

ALABAMA

STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Alabama.

Institution Type	Number of Institutions
Four-Year Institution	34
Two-Year Institution	27
Less-than-2-Year Institutions	14

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Alabama have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

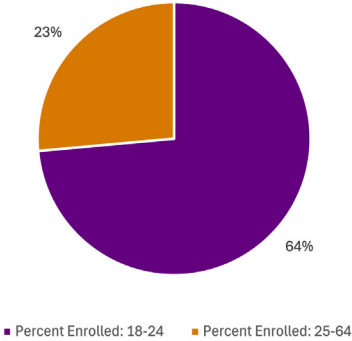
Institution Type	Undergraduate Enrollment
Four-Year Institution	162,257
Two-Year Institution	79,200

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

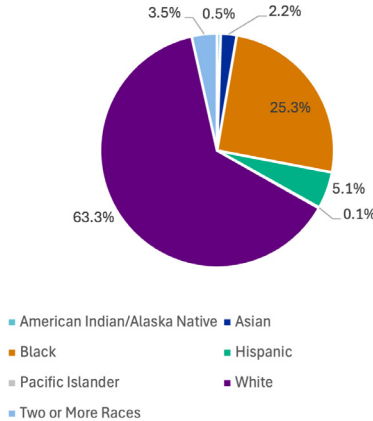
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Alabama undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Alabama IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Alabama.



Source: NCES Digest Table 306.50



Table 3: Alabama Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Alabama.

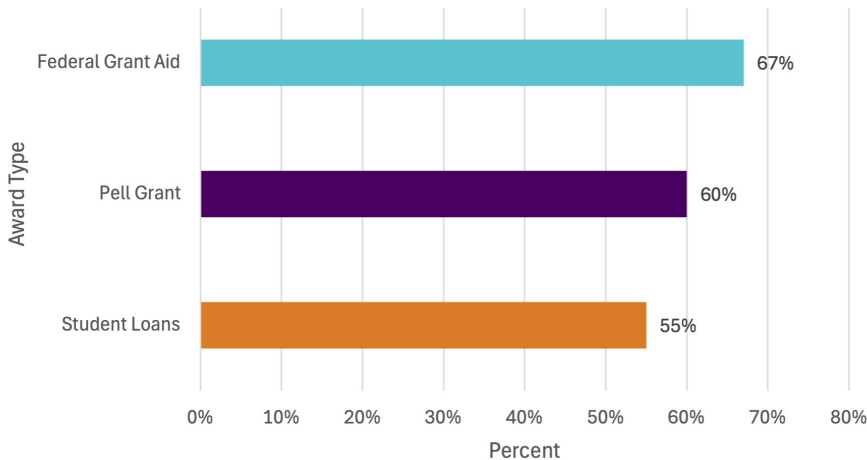
Institutional Sector	Cost of Attendance
Public Four-Year	\$22,204
Private Four-Year Institution	\$28,575
Public 2-Year	\$3,598

Source: NCES

ALABAMA

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

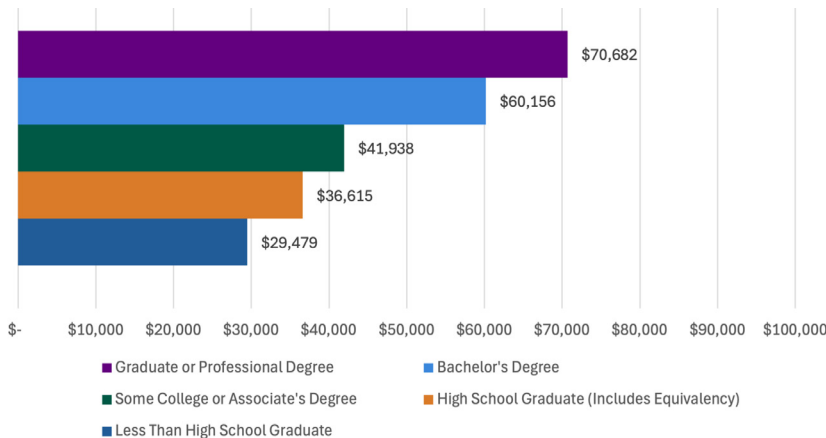
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Alabama IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Alabama, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

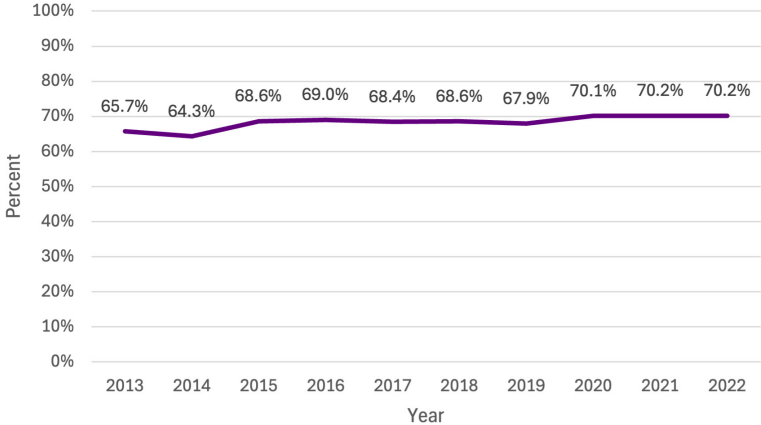


Source: US Census Bureau



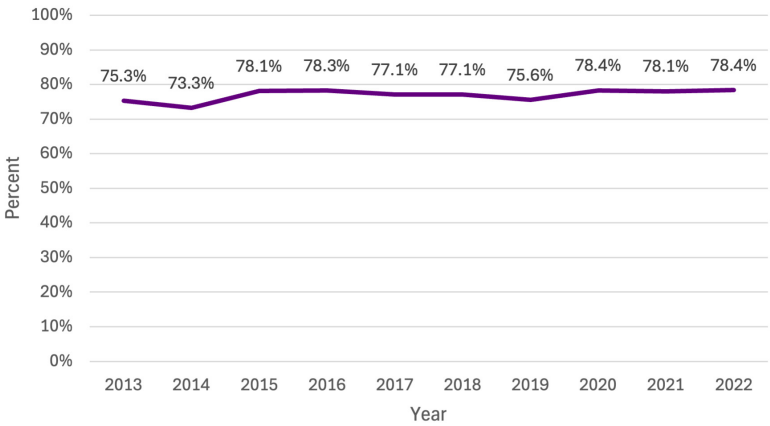


Figure 5: Alabama College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Alabama from 2013 to 2022.

Figure 6: Alabama Student Persistence Rates



Source: [National Student Clearinghouse](#)

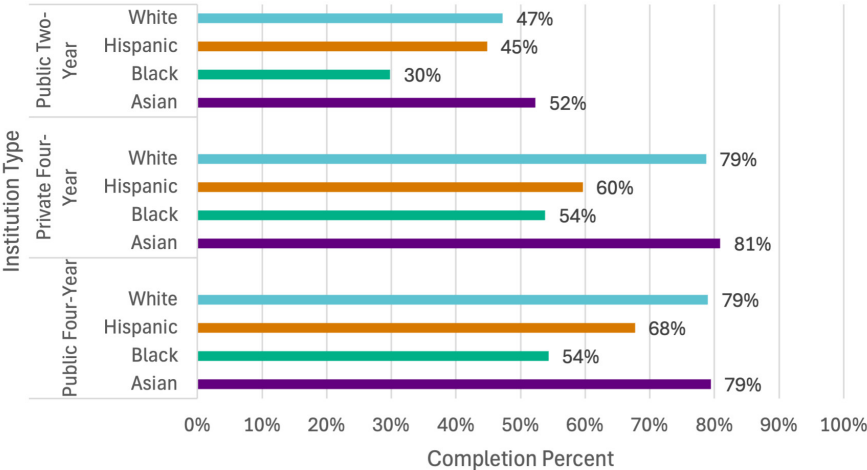
ALABAMA

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Alabama.



Source: [National Student Clearinghouse](#)



ALASKA

STATE GOAL

65%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Alaska.

Institution Type	Number of Institutions
Four-Year Institution	7
Two-Year Institution	2
Less-than-2-Year Institutions	1

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Alaska have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

Institution Type	Undergraduate Enrollment
Four-Year Institution	20,110
Two-Year Institution	345

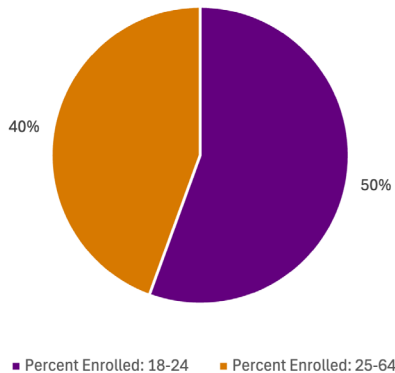
Source: [NCES Digest Table 306.50](#)



ALASKA

Figure 1: Post-Secondary Enrollment: Age Breakdown

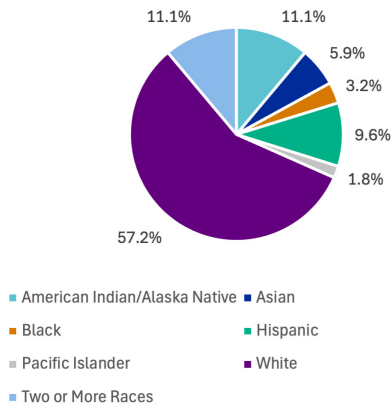
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Alaska undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: [IPEDS](#)

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Alaska IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Alaska.



Source: [NCES Digest Table 306.50](#)



Table 3: Alaska Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Alaska.

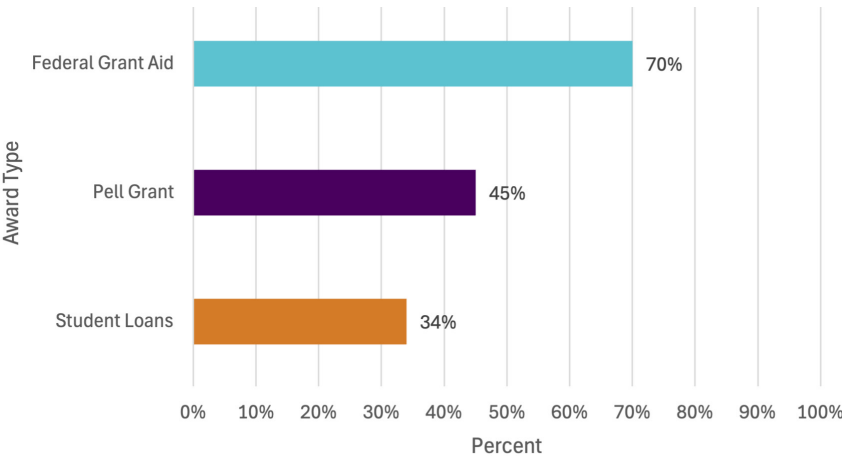
Institutional Sector	Cost of Attendance
Public Four-Year	\$21,484
Private Four-Year Institution	\$28,767
Public 2-Year	Data Not Available

Source: [NCES](#)

ALASKA

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

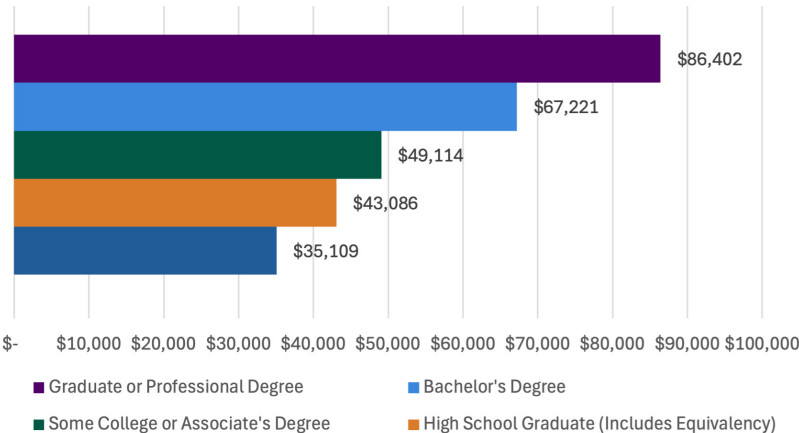
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Alaska IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Alaska, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

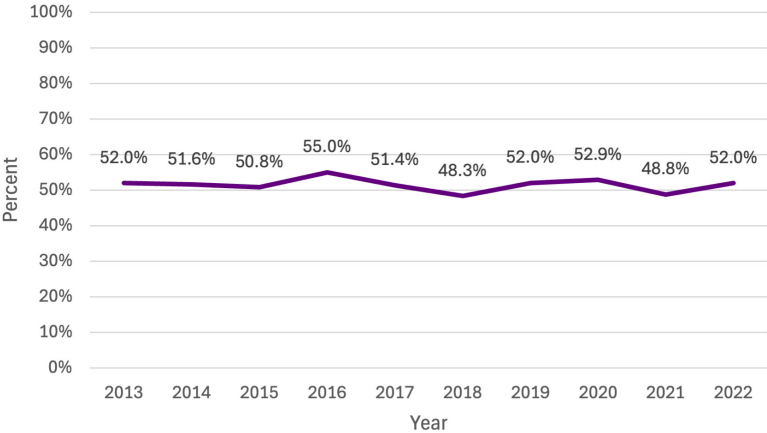


Source: US Census Bureau



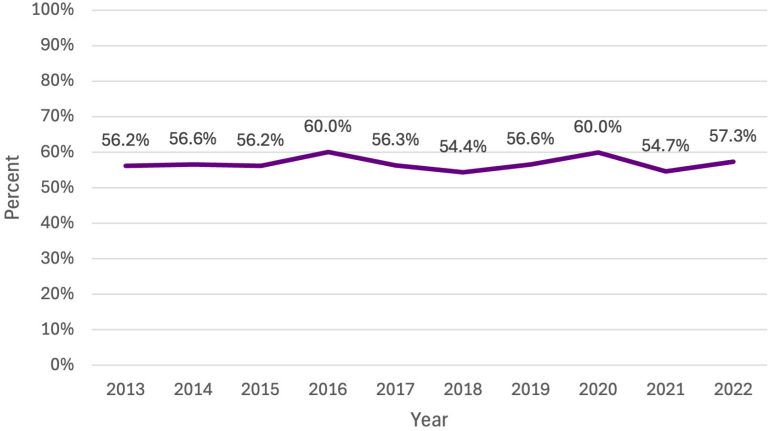


Figure 5: Alaska College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Alaska from 2013 to 2022.

Figure 6: Alaska Student Persistence Rates



Source: [National Student Clearinghouse](#)

ALASKA

POLICY CONSIDERATIONS

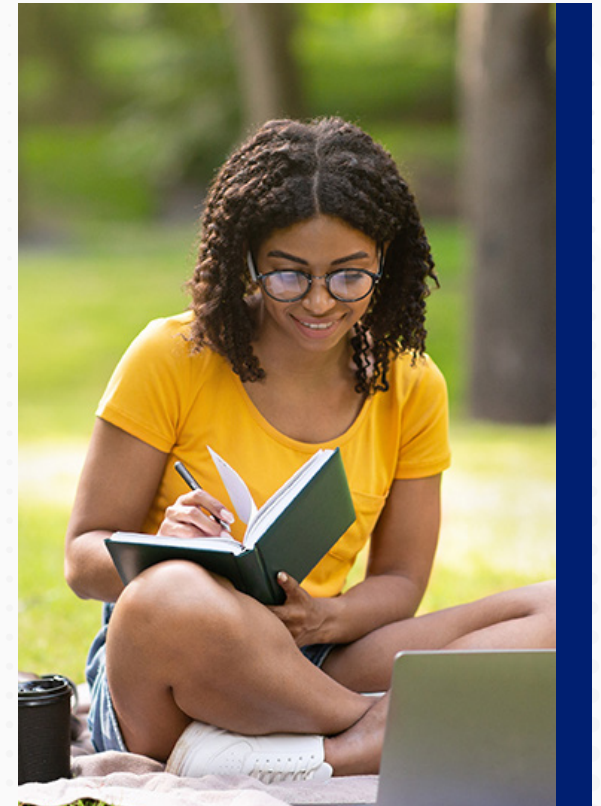
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| Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Alaska.

ALASKA DOES NOT COLLECT THIS DATA

Source: [National Student Clearinghouse](#)



ARIZONA

STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Arizona.

Institution Type	Number of Institutions
Four-Year Institution	32
Two-Year Institution	37
Less-than-2-Year Institutions	31

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Arizona have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

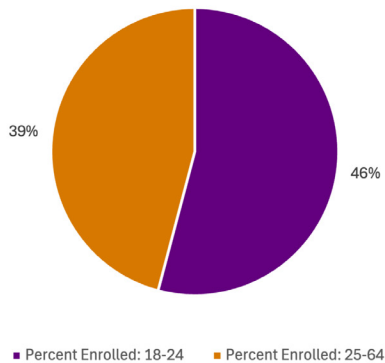
Institution Type	Undergraduate Enrollment
Four-Year Institution	342,497
Two-Year Institution	168,705

Source: [NCES Digest Table 306.50](#)



| Figure 1: Post-Secondary Enrollment: Age Breakdown

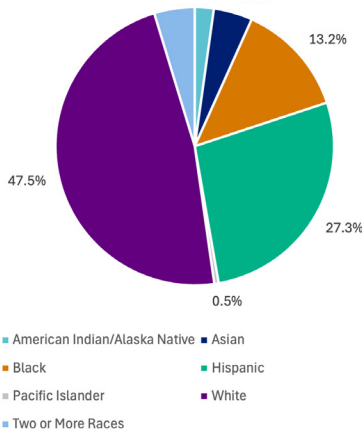
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Source: IPEDS

| Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Arizona IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Arizona.



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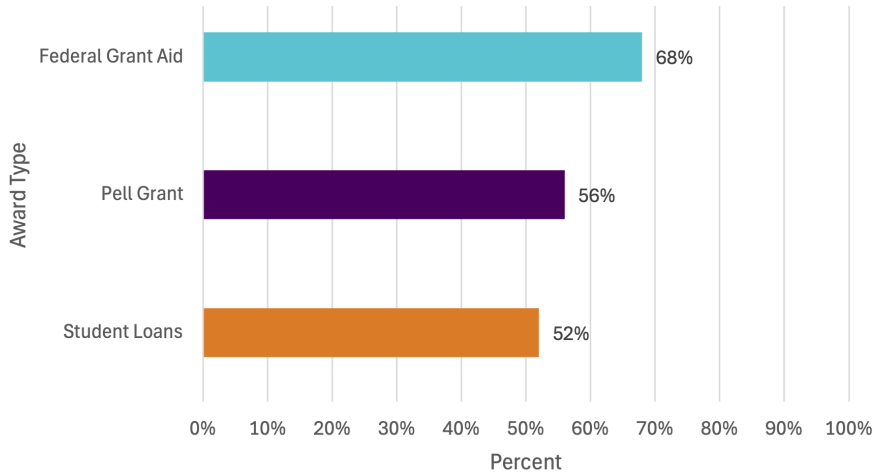
Institutional Sector	Cost of Attendance
Public Four-Year	\$25,834
Private Four-Year Institution	\$23,661
Public 2-Year	\$2,160

Source: NCES

ARIZONA

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

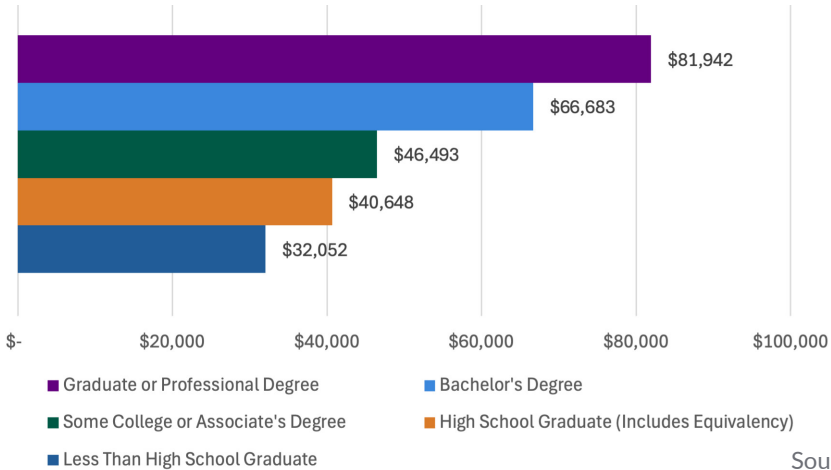
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Source: IPEDS

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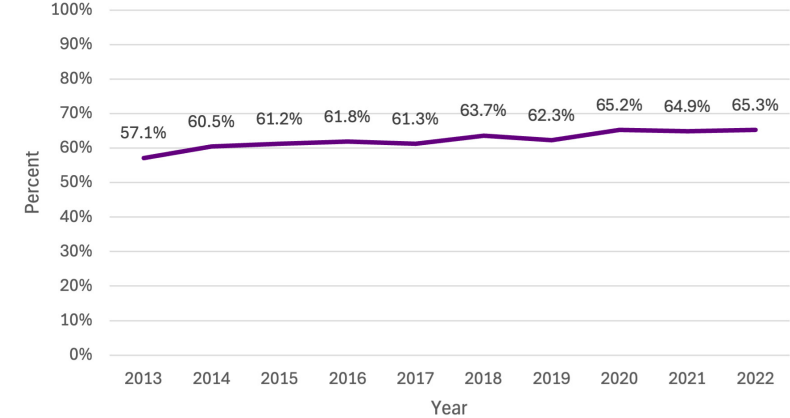


Source: US Census Bureau



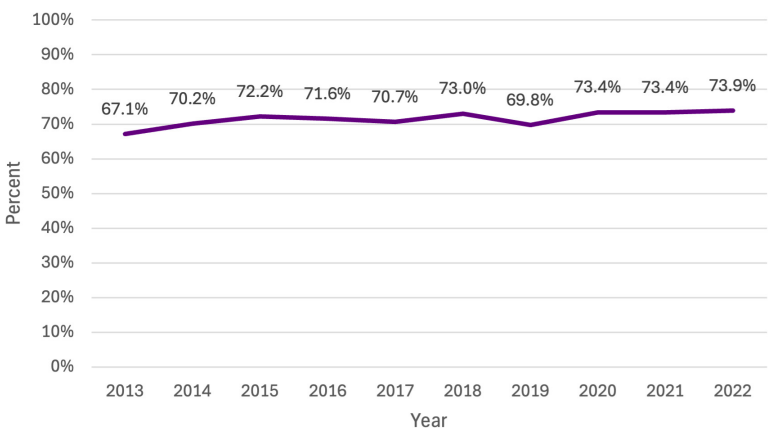


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Figure 6: Arizona Student Persistence Rates



Source: [National Student Clearinghouse](#)

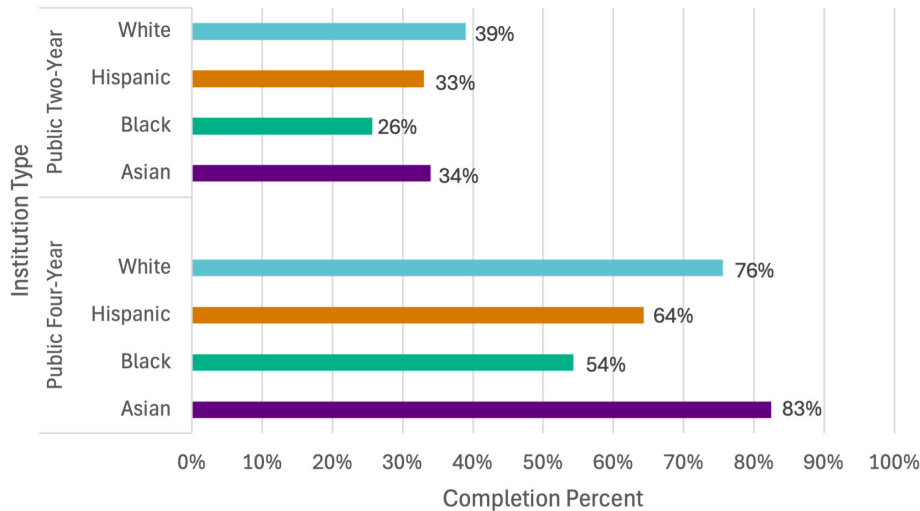
ARIZONA

POLICY CONSIDERATIONS

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Source: [National Student Clearinghouse](#)



ARKANSAS

STATE GOAL

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Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Arkansas.

Institution Type	Number of Institutions
Four-Year Institution	27
Two-Year Institution	25
Less-than-2-Year Institutions	25

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Arkansas have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

Institution Type	Undergraduate Enrollment
Four-Year Institution	89,950
Two-Year Institution	41,059

Source: [NCES Digest Table 306.50](#)

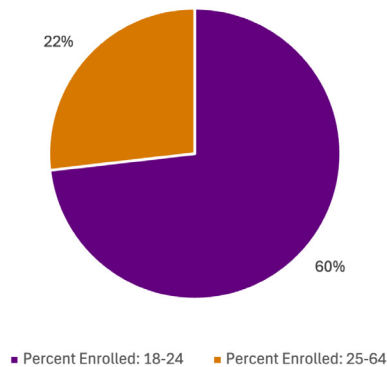


ARKANSAS



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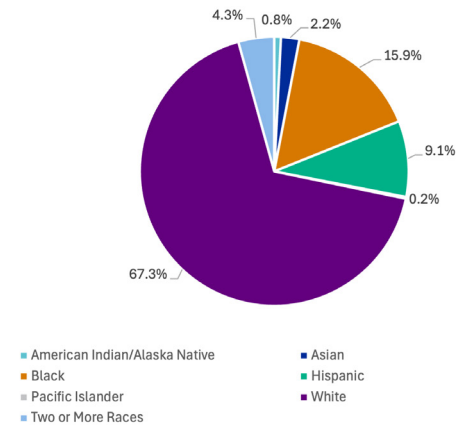
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Source: IPEDS

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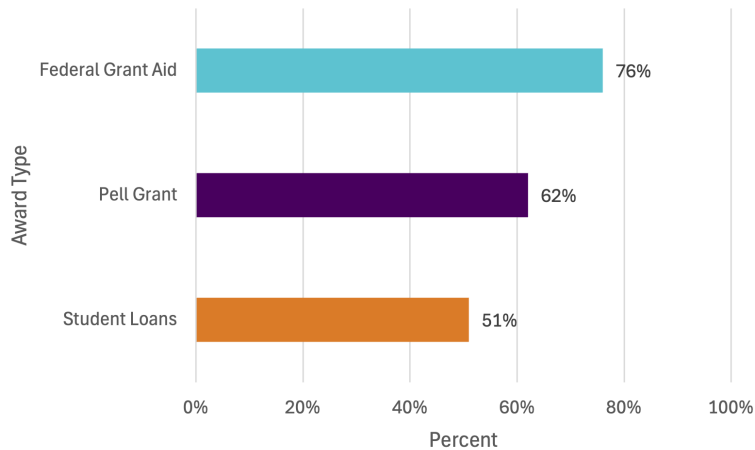
Institutional Sector	Cost of Attendance
Public Four-Year	\$19,470
Private Four-Year Institution	\$33,930
Public 2-Year	\$3,657

Source: NCES

ARKANSAS

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

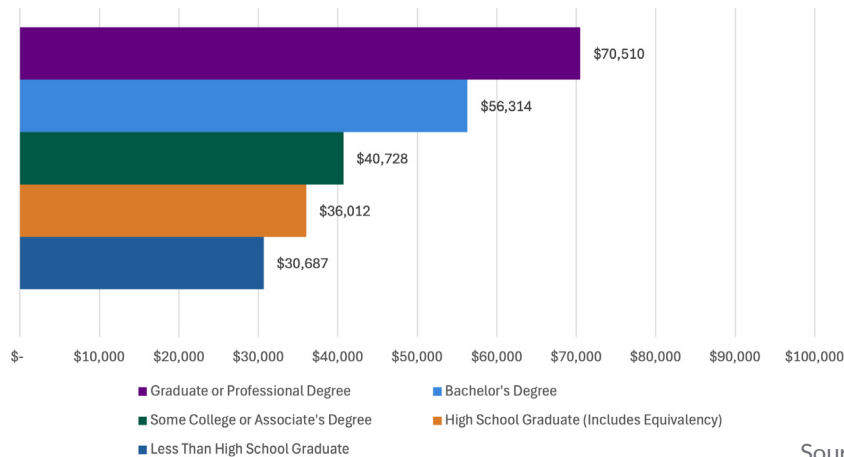
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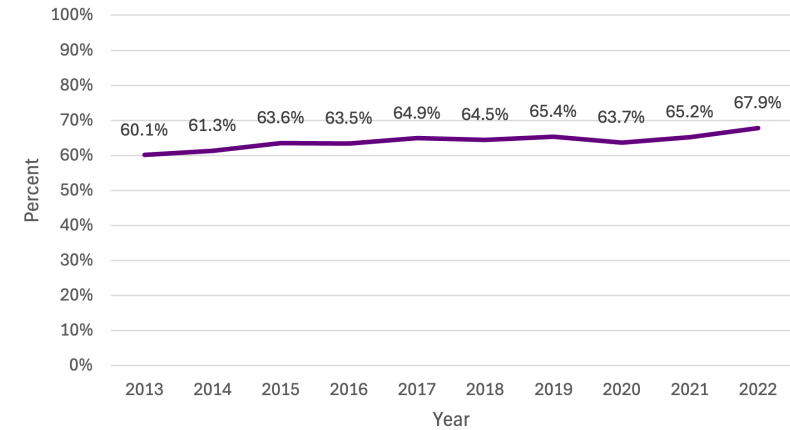


Source: US Census Bureau



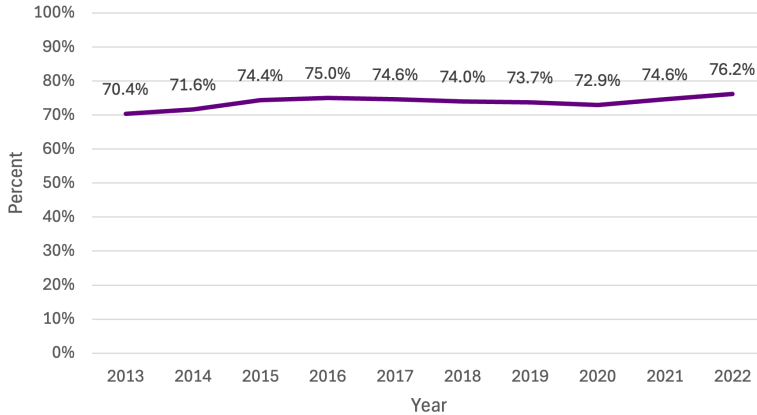


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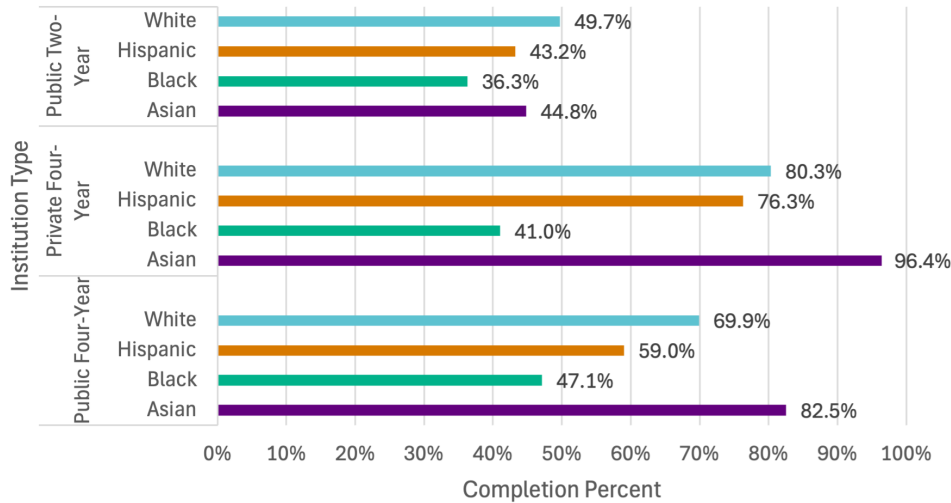
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Source: [National Student Clearinghouse](#)



CALIFORNIA

STATE GOAL

70%

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Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for California.

Institution Type	Number of Institutions
Four-Year Institution	252
Two-Year Institution	184
Less-than-2-Year Institutions	175

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in California have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

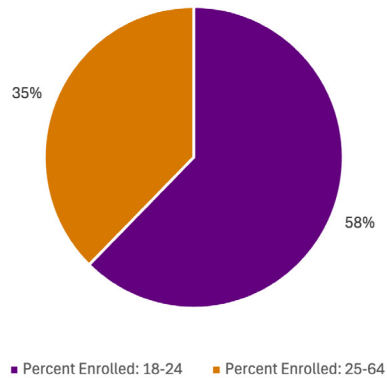
Institution Type	Undergraduate Enrollment
Four-Year Institution	1,084,147
Two-Year Institution	1,089,036

Source: [NCES Digest Table 306.50](#)



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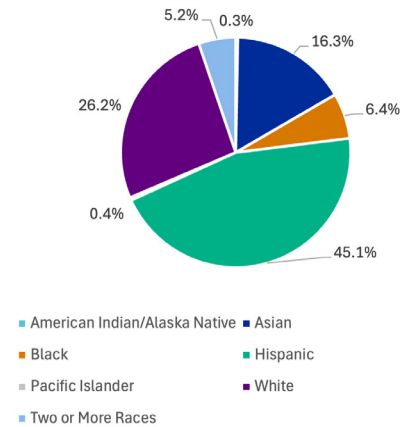
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Source: IPEDS

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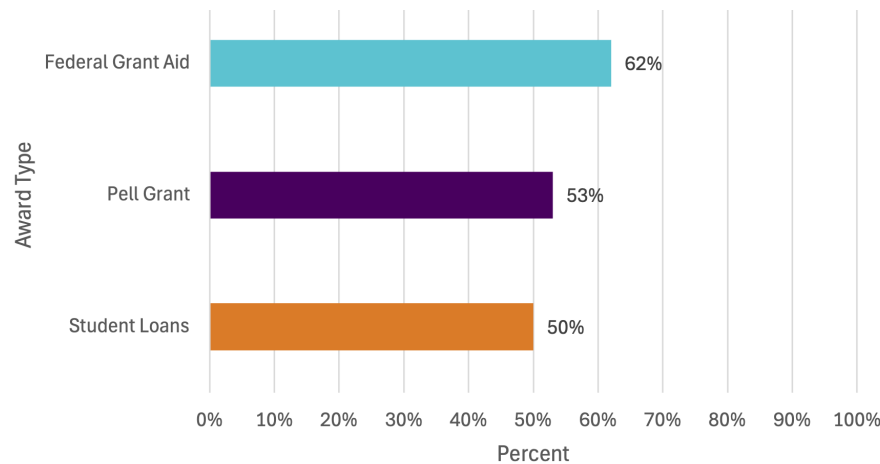
Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for California.

Institutional Sector	Cost of Attendance
Public Four-Year	\$24,925
Private Four-Year Institution	\$58,515
Public 2-Year	\$1,286

Source: NCES

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

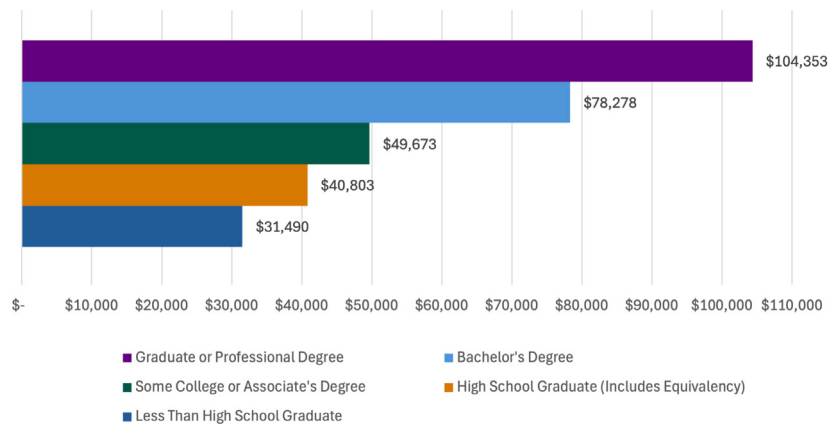
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in California IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across California, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

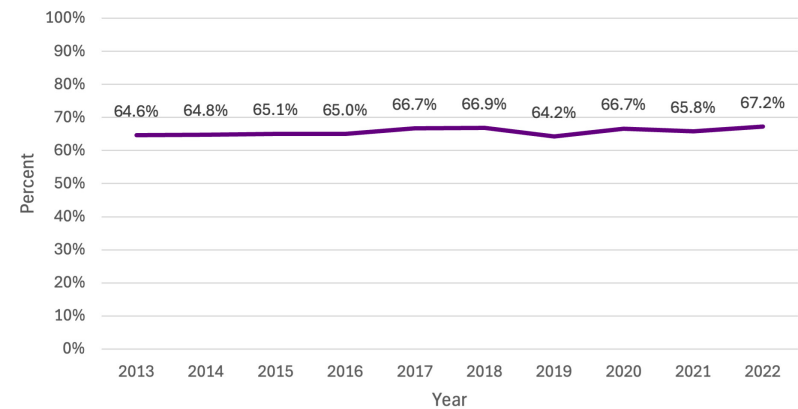


Source: US Census Bureau



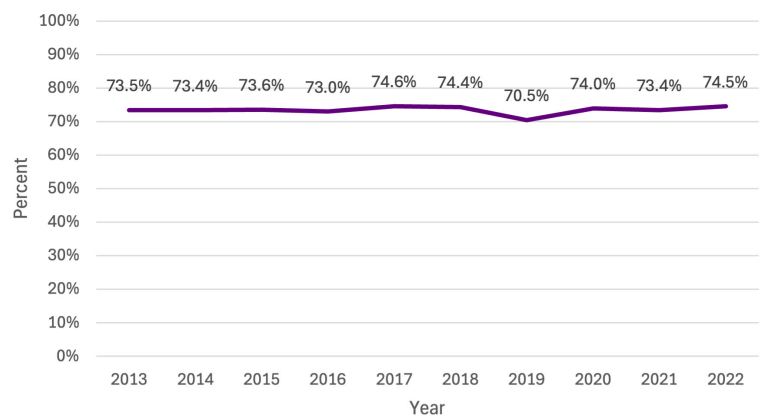


Figure 5: California College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for California from 2013 to 2022.

Figure 6: California Student Persistence Rates



Source: [National Student Clearinghouse](#)

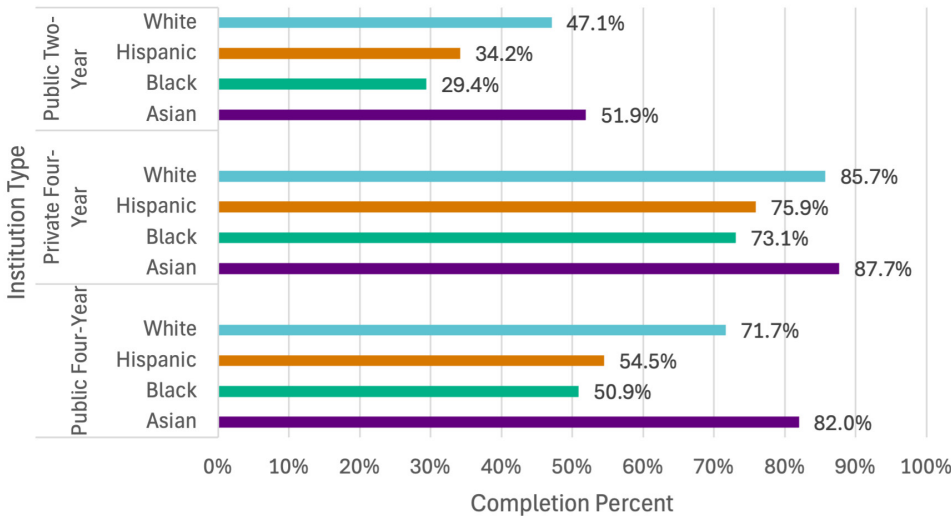
CALIFORNIA

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in California.



Source: [National Student Clearinghouse](#)



COLORADO

STATE GOAL

66%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Colorado.

Institution Type	Number of Institutions
Four-Year Institution	41
Two-Year Institution	20
Less-than-2-Year Institutions	21

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Colorado have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

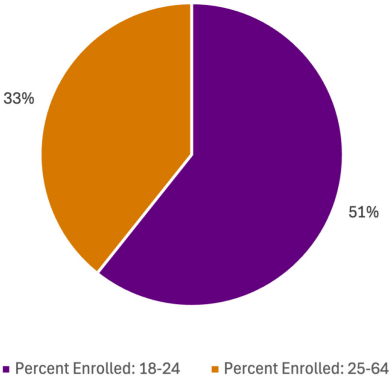
Institution Type	Undergraduate Enrollment
Four-Year Institution	258,634
Two-Year Institution	35,123

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

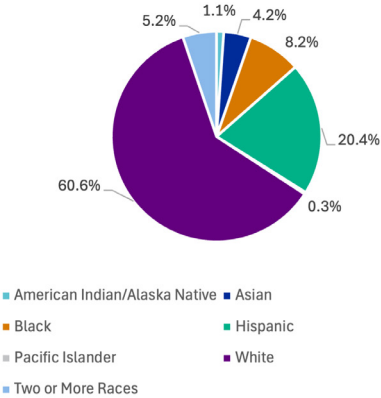
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Colorado undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Colorado IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Colorado.



Source: NCES Digest Table 306.50



Table 3: Colorado Average Cost of Attendance

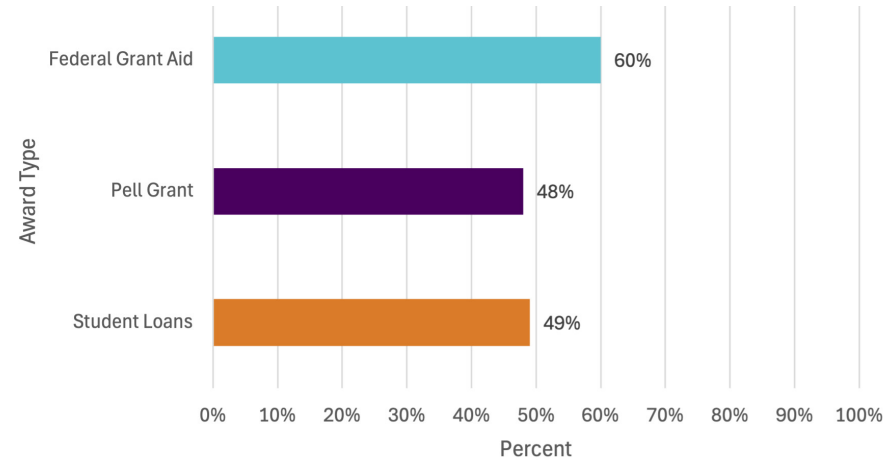
Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Colorado.

Institutional Sector	Cost of Attendance
Public Four-Year	\$23,843
Private Four-Year Institution	\$42,065
Public 2-Year	\$3,426

Source: NCES

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

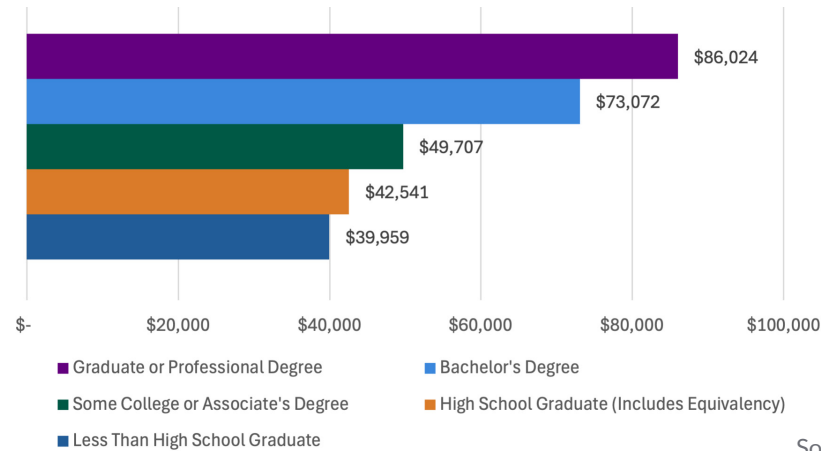
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Colorado IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Colorado, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

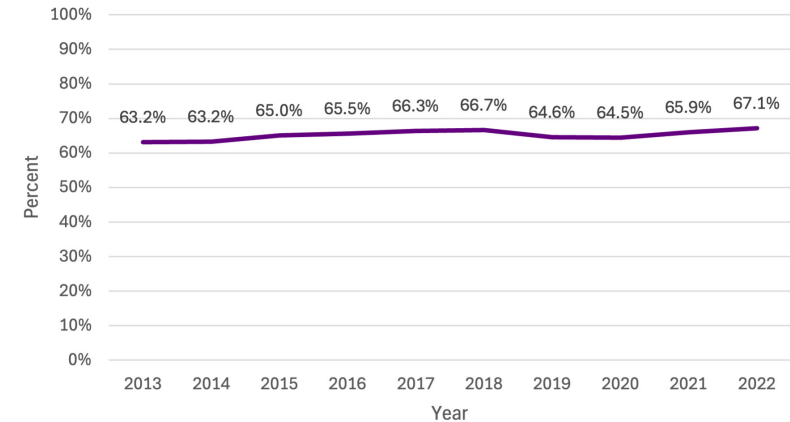


Source: US Census Bureau



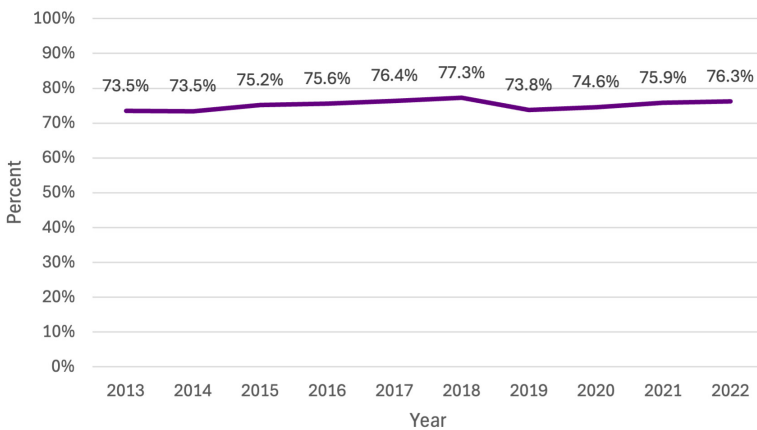


Figure 5: Colorado College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Colorado from 2013 to 2022.

Figure 6: Colorado Student Persistence Rates



Source: [National Student Clearinghouse](#)

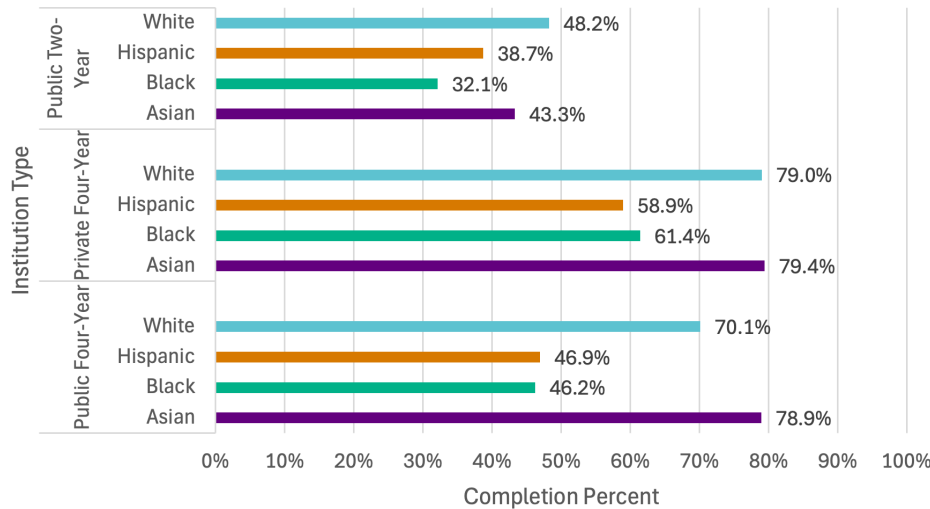
COLORADO

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Colorado.



Source: [National Student Clearinghouse](#)



CONNECTICUT

STATE GOAL

70%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Connecticut.

Institution Type	Number of Institutions
Four-Year Institution	30
Two-Year Institution	6
Less-than-2-Year Institutions	16

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Connecticut have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

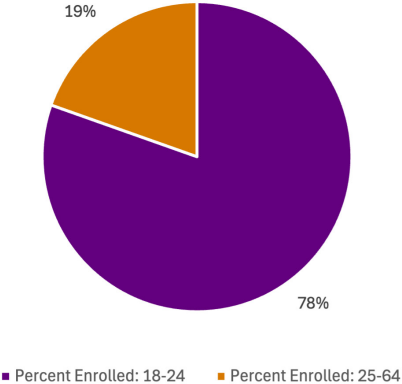
Institution Type	Undergraduate Enrollment
Four-Year Institution	111,346
Two-Year Institution	5,188

Source: [NCES Digest Table 306.50](#)



| Figure 1: Post-Secondary Enrollment: Age Breakdown

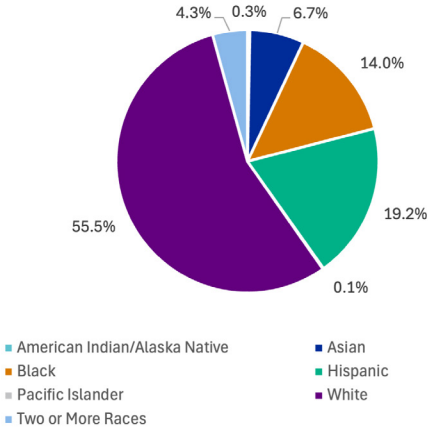
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Connecticut undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: [IPEDS](#)

| Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Connecticut IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Connecticut.



Source: [NCES Digest Table 306.50](#)



| Table 3: Connecticut Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Connecticut.

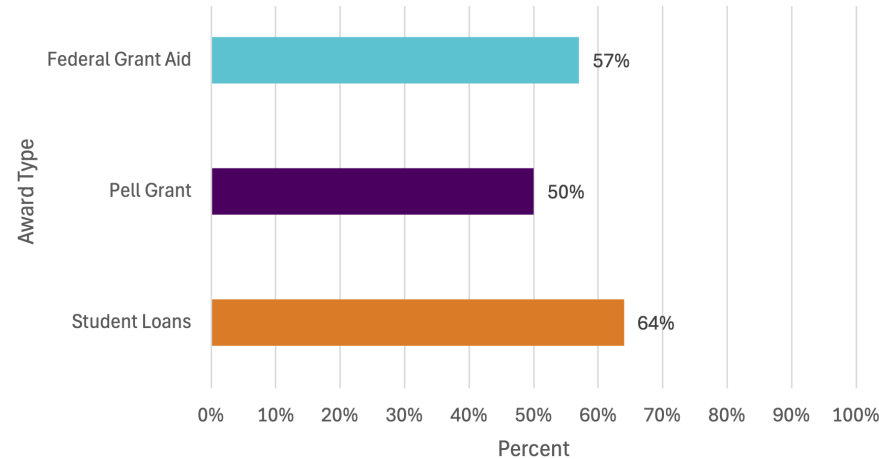
Institutional Sector	Cost of Attendance
Public Four-Year	\$30,046
Private Four-Year Institution	\$61,279
Public 2-Year	\$4,758

Source: [NCES](#)

CONNECTICUT

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

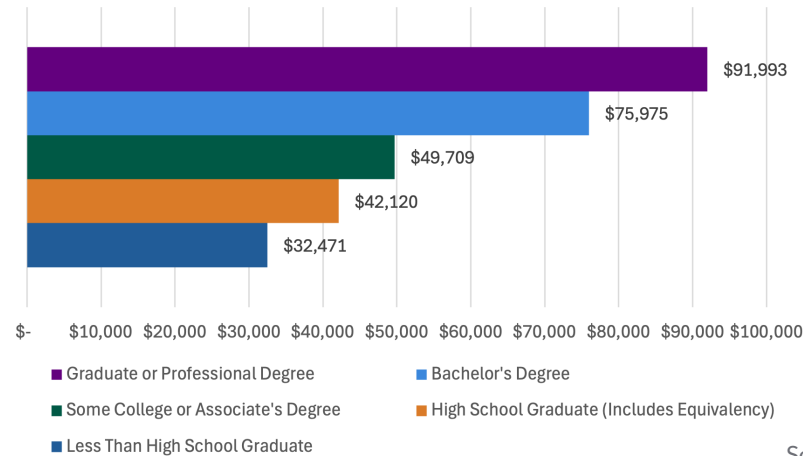
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Connecticut IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Connecticut, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

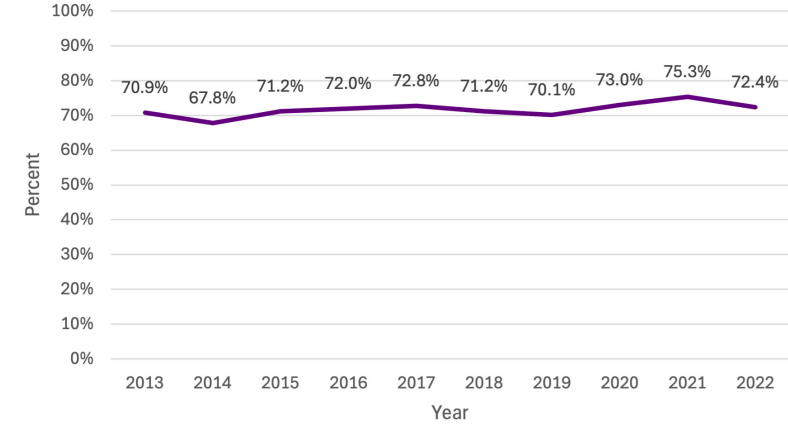


Source: US Census Bureau



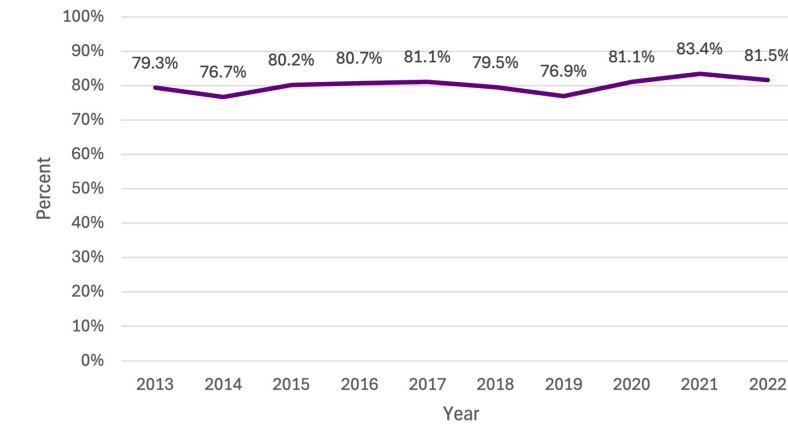


Figure 5: Connecticut College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Connecticut from 2013 to 2022.

Figure 6: Connecticut Student Persistence Rates



Source: [National Student Clearinghouse](#)

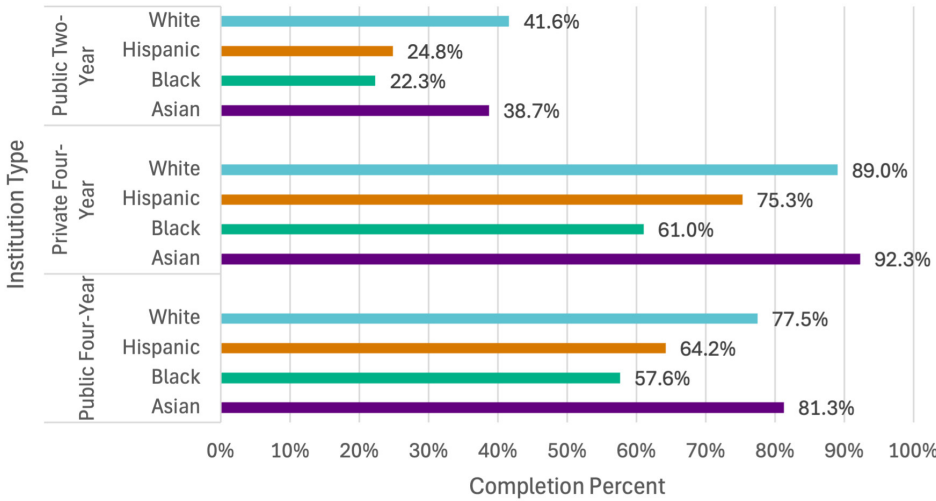
CONNECTICUT

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Connecticut.



Source: [National Student Clearinghouse](#)



DELAWARE

STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Delaware.

Institution Type	Number of Institutions
Four-Year Institution	5
Two-Year Institution	1
Less-than-2-Year Institutions	8

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Delaware have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

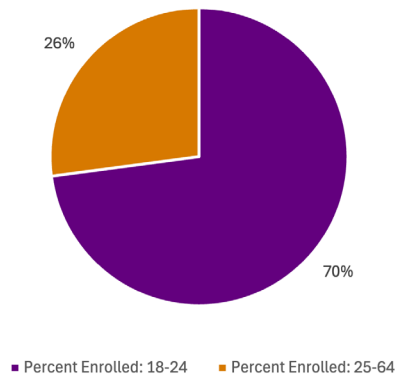
Institution Type	Undergraduate Enrollment
Four-Year Institution	45,915
Two-Year Institution	129

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

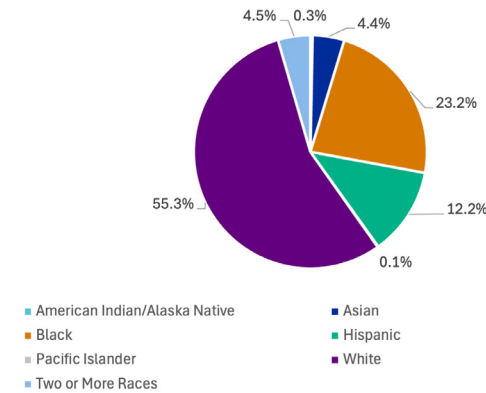
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Delaware undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Delaware IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Delaware.



Source: NCES Digest Table 306.50



Table 3: Delaware Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Delaware.

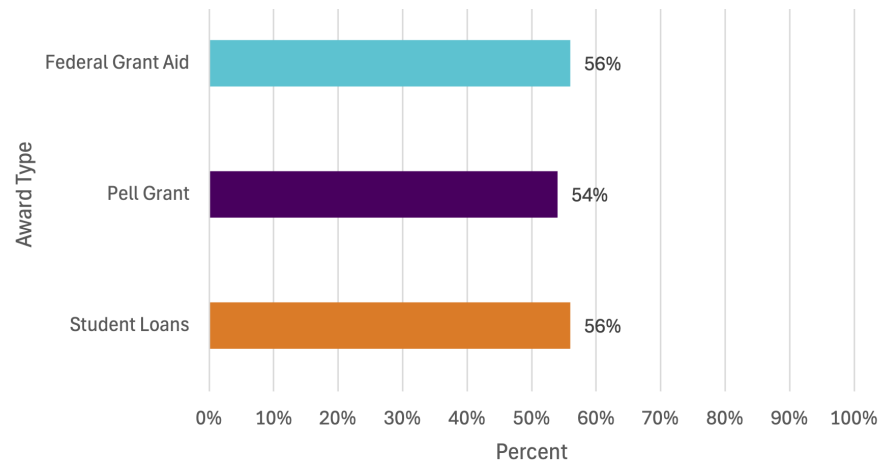
Institutional Sector	Cost of Attendance
Public Four-Year	\$26,424
Private Four-Year Institution	\$22,978
Public 2-Year	Data Not Available

Source: NCES

DELAWARE

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

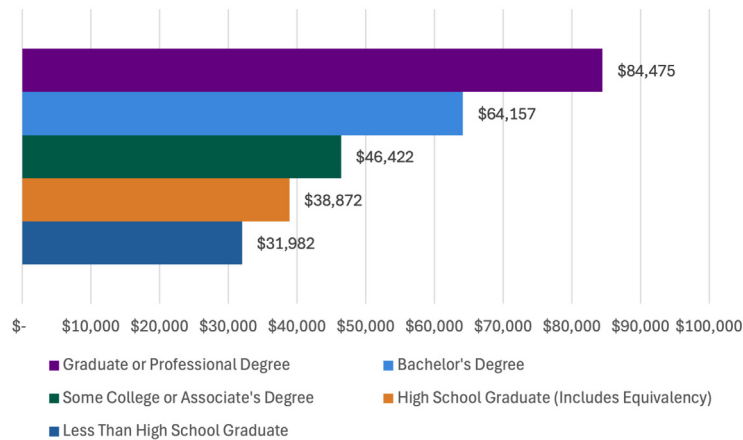
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Delaware IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Delaware, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

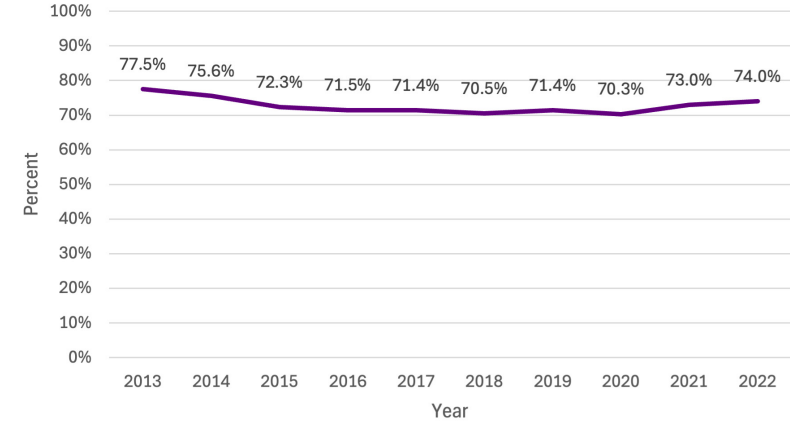


Source: US Census Bureau



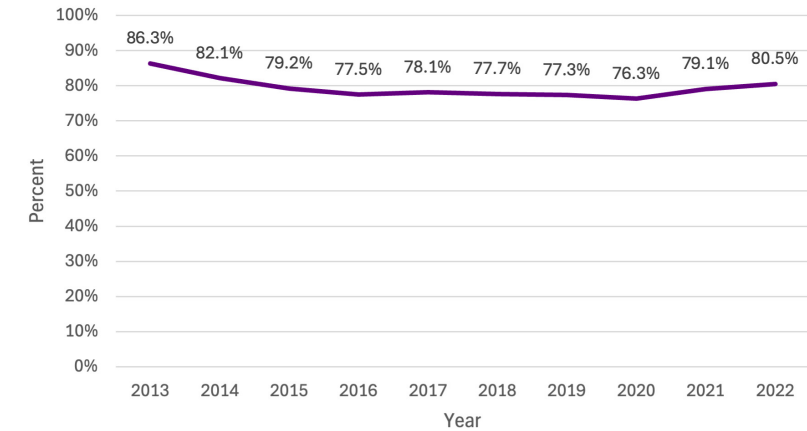


Figure 5: Delaware College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Delaware from 2013 to 2022.

Figure 6: Delaware Student Persistence Rates



Source: [National Student Clearinghouse](#)

DELAWARE

POLICY CONSIDERATIONS

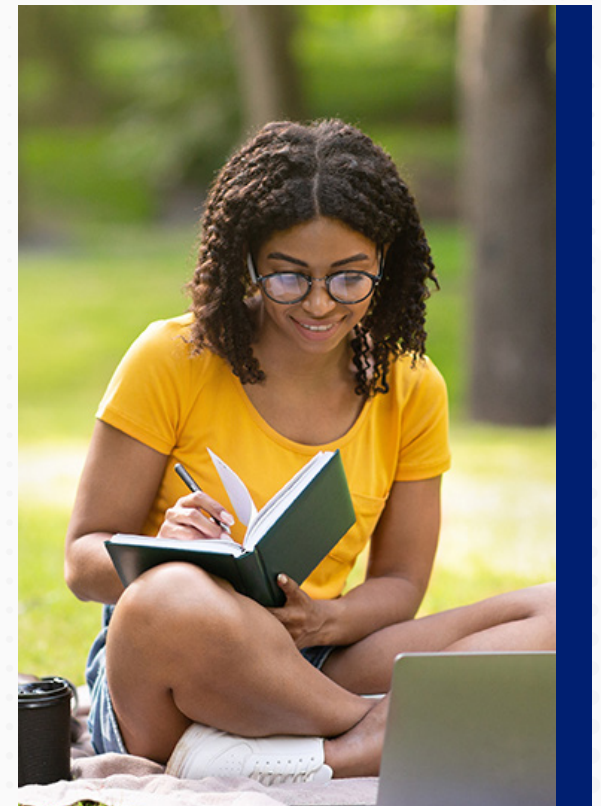
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| Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Delaware.

DELAWARE DOES NOT COLLECT THIS DATA

Source: [National Student Clearinghouse](#)



DISTRICT OF COLUMBIA

STATE GOAL

Data Not Available

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for District of Columbia.

Institution Type	Number of Institutions
Four-Year Institution	16
Two-Year Institution	3
Less-than-2-Year Institutions	2

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in District of Columbia have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

Institution Type	Undergraduate Enrollment
Four-Year Institution	54,562
Two-Year Institution	604

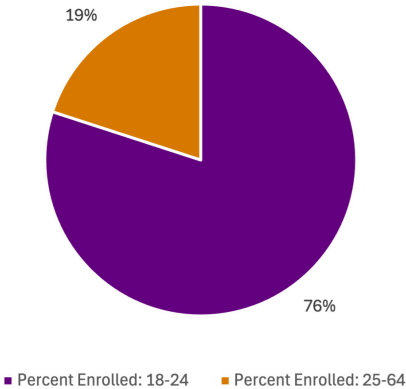
Source: [NCES Digest Table 306.50](#)



DISTRICT OF COLUMBIA

Figure 1: Post-Secondary Enrollment: Age Breakdown

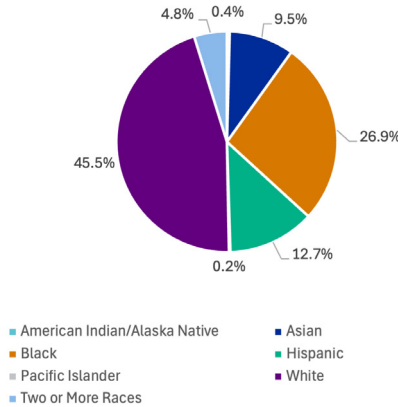
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Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, District of Columbia IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in District of Columbia.



Source: NCES Digest Table 306.50



Table 3: District of Columbia Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for District of Columbia.

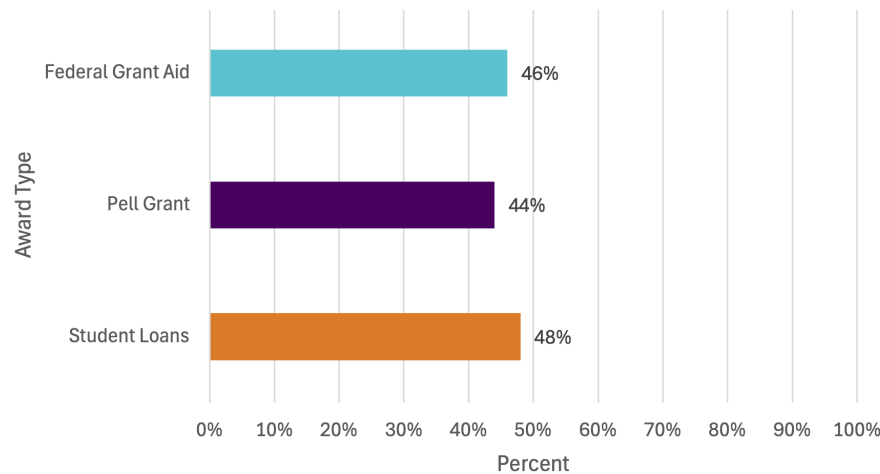
Institutional Sector	Cost of Attendance
Public Four-Year	\$6,152
Private Four-Year Institution	\$65,211
Public 2-Year	Data Not Available

Source: NCES

DISTRICT OF COLUMBIA

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

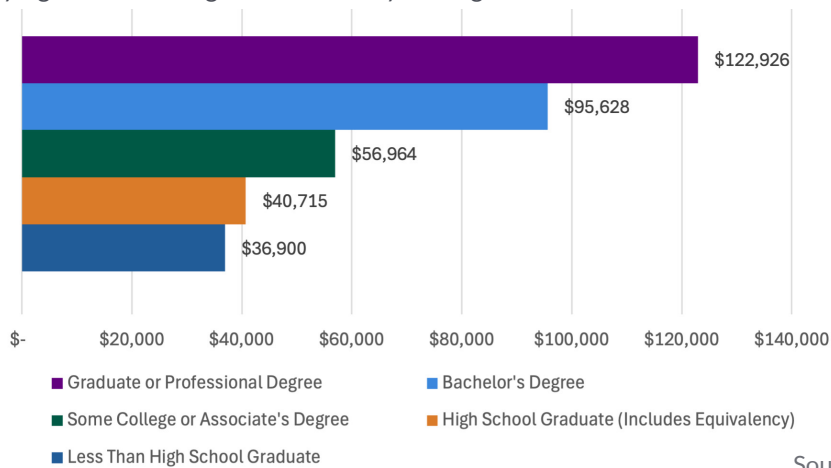
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in District of Columbia IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across District of Columbia, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

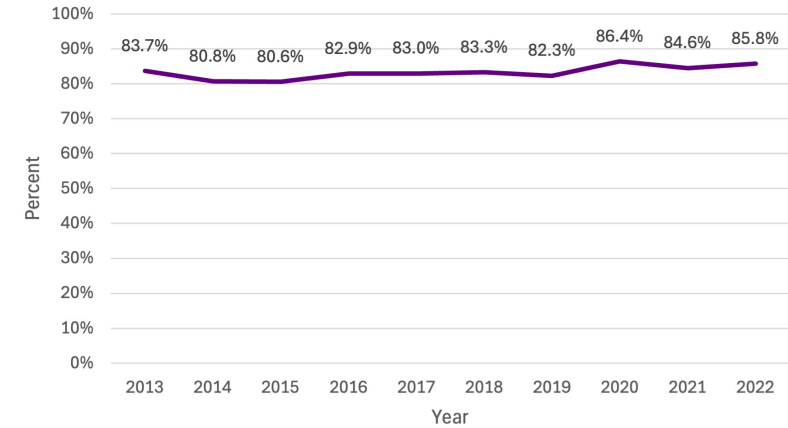


Source: US Census Bureau



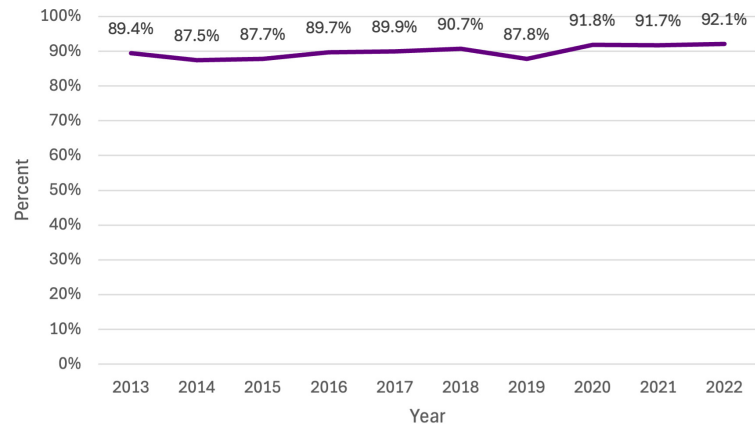


Figure 5: District of Columbia College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for District of Columbia from 2013 to 2022.

Figure 6: District of Columbia Student Persistence Rates



Source: [National Student Clearinghouse](#)

DISTRICT OF COLUMBIA

POLICY CONSIDERATIONS

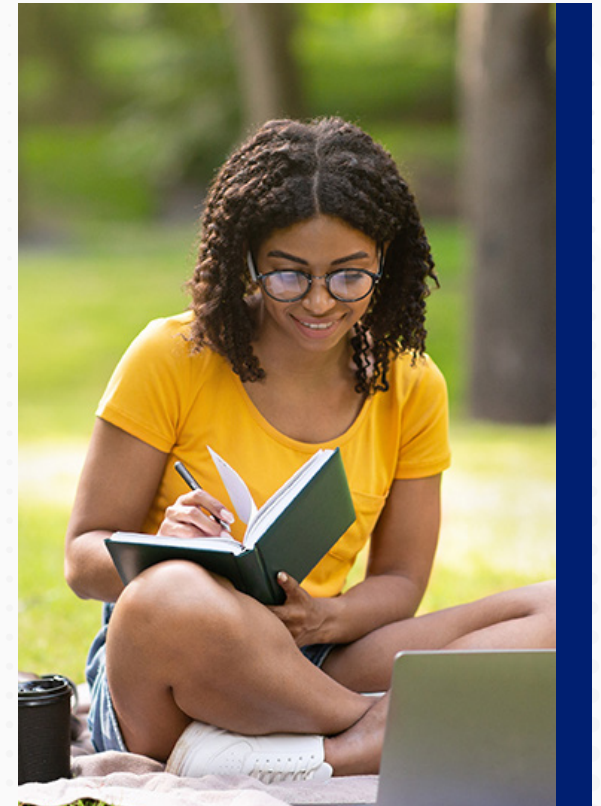
Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

| Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in District of Columbia.

**DISTRICT OF COLUMBIA DOES NOT COLLECT
THIS DATA**

Source: [National Student Clearinghouse](#)



STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Florida.

Institution Type	Number of Institutions
Four-Year Institution	128
Two-Year Institution	65
Less-than-2-Year Institutions	117

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Florida have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

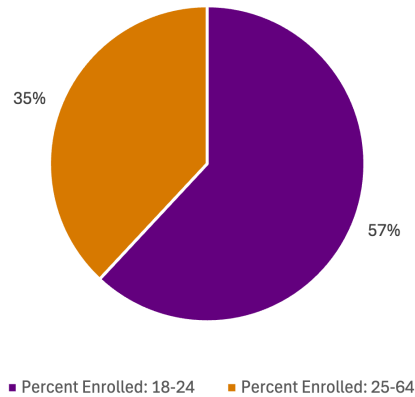
Institution Type	Undergraduate Enrollment
Four-Year Institution	838,435
Two-Year Institution	41,771

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

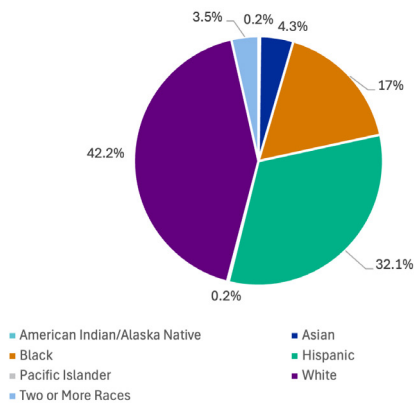
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Florida undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Florida IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Florida.



Source: NCES Digest Table 306.50



Table 3: Florida Average Cost of Attendance

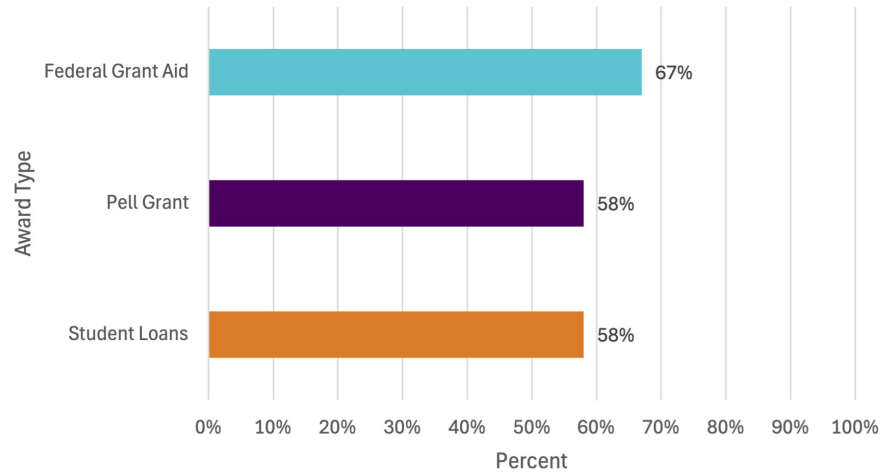
Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Florida.

Institutional Sector	Cost of Attendance
Public Four-Year	\$16,088
Private Four-Year Institution	\$45,156
Public 2-Year	Data Not Available

Source: NCES

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

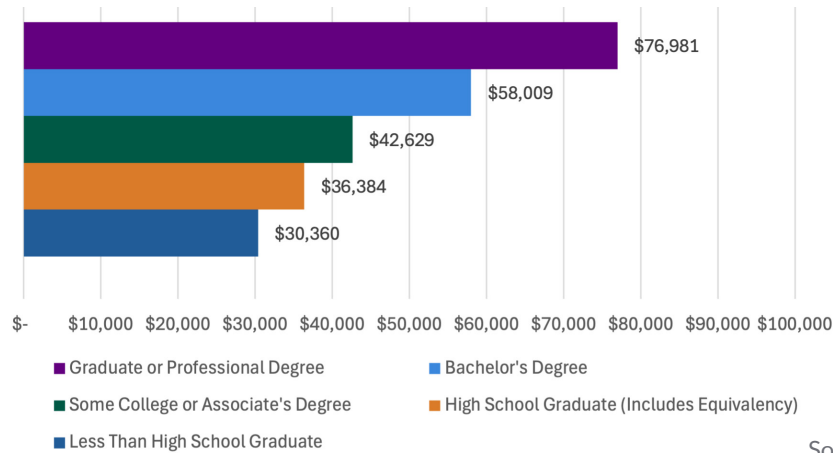
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Florida IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Florida, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

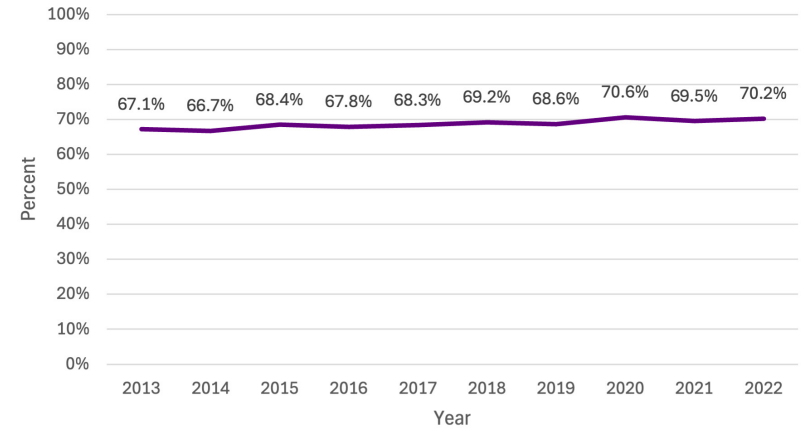


Source: US Census Bureau



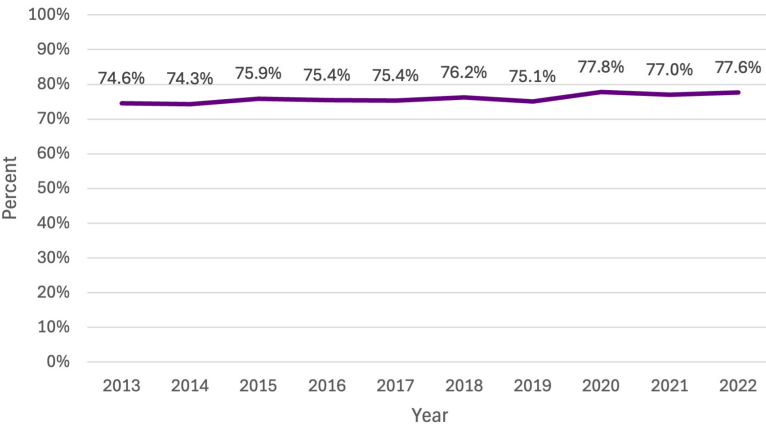


Figure 5: Florida College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Florida from 2013 to 2022.

Figure 6: Florida Student Persistence Rates



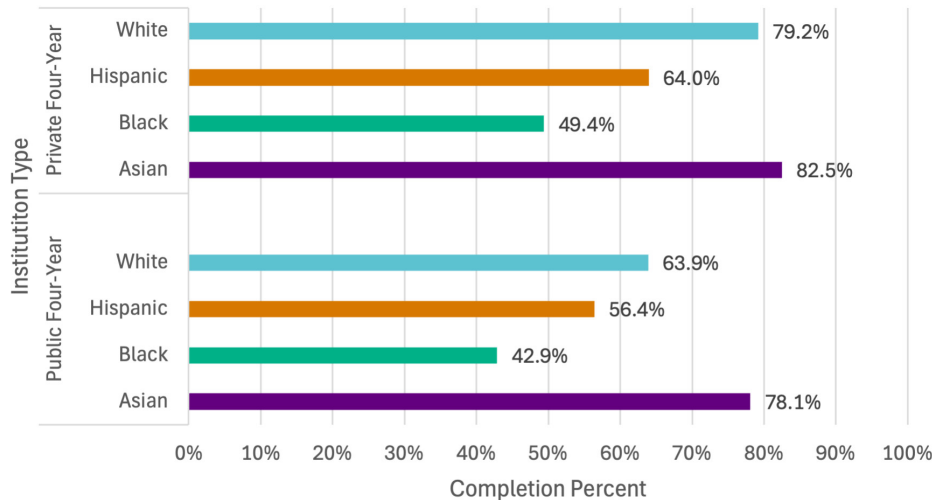
Source: [National Student Clearinghouse](#)

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Florida.



Source: [National Student Clearinghouse](#)



STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Georgia.

Institution Type	Number of Institutions
Four-Year Institution	68
Two-Year Institution	41
Less-than-2-Year Institutions	26

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Georgia have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

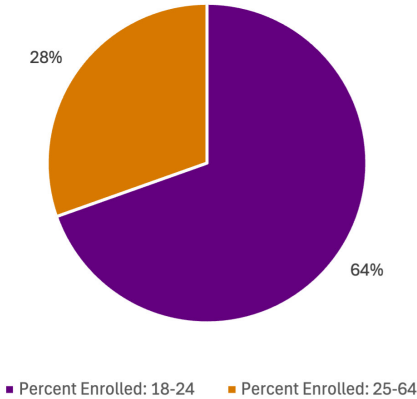
Institution Type	Undergraduate Enrollment
Four-Year Institution	330,616
Two-Year Institution	116,704

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

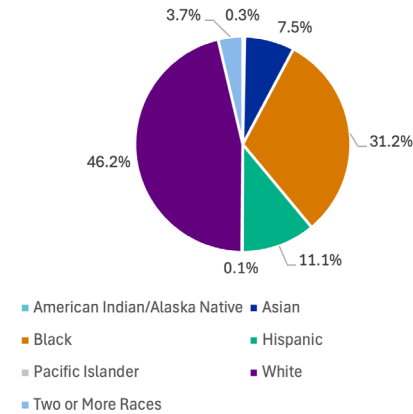
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Georgia undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Georgia IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Georgia.



Source: NCES Digest Table 306.50



Table 3: Georgia Average Cost of Attendance

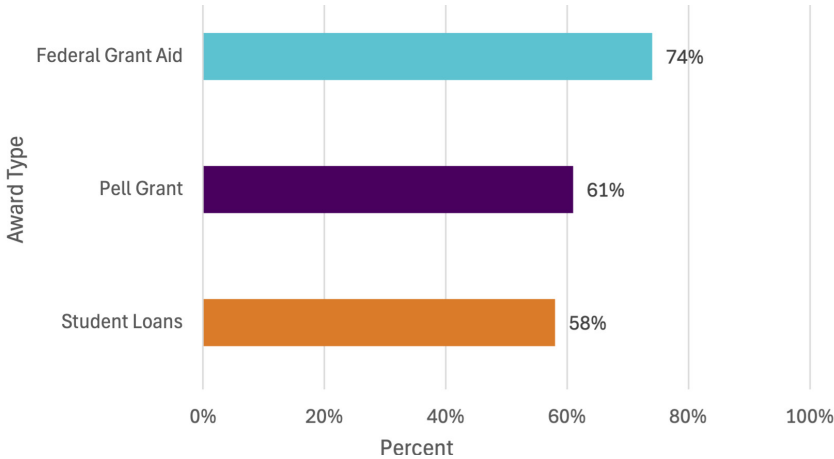
Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Georgia.

Institutional Sector	Cost of Attendance
Public Four-Year	\$18,674
Private Four-Year Institution	\$46,295
Public 2-Year	\$3,134

Source: NCES

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

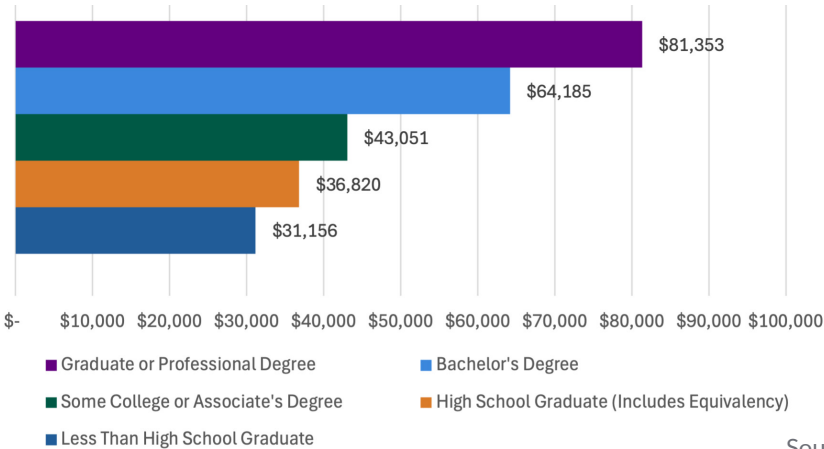
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Georgia IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Georgia, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

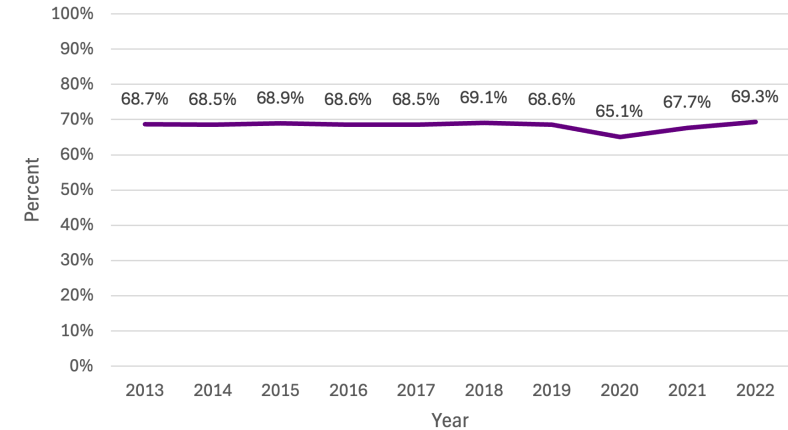


Source: US Census Bureau



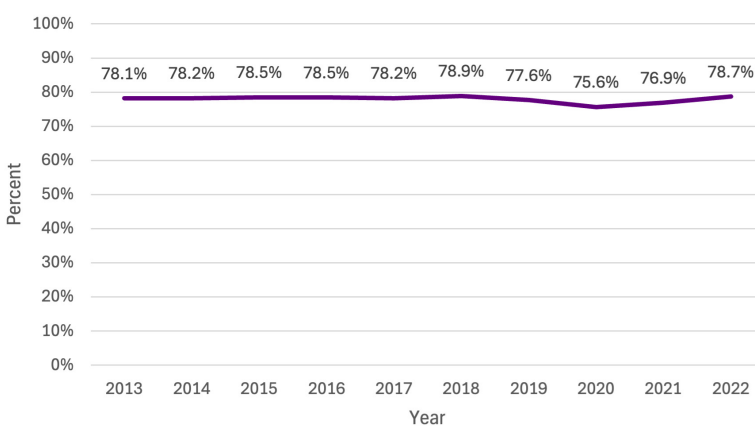


Figure 5: Georgia College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Georgia from 2013 to 2022.

Figure 6: Georgia Student Persistence Rates



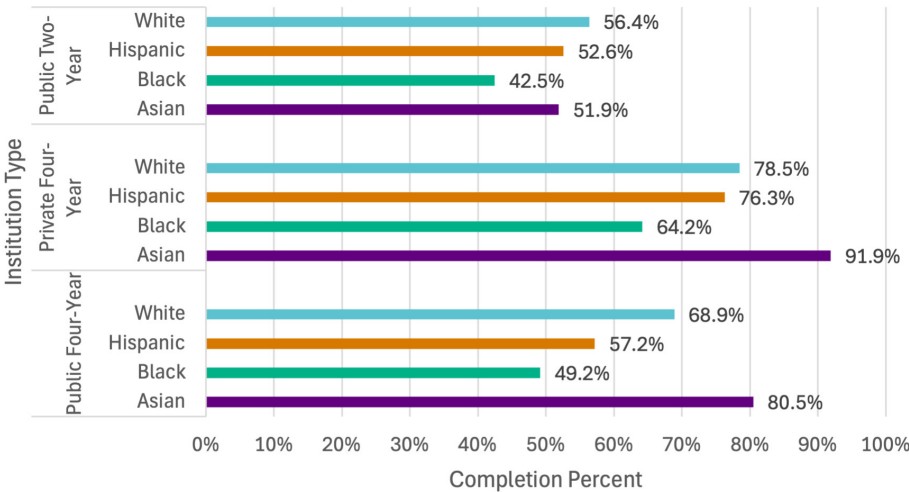
Source: [National Student Clearinghouse](#)

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Georgia.



Source: [National Student Clearinghouse](#)



HAWAII

STATE GOAL

55%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Hawaii.

Institution Type	Number of Institutions
Four-Year Institution	10
Two-Year Institution	8
Less-than-2-Year Institutions	3

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Hawaii have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

Institution Type	Undergraduate Enrollment
Four-Year Institution	30,764
Two-Year Institution	21,273

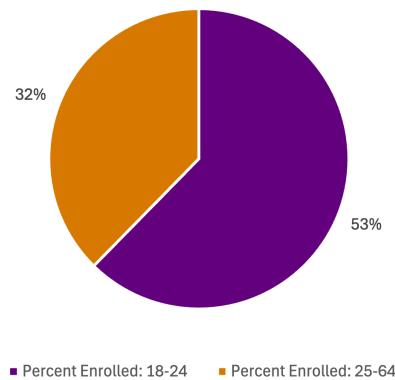
Source: [NCES Digest Table 306.50](#)



HAWAI'I

Figure 1: Post-Secondary Enrollment: Age Breakdown

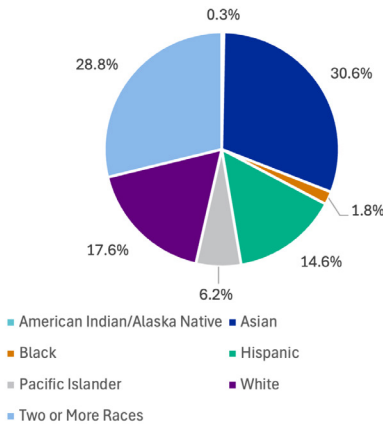
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Hawai'i undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: [IPEDS](#)

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Hawai'i IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Hawai'i.



Source: [NCES Digest Table 306.50](#)



Table 3: Hawai'i Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Hawai'i.

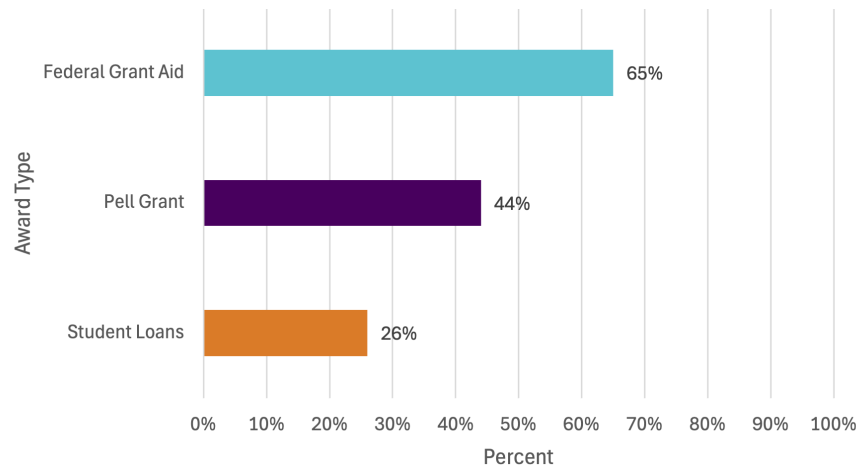
Institutional Sector	Cost of Attendance
Public Four-Year	\$22,614
Private Four-Year Institution	\$36,127
Public 2-Year	\$3,227

Source: [NCES](#)

HAWAI'I

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

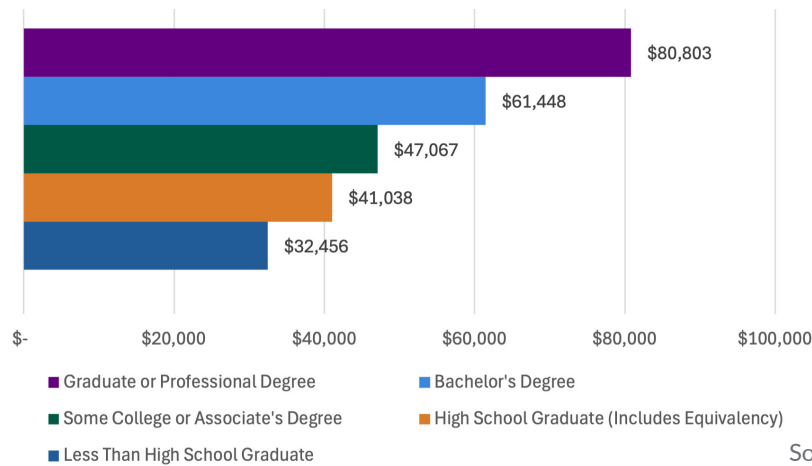
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Hawai'i IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Hawai'i, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

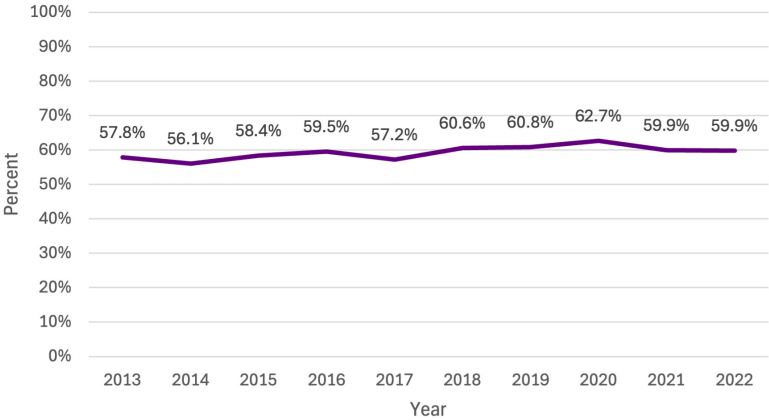


Source: US Census Bureau



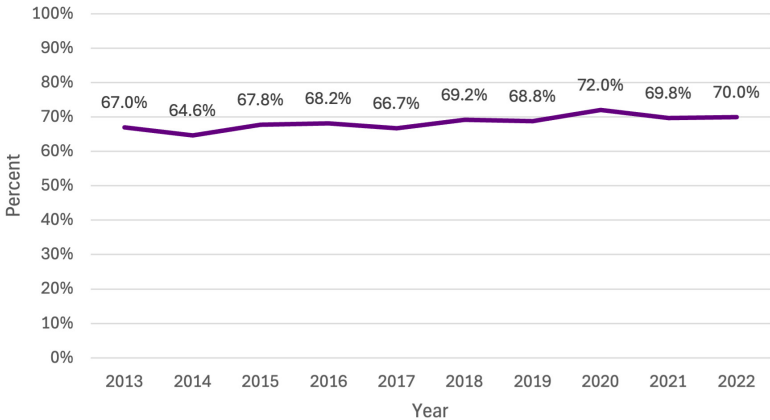


Figure 5: Hawai'i College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Hawai'i from 2013 to 2022.

Figure 6: Hawai'i Student Persistence Rates



Source: [National Student Clearinghouse](#)

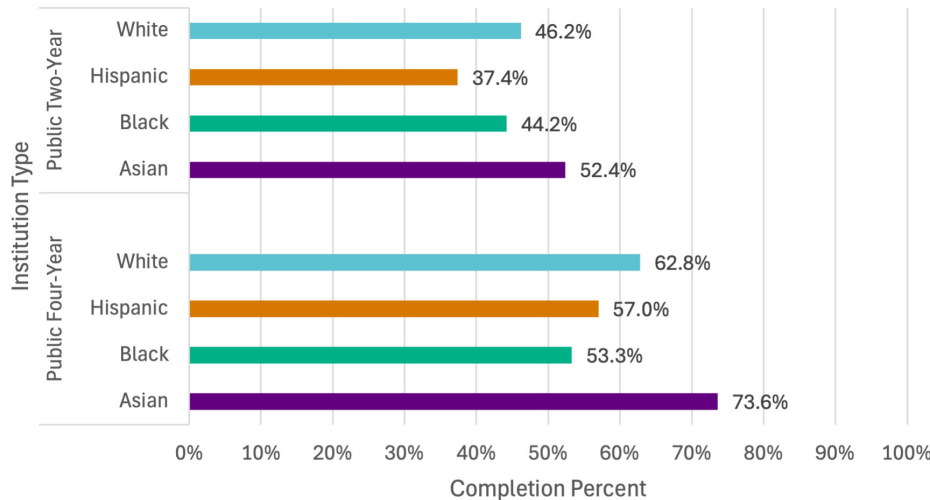
HAWAI'I

POLICY CONSIDERATIONS

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Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Hawai'i.



Source: [National Student Clearinghouse](#)



IDAHO

STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Idaho.

Institution Type	Number of Institutions
Four-Year Institution	11
Two-Year Institution	5
Less-than-2-Year Institutions	15

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Idaho have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

Institution Type	Undergraduate Enrollment
Four-Year Institution	99,426
Two-Year Institution	17,030

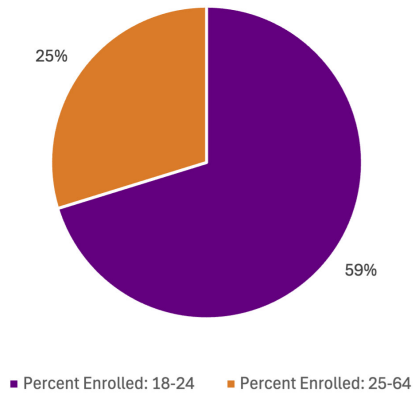
Source: [NCES Digest Table 306.50](#)



IDAHO

| Figure 1: Post-Secondary Enrollment: Age Breakdown

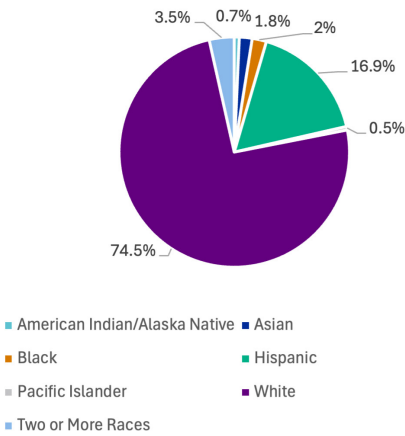
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Source: [IPEDS](#)

| Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Idaho IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Idaho.



Source: [NCES Digest Table 306.50](#)



| Table 3: Idaho Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Idaho.

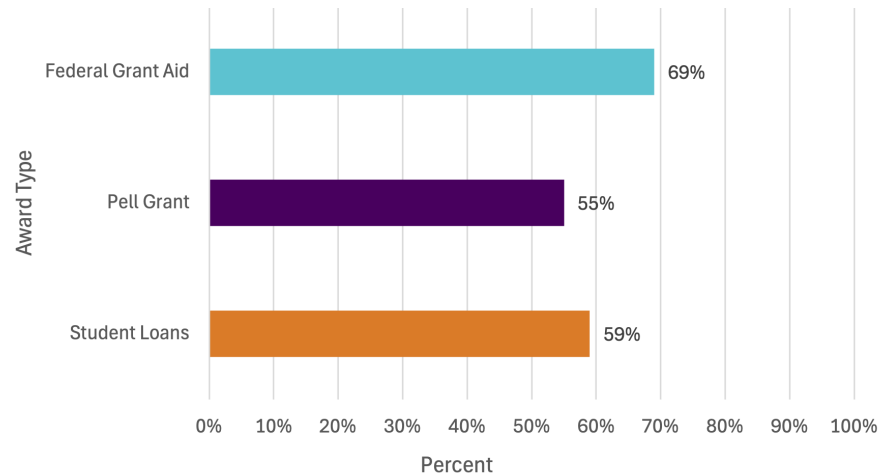
Institutional Sector	Cost of Attendance
Public Four-Year	\$17,957
Private Four-Year Institution	\$17,417
Public 2-Year	\$3,361

Source: [NCES](#)

IDAHO

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

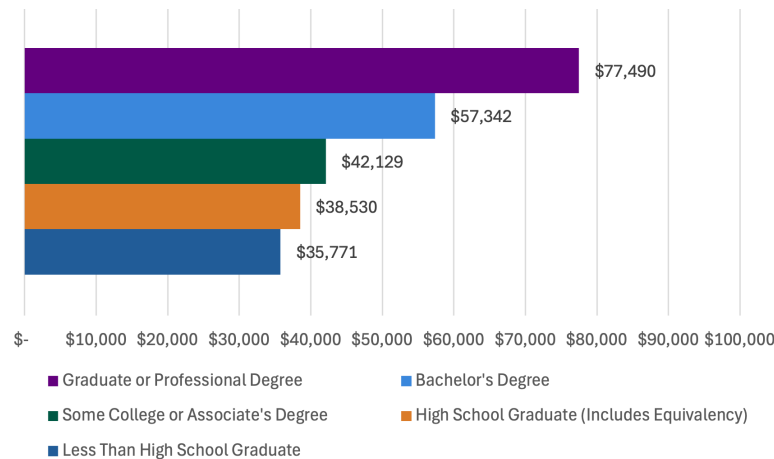
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Idaho IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Idaho, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

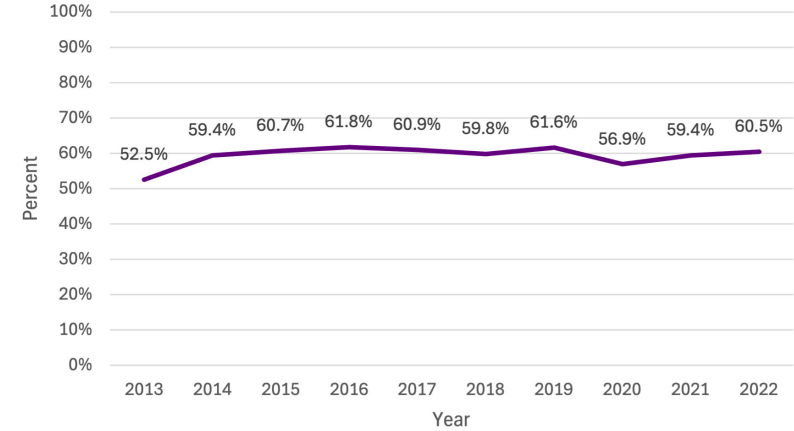


Source: US Census Bureau



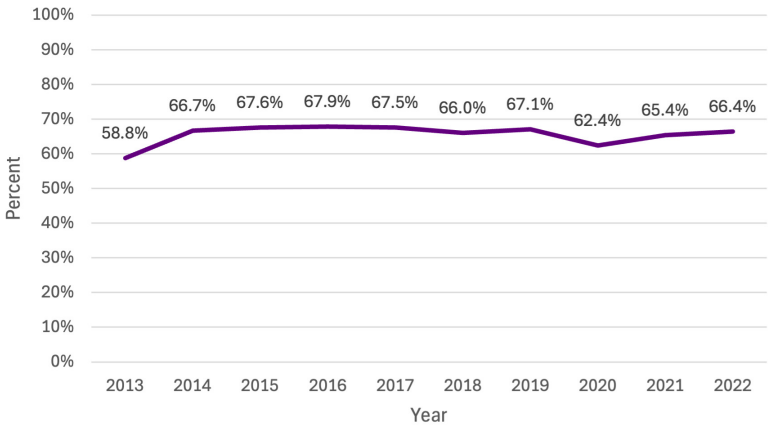


Figure 5: Idaho College Retention Rates



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Figure 6: Idaho Student Persistence Rates



Source: [National Student Clearinghouse](#)

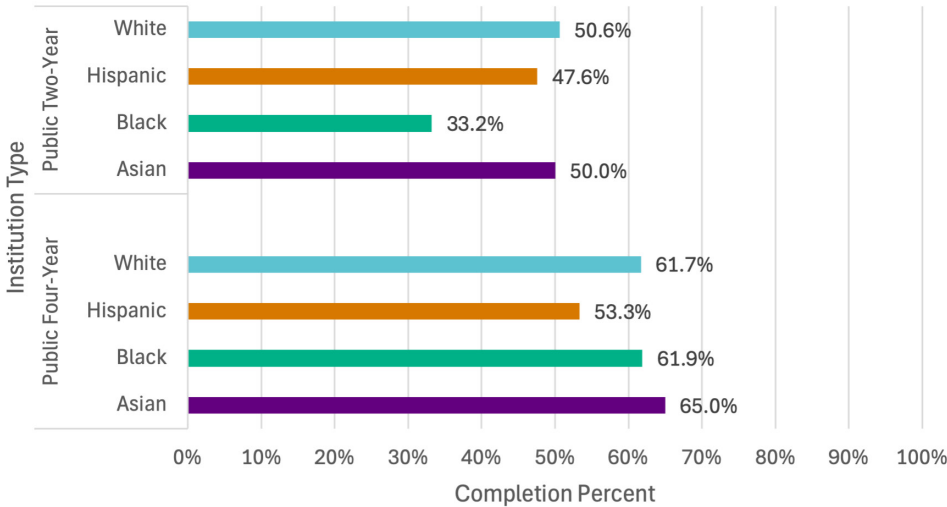
IDAHO

POLICY CONSIDERATIONS

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Source: [National Student Clearinghouse](#)



ILLINOIS

STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Illinois.

Institution Type	Number of Institutions
Four-Year Institution	92
Two-Year Institution	59
Less-than-2-Year Institutions	75

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Illinois have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

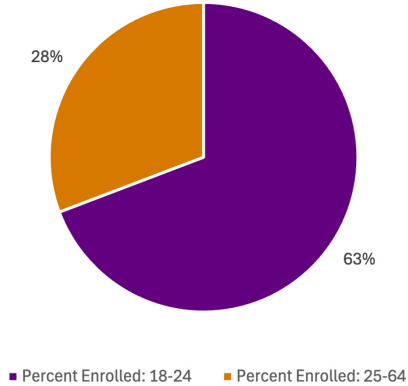
Institution Type	Undergraduate Enrollment
Four-Year Institution	282,696
Two-Year Institution	238,510

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

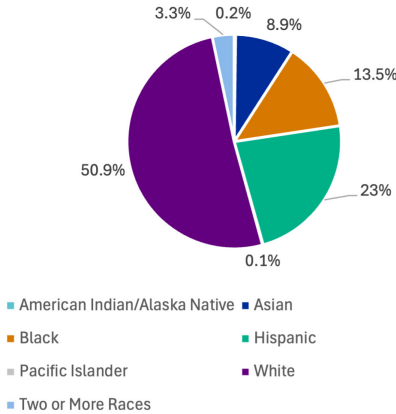
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Illinois undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Illinois IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Illinois.



Source: NCES Digest Table 306.50



Table 3: Illinois Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Illinois.

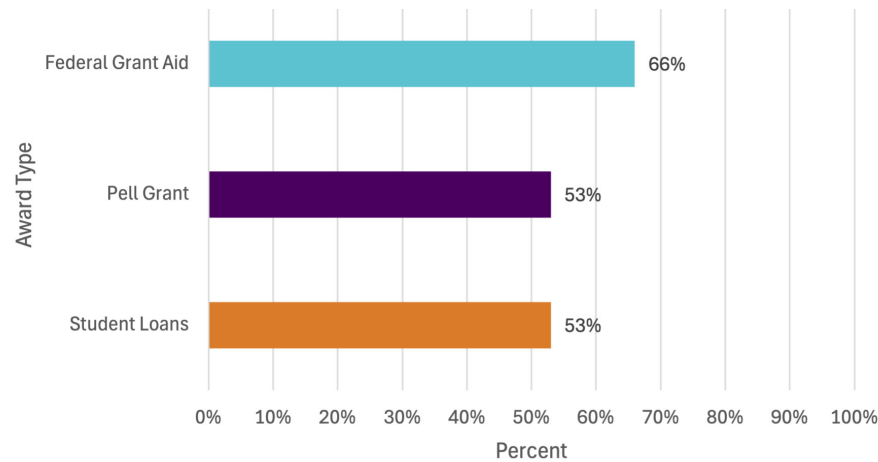
Institutional Sector	Cost of Attendance
Public Four-Year	\$27,214
Private Four-Year Institution	\$52,234
Public 2-Year	\$4,249

Source: NCES

ILLINOIS

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

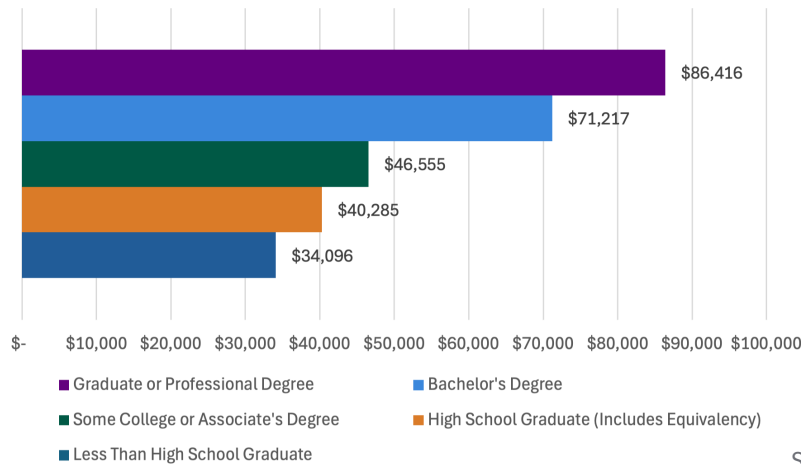
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Illinois IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Illinois, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

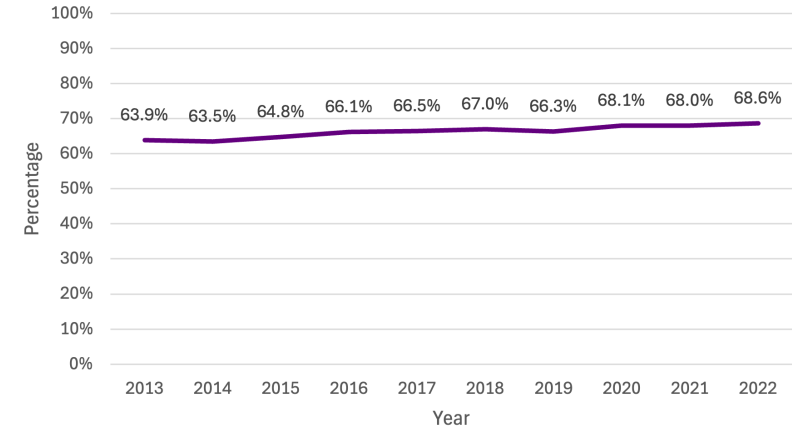


Source: US Census Bureau



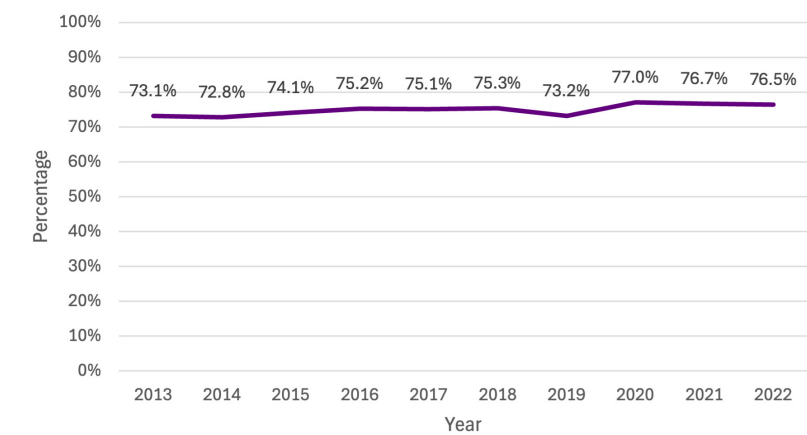


Figure 5: Illinois College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Illinois from 2013 to 2022.

Figure 6: Illinois Student Persistence Rates



Source: [National Student Clearinghouse](#)

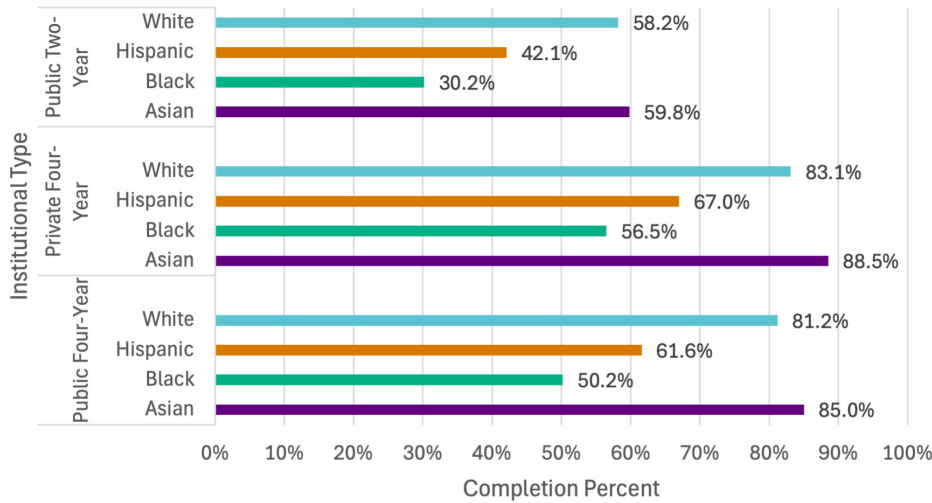
ILLINOIS

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Illinois.



Source: [National Student Clearinghouse](#)



INDIANA

STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Indiana.

Institution Type	Number of Institutions
Four-Year Institution	59
Two-Year Institution	10
Less-than-2-Year Institutions	33

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Indiana have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

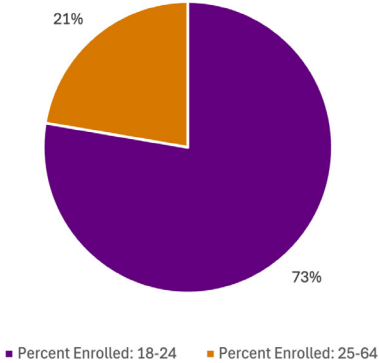
Institution Type	Undergraduate Enrollment
Four-Year Institution	265,996
Two-Year Institution	91,933

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

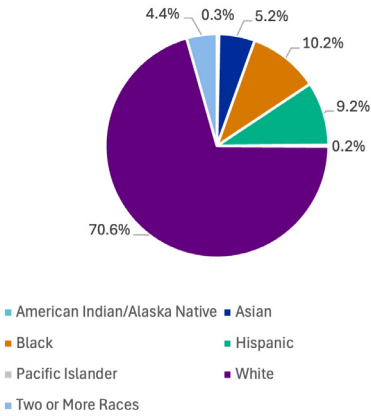
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Indiana undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Indiana IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Indiana.



Source: NCES Digest Table 306.50



Table 3: Indiana Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Indiana.

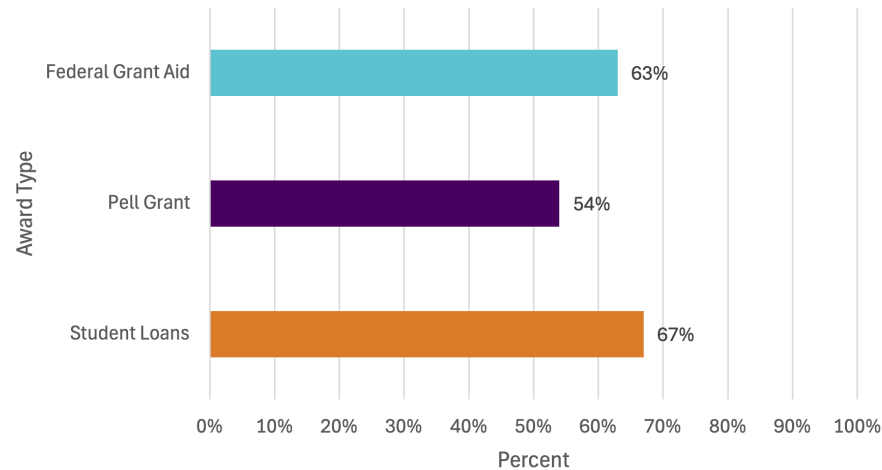
Institutional Sector	Cost of Attendance
Public Four-Year	\$21,016
Private Four-Year Institution	\$51,403
Public 2-Year	\$4,637

Source: NCES

INDIANA

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

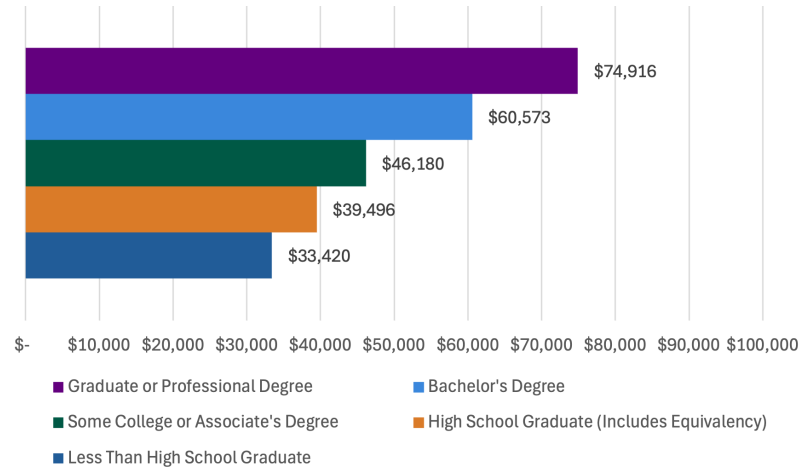
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Indiana IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Indiana, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

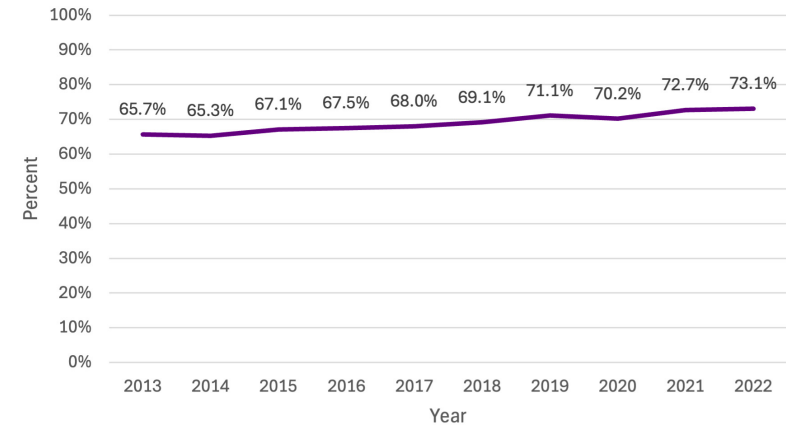


Source: US Census Bureau



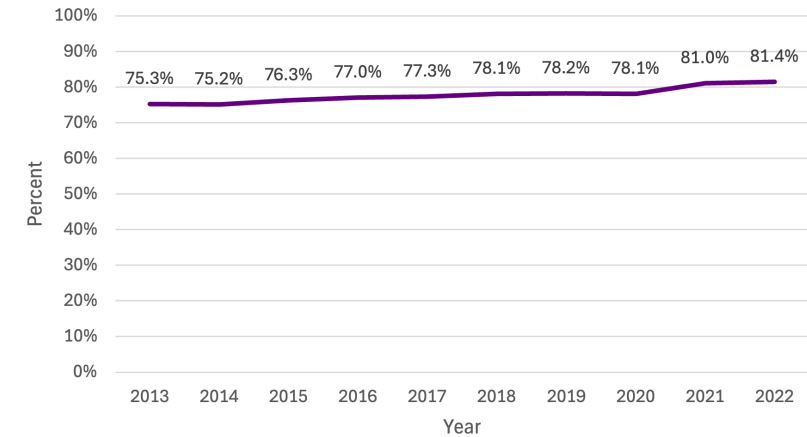


Figure 5: Indiana College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Indiana from 2013 to 2022.

Figure 6: Indiana Student Persistence Rates



Source: [National Student Clearinghouse](#)

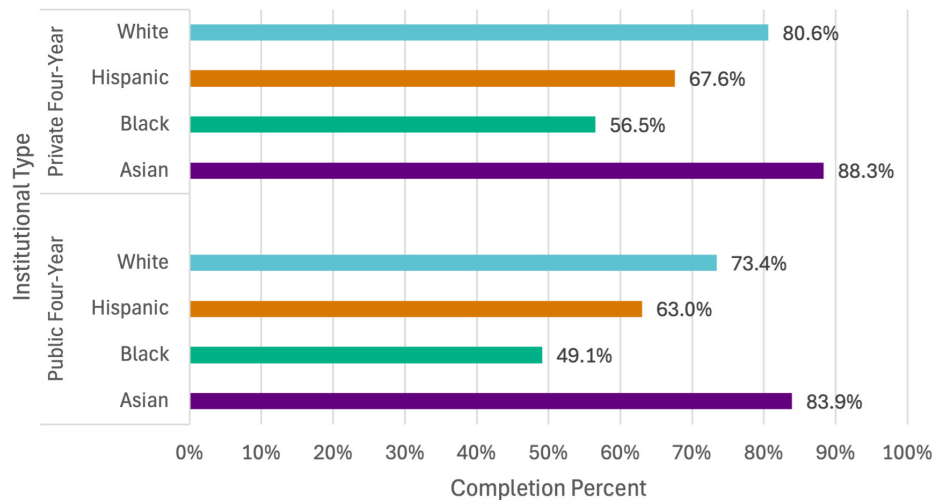
INDIANA

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Indiana.



Source: [National Student Clearinghouse](#)



STATE GOAL

70%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Iowa.

Institution Type	Number of Institutions
Four-Year Institution	37
Two-Year Institution	36
Less-than-2-Year Institutions	2

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Iowa have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

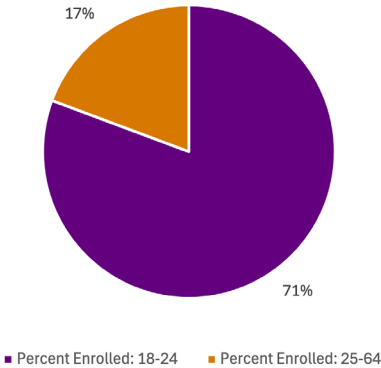
Institution Type	Undergraduate Enrollment
Four-Year Institution	91,597
Two-Year Institution	83,409

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

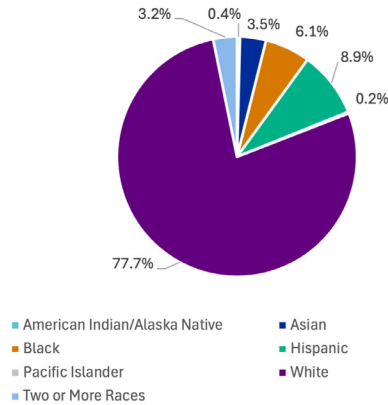
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Iowa undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Iowa IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Iowa.



Source: NCES Digest Table 306.50



Table 3: Iowa Average Cost of Attendance

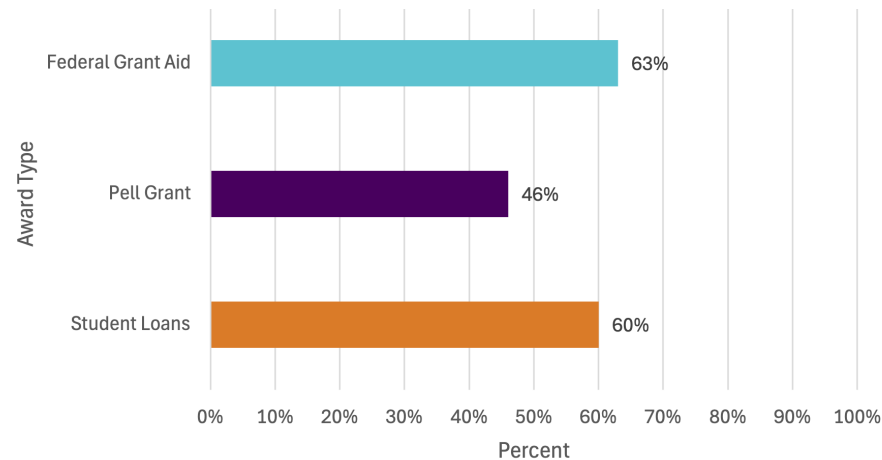
Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Iowa.

Institutional Sector	Cost of Attendance
Public Four-Year	\$20,547
Private Four-Year Institution	\$47,144
Public 2-Year	\$5,583

Source: NCES

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

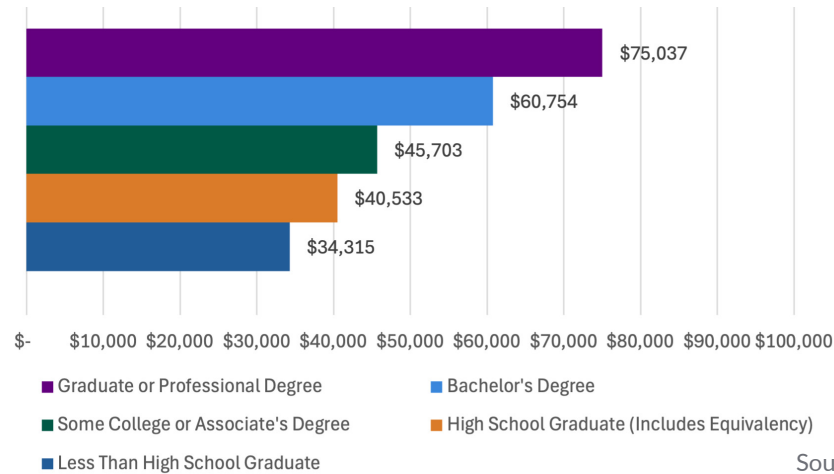
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Iowa IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Iowa, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

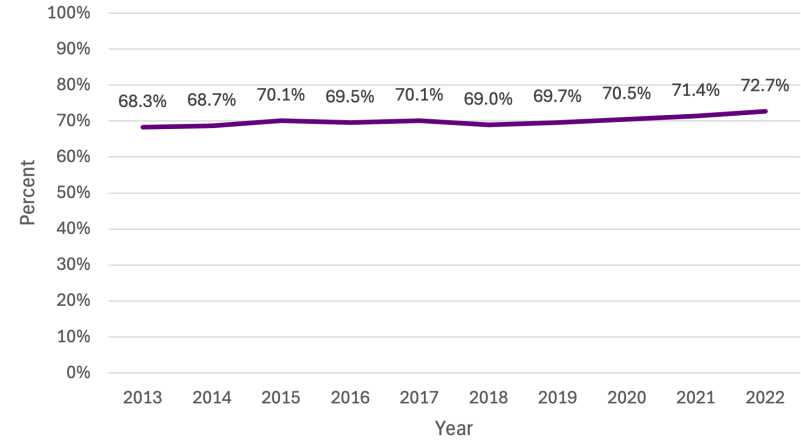


Source: US Census Bureau



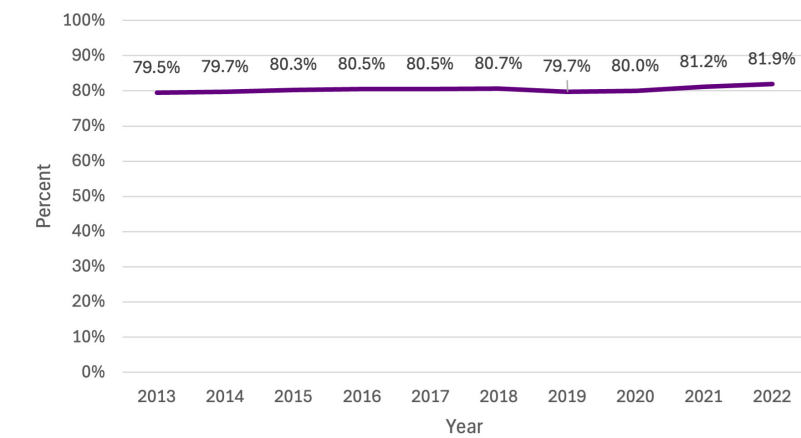


Figure 5: Iowa College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Iowa from 2013 to 2022.

Figure 6: Iowa Student Persistence Rates



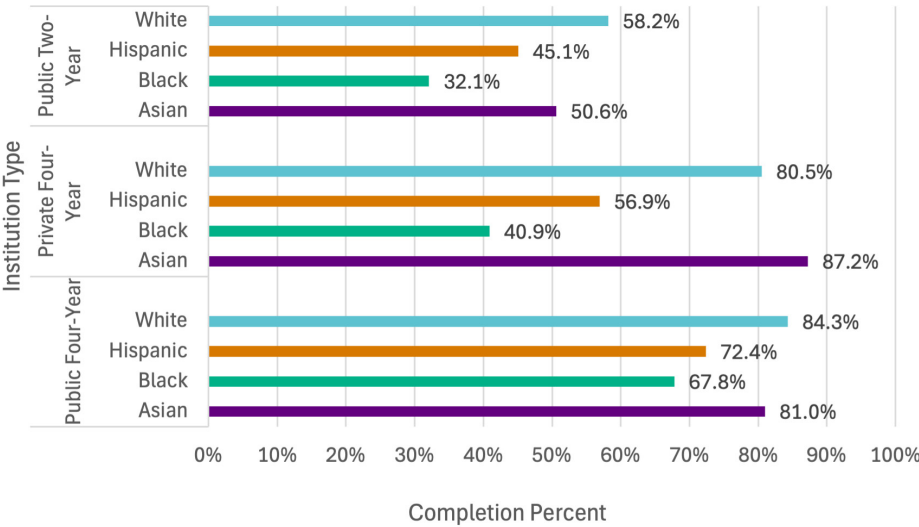
Source: [National Student Clearinghouse](#)

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Iowa.



Source: [National Student Clearinghouse](#)



KANSAS

STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Kansas.

Institution Type	Number of Institutions
Four-Year Institution	34
Two-Year Institution	29
Less-than-2-Year Institutions	11

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Kansas have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

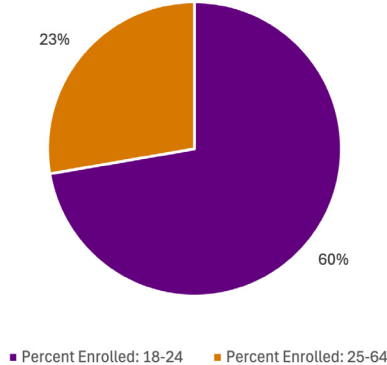
Institution Type	Undergraduate Enrollment
Four-Year Institution	87,851
Two-Year Institution	71,277

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

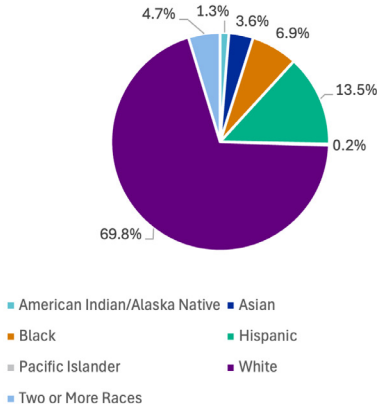
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Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Kansas IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Kansas.



Source: NCES Digest Table 306.50



Table 3: Kansas Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Kansas.

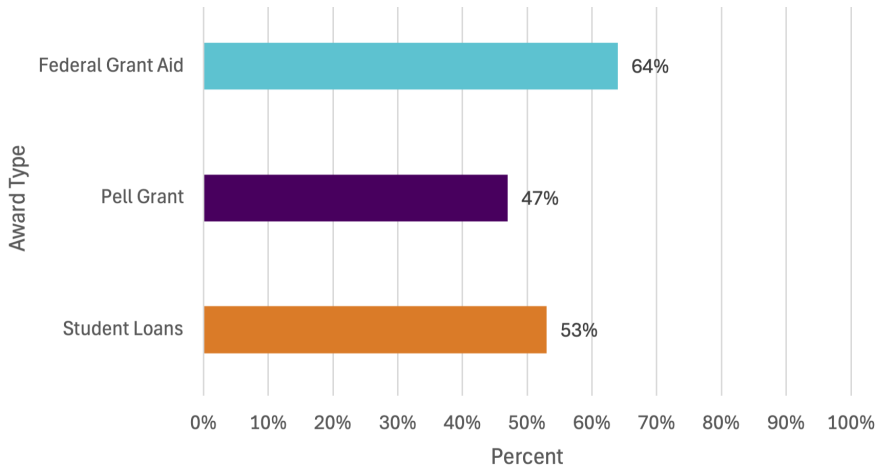
Institutional Sector	Cost of Attendance
Public Four-Year	\$19,522
Private Four-Year Institution	\$42,222
Public 2-Year	\$3,645

Source: NCES

KANSAS

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

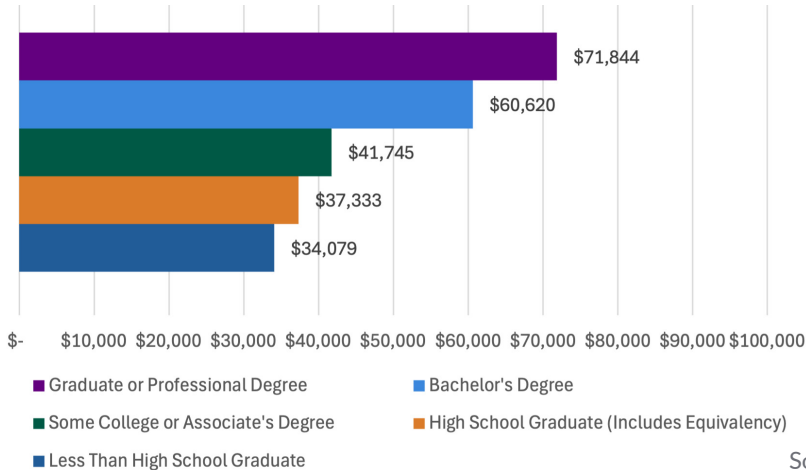
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Kansas IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Kansas, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

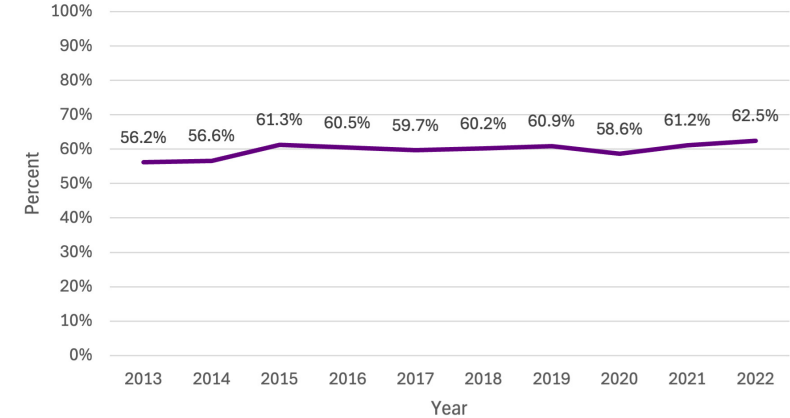


Source: US Census Bureau



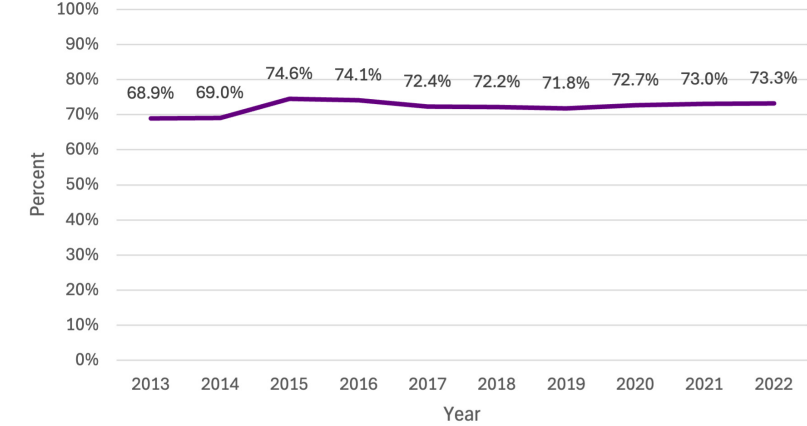


Figure 5: Kansas College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Kansas from 2013 to 2022.

Figure 6: Kansas Student Persistence Rates



Source: [National Student Clearinghouse](#)

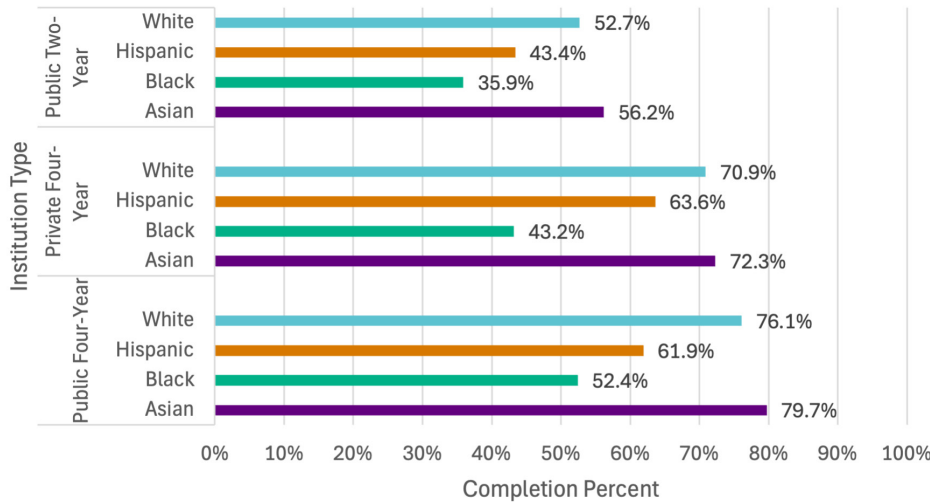
KANSAS

POLICY CONSIDERATIONS

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Source: [National Student Clearinghouse](#)



KENTUCKY

STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Kentucky.

Institution Type	Number of Institutions
Four-Year Institution	37
Two-Year Institution	22
Less-than-2-Year Institutions	25

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Kentucky have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

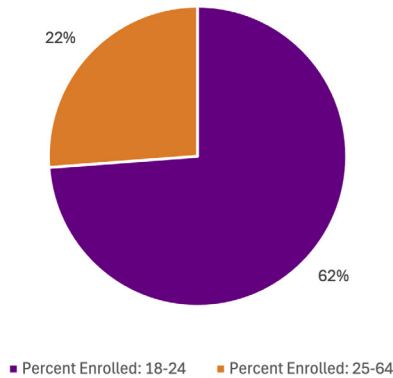
Institution Type	Undergraduate Enrollment
Four-Year Institution	131,236
Two-Year Institution	75,210

Source: [NCES Digest Table 306.50](#)



| Figure 1: Post-Secondary Enrollment: Age Breakdown

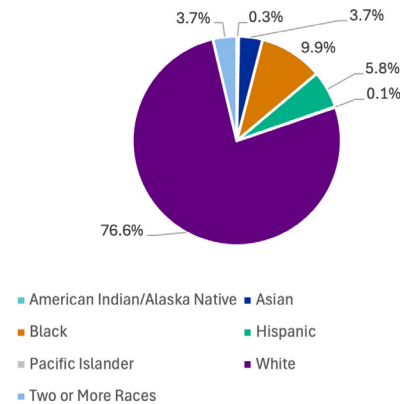
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Source: [IPEDS](#)

| Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Kentucky IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Kentucky.



Source: [NCES Digest Table 306.50](#)



| Table 3: Kentucky Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Kentucky.

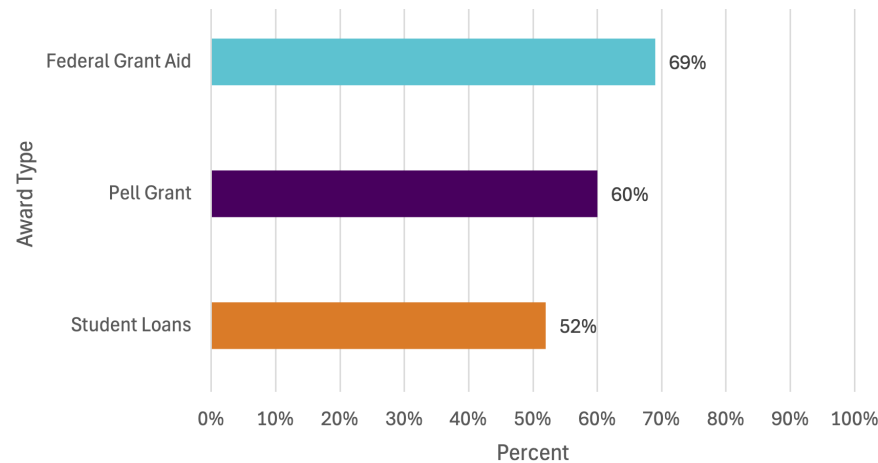
Institutional Sector	Cost of Attendance
Public Four-Year	\$23,220
Private Four-Year Institution	\$37,701
Public 2-Year	\$4,588

Source: [NCES](#)

KENTUCKY

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

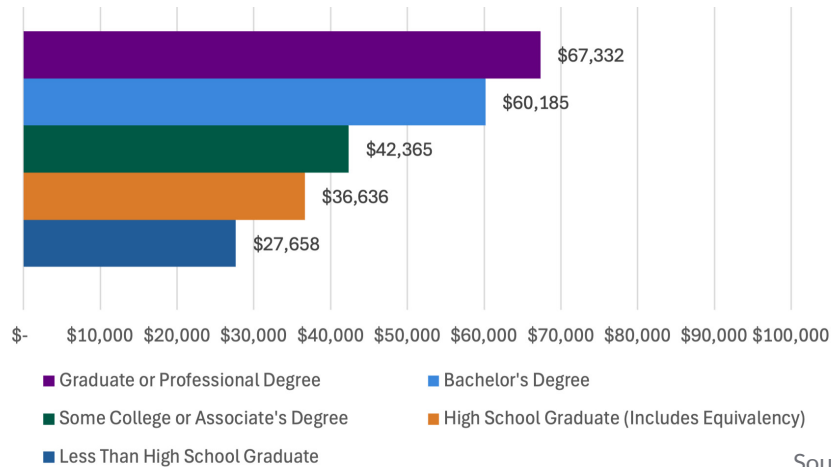
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Kentucky IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Kentucky, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

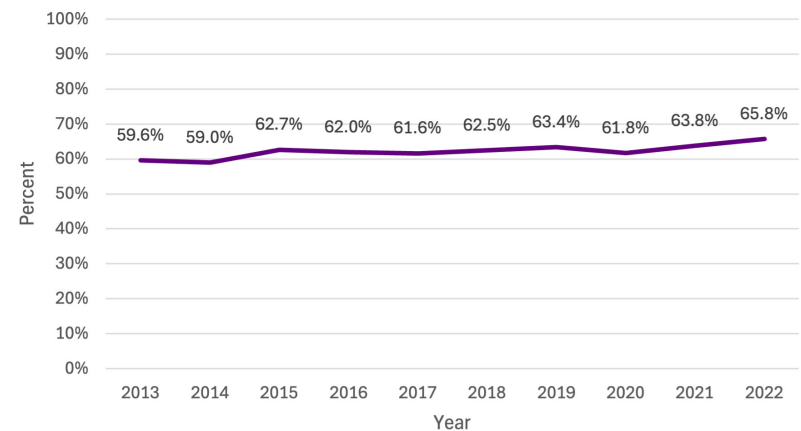


Source: US Census Bureau



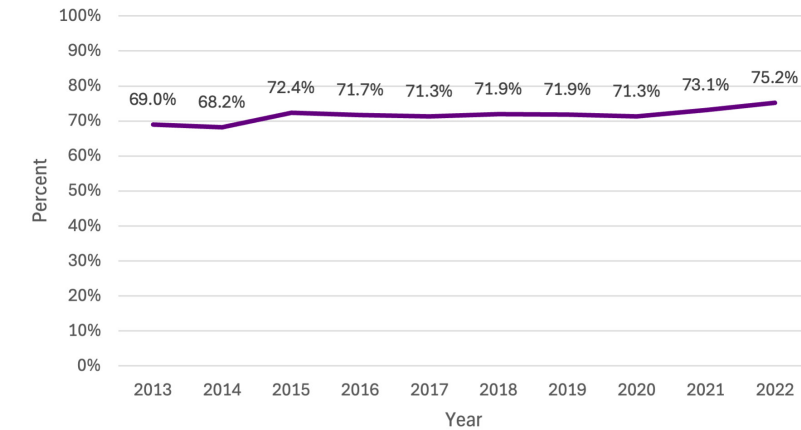


Figure 5: Kentucky College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Kentucky from 2013 to 2022.

Figure 6: Kentucky Student Persistence Rates



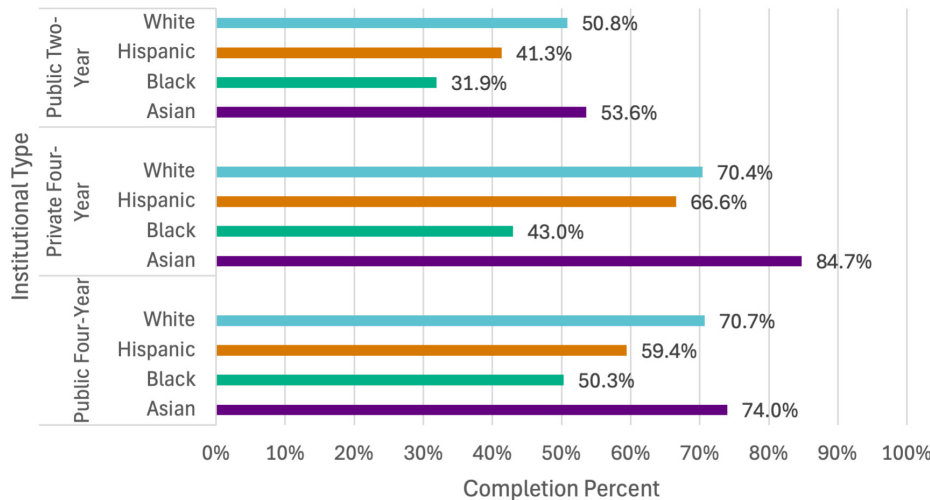
Source: [National Student Clearinghouse](#)

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Kentucky.



Source: [National Student Clearinghouse](#)



LOUISIANA

STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Louisiana.

Institution Type	Number of Institutions
Four-Year Institution	31
Two-Year Institution	29
Less-than-2-Year Institutions	47

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Louisiana have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

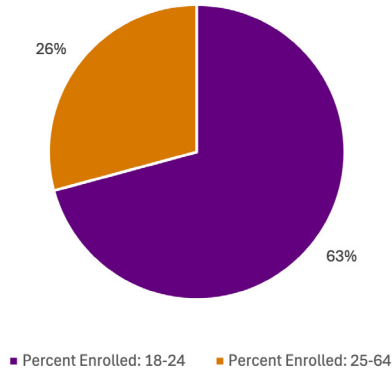
Institution Type	Undergraduate Enrollment
Four-Year Institution	138,294
Two-Year Institution	64,942

Source: [NCES Digest Table 306.50](#)



| Figure 1: Post-Secondary Enrollment: Age Breakdown

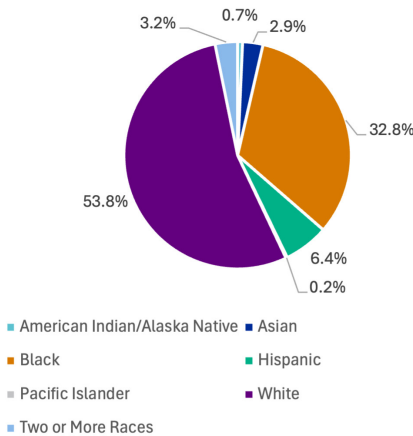
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Louisiana undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: [IPEDS](#)

| Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Louisiana IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Louisiana.



Source: [NCES Digest Table 306.50](#)



| Table 3: Louisiana Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Louisiana.

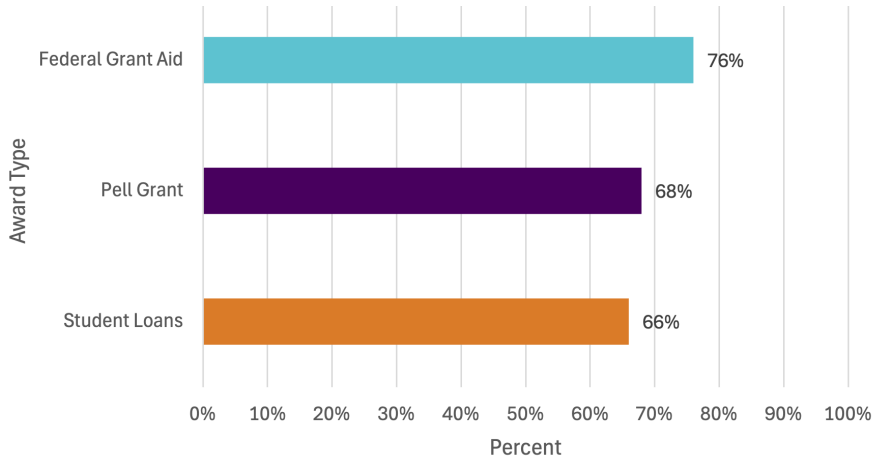
Institutional Sector	Cost of Attendance
Public Four-Year	\$21,262
Private Four-Year Institution	\$59,366
Public 2-Year	\$4,367

Source: [NCES](#)

LOUISIANA

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

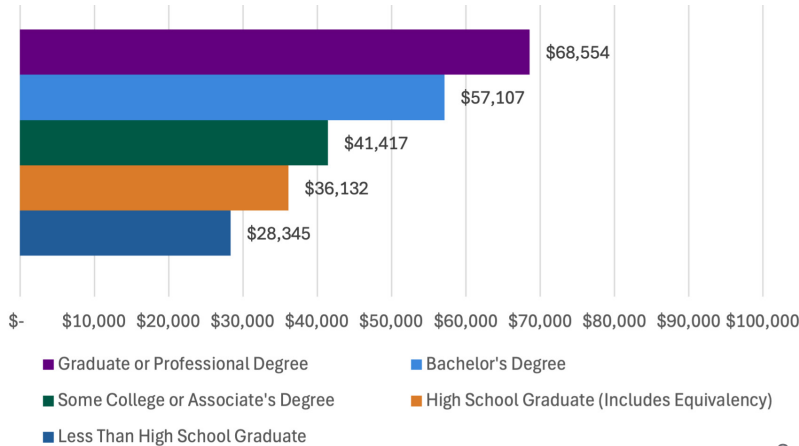
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Louisiana IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Louisiana, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

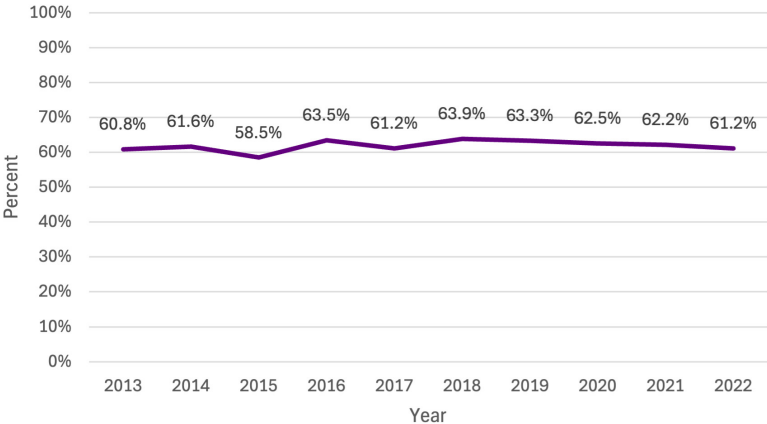


Source: US Census Bureau



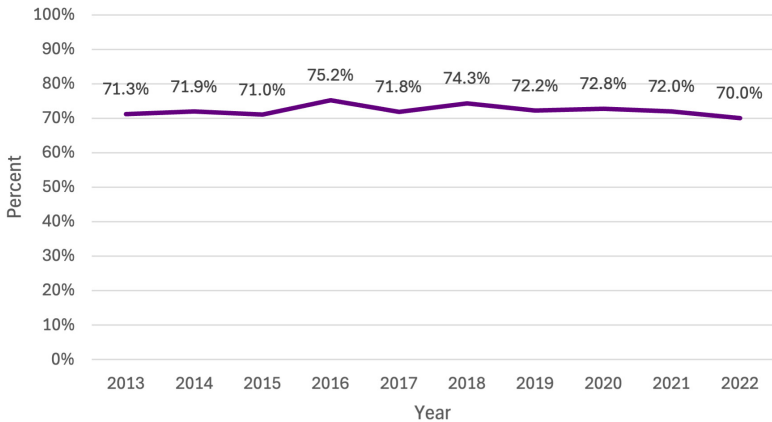


Figure 5: Louisiana College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Louisiana from 2013 to 2022.

Figure 6: Louisiana Student Persistence Rates



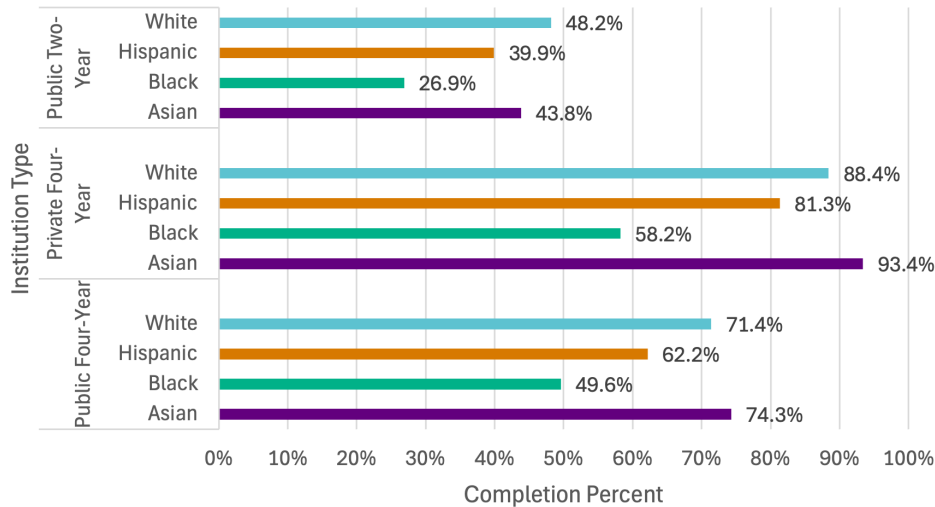
Source: [National Student Clearinghouse](#)

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

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Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Louisiana.



Source: [National Student Clearinghouse](#)



MAINE

STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Maine.

Institution Type	Number of Institutions
Four-Year Institution	21
Two-Year Institution	8
Less-than-2-Year Institutions	4

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Maine have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

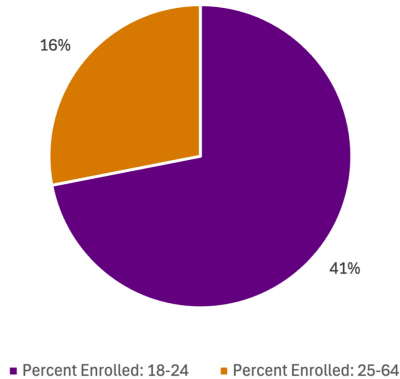
Institution Type	Undergraduate Enrollment
Four-Year Institution	42,250
Two-Year Institution	10,447

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

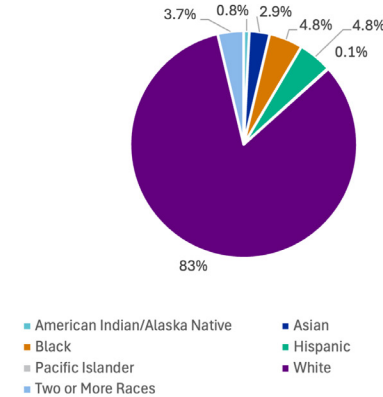
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Maine undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Maine IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Maine.



Source: NCES Digest Table 306.50



Table 3: Maine Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Maine.

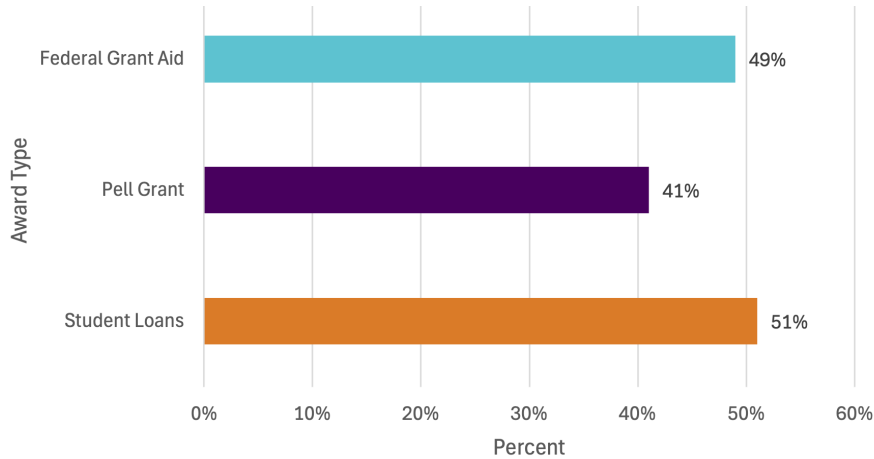
Institutional Sector	Cost of Attendance
Public Four-Year	\$22,012
Private Four-Year Institution	\$53,829
Public 2-Year	\$3,779

Source: NCES

MAINE

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

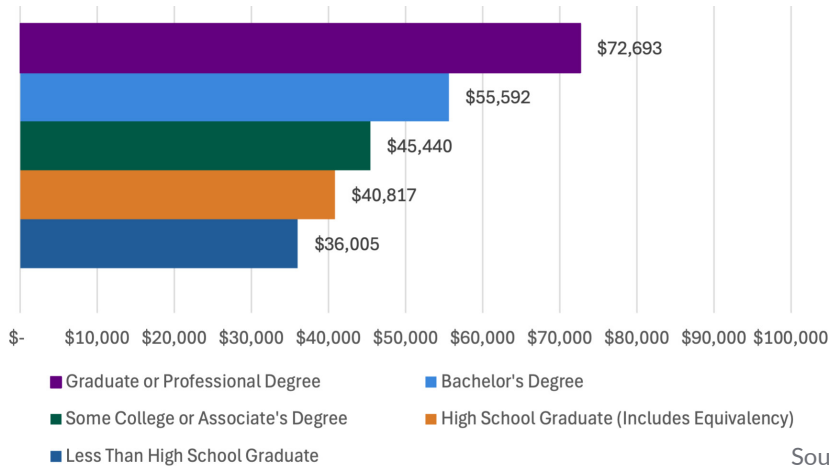
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Maine IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Maine, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

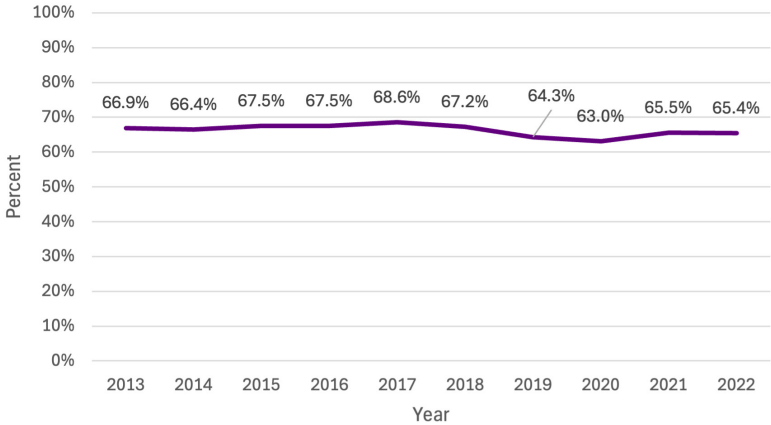


Source: US Census Bureau



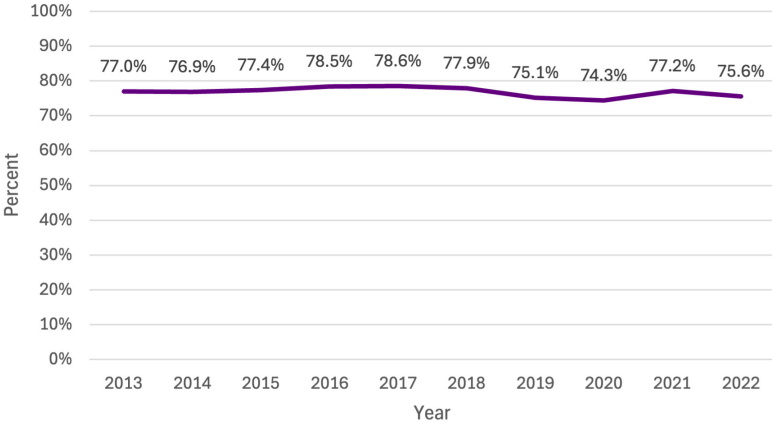


Figure 5: Maine College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Maine from 2013 to 2022.

Figure 6: Maine Student Persistence Rates



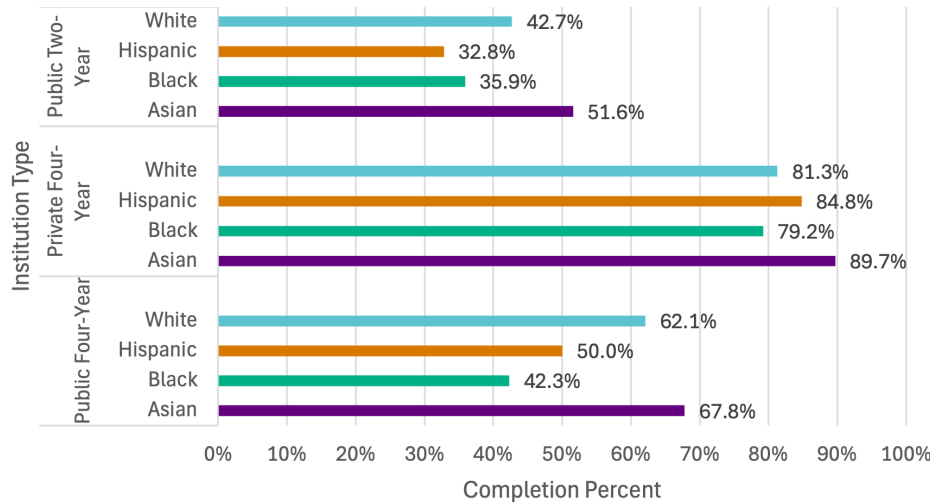
Source: [National Student Clearinghouse](#)

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Maine.



Source: [National Student Clearinghouse](#)



MARYLAND

STATE GOAL

55%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Maryland.

Institution Type	Number of Institutions
Four-Year Institution	33
Two-Year Institution	18
Less-than-2-Year Institutions	21

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Maryland have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

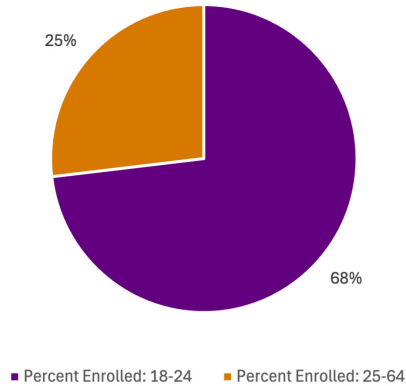
Institution Type	Undergraduate Enrollment
Four-Year Institution	164,250
Two-Year Institution	1,495

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

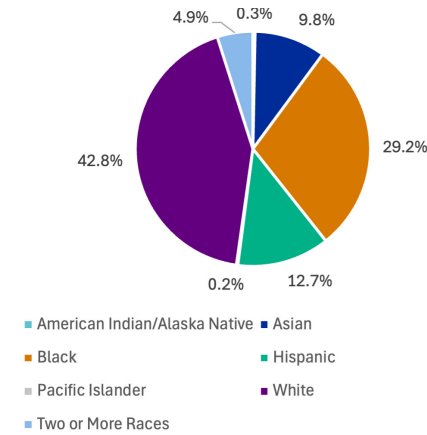
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Maryland undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Maryland IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Maryland.



Source: NCES Digest Table 306.50



Table 3: Maryland Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Maryland.

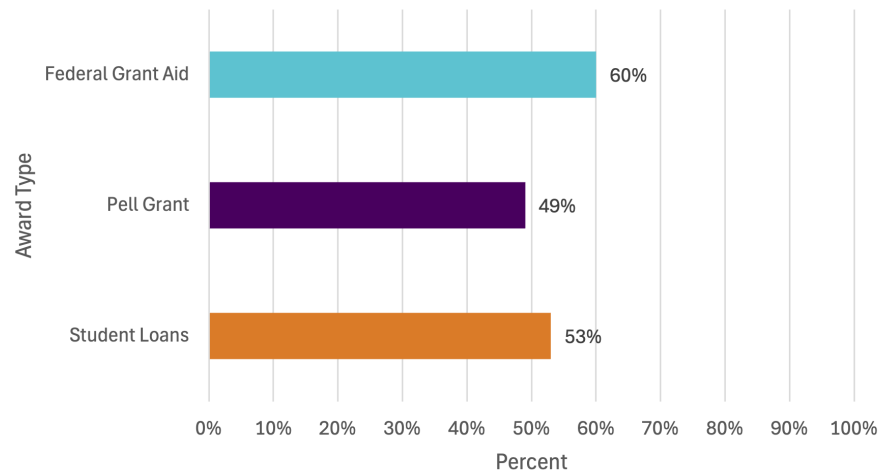
Institutional Sector	Cost of Attendance
Public Four-Year	\$23,968
Private Four-Year Institution	\$64,283
Public 2-Year	\$4,408

Source: NCES

MARYLAND

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

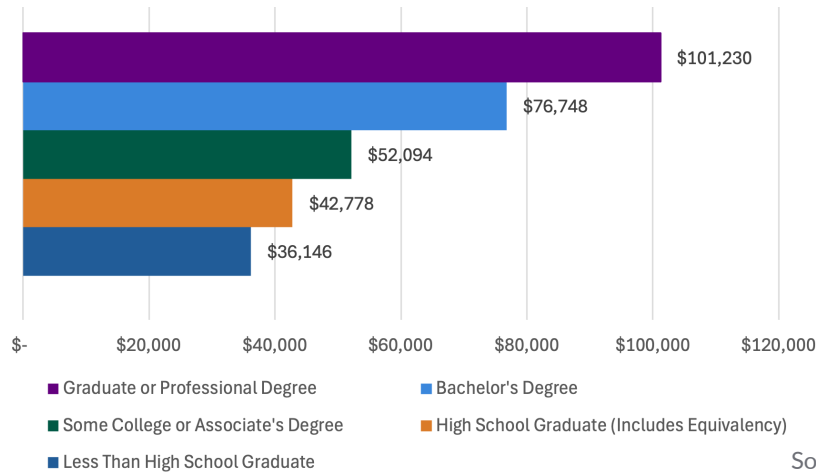
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Maryland IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Maryland, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

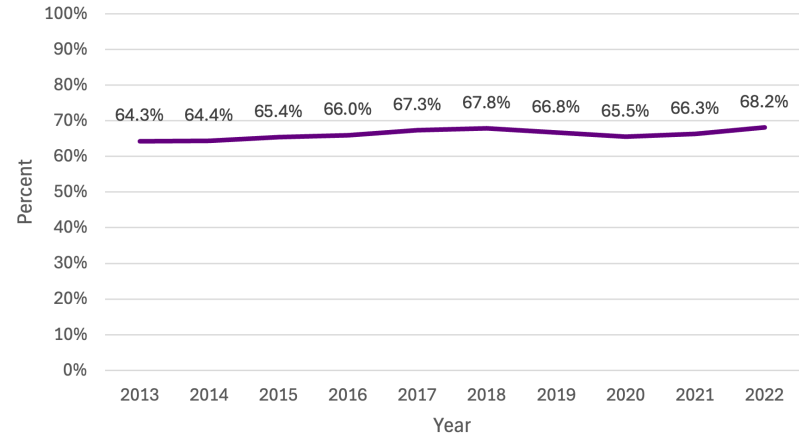


Source: US Census Bureau



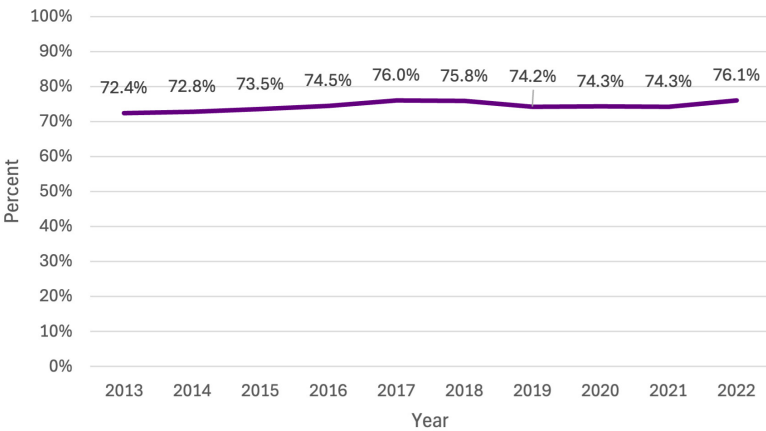


Figure 5: Maryland College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Maryland from 2013 to 2022.

Figure 6: Maryland Student Persistence Rates



Source: [National Student Clearinghouse](#)

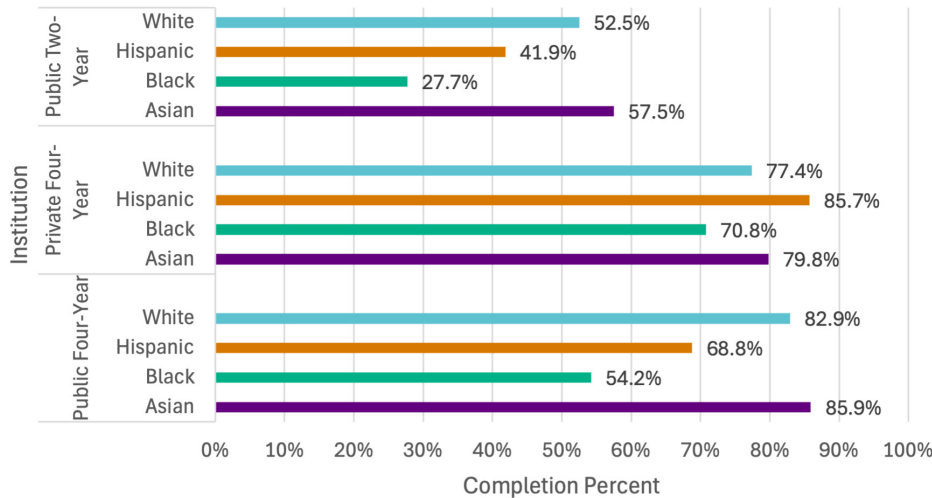
MARYLAND

POLICY CONSIDERATIONS

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Source: [National Student Clearinghouse](#)



MASSACHUSETTS

STATE GOAL

60%

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Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Massachusetts.

Institution Type	Number of Institutions
Four-Year Institution	85
Two-Year Institution	21
Less-than-2-Year Institutions	34

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Massachusetts have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

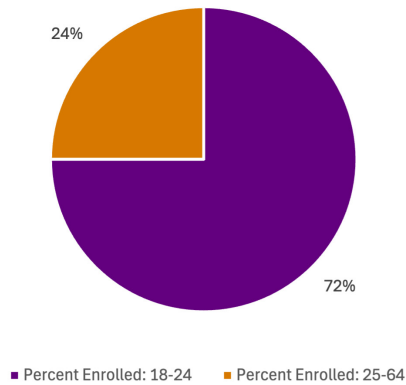
Institution Type	Undergraduate Enrollment
Four-Year Institution	256,566
Two-Year Institution	63,691

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

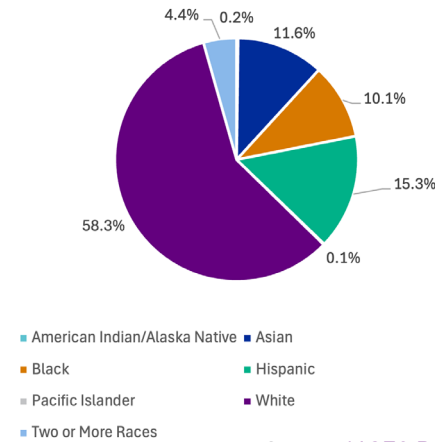
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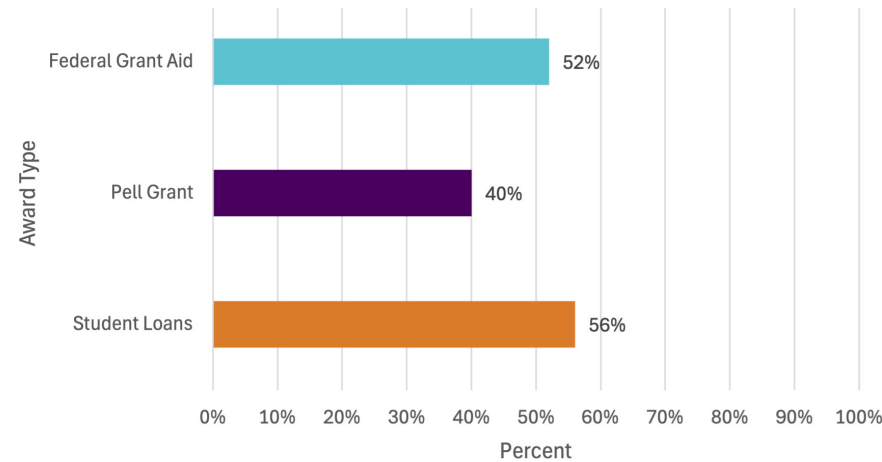
Institutional Sector	Cost of Attendance
Public Four-Year	\$29,259
Private Four-Year Institution	\$71,563
Public 2-Year	\$5,564

Source: NCES

MASSACHUSETTS

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

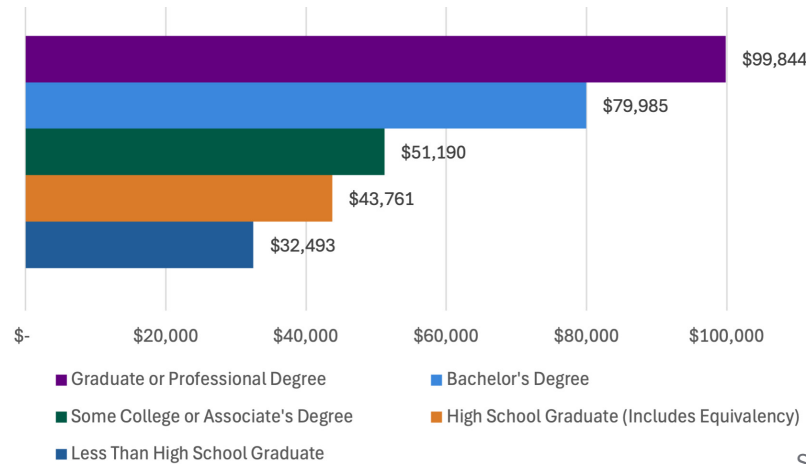
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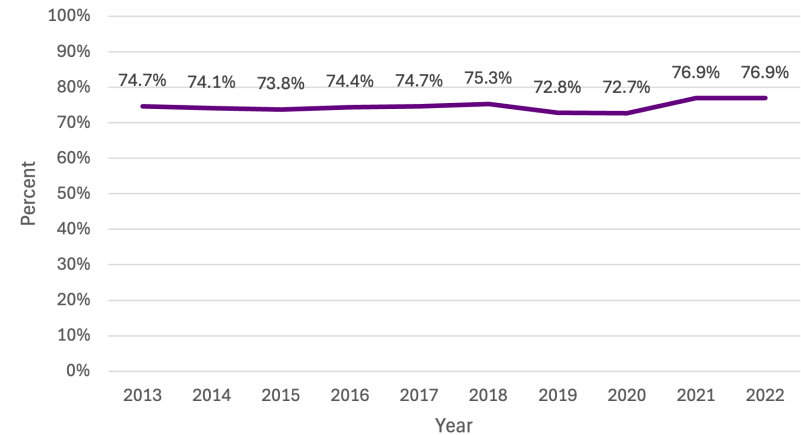


Source: US Census Bureau



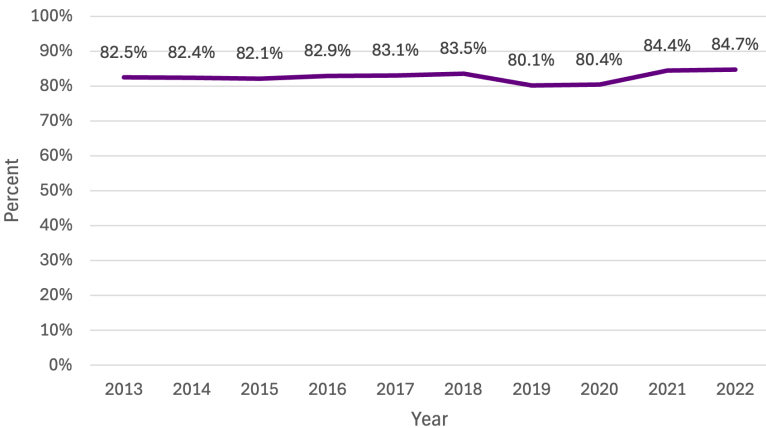


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Figure 6: Massachusetts Student Persistence Rates



Source: [National Student Clearinghouse](#)

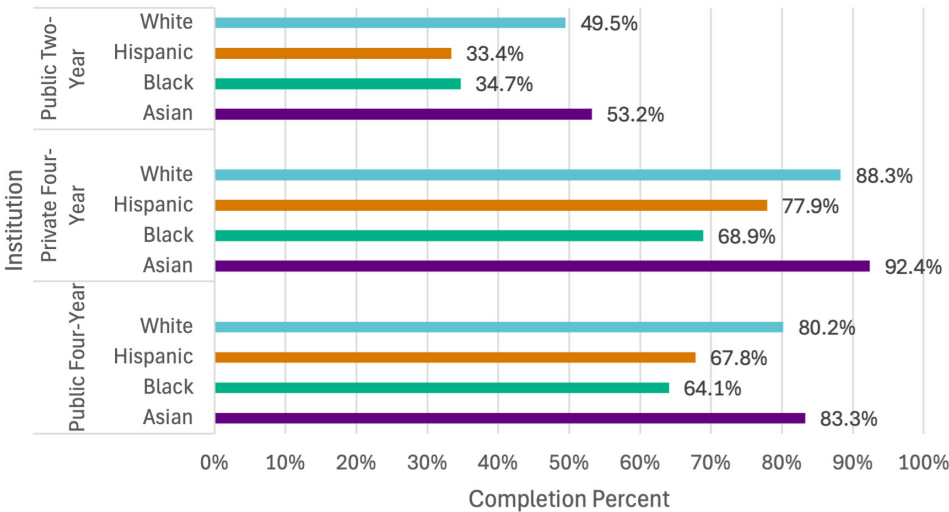
MASSACHUSETTS

POLICY CONSIDERATIONS

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Source: [National Student Clearinghouse](#)



MICHIGAN

STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Michigan.

Institution Type	Number of Institutions
Four-Year Institution	59
Two-Year Institution	35
Less-than-2-Year Institutions	60

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Michigan have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

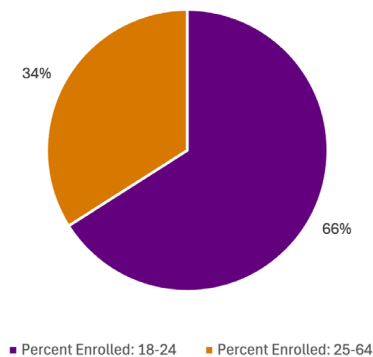
Institution Type	Undergraduate Enrollment
Four-Year Institution	268,303
Two-Year Institution	126,186

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

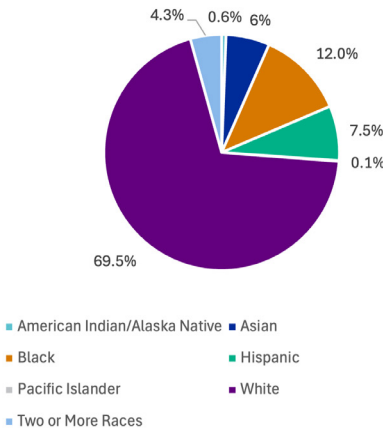
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Michigan undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Michigan IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Michigan.



Source: NCES Digest Table 306.50



Table 3: Michigan Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Michigan.

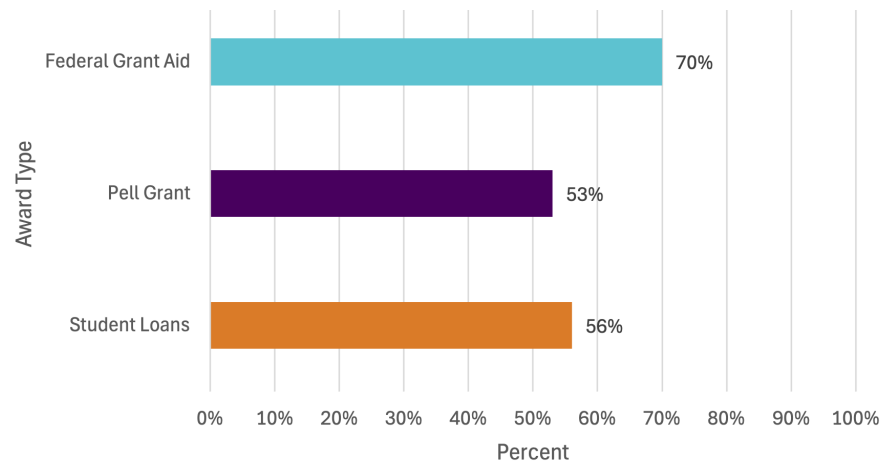
Institutional Sector	Cost of Attendance
Public Four-Year	\$26,352
Private Four-Year Institution	\$44,800
Public 2-Year	\$3,963

Source: NCES

MICHIGAN

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

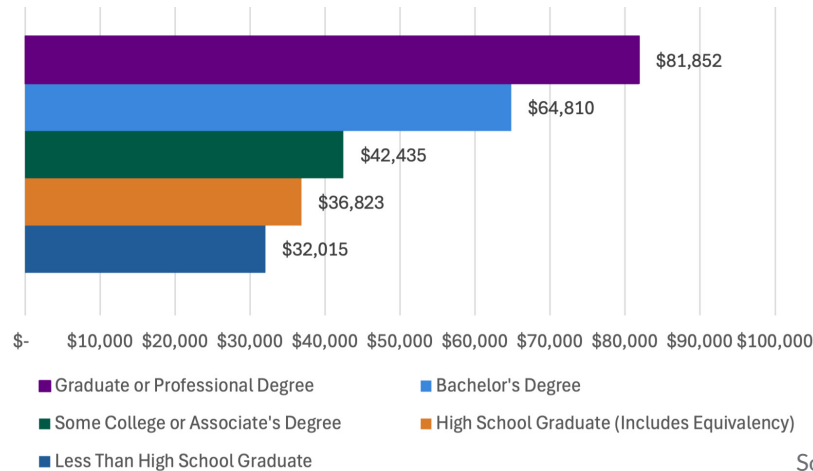
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Michigan IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Michigan, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

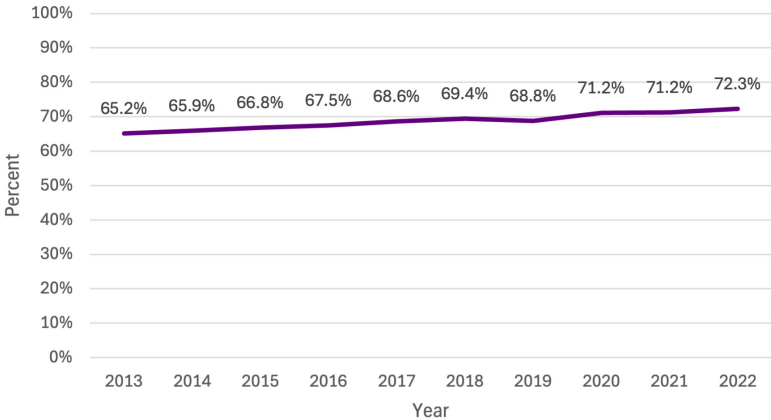


Source: US Census Bureau



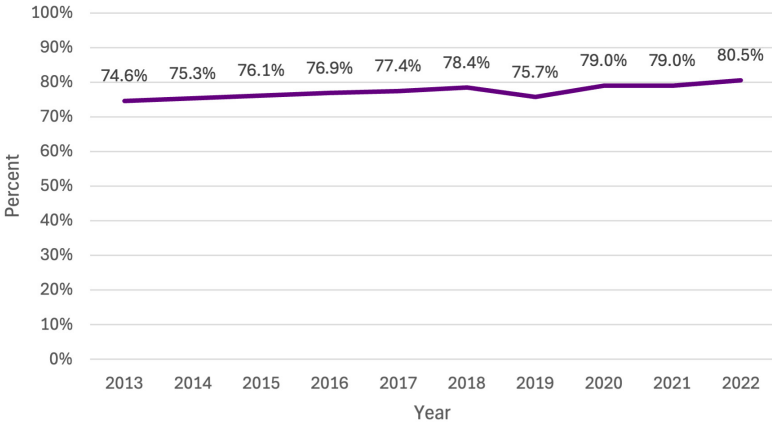


Figure 5: Michigan College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Michigan from 2013 to 2022.

Figure 6: Michigan Student Persistence Rates



Source: [National Student Clearinghouse](#)

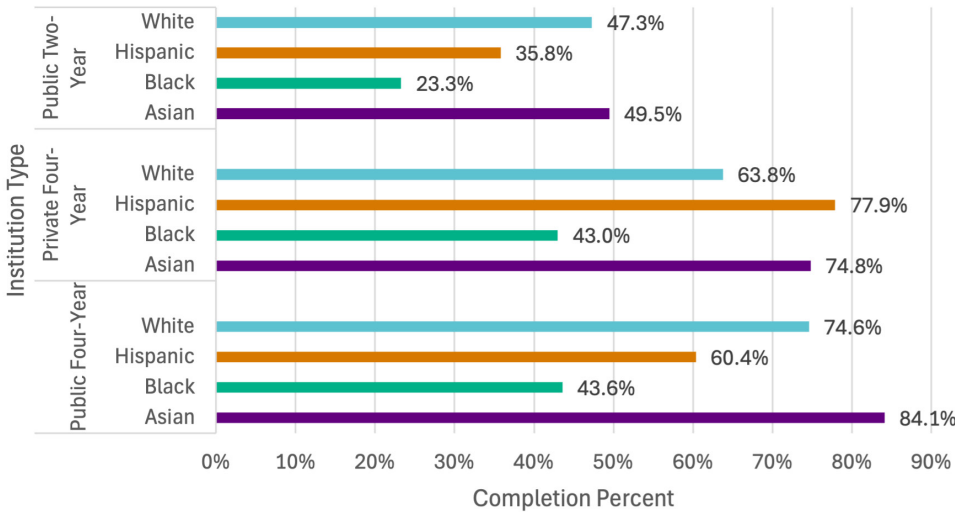
MICHIGAN

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Michigan.



Source: [National Student Clearinghouse](#)



MINNESOTA

STATE GOAL

70%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Minnesota.

Institution Type	Number of Institutions
Four-Year Institution	50
Two-Year Institution	29
Less-than-2-Year Institutions	9

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Minnesota have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

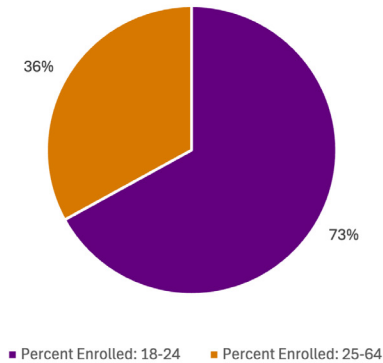
Institution Type	Undergraduate Enrollment
Four-Year Institution	Data Not Available
Two-Year Institution	Data Not Available

Source: [NCES Digest Table 306.50](#)



| Figure 1: Post-Secondary Enrollment: Age Breakdown

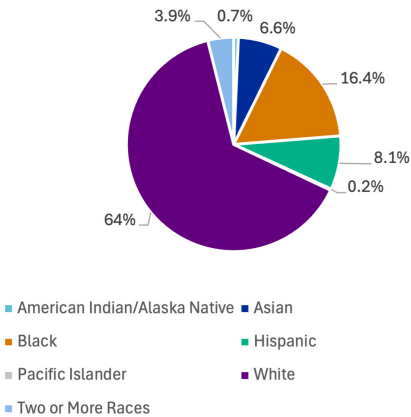
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Minnesota undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: [IPEDS](#)

| Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Minnesota IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Minnesota.



Source: [NCES Digest Table 306.50](#)



| Table 3: Minnesota Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Minnesota.

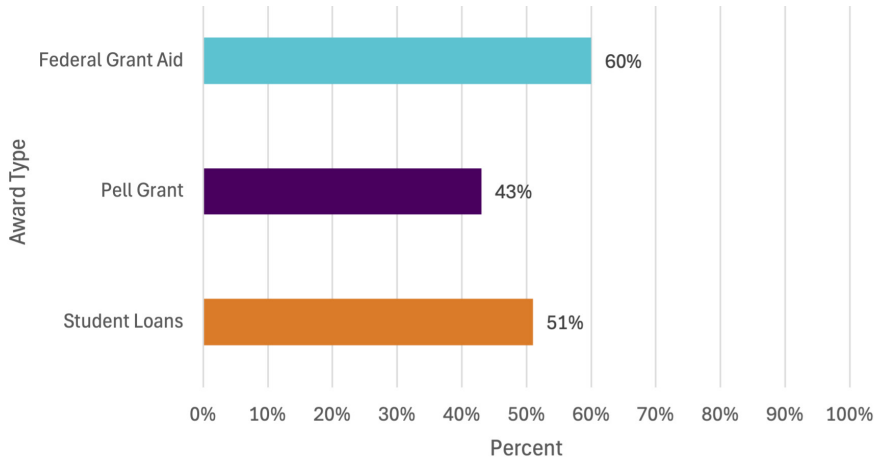
Institutional Sector	Cost of Attendance
Public Four-Year	\$24,114
Private Four-Year Institution	\$47,839
Public 2-Year	\$6,049

Source: [NCES](#)

MINNESOTA

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

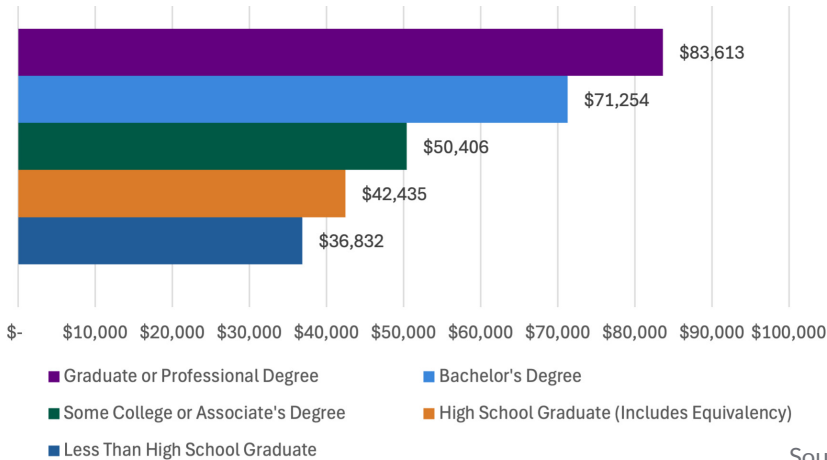
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Minnesota IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Minnesota, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

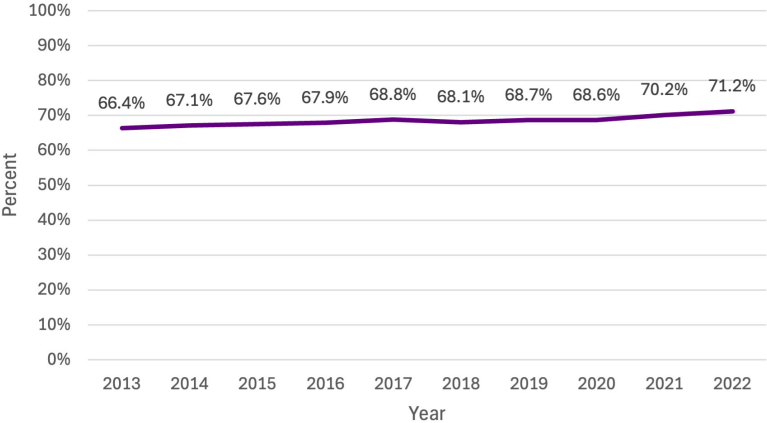


Source: US Census Bureau



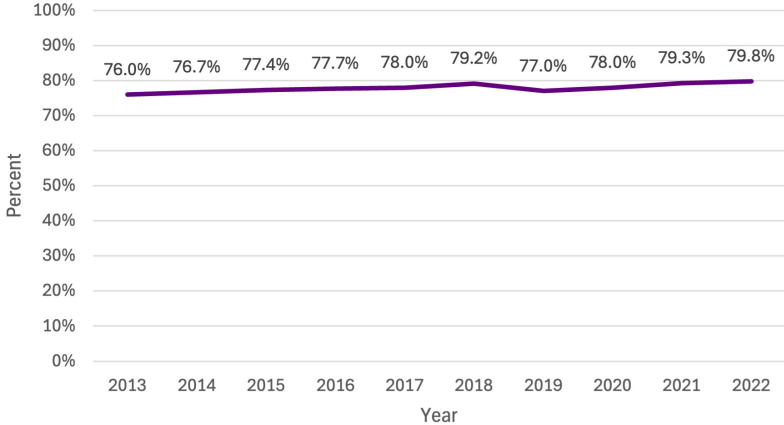


Figure 5: Minnesota College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Minnesota from 2013 to 2022.

Figure 6: Minnesota Student Persistence Rates



Source: [National Student Clearinghouse](#)

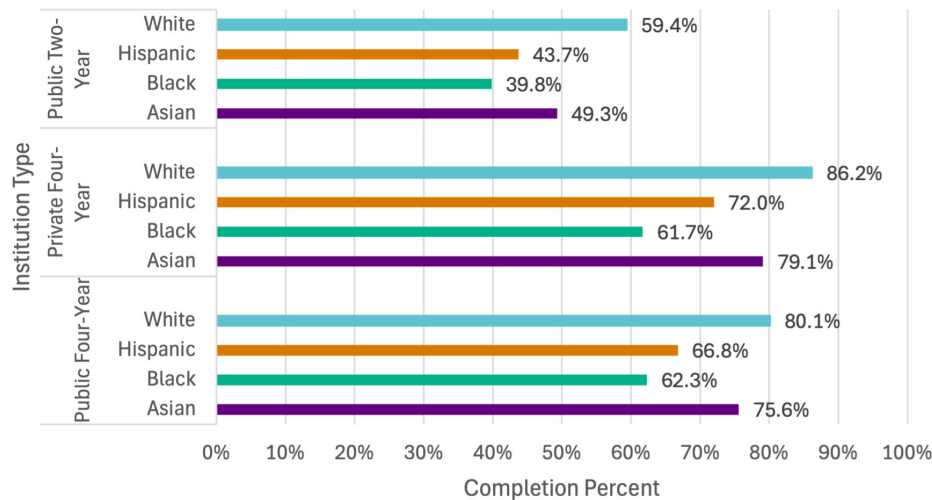
MINNESOTA

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Minnesota.



Source: [National Student Clearinghouse](#)



MISSISSIPPI

STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Mississippi.

Institution Type	Number of Institutions
Four-Year Institution	17
Two-Year Institution	16
Less-than-2-Year Institutions	16

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Mississippi have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

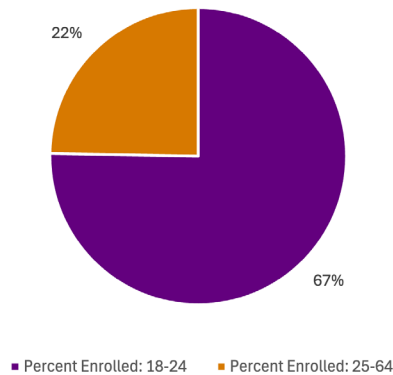
Institution Type	Undergraduate Enrollment
Four-Year Institution	69,081
Two-Year Institution	64,033

Source: [NCES Digest Table 306.50](#)



| Figure 1: Post-Secondary Enrollment: Age Breakdown

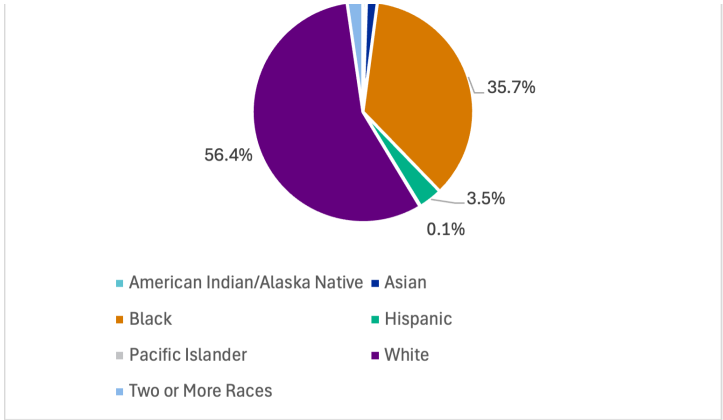
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Source: [IPEDS](#)

| Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Mississippi IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Mississippi.



Source: [NCES Digest Table 306.50](#)



| Table 3: Mississippi Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Mississippi.

Institutional Sector	Cost of Attendance
Public Four-Year	\$21,000
Private Four-Year Institution	\$29,234
Public 2-Year	\$3,688

Source: [NCES](#)

MISSISSIPPI

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Mississippi IHEs.

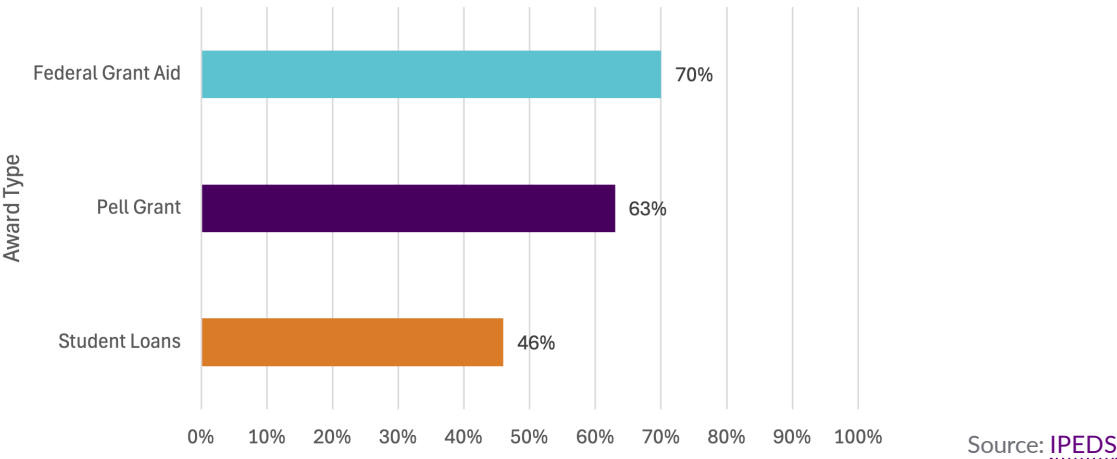


Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Mississippi, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

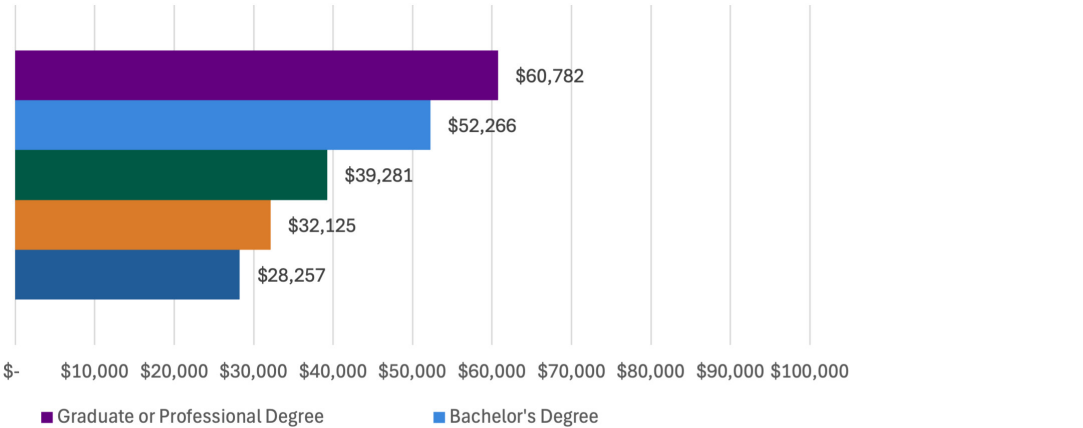
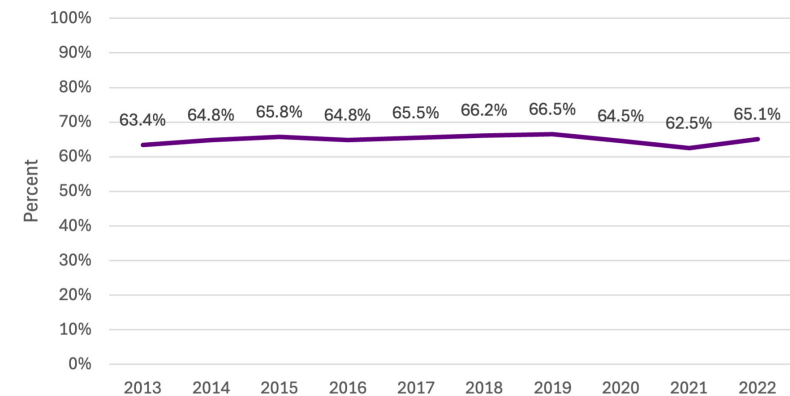


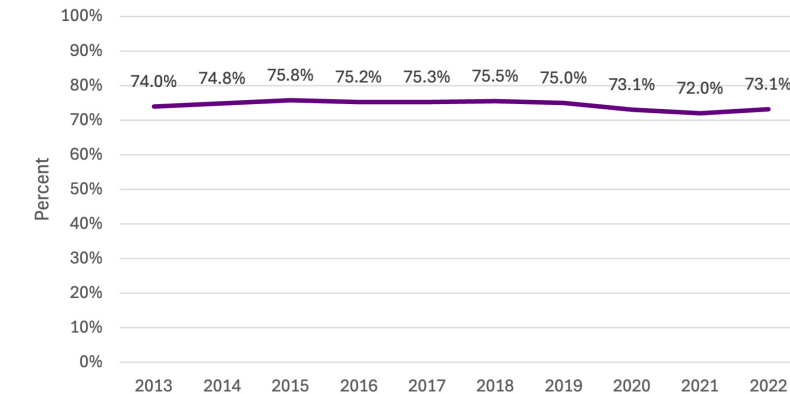


Figure 5: Mississippi College Retention Rates



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Figure 6: Mississippi Student Persistence Rates



Source: [National Student Clearinghouse](#)

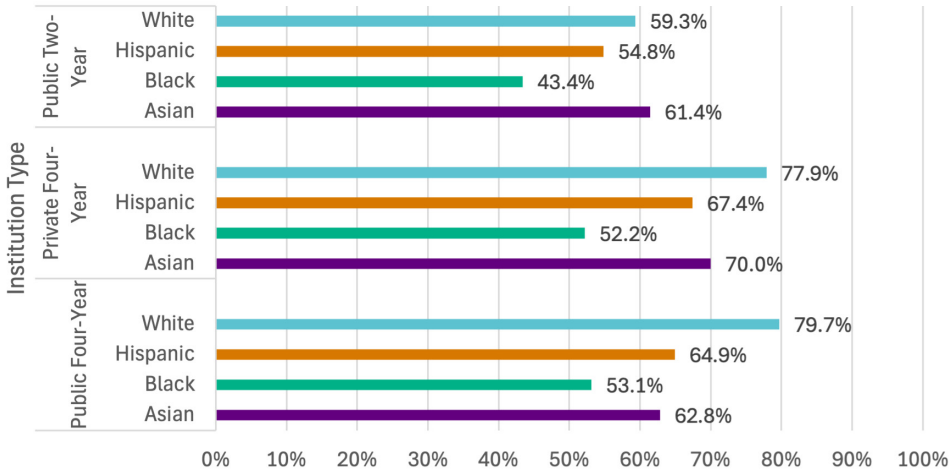
MISSISSIPPI

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Mississippi.



Source: [National Student Clearinghouse](#)



MISSOURI

STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Missouri.

Institution Type	Number of Institutions
Four-Year Institution	72
Two-Year Institution	22
Less-than-2-Year Institutions	42

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Missouri have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

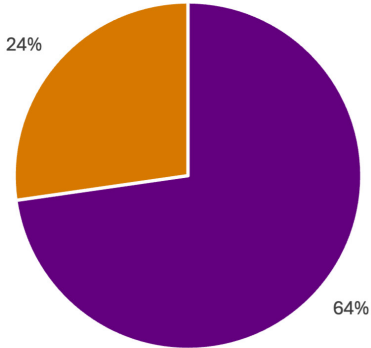
Institution Type	Undergraduate Enrollment
Four-Year Institution	194,507
Two-Year Institution	64,173

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

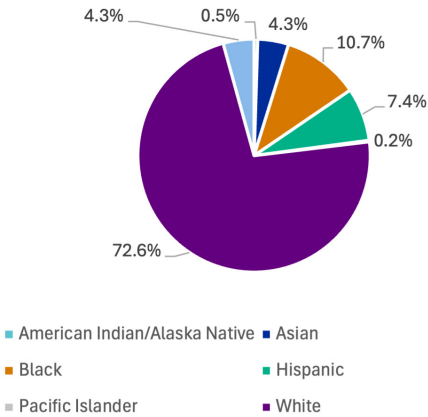
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Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Missouri IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Missouri.



Source: NCES Digest Table 306.50



Table 3: Missouri Average Cost of Attendance

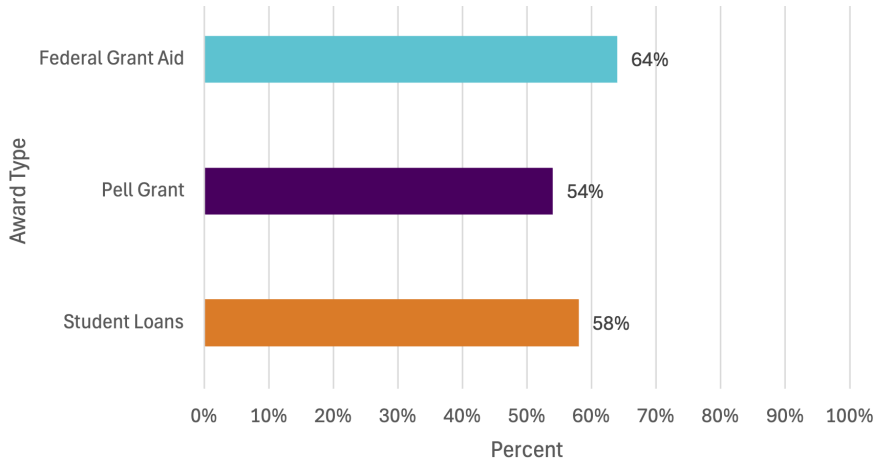
Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Missouri.

Institutional Sector	Cost of Attendance
Public Four-Year	\$20,629
Private Four-Year Institution	\$42,566
Public 2-Year	\$4,077

Source: NCES

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

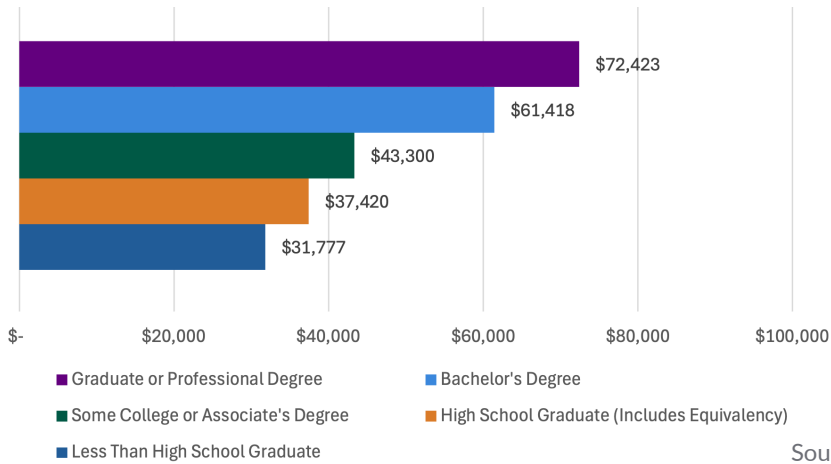
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Missouri IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Missouri, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

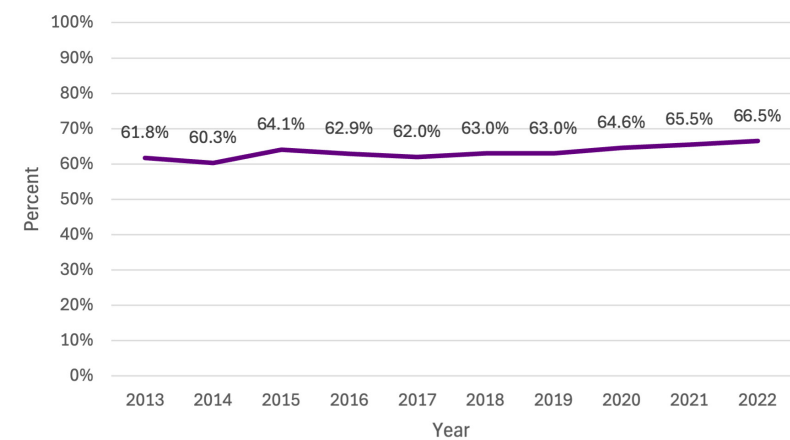


Source: US Census Bureau



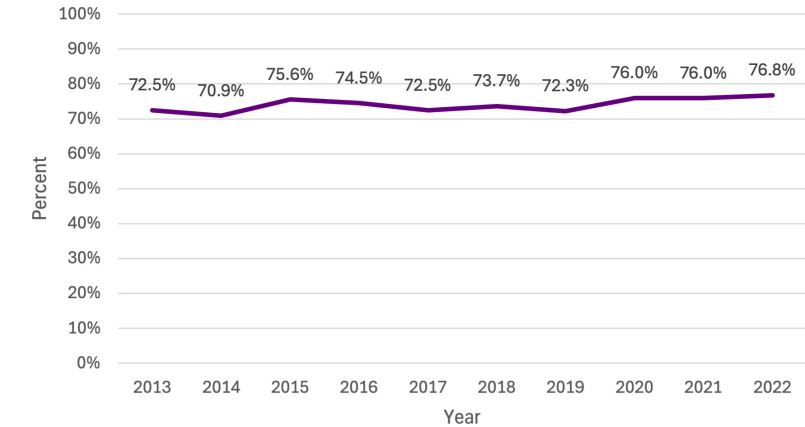


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Figure 6: Missouri Student Persistence Rates



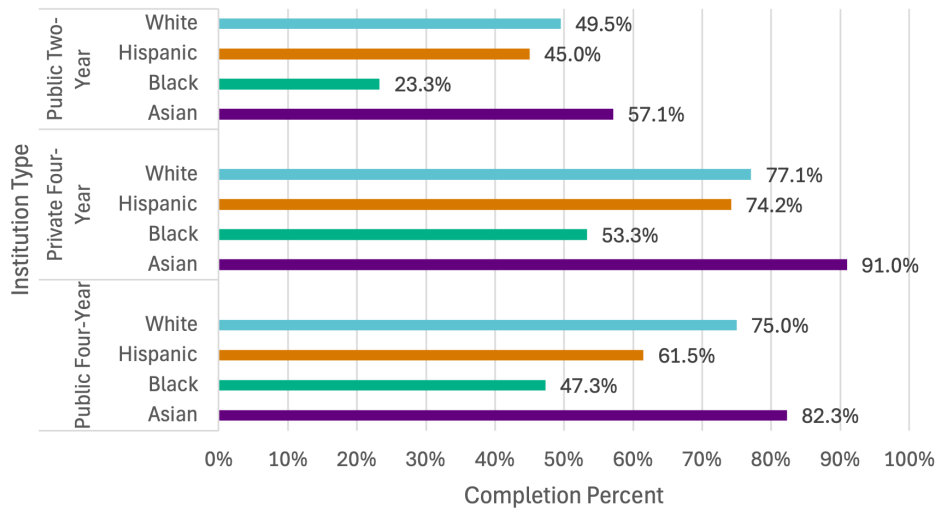
Source: [National Student Clearinghouse](#)

POLICY CONSIDERATIONS

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Source: [National Student Clearinghouse](#)



MONTANA

STATE GOAL

61%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Montana.

Institution Type	Number of Institutions
Four-Year Institution	13
Two-Year Institution	10
Less-than-2-Year Institutions	4

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Montana have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

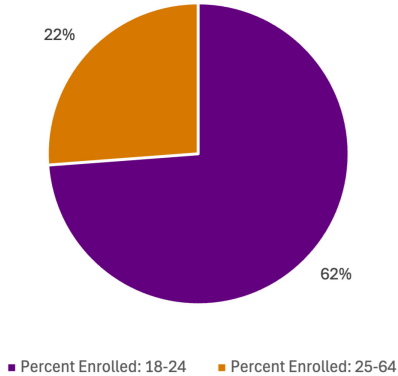
Institution Type	Undergraduate Enrollment
Four-Year Institution	33,367
Two-Year Institution	7,714

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

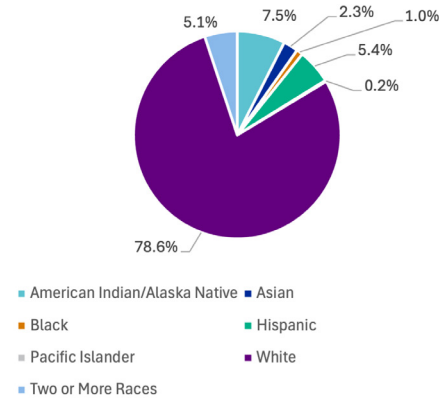
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As adult learners continue to seek avenues for increased credentialling, and higher educational attainment, Montana IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Montana.



Source: NCES Digest Table 306.50



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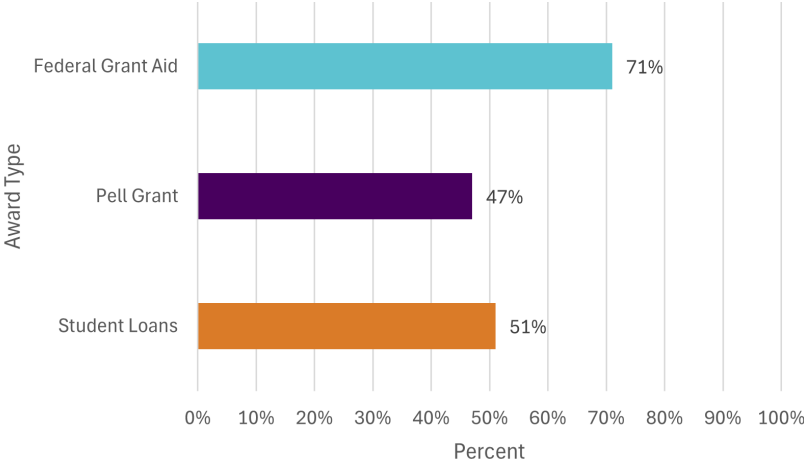
Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Montana.

Institutional Sector	Cost of Attendance
Public Four-Year	\$18,160
Private Four-Year Institution	\$41,989
Public 2-Year	\$3,950

Source: NCES

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

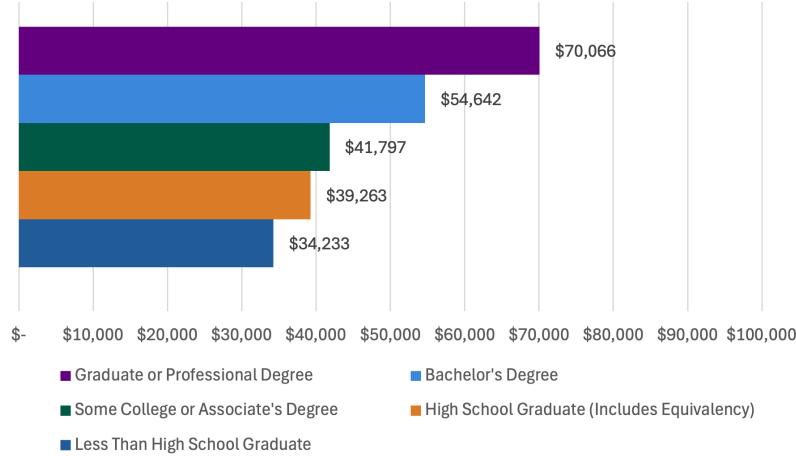
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Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Montana, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

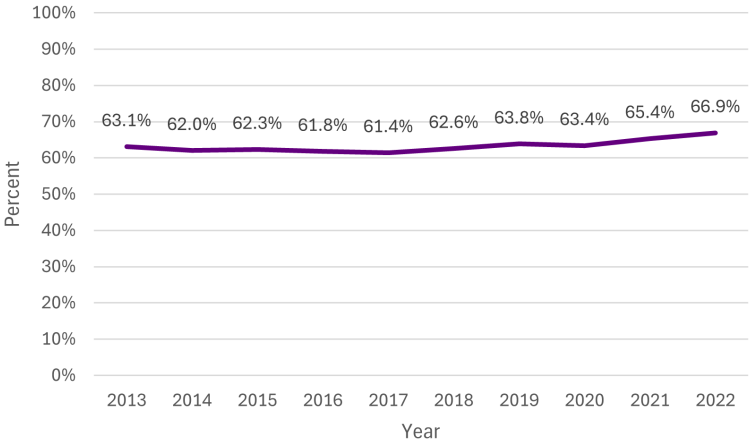


Source: US Census Bureau



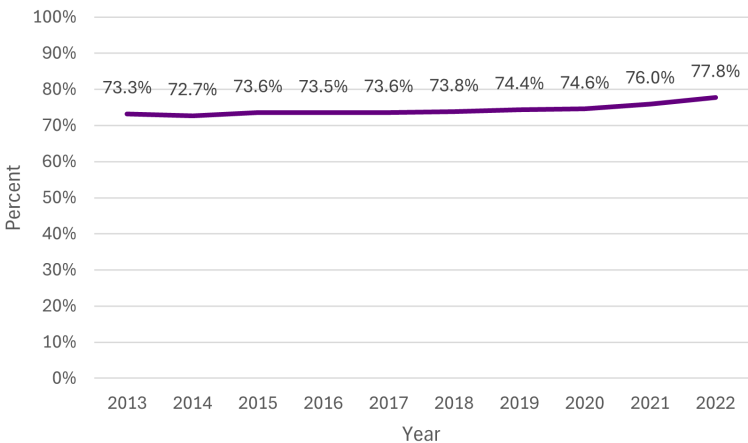


Figure 5: Montana College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Montana from 2013 to 2022.

Figure 6: Montana Student Persistence Rates



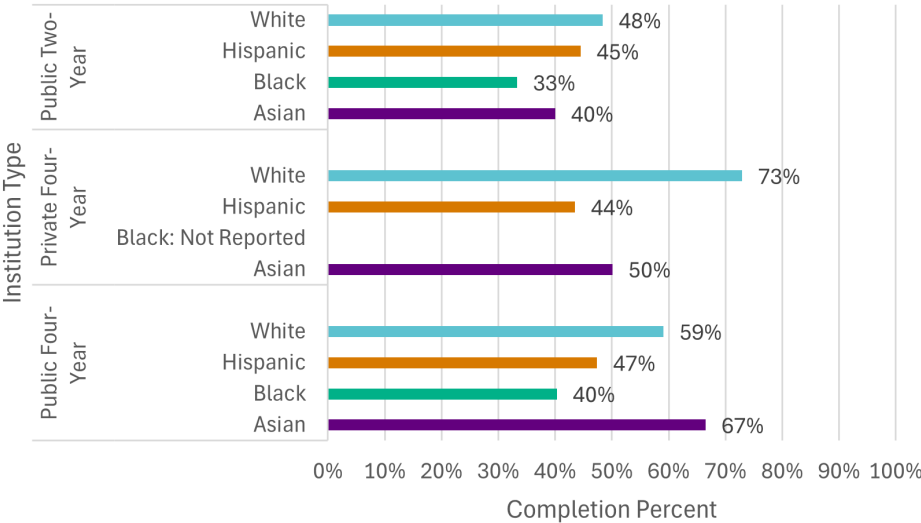
Source: [National Student Clearinghouse](#)

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Montana.



Source: [National Student Clearinghouse](#)



NEBRASKA

STATE GOAL

70%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Nebraska.

Institution Type	Number of Institutions
Four-Year Institution	22
Two-Year Institution	17
Less-than-2-Year Institutions	0

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Nebraska have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

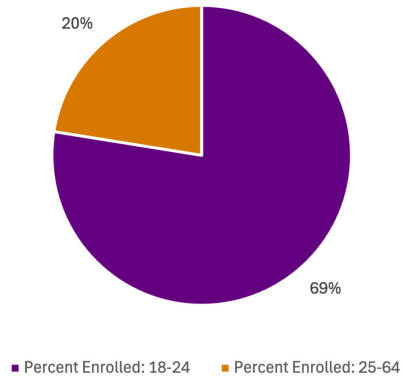
Institution Type	Undergraduate Enrollment
Four-Year Institution	43,614
Two-Year Institution	41,426

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

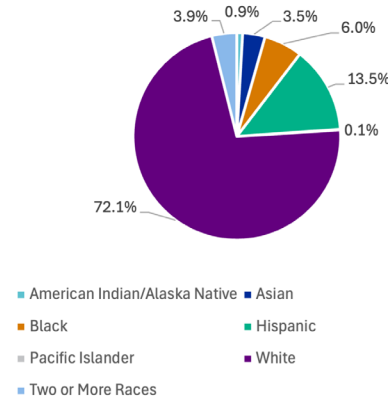
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Nebraska undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Nebraska IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Nebraska.



Source: NCES Digest Table 306.50



Table 3: Nebraska Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Nebraska.

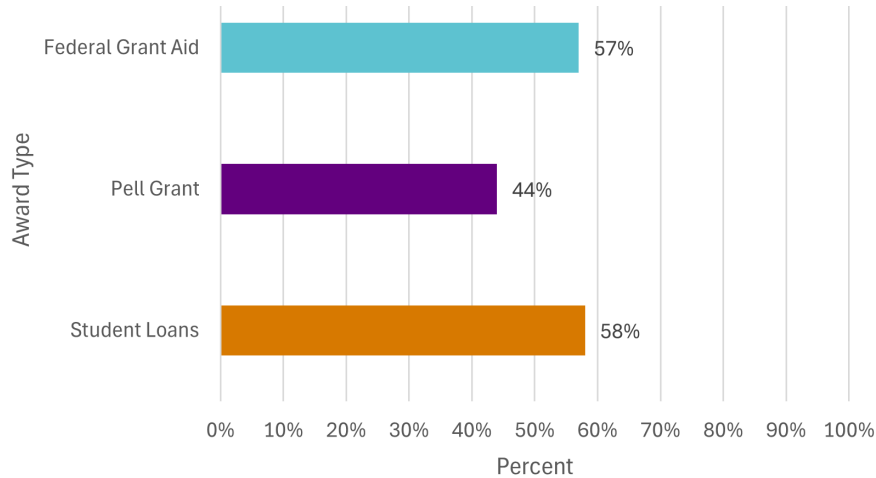
Institutional Sector	Cost of Attendance
Public Four-Year	\$20,182
Private Four-Year Institution	\$37,126
Public 2-Year	\$3,408

Source: NCES

NEBRASKA

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

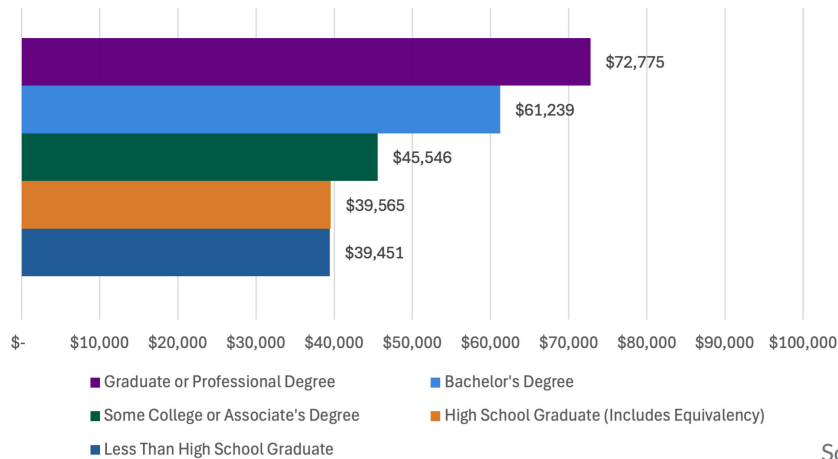
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Nebraska IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Nebraska, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

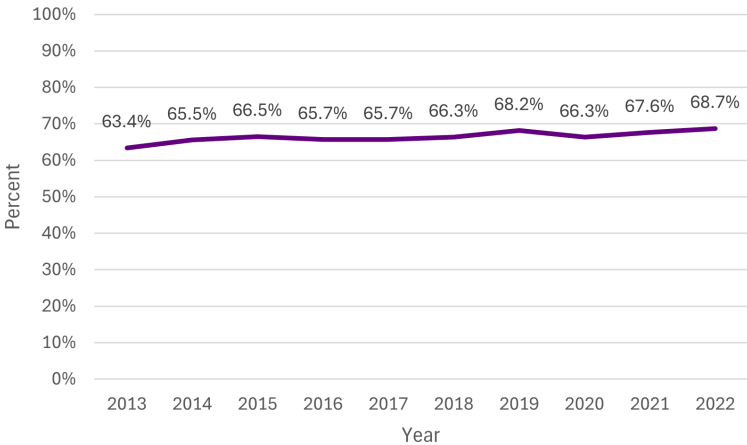


Source: US Census Bureau



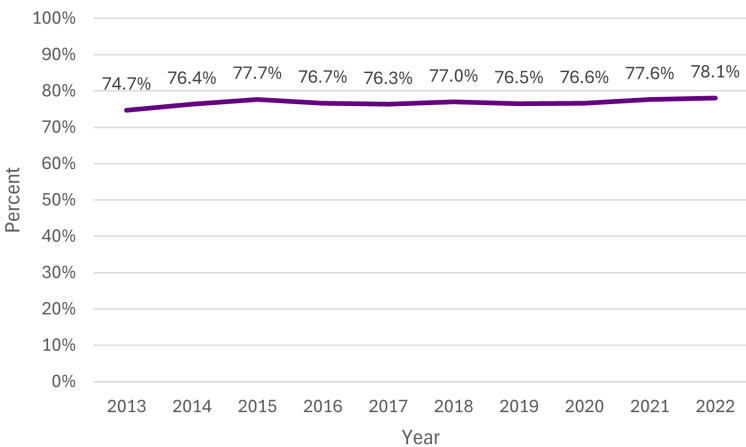


Figure 5: Nebraska College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Nebraska from 2013 to 2022.

Figure 6: Nebraska Student Persistence Rates



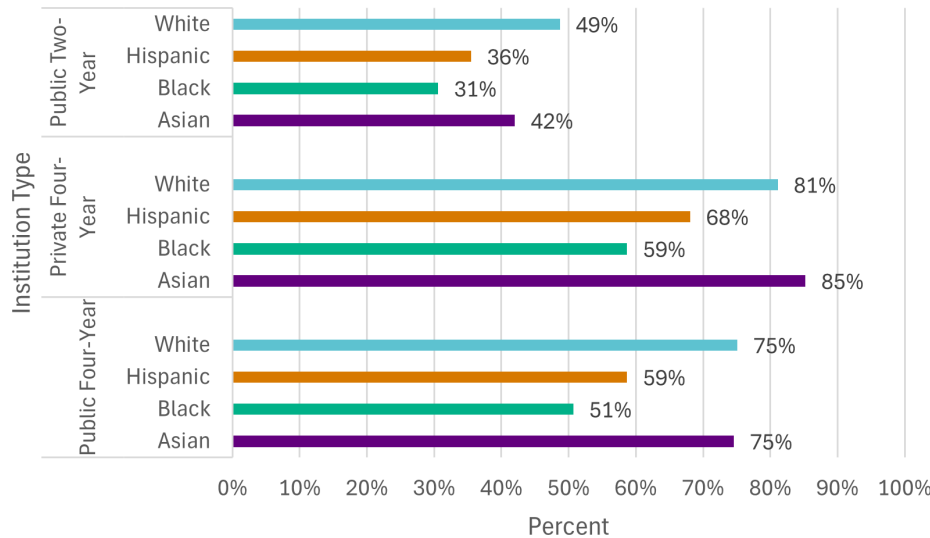
Source: [National Student Clearinghouse](#)

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Nebraska.



Source: [National Student Clearinghouse](#)



STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Nevada.

Institution Type	Number of Institutions
Four-Year Institution	15
Two-Year Institution	6
Less-than-2-Year Institutions	15

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Nevada have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

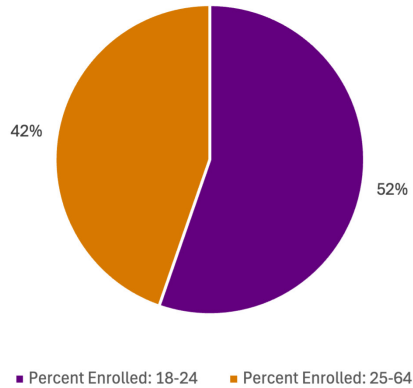
Institution Type	Undergraduate Enrollment
Four-Year Institution	97,736
Two-Year Institution	4,053

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

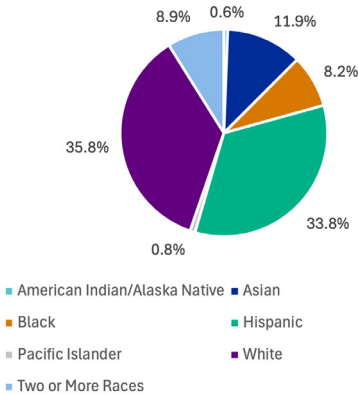
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Nevada undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Nevada IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Nevada.



Source: NCES Digest Table 306.50



Table 3: Nevada Average Cost of Attendance

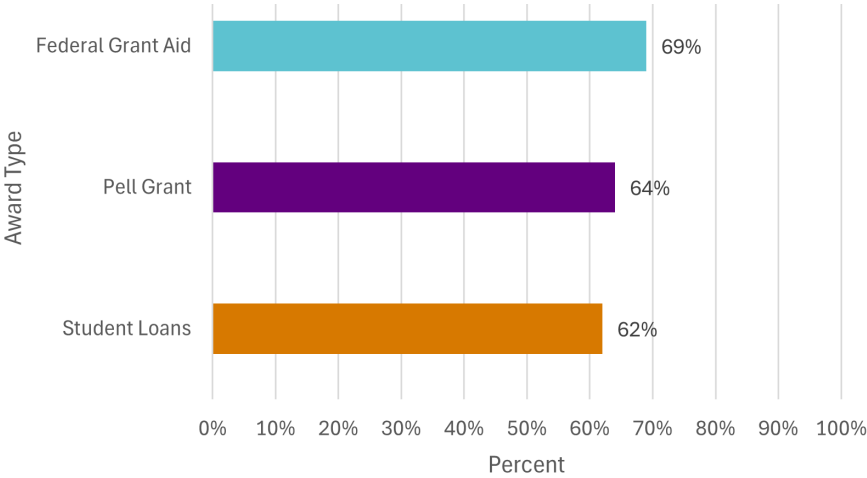
Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Nevada.

Institutional Sector	Cost of Attendance
Public Four-Year	\$19,035
Private Four-Year Institution	\$24,246
Public 2-Year	Data Not Available

Source: NCES

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

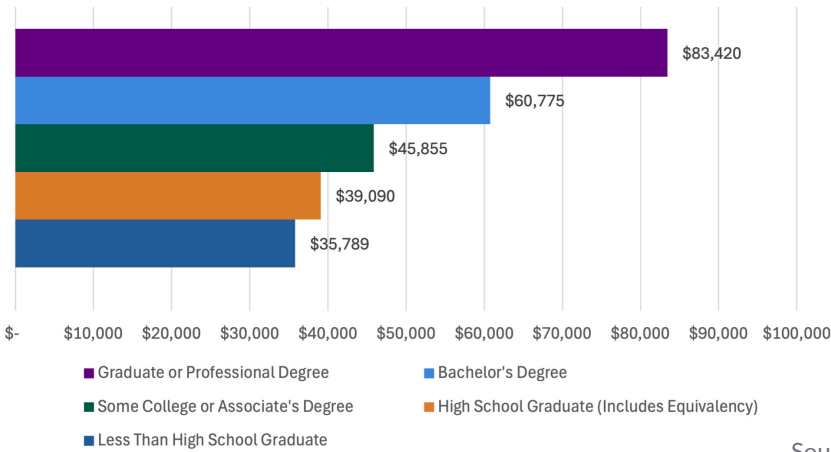
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Nevada IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Nevada, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

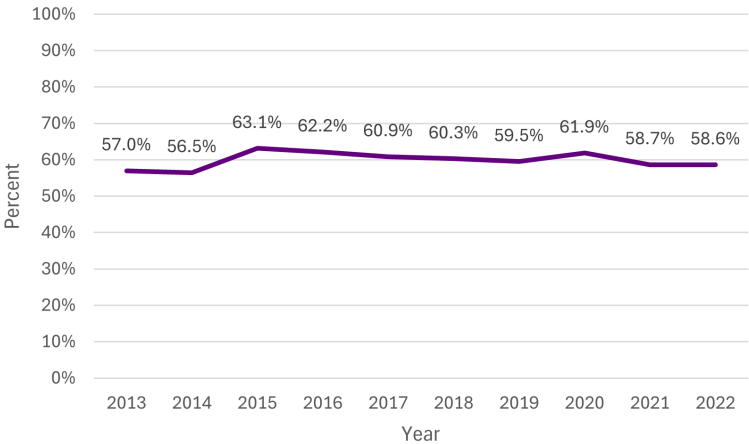


Source: US Census Bureau



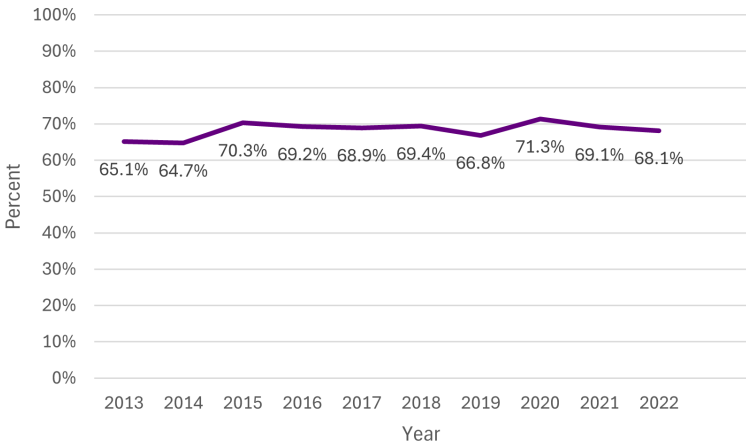


Figure 5: Nevada College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Nevada from 2013 to 2022.

Figure 6: Nevada Student Persistence Rates



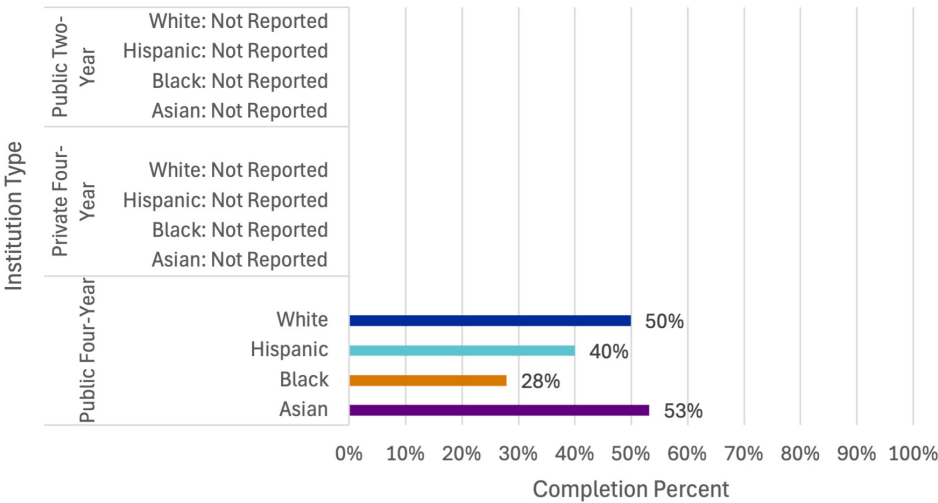
Source: [National Student Clearinghouse](#)

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Nevada.



Source: [National Student Clearinghouse](#)



NEW HAMPSHIRE

STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for New Hampshire.

Institution Type	Number of Institutions
Four-Year Institution	17
Two-Year Institution	8
Less-than-2-Year Institutions	7

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in New Hampshire have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

Institution Type	Undergraduate Enrollment
Four-Year Institution	171,074
Two-Year Institution	9,925

Source: [NCES Digest Table 306.50](#)

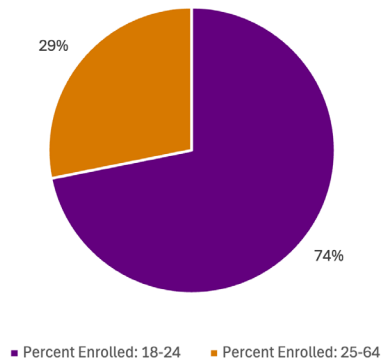


NEW HAMPSHIRE



Figure 1: Post-Secondary Enrollment: Age Breakdown

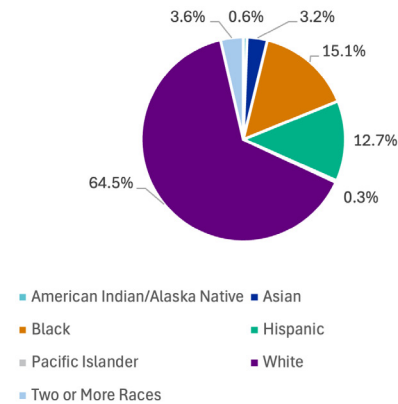
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the New Hampshire undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, New Hampshire IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in New Hampshire.



Source: NCES Digest Table 306.50



Table 3: New Hampshire Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for New Hampshire.

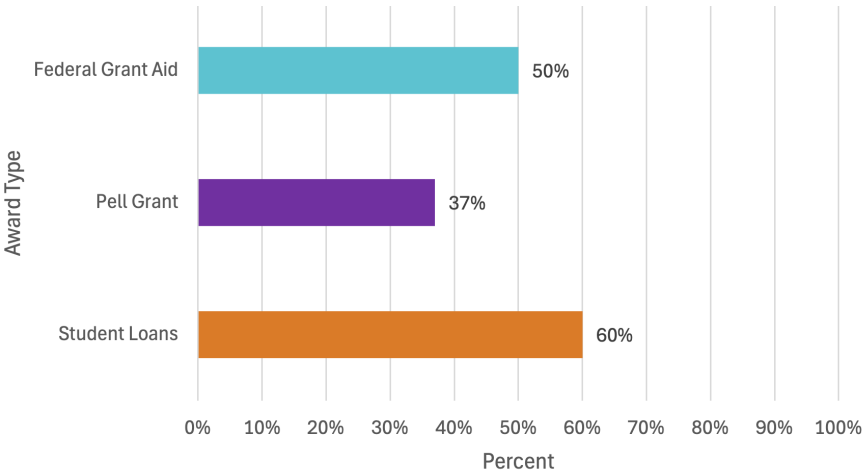
Institutional Sector	Cost of Attendance
Public Four-Year	\$30,038
Private Four-Year Institution	\$32,945
Public 2-Year	\$7,109

Source: NCES

NEW HAMPSHIRE

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

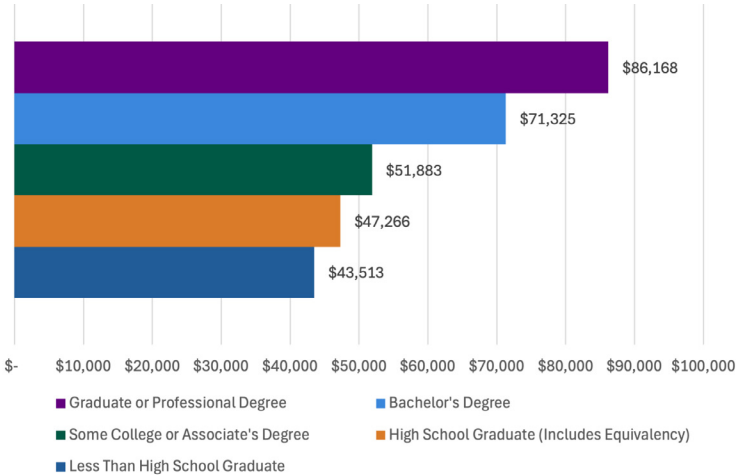
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in New Hampshire IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across New Hampshire, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

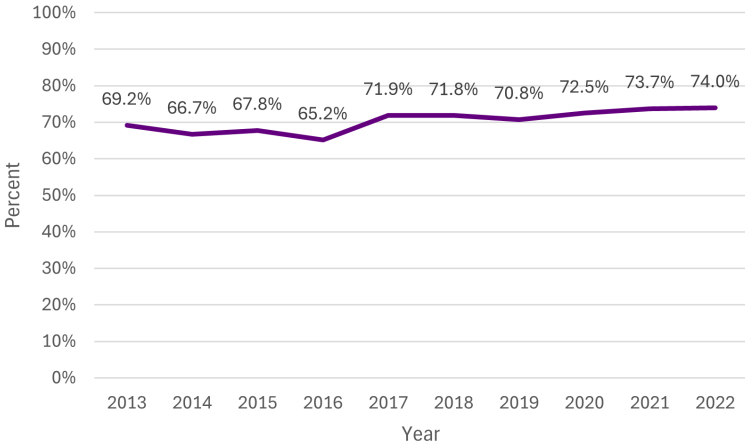


Source: US Census Bureau



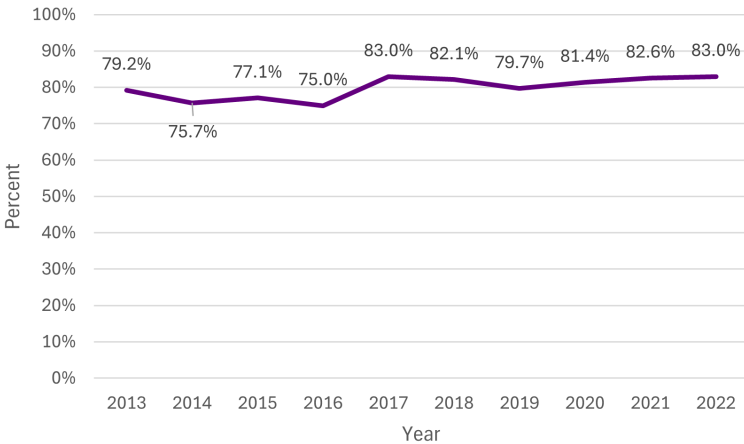


Figure 5: New Hampshire College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for New Hampshire from 2013 to 2022.

Figure 6: New Hampshire Student Persistence Rates



Source: [National Student Clearinghouse](#)

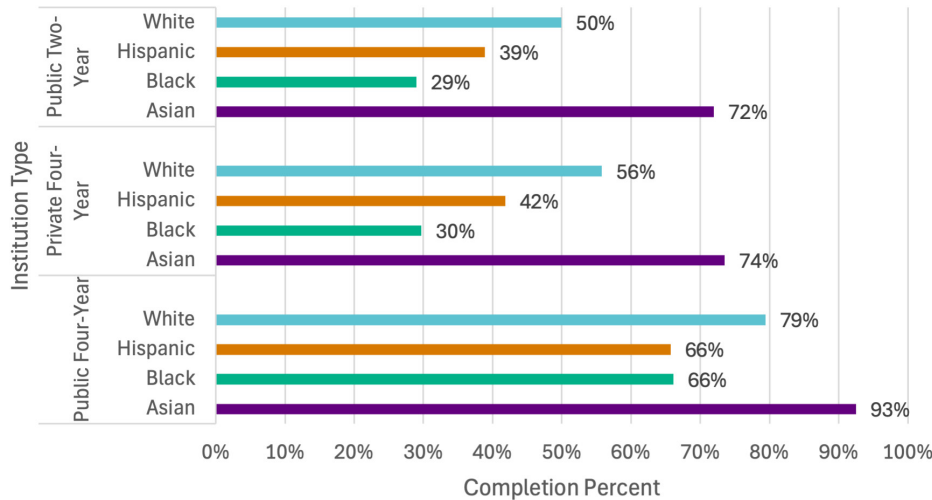
NEW HAMPSHIRE

POLICY CONSIDERATIONS

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Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in New Hampshire.



Source: [National Student Clearinghouse](#)



NEW JERSEY

STATE GOAL

65%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for New Jersey.

Institution Type	Number of Institutions
Four-Year Institution	61
Two-Year Institution	38
Less-than-2-Year Institutions	45

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in New Jersey have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

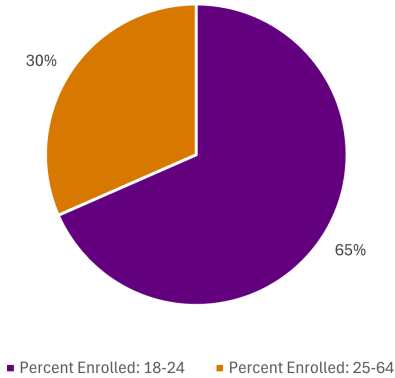
Institution Type	Undergraduate Enrollment
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Two-Year Institution	125,448

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

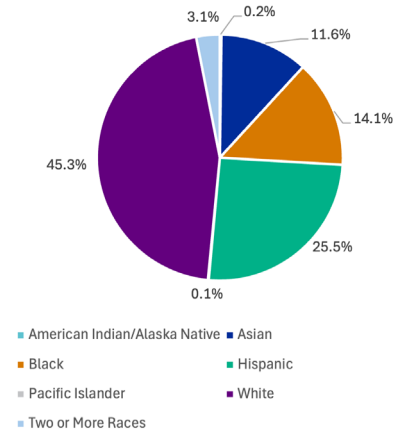
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Source: [IPEDS](#)

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, New Jersey IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in New Jersey.



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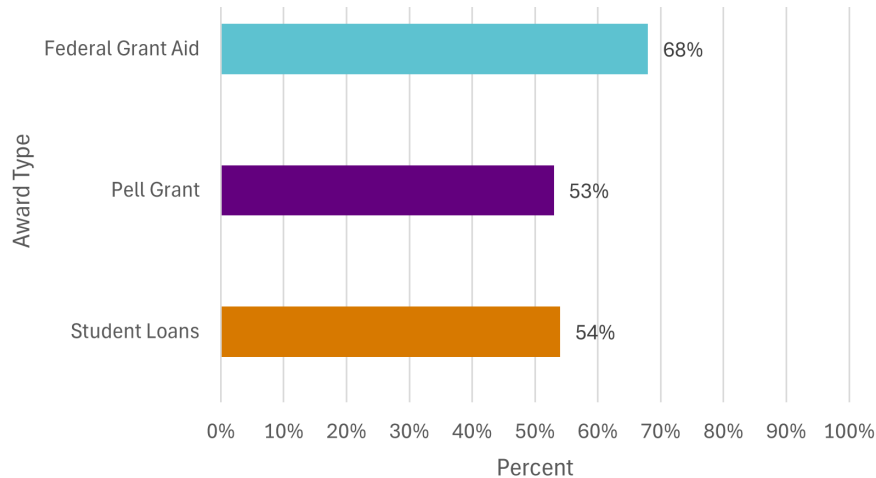
Institutional Sector	Cost of Attendance
Public Four-Year	\$29,392
Private Four-Year Institution	\$55,304
Public 2-Year	\$4,981

Source: [NCES](#)

NEW JERSEY

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

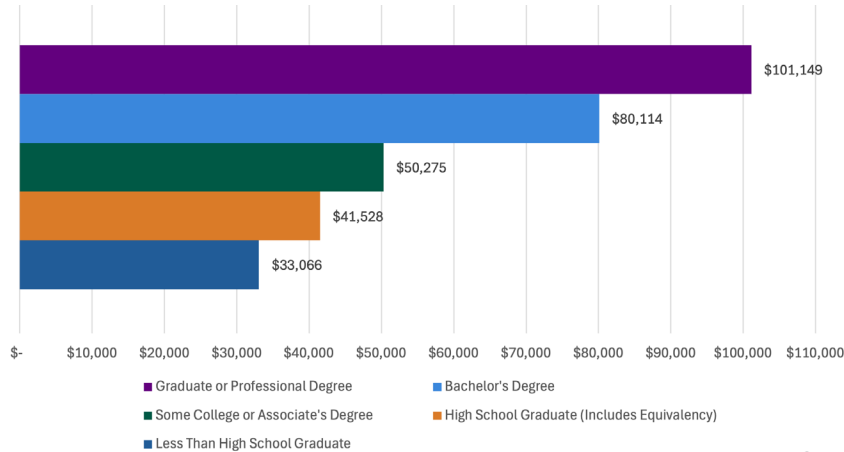
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Source: IPEDS

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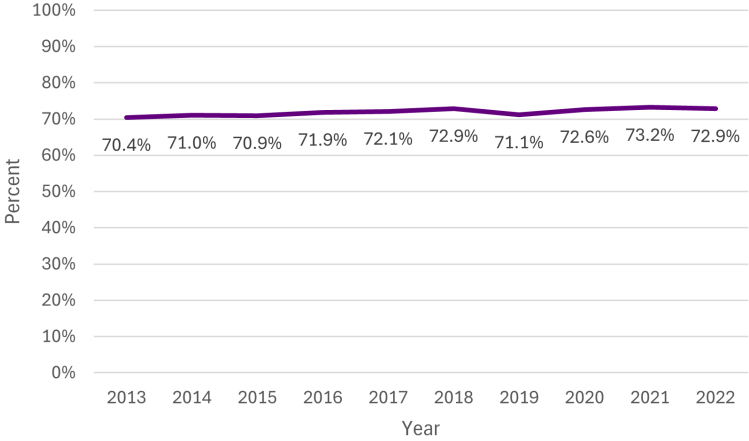


Source: US Census Bureau



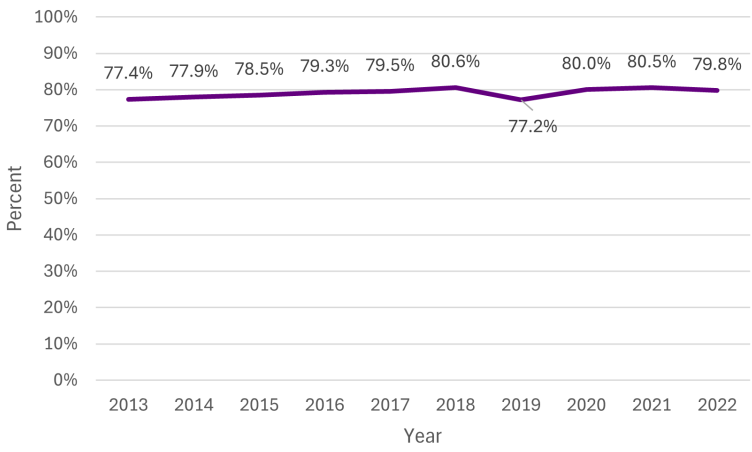


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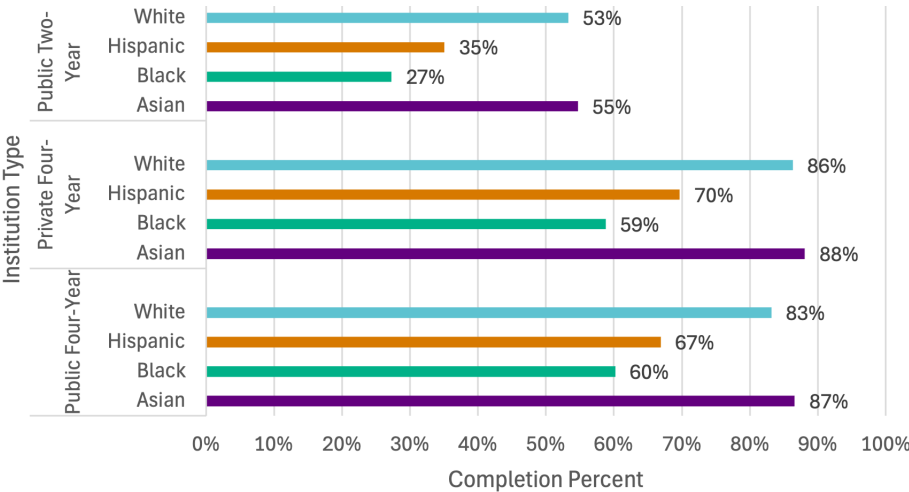
Source: [National Student Clearinghouse](#)

POLICY CONSIDERATIONS

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Source: [National Student Clearinghouse](#)



NEW MEXICO

STATE GOAL

66%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for New Mexico.

Institution Type	Number of Institutions
Four-Year Institution	14
Two-Year Institution	21
Less-than-2-Year Institutions	8

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in New Mexico have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

Institution Type	Undergraduate Enrollment
Four-Year Institution	41,564
Two-Year Institution	54,740

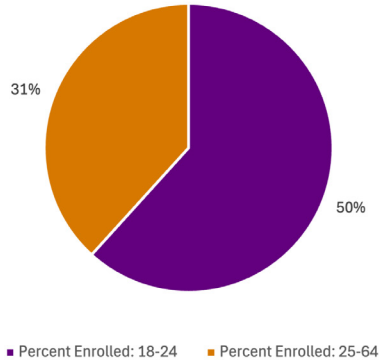
Source: [NCES Digest Table 306.50](#)



NEW MEXICO

| Figure 1: Post-Secondary Enrollment: Age Breakdown

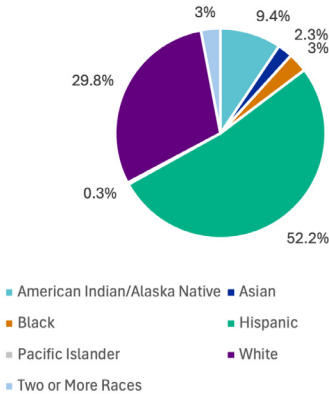
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the New Mexico undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

| Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, New Mexico IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in New Mexico.



Source: NCES Digest Table 306.50



| Table 3: New Mexico Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for New Mexico.

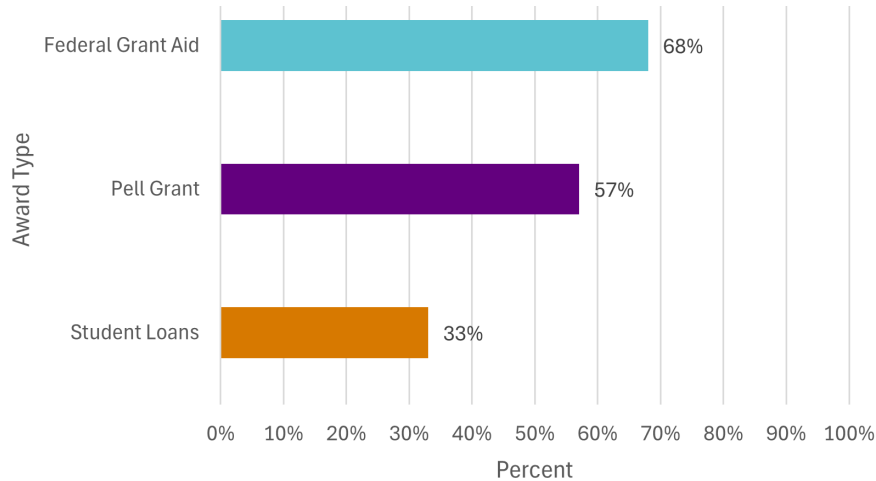
Institutional Sector	Cost of Attendance
Public Four-Year	\$17,994
Private Four-Year Institution	\$39,557
Public 2-Year	\$1,923

Source: NCES

NEW MEXICO

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

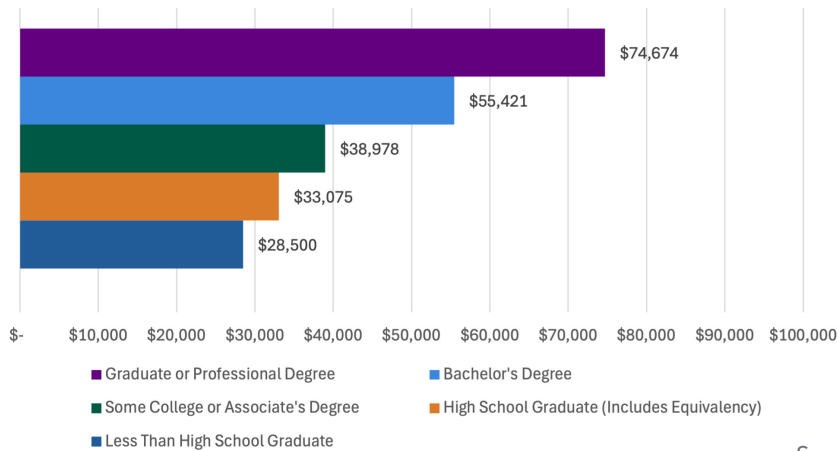
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in New Mexico IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across New Mexico, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

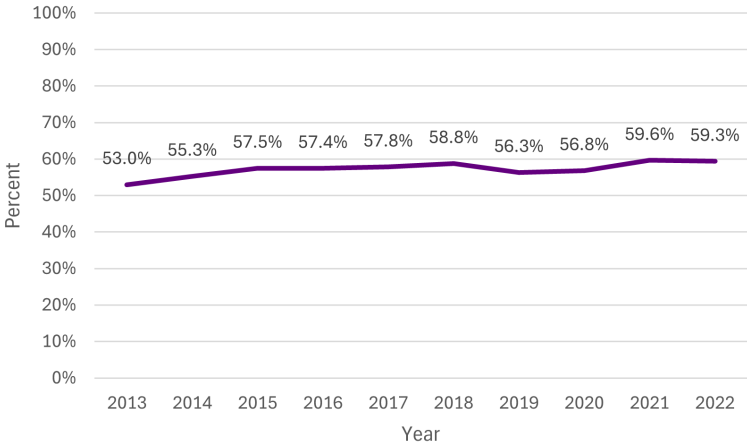


Source: US Census Bureau



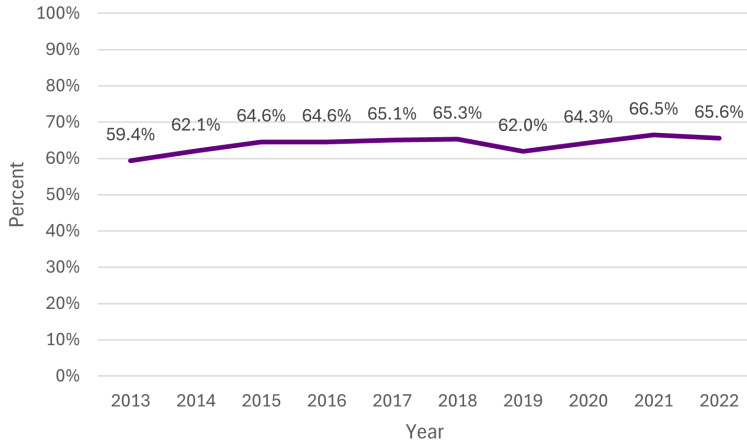


Figure 5: New Mexico College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for New Mexico from 2013 to 2022.

Figure 6: New Mexico Student Persistence Rates



Source: [National Student Clearinghouse](#)

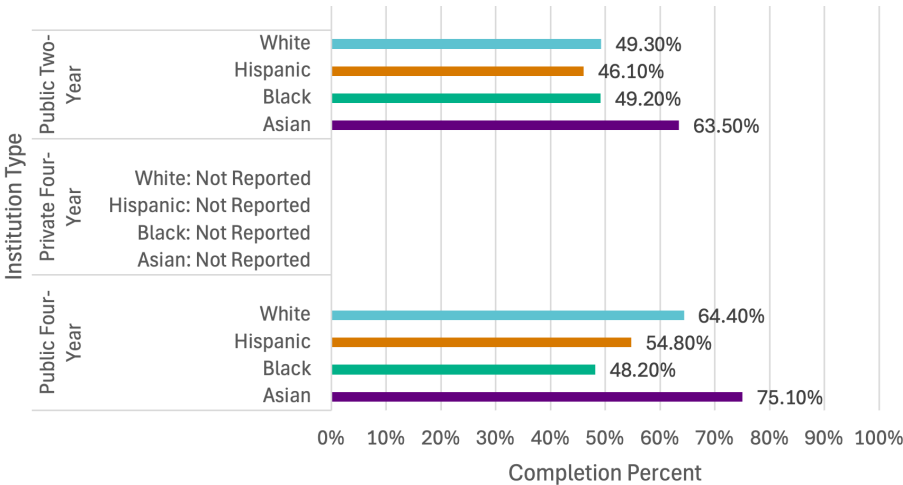
NEW MEXICO

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in New Mexico.



Source: [National Student Clearinghouse](#)



NEW YORK

STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for New York.

Institution Type	Number of Institutions
Four-Year Institution	228
Two-Year Institution	82
Less-than-2-Year Institutions	87

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in New York have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

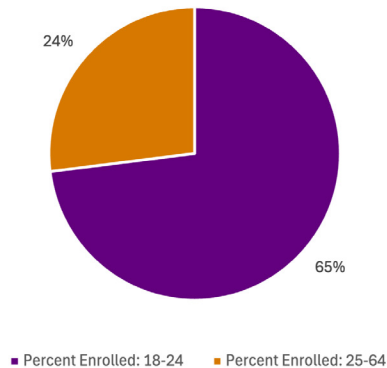
Institution Type	Undergraduate Enrollment
Four-Year Institution	641,373
Two-Year Institution	232,876

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

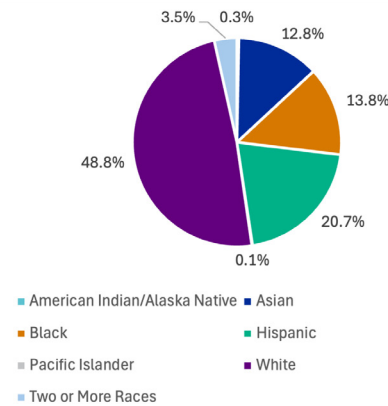
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the New York undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: [IPEDS](#)

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, New York IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in New York.



Source: [NCES Digest Table 306.50](#)



Table 3: New York Average Cost of Attendance

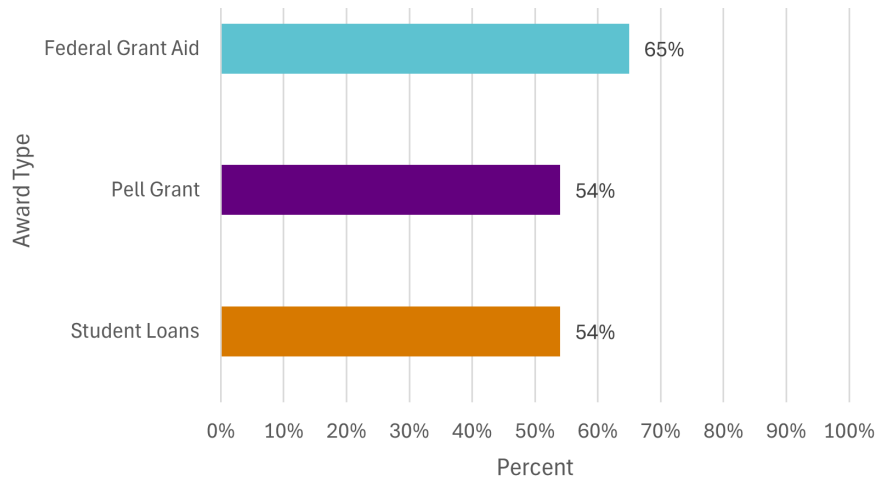
Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for New York.

Institutional Sector	Cost of Attendance
Public Four-Year	\$25,398
Private Four-Year Institution	\$63,505
Public 2-Year	\$5,755

Source: [NCES](#)

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

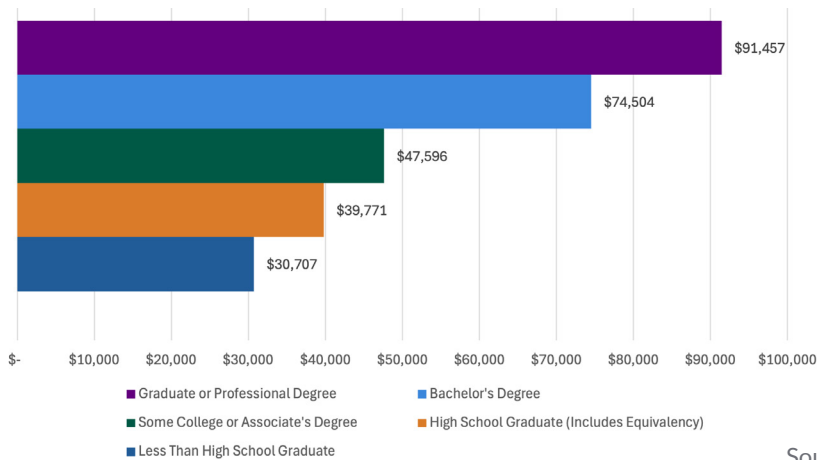
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in New York IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across New York, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

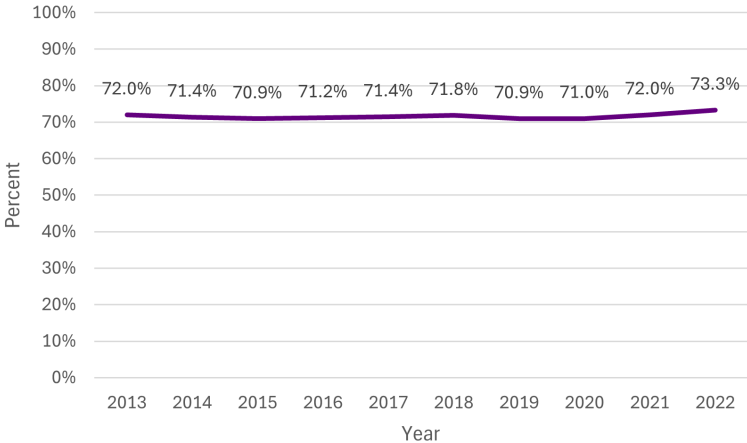


Source: US Census Bureau



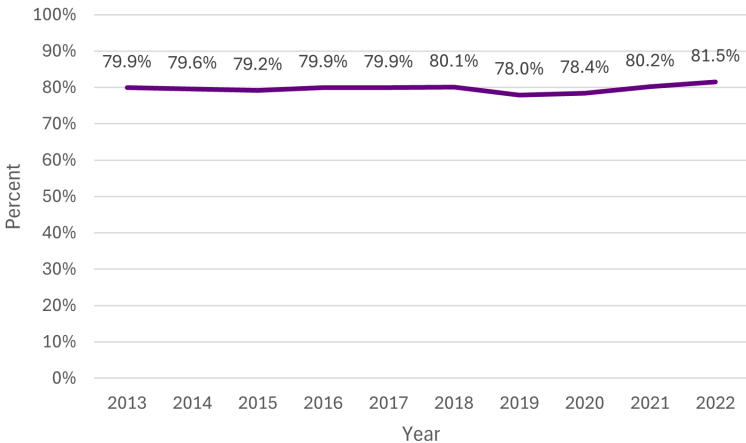


Figure 5: New York College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for New York from 2013 to 2022.

Figure 6: New York Student Persistence Rates



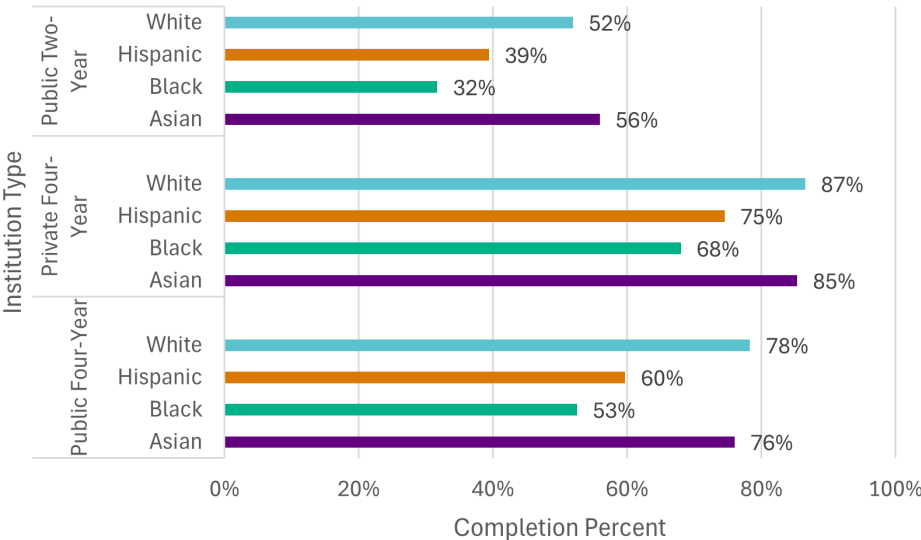
Source: [National Student Clearinghouse](#)

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in New York.



Source: [National Student Clearinghouse](#)



NORTH CAROLINA

STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for North Carolina.

Institution Type	Number of Institutions
Four-Year Institution	72
Two-Year Institution	67
Less-than-2-Year Institutions	22

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in North Carolina have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

Institution Type	Undergraduate Enrollment
Four-Year Institution	253,733
Two-Year Institution	220,264

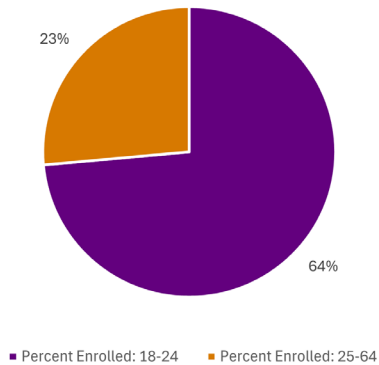
Source: [NCES Digest Table 306.50](#)



NORTH CAROLINA

Figure 1: Post-Secondary Enrollment: Age Breakdown

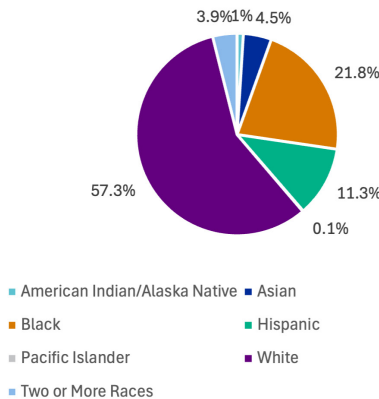
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the North Carolina undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, North Carolina IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in North Carolina.



Source: NCES Digest Table 306.50



Table 3: North Carolina Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for North Carolina.

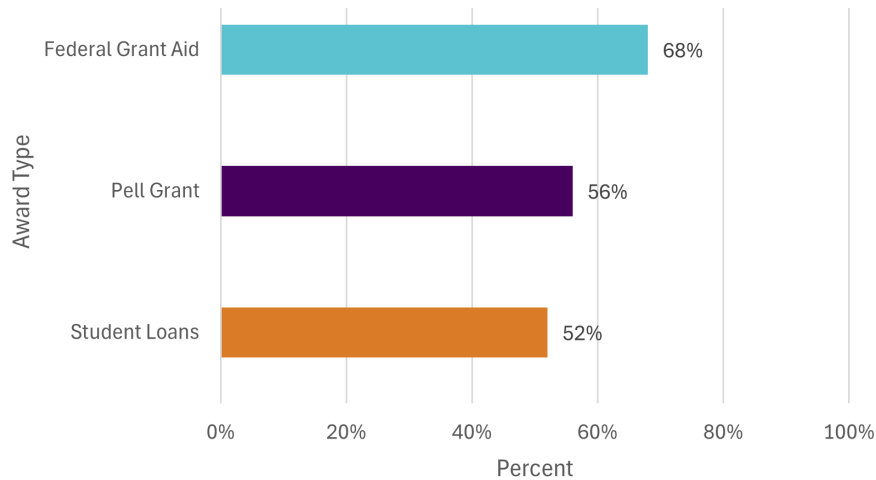
Institutional Sector	Cost of Attendance
Public Four-Year	\$18,860
Private Four-Year Institution	\$54,084
Public 2-Year	\$2,527

Source: NCES

NORTH CAROLINA

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

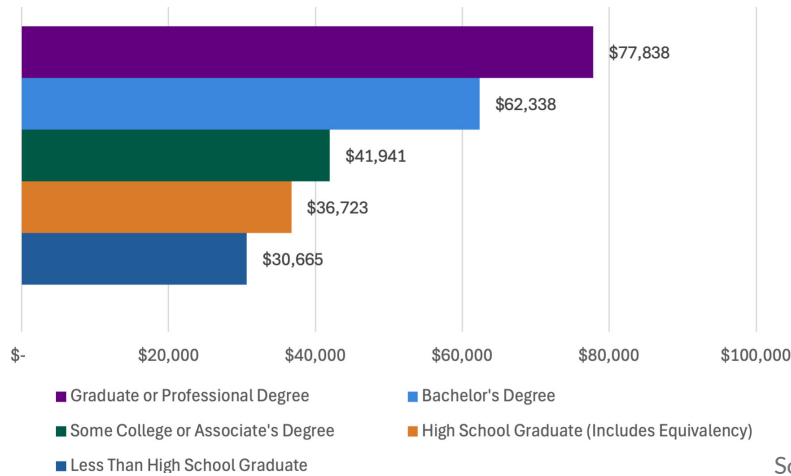
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in North Carolina IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across North Carolina, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

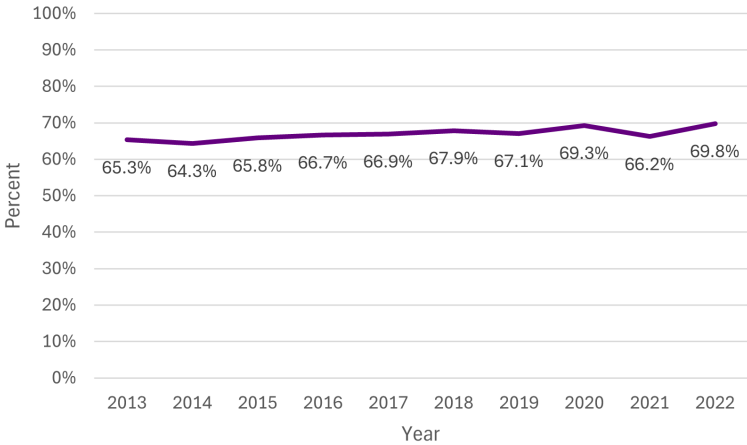


Source: US Census Bureau



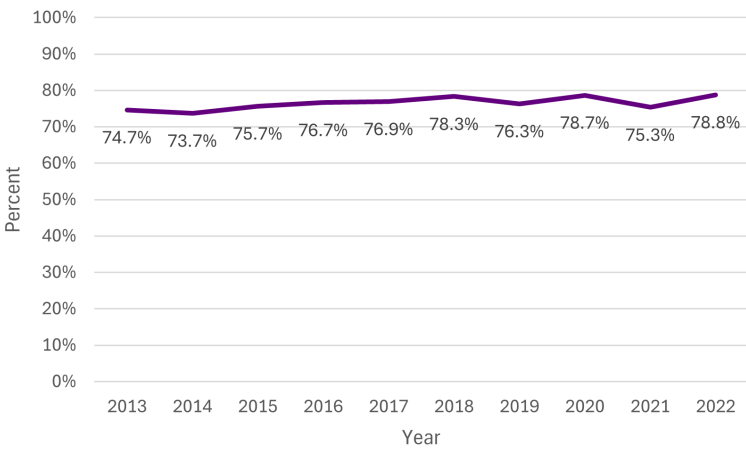


Figure 5: North Carolina College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for North Carolina from 2013 to 2022.

Figure 6: North Carolina Student Persistence Rates



Source: [National Student Clearinghouse](#)

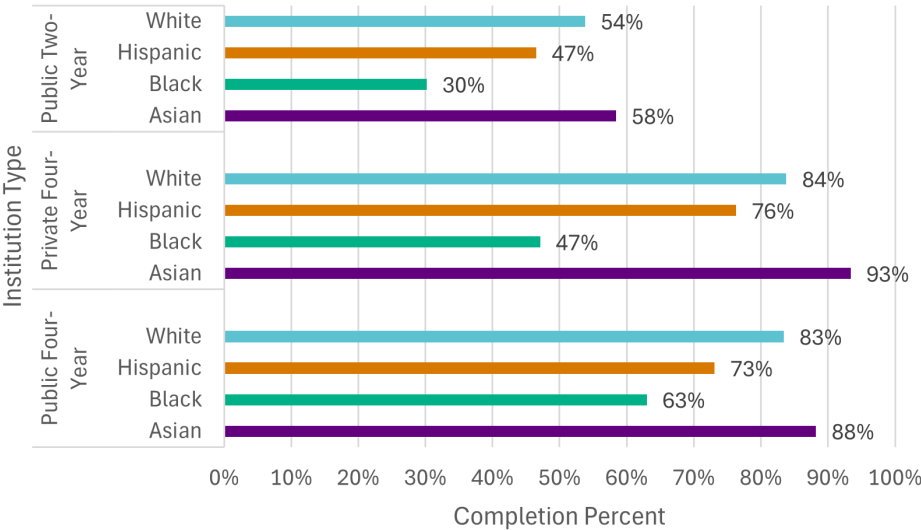
NORTH CAROLINA

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in North Carolina.



Source: [National Student Clearinghouse](#)



NORTH DAKOTA

STATE GOAL

65%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for North Dakota.

Institution Type	Number of Institutions
Four-Year Institution	15
Two-Year Institution	9
Less-than-2-Year Institutions	1

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in North Dakota have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

Institution Type	Undergraduate Enrollment
Four-Year Institution	20,033
Two-Year Institution	6,175

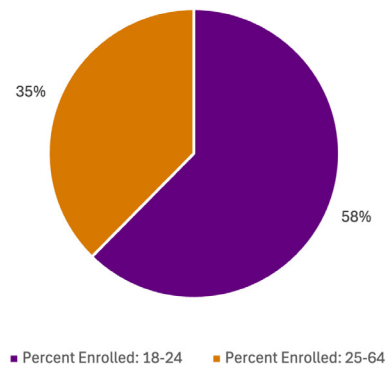
Source: [NCES Digest Table 306.50](#)



NORTH DAKOTA

Figure 1: Post-Secondary Enrollment: Age Breakdown

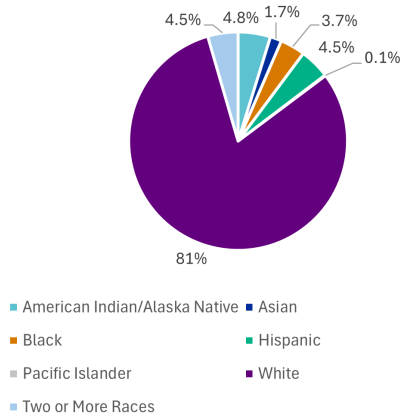
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the North Dakota undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, North Dakota IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in North Dakota.



Source: NCES Digest Table 306.50



Table 3: North Dakota Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for North Dakota.

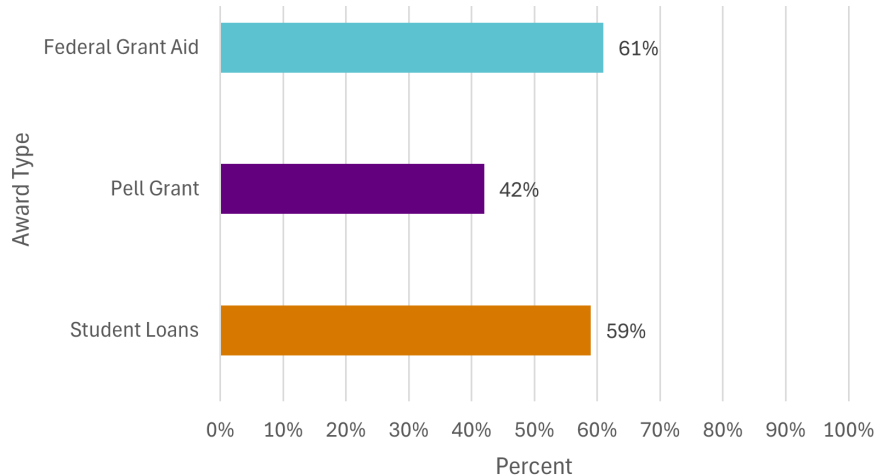
Institutional Sector	Cost of Attendance
Public Four-Year	\$18,989
Private Four-Year Institution	\$25,040
Public 2-Year	\$5,610

Source: NCES

NORTH DAKOTA

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

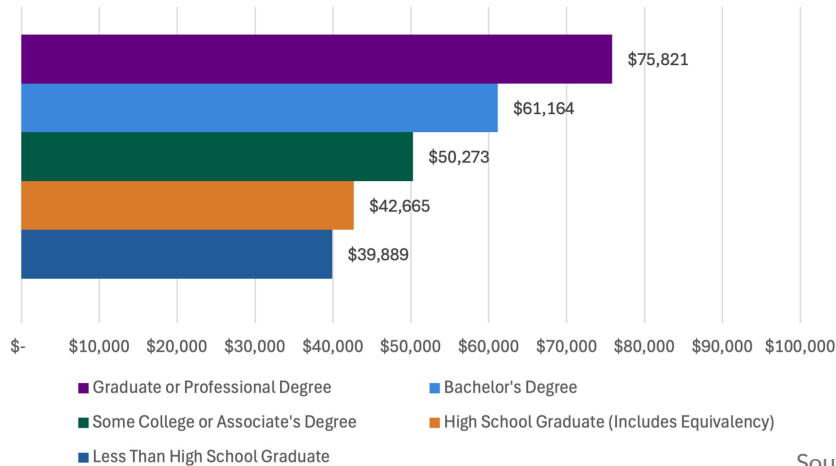
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in North Dakota IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across North Dakota, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.



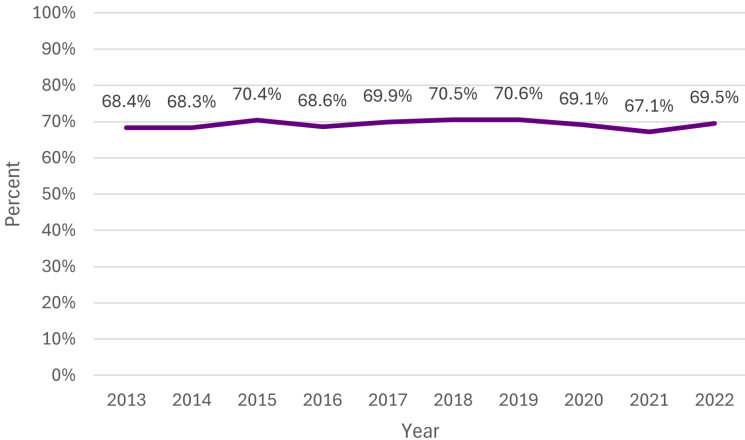
Source: US Census Bureau



NORTH DAKOTA

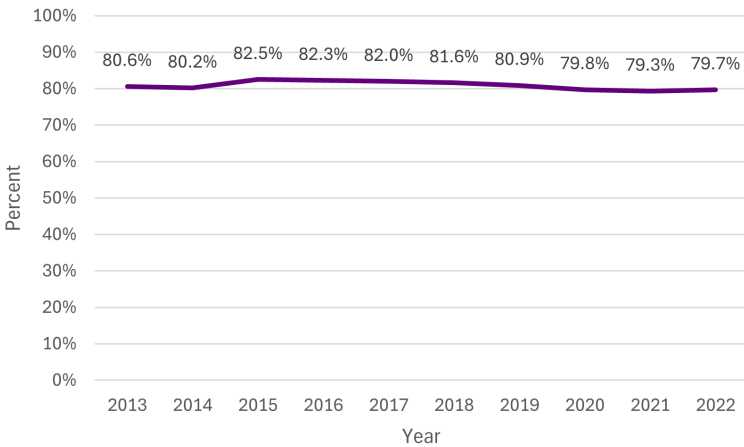


Figure 5: North Dakota College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for North Dakota from 2013 to 2022.

Figure 6: North Dakota Student Persistence Rates



Source: [National Student Clearinghouse](#)

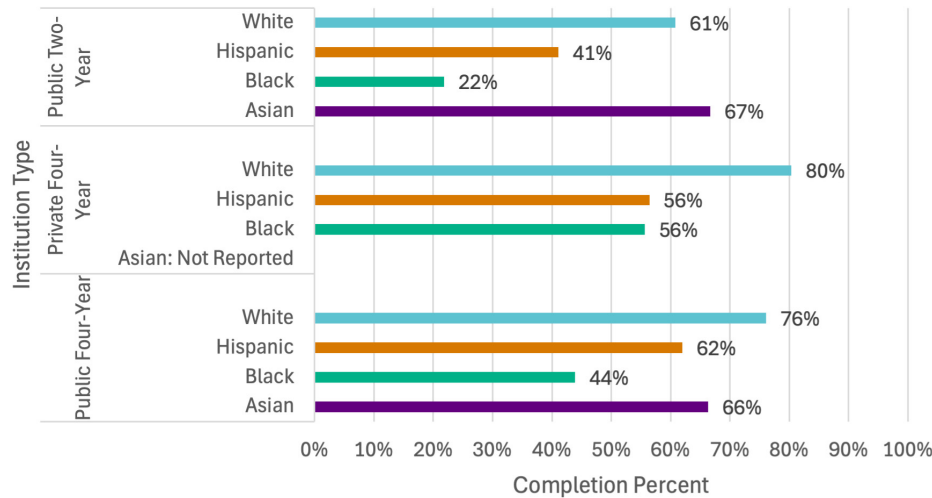
NORTH DAKOTA

POLICY CONSIDERATIONS

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Source: [National Student Clearinghouse](#)



STATE GOAL

65%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Ohio.

Institution Type	Number of Institutions
Four-Year Institution	116
Two-Year Institution	69
Less-than-2-Year Institutions	77

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Ohio have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

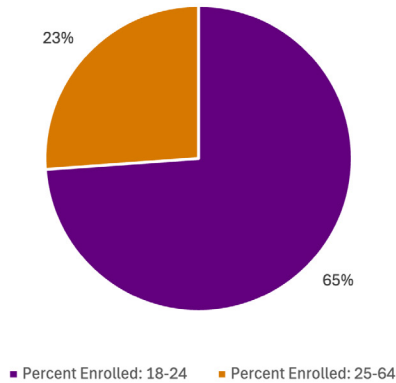
Institution Type	Undergraduate Enrollment
Four-Year Institution	396,583
Two-Year Institution	131,199

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

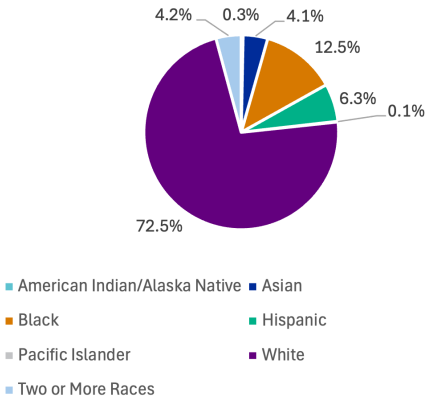
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Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Ohio IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Ohio.



Source: NCES Digest Table 306.50



Table 3: Ohio Average Cost of Attendance

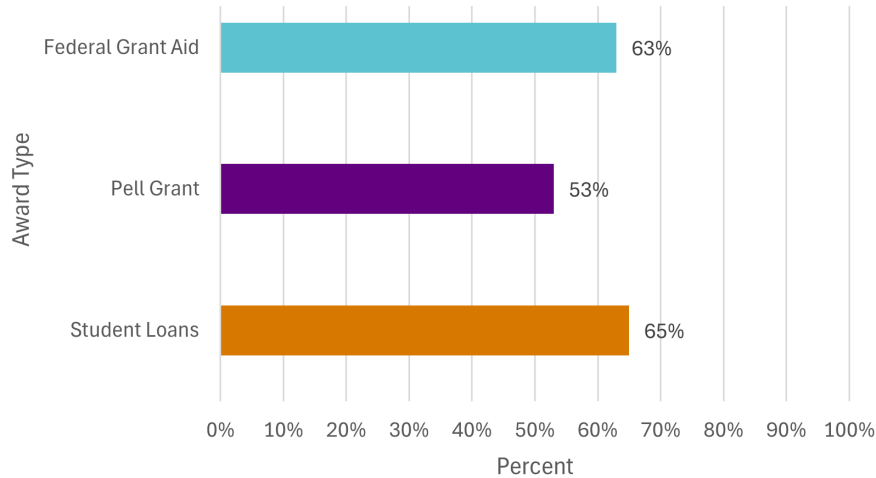
Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Ohio.

Institutional Sector	Cost of Attendance
Public Four-Year	\$24,423
Private Four-Year Institution	\$50,457
Public 2-Year	\$4,630

Source: NCES

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

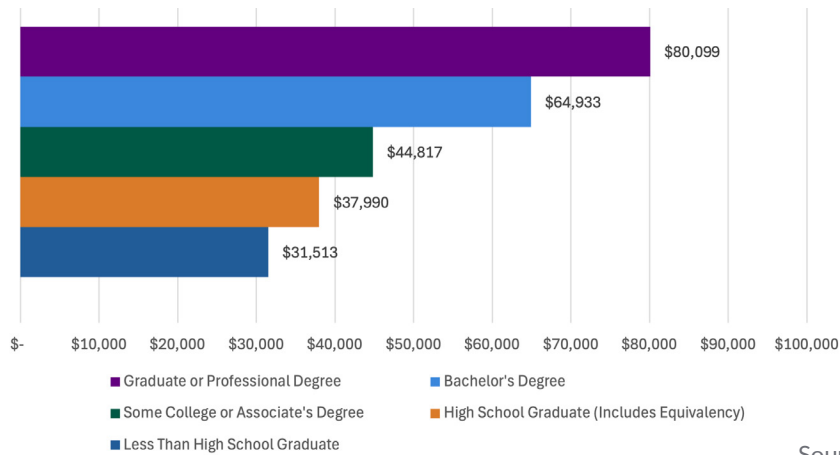
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Ohio IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Ohio, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

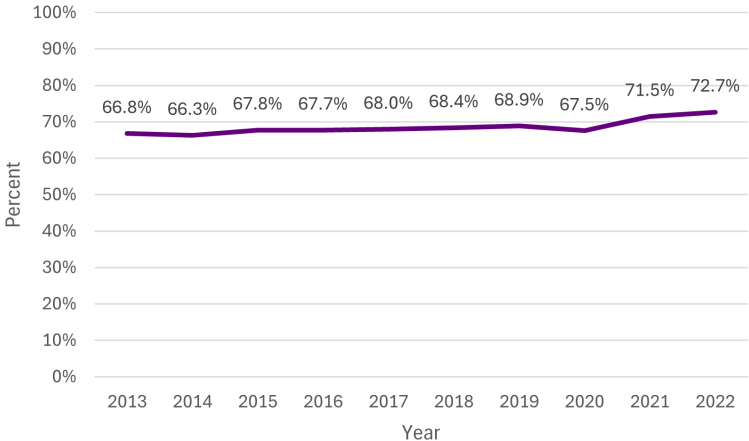


Source: US Census Bureau



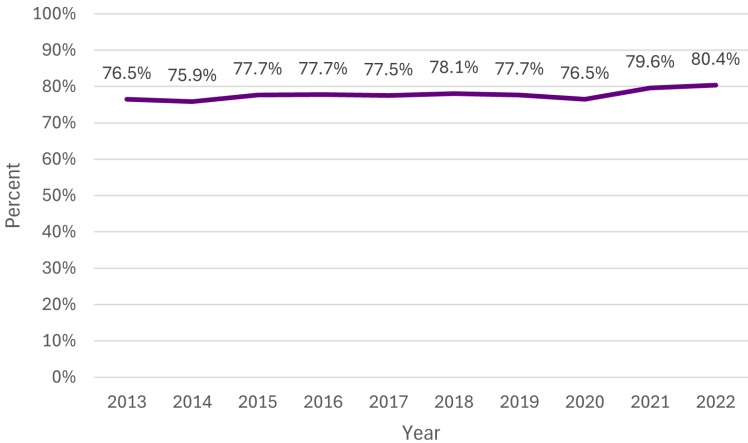


Figure 5: Ohio College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Ohio from 2013 to 2022.

Figure 6: Ohio Student Persistence Rates



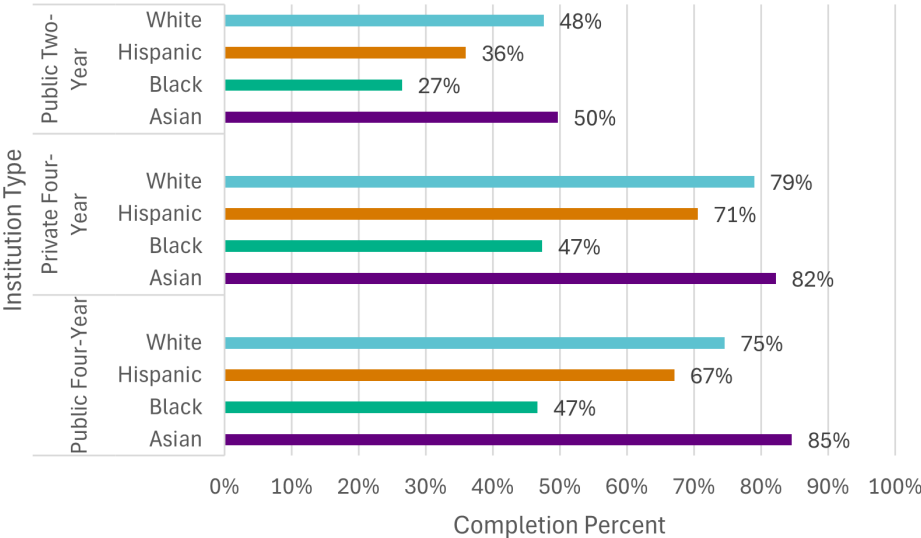
Source: [National Student Clearinghouse](#)

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Ohio.



Source: [National Student Clearinghouse](#)



OKLAHOMA

STATE GOAL

70%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Oklahoma.

Institution Type	Number of Institutions
Four-Year Institution	30
Two-Year Institution	29
Less-than-2-Year Institutions	36

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Oklahoma have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

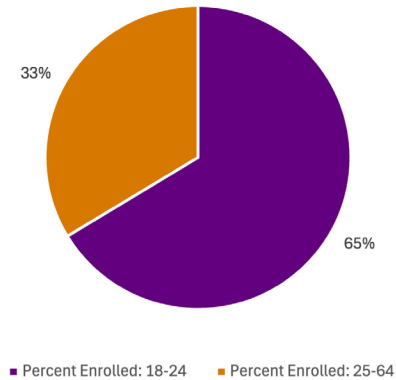
Institution Type	Undergraduate Enrollment
Four-Year Institution	61,440
Two-Year Institution	55,149

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

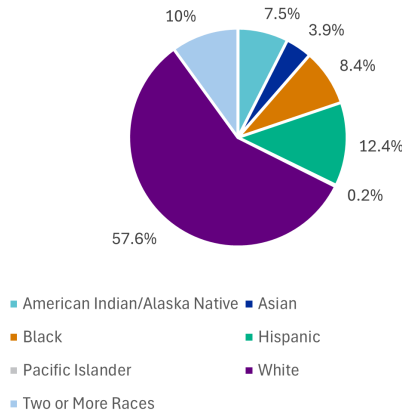
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Oklahoma undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Oklahoma IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Oklahoma.



Source: NCES Digest Table 306.50



Table 3: Oklahoma Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Oklahoma.

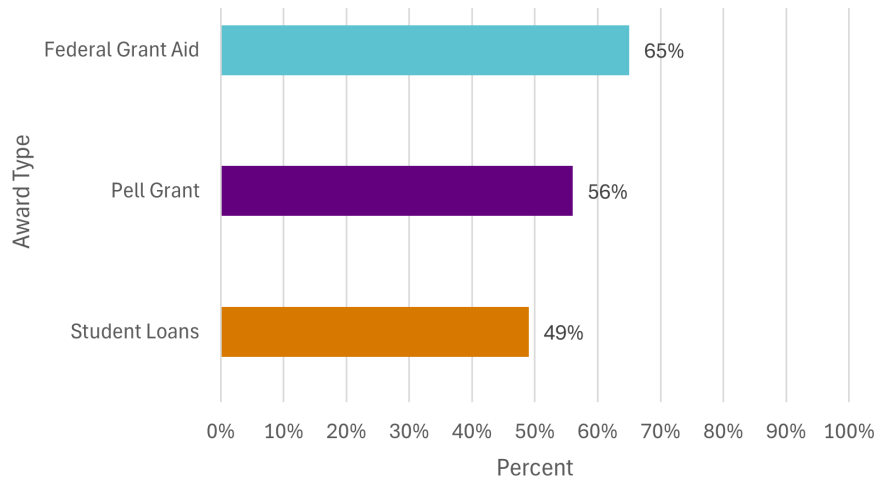
Institutional Sector	Cost of Attendance
Public Four-Year	\$19,438
Private Four-Year Institution	\$41,410
Public 2-Year	\$4,413

Source: NCES

OKLAHOMA

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

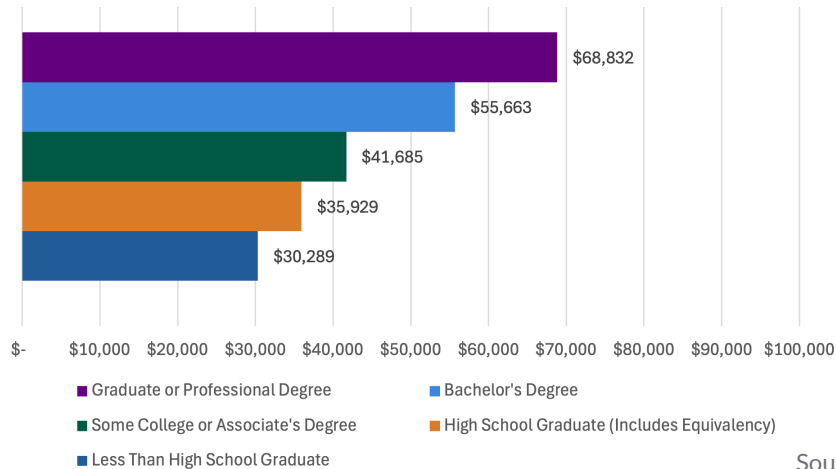
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Oklahoma IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Oklahoma, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.



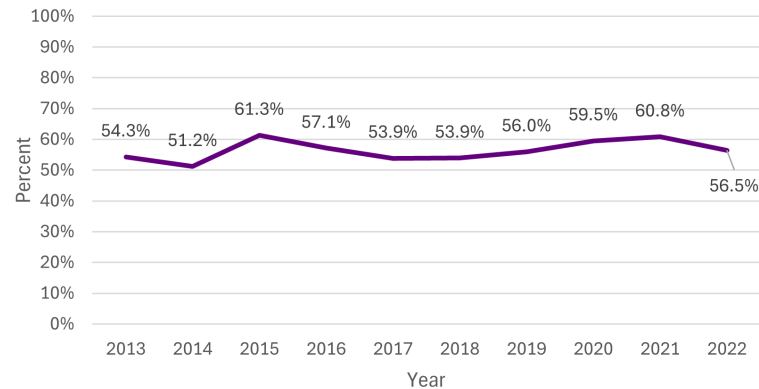
Source: US Census Bureau



OKLAHOMA

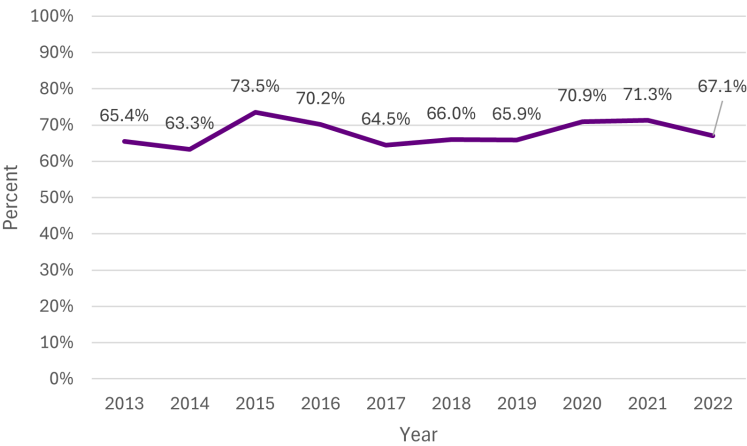


Figure 5: Oklahoma College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Oklahoma from 2013 to 2022.

Figure 6: Oklahoma Student Persistence Rates



Source: [National Student Clearinghouse](#)

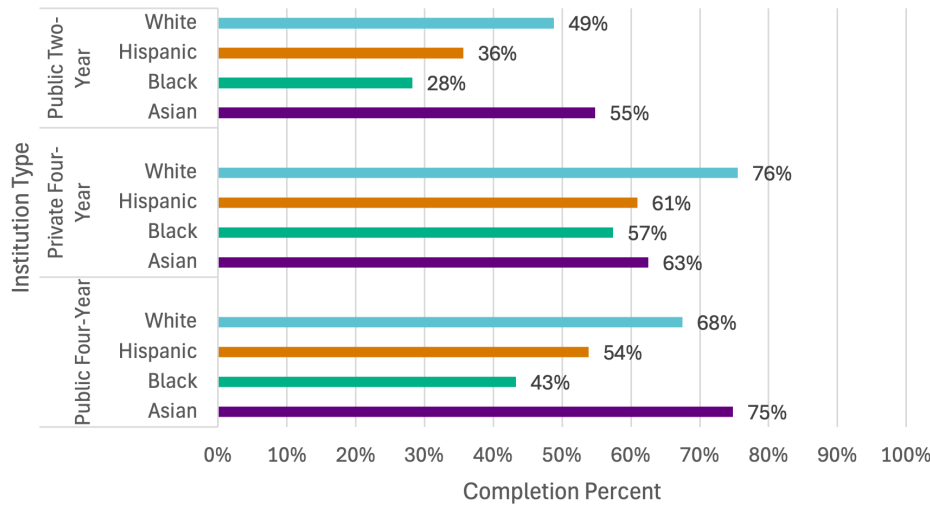
OKLAHOMA

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Oklahoma.



Source: [National Student Clearinghouse](#)



OREGON

STATE GOAL

80%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Oregon.

Institution Type	Number of Institutions
Four-Year Institution	31
Two-Year Institution	33
Less-than-2-Year Institutions	7

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Oregon have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

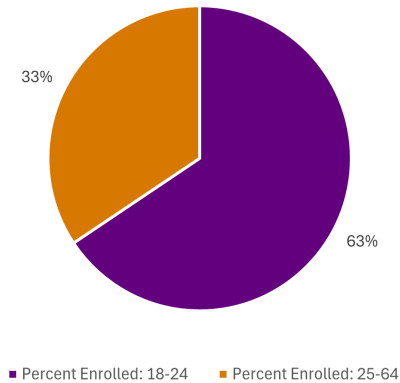
Institution Type	Undergraduate Enrollment
Four-Year Institution	58,808
Two-Year Institution	41,297

Source: [NCES Digest Table 306.50](#)



| Figure 1: Post-Secondary Enrollment: Age Breakdown

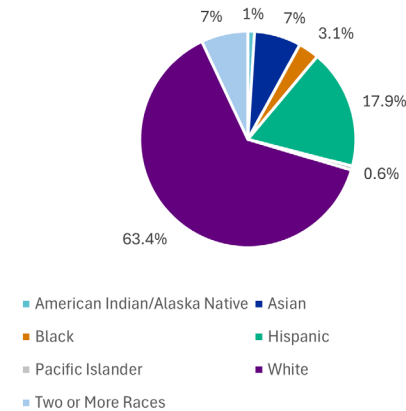
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Oregon undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: [IPEDS](#)

| Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Oregon IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Oregon.



Source: [NCES Digest Table 306.50](#)



| Table 3: Oregon Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Oregon.

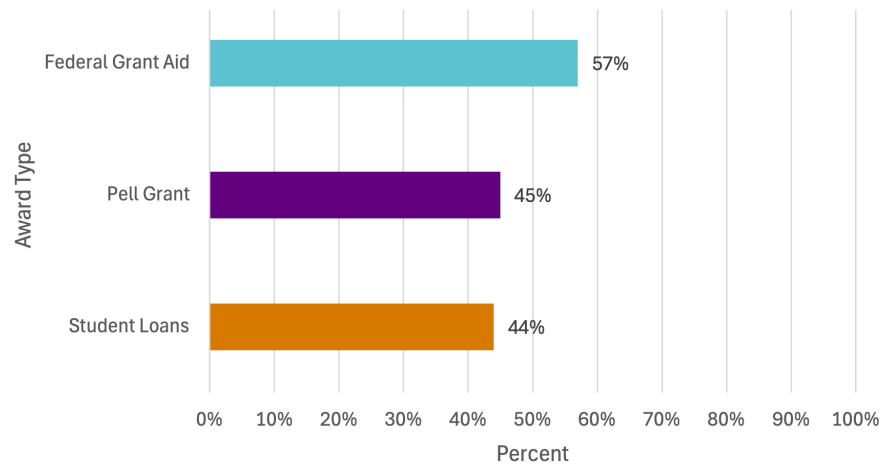
Institutional Sector	Cost of Attendance
Public Four-Year	\$26,810
Private Four-Year Institution	\$61,973
Public 2-Year	\$5,376

Source: [NCES](#)

OREGON

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

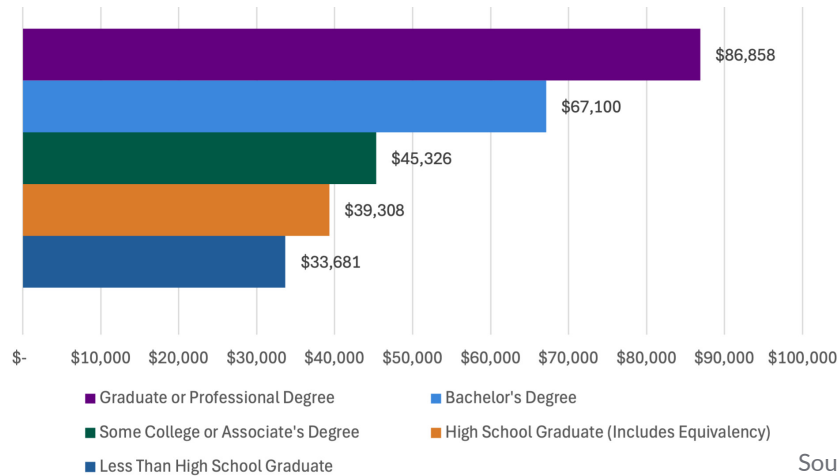
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Oregon IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Oregon, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

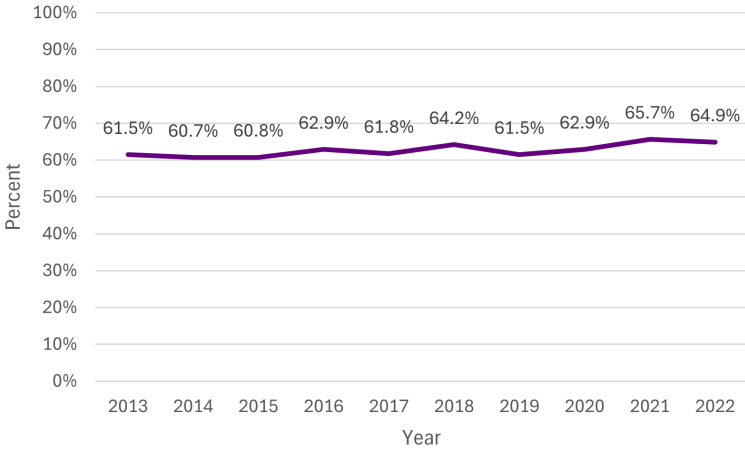


Source: US Census Bureau



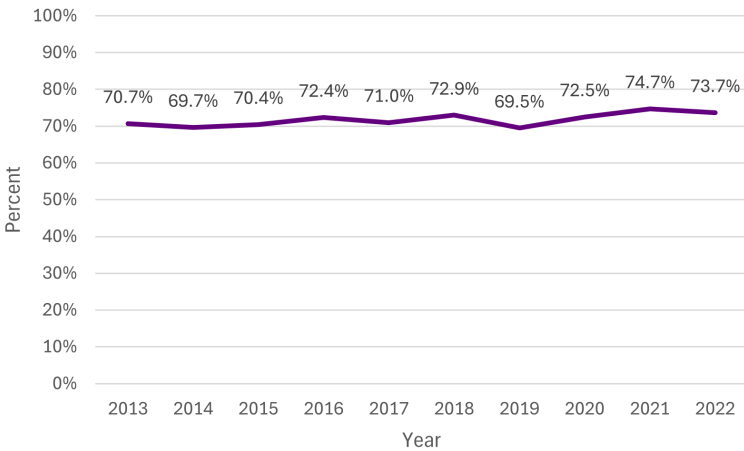


Figure 5: Oregon College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Oregon from 2013 to 2022.

Figure 6: Oregon Student Persistence Rates



Source: [National Student Clearinghouse](#)

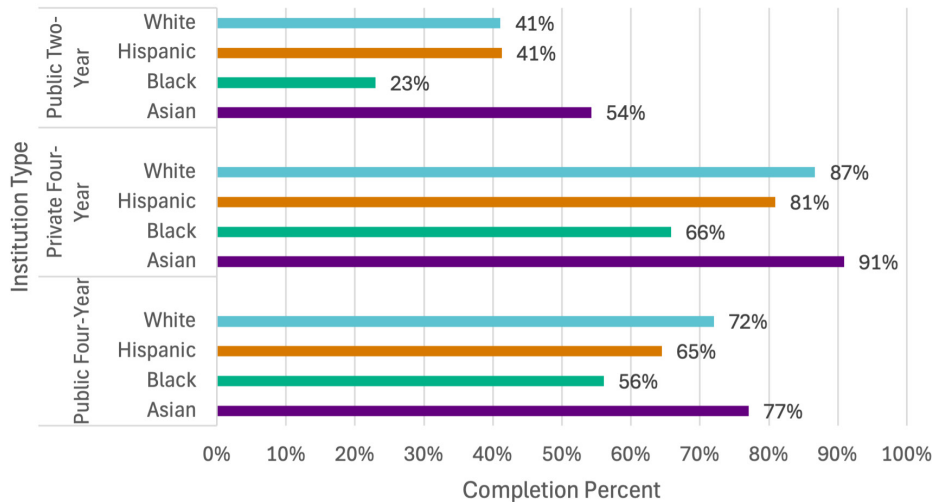
OREGON

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Oregon.



Source: [National Student Clearinghouse](#)



PENNSYLVANIA

STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Pennsylvania.

Institution Type	Number of Institutions
Four-Year Institution	144
Two-Year Institution	75
Less-than-2-Year Institutions	84

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Pennsylvania have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

Institution Type	Undergraduate Enrollment
Four-Year Institution	234,150
Two-Year Institution	89,086

Source: [NCES Digest Table 306.50](#)



PENNSYLVANIA

Figure 1: Post-Secondary Enrollment: Age Breakdown

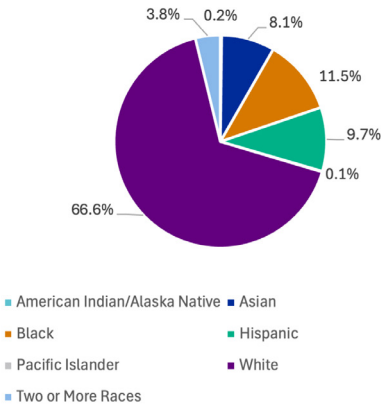
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Pennsylvania undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Pennsylvania IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Pennsylvania.



Source: NCES Digest Table 306.50



Table 3: Pennsylvania Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Pennsylvania.

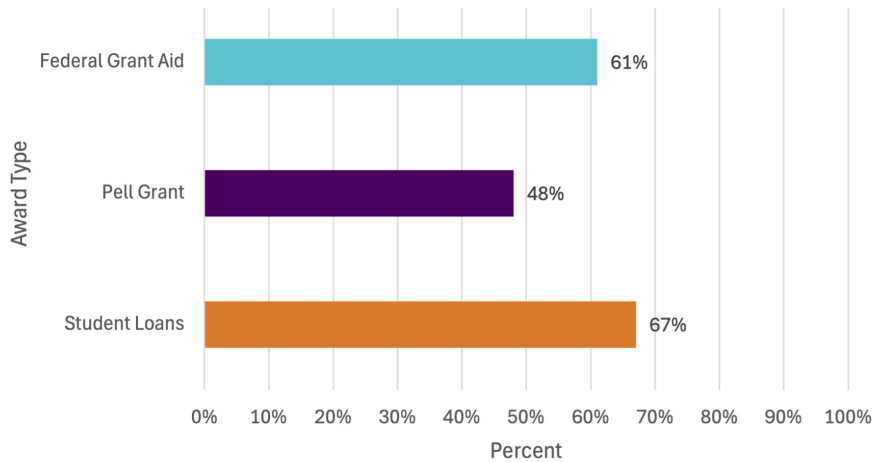
Institutional Sector	Cost of Attendance
Public Four-Year	\$28,733
Private Four-Year Institution	\$62,437
Public 2-Year	\$5,717

Source: NCES

PENNSYLVANIA

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

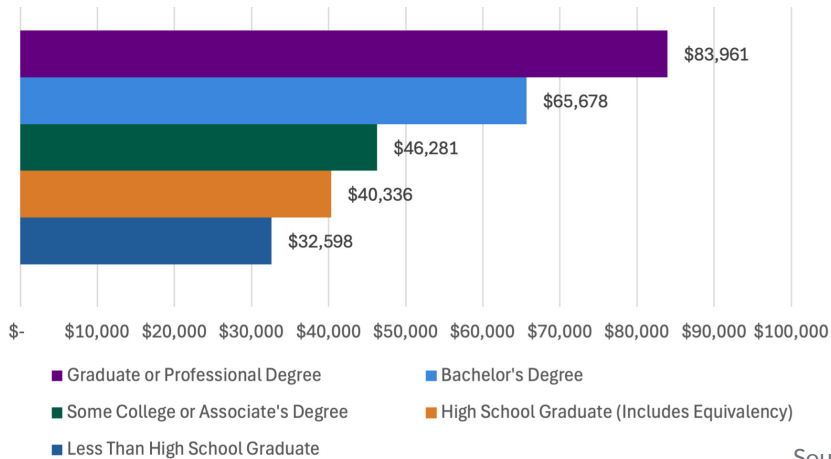
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Pennsylvania IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Pennsylvania, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

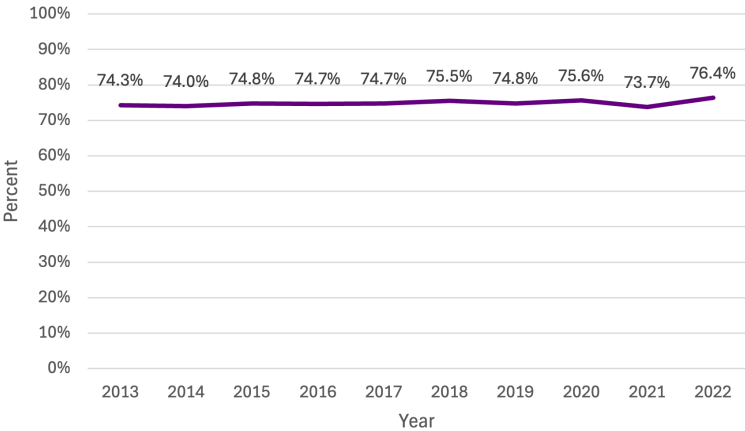


Source: US Census Bureau



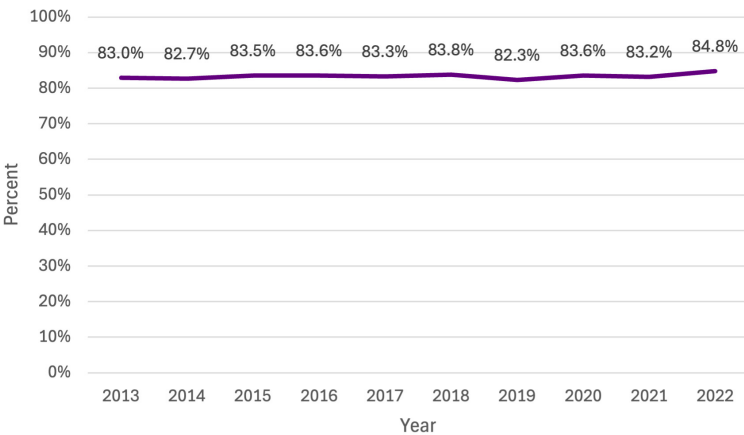


Figure 5: Pennsylvania College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Pennsylvania from 2013 to 2022.

Figure 6: Pennsylvania Student Persistence Rates



Source: [National Student Clearinghouse](#)

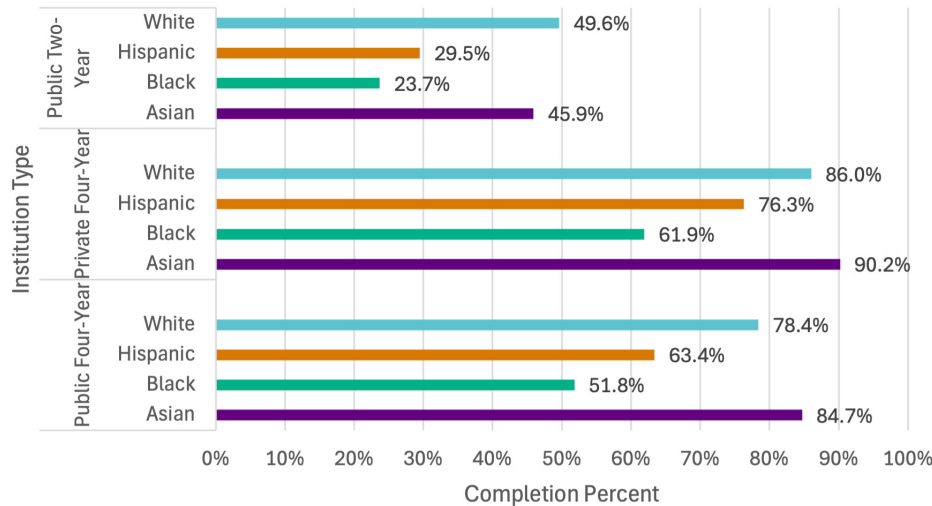
PENNSYLVANIA

POLICY CONSIDERATIONS

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Figure 7: Six-Year Completion Rates

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Source: [National Student Clearinghouse](#)



RHODE ISLAND

STATE GOAL

70%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Rhode Island.

Institution Type	Number of Institutions
Four-Year Institution	13
Two-Year Institution	2
Less-than-2-Year Institutions	6

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Rhode Island have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

Institution Type	Undergraduate Enrollment
Four-Year Institution	38,754
Two-Year Institution	12,346

Source: [NCES Digest Table 306.50](#)



RHODE ISLAND

Figure 1: Post-Secondary Enrollment: Age Breakdown

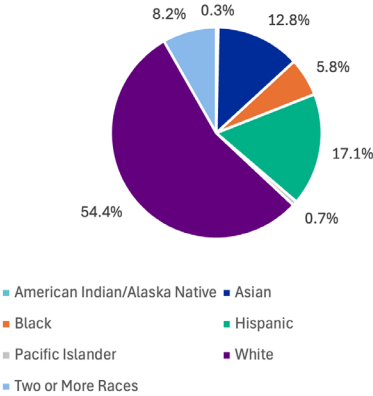
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Source: IPEDS

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As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Rhode Island IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Rhode Island.



Source: NCES Digest Table 306.50



Table 3: Rhode Island Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Rhode Island.

Institutional Sector	Cost of Attendance
Public Four-Year	\$29,164
Private Four-Year Institution	\$66,529
Public 2-Year	\$5,090

Source: NCES

RHODE ISLAND

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Rhode Island IHEs.

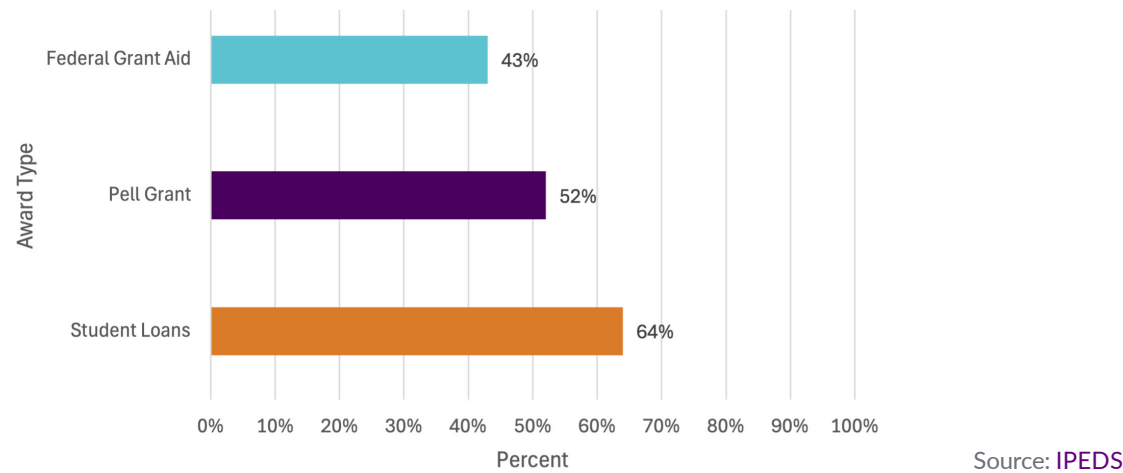


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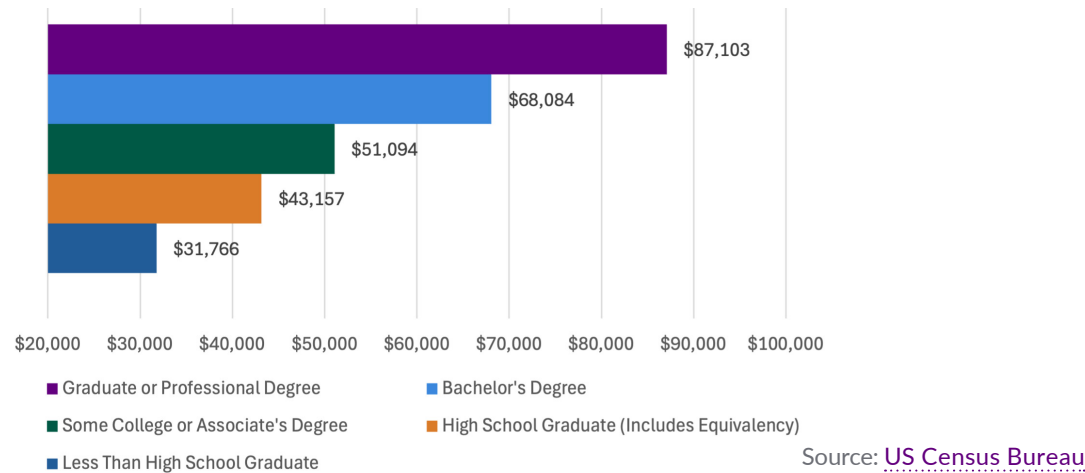
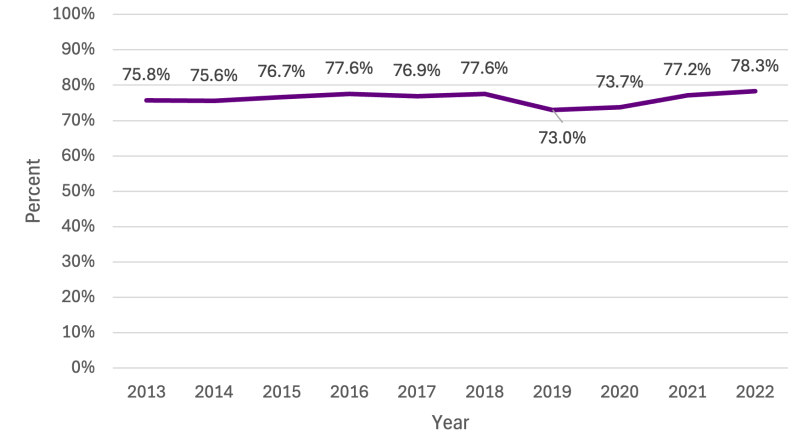


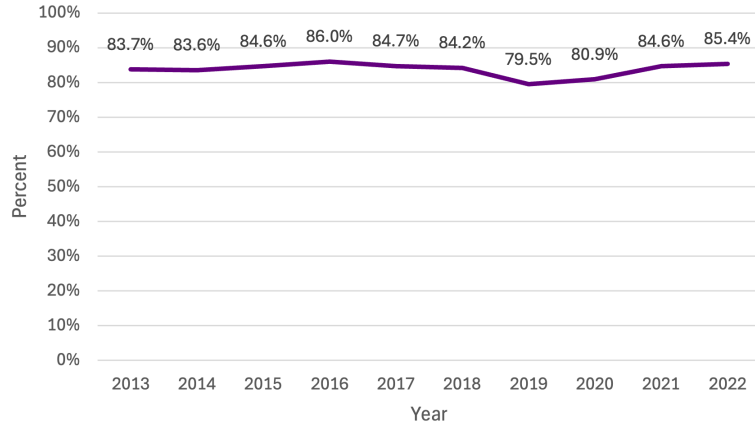


Figure 5: Rhode Island College Retention Rates



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Figure 6: Rhode Island Student Persistence Rates



Source: [National Student Clearinghouse](#)

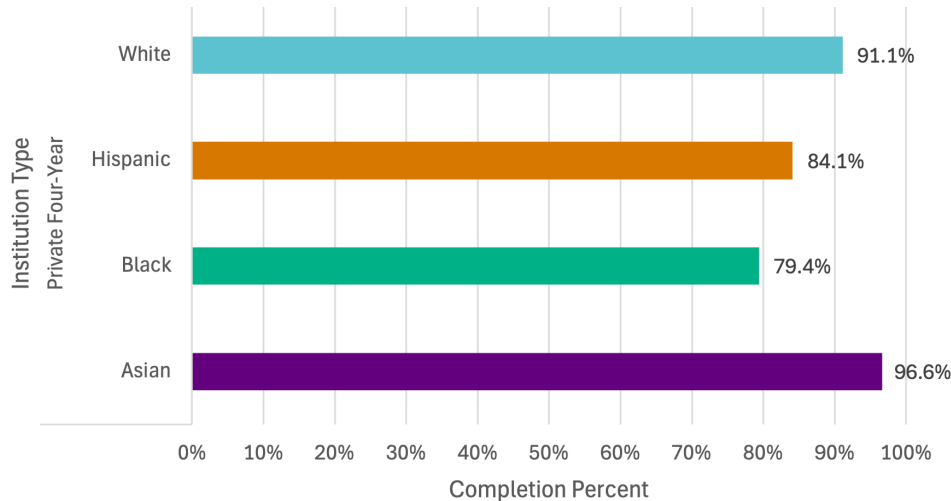
RHODE ISLAND

POLICY CONSIDERATIONS

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Source: [National Student Clearinghouse](#)



SOUTH CAROLINA

STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for South Carolina.

Institution Type	Number of Institutions
Four-Year Institution	41
Two-Year Institution	25
Less-than-2-Year Institutions	22

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in South Carolina have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

Institution Type	Undergraduate Enrollment
Four-Year Institution	139,780
Two-Year Institution	72,748

Source: [NCES Digest Table 306.50](#)



SOUTH CAROLINA

Figure 1: Post-Secondary Enrollment: Age Breakdown

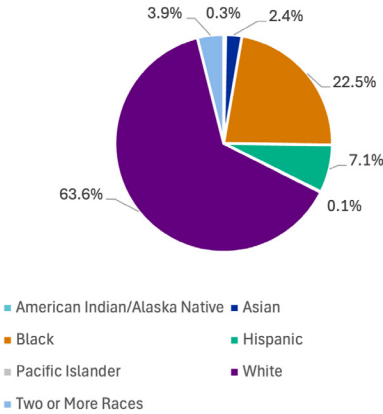
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the South Carolina undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, South Carolina IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in South Carolina.



Source: NCES Digest Table 306.50



Table 3: South Carolina Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for South Carolina.

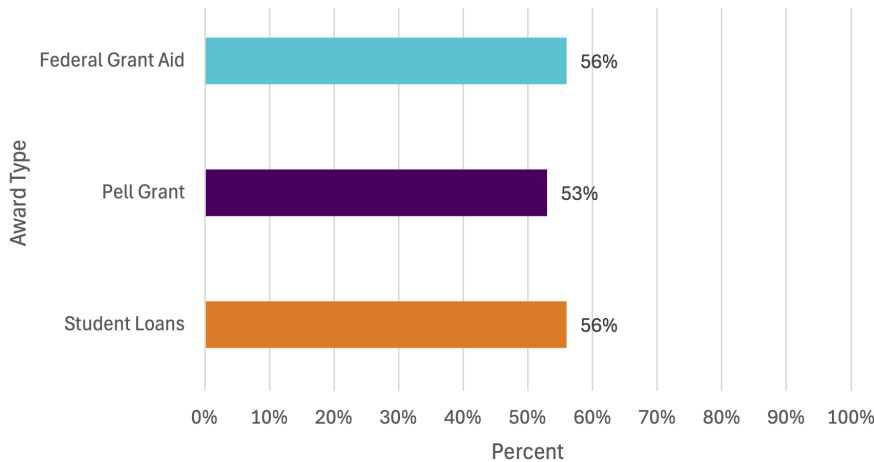
Institutional Sector	Cost of Attendance
Public Four-Year	Data Not Available
Private Four-Year Institution	Data Not Available
Public 2-Year	Data Not Available

Source: NCES

SOUTH CAROLINA

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

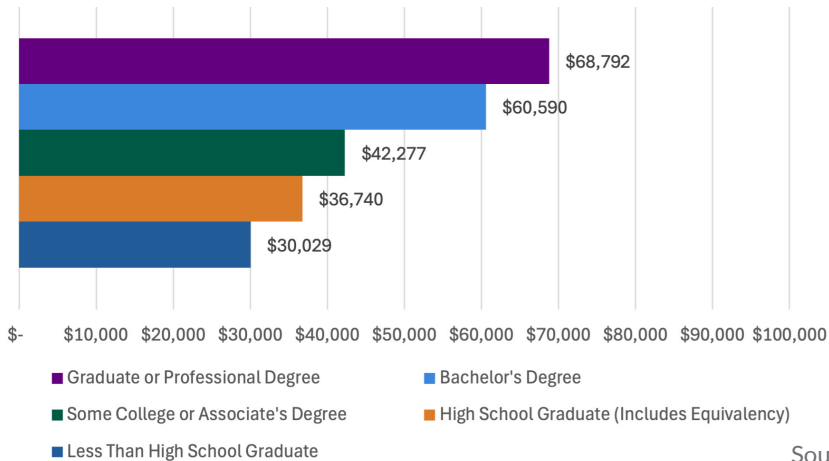
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in South Carolina IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across South Carolina, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

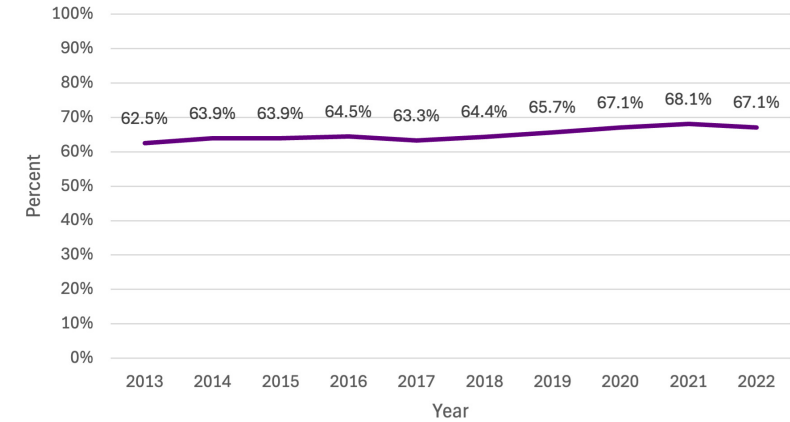


Source: US Census Bureau



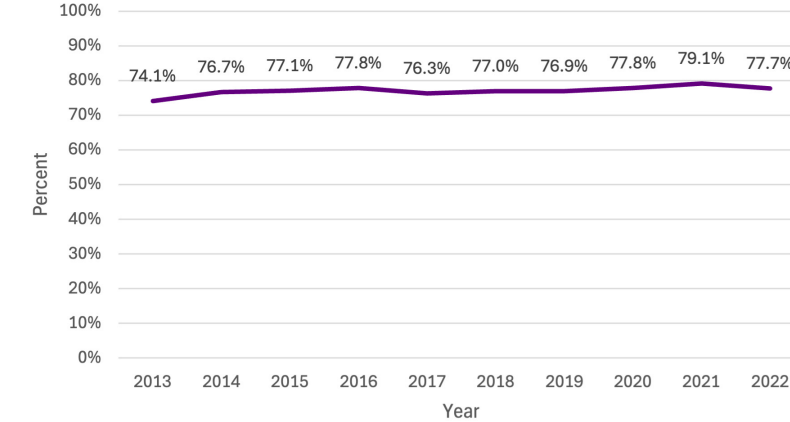


Figure 5: South Carolina College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for South Carolina from 2013 to 2022.

Figure 6: South Carolina Student Persistence Rates



Source: [National Student Clearinghouse](#)

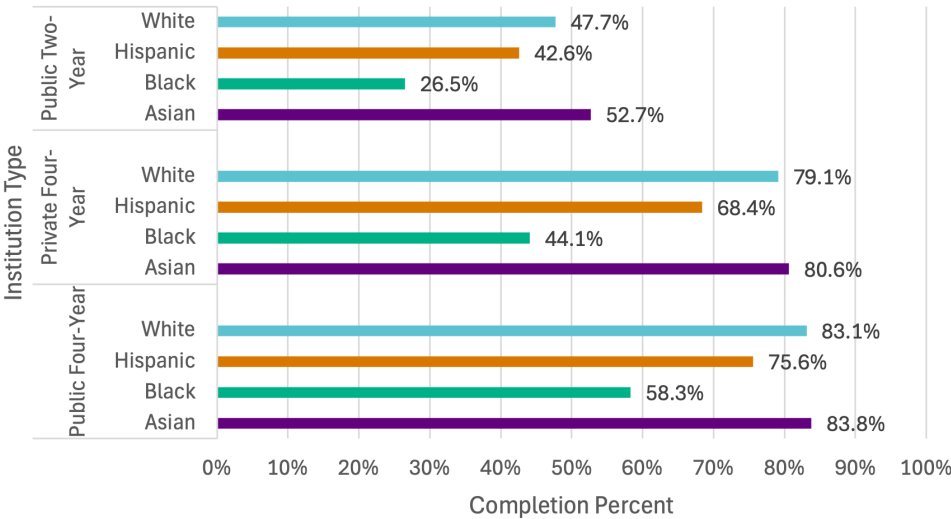
SOUTH CAROLINA

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in South Carolina.



Source: [National Student Clearinghouse](#)



SOUTH DAKOTA

STATE GOAL

65%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for South Dakota.

Institution Type	Number of Institutions
Four-Year Institution	16
Two-Year Institution	4
Less-than-2-Year Institutions	3

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in South Dakota have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

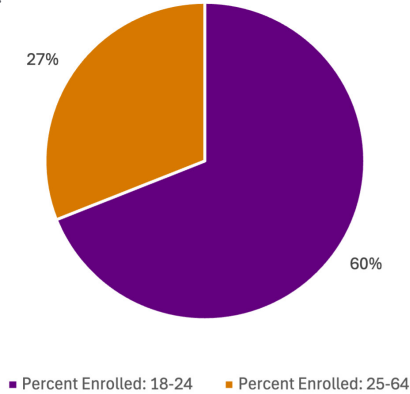
Institution Type	Undergraduate Enrollment
Four-Year Institution	35,978
Two-Year Institution	7,161

Source: [NCES Digest Table 306.50](#)



| Figure 1: Post-Secondary Enrollment: Age Breakdown

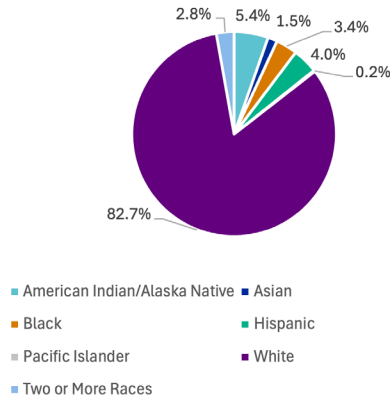
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the South Dakota undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: [IPEDS](#)

| Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, South Dakota IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in South Dakota.



Source: [NCES Digest Table 306.50](#)



| Table 3: South Dakota Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for South Dakota.

Institutional Sector	Cost of Attendance
Public Four-Year	\$17,360
Private Four-Year Institution	\$37,769
Public 2-Year	\$7,412

Source: [NCES](#)

SOUTH DAKOTA

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in South Dakota IHEs.

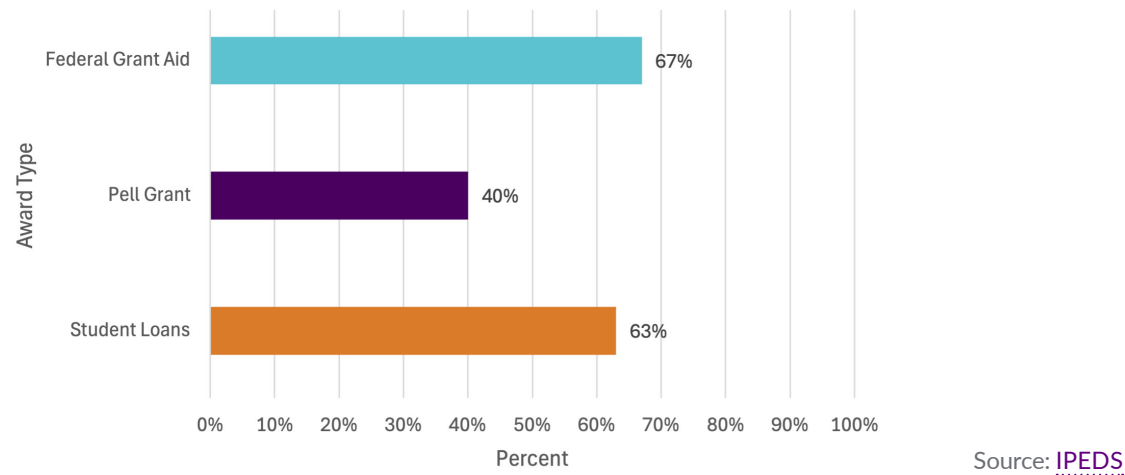


Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across South Dakota, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

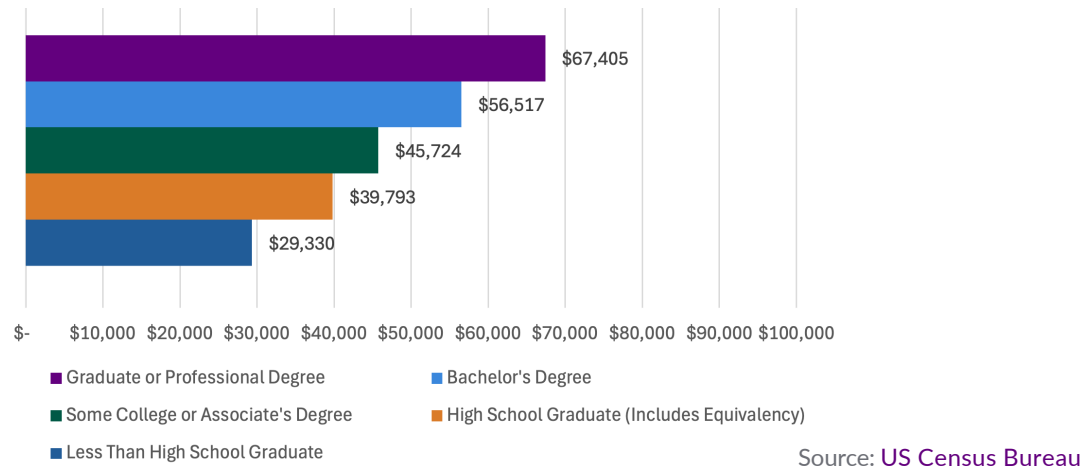
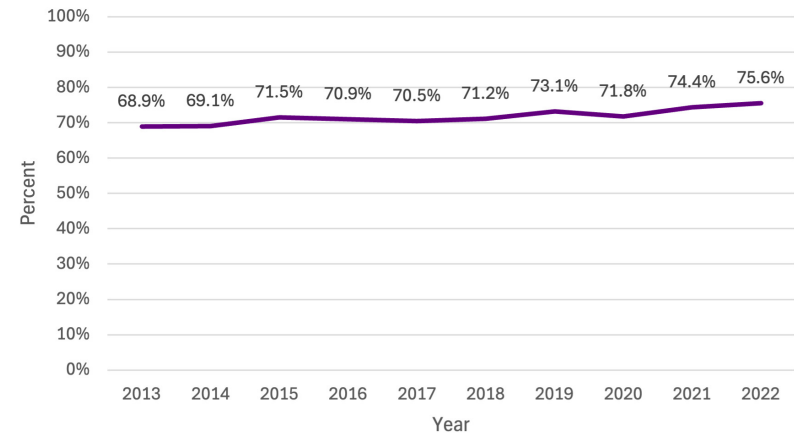


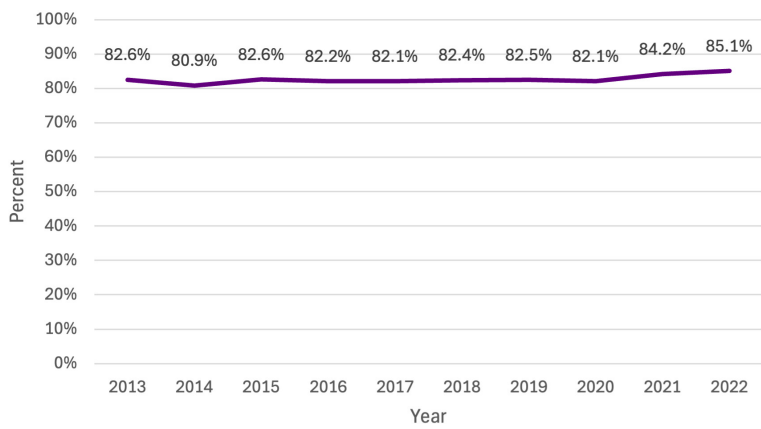


Figure 5: South Dakota College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for South Dakota from 2013 to 2022.

Figure 6: South Dakota Student Persistence Rates



Source: [National Student Clearinghouse](#)

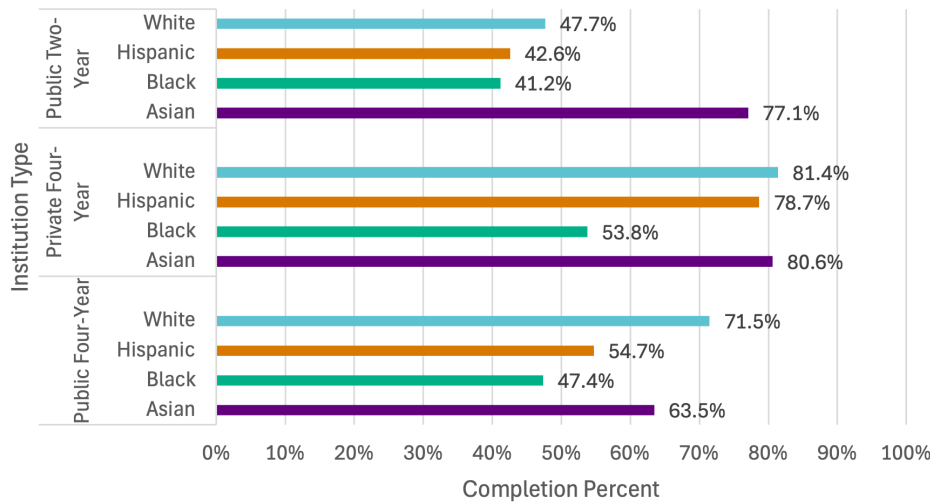
SOUTH DAKOTA

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in South Dakota.



Source: [National Student Clearinghouse](#)



TENNESSEE

STATE GOAL

55%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Tennessee.

Institution Type	Number of Institutions
Four-Year Institution	56
Two-Year Institution	46
Less-than-2-Year Institutions	37

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Tennessee have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

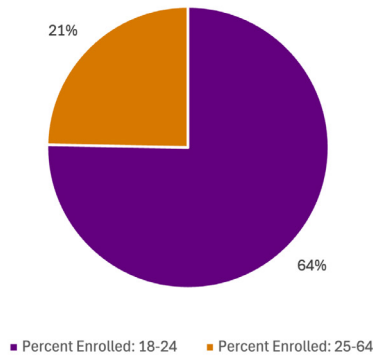
Institution Type	Undergraduate Enrollment
Four-Year Institution	180,630
Two-Year Institution	92,329

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

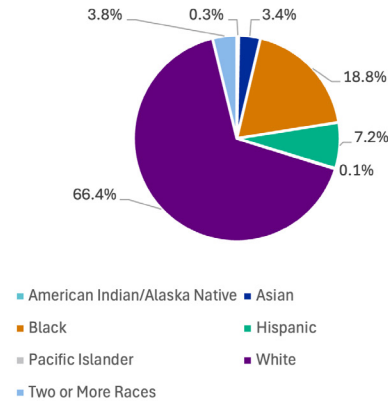
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Tennessee undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Tennessee IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Tennessee.



Source: NCES Digest Table 306.50



Table 3: Tennessee Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Tennessee.

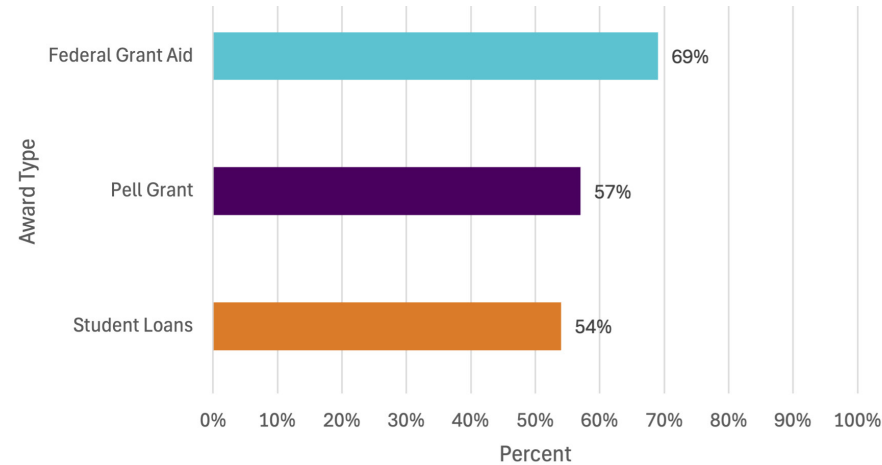
Institutional Sector	Cost of Attendance
Public Four-Year	\$21,279
Private Four-Year Institution	\$44,297
Public 2-Year	\$4,440

Source: NCES

TENNESSEE

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

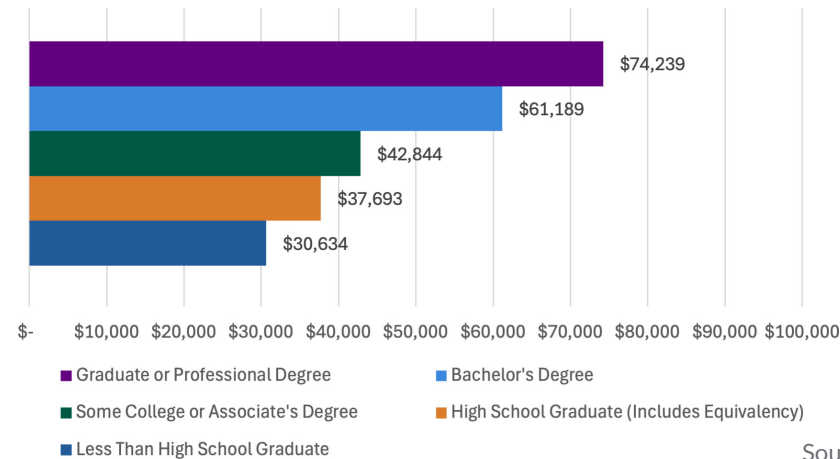
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Tennessee IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Tennessee, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

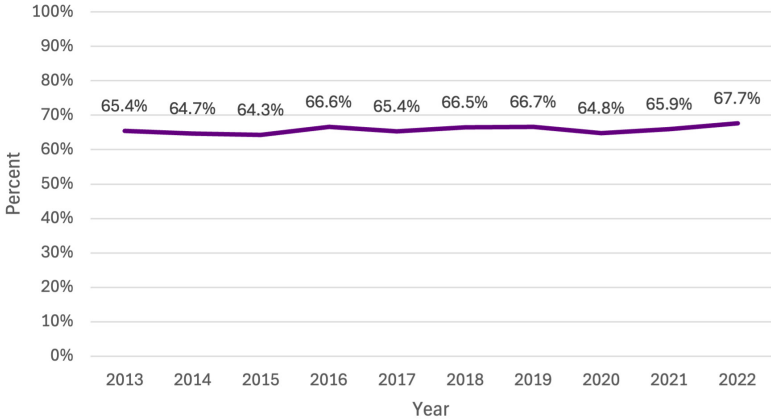


Source: US Census Bureau



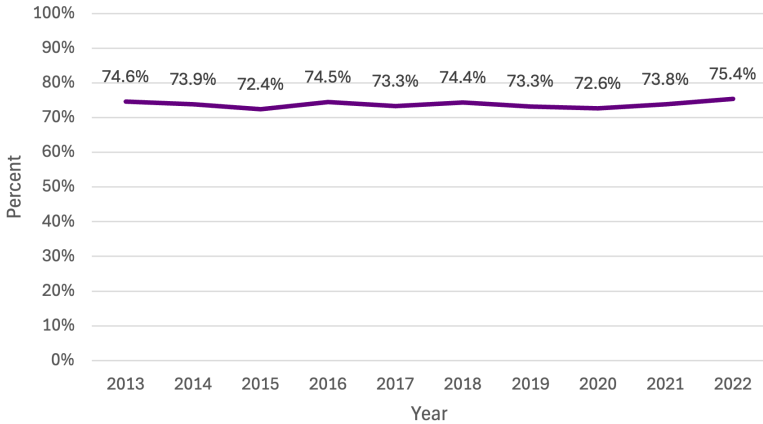


Figure 5: Tennessee College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Tennessee from 2013 to 2022.

Figure 6: Tennessee Student Persistence Rates



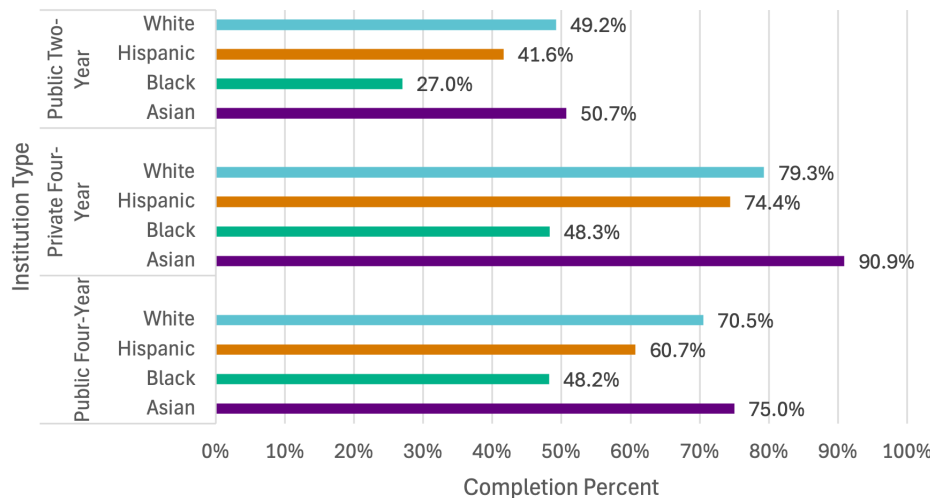
Source: [National Student Clearinghouse](#)

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Tennessee.



Source: [National Student Clearinghouse](#)



STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Texas.

Institution Type	Number of Institutions
Four-Year Institution	147
Two-Year Institution	88
Less-than-2-Year Institutions	147

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Texas have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

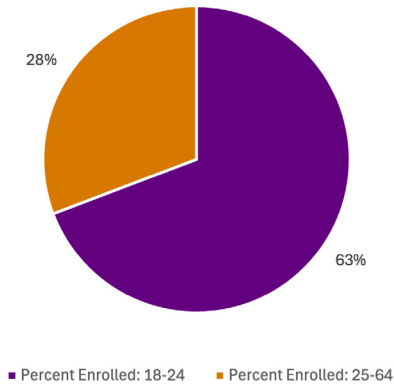
Institution Type	Undergraduate Enrollment
Four-Year Institution	1,002,798
Two-Year Institution	354,328

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

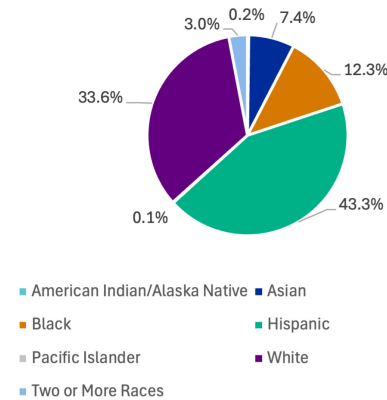
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Texas undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Texas IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Texas.



Source: NCES Digest Table 306.50



Table 3: Texas Average Cost of Attendance

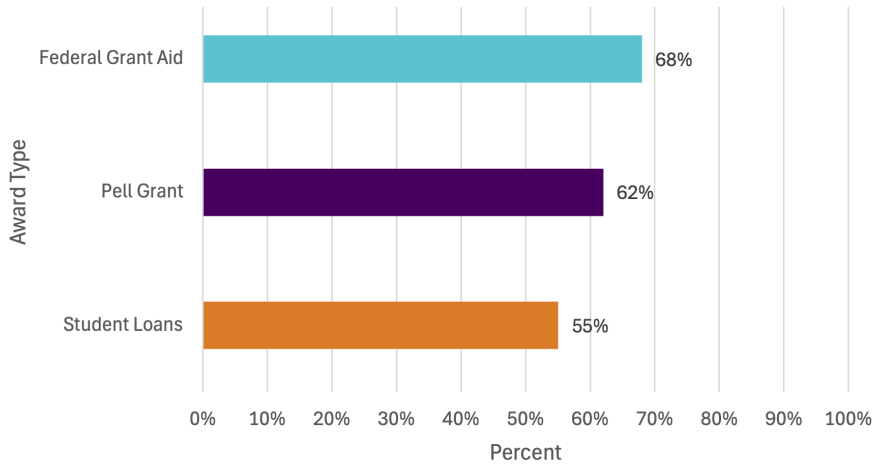
Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Texas.

Institutional Sector	Cost of Attendance
Public Four-Year	\$19,073
Private Four-Year Institution	\$52,835
Public 2-Year	\$2,931

Source: NCES

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

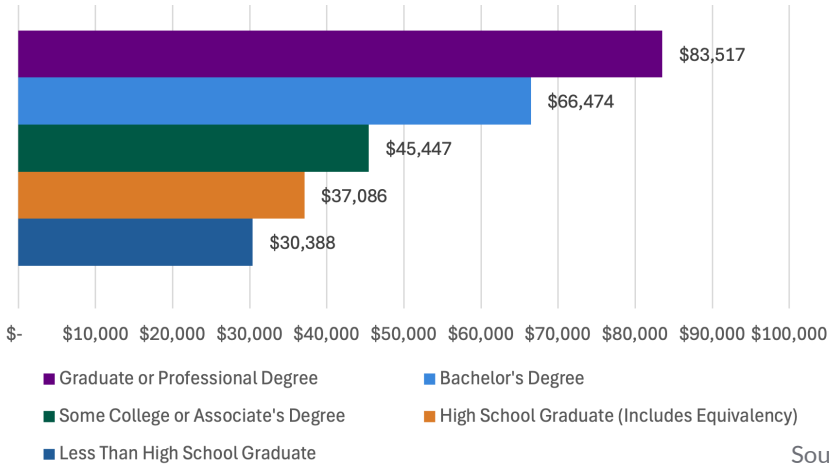
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Texas IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Texas, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

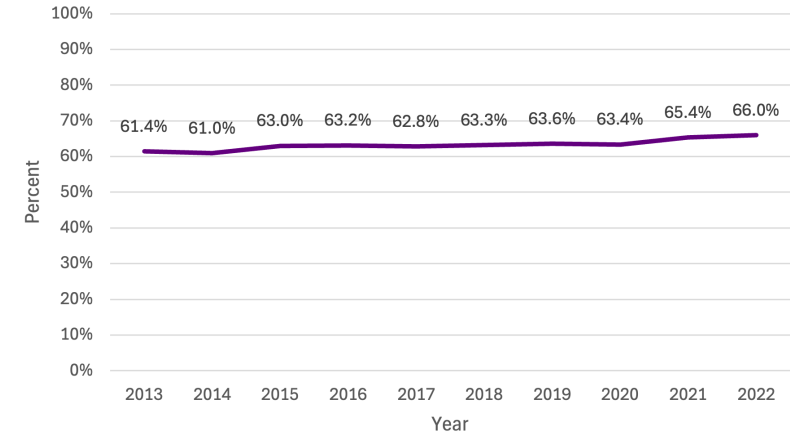


Source: US Census Bureau



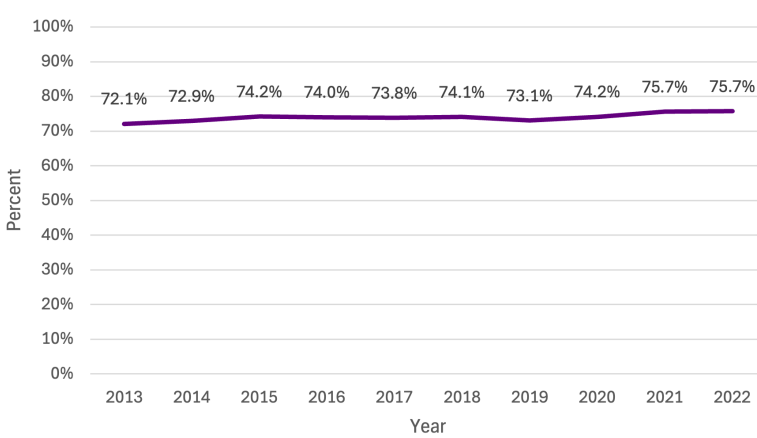


Figure 5: Texas College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Texas from 2013 to 2022.

Figure 6: Texas Student Persistence Rates



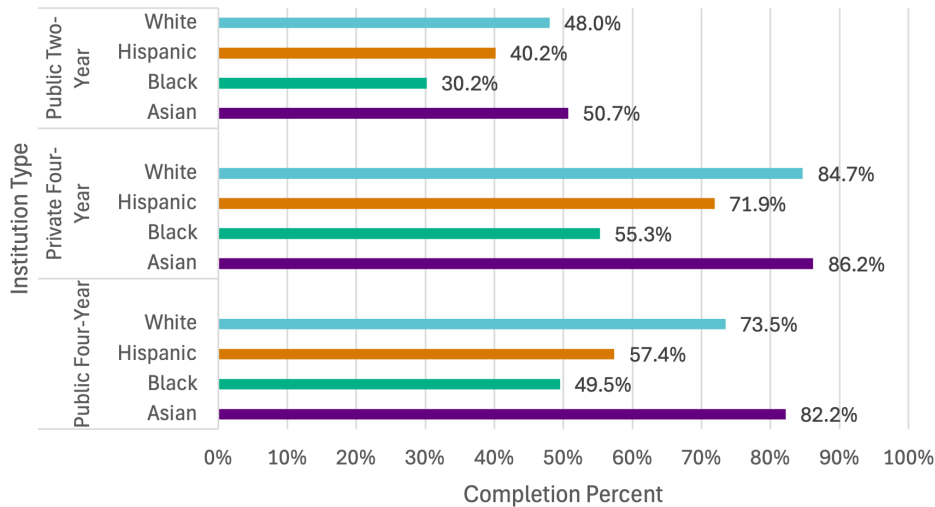
Source: [National Student Clearinghouse](#)

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Texas.



Source: [National Student Clearinghouse](#)



UTAH

STATE GOAL

66%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Utah.

Institution Type	Number of Institutions
Four-Year Institution	21
Two-Year Institution	4
Less-than-2-Year Institutions	34

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Utah have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

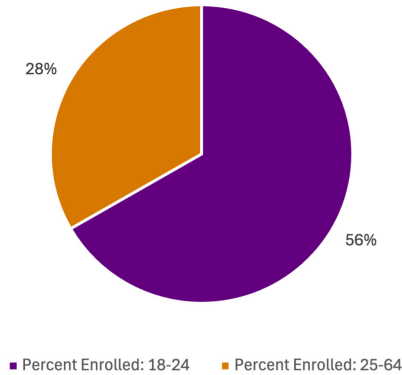
Institution Type	Undergraduate Enrollment
Four-Year Institution	310,287
Two-Year Institution	26,873

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

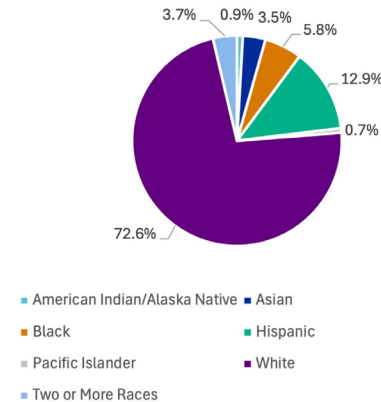
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Utah undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Utah IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Utah.



Source: NCES Digest Table 306.50



Table 3: Utah Average Cost of Attendance

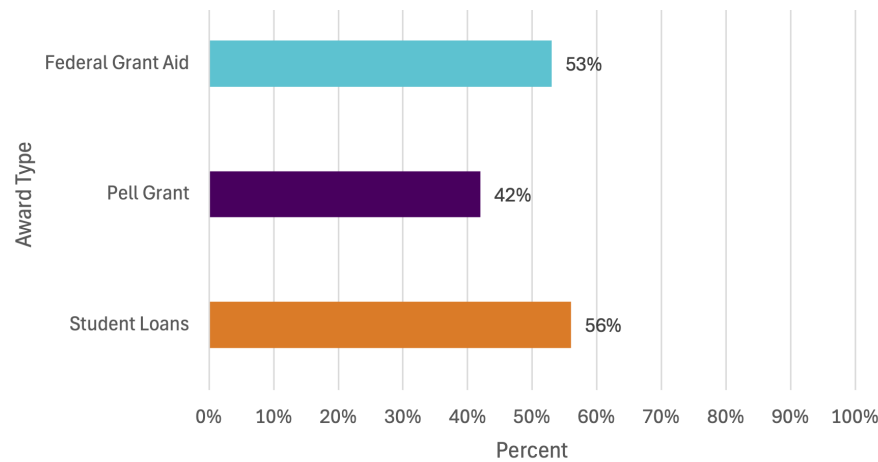
Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Utah.

Institutional Sector	Cost of Attendance
Public Four-Year	\$16,030
Private Four-Year Institution	\$16,970
Public 2-Year	\$4,257

Source: NCES

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

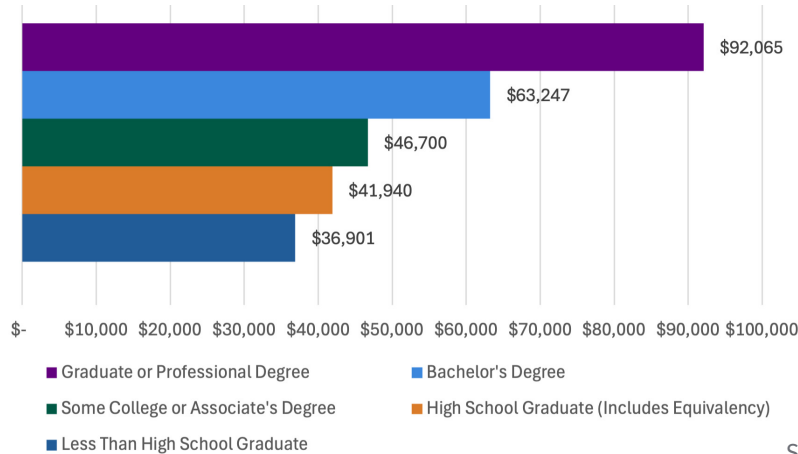
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Utah IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Utah, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

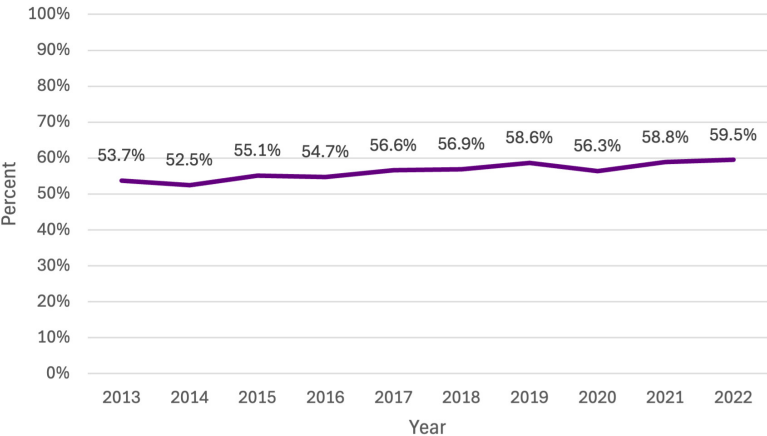


Source: US Census Bureau



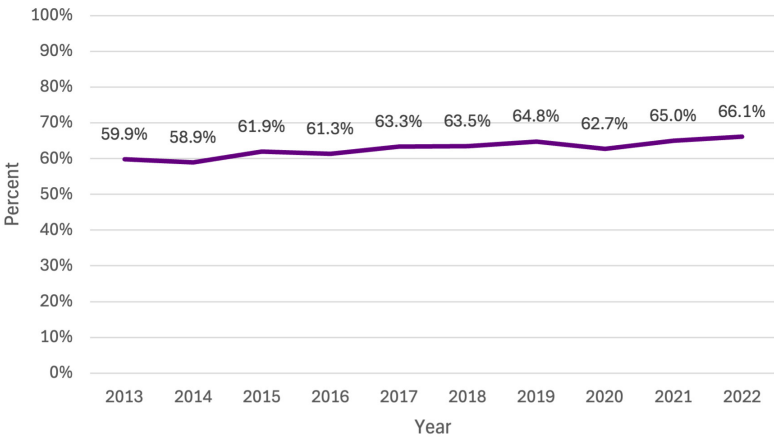


Figure 5: Utah College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Utah from 2013 to 2022.

Figure 6: Utah Student Persistence Rates



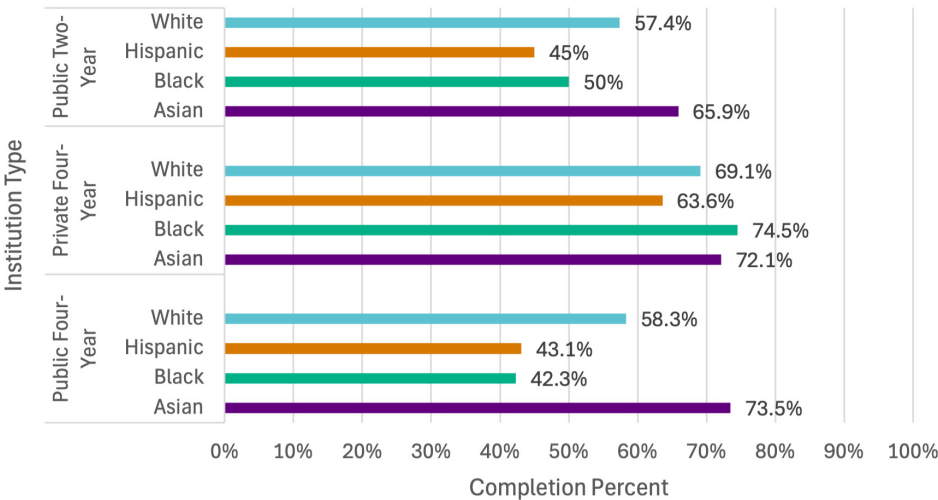
Source: [National Student Clearinghouse](#)

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Utah.



Source: [National Student Clearinghouse](#)



VERMONT

STATE GOAL

70%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Vermont.

Institution Type	Number of Institutions
Four-Year Institution	13
Two-Year Institution	1
Less-than-2-Year Institutions	2

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Vermont have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

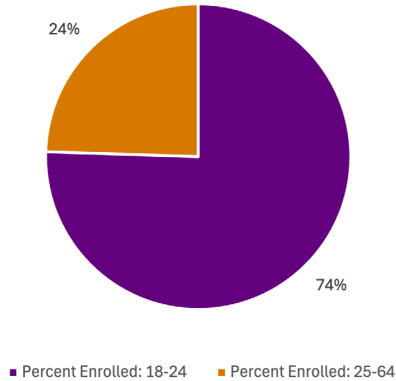
Institution Type	Undergraduate Enrollment
Four-Year Institution	25,268
Two-Year Institution	5,596

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

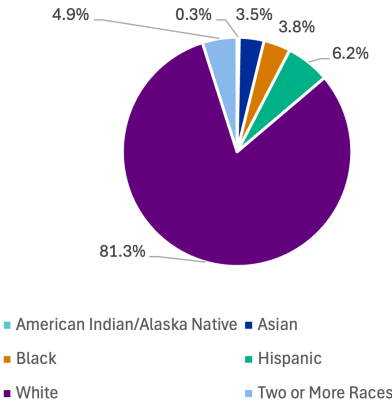
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Vermont undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Vermont IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Vermont.



Source: NCES Digest Table 306.50



Table 3: Vermont Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Vermont.

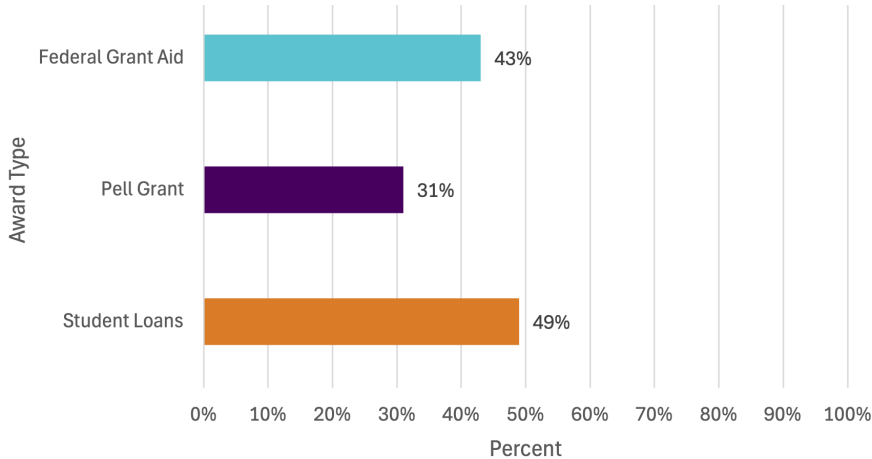
Institutional Sector	Cost of Attendance
Public Four-Year	\$30,887
Private Four-Year Institution	\$65,793
Public 2-Year	\$6,920

Source: NCES

VERMONT

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

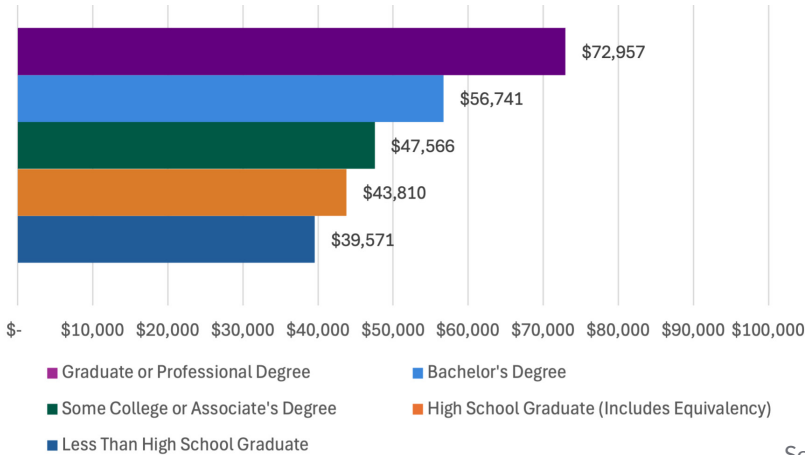
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Vermont IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Vermont, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

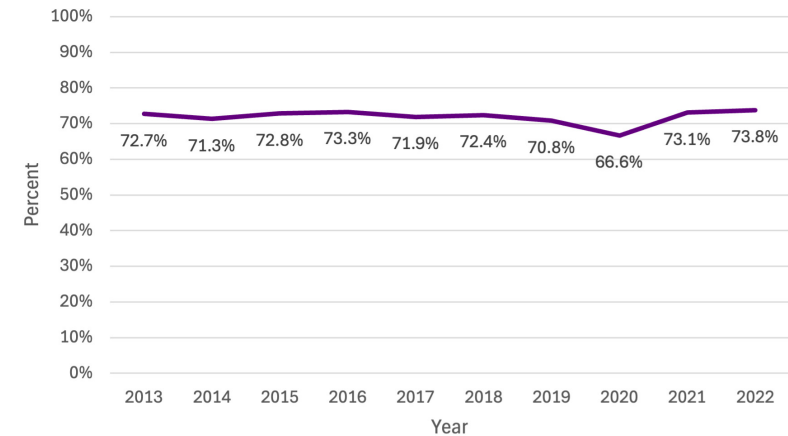


Source: US Census Bureau



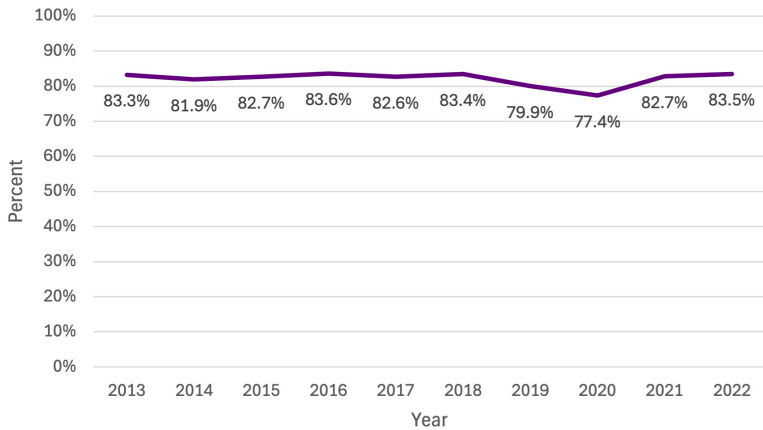


Figure 5: Vermont College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Vermont from 2013 to 2022.

Figure 6: Vermont Student Persistence Rates



Source: [National Student Clearinghouse](#)

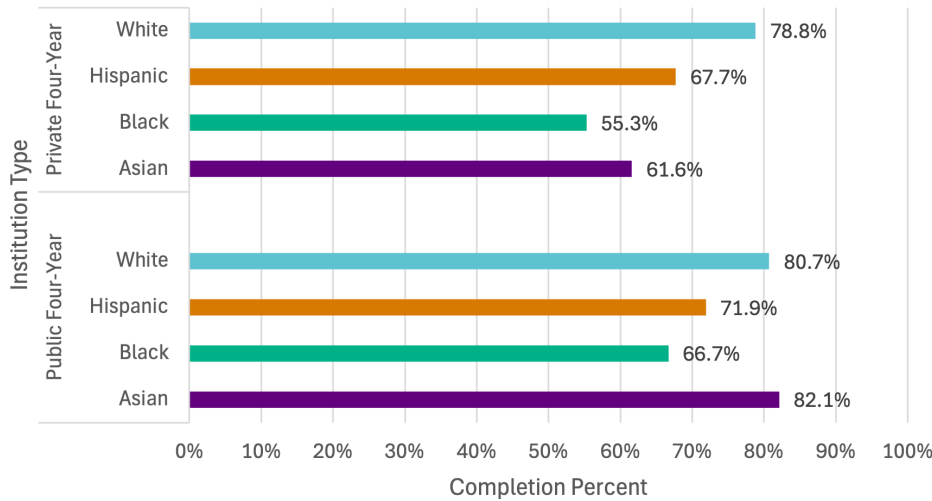
VERMONT

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Vermont.



Source: [National Student Clearinghouse](#)



VIRGINIA

STATE GOAL

70%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Virginia.

Institution Type	Number of Institutions
Four-Year Institution	66
Two-Year Institution	39
Less-than-2-Year Institutions	31

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Virginia have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

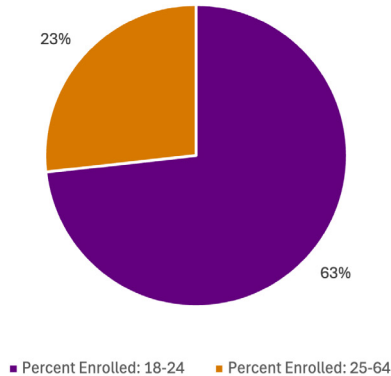
Institution Type	Undergraduate Enrollment
Four-Year Institution	275,985
Two-Year Institution	152,088

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

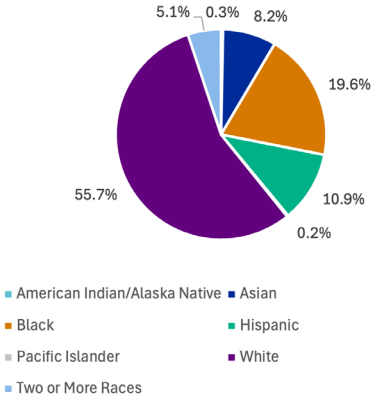
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Virginia undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Virginia IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Virginia.



Source: NCES Digest Table 306.50



Table 3: Virginia Average Cost of Attendance

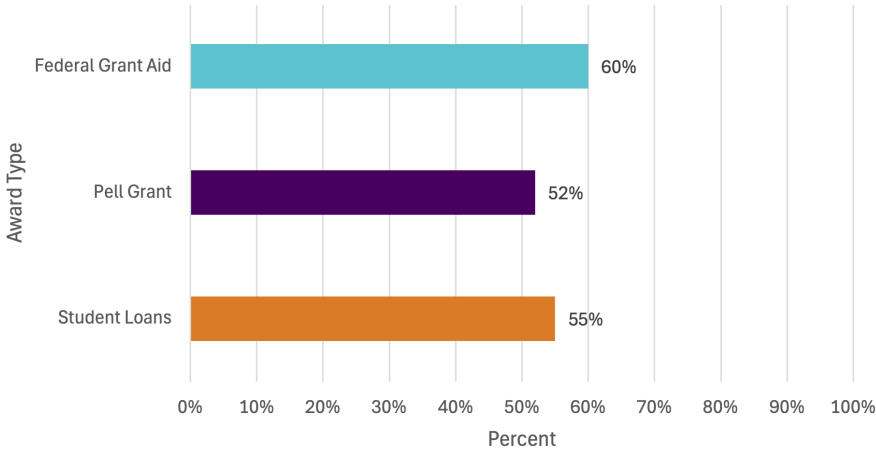
Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Virginia.

Institutional Sector	Cost of Attendance
Public Four-Year	\$27,697
Private Four-Year Institution	\$36,434
Public 2-Year	\$5,220

Source: NCES

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

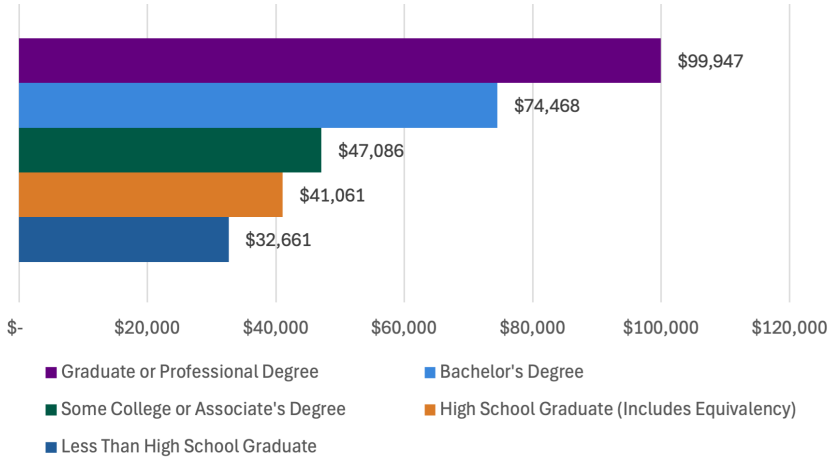
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Virginia IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Virginia, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

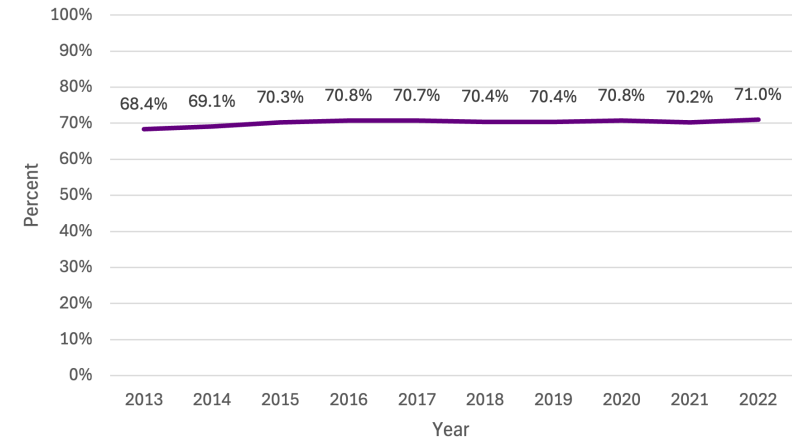


Source: US Census Bureau



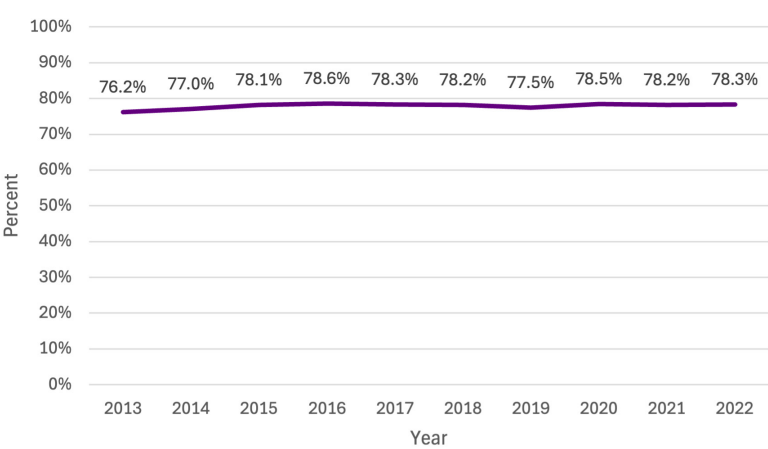


Figure 5: Virginia College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Virginia from 2013 to 2022.

Figure 6: Virginia Student Persistence Rates



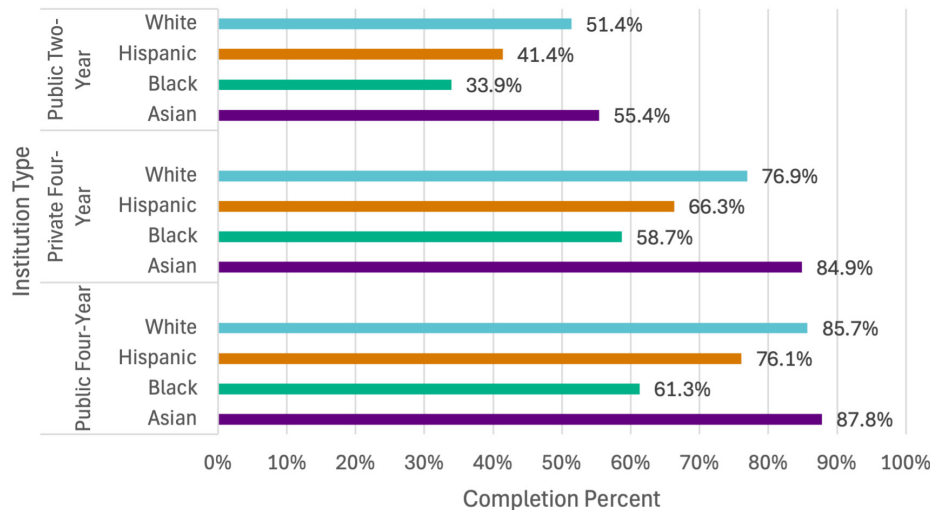
Source: [National Student Clearinghouse](#)

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Virginia.



Source: [National Student Clearinghouse](#)



WASHINGTON

STATE GOAL

70%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Washington.

Institution Type	Number of Institutions
Four-Year Institution	63
Two-Year Institution	12
Less-than-2-Year Institutions	19

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Washington have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

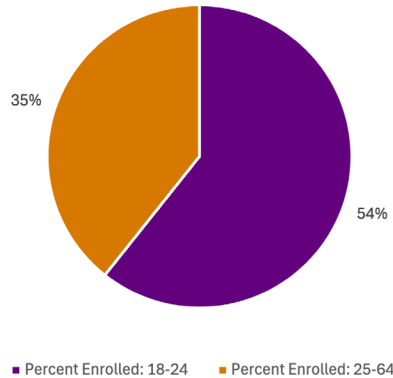
Institution Type	Undergraduate Enrollment
Four-Year Institution	249,783
Two-Year Institution	20,853

Source: [NCES Digest Table 306.50](#)



| Figure 1: Post-Secondary Enrollment: Age Breakdown

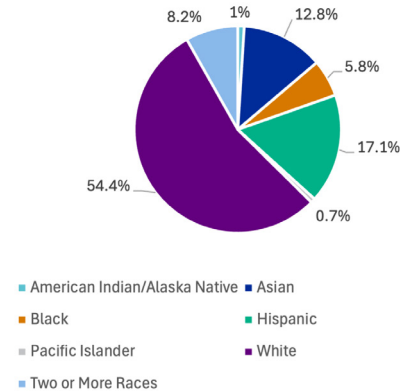
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Washington undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: [IPEDS](#)

| Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Washington IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Washington.



Source: [NCES Digest Table 306.50](#)



| Table 3: Washington Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Washington.

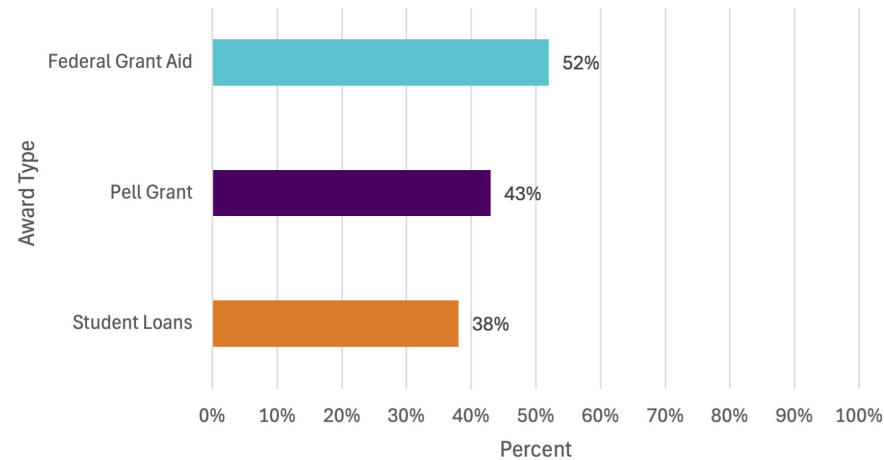
Institutional Sector	Cost of Attendance
Public Four-Year	\$22,974
Private Four-Year Institution	\$56,492
Public 2-Year	\$4,623

Source: [NCES](#)

WASHINGTON

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

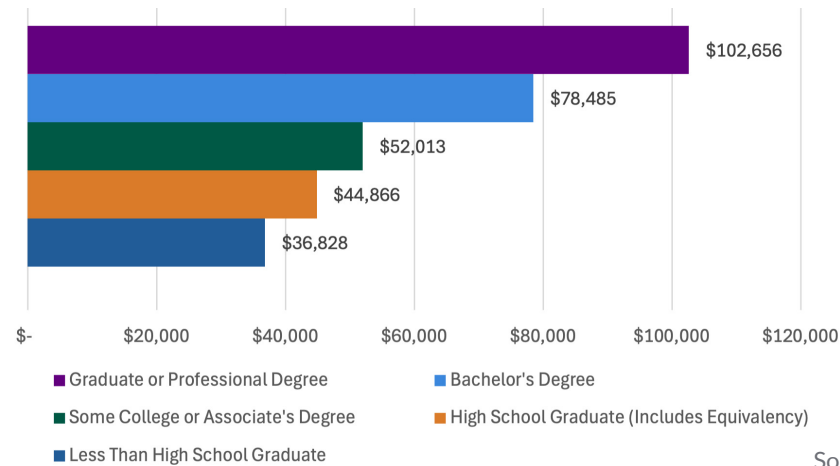
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Washington IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Washington, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

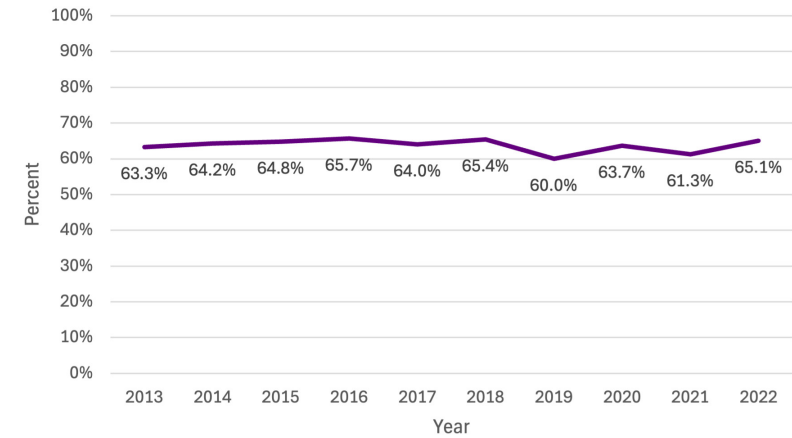


Source: US Census Bureau



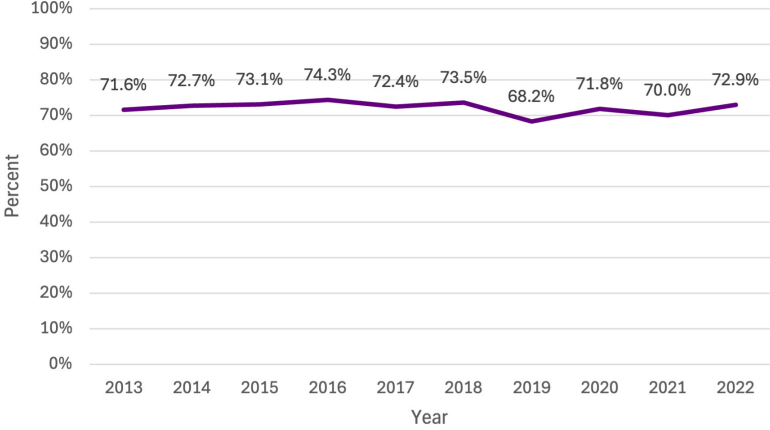


Figure 5: Washington College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Washington from 2013 to 2022.

Figure 6: Washington Student Persistence Rates



Source: [National Student Clearinghouse](#)

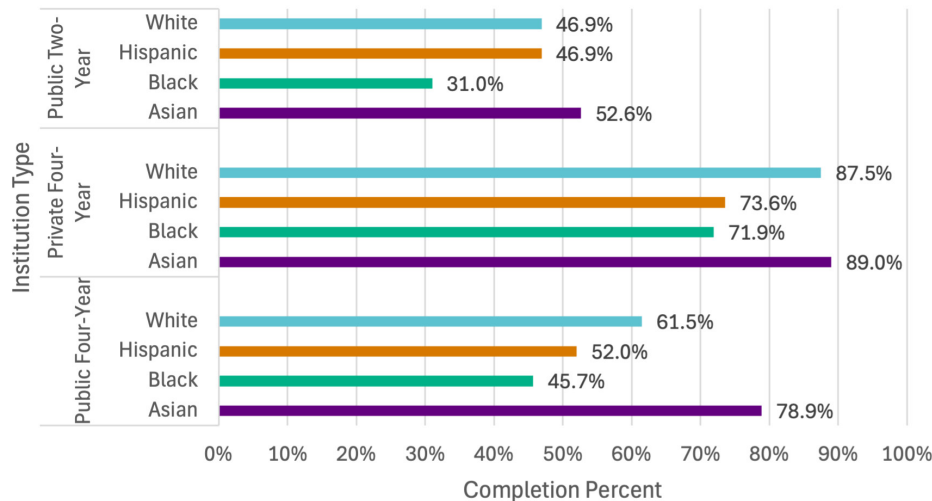
WASHINGTON

POLICY CONSIDERATIONS

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Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in Washington.



Source: [National Student Clearinghouse](#)



WEST VIRGINIA

STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for West Virginia.

Institution Type	Number of Institutions
Four-Year Institution	25
Two-Year Institution	24
Less-than-2-Year Institutions	18

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in West Virginia have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

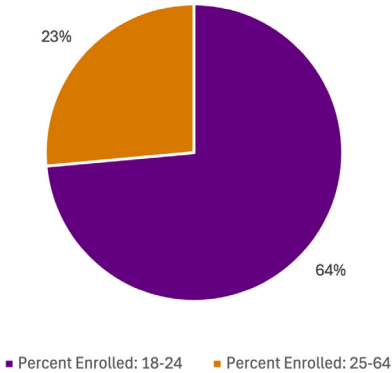
Institution Type	Undergraduate Enrollment
Four-Year Institution	93,716
Two-Year Institution	17,103

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

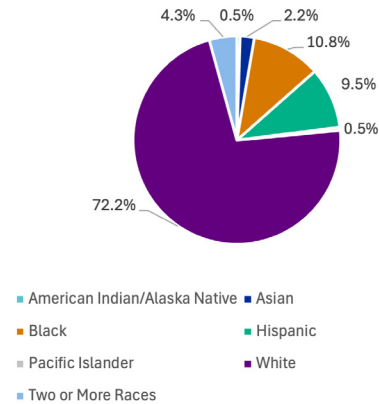
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Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, West Virginia IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in West Virginia.



Source: NCES Digest Table 306.50



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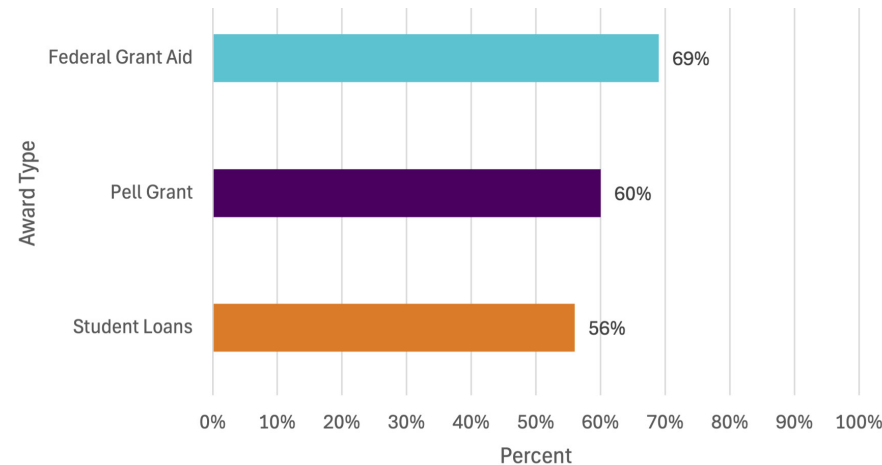
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Public Four-Year	\$20,269
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Public 2-Year	\$4,623

Source: NCES

WEST VIRGINIA

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

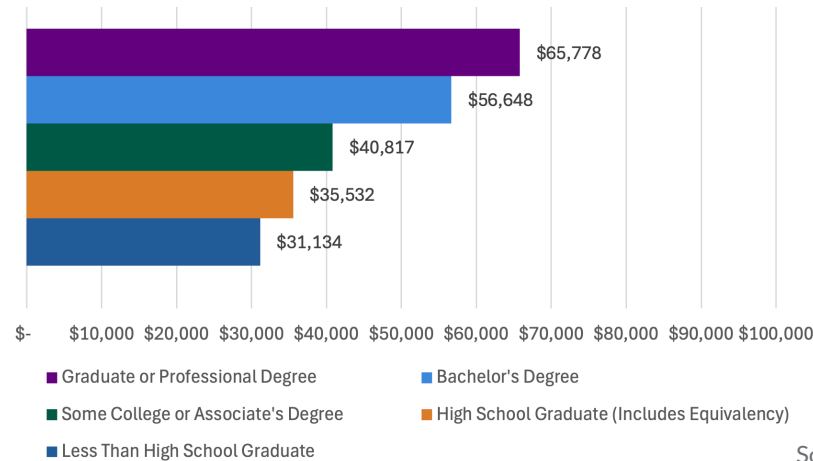
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in West Virginia IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

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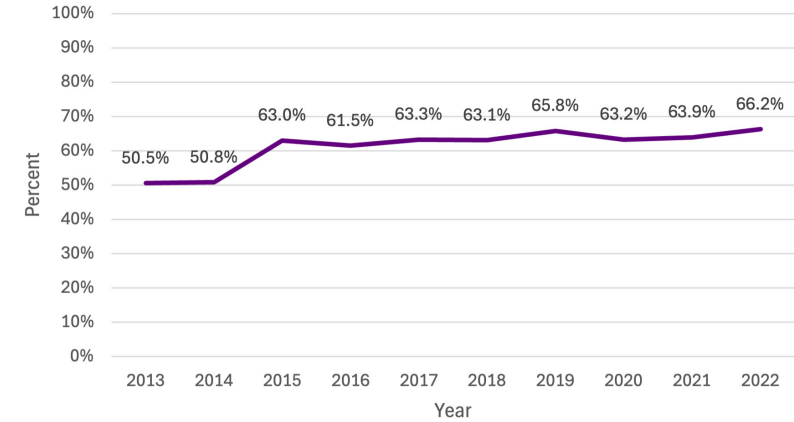


Source: US Census Bureau



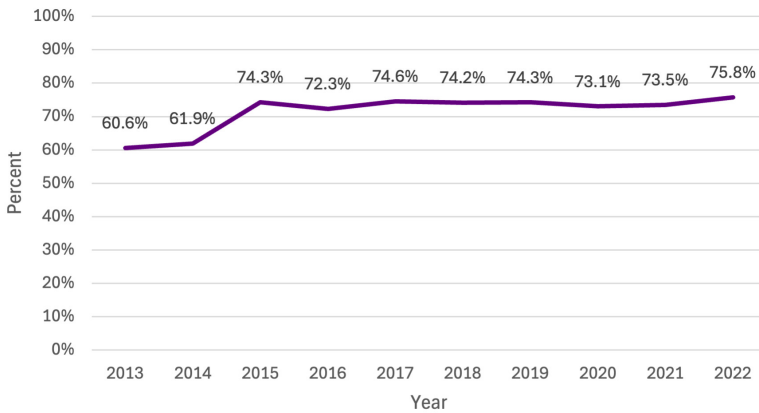


Figure 5: West Virginia College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for West Virginia from 2013 to 2022.

Figure 6: West Virginia Student Persistence Rates



Source: [National Student Clearinghouse](#)

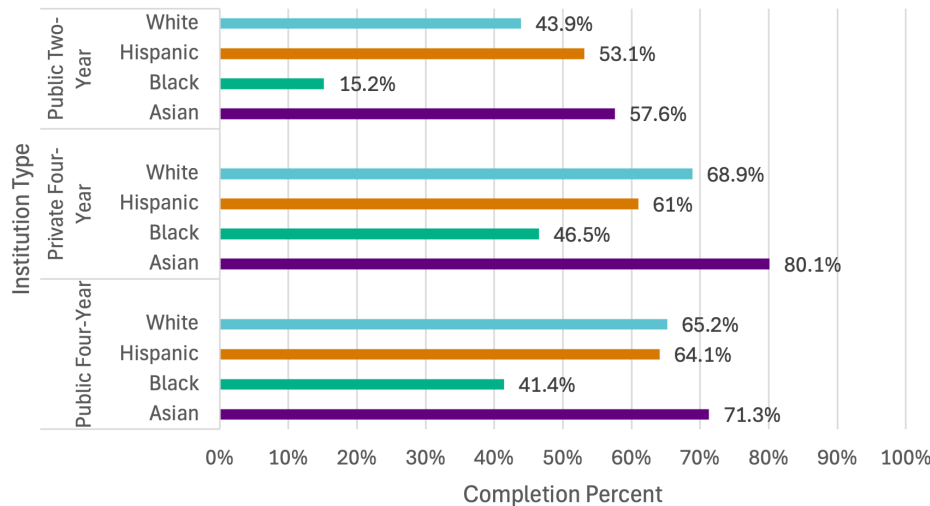
WEST VIRGINIA

POLICY CONSIDERATIONS

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Figure 7: Six-Year Completion Rates

Six-year completion rates are inextricably linked to college retention and persistence rates as IHE stakeholders (students, families, university administrators, and officials) are all encouraged by the prospects of having students successfully matriculate through higher education. Figure 7 graphically depicts six-year completion rates in West Virginia.



Source: [National Student Clearinghouse](#)



WISCONSIN

STATE GOAL

60%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Wisconsin.

Institution Type	Number of Institutions
Four-Year Institution	48
Two-Year Institution	21
Less-than-2-Year Institutions	15

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Wisconsin have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

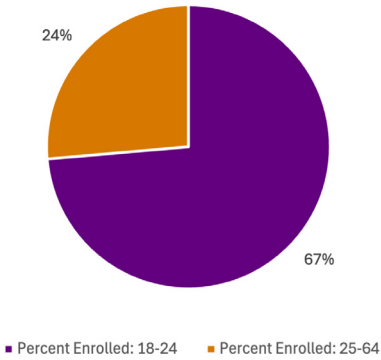
Institution Type	Undergraduate Enrollment
Four-Year Institution	187,114
Two-Year Institution	87,944

Source: [NCES Digest Table 306.50](#)



Figure 1: Post-Secondary Enrollment: Age Breakdown

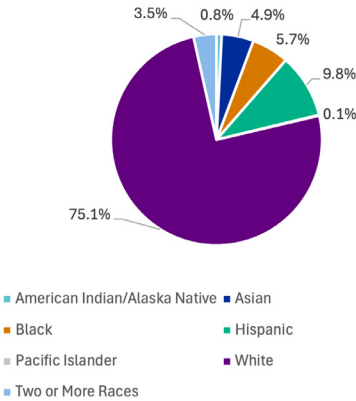
Learning in a racial and ethnically diverse environment is one of the uniquely satisfying attributes of enrolling in IHEs, and it is shown to have benefits both scholastically, and socially as increased collaboration with peers from different racial and ethnic backgrounds can decrease discord across many topics. Figure 2 depicts the racial and ethnic demographic makeup of the Wisconsin undergraduate student population across all institutional sectors for the 2022-2023 academic year.



Source: IPEDS

Figure 2: Post-Secondary Enrollment: Race/Ethnicity

As adult learners continue to seek avenues for increased credentialing, and higher educational attainment, Wisconsin IHEs are simultaneously continuing to expand their educational offerings to adequately service students of all ages. Figure 1 delineates the age breakdown of students enrolled in Wisconsin.



Source: NCES Digest Table 306.50



Table 3: Wisconsin Average Cost of Attendance

Table 3 outlines the average cost of attendance (inclusive of room and board where applicable) across all institutional sectors for Wisconsin.

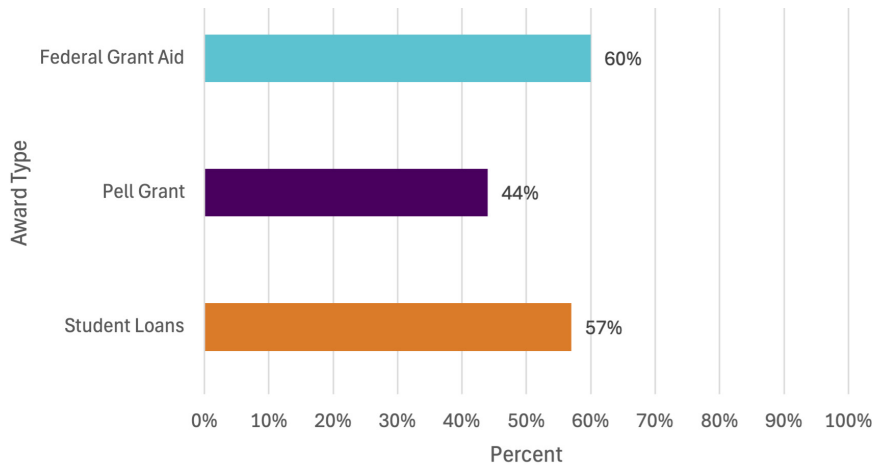
Institutional Sector	Cost of Attendance
Public Four-Year	\$18,483
Private Four-Year Institution	\$50,009
Public 2-Year	\$4,656

Source: NCES

WISCONSIN

Figure 3: Full-Time First-Time Undergraduate Federal Award Type

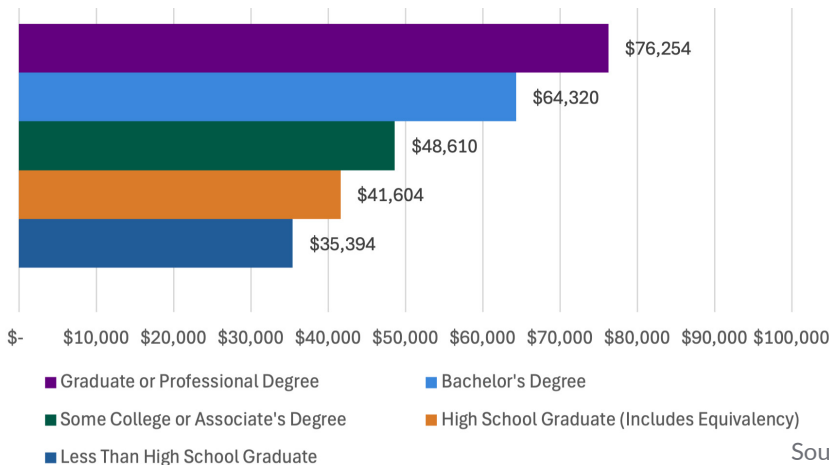
Currently enrolled students utilize various funding streams to finance the costs of post-secondary education. The three funding sources graphically depicted in Figure 3 are the types of funding most utilized by students enrolled in Wisconsin IHEs.



Source: IPEDS

Figure 4: Median Earning by Educational Attainment

Figure 4 shows that across Wisconsin, higher educational attainment is associated with higher yearly income, thus, signifying that obtaining credentials beyond high school could result in increased economic mobility.

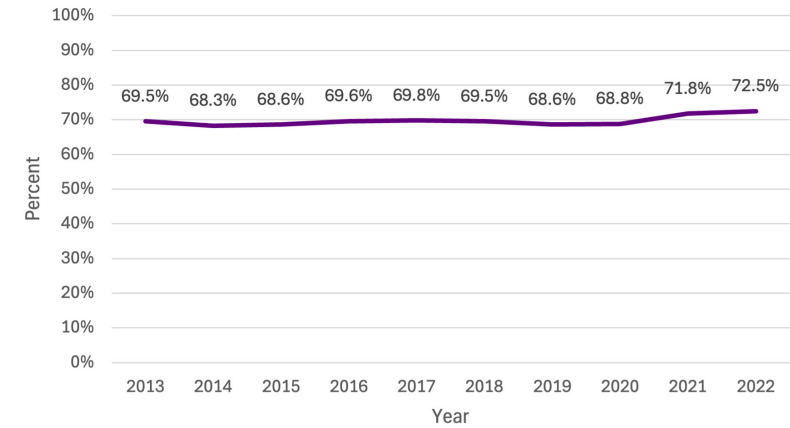


Source: US Census Bureau



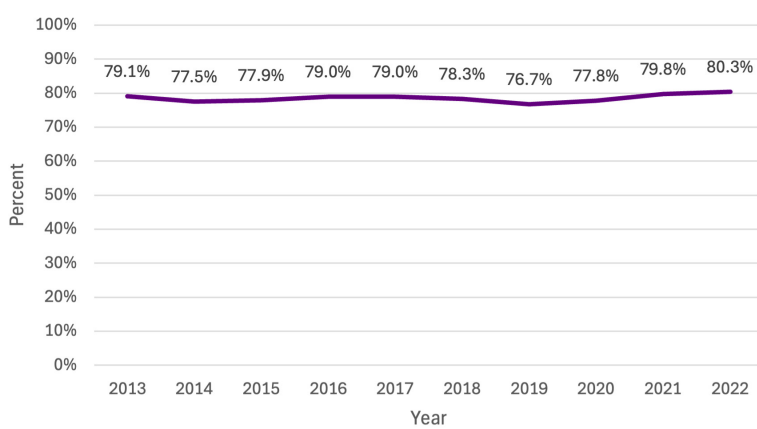


Figure 5: Wisconsin College Retention Rates



The first-year persistence rate measures the percentage of students who re-enroll in college at any institution in their second year, and the retention rate measures the percentage of students who enroll at the same institution in their second year. Figures 5 and 6 chart the first-year student retention, and persistence rates for Wisconsin from 2013 to 2022.

Figure 6: Wisconsin Student Persistence Rates



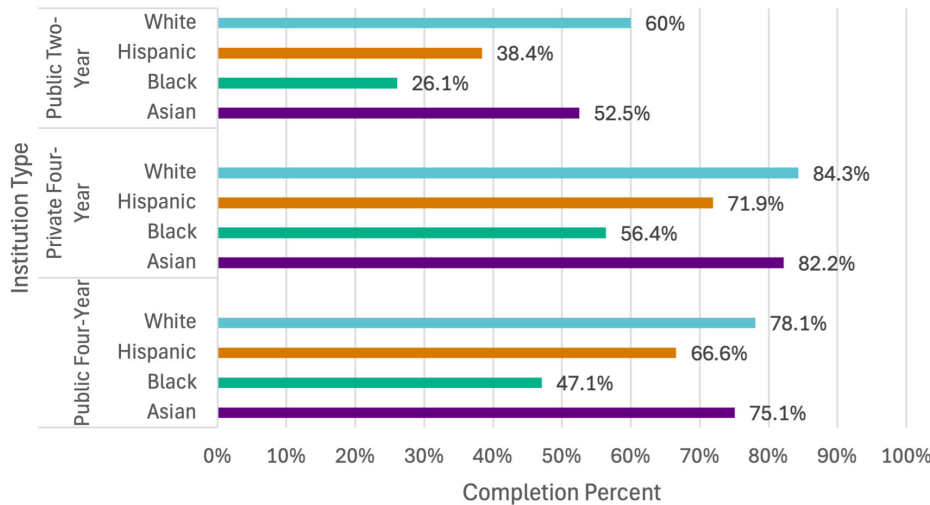
Source: [National Student Clearinghouse](#)

POLICY CONSIDERATIONS

Those who critically engage with the data presented should do so with a focus on how inadequate access to the appropriate educational inputs at the primary and secondary schooling level could impact the potential for post-secondary success for politically marginalized communities. One such area where that critical engagement could occur is during the presentation of the six-year completion rates which show that Black students lag their peers in completion rates across all institutional sectors. Situationally, there are outstanding factors, some more relevant to certain states than others, that contribute to those observed differences. Primarily, the educational provisions, offered to some Black students, beginning from early childhood to primary and secondary school, at present, do not adequately situate them for success in higher education. Scholars note that the observed national differences in per-pupil expenditure for Black students - wherein students from this community on average receive less in year-to-year funding when compared to their other peers - disadvantages them and impacts their outcomes across the education continuum (Heise, 2019; [Shores et al., 2022](#)). Future research could accentuate this brief by examining, more specifically, how differences in educational provisions impact communities of color, and students and families from working class backgrounds. Federal and state lawmakers ultimately have a vetted interest in maximizing access to professional pathways, thus this report serves as a tool to be utilized as they continue to shape policies that create opportunities for their constituents.

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Source: [National Student Clearinghouse](#)



WYOMING

STATE GOAL

67%

Since 2010, states have enacted provisions to increase the overall number of adults in their respective states with credentials from post-secondary institutions. Tied to improving the skill set of adults aged 25 to 64, and realizing the increased economic mobility that often comes with obtaining credentials from IHEs, states, have commissioned special task forces and codified initiatives to increase the number of working adults in their respective states with post-secondary credentials. [The Lumina Foundation](#) has been at the forefront of mobilizing states to achieve a national post-high school educational attainment of 60 percent for that population.

Table 1: Number of Institutions

The higher education sector is comprised of institutions that are divided into three distinct categories – four-year institutions, two-year institutions, and less-than-2-year institutions. Table 1 disaggregates the number of institutions by institution type for Wyoming.

Institution Type	Number of Institutions
Four-Year Institution	5
Two-Year Institution	4
Less-than-2-Year Institutions	1

Source: [NCES Digest Table 306.50](#)

Table 2: Enrollment per Sector

Students in Wyoming have the option of enrolling in either 4 or 2-year institutions. Table 2 presents the number of students enrolled in each sector for the 2022-2023 academic year.

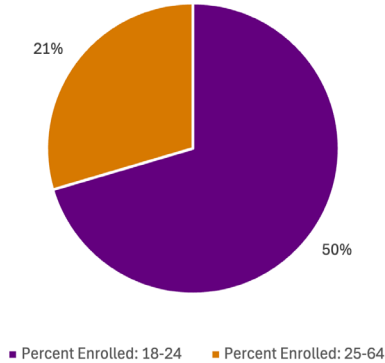
Institution Type	Undergraduate Enrollment
Four-Year Institution	18,025
Two-Year Institution	993

Source: [NCES Digest Table 306.50](#)



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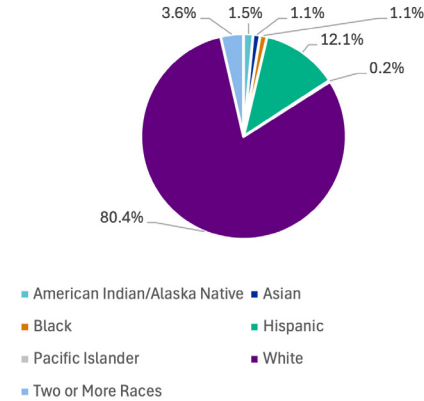
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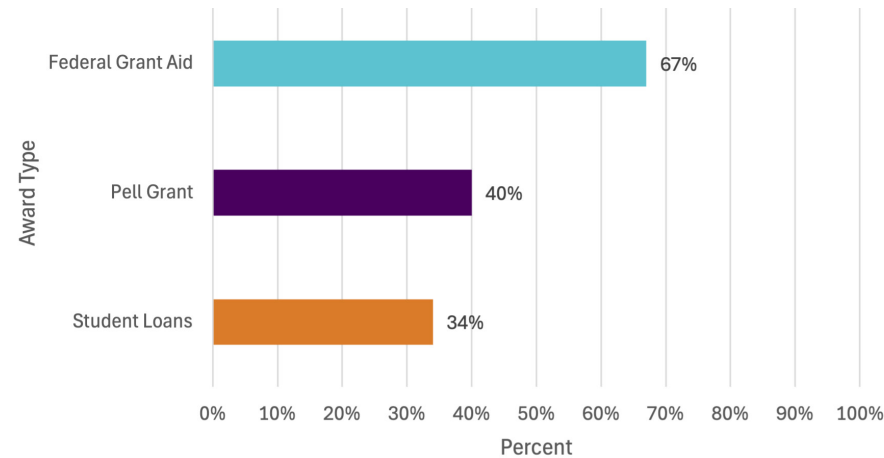
Institutional Sector	Cost of Attendance
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Private Four-Year Institution	\$4,192
Public 2-Year	Data Not Available

Source: NCES

WYOMING

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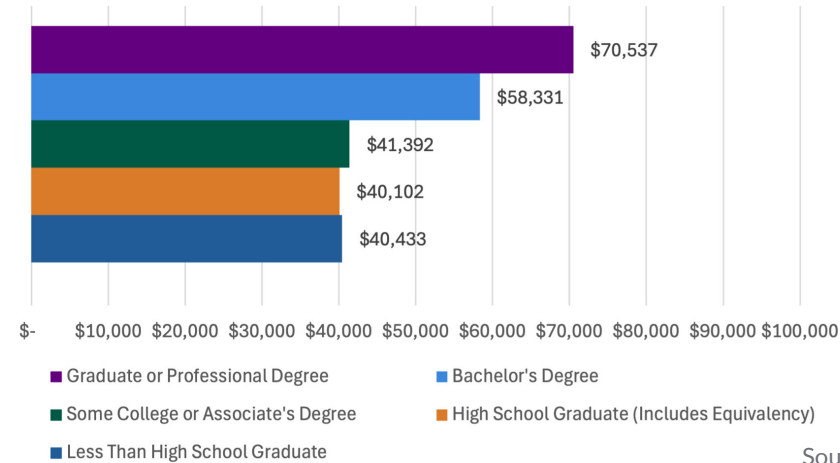
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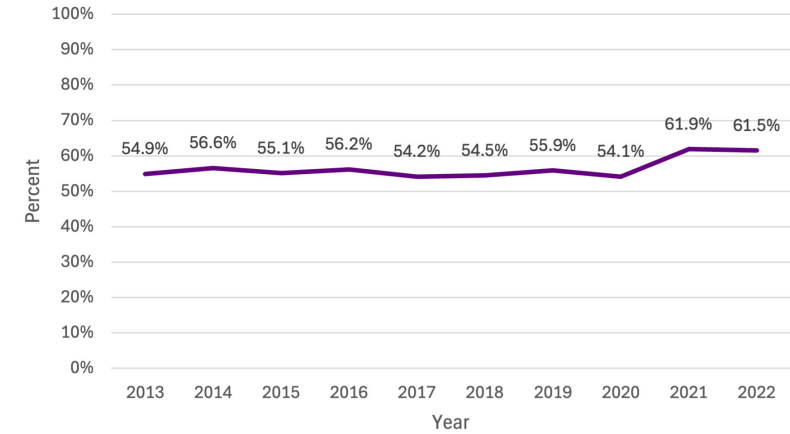


Source: US Census Bureau



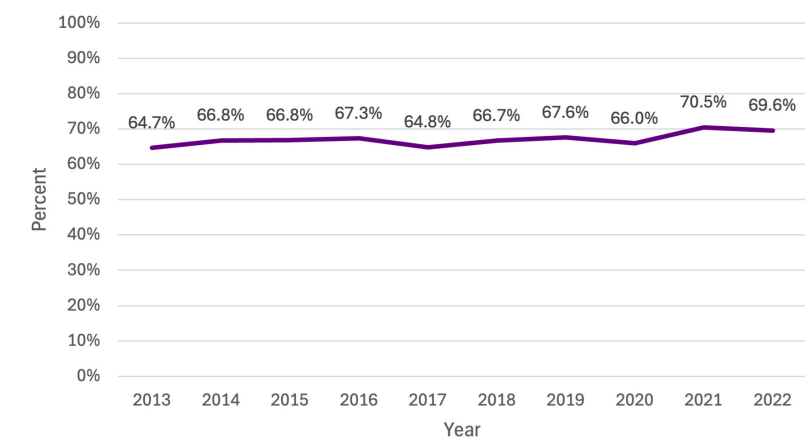


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Source: [National Student Clearinghouse](#)

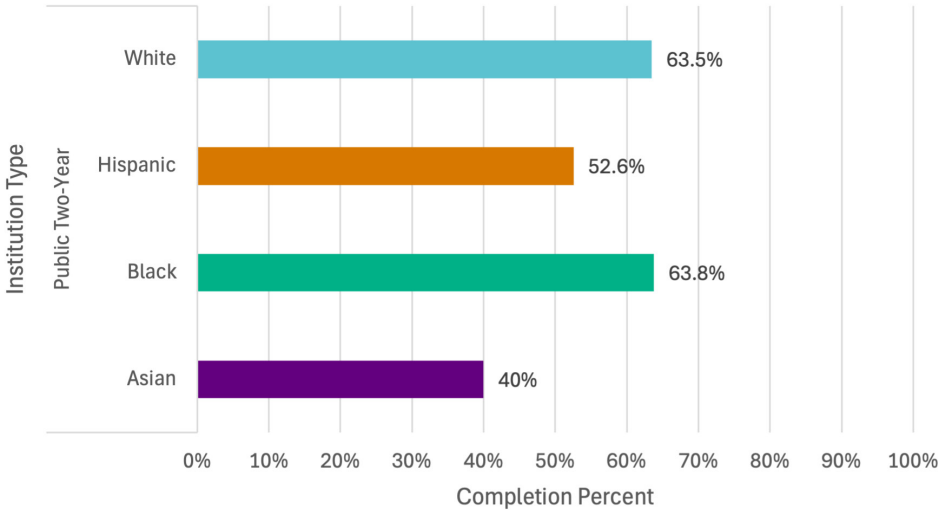
WYOMING

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