



OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION  
DISTRICT OF COLUMBIA  
TUITION ASSISTANCE GRANT PROGRAM



10-YEAR ACCOMPLISHMENTS REPORT  
1999-2009





# Office of the State Superintendent of Education



DISTRICT OF COLUMBIA  
MAYOR ADRIAN M. FENTY

Dear District Residents and Stakeholders,

This annual report marks the ten year anniversary of the District of Columbia Tuition Assistance Grant Program (DCTAG). DCTAG is a unique financial aid program designed to offer DC residents expanded options and opportunities in their college choices, primarily by paying the difference between in and out-of-state tuition costs at public colleges and universities across the country. Over 16,000 students have reaped the benefits of this program in the last ten years, doubling the District's college-going rate. Moreover, the DCTAG program is a driving force toward the citywide goal of doubling the number of public school students who actually receive a college degree.

This significant program has helped make the dream of attending college a reality for District residents, many of whom were the first in their families to attend college. Further, the program has expanded to offer support to schools, students, and families—helping the community make educated choices about college and succeed in higher education.

While the last decade of accomplishments described in this report are impressive, we are equally as excited about the future of the DCTAG program. The program and its online application (the DC OneApp) are poised to provide up-to-date and long-term data on the college-going and success trends of DC students. This information will drive new policies and programs in the District and help to ensure that all residents receive an excellent education.

We are grateful for the committed support of members of the United States Congress who have graciously guided this program. We also appreciate the staff of OSSE's Higher Education Financial Services (HEFS), particularly its Director, Ms. Rehva Jones, whose dedication to the District's residents has contributed greatly to the success of this program and keeps it on the cutting edge.

Sincerely,

Kerri L. Briggs, Ph.D.  
State Superintendent of Education



## Executive Summary

The District of Columbia Tuition Assistance Grant (DCTAG) has made higher education more accessible and affordable for thousands of District residents. But as the program marks its 10th anniversary, it has demonstrated that access to higher education is about more than money—the data produced through the program’s implementation holds the key to expanding college preparedness and persistence District-wide.

### A Decade of Results

Since its inception in 1999, DCTAG has provided more than \$235 million to help 16,000 DC residents afford and attend public institutions in 49 states, Puerto Rico, and the US Virgin Islands. Through awards of up to \$10,000 a year, DCTAG offers funding to bridge the gap between in-state and out-of-state tuition at more than 2,500 public colleges and universities. The program brings an infusion of the District’s students as well as federal dollars to state university systems across the nation—and returns many of its graduates to the District, where they make lasting contributions to their communities.

Yet even as the ranks of DCTAG’s beneficiaries increase, the District’s rates of college enrollment and graduation overall remain flat. A 2006 report estimated that just 9 percent of DCPS students who start 9th grade complete college within five years of enrolling—compared to 23 percent of students nationwide.<sup>1</sup> To deliver targeted support and resources to meet this challenge and boost college enrollment and persistence, the District of Columbia Office of the State Superintendent of Education (OSSE) is putting the data generated by DCTAG to work.

### Meeting the College-Preparedness Challenge

Students apply for DCTAG awards using the DC OneApp, an online system and longitudinal database for tracking data on graduation rates; transfer patterns; retention success; institutional, student, and staff performance. Armed with this data, the OSSE is providing school level data on college choice, enrollment, and persistence trends that enable college access providers and school principals to craft collaborative solutions that enhance college preparation, access, and persistence.

Together with universities, national educational organizations, community-based nonprofits, and college access providers, the OSSE is leveraging DCTAG to drive new services and supports that will increase not only college access, but also college graduation rates, for decades to come.

<sup>1</sup> *Double the Numbers for College Success: A Call to Action for the District of Columbia*, 2006.





## Timeline

President Bill Clinton signs the **DCTAG** bill into law (the District of Columbia College Access Act, PL 106-98), providing \$17 million to fund the grants.

November 1999

President George H. W. Bush signs the DC College Access Improvement Act of 2002, making private Historically Black Colleges and Universities eligible for \$2,500 **DCTAG** grants.

April 2002

March 1999

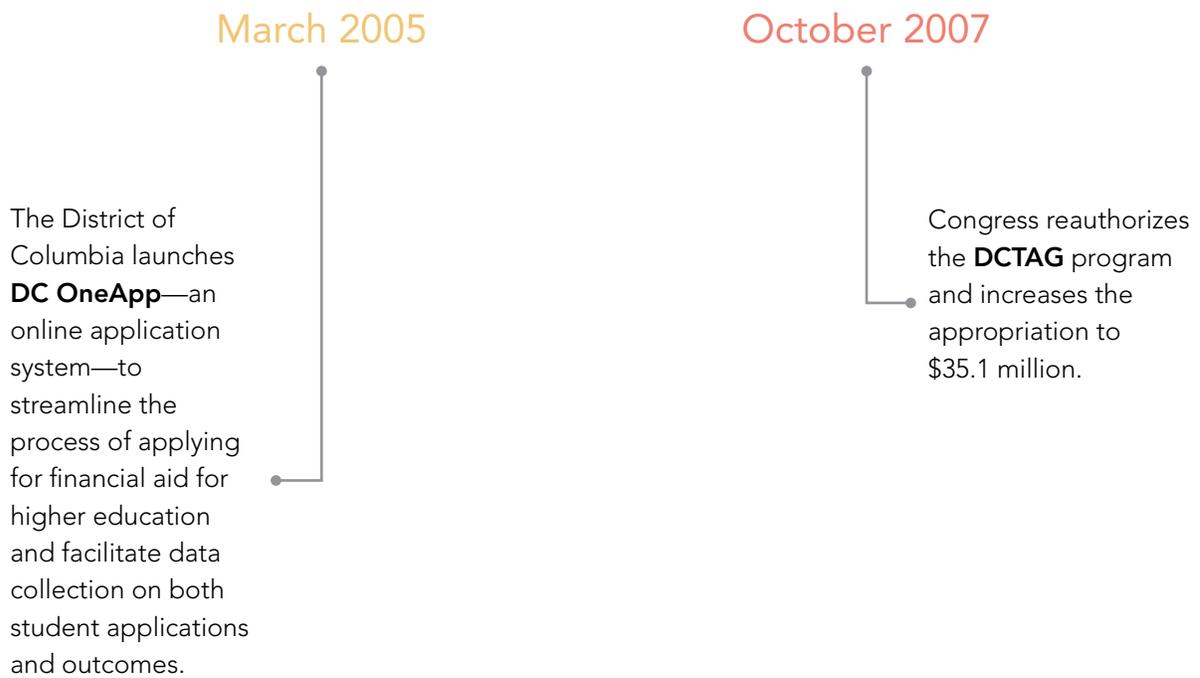
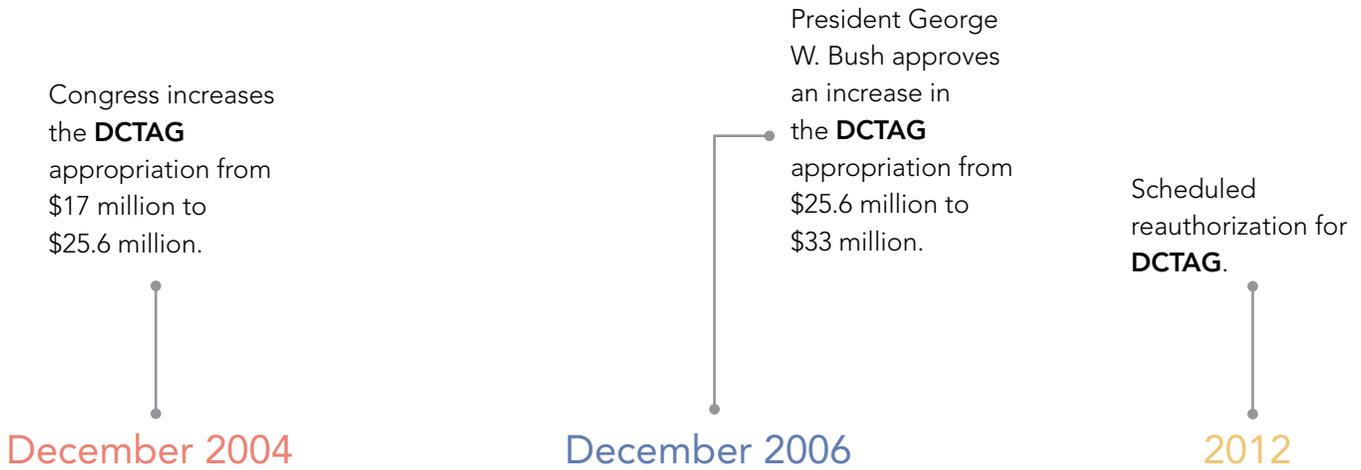
Rep. Eleanor Holmes Norton (DC), Rep. Tom Davis (VA), and Rep. Constance Morella (MD) introduce the **DCTAG** legislation to supplement the tuition of qualified District residents attending public colleges and universities in Maryland and Virginia.

May 2000

District of Columbia Mayor Anthony Williams expands the **DCTAG** program to allow use of the grants at public postsecondary education institutions nationwide. The first grant of \$3,759 is awarded to a student attending the Georgia Institute of Technology.

June 2001

**DCTAG** has disbursed \$9 million on behalf of 1,970 college students attending colleges and universities in 37 states.





## Creating Opportunities for Higher Education Nationwide

### DCTAG Eligibility Requirements

An eligible DCTAG applicant must be:

- A United States citizen or eligible non-citizen.
- Domiciled in the District of Columbia for at least 12 consecutive months prior to the first semester in a college or university and domiciled in the District while enrolled in college.
- A high school graduate or GED holder or accepted in a degree-granting program as a regular student.
- In good standing with federal student loans.
- Accepted for enrollment in an associate or first bachelor degree program on at least a half-time basis.
- Attending a DCTAG-eligible college or university.
- In satisfactory academic progress, as defined by the college or university of attendance.
- No more than 24 years old unless enrolled in DCTAG prior to the 2006-2007 school year.
- Residing in a household with an adjusted taxable income of no more than \$1 million.

For the past decade residents of the District of Columbia have benefited from a landmark program that dramatically expands their choices and opportunities for a college education. Championed by Congresswoman Eleanor Holmes Norton, the District's city and regional congressional leadership, community members, and business leaders, the DC Tuition Assistance Grant (DCTAG) program has made college more accessible and affordable for thousands of DC students. As a result, more District residents can afford to attend state universities across the country—and many return to Washington to make a lasting contribution to the city's quality of life.

### Opening the Doors to College Options

When the District of Columbia College Access Act passed in 1999, 64 percent of the District's college-bound residents enrolled at institutions outside of the District, while an average of just 15 percent of students nationwide attended college out of state. Slightly more than two-thirds of these DC students enrolled at private institutions—twice the rate of students from other states. As a result, they paid twice the national average annual tuition for dependent students.<sup>2</sup>

DCTAG significantly reduced these tuition costs by providing awards towards the difference between in-state and out-of-state tuition—up to \$10,000 per year and a lifetime maximum of \$50,000. Thanks to DCTAG, District residents pay in-state tuition rates to attend many of the nation's more than 2,500 public colleges and universities. DCTAG also offers students up to \$2,500 per year to attend private Historically Black Colleges and Universities (HBCUs), private nonprofit colleges and universities in the Washington metropolitan area, or public two-year community colleges nationwide.

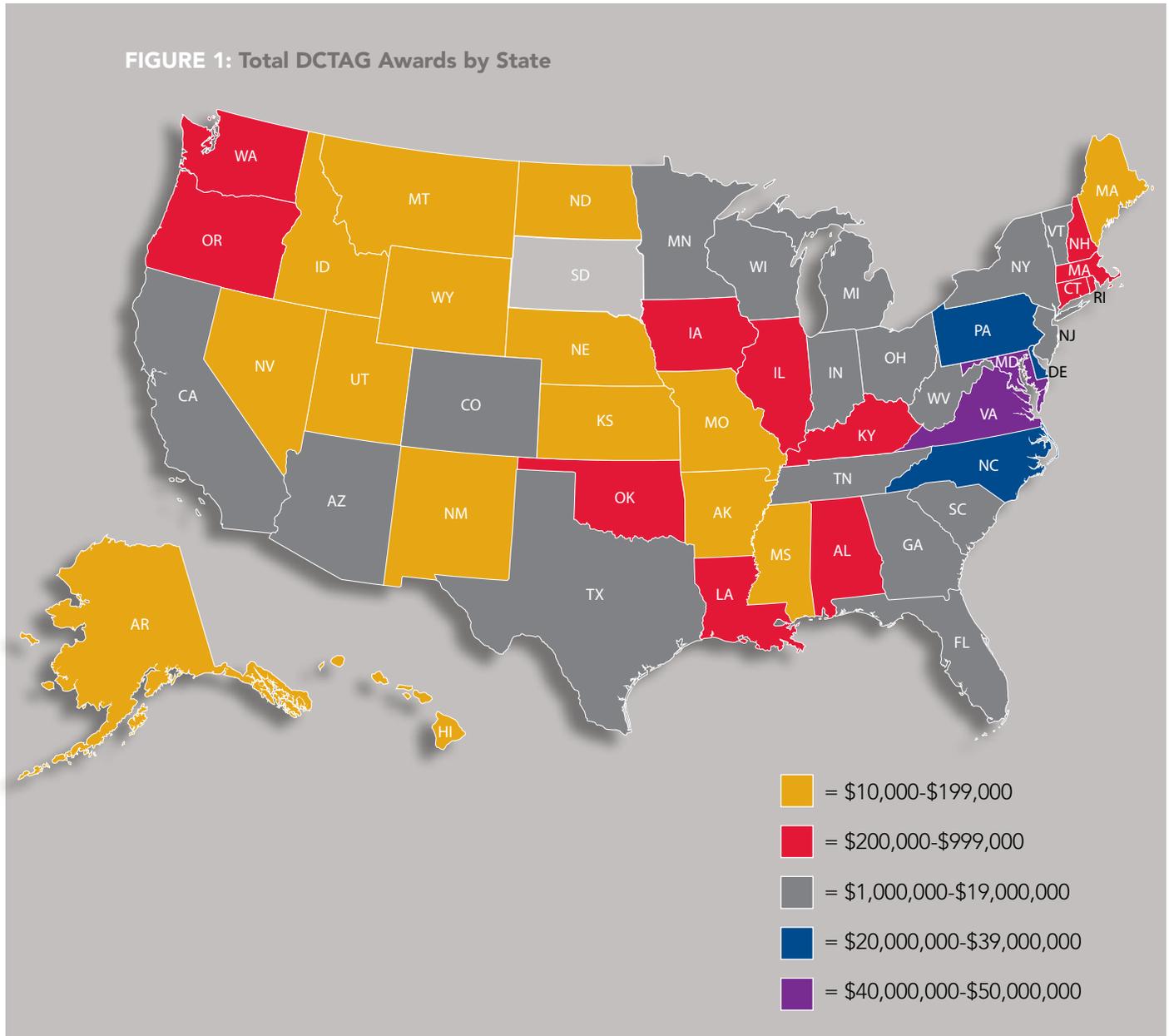
With an initial federal appropriation of \$17 million, the DCTAG program began to bridge the gap between in-state and out-of-state tuition rates at eligible colleges and universities. In the 2007 reauthorization, Congress increased DCTAG funding to \$35.1 million per year. Since DCTAG's inception, 16,081 students have received grants averaging \$6,587 per year, totaling \$235,432,140.<sup>3</sup> In the past 10 years the percentage of the District's high school graduates who are college bound has doubled to 60 percent—nearly 10 percent more than the national average.

<sup>2</sup> Thomas Kane, *Evaluating the Impact of the D.C. TAG*, Working Paper 10658, National Bureau of Economic Research, August 2004.  
<sup>3</sup> As of December 31, 2009.

## Assisting Local Students; Achieving Nationwide Benefits

DCTAG participants have attended 300 colleges and universities in 49 states, bringing an infusion of the District's students as well as federal dollars to state university systems across the nation.

**FIGURE 1: Total DCTAG Awards by State**

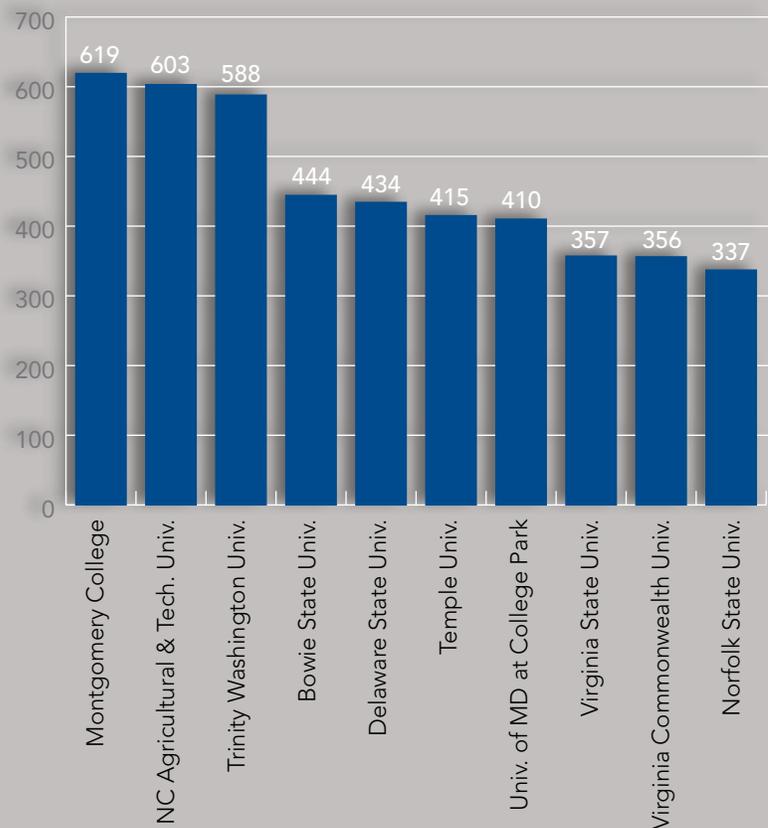




Creating  
Opportunities for  
Higher Education  
Nationwide  
*(continued)*

DCTAG grantees are highly concentrated at colleges and universities in Delaware, Maryland, North Carolina, Virginia, and the District of Columbia. From the 2006-2007 school year through the 2008-2009 school year, the institutions with the highest enrollment of DCTAG grantees are Montgomery College (Maryland), North Carolina Agricultural and Technical University, and Trinity Washington University (DC).

**TABLE 1: Top 10 Institutions Enrolling DCTAG Students, 2006-2007 through 2008-2009**



The highest percentage of DCTAG grantees (22 percent) came from Ward 4, followed by Ward 5 (16.9 percent) and Ward 7 (16.3 percent). During the same period, the number of DCTAG enrolled students increased in all wards except Wards 1 and 2, which had slight declines. These statistics provide a useful indicator for determining where additional student resources and supports may be needed to boost college access and enrollment.

## Responding to Growing Need and Rising Costs

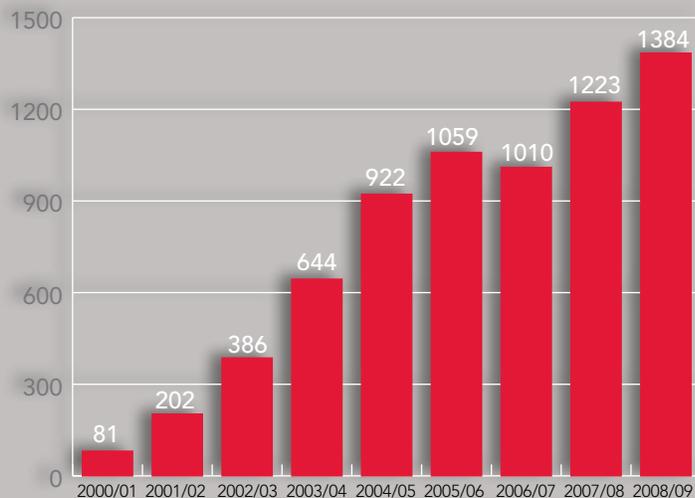
From DCTAG's first program year in 2000-2001 to the 2008-2009 school year, the annual program enrollment more than doubled, from 1,970 to 4,685 grantees. Although participation has remained relatively constant in recent years, it is expected to increase due to rising tuition costs and economic pressures that are steering more students toward public universities. In fact, as tuition and fees for out-of-state students have rapidly increased, the number of DCTAG grantees who are eligible for the maximum grant award grew from 81 in school year 2000-2001 to 1,384 in school year 2008-2009.

**TABLE 2: Number of DCTAG Students Enrolled, 2000-2001 through 2008-2009**



**TABLE 3: Number of DCTAG \$10,000 Awards, 2000-2001 through 2008-2009**

As college costs rise, the number of \$10,000 DCTAG awards is rapidly increasing.



**Continued weaknesses in the economy (i.e., tight credit markets, high costs for energy and food, wage stagnation) will heavily influence residents' college decisions, exponentially increasing applications to the District's state grant programs.**

—OSSE Department of Higher Education Financial Services and Preparatory Programs



## Shifting the Focus from a High School Diploma to a College Degree

DCTAG has made higher education more accessible and affordable for thousands of District residents. At the same time, the program has proven that increasing the District's rates of college enrollment and graduation is more than a matter of money. Students attending high schools in the District of Columbia need support during every step of the college application and enrollment process: to academically prepare for college, identify financial assistance opportunities, and make informed college choices.

### **Confronting Barriers to Higher Education Access**

Many of the District's public high school graduates and their families lack accurate information about obtaining financial aid and college admissions, and therefore never apply. Making informed college choices and obtaining financial assistance are often the first critical steps in making the college dream a reality. Although many students begin the DC OneApp process, less than 50 percent of students who begin an application complete one.

On average, about 90 percent of students who complete DC OneApps do enroll in college. However, DCTAG college enrollees reflect only 40 percent of all public high school graduates, and students who do not secure financial aid are significantly less likely to ever attend college.

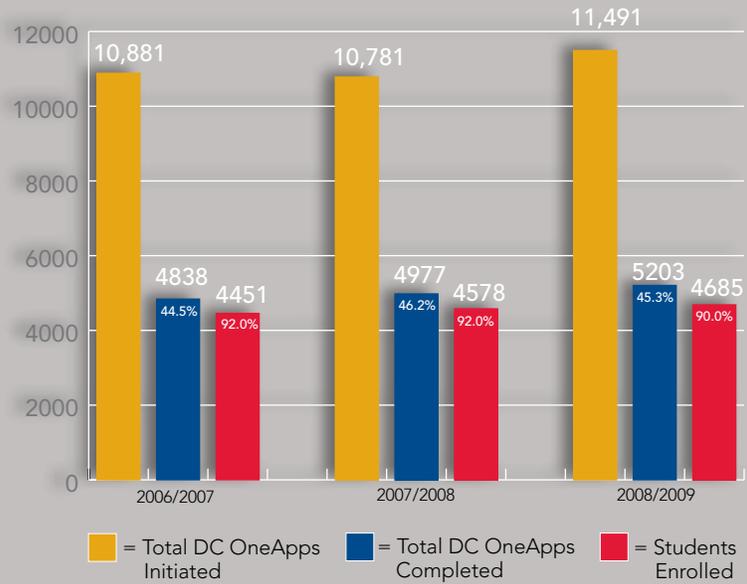




Shifting the Focus  
from a High School  
Diploma to a  
College Degree  
*(continued)*

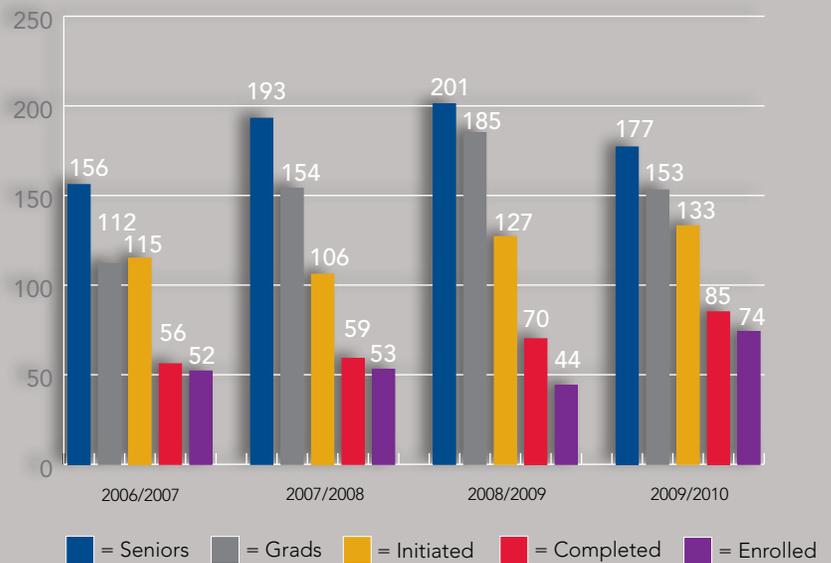
**TABLE 4: DC OneApps Initiated and Completed and Students Enrolled in College, 2006-2007 through 2008-2009**

More than 90 percent of students who complete the DC OneApp enroll in college.



**TABLE 5: A Sample High School's Total Number of Seniors, Graduates, DC OneApps Initiated, DC OneApps Completed, and Students Enrolled in College, 2006-2007 through 2009-2010**

With proper supports, the number of students who complete the DC OneApp and attend college will grow.



For those students who do enroll in college, reaching graduation can be a challenge as well. Only an estimated 9 percent of students who enter 9th grade at a public school in the District complete college within five years of enrolling—compared to 23 percent of students nationwide.<sup>4</sup> Even among DCTAG grantees, many students stop out or drop out on their path to a degree, and just 41 percent graduate from college in six years. While this percentage is comparable with the graduation rate for African American students nationwide, it falls far short of the national graduation rate of 58 percent. Taking advantage of opportunities for collaboration and innovation—particularly in the areas of academic preparation, guidance, and support—will help the program realize a full social return on our investment, wherein every DCTAG grantee earns a college degree.

**TABLE 6: DCTAG Students' College Graduation Rates by Ward and Cohort**

Ward	2003			2004		2005
	4 years or less	5 years or less	6 years or less	4 years or less	5 years or less	4 years or less
1	18.4%	31.2%	36.7%	26.9%	35.0%	18.9%
2	26.3%	50.9%	52.7%	32.8%	41.9%	21.9%
3	44.6%	60.8%	62.2%	48.5%	58.9%	44.8%
4	33.8%	47.7%	51.1%	33.3%	40.0%	23.2%
5	22.8%	37.1%	40.7%	28.0%	33.8%	15.1%
6	33.9%	50.0%	52.5%	29.1%	43.6%	28.8%
7	23.6%	35.0%	39.5%	28.9%	34.1%	18.0%
8	21.8%	35.5%	37.7%	21.5%	29.0%	16.2%
N/E*	34.6%	40.4%	42.3%	16.7%	21.5%	17.4%

\*N/E = Ward information not entered.

4 *Double the Numbers for College Success: A Call to Action for the District of Columbia*, 2006



## Shifting the Focus from a High School Diploma to a College Degree *(continued)*

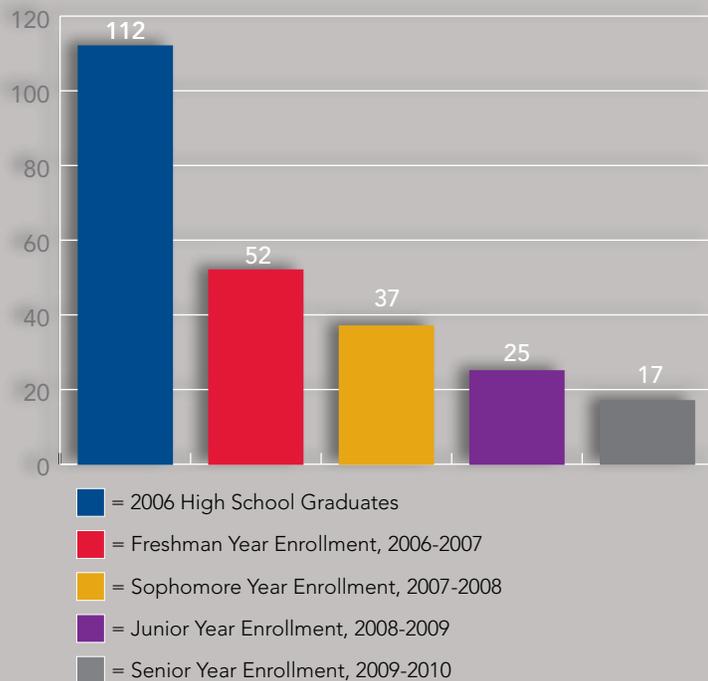
### Forging Partnerships to Increase College Access and Success

Public high schools that have implemented targeted programming to increase college awareness are slowly closing the gap between the numbers of high school graduates and students enrolling in college. The DCTAG program provides an avenue for the DC Office of the State Superintendent of Education (OSSE) to provide supports that these high schools need to help growing numbers of the District's students succeed in not only enrolling in college, but also graduating from college within five years.

DCTAG also facilitates partnerships between the OSSE and universities, national organizations, and local community-based supports and college access providers. These partners look to the OSSE to provide key college outcome data that DCTAG generates, including college enrollment, persistence, and graduation rates.

**TABLE 7: College Persistence Among DCTAG Students from a Sample High School's Class of 2006**

Four years after high school graduation, just 17 of 112 graduates remain in college.



## ***Double the Numbers***

Formed in 2006 by Mayor Adrian M. Fenty, the Council of the District of Columbia, the OSSE, DC Public Schools (DCPS), the public charter school board, the Bill and Melinda Gates Foundation, dozens of college access providers, and other education stakeholders, Double the Numbers aims to foster a college-going culture. This culture helps raise expectations that all students can achieve at a high level, provide supports for students whose parents and guardians did not attend college, and fulfill the promise of public education as a gateway to success and opportunity.

The OSSE is a founding signatory of the Double the Numbers (DTN) coalition. DTN is a citywide effort dedicated to doubling the number of District students who graduate from high school within five years and then enroll in and graduate from college within five years. Through DTN, the OSSE works closely with the District's college access providers (CAPs)—from small volunteer programs serving a single school to large professional organizations working citywide.

## ***Collaboratives***

A key innovation of DTN has been the formation of college access provider "collaboratives" at public high schools, bringing together the CAPs and other school partners to systematically prepare high school students for successful transitions to college. As a member of the collaboratives, the OSSE provides real-time data and technical assistance to CAPs and high school administrators to help them meet their college enrollment goals.

By analyzing the data together, these partners can determine what it reveals about college readiness programs and support and then collaborate on specific improvements to fortify weak areas. In addition, collaboration allows the sharing of complementary data: the OSSE data on DCPS and public charter high school students who attend public colleges and universities, and the CAPs data on students who attend private as well as public institutions.

## ***Building a State Model for College Retention***

Through the US Department of Education's College Access Challenge Grant, the OSSE is creating a model for college retention in partnership with the Posse Foundation, a nonprofit that enlists colleges and universities to award scholarships to extraordinary public high school students and places those



## Shifting the Focus from a High School Diploma to a College Degree *(continued)*

**The public (from parents to policymakers) requires access to information to make informed decisions regarding education. Valid and relevant data is an essential tool of education planning and policymaking for improved student performance and persistence in college.**

—OSSE Department of Higher Education Financial Services and Preparatory Programs

students in supportive, multicultural teams. With help from Posse, the OSSE is piloting a retention program that can be expanded beyond the individual universities to a state—or even national—scale.

### ***High School Outreach***

Awareness about financial aid is a key to student success and drives the DCTAG program. To help raise awareness, the OSSE's Department of Higher Education Financial Services and Preparatory Programs established an active Education Outreach team that provides intense technical assistance to college access providers, students and families at their schools and in the communities where they live.

Every fall, the Education Outreach team visits every public high school to build awareness about DCTAG and other financial aid programs, and inspire excitement among students about their college plans. In January, the team returns to schools to announce the start of the new application season and gives presentations in classrooms and large assemblies. Each spring, the team brings computers and printers to the high schools for onsite application support and makes DCTAG awards on the spot.

This comprehensive outreach practice ensures that students and families remain aware and up-to-date on their eligibility for financial aid. It also maintains strong relationships between school administrators, college access providers, and the OSSE.



## DC OneApp: Leveraging a Powerful Tool for Continuous Improvement

The OSSE launched the DC OneApp in 2005 to streamline and encourage applications for the District’s college financial aid grants, including DCTAG. But it has become much more: a repository of real-time educational data that enables the OSSE to continuously identify and respond to barriers to college access—right down to the level of individual schools.

### **Simplifying Applications for Financial Aid**

The DC OneApp allows students to apply online for four financial aid programs at once, with step-by-step instructions that guide students through eligibility requirements, documents needed to prepare for the application, what to expect during the online process, and “tool tips” and “plain language” definitions of terms to simplify the application process. As students progressively answer questions and determine their eligibility for various grants, the application becomes tailored to the students’ specific needs and provides lists of required supporting documents. The OneApp is designed to complement the Free Application for Federal Student Aid (FAFSA) to ensure that District college-goers apply for both state and federal aid annually.

### **Tracking Critical Postsecondary Data**

As a pioneering database on comprehensive postsecondary education, the DC OneApp is well positioned to serve as a national model. Unlike most state postsecondary databases, the DC OneApp tracks postsecondary data for students who attend college across the nation, rather than only within the state. The data encompasses college graduation rates; transfer patterns; retention success; institutional, student, and staff performance; and more. Thanks to the OneApp, the OSSE is able to provide real-time data on District students’ access to financial aid and higher education outcomes that inform the work of schools, college access providers, and universities.

**DC OneApp received a 2006 Digital Education Achievement Award from the Center for Digital Education—the leading source for analysis on the use of technology in education—for cutting-edge, innovative education technology that is user-friendly and results in more efficient operations.**

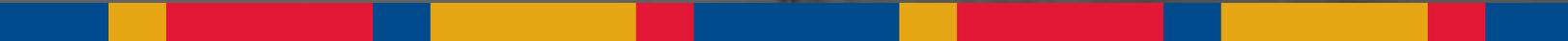


## Looking Ahead: Strategic Support for Policy and Practice

As the largest college access program in the District, the DCTAG program has positioned the OSSE as an expert voice in higher education financing while generating 10 years of data on 16,000 high school graduates. This data provides a wealth of information on the students' college enrollment, postsecondary education outcomes, and both the barriers and the supports that affect their ability to succeed.

Armed with this information, the OSSE has forged effective partnerships with nonprofits and public high schools to strengthen college preparation, pursuit, and persistence. The office provides intensive technical assistance and support to help students complete the DC OneApp and navigate the federal financial aid system, consider college options, and make the best college choices.

Yet the OSSE has only scratched the surface of the enormous potential for using DCTAG's data and outcomes to enhance college readiness and success. While the data points to a number of opportunities for programmatic intervention to support college persistence, it also lays the groundwork for a state-level higher education policy agenda that can systemically improve the educational outcomes of District students.





Looking Ahead:  
Strategic Support  
for Policy and  
Practice  
*(continued)*

### P-16 Alignment

The data in the DC OneApp provides the foundation on which to build an aligned system of education in the District from early childhood through college. Several states put their longitudinal data to work by creating policies that ensure students make smooth transitions throughout their entire educational careers. For example, states such as Florida, Georgia, Kentucky, and Maryland use **high school feedback reports** to encourage shared knowledge and communication between the K-12 and higher education systems. These annual reports—which offer data to high schools on college enrollment, remedial education needs, course choice, financial aid awards, and college credit accumulation—help high school administrators bridge the gap between high school preparation and college success.

Many states also use longitudinal data on high school preparation and college outcomes to align high school academic standards with expectations of colleges and universities. **Standards alignment** ensures that what students learn in high school will adequately prepare them for the rigors of college-level work. With further research and technical enhancements, the DC OneApp will have the potential to collect and analyze all of the necessary data to effectively support P-16 policy initiatives in the District.

### Early Intervention

DCTAG data and research suggest a number of reasons—financial, academic, and social—why students may not persist in college. Using data housed in the DC OneApp in combination with other factors such as high school characteristics, educational performance, and college choice, the database has the potential to trigger an **early intervention system**, identifying those students who may need extra support to be successful in college long before they reach the college campus.

## College Preparation

DCTAG data suggest—and college access providers agree—that early exposure to college life and academics can inspire students to work hard to achieve their postsecondary dreams. At least 40 states use **dual enrollment**—the opportunity for high school students to take college courses—as a vehicle for exposing students to college-level work and increasing college readiness.

Colleges and high schools in the District have developed numerous dual enrollment programs that offer students the opportunity to pursue everything from advanced courses in a foreign language to completing an associate’s degree before graduating from high school. The next step is to establish state-level policy that supports these programs and partnerships. Dual enrollment programs can prepare DCTAG grantees for college-level work, and the DC OneApp can track outcomes of dual-enrolled students as they enter colleges across the nation.

## Financial Aid

Thanks to investment by local private foundations and college access providers, DC students have significant opportunities to obtain financial aid for college tuition beyond DCTAG and federal sources. However, few programs offer aid that covers other essential college costs like room, board, books, and transportation. The OSSE is preparing to release research that will shed light on students’ additional financial needs and how the state can support the delivery of **comprehensive financial aid** that fills funding gaps, significantly reduce financial need, and rewards students who stay on track to graduation.

DCTAG has produced exemplary results in both exponentially expanding higher education options for the District’s students and generating invaluable data for tracking their progress. Now it is the OSSE’s responsibility—and commitment—to leverage these enormous resources for even greater postsecondary preparation and achievement in the decades to come.

## CONTACT INFORMATION

DC Office of the State Superintendent of Education  
Higher Education Financial Services and Preparatory Programs  
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202-727-2824

## APPENDIX A: HEFS FINANCIAL AID PROGRAMS

The DC OSSE's Department of Higher Education Financial Services and Preparatory Programs administers all of the District's state-level higher education grant programs—awarding more than \$40 million per year in grants to DC residents pursuing their first undergraduate degrees at colleges and universities in the Washington metropolitan area and nationwide.

**DC Tuition Assistance Grant** – a grant that expands higher education choices for District residents by providing up to \$10,000 toward the difference between in-state and out-of-state tuition at public universities throughout the United States and its territories. The grant also provides up to \$2,500 per academic year toward tuition at private colleges in Washington, DC; private Historically Black Colleges and Universities (HBCUs) nationwide; and two-year colleges nationwide.

**DC Leveraging Educational Assistance Partnership (DCLEAP)** – a federal financial aid grant for DC residents who demonstrate financial need. The District of Columbia generously overmatches the federal requirement to provide more than 3,000 grants to those students most in need.

**DC Adoption Scholarship Program** – a fund established under the Adoption Voucher Act of 2001 for the postsecondary education of DC youth who were either adopted from the Child and Family Services Agency on or after October 2001 or lost one or both parents as a result of the September 11, 2001, attacks. Scholarships are neither need nor merit based.

**Mayoral Valedictorian Program (MVP)** – a locally funded grant to recognize, encourage, and support the higher education pursuits of public and public charter high school valedictorians. The program provides a one-time, discretionary \$1,000 award directly to the student for incidental college costs such as fees, books, travel, and personal expenses.

**United States Senate Youth Program (USSYP)** – a program designed to deepen students' understanding of America's political processes and encourage them to consider public service careers. USSYP provides opportunities for students nationwide who demonstrate leadership abilities and rank academically in the top 1 percent of their class.

**Robert C. Byrd Honors Scholarship** – scholarships of \$1,500 to recognize academically exceptional high school seniors who show promise of continued excellence in postsecondary education, for use at public and private colleges and universities throughout the United States, Guam, and Puerto Rico.

## APPENDIX B: ABOUT THE DATA

The data in this report reflects considerable research and analysis using student-level data that is housed in the DC OneApp, provided by the National Student Clearinghouse, and provided by individual colleges, universities, and public high schools. The data includes 14,458 students who attended college between academic years 2000-2001 and 2008-2009. When statistically insignificant, "others" and "unknowns" were excluded from the report.

The data regarding "applicants" or "applications" includes only those students who attempted or completed an application for a DCTAG grant. The data regarding "enrollment" and "enrollees" includes only those students who were deemed eligible for a DCTAG award and attended a DCTAG-eligible college or university. Students who received other state grants such as the DCLEAP grant or attended an ineligible college or university such as the University of the District of Columbia are not included in this report.

The analyses regarding college graduation were conducted with research support from faculty and graduate students at the University of Michigan School of Education. The overall graduation rate was determined as a proportion of the 8,891 first-time college-goers who enrolled between 2000 and 2005. There are 121 students who are not accounted for in the graduation analyses, as their graduation status could not be confirmed by the institutions they attended. Table six reflects a subset of this group: students who enrolled in a college for the first time in 2003, 2004, and 2005. The number of students in each cohort is as follows: 2003: 1,462; 2004: 1,515; 2005: 1,403.