LOUISIANA 2011

MEMBER Alliance of States | COMPLETE COLLEGE AMERICA

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.

Of students who enroll in a public college or university: **100**

	2-Year Public College		4-Year Public College	
	Full-Time	Part-Time	Full-Time	Part-Time
Enroll	22	8	67	3
Return as sophomores	8	2	53	2
Graduate on time (100% time)	0	0	11	0
Additional graduates 150% time	1	1	19	0
200% time	1	0	NP*	NP*
Total graduates	2	1	NP*	NP*

Graduate in 4 years: **3**

NP* Graduate in 8 years

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

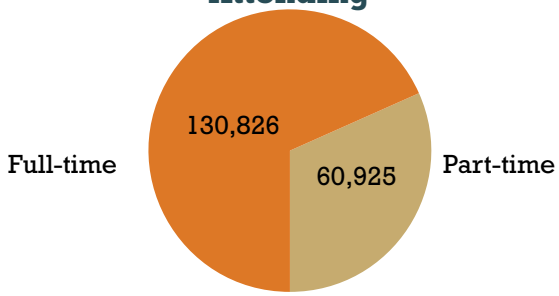
For too many students, the path through college ends with no degree — and often lots of debt.

Note: This report presents data only from public colleges and universities.

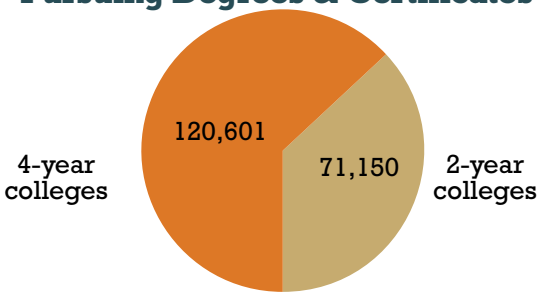
We're making great progress in providing access to more students.

Total public college enrollment: 191,751

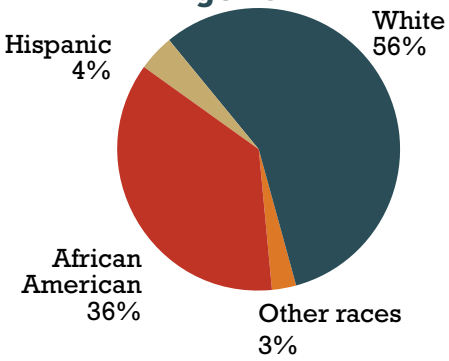
Attending



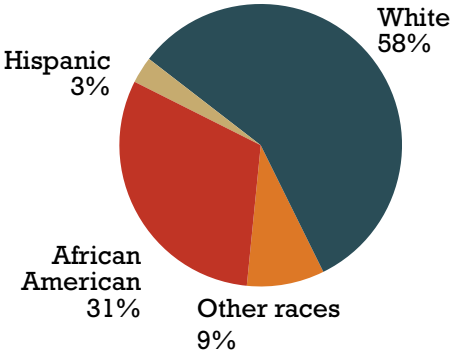
Pursuing Degrees & Certificates



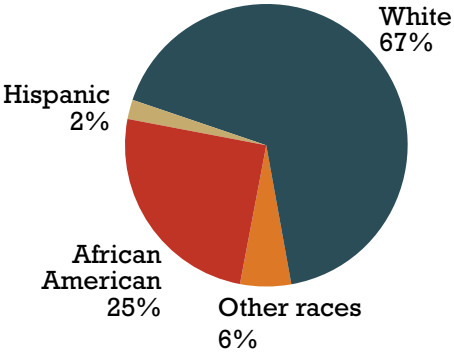
Total State Population, Age 18-24



College Enrollment



College Graduation

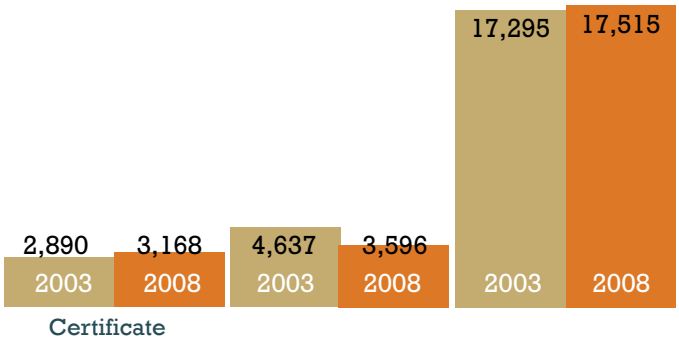


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

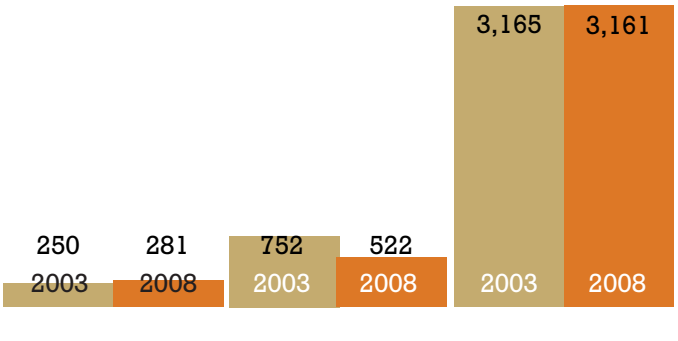
! Now we must have more success from **all** students.

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.

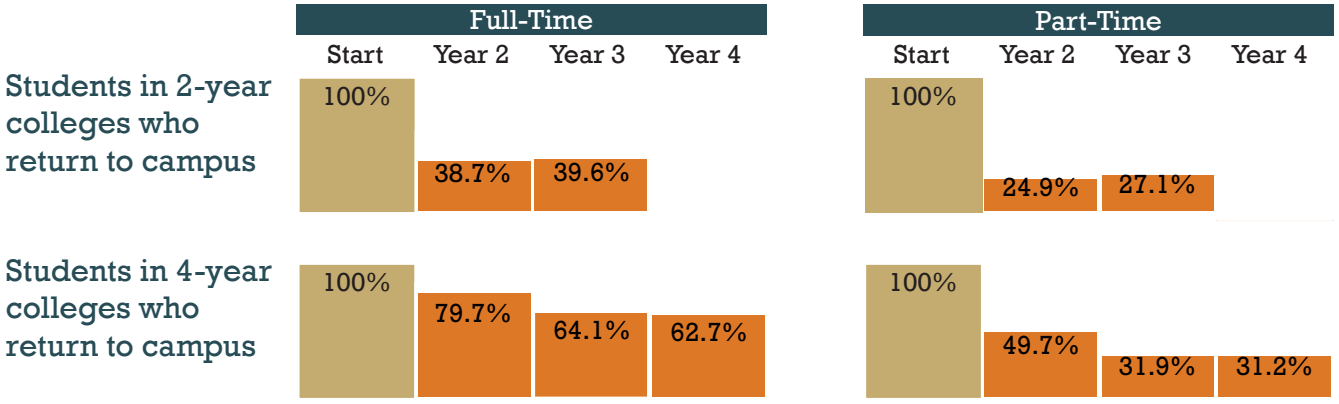
Data: Certificate cohort started in 2005–06, associate cohort started in 2004–05, bachelor's cohort started in 2002–03

! 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.

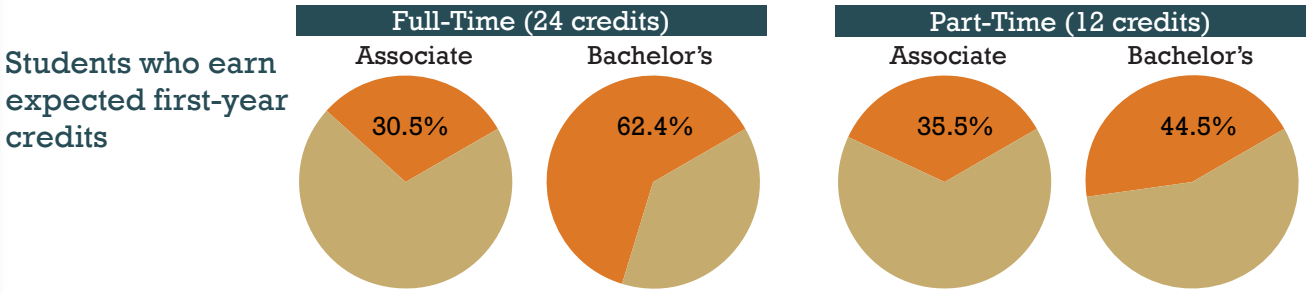
NP = The state did not provide data for this metric. DS* = Fewer than 10 students, so data were suppressed.*

Retention rates drop from year to year.

Many get discouraged and drop out …



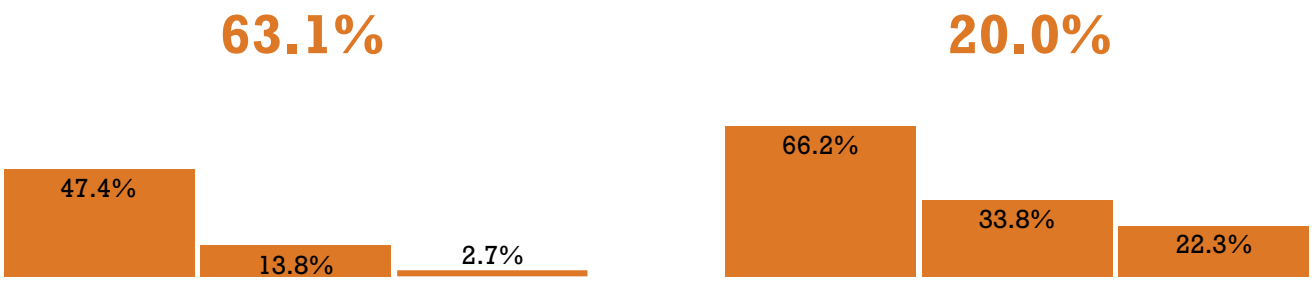
… after falling off track early.



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

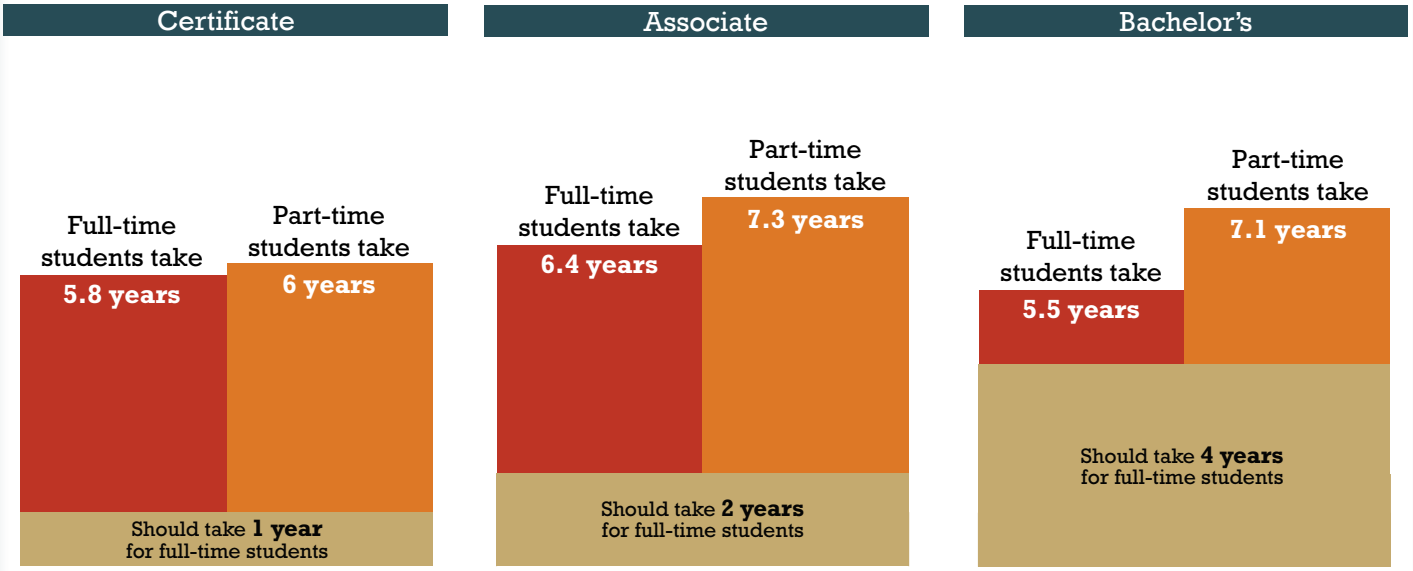


Data: Fall 2006

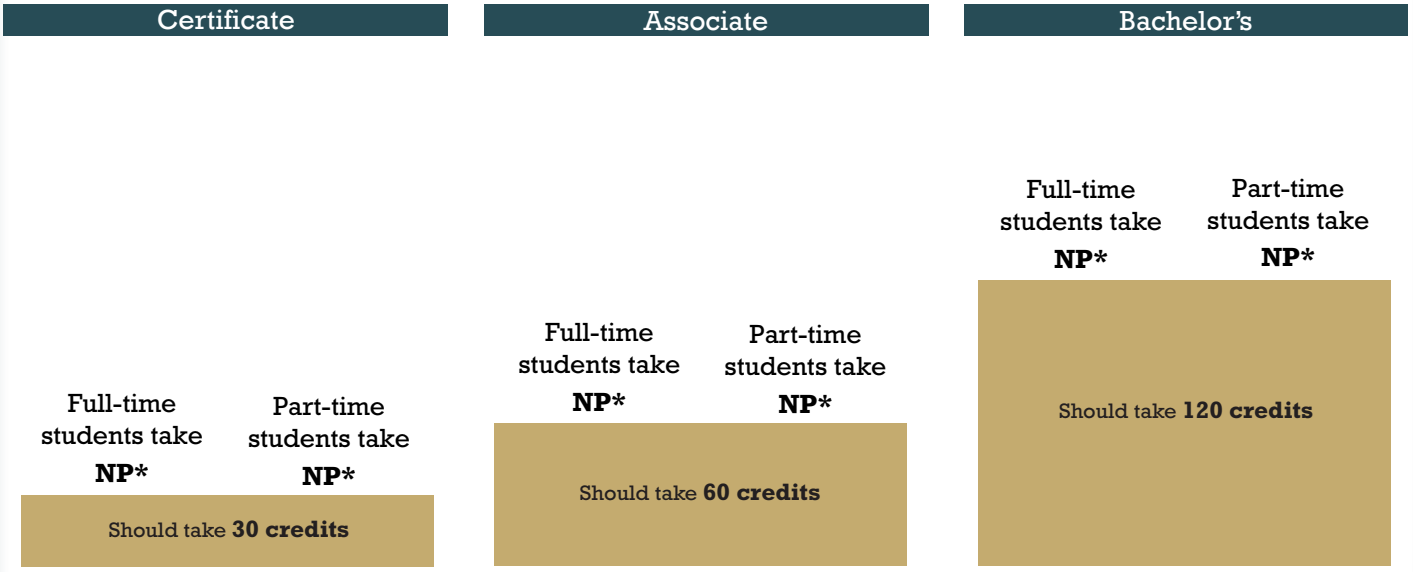
Current approaches almost always guarantee failure.

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

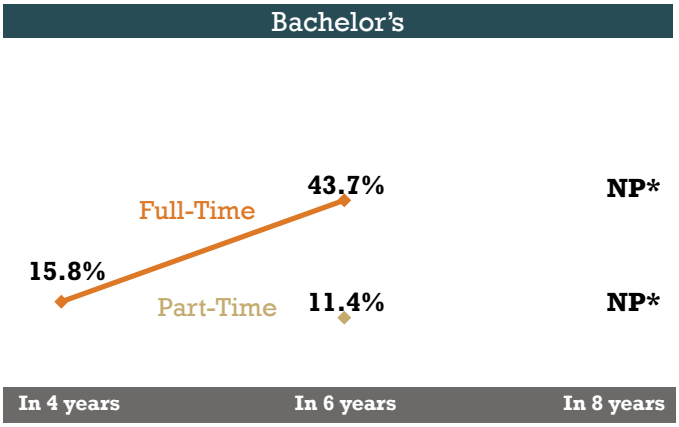
! More students must graduate on time.

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.

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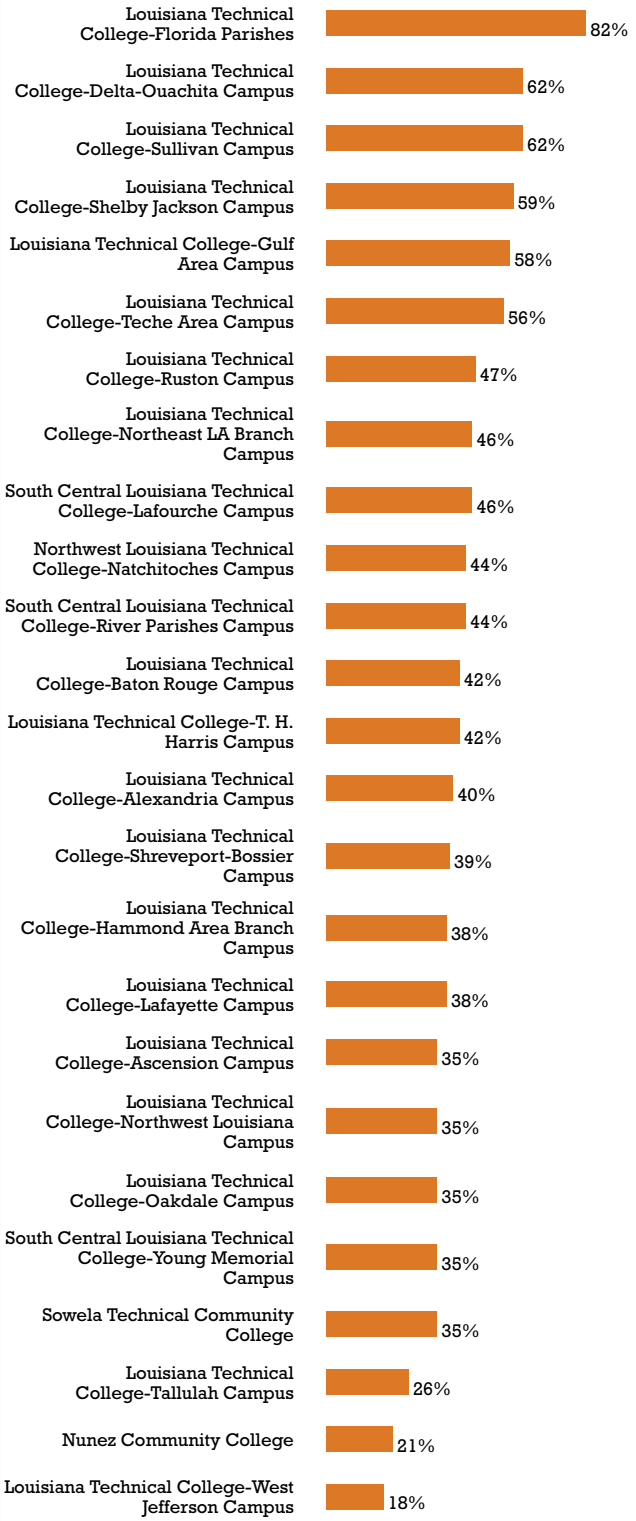
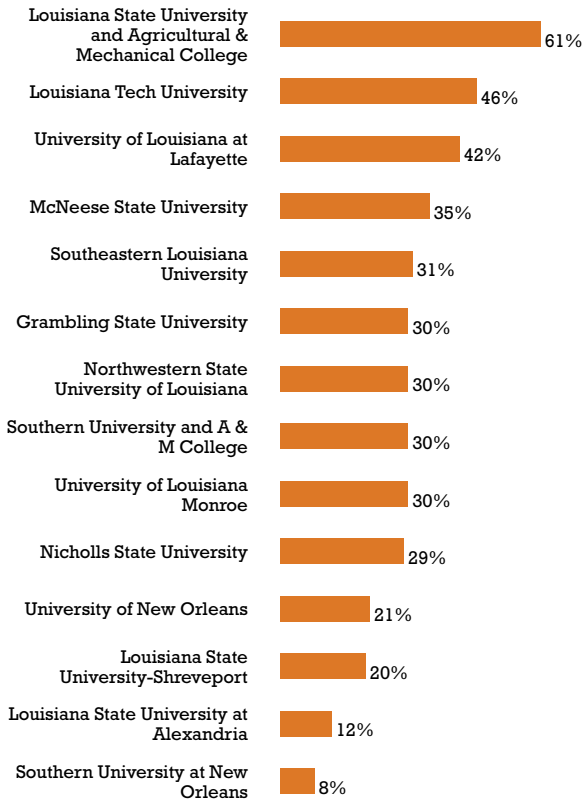
Graduation rates by campus

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

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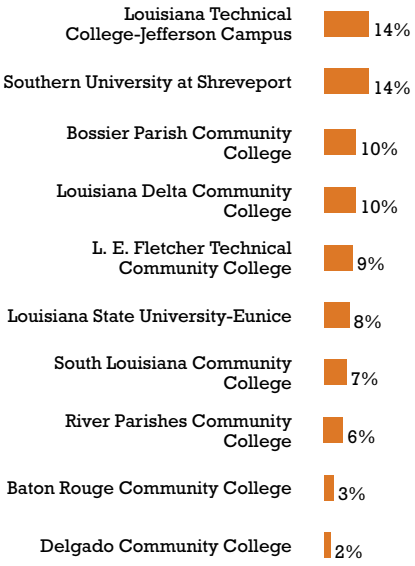

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