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# A Longitudinal Profile of State Need Grant Recipients' Educational Progress and Degree Completion

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## ABOUT THE ERDC

The research presented here utilizes data from the Education Research and Data Center (ERDC), located within the Washington Office of Financial Management (OFM). ERDC works with partner agencies to conduct powerful analyses of learning that can help inform the decision-making of Washington legislators, parents, and education providers. ERDC's data system is a statewide longitudinal data system that includes de-identified data about people's preschool, educational, and workforce experiences. The views expressed here are those of the author(s) and do not necessarily represent those of the OFM or other data contributors. Any errors are attributable to the author(s).

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## Executive Summary

This study examined students who received State Need Grants (SNG) for the first time during the 2007–08 academic year and tracked their academic progress and degree completion in Washington public institutions across eight years.

Among the first-time freshmen who received a SNG grant in 2007–08, a total of 2,441 students enrolled in four-year institutions and 12,396 enrolled in community and technical colleges (CTCs). The majority of four-year enrollees (61.8 percent) completed a bachelor's degree by the fifth year. Of four-year enrollees who took a break for a year, most re-enrolled and completed their degree. Among those who transferred to a CTC, few returned and completed a bachelor's degree, and the majority did not complete any degree. Forty percent of CTC enrollees did not persist past the first year. Most CTC degree completers earned their degree within the first four years of enrollment. Most of those who transferred to a four-year institution completed a bachelor's degree.

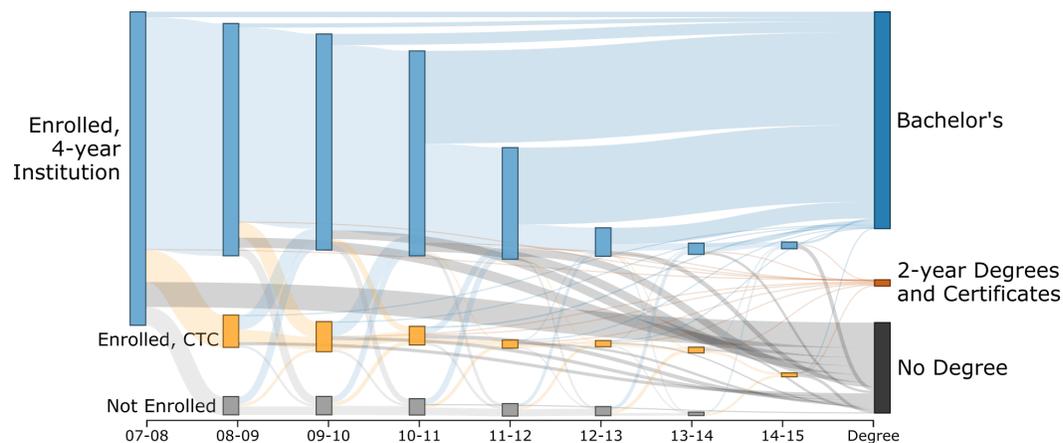


Figure 1a. Enrollment patterns and degree completion for students who started in a four-year institutions (see also [Table A7](#) in Appendix C).

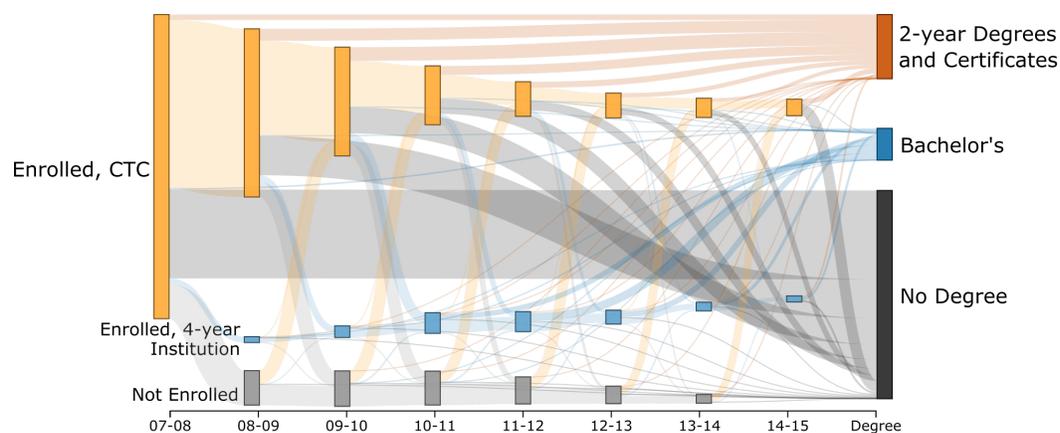


Figure 1b. Enrollment patterns and degree completion for students who started in a CTC (see also [Table A7](#) in Appendix C).

## Introduction

Since 1969, the Washington State Need Grant (SNG) has been a major statewide resource for low-income resident undergraduates as they pursue a college degree. The number of SNG-eligible students has increased over time, especially during the Great Recession. In the past decade, even though the Legislature has increased the SNG award amount, funding for the program has not kept pace with the rising number of eligible students.<sup>1</sup> Since the 2011–12 academic year, about 30 percent of eligible students did not receive a SNG. As a result, policy questions have arisen over academic progress and degree completion of SNG-eligible students.

What are the educational outcomes of State Need Grant recipients?

To evaluate SNG program effectiveness and to improve degree completion, the Legislature directed the Washington State Institute for Public Policy (WSIPP) and Washington Student Achievement Council (WSAC) to conduct several comprehensive studies. Those studies provided insights on policy on the SNG,<sup>2</sup> a profile of SNG recipients,<sup>3</sup> SNG effectiveness<sup>4</sup> and college affordability<sup>5</sup> for SNG-eligible students.

In 2016, the Legislature directed the Education Research and Data Center (ERDC) to conduct a study to examine SNG eligible students' educational outcomes by taking into account students' academic progress across different institution types (e.g., four-year institutions, community and technical colleges, etc.).<sup>6</sup> A previous ERDC research brief<sup>7</sup> on college students' enrollment had found that one-third of high school graduates who had enrolled in college did not stay in the same institution before degree completion. Given the fact that students can enroll in different institutions and SNG awarding policies vary by institution, this study portrays the same group of students' academic progress and outcomes in higher education by linking students' college administrative records across institutions for eight years. This longitudinal descriptive analysis focuses on the change of SNG-eligible students' grade point averages (GPA),

- 1 Washington Student Achievement Council, 2012. State Need Grant Policy Review. Olympia, WA.
- 2 WSAC, 2012. State Need Grant Policy Review. Olympia, WA.
- 3 Burley, M., & Lemon, M. 2012. State Need Grant: Student Profiles and Outcomes. (Doc. No. 12-12-2301). Olympia: Washington State Institute for Public Policy.
- 4 Bania, N., Burley, M., & Pennucci, A. 2013. The effectiveness of the state need grant program: Final evaluation. (Doc. No. 14-01-2301). Olympia: Washington State Institute for Public Policy.
- 5 Sharpe, R. 2014. 2014 State Need Grant Legislative Report. Olympia: Washington Student Achievement Council.
- 6 Second Engrossed Substitute House Bill 2376.
- 7 ERDC, 2012. Postsecondary Education Enrollment Patterns. (ERDC Research Brief 2012-05-1). Olympia, WA. <http://erdc.wa.gov/sites/default/files/publications/201201.pdf>

credits earned and SNG award status on an annual basis for each institution type.<sup>8</sup> It then presents SNG students' academic progress toward degree completion<sup>9</sup> over eight years or by the first bachelor's degree attained.

## Study Design

### Data sources

This study used information about student demographics, family backgrounds, college enrollment, academic progress and degree completion and how these relate to SNG eligibility and awards. This data was retrieved from three sources:

- The Unit Record Report from WSAC provides annual records about students' SNG eligibility, the amount of SNG assistance a student received and total amount of financial aid a student received in an academic year. It also provides information about student demographics, dependent status and marital status as well as family income and family size used to construct a measure of financial need.
- The Public Centralized Higher Education Enrollment System (PCHEES) provides records of enrollment, academic progress (measured by GPA and ratio of credits earned) and degree completion records for students enrolling in Washington public baccalaureate institutions.
- The State Board for Community and Technical Colleges (SBCTC) provides data similar to the data provided by PCHEES, but for students who enrolled in Washington public two-year institutions.

### Study cohort

The study cohort includes students who were SNG-eligible in the 2007–08 academic year, had not received a SNG prior to 2007–08 and enrolled in a Washington public higher education institution. The three data sets described above were merged at ERDC through several identity-matching procedures. After identity matching, a longitudinal file was created to analyze students' SNG status, college enrollment, academic progress and degree completion for eight years, from 2007–08 through 2014–15.

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8 The Legislature suggested an analysis of academic progress by term (quarter or semester). While each institution monitors satisfactory academic progress and makes awards each term, the data collected at the state level is an annual total. Therefore, cumulative GPA by academic year is the only GPA measure used in this study.

9 Typically, once a student earns the first bachelor's degree, the student is no longer eligible for a SNG. See the SNG eligibility website for more details about requirements and limitations: <http://readysset-grad.org/college/state-need-grant>.

## Analytical approach

Unlike prior SNG studies, the Legislature asked ERDC to evaluate the effects on degree completion and GPA as a measure of students' academic progress. Students who received federal or state financial aid are required to meet satisfactory academic progress (SAP) each academic term.<sup>10</sup> SAP policies are required and approved by the U.S. Department of Education and WSAC (see Appendix B). They address when a student becomes ineligible for a SNG award. Because funding does not cover all SNG-eligible students, institutions make awards decisions based on a number of factors; the data provided by each institution did not include this information. And because a student may not receive a SNG for reasons other than not meeting SAP, this study set aside the question of whether students met SAP (as defined by their university) and focused instead on academic progress (as measured in annual GPA and other factors) of SNG recipients and how this progress contributed to degree completion.

## Findings

The first section will explore the background and enrollment status of this 2007–08 cohort of students. The second section will explore how SNG funds were awarded based on the background and enrollment status of the same group. The third and fourth sections will focus on students who were not only first-time SNG eligible but also were first-time enrolled in college (freshmen, hereafter) in 2007–08. The fifth section will focus on degree completion (disaggregated by student characteristics and background) and the last section will explore the academic progress of this group over time.

## Profile of study cohort

### *What was the demographic and family background of first-time SNG-eligible students?*

In the 2007–08 academic year, 26,793 students were first-time SNG-eligible (see Table A1 in Appendix C). The majority of these students were enrolled in public CTCs (75.7 percent). Among the rest, more were enrolled in the two research universities (14.0 percent) than the four comprehensive universities (10.3 percent).<sup>11</sup> Figure 1 presents the

10 See “Appendix: Satisfactory Academic Progress Policy” for more details.

11 The University of Washington and Washington State University are the public research universities; Central Washington, Eastern Washington and Western Washington universities and The Evergreen State College are the public comprehensive universities. See “Institution List” in Appendix B for sector grouping.

cohort’s demographic characteristics by sector (and overall). Males are disproportionately represented at four-year institutions. Asians are overrepresented in four-year research institutions while whites and Hispanics are slightly overrepresented in comprehensive four-year institutions. American Indian and black SNG-eligible students are more likely to enroll at a CTC.

Male students received SNGs more often at 4-year institutions.

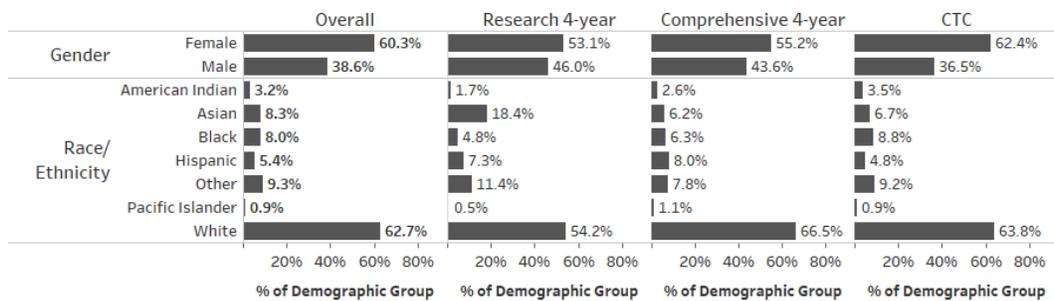


Figure 1. Demographics of 2007-08 State Need Grant eligible students (see also Table A1 in Appendix C).

The majority of SNG-eligible students were from the group with the highest financial need (less than or equal to 50 percent median family income [MFI]). A higher proportion of the students enrolled in four-year research institutions were from lower-need families (66-70 percent MFI) than those enrolled in CTCs.

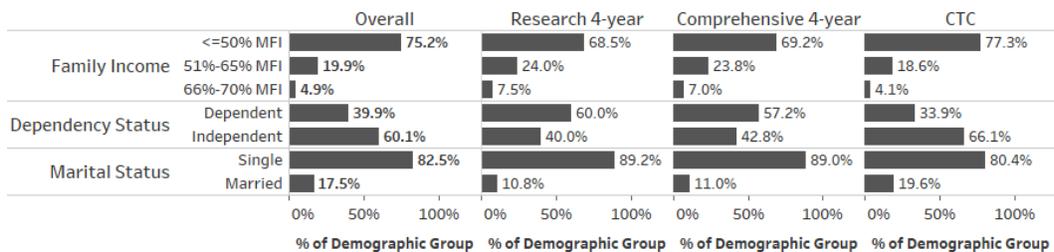


Figure 2. Family background of first-time State Need Grant-eligible students in 2007-08 by institution type (see also Table A1 in Appendix C).

### What were the enrollment status and Running Start participation of first-time SNG-eligible students?

Through the Running Start program, Washington students in grades 11 and 12 are allowed to take college courses at several CTCs and four-year institutions.<sup>12</sup> The purpose

12 Office of Superintendent of Public Instruction, Running Start program. <http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/RunningStart.aspx>

of this program is to help students accelerate their education progress toward college degree completion. This study introduces students' Running Start status as a characteristic to investigate SNG students' degree completion progress.

Among the three institutional sectors, first-time SNG-eligible students who were former Running Start students were more likely to enroll in the four-year research institutions. First-time SNG-eligible recipients enrolled in four-year comprehensive institutions were more likely to be full-time students throughout the academic year. Compared with four-year institutions, first-time SNG-eligible CTC students were less likely to enroll as full-time students (see Figure 3).

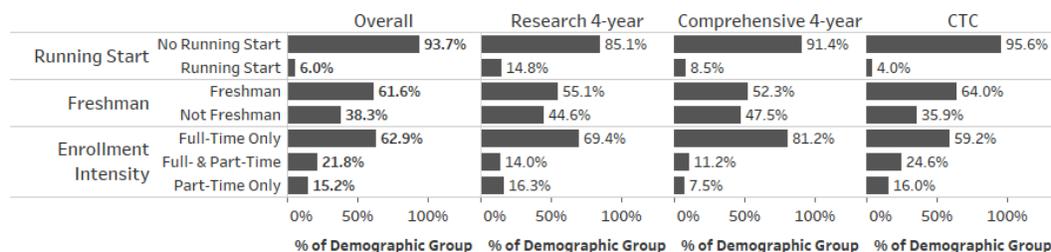


Figure 3. Running Start participation and enrollment status of first-time State Need Grant-eligible students in 2007–08 by institution type (see also [Table A2](#) in Appendix C).

## Amount of SNG funds awarded

### *What was the amount of SNG funds awarded in students' first eligible year?*

Slightly more than half of SNG funds went to CTC students, while CTC students made up two thirds of recipients

The amount of SNG funds awarded to students varies based on a number of factors, such as available funds, student need and varying tuition costs across institutions. Table 2 presents the total and average amount of SNG funds awarded to students who were first-time eligible in the 2007–08 academic year. A little more than half the SNG funds were awarded to CTC students in 2007–08, even though two-thirds of students who received SNG funds were enrolled in a CTC. The ratio of

SNG funds awarded to other forms of financial aid were similar across different institution types. On average, SNG funds accounted for close to 35 percent of the total financial aid received by students. The ratio was slightly lower for students in four-year comprehensive institutions.

Table 1. Amount of State Need Grant awarded in 2007–08, by institution type.

	Institution type			
	Research	Comprehensive	CTC	All
Total funds awarded	\$15,574,912	\$8,845,367	\$29,804,746	\$54,225,025
Number of students served	3,738	2,743	20,312	26,793
Funds awarded per student served	\$4,166	\$3,224	\$1,467	\$2,024
% of SNG funds out of total aid awarded	35.4%	31.8%	34.9%	34.7%

**How did the amount of SNG funds awarded vary based on demographic characteristics and family background?**

Figure 4 (detailed in Table A3 in Appendix C) presents the average amount of SNG funds per student awarded across institution types, disaggregated by race. There is more variation in the average amount of a SNG across racial/ethnic groups in four-year research institutions than in other institutions. Overall, compared to whites, Asians received slightly more SNG funds per student and Pacific Islanders received less. However, there are no notable differences across gender.

Students with the highest need received the most SNG funds.

Students with the highest need (e.g., lowest family income with relatively large family size) received more SNG funds. Students or students with families earning less than 50 percent of the MFI received nearly double the amount of SNG funds than those earning 66–70 percent of the MFI across all institution types. Students who were financially dependent received more SNG funds than financially independent students. Students who were single received more SNG funds.

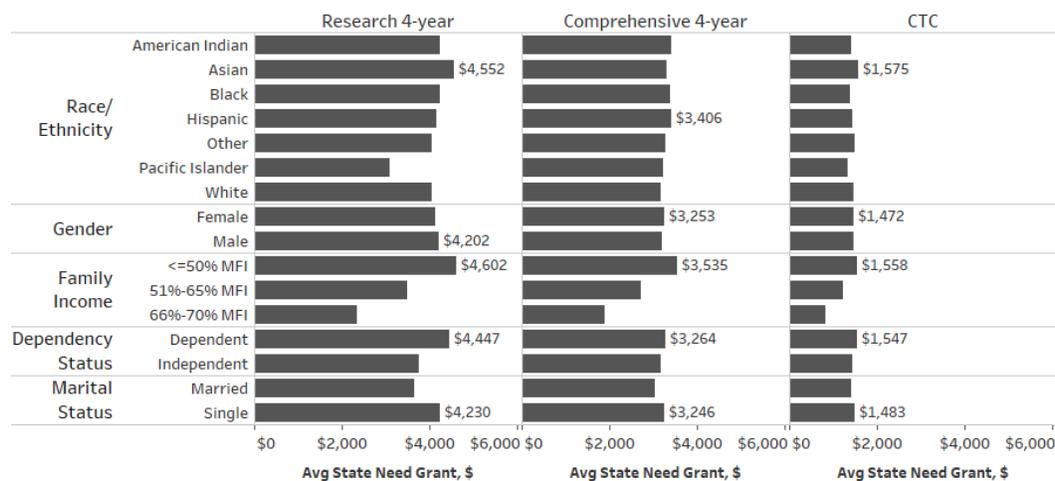


Figure 4. Average amount of State Need Grant funds award by demographic characteristics, family background and institution type (see also Table A3 in Appendix C).

### Did the SNG amount vary by Running Start and enrollment status?

Students who participated in the Running Start program received more SNG funds per applicant than those who did not among students enrolled in four-year research institutions (see Figure 5), but not in other four-year institutions or CTCs. Freshmen in four-year research institutions also received slightly larger SNG grants.

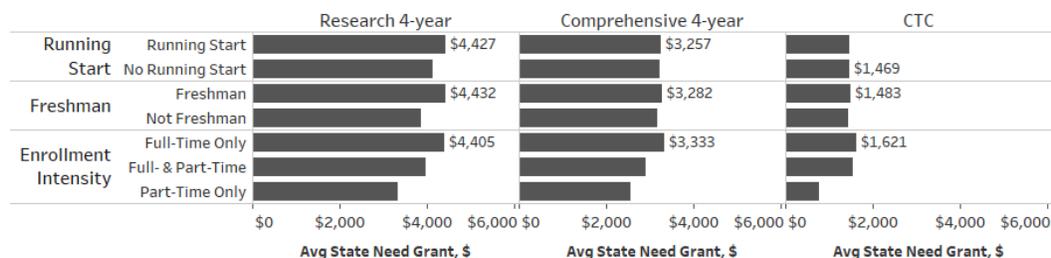


Figure 5. Average amount of State Need Grant funds awarded by enrollment status and Running Start participation (see also [Table A4](#) in Appendix C).

### Degree completion of SNG recipients

The following analyses include only students who were freshmen and first-time SNG-eligible in the 2007–08 academic year. The results in Figure 6 (details in Table A5 in Appendix C) show that, within eight years, 23 percent of first-time SNG-eligible freshmen completed a bachelor's degree, five percent completed an Associate-Transfer degree (A.T.), six percent completed an Associate of Arts degree (A.A.), seven percent received a certificate and 60 percent did not complete any degree in a Washington public postsecondary institution.<sup>13</sup>

#### How did degree completion vary across demographics and family backgrounds?

Asian recipients were most likely to complete a bachelor's degree.

Figure 6 (details in Table A5 in Appendix C) presents the degree completion rates of freshmen first-time SNG recipients by race and gender. Among racial/ethnic groups, Asians recipients were the most likely to receive a bachelor's degree at 46.5 percent, followed by Hispanics. White recipients have a high proportion who receive an A.A. and black recipients have a high proportion who obtain a certificate.

There were no notable differences in degree completion among recipients by gender. Male recipients were slightly more likely to earn a bachelor's de-

<sup>13</sup> Degree completion data used for this report includes only Washington public institution completions. Completions earned by this cohort in a Washington private institution or out of state will be included in a future version of this report.

gree and slightly less likely to earn a certificate than female recipients. However, there were differences in degree completion observed across income groups. Recipients with the highest need for financial aid (those earning less than 50 percent of MFI) were less likely to complete a bachelor’s degree compared to recipients with the lowest need. The highest-need recipients were the least likely to earn a completion.

Students with the highest need were least likely to complete a degree

Financially dependent recipients were more likely to complete a bachelor’s degree than financially independent recipients. In addition, single recipients were more likely to complete a bachelor’s degree while married recipients were more likely to complete an A.A. or certificate.

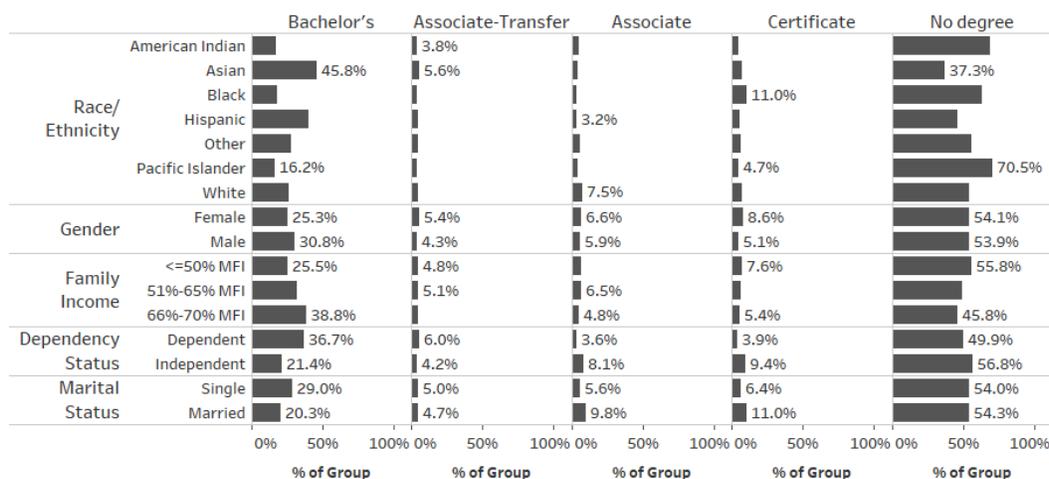


Figure 6. Highest degree completions by demographics and family backgrounds (see also Table A5 in Appendix C).

### How did degree completion<sup>14</sup> vary based on SNG recipients’ academic progress?

Table 2 illustrates that, on average, SNG recipients enrolled for 4.7 years to complete a bachelor’s degree, 4.3 years to complete an A.T., 4.1 years to complete an A.A. and 3.1 years to complete a certificate. On average, those who did not complete any degree enrolled in college for 2.8 years.

Recipients who completed a bachelor’s degree did not, on average, receive more years of SNG assistance than those whose highest degree was an A.A. or A.T. Compared to recipients with a completion, recipients who did not have any completion had a lower GPA and lower ratio of credits earned in both the first and last year of enrollment. There is little difference in these values among degree completers.<sup>15</sup>

14 See “Appendix A: Terms and Definitions” for how those degrees are defined in this study.

15 However, it is important to keep in mind that academic standards differ across institutions. The same level of academic progress shown in this report does not imply that students achieved the same academic standard and outcomes.

Table 2. Measures of academic progress by highest degree completion.

	BA/BS	AT	AA	Certificate	No completion
N	3,755	830	970	1,124	9,822
Total years enrolled	4.7 (1.3)	4.3 (1.9)	4.1 (1.6)	3.7 (1.8)	2.8 (1.7)
Years with SNG award	3.5 (1.3)	2.9 (1.3)	3.2 (1.1)	2.3 (1.2)	1.8 (1.0)
First year GPA	3.0 (0.8)	3.0 (0.8)	3.2 (0.6)	3.0 (0.8)	2.3 (1.1)
First year ratio of credits earned	0.9 (0.2)	0.9 (0.2)	0.9 (0.2)	0.8 (0.3)	0.7 (0.3)
Last year GPA	3.1 (0.8)	3.0 (0.8)	3.2 (0.8)	2.9 (1.0)	2.1 (1.3)
Last year ratio of credits earned	0.9 (0.2)	0.9 (0.3)	0.9 (0.2)	0.8 (0.3)	0.6 (0.4)

## Year-to-year trend of academic progress and degree completion

The analysis in the previous section showed a summary view of SNG eligible students' characteristics, enrollments, academic progress and degree completion in eight years. However, SNG eligibility, recipient status and academic progress can change over time before degree completion.

### *How did SNG eligibility and award status vary over time?*

Students' SNG eligibility might change from year to year, depending on the changes in their financial need. Figure 7 presents the SNG eligibility, enrollment and award status from 2007–08 through 2014–15 of those who were first-time SNG-eligible freshmen in the 2007–08 academic year (N=15,283). In the first years of enrollment (2007–09), the majority of SNG-eligible students received SNG funds. The proportion of those who were SNG-eligible but unserved increased after the second year (2009–10 and forward).

This figure also shows the timing of degree completions with SNG eligibility and grant recipient status. For students who earned a CTC degree (including A.A.'s and certificates), the majority earned their degree in the second or third year. For those who received a bachelor's degree, the majority earned their degree in the fourth or fifth year. Sixty-six percent of those still enrolled in 2015 (N=1,067) remained SNG-eligible.

There is a variation in the continuity of SNG grants across degree completion status. For those who did not receive a degree in eight years, 40.1 percent received SNG only in the first year, some received grants in the second and third year and few received grants in later years. Before completing a degree, about one-quarter (27.7 percent) of CTC completers did not continually receive a SNG and about one-third (36.9 percent) of bachelor's degree completers did not.

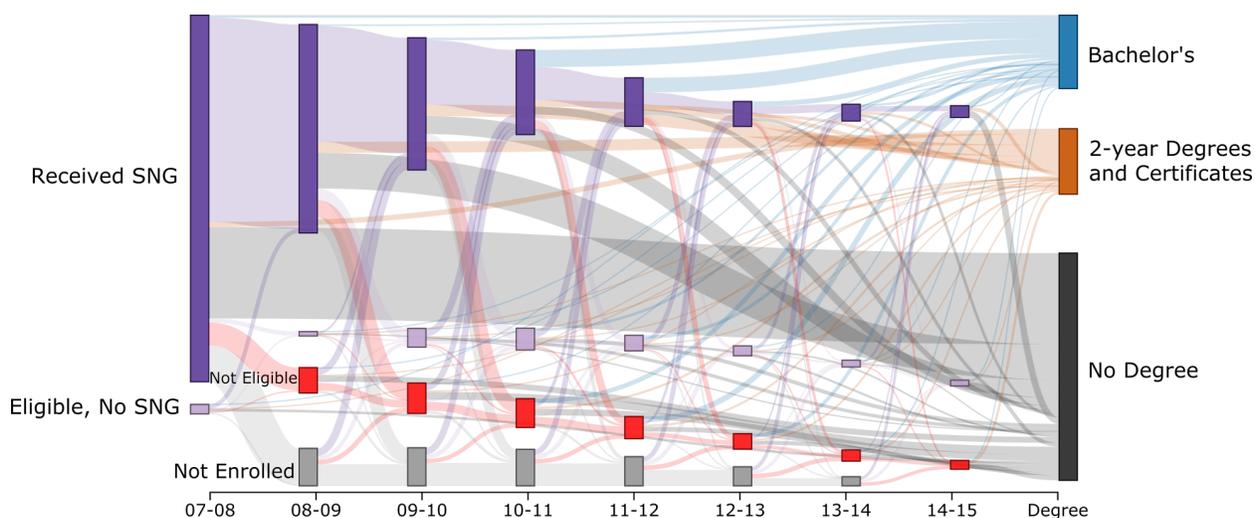


Figure 7. Analysis of State Need Grant eligibility, award status and degree completion over time (see also [Table A6](#) in Appendix C).

### How did students proceed through college toward degree completion?

Figure 8 portrays students' enrollment trajectories across four-year institutions and CTCs as well as degree completion. Among the first-time freshmen who received a SNG grant in 2007–08, a total of 2,441 students enrolled in four-year institutions and 12,396 enrolled in CTCs. By the fourth year, 37.1 percent of four-year enrollees (in the cohort) completed a bachelor's degree, and 61.8 percent by the fifth year. The vast majority who earned a bachelor's degree (89.4 percent) earned it by the fifth year. The majority of four-year enrollees who took a break for a year re-enrolled and completed their degree. For those

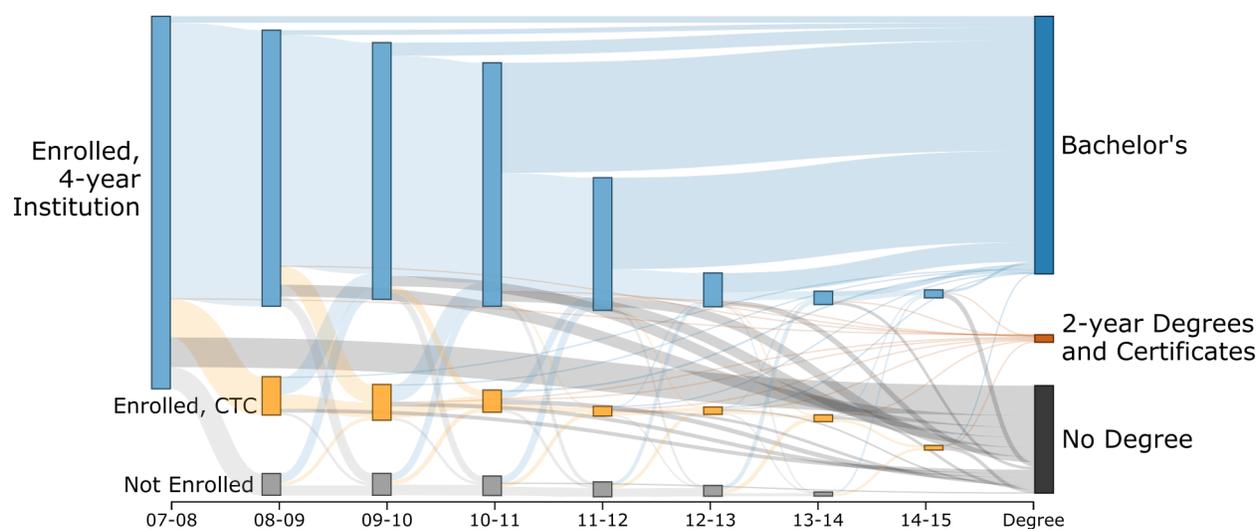


Figure 8a. Enrollment patterns and degree completion for students who started in a four-year institution (see also [Table A7](#) in Appendix C). The majority earned a bachelor's degree.

The majority of 4-year SNG recipients earned a bachelor's degree

who transferred to a CTC, very few went back to a four-year institution and completed a bachelor's degree, a few achieved CTC completion and the majority did not complete any degree. Forty percent of CTC enrollees (in the cohort) did not persist past the first year. Most CTC degree completers earned a degree within the first four years of enrollment. Most of those who transferred to a four-year institution completed a bachelor's degree.

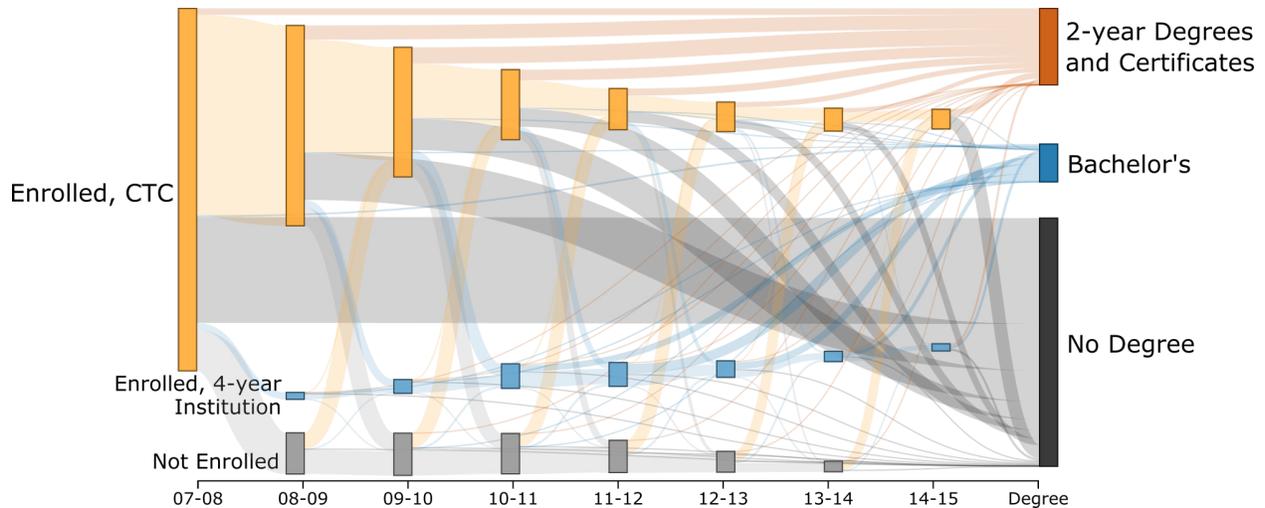


Figure 8b. Enrollment patterns and degree completion for students who started in a CTC (see also [Table A7](#) in Appendix C). The majority did not earn a degree.

Figure 9 shows that the majority of SNG-eligible students were awarded grants in the first two years. Ninety-seven percent of those who were first-time SNG-eligible freshmen in the 2007–08 academic year were awarded SNG funds. In 2015, of those who

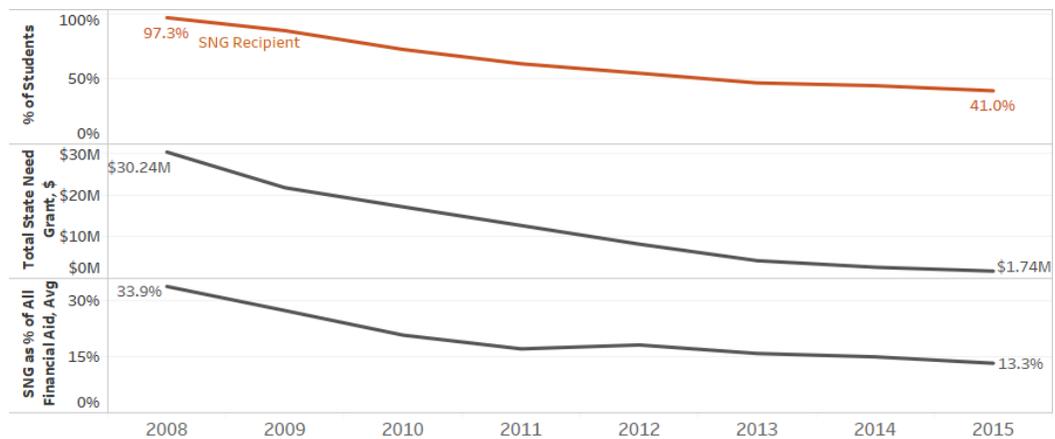


Figure 9. State Need Grant eligibility and the use of SNG over 8 years (see also [Table B1](#) in Appendix C).

remained in college, 41 percent were awarded SNG funds. An examination of the total amount of SNG funds awarded in later years, however, showed that each recipient received fewer funds and that a growing percentage of recipients' financial aid came from other sources. The proportion of total financial aid covered by SNG funds decreased from 33.9 percent to 13.3 percent.

### What were students' GPAs or ratio of credits earned over time for SNG recipients?

Figure 10 shows that the majority of SNG recipients achieved a GPA of 2.5 or above. Among SNG recipients in four-year research institutions, the proportion with a GPA above 2.5 increased for those in the first four years of college.

For students enrolled in four-year comprehensive institutions, the proportion of SNG recipients achieving a GPA of 2.5 or above increased by about 20 percent in the first four years of college. For CTC students, the majority of SNG recipients were able to achieve a GPA of 2.5 or above, even though the proportion is slightly lower than those in the other two institution types.

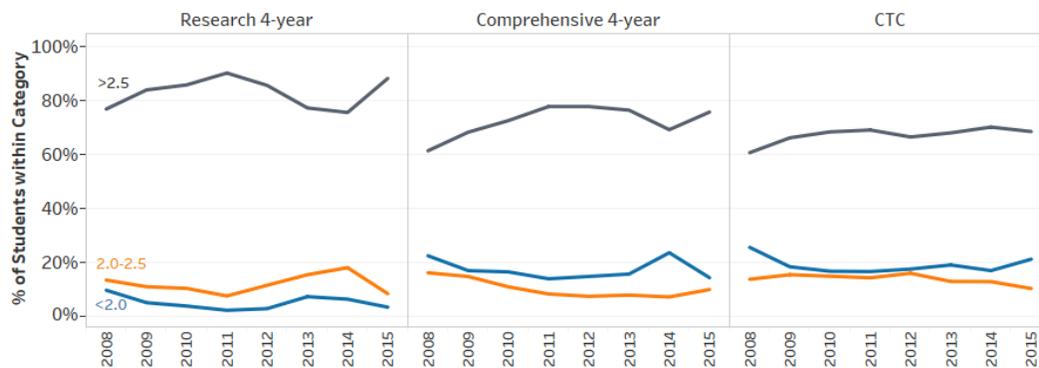


Figure 10. GPA distribution for State Need Grant recipients over time, by institutional sector (see also [Table B2](#) in Appendix C).

Overall, Figure 11 (details in [Table B3](#) in Appendix C) shows the majority of students completed more than half the credits attempted each year. Although SNG recipients in CTCs seem to have lower proportions of students earning 50 percent of credits attempted compared to four-year institutions, the difference is not significant.

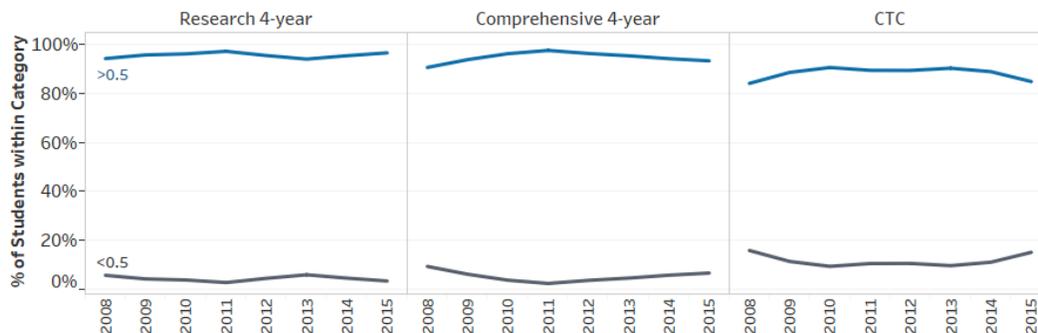


Figure 11. Ratio of credit earned by State Need Grant award status over time, by institutional sector (see also [Table B3](#) in Appendix C).

### What was SNG recipients' academic progress toward degree completion?

The results shown in Figures 11 and 12 indicate similar patterns of academic progress. To demonstrate the association between academic progress and degree completion, Figure 12 presents GPA changes over years by degree types (details are in Table B4 in Appendix C).

For SNG recipients who completed their bachelor's degree, about 80 percent maintained a GPA of 2.5 or above. Students with an A.T. or A.A. degree maintained a GPA of 2.5 or above at a proportionately higher rate than those with certificates. A higher percentage of those who did not complete any degree within eight years were in the lowest GPA group (lower than 2.0 GPA).

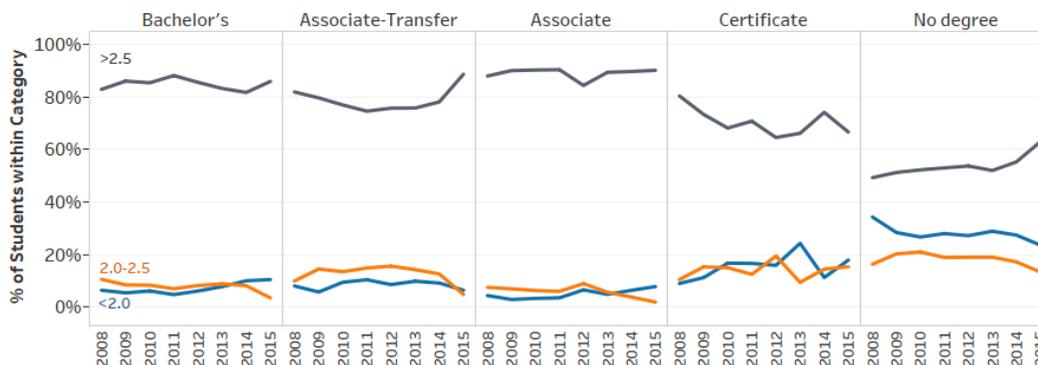


Figure 12. GPA distribution and degree completion (see also [Table B4](#) in Appendix C).

## Future Studies and Data Collection Suggestions

This study analyzes the longitudinal patterns of the 2007–08 SNG-eligible students in Washington. Previous SNG reports by WSAC and WSIPP evaluated the effectiveness of SNG; this study provides another insight by focusing on SNG recipients' academic progress toward degree completion over time. Based on this work, there is more work to do and suggestions for future studies and data collections:

- Because of time constraints and data limitations, this study used only enrollment and completion data from Washington public institutions. A future version of this report will include private nonprofit institution data as well as out-of-state degree completion records.
- Another study using this cohort of students could involve linking employment data before, during and after enrollment in postsecondary institutions to analyze the median earnings of SNG students who do and do not earn completions.
- To analyze the SNG effect, a future project could focus on first-time freshmen in the 2009–10 academic year — those affected by the Great Recession. By comparing the difference between cohorts with and without the influence of the recession, it will be easier to estimate the SNG effect than using results from the 2007–08 cohort when most SNG-eligible students received awards.
- The student financial aid information collected at the state level is annual summary data. On the other hand, SAP is determined by term; institutions provide enrollment and completion data also by term. Because the financial aid data is not submitted at the term level, this study could not accurately capture the association between SNG award and students' academic progress in the same term. For example, a student might receive a SNG in fall term, become ineligible in winter and spring for some reason and gain eligibility in summer. We do not know whether such changes in eligibility are associated with students' term GPA and thus affect degree completion. That said, we have limited confidence to estimate SNG effect on academic progress and degree completion, given current data collection requirements.

## Appendix A: Terms and Definitions

**Race/ethnicity** is identified and directly extracted from Washington Student Achievement Council (WSAC) Unit Record Report (URR) data. For those with missing records, Public Centralized Higher Education Enrollment System (PCHEES) and State Board for Technical and Community Colleges (SBCTC) data are used. From the WSAC URR data manual, race/ethnicity in this study is identified as below:

- **Hispanic:** “A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.”
- **American Indian or Alaska Native:** “A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.”
- **Asian:** “A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.”
- **Black or African American:** “A person having origins in any of the black racial groups of Africa.”
- **Native Hawaiian or Pacific Islander:** “A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.”
- **White:** “A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.”
- **Other:** Students in this category are reported only if students have explicitly identified with a race not listed above. Hispanic ethnicity is not reported in this category.

**Gender** is extracted using the same data approach as race/ethnicity.

**Need for financial aid** category is a variable to identify students’ financial aid need status. It was created based on three variables from WSAC URR data — family in college, family size and family income. Two approaches were used to identify students’ need for financial aid in the 2007–08 academic year as suggested by WSAC researchers. First is the calculation of the correct family size with adjustment. The equation for the adjusted family size is as following:

$$\text{IF (familyincollege GE 1) AND (familyincollege LE familysize) THEN} \\ \text{adjustedfamilysize} = (\text{familysize} + (\text{familyincollege} - 1))$$

The second approach is the identification of three need categories based on the “2006 Median Family Income Cutoffs” table for the 2007–08 SNG program, provided by WSAC.

**Dependent status** identifies whether a student is a dependent in the enrollment academic year. It was directly extracted from WSAC URR data.

**Marital status** identifies whether a student is married (including those married but separated) or single. It is a variable directly extracted from WSAC URR data.

**Was ever Running Start** provides information about whether a student ever enrolled in the Running Start program while in high school. This variable is from PCHEES and SBCTC.

**Institution type** is grouped in three categories — four-year research university, four-year comprehensive university and community and technical college, for Washington public institutions. The category follows WSAC’s participating institutions list, at <http://www.wsac.wa.gov/sites/default/files/00.ParticipatingInstitutions.pdf>.

**Freshman** refers to a student who enrolled in college for the first time in the 2007–08 academic year as verified through PCHEES and SBCTC historical data. A freshman may have been a Running Start student while in high school.

**Full- and part-time enrollment** presents students’ enrollment status through the academic year. “Full-time” refers to those enrolled as full-time (12 or more credits) students each academic term through the whole school year. “Full- and part-time” are those with both part-time enrollment in some terms and full-time enrollment in others. “Part-time” is for those who continually enrolled as part-time students (less than 12 credits).

**College degree completion** is a variable created to summarize students’ highest degree completion up to the first bachelor’s degree, from 2007–08 through 2014–15. By linking students’ degree completion records from PCHEES and SBCTC for Washington public institutions, five degree categories are identified:

**Bachelor’s degree:**

- **BD:** A student receives a bachelor’s degree from four-year institutions, regardless of whether he/she obtains other type of degree (e.g., A.A, certificate, etc.). This variable is identified by degree\_level\_code=‘05’ from PCHEES.

**Community and technical college degrees:**

CTC degrees were identified by variable “exit\_cd” from SBCTC data and grouped into three major categories:

- **AT:** The highest degree a student receives is Associate-Transfer from a CTC, regardless of having a certificate or not. It includes Associate in Science-Transfer (AS-T) degree, Direct Transfer Agreement Associate degree and major related pathways with exit\_cd in (‘A,’B,’D,’E,’F,’G,’I,’J,’K,’L,’M,’N,’O,’P,’Q,’R,’W’).
- **AA:** The highest degree a student receives is Associate of Arts from a CTC, regardless of having certificate or not. It includes Applied Associated degree and Associate in General Studies, if exit\_cd in (‘1,’T’) and PROGRAM\_CIP~='240101' or if (exit\_cd in (‘1’) and PROGRAM\_CIP= ‘240101’) or exit\_cd=‘C’.
- **CT:** The highest completion a student obtained is a certificate(s) and did

not have other type of degree, if exit\_cd in ('4,' '3,' '2') or (exit\_cd='9' and YR\_QTR>='A451')

**No degree:** A student hasn't received any college credential from a Washington public institution.

**Total number of year(s) enrolled** sums the total number of years students ever enrolled before receiving the first bachelor's degree between 2007–08 and 2014–15.

**Number of years to the first bachelor's degree** calculates the time to the first bachelor's degree by school years since 2007–08, when students were first-time freshman and eligible for the SNG.

**Total number of year(s) with SNG award** refers to the number of years a student ever received a SNG before receiving the first bachelor's degree. Because URR data is annual summary data, a student might have received a SNG for only one term in a school year while another received a SNG for three quarters in the same year, both are identified as being SNG recipients for one year. This measure thus reflects students' time of being SNG recipient by annual basis, not by term.

**State Need Grant ratio** calculates the proportion of a student's total financial aid that is covered by a SNG in an academic year. It is a ratio created from two URR variables following this equation:

IF (total financial aid not equal to missing) THEN

SNG ratio= State Need Grant/total financial aid

**Ratio of credits earned** was created by calculating the proportion of credits completed against credits attempted in an academic year. Variables for calculation were extracted from PCHEES and SBCTC data. The equation is:

IF (credits attempted not equal to missing) THEN

Ratio of credits earned = credits earned /credits attempted

**First-year GPA** refers to students' cumulative GPA in 2007–08.

**First-year ratio of credits earned** refers to students' ratio of credits earned in 2007–08.

**Last-year GPA** refers to the cumulative GPA in a students' last enrollment year before or when receiving the first bachelor's degree.

**Last-year ratio of credits earned** refers to the proportion of credits a student completed in the last enrollment year before or when receiving the first bachelor's degree.

**State Need Grant eligible** is a variable to identify whether a student is eligible for SNG in an academic year. It is directly extracted from URR data.

**Annual GPA** refers to the cumulative GPA through a school year, calculated from term GPA extracted from PCHEES and SBCTC data.

## Appendix B: Satisfactory Academic Progress Policy

The Federal Student Aid office in the U.S. Department of Education requires all participating schools to have a satisfactory academic progress (SAP) policy that includes the following elements ([34 CFR 668.34](#)):

1. The policy is at least as strict as the policy the institution applies to a student who is not receiving assistance under the title IV, Higher Education Act programs
2. The policy provides for consistent application of standards to all students within categories of students, e.g., full-time, part-time, undergraduate and graduate students, and educational programs established by the institution
3. GPA or other comparable assessment measured against a norm
4. The pace at which a student must progress to complete the program within the maximum time frame
5. Process for incompletes, withdrawals, repetitions and transfer of credit from other schools
6. Frequency of SAP evaluation
7. SAP warning (applicable only if school's policy places student on financial aid warning)
8. SAP probation (applicable only if school's policy places student on financial aid probation)
9. SAP appeal (applicable only if school's policy places student on financial aid probation. Student must appeal before probation granted.)
10. Process for schools that evaluate SAP at the end of each payment period
11. Process for schools that evaluate SAP annually or less frequently than the end of each payment period
12. SAP notifications

The Washington Student Achievement Council (WSAC) has additional SAP policy requirements through rule ([WAC 250-20-021](#)):

1. The policy “must define satisfactory as the student’s completion of the minimum number of credit or clock hours for which the aid was disbursed.”
  - a. Minimum credits by enrollment status

Enrollment status	Minimum credits for undergraduates
Full-time	12
¾ time	9
½ time	6
Less than ½ time	3

- b. Aid is discontinued if a student does not complete at least one-half the credits required by enrollment status.
- c. A student can receive aid while in probationary status. The school must have a probation policy.
- d. The school's aid administrator may reinstate a student into SAP using professional judgment.

Institution	Pace (completion rate of credits attempted)	Term GPA	Cumulative GPA minimum	Additional requirements
Central Washington	66.7%		Freshman: 1.5 Sophomore: 1.8 Junior/Senior: 2.0	
Eastern Washington	66.7%		Junior/Senior: 2.0	
The Evergreen State College	75%	No grades given	No grades given	
University of Washington	50%		2.0	
Washington State	67%		2.0	
Western Washington	80%		2.0	
Bates Technical	75%	2.0	2.0	
Bellevue	67%		2.0	
Bellingham Technical	66.67%		2.0	
Big Bend Community	67%	2.0	2.0	
Cascadia	67%		2.0	
Centralia	67%	2.0	2.0	
Clark	67%	2.0	2.0	
Clover Park Technical	66.67%	2.0	2.0	
Columbia Basin	67%		2.0	
Edmonds Community	67%	2.0	2.0	
Everett Community	67%	2.0	2.0	
Grays Harbor	67%		2.0	
Green River	100% of minimum credits	2.0	2.0	
Highline	100% of minimum credits	2.0		Register only for required classes
Lake Washington Institute of Technology	67%	2.0	2.0	
Lower Columbia	67%	2.0	2.0	
Olympic	100%	2.0		
Peninsula	67%		2.0	
Pierce College	66%		2.0	
Renton Technical	67%	2.0	2.0	
Seattle Central	67%		2.0	

Institution	Pace (completion rate of credits attempted)	Term GPA	Cumulative GPA minimum	Additional requirements
Seattle North	50%	1.0	2.0	
Seattle South	67%	2.0	2.0	
Shoreline Community	67%	2.0	2.0	
Skagit Valley	67%		2.0	
South Puget Sound Community		2.0		
Spokane Community	67%	2.0		
Spokane Falls Community	67%	2.0	2.0	
Tacoma Community	100% of minimum credits	2.0	2.0	Register only for required classes
Walla Walla Community	67%	2.0		
Wenatchee Valley	100% of minimum credits		2.0	
Whatcom Community	50%		2.0	
Yakima Valley	67%	2.0	2.0	
Gonzaga	100% of minimum credits		2.0	
Heritage				
Pacific Lutheran	67%		2.0	
Saint Martin's	67%	2.0	2.0	
Seattle Pacific	80%		2.0	
Seattle University	80%		2.0	
Puget Sound	75%		2.0	
Walla Walla	70%		2.0	
Whitman College	66.66%	1.7	2.0	
Whitworth	66.67%	1.0	2.0	

## Appendix C: Findings

Table A1. Number and percentage distribution of students who were first-time eligible for State Need Grant in 2007–08 school year, by student backgrounds and institution sector.

	Institution Type						Total	N	
	Research		Comprehensive		CTC				
	Row %	Col %	Row %	Col %	Row %	Col %			
Total	14.0%		10.3%		75.7%		100%		
N	3,738		2,743		20,312			26,793	
Gender									
Female	12.3%	53.6%	9.4%	55.8%	78.4%	63.1%	100.0%	61.0%	16,168
Male	16.6%	46.4%	11.6%	44.2%	71.8%	36.9%	100.0%	39.0%	10,333
Race/ethnicity									
American Indian	7.7%	1.8%	8.4%	2.6%	83.9%	3.6%	100.0%	3.2%	847
Asian	30.9%	18.7%	7.6%	6.3%	61.5%	6.9%	100.0%	8.5%	2,226
Black	8.4%	4.9%	8.1%	6.4%	83.5%	9.0%	100.0%	8.1%	2,131
Hispanic	18.7%	7.4%	15.1%	8.1%	66.3%	4.9%	100.0%	5.6%	1,458
Pacific Islander	8.5%	0.5%	13.2%	1.1%	78.2%	0.9%	100.0%	0.9%	234
Other race	17.0%	11.6%	8.5%	7.9%	74.4%	9.4%	100.0%	9.6%	2,505
White	12.1%	55.1%	10.9%	67.5%	77.1%	65.3%	100.0%	64.1%	16,797
Need for financial aid									
<=50% MFI	12.7%	68.5%	9.4%	69.2%	77.9%	77.3%	100.0%	75.3%	20,157
51%-65% MFI	16.8%	24.0%	12.3%	23.8%	70.9%	18.6%	100.0%	19.9%	5,323
66%-70% MFI	21.6%	7.5%	14.6%	7.0%	63.8%	4.1%	100.0%	4.9%	1,305
Dependent status									
Independent	9.3%	40.0%	7.3%	42.8%	83.4%	66.1%	100.0%	60.1%	16,096
Dependent	21.0%	60.0%	14.7%	57.2%	64.4%	33.9%	100.0%	39.9%	10,697
Marital status									
Single	15.1%	89.2%	11.0%	89.0%	73.9%	80.4%	100.0%	82.5%	22,107
Married (or separated)	8.6%	10.8%	6.4%	11.0%	84.9%	19.6%	100.0%	17.5%	4,686

Note: The study cohort includes college students who were first-time SNG eligible in the 2007–08 school year. That year, 25,852 (96.5%) received SNG grant, compared to 941 unserved (3.5%) in the same year.

Table A2. Number and percentage distribution of students who were first-time eligible for State Need Grant in 2007-08 school year, by college readiness, enrollment status and institution sector.

	Institution Type						Total	N	
	Research		Comprehensive		CTC				
	Row %	Col %	Row %	Col %	Row %	Col %			
Total	14.0%		10.3%		75.7%		100%		
N	3,738		2,743		20,312			26,793	
Was ever Running Start									
No	12.7%	85.2%	10.0%	91.5%	77.3%	96.0%	100.0%	94.0%	25,100
Yes	34.6%	14.8%	14.6%	8.5%	50.8%	4.0%	100.0%	6.0%	1,596
1st-time freshman									
No	16.2%	44.8%	12.7%	47.6%	71.1%	35.9%	100.0%	38.4%	10,269
Yes	12.5%	55.2%	8.7%	52.4%	78.8%	64.1%	100.0%	61.6%	16,502
Full/part-time in the year									
Full-time	15.4%	69.6%	13.2%	81.3%	71.4%	59.3%	100.0%	63.0%	16,849
Full- and part-time	9.0%	14.0%	5.3%	11.2%	85.8%	24.6%	100.0%	21.8%	5,830
Part-time	15.0%	16.4%	5.1%	7.5%	79.9%	16.1%	100.0%	15.2%	4,074

Table A3. Average amount of State Need Grant students received in 2007–08 school year, by students' demographics and background characteristics.

	Institution Sector				N
	Research	Comprehensive	CTC	All	
Total amount \$	\$15,574,912	\$8,845,367	\$29,804,746	\$54,225,025	
N	3,738	2,743	20,312	26,793	
Average \$ per student	\$4,166	\$3,224	\$1,467	\$2,024	
SNG ratio <sup>2</sup>	35.4%	31.8%	34.9%	34.7%	
Gender					
Female	\$4,132	\$3,253	\$1,472	\$1,965	16,168
Male	\$4,202	\$3,187	\$1,465	\$2,120	10,333
Race/ethnicity					
American Indian	\$4,240	\$3,403	\$1,417	\$1,800	847
Asian	\$4,552	\$3,302	\$1,575	\$2,626	2,226
Black	\$4,247	\$3,380	\$1,383	\$1,785	2,131
Hispanic	\$4,152	\$3,406	\$1,427	\$2,234	1,458
Pacific Islander	\$3,079	\$3,214	\$1,333	\$1,732	234
Others	\$4,057	\$3,279	\$1,487	\$2,079	2,505
White	\$4,061	\$3,164	\$1,475	\$1,970	16,797
Need for financial aid					
<=50% MFI	\$4,602	\$3,535	\$1,558	\$2,130	20,157
51%-65% MFI	\$3,497	\$2,711	\$1,237	\$1,798	5,323
66%-70% MFI	\$2,353	\$1,896	\$820	\$1,309	1,305
Dependent					
Independent	\$3,746	\$3,172	\$1,426	\$1,769	16,096
Dependent	\$4,447	\$3,264	\$1,546	\$2,406	10,697
Marital status					
Single	\$4,229	\$3,246	\$1,483	\$2,092	22,107
Married (or separated)	\$3,648	\$3,049	\$1,402	\$1,702	4,686

Notes: (1) The study cohort includes college students who were first-time SNG eligible in the 2007–08 school year. That year, 25,852 (96.5%) received a SNG grant, compared to 941 unserved (3.5%) in the same year. (2) SNG ratio refers to the ratio of SNG to total financial aid received in the year.

Table A4. Average amount of SNG funds awarded by enrollment status and Running Start participation in 2007–08 school year, by class standing, full-/part-time status and first-enrolled institution sector.

	Institution Sector			Total	N
	Research	Comprehensive	CTC		
Participated in Running Start					
No	\$4,122	\$3,223	\$1,469	\$1,980	25,100
Yes	\$4,427	\$3,257	\$1,453	\$2,745	1,596
Freshman					
No	\$3,865	\$3,171	\$1,440	\$2,053	10,269
Yes	\$4,432	\$3,282	\$1,483	\$2,008	16,502
Full-/part-time enrollment					
Full-time	\$4,405	\$3,333	\$1,621	\$2,276	16,849
Full and part time	\$3,961	\$2,898	\$1,555	\$1,842	5,830
Part-time	\$3,324	\$2,559	\$773	\$1,246	4,074

Note: (1) The study cohort includes those who were first-time SNG eligible in the 2007–08 school year. (2) That year, 25,852 (96.5%) received a SNG grant, compared to 941 who did not (3.5%) in the same year.

Table A5. Degree completion in Washington public institutions 8 years after State Need Grant eligibility in 2007–08, by demographic and family characteristics.

	Degree completed by 2014–15					Total	N
	BD	CT	AA	AT	No Degree		
All	23%	7%	6%	5%	60%	100%	16,501
N	3,755	1,124	970	830	9,822	16,501	
Gender							
Female	22%	8%	6%	6%	59%	100%	9,942
Male	24%	5%	6%	4%	61%	100%	6,411
Race/ethnicity							
American Indian	14%	6%	4%	5%	72%	100%	546
Asian	47%	6%	3%	5%	39%	100%	1,374
African American	16%	9%	3%	4%	68%	100%	1,353
Hispanic	39%	5%	2%	6%	49%	100%	962
Pacific Islander	14%	N/A	N/A	N/A	76%	100%	153
Others	20%	7%	5%	5%	63%	100%	1,463
White	20%	7%	7%	5%	61%	100%	10,321
Need for financial aid							
<=50% MFI	20.6%	7.2%	5.9%	5.0%	61.3%	100%	12,270
51%-65% MFI	27.8%	6.0%	6.2%	5.2%	54.8%	100%	3,424
66%-70% MFI	34.4%	4.1%	3.7%	5.2%	52.6%	100%	803

	Degree completed by 2014–15					Total	N
	BD	CT	AA	AT	No Degree		
Dependent							
Independent	11%	10%	8%	4%	67%	100%	8,486
Dependent	35%	4%	4%	6%	52%	100%	8,015
Total	23%	7%	6%	5%	60%	100%	16,501
Marital status							
Single	25%	6%	5%	5%	59%	100%	14,013
Married (includes separated)	11%	11%	10%	5%	62%	100%	2,488

Note: N/A refers to small head counts (fewer than 10), which are withdrawn from the table to avoid personal identification. Due to missing data, some categories do not add up to the total.

Table A6. Analysis of State Need Grant eligibility, award status and degree completion over time.

Year	SNG Eligibility/ Status	Received SNG	Following Year Eligibility			Following Year Degree Status		
			Eligible/ no SNG	Not eligible	Not enrolled	Bachelor's	2-year degree/cert	No degree
2008	eligible/ no SNG	171	8	48	41	3	7	106
	not eligible	19	2	2	1	1	1	2
	received SNG	8,302	165	931	1,479	100	215	3,707
2009	eligible/ no SNG	82	26	17	21	1	6	25
	not eligible	270	54	313	97	30	30	240
	not enrolled	314	148	196	863			
	received SNG	4,708	474	679	564	58	449	1,451
2010	eligible/ no SNG	297	126	77	57	21	46	137
	not eligible	248	92	355	113	51	58	317
	not enrolled	271	182	174	918			
	received SNG	2,623	487	568	395	96	467	729
2011	eligible/ no SNG	261	153	90	49	107	48	156
	not eligible	140	83	319	87	182	93	260
	not enrolled	227	166	185	905			
	received SNG	1,345	225	306	143	695	261	326
2012	eligible/ no SNG	192	85	56	22	135	35	91
	not eligible	104	37	180	41	225	85	194
	not enrolled	196	159	187	642			
	received SNG	523	119	207	67	593	164	208
2013	eligible/ no SNG	143	68	26	17	46	16	71
	not eligible	62	22	132	19	144	77	162
	not enrolled	153	131	179	309			
	received SNG	323	52	116	24	198	123	135

Year	SNG Eligibility/ Status	Following Year Eligibility				Following Year Degree Status		
		Received SNG	Eligible/ no SNG	Not eligible	Not enrolled	Bachelor's	2-year degree/cert	No degree
2014	eligible/ no SNG	87	43	26		31	22	53
	not eligible	51	23	119		59	66	124
	not enrolled	116	114	139				
	received SNG	223	52	74		81	101	117
2015	eligible/ no SNG					24	50	158
	not eligible					43	99	201
	received SNG					57	145	267

Table A7a. Enrollment patterns and degree completion over years.

Year	Enrollment Status	Following Year Enrollment			Following Year Degree Status		
		4-year	CTC	Not enrolled	Bachelor's	2-yr degree/cert	No degree
2008	4-year	1,809	251	142	42	2	195
2009	4-year	1,515	120	63	32	1	78
	CTC	109	94	16	7		25
	not enrolled	58	20	64			
2010	4-year	1,443	43	42	86		68
	CTC	107	74	16	6	5	26
	not enrolled	46	28	69			
2011	4-year	777	9	22	721	1	66
	CTC	46	32	18	12	7	30
	not enrolled	46	23	57			1
2012	4-year	187	6	13	599	4	60
	CTC	10	22	4	3	6	19
	not enrolled	24	20	53			
2013	4-year	52	4	2	128		35
	CTC	8	16	5	3	5	11
	not enrolled	27	24	19			
2014	4-year	36			30	2	19
	CTC	5	15			6	18
	not enrolled	11	15				
2015	4-year				17	5	30
	CTC				2	5	23

Table A7b. Enrollment patterns and degree completion over years.

Year	Enrollment Status	Following Year Enrollment Status			Following Year Degree Status		
		4-year	CTC	Not enrolled	2-yr degree/cert	Bachelor's	No degree
2008	CTC	237	6,851	1,405	221	62	3,620
	4-year	178	20	6	2	18	13
2009	CTC	270	3,857	614	482	32	1,596
	not enrolled	24	555	822			4
	4-year	352	21	16	9	50	24
2010	CTC	423	1,873	495	556	25	1,060
	not enrolled	65	503	867	1	1	5
	4-year	531	20	18	26	216	29
2011	CTC	216	942	225	366	34	614
	not enrolled	68	448	857	2	1	2
	4-year	372	22	13	29	337	42
2012	CTC	129	551	102	244	14	370
	not enrolled	61	439	597	1		2
	4-year	231	15	5	33	235	43
2013	CTC	63	425	49	177	22	276
	not enrolled	58	344	306	1		3
	4-year	157	7		34	126	28
2014	CTC	44	352		145	15	228
	not enrolled	45	312		2		1
2015	4-year				75	91	80
	CTC				209		448

Table B1. Year-to-year analysis of State Need Grant eligibility and award status for those who were first-time SNG-eligible and freshmen in the 2007-08 school year from 2007-08 through 2014-15

	2008	2009	2010	2011	2012	2013	2014	2015	Total
SNG Eligible									
No	0.2%	10.8%	16.8%	22.0%	27.5%	33.9%	36.9%	38.6%	13.4%
Yes	99.8%	89.2%	83.2%	78.0%	72.5%	66.1%	63.1%	61.4%	86.6%
Receiving SNG									
No	2.7%	12.7%	27.1%	38.2%	45.5%	53.0%	55.1%	59.0%	21.5%
Yes	97.3%	87.3%	72.9%	61.8%	54.5%	47.0%	44.9%	41.0%	78.5%
Total SNG	\$30,236,624	\$21,704,174	\$17,128,806	\$12,658,296	\$8,197,118	\$4,236,650	\$2,663,482	\$1,736,521	
SNG ratio	33.9%	27.4%	20.9%	17.2%	18.2%	15.9%	15.0%	13.3%	25.4%
N	15,311	9,612	7,374	5,350	3,452	2,071	1,451	1,154	45,775

Table B2. Students' annual GPA over years before the first bachelor's degree, by whether students were State Need Grant served and by institution sectors

SNG served?	2008		2009		2010		2011		2012		2013		2014		2015	
	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
All SNG eligible students																
Annual GPA >=0 and <2	17.0%	23.5%	19.4%	16.1%	18.9%	13.5%	17.7%	10.8%	15.3%	11.8%	16.0%	15.4%	15.1%	16.5%	18.9%	17.5%
Annual GPA >=2 and <2.5	9.4%	13.9%	14.8%	14.6%	12.9%	13.1%	13.7%	10.4%	12.0%	12.0%	11.9%	12.2%	12.0%	12.5%	9.4%	9.9%
Annual GPA >=2.5	73.6%	62.7%	65.8%	69.3%	68.2%	73.4%	68.6%	78.8%	72.7%	76.2%	72.1%	72.4%	72.9%	71.0%	71.7%	72.6%
N	352	14,308	1,149	8,257	1,907	5,299	1,981	3,259	1,510	1,842	1,034	953	761	641	640	463
Research institution																
Annual GPA >=0 and <2	0.0%	9.6%	5.0%	5.0%	5.7%	3.8%	4.9%	2.2%	4.8%	2.8%	7.1%	7.2%	11.9%	6.3%	12.4%	3.3%
Annual GPA >=2 and <2.5	0.0-5.0%	13.4%	16.0%	10.9%	10.1%	10.3%	10.0%	7.5%	9.0%	11.5%	12.3%	15.4%	8.4%	18.0%	8.9%	8.3%
Annual GPA >=2.5	95-100%	77.0%	79.0%	84.1%	84.2%	85.9%	85.1%	90.3%	86.2%	85.7%	80.6%	77.4%	79.7%	75.7%	78.7%	88.3%
N	22	1,641	200	1,317	366	1,279	491	1,148	434	610	252	221	202	111	169	60
Comprehensive institution																
Annual GPA >=0 and <2	22.2%	22.4%	9.5%	16.9%	9.9%	16.4%	12.5%	13.9%	8.0%	14.7%	10.3%	15.6%	7.1%	23.6%	20.0%	14.3%
Annual GPA >=2 and <2.5	22.2%	16.1%	14.9%	14.7%	13.8%	10.9%	13.2%	8.2%	13.6%	7.4%	9.9%	7.8%	11.4%	7.1%	6.3%	9.9%
Annual GPA >=2.5	55.6%	61.5%	75.6%	68.4%	76.3%	72.7%	74.3%	77.9%	78.4%	77.9%	79.8%	76.5%	81.4%	69.3%	73.7%	75.8%
N	9	1,248	168	869	304	845	409	814	398	529	252	243	140	140	95	91
CTC																
Annual GPA >=0 and <2	18.1%	25.6%	25.2%	18.3%	25.1%	16.7%	25.5%	16.6%	26.3%	17.5%	22.8%	19.0%	19.3%	16.9%	21.5%	21.2%
Annual GPA >=2 and <2.5	9.7%	13.7%	14.5%	15.4%	13.5%	14.8%	15.6%	14.3%	13.0%	15.9%	12.6%	12.9%	13.8%	12.8%	10.4%	10.3%
Annual GPA >=2.5	72.3%	60.7%	60.3%	66.3%	61.4%	68.5%	58.8%	69.2%	60.8%	66.6%	64.5%	68.1%	66.8%	70.3%	68.1%	68.6%
N	321	11,419	781	6,071	1,237	3,175	1,081	1,297	678	703	530	489	419	390	376	312

Table B3. Ratio of credit earned before the first bachelor’s degree, by whether students were State Need Grant served and by institution sectors

SNG Served?	2008		2009		2010		2011		2012		2013		2014		2015	
	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
All SNG eligible students																
0-0.5	21.0%	17.0%	16.6%	10.7%	15.0%	8.0%	14.2%	6.5%	12.3%	7.7%	14.2%	8.5%	11.5%	9.4%	13.4%	12.6%
>0.5	79.0%	83.0%	83.4%	89.3%	85.0%	92.0%	85.8%	93.5%	87.7%	92.3%	85.8%	91.5%	88.5%	90.6%	86.6%	87.4%
N	410	14,882	1,194	8,370	1,958	5,360	2,017	3,298	1,547	1,874	1,068	969	781	647	662	469
Research institution																
0-0.5	12.0%	9.6%	7.9%	4.5%	4.9%	4.9%	6.9%	3.3%	4.8%	5.0%	9.4%	6.7%	2.0%	4.5%	6.4%	3.3%
>0.5	88.0%	90.4%	92.1%	95.5%	95.1%	95.1%	93.1%	96.7%	95.2%	95.0%	90.6%	93.3%	98.0%	95.5%	93.6%	96.7%
N	25	1,717	203	1,322	369	1,297	493	1,156	438	615	254	223	202	111	171	60
Comprehensive institution																
0-0.5	10.0%	10.3%	4.7%	6.7%	5.6%	3.7%	7.2%	3.0%	4.0%	4.3%	5.8%	5.6%	10.4%	5.7%	9.4%	7.5%
>0.5	90.0%	89.7%	95.3%	93.3%	94.4%	96.3%	92.8%	97.0%	96.0%	95.7%	94.2%	94.4%	89.6%	94.3%	90.6%	92.5%
N	10	1,270	169	880	306	847	416	826	404	539	259	250	144	140	96	93
CTC																
0-0.5	21.9%	18.8%	21.2%	12.6%	20.1%	10.4%	20.1%	11.6%	21.7%	12.5%	20.4%	10.7%	16.3%	12.1%	17.5%	15.8%
>0.5	78.1%	81.2%	78.8%	87.4%	79.9%	89.6%	79.9%	88.4%	78.3%	87.5%	79.6%	89.3%	83.7%	87.9%	82.5%	84.2%
N	375	11,895	822	6,168	1,283	3,216	1,108	1,316	705	720	555	496	435	396	395	316

Table B4. Students' annual GPA over years before the first bachelor's degree, by State Need Grant award status and degree completion

SNG Served	2008		2009		2010		2011		2012		2013		2014		2015	
	No	Yes														
BD																
Annual GPA >=0 & <2	3.4%	6.4%	5.1%	5.5%	3.6%	6.2%	4.9%	4.8%	3.9%	6.2%	5.3%	7.8%	7.8%	10.1%	11.0%	10.5%
Annual GPA >=2 & <2.5	8.5%	10.6%	12.8%	8.5%	10.0%	8.4%	8.8%	7.0%	9.7%	8.2%	8.6%	8.9%	4.3%	8.2%	5.2%	3.5%
Annual GPA >=2.5	88.1%	82.9%	82.1%	86.1%	86.4%	85.4%	86.4%	88.2%	86.4%	85.6%	86.1%	83.3%	87.9%	81.8%	83.9%	86.0%
N	59	3,077	392	2,529	692	2,252	800	1,880	714	1,008	397	371	232	159	155	57
AT																
Annual GPA >=0 & <2	25.0%	8.1%	11.5%	5.8%	8.2%	9.5%	13.5%	10.4%	14.3%	8.6%	8.4%	9.9%	10.8%	9.2%	10.4%	6.5%
Annual GPA >=2 & <2.5	0.0%	10.0%	19.7%	14.5%	9.2%	13.5%	12.7%	14.9%	12.2%	15.6%	16.8%	14.3%	17.6%	12.6%	11.9%	4.8%
Annual GPA >=2.5	75.0%	81.9%	68.9%	79.7%	82.7%	77.0%	73.8%	74.6%	73.5%	75.8%	74.7%	75.8%	71.6%	78.2%	77.6%	88.7%
N	16	681	61	537	98	400	126	201	98	128	95	91	74	87	67	62
AA																
Annual GPA >=0 & <2	4.8%	4.4%	7.3%	2.9%	6.5%	3.3%	10.7%	3.5%	15.6%	6.6%	17.7%	4.9%	7.0%	6.4%	16.2%	7.8%
Annual GPA >=2 & <2.5	9.5%	7.6%	4.9%	7.0%	11.8%	6.3%	7.1%	6.0%	4.4%	9.0%	8.1%	5.7%	12.3%	3.8%	5.4%	2.0%
Annual GPA >=2.5	85.7%	88.0%	87.8%	90.1%	81.7%	90.3%	82.1%	90.4%	80.0%	84.4%	74.2%	89.4%	80.7%	89.7%	78.4%	90.2%
N	21	885	41	787	93	568	112	282	90	167	62	123	57	78	37	51
CT																
Annual GPA >=0 & <2	8.3%	9.0%	14.7%	11.3%	14.9%	16.8%	20.0%	16.7%	30.5%	15.9%	18.7%	24.3%	19.7%	11.3%	24.5%	17.9%
Annual GPA >=2 & <2.5	8.3%	10.5%	4.4%	15.4%	10.6%	15.0%	15.7%	12.5%	11.6%	19.5%	12.1%	9.5%	13.6%	14.5%	7.5%	15.4%
Annual GPA >=2.5	83.3%	80.4%	80.9%	73.4%	74.5%	68.2%	64.3%	70.8%	57.9%	64.6%	69.2%	66.2%	66.7%	74.2%	67.9%	66.7%
N	36	997	68	684	141	346	140	168	95	113	91	74	66	62	53	39
No degree																
Annual GPA >=0 & <2	22.7%	34.3%	31.2%	28.4%	34.1%	26.7%	31.8%	28.0%	28.5%	27.2%	27.8%	28.9%	21.7%	27.5%	23.8%	23.6%
Annual GPA >=2 & <2.5	10.5%	16.4%	17.5%	20.3%	16.1%	21.0%	19.4%	19.0%	16.6%	19.0%	14.7%	19.0%	15.7%	17.3%	11.6%	13.4%
Annual GPA >=2.5	66.8%	49.3%	51.3%	51.3%	49.8%	52.3%	48.8%	53.0%	55.0%	53.8%	57.6%	52.0%	62.7%	55.3%	64.6%	63.0%
N	220	8,668	587	3,720	883	1,733	803	728	513	426	389	294	332	255	328	254



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