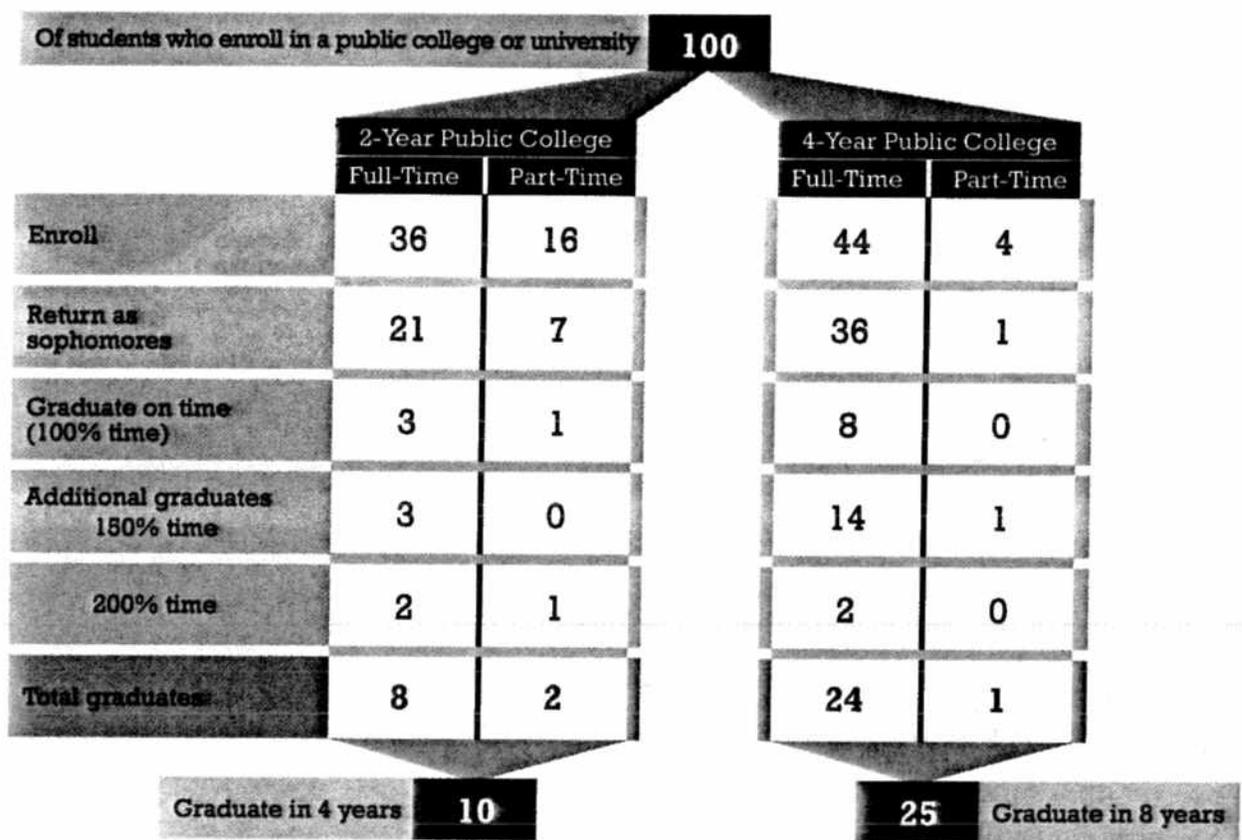


For a strong economy, the skills gap must be closed.

- 59%** By 2020, jobs requiring a career certificate or college degree
- 30%** Oklahoma adults who currently have an associate degree or higher
- 29%** Skills gap

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

Too few students make it through college.



Key to measuring time

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

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

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

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

Total public college enrollment: 179,622

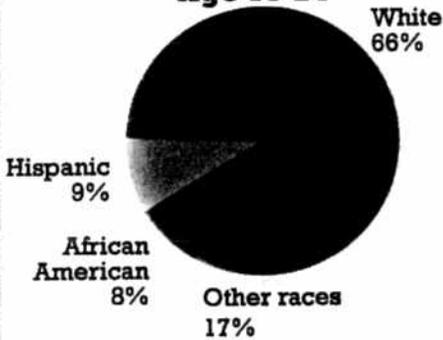
Attending



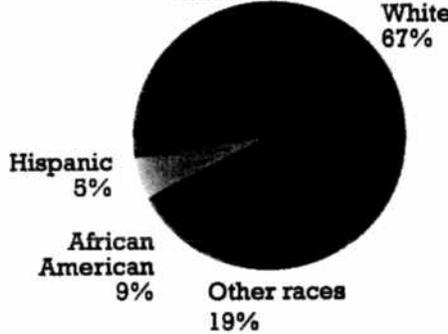
Pursuing Degrees & Certificates



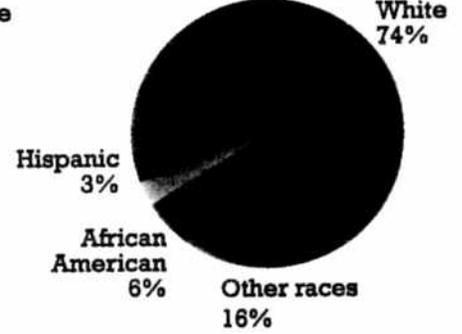
Total State Population, Age 18-24



College Enrollment



College Graduation

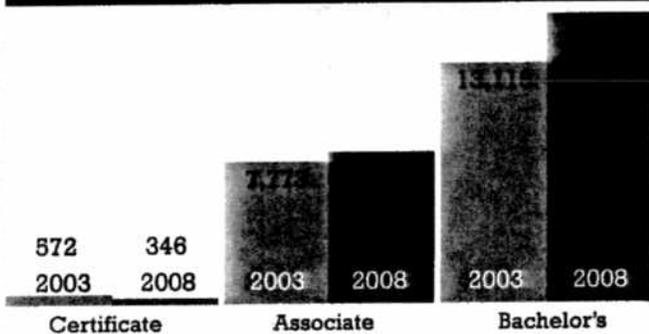


Data: Fall 2009 enrollment from IPEDS; population data from Census ACS PUMS 06-08; degrees by race from 2007-10 state submissions

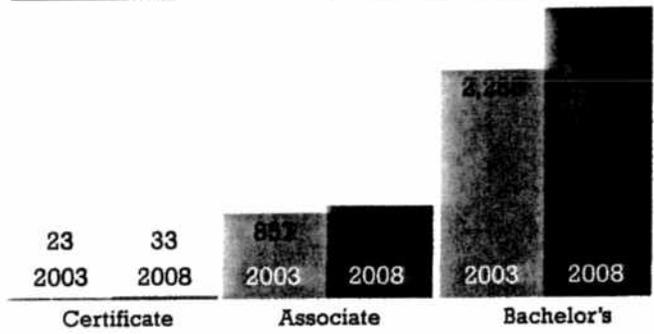
! Now we must have more success from **all** students.

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
2008 Full-Time	On-time (1 year)	10.8%	11.3%	DS*	DS*	14.7%	16.7%	8.8%	DS*	DS*
	Within 1 1/2 years	12.7%	14.6%	DS*	DS*	17.6%	16.7%	7.7%	DS*	DS*
	Within 2 years	12.7%	14.5%	DS*	DS*	17.6%	16.7%	7.7%	DS*	DS*
2008 Part-Time	Within 1 year	18.8%	22.0%	DS*	20.0%	24.1%	14.3%	4.8%	DS*	0.0%
	Within 1 1/2 years	20.0%	23.7%	DS*	20.0%	24.1%	19.0%	9.8%	DS*	0.0%
	Within 2 years	20.0%	23.7%	DS*	20.0%	24.1%	19.0%	9.8%	DS*	0.0%

12.7%

20.0%

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)	8.8%	9.4%	3.4%	4.3%	12.3%	10.2%	9.2%	10.6%	2.5%
	Within 3 years	17.9%	19.5%	11.3%	7.3%	21.0%	16.3%	18.9%	19.9%	9.2%
	Within 4 years	22.1%	24.0%	15.0%	9.4%	25.3%	19.1%	23.4%	24.0%	13.1%
2004 Part-Time	Within 2 years	3.5%	3.7%	1.0%	1.5%	6.0%	2.9%	2.2%	6.9%	0.4%
	Within 3 years	6.3%	6.6%	1.0%	2.6%	9.1%	4.8%	5.4%	11.2%	2.1%
	Within 4 years	9.2%	9.7%	3.6%	3.9%	12.8%	6.9%	8.3%	14.4%	4.6%

24.0%

15.9%

9.4%

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)	19.0%	20.5%	15.3%	13.4%	8.8%	16.6%	20.1%	12.1%	6.2%
	Within 6 years	50.0%	53.5%	46.1%	38.6%	18.1%	33.8%	53.0%	38.6%	30.6%
	Within 8 years	55.4%	58.7%	53.9%	45.7%	21.5%	38.7%	55.5%	44.4%	36.7%
2002 Part-Time	Within 4 years	1.6%	1.9%	DS*	0.9%	1.2%	1.7%	2.2%	1.6%	1.5%
	Within 6 years	9.9%	10.2%	5.9%	9.2%	4.6%	7.6%	16.1%	15.3%	12.9%
	Within 8 years	13.3%	14.0%	11.5%	11.7%	6.3%	10.5%	21.5%	20.0%	17.3%

18.1%

53.0%

4.6%

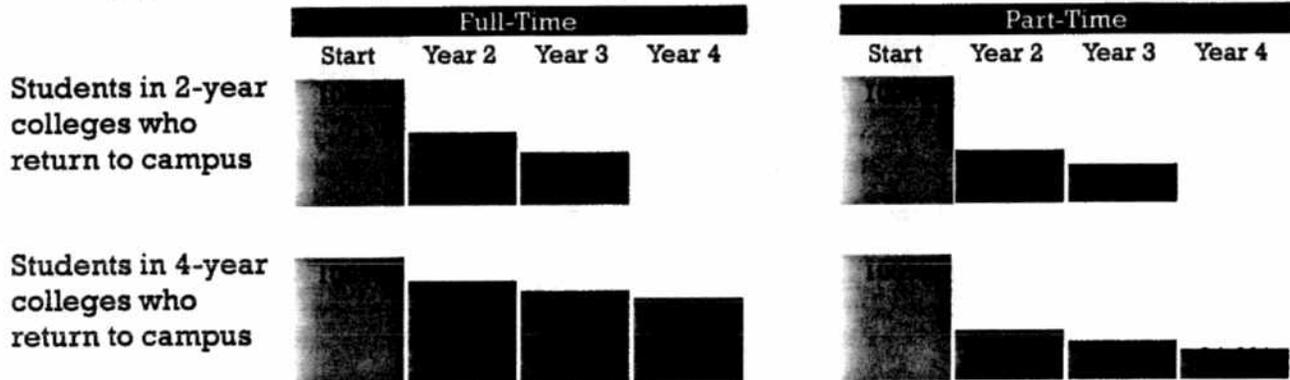
Almost no one over the age of 25 graduates; students fresh out of high school are most likely to succeed.

Data: Certificate cohort started in 2008-06, associate cohort started in 2004-06, bachelor's cohort started in 2002-03

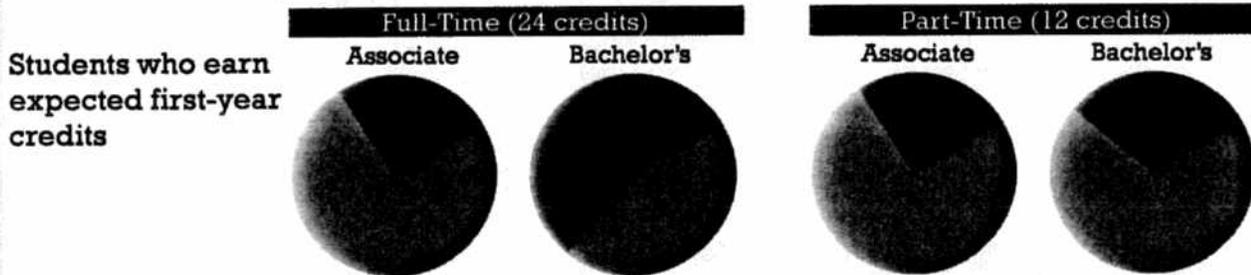
Given changing demographics, our country will not have enough skilled Americans to compete unless many more students from all backgrounds and walks of life graduate.

Retention rates drop from year to year.

Many get discouraged and drop out ...



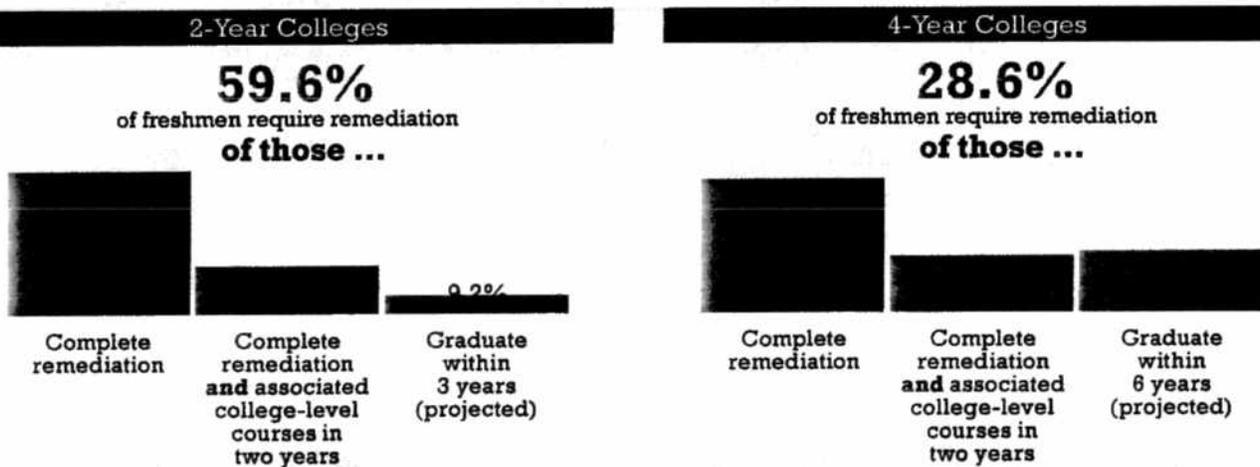
... after falling off track early.



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

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

Remediation must be fixed.

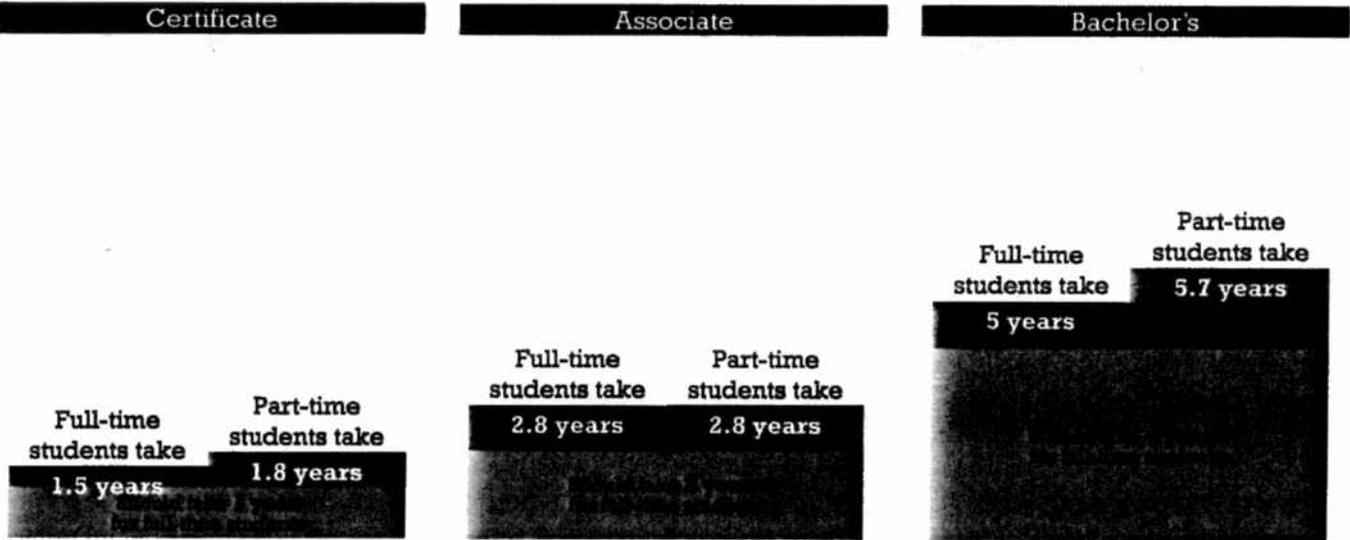


Data: Fall 2006

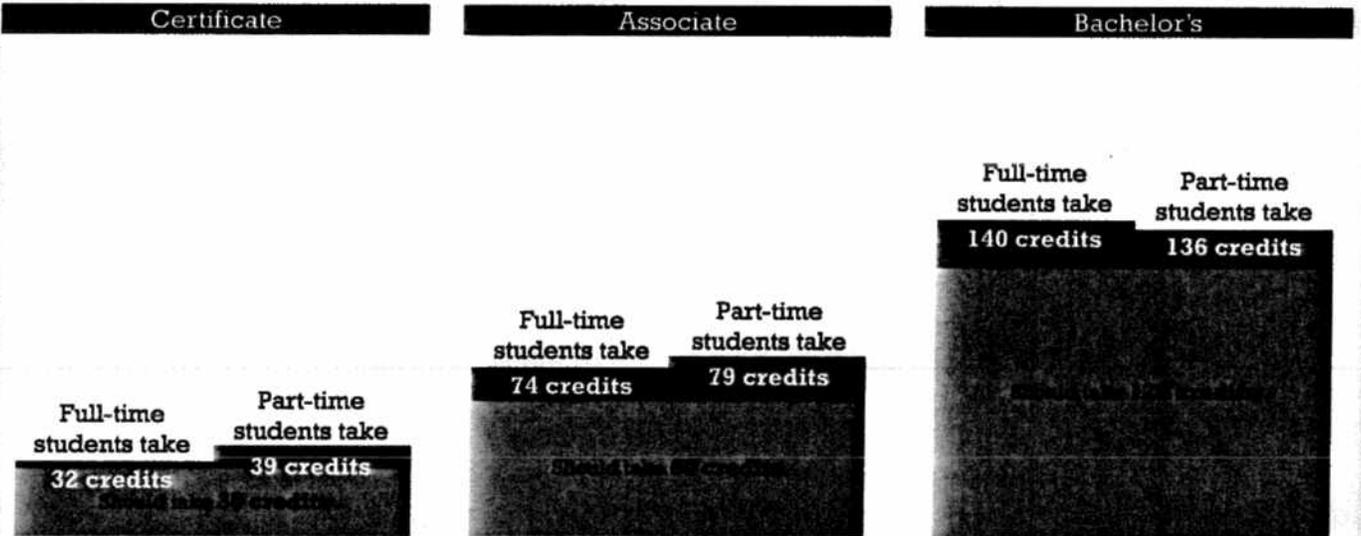
Current approaches almost always guarantee failure.

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

Students are taking too much time ...



... and too many credits.

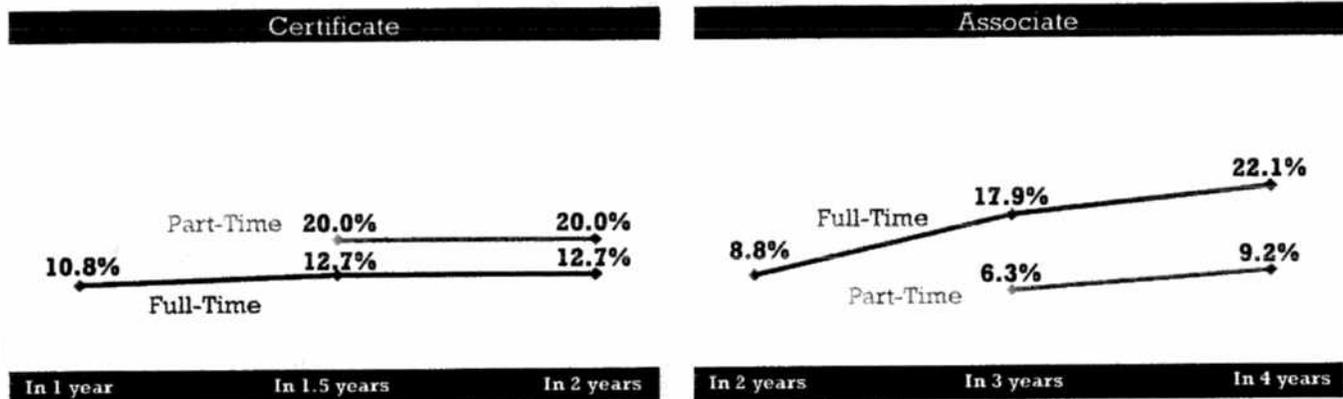


Data: 2007-08

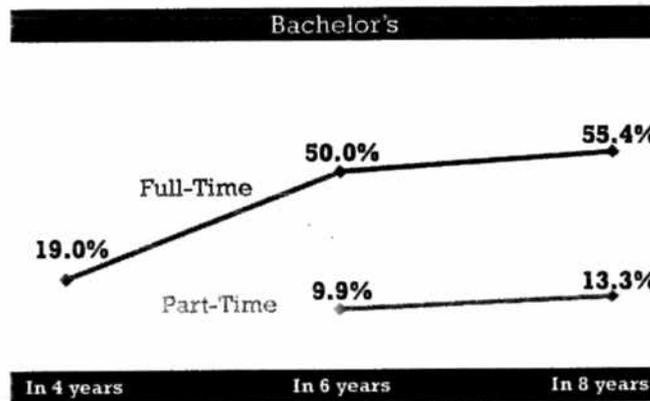
! More students must graduate on time.

More time isn't giving us enough success.

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



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

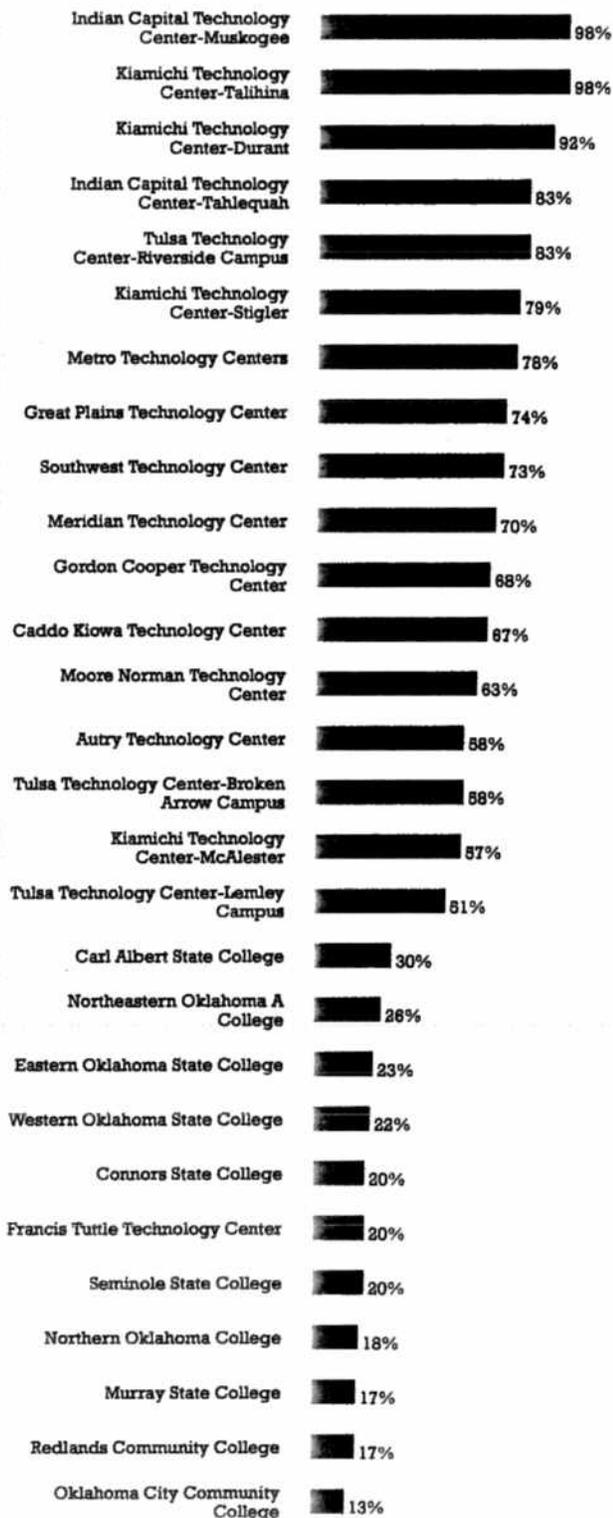


Data: Certificate cohort started in 2005-06; associate cohort started in 2004-05; bachelor's cohort started in 2002-03

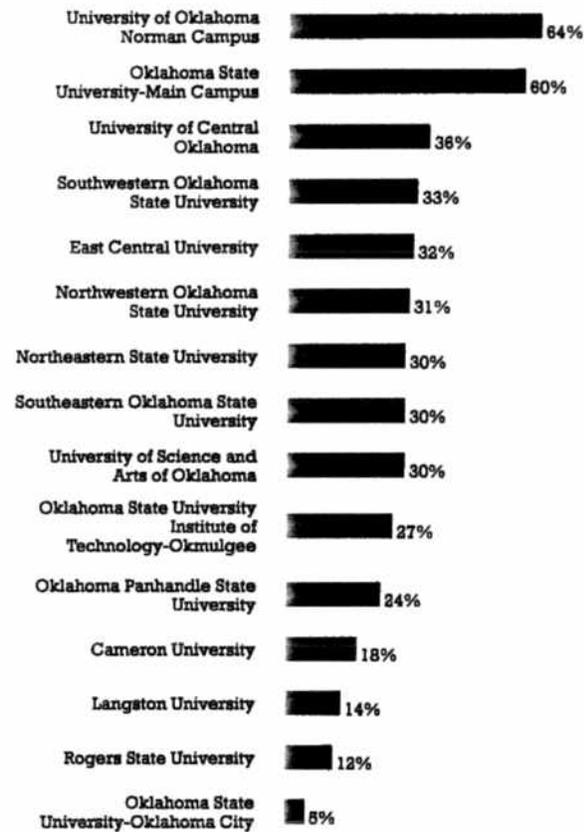
Even modest progress provides little comfort when overall graduation rates are so low.

Graduation rates by campus

Public two-year colleges (In 3 years)



Public four-year colleges (In 6 years)



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

Graduation rates by campus

Public two-year colleges (In 3 years)

Tulsa Community College	■	13%
Rose State College	■	10%

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

The New York Times

February 28, 2012

Colleges Misassign Many to Remedial Classes, Studies Find

By TAMAR LEWIN

Two new studies from the Community College Research Center at Columbia University's Teachers College have found that community colleges unnecessarily place tens of thousands of entering students in remedial classes — and that their placement decisions would be just as good if they relied on high school grade-point averages instead of standardized placement tests.

The studies address one of the most intractable problems of higher education: the dead end of remedial education. At most community colleges, a majority of entering students who recently graduated from high school are placed in remedial classes, where they pay tuition but earn no college credit. Over all, less than a quarter of those who start in remedial classes go on to earn two-year degrees or transfer to four-year colleges.

The studies, one of a large urban community college system and the other of a statewide system, found that more than a quarter of the students assigned to remedial classes based on their test scores could have passed college-level courses with a grade of B or higher.

“We hear a lot about the high rates of failure in college-level classes at community colleges,” said Judith Scott-Clayton, the author of the urban study and a Teachers College professor of economics and education and senior research associate. “Those are very visible. What’s harder to see are the students who could have done well at college level but never got the chance because of these placement tests.”

The colleges’ use of the leading placement tests — the College Board’s Accuplacer and ACT’s Compass — lead to mistakes in both directions, the studies find, but students going into college-level classes they cannot handle is not as serious as unnecessary remedial placement, which often derails college careers.

Although the placement tests have been widely used since the late 1980s, students rarely understand how much is at stake. Typically, students are told that they need not worry about

the tests because they are for placement — and very few colleges encourage them to prepare as they would for a college-entrance exam like the SAT.

The studies found that using high school grade-point averages as the basis for placement would be as good as or better than using the placement tests, but the authors stopped short of recommending that community colleges simply drop the tests and use high school transcripts when available.

“It’s probably a mistake to rely on any single measure for high-stakes decisions,” said Clive Belfield, who is an economics professor at Queens College, a researcher at Teachers College and one of the authors of the study on the statewide system. “Where you have both a test and a high school transcript, the best thing is to use both together.”

Remedial education practices vary widely. At some colleges, even if remedial courses are recommended, students can choose to register for college-level courses; at others, the courses are mandatory for those below the cut-off scores. With the Obama administration pushing to improve the nation’s dismal community college graduation rates, many states and community college systems are rethinking their approaches to remedial education.

“I haven’t seen the studies, but what I do know is that when I talk with leaders of community colleges, a lot of them have issues with the diagnostic tests and sense that far too many students are being put in developmental, remedial education, especially in math,” said Walter G. Bumphus, president of the American Association of Community Colleges. “Almost every one of them has some plan to change that.”

In Virginia, for example, Northern Virginia Community College recently modularized its math requirements so that students can study just the areas in which they are weak, and not be stuck in semester-long math classes.

In addition, the math requirements differ depending on a student’s academic program. The English faculty, too, is re-examining its remedial program.

At Lake Area Technical Institute in South Dakota, each of the 27 majors has different admissions standards, so that, for example, precision-machining students need higher math scores than those studying cosmetology.

“We get some students with rusty math skills who do poorly on the test, and we send them to a Web site where they can brush up their skills and take the test again, and most of them do fine,” said Deb Shephard, Lake Area’s president. “It’s less than 5 percent of our entering

students who need remediation, and they do it on their lunch hour, side by side with the other courses they're taking.”

The New York Times

Economix

Explaining the Science of Everyday Life

APRIL 20, 2012, 6:00 AM

Are College Entrants Overdiagnosed as Underprepared?

By JUDITH SCOTT-CLAYTON

Judith Scott-Clayton is an assistant professor at Teachers College, Columbia University.

A few weeks ago, Dr. H. Gilbert Welch of Dartmouth College published an Op-Ed article in The New York Times critiquing the pervasive use of screening tests for early diagnosis in medicine. The rationale for widespread screening - to catch disease early, before people get really sick - is intuitively appealing.

But Dr. Welch cites evidence that aggressive screening often does more harm than good, saving few lives while dragging many others into "needless appointments, needless tests, needless drugs and needless operations."

This continuing debate about early detection versus overdiagnosis in medicine is surprisingly relevant to a similarly critical debate in education: how to identify and "treat" students who enter college underprepared for college-level coursework.

Most community colleges and many nonselective four-year institutions require students to take placement exams in reading, writing and math before initial registration, even if they had good grades in high school, and even if they have done well in college courses at another institution.

Those that fail these exams are referred to remedial coursework - which costs money but does not count toward a degree - in the hopes that this will improve their likelihood of future college success.

In education as in medicine, the logic behind early detection seems unassailable: colleges want to catch the underprepared early, so students can get help before they begin to struggle. But in both fields, evidence is beginning to accumulate that early detection and treatment, in some cases, may harm the healthy more than it helps those truly ailing.

While remediation rates have risen slightly over time - to 22 percent of all first-time first-year students in 2003-4 from 18 percent in 1995-96, according to Department of Education statistics - the increases have been striking for students with strong high school grades.

For students with high school grade-point averages between 3.5 and 4.0, remediation rates have more than doubled (see chart below). This is not a result of high school grade

inflation - the percentage of students with G.P.A.'s in this range has not changed - but is consistent with increasingly ubiquitous placement testing.

Screening seemingly prepared students for remediation is questionable for at least two reasons. First, the benefits of remediation are far from obvious: remediation has been referred to as the Bermuda Triangle of postsecondary education, because the majority of those who enter never make it out.

Across several rigorous, quasi-experimental studies of the causal impact of remediation, only one found positive effects on college outcomes, while others found null to negative effects.

Second, the tests commonly used to screen for college readiness are only weakly related to college outcomes, as two recent studies by the Community College Research Center show. (Disclosure: I am a senior research associate at the center and the author of one of these studies.) Some students manage to pass the tests even though they are not ready for college-level work, while even more who are ready for college-level work are kept out.

My own research, using data from a large urban community college system with particularly high remediation rates, estimates that one in four students assigned to math remediation could have passed a college-level math course with a grade of B or better and one in three students assigned to English remediation could have passed freshman composition with a B or better.

Policy simulations suggest that exempting students with strong high school backgrounds from placement testing could lower remediation rates by 8 to 12 percentage points, without affecting pass rates in college-level courses.

No test can avoid making some mistakes in both directions, but in education as in medicine, the natural tendency is to worry more about missing a diagnosis than about treating those who may not need it.

Why? When decisions - like whether or not to undergo a test - involve uncertainty, human beings care not just about statistical odds, but also about the potential for regret. And when a diagnosis is missed - when a student proceeds directly into college coursework and fails, or when someone's cancer is detected too late - the mistake is plainly visible, and the associated regret can be acute.

In contrast, while researchers can estimate the prevalence and costs of overtreatment in the aggregate, one can never identify with certainty, even in retrospect, whether a particular individual has been unnecessarily treated. If the ultimate outcome is positive, it could be because the patient wasn't really sick, or because the treatment worked.

Even if the treatment fails or entails adverse side effects, the individual (or doctor or faculty member) can still believe that the outcome might have been even worse if not for the early screening.

This may help explain why so much more effort has been directed toward identifying and treating every last underprepared student than toward ensuring that all these tests and treatments do not create unnecessary obstacles for those who are prepared.

Recently, however, policy makers have begun to question the assumptions underlying widespread screening for remediation. Several states are looking for better tests; Connecticut, for one, has proposed eliminating remediation altogether, and instead using placement tests to select students for "embedded supports" in college-level courses.

"It's easier to develop new ways of testing than it is to develop better treatments," Dr. Welch said, adding: "The precept of early diagnosis was too intuitive, too appealing, too hard to challenge and too easy to support. The rumblings show that that's beginning to change."

