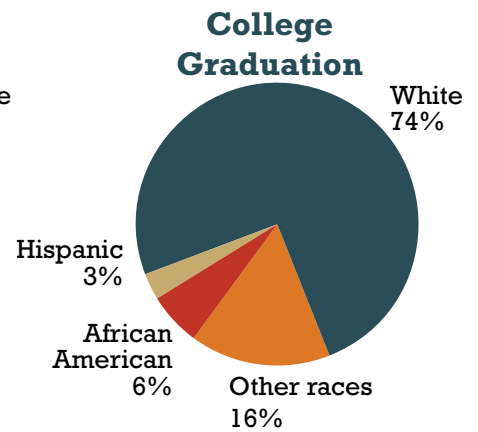
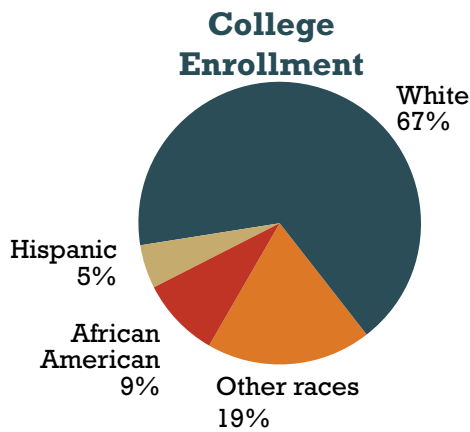
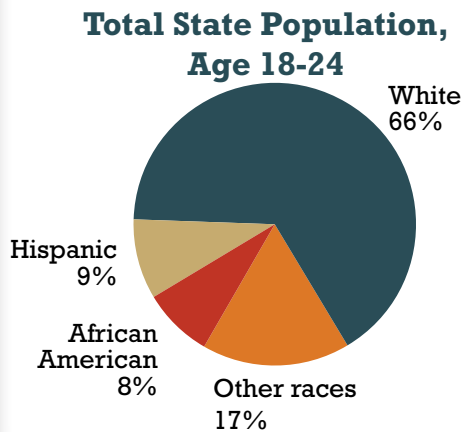
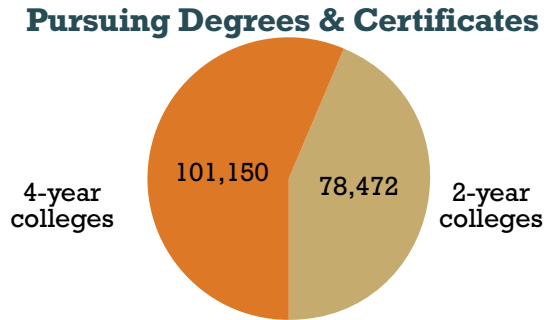
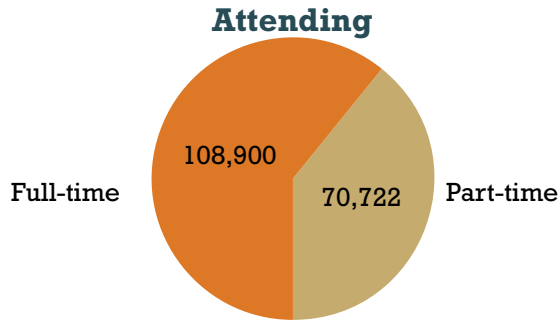
	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

We're making great progress in providing access to more students.

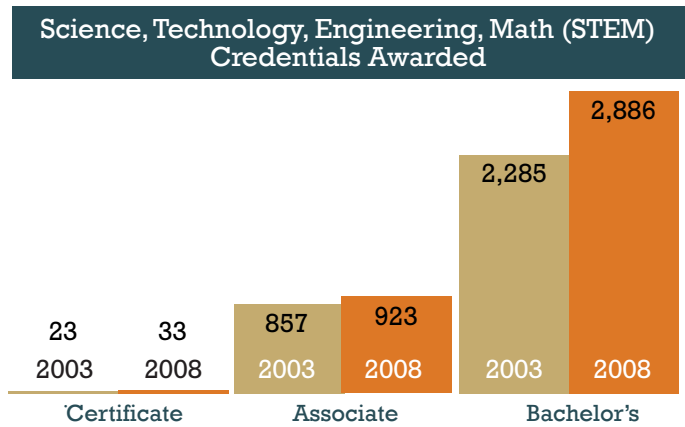
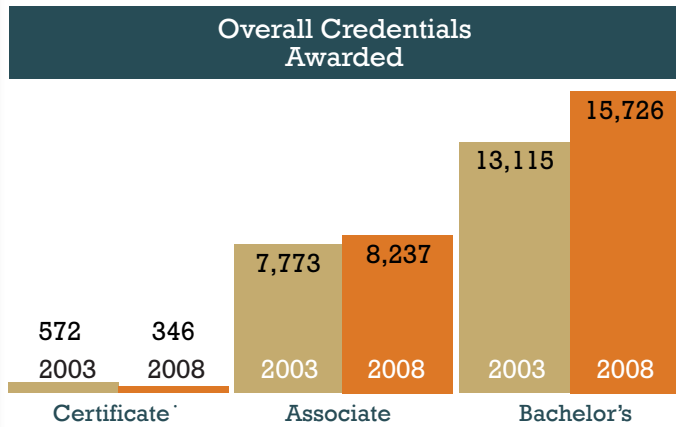
Total public college enrollment: 179,622



Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.



Data: 2007-08

! And all credentials should provide clear pathways to success.

# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	10.8%	11.3%	DS*	DS*	14.7%	16.7%	5.8%	DS*	DS*
	Within 1½ years	12.7%	14.5%	DS*	DS*	17.6%	16.7%	7.7%	DS*	DS*
	Within 2 years	12.7%	14.5%	DS*	DS*	17.6%	16.7%	7.7%	DS*	DS*
2005 Part-Time	Within 1 year	18.8%	22.0%	DS*	20.0%	24.1%	14.3%	4.8%	DS*	0.0%
	Within 1½ years	20.0%	23.7%	DS*	20.0%	24.1%	19.0%	9.5%	DS*	0.0%
	Within 2 years	20.0%	23.7%	DS*	20.0%	24.1%	19.0%	9.5%	DS*	0.0%

12.7%

20.0%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	8.8%	9.4%	3.4%	4.3%	12.3%	10.2%	9.2%	10.6%	2.5%
	Within 3 years	17.9%	19.5%	11.3%	7.3%	21.0%	16.3%	18.9%	19.9%	9.2%
	Within 4 years	22.1%	24.0%	15.9%	9.4%	25.3%	19.1%	23.4%	24.0%	13.1%
2004 Part-Time	Within 2 years	3.5%	3.7%	1.0%	1.3%	6.0%	2.9%	2.2%	6.9%	0.4%
	Within 3 years	6.3%	6.6%	1.0%	2.5%	9.1%	4.8%	5.4%	11.2%	2.1%
	Within 4 years	9.2%	9.7%	3.6%	3.9%	12.8%	6.9%	8.3%	14.4%	4.6%

24.0%

15.9%

9.4%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	19.0%	20.5%	15.3%	13.4%	8.8%	16.6%	20.1%	12.1%	6.2%
	Within 6 years	50.0%	53.5%	46.1%	38.6%	18.1%	33.8%	53.0%	38.6%	30.6%
	Within 8 years	55.4%	58.7%	53.9%	45.7%	21.5%	38.7%	58.5%	44.4%	36.7%
2002 Part-Time	Within 4 years	1.6%	1.9%	DS*	0.8%	1.2%	1.7%	2.2%	1.6%	1.5%
	Within 6 years	9.9%	10.2%	5.9%	9.2%	4.6%	7.6%	16.1%	15.3%	12.9%
	Within 8 years	13.3%	14.0%	11.8%	11.7%	5.8%	10.5%	21.5%	20.0%	17.3%

18.1%

53.0%

4.6%

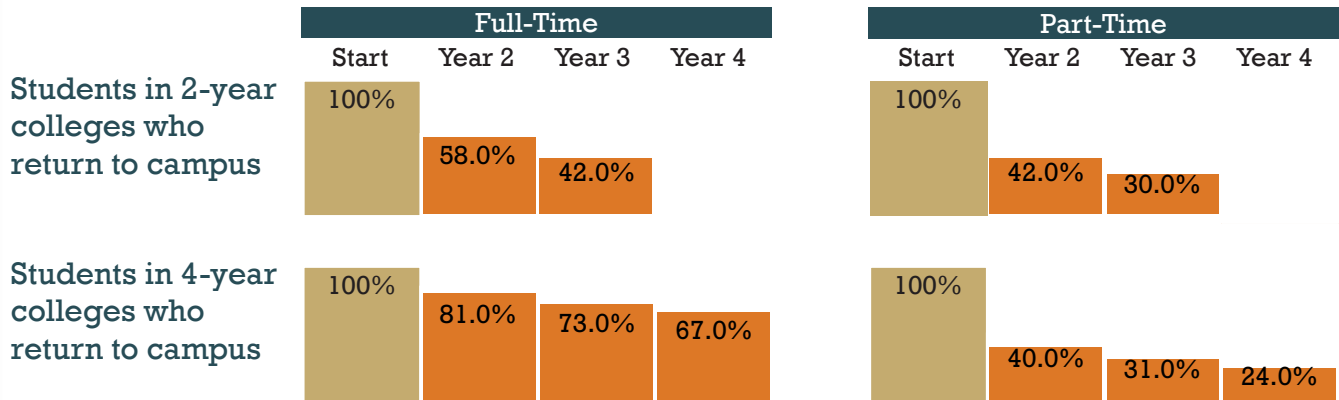
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

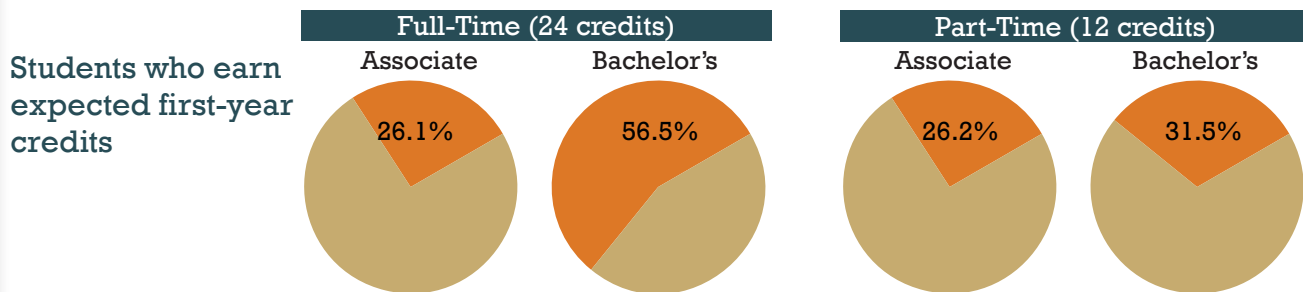
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



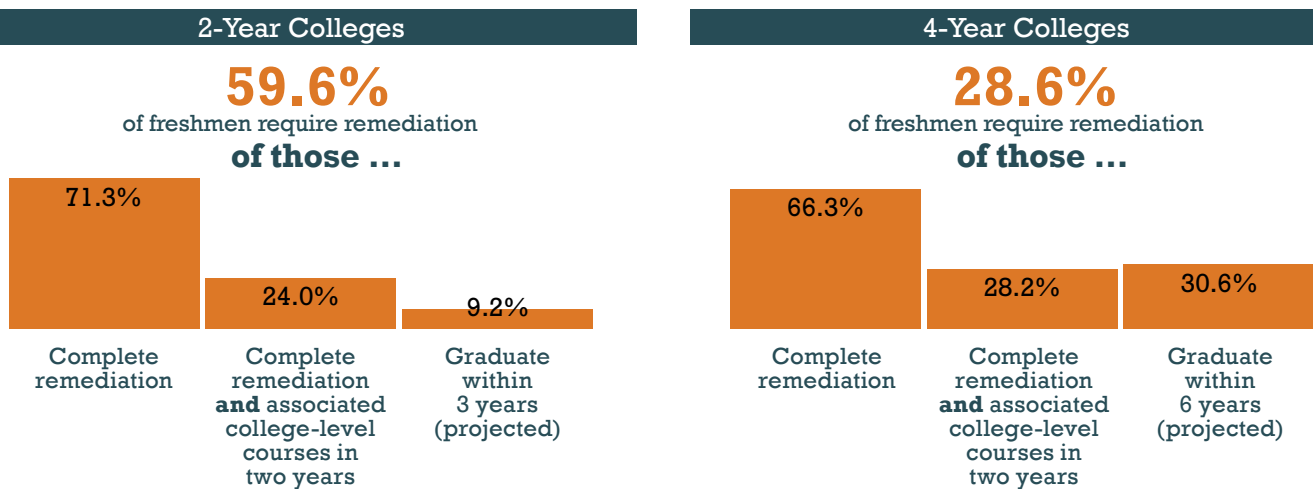
### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

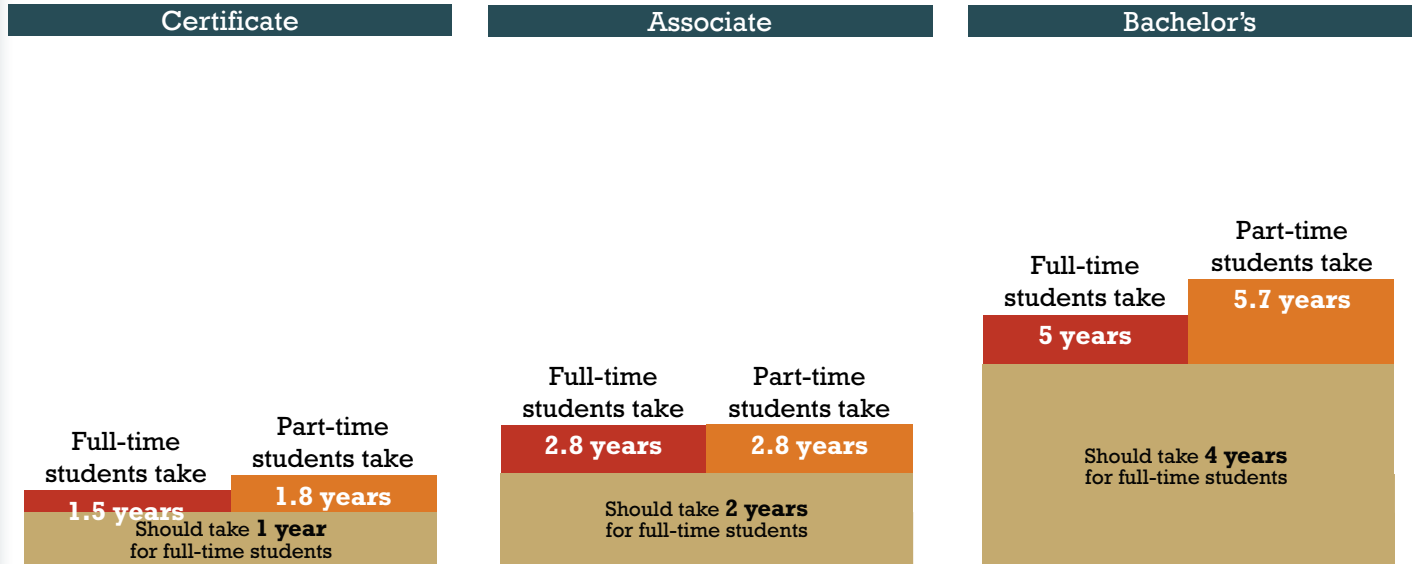


Data: Fall 2006

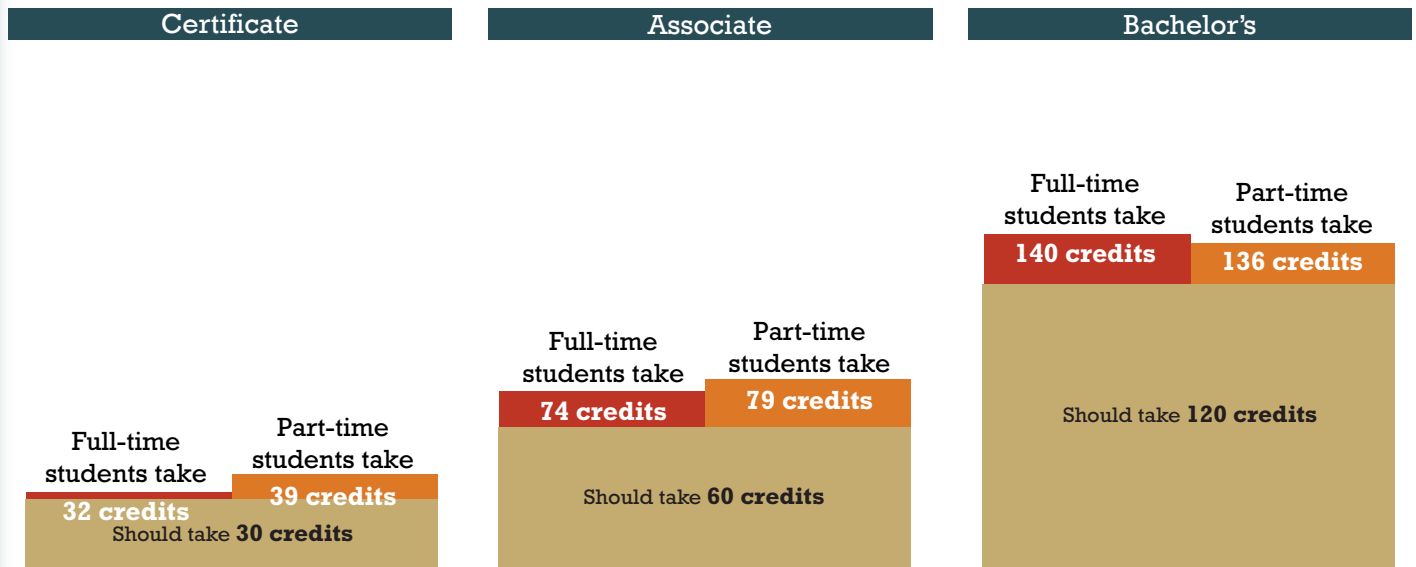
! Current approaches almost always guarantee failure.

# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.

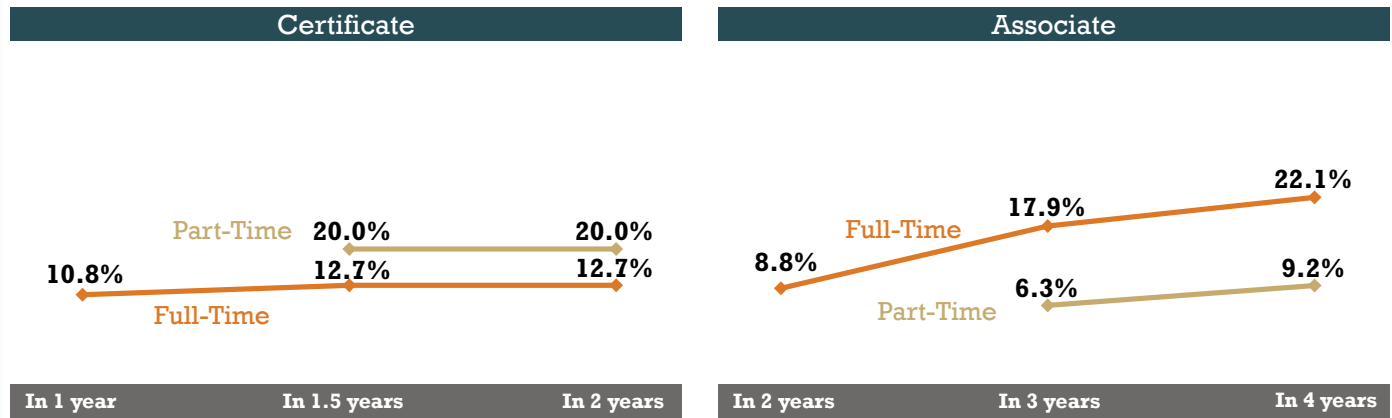


Data: 2007-08

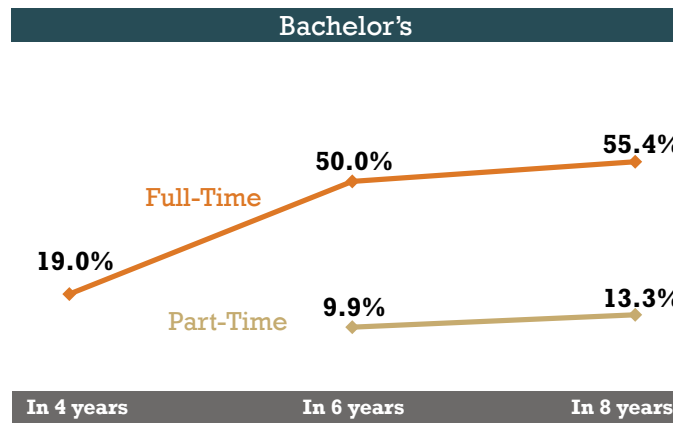
**!** More students must graduate on time.

## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

**Even modest progress provides little comfort when overall graduation rates are so low.**

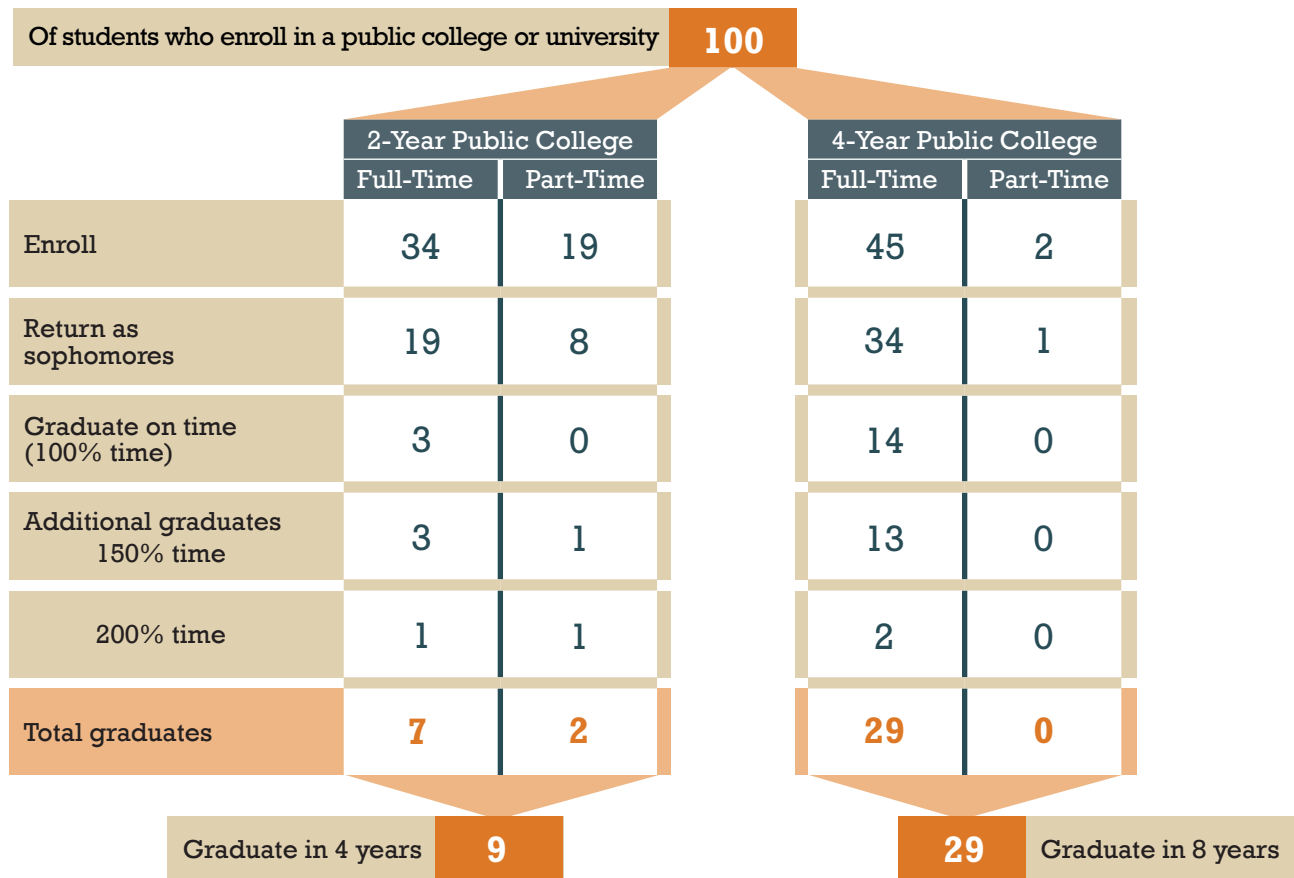


## For a strong economy, the skills gap must be closed.

- 67%** By 2020, jobs requiring a career certificate or college degree
- 36%** Oregon adults who currently have an associate degree or higher
- 31%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

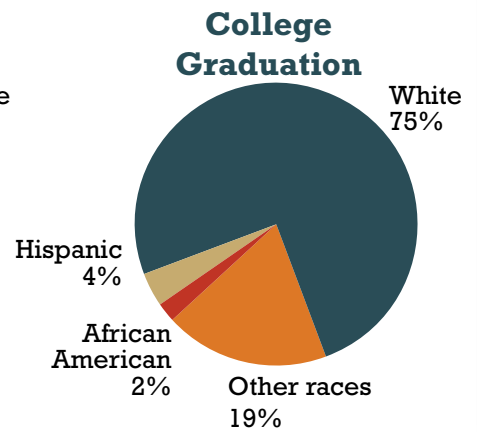
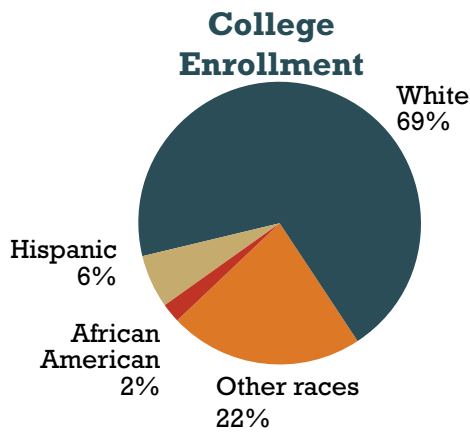
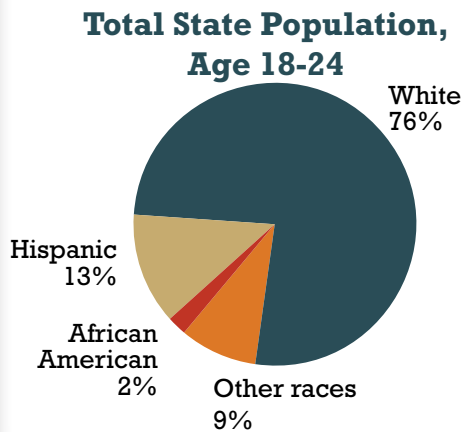
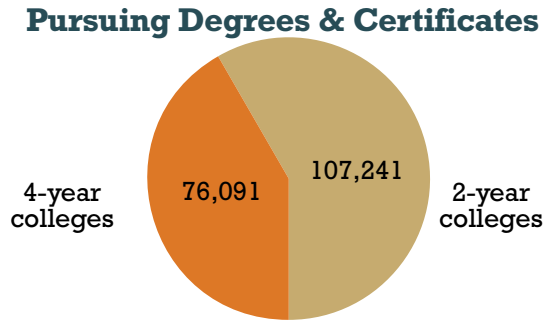
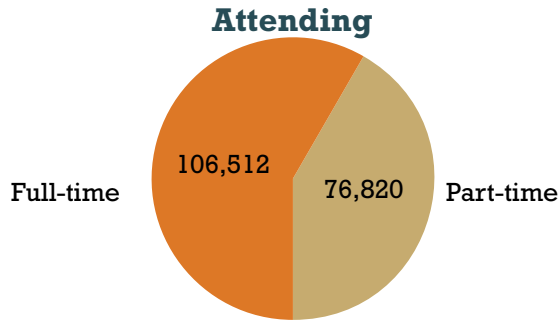
	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

We're making great progress in providing access to more students.

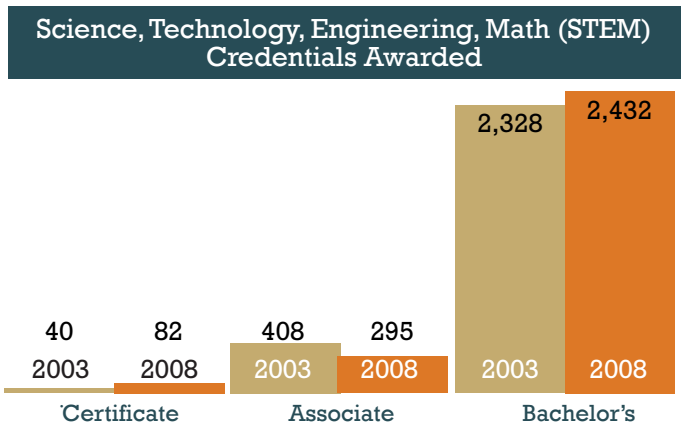
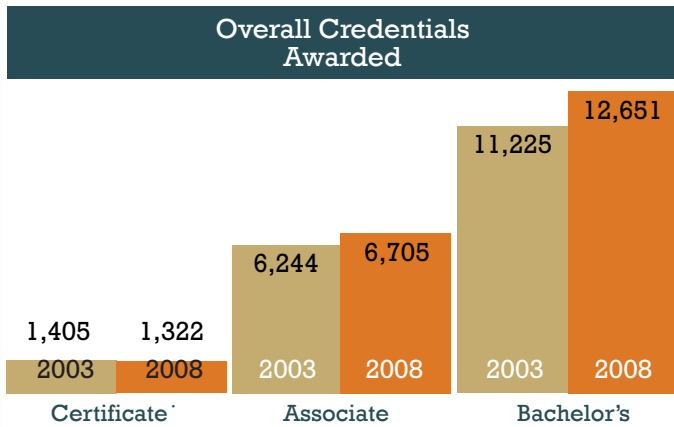
Total public college enrollment: 183,332



Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.



Data: 2007-08

! And all credentials should provide clear pathways to success.

# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	27.5%	27.5%	17.4%	0.0%	33.1%	31.5%	22.2%	21.8%	16.4%
	Within 1½ years	37.3%	37.6%	21.7%	50.0%	38.9%	37.0%	36.2%	29.0%	34.4%
	Within 2 years	42.4%	42.2%	30.4%	50.0%	42.7%	42.5%	42.1%	35.2%	44.3%
2005 Part-Time	Within 1 year	12.6%	10.9%	20.8%	DS*	10.5%	11.6%	14.2%	13.6%	13.2%
	Within 1½ years	23.8%	23.0%	29.2%	DS*	17.5%	30.2%	24.5%	24.7%	15.8%
	Within 2 years	31.1%	29.7%	37.5%	100.0%	26.3%	30.2%	34.0%	29.6%	23.7%

42.4%

31.1%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	6.3%	6.5%	3.9%	2.9%	4.9%	6.3%	6.5%	5.5%	3.4%
	Within 3 years	15.0%	15.4%	10.9%	5.8%	10.0%	13.9%	16.2%	13.7%	13.8%
	Within 4 years	19.6%	20.1%	15.8%	8.8%	13.3%	18.0%	21.3%	18.4%	21.3%
2004 Part-Time	Within 2 years	1.4%	1.5%	0.8%	0.0%	2.2%	2.1%	0.9%	0.9%	0.6%
	Within 3 years	5.0%	5.3%	2.9%	1.8%	4.4%	4.9%	5.2%	4.3%	3.8%
	Within 4 years	8.0%	8.4%	5.7%	1.8%	6.6%	8.0%	8.6%	7.5%	7.7%

20.1%

15.8%

8.8%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	31.6%	32.9%	22.3%	20.4%	20.8%	22.3%	32.1%	24.6%	22.0%
	Within 6 years	59.5%	60.1%	52.3%	45.7%	40.0%	45.5%	60.3%	52.2%	50.5%
	Within 8 years	64.0%	64.5%	57.6%	53.1%	44.0%	50.1%	64.8%	57.5%	54.9%
2002 Part-Time	Within 4 years	6.7%	6.9%	4.2%	0.0%	5.9%	5.1%	7.3%	7.1%	2.1%
	Within 6 years	22.4%	22.7%	16.7%	10.0%	17.6%	13.9%	25.2%	17.9%	12.8%
	Within 8 years	29.3%	29.3%	20.8%	10.0%	25.5%	20.3%	32.2%	23.2%	17.0%

40.0%

60.3%

17.6%

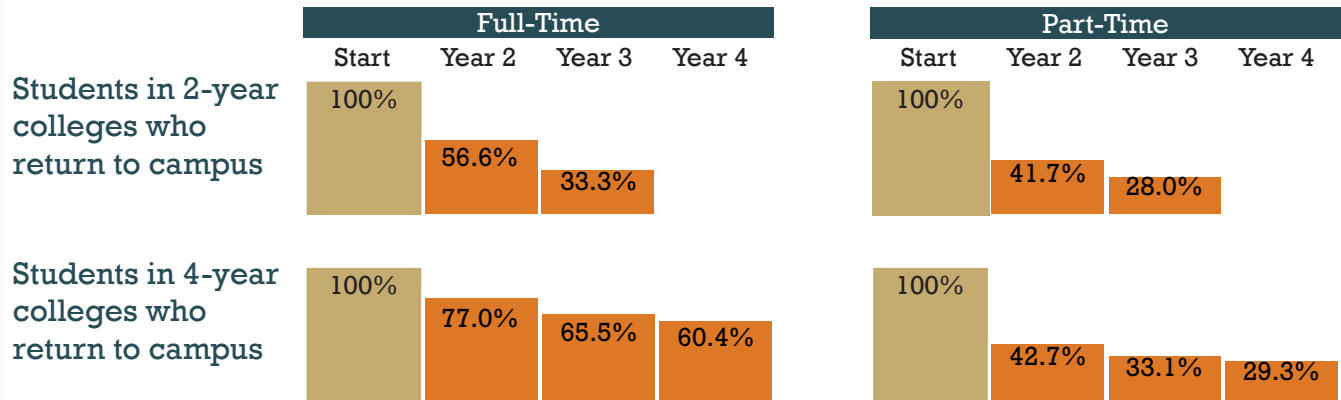
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

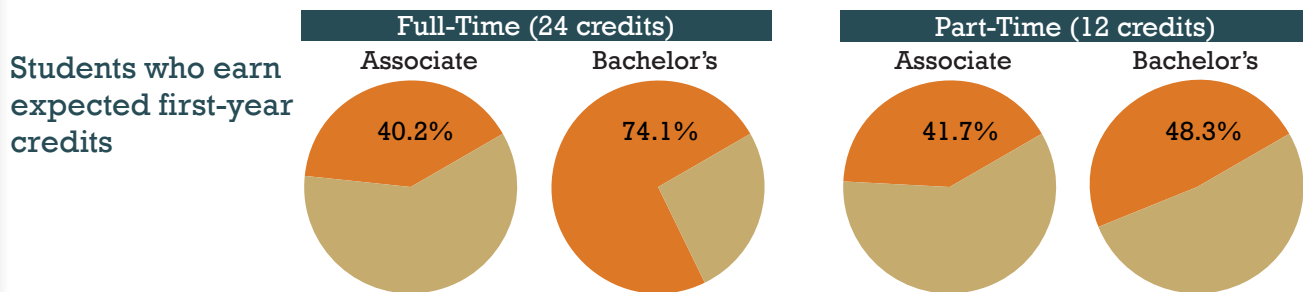
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



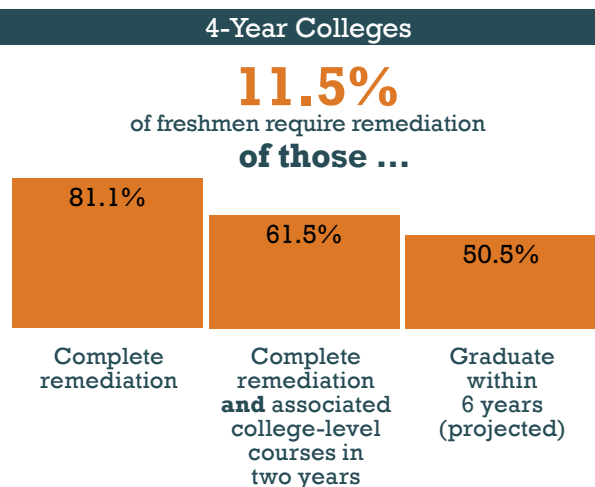
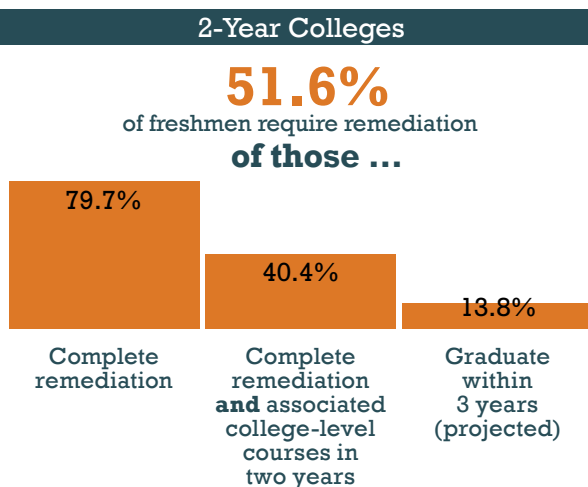
### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

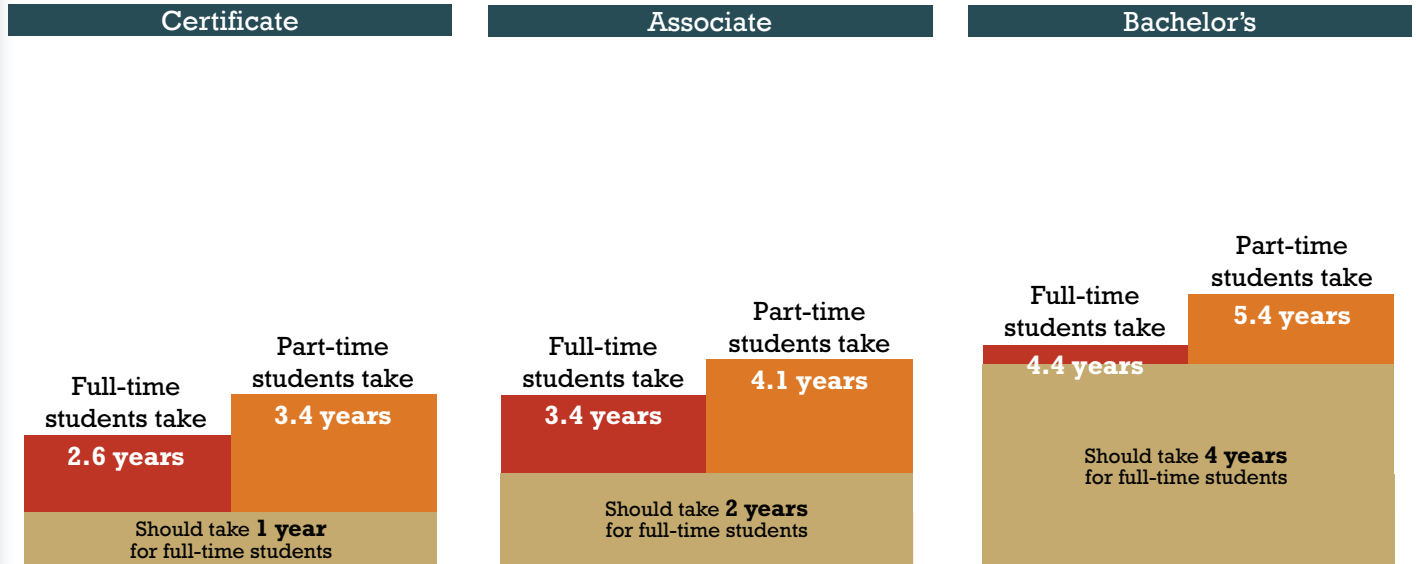


Data: Fall 2006

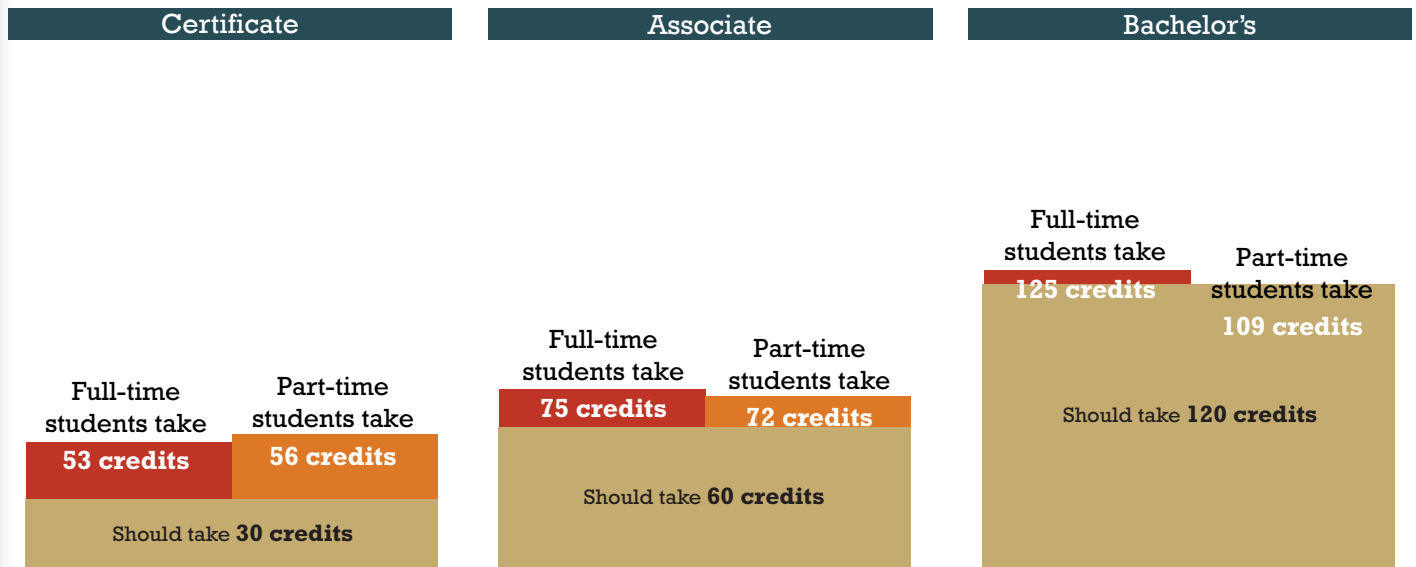
! Current approaches almost always guarantee failure.

# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.

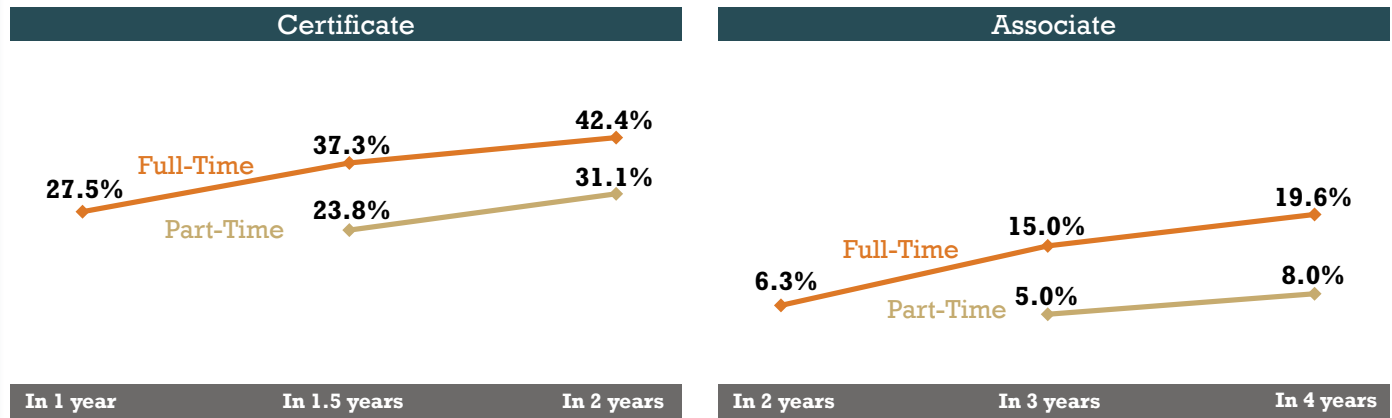


Data: 2007-08

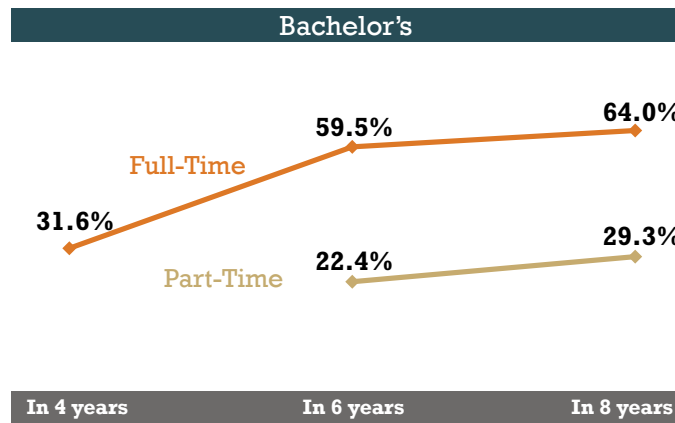
**!** More students must graduate on time.

## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

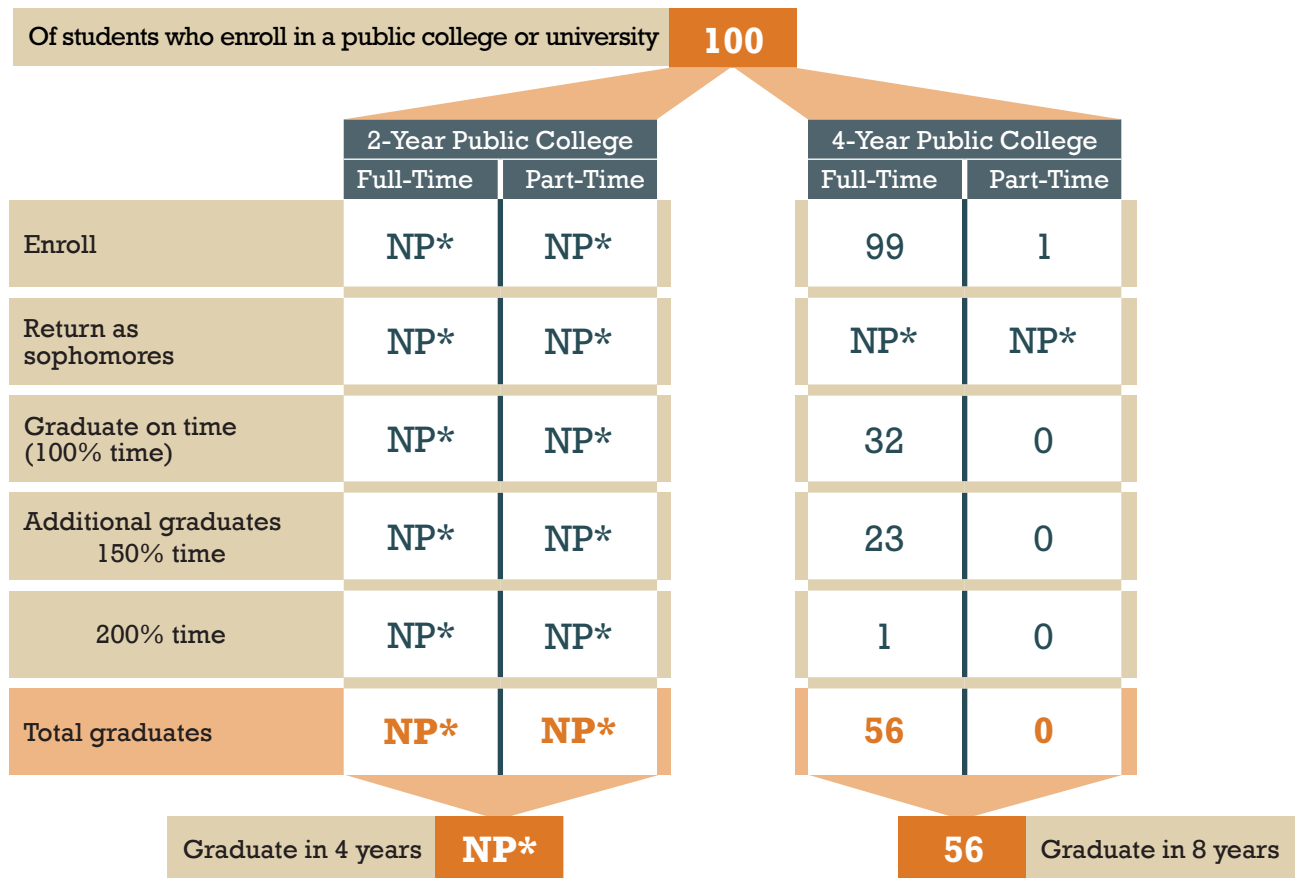
Even modest progress provides little comfort when overall graduation rates are so low.

## For a strong economy, the skills gap must be closed.

- 60%** By 2020, jobs requiring a career certificate or college degree
- 43%** Pennsylvania adults who currently have an associate degree or higher
- 17%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

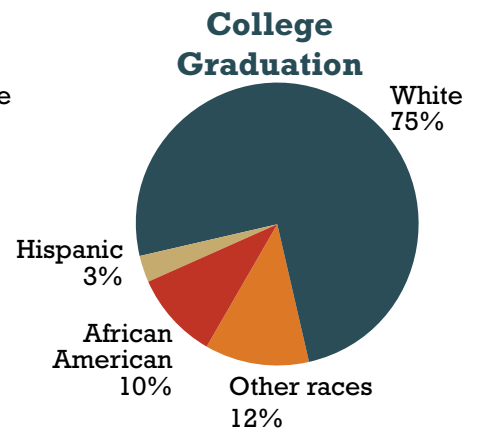
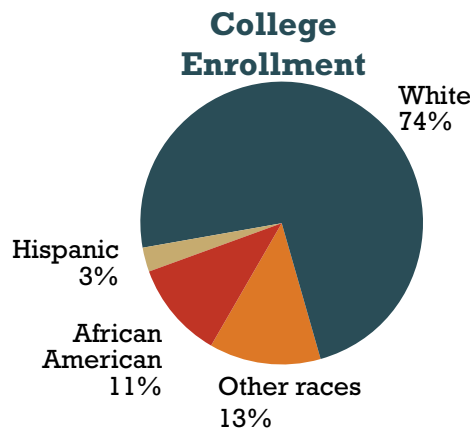
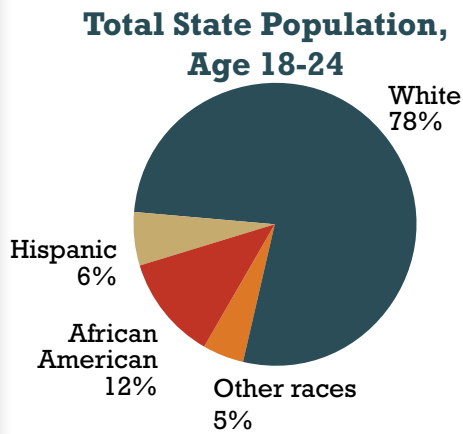
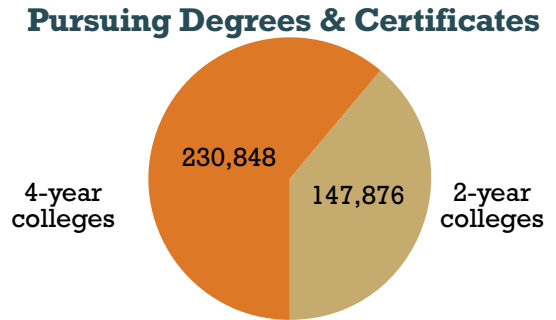
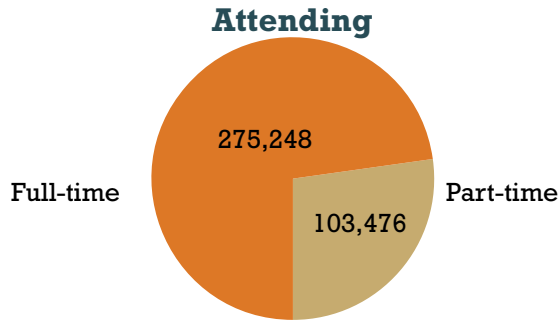
NP\* = The state did not provide data for this metric.

Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

We're making great progress in providing access to more students.

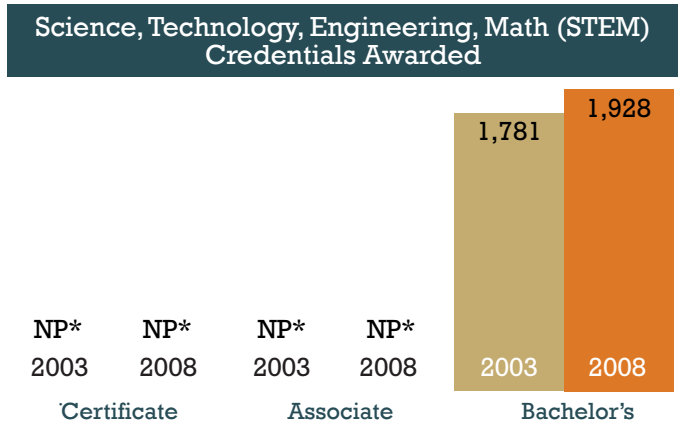
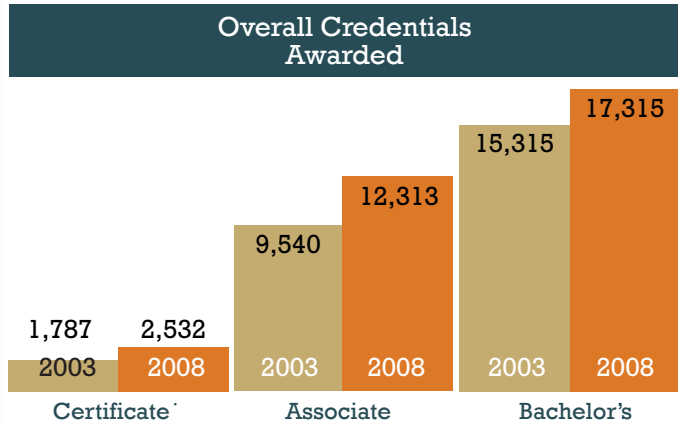
Total public college enrollment: 378,724



Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08

! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.



Data: 2007-08

! And all credentials should provide clear pathways to success.

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



# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 1½ years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 2 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
2005 Part-Time	Within 1 year	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 1½ years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 2 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 3 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 4 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
2004 Part-Time	Within 2 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 3 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 4 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	32.2%	34.4%	20.4%	14.8%	21.7%	16.4%	32.9%	24.4%	NP*
	Within 6 years	55.3%	57.8%	42.5%	35.7%	33.1%	32.2%	56.4%	47.1%	NP*
	Within 8 years	56.9%	59.3%	44.5%	38.2%	34.4%	33.7%	58.0%	49.0%	NP*
2002 Part-Time	Within 4 years	6.3%	7.2%	DS*	DS*	7.8%	3.4%	6.4%	7.6%	NP*
	Within 6 years	13.3%	14.8%	DS*	DS*	17.6%	10.2%	11.0%	19.0%	NP*
	Within 8 years	15.9%	17.7%	DS*	DS*	20.6%	10.2%	14.7%	22.8%	NP*

33.1%  
56.4%  
17.6%

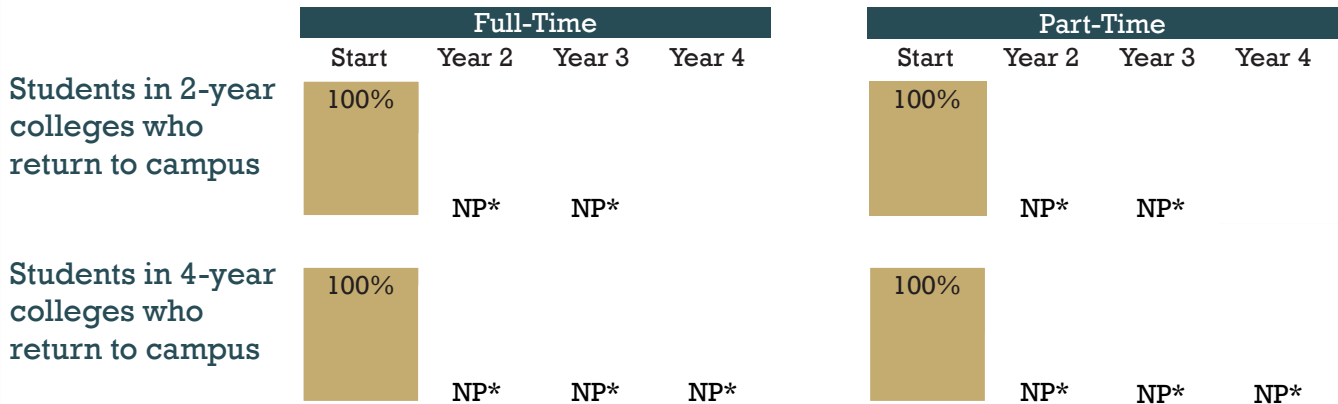
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005–06, associate cohort started in 2004–05, bachelor's cohort started in 2002–03

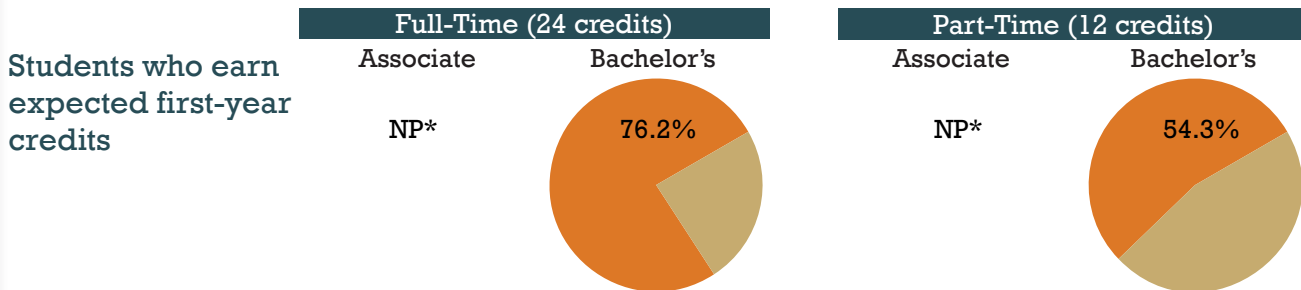
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

# Retention rates drop from year to year.

## Many get discouraged and drop out ...



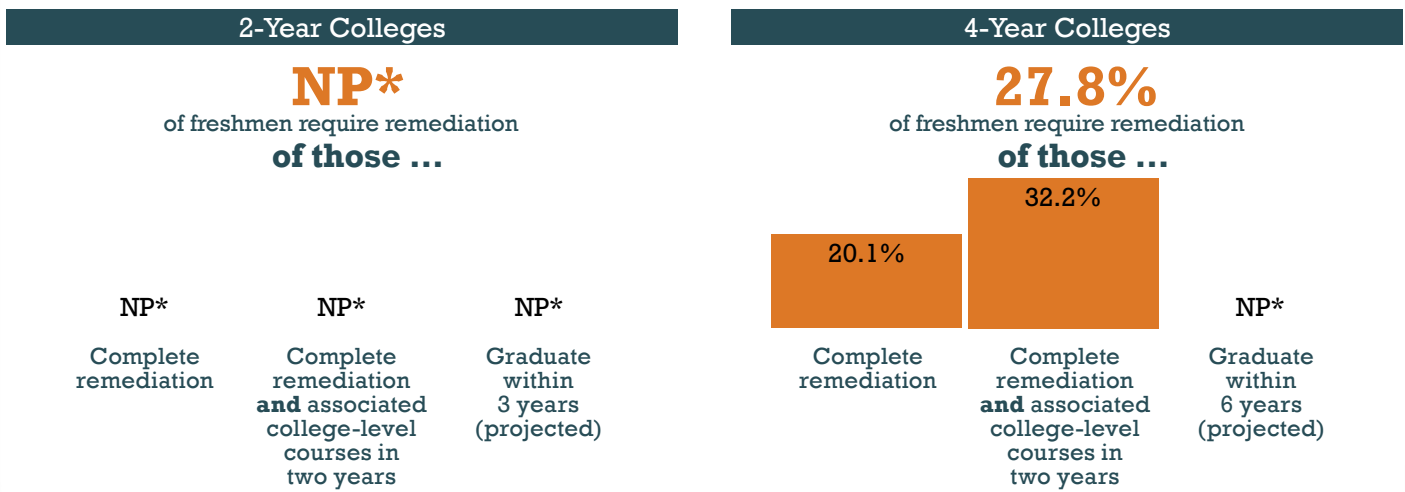
## ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

# Remediation a i ghVY71 YX

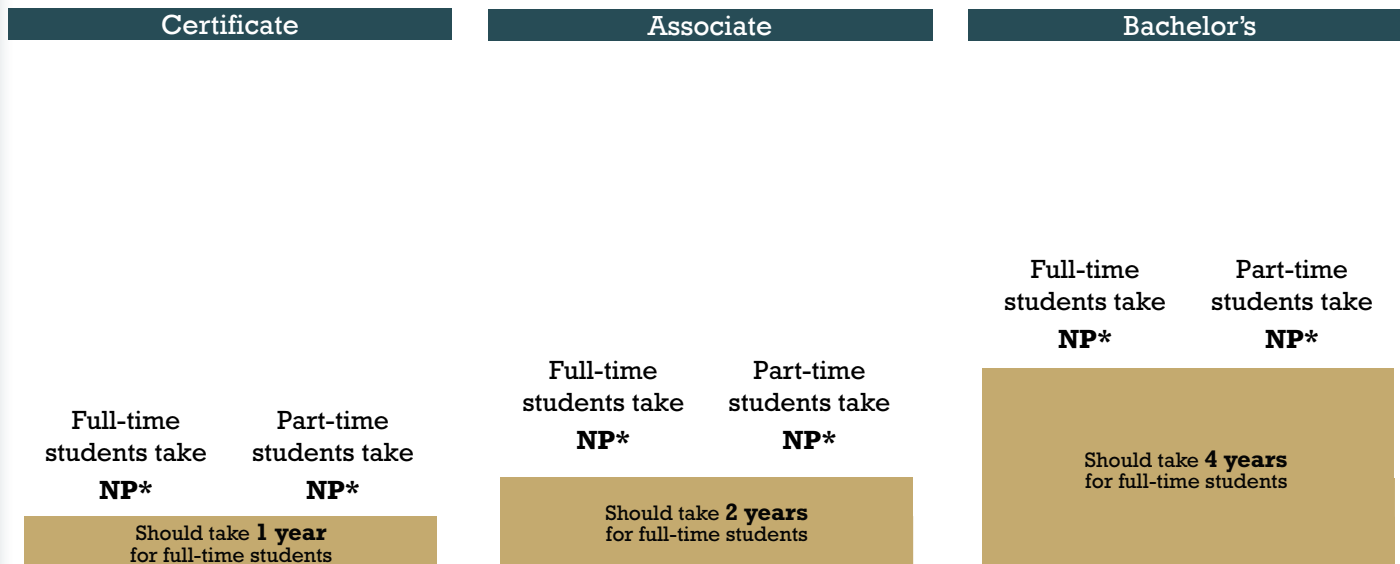


Data: Fall 2006

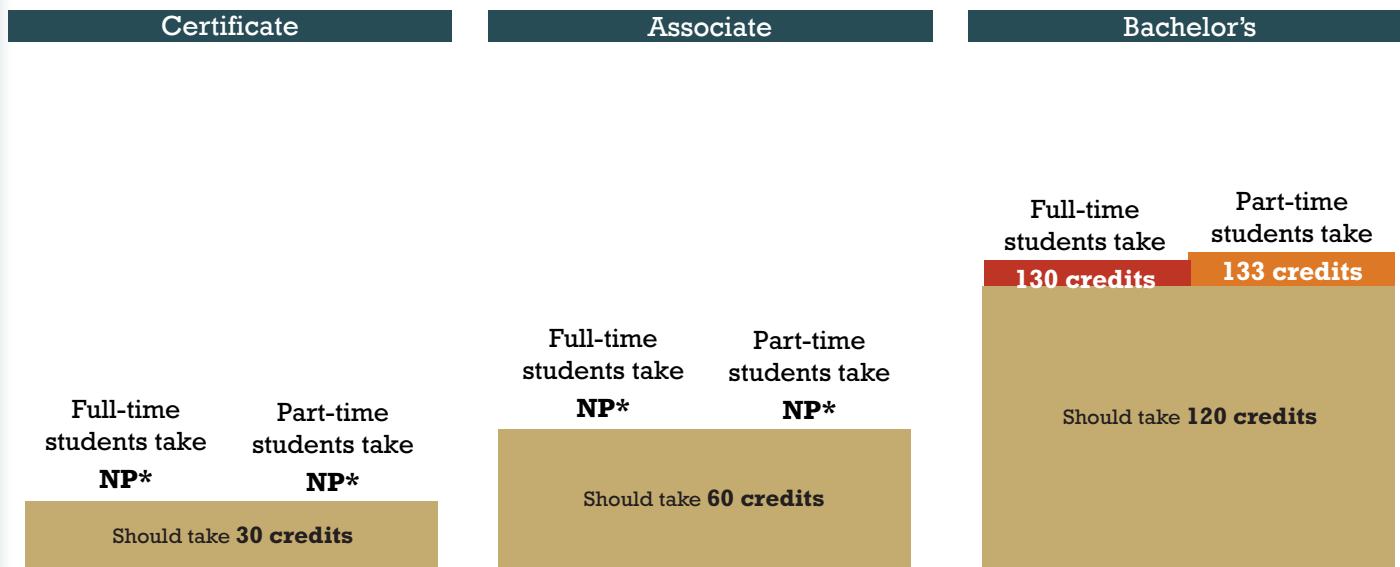
! Current approaches almost always guarantee failure.

# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.



Data: 2007-08

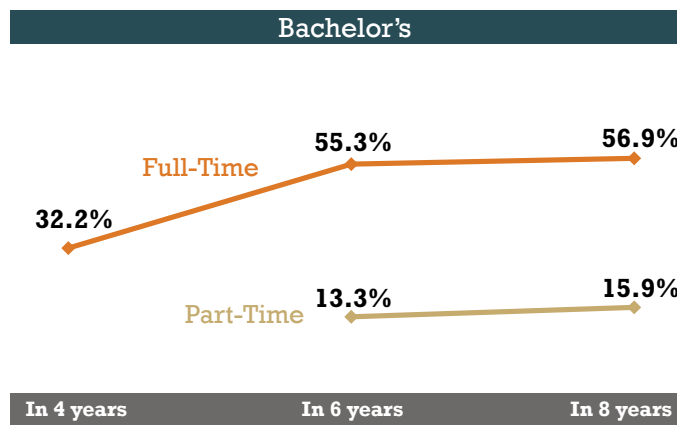
**!** More students must graduate on time.

## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

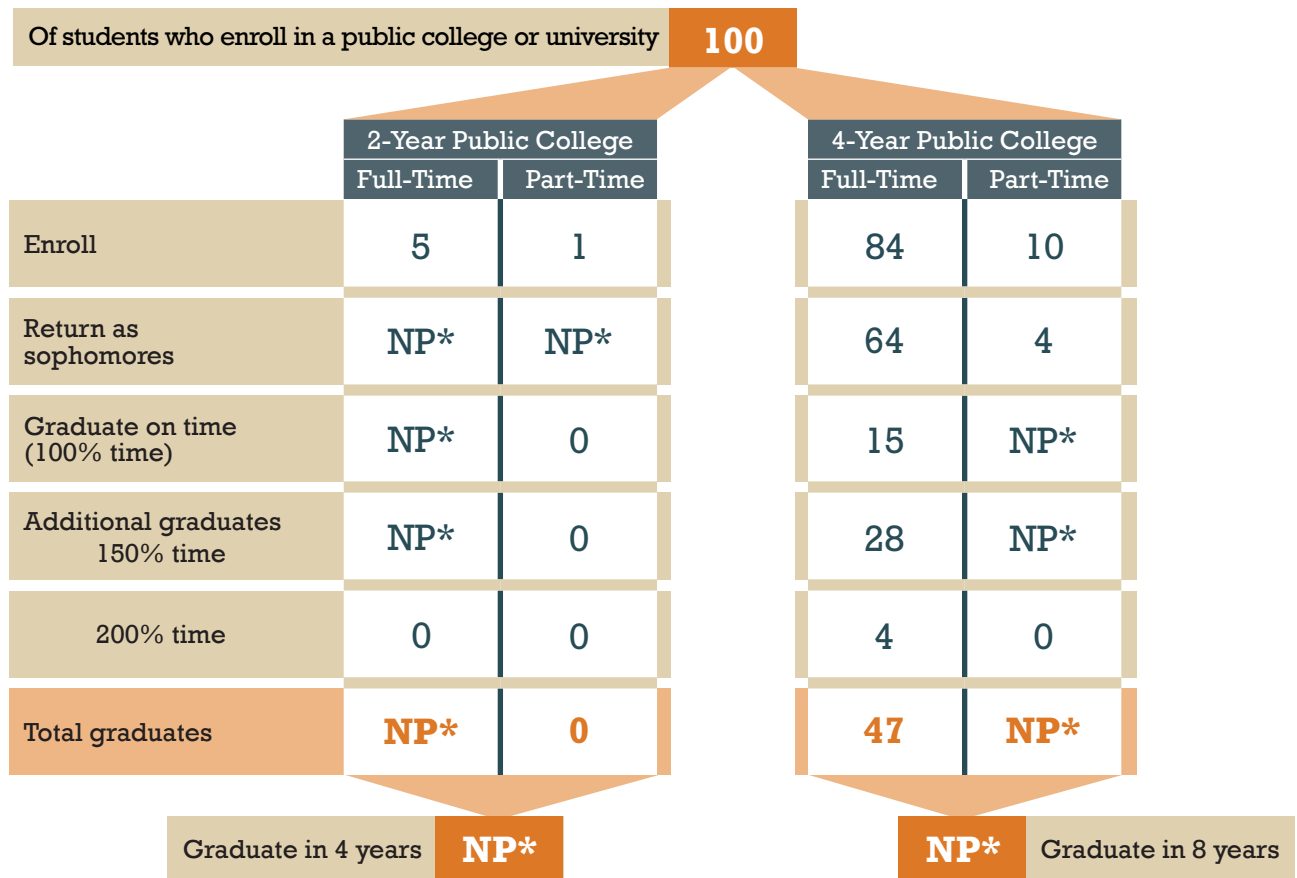
**Even modest progress provides little comfort when overall graduation rates are so low.**

## For a strong economy, the skills gap must be closed.

- 63%** By 2020, jobs requiring a career certificate or college degree
- 44%** South Dakota adults who currently have an associate degree or higher
- 19%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

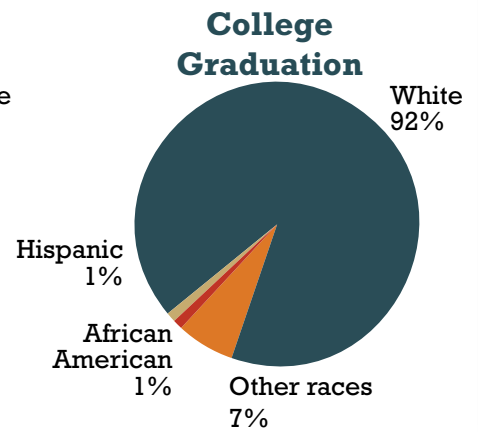
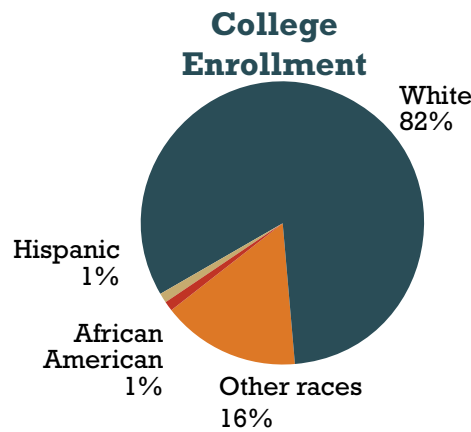
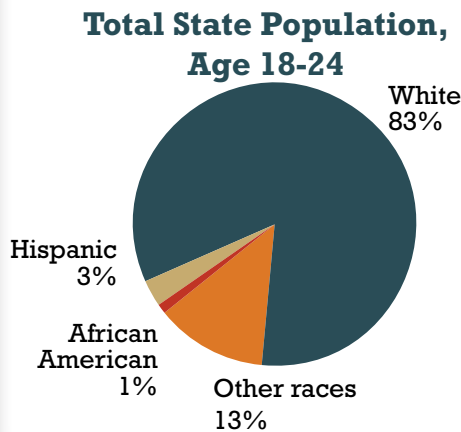
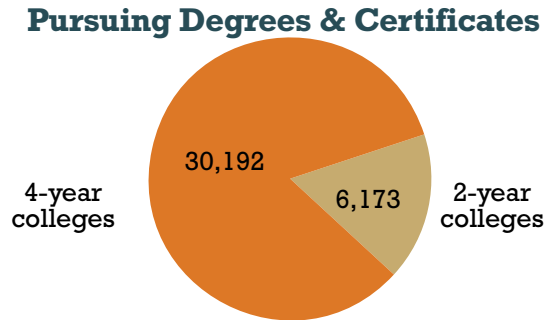
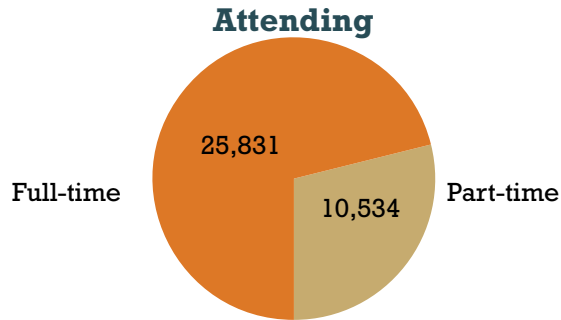
NP\* = The state did not provide data for this metric.

Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

**For too many students, the path through college ends with no degree — and often lots of debt.**

**We're making great progress in providing access to more students.**

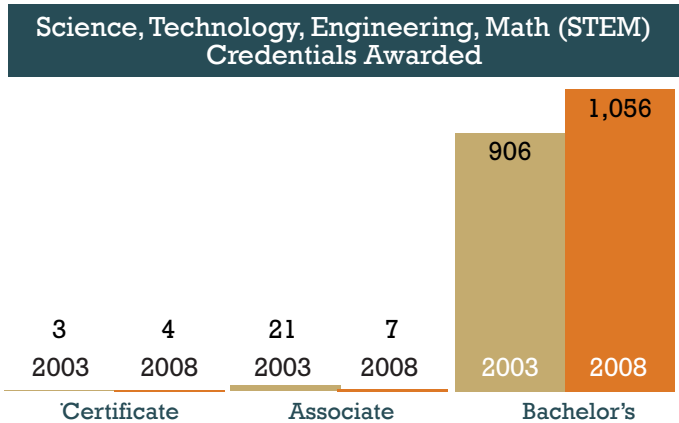
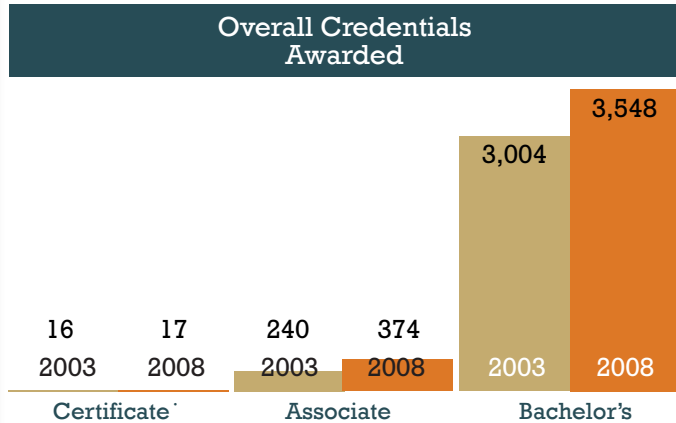
**Total public college enrollment: 36,365**



Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

**! Now we must have more success from all students.**

**For states to compete, their students must earn more degrees and certificates.**



Data: 2007-08

**! And all credentials should provide clear pathways to success.**

**Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.**

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 1½ years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 2 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
2005 Part-Time	Within 1 year	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 1½ years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 2 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
	Within 3 years	5.5%	6.0%	DS*	DS*	DS*	DS*	6.4%	DS*	5.5%
	Within 4 years	5.5%	6.0%	DS*	DS*	DS*	DS*	6.4%	DS*	5.5%
2004 Part-Time	Within 2 years	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
	Within 3 years	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
	Within 4 years	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	17.9%	18.6%	DS*	0.0%	DS*	DS*	18.5%	14.9%	7.9%
	Within 6 years	51.3%	52.6%	DS*	DS*	26.2%	21.4%	52.9%	46.8%	37.7%
	Within 8 years	55.1%	56.4%	DS*	DS*	29.2%	26.9%	56.7%	51.1%	41.7%
2002 Part-Time	Within 4 years	DS*	DS*	0.0%	DS*	DS*	0.0%	DS*	DS*	DS*
	Within 6 years	7.5%	8.1%	DS*	DS*	DS*	DS*	10.1%	DS*	5.8%
	Within 8 years	10.2%	11.1%	DS*	DS*	DS*	DS*	13.6%	9.0%	7.7%

**26.2%**

**52.9%**

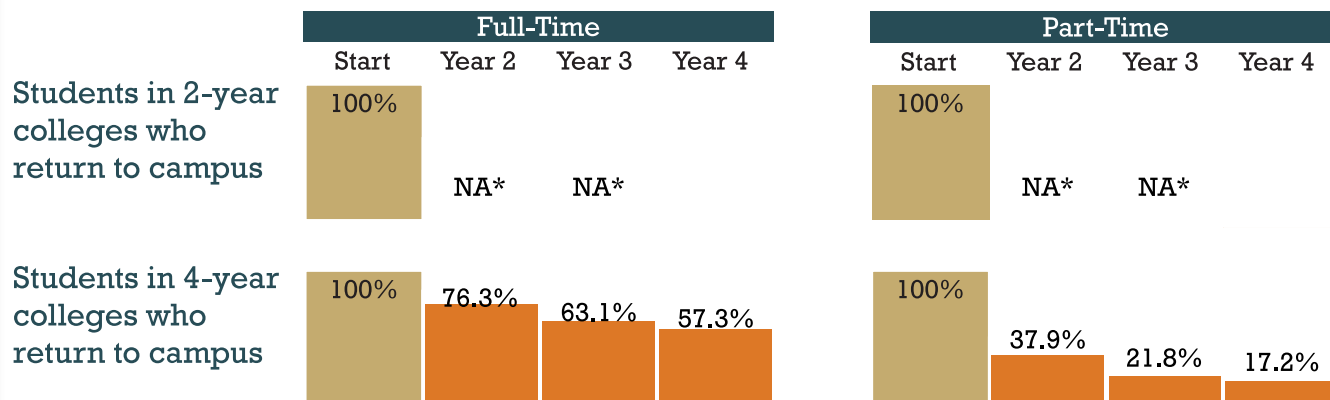
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005–06, associate cohort started in 2004–05, bachelor's cohort started in 2002–03

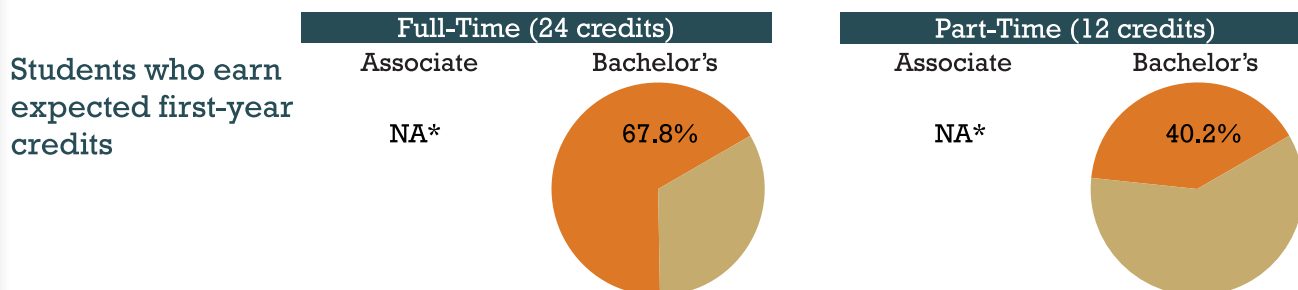
**Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.**

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



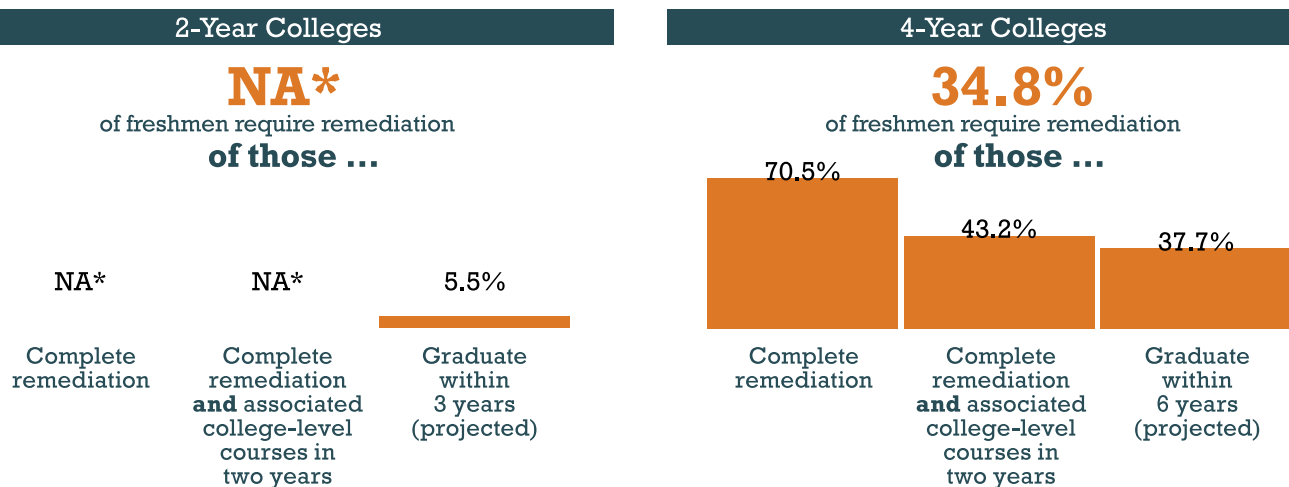
### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation must be fixed.



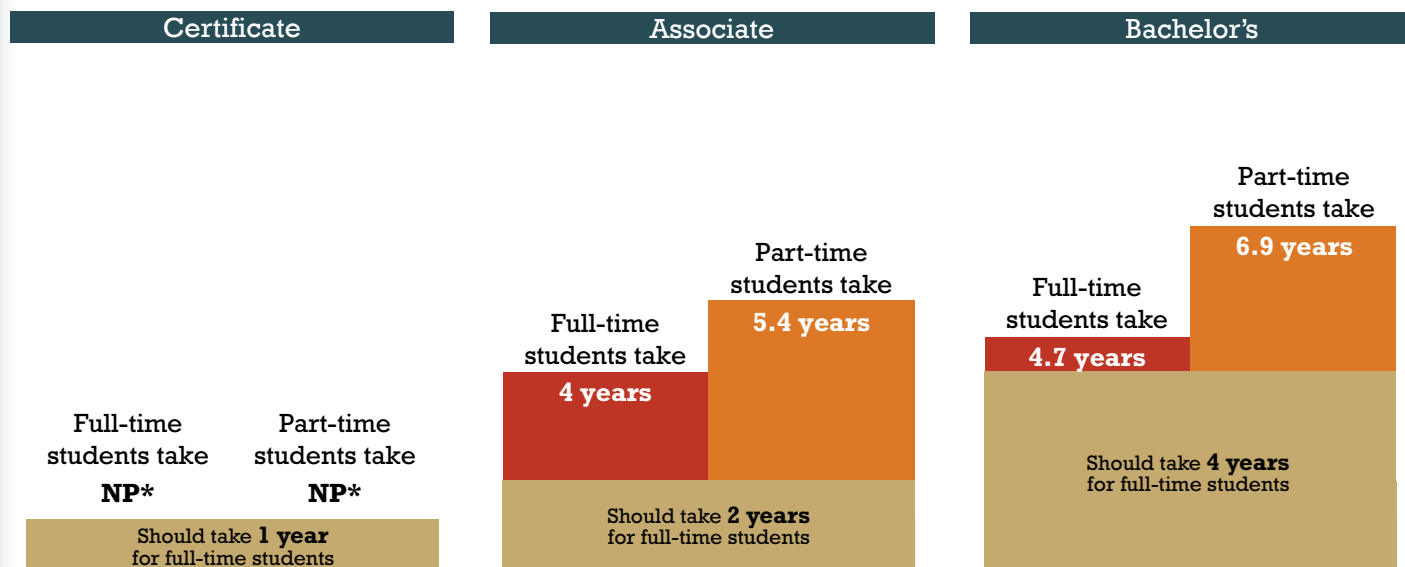
Data: Fall 2006

! Current approaches almost always guarantee failure.

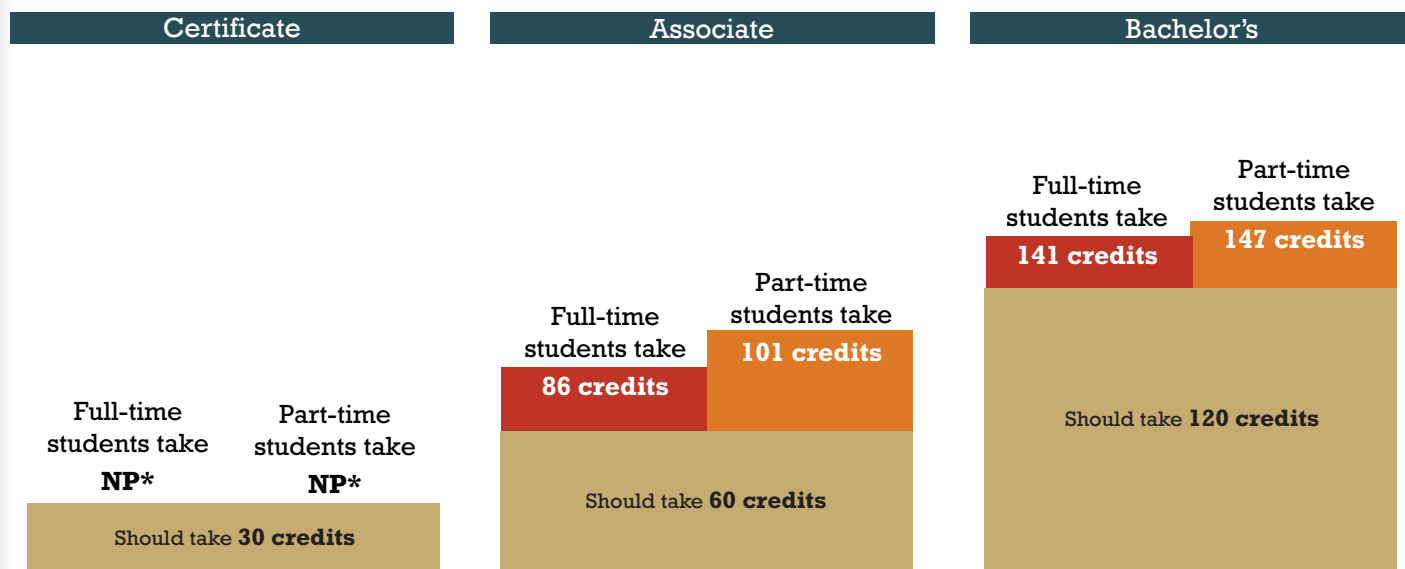


**Precious time and money are lost when students don't graduate on schedule.**

**Students are taking too much time ...**



**... and too many credits.**

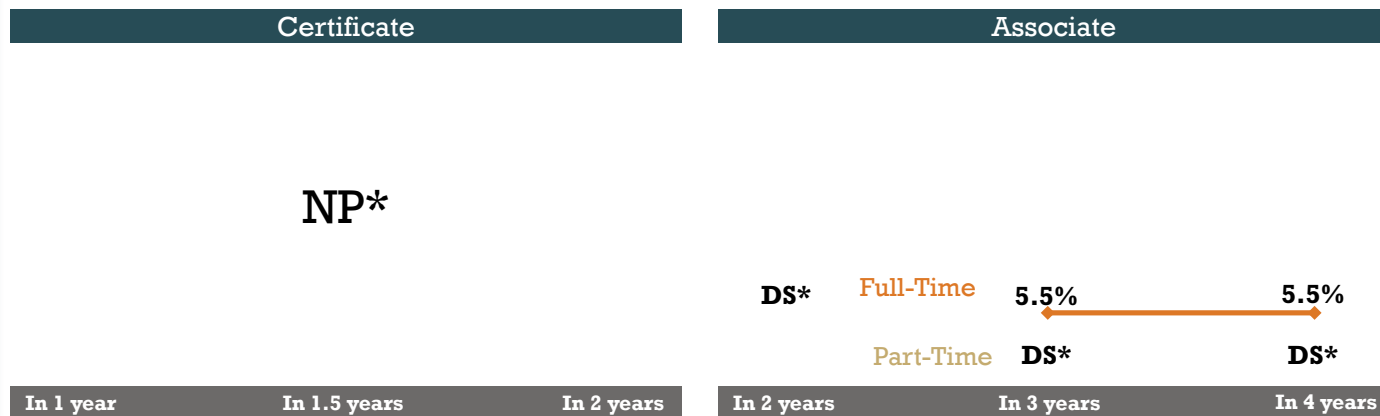


Data: 2007-08

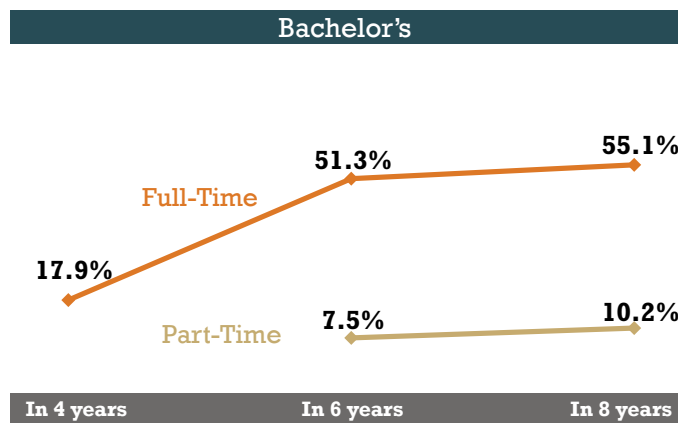
**! More students must graduate on time.**

## More time isn't giving us enough success.

For certificate and associate degree students, graduation rates are very low ... even when students take more time.



On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

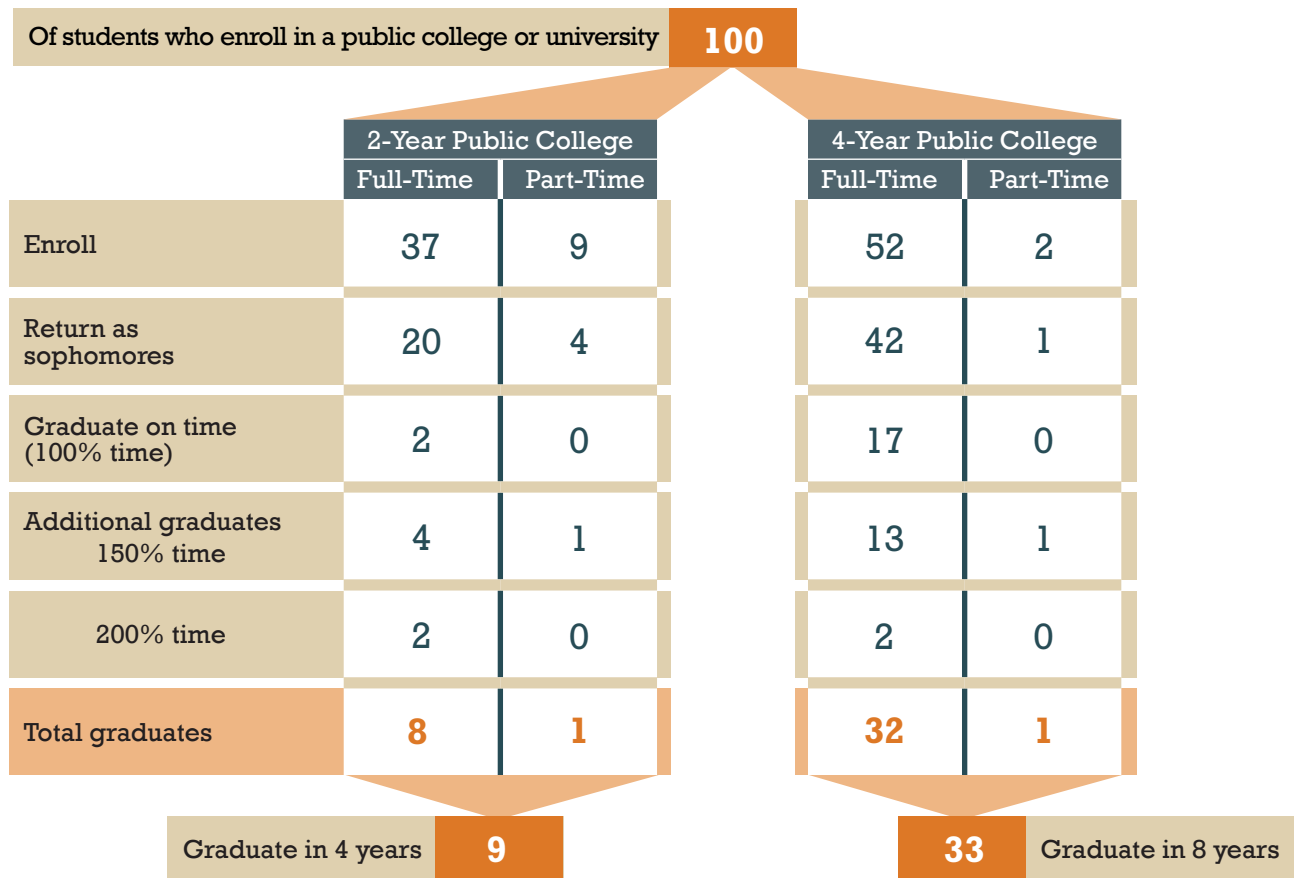
Even modest progress provides little comfort when overall graduation rates are so low.

## For a strong economy, the skills gap must be closed.

- 56%** By 2020, jobs requiring a career certificate or college degree
- 31%** Tennessee adults who currently have an associate degree or higher
- 25%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

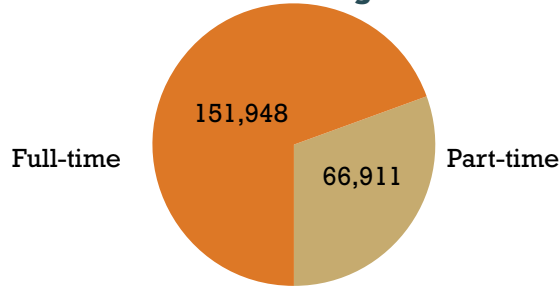
Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

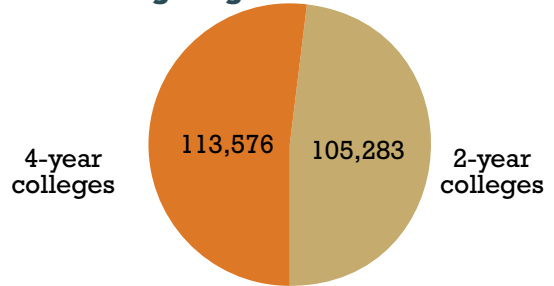
We're making great progress in providing access to more students.

Total public college enrollment: 218,859

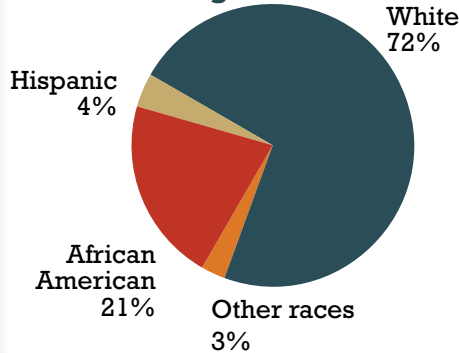
Attending



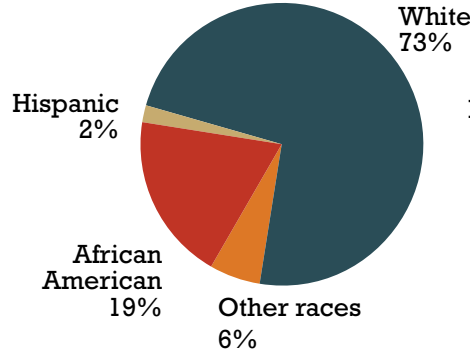
Pursuing Degrees & Certificates



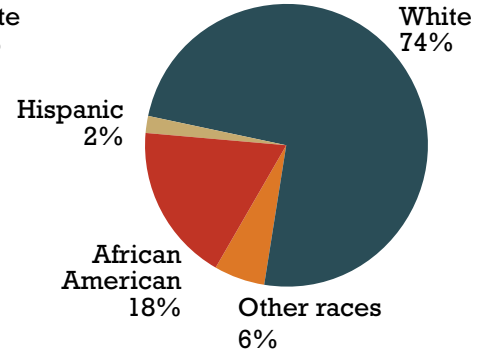
Total State Population, Age 18-24



College Enrollment



College Graduation

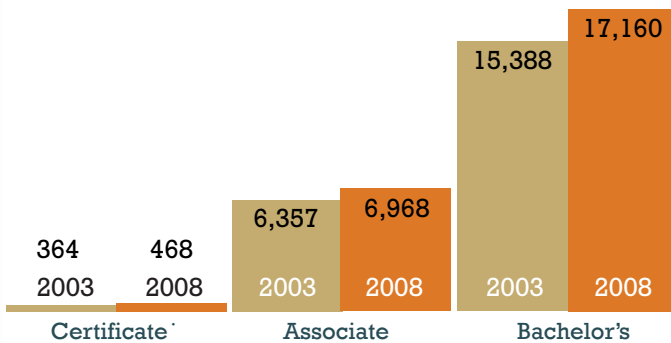


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

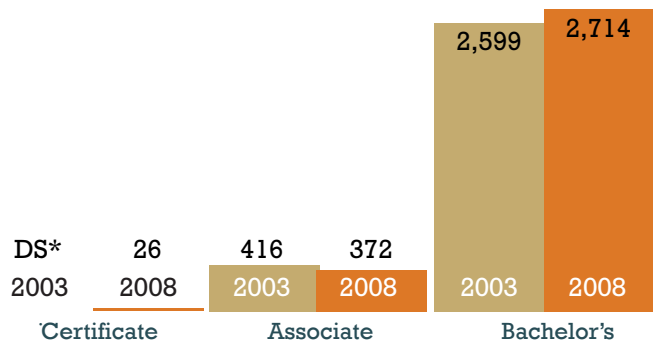
! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.

Overall Credentials Awarded



Science, Technology, Engineering, Math (STEM) Credentials Awarded



Data: 2007-08

! And all credentials should provide clear pathways to success.

# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	NP*	DS*	DS*	DS*	NP*	NP*	NP*	DS*	DS*
	Within 1½ years	NP*	35.0%	DS*	DS*	NP*	NP*	NP*	14.0%	DS*
	Within 2 years	NP*	61.0%	DS*	DS*	NP*	NP*	NP*	28.0%	DS*
2005 Part-Time	Within 1 year	NP*	DS*	DS*	DS*	NP*	NP*	NP*	DS*	DS*
	Within 1½ years	NP*	DS*	DS*	DS*	NP*	NP*	NP*	DS*	DS*
	Within 2 years	NP*	DS*	DS*	DS*	NP*	NP*	NP*	DS*	DS*

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	6.0%	7.2%	DS*	1.0%	4.2%	2.0%	7.1%	4.6%	3.1%
	Within 3 years	18.0%	20.8%	11.9%	6.1%	14.7%	8.2%	20.4%	15.3%	12.6%
	Within 4 years	22.3%	25.4%	16.4%	8.9%	17.4%	10.5%	25.4%	19.7%	15.9%
2004 Part-Time	Within 2 years	0.9%	1.1%	DS*	DS*	DS*	DS*	1.3%	0.6%	0.6%
	Within 3 years	7.5%	8.7%	DS*	4.3%	10.2%	4.6%	7.2%	7.3%	6.8%
	Within 4 years	10.9%	12.5%	DS*	6.1%	15.2%	7.1%	9.9%	11.1%	10.0%

25.4%

16.4%

8.9%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	31.9%	35.0%	30.2%	21.8%	12.9%	7.9%	33.4%	19.3%	17.3%
	Within 6 years	56.9%	60.8%	48.2%	44.6%	30.9%	23.2%	59.0%	46.7%	44.4%
	Within 8 years	61.7%	65.3%	51.4%	49.8%	38.0%	29.4%	63.6%	55.9%	51.2%
2002 Part-Time	Within 4 years	6.3%	6.7%	DS*	DS*	DS*	DS*	10.2%	4.9%	5.1%
	Within 6 years	24.8%	27.7%	DS*	19.1%	13.6%	12.1%	42.6%	31.4%	28.0%
	Within 8 years	32.7%	38.1%	DS*	22.8%	19.2%	20.2%	51.9%	45.1%	38.1%

30.9%

59.0%

13.6%

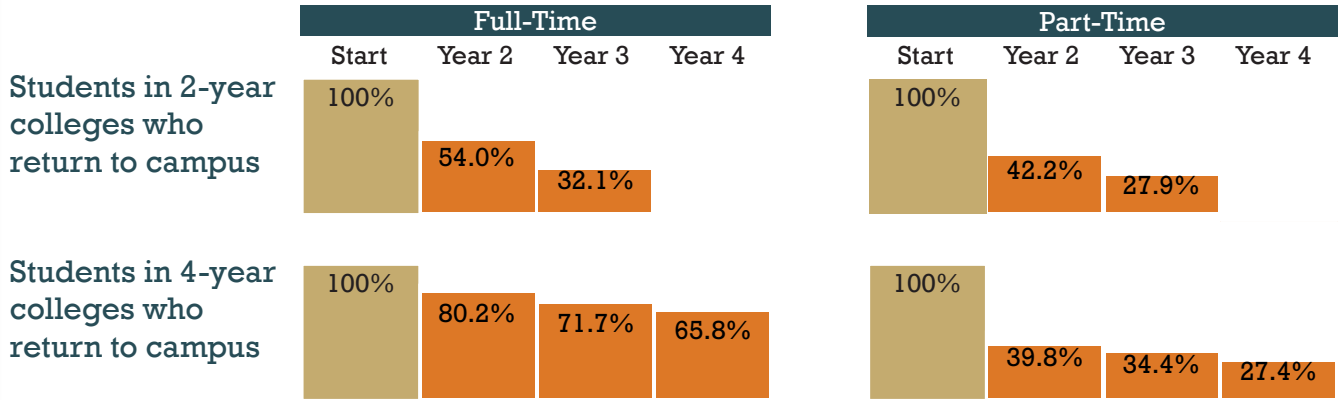
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005–06, associate cohort started in 2004–05, bachelor's cohort started in 2002–03

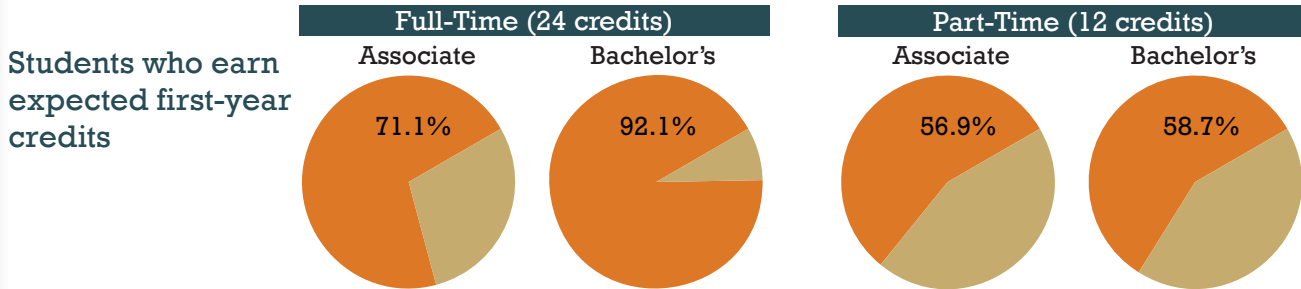
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

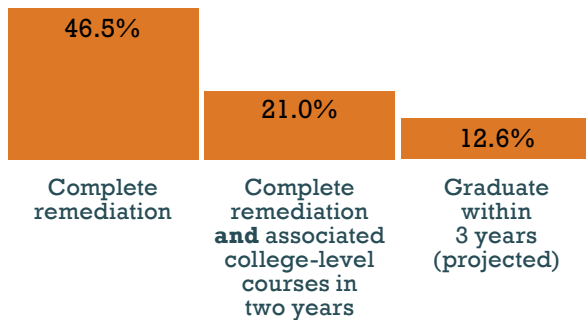
! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

### 2-Year Colleges

**71.2%**

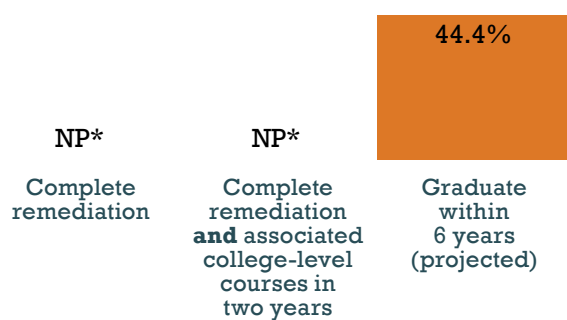
of freshmen require remediation of those ...



### 4-Year Colleges

**NP\***

of freshmen require remediation of those ...

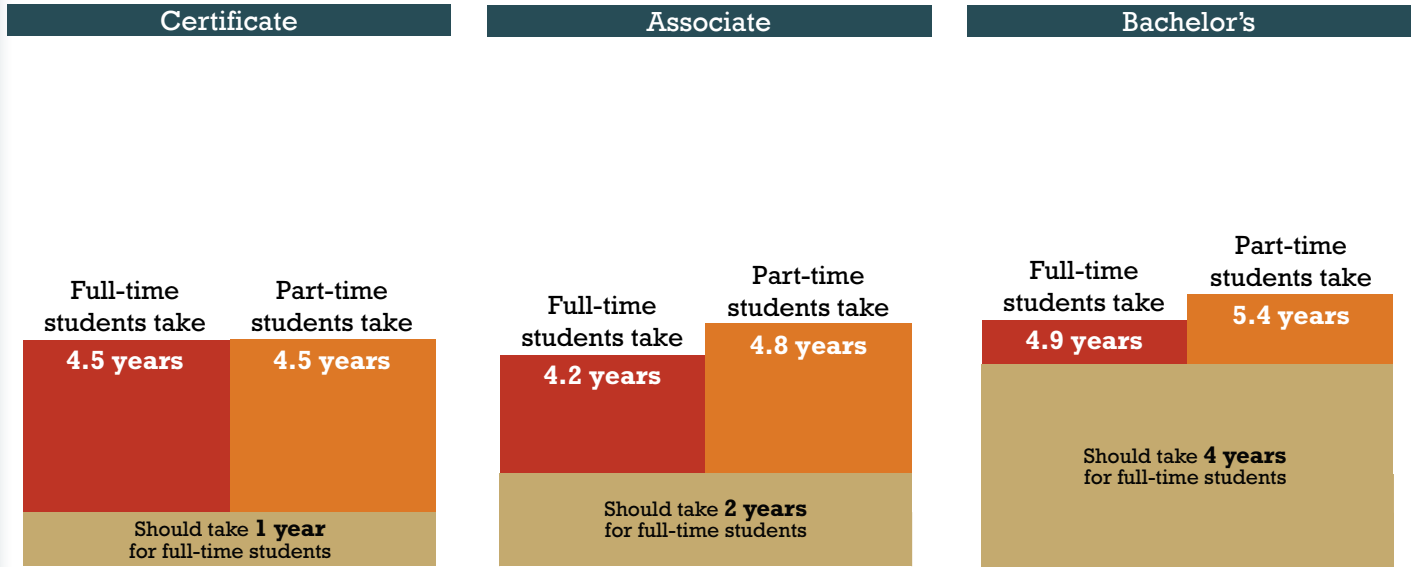


Data: Fall 2006

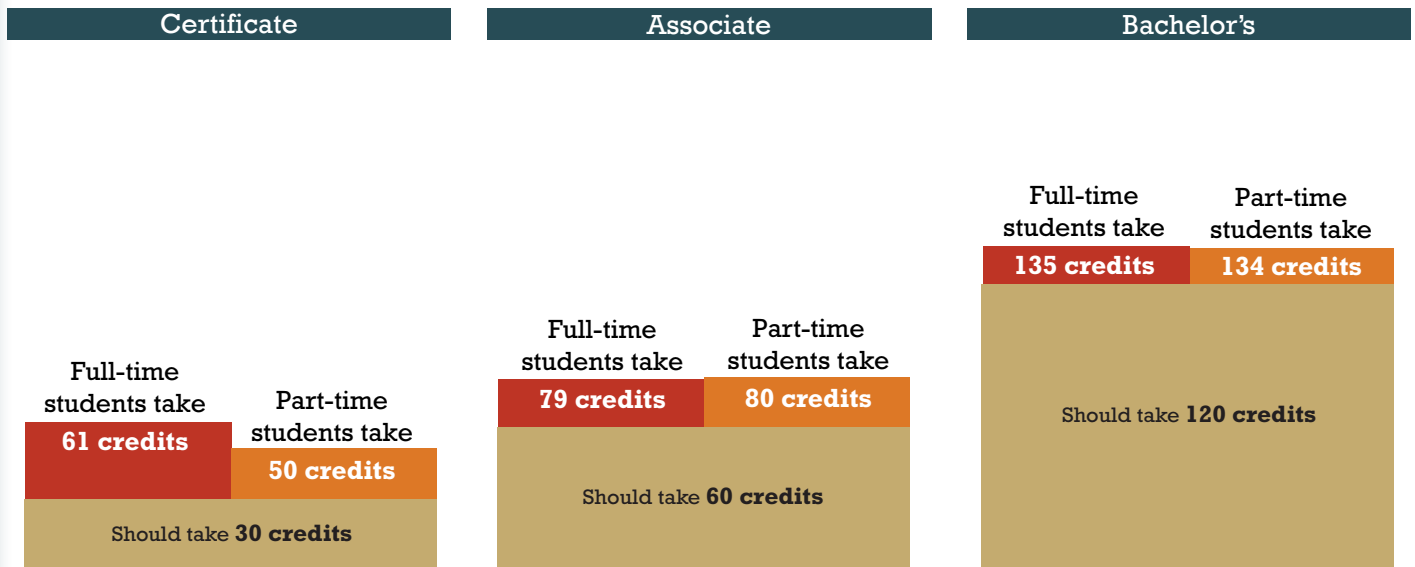
! Current approaches almost always guarantee failure.

Precious time and money are lost when students don't graduate on schedule.

Students are taking too much time ...



... and too many credits.

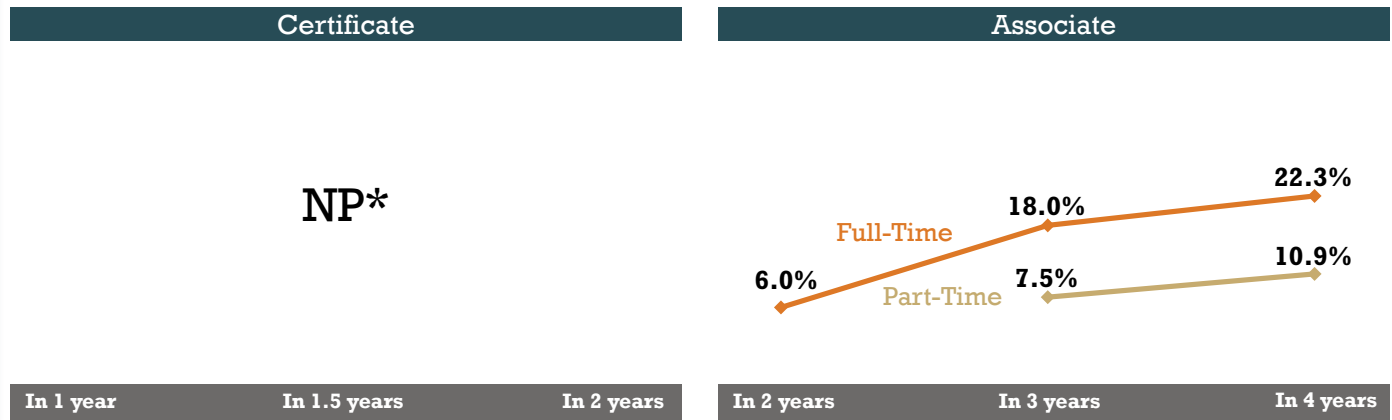


Data: 2007-08

! More students must graduate on time.

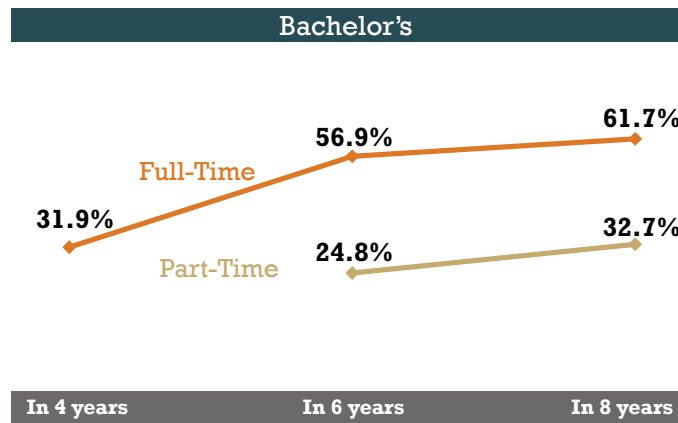
## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



NP\*

**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

Even modest progress provides little comfort when overall graduation rates are so low.

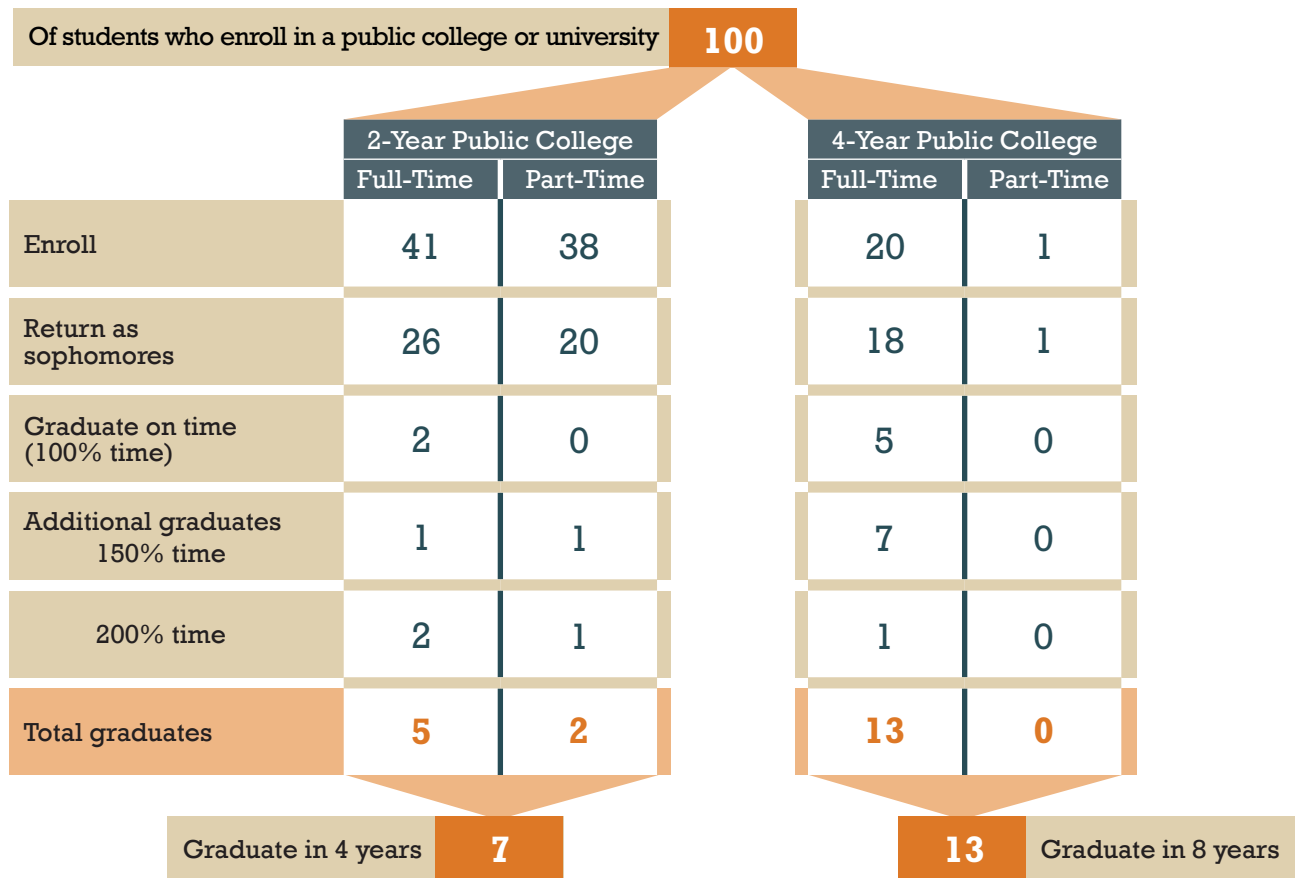


## For a strong economy, the skills gap must be closed.

- 60%** By 2020, jobs requiring a career certificate or college degree
- 31%** Texas adults who currently have an associate degree or higher
- 29%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

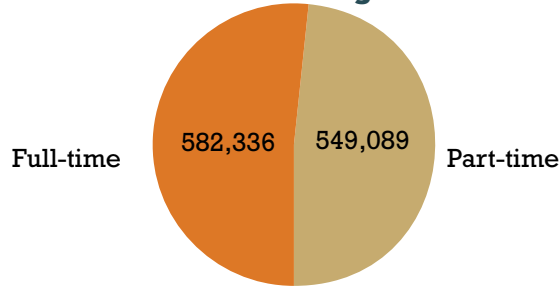
Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

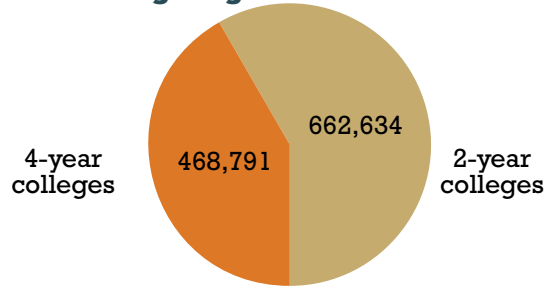
We're making great progress in providing access to more students.

**Total public college enrollment: 1,131,425**

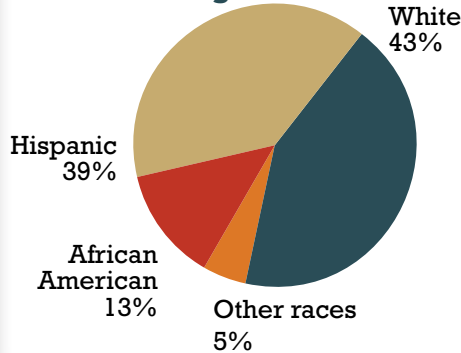
**Attending**



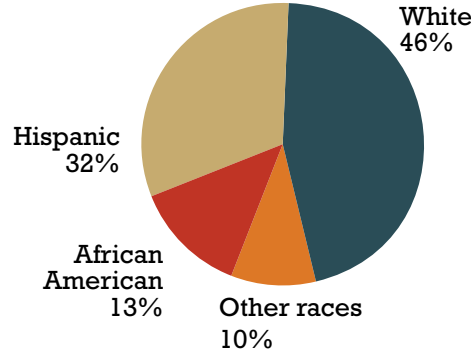
**Pursuing Degrees & Certificates**



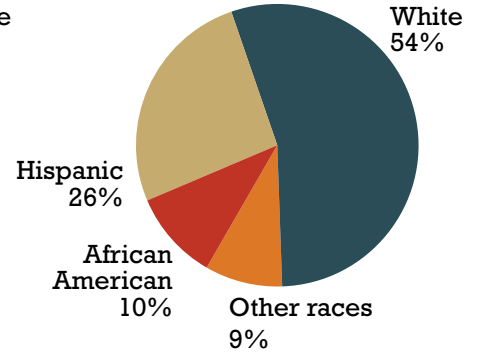
**Total State Population, Age 18-24**



**College Enrollment**



**College Graduation**

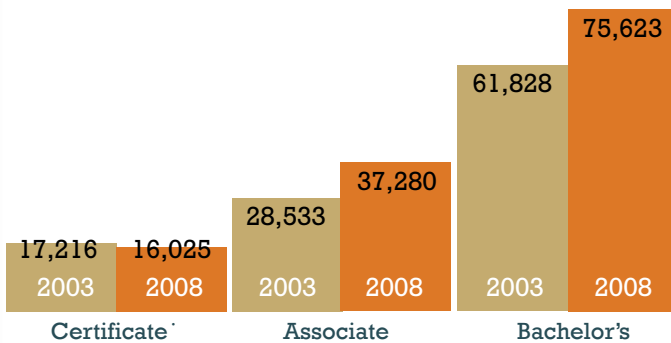


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

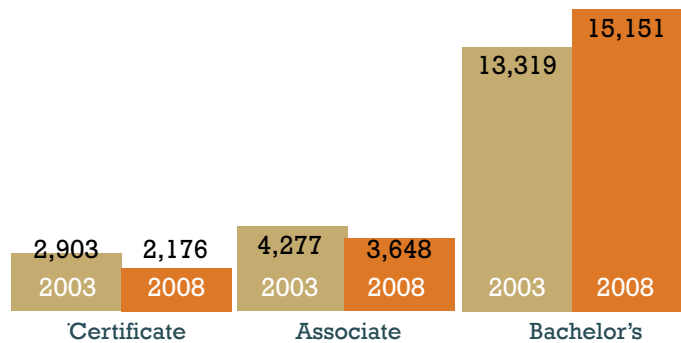
! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.

**Overall Credentials Awarded**



**Science, Technology, Engineering, Math (STEM) Credentials Awarded**



Data: 2007-08

! And all credentials should provide clear pathways to success.

# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	2.9%	3.1%	3.0%	2.2%	9.1%	4.4%	1.9%	3.5%	1.1%
	Within 1½ years	4.0%	4.3%	4.0%	3.1%	10.7%	5.5%	2.9%	4.7%	2.0%
	Within 2 years	4.8%	5.2%	4.9%	3.8%	11.7%	6.3%	3.8%	5.6%	2.9%
2005 Part-Time	Within 1 year	2.0%	1.8%	2.1%	2.4%	5.0%	2.2%	1.0%	3.1%	1.0%
	Within 1½ years	2.8%	2.7%	3.0%	3.1%	6.6%	3.0%	1.7%	4.3%	1.9%
	Within 2 years	3.6%	3.5%	3.9%	3.8%	7.5%	3.8%	2.4%	5.3%	2.8%

4.8%

3.6%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	3.1%	3.6%	2.4%	2.4%	3.3%	2.3%	3.2%	2.6%	1.6%
	Within 3 years	7.8%	8.5%	7.2%	5.9%	8.3%	5.3%	8.2%	7.2%	5.8%
	Within 4 years	11.2%	11.7%	11.3%	8.1%	11.7%	7.9%	11.8%	10.8%	9.2%
2004 Part-Time	Within 2 years	0.6%	0.6%	0.5%	0.7%	1.0%	0.7%	0.4%	0.7%	0.2%
	Within 3 years	2.4%	2.5%	2.1%	1.8%	3.0%	2.2%	2.2%	2.6%	1.6%
	Within 4 years	4.7%	5.0%	4.5%	3.7%	5.4%	3.9%	4.7%	4.9%	3.8%

11.7%

11.3%

8.1%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	25.0%	31.3%	15.0%	11.7%	15.4%	12.5%	25.4%	14.5%	6.5%
	Within 6 years	56.1%	64.6%	44.7%	35.6%	29.3%	24.6%	57.0%	42.0%	29.6%
	Within 8 years	62.6%	70.0%	52.9%	42.8%	33.0%	29.7%	63.6%	49.6%	37.8%
2002 Part-Time	Within 4 years	8.4%	10.7%	4.9%	4.6%	6.5%	4.3%	9.1%	5.5%	3.3%
	Within 6 years	30.0%	36.5%	17.7%	21.3%	13.0%	13.4%	34.1%	21.8%	18.6%
	Within 8 years	38.7%	46.1%	26.4%	27.3%	18.3%	19.5%	43.6%	28.3%	25.7%

29.3%

57.0%

13.0%

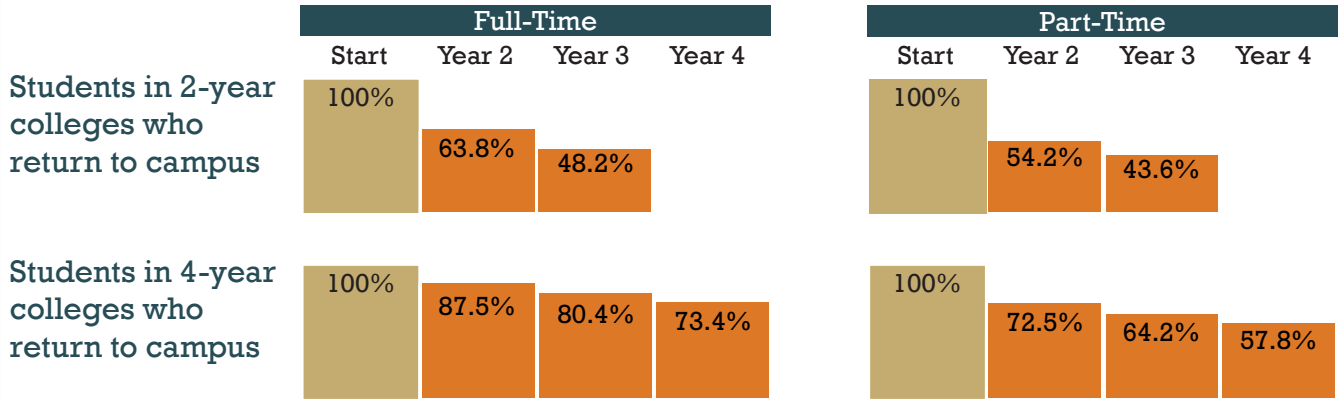
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

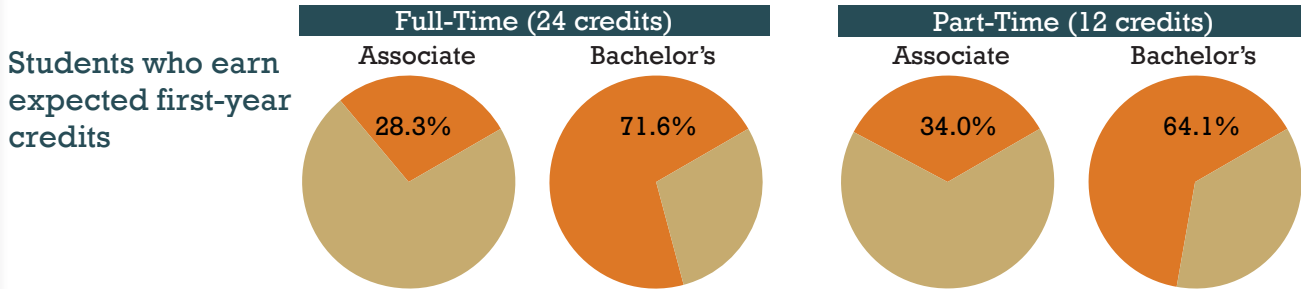
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



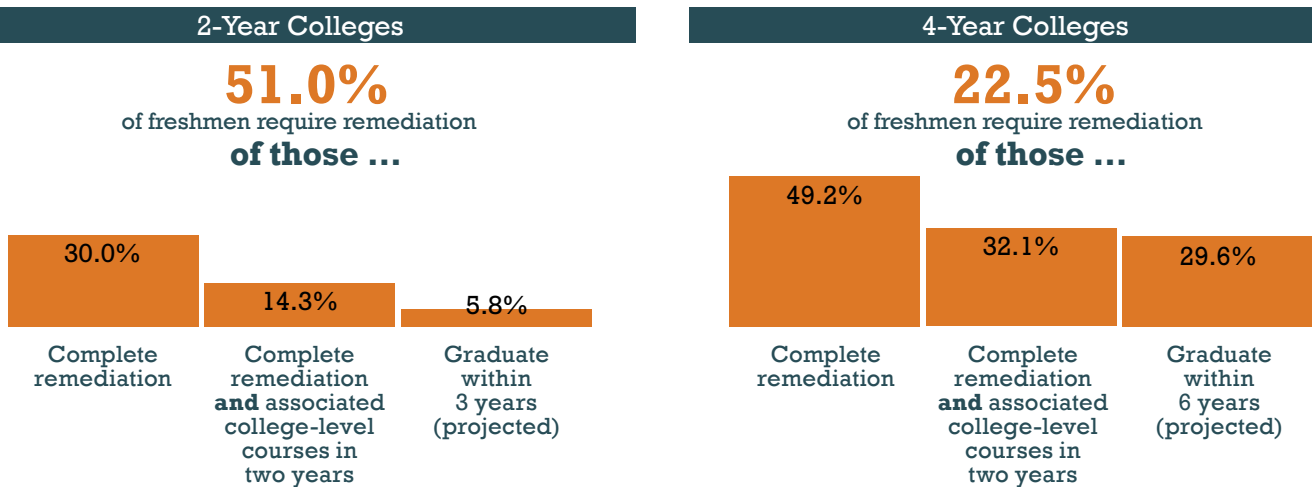
### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

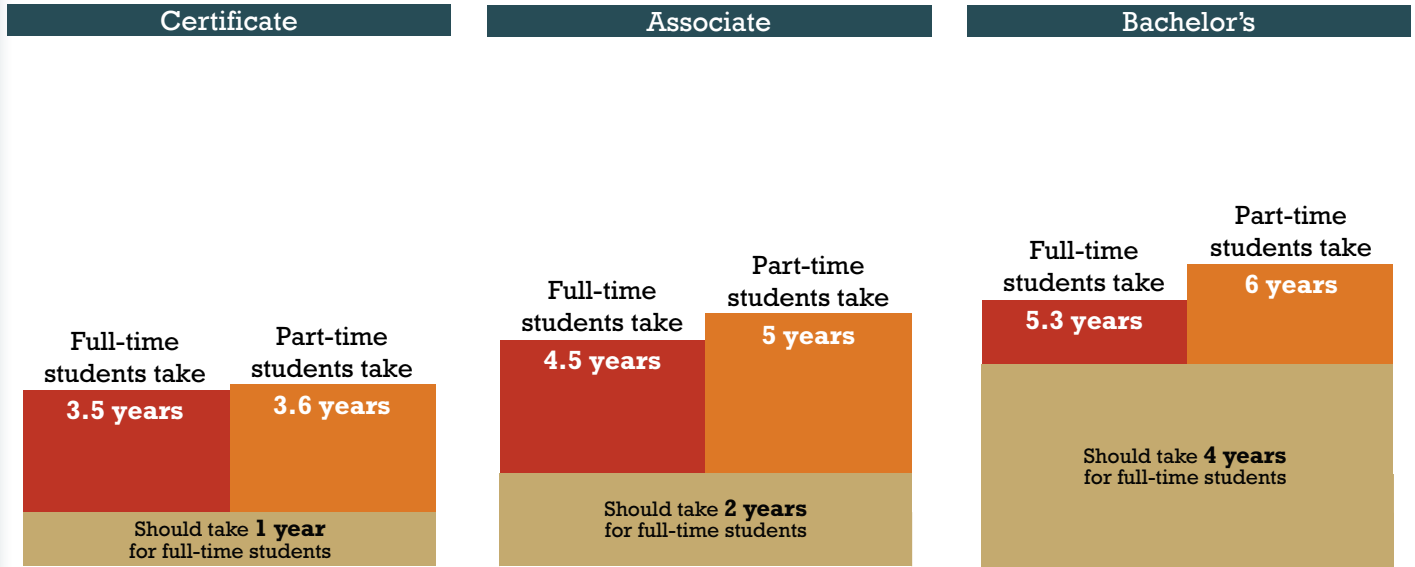


Data: Fall 2006

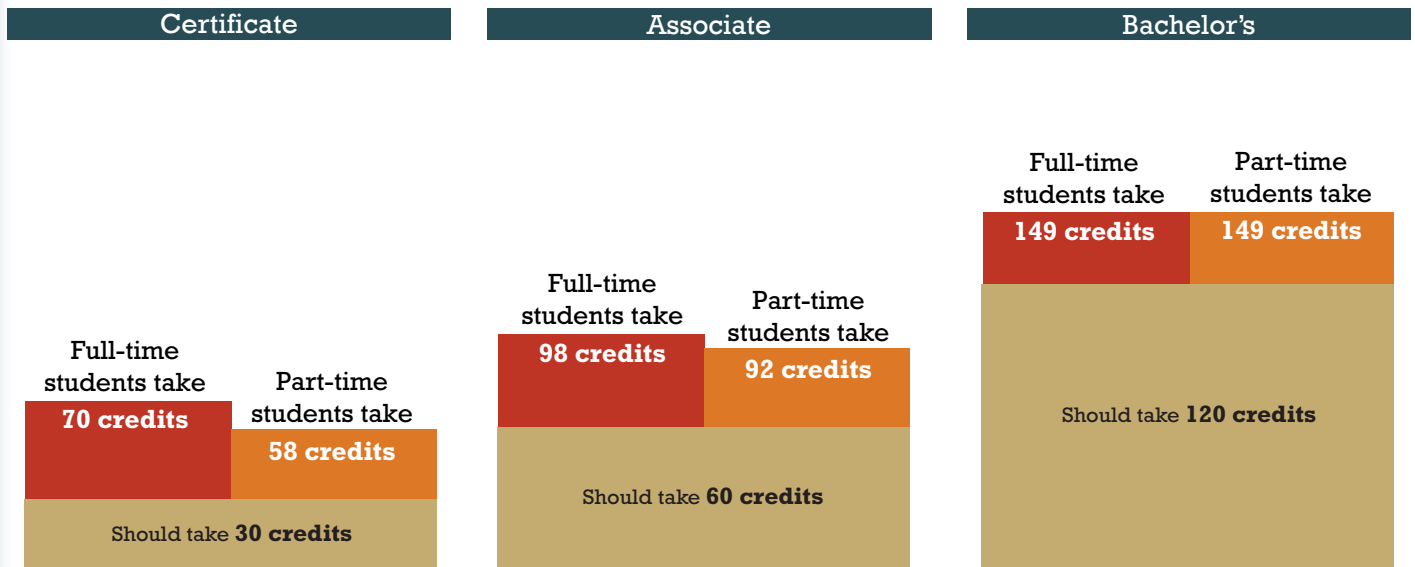
! Current approaches almost always guarantee failure.

# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.

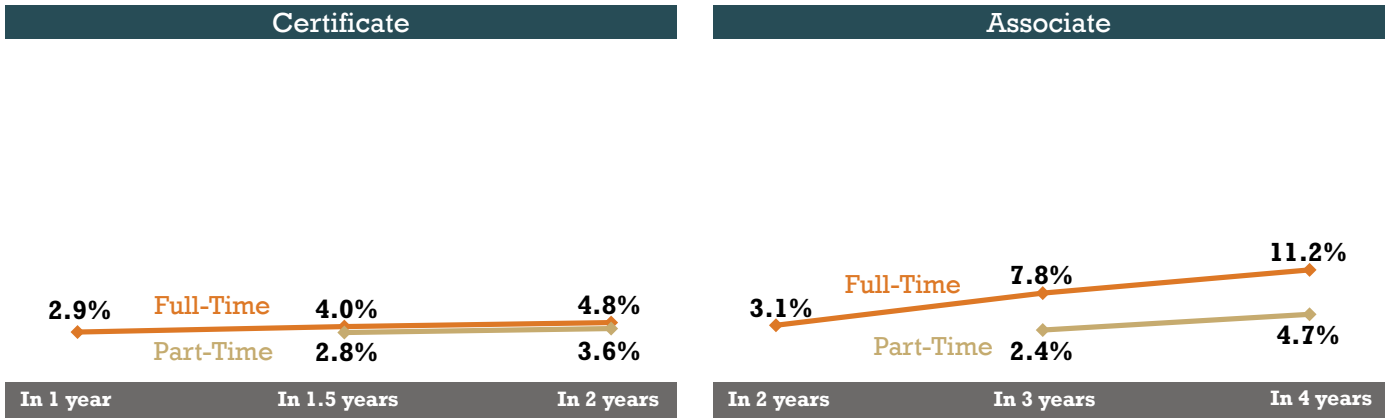


Data: 2007-08

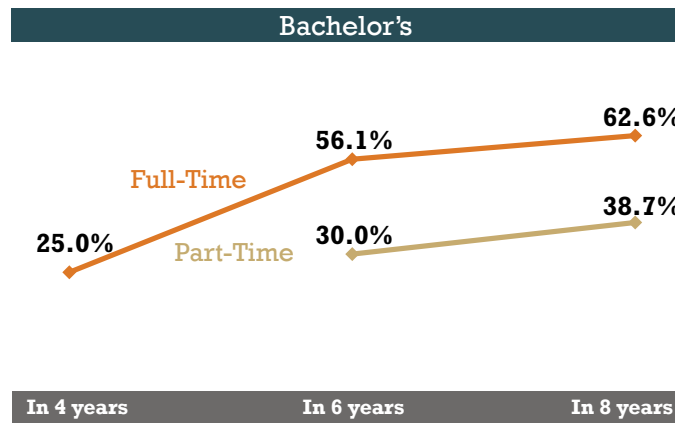
**!** More students must graduate on time.

## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

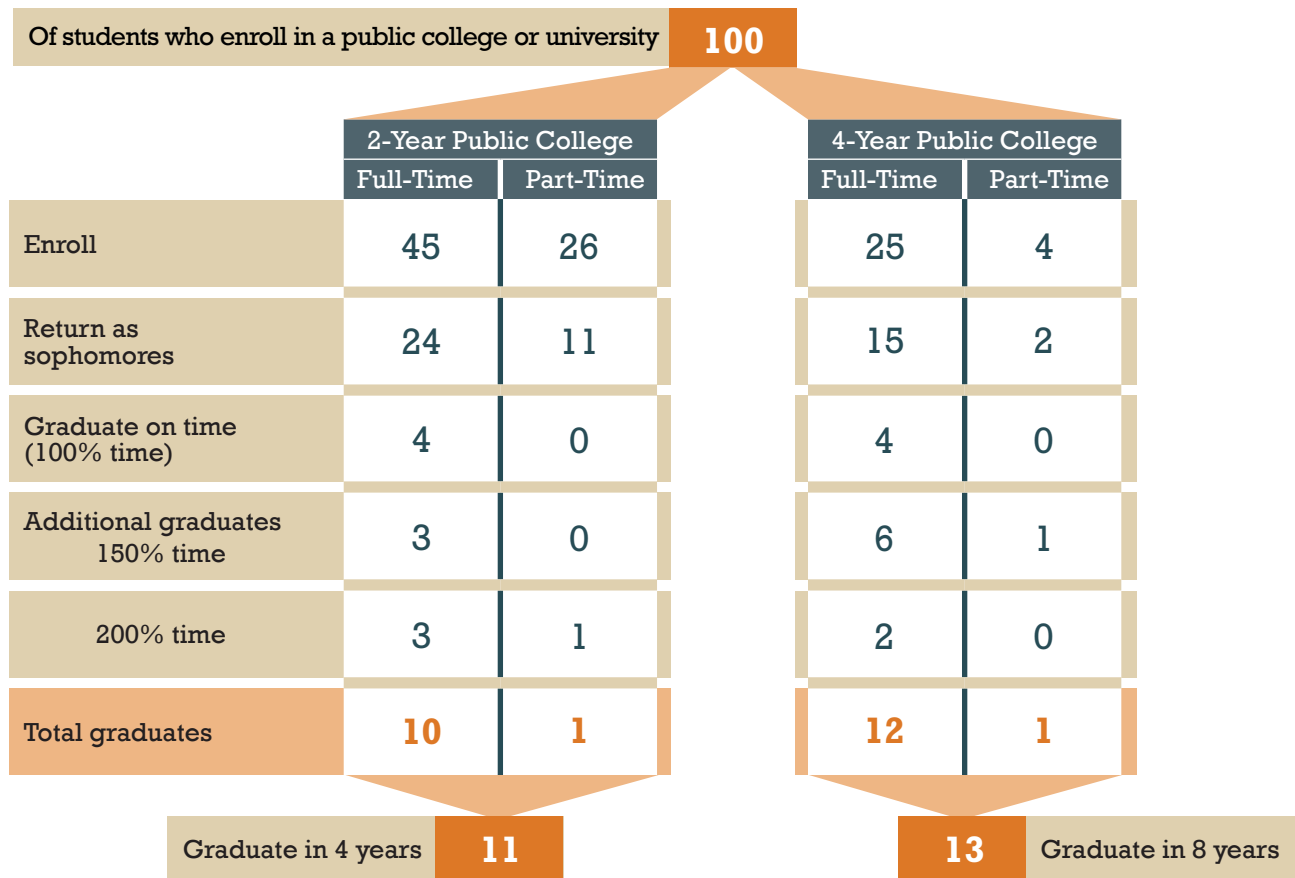
**Even modest progress provides little comfort when overall graduation rates are so low.**

## For a strong economy, the skills gap must be closed.

- 68%** By 2020, jobs requiring a career certificate or college degree
- 38%** Utah adults who currently have an associate degree or higher
- 30%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

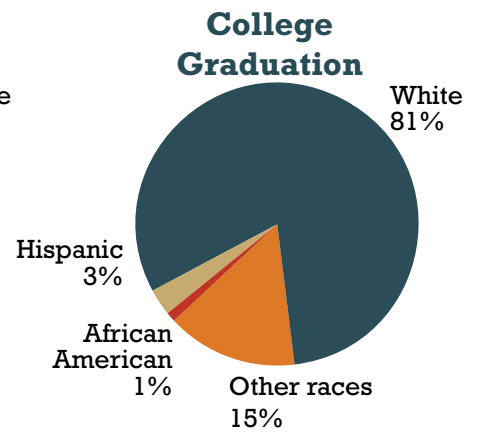
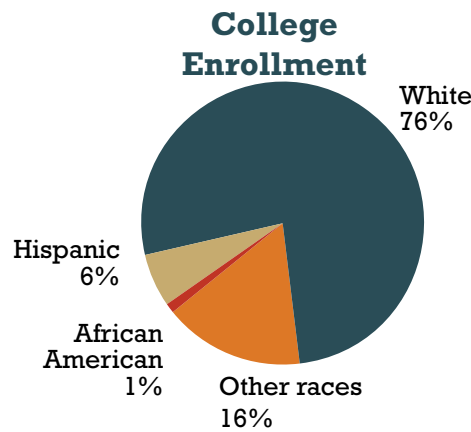
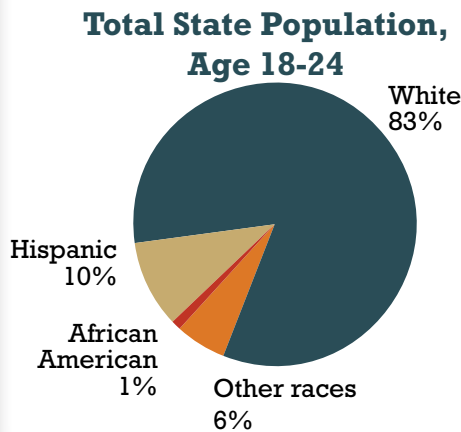
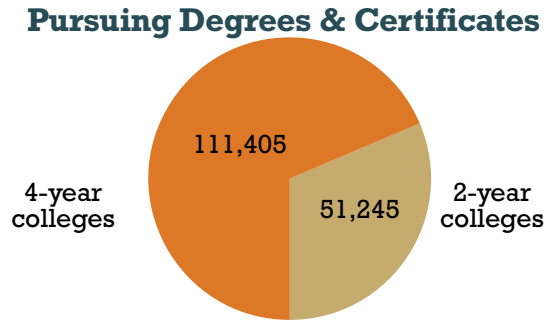
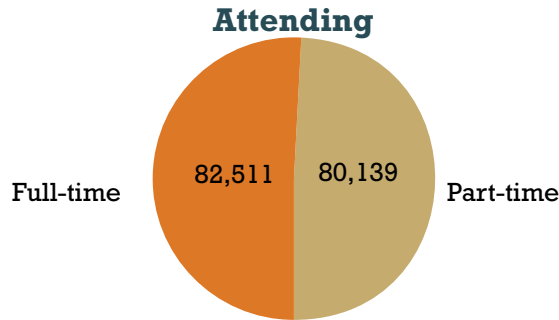
	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

We're making great progress in providing access to more students.

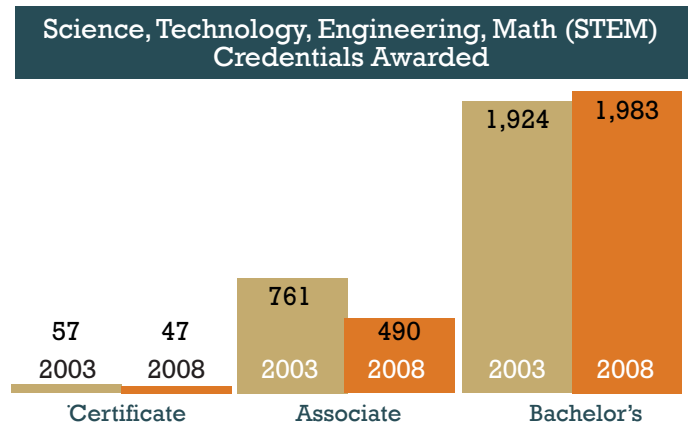
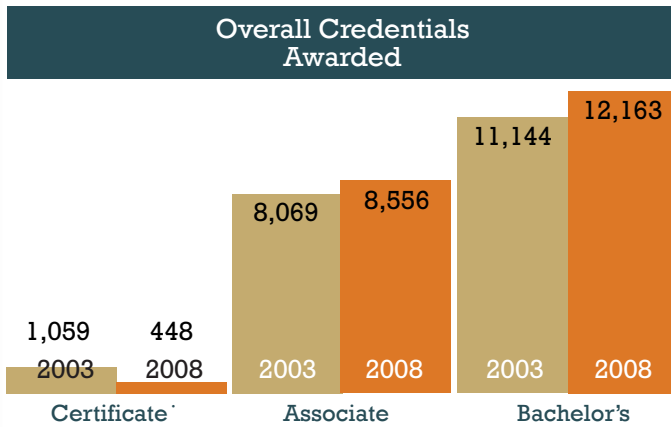
**Total public college enrollment: 162,650**



Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.



Data: 2007-08

! And all credentials should provide clear pathways to success.



# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	DS*	1.8%	0.0%	DS*	DS*	DS*	1.8%	NP*	DS*
	Within 1½ years	DS*	1.8%	0.0%	DS*	DS*	DS*	1.8%	NP*	DS*
	Within 2 years	DS*	3.5%	DS*	DS*	DS*	DS*	3.6%	NP*	DS*
2005 Part-Time	Within 1 year	DS*	DS*	DS*	DS*	DS*	DS*	DS*	NP*	DS*
	Within 1½ years	DS*	DS*	DS*	DS*	DS*	DS*	DS*	NP*	DS*
	Within 2 years	DS*	DS*	DS*	DS*	DS*	DS*	DS*	NP*	DS*

DS\*

DS\*

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	9.5%	10.8%	2.6%	2.4%	2.3%	4.7%	11.5%	NP*	1.8%
	Within 3 years	16.5%	18.0%	8.4%	8.0%	5.0%	9.8%	19.5%	NP*	51.6%
	Within 4 years	21.8%	23.8%	11.5%	10.0%	7.0%	13.2%	25.7%	NP*	11.7%
2004 Part-Time	Within 2 years	0.9%	0.9%	DS*	DS*	0.7%	0.8%	1.1%	NP*	0.2%
	Within 3 years	2.8%	2.9%	1.2%	DS*	2.1%	2.8%	3.0%	NP*	1.2%
	Within 4 years	5.5%	5.8%	3.6%	DS*	4.5%	5.3%	6.2%	NP*	3.7%

23.8%

11.5%

10.0%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	15.0%	15.4%	8.9%	11.1%	13.5%	13.0%	15.3%	NP*	5.4%
	Within 6 years	38.2%	38.7%	32.9%	22.2%	25.0%	32.7%	39.2%	NP*	23.4%
	Within 8 years	46.3%	47.2%	34.8%	22.2%	25.0%	37.3%	47.9%	NP*	28.8%
2002 Part-Time	Within 4 years	3.4%	3.7%	DS*	DS*	0.0%	5.0%	3.1%	NP*	0.0%
	Within 6 years	16.1%	17.1%	9.4%	DS*	10.6%	14.9%	17.5%	NP*	6.7%
	Within 8 years	22.6%	23.7%	15.6%	DS*	16.7%	18.4%	25.3%	NP*	14.7%

25.0%

39.2%

10.6%

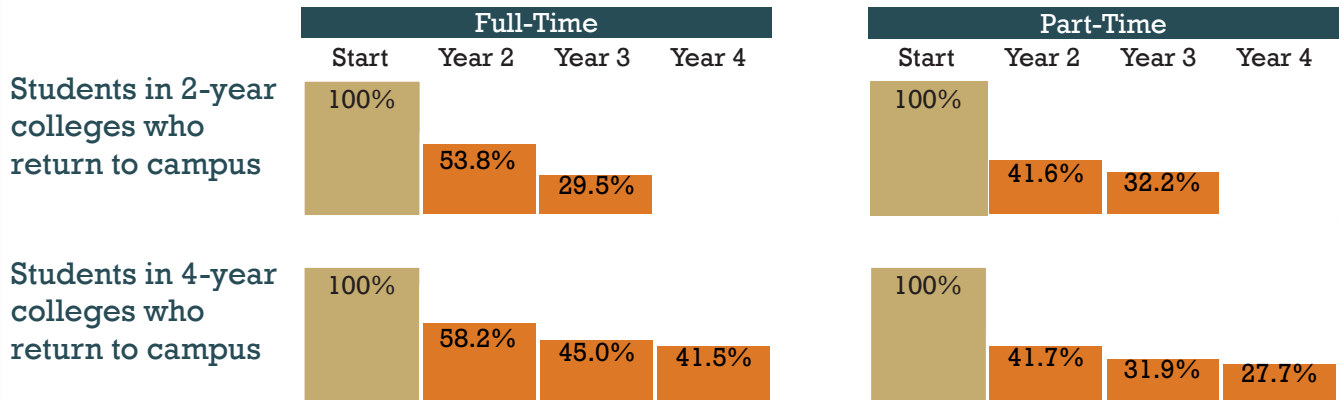
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

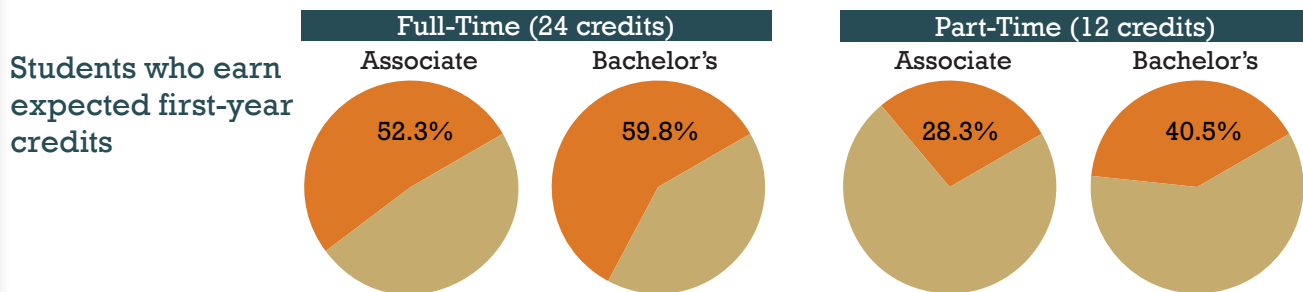
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



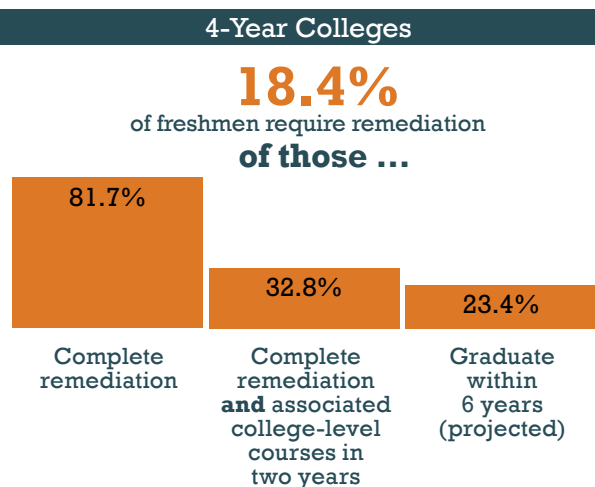
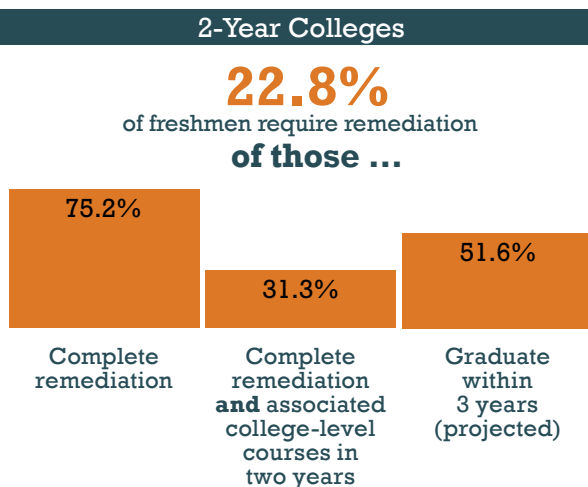
### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

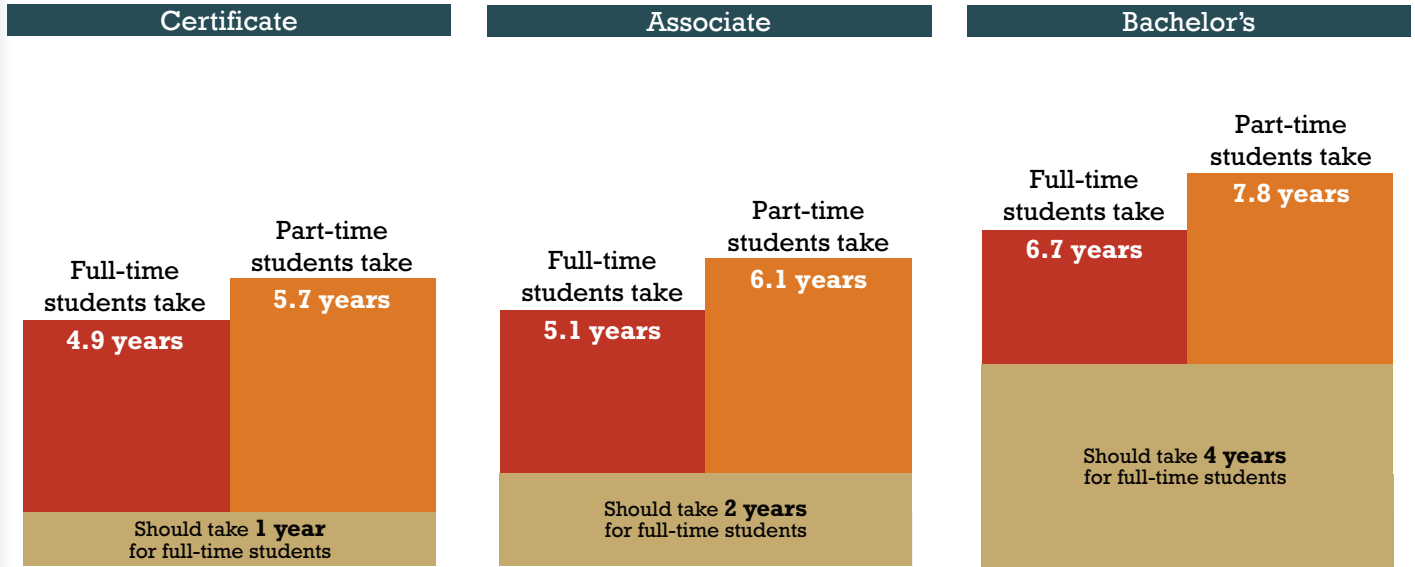


Data: Fall 2006

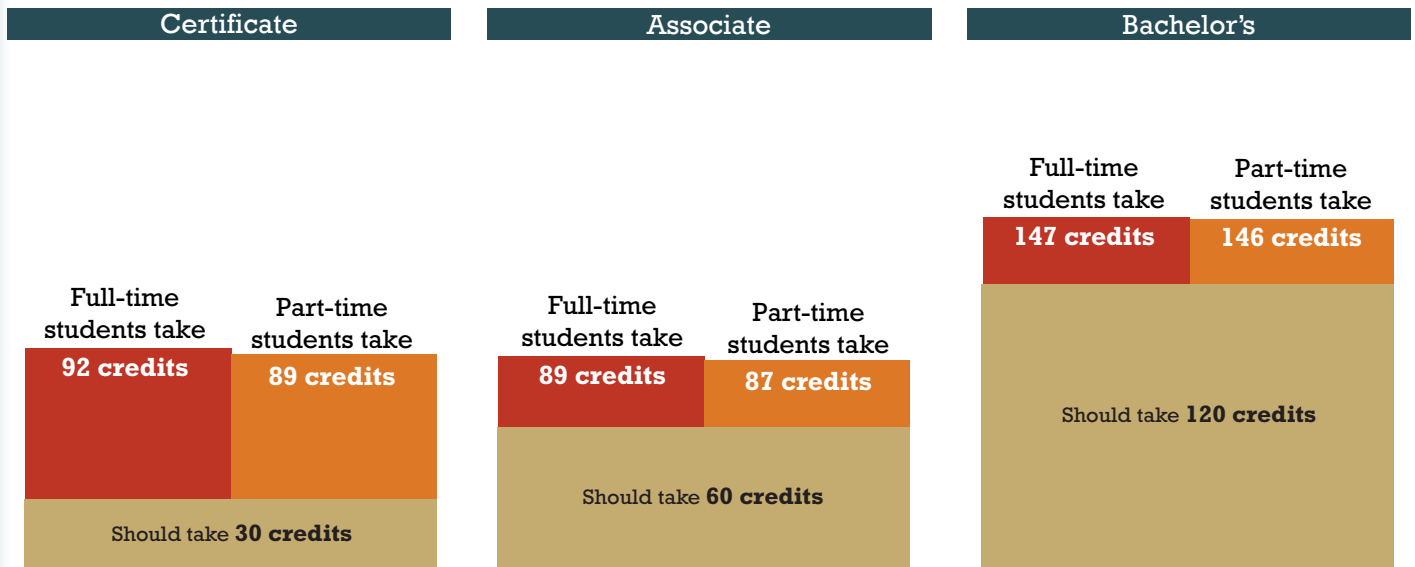
! Current approaches almost always guarantee failure.

# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.

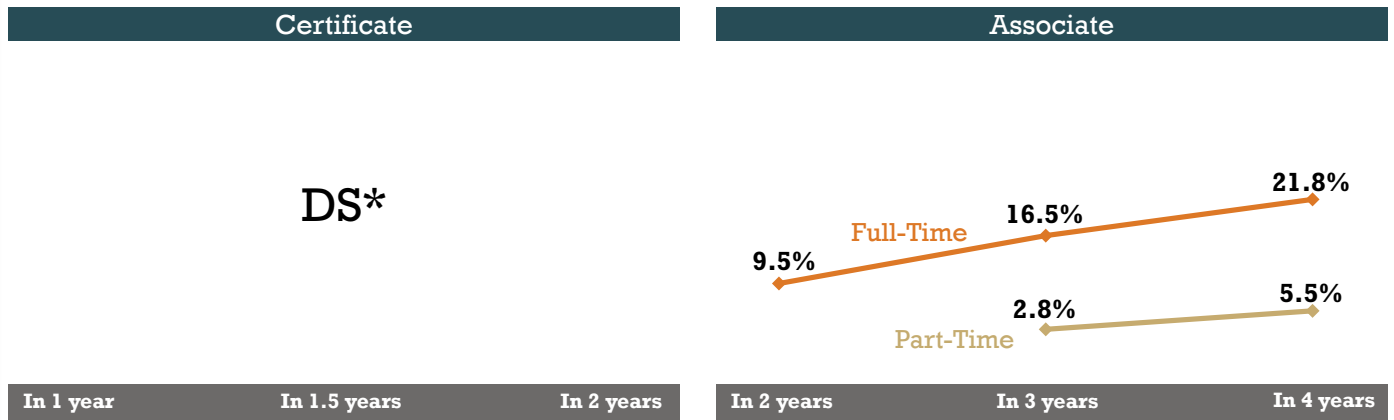


Data: 2007-08

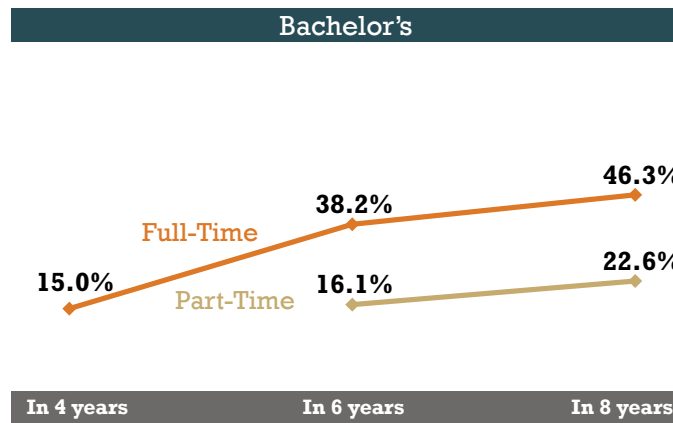
**!** More students must graduate on time.

## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

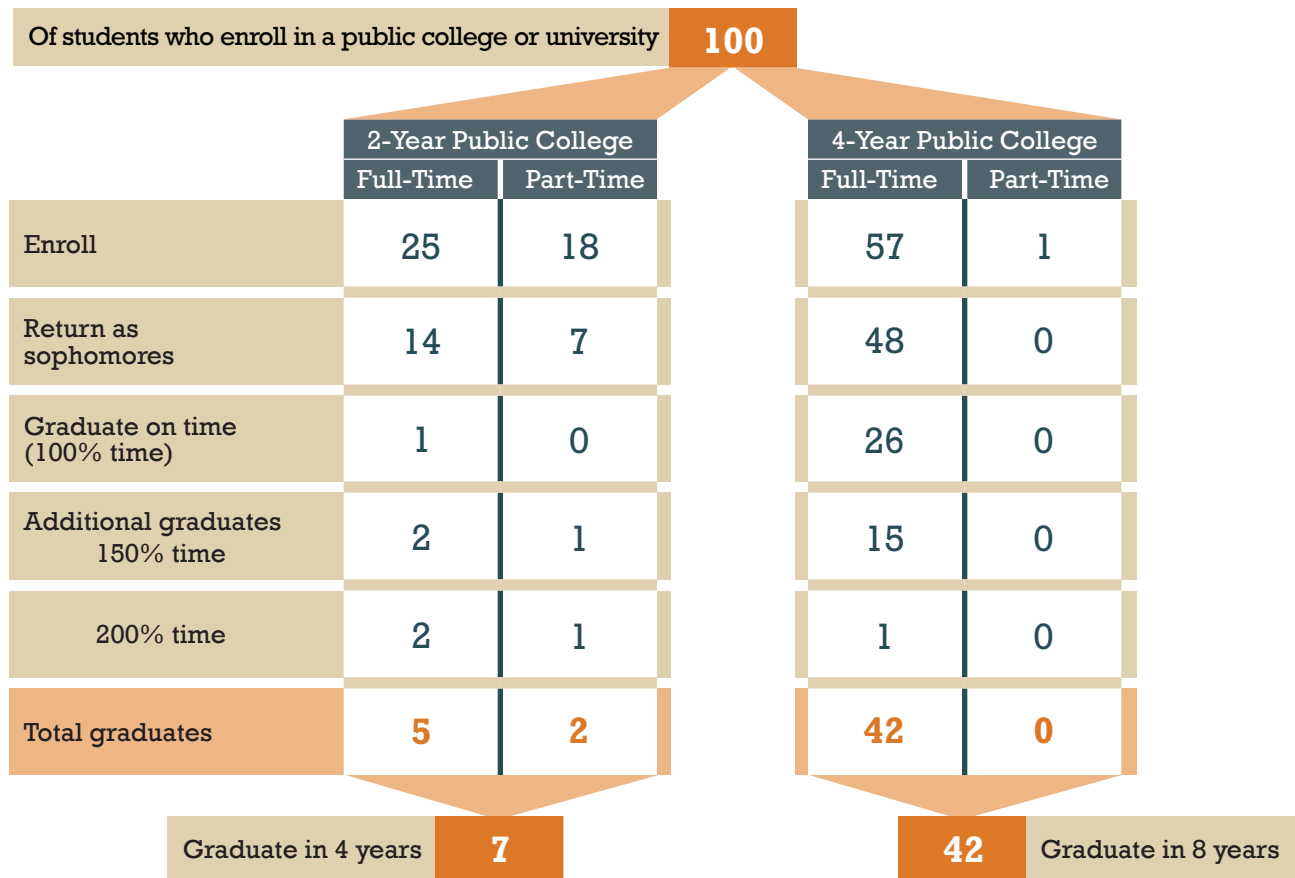
**Even modest progress provides little comfort when overall graduation rates are so low.**

## For a strong economy, the skills gap must be closed.

- 66%** By 2020, jobs requiring a career certificate or college degree
- 42%** Virginia adults who currently have an associate degree or higher
- 24%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

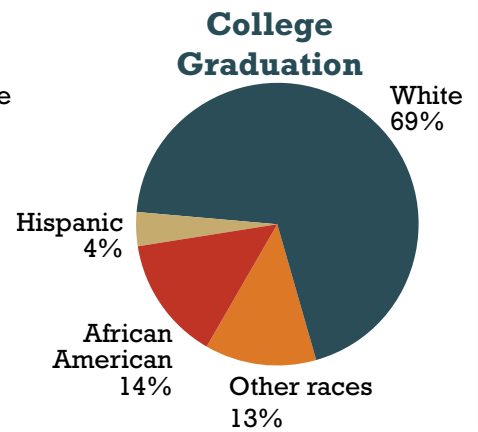
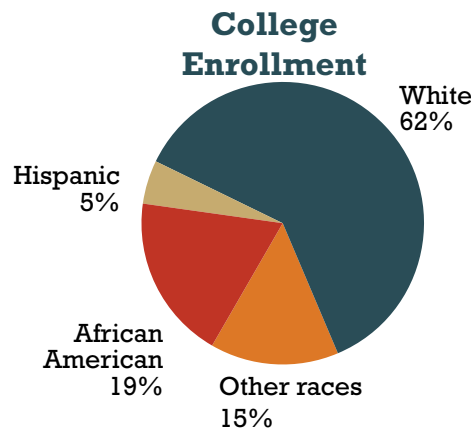
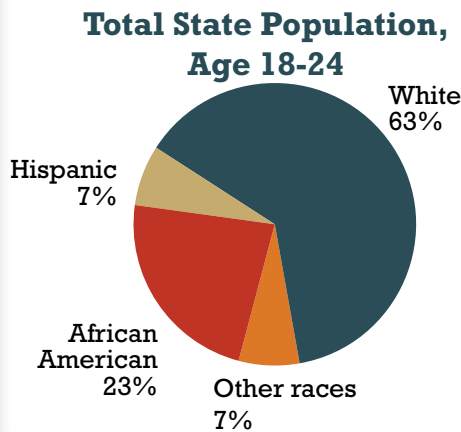
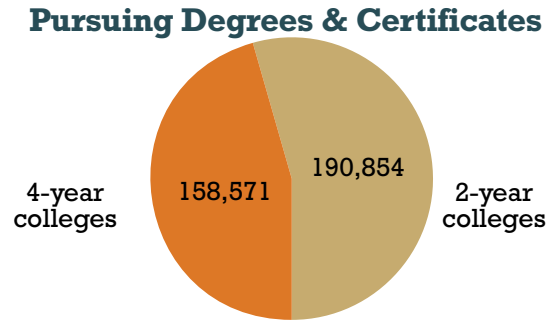
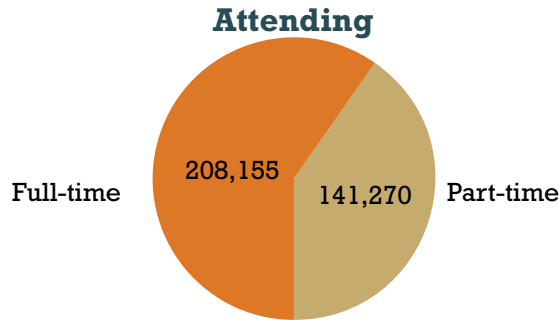
	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

We're making great progress in providing access to more students.

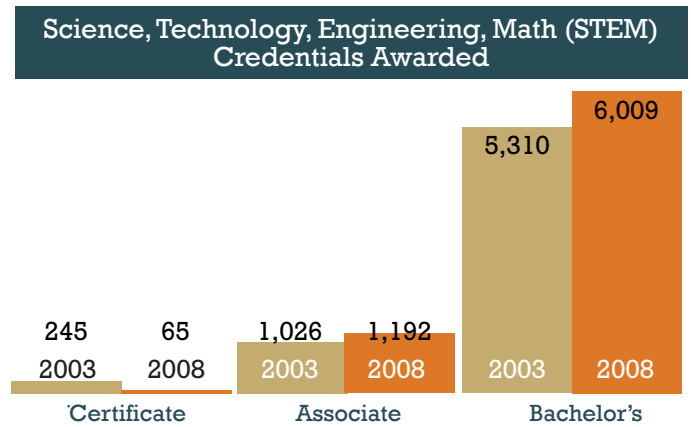
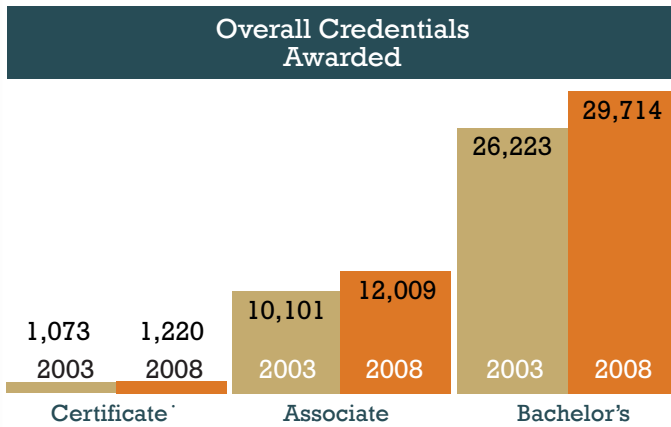
Total public college enrollment: 349,425



Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.



Data: 2007-08

! And all credentials should provide clear pathways to success.

# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	2.0%	1.9%	0.0%	DS*	DS*	DS*	DS*	2.2%	DS*
	Within 1½ years	4.0%	5.0%	0.0%	DS*	9.0%	7.0%	2.0%	4.1%	2.0%
	Within 2 years	5.0%	6.1%	DS*	3.2%	10.0%	7.0%	3.0%	5.0%	3.0%
2005 Part-Time	Within 1 year	NP*	DS*	DS*	DS*	DS*	DS*	DS*	DS*	0.0%
	Within 1½ years	1.0%	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
	Within 2 years	1.0%	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*

5.0%

1.0%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	4.0%	5.3%	2.2%	1.0%	5.0%	4.0%	4.0%	3.0%	2.0%
	Within 3 years	16.0%	17.7%	11.6%	9.0%	15.0%	13.0%	16.0%	13.0%	12.0%
	Within 4 years	20.0%	22.2%	16.2%	12.0%	19.0%	17.0%	21.0%	17.0%	17.0%
2004 Part-Time	Within 2 years	1.0%	1.0%	DS*	DS*	1.0%	1.0%	0.3%	DS*	0.0%
	Within 3 years	5.0%	6.0%	4.0%	3.0%	6.0%	4.0%	6.0%	7.0%	4.0%
	Within 4 years	9.0%	10.0%	7.0%	5.0%	9.0%	7.0%	9.0%	10.0%	7.0%

22.2%

16.2%

12.0%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	45.0%	50.4%	39.8%	24.7%	15.0%	22.0%	46.0%	27.0%	12.0%
	Within 6 years	72.0%	76.1%	69.1%	52.1%	27.0%	43.0%	72.0%	56.0%	40.0%
	Within 8 years	73.0%	77.6%	70.8%	54.3%	29.0%	45.0%	74.0%	58.0%	44.0%
2002 Part-Time	Within 4 years	7.0%	11.0%	DS*	DS*	0.0%	DS*	8.0%	DS*	DS*
	Within 6 years	23.0%	26.0%	DS*	15.0%	0.0%	DS*	27.0%	17.0%	DS*
	Within 8 years	29.0%	30.0%	DS*	21.0%	DS*	DS*	33.0%	22.0%	DS*

27.0%

72.0%

0.0%

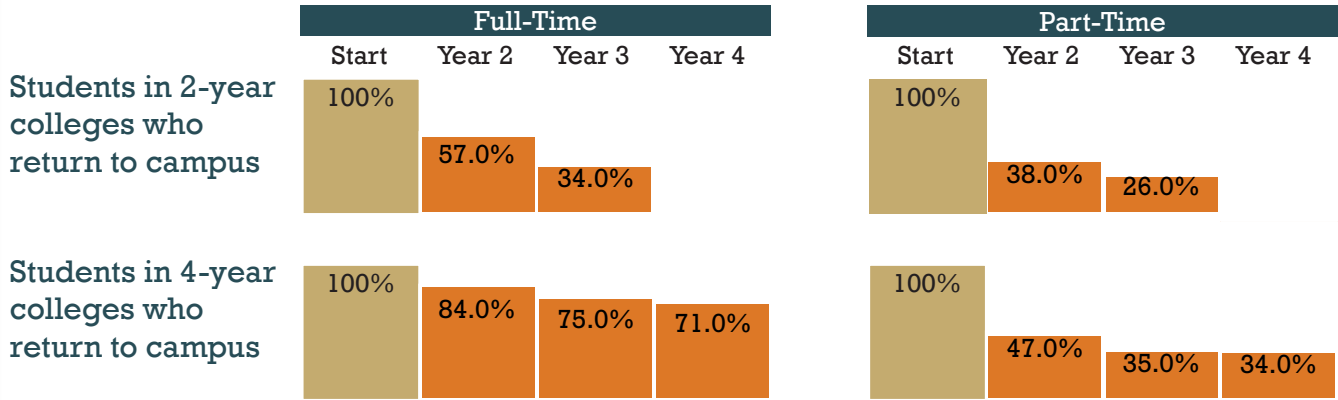
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

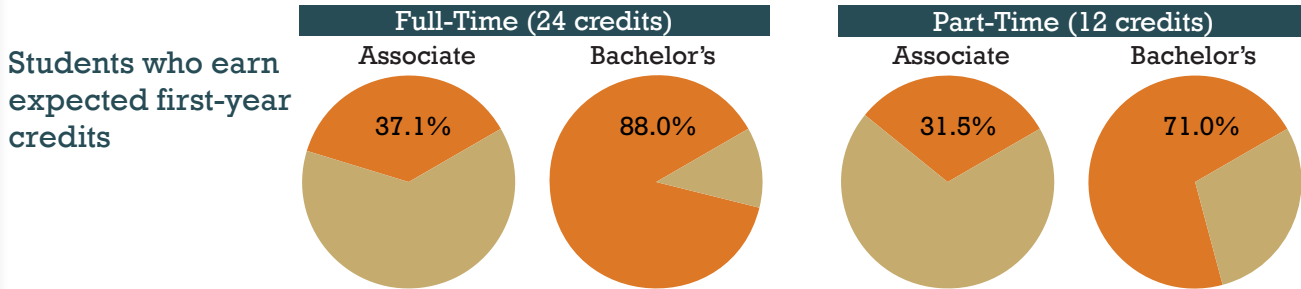
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

# Retention rates drop from year to year.

## Many get discouraged and drop out ...



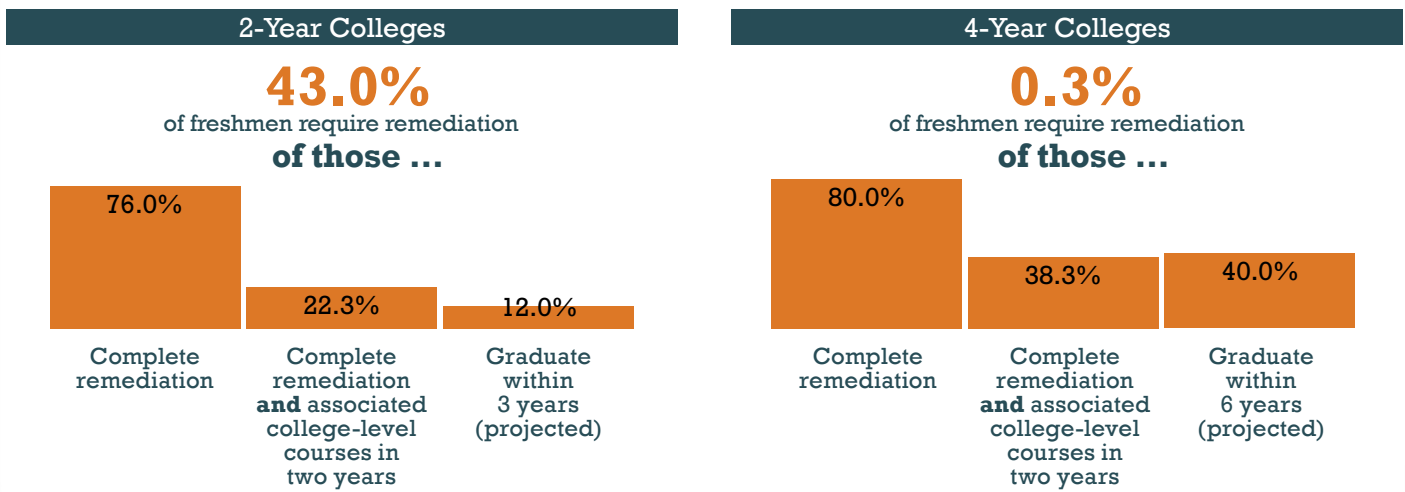
## ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

# Remediation a i ghVY71 YX



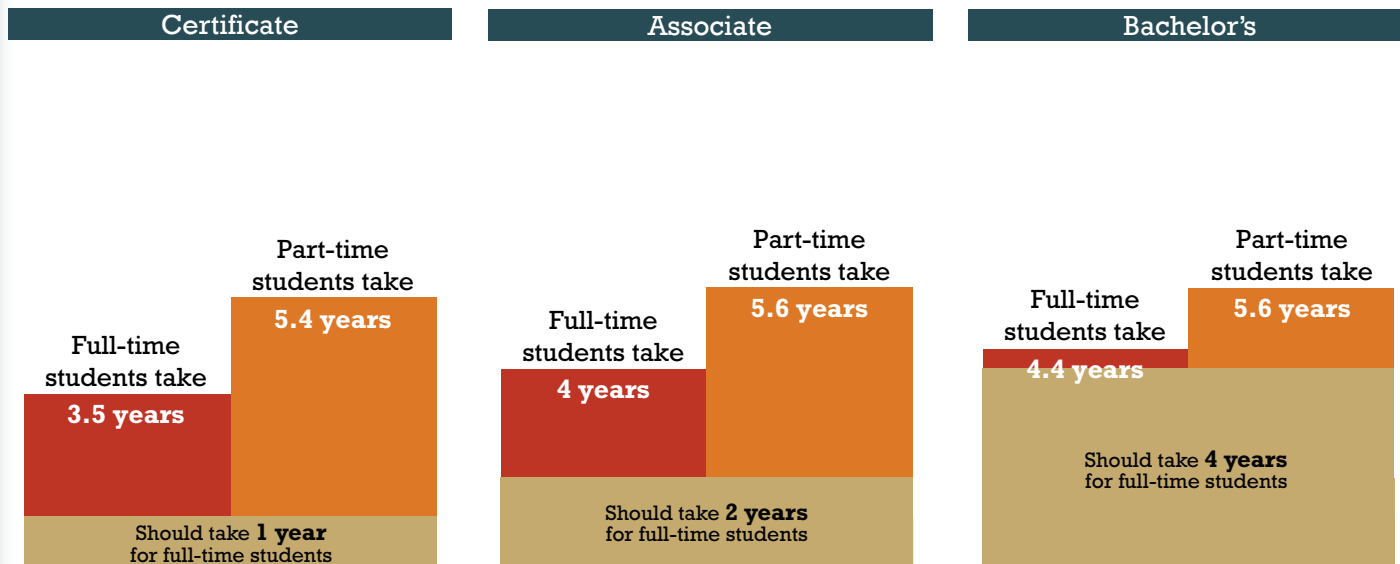
Data: Fall 2006

! Current approaches almost always guarantee failure.

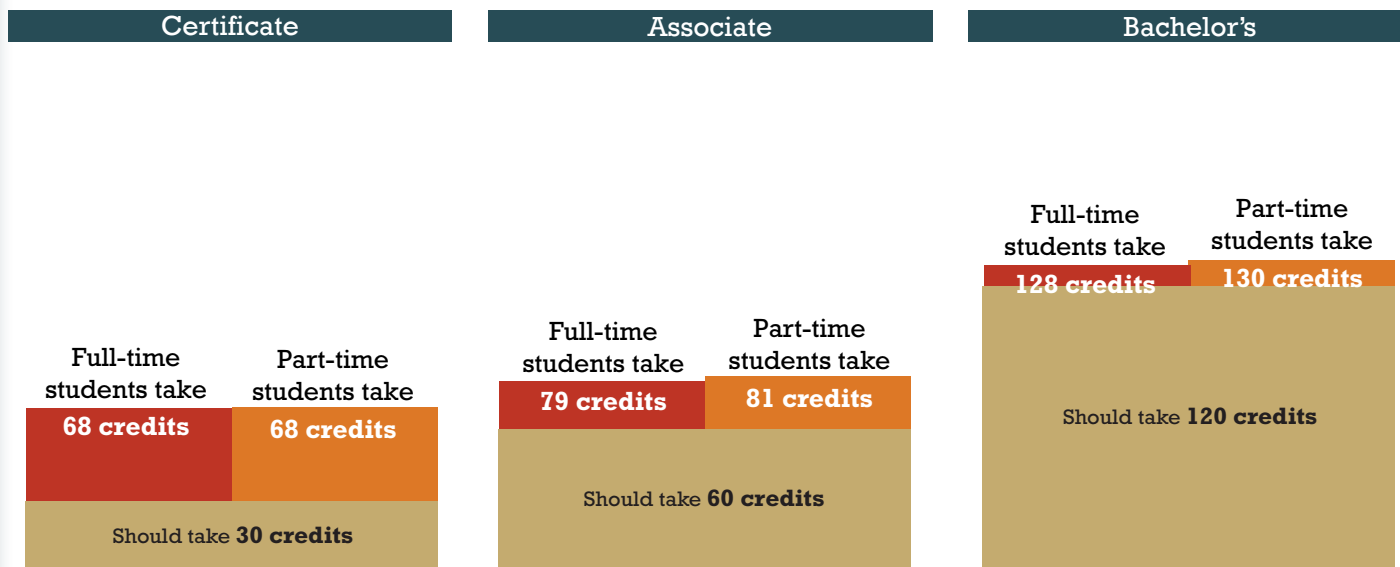


# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.

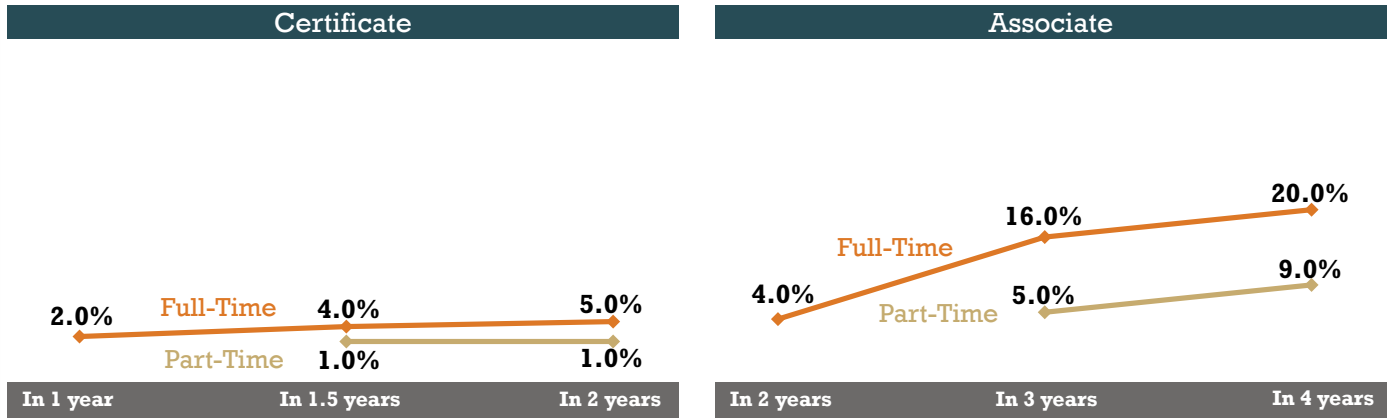


Data: 2007-08

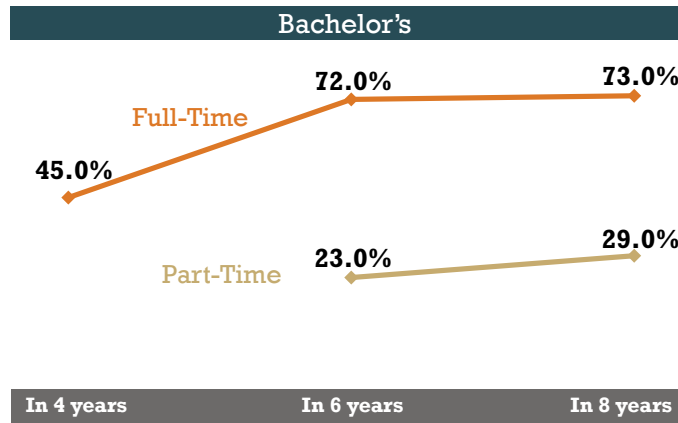
**!** More students must graduate on time.

**More time isn't giving us enough success.**

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

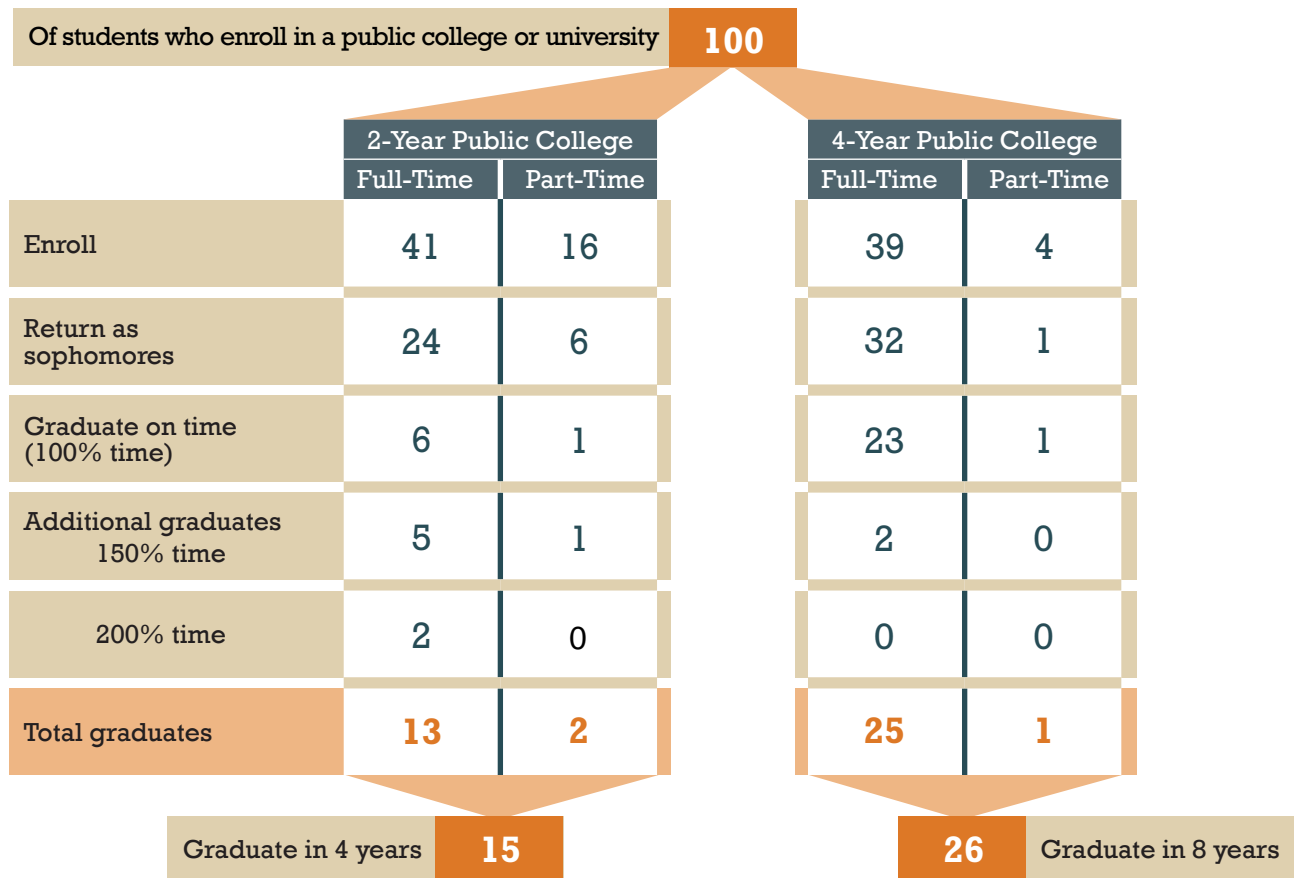
**Even modest progress provides little comfort when overall graduation rates are so low.**

## For a strong economy, the skills gap must be closed.

- 70%** By 2020, jobs requiring a career certificate or college degree
- 39%** Washington adults who currently have an associate degree or higher
- 31%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

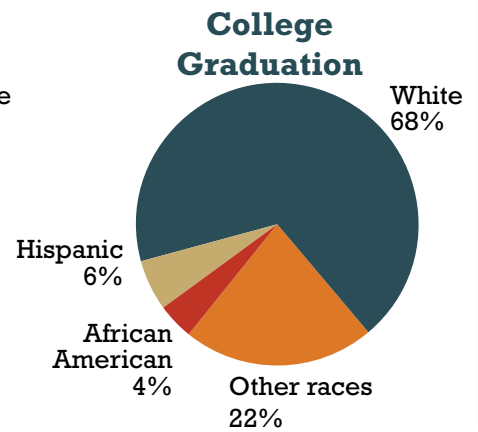
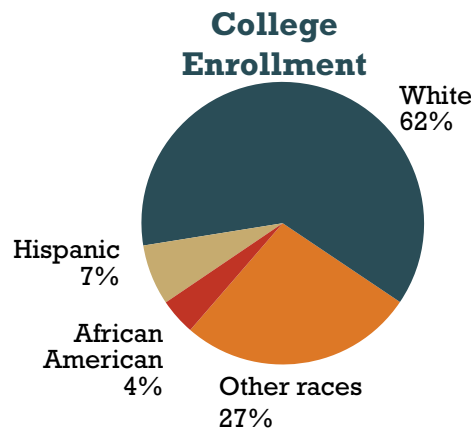
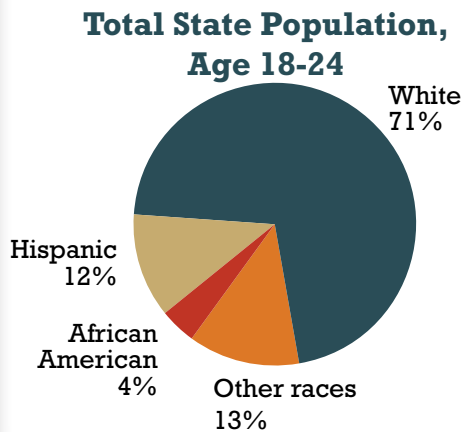
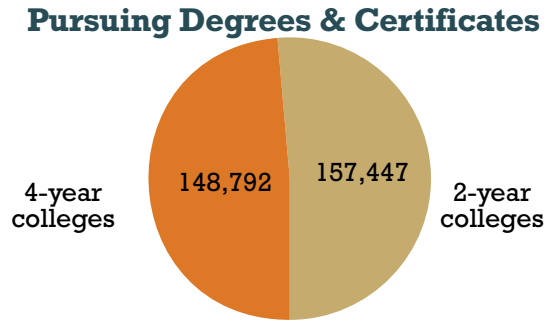
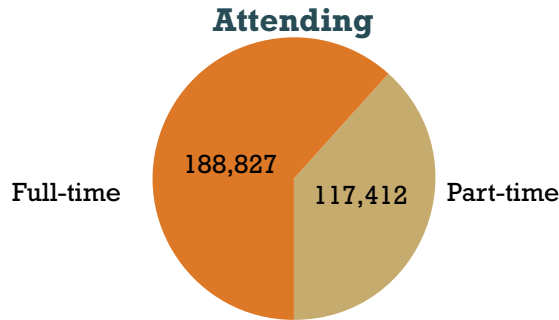
	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

We're making great progress in providing access to more students.

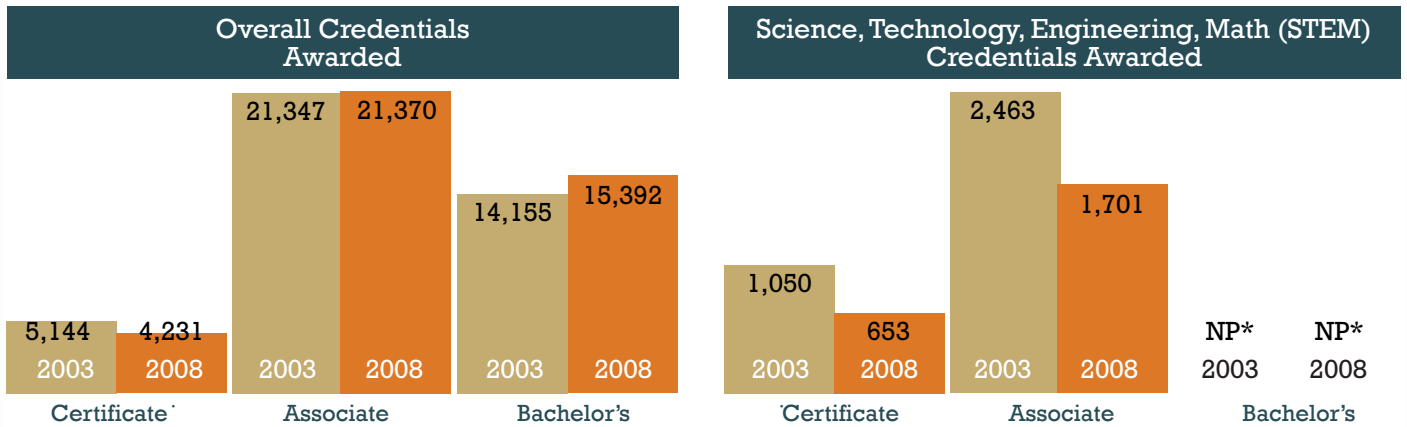
Total public college enrollment: 306,239



Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.



Data: 2007-08

! And all credentials should provide clear pathways to success.

# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	16.5%	17.3%	6.5%	10.6%	20.4%	17.5%	12.9%	15.8%	9.8%
	Within 1½ years	24.2%	25.6%	13.0%	14.1%	25.6%	23.0%	23.7%	24.7%	20.0%
	Within 2 years	28.1%	29.6%	17.3%	15.3%	27.6%	26.6%	29.4%	28.3%	26.2%
2005 Part-Time	Within 1 year	4.1%	3.6%	2.3%	7.8%	3.3%	6.1%	3.9%	8.6%	3.3%
	Within 1½ years	8.4%	7.9%	5.7%	7.8%	7.5%	9.8%	9.0%	15.7%	7.8%
	Within 2 years	12.6%	12.8%	8.0%	13.7%	11.4%	14.2%	13.8%	25.4%	13.5%

28.1%

12.6%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	13.6%	15.0%	8.4%	8.0%	13.9%	10.5%	14.0%	12.0%	9.1%
	Within 3 years	26.3%	28.0%	20.4%	14.9%	23.8%	20.3%	27.6%	23.7%	22.7%
	Within 4 years	31.2%	33.0%	24.6%	18.5%	27.0%	24.5%	33.0%	28.6%	28.5%
2004 Part-Time	Within 2 years	4.4%	4.5%	2.1%	7.0%	4.6%	18.7%	4.8%	3.9%	2.3%
	Within 3 years	10.3%	10.5%	4.8%	10.2%	10.0%	26.2%	11.2%	12.1%	8.8%
	Within 4 years	15.3%	15.7%	9.3%	16.0%	14.4%	29.7%	16.1%	18.4%	14.9%

33.0%

24.6%

18.5%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	59.6%	60.6%	51.3%	43.5%	44.1%	52.3%	62.0%	53.2%	NP*
	Within 6 years	63.2%	64.5%	56.1%	47.4%	44.7%	54.1%	66.1%	56.6%	NP*
	Within 8 years	63.5%	64.9%	56.5%	48.5%	44.7%	54.6%	66.5%	57.1%	NP*
2002 Part-Time	Within 4 years	31.7%	33.8%	29.7%	27.3%	27.5%	47.6%	33.9%	48.5%	NP*
	Within 6 years	33.7%	36.4%	29.7%	27.3%	29.0%	49.3%	38.4%	50.9%	NP*
	Within 8 years	34.0%	36.7%	29.7%	27.3%	29.3%	49.3%	38.8%	51.5%	NP*

44.7%

66.1%

29.0%

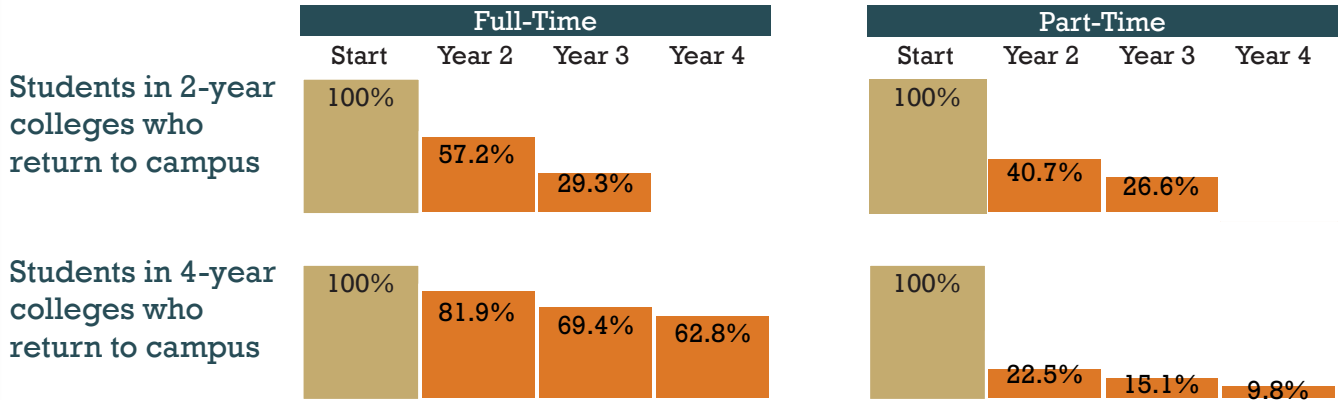
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

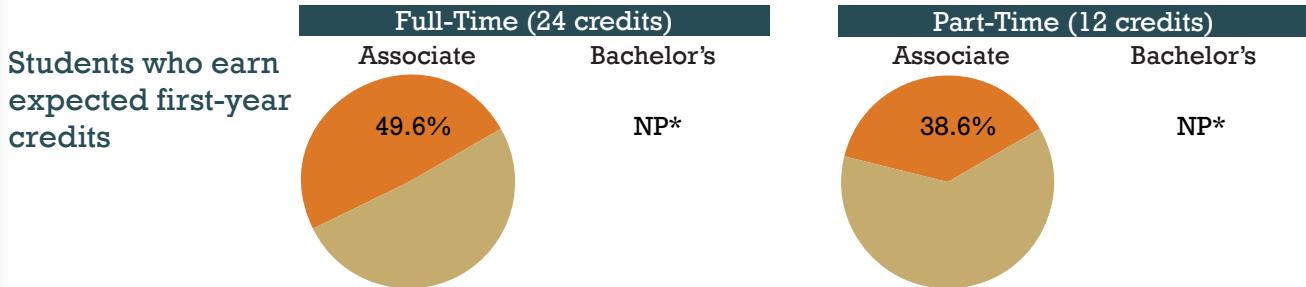
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

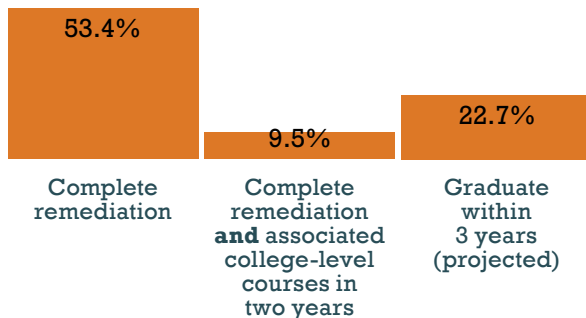
! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

### 2-Year Colleges

**45.9%**

of freshmen require remediation of those ...



### 4-Year Colleges

**4.7%**

of freshmen require remediation of those ...

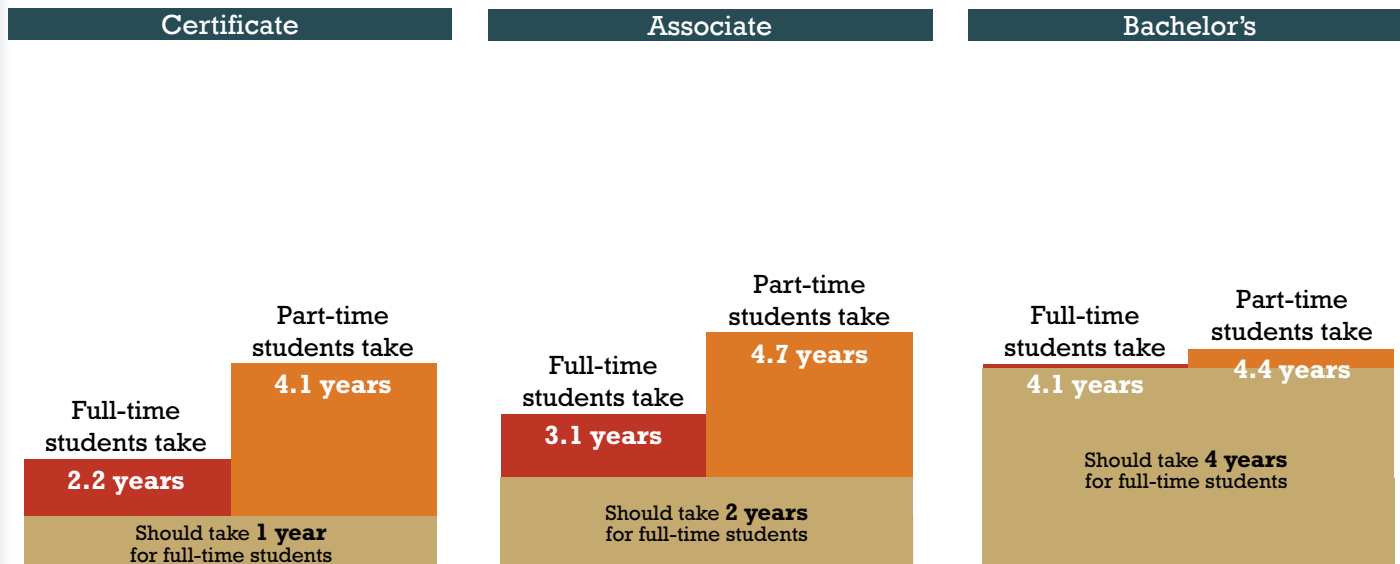


Data: Fall 2006

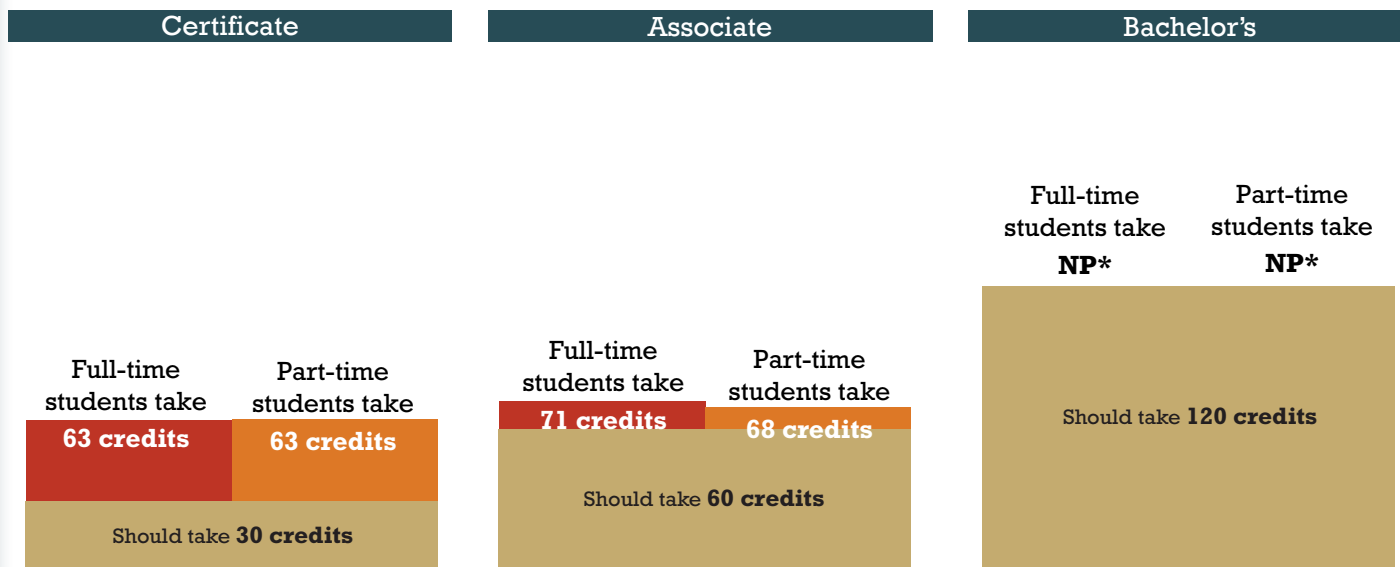
! Current approaches almost always guarantee failure.

# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.

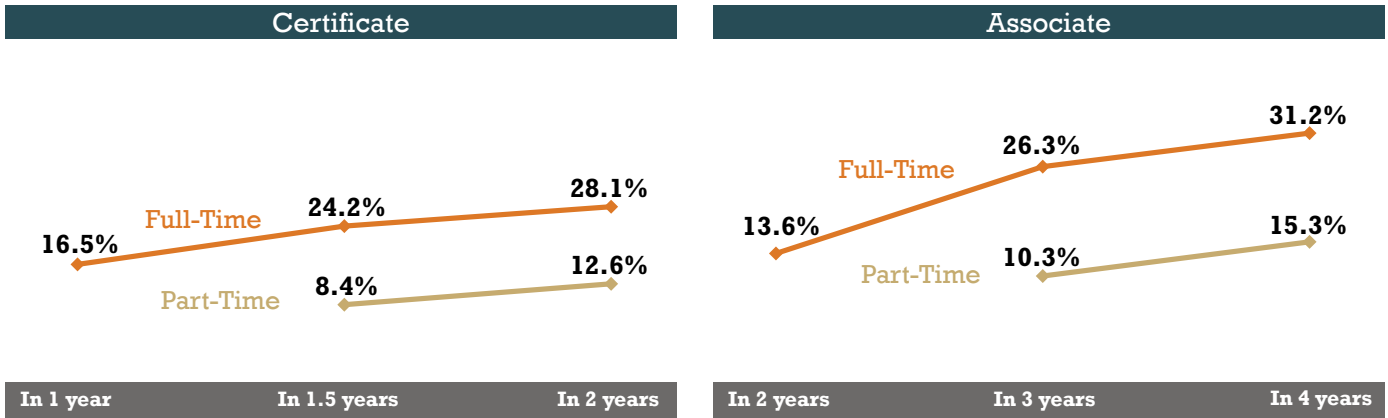


Data: 2007-08

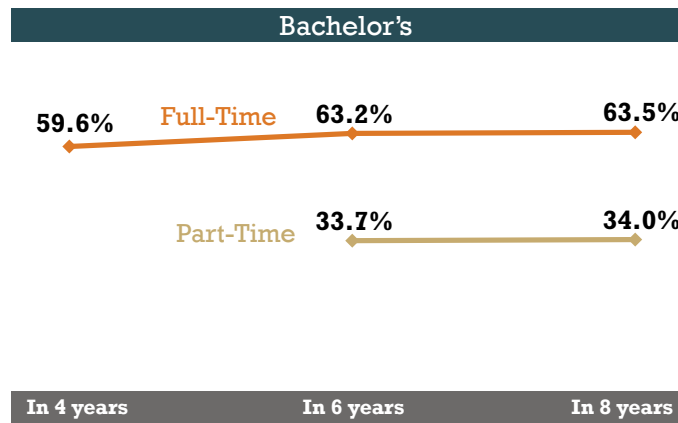
**!** More students must graduate on time.

More time isn't giving us enough success.

For certificate and associate degree students, graduation rates are very low ... even when students take more time.



On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

Even modest progress provides little comfort when overall graduation rates are so low.

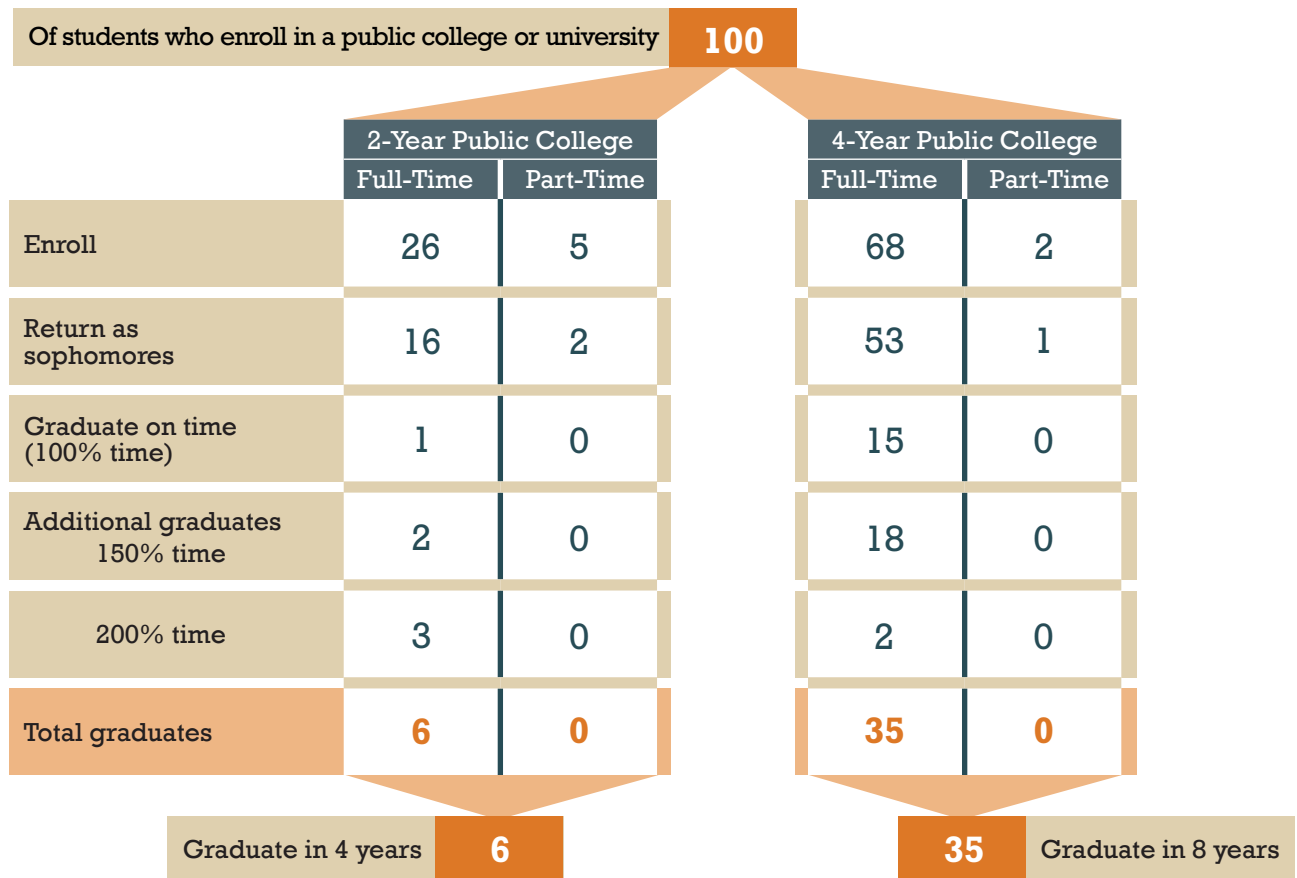


## For a strong economy, the skills gap must be closed.

- 53%** By 2020, jobs requiring a career certificate or college degree
- 28%** West Virginia adults who currently have an associate degree or higher
- 25%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

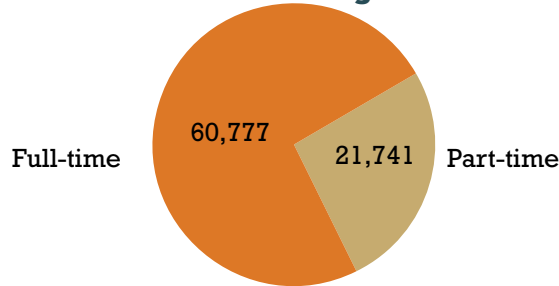
Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

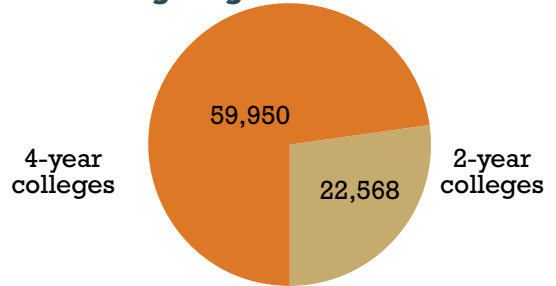
We're making great progress in providing access to more students.

Total public college enrollment: 82,518

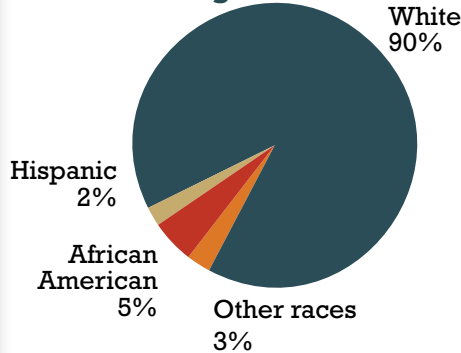
Attending



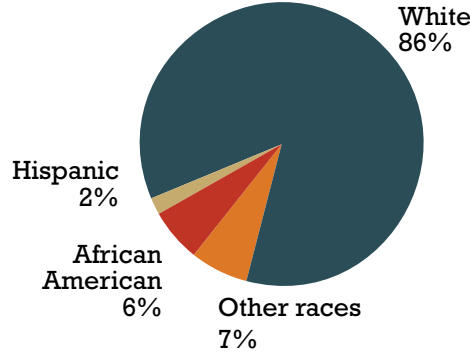
Pursuing Degrees & Certificates



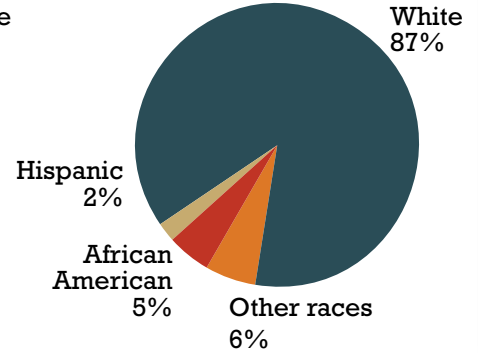
Total State Population, Age 18-24



College Enrollment



College Graduation

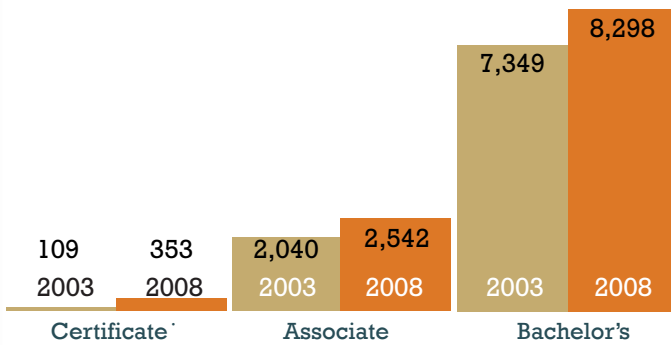


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08

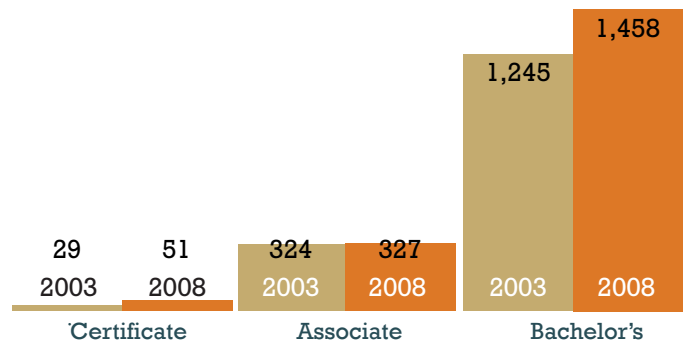
! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.

Overall Credentials Awarded



Science, Technology, Engineering, Math (STEM) Credentials Awarded



Data: 2007-08

! And all credentials should provide clear pathways to success.

# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	11.7%	11.6%	DS*	DS*	22.6%	0.0%	10.5%	DS*	11.3%
	Within 1½ years	13.8%	14.0%	DS*	DS*	22.6%	4.0%	13.2%	DS*	14.5%
	Within 2 years	16.0%	16.3%	DS*	DS*	22.6%	8.0%	15.8%	DS*	17.7%
2005 Part-Time	Within 1 year	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*	DS*
	Within 1½ years	DS*	DS*	DS*	DS*	5.3%	DS*	DS*	DS*	9.1%
	Within 2 years	DS*	DS*	DS*	DS*	5.3%	DS*	DS*	DS*	9.1%

16.0%

DS\*

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	5.2%	5.6%	7.4%	0.7%	4.8%	2.6%	6.0%	3.9%	1.8%
	Within 3 years	12.6%	13.1%	11.1%	7.5%	14.2%	6.9%	13.7%	10.6%	8.4%
	Within 4 years	16.7%	17.4%	11.1%	9.6%	18.4%	9.7%	18.1%	14.6%	12.5%
2004 Part-Time	Within 2 years	0.5%	0.6%	DS*	DS*	0.9%	DS*	DS*	DS*	0.3%
	Within 3 years	4.7%	5.1%	DS*	DS*	6.1%	2.6%	3.2%	2.5%	3.4%
	Within 4 years	8.3%	8.8%	10.0%	DS*	10.0%	6.1%	5.6%	6.4%	7.7%

17.4%

11.1%

9.6%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	22.2%	23.0%	16.4%	10.6%	8.7%	10.8%	23.6%	15.4%	8.2%
	Within 6 years	48.2%	49.1%	42.2%	34.6%	23.1%	27.9%	50.5%	38.7%	31.8%
	Within 8 years	51.9%	52.9%	43.1%	36.9%	25.4%	32.2%	54.2%	43.5%	36.7%
2002 Part-Time	Within 4 years	1.2%	1.3%	DS*	DS*	1.9%	2.2%	DS*	DS*	0.0%
	Within 6 years	10.3%	9.8%	DS*	10.0%	8.4%	13.0%	11.2%	6.0%	8.8%
	Within 8 years	14.5%	14.2%	DS*	10.0%	14.0%	15.2%	14.6%	9.6%	12.0%

23.1%

50.5%

8.4%

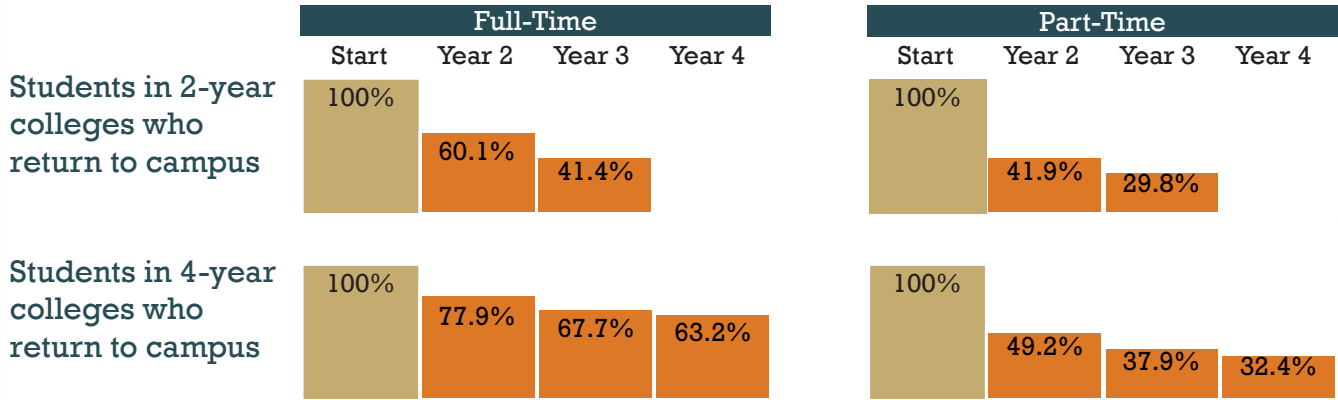
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

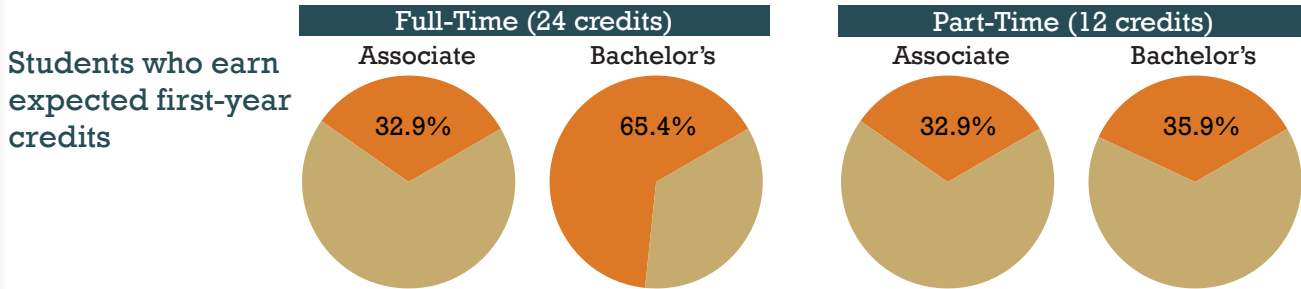
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

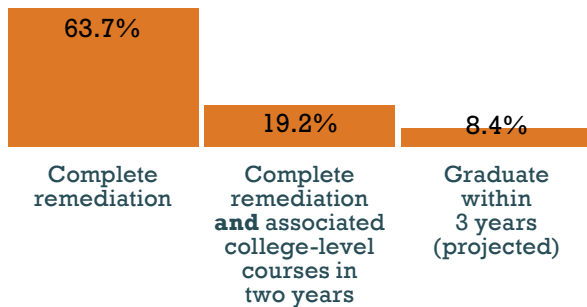
! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

### 2-Year Colleges

**69.3%**

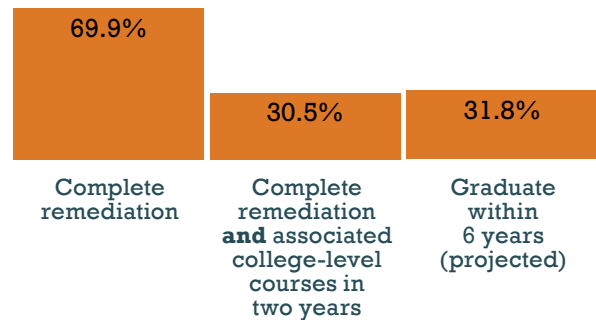
of freshmen require remediation of those ...



### 4-Year Colleges

**19.6%**

of freshmen require remediation of those ...

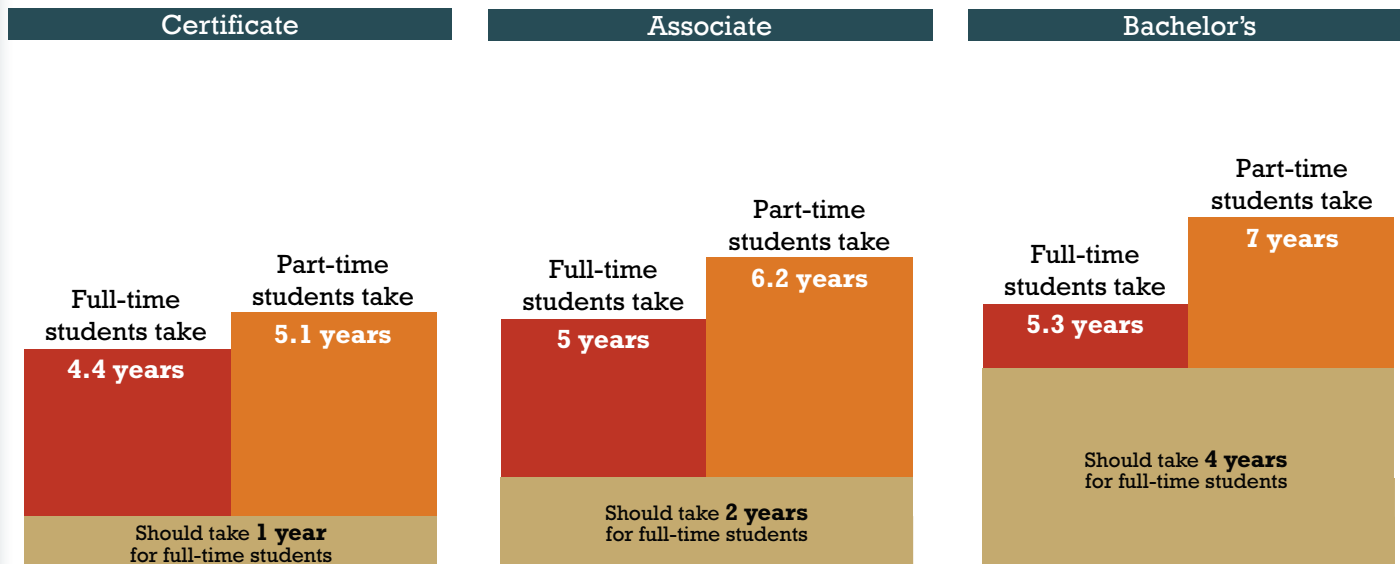


Data: Fall 2006

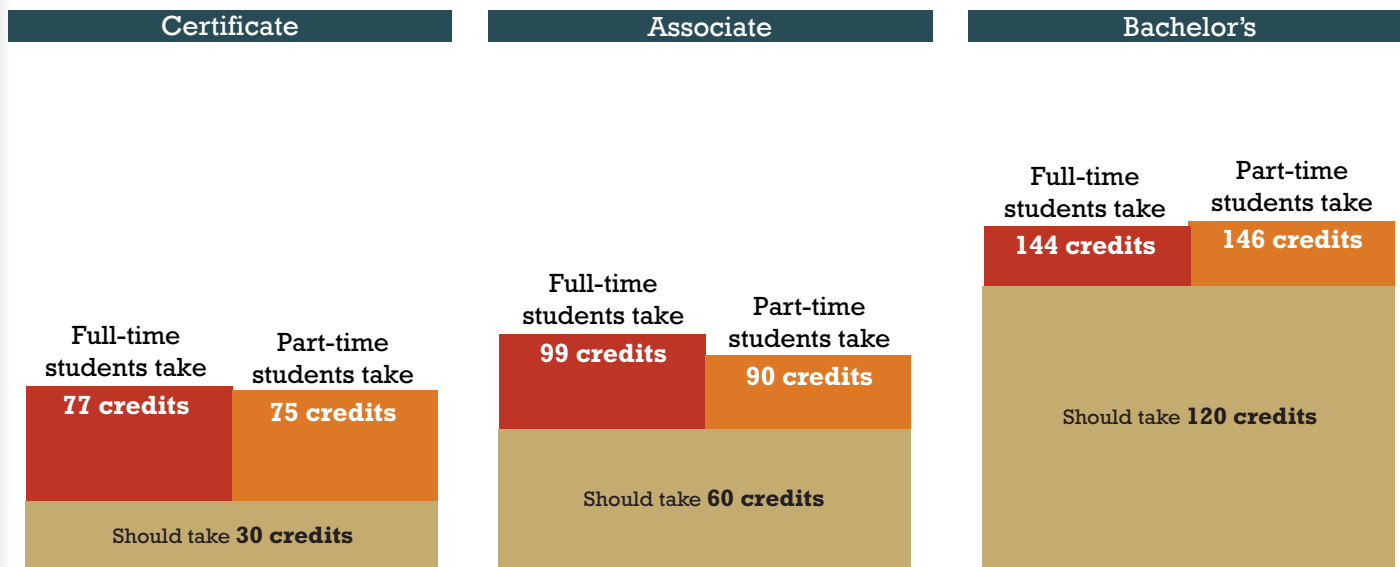
! Current approaches almost always guarantee failure.

# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.

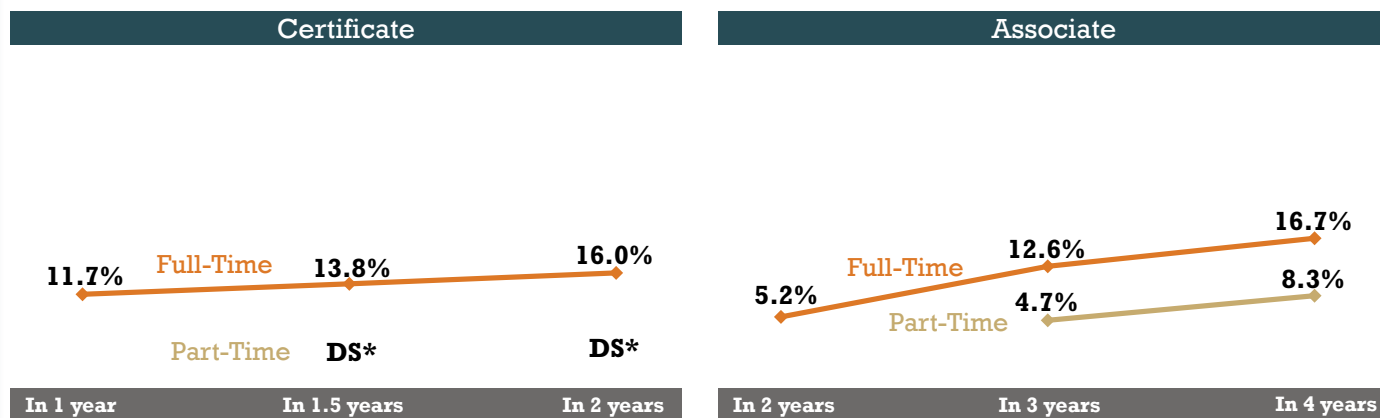


Data: 2007-08

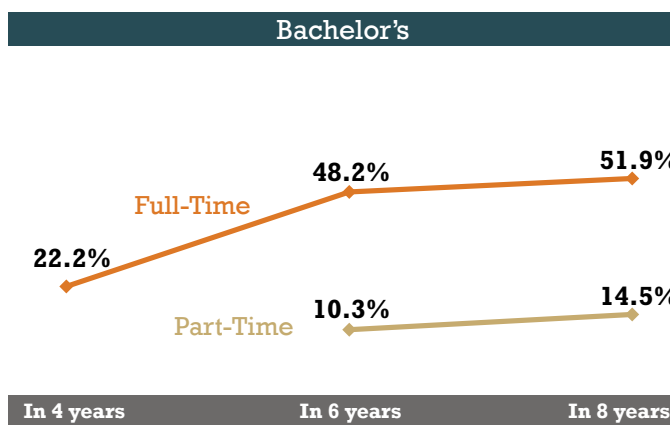
**!** More students must graduate on time.

## More time isn't giving us enough success.

For certificate and associate degree students, graduation rates are very low ... even when students take more time.



On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

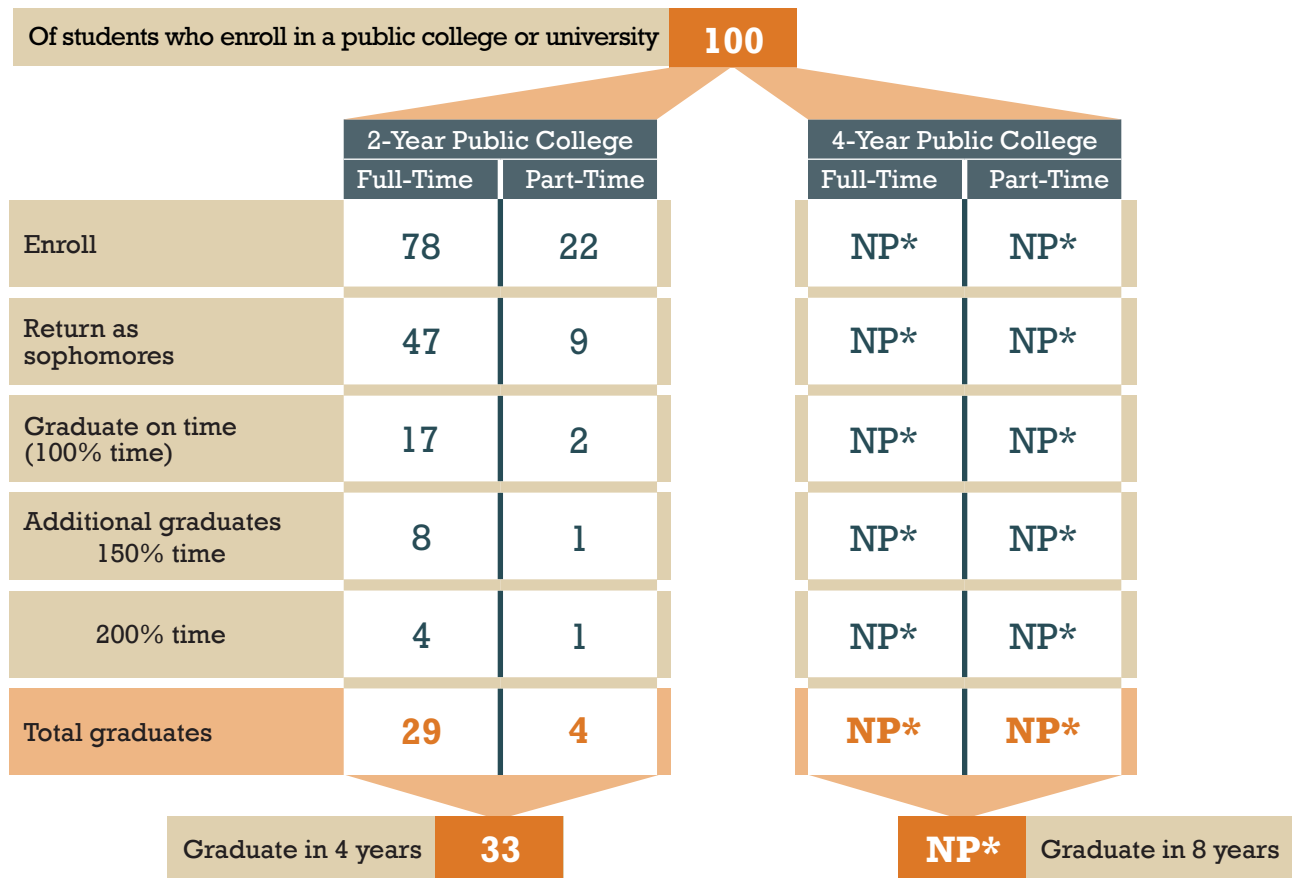
Even modest progress provides little comfort when overall graduation rates are so low.

## For a strong economy, the skills gap must be closed.

- 65%** By 2020, jobs requiring a career certificate or college degree
- 34%** Wyoming adults who currently have an associate degree or higher
- 31%** Skills gap

Data: See the Sources and Methodology section on our website.

## Too few students make it through college.



Key to measuring time

	Associate	Bachelor's
100% time	2 years	4 years
150% time	3 years	6 years
200% time	4 years	8 years

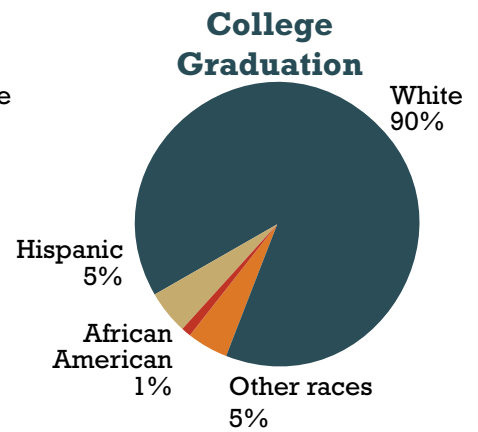
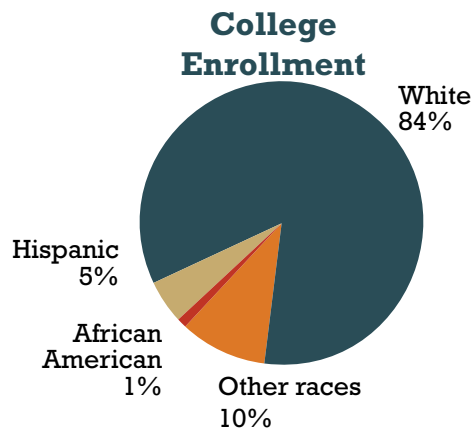
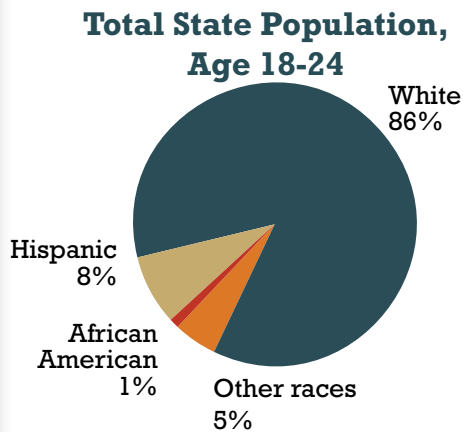
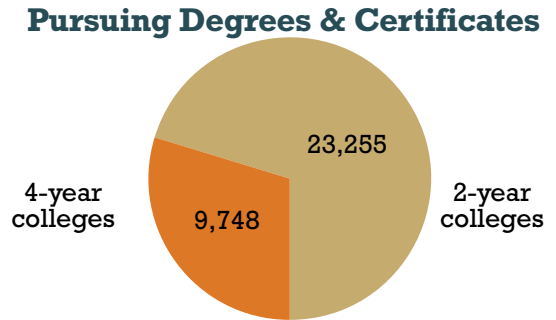
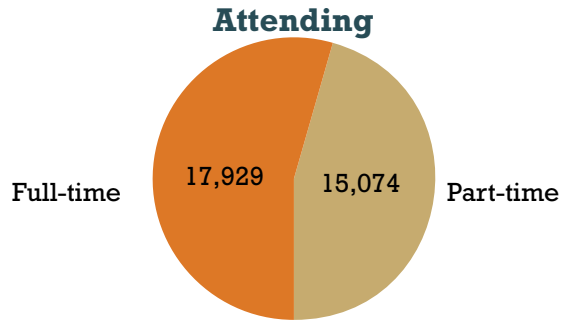
NP\* = The state did not provide data for this metric.

Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

For too many students, the path through college ends with no degree — and often lots of debt.

We're making great progress in providing access to more students.

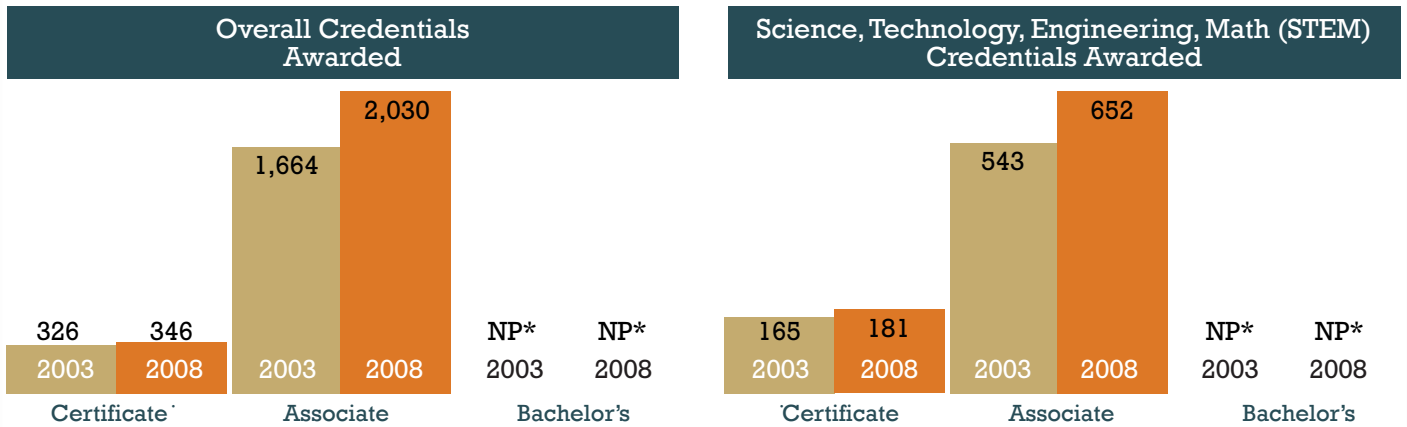
**Total public college enrollment: 33,003**



Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

! Now we must have more success from **all** students.

For states to compete, their students must earn more degrees and certificates.



Data: 2007-08

! And all credentials should provide clear pathways to success.



# Graduation rates are very low, especially if you're poor, part time, African American, Hispanic, or older.

Certificate-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2005 Full-Time	On-time (1 year)	33.7%	34.0%	50.0%	DS*	21.4%	37.5%	38.2%	DS*	12.9%
	Within 1½ years	38.8%	39.4%	50.0%	DS*	39.3%	37.5%	38.2%	DS*	19.4%
	Within 2 years	52.0%	52.1%	50.0%	DS*	53.6%	43.8%	52.7%	DS*	35.5%
2005 Part-Time	Within 1 year	4.7%	5.4%	DS*	DS*	8.0%	DS*	DS*	DS*	DS*
	Within 1½ years	9.3%	10.8%	DS*	DS*	16.0%	DS*	DS*	DS*	16.7%
	Within 2 years	14.0%	16.2%	DS*	DS*	24.0%	DS*	11.1%	DS*	16.7%

52.0%

14.0%

In most states, very few students seeking certificates ever graduate.

Associate Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2004 Full-Time	On-time (2 years)	21.9%	22.5%	18.9%	9.1%	42.2%	32.6%	14.4%	23.1%	9.7%
	Within 3 years	32.3%	33.2%	26.0%	9.1%	52.3%	40.3%	25.9%	33.7%	21.7%
	Within 4 years	36.8%	37.7%	32.3%	9.1%	56.1%	43.5%	30.9%	37.6%	27.5%
2004 Part-Time	Within 2 years	7.7%	7.8%	8.3%	12.5%	10.7%	11.9%	0.4%	10.8%	3.1%
	Within 3 years	12.7%	12.6%	19.4%	12.5%	18.3%	14.3%	4.4%	16.9%	5.6%
	Within 4 years	17.6%	17.5%	25.0%	12.5%	23.7%	19.5%	8.4%	21.7%	10.3%

37.7%

32.3%

9.1%

Associate degree graduation rates are abysmal across the country — for Hispanic and African American students, they're tragic.

Bachelor's Degree-Seeking Students		All	White	Hispanic	African American	Age 25 and Over	Age 20-24	Directly from HS (age 17-19)	Pell Grant Recipients (at entry)	Remedial
2002 Full-Time	On-time (4 years)	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 6 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 8 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
2002 Part-Time	Within 4 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 6 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*
	Within 8 years	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*	NP*

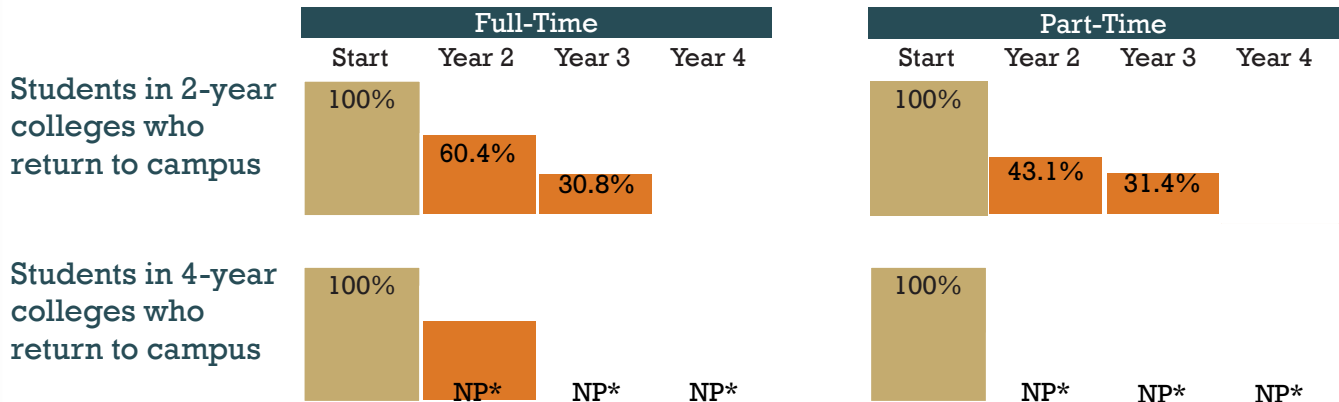
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2005-06, associate cohort started in 2004-05, bachelor's cohort started in 2002-03

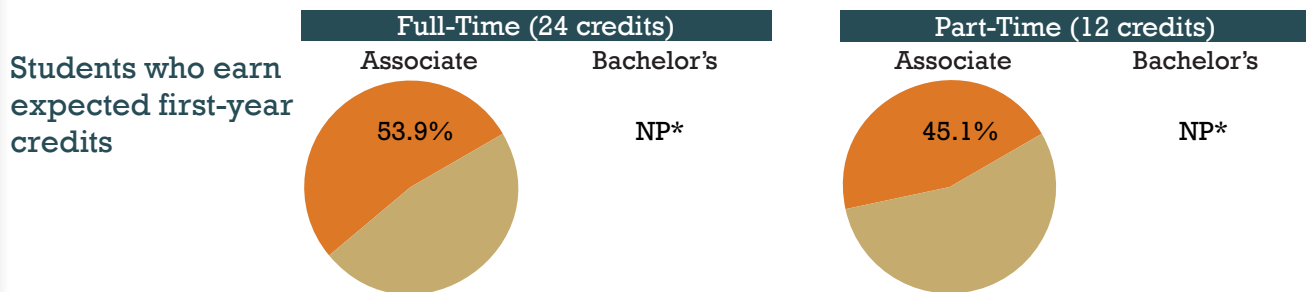
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

### Many get discouraged and drop out ...



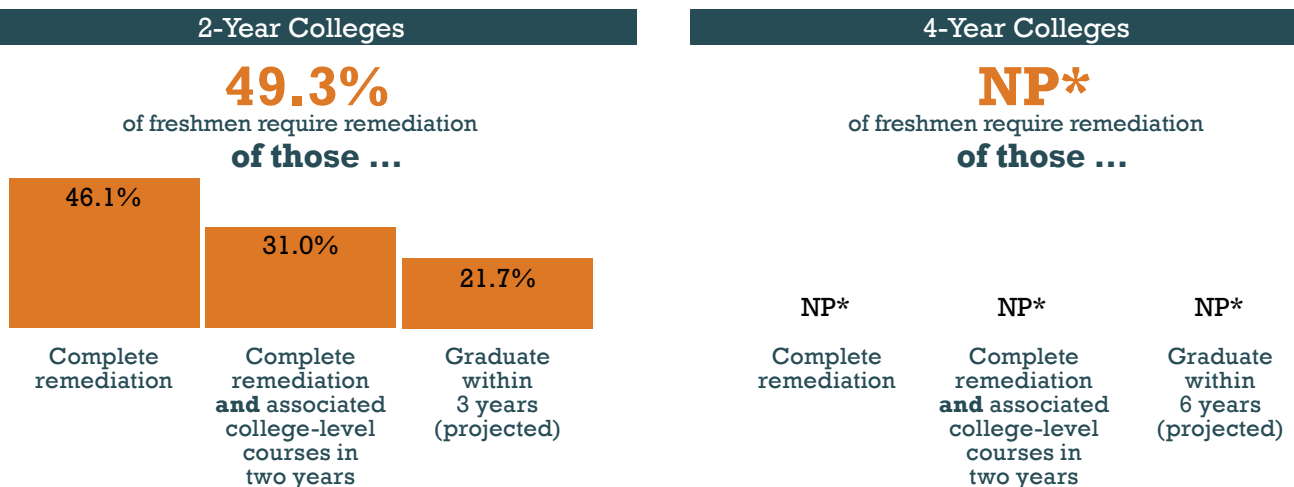
### ... after falling off track early.



Data: Associate cohort started in 2004-05, bachelor's cohort started in 2002-03; earned credits from fall 2006

! Staying enrolled is particularly tough for part-time students, who must often balance jobs and school.

## Remediation a i ghVY71 YX

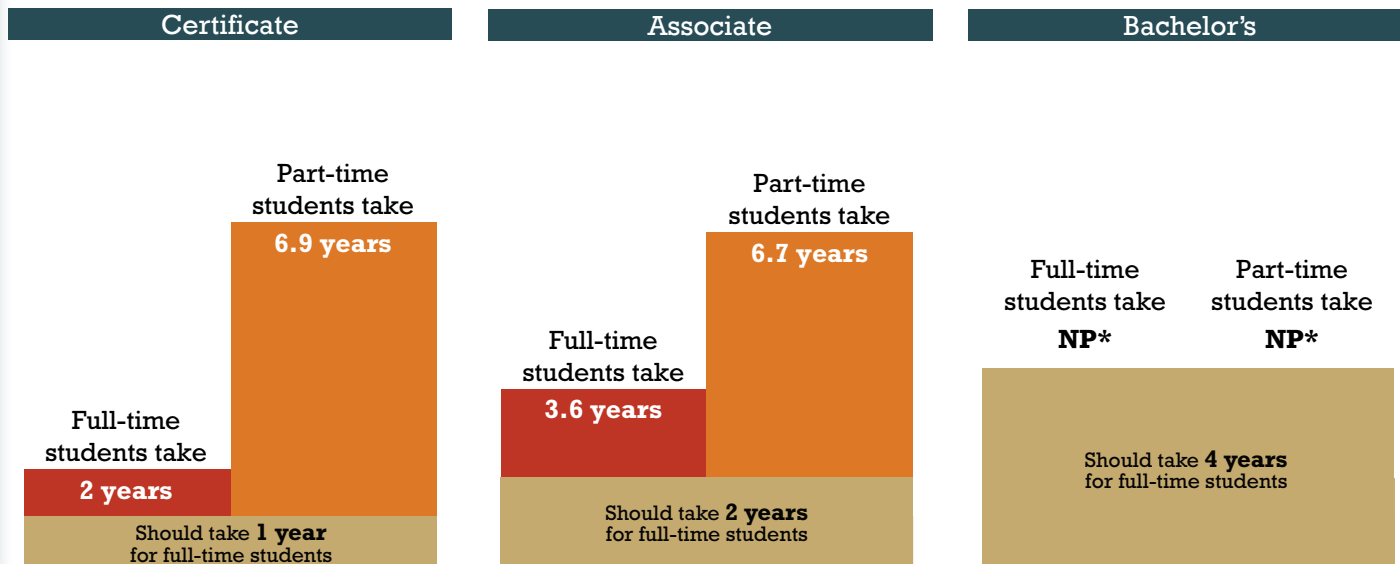


Data: Fall 2006

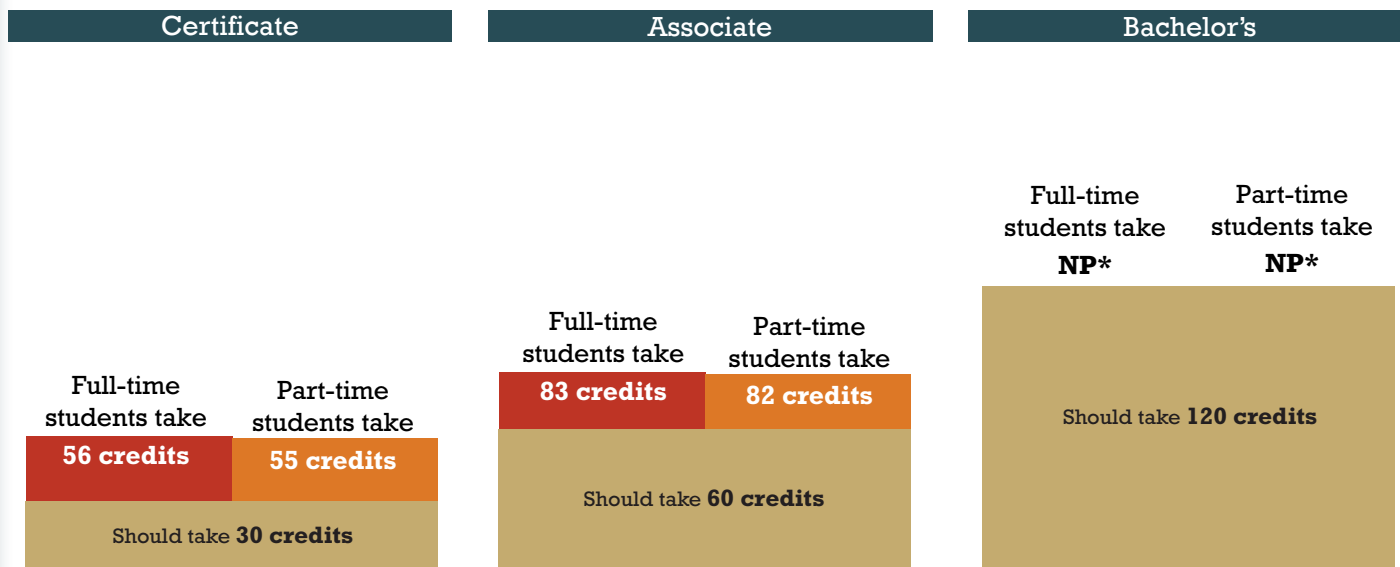
! Current approaches almost always guarantee failure.

# Precious time and money are lost when students don't graduate on schedule.

## Students are taking too much time ...



## ... and too many credits.

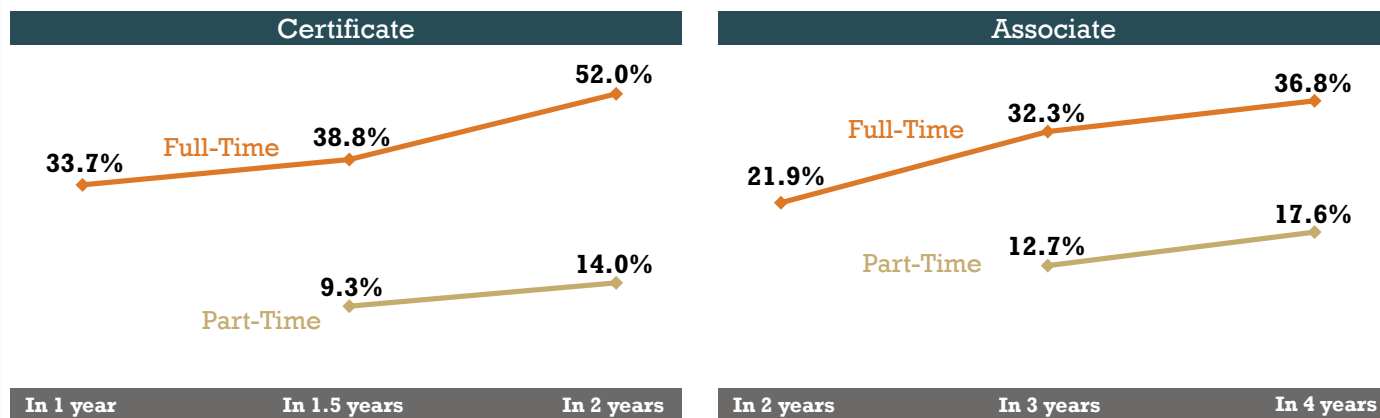


Data: 2007-08

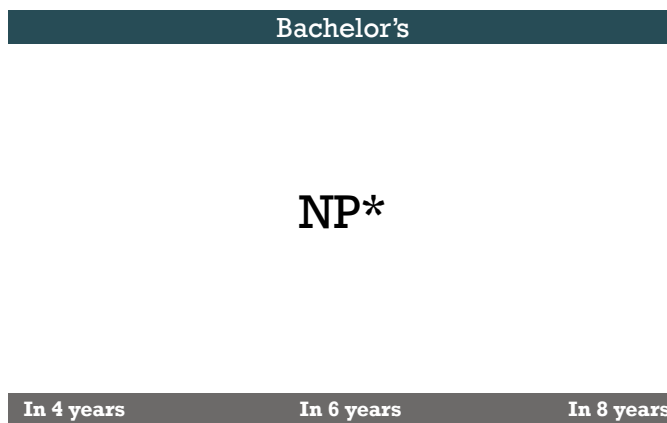
**!** More students must graduate on time.

## More time isn't giving us enough success.

**For certificate and associate degree students, graduation rates are very low ... even when students take more time.**



**On-time graduation rates for bachelor's degree students are shockingly low. And adding time beyond six years produces little additional success.**



Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

Even modest progress provides little comfort when overall graduation rates are so low.

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## **ABOUT COMPLETE COLLEGE AMERICA**

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**It's really about the states ... we're just here to help.**

Established in 2009, Complete College America is a national nonprofit with a single mission: to work with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations.

The need for this work is compelling. Between 1970 and 2009, undergraduate enrollment in the United States more than doubled, while the completion rate has been virtually unchanged. We've made progress in giving students from all backgrounds access to college — but we haven't finished the all-important job of helping them achieve a degree. Counting the success of all students is an essential first step. And then we must move with urgency to reinvent American higher education to meet the needs of the new majority of students on our campuses, delicately balancing the jobs they need with the education they desire.

Complete College America believes there is great reason for optimism ... and a clear path forward. With a little more support — and a lot of common sense — we can ensure that many more young people get the high-quality college education that will help them live productive and fulfilling lives. All Americans will share in the benefits of their success.

# **COMPLETE COLLEGE AMERICA**

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