



Four-Year **MYTH**

Make college more affordable.

Restore the promise of
graduating on time.

COMPLETE COLLEGE AMERICA

The vast majority
of American
college students
**do not graduate
on time ... but
many more can —**
saving themselves
and their families
precious **time
and money.**



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COMPLETE COLLEGE AMERICA ALLIANCE OF STATES

At our founding, Complete College America called on states to take a hard look at the data, recognize the challenges facing our students, and make clear commitments about how we move forward. We sought to organize a network of leaders who would help carry this mantle and pursue reforms that would significantly increase college completion and close attainment gaps for underrepresented populations.

The response was overwhelming. A tremendous number of governors stepped forward, and the Complete College America Alliance of States was born. **Now at 35 members, the Alliance is leading the country by enacting powerful reforms to increase college completion and close attainment gaps.** This group is ensuring that the conversation around higher education equally values access and student success.

With the release of the **Game Changers**, Complete College America and the Alliance of States focused our efforts on proven strategies to boost completion — strategies that yield two, three, and four times the results of traditional programs. And the momentum around these big ideas is building:

- **Twenty-six** states have implemented or are working toward implementation of performance funding.
- **Seven** states have committed to scaling corequisite remediation by 2015, allowing significantly more students to start college-level work with just-in-time academic support. **Twenty-two** states and the District of Columbia have committed to transforming remediation to dramatically increase the percentage of students who complete college-level gateway courses in math and English within one academic year.
- **Twenty** states have either statewide or campus-based 15 to Finish initiatives to encourage more students to take at least 15 credits per semester or 30 credits per year and graduate on time.
- **Seven** states have programs within them that use structured schedules.
- **Three** states are working to take Guided Pathways to Success (GPS) to scale, and **five** states are implementing GPS in science, technology, engineering, and math (STEM) initiatives.

The work is far from over, but the Alliance is pushing forward, securing a more prosperous future for our states and country. These states recognize that time is the enemy of college completion, and they are not wasting a moment in their efforts to ensure that more Americans than ever before are able to earn a degree or credential of value.

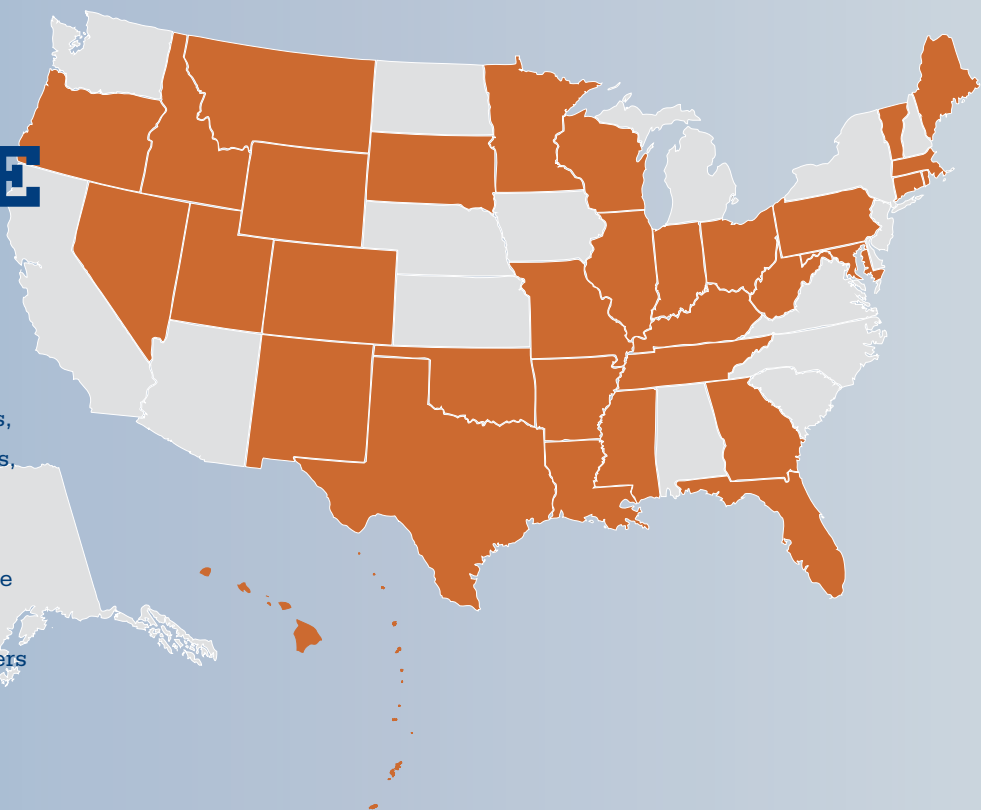
Sincerely,



Stan Jones
President

MEMBERS OF THE ALLIANCE

The governors below represent the members of Complete College America's Alliance of States. They, or their predecessors, have committed to establishing statewide completion goals, measuring and publishing their progress, and assembling teams to tackle these challenges through the use of Game Changer strategies. They, along with the state higher education leaders who do much of the heavy lifting, are our partners in this important work.



- | | | |
|---|--|---|
| ■ Governor Mike Beebe (Arkansas) | ■ Governor Bobby Jindal (Louisiana) | ■ Governor John Kitzhaber (Oregon) |
| ■ Governor John Hickenlooper (Colorado) | ■ Governor Paul LePage (Maine) | ■ Governor Tom Corbett (Pennsylvania) |
| ■ Governor Eloy Inos (Commonwealth of the Northern Mariana Islands) | ■ Governor Martin O'Malley (Maryland) | ■ Governor Lincoln Chafee (Rhode Island) |
| ■ Governor Dan Malloy (Connecticut) | ■ Governor Deval Patrick (Massachusetts) | ■ Governor Dennis Daugaard (South Dakota) |
| ■ Governor Rick Scott (Florida) | ■ Governor Mark Dayton (Minnesota) | ■ Governor Bill Haslam (Tennessee) |
| ■ Governor Nathan Deal (Georgia) | ■ Governor Phil Bryant (Mississippi) | ■ Governor Rick Perry (Texas) |
| ■ Governor Neil Abercrombie (Hawaii) | ■ Governor Jay Nixon (Missouri) | ■ Governor Gary Herbert (Utah) |
| ■ Governor Butch Otter (Idaho) | ■ Governor Steve Bullock (Montana) | ■ Governor Peter Shumlin (Vermont) |
| ■ Governor Pat Quinn (Illinois) | ■ Governor Brian Sandoval (Nevada) | ■ Governor Earl Ray Tomblin (West Virginia) |
| ■ Governor Mike Pence (Indiana) | ■ Governor Susana Martinez (New Mexico) | ■ Governor Scott Walker (Wisconsin) |
| ■ Governor Steve Beshear (Kentucky) | ■ Governor John Kasich (Ohio) | ■ Governor Matt Mead (Wyoming) |
| | ■ Governor Mary Fallin (Oklahoma) | |

RESTORING THE PROMISE OF ON-TIME GRADUATION

In American higher education, it has become the accepted standard to measure graduation rates at **four-year colleges** on a **six-year time frame**. And evaluations of **two-year community colleges** are now based on **three-year graduation rates**.

Metrics like these are unacceptable, especially when we consider that students and their families are trying desperately to control the skyrocketing costs of higher education. As lifetime savings are depleted and financial aid packages run out, the extra time on campus means even more debt, and for far too many students, additional semesters do not result in a degree or credential.

ON-TIME GRADUATION RATES ARE FAR TOO LOW

1- TO 2-YEAR CERTIFICATE



15.9%
ON TIME

2-YEAR ASSOCIATE



5%
ON TIME

4-YEAR BACHELOR'S
(NON-FLAGSHIP)



19%
ON TIME

4-YEAR BACHELOR'S
(FLAGSHIP/VERY HIGH RESEARCH)



36%
ON TIME

FULL-TIME STUDENTS

Students and parents know that time is money. Student loan debt has now blown past the trillion-dollar mark, exceeding Americans' combined credit card and auto loan debts. And that number doesn't even include the large sums of money that parents are borrowing to help their kids pay for tuition, books, room, and board. We've passed the point when it's reasonable to ask if this escalating financial burden is sustainable.

We recognize that not every student can or will graduate on time. And there are understandable reasons. However, something is clearly wrong when the overwhelming majority of public colleges graduate less than 50 percent of their full-time students in four years.

Current on-time graduation rates suggest that the "four-year degree" and the "two-year degree" have become little more than modern myths for far too many of our students. The reality is that our system of higher education costs too much, takes too long, and graduates too few.

Establishing graduation benchmarks of three and six years for associate and bachelor's degrees respectively signals an acceptance of the status quo and alleviates the pressure to change.

Using these metrics may improve the numbers, but it is costing students and their parents billions of extra dollars — \$15,933 more in cost of attendance for every extra year of a public two-year college and \$22,826 for every extra year at a public four-year college.

Four years in college is a lot less expensive than five or six. An associate degree is much cheaper in two years than three or four. Hands down, our best strategy to make college more affordable and a sure way to boost graduation rates overall is to ensure that many more students graduate on time.

First, let's focus on the right numbers: on-time graduation rates. We can measure graduation rates at “150 percent of time,” but we should no longer accept this metric as the standard for performance. This report reveals how states are doing at graduating students **on time** — and the news is sobering.

Second, we must realize that students need a direct route to graduation. We can move new policies and strategies that tackle head-on the institutional practices that are the great drag on student progress: credits lost in transfer, unavailable critical courses, uninformed choices of majors, low credit accumulation each semester, broken remediation sequences, and excessive credit requirements. Addressing all this is possible through the implementation of a comprehensive, integrated restructuring of higher education delivery — something we call **Guided Pathways to Success (GPS)**.

Every major should be organized into a prescribed pathway of sequenced courses that lead to an on-time arrival on graduation day. And all students should be scheduled to maintain steady progress on their chosen path. Random acts of enrollment should be replaced with deliberate and directed advancement toward degrees.

Think of it as a mutual responsibility agreement: Students will pledge to stick to a structured schedule of courses and elective offerings that represent the shortest distance to completion, eliminating the semester-by-semester uncertainty and huge expenses that often accompany a college career. In return, institutions will provide clear degree maps, closely monitor student progress, and guarantee that the necessary courses will be available when they are needed.

GPS takes the guesswork out of charting a path to on-time graduation, empowering students with informed choice and making college more affordable.

WE CAN RESTORE THE PROMISE OF GRADUATING ON TIME — AND WE MUST.

KNOW THIS:

Only 50 of the more than 580 public four-year institutions in America have on-time graduation rates at or above 50 percent for their full-time students. Some that fall below the 50 percent mark include:

48%	Michigan State University
44%	University of Iowa
41%	North Carolina State University
36%	Auburn University
34%	University of Arizona

Source: IPEDS (2013)

WHERE WE STAND

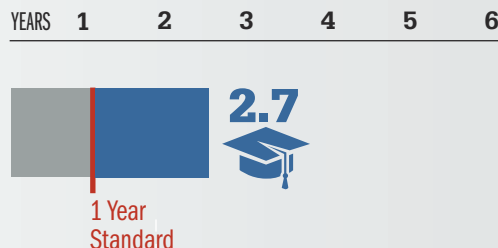
The National Picture

Most full-time students don't graduate on time.

Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1-TO 2-YEAR CERTIFICATE



2-YEAR ASSOCIATE



COST OF EACH ADDITIONAL YEAR

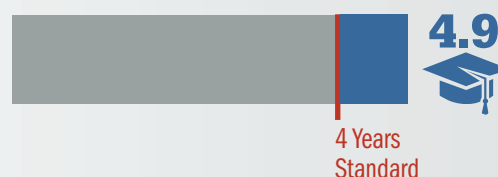
\$15,933 in cost of attendance*

+ \$35,000 in lost wages

\$50,933 total for each student seeking associate degree

4-YEAR BACHELOR'S

(NON-FLAGSHIP)



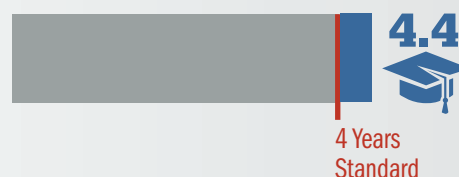
COST OF EACH ADDITIONAL YEAR

\$22,826 in cost of attendance

+ \$45,327 in lost wages

\$68,153 total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**

Data for students who began college going full-time.
*Includes tuition and fees, room and board, books and supplies, transportation, and other expenses.
For source information, see state profiles.

WHERE WE NEED TO BE

Guided Pathways to Success (GPS) at a Glance

Most American college students do not graduate on time. Using GPS, students make choices of “packaged deal” majors, not random courses. Then they are required to proceed on highly structured degree maps, geared for on-time completion. GPS leads to more graduates overall and makes college more affordable.

INFORMED CHOICE AND “META MAJORS”

“Undeclared” students enter college and select among a set of initial broad clusters of majors. As students progress, these meta majors narrow into more specific areas of study.

MATH ALIGNED TO MAJORS

College algebra has only one purpose: preparation for calculus, which most non-STEM majors don’t need. Students are far more likely to succeed when mathematics are relevant and aligned to their majors. For many programs of study, rigorous statistics and quantitative reasoning courses are more appropriate.

ACADEMIC MAPS

Students choose coherent programs, not random, individual courses. After students make the “big choices” of meta majors and academic majors, all the other choices of necessary credits and course sequences are laid out for them.



DEFAULT PATHWAYS

Students do not “discover” the right path; after choosing a major, the academic map is their default schedule. Exploration outside one’s major is still allowed and enabled as intentional investigation, replacing aimless wandering.

CRITICAL PATH COURSES

From beginning to end, academic pathways contain critical courses that must be completed in sequence each semester to certify that students are on track. These courses give students early signals about their prospects for success in a given field of study.

INTRUSIVE ACADEMIC ADVISING

Innovations in technology allow supports to be targeted and customized to meet the needs of individual students. Early warning systems make it possible for institutions to track performance in required courses and target interventions when and where they are most needed.

Detailed GPS on pages 14–15.

THE CAUSES

Why are students taking so long to graduate?

Over the last 20 years, more than 31 million students have gone off to college but never earned a degree.¹ Far too many college students get lost in the process, slowed down by unclear expectations, numerous obstacles, and having no clear pathway to graduation day.





Too many students **wander the course catalog**, wasting too much time and money. On average, graduates accumulate:

Associate degrees:

81 credits

instead of the customary 60.

Bachelor's degrees:

134 credits,

when 120 is almost always sufficient.



75%

of students juggle school, family, and work.

Unpredictable class schedules mean college takes longer than it should.



60%

of **bachelor's degree recipients** change colleges — and nearly half of them lose some or all of their credits because of **broken transfer policies**.

\$600 million

is lost each year if just two courses per transfer student fail to transfer.⁷



When **needed courses aren't available**, students take any courses they can to maintain financial aid eligibility.

20%

of **community college students** say they were unable to get into a class needed for their degree.

33%

say they had not gotten into a class they wanted to take.⁶



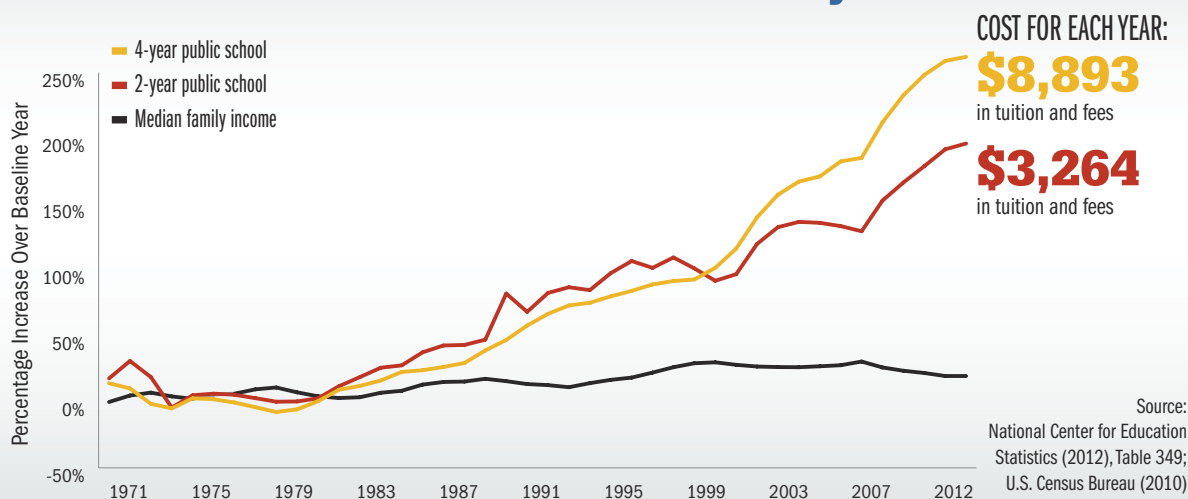
THE COSTS

Graduating late costs students and families billions of dollars.

Do the math. As the price tag on higher education has risen, the financial burden of an extra year on campus has skyrocketed, more than doubling at four-year institutions.

The cost of higher education has drastically outpaced increases in median family income. As a result, obtaining the education necessary for success has become far more difficult and costly, and students have been forced to pile on even more debt in the process.

THEN AND NOW: Cost of tuition vs. median family income

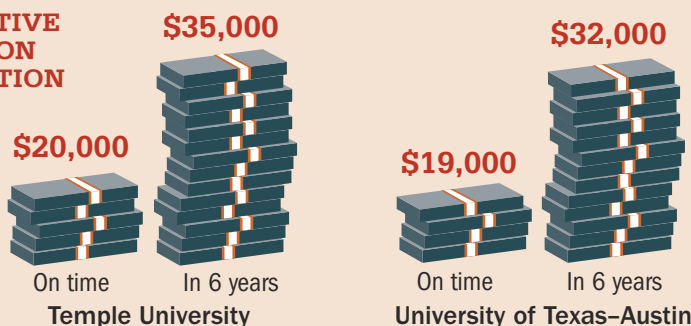


Every extra year of tuition and fees adds up, and borrowers who do not graduate on time take on far more debt in years 5 and 6. On average, an additional year now costs more than \$3,000 extra at a two-year institution and nearly \$9,000 extra in tuition at a four-year institution. Most colleges and universities raise tuition and fees each year, while financial aid stays nearly constant. As scholarships and savings run out, students and their families are left to borrow more of the costs of attending school.



At Temple University and University of Texas–Austin, higher education leaders are committed to increasing on-time completion, and they have the data to show why it's so important. Two extra years at their campuses increase debt by nearly 70 percent among students who borrow.

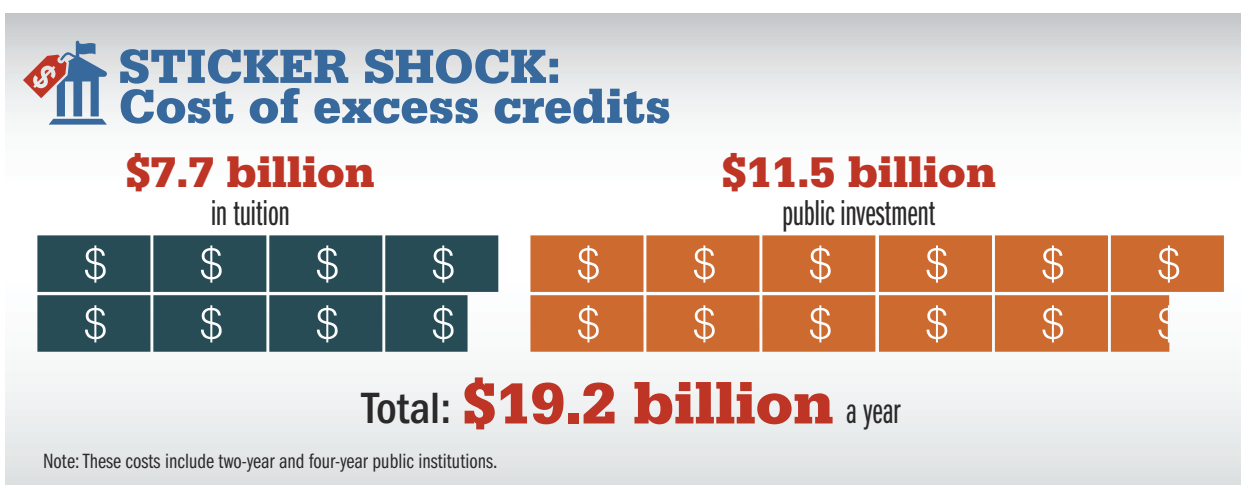
CUMULATIVE DEBT UPON GRADUATION



Sources: <http://fly.temple.edu> and <http://www.utexas.edu/enrollment-management/messages/ut-strives-improve-four-year-graduation-rates>

Worse, none of these numbers includes the staggering cost of remedial education: an estimated \$3 billion-plus a year for courses that don't count toward a degree. Or the billions of dollars more spent educating students who drop out and never graduate at all.

In a large-scale analysis of student transcripts, one U.S. Department of Education study found that the average bachelor's graduate had accumulated 138.4 credits from all the colleges attended up to graduation.⁸ Add another 20.3 credits, on average, for courses that students fail, repeat, or withdraw from late in the semester, and each four-year bachelor's degree represents 158.7 semester credits earned or attempted instead of the 120-credit standard. At an estimated cost of \$361 per credit hour, these numbers add up fast.⁹



Graduating late also means delaying careers and losing out on wages. In addition to extra tuition and fees, students also miss out on the wages they would have earned had they graduated on time. According to the National Association of Colleges and Employers, the average starting salary for a bachelor's degree recipient in the class of 2013 was more than \$45,000. The American Institutes for Research found that associate degree earners could expect to earn a starting salary of about \$35,000.

Add it all up and everyone loses. The public invests in college studies that do not lead anywhere. Students defer earning an income, and they and their families take on massive amounts of debt to earn degrees that could be much less time consuming and costly.

TIME IS MONEY.

THE PARADOX OF CHOICE AND COLLEGE SUCCESS

By Barry Schwartz

There is a set of assumptions that most Americans make that is so deeply ingrained in us that we aren't aware of them. Freedom is good, we believe, the more the better. But we can't have freedom without choice. The more choice we have, the more freedom we have. And since the more freedom we have, the better off we are, the more choice we have, the better off we are.

These assumptions make good logical sense. But research over the last 15 years or so has demonstrated that they aren't true. Though choice is good, there can be too much of a good thing. And when there is, it leads to paralysis, to bad decisions, to a loss of self-control, and to dissatisfaction with even good decisions. Though none of this research has been done specifically in connection with the academic experiences of college students, it is easy to see how current low college completion rates are exacerbated by the amount of freedom of choice that college students have.

There is no question that options for college students have exploded in recent years. Core requirements have diminished, the number of possible majors has increased, and the variety of paths through those majors has increased as well. What can we expect all this "liberation" to produce?

First, paralysis. When employees are offered many options for 401(k) investment, they are less likely to sign up (and get matching money from their employer) than when there are only a few. And when students are offered many topics for an extra-credit essay, they are less likely to write one than when they are offered only a few.

Second, bad decisions. Senior citizens choosing Medicare Part D prescription drug plans are more likely to make sub-optimal choices when there are many plans to choose from than when there are only a few. And those college students writing extra-credit essays write worse essays when they have many topics to choose from than when they have only a few.

Third, a loss of self-control. People who make a series of merely hypothetical choices regarding trivial things (e.g., a red decorative candle versus a green one, or a hoodie sweatshirt versus a crew neck) give up more quickly on a challenging subsequent problem than do people who have merely rated the attractiveness of the same set of trivial items rather than choosing among them.

Finally, large choice sets reduce satisfaction, with even good decisions. When the choice set is large, people regret the choices they make, pine over missed opportunities offered by rejected alternatives, develop such high expectations about how good the chosen option will be that the actual results simply can't live up to those expectations, and then blame themselves when the choice turns out to disappoint.

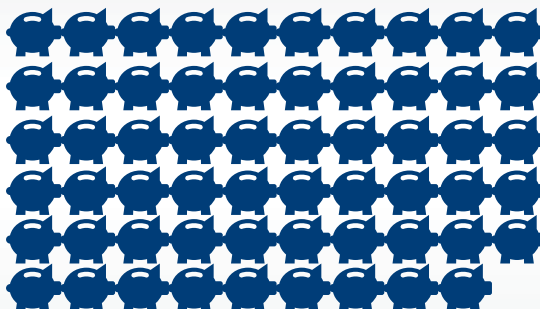
OVERWHELMED BY CHOICE

2 401(k) Plans Offered



75%
Participation

59 401(k) Plans Offered



60%
Participation

So now imagine an 18-year-old faced with an enormous cafeteria of possibilities in the college curriculum. Paralysis. Bad decisions. Loss of self-control (self-discipline). Dissatisfaction with the results of past decisions.

Freedom and choice are surely good, but there can be too much of a good thing. The last thing we want to do if our aim is to increase college completion rates is to offer students a set of possibilities that will paralyze them, weaken their self-discipline, and undermine the satisfaction they get from the work they have already done. Smart institutions aiming to increase completion will offer students choice, to be sure. But the choice will be within well-defined limits, or constraints, so that the path to success is clearly marked. Paradoxically, the more opportunities we give students to do exactly what they want, the less likely they are to do anything at all.

Smart institutions aiming to increase completion will offer students choice, to be sure. But the choice will be within well-defined limits, or constraints, so that the path to success is clearly marked.

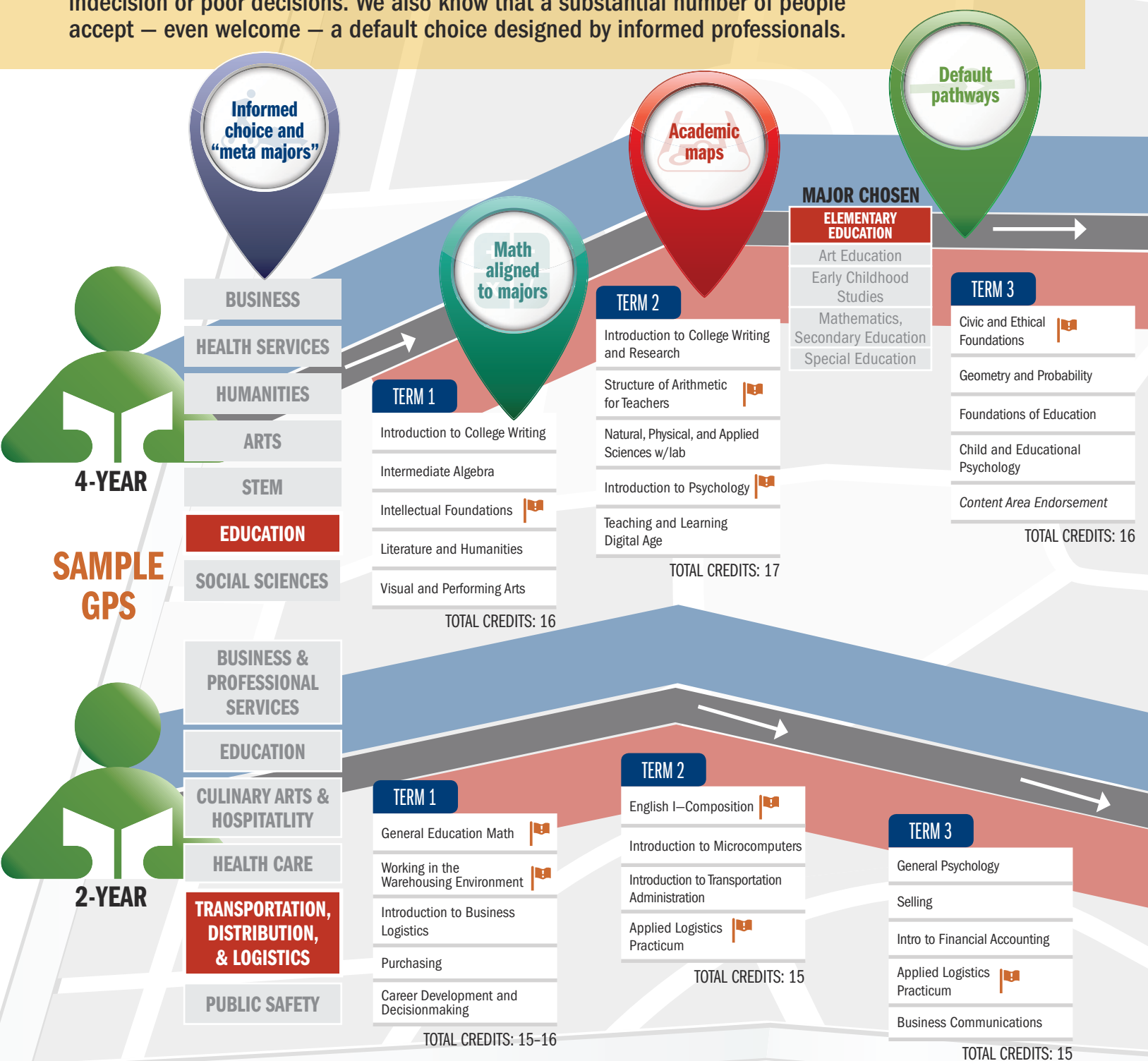
Dr. Barry Schwartz is the author of *The Paradox of Choice: Why More is Less*, a book in which he discusses the “culture of abundance” and its negative impact on consumer satisfaction. In addition to being an accomplished researcher and sought-after presenter, Schwartz is the Dorwin Cartwright Professor of Social Theory and Social Action at Swarthmore College in Pennsylvania.

THE SOLUTION

Guided Pathways to Success (GPS)

For decades, American higher education has worked to expand choices for students: hundreds, if not thousands, of course offerings at our institutions; classes at all hours of the day and on weekends; majors in every possible discipline. The goal behind these efforts was to give students options. But this process of unguided exploration and discovery too often means that students wander the curriculum and rarely graduate on time.

Behavioral economics tells us that too much choice — especially uninformed choice — leads to indecision or poor decisions. We also know that a substantial number of people accept — even welcome — a default choice designed by informed professionals.



So it should be with higher education. Students should be given a structure designed to empower their decisions and guide their academic trajectory – a clear path to how they successfully complete their degree.

That's what GPS provides, and a number of states and institutions are already pursuing these innovations.



THE SOLUTION

Guided Pathways to Success (GPS)

Implementation of GPS involves significant structural changes designed to boost on-time graduation and make college more affordable. However, these strategies are not meant to be taken as a set of individual suggestions. States and institutions must use a fully integrated, holistic approach to GPS to achieve dramatic results.



Informed choice and “meta majors.” Undeclared students enter college and select among a set of initial broad clusters of majors such as science, technology, engineering, and math (STEM); social sciences; business; education; or liberal arts. As students progress, these meta majors narrow into more specific areas of study such as chemistry, accounting, psychology, or nursing. Simply put, no student would be considered “unclassified,” left to wander aimlessly through the curriculum.



POINT OF INTEREST

The **City Colleges of Chicago’s** Reinvention initiative has led to a near doubling of the graduation rate and the awarding of the highest number of degrees in City Colleges’ history. Through its College to Careers initiative, City Colleges is better aligning its occupational programs in high-demand fields with the needs of employers and four-year colleges. City Colleges is working to ensure that each and every student has a clear, semester-by-semester map to graduation and postcompletion success. Academic maps are organized into 10 focus areas (meta majors), and each map is personalized with the help of an adviser to meet a student’s precise transfer/job interests, readiness levels, and expected course loads.

Graduation rates doubled.

LEARN MORE: <http://tinyurl.com/citycollege-cca>



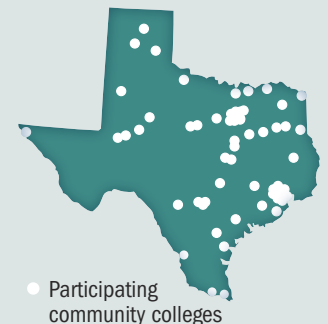
Math aligned to majors. College algebra has only one purpose: preparation for calculus, which most non-STEM majors do not need. Mathematics that are not relevant to programs of study and career goals present a serious obstacle to college success. Instead, institutions should provide statistics and quantitative literacy, which better align with most non-STEM programs. Because the student in the sample academic maps on pages 14–15 is majoring in elementary education, she will take mathematics designed specifically for her career path.



POINT OF INTEREST

The New Math Pathways Project, a joint initiative of the Charles A. Dana Center at the University of Texas–Austin and the Texas Association of Community Colleges, is a statewide approach to reforming college mathematics in Texas. The initiative, which involves 50 community colleges, includes the development and implementation of multiple math pathways with relevant and challenging content aligned to specific fields of study. Additionally, built-in support systems help students more quickly earn college-level credits in rigorous corequisite mathematics than they would in traditional remedial approaches.

LEARN MORE: <http://tinyurl.com/newmath-cca>



● Participating community colleges



**POINT OF
INTEREST**

In July 2013, the **University System of Georgia Mathematics Task Force** released a set of recommended steps the system should take to dramatically improve success rates in gateway mathematics courses. The recommendations included “align gateway mathematics courses sequences with academic programs of study. In particular, College Algebra should not be the default class for non-STEM majors.”

LEARN MORE: <http://tinyurl.com/usg-cca>

College
Algebra



Calculus



Academic maps built with 15 to Finish. Students choose coherent programs, not random, individual courses. After students make the “big choices” of academic majors, all other choices, including the course sequence, are laid out for them. In this way, a clear map to on-time completion is prepared, showing their path from day 1 to on-time graduation. Terms should be designed to include 15 credits per semester or 30 credits per year. Sequences that use summer coursework — in which students would take 12 credits in the fall, 12 in the spring, and six in the summer — are also acceptable. See the sample academic maps on pages 14–15.

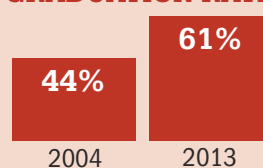


**POINT OF
INTEREST**

At **Florida State University (FSU)**, degree maps combine with other strategies to increase graduation rates and close attainment gaps. Since starting degree maps in 2004, FSU has cut the number of students graduating with excess credits in half. And in 10 years, FSU's on-time graduation rate for all students has increased 17 percentage points, rising to 61 percent. More significant, African American, Hispanic, and first-generation Pell students graduate from FSU at significantly higher rates than the national average. Seventy-three percent of African American FSU students graduated within six years in 2013, almost double the national average for this group. The six-year graduation rate for Hispanic students in 2013 (76 percent) was more than 50 percent higher than the national average.

LEARN MORE: <http://tinyurl.com/fsu-cca>

**ON-TIME
GRADUATION RATE**



After analyzing the data on student retention and academic performance, administrators and advisers at **Indiana University-Purdue University Indianapolis (IUPUI)** launched an initiative to encourage students to take 15 credits per semester or 30 credits per year. Through mailers to students, banners, posters, and digital ads, IUPUI increased by 23 percentage points the number of first-time, full-time students taking 15 or more credits per semester.

LEARN MORE: <http://tinyurl.com/iupui-cca>

**FIRST-TIME, FULL-TIME
STUDENTS TAKING 15
CREDITS PER SEMESTER**



THE SOLUTION

Guided Pathways to Success (GPS)



Default pathways. Students remain on their chosen path unless given approval to change by an adviser. Exploration outside one's major is still allowed and enabled as intentional investigation, replacing aimless wandering. It is impossible for students to choose courses that don't count toward a degree because course options generally are limited to those within their chosen program of study. Students no longer are allowed to choose courses "cafeteria style" with no consideration for whether they lead to a credential. Students stay on track for graduation — and fully understand the time and money consequences of making a change.

Just like GPS in your car, default pathways allow students to know their location along their chosen program of study in real time. They can see the progress made to date and a clear path of courses before them that lead to on-time graduation. No longer must students worry whether required courses will be available: The pathway guarantees that courses within their program will be there when they need them.

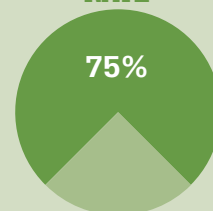


The **University of Hawai'i's** STAR system allows students to track progress toward their degree program and ensure that they stay on track for on-time completion. The system provides students with information regarding program and credit requirements, as well as course availability. In addition, students can map out future semesters and assess how course selections will impact their time to degree. The system also helps students recalculate their pathways when changes are needed or issues arise.

LEARN MORE: <http://tinyurl.com/hawaii-cca>

Technical and vocational training at the **27 Tennessee Colleges of Applied Technology** have an average completion rate of 75 percent, with some centers graduating all of their students. Job placement rates also are high. Unlike with traditional approaches, students enroll in whole academic programs, not individual courses, streamlining the path to completion by removing the burdens of individual course selection and availability. Programs are offered Monday to Friday from 8 a.m. to 3 p.m., and attendance is taken. Finally, the complete program costs and the time it will take to graduate are clearly presented up front, allowing students to plan ahead and know with certainty when they will graduate. Many of the Colleges of Applied Technology's more successful program elements were included in a new state law that created a unified community college system, which is now adding structured scheduling.

**COMPLETION
RATE**



LEARN MORE: <http://tinyurl.com/tn-cca>

At **Boise State University**, the Degree Tracker planning tool combines academic maps with a student's academic record and preferred timeline to create an individualized path to graduation. The online tool provides a user-friendly interface that allows students and advisers to easily partner in the mission to graduate. The data extracted from Degree Tracker indicate course demand, advising interventions, and whether students are failing to meet the necessary benchmarks to follow their academic plan.

LEARN MORE: <http://tinyurl.com/boise-cca>



Critical path courses. Academic pathways contain critical courses that must be completed each semester to certify that students are on track. These milestone courses provide realistic assessments of student progress and give students early signals about their prospects for success in a given field of study. This information eliminates the problem of students putting off challenging courses until the consequences of changing majors becomes too damaging and costly. The sample academic maps on pages 14–15 show at least one milestone course in every term.



The Lumina Foundation, in partnership with Complete College America, has awarded Georgia, Indiana, and Tennessee \$1 million grants for the statewide



implementation of GPS strategies. Through the use of default pathways, critical path courses, and other strategies, these states are working toward reform at scale that will place the majority of students in the majority of programs on highly structured pathways to completion.

LEARN MORE: <http://tinyurl.com/lumina-cca>

In October 2013, the **District of Columbia, Idaho, Illinois, Massachusetts, and Ohio** were selected to participate in Complete College America's Guided Pathways to Success in STEM Careers Initiative supported by the **Leona M. and Harry B. Helmsley Charitable Trust**. Through the implementation of GPS strategies like academic maps, default pathways, and intrusive advising, these states are developing and executing plans to dramatically increase the number of students with high-demand STEM degrees.



LEARN MORE: <http://tinyurl.com/helmsley-cca>

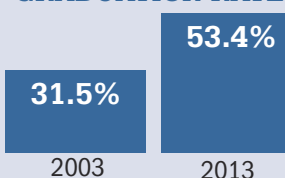


Intrusive academic advising. Innovations in technology allow supports to be targeted to meet the needs of individual students. Early warning systems make it easy for institutions to track student performance in required courses and target interventions when and where they are most needed. For example, systems can automatically place a student on administrative hold and require a meeting with an adviser if a critical path course in the student's major is not completed on time. This targeted approach allows academic advisers to focus their attention almost exclusively on students most in need of services instead of spreading themselves too thin.



Georgia State University's use of intrusive advising has increased its graduation rates by more than 20 percentage points in the last 10 years. Pell students graduate at a rate of 53 percent. African American students (57 percent) and Hispanic students (66 percent) now graduate at higher rates than the overall student body. In addition, Georgia State confers more bachelor's degrees to African Americans than does any other U.S. university.

GRADUATION RATE



LEARN MORE: <http://tinyurl.com/ga-cca>

USING STRUCTURE TO BOOST COLLEGE COMPLETION

By James Rosenbaum

Many institutions around the country are leveraging the power of structure to boost completion and close attainment gaps. This look at nine public and private institutions shows some of the strategies being used and highlights the fact that where there is structure, there are significant results.

There are two sectors of two-year colleges: private and public (community colleges). Private colleges enroll similar students to public two-year colleges, but they have much higher degree completion rates. To explore this further, we studied seven public two-year colleges and two private two-year colleges that employ innovative structured procedures that may explain their success. Below we discuss some of these procedures, which seek to improve completion or labor market outcomes, and consider whether they might benefit other colleges.

- **Package-Deal Programs:** Rather than allowing students to make uninformed and poor choices that cost time and money, private two-year colleges design a structured curriculum aligned to high-demand jobs. Like package-deal vacations, students choose an occupation, and the program provides a structured academic map for the entire program. These structures add predictability to students' lives, reduce course-selection mistakes and scheduling conflicts, prevent information overload, and lead to dependable progress.
- **Motivational Procedures:** Private two-year colleges recognize that time is the enemy, providing time schedules that improve student confidence and motivation. While many colleges assume students are motivated to persevere through six to eight years for bachelor of arts degrees, private two-year colleges build in frequent milestones. For example, shorter terms reduce the costs if family crises interrupt schooling. Degree-ladder structures award interim credentials (certificates in nine months and associate degrees in 18 months), which have job payoffs, so students who do not reach their bachelor's degree goal still get value from their time in college.
- **Frequent Mandatory Counseling:** Private two-year colleges integrate frequent, mandatory group advising into their procedures every term, often in program-specific peer cohorts. Software monitors student progress and alerts counselors if students are off track.
- **Focus on Soft Skills:** Private two-year colleges structure college rules to resemble workplaces and give students confidence that they are becoming prepared for jobs. They teach career-relevant soft skills, both simple (attendance, dress code) and complex (time management, teamwork, communication, and problem-solving).
- **Job Placement:** Private two-year colleges go beyond standard job boards and resume help, often facilitating job search, job fit, and self-presentation and structuring students' job searches by telling them which skills to emphasize, how to present them, and which jobs will value their skills.

While community college occupational programs sometimes create similar structures, these structures are less clear than in private colleges, and they have smaller benefits. Recent research indicates further possible benefits from more structured procedures in private two-year colleges, showing that community college students report significantly lower confidence that college will meet their expectations for dependable progress, career-relevant courses, and job contacts.¹⁰ This confidence, in turn, explains program differences in college satisfaction, shown to predict persistence.

STRUCTURE = SIGNIFICANT RESULTS

In **Ivy Tech's Ivy Institute of Technology Program**, structure has made all the difference. By providing structured career certificate programs, the school dramatically increased its completion rates.

≤ 10% completion

Without structured programs

85% completion

With structured programs

Public colleges may draw some valuable lessons. In some occupational programs, structures could be strengthened, and similar structures could be added to academic programs. Valencia Community College has done this for bachelor's degree transfer programs.¹¹ Community colleges could begin by providing a few structured programs for students who want a more focused curriculum, timely completion, and visible career relevance. They can also emphasize counseling and monitoring students' progress and offer students opportunities to learn professional soft skills and how to demonstrate them to employers. Although our research focused on two-year colleges, these findings may also have lessons for four-year colleges, which could adopt similar procedures for their programs.

Over the past 50 years, society has asked colleges to increase college access, and they have done an impressive job. However, the current labor market requires degree completion. Public colleges can address that new goal by borrowing lessons from private colleges, and policymakers can and should support these efforts.

James Rosenbaum is a professor of sociology, education, and social policy at Northwestern University and the chair of the Institute for Policy Research's program on poverty, race, and inequality. Rosenbaum's current research concerns the college-for-all movement; college attendance and coaches; high-school-to-work transitions; and linkages among students, schools, and employers. He is the author of *Community College: The Unfinished Revolution*.

Co-authors included Caitlin Ahearn, researcher, and Kelly Becker, Ph.D. candidate, at Northwestern University.

ADDITIONAL CONSIDERATIONS

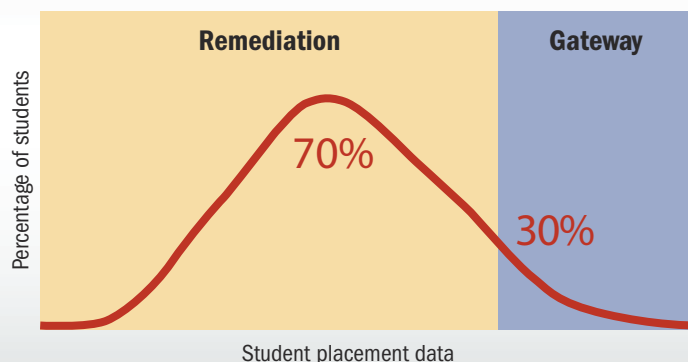
GPS strategies put students on track to graduate on time and save money. Combined with other Game Changer strategies, states and institutions can see two, three and four times the results compared to other initiatives.



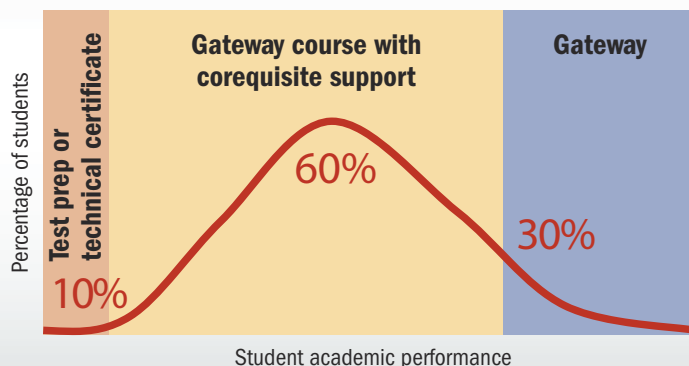
Corequisite Remediation

Default many more students into college-level gateway courses with mandatory, just-in-time instructional support. Combine reading and writing instruction. Align mathematics to programs of study, matching the curriculum to real-world career needs. For many more unprepared students, provide remedial help parallel to highly structured coursework.

CURRENT MODEL: Enrolls Most Students into Remediation



NEW MODEL: Enrolls Most Students in College

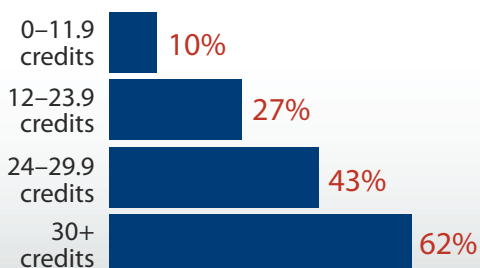


15 to Finish

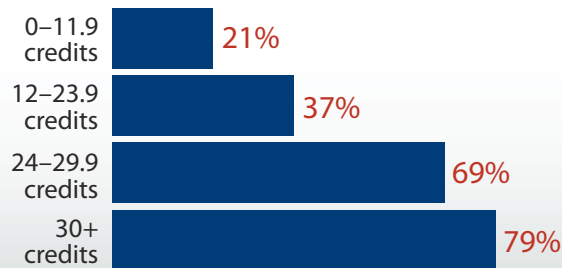
Incentivize students to attend full-time and ensure that full-time means 15 credits per semester or 30 credits per year. Use flat tuition so 15 credits per semester costs students no more than 12 credits. Cap degree credit requirements (120 for bachelor's and 60 for associate) to ensure that degrees can be completed on time. Ensure that college credits can be transferred.

THE POWER OF 15 CREDITS: More students graduate when they complete 30+ credits in their first year.

Associate degree



Bachelor's degree



THE ESSENTIAL ELEMENTS OF GPS

DO THIS:



Use meta majors and give students the opportunity to make informed choices. Undeclared students enter college and select among a set of initial broad clusters of majors such as STEM, social sciences, business, education, or liberal arts. As students progress, these meta majors narrow into more specific areas of study such as chemistry, accounting, psychology, or nursing. No student is considered “unclassified,” left to wander aimlessly through the curriculum.



Align mathematics to programs of study. Mathematics that are not relevant to programs of study and career goals present a serious obstacle to college success. Instead, institutions should provide statistics and quantitative literacy, which better align with most non-STEM programs.



Provide academic maps for students. Students choose coherent programs, not random individual courses. After making the “big choice” of academic majors, all other choices, including the course sequence, are laid out for them. In this way, a clear map to on-time completion is prepared, showing each student’s path from day 1 to on-time graduation.



Default students onto academic pathways. Students remain on their chosen path unless given approval to change by an adviser. Exploration outside one’s major is allowed and enabled as intentional investigation, replacing aimless wandering. Students are able to chart their path to on-time graduation and can see their progress along the way, staying on track and fully understanding the time and money consequences of making a change.



Use critical path courses that must be completed each semester to certify that students are on track. These milestone courses provide realistic assessments of student progress and give students early signals about their prospects for success in their field of study. This information eliminates the problem of students putting off challenging courses until the consequences of changing majors become too costly.



Support students through intrusive academic advising. Innovations in technology allow supports to be targeted to meet the needs of individual students. Early warning systems make it easy for institutions to track performance in required courses and target interventions when and where they are needed most. Academic advisers can focus their attention almost exclusively on students most in need of services instead of spreading themselves too thin.

- 1 <http://nscresearchcenter.org/signaturereport7>.
- 2 <http://ccrc.tc.columbia.edu/media/k2/attachments/developmental-education-community-colleges.pdf>.
- 3 National Center for Education Statistics (2010). *Digest of Education Statistics*. Table 241.
- 4 Complete College America and Postsecondary Analytics (2013). *How Full-Time are “Full-Time” Students?*
- 5 Complete College America (2012). *Causes, Costs and Consequences of Excess Credits and Time to Degree*.
- 6 *Ibid.*
- 7 *Ibid.*
- 8 Pearson Foundation. *Pearson Community College Student Survey, 2011*. www.pearsonfoundation.org/pr/20111117-new-survey-community-college-students-shut-out-of-classes.html.
- 9 U.S. Department of Education. *Principal Indicators of Student Academic Histories in Postsecondary Education, 1972-2000*. www2.ed.gov/rschstat/research/pubs/prinindicat/prinindicat.pdf.
- 10 Becker, Kelly, James Rosenbaum, and Kennan Ceba (2013). “Do Colleges Fail to Meet Students’ Institutional Expectations?” *Midwest Sociological Society*, Chicago, March 27.
- 11 Shugart, S., and J. Romano (2008). “Focus on the front door of the college.” In P. Schuetz, and J. Barr (Eds.), *New Directions for Community Colleges*, 144, 29–40.

Methodology & Acknowledgments

The data presented in this report, unless noted, were provided by the Alliance states through the submission of Complete College America/National Governors Association common college completion metrics data. The data were submitted by the states during the 2013 data collection period.

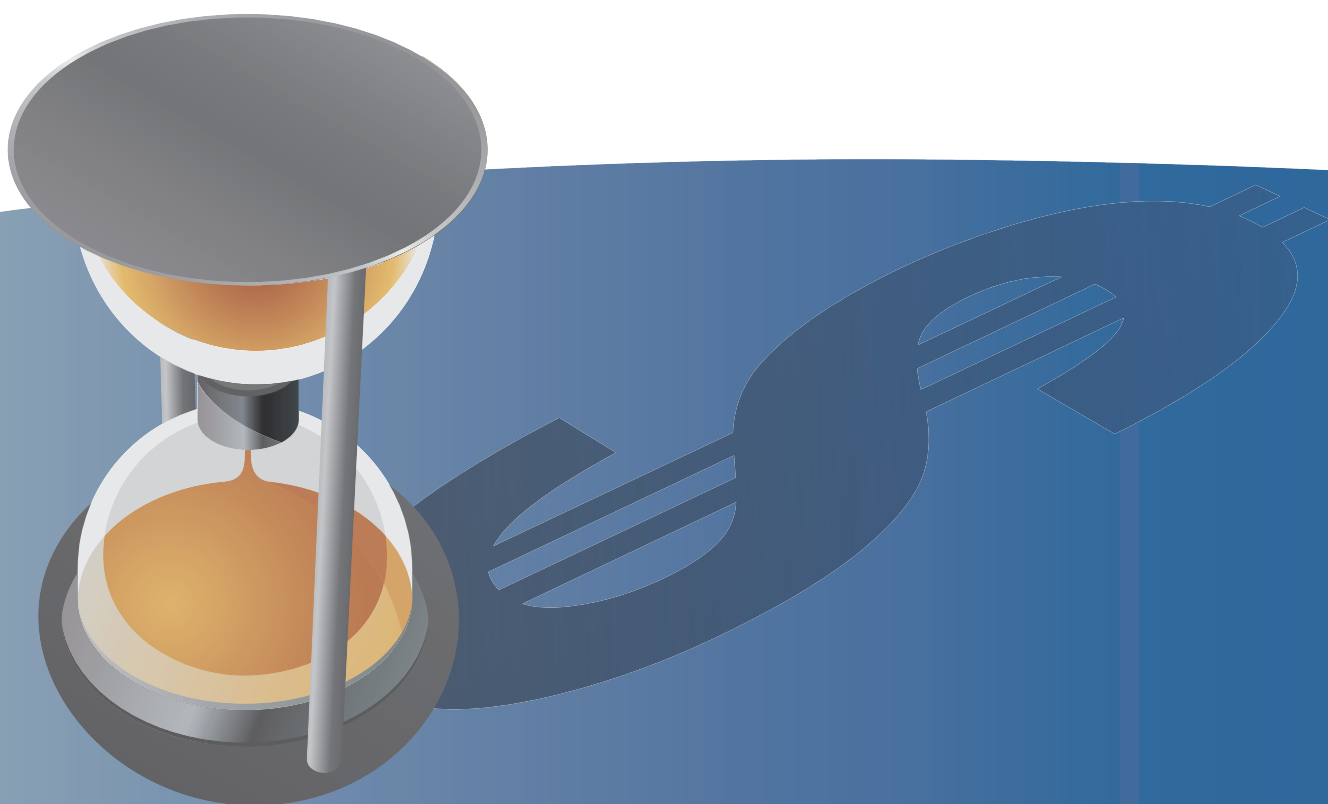
OUR PHILANTHROPIC PARTNERS

Bill & Melinda Gates Foundation, Carnegie Corporation of New York, The Kresge Foundation, The Leona M. and Harry B. Helmsley Charitable Trust, Lumina Foundation, and USA Funds

OUR STAFF

Stan Jones (president), Tom Sugar (senior vice president), Julie Johnson (vice president of strategy), Bruce Vandal (vice president), Blake Johnson (director of communications and project lead), Molly Barrick (associate director of special projects and meeting planner), and Rachelle Merkel (associate director of Alliance engagement and executive scheduler)

AND OUR PRODUCTION PARTNERS: KSA-Plus Communications provided editorial assistance and graphic design.



State Profiles



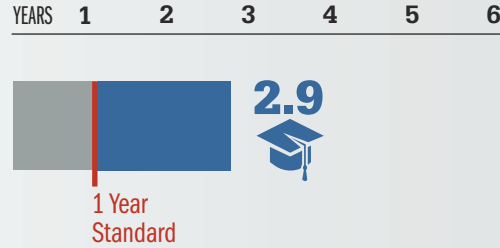
ARKANSAS

Most full-time students don't graduate on time.

Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1-TO 2-YEAR CERTIFICATE



2-YEAR ASSOCIATE



COST OF EACH ADDITIONAL YEAR	
\$15,629	in cost of attendance
+ \$35,000	in lost wages
\$50,629	total for each student seeking associate degree

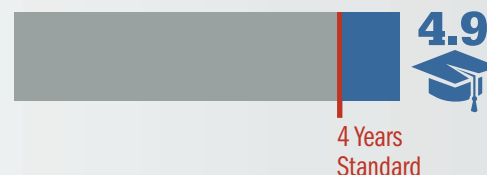
4-YEAR BACHELOR'S

(NON-FLAGSHIP)



COST OF EACH ADDITIONAL YEAR	
\$21,171	in cost of attendance
+ \$45,327	in lost wages
\$66,498	total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	2.9	4.5	5.6	4.9
African American Students	2.8	4.4	5.5	4.9
Asian Students	2.2	7.2	5.0	4.4
Hispanic Students	2.0	3.4	4.1	4.2
White Students	2.6	4.2	4.8	4.6
Pell Grant Recipients (at any time)	2.7	4.5	5.0	4.9
Remedial Students (at any time)	3.0	4.1	5.2	4.9

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	55.7	78.2	113.8	116.7
African American Students	57.9	80.9	116.1	118.8
Asian Students	51.8	84.9	123.3	122.7
Hispanic Students	51.7	74.1	113.5	110.5
White Students	55.4	77.8	113.9	117.3
Pell Grant Recipients (at any time)	59.6	78.2	113.2	115.2
Remedial Students (at any time)	59.8	77.7	115.4	112.1

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
					NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	19%	23%	7%	14%	16%	34%	34%	58%
African American Students	11%	12%	2%	5%	6%	20%	20%	44%
Asian Students	DS	DS	DS	16%	24%	50%	33%	53%
Hispanic Students	DS	DS	6%	14%	11%	33%	27%	53%
White Students	22%	26%	8%	16%	21%	38%	34%	58%
Pell Grant Recipients (at any time)	15%	18%	NP	NP	NP	NP	NP	NP
Remedial Students (at any time)	16%	18%	4%	10%	5%	20%	14%	39%
PART-TIME					NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	9%	10%	DS	3%	DS	9%	DS	22%
African American Students	15%	15%	NP	DS	NP	DS	DS	DS
Asian Students	DS	DS	NP	DS	DS	DS	NP	NP
Hispanic Students	DS	DS	NP	DS	NP	DS	DS	DS
White Students	DS	6%	DS	4%	DS	6%	DS	21%
Pell Grant Recipients (at any time)	DS	DS	NP	NP	NP	NP	NP	NP
Remedial Students (at any time)	DS	DS	DS	3%	DS	8%	DS	DS

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013-2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.

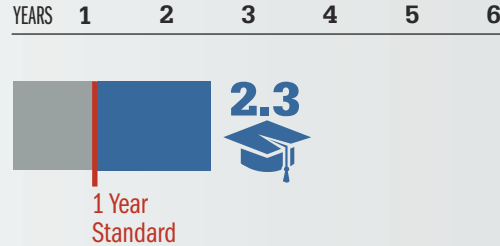
COLORADO

Most full-time students don't graduate on time.

Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1-TO 2-YEAR CERTIFICATE



2-YEAR ASSOCIATE



COST OF EACH ADDITIONAL YEAR

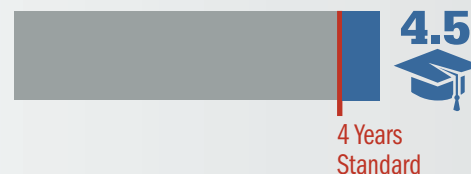
\$16,443 in cost of attendance

+\$35,000 in lost wages

\$51,443 total for each student seeking associate degree

4-YEAR BACHELOR'S

(NON-FLAGSHIP)



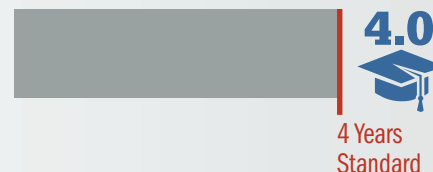
COST OF EACH ADDITIONAL YEAR

\$23,029 in cost of attendance

+\$45,327 in lost wages

\$68,356 total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**

Data for students who began college going full-time.

NP = The state did not provide data for this metric. DS = Fewer than 10 students, so data were suppressed.

Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	2.3	2.9	4.5	4.0
African American Students	3.6	2.4	4.6	4.1
Asian Students	2.8	3.2	3.8	4.0
Hispanic Students	3.0	3.3	4.8	4.1
White Students	2.1	3.0	4.5	4.0
Pell Grant Recipients (at any time)	NP	NP	NP	NP
Remedial Students (at any time)	NP	NP	NP	NP

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	64.9	78.8	134.6	134.2
African American Students	72.7	68.1	138.2	131.5
Asian Students	82.2	76.3	136.6	139.4
Hispanic Students	63.5	79.6	134.9	132.7
White Students	66.7	80.3	134.1	134.0
Pell Grant Recipients (at any time)	NP	NP	NP	NP
Remedial Students (at any time)	NP	NP	NP	NP

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	37%	39%	6%	12%	12%	26%	32%	59%
African American Students	NP	NP	3%	4%	7%	22%	17%	42%
Asian Students	DS	DS	4%	9%	10%	25%	26%	57%
Hispanic Students	39%	40%	4%	9%	9%	21%	25%	50%
White Students	41%	44%	7%	14%	12%	27%	34%	61%
Pell Grant Recipients (at any time)	33%	35%	5%	11%	10%	26%	25%	52%
Remedial Students (at any time)	10%	13%	2%	7%	6%	21%	11%	29%
PART-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	5%	6%	1%	3%	DS	DS	NP	NP
African American Students	DS	DS	DS	1%	NP	NP	NP	NP
Asian Students	DS	DS	DS	DS	NP	NP	NP	NP
Hispanic Students	DS	DS	1%	2%	NP	NP	NP	NP
White Students	6%	7%	1%	3%	DS	DS	NP	NP
Pell Grant Recipients (at any time)	DS	7%	1%	3%	NP	NP	NP	NP
Remedial Students (at any time)	DS	DS	0%	2%	DS	DS	NP	NP

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013-2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



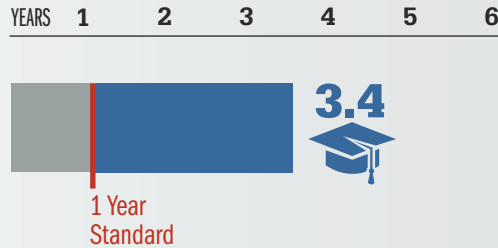
CONNECTICUT

Most full-time students don't graduate on time.

Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1-TO 2-YEAR CERTIFICATE



2-YEAR ASSOCIATE



COST OF EACH ADDITIONAL YEAR

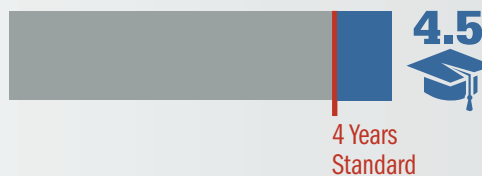
\$16,455 in cost of attendance

+\$35,000 in lost wages

\$51,455 total for each student seeking associate degree

4-YEAR BACHELOR'S

(NON-FLAGSHIP)



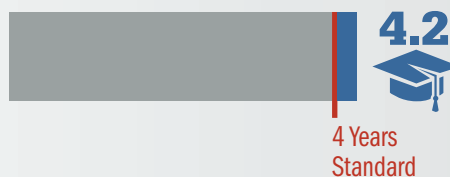
COST OF EACH ADDITIONAL YEAR

\$24,139 in cost of attendance

+\$45,327 in lost wages

\$69,466 total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**

Data for students who began college going full-time.

NP = The state did not provide data for this metric. DS = Fewer than 10 students, so data were suppressed.



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	3.4	4.3	4.5	4.2
African American Students	4.5	4.6	4.8	4.7
Asian Students	2.3	4.1	4.4	4.1
Hispanic Students	4.8	4.5	4.5	4.3
White Students	3.1	4.2	4.5	4.2
Pell Grant Recipients (at any time)	3.6	4.4	4.6	4.4
Remedial Students (at any time)	4.5	4.6	4.7	NP

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	76.8	84.5	125.1	125.3
African American Students	89.3	82.4	124.6	123.7
Asian Students	52.8	87.7	124.8	129.6
Hispanic Students	84.9	87.1	123.4	123.5
White Students	74.7	83.6	125.3	124.6
Pell Grant Recipients (at any time)	79.1	84.4	125.2	125.6
Remedial Students (at any time)	90.4	86.1	127.5	NP

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	DS	DS	3%	10%	18%	43%	58%	75%
African American Students	DS	DS	DS	5%	14%	33%	33%	57%
Asian Students	DS	DS	DS	12%	21%	43%	54%	76%
Hispanic Students	DS	DS	1%	7%	14%	35%	40%	61%
White Students	DS	DS	3%	12%	19%	45%	63%	79%
Pell Grant Recipients (at any time)	DS	DS	2%	9%	14%	39%	44%	69%
Remedial Students (at any time)	DS	DS	1%	8%	12%	37%	NP	NP
PART-TIME					NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	DS	DS	1%	4%	7%	20%	NP	NP
African American Students	DS	DS	DS	DS	NP	DS	NP	NP
Asian Students	DS	DS	DS	DS	DS	DS	NP	NP
Hispanic Students	DS	DS	DS	3%	NP	DS	NP	NP
White Students	DS	DS	1%	5%	9%	24%	NP	NP
Pell Grant Recipients (at any time)	DS	DS	DS	3%	DS	DS	NP	NP
Remedial Students (at any time)	DS	DS	DS	2%	DS	24%	NP	NP

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013-2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



DISTRICT OF COLUMBIA

Most full-time students don't graduate on time.

Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

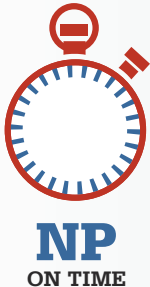
1-TO 2-YEAR CERTIFICATE



NP
30 Credits Standard



2-YEAR ASSOCIATE



66.9
60 Credits Standard



COST OF EACH ADDITIONAL YEAR

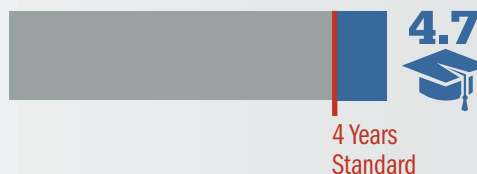
\$NP	in cost of attendance
+\$35,000	in lost wages
NP	total for each student seeking associate degree

4-YEAR BACHELOR'S

(NON-FLAGSHIP)



Data Incomplete
120 Credits Standard



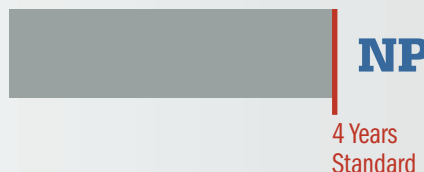
COST OF EACH ADDITIONAL YEAR

\$NP	in cost of attendance
+\$45,327	in lost wages
NP	total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



NP
120 Credits Standard



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**

Data for students who began college going full-time.
NP = The state did not provide data for this metric. DS = Fewer than 10 students, so data were suppressed.



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	NP	3.4	4.7	NP
African American Students	NP	4.4	5.1	NP
Asian Students	NP	2.4	4.0	NP
Hispanic Students	NP	3.0	4.6	NP
White Students	NP	3.0	4.1	NP
Pell Grant Recipients (at any time)	NP	NP	NP	NP
Remedial Students (at any time)	NP	4.5	5.8	NP

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	NP	66.9	101.1	NP
African American Students	NP	75.2	101.6	NP
Asian Students	NP	68.1	96.7	NP
Hispanic Students	NP	70.7	99.0	NP
White Students	NP	53.0	94.4	NP
Pell Grant Recipients (at any time)	NP	NP	NP	NP
Remedial Students (at any time)	NP	76.9	108.1	NP

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
					NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	NP	NP	NP	DS	11%	23%	NP	NP
African American Students	NP	NP	NP	DS	11%	23%	NP	NP
Asian Students	NP	NP	DS	DS	DS	DS	NP	NP
Hispanic Students	NP	NP	DS	DS	DS	DS	NP	NP
White Students	NP	NP	DS	DS	DS	DS	NP	NP
Pell Grant Recipients (at any time)	NP	NP	NP	NP	NP	NP	NP	NP
Remedial Students (at any time)	NP	NP	NP	DS	DS	15%	NP	NP
PART-TIME					NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	NP	NP	DS	DS	4%	7%	NP	NP
African American Students	NP	NP	DS	DS	DS	7%	NP	NP
Asian Students	NP	NP	DS	DS	DS	DS	NP	NP
Hispanic Students	NP	NP	DS	DS	DS	DS	NP	NP
White Students	NP	NP	DS	DS	DS	DS	NP	NP
Pell Grant Recipients (at any time)	NP	NP	NP	NP	NP	NP	NP	NP
Remedial Students (at any time)	NP	NP	NP	DS	DS	DS	NP	NP

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013-2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



FLORIDA

Most full-time students don't graduate on time.

Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1-TO 2-YEAR CERTIFICATE



NP
30 Credits Standard



2-YEAR ASSOCIATE



NP
60 Credits Standard

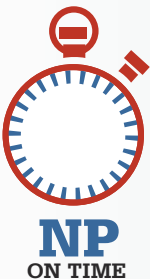


COST OF EACH ADDITIONAL YEAR

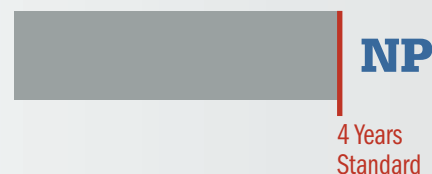
\$15,809 in cost of attendance
+ \$35,000 in lost wages
\$50,809 total for each student seeking associate degree

4-YEAR BACHELOR'S

(NON-FLAGSHIP)



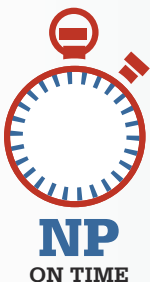
NP
120 Credits Standard



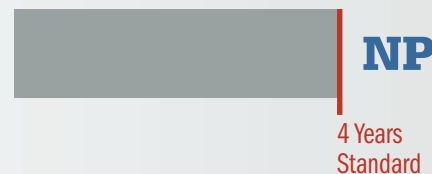
COST OF EACH ADDITIONAL YEAR

\$20,269 in cost of attendance
+ \$45,327 in lost wages
\$65,596 total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



NP
120 Credits Standard



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	NP	NP	NP	NP
African American Students	NP	NP	NP	NP
Asian Students	NP	NP	NP	NP
Hispanic Students	NP	NP	NP	NP
White Students	NP	NP	NP	NP
Pell Grant Recipients (at any time)	NP	NP	NP	NP
Remedial Students (at any time)	NP	NP	NP	NP

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	NP	NP	NP	NP
African American Students	NP	NP	NP	NP
Asian Students	NP	NP	NP	NP
Hispanic Students	NP	NP	NP	NP
White Students	NP	NP	NP	NP
Pell Grant Recipients (at any time)	NP	NP	NP	NP
Remedial Students (at any time)	NP	NP	NP	NP

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP	IN 6 YEARS	FLAGSHIP/VERY HIGH RESEARCH	IN 6 YEARS
All Students	28%	34%	13%	30%	NP	NP	NP	NP
African American Students	21%	26%	7%	20%	NP	NP	NP	NP
Asian Students	18%	36%	16%	37%	NP	NP	NP	NP
Hispanic Students	12%	17%	12%	29%	NP	NP	NP	NP
White Students	39%	46%	16%	34%	NP	NP	NP	NP
Pell Grant Recipients (at any time)	22%	31%	10%	25%	NP	NP	NP	NP
Remedial Students (at any time)	4%	12%	5%	18%	NP	NP	NP	NP
PART-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP	IN 6 YEARS	FLAGSHIP/VERY HIGH RESEARCH	IN 6 YEARS
All Students	23%	30%	2%	8%	NP	NP	NP	NP
African American Students	19%	25%	1%	5%	NP	NP	NP	NP
Asian Students	26%	33%	2%	13%	NP	NP	NP	NP
Hispanic Students	12%	17%	2%	8%	NP	NP	NP	NP
White Students	29%	36%	2%	9%	NP	NP	NP	NP
Pell Grant Recipients (at any time)	14%	23%	1%	8%	NP	NP	NP	NP
Remedial Students (at any time)	2%	9%	1%	6%	NP	NP	NP	NP

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013-2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



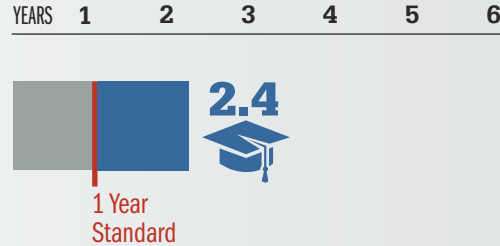
GEORGIA

Most full-time students don't graduate on time.

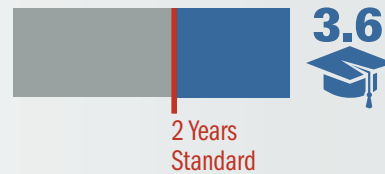
Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1-TO 2-YEAR CERTIFICATE



2-YEAR ASSOCIATE



COST OF EACH ADDITIONAL YEAR

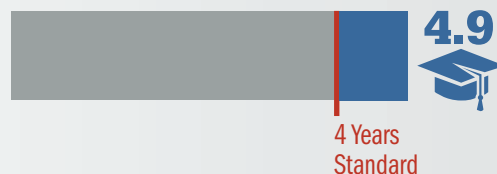
\$16,278 in cost of attendance

+\$35,000 in lost wages

\$51,278 total for each student seeking associate degree

4-YEAR BACHELOR'S

(NON-FLAGSHIP)



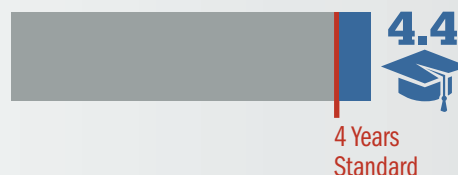
COST OF EACH ADDITIONAL YEAR

\$21,756 in cost of attendance

+\$45,327 in lost wages

\$67,083 total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**

Data for students who began college going full-time. *Includes associate and bachelor's degrees only.
NP = The state did not provide data for this metric. DS = Fewer than 10 students, so data were suppressed.



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	2.4	3.6	4.9	4.4
African American Students	2.6	3.8	5.0	4.8
Asian Students	2.5	3.7	5.0	4.3
Hispanic Students	2.0	3.7	4.9	4.5
White Students	2.3	3.5	4.8	4.3
Pell Grant Recipients (at any time)	2.5	3.8	5.2	4.7
Remedial Students (at any time)	2.8	4.0	6.0	5.8

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	56.1	79.0	133.5	134.6
African American Students	57.6	78.3	134.9	138.6
Asian Students	53.8	76.3	135.7	137.8
Hispanic Students	52.5	81.1	134.7	136.5
White Students	55.2	79.4	132.9	132.9
Pell Grant Recipients (at any time)	57.5	80.2	135.2	136.2
Remedial Students (at any time)	59.6	78.8	136.7	135.3

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
					NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	15%	19%	3%	11%	18%	49%	41%	77%
African American Students	16%	20%	1%	6%	13%	43%	27%	64%
Asian Students	DS	DS	4%	12%	17%	60%	41%	78%
Hispanic Students	11%	14%	3%	10%	14%	42%	31%	69%
White Students	16%	20%	5%	14%	20%	53%	44%	80%
Pell Grant Recipients (at any time)	17%	21%	3%	9%	13%	41%	31%	67%
Remedial Students (at any time)	7%	10%	1%	6%	4%	24%	DS	40%
PART-TIME					NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	9%	13%	1%	4%	2%	13%	9%	30%
African American Students	10%	15%	DS	2%	DS	7%	NP	DS
Asian Students	DS	25%	DS	DS	DS	DS	DS	DS
Hispanic Students	DS	14%	DS	DS	DS	DS	DS	DS
White Students	8%	12%	2%	6%	2%	16%	DS	37%
Pell Grant Recipients (at any time)	9%	15%	DS	4%	DS	5%	DS	DS
Remedial Students (at any time)	4%	7%	DS	3%	DS	9%	DS	DS

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013-2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



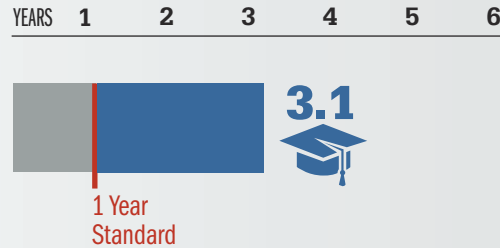
HAWAII

Most full-time students don't graduate on time.

Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1-TO 2-YEAR CERTIFICATE



2-YEAR ASSOCIATE



COST OF EACH ADDITIONAL YEAR

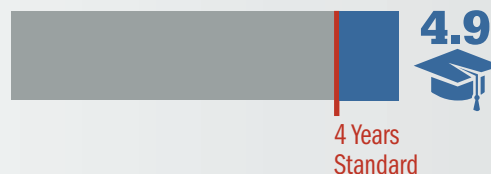
\$15,923 in cost of attendance

+\$35,000 in lost wages

\$50,923 total for each student seeking associate degree

4-YEAR BACHELOR'S

(NON-FLAGSHIP)



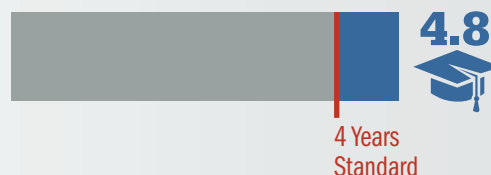
COST OF EACH ADDITIONAL YEAR

\$23,030 in cost of attendance

+\$45,327 in lost wages

\$68,357 total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**

Data for students who began college going full-time.

NP = The state did not provide data for this metric. DS = Fewer than 10 students, so data were suppressed.



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	3.1	3.6	4.8	4.9
African American Students	NP	3.5	4.8	5.6
Asian Students	3.3	3.8	4.9	4.9
Native Hawaiian/Pacific Islander Students	3.4	3.7	5.0	5.0
White Students	2.2	3.1	4.9	4.7
Pell Grant Recipients (at any time)	3.2	3.6	5.2	5.0
Remedial Students (at any time)	3.5	3.7	5.7	5.4

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	67.6	78.2	140.0	131.9
African American Students	NP	73.0	142.0	138.3
Asian Students	70.0	80.9	143.6	131.8
Native Hawaiian/Pacific Islander Students	70.2	76.8	142.0	134.4
White Students	58.5	71.9	125.9	131.1
Pell Grant Recipients (at any time)	67.8	80.1	132.8	143.4
Remedial Students (at any time)	73.2	80.7	136.1	142.7

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	NP	DS	3%	14%	13%	42%	19%	56%
African American Students	NP	NP	DS	DS	DS	DS	DS	48%
Asian Students	NP	NP	3%	14%	20%	56%	20%	64%
Native Hawaiian/Pacific Islander Students	DS	DS	DS	10%	DS	38%	13%	54%
White Students	DS	DS	6%	13%	14%	38%	17%	40%
Pell Grant Recipients (at any time)	NP	NP	2%	12%	11%	42%	18%	57%
Remedial Students (at any time)	DS	DS	2%	11%	DS	DS	DS	DS
PART-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	DS	DS	DS	3%	NP	DS	DS	DS
African American Students	NP	NP	NP	NP	NP	NP	NP	NP
Asian Students	NP	NP	NP	5%	NP	NP	NP	NP
Native Hawaiian/Pacific Islander Students	DS	DS	DS	DS	DS	DS	DS	DS
White Students	DS	DS	NP	DS	DS	DS	DS	DS
Pell Grant Recipients (at any time)	DS	DS	NP	DS	DS	DS	DS	DS
Remedial Students (at any time)	DS	DS	NP	3%	DS	DS	NP	NP

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013–2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



IDAHO

Most full-time students don't graduate on time.

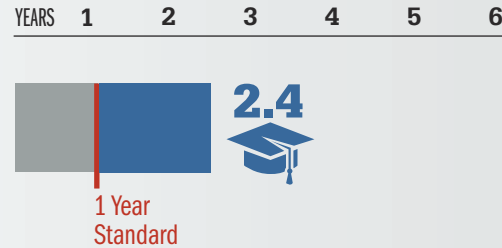
1-TO 2-YEAR CERTIFICATE



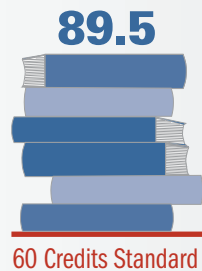
Many graduates earn excess credits.



And graduates take far too long to finish, costing missed opportunities and money.



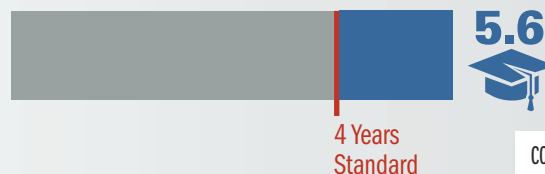
2-YEAR ASSOCIATE



COST OF EACH ADDITIONAL YEAR
\$16,355 in cost of attendance
+\$35,000 in lost wages
\$51,355 total for each student seeking associate degree

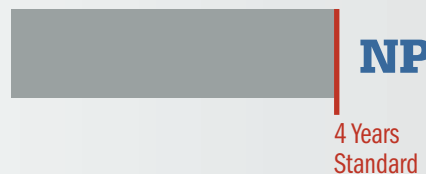
4-YEAR BACHELOR'S

(NON-FLAGSHIP)



COST OF EACH ADDITIONAL YEAR
\$20,258 in cost of attendance
+\$45,327 in lost wages
\$65,585 total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**

Time to Degree (Years)

IDAHO



FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	2.4	3.8	5.6	NP
African American Students	0.8	3.6	5.3	NP
Asian Students	2.1	3.3	4.8	NP
Hispanic Students	2.0	3.9	5.7	NP
White Students	2.5	3.7	5.6	NP
Pell Grant Recipients (at any time)	2.4	3.9	6.0	NP
Remedial Students (at any time)	2.8	4.2	7.2	NP

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	63.6	89.5	140.8	NP
African American Students	NP	79.3	136.3	NP
Asian Students	39.5	82.8	131.2	NP
Hispanic Students	54.1	82.3	145.9	NP
White Students	63.2	89.8	140.8	NP
Pell Grant Recipients (at any time)	64.2	93.5	144.8	NP
Remedial Students (at any time)	70.4	91.0	149.9	NP

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP	IN 6 YEARS	FLAGSHIP/VERY HIGH RESEARCH	IN 6 YEARS
All Students	19%	24%	10%	18%	14%	37%	NP	NP
African American Students	DS	DS	DS	DS	DS	24%	NP	NP
Asian Students	DS	DS	DS	DS	19%	46%	NP	NP
Hispanic Students	DS	DS	DS	9%	6%	29%	NP	NP
White Students	19%	24%	10%	19%	15%	38%	NP	NP
Pell Grant Recipients (at any time)	17%	21%	7%	17%	9%	30%	NP	NP
Remedial Students (at any time)	31%	33%	5%	13%	6%	21%	NP	NP
PART-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	14%	21%	DS	6%	2%	12%	NP	NP
African American Students	NP	NP	DS	DS	DS	DS	NP	NP
Asian Students	DS	DS	DS	DS	NP	DS	NP	NP
Hispanic Students	DS	DS	NP	NP	DS	16%	NP	NP
White Students	14%	22%	DS	6%	3%	12%	NP	NP
Pell Grant Recipients (at any time)	DS	23%	DS	DS	DS	13%	NP	NP
Remedial Students (at any time)	DS	DS	NP	DS	DS	12%	NP	NP

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013-2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



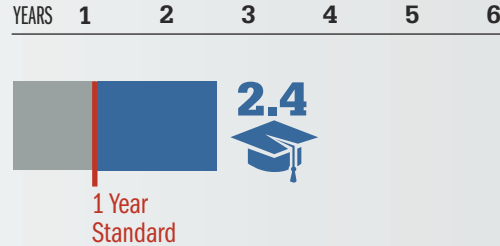
ILLINOIS

Most full-time students don't graduate on time.

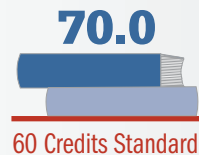
Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1-TO 2-YEAR CERTIFICATE



2-YEAR ASSOCIATE



COST OF EACH ADDITIONAL YEAR

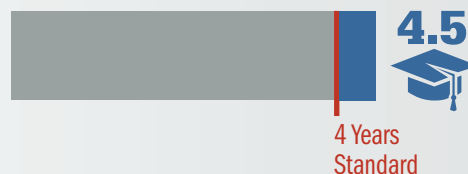
\$16,047 in cost of attendance

+\$35,000 in lost wages

\$51,047 total for each student seeking associate degree

4-YEAR BACHELOR'S

(NON-FLAGSHIP)



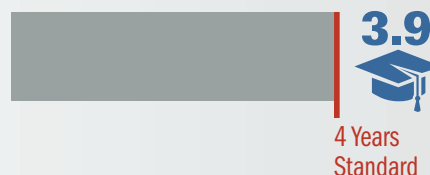
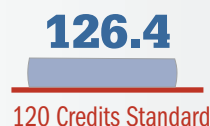
COST OF EACH ADDITIONAL YEAR

\$26,483 in cost of attendance

+\$45,327 in lost wages

\$71,810 total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**

Data for students who began college going full-time.

NP = The state did not provide data for this metric. DS = Fewer than 10 students, so data were suppressed.



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	2.4	3.0	4.5	3.9
African American Students	2.3	3.0	4.8	4.0
Asian Students	2.6	3.2	4.4	4.0
Hispanic Students	2.3	3.2	4.4	4.2
White Students	2.5	3.0	4.4	3.9
Pell Grant Recipients (at any time)	2.5	3.1	4.7	NP
Remedial Students (at any time)	3.4	3.5	4.6	NP

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	57.2	70.0	130.8	126.4
African American Students	53.0	70.6	130.1	130.8
Asian Students	65.1	72.9	130.5	119.8
Hispanic Students	51.8	69.3	130.7	122.2
White Students	59.1	70.2	131.4	127.2
Pell Grant Recipients (at any time)	59.1	71.5	131.4	NP
Remedial Students (at any time)	68.9	72.2	129.7	NP

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	6%	16%	10%	20%	26%	51%	59%	72%
African American Students	7%	13%	3%	6%	7%	30%	42%	54%
Asian Students	DS	DS	7%	15%	14%	50%	54%	75%
Hispanic Students	6%	14%	4%	13%	9%	33%	36%	58%
White Students	7%	18%	14%	25%	32%	57%	65%	77%
Pell Grant Recipients (at any time)	8%	21%	7%	15%	14%	38%	56%	68%
Remedial Students (at any time)	DS	5%	5%	14%	11%	31%	35%	55%
PART-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	4%	10%	2%	5%	DS	DS	55%	60%
African American Students	9%	14%	1%	2%	DS	DS	46%	53%
Asian Students	DS	DS	DS	7%	DS	DS	54%	64%
Hispanic Students	4%	13%	1%	4%	DS	DS	59%	59%
White Students	2%	7%	2%	7%	DS	DS	56%	60%
Pell Grant Recipients (at any time)	DS	5%	1%	4%	DS	DS	59%	64%
Remedial Students (at any time)	DS	4%	1%	4%	DS	DS	55%	59%

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013–2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



INDIANA

Most full-time students don't graduate on time.

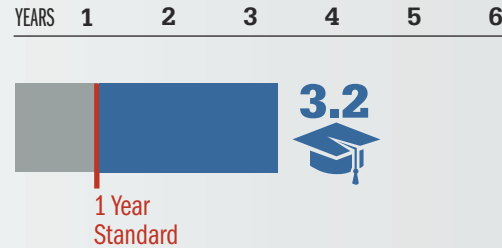
1-TO 2-YEAR CERTIFICATE



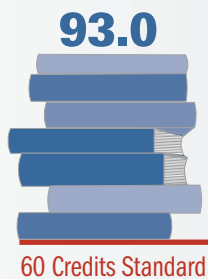
Many graduates earn excess credits.



And graduates take far too long to finish, costing missed opportunities and money.



2-YEAR ASSOCIATE

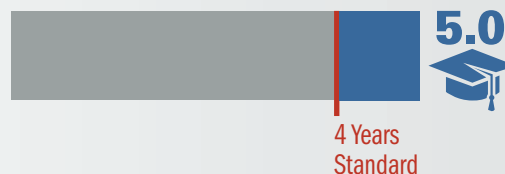


COST OF EACH ADDITIONAL YEAR

\$16,478 in cost of attendance
+\$35,000 in lost wages
\$51,478 total for each student seeking associate degree

4-YEAR BACHELOR'S

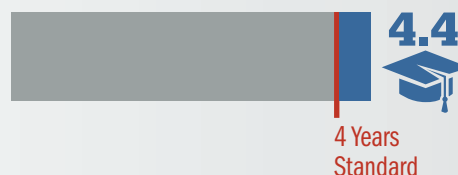
(NON-FLAGSHIP)



COST OF EACH ADDITIONAL YEAR

\$22,849 in cost of attendance
+\$45,327 in lost wages
\$68,176 total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**

Data for students who began college going full-time.

NP = The state did not provide data for this metric. DS = Fewer than 10 students, so data were suppressed.



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	3.2	4.0	5.0	4.4
African American Students	3.1	3.8	5.2	4.6
Asian Students	NP	4.7	5.1	4.5
Hispanic Students	3.1	4.0	5.2	4.5
White Students	3.2	4.0	4.9	4.4
Pell Grant Recipients (at any time)	3.2	4.2	5.3	4.7
Remedial Students (at any time)	3.1	4.1	5.6	4.9

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	77.0	93.0	143.0	134.0
African American Students	73.0	88.0	147.0	140.0
Asian Students	NP	119.0	148.0	138.0
Hispanic Students	71.0	95.0	145.0	137.0
White Students	77.0	94.0	143.0	134.0
Pell Grant Recipients (at any time)	76.0	98.0	148.0	139.0
Remedial Students (at any time)	73.0	94.0	152.0	141.0

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
All Students	17%	24%	6%	14%	17%	39%	42%	69%
African American Students	DS	DS	6%	9%	6%	21%	19%	46%
Asian Students	DS	DS	DS	DS	15%	38%	37%	62%
Hispanic Students	DS	DS	6%	10%	10%	30%	32%	65%
White Students	17%	26%	7%	15%	18%	41%	46%	73%
Pell Grant Recipients (at any time)	13%	20%	3%	10%	9%	29%	32%	59%
Remedial Students (at any time)	10%	19%	2%	9%	3%	19%	31%	55%
PART-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
All Students	DS	DS	1%	4%	1%	9%	DS	46%
African American Students	DS	DS	DS	2%	DS	DS	DS	DS
Asian Students	NP	NP	DS	DS	DS	DS	DS	DS
Hispanic Students	DS	DS	DS	4%	DS	DS	DS	DS
White Students	DS	DS	2%	5%	DS	10%	DS	DS
Pell Grant Recipients (at any time)	DS	DS	1%	4%	DS	8%	DS	DS
Remedial Students (at any time)	DS	DS	0%	2%	DS	6%	DS	DS

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013–2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



KENTUCKY

Most full-time students don't graduate on time.

1-TO 2-YEAR CERTIFICATE



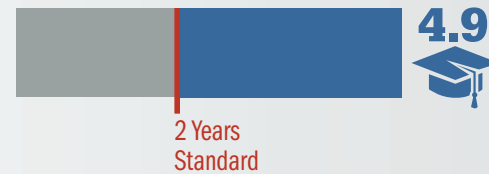
Many graduates earn excess credits.



And graduates take far too long to finish, costing missed opportunities and money.



2-YEAR ASSOCIATE

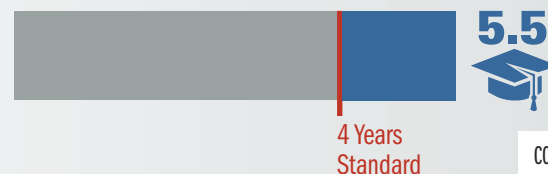


COST OF EACH ADDITIONAL YEAR

\$16,990	in cost of attendance
+\$35,000	in lost wages
\$51,990	total for each student seeking associate degree

4-YEAR BACHELOR'S

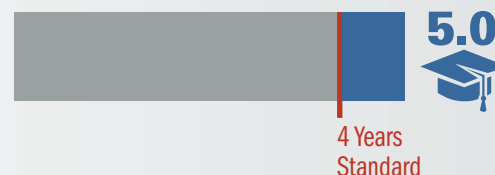
(NON-FLAGSHIP)



COST OF EACH ADDITIONAL YEAR

\$22,625	in cost of attendance
+\$45,327	in lost wages
\$67,952	total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**

Data for students who began college going full-time.

NP = The state did not provide data for this metric. DS = Fewer than 10 students, so data were suppressed.



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	3.9	4.9	5.5	5.0
African American Students	4.6	5.6	5.8	5.4
Asian Students	3.6	4.2	5.1	5.1
Hispanic Students	3.9	5.1	5.4	5.2
White Students	3.9	4.9	5.5	5.0
Pell Grant Recipients (at any time)	4.0	5.1	6.1	5.7
Remedial Students (at any time)	4.5	5.4	6.2	5.6

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	71.5	90.1	124.6	137.7
African American Students	70.6	90.6	132.6	139.6
Asian Students	73.3	93.9	123.8	140.7
Hispanic Students	81.9	87.9	131.6	136.4
White Students	71.4	90.2	123.8	137.5
Pell Grant Recipients (at any time)	69.1	89.9	126.7	139.2
Remedial Students (at any time)	71.8	90.0	126.7	134.9

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	28%	34%	3%	9%	19%	45%	29%	55%
African American Students	DS	DS	NP	DS	10%	33%	16%	40%
Asian Students	NP	NP	DS	DS	24%	47%	29%	56%
Hispanic Students	DS	DS	DS	DS	18%	37%	DS	46%
White Students	33%	37%	3%	11%	19%	46%	30%	57%
Pell Grant Recipients (at any time)	NP	NP	NP	NP	NP	NP	NP	NP
Remedial Students (at any time)	DS	DS	1%	5%	8%	32%	11%	35%
PART-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	29%	31%	DS	3%	DS	8%	DS	16%
African American Students	DS	DS	NP	DS	DS	DS	DS	DS
Asian Students	DS	DS	NP	NP	DS	DS	NP	NP
Hispanic Students	DS	DS	NP	NP	DS	DS	DS	DS
White Students	34%	36%	DS	3%	DS	DS	DS	DS
Pell Grant Recipients (at any time)	NP	NP	NP	NP	NP	NP	NP	NP
Remedial Students (at any time)	DS	DS	DS	DS	NP	DS	NP	DS

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013-2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



LOUISIANA

Most full-time students don't graduate on time.

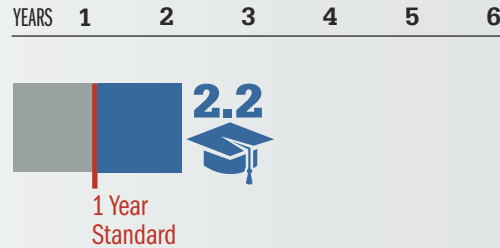
Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1-TO 2-YEAR CERTIFICATE



NP
30 Credits Standard



2-YEAR ASSOCIATE



NP
60 Credits Standard



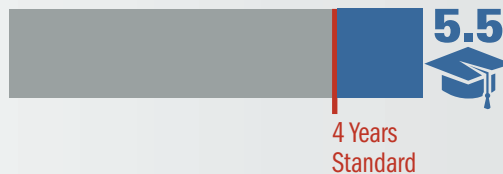
COST OF EACH ADDITIONAL YEAR

\$15,976	in cost of attendance
+\$35,000	in lost wages
\$50,976	total for each student seeking associate degree

4-YEAR BACHELOR'S
(NON-FLAGSHIP)



NP
120 Credits Standard



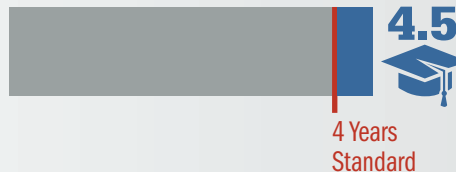
COST OF EACH ADDITIONAL YEAR

\$20,479	in cost of attendance
+\$45,327	in lost wages
\$65,806	total for each student seeking bachelor's degree

4-YEAR BACHELOR'S
(FLAGSHIP/VERY HIGH RESEARCH)



NP
120 Credits Standard



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	2.2	5.5	5.5	4.5
African American Students	2.4	6.1	5.9	4.9
Asian Students	1.8	4.9	5.3	4.4
Hispanic Students	2.6	5.7	5.5	4.5
White Students	2.2	5.3	5.4	4.5
Pell Grant Recipients (at any time)	2.5	5.3	5.9	5.1
Remedial Students (at any time)	3.2	4.6	5.6	5.0

Credits to Degree (Semester Credits)

Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	NP	NP	NP	NP
African American Students	NP	NP	NP	NP
Asian Students	NP	NP	NP	NP
Hispanic Students	NP	NP	NP	NP
White Students	NP	NP	NP	NP
Pell Grant Recipients (at any time)	NP	NP	NP	NP
Remedial Students (at any time)	NP	NP	NP	NP

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
					NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	0%	4%	2%	7%	14%	39%	30%	65%
African American Students	DS	2%	2%	4%	8%	29%	21%	56%
Asian Students	NP	DS	DS	DS	13%	49%	31%	67%
Hispanic Students	NP	DS	DS	DS	13%	39%	25%	57%
White Students	DS	5%	3%	8%	18%	45%	31%	67%
Pell Grant Recipients (at any time)	DS	4%	2%	5%	NP	NP	NP	NP
Remedial Students (at any time)	NP	1%	1%	4%	4%	22%	NP	NP
PART-TIME					NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	DS	1%	1%	2%	1%	9%	DS	DS
African American Students	DS	DS	DS	2%	DS	8%	NP	NP
Asian Students	NP	NP	NP	NP	NP	NP	NP	NP
Hispanic Students	NP	DS	NP	NP	NP	NP	NP	NP
White Students	NP	DS	DS	3%	DS	10%	DS	DS
Pell Grant Recipients (at any time)	DS	2%	DS	3%	NP	NP	NP	NP
Remedial Students (at any time)	DS	DS	DS	2%	DS	9%	NP	NP

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013–2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



MARYLAND

Most full-time students don't graduate on time.

1-TO 2-YEAR CERTIFICATE



Many graduates earn excess credits.



And graduates take far too long to finish, costing missed opportunities and money.



2-YEAR ASSOCIATE

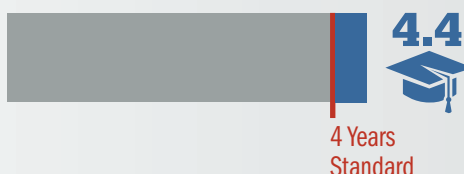
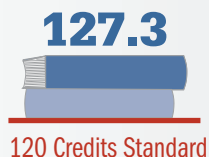


COST OF EACH ADDITIONAL YEAR

\$16,657 in cost of attendance
+\$35,000 in lost wages
\$51,657 total for each student seeking associate degree

4-YEAR BACHELOR'S

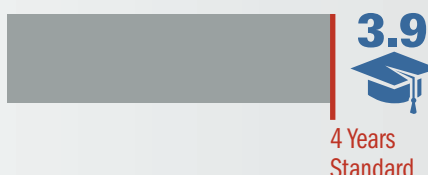
(NON-FLAGSHIP)



COST OF EACH ADDITIONAL YEAR

\$22,408 in cost of attendance
+\$45,327 in lost wages
\$67,735 total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**

Data for students who began college going full-time.

NP = The state did not provide data for this metric. DS = Fewer than 10 students, so data were suppressed.



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	4.1	3.9	4.4	3.9
African American Students	3.9	5.3	4.9	4.1
Asian Students	DS	3.8	4.6	3.9
Hispanic Students	4.7	3.8	4.5	4.0
White Students	4.0	3.7	4.2	3.8
Pell Grant Recipients (at any time)	3.3	4.3	4.8	4.0
Remedial Students (at any time)	4.5	4.2	4.8	4.1

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	67.3	76.8	127.3	122.0
African American Students	63.0	83.0	130.2	126.0
Asian Students	DS	79.6	128.0	124.0
Hispanic Students	62.5	77.4	125.1	124.0
White Students	67.3	74.1	125.8	121.0
Pell Grant Recipients (at any time)	60.7	80.0	129.2	123.0
Remedial Students (at any time)	72.0	79.0	130.3	121.0

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP	IN 6 YEARS	FLAGSHIP/VERY HIGH RESEARCH	IN 6 YEARS
All Students	1%	1%	4%	13%	38%	64%	67%	87%
African American Students	DS	DS	2%	6%	22%	48%	46%	80%
Asian Students	NP	NP	4%	10%	34%	61%	63%	87%
Hispanic Students	NP	DS	3%	12%	37%	64%	52%	80%
White Students	1%	2%	5%	16%	51%	76%	74%	90%
Pell Grant Recipients (at any time)	DS	2%	3%	9%	24%	49%	51%	80%
Remedial Students (at any time)	DS	2%	2%	11%	19%	50%	39%	73%
PART-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	1%	1%	1%	3%	18%	28%	DS	DS
African American Students	DS	DS	1%	2%	19%	28%	DS	DS
Asian Students	NP	NP	DS	DS	DS	DS	NP	NP
Hispanic Students	DS	DS	NP	DS	DS	DS	NP	NP
White Students	DS	1%	1%	4%	15%	27%	DS	DS
Pell Grant Recipients (at any time)	DS	DS	1%	2%	DS	20%	DS	DS
Remedial Students (at any time)	DS	DS	DS	3%	NP	DS	NP	NP

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013-2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



MASSACHUSETTS

Most full-time students don't graduate on time.

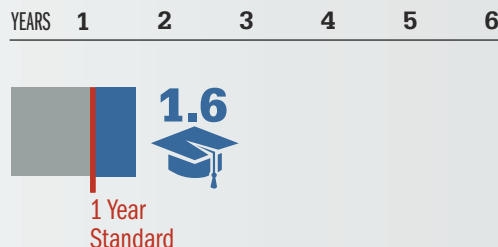
1-TO 2-YEAR CERTIFICATE



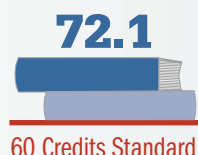
Many graduates earn excess credits.



And graduates take far too long to finish, costing missed opportunities and money.



2-YEAR ASSOCIATE



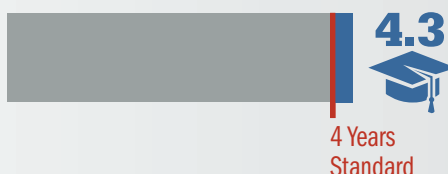
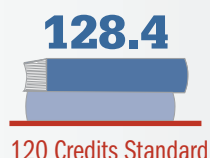
COST OF EACH ADDITIONAL YEAR

\$17,813 in cost of attendance
+\$35,000 in lost wages

\$52,813 total for each student seeking associate degree

4-YEAR BACHELOR'S

(NON-FLAGSHIP)

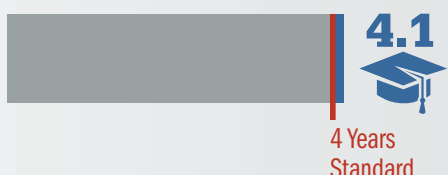
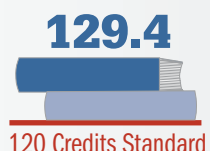


COST OF EACH ADDITIONAL YEAR

\$24,725 in cost of attendance
+\$45,327 in lost wages

\$70,052 total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**

Data for students who began college going full-time.

NP = The state did not provide data for this metric. DS = Fewer than 10 students, so data were suppressed.

MASSACHUSETTS



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	1.6	3.0	4.3	4.1
African American Students	1.3	2.7	4.5	4.5
Asian Students	DS	2.3	4.6	4.1
Hispanic Students	2.3	3.2	4.6	4.2
White Students	1.5	3.0	4.2	4.0
Pell Grant Recipients (at any time)	NP	NP	NP	NP
Remedial Students (at any time)	NP	NP	NP	NP

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	68.6	72.1	128.4	129.4
African American Students	72.5	73.2	127.6	126.3
Asian Students	DS	73.5	128.3	133.5
Hispanic Students	65.6	73.0	129.0	128.1
White Students	68.0	71.7	128.4	128.9
Pell Grant Recipients (at any time)	NP	NP	NP	NP
Remedial Students (at any time)	NP	NP	NP	NP

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
All Students	26%	26%	4%	15%	29%	54%	49%	70%
African American Students	DS	DS	1%	7%	14%	39%	28%	59%
Asian Students	DS	DS	4%	13%	20%	49%	41%	65%
Hispanic Students	DS	DS	2%	9%	21%	43%	30%	59%
White Students	33%	33%	5%	17%	31%	56%	51%	72%
Pell Grant Recipients (at any time)	22%	22%	3%	12%	22%	49%	38%	64%
Remedial Students (at any time)	DS	DS	2%	11%	24%	50%	25%	62%
PART-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
All Students	DS	DS	1%	4%	6%	21%	DS	50%
African American Students	DS	DS	DS	3%	DS	DS	NP	NP
Asian Students	DS	DS	DS	DS	DS	DS	DS	DS
Hispanic Students	DS	DS	DS	2%	DS	DS	DS	DS
White Students	DS	DS	1%	5%	DS	22%	DS	61%
Pell Grant Recipients (at any time)	DS	DS	DS	3%	DS	DS	DS	DS
Remedial Students (at any time)	DS	DS	DS	2%	DS	DS	DS	DS

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013-2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



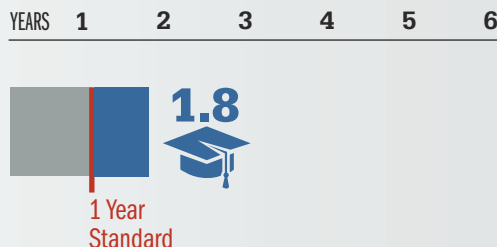
MISSISSIPPI

Most full-time students don't graduate on time.

Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1-TO 2-YEAR CERTIFICATE



2-YEAR ASSOCIATE



COST OF EACH ADDITIONAL YEAR

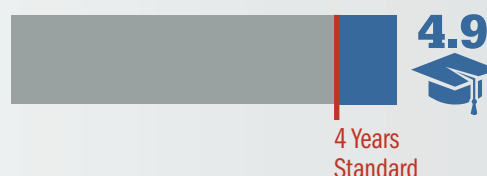
\$15,055 in cost of attendance

+\$35,000 in lost wages

\$50,055 total for each student seeking associate degree

4-YEAR BACHELOR'S

(NON-FLAGSHIP)



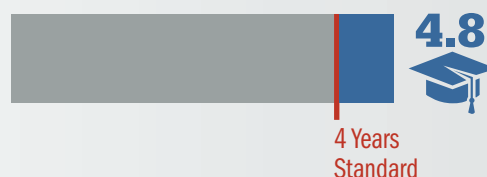
COST OF EACH ADDITIONAL YEAR

\$20,491 in cost of attendance

+\$45,327 in lost wages

\$65,818 total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

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Data for students who began college going full-time.

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Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	1.8	2.6	4.9	4.8
African American Students	1.7	2.6	5.1	5.2
Asian Students	NP	2.5	5.0	4.7
Hispanic Students	NP	2.5	4.0	4.4
White Students	1.8	2.6	4.6	4.7
Pell Grant Recipients (at any time)	1.8	2.6	5.2	5.3
Remedial Students (at any time)	2.2	2.7	4.9	5.1

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	53.9	71.7	136.0	131.1
African American Students	53.1	70.8	136.8	132.5
Asian Students	NP	71.6	137.7	132.9
Hispanic Students	NP	67.8	131.0	128.9
White Students	55.0	72.2	134.6	130.8
Pell Grant Recipients (at any time)	55.1	72.4	136.1	130.9
Remedial Students (at any time)	62.2	75.6	136.4	133.3

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
					NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	48%	51%	14%	23%	17%	31%	23%	51%
African American Students	43%	46%	11%	19%	14%	28%	13%	35%
Asian Students	DS	DS	27%	36%	DS	DS	25%	61%
Hispanic Students	DS	DS	DS	19%	DS	DS	DS	46%
White Students	55%	58%	16%	25%	23%	38%	28%	59%
Pell Grant Recipients (at any time)	46%	48%	13%	21%	12%	27%	14%	38%
Remedial Students (at any time)	36%	41%	7%	16%	11%	25%	8%	33%
PART-TIME					NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	14%	16%	4%	8%	NP	DS	DS	17%
African American Students	13%	16%	3%	5%	NP	DS	NP	DS
Asian Students	DS	DS	DS	DS	NP	NP	DS	DS
Hispanic Students	DS	DS	DS	DS	NP	NP	DS	DS
White Students	15%	16%	4%	9%	NP	NP	DS	DS
Pell Grant Recipients (at any time)	DS	DS	5%	9%	NP	DS	NP	DS
Remedial Students (at any time)	DS	DS	2%	5%	DS	DS	NP	DS

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013-2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



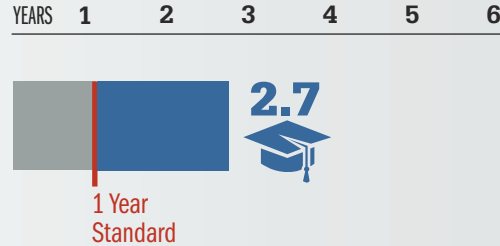
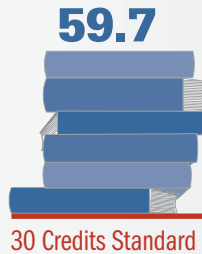
MISSOURI

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Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1-TO 2-YEAR CERTIFICATE



2-YEAR ASSOCIATE



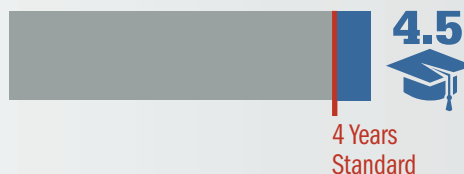
COST OF EACH ADDITIONAL YEAR

\$15,652 in cost of attendance

+\$35,000 in lost wages

\$50,652 total for each student seeking associate degree

4-YEAR BACHELOR'S
(NON-FLAGSHIP)



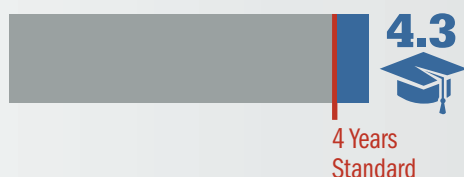
COST OF EACH ADDITIONAL YEAR

\$22,026 in cost of attendance

+\$45,327 in lost wages

\$67,353 total for each student seeking bachelor's degree

4-YEAR BACHELOR'S
(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**

Data for students who began college going full-time.

NP = The state did not provide data for this metric. DS = Fewer than 10 students, so data were suppressed.



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	2.7	3.4	4.5	4.3
African American Students	3.5	5.1	5.1	4.8
Asian Students	6.0	3.1	4.4	4.6
Hispanic Students	2.6	3.3	4.6	4.3
White Students	2.6	3.4	4.5	4.2
Pell Grant Recipients (at any time)	NP	NP	NP	NP
Remedial Students (at any time)	NP	NP	NP	NP

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	59.7	76.6	125.6	136.5
African American Students	60.2	86.1	129.0	133.1
Asian Students	40.5	74.2	128.6	140.7
Hispanic Students	53.3	71.3	129.3	138.0
White Students	59.6	76.1	125.6	136.6
Pell Grant Recipients (at any time)	NP	NP	NP	NP
Remedial Students (at any time)	NP	NP	NP	NP

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	25%	29%	9%	17%	23%	42%	35%	60%
African American Students	DS	DS	3%	6%	6%	19%	21%	44%
Asian Students	DS	DS	8%	17%	24%	46%	26%	45%
Hispanic Students	DS	DS	5%	14%	22%	38%	22%	49%
White Students	27%	31%	11%	21%	25%	46%	39%	64%
Pell Grant Recipients (at any time)	60%	62%	6%	11%	20%	35%	19%	41%
Remedial Students (at any time)	DS	DS	5%	12%	6%	21%	DS	DS
PART-TIME					NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	DS	DS	1%	3%	DS	8%	DS	15%
African American Students	DS	DS	DS	DS	DS	DS	DS	DS
Asian Students	DS	DS	DS	DS	DS	DS	DS	DS
Hispanic Students	DS	DS	DS	DS	DS	DS	DS	DS
White Students	DS	DS	2%	5%	DS	10%	DS	19%
Pell Grant Recipients (at any time)	DS	DS	DS	4%	DS	DS	DS	DS
Remedial Students (at any time)	DS	DS	DS	2%	DS	5%	DS	DS

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013–2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



NEVADA

Most full-time students don't graduate on time.

Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1-TO 2-YEAR CERTIFICATE



NP
30 Credits Standard



2-YEAR ASSOCIATE



NP
60 Credits Standard



COST OF EACH ADDITIONAL YEAR

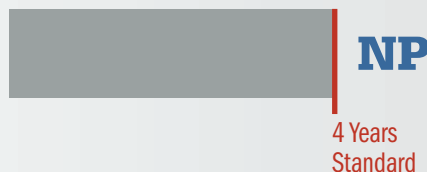
\$15,369	in cost of attendance
+\$35,000	in lost wages
\$50,369	total for each student seeking associate degree

4-YEAR BACHELOR'S

(NON-FLAGSHIP)



NP
120 Credits Standard



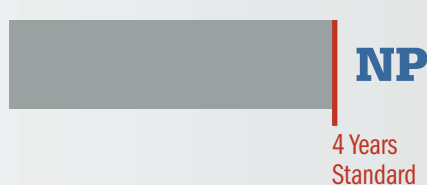
COST OF EACH ADDITIONAL YEAR

\$20,320	in cost of attendance
+\$45,327	in lost wages
\$65,647	total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



NP
120 Credits Standard



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	NP	NP	NP	NP
African American Students	NP	NP	NP	NP
Asian Students	NP	NP	NP	NP
Hispanic Students	NP	NP	NP	NP
White Students	NP	NP	NP	NP
Pell Grant Recipients (at any time)	NP	NP	NP	NP
Remedial Students (at any time)	NP	NP	NP	NP

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	NP	NP	NP	NP
African American Students	NP	NP	NP	NP
Asian Students	NP	NP	NP	NP
Hispanic Students	NP	NP	NP	NP
White Students	NP	NP	NP	NP
Pell Grant Recipients (at any time)	NP	NP	NP	NP
Remedial Students (at any time)	NP	NP	NP	NP

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	NP	NP	2%	9%	14%	39%	16%	53%
African American Students	NP	NP	DS	DS	11%	32%	17%	52%
Asian Students	NP	NP	DS	9%	14%	40%	19%	58%
Hispanic Students	NP	NP	DS	9%	10%	37%	10%	50%
White Students	NP	NP	2%	10%	13%	40%	17%	53%
Pell Grant Recipients (at any time)	NP	NP	NP	NP	12%	35%	15%	46%
Remedial Students (at any time)	NP	NP	1%	8%	9%	33%	4%	24%
PART-TIME					NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	NP	NP	0%	1%	DS	12%	DS	24%
African American Students	NP	NP	DS	DS	NP	DS	DS	DS
Asian Students	NP	NP	DS	DS	DS	DS	DS	DS
Hispanic Students	NP	NP	DS	1%	NP	DS	DS	DS
White Students	NP	NP	DS	2%	DS	DS	DS	DS
Pell Grant Recipients (at any time)	NP	NP	NP	NP	DS	DS	DS	DS
Remedial Students (at any time)	NP	NP	DS	3%	DS	DS	NP	DS

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013–2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



NEW MEXICO

Most full-time students don't graduate on time.

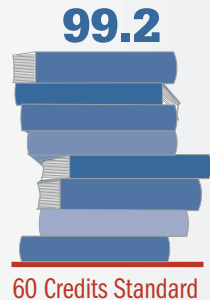
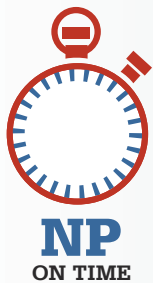
Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1-TO 2-YEAR CERTIFICATE



2-YEAR ASSOCIATE



COST OF EACH ADDITIONAL YEAR

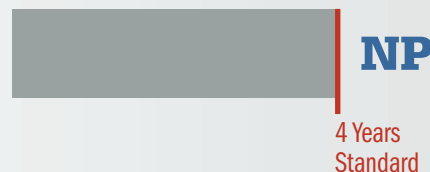
\$14,365 in cost of attendance

+\$35,000 in lost wages

\$49,365 total for each student seeking associate degree

4-YEAR BACHELOR'S

(NON-FLAGSHIP)



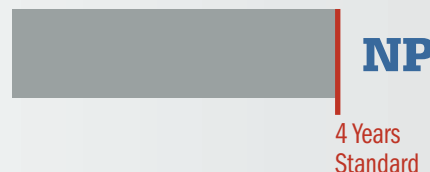
COST OF EACH ADDITIONAL YEAR

\$19,920 in cost of attendance

+\$45,327 in lost wages

\$65,247 total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**

Data for students who began college going full-time.

NP = The state did not provide data for this metric. DS = Fewer than 10 students, so data were suppressed.



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	NP	NP	NP	NP
American Indian Students	DS	DS	DS	DS
Asian Students	NP	NP	NP	NP
Hispanic Students	NP	NP	NP	NP
White Students	NP	NP	NP	NP
Pell Grant Recipients (at any time)	NP	NP	NP	NP
Remedial Students (at any time)	NP	NP	NP	NP

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	63.5	99.2	155.0	146.6
American Indian Students	59.4	103.7	163.7	154.1
Asian Students	46.6	107.6	148.0	151.8
Hispanic Students	63.8	101.5	159.5	148.5
White Students	64.4	96.3	149.9	145.1
Pell Grant Recipients (at any time)	67.0	101.6	159.4	150.9
Remedial Students (at any time)	72.8	103.4	157.1	160.9

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
					NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	NP	NP	NP	NP	19%	28%	41%	54%
American Indian Students	NP	NP	NP	NP	DS	DS	17%	29%
Asian Students	NP	NP	NP	NP	DS	DS	41%	55%
Hispanic Students	NP	NP	NP	NP	19%	28%	40%	53%
White Students	NP	NP	NP	NP	22%	31%	44%	57%
Pell Grant Recipients (at any time)	NP	NP	NP	NP	16%	24%	36%	50%
Remedial Students (at any time)	NP	NP	NP	NP	13%	20%	28%	45%
PART-TIME					NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	NP	NP	NP	NP	7%	15%	18%	32%
American Indian Students	NP	NP	NP	NP	DS	DS	DS	13%
Asian Students	NP	NP	NP	NP	DS	DS	30%	47%
Hispanic Students	NP	NP	NP	NP	DS	19%	17%	30%
White Students	NP	NP	NP	NP	DS	DS	23%	39%
Pell Grant Recipients (at any time)	NP	NP	NP	NP	DS	15%	12%	26%
Remedial Students (at any time)	NP	NP	NP	NP	7%	16%	18%	32%

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013-2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



OHIO

Most full-time students don't graduate on time.

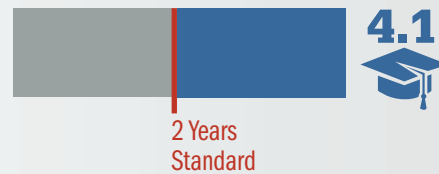
Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1-TO 2-YEAR CERTIFICATE



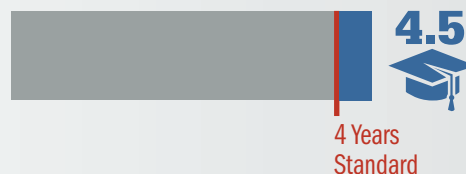
2-YEAR ASSOCIATE



COST OF EACH ADDITIONAL YEAR	
\$17,031	in cost of attendance
+\$35,000	in lost wages
\$52,031	total for each student seeking associate degree

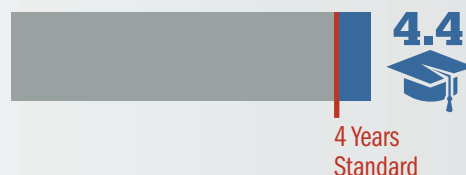
4-YEAR BACHELOR'S

(NON-FLAGSHIP)



COST OF EACH ADDITIONAL YEAR	
\$23,839	in cost of attendance
+\$45,327	in lost wages
\$69,166	total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**

Time to Degree (Years)

OHIO



FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	3.9	4.1	4.5	4.4
African American Students	4.4	5.0	5.0	4.7
Asian Students	3.6	3.9	4.2	4.4
Hispanic Students	3.5	4.5	4.4	4.3
White Students	3.9	4.1	4.5	4.4
Pell Grant Recipients (at any time)	4.2	4.5	5.1	4.9
Remedial Students (at any time)	4.3	4.5	5.2	5.3

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	75.0	86.0	134.0	135.0
African American Students	75.0	89.0	134.0	138.0
Asian Students	83.0	85.0	132.0	139.0
Hispanic Students	63.0	83.0	133.0	136.0
White Students	76.0	86.0	134.0	134.0
Pell Grant Recipients (at any time)	73.0	88.0	136.0	137.0
Remedial Students (at any time)	73.0	88.0	136.0	137.0

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	7%	12%	3%	10%	29%	57%	38%	74%
African American Students	DS	6%	1%	3%	9%	28%	26%	58%
Asian Students	DS	DS	DS	8%	34%	63%	45%	79%
Hispanic Students	DS	DS	DS	5%	21%	48%	40%	76%
White Students	8%	14%	3%	11%	32%	61%	39%	76%
Pell Grant Recipients (at any time)	2%	6%	2%	8%	14%	37%	30%	63%
Remedial Students (at any time)	3%	7%	2%	7%	9%	34%	23%	53%
PART-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	4%	7%	0%	3%	3%	11%	DS	23%
African American Students	DS	DS	DS	DS	DS	7%	NP	DS
Asian Students	DS	DS	NP	DS	DS	DS	DS	DS
Hispanic Students	DS	DS	NP	DS	NP	DS	DS	DS
White Students	5%	7%	0%	3%	3%	11%	DS	28%
Pell Grant Recipients (at any time)	DS	5%	DS	2%	DS	6%	NP	DS
Remedial Students (at any time)	DS	4%	DS	2%	DS	5%	NP	DS

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013-2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



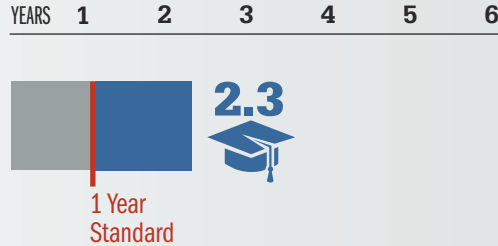
OKLAHOMA

Most full-time students don't graduate on time.

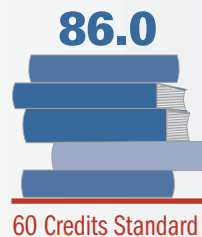
Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1-TO 2-YEAR CERTIFICATE



2-YEAR ASSOCIATE



COST OF EACH ADDITIONAL YEAR

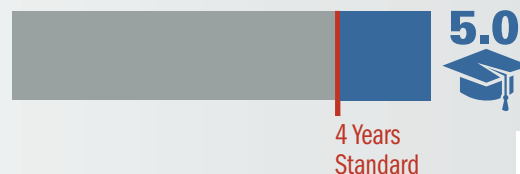
\$15,959 in cost of attendance

+\$35,000 in lost wages

\$50,959 total for each student seeking associate degree

4-YEAR BACHELOR'S

(NON-FLAGSHIP)



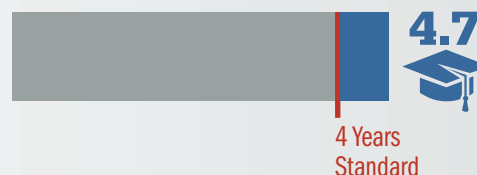
COST OF EACH ADDITIONAL YEAR

\$20,516 in cost of attendance

+\$45,327 in lost wages

\$65,843 total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**

Data for students who began college going full-time.

NP = The state did not provide data for this metric. DS = Fewer than 10 students, so data were suppressed.



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	2.3	3.4	5.0	4.7
African American Students	NP	3.6	5.2	5.0
Asian Students	NP	3.6	5.1	4.9
Hispanic Students	NP	3.4	5.0	4.8
White Students	0.8	3.4	5.0	4.6
Pell Grant Recipients (at any time)	6.0	3.6	5.3	5.0
Remedial Students (at any time)	6.0	3.7	5.4	5.3

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	50.0	86.0	118.0	139.0
African American Students	NP	88.0	129.0	139.0
Asian Students	NP	90.0	125.0	149.0
Hispanic Students	NP	84.0	124.0	143.0
White Students	23.0	86.0	121.0	139.0
Pell Grant Recipients (at any time)	98.0	86.0	110.0	139.0
Remedial Students (at any time)	98.0	87.0	106.0	134.0

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	DS	DS	7%	11%	11%	34%	32%	68%
African American Students	DS	DS	3%	5%	6%	24%	20%	55%
Asian Students	DS	DS	DS	16%	12%	53%	38%	74%
Hispanic Students	DS	DS	4%	10%	5%	25%	18%	52%
White Students	DS	DS	7%	12%	12%	37%	33%	70%
Pell Grant Recipients (at any time)	DS	DS	5%	9%	7%	27%	21%	58%
Remedial Students (at any time)	NP	NP	3%	8%	4%	21%	11%	48%
PART-TIME					NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	DS	DS	1%	4%	2%	9%	8%	34%
African American Students	DS	DS	NP	DS	DS	15%	NP	NP
Asian Students	NP	NP	DS	DS	DS	DS	DS	DS
Hispanic Students	DS	DS	NP	DS	NP	DS	DS	DS
White Students	DS	DS	1%	4%	2%	7%	DS	41%
Pell Grant Recipients (at any time)	NP	NP	DS	5%	DS	11%	DS	28%
Remedial Students (at any time)	DS	DS	DS	3%	DS	15%	DS	38%

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013–2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



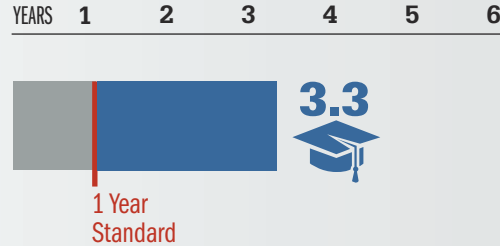
OREGON

Most full-time students don't graduate on time.

Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1-TO 2-YEAR CERTIFICATE



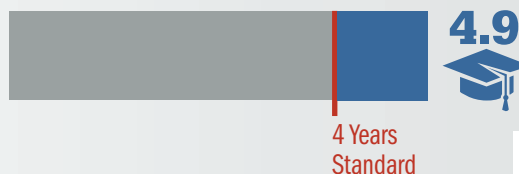
2-YEAR ASSOCIATE



COST OF EACH ADDITIONAL YEAR	
\$17,110	in cost of attendance
+\$35,000	in lost wages
\$52,110	total for each student seeking associate degree

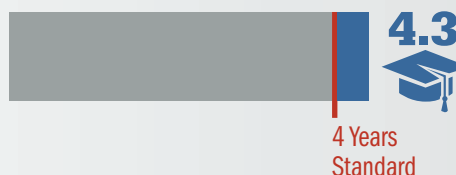
4-YEAR BACHELOR'S

(NON-FLAGSHIP)



COST OF EACH ADDITIONAL YEAR	
\$22,538	in cost of attendance
+\$45,327	in lost wages
\$67,865	total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	3.3	3.8	4.9	4.3
African American Students	NP	NP	6.6	4.8
Asian Students	4.4	3.6	5.0	4.3
Hispanic Students	3.0	3.8	4.8	4.4
White Students	3.3	3.8	5.0	4.2
Pell Grant Recipients (at any time)	3.5	4.0	5.4	4.7
Remedial Students (at any time)	NP	NP	5.1	4.5

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	54.6	75.6	135.0	136.0
African American Students	NP	NP	139.0	133.0
Asian Students	71.5	79.8	137.0	138.0
Hispanic Students	54.8	77.9	133.0	137.0
White Students	62.9	77.6	135.0	136.0
Pell Grant Recipients (at any time)	64.9	79.6	137.0	138.0
Remedial Students (at any time)	NP	NP	135.0	131.0

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	16%	26%	6%	17%	19%	45%	36%	68%
African American Students	DS	DS	DS	6%	DS	21%	18%	52%
Asian Students	DS	DS	6%	16%	14%	42%	34%	70%
Hispanic Students	DS	37%	3%	12%	13%	39%	32%	64%
White Students	16%	25%	7%	18%	20%	47%	38%	69%
Pell Grant Recipients (at any time)	13%	24%	5%	16%	15%	41%	28%	61%
Remedial Students (at any time)	DS	23%	3%	13%	13%	37%	28%	61%
PART-TIME	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	4%	11%	1%	4%	10%	29%	12%	33%
African American Students	NP	DS	NP	DS	DS	DS	DS	DS
Asian Students	NP	NP	NP	DS	DS	DS	DS	DS
Hispanic Students	DS	DS	DS	3%	DS	DS	DS	DS
White Students	5%	12%	1%	4%	DS	25%	13%	36%
Pell Grant Recipients (at any time)	11%	20%	DS	3%	DS	26%	DS	DS
Remedial Students (at any time)	DS	11%	DS	3%	DS	DS	DS	DS

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013-2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



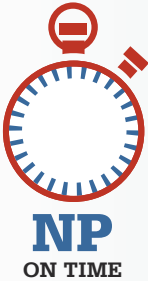
SOUTH DAKOTA

Most full-time students don't graduate on time.

Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

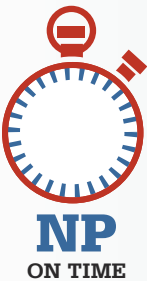
1-TO 2-YEAR CERTIFICATE



NP
30 Credits Standard



2-YEAR ASSOCIATE



NP
60 Credits Standard



COST OF EACH ADDITIONAL YEAR

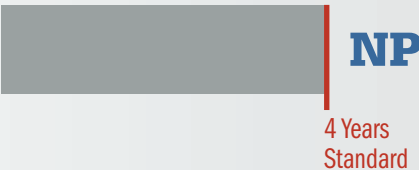
\$18,466 in cost of attendance
+ \$35,000 in lost wages
\$53,466 total for each student seeking associate degree

4-YEAR BACHELOR'S

(NON-FLAGSHIP)



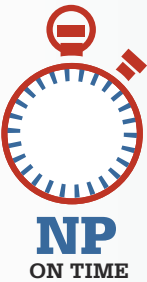
NP
120 Credits Standard



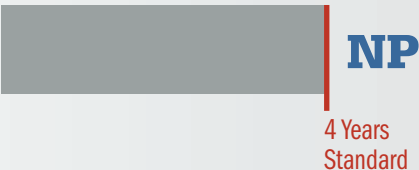
COST OF EACH ADDITIONAL YEAR

\$21,650 in cost of attendance
+ \$45,327 in lost wages
\$66,977 total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



NP
120 Credits Standard



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**

Data for students who began college going full-time.
NP = The state did not provide data for this metric. DS = Fewer than 10 students, so data were suppressed.

SOUTH DAKOTA



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	NP	NP	NP	NP
American Indian Students	NP	NP	5.9	NP
Asian Students	NP	5.0	4.6	NP
Hispanic Students	NP	NP	NP	NP
White Students	NP	NP	NP	NP
Pell Grant Recipients (at any time)	5.0	NP	NP	NP
Remedial Students (at any time)	NP	NP	NP	NP

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	NP	NP	NP	NP
American Indian Students	NP	NP	DS	NP
Asian Students	NP	89.5	141.5	NP
Hispanic Students	NP	NP	NP	NP
White Students	NP	NP	NP	NP
Pell Grant Recipients (at any time)	139.0	NP	NP	NP
Remedial Students (at any time)	158.0	NP	NP	NP

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	NP	NP	DS	8%	24%	53%	NP	NP
American Indian Students	DS	DS	DS	DS	24%	24%	DS	DS
Asian Students	NP	NP	DS	DS	DS	DS	NP	NP
Hispanic Students	NP	NP	DS	DS	DS	39%	NP	NP
White Students	NP	NP	DS	8%	25%	54%	NP	NP
Pell Grant Recipients (at any time)	NP	NP	DS	DS	19%	47%	NP	NP
Remedial Students (at any time)	NP	NP	NP	DS	9%	34%	NP	NP
PART-TIME	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	NP	NP	NP	DS	DS	9%	NP	NP
American Indian Students	DS	DS	DS	DS	DS	DS	DS	DS
Asian Students	NP	NP	NP	NP	DS	DS	NP	NP
Hispanic Students	NP	NP	NP	NP	DS	DS	NP	NP
White Students	NP	NP	NP	DS	DS	DS	NP	NP
Pell Grant Recipients (at any time)	NP	NP	NP	DS	NP	DS	NP	NP
Remedial Students (at any time)	NP	NP	NP	DS	NP	DS	NP	NP

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013–2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



TENNESSEE

Most full-time students don't graduate on time.

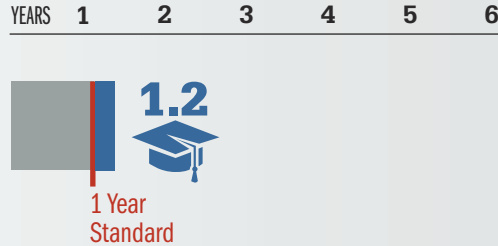
Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1-TO 2-YEAR CERTIFICATE



Data Incomplete
30 Credits Standard



2-YEAR ASSOCIATE



89.3
60 Credits Standard



COST OF EACH ADDITIONAL YEAR

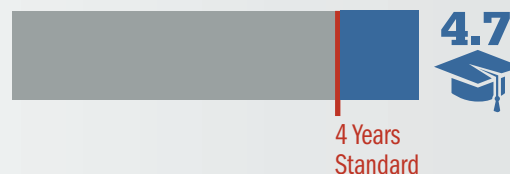
\$16,431	in cost of attendance
+\$35,000	in lost wages
\$51,431	total for each student seeking associate degree

4-YEAR BACHELOR'S

(NON-FLAGSHIP)



134.5
120 Credits Standard



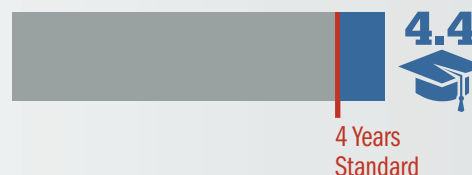
COST OF EACH ADDITIONAL YEAR

\$21,969	in cost of attendance
+\$45,327	in lost wages
\$67,296	total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



147.6
120 Credits Standard



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	1.2	3.6	4.7	4.4
African American Students	1.2	4.4	5.0	4.6
Asian Students	1.1	3.5	4.8	4.4
Hispanic Students	NP	NP	NP	NP
White Students	1.3	3.6	4.6	4.3
Pell Grant Recipients (at any time)	1.2	NP	NP	NP
Remedial Students (at any time)	1.3	NP	NP	NP

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	26.2	89.3	134.5	147.6
African American Students	26.7	93.2	138.8	144.4
Asian Students	28.4	89.2	141.6	150.6
Hispanic Students	NP	NP	NP	NP
White Students	25.8	89.0	132.8	147.7
Pell Grant Recipients (at any time)	25.0	NP	NP	NP
Remedial Students (at any time)	23.4	NP	NP	NP

Graduation Rate

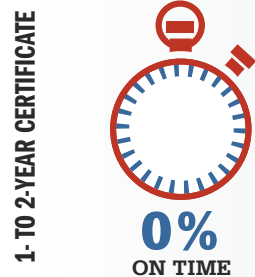
FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	76%	77%	4%	12%	19%	47%	35%	68%
African American Students	72%	74%	1%	4%	12%	38%	28%	60%
Asian Students	63%	70%	DS	9%	24%	50%	41%	70%
Hispanic Students	79%	79%	DS	10%	13%	41%	26%	57%
White Students	76%	78%	5%	14%	22%	50%	36%	69%
Pell Grant Recipients (at any time)	75%	77%	4%	11%	11%	35%	20%	54%
Remedial Students (at any time)	81%	81%	NP	NP	8%	34%	DS	42%
PART-TIME	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	17%	20%	1%	4%	2%	10%	DS	DS
African American Students	15%	16%	DS	DS	DS	DS	DS	DS
Asian Students	DS	DS	NP	DS	DS	DS	DS	DS
Hispanic Students	11%	13%	NP	DS	NP	DS	DS	DS
White Students	18%	21%	1%	4%	DS	11%	NP	DS
Pell Grant Recipients (at any time)	28%	33%	1%	4%	DS	9%	DS	DS
Remedial Students (at any time)	26%	26%	NP	NP	DS	7%	DS	DS

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013-2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



TEXAS

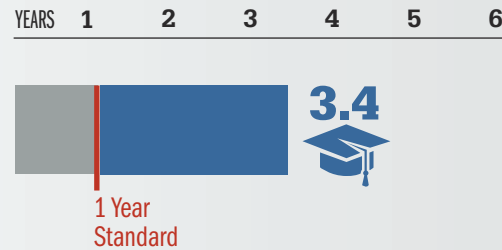
Most full-time students don't graduate on time.



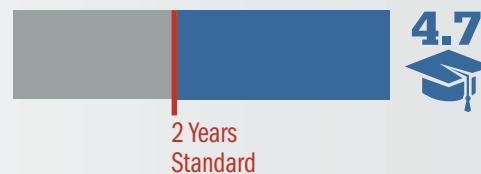
Many graduates earn excess credits.



And graduates take far too long to finish, costing missed opportunities and money.



2-YEAR ASSOCIATE

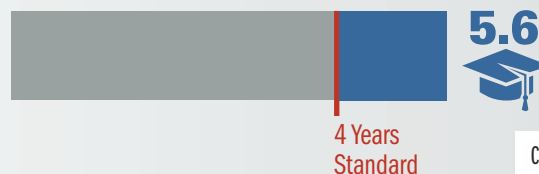


COST OF EACH ADDITIONAL YEAR

\$14,891 in cost of attendance
+\$35,000 in lost wages
\$49,891 total for each student seeking associate degree

4-YEAR BACHELOR'S

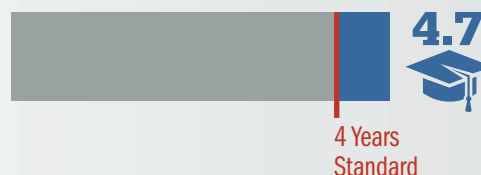
(NON-FLAGSHIP)



COST OF EACH ADDITIONAL YEAR

\$22,455 in cost of attendance
+\$45,327 in lost wages
\$67,782 total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	3.4	4.7	5.6	4.7
African American Students	3.8	4.9	5.6	5.1
Asian Students	4.3	4.5	5.4	4.6
Hispanic Students	3.3	4.7	5.9	5.0
White Students	3.3	4.6	5.4	4.6
Pell Grant Recipients (at any time)	3.5	5.0	6.0	5.2
Remedial Students (at any time)	4.4	4.9	6.0	5.9

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	65.9	96.8	144.8	132.6
African American Students	71.1	102.4	150.2	141.9
Asian Students	83.2	103.2	147.1	134.4
Hispanic Students	66.0	98.7	147.8	135.7
White Students	62.9	77.6	135.0	136.0
Pell Grant Recipients (at any time)	67.1	100.3	149.9	140.3
Remedial Students (at any time)	79.3	100.1	151.6	151.4

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	0%	0%	4%	9%	21%	50%	45%	78%
African American Students	DS	0%	3%	6%	10%	33%	22%	55%
Asian Students	DS	DS	3%	10%	27%	60%	43%	79%
Hispanic Students	0%	0%	3%	9%	17%	44%	34%	70%
White Students	0%	0%	4%	10%	28%	59%	52%	84%
Pell Grant Recipients (at any time)	0%	0%	3%	9%	14%	39%	32%	67%
Remedial Students (at any time)	0%	0%	2%	7%	9%	34%	10%	43%
PART-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	4%	11%	1%	4%	10%	29%	12%	33%
African American Students	0%	0%	1%	2%	DS	7%	DS	40%
Asian Students	DS	DS	1%	5%	DS	DS	DS	53%
Hispanic Students	0%	0%	1%	3%	7%	19%	DS	31%
White Students	0%	0%	1%	3%	7%	28%	30%	69%
Pell Grant Recipients (at any time)	0%	1%	1%	4%	5%	16%	DS	38%
Remedial Students (at any time)	0%	0%	0%	3%	2%	14%	DS	45%

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013–2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



UTAH

Most full-time students don't graduate on time.

Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1-TO 2-YEAR CERTIFICATE



NP
30 Credits Standard



2-YEAR ASSOCIATE



81.0
60 Credits Standard



COST OF EACH ADDITIONAL YEAR

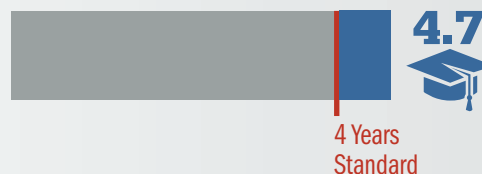
\$15,980	in cost of attendance
+\$35,000	in lost wages
\$50,980	total for each student seeking associate degree

4-YEAR BACHELOR'S

(NON-FLAGSHIP)



139.6
120 Credits Standard



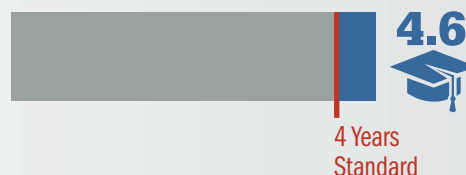
COST OF EACH ADDITIONAL YEAR

\$19,839	in cost of attendance
+\$45,327	in lost wages
\$65,166	total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



144.1
120 Credits Standard



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	NP	3.1	4.7	4.6
African American Students	NP	3.6	4.7	4.7
Asian Students	NP	2.6	3.8	4.5
Hispanic Students	NP	3.0	4.1	4.5
White Students	NP	3.2	4.7	4.7
Pell Grant Recipients (at any time)	NP	NP	NP	NP
Remedial Students (at any time)	NP	4.0	6.0	NP

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	NP	81.0	139.6	144.1
African American Students	NP	78.7	142.1	143.3
Asian Students	NP	84.1	132.8	151.9
Hispanic Students	NP	78.8	140.0	140.8
White Students	NP	80.7	140.5	143.9
Pell Grant Recipients (at any time)	NP	NP	NP	NP
Remedial Students (at any time)	NP	80.0	136.1	NP

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	10%	10%	21%	27%	26%	43%	34%	54%
African American Students	NP	NP	DS	14%	DS	24%	DS	DS
Asian Students	NP	NP	14%	19%	31%	46%	37%	55%
Hispanic Students	NP	NP	15%	18%	16%	33%	29%	44%
White Students	13%	13%	23%	30%	28%	45%	35%	56%
Pell Grant Recipients (at any time)	NP	NP	NP	NP	NP	NP	NP	NP
Remedial Students (at any time)	NP	NP	10%	16%	12%	26%	NP	NP
PART-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	DS	DS	4%	7%	7%	15%	14%	27%
African American Students	NP	NP	NP	NP	DS	DS	DS	DS
Asian Students	NP	NP	NP	NP	DS	DS	DS	DS
Hispanic Students	NP	NP	DS	5%	DS	DS	DS	DS
White Students	DS	DS	4%	8%	7%	16%	15%	28%
Pell Grant Recipients (at any time)	NP	NP	NP	NP	NP	NP	NP	NP
Remedial Students (at any time)	DS	DS	1%	6%	4%	11%	NP	NP

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013-2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



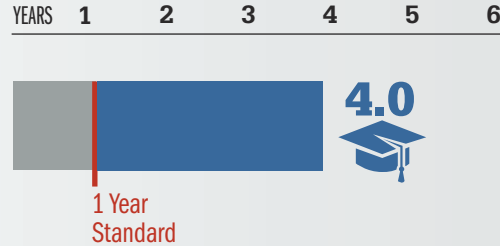
WEST VIRGINIA

Most full-time students don't graduate on time.

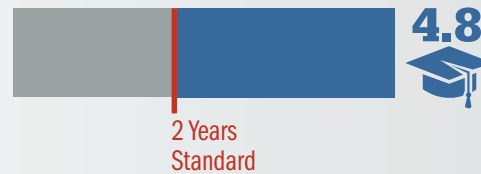
Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1-TO 2-YEAR CERTIFICATE



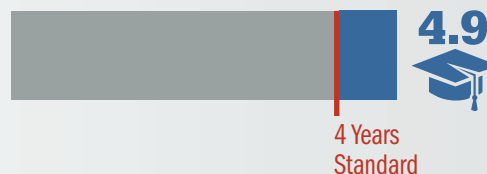
2-YEAR ASSOCIATE



COST OF EACH ADDITIONAL YEAR	
\$15,765	in cost of attendance
+\$35,000	in lost wages
\$50,765	total for each student seeking associate degree

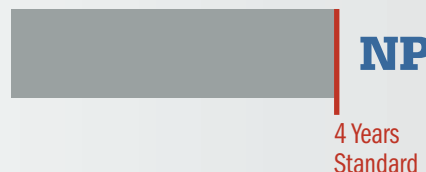
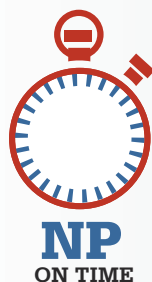
4-YEAR BACHELOR'S

(NON-FLAGSHIP)



COST OF EACH ADDITIONAL YEAR	
\$20,184	in cost of attendance
+\$45,327	in lost wages
\$65,511	total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**

WEST VIRGINIA



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	4.0	4.8	4.9	NP
African American Students	4.9	5.6	5.6	NP
Asian Students	NP	4.8	4.4	NP
Hispanic Students	NP	4.8	4.5	NP
White Students	3.9	4.8	4.9	NP
Pell Grant Recipients (at any time)	4.2	5.1	5.5	NP
Remedial Students (at any time)	4.2	4.8	6.0	NP

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	66.0	96.1	140.0	NP
African American Students	85.7	100.4	143.8	NP
Asian Students	NP	77.2	141.1	NP
Hispanic Students	NP	83.8	139.3	NP
White Students	65.4	96.2	139.9	NP
Pell Grant Recipients (at any time)	66.7	96.4	143.5	NP
Remedial Students (at any time)	67.5	95.0	143.8	NP

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
					NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	8%	11%	4%	10%	25%	49%	NP	NP
African American Students	DS	DS	DS	4%	9%	27%	NP	NP
Asian Students	NP	NP	DS	DS	31%	48%	NP	NP
Hispanic Students	DS	DS	NP	DS	16%	38%	NP	NP
White Students	8%	11%	4%	11%	26%	51%	NP	NP
Pell Grant Recipients (at any time)	DS	DS	3%	9%	18%	43%	NP	NP
Remedial Students (at any time)	7%	9%	1%	7%	7%	27%	NP	NP
PART-TIME					NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	NP	NP	DS	5%	DS	DS	NP	NP
African American Students	DS	DS	NP	NP	DS	DS	NP	NP
Asian Students	NP	NP	DS	DS	DS	DS	NP	NP
Hispanic Students	DS	DS	DS	DS	DS	DS	NP	NP
White Students	NP	NP	DS	6%	DS	DS	NP	NP
Pell Grant Recipients (at any time)	NP	NP	NP	5%	NP	DS	NP	NP
Remedial Students (at any time)	NP	NP	NP	4%	DS	DS	NP	NP

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013-2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



WISCONSIN

Most full-time students don't graduate on time.

Many graduates earn excess credits.

And graduates take far too long to finish, costing missed opportunities and money.

1-TO 2-YEAR CERTIFICATE



NP
ON TIME

NP
30 Credits Standard

YEARS 1 2 3 4 5 6



NP
1 Year Standard

2-YEAR ASSOCIATE



12%
ON TIME

NP
60 Credits Standard



3.3
Standard

COST OF EACH ADDITIONAL YEAR

\$16,842 in cost of attendance

+\$35,000 in lost wages

\$51,842 total for each student seeking associate degree

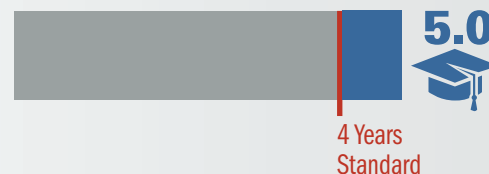
4-YEAR BACHELOR'S

(NON-FLAGSHIP)



20%
ON TIME

NP
120 Credits Standard



5.0
Standard

COST OF EACH ADDITIONAL YEAR

\$22,669 in cost of attendance

+\$45,327 in lost wages

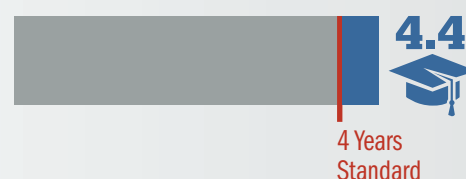
\$67,996 total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



52%
ON TIME

NP
120 Credits Standard



4.4
Standard

KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**

Data for students who began college going full-time.

NP = The state did not provide data for this metric. DS = Fewer than 10 students, so data were suppressed.



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	NP	3.3	5.0	4.4
African American Students	NP	NP	5.9	5.3
Asian Students	NP	4.0	5.0	4.4
Hispanic Students	NP	2.6	5.4	4.5
White Students	NP	3.3	5.0	4.4
Pell Grant Recipients (at any time)	NP	3.5	5.6	5.0
Remedial Students (at any time)	NP	3.1	5.2	5.0

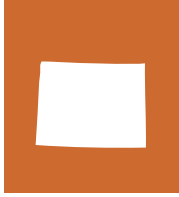
Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	NP	NP	NP	NP
African American Students	NP	NP	NP	NP
Asian Students	NP	NP	NP	NP
Hispanic Students	NP	NP	NP	NP
White Students	NP	NP	NP	NP
Pell Grant Recipients (at any time)	NP	NP	NP	NP
Remedial Students (at any time)	NP	NP	NP	NP

Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	NP	NP	12%	20%	20%	52%	52%	82%
African American Students	NP	NP	DS	DS	4%	23%	25%	62%
Asian Students	NP	NP	DS	19%	16%	41%	48%	81%
Hispanic Students	NP	NP	DS	15%	11%	36%	33%	73%
White Students	NP	NP	13%	20%	21%	54%	55%	84%
Pell Grant Recipients (at any time)	NP	NP	12%	21%	13%	42%	33%	70%
Remedial Students (at any time)	NP	NP	7%	14%	11%	38%	DS	57%
PART-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	NP	NP	DS	5%	3%	13%	DS	57%
African American Students	NP	NP	DS	DS	DS	DS	DS	DS
Asian Students	NP	NP	DS	DS	DS	DS	DS	DS
Hispanic Students	NP	NP	DS	DS	DS	DS	NP	NP
White Students	NP	NP	DS	6%	DS	15%	DS	65%
Pell Grant Recipients (at any time)	NP	NP	DS	DS	DS	14%	DS	DS
Remedial Students (at any time)	NP	NP	DS	4%	DS	12%	NP	NP

Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013-2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.



WYOMING

Most full-time students don't graduate on time.

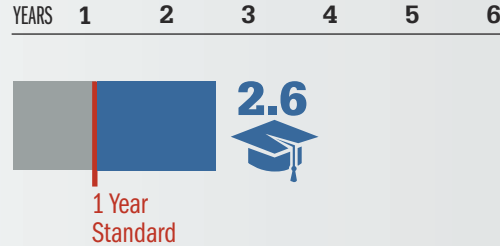
1-TO 2-YEAR CERTIFICATE



Many graduates earn excess credits.



And graduates take far too long to finish, costing missed opportunities and money.



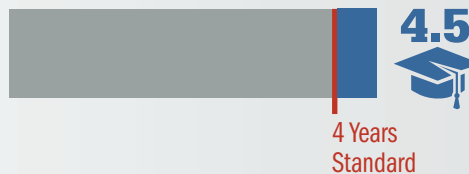
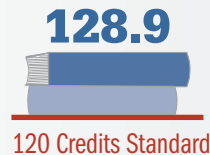
2-YEAR ASSOCIATE



COST OF EACH ADDITIONAL YEAR	
\$15,273	in cost of attendance
+\$35,000	in lost wages
\$50,273	total for each student seeking associate degree

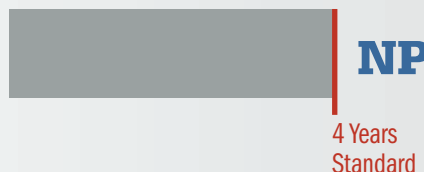
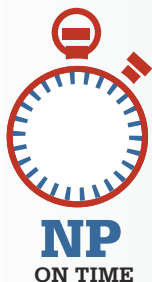
4-YEAR BACHELOR'S

(NON-FLAGSHIP)



COST OF EACH ADDITIONAL YEAR	
\$18,337	in cost of attendance
+\$45,327	in lost wages
\$63,664	total for each student seeking bachelor's degree

(FLAGSHIP/VERY HIGH RESEARCH)



KNOW THIS:

The best strategy for reducing the cost of college is to ensure that **more students graduate on time.**



Time to Degree (Years)

FULL-TIME	1- TO 2-YEAR CERTIFICATE	2-YEAR ASSOCIATE	4-YEAR BACHELOR'S	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	2.6	3.2	4.5	NP
African American Students	NP	2.3	4.3	NP
Asian Students	0.7	1.7	4.6	NP
Hispanic Students	2.7	3.0	4.7	NP
White Students	2.5	3.1	4.5	NP
Pell Grant Recipients (at any time)	3.2	3.6	5.0	NP
Remedial Students (at any time)	3.2	3.6	NP	NP

Credits to Degree (Semester Credits) Includes remedial credits starting in 2013 data collection

FULL-TIME	1- TO 2-YEAR CERTIFICATE (30 CREDITS STANDARD)	2-YEAR ASSOCIATE (60 CREDITS STANDARD)	4-YEAR BACHELOR'S (120 CREDITS STANDARD)	
			NON-FLAGSHIP	FLAGSHIP/VERY HIGH RESEARCH
All Students	65.9	80.9	128.9	NP
African American Students	NP	66.6	110.0	NP
Asian Students	38.0	63.4	125.0	NP
Hispanic Students	59.3	68.5	125.1	NP
White Students	66.0	81.0	129.0	NP
Pell Grant Recipients (at any time)	70.6	83.2	131.4	NP
Remedial Students (at any time)	74.7	85.2	NP	NP

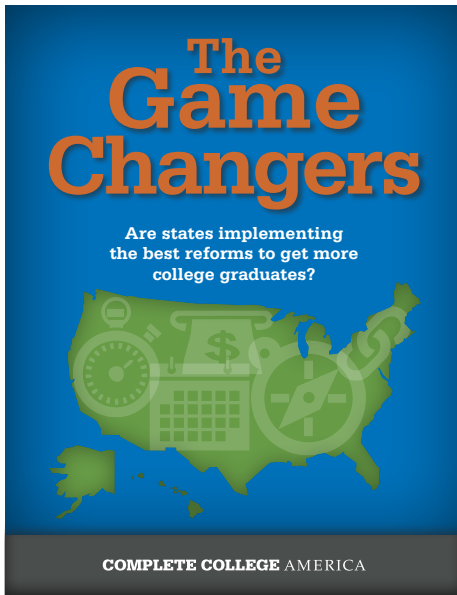
Graduation Rate

FULL-TIME	1- TO 2-YEAR CERTIFICATE		2-YEAR ASSOCIATE		4-YEAR BACHELOR'S			
	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	7%	9%	14%	24%	23%	53%	NP	NP
African American Students	DS	DS	DS	DS	DS	DS	NP	NP
Asian Students	DS	DS	DS	DS	DS	DS	NP	NP
Hispanic Students	DS	DS	DS	13%	22%	51%	NP	NP
White Students	7%	9%	15%	25%	23%	53%	NP	NP
Pell Grant Recipients (at any time)	6%	8%	8%	17%	16%	47%	NP	NP
Remedial Students (at any time)	6%	8%	8%	17%	NP	NP	NP	NP
PART-TIME	ON TIME	IN 2 YEARS	ON TIME	IN 3 YEARS	NON-FLAGSHIP		FLAGSHIP/VERY HIGH RESEARCH	
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
					ON TIME	IN 6 YEARS	ON TIME	IN 6 YEARS
All Students	DS	DS	DS	3%	DS	DS	NP	NP
African American Students	NP	NP	DS	DS	NP	NP	NP	NP
Asian Students	DS	DS	DS	DS	NP	NP	NP	NP
Hispanic Students	NP	NP	NP	NP	NP	NP	NP	NP
White Students	DS	DS	DS	4%	DS	DS	NP	NP
Pell Grant Recipients (at any time)	DS	DS	NP	DS	DS	DS	NP	NP
Remedial Students (at any time)	DS	DS	DS	DS	NP	NP	NP	NP

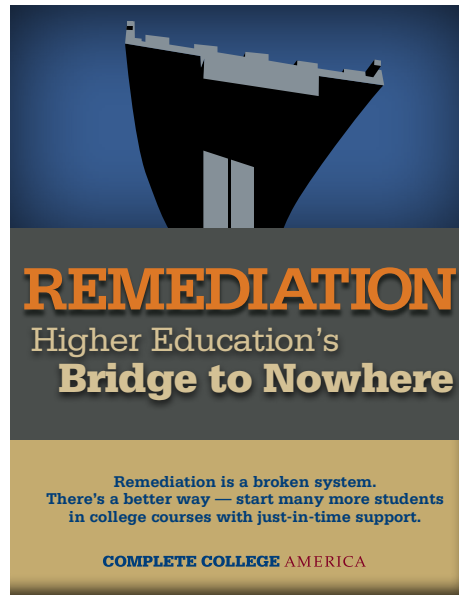
Notes: Cost of attendance is calculated using the state-specific cost of one additional year of tuition and fees from the College Board's *Trends in Student Pricing 2013 Report*. Additional expenses include national average estimates for room and board, books and supplies, transportation, and other expenses from the College Board's *Annual Survey of Colleges for 2013-2014*. Lost wages are national average salaries for new graduates and do not account for earnings while in college. The median starting salary of 2011 associate degree graduates of community colleges comes from the American Institutes for Research's *What's the Value of an Associate's Degree?* The average starting salary of 2013 bachelor's degree graduates comes from the National Association of Colleges and Employers 2013 *Salary Survey*. Credits to degree includes remedial courses. Time to degree includes time spent in remedial courses only if that was required. Students who drop out for five or more consecutive years are excluded.

RELATED RESOURCES

Following are additional resources from Complete College America. For a complete collection of reports, briefs, and presentations, visit completecollege.org/resources.



In *The Game Changers*, Complete College America lays out five college completion strategies designed to get two, three, and four times the results of traditional approaches.



Approximately 1.7 million students begin college in remediation each year. Of those students, only one in 10 reaches graduation day. *Bridge to Nowhere* makes the case that traditional remediation is a broken system and that many more students could succeed if placed into college courses with just-in-time academic support.



In this groundbreaking report, Complete College America provides an in-depth look into the data surrounding why students are not graduating and what must be done to address this issue. By highlighting the need to count every student, assessing information about time and credit intensity, and outlining strategies for success, this report provides a clear discussion on why we must shorten time to degree to boost college completion.

ABOUT COMPLETE COLLEGE AMERICA

It's really about the states ... we're just here to help.

Established in 2009, Complete College America is a national nonprofit with a single mission: to work with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally under-represented populations.

The need for this work is compelling. Between 1970 and 2009, undergraduate enrollment in the United States more than doubled, while the completion rate has been virtually unchanged. We've made progress in giving students from all backgrounds access to college — but we haven't finished the all-important job of helping them achieve a degree. Counting the success of all students is an essential first step. And then we must move with urgency to reinvent American higher education to meet the needs of the new majority of students on our campuses, delicately balancing the jobs they need with the education they desire.

Complete College America believes there is great reason for optimism ... and a clear path forward. With a little more support — and a lot of common sense — we can ensure that many more get the high-quality college education that will help them live productive and fulfilling lives. All Americans will share in the benefits of their success.

COMPLETE COLLEGE AMERICA

429 E. Vermont St. Suite 300
Indianapolis, IN 46202
completeccollege.org