

The College Completion Agenda 2011 Progress Report



Acknowledgments

This report was written and edited by John Michael Lee Jr., policy director of the College Board Advocacy and Policy Center; Anita Rawls, assistant research scientist in Research and Development; Kelcey Edwards, senior research analyst at the College Board; and Roxanna Menson, director in Advanced Placement. The authors would like to thank Christen Pollock, vice president of advocacy and director of the College Board Advocacy & Policy Center, for her unwavering support of this project. We would further like to thank Rosalina Colon, project manager in the College Board Advocacy and Policy Center, who provided excellent oversight for the entire project and ensured that we completed this project; and a special thanks is given to Mike Hurowitz, associate policy research scientist in the College Board Advocacy & Policy Center who provided invaluable contributions to chapters seven and eight of this report. The authors would also like to thank Wayne Camara, vice president of Research & Development at the College Board; Thanos Patelis, vice president in Research & Analysis Services at the College Board; and Ellen Sawtell, senior director of research services at the College Board who provided edits and analysis for this report.

The authors would also like to thank the College Completion Agenda Advisory Committee Members who helped to shape this document into an even better document. These advisory members include Patrick Kelly, senior associate at the National Center for Higher Education Management Systems (NCHEMS); Michael Nettles, senior vice president at Educational Testing Services (ETS); Bruce Walker, vice provost and director of admissions at The University of Texas at Austin; Trevor Packer, senior vice president at the College Board; Patricia Martin, assistant vice president and director of NOSCA at the College Board; and Sandy Baum, independent senior policy analyst at the College Board. Each provided invaluable advice and direction for this project.

We heartily acknowledge the efforts of each of these individuals in the process of conducting this research. We also recognize that the responsibility for the content of this report, including errors, lies solely with the authors.

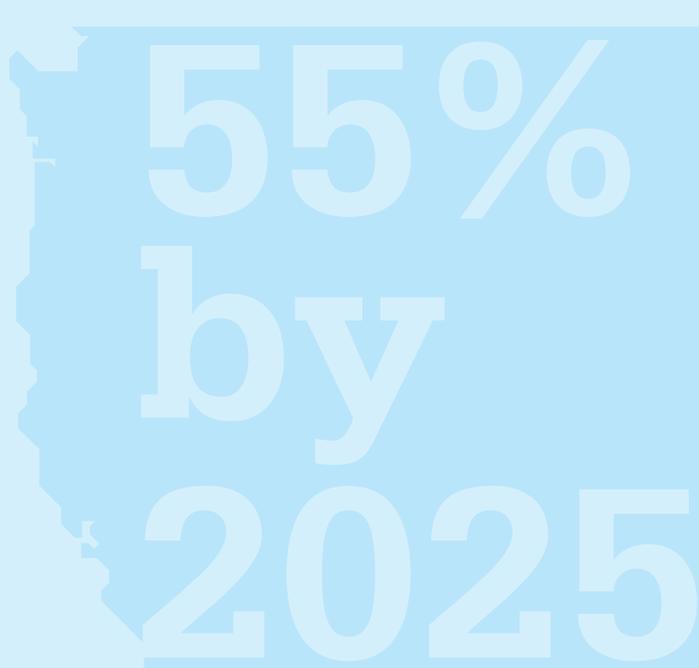
The College Completion Agenda

2011

Progress Report

John Michael Lee, Jr.
Kelcey Edwards
Roxanna Menson
Anita Rawls

The Goal: Increase the proportion of 25- to 34-year-olds who hold an associate degree or higher to 55 percent by the year 2025 in order to make America the leader in educational attainment in the world.



55%
by
2025

One

Provide a program of voluntary preschool education, universally available to children from low-income families.

Two

Improve middle and high school college counseling.

Three

Implement the best research-based dropout prevention programs.

Four

Align the K–12 education system with international standards and college admission expectations.

Five

Improve teacher quality and focus on recruitment and retention.

Six

Clarify and simplify the admission process.

Seven

Provide more need-based grant aid while simplifying the financial aid system and making it more transparent.

Eight

Keep college affordable.

Nine

Dramatically increase college completion rates.

Ten

Provide postsecondary opportunities as an essential element of adult education programs.

Recommendations So Important They Cannot Be Ignored

When the Commission on Access, Admissions and Success in Higher Education (subsequently referred to as the commission) convened in fall 2008, the educational landscape was facing a number of issues that the commission's members recognized as formidable challenges to those students who aspire to enroll and succeed in college. Summarizing the commission's 2008 report, *Coming to Our Senses: Education and the American Future*, college and high school completion rates had dropped dramatically; the proportion of adults with postsecondary credentials was not keeping pace with other industrialized nations; and significant disparities existed for low-income and minority students. As such, the commission was faced with two key questions: What must be done to improve the nation's educational system, and how will we know if the changes that are made are successful?

Echoing the findings of other key educational policymakers, the commission declared that it is critical — and thus should be a primary goal — that 55 percent of the nation's young adults attain an associate degree or higher. The commission further offered a 10-part action plan in the form of 10 recommendations.

The commission noted that these recommendations are so important they must be measured on a regular basis to help us understand the state of the educational landscape in the nation and how it changes over time. This report is designed to illustrate the degree to which the nation is moving toward — or away from — taking the necessary steps for ensuring an educated and enlightened citizenry.

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Continuing the Conversation:

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The 10 Recommendations

The commission believes that American education is the nation's greatest strength and most powerful force for advancing the common good in America. To once again return America to its place as the global leader in educational attainment, the commission recommended the following 10-part action agenda:

One. Provide a program of voluntary preschool education, universally available to children from low-income families, such that all children at or below 200 percent of the official poverty line have a chance to enter school ready to learn.

Two. Improve middle and high school college counseling by meeting professional staffing standards for counselors and involving colleges and universities in college planning.

Three. Implement the best research-based dropout prevention programs, which include early identification of those students who are at risk of dropping out and subsequently providing them with a safety net.

Four. Align the K–12 education system with international standards and college admission expectations so that all students are prepared for future opportunities in education, work and life.

Five. Improve teacher quality and focus on recruitment and retention; an education system can only be as good as its teachers.

Six. Clarify and simplify the admission process; a transparent and less complex process will encourage more first-generation students to apply.

Seven. Provide more need-based grant aid while simplifying the financial aid system and making it more transparent; to minimize student debt and at least keep pace with inflation, make financial aid processes more transparent and predictable, and provide institutions with incentives to enroll and graduate more low-income and first-generation students.

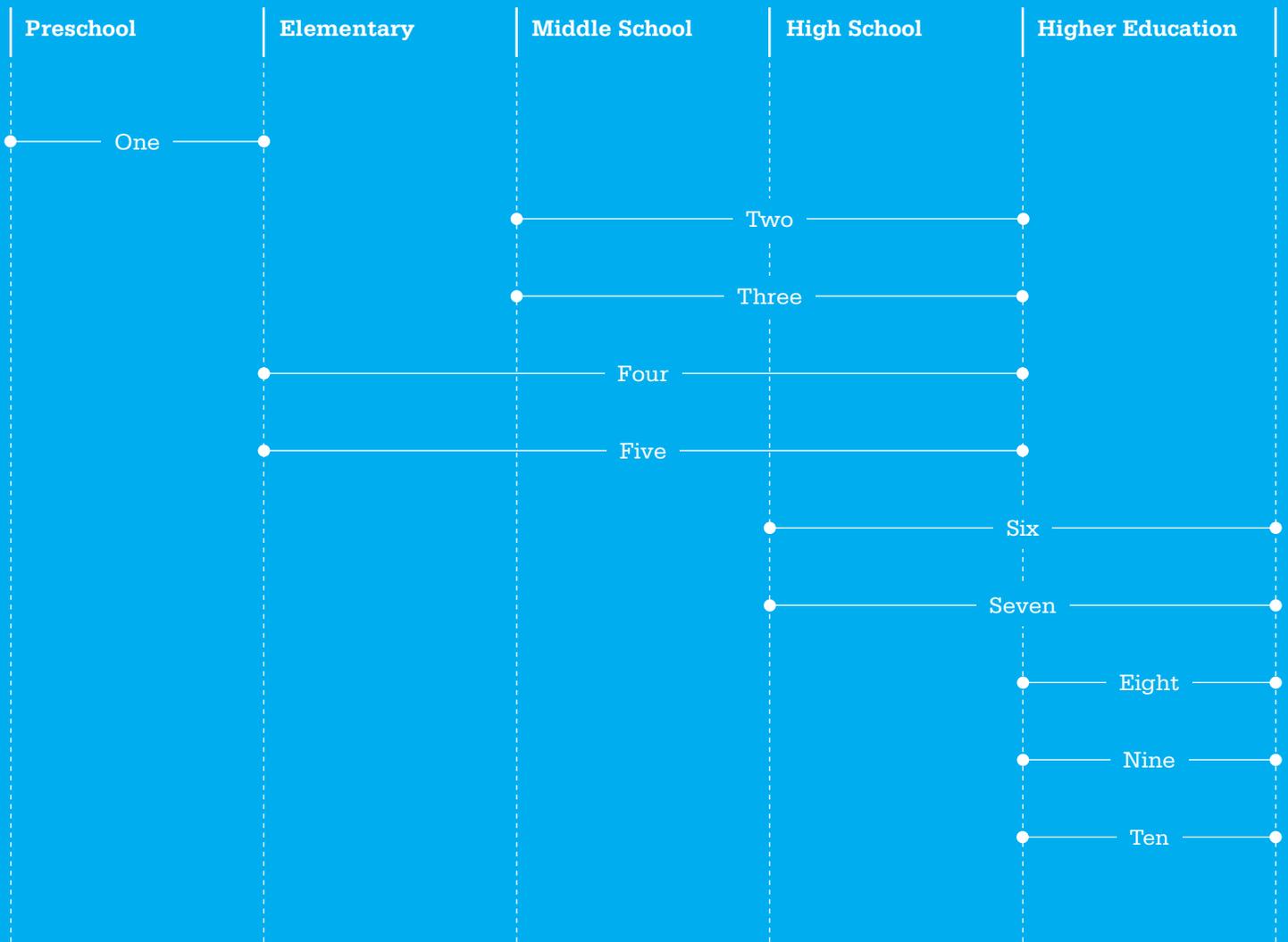
Eight. Keep college affordable by controlling college costs, using available aid and resources wisely, and insisting that state governments meet their obligations for funding higher education.

Nine. Dramatically increase college completion rates by reducing the number of dropouts, easing transfer processes and using “data-based” approaches to improve completion rates at both two- and four-year institutions.

Ten. Provide postsecondary opportunities as an essential element of adult education programs by supplementing existing basic skills training with a new “honors GED” and through better coordination of existing adult education, veterans benefits, outreach programs and student aid.

Completion at Every Stage

In order to reach the goal of 55 percent of 25- to 34-year-olds obtaining an associate degree or higher by the year 2025, the commission has put forth a 10-part recommendation agenda that is aimed at strengthening the educational pipeline at every stage throughout a student's trajectory from the cradle to college completion.



The Commission's Approach to Assessing the Current Status on the Recommendations

The commission's goal of 55 percent of young adults, ages 25 to 34, receiving a postsecondary credential by 2025 will be measured on a regular basis, and this annual publication can be used to measure progress toward this goal. The measures identified in this report give some indication of the current status of where the nation and state are on the overall goal and with each of the recommendations. As such, one or more indicators have been identified that, when taken together, allow one to infer the current status and trends over time. The 2010 progress report served as a gauge of the current state of affairs based on these indicators. This report will add to the data collected in the 2010 progress report and will aid in understanding trends and in measuring change for each of the recommendations.

Enhancements to the Report

The 2011 progress report has many new additions that are worth noting. Although the source of most of the indicators are the same in the 2011 report as they were in the 2010 report, it was necessary to change the source or discontinue the use of data for some indicators. This was primarily due to changes to the original data or the need to collect data from the primary source (e.g., IPEDS¹). In a few cases, the data were discontinued. These sources have been replaced with the best data available, if any. Another notable change in the 2011 report is the addition of many more disaggregations of data to the state level and by race/ethnicity. This report also includes a state-level overview chart at the end of each chapter and a national level overview to more easily summarize the data presented in the chapter. These changes continue to strengthen this report and make the data more easily digestible for the reader.

In addition, it is important to note that the recommendations drove the decisions about which indicators to include in the final report. In some cases, data are not yet available to measure some of the indicators identified in the

Helpful Icons

Gender	Progress	Indicators & Figures	Category
 Female	 or  Positive change	 Updated	 Students
 Male	 or  Negative change	 New	 Institutions
	 No change		

1. Integrated Postsecondary Education Data System.

report. This is an important testament to the need to continue the national dialogue about developing effective data sources to measure educational endeavors. The commission recognizes that the measurement of educational efforts can take many forms. Because of the nature of the commission's goal and 10 recommendations, some of the indicators take the form of traditional quantitative statistics, whereas others are in the form of narratives. Wherever possible, data and indicators represent the most current nationally recognized sources. Rather than create new measures to assess the educational climate, this report seeks to determine the degree to which the commission's goal and 10 recommendations are being met. Many high-quality data sources and reports exist that can be used to inform current status and future progress on the goal and recommendations. This report employs data provided by well-respected organizations such as the National Center for Education Statistics, the National Center for Public Policy and Higher Education, and the U.S. Census Bureau, among others.

In the selection of the indicators to measure the commission's goal and 10 recommendations, the statistics were vetted using the following criteria:

- **The indicators are rigorous.** All data must meet the generally accepted standards for rigor within the field of educational measurement. All data and collection methods are examined to ensure policymakers, educators, parents and students can make valid inferences about the nation's current status on each indicator.
- **The indicators are measurable on a regular basis.** A key concern for the commission is determining the degree to which progress is made over time on the goal and 10 recommendations. Therefore, only data sources available on a regular basis are included in this report. One-time reports, although helpful in providing a snapshot of the status of the nation on the goal and recommendations, will not aid in helping track progress over the coming years.
- **The indicators can be disaggregated.** Whenever possible, indicators are applicable to the nation and comparable across the 50 states and the District of Columbia. The commission's recommendations concern the entire nation, thus the indicators have a national focus. Importantly, individual states are conducting excellent work to allow policymakers and citizens within those states to track the status and note the trends on the goal and recommendations put forth by the commission. Many states, such as Florida, have already built state-level data systems that are being used to track students from preschool to college completion. Only indicators available on a national basis are featured herein. This is a report on the nation's status on the commission's goal and 10 recommendations. The indicators highlighted in this report represent those data that are available to help policymakers, educators, parents and students understand where the nation stands on the goal. As policies and practices continue to change, future iterations of this report may include new indicators that may be added or obsolete indicators removed to ensure that the indicators associated with each recommendation note the nation's status and subsequent progress on the commission's goal and 10 recommendations.

A Year in Review

Since *The College Completion Agenda 2010 Progress Report* was released, the educational landscape has continued to change dramatically. These changes directly impact the goal of the commission and each of the proposed recommendations. In fall 2008, the nation began feeling the effects of one of the worst periods of recession in our history since World War II. The 18-month recession officially began in December 2007 and, though this recession officially ended in June 2009, the effects of the recession are still lingering in the United States today. During the recession, unemployment increased, as did the number of home foreclosures, and budgets for both federal and state governments declined.

The 44th president of the United States, Barack Obama, continued the road to recovery with the American Recovery and Reinvestment Act (ARRA) in 2009, an economic stimulus bill that provided \$787 billion to stimulate the economy, and his administration made education a major part of this investment.² The initial stimulus package provided money to states to help close funding gaps and avoid massive layoffs of teachers and professors. The Obama administration also set aside \$4 billion to fund its Race to the Top initiative, which provides grants to states to implement education reforms that work. Several states, including New York, Delaware, Georgia, Florida, North Carolina and Tennessee, received these grants to improve education. The Obama administration clearly recognizes the importance of education in securing the future of America and initiated these major investments in education. As of 2011, much of the temporary ARRA funding has been used, and now many states once again face the prospects of massive layoffs of both teachers and professors. Amid this challenging economy, it is difficult to imagine the effect the lingering fiscal constraints of the recession will have on the College Completion Agenda as we move forward.

While the nation struggles to strengthen the economy, the educational capacity of our country continues to decline. The most recent figures from the Organisation for Economic Co-operation and Development (OECD) show that the United States does not rank first in the attainment of “tertiary” or postsecondary degrees among adults in developed countries. As we continue to decline in global competitiveness, our economic strength also continues to weaken. In order to increase our economic position in the world, it is important that we turn around this important trend.

According to the OECD, in 2008 our nation ranked fifth (see Figure B) in postsecondary attainment in the world among 25- to 64-year-olds. Figure C shows that the United States ranked third in postsecondary attainment for citizens ages 55 to 64 in 2008. The United States trails both the Russian Federation and Israel in this age group. As America’s aging and highly educated workforce moves into retirement, the nation will rely on young

2. American Recovery and Reinvestment Act, 2009.

Americans to increase our standing in the world. Figure A illustrates that among citizens between the ages of 25 and 34 in developed countries, America ranks 12th. In this key demographic group, Republic of Korea, Canada, the Russian Federation, Japan, New Zealand, Norway, Ireland, Denmark, Israel, Belgium and Australia are ahead of the United States. Also, Sweden and France are close to parity with America. If America is to regain its status as the leader in educational attainment and increase its economic competitiveness, the nation must make an investment in higher education access, admission and success for all students.

Much progress has also been documented within the past year. There has been a continued movement by states to adopt common core standards in language arts and mathematics. To date, 45 states have adopted these standards to provide a clear and consistent framework to prepare our children for college and the workforce. The goal is to make sure that these students are college and career ready and have access to a multitude of postsecondary options. Many states are also trying new ways to increase accountability and teacher quality. While some states like Colorado have developed evaluation systems that tie student outcomes to teacher evaluations, other states have focused on teacher professional development to ensure that all educators are ready to prepare a new generation of students. Reform in relation to educator quality has become even more prevalent due to the economic crisis. States are facing serious decisions about teacher layoffs, which have further invigorated the discussion about performance pay. There has also been a robust movement around the nation toward college completion at every level (e.g., federal, state and local). The Obama administration,³ Lumina Foundation, Bill and Melinda Gates Foundation, the College Board, National Governors Association,⁴ states, school systems, and colleges and universities around the country are trying to find ways to increase college completion despite the harsh economic climate that has made further investments in education very scarce.

3. See http://www.whitehouse.gov/sites/default/files/college_completion_tool_kit.pdf

4. See <http://www.subnet.nga.org/ci/1011/dashboards.htm>

A

Percentage of 25- to 34-Year-Olds with an Associate Degree or Higher, 2008

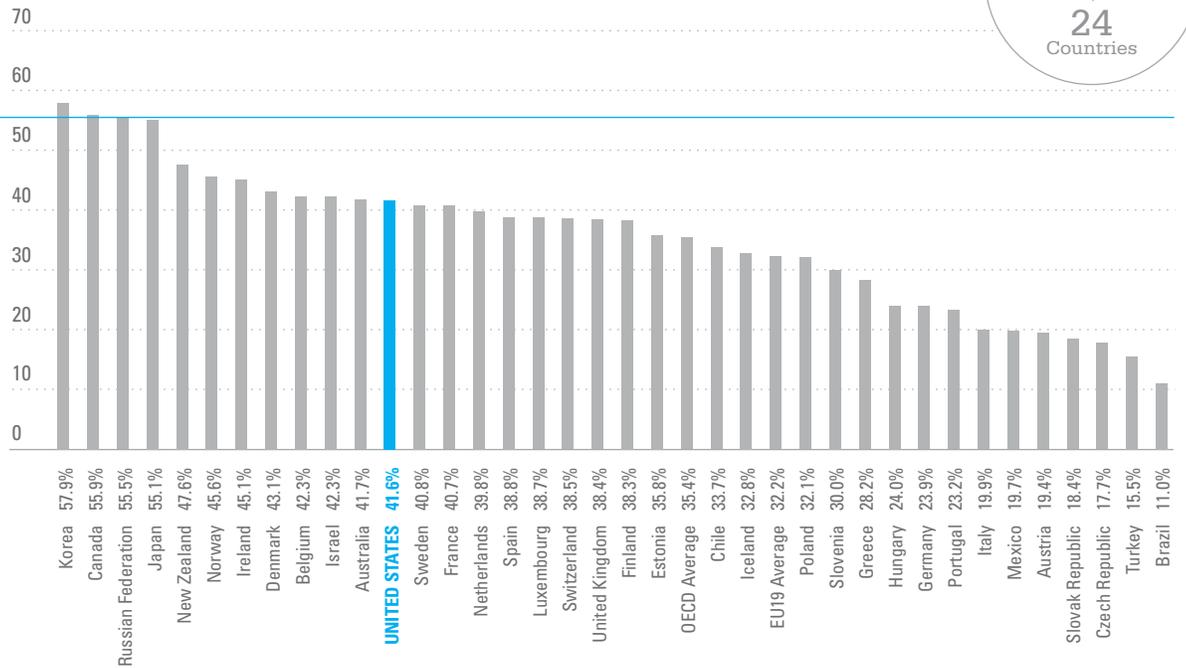
Updated data source



Source: Organisation for Economic Co-operation and Development, 2010



11 Countries
 United States
 24 Countries



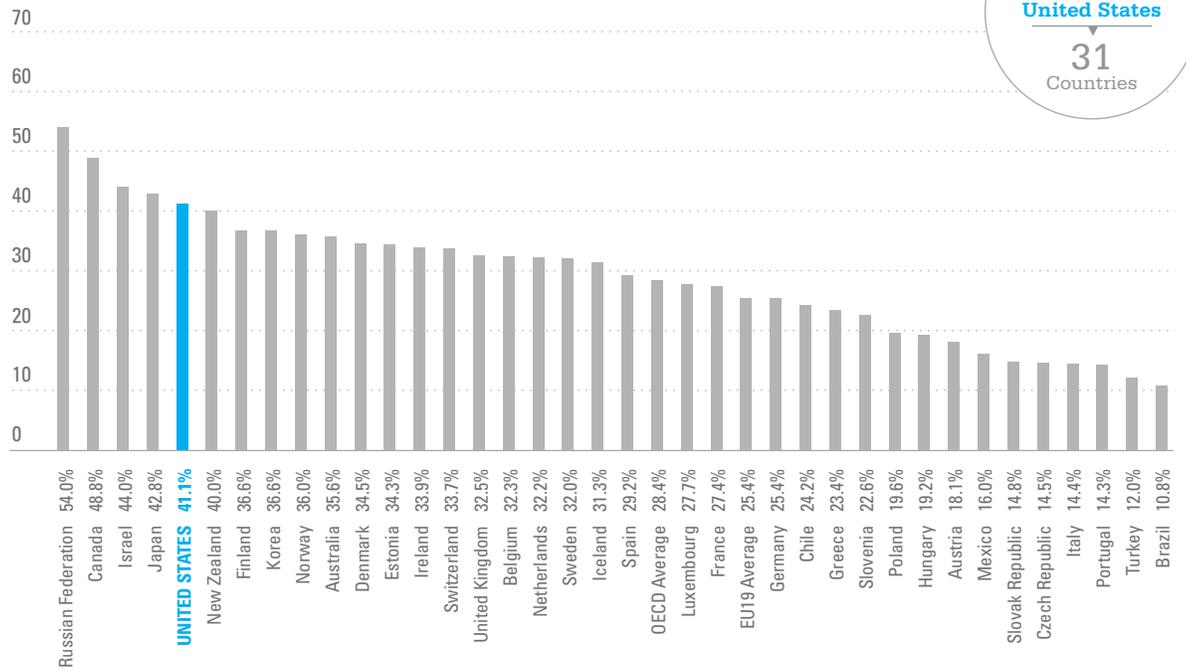
B

Percentage of 25- to 64-Year-Olds with an Associate Degree or Higher, 2008

Updated data source



Source: Organisation for Economic Co-operation and Development, 2010



4 Countries
United States
 31 Countries

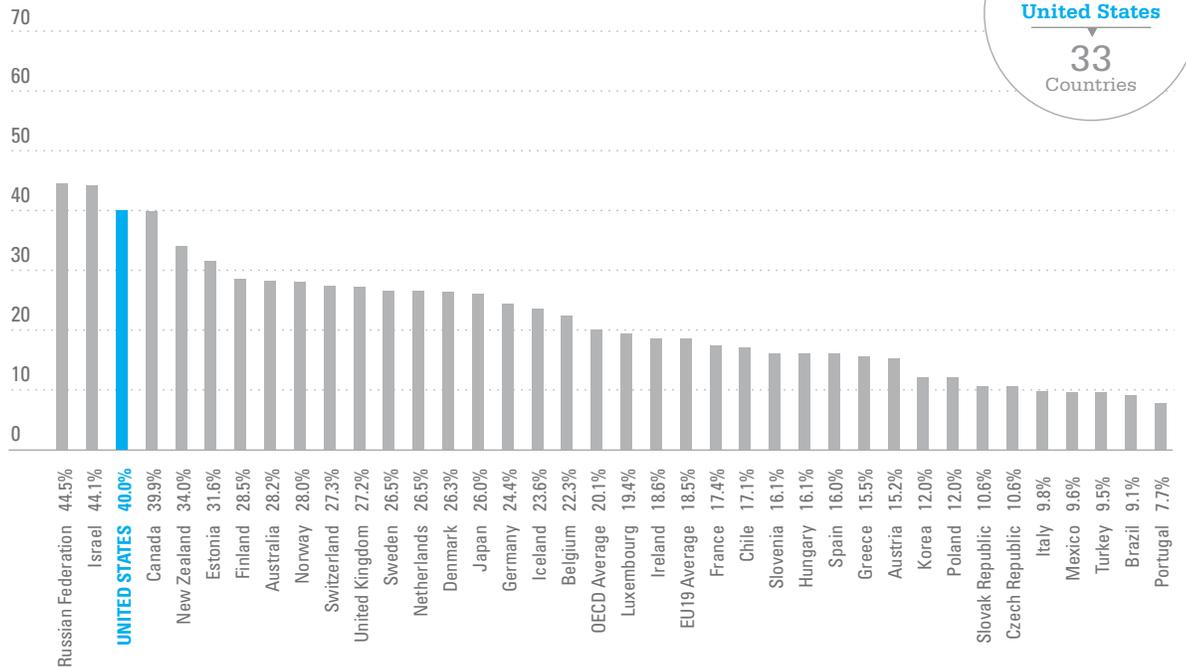
C

Percentage of 55- to 64-Year-Olds with an Associate Degree or Higher, 2008

Updated data source



Source: Organisation for Economic Co-operation and Development, 2010



2 Countries
United States
 33 Countries

Overall Goal of the Commission

The commission believes the United States should take immediate action to reverse its fall from the top ranks of countries with a college-educated workforce. It warns that if postsecondary success is not made a national priority, the country's economic and social health will continue to weaken.

For America to be among the leaders in education and to maintain its economic competitiveness throughout the world, the commission established a goal of ensuring that by the year 2025, 55 percent of young Americans ages 25 to 34 earn an associate degree or higher. Part of the challenge in reaching the goal is in increasing educational attainment for first-generation, low-income and/or underrepresented minority students. By eliminating the severity of disparities between underrepresented minorities and white Americans, it is estimated that more than half the degrees needed to meet the 55 percent goal will be realized.⁵

Reading the Document

The chapters in this document address the indicators used to assess the status of the nation in achieving the commission's goal and recommendations. Each chapter gives an overview of the identified measures, a description of their importance, possible issues faced by policymakers, the current statistics and points to consider when interpreting the measures. Each measure originates from a well-respected source, and readers are encouraged to inform their inferences about the nation's educational progress toward the overall goal by using the data presented in this report.

5. National Center for Higher Education Management Systems, "Adding It Up: State Challenges for Increasing College Access and Success" (Boulder: NCHEMS, 2007).

41.1%

As of 2009, 41.1 percent of 25- to 34-year-olds have an associate degree or higher in the United States.

▼ **0.5ppts** 2008–2009

69.1%

As of 2009, 69.1 percent of Asians ages 25 to 34 have an associate degree or higher in the United States.

▼ **1.6ppts** 2008–2009

29.4%

As of 2009, 29.4 percent of African Americans ages 25 to 34 have an associate degree or higher in the United States.

▼ **0.9ppts** 2008–2009

Measuring the Goal: U.S. Educational Attainment Among 25- to 34-Year-Olds

What is this measure, and why is this measure important? This indicator measures the percentage of adults in the United States between 25 and 34 years old who have at least an associate degree. The indicator is important in assessing the postsecondary attainment of a new generation of workers in the United States. It can be used to monitor the progress that America makes toward the goal of being a world leader in educational attainment.

What are the policy issues associated with this measure? Although completion rates refer only to the percentage of students who enter a college or university and who actually go on to earn their degree (associate, bachelor's, master's, or doctoral) at that particular institution, the completion rate refers to the percentage of the population that eventually goes on to earn a college degree. Current completion rate metrics for colleges and universities currently do not account for those who persist to earn degrees after the specified time period (e.g., four years, six years or eight years), and do not currently count the percentage of part-time students or transfer students who go on to earn degrees. However, attainment rates capture those students who are currently left out of the definition of completion rates. Also, because of the attainment level goals that have been set by the Obama Administration, Lumina and the College Board, attainment sets goals for both access and completion.

While colleges and universities could decrease access in an effort to meet narrow completion goals, the same cannot be said for broader attainment goals that are also concerned about the percentage of the population who earn a degree. Although degree production is yet another way to measure the attainment goal that also accounts for part-time students and those who transfer, they are imperfect in determining institutional efficiency (e.g., time to degree) for colleges and universities. For example, even through colleges and universities could meet degree production goals, students could take 10 years to complete these degrees, and that would not be an efficient use of money when the expectation is from four years to six years. However, it is hard to ignore the fact that it is taking students more time to graduate from college because of many factors, including inadequate amounts of financial aid available to students, the under-preparedness of students entering colleges and universities and requiring remediation, and student responsibilities outside of school (in addition to other student, institutional and environmental factors).

19.2%

As of 2009, 19.2 percent of Hispanics ages 25 to 34 have an associate degree or higher in the United States.

▼ **0.6ppts** 2008–2009

48.7%

As of 2009, 48.7 percent of whites ages 25 to 34 have an associate degree or higher in the United States.

◀▶ 2008–2009

Where are we now? As of 2009, 41.1 percent of 25- to 34-year-olds have an associate degree or higher (please note that the data presented in Figures A, B and C are from 2008, which represents the most recent OECD data, while this percentage represents the most recent census data from 2009). The nation is 13.9 percentage points away from the goal of obtaining 55 percent by 2025. The percentage of adults ages 25 to 34 with an associate degree or higher increased marginally from 38.1 percent in 2000 to 41.1 percent in 2009. If the nation stays on its current path of growth, it is projected that we will reach 46.0 percent of 25- to 34-year-olds with an associate degree or higher by the year 2025. The projections of the percentage of 25- to 34-year-olds needed to reach the 55 percent goal by the year 2025 are also shown in Figure D. If the United States is to achieve the goal of 55 percent by 2025, the growth in attainment must be significantly larger over the next 14 years than it was in the previous decade; we must increase nearly one point (.86675 percent) per year.

As of 2009, 41.2 percent of adults ages 25 to 64 in the United States have an associate degree or higher (Figure F). Just 40.8 percent of adults ages 55 to 64 have an associate degree or higher, and 41.1 percent of adults ages 25 to 34 have an associate degree or higher. What is of great concern is how the educational attainment has changed significantly between generations in other countries, yet it remains relatively flat in the United States. For example, 57.9 percent of adults ages 25 to 34 in the Republic of Korea have an associate degree or higher (Figure A), compared to 12.0 percent of adults ages 55 to 64 (Figure C). In Canada, 55.9 percent of adults ages 25 to 34 have an associate degree or higher compared to 39.9 percent of adults ages 55 to 64. Thus, the leading countries, in terms of educational attainment of young adults, are making significant progress in building an educated workforce.

It is important for all citizens of the United States to access and succeed in higher education. Persistent racial/ethnic gaps in educational attainment are a daunting problem for our country and may prove to be more challenging to overcome as the demographics of our society continue to change. Among adults ages 25 to 34, 69.1 percent of Asians and 48.7 percent of whites have an associate degree or higher as of 2009 (Figure E). However, only 29.4 percent of African Americans and 19.2 percent of Hispanics have an associate degree or higher. Differences also emerge within race/ethnicities, such that younger Asians and whites are more educated than their older counterparts, while young African Americans and Hispanics are not. We must make larger gains for underrepresented minorities in the United States.

About 64.0 percent of the citizens in the District of Columbia have an associate degree or higher, which exceeds the national goal of 55 percent that other states should strive to reach (Figure G). More than half of the population in the District of Columbia and Massachusetts have an associate degree or higher. However, less than 30.0 percent of young adults in Arkansas, Nevada, New Mexico, Louisiana and West Virginia have an associate degree or higher.

D

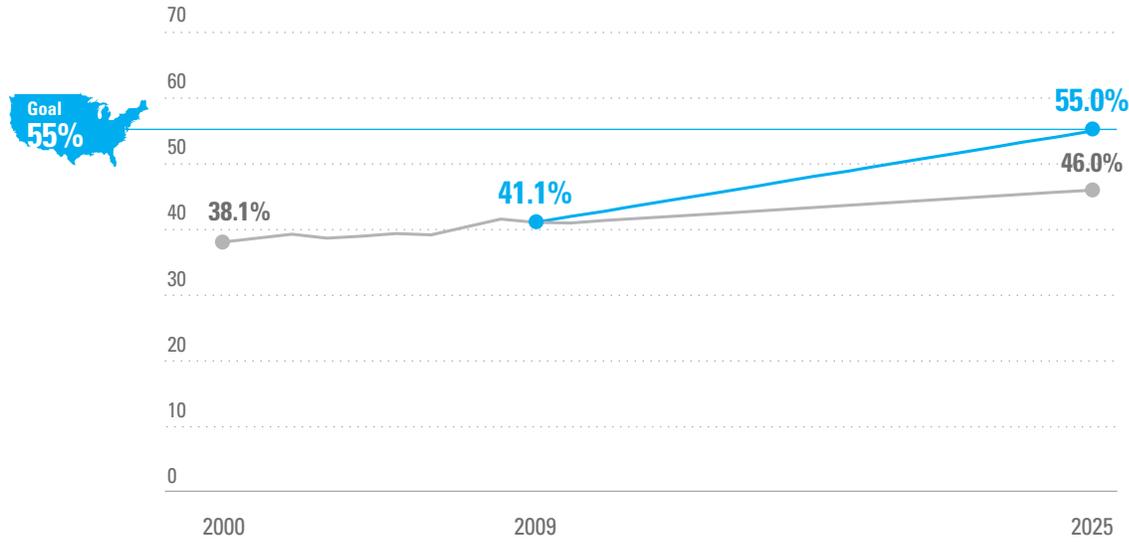
Percentage of 25- to 34-Year-Olds with an Associate Degree or Higher in the United States, 2000–2009

Updated data source



Source: U.S. Census Bureau, Current Population Survey, 2000–2009

- Projections to Reach the Goal of 55% by 2025
- Current Path Projections



E

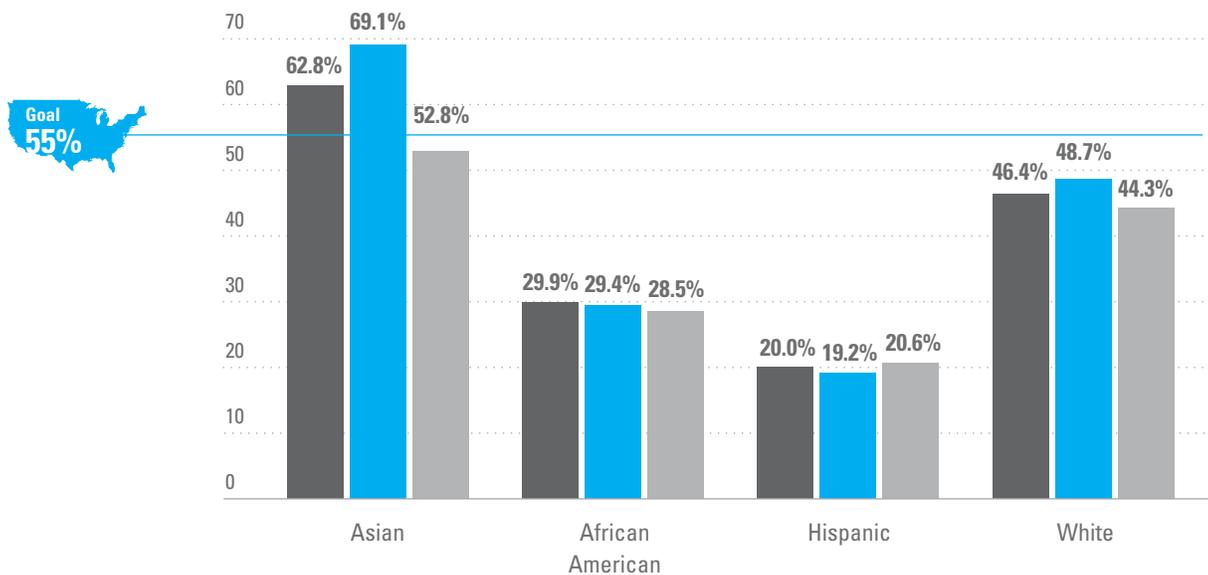
Percentage of Adults with an Associate Degree or Higher in the United States by Race/Ethnicity and Age, 2009

Updated data source



Source: U.S. Census Bureau, Current Population Survey, 2009

- 25- to 34-Year-Olds
- 25- to 64-Year-Olds
- 55- to 64-Year-Olds



When interpreting this measure, what should be kept in mind? For the United States to make headway in reaching the goal of 55 percent of young American adults with an associate degree or higher, all Americans must have the preparation and resources to access and successfully complete a higher education. A major part of the challenge lies in diminishing disparities in primary and secondary education so that low-income students and underrepresented minority populations have the foundation needed to complete degrees without adversely affecting other populations. For this reason, we must monitor the educational attainment of all citizens, as well as further analyze the educational attainment of each race/ethnicity and income group.

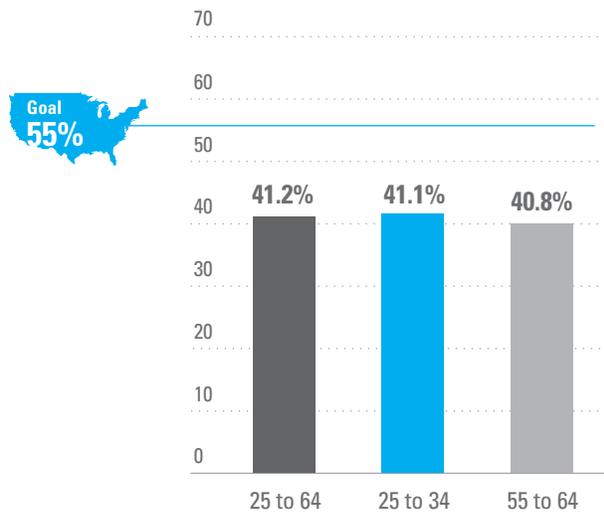
F

Percentage of Adults with an Associate Degree or Higher in the United States by Age, 2009

Updated data source



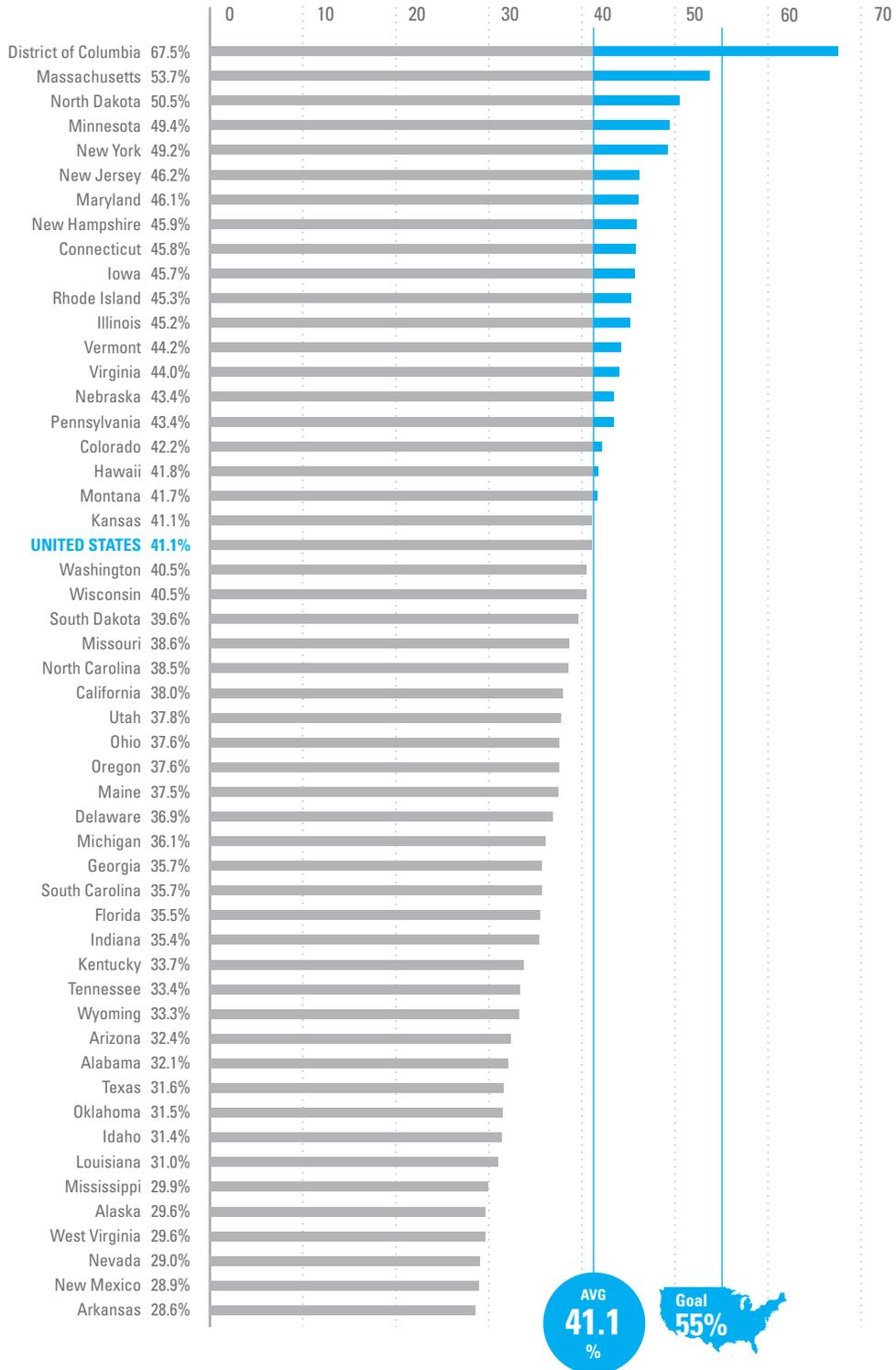
Source: U.S. Census Bureau, Current Population Survey, 2009



G

Percentage of Adults Ages 25–34 with an Associate Degree or Higher in the United States by State Rank, 2009

Source: U.S. Census Bureau, 2009 American Community Survey and Current Population Survey 2009
 Note: State-level data are calculated using ACS, while the national percentage is based on CPS.



One

Provide a program of voluntary preschool education, universally available to children from low-income families

WE RECOMMEND that states provide a program of voluntary high-quality, preschool education, which is universally available to 3- and 4-year-old children from families at or below 200 percent of the poverty line.

The commission believes that preschool⁶ education should be available universally to ensure that all children develop the skills needed to be successful later in school. While children of more highly educated and higher-income families are more likely to take advantage of preschool programs, most children from low-income families are not afforded the same opportunities.⁷ Preschool programs offer children the opportunity to develop cognitive skills and prepare them for success in later grades.⁸ It will be important for local, state and federal agencies to work together to provide universal access to high-quality preschool programs for all children, especially those from low-income families.

Programs such as Head Start are targeted for this recommendation because they are designed to provide comprehensive school readiness to low-income students. Preschool education can impact positively the lives of students, parents, teachers and others. Some of the major issues in preschool education are insufficient enrollment and the variety of quality programs within a state and across the nation.

In this era of accountability, policymakers are interested in understanding what research reveals about the impact and importance of state-funded preschool programs. Data are being collected, but they are fragmented. The Early Childhood Data Collaborative is committed to creating a common integrated approach for data collection.⁹ Data collected from this collaborative can be used by policymakers to make informed decisions.

The following indicators provide insight into the accessibility of preschool education to children from low-income families:

- Percentage of 3- and 4-year-olds enrolled in preschool or kindergarten programs;
- Percentage of 3- and 4-year-olds enrolled in state-funded pre-K programs; and
- Percentage of 3- and 4-year-olds enrolled in Head Start programs.

6. The terms preschool and pre-K are used interchangeably.

7. Barnett, W. S., and Yarosz, D. J. (2007). *Who Goes to Preschool and Why Does It Matter*. Retrieved June 1, 2011, from <http://nieer.org/resources/policybriefs/15.pdf>

8. Campbell, F. A., Pungello, E. P., Miller-Johnson, S., Burchinal, M., and Ramey, C. T. The Development of Cognitive and Academic Abilities: Growth Curves from an Early Childhood Educational Experiment, *Developmental Psychology* 37(2) (2001): 231–242.

9. The Early Childhood Data Collaborative. Retrieved May 6, 2011, from <http://www.ecedata.org>

General Findings for This Recommendation

- As of 2008, 47.5 percent of 3- and 4-year-olds are in preschool or kindergarten programs.
- As of 2008, 34.4 percent of 3-year-olds are in preschool or kindergarten programs.
- As of 2008, 60.7 percent of 4-year-olds are in preschool or kindergarten programs.
- As of 2008, 53.3 percent of Asian 3- and 4-year-olds are in preschool or kindergarten programs.
- As of 2008, 45.0 percent of Native American or Alaska Native 3- and 4-year-olds are in preschool or kindergarten programs.
- As of 2008, 52.5 percent of African American 3- and 4-year-olds are in preschool or kindergarten programs.
- As of 2008, 38.5 percent of Hispanic 3- and 4-year-olds are in preschool or kindergarten programs.
- As of 2008, 49.8 percent of white 3- and 4-year-olds are in preschool or kindergarten programs.
- As of 2009, 14.6 percent of 3- and 4-year-olds are in state-funded pre-K programs.
- As of 2009, 3.7 percent of 3-year-olds are in state-funded pre-K programs.
- As of 2009, 25.4 percent of 4-year-olds are in state-funded pre-K programs.
- As of 2009, 8.6 percent of 3- and 4-year-olds are in Head Start programs.
- As of 2009, 7.1 percent of 3-year-olds are in Head Start programs.
- As of 2009, 10.0 percent of 4-year-olds are in Head Start programs.

47.5%

As of 2008, 47.5 percent of 3- and 4-year-olds are in preschool or kindergarten programs.

▲ 1.5ppts 2007–2008*

34.4%

As of 2008, 34.4 percent of 3-year-olds are in preschool or kindergarten programs.

▲ 1.5ppts 2007–2008*

60.7%

As of 2008, 60.7 percent of 4-year-olds are in preschool or kindergarten programs.

▲ 1.7ppts 2007–2008*

Percentage of 3- and 4-Year-Olds Enrolled in Preschool Programs or Kindergarten Programs

What is this measure, and why is this measure important? The data for this indicator represent the percentage of 3- and 4-year-olds in preschool or kindergarten programs. It is important to monitor the percentage of particular subgroups in preschool education to ensure that children from low-income or minority populations have access to preschool programs. The measure is presented by age, race/ethnicity, state rank, age by state rank and race/ethnicity by state rank.

What are the policy issues associated with this measure? Preschool or kindergarten programs help individuals develop a variety of skills that will contribute to a productive workforce in the future.¹⁰ In an effort to assess the relationship between the quality of preschool education and later academic and life outcomes, the Early Learning Challenge Fund¹¹ provides funding to support states in building a longitudinal data system to track the educational progress of students. In addition, the Data Quality Campaign¹² is another organization committed to providing guidance and training in the use of the longitudinal data systems. The goals of the longitudinal data systems are to link preschool to workforce systems, but many states have only just adopted the basic elements needed to adequately track individuals through these systems. Policymakers need to appreciate that even once these systems are in place, it may take many years before there are enough data to evaluate the efficacy of preschool on college and career outcomes. The knowledge of these outcomes requires a sustained commitment and likely additional funding to create shorter term research agendas with which to address these questions.

Where are we now? As of 2008, 47.5 percent of 3- and 4-year-olds are in preschool or kindergarten programs. There are a higher percentage of 4-year-olds (60.7 percent) than 3-year-olds (34.4 percent) in preschool or kindergarten programs (Figure 1.1a). When disaggregated by race/ethnicity, there are five subgroups with nearly half of the subgroup in preschool education: (1) Asian (53.3 percent); (2) African American (52.5 percent); (3) two or more races (49.9 percent); (4) white (49.8 percent); and (5) American Indian or Alaska Native (45.0 percent; Figure 1.1b). In addition, 38.5 percent of Hispanics and 30.5 percent of Native Hawaiian/Pacific Islanders are in preschool programs during this time.

10. Campbell, F. A., Pungello, E. P., Miller-Johnson, S., Burchinal, M., and Ramey, C. T. (2001). The Development of Cognitive and Academic Abilities: Growth Curves from an Early Childhood Educational Experiment, *Developmental Psychology*, 37(2), 231–242.

11. The Early Learning Challenge Fund. Retrieved May 6, 2011, from <http://www2.ed.gov/about/inits/ed/earlylearning/elcf-factsheet.html>

12. The Data Quality Campaign. Retrieved June 1, 2011, from <http://www.dataqualitycampaign.org/>

* Data are not comparable to data in 2010 Progress Report and change is based on calculation from new source.

53.3%

As of 2008, 53.3 percent of Asian 3- and 4-year-olds are in preschool or kindergarten programs.

▲ **3.0ppts** 2007–2008*

45.0%

As of 2008, 45.0 percent of Native American or Alaska Native 3- and 4-year-olds are in preschool or kindergarten programs.

◀▶ 2007–2008

52.5%

As of 2008, 52.5 percent of African American 3- and 4-year-olds are in preschool or kindergarten programs.

▲ **2.0ppts** 2007–2008*

The District of Columbia has the highest percentage (68.5 percent) of 3- and 4-year-olds in preschool or kindergarten programs, and Nevada has the lowest percentage (27.6 percent; Figure 1.1c). New Jersey has the highest percentage (53.5 percent) of 3-year-olds in preschool programs, and Nevada has the lowest percentage (19.7 percent; Figure 1.1d). The District of Columbia has the highest percentage (84.7 percent) of 4-year-olds in preschool or kindergarten programs, and Nevada has the lowest percentage (35.6 percent, Figure 1.1e).

Many states and the District of Columbia do not have data available by all racial/ethnic groups for the percentage of each ethnicity in preschool or kindergarten programs (Figure 1.1f). There are 34 states with data available for the percentage of Asian 3- and 4-year-olds in preschool or kindergarten programs. Michigan has the highest percentage (66.5 percent) of Asian 3- and 4-year-olds in preschool or kindergarten programs, and Alabama has the lowest percentage (29.7 percent).

There are 16 states with data available for American Indian or Alaska Native 3- and 4-year-olds in preschool or kindergarten programs (Figure 1.1g). Wisconsin has the highest percentage (65.1 percent) of American Indian or Alaska Native 3- and 4-year-olds in preschool programs, and North Dakota has the lowest percentage (28.8 percent).

There are 38 states and the District of Columbia with data available for African American 3- and 4-year-olds in preschool or kindergarten programs (Figure 1.1h). New Jersey has the highest percentage (69.4 percent) of African American 3- and 4-year-olds in preschool programs, and Nebraska has the lowest percentage (22.7 percent).

There are 44 states and the District of Columbia with data available for Hispanic 3- and 4-year-olds in preschool or kindergarten programs (Figure 1.1i). The District of Columbia has the highest percentage (76.5 percent) of Hispanic 3- and 4-year-olds in preschool or kindergarten programs, and Nevada has the lowest percentage (19.2 percent).

Data are available for all 50 states and the District of Columbia for white 3- and 4-year-olds in preschool or kindergarten programs (Figure 1.1j). The District of Columbia has the highest percentage (79.8 percent) of white 3- and 4-year-olds in preschool programs, and North Dakota has the lowest percentage (34.5 percent).

There are 42 states with data available for 3- and 4-year-olds who are two or more races in preschool or kindergarten programs (Figure 1.1k). New Jersey has the highest percentage (66.8 percent) of 3- and 4-year-olds of two or more races in preschool or kindergarten programs, and Nevada has the lowest percentage (23.3 percent).

* Data are not comparable to data in 2010 Progress Report and change is based on calculation from new source.

38.5%

As of 2008, 38.5 percent of Hispanic 3- and 4-year-olds are in preschool or kindergarten programs.

▲ 1.6ppts 2007–2008*

49.8%

As of 2008, 49.8 percent of white 3- and 4-year-olds are in preschool or kindergarten programs.

▲ 1.6ppts 2007–2008*

When interpreting this measure, what should be kept in mind?

The information in this indicator describes the proportion of 3- and 4-year-olds in a preschool or kindergarten program. These data are not detailed enough to parse out enrollment in preschool programs versus that of kindergarten programs. In addition, there are a variety of preschool or kindergarten programs, each with a different focus. The foci of the program may include but are not limited to the following topics or approaches to teaching: child/play-centered, teacher-directed/academic, cooperative, Montessori, Reggio Emilia and Waldorf.¹³ Families are given the opportunity to choose which program may work best for their child. Some families may be limited by their selection because of cost, distance, transportation or other competing values.

Finally, the data presented in this measure are from the American Community Survey and are based on three-year estimates, which mean they represent the characteristics of the population from 2006–2008. These estimates are available over one year, three years or five years. The three-year estimates are more precise than the one-year estimates and more current than the five-year estimates. The three-year estimates also have a larger sample size than the one-year estimates. Use of the three-year estimates reduces the size of sampling errors, which lead to more stable estimates than the one-year estimates.

13. Wana, J. (2010). *How to choose the best preschool for your child: The ultimate guide to finding, getting into, and preparing for nursery school* (Naperville, IL: Sourcebooks, Inc.).

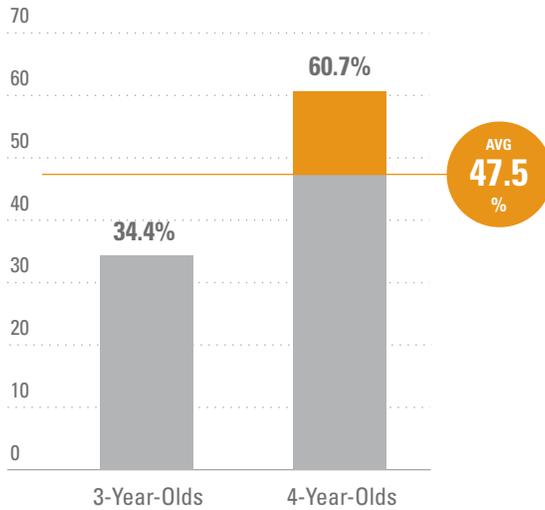
1.1a

National Percentage of 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by Age, 2006–2008

Updated data source



Source: U.S. Census Bureau, 2006–2008 American Community Survey Three-Year Estimates



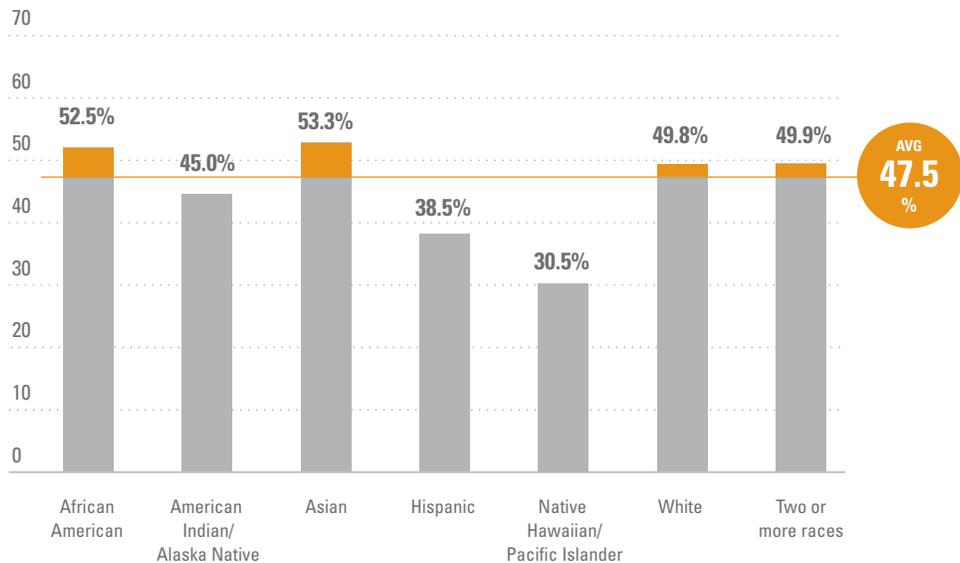
1.1b

Percentage of 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by Race/Ethnicity, 2006–2008

New figure



Source: U.S. Census Bureau, 2006–2008 American Community Survey Three-Year Estimates

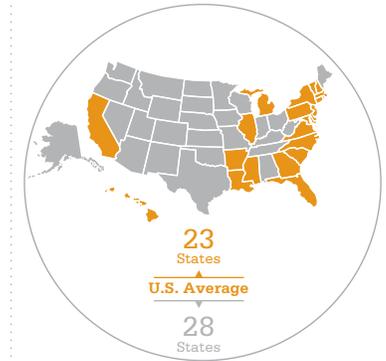
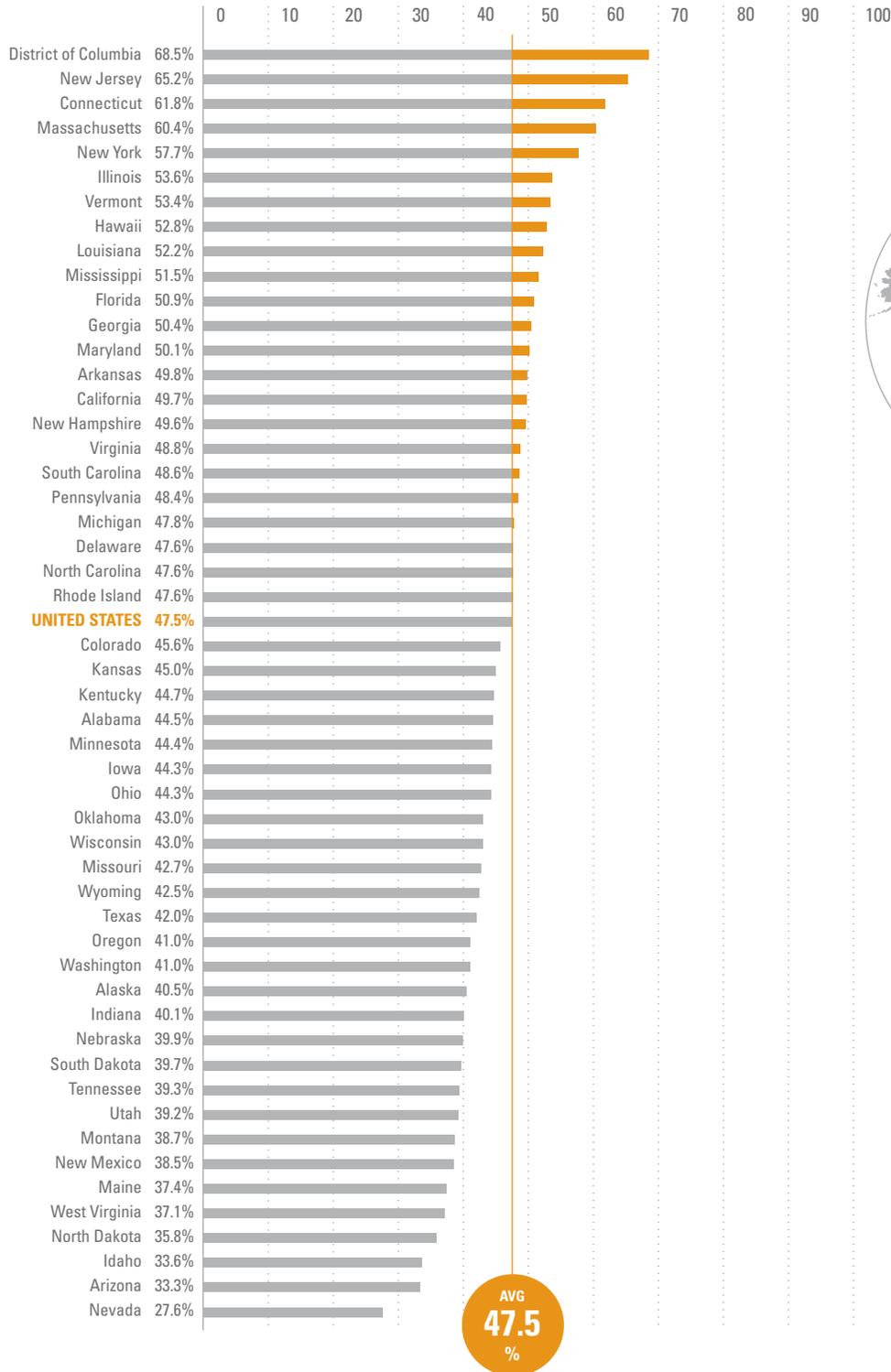


1.1c

Percentage of 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008

New figure +

Source: U.S. Census Bureau, 2006–2008 American Community Survey Three-Year Estimates



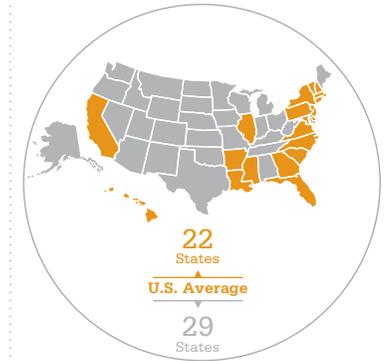
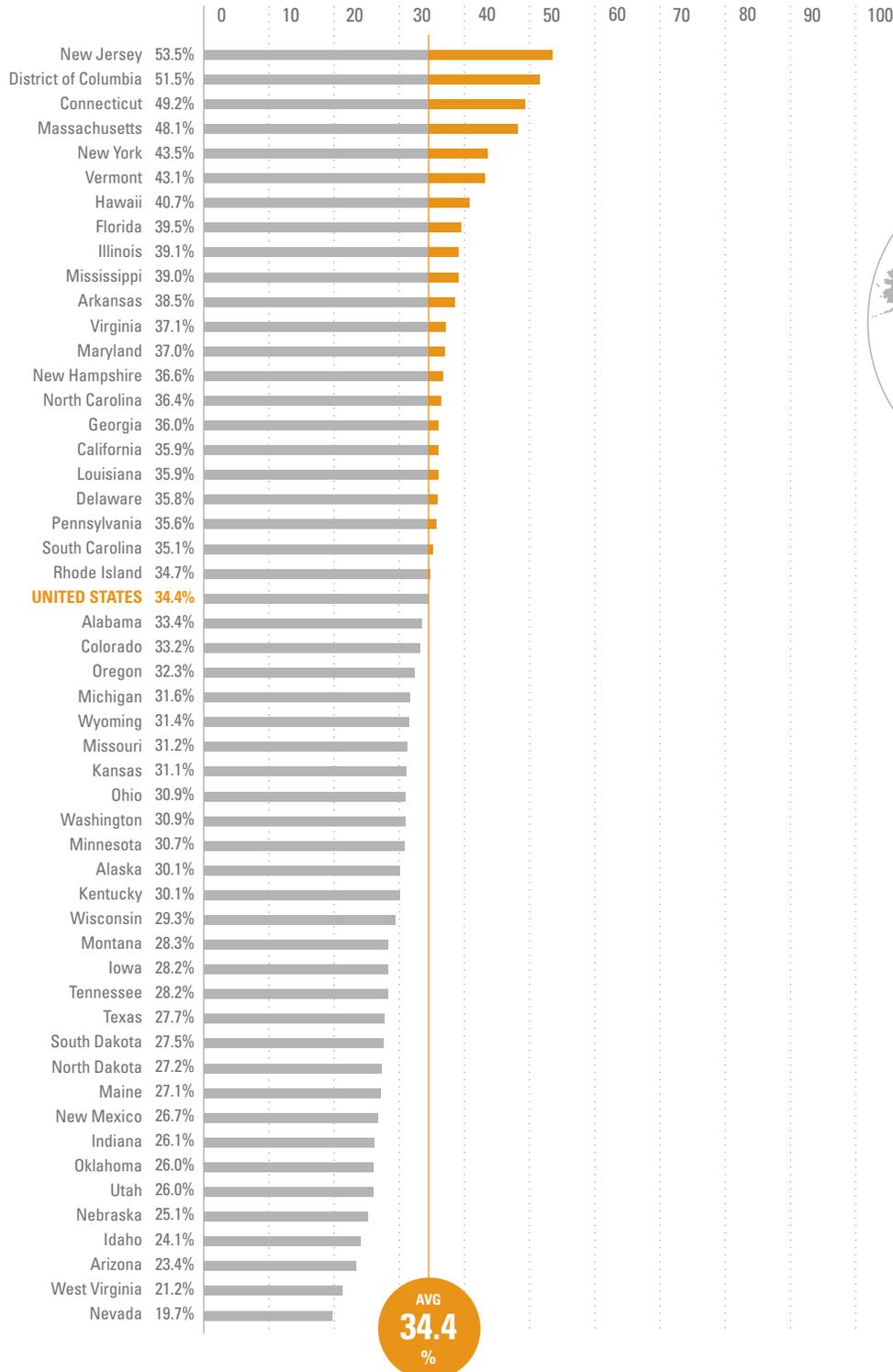
AVG
47.5
%

1.1d

Percentage of 3-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008

New figure +

Source: U.S. Census Bureau, 2006–2008 American Community Survey Three-Year Estimates



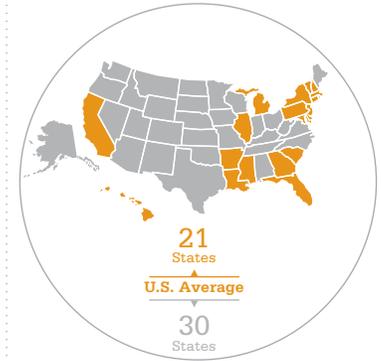
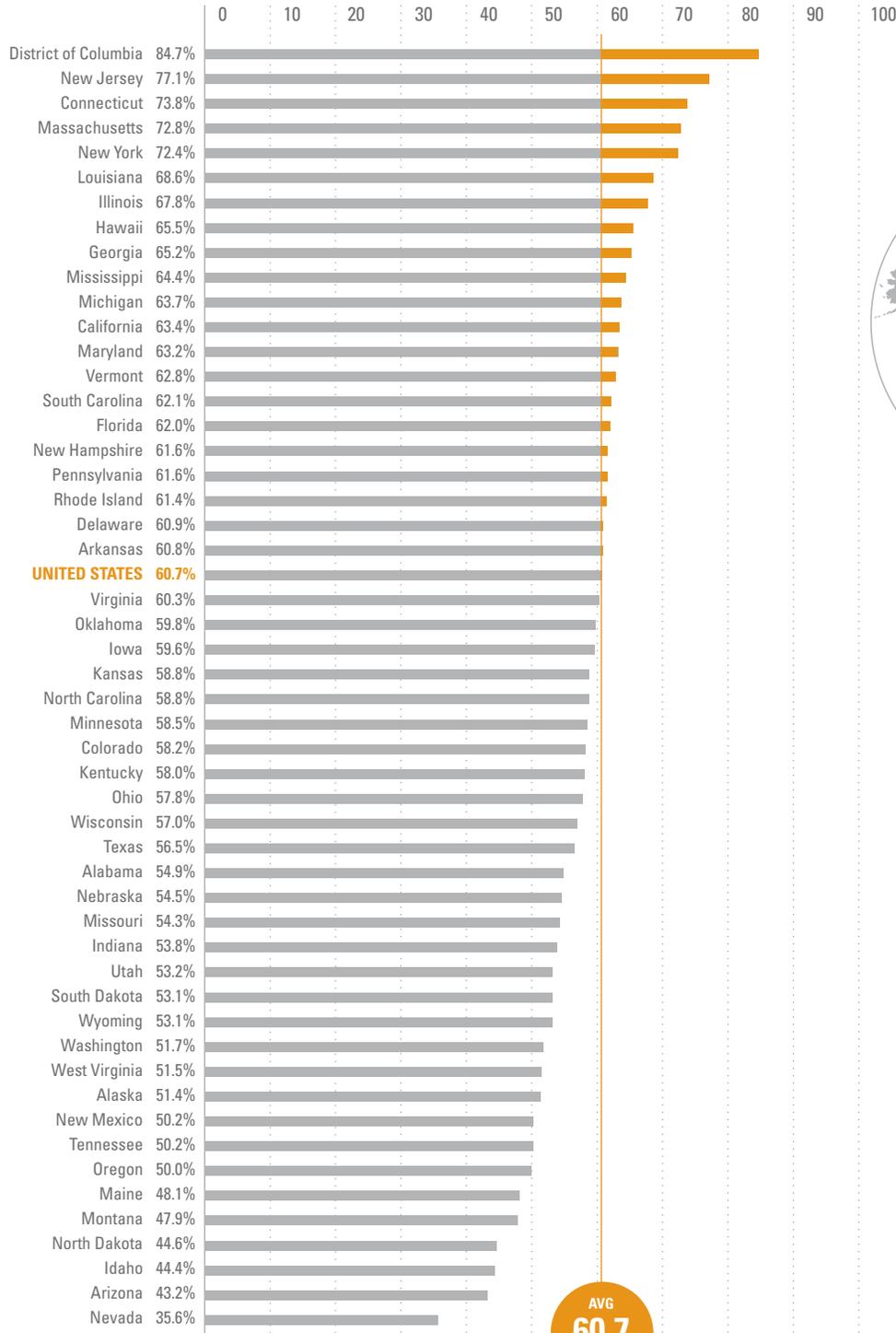
AVG
34.4
%

1.1e

Percentage of 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008

New figure +

Source: U.S. Census Bureau, 2006–2008 American Community Survey Three-Year Estimates



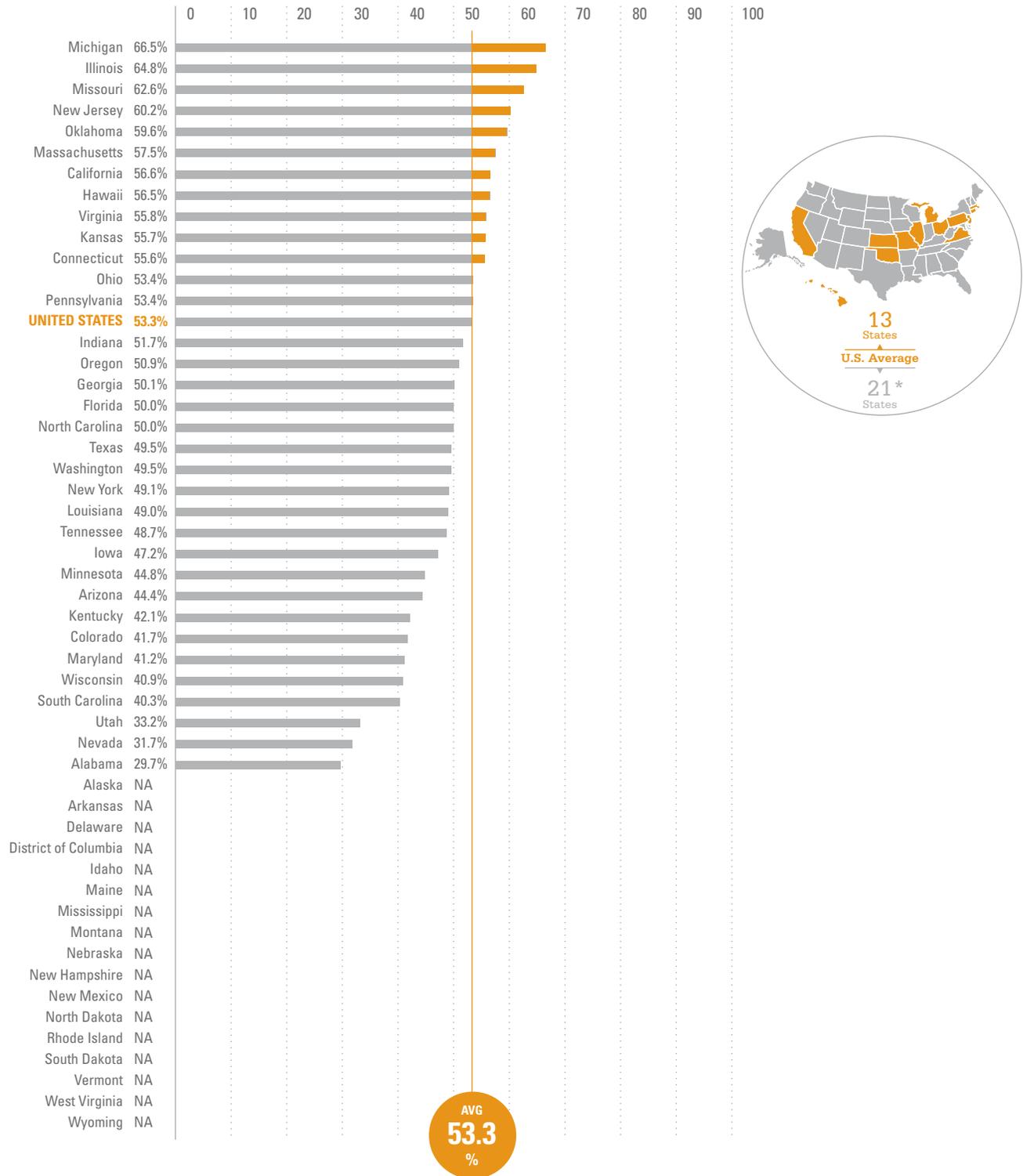
AVG
60.7
%

1.1f

Percentage of Asian 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008

New figure +

Source: U.S. Census Bureau, 2006–2008 American Community Survey Three-Year Estimates



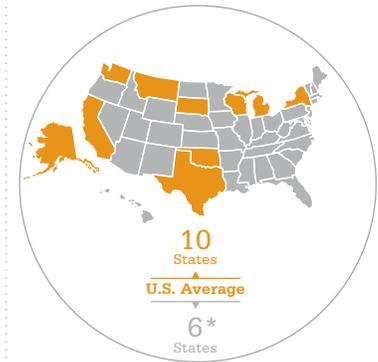
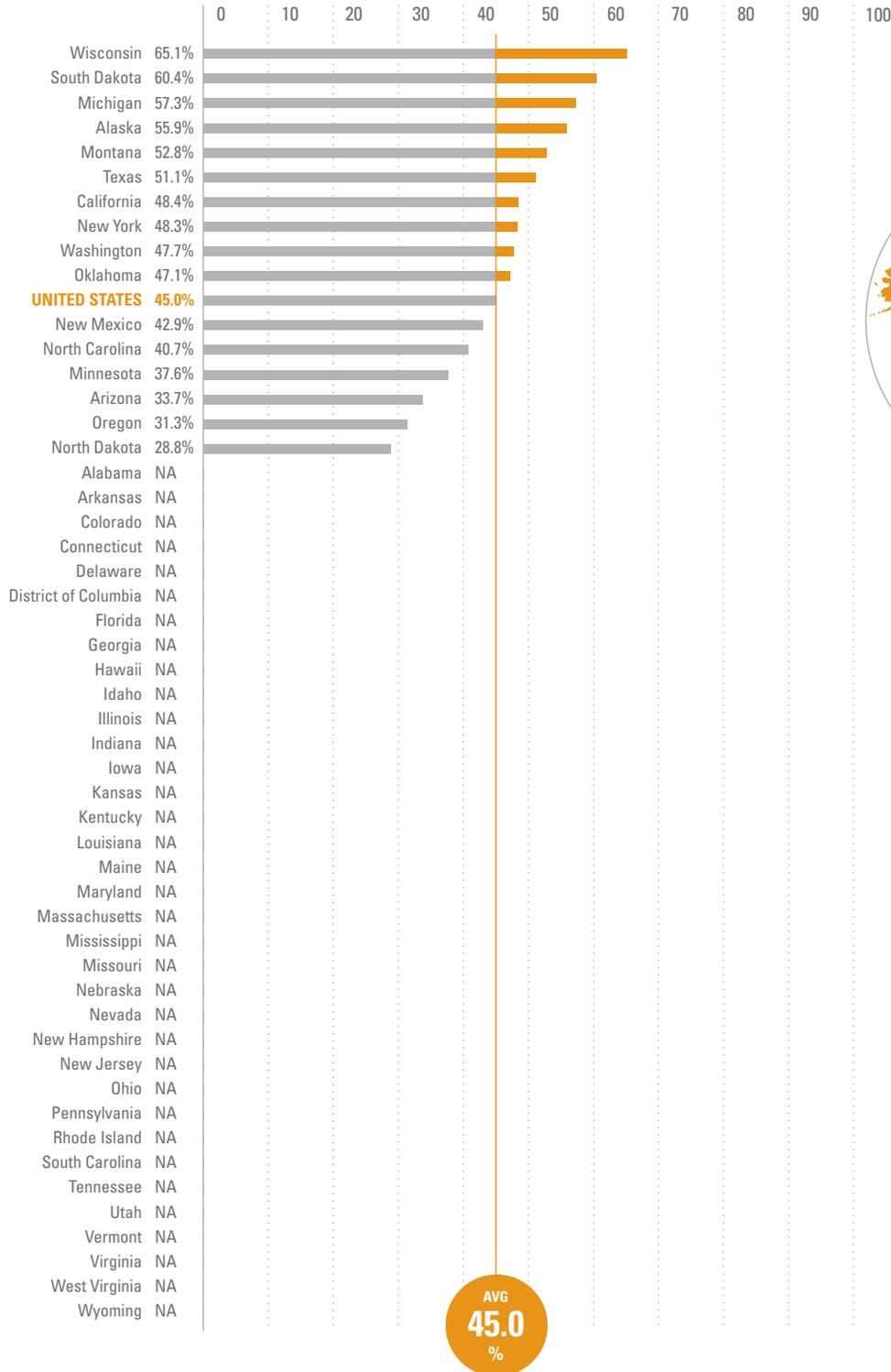
* Indicator data not available for all states.

1.1g

Percentage of American Indian or Alaska Native 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008

New figure +

Source: U.S. Census Bureau, 2006–2008 American Community Survey Three-Year Estimates



AVG
45.0
%

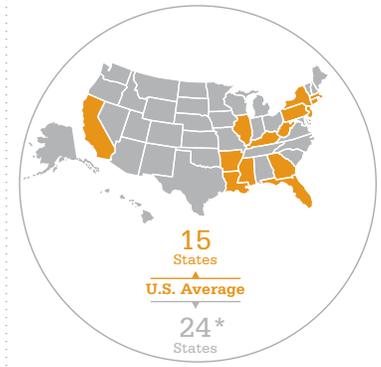
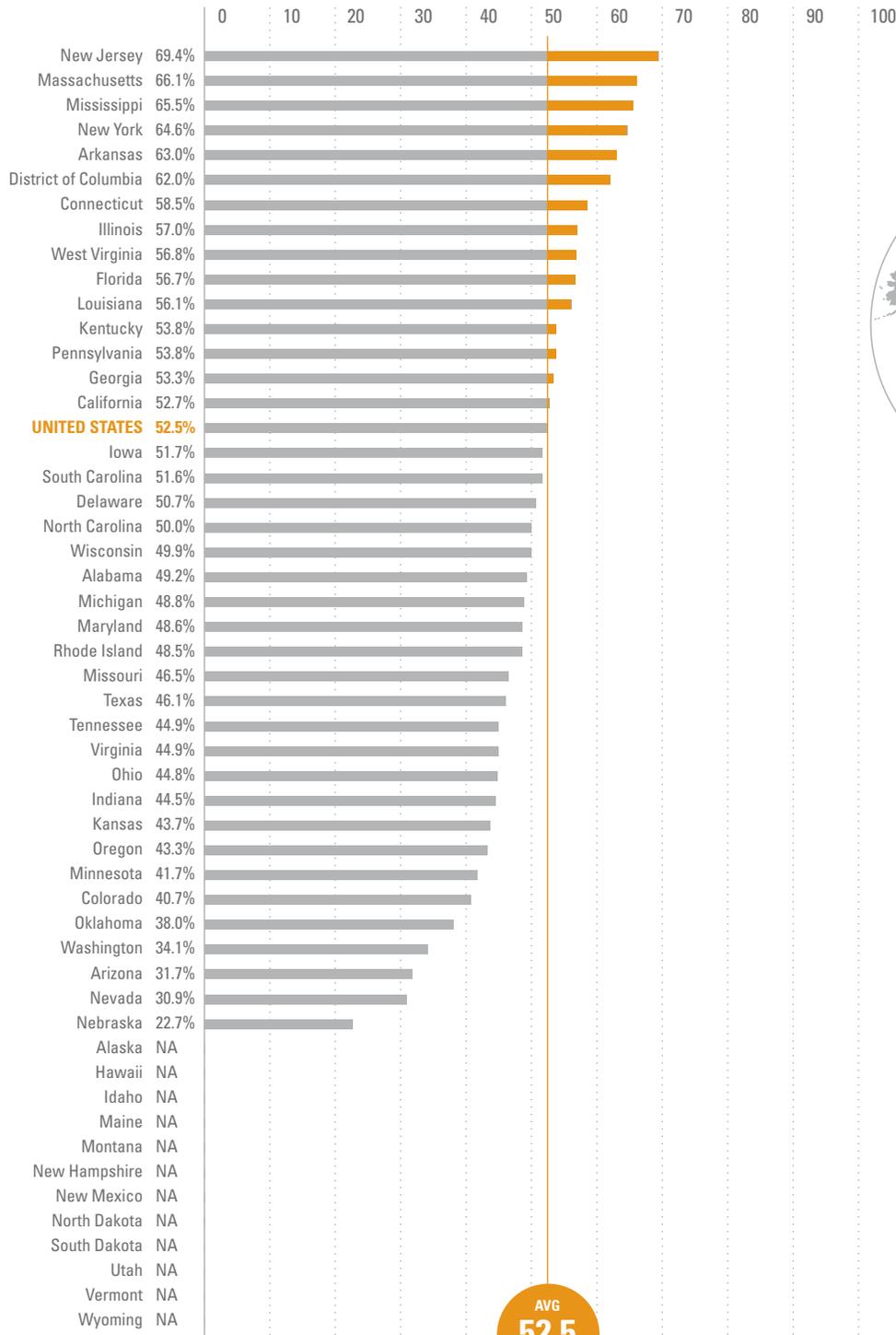
* Indicator data not available for all states.

1.1h

Percentage of Black 3- and 4-Year Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008

New figure +

Source: U.S. Census Bureau, 2006–2008 American Community Survey Three-Year Estimates



AVG
52.5
%

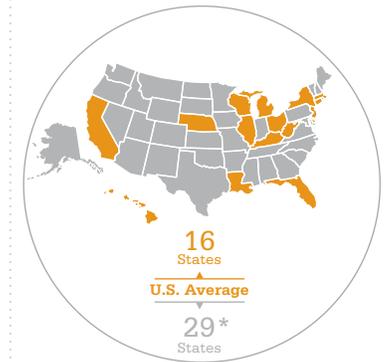
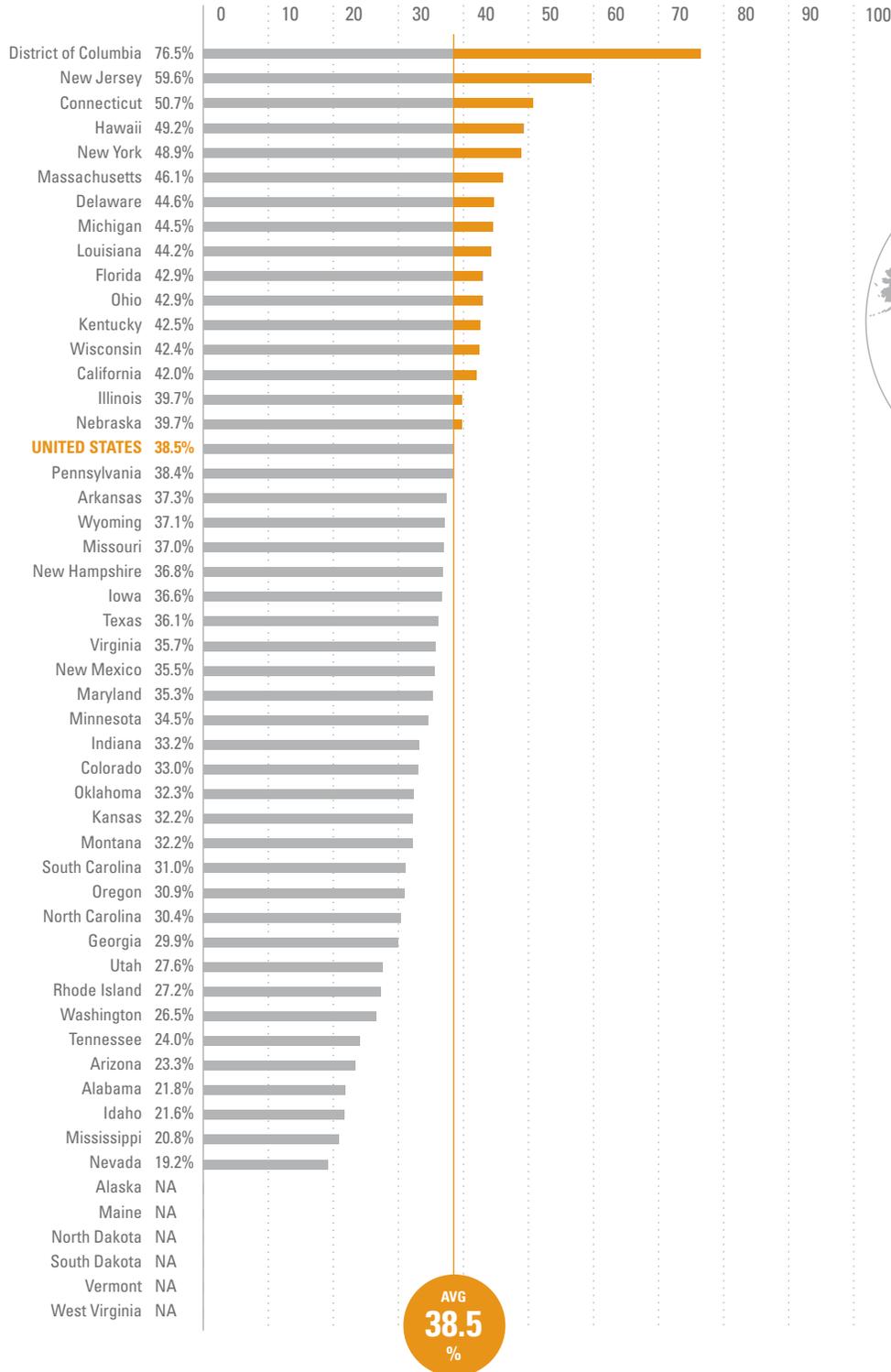
* Indicator data not available for all states.

1.1i

Percentage of Hispanic 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008

New figure +

Source: U.S. Census Bureau, 2006–2008 American Community Survey Three-Year Estimates



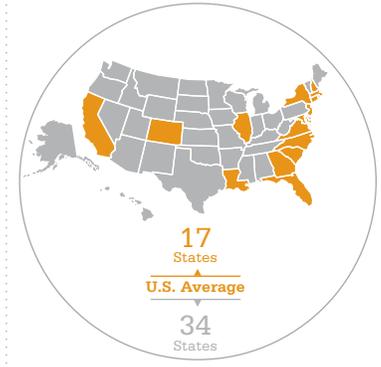
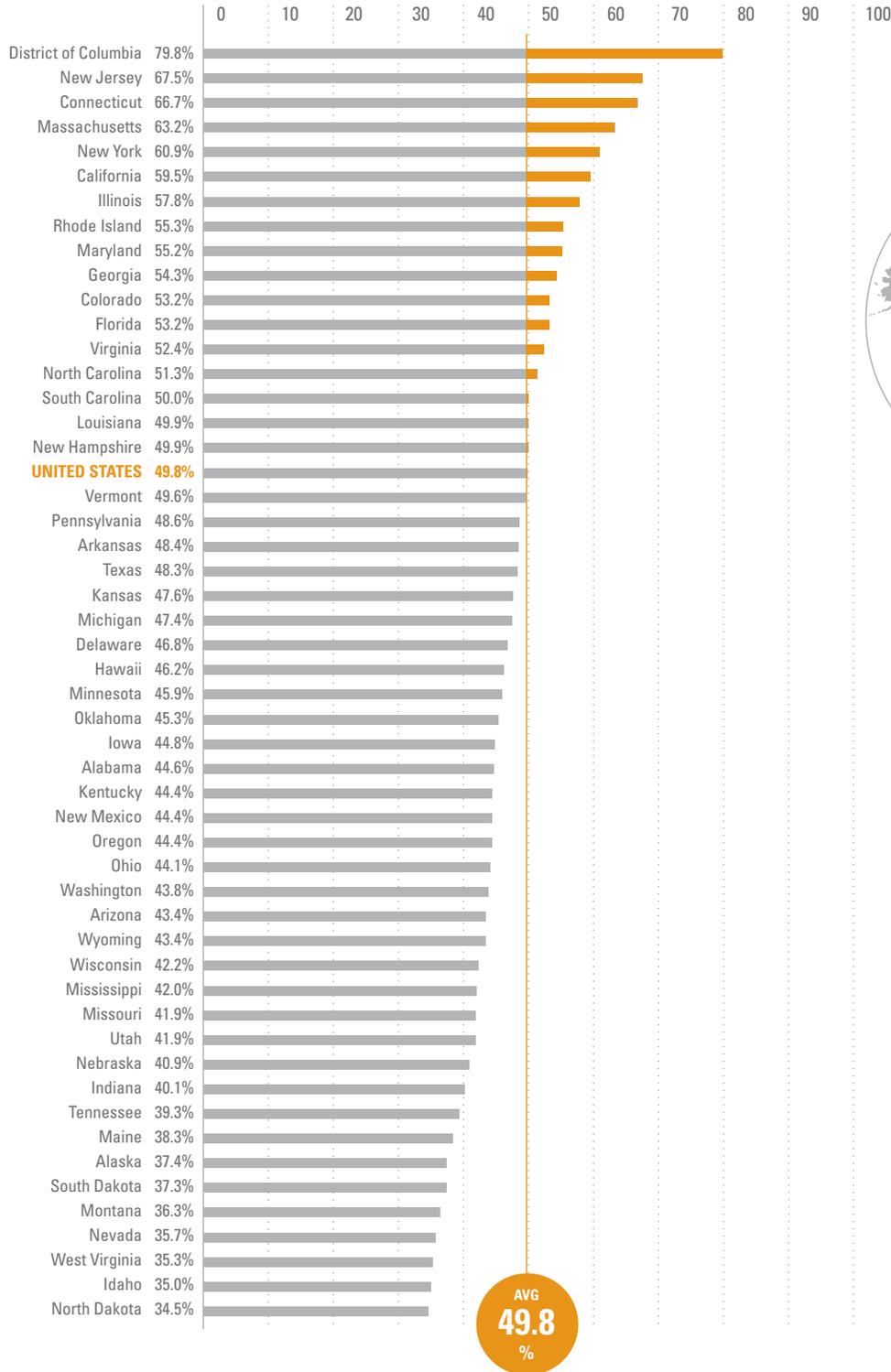
* Indicator data not available for all states.

1.1j

Percentage of White 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008

New figure +

Source: U.S. Census Bureau, 2006–2008 American Community Survey Three-Year Estimates



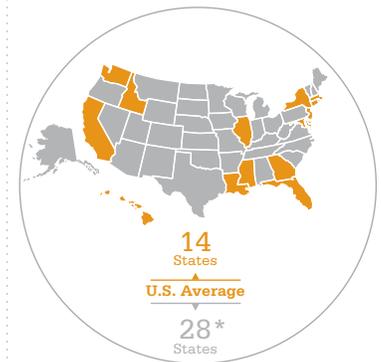
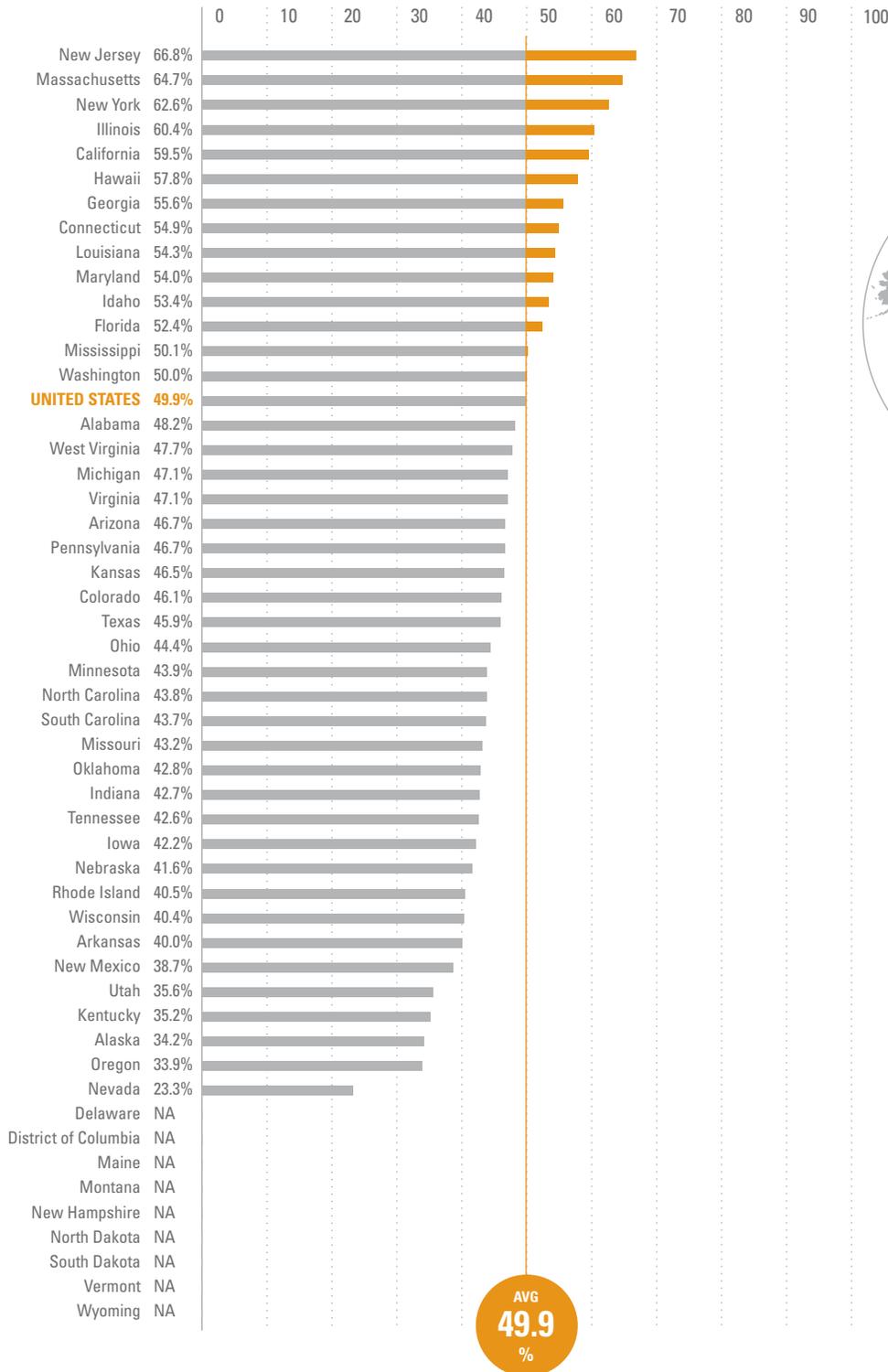
AVG
49.8
%

1.1k

Percentage of Two or More Races 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008

New figure +

Source: U.S. Census Bureau, 2006–2008 American Community Survey Three-Year Estimates



AVG
49.9
%

* Indicator data not available for all states.

14.6%

As of 2009, 14.6 percent of 3- and 4-year-olds are in state-funded pre-K programs.

▲ **0.8ppts** 2008–2009

3.7%

As of 2009, 3.7 percent of 3-year-olds are in state-funded pre-K programs.

◀▶ 2008–2009

25.4%

As of 2009, 25.4 percent of 4-year-olds are in state-funded pre-K programs.

▲ **1.4ppts** 2008–2009

Percentage of 3- and 4-Year-Olds Enrolled in State-Funded Pre-K Programs

What is this measure, and why is this measure important? This indicator measures the percentage of 3- and 4-year-olds in state-funded preschool education programs. The measure presents an overview of data representing enrollment in state-funded child care for 3- and 4-year-olds at the state level. It is important because it represents the percentage of 3- and 4-year-olds who have access to state-funded pre-K programs.

What are the policy issues associated with this measure? The commission notes the importance of states developing funding formulas to assist communities in establishing high-quality preschool programs. Also, the commission recommends that local school boards and districts play a role in helping to establish preschool programs. Local school boards can do this by offering space for preschool programs to operate and by utilizing best practices for the alignment of a preschool curriculum with the learning expectations in kindergarten.

Where are we now? As of 2009, 14.6 percent of 3- and 4-year-olds are in state-funded pre-K programs (Figure 1.2a). Thirty-eight states reported the percentage of 3- and 4-year-olds in state-funded pre-K programs. Vermont has the highest percentage (35.4 percent) of 3- and 4-year-olds in state-funded pre-K programs. Nevada has the lowest percentage (1.4 percent).

Nearly 3.7 percent of 3-year-olds in the nation are in state-funded preschool education programs (Figure 1.2b). All of the 38 reporting states have less than 25.0 percent of 3-year-olds in state-funded preschool education, 16 of which are less than 1.0 percent. Illinois has the highest percentage (21.2 percent) of 3-year-olds in state-funded pre-K programs.

About 25.4 percent of 4-year-olds in the United States are in state-funded pre-K programs (Figure 1.2c). Oklahoma has the highest percentage (71.0 percent) of 4-year-olds in state-funded pre-K programs. Minnesota has the lowest percentage (1.6 percent).

When interpreting this measure, what should be kept in mind? The *State Preschool Yearbook* data provide information for each state on access, quality standards and resources for state-funded preschool programs.¹⁴ It is important to note that preschools are only one type of educational program that districts can target with Title I funds. The Title I funds are to support schools and districts with the highest percentage of low-income students, which can include all K–12 students. In addition, there are several states that do not offer state-funded pre-K programs: Alaska, Hawaii, Idaho, Indiana, Mississippi, Montana, New Hampshire, North Dakota, Rhode Island, South Dakota, Utah and Wyoming. Other states did not provide data about their enrollment disaggregated by age, including Massachusetts, Minnesota, Pennsylvania, Vermont and Wisconsin.

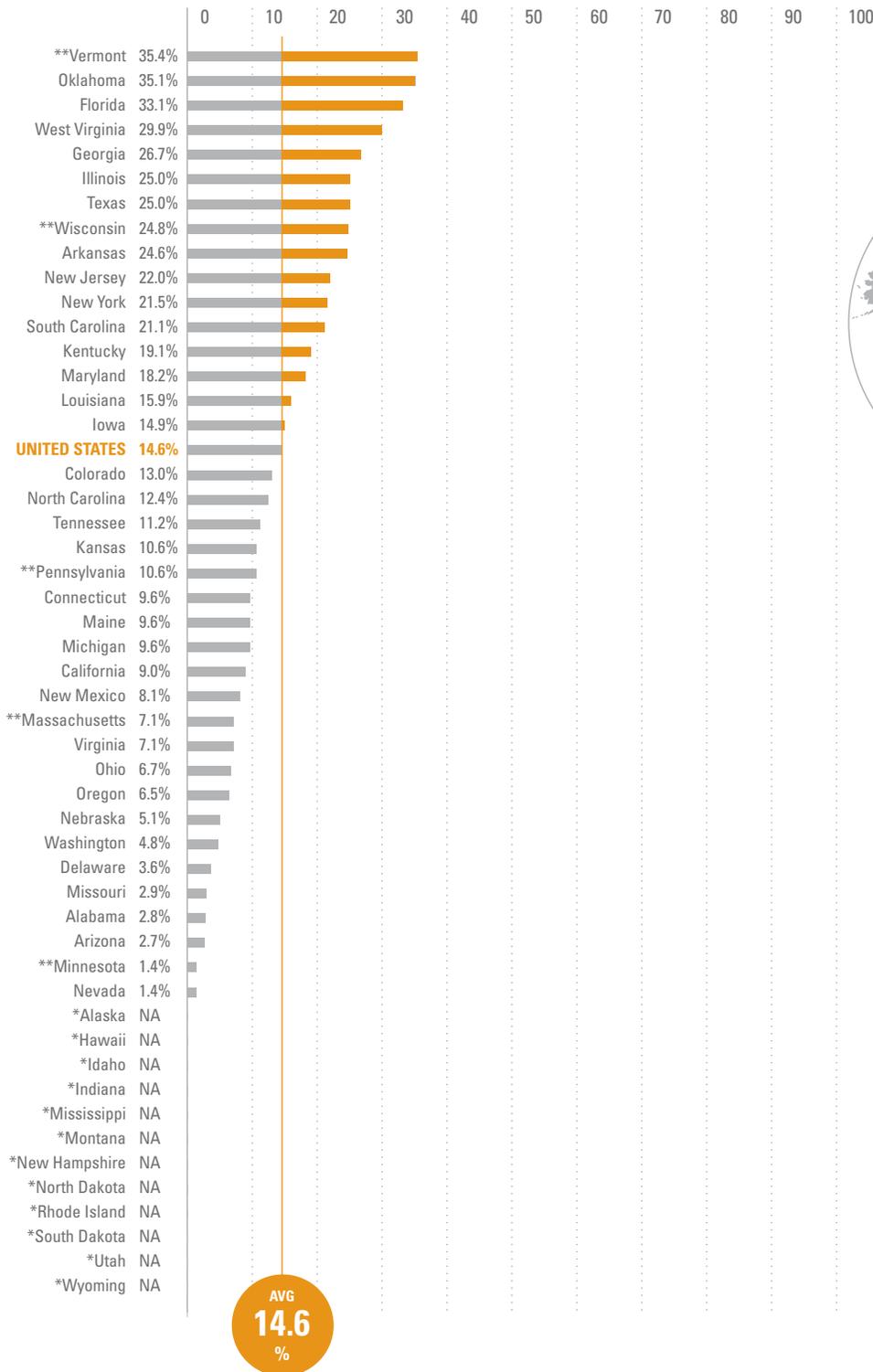
14. Barnett, W., Epstein, D., Carolan, M., Fitzgerald, J., Ackerman, D., and Friedman, A. "The State of Preschool 2010" (New Brunswick, NJ: NIEER, 2010).

1.2a

Percentage of 3- and 4-Year-Olds Enrolled in State-Funded Pre-K Programs by State Rank, 2009

New figure +

Source: National Institute for Early Education Research, Rutgers Graduate School of Education, The State of Preschool, 2009
 Note: The District of Columbia is not included.

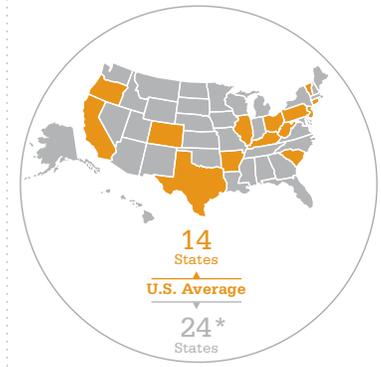
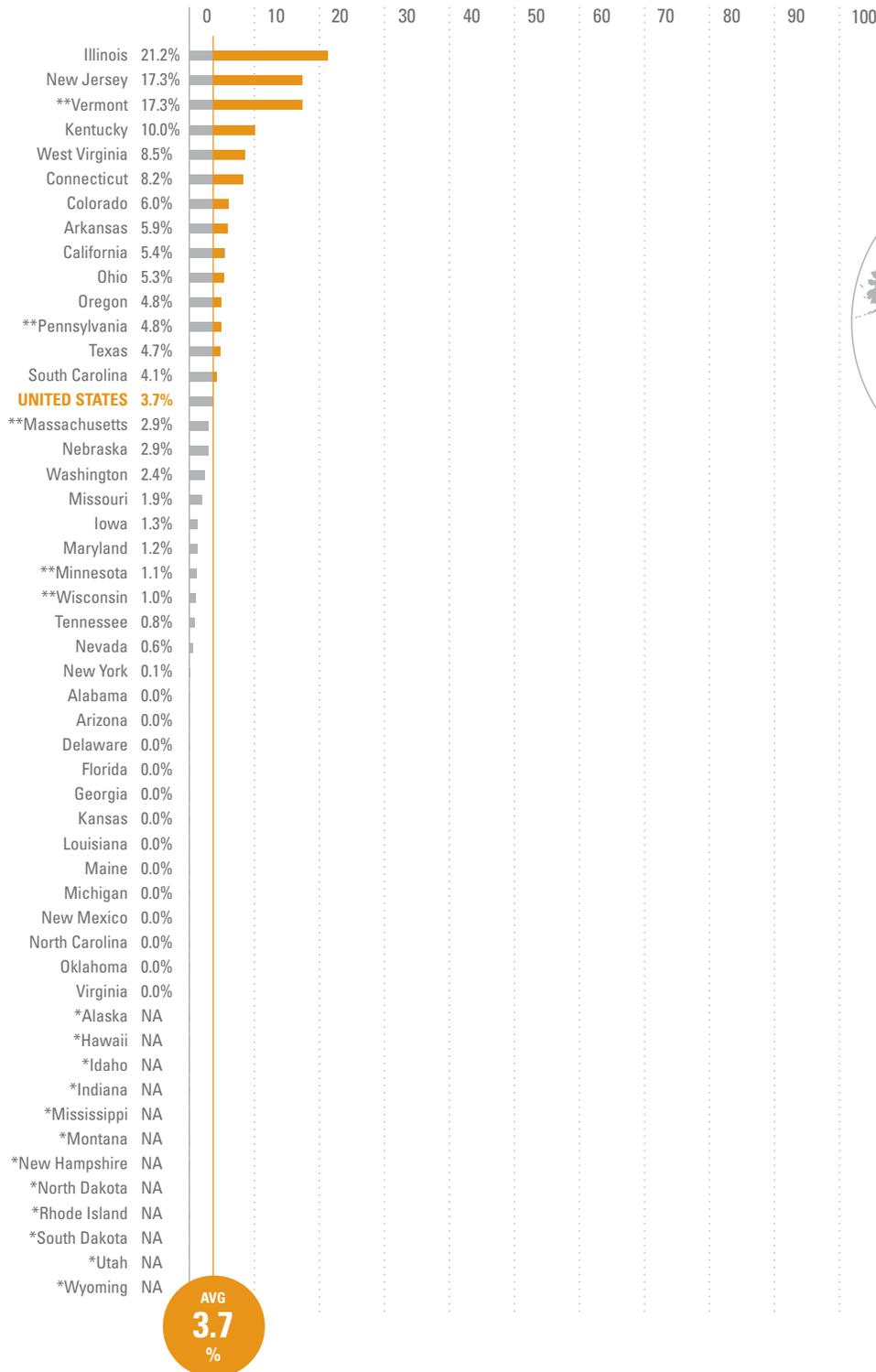


* No State Funded Program.
 ** At least one program in these states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, the figures in this table are estimates.

1.2b

Percentage of 3-Year-Olds Enrolled in State-Funded Pre-K Programs by State Rank, 2009

Source: National Institute for Early Education Research, Rutgers Graduate School of Education, The State of Preschool, 2009
 Note: The District of Columbia is not included.



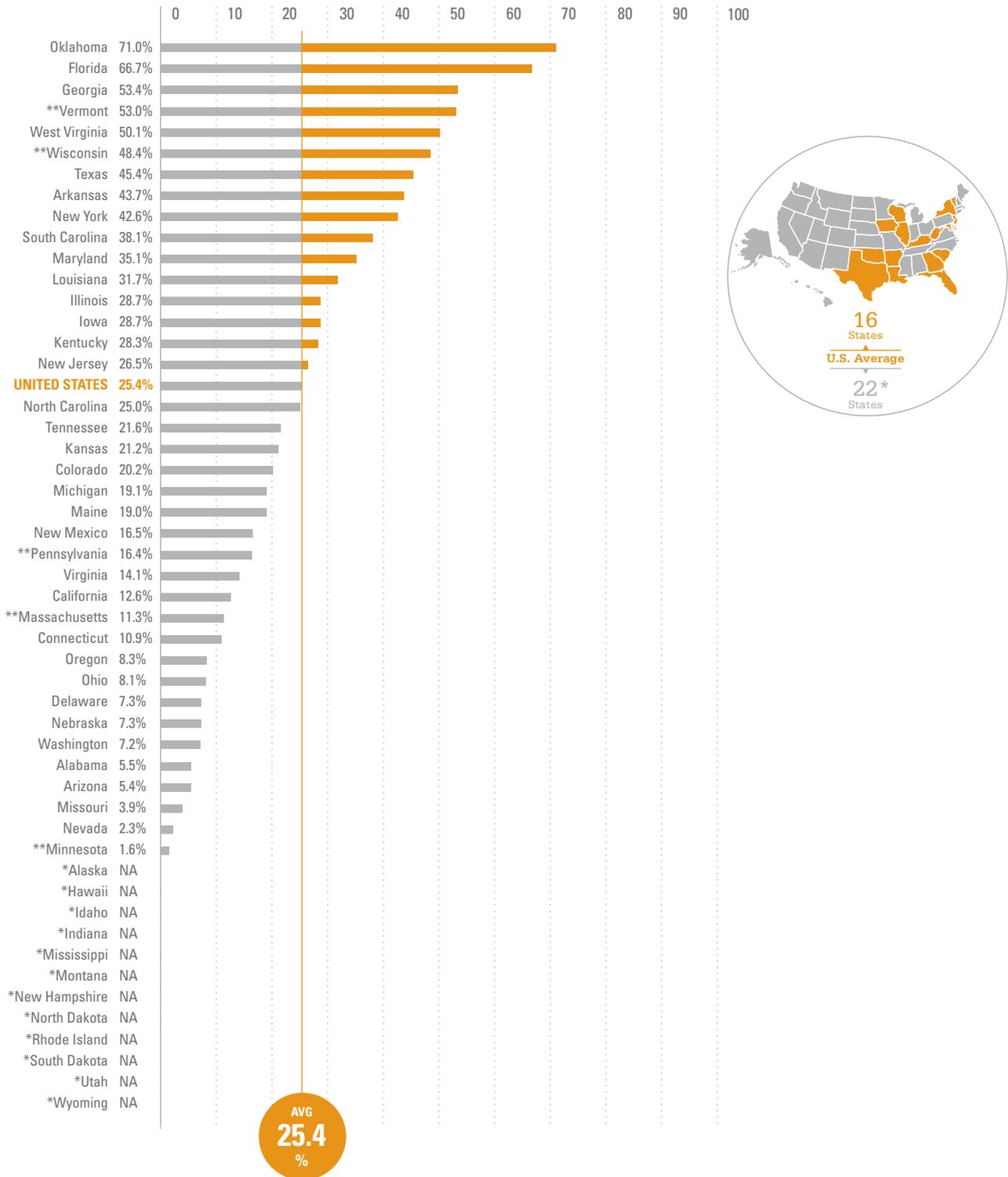
AVG
3.7
 %

* Indicator data not available for all states.
 ** At least one program in these states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, the figures in this table are estimates.

1.2c

Percentage of 4-Year-Olds Enrolled in State-Funded Pre-K Programs by State Rank, 2009

Source: National Institute for Early Education Research, Rutgers Graduate School of Education, The State of Preschool, 2009
 Note: The District of Columbia is not included.



* Indicator data not available for all states.
 ** At least one program in these states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, the figures in this table are estimates.

8.6%

As of 2009, 8.6 percent of 3- and 4-year-olds are in Head Start programs.

◀▶ 2008–2009

7.1%

As of 2009, 7.1 percent of 3-year-olds are in Head Start programs.

◀▶ 2008–2009

10.0%

As of 2009, 10.0 percent of 4-year-olds are in Head Start programs.

◀▶ 2008–2009

Percentage of 3- and 4-Year-Olds Enrolled in Head Start Programs

What is this measure, and why is this measure important? This measure shows the percentage of 3- and 4-year-olds in federally funded Head Start education programs. Head Start funding provides preschool education, medical care, dental care, nutrition services and mental health services to its participants.¹⁵ These multifaceted services aim to improve the overall quality of life and provide the skills necessary to succeed later in life.

What are the policy issues associated with this measure? Head Start is a federally funded program whose existence is based on yearly decisions made by the federal government. Each year the level of funding may change based on a variety of factors, including but not limited to the number of eligible children in a state, approval of the federal budget and supplemental state appropriations. For several years, the federal government has expressed concern about the use of funds for Head Start programs across the nation. With this possibility of variation in funding, states are increasing the amount of evidence they collect and disseminate about the use of Head Start funds in their state.

Where are we now? As of 2009, 8.6 percent of 3- and 4-year-olds in the United States are in Head Start programs (Figure 1.3a). Mississippi has the highest percentage (29.4 percent) of 3- and 4-year-olds in Head Start programs, and Nevada has the lowest percentage (2.4 percent).

Among 3-year-olds in the United States, 7.1 percent are in Head Start programs (Figure 1.3b). Mississippi has the highest percentage (23.9 percent) of 3-year-olds in Head Start programs. Nevada has the lowest percentage (1.4 percent).

The percentage of 4-year-olds in Head Start programs in the United States is 10.0 percent (Figure 1.3c). Mississippi has the highest percentage (34.9 percent) of 4-year-olds in Head Start programs. Nevada has the lowest percentage (3.3 percent).

15. U.S. Department of Health and Human Services, Administration for Children and Families. (January 2010). Head Start Impact Study. Final Report (Washington, DC), 9.

When interpreting this measure, what should be kept in mind?

Despite every state having access to federal funds for implementing a Head Start program, the methods and level of implementation may vary from state to state. Participating students may receive various types of instruction.¹⁶ All Head Start programs focus on helping children to learn, but many also focus on other aspects of childhood.

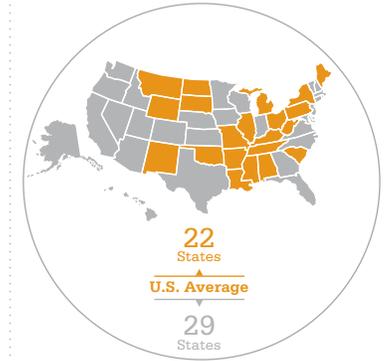
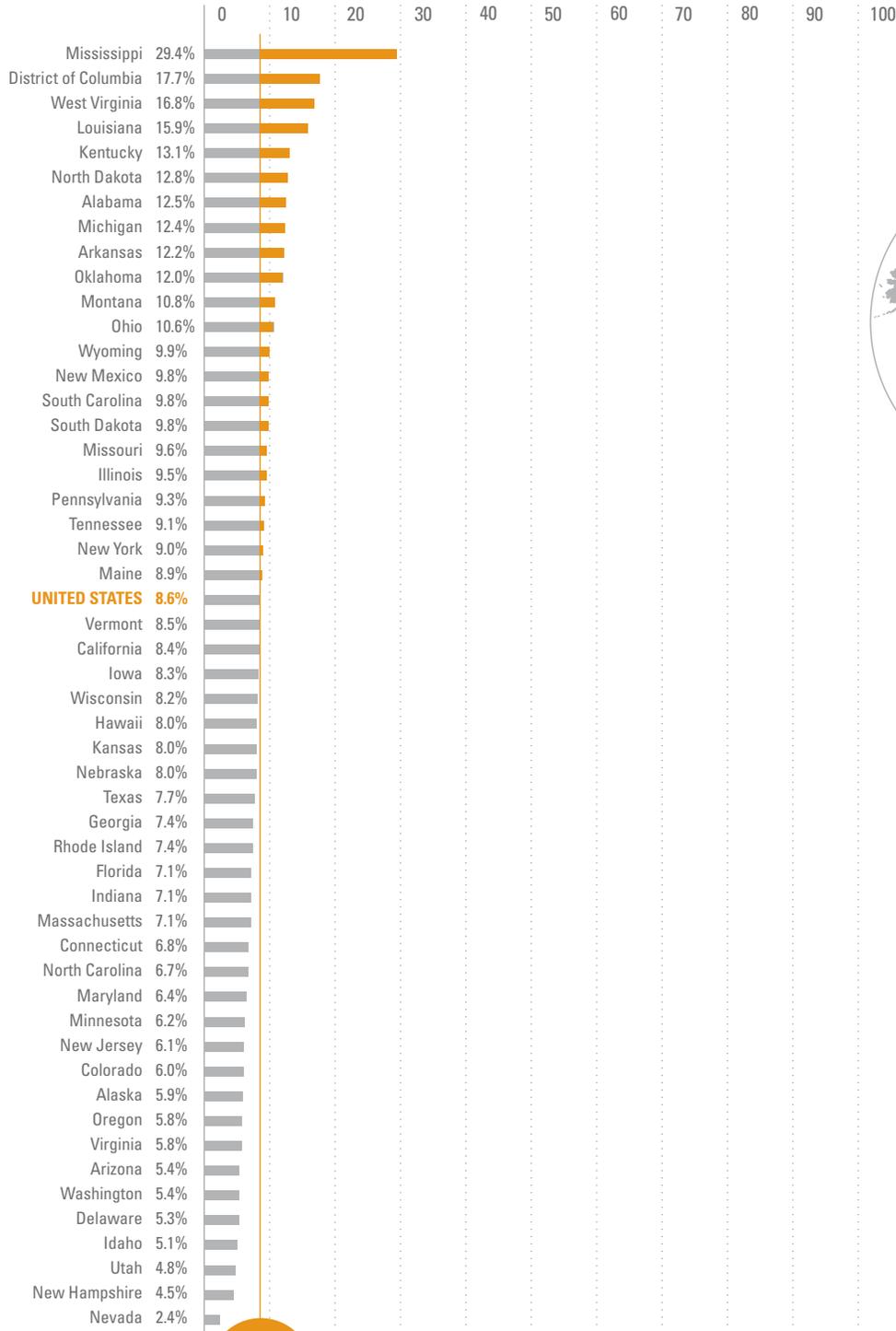
Data presented in this measure are from *The State of Preschool*, which are estimates based on data from the Head Start Program Information Reports for 2000–2010, and the Association for Children and Families. The data do not include children funded by state match; as such, the numbers for some states may underestimate the percentage of students who receive services from a Head Start program despite the source of funding.

16. Mathematica Policy Research. Results from the “I Am Moving, I Am Learning” Stage 1 Survey, 2007. Retrieved June 17, 2010, from http://www.acf.hhs.gov/programs/opre/hs/eval_move_learn/reports/stage1_survey/stage1_survey.pdf

1.3a

Percentage of 3- and 4-Year-Olds Enrolled in Head Start Programs by State Rank, 2009

Source: National Institute for Early Education Research, Rutgers Graduate School of Education, The State of Preschool, 2009

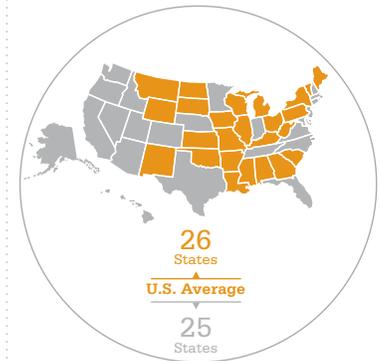
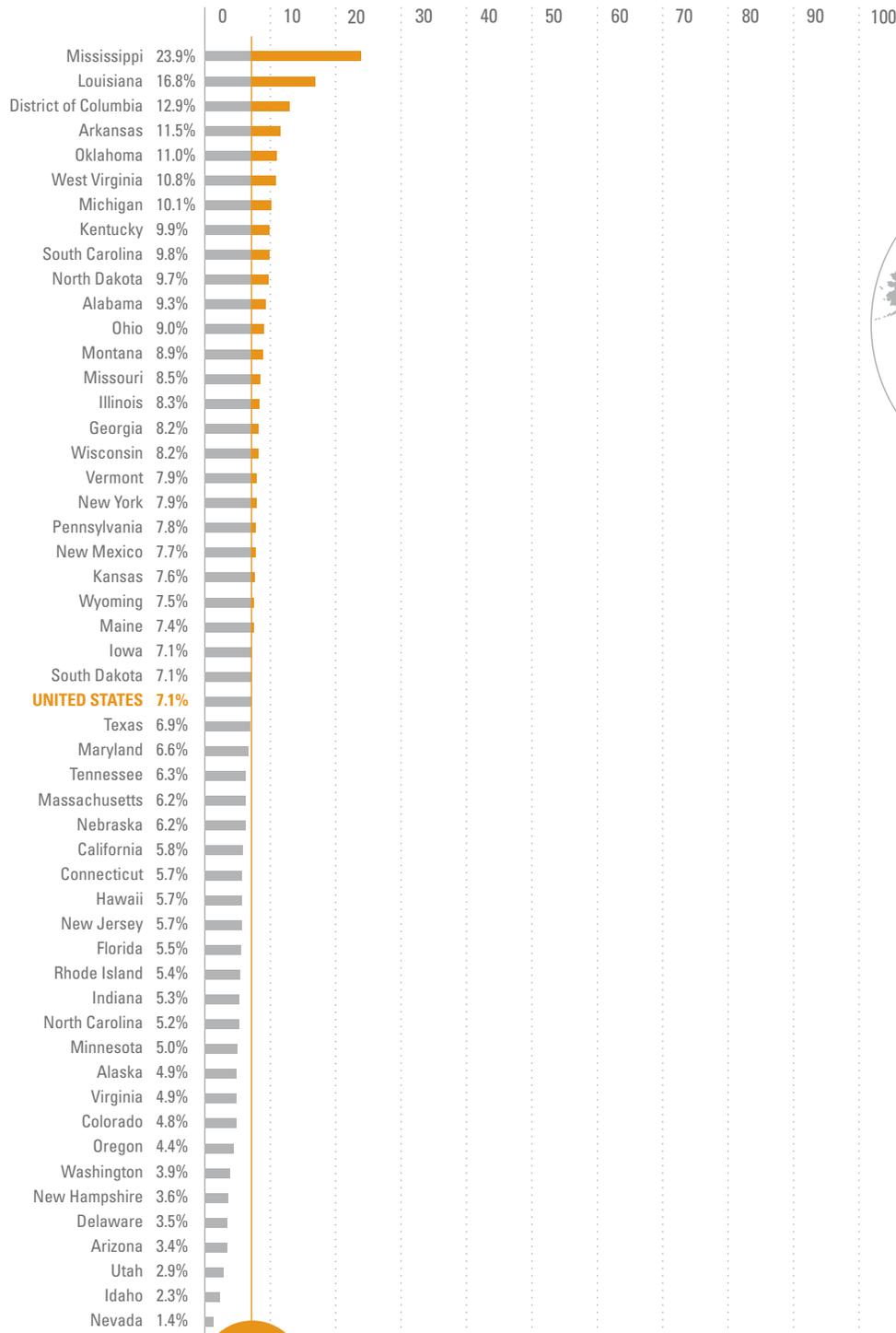


AVG
8.6
%

1.3b

Percentage of 3-Year-Olds Enrolled in Head Start Programs by State Rank, 2009

Source: National Institute for Early Education Research, Rutgers Graduate School of Education, The State of Preschool, 2009

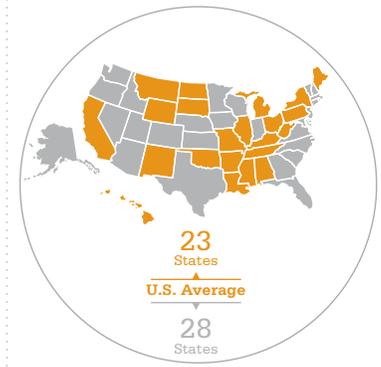
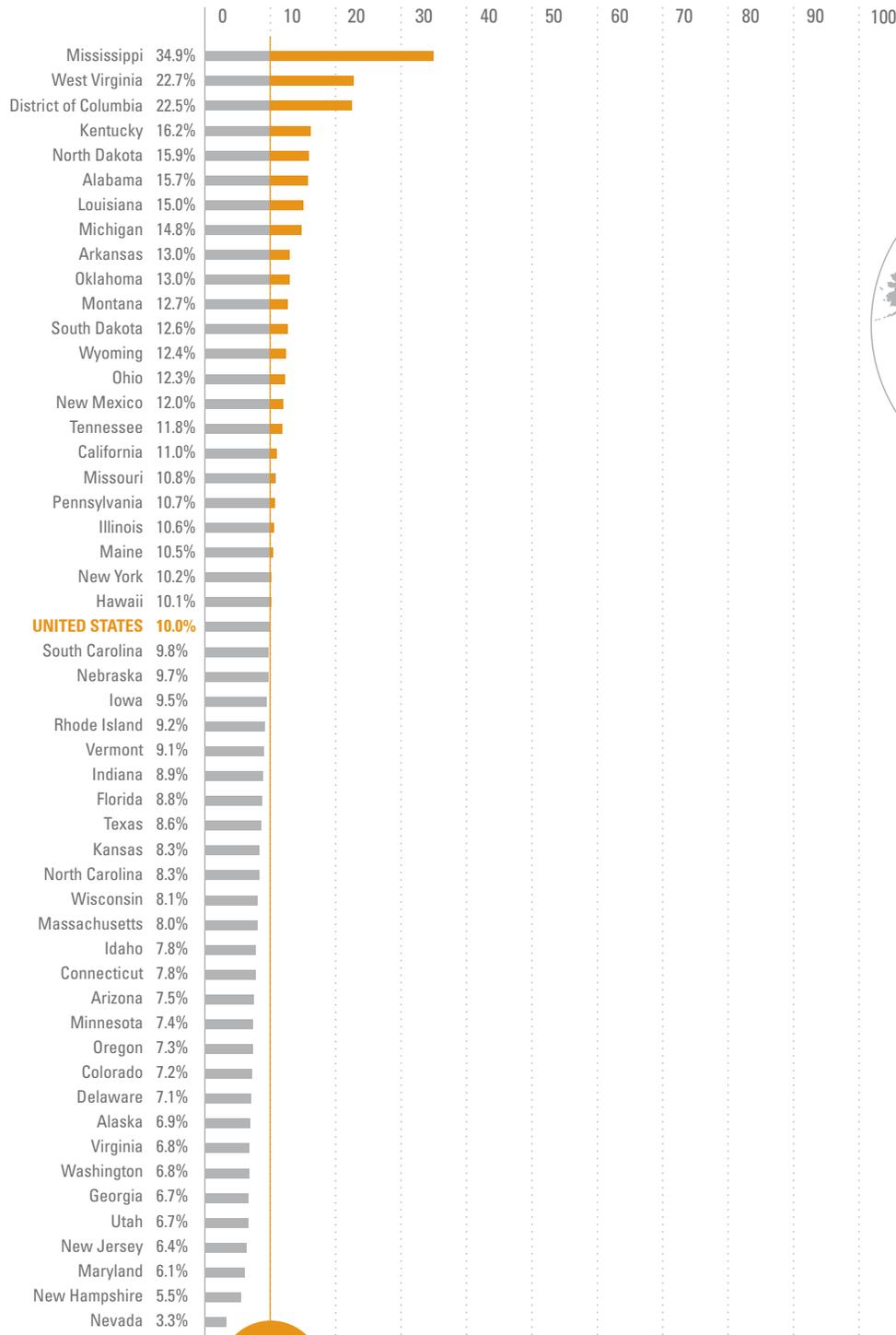


AVG
7.1
%

1.3c

Percentage of 4-Year-Olds Enrolled in Head Start Programs by State Rank, 2009

Source: National Institute for Early Education Research, Rutgers Graduate School of Education, The State of Preschool, 2009



AVG
10.0
%

Two

Improve middle school and high school counseling

WE RECOMMEND that states and localities move toward professional norms for staffing middle and high school counseling offices and that colleges and universities collaborate actively to provide college information and planning services to all students (with a special focus on low-income students).

Middle and high school counseling programs have the potential to build a college-going culture and help students understand the value of and prepare for college. To create this culture, school counselors must ensure that students and families understand the importance of taking college-preparatory courses and know how to navigate the college admission and financial aid processes. Middle school counseling programs are critical to ensuring that students complete course work that will allow them to participate in a college-preparatory curriculum upon entering high school. Middle school is not too early to start implementing some, if not all, aspects of college counseling, and it is often too late to begin preparing students after they reach high school.

A major function of the college counseling program in high schools is to expose students to various colleges, universities and other postsecondary opportunities that may fit their career and personal goals. College counselors should help students understand the importance of college and other postsecondary educational opportunities and guide students through the often complex college admission and financial aid processes.¹⁷ Counselors should use their knowledge of postsecondary options to help students choose the path that is best for their future goals and expectations. The information provided in college and career counseling is invaluable for low-income, first-generation and other traditionally underrepresented students who may not have access to this information. The earlier college and career counseling begins, the better prepared students will be for life after high school.

One comprehensive, systemic approach for providing college and career counseling to various populations is outlined in the National Office for School Counselor Advocacy's *Eight Components of College and Career Readiness Counseling*.¹⁸ These components encourage counselors to increase student college aspirations, aid in college and career exploration and selection, aid in college admission processes, and aid in college affordability planning at a young age, among other things.

The following indicators reflect the state of middle and high school college counseling:

- Student-to-counselor ratio;
- Student-to-college-counselor ratio;
- Number of statewide comprehensive school counseling programs;
- Professional development for secondary school college counselors;
- Percentage of counselors' time spent on tasks; and
- Implementation of the *Eight Components of College and Career Readiness Counseling*.

17. American School Counselor Association, School counselor competencies. Retrieved Feb. 2, 2010, from the ASCA website: <http://www.schoolcounselor.org/files/SCCompetencies.pdf>, 68

18. *Eight Components of College and Career Readiness Counseling*. Retrieved June 1, 2011, from http://advocacy.collegeboard.org/sites/default/files/10b_2217_EightComponents_WEB_100625.pdf

457:1

As of 2008, 457:1 is the average student-to-counselor ratio in the United States.

▼ **10:1** 2007–2008

320:1

As of 2008, 320:1 is the average student-to-college-counselor ratio in the United States.

▲ **4:1** 2007–2008

General Findings for This Recommendation

- As of 2008, 457:1 is the average student-to-counselor ratio in the United States.
- As of 2008, 320:1 is the average student-to-college-counselor ratio in the United States.
- As of 2009, 36 states have a statewide comprehensive school counseling program.
- As of 2009, 31.2 percent of secondary schools require counselors to participate in professional development.
- As of 2009, 32.2 percent of secondary schools cover all professional development costs.
- As of 2009, counselors spend 26.0 percent of their time on postsecondary admission counseling.

Student-to-Counselor Ratio

What is this measure, and why is this measure important? This measure provides the student-to-counselor and student-to-college-counselor ratios. The student-to-counselor ratio identifies the potential access a student may have to the counseling services provided in a particular school, district or state. The student-to-college-counselor ratio describes the access a student may have to an individual who is responsible for providing college counseling. These college counselors include those who are solely responsible for providing college counseling and those who provide college counseling among other counseling responsibilities.

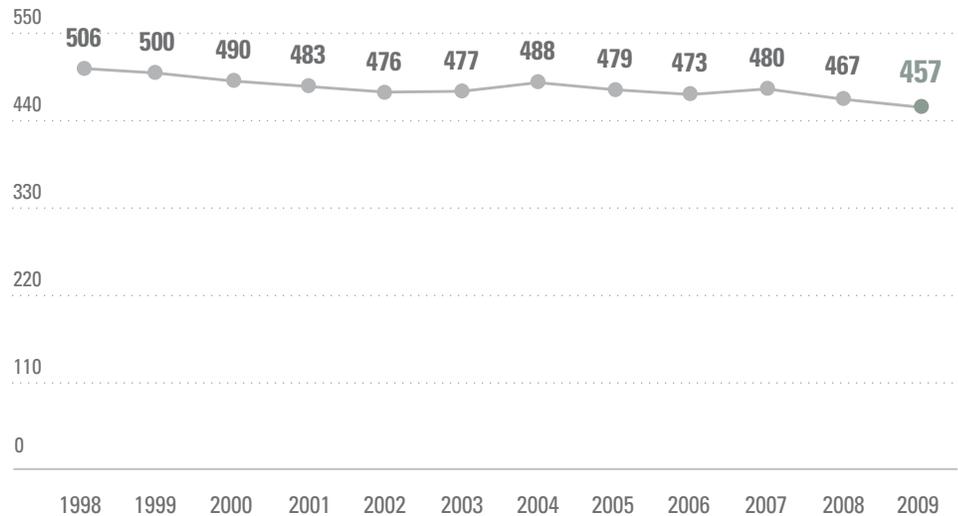
What are the policy issues associated with this measure?

While counselors work in schools across the nation, many of the state-level student-to-counselor ratios suggest that school counselors are overloaded with the number of students to whom they must provide college counseling services. Overburdened counselors may not be able to effectively implement a comprehensive college and career counseling program. States should adopt policies that move toward reducing the number of students who are assigned to a counselor. Attention should be paid also to increasing the number of school counselors in a school, district or state to meet the recommended student-to-counselor ratio. Some schools are trying to increase student access to college counseling by hiring counselors who are only responsible for helping the students complete college admission paperwork in high school. By not providing students with college counseling in middle school, students may be limited in their access to an academic trajectory necessary to attend the college of their choice. For example, if a student does not take Algebra I by

2.1a

National Student-to-Counselor Ratio, 1998–2009

Source: NCES Common Core of Data, State Nonfiscal Survey of Public Elementary/Secondary Education, 1998–2009



eighth grade, he or she will not have access to a calculus course in high school, which is desired by many colleges for students who want to major in science, technology, engineering or mathematics fields.

Where are we now? On average, each counselor in the United States is responsible for 457 students (Figure 2.1a). This is the lowest student-to-counselor ratio for the nation since 1997. This is nearly two times the recommended ratio from the American School Counselor Association of 250:1.¹⁹ Wyoming, Vermont, New Hampshire, Mississippi and Louisiana have less than the recommended ratio (Figure 2.1b). California, Minnesota, Arizona, Utah and Illinois are among the states with the highest student-to-counselor ratios.

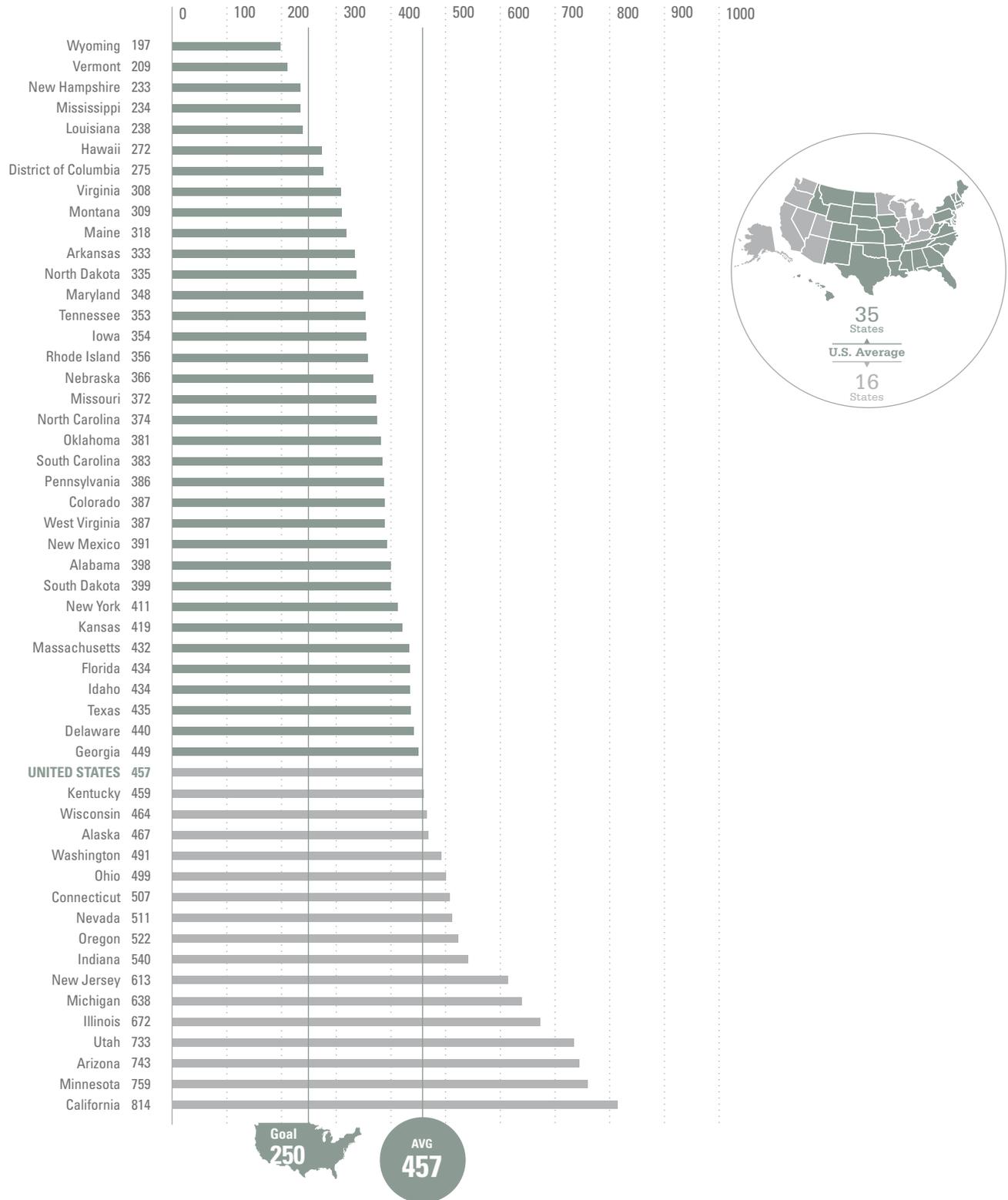
The average student-to-college-counselor ratio trend decreases between 2005 and 2007 (Figure 2.1c). Since 2007, the student-to-college-counselor ratio remains relatively stable at 320:1. The trend for public schools is somewhat different from the trend for private schools. The public school student-to-college-counselor ratio trend decreases from 383:1 in 2005 to 325:1 in 2009. The student-to-college-counselor ratio trend for private schools fluctuates between 214:1 and 300:1. The student-to-college-counselor ratio trend for private schools slightly decreases between 2007 and 2008, but the latest ratio increases toward the higher end of the spectrum, 283:1.

19. American School Counselor Association, Student-to-counselor ratios. Retrieved March 5, 2010, from the ASCA website: <http://www.schoolcounselor.org/content.asp?contentid=460>

2.1b

Student-to-Counselor Ratio by State Rank, 2009

Source: NCES Common Core of Data, State Nonfiscal Survey of Public Elementary/Secondary Education, 2009



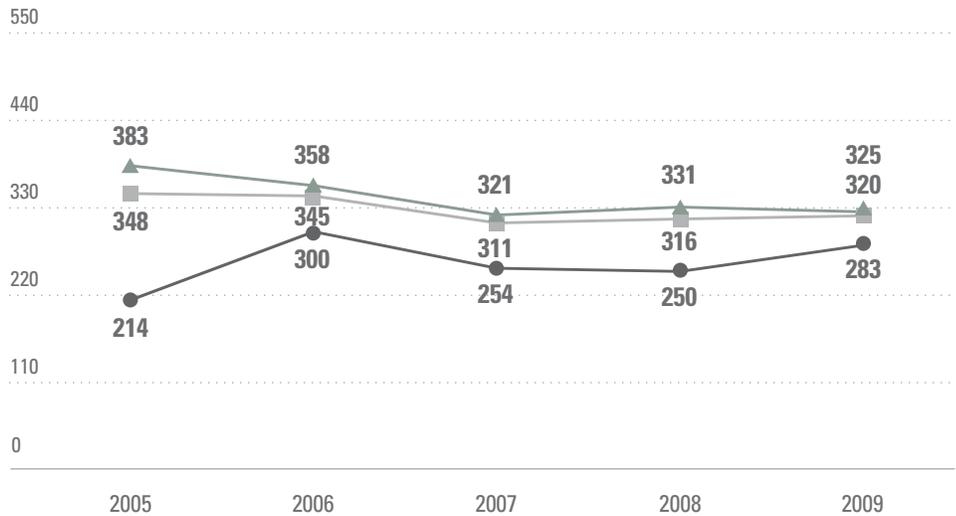
2.1c

National Student-to-College-Counselor Ratio by School Type, 2005–2009

Source: NACAC State of College Admission, 2006–2010

New figure +

▲ Public
● Private
■ Total



When interpreting this measure, what should be kept in mind?

The student-to-counselor ratio data include all school counselors and do not identify how much time, if any, they spend providing college counseling to students. It is important that all students receive college and career counseling early, particularly by middle school. Middle school is a critical point at which they must begin taking the necessary academic trajectory to prepare for college. School and college counselors are essential to students because the counselors improve student access to information about college and career options.

The student-to-college-counseling ratio is based on both the number of counselors who solely provide college counseling services and those who provide college counseling services among other services, thus it overestimates the focus on college counseling. The data for the student-to-college-counselor ratio are from an annual survey by the National Association for College Admission Counseling (NACAC). As with data from any survey, responses are requested from a sample of the population, and of those from whom responses are solicited, only a small percentage respond to the request. The sample for the 2009 NACAC Counseling Trends Survey is somewhat unique in that private, nonparochial schools are overrepresented and private, parochial schools are underrepresented.

70.6%

As of 2009, 36 states have a statewide comprehensive school counseling program.

▲ 7.8ppts 2008–2009

Statewide Comprehensive School Counseling Programs

What is this measure, and why is this measure important? This measure is the percentage of states whose pre-K–12 schools offer a statewide comprehensive school counseling program. A comprehensive school counseling program is one in which a plan or framework is in place that provides a structured program and guidelines for school counselors such that counselors are able to work with all students on career, academic and personal/social development. Monitoring the existence of such programs is important in order to understand how many states encourage school counselors to provide support, encouragement and guidance to students, particularly in helping students prepare for and succeed in college.

What are the policy issues associated with this measure? While most states have a comprehensive school counseling program, many school counselors are often assigned to complete auxiliary tasks. The American School Counselor Association (ASCA) recommends appropriate and inappropriate work activities for school counselors.²⁰ Some appropriate activities include academic planning, interpretation of achievement tests, and advocating for students at individual education plan meetings. Some inappropriate activities for counselors include registration and scheduling of all new students, performing of disciplinary actions, clerical record keeping and teaching classes when teachers are absent. State policies should make an effort to remind and encourage teachers, school administrators and other school officials to allow school counselors the opportunity to participate in appropriate activities as suggested by ASCA and to implement the national model of comprehensive school counseling.²¹ State policies should also make an effort to move toward the development of a measure and collection of data that will determine the level of implementation of the comprehensive school counseling programs in the state.

Where are we now? As of 2009, 36 states (70.6 percent) have a statewide comprehensive school counseling program (Figure 2.2). The District of Columbia and 14 states (29.4 percent) do not have a comprehensive school counseling program.

20. American School Counselor Association, "Appropriate and inappropriate activities for school counselors," Retrieved from American School Counselor Association website on Feb. 2, 2010: <http://www.schoolcounselor.org/files/appropriate.pdf>, 2008, 1.

21. American School Counselor Association, ASCA National Model. Retrieved March 5, 2010, from ASCA website: <http://www.ascanationalmodel.org/>

When interpreting this measure, what should be kept in mind?

Currently, no rigorous data are regularly available for the percentage of students who have access to college counseling in middle and high school. Although estimates for the student-to-counselor ratio are available, these estimates do not take into account the myriad functions filled by contemporary school counselors in addition to college counseling. Disciplinary issues, scheduling and other guidance issues tend to crowd the schedule for the nation’s middle and high school counselors, leaving little time to implement the ASCA national model. Policymakers and educators must discuss ways to create a measure that can gauge the degree to which students have access to high-quality college counselors. Further, it is believed that more data must be collected on the interactions between counselors and students.

2.2

States with Comprehensive School Counseling Programs

Source: American School Counselor Association, 2011

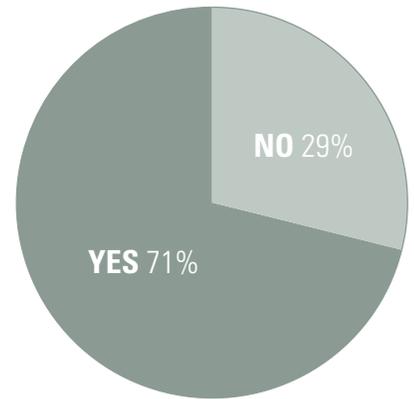
YES

- Alabama
- Alaska
- Arizona
- Arkansas
- Connecticut
- Delaware
- Florida
- Georgia
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Louisiana
- Maine
- Massachusetts
- Michigan
- Missouri

- Montana
- Nebraska
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- Oklahoma
- Oregon
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Virginia
- West Virginia
- Wisconsin

NO

- California
- Colorado
- District of Columbia
- Hawaii
- Kentucky
- Maryland
- Minnesota
- Mississippi
- Nevada
- North Dakota
- Ohio
- Pennsylvania
- Vermont
- Washington
- Wyoming



31.2%

As of 2009, 31.2 percent of secondary schools require counselors to participate in professional development.

▼ **8.7ppts** 2008–2009

32.2%

As of 2009, 32.2 percent of secondary schools cover all professional development costs.

▼ **2.8ppts** 2008–2009

Professional Development for Secondary School Counselors

What is this measure, and why is this measure important? The continued development or education of employees is a common practice across many professions. Professional development is critical to a counselor's ability to provide students with current and complete access to resources for preparing for college. This indicator measures the percentage of secondary schools that require their counselors to participate in professional development. The measure also gives the percentage of schools that cover all of the costs associated with the required professional development.

What are the policy issues associated with this measure?

Although schools, districts and states require counselors to participate in professional development, many of them do not provide the necessary funding to enroll in courses. Policymakers should ensure that budget appropriations are adequate to support the cost of the required professional development for all counselors, such that counselors are not making choices related to professional development based on convenience as opposed to quality/content. Support for school counselors to attend professional development activities related to college counseling may increase the potential for counselors to provide students with the most current and useful information about college.

Where are we now? As of 2009, 31.2 percent of secondary schools require school counselors to participate in professional development (Figure 2.3a). This is a substantial drop from 45.1 percent in 2006. A higher percentage of private schools (50.6 percent) than public schools (28.5 percent) require counselors to participate in professional development. The trend decreases from 41.0 percent in 2006 to 28.5 percent in 2009 for the percentage of public schools that require counselors to participate in professional development. The trend varies more over time for the percentage of private schools that require counselors to participate in professional development.

The trend decreases from 50.5 percent in 2006 to 32.2 percent in 2009 for the percentage of schools that cover all costs associated with professional development (Figure 2.3b). This decreasing trend is also true for the percentage of public and private schools that cover all costs associated with professional development. However, a higher percentage of private schools provide their counselors with support for professional development. The range in the percentage of schools that support counselor professional development is between 67.2 percent and 79.4 percent.

When interpreting this measure, what should be kept in mind?

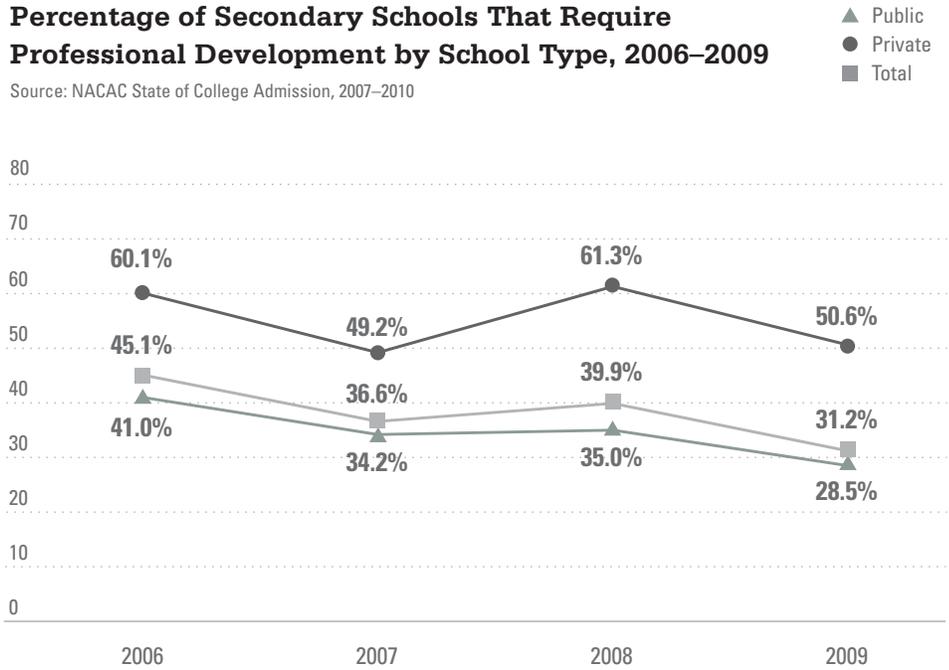
Another important aspect of professional development is maintaining fidelity when implementing ideas, services and products by the trainees. Currently, the nation lacks a measure to assess the effectiveness of professional development for school counselors; an understanding of the variety, or lack thereof, of professional development opportunities for counselors; and an understanding

of the percentage of counselor professional development that is specific to college counseling. It is unknown whether the common practices of a school counselor change after participating in professional development related to career and college readiness counseling. This indicator does not eliminate the gap in the data; however, it will indirectly provide information about the level of importance placed on professional development by schools, districts and states.

2.3a

Percentage of Secondary Schools That Require Professional Development by School Type, 2006–2009

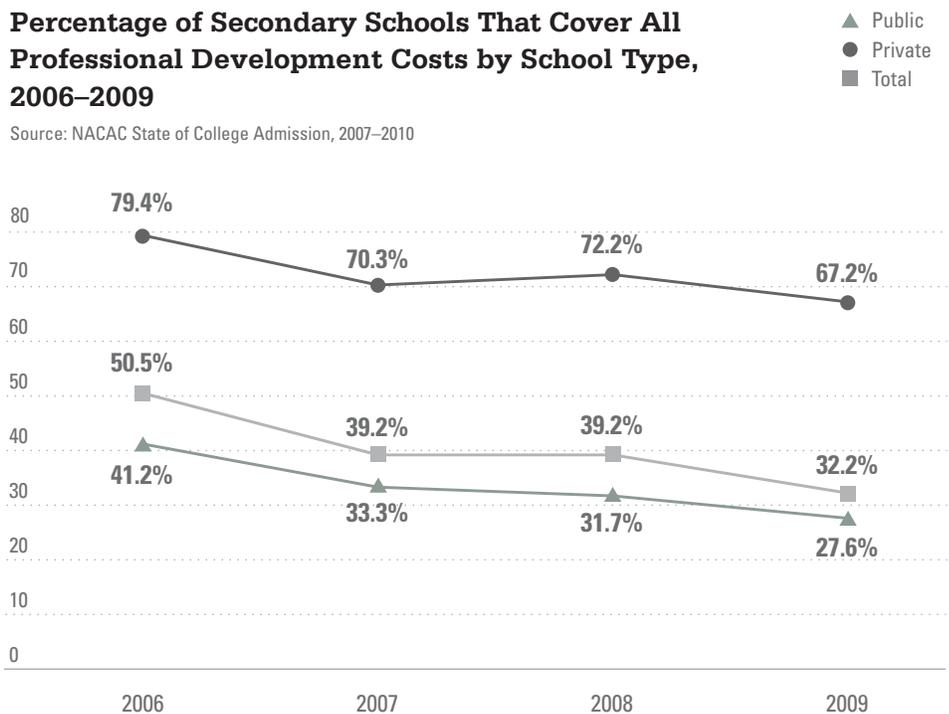
Source: NACAC State of College Admission, 2007–2010



2.3b

Percentage of Secondary Schools That Cover All Professional Development Costs by School Type, 2006–2009

Source: NACAC State of College Admission, 2007–2010



26.0%

As of 2009, counselors spend 26.0 percent of their time on postsecondary admission counseling.

▼ **2.8ppts** 2008–2009

Percentage of Counselors' Time Spent on Tasks

What is this measure, and why is this measure important? The day-to-day role and responsibilities of the school counselor can vary from building to building. This measure presents the average percentage of time spent on various tasks. The measure seeks to raise awareness of the roles and responsibilities of school counselors and, in particular, how often the counselors are engaged in postsecondary admission counseling. It is important to monitor the amount of time spent on postsecondary education to ensure that students are receiving the information, services and support they need to gain access to college.

What are the policy issues associated with this measure?

When administrators gain a thorough understanding of the most appropriate roles and responsibilities,²² they will be able to advocate for the tools necessary for school counselors to fulfill their duties. Policymakers are encouraged to use this measure in combination with the others presented in this recommendation to ensure that there are no conflicting policies that will prevent school counselors from working to the best of their ability.

Where are we now? The national trend is decreasing from 38.8 percent in 2006 to 26.0 percent in 2009 for the percentage of school counselors' time spent on postsecondary admission counseling (Figure 2.4a). The public school trend is decreasing from 28.0 percent to 22.3 percent for the percentage of school counselors' time spent on postsecondary admission counseling. The private school trend is decreasing from 60.8 percent to 53.6 percent for counselors' time spent on postsecondary admission counseling. The nature of the public and private school counselor's roles differ tremendously. For example, while many public school survey respondents are general school counselors, many of the private school survey respondents are specifically college counselors.

School counselors spend their time providing postsecondary admission counseling (26.0 percent), scheduling high school courses (23.7 percent), providing personal needs counseling (19.5 percent) and administering various levels of academic testing (14.0 percent; Figure 2.4b). School counselors from public schools are similar to the general population; they spend their time scheduling high school courses (25.1 percent), providing postsecondary admission counseling (22.3 percent), providing personal needs counseling (20.5 percent) and administering various levels of academic testing (14.7 percent). School counselors in private schools focus on providing postsecondary admission counseling (53.6 percent). The next largest categories for private school counselors are scheduling high school courses (12.8 percent) and providing personal needs counseling (11.5 percent).

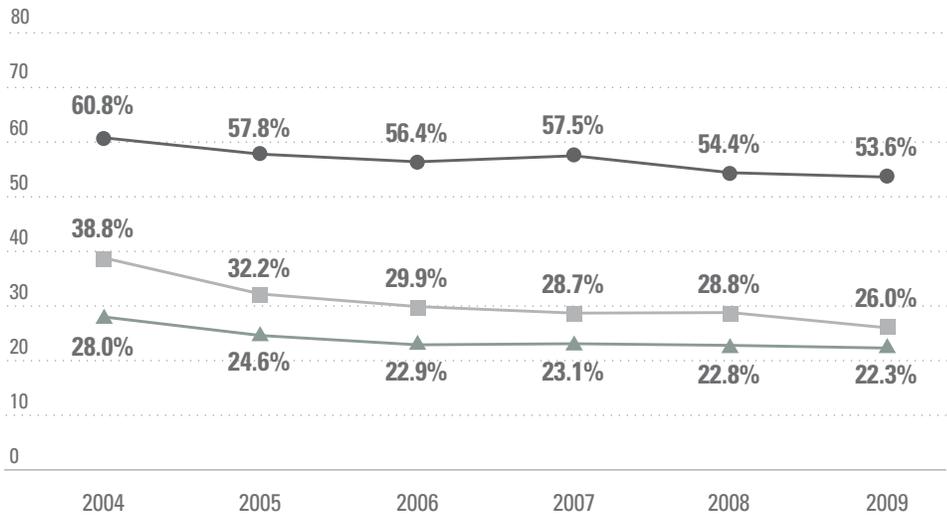
22. American School Counselor Association, "Appropriate and inappropriate activities for school counselors," Retrieved from American School Counselor Association website on Feb. 2, 2010: <http://www.schoolcounselor.org/files/appropriate.pdf>, 2008.

2.4a

Percentage of Counselors' Time Spent on Postsecondary Admission Counseling by School Type, 2004–2009

Source: NACAC State of College Admission, 2005–2010

▲ Public
● Private
■ Total

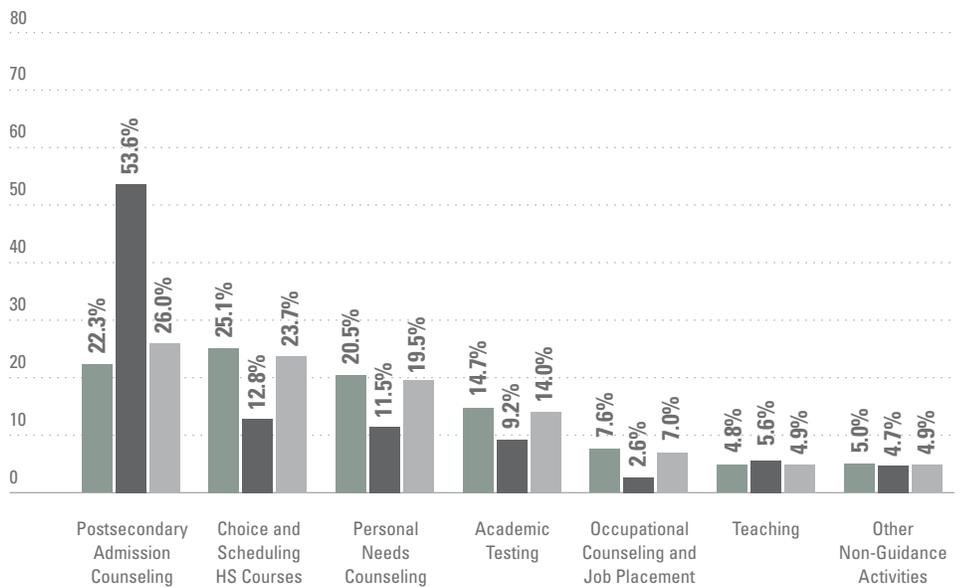


2.4b

Percentage of Counselors' Time Spent on Tasks by School Type, 2009

Source: NACAC State of College Admission, 2010

■ Public
■ Private
■ Total



When interpreting this measure, what should be kept in mind?

The percentage of time a school counselor spends on one task can vary depending on the grade levels assigned to the school counselor. This measure looks primarily at secondary school counselors; it does not account for the role of the elementary school counselor. Caution should also be taken when interpreting this measure because it is not all inclusive of every task a school counselor must undertake. This measure reports the most common tasks for school counselors. The American School Counselor Association highlights all of the tasks in which a school counselor should be competent.²³ ASCA recommends counselors address the educational, vocational and personal/ social development of students. When counselors spend more time on college counseling, there is less time to meet the demands of the other areas recommended by ASCA.

Eight Components of College and Career Readiness Counseling

What is this measure, and why is this measure important?

*Eight Components of College and Career Readiness Counseling*²⁴ is a comprehensive, systematic counseling approach for students in K–12 schools. The approach as described in this measure is especially important for traditionally underrepresented students because it provides them with access to information and resources to help prepare for college opportunity and success.

What are the policy issues associated with this measure? There are other highly structured programs offering college counseling services to students that are supported by institutions of higher education and state and federal governments. Some of the programs include the following: Mathematics, Engineering, Science Achievement (MESA); AVID; Upward Bound; “I Have A Dream”; Puente; College Summit; GEAR UP; and other local programs. The above-mentioned programs target specific groups of students and are attractive to students when states, districts and schools are experiencing budget cuts, which often lead to the elimination of a school counselor position. When counseling positions are eliminated in schools, it is more difficult for the remaining counselors to implement the eight components and prepare students for college and career success.

Where are we now? The *Eight Components of College and Career Readiness Counseling*, released in April 2010 at the annual conference of the National Office for Student Counselor Advocacy, should be applied by counselors in

23. American School Counselor Association, “School Counselor Competencies.” Retrieved on Feb. 2, 2010, from the ASCA website: <http://www.schoolcounselor.org/files/SCCompetencies.pdf>

24. *Eight Components of College and Career Readiness Counseling*. Retrieved June 1, 2011, from http://advocacy.collegeboard.org/sites/default/files/10b_2217_EightComponents_WEB_100625.pdf

elementary, middle and high schools across the nation in developmentally appropriate formats. The eight components are:

1. **College Aspirations** — Increase student awareness to inspire them to attend college;
2. **Academic Planning for College and Career Readiness** — Help students plan and prepare for rigorous K–12 course work that will prepare them for college;
3. **Enrichment and Extracurricular Engagement** — Encourage students to participate in activities to build their character and increase student engagement;
4. **College and Career Exploration and Selection Processes** — Expose students to a variety of colleges and careers;
5. **College and Career Assessments** — Promote student preparation and participation in college and career assessments;
6. **College Affordability Planning** — Provide resources to help students find funding for college;
7. **College and Career Admission Processes** — Provide students with information about college application requirements and deadlines for completion; and
8. **Transition from High School Graduation to College Enrollment** — Provide support for students to help them complete the final steps for enrollment in college after high school graduation.

When interpreting this measure, what should be kept in mind?

This indicator requires counselors to implement models that are equitable for the students they serve. This means the method of implementation may vary from student to student and from school to school. There are no measures to evaluate the efficacy of the components of college and career counseling. An examination of the efficacy of the components will allow counselors to demonstrate a need for their skills in a school building, thus reducing the possibility of losing their jobs.

In addition, policymakers and counselors should be aware that the components in this indicator are not the only approaches for creating a college-going culture. For example, Tierney and Hagedorn wrote a guide for improving college preparation programs.²⁵ The guide describes a college preparation model and nine strategies for improving program effectiveness. The University of California provides ideas about how to create a college-going culture; many of the ideas are specific to California schools, but the concepts related to creating a college-going culture may be applied in various settings.²⁶ In addition, Tierney, Corwin and Colyar edited a book that describes nine elements of effective outreach with the intent of preparing students for college.²⁷ Schools, districts and/or states should work to find the best approach for their students.

25. Tierney, W., and Hagedorn, L. (2002). *Making the Grade in College Prep*. Retrieved June 2, 2011, from <http://www.usc.edu/dept/cheпа/pdf/makinggrade.pdf>

26. University of California Los Angeles. *Advancing College-Going: What Is a College-Going Culture?* Retrieved June 2, 2011, from http://collegetools.berkeley.edu/resources.php?cat_id=6

27. Tierney, W., Corwin, Z., and Colyar, J. (2005). *Preparing for College* (Albany: State University of New York Press).

Three

Implement the best research-based dropout prevention programs

WE RECOMMEND that states and local educational agencies adopt targeted interventions (starting in elementary and middle schools) focused on early warning signs of students in danger of dropping out in order to identify such students and put an “educational safety net” under them.

Measuring and understanding the numerous factors associated with dropping out of school is daunting, and finding solutions to this problem is just as challenging. The commission suggests that educators pay close attention to the early warning signs of dropping out and that state and local educators take the lead in implementing dropout prevention programs.

To develop an effective dropout prevention program, it is important to study the trends and patterns of students who drop out of school in this country. Specifically, it is important to know whether the dropout rate is increasing or decreasing and which students are most likely to drop out of high school.

The following indicators can aid legislators in understanding these questions:

- Graduation rates of public high school students;
- National status dropout rates — excluding institutional populations;
- National status dropout rates — including institutional populations; and
- National event dropout rates.

Understanding the Difference: Status Versus Event Dropout

The status rates show the percentage of the population in a given age range who have not finished high school or are not enrolled in school at a given point in time. In contrast, the event dropout rates reflect the percentage of students who drop out of grades nine through 12 within a single year without completing high school. Status dropout rates are generally higher than event rates, since they reflect the number of students in a given age range who have dropped out of school over a number of years, rather than in a one-year snapshot. For example, the status dropout rate (excluding institutionalized persons) was 8.0 percent in 2008, while the national event dropout rate in grades nine through 12 for 2008 was 4.1 percent.

General Findings for This Recommendation

- As of 2008, 74.9 percent of students who enter public high school as freshmen graduate within four years.
- As of 2008, 61.5 percent of African American students who enter public high school as freshmen graduate with a high school diploma.
- As of 2008, 63.5 percent of Hispanic students who enter public high school as freshmen graduate with a high school diploma.
- As of 2008, 64.2 percent of Native American students who enter public high school as freshmen graduate with a high school diploma.
- As of 2008, 91.4 percent of Asian students who enter public high school as freshmen graduate with a high school diploma.
- As of 2010, 25 states require exit examinations for students to earn a high school diploma.
- As of 2010, 10 states use end-of-course examinations as the exit exam to earn a high school diploma.
- As of 2010, seven states allow credit for exit examinations taken in other states to earn a high school diploma.
- As of 2010, 12 states have substitute exit examination assessments to allow students to earn a high school diploma.
- As of 2010, nine states have an alternative diploma or certificate that students can earn in the place of a high school diploma.
- As of 2008, status dropouts account for 8.0 percent of the 37.6 million noninstitutionalized civilians ages 16 to 24 living in the nation.
- As of 2008, the noninstitutional status dropout rate of American Indians or Alaska Natives is 14.6 percent.
- As of 2008, the noninstitutional status dropout rate of Hispanics is 18.3 percent.
- As of 2008, the status dropout rate is 9.1 percent for 16- to 24-year-olds (including institutional populations).²⁸
- As of 2008, the status dropout rate for Hispanics is 19.0 percent (including institutional populations).
- As of 2008, the status dropout rate for American Indians or Alaska Natives is 16.3 percent (including institutional populations).
- As of 2008, the status dropout rate for African Americans is 10.4 percent (including institutional populations).
- As of 2008, the status dropout rate for Asians is 3.2 percent (including institutional populations).

28. The status dropout rate represents the percentage of 16- through 24-year-olds who are not enrolled in school and have not earned a high school credential.

- As of 2008, the status dropout rate for whites is 6.2 percent (including institutional populations).
- As of 2008, the national event dropout rate is 4.1 percent for public high school students in grades nine through 12.²⁹
- As of 2010, 19 states have a legal age of 16 for students to legally drop out of school.
- As of 2010, 11 states have a legal age of 17 for students to legally drop out of school.
- As of 2010, 21 states have a legal age of 18 for students to legally drop out of school.
- As of 2008, the event dropout rate for African Americans is 6.7 percent.
- As of 2008, the event dropout rate for American Indians or Alaska Natives is 7.3 percent.
- As of 2008, the event dropout rate for Asian or Pacific Islanders is 2.4 percent.
- As of 2008, the event dropout rate for Hispanics is 6.0 percent.
- As of 2008, the event dropout rate for whites is 2.0 percent.

29. The event dropout rate represents the proportion of public high schools students who drop out of grades nine through 12 in a 12-month period.

74.9%

As of 2008, 74.9 percent of students who enter public high school as freshmen earn a high school diploma within four years.

▲ **1.5ppts** 2007–2008

61.5%

As of 2008, 61.5 percent of African American students who enter public high school as freshmen graduate with a high school diploma.

▲ **1.2ppts** 2007–2008

63.5%

As of 2008, 63.5 percent of Hispanic students who enter public high school as freshmen graduate with a high school diploma.

▲ **1.2ppts** 2007–2008

Graduation Rates of Public High School Students

What is this measure, and why is this measure important? This measures the percentage of students who enter public high school as freshmen and graduate with a diploma in four years. The measure is important in assessing whether students are completing high school within four years. Graduation rates of public high school students also show whether adequate supports are in place to graduate students.

This indicator also provides the states that require exit examinations, states that use end-of-course tests as the exit examinations, states that allow reciprocity with other states' exit examinations, states that allow substitute assessments to count for exit examinations, and states that allow graduates to obtain alternative credentials or diplomas. These measures are important for allowing the reader to understand the differences in policies that exist among states that can directly affect the graduation rates of students.

What are the policy issues associated with this measure? In order to understand the dropout problem, it is important to know the percentage of students who enter high school as freshmen and graduate on time with a diploma. This will help policymakers gauge the success of high schools in getting students from the beginning of freshman year to the end of senior year in a timely manner. Reducing the dropout rate and increasing the graduation rate in each state will ensure that students will be eligible for postsecondary options in higher education and in the workforce.

While not all states require exit examinations, many states do provide these exams. However, the implementation of exit examinations and the accompanying policies associated with exit examinations vary significantly by state. While exit examinations can inhibit students from graduating, some states accompany these exit exams with other policies that provide opportunities for students to show competency and obtain a high school diploma. However, other states allow exit exams to serve as the sole determinant of graduation without accompanying policies that allow students who fail these exams to earn diplomas.

Where are we now? As of 2008, 74.9 percent of all students in the United States who enter public high school as freshmen graduate on time (Figure 3.1a). The national graduation rate is relatively stable since 2003, peaking at 75.0 percent in 2004.

Despite the slight gain in the overall graduation rate, the racial gaps in graduation rates remain strikingly large (Figure 3.1b). With African American, Hispanic, and American Indian or Alaska Native students from the class of 2008 graduating at rates of no more than 64.2 percent, a gap of as much

64.2%

As of 2008, 64.2 percent of Native American students who enter public high school as freshmen graduate with a high school diploma.

▲ 2.9ppts 2007–2008

91.4%

As of 2008, 91.4 percent of Asian students who enter public high school as freshmen graduate with a high school diploma.

◀▶ 2007–2008

49.0%

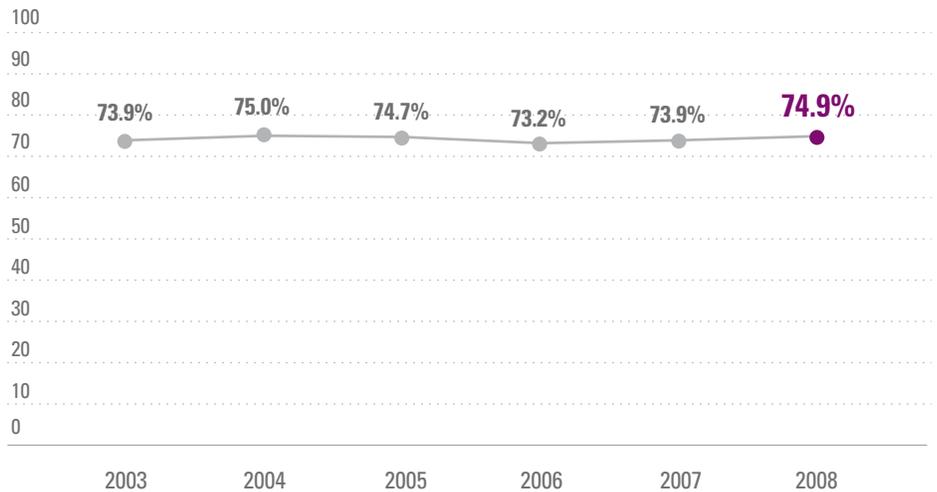
As of 2010, 25 states require exit examinations for students to earn a high school diploma.

3.1a

National Average Graduation Rates for Public High School Students, 2003–2008

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08, 2010*

Note: This is based on the percentage of public high school students who enter school as freshmen and graduate in four years.



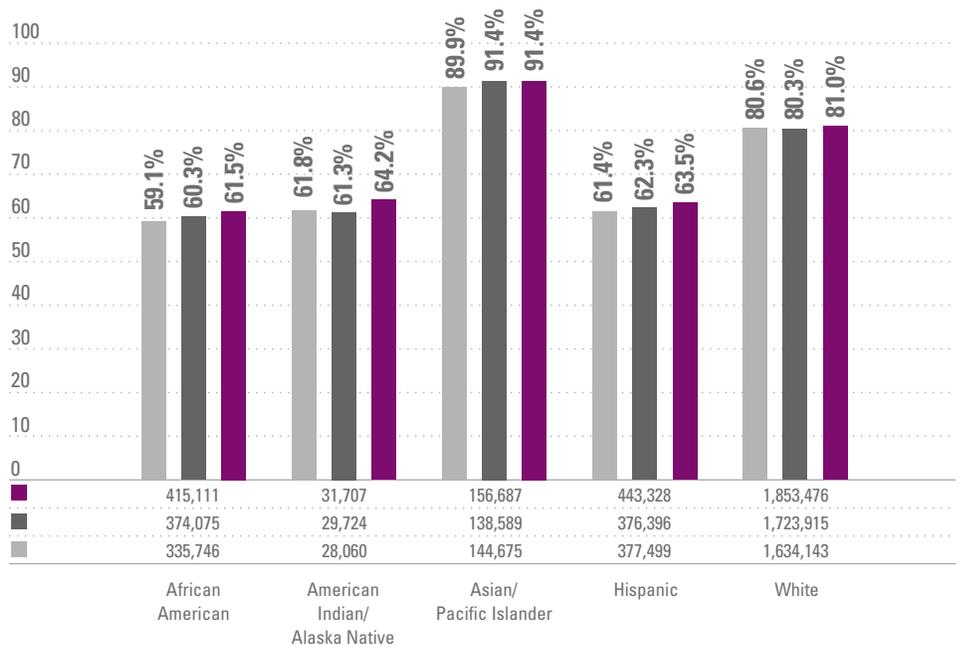
3.1b

New indicator for 2011 +

National Average Graduation Rates for Public High School Students by Race/Ethnicity, 2006–2008

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data, 2008–2010*

Note: (1) This is based on the percentage of public high school students who enter school as freshmen and graduate in four years. (2) Race categories exclude Hispanic origin unless specified.

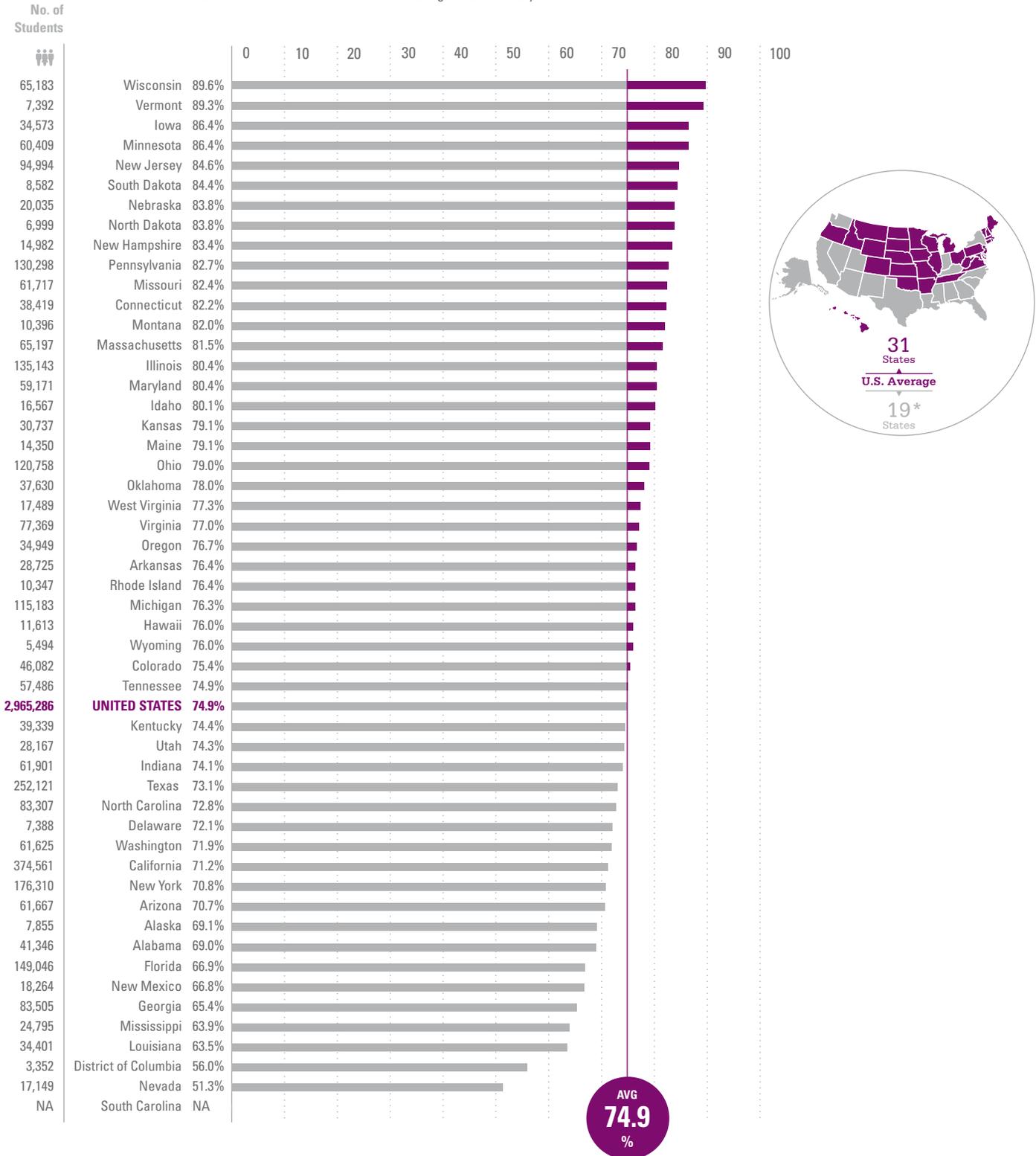


3.1c

Average Graduation Rates for Public High School Students by State Rank, 2008

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08, 2010*

Note: (1) NA is not available. State or jurisdiction did not report diploma count. (2) Maine reported 1,161 diplomas that were awarded to students attending private high schools who received a majority of their funding from public sources. These 1,161 diplomas were included in Maine and the Reporting States counts but were not included in the graduation rate calculations for the state and for the reporting states total. The diploma counts used to calculate the graduation rates for Maine and for the United States were 13,189 and 2,964,125, respectively. (3) This is based on the percentage of public high school students who enter school as freshmen and graduate in four years.



* Indicator data not available for all states.

19.6%

As of 2010, 10 states use end-of-course examinations as the exit exam to earn a high school diploma.

13.7%

As of 2010, 7 states allow credit for exit examinations taken in other states to earn a high school diploma.

as 29 percentage points divide these historically underserved students of color/underrepresented populations from their Asian/Pacific Islander peers. The gap between the underserved students and their white peers is 16.8 percentage points.

When disaggregated by state, the average freshman graduation rate for public high school students ranges from 51.3 percent in Nevada to 89.6 percent in Wisconsin (Figure 3.1c). When placed in rank order, the states with the highest graduation rates are Wisconsin, Vermont, Iowa, Minnesota and New Jersey. The states with the lowest graduation rates are Nevada, the District of Columbia, Louisiana, Mississippi and Georgia.

The average freshman graduation rate for Asian American or Pacific Islander public high school students ranges from 73.5 percent in Utah to 100.0 percent in 12 states (Figure 3.1d). When placed in rank order, the states with the highest graduation rates for Asian American or Pacific Islander students are Arkansas, Illinois, Indiana, Kentucky, Maryland, Missouri, Montana, New Jersey, New Mexico, Oklahoma, Pennsylvania and West Virginia (Figure 3.1d). The states with the lowest graduation rates for these students are Utah, Rhode Island, the District of Columbia, Alaska and Hawaii.

The average freshman graduation rate for American Indian or Alaska Native public high school students ranges from 38.5 percent in Wyoming to 100.0 percent in the District of Columbia and New Jersey (Figure 3.1e). When placed in rank order, the states with the highest graduation rates for American Indian or Alaska Native students are the District of Columbia, New Jersey, Illinois, Missouri and Arkansas (Figure 3.1e). The states with the lowest graduation rates for these students are Wyoming, North Dakota, Washington, Kentucky and South Dakota.

The average freshman graduation rate for African American public high school students ranges from 51.8 percent in Alaska to 100.0 percent in New Hampshire (Figure 3.1f). When placed in rank order, the states with the highest graduation rates for African American students are New Hampshire, North Dakota, Vermont, South Dakota and Idaho (Figure 3.1f). The states with the lowest graduation rates for these students are Alaska, Indiana, Louisiana, Utah and New York.

The average freshman graduation rate for Hispanic public high school students ranges from 48.1 percent in New Hampshire to 100.0 percent in Vermont (Figure 3.1g). When placed in rank order, the states with the highest graduation rates for Hispanic students are Vermont, Alaska, West Virginia, Missouri and Arkansas. The states with the lowest graduation rates for these students are New Hampshire, Utah, New York, the District of Columbia and Georgia.

The average freshman graduation rate for white public high school students ranges from 67.0 percent in Mississippi to 94.0 percent in Wisconsin (Figure 3.1h). When placed in rank order, the states with the highest graduation rates for white students are Wisconsin, Minnesota, District of Columbia, Nebraska and New Jersey (Figure 3.1h). The states with the lowest graduation rates are Mississippi, Florida, Alaska, Georgia and Louisiana.

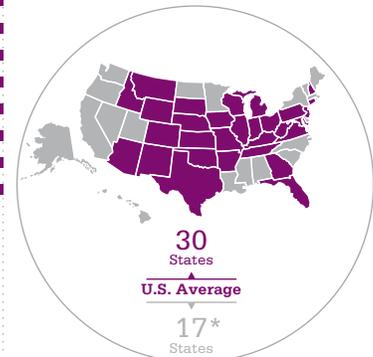
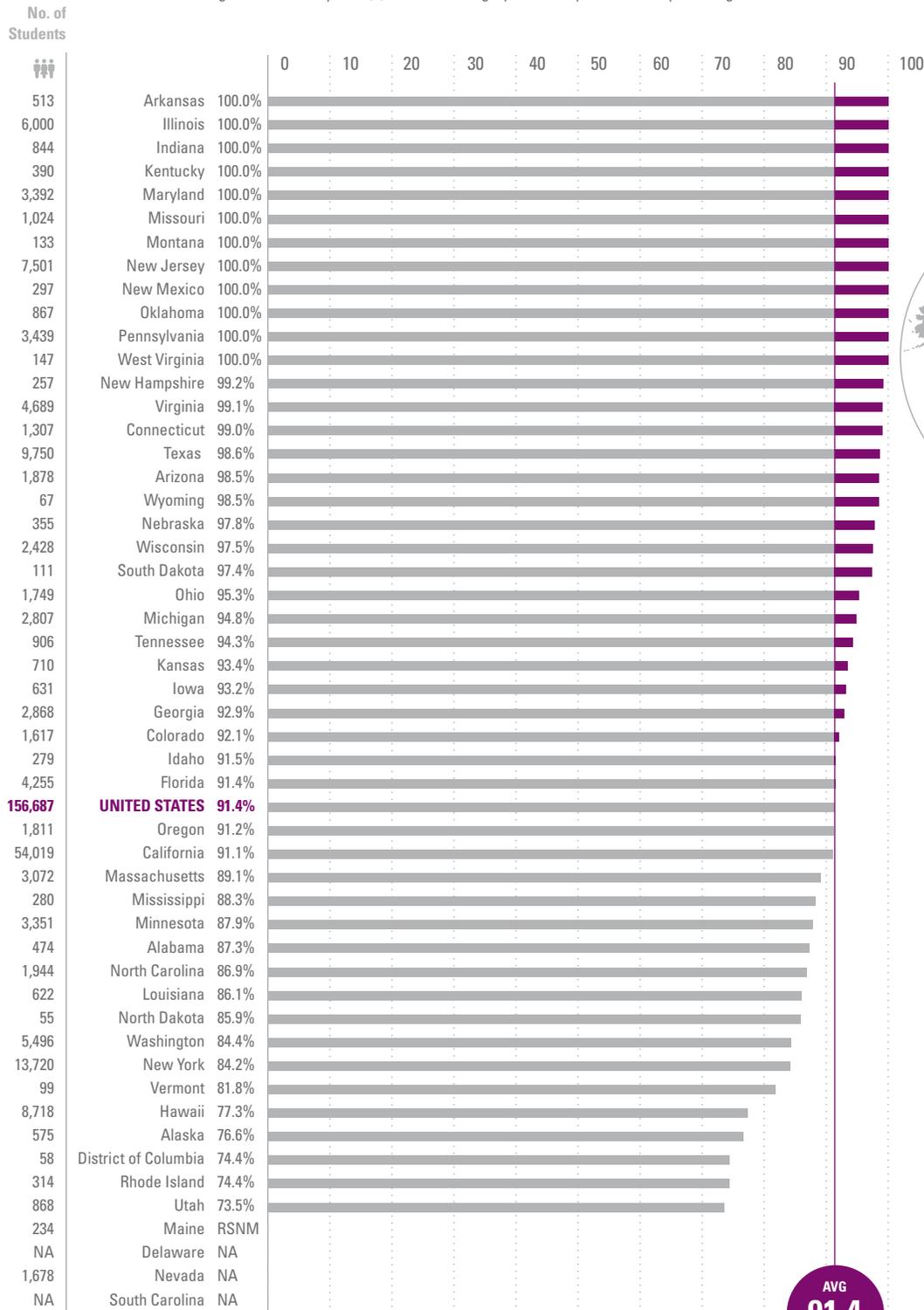
3.1d

Average Graduation Rates for Asian American or Pacific Islander Public High School Students by State Rank, 2008

New figure +

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08, 2010*

Note: (1) NA is not available. State or jurisdiction did not report diploma count by race/ethnicity. Nevada did not report membership data needed to calculate the graduation rate by race/ethnicity. (2) RSNM is Reporting standards not met. Maine reported 1,161 diplomas that were awarded to students attending private high schools who received a majority of their funding from public sources. Because the racial/ethnic breakdown of these students was not known, and because these students were not reported on Maine's state-level reporting in the past, the graduation rate was not calculated by race/ethnicity, nor were Maine's data included among the United States total. (3) This is based on the percentage of public high school students who enter school as freshmen and graduate in four years. (4) This race category excludes persons of Hispanic origin.



AVG
91.4
%

* Indicator data not available for all states.

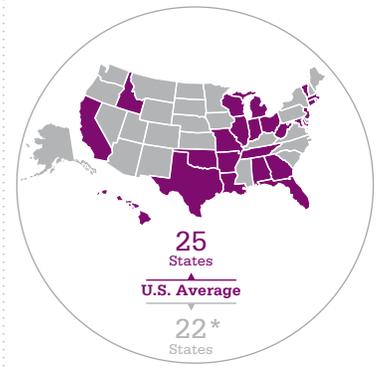
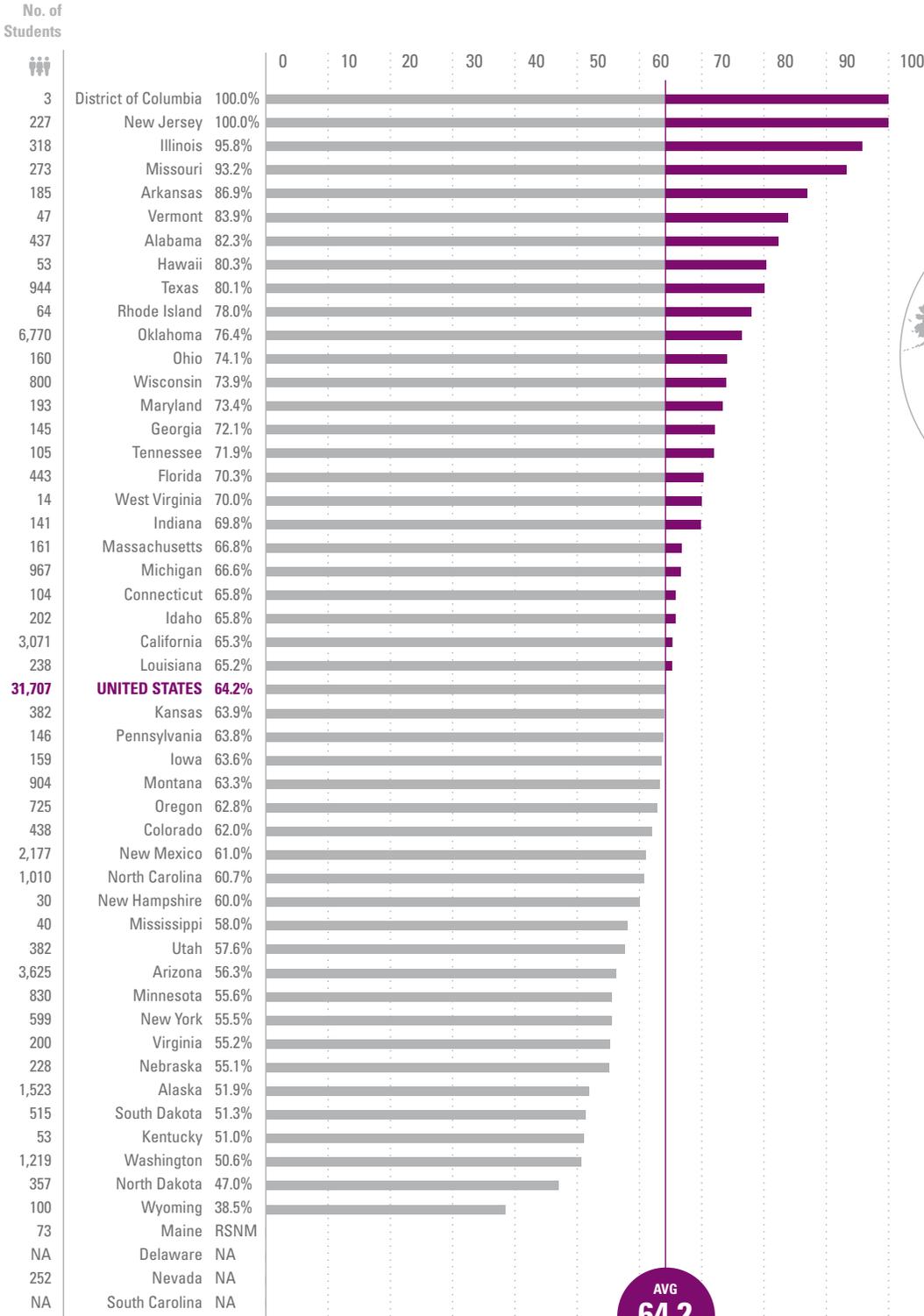
3.1e

Average Graduation Rates for American Indian or Alaska Native Public High School Students by State Rank, 2008

New figure +

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08, 2010*

Note: (1) NA is not available. State or jurisdiction did not report diploma count by race/ethnicity. Nevada did not report membership data needed to calculate the graduation rate by race/ethnicity. (2) Note: RSNM is Reporting standards not met. Maine reported 1,161 diplomas that were awarded to students attending private high schools who received a majority of their funding from public sources. Because the racial/ethnic breakdown of these students was not known, and because these students were not reported on Maine's state-level reporting in the past, the graduation rate was not calculated by race/ethnicity, nor were Maine's data included among the United States total. (3) This is based on the percentage of public high school students who enter school as freshmen and graduate in four years. (4) This race category excludes persons of Hispanic origin.



AVG
64.2
%

* Indicator data not available for all states.

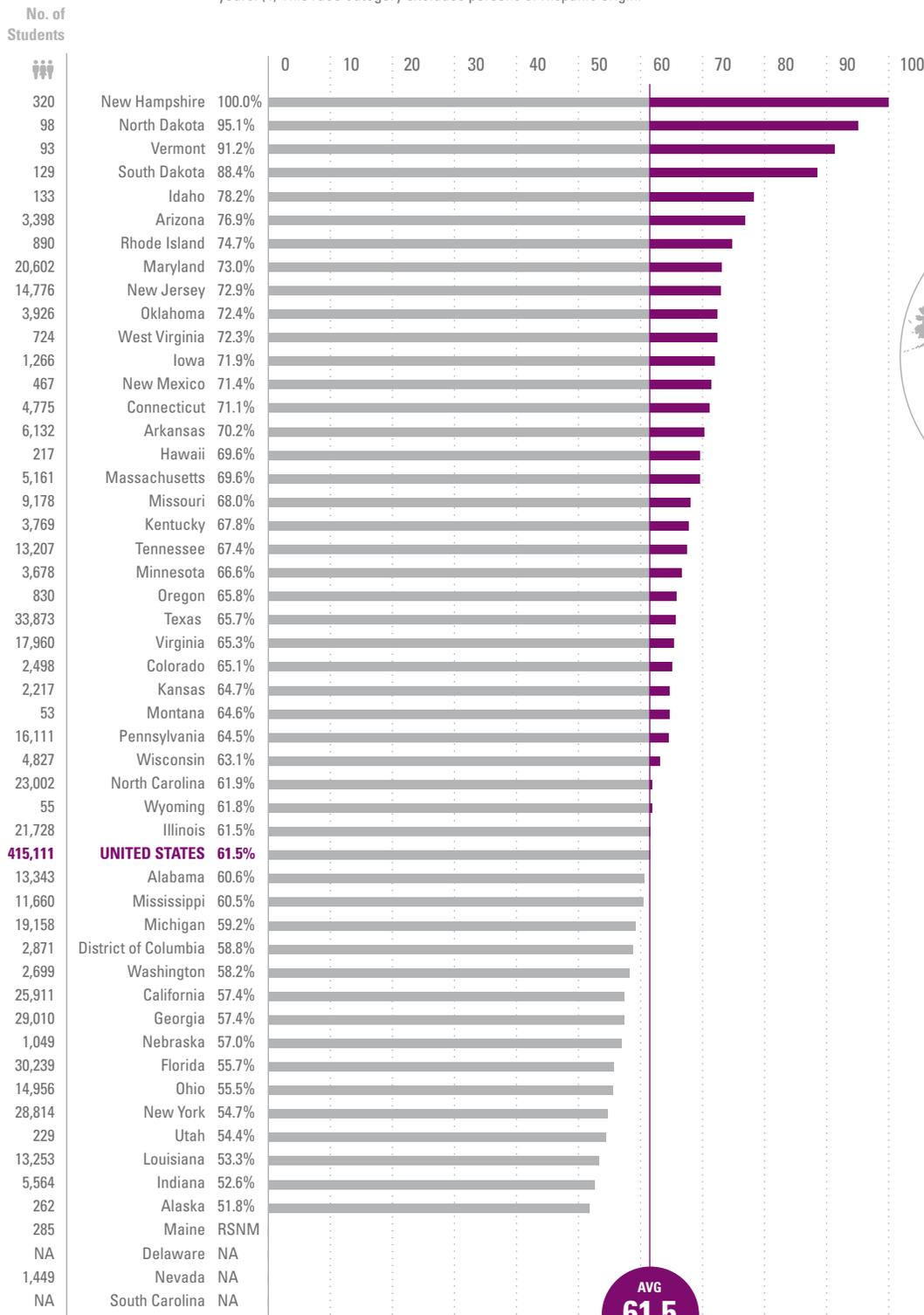
3.1f

Average Graduation Rates for African American Public High School Students by State Rank, 2008

New figure +

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08, 2010*

Note: (1) NA is not available. State or jurisdiction did not report diploma count by race/ethnicity. Nevada did not report membership data needed to calculate the graduation rate by race/ethnicity. (2) RSNM is Reporting standards not met. Maine reported 1,161 diplomas that were awarded to students attending private high schools who received a majority of their funding from public sources. Because the racial/ethnic breakdown of these students was not known, and because these students were not reported on Maine's state-level reporting in the past, the graduation rate was not calculated by race/ethnicity, nor were Maine's data included among the United States total. (3) This is based on the percentage of public high school students who enter school as freshmen and graduate in four years. (4) This race category excludes persons of Hispanic origin.



* Indicator data not available for all states.

3.1g

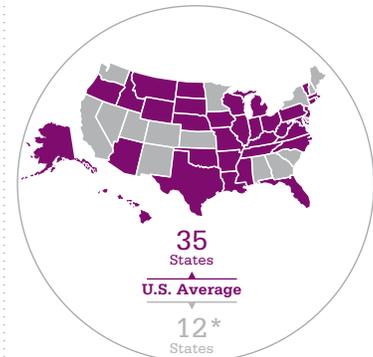
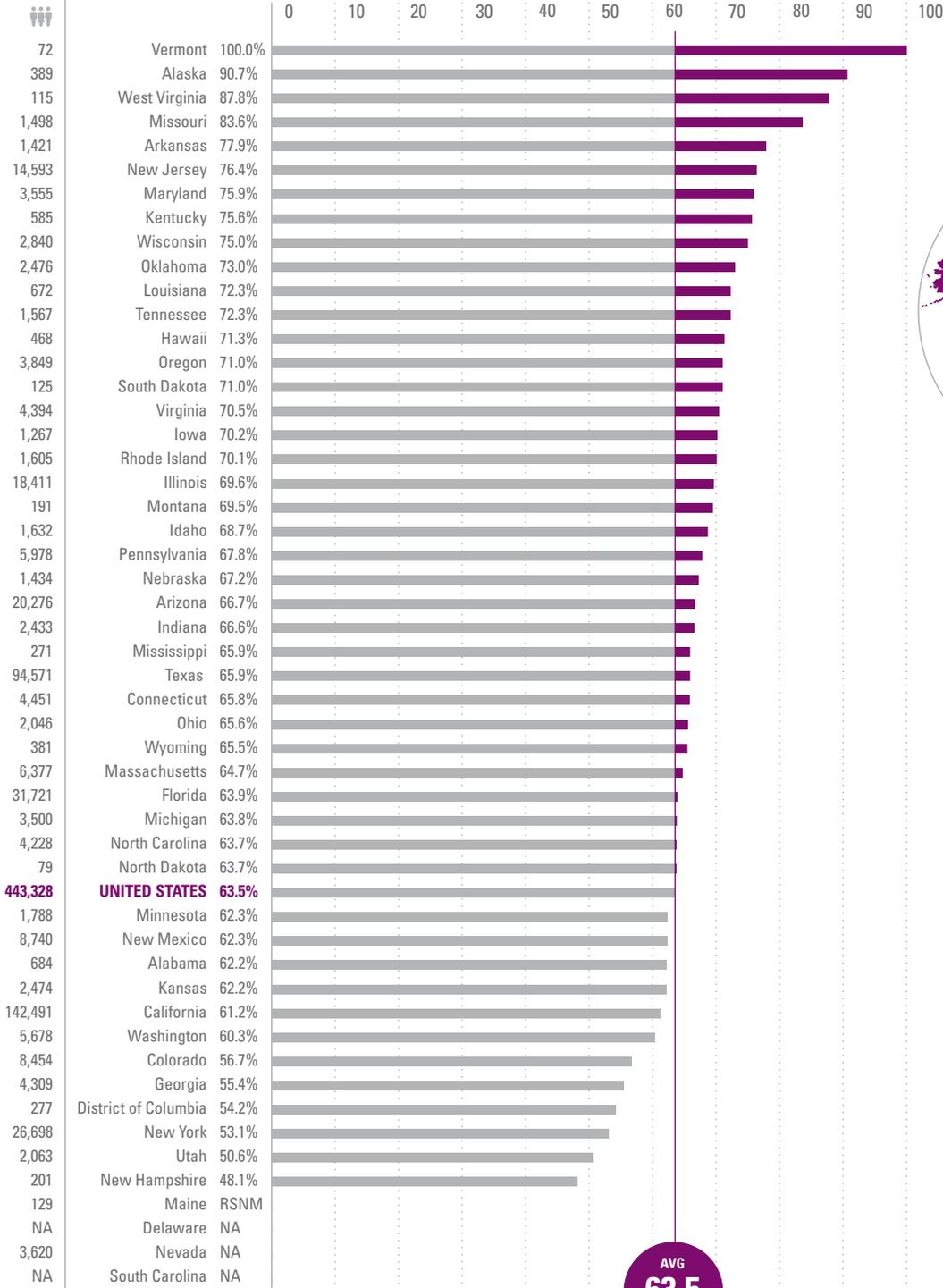
Average Graduation Rates for Hispanic Public High School Students by State Rank, 2008

New figure +

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08, 2010*

Note: (1) NA is not available. State or jurisdiction did not report diploma count by race/ethnicity. Nevada did not report membership data needed to calculate the graduation rate by race/ethnicity. (2) RSNM is Reporting standards not met. Maine reported 1,161 diplomas that were awarded to students attending private high schools who received a majority of their funding from public sources. Because the racial/ethnic breakdown of these students was not known, and because these students were not reported on Maine's state-level reporting in the past, the graduation rate was not calculated by race/ethnicity, nor were Maine's data included among the United States total. (3) This is based on the percentage of public high school students who enter school as freshmen and graduate in four years.

No. of Students



AVG
63.5
%

* Indicator data not available for all states.

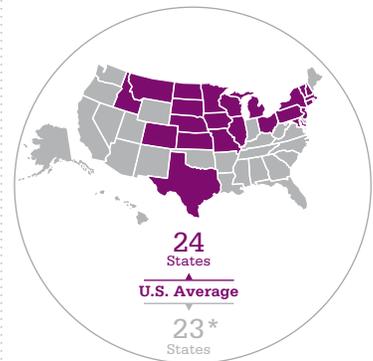
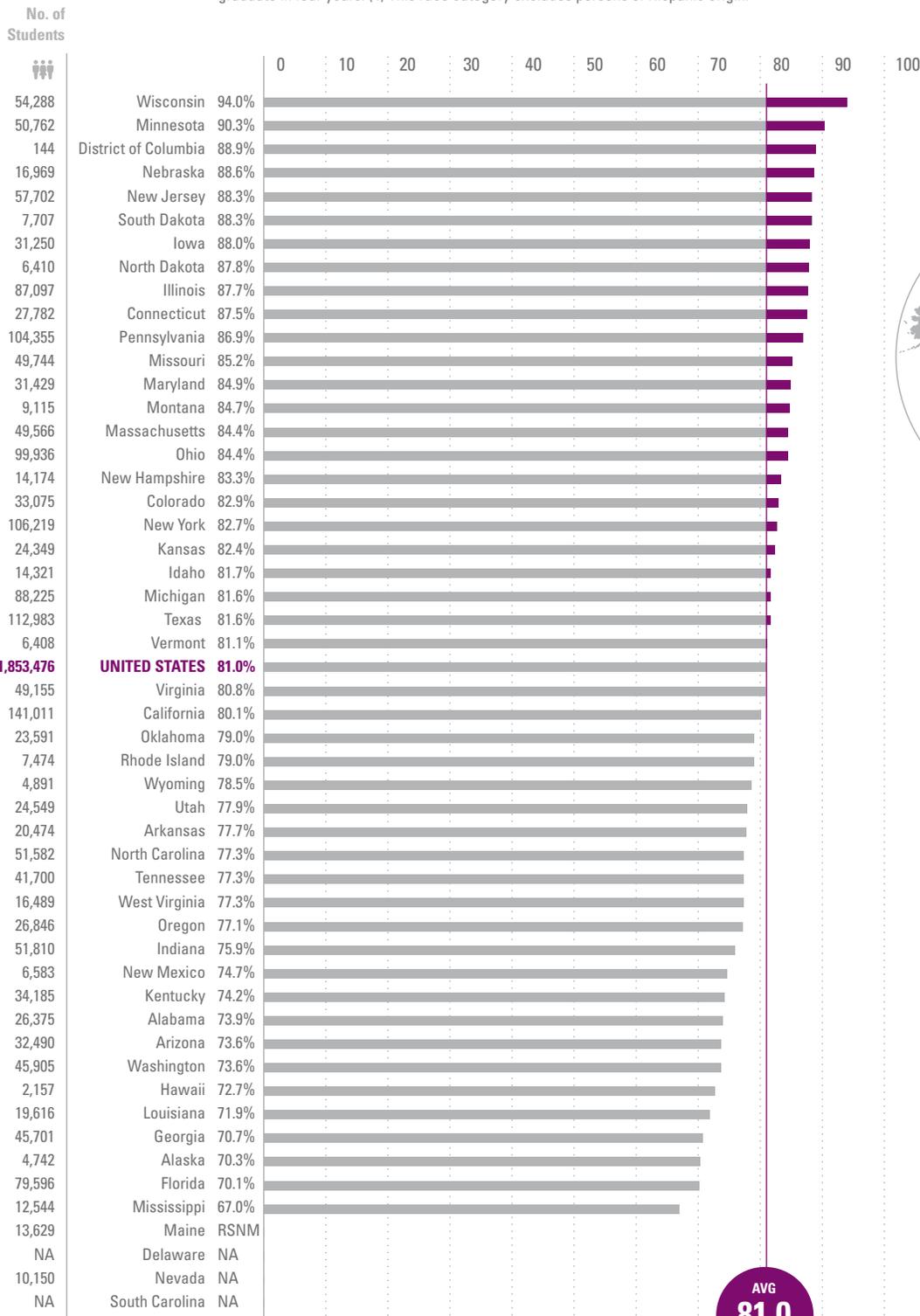
3.1h

Average Graduation Rates for White Public High School Students by State Rank, 2008

New figure +

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08, 2010*

Note: (1) NA is not available. State or jurisdiction did not report diploma count by race/ethnicity. Nevada did not report membership data needed to calculate the graduation rate by race/ethnicity. (2) Note: RSNM is Reporting standards not met. Maine reported 1,161 diplomas that were awarded to students attending private high schools who received a majority of their funding from public sources. Because the racial/ethnic breakdown of these students was not known, and because these students were not reported on Maine's state-level reporting in the past, the graduation rate was not calculated by race/ethnicity, nor were Maine's data included among the United States total. (3) This is based on the percentage of public high school students who enter school as freshmen and graduate in four years. (4) This race category excludes persons of Hispanic origin.



AVG
81.0
%

* Indicator data not available for all states.

3.1i

States with Exit Examinations, 2010

New figure +

Source: Education Commission of the States, 2010

Note: Indiana — beginning with the class of 2012, students will be required to pass end-of-course assessments instead of the GQE. Oklahoma — effective with the class of 2012.

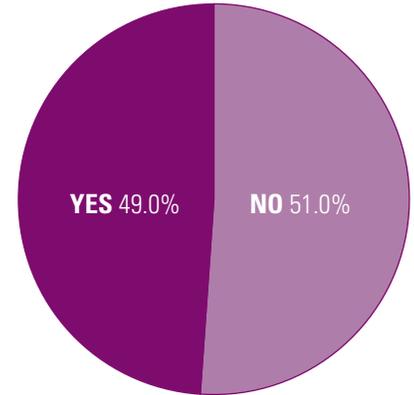
YES

- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Florida
- Georgia
- Idaho
- Indiana
- Louisiana
- Maryland
- Massachusetts
- Mississippi
- Nevada
- New Jersey
- New Mexico
- New York
- North Carolina

- Ohio
- Oklahoma
- South Carolina
- Tennessee
- Texas
- Virginia
- Washington
- Minnesota

- NO**
- Colorado
 - Connecticut
 - Delaware
 - District of Columbia
 - Hawaii
 - Illinois
 - Iowa
 - Kansas

- Kentucky
- Maine
- Michigan
- Missouri
- Montana
- Nebraska
- New Hampshire
- North Dakota
- Oregon
- Pennsylvania
- Rhode Island
- South Dakota
- Utah
- Vermont
- West Virginia
- Wisconsin
- Wyoming



3.1j

States Where End-of-Course Exams Are Used as the Exit Exam, 2010

New figure +

Source: Education Commission of the States, 2010

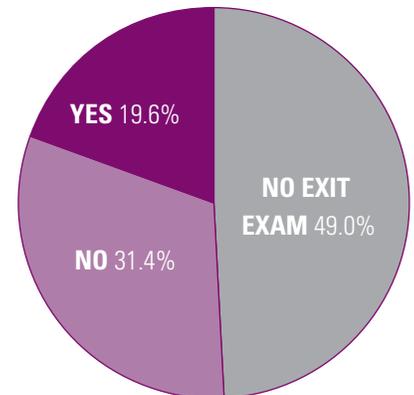
YES

- Arkansas
- Maryland
- Mississippi
- New York
- North Carolina
- Oklahoma
- South Carolina
- Tennessee
- Texas
- Virginia

- NO**
- Alabama
 - Alaska
 - Arizona
 - California
 - Florida
 - Georgia
 - Idaho
 - Indiana
 - Louisiana
 - Massachusetts
 - Minnesota
 - Nevada
 - New Jersey
 - New Mexico
 - Ohio
 - Washington

NO EXIT EXAM

- Colorado
- Connecticut
- Delaware
- District of Columbia
- Hawaii
- Illinois
- Iowa
- Kansas
- Kentucky
- Maine
- Michigan
- Missouri
- Montana
- Nebraska
- New Hampshire
- North Dakota
- Oregon
- Pennsylvania
- Rhode Island
- South Dakota
- Utah
- Vermont
- West Virginia
- Wisconsin
- Wyoming



3.1k

States That Have Reciprocity with Other States' Exit Exams, 2010

New figure +

Source: Education Commission of the States, 2010

YES

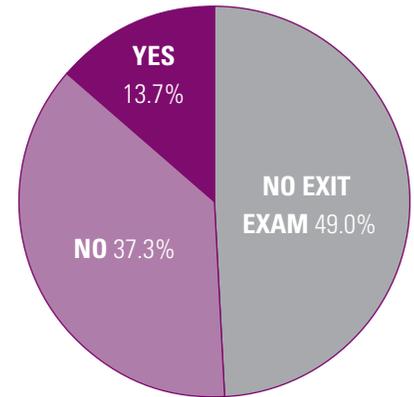
- Alaska
- Arizona
- Idaho
- Indiana
- Maryland
- Mississippi
- Ohio

NO

- Alabama
- Arkansas
- California
- Florida
- Georgia
- Louisiana
- Massachusetts
- Minnesota
- Nevada
- New Jersey
- New Mexico
- New York
- North Carolina
- Oklahoma
- South Carolina
- Tennessee
- Texas
- Virginia
- Washington

NO EXIT EXAM

- Colorado
- Connecticut
- Delaware
- District of Columbia
- Hawaii
- Illinois
- Iowa
- Kansas
- Kentucky
- Maine
- Michigan
- Missouri
- Montana
- Nebraska
- New Hampshire
- North Dakota
- Oregon
- Pennsylvania
- Rhode Island
- South Dakota
- Utah
- Vermont
- West Virginia
- Wisconsin
- Wyoming



3.11

States with Substitute Assessments, 2010

New figure +

Source: Education Commission of the States, 2010

YES

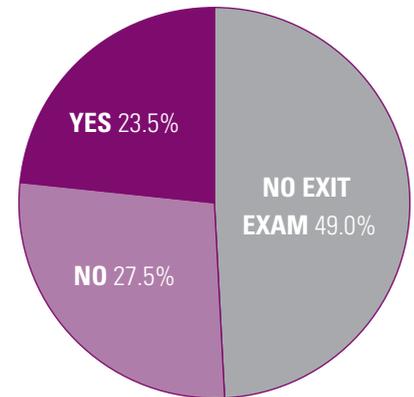
- Alabama
- Arkansas
- Florida
- Idaho
- Maryland
- New Jersey
- New Mexico
- New York
- North Carolina
- Texas
- Virginia
- Washington

NO

- Alaska
- Arizona
- California
- Georgia
- Indiana
- Louisiana
- Massachusetts
- Minnesota
- Mississippi
- Nevada
- Ohio
- Oklahoma
- South Carolina
- Tennessee

NO EXIT EXAM

- Colorado
- Connecticut
- Delaware
- District of Columbia
- Hawaii
- Illinois
- Iowa
- Kansas
- Kentucky
- Maine
- Michigan
- Missouri
- Montana
- Nebraska
- New Hampshire
- North Dakota
- Oregon
- Pennsylvania
- Rhode Island
- South Dakota
- Utah
- Vermont
- West Virginia
- Wisconsin
- Wyoming



3.1m

States with Alternative Diploma or Certificate, 2010

New figure +

Source: Education Commission of the States, 2010

YES

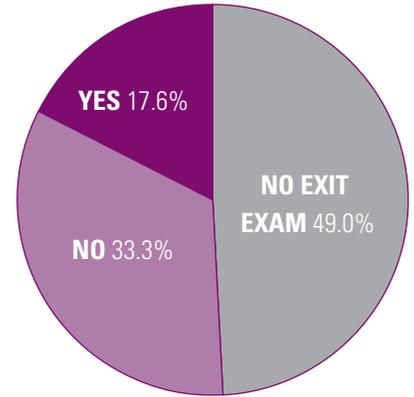
- Alaska
- Florida
- Georgia
- Nevada
- New Mexico
- North Carolina
- South Carolina
- Tennessee
- Virginia

NO

- Alabama
- Arizona
- Arkansas
- California
- Indiana
- Louisiana
- Maryland
- Massachusetts
- Minnesota
- Mississippi
- New Jersey
- New York
- Ohio
- Oklahoma
- Texas
- Washington
- Idaho

NO EXIT EXAM

- Colorado
- Connecticut
- Delaware
- District of Columbia
- Hawaii
- Illinois
- Iowa
- Kansas
- Kentucky
- Maine
- Michigan
- Missouri
- Montana
- Nebraska
- New Hampshire
- North Dakota
- Oregon
- Pennsylvania
- Rhode Island
- South Dakota
- Utah
- Vermont
- West Virginia
- Wisconsin
- Wyoming



23.5%

As of 2010, 12 states have substitute exit examination assessments to allow students to earn a high school diploma.

17.6%

As of 2010, 9 states have an alternative diploma or certificate that students can earn in the place of a high school diploma.

Figure 3.1i shows that 26 states require exit examinations for students to earn a high school diploma. Ten states use end-of-course examinations as the exit exam or as part of the exit examination requirements in that state (Figure 3.1j). Seven states allow credit for exit examinations taken in other states to count toward earning a high school diploma in that state (Figure 3.1k). Twelve states allow the use of substitute exit examinations such as the ACT or the SAT® to take the place of the regular exit examination if the student fails to pass the state-level examination (Figure 3.1l). Nine states allow students to earn an alternative diploma or certificate if they fail to pass the exit examination in that state (Figure 3.1m).

When interpreting this measure, what should be kept in mind?

When comparing the graduation rates across the nation, readers should consider that the requirements for graduation may vary from state to state. In many states, students are required to pass a state examination and complete varying years of course work in English language arts, mathematics, science and social studies.³⁰

While graduation rates vary across states, there is also great variability within states. State graduation rates can be heavily influenced by a small number of districts. Recent studies undertaken for *Diplomas Count 2010* reveal that a number of states such as California, Florida, Illinois, Nevada and New York are impacted by these dropout epicenters.³¹

It is also important to note the relationship between dropout rates and graduation rates. Students who receive an alternative high school credential (i.e., a certificate of attendance or a high school equivalency degree) and those who take more than four years to complete high school are not considered on-time completers or dropouts. Thus one should not expect the averaged freshmen graduation rates and the dropout rates to account for all high school students. This considered, one would expect a high dropout rate to accompany a low graduation rate and vice versa. This relationship is found for some states but not for every state.

Finally, the U.S. Department of Education issued regulations in January 2009 that established a single graduation rate calculation across all states. States will be required to establish an accurate method of calculating a graduation rate that is uniform across states. The rate must be disaggregated by student subgroups for both reporting and accountability purposes. The purpose of establishing a single graduation rate calculation is to improve the accuracy of graduation rate calculations. Written confirmation will also ensure that dropout students and students who have transferred are accounted for appropriately.³²

When examining data on graduation rates, it is important to understand what exit examination policies, if any, exist for students in a state. These policies, or the lack of these policies, can have a direct influence on graduation rate. The reader is cautioned to take these policies into account when examining and comparing graduation rates.

30. Doughnay, J. (2006). Alignment of high school graduation requirements and state-set college admissions requirements. Retrieved June 17, 2010, from <http://www.ecs.org/clearinghouse/68/60/6860.pdf>

31. www.edweek.org/go/dc10

32. Key Policy Letters Signed by the Education Secretary or Deputy Secretary, April 1, 2009: www.usde.com

8.0%

As of 2008, status dropouts account for 8.0 percent of the 37.6 million noninstitutionalized civilians ages 16 to 24 living in the nation.

▼ **0.7ppts** 2007–2008

18.3%

As of 2008, the noninstitutional status dropout rate of Hispanics is 18.3 percent.

▼ **3.1ppts** 2007–2008

National Status Dropout Rate — Excluding Institutional Populations

What is this measure, and why is this measure important? This measures the percentage of noninstitutionalized individuals ages 16 through 24 who are not enrolled in high school and who do not have a high school credential (e.g., diploma or certificate of General Education Development [GED]). It reflects the percentage of this age group who do not have a basic high school education. It excludes individuals living in military barracks, adult or juvenile correctional facilities, or nursing or other health care facilities and is irrespective of when the individual dropped out of school. This measure helps gauge the challenges to overall educational attainment at the national level across years.

What are the policy issues associated with this measure? It is important for states to identify and support students who drop out. Minority and first-generation students are reported as more likely to be at risk of dropping out of K–12 schools. States should implement a dropout prevention program as well as work to improve the high school performance of their at-risk students overall.

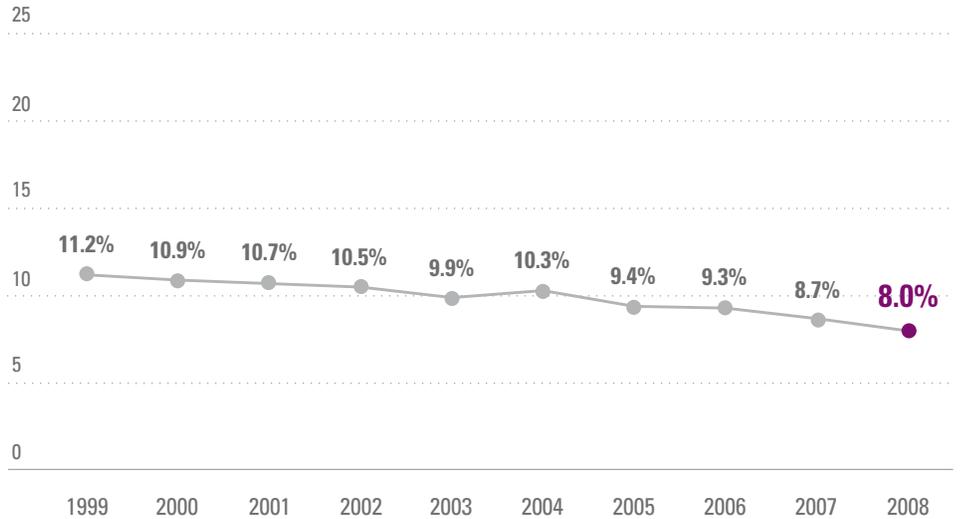
Where are we now? As of 2008, just over three million 16- to 24-year-olds are not enrolled in high school and have not earned a high school diploma or alternative credential. These dropouts account for 8.0 percent of the 37.6 million noninstitutionalized civilians ages 16 through 24 in the nation. This estimate decreased since 1999 when the status dropout rate of noninstitutionalized 16- to 24-year-olds was 11.2 percent (Figure 3.2a).

While the noninstitutionalized status dropout rate decreased overall, the rates are still high for many racial and ethnic groups. As of 2008, the status dropout rate for those of two or more races is 4.2 percent and 4.4 percent for Asian or Pacific Islanders, and the dropout rate is considerably higher among Hispanics and American Indian or Alaska Natives (18.3 percent and 14.6 percent, respectively) (Figure 3.2b). African Americans' status dropout rate is 9.9 percent.

3.2a

National Status Dropout Rates — Excluding Institutional Populations, 1999–2008

Source: NCES, Condition of Education, 2010

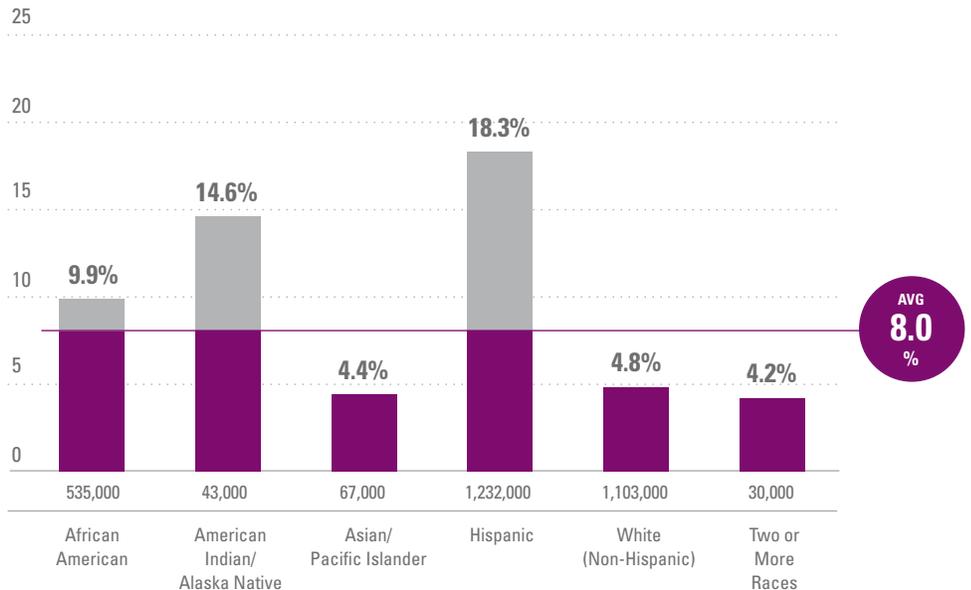


3.2b

National Status Dropout Rates by Race/Ethnicity — Excluding Institutional Populations, 2008

Source: NCES, Trends in High School Dropout and Completion Rates in the United States, 2010

Note: (1) Respondents were able to identify themselves as being two or more races. The white (non-Hispanic), African American (non-Hispanic), Asian/Pacific Islander (non-Hispanic) and American Indian/Alaska Native (non-Hispanic) categories consist of individuals who considered themselves to be one race and who did not identify as Hispanic. Non-Hispanics who identified themselves as multiracial are included in the Two or More Races (non-Hispanic) category. The Hispanic category consists of Hispanics of all races and racial combinations. (2) Race categories exclude persons of Hispanic origin unless specified.



14.6%

As of 2008, the noninstitutional status dropout rate of American Indians or Alaska Natives is 14.6 percent.

▼ **4.8ppts** 2007–2008

9.9%

As of 2008, the noninstitutional status dropout rate of African Americans is 9.9 percent.

▲ **1.5ppts** 2007–2008

The dropout rate for noninstitutional males is 8.5 percent, compared to 7.5 percent for females (Figure 3.2c).

The status dropout rate is the highest among 19-year-olds (Figure 3.2d). The rate ranges from 2.2 percent for 16-year-olds, 7.8 percent for 18-year-olds, to 9.9 percent for 19-year-olds.

When interpreting this measure, what should be kept in mind? The status dropout rates in this indicator are calculated using the United States Census Current Population Survey (CPS), which is based on the noninstitutionalized population in the United States. This rate does not provide information about military personnel or individuals residing in group quarters, such as prison inmates or patients in long-term medical facilities. The data from this indicator should be interpreted with caution because of the inclusion of immigrants (e.g., individuals who may have never attended a school in the United States). In addition, these data from the CPS are not directly comparable to the dropout rates from the American Community Survey (ACS).³³ One advantage of the data from the CPS over that of the ACS is the ability to examine historical trends.

33. <http://www.census.gov/hhes/socdemo/education/data/factsheet.html>

4.4%

As of 2008, the noninstitutional status dropout rate of Asians is 4.4 percent.

▼ **1.7ppts** 2007–2008

4.8%

As of 2008, the noninstitutional status dropout rate of whites is 4.8 percent.

▼ **0.5ppts** 2007–2008

3.2c

National Status Dropout Rates by Gender — Excluding Institutional Populations, 2008

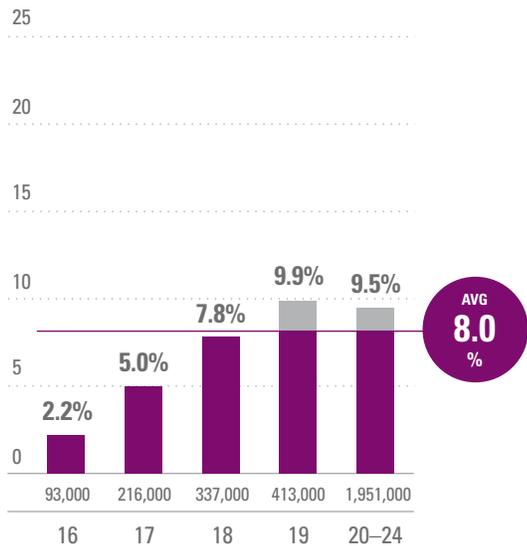
Source: NCES, Trends in High School Dropout and Completion Rates in the United States, 2010



3.2d

National Status Dropout Rates by Age — Excluding Institutional Populations, 2008

Source: NCES, Trends in High School Dropout and Completion Rates in the United States, 2010



9.1%

As of 2008, the status dropout rate is 9.1 percent for 16- to 24-year-olds (including institutional populations).

◀▶ 2007–2008

19.0%

As of 2008, the status dropout rate for Hispanics is 19.0 percent (including institutional populations).

▼ 0.9ppts 2007–2008

National Status Dropout Rate — Including Institutional Populations

What is this measure, and why is this measure important? This measures the overall percentage of individuals ages 16 through 24 who are not enrolled in high school and who do not have a high school credential (e.g., diploma or GED), irrespective of when they dropped out or whether they are in an institutional or noninstitutional setting. It reflects the percentage of this age group that does not have a basic high school education. The measure is based on the American Community Survey (ACS) and includes those living in military barracks in the United States and those who are institutionalized, which provides us with a broader, more inclusive population.

What are the policy issues associated with this measure? It is important that states understand the dropout rate of institutionalized and noninstitutionalized individuals so that early intervention programs can position students to choose positive postsecondary options (i.e., college, military and/or employment). While there is much debate over whether dropout rates that include institutionalized individuals or noninstitutionalized dropout rates are more accurate, there is no debate about the fact that society benefits when more people attain a college degree.

Where are we now? As of 2008, the status dropout rate is 9.1 percent for 16- to 24-year-olds (Figure 3.3a), including those living in military barracks and institutionalized persons. The status dropout rates are very high for many racial and ethnic groups. While the status dropout rates are lowest among Asians (3.2 percent), whites (6.2 percent) and students of two or more races (7.3 percent), status dropout rates are considerably higher among Hispanics (19.0 percent), American Indians or Alaska Natives (16.3 percent), and African Americans (10.4 percent) (Figure 3.3b).

The national dropout rate for males is 10.4 percent compared to 7.9 percent for females (Figure 3.3c). The status dropout rate ranges from 2.8 percent for 16-year-olds to 11.2 percent for 20- to 24-year-olds (Figure 3.3d).

When interpreting this measure, what should be kept in mind? This status dropout rate is calculated using the American Community Survey, which includes residents of military barracks in the United States and individuals living in institutionalized group quarters such as adult and juvenile correctional facilities, nursing facilities and other health care facilities. The data from this indicator should be interpreted with caution because of the inclusion of immigrants (e.g., individuals who may have never attended a school in the United States). In addition, these data from the ACS are not directly comparable to the dropout rates from the CPS.³⁴

34. The Condition of Education. (2010). Retrieved June 2, 2011, from <http://nces.ed.gov/programs/coe/supnotes/2010-n06.asp>

16.3%

As of 2008, the status dropout rate for American Indians or Alaska Natives is 16.3 percent (including institutional populations).

▲ 1.0ppts 2007–2008

10.4%

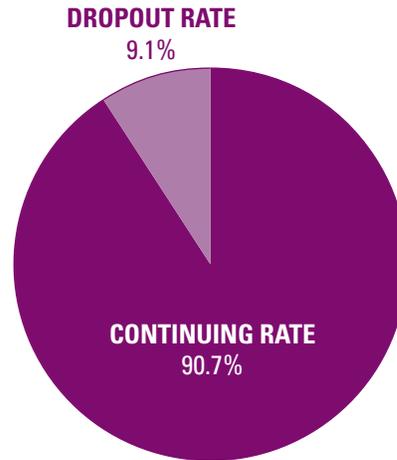
As of 2008, the status dropout rate for African Americans is 10.4 percent (including institutional populations).

▼ 1.1ppts 2007–2008

3.3a

National Status Dropout Rates — Including Institutional Populations, 1999–2008

Source: NCES, The Condition of Education, 2010

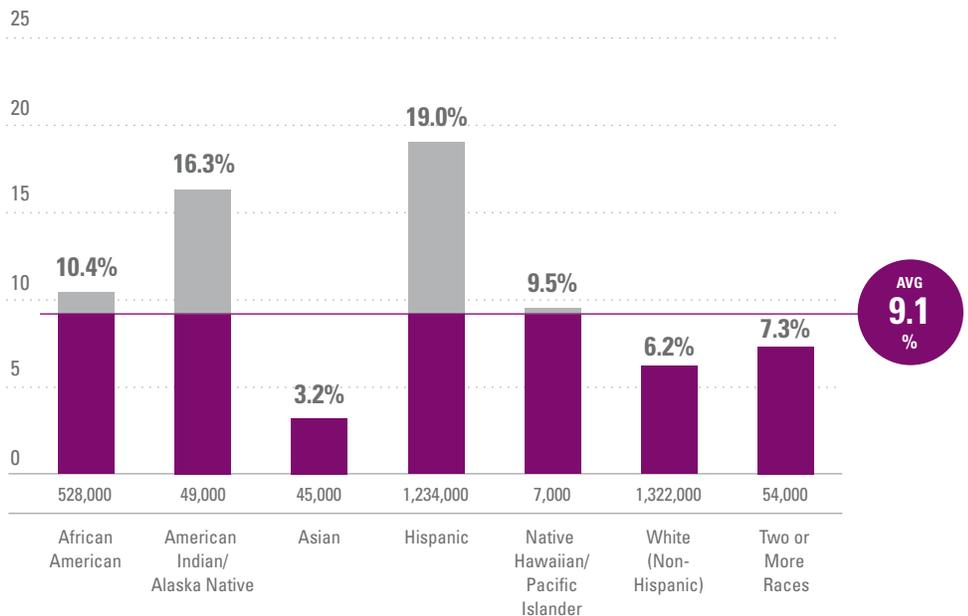


3.3b

National Status Dropout Rates by Race/Ethnicity — Including Institutional Populations, 2008

Source: NCES, The Condition of Education, 2010

Note: Race categories exclude persons of Hispanic origin unless specified.



3.2%

As of 2008, the status dropout rate for Asians is 3.2 percent (including institutional populations).

◀▶ 2007–2008

6.2%

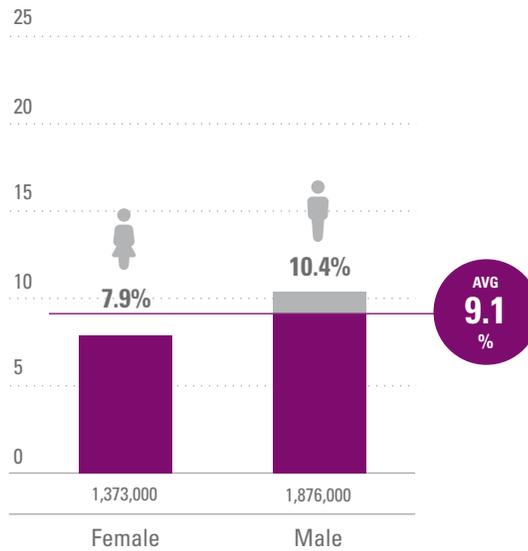
As of 2008, the status dropout rate for whites is 6.2 percent (including institutional populations).

◀▶ 2007–2008

3.3c

National Status Dropout Rates by Gender — Including Institutional Populations, 2008

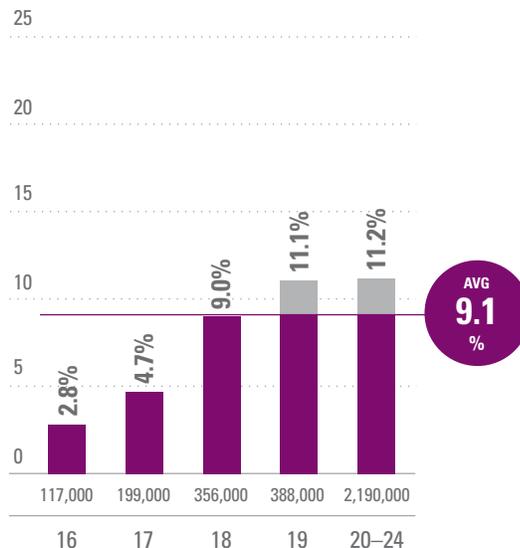
Source: U.S. Department of Education, National Center for Education Statistics, The Condition of Education, 2010



3.3d

National Status Dropout Rates by Age — Including Institutional Populations, 2008

Source: NCES, The Condition of Education, 2010



4.1%

As of 2008, the national event dropout rate is 4.1 percent for public high school students in grades nine through 12.

◀▶ 2007–2008

37.3%

As of 2010, 19 states have a legal age of 16 for students to drop out of school.

21.6%

As of 2010, 11 states have a legal age of 17 for students to drop out of school.

41.2%

As of 2010, 21 states have a legal age of 18 for students to drop out of school.

National Event Dropout Rate

What is this measure, and why is this measure important? This measure reflects the annual rate at which public high school students in the United States leave grades nine through 12 during a 12-month period without a successful outcome (i.e., October 2007 to October 2008). This measure can be used to study student experiences in high school in a given year. It helps understand which students drop out of school during a particular period of time. This is different from the status dropout rate that measures the percentage of a target population (e.g., ages 16 through 24) who are not enrolled in high school and who do not have a high school credential, irrespective of when they dropped out of school.

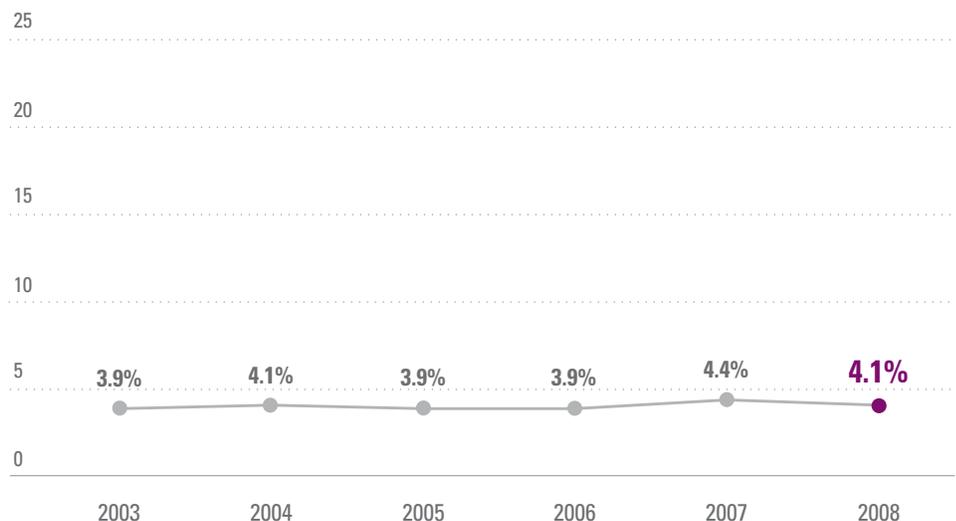
This indicator also shows the age at which students can legally drop out of school in each state. This measure is important for allowing the reader to understand the differences in policies that exist among states that can directly affect the dropout rates of students.

What are the policy issues associated with this measure? It is important for states to identify and support students who are most likely to drop out. States should be aware that it is important to implement dropout prevention programs as well as understand the experiences and challenges of the students who are dropping out. It is also important that states understand the relationship between policies that allow students to legally drop out of school and the effect that these policies have on dropout rates.

3.4a

National Event Dropout Rates of Public High School Students in Grades 9–12, 2003–2008

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007–08, 2010*



6.7%

As of 2008, the event dropout rate for African Americans is 6.7 percent.

◀▶ 2007–2008

7.3%

As of 2008, the event dropout rate for American Indians or Alaska Natives is 7.3 percent.

◀▶ 2007–2008

2.4%

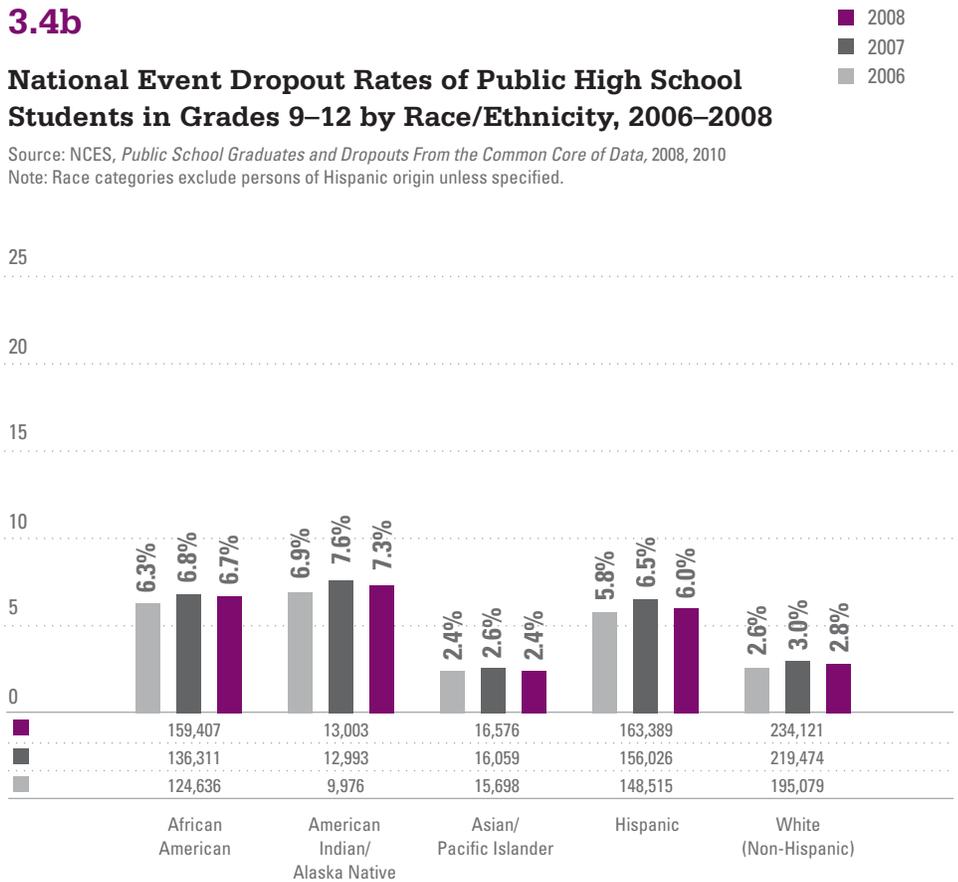
As of 2008, the event dropout rate for Asians or Pacific Islanders is 2.4 percent.

◀▶ 2007–2008

3.4b

National Event Dropout Rates of Public High School Students in Grades 9–12 by Race/Ethnicity, 2006–2008

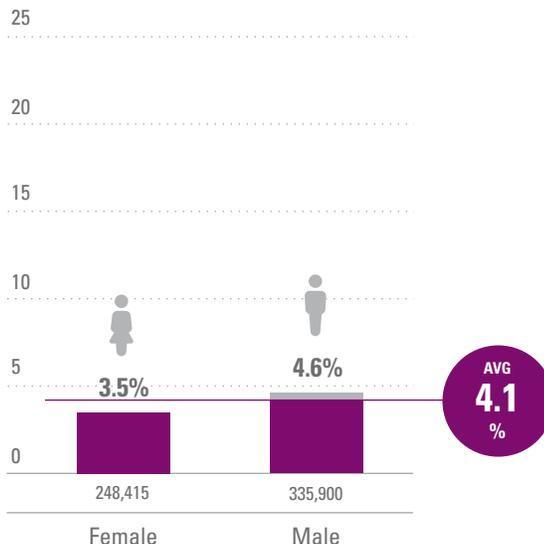
Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data*, 2008, 2010
 Note: Race categories exclude persons of Hispanic origin unless specified.



3.4c

National Event Dropout Rates of Public High School Students in Grades 9–12 by Gender, 2008

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08, 2010*



6.0%

As of 2008, the event dropout rate for Hispanics is 6.0 percent.

▼ 0.5ppts 2007–2008

2.8%

As of 2008, the event dropout rate for whites is 2.8 percent.

◄► 2007–2008

Where are we now? As of 2008, the national event dropout rate is 4.1 percent for public high school students (Figure 3.4a). This includes all students who drop out in grades nine through 12. The national event dropout rate remains relatively stable at approximately 4 percent since 2003, peaking at 4.4 percent in 2007 (Figure 3.4a).

While Asians or Pacific Islanders have the lowest event dropout rate at 2.4 percent, the dropout rates are more than two times higher among American Indians or Alaska Natives, African Americans, and Hispanics (Figure 3.4b).

Nationally, a slightly higher percentage of males drop out compared to females (Figure 3.4c). The event dropout rate for males is 4.6 percent compared to 3.5 percent for females.

Figure 3.4d shows that the average age at which students can legally drop out of school in the United States is 17 years old, yet this age varies from state to state. As of 2010, 19 states have a legal dropout age of 16 years old, 11 states have a legal dropout age of 17 years old, and 21 states have a legal dropout age of 18 years old.

When disaggregated by state, the percentages range from 1.7 percent in Indiana and New Jersey to 7.5 percent in Louisiana (Figure 3.4e). When placed in rank order, Indiana, New Jersey, Idaho, Alabama and South Dakota have the lowest event dropout rates (Figure 3.4e). Louisiana, Alaska, Arizona, Colorado and Michigan have the highest event dropout rates.

The event dropout rates for Asian American or Pacific Islander public high school students range from 0.5 percent in New Jersey to 6.9 percent in Alaska (Figure 3.4f). The states with the lowest event dropout rates for this group are New Jersey, Indiana, Alabama, Florida and Idaho (Figure 3.4f). The states with the highest event dropout rates are Alaska, Hawaii, Rhode Island, North Dakota and Montana.

The event dropout rates for American Indian or Alaska Native public high school students range from 0.0 percent in South Carolina to 12.2 percent in Alaska (Figure 3.4g). The states with the lowest event dropout rates for this group are South Carolina, Alabama, Idaho, Connecticut and Florida (Figure 3.4g). The states with the highest event dropout rates are Alaska, Montana, Minnesota, Arizona and Washington.

The event dropout rates for African American public high school students range from 1.9 percent in Idaho to 12.9 percent in Missouri (Figure 3.4h). The states with the lowest event dropout rates for this group are Idaho, Alabama, South Dakota, Indiana and New Jersey (Figure 3.4h). The states with the highest event dropout rates are Missouri, Michigan, Louisiana, Colorado and Ohio.

The event dropout rates for white public high school students range from 1.0 percent in New Jersey to 5.9 percent in Hawaii (Figure 3.4i). The states with the lowest event dropout rates for this group are New Jersey, South Dakota, Wisconsin, Connecticut and Indiana (Figure 3.4i). The states with the highest event dropout rates are Hawaii, Arizona, Alaska, Washington and Delaware.

The event dropout rates for Hispanic public high school students range from 2.2 percent in Alabama to 12.1 percent in Colorado (Figure 3.4j). The states with the lowest event dropout rates for this group are Alabama, Indiana, New Hampshire, New Jersey and Idaho (Figure 3.4j). The states with the highest event dropout rates are Colorado, Michigan, Ohio, Massachusetts and Rhode Island.

While the national event dropout rate is 4.1 percent for all students in grades nine through 12, the rate varies greatly by grade level. The national event dropout rate is more than two times higher among 12th-grade students compared to ninth-grade students (Figures 3.4l–n). The national event dropout rate is 3.0 percent for ninth-grade students, 3.6 percent for 10th-grade students, 4.0 percent for 11th-grade students and 6.1 percent for 12th-grade students (Figure 3.4k–n).

The ninth-grade public school event dropout rates range from 0.2 percent in Indiana and New Hampshire to 8.9 percent in Louisiana (Figure 3.4k). The states with the lowest event dropout rates for ninth-graders are Indiana, New Hampshire, Iowa, Minnesota and North Dakota. The states with the highest rates are Louisiana, Delaware, District of Columbia, North Carolina and Missouri.

The 10th-grade public school event dropout rates range from 0.8 percent in Indiana to 6.6 percent in Louisiana (Figure 3.4l). The states with the lowest event dropout rates for 10th-graders are Indiana, Wisconsin, New Hampshire, Iowa and Minnesota (Figure 3.4l). The states with the highest rates are Louisiana, Michigan, Delaware, Hawaii and Wyoming.

The 11th-grade public school event dropout rates range from 1.8 percent in New Jersey to 9.0 percent in Alaska (Figure 3.4m). The states with the lowest event dropout rates for 11th-graders are New Jersey, Indiana, Wisconsin, Idaho and South Dakota (Figure 3.4m). The states with the highest rates are Alaska, Colorado, Arizona, Washington and Louisiana.

The 12th-grade public school event dropout rates range from 1.8 percent in Alabama to 11.0 percent in California (Figure 3.4n). The states with the lowest event dropout rates for 12th-graders are Alabama, New Jersey, Kentucky, Connecticut and Idaho (Figure 3.4n). The states with the highest rates are California, Arizona, Alaska, Colorado and Maine.

When interpreting this measure, what should be kept in mind? A dropout is an individual who enrolls at some point during the prior academic year, does not enroll at the beginning of the following school year, has not graduated or earned a GED, and does not meet the test for exclusion. Students are excluded from the count if they transfer to another public school district, private school, or state- or district-approved education program; if they have a temporary absence due to suspension or school-approved illness; or because of death.³⁵ This is a very detailed definition of a dropout; however, it does not address what happens to students who repeat a grade. It is not well suited for studying how many people in the country lack a high school credential, since students may reenter the school system at a later time or go on to earn a GED through adult education programs.

When comparing graduation rates, the reader is encouraged to also take into account the age at which students are legally able to drop out of school in a given state. States that allow students to legally drop out of school at age 16 may see more students who drop out in the ninth and 10th grades, while states that allow students to legally drop out of school at ages 17 or 18 may experience higher dropout rates in the 11th or 12th grades. This context is especially important when analyzing dropout rates by grade level.

35. National Center for Education Statistics. *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08*. (NCES 2010-341). Retrieved June 3, 2011, from <http://nces.ed.gov/pubs2010/2010341.pdf>

3.4d

State Statutory Age When Students Can Legally Drop Out, 2010

New figure +

Source: Education Commission of the States, 2010

Note: Indiana: An individual is required to stay in school until he or she: graduates; is between 16 and 18 and meets the requirements for an exit interview; or reaches at least 18 years of age. Withdrawal before 18 requires parent's/guardian's and principal's written permission. Louisiana: "A child between the ages of seventeen and eighteen may withdraw from school prior to graduation if both the following circumstances exist: (a) The written consent of his parents, tutor, or legal guardian. (b) An exit interview is conducted where the student and his parent, tutor, or legal guardian provide written acknowledgment that withdrawal from school shall likely reduce the student's future earning potential and increase the student's likelihood of being unemployed in the future. During such exit interview, a student who is withdrawing from school shall be given information that has been prepared and supplied by the Louisiana Workforce Commission regarding available training and employment opportunity programs, provided such information is available." Montana: requires that a child shall remain in school until the latter of either the child's 16th birthday or the date of completion of the work of the eighth grade. New Hampshire: The superintendent may grant waivers upon proof that the pupil is 16 years of age or older and has an alternative learning plan for obtaining either a high school diploma or its equivalent. New York: Both New York City and Buffalo require minors to attend school from the age of 6 until the age of 17. Each district in the state is authorized to require minors between 16 and 17 who are not employed to attend school. The board of education of the Syracuse city school district is authorized to require minors who are 5 years of age on or before December first to attend kindergarten instruction. Texas: School districts may require persons who voluntarily enroll in school or voluntarily attend school after their 18th birthday to attend school until the end of the school year. Virginia: "For a student who is at least 16 years of age, there shall be a meeting of the student, the student's parents, and the principal or his designee of the school in which the student is enrolled in which an individual student alternative education plan shall be developed in conformity with guidelines prescribed by the Board"

18

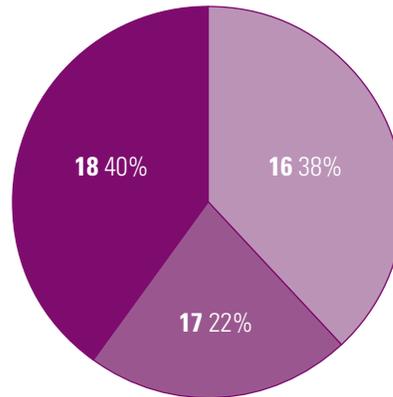
- California
- Connecticut
- District of Columbia
- Hawaii
- Indiana
- Kansas
- Louisiana
- Michigan
- Nebraska
- Nevada
- New Hampshire
- New Mexico
- Ohio
- Oklahoma
- Oregon
- South Dakota
- Texas
- Utah
- Virginia
- Washington
- Wisconsin

17

- Alabama
- Arkansas
- Colorado
- Illinois
- Maine
- Mississippi
- Missouri
- Pennsylvania
- South Carolina
- Tennessee
- West Virginia

16

- Alaska
- Arizona
- Delaware
- Florida
- Georgia
- Idaho
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- Massachusetts
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- Montana
- New Jersey
- New York
- North Carolina
- North Dakota
- Rhode Island
- Vermont
- Wyoming



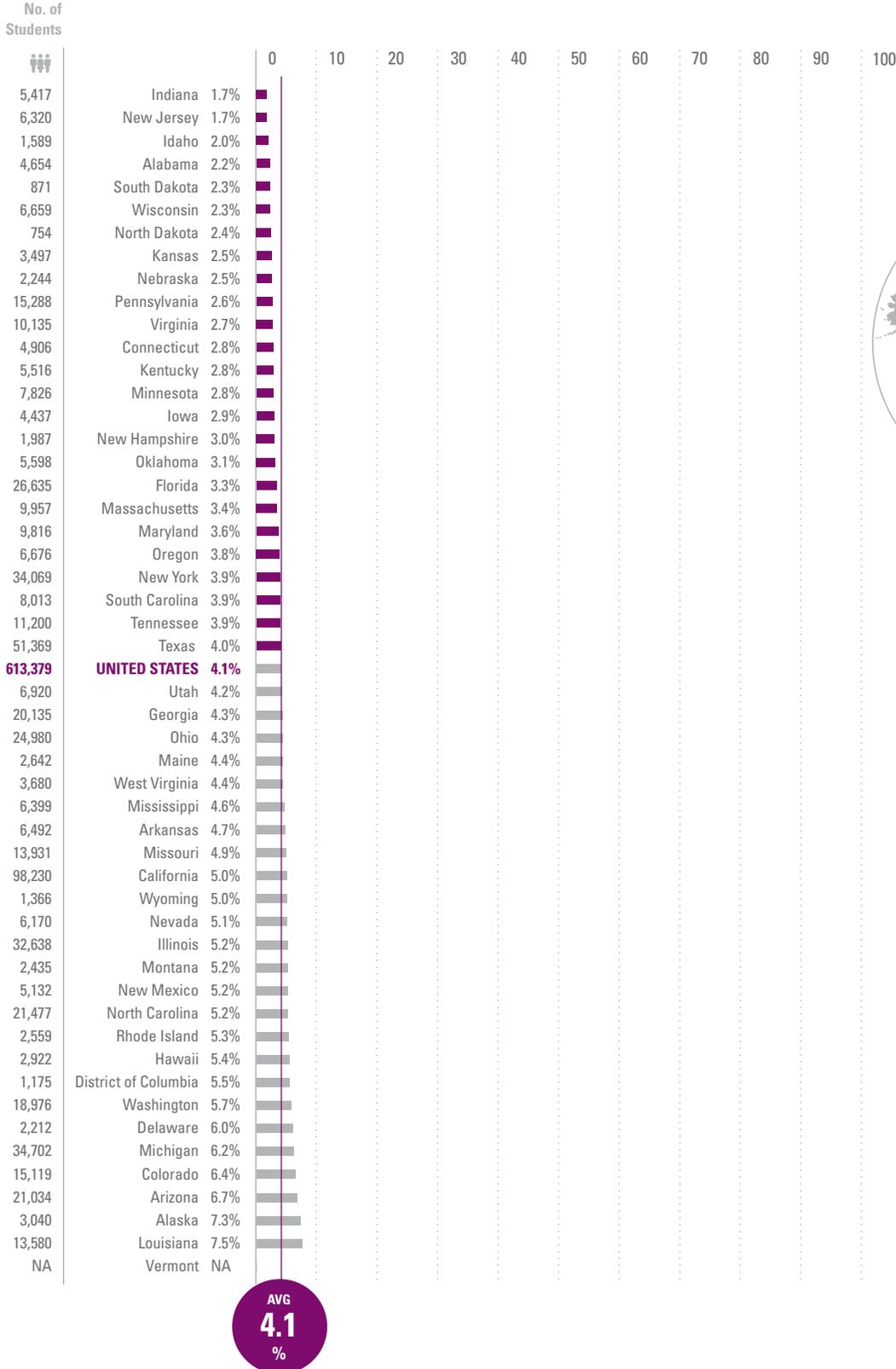
3.4e

Event Dropout Rates for Public School Students in Grades 9–12 by State Rank, 2008

New figure +

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08, 2010*

Note: NA is not available. State or jurisdiction did not report dropout counts or reported counts that did not conform to the NCES definition.



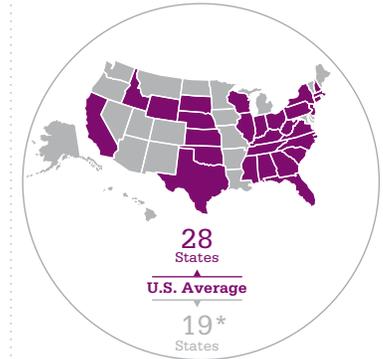
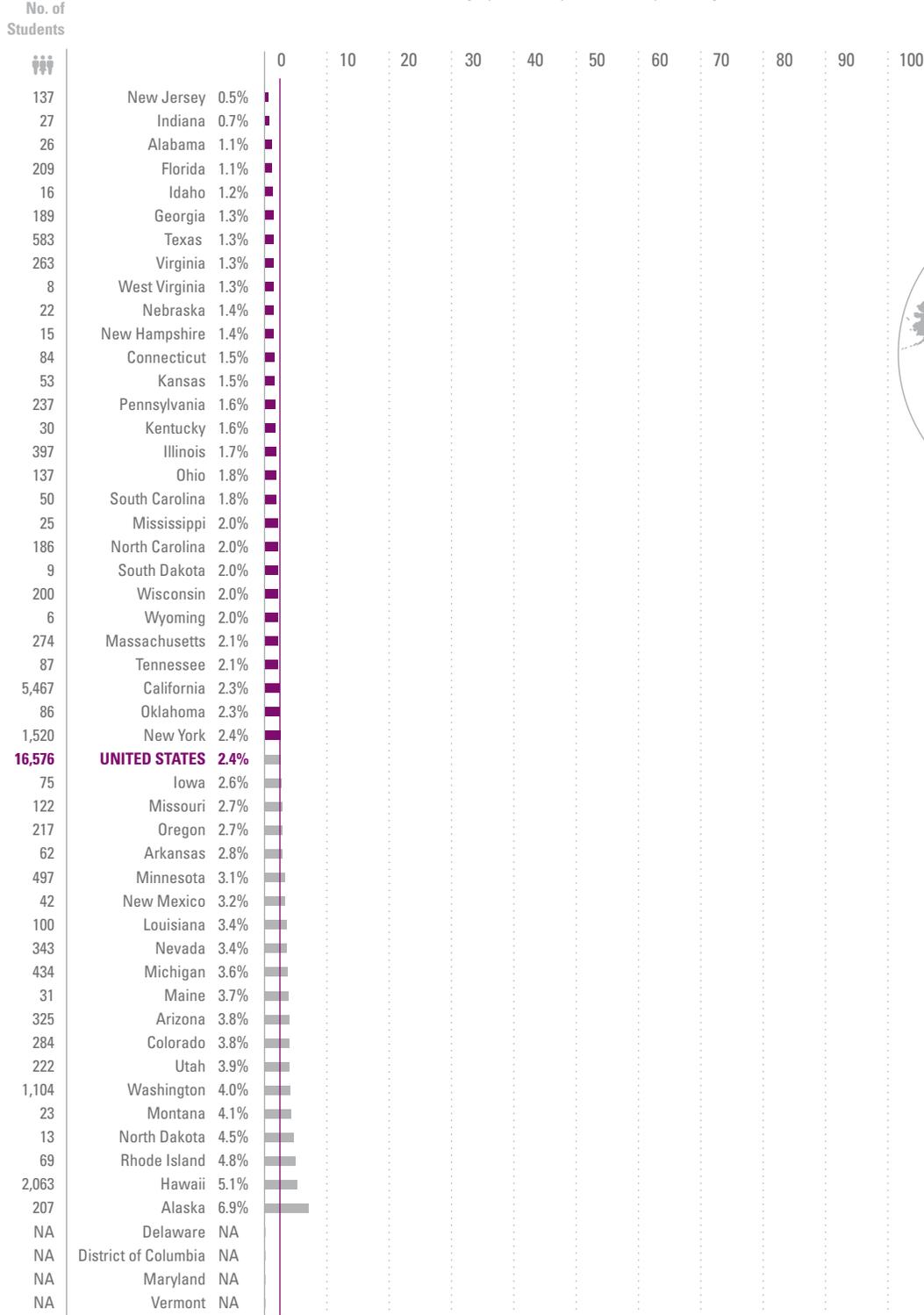
* Indicator data not available for all states.

3.4f

Event Dropout Rates for Asian American or Pacific Islander Public School Students in Grades 9–12 by State Rank, 2008

New figure +

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08, 2010*
 Note: (1) NA is not available. State or jurisdiction did not report dropout counts or reported counts that did not conform to the NCES definition. (2) This race category excludes persons of Hispanic origin.



AVG
2.4
 %

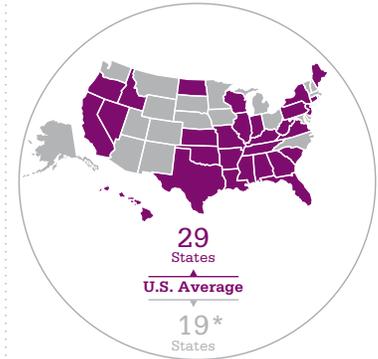
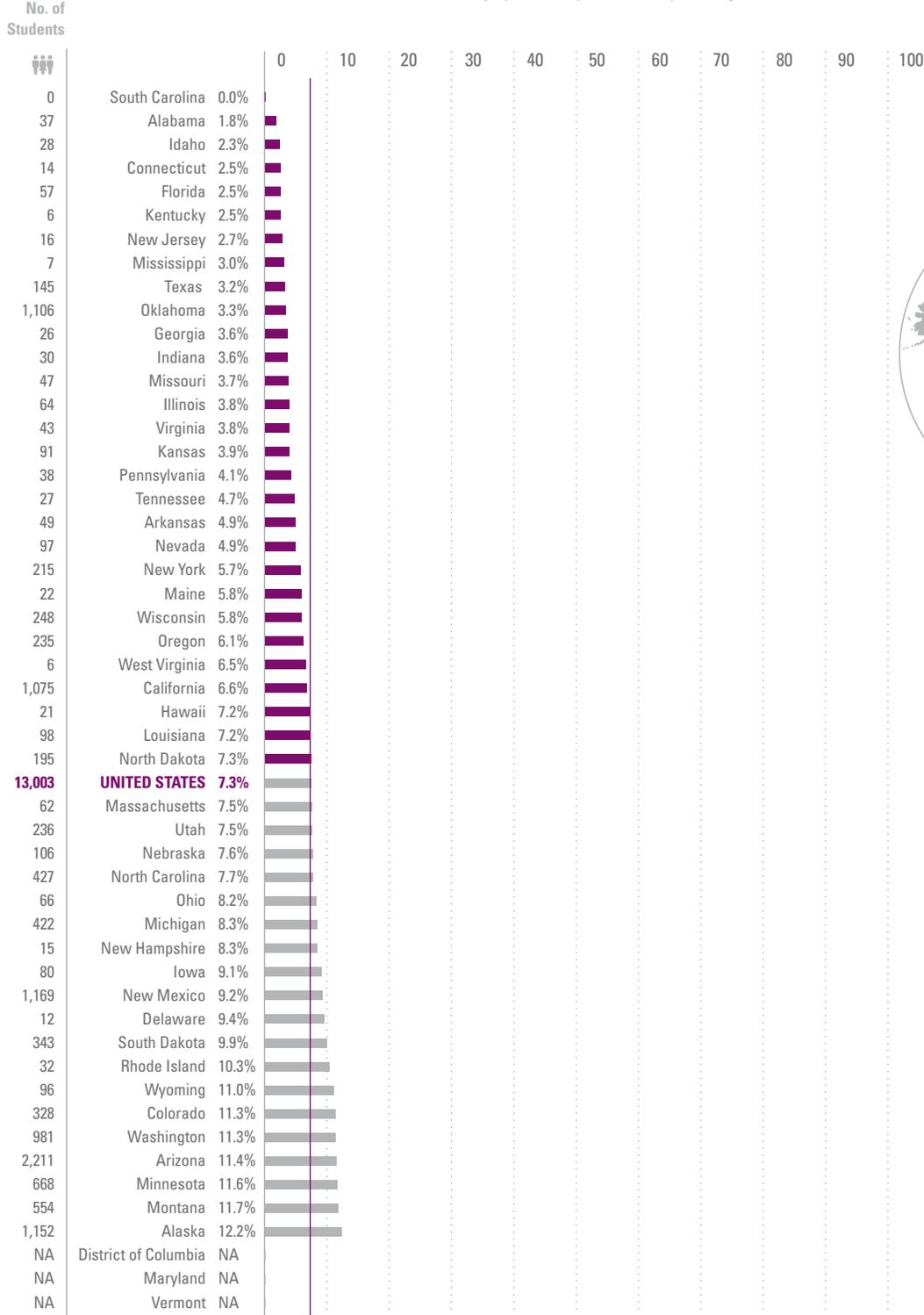
* Indicator data not available for all states.

3.4g

Event Dropout Rates for American Indian or Alaska Native Public School Students in Grades 9–12 by State Rank, 2008

New figure +

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08, 2010*
 Note: (1) NA is not available. State or jurisdiction did not report dropout counts or reported counts that did not conform to the NCES definition. (2) This race category excludes persons of Hispanic origin.



AVG
7.3
 %

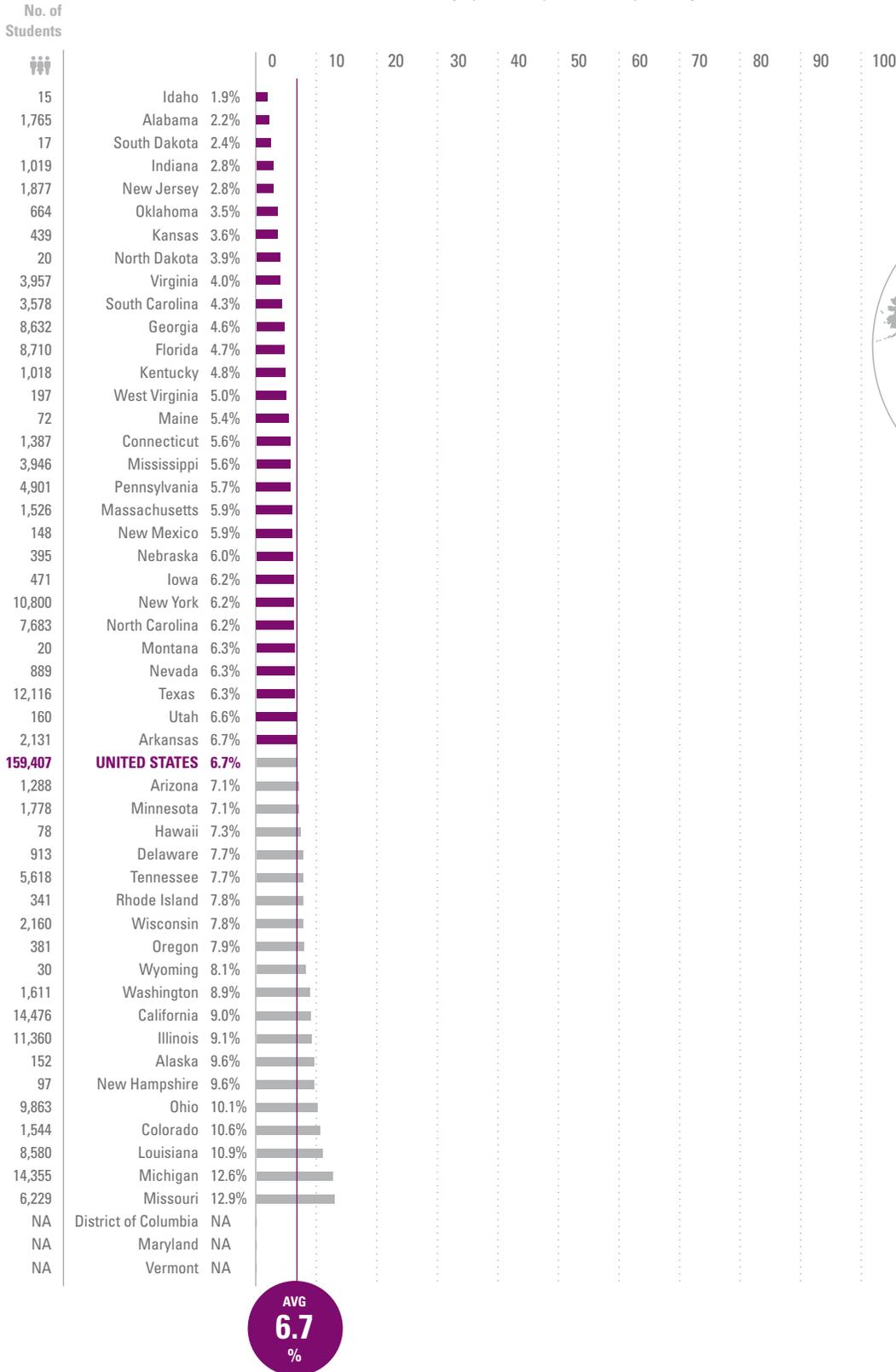
* Indicator data not available for all states.

3.4h

Event Dropout Rates for African American Public School Students in Grades 9–12 by State Rank, 2008

New figure +

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08, 2010*
 Note: (1) NA is not available. State or jurisdiction did not report dropout counts or reported counts that did not conform to the NCES definition. (2) This race category excludes persons of Hispanic origin.



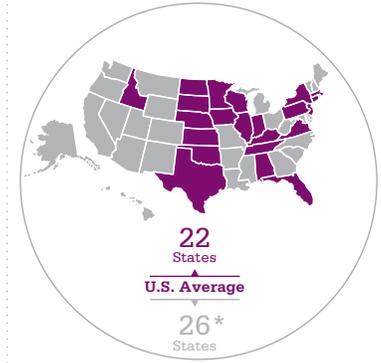
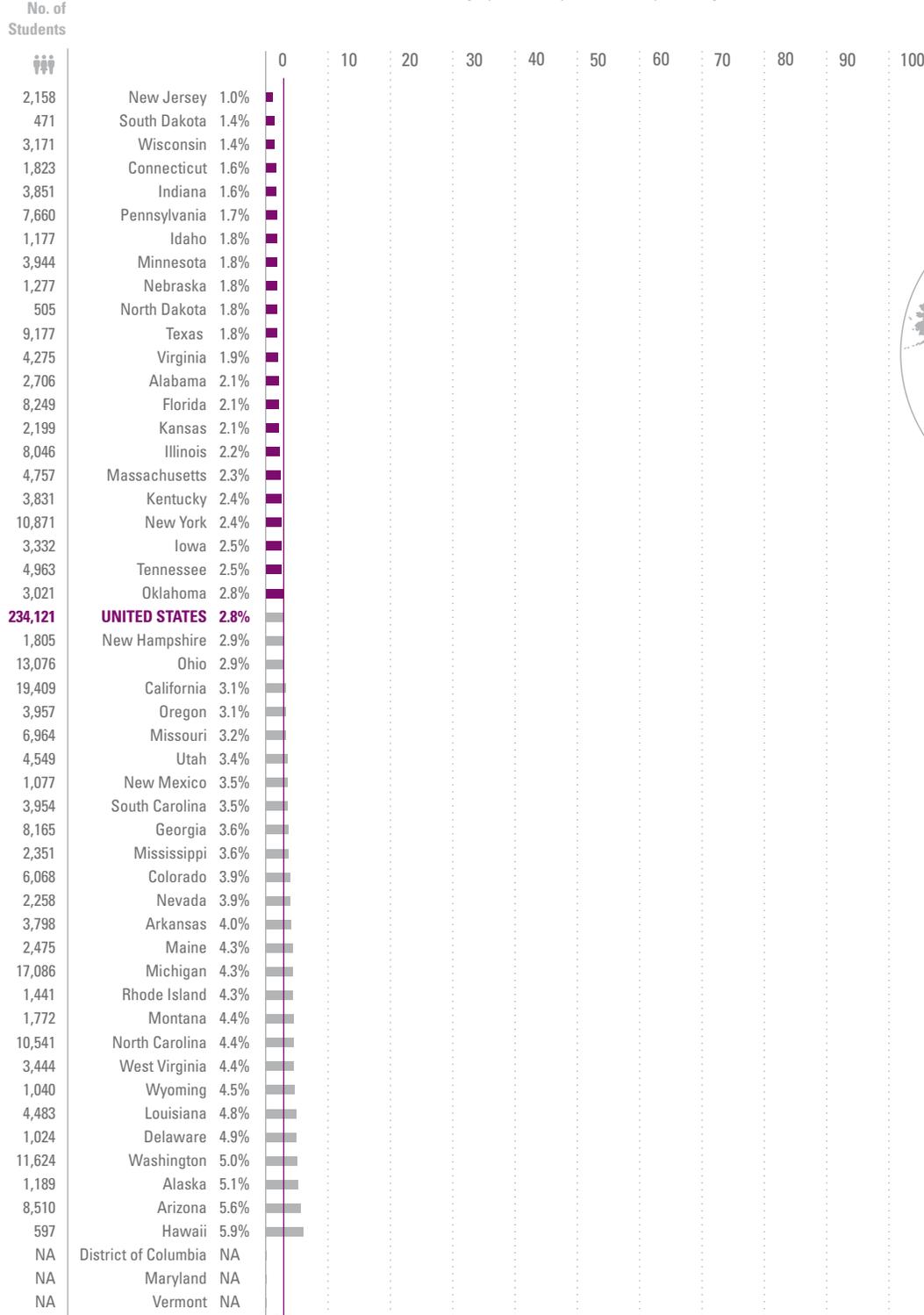
* Indicator data not available for all states.

3.4i

Event Dropout Rates for White Public School Students in Grades 9–12 by State Rank, 2008

New figure +

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08, 2010*
 Note: (1) NA is not available. State or jurisdiction did not report dropout counts or reported counts that did not conform to the NCES definition. (2) This race category excludes persons of Hispanic origin.



AVG
2.8
 %

* Indicator data not available for all states.

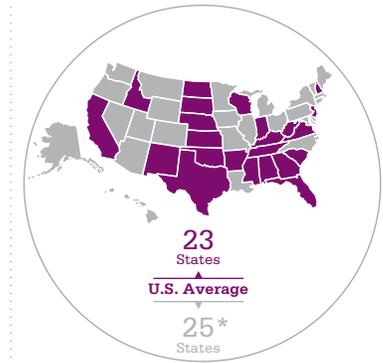
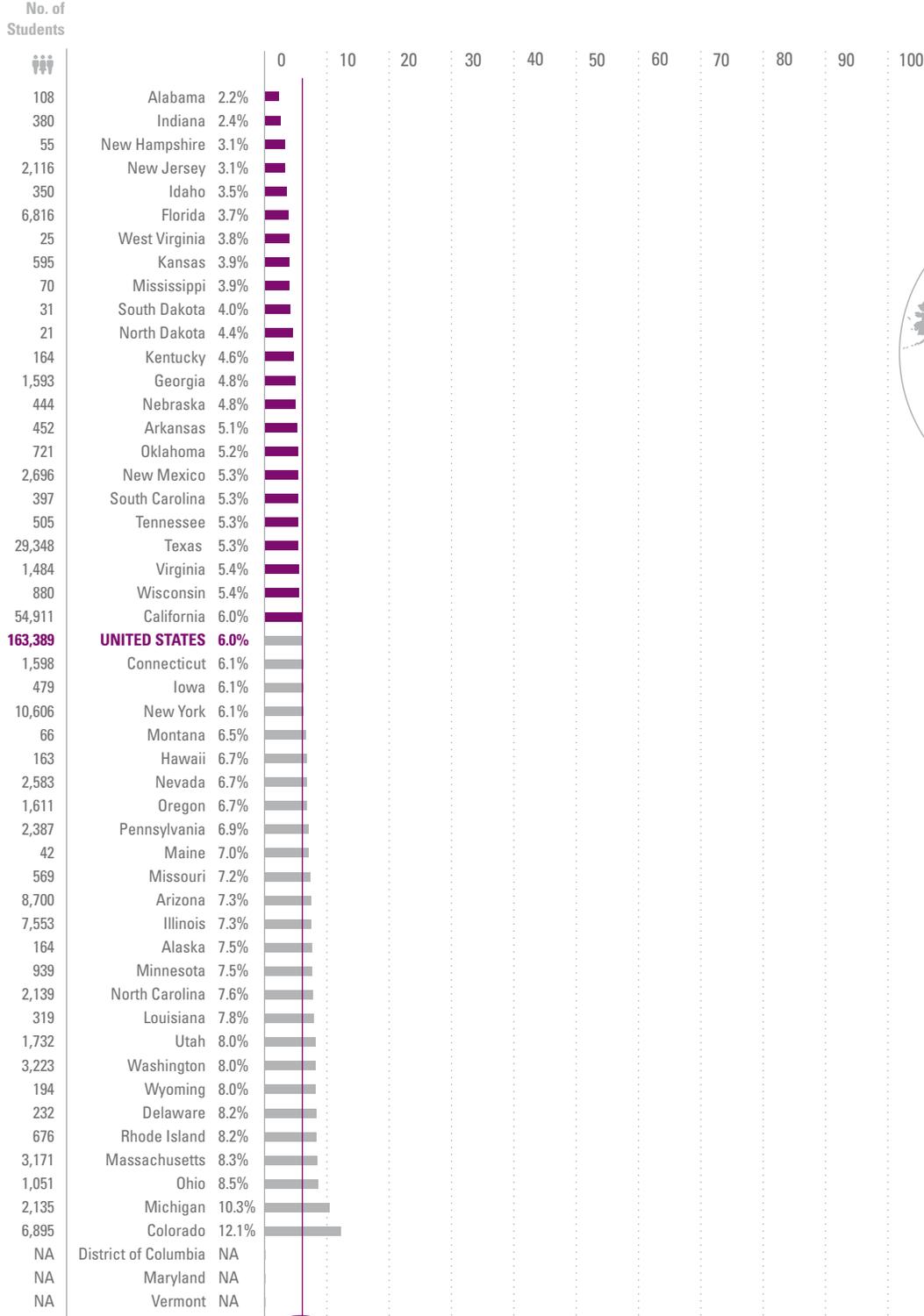
3.4j

Event Dropout Rates for Hispanic Public School Students in Grades 9–12 by State Rank, 2008

New figure +

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08, 2010*

Note: NA is not available. State or jurisdiction did not report dropout counts or reported counts that did not conform to the NCES definition.



AVG
6.0
%

* Indicator data not available for all states.

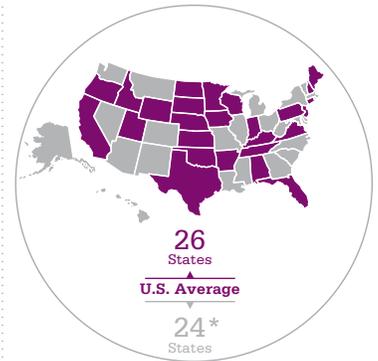
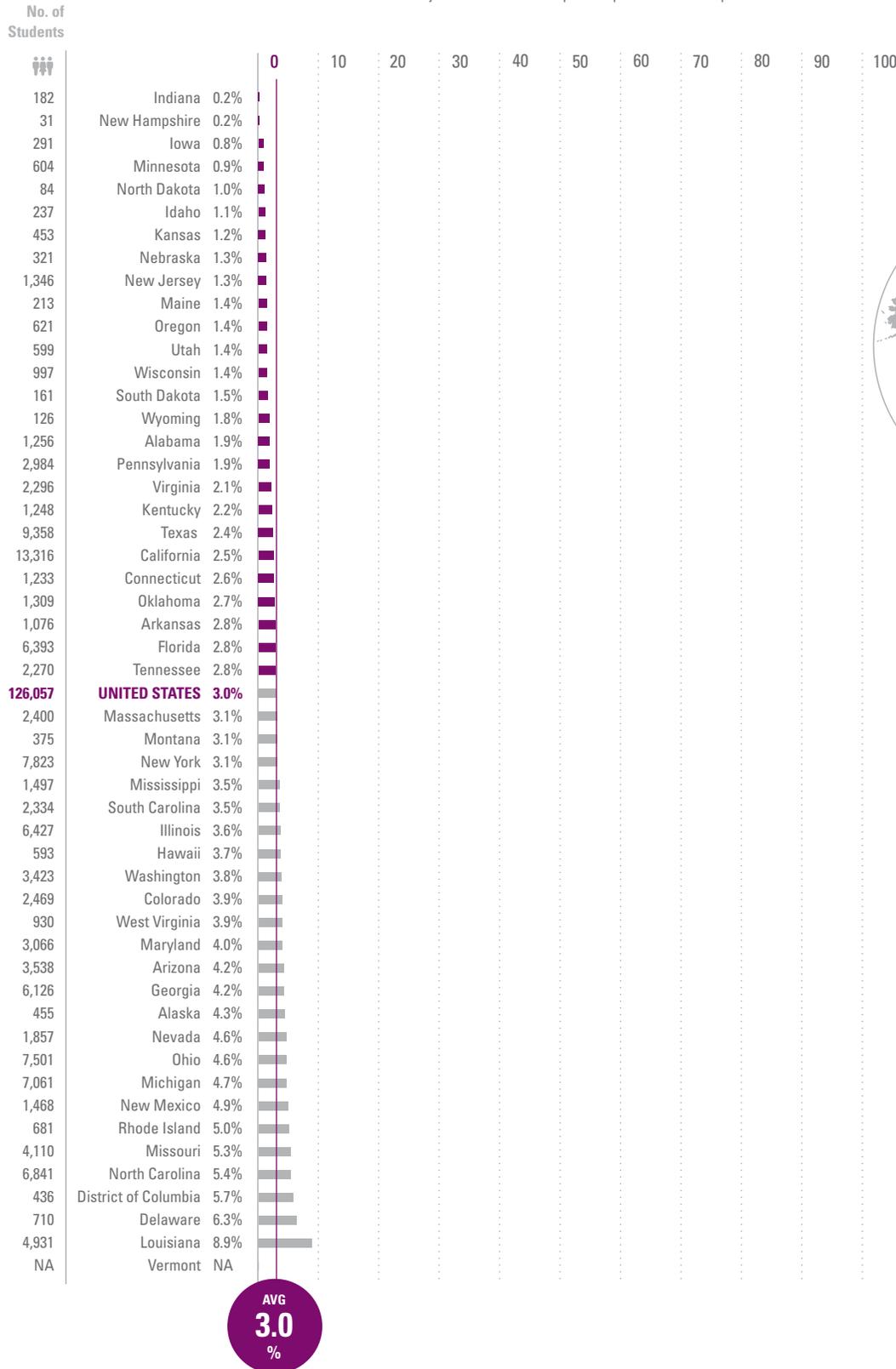
3.4k

Event Dropout Rates for Public School Students in Ninth Grade by State Rank, 2008

New figure +

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08, 2010*

Note: NA is not available. State or jurisdiction did not report dropout counts or reported counts that did not conform to the NCES definition.



* Indicator data not available for all states.

3.4I

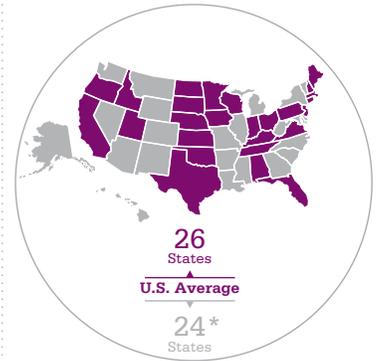
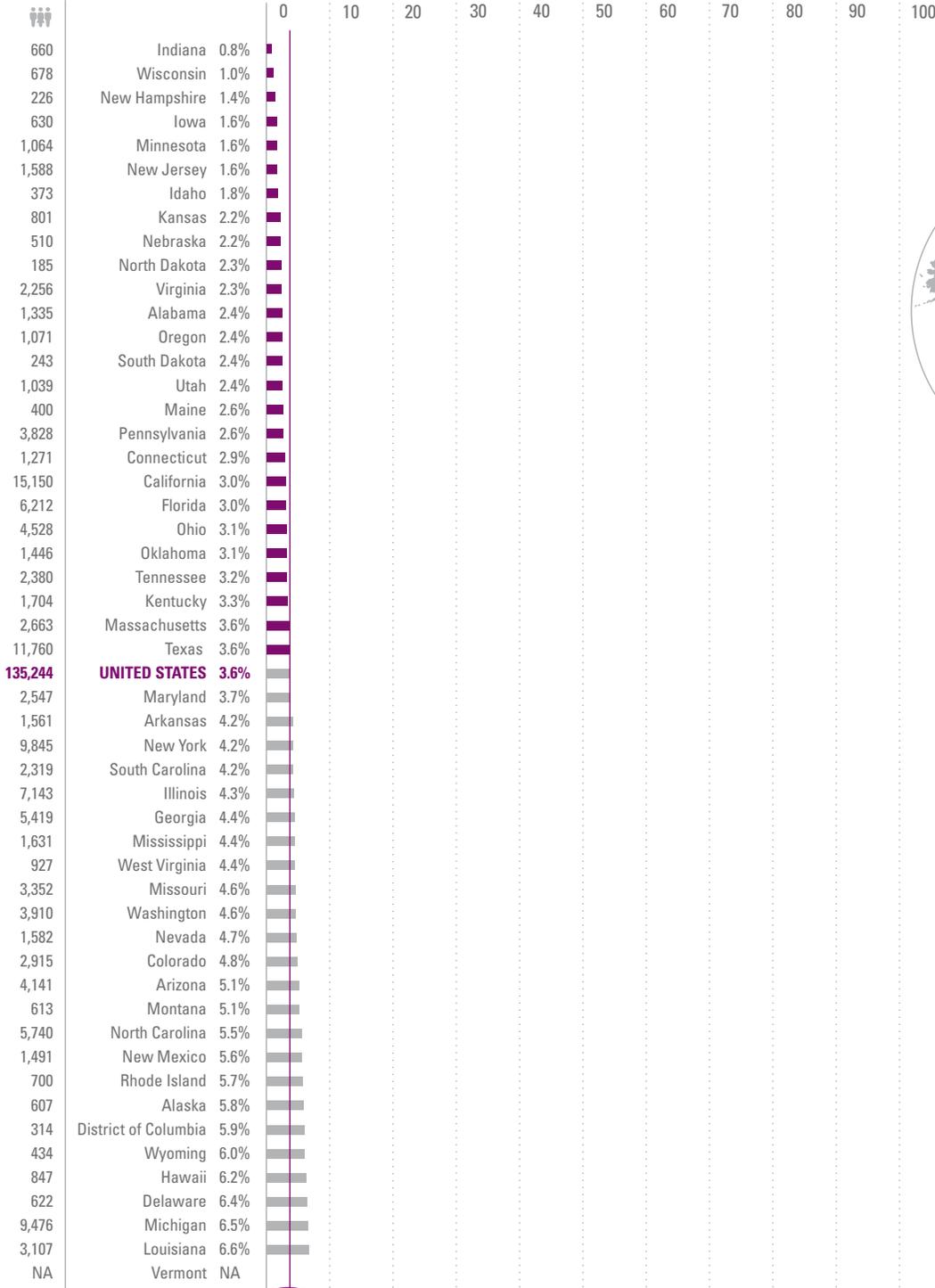
Event Dropout Rates for Public School Students in 10th Grade by State Rank, 2008

New figure +

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08, 2010*

Note: NA is not available. State or jurisdiction did not report dropout counts or reported counts that did not conform to the NCES definition.

No. of Students



AVG
3.6
%

* Indicator data not available for all states.

3.4m

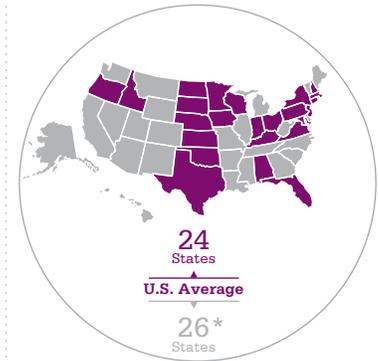
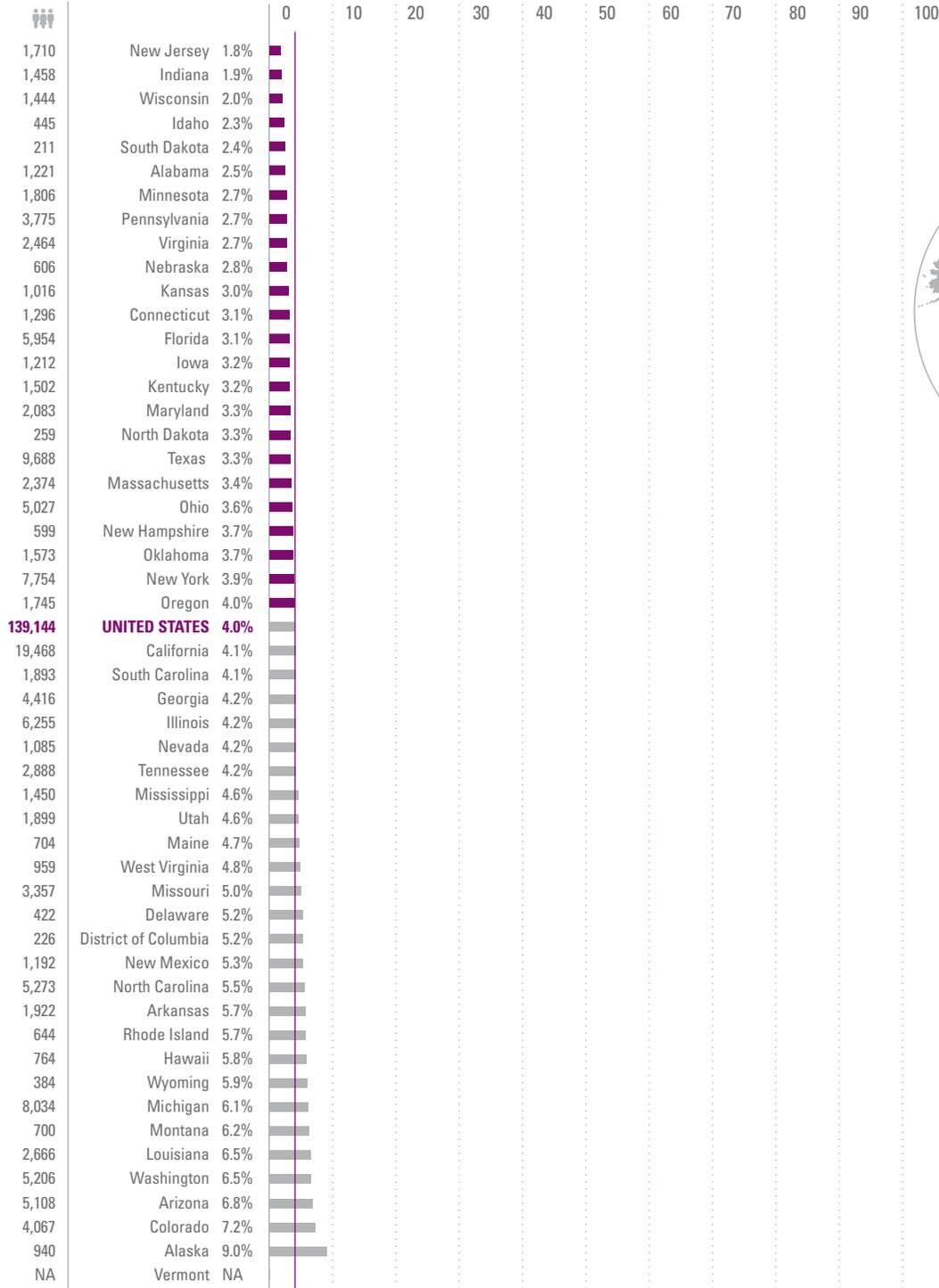
Event Dropout Rates for Public School Students in 11th Grade by State Rank, 2008

New figure +

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08, 2010*

Note: NA is not available. State or jurisdiction did not report dropout counts or reported counts that did not conform to the NCES definition.

No. of Students



AVG
4.0
%

* Indicator data not available for all states.

3.4n

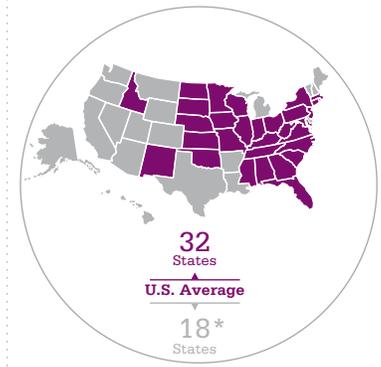
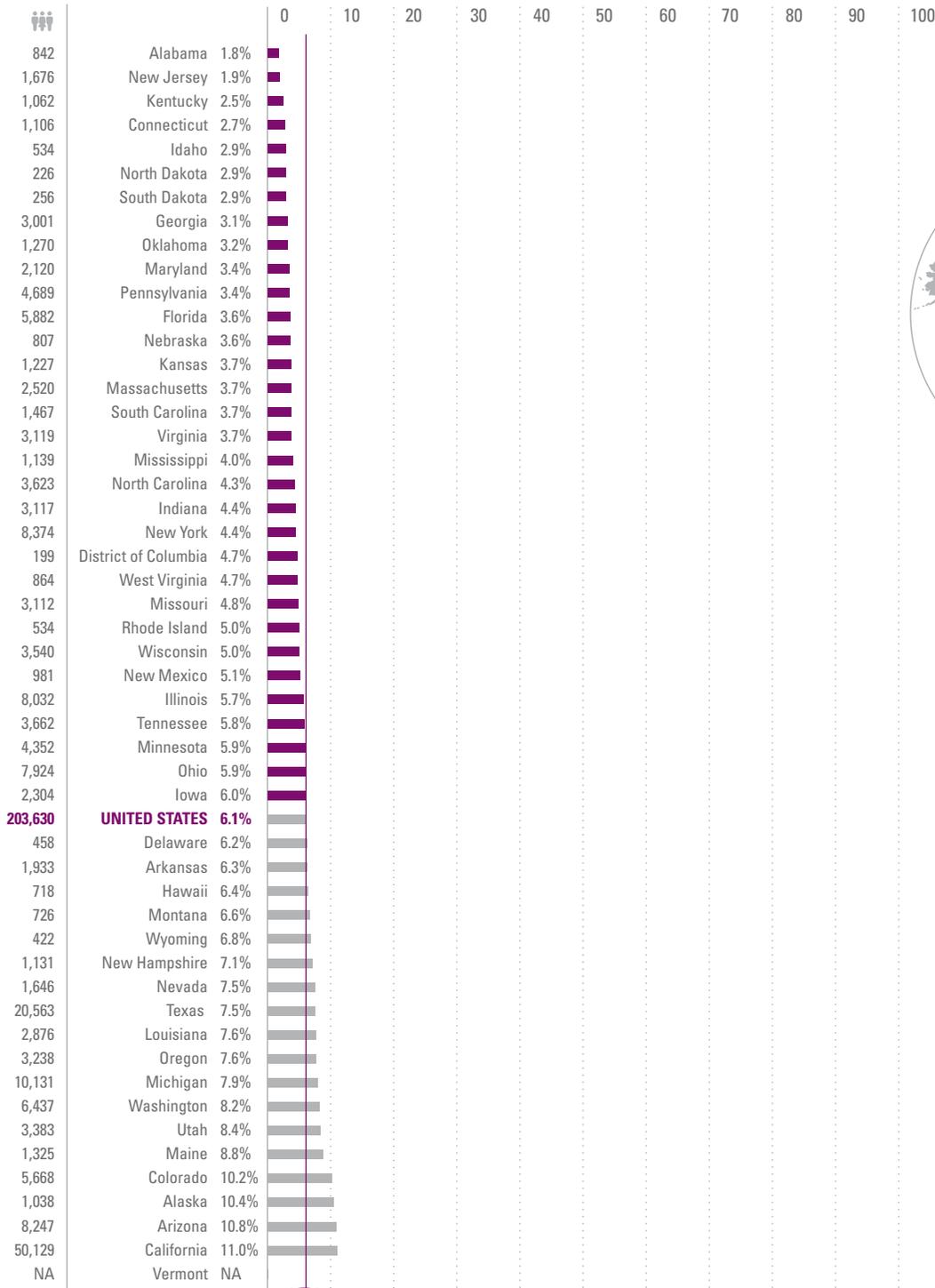
Event Dropout Rates for Public School Students in 12th Grade by State Rank, 2008

New figure +

Source: NCES, *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007-08, 2010*

Note: NA is not available. State or jurisdiction did not report dropout counts or reported counts that did not conform to the NCES definition.

No. of Students



AVG
6.1
%

* Indicator data not available for all states.

FOUR

Align the K–12 education system with international standards and college admission expectations

WE RECOMMEND that governors, legislators and state education agencies work to provide a world-class education to every American student by aligning high school programs with international benchmarks tied to the demands of college and career.

The commission believes that the academic intensity of the high school curriculum is the most important predictor of college success. However, many students do not have access to a rigorous high school curriculum and graduate unprepared to succeed in college or in careers.

The knowledge and skills for success in the workplace are increasingly similar to those required for college.³⁶ This lack of preparation is affecting the economic viability of the United States and our competitiveness with other industrialized nations around the world. Leaders in K–12 and higher education must work together to align these educational systems. States must align standards, pedagogy, assessment and professional development activities to meet the expectations of college and workforce readiness.

Since the commission released its initial recommendations in 2008, there is an increasing national interest and momentum in aligning the K–12 education system with college and career readiness standards. The Common Core State Standards Initiative, launched in 2009 by the National Governors Association and the Council of Chief State School Officers, has resulted in the development of K–12 English Language Arts and Mathematics standards that outline the knowledge and skills students need in order to be prepared for college and careers. As of June 2011, 45 states have already taken formal steps to adopt these common standards. The federally funded Race to the Top initiative has also sharpened the focus and attention on the importance of aligning the K–12 system to college and career readiness expectations. The 45 states participating in the two common assessment consortia, which are funded through the Race to the Top initiative, are working together to create common assessment systems that are closely aligned to these new rigorous Common Core State Standards.

Four indicators are presented to monitor the degree to which the nation is aligning K–12 education systems with international standards and college admission expectations:

- Percentage of public high schools offering Advanced Placement® (AP®) or International Baccalaureate (IB) courses in the four core subject areas;
- Percentage of schools offering dual enrollment;
- Percentage of states with alignment between K–12 and higher education standards; and
- Percentage of students in remedial college classes.

36. American Diploma Project, *What Is College- and Career-Ready?* (Washington, DC: Achieve, Inc., 2009).

General Findings for This Recommendation

- As of 2010, 33.7 percent of public schools in the United States offer AP or IB courses in the four core subject areas: English language arts, mathematics, natural sciences and social studies.
- As of 2010, 32.6 percent of public high schools in the United States offer AP courses in the four core subject areas: English language arts, mathematics, science and social studies.
- As of 2010, 508,818 students of the 853,314 students in the class of 2010 who take an AP Exam scored a 3 or higher.
- As of 2010, 28.3 percent of public high school students take an AP Exam in the United States.
- As of 2010, 16.9 percent of public high school students scored a 3 or higher on at least one AP Exam in the United States.
- As of 2010, 2.9 percent of public high schools in the United States offer IB courses in the four core subject areas: English language arts, mathematics, science and social studies.
- As of 2010, 83.6 percent of schools in the United States offer dual enrollment.
- As of 2010, 31 states have alignment between high school standards and college and workplace expectations.
- As of 2010, 21 states and the District of Columbia have alignment between high school graduation requirements and college and workplace expectations.
- As of 2010, 14 states have a college- and career-ready assessment system.
- As of 2010, 16 states have P–20 longitudinal data systems.
- As of 2010, 42 states and the District of Columbia have adopted the Common Core State Standards.
- As of 2008, 37.6 percent of first- and second-year undergraduates in the United States are in remedial courses after high school graduation.
- As of 2008, 47.3 percent of African American first- and second-year undergraduate students in the United States are in remedial courses after high school graduation.
- As of 2008, 45.1 percent of Hispanic first- and second-year undergraduate students in the United States are in remedial courses after high school graduation.
- As of 2008, 43.9 percent of Native American first- and second-year undergraduate students in the United States are in remedial courses after high school graduation.
- As of 2008, 33.1 percent of white first- and second-year undergraduate students in the United States are in remedial courses after high school graduation.
- As of 2008, 38.1 percent of Asian first- and second-year undergraduate students in the United States are in remedial courses after high school graduation.

33.7%

As of 2010, 33.7 percent of public high schools in the United States offer AP or IB courses in English language arts, mathematics, science and social studies.

▼ **1.1ppts** 2009–2010

32.6%

As of 2010, 32.6 percent of public high schools in the United States offer AP courses in the four core subject areas: English language arts, mathematics, science and social studies.

▼ **1.3ppts** 2009–2010

Percentage of Public High Schools Offering AP[®] or IB Courses in the Four Core Subject Areas

What is this measure, and why is this measure important? This indicator measures the percentage of public high schools in the United States that offer AP or IB courses in each of the four core subject areas: English language arts, mathematics, science and social studies.

Advanced Placement[®] is a cooperative endeavor between secondary schools and colleges; college faculty connect college-level standards into the development, validation, and scoring processes. Comparability studies ensure that the performance of students on AP Exams is aligned to the performance of students in the comparable college course.

In 2009, a study revealed that IB standards were highly aligned to the Knowledge and Skills for University Success (KSUS) college-ready standards in terms of both cognitive strategies and individual subject area knowledge.³⁷ Both programs are a good measure of the alignment of high school standards to college expectations.

What are the policy issues associated with this measure? There is considerable variation among colleges and universities in policies that specify the score a student must achieve on an AP and/or IB exam to receive college course credit or advanced standing. As more academically prepared high school students gain access to AP, IB and other rigorous course work, state leaders and policymakers should consider the extent to which the variance among institutions' credit-granting policies present barriers for these students as they transition to college. State policymakers and higher education agencies can agree that successful performance on external examinations offered by AP and IB is recognized as a measure of academic proficiency for college credit accepted toward a bachelor's degree.

37. Conley, D. T., and Ward, T. (2009). *Summary Brief: International Baccalaureate Standards Development and Alignment Project*. Eugene, OR: Educational Policy Improvement Center.

28.3%

As of 2010, 28.3 percent of public high school students in the graduating class of 2010 took an AP Exam in the United States.

16.9%

As of 2010, 16.9 percent of public high school students in the graduating class of 2010 scored a 3 or higher on at least one AP Exam in the United States.

2.9%

As of 2010, 2.9 percent of public high schools in the United States offer IB courses in the four core subject areas: English language arts, mathematics, science and social studies.

◀ 2009–2010

Aligned standards for college readiness will streamline and strengthen an effective K–16 educational system. Two in three postsecondary students attend two or more institutions before obtaining a bachelor's degree. Student and credit transition between institutions is often complicated, and AP and IB students presenting qualifying exam scores for college credit can encounter similar frustrations in the transfer process. The lack of consistent or transparent credit granting policies for AP and IB can negatively impact these students trying to maximize the application of credit and save tuition costs. States can direct, encourage and reward institutions who implement comprehensive policies for qualifying AP and IB exams that promote seamless transfer and articulation of college credit to satisfy common introductory requirements. (See K. Peter and E. F. Cataldi, *The Road Less Traveled? Students Who Enroll in Multiple Institutions* [Washington, DC: U.S. Department of Education, National Center for Education Statistics, 2005], <http://nces.ed.gov/pubs2005/2005157.pdf>)

While state policymakers often face challenges reconciling the competing values of system efficiency/accountability and institutional autonomy, research findings confirm that earning credit through AP and IB yields a range of positive outcomes, including improved academic persistence and enhanced disciplinary focus. Policymakers can review and compare state policies for awarding credit for AP and IB by using the Education Commission of the States searchable database.³⁸

Through efforts like the College Board AP Florida Partnership promoting educational excellence and equity for all students, and state requirements to administer the PSAT/NMSQT® or PLAN in grade 10, students can be identified for rigorous course work early in their high school years, encouraging increased access and success.

Where are we now? As of 2010, 33.7 percent of public high schools across the nation offer AP or IB courses in the four core subject areas (English language arts, mathematics, science and social studies).

The percentage of public high schools that offer AP or IB courses in the four core subject areas (English language arts, mathematics, science and social studies) ranges from 5.5 percent in North Dakota to 84.2 percent in Arkansas. When placed in rank order, the states with the highest percentage are Arkansas, Maryland, Connecticut, New Jersey and Massachusetts (Figure 4.1a). The states with the lowest percentage are North Dakota, Alaska, South Dakota, Montana and Nebraska.

The percentage of public high schools that offer AP courses in the four core subject areas ranges from 5.5 percent in North Dakota to 84.2 percent in Arkansas (Figure 4.1b). When placed in rank order, the states with the highest percentages are Arkansas, Maryland, Connecticut, New Jersey and Massachusetts. The states with the lowest percentages are North Dakota, Alaska, South Dakota, Montana and Nebraska.

38. Database can be accessed at: <http://mb2.ecs.org/reports/Report.aspx?id=2134>

Figure 4.1c shows the distribution of AP examinees by race/ethnicity for the graduating class of 2010. AP examinees are very diverse; 8.6 percent of AP examinees are African American and 16.0 percent are Hispanic. Similarly, 0.6 percent of the class of 2010 is American Indian or Alaska Native and 10.2 percent of the class is Asian American or Pacific Islander. Furthermore, 57.9 percent of AP examinees in the Class of 2010 are white.

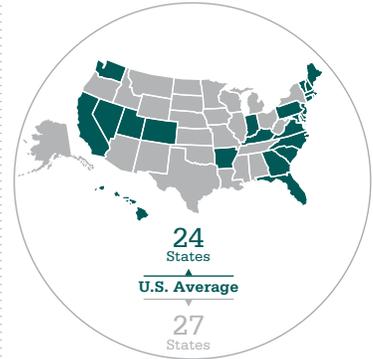
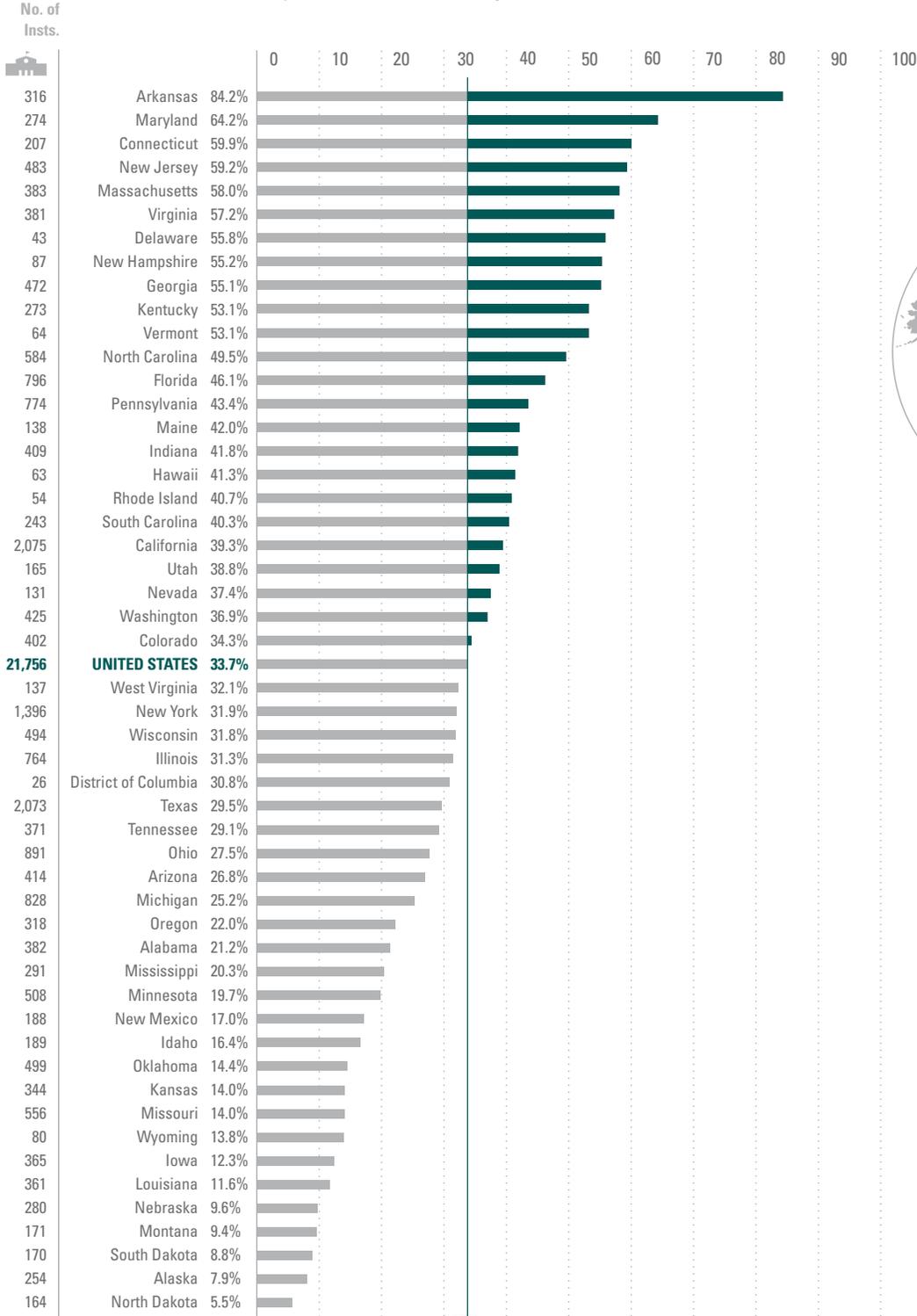
The percentage of public high school students in the class of 2010 who took an AP Exam in the United States was 28.3 percent (Figure 4.1d). This percentage of public high school students who took an AP Exam ranges from 10.4 percent in North Dakota to 43.5 percent in Florida. When placed in rank order, the states with the highest percentages are Florida, Maryland, Virginia, New York and Georgia. The states with the lowest percentages are North Dakota, Louisiana, Nebraska, Missouri and Mississippi.

The percentage of public high school students in the class of 2010 who scored a 3 or higher on at least one AP Exam in the United States was 16.9 percent (Figure 4.1e). This percentage of public high school students who took an AP Exam ranges from 4.4 percent in Mississippi to 26.4 percent in Maryland. When placed in rank order, the states with the highest percentages are Maryland, New York, Virginia, Connecticut and Massachusetts. The states with the lowest percentages are Mississippi, Louisiana, North Dakota, the District of Columbia and Nebraska.

4.1a

Percentage of Public High Schools^a Offering AP or IB Courses in the Four Core Subject Areas,^b 2010

Source: The College Board and International Baccalaureate, 2010
 a. Number of public high schools in the United States, as maintained by the College Board
 b. Core subject areas include courses in English, mathematics, science and social studies



AVG
33.7
 %

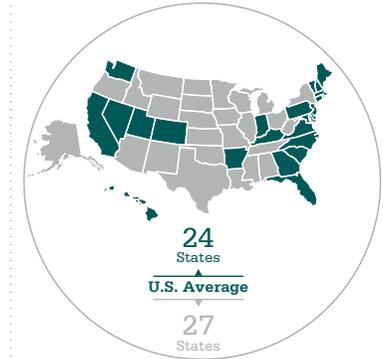
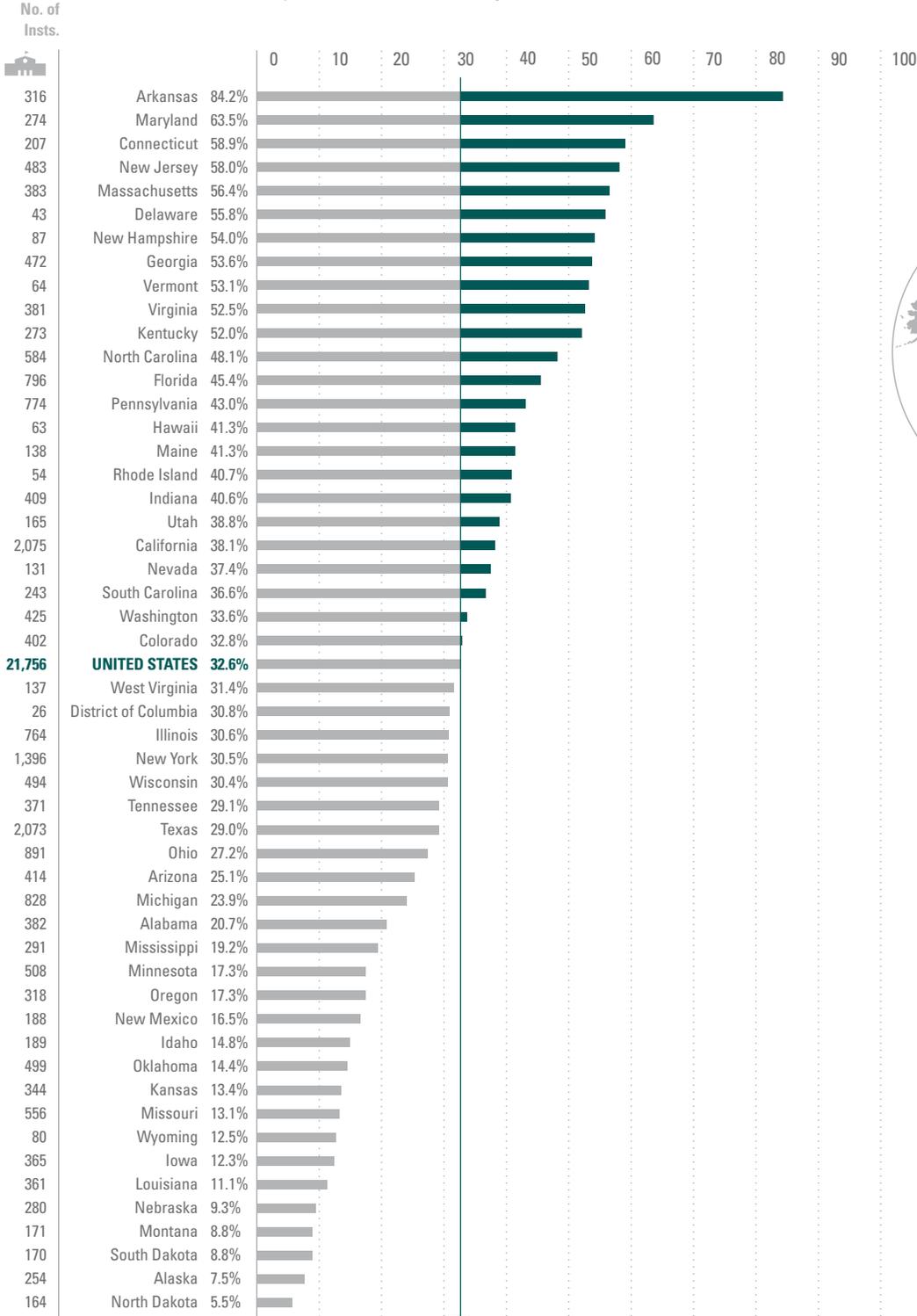
4.1b

Percentage of Public High Schools^a Offering Advanced Placement (AP) in the Four Core Subject Areas,^b 2010

Source: The College Board, 2010

a. Number of public high schools in the United States, as maintained by the College Board

b. Core subject areas include courses in English, mathematics, science and social studies



AVG
32.6
%

4.1c

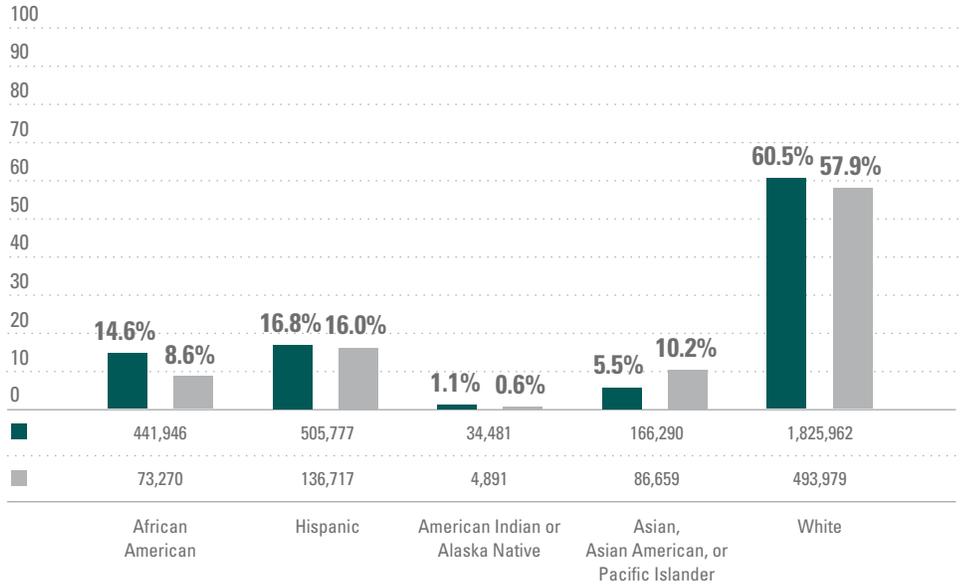
Student Population of Public High School and AP Examinees by Race/Ethnicity for the Class of 2010

■ Overall Student Population¹
 ■ AP Examinee Population²

Source: College Board, 7th Annual *AP Report to the Nation*, 2011.

Note: Because some AP Exam takers identify themselves as "Other" for ethnicity or do not provide ethnicity, the "AP Examinee Population" in this figure only represents 93.2 percent of the AP population in 2010 and the AP 3+ or higher represents only 89.8 percent of the AP 3 or higher population.

- 1. These examinees include all public school students in the class of 2010 who took an AP Exam at any point in high school.
- 2. "Knocking at the College Door" (2008), Western Interstate Commission for Higher Education.

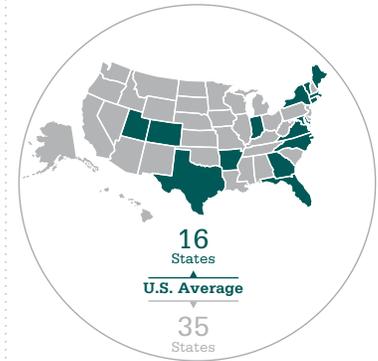


4.1d

Percentage of Public High School Students Taking an AP Exam, Class of 2010

Source: College Board, 7th Annual AP Report to the Nation, 2011.

No. of Students



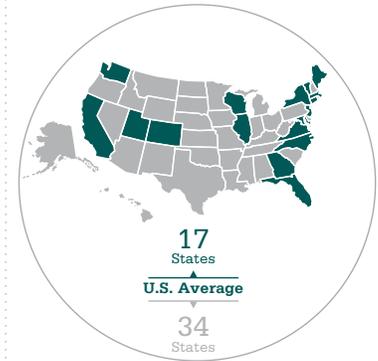
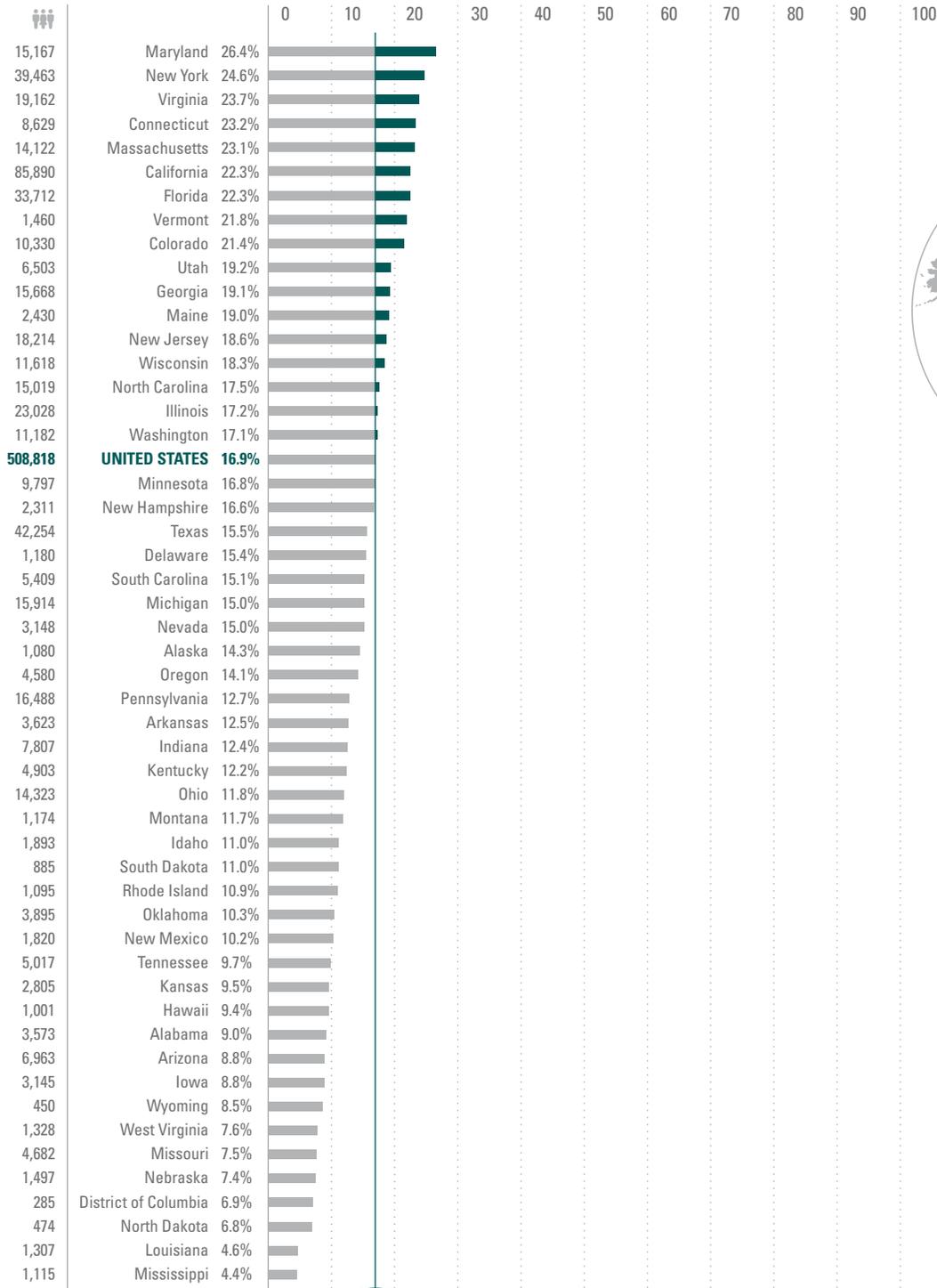
AVG
28.3
%

4.1e

Percentage of Public High School Students Scoring 3 or Higher on an AP Exam, Class of 2010

Source: College Board, 7th Annual AP Report to the Nation, 2011.

No. of Students



AVG
16.9
%

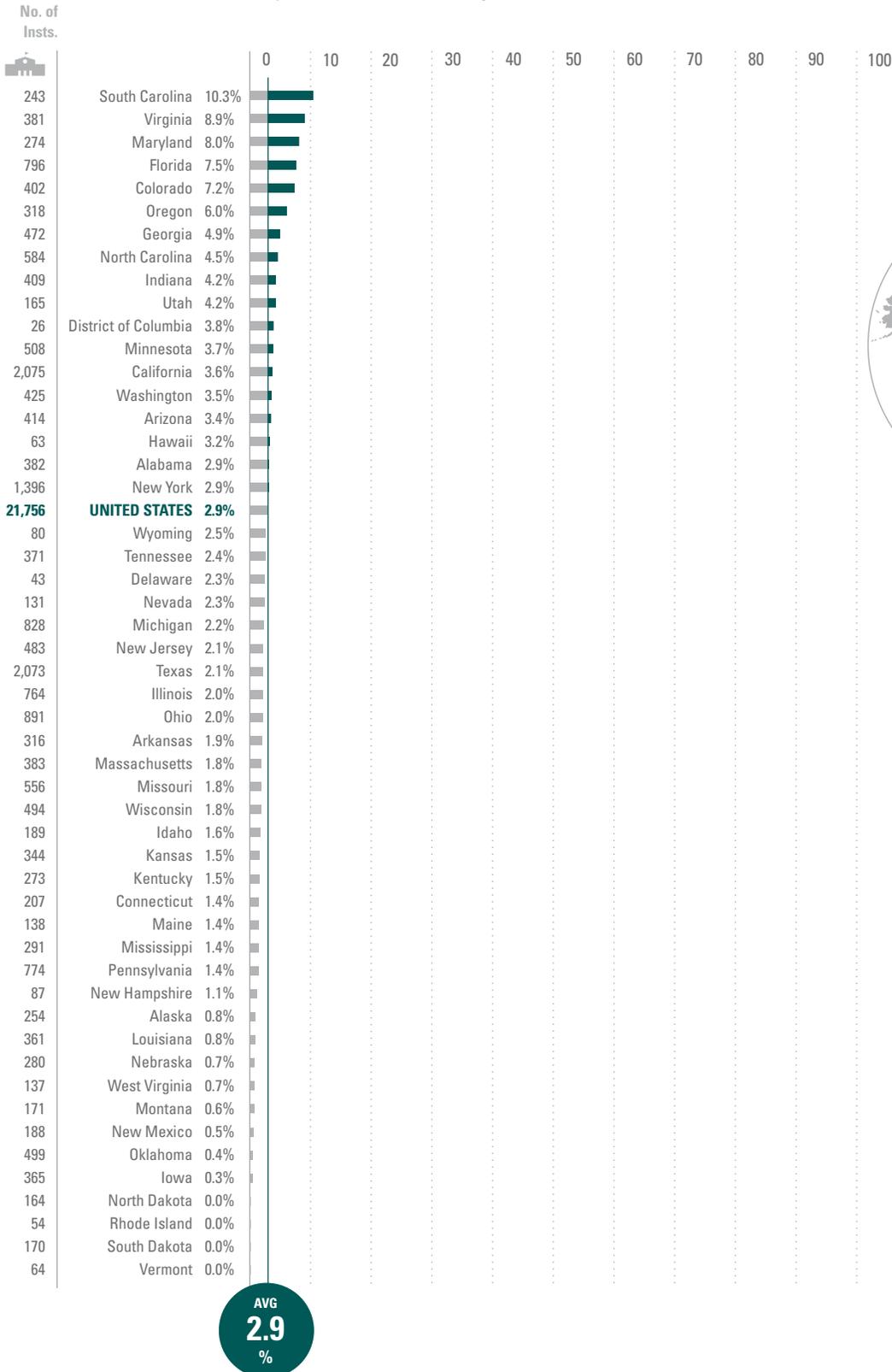
4.1f

Percentage of Public High Schools^a Offering IB Courses in the Four Core Subject Areas,^b 2010

Source: The College Board and International Baccalaureate, 2010

^a Number of public high schools in the United States, as maintained by the College Board

^b Core subject areas include courses in English, mathematics, science and social studies



Given that schools must adopt a comprehensive IB program as opposed to individual courses, an IB school automatically meets the requirement of offering course work in the four core subject areas. The percentage of public high schools offering the IB program ranges from 0.0 percent in North Dakota, Rhode Island, South Dakota and Vermont to 10.3 percent in South Carolina (Figure 4.1f). When placed in rank order, the states with the highest percentage are South Carolina, Virginia, Maryland, Florida and Colorado.

When interpreting this measure, what should be kept in mind?

The presentation of AP and IB courses should not be misconstrued as the only types of rigorous high school curricula. This measure should be used as one gauge of the amount of rigor available to student in public high schools across the nation. Rigorous course work can also be found in magnet and honors programs throughout the country; however, data for these programs are limited and do not meet the standards for inclusion in this report. While there is cause for concern about limited availability of AP core course curricula in some schools, a list of 171 online AP course providers is available through the AP Course Ledger website.

Readers should also consider the fact that a school is counted whether or not it offers one or 30 AP courses. This indicator only addresses participation (i.e., access) and not performance, which is more closely tied to college readiness. Taking IB, for example, is not the same thing as earning the IB diploma.

College and career readiness pertains to the skills and content knowledge that students should possess in reading, mathematics, writing and communications in order to be successful in the workforce or in college.³⁹

39. Wiley, A., Wyatt, J., and Camara, W. J. (2010). *The Development of a Multidimensional College Readiness Index* (College Board Research Report No. 2010-3) (New York: The College Board).

A growing number of educational leaders contend that institutional, state, and federal policies can create unintended barriers for low-income and minority students. Several states have enacted legislation to reduce these barriers and improve higher education system accountability by (1) ensuring that AP and IB credit policies accurately inform prospective students and families about credit-granting and tuition saving options; (2) supporting seamless articulation of postsecondary credit for qualifying AP and IB exam scores; and (3) ensuring broader consistency among the state's postsecondary institutions to maximize students' application and transfer of credit to reduce the accumulation of excess credits. The Education Commission of the States provides a searchable database comparing state policies on awarding credit for AP and IB exam scores.⁴⁰

While low-income and minority students continue to struggle with access to college for a number of reasons, states should not focus solely on affordability. There are a number of exemplary state models and initiatives that have expanded access to AP and IB courses.⁴¹ Promising practices underscore the need to create greater access to college admission exams (SAT and ACT) and simplify the financial aid application process, while promoting a resolute commitment to eliminate barriers that restrict underserved and low-income students from access to rigorous course work.

40. The Education Commission of the States, *Advanced Placement: State Requires Postsecondary Institutions to Award Credit for AP Exam Scores* (2010). <http://mb2.ecs.org/reports/Report.aspx?id=2134>

41. The Education Commission of the States Policy Brief, *Strategies to Empower Low-Income and Minority Students in Gaining Admission to and Paying for College*, (2008).



83.6%

As of 2009, 83.6 percent of schools in the United States offer dual enrollment.

Percentage of Schools Offering Dual Enrollment

What is this measure, and why is this measure important? Dual enrollment programs provide high school students the opportunity to take courses with advanced curricula that are aligned with college standards and earn college credit and save money. Dual enrollment programs differ from other programs like Advanced Placement or International Baccalaureate in that dual enrollment students take a course with a college curriculum and receive college credit when passing the course without additional end-of-course exams.

Dual enrollment programs can be offered whereby students enroll and take courses concurrently at a college or university as well as at their high school, or college-level courses can be offered at the local high school by college faculty for credit. This indicator includes both types of dual enrollment offerings.

This indicator is important because it measures the percentage of high schools in the United States that offer dual enrollment and therefore provide concurrent access to postsecondary courses. Data from both the school and student perspectives are presented in order to provide a more complete picture of access and participation across the country.

What are the policy issues associated with this measure? The funding streams, student eligibility and tuition requirements for dual enrollment can vary from state to state.⁴² Policymakers should integrate policies and practices related to dual enrollment to ensure that all students have an opportunity and appropriate support to engage in this level of course work. Policies should also discuss how the credits earned from dual enrollment can be used to meet graduation requirements and/or college credit.

Where are we now? As of 2009, 83.6 percent of high schools offer dual enrollment (Figure 4.2a). While the school perspective suggests broad access to dual enrollment, the student perspective reveals that only a fraction of students in these schools take advantage of these opportunities. For example, only 14.3 percent of 11th- and 12th-grade students in these schools participate in dual enrollment courses.

When the data are disaggregated by control of institution, school enrollment and percent of students receiving free or reduced-price lunches, differences emerge in both dual enrollment offerings and participation. Public high schools are more likely than private high schools to offer dual enrollment, 89.9 percent versus 36.1 percent (Figure 4.2b). However, the percentage of 11th- and 12th-graders pursuing dual enrollment courses does not differ between public and private institutions (14.3 and 13.6, respectively).

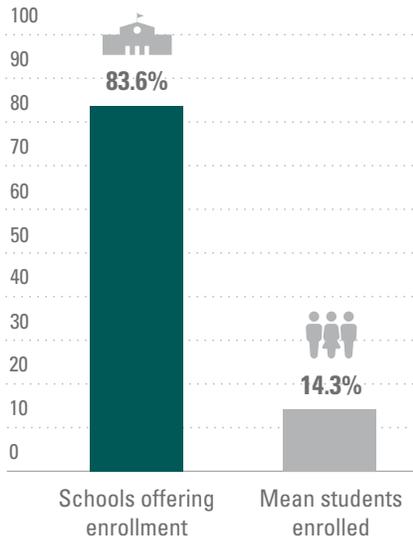
42. Krueger, C. (2006). *Dual Enrollment: Policy Issues Confronting State Policymakers* (Denver: Education Commission of the States). Retrieved June 3, 2011, from <http://www.ecs.org/clearinghouse/67/87/6787.pdf>

4.2a

National Percentage of Schools That Offer Dual Enrollment and Mean Percentage of Students Enrolled in Dual Enrollment, 2009

New figure +

Source: NACAC, State of College Admission, 2010



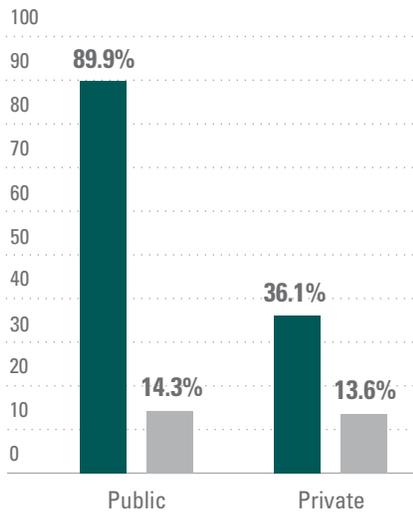
4.2b

National Percentage of Schools That Offer Dual Enrollment and Mean Percentage of Students Enrolled in Dual Enrollment, by Control of Institution, 2009

New figure +

Source: NACAC, State of College Admission, 2010

- Schools Offering Enrollment
- Mean Students Enrolled



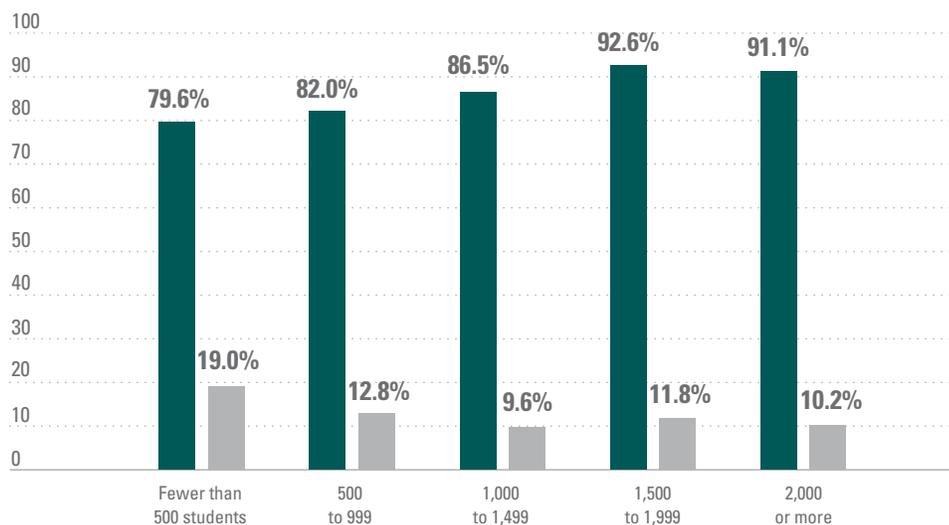
4.2c

National Percentage of Schools That Offer Dual Enrollment and Mean Percentage of Students Enrolled in Dual Enrollment, by School Enrollment, 2009

Source: NACAC, State of College Admission, 2010

New figure +

■ Schools Offering Enrollment
■ Mean Students Enrolled



Schools with 1,500 to 1,999 students are most likely to offer dual enrollment (92.6 percent), while smaller schools with fewer than 500 students are least likely to offer dual enrollment (79.6 percent). However, a higher percentage of 11th- and 12th-grade students participate in dual enrollment in smaller schools. An average of 19.0 percent of 11th- and 12th-grade students in schools with fewer than 500 students participate in dual enrollment (Figure 4.2c), compared to 12.8 percent or less in schools with 500 or more students.

There is little variability in the percentage of schools that offer dual enrollment based on the percentage of students eligible for free or reduced-price lunch programs (FRPL) (Figure 4.2d).

When interpreting this measure, what should be kept in mind? The terms *dual enrollment*, *middle college high schools* and *early college high schools* are used interchangeably, but are structured in very different ways. Dual enrollment programs have the most flexible locations — on high school campuses, on college campuses or through distance-learning programs. Middle college high schools are less flexible with location and are only available on college campuses. Early college high schools combine the resources of high school and college to provide an advanced curriculum for students. The presentation of schools offering dual enrollment courses should not be misconstrued as the only type of rigorous high school curriculum. It is the best measure that is available to date.

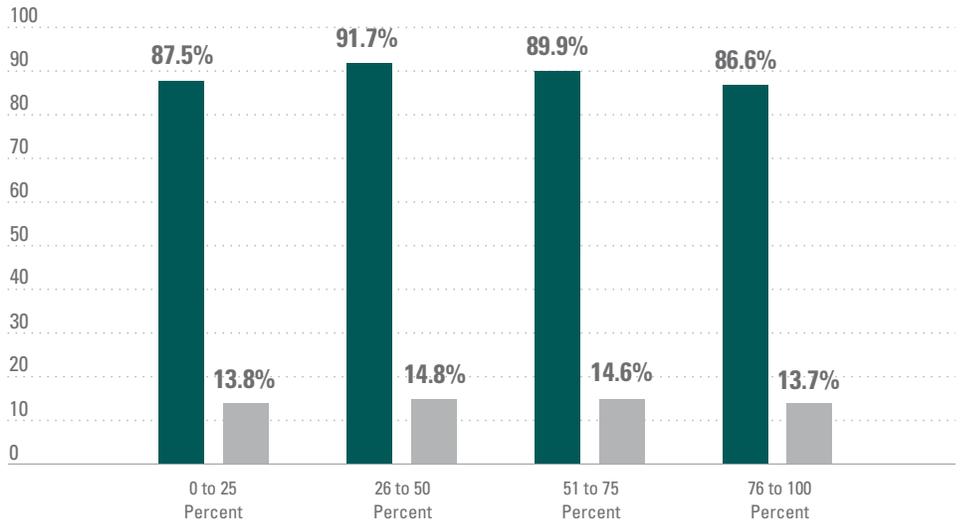
4.2d

National Percentage of Schools That Offer Dual Enrollment and Mean Percentage of Students Enrolled in Dual Enrollment Who Receive Free or Reduced-Price Lunches, 2009

New figure +

- Schools Offering Enrollment
- Mean Students Enrolled

Source: NACAC, State of College Admission, 2010



60.8%

As of 2010, 31 states have alignment between high school standards and college and workplace expectations.

▲ 15.8ppts 2009–2010

41.2%

As of 2010, 20 states and the District of Columbia have alignment between high school graduation requirements and college and workplace expectations.

▲ 2.2ppts 2009–2010

Percentage of States with Alignment Between K–12 and Higher Education Standards

What is this measure, and why is this measure important? This indicator measures the degree to which states have coordinated K–12 and postsecondary expectations to ensure that students have access to and complete a high school curriculum that will prepare them for success after graduation. Measures include the percentage of states that have aligned high school standards and college and workplace expectations; the percentage of states with alignment between high school graduation requirements and college and workplace expectations; the percentage of states with college- and career-ready assessment systems; the percentage of states with longitudinal data systems connecting preschool through graduate study educational data; and the percentage of states committed to adopting the Common Core State Standards. These measures are important because they establish the state environment necessary to foster student access to a curriculum that will ensure that they are ready for college and work after leaving high school.

What are the policy issues associated with this measure? These measures are important because they reflect policies that have the potential to improve educational and workforce outcomes. States that encourage collaboration and alignment between K–12 and higher education benefit when students need less remediation in order to be successful in college or the workplace.

Where are we now? As of 2010, 31 states (60.8 percent) have alignment between high school standards and college and workplace expectations (Figure 4.3a). However, only 20 states and the District of Columbia (41.2 percent) have alignment between high school graduation requirements with college and workplace expectations (Figure 4.3b). Fourteen states (27.5 percent) have a college- and career-ready assessment system (Figure 4.3c). Sixteen states (31.4 percent) have P–20 longitudinal data systems that integrate educational information from preschool through graduate school (Figure 4.3d). Forty-one states and the District of Columbia (82.4 percent) have adopted the Common Core State Standards in English language arts and mathematics (Figure 4.3e).

When interpreting this measure, what should be kept in mind? There is a lot of variation in high school graduation requirements across states. High schools and institutions of higher education may work together to align courses within a state, but until these standards are implemented nationwide students who attend college out-of-state may find difficulty in making sure these systems are aligned.

4.3a

Percentage of States with Alignment Between High School Standards and College and Workplace Expectations, 2010

Source: Achieve, Inc., 2010

YES

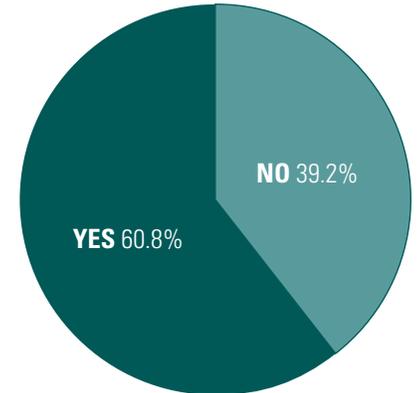
Alabama
Arizona
Arkansas
California
Colorado
Delaware
Florida
Georgia
Indiana
Kentucky
Louisiana
Maine
Maryland
Michigan
Minnesota
Mississippi
Nebraska
New Jersey
New Mexico

New York
North Carolina
Ohio
Oklahoma
Oregon
Rhode Island
South Carolina
Tennessee
Texas
Virginia
Washington
West Virginia

NO

Alaska
Connecticut
District of Columbia
Hawaii
Idaho

Illinois
Iowa
Kansas
Massachusetts
Missouri
Montana
Nevada
New Hampshire
North Dakota
Pennsylvania
South Dakota
Utah
Vermont
Wisconsin
Wyoming



4.3b

Percentage of States with Alignment Between High School Graduation Requirements and College and Workplace Expectations, 2010

Source: Achieve, Inc., 2010

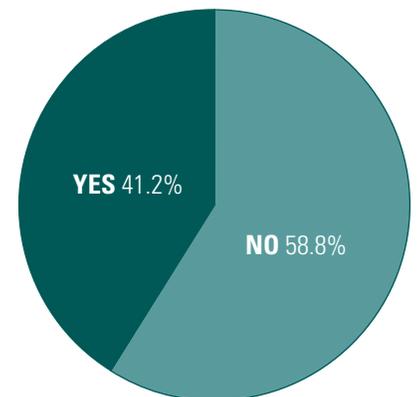
YES

Alabama
Arizona
Arkansas
Delaware
District of Columbia
Georgia
Indiana
Kentucky
Michigan
Minnesota
Mississippi
Nebraska
New Mexico
New York
North Carolina
Ohio
Oklahoma
South Dakota
Tennessee
Texas
Washington

NO

Alaska
California
Colorado
Connecticut
Florida
Hawaii
Idaho
Illinois
Iowa
Kansas
Louisiana
Maine
Maryland
Massachusetts
Missouri
Montana
Nevada
New Hampshire
New Jersey
North Dakota
Oregon

Pennsylvania
Rhode Island
South Carolina
Utah
Vermont
Virginia
West Virginia
Wisconsin
Wyoming



27.5%

As of 2010, 14 states have a college- and career-ready assessment system.

▲ **7.5ppts** 2009–2010

31.4%

As of 2010, 16 states have P–20 longitudinal data systems.

▲ **8.4ppts** 2009–2010

82.4%

As of 2010, 41 states and the District of Columbia have adopted the Common Core State Standards.

▼ **13.6ppts** 2009–2010

4.3c

Percentage of States with College- and Career-Ready Assessment Systems, 2010

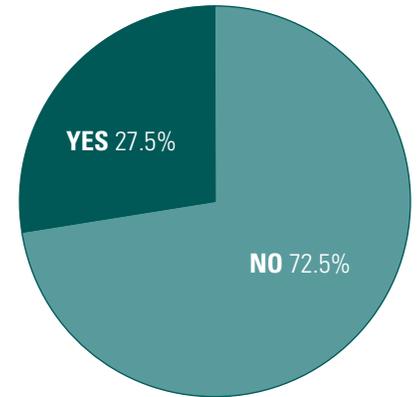
Source: Achieve, Inc., 2010

YES

- Alabama
- California
- Colorado
- Georgia
- Hawaii
- Illinois
- Kentucky
- Louisiana
- Maine
- Michigan
- New York
- Tennessee
- Texas
- Wisconsin

NO

- Alaska
- Arizona
- Arkansas
- Connecticut
- Delaware
- District of Columbia
- Florida
- Idaho
- Indiana
- Iowa
- Kansas
- Maryland
- Massachusetts
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Utah
- Vermont
- Virginia
- Washington
- West Virginia
- Wyoming



4.3d

Percentage of States with P–20 Longitudinal Data Systems, 2010

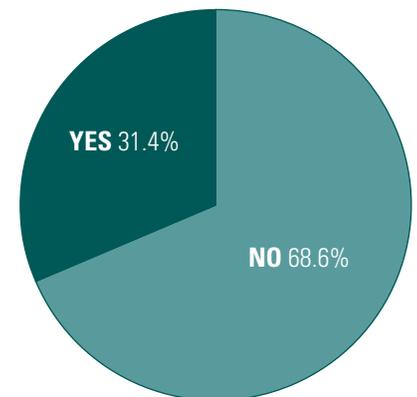
Source: Achieve, Inc., 2010

YES

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- Delaware
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- Georgia
- Iowa
- Louisiana
- Missouri
- Nevada
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- Pennsylvania
- Texas
- Utah
- Washington
- Wyoming

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- Arizona
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- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Vermont
- Virginia
- West Virginia
- Wisconsin



4.3e

Percentage of States That Have Adopted the National Common Core Standards, 2010

Source: National Governors Association and Council of Chief State School Officers, Common Core Standards Initiative, 2010

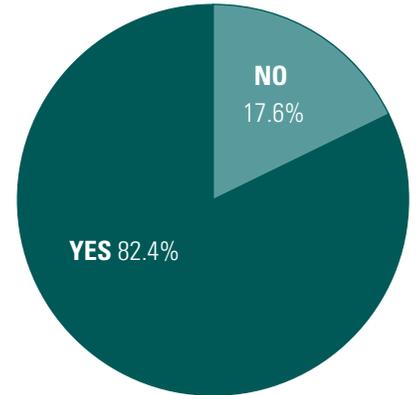
YES

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- Vermont
- West Virginia
- Wisconsin
- Wyoming

NO

- Alaska
- Maine
- Minnesota
- Montana
- Nebraska
- North Dakota
- Texas
- Virginia
- Washington





37.6%

As of 2008, 37.6 percent of first- and second-year undergraduate students in the United States are in remedial courses after high school graduation.

47.3%

As of 2008, 47.3 percent of African American first- and second-year undergraduate students in the United States are in remedial courses after high school graduation.

Percentage of Students in Remedial College Classes

What is this measure, and why is this measure important? This indicator measures the percentage of first- and second-year undergraduate students who participate in remedial or developmental classes to improve basic skills in reading, writing, mathematics or study skills. This can be used to examine whether students are prepared adequately for college-level work and illustrates the consequences of misaligned expectations for high school graduates and beginning college students. The data contained in this indicator reflect both degree- and nondegree-seeking students (i.e., those pursuing certificates and/or not enrolled in a degree program).

What are the policy issues associated with this measure? Central to this discussion is the question of whether remedial course offerings are appropriate at the college level and whether those courses should be offered at all colleges or be restricted to two-year colleges.⁴³ There are concerns about the costs of remedial course offerings and the impact of remedial course offerings on academic standards at four-year institutions.⁴⁴ In response to these pressures, some states have taken steps to reduce or eliminate remedial course offerings at four-year institutions and to restrict the use of public funds for such courses. Policies should be in place to ensure that students who are in remedial courses are aware of the implications this may have on their educational trajectory and/or expected graduation date. But fundamentally, the policy issue is that students are not arriving at college ready to participate in classes. Unfortunately, minority students are typically overrepresented in these remedial classes.

Where are we now? As of 2008, 37.6 percent of first- and second-year undergraduate students are in at least one remedial college class (Figure 4.4a). While the remediation rates are lowest for students who identify as white (33.1 percent), “two or more races” (35.5 percent), “other” (37.0 percent) and Asian (38.1 percent); the remediation rates are considerably higher among students who identify as African American (47.3 percent), Hispanic (45.1 percent) and American Indian (43.9 percent; Figure 4.4b).

Females have a higher remediation rate than males (40.2 percent versus 34.2 percent; Figure 4.4c). The remediation rate is higher for 30- to 39-year-olds (Figure 4.4d). The remediation rate ranges from 29.7 percent for students who are 18 years old or younger to 43.2 percent for students who are 30 to 39 years old.

43. McCabe, R. *No One to Waste* (Denver: Community College Press, 2000); Shults, C. *Institutional Policies and Practices in Remedial Education: A National Study of Community Colleges* (ED447884) (Washington, DC: American Association of Community Colleges, 2000).

44. Hoyt, J., and Sorenson, C. (2001). High School Preparation, Placement Testing, and College Remediation. *Journal of Developmental Education*, 25(2): 26–33.

45.1%

As of 2008, 45.1 percent of Hispanic first- and second-year undergraduate students in the United States are in remedial courses after high school graduation.

43.9%

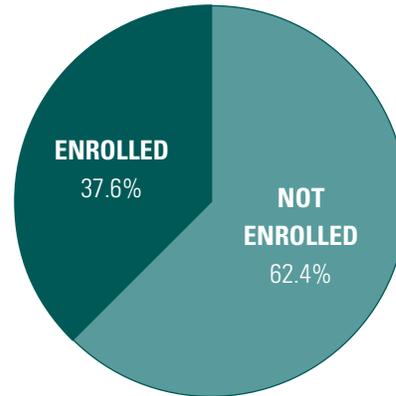
As of 2008, 43.9 percent of Native American first- and second-year undergraduate students in the United States are in remedial courses after high school graduation.

4.4a

New figure +

Percentage of First- and Second-Year Undergraduates in Remedial Courses After High School Graduation, 2008

Source: NCES, Profile of Undergraduate Students: 2007-08, 2010

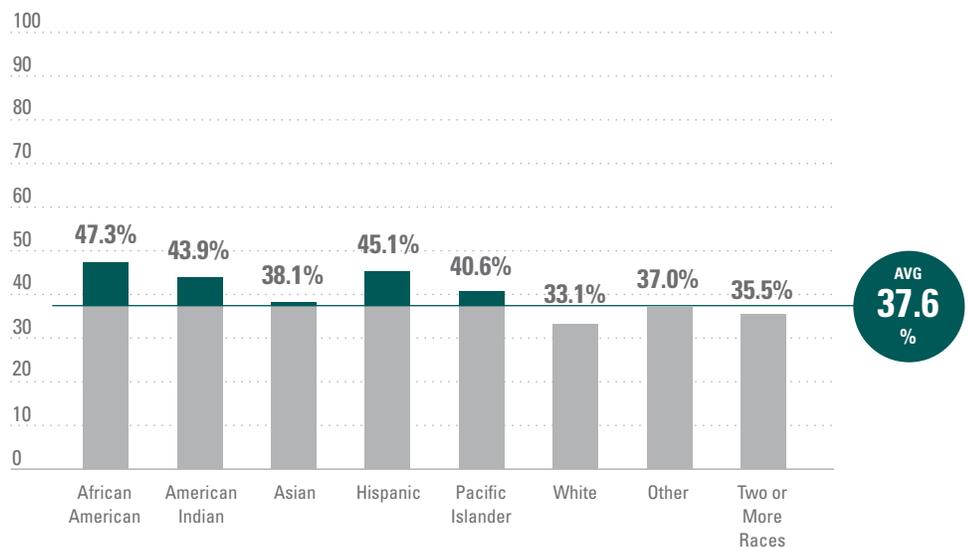


4.4b

New figure +

Percentage of First- and Second-Year Undergraduates in Remedial Courses After High School Graduation by Race/Ethnicity, 2008

Source: NCES, Profile of Undergraduate Students: 2007-08, 2010



33.1%

As of 2008, 33.1 percent of white first- and second-year undergraduate students in the United States are in remedial courses after high school graduation.

38.1%

As of 2008, 38.1 percent of Asian first- and second-year undergraduate students in the United States are in remedial courses after high school graduation.

Across income levels, the remediation rate is higher among low-income first- and second-year undergraduate students. The remediation rate for students in the lowest income quartile is 41.9 percent compared to 31.3 percent for students in the highest income quartile (Figure 4.4e).

In general, remediation rates are higher for public institutions versus private institutions. Public two-year institutions have the highest remediation rates (44.5 percent; Figures 4.4f and 4.4g). Exclusively, part-time students have higher remediation rates compared to full-time students (42.5 percent and 34.5 percent, respectively (Figure 4.4h). A slightly higher proportion of second-year undergraduate students (39.9 percent) take at least one remedial course when compared to first-year students (36.2 percent; Figure 4.4i).

When interpreting this measure, what should be kept in mind?

The National Center for Education Statistics generally defines postsecondary remedial education as courses in reading, writing, mathematics or study skills for college-level students lacking the skills necessary to perform at the level required by the institution.⁴⁵ Students participating in remedial education in college may not earn credit toward their degrees following course completion. The National Postsecondary Student Aid Study (NPSAS) data, unlike the other indicators in this report, include Puerto Rico. The NPSAS is based on a nationally representative sample of all students in postsecondary education institutions, which comprises undergraduate, graduate and first-professional students. Despite the number of students with access to the survey, only the responses from first- and second-year undergraduates or undergraduates not in a degree program are considered for the question related to remedial courses. A study of this type, designed to collect data on significant financial aid issues, has not been replicated since 2008.

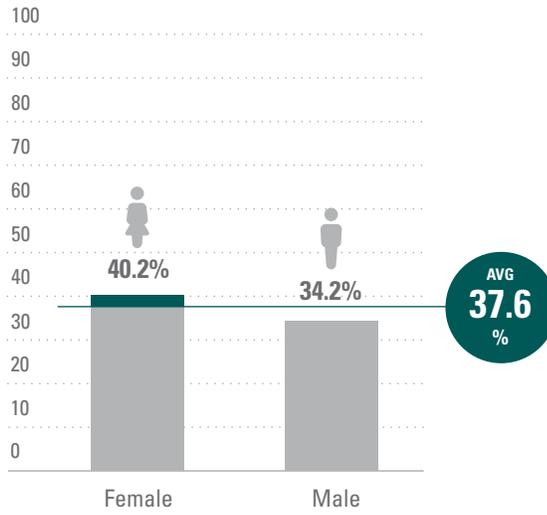
45. Parsad, B., Lewis, L., and Greene, B. (November 2003). Remedial Education at Degree-Granting Postsecondary Institutions in Fall 2000 (Washington, DC: National Center for Education Statistics).

4.4c

Percentage of First- and Second-Year Undergraduates in Remedial Courses After High School Graduation by Gender, 2008

New figure +

Source: NCES, Profile of Undergraduate Students: 2007-08, 2010

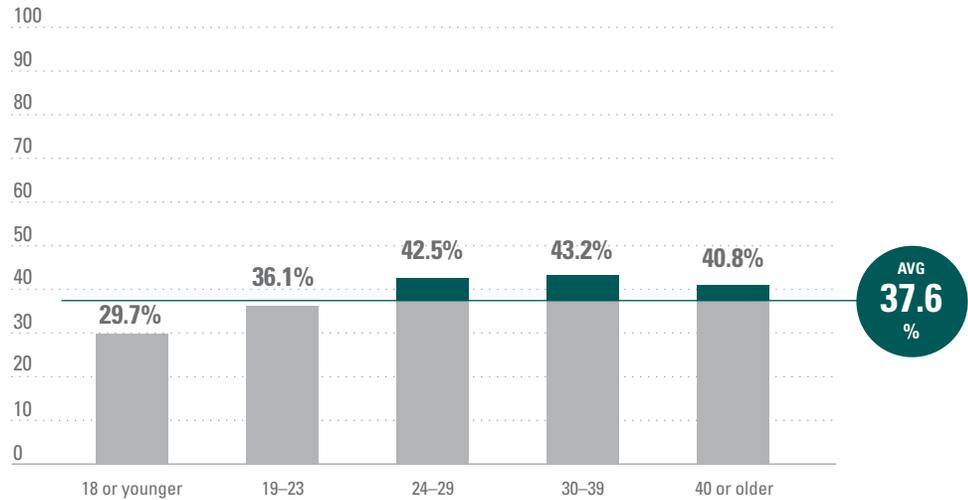


4.4d

Percentage of First- and Second-Year Undergraduates in Remedial Courses After High School Graduation by Age, 2008

New figure +

Source: NCES, Profile of Undergraduate Students: 2007-08, 2010

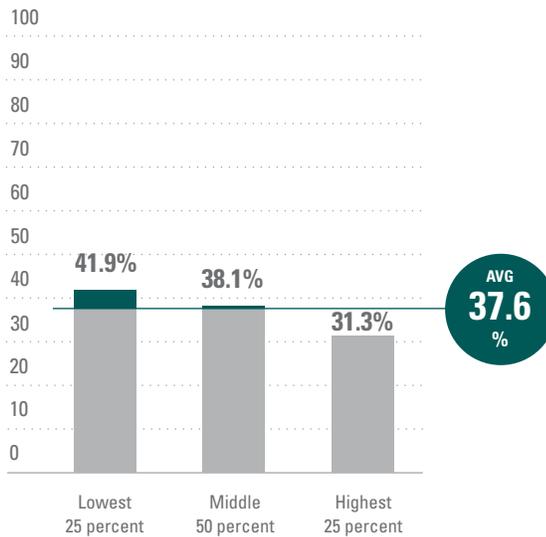


4.4e

Percentage of First- and Second-Year Undergraduates in Remedial Courses After High School Graduation by Income, 2008

New figure +

Source: NCES, Profile of Undergraduate Students: 2007-08, 2010

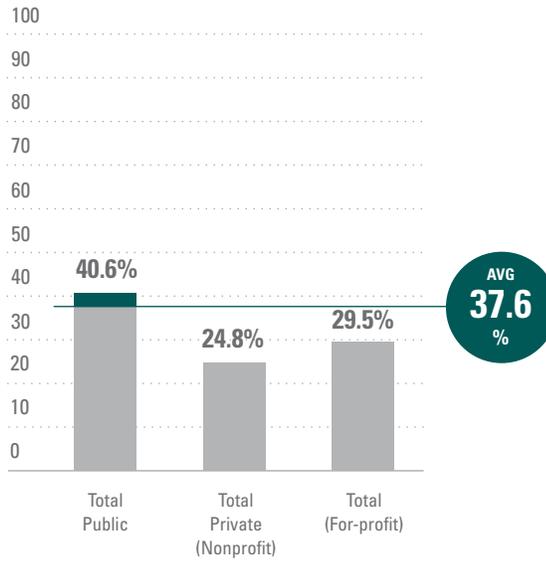


4.4f

Percentage of First- and Second-Year Undergraduates in Remedial Courses After High School Graduation by Institutional Type, 2008

New figure +

Source: NCES, Profile of Undergraduate Students: 2007-08, 2010

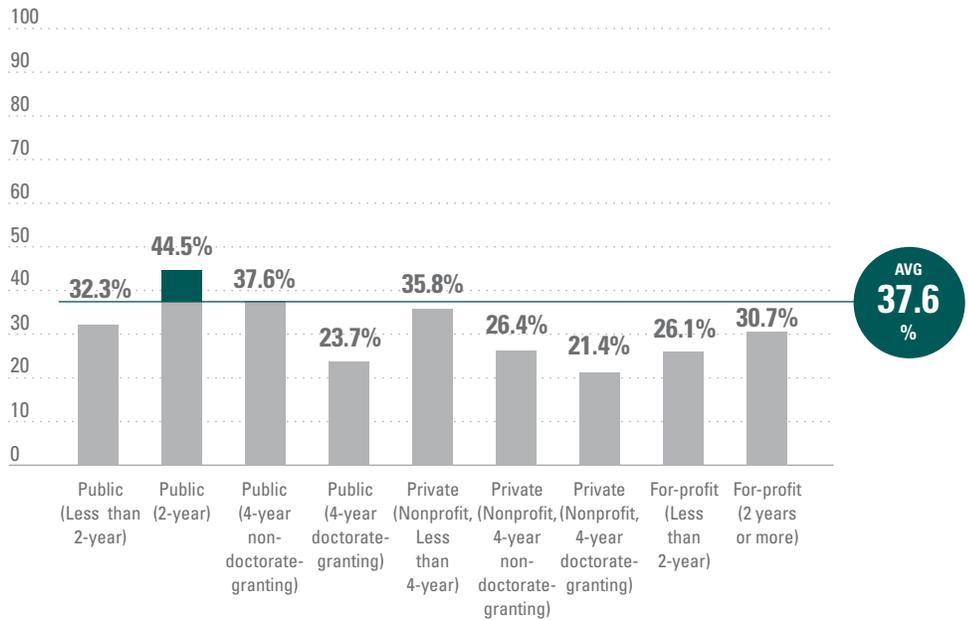


4.4g

Percentage of First- and Second-Year Undergraduates in Remedial Courses After High School Graduation by Institutional Type, 2008

New figure +

Source: NCES, Profile of Undergraduate Students: 2007-08, 2010

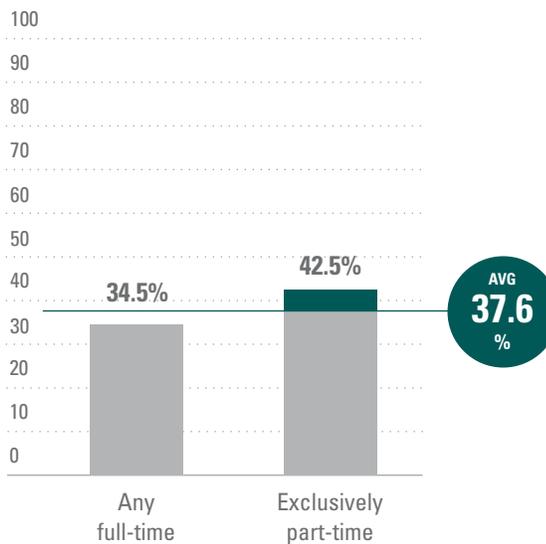


4.4h

Percentage of First- and Second-Year Undergraduates in Remedial Courses After High School Graduation by Attendance Intensity, 2008

New figure +

Source: NCES, Profile of Undergraduate Students: 2007-08, 2010

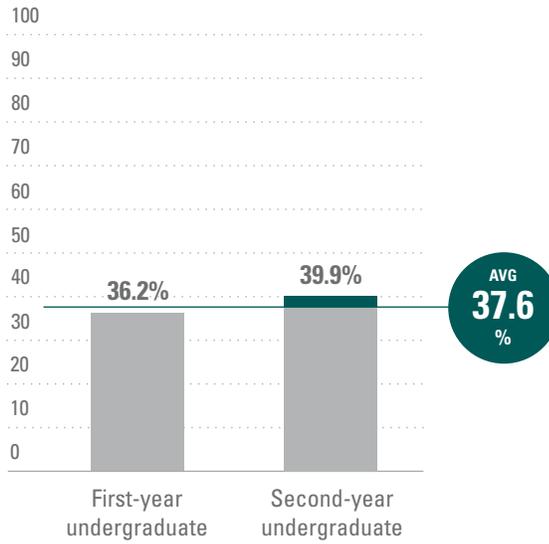


4.4i

Percentage of First- and Second-Year Undergraduates in Remedial Courses After High School Graduation by Class Level, 2008

New figure +

Source: NCES, Profile of Undergraduate Students: 2007-08, 2010



Five

Improve teacher quality
and focus on recruitment
and retention

WE RECOMMEND that states, localities and the federal government step up to the crisis in teaching by providing market-competitive salaries, creating multiple pathways into teaching, and fixing the math and science crisis.

It is critical for the United States to substantially improve the quality of teachers to ensure that students have the benefit of learning from the most highly qualified and innovative teachers possible. Professional development is important to constantly improving the quality of teachers, yet more must be done to encourage more highly qualified individuals to choose teaching as a profession. The issue is so important that the National Council on Teacher Quality (NCTQ) began creating a biennial *State Teacher Policy Yearbook* that identifies critical areas in which teacher policy needs to improve for every state in the nation.⁴⁶

NCTQ's *Yearbook* evaluates states based on five goals: (1) teacher preparation; (2) teacher recruitment; (3) identification of effective teachers; (4) retention of effective teachers; and (5) exiting of ineffective teachers. In general, these goals cover the areas of recruitment and retention of teachers. In the *Yearbook*, each state receives an overall grade and a grade in each of the five areas mentioned above. In the 2010 *Yearbook*, most of the states received an overall grade of C or D. The recruitment and retention for individuals in the teaching profession is complex, yet it is necessary to ensure that teacher quality is constantly improving.

There are multiple approaches to assessing teacher quality; those featured in this report include:

- State encouragement and support for teacher professional development;
- Percentage of public school teachers of grades nine through 12 by field;
- State policies on out-of-field teachers;
- Percentage of bachelor's, master's and doctoral degrees earned in education;
- Percentage of teachers leaving the profession;
- Data systems to monitor teacher quality; and
- Percentage of teachers by full-time teaching experience.

46. National Council on Teacher Quality. *Blueprint for Change: 2010 State Teacher Policy Yearbook*. Retrieved from <http://www.nctq.org/stpy09/updates/national.jsp>

General Findings for This Recommendation

- As of 2010, 40 states have professional development standards for teachers.
- As of 2010, 24 states finance professional development for all districts.
- As of 2010, 16 states require districts/schools to set aside time for professional development.
- As of 2010, 31 states require districts to align professional development with local priorities and goals.
- As of 2008, English or language arts teachers represent 15.9 percent of the public secondary school teachers, followed by 13.4 percent for mathematics, 12.8 percent for vocational/technical, 11.6 percent for natural sciences, 11.4 percent for social sciences, 10.2 percent for special education, and less than 8.0 percent each for arts and music, foreign languages and health and physical education.
- As of 2010, six states require parental notification of out-of-field teachers.
- As of 2010, four states have a ban or cap on the number of out-of-field teachers allowed in K–12 classrooms.
- As of 2008, education degrees represent 6.6 percent of bachelor's degrees, 28.1 percent of master's degrees, and 13.3 percent of doctoral degrees earned in one year.
- As of 2008, 8.0 percent of public school teachers and 15.9 percent of private school teachers do not return to the teaching profession the following academic year.
- As of 2010, 13 states include student achievement as a part of the teacher evaluation process.
- As of 2010, 20 states are able to match student and teacher records by course/subject with state assessment results.
- As of 2008, 13.4 percent of teachers have less than three years, 33.6 percent of teachers have three to nine years, 29.3 percent of teachers have ten to 20 years, and 23.7 percent of teachers have more than 20 years of full-time teaching experience.

78.4%

As of 2010, 40 states have professional development standards for teachers.

▼ 1.6ppts 2009–2010

47.1%

As of 2010, 24 states finance professional development for all districts.

◀▶ 2009–2010

State Encouragement and Support for Teacher Professional Development

What is this measure, and why is this measure important? To ensure that teachers continue to build upon the knowledge and skills developed through undergraduate and/or graduate education, they must participate in ongoing quality professional development initiatives. The content of professional development activities for teachers may be guided by a set of agreed upon standards by a local education agency, the decision of the building administrator and/or the decision of an individual teacher. Thus, the quality of these experiences must be closely monitored to assure teachers are gaining access to knowledge that will provide more opportunity for students to attain college and career success. One such entity that monitors and identifies teachers who have met high standards based on what teachers know and should be able to do is the National Board for Professional Teaching Standards.⁴⁷

5.1a

States with Professional Development Standards, 2010

Source: *Education Week*, Quality Counts, 2010

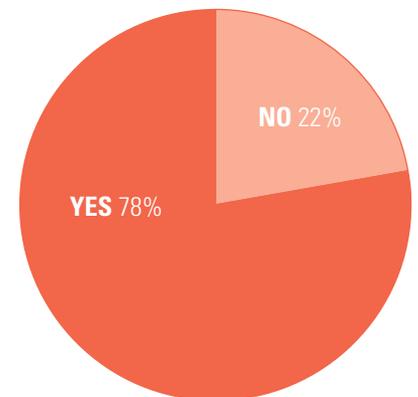
YES

Alabama
Arizona
Arkansas
Colorado
Connecticut
Delaware
Florida
Georgia
Hawaii
Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi

Missouri
Montana
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
Tennessee
Utah
Vermont
Virginia
Washington
West Virginia

NO

Alaska
California
District of Columbia
Idaho
Illinois
Nebraska
Nevada
South Dakota
Texas
Wisconsin
Wyoming



47. National Board for Professional Teaching Standards. For more information, see <http://www.nbpts.org/>

31.4%

As of 2010, 16 states require districts/schools to set aside time for professional development.

◀▶ 2009–2010

60.8%

As of 2010, 31 states require districts to align professional development with local priorities and goals.

▲ 1.8ppts 2009–2010

What are the policy issues associated with this measure? Schools and districts are encouraged to implement policies and procedures that provide quality professional development for their teachers. Professional development opportunities should align with other goals and objectives within a school, district and/or state. This type of districtwide or schoolwide professional development compensates for the varied types of instruction teachers may receive in their preservice programs and will help to alleviate the large-scale concerns across a local education agency. This will also ensure that the knowledge and skills of the teachers are being developed in the most effective areas.

Where are we now? As of 2010, 40 states (78.4 percent) have professional development standards for K–12 teachers (Figure 5.1a). Funding is provided for all districts in the state to provide professional development for teachers in 24 states (47.1 percent; Figure 5.1b). Only 16 states (31.4 percent) require districts/schools to set aside time for professional development (Figure 5.1c), while 31 states (60.8 percent) require districts to align professional development with local priorities and goals (Figure 5.1d). Finally, 31 states (60.8 percent) provide incentives for teachers to earn National Board Certification (Figure 5.1e).

When interpreting this measure, what should be kept in mind?

Professional development models come in many different forms, with varying degrees of effectiveness. Although tracking the number of states with professional development initiatives is helpful in understanding the degree to which teachers have further educational opportunities beyond formal schooling, it is also important to track the effectiveness and quality of professional development courses.

5.1b

States That Finance Professional Development for All Districts, 2010

Source: *Education Week*, Quality Counts, 2010

YES

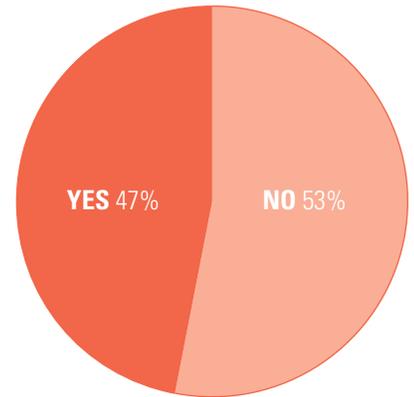
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5.1c

States That Require Districts/Schools to Set Aside Time for Professional Development, 2010

Source: *Education Week*, Quality Counts, 2010

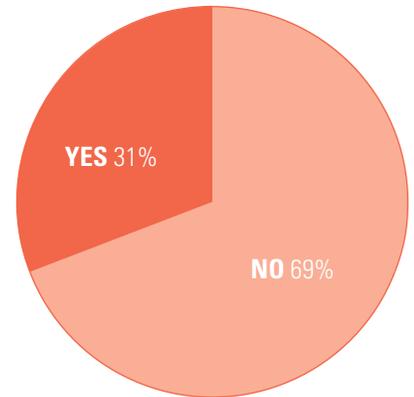
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5.1d

States That Require Districts to Align Professional Development with Local Priorities and Goals, 2010

Source: *Education Week*, Quality Counts, 2010

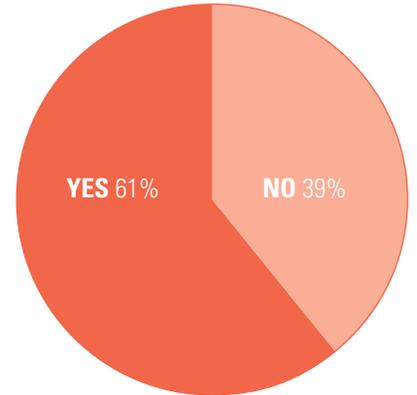
YES

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5.1e

States That Provide Incentives for Teachers to Earn National Board Certification, 2010

Source: *Education Week*, Quality Counts, 2010

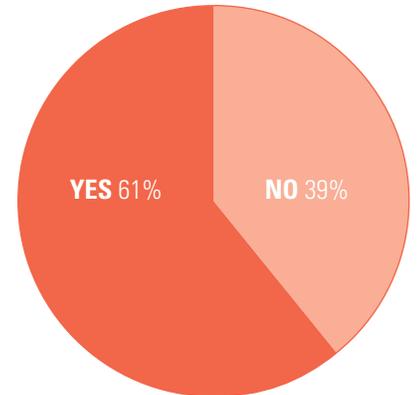
YES

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- Texas
- Utah



15.9%

As of 2008, 15.9 percent of public high school teachers teach English or language arts classes.

13.4%

As of 2008, 13.4 percent of public high school teachers teach mathematics classes.

11.6%

As of 2008, 11.6 percent of public high school teachers teach science classes.

Percentage of Public School Teachers of Grades Nine Through 12 by Field

What is this measure, and why is this measure important? The data in this measure present the primary teaching assignments of public school teachers for grades nine through 12. This highlights the demand for teachers in the mathematics and science fields — disciplines that have long struggled with recruitment and retention issues. Highly qualified teachers in this area are necessary to build the pipeline of students who will be able to work in the mathematics and science fields. The United States Department of Labor recommends building the gateway to science, technology, engineering and mathematics career fields through K–12 education.⁴⁸ Thus, the identification of STEM teachers is a pivotal role in the nation’s ability to remain competitive with other countries in economic growth and sustainability.

What are the policy issues associated with this measure? The number of teachers of grades nine through 12 in a specific subject area is closely related to the course requirements for graduation. If states require students to complete a specific sequence of courses to receive a high school diploma, it is expected that the schools offer these courses to students. Thus states, districts and schools may be limited in the number of mathematics and science teachers they can hire if these courses are not required for graduation. Policymakers should strive to ensure that their graduation standards require students to complete rigorous mathematics and science courses, specifically with the intent of preparing students for the demands of the workforce.

Where are we now? As of 2008, 15.9 percent of public high school teachers teach English or language arts while 11.4 percent teach social sciences (Figure 5.2a). Collectively, one out of four public high school teachers teaches mathematics or science, 13.4 percent teach mathematics and 11.6 percent teach natural sciences. Vocational/technical teachers constitute 12.8 percent of public high school teachers, and special education teachers represent a slightly smaller portion of teachers (10.2 percent). Arts and music, foreign languages, and health and physical education teachers each represent less than 8.0 percent of public high school teachers.

48. United States Department of Labor. (2007). *The STEM Workforce Challenge: The role of the public workforce system in a national solution for a competitive science, technology, engineering, and mathematics (STEM) workforce*. Retrieved from http://www.doleta.gov/youth_services/pdf/STEM_Report_4%2007.pdf

When disaggregated by race/ethnicity, 81.2 percent of mathematics teachers and 86.4 percent of natural science teachers are white (Figure 5.2b). In comparison, African Americans represent 7.3 percent of mathematics teachers and 5.5 percent of natural science teachers. Nearly, seven percent (6.9 percent) of mathematics teachers and 4.2 percent of natural science teachers are Hispanic.

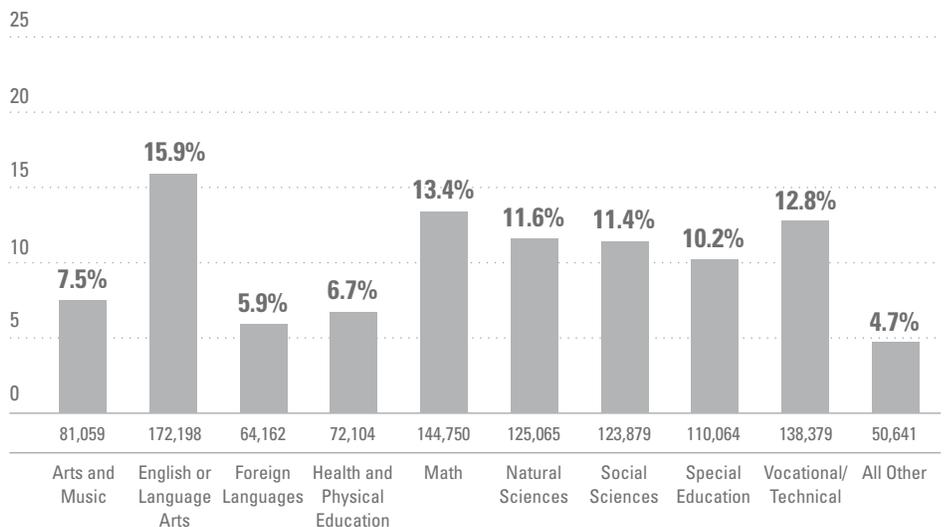
As of 2008, the majority of teachers teaching mathematics and natural science are women (Figure 5.2c). Women account for 56.8 percent of mathematics teachers and 53.8 percent of science teachers in public high schools.

When interpreting this measure, what should be kept in mind? In many instances, teachers may teach more than one subject in a school. This measure accounts for the primary teaching assignment of teachers who are responsible for courses in grades nine through 12. In addition, the measure does not address the academic rigor of the courses being taught. Currently, the level of rigor in all high school courses is not measured; however, the Classification of Secondary School Courses⁴⁹ provides an inventory of all high school courses taught across the nation in a standardized format. This system provides the ability to identify the same course across the nation by standardizing the name of the course being offered.

5.2a

Percentage of Public School Teachers of Grades 9 Through 12 by Field, 2008

Source: NCES, *Digest of Education Statistics*, 2009

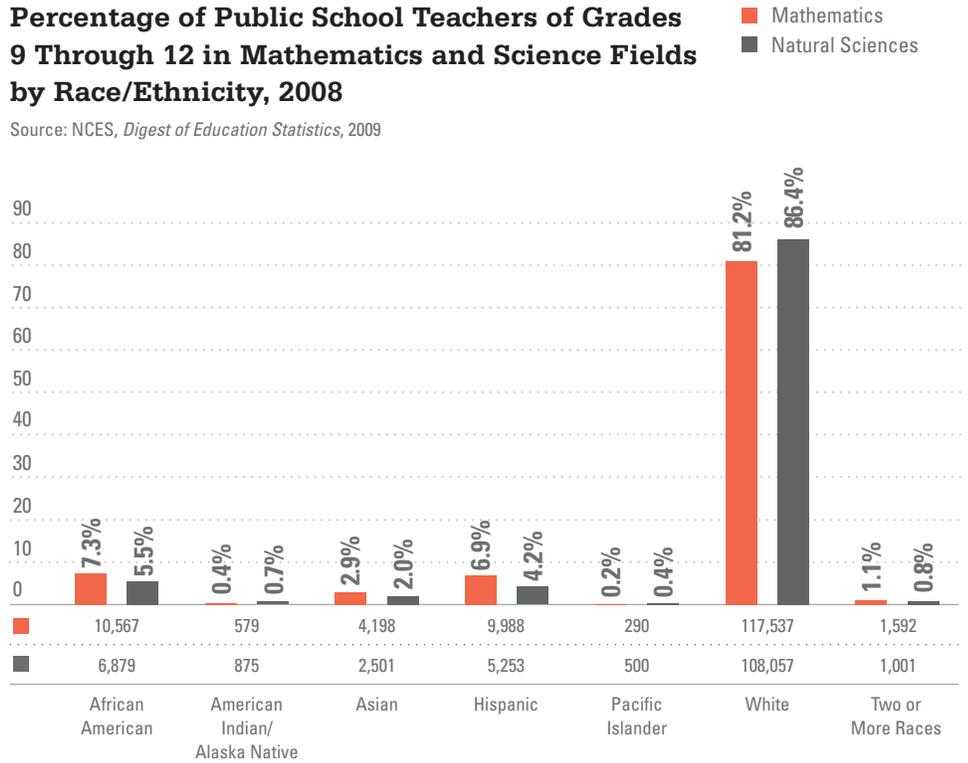


49. National Center for Education Statistics (2011). High School Transcript Studies. Retrieved May 9, 2011, from <http://nces.ed.gov/surveys/hst/courses.asp>

5.2b

Percentage of Public School Teachers of Grades 9 Through 12 in Mathematics and Science Fields by Race/Ethnicity, 2008

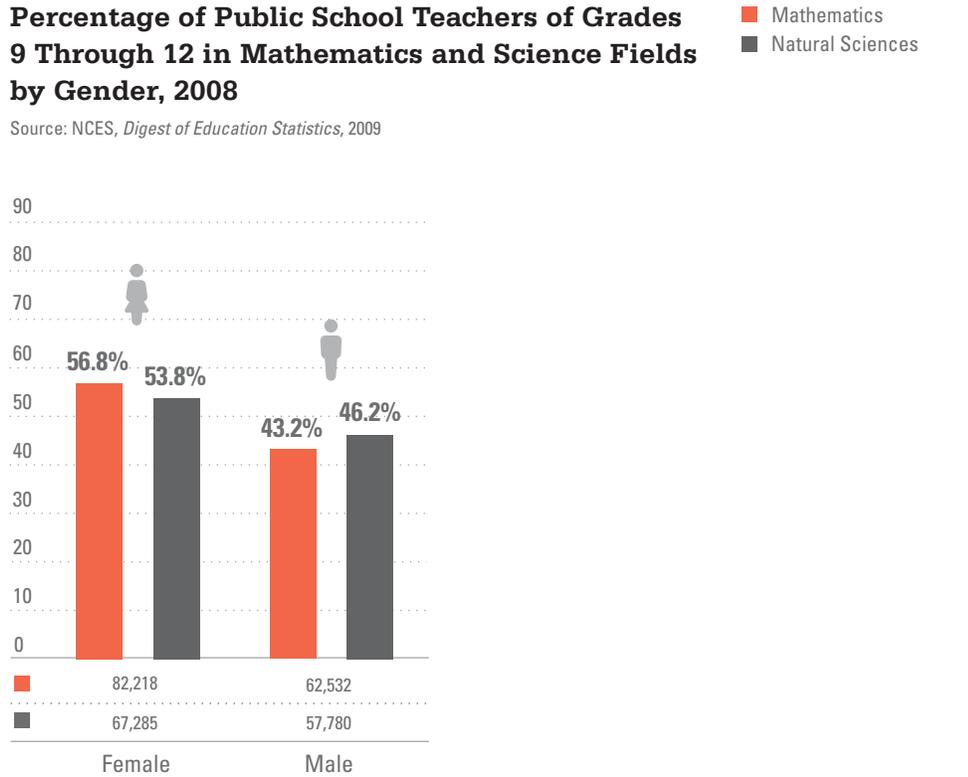
Source: NCES, *Digest of Education Statistics*, 2009



5.2c

Percentage of Public School Teachers of Grades 9 Through 12 in Mathematics and Science Fields by Gender, 2008

Source: NCES, *Digest of Education Statistics*, 2009



11.8%

As of 2010, six states require parental notification of out-of-field teachers.

▲ 1.8ppts 2009–2010

7.8%

As of 2010, four states have a ban or cap on the number of out-of-field teachers allowed in K–12 classrooms.

◀▶ 2009–2010

State Policies on Out-of-Field Teachers

What is this measure, and why is this measure important? A teacher with content knowledge in the area in which they teach is more likely to be qualified. This measure seeks to gain an understanding of the number and percentage of states that notify parents when a teacher is teaching out of field, or in an area in which he or she may not have received formal training. The measure also provides the number and percentage of states that have a ban or cap on the number of out-of-field teachers permissible in classrooms. Providing parents with this knowledge gives them the opportunity to decide whether or not the teacher provided for their child meets their personal expectations.

What are the policy issues associated with this measure?

Identification of out-of-field teachers may adversely affect the schools' accreditation or reputation.⁵⁰ Implementing policies that require states to send parental notification or place a ban or cap on the number of out-of-field teachers will encourage schools to put more highly qualified teachers in place to teach students. States should focus on policies and practices that help these out-of-field teachers acquire appropriate licensure and/or certification.

Where are we now? As of 2010, only six states (11.8 percent) require parental notification of out-of-field teachers (Figure 5.3a). These states are Arkansas, Florida, Georgia, Hawaii, New Mexico and Texas. Only four states (7.8 percent) place a ban or cap on the number of out-of-field teachers who are allowed in K–12 classrooms (Figure 5.3b). These states are Florida, Kentucky, Nebraska and South Carolina.

When interpreting this measure, what should be kept in mind?

Although parental notification and bans or caps on the number of out-of-field teachers can, in part, aid in improving the quality of teachers in the United States, this indicator does little to protect students from teachers who received their degree in the field in which they teach, yet, as evidenced through teacher evaluations, are failing to provide an acceptable teaching experience. Students of these failing teachers are not receiving access to a high-quality education despite the teacher's perceived qualifications. On the other hand, parental notification, as well as caps and bans, can also be problematic in regions in which there are simply not enough teachers to fill classrooms.

50. Ingersoll, R. M. (1999). The problem of underqualified teachers in American secondary schools. *Educational Researcher*, 28(2): 26–37; Ingersoll, R. M. (2003). Out-of-field teaching and the limits of teacher policy (Center for the Study of Teaching and Policy and The Consortium for Policy Research in Education). <http://depts.washington.edu/ctpmail/PDFs/LimitsPolicy-RI-09-2003.pdf>

5.3a

States That Require Parental Notification of Out-of-Field Teachers, 2010

Source: *Education Week*, Quality Counts, 2010

YES

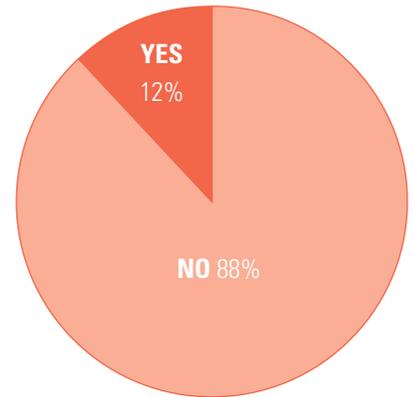
Arkansas
Florida
Georgia
Hawaii
New Mexico
Texas

Indiana
Iowa
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New York
North Carolina

North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Carolina
South Dakota
Tennessee
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming

NO

Alabama
Alaska
Arizona
California
Colorado
Connecticut
Delaware
District of Columbia
Idaho
Illinois



5.3b

States That Have a Ban or Cap on the Number of Out-of-Field Teachers, 2010

Source: *Education Week*, Quality Counts, 2010

YES

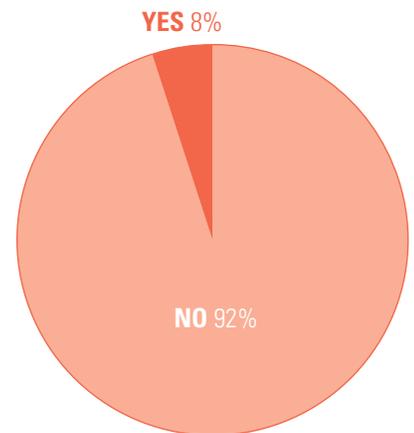
Florida
Kentucky
Nebraska
South Carolina

Idaho
Illinois
Indiana
Iowa
Kansas
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi
Missouri
Montana
Nevada
New Hampshire
New Jersey
New Mexico

New York
North Carolina
North Dakota
Ohio
Oklahoma
Oregon
Pennsylvania
Rhode Island
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
Washington
West Virginia
Wisconsin
Wyoming

NO

Alabama
Alaska
Arizona
Arkansas
California
Colorado
Connecticut
Delaware
District of Columbia
Georgia
Hawaii



6.6%

As of 2008, education degrees represent 6.6 percent of the bachelor's degrees earned in one year.

◀▶ 2007–2008*

28.1%

As of 2008, education degrees represent 28.1 percent of master's degrees earned in one year.

▼ 1.1ppts 2007–2008*

Percentage of Bachelor's, Master's and Doctoral Degrees Earned in Education

What is this measure, and why is this measure important? The percentage of degrees earned in education indirectly reflects the proportion of graduates who may be eligible for teacher licensure. Obtaining teacher licensure is a critical step in becoming a highly qualified teacher.

What are the policy issues associated with this measure? Students seeking teacher licensure or certification upon graduation are encouraged to attend an institution with an approved education program. The National Council for Accreditation of Teacher Education (NCATE)⁵¹ is a membership organization that provides standards by which schools of education are assessed to determine the level of rigor in the curriculum and the quality of the teacher preparation programs. Policymakers should ensure that their decisions about improving teacher education programs in their state are supported by organizations such as NCATE and are grounded in evidence-based research.

Where are we now? The trend is decreasing for the percentage of graduates who earn a bachelor's degree in education (Figure 5.4a). Conversely, the trend is slightly increasing for the percentage of graduates who earn a master's degree in education. The trend is relatively stable for percentage of graduates who earn a doctoral degree in education with the highest percentage (14.8 percent) in 2002 and 2003.

When disaggregated by race/ethnicity, whites represent 84.4 percent of bachelor's degrees, 76.7 percent of master's degrees and 65.8 percent of doctoral degrees conferred in education (Figure 5.4b). African Americans earn 6.4 percent of bachelor's degrees, 10.2 percent of master's degrees and 16.9 percent of doctoral degrees in education. Nonresident aliens represent about 8.0 percent of doctoral degrees in education.

When disaggregated by gender, women earn the majority of bachelor's degrees (78.7 percent), master's degrees (77.2 percent) and doctoral degrees (67.3 percent) in education (Figure 5.4c).

* Data are not comparable to data in 2010 Progress Report and change is based on calculation from new source.

51. National Council for Accreditation of Teacher Education (2010). Retrieved March 21, 2010, from <http://www.ncate.org/>

13.3%

As of 2008, education degrees represent 13.3 percent of doctoral degrees earned in one year.

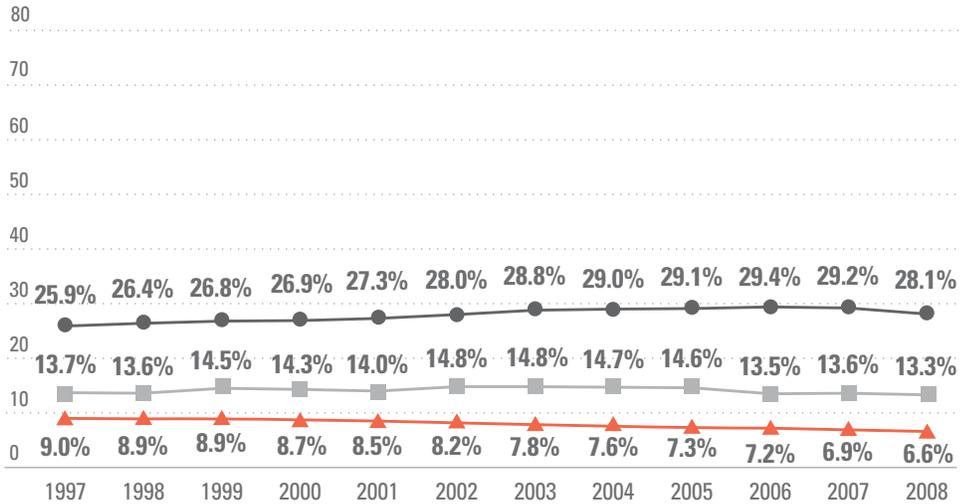
◀▶ 2007–2008*

5.4a

Updated data source ★

Percentage of Bachelor's, Master's or Doctoral Degrees Earned in Education, 1997–2008

Source: NCES, *Digest of Education Statistics*, 2009

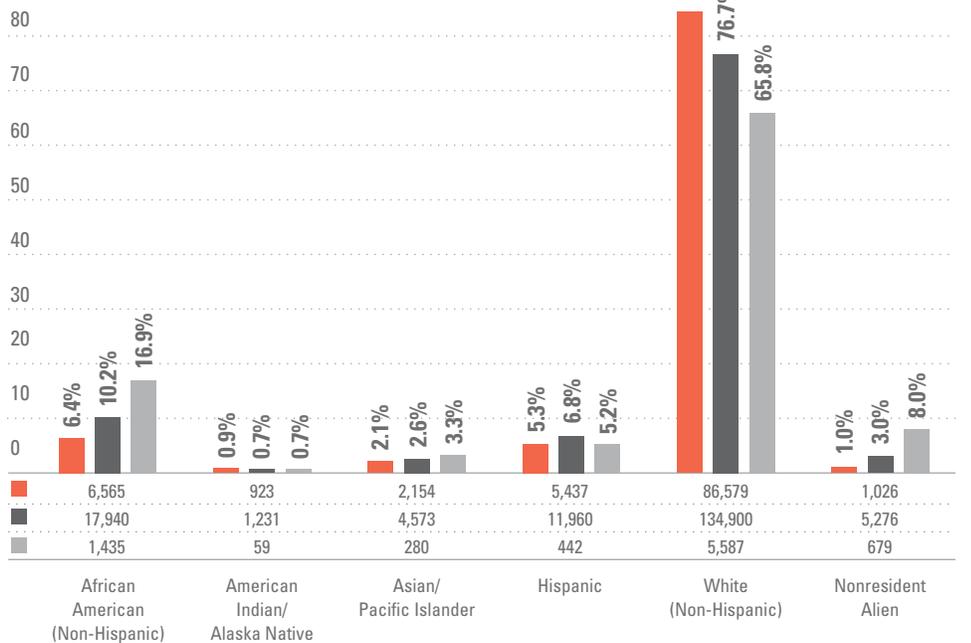


5.4b

Updated data source ★

Percentage of Bachelor's, Master's or Doctoral Degrees Earned in Education by Race/Ethnicity, 2008

Source: NCES, *Digest of Education Statistics*, 2009



* Data are not comparable to data in 2010 Progress Report and change is based on calculation from new source.

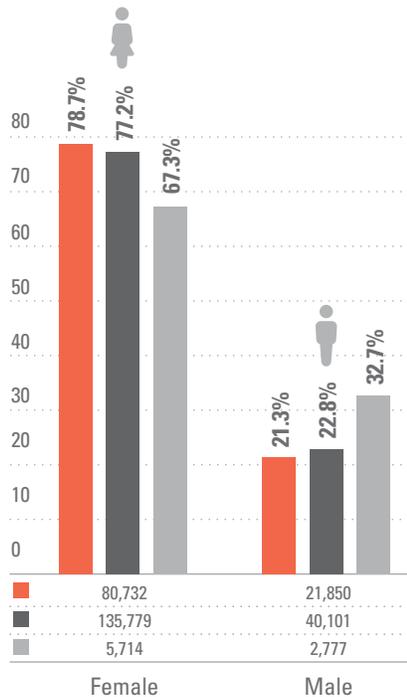
5.4c

Percentage of Bachelor's, Master's or Doctoral Degrees Earned in Education by Gender, 2008

Updated data source

Source: NCES, *Digest of Education Statistics*, 2009

■ Bachelor's
■ Master's
■ Doctoral



When placed in rank order by state, Minnesota has the highest percentage (22.4 percent) of bachelor's and master's degrees earned in education (Figure 5.4d). Mississippi, Kentucky, Arizona and Delaware are among the states with the highest percentage of bachelor's and master's degrees earned in education. The District of Columbia has the lowest percentage (5.5 percent) of bachelor's and master's degrees earned in education. Colorado, Texas, California and Rhode Island are among the states with the lowest percentage of bachelor's and master's degrees earned in education. Wyoming has the highest percentage (13.9 percent) of bachelor's degrees earned in education (Figure 5.4e). Colorado has the lowest percentage (0.7 percent) of bachelor's degrees earned in education. Minnesota has the highest percentage (46.0 percent) of master's degrees earned in education (Figure 5.4f). The District of Columbia has the lowest percentage (10.3 percent) of master's degrees earned in education.

When interpreting this measure, what should be kept in mind?

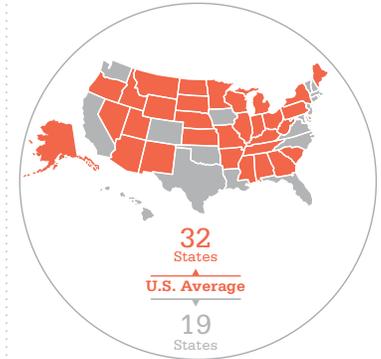
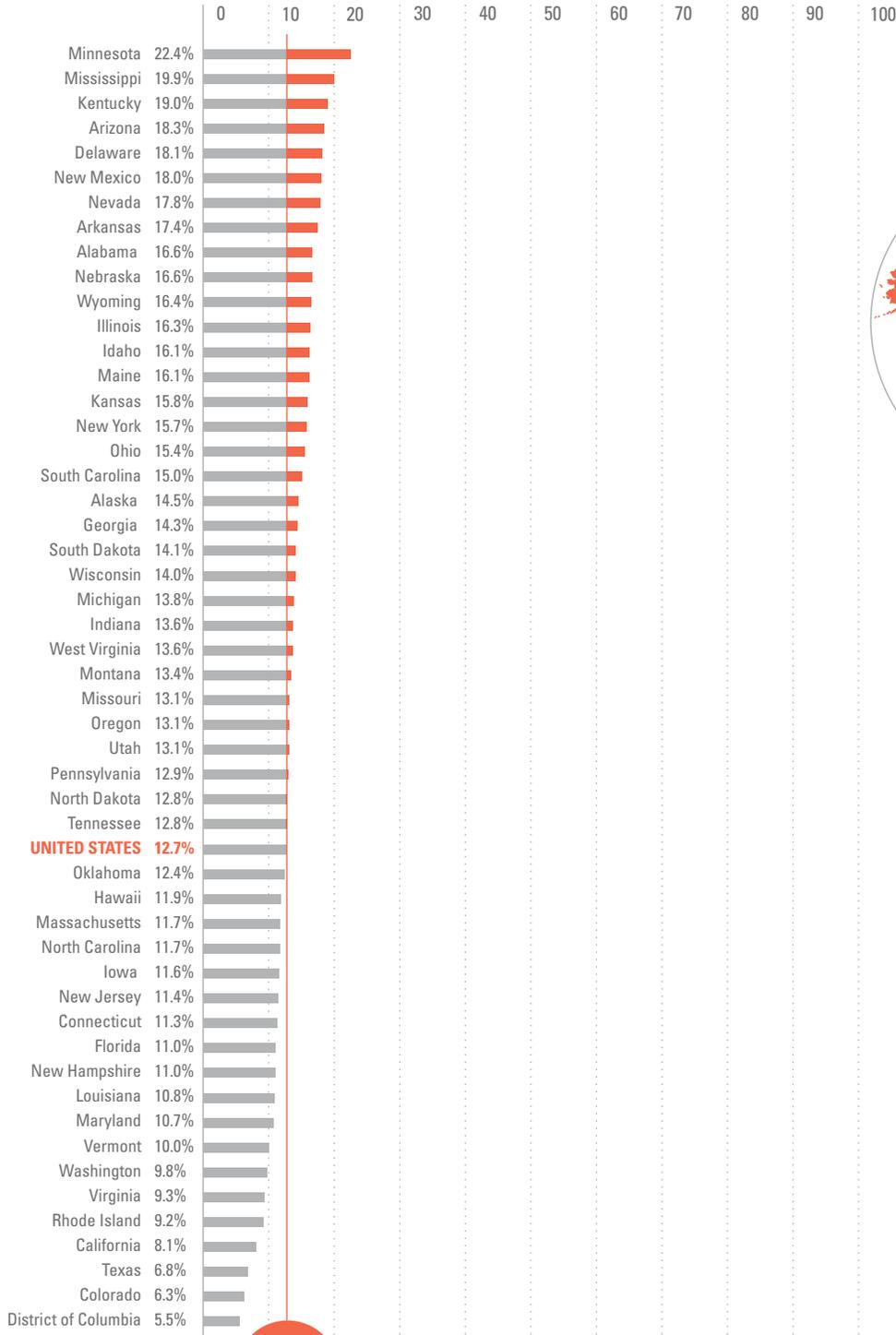
Education degree programs include various areas of education beyond teacher education, such as educational psychology, religious education, school counseling, athletic training, curriculum and instruction, educational statistics and educational evaluation, among other areas. The number of graduates in education is not a direct measure of the number of graduates completing an approved teacher education program.

5.4d

Percentage of Bachelor's and Master's Degrees Earned in Education by State Rank, 2008

New figure +

Source: NCES, *Digest of Education Statistics*, 2009



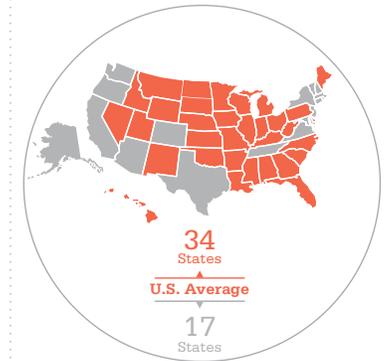
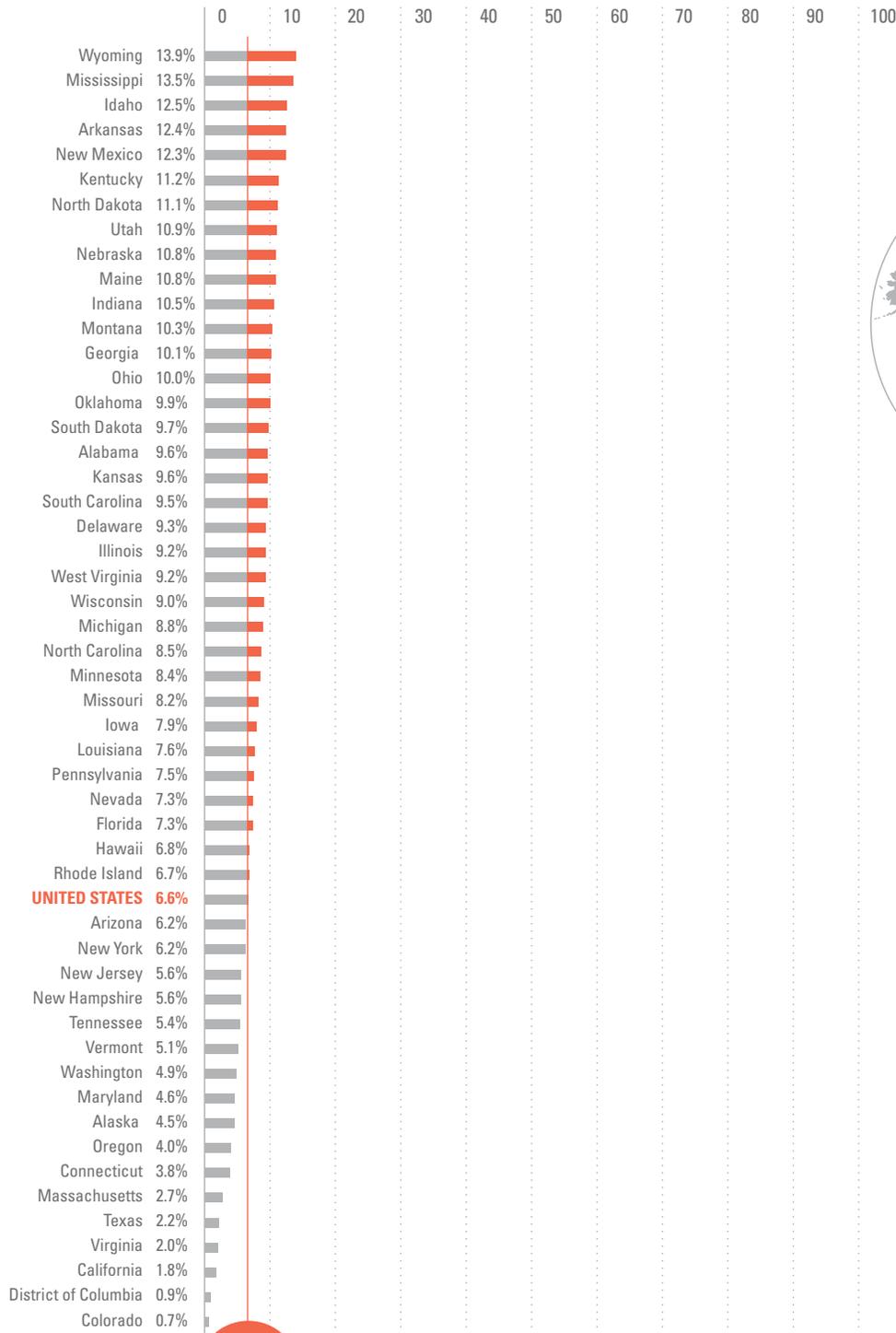
AVG
12.7
%

5.4e

Percentage of Bachelor's Degrees Earned in Education by State Rank, 2008

New figure +

Source: NCES, *Digest of Education Statistics*, 2009



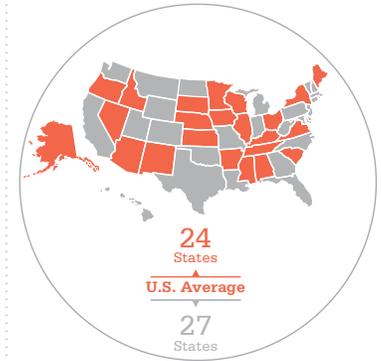
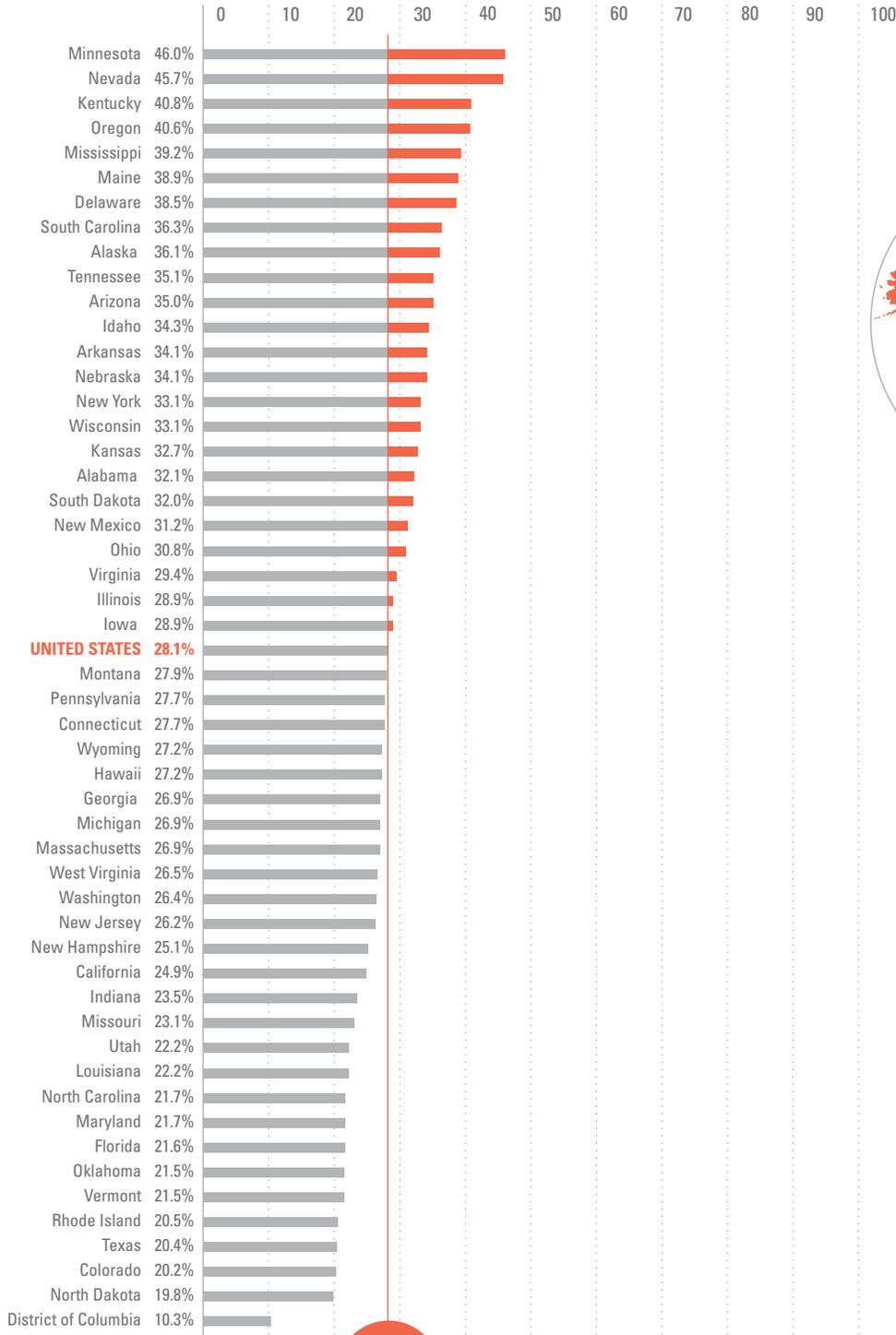
AVG
6.6
%

5.4f

Percentage of Master's Degrees Earned in Education by State Rank, 2008

New figure +

Source: NCES, *Digest of Education Statistics*, 2009



AVG
28.1
%

8.0%

As of 2008, 8.0 percent of public school teachers do not return to the teaching profession the following academic year.

◀▶ 2007–2008

15.9%

As of 2008, 15.9 percent of private school teachers do not return to the teaching profession the following academic year.

▲ 2.3ppts 2007–2008

Percentage of Teachers Leaving the Profession

What is this measure, and why is this measure important? This measure tracks the percentage of teachers leaving the profession from one school year to the next. It provides insight into the number of teachers needed to be recruited and trained to replace those leaving the profession.

What are the policy issues associated with this measure?

Teacher attrition occurs for a variety of reasons; however, many teachers have cited dissatisfaction with the various aspects of the job as their reason for leaving.⁵² Teacher turnover can be very costly. These teachers have received professional development and other support services during their tenure that will have to be repeated for their replacement counterparts. Schools with high poverty rates and high populations of African American and/or Latino students lose teachers at a higher rate than other schools.⁵³ The Alliance for Excellent Education estimates that the cost of replacing teachers who leave the profession is \$2.2 billion per year.⁵⁴

Where are we now? Overall the annual rate of public and private school teachers leaving the profession has increased from 1989 to 2009, although there was a slight decrease for public school teachers from 2005–2009 (Figure 5.5a). As of 2008, 8.0 percent of public school teachers and 15.9 percent of private school teachers do not return to the teaching profession the following academic year.

When disaggregated by race/ethnicity, the attrition rate is highest among African American teachers in both public (9.0 percent) and private (24.2 percent) schools (Figure 5.5b). In public schools, Hispanic teachers have the lowest attrition rate (5.6 percent). In private schools, the attrition rate is lowest among white teachers (14.7 percent).

52. Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, 38(3): 499–534.

53. Barnes, G., Crowe, E., and Schafer, B. (2007). The cost of teacher turnover in five school districts: A pilot study. Retrieved Feb. 19, 2010, from http://www.nctaf.org/resources/demonstration_projects/turnover/TeacherTurnoverCostStudy.htm

54. Alliance for Excellent Education (2005). Teacher attrition: A costly loss to the nation and to the states. Retrieved Feb. 19, 2010, from <http://www.all4ed.org/files/archive/publications/TeacherAttrition.pdf> p. 1.

The attrition rate for public school teachers does not vary by gender (Figure 5.5c). As of 2008, 8.0 percent of male and female public school teachers do not return to the teaching profession the following academic year. In the private sector, however, a slightly higher percentage of females (16.4 percent) than males (14.3 percent) do not return to the teaching profession after the academic year.

When disaggregated by age, the attrition rate in public schools is highest among teachers ages 50 and over (10.0 percent; Figure 5.5d). Public school teachers ages 40 to 49 have the lowest attrition rate (3.9 percent) among public school teachers. In private schools the attrition rate is highest among teachers who are younger than 30 years old (21.1 percent). Private school teachers ages 40 to 49 have the lowest attrition rate (10.9 percent).

When interpreting this measure, what should be kept in mind?

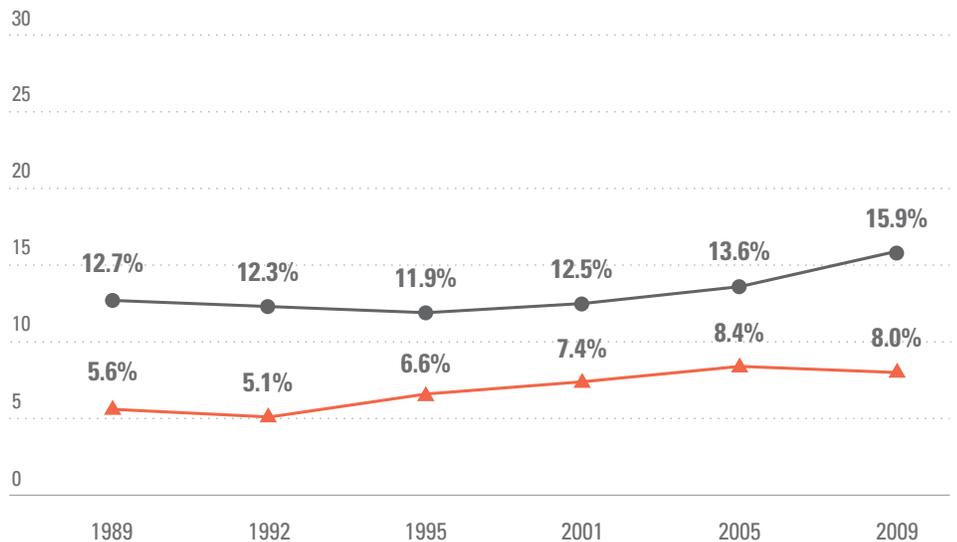
This measure describes teachers who left the profession entirely. Individual schools, districts and states may face additional attrition challenges when staff pursue teaching opportunities in other schools, districts or states. This measure also does not consider the factors that result in teachers leaving the profession.

5.5a

National Percentage of Teachers Leaving the Profession by School Type, 1989–2009

▲ Public
● Private

Source: NCES, Teacher Attrition and Mobility: Results From the 2008-09 Teacher Follow-up Survey, 2010

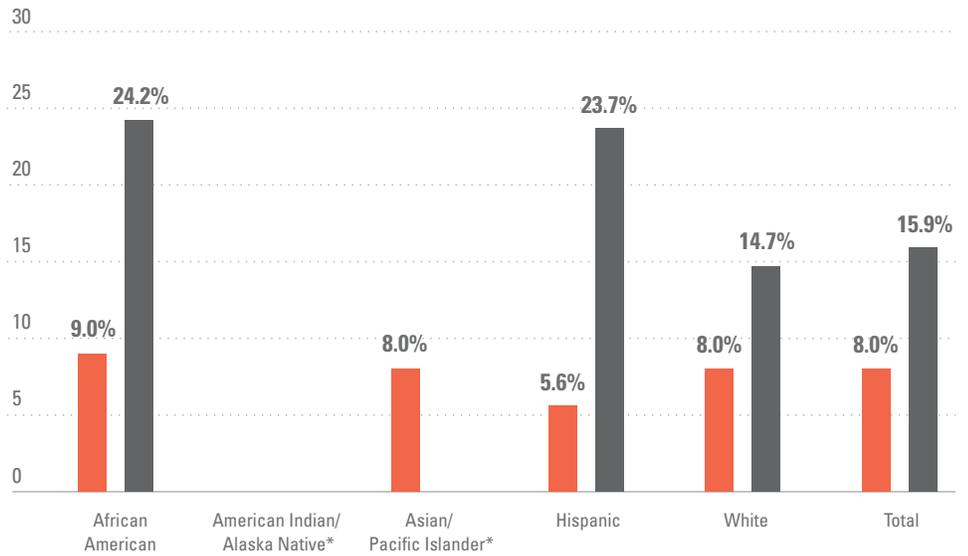


5.5b

National Percentage of Teachers Leaving the Profession by Race/Ethnicity, 2009

Public
Private

Source: NCES, Teacher Attrition and Mobility: Results From the 2008-09 Teacher Follow-up Survey, 2010
*Data not available

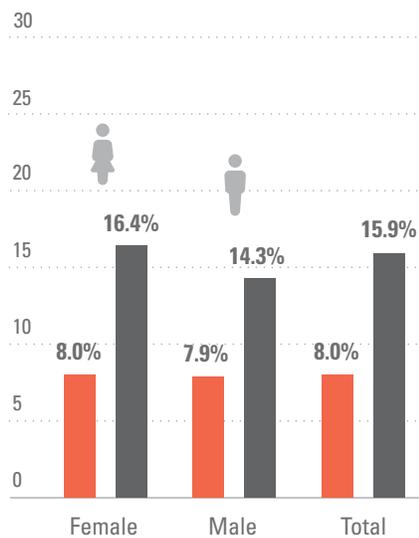


5.5c

National Percentage of Teachers Leaving the Profession by Gender, 2009

Public
Private

Source: NCES, Teacher Attrition and Mobility: Results From the 2008-09 Teacher Follow-up Survey, 2010

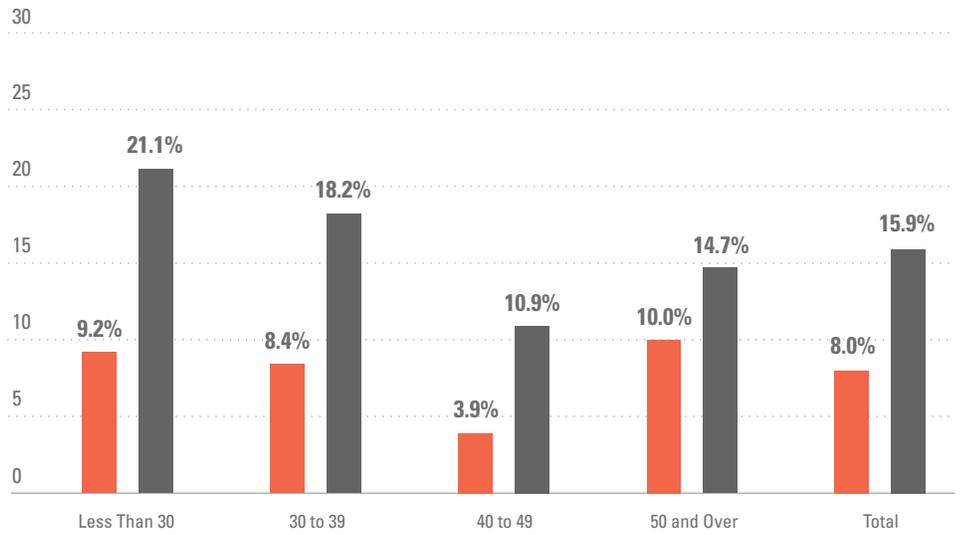


5.5d

National Percentage of Teachers Leaving the Profession by Age, 2009

▲ Public
● Private

Source: NCES, Teacher Attrition and Mobility: Results From the 2008-09 Teacher Follow-up Survey, 2010



25.5%

As of 2010, 13 states include student achievement as a part of the teacher evaluation process.

39.2%

As of 2010, 20 states are able to match student and teacher records by course/subject with state assessment results.

Data Systems to Monitor Teacher Quality

What is this measure, and why is this measure important? This measure identifies states that are able to match student and teacher records for the purpose of evaluating teachers and monitoring student achievement. These systems allow for the evaluation of teachers based on how their students perform on state assessments. Teacher quality is evaluated via student performance across courses/subject areas. Overall these data systems allow for a more detailed look at the quality of a teacher.

What are the policy issues associated with this measure? The Educational Technical Assistance Act of 2002 provides grant funding to states to support the design, development and implementation of a statewide longitudinal data system.⁵⁵ With this funding came strong recommendations for best practices for use of these data systems. States should be sure that their longitudinal data systems provide them with the most information and align with federal policies related to privacy, security and confidentiality.

Where are we now? As of 2010, only 13 states (25.5 percent) can link teacher evaluation to student achievement in their state data systems (Figure 5.6a). Twenty states (39.2 percent) have the ability to link teacher and student records by course/subject (Figure 5.6b). All states and the District of Columbia have assigned unique identification numbers to teachers (Figure 5.6c).

When interpreting this measure, what should be kept in mind? The creation of integrated, statewide longitudinal data systems is a relatively new concept in the field of education. The knowledge and information that can be gleaned from such longitudinal data systems are invaluable. The existence of these longitudinal data systems is only one step; future efforts to improve teacher quality should advocate for increased and appropriate usage of the data from the longitudinal data systems to inform decision making.

55. National Center for Education Statistics. Statewide longitudinal data systems grant programs. Retrieved May 13, 2011, from <http://nces.ed.gov/Programs/SLDS/index.asp>

5.6a

Percentage of States in Which Teacher Evaluation Is Tied to Student Achievement, 2010

New figure +

Source: *Education Week*, Quality Counts, 2010

YES

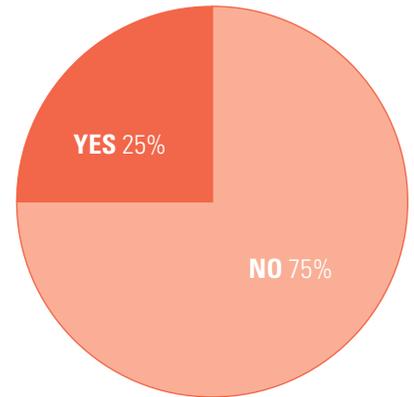
Delaware
Florida
Georgia
Iowa
New York
North Carolina
Ohio
Oklahoma
South Carolina
Tennessee
Texas
Utah
Virginia

Arkansas
California
Colorado
Connecticut
District of Columbia
Hawaii
Idaho
Illinois
Indiana
Kansas
Kentucky
Louisiana
Maine
Maryland
Massachusetts
Michigan
Minnesota
Mississippi

Missouri
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New Mexico
North Dakota
Oregon
Pennsylvania
Rhode Island
South Dakota
Vermont
Washington
West Virginia
Wisconsin
Wyoming

NO

Alabama
Alaska
Arizona



5.6b

Percentage of States in Which Teacher and Student Records Can Be Matched by Course/Subject and State Assessment Results, 2010

New figure +

Source: *Education Week*, Quality Counts, 2010

YES

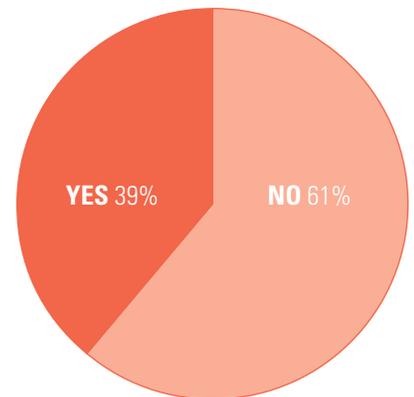
Alabama
Arkansas
California
Delaware
Florida
Hawaii
Louisiana
Mississippi
Missouri
New Mexico
Ohio
Oklahoma
Pennsylvania
Rhode Island
South Carolina
Tennessee
Utah
Washington

West Virginia
Wyoming

NO

Alaska
Arizona
Colorado
Connecticut
District of Columbia
Georgia
Idaho
Illinois
Indiana
Iowa
Kansas
Kentucky
Maine
Maryland

Massachusetts
Michigan
Minnesota
Montana
Nebraska
Nevada
New Hampshire
New Jersey
New York
North Carolina
North Dakota
Oregon
South Dakota
Texas
Vermont
Virginia
Wisconsin



5.6c

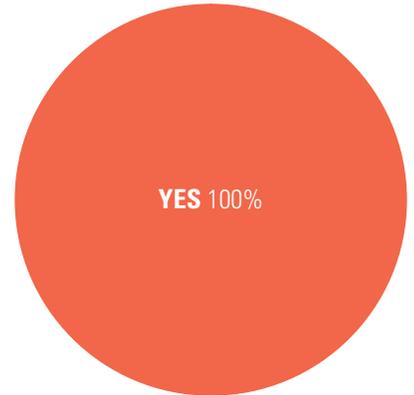
Percentage of States in Which Teachers Are Assigned a Unique Identification Number, 2010

New figure +

Source: Education Week, Quality Counts, 2010

YES

- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- District of Columbia
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington
- West Virginia
- Wisconsin
- Wyoming



13.4%

As of 2008, 13.4 percent of teachers have less than three years of full-time teaching experience.

33.6%

As of 2008, 33.6 percent of teachers have three to nine years of full-time teaching experience.

Percentage of Teachers by Full-Time Teaching Experience by State

What is this measure, and why is this measure important? This measure describes teachers in terms of their years of full-time teaching experience. This helps states plan strategies to recruit and retain teachers. For example, states should consider the implications of when the percentage approaching more than 20 years is relatively high and/or when the percentage of those with three to 19 years of experience is decreasing. States will need to develop and implement different strategies to retain teachers when the percentage of teachers with less than three years of experience is relatively high.

What are the policy issues associated with this measure? The recruitment, preparation and retention of teachers via competitive compensation and benefits are important policy issues in many states. Some states are examining these issues collectively, while others are focusing on the area of immediate need. There is a need for states to collaborate more on these efforts by providing licensure reciprocity between more states for families who relocate.

Where are we now? As of 2008, 13.4 percent of teachers in the United States have less than three years of full-time teaching experience (Figure 5.7). When disaggregated by state, Arizona has the highest percentage (21.0 percent) of teachers with less than three years of full-time teaching experience. Rhode Island has the lowest percentage (7.7 percent) of teachers with less than three years of full-time teaching experience.

As of 2008, 33.6 percent of the teachers in the United States have three to nine years of experience. Delaware has the highest percentage (43.3 percent) of teachers with three to nine years of full-time teaching experience. North Dakota has the lowest percentage (23.3 percent) of teachers with three to nine years of full-time teaching experience.

As of 2008, 29.3 percent of the teachers in the United States have 10 to 20 years of experience. Alaska has the highest percentage (39.7 percent) of teachers with 10 to 20 years of experience. New Jersey has the lowest percentage (22.8 percent) of teachers with 10 to 20 years of experience.

29.3%

As of 2008, 29.3 percent of teachers have 10 to 20 years of full-time teaching experience.

23.7%

As of 2008, 23.7 percent of teachers have more than 20 years of full-time teaching experience.

The remaining 23.7 percent represent teachers with more than 20 years of full-time teaching experience. West Virginia has the highest percentage (37.4 percent) of teachers with more than 20 years of teaching experience. Colorado has the lowest percentage (16.8 percent) of teachers with more than 20 years of teaching experience.

States such as Montana, Nebraska, North Dakota and West Virginia will face unique challenges in coming years given that over one-third of their teachers have more than 20 years of experience and may be nearing retirement.

When interpreting this measure, what should be kept in mind? The number of years of teaching experience is a strong measure to help states understand the teacher pipeline for their state. States should also consider these data in conjunction with demographic information. For example, having a high percentage of relatively inexperienced teachers may, in fact, reflect a surge in student enrollment that necessitated the hiring of new teachers. Also, the percentage of teachers within a state by years of experience does not provide any information about the quality of those teachers.

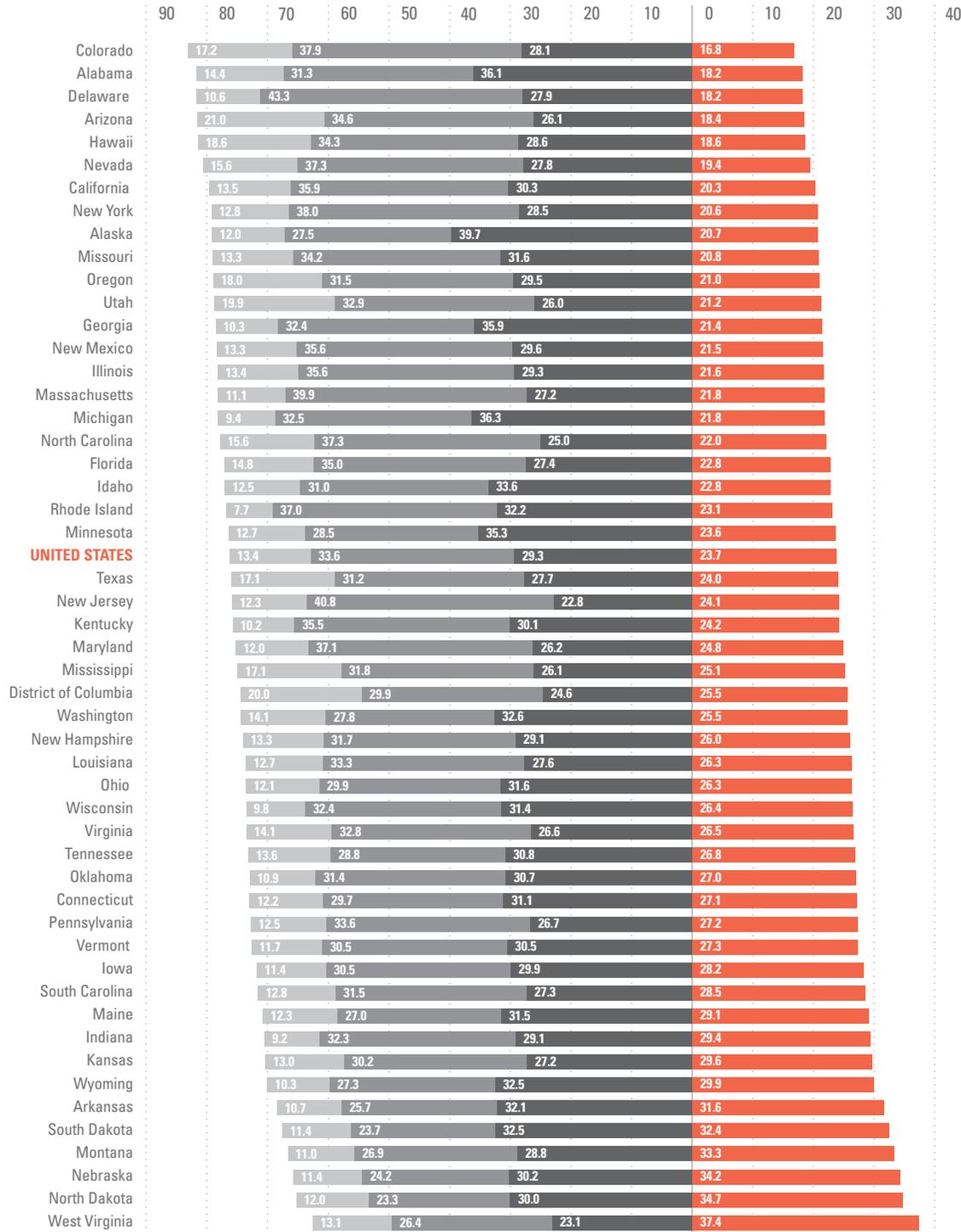
5.7

Percentage of Public K–12 Teachers by Years of Teaching Experience by State, 2008

Source: NCES, *Digest of Education Statistics*, 2009

New figure

- Over 20 years
- 10 to 20 years
- 3 to 9 years
- Less than 3 years



Six

Clarify and simplify
the admission process

WE RECOMMEND that public and private institutions of higher education continue to uphold the highest professional standards in admission and financial aid, and collaborate to make the admission process more transparent and less complex.

The commission believes that all students should easily navigate the college admission process and that higher education should take steps to reduce the complexity and mystery surrounding the process. Simplifying the admission process does not necessarily mean requiring fewer application components. Application requirements should offer sufficient insight into the student's potential for success and provide a complete picture of the applicant. Applicants will benefit from increased transparency in admission terminology and greater clarity in how admission decisions are made. For example, many students agonize over the subtleties of recommended versus required application components. Others devote an extraordinary amount of time to interviews, many of which will play little to no role in admission decisions. Limiting application requirements to elements that lend meaningful insight into the student and to those that are truly factored into decisions will benefit applicants, as well as the admission officers tasked with reading applications.

Complexity is relative to the student, and no single metric exists with which to assess it. While many applicants approach the admission process as well-informed consumers with a comprehensive support system (e.g., counselors, tutors and parents who have experienced the admission process), far more — especially those from underrepresented minority, low-income and first-generation, college-going backgrounds — encounter the admission process without this backing. Modern technology has led to several innovations that ultimately serve to streamline and simplify the admission process and have the potential to reach a broader array of applicants. Thus, we focus here primarily on the growth of online application tools.

We look at the admission process from both the student's and the institution's perspective and focus on four indicators:

- Percentage of four-year colleges with applications available online;
- Percentage of four-year colleges to which students can submit applications online;
- Percentage of four-year colleges that participate in national application systems; and
- Immediate enrollment rate for high school graduates.

General Findings for This Recommendation

- As of 2009, 82.0 percent of four-year colleges report that their applications are available online through their websites.
- As of 2009, applicants are able to submit applications online to 75.2 percent of four-year colleges.
- As of 2009, 22.8 percent of four-year institutions participate in national application systems that aim to streamline the admission process.
- As of 2010, 16 states and the District of Columbia have statewide application systems for public four-year institutions that aim to streamline the admission process.
- As of 2008, 68.6 percent of high school completers enroll in a two- or four-year college immediately after completing high school.
- As of 2008, 55.7 percent of African American high school completers enroll in a two- or four-year college immediately after completing high school.
- As of 2008, 63.9 percent of Hispanic high school completers enroll in a two- or four-year college immediately after completing high school.
- As of 2008, 63.8 percent of high school graduates attend a two- or four-year institution.
- As of 2008, 51.8 percent of high school graduates attend a two- or four-year college located in the student's home state.
- As of 2008, 12.0 percent of high school graduates attend a two- or four-year college located outside of the student's home state.

82.0%

As of 2009, 82.0 percent of four-year colleges report that their application is available online through their website.

▲ 1.1ppts 2008–2009

Percentage of Four-Year Colleges with Admission Applications Available Online

What is this measure, and why is this measure important? The admission profession fundamentally changed with the emergence of the Internet. Institutions made great strides over the past decade and a half in utilizing the Internet as an outreach tool for a new generation of technologically savvy applicants. Admission officers quickly recognized the potential of the Internet to disseminate applications to a broader range of applicants than the institution might have attracted through traditional mailings.

One of the first steps toward simplifying the process for all students is for institutions to make their applications readily available online. This removes potential obstacles for applicants, such as having to call during the school day in order to reach the admission office during business hours or missing a deadline because of insufficient turnaround time to request, complete and return the application.

What are the policy issues associated with this measure? Institutions and their applicants benefit from policies that increase the availability of applications online. For most institutions, this means ensuring that adequate staff and financial resources are in place to develop, maintain and improve the admission website. In addition, outreach efforts that aim to connect students with the online application must be in place.

Where are we now? As of 2009,⁵⁶ 82.0 percent of four-year colleges and universities in the United States have admission applications available online for students. The percentage of colleges with an admission application available online has grown from a low of 53.1 percent in 2001 to a high of 82.0 percent in 2009 (Figure 6.1a).

56. These data reflect policies that were in place during the 2008–2009 admission cycle, affecting students who enrolled in fall 2009.

When disaggregated by state, the percentage ranges from 38.5 percent in Arizona to 100 percent in Colorado, Hawaii and Wyoming. When placed in rank order, the states with the highest percentage of institutions with admission applications online are Colorado, Hawaii, Wyoming, Vermont and Iowa (Figure 6.1b). The states with the lowest percentage of institutions with admission applications online are Arizona, Delaware, New York, Mississippi and Utah.

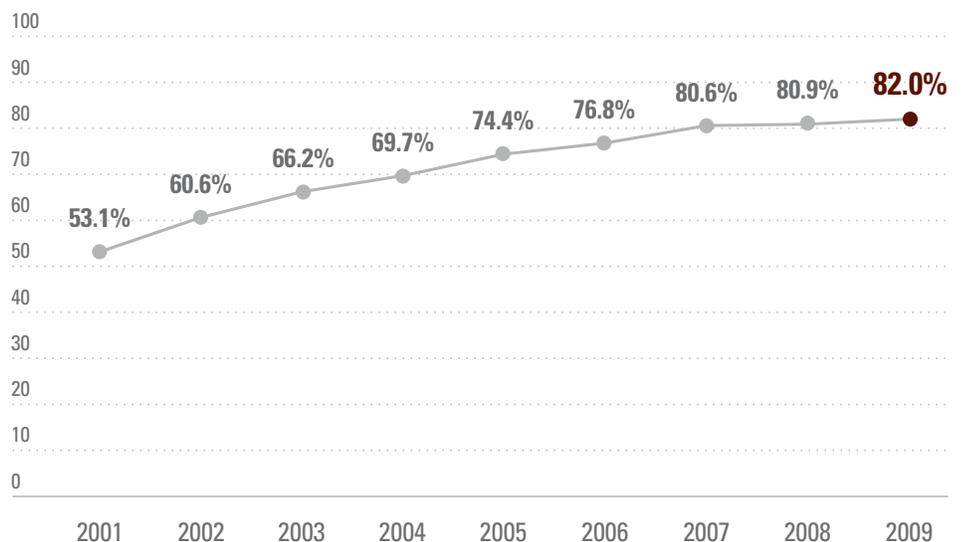
When interpreting this measure, what should be kept in mind?

The *Annual Survey of Colleges* data are based on self-reported information from the institutions, and colleges do not necessarily respond to all questions on the survey. This indicator is calculated solely from affirmative responses (i.e., those institutions that explicitly indicate the application is available online through the college's website). This method may slightly underestimate the proportion of four-year colleges with the option.

6.1a

National Percentage of Four-Year Colleges with Admission Applications Available Online, 2001–2009

Source: College Board, *Annual Survey of Colleges, 2000–2008*; NCES, *IPEDS Institutional Characteristics Survey, 2001–2009*

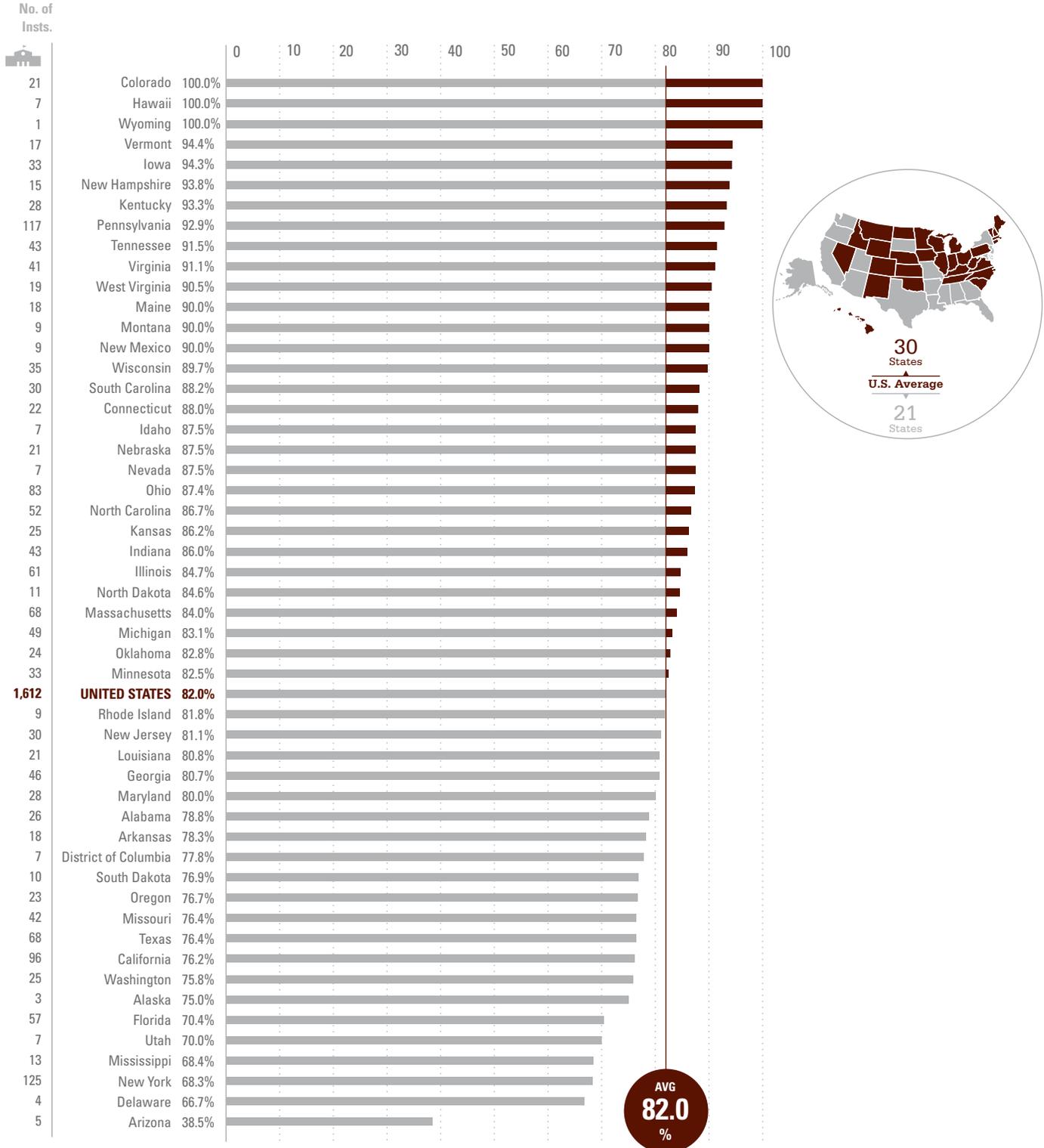


6.1b

Percentage of Four-Year Colleges with Admission Applications Available Online by State Rank, 2009

Source: College Board, *Annual Survey of Colleges, 2008*; NCES, *IPEDS Institutional Characteristics Survey, 2009*

Note: Values listed under Number of Institutions on the left hand side is the number of institutions with admission applications online, not total institutions.



75.2%

As of 2009, students are able to submit applications online to 75.2 percent of four-year colleges.

▲ **1.8ppts** 2008–2009

Percentage of Four-Year Colleges That Accept Admission Applications Online

What is this measure, and why is this measure important? The previous measure demonstrates that the vast majority of four-year institutions have made their applications available through their websites. This indicator examines a similar issue but focuses more specifically on the ability to submit the application electronically.

The technology with which to submit the application online has lagged slightly behind the general availability of online applications. This is understandable given the relative ease with which an institution can post a PDF of the application compared to the amount of work required to develop a tool that captures information entered into an online application. Given the increase in the proportion of four-year colleges with this technology, it is clear that institutions are making online applications a priority. The ability to submit the application online streamlines the process for students and frees up resources in the admission office. In theory, if these resources are no longer devoted to the manual entry of data, they can be used in other productive ways to improve the admission process.

What are the policy issues associated with this measure? Of increasing concern is the complexity involved when some, but not all, elements of the application can be submitted electronically. Institutions should ensure that students fully understand which requirements have been submitted and which elements may require additional work on the student's part. For example, students may need to contact teachers to send recommendations directly to the college, or the school may need to send the transcript or counselor recommendation. Secondary schools and higher education institutions should improve outreach to help students understand how to use these tools effectively.

Institutions should make sure that online application tracking technology does not sacrifice accuracy for efficiency. Online application submission tools should also ensure the integrity of information, particularly as schools increasingly use such technology to submit confidential student information such as recommendations or transcripts.

Where are we now? Although many institutions have applications available online, not all institutions are equipped to accept these applications electronically. As of 2009, 75.2 percent of four-year colleges and universities in the United States accept admission applications online from students (Figure 6.2a). The percentage of colleges that accept admission applications online has grown from a low of 38.0 percent in 2001 to a high of 75.2 percent in 2009.

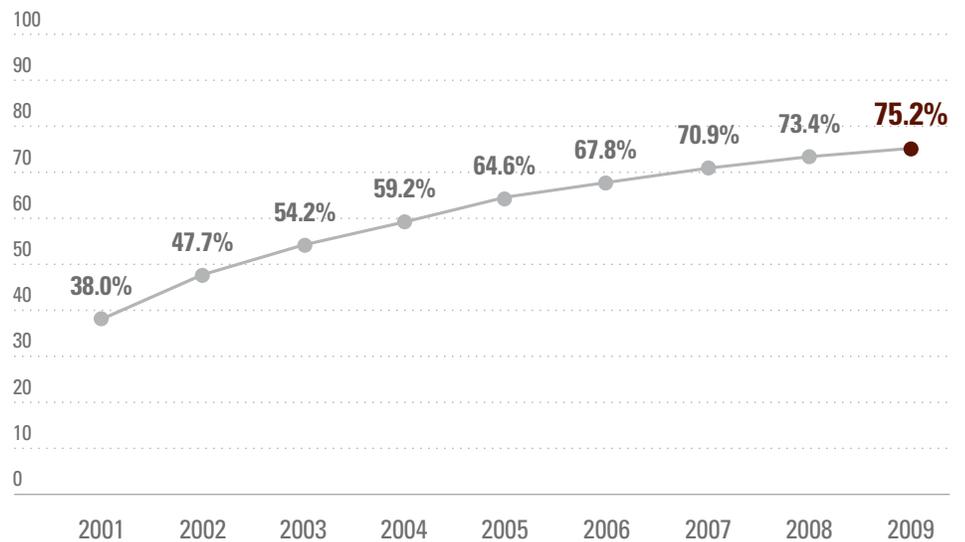
When disaggregated by state, the percentage ranges from 46.2 percent in Arizona to 100 percent in Alaska and Wyoming (Figure 6.2b). When placed in rank order, the states with the highest percentage of institutions that accept the admission application online are Alaska, Wyoming, Colorado, Kentucky and New Mexico. The states with the lowest percentage of institutions that accept the admission application online are Arizona, District of Columbia, Florida, New York and California.

When interpreting this measure, what should be kept in mind? As was the case with the previous indicator, the *Annual Survey of Colleges* data are based on self-reported information from the institution, and colleges do not necessarily respond to all questions on the survey. This indicator is calculated solely from affirmative responses (i.e., those institutions that explicitly indicated that the application can be submitted online) and may underestimate the proportion of colleges for which the Internet technology is in place.

6.2a

National Percentage of Four-Year Colleges to Which Students Can Submit Admission Applications Online, 2001–2009

Source: College Board, *Annual Survey of Colleges, 2000–2008*; NCES, *IPEDS Institutional Characteristics Survey, 2001–2009*

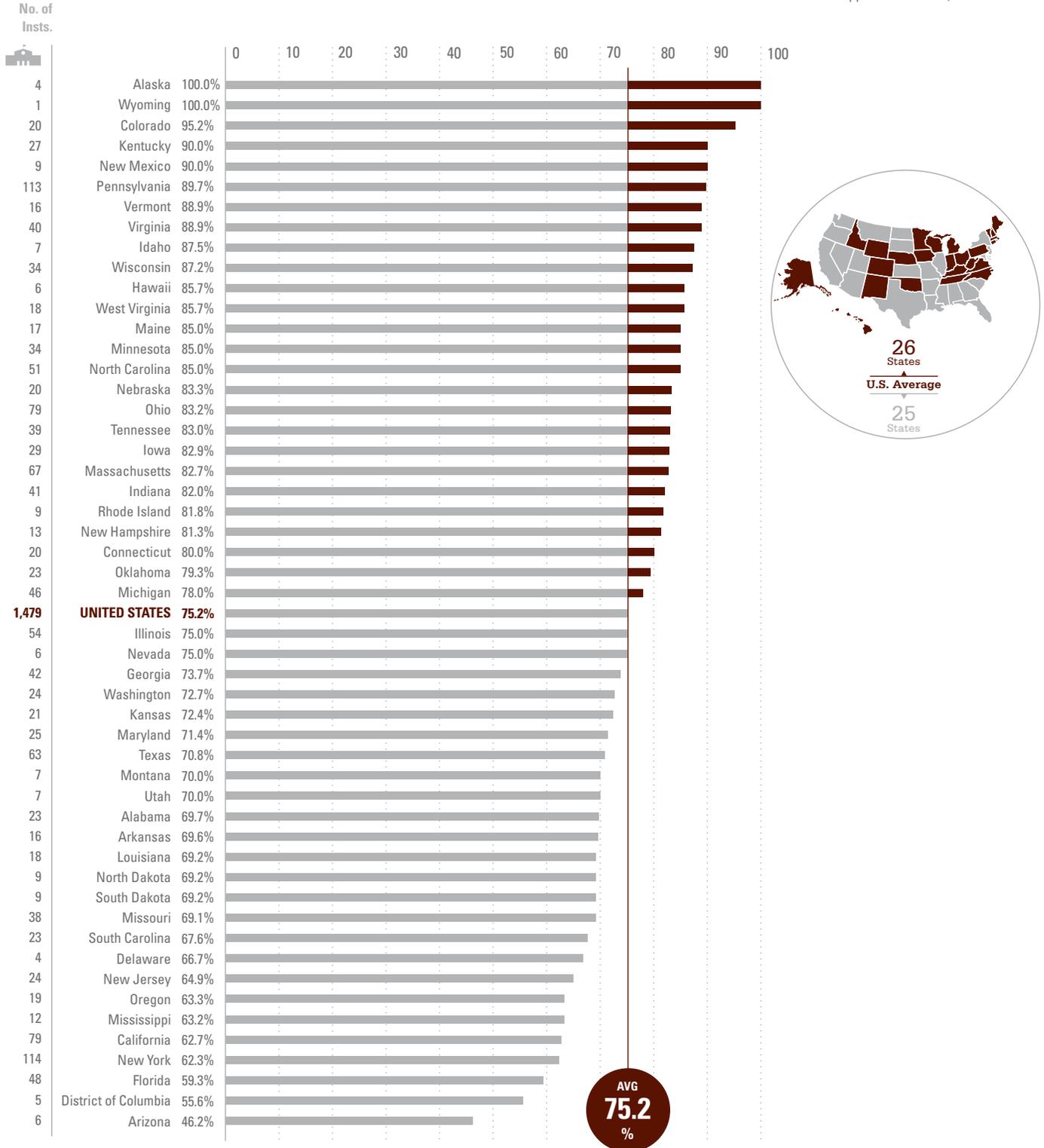


6.2b

Percentage of Four-Year Colleges to Which Students Can Submit Admission Applications Online by State Rank, 2009

Source: College Board, *Annual Survey of Colleges*, 2008; NCES, *IPEDS Institutional Characteristics Survey*, 2009

Note: Values listed under Number of Institutions on the left hand side is the number of institutions students can submit applications online, not total institutions.



22.8%

As of 2009, 22.8 percent of four-year institutions participate in national application systems that aim to streamline the admission process.

▲ **2.4ppts** 2008–2009

33.3%

As of 2010, 16 states and the District of Columbia have statewide application systems for public four-year institutions that aim to streamline the admission process.

Percentage of Four-Year Colleges That Participate in National and State Application Systems

What is this measure, and why is this measure important? This measure represents the proportion of four-year colleges that participate in application systems that aim to simplify the admission process, and the number of states that offer statewide application systems for their public four year institutions. The application systems address the overlap in applications and provide a platform for students to enter information once and then send the application to multiple colleges.

Over the past two decades, national application options themselves, as well as the number of participating institutions, have expanded greatly. The Common Application (CA), which existed in paper form since 1975, was introduced online in 1998; and by 2006, all members accepted the application online. Since then, the CA launched its online school form system and partnered with Naviance to provide school officials the option of submitting transcripts, school forms and recommendations electronically.

The Universal College Application (UCA), introduced in 2007, expanded the opportunity for a centralized electronic application to colleges that do not necessarily use “holistic” review processes. While CA membership is limited to those requiring components such as teacher recommendations and an essay, the UCA does not have this stipulation. This potentially opened the door to a wider range of higher education institutions, particularly in the public sector.

The Common Black College Application (CBCA), started roughly 10 years ago, originally collaborated with five historically black colleges and universities with the goal of increasing the presence of these colleges in new markets and increasing educational options for students. The CBCA participates in a range of outreach activities in schools and communities. Students pay a single application fee and are able to apply simultaneously to over 30 colleges with the CBCA.

This measure also shows those states that have statewide application systems at public, four-year colleges and universities within the state. These application systems also aim to simplify applying to schools within a given state to make it simpler for students to apply to public four-year colleges and universities within that state. There are many variations to these systems among states. While some states provide online systems that students can use to apply to all public, four-year universities within that state, others provide a paper application that can be used to apply to all the public, four-year universities in that system.

What are the policy issues associated with this measure? Perhaps the greatest concern is access to information and resources — knowing that the above options exist, having the ability to pay application fees or having the knowledge to seek fee waivers, and subsequently having access to the technology with which to complete one of the above options. Institutions should examine payment and fee-waiver policies in order to ensure that all students have the ability to participate equally in these application systems. Institutions that are not current members of a centralized application system and states that do not currently have a system for all students to apply to all public universities should examine the costs and benefits of participation in or development of such a system. The K–12 and higher education communities should strive to improve outreach to underrepresented minority, low-income and first-generation students about the benefits of these application systems.

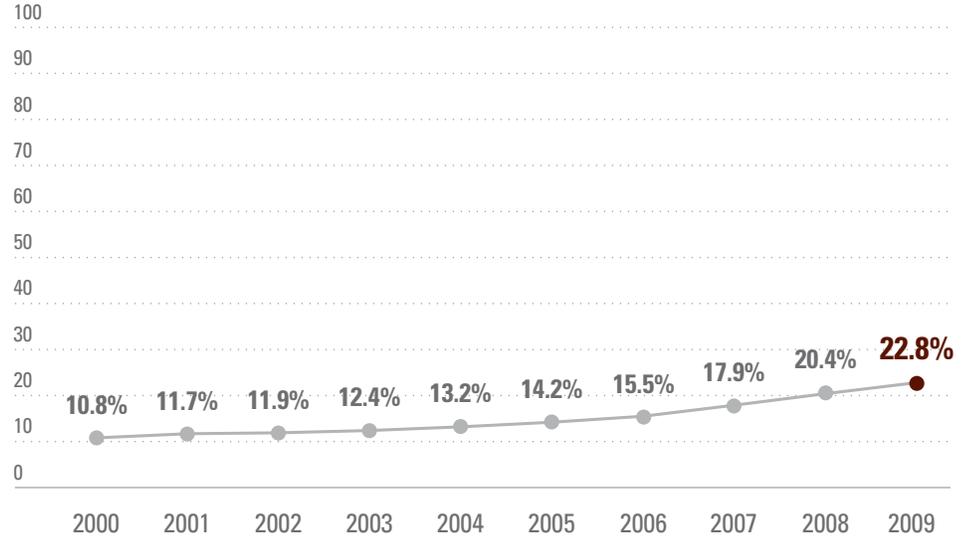
Where are we now? As of 2009, 22.8 percent of four-year institutions in the United States participate in these national application systems (Figure 6.3a). This number has risen steadily from 10.8 percent in 2000 to 22.8 percent in 2009. When disaggregated by state, the percentage ranges from 0.0 percent in Alaska, Kansas, Nevada, New Mexico and North Dakota to 100 percent in Wyoming (Figure 6.3b). When placed in rank order, states with the highest percentage of institutions using national application systems are Wyoming, Rhode Island, New Hampshire, Vermont and Maine. As of 2010, 16 states and the District of Columbia have statewide application systems for public four-year institutions that aim to streamline the admission process (Figure 6.3c).

When interpreting this measure, what should be kept in mind? The goal in this indicator is to describe application systems that connect students to a broad array of colleges and universities on a state or national level. However, many four-year institutions that do, in fact, participate in local or regional application systems are excluded. In addition, other application platforms simplify the process for school officials, which can have an indirect effect on the process for students. For example, schools that use Naviance’s “College Planner” or ConnectEDU’s “SuperAPP” are able to send materials electronically to more than 1,000 colleges.

6.3a

National Percentage of Four-Year Colleges That Use the Common Application, Universal College Application or Common Black College Application, 2000–2009

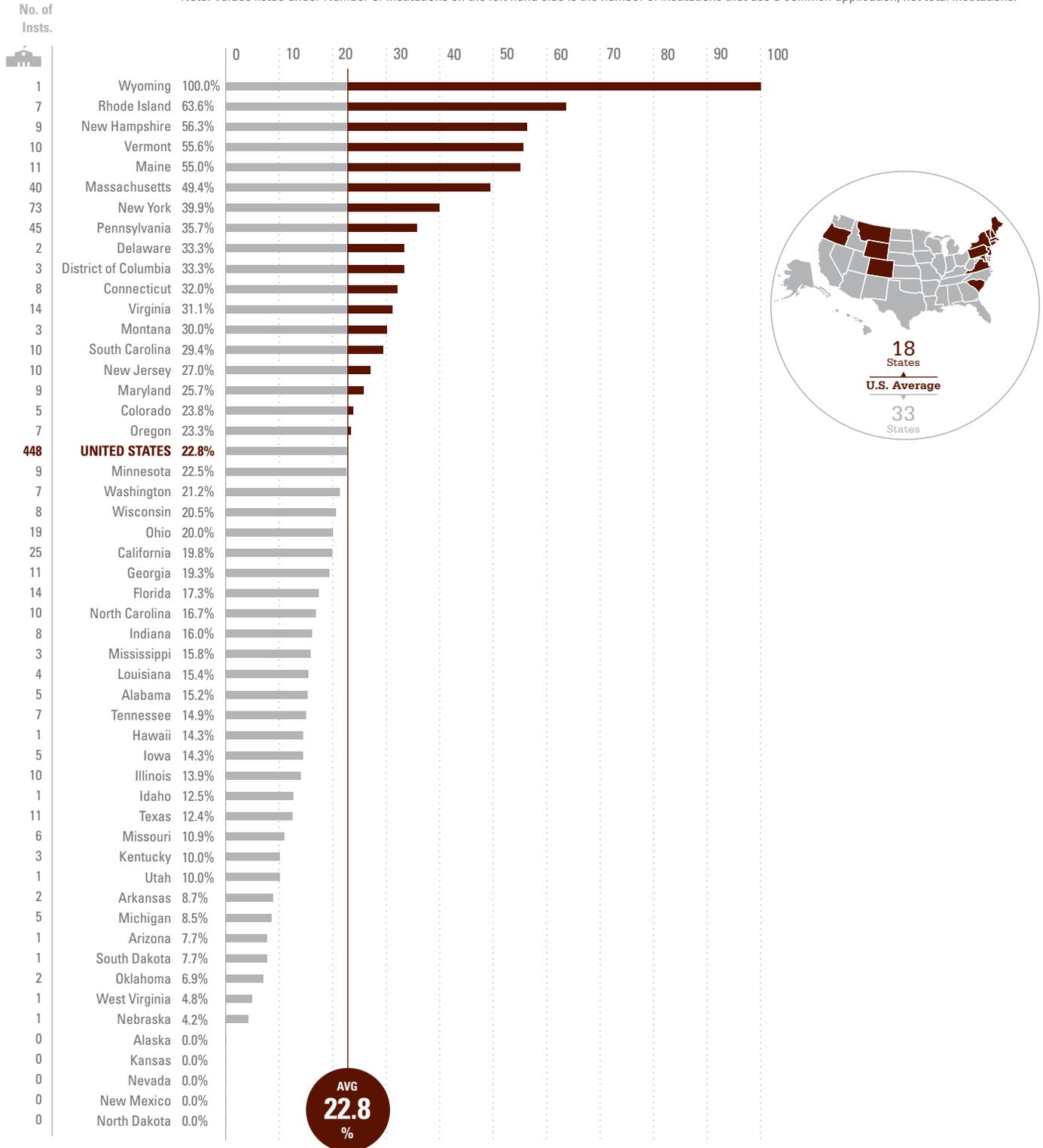
Source: Common Application, Universal College Application, Common Black College Application; NCES, *IPEDS Institutional Characteristics Survey*, 2001–2009



6.3b

Percentage of Four-Year Colleges That Use the Common Application, Universal College Application or Common Black College Application by State Rank, 2009

Source: Common Application, Universal College Application, Common Black College Application; NCES, *IPEDS Institutional Characteristics Survey, 2009*
 Note: Values listed under Number of Institutions on the left hand side is the number of institutions that use a common application, not total institutions.



6.3c

States with Statewide Common Applications for Public Four-Year College and Universities, 2011

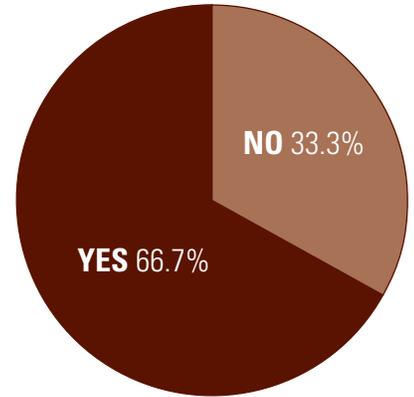
Note: California has separate applications for the University of California System and the California State University System, though students can apply to any school in each individual system with one application. New York has a statewide application for students applying to the State University of New York. There is a separate application for the City University of New York system institutions. Rhode Island will start in fall 2011. Maryland offers a statewide application for those universities that are in the University of Maryland System. Maryland has several public four-year institutions that fall outside of the system (and three institutions within the system) that are not supported by the statewide common application system.

YES

- Alaska
- California
- District of Columbia
- Hawaii
- Idaho
- Maine
- Maryland
- Minnesota
- New York
- North Carolina
- North Dakota
- Rhode Island
- South Dakota
- Texas
- West Virginia
- Wisconsin
- Wyoming

NO

- Alabama
- Arizona
- Arkansas
- Colorado
- Connecticut
- Delaware
- Florida
- Georgia
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Massachusetts
- Michigan
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- South Carolina
- Tennessee
- Utah
- Vermont
- Virginia
- Washington



68.6%

As of 2008, 68.6 percent of high school completers enroll in a two- or four-year college immediately after completing high school.

▲ **1.4ppts** 2007–2008

55.7%

As of 2008, 55.7 percent of African American high school completers enroll in a two- or four-year college immediately after completing high school.

◀▶ 2007–2008

Immediate Enrollment Rate of High School Graduates

What is this measure, and why is this measure important? One way to assess whether efforts to streamline, simplify and demystify the admission process are effective is to examine the proportion of students applying to college. This hinges upon an assumption that if the process is perceived to be less intimidating, then more students will ultimately apply to college. However, there does not appear to be a comprehensive source for this information. This can be explored indirectly through the immediate enrollment rate of students who recently completed high school. If a greater proportion of students enroll, then a greater proportion of them must have applied to college in the first place.

This measure is fundamental to the overall goal of the commission. These data indirectly reflect application behavior and thus provide insight into an important piece of the education pipeline, in which students must apply, enroll, return for the sophomore year and ultimately complete their degrees (see Recommendation Nine for more details on retention and completion).

What are the policy issues associated with this measure? Enrollment rates differ based on family income, parental education, race/ethnicity and gender. Policies geared toward improving application and enrollment rates for low-income and underrepresented minority students in particular will contribute greatly to the commission's goal.

Where are we now? As of 2008, 68.6 percent of high school completers in the United States enroll in a two- or four-year college immediately after completing high school (Figure 6.4a). This includes those who received a high school diploma or a GED. However, the immediate enrollment rate for African American (55.7 percent) and Hispanic (63.9 percent) students trails that of white (71.7 percent) students (Figure 6.4b).

The immediate enrollment rate for males (65.9 percent) is lower than the rate for females (71.6 percent; Figure 6.4c), and enrollment rates vary according to family income (Figure 6.4d). While 57.1 percent of those in the bottom 20 percent of all family incomes (i.e., low-income students) enroll in two- or four-year colleges immediately after completing high school, 81.9 percent of those in the highest 20 percent of all family incomes (i.e., high-income students) enroll immediately after completing high school. The immediate enrollment rate also differed according to parental educational attainment (Figure 6.4e). Although 53.8 percent of students whose parents have high school diplomas or less enroll immediately in college, 72.0 percent of students whose parents have some college and 82.4 percent of students whose parents have a bachelor's degree or higher do so.

63.9%

As of 2008, 63.9 percent of Hispanic high school completers enroll in a two- or four-year college immediately after completing high school.

▲ **3.0ppts** 2007–2008

63.8%

As of 2008, 63.8 percent of high school graduates attend a two- or four-year institution.

▲ **1.8ppts** 2007–2008

When disaggregated by state, the estimated rate of high school graduates (excluding those with a GED) going to college ranges from 45.7 percent in Alaska to 77.4 percent in Mississippi (Figure 6.4f). When placed in rank order, the states with the highest overall percentage of high school graduates going to college are Mississippi, Massachusetts, New York, South Dakota and New Jersey. The states with the lowest percentage of high school graduates going to college are Alaska, Oregon, Vermont, Idaho and Washington.

The estimated rate of high school graduates (excluding those with a GED) going to college in their home state ranges from 11.2 percent in the District of Columbia to 71.7 percent in Mississippi (Figure 6.4g). When placed in rank order, the states with the highest overall percentage of high school graduates going to college in their home state are Mississippi, South Carolina, Alabama, California and New York. The states with the lowest percentage of high school graduates going to college in their home state are Idaho, New Hampshire, Alaska, Vermont and the District of Columbia.

The estimated rate of high school graduates (excluding those with a GED) going to college outside of their home state ranges from 4.9 percent in Utah to 42.3 percent in the District of Columbia (Figure 6.4h). When placed in rank order, the states with the highest overall percentage of high school graduates going to college outside of their home state are the District of Columbia, New Hampshire, Connecticut, New Jersey and Vermont. The states with the lowest percentage of high school graduates going to college outside of their home state are Louisiana, Mississippi, California, Arizona and Utah.

When interpreting this measure, what should be kept in mind? A student may complete the admission process only to find that certain factors, such as family finances, prevent him or her from enrolling. Therefore, this measure likely underestimates the actual proportion of recent high school completers who applied to college. It is also important to consider that this measure reflects students who have made it to a certain point of the educational pipeline and completed high school. State outcomes may be impacted by differential dropout rates (see Recommendation Three for additional details).

Readers should note that rates in Figures 6.4a through 6.4e are based on high school completers, which included both high school graduates and individuals who earned high school equivalency certificates (i.e., GEDs). Rates in Figures 6.4f through 6.4h are based on high school graduates only.

51.8%

As of 2008, 51.8 percent of high school graduates attend a two- or four-year college located in the student's home state.

▲ 1.7ppts 2007–2008

12.0%

As of 2008, 12.0 percent of high school graduates attend a two- or four-year college located outside of the student's home state.

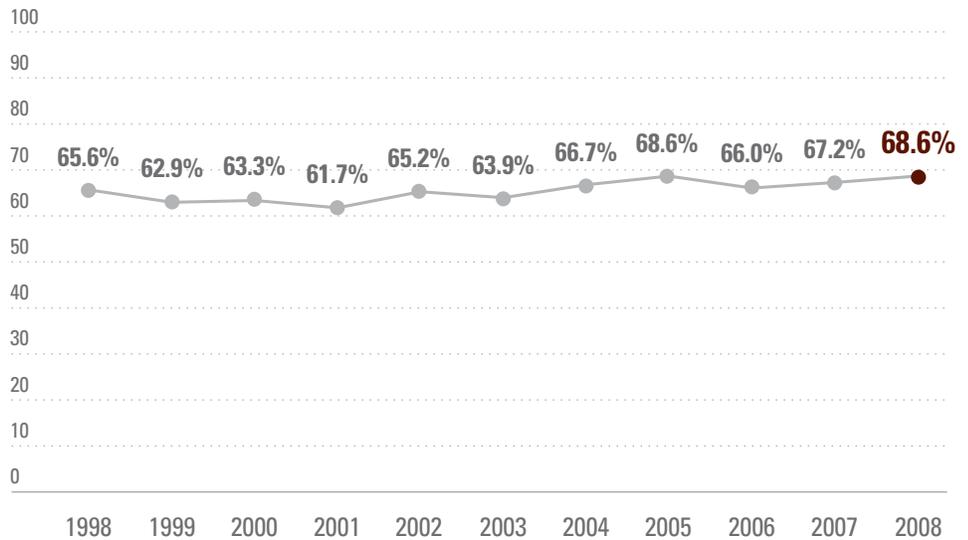
◀▶ 2007–2008

6.4a

Percentage of High School Completers Enrolled in Two- or Four-Year Colleges Immediately Following High School Completion, 1998–2008

Source: NCES, *Condition of Education*, 2010

Note: High school completer refers to those who received a high school diploma or equivalency certificate. This indicator provides data on high school completers ages 16–24, who account for about 98 percent of all high school completers in a given year.



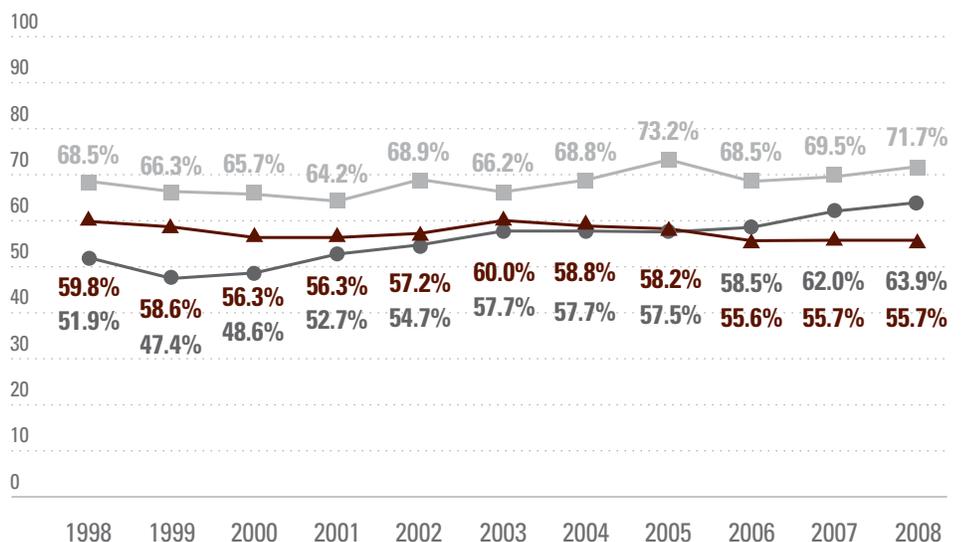
6.4b

Percentage of High School Completers Enrolled in Two- or Four-Year Colleges Immediately Following High School Completion by Race/Ethnicity,^a 1998–2008

Source: NCES, *Condition of Education*, 2010

Note: High school completer refers to those who received a high school diploma or equivalency certificate. This indicator provides data on high school completers ages 16–24, who account for about 98 percent of all high school completers in a given year.

a. Due to unreliable (or unstable) estimates associated with small sample sizes for the low-income, African American and Hispanic categories, moving average rates are presented. These rates were generally calculated as the average of the annual rates for the following three adjacent years: the year in question, the year immediately before it and the year immediately after it.



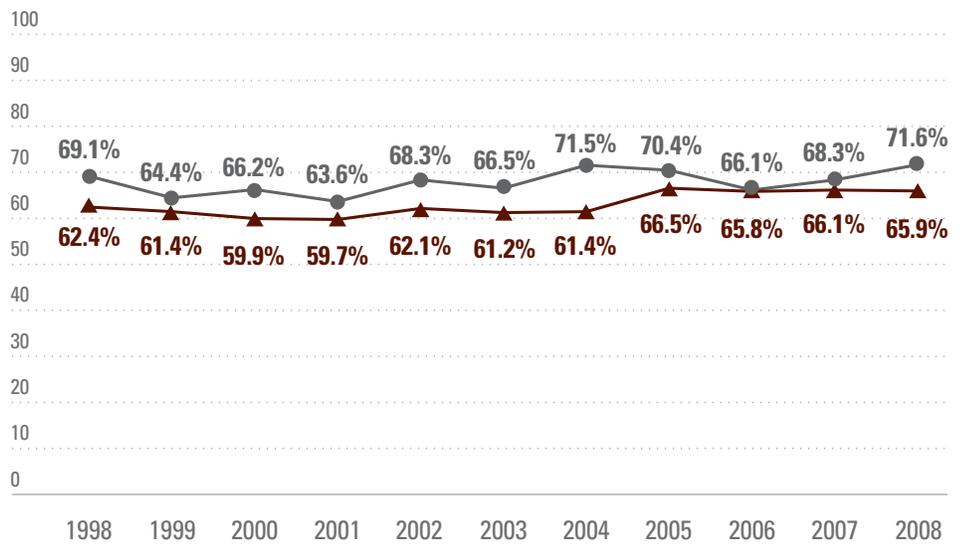
6.4c

Percentage of High School Completers Enrolled in Two- or Four-Year Colleges Immediately Following High School Completion by Gender, 1998–2008

▲ Male
● Female

Source: NCES, *Condition of Education*, 2010

Note: High school completer refers to those who received a high school diploma or equivalency certificate. This indicator provides data on high school completers ages 16–24, who account for about 98 percent of all high school completers in a given year.



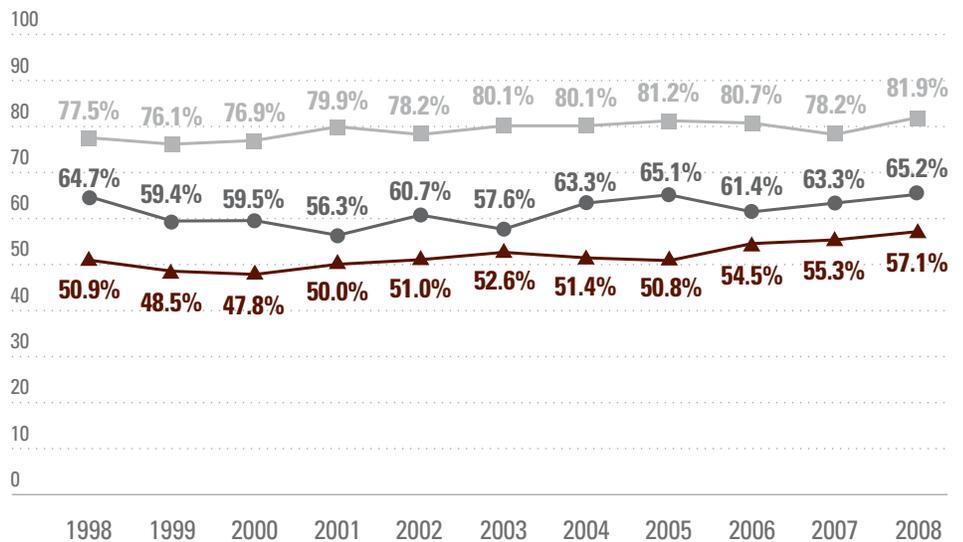
6.4d

Percentage of High School Completers Enrolled in Two- or Four-Year Colleges Immediately Following High School Completion by Family Income, 1998–2008

▲ Low Income
● Middle Income
■ High Income

Source: NCES, *Condition of Education*, 2010

Note: High school completer refers to those who received a high school diploma or equivalency certificate. This indicator provides data on high school completers ages 16–24, who account for about 98 percent of all high school completers in a given year.



6.4e

Percentage of High School Completers Enrolled in Two- or Four-Year Colleges Immediately Following High School Completion by Parental Education,^a 1998–2008

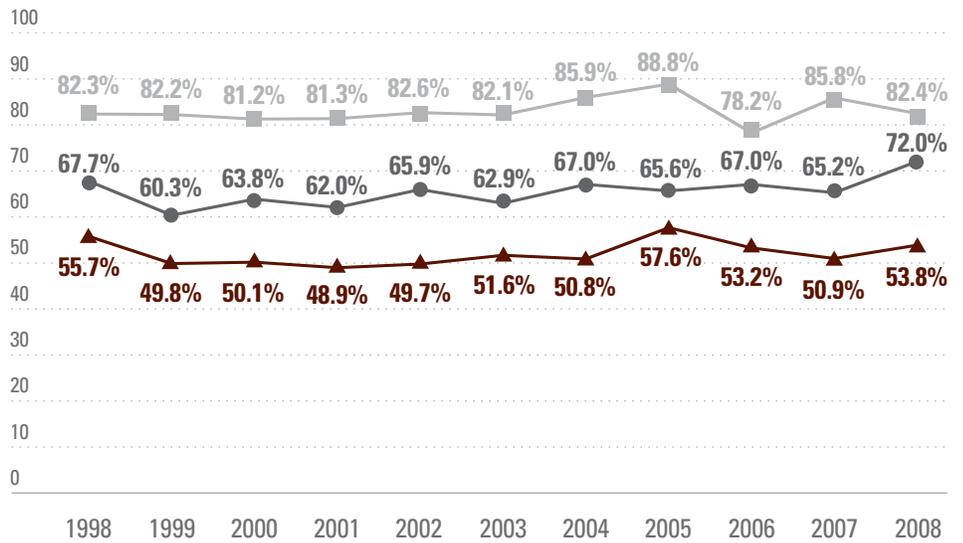
- ▲ High School or Less
- Some College^b
- Bachelor's Degree or Higher

Source: NCES, *Condition of Education*, 2010

Note: High school completer refers to those who received a high school diploma or equivalency certificate. This indicator provides data on high school completers ages 16–24, who account for about 98 percent of all high school completers in a given year.

a. Information on parents' education was not available for approximately 7–14 percent of high school completers ages 16–24 for the period covered.

b. Including vocational/technical

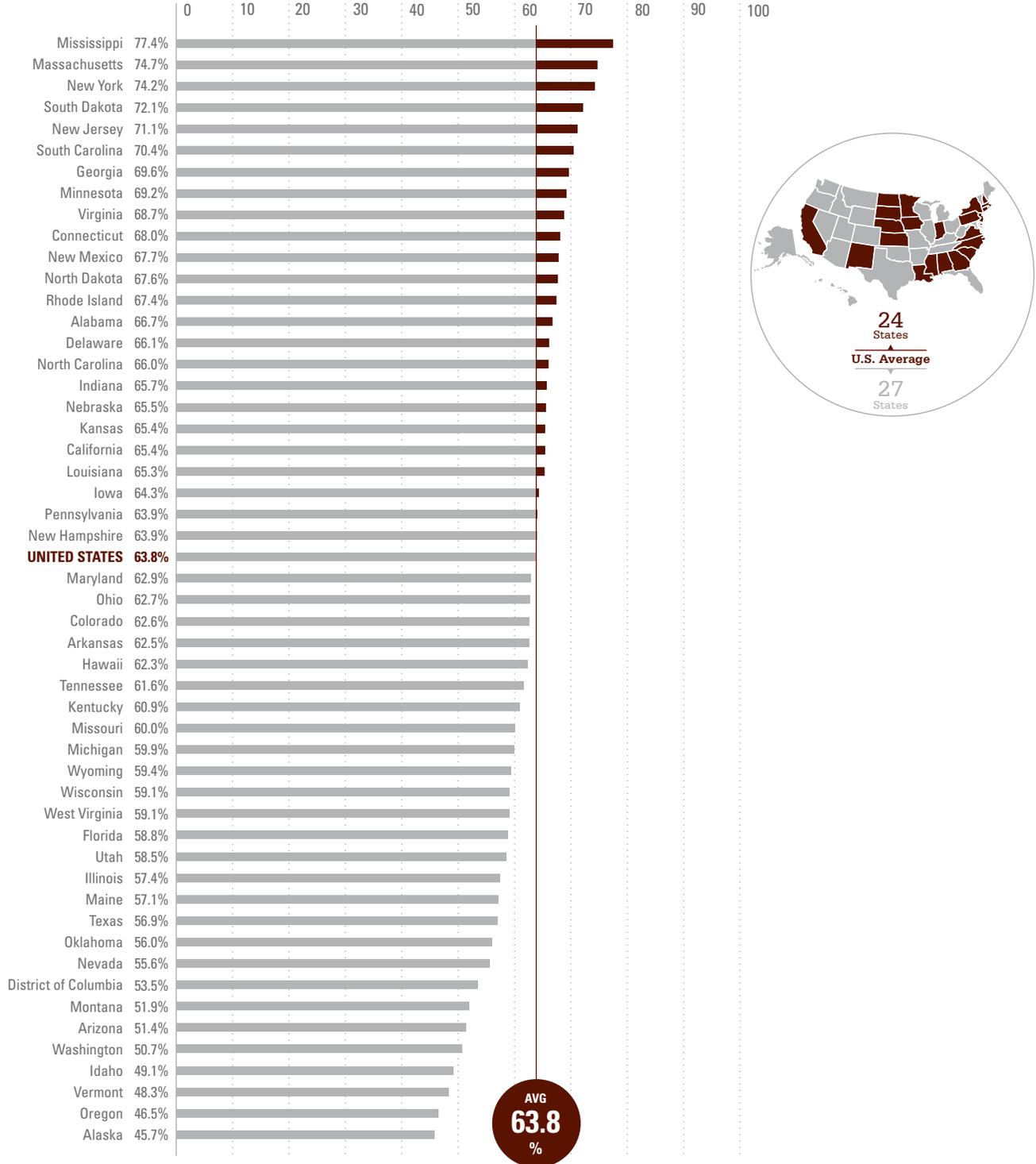


6.4f

Rate of High School Graduates Going to College by State Rank, 2008

Source: NCES, *Digest of Education Statistics*, 2010

Note: North Dakota and Wyoming figures only include students graduating from public schools.

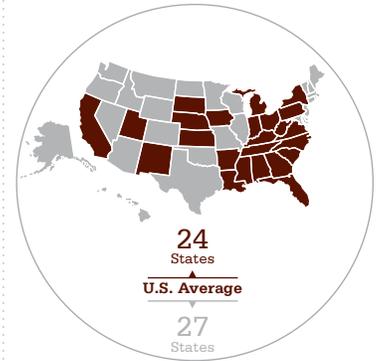
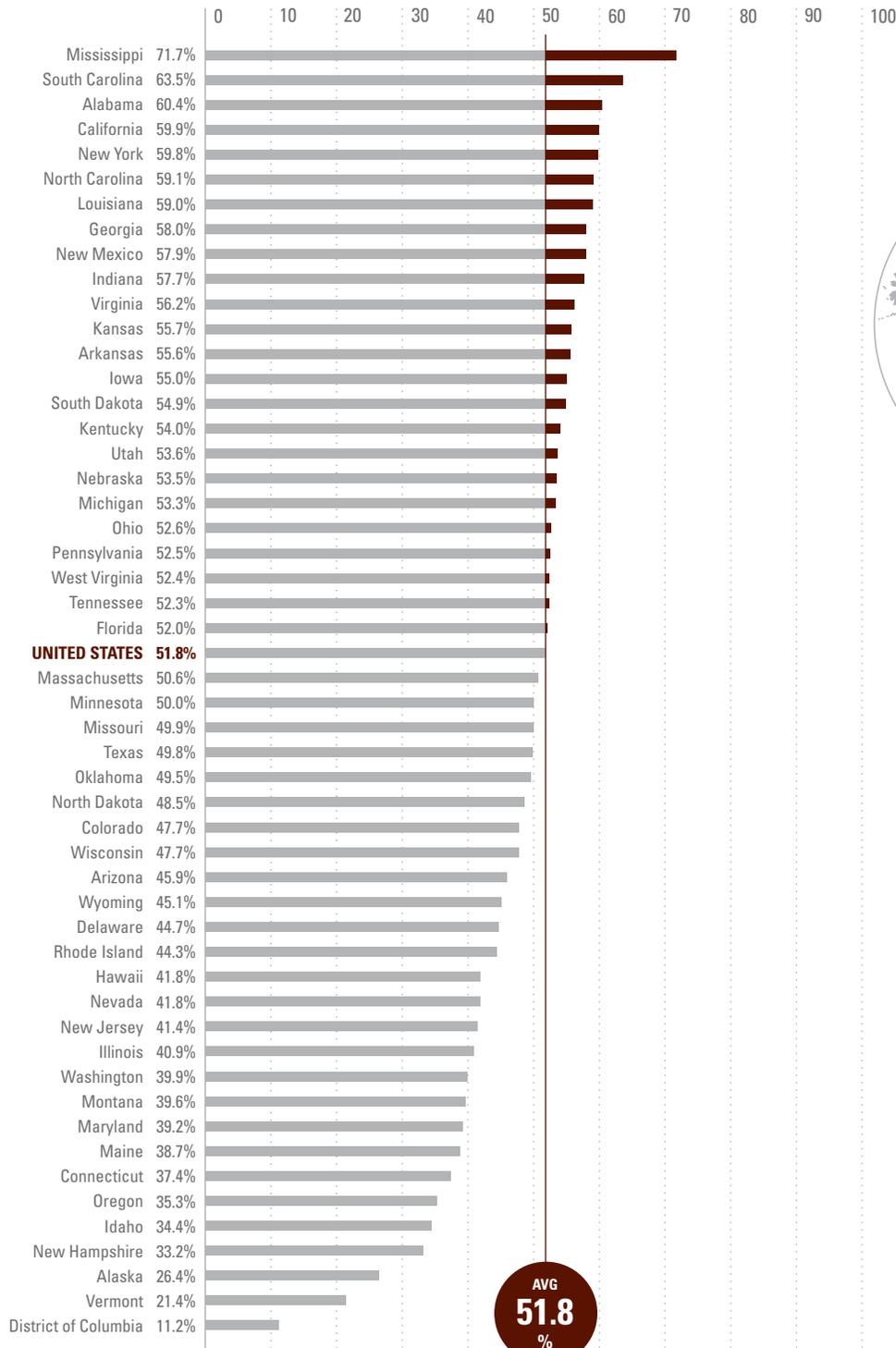


6.4g

Rate of High School Graduates Going to College In State by State Rank, 2008

Source: NCES, *Digest of Education Statistics*, 2010

Note: North Dakota and Wyoming figures only include students graduating from public schools.



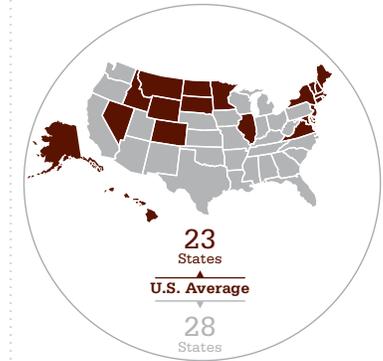
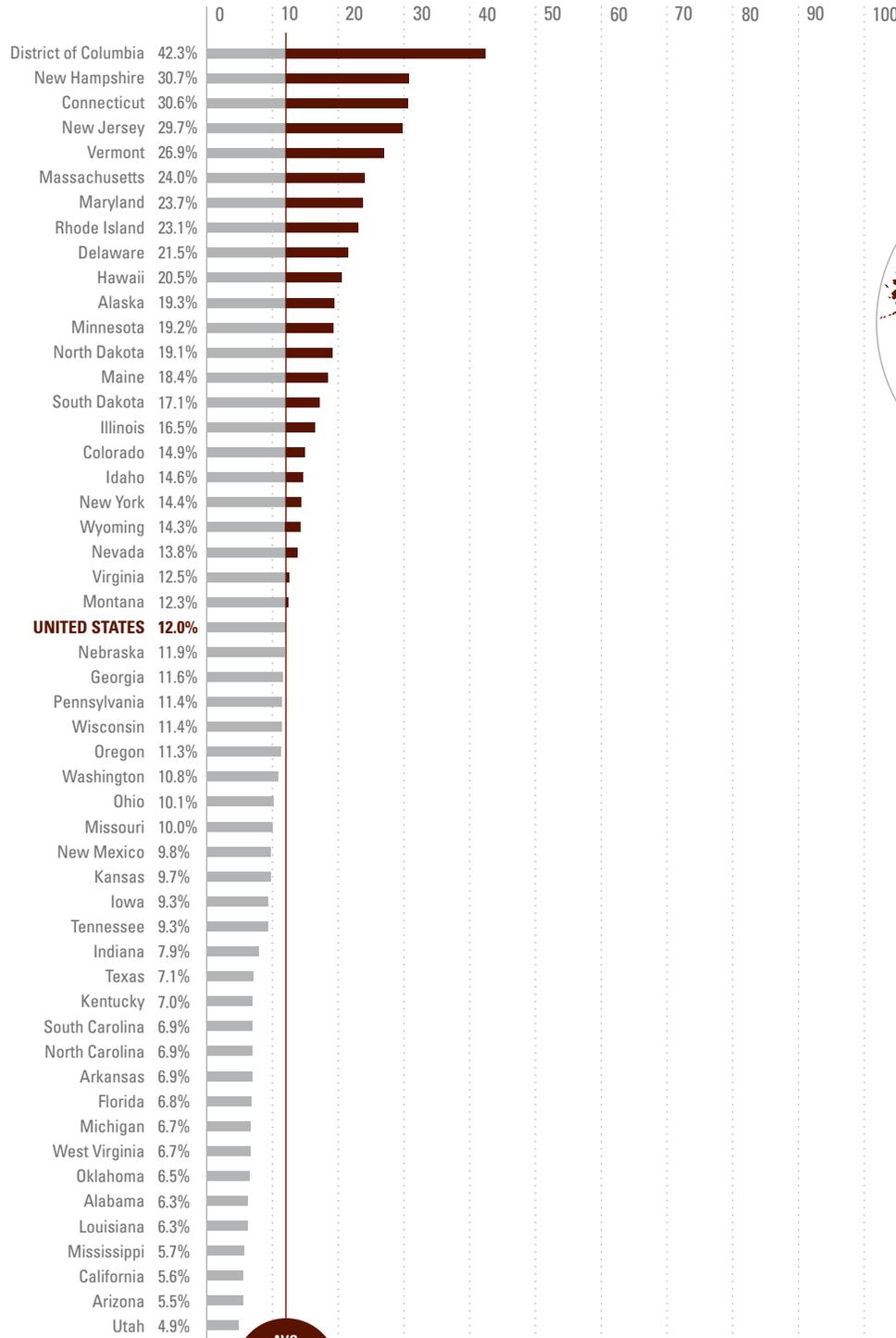
AVG
51.8
%

6.4h

Rate of High School Graduates Going to College Out of State by State Rank, 2008

Source: NCES, *Digest of Education Statistics*, 2010

Note: North Dakota and Wyoming figures only include students graduating from public schools.



AVG
12.0
%

Seven

Provide more need-based grant aid while simplifying the financial aid system and making it more transparent

WE RECOMMEND that federal and state officials encourage increased access by providing more need-based grant aid, by making the process of applying for financial assistance more transparent and predictable, and by finding ways to inform families, as early as the middle school years, of aid amounts likely to be available to individual students.

It is important that sufficient need-based aid be available for low- and moderate-income students to enroll and succeed in college. First-generation students and underrepresented minorities are particularly vulnerable when our financial aid system is inadequate. In *Coming to Our Senses*, the commission called for an increase in need-based grant aid, for avoidance of excessive reliance on student debt, and for simplifying financial aid processes and making them more transparent. The commission also recommended providing institutions with incentives to enroll and graduate more low-income and first-generation students. Better information for students is vital as many students, particularly those whose parents did not go to college, are unaware of the available financial aid and do not know how to access it.⁵⁷ The nation must do more to simplify the financial aid process for all students and to make the process more transparent for all families. In many cases, social capital⁵⁸ is directly tied to the ability of students and families to gain access to higher education.⁵⁹ Simplifying the financial aid system and providing early information can improve access to higher education for low-income and first-generation students.

Indicators of progress on this recommendation include:

- Grant aid for students from low- and moderate-income families;
- Student debt levels;
- Changes in the federal student aid application process and financial aid programs; and
- Implementation of policies designed to provide incentives for institutions to promote enrollment and success of low-income and first-generation students.

57. College Board. (2010). *Cracking the Student Aid Code*. Retrieved May 13, 2010, from http://advocacy.collegeboard.org/sites/default/files/11b_3172_Cracking_Code_Update_WEB_110112.pdf

58. Social capital is a sociological concept, which refers to connections within and between social networks.

59. *Cracking the Student Aid Code*.

General Findings for This Recommendation

- As of 2008, the national total grant aid per low-income dependent student at public two-year institutions is \$3,252.
- As of 2008, the national total grant aid per low-income dependent student at public four-year institutions is \$7,364.
- As of 2008, the national total grant aid per low-income dependent student at private not-for-profit four-year institutions is \$14,215.
- As of 2008, the national total grant aid per low-income dependent student at private for-profit four-year institutions was \$3,745.
- From 2004 to 2008, average grant aid increased by 1.7 percent or \$54 per year from 1996 to 2008 (after adjusting for inflation) for low-income dependent students at public two-year colleges.
- From 2004 to 2008, average grant aid increased by 4.4 percent or \$292 per year from 1996 to 2008 (after adjusting for inflation) for low-income students at public four-year colleges.
- From 2004 to 2008, average grant aid increased by 5.7 percent or \$710 per year from 1996 to 2008 (after adjusting for inflation) for low-income dependent students at private four-year colleges.
- As of 2008, the median student loan debt for those who borrowed increased by 1.4 percent per year beyond inflation.
- As of 2010, average debt per bachelor's degree recipient spread across all public four-year college graduates who earned degrees from the institution at which they began their studies is \$12,300 in 2009-10.
- As of 2010, average debt per bachelor's degree recipient spread across all private nonprofit four-year college graduates who earned degrees from the institution at which they began their studies is \$18,300 in 2009-10.

\$3,252

As of 2008, the national total grant aid per low-income dependent student at public two-year institutions is \$3,252.

\$7,364

As of 2008, the national total grant aid per low-income dependent student at public four-year institutions is \$7,364.

\$14,215

As of 2008, the national total grant aid per low-income dependent student at private not-for-profit four-year institutions is \$14,215.

Grant Aid for Students from Low-Income Families

What is this measure, and why is this measure important? This indicator measures the amount of grant aid available to students by income level. This measure includes (1) the total grant aid per low-income dependent student; (2) the average percentage increase in total grant aid per dependent student; (3) the average dollar increase in total grant aid per low-income dependent student; and (4) the average amount of financial aid (grants or loans) used to finance postsecondary education expenses in the United States. These measures are important because sources of aid help to offset the advertised tuition and fees, which for many students are prohibitively high. Financial aid for postsecondary education takes many shapes and forms. Among the different types of aid, including federal loans, federal work-study, and federal education tax credits and deductions, grant aid is the most effective at relieving the burdens of college costs. These scholarships do not need to be repaid, they are not accompanied by work obligations, and they do not require an understanding of the tax code or regulations.

During the 2010-11 academic year, grant aid accounted for nearly 53 percent of the \$177.6 billion in financial aid awarded to undergraduate students. The origins of these grants include the federal government, states, employers and private entities, as well as the institutions at which the students enroll.

Two broad types of grant aid exist: (1) grant aid that is used to meet a student's financial need and (2) grant aid that exceeds a student's financial need. The latter category is commonly referred to as "merit aid," though the lines between merit aid and need-based aid are blurry. Institutions frequently package and refer to grant aid as merit aid, when this merit aid is actually being used to meet a student's financial need.

Diverting financial resources away from students with need toward students without need does not enhance college affordability. During the time period from 2007-08 through 2010-11, both public four-year and private not-for-profit four-year postsecondary institutions increased the fraction of total grant aid awarded that was used to meet the financial need of students.⁶⁰

What are the policy issues associated with this measure? Total grant aid awarded to postsecondary students, in current dollars, has increased each year over the past decade. During the 2000-01 academic year, nearly \$48 billion (in 2010 dollars) of grant aid was awarded, and by the 2010-11 academic year that amount had more than doubled and stood at \$107 billion. Postsecondary enrollment increased by 43 percent during this time period, but the growth in grant aid outpaced this growth in enrollment, generating a 58 percent increase in inflation-adjusted grant dollars per FTE student.

60. College Board. (2011). *Trends in Financial Aid*. Retrieved November 1, 2011, from http://trends.collegeboard.org/student_aid/

\$3,745

As of 2008, the national total grant aid per low-income dependent student at private, for-profit, four-year institutions was \$3,745.

1.7%

As of fall 2007, average grant aid has increased by 1.7 percent or \$54 per year from 1996 to 2008 (after adjusting for inflation) for low-income dependent students at public two-year colleges.

The change in grant aid awarded between the 2008-09 academic year and the 2010-11 academic year was dramatic, and much larger than any other two-year changes in grant aid over the past decade. In fact, the change in total grant aid awarded, in 2010 dollars, between the 2008-09 academic year and the 2010-11 academic year (\$30.9 billion) was actually larger than the change that occurred between the 2000-01 and the 2008-09 academic years (\$28.4 billion).

What explains the recent surge in total grant aid? During the 2008-09 academic year, the maximum Pell grant was \$4,731 (\$4,689 in 2010 dollars). During the 2009-10 academic year, the maximum Pell grant jumped by 16 percent over the previous year in inflation adjusted dollars to \$5,350 (\$5,416 in 2010 dollars), and during the 2010-11 academic year, the maximum Pell grant value was \$5,550. The sizeable change in maximum Pell value in conjunction with a 31 percent increase in number of recipients between the 2008-09 academic year and the 2009-10 academic year is partially responsible for the increase in share of total grant aid originating from the federal government from 33 percent to 44 percent over these two academic years. In fact, Pell grants increased from 24 percent of total grant aid in 2008-09 to 30 percent in 2009-10. The other major source of increase between these two years in federal grant aid was the escalation of veterans' grants from 5 percent of total grant aid in 2008-09 to 10 percent of total grant aid in 2009-10.

In an era of economic downturn during which families' and students' ability to pay for college is diminished and state appropriations per student have decreased while tuition and fee sticker prices have increased, the role of federal grant aid is of tremendous importance. Furthermore, many college endowments dropped substantially in the wake of the 2008 stock market crash, and have not rebounded to their prerecession values. An increased reliance on institutional grant aid would put substantial pressure on postsecondary institutions, some of which are already in a precarious state financially.

Where are we now? Though total grant aid is estimable on a year-by-year basis, an examination of the types of students to whom this aid is awarded requires student-level data collected through large-scale national surveys of students like the National Center for Education Statistics administered NPSAS. The last administration of NPSAS occurred during the 2007-08 academic year, yet these NPSAS data can offer insight into where we are now in terms of how this aid is allocated by student or a student's family's income, and how grant aid has changed over time across the income strata. Figure 7.1a shows that the average total grant aid for full-time students from low-income families attending public two-year institutions has increased from \$1,844 in 1996 to \$3,252 in 2008. The average total grant aid for full-time, low-income students attending public four-year institutions rose from \$4,137 in 1996 to \$7,364 in 2008 and from \$9,203 in 1996 to \$14,215 in 2008 for those attending private, not-for-profit, four-year institutions. The average total grant aid for full-time, low-income students attending private, for-profit, four-year institutions rose from \$2,342 in 1996 to \$3,745 in 2008.

4.4%

As of fall 2007, average grant aid has increased by 4.4 percent or \$292 per year from 1996 to 2008 (after adjusting for inflation) for low-income dependent students at public four-year colleges.

5.7%

As of fall 2007, average grant aid has increased by 5.7 percent or \$710 per year from 1996 to 2008 (after adjusting for inflation) for low-income dependent students at private four-year colleges.

7.1a

National Total Grant Aid per Low-Income Dependent Student, 1996–2008 (in Constant 2008 Dollars)

Source: NCES, *National Postsecondary Student Aid Study*, calculations by the College Board
 Note: Constant 2008 dollars calculated through the CPI website <http://146.142.4.24/cgi-bin/cpicalc.pl>

- ▲ Private, 4-Year Not-for-Profit
- Private, 4-Year For-Profit
- Public, 4-Year
- ◆ Public, 2-Year

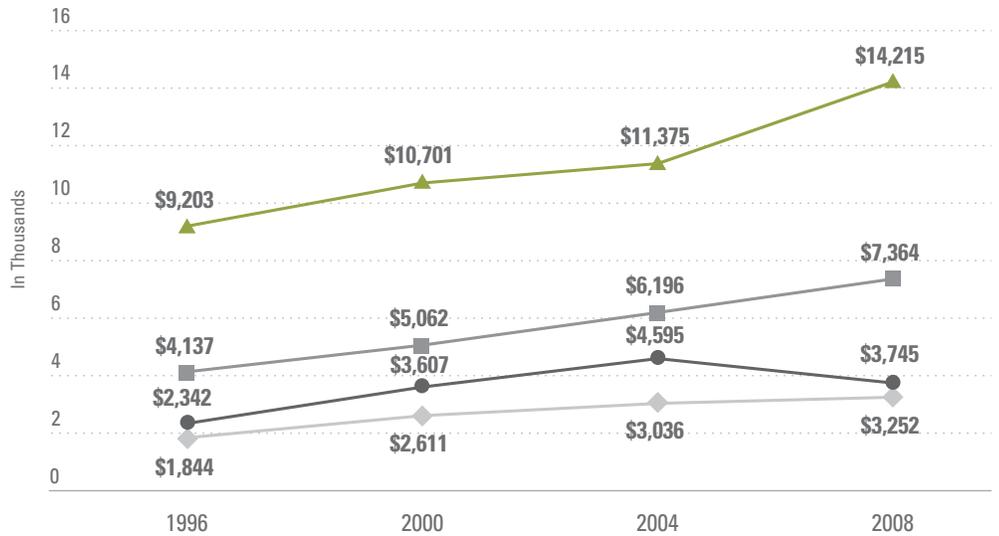


Figure 7.1b shows that the percentage increase in average total grant aid to low-income dependent students from 2004 to 2008 was 1.7 percent at public two-year institutions, 4.4 percent at public four-year institutions and 5.7 percent at private, not-for-profit, four-year institutions. The average total grant aid to low-income dependent students declined 5.0 percent from 2004 to 2008 at private, for-profit, institutions. Figure 7.1c shows the annual dollar increase in total grant aid to low-income dependent students from 2004 to 2008 was \$54 at public two-year institutions, \$292 at public four-year institutions and \$710 at private, not-for-profit, four-year institutions. The total grant aid to low-income dependent students from 2004 to 2008 was \$212 at private, for-profit, four-year institutions.

Figure 7.1d shows the average total aid, average grant aid and average federal loans awarded to all students (undergraduate and graduate) per FTE. Figure 7.1e shows the average grant aid and average federal loans awarded to all undergraduate students per FTE. Figure 7.1f shows the average grant aid and average federal loans awarded to all graduate students per FTE.

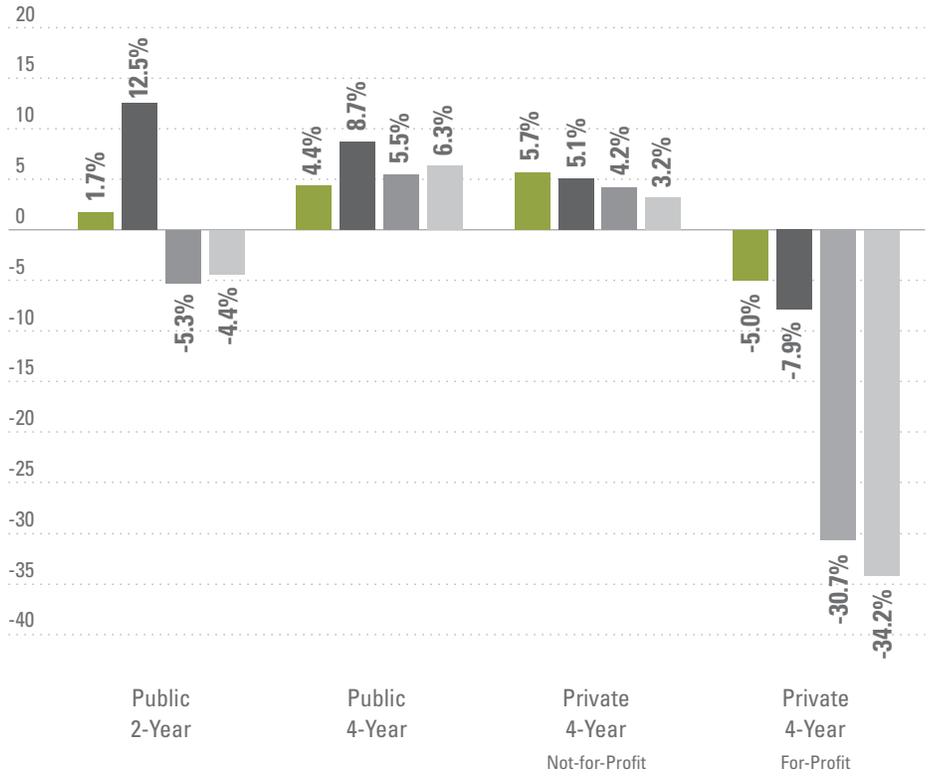
Figure 7.1g shows that total undergraduate student aid amounts to \$177.6 billion in 2010–11. Figure 7.1h shows that over 9 million Pell Grant recipients receive an average Pell award of \$3,828.

7.1b

Average Percentage Change in Total Grant Aid per Dependent Student by Income, 2004–2008 (in Constant 2008 Dollars)

- Low-Income
- Mid-Low Income
- Mid-High Income
- High-Income

Source: NCES, *National Postsecondary Student Aid Study*, calculations by the College Board
 Note: Constant 2008 dollars calculated through the CPI website <http://146.142.4.24/cgi-bin/cpicalc.pl>

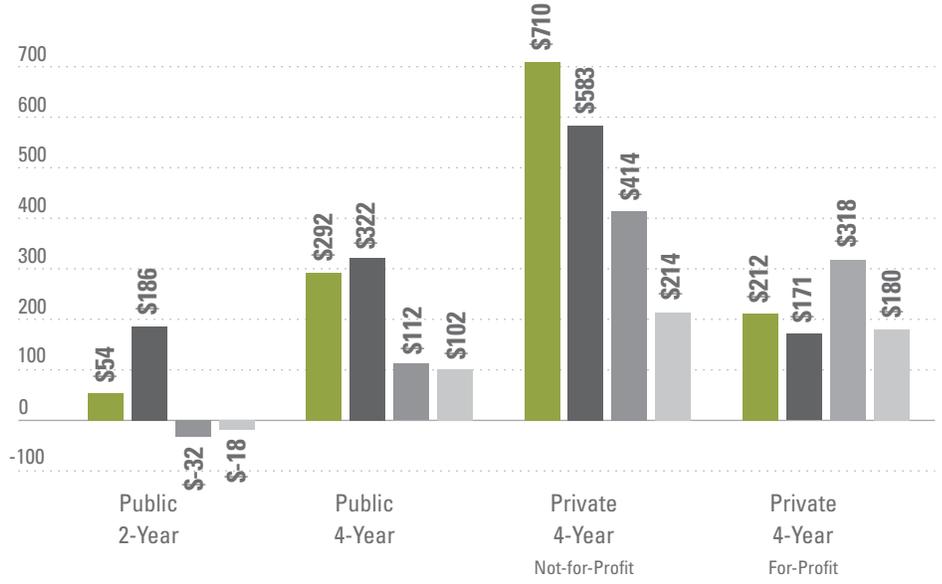


7.1c

National Average Dollar Increase in Total Grant Aid per Dependent Student by Income, 2004–2008 (in Constant 2008 Dollars)

- Low-Income
- Mid-Low Income
- Mid-High Income
- High-Income

Source: NCES, *National Postsecondary Student Aid Study*, calculations by the College Board
 Note: Constant 2008 dollars calculated through the CPI website <http://146.142.4.24/cgi-bin/cpicalc.pl>



7.1d

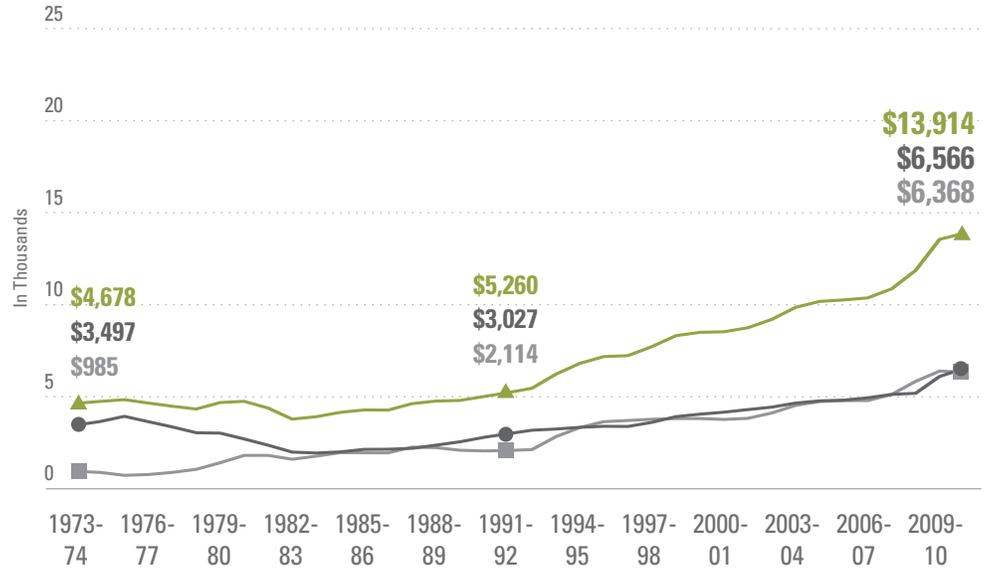
Average Aid (Federal Loans & Grant Aid) per Full-Time Equivalent (FTE) Student in Constant 2010 Dollars, 1973-74 to 2010-11

New figure +

Source: The College Board, *Trends in Student Aid*, 2011

Note: Loan numbers do not include nonfederal loans, which provide funding for students but do not involve subsidies. The figures reported here reflect total student aid amounts divided across all students, including those who did not receive aid. Federal Loan dollars reflect disbursements beginning 1995-96. Loan disbursements are estimated for years prior to 1995-96.

- ▲ Average Total Aid per FTE
- Average Grant Aid per FTE
- Average Federal Loans per FTE



7.1e

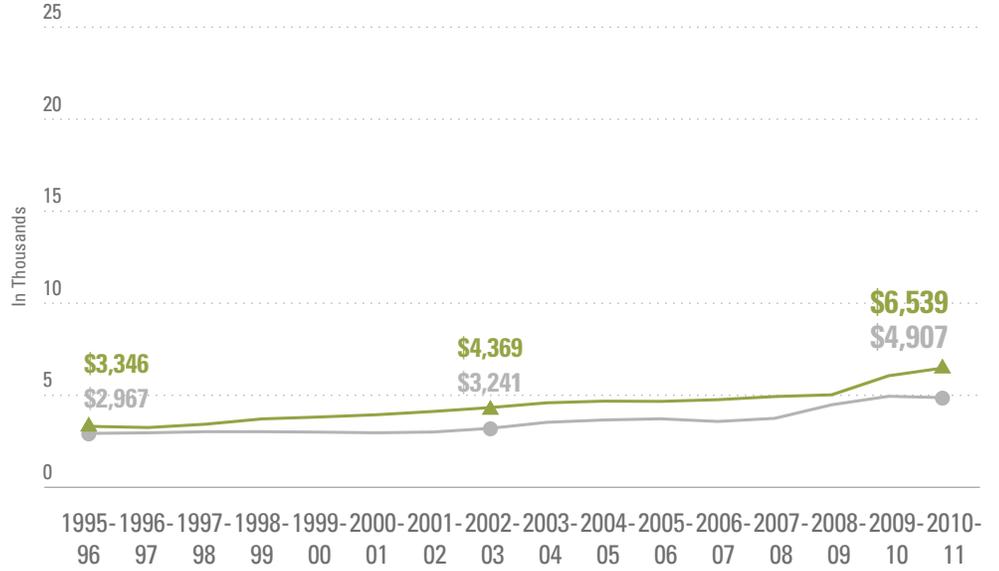
Average Aid (Federal Loans & Grant Aid) per Undergraduate FTE in Constant 2010 Dollars, 1995-96 to 2010-11

New figure +

Source: The College Board, *Trends in Student Aid*, 2011

Note: Loan numbers do not include nonfederal loans, which provide funding for students but do not involve subsidies. The figures reported here reflect total student aid amounts divided across all students, including those who did not receive aid. Federal Loan dollars reflect disbursements beginning 1995-96. Loan disbursements are estimated for years prior to 1995-96.

- ▲ Average Grant Aid per FTE
- Average Federal Loans per FTE



7.1f

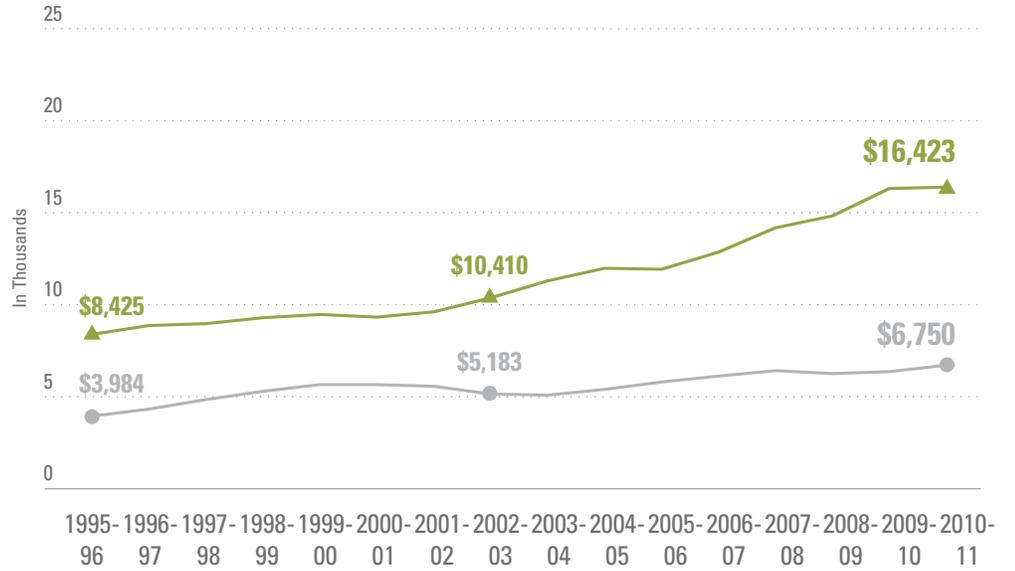
Average Aid (Federal Loans & Grant Aid) per Graduate FTE in Constant 2010 Dollars, 1995-96 to 2010-11

New figure +

Source: The College Board, *Trends in Student Aid*, 2011

Note: Loan numbers do not include nonfederal loans, which provide funding for students but do not involve subsidies. The figures reported here reflect total student aid amounts divided across all students, including those who did not receive aid. Federal Loan dollars reflect disbursements beginning 1995-96. Loan disbursements are estimated for years prior to 1995-96.

- ▲ Average Federal Loans per FTE
- Average Grant Aid per FTE

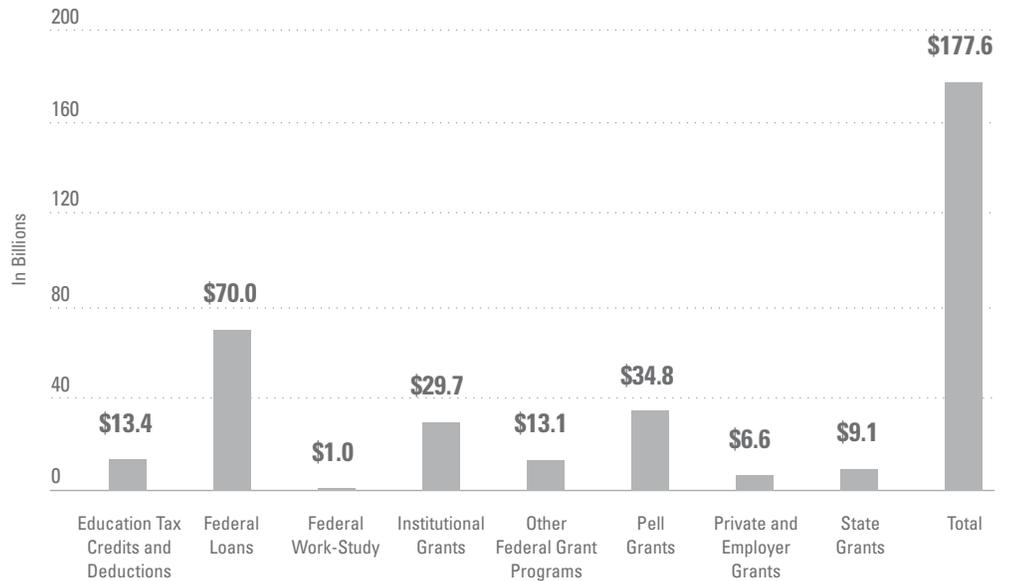


7.1g

Total Undergraduate Student Aid by Source (in Billions), 2010-11

New figure +

Source: The College Board, *Trends in Student Aid*, 2011

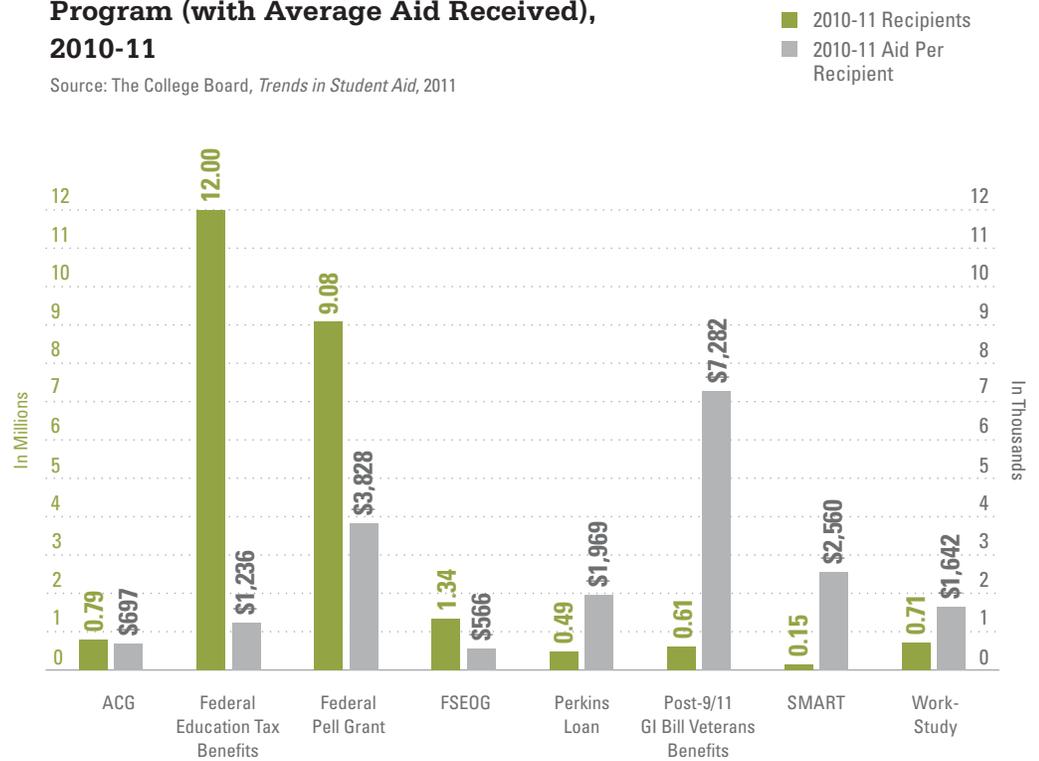


7.1h

Number of Recipients of Federal Aid by Program (with Average Aid Received), 2010-11

New figure +

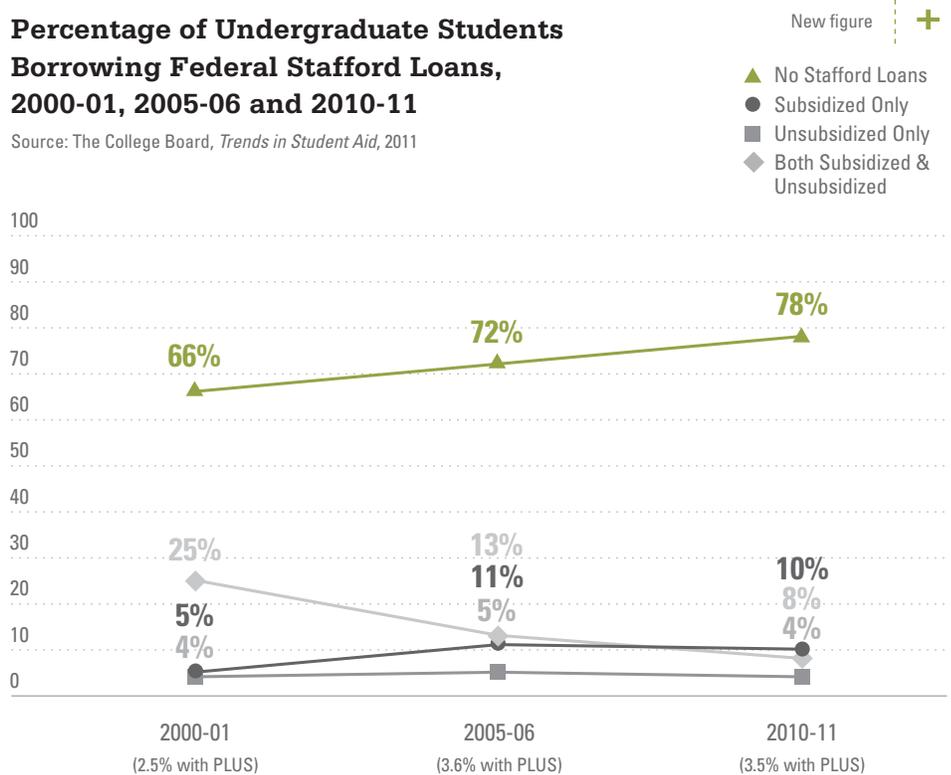
Source: The College Board, *Trends in Student Aid*, 2011



7.1i

Percentage of Undergraduate Students Borrowing Federal Stafford Loans, 2000-01, 2005-06 and 2010-11

Source: The College Board, *Trends in Student Aid*, 2011



When interpreting this measure, what should be kept in mind?

The introduction of the American Opportunity Tax Credit (AOTC) in 2009 represented a significant commitment by the federal government to defray college tuition costs. In 2008, total federal tax benefits stood at \$6.6 billion and these benefits jumped to \$14.7 billion (in constant 2009 dollars) in 2009 — the last year for which data are available. Unlike Pell grants, the subsidies provided by the federal government, up to \$2,500 per student, are not based on ability to pay, though only taxpayers with incomes up to \$180,000 per year are eligible for the tax benefits. A major perk of the AOTC is partial refundability. Individuals with no tax liability are eligible for a refund not exceeding \$1,000.

The AOTC shifted the distribution of individuals receiving federal tax benefits. In 2008, only 5 percent of the federal tax benefit recipients had adjusted gross incomes less than \$25,000. In 2009, this percentage had risen to 17 percent. The percentage of tax benefits awarded to families with adjusted gross incomes between \$100,000 and \$180,000 increased from 18 percent in 2008 to 26 percent in 2009.

Functioning similarly to grant aid in the sense that it is not accompanied by any obligations on the part of the student, the AOTC differs from grant aid because its benefits can only be realized if taxpayers are aware of its existence. Moreover, unlike grant aid, which benefits students immediately upon their enrollment, the benefits of tax credits and deductions are delayed until taxes are filed. A widespread push to make sure eligible taxpayers are aware of this tuition assistance has the potential to ease financial strains associated with college attendance.

\$12,300

As of 2010, average debt per bachelor's degree recipient spread across all public four-year college graduates who earned degrees from the institution at which they began their studies is \$12,300.

\$18,300

As of 2010, average debt per bachelor's degree recipient spread across all private nonprofit four-year college graduates who earned degrees from the institution at which they began their studies is \$18,300 in 2009-10.

Student Loan Debt Levels

What is this measure, and why is this measure important? This indicator measures the student loan debt accumulated by students from the 1999-2000 academic year and the 2009-10 academic year. Postsecondary education is an investment with a high rate of return for most students. However, some students do not complete the programs they begin and, for others, the payoff in the labor market is less than they might have anticipated. Although most students can pay off their education debts without undue difficulty, debt burdens are unmanageable for a growing number of students. The need to borrow at high levels discourages some students from enrolling or persisting in college and, for others, it creates very difficult circumstances during the repayment period after college.

What are the policy issues associated with this measure? Many factors, including income inequality, rising college prices and lifestyle choices, contribute to the amount students borrow. However, more generous need-based federal, state and institutional grant programs can mitigate the need for students to rely on borrowed funds.

Where are we now? Student debt levels in the United States continue to rise each year for students who persist to bachelor's degree completion. Figure 7.2a shows that from 1999–2000 to 2009-10, the average debt per borrower among public college bachelor's degree recipients increased at an average annual rate of 1.1 percent beyond inflation. The percentage of nontransfer graduates with debt increased from 54 to 56 percent. Average debt grew by 1.4 percent per year over the most recent five years of the decade. Figure 7.2b shows that from 1999–2000 to 2009-10, the average debt per borrower among private nonprofit bachelor's degree recipients increased at an average annual rate of 2.2 percent beyond inflation. The percentage of nontransfer graduates with debt increased from 63 to 65 percent. Average debt grew by 1.5 percent per year over the most recent five years of the decade.

Figure 7.2c shows the distribution of total undergraduate debt by sector and type of degree or certificate in 2007-08. Figures 7.2d, 7.2e and 7.2f show that among dependent students graduating from public and private nonprofit four-year institutions in 2007-08, those from low-income families borrowed only slightly more than those from middle-income families.

When interpreting this measure, what should be kept in mind?

Median student loan debt levels conceal the range of borrowing levels. About a third of bachelor's degree recipients graduate with no education debt. In any given academic year, only about half of all full-time students take education loans. However, increases in median debt levels for those who do borrow, combined with information on the proportion of students with debt, provide an important indicator of reliance on debt.

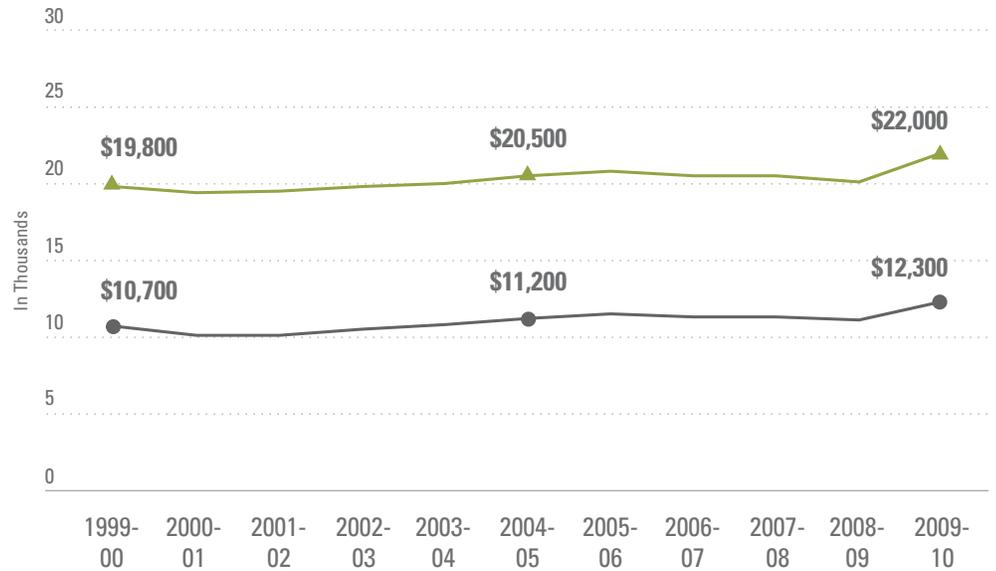
7.2a

Public Four Year: Average Total Debt Levels of Bachelor's Degree Recipients in Constant 2010 Dollars, 1999–2000 to 2009-10

▲ Per Borrower
● Per Bachelor's Degree Recipient

Source: The College Board, *Trends in Student Aid*, 2011

Note: Debt figures include both federal loans and loans from nonfederal sources that have been reported to the institutions, based on institutional reporting of aggregate debt figures. The data are not adequate to allow comparable calculations for-profit institutions.



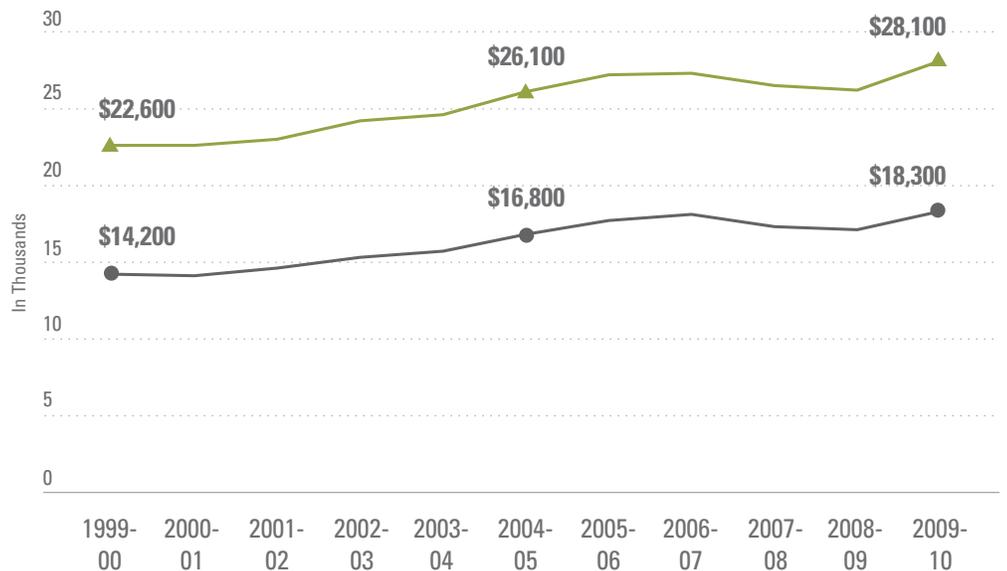
7.2b

Private Nonprofit Four Year: Average Total Debt Levels of Bachelor's Degree Recipients in Constant 2010 Dollars, 1999–2000 to 2009-10

▲ Per Borrower
● Per Bachelor's Degree Recipient

Source: The College Board, *Trends in Student Aid*, 2011

Note: Debt figures include both federal loans and loans from nonfederal sources that have been reported to the institutions, based on institutional reporting of aggregate debt figures.



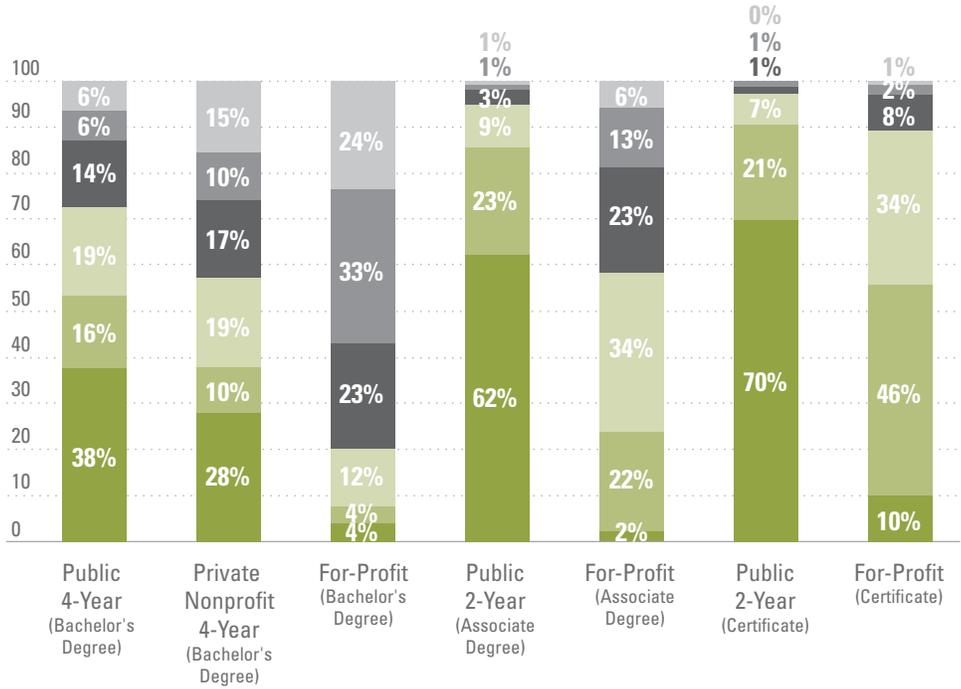
7.2c

Distribution of Total Undergraduate Debt by Sector and Type of Degree or Certificate, 2007-08

New figure +

Source: The College Board, *Trends in Student Aid*, 2011

- No Debt
- Less than \$10,000
- \$10,000 to \$19,999
- \$20,000 to \$29,999
- \$30,000 to \$39,999
- \$40,000 or more



7.2d

Median Debt Levels of 2007-08 Bachelor's Degree Recipients at Public Four-Year Institutions Who Borrowed and Percentage with Debt, by Dependency Status and Family Income

New figure +

Source: The College Board, *Trends in Student Aid*, 2011

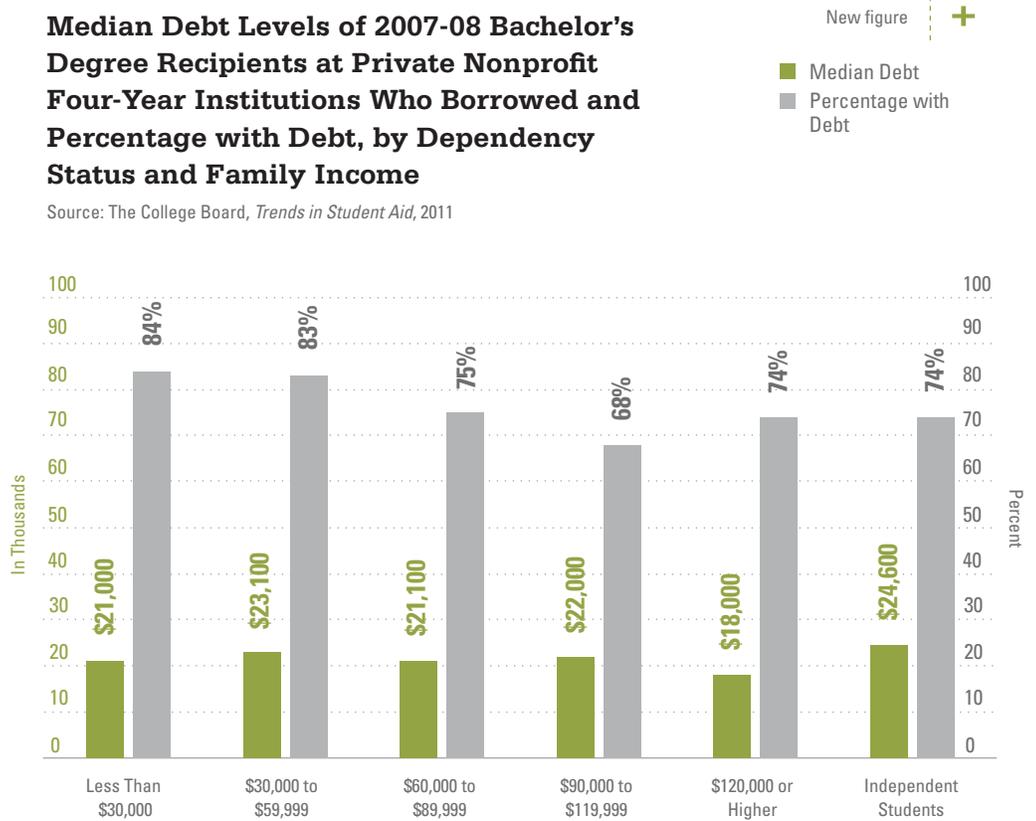
- Median Debt
- Percentage with Debt



7.2e

Median Debt Levels of 2007-08 Bachelor's Degree Recipients at Private Nonprofit Four-Year Institutions Who Borrowed and Percentage with Debt, by Dependency Status and Family Income

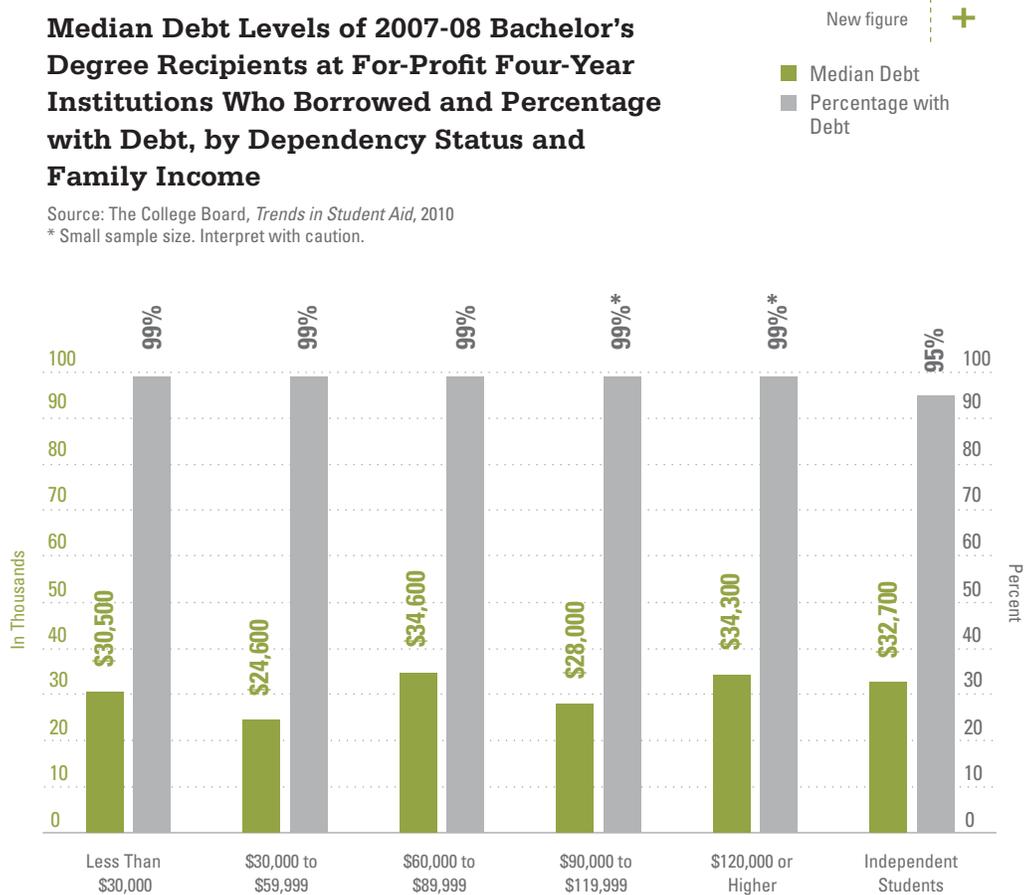
Source: The College Board, *Trends in Student Aid*, 2011



7.2f

Median Debt Levels of 2007-08 Bachelor's Degree Recipients at For-Profit Four-Year Institutions Who Borrowed and Percentage with Debt, by Dependency Status and Family Income

Source: The College Board, *Trends in Student Aid*, 2010
 * Small sample size. Interpret with caution.



Simplifying the Federal Student Aid System and the Application Process

What is this measure, and why is this measure important? Even when sufficient financial aid funds are available, many students have difficulty accessing those funds. Navigating the financial aid process is especially difficult for low-income and first-generation college students.⁶¹ A simpler application process and financial aid programs that are more predictable and transparent have the potential to increase educational opportunities for all students, especially for those students from families with low and moderate incomes and for first-generation students.

What are the policy issues associated with this measure?

The Department of Education has the authority to modify the student aid application process in significant ways. Other measures, including removing questions from the application, modifying the formula used to calculate aid eligibility and consolidating programs, require congressional action. States can also integrate state financial aid systems into federal systems to allow students to understand their full aid eligibility after completing the FAFSA. With greater coordination of both federal and state aid, students can more easily obtain the student aid needed to access and complete their higher education.⁶² The federal and state governments should also do more to make financial aid eligibility simpler and clearer so that students can determine their full financial aid eligibility. If these systems are made easier and more transparent, then low- and moderate-income and first-generation students will see that entering and completing college is a realistic option.

61. *Cracking the Student Aid Code*. Retrieved May 12, 2010 from http://www.advocacy.collegeboard.org/sites/default/files/11b_3172_Cracking_Code_Update_WEB_110112.pdf

62. See <http://www2.ed.gov/finaid/info/apply/fafsa-project.html>

Where are we now? Many students who would be eligible for federal aid do not complete the FAFSA, and many students forgo state dollars that they are eligible to receive. Some of these students would likely apply if the application processes for the FAFSA and state aid were simpler or if students and parents were less intimidated by the application. Others might apply if they had better information about the aid for which they could qualify. In 2009, the Department of Education made considerable strides toward improving the application process by implementing the following changes:

- Applicants can populate the FAFSA with data supplied directly from the tax forms they have filed with the IRS.
- The online FAFSA has been modified to incorporate increased use of “skip logic,” reducing the number of questions many applicants must answer.
- Applicants who complete the FAFSA immediately receive information about the types and amounts of aid they are likely to receive, as well as information about the colleges to which they are applying, including tuition and graduation rates.

Congress should consider removing from the FAFSA all financial questions that cannot be answered with IRS data. This change could allow for the creation of a formula that would simplify the eligibility formula, making it possible for students to predict in advance the Pell Grants for which they would be eligible, and all financial data would come directly from the IRS. However, these changes to the FAFSA have yet to be enacted by Congress.

Although there has been some movement in simplifying the FAFSA, there have been some changes that are required of institutions that may go a long way toward helping students and families. In accordance with the Higher Education Opportunity Act of 2008, by Oct. 29, 2011, each postsecondary institution that participates in Title IV federal student aid programs must post a net price calculator on its website that uses institutional data to provide estimated net price information to current and prospective students and their families based on a student’s individual circumstances.⁶³ Though institutions are required to have net price calculators on their websites for students and their families, institutions must market this new resource to current and prospective students and their families if it is to serve as an effective tool.

63. See <http://nces.ed.gov/ipeds/resource/>

Implementation of Policies Designed to Provide Incentives for Institutions to Promote Enrollment and Success of Low-Income and First-Generation Students

What is this measure, and why is this measure important? Existing student-aid programs were designed primarily to promote access to postsecondary education. The nation has done a good job of increasing enrollment rates, yet there is more that needs to be done in promoting college success and completion. Too many students — particularly low-income and first-generation students — are beginning postsecondary education but never earning a credential.⁶⁴

What are the policy issues associated with this measure? The federal government provides funds directly to students and provides some student-aid funds to campuses to distribute to their students in the form of grants, loans and work-study programs. The allocation of these funds is unrelated to institutional success rates.

Where are we now? Our understanding of the best ways to use financial incentives to promote student success is limited. Any program designed to further this goal should involve sound evaluation plans to assure that the use of funds is as productive as possible. The Health Care Reconciliation Act of 2010 passed by Congress in March 2010 includes the Student Aid and Fiscal Responsibility Act that includes College Access and Completion funds.⁶⁵ These funds will allocate \$2.5 billion, over the course of five years, in supporting state efforts to boost the college completion rates of low-income students. An evaluative component will be created to assess these many efforts in order to pinpoint the most successful ones. This step that Congress has taken will allow valuable data to be created that will inform states about effective promotion of success for low-income students.

64. Choy, Susan P. (2001). *Students Whose Parents Did Not Go To College: Postsecondary Access, Persistence, and Attainment* (NCES 2001-126). (Washington, DC: U.S. Department of Education, National Center for Education).

65. Health Care Reconciliation Act, 2010.

Eight

Keep college
affordable

WE RECOMMEND restraining growth in college costs and prices, using available aid and resources wisely, and insisting that state governments meet their obligations for funding higher education.

In *Coming to Our Senses*, the commission called for assuring college affordability by restraining increases in college prices. In order to make this a reality, the state governments must meet their obligations for funding higher education. State appropriations are not keeping pace with the increasing enrollments at colleges and universities, contributing to rapid increases in tuition and fees.⁶⁶ The lag in appropriations by states is leaving families and students with the burden of financing an increasing portion of the cost of higher education. However, state appropriations and tuition prices cannot be viewed in a vacuum. While state appropriations and tuition are indeed important, ensuring college affordability also depends on other factors, such as living expenses, family ability to pay and the availability of financial aid. Each of these factors affects the affordability of attending a college or university. All of these areas are reflected in the measures that have been chosen for this recommendation.

Indicators of progress on this recommendation include:

- State appropriations to fund public higher education;
- Tuition, fees and other costs of attendance at colleges and universities;
- Net price students pay for college;
- Change in family income levels; and
- Earnings of college graduates.

66. College Board. (2011). *Trends in College Pricing*. Retrieved October 26, 2011, from http://trends.collegeboard.org/college_pricing/

General Findings for This Recommendation

- As of 2010-11, total state appropriations to fund public higher education are \$78.9 billion.
- As of 2010-11, total state appropriations to fund public higher education per FTE are \$7,171.
- From 1980-81 to 2010-11, the change in total state appropriations for public higher education has increased from \$55.3 billion in 1980-81 to \$78.9 billion in 2010-11, or 42.7 percent.
- From 1980-81 to 2010-11, the change in total state appropriations for public higher education per FTE decreased from \$8,326 in 1980-81 to \$7,171 in 2010-11, or -13.9 percent.
- As of the 2011-12 academic year, the average estimated undergraduate budget for public two-year commuter students is \$15,286, including tuition and fees, room and board, books and supplies, transportation, and other expenses.
- As of the 2011-12 academic year, the average estimated undergraduate budget for public four-year in-state on-campus students is \$21,447, including tuition and fees, room and board, books and supplies, transportation, and other expenses.
- As of the 2011-12 academic year, the average estimated undergraduate budget for public four-year out-of-state on-campus students is \$33,973, including tuition and fees, room and board, books and supplies, transportation, and other expenses.
- As of the 2011-12 academic year, the average estimated undergraduate budget for private nonprofit four-year on-campus students is \$42,224, including tuition and fees, room and board, books and supplies, transportation, and other expenses.
- As of the 2011-12 academic year, at public two-year institutions, the net price students pay for tuition and fees is -\$810 (after subtracting grants and federal tax benefits).
- As of the 2011-12 academic year, at public four-year institutions, the net price students pay for tuition and fees is \$2,490 (after subtracting grants and federal tax benefits).
- As of the 2011-12 academic year, at private nonprofit four-year institutions, the net price students pay for tuition and fees is \$12,970 (after subtracting grants and federal tax benefits).
- From 2000 to 2010, the average family income has declined 16 percent (inflation adjusted) for low-income families.
- From 2000 to 2010, the average family income has declined 6 percent (inflation adjusted) for moderate-income families.
- As of 2009, the average amount of earnings for full-time workers ages 25 to 34 whose highest degree is a high school diploma is \$34,594.
- As of 2009, the average amount of earnings for full-time workers ages 25 to 34 whose highest degree is an associate degree is \$42,391.
- As of 2009, the average amount of earnings for full-time workers ages 25 to 34 whose highest degree is a bachelor's degree is \$53,483.



\$78.9 Billion

As of 2010-11, total public support for public higher education is \$78.9 billion.

▼ **\$1.6 billion**
FY2009–FY2010

\$7,171

As of 2010-11, total state appropriations to fund higher education per FTE is \$7,171.

▼ **\$319** FY2009–FY2010

State Appropriations to Fund Higher Education

What is this measure, and why is this measure important? This indicator measures the state appropriation dollars used to support higher education in both total dollars and per full-time equivalent (FTE) student in the United States. Revenues for public colleges and universities, where about 70 percent of students are enrolled, come primarily from a combination of state appropriations and the tuition and fees students pay. This measure is important because the inability of state appropriations to keep up with enrollment growth is a primary driver of rising tuition levels.

What are the policy issues associated with this measure? State funding levels depend on the interaction of state priorities and philosophies of educational funding with fiscal constraints. With the pressures on state budgets from declining revenues and competing demands, only a strong commitment to affordable, high-quality public higher education on the part of state legislatures can assure the funding levels required to restrain tuition increases and provide adequate need-based aid.

Where are we now? In the United States, state fiscal support for education has increased 42.7 percent from 1981-82 and 2010-11 (after adjusting for inflation). Figure 8.1a shows that this increase is despite the adjustment of these numbers for inflation. Figure 8.1b shows that after increasing by 6 percent in the 1980s and by 5 percent in the 1990s, state appropriations per FTE student declined by 23% in inflation-adjusted dollars over the decade from 2000-01 to 2010-11. This decline in fiscal support per FTE can be attributed largely to the recession that has crippled state and federal budgets in the time of increasing enrollments at public institutions. The 18 percent real decline in state appropriations per FTE student from 2007-08 to 2010-11 was the largest three-year decline in the 30 years of data reported here.

When the data are disaggregated by state, fiscal support for education ranges from \$66.9 million in Vermont to \$11.7 billion in California. Figure 8.1c shows that when states are placed in rank order, states with the highest fiscal support for education are California, Texas, New York, North Carolina and Florida. The states with the lowest fiscal support for education are Vermont, New Hampshire, South Dakota, Rhode Island and Montana.

42.7%

From 1980-81 to 2010-11 total public support for public higher education increased from \$55.3 billion (in 2010 constant dollars) in 1980-81 to \$78.9 billion in 2010-11, or 42.7 percent.

-13.9%

From 1980-81 to 2010-11 total public support for public higher education per FTE decreased from \$8,326 (in 2010 constant dollars) in 1980-81 to \$7,171 in 2010-11, or -13.9 percent.

When the data are disaggregated by state, state fiscal support for education per FTE ranges from \$2,754 in Vermont to \$13,090 in Wyoming. Figure 8.1d shows that when states are placed in rank order, states with the highest fiscal support for education per FTE are Wyoming, Alaska, North Carolina, Texas and Connecticut. The states with the lowest fiscal support for education per FTE are Vermont, New Hampshire, Colorado, Ohio and Montana.

When interpreting this measure, what should be kept in mind? State appropriation levels and patterns differ considerably across states. Both enrollment levels and economic circumstances must be understood to put appropriations into context. However, national appropriations do provide an important snapshot. It is much more important to understand the support in education per FTE because this value takes into account the enrollment of the state in addition to the allocation of education dollars. Further, this mitigates the advantage that larger states have in allocating more money to higher education.

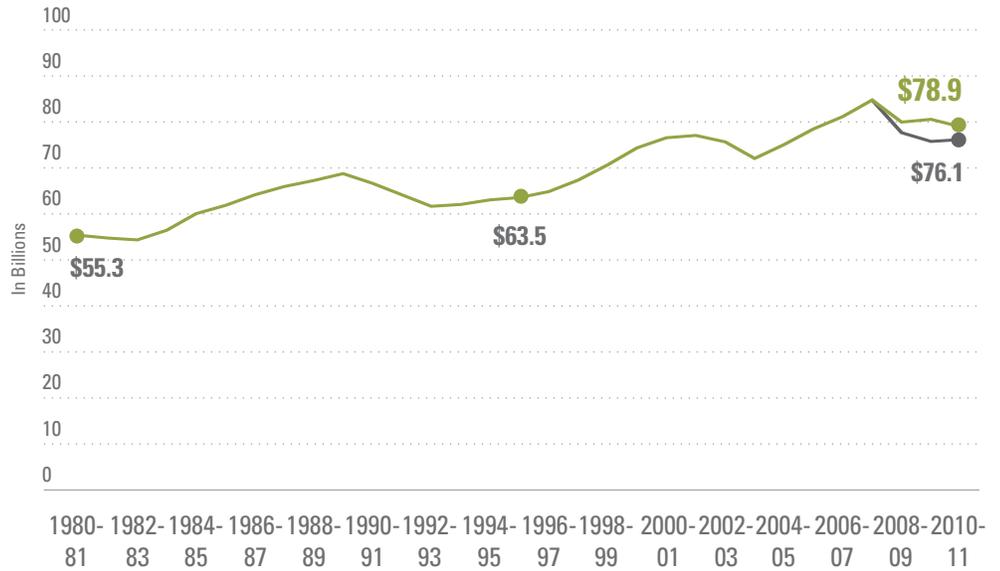
8.1a

Total Appropriations in Constant 2010 Dollars (in Billions), 1980-81 to 2010-11

New figure +

Sources: College Board, *Trends in College Pricing*, 2011
 Note: Fall 2010 FTE enrollment was based on preliminary IPEDS numbers. Appropriations reported here are for institutional operating expenses, not for capital expenditures. Funding includes both tax revenues and other state funds allocated to higher education.

- Appropriations
- Appropriations Excluding Federal Stimulus



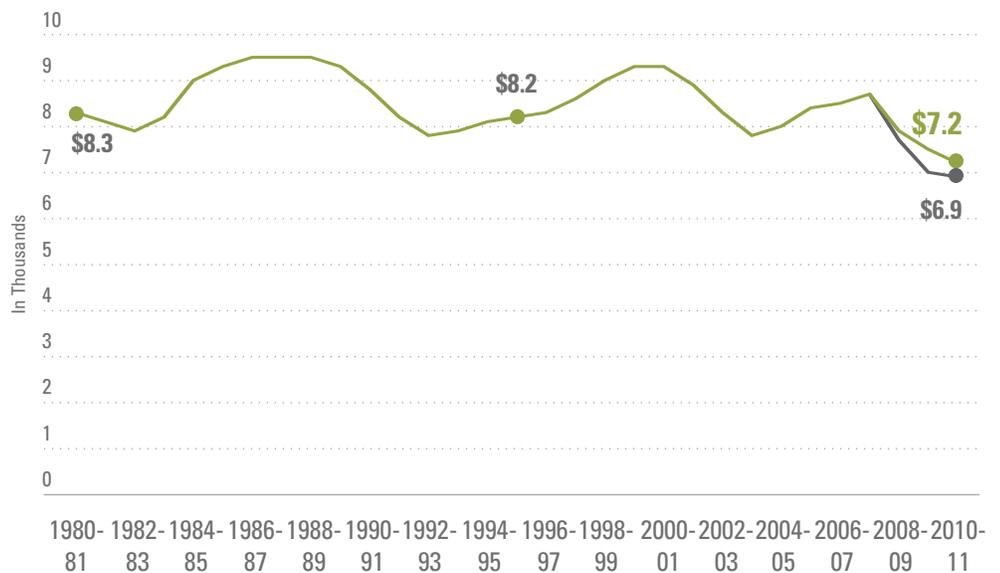
8.1b

Appropriations per Public FTE Student in Constant 2010 Dollars (in Thousands), 1980-81 to 2010-11

New figure +

Sources: College Board, *Trends in College Pricing*, 2011
 Note: Fall 2010 FTE enrollment was based on preliminary IPEDS numbers. Appropriations reported here are for institutional operating expenses, not for capital expenditures. Funding includes both tax revenues and other state funds allocated to higher education.

- Appropriations per FTE
- Appropriations per FTE Excluding Federal Stimulus

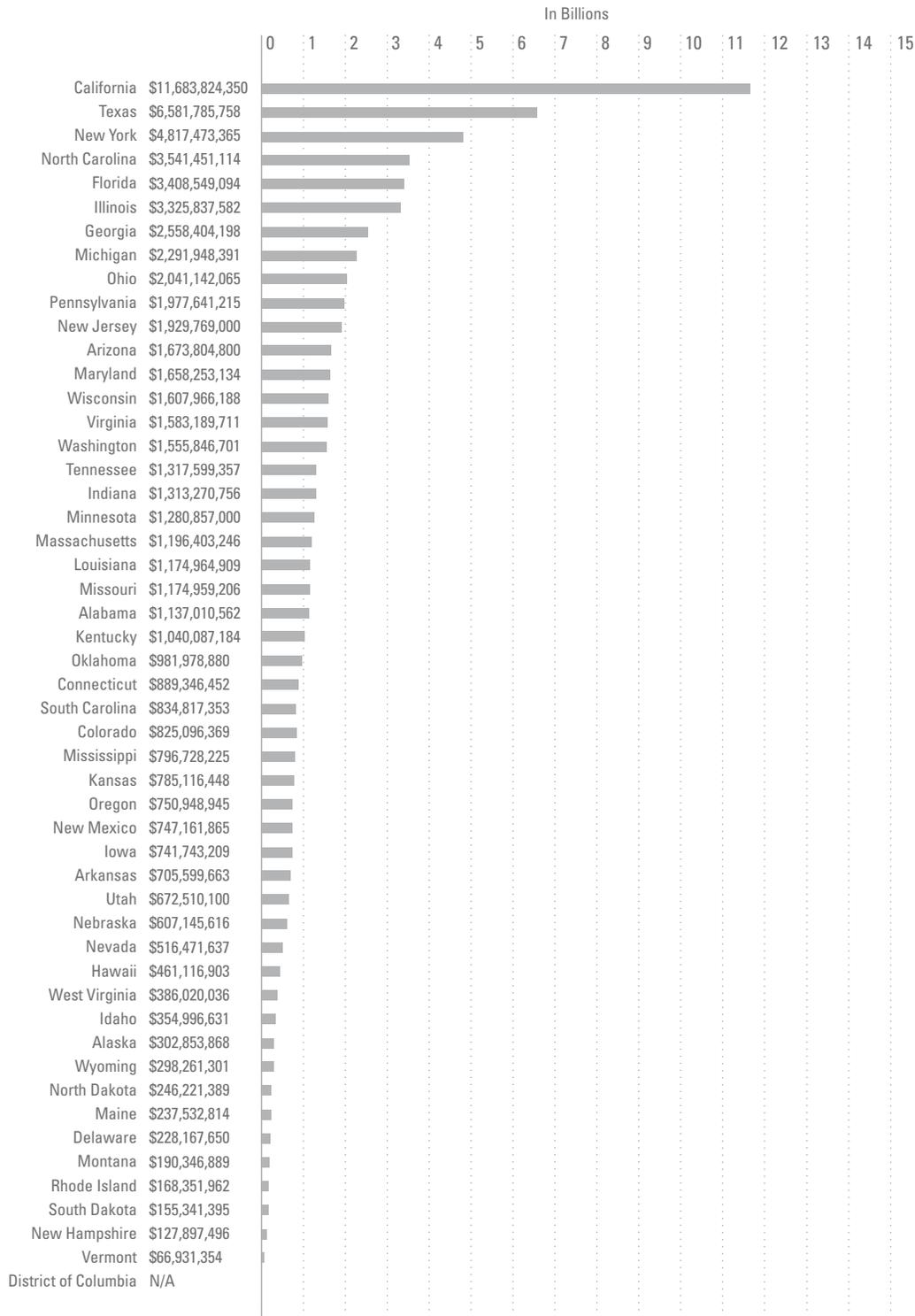


8.1c

Educational Fiscal Support by State Rank, FY 2010–2011

New figure +

Source: State Higher Education Finance, State Higher Education, Executive Officers, 2011

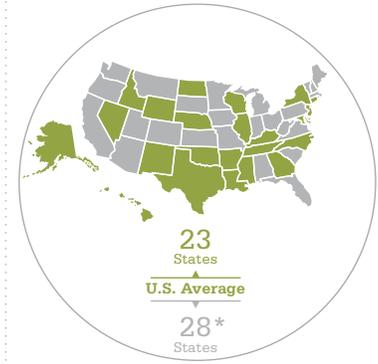
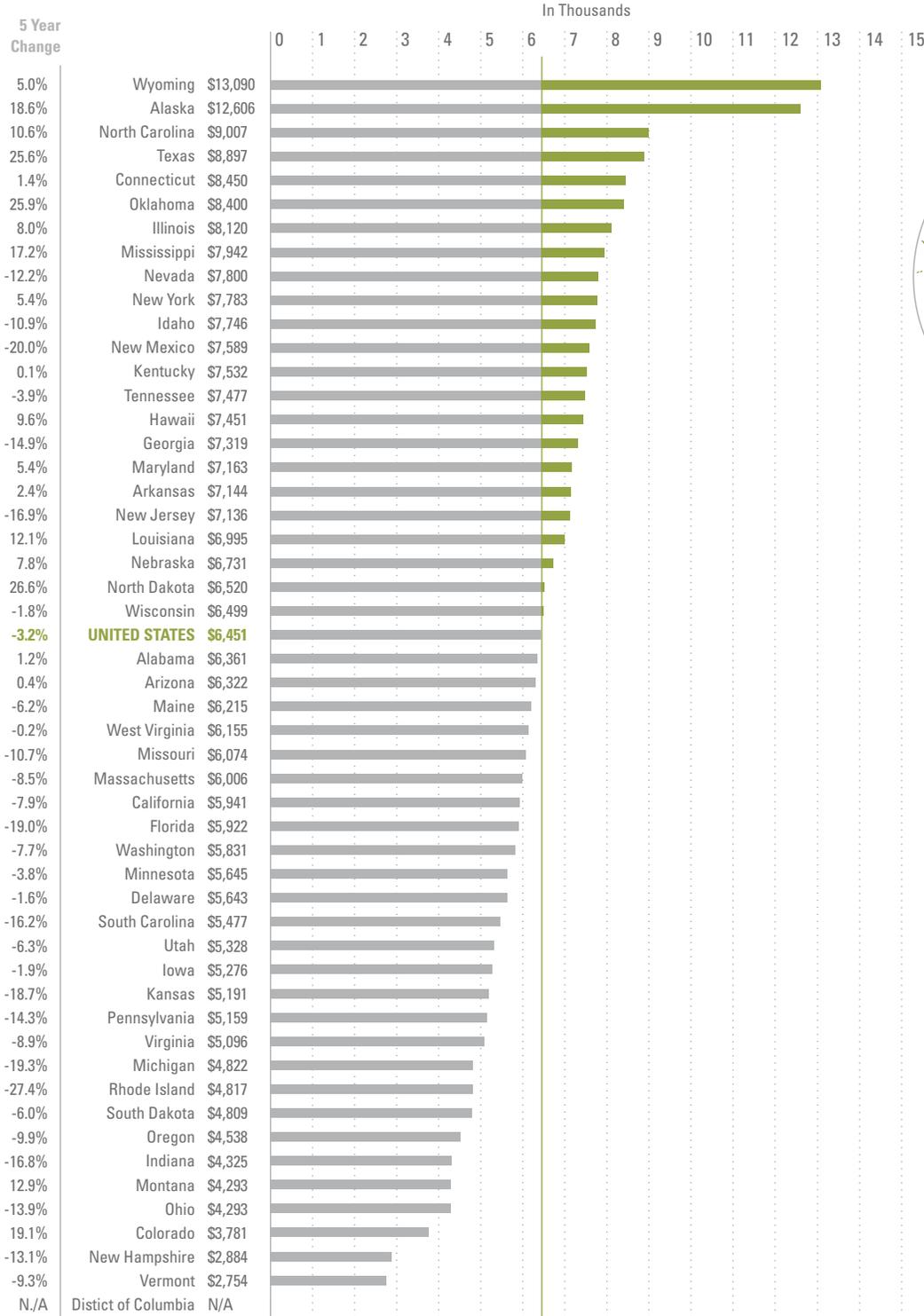


8.1d

Educational Fiscal Support per FTE by State Rank, FY 2010–2011

New figure +

Source: State Higher Education Finance, State Higher Education, Executive Officers, 2011



AVG
6,451
\$

\$15,286

As of the 2011-12 academic year, the average estimated undergraduate budget for public two-year commuter students is \$15,286, including tuition and fees, room and board, books and supplies, transportation, and other expenses.

\$21,447

As of the 2011-12 academic year, the average estimated undergraduate budget for public four-year in-state on-campus students is \$21,447, including tuition and fees, room and board, books and supplies, transportation, and other expenses.

Tuition, Fees and Other Costs of Attendance at Colleges and Universities

What is this measure, and why is this measure important? This indicator shows the tuition, fees and other costs of attendance at colleges and universities, the published tuition price by state and the average annual percentage increase in inflation-adjusted published prices by decade. Although published prices can be deceptive because many students receive grant aid that reduces the price they actually pay, other students do pay the full price. Moreover, because of incomplete knowledge about the complex system of financial aid, many students are unaware of the subsidies available to them and make decisions based on the published prices. Other costs, including room, board, books and other expenses are larger than tuition for many students and must also be considered in evaluating financial barriers to college participation.

What are the policy issues associated with this measure? Prices are sometimes set by institutions and sometimes by state legislatures or other public bodies. While it is tempting to push for small tuition increases in order to promote affordability, the provision of quality education requires adequate resources, and educational expenditures per student continue to rise across all postsecondary sectors. Moderate increases in tuition and fees may allow for an increased commitment to aid for low-income students without disadvantaging the higher-income students for whom these increases would not pose any substantial financial barriers. Annual changes in tuition and fees cannot be viewed in isolation from changes in state appropriations, federal aid programs, educational expenditures, and strategic priorities with respect to redistributing educational subsidies across the enrolling students.

Where are we now? In the United States, the average published charges for undergraduates have continued to increase. Figure 8.2a shows that the average estimated undergraduate budget, including tuition and fees, room and board, books and supplies, transportation, and other expenses, is \$15,286 for commuter students at public two-year institutions, \$21,447 for in-state on-campus students at public four-year institutions, \$33,973 for out-of-state on-campus students at public four-year institutions, and \$42,224 for on-campus students at private nonprofit four-year institutions. On average, tuition and fees at public four-year colleges are 2.8 times as high as at public two-year colleges. However, the total budget for a public four-year college student, including housing, food, transportation, books and supplies, and other expenses, is only about 40 percent higher than the total budget for a public two-year college student. Tuition and fees constitute 67 percent of the average total budget for full-time students at private nonprofit four-year colleges and universities.

\$33,973

As of the 2011-12 academic year, the average estimated undergraduate budget for public four-year out-of-state on-campus students is \$33,973, including tuition and fees, room and board, books and supplies, transportation, and other expenses.

\$42,224

As of the 2011-12 academic year, the average estimated undergraduate budget for private nonprofit four-year on-campus students is \$42,224, including tuition and fees, room and board, books and supplies, transportation, and other expenses.

Figure 8.2b shows that both tuition and fees and room and board differ by the Carnegie classification of the school. Figure 8.2c shows the annual percentage increase in inflation-adjusted tuition and fees by decade. In 2011-12, the average published tuition and fees at public four-year institutions are 29 percent of the average published tuition and fees at private nonprofit four-year institutions, up from 22 percent a decade earlier.

Figure 8.2d shows that from 1981-82 to 1991-92, average published tuition and fees increased slightly more rapidly at private than at public four-year colleges and universities. Over the most recent decade, the average public four-year price rose more than twice as fast as the average private four-year price.

When the data are disaggregated by state, in-state published tuition prices at public two-year institutions range from \$1,119 in California to \$6,741 in New Hampshire. Figure 8.2e shows that when states are placed in rank order, the states with the lowest in-state published tuition prices at public two-year institutions are California, New Mexico, Texas, North Carolina and Arizona. The states with the highest in-state published tuition prices at public two-year institutions are New Hampshire, Vermont, Minnesota, South Dakota and Massachusetts.

When the data are disaggregated by state, in-state published tuition prices at public four-year institutions range from \$4,125 in Wyoming to \$13,507 in New Hampshire. Figure 8.2f shows that when states are placed in rank order, the states with the lowest in-state published tuition prices at public four-year institutions are Wyoming, Louisiana, Utah, Alaska, New Mexico and West Virginia. The states with the highest in-state published tuition prices at public four-year institutions are New Hampshire, Vermont, Pennsylvania, New Jersey and Illinois.

When the data are disaggregated by state, published tuition prices at private not-for-profit four-year institutions range from \$6,198 in Utah to \$36,724 in Massachusetts. Figure 8.2g shows that when states are placed in rank order, the states with the lowest published tuition prices at private not-for-profit four-year institutions are Utah, Idaho, Hawaii, Delaware and Mississippi. The states with the highest published tuition prices at private not-for-profit four-year institutions are Massachusetts, Connecticut, California, the District of Columbia and Maryland.

When interpreting this measure, what should be kept in mind?

Focusing on published prices without also considering student aid can give an exaggerated picture of the financial hurdles facing students. Moreover, there is considerable variation in the prices charged by colleges and universities in the United States. Typically, two-year public colleges charge less than four-year public institutions, which have lower prices than for-profit institutions and the highest published prices are in the private not-for-profit sector. However, there are also sizable differences within these sectors, particularly by state or region and among doctoral universities, master's universities and baccalaureate colleges. Increasingly, there are also multiple tuition levels within institutions, depending on program and/or year of study.

8.2a

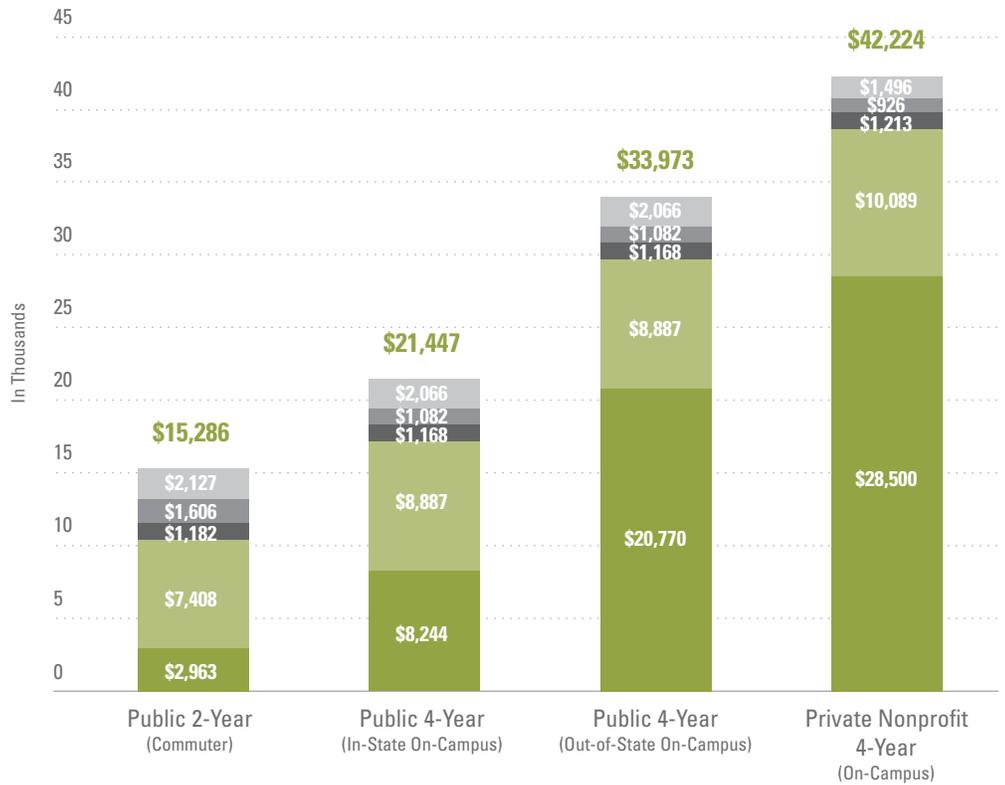
Average Estimated Undergraduate Budgets by Type and Control of Institution, 2011–12 (Enrollment Weighted)

New figure +

- Tuition and Fees
- Room and Board
- Books and Supplies
- Transportation
- Other Expenses

Source: The College Board, *Trends in College Pricing*, 2011

Note: Average total expenses include room and board costs for commuter students, which are average estimated living expenses for students living off campus but not with parents. Expense categories are based on institutional budgets for students as reported by colleges and universities in the *Annual Survey of Colleges*. They do not necessarily reflect actual student expenditures.



8.2b

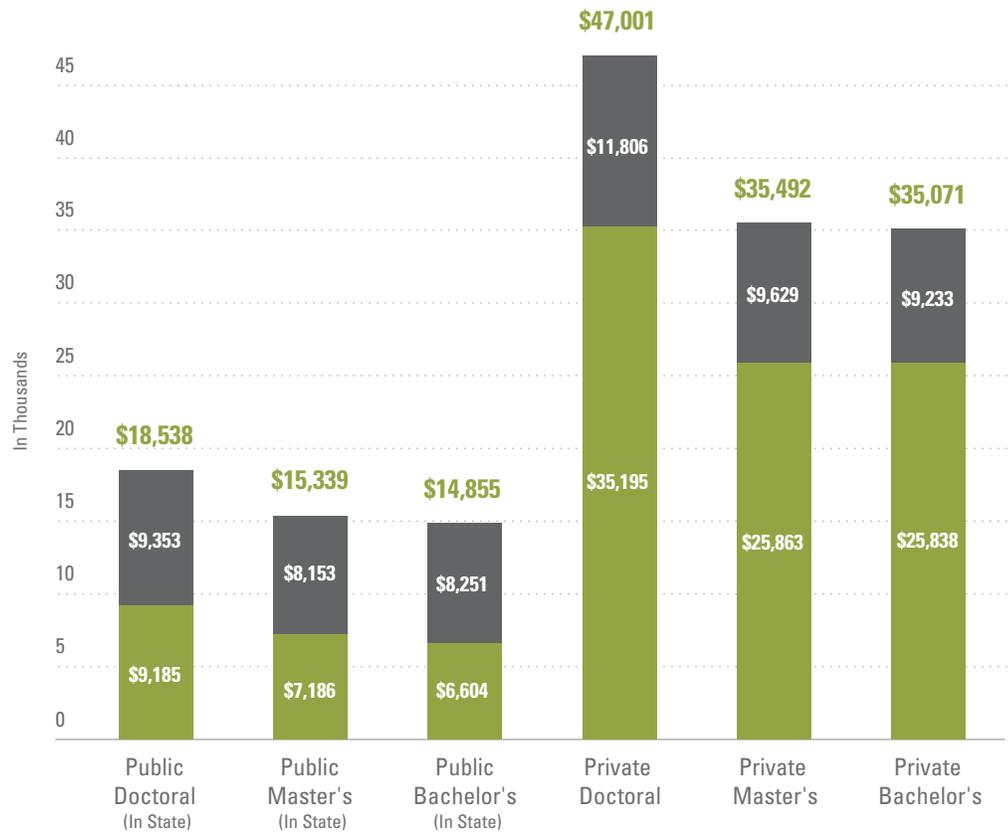
Average Published Charges for Undergraduates by Carnegie Classification, 2011-12 (Enrollment Weighted)

New figure +

- Tuition and Fees
- Room and Board

Source: The College Board, *Trends in College Pricing*, 2011

Note: Enrollment-weighted tuition and fees are derived by weighting the price charged by each institution by the number of full-time students enrolled in fall 2010. Public four-year in-state charges are weighted by total fall 2010 full-time enrollment in each institution. Out-of-state tuition and fees are computed by adding the average in-state price to the out-of-state premium weighted by the number of full-time out-of-state students enrolled at each institution. Room and board charges are weighted by the number of students residing on campus.



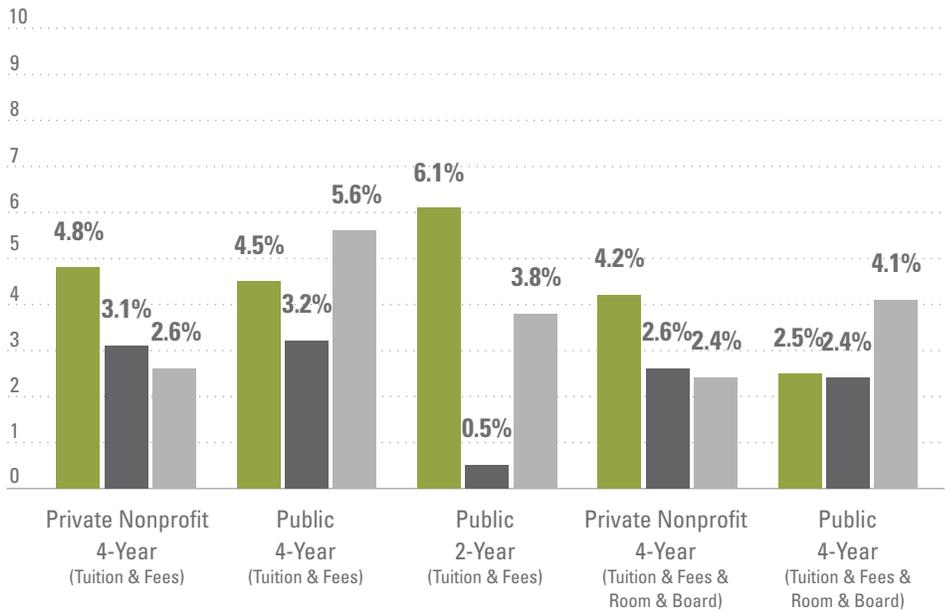
8.2c

Average Annual Percentage Increases in Inflation-Adjusted Published Prices by Decade, 1981-82 to 2011-12

New figure +

Source: The College Board, *Trends in College Pricing*, 2011

- 1981-82 to 1991-92
- 1991-92 to 2001-02
- 2001-02 to 2011-12



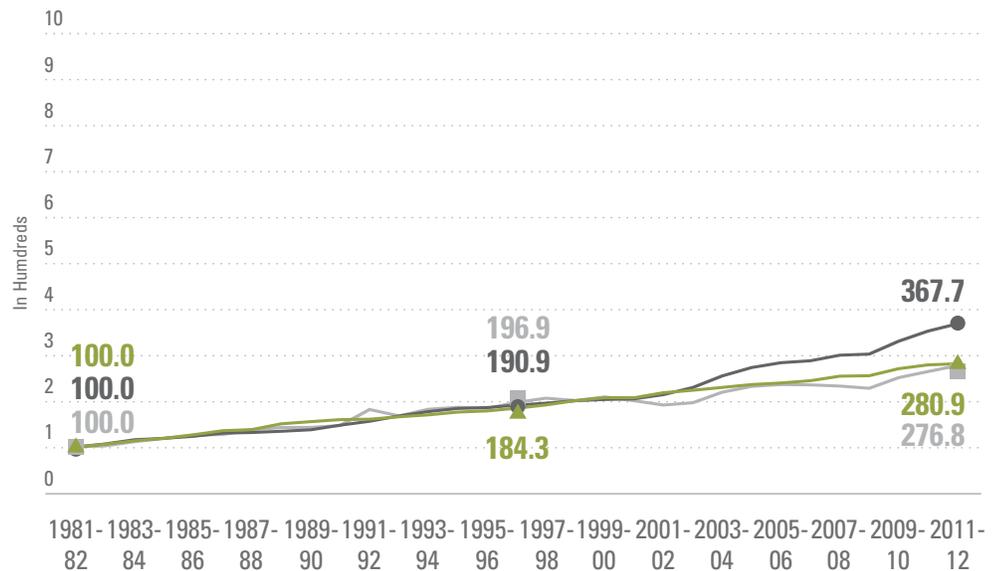
8.2d

Inflation-Adjusted Published Tuition and Fees Relative to 1981-82, 1981-82 to 2011-12 (1981-82 = 100)

New figure +

Source: The College Board, *Trends in College Pricing*, 2011

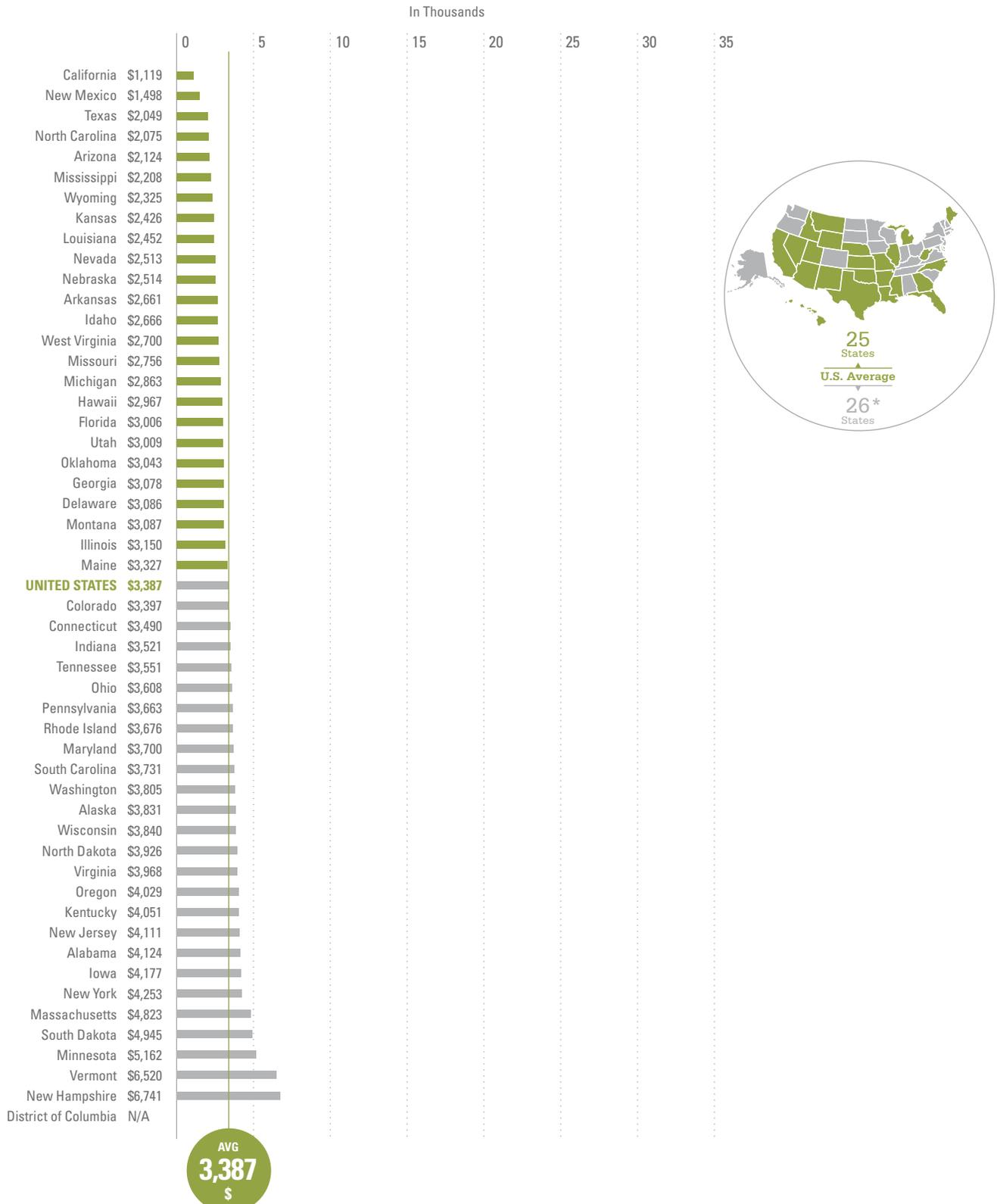
- ▲ Private Not-for-Profit 4-Year
- Public 4-Year
- Public 2-Year



8.2e

In-State Tuition Prices at Public Two-Year Institutions by State Rank, 2011–2012

Source: The College Board, *Trends in College Pricing*, 2011

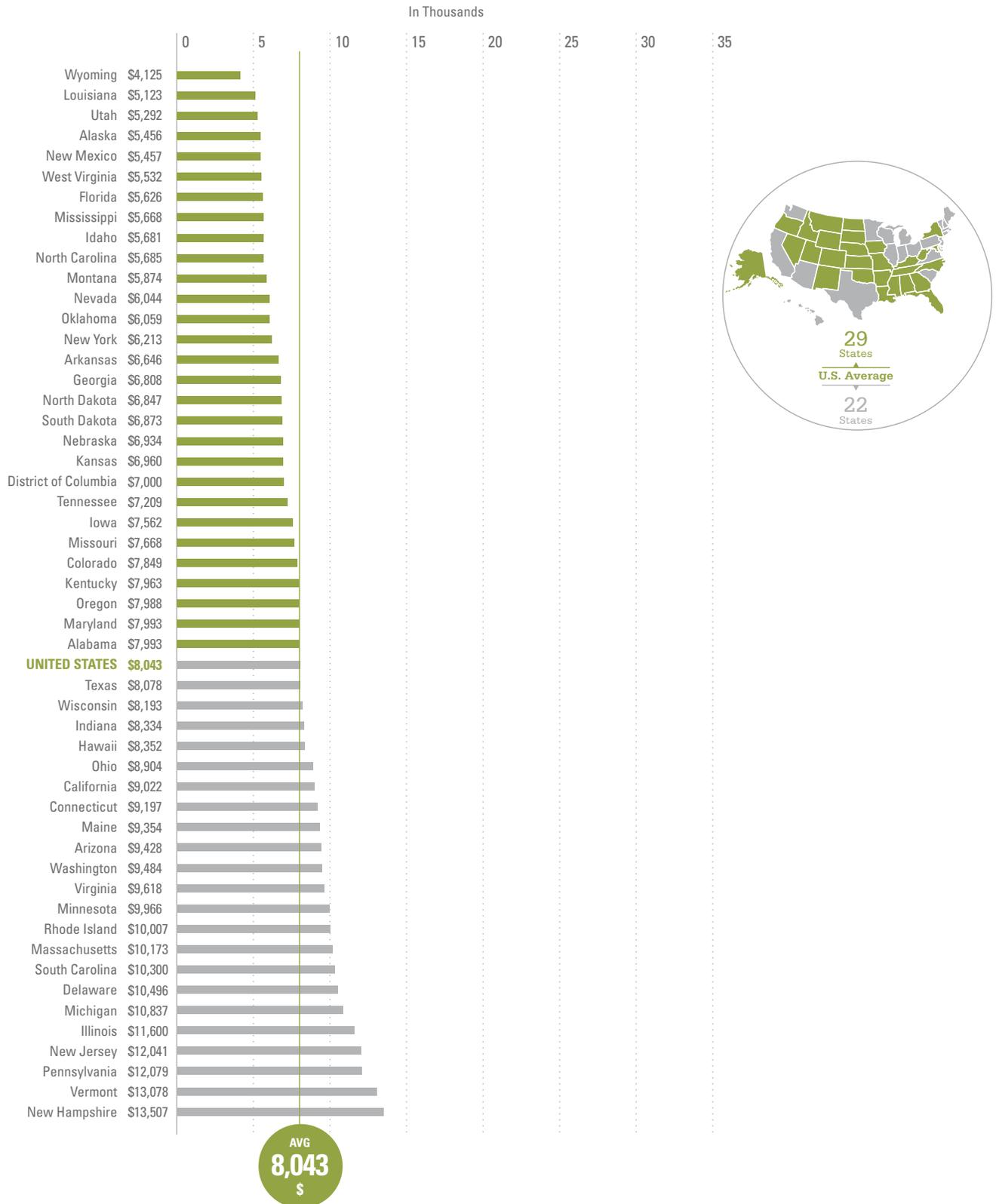


* Indicator data not available for all states.

8.2f

In-State Tuition Prices at Public Four-Year Institutions by State Rank, 2011–2012

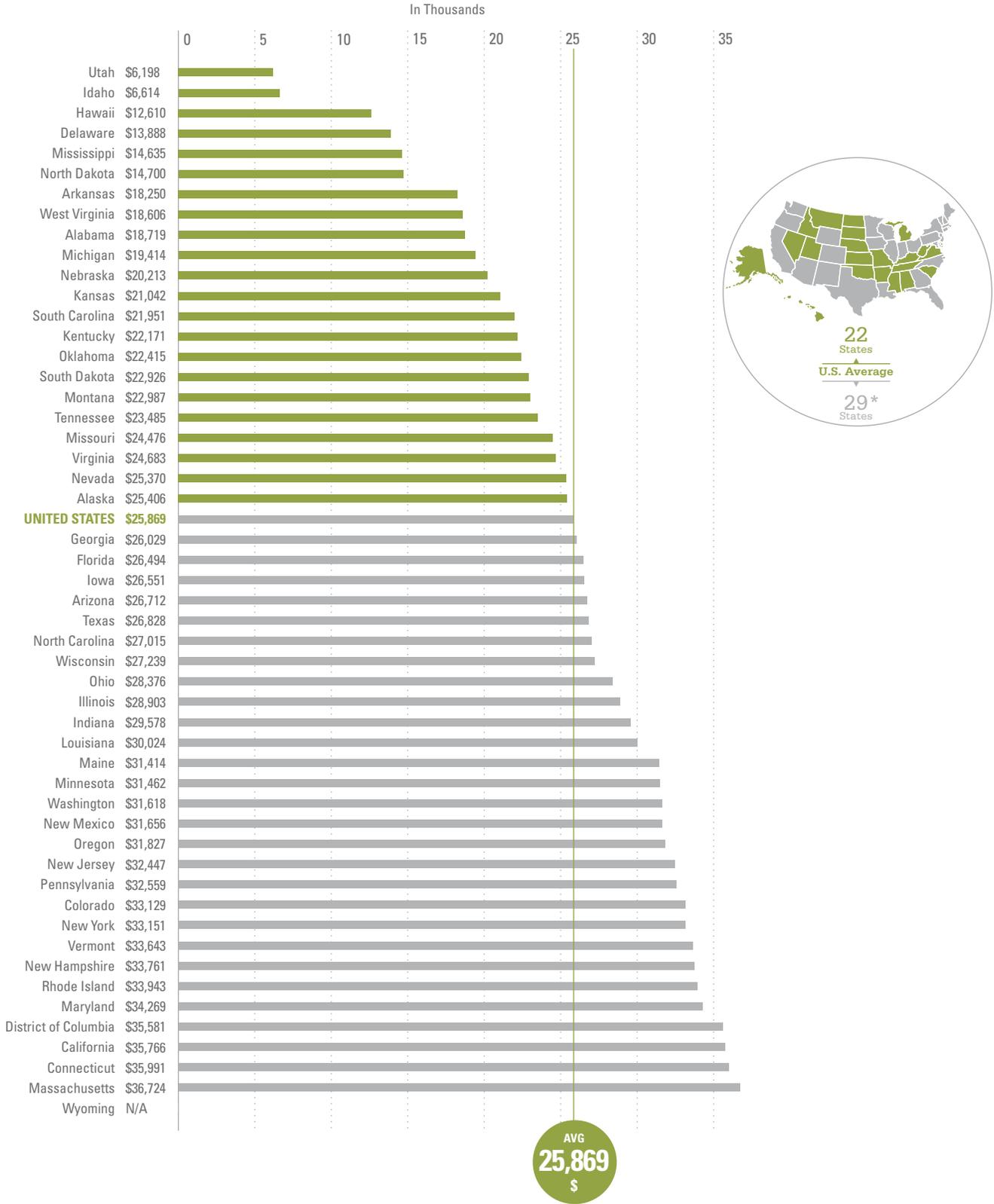
Source: The College Board, *Trends in College Pricing*, 2011



8.2g

Tuition Prices at Private Four-Year Institutions by State Rank, 2011–2012

Source: The College Board, *Trends in College Pricing*, 2011



* Indicator data not available for all states.



-\$810

As of the 2011-12 academic year, at public two-year institutions, the average net price students pay for tuition and fees is -\$810 (after subtracting grants and federal tax benefits).

\$2,490

As of the 2011-12 academic year, at public four-year institutions, the average net price students pay for tuition and fees is \$2,490 (after subtracting grants and federal tax benefits).

Net Price Students Pay for College

What is this measure, and why is this measure important?

This indicator measures the net price students pay for college after subtracting average financial aid received from average cost of attendance. This measure is important because increases in need-based grant aid frequently provide better-targeted improvements in college affordability than across-the-board tuition restraint.

What are the policy issues associated with this measure? Net prices are the result of the interaction of tuition and fee levels, the other expenses students face (e.g., room and board), and student aid availability. Policymakers must focus on both published prices and financial aid to monitor growth in net prices.

Where are we now? As of the 2011-12 academic year, the average net tuition and fees for full-time students is -\$810 at public two-year institutions, \$2,490 at public four-year institutions and \$12,970 at private four-year institutions.

Between 2006-07 and 2011-12, average published tuition and fees at public four-year colleges and universities increased by about \$1,800 in 2011 dollars, an annual rate of growth of 5.1 percent beyond inflation. The average net tuition and fees in-state students pay after taking grant aid from all sources and federal education tax credits and deductions into consideration increased by about \$170 in 2011 dollars, an annual rate of growth of 1.4 percent beyond inflation.

When interpreting this measure, what should be kept in mind?

Average net prices within sectors provide a clear view of the contrast between published prices and the amount typical students actually pay. However, it is the distribution of net prices across income levels that provide the most insight into affordability.

Price increases have a much larger impact on low- and moderate-income students than on those with greater resources. In recent years, net prices have risen most rapidly at public four-year colleges for students from families in the upper-half of the income distribution.

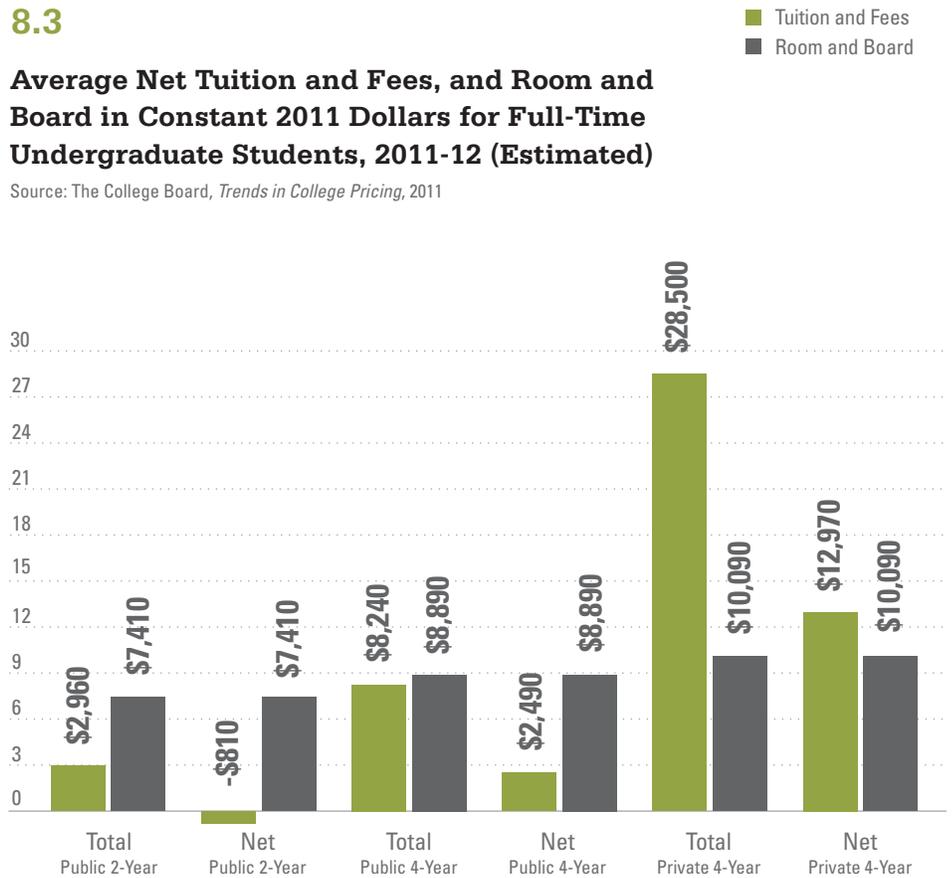
\$12,970

As of the 2011-12 academic year, at private four-year institutions, the average net price students pay for tuition and fees is \$12,970 (after subtracting grants and federal tax benefits).

8.3

Average Net Tuition and Fees, and Room and Board in Constant 2011 Dollars for Full-Time Undergraduate Students, 2011-12 (Estimated)

Source: The College Board, *Trends in College Pricing, 2011*



-16.0%

From 2000 to 2010, average family income has declined 16 percent (inflation adjusted) for low-income families.

-6.0%

From 2000 to 2010, average family income has declined 6 percent (inflation adjusted) for moderate-income families.

Changes in Family Income Levels

What is this measure, and why is this measure important? This indicator measures the percentage growth in mean family income by quintile in constant inflation-adjusted dollars. This measure is important because college affordability depends on family financial capacity and on the prices of other major goods and services. Much of the current difficulty families and students face in financing postsecondary education arises from widespread unemployment, increased income inequality and general economic weakness.

What are the policy issues associated with this measure? Income levels are not directly correlated to education policy, but changes in incomes must be kept in mind in evaluating reasonable education financing policies.

Where are we now? In the United States, average family income for low-income families declined 16 percent from 2000 to 2010. Figure 8.4 shows that the percentage growth in mean family income also declined for the second lowest quintile by 9 percent, and the percentage growth in mean family income for middle-income families declined by 6 percent. Income levels decreased by 3 percent for the second highest quintile, declined by 6 percent for the highest quintile, and declined 11 percent for the top 5 percent (which is a subset of the highest quintile). Over the entire income distribution in the United States, average family incomes in 2010 were lower in inflation-adjusted dollars than they were a decade earlier. The largest declines were for the families in the lowest 20 percentage of the population and for those in the highest 5 percentage.

When interpreting this measure, what should be kept in mind?

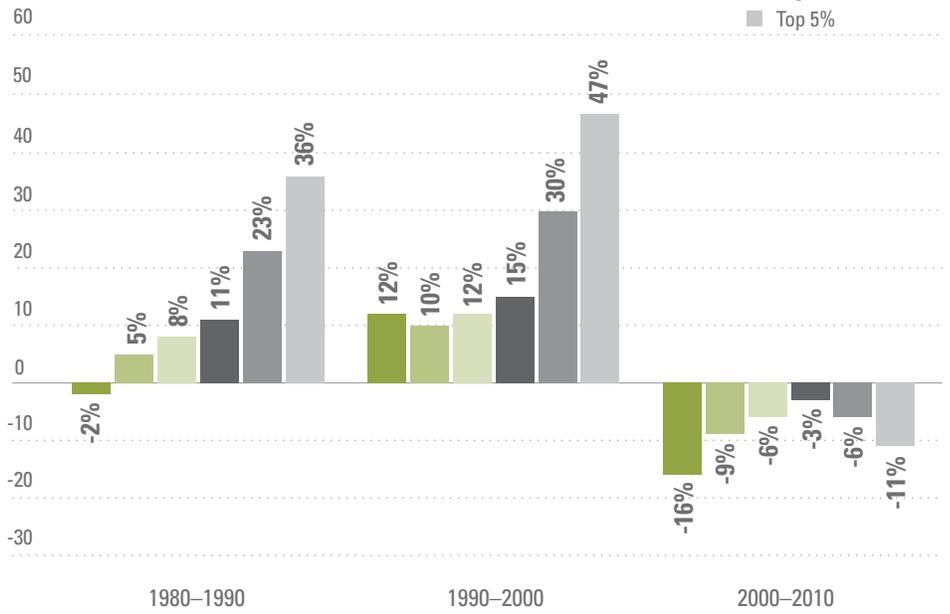
The distribution of income and changes in that distribution over time highlight the extent to which college affordability problems are concentrated in certain segments of the population.

8.4

Percentage Change in Inflation-Adjusted Mean Family Income by Quintile, 1980–1990, 1990–2000 and 2000–2010

New figure +

Source: The College Board, *Trends in College Pricing*, 2011



\$34,594

As of 2009, the average earnings for full-time workers ages 25 to 34 whose highest degree is a high school diploma or a GED is \$34,594.

\$42,391

As of 2009, the average earnings for full-time workers ages 25 to 34 whose highest degree is an associate degree is \$42,391.

\$53,483

As of 2009, the average earnings for full-time workers ages 25 to 34 whose highest degree is a bachelor's degree is \$53,483.

Earnings of College Graduates

What is this measure, and why is this measure important? This indicator measures the average earnings of full-time workers ages 25 to 34 in the United States. This measure is important because postsecondary education is an investment in the future that pays off in a variety of ways, including higher lifetime earnings. It is reasonable for students to borrow and repay their debts out of future earnings, yet the earnings premium for college education determines how feasible it is to repay these debts.

What are the policy issues associated with this measure? The earnings of recent college graduates determine the ease with which they can repay their student debt. Slow growth and instability in these earnings levels make the need for income-based repayment and other protections for borrowers in repayment more urgent.

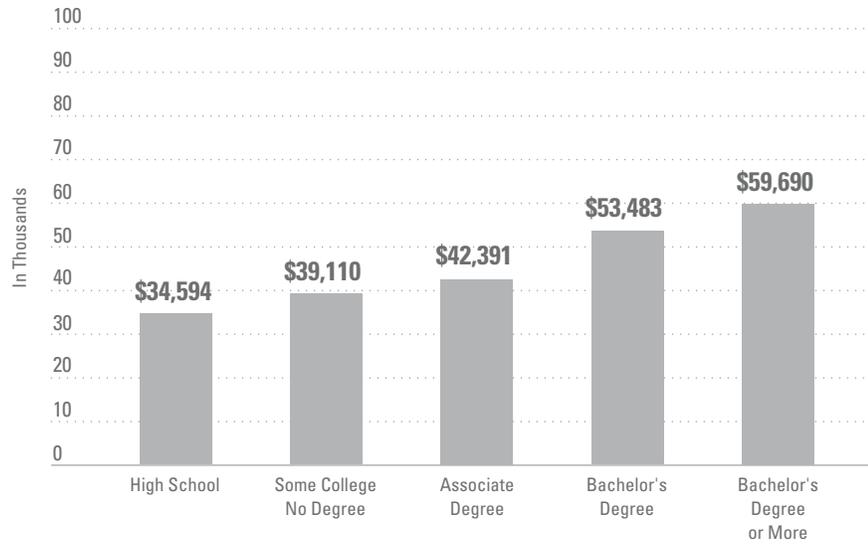
Where are we now? As of 2009, the inflation adjusted average earnings for full-time workers ages 25 to 34 in the United States is \$34,594 for high school graduates and GED recipients, compared with \$53,483 for those with a bachelor's degree (Figure 8.5). The inflation adjusted average earnings for full-time workers ages 25 to 34 in the United States are \$42,391 for those with an associate degree.

When interpreting this measure, what should be kept in mind? Earnings for 25- to 34-year-olds have not grown measurably in recent years — even without adjusting for inflation — for workers at any level of educational attainment. Those with no college education and those with associate degrees have seen the largest declines. The gap in mean earnings between those who have earned bachelor's degrees and those with no college experience was \$18,889 in 2009.

8.5

Average Earnings of Full-Time Workers Ages 25–34, 2009

Source: U.S. Census Bureau, Current Population Survey, 2010



Nine

Dramatically increase
college completion rates

WE RECOMMEND that institutions of higher education set out to dramatically increase college completion rates by improving retention, easing transfer among institutions and implementing data-based strategies to identify retention and dropout challenges.

Increasing college graduation, or completion, rates is essential to reaching the commission's goal. The commission noted that it is imperative for institutions to have the determination to understand why some students do not graduate, with the hope of developing and implementing interventions that will enhance graduation rates across all student groups.

Increasing college completion rates will be more challenging in light of projected demographic changes that vary across states.⁶⁷ The greatest growth in high school graduates will be among groups who historically have not had as much access to or success in higher education. The commission's goal cannot be met without a substantial commitment by states and institutions to eliminate racial and ethnic gaps in degree completion. States will have to develop and differentiate strategies geared toward the particular needs of their population. Policymakers will need to consider the impact of both demographic changes and the current economic crisis in order to implement effective approaches that improve graduation rates.

It is important to understand the difference between educational attainment rates and graduation rates in order to avoid confusing the two concepts. The former is the focus of the commission's overall goal, while the latter is the focus of this recommendation. While graduation rates affect educational attainment rates, the two are distinctly different measures.

Educational attainment is based on the highest level of education completed by an individual, regardless of when or where a person started or finished their education, how long he or she took to earn the degree or whether the individual attended on a part- or full-time basis. These estimates are useful for making judgments about how well educated the United States is in comparison to other nations.

Graduation rates provide important insights into the success of institutions, states and the country as a whole in moving students in a timely manner from the point of entry to degree attainment. As mandated by Congress, they are based on first-time, full-time students entering a two- or four-year college at a specific point in time and graduating from that same institution within a particular amount of time. These estimates provide insights into postsecondary outcomes, but they are not useful for comparing the United States to other nations because of the differences in how graduation rates are defined and calculated in various countries.

In understanding the degree to which the nation is increasing completion rates, three indicators may prove fruitful to policymakers and educators:

- Freshman-to-sophomore retention;
- Graduation rates of associate degree– and certificate-seeking students;
- Graduation rates of bachelor's degree–seeking students; and
- Degrees Awarded at Colleges and Universities.

67. For more details, see *Knocking at the College Door*. (2008). (Boulder: Western Interstate Commission for Higher Education).

General Findings for This Recommendation

- As of 2008, 60.0 percent of full-time freshmen at public two-year colleges return for the sophomore year.
- As of 2008, 69.0 percent of full-time freshmen at private, for-profit, two-year colleges return for the sophomore year.
- As of 2008, 78.2 percent of full-time freshmen at public four-year colleges return for the sophomore year.
- As of 2008, 79.1 percent of full-time freshmen at private, not-for-profit, four-year colleges return for the sophomore year.
- As of 2008, 27.5 percent of full-time degree- or certificate-seeking students at two-year colleges graduate in three years or less.
- As of 2008, 22.6 percent of full-time African American degree- or certificate-seeking students at two-year colleges graduate in three years or less.
- As of 2008, 24.9 percent of full-time American Indian or Alaska Native degree- or certificate-seeking students at two-year colleges graduate in three years or less.
- As of 2008, 25.7 percent of full-time Hispanic degree- or certificate-seeking students at two-year colleges graduate in three years or less.
- As of 2008, 34.1 percent of full-time degree- or certificate-seeking students at two-year colleges graduate in four years or less.
- As of 2008, 57.7 percent of full-time bachelor's degree-seeking students at four-year colleges graduate in six years or less.
- As of 2008, 38.5 percent of American Indian or Alaska Native full-time bachelor's degree-seeking students at four-year colleges graduate in six years or less.
- As of 2008, 40.5 percent of African American full-time bachelor's degree-seeking students at four-year colleges graduate in six years or less.
- As of 2008, 49.4 percent of Hispanic full-time bachelor's degree-seeking students at four-year colleges graduate in six years or less.
- As of 2008, 60.6 percent of full-time bachelor's degree-seeking students at four-year colleges graduate in eight years or less.
- As of 2009, the number of associate degrees has increased 36.0 percent from 1,159,550 in 2001 to 1,577,136 in 2009.
- As of 2009, the number of bachelor's degrees has increased 29.6 percent from 2,597,018 in 2001 to 3,366,858 in 2009.
- As of 2009, 1.1 percent of all associate degrees are awarded to American Indians or Alaska Natives.
- As of 2009, 5.3 percent of all associate degrees are awarded to Asian Americans and Pacific Islanders.
- As of 2009, 13.1 percent of all associate degrees are awarded to African Americans.
- As of 2009, 12.7 percent of all associate degrees are awarded to Hispanics.

- As of 2009, 67.8 percent of all associate degrees are awarded to whites.
- As of 2009, 0.8 percent of all bachelor's degrees are awarded to American Indians or Alaska Natives.
- As of 2009, 7.3 percent of all bachelor's degrees are awarded to Asian Americans and Pacific Islanders.
- As of 2009, 9.8 percent of all bachelor's degrees are awarded to African Americans.
- As of 2009, 8.3 percent of all bachelor's degrees are awarded to Hispanics.
- As of 2009, 73.8 percent of all bachelor's degrees are awarded to whites.
- As of 2009, 62.1 percent of all associate degrees are awarded to females.
- As of 2009, 57.3 percent of all bachelor's degrees are awarded to females.
- As of 2009, 19.6 percent of all degrees are awarded in business, management and marketing.
- As of 2009, 17.7 percent of all degrees are awarded in health professions and clinical sciences.
- As of 2009, 9.8 percent of all degrees are awarded in education.
- As of 2009, 3.3 percent of all degrees are awarded engineering.

60.0%

As of 2008, 60.0 percent of full-time freshmen at public two-year colleges return for the sophomore year.

▲ **1.0ppts** 2007–2008

69.0%

As of 2008, 69.0 percent of full-time freshmen at private for-profit two-year colleges return for the sophomore year.

▲ **4.1ppts** 2007–2008

Freshman-to-Sophomore Retention

What is this measure, and why is this measure important? This indicator represents the persistence of students from freshman to sophomore year and provides insights into students' progress through the postsecondary education system. This measure is important in ensuring that students are on track to complete an associate or bachelor's degree in a timely manner.

Retention rates are calculated by aggregating, by sector and/or state, the institution-level adjusted entering cohorts and the number of students from these cohorts that enroll the following fall. Estimates therefore can be interpreted as a percentage of students in the given sector and/or state.

Given that students enter college with a variety of objectives (e.g., work and study versus solely study) and that institutions have varying missions, we have presented a variety of sectors for both full- and part-time students. This provides a more nuanced picture of retention across the nation's institutions — one that is sometimes lost in favor of presenting a single statistic.

What are the policy issues associated with this measure?

Persistence indicators are one of the tools used to better understand the nature of educational progress and the challenges faced by institutions or a state as a whole for increasing educational attainment. In the words of Amy Guidera from the Data Quality Campaign, "We need to use data as a flashlight, not a hammer."⁶⁸ The appropriate context (e.g., institutional mission) should be taken into account when considering whether persistence indicators such as retention can or should be used as accountability measures. These data are aggregated across institutions in order to provide a weighted average for states and the nation. Larger institutions thus have more of an impact on state results. Policymakers should consider the range of institutional outcomes that contribute to overall state figures when developing strategies to improve retention.

Institutions should make every effort to learn from students who are not retained (e.g., through exit surveys) in order to develop policies that result in the best outcomes for the students and for the institutions. Administrators and faculty should examine the ways in which they can improve the transition of new students from the first day of orientation to sophomore year.

68. Guidera, Amy. (2010, June). Speech presented in conjunction with *Education Week's "Diplomas Count"* press conference at the National Press Club, Washington, DC.

78.2%

As of 2008, 78.2 percent of full-time freshmen at public four-year colleges return for the sophomore year.

◀▶ 2007–2008

79.1%

As of 2008, 79.1 percent of full-time freshmen at private not-for-profit four-year colleges return for the sophomore year.

◀▶ 2007–2008

Where are we now? As of 2008, 60.0 percent of full-time, first-time degree- or certificate-seeking freshmen at public two-year colleges are retained from freshman to sophomore year (Figure 9.1a). Part-time students account for approximately four of every 10 freshmen in this sector, and only 40.1 percent of these part-time students return for sophomore year (Figure 9.1b). When disaggregated by state, the full-time freshman-to-sophomore retention rate at public two-year colleges ranges from 47.7 percent in Louisiana to 68.6 percent in California (Figure 9.1c). When placed in rank order, the states with the highest retention rates for this sector are California, North Dakota, South Dakota, Florida and New York. The states with the lowest retention rates are Louisiana, Montana, Alaska, West Virginia and Oklahoma.

As of 2008, 78.2 percent of full-time, first-time degree-seeking freshmen at public four-year colleges are retained from freshman to sophomore year (Figure 9.1a). Part-time students account for a small proportion (roughly 5 percent) of the overall freshmen enrollment in this sector, and 47.7 percent of these part-time students who enter in the fall return for sophomore year (Figure 9.1b). When disaggregated by state, the full-time freshman-to-sophomore retention rate at public four-year colleges ranges from 39.5 percent in the District of Columbia to 86.1 percent in Virginia (Figure 9.1d). When placed in rank order, the states with the highest retention rates for this sector are Virginia, Delaware, New Jersey, California and New Hampshire. The states with the lowest retention rates are District of Columbia, Idaho, Oklahoma, Arkansas and Montana.

As of 2008, 79.1 percent of full-time, first-time degree-seeking freshmen at private not-for-profit four-year colleges are retained from freshman to sophomore year (Figure 9.1a). As in the public four-year sector, part-time students account for only a few percentage points of the first-year enrollment, and 43.6 percent of these part-time students who enter in fall return for sophomore year (Figure 9.1b). When disaggregated by state, the full-time freshman-to-sophomore retention rate at private not-for-profit four-year colleges ranges from 57.2 percent in Delaware to 87.3 percent in the District of Columbia (Figure 9.1e). When placed in rank order, the states with the highest retention rates for this sector are District of Columbia, California, Massachusetts, Minnesota and Connecticut. The states with the lowest retention rates are Delaware, Nevada, Michigan, Kansas and Hawaii.

Despite gains between 2007 and 2008, the full-time freshman-to-sophomore retention rate is lowest among private for-profit four-year colleges, where just under half of freshmen return for sophomore year (Figure 9.1a). Part-time students make up roughly one-quarter of first-time, degree-seeking freshmen in this sector, and 43.2 percent of these part-time students who enter in fall return for sophomore year (Figure 9.1b).

When interpreting this measure, what should be kept in mind? Retention is based solely on continuing within the institution in which one originally enrolled. Students who successfully transfer to other institutions count against the original institution but do not impact the receiving institution.

Caution is warranted when interpreting the estimates related to for-profit and private not-for-profit sectors in this indicator. The number of for-profit institutions grew significantly between fall 2007 and fall 2008 and the underlying enrollment changed as well. This results in less stable estimates for this sector. Also, there are very few private not-for-profit two-year institutions, which also leads to unstable estimates.

Finally, as indicated above, the proportion of first-time students who are enrolled part-time versus full-time varied substantially by sector. For example, part-time students account for a much larger portion of the student enrollment at public two-year colleges compared to public four-year colleges. This should be considered when examining the part- and full-time retention rates for these sectors.

The estimates contained in this report should not be compared against estimates based on the 2003–2006 surveys. Retention rates were collected on the 2003–2006 IPEDS enrollment surveys, but institutions were calculating and reporting retention rates based on different student groups (e.g., full-time students versus all students; original versus adjusted cohort). This led to changes in the 2007 survey, whereby institutions now report the raw numbers for clearly defined cohorts. IPEDS then calculates the rates for institutions based on these raw numbers.

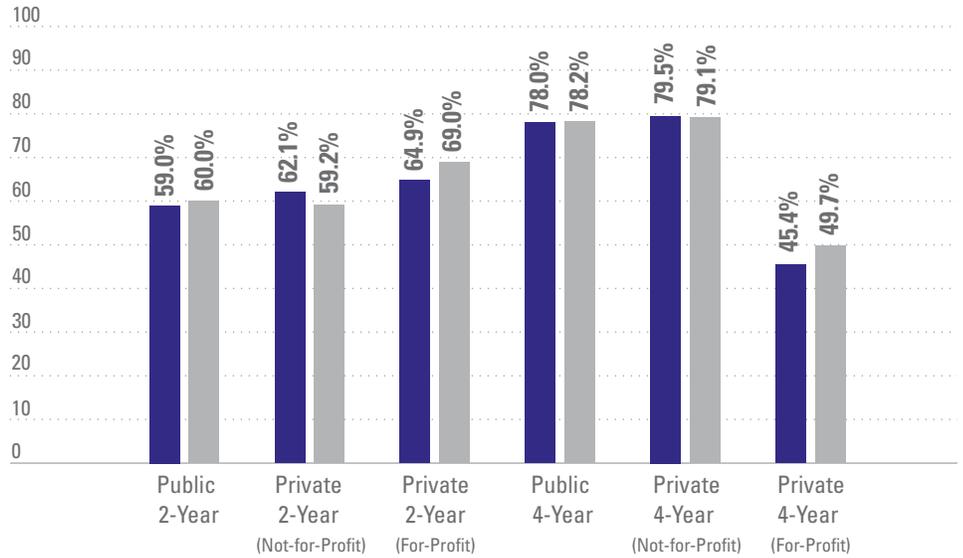
9.1a

National Full-Time Freshman-to-Sophomore Retention Rates, 2007–2008

Updated data source 

Source: NCES IPEDS Enrollment and Institutional Characteristics Surveys, 2007–2008

■ 2007
■ 2008



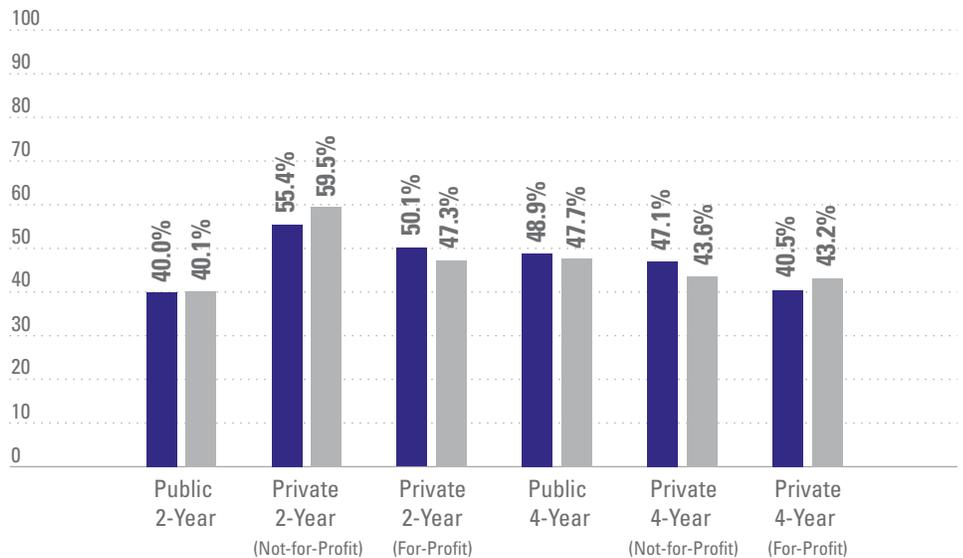
9.1b

National Part-Time Freshman-to-Sophomore Retention Rates, 2007–2008

Updated data source 

Source: NCES IPEDS Enrollment and Institutional Characteristics Surveys, 2007–2008

■ 2007
■ 2008



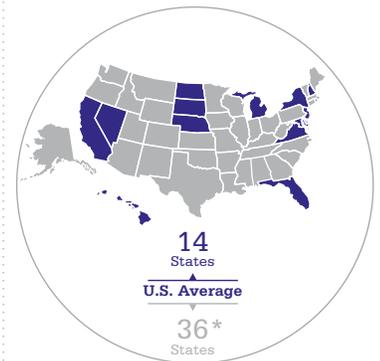
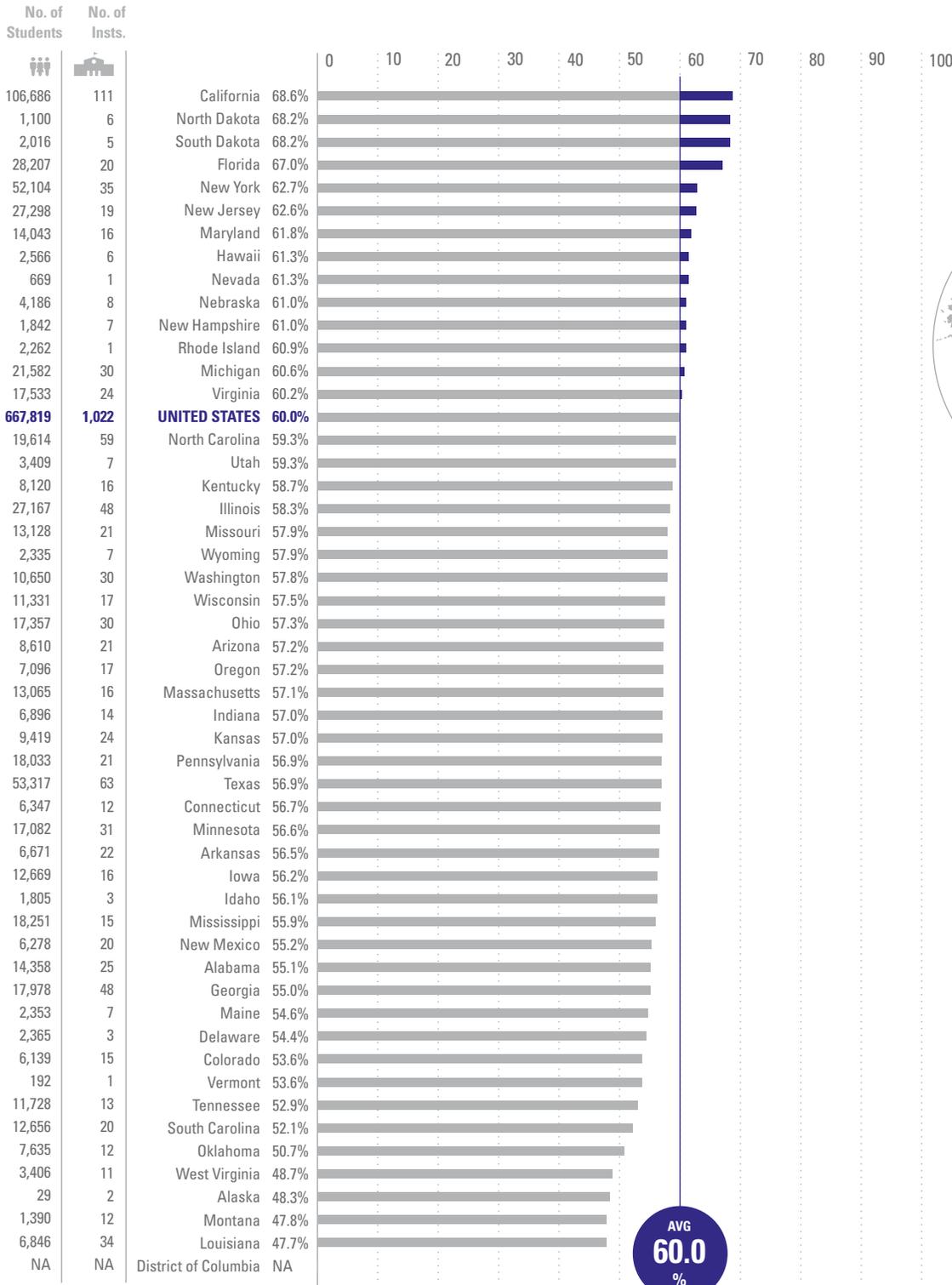
9.1c

Full-Time Freshman-to-Sophomore Retention Rates at Public Two-Year Colleges by State Rank, 2008

Updated data source



Source: NCES IPEDS Enrollment and Institutional Characteristics Surveys, 2008



AVG
60.0
%

* Indicator data not available for all states.

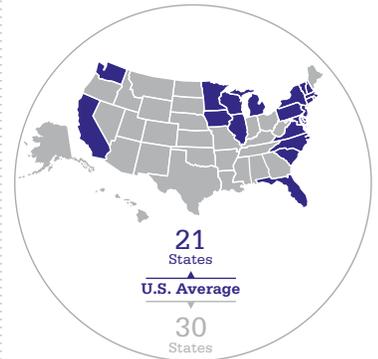
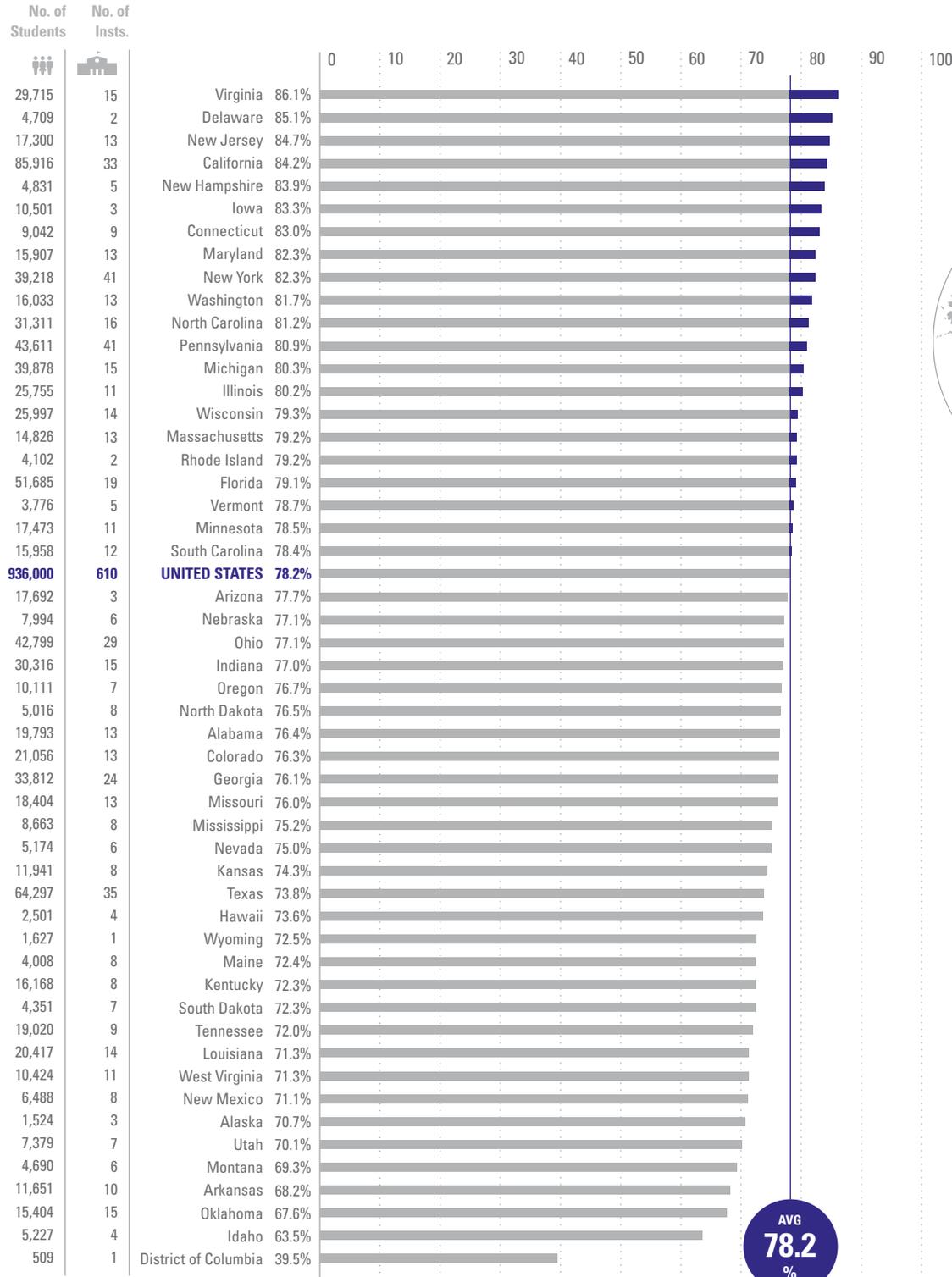
9.1d

Full-Time Freshman-to-Sophomore Retention Rates at Public Four-Year Colleges by State Rank, 2008

Updated data source



Source: NCES IPEDS Enrollment and Institutional Characteristics Surveys, 2008



AVG
78.2
%

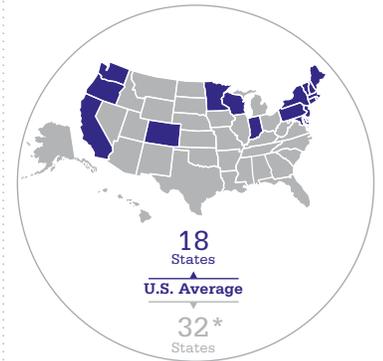
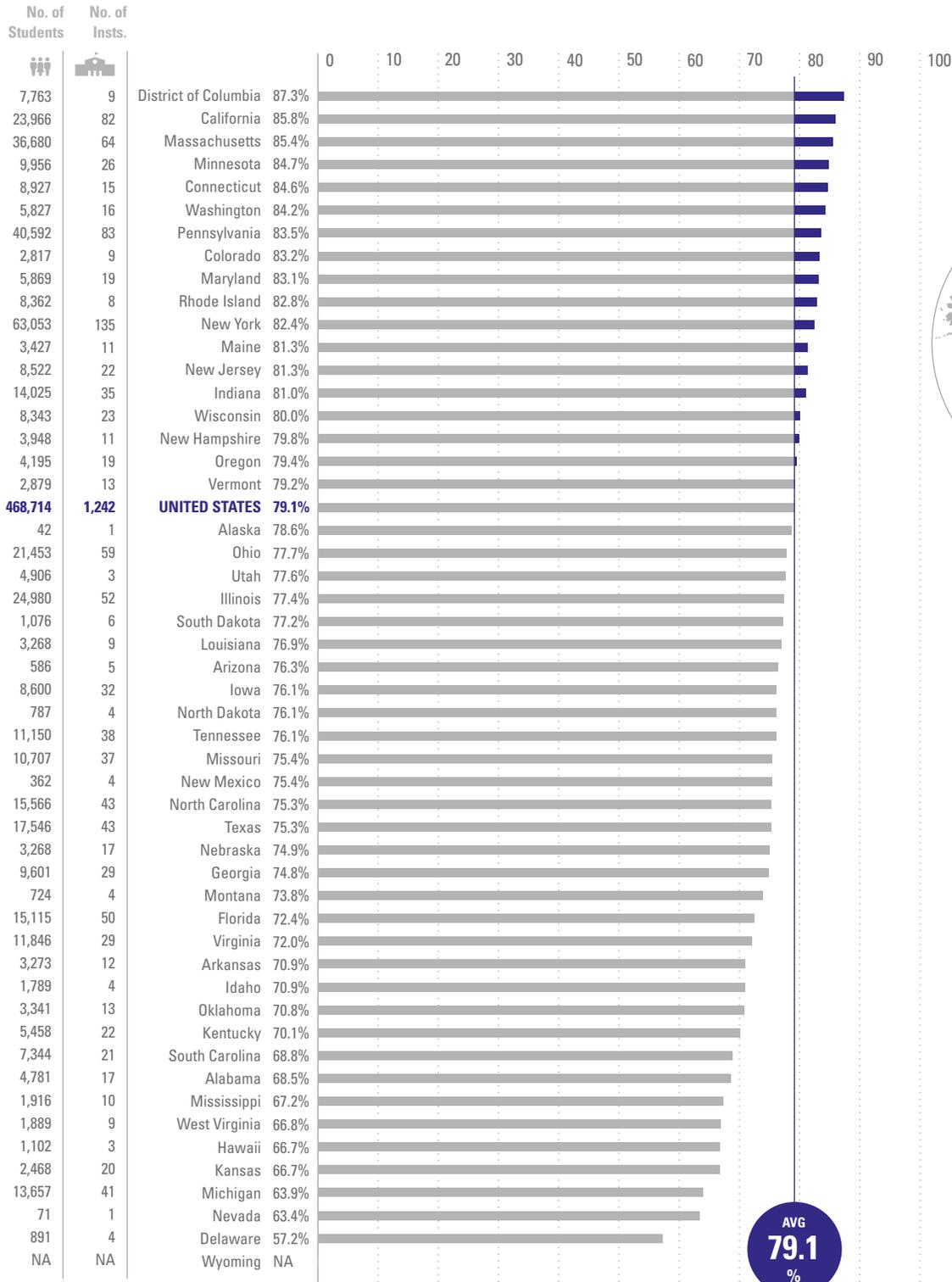
9.1e

Full-Time Freshman-to-Sophomore Retention Rates at Private Not-for-Profit Four-Year Colleges by State Rank, 2008

Updated data source



Source: NCES IPEDS Enrollment and Institutional Characteristics Surveys, 2008



AVG
79.1
%

* Indicator data not available for all states.

27.5%

As of 2008, 27.5 percent of full-time degree- or certificate-seeking students at two-year colleges graduate in three years or less.

◀▶ 2007–2008

22.6%

As of 2008, 22.6 percent of full-time African American degree- or certificate-seeking students at two-year colleges graduate in three years or less.

▼ 3.8ppts 2007–2008

Graduation Rates of Associate Degree– and Certificate-Seeking Students

What is this measure, and why is this measure important? This measure builds upon the retention indicator to provide a more complete picture of the educational progress of college students in the United States. The majority of data in this indicator reflect the proportion of first-time, full-time associate degree- or certificate-seeking students who graduate within 150 percent of normal program length (i.e., three years). In addition, four-year graduation rates (200 percent of normal program length) are available for the first time and are included in this indicator. Graduation rates are calculated by aggregating, across institutions in a given state and/or sector, the institution-level adjusted entering cohorts and the number of students from these cohorts who graduate within the appropriate time frame. Estimates therefore can be interpreted as a percentage of students in the given sector and/or state.

The measure is central to the commission's goal because of the role that two-year colleges play in the higher education system. This role may become increasingly important because of the changing demographics described in the introduction to this section and the economic challenges faced by a growing number of Americans.

The data are disaggregated by state, race/ethnicity and institutional control (i.e., public, private not-for-profit, private for-profit) to help states understand the differential outcomes across groups and to illustrate the state's overall graduation rate as a function of the varying performance of students in different types of institutions.

What are the policy issues associated with this measure? Addressing socioeconomic, racial and ethnic inequalities in higher education requires persistent and meaningful efforts by states to provide postsecondary access and opportunity to the steadily growing numbers of undereducated and underrepresented minorities. Beyond the moral imperative to achieve equity among populations of different racial and ethnic backgrounds, there are economic reasons for doing so.

Policymakers should consider both the challenges and opportunities facing two-year colleges in light of current economic conditions. Many adults are returning to the educational pipeline in order to build skills and increase future job opportunities. At the same time, budget cuts threaten funding in this vital sector.

24.9%

As of 2008, 24.9 percent of full-time American Indian or Alaska Native degree- or certificate-seeking students at two-year colleges graduate in three years or less.

▲ 3.7ppts 2007–2008

25.7%

As of 2008, 25.7 percent of full-time Hispanic degree- or certificate-seeking students at two-year colleges graduate in three years or less.

▲ 7.6ppts 2007–2008

Graduation rates have been a part of the higher education landscape since Congress passed the Student Right-to-Know Act in 1990. They are the primary national, standardized measure of postsecondary outcomes. However, policymakers should consider the significance and meaning of high or low graduation rates. The appropriate context should be taken into account when considering whether persistence indicators such as graduation rates can or should be used as accountability measures. Institutions vary in their missions, as well as in the composition of entering students — factors that should be recognized when interpreting estimates, particularly at the institutional level. Institutions that aim to educate low-income, first-generation, traditionally underserved students will face substantially different enrollment, retention and graduation challenges compared to institutions that attract most of their students from the top of the nation's high school graduating classes. Policymakers should seek to understand the benefits and limitations of graduation rates in order to better serve all constituents.

Where are we now? As of 2008, 27.5 percent of first-time, full-time associate degree- or certificate-seeking students in the nation's two-year colleges graduate within three years (Figure 9.2a). This estimate dropped slightly from a high of 30.5 percent in 2003. Graduation rates vary by sector, such that 20.6 percent of these students in public two-year colleges graduate within three years, compared to 48.3 percent and 57.7 percent at private not-for-profit and for-profit two-year colleges, respectively. Public institutions account for nearly four out of five first-time, full-time students at two-year colleges and thus shape states' overall estimates.

Three-year graduation rates of first-time, full-time students at two-year colleges vary by race/ethnicity and sector (Figures 9.2b, 9.2g–9.2k). Asian students have the highest three-year graduation rate (31.5 percent), followed by white students (28.5 percent), Hispanic students (25.7 percent), American Indian students (24.9 percent), and African American students (22.6 percent). When disaggregated by state, the three-year graduation rate at two-year colleges ranges from 9.0 percent in Delaware to 60.0 percent in Wyoming (Figure 9.2c). Private for-profit institutions greatly influence overall three-year graduation rates in states such as Arizona, Colorado, Idaho, Indiana, Louisiana, Nevada, Pennsylvania, Tennessee and Wyoming (Figure 9.2f).

When comparing three-year graduation rates against four-year graduation rates, it is clear that the additional year affords a substantial number of students the opportunity to complete their degrees. For example, while 27.8 percent of first-time, full-time associate degree- or certificate-seeking students who entered in fall 2004 graduate within three years (Figure 9.2a), 34.1 percent of these students graduate within four years (Figure 9.2l). When disaggregated by state, the four-year graduation rate ranges from 18.0 percent in Delaware to 74.1 percent in South Dakota (Figure 9.2m).

34.1%

As of 2008, 34.1 percent of full-time, degree- or certificate-seeking students at two-year colleges graduate in four years or less.

When interpreting this measure, what should be kept in mind?

Because of the manner in which data are collected in the IPEDS graduation survey, researchers are unable to separate associate degree-seeking students from certificate-seeking students. One concern is that the normal time to completion varies across certificate programs, whereas it is more standardized for associate programs. Given the emphasis of the commission goal on obtaining an associate degree or higher, data would ideally be presented for associate degree-seeking students only. This presents a challenge for using this indicator to examine issues related to degree attainment among students at two-year colleges.

The limitations of these graduation rates deserve consideration. For example, as was the case with the previous indicator, graduation rates are based solely on degree completion within the institution in which one enrolled as a full-time, first-time student. In addition, they do not reflect part-time students, students who begin college in terms other than fall, or incoming transfer students who go on to successfully complete a degree. In fact, successful transfer students count against the original institution's graduation rate (which also influences estimates at the state level) and do nothing to benefit the receiving institution. Many policymakers and researchers have called for reforms to standardize the way that transfer rates are measured and reported by states and institutions. Because of the lack of the standardization of transfer rates, this indicator is not yet available to help contextualize the nation's success in increasing completion rates.

It is also important to consider that graduation rates are associated with many other factors not directly addressed in these data (e.g., first-generation status, academic preparation, socioeconomic background, adjustment to college, etc.). In addition, many students take longer than the traditional two-to-three year window to graduate, including students who begin as full-time students but spend most of their experience attending part time and students who must work while attending college. The inclusion of four-year graduation rates in this year's report is meant to address some of these limitations and provide a more complete picture of degree completion.

Recent changes in the rules regarding maintenance, collection, and reporting of federal data on race and ethnicity should be considered when interpreting data in this indicator. Institutions must now collect these data using a two-question format, in which the first assesses whether the individual is Hispanic/Latino (ethnicity), and the second evaluates whether the respondent is one or more of the following races: American Indian or Alaska Native, Asian, black or African American, Native Hawaiian or Other Pacific Islander, or white. In addition, Asian and Native Hawaiian or Other Pacific Islander was separated into two categories and a reporting category "two or more races" was introduced.

In the most recent graduation survey, institutions had the option to report under old or new race/ethnicity categories. IPEDS then derived a total, where the new category overlapped with the old. The data contained in this indicator reflect these derived categories. It is possible that the addition of “two or more races” in the new system changed how institutions reported students, which raises questions about the ability to compare estimates from the 2008 survey to those from previous or future years (when institutions will have fully transitioned to the new system).

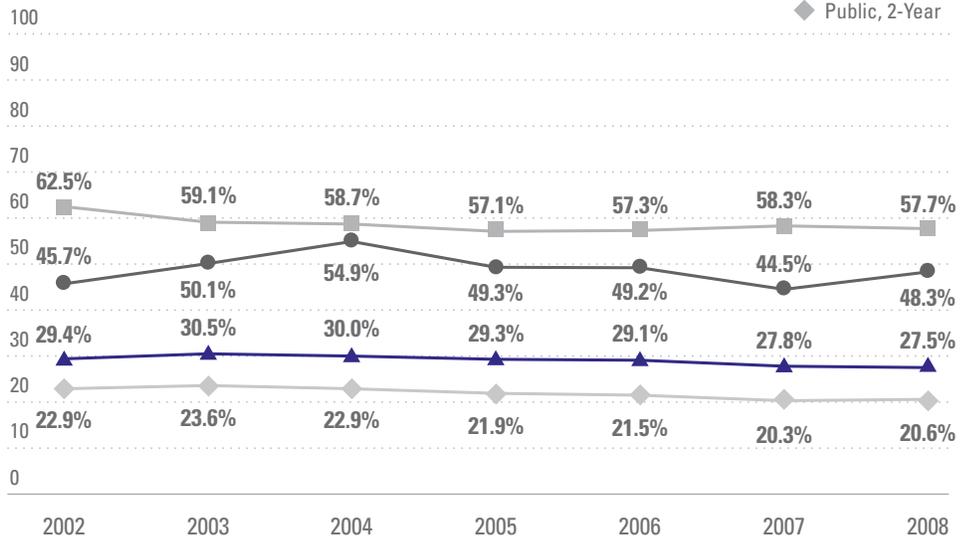
Finally, some estimates are based on a very small number of students, particularly when disaggregated by state by sector by ethnicity. Readers are advised to consider the number of institutions behind various estimates as well as the number of students who underlie these estimates. In some cases, institutional responses are altered by NCEs to protect the privacy of students. Thus, the publicly available survey data may not reflect the exact value reported by institutions. The impact of this likely varies across figures within this indicator. For example, there is likely a greater impact on American Indian or Alaska Native estimates than there is for white students, since a greater number of institutional responses regarding American Indian or Alaska Natives may have been altered by NCEs. Similarly, estimates based on the cumulative responses of many small colleges may be impacted more than those based on the cumulative responses of larger colleges.

9.2a

National Three-Year Graduation Rates of Degree- and Certificate-Seeking Students at Two-Year Colleges, 2002–2008

Updated data source 

Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2002–2008

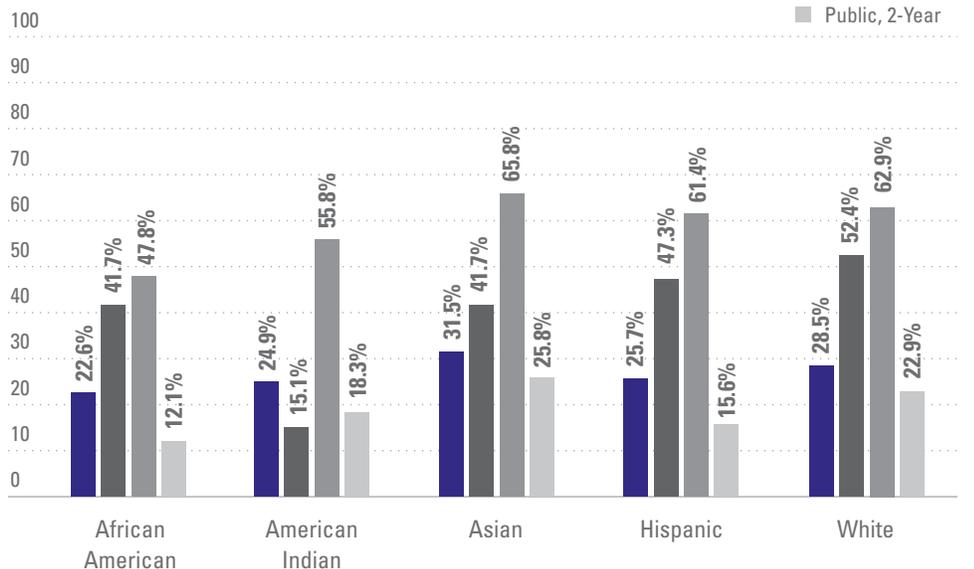


9.2b

National Three-Year Graduation Rates of Degree- and Certificate-Seeking Students at Two-Year Colleges by Race/Ethnicity, 2008

Updated data source 

Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



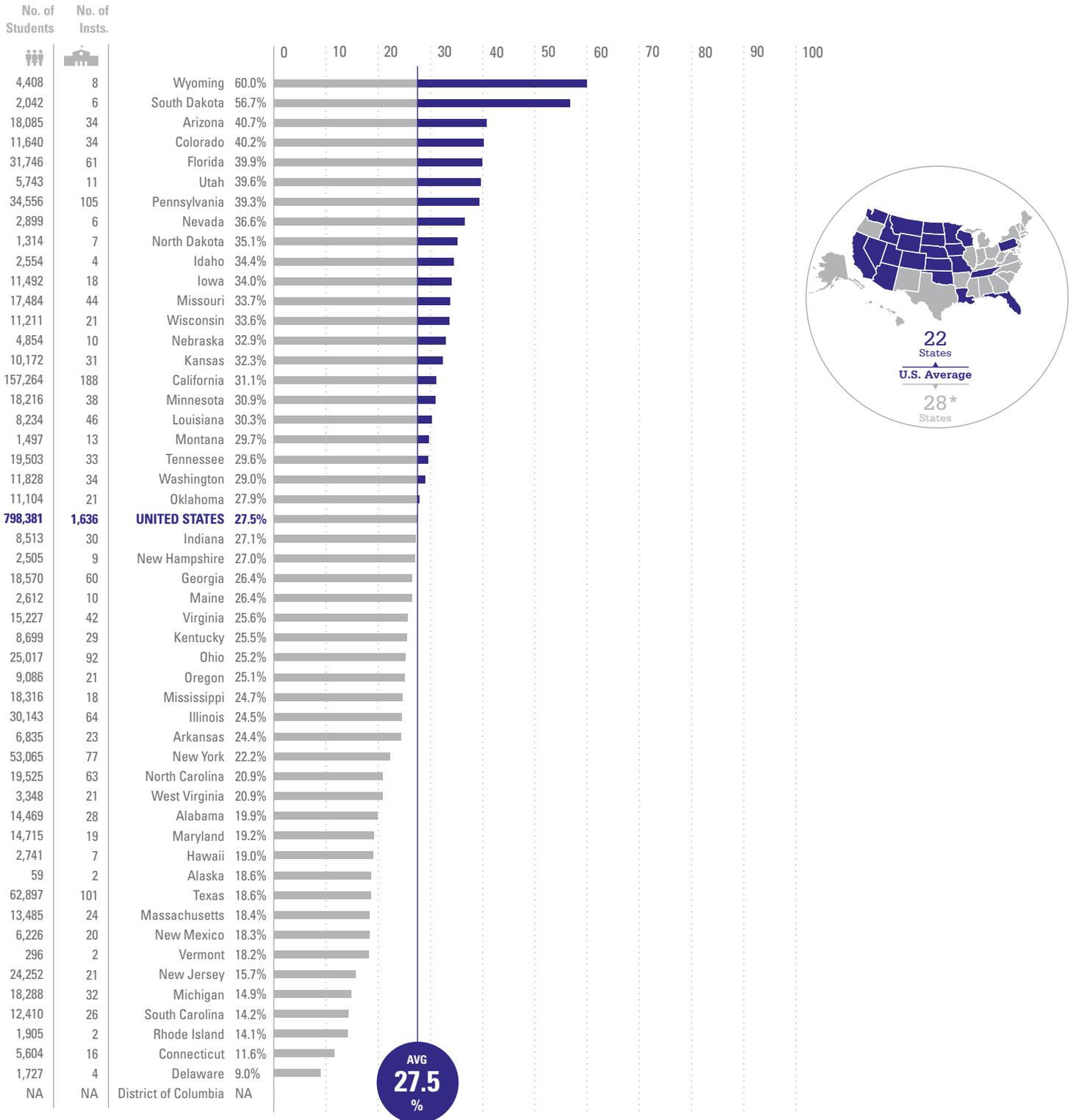
9.2c

Three-Year Graduation Rates of Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008

Updated data source



Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



* Indicator data not available for all states.

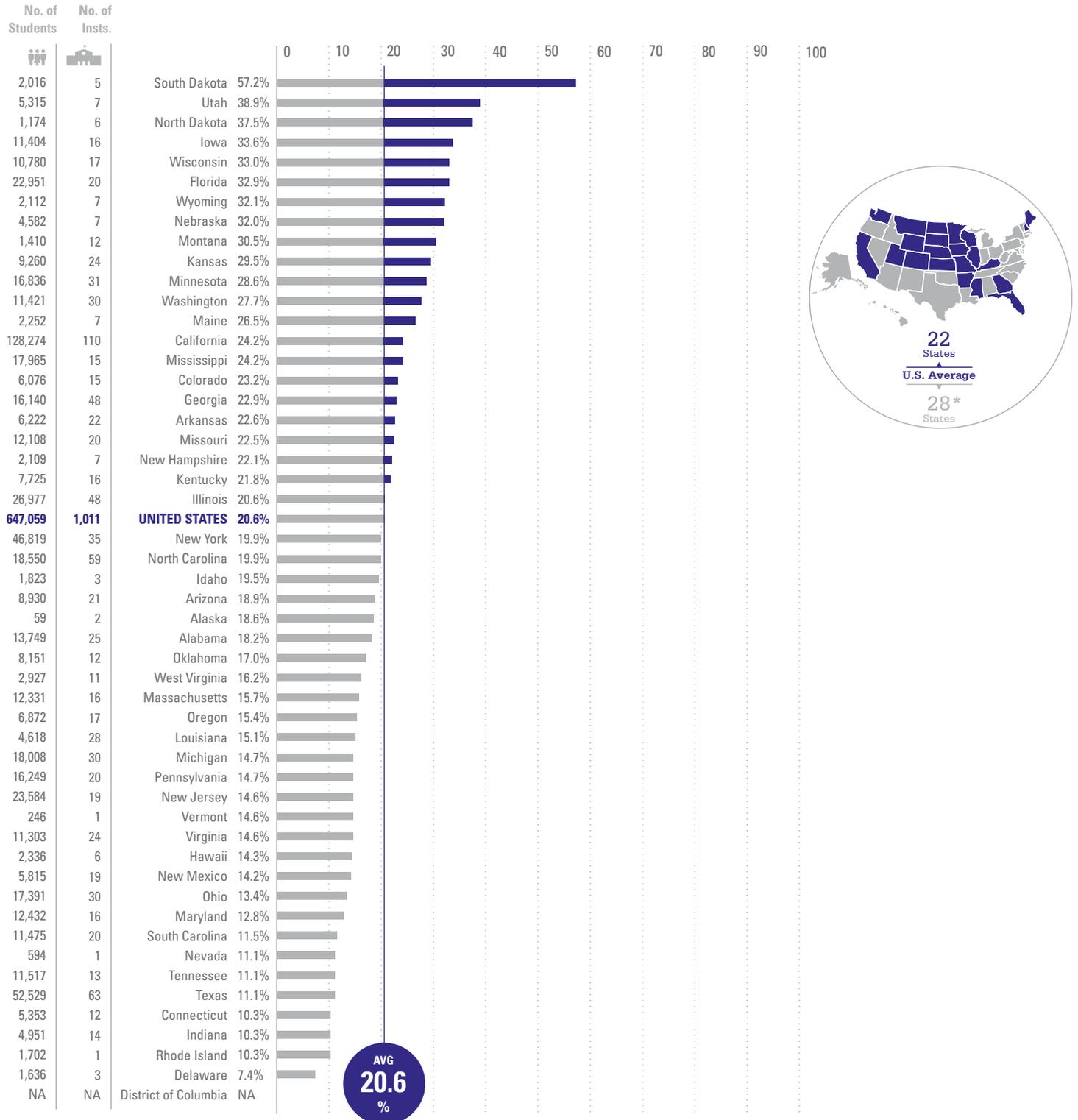
9.2d

Three-Year Graduation Rates of Degree- and Certificate-Seeking Students at Public Two-Year Colleges by State Rank, 2008

Updated data source



Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



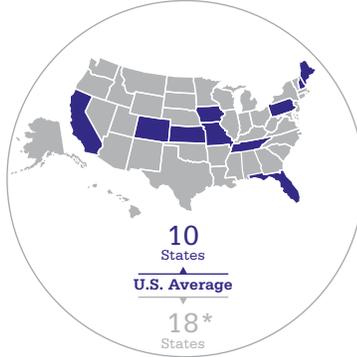
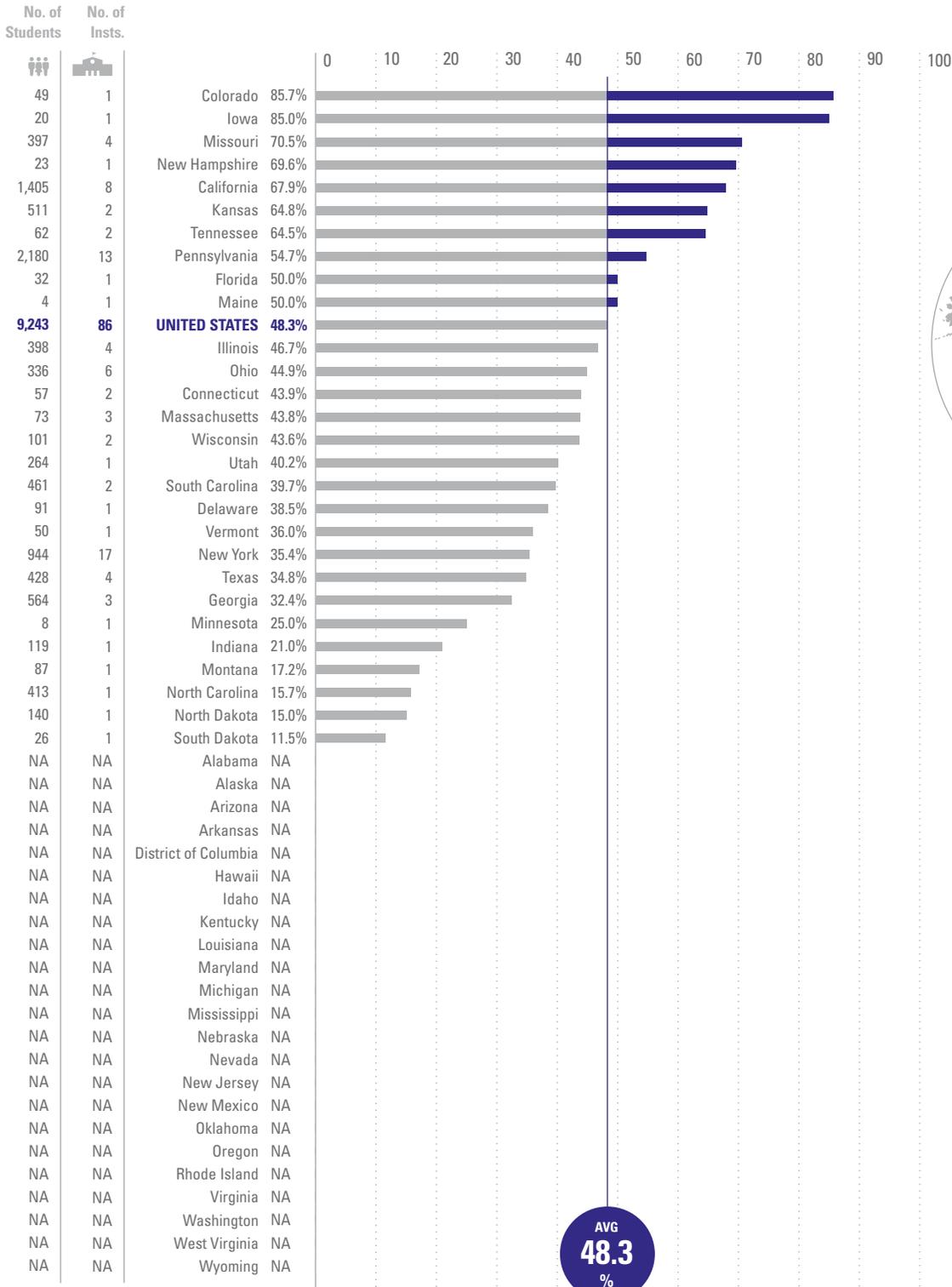
* Indicator data not available for all states.

9.2e

Three-Year Graduation Rates of Degree- and Certificate-Seeking Students at Private Not-for-Profit Two-Year Colleges by State Rank, 2008

Updated data source 

Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



AVG
48.3
%

* Indicator data not available for all states.

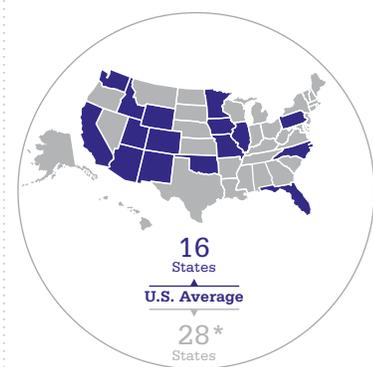
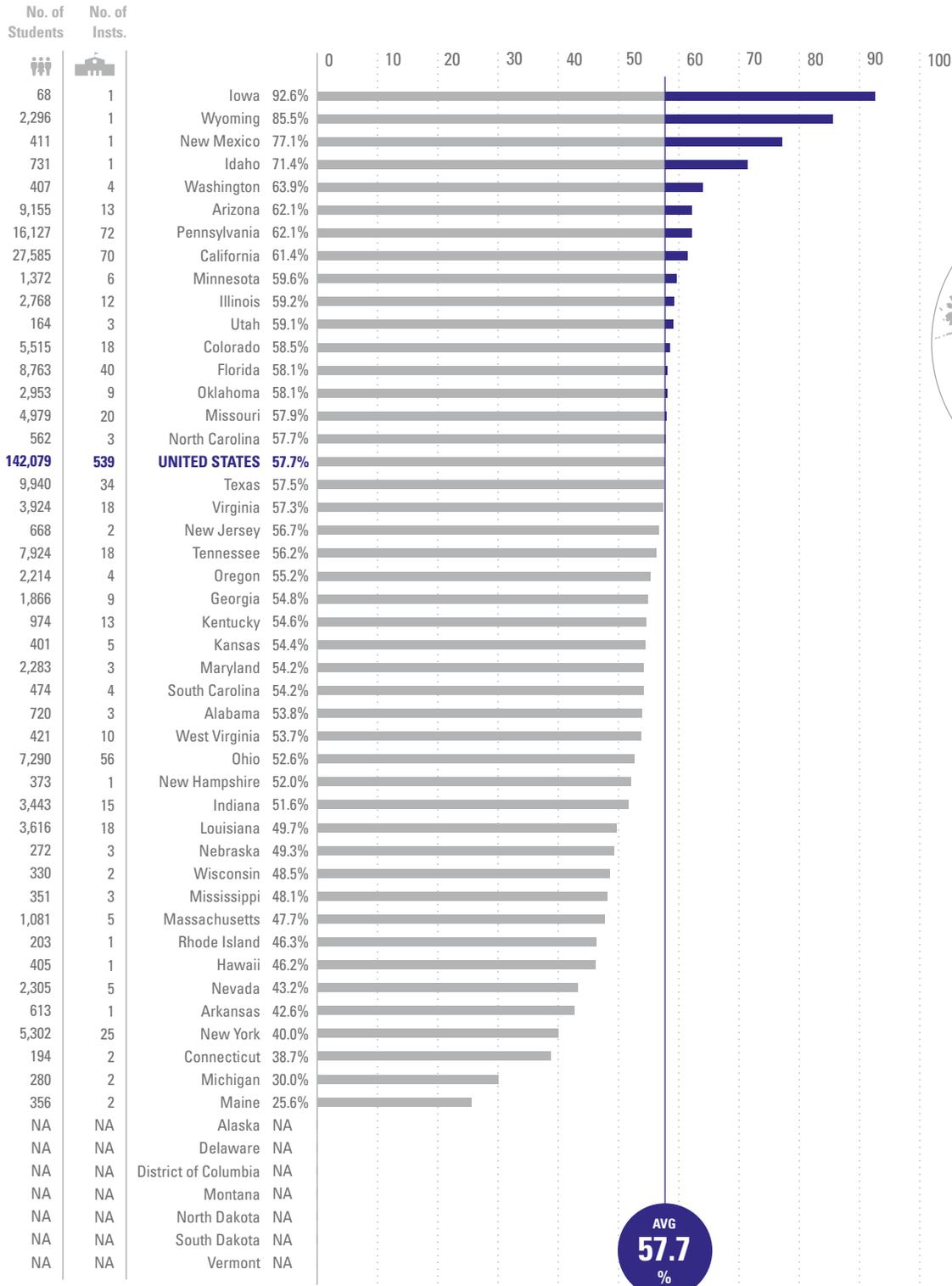
9.2f

Three-Year Graduation Rates of Degree- and Certificate-Seeking Students at Private For-Profit Two-Year Colleges by State Rank, 2008

Updated data source



Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



AVG
57.7
%

* Indicator data not available for all states.

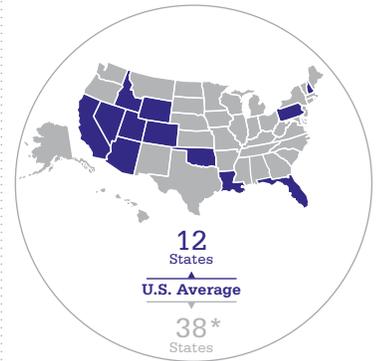
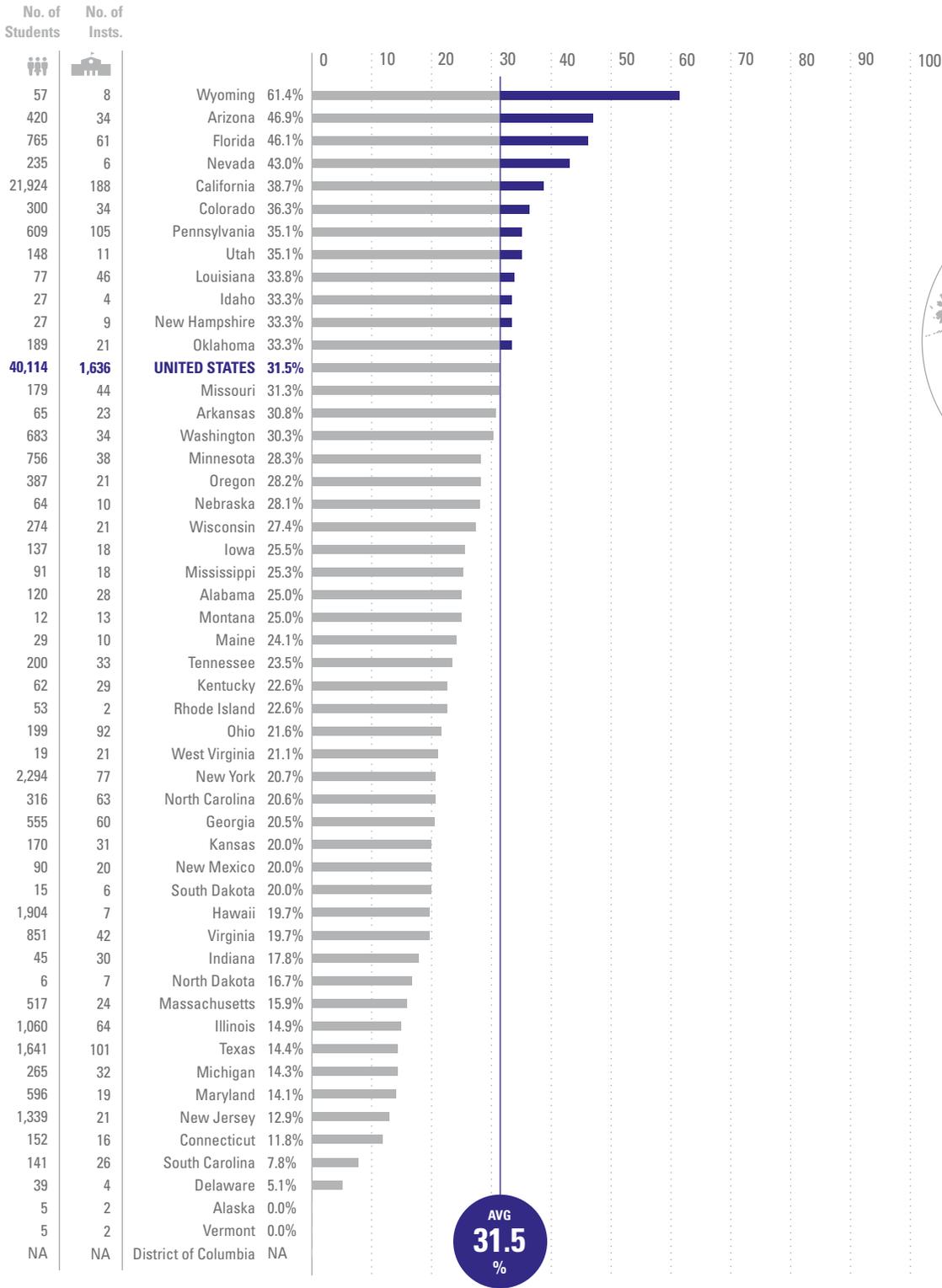
9.2g

Three-Year Graduation Rates of Asian, Native Hawaiian and Other Pacific Islander Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008

Updated data source



Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



AVG
31.5
%

* Indicator data not available for all states.

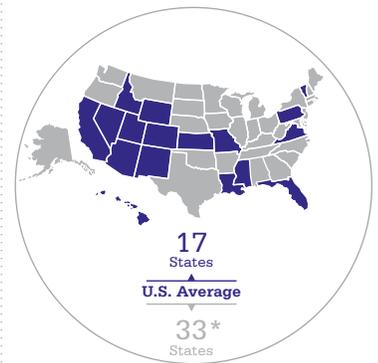
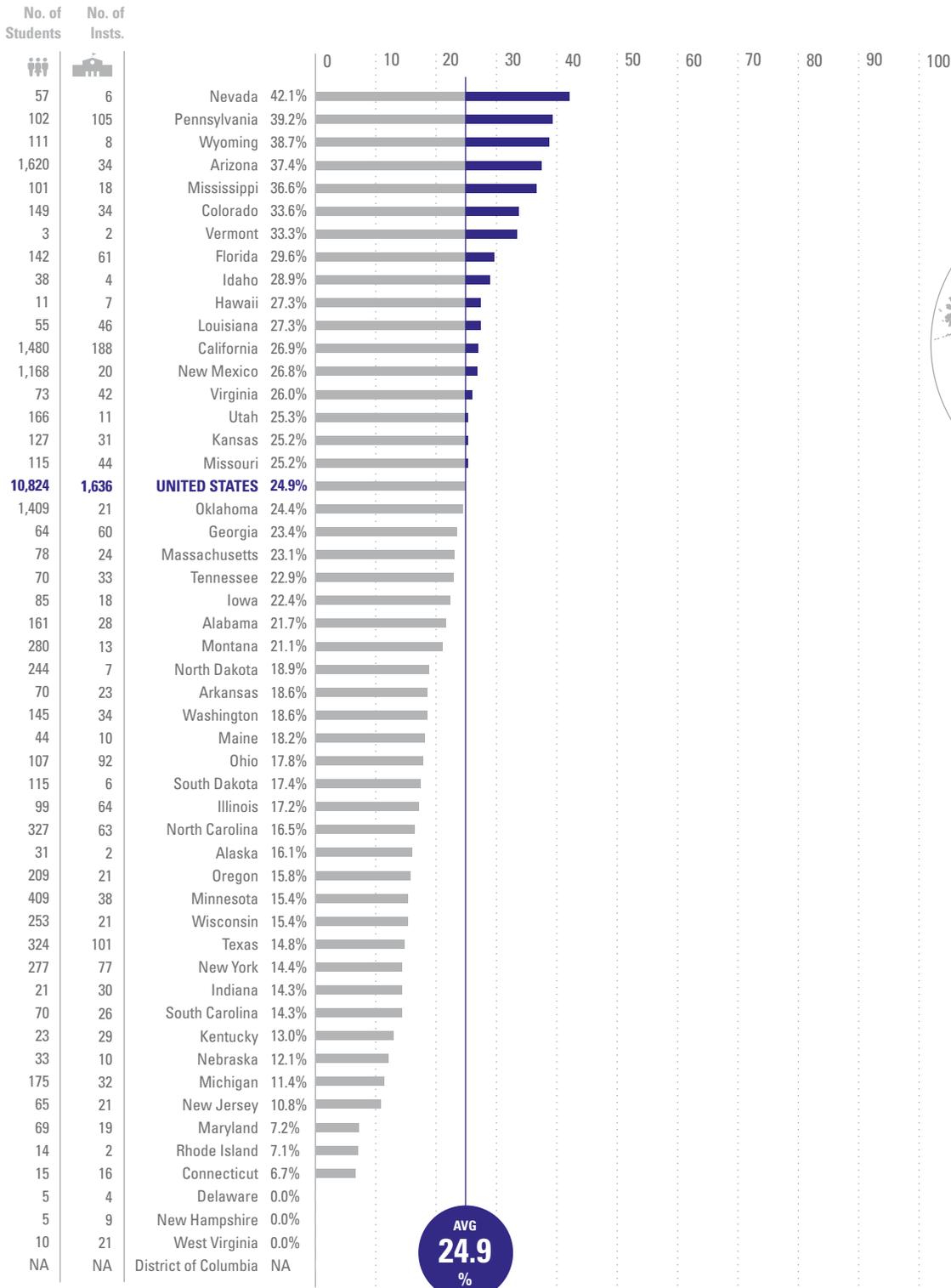
9.2h

Three-Year Graduation Rates of American Indian or Alaska Native Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008

Updated data source



Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



AVG
24.9
%

* Indicator data not available for all states.

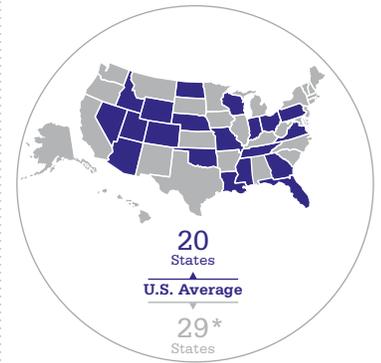
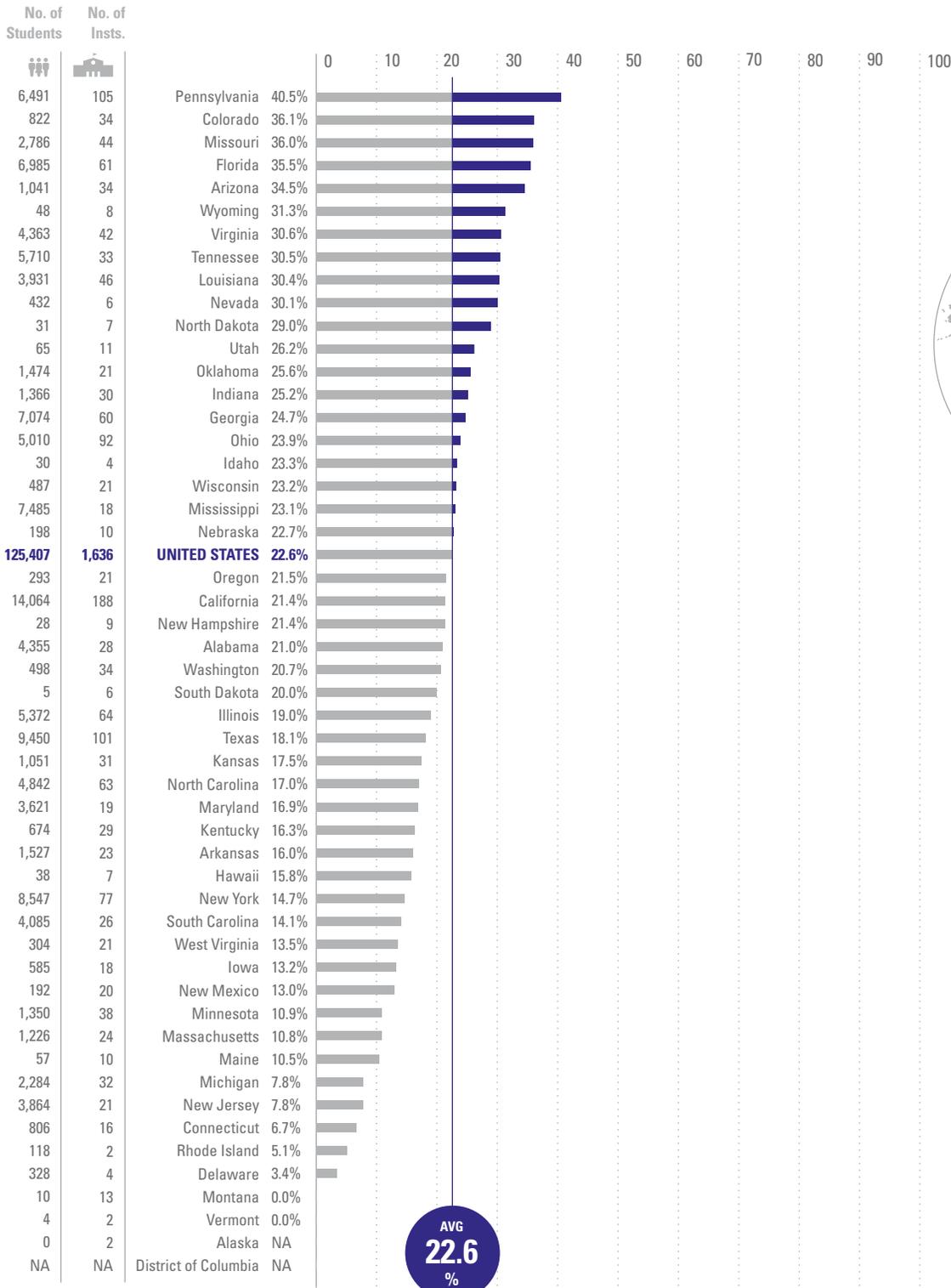
9.2i

Three-Year Graduation Rates of African American Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008

Updated data source



Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



AVG
22.6
%

* Indicator data not available for all states.

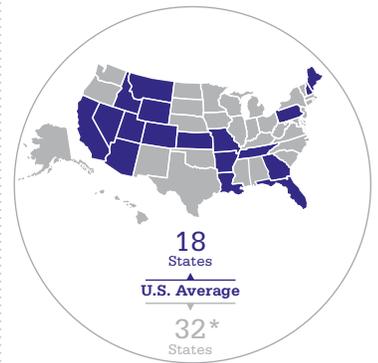
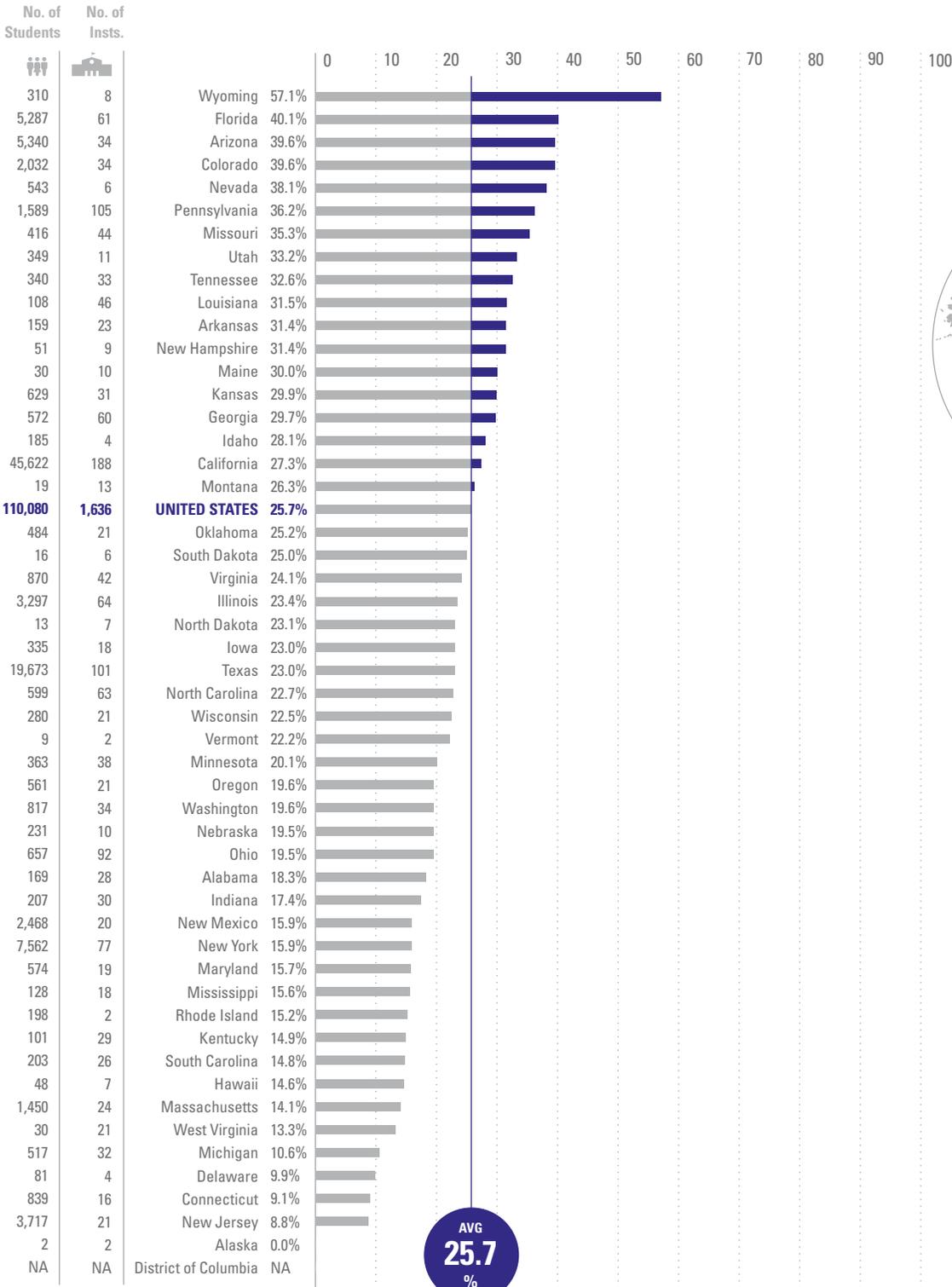
9.2j

Three-Year Graduation Rates of Hispanic Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008

Updated data source



Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



AVG
25.7
%

* Indicator data not available for all states.

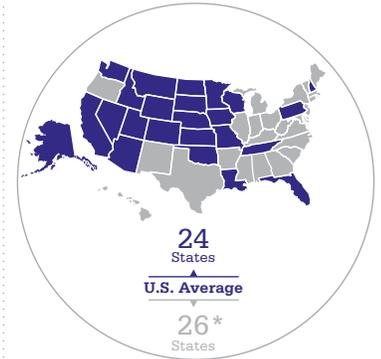
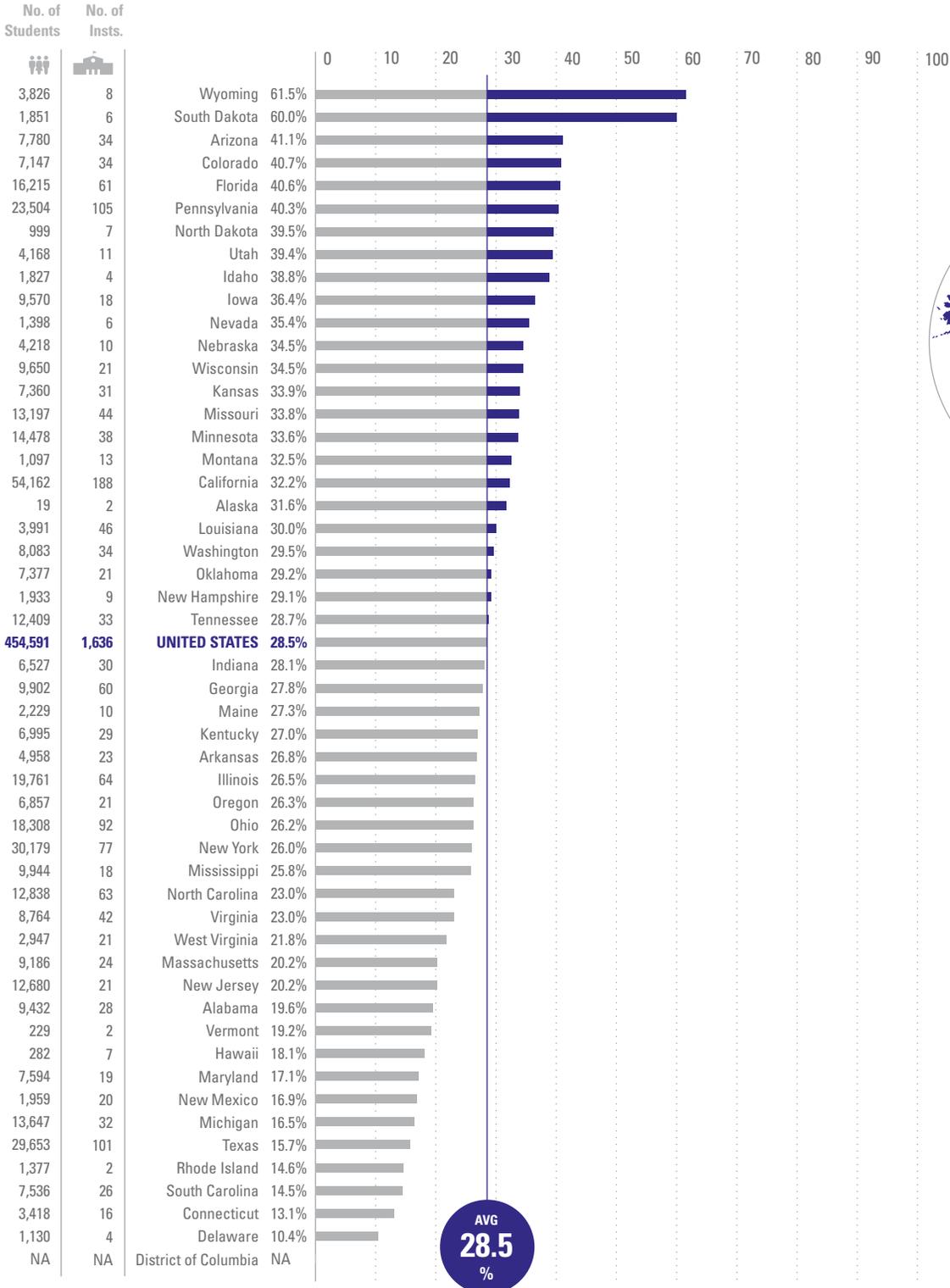
9.2k

Three-Year Graduation Rates of White Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008

Updated data source



Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



AVG
28.5
%

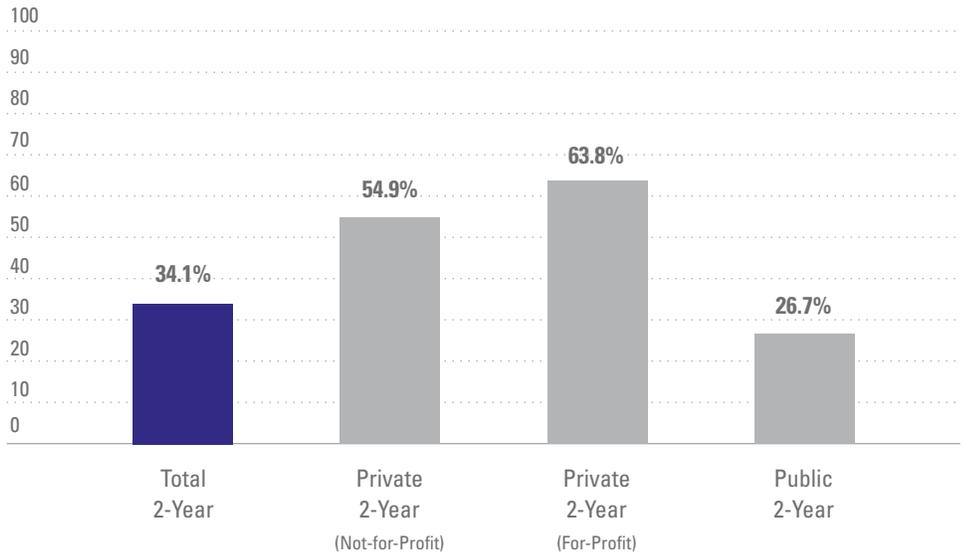
* Indicator data not available for all states.

9.21

National Four-Year Graduation Rates of Degree- and Certificate-Seeking Students at Two-Year Colleges, 2008

New figure +

Source: NCES IPEDS Graduation 200 and Institutional Characteristics Surveys, 2008



* Includes both for-profit and not-for-profit institutions.

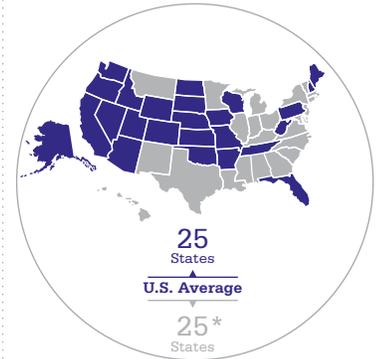
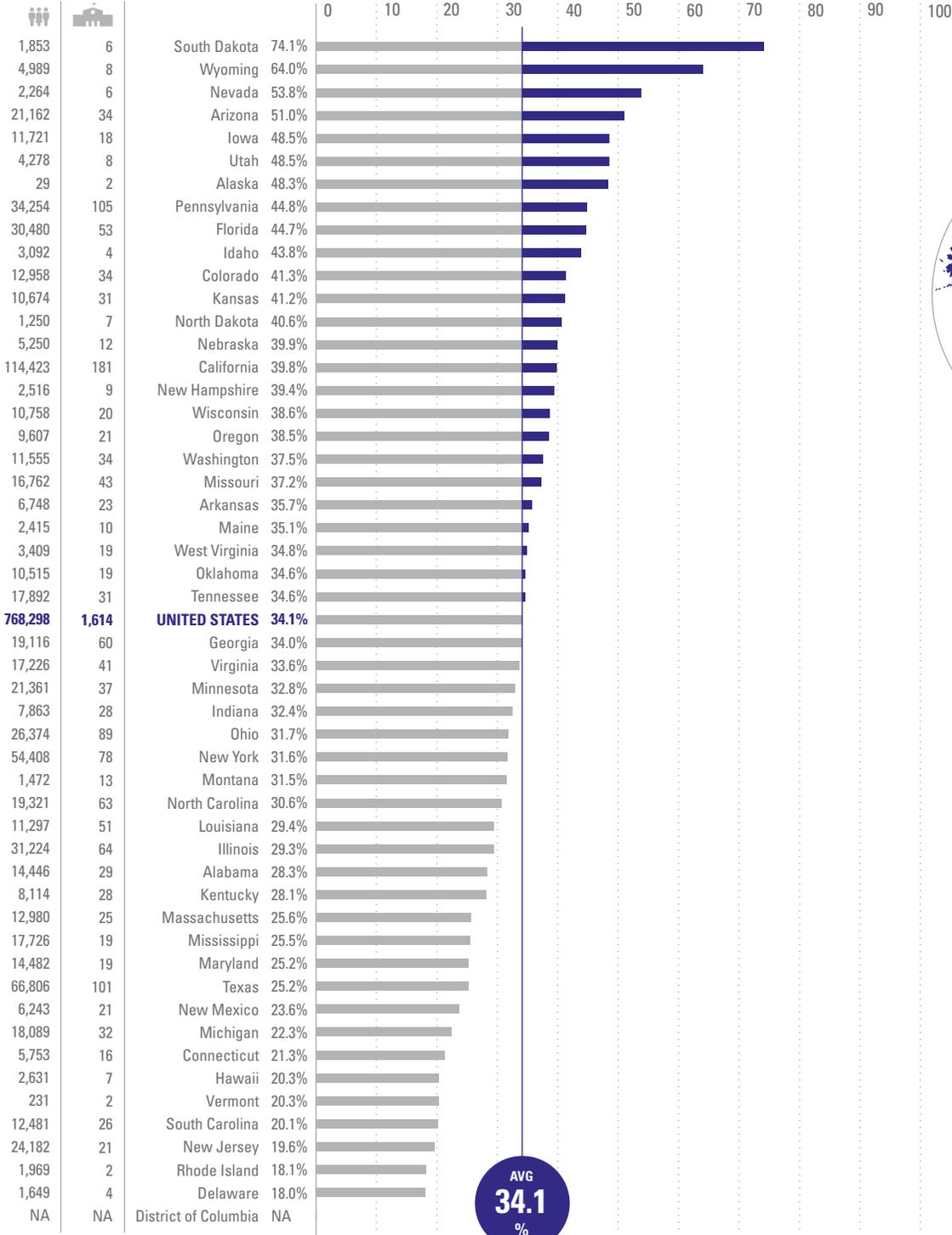
9.2m

Four-Year Graduation Rates of Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008

New figure +

Source: NCES IPEDS Graduation 200 and Institutional Characteristics Surveys, 2008

No. of Students No. of Insts.



AVG
34.1
%

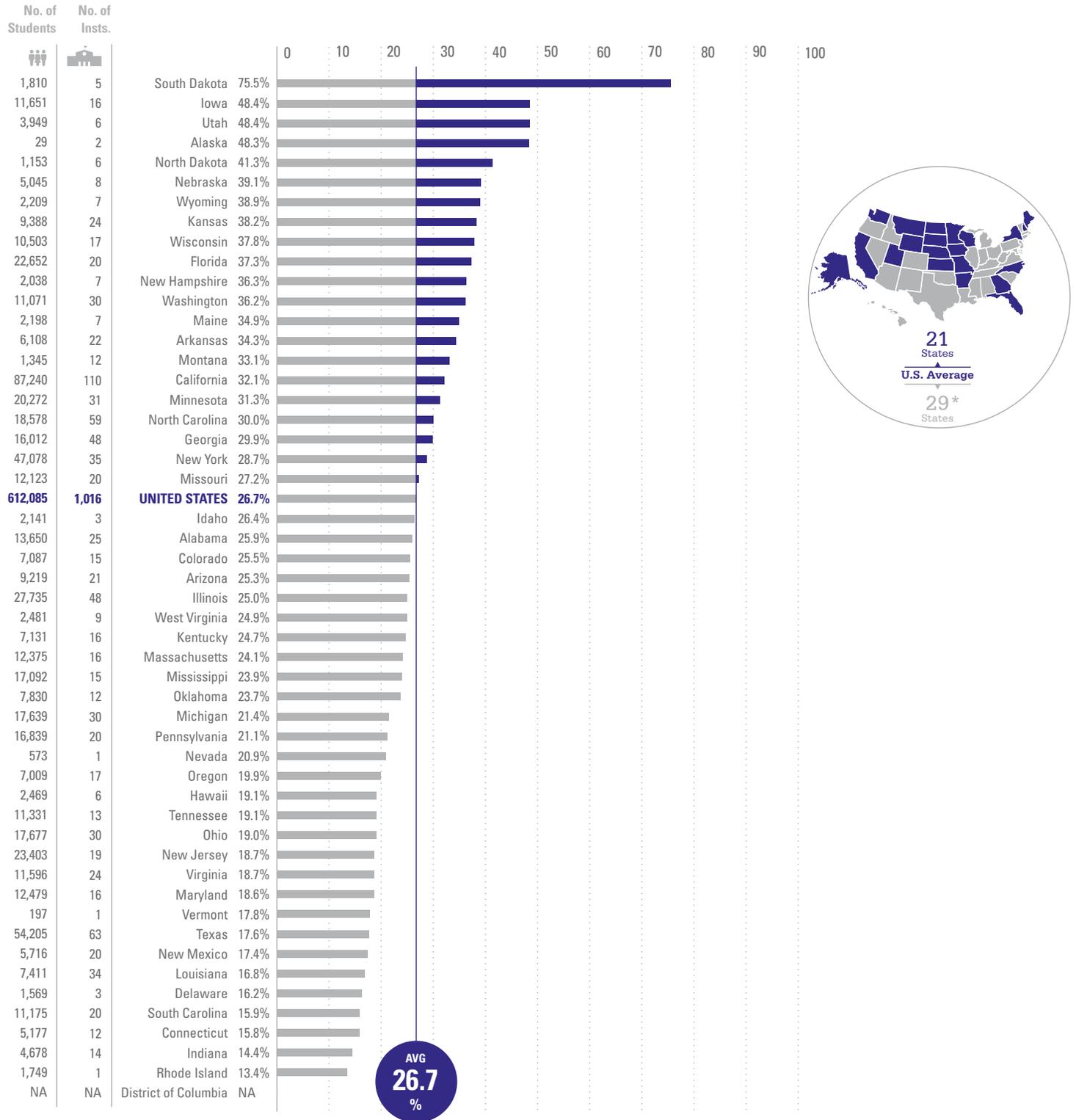
* Indicator data not available for all states.

9.2n

Four-Year Graduation Rates of Degree- and Certificate-Seeking Students at Public Two-Year Colleges by State Rank, 2008

New figure +

Source: NCES IPEDS Graduation 200 and Institutional Characteristics Surveys, 2008



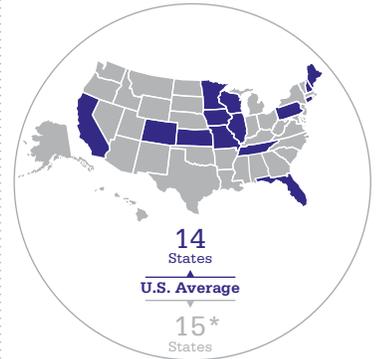
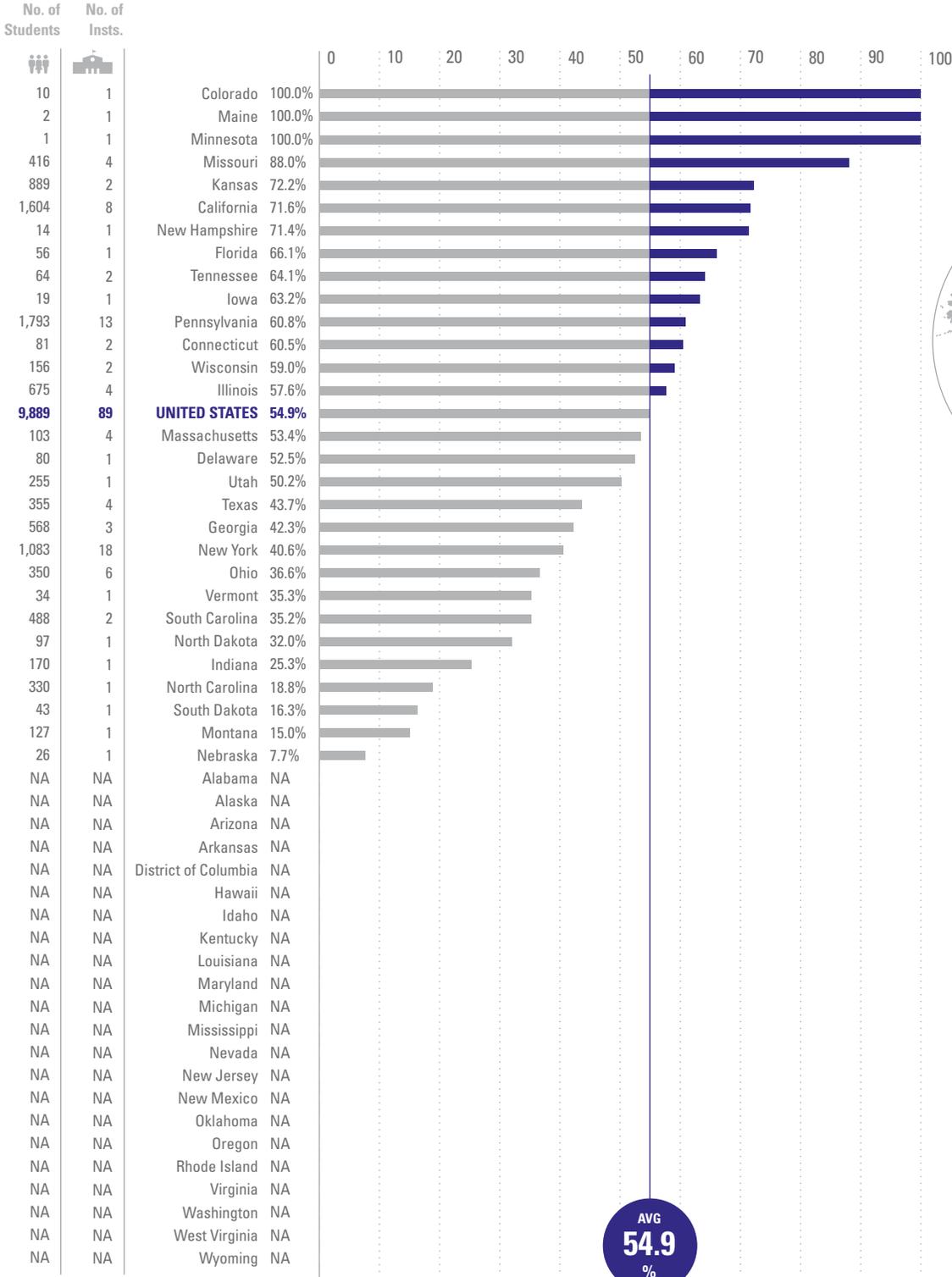
* Indicator data not available for all states.

9.2o

Four-Year Graduation Rates of Degree- and Certificate-Seeking Students at Private Not-for-Profit Two-Year Colleges by State Rank, 2008

New figure +

Source: NCES IPEDS Graduation 200 and Institutional Characteristics Surveys, 2008



AVG
54.9
%

* Indicator data not available for all states.

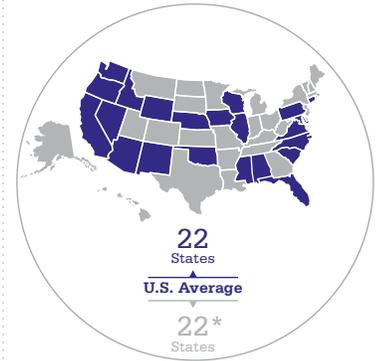
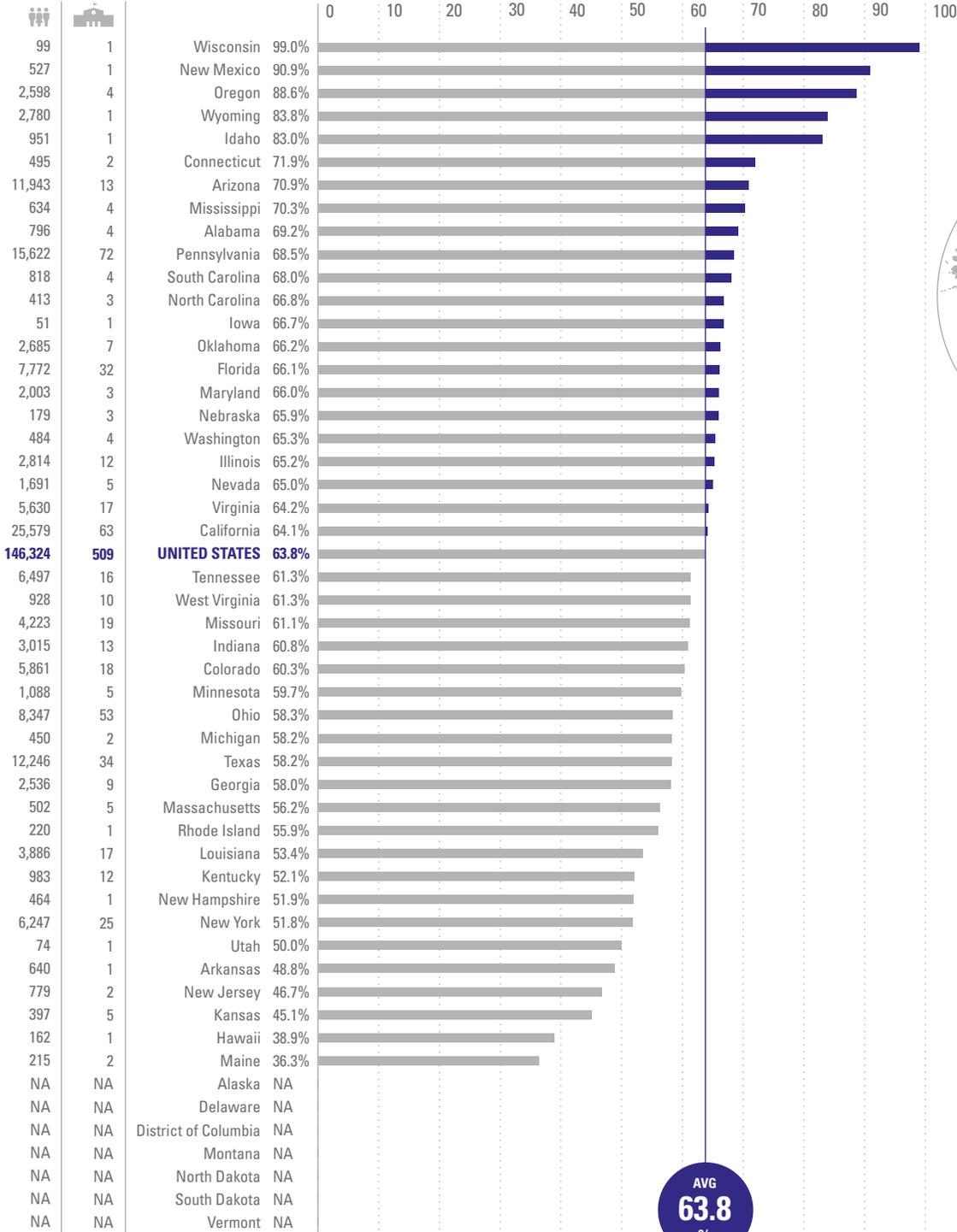
9.2p

Four-Year Graduation Rates of Degree- and Certificate-Seeking Students at Private For-Profit Two-Year Colleges by State Rank, 2008

New figure +

Source: NCES IPEDS Graduation 200 and Institutional Characteristics Surveys, 2008

No. of Students No. of Insts.



AVG
63.8
%

* Indicator data not available for all states.

57.7%

As of 2008, 57.7 percent of full-time bachelor's degree-seeking students at four-year colleges graduate in six years or less.

◀▶ 2007–2008

38.5%

As of 2008, 38.5 percent of American Indian or Alaska Native full-time bachelor's degree-seeking students at four-year colleges graduate in six years or less.

◀▶ 2007–2008

Graduation Rates of Bachelor's Degree-Seeking Students

What is this measure, and why is this measure important? This measure provides a more complete picture of the educational progress of American college students. The majority of data in this indicator reflect the proportion of first-time, full-time bachelor's degree-seeking students who graduate within 150 percent of normal program length (i.e., six years). In addition, eight-year graduation rates (200 percent of normal program length) are available for the first time and are included in this indicator. Graduation rates are calculated by aggregating, across institutions in a given state and/or sector, the institution-level adjusted entering cohorts and the number of students from these cohorts who graduate within the appropriate time frame. Estimates therefore can be interpreted as a percentage of students in the given sector and/or state.

Traditional graduation rates reflect persistence and degree attainment within the institution in which one originally enrolls. One criticism of this approach is that this does not account for transfer students who go on to earn a degree from an institution other than the one first attended. Recent data from the Beginning Postsecondary Student (BPS) longitudinal study are included in this indicator in order to address this limitation.

The data are disaggregated by state, race/ethnicity and source of institutional control (i.e., public, private not-for-profit, private for-profit) to help states understand the differential outcomes across groups and to illustrate how the state's overall graduation rate is a function of the varying performance of these students in different types of institutions.

What are the policy issues associated with this measure? National and state policymakers are highly attuned to the graduation rate discussion. Individuals, as well as states, invest money in higher education with the expectation of degree completion — a credential that can improve the economic well-being of both the student and the state as a whole. The consequences of failing to complete a degree are of great concern, especially when one considers the growth in average student loan debt and student loan default rates in recent years (see Recommendation Seven for more details).

Graduation rates have been a part of the higher education landscape since Congress passed the Student Right-to-Know Act in 1990. They are the primary national, standardized measure of postsecondary outcomes. However, policymakers should consider the significance and meaning of high or low graduation rates. The appropriate context should be taken into account when considering whether persistence indicators such as graduation rates can or should be used as accountability measures. Institutions vary in their mission as well as the composition of entering students, factors which should be recognized when interpreting estimates, particularly at the institution level. Institutions that aim to educate low-income, first-generation, traditionally

40.5%

As of 2008, 40.5 percent of African American full-time bachelor's degree-seeking students at four-year colleges graduate in six years or less.

◀▶ 2007–2008

49.4%

As of 2008, 49.4 percent of Hispanic full-time bachelor's degree-seeking students at four-year colleges graduate in six years or less.

▲ 2.6ppts 2007–2008

underserved students will face substantially different enrollment, retention and graduation challenges compared to institutions that attract most of their students from the top of the nation's high school graduating classes. Policymakers should seek to understand the benefits and limitations of graduation rates in order to better serve all constituents.

As discussed in the previous indicator, substantial persistent gaps exist between the graduation rates of Asian and white students and the graduation rates of students in other racial/ethnic groups. There is a tremendous amount of research being done to understand the factors that contribute to these differential outcomes. A complete discussion of this research is beyond the scope of this publication.

Where are we now? As of 2008, 57.7 percent of first-time, full-time bachelor's degree-seeking students in the nation's four-year colleges graduate within six years (Figure 9.3a). This estimate increased slightly from a low of 55.5 percent in 2002. Graduation rates vary by sector, such that 55.3 percent of bachelor's degree-seeking students in public four-year colleges graduate within six years, compared to 65.1 percent and 23.5 percent at private not-for-profit and for-profit four-year colleges, respectively. Public institutions account for just under two-thirds of first-time, full-time students at four-year colleges. Private not-for-profit institutions constitute approximately one-third of enrollment, while private for-profit institutions reflect only 2 to 3 percent of four-year college freshmen enrollment.

Six-year graduation rates of first-time, full-time students at four-year colleges vary by race/ethnicity and sector (Figure 9.3b). Asian students at four-year colleges have the highest six-year graduation rate (67.5 percent), followed by white students (60.7 percent), Hispanic students (49.4 percent), African American students (40.5 percent) and American Indian students (38.5 percent). Six-year graduation rates are highest in the private not-for-profit sector, a finding which is consistent across racial/ethnic groups.

Similar findings emerge from the Beginning Postsecondary Student (BPS) longitudinal survey data (Figure 9.3c), such that just over half (50.5 percent) of students who enter a four-year college graduate within six years. Graduation rates are substantially higher among public and private not-for-profit institutions compared to private for-profit colleges. BPS data also provide insight into the impact of transferring across institutions. Six-year graduation rates are somewhat higher when taking into account whether the student graduates from any institution (58.0 percent), as opposed to just looking at the original institution (50.5 percent) in which the student is enrolled (Figure 9.3c).

When disaggregated by state, the six-year graduation rate at four-year colleges ranges from 25.5 percent in Alaska to 73.2 percent in the District of Columbia (Figure 9.3d). States such as Connecticut, District of Columbia, Indiana, Maine, Massachusetts, Minnesota, New York, Ohio, Pennsylvania, Rhode Island, Tennessee, Utah and Vermont are impacted largely, and positively, by the private

60.6%

As of 2008, 60.6 percent of full-time bachelor's degree-seeking students at four-year colleges graduate in eight years or less.

not-for-profit sector (Figure 9.3f). Private for-profit institutions account for over four of every 10 first-time, full-time students in Arizona, thus the overall six-year graduation rate in this state is influenced greatly by this sector (Figure 9.3g). Graduation rates also vary by race/ethnicity and sector (Figures 9.3h–9.3l).

When six-year graduation rates are compared against eight-year graduation rates, it is clear that the additional time affords a number of students the opportunity to complete their degrees. For example, while 57.7 percent of first-time, full-time degree-seeking students who entered in fall 2000 earn a bachelor's degree in six years (Figure 9.3a), 60.6 percent of this same cohort graduate within eight years (Figure 9.3m). When disaggregated by state, the eight-year graduation rate ranges from 30.6 percent in Alaska to 75.4 percent in the District of Columbia (Figure 9.3n).

When interpreting this measure, what should be kept in mind?

The limitations of these graduation rates deserve consideration. For example, as was the case with the previous indicator, graduation rates are based solely on degree completion within the institution in which one enrolls as a full-time, first-time student. In addition, they do not reflect part-time students, students who begin college in terms other than the fall term, or incoming transfer students who go on to successfully complete a degree. In fact, successful transfer students count against the original institution's graduation rate (which also influences estimates at the state level) and do nothing to benefit the receiving institution. Many policymakers and researchers have called for reforms to standardize the way that transfer rates are measured and reported by states and institutions. Because of the lack of the standardization of transfer rates, these data are not yet available to help contextualize the nation's success in increasing completion rates.

It is also important to consider that graduation rates are associated with many other factors not directly addressed in these data (e.g., first-generation status, academic preparation, socioeconomic background, adjustment to college, etc.). In addition, many students take longer than the traditional four- to six-year window to graduate, including students who begin as full-time students but spend most of their undergraduate experience attending part time and students who work while attending college. The inclusion of BPS estimates and eight-year graduation rates in this report is meant to address some of these limitations and provide a more complete picture of degree completion.

Recent changes in the rules regarding maintenance, collection, and reporting of federal data on race and ethnicity should be considered when interpreting data in this indicator. Institutions must now collect these data using a two-question format in which the first assesses whether the individual is Hispanic/Latino (ethnicity) and the second evaluates whether the respondent is one or more of the following races: American Indian or Alaska Native, Asian, black or African American, Native Hawaiian or Other Pacific Islander, or white. In addition, Asian and Native Hawaiian or Other Pacific Islander were separated into two categories and a reporting category "two or more races" was introduced.

In the most recent graduation survey, institutions had the option to report under old or new race/ethnicity categories. IPEDS then derived a total, where the new category overlapped with the old. The data contained in this indicator reflect these derived categories. It is possible that the addition of “two or more races” in the new system changes how institutions report students, which raises questions about the ability to compare estimates from the 2008 survey to those from previous or future years (when institutions will have fully transitioned to the new system).

Finally, some estimates are based on a very small number of students, particularly when disaggregated by state by sector by ethnicity. Readers are advised to consider the number of institutions behind various estimates as well as the number of students that underlie these estimates. In some cases, institutional responses are altered by NCES to protect the privacy of students. Thus, the publicly available survey data may not reflect the exact value reported by institutions. The impact of this likely varies across figures within this indicator. For example, there is likely a greater impact on American Indian or Alaska Native estimates than there is for white students, since a greater number of institutional responses regarding American Indian or Alaska Natives may have been altered by NCES. Similarly, estimates based on the cumulative responses of many small colleges may be impacted more than those based on the cumulative responses of larger colleges.

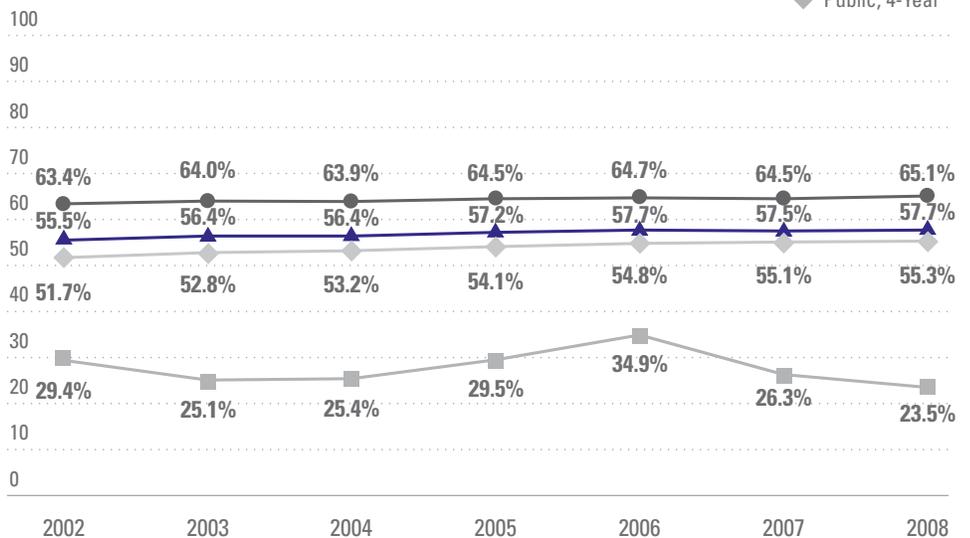
9.3a

National Six-Year Graduation Rates of Bachelor's Degree-Seeking Students, 2002–2008

Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008

New figure +

- ▲ Total, 4-Year
- Private, 4-Year (Not-for-Profit)
- Private, 4-Year (For-Profit)
- ◆ Public, 4-Year

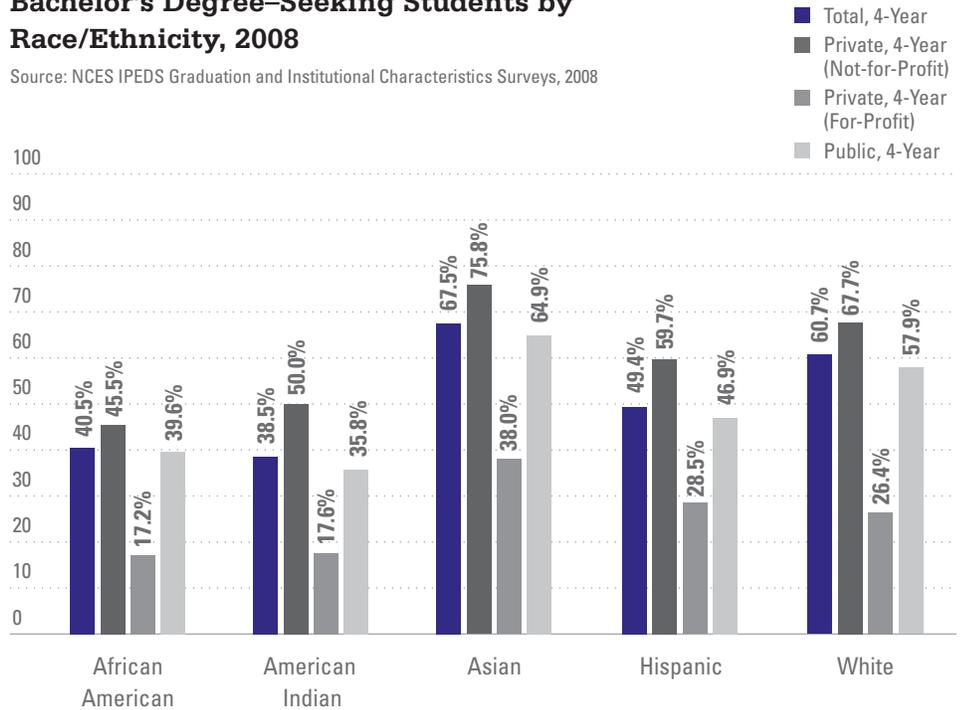


9.3b

National Six-Year Graduation Rates of Bachelor's Degree-Seeking Students by Race/Ethnicity, 2008

Updated data source 

Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008

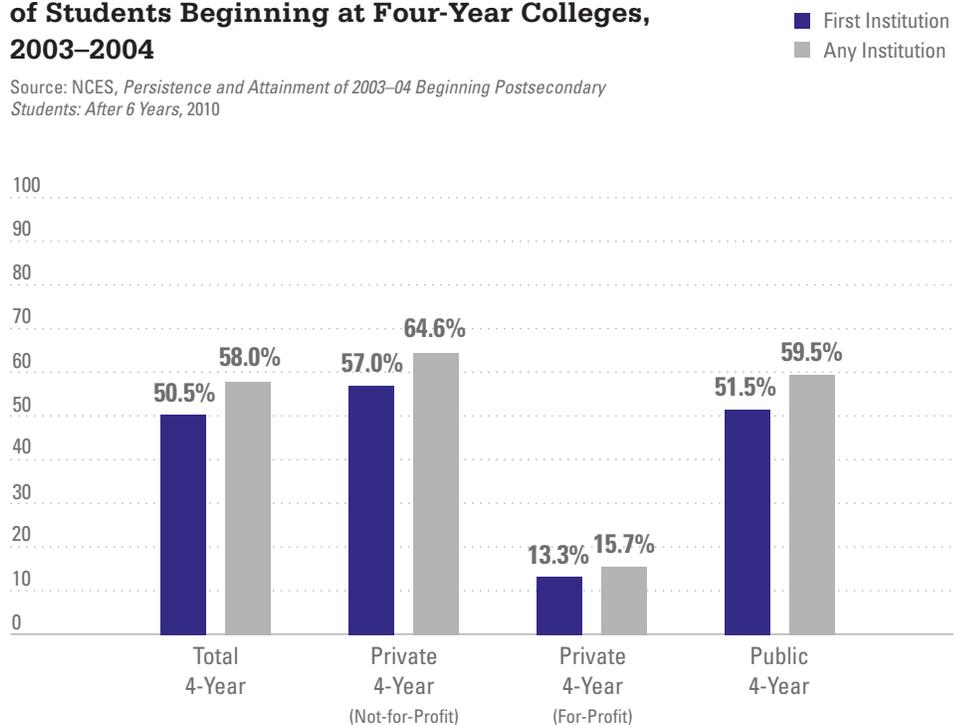


9.3c

Six-Year Bachelor's Degree Attainment Rates of Students Beginning at Four-Year Colleges, 2003-2004

New figure 

Source: NCES, *Persistence and Attainment of 2003-04 Beginning Postsecondary Students: After 6 Years*, 2010



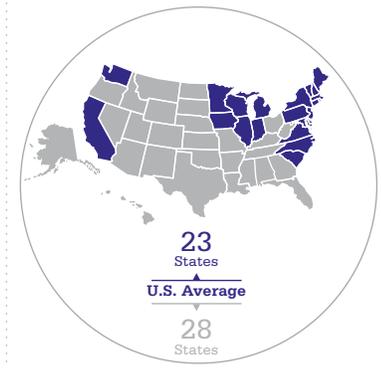
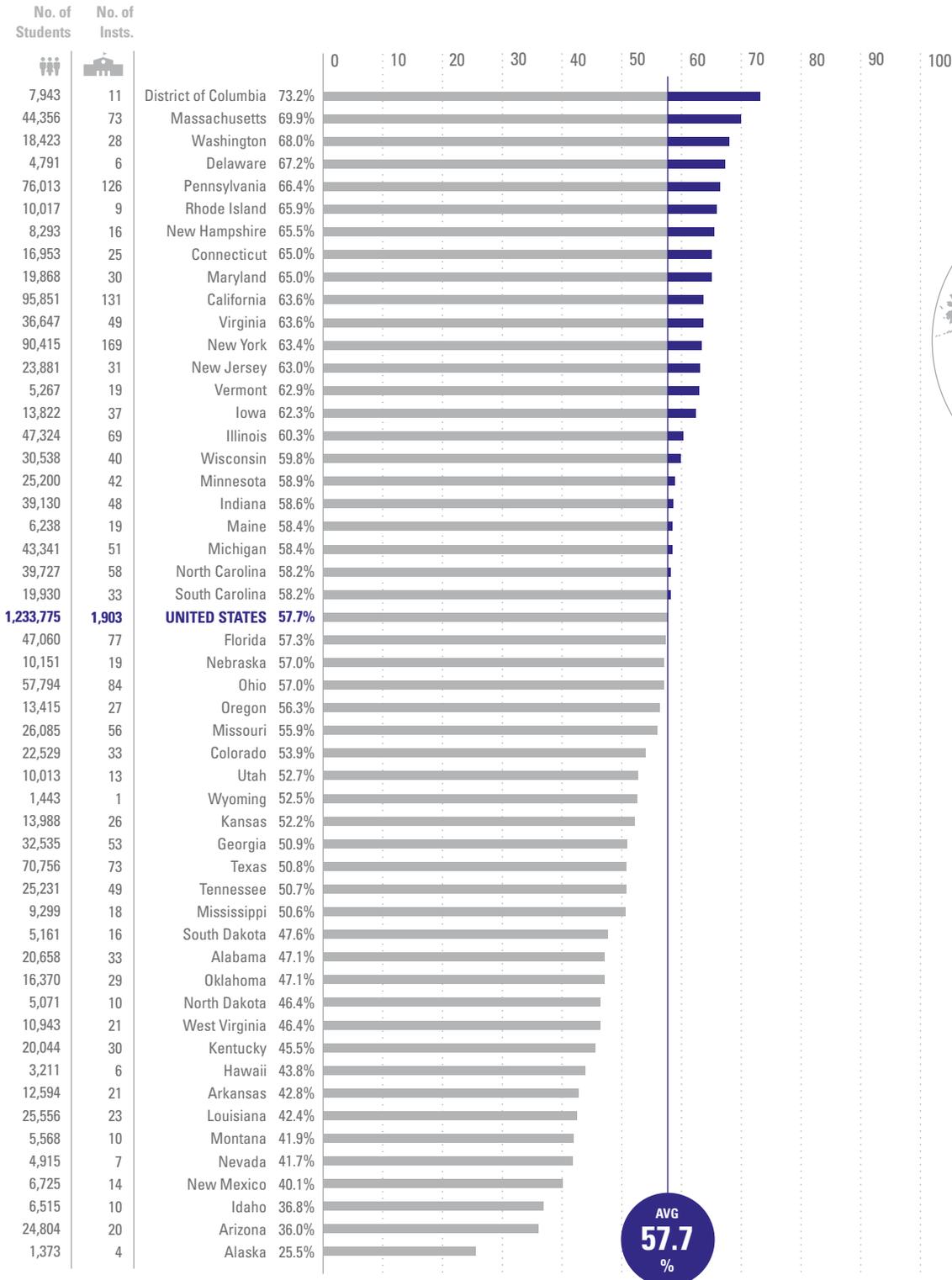
9.3d

Six-Year Graduation Rates of Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank, 2008

Updated data source



Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



AVG
57.7
%

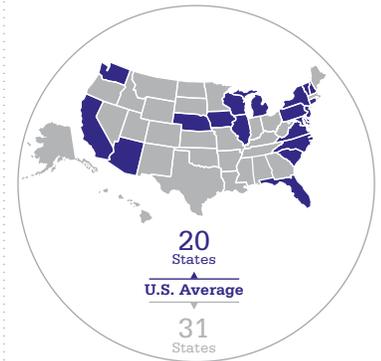
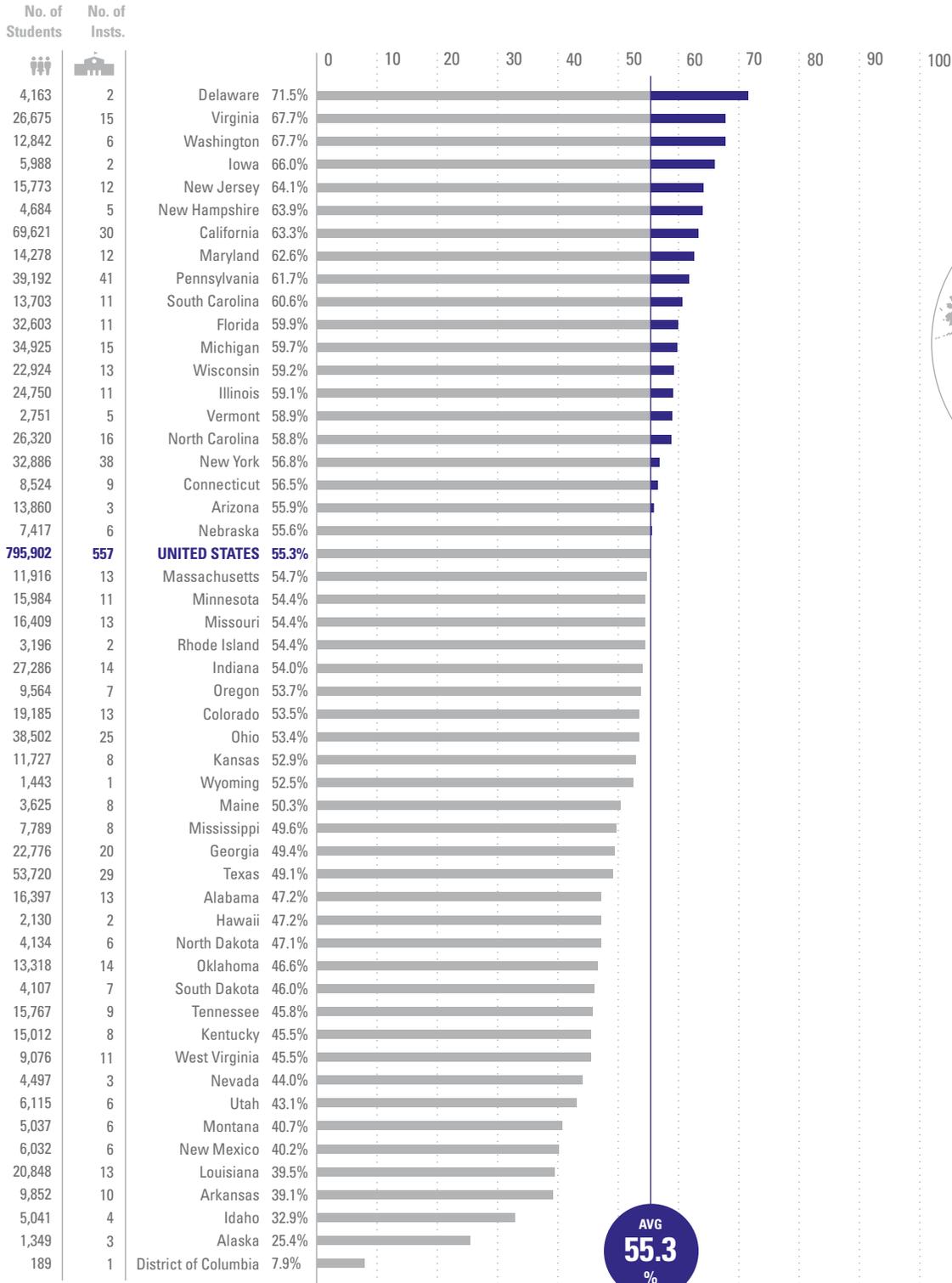
9.3e

Six-Year Graduation Rates of Bachelor's Degree-Seeking Students at Public Four-Year Colleges by State Rank, 2008

Updated data source



Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008

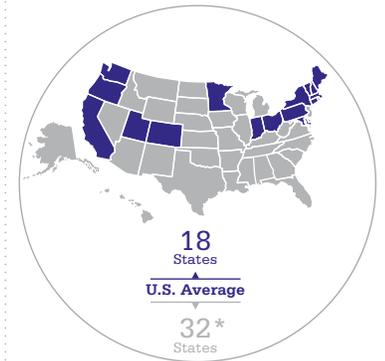
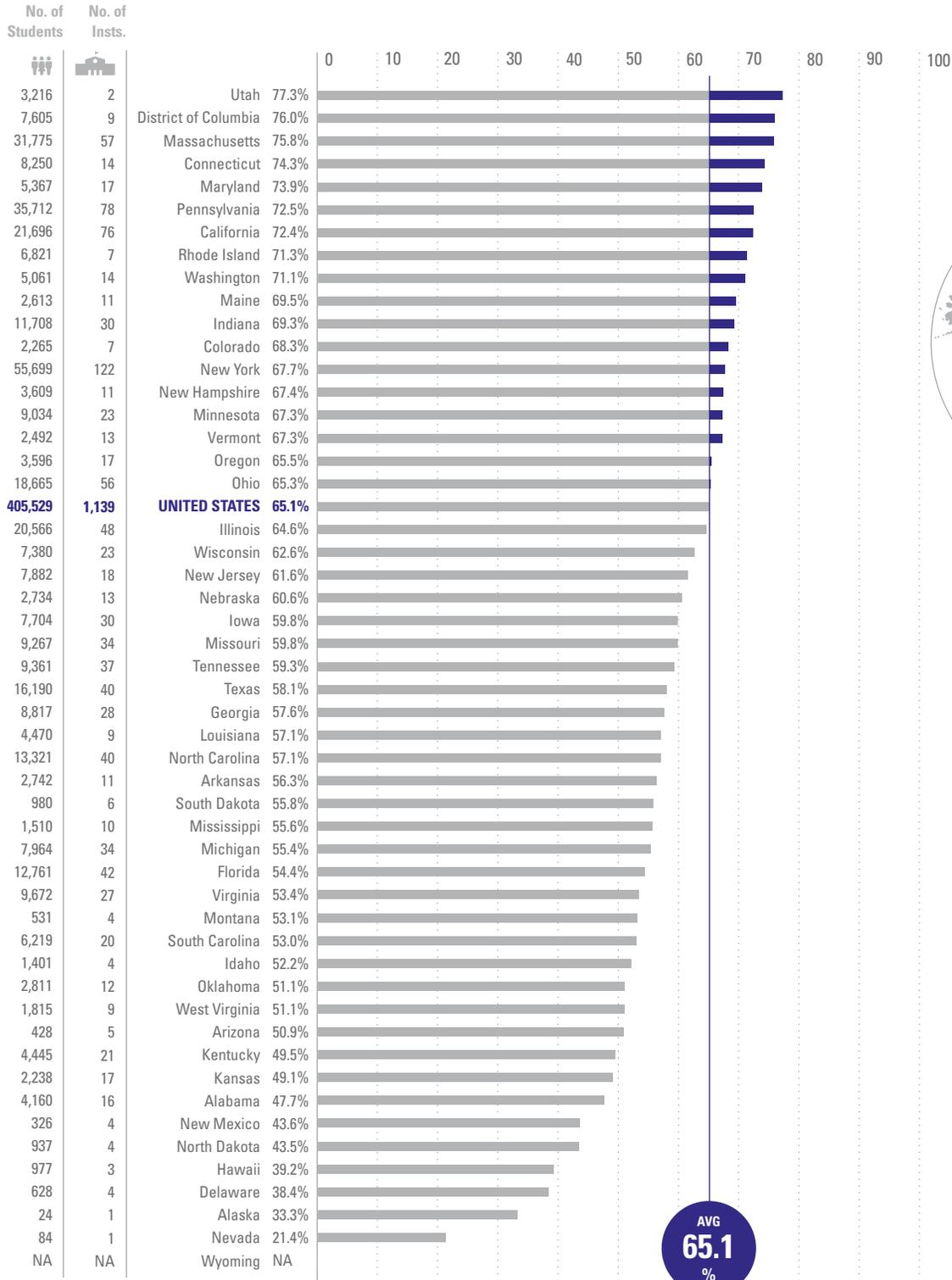


AVG
55.3
%

9.3f

Six-Year Graduation Rates of Bachelor's Degree-Seeking Students at Private Not-for-Profit Four-Year Colleges by State Rank, 2008

Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



AVG
65.1
%

* Indicator data not available for all states.

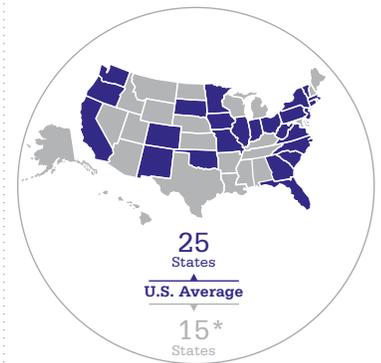
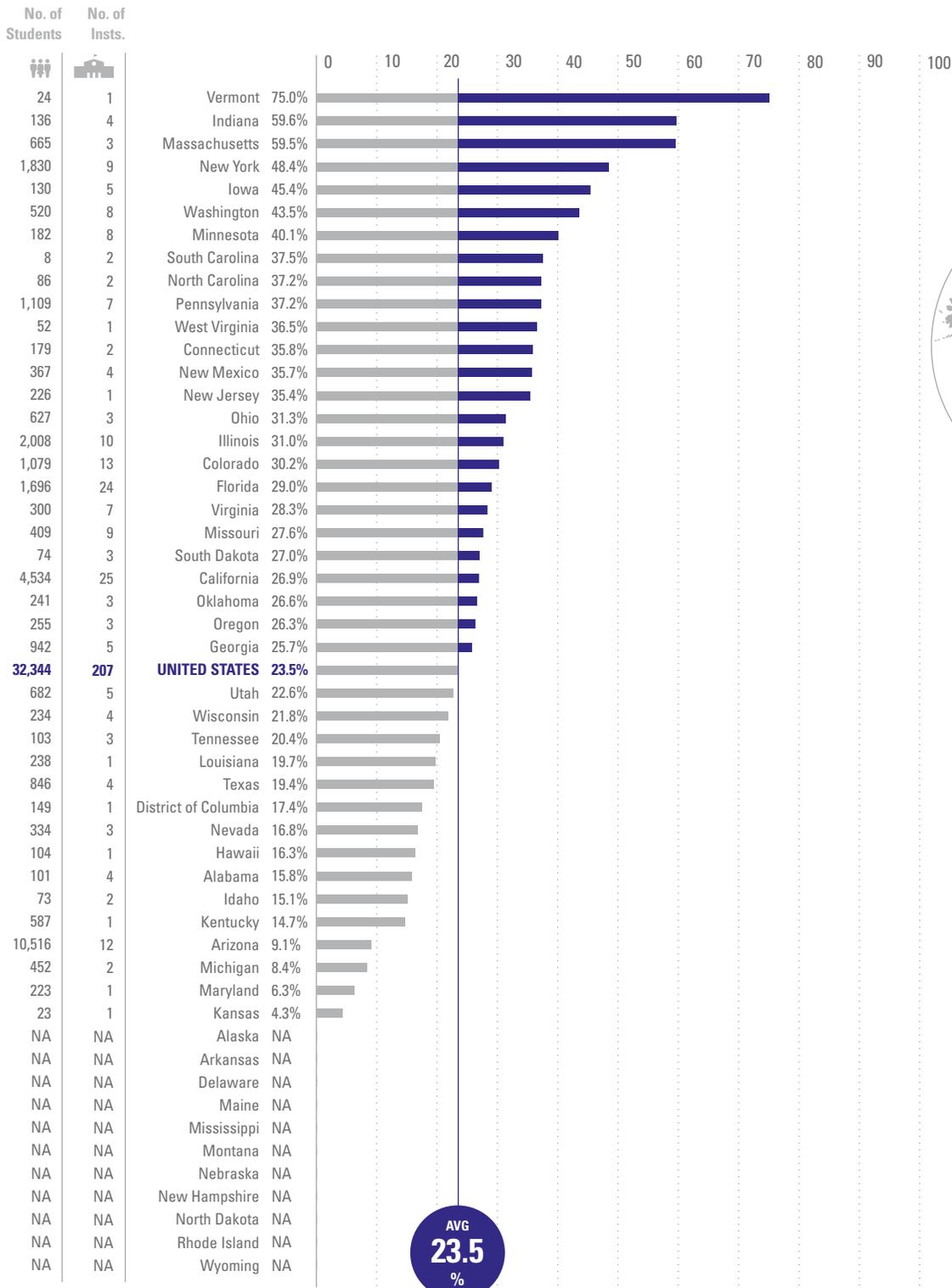
9.3g

Six-Year Graduation Rates of Bachelor's Degree-Seeking Students at Private For-Profit Four-Year Colleges by State Rank, 2008

Updated data source



Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



AVG
23.5
%

* Indicator data not available for all states.

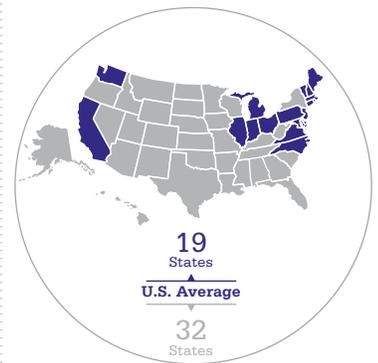
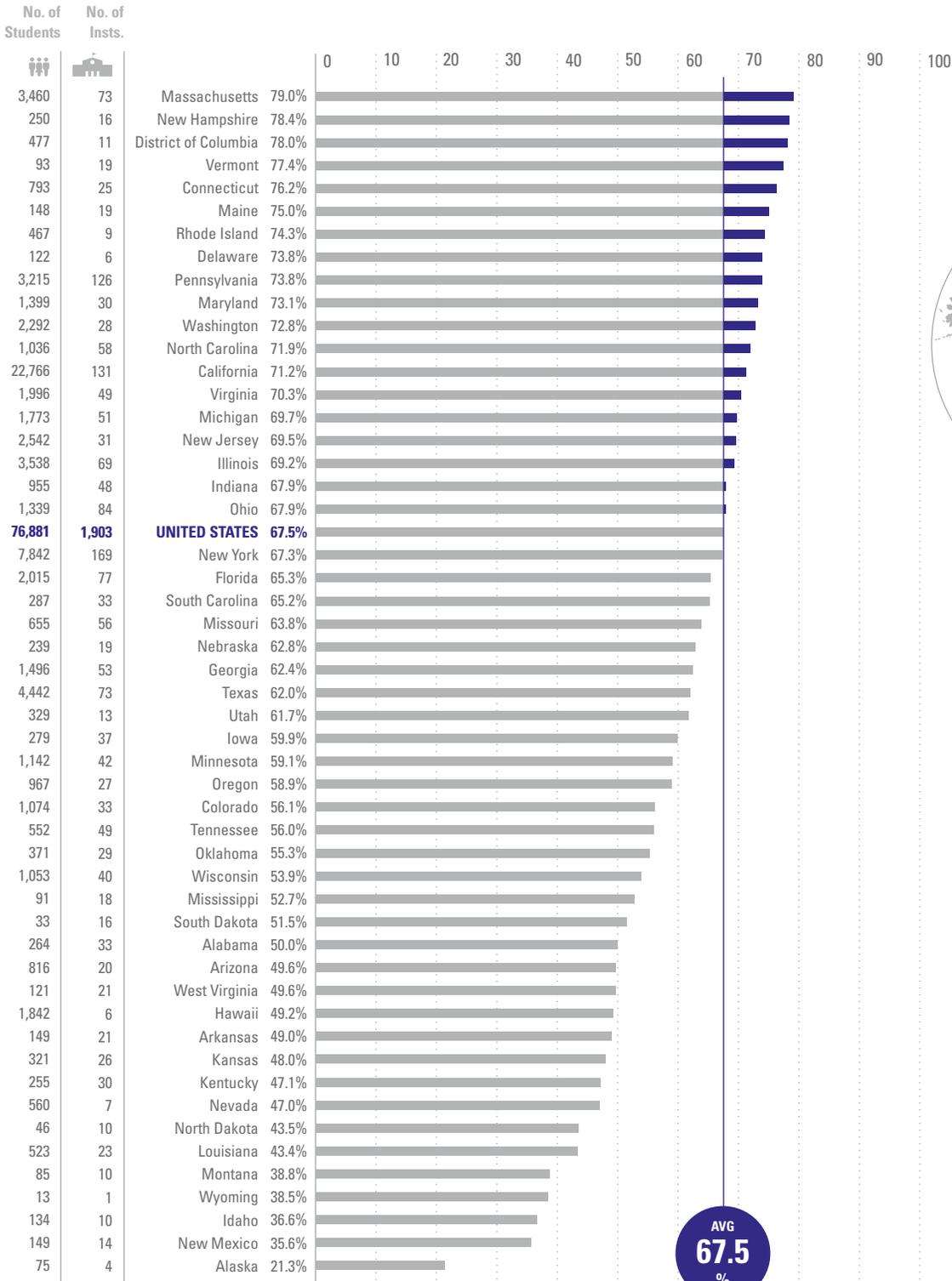
9.3h

Six-Year Graduation Rates of Asian, Native Hawaiian and Other Pacific Islander Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank, 2008

Updated data source



Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



AVG
67.5
%

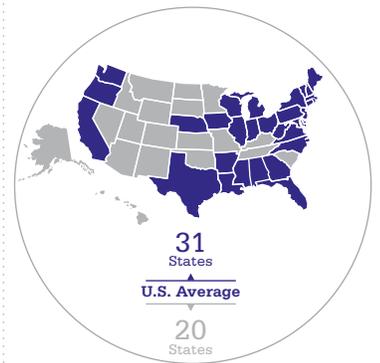
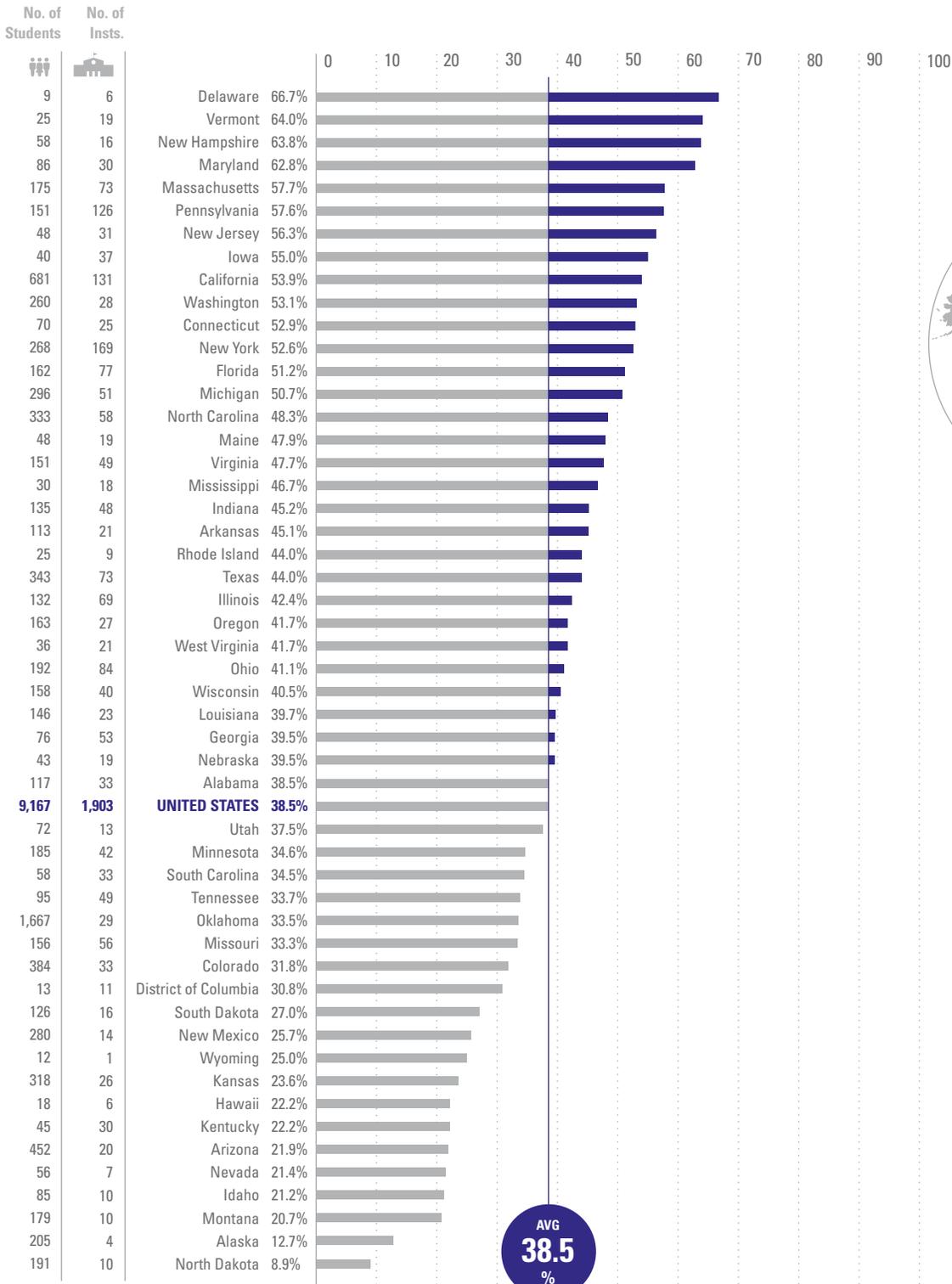
9.3i

Six-Year Graduation Rates of American Indian or Alaska Native Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank, 2008

Updated data source



Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



AVG
38.5
%

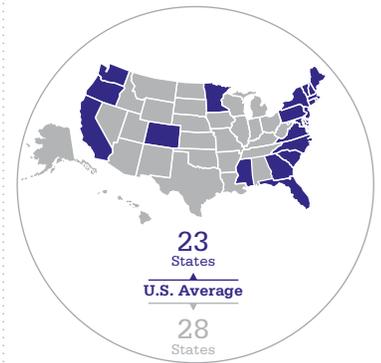
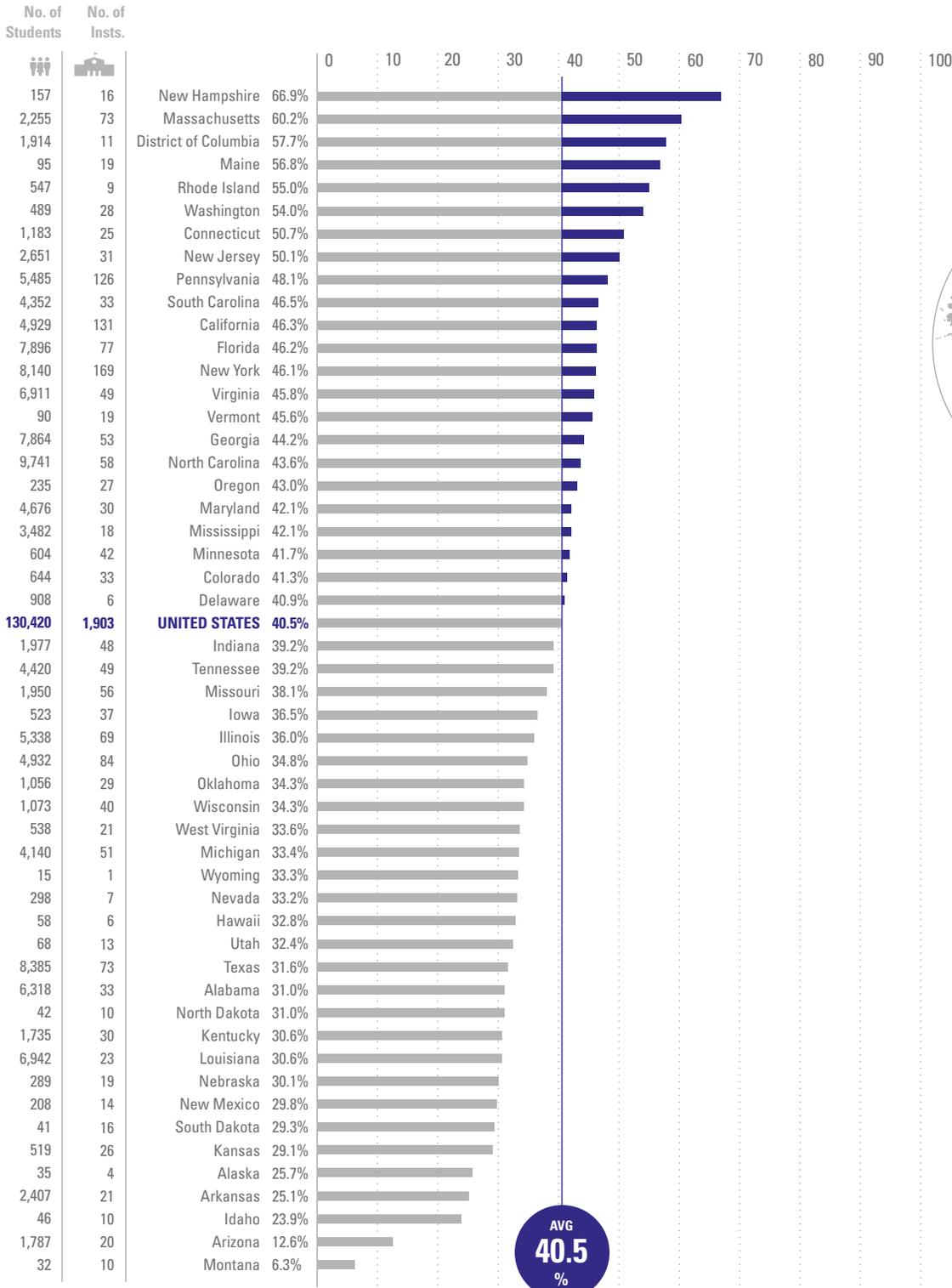
9.3j

Six-Year Graduation Rates of Black or African American Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank, 2008

Updated data source



Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



AVG
40.5
%

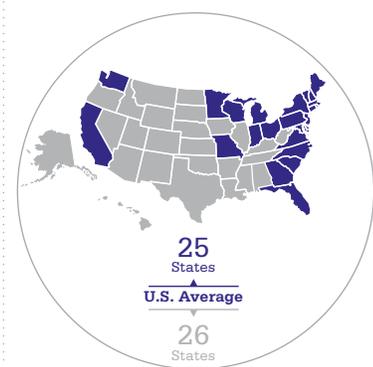
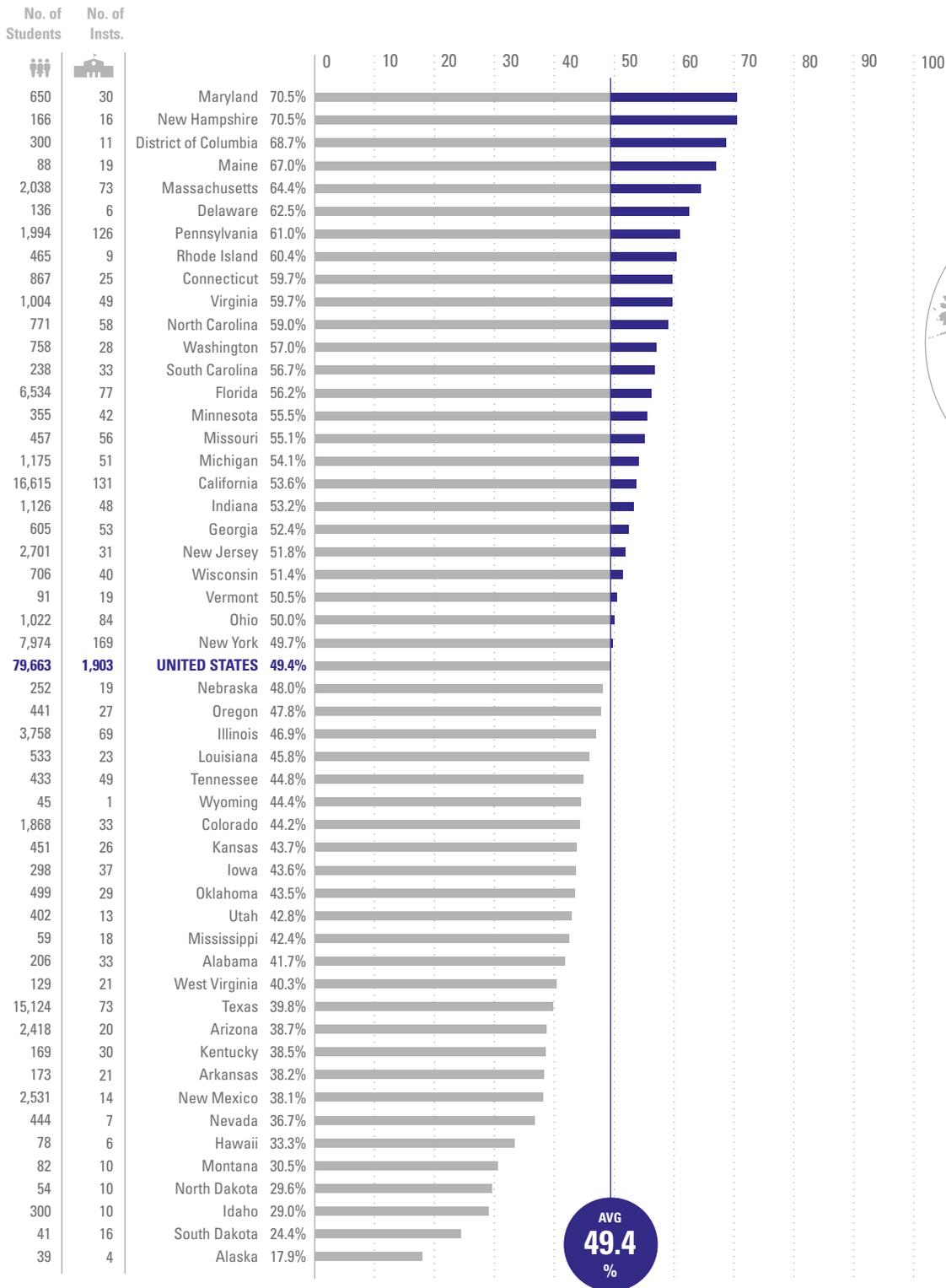
9.3k

Six-Year Graduation Rates of Hispanic or Latino Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank, 2008

Updated data source



Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



AVG
49.4
%

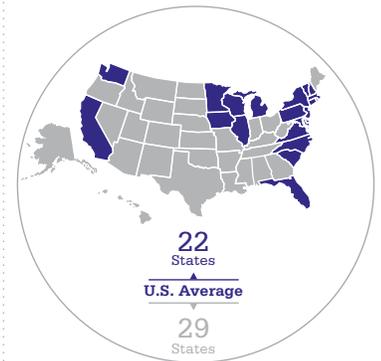
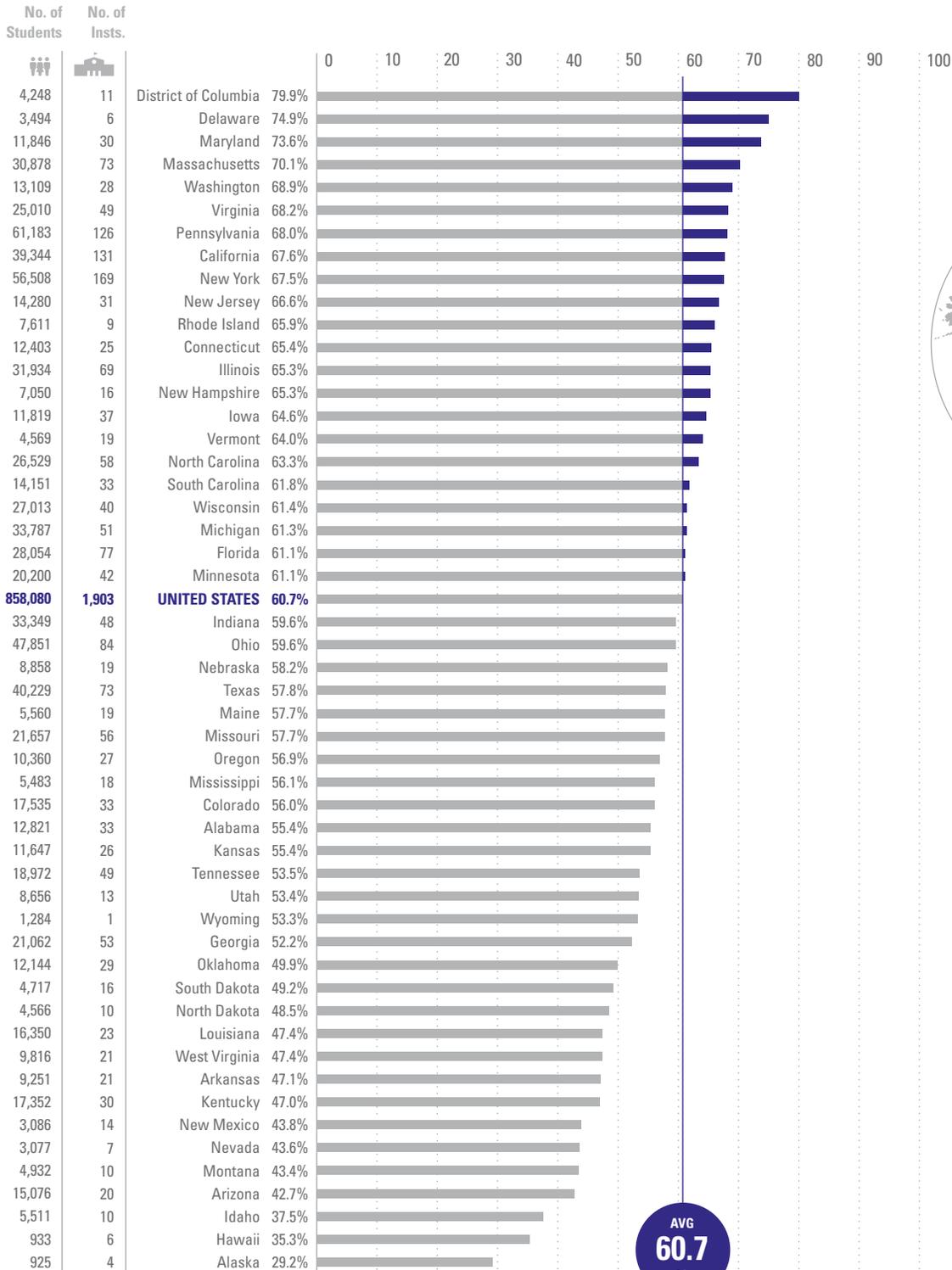
9.31

Six-Year Graduation Rates of White Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank, 2008

Updated data source



Source: NCES IPEDS Graduation and Institutional Characteristics Surveys, 2008



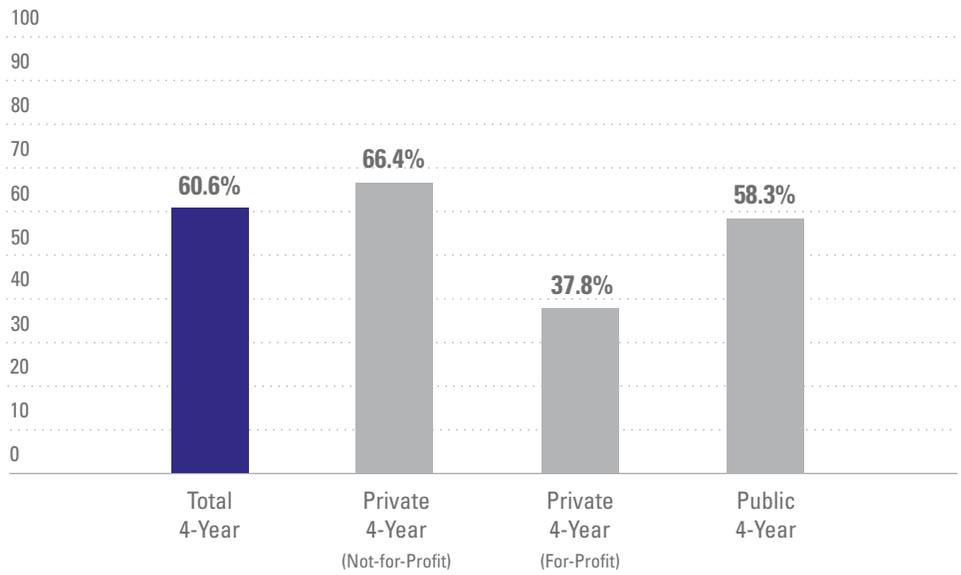
AVG
60.7
%

9.3m

National Eight-Year Graduation Rates of Bachelor's Degree-Seeking Students, 2008

New figure +

Source: NCES IPEDS Graduation 200 and Institutional Characteristics Surveys, 2008

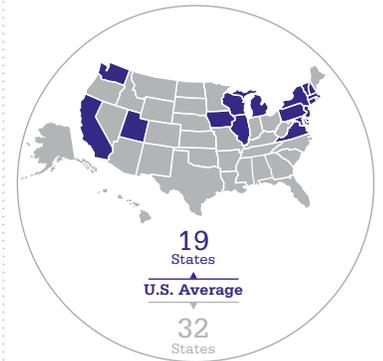
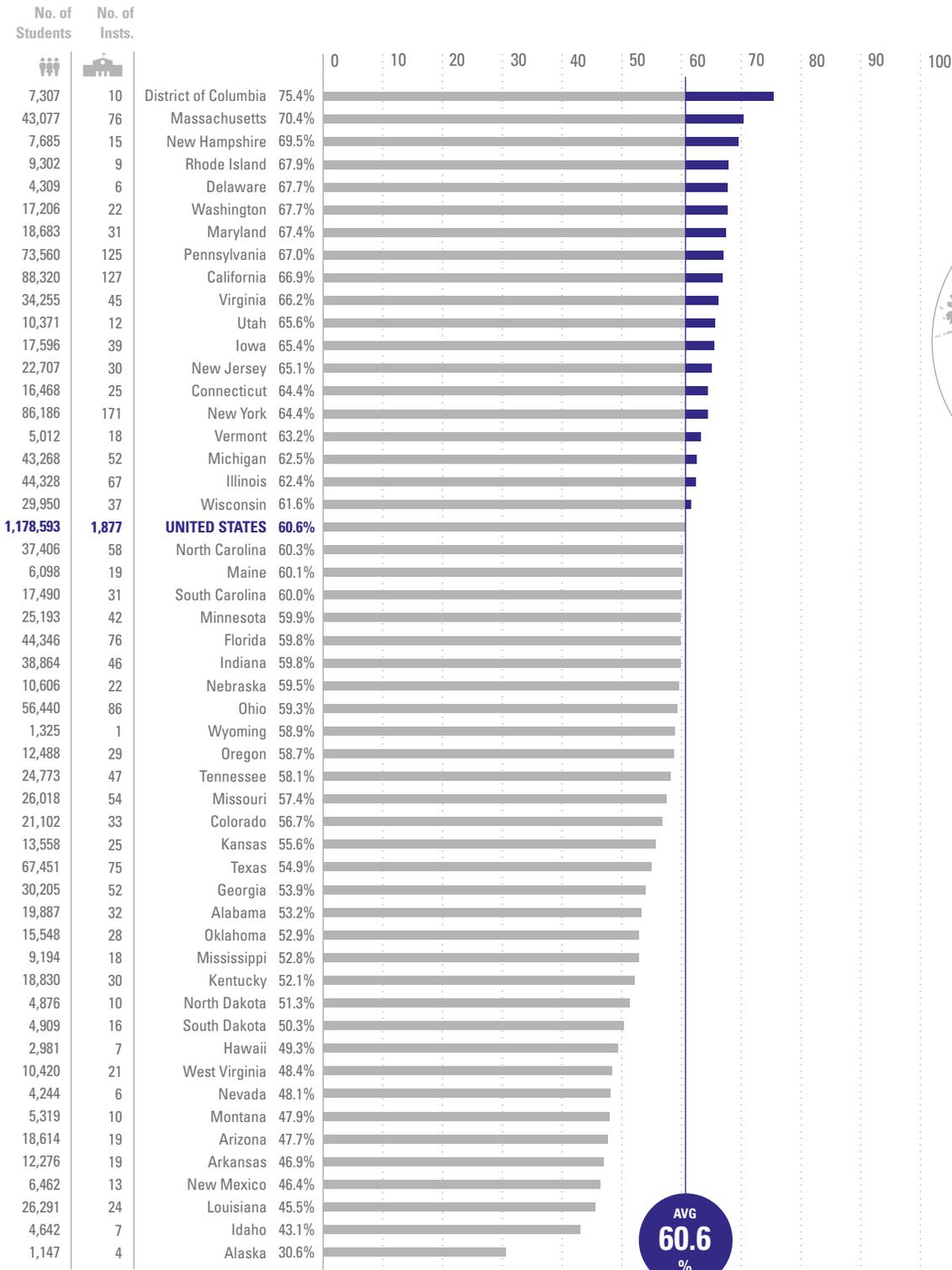


9.3n

Eight-Year Graduation Rates of Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank, 2008

New figure +

Source: NCES IPEDS Graduation 200 and Institutional Characteristics Surveys, 2008



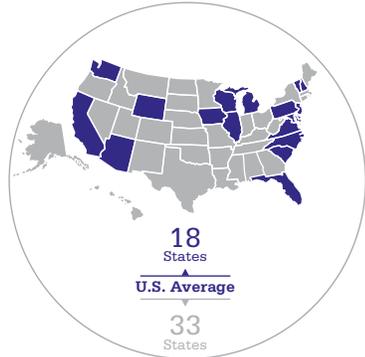
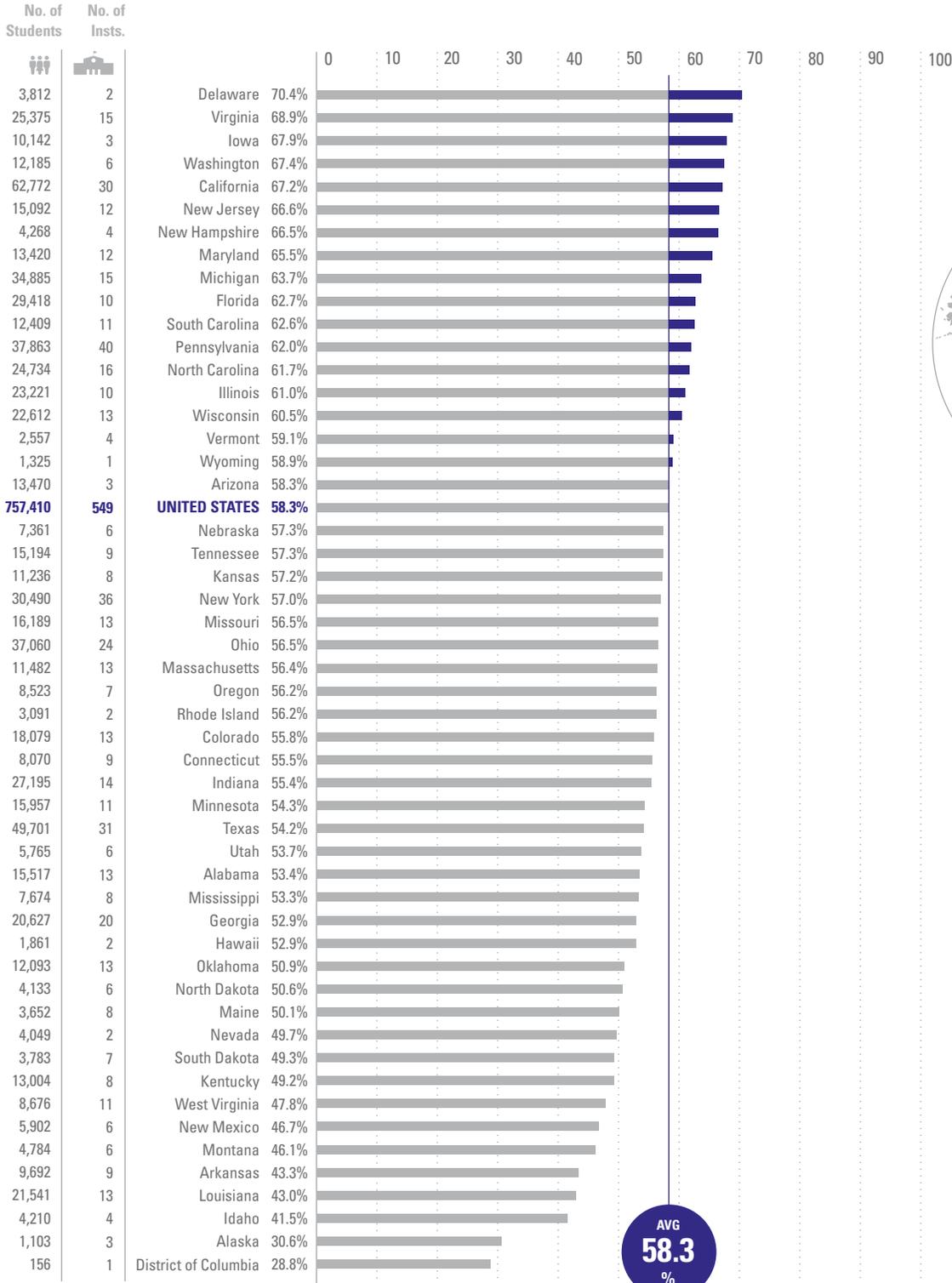
AVG
60.6
%

9.3o

Eight-Year Graduation Rates of Bachelor's Degree-Seeking Students at Public Four-Year Colleges by State Rank, 2008

New figure +

Source: NCES IPEDS Graduation 200 and Institutional Characteristics Surveys, 2008



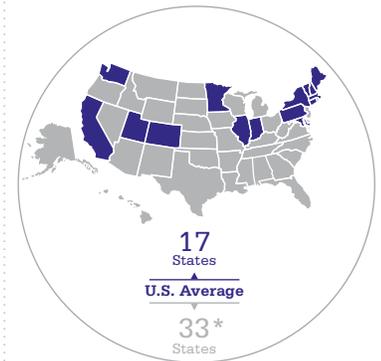
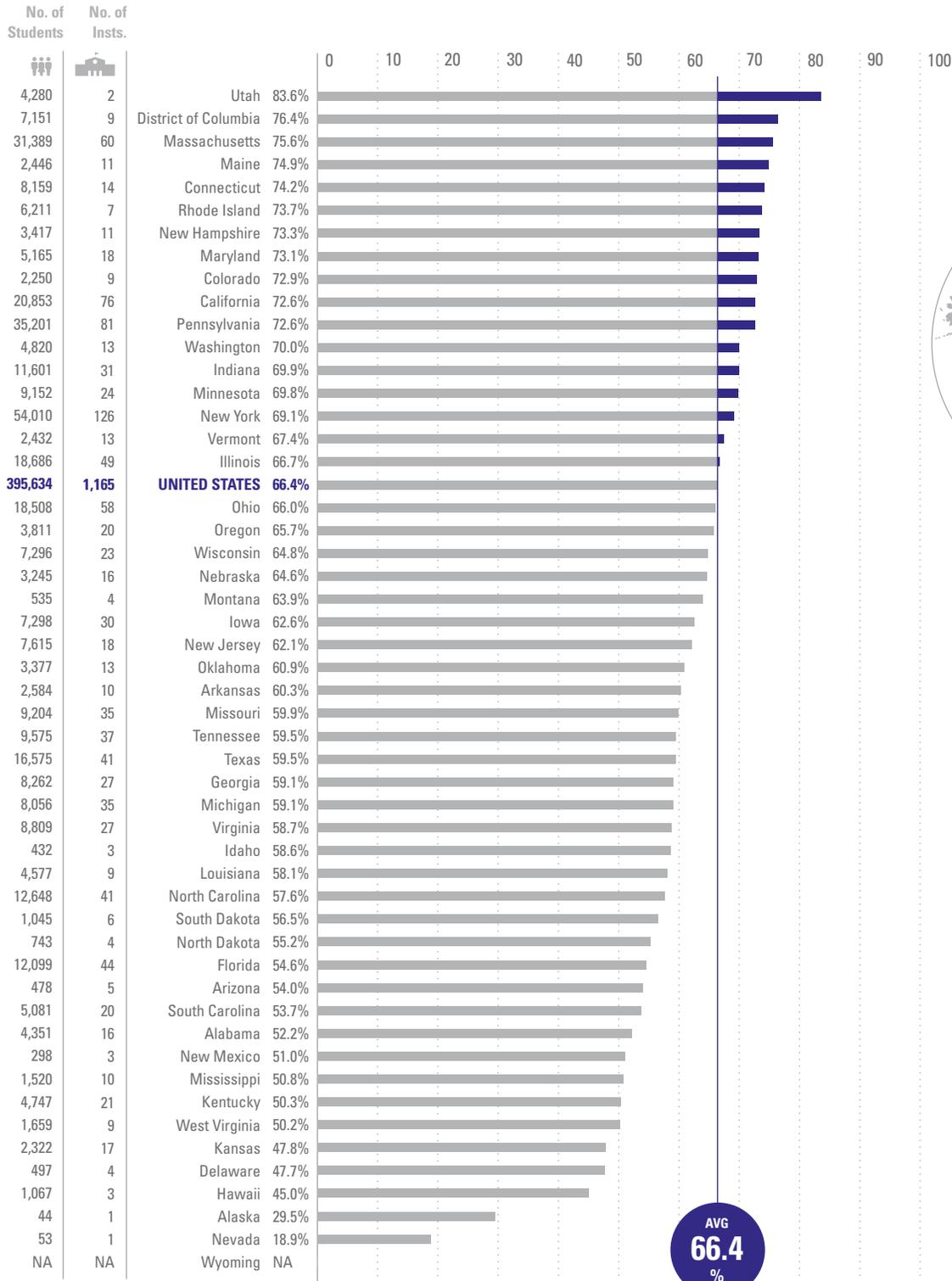
AVG
58.3
%

9.3p

Eight-Year Graduation Rates of Bachelor's Degree-Seeking Students at Private Not-for-Profit Four-Year Colleges by State Rank, 2008

New figure +

Source: NCES IPEDS Graduation 200 and Institutional Characteristics Surveys, 2008



AVG
66.4
%

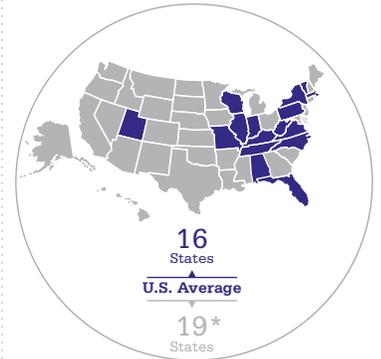
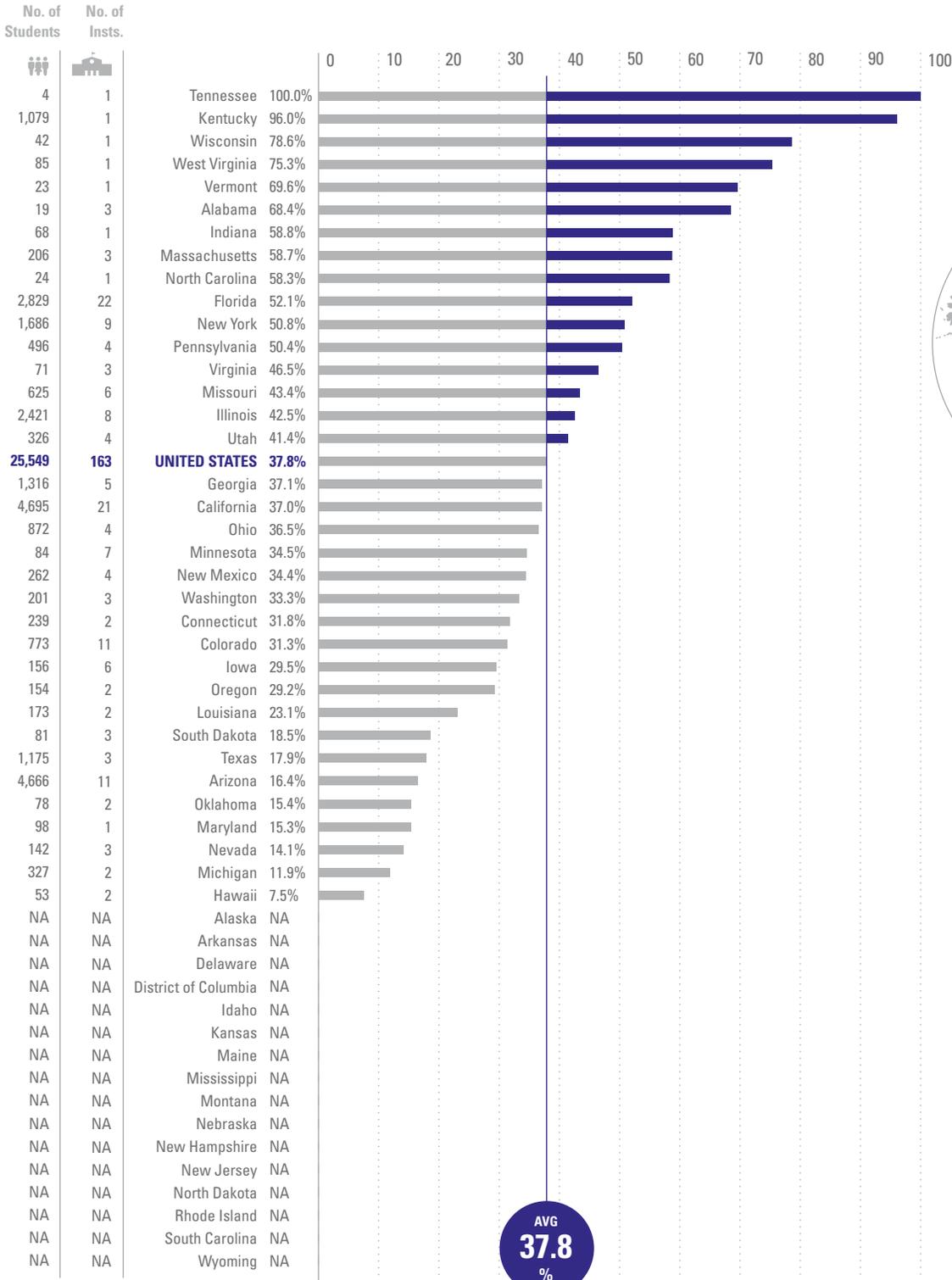
* Indicator data not available for all states.

9.3q

Eight-Year Graduation Rates of Bachelor's Degree-Seeking Students at Private For-Profit Four-Year Colleges by State Rank, 2008

New figure +

Source: NCES IPEDS Graduation 200 and Institutional Characteristics Surveys, 2008



AVG
37.8
%

* Indicator data not available for all states.

36.0%

As of 2009, the number of associate degrees has increased 36.0 percent from 1,159,550 in 2001 to 1,577,136 in 2009.

29.6%

As of 2009, the number of bachelor's degrees has increased 29.6 percent from 2,597,018 in 2001 to 3,366,858 in 2009.

1.1%

As of 2009, 1.1 percent of all associate degrees are awarded to American Indians or Alaska Natives.

Degrees Awarded at Colleges and Universities

What is this measure, and why is this measure important? This indicator measures the number of degrees that are awarded in the United States each year by degree type, sector, field, race/ethnicity, gender and state. This measure is important because it shows the actual production of degrees by colleges and universities in the United States.

What are the policy issues associated with this measure? Unlike graduation rates, this measure includes those who earn degrees who do not graduate in a specified amount of time (e.g., 150 percent of time) and those graduates who attend school part time and those who transfer from another institution. These students are not currently included in graduation rates, and national data systems do not yet exist to adequately track students across all institutions in the United States.

Where are we now? As of 2009, the number of associate degrees has increased 36.0 percent from 1,159,550 in 2001 to 1,577,136 in 2009, and the number of bachelor's degrees has increased 29.6 percent from 2,597,018 in 2001 to 3,366,858 in 2009 (Figure 9.4a).

Figure 9.4b shows degrees by institutional type. While 72.8 percent of all associate degrees are awarded at two-year institutions, four-year institutions awarded 27.2 percent of associate degrees. Almost all bachelor's degrees were awarded at four-year institutions.

There is considerable variability by race/ethnicity. Figure 9.4c shows that 1.1 percent of associate degrees are awarded to American Indians or Alaska Natives; 5.3 percent of associate degrees are awarded to Asian Americans and Pacific Islanders; 13.1 percent of associate degrees are awarded to African Americans, and 12.7 percent of associate degrees are awarded to Hispanics. These numbers are compared to 67.8 percent of associate degrees awarded to white students.

Figure 9.4c also shows that 0.8 percent of bachelor's degrees are awarded to American Indians or Alaska Natives; 7.3 percent of bachelor's degrees are awarded to Asian Americans and Pacific Islanders; 9.8 percent of bachelor's degrees are awarded to African Americans and 8.3 percent of bachelor's degrees are awarded to Hispanics. These numbers are compared to 73.8 percent of bachelor's degrees awarded to white students.

13.1%

As of 2009, 13.1 percent of all associate degrees are awarded to African Americans.

12.7%

As of 2009, 12.7 percent of all associate degrees are awarded to Hispanics.

0.8%

As of 2009, 0.8 percent of all bachelor's degrees are awarded to American Indians or Alaska Natives.

The majority of degrees are awarded to females, including 62.1 percent of all associate degrees and 57.3 percent of all bachelor's degrees (Figure 9.4d). The distribution of all degrees also varies by field (Figure 9.4e). As of 2009, 19.6 percent of all degrees are awarded in business, management and marketing; 17.7 percent of all degrees are awarded in the health professions and clinical sciences; 9.5 percent of all degrees are awarded in education and 3.3 percent of all degrees are awarded in engineering.

The number of degrees awarded varies by degree type and by state (Figures 9.4e-j). The top states that produce associate degrees are California, Florida, New York, Texas and Arizona. The top states that produce bachelor's degrees are California, New York, Texas, Pennsylvania and Florida.

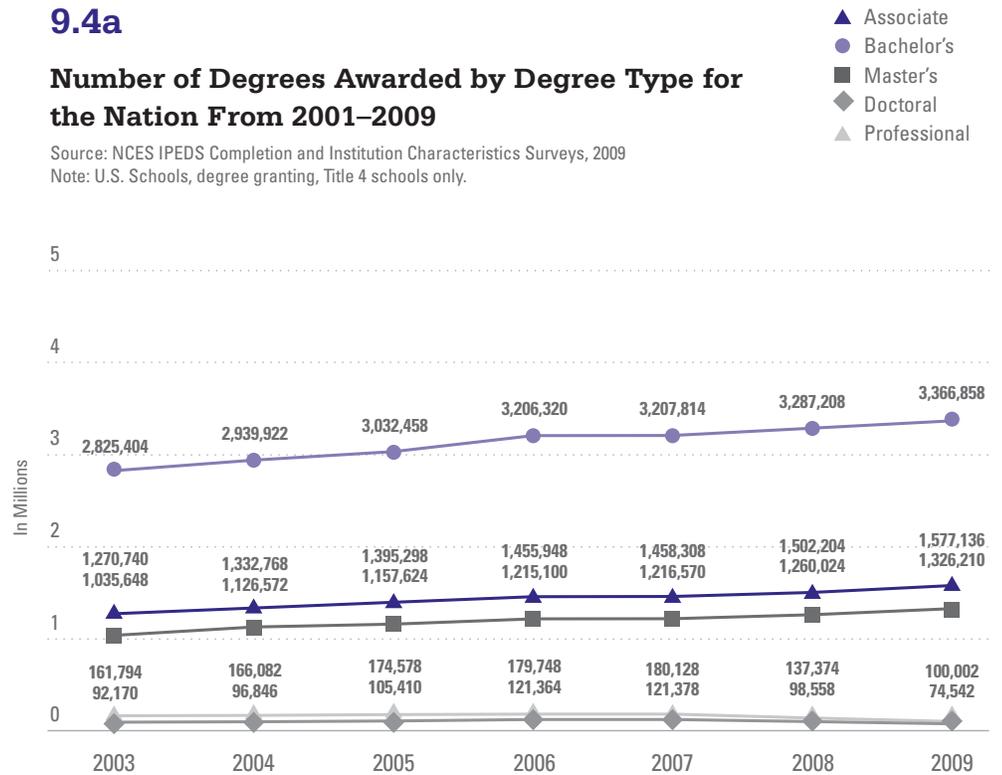
When interpreting this measure, what should be kept in mind?

While degrees awarded to students do include both transfer students and part-time students, it is not a measure of time to degree or efficiency of money spent for the student to obtain the degree.

9.4a

Number of Degrees Awarded by Degree Type for the Nation From 2001–2009

Source: NCES IPEDS Completion and Institution Characteristics Surveys, 2009
 Note: U.S. Schools, degree granting, Title 4 schools only.



9.8%

As of 2009, 9.8 percent of all bachelor's degrees are awarded to African Americans.

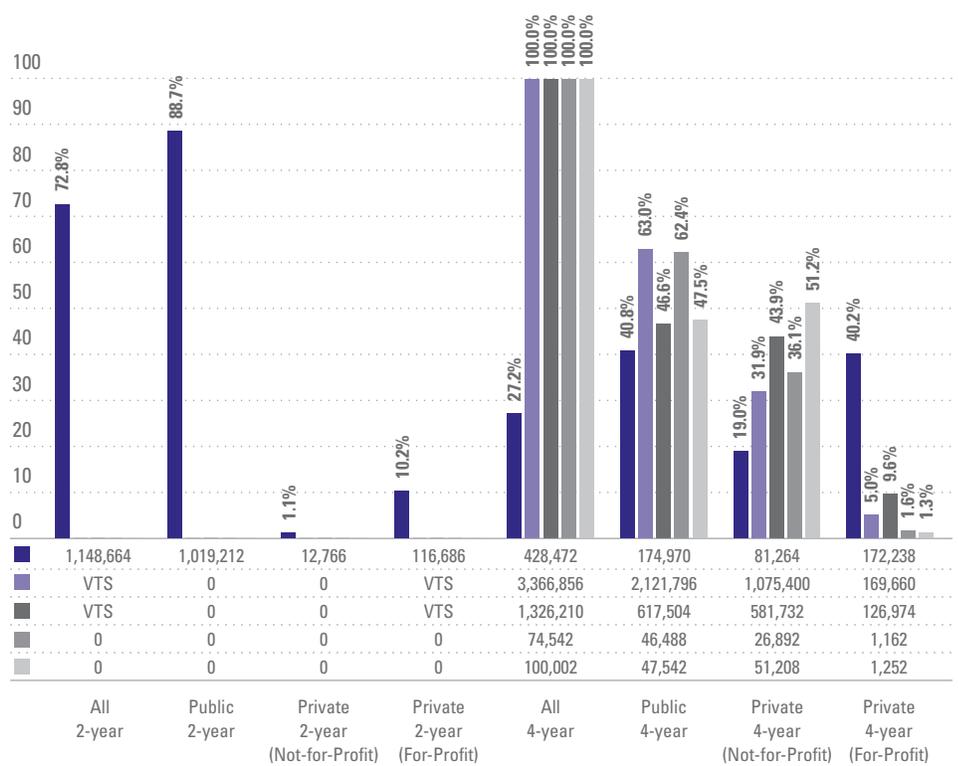
8.3%

As of 2009, 8.3 percent of all bachelor's degrees are awarded to Hispanics.

9.4b

Number of Degrees Granted in the Nation by Sector, 2009

Source: NCES IPEDS Completion and Institution Characteristics Surveys, 2009
 Note: U.S. Schools, degree granting, Title 4 schools only. Values too small (VTS) to report bachelor's degrees and master's degrees at two-year institutions.

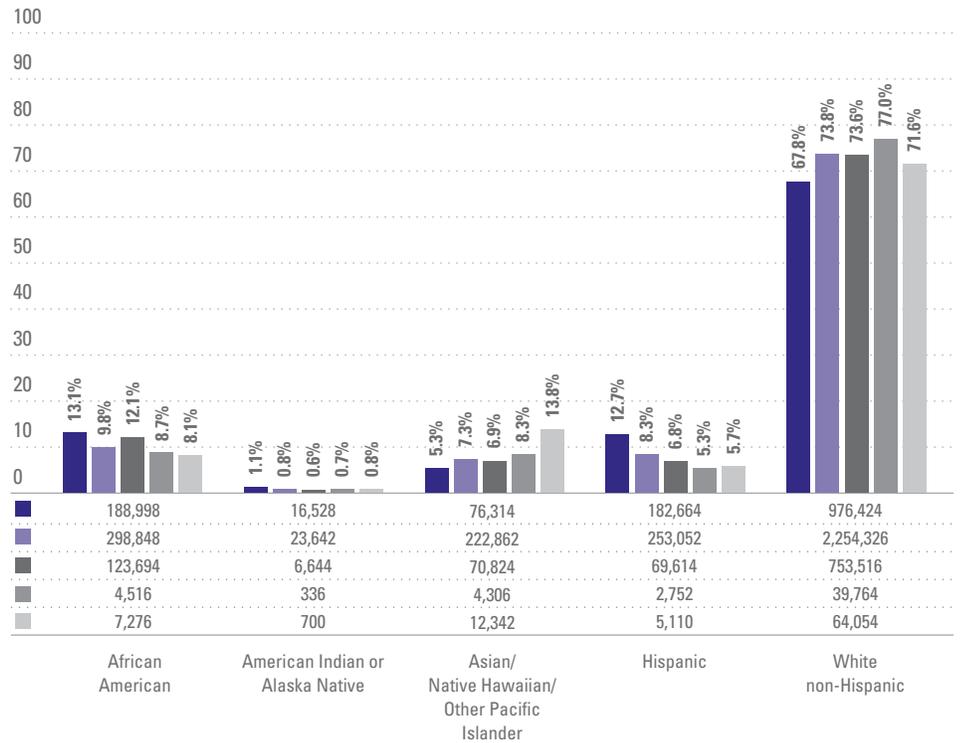


9.4c

Number of Degrees Granted in the Nation by Race/Ethnicity, 2009

Source: NCES IPEDS Completion and Institution Characteristics Surveys, 2009
 Note: U.S. Schools, degree granting, Title 4 schools only.

- Associate
- Bachelor's
- Master's
- Doctoral
- Professional

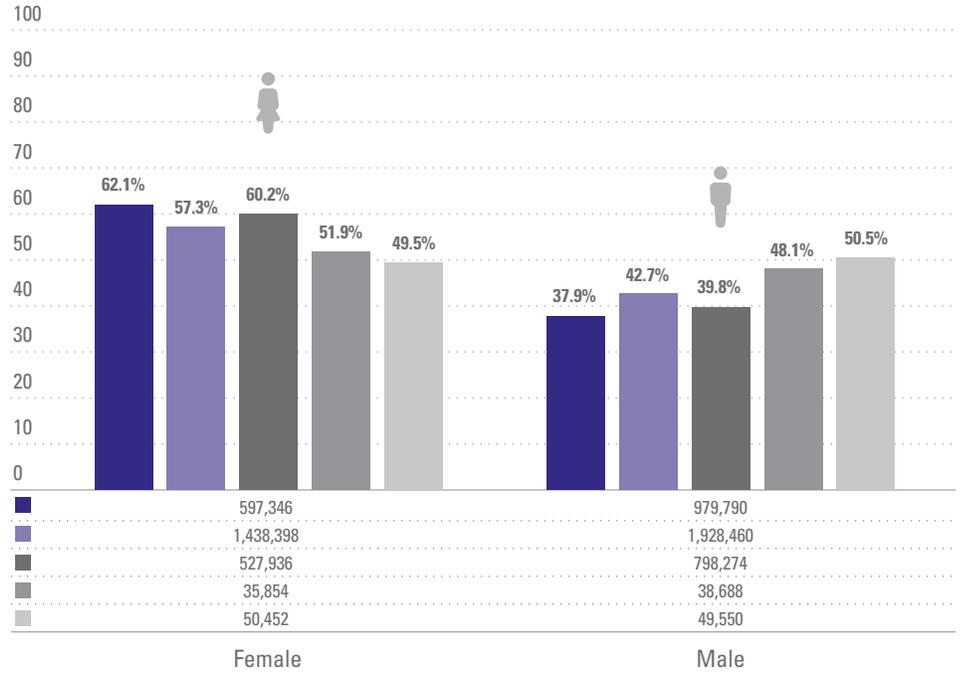


9.4d

Number of Degrees Granted by Gender, 2009

Source: NCES IPEDS Completion and Institution Characteristics Surveys, 2009
 Note: U.S. Schools, degree granting, Title 4 schools only.

- Associate
- Bachelor's
- Master's
- Doctoral
- Professional

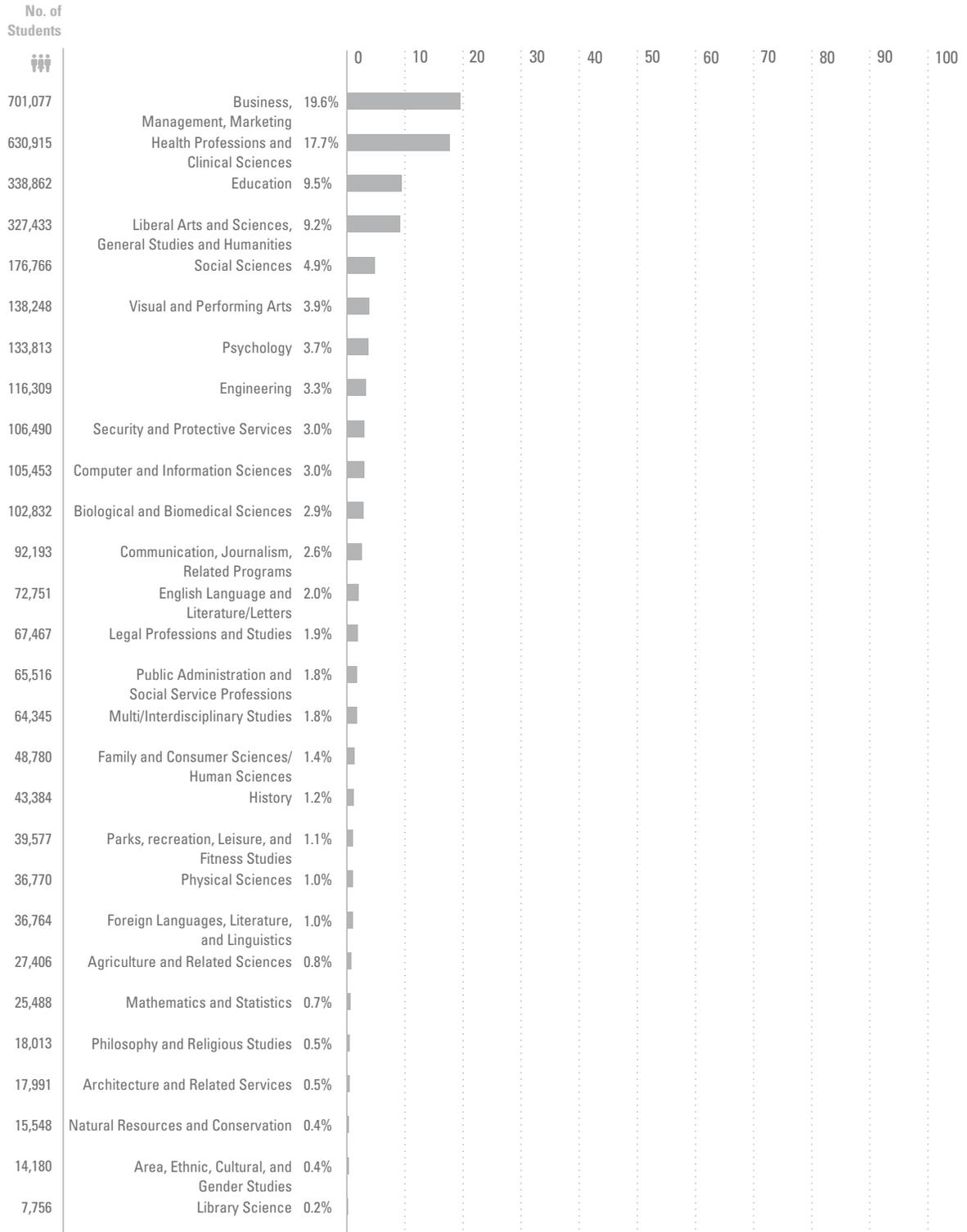


9.4e

Total Degrees Awarded by Major CIP Code, 2009

Source: NCES IPEDS Completion and Institution Characteristics Surveys, 2009

Note: U.S. Schools, degree granting, Title 4 schools only.

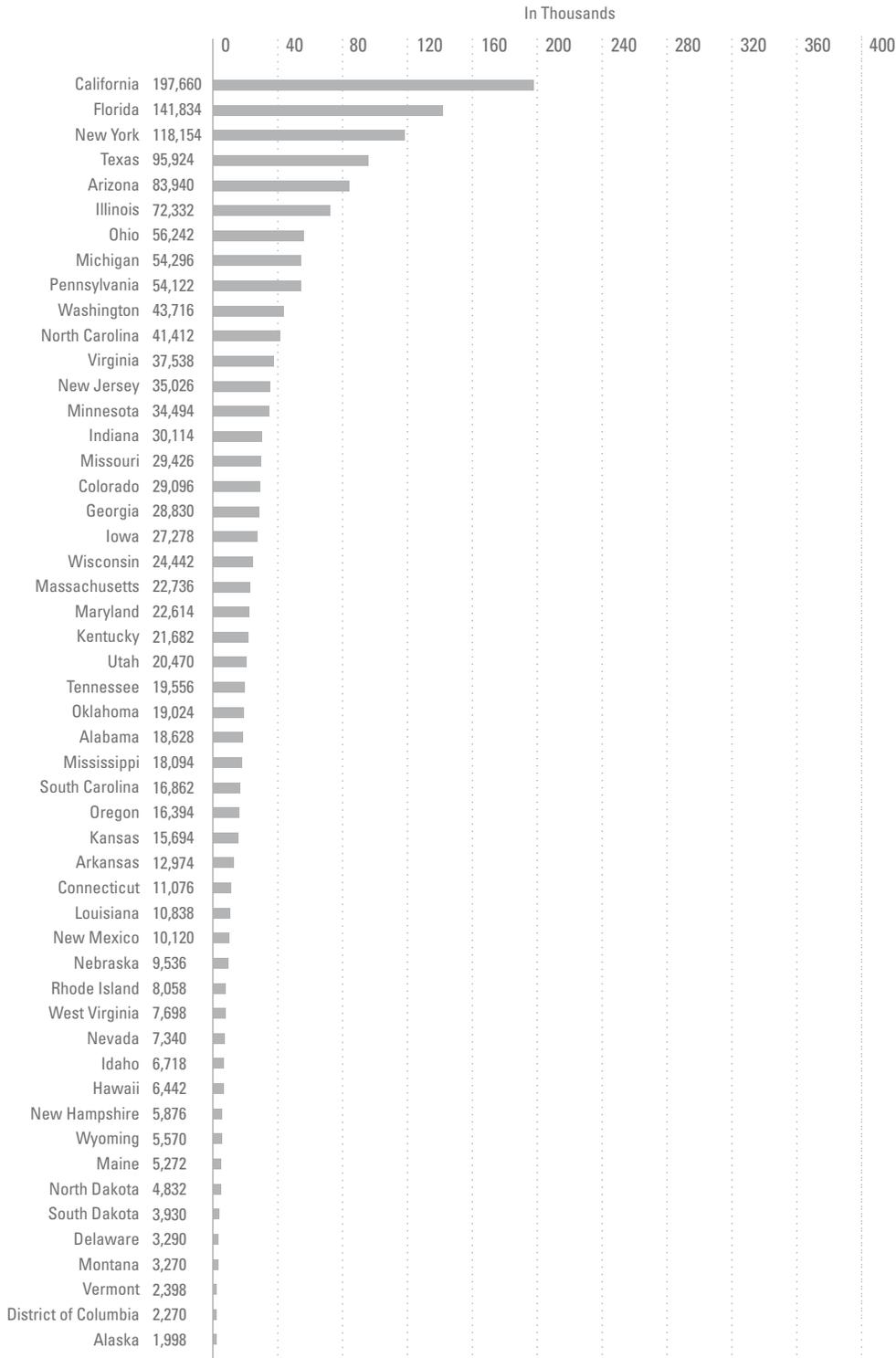


9.4f

Number of Associate Degrees Awarded by State Rank, 2009

Source: NCES IPEDS Completion and Institution Characteristics Surveys, 2009

Note: U.S. Schools, degree granting, Title 4 schools only.

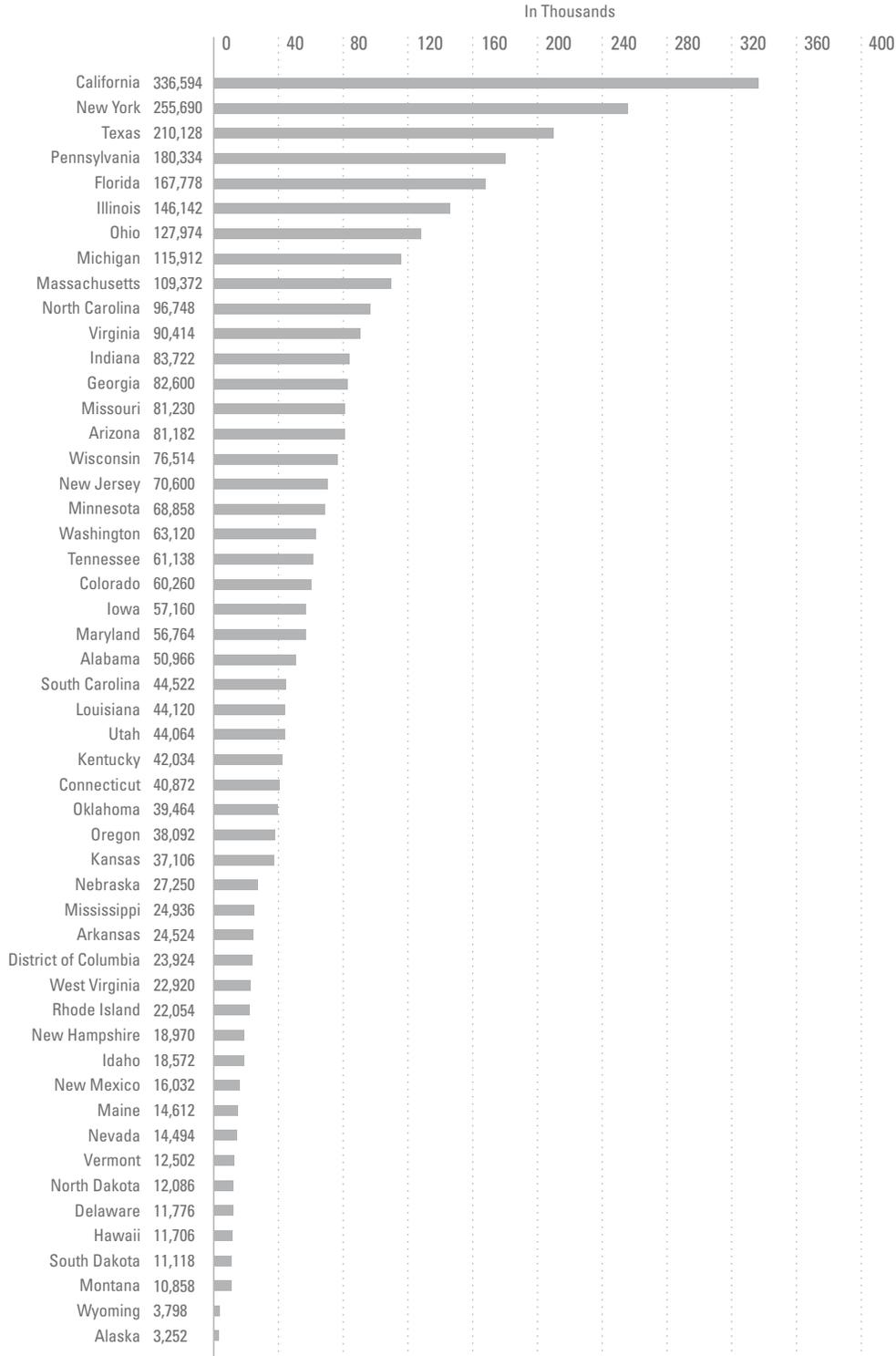


9.4g

Number of Bachelor's Degrees Awarded by State Rank, 2009

Source: NCES IPEDS Completion and Institution Characteristics Surveys, 2009

Note: U.S. Schools, degree granting, Title 4 schools only.

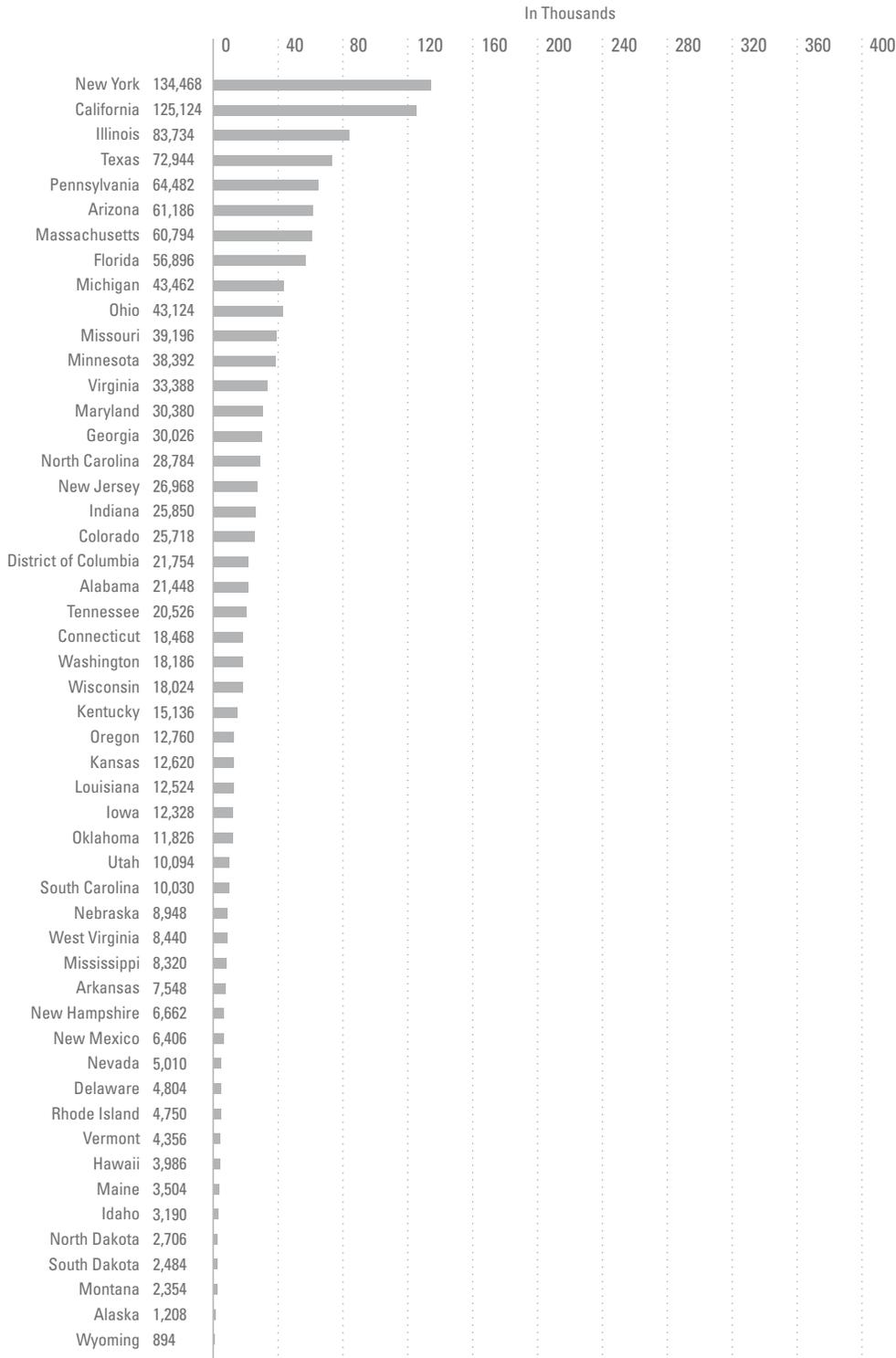


9.4h

Number of Master's Degrees Awarded by State Rank, 2009

Source: NCES IPEDS Completion and Institution Characteristics Surveys, 2009

Note: U.S. Schools, degree granting, Title 4 schools only.



9.4i

Number of Doctoral Degrees Awarded by State Rank, 2009

Source: NCES IPEDS Completion and Institution Characteristics Surveys, 2009

Note: U.S. Schools, degree granting, Title 4 schools only.

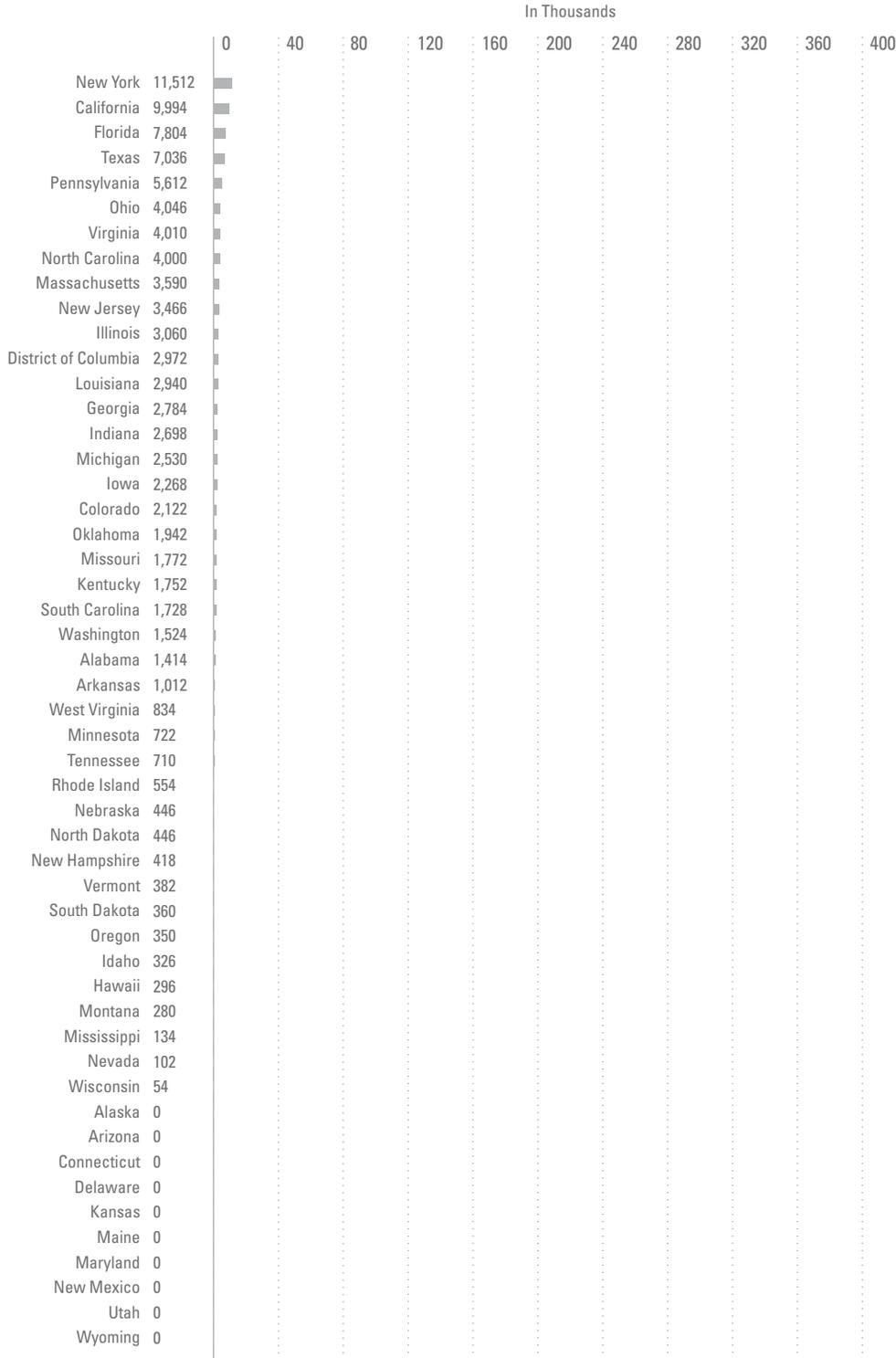


9.4j

Number of Professional Degrees Awarded by State Rank, 2009

Source: NCES IPEDS Completion and Institution Characteristics Surveys, 2009

Note: U.S. Schools, degree granting, Title 4 schools only.



Ten

Provide postsecondary opportunities as an essential element of adult education programs

WE RECOMMEND a renewed commitment to adult education opportunities, one that supplements existing basic skills training and General Educational Development opportunities with a new “honors GED,” and better coordination of federal and state efforts to provide adult education, veterans benefits, outreach programs and student aid.

Adult education generally refers to any form of continuing education beyond the traditional school years. Thus, whether an individual is returning to college to complete a degree, enrolling in college for the first time, taking an occasional postsecondary class or pursuing a GED certificate, he or she is participating in adult education.

In accordance with the Adult Education and Family Literacy Act of the Workforce Investment Act passed in 1998, states must report on participation and outcomes of federally funded adult education programs through the Office of Vocational and Adult Education's National Reporting System (NRS). NRS tracks four core follow-up outcome measures to determine the number of participants who enter employment, retain employment, receive a secondary school diploma or GED, or are placed in postsecondary education or training. The system is sufficiently flexible to accommodate the varying goals, objectives, data collection and reporting constraints of the states. Because of these inconsistencies, researchers are somewhat limited in their ability to compare state outcomes through NRS.

Two primary limitations emerge for using NRS as a source for this recommendation. First, the data of interest are not disaggregated by age range. While adult education encompasses a broader age range (e.g., 25 to 64 when looking at the workforce as a whole), the indicators in this chapter are limited to young adults, ages 25 to 34, in order to understand the role of adult education programs in achieving the overall commission goal. States appear to have differential participation in adult education from various age groups. Thus, while outcomes may be largely driven by younger adults in some states, they are a function of older adults in other states. Second, the collection and reporting of data make it impossible to separate postsecondary education from postsecondary training, which is also critical to the nature of this recommendation and the overall goal. Postsecondary training is defined as an occupational skills program building on previously received services or training.

Despite these limitations for using NRS data in the current publication, policymakers should familiarize themselves with this source, as several general findings raise concerns about the potential for increasing degree attainment among adult learners. For example, NRS classifies a learner's adult education goal into the following categories: obtain a job, retain current job, improve current job, earn a secondary school diploma or GED, enter postsecondary education or training, improve basic literacy skills, improve English language skills, citizenship, work-based project learner goal, or other personal goals. The data suggest that only a small portion of participants come into adult education programs with the goal of entering postsecondary education or training. For most states, the vast majority of participants aim to earn a GED or secondary school diploma. The remaining participants indicate, in descending order, a goal of entering employment, retaining employment, and entering postsecondary education or training.

In addition, only a portion of those with the initial objective of entering postsecondary education or training appear to achieve this goal. States track core outcome achievement through follow-up surveys or through matching data with other sources (e.g., workforce data systems). Therefore, differences in their outcomes may stem from differential success in obtaining follow-up data for participants in adult education programs.

The American Council on Education (ACE), which owns and administers the GED, is in the midst of several changes that aim to improve GED attainment and further connect adult learners with postsecondary education and career opportunities. For example, the test will transition to a computer-based platform by 2013. ACE also recently announced the development of a new GED test to be introduced in 2014 that will align with the Common Core State Standards.

Three indicators are presented for this recommendation:

- Educational attainment for adults ages 25 to 34;
- Adults ages 25 to 34 with no high school diploma who attain a GED; and
- Enrollment of nontraditional students in postsecondary education.

General Findings for This Recommendation

- As of 2009, 61.4 percent of adults ages 25 to 34 do not have a college degree.
- As of 2009, 2.7 percent of adults ages 25 to 34 with no high school diploma are GED candidates.
- As of 2009, 1.6 percent of adults ages 25 to 34 with no high school diploma attain a GED.
- As of 2007, 6.9 percent of adults ages 25 to 34 are enrolled in undergraduate study at postsecondary institutions in the United States.

61.3%

As of 2009, 61.3 percent of adults ages 25 to 34 do not have a college degree.

▼ **1.0ppts** 2008–2009

Educational Attainment for Adults Ages 25 to 34

What is this measure, and why is this measure important? This measure provides insight into the challenges and opportunities for increasing educational attainment among adults ages 25 to 34 in states and across the nation as a whole. The population without a college degree is composed of several groups — individuals without a high school diploma (or its equivalent), individuals with a high school diploma (or its equivalent) who have not attended college and individuals with some college but who have not earned a degree. This measure illustrates why states need to differentiate their strategies for increasing educational attainment, as the needs of the first group are substantially different from those of the last group.

What are the policy issues associated with this measure? The composition of young adults who have yet to earn a college degree differs across states based on race/ethnicity, educational progress, socioeconomic status and a variety of other factors. In order to raise educational attainment, states need to implement different policies and approaches, depending on which specific populations they need to target. For example, as reflected in the eight-year graduation rates in Recommendation Nine and enrollment in undergraduate education in the final indicator of this chapter, a portion of young adults with some college are on the verge of earning a degree. However, others have exited postsecondary education altogether.

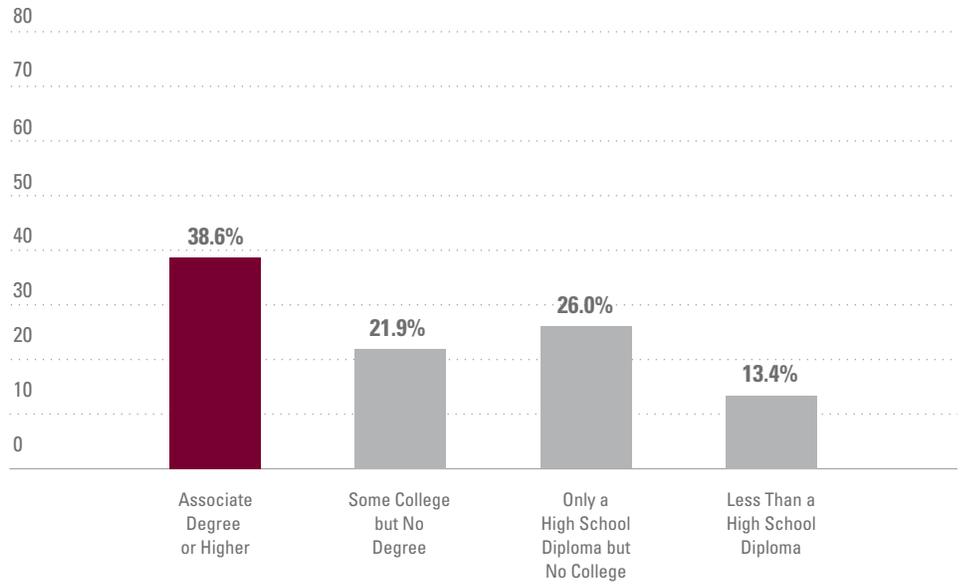
States should consider the financial challenges that young adults face when pursuing educational opportunities in order to better understand how this age group pays for college and what incentives might be provided to institutions, individuals or employers to help support state and national educational attainment goals.

Where are we now? As of 2009, 61.3 percent of adults ages 25 to 34 in the United States do not have a college degree. Specifically, 13.4 percent do not have a high school diploma (or its equivalent), 26.0 percent have a high school diploma (or its equivalent) but have not attended college, 21.9 percent have some college but no degree, and 38.6 percent have an associate degree or higher (Figure 10.1a). About 69.1 percent of Asian and 48.7 percent of white young adults have earned an associate degree or higher, compared to only 29.4 percent of African American and 19.2 percent of Hispanic young adults (Figure 10.1b). In addition, young Hispanic adults have the highest percentage without a high school diploma (or its equivalent).

10.1a

National Educational Attainment of Adults Ages 25–34, 2009

Source: U.S. Census Bureau, 2005–2009 American Community Survey Five-Year Estimates

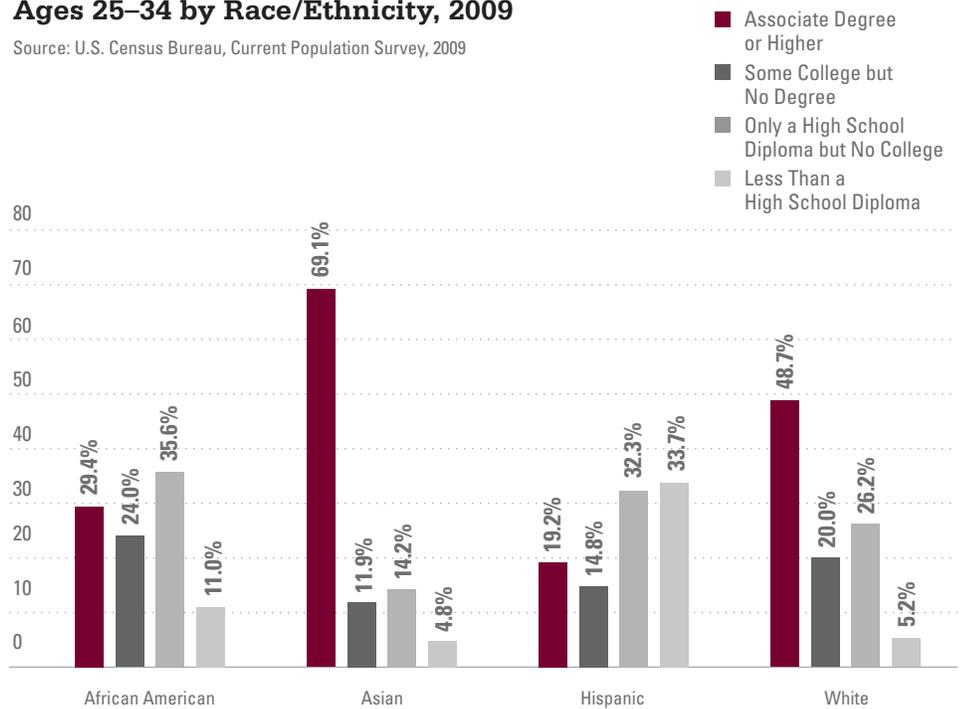


10.1b

National Educational Attainment of Adults Ages 25–34 by Race/Ethnicity, 2009

Source: U.S. Census Bureau, Current Population Survey, 2009

New figure +



When disaggregated by state, the percentage of adults ages 25 to 34 with less than a high school diploma (or its equivalent) ranges from 4.0 percent in North Dakota to 19.5 percent in Texas (Figure 10.1c). When placed in rank order, the states with the lowest percentage of adults ages 25 to 34 without a high school diploma (or its equivalent) are North Dakota, Hawaii, Maine, Vermont and New Hampshire. The states with the highest percentage of adults ages 25 to 34 without a high school diploma (or its equivalent) are Texas, California, Nevada, Arizona and New Mexico.

When disaggregated by state, the percentage of adults ages 25 to 34 with a high school diploma (or its equivalent) but no college ranges from 15.6 in the District of Columbia to 37.9 percent in West Virginia (Figure 10.1d). When placed in rank order, the states with the lowest percentage of adults ages 25 to 34 with a high school diploma (or its equivalent) but no college are the District of Columbia, Minnesota, Nebraska, Massachusetts and Colorado. The states with the highest percentage of adults ages 25 to 34 with a high school diploma (or its equivalent) but no college are West Virginia, Arkansas, Maine, Tennessee and Louisiana.

When disaggregated by state, the percentage of adults ages 25 to 34 with some college but no degree ranges from 12.1 percent in the District of Columbia to 31.5 in Alaska (Figure 10.1e). When placed in rank order, the states with the lowest percentage of adults ages 25 to 34 with some college but no degree are the District of Columbia, Massachusetts, New York, Vermont and Pennsylvania. The states with the highest percentage of adults ages 25 to 34 with some college but no degree are Alaska, Wyoming, Idaho, Utah and New Mexico.

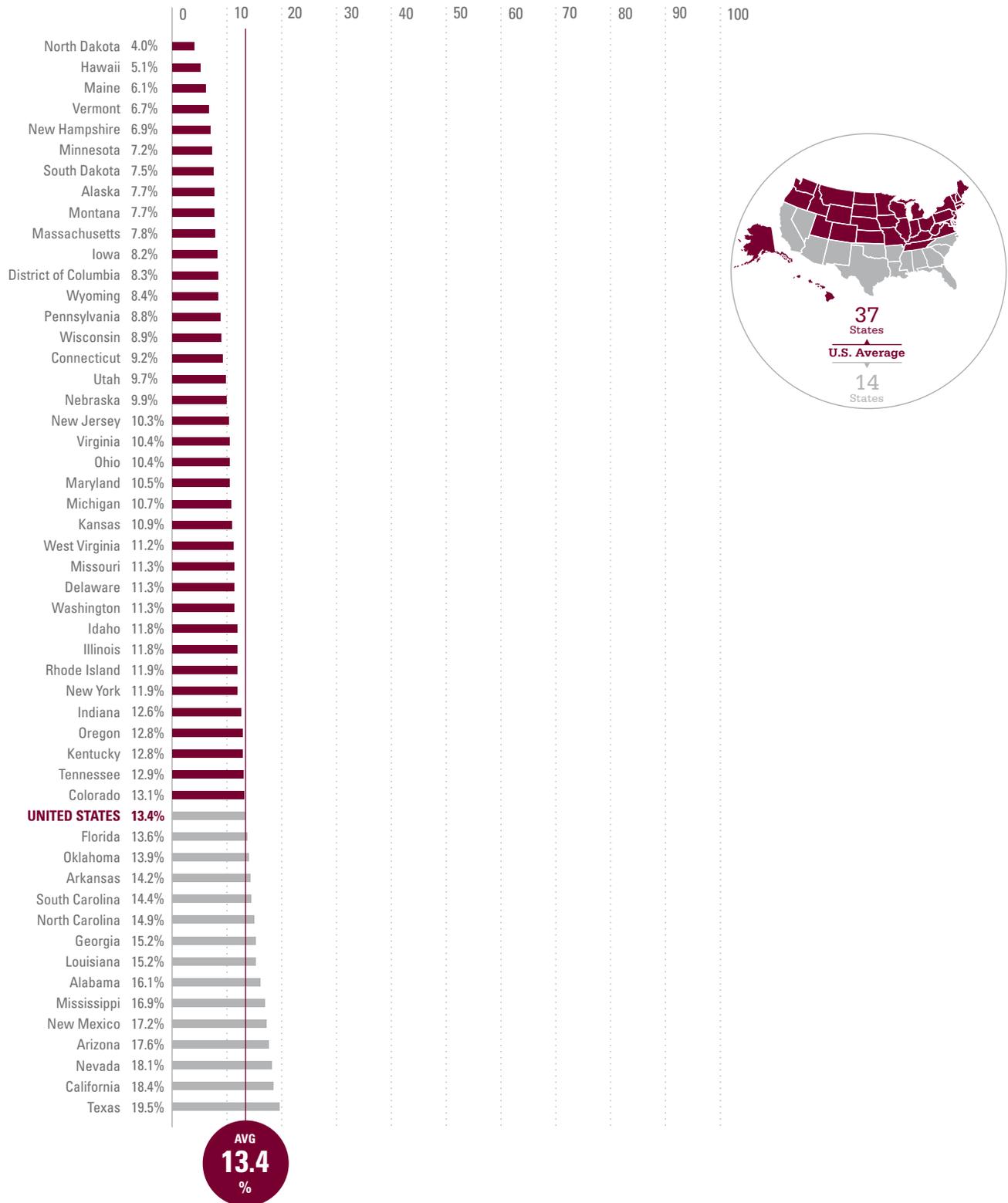
When interpreting this measure, what should be kept in mind?

Methodological differences between the U.S. Census Bureau's Current Population Survey (CPS) and the American Community Survey (ACS) result in slightly different estimates of college degree attainment between this indicator and that presented in Figure D of the overview. Both surveys are subject to sampling errors, which should be considered when interpreting estimates. Compared to the one- and three-year ACS estimates, the five-year ACS estimates show the lowest margin of error. Estimates by race/ethnicity in Figure 10.1b are from CPS data, as they are not available by race/ethnicity in the ACS. Finally, "high school diploma" includes high school graduates as well as those who earned a GED or alternative high school equivalency certificate.

10.1c

Percentage of Adults Ages 25–34 with Less Than a High School Diploma by State Rank, 2009

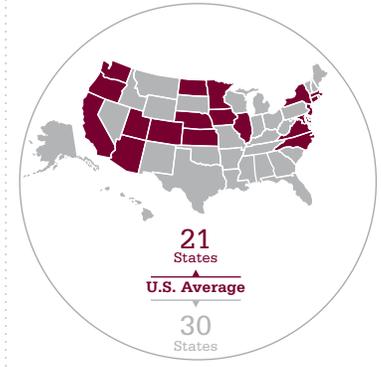
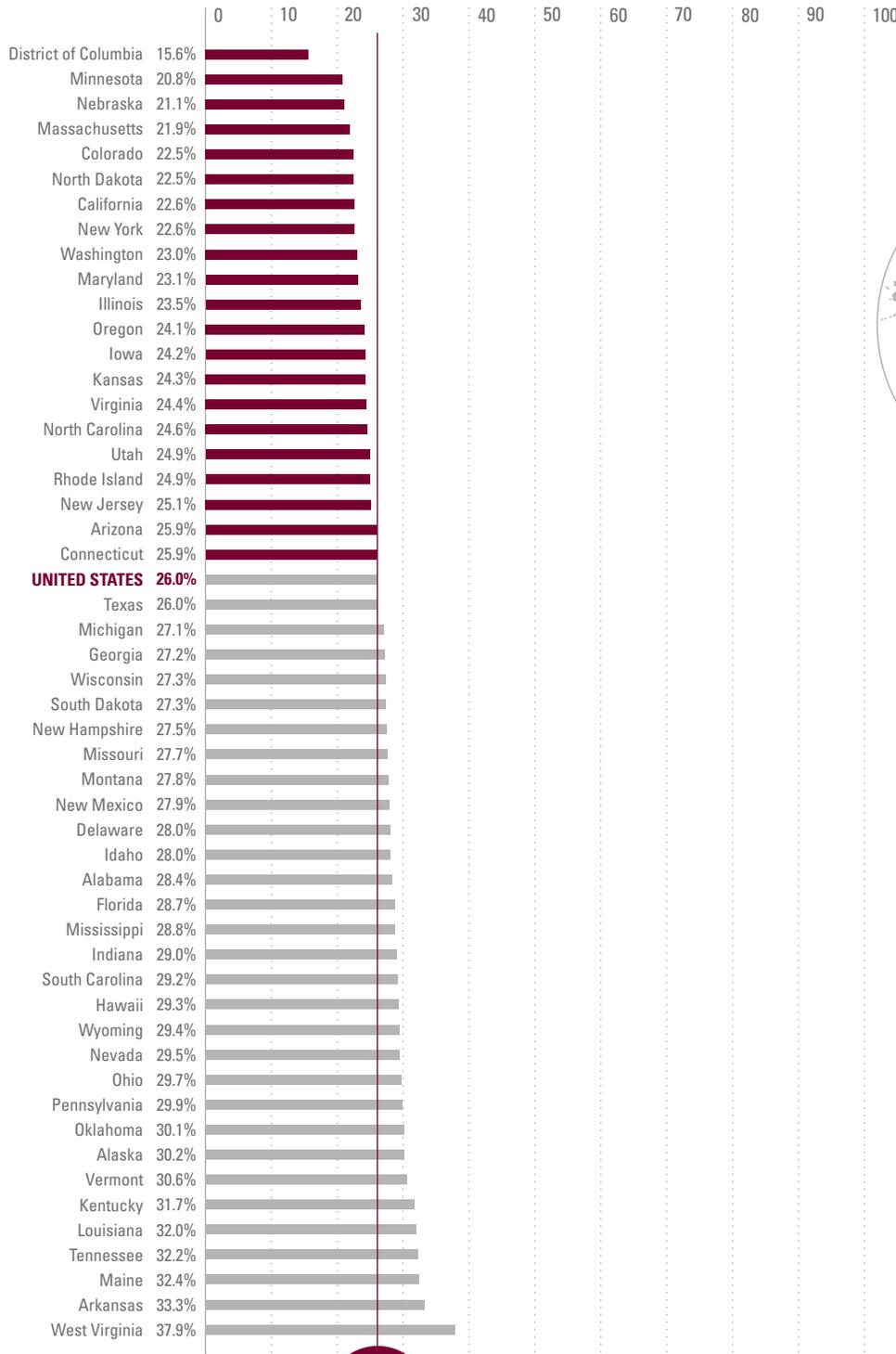
Source: U.S. Census Bureau, 2005–2009 American Community Survey Five-Year Estimates



10.1d

Percentage of Adults Ages 25–34 with Only a High School Diploma but No College by State Rank, 2009

Source: U.S. Census Bureau, 2005–2009 American Community Survey Five-Year Estimates

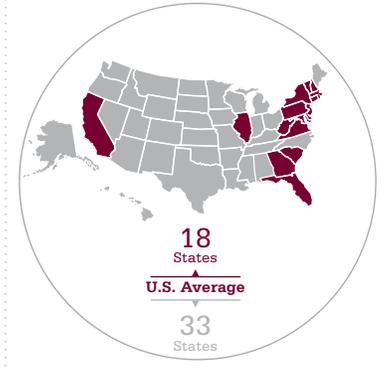
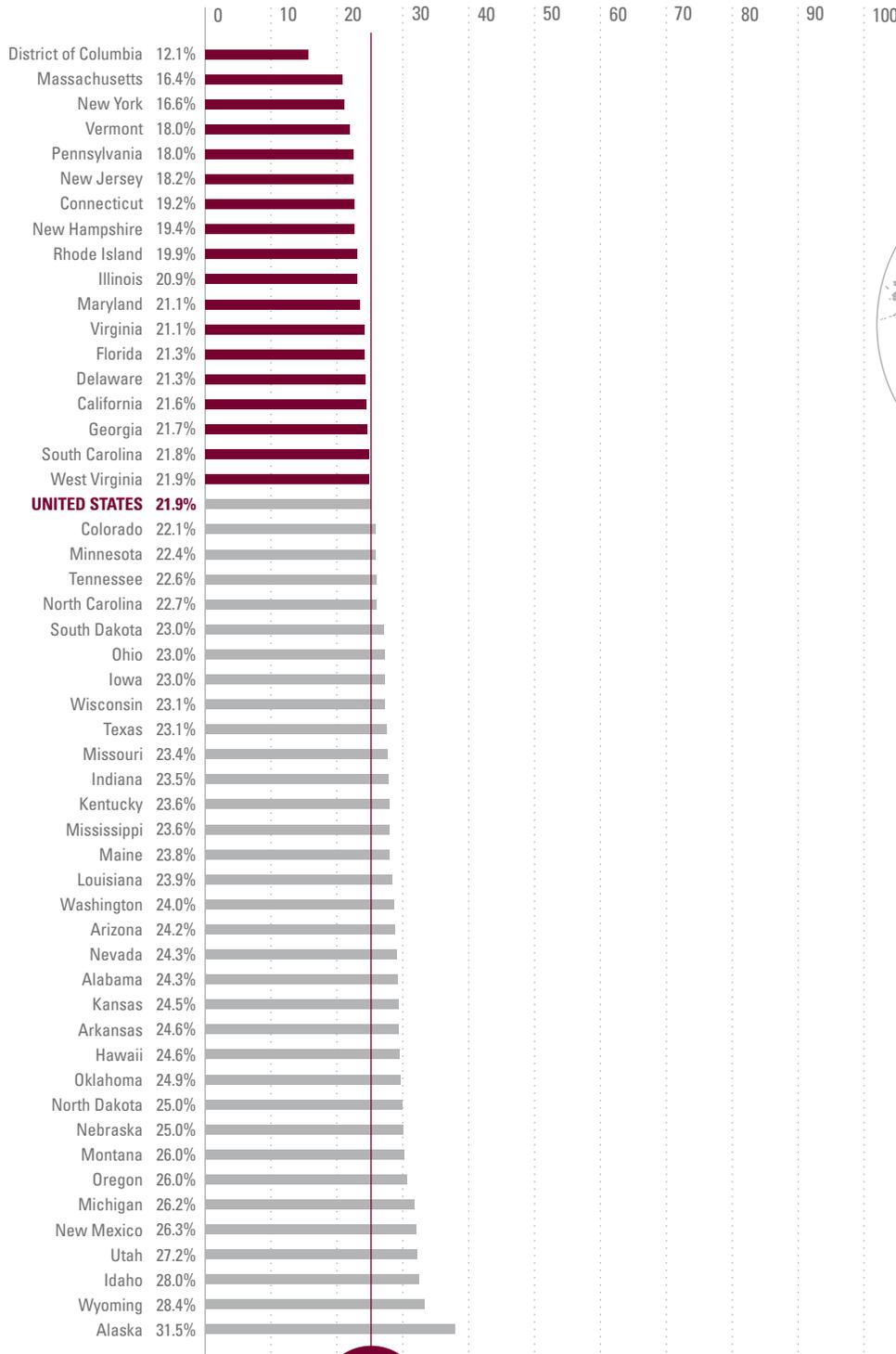


AVG
26.0
%

10.1e

Percentage of Adults Ages 25–34 with Some College but No Degree by State Rank, 2009

Source: U.S. Census Bureau, 2005-2009 American Community Survey Five-Year Estimates



AVG
21.9
%

2.7%

As of 2009, 2.7 percent of adults ages 25 to 34 with no high school diploma are GED candidates.

◀▶ 2008–2009

1.6%

As of 2009, 1.6 percent of adults ages 25 to 34 with no high school diploma attain a GED.

◀▶ 2008–2009

Adults Ages 25 to 34 with No High School Diploma Who Attain a GED

What is this measure, and why is this measure important? One of the primary focuses of most adult basic education programs is helping individuals earn a high school equivalency certificate or GED. The GED provides a path to certify high-school-level academic knowledge and skills attainment, which can open the door to better job opportunities and/or postsecondary education. Adults ages 25 to 34 may choose to pursue a GED for a variety of reasons, including but not limited to having dropped out of high school or failed to pass required state assessments that lead to a standard high school diploma, immigration, home schooling, the desire to improve job prospects and so forth.

As shown in the previous indicator, on the path to college degree attainment, earning a high school equivalency certificate represents the first hurdle that must be overcome for roughly one in eight adults ages 25 to 34. This measure is important because it helps states understand the degree to which this group of young adults is taking steps to improve their educational attainment. It shows the proportion of the target population who are attempting a GED and earning a GED.

What are the policy issues associated with this measure? A high school diploma or its equivalent provides a foundation for basic job skills, but in order to create a highly qualified workforce, states should strive to help young adults use a high school diploma or GED attainment as a launching point for further education and training as opposed to an endpoint of an educational journey. States should develop or enhance outreach programs to target segments of the population who have not yet earned a high school credential and examine existing policies and programs to identify potential barriers to participation in adult basic education programs. Although there is a need to increase access across states, it is also clear that many states need to develop strategies to improve pass rates for young adults who are already accessing basic adult education services.

Where are we now? As of 2009, 2.7 percent of adults ages 25 to 34 with no high school diploma are GED candidates (Figure 10.2a). When disaggregated by state, the percentage of young adults with no high school diploma who are GED candidates ranges from 1.4 percent in California to 8.8 percent in Maine (Figure 10.2b). When placed in rank order, the states with the highest percentage of adults ages 25 to 34 with no high school diploma who are GED candidates are Maine, North Dakota, Wisconsin, Wyoming and Montana. The states with the lowest percentage are California, Kansas, Texas, Delaware and Nevada.

As of 2009, 1.6 percent of adults ages 25 to 34 with no high school diploma attained a GED (Figure 10.2c). When disaggregated by state, the percentage of young adults with no high school diploma who attain a GED ranges from 0.8 percent in California to 4.7 percent in North Dakota (Figure 10.2d). When placed in rank order, the states with the highest percentage of adults ages 25 to 34 with no high school diploma who attain a GED are North Dakota, Maine, Wyoming, Montana and West Virginia. The states with the lowest percentage are California, Texas, the District of Columbia, Maryland and Rhode Island.

When interpreting this measure, what should be kept in mind? The GED test battery is composed of five separate assessments in reading, writing, mathematics, science and the social sciences. To earn a GED, a test-taker must earn a minimum passing score within each content area and surpass a minimum total score across the five areas. Passing scores are set by individual states. ACE defines a “candidate” as any individual who attempts at least one of the five tests. The test-taker must neither finish a test nor achieve the minimum score in order to be included as a candidate. “Completers” are defined as those who test in all five content areas, and “passers” have met the requirements set forth by their state and are awarded a GED. Completion and pass rates vary by state. Figure 10.2a focuses on candidates in order to show the proportion of state’s target population who are taking the first step toward a GED. Figure 10.2b focuses on passers in order to show the proportion of the target population that achieves the goal of a GED. Comparable information for completers is not presented in the ACE annual statistical reports.

Estimates of the number of adults ages 25 to 34 with no high school diploma are from the five-year American Community Survey data, as it contains the lowest margin of error of the three options available from the U.S. Census Bureau. Thus, the same denominator is used for all years included in this indicator. Although it is unlikely that the actual number of adults without a high school diploma in this age range remained exactly stable, the size of the margin of error in the one-year estimates relative to the size of the population of adults in the same age range attempting or earning a GED is of concern. State-level ranked data in particular should be interpreted with caution, as the margin of error in estimating the size of the target population of interest is, for some states, nearly as large as the estimate of the number of adults ages 25 to 34 attempting or earning a GED. However, both the raw numbers and the calculated estimates suggest that for the vast majority of states, only a small portion of adults without a high school diploma are taking the first step toward becoming eligible for entry into postsecondary education.

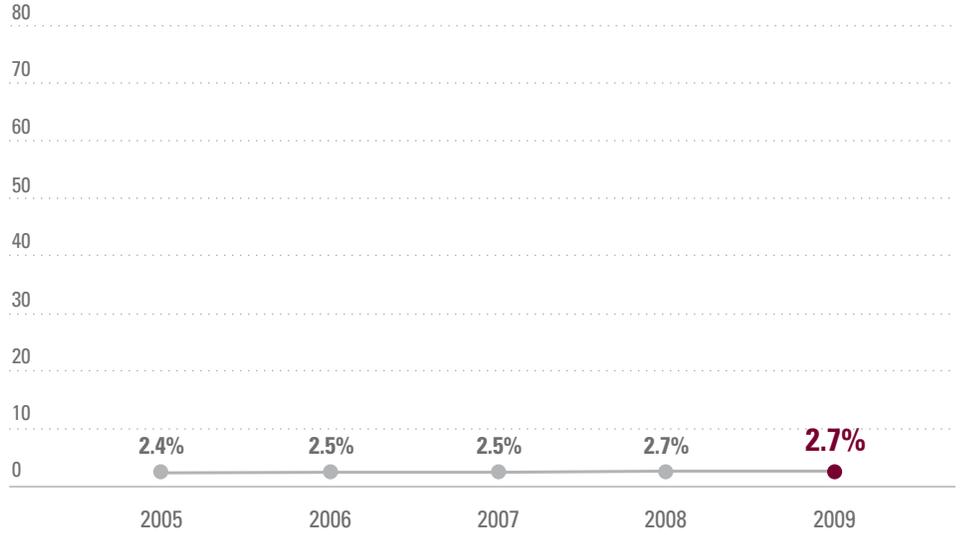
10.2a

**National Percentage of Adults Ages 25–34
with No High School Diploma Who Were GED
Candidates, 2005–2009**

Updated data source



Source: U.S. Census Bureau, 2005–2009 American Community Survey Five-Year Estimates; American Council on Education 2005–2009 Annual Statistical Reports



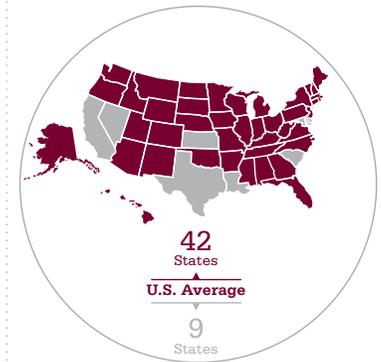
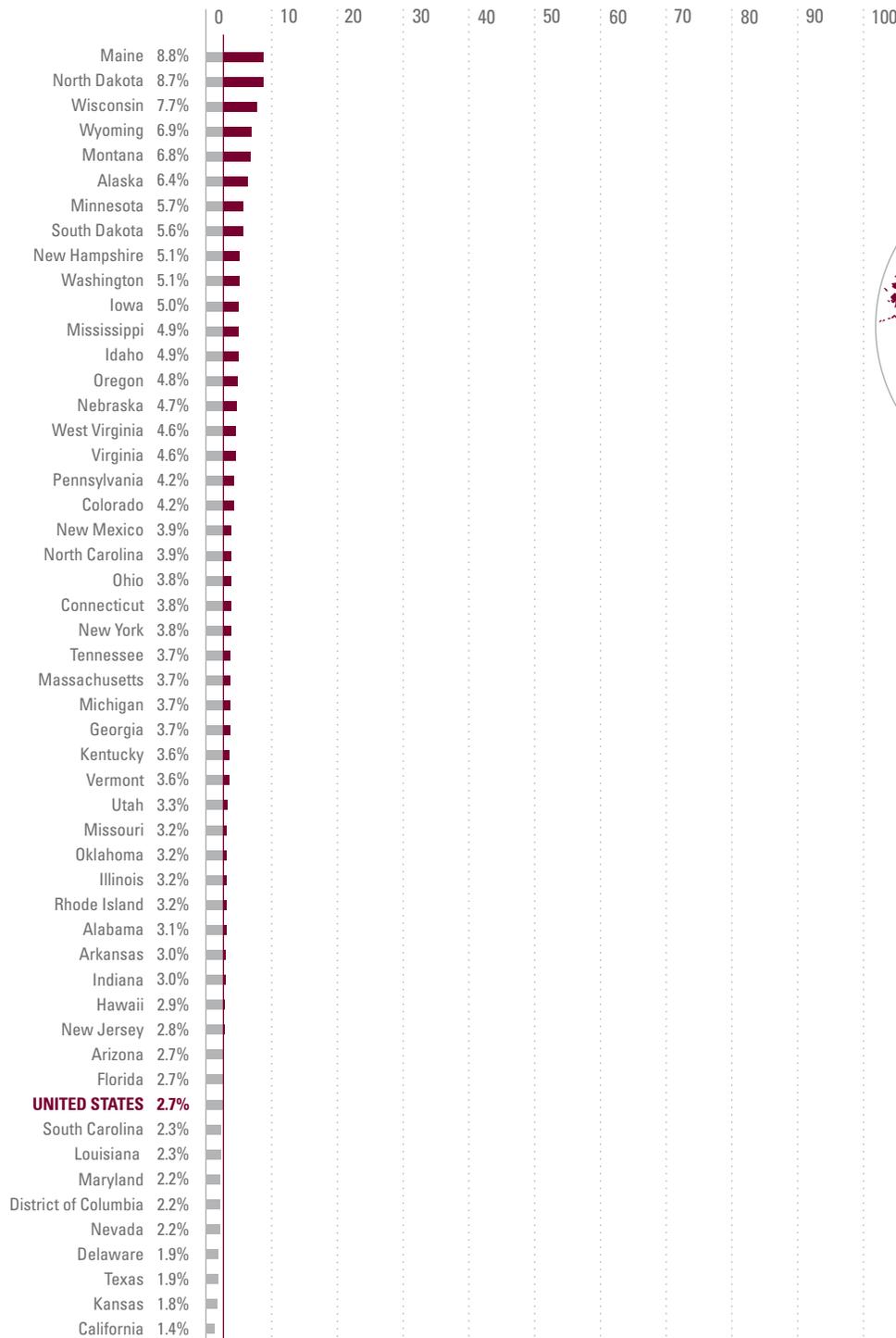
10.2b

Percentage of Adults Ages 25–34 with No High School Diploma Who Were GED Candidates by State Rank, 2009

Updated data source



Source: U.S. Census Bureau, 2005–2009 American Community Survey Five-Year Estimates; American Council on Education 2009 Annual Statistical Report



AVG
2.7
%

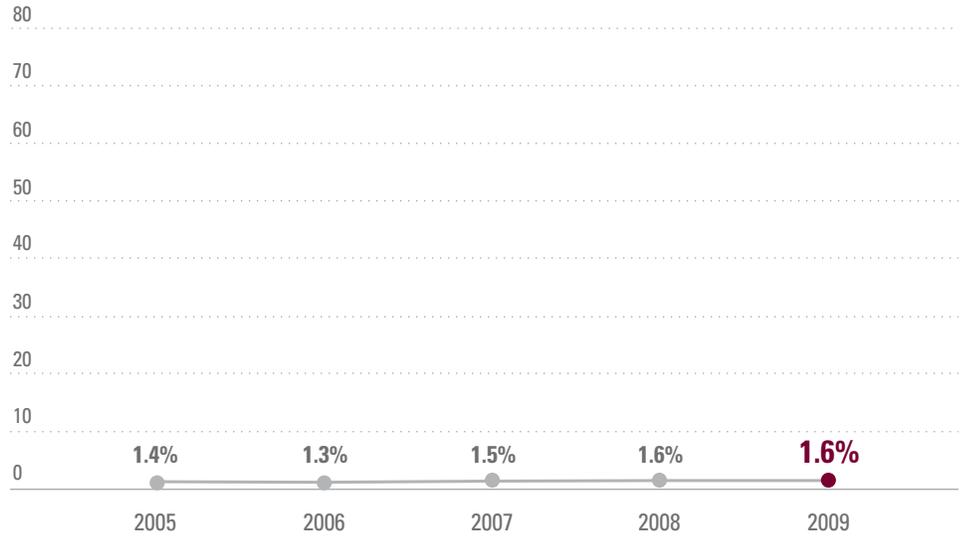
10.2c

National Percentage of Adults Ages 25–34 with No High School Diploma Who Attained a GED, 2005–2009

Updated data source



Source: U.S. Census Bureau, 2005–2009 American Community Survey Five-Year Estimates; American Council on Education 2005–2009 Annual Statistical Reports



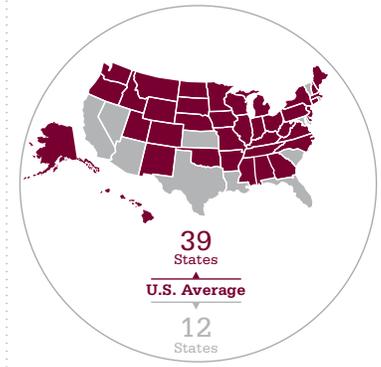
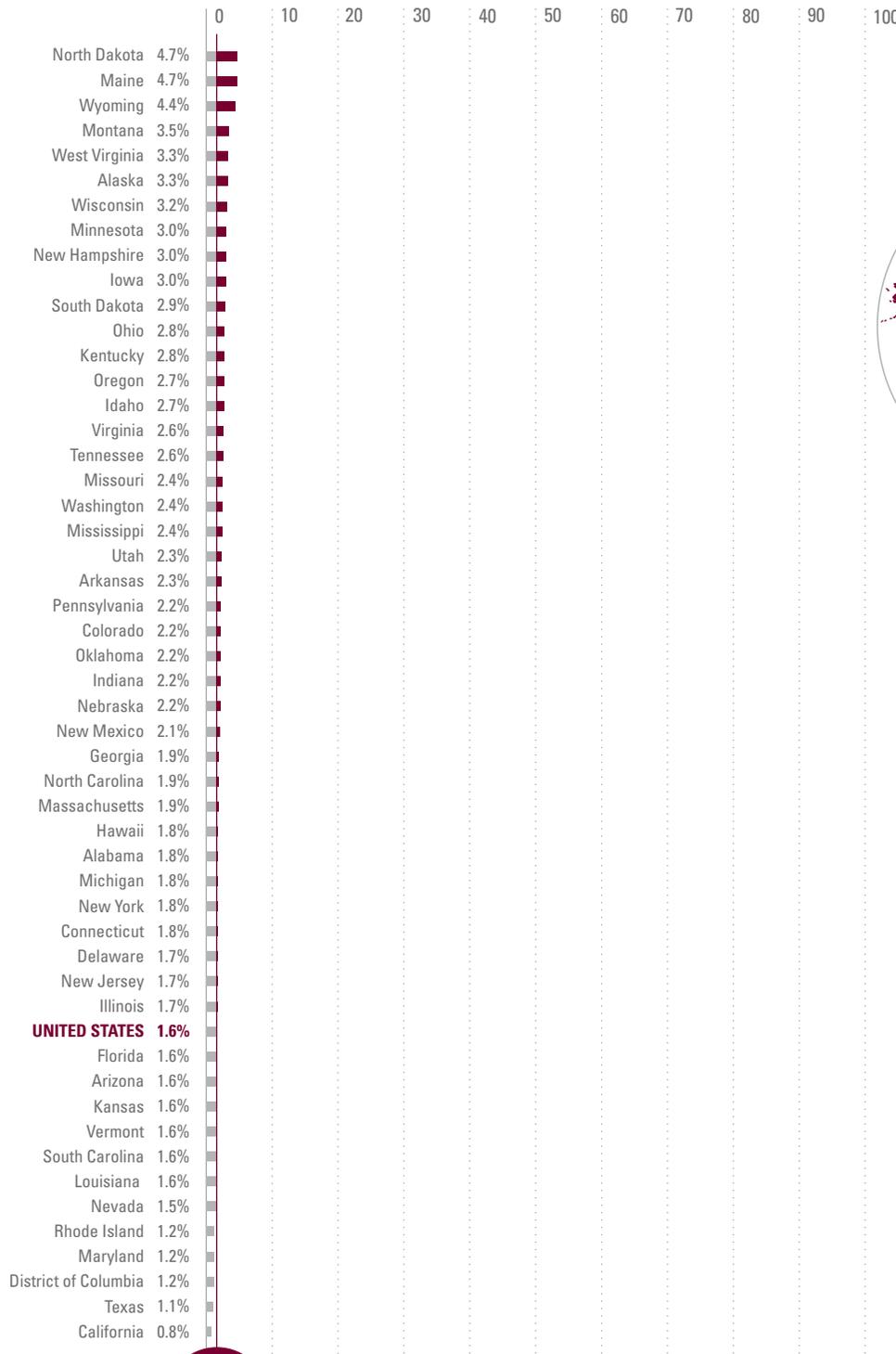
10.2d

Percentage of Adults Ages 25–34 with No High School Diploma Who Attained a GED by State Rank, 2009

Updated data source



Source: U.S. Census Bureau, 2005–2009 American Community Survey Five-Year Estimates; American Council on Education 2009 Annual Statistical Report



AVG
1.6
%



6.9%

As of 2007, 6.9 percent of adults ages 25 to 34 are enrolled in undergraduate study at postsecondary institutions in the United States.

Enrollment of Nontraditional Students in Postsecondary Education

What is this measure, and why is this measure important? This measure examines the percentage of nontraditional students ages 25 to 34 seeking undergraduate postsecondary education. It provides insight into the immediate potential for increasing the college-degree attainment outcomes discussed earlier in this chapter and in the overall goal. Young adults enrolled in undergraduate postsecondary education may fall into one of several categories: students who enroll immediately after high school and have not yet completed their degrees; students who entered higher education at a later, nontraditional time; or students who are returning to school for additional study after earning a prior associate or bachelor's degree.

Alternatively, one could examine the ratio of the number of young adults enrolled in undergraduate postsecondary education to the number of young adults without a high school diploma, to the number of young adults with some college but no degree, or to some combination thereof. These alternatives cannot be interpreted directly as percentages, since we have no knowledge of the educational background of the young adults enrolled in undergraduate studies. The results of the current indicator can be interpreted in a more straightforward manner.

What are the policy issues associated with this measure? Young adults ages 25 to 34 are a crucial part of the adult education community. Pursuing further education in early adulthood affords the learner decades of economic stability and opportunity. Chances for nontraditional students to train and retrain are imperative for upward mobility and for meeting the needs of a changing economy.

Where are we now? As of 2007, 6.9 percent of adults ages 25 to 34 are enrolled in undergraduate study at postsecondary institutions in the United States (Figure 10.3a). When disaggregated by state, the percentage of young adults enrolling in undergraduate study ranges from 4.2 percent in New Hampshire to 15.7 percent in Arizona (Figure 10.3b). When placed in rank order, the states with the highest percentage of young adults ages 25 to 34 enrolling in undergraduate study are Arizona, District of Columbia, Iowa, Utah and New Mexico. The states with the lowest percentage are New Hampshire, Pennsylvania, South Carolina, Massachusetts and Connecticut.

When interpreting this measure, what should be kept in mind?

Many students attend college in a state other than their home state. Thus, the numerator in this indicator may be composed of both in-state and out-of-state students, while the denominator may reflect mostly state residents. It is possible that adult undergraduate students are more likely to be state residents, but this should be considered when interpreting state-level outcomes of this measure. In addition, the growth of online educational programs, which tend to attract nontraditional aged students, may skew the results for certain states. For example, several large online institutions are based in Arizona. The proportion of young adults in Arizona’s undergraduate enrollment who are state residents is unknown.

Some caution is warranted in interpreting trends associated with this measure, given the margin of error in calculating the 25- to 34-year-old population with the American Community Survey’s one-year estimates. Figure 10.3a is based on the one-year ACS population estimates. Figure 10.3b is based on the five-year ACS estimates in order to reduce the margin of error in the population estimates, which is of concern in some states. Lastly, institutions are required to report enrollment by age to IPEDS every other survey year.

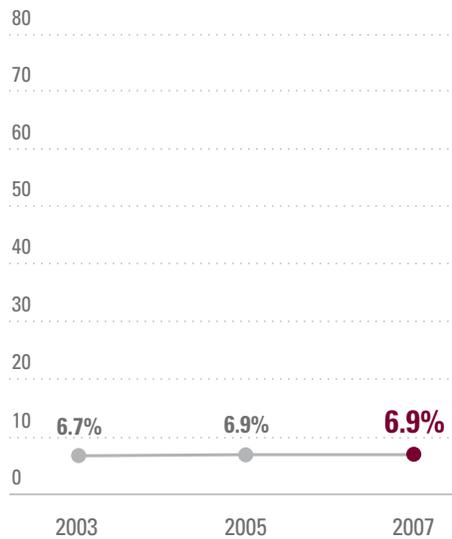
10.3a

National Percentage of Adults Ages 25–34 Enrolled in Postsecondary Education, 2003–2007

Updated data source



Source: NCES IPEDS Enrollment Survey, 2003–2007; U.S. Census Bureau, 2003–2007 American Community Survey One-Year-Estimates



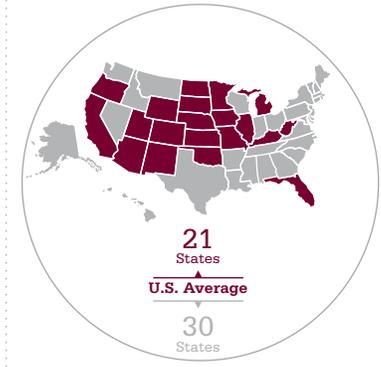
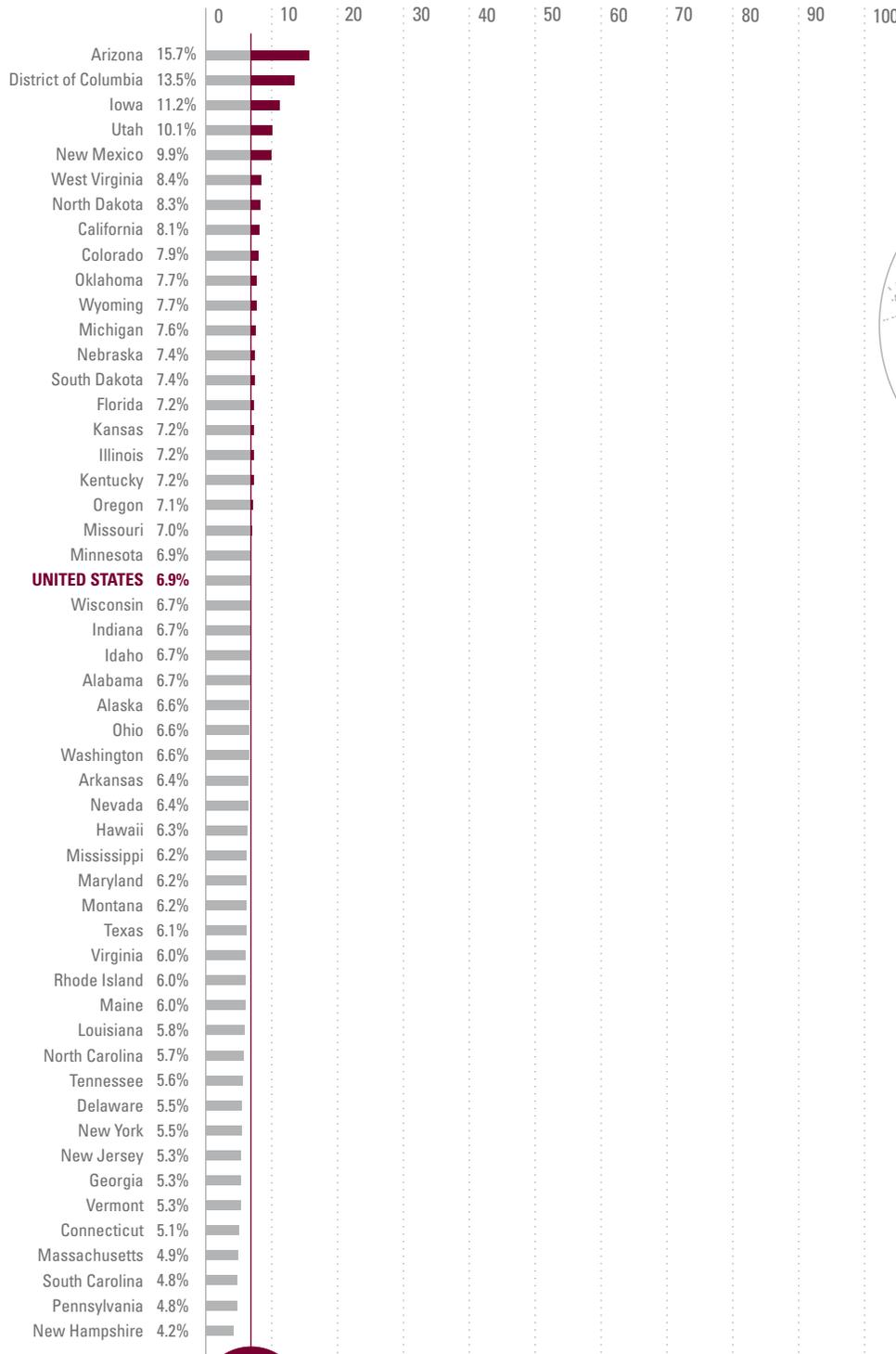
10.3b

Percentage of Adults Ages 25–34 Enrolled in Postsecondary Education, 2007

Updated data source



Source: NCES IPEDS Enrollment Survey, 2007; U.S. Census Bureau, 2005–2009 American Community Survey Five-Year Estimates



AVG
6.9
%

Appendix

Data Book

Overall Goal of the Commission

INDICATORS: 25- to 64-Year-Olds, 25- to 34-Year-Olds or 55- to 64-Year-Olds with an Associate Degree or Higher

Calculation

As reported in Table A1.3a.

Sources/Links

Organisation for Economic Co-operation and Development,
Education at a Glance, 2010.

www.oecd.org/edu/eag2010

<http://www.oecd.org/dataoecd/44/30/45931991.pdf>

Data Availability/Discussion

Data are gathered and reported annually by the OECD, a membership organization dedicated to global development. Based on the 2010 publication, OECD's 31 member countries and five partners, including Brazil, Estonia, Israel, Russian Federation and Slovenia, are included in the rankings. Since this time, Estonia, Israel and Slovenia have become OECD members. In addition, OECD has begun working with China, India, Indonesia and South Africa, which may lead to membership in future years. Russian Federation data are from 2002, thus some caution is warranted in interpreting these data.

The International Standard Classification of Education (ISCED-97) is used to define the levels of education. OECD does not count two-year academic associate degree programs in the United States' calculation, as these degrees are considered intermediate degrees. Data for the United States came from the March 2009 Current Population Survey.

Data Sources/Related Links

U.S. Census Bureau, Current Population Survey, 2009.

<http://www.census.gov/hhes/socdemo/education/data/cps/index.html>

INDICATOR: Percentage of 25- to 34-Year-Olds with an Associate Degree or Higher in the United States, 2000–2009; Projections Through 2025**Calculation**

Numerator: Number of adults in age range with an associate, bachelor's, master's, doctoral or professional degree, in the nation.

Denominator: Number of adults in age range, in the nation.

2000–2009 values are real values; 2010–2025 Current Path projections were calculated using linear path projections; ($y=0.331x+37.7$) with $R^2=0.796$; 2010–2025 are the average gains required to reach 55 percent. The nation would need to increase 13.9 percent between 2009 and 2025 to hit the goal of 55 percent. This would require an average increase of 0.86875 percent each year.

Sources/Links

U.S. Census Bureau, Current Population Survey, 2000–2009.
<http://www.census.gov/hhes/socdemo/education/data/cps/index.html>

Data Availability/Discussion

Data are gathered and reported annually. These calculations include academic and vocational/occupational associate degrees.

Data Sources/Related Links

N/A

INDICATOR: Adults with an Associate Degree or Higher in the United States**Calculation**

Numerator: Number of adults in age range with an associate, bachelor's, master's, doctoral or professional degree, in the nation and by race/ethnicity.

Denominator: Number of adults in the age range, in the nation and by race/ethnicity.

Sources/Links

U.S. Census Bureau, Current Population Survey, 2000–2009.
<http://www.census.gov/hhes/socdemo/education/data/cps/index.html>

Data Availability/Discussion

Data are gathered and reported annually. These calculations include academic and vocational/occupational associate degrees.

Data Sources/Related Links

N/A

INDICATOR: Adults with an Associate Degree or Higher by State Rank**Calculation**

National data: As reported in Overall Goal (Figure D).

State numerator: Number of male and female adults ages 25 to 34 with an associate, bachelor's, graduate or professional degree.

State denominator: Number of male and female adults ages 25 to 34.

Sources/Links

National data: U.S. Census Bureau, Current Population Survey, 2009.

<http://www.census.gov/hhes/socdemo/education/data/cps/2009/tables.html>

State data: U.S. Census Bureau, 2009 American Community Survey, Table B15001

http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=ACS&_submenuId=&_lang=en&_ts=

Data Availability/Discussion

Data are gathered and reported annually. State-level data are available only through the American Community Survey (ACS). National data are from the Current Population Survey (CPS) and thus reflect what is presented in previous indicators. The fact sheet linked below outlines differences between the two survey estimates.

Data Sources/Related Links

<http://www.census.gov/hhes/socdemo/education/>

<http://www.census.gov/hhes/socdemo/education/data/factsheet.html>

Recommendation One: Provide a program of voluntary preschool education, universally available to children from low-income families

INDICATOR: 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs**Calculation**

As reported in the United States Education Dashboard table.

Sources/Links

U.S. Census Bureau, 2006–2008 American Community Survey (ACS) Three-Year Public Use Microdata Sample (PUMS) Data.

<http://dashboard.ed.gov/statecomparison.aspx?i=a&id=0&wt=44>

Data Availability/Discussion

Data are gathered and reported annually. ACS three-year estimates are based on larger sample sizes, which reduce sampling error. The smaller margin of error results in more stable estimates. Race categories exclude persons of Hispanic ethnicity.

Data Sources/Related Links

U.S. Census Bureau, 2006–2008 American Community Survey Three-Year Estimates.

http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=ACS&_submenuId=&_lang=en&_ts=

INDICATOR: 3- and 4-Year-Olds Enrolled in State-Funded Pre-K Programs**Calculation**

As reported in Table 2.

Sources/Links

National Institute for Early Education Research, Rutgers Graduate School of Education, *The State of Preschool*, 2009.

<http://nieer.org/yearbook2009/>

Data Availability/Discussion

Annual state preschool yearbooks are available from 2003 to the present. The number enrolled in preschool came from surveys of state preschool administrators. The number of 3- and 4-year-olds in each state was obtained from the U.S. Census Bureau's July Population Estimates.

Data Sources/Related Links

U.S. Census Bureau July Population Estimates, State Population Datasets.

<http://www.census.gov/popest/datasets.html>

INDICATOR: 3- and 4-Year-Olds Enrolled in Head Start Programs**Calculation**

Numerator: Number of 3- and/or 4-year-olds enrolled in state-funded federal Head Start (program year 2008–2009) reported in Appendix B.

Denominator: Number of 3- and/or 4-year-olds reported in Appendix D.

Sources/Links

National Institute for Early Education Research, Rutgers Graduate School of Education, *The State of Preschool* (Appendix B and D), 2009.

<http://nieer.org/yearbook2009/>

Data Availability/Discussion

State preschool yearbooks are available from 2003 to the present. The number enrolled in Head Start came from the Administration for Children and Families (ACF), the Head Start Bureau of the U.S. Department of Health and Human Services, Head Start State Collaboration Offices, and Head Start Program Information Reports (PIR). The number of 3- and 4-year-olds in each state was obtained from the U.S. Census Bureau's July Population Estimates.

Data Sources/Related Links

U.S. Census Bureau July Population Estimates, State Population Datasets.
<http://www.census.gov/popest/datasets.html>

Recommendation Two: Improve middle and high school counseling

INDICATOR: Student-to-Counselor Ratio**Calculation**

Numerator: Number of students aggregated by state.

Denominator: Number of school counselors aggregated by state.

Sources/Links

National Center for Education Statistics, Common Core of Data, State Nonfiscal Survey of Public Elementary/Secondary Education, 1998–2009.
<http://nces.ed.gov/ccd/ccddata.asp>

Data Availability/Discussion

Data are gathered and reported annually and are available from 1987 to the present.

Data Sources/Related Links

American Counseling Association
<http://www.counseling.org/publicpolicy/>

INDICATOR: Student-to-College Counselor Ratio by School Type**Calculation**

Mean number of students per college counselor, as reported in “School Counselors and College Counseling” chapter (e.g., Table 23 in 2010).

Sources/Links

National Association for College Admission Counseling, *State of College Admission*, 2006–2010.
<http://www.nacacnet.org/PublicationsResources/Marketplace/research/Pages/StateofCollegeAdmission.aspx>

Data Availability/Discussion

Data are gathered and reported annually. The data came from the 2005–2009 Counseling Trends Surveys, NACAC’s Annual Survey of Secondary School Counselors and counseling departments.

Data Sources/Related Links

N/A

INDICATOR: States with Comprehensive School Counseling Programs**Calculation**

Numerator: Number of states listed on Web page, including the District of Columbia.

Denominator: Count of 50 states plus the District of Columbia.

Sources/Links

American School Counselor Association, 2011.

<http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=280>

Data Availability/Discussion

The definition of “State Comprehensive School Counseling Program” can vary from state to state. It generally means that a state has a pre-K–12 plan or framework in place that provides a structured program and guidelines for school counselors so they can work with all students on career, academic and personal/social development.

Data Sources/Related Links

N/A

INDICATOR: Secondary Schools That Require Professional Development or Cover All Professional Development Costs by School Type**Calculation**

As reported in “School Counselors and College Counseling” chapter (e.g., Table 27 in 2010).

Sources/Links

National Association for College Admission Counseling, *State of College Admission*, 2007–2010.

<http://www.nacacnet.org/PublicationsResources/Marketplace/research/Pages/StateofCollegeAdmission.aspx>

Data Availability/Discussion

Data are gathered and reported annually. The data came from the 2006–2009 Counseling Trends Surveys, NACAC’s Annual Survey of Secondary School Counselors and counseling departments.

Data Sources/Related Links

N/A

INDICATOR: Counselors' Time Spent on Postsecondary Admission Counseling or Other Tasks by School Type

Calculation

As reported in "School Counselors and College Counseling" chapter (e.g., Table 26 in 2010).

Sources/Links

National Association for College Admission Counseling, *State of College Admission*, 2005–2010.

<http://www.nacacnet.org/PublicationsResources/Marketplace/research/Pages/StateofCollegeAdmission.aspx>

Data Availability/Discussion

Data are gathered and reported annually. The data came from the 2004–2009 Counseling Trends Survey, NACAC's Annual Survey of Secondary School Counselors and counseling departments.

Data Sources/Related Links

N/A

Recommendation Three: Implement the best research-based dropout prevention programs

INDICATOR: Average Graduation Rates for Public High School Students

Calculation

National average: As reported in Table 3.

By race/ethnicity: As reported in Table 2.

By state rank: As reported in Table 1.

Sources/Links

Stillwell, R. (2010). *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007–08* (NCES 2010-341). National Center for Education Statistics. Washington, D.C.

<http://nces.ed.gov/pubs2010/2010341.pdf>

Race/ethnicity data for prior years:

http://nces.ed.gov/ccd/tables/2010313_02.asp (2006–07)

http://nces.ed.gov/ccd/tables/2008353_02.asp (2005–06)

Data Availability/Discussion

Data are gathered and reported annually. The Common Core of Data is the primary national statistical database of public elementary and secondary schools in the United States.

The Averaged Freshman Graduation Rate is the number of regular diploma recipients in a given year divided by the average of the membership in grades eight, nine and 10, reported five, four and three years earlier, respectively.

Data Sources/Related Links

National Center for Education Statistics, Common Core of Data.
<http://nces.ed.gov/ccd/index.asp>

INDICATOR: States with Exit Examinations**Calculation**

States with exit examinations: Compiled by the College Board.

States where end-of-course exams are used as the exit exam: Compiled by the College Board.

States with reciprocity with other states' exit exams: Compiled by the College Board.

States with substitute assessments: Compiled by the College Board.

States with alternative diploma or certificate: Compiled by the College Board.

Sources/Links

Education Commission of the States, 2010.
<http://mb2.ecs.org/reports/Report.aspx?id=1357>

Data Availability/Discussion

Data are reported annually.

Data Sources/Related Links

Education Commission of the States, 2010.
<http://www.ecs.org>

INDICATOR: Status Dropout Rates for the Nation and by Race/Ethnicity, Gender and Age — Excluding Institutional Populations**Calculation**

National: As reported in Table A-19-1 in *The Condition of Education*.

By race/ethnicity, gender and age: As reported in Table 6 (Chapman, Laird, and KewalRamani, 2010).

Sources/Links

National Center for Education Statistics, *The Condition of Education*, 2010.
http://nces.ed.gov/pubs2010/2010028_7.pdf

Chapman, C., Laird, J., and KewalRamani, A. (2010). *Trends in High School Dropout and Completion Rates in the United States: 1972–2008* (NCES 2011–2012). National Center for Education Statistics. Washington, D.C.
<http://nces.ed.gov/pubs2011/2011012.pdf>

Data Availability/Discussion

Data are gathered and reported annually. Status dropout rates reflect the percentage of 16- to 24-year-olds who are not enrolled in high school and who have not earned a high school credential (either a diploma or GED) at the time of the survey.

Data Sources/Related Links

U.S. Census Bureau, Current Population Survey, 1999–2008.
<http://www.census.gov/hhes/socdemo/education/data/cps/index.html>

INDICATOR: Status Dropout Rates for the Nation and by Race/Ethnicity, Gender and Age — Including Institutional Populations**Calculation**

As cited in Table A-19-2.

Sources/Links

National Center for Education Statistics, *The Condition of Education*, 2010.
http://nces.ed.gov/pubs2010/2010028_7.pdf

Data Availability/Discussion

Data are gathered and reported annually. Status dropout rates reflect the percentage of 16- to 24-year-olds who are not enrolled in high school and who have not earned a high school credential (either a diploma or GED).

Institutional populations include incarcerated persons, active duty military personnel living in barracks and those living in health facilities.

Data Sources/Related Links

U.S. Census Bureau, American Community Survey, 2008.
<http://www.census.gov/hhes/socdemo/education/data/cps/index.html>

INDICATOR: Event Dropout Rates of Public High School Students in Grades 9–12**Calculation**

National: As reported in Table 4 (for 2008) and Table 7 (for 2003–2007).

By race/ethnicity: As reported in Table 6.

By gender: As reported in Table 8.

By state rank: As reported in Table 4.

By grade level: As reported in Table 5.

Sources/Links

Stillwell, R. (2010). *Public School Graduates and Dropouts From the Common Core of Data: School Year 2007–08* (NCES 2010-341). National Center for Education Statistics. Washington, D.C.

<http://nces.ed.gov/pubs2010/2010341.pdf> (2008)

http://nces.ed.gov/ccd/tables/2010313_07.asp (2003–2007)

Race/ethnicity data for prior years:

http://nces.ed.gov/ccd/tables/2010313_06.asp (2007)

http://nces.ed.gov/ccd/tables/2008353_06.asp (2006)

Data Availability/Discussion

Data are gathered and reported annually. The Common Core of Data is the primary national statistical database of public elementary and secondary schools in the United States.

Dropouts are defined as individuals who were enrolled in school at some time during the previous school year, were not enrolled at the beginning of the following school year, had not graduated from high school or completed an equivalency program, and did not meet certain exclusionary conditions (e.g., transfer, temporary absence due to suspension or death).

Data Sources/Related Links

National Center for Education Statistics, Common Core of Data.

<http://nces.ed.gov/ccd/index.asp>

INDICATOR: State Statutory Age When Students Can Legally Drop Out**Calculation**

State Statutory Age when Students Can Legally Drop Out: As Cited in Table 1.

Sources/Links

Education Commission of the States, 2010.

<http://www.ecs.org/html/educationIssues/StateNotes/2010-StateNotes.pdf>

Data Availability/Discussion

Data are reported annually.

Data Sources/Related Links

Education Commission of the States, 2010.

<http://www.ecs.org>

Recommendation Four: Align the K–12 education system with international standards and college admission expectations

INDICATOR: Public High Schools Offering AP® and/or IB Courses in the Four Core Subject Areas

Calculation

Numerator: Number of public high schools in the United States that offer Advanced Placement Program® courses and/or IB courses in the four core subject areas: English, mathematics, science and social studies.

Denominator: Number of public high schools in the United States, as maintained by the College Board.

Sources/Links

The College Board, 2010.

<http://www.collegeboard.com/ap>

International Baccalaureate, 2010.

<http://www.ibo.org>

Data Availability/Discussion

Advanced Placement data were gathered through the AP course audit and thus represent the number of schools with approved AP courses in the four subject areas. The list of IB schools is publicly available on the IBO website, and all schools that offer the diploma program offer courses in the four subject areas.

Data Sources/Related Links

AP Report to the Nation

Calculation

AP Growth: As cited in Figure 1.

Public High School and AP Examinees Student Populations by Race/Ethnicity for the Class of 2010: As cited in Figure 6.

Public High School AP 3 or Higher Examinee Student Success Rates by Race/Ethnicity for the Class of 2010: As cited in Figure 9.

Trend AP Participation and Success in STEM by High School Class, 2010: As cited in Figure 11.

Percentage of Public High School Students Taking an AP Exam, Class of 2010: As cited in Appendix A.

Percentage of Public High School Students Scoring 3 or Higher on an AP Exam, Class of 2010: As cited in Appendix A.

AP Equity and Excellence Achieved by African American Students in the Class of 2010: As cited in Figure 10.

AP Equity and Excellence Achieved by Hispanic Students in the Class of 2010:
As cited in Figure 10.

AP Equity and Excellence Achieved by American Indian or Alaska Native
Students in the Class of 2010: As cited in Figure 10.

Sources/Links

College Board, AP Report to the Nation, 2011.
<http://apreport.collegeboard.org/>

Data Availability/Discussion

Data are reported annually.

Data Sources/Related Links

The College Board

**INDICATOR: Schools That Offer and Mean Percentage of Students
in Dual Enrollment****Calculation**

As reported in Table 19.

Sources/Links

National Association for College Admission Counseling, *State of College
Admission*, 2010.
[http://www.nacacnet.org/PublicationsResources/Marketplace/research/Pages/
StateofCollegeAdmission.aspx](http://www.nacacnet.org/PublicationsResources/Marketplace/research/Pages/StateofCollegeAdmission.aspx)

Data Availability/Discussion

Data are gathered and reported annually. The data came from the 2009
Counseling Trends Surveys, NACAC's Annual Survey of Secondary School
Counselors and counseling departments.

Data Sources/Related Links

N/A

INDICATOR: States with Alignment Between High School Standards or Graduation Requirements and College and Workplace Expectations**Calculation**

Numerator: Number of states, including the District of Columbia, with alignment between high school standards or graduation requirements and college and workplace expectations.

Denominator: Count of 50 states plus the District of Columbia.

Sources/Links

Achieve, Inc., *Closing the Expectations Gap — An Annual 50-State Progress Report on the Alignment of High School Policies with the Demands of College and Careers*, 2010.

<http://www.achieve.org/ClosingtheExpectationsGap2010>

Data Availability/Discussion

Data are gathered and reported annually through Achieve's Annual Survey of Policies. The year 2010 marks the fifth annual *Closing the Expectations Gap* report that came out of the American Diploma Project and the 2005 National Education Summit on High Schools.

Data Sources/Related Links

N/A

INDICATOR: States with College- and Career-Ready Assessment Systems or P–20 Longitudinal Data Systems**Calculation**

Numerator: Number of states, including the District of Columbia, with college- and career-ready assessment systems or P–20 longitudinal data systems.

Denominator: Count of 50 states plus the District of Columbia.

Sources/Links

Achieve, Inc., *Closing the Expectations Gap — An Annual 50-State Progress Report on the Alignment of High School Policies with the Demands of College and Careers*, 2010.

<http://www.achieve.org/ClosingtheExpectationsGap2010>

Data Availability/Discussion

Data are gathered and reported annually through Achieve's Annual Survey of Policies. The year 2010 marks the fifth annual *Closing the Expectations Gap* report that came out of the American Diploma Project and the 2005 National Education Summit on High Schools.

Data Sources/Related Links

N/A

INDICATOR: States That Have Adopted the National Common Core Standards**Calculation**

Numerator: Number of states that have adopted the National Common Core Standards.

Denominator: Count of 50 states plus the District of Columbia.

Sources/Links

National Governors Association and Council of Chief State School Officers.
<http://www.corestandards.org>

Data Availability/Discussion

The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) coordinate the Common Core State Standards Initiative. The standards are meant to provide a framework that will prepare children for college and the workforce, and were developed in collaboration with teachers, school administrators and experts.

Data Sources/Related Links

N/A

INDICATOR: First- and Second-Year Undergraduates in Remedial Courses after High School Graduation by Race/Ethnicity, Gender, Age, Income, Institution Type, Attendance Intensity and Class Level**Calculation**

As reported in Table 6.2.

Sources/Links

National Center for Education Statistics, *Profile of Undergraduate Students: 2007–08*, 2010.
<http://nces.ed.gov/pubs2010/2010205.pdf>
http://nces.ed.gov/das/library/tables_listings/2010205.asp

Data Availability/Discussion

Data have been gathered every three to four years since 1986–1987. In the NPSAS survey, students respond to the question: “Since you completed high school, have you taken remedial or developmental courses to improve your basic skills, such as in mathematics, reading, writing or studying?” This includes courses taken at a current or prior postsecondary institution.

Data Sources/Related Links

National Center for Education Statistics, 2007–08 National Postsecondary Student Aid Study (NPSAS:08).
<http://nces.ed.gov/surveys/npsas/>

Recommendation Five: Improve teacher quality and focus on recruitment and retention

INDICATORS: States with Professional Development Standards; Finance Professional Development for All Districts; Require Districts and/or Schools to Set Aside Time for Professional Development; Require Districts to Align Professional Development with Local Priorities and Goals; Provide Incentives for Teachers to Earn National Board Certification; Require Parental Notification of Out-of-Field Teachers; Have a Ban or Cap on the Number of Out-of-Field Teachers; States in Which Teacher Evaluation Is Tied to Student Achievement; States in Which Teacher and Student Records Can Be Matched by Course/Subject and State Assessment Results; and States in Which Teachers Are Assigned a Unique Identification Number

Calculation

Numerator: Number of states listed on Web page, including the District of Columbia.

Denominator: Count of 50 states plus the District of Columbia.

Sources/Links

Education Week, *Quality Counts: The Teaching Profession*, 2010.

<http://www.edweek.org/media/ew/qc/2010/17sos.h29.teaching.pdf>

Data Availability/Discussion

Data are gathered through an annual state survey and reported annually by the Editorial Projects in Education Research Center. The 2010 report marks the 14th annual *Quality Counts* edition of this publication. The teaching profession was one of several topics focused on in relation to the report's special theme — the debate over common academic standards.

Data Sources/Related Links

N/A

INDICATOR: Public School Teachers of Grades Nine Through 12 by Field, Race/Ethnicity and Gender

Calculation

As reported in Table 70.

Sources/Links

National Center for Education Statistics, *Digest of Education Statistics*, 2009.

http://nces.ed.gov/Programs/digest/d09/tables/dt09_070.asp

Data Availability/Discussion

Data have been gathered semi-regularly since 1987–1988 (generally every three to four years). The School and Staffing Survey collects data from public, private, and Bureau of Indian Affairs schools. A sample of public charter schools was

included in the 2003–04 and 2007–08 surveys. It is the largest, most extensive survey of K–12 school districts, schools, teachers and administrators in the United States today.

Data Sources/Related Links

National Center for Education Statistics, 2007–08 School and Staffing Survey.
<http://nces.ed.gov/surveys/sass/>

INDICATOR: Bachelor's, Master's or Doctoral Degrees Earned in Education**Calculation**

Numerator: Number of degrees awarded in education.

Denominator: Total number of degrees awarded.

By education level: As reported in Tables 271 (Bachelor's), 272 (Master's) and 273 (Doctoral).

By race/ethnicity: As reported in Tables 286 (Bachelor's), 289 (Master's) and 292 (Doctoral).

By gender: As reported in Table 304.

By state: As reported in Tables 322 (Bachelor's) and 323 (Master's).

Sources/Links

National Center for Education Statistics, *Digest of Education Statistics*, 2009.
http://nces.ed.gov/programs/digest/d09/tables/dt09_271.asp?referrer=list
http://nces.ed.gov/programs/digest/d09/tables/dt09_272.asp?referrer=list
http://nces.ed.gov/programs/digest/d09/tables/dt09_273.asp?referrer=list
http://nces.ed.gov/programs/digest/d09/tables/dt09_286.asp?referrer=list
http://nces.ed.gov/programs/digest/d09/tables/dt09_289.asp?referrer=list
http://nces.ed.gov/programs/digest/d09/tables/dt09_292.asp?referrer=list
http://nces.ed.gov/programs/digest/d09/tables/dt09_304.asp?referrer=list
http://nces.ed.gov/programs/digest/d09/tables/dt09_322.asp?referrer=list
http://nces.ed.gov/programs/digest/d09/tables/dt09_323.asp?referrer=list

Data Availability/Discussion

Data are gathered and reported annually. Postsecondary institutions are required to report degree completions by award level based on the Classification of Instructional Programs (CIP). Completion of IPEDS surveys is mandated for institutions that participate in any federal financial assistance program authorized by Title IV of the Higher Education Act (HEA) of 1965.

Data Sources/Related Links

National Center for Education Statistics, IPEDS Completion Survey, 2000–2008.
<http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

National Center for Education Statistics, Higher Education General Information (HEGIS) Degrees and Other Formal Awards Conferred Survey, 1997–1999.

**INDICATOR: Teachers Leaving the Profession by School Type, Race/
Ethnicity, Gender and Age****Calculation**

By school type: As reported in Table 1.

By race/ethnicity, gender and age: As reported in Table 2.

Sources/Links

National Center for Education Statistics, *Teacher Attrition and Mobility: Results from the 2008-09 Teacher Follow-up Survey*, 2010.

<http://nces.ed.gov/pubs2010/2010353.pdf>

Data Availability/Discussion

Data have been gathered semi-regularly since 1987–1988 (generally every three to four years). The *Teacher Follow-Up Survey* is part of the School and Staffing Survey (SASS), which collects data from public, private and Bureau of Indian Affairs schools. A sample of public charter schools were included in the 2003–04 and 2007–08 surveys. It is the largest, most extensive survey of K–12 school districts, schools, teachers and administrators in the United States today.

Data Sources/Related Links

National Center for Education Statistics, 2007–08 School and Staffing Survey.

<http://nces.ed.gov/surveys/sass/>

**INDICATOR: Public K–12 Teachers by Years of Teaching Experience
by State Rank****Calculation**

As reported in Table 67.

Sources/Links

National Center for Education Statistics, *Digest of Education Statistics*, 2009.

http://nces.ed.gov/programs/digest/d09/tables/dt09_067.asp

Data Availability/Discussion

Data have been gathered semi-regularly since 1987–1988 (generally every three to four years). The School and Staffing Survey collects data from public, private and Bureau of Indian Affairs schools. A sample of public charter schools were included in the 2003–04 and 2007–08 surveys. It is the largest, most extensive survey of K–12 school districts, schools, teachers and administrators in the United States today.

Data Sources/Related Links

National Center for Education Statistics, 2007–08 School and Staffing Survey.

<http://nces.ed.gov/surveys/sass/>

Recommendation Six: Clarify and simplify the admission process

INDICATOR: Four-Year Colleges with Admission Applications Available Online

Calculation

Numerator: Number of four-year colleges, in the nation and by state, with applications available online.

Denominator: Number of four-year colleges in the nation and by state.

Universe: Four-year degree-granting, not-for-profit, Title IV–participating institutions located in the 50 states and the District of Columbia.

Sources/Links

The College Board, *Annual Survey of Colleges, 2000–2008*.

<http://professionals.collegeboard.com/higher-ed/recruitment/annual-survey>

National Center for Education Statistics, IPEDS Institutional Characteristics Survey, 2001–2009.

<http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

Data Availability/Discussion

Data are gathered and reported annually. Public and private institutions are included.

Data Sources/Related Links

N/A

INDICATOR: Four-Year Colleges to Which Students Can Submit Admission Applications Online

Calculation

Numerator: Number of four-year colleges, in the nation and by state, to which students can submit applications online.

Denominator: Number of four-year colleges in the nation and by state.

Universe: Four-year degree-granting, not-for-profit, Title IV–participating institutions located in the 50 states and the District of Columbia.

Sources/Links

The College Board, *Annual Survey of Colleges, 2000–2008*.

<http://professionals.collegeboard.com/higher-ed/recruitment/annual-survey>

National Center for Education Statistics, IPEDS Institutional Characteristics Survey, 2001–2009.

<http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

Data Availability/Discussion

Data are gathered and reported annually. Public and private institutions are included.

Data Sources/Related Links

N/A

INDICATOR: Four-Year Colleges That Use the Common Application, Universal College Application or Common Black College Application**Calculation**

Numerator: Number of four-year colleges, in the nation and by state, that accept either the Common Application, Universal College Application or Common Black College Application.

Denominator: Number of four-year colleges in the nation and by state.

Universe: Four-year degree-granting, not-for-profit, Title IV–participating institutions located in the 50 states and the District of Columbia.

Sources/Links

List of institutions retrieved from Common Application, Universal College Application and Common Black College Application websites in January 2010.

<https://www.commonapp.org/CommonApp/Members.aspx>

<https://www.universalcollegeapp.com/index.cfm?ACT=Display&APP=APPONLINE&DSP=StudentCOLLEGEINFO>

<https://counselorlogin.com/application.asp>

National Center for Education Statistics, IPEDS Institutional Characteristics Survey, 2009.

<http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

Data Availability/Discussion

Common Application data are available from 1975 to the present. Universal College Application data are available from 2007 to the present. Common Black College Application membership history was available only for 2009 to the present. Member institutions are updated annually and include schools from both the public and private sectors.

Data Sources/Related Links

N/A

INDICATOR: States that have Statewide Common Application Systems for Public Four-Year Colleges and Universities**Calculation**

States that have Statewide Common Application Systems for Public Four-Year Colleges and Universities: Compiled by the College Board

Sources/Links

The College Board, Advocacy & Policy Center

<http://advocacy.collegeboard.org>

Data Availability/Discussion

Data was gathered by surveying each individual state higher education agency. Data gathered by the College Board Advocacy & Policy Center.

Data Sources/Related Links

The College Board
<http://www.collegeboard.org>

INDICATOR: High School Completers Enrolled in Two- or Four-Year College Immediately Following High School Completion**Calculation**

Overall: As reported in Table A-20-1.

By race/ethnicity: As reported in Table A-20-3.

By gender: As reported in Table A-20-4.

By family income: As reported in Table A-20-1.

By parental education: As reported in Table A-20-2.

Sources/Links

National Center for Education Statistics, *The Condition of Education*, 2010.
http://nces.ed.gov/pubs2010/2010028_7.pdf

Data Availability/Discussion

Data are gathered and reported annually. High school completers include individuals who earned a high school diploma or equivalency certificate (e.g., GED).

Data Sources/Related Links

U.S. Census Bureau, Current Population Survey, 1998–2008.
<http://www.census.gov/hhes/socdemo/education/data/cps/index.html>

INDICATOR: Rate of High School Graduates Going to College by State Rank**Calculation**

As reported in Table 211.

Sources/Links

National Center for Education Statistics, *Digest of Education Statistics*, 2010.
http://nces.ed.gov/programs/digest/d10/tables/dt10_211.asp

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

National Center for Education Statistics, Common Core of Data.
<http://nces.ed.gov/ccd/index.asp>

Recommendation Seven: Provide more need-based grant aid while simplifying the financial aid process and making it more transparent

INDICATOR: Average Total Grant Aid per Low-Income Dependent Student

Calculation

Data have been converted into 2008 Constant Dollars using the Consumer Price Index (CPI), which can be found at <http://www.bls.gov/cpi/>.

Sources/Links

National Center for Education Statistics, National Postsecondary Student Aid Study.

<http://nces.ed.gov/surveys/npsas/tables.asp>

Data Availability/Discussion

Data are gathered and reported every three years. NPSAS data come from multiple sources, including institutional records, government databases and student interviews.

Data Sources/Related Links

National Center for Education Statistics, National Postsecondary Student Aid Study.

<http://nces.ed.gov/surveys/npsas/>

INDICATOR: National Average Annual Percentage Increase in Total Grant Aid per Dependent Student by Income

Calculation

Data have been converted into 2008 Constant Dollars using the Consumer Price Index (CPI), which can be found at <http://www.bls.gov/cpi/>.

Sources/Links

National Center for Education Statistics, National Postsecondary Student Aid Study.

<http://nces.ed.gov/surveys/npsas/tables.asp>

Data Availability/Discussion

Data are gathered and reported every three years. NPSAS data come from multiple sources, including institutional records, government databases and student interviews.

Data Sources/Related Links

National Center for Education Statistics, National Postsecondary Student Aid Study.

<http://nces.ed.gov/surveys/npsas/>

INDICATOR: National Average Annual Dollar Increase in Total Grant Aid per Dependent Student by Income**Calculation**

Data have been converted into 2008 Constant Dollars using the Consumer Price Index (CPI), which can be found at <http://www.bls.gov/cpi/>.

Sources/Links

National Center for Education Statistics, National Postsecondary Student Aid Study.

<http://nces.ed.gov/surveys/npsas/tables.asp>

Data Availability/Discussion

Data are gathered and reported every three years. NPSAS data come from multiple sources, including institutional records, government databases and student interviews.

Data Sources/Related Links

National Center for Education Statistics, National Postsecondary Student Aid Study.

<http://nces.ed.gov/surveys/npsas/>

INDICATOR: Average Aid per Full-Time Equivalent (FTE)**Calculation**

As reported in Table 1.

Sources/Links

The College Board, *Trends in Student Aid*, 2011.

<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2011.

The College Board, *Trends in Student Aid*, 2011.

The College Board, *Education Pays*, 2010.

<http://trends.collegeboard.org/>

INDICATOR: Average Aid per Undergraduate FTE**Calculation**

As reported in Table 1.

Sources/Links

The College Board, *Trends in Student Aid*, 2011.

<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2011.

The College Board, *Trends in Student Aid*, 2011.

The College Board, *Education Pays*, 2010.

<http://trends.collegeboard.org/>

INDICATOR: Average Aid per Graduate FTE**Calculation**

As reported in Table 1.

Sources/Links

The College Board, *Trends in Student Aid*, 2011.

<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2011.

The College Board, *Trends in Student Aid*, 2011.

The College Board, *Education Pays*, 2010.

<http://trends.collegeboard.org/>

INDICATOR: Total Undergraduate Student Aid by Source (in Billions)**Calculation**

As reported in Figure 2a.

Sources/Links

The College Board, *Trends in Student Aid*, 2011.

<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually. Components may not sum to 100 percent because of rounding. See Notes and Sources for a list of programs included in other federal grants. Nonfederal loans are not included here since they involve no subsidy of any kind and are not actually a form of financial aid.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2011.

The College Board, *Trends in Student Aid*, 2011.

The College Board, *Education Pays*, 2010.

<http://trends.collegeboard.org/>

INDICATOR: Number of Recipients of Federal Aid by Program (with Average Aid Received)**Calculation**

As reported in Figure 2b.

Sources/Links

The College Board, *Trends in Student Aid*, 2011.

<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually. Both undergraduate and graduate students are eligible for tax benefits, Perkins Loans, and Federal Work-Study (FWS). Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Academic Competitiveness Grants (ACG), and SMART Grants go to undergraduates only. Estimates for 2009 tax benefits are based on data from 2008 and earlier years.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2011.

The College Board, *Trends in Student Aid*, 2011.

The College Board, *Education Pays*, 2010.

<http://trends.collegeboard.org/>

INDICATOR: Proportion of Undergraduate Students Borrowing Federal Stafford Loans**Calculation**

As reported in Figure 6.

Sources/Links

The College Board, *Trends in Student Aid*, 2011.

<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually. Based on 12-month unduplicated head count. Total enrollment for 2009-10 is estimated. Percentages may not sum to 100 because of rounding. National Student Loan Data System (NSLDS) calculations by the authors.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2011.

The College Board, *Trends in Student Aid*, 2011.

The College Board, *Education Pays*, 2010.

<http://trends.collegeboard.org/>

NCES, Enrollment in Postsecondary Institutions and Financial Statistics and Postsecondary Institutions and Price of Attendance in the United States, 2011, U.S. Department of Education, Office of Postsecondary Education; <http://nces.ed.gov/pubs2011/2011230.pdf>

INDICATOR: Average Total Debt Levels of Bachelor's Degree Recipients**Calculation**

As Reported in Figures 10a and 10b.

Sources/Links

The College Board, *Trends in Student Aid*, 2011.
<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually. Both undergraduate and graduate students are eligible for tax benefits, Perkins Loans and Federal Work-Study (FWS). Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Academic Competitiveness Grants (ACG) and SMART Grants go to undergraduates only. Estimates for 2009 tax benefits are based on data from 2008 and earlier years.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2011.
The College Board, *Trends in Student Aid*, 2011.
The College Board, *Education Pays*, 2010.
<http://trends.collegeboard.org/>

INDICATOR: Distribution of Total Undergraduate Debt by Sector and Type of Degree**Calculation**

As reported in Figures 9a and 9b.

Sources/Links

The College Board, *Trends in Student Aid*, 2011.
<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually. Data include federal loans, nonfederal loans, and loans from states and institutions. Parent PLUS Loans, credit card debt, and loans from friends and family are not included. Percentages may not sum to 100 because of rounding. Data include students who attended less than half time (13 percent of students), and who do not qualify for Stafford loans but do qualify for some nonfederal loans.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2011.
The College Board, *Trends in Student Aid*, 2011.
The College Board, *Education Pays*, 2010.
<http://trends.collegeboard.org/>

National Center for Education Statistics, National Postsecondary Student Aid Study, 2008.

<http://nces.ed.gov/surveys/npsas/>

INDICATOR: Simplifying the Federal Student Aid System and the Application Process**Calculation**

N/A

Sources/Links

N/A

Data Availability/Discussion

N/A

Data Sources/Related Links

N/A

INDICATOR: Implementation of Policies Designed to Provide Incentives for Institutions to Promote Enrollment and Success of Low-Income and First-Generation Students**Calculation**

N/A

Sources/Links

N/A

Data Availability/Discussion

N/A

Data Sources/Related Links

N/A

Recommendation Eight: Keep college affordable

INDICATOR: Educational Fiscal Support**Calculation**

As reported in Figure 10b.

Sources/Links

The College Board, *Trends in College Pricing*, 2011.
<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2011.
The College Board, *Trends in Student Aid*, 2011.
The College Board, *Education Pays*, 2010.
<http://trends.collegeboard.org/>

The College Board, *Annual Survey of Colleges*.

<http://professionals.collegeboard.com/higher-ed/recruitment/annual-survey>

INDICATOR: Educational Fiscal Support per FTE

Calculation

As reported in Figure 10a.

Sources/Links

The College Board, *Trends in College Pricing*, 2011.

<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2011.

The College Board, *Trends in Student Aid*, 2011.

The College Board, *Education Pays*, 2010.

<http://trends.collegeboard.org/>

The College Board, *Annual Survey of Colleges*.

<http://professionals.collegeboard.com/higher-ed/recruitment/annual-survey>

INDICATOR: Educational Fiscal Support by State Rank

Calculation

As reported in the Public Postsecondary Enrollment, Net Tuition Revenue and Educational Appropriations per FTE, 1984–2010 data table.

Sources/Links

State Higher Education Finance, State Higher Education Executive Officers (SHEEO).

http://www.sheeo.org/finance/shef/shef_data10.htm

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

State Higher Education Finance, State Higher Education Executive Officers (SHEEO).

<http://www.sheeo.org>

INDICATOR: Educational Fiscal Support per FTE by State Rank

Calculation

As reported in the Public Postsecondary Enrollment, Net Tuition Revenue and Educational Appropriations per FTE, 1984–2010 data table.

Sources/Links

State Higher Education Finance, State Higher Education Executive Officers (SHEEO).

http://www.sheeo.org/finance/shef/shef_data10.htm

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

State Higher Education Finance, State Higher Education Executive Officers (SHEEO).

<http://www.sheeo.org>

INDICATOR: Average Estimated Undergraduate Budgets by Type and Control of Institution (Enrollment Weighted)**Calculation**

As reported in Table 1.

Sources/Links

The College Board, *Trends in College Pricing*, 2011.

<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2011.

The College Board, *Trends in Student Aid*, 2011.

The College Board, *Education Pays*, 2010.

<http://trends.collegeboard.org/>

The College Board, *Annual Survey of Colleges*.

<http://professionals.collegeboard.com/higher-ed/recruitment/annual-survey>

INDICATOR: Average Published Charges for Undergraduates by Carnegie Classification**Calculation**

As reported in Table 1b.

Sources/Links

The College Board, *Trends in College Pricing*, 2011.

<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2011.

The College Board, *Trends in Student Aid*, 2011.

The College Board, *Education Pays*, 2010.

<http://trends.collegeboard.org/>

The College Board, *Annual Survey of Colleges*.

<http://professionals.collegeboard.com/higher-ed/recruitment/annual-survey>

INDICATOR: Average Annual Percentage Increases in Inflation-Adjusted Published Prices by Decade

Calculation

As reported in Figure 4.

Sources/Links

The College Board, *Trends in College Pricing*, 2011.
<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2011.

The College Board, *Trends in Student Aid*, 2011.

The College Board, *Education Pays*, 2010.

<http://trends.collegeboard.org/>

The College Board, *Annual Survey of Colleges*.

<http://professionals.collegeboard.com/higher-ed/recruitment/annual-survey>

NCES, Integrated Postsecondary Education Data System.

<http://nces.ed.gov/ipeds/>

INDICATOR: National Average Published Tuition and Fees Charges

Calculation

As reported in Tables 1a and 1b.

Sources/Links

The College Board, *Trends in College Pricing*, 2011.

<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually. For 1987–1988 and after: *Annual Survey of Colleges* (The College Board), weighted by full-time undergraduate enrollment; 1986–87 and prior: Integrated Postsecondary Education Data System (IPEDS), U.S. Department of Education, National Center for Education Statistics, weighted by full-time equivalent enrollment.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2011.

The College Board, *Trends in Student Aid*, 2011.

The College Board, *Education Pays*, 2010.

The College Board, *Annual Survey of Colleges*.

<http://professionals.collegeboard.com/higher-ed/recruitment/annual-survey>

NCES, Integrated Postsecondary Education Data System.

<http://nces.ed.gov/ipeds/>

<http://trends.collegeboard.org/>

INDICATOR: In-State Published Tuition Prices at Public Two-Year Institutions by State Rank**Calculation**

As reported in Table 1a.

Sources/Links

The College Board, *Trends in College Pricing*, 2011.
<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2011.
The College Board, *Trends in Student Aid*, 2011.
The College Board, *Education Pays*, 2010.
<http://trends.collegeboard.org/>

The College Board, *Annual Survey of Colleges*.
<http://professionals.collegeboard.com/higher-ed/recruitment/annual-survey>

INDICATOR: In-State Published Tuition Prices at Public Four-Year Institutions by State Rank**Calculation**

As reported in Table 1a.

Sources/Links

The College Board, *Trends in College Pricing*, 2011.
<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2011.
The College Board, *Trends in Student Aid*, 2011.
The College Board, *Education Pays*, 2010.
<http://trends.collegeboard.org/>

The College Board, *Annual Survey of Colleges*.
<http://professionals.collegeboard.com/higher-ed/recruitment/annual-survey>

INDICATOR: In-State Published Tuition Prices at Private Four-Year Institutions by State Rank**Calculation**

As reported in Table 1a.

Sources/Links

The College Board, *Trends in College Pricing*, 2011.
<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2011.

The College Board, *Trends in Student Aid*, 2011.

The College Board, *Education Pays*, 2010.

<http://trends.collegeboard.org/>

The College Board, *Annual Survey of Colleges*.

<http://professionals.collegeboard.com/higher-ed/recruitment/annual-survey>

INDICATOR: Published Net Tuition and Fees for Full-Time Undergraduate Students**Calculation**

As reported in Table 7.

Sources/Links

The College Board, *Trends in College Pricing*, 2011.

<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually. Numbers are rounded to the nearest 10s. Net tuition and fees are calculated by subtracting estimated average grant aid plus tax benefits per full-time student in the sector from the published price. Aggregate aid amounts are from *Trends in Student Aid*, 2010. Division of total aid across sectors and between full-time and part-time students is based on the NPSAS, 1993 through 2008.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2011.

The College Board, *Trends in Student Aid*, 2011.

The College Board, *Education Pays*, 2010.

<http://trends.collegeboard.org/>

INDICATOR: Growth in Mean Family Income by Quintile**Calculation**

As reported in Figure 16a.

Sources/Links

The College Board, *Trends in College Pricing*, 2011.

<http://trends.collegeboard.org/>

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

The College Board, *Trends in College Pricing*, 2011.

The College Board, *Trends in Student Aid*, 2011.

The College Board, *Education Pays*, 2010.
<http://trends.collegeboard.org/>

U.S. Census Bureau, Current Population Survey, Table F-1 and Table F-3.

INDICATOR: Average Earnings of Full-Time Workers Ages 25 to 34

Calculation

N/A

Sources/Links

U.S. Census Bureau, Current Population Survey, 2009

Data Availability/Discussion

Data are gathered and reported annually.

Data Sources/Related Links

N/A

Recommendation Nine: Dramatically increase college completion rates

INDICATOR: Freshman-to-Sophomore Retention Rates

Calculation

Numerator: Number of students from the first-time adjusted cohort enrolled in given fall, aggregated by sector, state and/or attendance status.

Denominator: Number of students from the first-time adjusted cohort enrolled in previous fall, aggregated by sector, state and/or attendance status.

Universe: Degree-granting, Title IV-participating institutions.

Sources/Links

National Center for Education Statistics, IPEDS Enrollment and Institutional Characteristics Surveys, 2007–2008.

<http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

Data Availability/Discussion

Data are gathered and reported annually. Postsecondary institutions are required to report cohort enrollment numbers through which IPEDS computes retention rates. Completion of IPEDS surveys is mandated for institutions that participate in any federal financial assistance program authorized by Title IV of the Higher Education Act (HEA) of 1965.

Although retention data were collected on the 2003–2006 surveys, there were problems with the data such that institutions were confused about which students to report on (e.g., full-time versus all, original versus adjusted cohort). This led to changes in the 2007 survey, where institutions now report the raw numbers as opposed to a percentage based on a formula outlined in the directions.

Data Sources/Related Links

N/A

INDICATOR: Three-Year Graduation Rates of Degree- and Certificate-Seeking Students at Two-Year Colleges**Calculation**

Numerator: Number of students who completed a degree or certificate program within 150 percent of normal time, aggregated by sector, race/ethnicity and/or state.

Denominator: Number of degree- and certificate-seeking students in the adjusted cohort (revised first-time, full-time cohort minus exclusions), aggregated by sector, race/ethnicity and/or state.

Universe: Two-year, degree-granting, Title IV–participating institutions

Sources/Links

National Center for Education Statistics, IPEDS Graduation Rate and Institutional Characteristics Surveys, 2002–2008.

<http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

Data Availability/Discussion

Data are gathered and reported annually. Postsecondary institutions are required to report completion data by race/ethnicity and gender but do not separate certificate-seeking from degree-seeking students. Completion of IPEDS surveys is mandated for institutions that participate in any federal financial assistance program authorized by Title IV of the Higher Education Act (HEA) of 1965. The graduation rate survey was developed to help institutions comply with requirements of the Student Right-to-Know Act of 1990.

The 2008 survey contained significant changes in the reporting of data on race and ethnicity, and institutions had the option to report under old or new race/ethnicity categories. This may present challenges in comparing graduation rates by race/ethnicity from 2008 to prior or subsequent years or rates from prior to 2008 to those from after 2008.

Data Sources/Related Links

N/A

INDICATOR: Four-Year Graduation Rates of Degree- and Certificate-Seeking Students at Two-Year Colleges**Calculation**

Numerator: Number of students who completed a degree or certificate program within 200 percent of normal time, aggregated by sector and/or state.

Denominator: Number of degree- and certificate-seeking students in the adjusted cohort (revised cohort minus exclusions), aggregated by sector and/or state.

Universe: Two-year, degree-granting, Title IV–participating institutions.

Sources/Links

National Center for Education Statistics, IPEDS Graduation Rates 200% and Institutional Characteristics Surveys, 2008.

<http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

Data Availability/Discussion

Data will be gathered and reported annually. Completion of IPEDS surveys is mandated for institutions that participate in any federal financial assistance program authorized by Title IV of the Higher Education Act (HEA) of 1965.

This survey was developed to fulfill requirements in the Higher Education Opportunity Act of 2008.

Data Sources/Related Links

N/A

INDICATOR: Six-Year Graduation Rates of Bachelor's Degree-Seeking Students**Calculation**

Numerator: Number of students who completed a bachelor's degree or equivalent program within 150 percent of normal time, aggregated by sector, race/ethnicity and/or state.

Denominator: Number of bachelor's degree-seeking students in the adjusted cohort (revised first-time, full-time cohort minus exclusions), aggregated by sector, race/ethnicity and/or state.

Universe: Four-year, degree-granting, Title IV-participating institutions

Sources/Links

National Center for Education Statistics, IPEDS Graduation Rate and Institutional Characteristics Surveys, 2002–2008.

<http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

Data Availability/Discussion

Data are gathered and reported annually. Postsecondary institutions are required to report completion data by race/ethnicity and gender. Completion of IPEDS surveys is mandated for institutions that participate in any federal financial assistance program authorized by Title IV of the Higher Education Act (HEA) of 1965. The graduation rate survey was developed to help institutions comply with requirements of the Student Right-to-Know Act of 1990.

The 2008 survey contained significant changes in the reporting of data on race and ethnicity, and institutions had the option to report under old or new race/ethnicity categories. This may present challenges in comparing graduation rates by race/ethnicity from 2008 to prior or subsequent years or rates from prior to 2008 to those from after 2008.

Data Sources/Related Links

N/A

INDICATOR: Six-Year Bachelor's Degree Attainment Rates of Students**Calculation**

As reported in Tables 3 and 6.

Sources/Links

Radford, A.W., Berkner, L., Wheelless, S. C., and Shepherd, B. (2010). *Persistence and Attainment of 2003–04 Beginning Postsecondary Students: After 6 Years* (NCES 2011-151). National Center for Education Statistics: Washington, D.C.
<http://nces.ed.gov/pubs2011/2011151.pdf>

Data Availability/Discussion

The Beginning Postsecondary Student (BPS) surveys first-time beginning students at three points in time: at the end of their first year (2003–2004), and then three (2005–2006) and six years (2008–2009) after first starting in postsecondary education. Roughly 16,700 students were in the final sample. This is the third cohort of first-time beginners tracked by the National Center for Education Statistics since 1990.

Data Sources/Related Links

National Center for Education Statistics, Beginning Postsecondary Student Survey, BPS:04/09.
<http://nces.ed.gov/surveys/bps/>

INDICATOR: Eight-Year Graduation Rates of Bachelor's Degree–Seeking Students**Calculation**

Numerator: Number of students who completed a bachelor's degree or equivalent program within 200 percent of normal time, aggregated by sector and/or state.

Denominator: Number of bachelor's degree–seeking students in the adjusted cohort (revised cohort minus exclusions), aggregated by sector and or state.

Universe: Four-year, degree-granting, Title IV–participating institutions

Sources/Links

National Center for Education Statistics, IPEDS Graduation Rates 200% and Institutional Characteristics Surveys, 2008.
<http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

Data Availability/Discussion

Data will be gathered and reported annually. Completion of IPEDS surveys is mandated for institutions that participate in any federal financial assistance program authorized by Title IV of the Higher Education Act (HEA) of 1965. This survey was developed to fulfill requirements in the Higher Education Opportunity Act of 2008.

Data Sources/Related Links

N/A

INDICATOR: Degrees Awarded By Colleges and Universities**Calculation**

Number of degrees awarded, aggregated by degree-type, sector, race/ethnicity and/or state.

Universe: degree-granting, Title IV–participating institutions

Sources/Links

National Center for Education Statistics, IPEDS Completion and Institutional Characteristics Surveys, 2002–2008.

<http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

Data Availability/Discussion

Data are gathered and reported annually. Postsecondary institutions are required to report completion data by race/ethnicity and gender. Completion of IPEDS surveys is mandated for institutions that participate in any federal financial assistance program authorized by Title IV of the Higher Education Act (HEA) of 1965. The graduation rate survey was developed to help institutions comply with requirements of the Student Right-to-Know Act of 1990.

The 2008 survey contained significant changes in the reporting of data on race and ethnicity, and institutions had the option to report under old or new race/ethnicity categories. This may present challenges in comparing graduation rates by race/ethnicity from 2008 to prior or subsequent years or rates from prior to 2008 to those from after 2008.

Data Sources/Related Links

N/A

Recommendation Ten: Provide postsecondary opportunities as an essential element of adult education programs

INDICATOR: Educational Attainment of Adults Ages 25 to 34**Calculation**

Numerator: Number of males and females, ages 25 to 34, in the nation and aggregated by state in each of the following categories: less than a high school diploma; high school diploma; some college; associate degree or higher.

Denominator: Number of males and females ages 25 to 34 in the nation and by state.

Sources/Links

U.S. Census Bureau, 2005–2009 American Community Survey Five-Year Estimates, Table B15001.

http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=ACS&_submenuId=&_lang=en&_ts=

Data Availability/Discussion

Data are gathered and reported annually. The five-year ACS estimates were selected in order to reduce the margin of error in the population estimates.

Data Sources/Related Links

<http://www.census.gov/hhes/socdemo/education/>

<http://www.census.gov/hhes/socdemo/education/data/factsheet.html>

INDICATOR: Educational Attainment of Adults Ages 25 to 34 by Race/Ethnicity**Calculation**

Numerator: Number of adults ages 25 to 34 by race/ethnicity in each of the following categories: less than a high school diploma; high school diploma; some college; associate degree or higher.

Denominator: Number of adults ages 25 to 34 by race/ethnicity.

Sources/Links

U.S. Census Bureau, Current Population Survey, 2009.

<http://www.census.gov/hhes/socdemo/education/data/cps/2009/tables.html>

Data Availability/Discussion

Data are gathered and reported annually. These calculations include academic and vocational/occupational associate degrees.

Data Sources/Related Links

N/A

INDICATOR: Adults Ages 25 to 34 with No High School Diploma Who Are GED Candidates**Calculation**

Numerator: Number of 25- to 34-year-olds who completed at least one GED test in the nation and by state, derived from “Percentage of GED Candidates, by Age Group” table (e.g., Table 2 in 2005, Appendix B in 2009).

Denominator: Number of males and females ages 25 to 34, in the nation and by state, with less than a ninth-grade education or a ninth- to 12th-grade education with no diploma, reported in Table B15001.

Sources/Links

American Council on Education 2005–2009 Annual Statistical Reports (Table 2 or Appendix B).

<http://www.acenet.edu/Content/NavigationMenu/ged/pubs/2009ASR.pdf>

http://www.acenet.edu/Content/NavigationMenu/ged/pubs/GED_Archived_Annual_.htm

U.S. Census Bureau, 2005–2009 American Community Survey Five-Year Estimates, Table B15001.

http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=ACS&_submenuId=&_lang=en&_ts=

Data Availability/Discussion

GED data are gathered and reported annually. Annual reports are available from 1958 to the present. One-, three- and five-year ACS population estimates are available. The denominator in this indicator stemmed from the five-year ACS estimates, as they contain the smallest margin of error.

Data Sources/Related Links

N/A

INDICATOR: Adults Ages 25 to 34 with No High School Diploma Who Attain a GED**Calculation**

Numerator: Number of 25- to 34-year-olds who earned a GED in the nation and by state, derived from the “Percentage of GED Passers, by Age Group” table (e.g., Table 9 in 2005, Appendix L in 2009).

Denominator: Number of males and females ages 25 to 34, in the nation and by state, with less than a ninth-grade education or a ninth- to 12th-grade education with no diploma, reported in Table B15001.

Sources/Links

American Council on Education 2005–2009 Annual Statistical Reports (Table 9 or Appendix L).

<http://www.acenet.edu/Content/NavigationMenu/ged/pubs/2009ASR.pdf>

http://www.acenet.edu/Content/NavigationMenu/ged/pubs/GED_Archived_Annual_.htm

U.S. Census Bureau, 2005–2009 American Community Survey Five-Year Estimates, Table B15001.

http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=ACS&_submenuId=&_lang=en&_ts=

Data Availability/Discussion

GED data are gathered and reported annually. Annual reports are available from 1958 to the present. One-, three- and five-year ACS population estimates are available. The denominator in this indicator stemmed from the five-year ACS estimates, as they contain the smallest margin of error.

Data Sources/Related Links

N/A

INDICATOR: Adults Ages 25 to 34 Enrolled in Postsecondary Education**Calculation**

Numerator: Number of 25- to 34-year-olds enrolled in undergraduate study at postsecondary institutions in the nation and by state.

Denominator: Number of 25- to 34-year-olds in the nation and by state, reported in Table B15001.

Sources/Links

National Center for Education Statistics, IPEDS Enrollment Survey, 2003–2007.
<http://nces.ed.gov/ipeds/datacenter/DataFiles.aspx>

U.S. Census Bureau, 2003, 2005 and 2007 American Community Survey One-Year Estimates; 2005–2009 American Community Survey Five-Year Estimates, Table B15001.

http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=ACS&_submenuId=&_lang=en&_ts=

Data Availability/Discussion

Data are gathered and reported annually. Postsecondary institutions are required to report enrollment data annually but only report enrollment by age range every other year. Completion of IPEDS surveys is mandated for institutions that participate in any federal financial assistance program authorized by Title IV of the Higher Education Act (HEA) of 1965.

One-, three- and five-year ACS population estimates are available. The denominators in Figure 10.3a are from the one-year estimates. The denominators for Figure 10.3b are from the five-year estimates, as they contain the smallest margin of error.

Data Sources/Related Links

N/A

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National Summary

Overview

Fig.	Description	US Average
A	Percentage of 25- to 34-Year-Olds with an Associate Degree or Higher, 2008	41.6%
B	Percentage of 25- to 64-Year-Olds with an Associate Degree or Higher, 2008	41.1%
C	Percentage of 55- to 64-Year-Olds with an Associate Degree or Higher, 2008	40.0%
D	Percentage of 25- to 34-Year-Olds with an Associate Degree or Higher in the United States, 2000–2009	41.1%

Recommendation One

Provide a program of voluntary preschool education, universally available to children from low-income families

Fig.	Description	US Average
1.1c	Percentage of 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008	47.5%
1.1d	Percentage of 3-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008	34.4%
1.1e	Percentage of 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008	60.7%
1.1f	Percentage of Asian 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008	53.3%
1.1g	Percentage of American Indian and/or Alaska Native 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008	45.0%
1.1h	Percentage of Black 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008	52.5%
1.1i	Percentage of Hispanic 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008	38.5%
1.1j	Percentage of White 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008	49.8%
1.1k	Percentage of Two or More Races 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008	49.9%
1.2a	Percentage of 3- and 4-Year-Olds Enrolled in State-Funded Pre-K Programs by State Rank, 2009	14.6%
1.2b	Percentage of 3-Year-Olds Enrolled in State-Funded Pre-K Programs by State Rank, 2009	3.7%
1.2c	Percentage of 4-Year-Olds Enrolled in State-Funded Pre-K Programs by State Rank, 2009	25.4%
1.3a	Percentage of 3- and 4-Year-Olds Enrolled in Head Start Programs by State Rank, 2009	8.6%
1.3b	Percentage of 3-Year-Olds Enrolled in Head Start Programs by State Rank, 2009	7.1%
1.3c	Percentage of 4-Year-Olds Enrolled in Head Start Programs by State Rank, 2009	10.0%

Recommendation Two

Improve middle school and high school college counseling

Fig.	Description	US Average
2.1b	Student-to-Counselor Ratio by State Rank, 2009	457
2.1c	National Student-to-College Counselor Ratio by School Type, 2005–2009	320
2.2	States with Comprehensive School Counseling Programs, 2008	62.7%
2.3a	Percentage of Secondary Schools That Require Professional Development by School Type, 2006–2009	31.3%
2.3b	Percentage of Secondary Schools That Cover All Professional Development Costs by School Type, 2006–2009	32.2%
2.4a	Percentage of Counselors' Time Spent on Postsecondary Admission Counseling by School Type, 2004–2009	26.0%

Recommendation Three

Implement the best research-based dropout prevention programs

Fig.	Description	US Average
3.1c	Average Graduation Rates for Public High School Students by State Rank, 2008	74.9%
3.1d	Average Graduation Rates for Asian American/Pacific Islander Public High School Students by State Rank, 2008	91.4%
3.1e	Average Graduation Rates for American Indian/Alaska Native Public High School Students by State Rank, 2008	64.2%
3.1f	Average Graduation Rates for African American Public High School Students by State Rank, 2008	61.5%
3.1g	Average Graduation Rates for Hispanic Public High School Students by State Rank, 2008	63.5%
3.1h	Average Graduation Rates for White Public High School Students by State Rank, 2008	81.0%
3.1i	States with Exit Examinations, 2010	49.0%
3.1j	States Where End-of-Course Exams Are Used as the Exit Exam, 2010	19.6%
3.1k	States That Have Reciprocity with Other States' Exit Exams, 2010	13.7%
3.1l	States with Substitute Assessments, 2010	23.5%
3.1m	States with Alternative Diploma or Certificate, 2010	17.7%
3.2a	National Status Dropout Rates — Excluding Institutional Populations, 1999-2008	8.0%
3.3a	National Status Dropout Rates — Including Institutional Populations, 1999-2008	9.1%
3.4d	State Statutory Age when Students Can Legally Drop Out, 2010	17
3.4e	Event Dropout Rates for Public High School Students in Grades 9-12 by State Rank, 2008	4
3.4f	Event Dropout Rates for Asian American or Pacific Islander Public High School Students in Grades 9-12 by State Rank, 2008	2.4%
3.4g	Event Dropout Rates for American Indian or Alaska Native Public High School Students in Grades 9-12 by State Rank, 2008	7.3%
3.4h	Event Dropout Rates for African American Public High School Students in Grades 9-12 by State Rank, 2008	6.7%
3.4i	Event Dropout Rates for White Public School Students in Grades 9-12 by State Rank, 2008	2.8%
3.4j	Event Dropout Rates for Hispanic Public School Students in Grades 9-12 by State Rank, 2008	6.0%
3.4k	Event Dropout Rates for Public School Students in Ninth Grade by State Rank, 2008	3.0%
3.4l	Event Dropout Rates for Public School Students in 10th Grade by State Rank, 2008	3.6%
3.4m	Event Dropout Rates for Public School Students in 11th Grade by State Rank, 2008	4.0%
3.4n	Event Dropout Rates for Public School Students in 12th Grade by State Rank, 2008	6.1%

Recommendation Four

Align the K–12 education system with international standards and college admission expectations

Fig.	Description	US Average
4.1a	Percentage of Public High Schools Offering AP or IB Courses in the Four Core Subject Areas, 2010	33.7%
4.1b	Percentage of Public High Schools Offering Advanced Placement (AP) in the Four Core Subject Areas, 2010	32.6%
4.1g	Percentage of Public High School Students Taking an AP Exam, Class of 2010	28.3%
4.1h	Percentage of Public High School Students Scoring 3 or Higher on an AP Exam, Class of 2010	16.9%
4.1i	AP Equity and excellence achieved by African American students in the Class of 2010	26.7%
4.1j	AP Equity and excellence achieved by Hispanic Students in the Class of 2010	86.9%
4.1k	AP Equity and excellence achieved by American Indian or Alaska Native students in the Class of 2010	36.4%
4.1l	Percentage of Public High Schools Offering International Baccalaureate (IB) Courses in the Four Core Subject Areas, 2010	2.9%
4.2a	National Percentage of Schools That Offer Dual Enrollment and Mean Percentage of Students enrolled in Dual Enrollment, 2009	83.6%
4.3a	Percentage of States with Alignment Between High School Standards and College and Workplace Expectations, 2010	60.8%
4.3b	Percentage of States with Alignment Between High School Graduation Requirements and College and Workplace Expectations, 2010	41.2%
4.3c	Percentage of States with College- and Career-Ready Assessment Systems, 2010	27.5%
4.3d	Percentage of States with P-20 Longitudinal Data Systems, 2010	31.4%
4.3e	Percentage of States That Have Adopted the National Common Core Standards, 2010	82.4%
4.4a	Percentage of First- and Second-Year Undergraduates in Remedial Courses After High School Graduation, 2008	37.6%

National Summary

Recommendation Five

Improve teacher quality and focus on recruitment and retention

Fig.	Description	US Average
5.1a	States with Professional Development Standards, 2010	78.4%
5.1b	States That Finance Professional Development for All Districts, 2010	47.1%
5.1c	States That Require Districts/Schools to Set Aside Time for Professional Development, 2010	31.4%
5.1d	States That Require Districts to Align Professional Development with Local Priorities and Goals, 2010	60.8%
5.1e	States That Provide Incentives for Teachers to Earn National Board Certification, 2010	60.8%
5.3a	States That Require Parental Notification of Out-of-Field Teachers, 2010	11.8%
5.3b	States That Have a Ban or Cap on the Number of Out-of-Field Teachers, 2010	7.8%
5.4d	Percentage of Bachelor's and Master's Degrees Earned in Education by State Rank, 2008	12.7%
5.4e	Percentage of Bachelor's Degrees Earned in Education by State Rank, 2008	6.6%
5.4f	Percentage of Master's Degrees Earned in Education by State Rank, 2008	28.1%
5.5a	National Percentage of Public School Teachers Leaving the Profession by School Type, 2009	8.0%
5.5a	National Percentage of Private School Teachers Leaving the Profession by School Type, 2009	15.9%
5.6a	Percentage of States in Which Teacher Evaluation Is Tied to Student Achievement, 2010	25.5%
5.6b	Percentage of States in Which Teacher and Student Records Can Be Matched by Course/Subject and State Assessment Results, 2010	39.2%
5.6c	Percentage of States in Which Teachers Are Assigned a Unique Identification Number, 2010	100.0%
5.7	Percentage of Public K–12 Teachers with Less than three years of Experience	13.4%
5.7	Percentage of Public K–12 Teachers with Three to Nine Years of Experience	33.6%
5.7	Percentage of Public K–12 Teachers with 10 to 20 years of Experience	29.3%
5.7	Percentage of Public K–12 Teachers with Over 20 years of Experience	23.7%

Recommendation Six

Clarify and simplify the admission process

Fig.	Description	US Average
6.1b	Percentage of Four-Year Colleges with Admission Applications Available Online by State Rank, 2009	82.0%
6.2b	Percentage of Four-Year Colleges to Which Students Can Submit Admission Applications Online by State Rank, 2009	75.2%
6.3b	Percentage of Four-Year Colleges That Use the Common Application, Universal College Application or Common Black College Application by State Rank, 2009	22.8%
6.3c	States with Statewide Common Applications for Public 4-Year College and Universities, 2011	33.3%
6.4a	Percentage of High School Completers Enrolled in Two- or Four-Year Colleges Immediately Following High School Completion, 2008	68.6%
6.4f	Rate of High School Graduates Going to College by State Rank, 2008	63.8%
6.4g	Rate of High School Graduates Going to College In State by State Rank, 2008	51.8%
6.4h	Rate of High School Graduates Going to College Out of State by State Rank, 2008	12.0%

Recommendation Seven

Provide more need-based grant aid while simplifying the financial aid system and making it more transparent

Fig.	Description	US Average
7.1a	Average Total Grant Aid per Low-Income Dependent Student at Public Two-Year Institutions, 2011	\$3,252
7.1a	Average Total Grant Aid per Low-Income Dependent Student at Public Four-Year Institutions, 2011	\$7,364
7.1a	Average Total Grant Aid per Low-Income Dependent Student at Private Not-for-Profit Four-Year Institutions, 2011	\$14,215
7.1a	Average Total Grant Aid per Low-Income Dependent Student at Private For-Profit Four-Year Institutions, 2011	\$3,745
7.1g	Total Undergraduate Student Aid by Source (in Billions), 2010-11	\$178
7.2a	Public Four Year: Average Total Debt Levels of Bachelor's Degree Recipients in Constant 2010 Dollars, 1999–2000 to 2009-10	\$22,000
7.2b	Private Nonprofit Four Year: Average Total Debt Levels of Bachelor's Degree Recipients in Constant 2010 Dollars, 1999–2000 to 2009-10	\$18,300

Recommendation Eight

Keep college affordable

Fig.	Description	US Average
8.1a	Total Appropriations (in Billions), 1980-81 to 2010-11	\$79
8.1b	Appropriations per Public FTE Student in Constant 2010 Dollars (in Thousands), 1980-81 to 2010-11	\$7,171
8.2e	In-State Tuition Prices at Public Two-Year Institutions by State Rank, 2011–2012	\$3,387
8.2f	In-State Tuition Prices at Public Four-Year Institutions by State Rank, 2011–2012	\$8,043
8.2g	Tuition Prices at Private Four-Year Institutions by State Rank, 2011–2012	\$25,869
8.3	Public Two-Year Net Tuition and Fees for Full-Time Undergraduate Students, 2011-12	-\$810
8.3	Public Four-Year Net Tuition and Fees for Full-Time Undergraduate Students, 2011-12	\$2,490
8.3	Public Nonprofit-Year Net Tuition and Fees for Full-Time Undergraduate Students, 2011-12	\$12,970
8.4	Percentage Change in Inflation-Adjusted Mean Family Income by Quintile, 1980–1990, 1990–2000 and 2000–2010	-16.0%
8.5	Average Earnings of Full-Time Workers Ages 25–34 with a High School Diploma	\$34,594
8.5	Average Earnings of Full-Time Workers Ages 25–34 with an Associate Degree	\$42,391
8.5	Average Earnings of Full-Time Workers Ages 25–34 with a Bachelor's Degree	\$53,483
8.5	Average Earnings of Full-Time Workers Ages 25–34 with a Bachelor's Degree or Higher	\$59,690

National Summary

Recommendation Nine

Dramatically increase college completion rates

Fig.	Description	US Average
9.1c	Full-time Freshman-to-Sophomore Retention Rates at Public Two-Year Colleges by State Rank, 2008	60.0%
9.1d	Full-time Freshman-to-Sophomore Retention Rates at Public Four-Year Colleges by State Rank, 2008	78.2%
9.1e	Full-time Freshman-to-Sophomore Retention Rates at Private Not-for-Profit Four-Year Colleges by State Rank, 2008	79.1%
9.2d	Three-Year Graduation Rates of Degree- and Certificate-Seeking Students at Public Two-Year Colleges by State Rank, 2008	20.6%
9.2e	Three-Year Graduation Rates of Degree- and Certificate-Seeking Students at Private Not-for-Profit Two-Year Colleges by State Rank, 2008	48.3%
9.2f	Three-Year Graduation Rates of Degree- and Certificate-Seeking Students at Private For-Profit Two-Year Colleges by State Rank, 2008	57.7%
9.2g	Three-Year Graduation Rates of Asian, Native Hawaiian and Other Pacific Islander Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008	31.5%
9.2h	Three-Year Graduation Rates of American Indian or Alaska Native Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008	24.9%
9.2i	Three-Year Graduation Rates of African American Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008	22.6%
9.2j	Three-Year Graduation Rates of Hispanic Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008	25.7%
9.2k	Three-Year Graduation Rates of White Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008	28.5%
9.2m	Four-Year Graduation Rates of Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008	34.1%
9.2n	Four-Year Graduation Rates of Degree- and Certificate-Seeking Students at Public Two-Year Colleges by State Rank, 2008	26.7%
9.2o	Four-Year Graduation Rates of Degree- and Certificate-Seeking Students at Private Not-for-Profit Two-Year Colleges by State Rank, 2008	54.9%
9.2p	Four-Year Graduation Rates of Degree- and Certificate-Seeking Students at Private For-Profit Two-Year Colleges by State Rank, 2008	63.8%
9.3d	Six-Year Graduation Rates of Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank, 2008	57.7%
9.3e	Six-Year Graduation Rates of Bachelor's Degree-Seeking Students at Public Four-Year Colleges by State Rank, 2008	55.3%
9.3f	Six-Year Graduation Rates of Bachelor's Degree-Seeking Students at Private Not-for-Profit Four-Year Colleges by State Rank, 2008	65.1%
9.3g	Six-Year Graduation Rates of Bachelor's Degree-Seeking Students at Private For-Profit Four-Year Colleges by State Rank, 2008	23.5%
9.3h	Six-Year Graduation Rates of Asian, Native Hawaiian and Other Pacific Islander Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank, 2008	67.5%
9.3i	Six-Year Graduation Rates of American Indian or Alaska Native Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank, 2008	38.5%
9.3j	Six-Year Graduation Rates of African American Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank, 2008	40.5%
9.3k	Six-Year Graduation Rates of Hispanic Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank, 2008	49.4%
9.3l	Six-Year Graduation Rates of White Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank, 2008	60.7%
9.3n	Eight-Year Graduation Rates of Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank, 2008	60.6%
9.3o	Eight-Year Graduation Rates of Bachelor's Degree-Seeking Students at Public Four-Year Colleges by State Rank, 2008	58.3%
9.3p	Eight-Year Graduation Rates of Bachelor's Degree-Seeking Students at Private Not-for-Profit Four-Year Colleges by State Rank, 2008	66.4%
9.3q	Eight-Year Graduation Rates of Bachelor's Degree-Seeking Students at Private For-Profit Four-Year Colleges by State Rank, 2008	37.8%
9.4a	Number of Associate Degrees Awarded by Degree Type for the Nation, 2009	1,577,136
9.4a	Number of Bachelor's Degrees Awarded by Degree Type for the Nation, 2009	3,366,858
9.4a	Number of Master's Degrees Awarded by Degree Type for the Nation, 2009	1,326,210
9.4a	Number of Doctoral Degrees Awarded by Degree Type for the Nation, 2009	100,002
9.4a	Number of Professional Degrees Awarded by Degree Type for the Nation, 2009	74,542

Recommendation Ten

Provide postsecondary opportunities as an essential element of adult education programs

Fig.	Description	US Average
10.1c	Percentage of Adults Ages 25–34 with Less Than a High School Diploma by State Rank, 2009	13.4%
10.1d	Percentage of Adults Ages 25–34 with Only a High School Diploma but No College by State Rank, 2009	26.0%
10.1e	Percentage of Adults Ages 25–34 with Some College but No Degree by State Rank, 2009	21.9%
10.2b	Percentage of Adults Ages 25–34 with No High School Diploma Who Were GED Candidates by State Rank, 2009	2.7%
10.2d	Percentage of Adults Ages 25–34 with No High School Diploma Who Attained a GED by State Rank, 2009	1.6%
10.3b	Percentage of Adults Ages 25–34 Enrolled in Postsecondary Education by State Rank, 2007	6.9%

State Summaries

INDICATORS

	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN
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Overview

G Percentage of Adults Ages 25 to 34 with an Associate Degree or Higher in the United States, 2009	31.2%	30.6%	32.3%	27.9%	37.5%	42.3%	45.7%	39.4%	64.0%	36.4%	35.9%	41.0%	32.2%	43.8%	34.8%	44.5%	40.3%	31.9%	28.8%	37.7%	45.3%	53.9%	36.1%	49.6%
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Recommendation One

Provide a program of voluntary preschool education, universally available to children from low-income families

1.1e Percentage of 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008	44.5	40.5	33.3	49.8	49.7	45.6	61.8	47.6	68.5	50.9	50.4	52.8	33.6	53.6	40.1	44.3	45.0	44.7	52.2	37.4	50.1	60.4	47.8	44.4
1.1d Percentage of 3-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008	33.4	30.1	23.4	38.5	35.9	33.2	49.2	35.8	51.5	39.5	36.0	40.7	24.1	39.1	26.1	28.2	31.1	30.1	35.9	27.1	37.0	48.1	31.6	30.7
1.1e Percentage of 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008	54.9	51.4	43.2	60.8	63.4	58.2	73.8	60.9	84.7	62.0	65.2	65.5	44.4	67.8	53.8	59.6	58.8	58.0	68.6	48.1	63.2	72.8	63.7	58.5
1.1f Percentage of Asian 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008	29.7		44.4		56.6	41.7	55.6			50.0	50.1	56.5		64.8	51.7	47.2	55.7	42.1	49.0		41.2	57.5	66.5	44.8
1.1g Percentage of American Indian or Alaska Native 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008		55.9	33.7		48.4																		57.3	37.6
1.1h Percentage of Black 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008	49.2		31.7	63.0	52.7	40.7	58.5	50.7	62.0	56.7	53.3			57.0	44.5	51.7	43.7	53.8	56.1		48.6	66.1	48.8	41.7
1.1i Percentage of Hispanic 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008	21.8		23.3	37.3	42.0	33.0	50.7	44.6	76.5	42.9	29.9	49.2	21.6	39.7	33.2	36.6	32.2	42.5	44.2		35.3	46.1	44.5	34.5
1.1j Percentage of White 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008	44.6	37.4	43.4	48.4	59.5	53.2	66.7	46.8	79.8	53.2	54.3	46.2	35.0	57.8	40.1	44.8	47.6	44.4	49.9	38.3	55.2	63.2	47.4	45.9
1.1k Percentage of Two or More Races 3- and 4-Year-Olds Enrolled in Preschool or Kindergarten Programs by State Rank, 2006–2008	48.2	34.2	46.7	40.0	59.5	46.1	54.9			52.4	55.6	57.8		53.4	42.7	42.2	46.5	35.2	54.3		54.0	64.7	47.1	43.9
1.2a Percentage of 3- and 4-Year-Olds Enrolled in State-Funded Pre-K Programs by State Rank, 2009	2.8		2.7	24.6	9.0	13.0	9.6	3.6		33.1	26.7			25.0	14.9	10.6	19.1	19.1	15.9	9.6	18.2	7.1	9.6	1.4
1.2b Percentage of 3-Year-Olds Enrolled in State-Funded Pre-K Programs by State Rank, 2009	0.0		0.0	5.9	5.4	6.0	8.2	0.0		0.0	0.0			21.2	1.3	0.0	10.0	10.0	0.0	0.0	1.2	2.9	0.0	1.1
1.2c Percentage of 4-Year-Olds Enrolled in State-Funded Pre-K Programs by State Rank, 2009	5.5		5.4	43.7	12.6	20.2	10.9	7.3		66.7	53.4			28.7	28.7	21.2	28.3	28.3	31.7	19.0	35.1	11.3	19.1	1.6
1.3a Percentage of 3- and 4-Year-Olds Enrolled in Head Start Programs by State Rank, 2009	12.5	5.9	5.4	12.2	8.4	6.0	6.8	5.3	17.7	7.1	7.4	8.0	5.1	9.5	7.1	8.3	8.0	13.1	15.9	8.9	6.4	7.1	12.4	6.2
1.3b Percentage of 3-Year-Olds Enrolled in Head Start Programs by State Rank, 2009	9.3	4.9	3.4	11.5	5.8	4.8	5.7	3.5	12.9	5.5	8.2	5.7	2.3	8.3	5.3	7.1	7.6	9.9	16.8	7.4	6.6	6.2	10.1	5.0
1.3c Percentage of 4-Year-Olds Enrolled in Head Start Programs by State Rank, 2009	15.7	6.9	7.5	13.0	11.0	7.2	7.8	7.1	22.5	8.8	6.7	10.1	7.8	10.6	8.9	9.5	8.3	16.2	15.0	10.5	6.1	8.0	14.8	7.4

	MS	MO	MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	US
G	30.7%	37.6%	38.5%	44.0%	28.1%	46.2%	46.4%	28.7%	48.9%	37.8%	48.5%	36.8%	31.1%	37.1%	43.3%	43.3%	34.6%	42.2%	32.3%	31.4%	38.2%	44.7%	44.1%	41.7%	28.9%	40.7%	33.7%	41.1%

Overview

Recommendation One

Provide a program of voluntary preschool education, universally available to children from low-income families

1.1c	51.5	42.7	38.7	39.9	27.6	49.6	65.2	38.5	57.7	47.6	35.8	44.3	43.0	41.0	48.4	47.6	48.6	39.7	39.3	42.0	39.2	53.4	48.8	41.0	37.1	43.0	42.5	47.5
1.1d	39.0	31.2	28.3	25.1	19.7	36.6	53.5	26.7	43.5	36.4	27.2	30.9	26.0	32.3	35.6	34.7	35.1	27.5	28.2	27.7	26.0	43.1	37.1	30.9	21.2	29.3	31.4	34.4
1.1e	64.4	54.3	47.9	54.5	35.6	61.6	77.1	50.2	72.4	58.8	44.6	57.8	59.8	50.0	61.6	61.4	62.1	53.1	50.2	56.5	53.2	62.8	60.3	51.7	51.5	57.0	53.1	60.7
1.1f		62.6			31.7		60.2		49.1	50.0		53.4	59.6	50.9	53.4		40.3		48.7	49.5	33.2		55.8	49.5		40.9		53.3
1.1g			52.8					42.9	48.3	40.7	28.8		47.1	31.3				60.4		51.1			47.7			65.1		45.0
1.1h	65.5	46.5		22.7	30.9		69.4		64.6	50.0	44.8		38.0	43.3	53.8	48.5	51.6		44.9	46.1			44.9	34.1	58.8	49.9		52.5
1.1i	20.8	37.0	32.2	39.7	19.2	36.8	59.6	35.5	48.9	30.4	42.9		32.3	30.9	38.4	27.2	31.0		24.0	36.1	27.6		35.7	26.5	42.4	37.1		38.5
1.1j	42.0	41.9	36.3	40.9	35.7	49.9	67.5	44.4	60.9	51.3	34.5	44.1	45.3	44.4	48.6	55.3	50.0	37.3	39.3	48.3	41.9	49.6	52.4	43.8	35.3	42.2	43.4	49.8
1.1k	50.1	43.2		41.6	23.3		66.8	38.7	62.6	43.8	44.4		42.8	33.9	46.7	40.5	43.7		42.6	45.9	35.6		47.1	50.0	47.7	40.4		49.9
1.2a		2.9		5.1	1.4		22.0	8.1	21.5	12.4		6.7	35.1	6.5	10.6		21.1		11.2	25.0		35.4	7.1	4.8	29.9	24.8		14.6
1.2b		1.9		2.9	0.6		17.3	0.0	0.1	0.0		5.3	0.0	4.8	4.8		4.1		0.8	4.7		17.3	0.0	2.4	8.5	1.0		3.7
1.2c		3.9		7.3	2.3		26.5	16.5	42.6	25.0		8.1	71.0	8.3	16.4		38.1		21.6	45.4		53.0	14.1	7.2	50.1	48.4		25.4
1.3a	29.4	9.6	10.8	8.0	2.4	4.5	6.1	9.8	9.0	6.7	12.8	10.6	12.0	5.8	9.3	7.4	9.8	9.8	9.1	7.7	4.8	8.5	5.8	5.4	16.8	8.2	9.9	8.6
1.3b	23.9	8.5	8.9	6.2	1.4	3.6	5.7	7.7	7.9	5.2	9.7	9.0	11.0	4.4	7.8	5.4	9.8	7.1	6.3	6.9	2.9	7.9	4.9	3.9	10.8	8.2	7.5	7.1
1.3c	8.5	10.8	12.7	9.7	3.3	5.5	6.4	12.0	10.2	8.3	15.9	12.3	13.0	7.3	10.7	9.2	9.8	12.6	11.8	8.6	6.7	9.1	6.8	6.8	22.7	8.1	12.4	10.0

State Summaries

INDICATORS

	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN
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Recommendation Two

Improve middle school and high school college counseling

2.1c Student-to-Counselor Ratio by State Rank, 2008	7.5	467	743	333	814	387	507	440	275	434	449	272	434	672	540	354	419	459	238	318	348	432	638	759
2.2 States with Comprehensive School Counseling Programs	13.0	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No

Recommendation Three

Implement the best research-based dropout prevention programs

3.1c Average Graduation Rates for Public High School Students by State Rank, 2008	7.2	69.1	70.7	76.4	71.2	75.4	82.2	72.1	56.0	66.9	65.4	76.0	80.1	80.4	74.1	86.4	79.1	74.4	63.5	79.1	80.4	81.5	76.3	86.4
3.1d Average Graduation Rates for Asian American or Pacific Islander Public High School Students by State Rank, 2008	7.8	76.6	98.5	100.0	91.1	92.1	99.0	NA	74.4	91.4	92.9	77.3	91.5	100.0	100.0	93.2	93.4	100.0	86.1	RSNM	100.0	89.1	94.8	87.9
3.1e Average Graduation Rates for American Indian or Alaska Native Public High School Students by State Rank, 2008	7.1	51.9	56.3	86.9	65.3	62.0	65.8	NA	100.0	70.3	72.1	80.3	65.8	95.8	69.8	63.6	63.9	51.0	65.2	RSNM	73.4	66.8	66.6	55.6
3.1f Average Graduation Rates for African American Public High School Students by State Rank, 2008	22.5	51.8	76.9	70.2	57.4	65.1	71.1	NA	58.8	55.7	57.4	69.6	78.2	61.5	52.6	71.9	64.7	67.8	53.3	RSNM	73.0	69.6	59.2	66.6
3.1g Average Graduation Rates for Hispanic Public High School Students by State Rank, 2008	8.8	90.7	66.7	77.9	61.2	56.7	65.8	NA	54.2	63.9	55.4	71.3	68.7	69.6	66.6	70.2	62.2	75.6	72.3	RSNM	75.9	64.7	63.8	62.3
3.1h Average Graduation Rates for White Public High School Students by State Rank, 2008	6.7	70.3	73.6	77.7	80.1	82.9	87.5	NA	88.9	70.1	70.7	81.7	87.7	75.9	88.0	82.4	74.2	71.9	71.9	RSNM	84.9	84.4	81.6	90.3
3.4d Event Dropout Rates for Public School Students in Grades 9–12 by State Rank, 2008	10.1	7.3	6.7	4.7	5.0	6.4	2.8	6.0	5.5	3.3	4.3	5.4	2.0	5.2	1.7	2.9	2.5	2.8	7.5	4.4	3.6	3.4	6.2	2.8
3.4e Event Dropout Rates for Asian American or Pacific Islander Public School Students in Grades 9–12 by State Rank, 2008	7.8	6.9	3.8	2.8	2.3	3.8	1.5	NA	NA	1.1	1.3	5.1	1.2	1.7	0.7	2.6	1.5	1.6	3.4	3.7	NA	2.1	3.6	3.1
3.4f Event Dropout Rates for American Indian or Alaska Native Public School Students in Grades 9–12 by State Rank, 2008	10.6	12.2	11.4	4.9	6.6	11.3	2.5	9.4	NA	2.5	3.6	7.2	2.3	3.8	3.6	9.1	3.9	2.5	7.2	5.8	NA	7.5	8.3	11.6
3.4g Event Dropout Rates for African American Public School Students in Grades 9–12 by State Rank, 2008	8.9	9.6	7.1	6.7	9.0	10.6	5.6	7.7	NA	4.7	4.6	7.3	1.9	9.1	2.8	6.2	3.6	4.8	10.9	5.4	NA	5.9	12.6	7.1
3.4h Event Dropout Rates for White Public School Students in Grades 9–12 by State Rank, 2008	9.5	5.1	5.6	4.0	3.1	3.9	1.6	4.9	NA	2.1	3.6	5.9	1.8	2.2	1.6	2.5	2.1	2.4	4.8	4.3	NA	2.3	4.3	1.8
3.4i Event Dropout Rates for Hispanic Public School Students in Grades 9–12 by State Rank, 2008	8.3	7.5	7.3	5.1	6.0	12.1	6.1	8.2	NA	3.7	4.8	6.7	3.5	7.3	2.4	6.1	3.9	4.6	7.8	7.0	NA	8.3	10.3	7.5
3.4j Event Dropout Rates for Public School Students in Ninth Grade by State Rank, 2008	16.2	4.3	4.2	2.8	2.5	3.9	2.6	6.3	5.7	2.8	4.2	3.7	1.1	3.6	0.2	0.8	1.2	2.2	8.9	1.4	4.0	3.1	4.7	0.9
3.4k Event Dropout Rates for Public School Students in 10th Grade by State Rank, 2008	15.0	5.8	5.1	4.2	3.0	4.8	2.9	6.4	5.9	3.0	4.4	6.2	1.8	4.3	0.8	1.6	2.2	3.3	6.6	2.6	3.7	3.6	6.5	1.6
3.4l Event Dropout Rates for Public School Students in 11th Grade by State Rank, 2008	10.5	9.0	6.8	5.7	4.1	7.2	3.1	5.2	5.2	3.1	4.2	5.8	2.3	4.2	1.9	3.2	3.0	3.2	6.5	4.7	3.3	3.4	6.1	2.7
3.4m Event Dropout Rates for Public School Students in 12th Grade by State Rank, 2008	6.1	10.4	10.8	6.3	11.0	10.2	2.7	6.2	4.7	3.6	3.1	6.4	3.6	5.7	4.4	6.0	3.7	2.5	7.6	8.8	3.4	3.7	7.9	5.9

	MS	MO	MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	US
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Recommendation Two

Improve middle school and high school college counseling

2.1c	6.2	372	309	366	511	233	613	391	411	374	335	499	381	522	386	356	383	399	353	435	6.8	209	308	491	387	464	197	457
2.2	1.4	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	6.8	No	Yes	No	Yes	Yes	No	63%

Recommendation Three

Implement the best research-based dropout prevention programs

3.1c	5.7	82.4	82.0	83.8	51.3	83.4	84.6	66.8	70.8	72.8	83.8	79.0	78.0	76.7	82.7	76.4	NA	84.4	73.1	8.1	89.3	77.0	71.9	77.3	89.6	76.0	74.9
3.1d	7.7	100.0	100.0	97.8	NA	99.2	100.0	100.0	84.2	86.9	85.9	95.3	100.0	91.2	100.0	74.4	NA	97.4	98.6	12.4	81.8	99.1	84.4	100.0	97.5	95.5	91.4
3.1e	7.9	93.2	63.3	55.1	NA	60.0	100.0	61.0	55.5	60.7	47.0	74.1	76.4	62.8	63.8	78.0	NA	51.3	80.1	57.6	83.9	55.2	50.6	70.0	73.9	38.5	64.2
3.1f	5.2	68.0	64.6	57.0	NA	100.0	72.9	71.4	54.7	61.9	95.1	55.5	72.4	65.8	64.5	74.7	NA	88.4	65.7	54.4	91.2	65.3	58.2	72.3	63.1	61.8	61.5
3.1g	9.7	83.6	69.5	67.2	NA	48.1	76.4	62.3	53.1	63.7	63.7	65.6	73.0	71.0	67.8	70.1	NA	71.0	65.9	67.4	72.3	70.5	60.3	87.8	75.0	65.5	63.5
3.1h	9.0	85.2	84.7	88.6	NA	83.3	88.3	74.7	82.7	77.3	87.8	84.4	79.0	77.1	86.9	79.0	NA	88.3	81.6	77.9	81.1	80.8	73.6	77.3	94.0	78.5	81.0
3.4d	11.0	4.9	5.2	2.5	5.1	3.0	1.7	5.2	3.9	5.2	2.4	4.3	3.1	3.8	2.6	5.3	3.9	2.3	4.0	4.2	2.7	5.7	4.4	4.4	2.3	5.0	4.1
3.4e	4.4	2.7	4.1	1.4	3.4	1.4	0.5	3.2	2.4	2.0	4.5	1.8	2.3	2.7	1.6	4.8	1.8	2.0	1.3	3.9	1.3	4.0	4.0	1.3	2.0	2.0	2.4
3.4f	7.8	3.7	11.7	7.6	4.9	8.3	2.7	9.2	5.7	7.7	7.3	8.2	3.3	6.1	4.1	10.3	0.0	9.9	3.2	7.5	3.8	3.8	11.3	6.5	5.8	11.0	7.3
3.4g	5.4	12.9	6.3	6.0	6.3	9.6	2.8	5.9	6.2	6.2	3.9	10.1	3.5	7.9	5.7	7.8	4.3	2.4	6.3	6.6	NA	4.0	8.9	5.0	7.8	8.1	6.7
3.4h	9.8	3.2	4.4	1.8	3.9	2.9	1.0	3.5	2.4	4.4	1.8	2.9	2.8	3.1	1.7	4.3	3.5	1.4	1.8	3.4	NA	1.9	5.0	4.4	1.4	4.5	2.8
3.4i	7.1	7.2	6.5	4.8	6.7	3.1	3.1	5.3	6.1	7.6	4.4	8.5	5.2	6.7	6.9	8.2	5.3	4.0	5.3	8.0	NA	5.4	8.0	3.8	5.4	8.0	6.0
3.4j	6.3	5.3	3.1	1.3	4.6	0.2	1.3	4.9	3.1	5.4	1.0	4.6	2.7	1.4	1.9	5.0	3.5	1.5	2.4	1.4	NA	2.1	3.8	3.9	1.4	1.8	3.0
3.4k	11.8	4.6	5.1	2.2	4.7	1.4	1.6	5.6	4.2	5.5	2.3	3.1	3.1	2.4	2.6	5.7	4.2	2.4	3.6	2.4	NA	2.3	4.6	4.4	1.0	6.0	3.6
3.4l	8.6	5.0	6.2	2.8	4.2	3.7	1.8	5.3	3.9	5.5	3.3	3.6	3.7	4.0	2.7	5.7	4.1	2.4	3.3	4.6	NA	2.7	6.5	4.8	2.0	5.9	4.0
3.4m	4.0	4.8	6.6	3.6	7.5	7.1	1.9	5.1	4.4	4.3	2.9	5.9	3.2	7.6	3.4	5.0	3.7	2.9	7.5	8.4	NA	3.7	8.2	4.7	5.0	6.8	6.1

MS	MO	MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	US
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Recommendation Four

Align the K–12 education system with international standards and college admission expectations

4.1a	20.3	14	9.4	9.6	37.4	55.2	59.2	17	31.9	49.5	5.5	27.5	14.4	22	43.4	40.7	40.3	8.8	29.1	29.5	38.8	53.1	57.2	36.9	32.1	31.8	13.8	33.7
4.1b	19.2	13.1	8.8	9.3	37.4	54	58	16.5	30.5	48.1	5.5	27.2	14.4	17.3	43	40.7	36.6	8.8	29.1	29	38.8	53.1	52.5	33.6	31.4	30.4	12.5	32.6
4.1c	1.4	1.8	0.6	0.7	2.3	1.1	2.1	0.5	2.9	4.5	0	2	0.4	6	1.4	0	10.3	0	2.4	2.1	4.2	0	8.9	3.5	0.7	1.8	2.5	2.9
4.3c	No	No	No	No	No	No	No	No	Yes	No	No	No	No	No	No	No	No	No	Yes	Yes	No	No	No	No	No	Yes	No	27.5%
4.3d	No	Yes	No	No	Yes	No	No	No	No	No	No	No	Yes	Yes	Yes	No	No	No	No	Yes	Yes	No	No	Yes	No	Yes	Yes	31.4%
4.3e	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No	Yes	Yes	Yes	82.4%

Recommendation Five

Improve teacher quality and focus on recruitment and retention

5.1a	Yes	Yes	Yes	Yes	No	No	Yes	No	No	78%																			
5.1b	No	Yes	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	No	No	Yes	Yes	Yes	No	No	No	Yes	No	Yes	Yes	Yes	Yes	Yes	No	47%
5.1c	No	No	Yes	Yes	Yes	No	No	No	Yes	No	Yes	No	No	No	No	Yes	No	No	31%										
5.1d	No	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	No	No	Yes	No	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	No	Yes	Yes	Yes	61%	
5.1e	Yes	No	Yes	No	Yes	No	No	No	Yes	Yes	Yes	No	Yes	No	Yes	Yes	Yes	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	61%	
5.3a	No	Yes	No	Yes	No	12%																							
5.3b	No	No	No	Yes	No	Yes	No	8%																					
5.4d	19.9	13.1	13.4	16.6	17.8	11	11.4	18	15.7	11.7	12.8	15.4	12.4	13.1	12.9	9.2	15	14.1	12.8	6.8	13.1	10	9.3	9.8	13.6	14	16.4	12.7	
5.4e	13.5	8.2	10.3	10.8	7.3	5.6	5.6	12.3	6.2	8.5	11.1	10	9.9	4	7.5	6.7	9.5	9.7	5.4	2.2	10.9	5.1	2	4.9	9.2	9	13.9	6.6	
5.4f	39.2	23.1	27.9	34.1	45.7	25.1	26.2	31.2	33.1	21.7	19.8	30.8	21.5	40.6	27.7	20.5	36.3	32.0	35.1	20.4	22.2	21.5	29.4	26.4	26.5	33.1	27.2	28.1	
5.6a	No	Yes	Yes	No	Yes	No	No	No	No	Yes	No	Yes	Yes	Yes	No	Yes	No	No	No	No	25%								

State Summaries

INDICATORS

	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MIN
5.6b Percentage of States in Which Teacher and Student Records Can Be Matched by Course/Subject and State Assessment Results, 2010	Yes	No	No	Yes	Yes	No	No	Yes	No	Yes	No	Yes	No	No	No	No	No	No	Yes	No	No	No	No	No
5.6c Percentage of States in Which Teachers Are Assigned a Unique Identification Number, 2010	Yes																							
5.7 Percentage of Public K–12 Teachers by Years of Teaching Experience by State, 2008																								
Less Than Three Years	14.4	12.0	21.0	10.7	13.5	17.2	12.2	10.6	20.0	14.8	10.3	18.6	12.5	13.4	9.2	11.4	13.0	10.2	12.7	12.3	12.0	11.1	9.4	12.7
Three to Nine Years	31.3	27.5	34.6	25.7	35.9	37.9	29.7	43.3	29.9	35.0	32.4	34.3	31.0	35.6	32.3	30.5	30.2	35.5	33.3	27.0	37.1	39.9	32.5	28.5
10 to 20 Years	36.1	39.7	26.1	32.1	30.3	28.1	31.1	27.9	24.6	27.4	35.9	28.6	33.6	29.3	29.1	29.9	27.2	30.1	27.6	31.5	26.2	27.2	36.3	35.3
Over 20 Years	18.2	20.7	18.4	31.6	20.3	16.8	27.1	18.2	25.5	22.8	21.4	18.6	22.8	21.6	29.4	28.2	29.6	24.2	26.3	29.1	24.8	21.8	21.8	23.6

Recommendation Six

Clarify and simplify the admission process

6.1b Percentage of Four-Year Colleges with Admission Applications Available Online by State Rank, 2009																								
Number of Four-Year Colleges	33	4	13	23	126	21	25	6	9	81	57	7	8	72	50	35	29	30	26	20	35	81	59	40
Number with Applications Available Online	26	3	5	18	96	21	22	4	7	57	46	7	7	61	43	33	25	28	21	18	28	68	49	33
Percentage of Four-Year Colleges with Online Applications	78.8	75	38.5	78.3	76.2	100	88	66.7	77.8	70.4	80.7	100	87.5	84.7	86	94.3	86.2	93.3	80.8	90	80	84	83.1	82.5
6.2b Percentage of Four-Year Colleges to Which Students Can Submit Admission Applications Online by State Rank, 2009																								
Number of Four-Year Colleges	33	4	13	23	126	21	25	6	9	81	57	7	8	72	50	35	29	30	26	20	35	81	59	40
Number That Accept Applications Online	23	4	6	16	79	20	20	4	5	48	42	6	7	54	41	29	21	27	18	17	25	67	46	34
Percentage of Four-Year Colleges to Which Students Can Submit Applications Online	69.7	100	46.2	69.6	62.7	95.2	80	66.7	55.6	59.3	73.7	85.7	87.5	75	82	82.9	72.4	90	69.2	85	71.4	82.7	78	85
6.3b Percentage of Four-Year Colleges That Use the Common Application, Universal College Application or Common Black College Application by State Rank, 2009																								
Number of Four-Year Colleges	33	4	13	23	126	21	25	6	9	81	57	7	8	72	50	35	29	30	26	20	35	81	59	40
Number of Unique Colleges Participating	5	0	1	2	25	5	8	2	3	14	11	1	1	10	8	5	0	3	4	11	9	40	5	9
Percentage of Four-Year Colleges Participating	15.2	0	7.7	8.7	19.8	23.8	32	33.3	33.3	17.3	19.3	14.3	12.5	13.9	16	14.3	0	10	15.4	55	25.7	49.4	8.5	22.5
6.4f Rate of High School Graduates Going to College by State Rank, 2008	66.7	45.7	51.4	62.5	65.4	62.6	68	66.1	53.5	58.8	69.6	62.3	49.1	57.4	65.7	64.3	65.4	60.9	65.3	57.1	62.9	74.7	59.9	69.2
6.4g Rate of High School Graduates Going to College In State by State Rank, 2008	60.4	26.4	45.9	55.6	59.9	47.7	37.4	44.7	11.2	52	58	41.8	34.4	40.9	57.7	55	55.7	54	59	38.7	39.2	50.6	53.3	50
6.4h Rate of High School Graduates Going to College Out of State by State Rank, 2008	6.3	19.3	5.5	6.9	5.6	14.9	30.6	21.5	42.3	6.8	11.6	20.5	14.6	16.5	7.9	9.3	9.7	7	6.3	18.4	23.7	24	6.7	19.2

State Summaries

INDICATORS

AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MN
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Recommendation Eight

Keep college affordable

8.1c Educational Fiscal Support by State Rank, FY 2010–2011	\$1,137,010,562	\$302,853,868	\$1,673,804,800	\$705,599,663	\$11,683,824,350	\$825,096,369	\$889,346,452	\$228,167,650	\$3,408,549,094	\$2,558,404,198	\$461,116,903	\$354,996,631	\$3,325,837,582	\$1,313,270,756	\$741,743,209	\$785,116,448	\$1,040,087,184	\$1,174,964,909	\$237,532,814	\$1,658,253,134	\$1,196,403,246	\$2,291,948,391	\$1,280,857,000
8.1d Educational Fiscal Support per FTE by State Rank, FY 2010–2011	\$6,361	\$12,606	\$6,322	\$7,144	\$5,941	\$3,781	\$8,450	\$5,643	\$5,922	\$7,319	\$7,451	\$7,746	\$8,120	\$4,325	\$5,276	\$5,191	\$7,532	\$6,995	\$6,215	\$7,163	\$6,006	\$4,822	\$5,645
8.2e In-State Tuition Prices at Public Two-Year Institutions by State Rank, 2011–2012	\$4,124	\$3,831	\$2,124	\$2,661	\$1,119	\$3,397	\$3,490	\$3,086	\$3,006	\$3,078	\$2,967	\$2,666	\$3,150	\$3,521	\$4,177	\$2,426	\$4,051	\$2,452	\$3,327	\$3,700	\$4,823	\$2,863	\$5,162
8.2f In-State Tuition Prices at Public Four-Year Institutions by State Rank, 2011–2012	\$7,993	\$5,456	\$9,428	\$6,646	\$9,022	\$7,849	\$9,197	\$10,496	\$5,626	\$6,808	\$8,352	\$5,681	\$11,600	\$8,334	\$7,562	\$6,960	\$7,963	\$5,123	\$9,354	\$7,993	\$10,173	\$10,837	\$9,966
8.2g Tuition Prices at Private Four-Year Institutions by State Rank, 2011–2012	\$18,719	\$25,406	\$26,712	\$18,250	\$35,766	\$33,129	\$35,991	\$13,888	\$26,494	\$26,029	\$12,610	\$6,614	\$28,903	\$29,578	\$26,551	\$21,042	\$22,171	\$30,024	\$31,414	\$34,269	\$36,724	\$19,414	\$31,462

Recommendation Nine

Dramatically increase college completion rates

9.1c Full-Time Freshman-to-Sophomore Retention Rates at Public Two-Year Colleges by State Rank, 2008	55.1	48.3	57.2	56.5	68.6	53.6	56.7	54.4	67.0	55.0	61.3	56.1	58.3	57.0	56.2	57.0	58.7	47.7	54.6	61.8	57.1	60.6	56.6
9.1d Full-Time Freshman-to-Sophomore Retention Rates at Public Four-Year Colleges by State Rank, 2008	76.4	70.7	77.7	68.2	84.2	76.3	83.0	85.1	79.1	76.1	73.6	63.5	80.2	77.0	83.3	74.3	72.3	71.3	72.4	82.3	79.2	80.3	78.5
9.1e Full-Time Freshman-to-Sophomore Retention Rates at Private Not-for-Profit Four-Year Colleges by State Rank, 2008	68.5	78.6	76.3	70.9	85.8	83.2	84.6	57.2	72.4	74.8	66.7	70.9	77.4	81.0	76.1	66.7	70.1	76.9	81.3	83.1	85.4	63.9	84.7
9.2c Three-Year Graduation Rates of Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008	19.9	18.6	40.7	24.4	31.1	40.2	11.6	9.0	39.9	26.4	19.0	34.4	24.5	27.1	34.0	32.3	25.5	30.3	26.4	19.2	18.4	14.9	30.9
9.2d Three-Year Graduation Rates of Degree- and Certificate-Seeking Students at Public Two-Year Colleges by State Rank, 2008	18.2	18.6	18.9	22.6	24.2	23.2	10.3	7.4	32.9	22.9	14.3	19.5	20.6	10.3	33.6	29.5	21.8	15.1	26.5	12.8	15.7	14.7	28.6
9.2e Three-Year Graduation Rates of Degree- and Certificate-Seeking Students at Private Not-for-Profit Two-Year Colleges by State Rank, 2008	NA	NA	NA	NA	67.9	85.7	43.9	38.5	50.0	32.4	NA	NA	46.7	21.0	85.0	64.8	NA	NA	50.0	NA	43.8	NA	25.0
9.2f Three-Year Graduation Rates of Degree- and Certificate-Seeking Students at Private For-Profit Two-Year Colleges by State Rank, 2008	53.8	NA	62.1	42.6	61.4	58.5	38.7	NA	58.1	54.8	46.2	71.4	59.2	51.6	92.6	54.4	54.6	49.7	25.6	54.2	47.7	30.0	59.6
9.2g Three-Year Graduation Rates of Asian, Native Hawaiian and Other Pacific Islander Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008	25.0	0.0	46.9	30.8	38.7	36.3	11.8	5.1	46.1	20.5	19.7	33.3	14.9	17.8	25.5	20.0	22.6	33.8	24.1	14.1	15.9	14.3	28.3
9.2h Three-Year Graduation Rates of American Indian or Alaska Native Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008	21.7	16.1	37.4	18.6	26.9	33.6	6.7	0.0	29.6	23.4	27.3	28.9	17.2	14.3	22.4	25.2	13.0	27.3	18.2	7.2	23.1	11.4	15.4

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Recommendation Eight

Keep college affordable

8.1c	\$14,635	\$2,208	\$5,668	\$20,213	\$25,370	\$33,761	\$32,447	\$31,656	\$33,151	\$27,015	\$14,700	\$28,376	\$22,415	\$31,827	\$32,559	\$33,943	\$21,951	\$22,926	\$23,485	\$26,828	\$6,198	\$33,643	\$24,683	\$31,618	\$18,606	\$27,239	\$25,869	
8.1d	\$7,942	\$2,756	\$7,668	\$4,293	\$6,044	\$13,507	\$12,041	\$5,457	\$6,213	\$5,685	\$6,847	\$3,904	\$6,059	\$7,988	\$12,079	\$10,007	\$10,300	\$6,873	\$7,209	\$8,078	\$5,292	\$13,078	\$9,618	\$9,484	\$5,532	\$8,193	\$4,125	\$6,451
8.2e	\$2,208	\$2,756	\$5,874	\$3,087	\$2,514	\$6,741	\$4,111	\$1,498	\$4,253	\$2,075	\$3,926	\$3,608	\$3,043	\$4,029	\$3,663	\$3,676	\$3,731	\$4,945	\$3,551	\$2,049	\$3,009	\$6,520	\$3,968	\$3,805	\$2,700	\$3,840	\$2,325	\$3,387
8.2f	\$5,668	\$7,668	\$5,874	\$6,934	\$6,044	\$13,507	\$12,041	\$5,457	\$6,213	\$5,685	\$6,847	\$3,904	\$6,059	\$7,988	\$12,079	\$10,007	\$10,300	\$6,873	\$7,209	\$8,078	\$5,292	\$13,078	\$9,618	\$9,484	\$5,532	\$8,193	\$4,125	\$6,043
8.2g	\$796,728,225	\$1,174,959,206	\$190,346,889	\$607,145,616	\$516,471,637	\$127,897,496	\$1,929,769,000	\$747,161,865	\$4,817,473,365	\$3,541,451,114	\$246,221,389	\$2,041,142,065	\$981,978,880	\$750,948,945	\$1,977,641,215	\$168,351,962	\$834,817,353	\$155,341,395	\$1,317,599,357	\$6,581,785,758	\$672,510,100	\$66,931,354	\$1,583,189,711	\$1,555,846,701	\$386,020,036	\$1,607,966,188	\$298,261,301	\$1,499,014,867

Recommendation Nine

Dramatically increase college completion rates

9.1c	55.9	67.2	67.2	73.8	74.9	61.0	61.3	61.0	62.6	55.2	62.7	59.3	68.2	57.3	50.7	57.2	56.9	60.9	52.1	68.2	52.9	56.9	59.3	53.6	60.2	57.8	48.7	57.5	57.9	60.0
9.1d	75.2	76.0	69.3	77.1	75.0	83.9	84.7	71.1	82.3	81.2	76.5	77.1	67.6	76.7	80.9	79.2	78.4	72.3	72.0	73.8	70.1	78.7	86.1	81.7	71.3	79.3	72.5	78.2		
9.1e	67.2	75.4	73.8	74.9	63.4	79.8	81.3	75.4	82.4	75.3	76.1	77.7	70.8	79.4	83.5	82.8	66.8	77.2	76.1	75.3	77.6	79.2	72.0	84.2	66.8	80.0	NA	79.1		
9.2c	24.7	33.7	29.7	32.9	36.6	27.0	15.7	18.3	22.2	20.9	35.1	25.2	27.9	25.1	39.3	14.1	14.2	56.7	29.6	18.6	39.6	18.2	25.6	29.0	20.9	33.6	60.0	27.5		
9.2d	24.2	22.5	30.5	32.0	11.1	22.1	14.6	14.2	19.9	19.9	37.5	13.4	17.0	15.4	14.7	10.3	11.5	57.2	11.1	11.1	38.9	14.6	14.6	27.7	16.2	33.0	32.1	20.6		
9.2e	NA	70.5	17.2	NA	NA	69.6	NA	NA	35.4	15.7	15.0	44.9	NA	NA	54.7	NA	39.7	11.5	64.5	34.8	40.2	36.0	NA	NA	NA	43.6	NA	48.3		
9.2f	48.1	57.9	NA	49.3	43.2	52.0	56.7	77.1	40.0	57.7	NA	52.6	58.1	55.2	62.1	46.3	54.2	NA	56.2	57.5	59.1	NA	57.3	63.9	53.7	48.5	85.5	57.7		
9.2g	25.3	31.3	25.0	28.1	43.0	33.3	12.9	20.0	20.7	20.6	16.7	21.6	33.3	28.2	35.1	22.6	7.8	20.0	23.5	14.4	35.1	0.0	19.7	30.3	21.1	27.4	61.4	31.5		
9.2h	36.6	25.2	21.1	12.1	42.1	0.0	10.8	26.8	14.4	16.5	18.9	17.8	24.4	15.8	39.2	7.1	14.3	17.4	22.9	14.8	25.3	33.3	26.0	18.6	0.0	15.4	38.7	24.9		

State Summaries

INDICATORS	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MIN
9.2i Three-Year Graduation Rates of Black or African American Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008	21.0	NA	34.5	16.0	21.4	36.1	6.7	3.4	NA	35.5	24.7	15.8	23.3	19.0	25.2	13.2	17.5	16.3	30.4	10.5	16.9	10.8	7.8	10.9
9.2j Three-Year Graduation Rates of Hispanic Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008	18.3	0.0	39.6	31.4	27.3	39.6	9.1	9.9	NA	40.1	29.7	14.6	28.1	23.4	17.4	23.0	29.9	14.9	31.5	30.0	15.7	14.1	10.6	20.1
9.2k Three-Year Graduation Rates of White Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008	19.6	31.6	41.1	26.8	32.2	40.7	13.1	10.4	NA	40.6	27.8	18.1	38.8	26.5	28.1	36.4	33.9	27.0	30.0	27.3	17.1	20.2	16.5	33.6
9.2m Four-Year Graduation Rates of Degree- and Certificate-Seeking Students at Two-Year Colleges by State Rank, 2008	28.3	48.3	51.0	35.7	39.8	41.3	21.3	18.0	NA	44.7	34.0	20.3	43.8	29.3	32.4	48.5	41.2	28.1	29.4	35.1	25.2	25.6	22.3	32.8
9.2n Four-Year Graduation Rates of Degree- and Certificate-Seeking Students at Public Two-Year Colleges by State Rank, 2008	25.9	48.3	25.3	34.3	32.1	25.5	15.8	16.2	NA	37.3	29.9	19.1	26.4	25.0	14.4	48.4	38.2	24.7	16.8	34.9	18.6	24.1	21.4	31.3
9.2o Four-Year Graduation Rates of Degree- and Certificate-Seeking Students at Private Not-for-Profit Two-Year Colleges by State Rank, 2008	NA	NA	NA	NA	71.6	100.0	60.5	52.5	NA	66.1	42.3	NA	NA	57.6	25.3	63.2	72.2	NA	NA	100.0	NA	53.4	NA	100.0
9.2p Four-Year Graduation Rates of Degree- and Certificate-Seeking Students at Private For-Profit Two-Year Colleges by State Rank, 2008	69.2		70.9	48.8	64.1	60.3	71.9			66.1	58.0	38.9	83.0	65.2	60.8	66.7	45.1	52.1	53.4	36.3	66.0	56.2	58.2	59.7
9.3d Six-Year Graduation Rates of Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank, 2008	47.1	25.5	36.0	42.8	63.6	53.9	65.0	67.2	73.2	57.3	50.9	43.8	36.8	60.3	58.6	62.3	52.2	45.5	42.4	58.4	65.0	69.9	58.4	58.9
9.3e Six-Year Graduation Rates of Bachelor's Degree-Seeking Students at Public Four-Year Colleges by State Rank, 2008	47.2	25.4	55.9	39.1	63.3	53.5	56.5	71.5	7.9	59.9	49.4	47.2	32.9	59.1	54.0	66.0	52.9	45.5	39.5	50.3	62.6	54.7	59.7	54.4
9.3f Six-Year Graduation Rates of Bachelor's Degree-Seeking Students at Private Not-for-Profit Four-Year Colleges by State Rank, 2008	47.7	33.3	50.9	56.3	72.4	68.3	74.3	38.4	76.0	54.4	57.6	39.2	52.2	64.6	69.3	59.8	49.1	49.5	57.1	69.5	73.9	75.8	55.4	67.3
9.3g Six-Year Graduation Rates of Bachelor's Degree-Seeking Students at Private For-Profit Four-Year Colleges by State Rank, 2008	15.8	NA	9.1	NA	26.9	30.2	35.8	NA	17.4	29.0	25.7	16.3	15.1	31.0	59.6	45.4	4.3	14.7	19.7	NA	6.3	59.5	8.4	40.1
9.3h Six-Year Graduation Rates of Asian, Native Hawaiian and Other Pacific Islander Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank, 2008	50.0	21.3	49.6	49.0	71.2	56.1	76.2	73.8	78.0	65.3	62.4	49.2	36.6	68.2	67.9	59.9	48.0	47.1	43.4	75.0	73.1	79.0	69.7	59.1
9.3i Six-Year Graduation Rates of American Indian or Alaska Native Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank, 2008	38.5	12.7	21.9	45.1	53.9	31.8	52.9	66.7	30.8	51.2	39.5	22.2	21.2	42.4	45.2	55.0	23.6	22.2	39.7	47.9	62.8	57.7	50.7	34.6
9.3j Six-Year Graduation Rates of Black or African American Bachelor's Degree-Seeking Students at Four-Year Colleges by State Rank, 2008	31.0	25.7	12.6	25.1	46.3	41.3	50.7	40.9	57.7	46.2	44.2	32.8	23.9	36.0	39.2	36.5	29.1	30.6	30.6	56.8	42.1	60.2	33.4	41.7

	MS	MO	MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	US
9.2i	23.1	36.0	0.0	22.7	30.1	21.4	7.8	13.0	14.7	17.0	29.0	23.9	25.6	21.5	40.5	5.1	14.1	20.0	30.5	18.1	26.2	0.0	30.6	20.7	13.5	23.2	31.3	22.6
9.2j	15.6	35.3	26.3	19.5	38.1	31.4	8.8	15.9	15.9	22.7	23.1	19.5	25.2	19.6	36.2	15.2	14.8	25.0	32.6	23.0	33.2	22.2	24.1	19.6	13.3	22.5	57.1	25.7
9.2k	25.8	33.8	32.5	34.5	35.4	29.1	20.2	16.9	26.0	23.0	39.5	26.2	29.2	26.3	40.3	14.6	14.5	60.0	28.7	15.7	39.4	19.2	23.0	29.5	21.8	34.5	61.5	28.5
9.2m	25.5	37.2	31.5	39.9	53.8	39.4	19.6	23.6	31.6	30.6	40.6	31.7	34.6	38.5	44.8	18.1	20.1	74.1	34.6	25.2	48.5	20.3	33.6	37.5	34.8	38.6	64.0	34.1
9.2n	23.9	27.2	33.1	39.1	20.9	36.3	18.7	17.4	28.7	30.0	41.3	19.0	23.7	19.9	21.1	13.4	15.9	75.5	19.1	17.6	48.4	17.8	18.7	36.2	24.9	37.8	38.9	26.7
9.2o	NA	88.0	15.0	7.7	NA	71.4	NA	NA	40.6	18.8	32.0	36.6	NA	NA	60.8	NA	35.2	16.3	64.1	43.7	50.2	35.3	NA	NA	NA	59.0	NA	54.9
9.2p	70.3	61.1		65.9	65.0	51.9	46.7	90.9	51.8	66.8		58.3	66.2	88.6	68.5	55.9	68.0		61.3	58.2	50.0		64.2	65.3	61.3	99.0	83.8	63.8
9.3d	50.6	55.9	41.9	57.0	41.7	65.5	63.0	40.1	63.4	58.2	46.4	57.0	47.1	56.3	66.4	65.9	58.2	47.6	50.7	50.8	52.7	62.9	63.6	68.0	46.4	59.8	52.5	57.7
9.3e	49.6	54.4	40.7	55.6	44.0	63.9	64.1	40.2	56.8	58.8	47.1	53.4	46.6	53.7	61.7	54.4	60.6	46.0	45.8	49.1	43.1	58.9	67.7	67.7	45.5	59.2	52.5	55.3
9.3f	55.6	59.8	53.1	60.6	21.4	67.4	61.6	43.6	67.7	57.1	43.5	65.3	51.1	65.5	72.5	71.3	53.0	55.8	59.3	58.1	77.3	67.3	53.4	71.1	51.1	62.6	NA	65.1
9.3g	NA	27.6	NA	NA	16.8	NA	35.4	35.7	48.4	37.2	NA	31.3	26.6	26.3	37.2	NA	37.5	27.0	20.4	19.4	22.6	75.0	28.3	43.5	36.5	21.8	NA	23.5
9.3h	52.7	63.8	38.8	62.8	47.0	78.4	69.5	35.6	67.3	71.9	43.5	67.9	55.3	58.9	73.8	74.3	65.2	51.5	56.0	62.0	61.7	77.4	70.3	72.8	49.6	53.9	38.5	67.5
9.3i	46.7	33.3	20.7	39.5	21.4	63.8	56.3	25.7	52.6	48.3	8.9	41.1	33.5	41.7	57.6	44.0	34.5	27.0	33.7	44.0	37.5	64.0	47.7	53.1	41.7	40.5	25.0	38.5
9.3j	42.1	38.1	6.3	30.1	33.2	66.9	50.1	29.8	46.1	43.6	31.0	34.8	34.3	43.0	48.1	55.0	46.5	29.3	39.2	31.6	32.4	45.6	45.8	54.0	33.6	34.3	33.3	40.5

State Summaries

INDICATORS	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME	MD	MA	MI	MIN
9.3k Six-Year Graduation Rates of Hispanic or Latino Bachelor's Degree–Seeking Students at Four-Year Colleges by State Rank, 2008	41.7	17.9	38.7	38.2	53.6	44.2	59.7	62.5	68.7	56.2	52.4	33.3	29.0	46.9	53.2	43.6	43.7	38.5	45.8	67.0	70.5	64.4	54.1	55.5
9.3l Six-Year Graduation Rates of White Bachelor's Degree–Seeking Students at Four-Year Colleges by State Rank, 2008	55.4	29.2	42.7	47.1	67.6	56.0	65.4	74.9	79.9	61.1	52.2	35.3	37.5	65.3	59.6	64.6	55.4	47.0	47.4	57.7	73.6	70.1	61.3	61.1
9.3n Eight-Year Graduation Rates of Bachelor's Degree–Seeking Students at Four-Year Colleges by State Rank, 2008	53.2	30.6	47.7	46.9	66.9	56.7	64.4	67.7	75.4	59.8	53.9	49.3	43.1	62.4	59.8	65.4	55.6	52.1	45.5	60.1	67.4	70.4	62.5	59.9
9.3o Eight-Year Graduation Rates of Bachelor's Degree–Seeking Students at Public Four-Year Colleges by State Rank, 2008	53.4	30.6	58.3	43.3	67.2	55.8	55.5	70.4	28.8	62.7	52.9	52.9	41.5	61.0	55.4	67.9	57.2	49.2	43.0	50.1	65.5	56.4	63.7	54.3
9.3p Eight-Year Graduation Rates of Bachelor's Degree–Seeking Students at Private Not-for-Profit Four-Year Colleges by State Rank, 2008	52.2	29.5	54.0	60.3	72.6	72.9	74.2	47.7	76.4	54.6	59.1	45.0	58.6	66.7	69.9	62.6	47.8	50.3	58.1	74.9	73.1	75.6	59.1	69.8
9.3q Eight-Year Graduation Rates of Bachelor's Degree–Seeking Students at Private For-Profit Four-Year Colleges by State Rank, 2008	68.4	NA	16.4	NA	37.0	31.3	31.8	NA	NA	52.1	37.1	7.5	NA	42.5	58.8	29.5	NA	96.0	23.1	NA	15.3	58.7	11.9	34.5

Recommendation Ten

Provide postsecondary opportunities as an essential element of adult education programs

10.1c Percentage of Adults Ages 25–34 with Less Than a High School Diploma by State Rank, 2009	16.1	7.7	17.6	14.2	18.4	13.1	9.2	11.3	8.3	13.6	15.2	5.1	11.8	11.8	12.6	8.2	10.9	12.8	15.2	6.1	10.5	7.8	10.7	7.2
10.1d Percentage of Adults Ages 25–34 with Only a High School Diploma but No College by State Rank, 2009	28.4	30.2	25.9	33.3	22.6	22.5	25.9	28.0	15.6	28.7	27.2	29.3	28.0	23.5	29.0	24.2	24.3	31.7	32.0	32.4	23.1	21.9	27.1	20.8
10.1e Percentage of Adults Ages 25–34 with Some College but No Degree by State Rank, 2009	24.3	31.5	24.2	24.6	21.6	22.1	19.2	21.3	12.1	21.3	21.7	24.6	28.0	20.9	23.5	23.0	24.5	23.6	23.9	23.8	21.1	16.4	26.2	22.4
10.2b Percentage of Adults Ages 25–34 with No High School Diploma Who Were GED Candidates by State Rank, 2009	3.1	6.4	2.7	3.0	1.4	4.2	3.8	1.9	2.2	2.7	3.7	2.9	4.9	3.2	3.0	5.0	1.8	3.6	2.3	8.8	2.2	3.7	3.7	5.7
10.2d Percentage of Adults Ages 25–34 with No High School Diploma Who Attained a GED by State Rank, 2009	1.8	3.3	1.6	2.3	0.8	2.2	1.8	1.7	1.2	1.6	1.9	1.8	2.7	1.7	2.2	3.0	1.6	2.8	1.6	4.7	1.2	1.9	1.8	3.0
10.3b Percentage of Adults Ages 25–34 Enrolled in Postsecondary Education by State Rank, 2007	6.7%	6.6%	15.7%	6.4%	8.1%	7.9%	5.0%	5.5%	13.5%	7.2%	5.3%	6.3%	6.7%	7.2%	6.7%	11.2%	7.2%	7.2%	5.8%	6.0%	6.2%	4.9%	7.6%	6.9%

	MS	MO	MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY	US
9.3k	42.4	55.1	30.5	48.0	36.7	70.5	51.8	38.1	49.7	59.0	29.6	50.0	43.5	47.8	61.0	60.4	56.7	24.4	44.8	39.8	42.8	50.5	59.7	57.0	40.3	51.4	44.4	49.4
9.3l	56.1	57.7	43.4	58.2	43.6	65.3	66.6	43.8	67.5	63.3	48.5	59.6	49.9	56.9	68.0	65.9	61.8	49.2	53.5	57.8	53.4	64.0	68.2	68.9	47.4	61.4	53.3	60.7
9.3m	52.8	57.4	47.9	59.5	48.1	69.5	65.1	46.4	64.4	60.3	51.3	59.3	52.9	58.7	67.0	67.9	60.0	50.3	58.1	54.9	65.6	63.2	66.2	67.7	48.4	61.6	58.9	60.6
9.3n	53.3	56.5	46.1	57.3	49.7	66.5	66.6	46.7	57.0	61.7	50.6	56.5	50.9	56.2	62.0	56.2	62.6	49.3	57.3	54.2	53.7	59.1	68.9	67.4	47.8	60.5	58.9	58.3
9.3o	50.8	59.9	63.9	64.6	18.9	73.3	62.1	51.0	69.1	57.6	55.2	66.0	60.9	65.7	72.6	73.7	53.7	56.5	59.5	59.5	83.6	67.4	58.7	70.0	50.2	64.8	NA	66.4
9.3p	NA	43.4	NA	NA	14.1	NA	NA	34.4	50.8	58.3	NA	36.5	15.4	29.2	50.4	NA	NA	18.5	100.0	17.9	41.4	69.6	46.5	33.3	75.3	78.6	NA	37.8
9.3q	NA	43.4	NA	NA	14.1	NA	NA	34.4	50.8	58.3	NA	36.5	15.4	29.2	50.4	NA	NA	18.5	100.0	17.9	41.4	69.6	46.5	33.3	75.3	78.6	NA	37.8

Recommendation Ten

Provide postsecondary opportunities as an essential element of adult education programs

10.1c	169	288	27.8	21.1	29.5	27.5	25.1	27.9	22.6	24.6	22.5	29.7	30.1	24.1	29.9	24.9	29.2	27.3	32.2	26.0	24.9	30.6	24.4	23.0	37.9	27.3	29.4	26.0
10.1d	23.6	23.4	26.0	25.0	24.3	19.4	18.2	26.3	16.6	22.7	25.0	23.0	24.9	26.0	18.0	19.9	21.8	23.0	22.6	23.1	27.2	18.0	21.1	24.0	21.9	23.1	28.4	21.9
10.1e	4.9	3.2	6.8	4.7	2.2	5.1	2.8	3.9	3.8	3.9	8.7	3.8	3.2	4.8	4.2	3.2	2.3	5.6	3.7	1.9	3.3	3.6	4.6	5.1	4.6	7.7	6.9	2.7
10.2b	2.4	2.4	3.5	2.2	1.5	3.0	1.7	2.1	1.8	1.9	4.7	2.8	2.2	2.7	2.2	1.2	1.6	2.9	2.6	1.1	2.3	1.6	2.6	2.4	3.3	3.2	4.4	1.6
10.2d	6.2%	7.0%	6.2%	7.4%	6.4%	4.2%	5.3%	9.9%	5.4%	5.7%	8.3%	6.6%	7.7%	7.1%	4.7%	6.0%	4.8%	7.4%	5.6%	6.1%	10.1%	5.3%	6.0%	6.6%	8.4%	6.7%	7.7%	6.9%
10.3b	169	288	27.8	21.1	29.5	27.5	25.1	27.9	22.6	24.6	22.5	29.7	30.1	24.1	29.9	24.9	29.2	27.3	32.2	26.0	24.9	30.6	24.4	23.0	37.9	27.3	29.4	26.0
10.3c	23.6	23.4	26.0	25.0	24.3	19.4	18.2	26.3	16.6	22.7	25.0	23.0	24.9	26.0	18.0	19.9	21.8	23.0	22.6	23.1	27.2	18.0	21.1	24.0	21.9	23.1	28.4	21.9
10.3d	4.9	3.2	6.8	4.7	2.2	5.1	2.8	3.9	3.8	3.9	8.7	3.8	3.2	4.8	4.2	3.2	2.3	5.6	3.7	1.9	3.3	3.6	4.6	5.1	4.6	7.7	6.9	2.7
10.3e	2.4	2.4	3.5	2.2	1.5	3.0	1.7	2.1	1.8	1.9	4.7	2.8	2.2	2.7	2.2	1.2	1.6	2.9	2.6	1.1	2.3	1.6	2.6	2.4	3.3	3.2	4.4	1.6
10.3f	6.2%	7.0%	6.2%	7.4%	6.4%	4.2%	5.3%	9.9%	5.4%	5.7%	8.3%	6.6%	7.7%	7.1%	4.7%	6.0%	4.8%	7.4%	5.6%	6.1%	10.1%	5.3%	6.0%	6.6%	8.4%	6.7%	7.7%	6.9%
10.3g	169	288	27.8	21.1	29.5	27.5	25.1	27.9	22.6	24.6	22.5	29.7	30.1	24.1	29.9	24.9	29.2	27.3	32.2	26.0	24.9	30.6	24.4	23.0	37.9	27.3	29.4	26.0
10.3h	23.6	23.4	26.0	25.0	24.3	19.4	18.2	26.3	16.6	22.7	25.0	23.0	24.9	26.0	18.0	19.9	21.8	23.0	22.6	23.1	27.2	18.0	21.1	24.0	21.9	23.1	28.4	21.9
10.3i	4.9	3.2	6.8	4.7	2.2	5.1	2.8	3.9	3.8	3.9	8.7	3.8	3.2	4.8	4.2	3.2	2.3	5.6	3.7	1.9	3.3	3.6	4.6	5.1	4.6	7.7	6.9	2.7
10.3j	2.4	2.4	3.5	2.2	1.5	3.0	1.7	2.1	1.8	1.9	4.7	2.8	2.2	2.7	2.2	1.2	1.6	2.9	2.6	1.1	2.3	1.6	2.6	2.4	3.3	3.2	4.4	1.6
10.3k	6.2%	7.0%	6.2%	7.4%	6.4%	4.2%	5.3%	9.9%	5.4%	5.7%	8.3%	6.6%	7.7%	7.1%	4.7%	6.0%	4.8%	7.4%	5.6%	6.1%	10.1%	5.3%	6.0%	6.6%	8.4%	6.7%	7.7%	6.9%
10.3l	169	288	27.8	21.1	29.5	27.5	25.1	27.9	22.6	24.6	22.5	29.7	30.1	24.1	29.9	24.9	29.2	27.3	32.2	26.0	24.9	30.6	24.4	23.0	37.9	27.3	29.4	26.0
10.3m	23.6	23.4	26.0	25.0	24.3	19.4	18.2	26.3	16.6	22.7	25.0	23.0	24.9	26.0	18.0	19.9	21.8	23.0	22.6	23.1	27.2	18.0	21.1	24.0	21.9	23.1	28.4	21.9
10.3n	4.9	3.2	6.8	4.7	2.2	5.1	2.8	3.9	3.8	3.9	8.7	3.8	3.2	4.8	4.2	3.2	2.3	5.6	3.7	1.9	3.3	3.6	4.6	5.1	4.6	7.7	6.9	2.7
10.3o	2.4	2.4	3.5	2.2	1.5	3.0	1.7	2.1	1.8	1.9	4.7	2.8	2.2	2.7	2.2	1.2	1.6	2.9	2.6	1.1	2.3	1.6	2.6	2.4	3.3	3.2	4.4	1.6
10.3p	6.2%	7.0%	6.2%	7.4%	6.4%	4.2%	5.3%	9.9%	5.4%	5.7%	8.3%	6.6%	7.7%	7.1%	4.7%	6.0%	4.8%	7.4%	5.6%	6.1%	10.1%	5.3%	6.0%	6.6%	8.4%	6.7%	7.7%	6.9%
10.3q	169	288	27.8	21.1	29.5	27.5	25.1	27.9	22.6	24.6	22.5	29.7	30.1	24.1	29.9	24.9	29.2	27.3	32.2	26.0	24.9	30.6	24.4	23.0	37.9	27.3	29.4	26.0
10.3r	23.6	23.4	26.0	25.0	24.3	19.4	18.2	26.3	16.6	22.7	25.0	23.0	24.9	26.0	18.0	19.9	21.8	23.0	22.6	23.1	27.2	18.0	21.1	24.0	21.9	23.1	28.4	21.9
10.3s	4.9	3.2	6.8	4.7	2.2	5.1	2.8	3.9	3.8	3.9	8.7	3.8	3.2	4.8	4.2	3.2	2.3	5.6	3.7	1.9	3.3	3.6	4.6	5.1	4.6	7.7	6.9	2.7
10.3t	2.4	2.4	3.5	2.2	1.5	3.0	1.7	2.1	1.8	1.9	4.7	2.8	2.2	2.7	2.2	1.2	1.6	2.9	2.6	1.1	2.3	1.6	2.6	2.4	3.3	3.2	4.4	1.6
10.3u	6.2%	7.0%	6.2%	7.4%	6.4%	4.2%	5.3%	9.9%	5.4%	5.7%	8.3%	6.6%	7.7%	7.1%	4.7%	6.0%	4.8%	7.4%	5.6%	6.1%	10.1%	5.3%	6.0%	6.6%	8.4%	6.7%	7.7%	6.9%
10.3v	169	288	27.8	21.1	29.5	27.5	25.1	27.9	22.6	24.6	22.5	29.7	30.1	24.1	29.9	24.9	29.2	27.3	32.2	26.0	24.9	30.6	24.4	23.0	37.9	27.3	29.4	26.0
10.3w	23.6	23.4	26.0	25.0	24.3	19.4	18.2	26.3	16.6	22.7	25.0	23.0	24.9	26.0	18.0	19.9	21.8	23.0	22.6	23.1	27.2	18.0	21.1	24.0	21.9	23.1	28.4	21.9
10.3x	4.9	3.2	6.8	4.7	2.2	5.1	2.8	3.9	3.8	3.9	8.7	3.8	3.2	4.8	4.2	3.2	2.3	5.6	3.7	1.9	3.3	3.6	4.6	5.1	4.6	7.7	6.9	2.7
10.3y	2.4	2.4	3.5	2.2	1.5	3.0	1.7	2.1	1.8	1.9	4.7	2.8	2.2	2.7	2.2	1.2	1.6	2.9	2.6	1.1	2.3	1.6	2.6	2.4	3.3	3.2	4.4	1.6
10.3z	6.2%	7.0%	6.2%	7.4%	6.4%	4.2%	5.3%	9.9%	5.4%	5.7%	8.3%	6.6%	7.7%	7.1%	4.7%	6.0%	4.8%	7.4%	5.6%	6.1%	10.1%	5.3%	6.0%	6.6%	8.4%	6.7%	7.7%	6.9%
10.3aa	169	288	27.8	21.1	29.5	27.5	25.1	27.9	22.6	24.6	22.5	29.7	30.1	24.1	29.9	24.9	29.2	27.3	32.2	26.0	24.9	30.6	24.4	23.0	37.9	27.3	29.4	26.0
10.3ab	23.6	23.4	26.0	25.0	24.3	19.4	18.2	26.3	16.6	22.7	25.0	23.0	24.9	26.0	18.0	19.9	21.8	23.0	22.6	23.1	27.2	18.0	21.1	24.0	21.9	23.1	28.4	21.9
10.3ac	4.9	3.2	6.8	4.7	2.2	5.1	2.8	3.9	3.8	3.9	8.7	3.8	3.2	4.8	4.2	3.2	2.3	5.6	3.7	1.9	3.3	3.6	4.6	5.1	4.6	7.7	6.9	2.7
10.3ad	2.4	2.4	3.5	2.2	1.5	3.0	1.7	2.1	1.8	1.9	4.7	2.8	2.2	2.7	2.2	1.2	1.6	2.9	2.6	1.1	2.3	1.6	2.6	2.4	3.3	3.2	4.4	1.6
10.3ae	6.2%	7.0%	6.2%	7.4%	6.4%	4.2%	5.3%	9.9%	5.4%	5.7%	8.3%	6.6%	7.7%	7.1%	4.7%</													

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