

Complete to Compete

The 2010-11 NGA Chair's Initiative

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Two Areas of Focus

- **Metrics**

- **Completion (July 2010)**
- **Efficiency and Effectiveness (July 2011)**

- **Policy**

- **Finance**
- **Transitions**
- **New Models**



Why Common Completion Metrics?

- **Inform**: To help policymakers and the public understand how students, colleges, and the state are doing on college completion.
- **Analyze**: To help policymakers and colleges identify specific challenges and opportunities for improvement.
- **Show Progress**: To establish a fair baseline and show progress over time.
- **Hold Accountable**: To hold students, colleges, and the state accountable to the public and to policymakers investing taxpayer dollars in higher education.



Limitations of IPEDS (federal system)

- **No graduation rates for Part-Time Students:**
 - 37% of all college students,
 - 61% of public two-year college students,
 - 41% of all black students, and
 - 48% of all Hispanic students.
- **No graduation rates for Transfer Students:**
 - 37% of students who *earned* bachelor's degrees attended more than one institution; 23% attended more than two.
- **No graduation rates for Low-Income Students:**
 - Pell grant program represents an \$18.4 billion public investment in 6.2 million students (2008-09)—and an additional \$36 billion investment announced in recent legislation.
- **No graduation rates for Remedial Students:**
 - Around 40% of all students, and 61% of students who start in community colleges, enter needing remedial education.



The Metrics

Progress Metrics

Measures of interim achievements strongly linked to student success

**REMEDICATION:
ENTRY and SUCCESS**

**SUCCESS in FIRST-YEAR
COLLEGE COURSES**
(1st yr. math and English)

CREDIT ACCUMULATION

RETENTION RATES

COURSE COMPLETION

Outcome Metrics

Indicators of successful outcomes

**DEGREES AWARDED
ANNUALLY**
(# and change over time)

GRADUATION RATES

TRANSFER RATES

**TIME and CREDITS to
DEGREE**

