

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

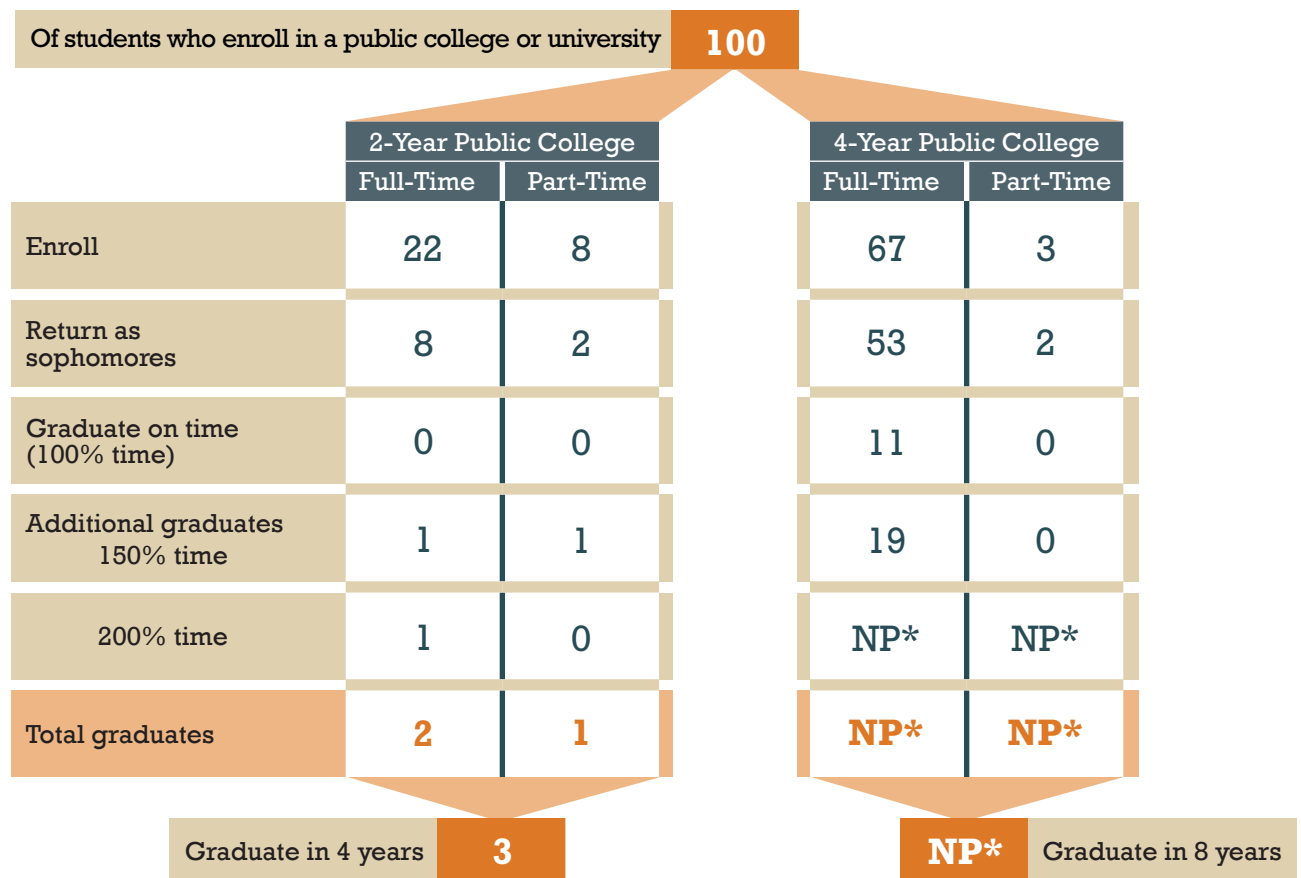
**53%** By 2020, jobs requiring a career certificate or college degree

**28%** Louisiana adults who currently have an associate degree or higher

**25%** Skills gap

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

## Too few students make it through college.



Key to measuring time

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

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

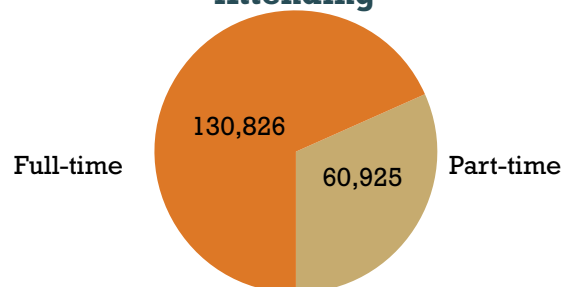
Data: 2-year cohort started in fall 2004; 4-year cohort started in fall 2002

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

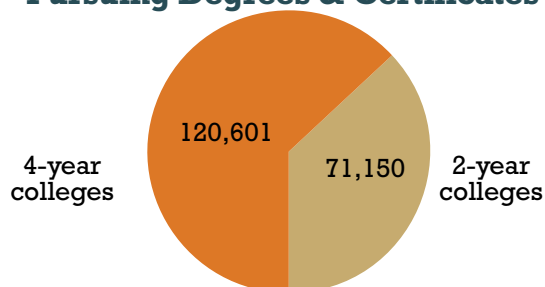
We're making great progress in providing access to more students.

## Total public college enrollment: 191,751

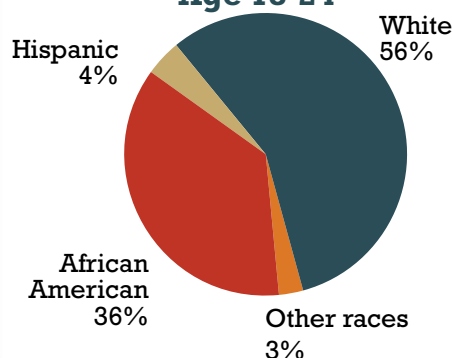
### Attending



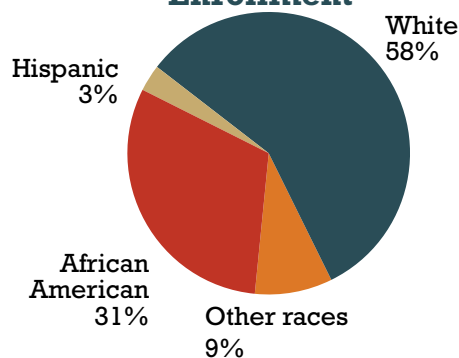
### Pursuing Degrees & Certificates



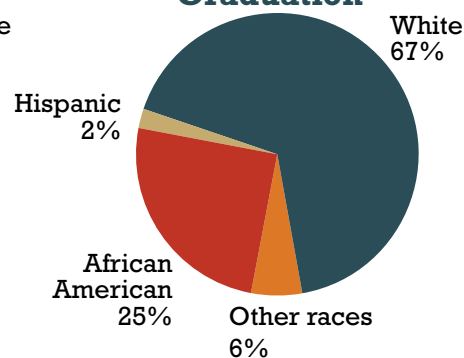
### Total State Population, Age 18-24



### College Enrollment



### College Graduation

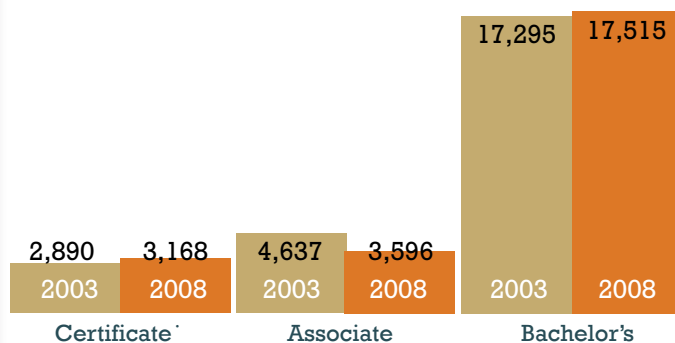


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

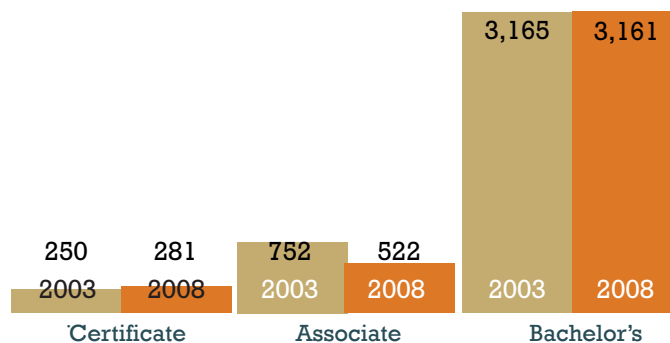
Now we must have more success from **all** students.

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

### Overall Credentials Awarded



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



Data: 2007-08

And all credentials should provide clear pathways to success.

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

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

29.0%

19.6%

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

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

9.4%

6.1%

4.0%

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

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

17.5%

45.8%

11.2%

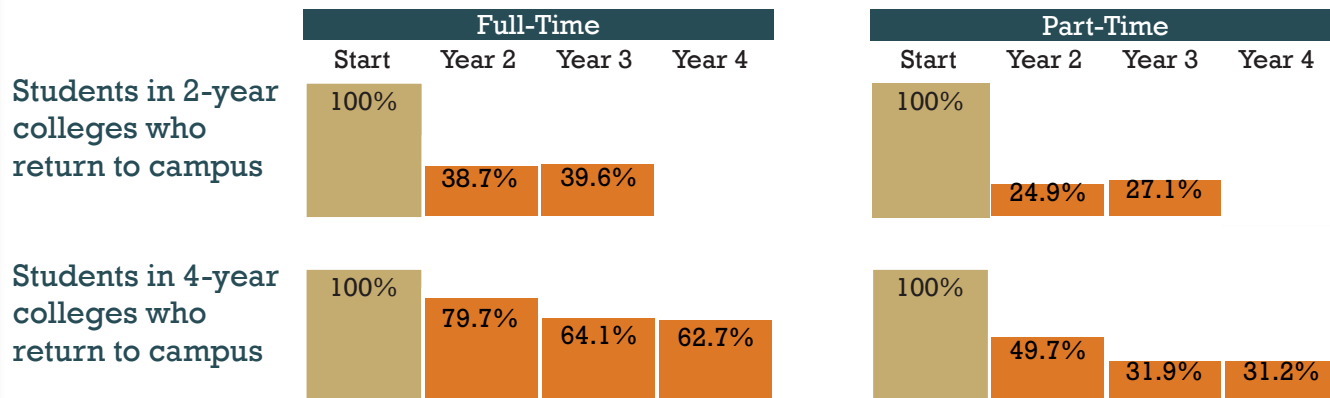
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

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

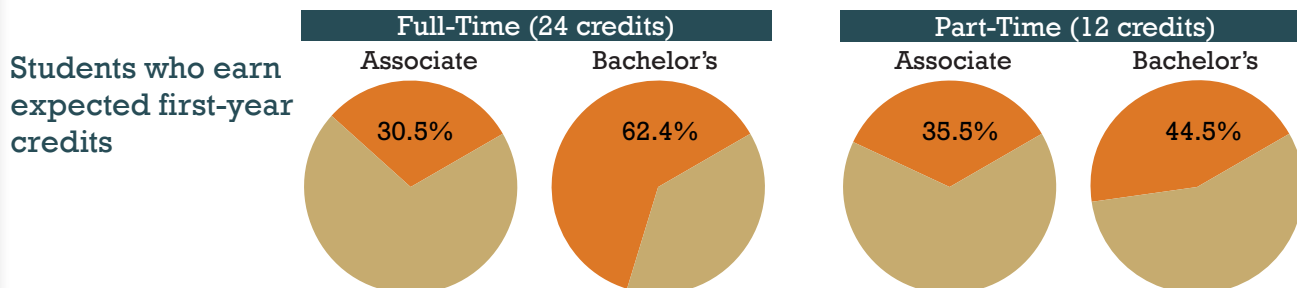
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

## Retention rates drop from year to year.

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



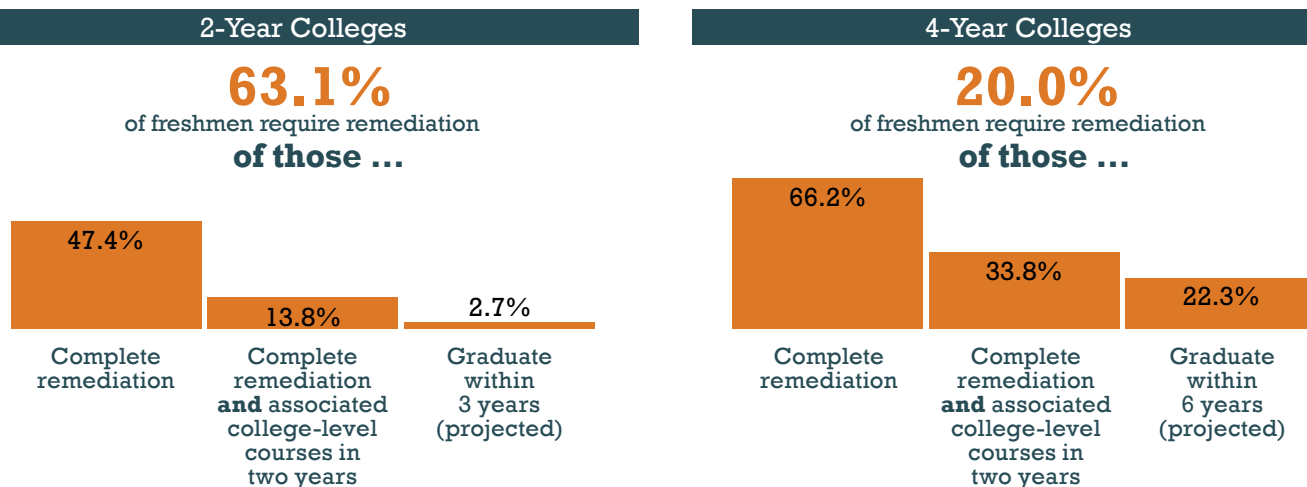
### ... after falling off track early.



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

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

## Remediation a i ghVY7l YX

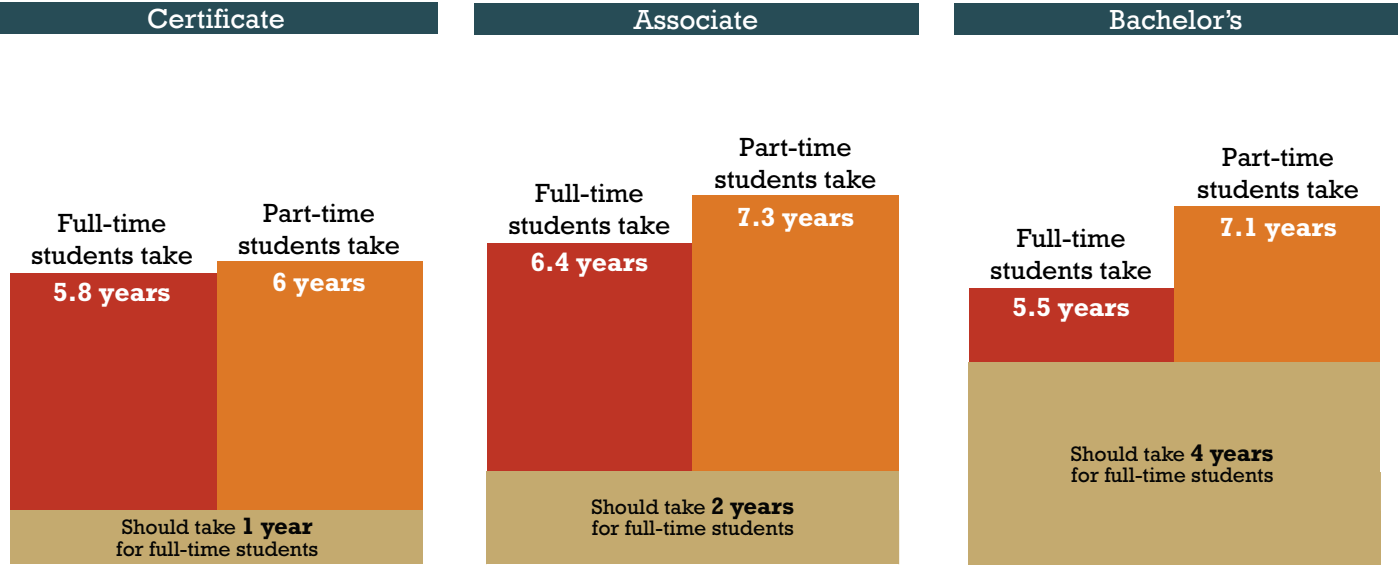


Data: Fall 2006

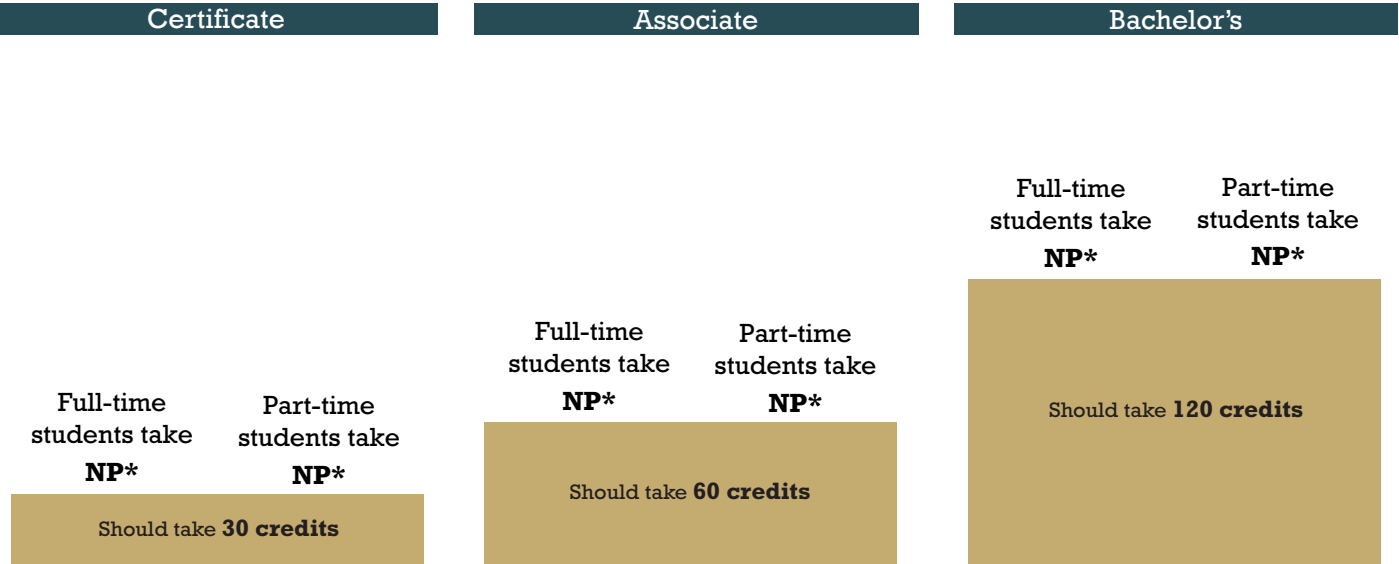
! Current approaches almost always guarantee failure.

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

Students are taking too much time ...



... and too many credits.



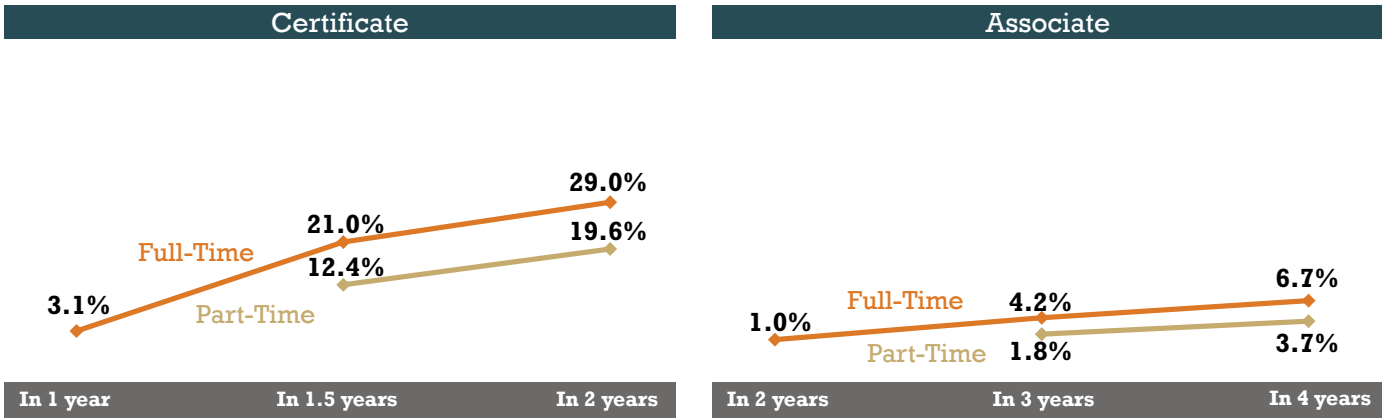
Data: 2007-08

! More students must graduate on time.

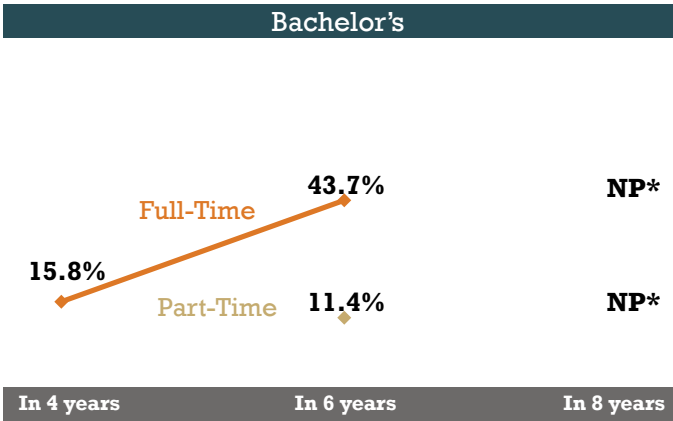
NP\* = The state did not provide data for this metric.

More time isn't giving us enough success.

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



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



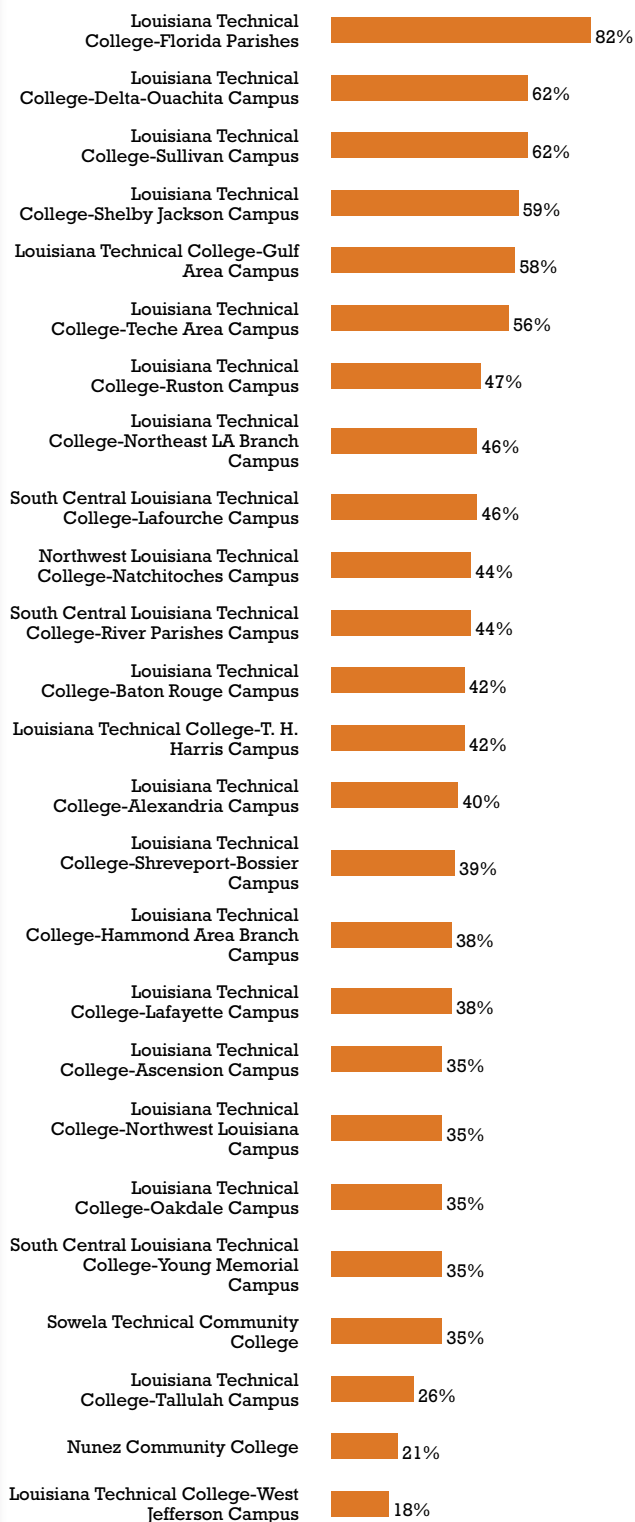
Data: Certificate cohort started in 2005–06; associate cohort started in 2004–05; bachelor's cohort started in 2002–03

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

# Graduation rates by campus

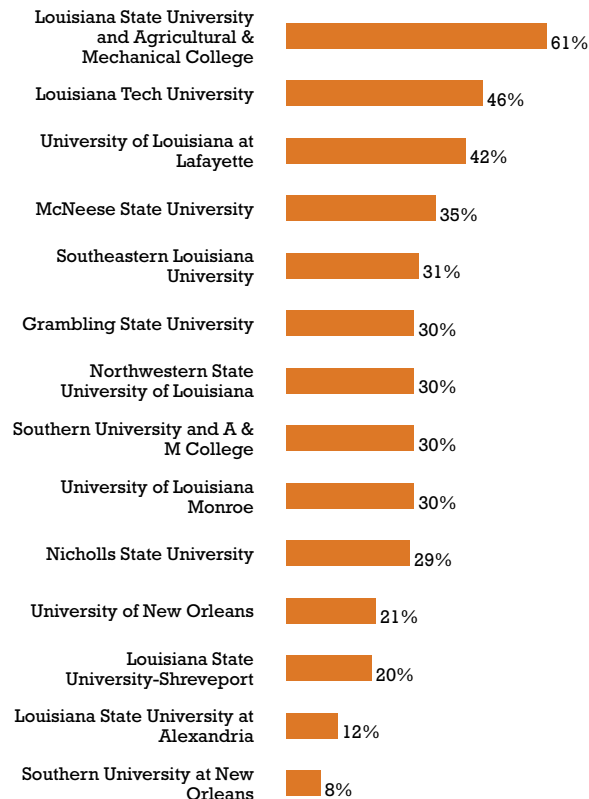
## Public two-year colleges

(In 3 years)



## Public four-year colleges

(In 6 years)

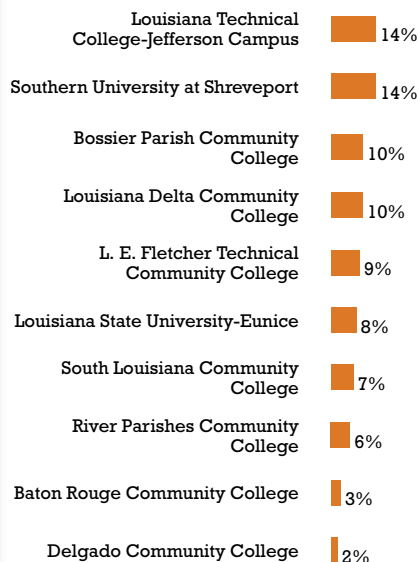


Data: Reported by institutions to NCES Integrated Postsecondary Education Data System (IPEDS). Graduation rates are for first-time, full-time students completing certificate or degree within 150 percent of normal program time. Source: U.S. Department of Education, IPEDS 2009–10 Graduation Rates

# Graduation rates by campus

## Public two-year colleges

(In 3 years)



## Public four-year colleges

(In 6 years)

Data: Reported by institutions to NCES Integrated Postsecondary Education Data System (IPEDS). Graduation rates are for first-time, full-time students completing certificate or degree within 150 percent of normal program time. Source: U.S. Department of Education, IPEDS 2009–10 Graduation Rates