

Indiana Commission for Higher Education

AGENDA MATERIALS

May 9, 2013



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INDIANA COMMISSION FOR HIGHER EDUCATION
101 West Ohio Street, Suite 550
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WORKING SESSION AGENDA
Thursday, May 9, 2013
9:00 – 11:30 a.m. (Eastern Daylight Time)

Indiana University Southeast
University Center North, Room 122
4201 Grant Line Rd.
New Albany, IN 47150

DISCUSSION TOPICS

1. Discuss proposed topics for 2013 – Sarah Ancel
2. Electronic Notification of Agenda Discussion – Sarah Ancel
3. Legislative Wrap-Up – Sarah Ancel
4. Budget Wrap-Up – Jason Dudich
5. Tuition targets and dual credit rates to be adopted in afternoon – Jason Dudich
6. Discuss electronic meeting policy, for vote in afternoon – Jason Dudich
7. 21st Century Scholars program developments – Jason Bearce
8. Committee Report Outs (15 min.)
 - Academic Affairs and Quality – Kent Scheller and Ken Sauer (5 min.)
 - Student Success and Completion – Dennis Bland and Jason Bearce (5 min.)
 - Budget and Productivity – Michael Smith and Jason Dudich (5 min.)

AGENDA

Commission for Higher Education

COMMISSION MEETING

Site

Indiana University
University Center North, Room 127
4201 Grant Line Road
New Albany, IN 47150

Thursday, May 9, 2013

Purpose: Reaching Higher, Achieving More calls for a system of higher education that is Student-Centered, Mission-Driven and Workforce-Aligned. The Indiana Commission for Higher Education’s work will focus on three challenges:

- **Completion:** Students and the state are not well served by an empty promise of college access without completion.
- **Productivity:** A more productive higher education system will increase student success and safeguard college affordability.
- **Quality:** Increasing college completion and productivity must not come at the expense of academic quality.

I.	Call to Order – 1:00 p.m. (EDT)	
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The next meeting of the Commission will be on June 13, 2013, in Fort Wayne, Indiana.

**State of Indiana
Commission for Higher Education**

Minutes of Meeting

Thursday, March 14, 2013

I. CALL TO ORDER

The Commission for Higher Education met in regular session starting at 1:00 p.m. at Ivy Tech Community College, Illinois Fall Creek Center, Community Room 102, 1st Floor, 2535 N. Capitol Ave., Indianapolis, IN 46208, with Chair Marilyn Moran-Townsend presiding.

ROLL CALL OF MEMBERS AND DETERMINATION OF A QUORUM

Members Present: Gerald Bepko, Dennis Bland, Jud Fisher, Chris LaMothe, Marilyn Moran-Townsend, Hannah Rozow, Kent Scheller, and Mike Smith (via conference call).

Members Absent: Susana Duarte De Suarez, Chris Murphy, Dan Peterson, George Rehnquist.

CHAIR'S REPORT

Ms. Moran-Townsend asked Dr. Bepko to read a resolution honoring Dr. Carol D'Amico.

Dr. Bepko read a resolution honoring Dr. Carol D'Amico.

R-13-02.1 **WHEREAS** Dr. Carol D'Amico served with distinction on the Indiana Commission for Higher Education since her appointment in December 2008 as one of the Commission's At Large Members and her reappointment in March 2011; and

WHEREAS Carol drew from her education and corporate experience to contribute in important ways to the development of the 2011-13 and 2013-15 Biennial Budget recommendations; and

WHEREAS Carol made important contributions during the Commission's retreats and discussions that led to the adoption of *Reaching Higher, Achieving More*; and

WHEREAS Carol has been a dedicated member and, during the current year, Chair of the ICHE's newly formed Academic Affairs and Quality Committee; and

WHEREAS Carol played a crucial part in the Commission's adoption of the Checklist of Criteria for Approving New Degree Programs and in streamlining the Commission's procedures for action on New Degree Proposals; and

WHEREAS Carol's keen and sometimes provocative insights and her sophisticated sense of humor have made Commission discussions, both in sessions as a Commission and individually and in smaller groups of

Commissioners, more interesting, enlightened, and more responsive to public and workforce needs;

NOW THEREFORE BE IT RESOLVED, that the Commission for Higher Education expresses its appreciation for Carol D’Amico’s service to the State on behalf of Indiana higher education and wishes her every success as she continues her important work with Project Lead the Way and attends to family matters (Motion – Bepko, approved by consensus).

Ms. Moran-Townsend announced that Kent Weldon’s Conference will be held on Tuesday, April 2nd, 2013, and it would be focused on force integration in higher education. In addition to the traditional attendees, the Commission is also inviting advisors. The Conference will be held at Indianapolis Marriott East; registration is open on the Commission’s website; the deadline is Wednesday, March 27th.

Ms. Moran-Townsend also reminded that the deadline for an application for a position of a faculty member is Friday, March 29th.

COMMISSIONER’S REPORT

Ms. Teresa Lubbers, Commissioner, said that today’s Commission meeting will provide the Commission with a unique opportunity to hear from three of the nation’s leading voices on the reasons why closing the achievement gap in educational attainment is so important to the nation and Indiana. She said she was mentioning this in her remarks because the Commission’s strategic plan “*Reaching Higher, Achieving More*” is primarily focused on ways to increase completion, and specifically - on time completion; and these efforts are especially necessary in serving underrepresented populations in the higher education pipeline. Ms. Lubbers expressed the hope that today’s discussion will help refine Commission’s efforts and direct the work of the Commission around the redesign of the 21st Century Scholars Program and remediation.

Ms. Lubbers stated that central to closing the achievement gap and increasing the attainment levels is improving the preparation of students entering higher education. Ms. Lubbers added that there is some good news on this front. The trend data from 2009-2012 regarding advanced placement is very encouraging. Indiana ranks number one nationally for the increase in the percentage of graduates taking an Advanced Placement (AP) exam and fourth for the increase in the percentage of graduates passing (scoring a 3 or higher) on an AP exam. Indiana improved its national ranking in the percentage of graduates passing an AP exam by seven spots – the highest movement in the country.

Ms. Lubbers pointed out that it is important to put these increases in context. Indiana still ranks below the national average with 15.5 percent of students scoring a 3 or higher on an AP exam. Thinking about these numbers in relationship to today’s discussion about the achievement gap, there is an important takeaway measured in the state’s potential loss of students who demonstrate high potential for success but are not taking AP courses or tests. For example, among students with high potential for success in AP math course work, only 4 out of 10 white students, 3 out of 10 Hispanic students, and 3 out of 10 African American students took any AP math course.

Then Ms. Lubbers brought to Commission’s attention some other important data points that came out of the 2013 State Higher Education Finance Report which is produced by the State Higher Education Executive Officers regarding state funding per student and college tuition and fees. At the national level, state funding per student fell by 9.1 percent last year and by 23.1 percent over

the past five years. Only three states increased funding per student between 2011 and 2012. Of the 47 states that saw a drop in funding per student last year, Indiana had the lowest decrease at -0.1 percent. Over the past five years, Indiana's state funding per student decreased by -17 percent. While Indiana's decrease was well below the national average, Indiana's state funding per student is still below the national average (\$5,896 compared to \$4,258).

Regarding national tuition trends, continued Ms. Lubbers, the amount students paid in tuition, after state and institutional grants, climbed by 8.3 percent last year and by 19.1 percent over a five year period. In comparison, average tuition at Indiana colleges climbed by 4.9 percent last year and by 5.9 percent over a five year period.

The bottom line, concluded Ms. Lubbers, is that Indiana state funding fell and tuition levels increased, but not by as much as national averages.

CONSIDERATION OF THE MINUTES OF THE FEBRUARY 2013 COMMISSION MEETING

R-13-02.2 RESOLVED: That the Commission for Higher Education hereby approves the Minutes of the December 2012 regular meeting (Motion – Fisher, second – Scheller, unanimously approved)

II. THE PUBLIC SQUARE - COMPLETION

A. The Achievement Gap – A Panel Discussion

Ms. Moran-Townsend announced that a panel discussion will be focusing on the issues that are critically important for Indiana's higher education and "*Reaching Higher, Achieving More.*" Ms. Moran-Townsend asked Ms. Lubbers to facilitate the panel.

Ms. Lubbers explained that the three panelists are national experts who are going to share information both in terms of the national numbers regarding the achievement gap, especially as it relates to Hispanic and African-American communities, as well as the information about Indiana; what can be done to improve this situation, and why it is so important.

Ms. Lubbers introduced the first speaker, Dr. Elizabeth Gutierrez, Director of State Policy, Lumina Foundation of Education. Dr. Gutierrez has an extensive background in policy issues, higher education, business and philanthropy.

The second panelist, whom Ms. Lubbers introduced, was Dr. Michael Lomax, President and CEO, United Negro College Fund (UNCF.), who is going to share his experience as the largest provider of scholarships and educational opportunities for the African-American community.

The third panelist was Mr. Frank Alvarez, Former President and CEO, Hispanic Scholarship Fund, the largest scholarship fund for Hispanic community. Ms. Lubbers said that while Hispanic population is not as large in Indiana as in some other states, it is growing; and the Commission needs to work closer with these two populations in order to reach its goal.

Dr. Gutierrez began her presentation by saying that the goal of Lumina is to increase the number of adults with postsecondary credentials or a degree to 60 percent of a total population by the year 2025. This is a national perspective, and a national goal. Dr. Gutierrez said that Indiana is a great example for other states with “*Reaching Higher, Achieving More*” as a very completion-driven plan with data and metrics that are important for measuring the change and reaching the goal.

Dr. Gutierrez told the Commission that annually Lumina presents a report called “Stronger Nation through Higher Education”. This report is also broken down by the state population and by age cohort. The full report will be released in April.

Dr. Gutierrez presented several slides. First one, regarding the path to an attainment in the United States, showed an improvement of 3.7 percent. Dr. Gutierrez pointed out that if the country goes at the same pace, the goal of 60 percent will be reached by the year 2025. In its report Lumina shows the numbers pertaining to a cohort of people in ages between 25 and 64, for typically these are people who finished their postsecondary education and are in the workforce.

A slide regarding the path to a degree attainment in Indiana showed the percent of attainment as 33.8, slightly below the national average of 38.7 percent. However, said Dr. Gutierrez, if Indiana continues on the same path, it will reach 41 percent by the year 2025.

Another slide showed the degree attainment rates among the United States’ adults ages 25-64 by population group. Almost in every state the largest group is high school graduates; the second largest group represents those with some college, but no degree. The last slide shows levels of education for Indiana’s group between 25-64 years of age. The similarities with the percentage for the USA are evident, though the percentage of high school graduates is much higher. The second largest group in Indiana is also the group of those with some college, no degree.

Dr. Gutierrez explained that the full report will be much more detailed, broken down by counties and ethnicities. Indiana has the fastest growing Latino population, and it is necessary to make policies that will affect this group. Dr. Gutierrez stated that Indiana’s Common Core state standards are a step in the right direction, aligning what the students need to know when they graduate from high school with what they need to know when they start the college.

Ms. Lubbers added that the numbers on the report show that Indiana ranks the third in the nation, behind Pennsylvania and West Virginia in number of people having high school diploma.

Ms. Lubbers invited Mr. Alvarez to talk about the Indiana challenges. Mr. Alvarez praised the work of the Commission, stating that it is doing the right thing, having an important goal to increase degree production. Mr. Alvarez noted that the United States is the 14th in the world in terms of academic attainment. However, there has been a dramatic improvement: the USA today has 43 percent of population with a degree.

Mr. Alvarez said that the Hispanic population is 51 million across the country. Spanish is a common language; and there is also a common religious affiliation in

Hispanic communities. Hispanic society is matriarchal; the closest correlation in academic attainment level in a family is the degree of schooling the mother has. Across the country the inspirational level is very high: 94 percent of Hispanic parents want their kids to go to college; in Indiana 88 percent of Hispanic kids know that college is important to their future.

Mr. Alvarez explained that large part of Hispanic population comes from the countries where the education is provided by the state or by the government. In Hispanic family, parents raise their children to be healthy and have good values; and this is the meaning of a Spanish word “educar”. However, Hispanic parents do not think it is their responsibility to be involved in their child’s education.

Mr. Alvarez said that there is a progress across the country. In Indiana there are 390,000 Hispanics. The academic achievement level is 18.7 percent in the age group of 25-64; but if it is broken down to an age group of 25 to 34, the numbers are higher. The immigrants in age group 18 to 24 are the third less in high school graduation; this looks different from the states that have large Hispanic population and have had it for generations. In Indiana the native born Hispanic high school students are attaining at the same level as non-Hispanic, white children.

Overall, continued Mr. Alvarez, the state has been somewhat underperforming. Hispanic population in Indiana is relatively small, but it is growing: it grew 43 percent from 2000 to 2010. There is an 80 percent growth of Hispanic businesses in the state, and Mr. Alvarez mentioned a few companies in Indiana that are working closely with Hispanic communities.

Ms. Lobbers invited Dr. Lomax to speak.

Dr. Lomax began his presentation by giving a brief history of the creation of the United Negro College Fund in 1944. Today the need to get a college education is even greater than it was in 1944. The goal of United Negro College Fund back in 1944 was to remove the financial barrier, to help the students with scholarships. Today UNCF is the largest minority scholarship provider, with hundreds of thousands in scholarships, so even though removing the financial barrier is still very important, the big part now is how to incent the students financially to complete. Federal financial aid does not serve low income first generation kids, or families that do not have assets.

Dr. Lomax said that the students, who are in this pipeline, including a number of adults, have low or moderate income. They need more grants, and it is important to teach them how to use money from Pell grants. Students, who have grants, tend to persist and complete more than students who have to borrow. Also, students who study full time complete better.

Dr. Lomax stated that UNCF wants to see more African-Americans graduate from college. But just removing financial barrier is not enough. There are too many people who can’t go to college because they drop out of high school; or do not have the academic readiness to succeed. In African-American community in the United States only five percent of students who graduate from high school are college ready by ACT standards.

Dr. Lomax talked about achieving financial and academic readiness, saying that this can be done by building a college going culture in African-American community. Just like in Hispanic community, close to 90 percent of African-American low income parents with students in public schools want their kids go to a four-year college. They have to learn how to navigate the system effectively to reach that goal. Parents are looking for leadership and guidance on how to make their decisions. Dr. Lomas commended the Commission for reaching out to the community.

In response to Ms. Moran-Townsend's question on how to engage more male African-Americans to complete college, Dr. Lomax responded that African-American boys get more punishment in the education system than education. Beginning with the grade school, boys are going to be punished, suspended or expelled for their behavior. That disparate punishment drives them into incarceration; and this is true not just for African-American boys. It is necessary to understand how to manage their behavior that does not punish, but keeps them in the system.

Responding to Ms. Moran-Townsend's request to share the information on why the immigrant population does not do as well as the native one, Mr. Alvarez said that the pattern seen in Hispanic community is the same that had existed historically in other immigrant communities. The first families move here because of the economic conditions; they try to raise money, so children drop out of school to go to work. The children, who are born here to immigrants, are performing better; however, in the second generation there is the same lack of progress and a dropout rate.

Mr. LaMothe made a comment that the Commission is working on a mechanism to communicate more directly with parents and students; to build a public voice and release data. He added that it is important to think outside the box, and there is a lot of work and effort to be put forward.

Mr. Alvarez pointed out that the Commission has a more important role which is in its governance purview, and which is developing the policy that will become a path to follow, teach the students what classes they need to take in school in order to pave the way to college. Mr. Alvarez added that Hispanic community has great organizations that will take this information and communicate it more directly to the families.

Responding to a question from Dr. Bepko whether there have been any efforts made to have separate boys' and girls' schools, in hope to prevent boys from acting out and being punished, Dr. Lomax said that beginning as early as preschool, black boys, and now increasingly black girls, are being targeted for more disparate discipline. This occurs in environments that are oftentimes predominantly African-American, and some of the schools have a long history of that. Dr. Lomax noted that this is an opportunity for a research, but this is a tough issue, and not only for African-American boys.

In response to a question from Dr. Scheller regarding a policy that would help to close the gap, and who would be able to create such a policy, Dr. Gutierrez responded that Lumina has the strategic plans, and the first strategy of this plan is to create a social movement around the educational attainment. Policies do not always work, noted Dr. Gutierrez, adding that in her opinion the social movement is going to

be very important, and it should start early, in order to model the right kinds of behavior. If children of color do not receive a friendly message from their school from the very beginning, this will have a dampening effect on their thirst for knowledge and self-esteem. If a student can't read by the third grade, chances are he will not complete the high school and drop out by the eighth grade. Dr. Gutierrez stated that it is very important to demonstrate that having a college degree is no longer a luxury, but absolutely essential. The latest research by Lumina shows that over 63 percent of jobs in the American economy in year 2020 will require some kind of postsecondary credential.

In addition to this comment, Dr. Lomax said that this social movement should be inspired by changing the narrative. He said that at UNCF they tell the stories of real life students. Dr. Lomax stated it is most important to inspire young people who need to get on this path themselves and be determined and persistent.

Mr. Alvarez commended the Commission on the resolution on closing the achievement gap that will be approved later during the meeting. This action shows that the Commission wants to collect data and wants to be accountable for it as a state.

Mr. Bland asked Dr. Lomax to talk about the issue of higher education attainment vis-à-vis race and racism in history. Dr. Lomax said that any time there is a talk about racism in this country a painful sore is being opened. It is important to understand that for generations African-Americans have been viewed as intellectually incapable, subject only to certain educational opportunities. The country has grown beyond that, but there is still some residual effects. Dr. Lomax expressed hope that people will think out of the box on how to solve this problem. For him, this means making sure that more children are visiting various campuses; enlisting the alumni of historically black colleges to do the counseling; bringing churches to inspire the children; involving the black community. Dr. Lomax pointed out that it is necessary to recognize that racism has been an issue and move beyond it by actually engaging both white and black communities, so that it is really one community.

In response to a question from Ms. Rozow about the ways to make the students stay in college and graduate, as well as about the role of diversity in advising, Dr. Gutierrez said that some of the institutional rules need to change to reflect the 21st Century students and their objectives. Dr. Gutierrez stated that it is necessary to provide incentives for the students to complete. Some legislatures, like Indiana's, started to make sure that the students are taking Statewide Transfer General Education Core courses. Dr. Gutierrez mentioned Lumina's three big frontiers that they see: first, student aid, which is both state and federal issue; second, building a better credentialing system for the nation; and the third, the new methods of delivery.

Dr. Lomax added that the children who go to college directly after high school do not succeed because they have academic and social emotional issues. It is necessary to learn how to deliver support to those students effectively and efficiently, using technology and people. There is also a huge number of non-18 year olds who need to get more education; but they can't get it in the traditional way; however, online classes will be an option for them.

Mr. Alvarez made a comment that the democratization of education is already on the way; it's been offered free through several online organizations. Traditional education is not just 18-19-year olds going to college anymore; working adults are more traditional now, so the system has to be adjusted.

Ms. Lubbers thanked Dr. Lomax, who needed to leave early, for providing the information and inspiration that the Commission needed to do its work.

Responding to Ms. Moran-Townsend's question about the ways to get back to college the 700,000 of Hoosiers who have some college credits, but no degree, Mr. Alvarez said that it has been discovered through Western Governors' University (WGU) that if the students are given credit for the work experience, they get much closer to completing a degree.

In response to Mr. Bland's question regarding an immediate opportunity for the Commission in terms of policy, Dr. Gutierrez said that it is time to start implementing the goal. Indiana is taking a lead in looking at how the goal could be applied individually to the institutions. The same can be done for population groups, and for communities.

Answering Mr. Fisher's question, Dr. Gutierrez said she did not have the numbers of the completion degrees for African-Americans in the country right now; however, Lumina will have the latest report by the end of April, using the US Census data, and the report will have all the attainment data for each population group.

Mr. Fisher made some brief comments about the education work that was done at a foundation where he works. He mentioned some programs that worked and those that did not, and how his company learned a lot about being prescriptive.

Ms. Moran-Townsend asked Mr. Bland to share a comment he made during the morning discussion, regarding the disparity of language between various households.

Mr. Bland said that there is data that indicates life-long success based upon the number of words the children are learning in the early years. Mr. Bland made a supporting observation that it is not only the number of vocabulary words that matters, but also the type and the quality of these words. If the vocabulary is negative and non-inspirational, it further perpetuates the likelihood that it will not lead to a success.

Ms. Moran-Townsend thanked the panelists.

III. TIME-SENSITIVE ACTION ITEMS

A. Resolution to Close the Achievement Gap

R-13-02.3 **WHEREAS**, the Indiana Commission for Higher Education (“Commission”) has set a goal that 60 percent of the state’s population complete education beyond high school by the year 2025; and

WHEREAS, Indiana currently ranks 40th in the nation in education attainment with only a third of Hoosiers having completed education beyond high school; and

WHEREAS, increasing education attainment in Indiana will provide Hoosiers with more opportunities, higher earnings and greater job security; and

WHEREAS, increasing education attainment in Indiana will provide the state with a stronger economy, a stronger workforce and a stronger middle class; and

WHEREAS, less than a third of Hoosier college students currently earn a four-year degree and just over half graduate after six years; and

WHEREAS, unacceptable disparities in college completions rates exist between underrepresented student populations and Indiana's college population as a whole; and

WHEREAS, Indiana's current four-year college completion rates are 40 percent for the White student population, 35 percent for the Hispanic student population and 16 percent for the Black student population; and

WHEREAS, Indiana's current six-year college completion rates are 59 percent for the White student population, 53 percent for the Hispanic student population and 34 percent for the Black student population; and

WHEREAS, these persistent disparities in Indiana's college completion and education attainment rates create enduring inequities in the economic well-being and opportunities afforded to Hoosiers,

NOW THEREFORE BE IT RESOLVED,

- I. That the Commission for Higher Education sets a goal that Indiana's college completion achievement gap between underrepresented student populations and the overall student population will be reduced in half by the year 2018 and eliminated by 2025;
- II. That the Commission calls upon Indiana's higher education institutions to publicly set targets for closing completion rate gaps for underrepresented populations; and
- III. That the Commission will annually publish the college completion rates for student demographic groups and highlight successful strategies for closing the

achievement gap as part of the Indiana College Completion Report (Motion – Fisher, approved by consensus).

B. Capital Projects for Which Staff Proposes Expedited Actions

R-13-02.4 **RESOLVED:** That the Commission for Higher Education approves by consent the following capital project(s), in accordance with the background information provided in this agenda item:

- Purdue University – Indianapolis: Lease of Space at Wishard Hospital for Pharmacy Program - \$3,266,185 (est)
- Indiana State University – Terre Haute Campus: Demolition of Statesman Towers - \$4,000,000 (Motion – Bepko, second – Fisher, unanimously approved)

IV. RHAM Item Update

A. Statewide Transfer General Education Core and Credit Creep

Dr. Ken Sauer, Senior Associate Commissioner, Research and Academic Affairs, presented this item.

First, Dr. Sauer referred to Statewide Transfer General Education Core in the Agenda book on page 24. He explained that the legislation created the Statewide Transfer General Education Core; this Core was supposed to be developed by December 1st, and the institutions did a great job in meeting that deadline. The next deadline in legislation is May 15, and that is the date by which Statewide Transfer General Education Core needs to be implemented.

Dr. Sauer pointed out that many details need to be sorted out before the Core can be implemented, and it would affect students entering college in the next academic year. The faculty groups began to draw the registrars in the process, to get their practical perspective in the implementation plans. Dr. Sauer added that some frequently asked questions are going to be developed, as well, to serve as a guide not only to the registrars, but to the students, counselors and advisors.

Dr. Sauer mentioned grades as one of the issues involved with the implementation of the Core. The overall GPA has to be 2.0 after finishing 30 credit hours in order for General Education Core to count in the way it is called for by the legislation; in other words, if a student completes Core in one campus, it can transfer and serve as meeting the equivalent Core in any public institution.

As to the individual course grades, continued Dr. Sauer, a two-part principle is developing. One is that a student needs to have a passing grade in the course in order for it to count toward fulfilling the Statewide Transfer General Education Core. However, there is another aspect to this. For example, the course is needed not just to satisfy the General Education Core requirements, but for the major, as well; so in order for the

course to count toward meeting this requirement, a student needs to have a C or better. If the student does not, this credit would be counted as undistributed credit for an elective.

Dr. Scheller inquired whether an individual course could transfer with just a D grade, to which Dr. Sauer responded in affirmative; however, he pointed out that it would transfer in the context of meeting the entire General Education Core; for example, if the student takes a science course with a lab; in a lecture portion he gets a B, and in a lab section he gets a D; this course still could be transferred. It reflects the campus policy and would be consistent with the similar way both native and transfer students would be treated; and this is what the legislature calls for.

Next issue mentioned by Dr. Sauer is dealing with AP credit, dual credit and transfer credit from other institutions. Existing state laws and policies dealing with dual credit and AP courses should apply in cases when someone takes a course from another institution, outside Indiana public institutions, or in Indiana non-public institutions that participate in CTL (Course Transfer Library). That led to the conclusion that as long as the institution is regionally accredited, and as long as the receiving institution is certifying that the student has completed the Statewide Transfer General Education Core, then it will count toward this Core and will satisfy it.

Dr. Sauer noted that this principle is in the spirit of the legislation and it is intended to encourage students to try to complete their Core. There is an emphasis in a quality section in *“Reaching Higher, Achieving More”* on student learning outcomes. It is important to keep reminding everybody that this Core is consistent with the language of the legislation and is built upon it. Dr. Sauer added that he had circulated that document among colleagues in other states, and received a very positive reaction. It is because the development of this Core started with looking at what students are supposed to know, and what they are expected to know and do when they complete this Core. Dr. Sauer complemented the institutions for including learning outcomes in this Core.

In conclusion, Dr. Sauer mentioned that after the implementation work is done, the Commission will start working on the assessment aspect.

Ms. Moran-Townsend congratulated Dr. Sauer on this work.

Mr. LaMothe pointed out that the fact that a student can transfer credit with 1.0 GPA (or D) is out of sync with the institutions’ policy of academic probation or dismissal of a student if he has 2.0 GPA or less.

In response to Ms. Rozow’s question whether there are efforts to work on a dual credit quality, Dr. Sauer responded in the affirmative. He mentioned a report prepared by Higher Learning Commission and funded by Lumina, which also reflects some very good Indiana’s policies that are in place.

Referring to Mr. LaMothe’s comment, Dr. Mary Ostrye, Provost and Senior Vice President, Ivy Tech State College, said that university representatives had extensive conversations regarding both transfer and probation policies, and have agreed that this works. A student can’t transfer with less than 2.0; this is one of the foundational principles. However, if a student is transferring a whole set of competencies, then even with a D in one course, the faculty might say that the competencies are met.

Dr. Scheller encouraged the faculty group to consider certain accreditation requirements for dual credit.

Dr. Sauer confirmed that in order to offer dual credit the institutions are to be accredited by NACEP (National Alliance of Concurrent Enrollment Partnerships) or go through a state process, which uses NACEP's standards, as the basis for the approval. Dr. Sauer added that it is necessary to encourage institutions and campuses to have dialogues on these particular situations as they arise.

Dr. Sauer also mentioned that the Commission has reports from all the institutions, which have made a lot of progress toward reducing credit hours to the standard expectations.

V. INFORMATION ITEMS

- A. Status of Active Requests for New Academic Degree Programs
- B. Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action
- C. Capital Improvement Projects on Which Staff Have Acted
- D. Capital Improvement Projects Awaiting Action

VI. NEW BUSINESS

Mr. Bland thanked Dr. Sauer and the staff for their work.

VII. OLD BUSINESS

There was none.

VIII. ADJOURNMENT

The meeting was adjourned at 3:25 P.M.

Marilyn Moran-Townsend, Chair

Chris LaMothe, Secretary

COMMISSION FOR HIGHER EDUCATION

Thursday, May 9, 2013

REPORT ITEM A: **College Readiness Reports**

Background

CHE has published this year's College Readiness Reports. Molly Chamberlin will give an overview of what's new in this year's report and what the data say.

Supporting Documents

State of Indiana College Readiness Report

Indiana College Readiness Report

2011 High School Graduates State of Indiana



High School Graduates Enrolling in College

Breakdown	# of HS Graduates	# Enrolled in College	% Enrolled in College
High School Diploma Type			
Honors	20,835	18,968	91%
Core 40	35,096	22,123	63%
General	14,491	3,747	26%
High School Graduation Waiver Status			
Graduated with Waiver	5,788	1,557	27%
Graduated without Waiver	64,634	43,281	67%
Advanced Placement Status			
Took and Passed an AP Test	9,778	8,834	90%
Took but Did Not Pass an AP Test	11,723	10,225	87%
Did Not Take an AP Test	48,921	25,779	53%
21st Century Scholar Status			
21st Century Scholar	7,490	5,588	75%
Non 21st Century Scholar	62,932	39,250	62%
Socioeconomic Status			
Free or Reduced Lunch	20,970	10,535	50%
Non Free or Reduced Lunch	49,452	34,303	69%
Race/Ethnicity			
White	56,116	36,304	65%
Black	7,030	4,381	62%
Hispanic	4,045	2,003	50%
Asian	1,079	807	75%
Other	2,152	1,343	62%
All Students	70,422	44,838	64%



High School Graduate Enrollment by College Type

College Type	# of HS Graduates	% of Total HS Graduates
Indiana Public College	33,936	48.2%
Indiana Private College (non-profit)	5,099	7.2%
Indiana Private College (for-profit)	118	0.2%
Out-of-State Public College	2,778	3.9%
Out-of-State Private College (non-profit)	2,590	3.7%
Out-of-State Private College (for-profit)	199	0.3%
Non-degree Granting School	118	0.2%
Did Not Enroll in College	25,584	36.3%

Indiana College Readiness Report

2011 High School Graduates State of Indiana



Indiana Public College Students Needing Remediation

Breakdown	# Enrolled in IN Public College	# Needing Remediation	% Needing Remediation	# Earning Remedial Credits	% Earning Remedial Credits
High School Diploma Type					
Honors	13,233	915	7%	827	90%
Core 40	17,643	7,183	41%	5,210	73%
General	3,060	2,528	83%	1,305	52%
High School Graduation Waiver Status					
Graduated with Waiver	1,284	1,094	85%	570	52%
Graduated without Waiver	32,652	9,532	29%	6,772	71%
Advanced Placement Status					
Took and Passed an AP Test	5,820	201	3%	178	89%
Took but Did Not Pass an AP Test	7,534	1,107	15%	903	82%
Did Not Take an AP Test	20,582	9,318	45%	6,261	67%
21st Century Scholar Status					
21st Century Scholar	4,826	1,787	37%	1,255	70%
Non 21st Century Scholar	29,110	8,839	30%	6,087	69%
Socioeconomic Status					
Free or Reduced Lunch	8,661	4,058	47%	2,512	62%
Non Free or Reduced Lunch	25,275	6,568	26%	4,830	74%
Race/Ethnicity					
White	27,325	7,656	28%	5,562	73%
Black	3,334	1,846	55%	974	53%
Hispanic	1,625	654	40%	490	75%
Asian	631	119	19%	90	76%
Other	1,021	351	34%	226	64%
All Students	33,936	10,626	31%	7,342	69%



Indiana Public College Remediation by Subject

Subject	# Enrolled in IN Public College	% of Total Enrolled in IN Public College	# Earning Remedial Credits	% Earning Remedial Credits
Math Only	5,713	17%	4,227	74%
English/Language Arts Only	1,223	4%	896	73%
Both Math and English/Language Arts	3,690	11%	2,219	60%
No Remediation	23,310	69%	--	--

Indiana College Readiness Report

2011 High School Graduates State of Indiana



Indiana Public College Enrollment by College

College	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Ball State University	3,247	9.6%
Indiana State University	2,069	6.1%
University of Southern Indiana	1,734	5.1%
Indiana University-Bloomington	4,452	13.1%
Indiana University-East	331	1.0%
Indiana University-Kokomo	372	1.1%
Indiana University-Northwest	610	1.8%
Indiana University-Purdue University-Indianapolis	2,656	7.8%
Indiana University-South Bend	829	2.4%
Indiana University-Southeast	695	2.0%
Indiana University-Purdue University-Fort Wayne	1,544	4.5%
Purdue University-Calumet Campus	682	2.0%
Purdue University-North Central Campus	506	1.5%
Purdue University-Statewide Technology	99	0.3%
Purdue University-West Lafayette	3,362	9.9%
Ivy Tech Community College	8,870	26.1%
Vincennes University	1,878	5.5%



Indiana Public College Enrollment by Degree Type

Degree Type	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Bachelor's Degree (four-year)	22,057	65.0%
Associate Degree (two-year)	10,929	32.2%
Award of at least 1 but less than 2 academic years	242	0.7%
Award of less than 1 academic year	154	0.5%
Unclassified undergraduate	554	1.6%



Indiana Public College Enrollment by Status

Status	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Full-Time Students	27,344	81%
Part-Time Students	6,592	19%

Indiana College Readiness Report

2011 High School Graduates State of Indiana



Indiana Public College Enrollment by Program Type

Program Type	# Enrolled in IN Public College	% of Total Enrolled in IN Public College
Arts and Humanities	5,320	16%
Business and Communication	4,934	15%
Education	2,340	7%
Health	4,546	13%
Science, Technology, Engineering, and Math (STEM)	6,153	18%
Social and Behavioral Sciences and Human Services	2,915	9%
Trades	2,151	6%
Undecided	5,577	16%



Indiana Public College Student Performance

Breakdown	# Enrolled in IN Public College	Average Freshman Year GPA	Average Freshman Credit Hours Earned
High School Diploma Type			
Honors	13,233	3.1	27.46
Core 40	17,643	2.3	17.97
General	3,060	2.0	9.79
High School Graduation Waiver Status			
Graduated with Waiver	1,284	2.1	10.85
Graduated without Waiver	32,652	2.6	21.33
Advanced Placement Status			
Took and Passed an AP Test	5,820	3.2	28.52
Took but Did Not Pass an AP Test	7,534	2.7	24.56
Did Not Take an AP Test	20,582	2.3	17.45
21st Century Scholar Status			
21st Century Scholar	4,826	2.3	19.84
Non 21st Century Scholar	29,110	2.6	21.11
Socioeconomic Status			
Free or Reduced Lunch	8,661	2.2	16.78
Non Free or Reduced Lunch	25,275	2.7	22.35
Race/Ethnicity			
White	27,325	2.6	21.73
Black	3,334	2.0	15.25
Hispanic	1,625	2.4	18.78
Asian	631	2.9	25.55
Other	1,021	2.3	18.68
All Students	33,936	2.6	20.93

Indiana College Readiness Report

2011 High School Graduates State of Indiana

Data sources: Commission for Higher Education, Indiana Department of Education, and National Student Clearinghouse.

NOTES

- Count of high school graduates and associated disaggregations are based on the total count of graduates reported on the IDOE-GR report for 2011. Graduate counts are NOT cohort graduate counts. As such, graduate counts and associated disaggregations may not match cohort graduate counts and associated disaggregations reported in other places, such as DOE Compass.
- 21st century scholar status is based on students who were eligible for affirmation and affirmed. Students who were enrolled as scholars but did not affirm, or students who affirmed but were not eligible, are not considered 21st century scholars for this report.
- Enrollment information on page 1 represents all students enrolled in postsecondary education, regardless of institution type, as reported by the National Student Clearinghouse and Indiana public higher education institutions. A student was considered enrolled only if: a) s/he was enrolled as a degree or certificate-seeking undergraduate student during the 2011-12 school year; b) s/he was enrolled for the equivalent of at least one semester during the 2011-12 school year.
- Information on pages 2-4 represents only students who enrolled in an Indiana public postsecondary institution.
- To be counted as earning remedial credits, a student needed to earn credits in the subject(s) in which s/he was identified as needing remediation. If a student was identified as needing remediation in both English and Math, the student would need to earn credits in both English and Math in order to be counted as earning remedial credits.
- Full time enrollment status is defined as enrolled in 12 or more credits in the semester of entry. Part-time enrollment status is defined as enrolled in fewer than 12 credits in the semester of entry.
- *** means data were suppressed for that cell because fewer than 10 students appeared in that cell. Also, because of complementary suppression rules, at least two cells had to be suppressed for each category and disaggregation. As a result, in some cases, cells with more than 10 students were suppressed.

COMMISSION FOR HIGHER EDUCATION

Thursday, May 9, 2013

DISCUSSION ITEM A: Public Square – Remediation Redesign

Background

Nationwide, 1.7 million students enter remediation each year at a cost of \$3 billion to students and states. Over half of students at two-year colleges are placed in remediation and nearly one in five at four-year colleges. In Indiana, 41 percent of Core 40 graduates and 83 percent of general diploma graduates enter college needing remediation. For Core 40 graduates, one-quarter will never make it out of remediation and for general diploma graduates, only half will.

The Public Square will feature panelists integral to the remediation landscape in Indiana.

Supporting Documents

Panelist Bios

Remedial Education Joint Statement

Charles A. Dana Center

Complete College America

Education Commission of the States

Jobs for the Future

The Economic Payoff for Closing College Readiness and Completion Gaps

Jobs for the Future

Remediation: Higher Educations' Bridge to Nowhere

Complete College America

Ed Clere
State Representative, House District 72

State Rep. Ed Clere is serving his third term in the Indiana House of Representatives. He represents most of Floyd County, including the city of New Albany. Rep. Clere is the chairman of the House Public Health Committee. He also serves on the Education and Public Policy committees. In addition, he is a legislative appointee to the board of Indiana's CHOICE program, a state-funded program that helps seniors and people with disabilities stay in their home and avoid institutional care. He is also a legislative appointee to the boards of the Indiana School for the Deaf and the Indiana State Museum and Historic Sites Corporation, and to the Lewis and Clark Bicentennial Commission. Rep. Clere is a 2010 graduate and current co-chair of the Bowhay Institute for Legislative Leadership Development, a program for newer legislators offered by the Midwestern office of the Council of State Governments.

Rep. Clere coaches youth soccer and serves on the board of the New Albany-Floyd County Habitat for Humanity affiliate and the Cardinal Ritter Birthplace Foundation. He also serves on the LifeSpan Resources Advisory Council and the Floyd County Community Corrections Advisory Board. An advocate of historic preservation, he serves on a revolving loan committee for Indiana Landmarks, a statewide nonprofit organization.

Rep. Clere earned a bachelor's degree in sociology at Indiana University Southeast. He is a graduate of Leadership Southern Indiana. He has worked as a Realtor since 2001. Rep. Clere and his wife, Amy, a teacher, live in New Albany. They have five children.

Stan Jones
President, Complete College America

Following three decades successfully reforming higher education in Indiana as Commissioner of Higher Education, state legislator, and senior advisor to the governor, Stan Jones founded Complete College America in order to build a network of states committed to substantially increasing the number of Americans with a postsecondary credential. As of today, 31 states have joined Complete College America's Alliance of States.

Mr. Jones began his longstanding commitment to education in 1974, when, at the age of 24, he was elected to the Indiana House of Representatives. As a member of both the House Education and State Budget committees, he developed expertise in higher education and higher-education finance. Stan served 16 years in the Indiana State Legislature and more than five years as a senior advisor to Governor Evan Bayh. His service as Indiana Commissioner for Higher Education spanned 12 years and the tenure of four different governors from both political parties.

As Commissioner, he was credited as a primary architect of several landmark education policy initiatives in Indiana. These initiatives include the 21st Century Scholars program, an early promise scholarship program aimed at increasing the number of low-income students attending and completing a postsecondary education; the development of Indiana's new community college system; the creation of Indiana's Education Roundtable; and the implementation of Core 40, a college prep curriculum that has contributed to a significant increase in high school seniors going to college.

Jaclyn Dowd
Deputy Commissioner of Policy, Education and Training
Indiana Department of Workforce Development

Jaclyn Dowd serves as the Deputy Commissioner of Policy, Education and Training for the Indiana Department of Workforce Development. Jackie's responsibilities include oversight of Workforce Investment Act policies, strategic alignment of youth initiatives, adult education administration, and post-secondary career and technical education toward relevant, reliable and visible delivery of basic and occupationally-focused education and post-secondary training. Additionally, Jackie is executive director to Indiana's Workforce Investment Board.

Jackie has experience in policy reformation and implementation; curriculum development and instruction; state-wide reform advocacy; employer outreach; development of collaborative partnerships; and creation of counseling and assessment strategies for application one-on-one and in group settings. Jackie is a qualified practitioner of the Strong Interest Inventory® and a certified practitioner of the Myers-Briggs Type Indicator®. Prior to joining the State in May 2009, Jackie served for five years as project director for the Internship and Career Services department at Butler University. Additionally, Jackie served as the former director of constituent services for a U.S. Congressman where she worked for seven years. Jackie holds a Bachelor of Science degree from the Indiana University Kelley School of Business and an MBA from Butler University.

Thomas Snyder
President, Ivy Tech Community College

Thomas J. Snyder serves as president of Ivy Tech Community College, the largest institution of higher education in Indiana and the nation's largest singly-accredited statewide community college system.

Appointed in 2007, President Snyder leads the strategic, academic and operational processes of Indiana's largest and fastest growing college serving more than 200,000 students annually at 30 campuses and 100 learning centers that provide a full-spectrum of educational resources, transfer credits, associate degrees, workforce training and professional certification.

President Snyder successfully led the college through a 10-year accreditation process and has been nationally recognized for efforts and achievements, including a feature in *The Chronicle of Higher Education* as one of seven community college Presidents making a difference and as the 2009 Freedom Award recipient by the Dr. Martin Luther King, Jr. Indiana Holiday Commission for providing major, positive, societal influence in the community.

Snyder was selected by President Barack Obama to serve on a Roundtable on Affordability and Productivity in Higher Education at the White House in Washington, D.C.

Core Principles for Transforming Remedial Education: A JOINT STATEMENT

*Charles A. Dana Center
Complete College America, Inc.
Education Commission of the States
Jobs for the Future*

DECEMBER 2012

Glossary of Terms

1. **Degrees and certificates of value.** Postsecondary credentials that are in demand in the workforce and therefore lead to livable wage job opportunities and/or provide a sound foundation for further education and training.
2. **Remedial education.** Required instruction and support for students who are assessed by their institution of choice as being academically underprepared for postsecondary education. The intent of remedial education is to educate students in the skills that are required to successfully complete gateway courses, and enter and complete a program of study.
3. **Gateway courses.** The first college-level or foundation courses for a program of study. Gateway courses are for college credit and apply to the requirements of a degree.
4. **Programs of study.** A set of courses, learning experiences, and learning outcomes required for a postsecondary credential that are defined by academic departments within colleges and universities.
5. **Meta-majors.** A set of broad content areas that students choose upon enrollment at a postsecondary institution. A meta-major includes a set of courses that meet academic requirements that are common across several disciplines and specific programs of study. Enrollment and completion of meta-major courses guide students through initial academic requirements and into programs of study.

Background

Higher education has always been a pathway to opportunity. For generations of Americans of all backgrounds, an education beyond high school has led to upward mobility in our society. This role for higher education is more important today than ever before. With evidence suggesting that a ticket to the middle class comes in the form of a postsecondary credential, institutions must take extraordinary measures to ensure that those who seek a postsecondary credential are able to earn it.

To improve their economic futures, postsecondary students need to enter academic programs that result in degrees and certificates of value that prepare them for either further education or entry into the workforce. Across our country, state policymakers, higher education systems, and individual institutions are implementing new ways to improve college completion rates without sacrificing quality or access.

As states and institutions embark on ambitious reforms, it has become increasingly clear that improving the success of students who are currently assessed and then placed into remedial education courses is pivotal to the college completion agenda in states. With half of all students in postsecondary education taking one or more remedial education courses and college completion rates for those students well below state and national goals, it is critical that remedial education reform is an essential component of state and national college completion efforts at both the institutional and state policy level.

Innovations in the field are showing the way

Fortunately, research and practice over the past several years have begun to revolutionize the way faculty, institutions, and state systems deliver remedial education. We have seen groundbreaking research on the causes of remedial education students' failure, the growth of new evidence-based practice, and ambitious college and system-wide strategies to implement effective practices at scale. A central theme of these innovative approaches is to accelerate mastery of college-ready skills, completion of gateway courses, and enrollment into programs of study.

As a result of these impressive efforts, we have drawn the conclusion that remedial education as commonly designed and implemented — that is, sequences of several semester-long courses that students must complete before gaining access to college-level gateway courses — does not work.

Further, student outcomes cannot be improved at scale through incremental changes to existing courses, instructional practices, or policies that keep the current system of remedial education fundamentally unchanged. Lessons from emerging research and from the best innovators in the field point to the need for a new approach, one that enables unprepared students to receive academic and other supports they need to move quickly and effectively into and through a set of gateway courses aligned to programs of study that lead to a valued postsecondary credential.

Our purpose

As a result of new research and promising practice, we have more clarity than ever about how we can fundamentally transform our system of support that results in improved success for all students. To propel the movement forward, this statement offers a set of clear and actionable principles that, although not the final word on remedial education reform, sets a new course that can dramatically improve the postsecondary success of millions of students across the nation.

To be clear: The principles that guide this statement advocate changing current remedial education systems so that all students, no matter their skill levels or background, have a real opportunity to earn a college credential. Some may see this statement as supporting changes that discourage or divert students from their pursuit of a college credential. Nothing is further from the truth. Rather, we believe the systemic changes we propose, all of which can be found in some colleges and state systems around the country, are much more likely than current practice to provide a clear path that all students can follow to achieve their academic and career goals. In the end, the strategies we propose increase overall college completion rates, particularly among students who have traditionally been underserved by our postsecondary institutions.

To get there, we must shift our focus from improving student success in individual remedial education courses, or in a sequence of courses, to improving student progress through gateway courses and into programs of study that lead quickly and efficiently to completion of a credential of value.

This statement is not a comprehensive overview of all research and practice in remedial education. However, it presents recent research that has altered our understanding of the strategies that can have an immediate and profound impact on student success rates. This statement is not the final word on the topic, but it should guide rapid and creative developments in the alignment of high school and college standards, new college readiness assessments, and emerging instructional strategies and technologies that will further improve how we meet the needs of students who are not fully prepared for postsecondary education.

We cannot wait to act on what we know. It is not fair to students — nor is it fair to the faculty who teach them. It makes little sense to ask educators to be held accountable for student results when they must operate within such a flawed system.

What We Have Learned

The current system of remedial education was built on a common sense premise that providing students more time to learn college-ready academic skills through a sequence of ever more demanding math and English courses would provide them the best opportunity to succeed in college. Unfortunately, there is growing evidence that the assumptions and associated practices underlying that approach are flawed. Instead, we have learned that long sequences of fragmented, reductive coursework are not an on-ramp to college for underprepared students, but a dead-end.

Recent research is making clear that if our goal is for students to enter and move through programs of study that lead to completion of a credential, remedial education as it is currently practiced simply cannot get us there. The following conclusions are based on dramatic research findings that reveal the failings of the current system and make the case for fundamental reform.

There is limited evidence of overall effectiveness in remedial education.

The numbers tell a dispiriting story. Half of all undergraduates and 70 percent of community college students take at least one remedial course.¹ Too many of these students never overcome being placed into a remedial course. Only about a quarter of community college students who take a remedial course graduate within eight years.² In fact, most students who are referred to remedial education do not even complete the remedial sequence: One study found 46 percent of students completed the sequence in reading and only 33 percent completed it in math.³

Remedial education course sequences are a key factor in high student attrition.

The long sequences of remedial education courses create many opportunities for students to drop out. A student may pass one remedial education course but fail to enroll in the next course. Worse yet, many who complete their remedial sequence never enroll in gateway courses. Thus, reforms to courses, while they may result in modest student learning gains, do not address the larger problem of students failing to persist through their remedial sequence or a college gateway course. Data collected by Complete College America found that among its participating states only 22 percent of community college students and 37 percent of students attending a four-year institution who were placed into remedial education math or English courses completed a gateway class in their designated subject area within two years.⁴ Not surprisingly, students placed in a sequence of three or more remedial courses have the hardest time. Students who start three levels below college level rarely complete their full sequence within three years — just 16 percent for math and 22 percent for reading.⁵ It has become increasingly clear that a significant number of students fail to enter a college program of study not because they fail any given remedial course but because they do not enroll in the subsequent remedial or gateway course.

The assessment and placement process is too often an obstacle to college success.

Colleges generally place students into remedial classes based primarily on a single score on a standardized test. Yet the evidence on the predictive validity of these tests is not as strong as many might assume, and research fails to find evidence that the resulting placements into remediation improve student outcomes. Recent research has found that a significant percentage of students who are placed into remedial education courses could succeed in gateway courses. An important new study by the Community College Research Center found that, in one community college system, between 40

and 50 percent of students who were placed in remedial math using a single placement exam could have earned a C or better in a gateway math course without remediation.⁶ In English, the study found somewhere between 40 and 65 percent of students who were placed into remedial English could have earned a C or better in a gateway English course without remediation. Despite the high stakes nature of tests that could significantly delay their progress to a degree, students are often unaware of their importance and consequently do not take the time to prepare or apply the necessary focus the exam demands. Further, most colleges do not require any kind of skills brush-up experience for students prior to administering placement tests. It is increasingly clear that the assessment and placement process alone may be denying students access to college-level courses.

The academic focus of remedial education is too narrow and not aligned with what it takes to succeed in programs of study. The tests used to place students in remedial classes focus on a very narrow set of skills in reading, writing, and math that often have little relationship to the content students need for their preferred programs of study. Remedial education courses are generally designed to prepare students for either college-level English composition or college algebra. Yet specific basic skills requirements differ across fields. For example, math needed for nursing is different from math needed for business or pre-engineering. Writing and reading conventions and skills also differ across fields. With its one-size-fits-all curriculum, remedial education does not provide solid academic preparation for the programs of study most students pursue. As a result, remedial education too often serves as a filter — which sorts students out of college — rather than as a funnel — guiding them into a program of study.⁷ Although the approach is new, there is growing evidence that contextualizing instruction and focusing on the skills students need to succeed in their program of study is much better than the one size fits all approach currently used in remedial education.

Remedial education does not adequately provide the non-academic supports many students need. Many students enter higher education without clear goals for college and careers. Many also lack college success skills such as note-taking, test-taking, paper writing, time management and career readiness skills that would enable them to choose a program wisely. Research indicates that students, particularly those who are unprepared for college, benefit from “non-academic” supports that help them explore and clarify goals for college and careers, develop college success skills, engage with campus culture, and address the conflicting demands of work, family, and college.⁸ Most remedial education, as it is typically designed, does not do any of these things. In fact, the stigma and frustration of having to revisit high school material, often taught in the same manner as in high school, frequently leads students to become discouraged and drop out.⁹

The longer it takes for students to select and begin a program of study, the less likely they are to complete a credential. The sequential structure of typical remedial education programs has another significant cost to students. Recent state-level research concluded that the sooner students enter an academic concentration, which is defined as three courses within an academic program, the more likely they are to succeed. More than half of students who entered a concentration in their first year earned a community college credential or transferred to a four-year college within five years. Of students who entered a concentration in their second year, only about a third completed a credential or transferred; for those who did not enter a program until their third year, the success rate was only around 20 percent.¹⁰ If students who have a good chance of success in a gateway course cannot quickly begin coursework within their chosen program or major, their odds

of success plummet. Unfortunately, this is the case for too many students, with research from one state indicating that only about 50 percent of community college students (and only 30 percent of low-income students) ever became program “concentrators” by passing at least three college-level courses in a single field — an important milestone on the way to completion.¹¹

The research is clear: Remedial education as it is commonly designed and delivered is not the aid to student success that we all hoped. It is time for policymakers and institutional leaders to take their cue from new research and emerging evidence-based practices that are leading the way toward a fundamentally new model of instruction and support for students who enter college not optimally prepared for college-level work.

Core Principles for a New Approach

We provide the following principles for creating a fundamentally new approach for ensuring that all students are ready for and can successfully complete college-level work that leads to a postsecondary credential of value. These principles provide a clear direction on how institutions and states should proceed in light of groundbreaking research, the heroic efforts of state and campus innovators, and the collective experience of our organizations.

Principle 1. Completion of a set of gateway courses for a program of study is a critical measure of success toward college completion.

Principle 2. The content in required gateway courses should align with a student's academic program of study — particularly in math.

Principle 3. Enrollment in a gateway college-level course should be the default placement for many more students.

Principle 4. Additional academic support should be integrated with gateway college-level course content — as a co-requisite, not a pre-requisite.

Principle 5. Students who are significantly underprepared for college-level academic work need accelerated routes into programs of study.

Principle 6. Multiple measures should be used to provide guidance in the placement of students in gateway courses and programs of study.

Principle 7. Students should enter a meta-major when they enroll in college and start a program of study in their first year, in order to maximize their prospects of earning a college degree.

Seven Core Principles

Principle 1. *Completion of a set of gateway courses for a program of study is a critical measure of success toward college completion.*

The goal of remedial education — helping students take and pass college-level math and English — is only the first step toward college success. The ultimate goal is for students to enter a program of study and complete a credential or degree of value. Remedial education as a stand-alone sequence does not generate momentum toward that ultimate goal. Institutions need to chart a trajectory for students that is focused on them completing gateway courses that lead into a program of study and ultimately to a credential.

Principle 2. *The content of required gateway courses should align with a student's academic program of study — particularly in math.*

Gateway courses provide a foundation for a program of study, and students should expect that the skills they develop in gateway courses are relevant to their chosen program. On many campuses, remedial education is constructed as single curricular pathways into gateway math or English courses. The curricular pathways often include content that is not essential for students to be successful in their chosen program of study. Consequently, many students are tripped up in their pursuit of a credential while studying content that they do not need. Institutions need to focus on getting students into the *right* math and the *right* English.

This issue is of particular concern in mathematics, which is generally considered the most significant barrier to college success for remedial education students. At many campuses, remedial math is geared toward student preparation for college algebra. However for many programs of study, college algebra should not be a required gateway course when a course in statistics or quantitative literacy would be more appropriate.

We also must remember that courses such as Anatomy and Physiology, Accounting 101, and Basic Drafting — not just college-level math and English — act as gateway courses for their respective programs. As a result, institutions should consider developing courses that teach remedial skills as a component of these courses. Resources should be devoted to mapping the content within programs of study to gateway courses and college-ready competencies so that students can build these skills within the context of their chosen field.

Principle 3. *Enrollment in a gateway college-level course should be the default placement for many more students.*

Recent research has concluded that there are many more students who could be successful in college-level gateway courses than are currently placed into them.

When there is some question whether a student is prepared for college-level work, institutions typically “play it safe” by placing them into a remedial course. Unfortunately, this approach backfires when students who thought they were college ready become discouraged and ultimately never find their way back to the gateway course. Institutions should change the question they ask during the placement process from why should a student be placed in a gateway course to why shouldn’t they? By changing our approach, institutions can shift from screening students *out* of gateway courses to making sure they are enrolled *in* the right courses that will facilitate their success. Institutions can then expand instructional support to students who are enrolled in gateway courses, which in turn can improve student success in gateway courses for all students — including those placed directly into the courses.

Principle 4. *Additional academic support should be integrated with gateway college-level course content — as a co-requisite, not a pre-requisite.*

If we broaden the range of students who are placed into gateway courses to include a substantial percentage who are currently assessed below college ready, then we must ramp up efforts to provide needed academic support to students alongside those courses. In truth, given high attrition rates in many gateway courses, effective academic support could benefit many students who are placed directly into gateway courses as well. The delivery of remedial content as a single semester co-requisite alongside college-level content, a one-year course pathway, or embedded remediation can take many forms. In all cases, the remedial instruction must be aligned and coordinated with the college-level course. Research at some institutions that have adopted this approach has found students succeeding in gateway courses at almost three times the rate of those who began in traditional remediation sequences.¹²

Approaches that show great promise include:

Single Semester Co-Requisite. In this approach, students receive remedial instruction while enrolled in a traditional single-semester gateway course. Remedial support is delivered through an aligned, remedial course or through non-course based options such as required participation in self-paced instruction in a computer lab or mandatory tutoring. The simplest strategy is extending instructional time after class (45 minutes) or adding additional hours to courses (five hours a week instead of three). These strategies are producing results that are two and three times better than traditional remedial sequences.¹³

One-Year Course Pathway. Students with more significant remedial needs would benefit from more robust instruction and enhanced learning supports in the form of a one-year, two-semester course sequence in which students pass the gateway course in one year. Course pathways are not shorter versions of traditional remedial courses, rather they are enhanced college-level courses aligned to a program of study with remedial instruction delivered in a just-in-time manner over the course of a year. Students in year-long statistics and quantitative literacy math pathways have completed gateway courses at rates two and four times higher than students referred one or two levels below college level and who participate in traditional remedial education sequences.

Embedded or Parallel Remediation in Career Technical Programs. For students enrolled in a certificate or applied degree program, embedding or providing parallel remediation within the courses or technical program offerings ensures that students are able to immerse themselves in the program of study that propelled their enrollment in postsecondary education in the first place. What is most promising about this approach is that it has proven to work with students who have more significant remedial education needs, including those who are eligible for adult basic education instruction.¹⁴

Principle 5. *Students who are significantly underprepared for college-level academic work need accelerated routes into programs of study.*

There are few proven postsecondary success strategies for students whose academic skills are below 9th grade level.

Yet this population cannot simply be cast aside or left on the margins. Promising programmatic and delivery alternatives must be developed, tested, and implemented.

While there are no easy answers for serving this population well, the research is clear, maintaining long remedial sequences and denying access to postsecondary education for these students are not viable options. We need a national commitment from state and federal policymakers, postsecondary systems and institutions, as well as the philanthropic community to develop and implement accelerated options that minimize the time that students spend in stand-alone remediation and ensure that they have realistic academic and career pathways available to them.

Some promising strategies emerging from the field demonstrate that an accelerated, single semester model or embedded remediation in career programs can work for a significant percentage of these students.¹⁵ We encourage the pursuit of instructional models that focus on more contextualized learning; making remediation contemporaneous with placement in shorter, but economically valuable technical certificate or appropriate degree programs; ensuring non-academic as well as academic readiness; and accelerating student progress so that they can move quickly to credentials that matter.

We encourage continued innovation and rigorous evaluation of these strategies to identify those that show the most promise and provide more access to the full range of postsecondary credentials and programs for these students.

While evidence of effective routes to success for these students is elusive, we encourage all those invested in increased college completion rates from policymakers to practitioners to venture forward in pursuit of evidence-based innovations.

Principle 6. *Multiple measures should be used to provide guidance in the placement of students in gateway courses and programs of study.*

The time has come to move past the practice of using a single placement exam, taken at one point in time, to determine student placement. Multiple measures that assess academic skills, student academic goals, and non-cognitive factors such as student motivation, effort, and efficacy are steps in the right direction. Simply incorporating high school grade point average into placement decisions is an efficient way to assess student capacity to pursue college-level work.¹⁶

The placement process, no matter how well designed, has limited ability to correctly predict future success. It should not be used to screen so many students out of gateway courses, as currently is the case. Its best use is to determine the academic and non-academic support that would best equip students to succeed in gateway courses.

Colleges should provide students with assessment guides, practice tests, and required prep sessions before they take placement exams. Students should know the implications of the assessment process and its potential impact on the pursuit of a credential.

Assessment results can be a useful component of an improved career and college guidance system that helps a student choose an appropriate program. An assessment system that uses multiple measures can help communicate to students their areas of strength and weakness, which options provide the greatest opportunities for success, and the requirements they must meet to succeed in their program of choice.

In the end, the placement process — which functions now as a way to decide who is placed in and out of remedial coursework — needs to play a role in helping students make an informed choice of a program of study.

Principle 7. *Students should enter a meta-major when they enroll in college and start a program of study in their first year in order to maximize their prospects of earning a college credential.*

With evidence suggesting that prospects for earning a college credential increase significantly for students who enter a program of study in their first year, institutions should design remediation and academic pathways accordingly. Colleges should develop academic pathways and degree maps that make it easier for students to proceed to a credential. Upon enrollment, students should be required to choose a meta-major (such as social sciences and human services, STEM, health careers and life sciences, or arts, humanities, and design) that would start students along a pathway to a credential of their choosing. Once started on the pathway, students should ultimately enter a more specific program of study by the end of the first year. Remediation should be integrated into and aligned with students' academic pathway, enabling students to take only the remedial content they need to succeed in and quickly enter their chosen program.

The academic pathway, leading into a student's chosen program, would be a default pathway to a credential, providing clarity to the otherwise confusing and unstructured registration process. Students wishing to opt out of the courses offered would need to consult with academic advisors before doing so to ensure that students stay on track for on-time graduation.

Moving Forward with Urgency

With the adoption of these seven principles, we envision students walking onto postsecondary campuses to an experience where their way into an academic pathway and through a specific program of study is clear of hurdles created by inefficiencies of the existing system. On that first day of class, most students will walk into (or log on to) college-level courses that are integral to their academic pathway. If they have difficulty mastering the content, they will receive the academic and non-academic supports they need in a just-in-time manner. If they are not prepared to succeed academically in gateway courses, alternatives to a long multi-semester sequence of remedial courses will be delivered. Institutions will measure student outcomes and the results will drive continuous improvement to maximize student success. After one year, students will have completed at least three courses in a chosen program of study and will have a clear roadmap to a college credential. In the end, students' experiences will match the optimism they felt when they decided to take the next step in their education, their career, and their life.

States, systems of higher education, and colleges need to match the aspirations of these students with actions that dramatically improve rates of degree and credential completion. The seven core principles should lead to a more coherent, contextualized, and completion-focused approach for all students. It can be done.

Institutions should not delay in implementing new and innovative practices based on these principles. At the state level, higher education officials and policymakers can implement new system and state policies that promote and support continuous improvement, successful innovation, and a commitment to scale. Institutions should develop fundamentally new systems for moving students into and through academic programs that lead to a credential. In addition, institutions should encourage and support faculty who employ innovative instructional and pedagogical strategies that take advantage of new technologies and research-based instructional practices.

One final note: Postsecondary leaders must work closely with K–12, adult basic education, and other training systems to reduce the need for remediation before students enroll in their institutions. Postsecondary institutions should leverage the Common Core State Standards by working with K–12 schools to improve the skills of their students *before* they graduate from high school. Early assessment of students in high school, using existing placement exams and eventually the Common Core college and career readiness assessments, which lead to customized academic skill development during the senior year, should be a priority for states. Similar strategies should be employed in adult basic education and English as a second language programs.

This is no time for merely testing the waters or for treading water. We can do better and both research and practice point the way forward. The task that lies ahead is to put this knowledge together with an urgency to drive large-scale change — for the sake of millions of students and families who are counting on postsecondary education as the first step to a better future.

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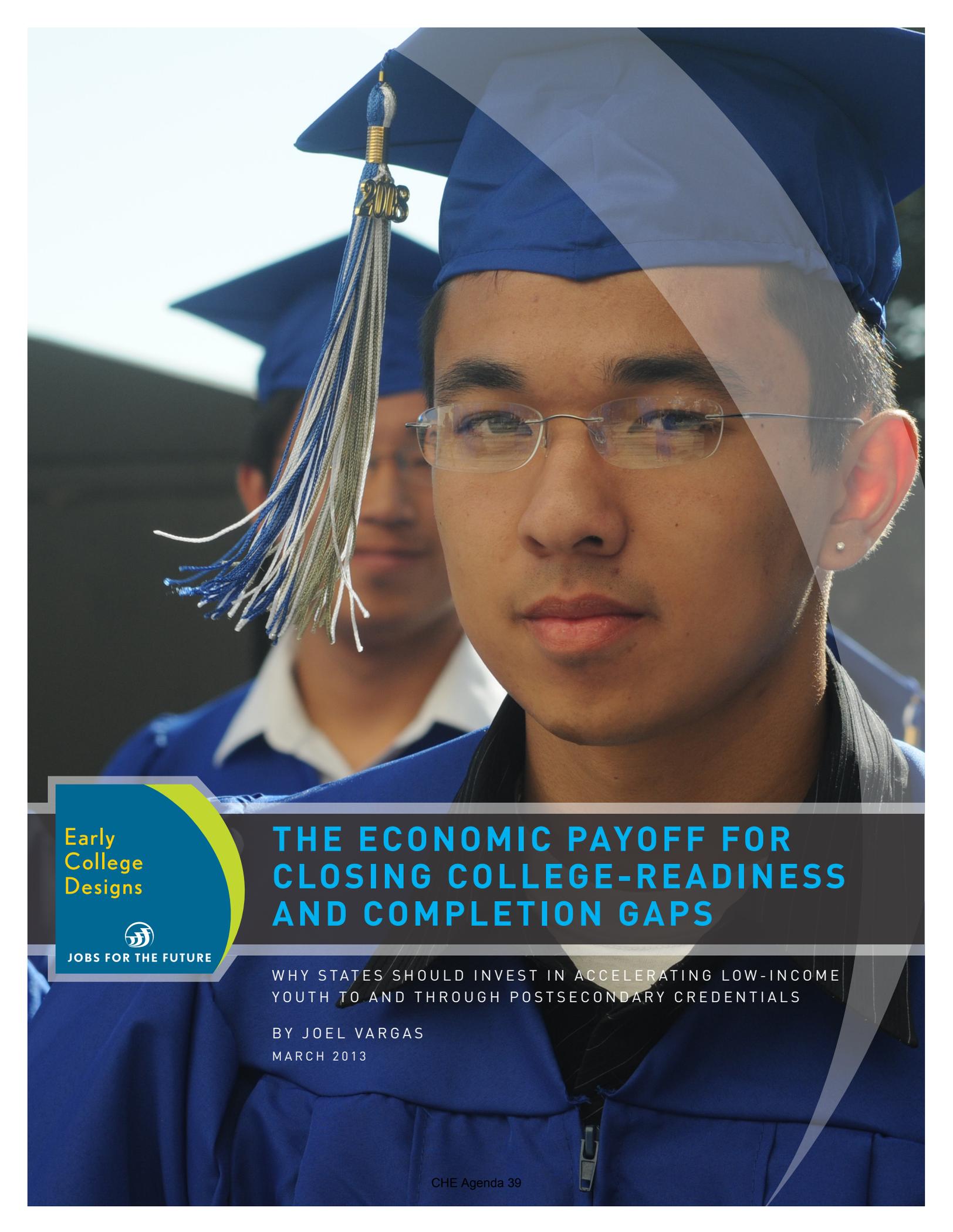
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THE ECONOMIC PAYOFF FOR CLOSING COLLEGE-READINESS AND COMPLETION GAPS

WHY STATES SHOULD INVEST IN ACCELERATING LOW-INCOME
YOUTH TO AND THROUGH POSTSECONDARY CREDENTIALS

BY JOEL VARGAS
MARCH 2013



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ABOUT THE AUTHOR

Joel Vargas is vice president at JFF, leading the High School Through College team. He also researches and advises on state policies to promote improved high school and postsecondary success for underserved students. Since joining JFF in 2002, Dr. Vargas has designed and implemented a research and state policy agenda for implementing early college designs; created policy frameworks, tools, and model legislation; written and edited white papers, research, and national publications; provided technical assistance to state task forces and policy working groups; served on a number of national advisory groups; and organized and presented at national policy conferences. He is coeditor of two JFF books: *Double the Numbers: Increasing Postsecondary Credentials for Underrepresented Youth* and *Minding the Gap: Why Integrating High School with College Makes Sense and How to Do It* (both published by Harvard Education Press).

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INTRODUCTION

The low rates at which U.S. college students complete a degree and the amount of time they spend in remedial coursework are national problems. The situation is particularly acute for low-income and other underserved youth, including populations such as Hispanic students that are growing the fastest in the country and that have some of the lowest success rates in our K-12 and postsecondary education systems.¹ It is a problem not only for the students, and not only because our economy and democracy depend on well-educated citizens, but also because it represents an inefficient use of personal and public investments in education. Every student who falls short of the goal of earning a high school diploma and a college degree represents a financial investment that did not pay off in a credential of value in the labor market.

In response, state policymakers and major foundations have invested in a variety of strategies to improve the college readiness of high school graduates, reduce the need for remedial courses in college, improve college completion rates, and reduce the “time to completion” of a degree. This brief supports the economic logic of such investments, in particular those that result in more low-income youth attaining the postsecondary credentials that can yield enormous benefits to students, families, and taxpayers.

Often, those benefits are described as long-term returns on investments: If more young people graduate from high school and college and earn the higher incomes associated with greater educational attainment, their increased contributions to local and state economies as working adults can be modeled and estimated.² Indeed, those benefits are significant, but this brief takes a different perspective. Jobs for the Future considers a shorter timeframe tied to a well-defined goal. Using a new, analytical, cost-benefit calculator, we estimate the savings specifically to state taxpayers of reducing the cost of a student’s successful completion of high school and college.

By cost to completion, we mean the amount of the public investment in K-12 and postsecondary education per high school student who completes high school and an Associate’s or Bachelor’s degree. This amount is a direct measure of the *productivity* of our education systems: the less spent for each successful outcome, the more productive the investment. Put another way, the more efficiently the education pipeline moves students through high school and to postsecondary degrees, the lower the cost to completion and the higher the return on the public’s investment in education.

JFF’s cost-to-completion model provides a tool for quantifying the benefits of making the progress of students more efficient through high school and into and through college. Moreover, it can show the impact of improving progress for populations by income status. When we make that type of calculation, it turns out that the benefits relative to the costs are particularly great for strategies that target low-income students and raise their rates of degree completion.

This methodology also can be applied to specific strategies. For example, over the past decade, JFF has developed and put into operation early college high schools, an educational strategy that exemplifies the potential for greatly reducing cost to completion. Early colleges are designed so that low-income students, as well as others less likely to go to or complete college, graduate from high school while simultaneously earning one to two years of college credit or an Associate's degree. They become better prepared for college in the process, experiencing college success even before completing high school.

Today, upwards of 300 early college schools serve roughly 90,000 students each year. The data show that early college students are completing high school at higher rates than their peers, graduating from high school better prepared for college, and entering and persisting in college at higher rates. They are also accelerating their progress toward college degrees: 56 percent earn an Associate's degree or two years of college credit by the time they graduate from early college.³

Because of the potential benefits associated with shortening the time to completion through early college and other *acceleration strategies*, especially for low-income students, this brief also examines the effect on cost to completion of raising educational outcomes in general to levels comparable to those of early college students.

This brief comes to three major conclusions, based on the cost-to-completion model:

1. Improving outcomes for low-income students will greatly improve the productivity of taxpayer investments in education.

A high return on investment can be achieved by closing gaps in high school graduation rates and college completion between low-income students and their higher-income peers (see section, "About the Model and Data," for how this paper defines low income and higher income on page 3). Given current median levels for state spending on K-12 and higher education, closing these gaps would reduce the cost of high school and college completion for low-income students by as much as \$1,371 per high school diploma, \$1,493 per Associate's degree, and \$3,212 per Bachelor's degree.

The savings add up quickly. For every 1,000 low-income high school graduates, the cost to completion would be lowered by \$1,371,000 ($\$1,371 \times 1,000$); \$1,493,000 for every 1,000 low-income Associate's degree earners; and \$3,212,000 for every 1,000 low-income Bachelor's degree earners.

2. Strategies that raise college and career readiness will pay off.

State and local investments that increase college-readiness rates are likely to yield high returns because they will lead to increased college completion rates (see section, "About the Model and Data," for how this paper defines college readiness on page 3). This will reduce the cost to college completion for each graduate, especially those from low-income backgrounds.

Increasing college-readiness rates for low-income students by 20 percent could lower the cost per Associate's degree earned by as much as \$1,148 in higher spending states—or \$1,148,000 per 1,000 Associate's degrees earned by low-income students.

3. Increasing college readiness and success through early college schools and other acceleration strategies can enhance productivity and offset additional investments—especially if they accelerate low-income students.

Improving the college readiness and success of students through acceleration increases the productivity of an education system substantially. That is, through dual enrollment, advanced placement, and other ways to earn college credit in high school, students gain momentum toward college completion.

The combination of improving college readiness and supporting low-income students to earn college credit toward degrees lowers cost to completion so much that additional investments in such strategies should more than pay for themselves. A state that spends on education at the level of Texas can lower the cost to completion by as much as \$4,711 per Associate's degree and \$4,194 per Bachelor's degree—or \$4,711,000 per 1,000 Associate's degrees and \$4,194,000 per 1,000 Bachelor's degrees.⁴

As state policymakers face tough choices in determining funding levels for educational programs, a cost-benefit analysis can help them weigh which investments are likely to get more bang per taxpayer buck. Such decisions are being played out now—for example, in the increasing prevalence of performance-based funding for colleges.

Whatever the funding vehicle, our analysis suggests that states should give greater weight in investments and incentives to strategies with strong evidence of raising college-ready graduation rates and successful college course-taking by low-income high school students.

ABOUT THE MODEL AND DATA

The basic premise of “cost to completion” is that it is a measure of the level of investment made for each student who reaches a specified educational outcome. To illustrate with hypothetical figures, assume a state spends \$10,000 annually per K-12 student (which happens to be close to the national average). Thus, for every 100 students, the state spends about \$1 million annually regardless of outcome. Over the course of four years—the expected time to graduation for an entering ninth grader—state spending per 100 students would be \$4 million. A state with a 100 percent graduation rate would have a cost to completion of a high school diploma of \$40,000 per graduate. However, if only half of the students graduate from high school, the cost to high school completion would double, to \$80,000 per graduate. Same cost, but for half the number of graduates.

Of course, states vary in their level of support for K-12 and higher education. Moreover, additional variables other than completion of a credential, such as the *time* to completion, affect the cost to completion.

To develop a standardized method for calculating the cost to completion for high schools and colleges in any state, JFF worked with Augenblick, Palaich, and Associates, who are experts in education finance. We created a dynamic tool that any state can use to calculate the costs and benefits of education improvement strategies, based on a variety of user assumptions about outcomes and costs. APA constructed the algorithms underlying the model, based on an analysis of longitudinal data by Optimal Solutions, Inc.

The model uses the following data about costs and student outcomes:

- To calculate state costs for K-12 education, the model uses 2009 per-pupil spending data from the National Center for Education Statistics for each state. These data are based on an average of total state, local, and federal expenditures on education across all school districts in a state. To facilitate analysis and comparison, given the complexity of education funding, the model assumes that those expenditures are, in effect, a state's costs for K-12 education.
- For state costs for higher education, the model uses each state's 2008 per-student cost data for two-year and four-year public colleges, obtained from the Delta Cost Project at the American Institutes of Research (Desrochers, Lenihan, & Wellman 2010). The data used are the state share of college costs for community colleges (for Associate's degree costs) and the public research sector (Bachelor's degree costs). The state share is what the Delta Project calls the “average subsidy portion” of education and related costs, which does not include student tuition.

- > To model students' education paths and outcomes, the model uses the National Educational Longitudinal Survey for students who started high school in 1988.⁵

The model calculates cost to completion by applying costs to students' educational paths taken over 12 years from the time they start high school. The default calculations are based on the actual outcomes from students in the NELS. However, users of the tool can change the calculations of cost to completion based on three NELS variables.

- > **High school graduation rate:** This rate enables users to understand the cost to reach high school graduation, which is the primary pathway to college entry.
- > **College-readiness rate:** Academic preparation in high school correlates closely with college success. For the purposes of analysis, Optimal and APA categorized students as college ready who scored "highly qualified," "very qualified," and "somewhat qualified" for college based on a NELS composite variable comprising student performance on college admissions and other exams, GPA in high school academic courses, and class rank.
- > **Family income:** Educational attainment correlates closely with socioeconomic status. This is evident in NELS and documented in research. We classified students as low income whose reported family income, given the number of family members, was calculated to be at a level below 185 percent of the federal poverty rate. We classified all other students as higher income.

Manipulating these variables changes cost-to-completion estimates. For example, because college readiness is positively correlated with college completion in NELS, raising the college-readiness rate in the model correspondingly raises the college completion rate and lowers the cost to completion.

IMPROVING OUTCOMES FOR LOW-INCOME STUDENTS WILL GREATLY IMPROVE PRODUCTIVITY

Family income is strongly associated with a student's educational attainment. Low-income students have significantly lower rates of completing high school and college than their higher-income peers. A cost-to-completion analysis illustrates this gap in stark economic terms. Inadequate support for low-income students not only hurts individual students, but it also results in great inefficiencies in state education investments. As illustrated below, states can realize significant gains in efficiency by closing gaps between low-income and higher-income students in terms of high school graduation and college completion rates.

COST OF HIGH SCHOOL COMPLETION GAPS

The NELS data show large gaps in high school and college attainment between low-income and higher-income students. Nationally, only 65 percent of low-income students who start eighth grade complete high school, compared with 87 percent of their higher-income peers. Using this graduation rate differential to calculate the cost of high school completion in a state with average spending on K-12 education, the cost to completion would be \$43,214 for each low-income student compared with \$41,843 for higher-income students.⁶ If the state could raise the high school graduation rate for low-income students to the level for their higher-income peers, it would increase the productivity of education investments by lowering the cost of high school completion by \$1,371 per graduate, or \$1,371,000 for every 1,000 graduates.

POTENTIAL FOR HIGHER PRODUCTIVITY BY FOCUSING ON LOW-INCOME YOUTH

Raising the college readiness of low-income students as a group produces particularly high returns on productivity. The current productivity of high schools and colleges is so low for these populations that even modest increases in completion result in large gains in efficiency.

To illustrate, for every \$100 of state spending, increasing the completion rate at lower ranges of productivity—for example from 1 percent to 2 percent—would decrease the cost to completion by \$50 per student ($\100 divided by 1 minus $\$100$ divided by 2). In contrast, increasing the completion rate at higher ranges of productivity, say from 99 percent to 100 percent, would only decrease cost to completion by one cent ($\$100$ divided by 99 minus 100 divided by 100).

COST OF COLLEGE COMPLETION GAPS

The gaps are even larger when it comes to college completion. Nationally, only 17 percent of low-income students who start high school ever complete an Associate’s or Bachelor’s degree at a public institution of higher education. This compares with 57 percent of their higher-income peers. In a state with average spending on K-12 and higher education, the cost to completion for each low-income student is \$60,924 for an Associate’s degree and \$80,717 for a Bachelor’s degree (see the second hypothetical example in Table 1). This compares to \$59,472 for each Associate’s degree and \$77,110 for each Bachelor’s degree earned by higher-income students.

Closing the income-related gap in college completion would increase the productivity of public education investments by \$1,452 per Associate’s degree earned and by \$3,607 per Bachelor’s degree earned.

Cost to completion is a function of spending as well as of outcomes. Thus, it is illustrative to see how improvements in efficiency play out in lower- and higher-spending states. Table 1 models the higher productivity that would result from closing cost-to-completion gaps between low-income and higher-income peers across a range of state per-pupil expenditure levels for K-12 and public higher education. For the purposes of illustration, we use national completion rates based on NELS, rather than a state’s actual completion rates.⁷ The only actual state data used are the costs.

For example, to demonstrate the effect of closing the college completion gaps in a high-spending state, we use cost data for a state such as Connecticut that is part of the top quartile of spending on K-12 and for two-year and four-year colleges. Applying national rates of college completion, the cost to Bachelor’s degree completion in such a state is as much as \$154,000 for every low-income student versus \$146,672 for higher-income students, a \$7,328 difference in efficiency.

TABLE 1.
THE VALUE OF CLOSING THE GAP IN COLLEGE DEGREE COMPLETION

Closing the gap in college degree completion between lower- and higher-income students substantially decreases the cost to completion and increases productivity across a range of levels of state spending on education.

RELATIVE LEVEL OF K-12 PER-PUPIL SPENDING	RELATIVE LEVEL OF TWO-YEAR PUBLIC COLLEGE SPENDING	RELATIVE LEVEL OF FOUR-YEAR PUBLIC COLLEGE SPENDING	COST TO DEGREE COMPLETION FOR LOW-INCOME STUDENTS	COST TO DEGREE COMPLETION FOR HIGHER-INCOME STUDENTS	VALUE OF CLOSING THE PRODUCTIVITY GAP PER LOW-INCOME STUDENT	VALUE PER 1,000 LOW-INCOME STUDENTS
1st (Lowest) Quartile of Spending	1st Quartile	2nd Quartile	\$50,902 Associate’s	\$49,673	\$1,229	\$1,229,000
			\$66,875 Bachelor’s	\$63,912	\$2,963	\$2,963,000
2nd Quartile of Spending	2nd Quartile	3rd Quartile	\$60,924 Associate’s	\$59,472	\$1,452	\$1,452,000
			\$80,717 Bachelor’s	\$77,110	\$3,607	\$3,607,000
4th (Highest) Quartile of Spending	4th Quartile	4th Quartile	\$91,614 Associate’s	\$89,406	\$2,208	\$2,208,000
			\$154,000 Bachelor’s	\$146,672	\$7,328	\$7,328,000

STRATEGIES THAT RAISE COLLEGE AND CAREER READINESS WILL PAY OFF

States are undertaking multiple efforts to increase the college and career readiness of students in elementary and secondary schools, such as adopting tougher K-12 standards and assessment systems. The Common Core State Standards (and other comparable standards) are designed to align the learning goals of secondary schools to the knowledge and skills demanded by colleges and well-paying jobs. State and federal funding for school improvement, school turnaround, and scaling up proven educational innovations are part of this effort to ensure that students get the support they need to graduate from high school prepared for college and careers.

Our cost-to-completion analysis shows that well-executed investments like these make economic sense. College readiness clearly correlates with college completion. Students who start college better prepared are more likely to earn credentials, and they do so more efficiently, avoiding remedial courses and taking less time to complete degrees. Strategies that raise the college readiness of low-income youth have the greatest potential efficiencies in cost to completion because these students' levels of college readiness are so low.

NELS data capture the relationship between college readiness and college completion. While 78 percent of high school graduates who had the highest levels of college readiness and who enrolled in college went on to earn a degree, only 31 percent of college entrants with the lowest level of college readiness did so.

Income clearly relates to college readiness and by extension to college completion and cost to completion. Only 23 percent of low-income students starting high school had prepared adequately for college by graduation. Moreover, as noted, only 17 percent who started high school eventually earned an Associate's or Bachelor's degree. In contrast, 46 percent of higher-income students entering high school had prepared for college by graduation, and 57 percent who started high school ultimately earned a degree.

Using the statistical relationship between college readiness and college completion, our cost-to-completion model enables us to extrapolate how increasing college-readiness rates also increases college-completion rates. For example, raising the college readiness of low-income students by 30 percent corresponds to an increase of 11 percentage points in college completion for low-income students and 15 percentage points for higher-income students.⁸ Because more students attain the goal of completing college, the cost per successful student is lower. To use median state K-12 spending levels again, at these rates, the reduction in cost per Associate's degree would be \$1,063 for low-income

students and \$522 for higher-income students, and the reduction in cost per Bachelor's degree would be \$961 for low-income students and \$619 for higher-income students.

The model suggests how additional investments might pay for themselves through increased efficiency. For example, keeping spending at these median levels, a state could invest up to an additional \$230 per pupil on strategies that achieve these rates of improvement in college readiness and yield cost-to-degree completion levels for low-income students that are still lower than at present.

Table 2 illustrates the gains in college completion and increased efficiencies in cost to completion that would be associated with closing the college-readiness gap between low-income and higher-income students for a range of state spending levels for K-12 and higher education. *(Note, we use NELS data to indicate college-readiness rates, rather than actual, state-specific readiness data.)*

In the last example in Table 2, we model cost-to-completion in a state such as Rhode Island that spends in the highest quartile for K-12 and the lowest quartiles on two-year and four-year colleges. Raising the national college-readiness rate of low-income students from 23 percent to the 46 percent rate of their higher-income peers raises college completion by 7 percentage points. This translates to a reduction in the cost of each Associate's degree they earn by \$1,027, from \$76,091 to \$75,064.

**TABLE 2.
THE VALUE OF RAISING COLLEGE-READINESS RATES FOR LOW-INCOME STUDENTS**

Raising college-readiness rates for low-income students would substantially lower the cost to completion and raise the productivity of educational investments in a range of states.

RELATIVE LEVEL OF K-12 PER-PUPIL SPENDING	RELATIVE LEVEL OF TWO-YEAR PUBLIC COLLEGE SPENDING	RELATIVE LEVEL OF FOUR-YEAR PUBLIC COLLEGE SPENDING	COST TO DEGREE COMPLETION FOR LOW-INCOME STUDENTS	COST TO DEGREE COMPLETION FOR LOW-INCOME STUDENTS WHEN CLOSING COLLEGE-READY GAP	VALUE OF CLOSING THE PRODUCTIVITY GAP PER LOW-INCOME STUDENT	VALUE PER 1,000 LOW-INCOME STUDENTS
1st (Lowest) Quartile of Spending	3rd Quartile	3rd Quartile	\$57,337 Associate's	\$56,650	\$687	\$687,000
			\$73,205 Bachelor's	\$72,509	\$696	\$696,000
3rd Quartile of Spending	2nd Quartile	4th Quartile	\$64,685 Associate's	\$63,848	\$837	\$837,000
			\$94,427 Bachelor's	\$93,521	\$906	\$906,000
4th (Highest) Quartile of Spending	1st Quartile	1st Quartile	\$76,091 Associate's	\$75,064	\$1,027	\$1,027,000
			\$71,487 Bachelor's	\$70,509	\$978	\$978,000

INCREASING COLLEGE READINESS THROUGH ACCELERATION CAN BOOST PRODUCTIVITY SUBSTANTIALY

A promising strategy for increasing college readiness, and one pursued by a number of school districts, colleges, and states, is to promote accelerated pathways from high school into and through college. For example, many states encourage students to take Advanced Placement courses and participate in dual credit/enrollment options. Others support early college high schools that target low-income and other underrepresented students.

These acceleration strategies enable high school students to take college-level courses before graduation as a way to become familiar with college expectations. Successful students also earn college credit that they can apply to college and potentially reduce their time and cost to completion.

Research suggests that these strategies improve high school and college persistence and completion. For example, participation in dual enrollment consistently shows a positive relationship to enrollment in college as well as persistence and completion.⁹ For low-income and other underserved students, early college schools nationally have supported higher rates of college readiness, high school completion, college persistence, and the attainment of postsecondary degrees. Among early college students, 56 percent graduate with two years of transferable college credit or an Associate's degree.¹⁰

Our cost-to-completion modeling illustrates that effective acceleration strategies can have a substantial impact on increasing the productivity of K-12 and higher education spending. This impact is a function of three factors:

- > States spend less per student because the strategies increase college readiness and completion.
- > States spend less per student when students spend less time in college because they apply transferable credits toward a degree program.¹¹
- > The strategies realize the largest potential efficiency gains when they target and accelerate the education of low-income and other underrepresented students.

The example of public expenditure levels for K-12 and higher education in Texas is illustrative. Spurred by increased state support over the past decade, student participation in Texas’s dual enrollment program has grown significantly, and 14 percent of all high school juniors and seniors now participate. Recent longitudinal research by JFF on Texas high school graduates from 2004 found that those who had completed a college course for dual credit were 1.65 times more likely to complete an Associate’s degree or higher within six years of graduation, by 2010. The state has also supported the creation of 44 early college schools that are serving a low-income student population and achieving strong results consistent with national results for early college schools.

Our cost-to-completion modeling suggests that great reductions in cost to completion would be made for low-income students if Texas were to raise high school and college completion at rates consistent with those from research on early college schools and dual enrollment. Table 3 includes the research rationale for each change modeled. (Again, while we use the state’s actual education spending rates, we use national college-ready rates, not the state’s, to illustrate the potential magnitude of efficiencies.)

TABLE 3.
THE VALUE OF COMBINED STRATEGIES

Accelerating low-income students through some college during high school, in tandem with raising college-readiness rates, substantially lowers the cost to completion of a college degree.

SCENARIO	RATIONALE	REDUCTION IN COST TO COMPLETION FOR LOW-INCOME STUDENTS	VALUE PER 1,000 LOW-INCOME STUDENTS
Scenario 1: For low-income students, raise high school graduation rates by 17 percent and raise college-readiness rates by 15 percentage points.	The national rate for early college schools is 93 percent. The median rate of their home districts is 76 percent, a difference of 17 percentage points.	\$442 Associate's	\$442,000
	Research shows that high school students who complete college courses for dual credit are 1.65 times more likely to earn a college degree. (1.65 x current low-income college-ready rate of 23 percent = 38 percent.)	\$437 Bachelor's	\$437,000
Scenario 2: In addition to Scenario 1, support students to earn 12 college credits by high school graduation.	In 2006, the Texas legislature required districts to offer students the opportunity to earn 12 college credits by graduation.	\$3,003 Associate's	\$3,003,000
		\$2,691 Bachelor's	\$2,691,000
Scenario 3: Same as Scenario 2, except support students to earn 20 college credits by high school graduation.	Graduates of early college schools nationally earn 23 credits on average by graduation.	\$4,711 Associate's	\$4,711,000
		\$4,194 Bachelor's	\$4,194,000

The increases in efficiency for low-income students are especially high when they earn substantial college credit in high school, as in early college schools. In fact, the model suggests that increases in degree productivity would more than offset investments that achieve these results. Thus, Texas could increase per-pupil expenditures by as much as 11 percent and still reduce cost to completion for low-income students if students earned 20 college credits by graduation and completed a college credential. If students earned 40 credits by graduation, investments per pupil could increase by as much as 21 percent.¹²

CONCLUSION

As policymakers make tough choices on how to invest public revenue, they should assess where they are likely to achieve the most value for taxpayers. Improving low college success rates by addressing their causes—lack of preparation for college and the need for remediation by students entering college—would create large public benefits.

Currently, states are wasting resources in their secondary and postsecondary education systems, particularly where programs and policies do not increase the numbers of low-income students who complete high school and college. States should invest in strategies that demonstrate the ability to increase educational success for these students. Such investments are an economic imperative for at least two reasons:

- > These students include demographic groups that represent the fastest-growing segments of the nation's future workforce.
- > The potential for increasing the productivity of educational investments is great.

These strategies must target college readiness, and they will get better results by supporting evidence-based acceleration strategies that can strengthen and hasten students' preparation for and completion of postsecondary credentials—especially by low-income students.

While we focus here on costs and benefits from the state perspective, strategies that raise college completion rates and reduce the cost to completion produce benefits at multiple levels. Students and families benefit from spending tuition dollars more efficiently and saving on tuition costs if they earn college credit in high school. Public colleges, which increasingly receive funding in part on the basis of performance, would be rewarded for working with high schools to improve students' college preparation and acceleration toward degrees. And school districts that produce higher college-readiness rates and opportunities for students to get a head start on college make their communities more attractive for potential residents and employers.

ENDNOTES

¹ Complete College America reports that over “50 percent of students entering two-year colleges and nearly 20 percent of those entering four-year universities are placed in remedial classes.” About 65 percent of low-income students in two-year colleges take at least one remedial course. About 32 percent do so in four-year colleges (Complete College America 2012).

² Two examples of this are Augenblick, Palaich, and Associates’ 2005 analysis of the return on investment for early college high schools and analyses done by the Alliance for Excellent Education (2011) on the return on investment that would result from raising high school graduation rates.

³ Rigorous studies have shown that early college high school students in Texas are two times more likely to pass state exams in all four core subject areas than peers in comparison schools and more than two times more likely to pass the next math courses in the college prep sequence (SRI 2011). A study of North Carolina early college students found similar results (Edmunds 2010). Data from the Early College High School Student Information System, containing data provided by districts, schools, states, and the National Student Clearinghouse, show that 93 percent of early college students graduate from high school compared with 76 percent of students in their respective districts. At least 72 percent of early college high school students enroll in postsecondary education upon graduation compared with 55 percent of graduates nationally from schools where a majority of students, like early college schools, receive free or reduced-price lunch. Upon enrollment in college, at least 82 percent of early college high school graduates persist to their second year, compared with 69 percent of low-income students or first-generation college goers nationally.

⁴ We use Texas, which is a relatively low-spending state, as an example. Its spending on K-12 education is the first (lowest) quartile nationally. For higher education, it is in the second quartile for two-year colleges and the first quartile for four-year colleges.

⁵ While these data are old, they are still valued and used by education researchers because they follow students for 12 years—long enough to understand postsecondary education outcomes—and because the comprehensiveness of the survey allows for the examination of a multitude of factors associated with education attainment for a large sample of students over time.

⁶ For purposes of illustration, we used Montana; it is at the median per-pupil level of spending nationally at \$10,189.

⁷ It is possible for the cost-to-completion calculator to create estimates based on a state’s actual data if disaggregated data are made available.

⁸ Raising the college readiness for higher-income students actually corresponds to an even greater increase in college completion—15 percentage points—mainly because low-income students face other barriers to completing college beyond academic preparation.

⁹ For examples of these outcomes, see Struhl & Vargas (2012), Karp et al. (2007), Hughes et al. (2012), Klopfenstein (2010), Michalowski (2007), Speroni (2011a & b), Western Interstate Commission for Higher Education (2006), and Swanson (2008).

¹⁰ These data come from the ECHS Annual National Survey 2010-2011 administered by JFF. For other research about early college schools, see also Edmunds et al. (2010) and SRI (2011).

¹¹ This assumes that the college credits earned by high school students are transferred to the colleges they attend. This is an important consideration for state policymakers. See Ward & Vargas (2012).

¹² JFF's research about the college credit-earning outcomes for some of the state's first early college schools showed that at least one school was graduating students with an average of 40 credits, amounting to an even lower cost to completion.

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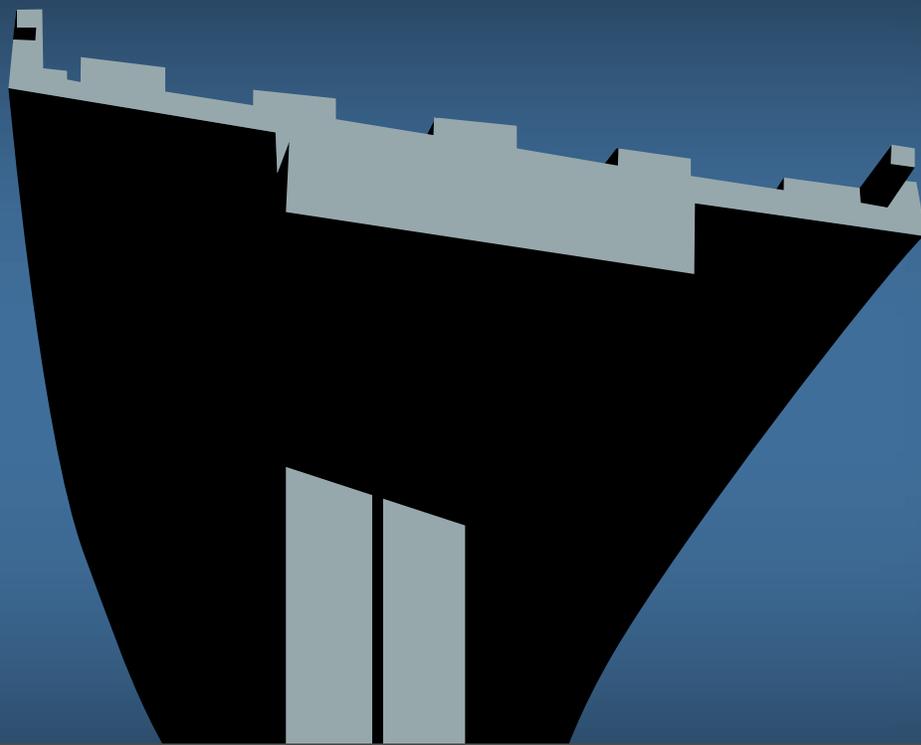
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REMEDICATION

Higher Education's

Bridge to Nowhere

**Remediation is a broken system.
There's a better way — start many more students
in college courses with just-in-time support.**

COMPLETE COLLEGE AMERICA

REFORMERS WHO LEAD IT

In our groundbreaking September 2011 report, *Time Is the Enemy*, Complete College America applauded “Governors Who Get It.” And they deserve our thanks once again for the data necessary to determine the findings that follow.

Our greatest appreciation, however, must be reserved for impatient reformers who have toiled and innovated, often without the recognition they deserve, in community colleges, colleges, and universities across America. They are faculty and researchers who share extraordinarily important characteristics: intolerance for failure and the courage to change.

If not for their willingness to see the truth in the data and to reject broken methods and long-held beliefs, a clear path forward would still be unknown. If not for their years of hard work and accomplishment, proven approaches that enable success for unprepared college students could not be recommended today. They were working simply to help save their students’ dreams.

In college completion, Complete College America has discovered governors who get it. In the essential work of ending remediation as we know it, these are some of the reformers who lead it. We thank them and look forward to finding more of their colleagues in arms.

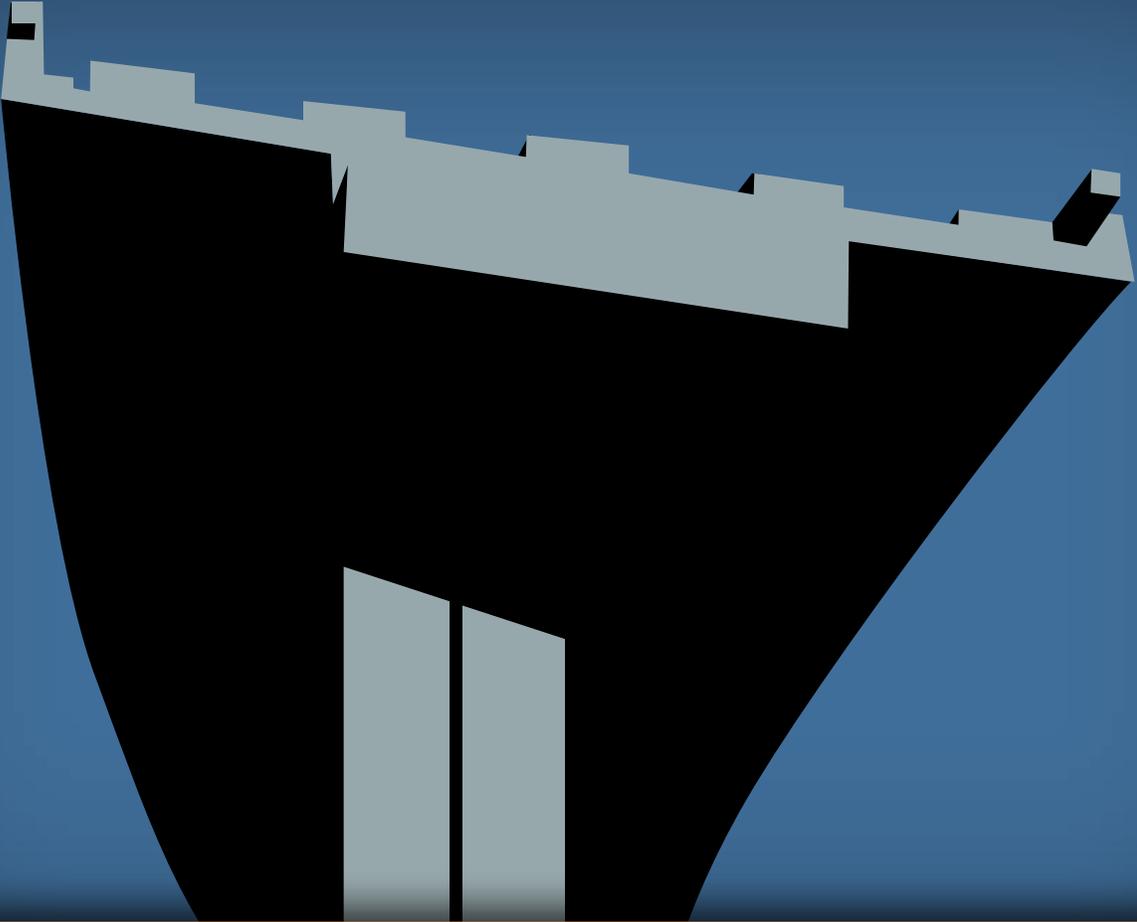
- Peter Adams
Director, Accelerated Learning Project, Community College of Baltimore County
- William Adams, Debra Franklin, Denny Gulick, Frances Gulick, and Elizabeth Shearn
Department of Mathematics, University of Maryland at College Park
- Tom Bailey and Davis Jenkins
Director and Senior Researcher, respectively, Community College Research Center, Teachers College, Columbia University
- Tristan Denley
Provost and Vice President for Student and Academic Affairs, Austin Peay State University, Tennessee
- Tom deWit and Sean McFarland
Co-Directors, Acceleration in Context
- Katie Hern and Myra Snell
Director and Math Lead, respectively, California Acceleration Project
- James Rosenbaum
Professor of Sociology, Education and Social Policy, Institute for Policy Research, Northwestern University
- Uri Treisman, Jenna Cullinane, and Amy Getz
Director, Higher Education Policy Lead, and New Mathways Project Lead, respectively, Charles A. Dana Center, Mathematics Department, University of Texas at Austin
- Selina Vasquez Mireles
Director, Center for Mathematics Readiness, Texas State University-San Marcos

SPECIAL NOTE: We are very interested in identifying and spotlighting more successful innovations and reforms. Please let us know.

**COMPLETE
COLLEGE
AMERICA**

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A stylized graphic of a bridge, possibly the Golden Gate Bridge, rendered in black and light blue against a blue gradient background. The bridge is shown from a low angle, looking up at its massive structure.

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PART 3: State Profiles

It's time to close the Bridge to Nowhere.

The intentions were noble. It was hoped that remediation programs would be an academic bridge from poor high school preparation to college readiness — a grand idea inspired by our commitment to expand access to all who seek a college degree.

Sadly, remediation has become instead higher education's "Bridge to Nowhere." This broken remedial bridge is travelled by some 1.7 million beginning students each year, most of whom will not reach their destination — graduation.¹ It is estimated that states and students spent more than \$3 billion on remedial courses last year with very little student success to show for it.²

While more students must be adequately prepared for college, this current remediation system is broken. The very structure of remediation is engineered for failure.

It's not that students don't pass remedial courses, they do: It's that 30 percent don't even show up for the first course or subsequent remedial courses — and, amazingly, 30 percent of those who complete their remedial courses don't even ATTEMPT their gateway courses within two years.³

To fix this, we must first commit ourselves to close every possible exit ramp. By doing so, we will eliminate all opportunities to lose students along the way, saving precious time and money.

Remediation is a classic case of system failure:



DROPOUT EXIT RAMP #1: Too many students start in remediation.

More than 50 percent of students entering two-year colleges and nearly 20 percent of those entering four-year universities are placed in remedial classes.

Frustrated about their placement into remediation, thousands who were accepted into college never show up for classes. With so many twists and turns, the road ahead doesn't seem to lead to graduation.

Can an "open access" college be truly open access if it denies so many access to its college-level courses?



DROPOUT EXIT RAMP #2: Remediation doesn't work.

Nearly 4 in 10 remedial students in community colleges never complete their remedial courses.

Research shows that students who skip their remedial assignments do just as well in gateway courses as those who took remediation first.

Never wanting to be in a remedial class in the first place and often feeling that they'll never get to full-credit courses, too many remedial students quit before ever starting a college class.



**DROPOUT EXIT RAMP #3:
Too few complete gateway courses.**

Having survived the remediation gauntlet, not even a quarter of remedial community college students ultimately complete

college-level English and math courses — and little more than a third of remedial students at four-year schools do the same.



**DROPOUT EXIT RAMP #4:
Too few graduate.**

Graduation rates for students who started in remediation are deplorable: Fewer than 1 in 10 graduate from community colleges within three years and little more than a third complete bachelor's degrees in six years.

THE BIG IDEA: Start in college courses with support.

Students need a CLEAR PATH to graduation day.

The concept makes common sense. Instead of wasting valuable time and money in remedial classes for no credit, students have been proven to succeed in redesigned first-year classes with built-in, just-in-time tutoring and support. Imagine an English or Math 101 class that meets five days a week instead of just three times. Three days a week the students receive the regular instruction and the other two they get embedded tutoring.

Extra academic help becomes a co-requisite, not a prerequisite.

Institutions that have used this approach have seen their unprepared students succeed at the same rates as their college-ready peers. And best practices have demonstrated that as many as half of all current remedial students can succeed this way. With results like these, it's long past time to take this reform to scale.

Some will say this approach may work for those who just need minimal academic help, but that's not true. Students who are further behind should still be placed in full-credit courses with built-in support but should take the courses over two semesters instead of one. And those who seek to attend a community college with what amounts to little more than a basic understanding of fractions and decimals should be encouraged to enroll in high-quality career certificate programs that embed extra help in the context of each course and lead to jobs that pay well.

When higher education's Bridge to Nowhere is finally closed for good, it is true that some may still be lost. But nearly all of these students disappear today.

College students come to campus for college, not more high school. Let's honor their intentions — and refocus our own good intentions to build a new road to student success.

1 National Center for Education Statistics. (2010). *Digest of Education Statistics*. Table 241.

2 Alliance for Excellent Education. (May 2011). *Saving Now and Saving Later: How High School Reform Can Reduce the Nation's Wasted Remediation Dollars*.

3 Jenkins, D., Jaggars, S.S., & Roksa, J. (November 2009). *Promoting Gatekeeper Course Success Among Community College Students Needing Remediation: Findings and Recommendations from a Virginia Study (Summary Report)*. Community College Research Center, Teachers College, Columbia University, pp. 2-3.

METHODOLOGY

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

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

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

About the Common Completion Metrics

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

In July 2010, the National Governors Association (NGA) adopted the Complete College America Common Completion Metrics in announcing its

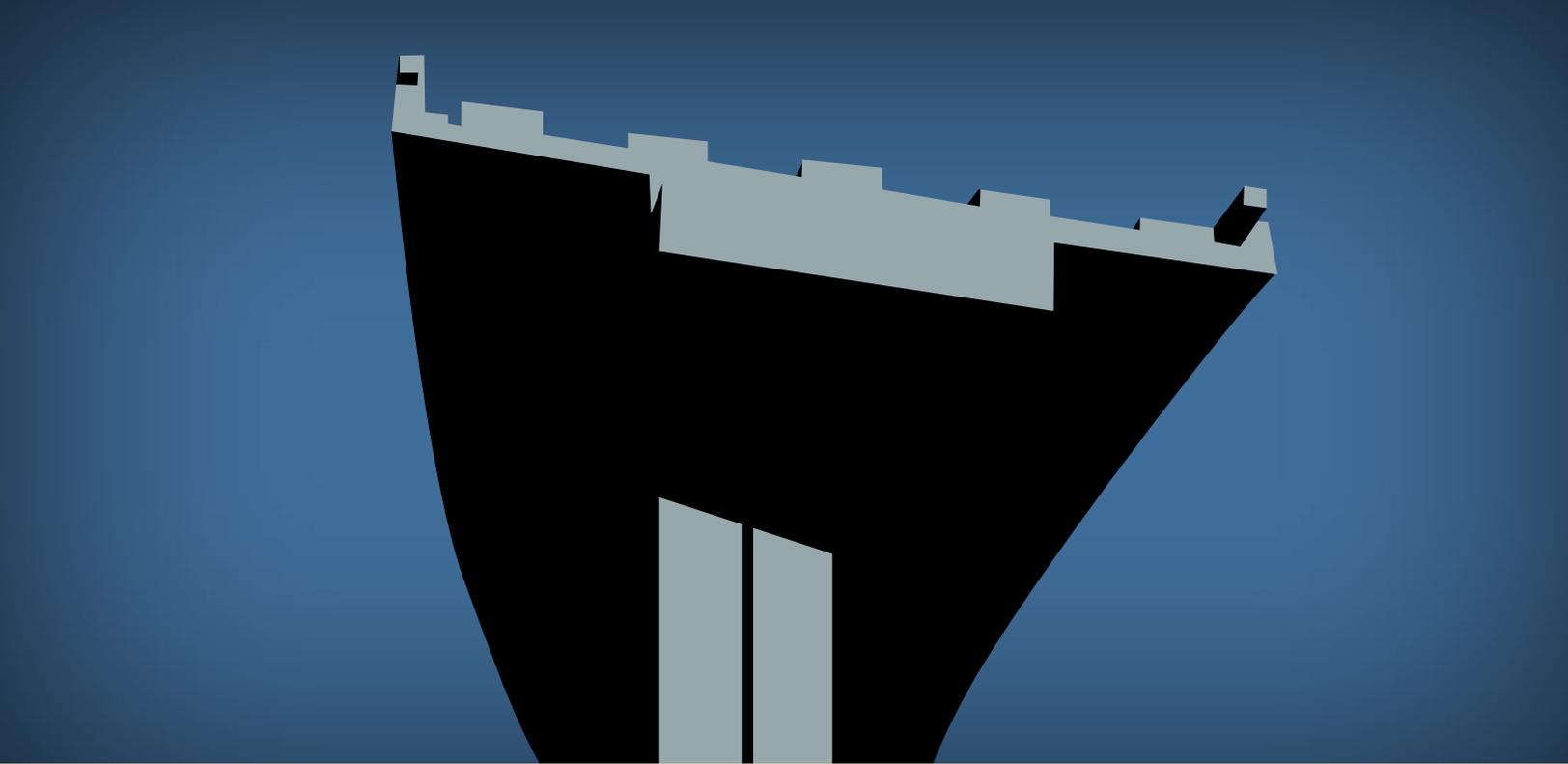
“Complete to Compete” initiative, placing the metrics at the core of NGA’s call to governors to make college completion a priority. This significant action signaled a new national focus on the importance of consistent data to document the progress and success of postsecondary students across all states.

For more information on the Common Completion Metrics and the companion Technical Guide, please visit www.completecollege.org.

Governors Who Get It

These leading governors are owed our appreciation once again. First, they made *Time Is the Enemy* possible, allowing us to deliver the most comprehensive review ever of the state of American higher education. And now, these same chief executives have enabled us to reveal a comprehensive understanding of the plight of their remedial students. While it’s true that the failure of remediation knows no border, it still takes courage to publicly acknowledge problems, especially those that have wasted so many resources. As before, we applaud these “Governors Who Get It.”

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



PART 1: Bridge to Nowhere

KNOW THIS

Too many entering freshmen need remediation.

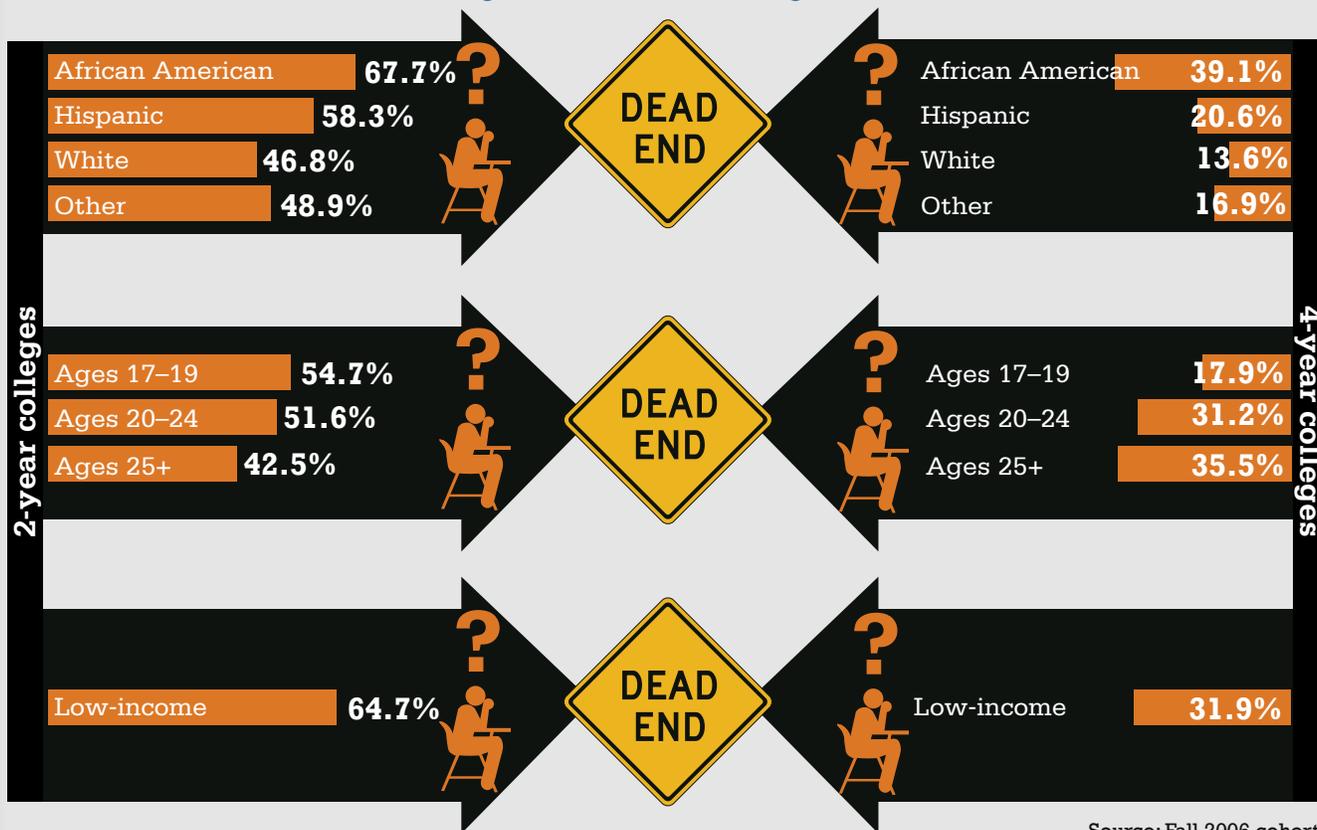
51.7% of those entering a 2-year college enrolled in remediation

19.9% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



Source: Fall 2006 cohorts

Strengthen high school so that students are actually prepared for college.

DO THIS!

Fully prepare students for college.

Students should be college-ready upon graduating high school. However, colleges and universities have a responsibility to fix the broken remedial system that stops so many from succeeding.

 **Adopt and implement the new Common Core State Standards in reading, writing, and math.** These voluntary standards, currently supported by more than 40 states, offer multiple opportunities for states and sectors to work together to:

- Align high school curriculum to first-year college courses;
- Develop bridge courses; and
- Create support programs to help students make a smooth transition to college.

 **Align requirements for entry-level college courses with requirements for high school diplomas.** Academic requirements for a high school diploma should be the floor for entry into postsecondary education. K–12 and higher education course-taking requirements should be aligned. Provide 12th grade courses designed to prepare students for college-level math and English.

 **Administer college-ready anchor assessments in high school.** These tests give students, teachers, and parents a clear understanding about whether a student is on track for college. Giving these assessments as early as 10th grade enables juniors and seniors to address academic deficiencies before college.

 **Use these on-track assessments to develop targeted interventions.** K–12 systems and local community colleges or universities can develop programs that guarantee that successful students are truly college ready and exempt from remedial education as freshmen.

 **Use multiple measures of student readiness for college.**

- Recognize that current college placement assessments are not predictive and should be supplemented with high school transcripts to make recommendations for appropriate first-year courses.
- Have all students taking placement exams receive a testing guide and practice test and time to brush up on their skills before testing.

DONE THIS: Some states are ensuring that more entering freshmen are prepared.



California: The California State University (CSU) system added a series of college readiness questions to the state's 11th grade exam. After students take the test, they are told whether they are on track for college-level classes in the CSU system. Plus, CSU is helping high school teachers work with unprepared students and is developing a 12th grade transitional curriculum.



Indiana: Since 2005, Core 40 graduation requirements have been the required high school curriculum and the minimum admissions requirement for the state's four-year public universities. Developed jointly by the K–12 and higher education systems, they ensure that high school graduates are prepared for college and careers.



Virginia: This is one of several states (including Texas, Florida, and Kentucky) creating 12th grade transitional courses and end-of-course tests based on college readiness standards and first-year courses. Students who earn high enough scores can bypass additional placement tests and proceed directly into full-credit college courses.

KNOW THIS

Most students don't make it through college-level gateway courses.

2-Year Colleges



62.0% Complete remediation



22.3% Complete remediation and associated college-level courses in two years

4-Year Colleges



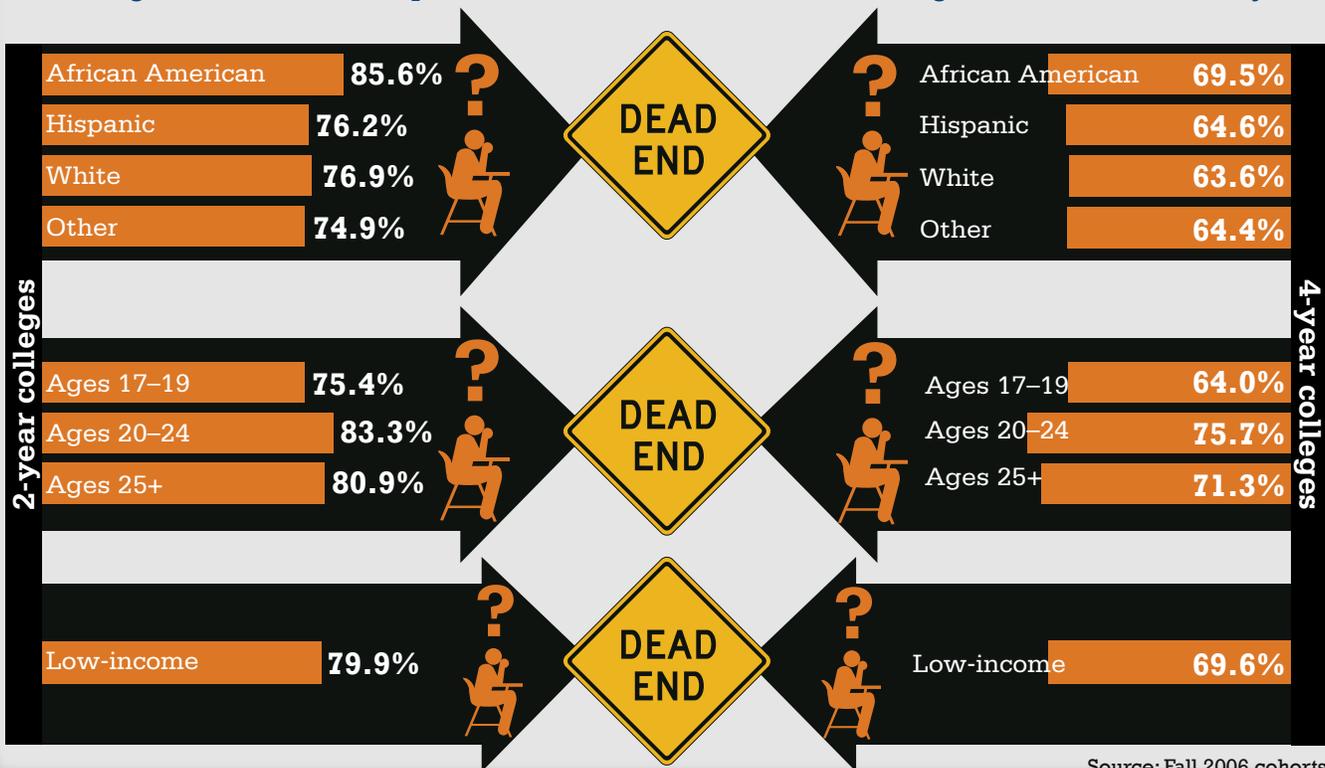
74.4% Complete remediation



36.8% Complete remediation and associated college-level courses in two years

Gateway courses can be a roadblock for the vast majority of ALL students — regardless of race, age, or income.

Percentage who did NOT complete remediation and associated college-level courses in two years



Source: Fall 2006 cohorts

Get students into credit-bearing gateway courses as soon as possible.

DO THIS!

Start college now. Provide help as a co-requisite, not a prerequisite.

Start college students in college courses, not more high school. Get them on track for graduation from the moment they step on campus by using only co-requisite approaches to deliver tutoring and support. Modify the length and method of built-in, just-in-time academic help to match students' needs.



End traditional remediation; use co-requisite models instead.

- For students with few academic deficiencies, place them into redesigned first-year, full-credit courses with co-requisite built-in support, just-in-time tutoring, self-paced computer labs with required attendance, and
- For students with the most significant academic needs, provide alternate pathways to high-quality career certificates by embedding remediation and adult basic skills development into their instruction.

the like. The length of these courses should mirror the ordinary gateway courses so students stay on track for on-time graduation.

- For students needing more help, lengthen redesigned full-credit courses and consider providing built-in, co-requisite support for two semesters instead of one. Students get the same content but more time on task.

- For students with the most significant academic needs, provide alternate pathways to high-quality career certificates by embedding remediation and adult basic skills development into their instruction.

DONE THIS: Some states are redesigning their gateway courses.



Maryland: Community College of Baltimore County's Accelerated Learning Project (ALP) enrolls remedial English students in a regular, credit-bearing English 101 course and a companion course that meets immediately afterward. The companion course provides in a small group targeted reinforcement of topics from the mainstream course that enables intensive faculty and peer support. Early results show that ALP students pass English 101 with a grade of C or better at more than twice the rate of the control group — and do so in just one semester, as opposed to the two semesters required to complete a remedial course before moving on to the credit-bearing course.

The University of Maryland at College Park identifies about 20 percent of incoming students as unprepared for college-level math and enrolls the top 60 percent of them, based on placement test scores, in a co-requisite math course. Scheduled five days a week, students receive accelerated remedial instruction for the first five weeks. After being retested with the same placement exam, passing students complete the remaining college-level class by attending five days a week for the remaining 10 weeks of the semester. More than 80 percent pass the retest and continue with the college-level course, ultimately matching the overall success rate for the course as nonremedial students.



Tennessee: Austin Peay State University in Tennessee eliminated remedial math courses and places students in redesigned credit-bearing courses that include extra workshops and specialized help. Initial assessments are given to determine specific knowledge gaps, then the workshops are used to provide additional instruction on key math concepts with special emphasis on individual areas of weakness. As a result, twice as many remedial students are passing their initial college-level math courses.



Texas: Texas State University-San Marcos enrolls students who need extra math help in concurrent remedial and college-level algebra and statistics courses, and it requires additional weekly tutoring, for which students earn credit. Seventy-four percent of participants in the program earn a grade of C or better in algebra during their first semester. This is more than twice the percentage rate of all remedial students at Texas State-San Marcos who earn similar grades in their first two years.

KNOW THIS

Most remedial students never graduate.

2-Year Colleges



62.0%

Complete remediation



22.3%

Complete remediation and associated college-level courses in two years



9.5%

Graduate within 3 years (projected)

4-Year Colleges



74.4%

Complete remediation



36.8%

Complete remediation and associated college-level courses in two years



35.1%

Graduate within 6 years (projected)

Students who **don't** take remedial courses are more likely to graduate.



13.9%

Graduate within 3 years (projected)



55.7%

Graduate within 6 years (projected)

Source: Completion data: fall 2006 cohorts; graduation data: 2-year, fall 2004 cohorts; 4-year, fall 2002 cohorts

Keep your eyes on the prize: graduation.

**DO
THIS!**

Provide co-requisite courses aligned with programs of study.

Most students come to our college campuses to gain the knowledge and skills necessary to ensure a good job and a better life. A logical first step is to commit to a program of study. Remarkably, many students never do — and broken remediation programs are often to blame.

Committing to a program of study is much more than simply declaring a major. Anybody can declare a major, but completing the initial courses necessary to legitimately be on track in a program of study is a completely different matter. And it's in these fragile, early stages of college when remediation programs do the most damage.

Researchers at the Community College Research Center at Columbia University have found that **students who complete at least three required “gateway” courses in a program of study within a year of enrollment are twice as likely to earn certificates or degrees.**

Remediation programs, designed as prerequisite hurdles that must be jumped before getting to college-level classes, slow students' progress into programs of study. Studies prove that being trapped in endless remediation sequences or being unable to pass associated gateway courses in math and English are the primary reasons students do not enter programs of study during their first year. And the longer it takes for students to commit to programs of study, the less likely they ever will.

Worse, traditional remediation often seems irrelevant and disconnected from future ambitions, robbing students of precious time, money, and motivation. What's the result? Many students veer off course onto another dropout exit ramp.

 **Get students to commit to programs of study ASAP.** Using placement scores, high school transcripts, and predictive tools to determine student aptitude, guide all students to choose among a limited number

of first-year pathways — for example, health, business, liberal arts, or STEM — as soon as possible. Students should make the big choices of programs of study informed with an understanding of program requirements and available supports to achieve their career goals. Once they do, place them into structured program pathways constructed of relevant, sequenced courses chosen for them.

 **Establish “default” programs for students not ready to commit.**

No longer allow students to be considered “unclassified.” Upon enrollment, nudge them into first-year pathways — for example, health, business, liberal arts, or STEM. This ensures a coherent pathway from the beginning, with core college-level credits that will count toward certificates and degrees. By doing so, students avoid excessive course-taking while wandering the curriculum, shortening the time it takes to graduate.

 **Place students in the right math.** Most students are placed in algebra pathways when statistics or quantitative math would be most appropriate to prepare them for their chosen programs of study and careers.

 **Expand co-requisite supports for additional college-level courses.**

Additional introductory courses serve as gateway classes for programs of study, not just English and math. Given high failure rates, they have become gatekeeper courses instead, too often blocking students' entry into their chosen fields. To help unprepared students get a strong, early start, build extra supports around introductory courses necessary for success like entry-level anatomy, biology, physiology, physics, accounting, and drafting.

DO THIS! Four steps states should take right now to close remediation exit ramps

EXIT RAMPS

#1 Too many students start in remediation.



1. Strengthen high school preparation.

Reduce the need for college remediation altogether by adopting and implementing the new voluntary Common Core State Standards in reading, writing, and math. Align requirements for entry-level college courses with requirements for high school graduation. Administer college-ready anchor assessments in high school, and use them to develop targeted interventions before students fall too far behind. That way, high school graduates are ready for credit-bearing college courses from Day One.



#2 Remediation doesn't work.



2. Start students in college-level courses with built-in, co-requisite support.

Immediately place freshmen with basic needs into entry-level, credit-bearing college courses with co-requisite support. That is, make this co-requisite model *the default*. For students needing more support, offer two-semester courses of the same content with built-in tutoring. Meanwhile, offer students with significant academic challenges skill certificate programs with embedded remediation.



#3 Too few complete gateway courses.



3. Embed needed academic help in multiple gateway courses.

To help unprepared students get a strong, early start, build extra supports around all of the early gateway courses that are necessary for success in students' fields of study. For students to succeed in these course, they should have built-in tutoring and/or additional instruction time.



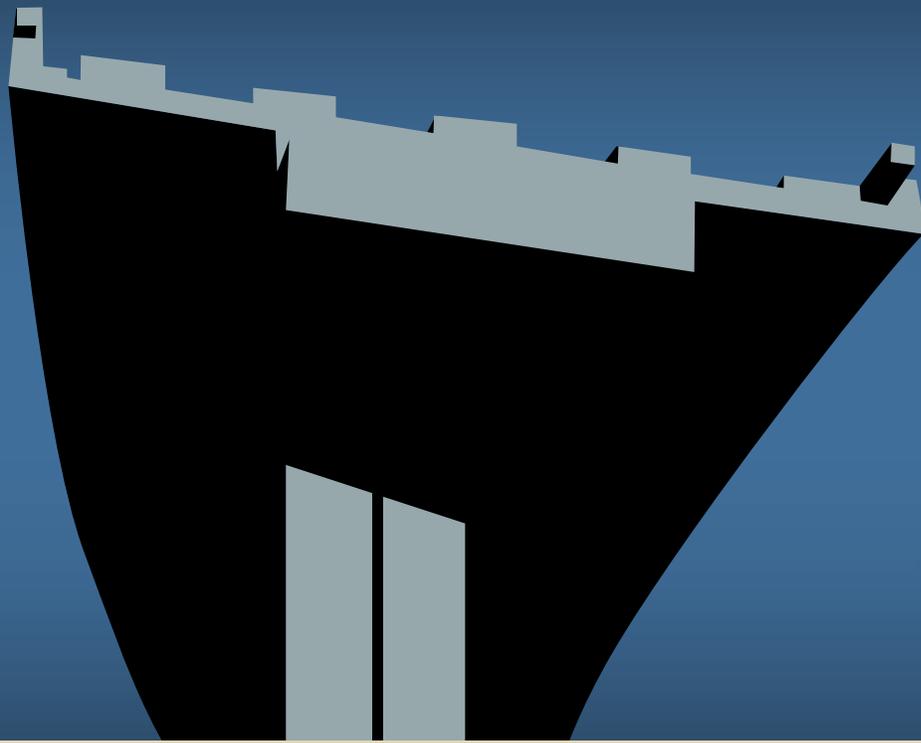
#4 Too few graduate.



4. Encourage students to enter programs of study when they first enroll.

Students are twice as likely to graduate if they complete at least three courses in their chosen programs of study in their first year on campus. Create clear, limited, and structured program pathways containing core college-level courses. Then require students to choose a pathway. Unprepared students can achieve this significant milestone for success if the early college-level courses required in their programs of study have embedded help.





PART 2:

Results from the States

TOTAL REMEDIAL STUDENTS IN 2-YEAR COLLEGES

	2-year colleges				
	Total headcount	Hispanic	African American, non-Hispanic	White, non-Hispanic	Other
Arizona	9,412	3,477	643	4,404	888
Arkansas	7,645	267	1,530	5,611	237
California (CSU system only)	NP	NP	NP	NP	NP
Colorado	5,934	1,396	664	3,256	618
Florida	35,595	8,683	8,242	16,335	2,335
Georgia	8,898	325	4,137	3,856	580
Hawaii	2,823	63	830	290	2,440
Idaho	1,309	154	14	880	261
Illinois	19,987	3,095	4,404	11,320	2,681
Indiana	16,936	674	2,855	11,631	1,776
Kentucky	5,434	85	608	4,155	586
Louisiana	4,073	122	1,714	1,952	285
Maryland	13,719	889	4,808	6,723	1,299
Massachusetts	10,421	1,315	1,394	6,703	1,009
Mississippi	12,391	59	6,096	5,916	316
Missouri	10,952	241	1,726	7,378	1,607
Nevada	4,272	907	405	2,056	904
New Mexico	6,970	3,434	898	1,795	622
North Carolina	19,603	775	5,468	10,872	2,488
Ohio	18,994	522	3,188	14,169	1,115
Oklahoma	6,794	391	900	4,254	1,249
Oregon	6,118	530	193	4,426	969
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP	NP
Tennessee	11,105	272	2,785	7,316	732
Texas	53,852	20,664	8,088	21,437	3,663
Utah	1,292	197	56	824	215
Virginia	14,476	1,049	3,970	8,546	911
Washington	16,178	491	807	10,863	4,017
West Virginia	3,034	34	291	2,635	74
Wyoming	1,459	85	41	1,223	108

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

DATA NOTE: To provide timely information on remedial course taking, these metrics are drawn from multiple cohorts of students. Remedial course enrollment, course completion, and college-level course success figures are reported for students who entered college in fall 2006. Graduation rates are reported for students who first enrolled in a two-year college in fall 2004 (associate's degree seeking) or fall 2005 (certificate seeking) and at a four-year college in fall 2002.

TOTAL REMEDIAL STUDENTS IN 2-YEAR COLLEGES

	2-year colleges			
	Students age 17–19	Students age 20–24	Students age 25 and older	Total first-time entry students receiving Pell grants (fall 2006)
Arizona	6,608	1,640	1,587	NP
Arkansas	4,832	1,122	1,691	NP
California (CSU system only)	NP	NP	NP	NP
Colorado	3,165	1,295	1,448	2,195
Florida	25,901	5,671	3,911	13,723
Georgia	5,126	1,754	2,018	3,758
Hawaii	2,318	294	211	604
Idaho	882	228	196	513
Illinois	12,472	5,065	2,424	5,307
Indiana	6,566	3,858	6,512	3,046
Kentucky	3,120	831	1,483	3,783
Louisiana	2,646	829	598	1,852
Maryland	10,843	1,479	1,397	4,193
Massachusetts	7,528	1,530	1,310	3,618
Mississippi	6,568	2,632	1,984	6,123
Missouri	7,712	1,865	1,362	4,357
Nevada	2,052	1,050	1,295	NP
New Mexico	5,369	800	789	2,756
North Carolina	62	13,806	5,735	7,725
Ohio	12,675	3,095	3,224	8,940
Oklahoma	3,948	1,319	1,038	2,395
Oregon	2,815	2,298	1,005	2,193
Pennsylvania (PASSHE system only)	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP
Tennessee	7,206	1,945	1,953	5,728
Texas	38,863	8,146	6,843	21,842
Utah	716	393	183	NP
Virginia	9,650	2,244	2,551	4,867
Washington	9,727	2,796	3,353	4,698
West Virginia	1,753	563	718	1,646
Wyoming	1,089	222	148	477

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

TOTAL REMEDIAL STUDENTS IN 4-YEAR COLLEGES

	4-year colleges				
	Total headcount	Hispanic	African American, non-Hispanic	White, non-Hispanic	Other
Arizona	NP	NP	NP	NP	NP
Arkansas	8,705	225	2,571	3,755	534
California (CSU system only)	29,871	10,112	3,065	7,397	9,297
Colorado	1,971	400	139	1,068	364
Florida	NP	NP	NP	NP	NP
Georgia	6,595	257	2,778	3,303	257
Hawaii	2,238	59	348	553	1,601
Idaho	1,362	172	33	1,000	157
Illinois	4,153	837	927	1,747	640
Indiana	4,882	285	703	3,298	596
Kentucky	5,759	77	1,125	4,337	220
Louisiana	4,305	89	2,102	1,831	283
Maryland	3,935	101	2,916	675	237
Massachusetts	1,754	133	149	1,381	91
Mississippi	1,801	10	1,296	463	32
Missouri	2,867	55	829	1,748	235
Nevada	1,315	192	121	685	317
New Mexico	822	446	40	222	54
North Carolina	1,643	31	1,080	425	107
Ohio	9,491	252	2,546	6,011	682
Oklahoma	4,992	270	1,035	2,659	1,028
Oregon	1,161	64	39	886	172
Pennsylvania (PASSHE system only)	5,422	225	1,184	3,581	432
South Dakota	1,636	27	41	1,319	249
Tennessee	NP	NP	NP	NP	NP
Texas	13,943	5,222	3,751	4,203	767
Utah	2,476	181	60	1,858	377
Virginia	115	1,430	18	88	6,626
Washington	1,139	90	73	739	237
West Virginia	1,925	15	267	1,582	61
Wyoming	NP	NP	NP	NP	NP

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

TOTAL REMEDIAL STUDENTS IN 4-YEAR COLLEGES

	4-year colleges			
	Students age 17–19	Students age 20–24	Students age 25 and older	Total first-time entry students receiving Pell grants (fall 2006)
Arizona	NP	NP	NP	NP
Arkansas	7,388	814	503	NP
California (CSU system only)	29,299	500	72	11,959
Colorado	1,634	224	113	735
Florida	NP	NP	NP	NP
Georgia	4,790	777	1,028	3,082
Hawaii	2,174	41	23	443
Idaho	820	314	228	591
Illinois	3,844	252	57	1,162
Indiana	3,854	549	479	1,771
Kentucky	4,966	334	459	4,215
Louisiana	3,544	400	361	2,279
Maryland	3,537	201	192	1,655
Massachusetts	1,698	38	15	403
Mississippi	1,703	80	18	1,137
Missouri	2,403	285	178	1,149
Nevada	1,118	194	3	NP
New Mexico	714	56	52	442
North Carolina	1,533	69	41	866
Ohio	8,523	605	363	3,794
Oklahoma	3,429	766	477	1,888
Oregon	1,058	70	33	318
Pennsylvania (PASSHE system only)	4,980	315	127	2,139
South Dakota	1,429	119	88	574
Tennessee	NP	NP	NP	NP
Texas	13,186	533	224	6,773
Utah	1,340	842	294	NP
Virginia	100	13	2,575	39
Washington	1,001	73	65	332
West Virginia	1,632	181	112	934
Wyoming	NP	NP	NP	NP

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

REMEDIAL EDUCATION
Mathematics Success in 2-Year Colleges

	Hispanic			African American, non-Hispanic			White, non-Hispanic			Other		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	29.0%	29.8%	16.0%	33.2%	22.4%	10.6%	39.0%	32.3%	14.3%	29.7%	27.0%	9.5%
Arkansas	52.8%	70.2%	19.9%	49.7%	46.9%	10.6%	40.4%	60.3%	18.9%	39.2%	61.3%	20.4%
California (CSU system only)	NP	NP	NP									
Colorado	16.0%	71.5%	64.2%	16.5%	50.5%	40.2%	13.7%	71.5%	70.8%	11.2%	71.6%	72.1%
Florida	17.3%	66.0%	20.6%	16.6%	59.7%	17.6%	22.2%	66.0%	21.0%	15.7%	68.2%	24.6%
Georgia	22.0%	71.3%	25.3%	17.5%	55.1%	15.9%	17.4%	62.7%	17.1%	18.6%	66.1%	34.7%
Hawaii	21.3%	47.8%	NP	17.2%	34.9%	16.7%	21.6%	50.9%	19.6%	18.6%	44.8%	24.4%
Idaho	27.1%	61.8%	29.1%	NP	NP	NP	33.1%	64.8%	26.9%	32.5%	72.8%	21.1%
Illinois	25.3%	69.5%	33.5%	21.2%	57.8%	21.8%	26.0%	70.9%	38.5%	22.7%	70.4%	42.4%
Indiana	21.4%	70.6%	NP	21.4%	55.5%	NP	26.0%	71.8%	NP	16.3%	65.7%	NP
Kentucky	16.0%	66.7%	53.8%	15.2%	51.8%	41.9%	15.6%	70.4%	63.4%	13.2%	67.5%	61.4%
Louisiana	36.0%	71.0%	14.5%	29.8%	53.9%	13.0%	30.4%	62.0%	19.8%	30.7%	64.4%	23.5%
Maryland	32.3%	NP	NP	23.1%	NP	NP	32.1%	NP	NP	28.3%	NP	NP
Massachusetts	22.9%	56.4%	13.9%	24.9%	46.0%	11.8%	32.1%	59.3%	24.9%	20.4%	59.0%	24.9%
Mississippi	27.7%	74.4%	28.2%	25.9%	58.9%	14.4%	32.0%	67.1%	19.7%	25.6%	48.2%	17.6%
Missouri	20.6%	NP	NP	16.5%	NP	NP	24.2%	NP	NP	20.8%	NP	NP
Nevada	18.5%	68.7%	19.3%	20.7%	61.4%	12.5%	21.2%	74.8%	23.2%	20.0%	76.3%	27.0%
New Mexico	50.5%	60.2%	NP	47.2%	64.8%	NP	34.4%	59.8%	NP	34.4%	64.7%	NP
North Carolina	10.0%	60.2%	10.2%	11.4%	55.0%	11.9%	13.2%	64.3%	14.3%	14.9%	62.5%	12.4%
Ohio	32.8%	46.1%	21.3%	24.1%	35.8%	11.8%	30.0%	57.7%	27.9%	24.8%	53.9%	26.4%
Oklahoma	25.8%	67.1%	29.7%	23.0%	62.1%	18.8%	32.3%	68.3%	25.8%	28.7%	68.4%	25.4%
Oregon	50.6%	77.8%	30.1%	54.0%	74.7%	29.9%	44.2%	78.1%	32.0%	38.1%	78.6%	33.1%
Pennsylvania (PASSHE system only)	NP	NP	NP									
South Dakota	NP	NP	NP									
Tennessee	24.1%	64.0%	38.4%	14.6%	41.8%	13.2%	28.6%	58.4%	29.1%	22.7%	59.8%	30.6%
Texas	23.2%	31.0%	15.8%	24.4%	27.2%	11.8%	26.9%	34.0%	15.7%	19.7%	38.0%	21.9%
Utah	15.7%	73.7%	28.9%	20.2%	61.1%	27.8%	10.7%	76.8%	32.1%	8.7%	62.8%	34.6%
Virginia	15.0%	71.1%	8.7%	18.4%	72.1%	6.3%	19.5%	74.5%	10.4%	11.5%	78.9%	11.3%
Washington	21.0%	56.8%	4.7%	22.4%	46.1%	3.6%	30.8%	59.6%	5.8%	25.0%	56.5%	7.9%
West Virginia	27.0%	52.9%	17.6%	23.4%	57.7%	11.5%	32.0%	74.0%	26.0%	26.7%	56.3%	18.8%
Wyoming	44.0%	47.5%	16.9%	36.5%	42.1%	5.3%	32.9%	58.4%	24.9%	28.8%	71.7%	30.4%

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

REMEDIAL EDUCATION
Mathematics Success in 2-Year Colleges

	Students age 17–19			Students age 20–24			Students age 25 and older			Total first-time entry students receiving Pell grants (fall 2006)		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	37.2%	34.5%	17.6%	34.0%	24.9%	8.5%	28.0%	21.9%	6.5%	NP	NP	NP
Arkansas	40.4%	56.0%	18.4%	48.8%	55.0%	12.2%	44.9%	63.6%	17.0%	NP	NP	NP
California (CSU system only)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Colorado	15.2%	66.6%	63.9%	14.4%	69.9%	65.3%	12.6%	74.1%	72.2%	19.1%	70.4%	61.8%
Florida	18.0%	66.5%	21.7%	23.9%	60.6%	16.6%	23.6%	64.5%	20.1%	20.4%	65.5%	20.8%
Georgia	17.7%	60.2%	23.7%	19.2%	55.7%	11.6%	16.5%	64.8%	11.7%	19.8%	60.2%	16.7%
Hawaii	19.2%	45.8%	24.6%	18.2%	42.6%	19.1%	18.7%	48.8%	20.7%	17.8%	45.9%	22.6%
Idaho	30.1%	66.5%	26.5%	39.1%	65.2%	26.5%	36.1%	66.7%	21.4%	39.4%	68.3%	27.9%
Illinois	29.3%	69.8%	38.1%	22.3%	64.1%	28.5%	16.6%	72.0%	36.3%	28.2%	67.1%	32.9%
Indiana	20.8%	65.4%	NP	23.5%	65.0%	NP	27.0%	74.5%	NP	25.9%	64.2%	NP
Kentucky	20.8%	67.6%	59.4%	18.2%	63.5%	54.4%	10.0%	72.9%	68.1%	24.6%	73.9%	66.7%
Louisiana	29.1%	57.4%	17.4%	29.7%	58.6%	15.1%	36.9%	68.7%	20.8%	31.4%	64.9%	18.9%
Maryland	31.2%	NP	NP	26.0%	NP	NP	21.4%	NP	NP	28.3%	NP	NP
Massachusetts	30.9%	56.3%	24.0%	26.9%	55.6%	18.3%	22.9%	67.7%	19.1%	27.7%	55.5%	19.6%
Mississippi	33.1%	69.5%	20.3%	26.4%	51.9%	10.1%	21.5%	58.8%	12.1%	34.6%	63.3%	17.1%
Missouri	23.3%	NP	NP	22.2%	NP	NP	21.0%	NP	NP	25.0%	NP	NP
Nevada	23.4%	54.6%	18.4%	11.0%	NP	36.4%	28.4%	33.3%	8.6%	NP	NP	NP
New Mexico	56.0%	56.5%	NP	38.0%	76.7%	NP	17.2%	73.7%	NP	62.0%	77.1%	NP
North Carolina	0.2%	NP	NP	14.5%	60.2%	13.0%	14.2%	65.7%	14.4%	20.2%	61.7%	13.5%
Ohio	29.2%	55.1%	27.8%	28.5%	49.3%	19.2%	28.5%	58.8%	24.8%	30.7%	49.4%	20.9%
Oklahoma	30.1%	68.5%	30.0%	30.7%	57.2%	13.5%	31.0%	71.7%	22.3%	36.5%	68.9%	22.7%
Oregon	42.3%	77.8%	35.3%	43.4%	76.5%	28.4%	49.4%	82.1%	30.8%	53.0%	79.7%	29.1%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Tennessee	21.1%	59.3%	29.0%	29.5%	49.7%	20.8%	41.3%	55.8%	29.3%	24.9%	54.0%	26.5%
Texas	24.9%	33.6%	16.5%	24.7%	26.7%	11.9%	25.2%	33.3%	15.6%	25.7%	31.8%	14.6%
Utah	9.1%	73.2%	32.8%	12.8%	74.6%	29.9%	15.4%	76.3%	33.1%	NP	NP	NP
Virginia	21.0%	71.4%	9.6%	15.8%	74.0%	8.0%	15.0%	81.4%	10.0%	22.6%	72.7%	7.6%
Washington	35.2%	56.0%	4.9%	24.8%	58.5%	6.5%	21.4%	64.2%	9.3%	30.0%	56.8%	6.2%
West Virginia	31.7%	73.7%	26.7%	30.0%	62.1%	19.0%	30.6%	76.5%	24.8%	34.1%	72.2%	23.7%
Wyoming	32.4%	57.0%	25.9%	38.8%	56.1%	18.9%	33.3%	69.5%	18.9%	42.4%	55.0%	21.5%

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

REMEDIAL EDUCATION

English Success in 2-Year Colleges

	Hispanic			African American, non-Hispanic			White, non-Hispanic			Other		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	6.4%	52.7%	28.6%	7.2%	35.7%	18.6%	2.7%	65.3%	35.2%	7.0%	54.5%	26.7%
Arkansas	41.6%	82.9%	44.1%	61.6%	69.5%	36.4%	35.2%	72.3%	43.0%	42.6%	71.3%	46.5%
California (CSU system only)	NP	NP	NP									
Colorado	11.1%	94.6%	70.2%	13.5%	88.6%	61.7%	6.7%	87.7%	78.1%	13.0%	89.5%	77.3%
Florida	13.2%	72.8%	46.7%	16.8%	66.1%	38.6%	8.8%	71.4%	46.2%	15.9%	75.3%	53.9%
Georgia	8.6%	83.8%	33.8%	13.0%	61.5%	10.8%	6.2%	73.0%	17.9%	11.3%	65.5%	25.5%
Hawaii	14.8%	NP	NP	17.5%	48.4%	20.7%	14.7%	57.9%	32.9%	17.0%	53.8%	26.1%
Idaho	9.9%	50.0%	35.0%	NP	NP	NP	4.2%	61.8%	25.0%	8.6%	66.7%	53.8%
Illinois	10.5%	74.6%	38.0%	11.9%	56.1%	23.0%	6.3%	74.6%	44.7%	NP	3.4%	2.0%
Indiana	6.1%	40.3%	NP	5.9%	29.3%	NP	3.0%	32.3%	NP	2.9%	36.6%	NP
Kentucky	5.7%	71.4%	64.3%	7.9%	55.6%	43.4%	4.9%	75.7%	62.1%	5.3%	77.0%	65.0%
Louisiana	7.6%	61.5%	23.1%	6.9%	35.9%	17.9%	6.2%	49.6%	29.5%	5.6%	33.3%	16.7%
Maryland	7.9%	NP	NP	11.9%	NP	NP	5.2%	NP	NP	6.3%	NP	NP
Massachusetts	10.0%	52.0%	33.3%	11.1%	63.0%	41.1%	7.8%	65.5%	45.1%	14.4%	74.4%	54.3%
Mississippi	5.7%	75.0%	25.0%	5.5%	53.3%	16.5%	2.0%	54.6%	23.1%	4.6%	40.0%	5.7%
Missouri	11.1%	NP	NP	11.6%	NP	NP	7.9%	NP	NP	10.5%	NP	NP
Nevada	6.1%	70.0%	27.9%	8.9%	55.7%	20.3%	6.4%	74.2%	38.9%	7.1%	71.6%	35.8%
New Mexico	42.3%	63.4%	NP	44.6%	67.8%	NP	21.7%	60.0%	NP	31.7%	65.8%	NP
North Carolina	7.0%	56.1%	30.6%	7.0%	44.2%	16.6%	4.0%	49.2%	29.5%	6.3%	49.8%	31.0%
Ohio	8.7%	40.3%	26.9%	10.2%	42.2%	27.4%	8.9%	64.6%	48.4%	9.0%	58.3%	43.9%
Oklahoma	9.5%	68.4%	50.9%	8.6%	55.8%	74.0%	4.8%	68.0%	56.9%	7.2%	69.7%	69.0%
Oregon	31.4%	81.5%	45.3%	37.9%	65.7%	48.1%	18.8%	77.1%	47.2%	20.7%	77.3%	48.9%
Pennsylvania (PASSHE system only)	NP	NP	NP									
South Dakota	NP	NP	NP									
Tennessee	10.4%	51.4%	27.0%	6.7%	50.5%	23.0%	6.9%	67.6%	43.1%	10.7%	58.3%	47.2%
Texas	8.1%	41.9%	26.3%	7.9%	37.3%	22.4%	3.8%	46.7%	29.3%	9.0%	58.6%	44.8%
Utah	10.5%	66.7%	27.5%	13.5%	75.0%	16.7%	4.3%	86.7%	48.3%	8.5%	86.8%	43.4%
Virginia	16.3%	86.2%	46.7%	11.4%	81.2%	30.5%	7.6%	82.7%	39.1%	16.2%	86.1%	55.2%
Washington	7.4%	65.7%	11.9%	6.4%	45.9%	11.7%	4.2%	56.5%	17.1%	6.3%	64.3%	17.2%
West Virginia	1.6%	NP	0.0%	8.1%	48.1%	18.5%	4.7%	64.3%	39.0%	3.3%	50.0%	25.0%
Wyoming	8.2%	81.8%	36.4%	11.5%	66.7%	16.7%	6.6%	68.0%	34.9%	16.9%	70.4%	70.4%

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

REMEDIAL EDUCATION

English Success in 2-Year Colleges

	Students age 17–19			Students age 20–24			Students age 25 and older			Total first-time entry students receiving Pell grants (fall 2006)		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	4.5%	59.5%	33.7%	4.7%	49.3%	25.0%	4.2%	48.4%	22.6%	NP	NP	NP
Arkansas	40.6%	71.8%	42.1%	43.9%	69.2%	33.7%	39.9%	73.8%	43.9%	NP	NP	NP
California (CSU system only)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Colorado	11.3%	91.4%	72.9%	8.1%	80.4%	72.2%	5.6%	94.8%	79.5%	9.6%	NP	65.5%
Florida	12.8%	73.4%	49.3%	10.8%	60.6%	30.4%	6.7%	61.5%	26.5%	12.9%	73.1%	48.4%
Georgia	10.0%	69.3%	23.7%	9.5%	58.7%	4.2%	7.3%	67.1%	2.5%	10.8%	67.7%	15.2%
Hawaii	17.1%	54.8%	27.8%	15.7%	49.4%	22.2%	13.2%	53.4%	20.7%	18.6%	51.0%	20.9%
Idaho	6.4%	62.5%	35.6%	3.8%	NP	NP	3.7%	NP	NP	5.6%	63.4%	39.0%
Illinois	8.7%	72.4%	44.9%	8.7%	65.3%	28.3%	5.7%	72.5%	32.0%	10.3%	69.2%	37.3%
Indiana	4.3%	32.4%	NP	3.4%	34.1%	NP	2.7%	31.9%	NP	4.2%	27.9%	NP
Kentucky	8.5%	77.0%	62.6%	6.2%	62.9%	49.2%	2.1%	69.3%	60.7%	7.6%	78.2%	64.9%
Louisiana	7.2%	44.9%	27.1%	5.6%	38.9%	13.9%	4.4%	45.2%	21.4%	6.0%	36.8%	21.1%
Maryland	7.9%	NP	NP	6.8%	NP	NP	5.8%	NP	NP	9.6%	NP	NP
Massachusetts	9.4%	64.5%	47.1%	9.3%	63.3%	37.9%	7.7%	68.8%	39.8%	10.0%	64.7%	45.1%
Mississippi	3.3%	50.3%	17.2%	4.6%	51.5%	16.1%	3.8%	62.3%	20.9%	5.0%	56.9%	23.2%
Missouri	8.9%	NP	NP	10.2%	NP	NP	7.2%	NP	NP	9.6%	NP	NP
Nevada	6.2%	71.1%	37.8%	5.8%	65.4%	29.4%	4.0%	77.1%	30.7%	NP	NP	NP
New Mexico	46.2%	59.9%	NP	28.1%	81.5%	NP	12.9%	70.2%	NP	54.3%	76.2%	NP
North Carolina	0.5%	NP	NP	6.5%	47.9%	27.3%	3.8%	49.9%	22.7%	8.8%	49.0%	27.0%
Ohio	10.0%	63.3%	49.8%	7.7%	49.5%	27.0%	6.7%	56.3%	34.4%	9.9%	53.1%	37.7%
Oklahoma	5.5%	73.9%	73.1%	7.2%	47.9%	47.9%	6.3%	61.2%	37.2%	6.0%	63.3%	67.8%
Oregon	20.6%	78.1%	48.3%	21.4%	74.8%	47.2%	18.3%	80.3%	44.4%	25.9%	78.8%	46.8%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Tennessee	7.9%	66.5%	42.7%	6.7%	50.9%	32.9%	4.6%	54.3%	21.9%	6.4%	62.4%	37.9%
Texas	6.0%	49.7%	32.0%	6.3%	35.3%	22.6%	6.4%	28.9%	18.7%	7.7%	44.1%	27.4%
Utah	6.4%	82.1%	43.9%	5.0%	83.5%	44.3%	3.7%	89.3%	28.6%	NP	NP	NP
Virginia	12.1%	82.4%	39.4%	7.1%	80.1%	36.1%	6.2%	89.0%	43.2%	11.1%	82.9%	33.4%
Washington	6.1%	61.2%	17.8%	3.6%	56.9%	12.4%	3.8%	54.0%	14.3%	7.1%	54.5%	14.0%
West Virginia	5.0%	65.6%	39.8%	4.3%	39.4%	21.2%	5.2%	66.0%	35.8%	5.2%	61.1%	35.2%
Wyoming	7.2%	70.3%	38.8%	8.7%	66.7%	48.5%	6.3%	61.1%	22.2%	10.1%	72.6%	27.4%

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

REMEDIAL EDUCATION

Mathematics and English Success in 2-Year Colleges

	Hispanic			African American, non-Hispanic			White, non-Hispanic			Other		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	30.7%	15.2%	7.7%	25.9%	9.6%	5.2%	12.1%	12.3%	5.8%	24.7%	13.4%	6.2%
Arkansas	29.2%	61.5%	37.2%	38.2%	41.7%	25.5%	22.9%	54.9%	35.4%	25.7%	57.4%	36.1%
California (CSU system only)	NP	NP	NP									
Colorado	19.4%	42.4%	49.6%	23.8%	34.5%	36.5%	9.7%	50.8%	67.1%	10.9%	46.9%	60.4%
Florida	23.6%	51.4%	12.9%	38.1%	45.5%	10.3%	17.9%	50.4%	12.4%	19.9%	58.3%	16.9%
Georgia	10.5%	45.8%	8.4%	16.2%	37.6%	7.8%	6.3%	52.1%	15.8%	9.9%	42.4%	20.1%
Hawaii	22.2%	NP	NP	33.6%	25.0%	9.6%	19.7%	32.4%	NP	32.3%	32.6%	13.7%
Idaho	38.9%	55.7%	17.7%	NP	NP	NP	17.4%	55.0%	15.4%	16.6%	48.0%	NP
Illinois	24.2%	62.4%	26.7%	29.6%	51.5%	13.4%	10.8%	63.5%	26.0%	10.9%	72.2%	36.8%
Indiana	26.1%	71.6%	NP	33.2%	52.3%	NP	17.1%	66.0%	NP	14.7%	58.4%	NP
Kentucky	13.1%	87.5%	68.8%	25.3%	74.2%	56.9%	12.5%	80.9%	65.0%	12.5%	81.0%	67.9%
Louisiana	27.3%	40.4%	10.6%	39.0%	32.6%	5.8%	17.8%	36.1%	8.0%	30.0%	33.3%	8.5%
Maryland	26.3%	NP	NP	38.1%	NP	NP	18.0%	NP	NP	15.1%	NP	NP
Massachusetts	33.7%	35.3%	8.9%	34.7%	37.7%	10.2%	20.3%	46.2%	16.0%	21.5%	46.5%	18.4%
Mississippi	8.5%	75.0%	NP	15.0%	51.3%	8.9%	6.0%	58.7%	10.0%	11.7%	48.9%	14.8%
Missouri	19.6%	NP	NP	49.6%	NP	NP	17.2%	NP	NP	17.6%	NP	NP
Nevada	14.9%	64.0%	14.0%	15.9%	63.4%	7.0%	15.4%	61.2%	14.2%	12.3%	65.0%	23.0%
New Mexico	65.1%	52.5%	NP	58.0%	59.6%	NP	41.5%	53.0%	NP	45.8%	55.6%	NP
North Carolina	14.5%	46.1%	6.5%	23.9%	34.8%	3.8%	10.4%	43.7%	6.8%	16.0%	40.9%	7.0%
Ohio	26.0%	30.8%	12.4%	41.6%	18.4%	4.7%	16.9%	39.7%	17.7%	20.1%	31.0%	13.9%
Oklahoma	29.8%	57.0%	20.7%	43.1%	45.9%	9.4%	18.8%	57.9%	12.9%	27.3%	58.1%	13.3%
Oregon	21.7%	73.3%	23.6%	24.2%	75.4%	26.1%	11.7%	68.8%	21.8%	11.8%	70.8%	22.6%
Pennsylvania (PASSHE system only)	NP	NP	NP									
South Dakota	NP	NP	NP									
Tennessee	41.7%	40.3%	16.1%	69.6%	28.1%	6.7%	29.9%	38.7%	16.7%	39.1%	43.0%	18.0%
Texas	27.3%	22.0%	9.2%	34.7%	18.1%	4.3%	11.8%	23.1%	7.2%	18.0%	35.6%	17.5%
Utah	14.4%	62.9%	15.7%	29.2%	61.5%	11.5%	4.7%	74.4%	24.1%	6.8%	67.2%	14.8%
Virginia	17.6%	68.5%	26.2%	24.0%	75.2%	15.3%	11.5%	71.6%	34.5%	11.6%	75.6%	36.7%
Washington	25.8%	42.7%	19.7%	17.8%	31.8%	9.7%	10.7%	40.5%	15.5%	14.3%	39.5%	15.9%
West Virginia	25.4%	62.5%	31.3%	55.7%	45.2%	11.3%	31.5%	57.4%	11.2%	31.7%	55.3%	10.5%
Wyoming	18.7%	40.0%	8.0%	34.6%	38.9%	16.7%	14.3%	42.4%	13.6%	26.3%	52.4%	23.8%

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

REMEDIAL EDUCATION

Mathematics and English Success in 2-Year Colleges

	Students age 17–19			Students age 20–24			Students age 25 and older			Total first-time entry students receiving Pell grants (fall 2006)		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	23.7%	15.6%	7.8%	18.3%	8.3%	3.4%	10.4%	9.8%	4.1%	NP	NP	NP
Arkansas	25.6%	51.2%	33.5%	29.6%	47.6%	25.6%	26.0%	55.0%	35.5%	NP	NP	NP
California (CSU system only)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Colorado	16.6%	43.2%	54.0%	11.9%	46.8%	58.8%	8.0%	52.4%	63.9%	19.6%	46.0%	49.2%
Florida	23.7%	51.5%	13.4%	25.8%	44.2%	8.2%	16.0%	44.1%	9.2%	31.9%	49.0%	11.6%
Georgia	12.3%	44.4%	14.8%	10.5%	33.6%	4.9%	6.4%	47.9%	4.7%	14.5%	38.3%	8.5%
Hawaii	33.5%	31.8%	13.6%	23.0%	34.5%	10.9%	16.2%	33.8%	NP	37.1%	28.2%	10.8%
Idaho	18.1%	54.1%	17.5%	24.6%	59.0%	15.7%	20.7%	50.7%	NP	24.7%	54.9%	16.5%
Illinois	18.3%	61.4%	24.4%	16.6%	54.3%	17.6%	7.7%	65.9%	24.4%	20.7%	57.9%	19.5%
Indiana	22.4%	63.2%	NP	18.7%	57.1%	NP	16.2%	64.8%	NP	22.2%	59.0%	NP
Kentucky	19.9%	82.5%	66.4%	17.1%	72.3%	56.0%	7.4%	79.3%	64.2%	21.9%	82.5%	66.2%
Louisiana	26.6%	33.2%	6.5%	28.8%	35.1%	6.4%	21.5%	37.6%	10.2%	35.3%	35.4%	8.1%
Maryland	27.2%	NP	NP	18.0%	NP	NP	13.7%	NP	NP	35.9%	NP	NP
Massachusetts	26.6%	41.4%	15.2%	21.0%	43.2%	10.9%	15.1%	53.6%	10.4%	30.6%	41.1%	11.2%
Mississippi	11.3%	55.6%	9.9%	8.5%	47.3%	6.3%	6.6%	56.7%	7.3%	13.9%	56.8%	10.9%
Missouri	22.6%	NP	NP	21.5%	NP	NP	12.2%	NP	NP	26.8%	NP	NP
Nevada	16.9%	61.6%	16.9%	12.0%	59.8%	11.9%	4.5%	77.7%	14.6%	NP	NP	NP
New Mexico	71.1%	49.3%	NP	45.9%	70.1%	NP	22.1%	66.0%	NP	75.3%	72.8%	NP
North Carolina	0.2%	NP	NP	19.1%	38.9%	5.5%	9.7%	44.8%	6.6%	32.7%	39.4%	5.1%
Ohio	20.4%	33.1%	14.1%	20.8%	30.6%	11.2%	20.6%	36.6%	16.0%	28.0%	27.2%	10.4%
Oklahoma	25.1%	57.1%	14.7%	27.2%	46.5%	8.0%	16.9%	54.6%	9.6%	29.5%	56.1%	10.1%
Oregon	12.3%	71.1%	25.8%	13.0%	67.1%	21.3%	13.6%	73.4%	15.5%	16.9%	72.7%	19.5%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Tennessee	37.2%	37.8%	14.1%	44.6%	26.4%	8.7%	39.1%	34.7%	14.8%	49.3%	33.0%	11.5%
Texas	20.8%	23.6%	8.8%	19.8%	17.2%	6.3%	16.3%	22.0%	6.9%	30.2%	21.1%	7.7%
Utah	6.1%	70.8%	18.8%	7.2%	62.8%	19.5%	4.8%	86.5%	27.0%	NP	NP	NP
Virginia	19.7%	72.9%	25.0%	9.3%	64.4%	26.1%	8.2%	80.4%	38.4%	22.4%	75.0%	22.7%
Washington	18.2%	39.1%	15.7%	8.1%	40.5%	10.8%	6.4%	42.2%	11.9%	18.9%	37.9%	13.1%
West Virginia	31.4%	58.2%	12.7%	38.6%	52.0%	10.1%	34.0%	53.7%	9.4%	39.9%	53.4%	9.4%
Wyoming	15.2%	42.5%	15.5%	16.0%	42.6%	8.2%	17.9%	47.1%	13.7%	25.0%	42.0%	11.0%

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

REMEDIAL EDUCATION

Total Success in 2-Year Colleges

	Hispanic			African American, non-Hispanic			White, non-Hispanic			Other		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	66.1%	25.3%	13.3%	66.4%	18.8%	9.3%	53.8%	29.4%	13.4%	61.4%	24.7%	10.1%
Arkansas	NP	NP	NP									
California (CSU system only)	NP	NP	NP									
Colorado	46.5%	64.8%	59.5%	53.9%	53.0%	44.0%	30.1%	68.4%	71.2%	35.2%	70.6%	70.4%
Florida	54.2%	61.3%	23.6%	71.5%	53.6%	18.6%	48.9%	61.2%	22.4%	51.5%	66.6%	30.7%
Georgia	41.0%	67.4%	25.8%	46.7%	50.8%	13.3%	30.0%	62.6%	18.8%	39.7%	60.0%	30.2%
Hawaii	58.3%	NP	NP	68.4%	33.5%	14.2%	56.0%	46.2%	NP	67.8%	41.3%	19.7%
Idaho	75.9%	57.1%	24.0%	82.4%	92.9%	NP	54.7%	61.5%	23.1%	57.6%	64.8%	22.6%
Illinois	60.0%	67.5%	31.5%	62.7%	54.5%	18.1%	43.2%	69.6%	36.3%	NP	11.8%	6.8%
Indiana	53.7%	67.7%	NP	60.5%	51.2%	NP	46.0%	67.1%	NP	34.0%	60.0%	NP
Kentucky	34.8%	75.3%	61.2%	48.3%	64.1%	50.0%	33.0%	75.2%	63.8%	31.0%	74.6%	64.7%
Louisiana	70.9%	58.2%	13.9%	75.7%	41.3%	9.7%	54.4%	52.1%	17.1%	66.3%	47.7%	16.1%
Maryland	66.5%	NP	NP	73.0%	NP	NP	55.3%	NP	NP	49.8%	NP	NP
Massachusetts	66.6%	45.1%	23.7%	70.7%	44.6%	25.0%	60.1%	55.7%	31.6%	56.3%	58.2%	37.4%
Mississippi	41.8%	78.0%	30.5%	46.4%	63.3%	19.7%	40.0%	67.8%	22.2%	41.9%	51.6%	20.9%
Missouri	51.3%	NP	NP	77.7%	NP	NP	49.3%	NP	NP	48.9%	NP	NP
Nevada	39.4%	67.1%	18.6%	45.5%	61.0%	12.1%	42.9%	69.8%	22.3%	39.4%	71.9%	27.3%
New Mexico	68.4%	62.6%	NP	59.4%	66.4%	NP	44.8%	61.6%	NP	47.2%	65.9%	NP
North Carolina	31.6%	52.8%	13.0%	42.3%	41.8%	8.1%	27.5%	54.4%	13.7%	37.2%	51.1%	13.3%
Ohio	67.4%	39.5%	18.6%	75.8%	27.1%	10.0%	55.7%	53.3%	28.1%	53.9%	46.1%	24.7%
Oklahoma	65.2%	72.1%	28.6%	74.8%	66.6%	19.8%	55.9%	71.5%	24.1%	63.1%	73.6%	25.1%
Oregon	60.2%	81.3%	40.4%	67.7%	69.4%	41.5%	51.3%	79.9%	39.9%	47.0%	80.0%	42.7%
Pennsylvania (PASSHE system only)	NP	NP	NP									
South Dakota	NP	NP	NP									
Tennessee	76.2%	49.3%	24.6%	90.9%	32.0%	8.9%	65.5%	50.4%	24.9%	72.5%	50.5%	26.2%
Texas	58.7%	28.4%	14.2%	67.0%	23.7%	9.2%	42.5%	32.1%	14.6%	46.8%	41.0%	24.6%
Utah	40.6%	68.0%	23.9%	62.9%	64.3%	17.9%	19.7%	78.4%	33.7%	24.0%	72.6%	32.1%
Virginia	48.9%	75.2%	27.6%	53.8%	75.4%	15.5%	38.6%	75.3%	23.2%	39.3%	80.9%	36.9%
Washington	54.2%	51.3%	12.4%	46.6%	40.6%	6.7%	45.6%	54.8%	8.9%	45.5%	52.2%	9.1%
West Virginia	54.0%	55.9%	23.5%	87.1%	48.8%	12.0%	68.2%	65.7%	20.1%	61.7%	55.4%	14.9%
Wyoming	63.4%	38.8%	17.6%	78.8%	39.0%	14.6%	46.8%	46.2%	31.2%	67.5%	53.7%	46.3%

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

REMEDIAL EDUCATION

Total Success in 2-Year Colleges

	Students age 17–19			Students age 20–24			Students age 25 and older			Total first-time entry students receiving Pell grants (fall 2006)		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	65.4%	29.4%	15.2%	57.1%	21.6%	8.2%	42.5%	21.6%	7.5%	NP	NP	NP
Arkansas	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
California (CSU system only)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Colorado	43.1%	64.0%	62.4%	34.4%	64.4%	64.7%	26.2%	71.9%	71.3%	48.2%	67.0%	57.4%
Florida	54.6%	61.6%	24.6%	60.5%	53.6%	15.5%	46.3%	57.0%	17.3%	65.2%	58.9%	21.8%
Georgia	40.0%	57.6%	23.6%	39.2%	50.5%	8.8%	30.1%	61.7%	8.6%	45.1%	55.0%	15.9%
Hawaii	69.8%	41.3%	20.1%	56.9%	41.2%	16.7%	48.1%	45.0%	NP	73.5%	38.2%	16.2%
Idaho	54.7%	61.9%	24.6%	67.5%	61.0%	23.7%	60.5%	60.7%	16.8%	69.7%	63.2%	24.8%
Illinois	56.3%	67.4%	34.7%	47.5%	60.9%	24.7%	29.9%	70.5%	32.4%	59.1%	64.2%	29.0%
Indiana	47.5%	61.4%	NP	45.5%	59.4%	NP	45.9%	68.6%	NP	52.2%	59.1%	NP
Kentucky	49.1%	75.2%	62.8%	41.5%	67.0%	54.3%	19.5%	74.9%	65.8%	54.2%	78.0%	66.2%
Louisiana	62.9%	45.8%	13.9%	64.1%	46.3%	11.1%	62.8%	56.4%	17.2%	72.7%	48.3%	13.8%
Maryland	66.3%	NP	NP	50.8%	NP	NP	40.9%	NP	NP	73.8%	NP	NP
Massachusetts	66.9%	51.5%	31.3%	57.1%	52.3%	25.8%	45.7%	63.2%	29.6%	68.3%	50.4%	29.2%
Mississippi	47.7%	69.9%	23.4%	39.5%	55.2%	13.1%	31.9%	63.4%	16.5%	53.5%	66.4%	23.2%
Missouri	54.8%	NP	NP	53.9%	NP	NP	40.3%	NP	NP	61.4%	NP	NP
Nevada	38.2%	72.4%	25.0%	28.9%	85.1%	24.8%	36.9%	43.4%	11.7%	NP	NP	NP
New Mexico	74.5%	58.7%	NP	48.5%	80.3%	NP	23.8%	73.1%	NP	79.3%	78.1%	NP
North Carolina	1.0%	33.9%	NP	40.2%	48.0%	11.8%	27.7%	56.2%	12.8%	61.8%	48.1%	11.0%
Ohio	59.6%	48.9%	26.8%	57.1%	42.5%	17.3%	55.9%	50.3%	22.7%	68.6%	40.9%	19.0%
Oklahoma	60.7%	73.1%	27.6%	65.1%	62.0%	15.0%	54.2%	71.1%	20.0%	72.0%	72.1%	21.3%
Oregon	50.6%	79.6%	42.9%	51.9%	78.1%	37.9%	54.2%	83.7%	39.2%	61.9%	81.3%	39.2%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Tennessee	66.2%	48.1%	22.2%	80.7%	37.0%	15.1%	84.9%	46.0%	22.2%	80.6%	41.9%	18.3%
Texas	51.7%	31.5%	15.2%	50.9%	24.1%	11.0%	47.9%	28.9%	13.1%	63.6%	28.2%	12.9%
Utah	21.5%	75.1%	32.1%	25.0%	73.0%	29.8%	23.9%	80.3%	31.1%	NP	NP	NP
Virginia	52.9%	74.5%	22.2%	32.2%	72.6%	19.5%	29.4%	82.7%	24.9%	56.1%	75.7%	18.8%
Washington	59.5%	51.4%	9.5%	36.5%	54.4%	8.0%	31.6%	58.5%	10.4%	55.9%	50.1%	9.5%
West Virginia	68.1%	65.9%	21.2%	72.8%	55.4%	14.4%	69.8%	64.6%	18.1%	79.2%	62.0%	17.3%
Wyoming	47.5%	45.2%	33.2%	58.3%	44.1%	25.7%	51.9%	56.1%	23.6%	65.9%	43.0%	26.2%

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

REMEDIAL EDUCATION
Mathematics Success in 4-Year Colleges

	Hispanic			African American, non-Hispanic			White, non-Hispanic			Other		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	NP	NP	NP									
Arkansas	29.5%	65.6%	32.3%	62.2%	53.8%	23.2%	19.5%	56.0%	28.0%	22.6%	75.8%	42.2%
California (CSU system only)	9.7%	82.1%	NP	11.6%	74.5%	NP	11.8%	81.6%	NP	7.3%	82.8%	NP
Colorado	7.8%	58.1%	10.2%	7.1%	50.0%	6.5%	3.5%	62.9%	15.1%	5.3%	63.4%	7.2%
Florida	NP	NP	NP									
Georgia	9.3%	51.7%	35.3%	12.2%	48.9%	28.8%	7.0%	56.0%	29.7%	4.5%	47.2%	24.0%
Hawaii	NP	NP	NP									
Idaho	14.6%	52.9%	15.7%	10.8%	NP	NP	9.5%	56.6%	19.2%	7.5%	61.4%	19.3%
Illinois	30.3%	45.7%	27.1%	19.3%	64.3%	44.1%	8.8%	71.4%	49.5%	11.0%	57.9%	41.8%
Indiana	18.1%	58.6%	NP	21.3%	46.1%	NP	10.2%	58.3%	NP	7.1%	60.3%	NP
Kentucky	18.6%	84.8%	8.7%	19.4%	70.7%	4.3%	16.1%	74.9%	13.8%	10.8%	85.7%	5.1%
Louisiana	11.8%	75.0%	33.9%	17.3%	63.8%	30.3%	9.0%	69.4%	37.3%	8.7%	66.9%	45.1%
Maryland	13.7%	NP	NP	35.8%	NP	NP	8.7%	NP	NP	8.0%	NP	NP
Massachusetts	32.1%	84.3%	32.4%	36.1%	83.6%	35.3%	19.8%	76.9%	45.2%	14.3%	88.6%	54.3%
Mississippi	3.3%	100.0%	100.0%	15.7%	75.2%	50.7%	5.9%	70.3%	48.3%	7.1%	62.5%	56.3%
Missouri	6.1%	NP	NP	14.5%	NP	NP	6.0%	NP	NP	6.6%	NP	NP
Nevada	19.4%	84.1%	29.9%	17.5%	63.2%	24.6%	14.8%	77.5%	40.1%	14.4%	77.8%	43.1%
New Mexico	10.5%	71.2%	NP	8.8%	81.5%	NP	4.7%	78.8%	NP	5.4%	83.3%	NP
North Carolina	NP	NP	NP	6.4%	82.9%	65.5%	1.9%	86.3%	67.9%	2.1%	84.9%	69.8%
Ohio	14.3%	57.3%	32.3%	20.8%	49.3%	28.6%	11.5%	64.0%	40.2%	10.9%	54.0%	31.7%
Oklahoma	16.5%	65.0%	30.0%	31.9%	55.0%	21.2%	15.1%	65.8%	33.4%	16.7%	68.1%	32.7%
Oregon	13.5%	82.8%	60.9%	19.1%	82.1%	59.0%	11.9%	80.5%	61.4%	8.5%	83.1%	62.8%
Pennsylvania (PASSHE system only)	10.8%	41.8%	27.3%	17.4%	48.0%	31.1%	6.1%	67.8%	41.3%	8.2%	55.8%	37.5%
South Dakota	37.5%	61.1%	NP	45.1%	65.2%	NP	19.0%	73.9%	43.6%	25.2%	64.8%	32.8%
Tennessee	NP	NP	NP									
Texas	19.5%	44.9%	28.3%	23.7%	48.3%	29.3%	9.8%	53.9%	34.5%	6.4%	51.5	40.3%
Utah	20.5%	89.2%	30.8%	27.7%	56.1%	17.1%	13.9%	81.8%	35.2%	12.3%	82.0%	30.6%
Virginia	NP	NP	NP	NP	NP	NP	0.2%	78.7%	29.5%	NP	NP	NP
Washington	5.5%	NP	NP	6.5%	NP	NP	4.1%	NP	NP	2.7%	NP	NP
West Virginia	5.0%	71.4%	28.6%	14.5%	70.9%	34.2%	11.1%	74.8%	32.9%	8.3%	70.0%	20.0%
Wyoming	NP	NP	NP									

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

REMEDIAL EDUCATION
Mathematics Success in 4-Year Colleges

	Students age 17–19			Students age 20–24			Students age 25 and older			Total first-time entry students receiving Pell grants (fall 2006)		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Arkansas	26.0%	56.8%	27.5%	60.5%	50.3%	20.7%	57.1%	59.2%	26.6%	NP	NP	NP
California (CSU system only)	10.0%	81.5%	NP	7.1%	68.1%	NP	4.7%	75.0%	NP	8.1%	79.8%	NP
Colorado	3.9%	60.6%	18.8%	9.6%	63.4%	17.1%	14.2%	70.6%	27.5%	8.5%	61.5%	11.4%
Florida	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Georgia	6.0%	54.0%	29.2%	24.6%	45.5%	24.9%	35.9%	54.5%	32.9%	12.7%	50.5%	29.0%
Hawaii	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Idaho	7.3%	55.4%	16.2%	13.2%	48.1%	15.4%	18.0%	67.3%	26.9%	14.4%	54.4%	19.7%
Illinois	11.6%	62.5%	41.0%	25.8%	70.6%	50.8%	19.8%	42.5%	32.5%	15.7%	68.1%	48.0%
Indiana	10.1%	59.0%	NP	16.2%	41.9%	NP	18.7%	52.7%	NP	18.3%	50.6%	NP
Kentucky	16.4%	75.0%	11.4%	16.5%	68.4%	17.1%	14.3%	76.4%	20.0%	16.7%	76.3%	10.3%
Louisiana	10.5%	68.6%	36.3%	19.8%	56.7%	20.4%	21.4%	59.3%	32.1%	16.2%	64.9%	33.4%
Maryland	20.0%	NP	NP	20.6%	NP	NP	14.2%	NP	NP	34.8%	NP	NP
Massachusetts	20.6%	79.1%	44.2%	24.4%	63.6%	27.3%	32.5%	61.5%	53.8%	24.7%	82.7%	36.2%
Mississippi	9.6%	75.3%	51.4%	9.4%	37.5%	29.2%	15.0%	0.0%	NP	14.1%	74.2%	49.7%
Missouri	6.4%	NP	NP	12.8%	NP	NP	19.1%	NP	NP	13.2%	NP	NP
Nevada	15.4%	78.9%	38.5%	16.2%	68.3%	35.6%	14.3%	NP	NP	NP	NP	NP
New Mexico	6.9%	74.0%	NP	23.6%	79.1%	NP	25.4%	73.5%	NP	15.6%	77.8%	NP
North Carolina	2.9%	85.0%	68.2%	4.7%	78.0%	41.5%	12.2%	75.0%	50.0%	4.9%	84.2%	65.1%
Ohio	12.2%	61.2%	38.5%	22.3%	47.1%	21.0%	25.2%	53.9%	26.1%	18.8%	51.8%	28.0%
Oklahoma	15.4%	67.7%	33.0%	25.3%	50.0%	19.0%	29.1%	56.2%	27.3%	24.7%	64.6%	29.3%
Oregon	11.0%	80.3%	61.7%	17.8%	85.7%	55.7%	32.7%	93.9%	66.7%	100.0%	82.4%	62.3%
Pennsylvania (PASSHE system only)	7.2%	61.7%	37.7%	12.1%	47.2%	32.6%	20.2%	75.0%	55.8%	12.1%	54.9%	34.5%
South Dakota	18.4%	73.2%	43.1%	43.8%	64.1%	30.8%	53.9%	69.1%	40.0%	24.8%	66.7%	38.7%
Tennessee	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Texas	13.5%	49.9%	31.9%	19.3%	35.9%	17.2%	29.3%	41.8%	23.9%	19.4%	46.2%	28.3%
Utah	10.4%	78.6%	32.3%	24.0%	85.4%	33.5%	23.3%	85.9%	41.9%	NP	NP	NP
Virginia	0.2%	77.0%	29.5%	0.2%	90.9%	NP	NP	NP	NP	0.4%	73.9%	NP
Washington	5.2%	NP	NP	1.4%	NP	NP	1.5%	NP	NP	5.2%	NP	NP
West Virginia	10.4%	76.7%	34.5%	17.3%	58.2%	17.6%	23.1%	60.4%	24.5%	17.1%	70.9%	29.9%
Wyoming	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP

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

REMEDIAL EDUCATION

English Success in 4-Year Colleges

	Hispanic			African American, non-Hispanic			White, non-Hispanic			Other		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	NP	NP	NP									
Arkansas	24.8%	75.6%	62.8%	55.5%	75.6%	55.4%	13.5%	72.8%	55.3%	24.2%	92.0%	61.5%
California (CSU system only)	17.1%	88.6%	NP	10.0%	88.9%	NP	11.8%	90.0%	NP	24.9%	91.0%	NP
Colorado	4.9%	86.5%	51.0%	6.0%	117.9%	69.2%	1.7%	94.0%	58.6%	3.5%	89.2%	54.9%
Florida	NP	NP	NP									
Georgia	5.0%	72.6%	62.9%	7.4%	66.9%	52.8%	2.7%	77.3%	57.4%	2.9%	62.5%	53.8%
Hawaii	NP	NP	NP									
Idaho	7.5%	88.9%	55.6%	11.8%	100.0%	NP	3.9%	74.5%	39.4%	6.6%	80.0%	52.0%
Illinois	2.8%	50.0%	43.3%	4.8%	62.0%	49.3%	1.2%	79.7%	75.0%	3.0%	47.4%	41.4%
Indiana	1.1%	62.5%	NP	1.4%	35.7%	NP	0.2%	21.0%	NP	7.4%	92.8%	NP
Kentucky	4.9%	75.0%	NP	8.2%	89.9%	8.1%	4.8%	84.3%	14.0%	5.7%	94.2%	15.4%
Louisiana	5.7%	88.9%	48.1%	10.6%	74.0%	30.4%	2.9%	80.8%	54.0%	7.4%	87.7%	56.1%
Maryland	0.8%	NP	NP	1.9%	NP	NP	0.2%	NP	NP	0.6%	NP	NP
Massachusetts	4.7%	80.0%	66.7%	7.5%	83.3%	79.2%	3.8%	86.7%	79.0%	3.1%	73.3%	73.3%
Mississippi	5.5%	100.0%	NP	8.2%	81.7%	NP	2.3%	83.8%	NP	4.9%	90.9%	NP
Missouri	3.0%	NP	NP	10.4%	NP	NP	2.5%	NP	NP	3.3%	NP	NP
Nevada	9.2%	86.3%	70.6%	8.3%	88.9%	66.7%	6.8%	91.1%	83.4%	6.8%	89.9%	77.2%
New Mexico	5.7%	71.7%	NP	5.2%	87.5%	NP	3.8%	80.9%	NP	3.4%	94.7%	NP
North Carolina	1.8%	93.3%	86.7%	4.9%	93.0%	78.4%	0.3%	93.0%	82.5%	1.8%	95.6%	66.7%
Ohio	7.0%	63.9%	50.8%	12.5%	62.5%	54.2%	4.9%	76.4%	66.5%	7.1%	71.1%	60.2%
Oklahoma	5.4%	69.2%	46.2%	3.5%	60.9%	70.3%	2.2%	70.9%	49.0%	4.3%	83.8%	56.3%
Oregon	NP	NP	NP									
Pennsylvania (PASSHE system only)	13.3%	79.4%	63.2%	15.3%	77.5%	72.7%	5.8%	89.7%	77.0%	10.0%	82.7%	75.6%
South Dakota	NP	NP	NP	NP	NP	NP	4.6%	81.9%	70.2%	8.1%	74.4%	64.1%
Tennessee	NP	NP	NP									
Texas	4.8%	66.5%	54.9%	7.2%	58.8%	47.2%	1.1%	67.5%	55.8%	3.2%	73.4%	62.5%
Utah	3.3%	81.0%	47.6%	2.7%	100.0%	25.0%	1.5%	86.0%	47.1%	2.4%	89.4%	34.0%
Virginia	NP	NP	NP	NP	NP	NP	0.1%	86.4%	54.5%	NP	NP	NP
Washington	0.7%	NP	NP	3.4%	NP	NP	0.3%	NP	NP	0.3%	NP	NP
West Virginia	1.4%	50.0%	0.0%	7.9%	74.4%	65.1%	2.1%	75.1%	51.4%	4.1%	93.3%	66.7%
Wyoming	NP	NP	NP									

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

REMEDIAL EDUCATION

English Success in 4-Year Colleges

	Students age 17–19			Students age 20–24			Students age 25 and older			Total first-time entry students receiving Pell grants (fall 2006)		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Arkansas	21.2%	76.7%	57.3%	49.2%	69.1%	42.2%	37.7%	71.4%	59.1%	NP	NP	NP
California (CSU system only)	17.0%	90.2%	NP	22.1%	79.6%	NP	7.0%	83.3%	NP	19.0%	90.3%	NP
Colorado	2.0%	96.6%	59.7%	8.3%	80.3%	45.1%	8.6%	80.6%	51.6%	4.4%	99.4%	66.3%
Florida	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Georgia	3.7%	74.5%	58.7%	6.6%	58.3%	36.9%	5.5%	48.3%	31.5%	6.3%	70.1%	53.5%
Hawaii	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Idaho	4.8%	83.0%	46.1%	5.3%	64.6%	43.1%	2.2%	63.2%	26.3%	5.9%	83.5%	45.5%
Illinois	1.9%	64.1%	58.2%	5.2%	63.2%	34.2%	3.5%	42.9%	42.9%	3.9%	71.1%	58.4%
Indiana	0.8%	71.6%	NP	3.3%	83.0%	NP	1.5%	75.8%	NP	1.0%	46.7%	NP
Kentucky	5.2%	86.7%	13.4%	6.3%	64.4%	6.7%	4.4%	86.8%	11.8%	4.0%	87.4%	10.3%
Louisiana	5.0%	80.3%	42.5%	10.0%	61.4%	30.7%	11.5%	69.3%	42.7%	8.3%	75.8%	34.5%
Maryland	0.8%	NP	NP	2.0%	NP	NP	1.8%	NP	NP	1.7%	NP	NP
Massachusetts	4.1%	85.5%	78.2%	0.0%	NP	NP	2.5%	0.0%	0.0%	5.5%	76.5%	66.2%
Mississippi	4.5%	84.4%	NP	9.0%	60.9%	NP	3.3%	50.0%	NP	7.0%	82.1%	NP
Missouri	3.2%	NP	NP	6.5%	NP	NP	5.4%	NP	NP	6.0%	NP	NP
Nevada	7.0%	89.7%	78.6%	8.8%	90.9%	78.2%	0.0%	NP	NP	NP	NP	NP
New Mexico	4.6%	77.9%	NP	9.9%	83.3%	NP	17.9%	62.5%	NP	9.0%	80.7%	NP
North Carolina	1.6%	93.3%	79.8%	1.8%	93.8%	NP	NP	NP	NP	3.9%	91.8%	77.4%
Ohio	5.9%	73.2%	64.2%	10.8%	57.6%	39.2%	7.8%	58.8%	45.1%	10.3%	65.2%	54.8%
Oklahoma	2.5%	82.8%	63.1%	5.5%	53.7%	28.0%	4.5%	35.0%	20.0%	3.7%	69.6%	54.0%
Oregon	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Pennsylvania (PASSHE system only)	7.1%	86.6%	77.1%	10.4%	74.0%	49.4%	6.2%	81.3%	43.8%	9.9%	80.8%	71.3%
South Dakota	5.1%	81.3%	69.6%	7.3%	NP	NP	NP	NP	NP	6.5%	75.0%	63.1%
Tennessee	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Texas	2.9%	66.1%	54.3%	6.9%	48.9%	39.4%	4.8%	36.4%	36.4%	5.3%	66.2%	54.4%
Utah	1.5%	84.6%	43.4%	2.4%	92.1%	49.2%	2.2%	82.6%	34.8%	NP	NP	NP
Virginia	0.1%	83.3%	50.0%	NP	NP	NP	NP	NP	NP	0.2%	83.3%	NP
Washington	0.6%	NP	NP	0.0%	NP	NP	0.1%	NP	NP	0.9%	NP	NP
West Virginia	2.3%	75.4%	54.1%	5.0%	80.8%	57.7%	5.2%	75.0%	50.0%	3.6%	71.8%	47.6%
Wyoming	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP

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

REMEDIAL EDUCATION

Mathematics and English Success in 4-Year Colleges

	Hispanic			African American, non-Hispanic			White, non-Hispanic			Other		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	NP	NP	NP									
Arkansas	17.1%	55.6%	50.0%	45.3%	44.3%	34.8%	8.5%	45.1%	37.5%	10.4%	74.2%	49.5%
California (CSU system only)	48.2%	54.9%	NP	61.5%	36.8%	NP	17.3%	54.9%	NP	30.1%	58.2%	NP
Colorado	6.0%	45.7%	7.0%	8.4%	31.5%	5.6%	1.7%	56.5%	11.5%	3.7%	56.0%	2.8%
Florida	NP	NP	NP									
Georgia	6.3%	43.0%	25.3%	13.4%	34.4%	16.8%	4.0%	39.7%	16.9%	1.9%	42.3%	19.2%
Hawaii	NP	NP	NP									
Idaho	14.0%	74.6%	35.8%	NP	NP	NP	4.7%	66.7%	23.6%	6.7%	54.9%	17.6%
Illinois	6.1%	26.7%	13.7%	5.4%	40.2%	19.5%	0.6%	44.1%	28.0%	2.5%	29.2%	16.7%
Indiana	0.4%	66.7%	NP	1.3%	34.2%	NP	0.2%	58.5%	NP	1.3%	34.0%	NP
Kentucky	7.7%	84.2%	15.8%	34.5%	84.1%	6.3%	8.0%	85.2%	22.6%	7.7%	91.4%	20.0%
Louisiana	1.3%	50.0%	33.3%	7.9%	42.5%	15.3%	1.5%	46.9%	23.2%	2.3%	50.0%	19.4%
Maryland	1.6%	NP	NP	10.8%	NP	NP	0.4%	NP	NP	1.6%	NP	NP
Massachusetts	5.0%	81.3%	12.5%	2.8%	66.7%	33.3%	1.6%	80.0%	45.9%	1.2%	66.7%	33.3%
Mississippi	2.2%	0.0%	NP	16.4%	64.6%	NP	1.4%	80.3%	NP	2.2%	20.0%	NP
Missouri	3.4%	NP	NP	13.1%	NP	NP	2.5%	NP	NP	2.7%	NP	NP
Nevada	6.2%	79.4%	55.9%	11.4%	59.5%	24.3%	5.9%	61.9%	40.1%	6.1%	59.2%	33.8%
New Mexico	13.1%	69.9%	NP	11.4%	82.9%	NP	6.5%	78.7%	NP	6.8%	86.8%	NP
North Carolina	NP	NP	NP	2.4%	81.7%	62.8%	NP	NP	NP	NP	NP	NP
Ohio	7.7%	26.9%	16.4%	20.5%	27.9%	13.1%	3.9%	42.7%	21.2%	6.1%	33.7%	18.0%
Oklahoma	15.2%	43.2%	11.7%	21.9%	40.8%	10.9%	5.6%	50.8%	15.9%	10.4%	52.5%	17.0%
Oregon	NP	NP	NP									
Pennsylvania (PASSHE system only)	20.0%	57.8%	5.9%	25.5%	56.1%	9.1%	10.9%	77.2%	3.6%	15.9%	67.2%	6.0%
South Dakota	NP	NP	NP	21.6%	NP	NP	8.4%	63.7%	34.3%	18.2%	55.7%	23.9%
Tennessee	NP	NP	NP									
Texas	9.2%	34.6%	20.0%	14.2%	37.1%	18.7%	2.3%	54.2%	30.7%	3.0%	50.8%	33.5%
Utah	4.7%	80.0%	26.7%	10.1%	66.7%	6.7%	2.1%	75.8%	21.1%	4.3%	84.7%	15.3%
Virginia	NP	NP	NP									
Washington	1.0%	NP	NP	1.4%	NP	NP	0.4%	NP	NP	0.4%	NP	NP
West Virginia	4.3%	83.3%	33.3%	26.6%	57.2%	13.1%	4.8%	59.6%	17.7%	4.4%	56.3%	25.0%
Wyoming	NP	NP	NP									

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

REMEDIAL EDUCATION

Mathematics and English Success in 4-Year Colleges

	Students age 17–19			Students age 20–24			Students age 25 and older			Total first-time entry students receiving Pell grants (fall 2006)		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Arkansas	14.8%	46.1%	37.0%	36.5%	47.5%	33.3%	28.9%	46.6%	41.5%	NP	NP	NP
California (CSU system only)	32.4%	53.8%	NP	46.0%	32.7%	NP	72.1%	11.3%	NP	50.2%	51.2%	NP
Colorado	2.2%	53.6%	8.4%	8.3%	46.5%	8.5%	8.6%	32.3%	6.5%	6.4%	46.3%	7.4%
Florida	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Georgia	4.7%	41.8%	19.4%	18.4%	28.4%	11.8%	21.9%	24.2%	12.1%	12.5%	34.1%	16.8%
Hawaii	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Idaho	5.1%	67.2%	28.3%	7.2%	61.4%	15.9%	6.2%	70.4%	25.9%	8.6%	65.9%	27.8%
Illinois	1.8%	33.6%	18.9%	3.7%	55.6%	25.9%	5.0%	30.0%	10.0%	3.4%	41.0%	23.7%
Indiana	0.3%	48.1%	NP	1.3%	41.2%	NP	0.9%	38.1%	NP	0.9%	48.7%	NP
Kentucky	10.0%	85.9%	17.6%	24.2%	78.5%	12.2%	11.1%	84.2%	17.0%	6.7%	90.2%	12.7%
Louisiana	2.4%	46.3%	18.1%	9.7%	38.8%	15.3%	22.3%	41.1%	19.2%	6.6%	44.0%	17.8%
Maryland	4.5%	NP	NP	4.1%	NP	NP	3.0%	NP	NP	9.4%	NP	NP
Massachusetts	1.7%	80.0%	40.9%	3.7%	60.0%	20.0%	2.5%	0.0%	0.0%	2.2%	75.0%	28.6%
Mississippi	6.9%	67.4%	NP	12.9%	42.4%	NP	11.7%	42.9%	NP	14.6%	63.4%	NP
Missouri	3.2%	NP	NP	10.9%	NP	NP	11.0%	NP	NP	9.3%	NP	NP
Nevada	6.4%	64.0%	38.4%	6.1%	57.9%	39.5%	7.1%	NP	0.0%	NP	NP	NP
New Mexico	9.0%	74.6%	NP	28.0%	74.5%	NP	32.8%	63.6%	NP	19.1%	77.6%	NP
North Carolina	0.6%	83.9%	NP	1.4%	NP	NP	6.1%	NP	NP	1.8%	80.7%	63.3%
Ohio	5.5%	36.3%	18.8%	19.3%	28.7%	9.0%	22.4%	35.4%	12.9%	14.0%	29.7%	12.7%
Oklahoma	6.6%	53.6%	17.9%	20.5%	35.9%	8.5%	19.8%	40.7%	7.9%	15.4%	50.3%	15.6%
Oregon	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Pennsylvania (PASSHE system only)	12.6%	72.2%	5.0%	20.2%	57.0%	4.0%	22.9%	72.9%	6.8%	18.4%	63.1%	6.1%
South Dakota	8.8%	64.2%	33.0%	15.7%	39.3%	NP	30.4%	51.6%	NP	13.4%	53.5%	26.7%
Tennessee	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Texas	5.5%	41.8%	23.5%	13.1%	24.9%	11.3%	14.9%	14.7%	5.9%	10.2%	34.6%	18.4%
Utah	1.8%	71.7%	19.4%	5.4%	85.3%	20.3%	2.9%	80.0%	16.7%	NP	NP	NP
Virginia	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Washington	0.7%	NP	NP	0.1%	NP	NP	0.1%	NP	NP	0.6%	NP	NP
West Virginia	5.3%	60.3%	17.1%	12.2%	48.4%	17.2%	20.5%	61.7%	14.9%	12.0%	56.0%	14.9%
Wyoming	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP

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

REMEDIAL EDUCATION

Total Success in 4-Year Colleges

	Hispanic			African American, non-Hispanic			White, non-Hispanic			Other		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	NP	NP	NP									
Arkansas	NP	NP	NP									
California (CSU system only)	75.0%	66.1%	NP	83.1%	48.4%	NP	41.0%	72.7%	NP	62.3%	74.2%	NP
Colorado	18.7%	61.5%	19.8%	21.6%	61.9%	23.7%	6.8%	69.1%	25.1%	12.5%	68.4%	19.2%
Florida	NP	NP	NP									
Georgia	20.6%	54.1%	40.9%	33.0%	47.0%	34.1%	13.7%	55.6%	36.2%	9.3%	51.0%	34.2%
Hawaii	NP	NP	NP									
Idaho	36.0%	70.9%	49.4%	32.4%	69.7%	51.5%	18.1%	64.1%	40.4%	20.8%	65.0%	43.9%
Illinois	NP	NP	NP									
Indiana	19.6%	58.9%	NP	24.1%	44.8%	NP	10.6%	57.6%	NP	15.9%	73.3%	NP
Kentucky	31.2%	83.1%	9.1%	62.2%	80.7%	5.9%	28.9%	79.3%	16.3%	24.3%	89.5%	12.3%
Louisiana	18.7%	77.5%	38.2%	35.7%	62.1%	27.0%	13.4%	69.4%	39.3%	18.4%	73.1%	46.3%
Maryland	16.1%	NP	NP	52.1%	NP	NP	9.3%	NP	NP	10.3%	NP	NP
Massachusetts	41.8%	83.5%	39.8%	46.4%	82.6%	44.3%	25.2%	78.6%	52.2%	18.6%	84.6%	57.1%
Mississippi	11.0%	80.0%	DS	40.2%	72.2%	52.1%	9.5%	74.9%	52.5%	14.3%	65.6%	59.4%
Missouri	12.5%	NP	NP	38.1%	NP	NP	11.1%	NP	NP	12.7%	NP	NP
Nevada	34.8%	83.9%	45.3%	37.2%	67.8%	33.9%	27.6%	77.5%	50.8%	27.3%	76.7%	49.5%
New Mexico	16.0%	70.9%	NP	13.0%	82.5%	NP	7.6%	77.5%	NP	9.7%	87.0%	NP
North Carolina	3.6%	90.3%	74.2%	13.7%	86.3%	69.6%	2.2%	87.1%	69.6%	4.2%	89.7%	71.0%
Ohio	29.1%	50.8%	32.5%	53.9%	44.2%	28.6%	20.4%	62.9%	43.0%	24.1%	54.0%	36.7%
Oklahoma	37.1%	63.0%	24.8%	57.3%	60.0%	20.3%	22.8%	66.9%	30.6%	31.5%	71.7%	30.7%
Oregon	13.5%	82.8%	60.9%	19.1%	82.1%	59.0%	11.9%	80.5%	61.4%	8.5%	83.1%	62.8%
Pennsylvania (PASSHE system only)	44.0%	60.4%	28.4%	58.1%	59.3%	32.3%	22.8%	77.8%	32.2%	34.2%	69.0%	34.0%
South Dakota	56.3%	70.4%	44.4%	80.4%	58.5%	36.6%	32.0%	72.3%	45.0%	51.4%	63.1%	34.5%
Tennessee	NP	NP	NP									
Texas	33.5%	45.2%	29.9%	45.1%	46.5%	28.8%	13.2%	55.1%	35.5%	12.6%	56.8%	44.2%
Utah	28.6%	86.7%	32.0%	40.5%	61.7%	15.0%	17.4%	81.4%	34.5%	18.9%	83.6%	27.6%
Virginia	NP	NP	NP	0.3%	83.3%	NP	0.4%	79.5%	36.4%	NP	NP	NP
Washington	7.1%	NP	NP	11.2%	NP	NP	4.8%	NP	NP	3.4%	NP	NP
West Virginia	10.6%	73.3%	26.7%	48.9%	64.0%	27.7%	18.0%	70.8%	31.0%	16.9%	72.1%	32.8%
Wyoming	NP	NP	NP									

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

DS = Fewer than 10 students, so data suppressed.

REMEDIAL EDUCATION

Total Success in 4-Year Colleges

	Students age 17–19			Students age 20–24			Students age 25 and older			Total first-time entry students receiving Pell grants (fall 2006)		
	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollers completing remedial courses	% remedial enrollers completing remedial and college-level courses
Arizona	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Arkansas	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
California (CSU system only)	59.3%	68.9%	NP	75.2%	49.8%	NP	83.7%	20.8%	NP	77.3%	63.9%	NP
Colorado	8.1%	67.7%	26.2%	26.2%	63.4%	23.2%	31.5%	62.8%	28.3%	19.3%	65.0%	22.4%
Florida	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Georgia	14.4%	55.3%	38.6%	49.6%	40.8%	25.4%	63.3%	43.5%	28.1%	31.5%	48.0%	33.6%
Hawaii	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Idaho	17.2%	67.8%	45.5%	25.6%	56.1%	31.2%	26.3%	68.4%	45.6%	28.9%	63.8%	42.3%
Illinois	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Indiana	11.2%	59.6%	NP	20.8%	48.5%	NP	21.1%	53.7%	NP	20.2%	50.3%	NP
Kentucky	31.6%	80.4%	13.7%	47.0%	73.1%	13.2%	29.8%	80.8%	17.6%	27.5%	81.4%	10.9%
Louisiana	17.8%	68.9%	35.6%	39.5%	53.5%	21.8%	55.2%	54.0%	29.1%	31.1%	63.4%	30.4%
Maryland	25.2%	NP	NP	26.7%	NP	NP	18.9%	NP	NP	45.9%	NP	NP
Massachusetts	26.4%	80.2%	51.4%	28.1%	63.2%	28.9%	37.5%	53.3%	46.7%	32.4%	81.1%	42.9%
Mississippi	21.1%	74.6%	53.9%	31.4%	46.3%	28.8%	30.0%	22.2%	DS	35.7%	71.3%	50.7%
Missouri	12.8%	NP	NP	30.3%	NP	NP	35.5%	NP	NP	28.4%	NP	NP
Nevada	28.8%	78.2%	48.2%	31.0%	72.7%	48.5%	21.4%	66.7%	0.0%	NP	NP	NP
New Mexico	11.0%	74.5%	NP	30.8%	76.8%	NP	38.8%	71.2%	NP	22.5%	77.6%	NP
North Carolina	5.1%	87.5%	71.8%	7.9%	81.2%	40.6%	20.8%	70.7%	46.3%	10.6%	86.4%	69.3%
Ohio	23.6%	58.4%	40.3%	52.4%	42.5%	20.3%	55.3%	47.1%	23.4%	43.2%	47.8%	29.4%
Oklahoma	24.5%	70.9%	31.9%	51.2%	53.0%	15.8%	53.4%	55.1%	19.5%	43.8%	67.6%	26.6%
Oregon	11.0%	80.3%	61.7%	17.8%	85.7%	55.7%	32.7%	93.9%	66.7%	100.0%	82.4%	62.3%
Pennsylvania (PASSHE system only)	26.9%	73.2%	32.8%	42.7%	58.4%	23.2%	49.2%	74.8%	31.5%	40.4%	65.0%	30.6%
South Dakota	32.3%	72.0%	44.5%	66.9%	58.8%	32.8%	86.3%	62.5%	35.2%	44.7%	63.9%	0.0%
Tennessee	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
Texas	22.0%	50.0%	32.8%	37.3%	34.5%	19.1%	49.0%	33.0%	19.6%	35.0%	45.9%	29.4%
Utah	13.7%	78.3%	31.7%	31.8%	85.9%	32.4%	28.4%	85.0%	38.8%	NP	NP	NP
Virginia	0.3%	79.0%	36.0%	0.2%	92.3%	NP	NP	NP	NP	0.6%	76.9%	33.3%
Washington	6.5%	NP	NP	1.5%	NP	NP	1.7%	NP	NP	6.6%	NP	NP
West Virginia	18.0%	71.8%	31.9%	34.5%	58.0%	23.2%	48.9%	62.5%	23.2%	32.8%	65.5%	26.3%
Wyoming	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP

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

DS = Fewer than 10 students, so data suppressed.

GRADUATION RATES OF FULL-TIME STUDENTS ENROLLING IN REMEDIAL EDUCATION

	Certificates			Associate degrees		
	Entry cohort, started fall 2005	In 2 years		Entry cohort, started fall 2004	In 3 years	
Arizona	NP	NP	NP	NP	NP	NP
Arkansas	389	78	20.1%	4,219	396	9.4%
California (CSU system only)	NP	NP	NP	NP	NP	NP
Colorado	DS	DS	DS	3,061	281	9.2%
Florida	442	40	9.0%	19,413	1,818	9.4%
Georgia	2,065	330	16.0%	5,701	410	7.2%
Hawaii	21	DS	DS	1,852	191	10.3%
Idaho	200	36	18.0%	635	81	12.8%
Illinois	1,080	98	9.1%	12,891	1,806	14.0%
Indiana	243	52	21.4%	5,106	470	9.2%
Kentucky	57	19	33.3%	4,104	226	5.5%
Louisiana	612	72	11.8%	3,992	109	2.7%
Maryland	NP	NP	NP	6,019	603	10.0%
Massachusetts	DS	DS	DS	6,756	693	10.3%
Mississippi	121	42	34.7%	8,953	1,188	13.3%
Missouri	DS	DS	DS	1,473	342	23.2%
Nevada	NP	NP	NP	825	80	9.7%
New Mexico*	4,645	8.3	1.8%	4,757	326	6.9%
North Carolina	326	62	19.0%	7,822	762	9.7%
Ohio	573	67	11.7%	14,988	955	6.4%
Oklahoma	39	DS	0.0%	6,385	587	9.2%
Oregon	61	21	34.4%	2,970	410	13.8%
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP	NP
South Dakota**	NP	NP	NP	200	11	5.5%
Tennessee	NP	NP	NP	8,017	1,006	12.6%
Texas	34,707	700	2.0%	35,974	2,080	5.8%
Utah	20	NP	NP	2,525	NP	NP
Virginia	718	16	2.0%	6,520	801	12.0%
Washington	1,146	229	20.0%	8,806	1,997	22.7%
West Virginia	DS	DS	DS	2,450	207	8.4%
Wyoming	DS	DS	DS	1,560	339	21.7%

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

** South Dakota does not have public two-year colleges. The state offers associate degrees at four-year colleges.

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

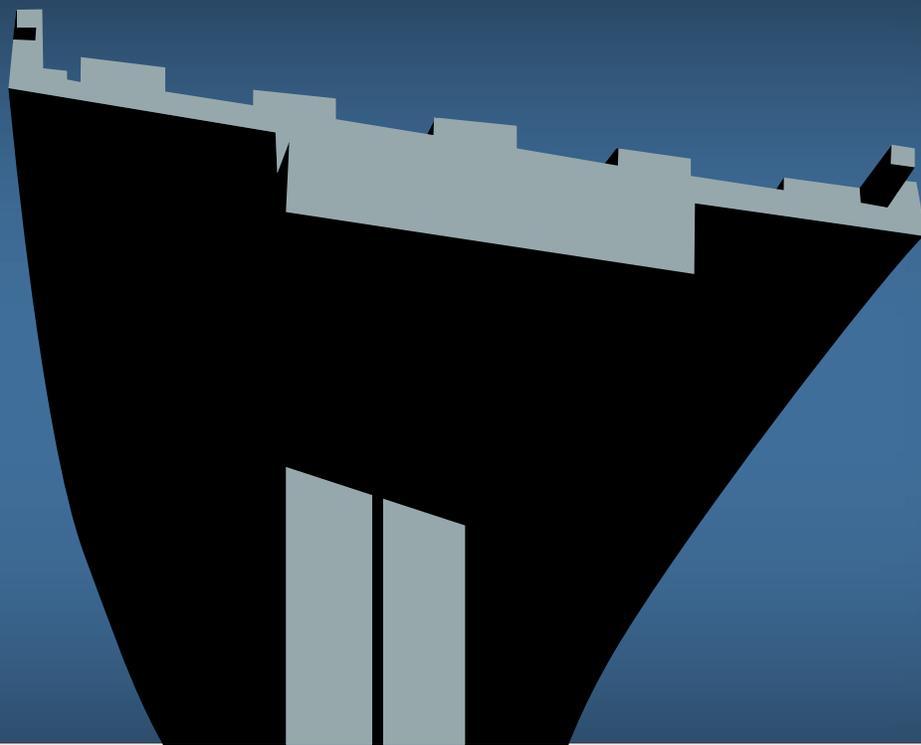
DS = Fewer than 10 students, so data suppressed.

GRADUATION RATES OF FULL-TIME STUDENTS ENROLLING IN REMEDIAL EDUCATION

	Bachelor's degrees		
	Entry cohort, started fall 2002	In 6 years	
Arizona	NP	NP	NP
Arkansas	4,316	955	22.1%
California (CSU system only)	23,080	10,620	46.0%
Colorado	1,734	377	21.7%
Florida	NP	NP	NP
Georgia	1,132	280	24.7%
Hawaii	13	DS	DS
Idaho	938	196	20.9%
Illinois	3,360	916	27.3%
Indiana	5,624	2,318	41.2%
Kentucky	5,659	1,819	32.1%
Louisiana	5,491	1,223	22.3%
Maryland	2,010	980	48.8%
Massachusetts	2,028	1,038	51.2%
Mississippi	1,888	686	36.3%
Missouri	433	179	41.3%
Nevada	223	82	36.8%
New Mexico	4,408	303	6.87%
North Carolina	3,209	1,586	49.4%
Ohio	7,760	2,625	33.8%
Oklahoma	2,675	819	30.6%
Oregon	1,257	635	50.5%
Pennsylvania (PASSHE system only)	NP	NP	NP
South Dakota	1,298	489	37.7%
Tennessee	4,996	2,220	44.4%
Texas	14,385	4,263	29.6%
Utah	312	73	23.4%
Virginia	721	292	40.0%
Washington	NP	NP	NP
West Virginia	2,700	859	31.8%
Wyoming	DS	DS	DS

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

DS = Fewer than 10 students, so data suppressed.



PART 3:

State Profiles

KNOW THIS

Too many entering freshmen need remediation.

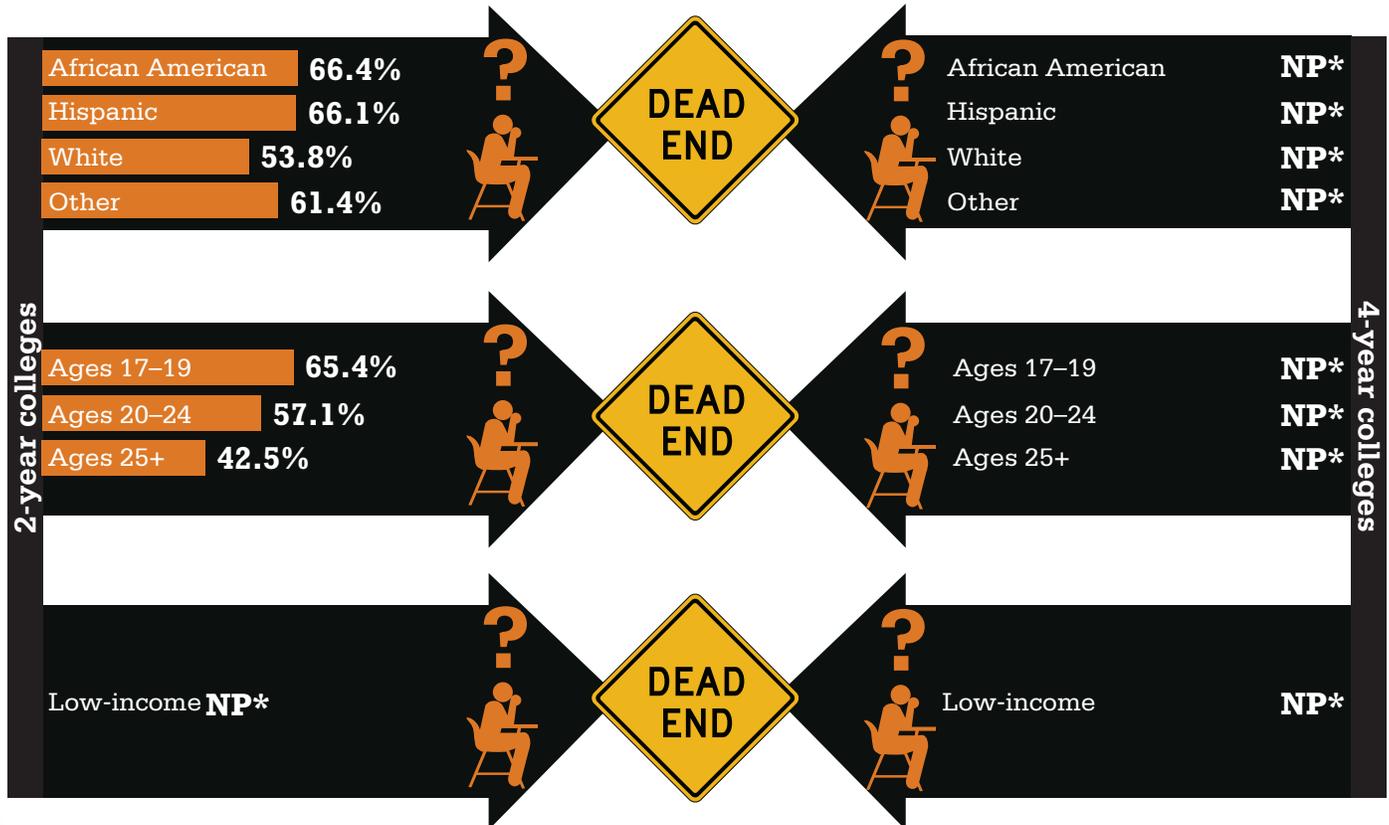
59.3% of those entering a 2-year college enrolled in remediation

NP* of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

Note: Metrics are drawn from multiple cohorts of students. See the [College Scorecard](#) for complete data. Data only from public colleges and universities.

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

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

59.3% of freshmen enrolled in remediation. **Of those ...**



26.7%
Complete remediation



12.8%
Complete remediation and associated college-level courses in two years

NP*
Graduate within 3 years

African American	18.8%	9.3%	Disaggregated data for this cohort are not yet available.
Hispanic	25.3%	13.3%	
White	29.4%	13.4%	
Other	24.7%	10.1%	
17-19	29.4%	15.2%	
20-24	21.6%	8.2%	
25+	21.6%	7.5%	
Low-income	NP*	NP*	

4-Year Colleges

NP* of freshmen enrolled in remediation. **Of those ...**

NP*
Complete remediation

NP*
Complete remediation and associated college-level courses in two years

NP*
Graduate within 6 years

African American	NP*	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17-19	NP*	NP*	
20-24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

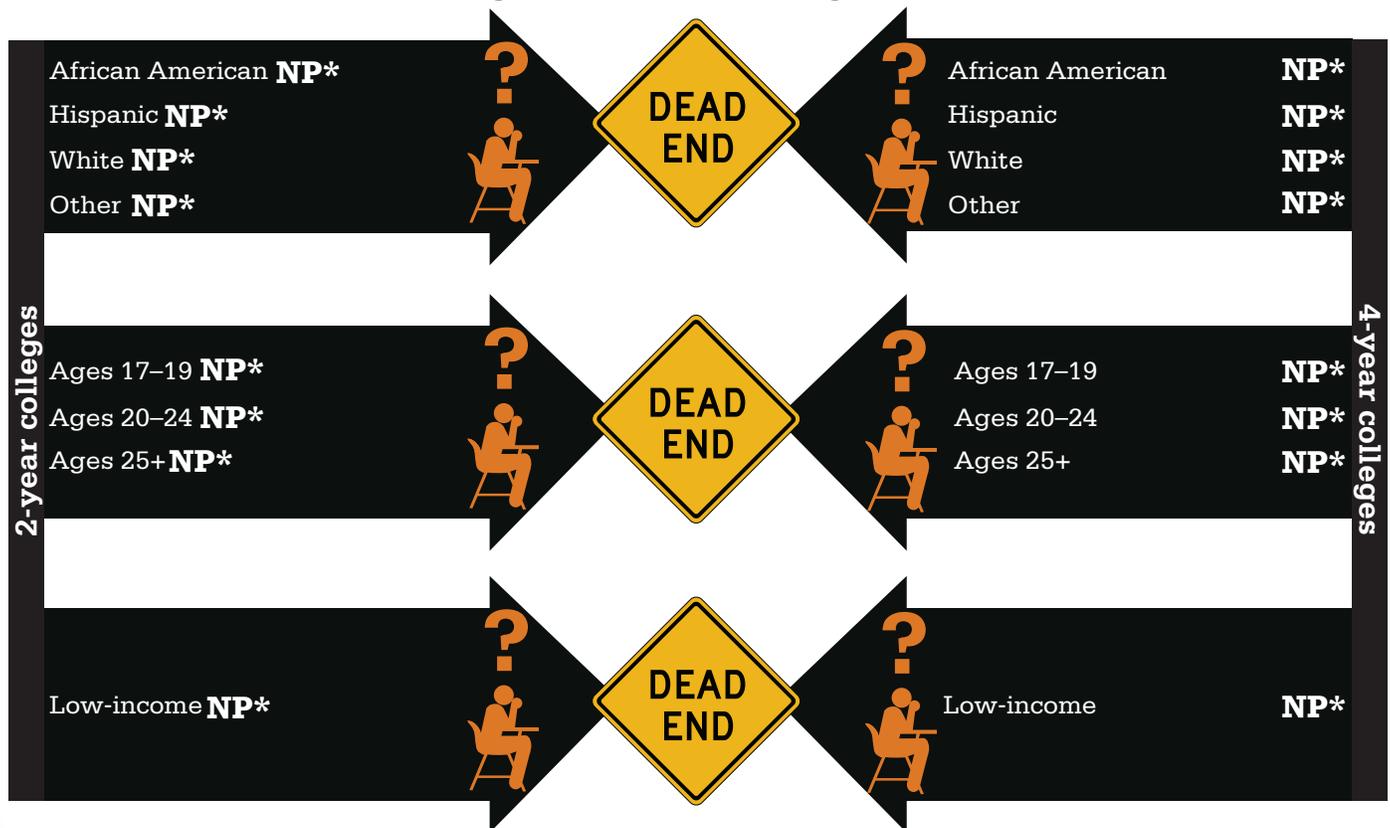
Too many entering freshmen need remediation.

NP* of those entering a 2-year college enrolled in remediation

NP* of those entering a 4-year college enrolled in remediation

If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

Note: Metrics are drawn from multiple cohorts of students. See the [College Scorecard](#) for complete data. Data only from public colleges and universities.

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

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

NP* of freshmen enrolled in remediation. **Of those ...**



9.4%

Graduate within 3 years

NP*
Complete remediation

NP*
Complete remediation and associated college-level courses in two years

African American	NP*	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17-19	NP*	NP*	
20-24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

4-Year Colleges

NP* of freshmen enrolled in remediation. **Of those ...**



22.1%

Graduate within 6 years

NP*
Complete remediation

NP*
Complete remediation and associated college-level courses in two years

African American	NP*	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17-19	NP*	NP*	
20-24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

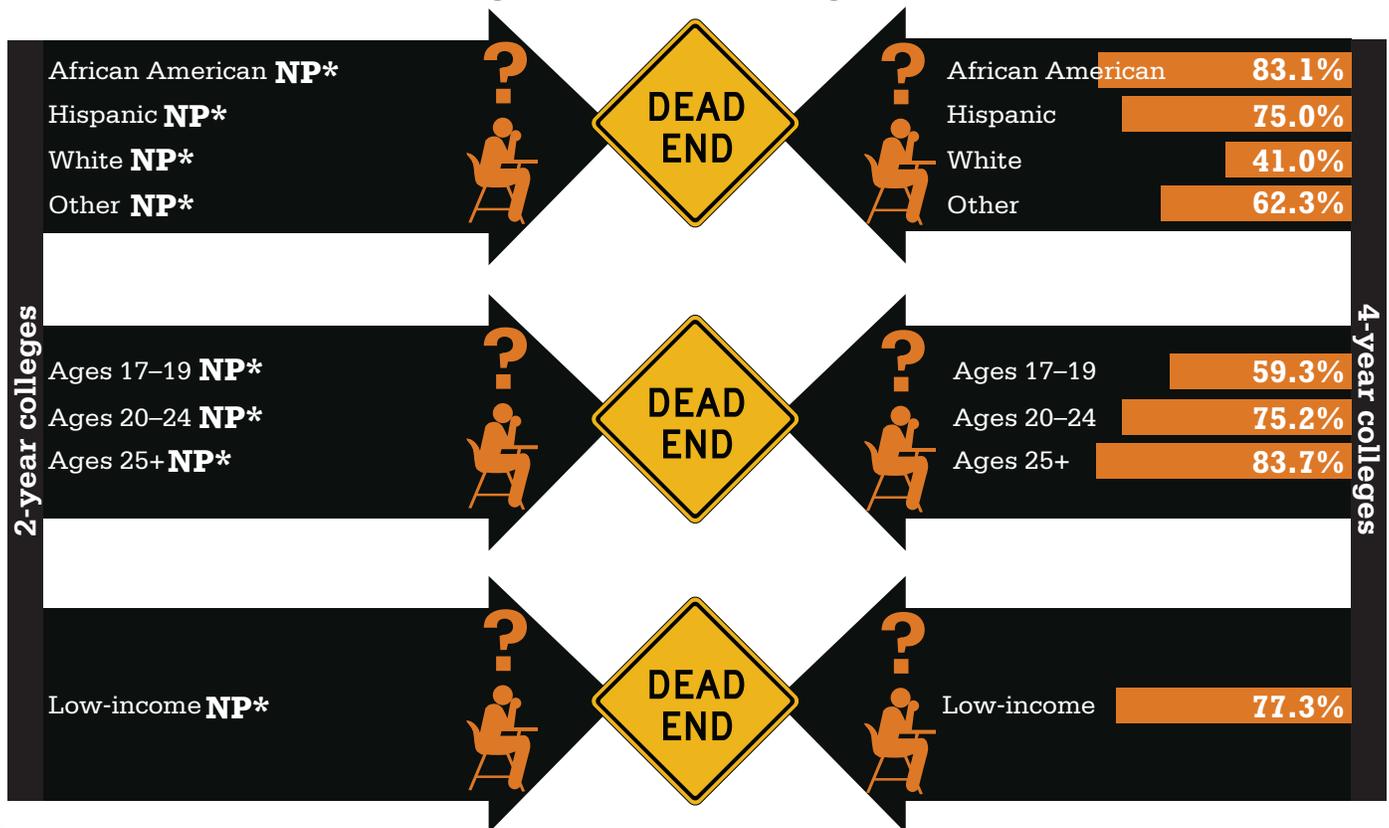
NP* of those entering a 2-year college enrolled in remediation

59.6% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

Note: Metrics are drawn from multiple cohorts of students. See the [College Scorecard](#) for complete data. Data only from public colleges and universities.

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

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

NP* of freshmen enrolled in remediation. **Of those ...**

	NP* Complete remediation	NP* Complete remediation and associated college-level courses in two years	NP* Graduate within 3 years
African American	NP*	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17-19	NP*	NP*	
20-24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

4-Year Colleges

59.6% of freshmen enrolled in remediation. **Of those ...**



68.4%
Complete remediation

NP*
Complete remediation and associated college-level courses in two years



46.0%
Graduate within 6 years

African American	48.4%	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	66.1%	NP*	
White	72.7%	NP*	
Other	74.2%	NP*	
17-19	68.9%	NP*	
20-24	49.8%	NP*	
25+	20.8%	NP*	
Low-income	63.9%	NP*	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

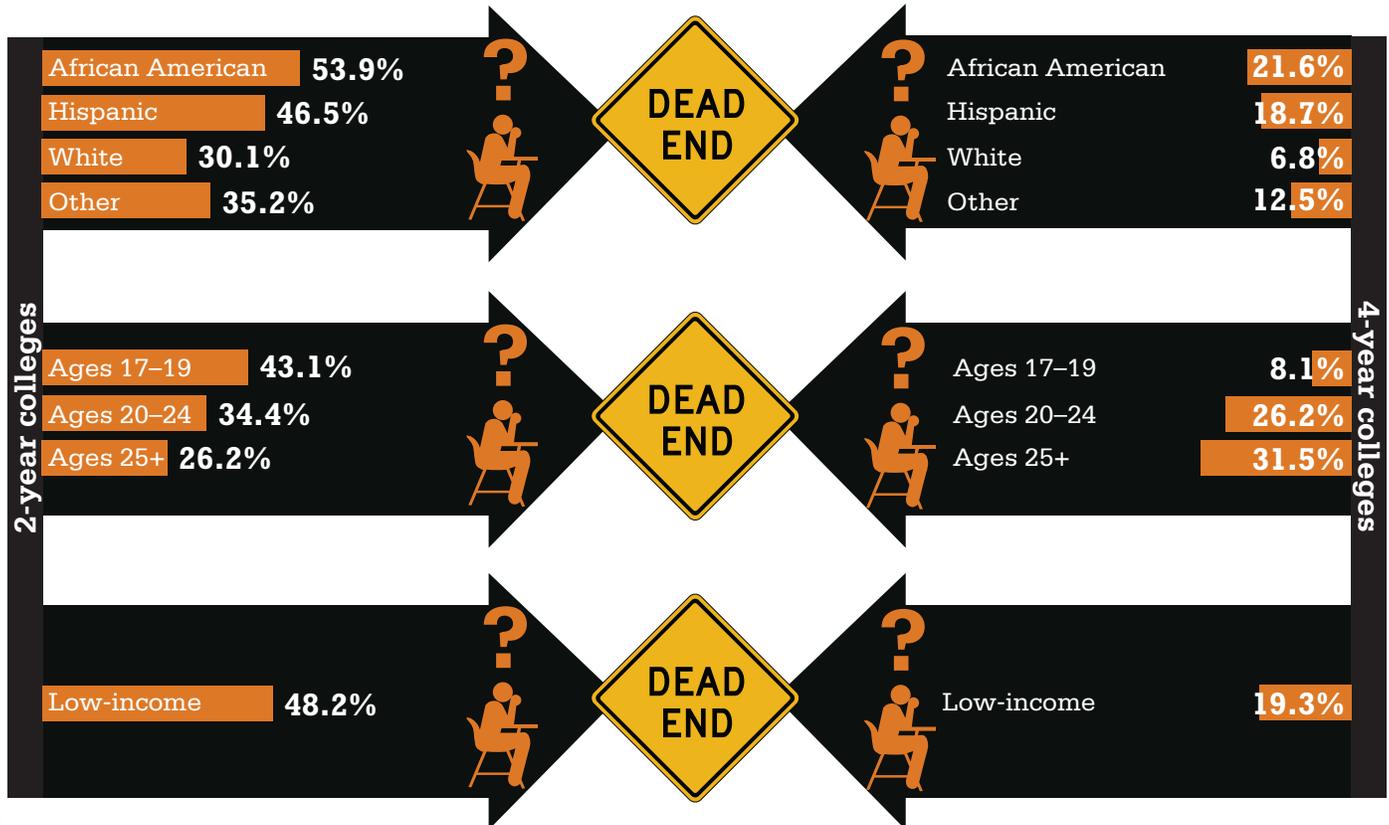
35.3% of those entering a 2-year college enrolled in remediation

9.3% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

35.3% of freshmen enrolled in remediation. **Of those ...**



66.1%
Complete remediation



65.3%
Complete remediation and associated college-level courses in two years



9.2%
Graduate within 3 years

African American	53.0%	44.0%	Disaggregated data for this cohort are not yet available.
Hispanic	64.8%	59.5%	
White	68.4%	71.2%	
Other	70.6%	70.4%	
17-19	64.0%	62.4%	
20-24	64.4%	64.7%	
25+	71.9%	71.3%	
Low-income	67.0%	57.4%	

4-Year Colleges

9.3% of freshmen enrolled in remediation. **Of those ...**



66.9%
Complete remediation



22.9%
Complete remediation and associated college-level courses in two years



21.7%
Graduate within 6 years

African American	61.9%	23.7%	Disaggregated data for this cohort are not yet available.
Hispanic	61.5%	19.8%	
White	69.1%	25.1%	
Other	68.4%	19.2%	
17-19	67.7%	26.2%	
20-24	63.4%	23.2%	
25+	62.8%	28.3%	
Low-income	65.0%	22.4%	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

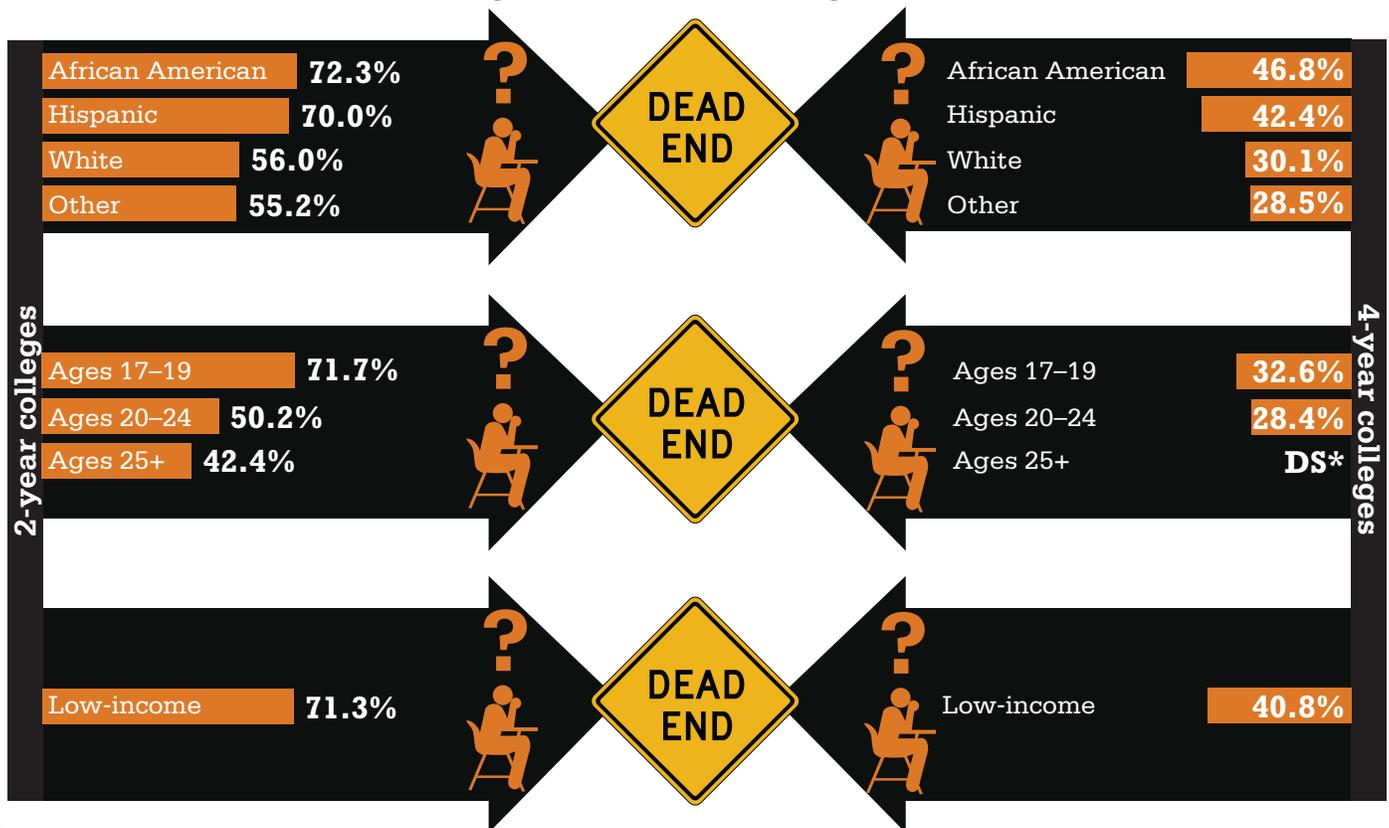
61.0% of those entering a 2-year college enrolled in remediation

32.3% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

Note: Metrics are drawn from multiple cohorts of students. See the [College Report Card](#) for complete data. Data only from public colleges and universities.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

61.0% of freshmen enrolled in remediation. **Of those ...**



48.0%
Complete remediation



26.1%
Complete remediation and associated college-level courses in two years



7.8%
Graduate within 3 years

African American	37.9%	18.4%	Disaggregated data for this cohort are not yet available.
Hispanic	43.8%	21.2%	
White	52.6%	30.0%	
Other	52.5%	31.6%	
17-19	47.5%	24.7%	
20-24	44.1%	24.1%	
25+	54.7%	34.9%	
Low-income	42.2%	21.7%	

4-Year Colleges

32.3% of freshmen enrolled in remediation. **Of those ...**



86.2%
Complete remediation



67.4%
Complete remediation and associated college-level courses in two years



42.1%
Graduate within 6 years

African American	81.3%	63.5%	Disaggregated data for this cohort are not yet available.
Hispanic	81.9%	60.4%	
White	88.2%	69.8%	
Other	82.0%	60.9%	
17-19	86.5%	71.8%	
20-24	74.2%	48.4%	
25+	DS*	DS*	
Low-income	85.1%	71.0%	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

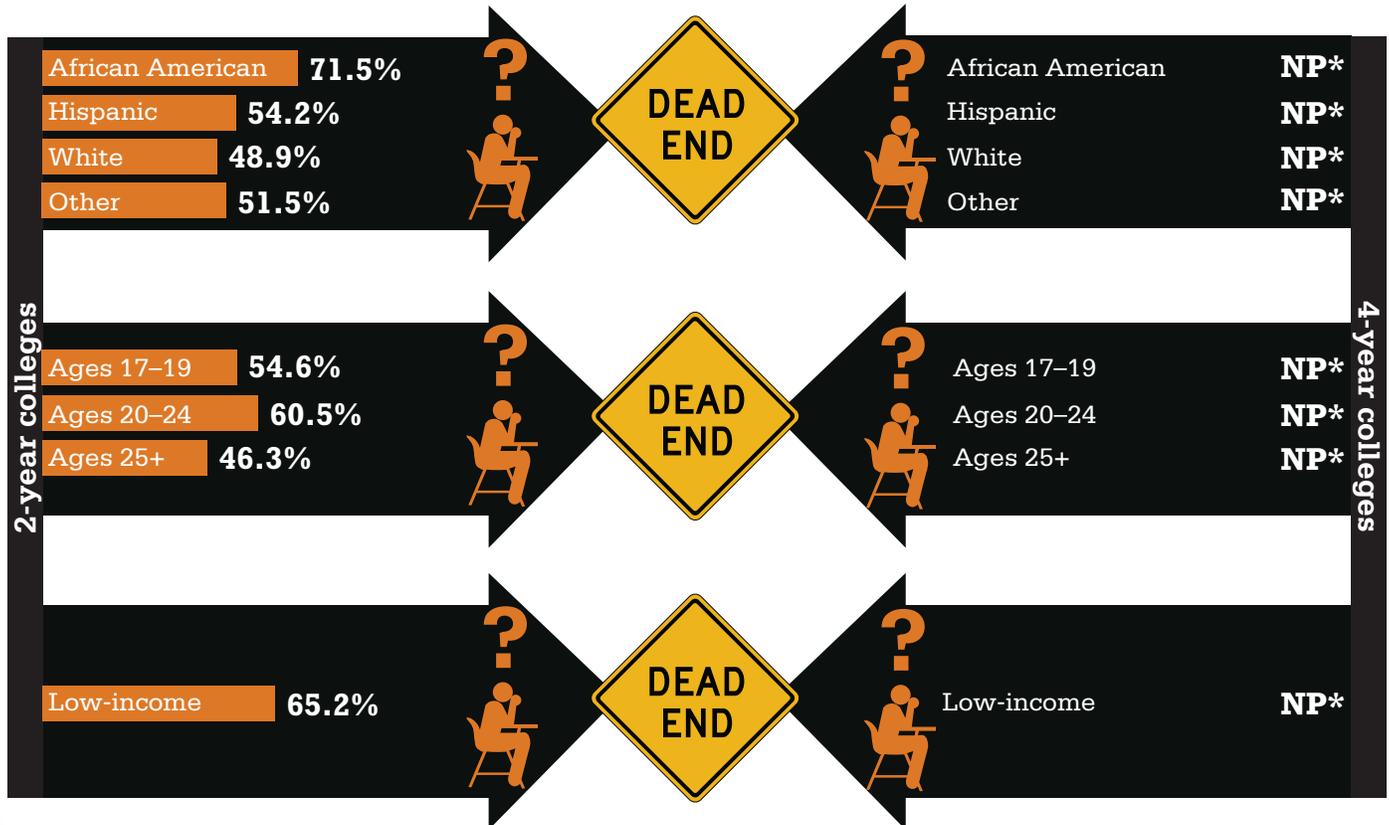
54.3% of those entering a 2-year college enrolled in remediation

NP* of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

Note: Metrics are drawn from multiple cohorts of students. See the [College Ready 110](#) complete data. Data only from public colleges and universities.

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

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

54.3% of freshmen enrolled in remediation. **Of those ...**



59.8%
Complete remediation



22.3%
Complete remediation and associated college-level courses in two years



9.4%
Graduate within 3 years

African American	53.6%	18.6%	Disaggregated data for this cohort are not yet available.
Hispanic	61.3%	23.6%	
White	61.2%	22.4%	
Other	66.6%	30.7%	
17-19	61.6%	24.6%	
20-24	53.6%	15.5%	
25+	57.0%	17.3%	
Low-income	58.9%	21.8%	

4-Year Colleges

NP* of freshmen enrolled in remediation. **Of those ...**

NP*
Complete remediation

NP*
Complete remediation and associated college-level courses in two years

NP*
Graduate within 6 years

African American	NP*	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17-19	NP*	NP*	
20-24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

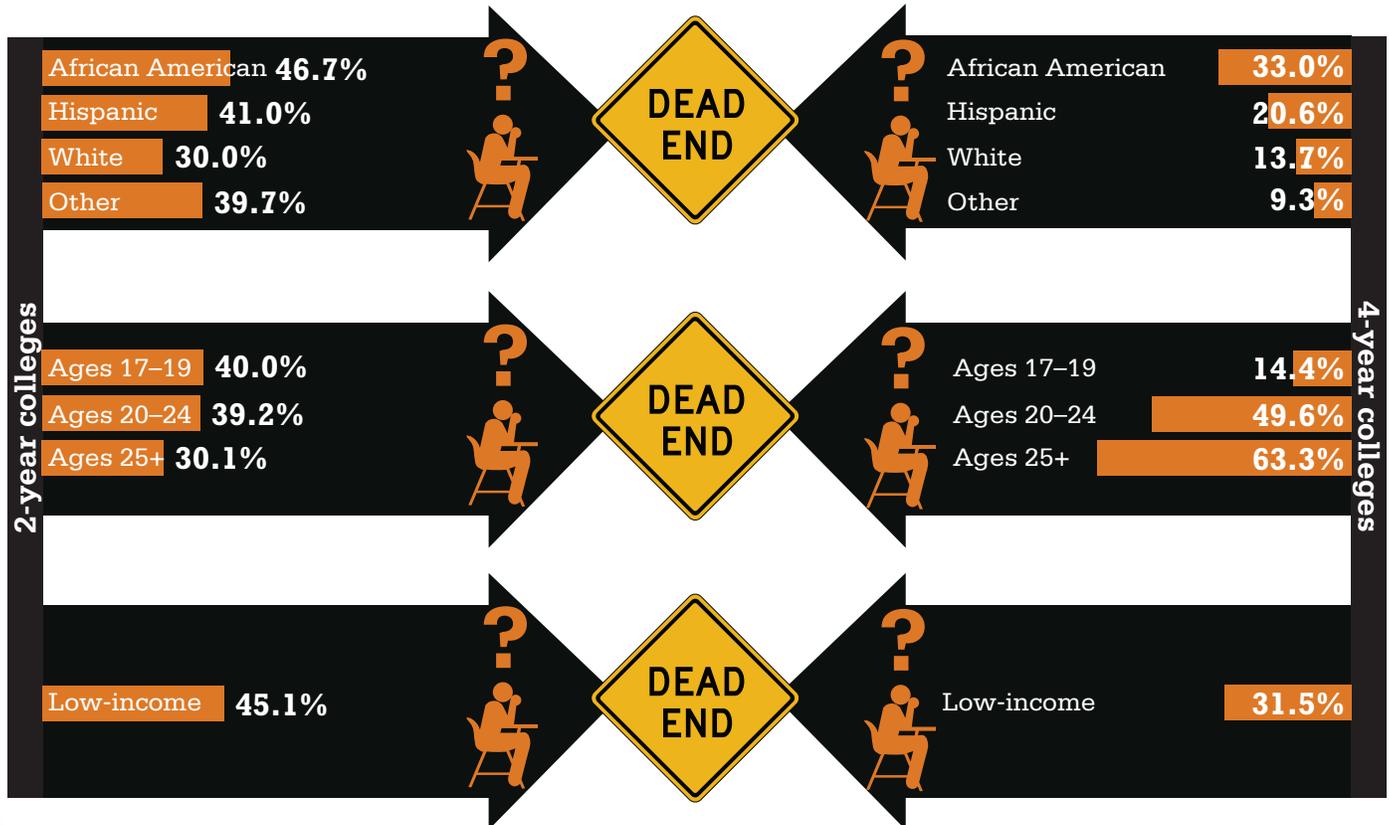
37.1% of those entering a 2-year college enrolled in remediation

18.1% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

37.1% of freshmen enrolled in remediation. **Of those ...**



57.1%
Complete remediation



17.3%
Complete remediation and associated college-level courses in two years



7.2%
Graduate within 3 years

African American	50.8%	13.3%	Disaggregated data for this cohort are not yet available.
Hispanic	67.4%	25.8%	
White	62.6%	18.8%	
Other	60.0%	30.2%	
17-19	57.6%	23.6%	
20-24	50.5%	8.8%	
25+	61.7%	8.6%	
Low-income	55.0%	15.9%	

4-Year Colleges

18.1% of freshmen enrolled in remediation. **Of those ...**



51.8%
Complete remediation



35.4%
Complete remediation and associated college-level courses in two years



24.7%
Graduate within 6 years

African American	47.0%	34.1%	Disaggregated data for this cohort are not yet available.
Hispanic	54.1%	40.9%	
White	55.6%	36.2%	
Other	51.0%	34.2%	
17-19	55.3%	38.6%	
20-24	40.8%	25.4%	
25+	43.5%	28.1%	
Low-income	48.0%	33.6%	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

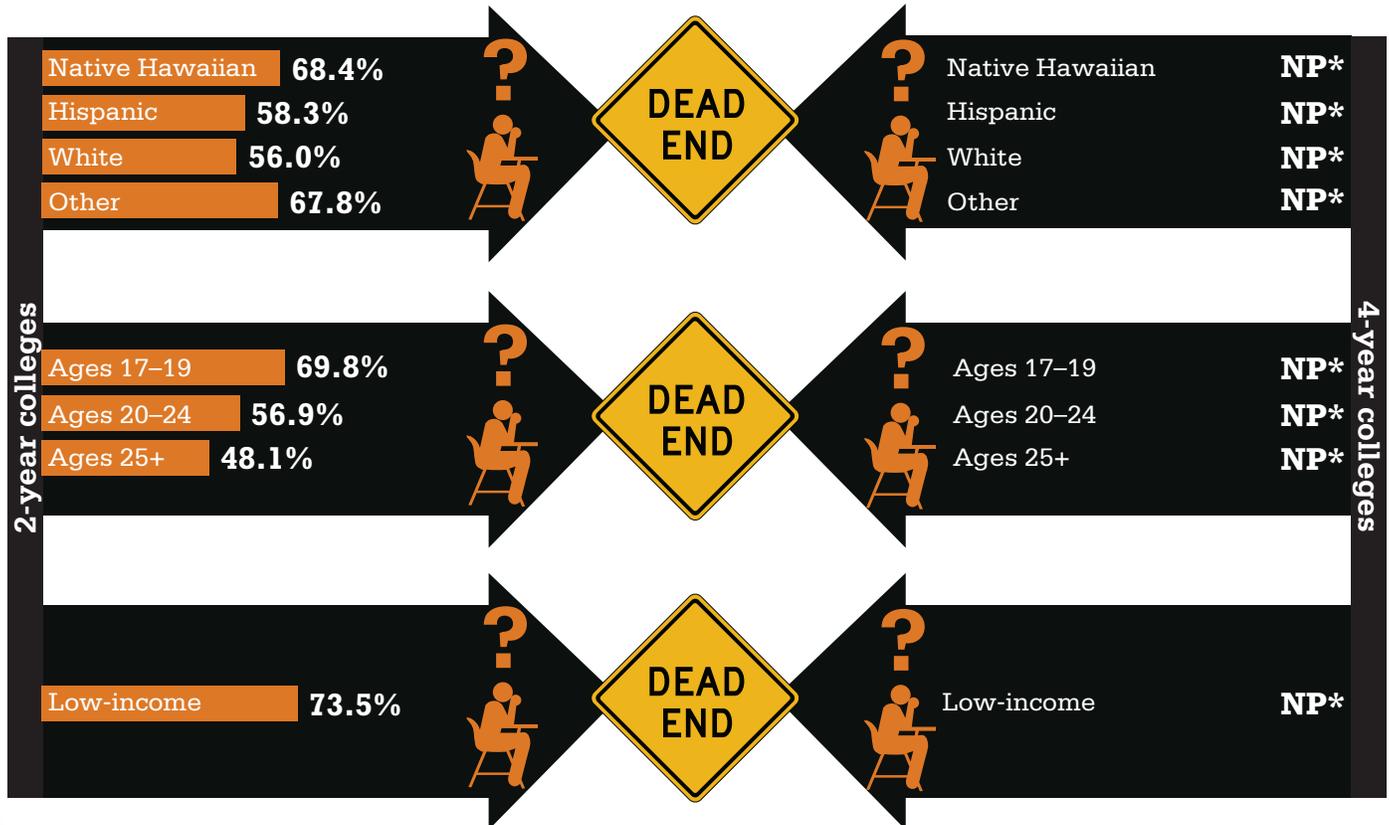
66.0% of those entering a 2-year college enrolled in remediation

DS** of those entering a 4-year college enrolled in remediation



If you're Native Hawaiian, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

66.0% of freshmen enrolled in remediation. **Of those ...**



41.6%
Complete remediation



19.4%
Complete remediation and associated college-level courses in two years



10.3%
Graduate within 3 years

Native Hawaiian	33.5%	14.2%	Disaggregated data for this cohort are not yet available.
Hispanic	NP*	NP*	
White	46.2%	NP*	
Other	41.3%	19.7%	
17-19	41.3%	20.1%	
20-24	41.2%	16.7%	
25+	45.0%	NP*	
Low-income	38.2%	16.2%	

4-Year Colleges

DS** of freshmen enrolled in remediation. **Of those ...**

DS**
Complete remediation

DS**
Complete remediation and associated college-level courses in two years

DS**
Graduate within 6 years

Native Hawaiian	NP*	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17-19	NP*	NP*	
20-24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

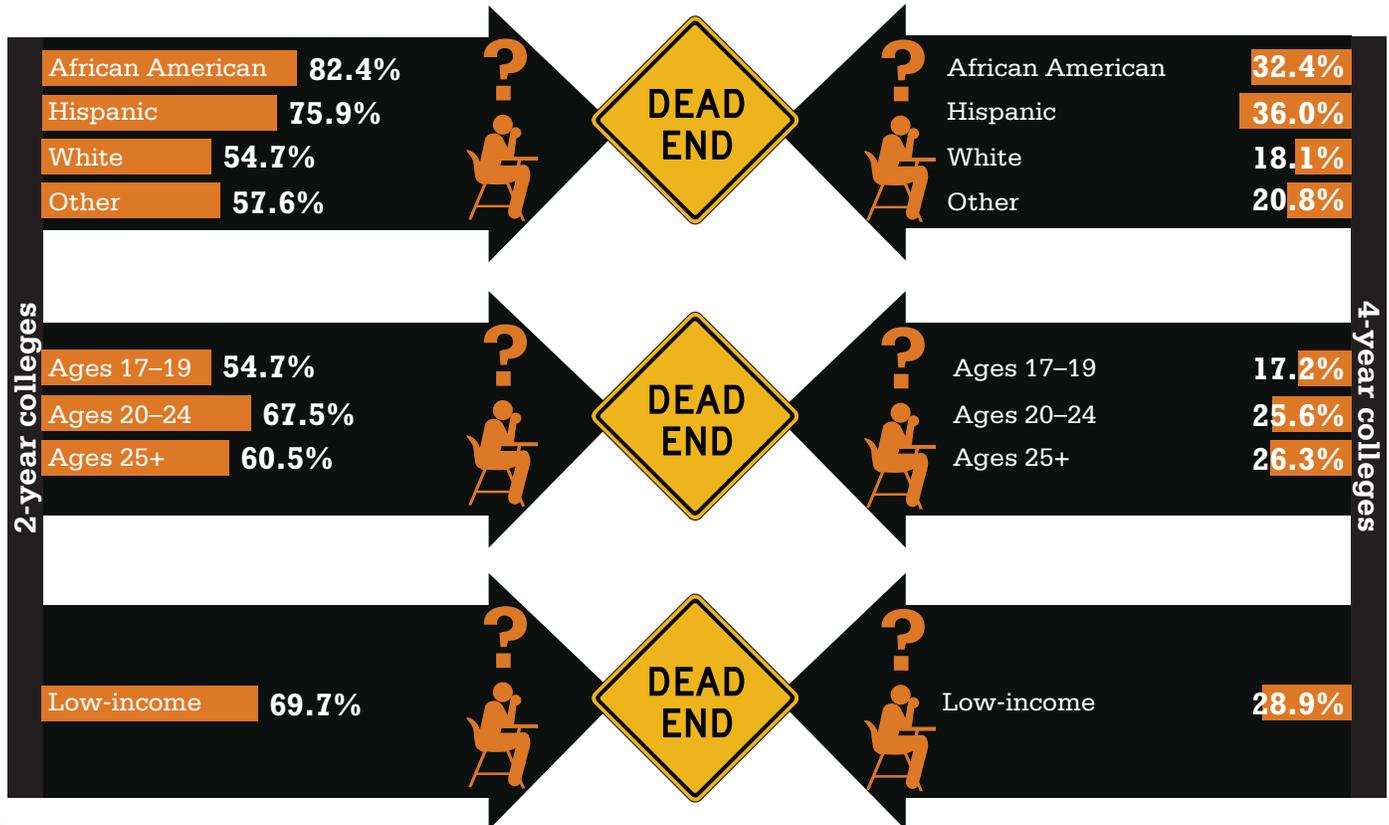
57.4% of those entering a 2-year college enrolled in remediation

19.9% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

57.4% of freshmen enrolled in remediation. **Of those ...**



62.0%
Complete remediation



23.5%
Complete remediation and associated college-level courses in two years



12.8%
Graduate within 3 years

African American	92.9%	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	57.1%	24.0%	
White	61.5%	23.1%	
Other	64.8%	22.6%	
17-19	61.9%	24.6%	
20-24	61.0%	23.7%	
25+	60.7%	16.8%	
Low-income	63.2%	24.8%	

4-Year Colleges

19.9% of freshmen enrolled in remediation. **Of those ...**



65.2%
Complete remediation



42.2%
Complete remediation and associated college-level courses in two years



20.9%
Graduate within 6 years

African American	69.7%	51.5%	Disaggregated data for this cohort are not yet available.
Hispanic	70.9%	49.4%	
White	64.1%	40.4%	
Other	65.0%	43.9%	
17-19	67.8%	45.5%	
20-24	56.1%	31.2%	
25+	68.4%	45.6%	
Low-income	63.8%	42.3%	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

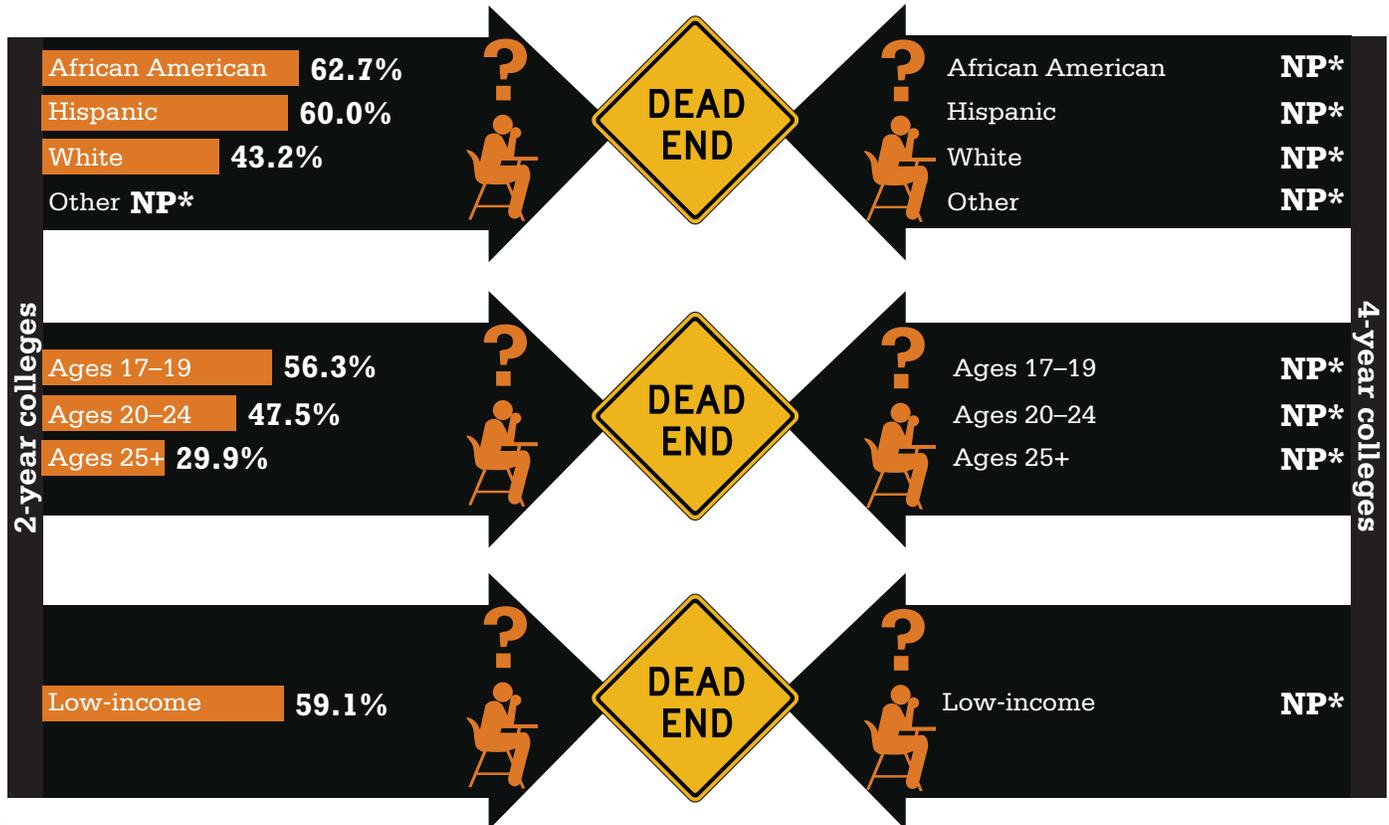
48.7% of those entering a 2-year college enrolled in remediation

NP* of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

Note: Metrics are drawn from multiple cohorts of students. See the [College Scorecard](#) for complete data. Data only from public colleges and universities.

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

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

48.7% of freshmen enrolled in remediation. **Of those ...**



66.2%
Complete remediation



31.9%
Complete remediation and associated college-level courses in two years



14.0%
Graduate within 3 years

African American	54.5%	18.1%	Disaggregated data for this cohort are not yet available.
Hispanic	67.5%	31.5%	
White	69.6%	36.3%	
Other	11.8%	6.8%	
17-19	67.4%	34.7%	
20-24	60.9%	24.7%	
25+	70.5%	32.4%	
Low-income	64.2%	29.0%	

4-Year Colleges

NP* of freshmen enrolled in remediation. **Of those ...**

NP*
Complete remediation

NP*
Complete remediation and associated college-level courses in two years



27.3%
Graduate within 6 years

African American	NP*	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17-19	NP*	NP*	
20-24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

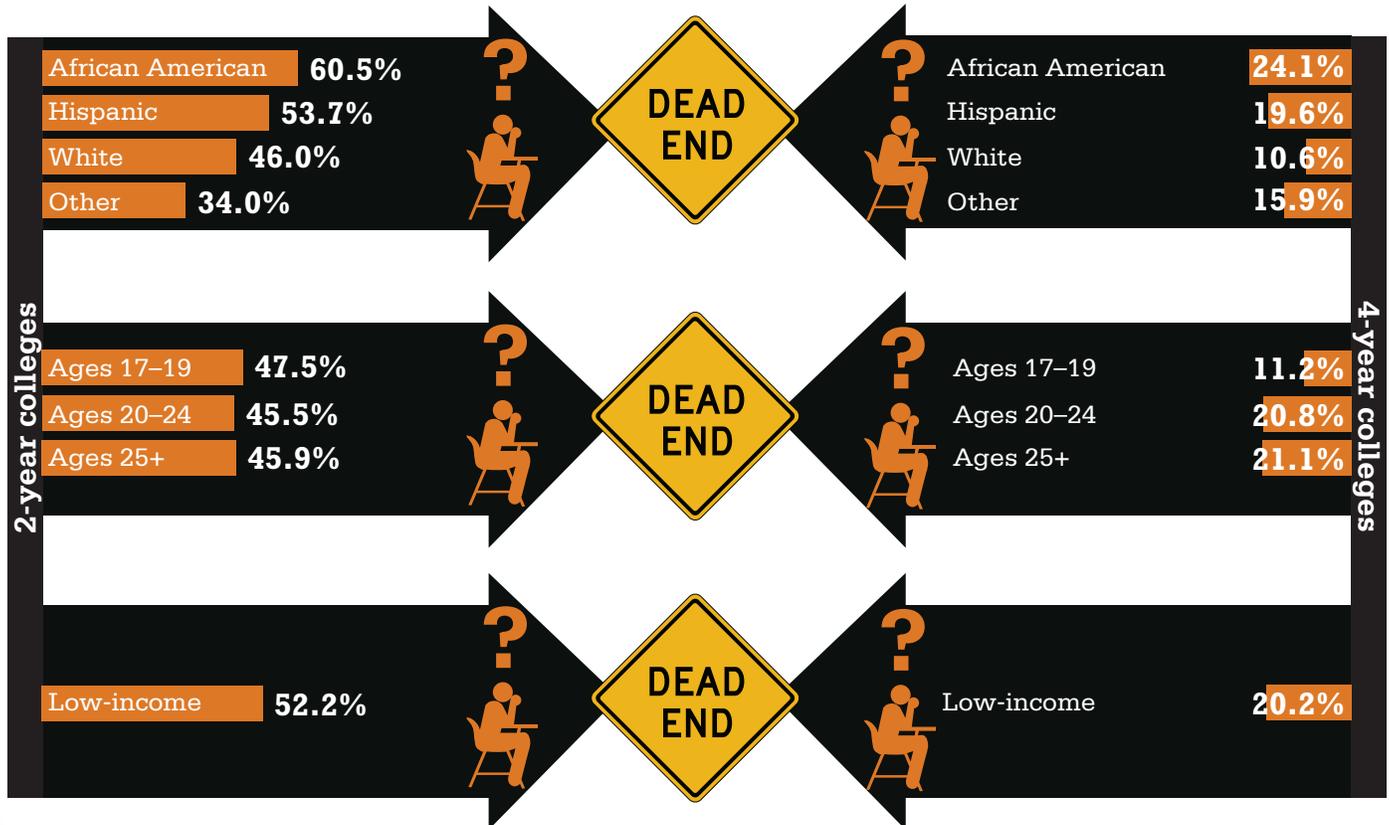
46.4% of those entering a 2-year college enrolled in remediation

12.4% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

46.4% of freshmen enrolled in remediation. **Of those ...**



63.7%
Complete remediation

NP*
Complete remediation and associated college-level courses in two years



9.2%
Graduate within 3 years

African American	51.2%	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	67.7%	NP*	
White	67.1%	NP*	
Other	60.0%	NP*	
17-19	61.4%	NP*	
20-24	59.4%	NP*	
25+	68.6%	NP*	
Low-income	59.1%	NP*	

4-Year Colleges

12.4% of freshmen enrolled in remediation. **Of those ...**



57.8%
Complete remediation

NP*
Complete remediation and associated college-level courses in two years



41.2%
Graduate within 6 years

African American	44.8%	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	58.9%	NP*	
White	57.6%	NP*	
Other	73.3%	NP*	
17-19	59.6%	NP*	
20-24	48.5%	NP*	
25+	53.7%	NP*	
Low-income	50.3%	NP*	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

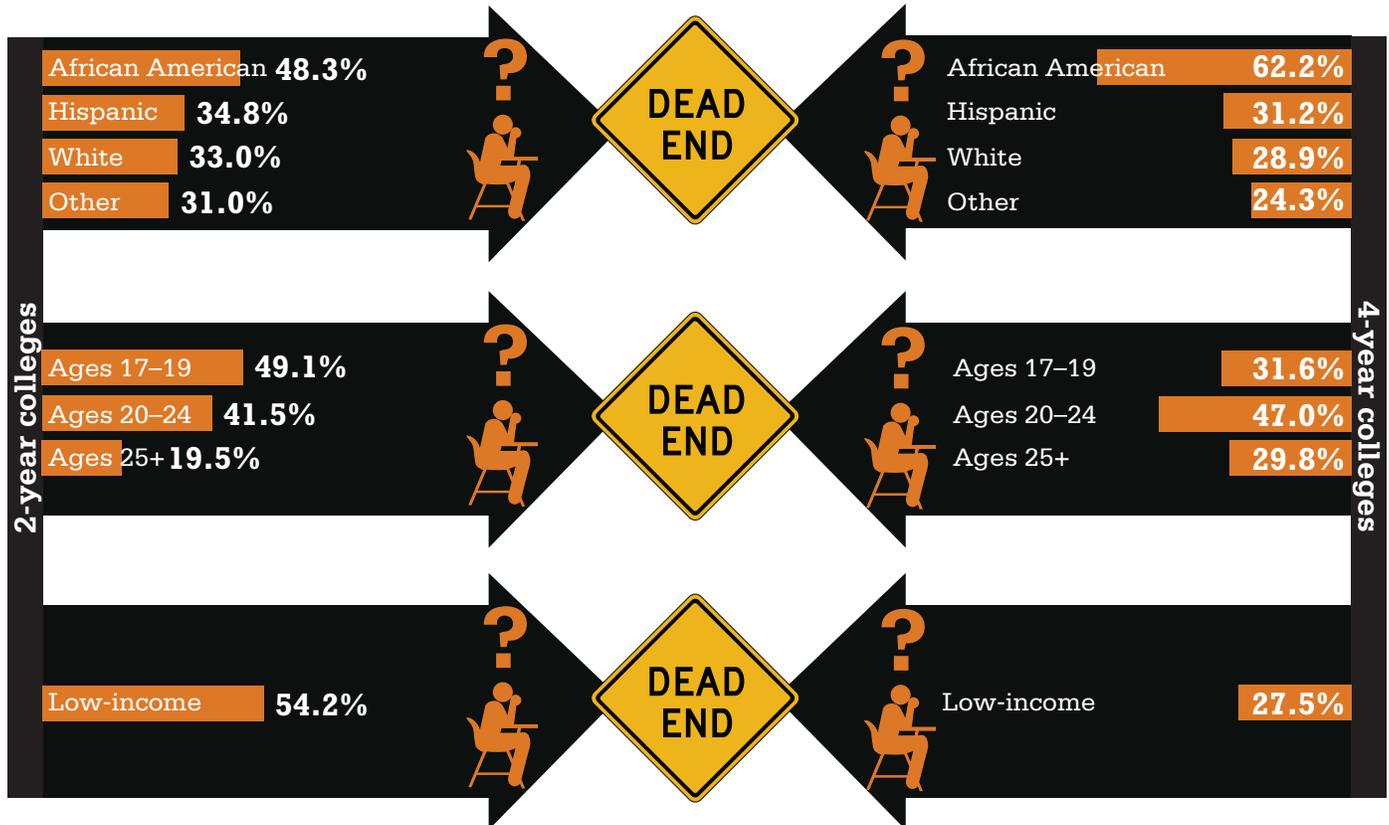
34.0% of those entering a 2-year college enrolled in remediation

32.1% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

34.0% of freshmen enrolled in remediation. **Of those ...**



73.9%
Complete remediation



62.3%
Complete remediation and associated college-level courses in two years



5.5%
Graduate within 3 years

African American	64.1%	50.0%	Disaggregated data for this cohort are not yet available.
Hispanic	75.3%	61.2%	
White	75.2%	63.8%	
Other	74.6%	64.7%	
17-19	75.2%	62.8%	
20-24	67.0%	54.3%	
25+	74.9%	65.8%	
Low-income	78.0%	66.2%	

4-Year Colleges

32.1% of freshmen enrolled in remediation. **Of those ...**



80.0%
Complete remediation



14.0%
Complete remediation and associated college-level courses in two years



32.1%
Graduate within 6 years

African American	80.7%	5.9%	Disaggregated data for this cohort are not yet available.
Hispanic	83.1%	9.1%	
White	79.3%	16.3%	
Other	89.5%	12.3%	
17-19	80.4%	13.7%	
20-24	73.1%	13.2%	
25+	80.8%	17.6%	
Low-income	81.4%	10.9%	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

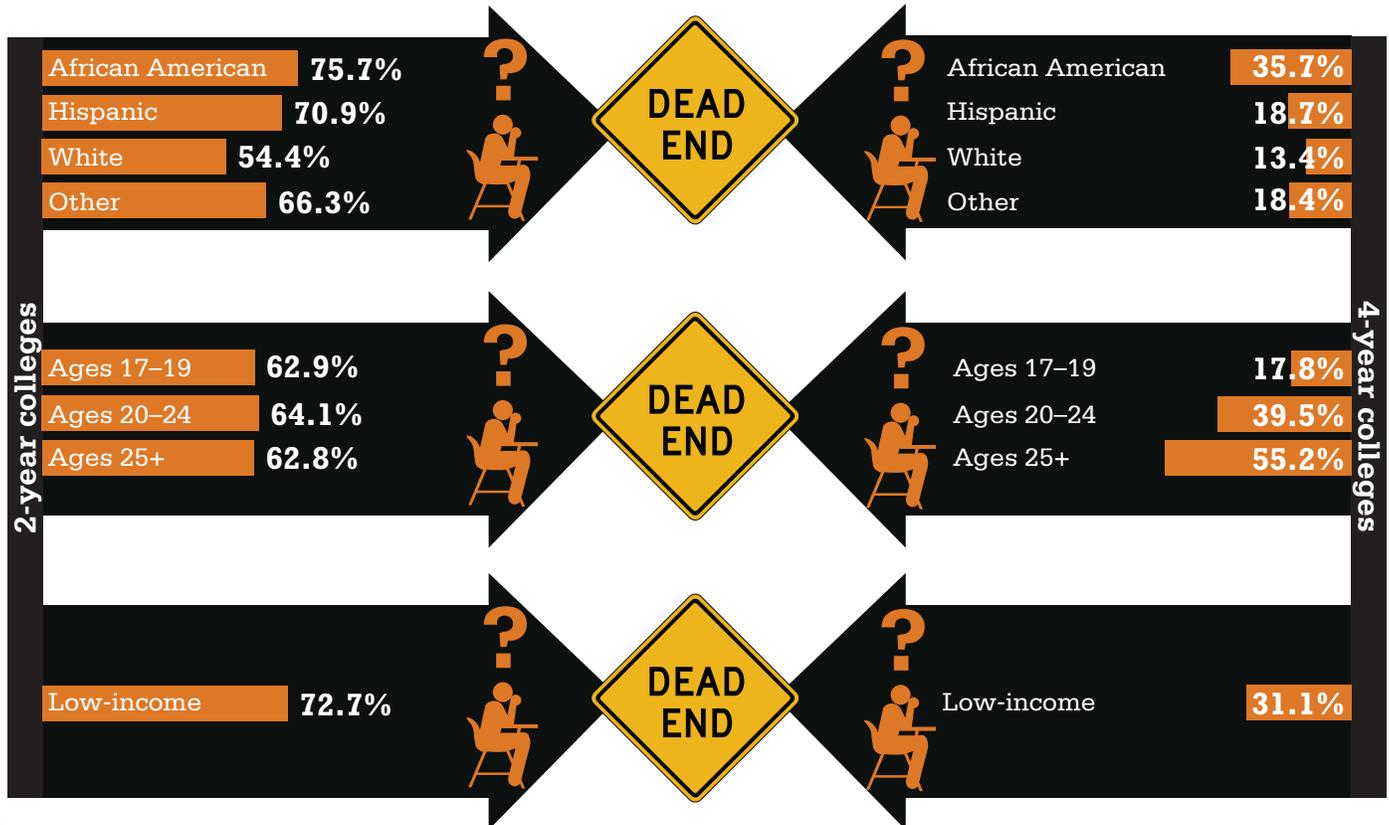
63.1% of those entering a 2-year college enrolled in remediation

20.0% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

63.1% of freshmen enrolled in remediation. **Of those ...**



47.4%
Complete remediation



13.8%
Complete remediation and associated college-level courses in two years



2.7%
Graduate within 3 years

African American	41.3%	9.7%	Disaggregated data for this cohort are not yet available.
Hispanic	58.2%	13.9%	
White	52.1%	17.1%	
Other	47.7%	16.1%	
17-19	45.8%	13.9%	
20-24	46.3%	11.1%	
25+	56.4%	17.2%	
Low-income	48.3%	13.8%	

4-Year Colleges

20.0% of freshmen enrolled in remediation. **Of those ...**



66.2%
Complete remediation



33.8%
Complete remediation and associated college-level courses in two years



22.3%
Graduate within 6 years

African American	62.1%	27.0%	Disaggregated data for this cohort are not yet available.
Hispanic	77.5%	38.2%	
White	69.4%	39.3%	
Other	73.1%	46.3%	
17-19	68.9%	35.6%	
20-24	53.5%	21.8%	
25+	54.0%	29.1%	
Low-income	63.4%	30.4%	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

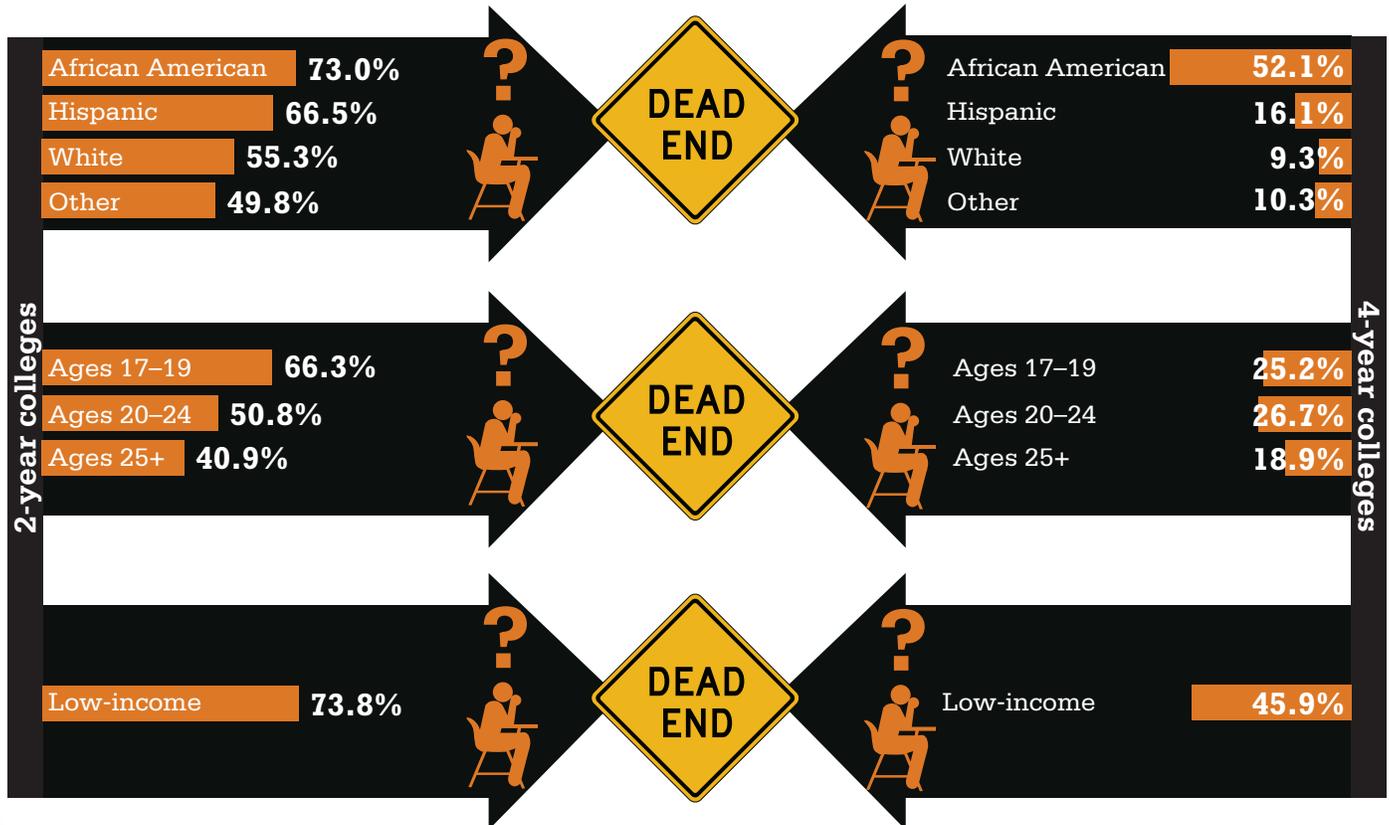
60.5% of those entering a 2-year college enrolled in remediation

24.9% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

60.5% of freshmen enrolled in remediation. **Of those ...**



10.0%

Graduate within 3 years

NP*
Complete remediation

NP*
Complete remediation and associated college-level courses in two years

African American	NP*	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17-19	NP*	NP*	
20-24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

4-Year Colleges

24.9% of freshmen enrolled in remediation. **Of those ...**



48.8%

Graduate within 6 years

NP*
Complete remediation

NP*
Complete remediation and associated college-level courses in two years

African American	NP*	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17-19	NP*	NP*	
20-24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

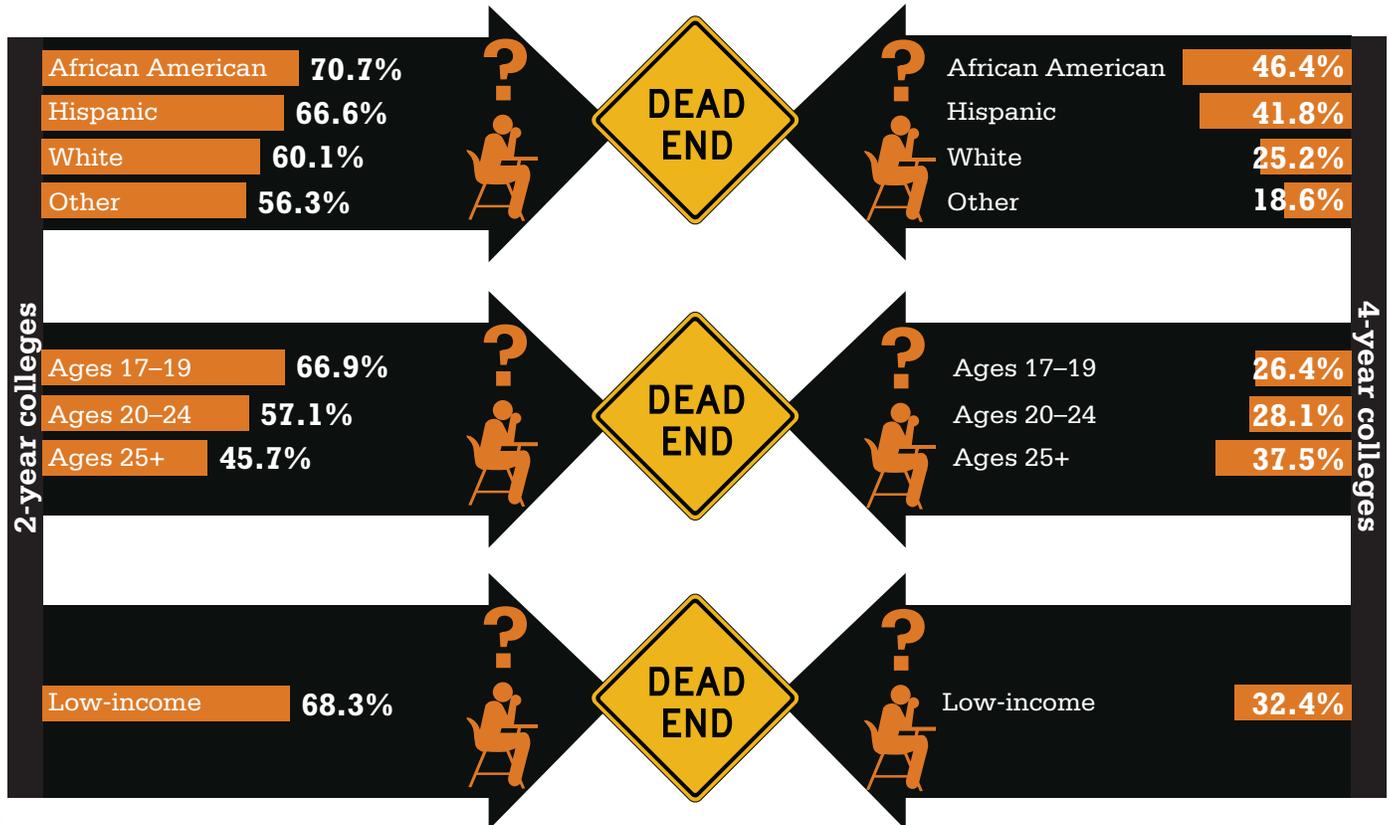
61.7% of those entering a 2-year college enrolled in remediation

26.6% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

61.7% of freshmen enrolled in remediation. **Of those ...**



53.1%
Complete remediation



30.3%
Complete remediation and associated college-level courses in two years



10.3%
Graduate within 3 years

African American	44.6%	25.0%	Disaggregated data for this cohort are not yet available.
Hispanic	45.1%	23.7%	
White	55.7%	31.6%	
Other	58.2%	37.4%	
17-19	51.5%	31.3%	
20-24	52.3%	25.8%	
25+	63.2%	29.6%	
Low-income	50.4%	29.2%	

4-Year Colleges

26.6% of freshmen enrolled in remediation. **Of those ...**



79.6%
Complete remediation



50.9%
Complete remediation and associated college-level courses in two years



51.2%
Graduate within 6 years

African American	82.6%	44.3%	Disaggregated data for this cohort are not yet available.
Hispanic	83.5%	39.8%	
White	78.6%	52.2%	
Other	84.6%	57.1%	
17-19	80.2%	51.4%	
20-24	63.2%	28.9%	
25+	53.3%	46.7%	
Low-income	81.1%	42.9%	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

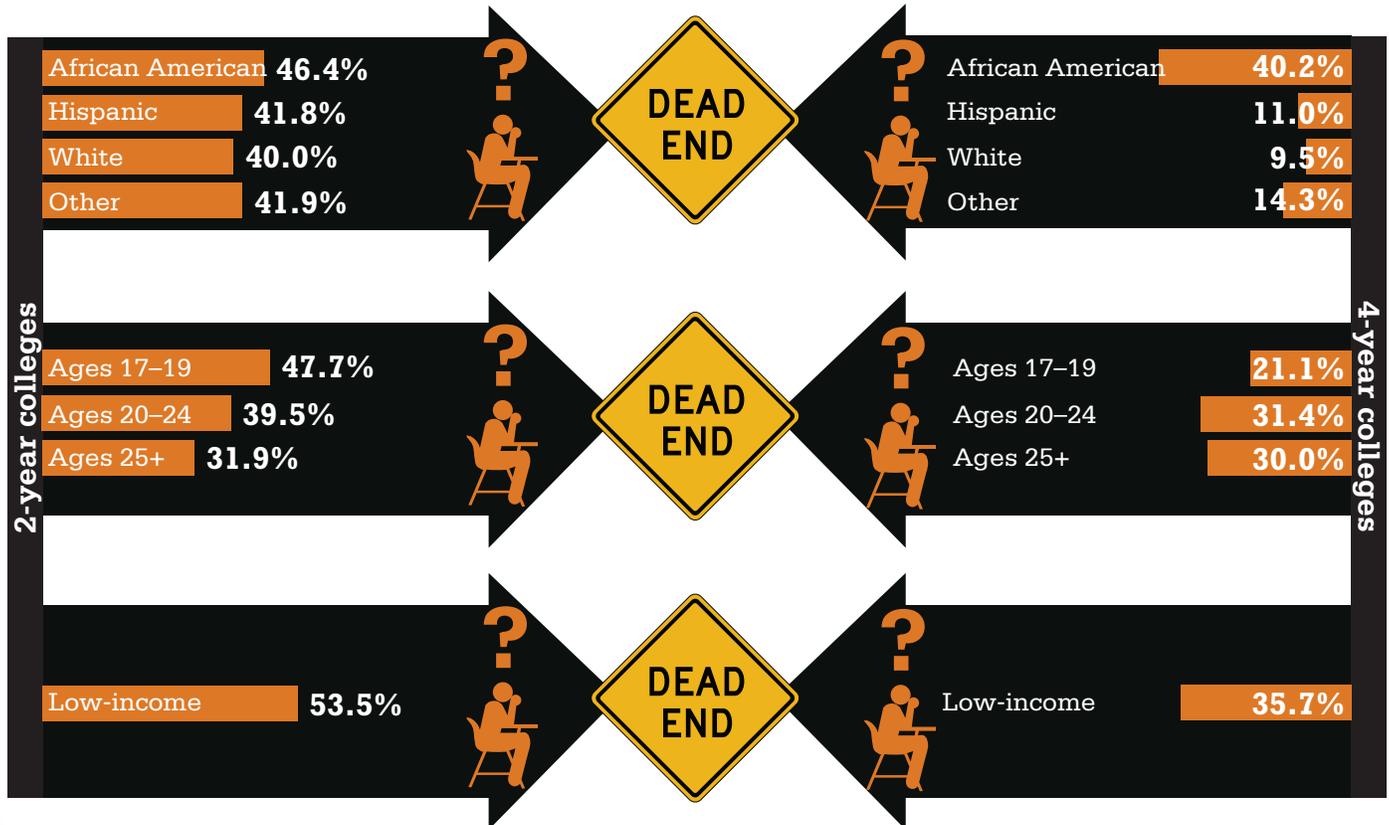
42.9% of those entering a 2-year college enrolled in remediation

21.4% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

42.9% of freshmen enrolled in remediation. **Of those ...**



65.2%
Complete remediation



21.0%
Complete remediation and associated college-level courses in two years



13.3%
Graduate within 3 years

African American	63.3%	19.7%	Disaggregated data for this cohort are not yet available.
Hispanic	78.0%	30.5%	
White	67.8%	22.2%	
Other	51.6%	20.9%	
17-19	69.9%	23.4%	
20-24	55.2%	13.1%	
25+	63.4%	16.5%	
Low-income	66.4%	23.2%	

4-Year Colleges

21.4% of freshmen enrolled in remediation. **Of those ...**



72.8%
Complete remediation



52.4%
Complete remediation and associated college-level courses in two years



36.3%
Graduate within 6 years

African American	72.2%	52.1%	Disaggregated data for this cohort are not yet available.
Hispanic	80.0%	DS**	
White	74.9%	52.5%	
Other	65.6%	59.4%	
17-19	74.6%	53.9%	
20-24	46.3%	28.8%	
25+	22.2%	DS**	
Low-income	71.3%	50.7%	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

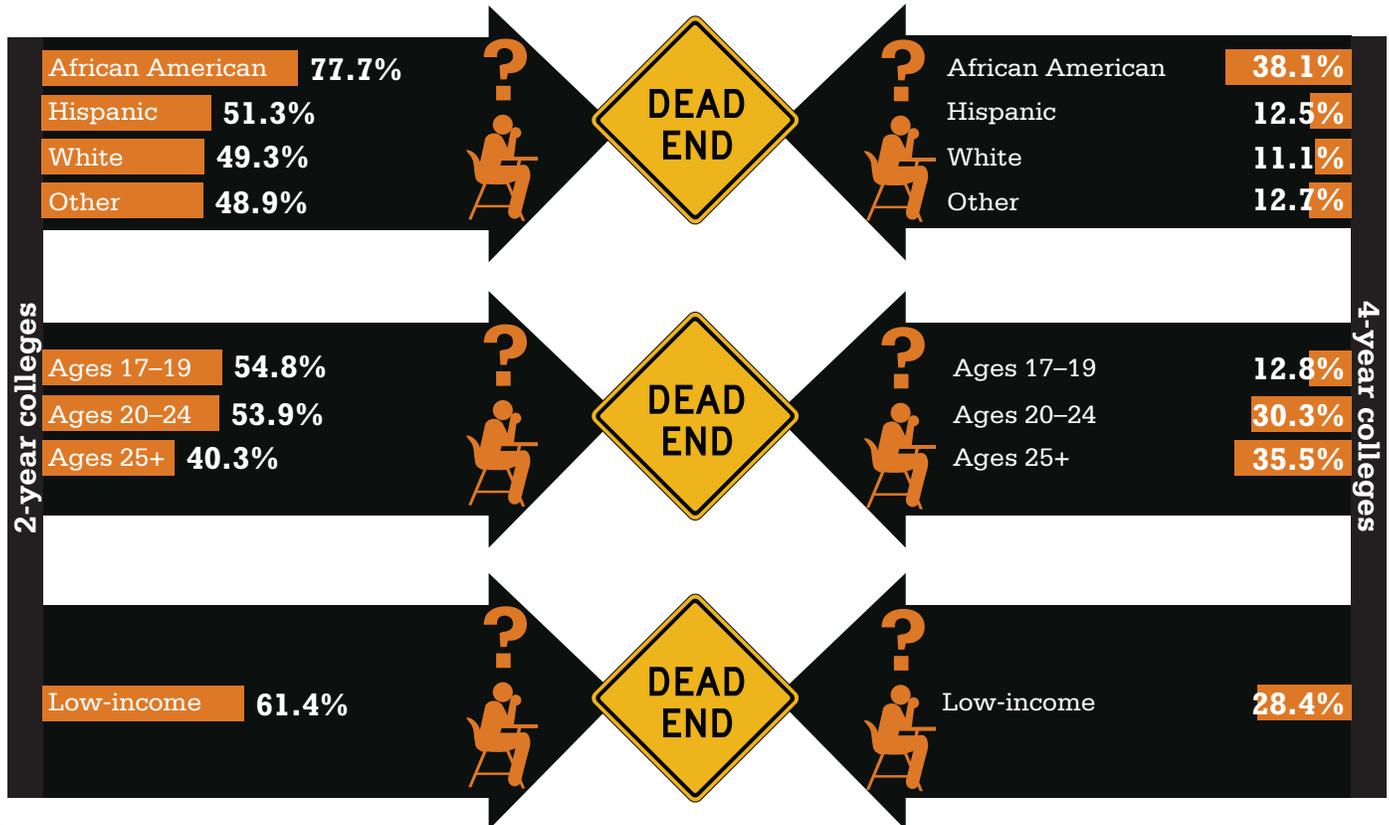
52.3% of those entering a 2-year college enrolled in remediation

14.1% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

52.3% of freshmen enrolled in remediation. **Of those ...**



NP*
Complete remediation

NP*
Complete remediation and associated college-level courses in two years

23.2%
Graduate within 3 years

African American	NP*	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17-19	NP*	NP*	
20-24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

4-Year Colleges

14.1% of freshmen enrolled in remediation. **Of those ...**



NP*
Complete remediation

NP*
Complete remediation and associated college-level courses in two years

41.3%
Graduate within 6 years

African American	NP*	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17-19	NP*	NP*	
20-24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

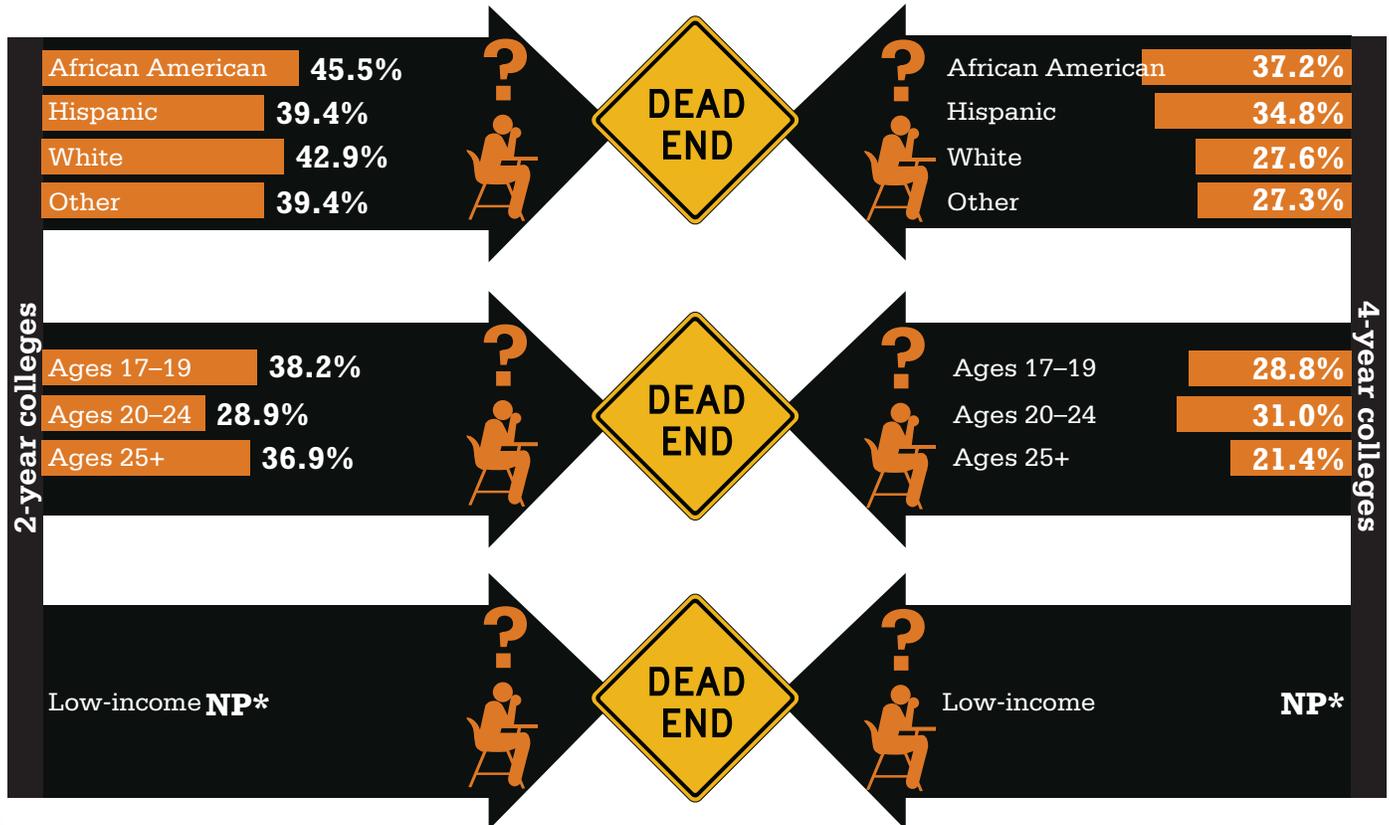
41.6% of those entering a 2-year college enrolled in remediation

29.1% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

Note: Metrics are drawn from multiple cohorts of students. See the [College Report Card 2014](#) for complete data. Data only from public colleges and universities.

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

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

41.6% of freshmen enrolled in remediation. **Of those ...**



68.9%
Complete remediation



21.6%
Complete remediation and associated college-level courses in two years



9.7%
Graduate within 3 years

African American	61.0%	12.1%	Disaggregated data for this cohort are not yet available.
Hispanic	67.1%	18.6%	
White	69.8%	22.3%	
Other	71.9%	27.3%	
17-19	72.4%	25.0%	
20-24	85.1%	24.8%	
25+	43.4%	11.7%	
Low-income	NP*	NP*	

4-Year Colleges

29.1% of freshmen enrolled in remediation. **Of those ...**



77.3%
Complete remediation



48.1%
Complete remediation and associated college-level courses in two years



36.8%
Graduate within 6 years

African American	67.8%	33.9%	Disaggregated data for this cohort are not yet available.
Hispanic	83.9%	45.3%	
White	77.5%	50.8%	
Other	76.7%	49.5%	
17-19	78.2%	48.2%	
20-24	72.7%	48.5%	
25+	66.7%	0.0%	
Low-income	NP*	NP*	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

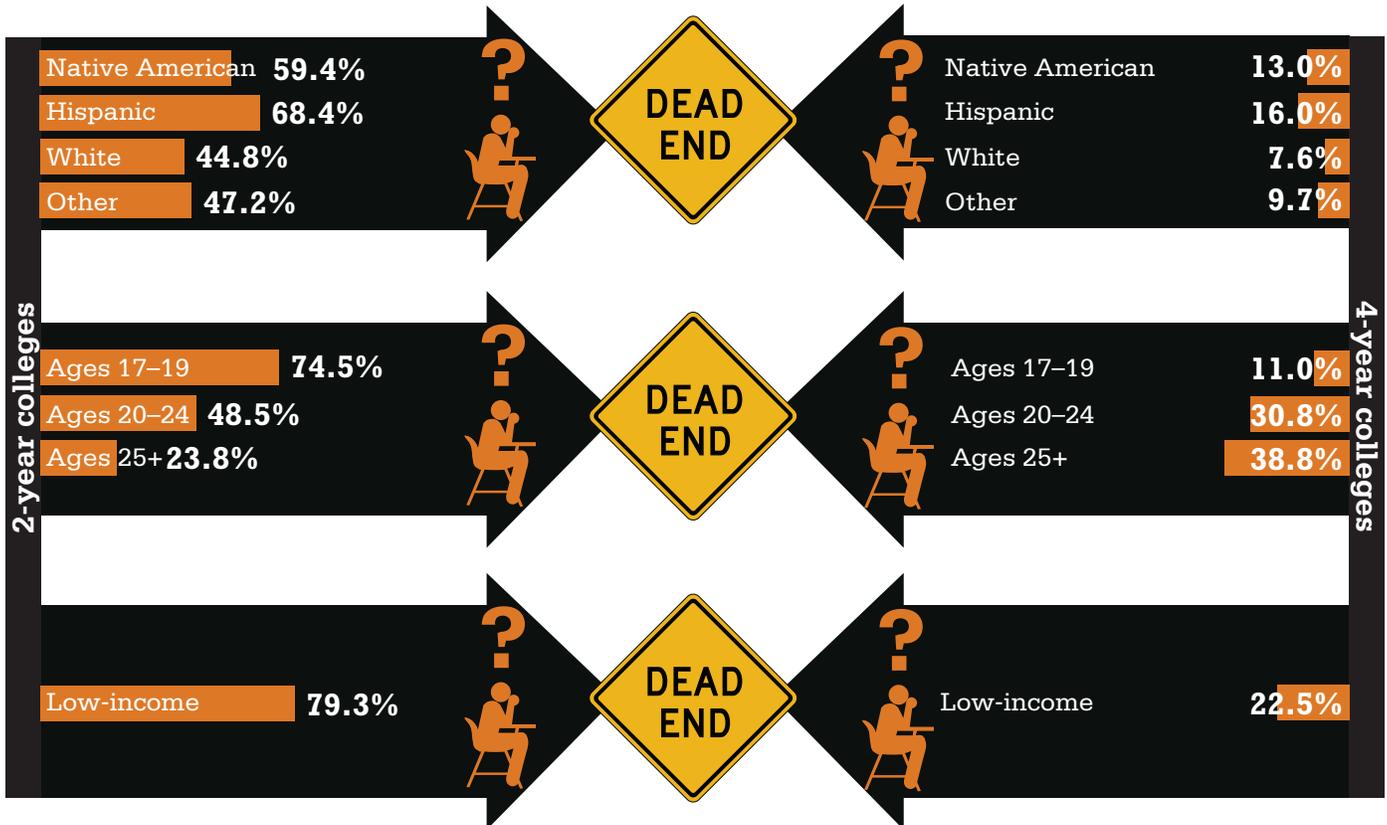
57.0% of those entering a 2-year college enrolled in remediation

12.1% of those entering a 4-year college enrolled in remediation



If you're Native American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

57.0% of freshmen enrolled in remediation. **Of those ...**



63.0%
Complete remediation

NP*
Complete remediation and associated college-level courses in two years



6.9%
Graduate within 3 years

Native American	66.4%	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	62.6%	NP*	
White	61.6%	NP*	
Other	65.9%	NP*	
17-19	58.7%	NP*	
20-24	80.3%	NP*	
25+	73.1%	NP*	
Low-income	78.1%	NP*	

4-Year Colleges

12.1% of freshmen enrolled in remediation. **Of those ...**



74.6%
Complete remediation

NP*
Complete remediation and associated college-level courses in two years



6.9%
Graduate within 6 years

Native American	82.5%	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	70.9%	NP*	
White	77.5%	NP*	
Other	87.0%	NP*	
17-19	74.5%	NP*	
20-24	76.8%	NP*	
25+	71.2%	NP*	
Low-income	77.6%	NP*	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

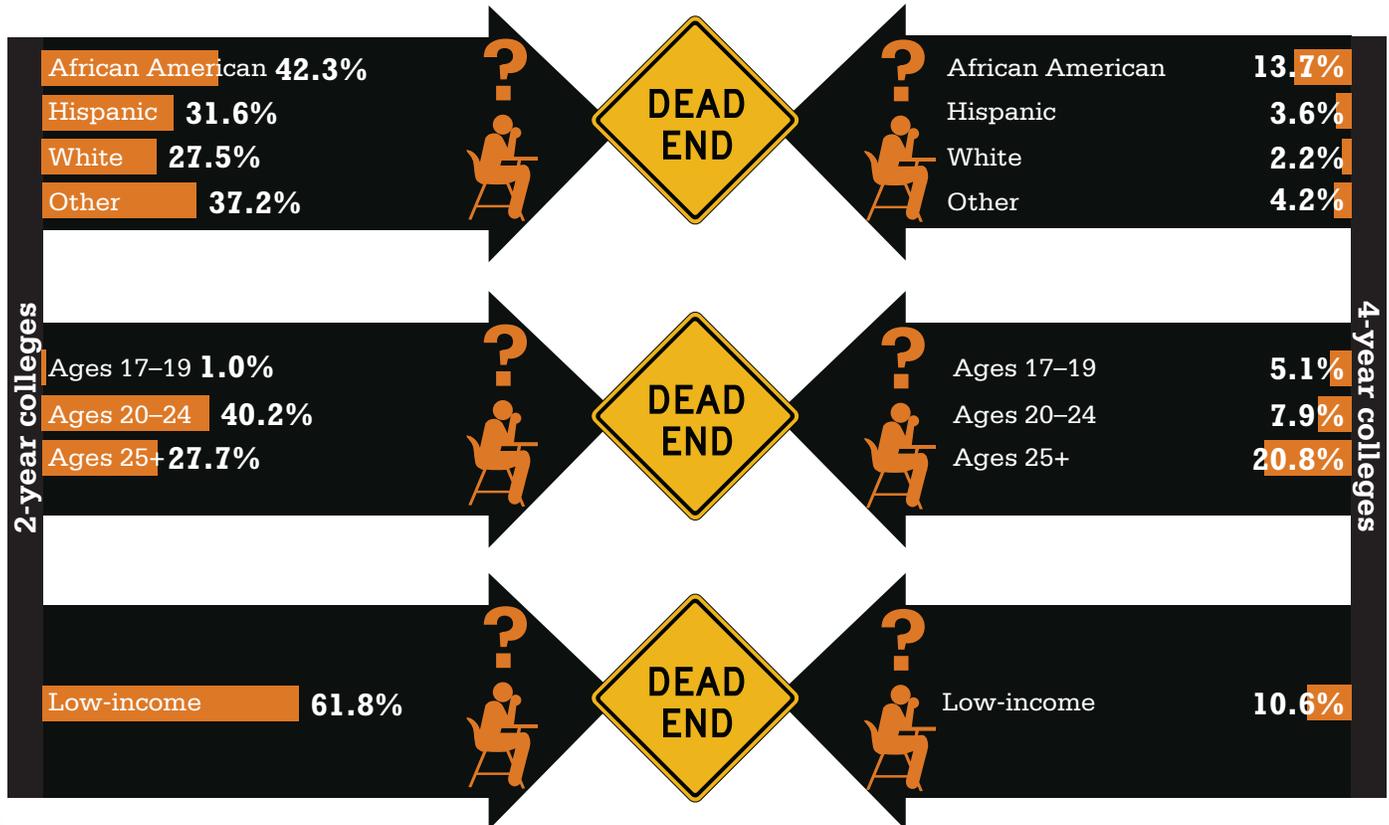
31.8% of those entering a 2-year college enrolled in remediation

5.3% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

Note: Metrics are drawn from multiple cohorts of students. See the [College Report 138](#) complete data. Data only from public colleges and universities.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

31.8% of freshmen enrolled in remediation. **Of those ...**



50.4%
Complete remediation



12.1%
Complete remediation and associated college-level courses in two years



9.7%
Graduate within 3 years

African American	41.8%	8.1%	Disaggregated data for this cohort are not yet available.
Hispanic	52.8%	13.0%	
White	54.4%	13.7%	
Other	51.1%	13.3%	
17-19	33.9%	NP*	
20-24	48.0%	11.8%	
25+	56.2%	12.8%	
Low-income	48.1%	11.0%	

4-Year Colleges

5.3% of freshmen enrolled in remediation. **Of those ...**



86.8%
Complete remediation



69.8%
Complete remediation and associated college-level courses in two years

49.4%
Graduate within 6 years

African American	86.3%	69.6%	Disaggregated data for this cohort are not yet available.
Hispanic	90.3%	74.2%	
White	87.1%	69.6%	
Other	89.7%	71.0%	
17-19	87.5%	71.8%	
20-24	81.2%	40.6%	
25+	70.7%	46.3%	
Low-income	86.4%	69.3%	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

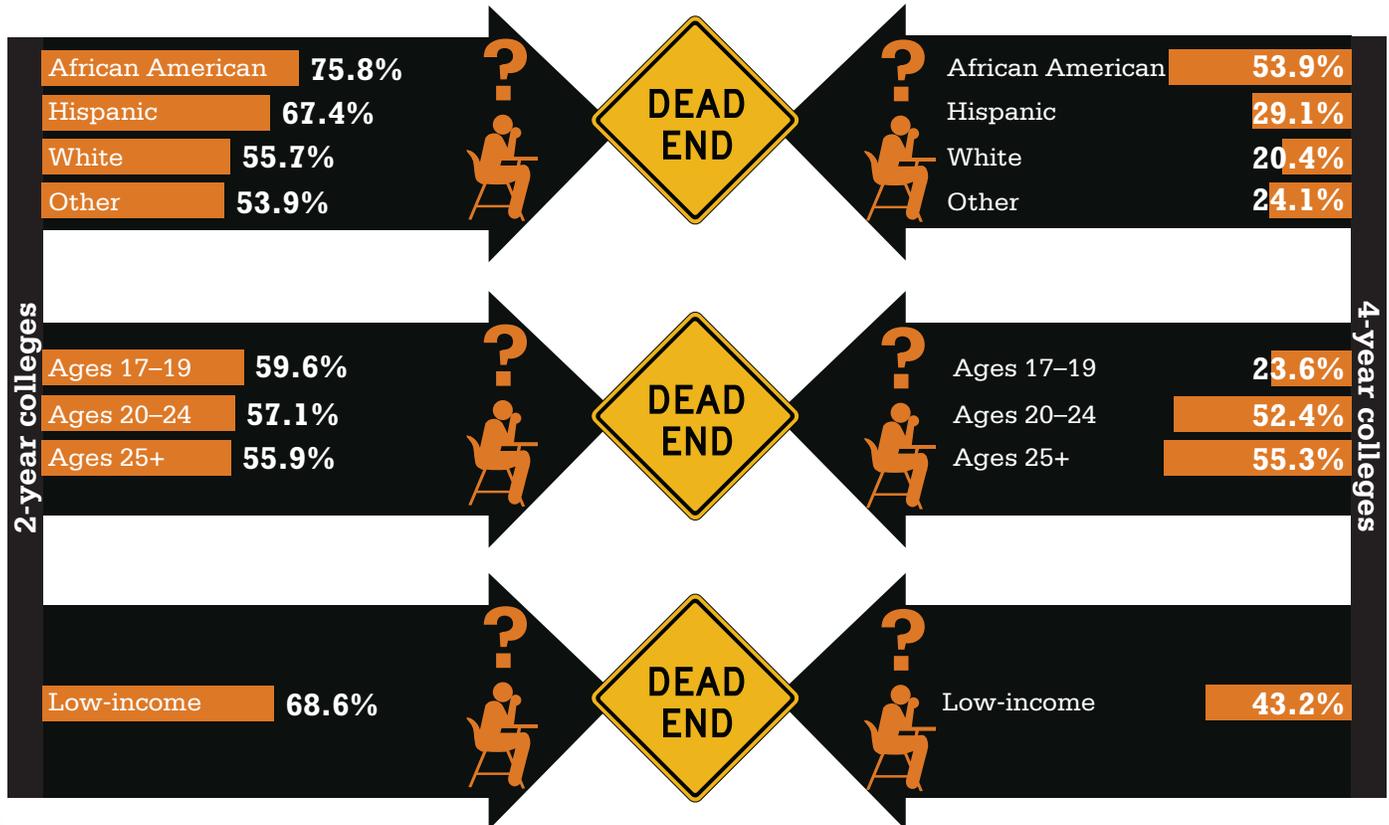
58.5% of those entering a 2-year college enrolled in remediation

25.0% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

58.5% of freshmen enrolled in remediation. **Of those ...**



48.1%
Complete remediation



24.6%
Complete remediation and associated college-level courses in two years



6.4%
Graduate within 3 years

African American	27.1%	10.0%	Disaggregated data for this cohort are not yet available.
Hispanic	39.5%	18.6%	
White	53.3%	28.1%	
Other	46.1%	24.7%	
17-19	48.9%	26.8%	
20-24	42.5%	17.3%	
25+	50.3%	22.7%	
Low-income	40.9%	19.0%	

4-Year Colleges

25.0% of freshmen enrolled in remediation. **Of those ...**



56.9%
Complete remediation



38.4%
Complete remediation and associated college-level courses in two years



33.8%
Graduate within 6 years

African American	44.2%	28.6%	Disaggregated data for this cohort are not yet available.
Hispanic	50.8%	32.5%	
White	62.9%	43.0%	
Other	54.0%	36.7%	
17-19	58.4%	40.3%	
20-24	42.5%	20.3%	
25+	47.1%	23.4%	
Low-income	47.8%	29.4%	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

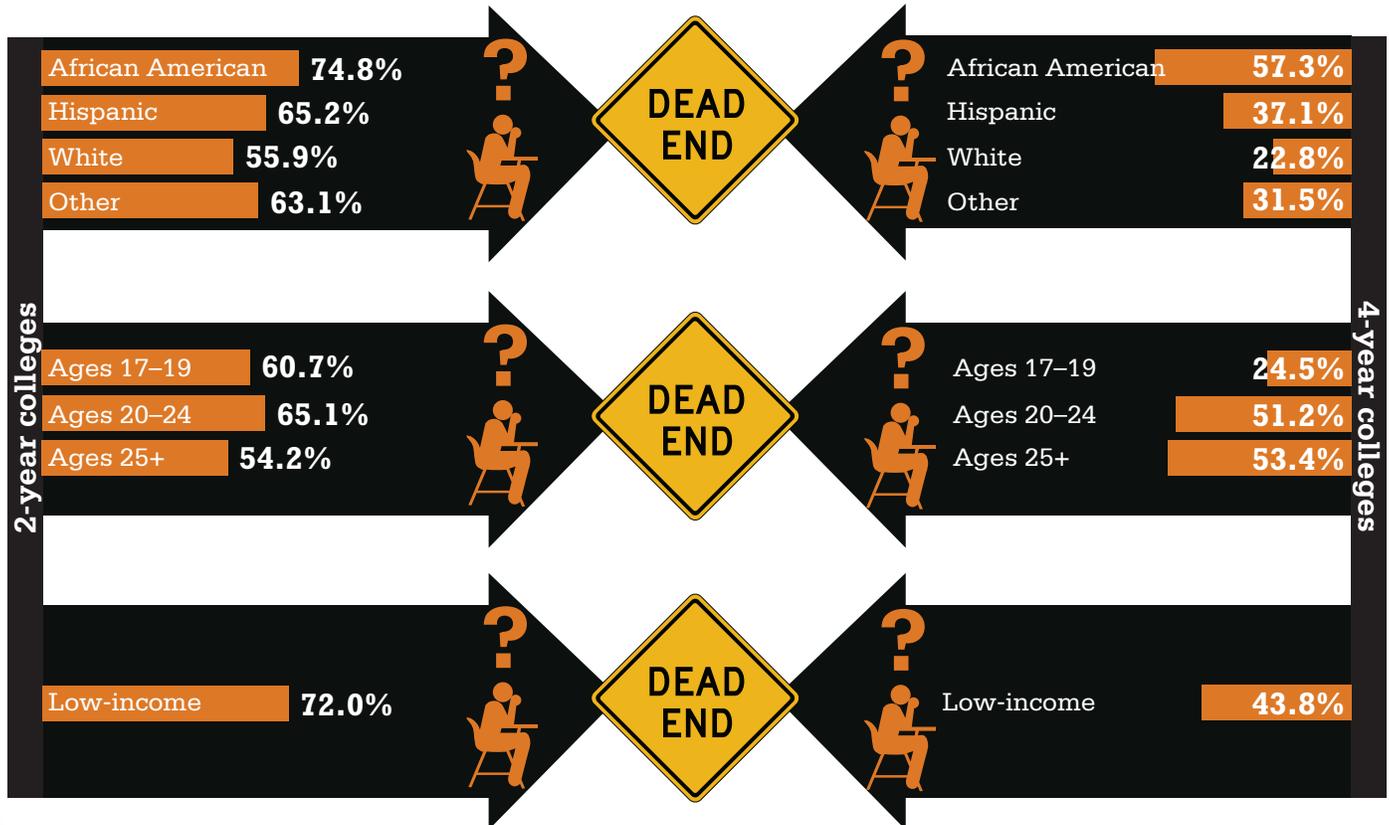
59.6% of those entering a 2-year college enrolled in remediation

28.6% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

59.6% of freshmen enrolled in remediation. **Of those ...**



71.3%
Complete remediation



24.0%
Complete remediation and associated college-level courses in two years



9.2%
Graduate within 3 years

African American	66.6%	19.8%	Disaggregated data for this cohort are not yet available.
Hispanic	72.1%	28.6%	
White	71.5%	24.1%	
Other	73.6%	25.1%	
17-19	73.1%	27.6%	
20-24	62.0%	15.0%	
25+	71.1%	20.0%	
Low-income	72.1%	21.3%	

4-Year Colleges

28.6% of freshmen enrolled in remediation. **Of those ...**



66.3%
Complete remediation



28.2%
Complete remediation and associated college-level courses in two years



30.6%
Graduate within 6 years

African American	60.0%	20.3%	Disaggregated data for this cohort are not yet available.
Hispanic	63.0%	24.8%	
White	66.9%	30.6%	
Other	71.7%	30.7%	
17-19	70.9%	31.9%	
20-24	53.0%	15.8%	
25+	55.1%	19.5%	
Low-income	67.6%	26.6%	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

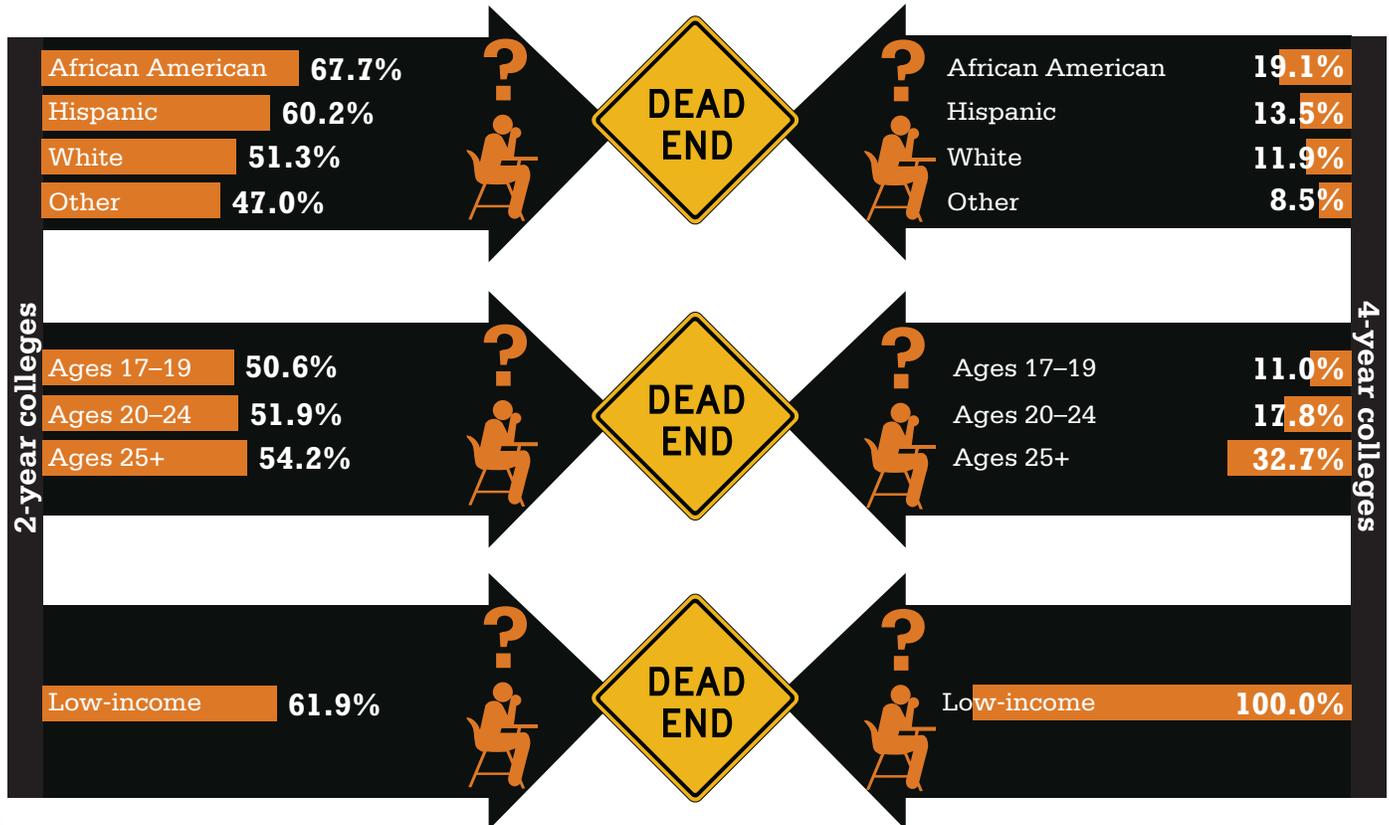
51.6% of those entering a 2-year college enrolled in remediation

11.5% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

51.6% of freshmen enrolled in remediation. **Of those ...**



79.7%
Complete remediation



40.4%
Complete remediation and associated college-level courses in two years



13.8%
Graduate within 3 years

African American	69.4%	41.5%	Disaggregated data for this cohort are not yet available.
Hispanic	81.3%	40.4%	
White	79.9%	39.9%	
Other	80.0%	42.7%	
17-19	79.6%	42.9%	
20-24	78.1%	37.9%	
25+	83.7%	39.2%	
Low-income	81.3%	39.2%	

4-Year Colleges

11.5% of freshmen enrolled in remediation. **Of those ...**



81.1%
Complete remediation



61.5%
Complete remediation and associated college-level courses in two years



50.5%
Graduate within 6 years

African American	82.1%	59.0%	Disaggregated data for this cohort are not yet available.
Hispanic	82.8%	60.9%	
White	80.5%	61.4%	
Other	83.1%	62.8%	
17-19	80.3%	61.7%	
20-24	85.7%	55.7%	
25+	93.9%	66.7%	
Low-income	82.4%	62.3%	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

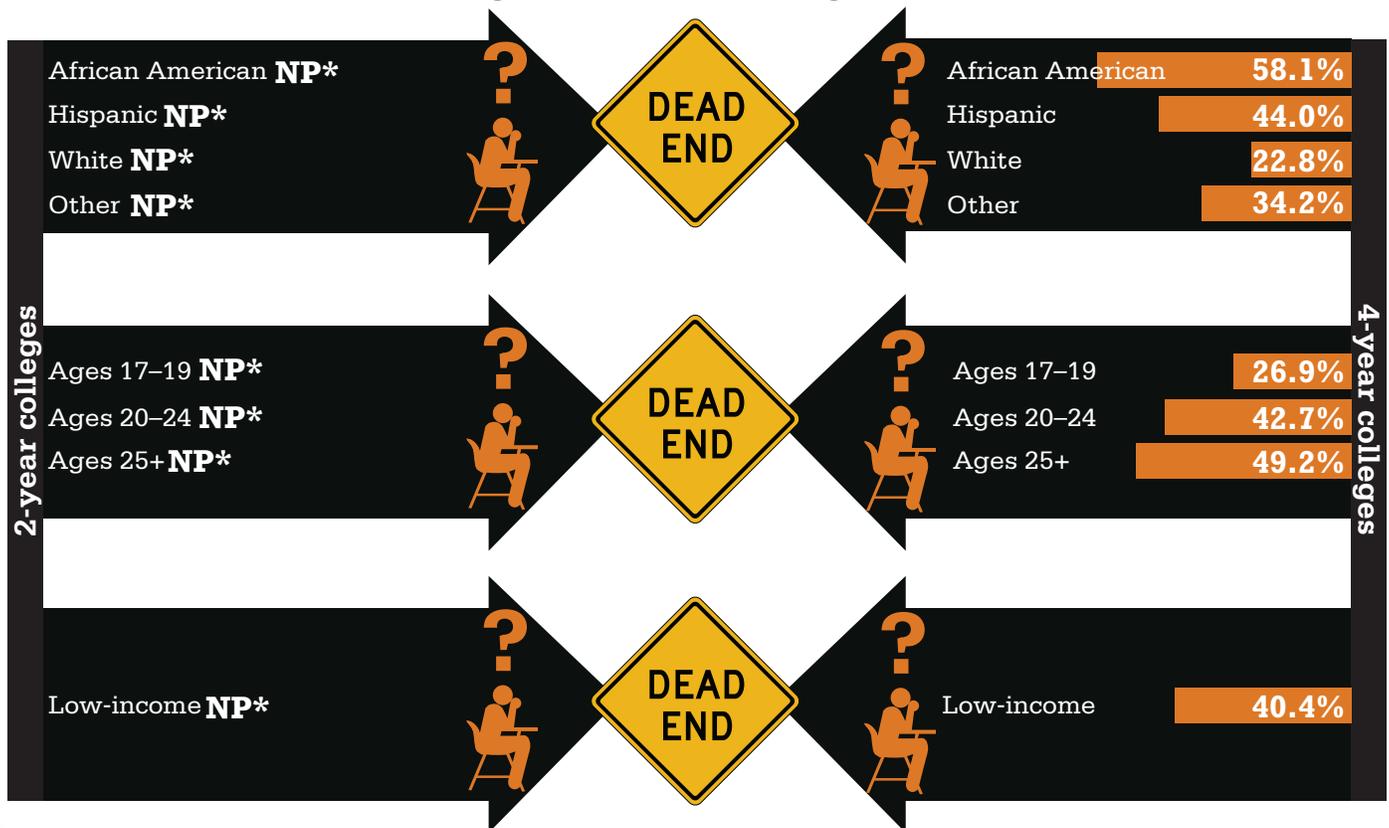
NP* of those entering a 2-year college enrolled in remediation

27.8% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

Note: Metrics are drawn from multiple cohorts of students. See the [College Scorecard](#) for complete data. Data only from public colleges and universities.

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

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

NP* of freshmen enrolled in remediation. **Of those ...**

	NP* Complete remediation	NP* Complete remediation and associated college-level courses in two years	NP* Graduate within 3 years
African American	NP*	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17-19	NP*	NP*	
20-24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

4-Year Colleges

27.8% of freshmen enrolled in remediation. **Of those ...**



72.4%
Complete remediation



32.2%
Complete remediation and associated college-level courses in two years

NP*
Graduate within 6 years

African American	59.3%	32.3%	Disaggregated data for this cohort are not yet available.
Hispanic	60.4%	28.4%	
White	77.8%	32.2%	
Other	69.0%	34.0%	
17-19	73.2%	32.8%	
20-24	58.4%	23.2%	
25+	74.8%	31.5%	
Low-income	65.0%	30.6%	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

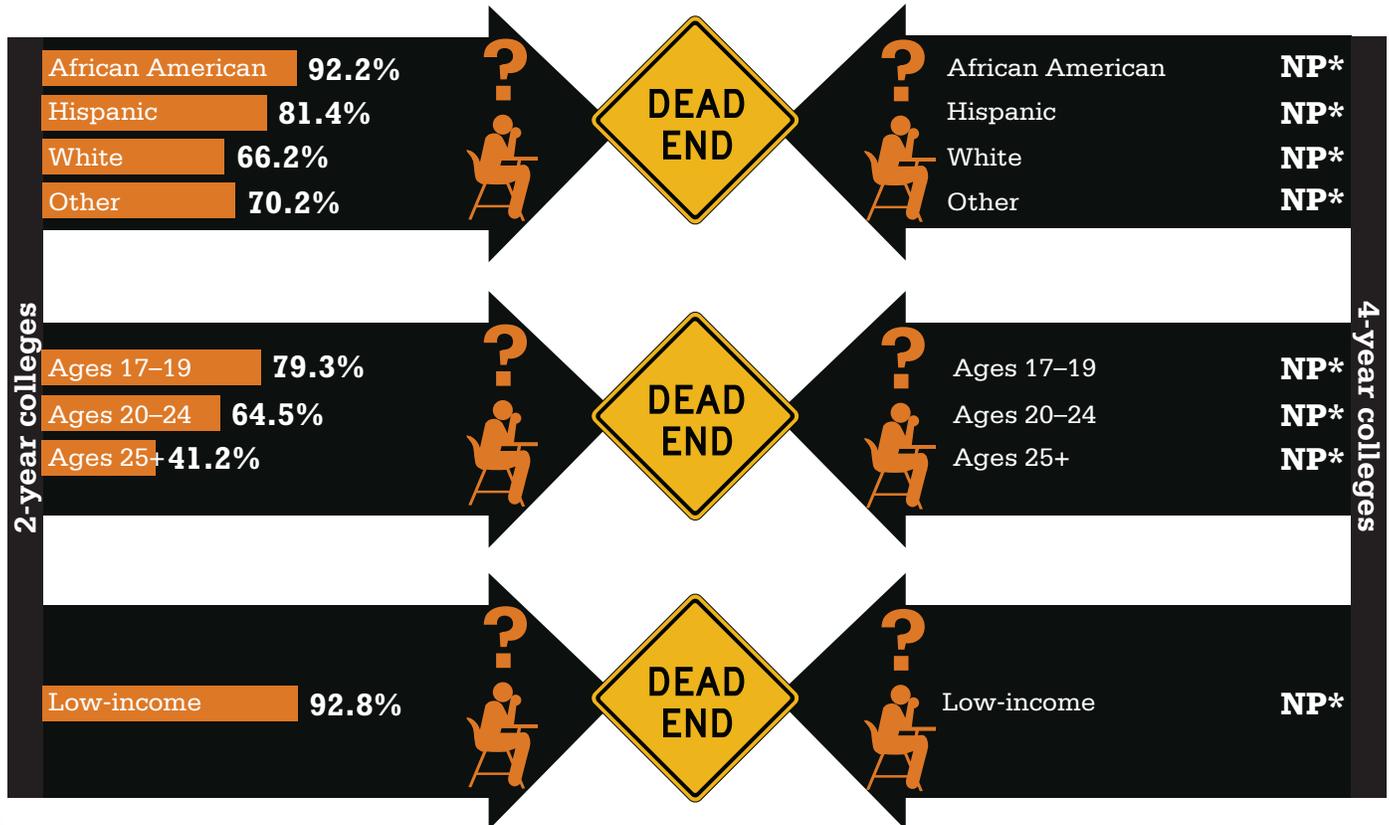
69.7% of those entering a 2-year college enrolled in remediation

NP* of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

Note: Metrics are drawn from multiple cohorts of students. See the [College Scorecard](#) for complete data. Data only from public colleges and universities.

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

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

69.7% of freshmen enrolled in remediation. **Of those ...**



NP*
Complete remediation

23.1%
Complete remediation and associated college-level courses in two years

NP*
Graduate within 3 years

African American	NP*	24.3%	Disaggregated data for this cohort are not yet available.
Hispanic	NP*	22.9%	
White	NP*	23.1%	
Other	NP*	26.8%	
17-19	NP*	28.4%	
20-24	NP*	16.8%	
25+	NP*	11.2%	
Low-income	NP*	29.5%	

4-Year Colleges

NP* of freshmen enrolled in remediation. **Of those ...**

NP*
Complete remediation

NP*
Complete remediation and associated college-level courses in two years

NP*
Graduate within 6 years

African American	NP*	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17-19	NP*	NP*	
20-24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

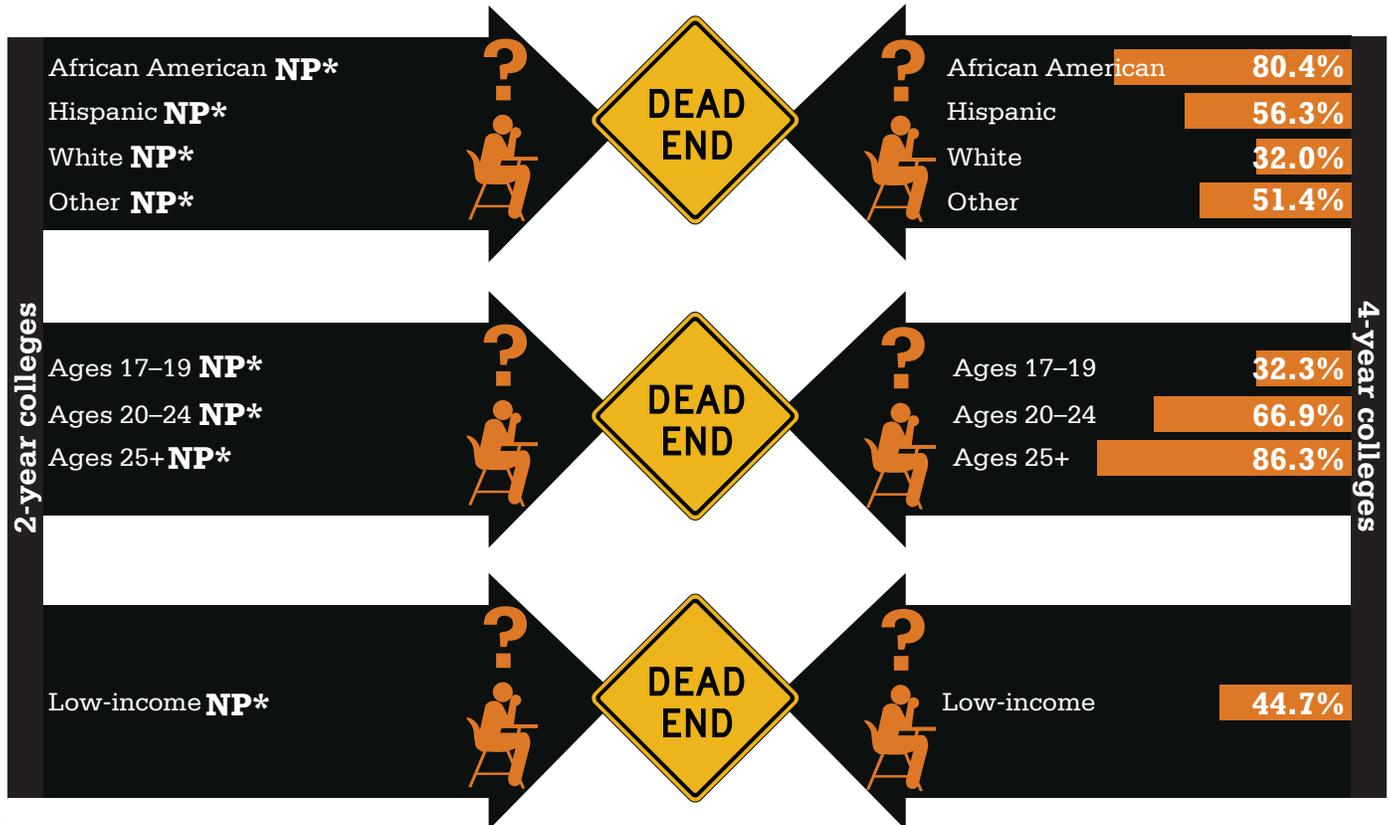
NP* of those entering a 2-year college enrolled in remediation

34.8% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

Note: Metrics are drawn from multiple cohorts of students. See the [College Ready 150](#) complete data. Data only from public colleges and universities.

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

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

NP* of freshmen enrolled in remediation. **Of those ...**



5.5%

Graduate within 3 years

NP*
Complete remediation

NP*
Complete remediation and associated college-level courses in two years

African American	NP*	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17-19	NP*	NP*	
20-24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

4-Year Colleges

34.8% of freshmen enrolled in remediation. **Of those ...**



70.5%
Complete remediation



43.2%
Complete remediation and associated college-level courses in two years



37.7%
Graduate within 6 years

African American	58.5%	36.6%	Disaggregated data for this cohort are not yet available.
Hispanic	70.4%	44.4%	
White	72.3%	45.0%	
Other	63.1%	34.5%	
17-19	72.0%	44.5%	
20-24	58.8%	32.8%	
25+	62.5%	35.2%	
Low-income	63.9%	0.0%	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

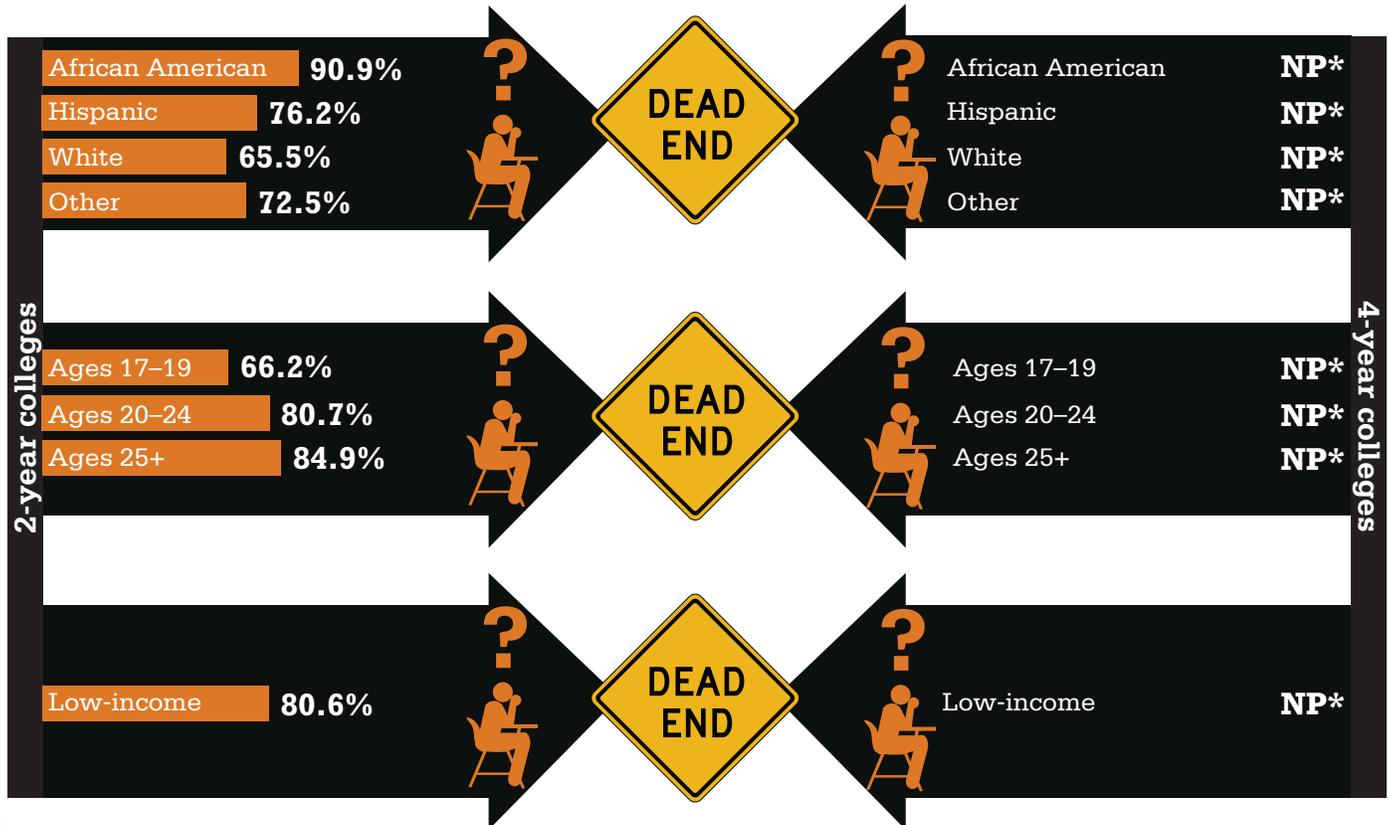
71.2% of those entering a 2-year college enrolled in remediation

NP* of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

Note: Metrics are drawn from multiple cohorts of students. See the [College Scorecard](#) for complete data. Data only from public colleges and universities.

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

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

71.2% of freshmen enrolled in remediation. **Of those ...**



46.5%
Complete remediation



21.0%
Complete remediation and associated college-level courses in two years



12.6%
Graduate within 3 years

African American	32.0%	8.9%	Disaggregated data for this cohort are not yet available.
Hispanic	49.3%	24.6%	
White	50.4%	24.9%	
Other	50.5%	26.2%	
17-19	48.1%	22.2%	
20-24	37.0%	15.1%	
25+	46.0%	22.2%	
Low-income	41.9%	18.3%	

4-Year Colleges

NP* of freshmen enrolled in remediation. **Of those ...**

NP*
Complete remediation

NP*
Complete remediation and associated college-level courses in two years



44.4%
Graduate within 6 years

African American	NP*	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17-19	NP*	NP*	
20-24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

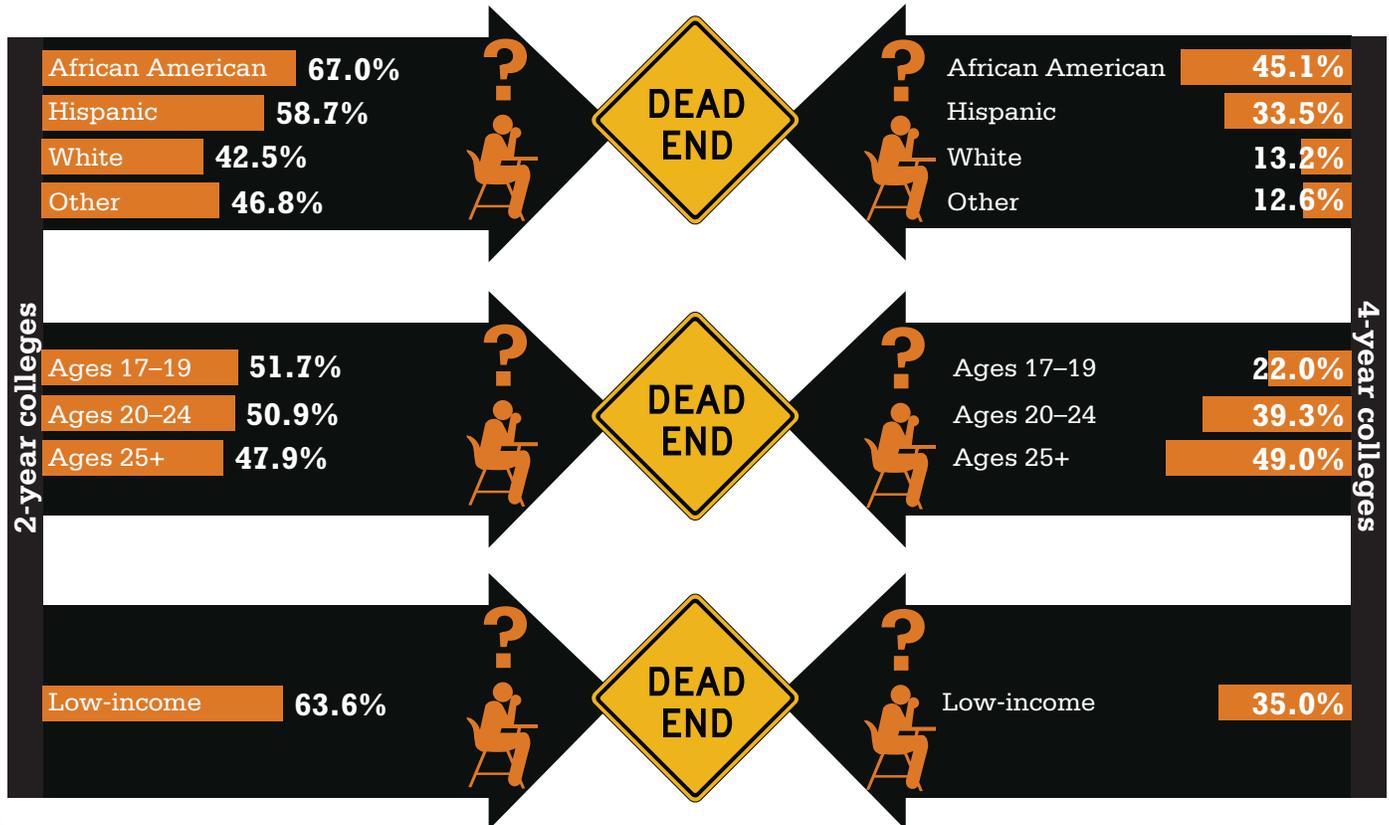
51.0% of those entering a 2-year college enrolled in remediation

22.5% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

51.0% of freshmen enrolled in remediation. **Of those ...**



30.0%
Complete remediation



14.3%
Complete remediation and associated college-level courses in two years



5.8%
Graduate within 3 years

African American	23.7%	9.1%	Disaggregated data for this cohort are not yet available.
Hispanic	28.4%	14.2%	
White	32.1%	14.6%	
Other	41.0%	24.6%	
17-19	31.5%	15.2%	
20-24	24.1%	11.0%	
25+	28.9%	13.1%	
Low-income	28.2%	12.9%	

4-Year Colleges

22.5% of freshmen enrolled in remediation. **Of those ...**



49.2%
Complete remediation



32.1%
Complete remediation and associated college-level courses in two years



29.6%
Graduate within 6 years

African American	46.5%	28.8%	Disaggregated data for this cohort are not yet available.
Hispanic	45.2%	29.9%	
White	55.1%	35.5%	
Other	56.8%	44.2%	
17-19	50.0%	32.8%	
20-24	34.5%	19.1%	
25+	33.0%	19.6%	
Low-income	45.9%	29.4%	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

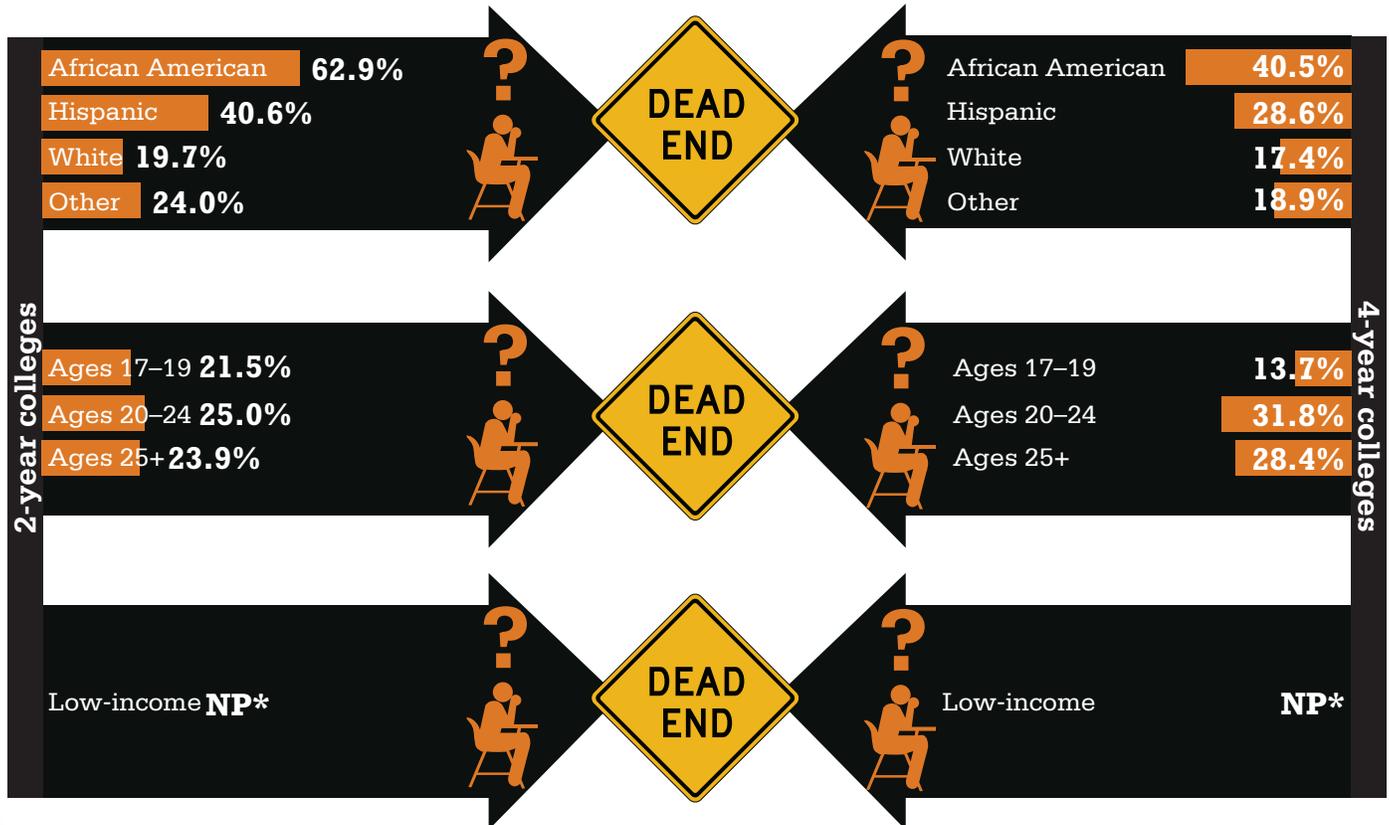
22.8% of those entering a 2-year college enrolled in remediation

18.4% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

Note: Metrics are drawn from multiple cohorts of students. See the [College Report 156](#) for complete data. Data only from public colleges and universities.

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

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

22.8% of freshmen enrolled in remediation. **Of those ...**



75.2%
Complete remediation



31.3%
Complete remediation and associated college-level courses in two years



NP*
Graduate within 3 years

African American	64.3%	17.9%	Disaggregated data for this cohort are not yet available.
Hispanic	68.0%	23.9%	
White	78.4%	33.7%	
Other	72.6%	32.1%	
17-19	75.1%	32.1%	
20-24	73.0%	29.8%	
25+	80.3%	31.1%	
Low-income	NP*	NP*	

4-Year Colleges

18.4% of freshmen enrolled in remediation. **Of those ...**



81.7%
Complete remediation



32.8%
Complete remediation and associated college-level courses in two years



23.4%
Graduate within 6 years

African American	61.7%	15.0%	Disaggregated data for this cohort are not yet available.
Hispanic	86.7%	32.0%	
White	81.4%	34.5%	
Other	83.6%	27.6%	
17-19	78.3%	31.7%	
20-24	85.9%	32.4%	
25+	85.0%	38.8%	
Low-income	NP*	NP*	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

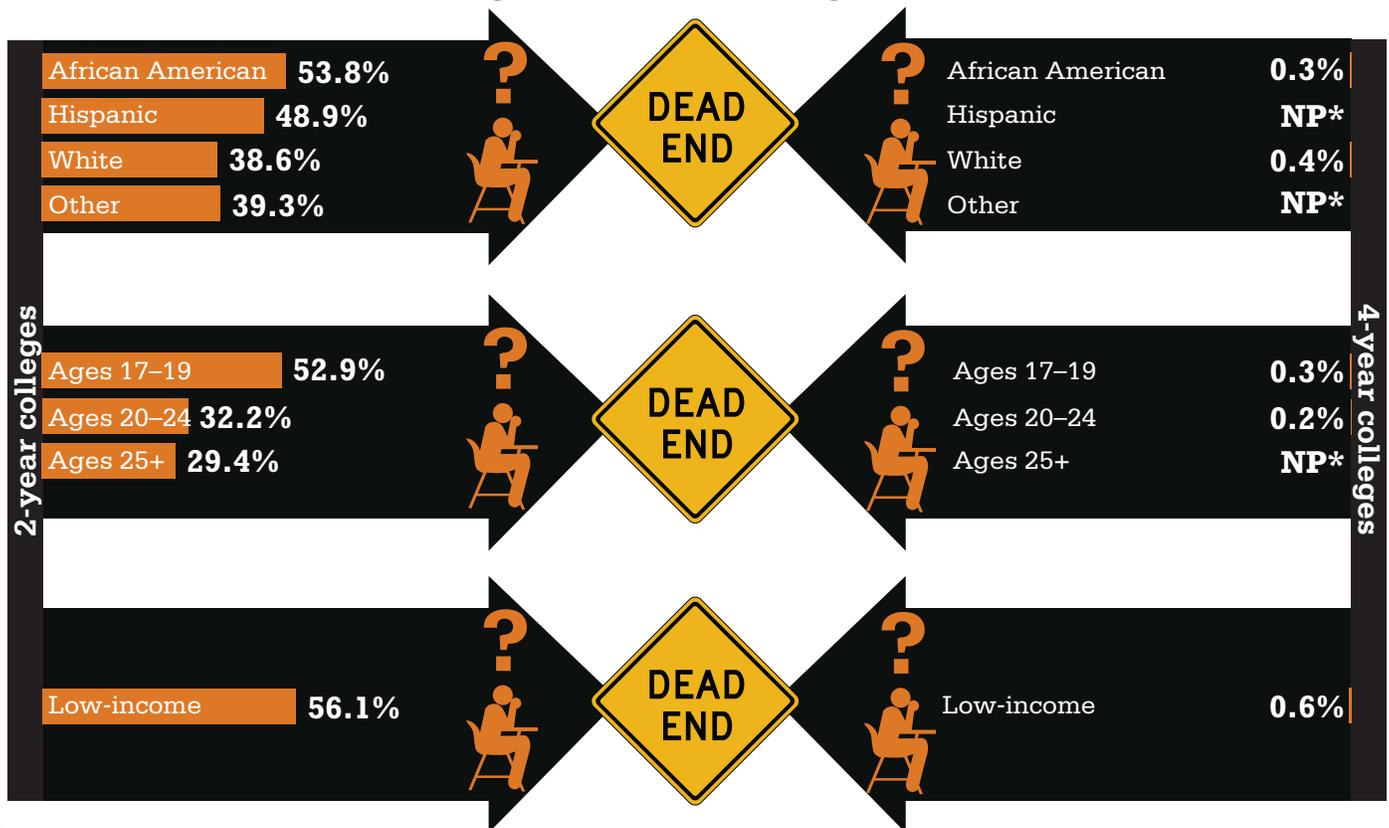
42.6% of those entering a 2-year college enrolled in remediation

0.3% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

Note: Metrics are drawn from multiple cohorts of students. See the [College Report 158](#) complete data. Data only from public colleges and universities.

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

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

42.6% of freshmen enrolled in remediation. **Of those ...**



75.6%
Complete remediation



22.3%
Complete remediation and associated college-level courses in two years



12.0%
Graduate within 3 years

African American	75.4%	15.5%	Disaggregated data for this cohort are not yet available.
Hispanic	75.2%	27.6%	
White	75.3%	23.2%	
Other	80.9%	36.9%	
17-19	74.5%	22.2%	
20-24	72.6%	19.5%	
25+	82.7%	24.9%	
Low-income	75.7%	18.8%	

4-Year Colleges

0.3% of freshmen enrolled in remediation. **Of those ...**



80.0%
Complete remediation



38.3%
Complete remediation and associated college-level courses in two years



40.0%
Graduate within 6 years

African American	83.3%	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	NP*	NP*	
White	79.5%	36.4%	
Other	NP*	NP*	
17-19	79.0%	36.0%	
20-24	92.3%	NP*	
25+	NP*	NP*	
Low-income	76.9%	33.3%	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

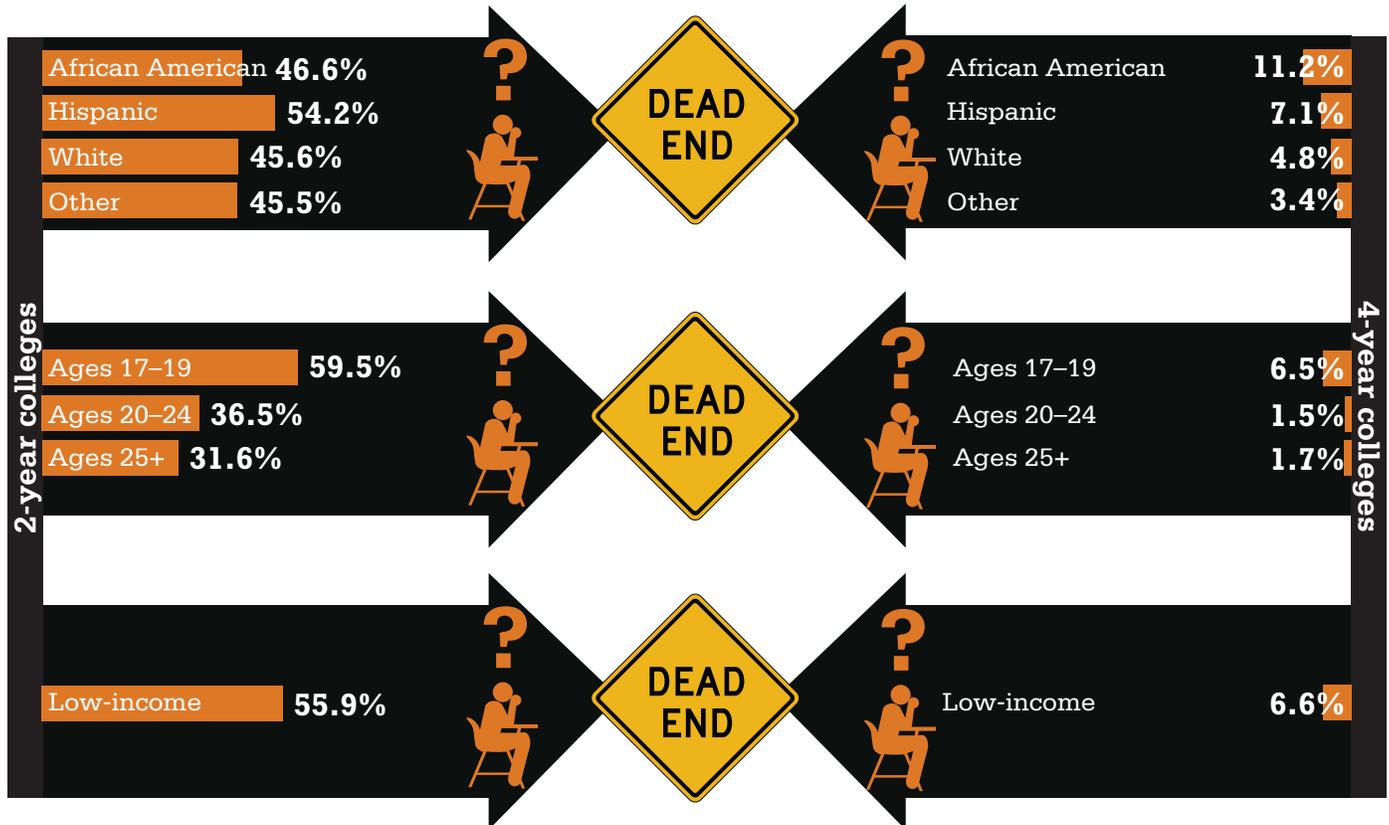
45.9% of those entering a 2-year college enrolled in remediation

4.7% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

45.9% of freshmen enrolled in remediation. **Of those ...**



53.4%
Complete remediation



9.5%
Complete remediation and associated college-level courses in two years



22.7%
Graduate within 3 years

African American	40.6%	6.7%	Disaggregated data for this cohort are not yet available.
Hispanic	51.3%	12.4%	
White	54.8%	8.9%	
Other	52.2%	9.1%	
17-19	51.4%	9.5%	
20-24	54.4%	8.0%	
25+	58.5%	10.4%	
Low-income	50.1%	9.5%	

4-Year Colleges

4.7% of freshmen enrolled in remediation. **Of those ...**

NP*
Complete remediation

NP*
Complete remediation and associated college-level courses in two years

NP*
Graduate within 6 years

African American	NP*	NP*	Disaggregated data for this cohort are not yet available.
Hispanic	NP*	NP*	
White	NP*	NP*	
Other	NP*	NP*	
17-19	NP*	NP*	
20-24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

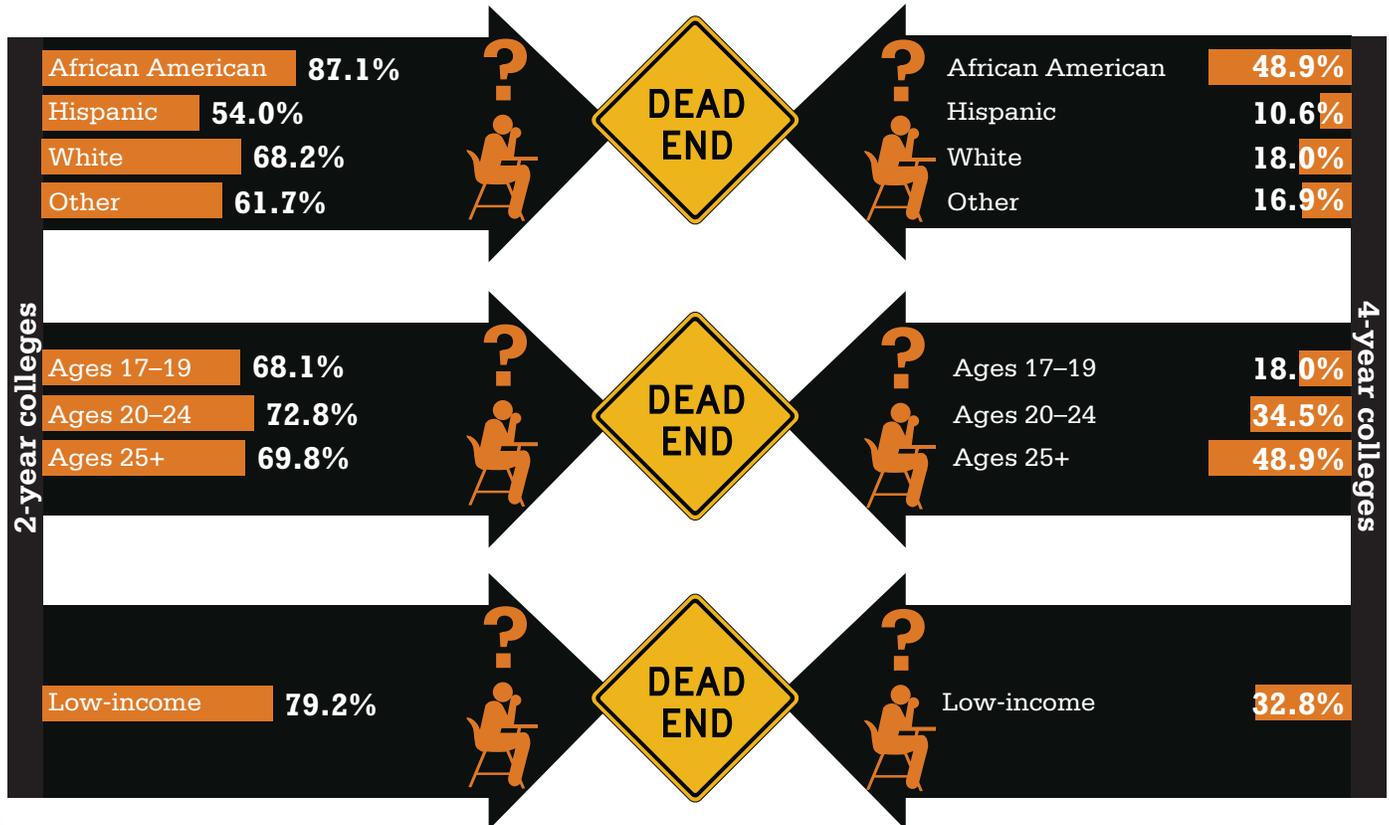
69.3% of those entering a 2-year college enrolled in remediation

19.6% of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

69.3% of freshmen enrolled in remediation. **Of those ...**



63.7%
Complete remediation



19.2%
Complete remediation and associated college-level courses in two years



8.4%
Graduate within 3 years

African American	48.8%	12.0%	Disaggregated data for this cohort are not yet available.
Hispanic	55.9%	23.5%	
White	65.7%	20.1%	
Other	55.4%	14.9%	
17-19	65.9%	21.2%	
20-24	55.4%	14.4%	
25+	64.6%	18.1%	
Low-income	62.0%	17.3%	

4-Year Colleges

19.6% of freshmen enrolled in remediation. **Of those ...**



69.9%
Complete remediation



30.5%
Complete remediation and associated college-level courses in two years



31.8%
Graduate within 6 years

African American	64.0%	27.7%	Disaggregated data for this cohort are not yet available.
Hispanic	73.3%	26.7%	
White	70.8%	31.0%	
Other	72.1%	32.8%	
17-19	71.8%	31.9%	
20-24	58.0%	23.2%	
25+	62.5%	23.2%	
Low-income	65.5%	26.3%	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

KNOW THIS

Too many entering freshmen need remediation.

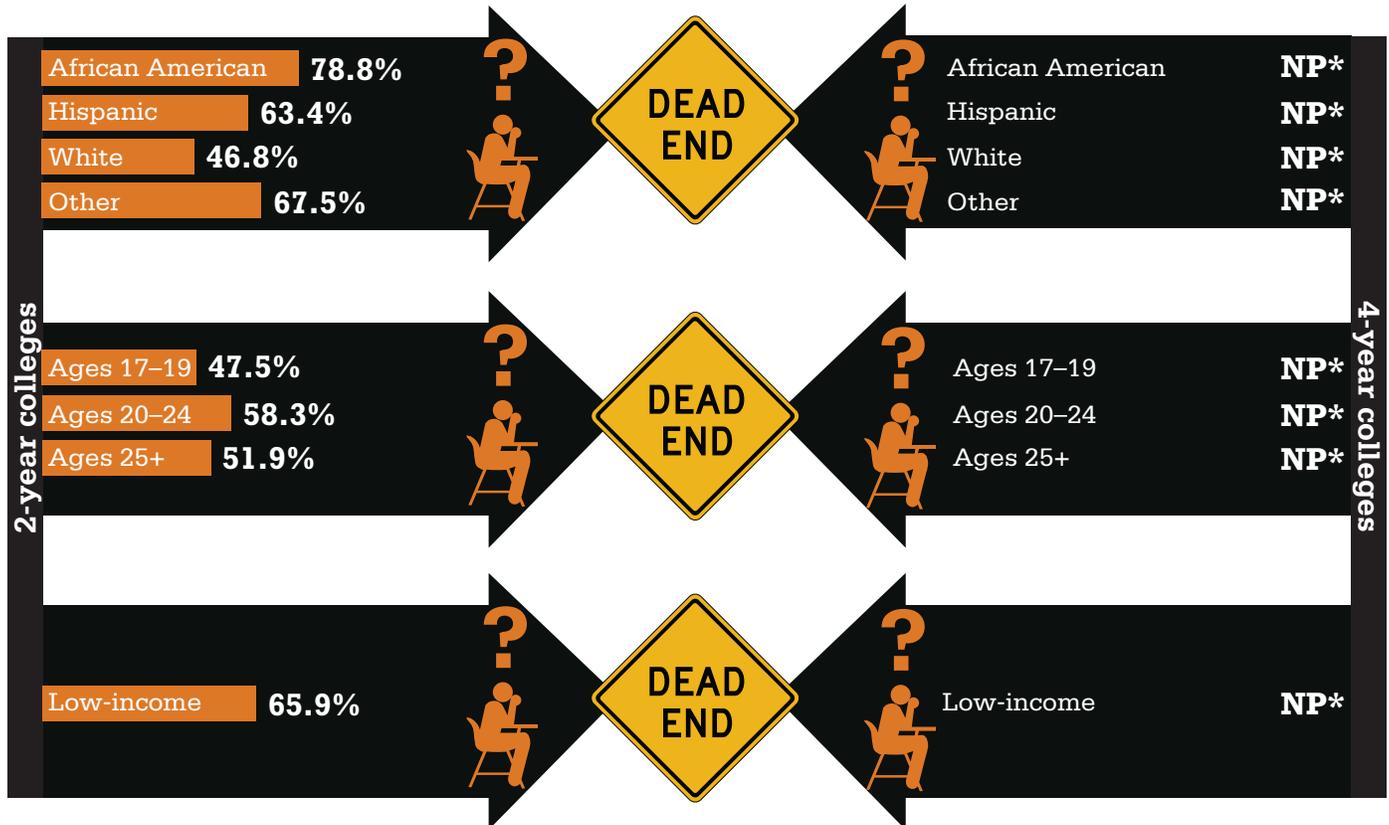
49.3% of those entering a 2-year college enrolled in remediation

NP* of those entering a 4-year college enrolled in remediation



If you're African American, Hispanic, or a low-income student, you're more likely to be headed toward the remediation dead end.

Percentage of students needing remediation



DO THIS!

Strengthen high school so that students are actually prepared for college.

Note: Metrics are drawn from multiple cohorts of students. See the [College Scorecard](#) for complete data. Data only from public colleges and universities.

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

KNOW THIS

Very few make it to graduation day.

2-Year Colleges

49.3% of freshmen enrolled in remediation. **Of those ...**



46.1%
Complete remediation



31.0%
Complete remediation and associated college-level courses in two years



21.7%
Graduate within 3 years

African American	39.0%	14.6%	
Hispanic	38.8%	17.6%	
White	46.2%	31.2%	Disaggregated data for this cohort are not yet available.
Other	53.7%	46.3%	
17-19	45.2%	33.2%	
20-24	44.1%	25.7%	
25+	56.1%	23.6%	
Low-income	43.0%	26.2%	

4-Year Colleges

NP* of freshmen enrolled in remediation. **Of those ...**

NP*
Complete remediation

NP*
Complete remediation and associated college-level courses in two years

DS**
Graduate within 6 years

African American	NP*	NP*	
Hispanic	NP*	NP*	
White	NP*	NP*	Disaggregated data for this cohort are not yet available.
Other	NP*	NP*	
17-19	NP*	NP*	
20-24	NP*	NP*	
25+	NP*	NP*	
Low-income	NP*	NP*	

DO THIS!

Put students into credit-bearing gateway courses with built-in supports.

ACKNOWLEDGMENTS

This is an unprecedented report, which would not have been possible without the support and hands-on expertise and assistance of many people and institutions.

THE 33 STATES: their governors, higher education leaders, and higher education institutions. They showed real courage in providing these data, the good and the bad.

OUR PHILANTHROPIC PARTNERS: Bill & Melinda Gates Foundation, Carnegie Corporation of New York, and Lumina Foundation for Education.

OUR STAFF: Stan Jones (President), Cheryl Orr Dixon (Senior Vice President), Tom Sugar (Senior Vice President and Project Lead), Mike Baumgartner (Vice President, Finance and Special Projects), Dominique Raymond (Director, Alliance State Relations), Wes Moore (Research Analyst), Renee Davidson (Executive Assistant), and Katie Denham (Associate Meeting Planner).

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

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 underrepresented populations.

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

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

COMPLETE COLLEGE AMERICA

1250 H Street, NW, Suite 850
Washington, DC 20005
completercollege.org

COMMISSION FOR HIGHER EDUCATION

Thursday, May 9, 2013

DECISION ITEM A: Resolution to Redesign Remediation in Indiana

Staff Recommendation That the Commission adopt a resolution to redesign remediation in Indiana.

Background Redesigning remediation is a critical component of increasing the productivity and completion rates of our students and meeting the big goal. This resolution supports certain tactics for making remediation more effective and efficient, including early intervention and co-requisite enrollment.

Supporting Document Resolution to Redesign Remediation in Indiana

Resolution to Redesign Remediation in Indiana

May 9, 2013

WHEREAS, nearly a third of recent Indiana high school graduates and more than two-thirds of the state's community college require postsecondary remediation in English or mathematics;

WHEREAS, less than one in five Indiana college students in postsecondary remediation will graduate within six years;

WHEREAS, the annual cost of postsecondary remediation to Hoosier students and taxpayers is estimated to exceed \$35 million at Indiana's community college alone;

WHEREAS, Indiana's K-12 and higher education systems must strengthen efforts to reduce the number of high school graduates who require postsecondary remediation through increased academic preparation and early intervention;

WHEREAS, Indiana must promote instructional practices that reduce the time college students spend in remediation and accelerate their successful transition to college-level coursework;

WHEREAS, research has shown that many students identified as needing postsecondary remediation can succeed in credit-bearing, gateway college courses when given the opportunity and additional support;

WHEREAS, Indiana's community college has shown promising success at delivering remediation through a co-requisite model that places students in college-level courses with supplemental support; and

WHEREAS, the Indiana Commission for Higher Education is committed to championing state policies and practices that increase college completion, productivity and academic quality.

NOW THEREFORE BE IT RESOLVED,

- I. Early Intervention:** The Commission endorses common college-readiness standards, assessments and supplemental instruction in high school as the optimal method of ensuring students are prepared to succeed in postsecondary education;
- II. College Remediation:** The Commission endorses the co-requisite model as a statewide best practice for postsecondary remediation and affirms Ivy Tech Community College's goal of delivering 100 percent of its remedial coursework through the co-requisite model by 2014; and
- III. Comprehensive System:** The Commission is committed to developing a well-coordinated and aligned statewide remediation strategy by 2015 in partnership with the Indiana Department of Education and Indiana Department of Workforce Development that increases student success and education attainment.

COMMISSION FOR HIGHER EDUCATION

Thursday, May 8, 2013

DECISION ITEM B:

Bachelor of Science in Civil Engineering To Be Offered by Purdue University North Central at Westville

Staff Recommendation

That the Commission for Higher Education approve the Bachelor of Science (B.S.) in Civil Engineering to be offered by Purdue University North Central at Westville, in accordance with the background discussion in this agenda item and the *Program Description*.

Background

The Academic Affairs and Quality Committee discussed this program on February 13, 2013 and reacted favorably to the proposal. Committee members and staff felt it appropriate to bring the program to the Commission for action as an expedited item.

Subsequent to the Committee meeting, some issues surfaced regarding the articulation agreement between the University and Ivy Tech Community College, leading staff to request that the University work with the College to resolve these issues before the program came to the Commission for action. These issues have now been resolved and a new, fully satisfactory articulation agreement has been signed.

Similar Programs in Indiana. According to the Independent Colleges of Indiana (ICI) web site, there are five Civil Engineering programs at the baccalaureate level in the ***independent*** or private not-for-profit sector (Rose-Hulman Institute of Technology, Trine University, University of Evansville, University of Notre Dame, and Valparaiso University).

The Board for Proprietary Education (BPE) data base indicates there are no baccalaureate-level Civil Engineering programs in the ***proprietary*** or private for-profit sector.

Within the ***public*** sector, there are three Civil Engineering programs at the baccalaureate level, which graduated a total of 186 students in FY2012:

<u>Campus</u>	FY 2012 Bachelor's Graduates
IPFW	8
Purdue Calumet	12
Purdue West Lafayette	166
Total	186

Related Programs at Purdue North Central. In November 2007, the Commission for Higher Education approved a B.S. in Mechanical Engineering for the North Central campus, which was followed by approval of a B.S. in Electrical Engineering in March 2011. In FY2011, the B.S. in Mechanical Engineering program enrolled 67 headcount or 55 FTE students and produced its first nine graduates.

Purdue North Central also has three Associate of Science (A.S.) degrees in engineering technology fields, which together graduated a total of 37 students: Building Construction Management (11 graduates), Electrical Engineering Technology (17), and Mechanical Engineering Technology (9). It would be appropriate to revisit the rationale for these three A.S. programs.

IWIS Analysis. Wage data were extracted from IWIS on Indiana residents who graduated in FY2011 from public university baccalaureate Civil Engineering programs and who were employed in Indiana in industries included in IWIS. The average annual earnings one year after graduation for these graduates was \$45,939 in 2011. Not surprisingly, almost three-quarters of the graduates identified in IWIS were working in “agricultural, engineering, and related services.”

Exception to Standard Credit Hour Expectation. This program requires students to complete a total of 128 semester credit hours, which exceeds the standard credit hour expectation of 120 credits for baccalaureate programs. However, the University plans to seek accreditation for this program from ABET, which is a justifiable reason for exceeding the standard credit hour expectation.

Concluding Points. Finally, while approving selected baccalaureate degree programs at IU and Purdue regional campuses is consistent with the Commission’s strategic vision for these campuses, it is unclear how this particular program fits into the Commission’s challenge to the IU and Purdue University regional campuses to provide greater access to programs through collaboration and common curricula. However, discussions with Purdue University continue

regarding a comprehensive, strategic vision for the regional campuses regarding both new and existing degree programs.

Supporting Documents

Program Description – February 1, 2013

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

February 1, 2013

Institution/Location: Indiana University East to be offered at Richmond

Program: M.A. in English

	Year 1 FY2012	Year 2 FY2013	Year 3 FY2014	Year 4 FY2015	Year 5 FY2016
Enrollment Projections (Headcount)					
Full-Time	0	0	0	0	0
Part-Time	0	0	0	0	0
Total	24	38	52	66	75
Enrollment Projections (FTE)					
Full-Time	0	0	0	0	0
Part-Time	0	0	0	0	0
Total	22	34	46	58	65
Degree Completions Projection	0	0	0	10	12
CHE Code: 12-12					
Campus Code: 1811					
County: Wayne					
Degree Level: Master					
CIP Code: Federal - 230101; State - 230101					

1. Characteristics of the Program

a. Campus Offering Program

Westville/Purdue University North Central

b. Scope of Delivery

Specific Site

c. Mode of Delivery

Classroom

d. Other Delivery Aspects (Co-ops, Internships, Practical)

The program does not have any formal Other Delivery Aspects though summer internships are strongly recommended and provided when economic conditions permit from our local industry partners

e. Academic Unit Offering Program

College of Engineering and Technology

2. Rationale for the Program

a. Institutional Rationale

The proposed baccalaureate in Civil Engineering at Purdue University North Central (PNC) supports the direction of the Purdue System, is an integral aspect of Purdue North Central's strategic plan, contributes to human capital and economic development in northern Indiana, and meets the needs of employers in this region. This degree program builds upon PNC's successful baccalaureate degrees in mechanical engineering and electrical engineering. An important part of Purdue North Central's strategic plan, which was approved by the Purdue Board of Trustees, is to add baccalaureate and master's degrees to better serve the region.

For a continued discussion of Institutional Rationale, see full proposal.

b. State Rationale

Students from regional high schools as well as freshman engineering students have requested a full civil engineering program at the North Central campus which would result in substantial cost savings for these students. Additionally, a four-year program would allow these students to reside close to their families and communities. The steady increase in PNC full-time student enrollment in conjunction with campus academic autonomy has resulted in an environment conducive to offering new programs. The proposed program has been reviewed by the School of Civil Engineering at the West Lafayette campus. A process of continual improvement will include input from the School of Civil Engineering at Purdue West Lafayette as well as regional businesses. Please see full proposal for more information.

c. Evidence of Labor Market Needs

i. National, State, or Regional Need

The faculty and academic advisors visited local high schools and freshman engineering classes at PNC to obtain feedback from students about their interest in B.S. engineering programs at the North Central campus. The student survey indicates that the majority of students who have an interest in engineering prefer to study the electrical, civil and mechanical engineering disciplines. In addition, feedback from the local industrial advisory committee revealed a strong need for these disciplines to be provided locally to support the manufacturing industry and local municipalities in northern Indiana. Local municipalities also have a need for engineers for water, sewage, environmental and transportation systems and infrastructure.

ii. Preparation for Graduate Programs and Other Benefits

Although some graduates may go on for graduate work, this is not the primary goal of this degree program.

iii. Summary of Indiana, DD and/or U.S. Department of Labor Data

According to the United States Bureau of Labor Statistics, civil engineers had a median salary of \$77,560 per year compared to the median salary of \$33,840 for all jobs. The median wage for a civil engineer in federal and local government positions is \$89,450 and \$80,250 respectively. The job outlook for 2010-2020 is an increase of 19%, compared to 14% for all jobs. The estimate of the current number of civil engineers is 262,800, with an employment change of 51,100 over the next ten years. See <http://www.bls.gov/ooh/architecture-and-engineering/civil-engineers.htm>. For more information, see full proposal.

iv. National, State, or Regional Studies

The Northwest Indiana Workforce Board, in conjunction with the Indiana Department of Workforce Development annually develops a set of workforce development projections for the seven counties of northwest Indiana, which include the service territory of Purdue North Central. The organization publishes a workforce investment plan annually and the most recent plan for the region identified clusters of Advanced Manufacturing and Construction, and Transportation, Distribution, and Logistics as two of most in demand fields for the period 2008-2018. Each of these clusters includes civil engineering positions.

v. Surveys of Employers or Students and Analyses of Job Postings

The faculty and academic advisors visited local high schools and freshman engineering classes at PNC to obtain feedback from students about their interest in B.S. engineering programs at the North Central campus. The student surveys indicate that the majority of students who have an interest in engineering prefer to study the electrical, civil and mechanical engineering disciplines. In addition, feedback from the local industrial advisory committee revealed a strong need for these disciplines to be provided locally to support the manufacturing industry and local municipalities in northern Indiana. Local municipalities also have a need for engineers for water, sewage, environmental and transportation systems and infrastructure.

vi. Letters of Support

Appendix A provides letters of support from regional companies who are interested hiring graduates of this program. Additionally, letters from the Mayor of Michigan City and the Michigan City Economic Development Corporation support the needs for this program. A letter of support from the Head of Civil Engineering at the Purdue West Lafayette campus is also provided.

3. Cost of and Support for the Program

a. Costs

(To see Table of Direct Program Costs and Sources of Program Revenues, see Appendix B.)

i. Faculty and Staff

The program begins with existing faculty resources and .5 new faculty and allows the number of students to grow before new faculty are needed. If the program grows as anticipated, an additional 1.5 faculty members would be hired by 2015. The additional revenue to the campus based upon additional enrollment would support these hires. Please see full proposal for additional information.

ii. Facilities

The quality of library holdings and audio-visual materials need to be supplemented to a modest extent through normal acquisitions and supplies budgets. The existing Construction Engineering and Management Technology laboratory spaces will be utilized in the delivery of the B.S. in Civil Engineering degree program. The labs will not be concurrent, but the spaces can be utilized by both

programs. Additional laboratory equipment will be needed. Additional laboratory space in the PNC Maintenance Building has been allocated to the College of Engineering and Technology and will be available in 2013.

iii. Other Capital Costs

The College of Engineering and Technology received a President's allocation of \$100,000 in 2011 for the purpose of acquiring laboratory equipment for engineering programs. A majority of this allocation will be used to support Civil Engineering needs.

b. Support

i. Nature of Support

There is existing support to start the program. Future costs for the program will be covered through new tuition revenue.

ii. Special Fees above Baseline tuition

There will be no special fees for the proposed program other than standard laboratory fees for laboratory courses required by the program.

4. Similar and Related Programs

a. List of Programs and Degrees Conferred

i. Similar Programs at Other institutions

Two institutions in Northwestern and North Central Indiana offer accredited B.S. degrees in Civil Engineering.

Purdue University Calumet: The School of Engineering, Mathematics and Science of Purdue University Calumet offers an accredited B.S. in Civil Engineering.

Valparaiso University: The College of Engineering of Valparaiso University offer accredited B.S. degrees in civil, mechanical, electrical, and computer engineering.

ii. Related Programs at the Proposing Institution

The College of Engineering and Technology at Purdue University North Central offers two other bachelor's degrees in engineering – Mechanical Engineering and Electrical Engineering. The introductory engineering courses and mathematics and physical sciences courses required for those degree programs will also be incorporated into the proposed Civil Engineering program. For more information, please see full proposal.

b. List of Similar Programs Outside Indiana

Similar Civil Engineering programs outside of Indiana that may serve the same markets and be used as a benchmark include Illinois Institute of Technology, University of Illinois Chicago and Western Michigan University.

c. Articulation of Associate/Baccalaureate Programs

Students should not have problems in transferring credits earned in the B.S. in Civil Engineering to other similar programs at other institutions in Indiana or across the nation. An articulation agreement already exists between Ivy Tech Community College and PNC.

d. Collaboration with Similar or Related Programs on Other Campuses

The PNC program in Civil Engineering will work with similar programs on other campuses in the area in formal and informal fashion as we have been doing with our current engineering programs since their inception. We have an articulation agreement state-wide with Ivy Tech and their pre-engineering program to ensure seamless student transfer. We have worked with Valparaiso University faculty to allow their engineering students to take our senior design course. We have worked with students and faculty from Purdue University Calumet to facilitate optimal scheduling and transfer of courses. Since we do not currently offer engineering courses during the summer sessions, we work with our students to find courses they may need or desire to take during summer sessions at other campuses. Additionally, we encourage our faculty members to develop relationships with their peers at neighboring campuses.

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time to Completion

Degree Requirements

The BS in Civil Engineering degree program will include a minimum of 128 credit hours. For more information and a sample plan of study, see full proposal.

Academic areas	Credit Hours
Humanities & Social Science	15
Mathematics	18
Physical Sciences	16
Civil Engineering Courses	44
Other Engineering	35
Total	128

b. Exceeding the Standard Expectation of Credit Hours

The curriculum requires 128 credit hours and has been carefully designed to meet the outcomes and expectations required for Accreditation Board for Engineering & Technology (ABET) accreditation in the minimum number of credits.

c. Program Competencies or Learning Outcomes (For additional information, see full proposal.)

The PNC civil engineering program is designed to prepare students in technical engineering competence and professional skills. Graduates are best suited for technical and/or managerial positions in industry and/or government. Professionals in this field work in the areas of infrastructure design and analysis, building construction design and management, engineering consulting, safety and environmental systems and more. The primary objectives of the civil engineering program are:

- Provide a well-rounded quality undergraduate engineering education
- Teach applications of modern sciences and technologies
- Provide engineering consulting services to local industry
- Encourage student involvement in undergraduate research activities

- Encourage student involvement in undergraduate engineering competitions
- Encourage student participation in local engineering societies
- Prepare students for professional licensure

d. Assessment

The quality and performance of the students and graduates are important considerations in the evaluation of the engineering program. Data will be kept on the quality of the incoming students and the placement of engineering graduates, which includes statistics on retention, placement, career advancement of students and employer satisfaction.

The assessment process will be designed to evaluate the program outcomes important to the mission of the institution and the program educational objectives. Working with ABET and the industrial advisory board, the content of the program will be continuously evaluated and updated to maintain the appropriate scholarly activity. ABET criteria require such measures be taken. For more information, see full proposal.

e. Licensure and Certification

Accreditation will be pursued once the program and all courses are in place so that students can pursue licensure.

f. Placement of Graduates

The Office of Career Development at Purdue University North Central provides career and job search services to Purdue students and alumni. This office provides a full range of career development services to provide assistance in the development of job search skills and to facilitate connections between employers and students. The College of Engineering and Technology and PNC's Office of Career Development have partnered to develop numerous events and services specific to engineering recruiting. This partnership has resulted in 95% placement of our Mechanical Engineering graduates to date and we anticipate similar success with Civil Engineering graduates.

g. Accreditation

We will formally request ABET accreditation as soon as we graduate a BSCE student, per ABET guidelines. We already have in place a comprehensive continuous improvement and assessment program for our engineering and technology programs that meets and exceeds ABET criteria. This process was integral for our Mechanical Engineering program receiving a full six year accreditation in 2012.

6. Projected Headcount and FTE Enrollment and Degree Conferred

**Table 2
Data for Question # 6
Projected Headcount and FTE Enrollment and Degrees Conferred**

	Year #1 FY 2014	Year # 2 FY2015	Year # 3 FY 2016	Year # 4 FY 2017	Year # 5 FY 2018
Enrollment Projections (Headcount)	24	38	52	66	75
Enrollment Projections (FTE)	22.0	34.0	46.0	58.0	65.0
Degree Completions Projection	0	0	0	10	12

Appendix A
Letters of Support



CHRISTOPHER B. BURKE ENGINEERING, LTD.
9575 West Higgins Road Suite 600 Rosemont, Illinois 60018 TEL (847) 823-0500 FAX(847) 823-0520

August 23, 2011

Larryl Matthews, Ph.D.
Dean, College of Engineering and Technology
Purdue University North Central
1401 S. U.S. 421
Westville, IN 46391

Dear Dean Matthews:

As one of the first engineering firms to promote a watershed-based approach to assist local communities in efficiently and holistically resolving the twin challenge of both water quality and water quantity issues, we fully understand the critical importance of developing quality engineers that can excel in water resource planning. I understand that under your leadership, Purdue University North Central is committed to this endeavor by seeking approval to develop and implement a Civil Engineering program at your school and I am writing to provide my full support for this effort.

I also understand that in addition to the more traditional structural and water flow components of Civil Engineering programs, you intend to include significant academic study and instruction in the area of environmental engineering and I applaud your vision for this environmental component of your program.

Local governmental leaders across Northwest Indiana have demonstrated a willingness to seek comprehensive solutions to long-standing challenges created by changing land uses across the region. Having available to our communities a cadre of locally grown and educated professional Civil Engineers will be a tremendous asset and resource for community leaders as they seek innovative solutions to these complex problems.

I look forward to the approval and subsequent implementation of a quality and much-needed Civil Engineering program at Purdue University North Central.

Sincerely,

Christopher B. Burke, PhD, PE, D.WRE, F.ASCE
President



Donald L. Babcock
Director
Economic Development
801 E. 86th Avenue
Merrillville, IN 46410
www.nipSCO.com

25 August 2011

Dr. Larryl Mathews,
Vice Chancellor Engineering, Engineering Department
Purdue University North Central
1401 S. US 421
Westville, IN 46391

RE: Support for Bachelor's degree in Civil Engineering

Dear Dr. Mathews:

I am writing to offer support for the Bachelor's degree in Civil Engineering being proposed by Purdue University North Central.

I grew up in northwest Indiana and having received my degree in Mechanical Engineering from Purdue Calumet, I know first hand the value such a degree has brought to me. More importantly in my position as Director of Economic Development, I frequently have the opportunity to visit with business leaders in the region and to discuss their needs and concerns.

Today, we are part of the global economy and it is imperative that we continue to train and educate a workforce with the technical skills a Civil Engineering degree provides. Having more people in the region with this education has a substantial positive effect on the growth of existing business as well as in the attraction of new business.

Also worth noting is the fact that Indiana and particularly northwest Indiana are known as the Crossroads of the America.....and for good reason. Lake Michigan has forced a tremendous amount of infrastructure to be concentrated around its southern tip. The maintenance of current infrastructure and the design of new roads, rail, waterways, and other construction create the need for the specialized skills of civil engineers.

I have 34 years experience in working at NIPSCO, the largest gas utility in the state and the second largest electric utility. Over those 34 years, we hired many quality engineering graduates to help us provide reliable energy for over 750,000 customers and I am sure we will hire many more in the future.

Living in Michigan City, I am also uniquely aware of the quality of the Purdue University North Central team, the product they produce, and their commitment to the region and the community.

In closing, please count on my support for Purdue North Central's proposed Civil Engineering Degree program. Thank you for your leadership in making this a reality and call me at 219-647-4975 if I can be of any further assistance in making this a success.

Sincerely,

A handwritten signature in black ink, appearing to read "Donald L. Babcock".

Donald L. Babcock

cc: Chancellor James B. Dworkin
Ms. Angie Nelson, Public Affairs Manager, NIPSCO



**MICHIGAN CITY
ECONOMIC
DEVELOPMENT
CORPORATION**

John G. Regetz
Executive Director

September 6, 2011

Alan Walus
Chairman

Mayor Charles Oberlie
Ex-officio

BOARD MEMBERS

Donald Babcock

Charles Compton

Ann Dahm

Thomas Edwards

Peggy Moore

Angela Nelson

Boyd Phelps

John Schaefer

Robert Schaefer

Dean Larryl Matthews
College of Engineering and Technology
Purdue University – North Central
1401 South U.S. Highway 421
Westville, IN 46391

Re: Support for Civil Engineering Degree

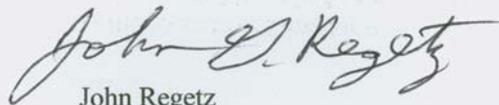
Dear Dean Matthews:

As the Executive Director of the Michigan City Economic Development Corporation, I have had several opportunities to interact with Purdue University – North Central (PNC). I also appreciated the opportunity to learn about the success of the new ME and EE degree programs and about your vision and expectations for a new Civil Engineering program at PNC. I strongly support the proposal for a degree in Civil Engineering at PNC and hope that it can become a reality soon.

Expanding engineering degree programs is important for the vitality and growth in our local region. We believe that economic growth and the ability to attract businesses to the Michigan City area are tied to educational opportunities and resources. The PNC engineering opportunities are an important part of that mix. Certainly the partnership between PNC and Michigan City will continue to expand and represent an example of how local communities and higher education can work together to benefit both institutions and the citizens of the area.

We believe that the economic growth of Michigan City and northern Indiana will be favorably influenced by an expanding engineering presence at PNC. We are certain that this program will have a strong positive influence on our region.

Sincerely,



John Regetz
Executive Director, Michigan City Economic Development Corporation
Co-Director, La Porte County Economic Development Alliance



M I C H I G A N C I T Y

the place is here, the time is now!

August 10, 2011

Dean Larry L. Matthews
College of Engineering
Purdue North Central
1400 South Highway 421
Westville, IN 46391

Dear Dean Matthews:

As Mayor of Michigan City, I am writing to provide my support for immediate implementation of the proposed Bachelor of Science Degree in Civil Engineering.” In order for Northwest Indiana to compete with other regions throughout the United States and with other countries across the globe, we must be prepared to meet the demands for people with these types of skills.

Formal graduate level classes in the specific area of Civil Engineering will enhance the effectiveness of our local economic development teams and strengthen our unified efforts aimed at continually growing the Northwest Indiana job base. Various recent short-term successes demonstrate that we have valuable resources that can attract new growth and job expansion, but we must ask ourselves the question of how do we translate short-term success into a long-term job expansion trend?

We must begin now with increased higher-level education in order not to be left behind in the future. Thus, I whole-heartedly support the Bachelor of Science degree in Civil Engineering proposed at Purdue North Central and respectfully request its implementation.

Sincerely,

A handwritten signature in black ink, appearing to read 'C Oberlie', written in a cursive style.

Charles Oberlie, Mayor
City of Michigan City

CO/vgk

CHUCK OBERLIE — MAYOR

DAGE-MTI

701 North Roeske Avenue
Michigan City, IN 46360

voice 219.872.5514
fax: 219.872.5559

September 7, 2011

Dr. Larryl Matthews
Dean
College of Engineering and Technology
Purdue University – North Central
1401 South U.S. Highway 421
Westville, IN 46391

RE: Support for Civil Engineering Degree

Dear Dean Matthews:

Dage-MTI is a Michigan City based company that develops and markets products across the United States and the world. Our product is highly technical and ever changing. As a leader in the design and manufacture of high performance digital Firewire cameras and analog video cameras and monitors, we constantly need technical expertise. As a technical engineering firm we understand the need for the proposed BS in Civil Engineering at PNC. For these and other reasons we strongly support your efforts to add this important degree program to your engineering offerings.

Expanding engineering degree programs is important not only for our needs but also for the vitality and growth in our local region. As you know, Peggy and I strongly support the Michigan City Economic Development Corporation. As we attract new businesses to the Michigan City area the need for educational opportunities and resources will only increase. Certainly the partnership between PNC and Michigan City will continue to expand and represent an example of how local communities and higher education can work together to benefit both institutions and the citizens of the area.

It is also our pleasure to be part of the Chancellor's Advisory Committee at PNC. The growth in engineering at PNC is a pleasure to see and be a part of. We look forward to continuing our association.

Sincerely,



John B. Moore
President

Program Description Proposal-PNC Bachelor of Science in Civil Engineering Short Version

Appendix B
Cost of and Support for the Program

Table 1
Question 3a: Cost of and Support for the Program
Detail on Direct Program Costs
Purdue North Central Campus
BS in Civil Engineering Program

	Total Year #1	FY 2014	Total Year #2	FY 2015	Total Year #3	FY2016	Total Year #4	FY 2017	Total Year #5	FY 2018
	FTE	Cost								
1. Faculty and Staff										
b. Faculty	0.5	\$55,000.00	1.5	\$165,000.00	2.0	\$220,000.00	2.5	\$275,000.00	2.50	\$275,000.00
c. Limited Term Lecturers	0.4	\$10,000.00	0.8	\$20,000.00	1.0	\$25,000.00	1.0	\$25,000.00	1.00	\$25,000.00
Total	0.9	\$65,000.00	2.3	\$185,000.00	3.0	\$245,000.00	3.5	\$300,000.00	3.50	\$300,000.00
2. Supplies and Expense										
a. General Supplies/Expenses		\$10,000.00		\$6,000.00		\$6,000.00		\$6,000.00		\$6,000.00
b. Recruiting		\$3,000.00		\$3,000.00		\$3,000.00		\$3,000.00		\$3,000.00
c. Travel		\$3,000.00		\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00
d. Library		\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00
e. Other		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
Total Supplies and Expense		\$18,000.00		\$13,000.00		\$13,000.00		\$13,000.00		\$13,000.00
3. Equipment										
a. Additional Lab Equipment		\$58,700.00		\$18,900.00		\$36,200.00		\$58,500.00		\$65,600.00
b. Routine Repair & Replacement		\$0.00		\$2,000.00		\$2,000.00		\$2,000.00		\$40,000.00
Total Equipment		\$58,700.00		\$20,900.00		\$38,200.00		\$60,500.00		\$105,600.00
4. Student Assistance										
a. Graduate Fee Scholarships		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
b. Fellowships		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
Total Student Assistance		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00
Sum of All Direct Program Costs		\$141,700.00		\$218,900.00		\$296,200.00		\$373,500.00		\$418,600.00

COMMISSION FOR HIGHER EDUCATION

Thursday, May 9, 2013

DECISION ITEM C: **Policy on Rates for Dual Credit Courses Taken in a High School Setting**

Staff Recommendation

That the Commission for Higher Education approve the *Policy on Rates for Dual Credits Courses Taken in a High School Setting*, dated May 9, 2013.

Background

The 2011 General Assembly expanded the scope of the Commission’s authority over dual credit courses in Indiana to include the ability to “identify a set of concurrent enrollment college courses that: (1) are offered in the high school setting for postsecondary credit; and (2) receive state funding: as priority dual credit courses” (I.C. 21-43-1.5-1), and to establish “The rate charged to a student for a priority dual credit course” (I.C. 21-43-1.5-2).

These “priority dual credit courses” refer to the list of courses designated by the Commission that (according to IC 21-43-1-5) if successfully completed are granted postsecondary credits “by a state educational institution” for courses “taken in a high school setting in a program established under IC 21-43-4 (Postsecondary Enrollment Opportunities).”

The recommended policy clarifies and compliments the policy approved by the Commission in February 2010, which solely addressed academic matters related to the offering of dual credit courses.

Supporting Documents

Policy on Rates for Dual Credit and Career and Technical Education rates for academic years 2013-14 and 2014-1.
(To be distributed)

COMMISSION FOR HIGHER EDUCATION

Thursday, May 9, 2013

DECISION ITEM D: **Adoption of Non-Binding Tuition and Mandatory Fee Targets for 2013-14 and 2014-15**

Staff Recommendation

That the Commission for Higher Education adopt the recommendation of non-binding tuition and mandatory fee increase targets for each of Indiana’s public postsecondary institutions for 2013-14 and 2014-15 consistent with this agenda item.

Background

By statute (I.C. 21-14-2-12.5) the Indiana Commission for Higher Education is charged with recommending “non-binding tuition and mandatory fee increase targets for each state educational institution.” The Commission shall make recommendations “no later than 30 days after the enactment of a state budget.”

State educational institutions must set tuition and fee rates no later than 60 days after the enactment of the state budget. Institutions must hold a public hearing no later than 30 days after the Commission sets non-binding tuition and fee targets. In addition, institutions must submit to the State Budget Committee a report outlining the financial and budgetary factors considered by the board of trustees in determining the amount of the increase. Tuition and fee rates are to be set by the institutions for the next two academic years.

The State Budget Committee, upon review of the Commission’s non-binding tuition and fee targets and reports submitted by the state educational institutions regarding tuition and fee rates, may request that an institution appear at a public meeting of the state budget committee concerning the report.

Supporting Document

*Non-Binding Tuition and Mandatory Fee Increase Targets for Indiana’s public postsecondary institutions for 2013-14 and 2014-15, May 9, 2013.
(To be distributed)*

COMMISSION FOR HIGHER EDUCATION

Thursday, May 9, 2013

DECISION ITEM E: **Adoption of the 2013-2017 Indiana/Kentucky Reciprocity Agreement**

Staff Recommendation

That the Commission for Higher Education approve the *Memorandum of Understanding between Indiana and Kentucky Regarding Tuition Reciprocity*, dated May 9, 2013.

Background

The rationale for reciprocity agreement is to expand access to higher education, and also to recognize that population growth, economic development, and the need for postsecondary access seldom pay attention to state boundaries.

In 1991, Indiana and Kentucky entered into a limited agreement to provide reciprocal tuition for residents of specified counties who attend specified postsecondary institutions.

The current agreement, which is in place for 2013-2017, will be amended through this Memorandum of Understanding to include the following major changes:

- Period covered by agreement from 6 to 4 years with data analysis annually
- Ivy Tech Community College Region 11 added 8 counties in Kentucky
- Western Kentucky University-Owensboro Campus only (junior level and above) added 8 counties in Indiana
- The \$207,000 annual payment Indiana made to Northern Kentucky University (NKU) has been removed with Indiana students attending NKU receiving a freeze on their tuition of \$8,808 per year until tuition parity can be achieved by NKU in-state students on or before July 1, 2016.

Supporting Documents

Memorandum of Understanding between Indiana and Kentucky Regarding Tuition Reciprocity, 2013-2017.

**MEMORANDUM OF UNDERSTANDING
BETWEEN INDIANA AND KENTUCKY
REGARDING TUITION RECIPROCITY
2013-2017**

Parties

For Indiana: Indiana Commission for Higher Education, University of Southern Indiana, Ivy Tech Community College Regions 11 (Batesville, Lawrenceburg, and Madison), 12 (Evansville), and 13 (Sellersburg), Indiana University Southeast, and Purdue Statewide Technology

For Kentucky: Kentucky Council on Postsecondary Education, Henderson Community College, Owensboro Community and Technical College, Jefferson Community and Technical College, Gateway Community and Technical College, University of Louisville, Western Kentucky University – Owensboro campus, and Northern Kentucky University

Purpose

The states of Indiana and Kentucky desire to provide postsecondary opportunities for the residents of designated counties in both states. Under this agreement, eligible students will be assessed tuition and fees at the enrolling institutions' resident rate, unless otherwise stated in this agreement.

This agreement describes how both states will provide such opportunities.

Period Covered By Agreement

July 1, 2013 – June 30, 2017

Eligible Students

- A. To be eligible under the terms of this agreement, students must (1) be legal residents of one of the counties designated by both states as an eligible county, (2) be accepted by an eligible institution identified as accepting students from that county as outlined in Appendix A, and (3) enroll at that institution.

- B. Eligible students may enroll in any undergraduate or graduate degree program offered by the eligible institution with these exceptions: Dental, Medical, and Law programs.
- C. Eligible students may enroll on a full-time or part-time basis.
- D. Eligible students shall be subject to the same general or selective program admission standards as resident students.
- E. Part-time students enrolled exclusively in online courses are not eligible to participate under reciprocity.
- F. Under this agreement, eligible students shall be assessed tuition and fees at the enrolling institutions' resident rate, with the exception of eligible Indiana resident students attending Northern Kentucky University, who shall be charged no more than the 2012-2013 tuition rate of \$8,808 per year until the Kentucky resident rate equals or exceeds \$8,808 per year, or July 1, 2016, whichever comes first. From that point forward, all eligible students shall be assessed tuition and fees at the enrolling institutions' resident rate.

Terms Of Agreement

- A. The states of Indiana and Kentucky agree:
 - 1. For the duration of this agreement, eligible counties shall consist of those counties listed in Appendix A.
 - 2. That the public postsecondary institutions that will participate in this agreement are those listed in Appendix A. Each state will publicize the other state's eligible institutions.
 - 3. To treat reciprocity students as resident students when determining appropriations for higher education.
 - 4. That, in the event that this agreement is not renewed, enrolled reciprocity students may complete their degree programs with state support at reciprocal rates of tuition or at the then-current rate as otherwise specified in this agreement so long as they maintain continuous enrollment.
 - 5. To jointly monitor cross-border student flows under this agreement.

6. To confer annually to discuss the agreement and its impact, and to recommend changes as might be appropriate and mutually agreed upon under conditions of Section VI. A. below.

B. Each participating institution will:

1. Treat eligible students as resident students for admission and placement purposes.
2. Treat eligible students as resident students with respect to registration, refunds, student records, and academic advising.
3. Report eligible student headcount, FTE, and credit hours each academic term to its state agency for higher education.
4. Report eligible students as separately identifiable out-of-state students when reporting enrollment data to its state agency for higher education.
5. Periodically assess the progress of this agreement and to consider changes as might be appropriate.

Amendment, Renewal Or Termination Of Agreement

- A. The agreement may be amended through mutual consent of all parties, providing the amendment is in writing and signed by all parties to the agreement prior to the effective date of the amendment.
- B. The parties may amend the agreement in the following manner:
 1. Amendments must be presented to each of the parties of this agreement for their consideration.
 2. Each party of this agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove the proposed amendment to the agreement.
 3. The responses will be sent to all parties in the agreement.
 4. After 60 days, if all parties approve of the proposed amendment, the agreement will be amended. If all parties do not approve, the agreement will not be amended.

Thomas J. Snyder Date
President
Ivy Tech State College

Michael B. McCall Date
President
Kentucky Community and Technical
College System

Michael A. McRobbie Date
President
Indiana University

Geoffrey S. Mearns Date
President
Northern Kentucky University

Mitchell E. Daniels, Jr. Date
President
Purdue University

Gary A. Ransdell Date
President
Western Kentucky University

FINAL DRAFT

Appendix A
ELIGIBLE INSTITUTIONS AND COUNTIES

Indiana Institutions and Kentucky Counties

Indiana University-Southeast including
Purdue Statewide Technology

Bullitt County
Jefferson County
Meade County
Oldham County
Shelby County
Trimble County

Ivy Tech Community College
Region 11 (Batesville, Lawrenceburg and
Madison)*

Boone County
Bracken County
Campbell County
Carroll County
Gallatin County
Grant County
Henry County
Kenton County
Oldham County
Owen County
Pendleton County
Trimble County

Ivy Tech Community College
Region 12 (Evansville)

Daviess County
Hancock County
Henderson County
Union County

Ivy Tech Community College
Region 13 (Sellersburg)

Bullitt County
Meade County
Jefferson County
Oldham County

University of Southern Indiana
(Evansville)

Daviess County
Hancock County
Henderson County
Union County

Kentucky Institutions and Indiana Counties

Gateway Community and Technical College

Dearborn County
Franklin County
Jefferson County
Ohio County
Ripley County
Switzerland County

Henderson Community College

Dubois County
Gibson County
Perry County
Pike County
Posey County
Spencer County
Vanderburgh County
Warrick County

Jefferson Community and Technical College

Clark County
Crawford County
Dearborn County
Floyd County
Franklin County
Harrison County
Jefferson County
Ohio County
Ripley County
Scott County
Switzerland County
Washington County

Northern Kentucky University

Dearborn County
Franklin County
Jefferson County
Ohio County
Ripley County
Switzerland County

*Includes the two-plus-two completion program in Business offered by Ivy Tech Community College and Indiana University East on the Ivy Tech Community College Region 11 campus.

Owensboro Community and Technical College

Dubois County
Gibson County
Perry County
Pike County
Posey County
Spencer County
Vanderburgh County
Warrick County

University of Louisville

Clark County
Crawford County
Floyd County
Harrison County
Perry County
Scott County
Washington County

Western Kentucky University - Owensboro
Campus only (Junior level and above)

Dubois County
Gibson County
Perry County
Pike County
Posey County
Spencer County
Vanderburgh County
Warrick County

FINAL DRAFT

COMMISSION FOR HIGHER EDUCATION

Thursday, May 9, 2013

DISCUSSION ITEM F: Program Participation Agreements

Background

The Commission is asked to review and approve the program participation agreements for each school type. These agreements allow institutions to participate in state student financial aid programs. Mary Jane Michalak will discuss these agreements.

Supporting Documents

Program Participation Agreements for each school type.



INSTITUTIONAL AGREEMENT TO PARTICIPATE IN THE STATE OF INDIANA FUNDED STUDENT FINANCIAL AID PROGRAMS INDEPENDENT COLLEGES AND UNIVERSITIES

Pursuant to and subject to the provisions of the following programs:

1. *Higher Education Award (IC 21-12-3 & 500 IAC, et seq.)*
2. *Twenty-first Century Scholars Program (IC 21-12-6 & 500 IAC, et seq.)*
3. *Minority Teacher; Special Education, Occupational Therapy and Physical Therapy Scholarships Program (IC 21-13-2)*
4. *Nursing Scholarship Fund Program (IC 21-13-3)*

The institution - **INSERT SCHOOL NAME and TITLE IV NUMBER** - (hereinafter referred to as the "Institution") applies to participate in and comply with the rules, regulations and guidelines of the above named state-funded student financial aid programs. The Institution and the Indiana Commission for Higher Education (hereinafter referred to as the "Commission") hereby agree to the following provisions. This Agreement becomes effective on the date executed by the Commission.

ARTICLE I. GENERAL PROVISIONS

The Institution must:

1. Be a college or university in the state of Indiana with a unique Title IV federal school code that meets accreditation and eligibility requirements as stipulated in pertinent statute(s) of the Indiana Code, Administrative Code, and other Commission rules.
2. Comply with all program rules, regulations and guidelines for the student financial aid programs administered by the Commission in which the Institution is eligible to participate and elects to participate.
3. Maintain records of student eligibility and disbursement for aid recipients, including the application for financial aid, the financial aid need analysis, the financial aid award, all financial aid disbursements made to the student, pertinent academic records, and other records substantiating student eligibility to participate within an office within the state of Indiana.
4. Submit for the Commission's approval its policy statements relating to satisfactory progress, refund or repayment, professional judgment and student budgets. Submit updates and corrections to these policies annually or as requested by the Commission.
5. Submit all reports and information required by the Commission in regard to the administration of the program(s) on or before the announced deadline dates.

If the Institution is determined eligible to participate, the Institution, its branch campuses (if any), and its representatives will *notify the Commission within 30 days of any change to information reported in this Agreement.*



ARTICLE II. GENERAL TERMS AND PROGRAM PROVISIONS

All obligations of the Institution and Commission shall be subject to and governed by the terms of this Agreement and the program provisions of each program, as applicable. A summary of major institutional responsibilities for each program is attached as appendices.

ARTICLE III. ACCREDITATION

A Public Institution may consist of a main campus, one or more off-campus locations under its administration, and a central administration body. Any Public Institution, including its central office and any off-campus locations, seeking to participate in state student assistance programs under this agreement must be operating under a six-digit Title IV federal school code (or number) as assigned by the U.S. Department of Education which is distinct from the six-digit Title IV federal school code of any non-Indiana institution, campus or off-campus location. The Public Institution, its central office operation(s) and its branch campus(es) may operate in more than one physical location; a main campus or off-campus location is a site operated by the Public Institution at which a student may complete an approved program of study.

ARTICLE IV: REPRESENTATION & LOCATION

- 1. Enter the name and address of the main campus and each off-campus location that teaches courses under the main campus' Title IV number. *Attach additional sheets if necessary.*

	Street Address	City/Zip	Title IV #
Main Campus			
Off campus location			

If there are additional off-campus locations please list on a separate sheet of paper

- 2. The institution is fully accredited by (List agency):

Date of last accreditation review: ____ / ____ (month & year)
Date of next accreditation review: ____ / ____ (month & Year)
- 5. Does the Institution participate in the federal Pell Grant program? Yes ___ / No ___
- 6. Does the college participate in the federal direct student loan program? Yes ___ / No ___
- 7. By checking here the Institution acknowledges that only courses that are Pell-eligible and count as credits toward a two or four-year degree are eligible for reimbursement by the Commission ____
- 8. If applicable, please list the reason the Institution does not participate in the Direct Loan programs. _____

- 9. Does the institution provide an organized:
 - a) Two-year accredited program(s) leading to associate degrees Yes ___ / No ___



- b) Four-year accredited program(s) leading to baccalaureate degrees Yes____ / No____

ARTICLE V. TERMINATION

1. This Agreement automatically terminates:
 - a. On the date the institution no longer qualifies as an eligible institution; or
 - b. on the date the institution undergoes a change in ownership that results in a change in control.
2. If the Commission finds that any of the assurances or representations made in connection with this Agreement or any application for funds to be incomplete or incorrect or that there has been failure to comply with any of the provisions of the Agreement or that the Institution is deemed to be ineligible for any other reason, the Commission may, after notice of and an opportunity afforded for a hearing, terminate the Agreement or take such other actions as may be necessary and appropriate to protect the interests of the state of Indiana.
3. If the Commission wishes to terminate this Agreement, the Commission will establish the termination date.
4. Should the Institution wish to terminate this Agreement, it agrees to provide the Commission with 60 days notice of its intention to do so.
5. The termination of this Agreement shall not affect obligations previously incurred by either party under this Agreement. The Commission will, in the event of termination, advise the Institution as to the date of termination and what procedures are to be employed in ending the Institution's participation in state grant programs hereunder.
6. This agreement remains in force until either party terminates it or the Commission requests the Institution update its information by requesting it re-apply for participation in the grant programs.



SIGNATURES OF AGREEMENT

The required signatures apply to all attached Appendices (A, B, C, D, E, and F) and all state of Indiana funded student financial aid programs listed in the first paragraph of the Agreement unless the institution explicitly excludes in writing one of the programs. This Agreement must be signed by the Institutional Representative (an officer legally authorized to execute this agreement for and on behalf of the Institution), the Director of Financial Aid and the Twenty-first Century Scholar Representative (as listed in Appendix B). An application is considered incomplete if the Appendices are not initialed by the Institutional Representative, dated, and attached to this Agreement.

I, the undersigned Institutional Representative, certify that I am an official of the institution and am authorized to act on its behalf. I have read and understand this agreement and the Appendices A, B, C and D and certify the institution will comply with the requirements stated herein.

SIGNATURE OF INSTITUTIONAL REPRESENTATIVE (IR)

SIGNATURE OF FOR THE COMMISSION

IR'S PRINTED TITLE

PRINTED NAME

IR'S PRINTED NAME

DATE

IR'S SIGNATURE DATE

PRINTED NAME OF FINANCIAL AID DIRECTOR	
SIGNATURE OF FINANCIAL AID DIRECTOR	
SIGNATURE DATE	

PRINTED NAME OF 21 ST CENTURY SCHOLAR REPRESENTATIVE	
SIGNATURE OF 21 ST CENTURY SCHOLAR REPRESENTATIVE	
SIGNATURE DATE	

SCHOOL TITLE IV #:	
SCHOOL NAME:	
SCHOOL ADDRESS:	
IR'S OFFICE ADDRESS:	

If the application is approved, the Commission will return a copy of the signed agreement to the Institutional Representative named above with any appropriate addenda or comments. If the application is denied, the Institutional Representative will be notified in writing of the reasons for denial and the procedures for appealing the decision.



Appendix A

SUMMARY OF MAJOR PROVISIONS OF ALL STATE FUNDED FINANCIAL AID PROGRAMS

(Including one or more but not limited to IC 21-12-3, IC 21-12-6 & 500 IAC and appropriate federal regulations)

The Institution agrees to comply with the following requirements as a condition of participating in state of Indiana funded student financial aid programs.

Institutional Responsibilities (see also 500 IAC 1)

The Institution shall:

1. Verify student eligibility for awards according to program statutes, rules, and guidelines.
2. Monitor the recipient's continuing eligibility (including satisfactory academic progress), adjusting the award when necessary.
3. Maintain and be able to produce at the request of the Commission, all records necessary to substantiate the student's eligibility and to verify disbursements. Further, be able to reconstruct the student's eligibility calculation at the Commission's request.
4. Disburse funds in accordance with instructions and all applicable rules and regulations.
5. Assume responsibility for collection of award repayments if applicable.
6. Reconcile records by the methods and times required by the Commission.
7. Make other reports by the methods and times required by the Commission.
8. Notify the Commission at any time the Institution does not offer a two year degree program
9. Hold students financially harmless for the amounts of properly-awarded Commission grants and/or scholarships in the event the school does not reconcile by the Commission's prescribed dates.

Initials of IR and Date



Appendix B

SUMMARY OF SPECIAL MAJOR PROVISIONS OF THE TWENTY-FIRST CENTURY SCHOLARSHIP PROGRAM

(Including but not limited to IC 21-12-6 & 500 IAC and appropriate federal regulations)

The Institution agrees to comply with the following requirements as a condition of participating in state of Indiana funded student financial aid programs.

Institutional Responsibilities (see also 500 IAC 3)

The Institution shall:

1. Appoint a staff or faculty member as the Twenty-first Century Scholar Representative and contact person (herein the Representative).
2. Inform the Commission when the Representative changes. The current Representative is:

Printed Name	Work Address	Tel. #	Email

3. Establish and offer mentoring programs for Program scholarship recipients as required under IC 21-12-6 *et seq.*
4. Verify student eligibility for a Twenty-first Century Scholars Award according to program statutes, rules, and guidelines.
5. Monitor the recipient's continuing eligibility (including satisfactory academic progress), adjusting the award when necessary.
6. Maintain and be able to produce at the request of the Commission, all records necessary to substantiate the student's eligibility and to verify disbursements. Further, be able to reconstruct the student's eligibility calculation at the Commission's request.
7. Disburse funds in accordance with instructions and all applicable rules and regulations.
8. Assume responsibility for collection of Twenty-first Century Scholars Award repayments if applicable.
9. Reconcile records when and as requested by the Commission.
10. Make other reports when and as required by the Commission including but not limited to retention and graduation reports for Twenty-first Century Scholars.
11. Notify the commission at any time the institution does not offer at least a two year associate's degree program.
12. Hold students financially harmless for the amounts of properly-awarded Commission grants and/or scholarships in the event the school does not reconcile by the Commission's prescribed dates.

Initials of IR and Date



Appendix C

SUMMARY OF SPECIAL MAJOR PROVISIONS OF THE NURSING SCHOLARSHIP FUND PROGRAM

(Including but not limited to IC 21-13-3 & 500 IAC and Appropriate Federal Regulations)

The Institution agrees to comply with the following requirements as a condition of participating in state of Indiana funded student financial aid programs, and administering nursing scholarship aid.

Institutional Responsibilities (see also 500 IAC 1)

The Institution shall:

1. List the types of nursing degree(s) that are offered:

Degree(s) Offered
1.
2.
3.

2. Verify student eligibility for awards according to program statutes, rules, and guidelines.
3. Monitor the recipient's continuing eligibility (including satisfactory academic progress), adjusting the award when necessary.
4. Maintain and be able to produce at the request of the Commission, all records necessary to substantiate the student's eligibility and to verify disbursements. Further, be able to reconstruct the student's eligibility calculation at the Commission's request.
5. Disburse funds in accordance with instructions and all applicable rules and regulations.
6. Assume responsibility for collection of award repayments if applicable.
7. Reconcile records by the methods and times required by the Commission.
8. Make other reports by the methods and times required by the Commission.
9. Notify the commission at any time the institution no longer offers a nursing scholarship eligible program.
10. Notify the commission at any time the institution no longer offers at least a two year associate's degree program.
11. Hold students financially harmless for the amounts of properly-awarded Commission grants and/or scholarships in the event the school does not reconcile by the Commission's prescribed dates.

Initials of IR and Date



Appendix D

SUMMARY OF SPECIAL MAJOR PROVISIONS OF THE MINORITY TEACHER; SPECIAL EDUCATION, OCCUPATIONAL THERAPY AND PHYSICAL THERAPY SCHOLARSHIPS PROGRAM

(Including but not limited to IC 21-13-2 & 500 IAC and Appropriate Federal Regulations)

The Institution agrees to comply with the following requirements as a condition of participating in state of Indiana funded student financial aid programs and administering minority teacher, special education, occupational therapy, and physical therapy scholarship aid.

Institutional Responsibilities (see also 500 IAC 1)

The Institution shall:

1. List the types of teaching or therapy degree(s) that are offered:

Sub-Type	Degree(s) Offered
1. Teaching	
2. Special Education	
3. Occupational Therapy	
4. Physical Therapy	

2. Verify student eligibility for awards according to program statutes, rules, and guidelines.
3. Monitor the recipient's continuing eligibility (including satisfactory academic progress), adjusting the award when necessary.
4. Maintain and be able to produce at the request of the Commission, all records necessary to substantiate the student's eligibility and to verify disbursements. Further, be able to reconstruct the student's eligibility calculation at the Commission's request.
5. Disburse funds in accordance with instructions and all applicable rules and regulations.
6. Assume responsibility for collection of award repayments if applicable.
7. Reconcile records by the methods and times required by the Commission.
8. Make other reports by the methods and times required by the Commission.
9. Notify the commission at any time the institution does not offer at least one of program which would qualify for the awarding of this scholarship.
10. Hold students financially harmless for the amounts of properly-awarded Commission grants and/or scholarships in the event the school does not reconcile by the Commission's prescribed dates.

Initials of IR and Date



Appendix E

GENERAL SECURITY AGREEMENT FOR THE USE OF THE COMMISSION'S ELECTRONIC EXCHANGE OF DATA

The Institution agrees to comply with the following requirements as a condition of participating in State of Indiana funded student financial aid programs.

Institutional Responsibilities

The "Electronic Exchange of Data" referred to in this Appendix is a generic term to describe the process used by the Commission and the Institution to conduct electronic exchanges of information about students and awards from the Application through the Reconciliation cycles. It includes the agency's web-based processing services/products associated with exchanging data electronically, such as *GRADS*, *xGRADS*, *eStudent*, data files and any other means the Commission uses to transmit and receive information about students and awards. Note that without Internet access and proper computer hardware and software, the institution cannot participate in state of Indiana funded student financial aid programs.

The Institution agrees that:

1. Passwords and user identification numbers (IDs) used to access the Commission's system of electronic exchange of data are to be treated as confidential information, not to be shared. Employees of the Institution who work with Commission processes/data will sign and comply with agreements governing usage of Commission electronic applications. Institution aid directors will provide a signed list of staff to have Commission program access. Passwords/IDs will not be provided to employees not on the director's list or for whom the Commission does not have a signed agreement.
2. Computerized files created by or for the Commission and all information and documents associated with these files are considered owned by the Commission. To the extent authorized by law, these files and the data contained within these computerized files, will be treated with the utmost confidentiality.
3. The Institution will take necessary precautions to protect the data owned by the Commission from unauthorized access, change or destruction. Data will not be altered, destroyed, copied, uploaded, or downloaded from the Commission except as authorized by the Commission.
4. It is understood that, if it appears to be urgent and necessary, the Commission reserves the right to revoke, without notice, the electronic access it has granted to the Institution.
5. The Institution will take necessary precautions to make sure that any employee whose change in employment status or duties no longer necessitates access to the Commission's data is denied access to that information. The Institution will promptly and regularly update user agreements and director lists so as to limit access to Commission data and programs only to those personnel permitted to by the Institution.
6. The Institution will comply with all federal and Indiana information security and confidentiality laws, including the Federal Privacy Act and the Commission's security and confidentiality policies and procedures.
7. The Institution will maintain a historical record that identifies to the Commission or its representative, the identification of the individual(s) who create, update or transmit the Commission's data.
8. To the extent authorized by law and caused by the negligence or intentional misconduct of itself, its employees or agents, the Institution will accept liability for any direct or consequential damages to the Commission and its databases.
9. The Institution will ensure that information transmitted electronically or otherwise to the Commission has been examined and is complete and accurate to the best of its knowledge, and that electronically transmitted information is properly encrypted, secure, and free of viruses, Malware, Trojans, or other malicious software or components.
10. The Institution will sign a Memorandum of Understanding (MoU) with the Commission, by means of which unit records for all students enrolled in the institution will be submitted annually to the Commission in accordance with the Commission's Student Information System (SIS) instructions and definitions. Data submitted by the Institution will be available to the state for, among other uses, the reporting of educational trends and the analysis of student performance, graduation rates and employment outcomes.

Initials of IR and Date



Appendix F

DOCUMENTATION REQUIRED IN ADDITION TO INSTITUTIONAL AGREEMENT AND APPENDICES A, B, C, D and E

Please check the box if the required documents are included in the application or write a separate statement as to why the materials cannot be supplied. **You should, where applicable, provide specific web addresses where requested information below can be found as opposed to submitting paper documents.**

- 1) ___ Confirmation of the institution's full accreditation.
- 2) ___ A description of the qualifications of staff specifically devoted to the administration of student financial aid.
- 3) ___ A copy of the institution's agreement to participate in the federal student financial aid program. If the institution is conditionally certified for participation, please explain why.
- 4) ___ A copy of the institution's most recent FISAP.
- 5) ___ A copy of the institution's latest non-federal audit of student financial aid programs.
- 6) ___ A copy of the institution's latest federal program review of financial aid programs.
- 7) ___ A copy of the institution's withdrawal rates and cohort default rates for each of the past three years.
- 8) ___ A copy of the institution's official undergraduate catalog (including a calendar)
- 9) ___ A copy of the institution's return of funds (refund) policy.
- 10) ___ A copy of the institution's Satisfactory Academic Progress (SAP) policy.
- 11) ___ A copy of the institution's Professional Judgment (PJ) policy.
- 12) ___ A copy of the institution's financial aid handbook (if any).
- 13) ___ A copy of the institution's student handbook (if any).

Initials of IR and Date



INSTITUTIONAL AGREEMENT TO PARTICIPATE IN THE STATE OF INDIANA FUNDED STUDENT FINANCIAL AID PROGRAMS PROPRIETARY SCHOOL

Pursuant to and subject to the provisions of the following programs:

1. *Higher Education Award (IC 21-12-3 & 500 IAC, et seq.)*
2. *Twenty-first Century Scholars Program (IC 21-12-6 & 500 IAC, et seq.)*
3. *Minority Teacher; Special Education, Occupational Therapy and Physical Therapy Scholarships Program (IC 21-13-2)*
4. *Nursing Scholarship Fund Program (IC 21-13-3)*

The institution: - **INSERT SCHOOL NAME and TITLE IV NUMBER** - (hereinafter referred to as the "Institution"), applies to participate in and comply with the rules, regulations and guidelines of the above named state-funded student financial aid programs. The Institution and the Indiana Commission for Higher Education (hereinafter referred to as the "Commission") hereby agree to the following provisions. This Agreement becomes effective on the date executed by the Commission.

ARTICLE I. GENERAL PROVISIONS

The Institution must:

1. Be a college or university in the state of Indiana whose six-digit Title IV federal school code is not the same as any out-of-state branch or campus, that meets accreditation and eligibility requirements as stipulated in pertinent statute(s) of the Indiana Code, Administrative Code, and other Commission rules.
2. Comply with all program rules, regulations and guidelines for the student financial aid programs administered by the Commission in which the Institution is eligible to participate and elects to participate.
3. Maintain records of student eligibility and disbursement for aid recipients, including the application for financial aid, the financial aid need analysis, the financial aid award, all financial aid disbursements made to the student, pertinent academic records, and other records substantiating student eligibility to participate within an office within the state of Indiana.
4. Provide pertinent information, records, and reports requested by the Commission in a timely manner.
5. Submit for the Commission's approval its policy statements relating to satisfactory progress, refund or repayment, professional judgment and student budgets. Submit updates and corrections to these policies annually or as requested by the Commission.
6. Submit all reports and information required by the Commission in regard to the administration of the program(s) on or before the announced deadline dates.

If the Institution is determined eligible to participate, the Institution, its branch campuses (if any), and its representatives will *notify the Commission within 30 days of any change to information reported in this Agreement.*



ARTICLE II. GENERAL TERMS AND PROGRAM PROVISIONS

All obligations of the Institution and Commission shall be subject to and governed by the terms of this Agreement and the program provisions of each program, as applicable. A summary of major institutional responsibilities for each program is attached as appendices.

ARTICLE III. ACCREDITATION

“A parent institution” as used in this document means an institution which has one or more separate branch campuses under administration. The Institution may own one or more parent institutions, each of which may have one or more branches under administration. Any parent institution or branch campus located in Indiana and seeking to participate in state student assistance programs under this agreement must be operating under a six-digit Title IV federal school code (or number) as assigned by the U.S. Department of Education which is distinct from the six-digit Title IV federal school code of any non-Indiana parent institution or branch campus. The Institution, its parent institution(s) and its branch campus(es) may operate in more than one physical location, each of which are here considered branch campuses; for this purpose, a branch campus is a site operated by the Institution’s parent company at which a student may complete an approved program of study.

ARTICLE IV: OWNERSHIP & LOCATION

1. Is the Institution covered by this Agreement a parent institution with one or more branches? Yes ___/No ___
If yes, enter the name and address of the main campus and each branch campus that is included in the Institution's accreditation.

	Name	Address/City/Zip	Title IV #
Institution Main Campus			
Branch Campus			
Branch Campus			
Branch Campus			
Branch Campus			

If there are multiple parent institutions as well as branch campuses, please list on a separate sheet of paper including relationships between sites, Title IV numbers, and site locations’ address/city/zip information as above.

2. The institution is fully accredited by (List agency):

Date of last accreditation review: ____ / ____ (month & year)

Date of next accreditation review: ____ / ____ (month & year)
3. Does the Institution participate in the federal Pell Grant program? Yes ___/ No ___
4. Does the institution participate in the federal Direct student loan program? Yes ___/ No ___



5. **By checking here the Institution acknowledges that only courses that are Pell-eligible and count as credits toward a two or four-year degree are eligible for reimbursement by the Commission** _____

6. If applicable, please list the reason the Institution does not participate in the Direct Loan program. _____

7. Does the institution provide an organized:

a) Two-year accredited program(s) leading to associate degree(s) Yes ___ / No ___

b) Four-year accredited program(s) leading to baccalaureate degree(s) Yes ___ / No ___

8. Name and address of owner(s) or, if a corporation, the names and addresses of stockholders holding 25 percent or more of the stock, and the percentage of stock held:

Name	Address/City/State	% Stock



ARTICLE V. TERMINATION

1. This Agreement automatically terminates:
 - a. On the date the institution no longer qualifies as an eligible institution; or
 - b. On the date the institution undergoes a change in ownership that results in a change in control.
2. If the Commission finds that any of the assurances or representations made in connection with this Agreement or any application for funds to be incomplete or incorrect or that there has been failure to comply with any of the provisions of the Agreement or that the Institution is deemed to be ineligible for any other reason, the Commission may, after notice of and an opportunity afforded for a hearing, terminate the Agreement or take such other actions as may be necessary and appropriate to protect the interests of the state of Indiana.
3. If the Commission wishes to terminate this Agreement, the Commission will establish the termination date.
4. Should the Institution wish to terminate this Agreement, it agrees to provide the Commission with 60 days notice of its intention to do so.
5. The termination of this Agreement shall not affect obligations previously incurred by either party under this Agreement. The Commission will, in the event of termination, advise the Institution as to the date of termination and what procedures are to be employed in ending the Institution's participation in state grant programs hereunder.
6. This agreement remains in force until either party terminates it or the Commission requests the Institution update its information by requesting it re-apply for participation in the grant programs.



SIGNATURES OF AGREEMENT

The required signatures apply to all attached Appendices (A, B, C, D, E, and F) and all state of Indiana funded student financial aid programs listed in the first paragraph of the Agreement unless the institution explicitly excludes in writing one of the programs. This Agreement must be signed by the Institutional Representative (an officer legally authorized to execute this agreement for and on behalf of the Institution), the Director of Financial Aid and the Twenty-first Century Scholar Representative (as listed in Appendix B). An application is considered incomplete if the Appendices are not initialed by the Institutional Representative, dated, and attached to this Agreement.

I, the undersigned Institutional Representative, certify that I am an official of the institution and am authorized to act on its behalf. I have read and understand this agreement and the Appendices A, B, C and D and certify the institution will comply with the requirements stated herein.

SIGNATURE OF INSTITUTIONAL REPRESENTATIVE (IR)

SIGNATURE FOR THE COMMISSION

IR'S PRINTED TITLE

PRINTED NAME

IR'S PRINTED NAME

SIGNATURE DATE

IR'S SIGNATURE DATE

PRINTED NAME OF FINANCIAL AID DIRECTOR	
SIGNATURE OF FINANCIAL AID DIRECTOR	
SIGNATURE DATE	

PRINTED NAME OF 21 ST CENTURY SCHOLAR REPRESENTATIVE	
SIGNATURE OF 21 ST CENTURY SCHOLAR REPRESENTATIVE	
SIGNATURE DATE	

SCHOOL TITLE IV #:	
SCHOOL NAME:	
SCHOOL ADDRESS:	
IR'S OFFICE ADDRESS:	

If the application is approved, the Commission will return a copy of the signed agreement to the Institutional Representative named above with any appropriate addenda or comments. If the application is denied, the Institutional Representative will be notified in writing of the reasons for denial and the procedures for appealing the decision.



Appendix A

SUMMARY OF MAJOR PROVISIONS OF ALL STATE FUNDED FINANCIAL AID PROGRAMS

(Including one or more but not limited to IC 21-12-3, IC 21-12-6 & 500 IAC and appropriate federal regulations)

The Institution agrees to comply with the following requirements as a condition of participating in state of Indiana funded student financial aid programs.

Institutional Responsibilities (see also 500 IAC 1)

The Institution shall:

1. Verify student eligibility for awards according to program statutes, rules, and guidelines.
2. Monitor the recipient's continuing eligibility (including satisfactory academic progress), adjusting the award when necessary.
3. Maintain and be able to produce at the request of the Commission, all records necessary to substantiate the student's eligibility and to verify disbursements. Further, be able to reconstruct the student's eligibility calculation at the Commission's request.
4. Disburse funds in accordance with instructions and all applicable rules and regulations.
5. Assume responsibility for collection of award repayments if applicable.
6. Reconcile records by the methods and times required by the Commission.
7. Make other reports by the methods and times required by the Commission.
8. Notify the commission at any time the institution does not offer at least a two-year associate's degree program.
9. Hold students financially harmless for the amounts of properly-awarded Commission grants and/or scholarships in the event the school does not reconcile by the Commission's prescribed dates.

Initials of IR and Date



Appendix B

SUMMARY OF SPECIAL MAJOR PROVISIONS OF THE TWENTY-FIRST CENTURY SCHOLARSHIP PROGRAM

(Including but not limited to IC 21-12-6 & 500 IAC and appropriate federal regulations)

The Institution agrees to comply with the following requirements as a condition of participating in state of Indiana funded student financial aid programs and administering Twenty-first Century Scholarship aid.

Institutional Responsibilities (see also 500 IAC 8)

The Institution shall:

1. Appoint a staff or faculty member as the Twenty-first Century Scholar Representative and contact person (herein the Representative).
2. Inform the Commission when the Representative changes. The current Representative is:

Printed Name	Work Address	Tel. #	Email

3. Establish and offer mentoring programs for Program scholarship recipients as required under IC 21-12-6 *et seq.*
4. Verify student eligibility for a Twenty-first Century Scholars Award according to program statutes, rules, and guidelines.
5. Monitor the recipient's continuing eligibility (including satisfactory academic progress), adjusting the award when necessary.
6. Maintain and be able to produce at the request of the Commission, all records necessary to substantiate the student's eligibility and to verify disbursements. Further, be able to reconstruct the student's eligibility calculation at the Commission's request.
7. Disburse funds in accordance with instructions and all applicable rules and regulations.
8. Assume responsibility for collection of Twenty-first Century Scholars Award repayments if applicable.
9. Reconcile records when and as requested by the Commission.
10. Make other reports when and as required by the Commission including but not limited to retention and graduation reports for Twenty-first Century Scholars.
11. Notify the commission at any time the institution does not offer at least a two year associate's degree program.
12. Hold students financially harmless for the amounts of properly-awarded Commission grants and/or scholarships in the event the school does not reconcile by the Commission's prescribed dates.

Initials of IR and Date



Appendix C

SUMMARY OF SPECIAL MAJOR PROVISIONS OF THE NURSING SCHOLARSHIP FUND PROGRAM

(Including but not limited to IC 21-13-3 & 500 IAC and Appropriate Federal Regulations)

The Institution agrees to comply with the following requirements as a condition of participating in state of Indiana funded student financial aid programs, and administering nursing scholarship aid.

Institutional Responsibilities (see also 500 IAC 8)

The Institution shall:

1. List the types of nursing degree(s) that are offered:

Degree(s) Offered
1.
2.
3.

2. Verify student eligibility for awards according to program statutes, rules, and guidelines.
3. Monitor the recipient's continuing eligibility (including satisfactory academic progress), adjusting the award when necessary.
4. Maintain and be able to produce at the request of the Commission, all records necessary to substantiate the student's eligibility and to verify disbursements. Further, be able to reconstruct the student's eligibility calculation at the Commission's request.
5. Disburse funds in accordance with instructions and all applicable rules and regulations.
6. Assume responsibility for collection of award repayments if applicable.
7. Reconcile records by the methods and times required by the Commission.
8. Make other reports by the methods and times required by the Commission.
9. Notify the commission at any time the institution no longer offers a nursing scholarship eligible program.
10. Notify the commission at any time the institution no longer offers at least a two year associate's degree program.
11. Hold students financially harmless for the amounts of properly-awarded Commission grants and/or scholarships in the event the school does not reconcile by the Commission's prescribed dates.

Initials of IR and Date



Appendix D
SUMMARY OF SPECIAL MAJOR PROVISIONS OF
THE MINORITY TEACHER; SPECIAL EDUCATION, OCCUPATIONAL THERAPY
AND PHYSICAL THERAPY SCHOLARSHIPS PROGRAM

(Including but not limited to IC 21-13-2 & 500 IAC and Appropriate Federal Regulations)

The Institution agrees to comply with the following requirements as a condition of participating in state of Indiana funded student financial aid programs and administering minority teacher, special education, occupational therapy, and physical therapy scholarship aid.

Institutional Responsibilities (see also 500 IAC 8)

The Institution shall:

1. List the types of teaching or therapy degree(s) that are offered:

Sub-Type	Degree(s) Offered
1. Teaching	
2. Special Education	
3. Occupational Therapy	
4. Physical Therapy	

2. Verify student eligibility for awards according to program statutes, rules, and guidelines.
3. Monitor the recipient's continuing eligibility (including satisfactory academic progress), adjusting the award when necessary.
4. Maintain and be able to produce at the request of the Commission, all records necessary to substantiate the student's eligibility and to verify disbursements. Further, be able to reconstruct the student's eligibility calculation at the Commission's request.
5. Disburse funds in accordance with instructions and all applicable rules and regulations.
6. Assume responsibility for collection of award repayments if applicable.
7. Reconcile records by the methods and times required by the Commission.
8. Make other reports by the methods and times required by the Commission.
9. Notify the commission at any time the institution does not offer at least one of program which would qualify for the awarding of this scholarship.
10. Hold students financially harmless for the amounts of properly-awarded Commission grants and/or scholarships in the event the school does not reconcile by the Commission's prescribed dates.

Initials of IR and Date



Appendix E

GENERAL SECURITY AGREEMENT FOR THE USE OF THE COMMISSION'S ELECTRONIC EXCHANGE OF DATA

The Institution agrees to comply with the following requirements as a condition of participating in State of Indiana funded student financial aid programs.

Institutional Responsibilities

The "Electronic Exchange of Data" referred to in this Appendix is a generic term to describe the process used by the Commission and the Institution to conduct electronic exchanges of information about students and awards from the Application through the Reconciliation cycles. It includes the agency's web-based processing services/products associated with exchanging data electronically, such as *GRADS*, *xGRADS*, *eStudent*, data files and any other means the Commission uses to transmit and receive information about students and awards. Note that without Internet access and proper computer hardware and software, the institution cannot participate in state of Indiana funded student financial aid programs.

The Institution agrees that:

1. Passwords and user identification numbers (IDs) used to access the Commission's system of electronic exchange of data are to be treated as confidential information, not to be shared. Employees of the Institution who work with Commission processes/data will sign and comply with agreements governing usage of Commission electronic applications. Institution aid directors will provide a signed list of staff to have Commission program access. Passwords/IDs will not be provided to employees not on the director's list or for whom the Commission does not have a signed agreement.
2. Computerized files created by or for the Commission and all information and documents associated with these files are considered owned by the Commission. To the extent authorized by law, these files and the data contained within these computerized files, will be treated with the utmost confidentiality.
3. The Institution will take necessary precautions to protect the data owned by the Commission from unauthorized access, change or destruction. Data will not be altered, destroyed, copied, uploaded, or downloaded from the Commission except as authorized by the Commission.
4. It is understood that, if it appears to be urgent and necessary, the Commission reserves the right to revoke, without notice, the electronic access it has granted to the Institution.
5. The Institution will take necessary precautions to make sure that any employee whose change in employment status or duties no longer necessitates access to the Commission's data is denied access to that information. The Institution will promptly and regularly update user agreements and director lists so as to limit access to Commission data and programs only to those personnel permitted to by the Institution.
6. The Institution will comply with all federal and Indiana information security and confidentiality laws, including the Federal Privacy Act and the Commission's security and confidentiality policies and procedures.
7. The Institution will maintain a historical record that identifies to the Commission or its representative, the identification of the individual(s) who create, update or transmit the Commission's data.
8. To the extent authorized by law and caused by the negligence or intentional misconduct of itself, its employees or agents, the Institution will accept liability for any direct or consequential damages to the Commission and its databases.
9. The Institution will ensure that information transmitted electronically or otherwise to the Commission has been examined and is complete and accurate to the best of its knowledge, and that electronically transmitted information is properly encrypted, secure, and free of viruses, Malware, Trojans, or other malicious software or components.
10. The Institution will sign a Memorandum of Understanding (MoU) with the Commission, by means of which unit records for all students enrolled in the institution will be submitted annually to the Commission in accordance with the Commission's Student Information System (SIS) instructions and definitions. Data submitted by the Institution will be available to the state for, among other uses, the reporting of educational trends and the analysis of student performance, graduation rates and employment outcomes.

Initials of IR and Date



Appendix F

DOCUMENTATION REQUIRED IN ADDITION TO INSTITUTIONAL AGREEMENT AND APPENDICES A, B, AND C

Please check the box if the required documents are included in the application or write a separate statement as to why the materials cannot be supplied. **You should, where applicable, provide specific web addresses where requested information below can be found as opposed to submitting paper documents.**

- 1) ___ Confirmation of the institution's full accreditation.
- 2) ___ A description of the qualifications of staff specifically devoted to the administration of student financial aid.
- 3) ___ A copy of the institution's agreement to participate in the federal student financial aid program. If the institution is conditionally certified for participation, please explain why.
- 4) ___ A copy of the institution's most recent FISAP.
- 5) ___ A copy of the institution's latest non-federal audit of student financial aid programs.
- 6) ___ A copy of the institution's latest federal program review of financial aid programs.
- 7) ___ A copy of the institution's withdrawal rates and cohort default rates for each of the past three years.
- 8) ___ A copy of the institution's official undergraduate catalog (including a calendar)
- 9) ___ A copy of the institution's return of funds (refund) policy.
- 10) ___ A copy of the institution's Satisfactory Academic Progress (SAP) policy.
- 11) ___ A copy of the institution's Professional Judgment (PJ) policy.
- 12) ___ A copy of the institution's financial aid handbook (if any).
- 13) ___ A copy of the institution's student handbook (if any).

Initials of IR and Date



INSTITUTIONAL AGREEMENT TO PARTICIPATE IN THE STATE OF INDIANA FUNDED STUDENT FINANCIAL AID PROGRAMS PUBLIC COLLEGES AND UNIVERSITIES

Pursuant to and subject to the provisions of the following programs:

1. *Higher Education Award (IC 21-12-3 & 500 IAC, et seq.)*
2. *Twenty-first Century Scholars Program (IC 21-12-6 & 500 IAC, et seq.)*
3. *Minority Teacher; Special Education, Occupational Therapy and Physical Therapy Scholarships Program (IC 21-13-2)*
4. *Nursing Scholarship Fund Program (IC 21-13-3)*

The institution - **INSERT SCHOOL NAME and TITLE IV NUMBER** - (hereinafter referred to as the "Institution") applies to participate in and comply with the rules, regulations and guidelines of the above named state-funded student financial aid programs. The Institution and the Indiana Commission for Higher Education (hereinafter referred to as the "Commission") hereby agree to the following provisions. This Agreement becomes effective on the date executed by the Commission.

ARTICLE I. GENERAL PROVISIONS

The Institution must:

1. Be a college or university in the state of Indiana with a unique Title IV federal school code that meets accreditation and eligibility requirements as stipulated in pertinent statute(s) of the Indiana Code, Administrative Code, and other Commission rules.
2. Comply with all program rules, regulations and guidelines for the student financial aid programs administered by the Commission in which the Institution is eligible to participate and elects to participate.
3. Maintain records of student eligibility and disbursement for aid recipients, including the application for financial aid, the financial aid need analysis, the financial aid award, all financial aid disbursements made to the student, pertinent academic records, and other records substantiating student eligibility to participate within an office within the state of Indiana.
4. Submit for the Commission's approval its policy statements relating to satisfactory progress, refund or repayment, professional judgment and student budgets. Submit updates and corrections to these policies annually or as requested by the Commission.
5. Submit all reports and information required by the Commission in regard to the administration of the program(s) on or before the announced deadline dates.

If the Institution is determined eligible to participate, the Institution, its branch campuses (if any), and its representatives will *notify the Commission within 30 days of any change to information reported in this Agreement.*



ARTICLE II. GENERAL TERMS AND PROGRAM PROVISIONS

All obligations of the Institution and Commission shall be subject to and governed by the terms of this Agreement and the program provisions of each program, as applicable. A summary of major institutional responsibilities for each program is attached as appendices.

ARTICLE III. ACCREDITATION

A Public Institution may consist of a main campus, one or more off-campus locations under its administration, and a central administration body. Any Public Institution, including its central office and any off-campus locations, seeking to participate in state student assistance programs under this agreement must be operating under a six-digit Title IV federal school code (or number) as assigned by the U.S. Department of Education which is distinct from the six-digit Title IV federal school code of any non-Indiana institution, campus or off-campus location. The Public Institution, its central office operation(s) and its branch campus(es) may operate in more than one physical location; a main campus or off-campus location is a site operated by the Public Institution at which a student may complete an approved program of study.

ARTICLE IV: REPRESENTATION & LOCATION

1. Enter the name and address of the main campus and each off-campus location that teaches courses under the main campus' Title IV number. *Attach additional sheets if necessary.*

	Street Address	City/Zip	Title IV #
Main Campus			
Off campus location			

If there are additional off-campus locations please list on a separate sheet of paper

2. The institution is fully accredited by (List agency):

 Date of last accreditation review: ____ / ____ (month & year)
 Date of next accreditation review: ____ / ____ (month & Year)
5. Does the Institution participate in the federal Pell Grant program? Yes ___ / No ___
6. Does the college participate in the federal direct student loan program? Yes ___ / No ___
7. By checking here the Institution acknowledges that only courses that are Pell-eligible and count as credits toward a two or four-year degree are eligible for reimbursement by the Commission _____
8. If applicable, please list the reason the Institution does not participate in the Direct Loan programs. _____

9. Does the institution provide an organized:
 - a) Two-year accredited program(s) leading to associate degrees Yes ___ / No ___



- b) Four-year accredited program(s) leading to baccalaureate degrees Yes____ / No____

ARTICLE V. TERMINATION

1. This Agreement automatically terminates:
 - a. On the date the institution no longer qualifies as an eligible institution; or
 - b. on the date the institution undergoes a change in ownership that results in a change in control.
2. If the Commission finds that any of the assurances or representations made in connection with this Agreement or any application for funds to be incomplete or incorrect or that there has been failure to comply with any of the provisions of the Agreement or that the Institution is deemed to be ineligible for any other reason, the Commission may, after notice of and an opportunity afforded for a hearing, terminate the Agreement or take such other actions as may be necessary and appropriate to protect the interests of the state of Indiana.
3. If the Commission wishes to terminate this Agreement, the Commission will establish the termination date.
4. Should the Institution wish to terminate this Agreement, it agrees to provide the Commission with 60 days notice of its intention to do so.
5. The termination of this Agreement shall not affect obligations previously incurred by either party under this Agreement. The Commission will, in the event of termination, advise the Institution as to the date of termination and what procedures are to be employed in ending the Institution's participation in state grant programs hereunder.
6. This agreement remains in force until either party terminates it or the Commission requests the Institution update its information by requesting it re-apply for participation in the grant programs.



SIGNATURES OF AGREEMENT

The required signatures apply to all attached Appendices (A, B, C, D, E, and F) and all state of Indiana funded student financial aid programs listed in the first paragraph of the Agreement unless the institution explicitly excludes in writing one of the programs. This Agreement must be signed by the Institutional Representative (an officer legally authorized to execute this agreement for and on behalf of the Institution), the Director of Financial Aid and the Twenty-first Century Scholar Representative (as listed in Appendix B). An application is considered incomplete if the Appendices are not initialed by the Institutional Representative, dated, and attached to this Agreement.

I, the undersigned Institutional Representative, certify that I am an official of the institution and am authorized to act on its behalf. I have read and understand this agreement and the Appendices A, B, C and D and certify the institution will comply with the requirements stated herein.

SIGNATURE OF INSTITUTIONAL REPRESENTATIVE (IR)

SIGNATURE OF FOR THE COMMISSION

IR'S PRINTED TITLE

PRINTED NAME

IR'S PRINTED NAME

DATE

IR'S SIGNATURE DATE

PRINTED NAME OF FINANCIAL AID DIRECTOR	
SIGNATURE OF FINANCIAL AID DIRECTOR	
SIGNATURE DATE	

PRINTED NAME OF 21 ST CENTURY SCHOLAR REPRESENTATIVE	
SIGNATURE OF 21 ST CENTURY SCHOLAR REPRESENTATIVE	
SIGNATURE DATE	

SCHOOL TITLE IV #:	
SCHOOL NAME:	
SCHOOL ADDRESS:	
IR'S OFFICE ADDRESS:	

If the application is approved, the Commission will return a copy of the signed agreement to the Institutional Representative named above with any appropriate addenda or comments. If the application is denied, the Institutional Representative will be notified in writing of the reasons for denial and the procedures for appealing the decision.



Appendix A

SUMMARY OF MAJOR PROVISIONS OF ALL STATE FUNDED FINANCIAL AID PROGRAMS

(Including one or more but not limited to IC 21-12-3, IC 21-12-6 & 500 IAC and appropriate federal regulations)

The Institution agrees to comply with the following requirements as a condition of participating in state of Indiana funded student financial aid programs.

Institutional Responsibilities (see also 500 IAC 1)

The Institution shall:

1. Verify student eligibility for awards according to program statutes, rules, and guidelines.
2. Monitor the recipient's continuing eligibility (including satisfactory academic progress), adjusting the award when necessary.
3. Maintain and be able to produce at the request of the Commission, all records necessary to substantiate the student's eligibility and to verify disbursements. Further, be able to reconstruct the student's eligibility calculation at the Commission's request.
4. Disburse funds in accordance with instructions and all applicable rules and regulations.
5. Assume responsibility for collection of award repayments if applicable.
6. Reconcile records by the methods and times required by the Commission.
7. Make other reports by the methods and times required by the Commission.
8. Hold students financially harmless for the amounts of properly-awarded Commission grants and/or scholarships in the event the school does not reconcile by the Commission's prescribed dates.

Initials of IR and Date



Appendix B

SUMMARY OF SPECIAL MAJOR PROVISIONS OF THE TWENTY-FIRST CENTURY SCHOLARSHIP PROGRAM

(Including but not limited to IC 21-12-6 & 500 IAC and appropriate federal regulations)

The Institution agrees to comply with the following requirements as a condition of participating in state of Indiana funded student financial aid programs.

Institutional Responsibilities (see also 500 IAC 8)

The Institution shall:

1. Appoint a staff or faculty member as the Twenty-first Century Scholar Representative and contact person (herein the Representative).
2. Inform the Commission when the Representative changes. The current Representative is:

Printed Name	Work Address	Tel. #	Email

3. Establish and offer mentoring programs for Program scholarship recipients as required under IC 21-12-6 *et seq.*
4. Verify student eligibility for a Twenty-first Century Scholars Award according to program statutes, rules, and guidelines.
5. Monitor the recipient's continuing eligibility (including satisfactory academic progress), adjusting the award when necessary.
6. Maintain and be able to produce at the request of the Commission, all records necessary to substantiate the student's eligibility and to verify disbursements. Further, be able to reconstruct the student's eligibility calculation at the Commission's request.
7. Disburse funds in accordance with instructions and all applicable rules and regulations.
8. Assume responsibility for collection of Twenty-first Century Scholars Award repayments if applicable.
9. Reconcile records when and as requested by the Commission.
10. Make other reports when and as required by the Commission including but not limited to retention and graduation reports for Twenty-first Century Scholars.
11. Notify the commission at any time the institution does not offer at least a two year associate's degree program.
12. Hold students financially harmless for the amounts of properly-awarded Commission grants and/or scholarships in the event the school does not reconcile by the Commission's prescribed dates.

Initials of IR and Date



Appendix C

SUMMARY OF SPECIAL MAJOR PROVISIONS OF THE NURSING SCHOLARSHIP FUND PROGRAM

(Including but not limited to IC 21-13-3 & 500 IAC and Appropriate Federal Regulations)

The Institution agrees to comply with the following requirements as a condition of participating in state of Indiana funded student financial aid programs, and administering nursing scholarship aid.

Institutional Responsibilities (see also 500 IAC 8)

The Institution shall:

1. List the types of nursing degree(s) that are offered:

Degree(s) Offered
1.
2.
3.

2. Verify student eligibility for awards according to program statutes, rules, and guidelines.
3. Monitor the recipient's continuing eligibility (including satisfactory academic progress), adjusting the award when necessary.
4. Maintain and be able to produce at the request of the Commission, all records necessary to substantiate the student's eligibility and to verify disbursements. Further, be able to reconstruct the student's eligibility calculation at the Commission's request.
5. Disburse funds in accordance with instructions and all applicable rules and regulations.
6. Assume responsibility for collection of award repayments if applicable.
7. Reconcile records by the methods and times required by the Commission.
8. Make other reports by the methods and times required by the Commission.
9. Notify the commission at any time the institution no longer offers a nursing scholarship eligible program.
10. Notify the commission at any time the institution no longer offers at least a two year associate's degree program.
11. Hold students financially harmless for the amounts of properly-awarded Commission grants and/or scholarships in the event the school does not reconcile by the Commission's prescribed dates.

Initials of IR and Date



Appendix D

SUMMARY OF SPECIAL MAJOR PROVISIONS OF THE MINORITY TEACHER; SPECIAL EDUCATION, OCCUPATIONAL THERAPY AND PHYSICAL THERAPY SCHOLARSHIPS PROGRAM

(Including but not limited to IC 21-13-2 & 500 IAC and Appropriate Federal Regulations)

The Institution agrees to comply with the following requirements as a condition of participating in state of Indiana funded student financial aid programs and administering minority teacher, special education, occupational therapy, and physical therapy scholarship aid.

Institutional Responsibilities (see also 500 IAC 8)

The Institution shall:

1. List the types of teaching or therapy degree(s) that are offered:

Sub-Type	Degree(s) Offered
1. Teaching	
2. Special Education	
3. Occupational Therapy	
4. Physical Therapy	

2. Verify student eligibility for awards according to program statutes, rules, and guidelines.
3. Monitor the recipient's continuing eligibility (including satisfactory academic progress), adjusting the award when necessary.
4. Maintain and be able to produce at the request of the Commission, all records necessary to substantiate the student's eligibility and to verify disbursements. Further, be able to reconstruct the student's eligibility calculation at the Commission's request.
5. Disburse funds in accordance with instructions and all applicable rules and regulations.
6. Assume responsibility for collection of award repayments if applicable.
7. Reconcile records by the methods and times required by the Commission.
8. Make other reports by the methods and times required by the Commission.
9. Notify the commission at any time the institution does not offer at least one of program which would qualify for the awarding of this scholarship.
10. Hold students financially harmless for the amounts of properly-awarded Commission grants and/or scholarships in the event the school does not reconcile by the Commission's prescribed dates.

Initials of IR and Date



Appendix E

GENERAL SECURITY AGREEMENT FOR THE USE OF THE COMMISSION'S ELECTRONIC EXCHANGE OF DATA

The Institution agrees to comply with the following requirements as a condition of participating in State of Indiana funded student financial aid programs.

Institutional Responsibilities

The "Electronic Exchange of Data" referred to in this Appendix is a generic term to describe the process used by the Commission and the Institution to conduct electronic exchanges of information about students and awards from the Application through the Reconciliation cycles. It includes the agency's web-based processing services/products associated with exchanging data electronically, such as *GRADS*, *xGRADS*, *eStudent*, data files and any other means the Commission uses to transmit and receive information about students and awards. Note that without Internet access and proper computer hardware and software, the institution cannot participate in state of Indiana funded student financial aid programs.

The Institution agrees that:

1. Passwords and user identification numbers (IDs) used to access the Commission's system of electronic exchange of data are to be treated as confidential information, not to be shared. Employees of the Institution who work with Commission processes/data will sign and comply with agreements governing usage of Commission electronic applications. Institution aid directors will provide a signed list of staff to have Commission program access. Passwords/IDs will not be provided to employees not on the director's list or for whom the Commission does not have a signed agreement.
2. Computerized files created by or for the Commission and all information and documents associated with these files are considered owned by the Commission. To the extent authorized by law, these files and the data contained within these computerized files, will be treated with the utmost confidentiality.
3. The Institution will take necessary precautions to protect the data owned by the Commission from unauthorized access, change or destruction. Data will not be altered, destroyed, copied, uploaded, or downloaded from the Commission except as authorized by the Commission.
4. It is understood that, if it appears to be urgent and necessary, the Commission reserves the right to revoke, without notice, the electronic access it has granted to the Institution.
5. The Institution will take necessary precautions to make sure that any employee whose change in employment status or duties no longer necessitates access to the Commission's data is denied access to that information. The Institution will promptly and regularly update user agreements and director lists so as to limit access to Commission data and programs only to those personnel permitted to by the Institution.
6. The Institution will comply with all federal and Indiana information security and confidentiality laws, including the Federal Privacy Act and the Commission's security and confidentiality policies and procedures.
7. The Institution will maintain a historical record that identifies to the Commission or its representative, the identification of the individual(s) who create, update or transmit the Commission's data.
8. To the extent authorized by law and caused by the negligence or intentional misconduct of itself, its employees or agents, the Institution will accept liability for any direct or consequential damages to the Commission and its databases.
9. The Institution will ensure that information transmitted electronically or otherwise to the Commission has been examined and is complete and accurate to the best of its knowledge, and that electronically transmitted information is properly encrypted, secure, and free of viruses, Malware, Trojans, or other malicious software or components.
10. The Institution will sign a Memorandum of Understanding (MoU) with the Commission, by means of which unit records for all students enrolled in the institution will be submitted annually to the Commission in accordance with the Commission's Student Information System (SIS) instructions and definitions. Data submitted by the Institution will be available to the state for, among other uses, the reporting of educational trends and the analysis of student performance, graduation rates and employment outcomes.

Initials of IR and Date



Appendix F

DOCUMENTATION REQUIRED IN ADDITION TO INSTITUTIONAL AGREEMENT AND APPENDICES A, B, C, D and E

Please check the box if the required documents are included in the application or write a separate statement as to why the materials cannot be supplied. You may, where applicable, provide specific web addresses where requested information below can be found as opposed to submitting paper documents.

- 1) ___ Confirmation of the institution's full accreditation.
- 2) ___ A description of the qualifications of staff specifically devoted to the administration of student financial aid.
- 3) ___ A copy of the institution's agreement to participate in the federal student financial aid program. If the institution is conditionally certified for participation, please explain why.
- 4) ___ A copy of the institution's most recent FISAP.
- 5) ___ A copy of the institution's latest non-federal audit of student financial aid programs.
- 6) ___ A copy of the institution's latest federal program review of financial aid programs.
- 7) ___ A copy of the institution's withdrawal rates and cohort default rates for each of the past three years.
- 8) ___ A copy of the institution's official undergraduate catalog (including a calendar)
- 9) ___ A copy of the institution's return of funds (refund) policy.
- 10) ___ A copy of the institution's Satisfactory Academic Progress (SAP) policy.
- 11) ___ A copy of the institution's Professional Judgment (PJ) policy.
- 12) ___ A copy of the institution's financial aid handbook (if any).
- 13) ___ A copy of the institution's student handbook (if any).

Initials of IR and Date

COMMISSION FOR HIGHER EDUCATION

Thursday, May 9, 2013

DECISION ITEM G: Electronic Communication Policy for Commission Meetings

Staff Recommendation That the Commission for Higher Education approve the *Electronic Meeting Policy for Commission Meetings*, dated May 9, 2013.

Background Pursuant to Indiana Code 5-14-1.5-3.6, in order for the Commission to conduct meetings using electronic communications, the Commission must adopt a policy that governs the participation in Commission's meetings by electronic communication.

The adoption of a governing policy would allow those Commission members who participate via electronic communication to be counted as present for the meeting and to vote on official action items brought before the Commission.

The policy provides parameters in which Commission members can participate in meetings of the Commission, notification to staff when a member may use electronic communications for a meeting, requirements by the law that govern procedures when conducting a meeting via electronic communication and other related items.

Upon approval by the Commission, this policy will take effect immediately.

Supporting Documents *ICHE Meetings and Electronic Communication Policy.*

ICHE Meetings and Electronic Communication Policy

Proposed Policy May 9, 2013

Definitions: The following definitions are applicable throughout this Policy:

Commission Meeting – means a gathering of a majority of the current Commission members for the purpose of taking Official Action on public business.

Commission Committee Meetings – means a gathering of a majority of the current Commission members appointed by either the Commission or its presiding officer to which authority to take Official Action has been delegated.

Policy:

It is the policy of the Indiana Commission for Higher Education (ICHE) to permit members to participate by electronic means of communication (via telephone or other electronic means) during Commission Meetings and Commission Committee Meetings as authorized under IC 5-14-1.5-3.6 in which official action (as defined by IC 5-14-1.5-2(d)) is taken.

Participation

A Commission member may participate in Commission Meetings or Commission Committee Meetings if the member uses a means of communications that permits: the member, all other members participating in the meeting, all members of the public physically present at the place where the meeting is being conducted and if the meeting is conducted under an electronic communications policy adopted by the Commission, all members of the public physically present at a public location at which a member participates by means of electronic communication; to simultaneously communicate with each other during the meeting.

Each Commission member must physically attend at least one Commission meeting and at least one Commission Committee Meeting per calendar year.

The maximum number of Commission members who may participate in a meeting via electronic communications is:

- for Commission Meetings any number of members that are more than the required majority of current Commission members that must be physically present, and
- for Commission Committee Meetings any number of committee members so long as a majority of the committee members participate in the meeting.

For Commission Meetings there must be a majority of current members physically present to conduct business (ICHE Bylaws). No Commission Meeting can be conducted entirely by electronic means. Before the commencement of Commission Meetings or Commission Committee Meetings the presiding officer must acknowledge those members participating in the meeting by electronic means.

Notice to ICHE Staff

A Commission member is encouraged to notify Commission staff in advance of any Commission Meeting or Commission Committee Meeting if the member will participate in the meeting by electronic means.

Records of Participation Via Electronic Communications

If, during a Commission Meeting a Commission member participates via electronic communication and any votes are taken, a roll call vote must be conducted.

COMMISSION FOR HIGHER EDUCATION

Thursday, May 9, 2013

DECISION ITEM H:

Resource Development and Implementation Support for Indiana's 21st Century Scholars Program

Staff Recommendation

That the Commission for Higher Education authorize staff to contract for supplemental services to support the development and implementation of resources that equip 21st Century Scholars to meet new Scholar Success Programming requirements.

Background

Established in 1990, Indiana's 21st Century Scholars program has become a national model for increasing student aspirations for and access to education beyond high school. Scholars currently graduate from high school and attend college at a higher rate than Hoosier students overall. Despite this progress, Scholars are falling short of their potential in a key area: college completion. Just over 1 in 10 Scholars graduate from college on time and less than a third earn a degree within six years.

In response to this challenge, the Commission for Higher Education has established a new set of Scholar Success Program requirements designed to increase the college preparation and completion rates of Scholars. Expected of all Scholars moving forward as part of the Scholar Pledge, these requirements take effect beginning with Scholars who start high school in fall 2013.

To better serve the growing numbers of Scholars across the state and to support the increased emphasis on college success, the Scholar program is transitioning to a new support model focused on expanding partnerships and coordination with local schools and community-based organizations to help eligible students enroll in the Scholars program, complete the required Scholar Success Program activities and persist to the completion of a college degree.

These efforts will be supplemented by the development and implementation of a robust communication strategy and related print- and web-based resources that:

- 1) **Awareness:** Inform Scholars and their families of the new program expectations, requirements and related resources;
- 2) **Preparation:** Increase the percentage of Scholars who complete Scholar Success Program activities; and
- 3) **Engagement:** Engages local school- and community-based partners in supporting Scholars through high school graduation and college completion.

Supporting Documents

To be distributed.

COMMISSION FOR HIGHER EDUCATION

Thursday, May 9, 2013

INFORMATION ITEM A: Proposals for New Degree Programs, Schools, or Colleges Awaiting Commission Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Received</u>	<u>Status</u>
01	Purdue University – North Central	B.S. in Civil Engineering	12/7/2012	On CHE May Agenda for action
02	University of Southern Indiana	B.A./B.S. in Anthoropology	2/12/2013	Under CHE review; scheduled for review at the May AA&Q Committee meeting.
03	University of Southern Indiana	B.S. in Environmental Science	3/28/2013	Under CHE review; scheduled for review at the May AA&Q Committee meeting.
04	Indiana University – Northwest	M.S. in Nursing	4/29/2013	Under CHE review.

COMMISSION FOR HIGHER EDUCATION

Thursday, May 9, 2013

INFORMATION ITEM B: Requests for Degree Program Related Changes on Which Staff Have Taken Routine Staff Action

	<u>Institution/Campus/Site</u>	<u>Title of Program</u>	<u>Date Approved</u>	<u>Change</u>
01	Ivy Tech – Multiple Locations (4)	A.A.S. in Health Information Technology	4/15/2013	From A.S. to A.A.S.
02	Ivy Tech – Multiple Locations (6)	A.A.S. in Imaging Sciences	4/15/2013	From A.S. to A.A.S.
03	Ivy Tech – Multiple Locations (12)	A.A.S. in Paramedic Science	4/15/2013	From A.S. to A.A.S.
04	Ivy Tech – Multiple Locations (9)	A.A.S. in Surgical Technology	4/15/2013	From A.S. to A.A.S.
05	Purdue Univ – West Lafayette	Graduate Certificate in Information Security	4/15/2013	Add certificate to existing program
06	Purdue Univ – West Lafayette	Graduate Certificate in Hybrid Vehicle Systems	4/15/2013	Add certificate to existing program
07	Purdue Univ – IUPUI	Technical Certificate in Energy Management and Assessment	4/18/2013	Add certificate to existing program
08	Purdue Univ – IUPUI	Technical Certificate in Hybrid Electric Vehicle Technology	4/18/2013	Add certificate to existing program
09	Vincennes Univ – Vincennes	A.S. to Performing Arts	4/19/2013	Merge 6 concentrations under Fine Arts, change Fine Arts to Performing Arts
10	Ivy Tech – Multiple Locations (17)	Technical Certificate in Criminal Justice	4/24/2013	Add certificate to existing program
11	Ivy Tech – Multiple Locations (8)	Technical Certificate in Visual Communications	4/24/2013	Add certificate to existing program
12	Purdue Univ – West Lafayette	M.S. in Economics	4/25/2013	Add online program to existing program
13	Indiana State University – Terre Haute	B.S. in Accounting	4/30/2012	Add online program to existing program
14	Indiana State University – Terre Haute	B.S. in Construction Management	4/30/2013	Add online Program to existing program

COMMISSION FOR HIGHER EDUCATION

Thursday, May 9, 2013

INFORMATION ITEM C: Capital Improvement Projects on Which Staff Have Acted

In accordance with existing legislation, the Commission is expected to review and make a recommendation to the State Budget Committee for:

- (1) each project to construct buildings or facilities that has a cost greater than \$500,000;
- (2) each project to purchase or lease-purchase land, buildings, or facilities the principal value of which exceeds \$250,000;
- (3) each project to lease, other than lease-purchase, a building or facility, if the annual cost exceeds \$150,000; and
- (4) each repair and rehabilitation project if the cost of the project exceeds (a) \$750,000, if any part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students, and (b) \$1,000,000 if no part of the cost of the project is paid by state appropriated funds or by mandatory student fees assessed all students.

Projects of several types generally are acted upon by the staff and forwarded to the Director of the State Budget Agency with a recommendation of approval; these projects include most allotments of appropriated General Repair and Rehabilitation funds, most projects conducted with non-State funding, most leases, and requests for project cost increase. The Commission is informed of such actions at its next regular meeting. During the previous month, the following projects were recommended by the Commission staff for approval by the State Budget Committee.

I. REPAIR AND REHABILITATION

A-1-13-2-29 *Indiana University – Bloomington
School of Public Health – Roof Replacement
Project Cost: \$1,750,000*

The Trustees of Indiana University requests authority to proceed with the replacement of the roof supporting the School of Public Health building (formerly the HPER building) on the Bloomington campus. The facility was built in 1961 and the original roof of 52 years is still in service. Due to the age and deterioration of the roof leaking has become a safety issue for students and has caused damage to several areas of the facility. The project will completely replace the roof of the building and install new tapering and roof membrane materials to reduce leaking. The estimated cost of the project is \$1,750,000 and is funded through campus repair and rehabilitation funds, which are primarily funded through student fees.

A-1-13-2-30 *Indiana University – Bloomington
School of Optometry – Mechanical Systems Replacement Phase I
Project Cost: \$1,750,000*

The Trustees of Indiana University requests authority to proceed with the replacement of the mechanical systems located in the School of Optometry building at the Bloomington campus. The current heating, ventilation and air-conditioning systems (HVAC) at the school are 45 years old, are antiquated and inefficient to operate, and are in need of replacement. Phase I of the project will upgrade volume control portions of the HVAC system to create a more

efficient delivery structure; in addition to allowing for monitoring of all areas of the building regarding HVAC operations. The estimated cost of the project is \$1,750,000 and is funded through campus repair and rehabilitation funds, which are primarily funded through student fees.

*B-1-13-2-22 Purdue University – West Lafayette
Hansen Hall Roof Sections A-f and 1-14 Repairs
Project Cost: \$850,000*

The Trustees of Purdue University requests authority to proceed with the repair of various roof sections of Hansen Hall located at the West Lafayette campus of Purdue University. The current roof for Hansen Hall is 30 years old and is need of major repair. The current roof is experiencing general failure which impacts the general structure and physical integrity of the facility. Purdue wishes to extend the useful life of Hansen by making this general repair and rehabilitation of the roof. The estimated cost of the project is \$850,000 and is funded through repair and rehabilitation funds via the University General Fund, which are primarily funded through student fees.

*B-1-13-2-23 Purdue University – West Lafayette
Stewart Center Electrical Secondary Renovation – Phase I
Project Cost: \$1,212,011*

The Trustees of Purdue University requests authority to proceed with the first phase of a renovation of the current electrical system located at the Stewart Center at the West Lafayette campus of Purdue University. Phase I of the project will replace a portion of the obsolete and outdated electrical equipment, which has been in service since 1955. The renovation will provide for an upgraded electrical system that is up to code and provides for a safe and reliable system. In addition, the replacement of the switchgear will provide a safer working environment for Purdue staff. Phase II renovation will occur sometime in the future. The estimated cost of the project is \$1,212,011 and is funded through repair and rehabilitation funds via the University General Fund, which are primarily funded through student fees.

II. NEW CONSTRUCTION

None.

III. LEASES

None.

IV. LAND ACQUISITION

None.

COMMISSION FOR HIGHER EDUCATION

Thursday, May 9, 2013

INFORMATION ITEM D: Capital Improvement Projects Awaiting Action

Staff is currently reviewing the following capital projects. Relevant comments from the Commission or others will be helpful in completing this review. Three forms of action may be taken.

- (1) Staff Action. Staff action may be taken on the following types of projects: most projects funded from General Repair and Rehabilitation funding, most lease agreements, most projects which have been reviewed previously by the Commission, and many projects funded from non-state sources.
- (2) Expedited Action. A project may be placed on the Commission Agenda for review in an abbreviated form. No presentation of the project is made by the requesting institution or Commission staff. If no issues are presented on the project at the meeting, the project is recommended. If there are questions about the project, the project may be removed from the agenda and placed on a future agenda for future action.
- (3) Commission Action. The Commission will review new capital requests for construction and major renovation, for lease-purchase arrangements, and for other projects which either departs from previous discussions or which pose significant state policy issues.

I. NEW CONSTRUCTION

A-7-09-1-09 Indiana University Northwest
Tamarack Hall Replacement and Ivy Tech Community College – Northwest
Project Cost: \$45,000,000
Submitted the Commission on January 21, 2011

The Trustees of Indiana University request authorization to replace Tamarack Hall with a new 106,065 assignable square foot facility in a unique building plan incorporating programs from Tamarack Hall at Indiana University Northwest and Ivy Tech Community College – Northwest under one structure. The expected cost of the project is \$45,000,000 and would be funded from 2009 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

A-9-09-1-12 Indiana University Southeast
New Construction of Education and Technology Building
Project Cost: \$22,000,000
Submitted the Commission on January 19, 2010

The Trustees of Indiana University requests authority to proceed with the new construction of the Education and Technology Building on the Indiana University Southeast campus. The new building would be a 90,500 GSF facility and provide expanded space for the IU School of Education and Purdue University College of Technology. The expected cost of the project is \$22,000,000 and would be funded from 2009 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-1-08-1-02

Purdue University
Animal Disease Diagnostic Laboratory BSL-3 Facility
Project Cost: \$30,000,000
Submitted to the Commission on July 9, 2007

Purdue University seeks authorization to proceed with the construction of the Animal Disease Diagnostic Laboratory BSL-3 Facility on the West Lafayette campus. The expected cost of the project is \$30,000,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-1-13-1-07

Purdue University
Thermal Energy Storage Tank Installation
Project Cost: \$16,800,000
Submitted to the Commission on September 14, 2012

The Trustees of Purdue University seeks authorization to proceed with the installation of a thermal energy storage tank at the West Lafayette Campus. Based on the Comprehensive Energy Master Plan and demands on chilled water in the northwest area of the campus, the thermal energy storage tank will provide additional chilled water capacity to existing and future structures on campus. The project cost is estimated at \$16.8 million and will be funded through the Facility and Administrative Cost Recovery Fund.

STATUS: The project is being held at the request of the institution.

B-1-13-5-24

Purdue University
Land Lease for Softball Stadium and Related Facilities at Northwest Athletic Site
Project Cost: \$1.00 per year for 40 years
Submitted to the Commission on April 8, 2013

The Trustees of Purdue University seeks authorization to lease land located at the Northwest Athletic facility to the Ross Ade Foundation for the future development of a new softball field and related facilities. This project is tied to B-1-13-5-25 (Sublease of Softball Stadium and Related Facilities at

the Northwest Athletic Site).The lease will cover a 40 year period and will be leased at \$1.00 per year to the Ross Ade Foundation.

STATUS: The project is under review by Commission staff.

B-1-13-5-25

Purdue University
Sublease of Softball Stadium and Related Facilities at Northwest Athletic Site
Project Cost: \$1.0 million per year (approximately) for 25 years
Submitted to the Commission on April 8, 2013

The Trustees of Purdue University seeks authorization to sublease the future softball and related facilities located at the Northwest Athletic facility from the Ross Ade Foundation. This project is tied to B-1-13-5-24 (Land lease of Softball Stadium and Related Facilities at the Northwest Athletic Site).The Ross Ade Foundation will build the softball stadium and related facilities at estimated cost of \$13 million. The Ross Ade Foundation will then lease the facility back to the Purdue Athletics Department at a cost of approximately \$1 million per year for 25 years. Funding for the lease will be supported by Purdue Athletic Department revenues.

STATUS: The project is under review by Commission staff.

B-2-09-1-10

Purdue University Calumet Campus
Gyte Annex Demolition and Science Addition (Emerging Technology Bldg)
Project Cost: \$2,400,000
Submitted to the Commission on August 21, 2008

The Trustees of Purdue University seeks authorization to proceed with planning of the project Gyte Annex Demolition and Science Addition (Emerging Technology Bldg) on the Calumet campus. The expected cost of the planning of the project is \$2,400,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

B-4-09-1-21

Purdue University North Central
Student Services and Activities Complex A&E
Project Cost: \$1,000,000
Submitted to the Commission on October 29, 2008

The Trustees of Purdue University seeks authorization to proceed with planning of the project Student Services and Activities Complex. The expected cost of the planning of the project is \$1,000,000 and would be funded from 2007 General Assembly bonding authority. This project was recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

C-1-07-2-01

Indiana State University
Renovation of Life Science/Chemistry Lab Phase II
Project Cost: \$4,500,000
Submitted to the Commission on March 22, 2012

The Trustees of Indiana State University seek authorization to proceed with renovation of lab space located at the Terre Haute campus. The renovation would complete the overall renovation of the Life Science/Chemistry Labs in the Science building to provide for current instructional technologies, meet laboratory safety guidelines and meet ADA standards. The expected cost of the project is \$4,500,000 and would be funded from 2007 General Assembly bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is currently under review by Commission staff.

D-1-05-1-02

Ball State University
Boiler Plant Project (Revised)
Project Cost: \$3,100,000
Submitted to the Commission on February 1, 2011

The Trustees of Ball State University seeks authorization to proceed with the continuation of the Boiler Plant Project (Geothermal Project) by beginning Phase II. Original General Assembly authorization (2005) for the project was \$48 million and thus far \$44.9 million has been approved by CHE and the State Budget Committee. The expected cost of the project is \$3,100,000 and would be funded from 2005 General Assembly bonding authority.

STATUS: The project is being held by the Commission until funds are identified to support the project.

STATUS: The project is being held by the Commission for further review by staff.

F-0-08-1-03

Ivy Tech Community College of Indiana
Bloomington New Construction A&E
Project Cost: \$20,350,000
Submitted to the Commission on February 12, 2011

Ivy Tech Community College of Indiana seeks authorization to proceed with the expenditure of Architectural and Engineering (A&E) planning funds for a New Construction project at the ITCCI Bloomington campus. The expected cost of the project is \$20,350,000 and would be funded from 2009 General Assembly (\$20,000,000) and 2007 General Assembly (\$350,000) bonding authority. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

F-0-12-1-02

Ivy Tech Community College of Indiana
Indianapolis Fall Creek Expansion – Phase III (Final Phase)
Project Cost: \$23,098,100
Submitted to the Commission on March 21, 2012

The Trustees of Ivy Tech Community College of Indiana seeks authorization to proceed with the final phase of the Indianapolis Fall Creek Expansion project. The final phase of the project will include: upgrade to infrastructure (HVAC, plumbing, electrical, safety and code compliance); the build out of three floors of the Ivy Tech Corporate College and Conference Center for a Center for Instructional Technology; and additional classrooms, labs, offices and student support. The expected cost of the project is \$23,980,100 and would be funded from 2007 General Assembly bonding authorization. This project was not recommended by the Commission as part of the biennial budget recommendation.

STATUS: The project is being held by the Commission until funds are identified to support the project.

II. REPAIR AND REHABILITATION

III. LEASES

None.

