

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
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- Tom Bailey and Davis Jenkins
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Co-Directors, Acceleration in Context
- Katie Hern and Myra Snell
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- 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.

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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 31 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

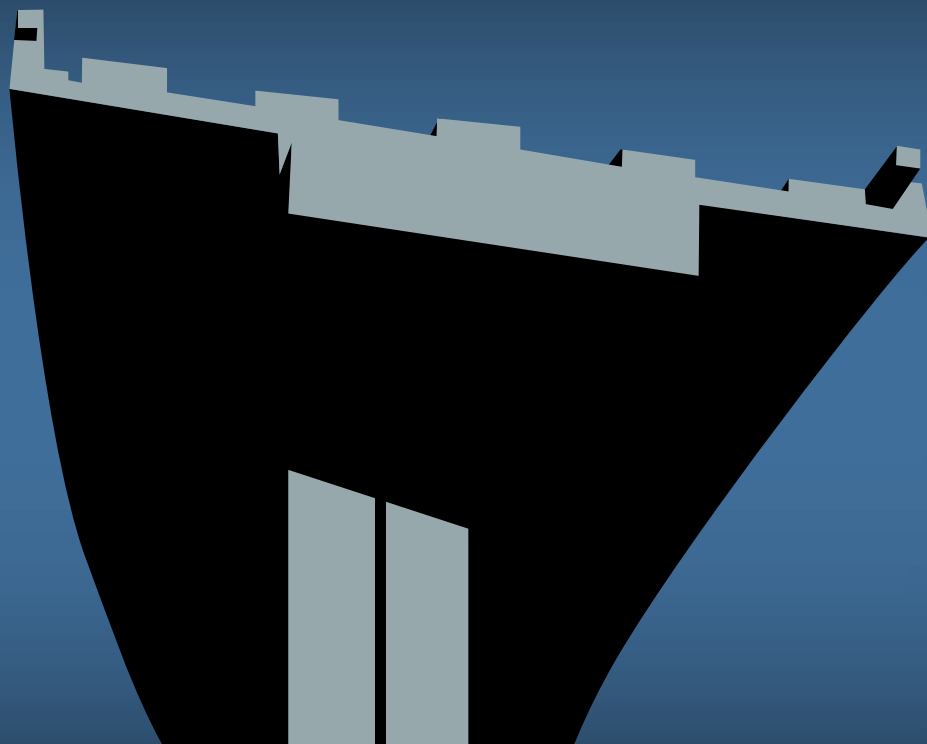
“Complete to Compete” initiative, placing the metrics at the core of NGA’s call to governors to make college completion a priority. This significant action signaled a new national focus on the importance of consistent data to document the progress and success of postsecondary students across all states.

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.

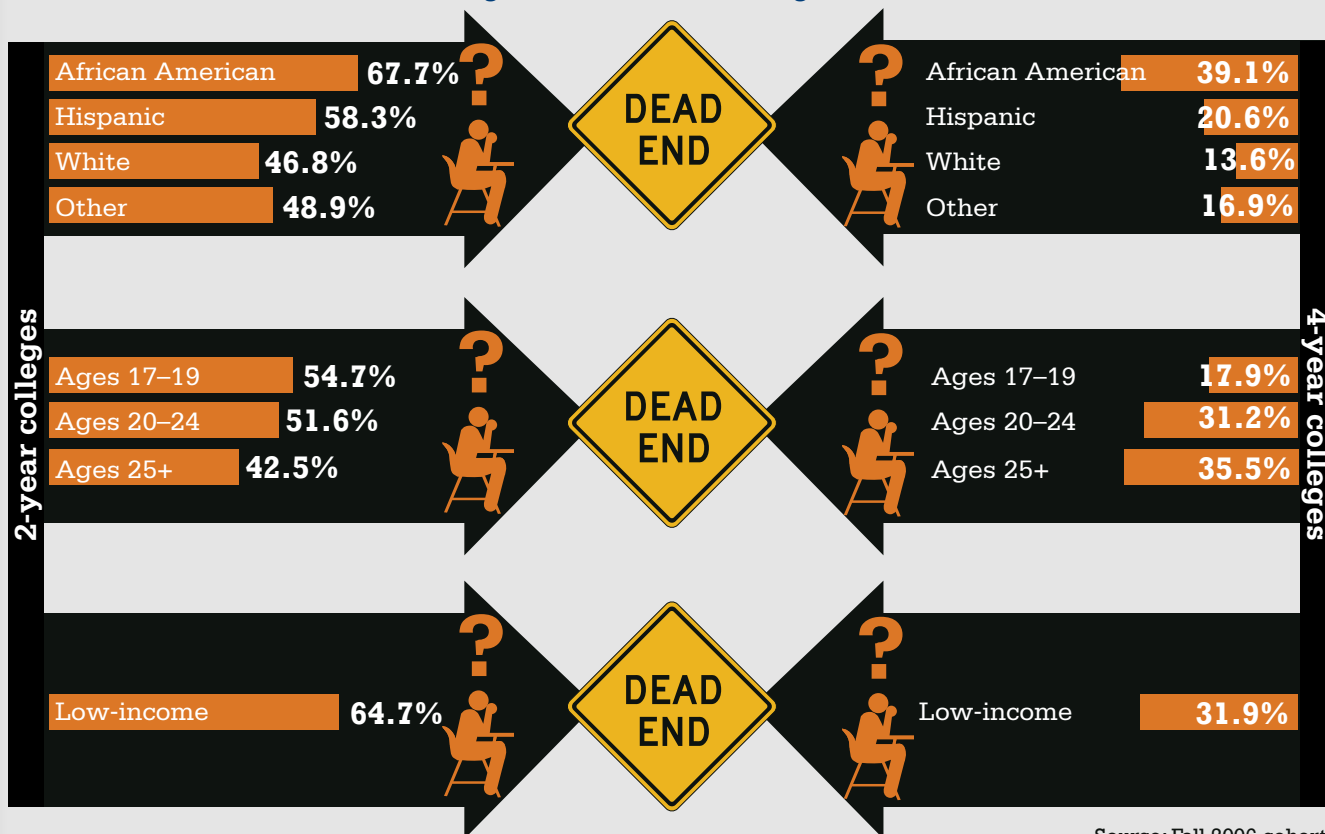
51.7% of those entering a 2-year college enrolled in remediation

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

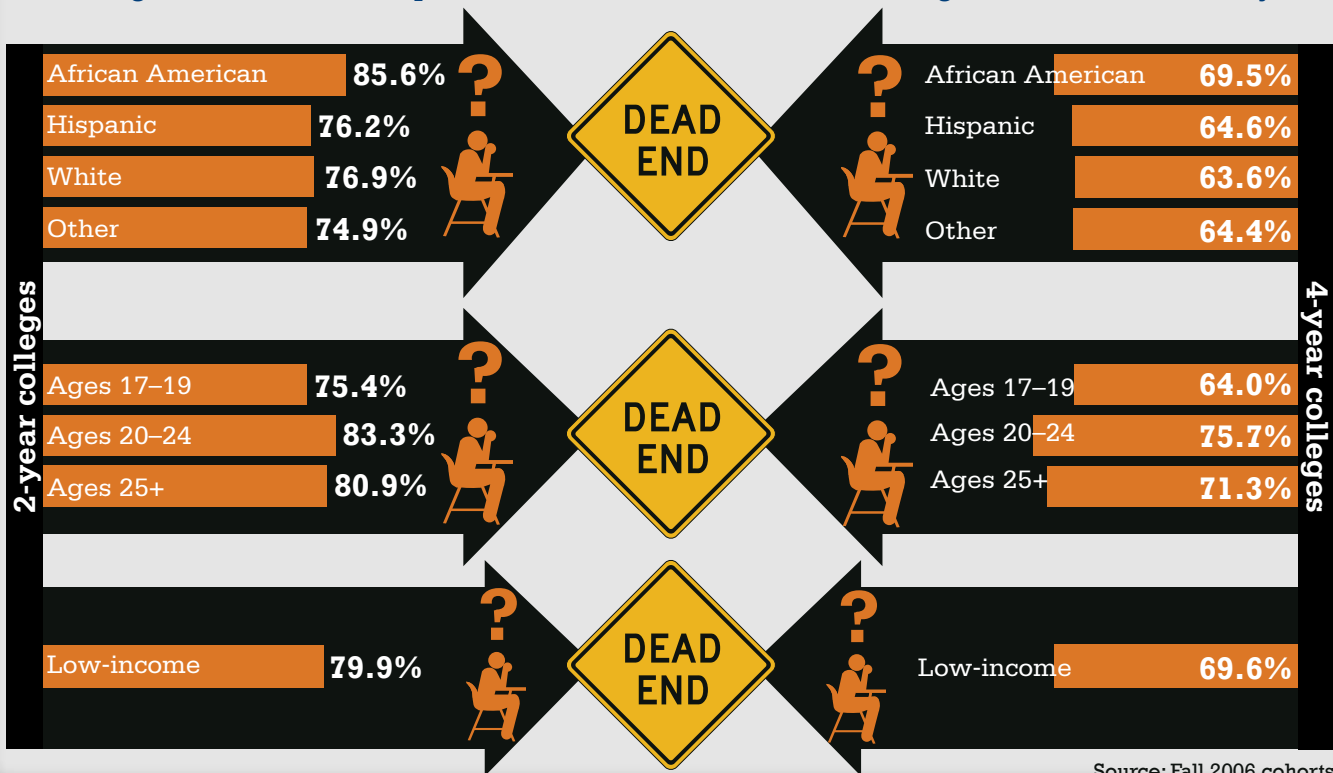


36.8%

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.

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.



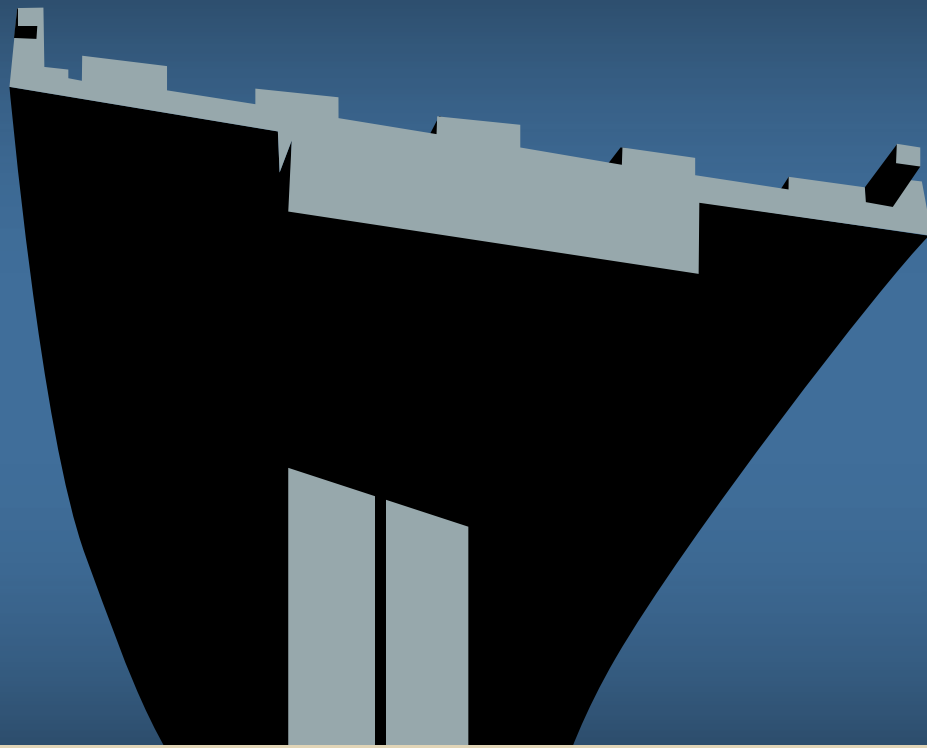
#4 Too few graduate.



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	15,872	5,263	969	8,193	1,447
Arkansas	7,645	267	1,530	5,611	237
California (CSU system only)	NP	NP	NP	NP	NP
Colorado	16,813	3,004	1,233	10,821	1,755
Florida	65,513	16,029	11,531	33,421	4,532
Georgia	23,987	792	8,864	12,871	1,460
Hawaii	4,276	108	1,214	518	3,597
Idaho	2,282	203	17	1,609	453
Illinois	41,054	5,157	7,021	26,195	2,681
Indiana	36,478	1,255	4,720	25,273	5,230
Kentucky	15,976	244	1,258	12,584	1,890
Louisiana	6,454	172	2,265	3,587	430
Maryland	22,686	1,337	6,582	12,156	2,611
Massachusetts	16,883	1,973	1,972	11,147	1,791
Mississippi	28,852	141	13,125	14,790	755
Missouri	20,937	470	2,221	14,963	3,283
Nevada	10,271	2,301	891	4,787	2,292
New Mexico	12,237	5,019	1,512	4,009	1,318
North Carolina	61,571	2,454	12,912	39,513	6,692
Ohio	32,467	774	4,206	25,420	2,067
Oklahoma	11,393	600	1,203	7,611	1,979
Oregon	11,851	880	285	8,625	2,061
Pennsylvania (PASSHE system only)	NP	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP	NP
Tennessee	15,607	357	3,065	11,176	1,009
Texas	105,521	35,214	12,071	50,409	7,827
Utah	5,662	485	89	4,192	896
Virginia	33,984	2,146	7,385	22,135	2,318
Washington	35,265	906	1,732	23,807	8,820
West Virginia	4,378	63	334	3,861	120
Wyoming	2,960	134	52	2,614	160

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	10,097	2,873	3,733	NP
Arkansas	4,832	1,122	1,691	NP
California (CSU system only)	NP	NP	NP	NP
Colorado	7,350	3,769	5,532	4,550
Florida	47,480	9,367	8,450	21,036
Georgia	12,816	4,477	6,694	8,333
Hawaii	3,320	517	439	822
Idaho	1,613	338	324	736
Illinois	22,150	10,655	8,105	8,974
Indiana	13,831	8,471	14,176	5,836
Kentucky	6,351	2,001	7,624	6,983
Louisiana	4,209	1,293	952	2,548
Maryland	16,353	2,914	3,419	5,679
Massachusetts	11,251	2,678	2,865	5,294
Mississippi	13,764	6,656	6,212	11,450
Missouri	14,078	3,459	3,380	7,092
Nevada	5,377	3,637	3,510	NP
New Mexico	7,207	1,650	3,313	3,477
North Carolina	6,525	34,341	20,705	12,508
Ohio	21,275	5,423	5,769	13,031
Oklahoma	6,505	2,027	1,915	3,327
Oregon	5,564	4,432	1,855	3,541
Pennsylvania (PASSHE system only)	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP
Tennessee	10,889	2,409	2,299	7,108
Texas	75,208	16,016	14,297	34,347
Utah	3,326	1,569	767	NP
Virginia	18,255	6,968	8,684	8,673
Washington	16,355	7,666	10,597	8,398
West Virginia	2,576	773	1,029	2,078
Wyoming	2,294	381	285	724

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	12,872	315	2,571	9,053	933
California (CSU system only)	50,119	13,474	3,689	18,043	14,913
Colorado	21,295	2,144	645	15,598	2,908
Florida	NP	NP	NP	NP	NP
Georgia	36,457	1,249	8,407	24,043	2,758
Hawaii	2,238	59	348	553	1,601
Idaho	6,851	478	102	5,515	756
Illinois	26,182	2,131	3,145	16,606	3,905
Indiana	39,217	1,456	2,920	31,086	3,755
Kentucky	17,945	247	1,810	14,982	906
Louisiana	21,555	476	5,885	13,660	1,534
Maryland	15,801	627	5,597	7,268	2,309
Massachusetts	6,604	318	321	5,477	488
Mississippi	8,397	91	3,224	4,858	224
Missouri	20,281	440	2,178	15,806	1,857
Nevada	4,524	552	325	2,486	1,161
New Mexico	6,812	2,788	307	2,909	557
North Carolina	30,868	855	7,911	19,567	2,535
Ohio	37,934	867	4,726	29,516	2,825
Oklahoma	17,449	728	1,805	11,651	3,265
Oregon	10,119	474	204	7,423	2,018
Pennsylvania (PASSHE system only)	19,518	511	2,039	15,704	1,264
South Dakota	4,703	48	51	4,120	484
Tennessee	NP	NP	NP	NP	NP
Texas	61,863	15,599	8,317	31,855	6,092
Utah	13,435	633	148	10,654	2,000
Virginia	38,563	1,430	5,718	24,789	6,626
Washington	24,191	1,263	651	15,323	6,954
West Virginia	9,823	141	546	8,774	362
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	11,905	408	559	NP
California (CSU system only)	49,368	86	665	15,466
Colorado	20,063	359	856	3,806
Florida	NP	NP	NP	NP
Georgia	33,265	1,625	1,567	9,786
Hawaii	2,174	23	41	443
Idaho	4,757	867	1,227	2,048
Illinois	25,255	202	725	5,050
Indiana	34,312	2,269	2,636	8,748
Kentucky	15,697	1,538	710	15,350
Louisiana	19,888	654	1,013	7,335
Maryland	14,026	1,015	752	3,608
Massachusetts	6,424	40	135	1,245
Mississippi	8,082	60	255	3,188
Missouri	18,832	502	942	4,043
Nevada	3,885	14	625	NP
New Mexico	6,487	134	182	1,962
North Carolina	29,796	197	875	8,170
Ohio	36,123	656	1,155	8,786
Oklahoma	13,988	894	1,495	4,309
Oregon	9,624	101	394	318
Pennsylvania (PASSHE system only)	18,523	258	737	5,294
South Dakota	4,423	102	178	1,284
Tennessee	NP	NP	NP	NP
Texas	60,051	457	1,355	19,358
Utah	9,749	1,035	2,651	NP
Virginia	30,304	2,575	5,660	6,539
Washington	15,443	3,827	4,921	4,995
West Virginia	9,069	229	525	2,848
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	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP	NP	NP	NP	NP	NP	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 enrollees completing remedial courses	% remedial enrollees completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollees completing remedial courses	% remedial enrollees completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollees completing remedial courses	% remedial enrollees completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollees completing remedial courses	% remedial enrollees 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	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	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	NP	NP	NP	NP	NP	NP	NP	NP	NP
South Dakota	NP	NP	NP	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	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 enrollees completing remedial courses	% remedial enrollees completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollees completing remedial courses	% remedial enrollees completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollees completing remedial courses	% remedial enrollees completing remedial and college-level courses	% enrolling in remedial courses	% remedial enrollees completing remedial courses	% remedial enrollees 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	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	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	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

	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	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	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	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

	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	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)	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	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	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	NP	NP	NP	NP	NP	NP	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	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.

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.