



THE EDUCATION TRUST

Access to Success in America:

Where Are We? What Can We Do?

Bakersfield College

April, 2014

Copyright 2014 The Education Trust



America: Two Powerful Stories



1. Land of Opportunity:

Work hard, and you can become anything you want to be.



2. Generational Advancement:

Through hard work, each generation of parents can assure a better life — and better education — for their children.



These stories animated hopes and
dreams of people here at home

And drew countless immigrants to
our shores



Yes, America was often
intolerant...

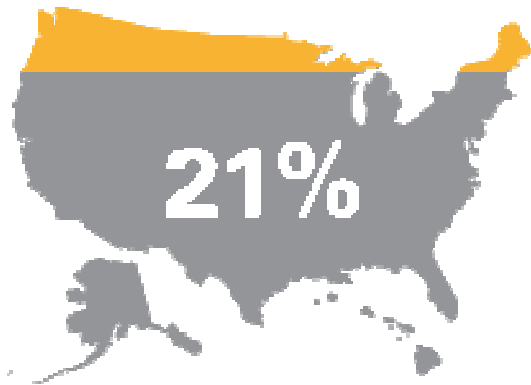
And they knew the “Dream” was a
work in progress.

We were:

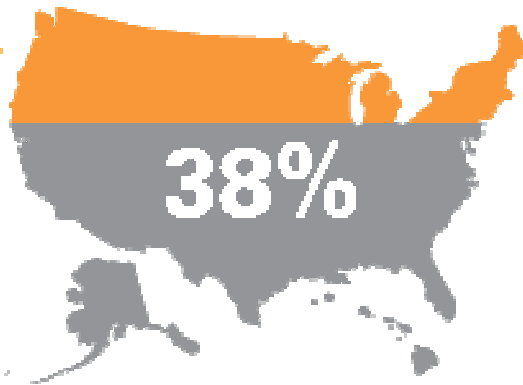
- The first to provide universal high school;
- The first to build public universities;
- The first to build community colleges;
- The first to broaden access to college, through GI Bill, Pell Grants, ...

Percent of U.S. adults with a high school diploma

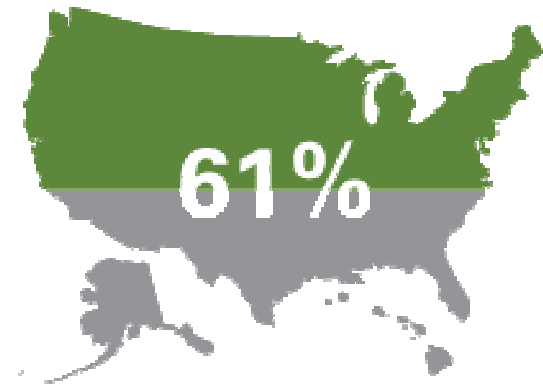
1920



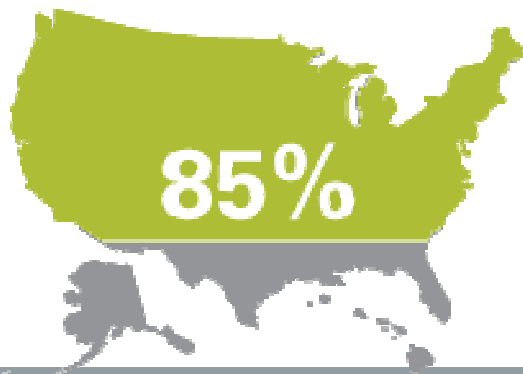
1940



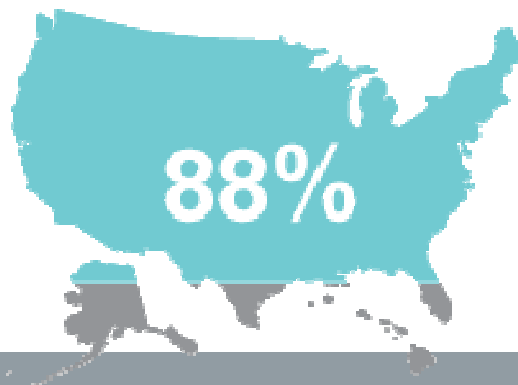
1960



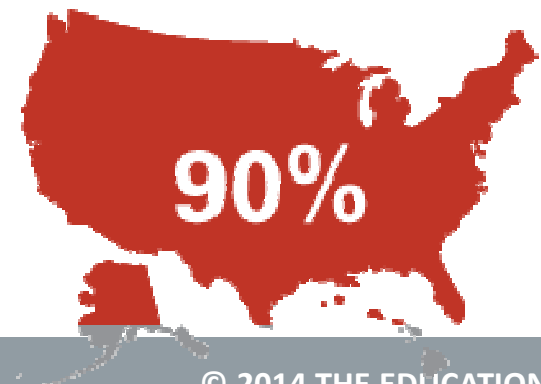
1980



2000

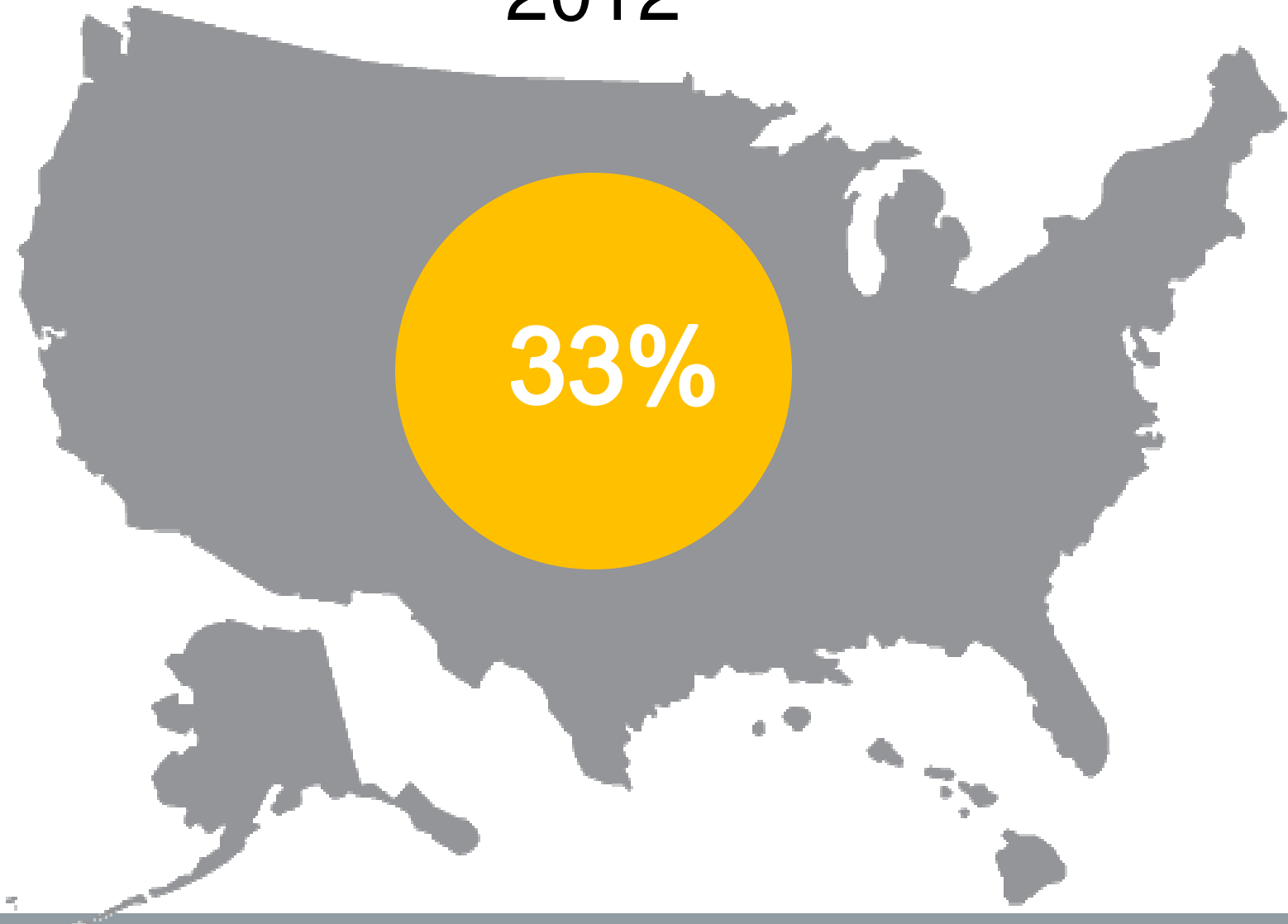



2012



Percent of U.S. adults with a B.A. or more

2012

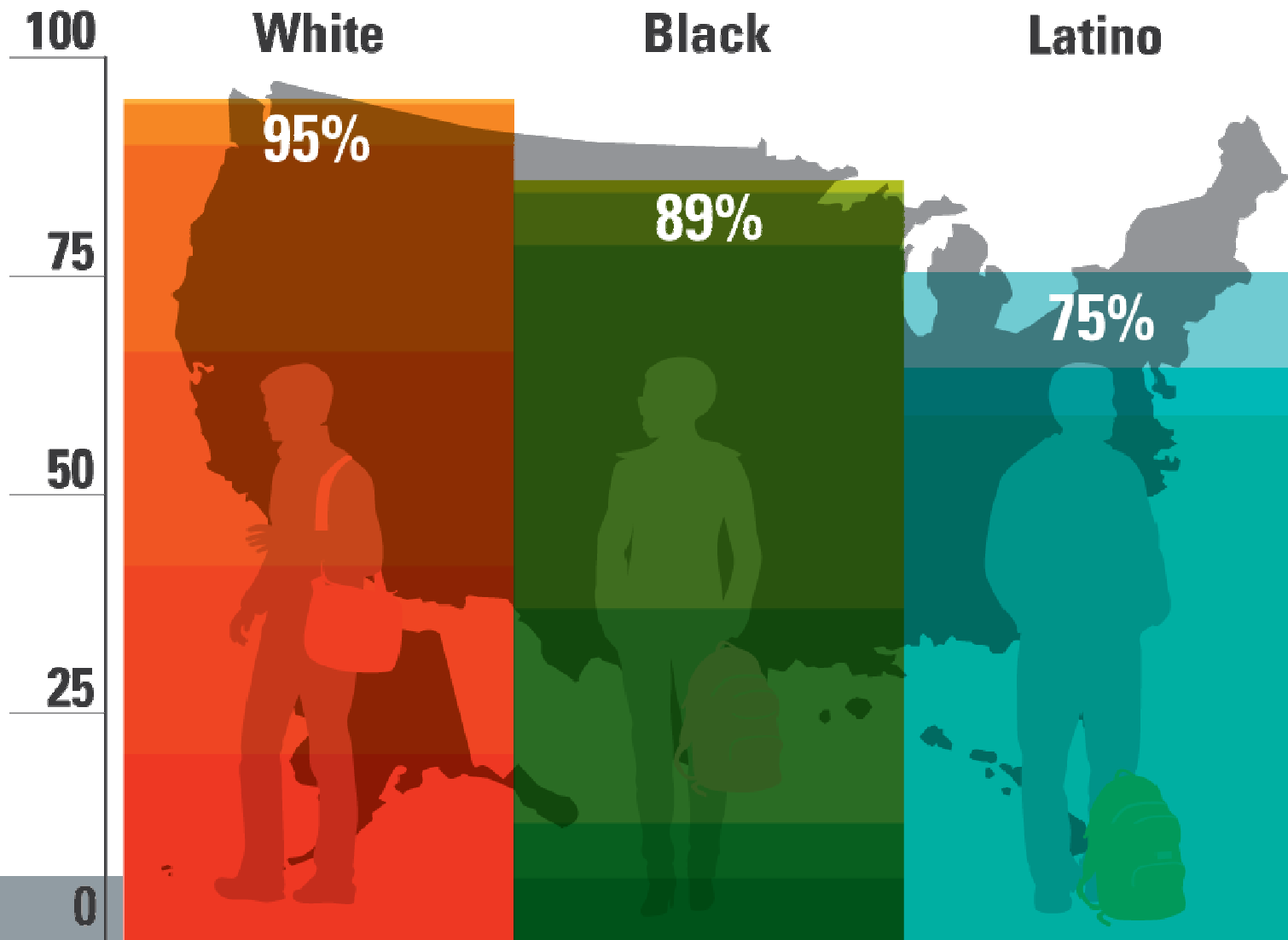




Progress was painfully slow,
especially for people of color.
But year by year, decade by
decade...

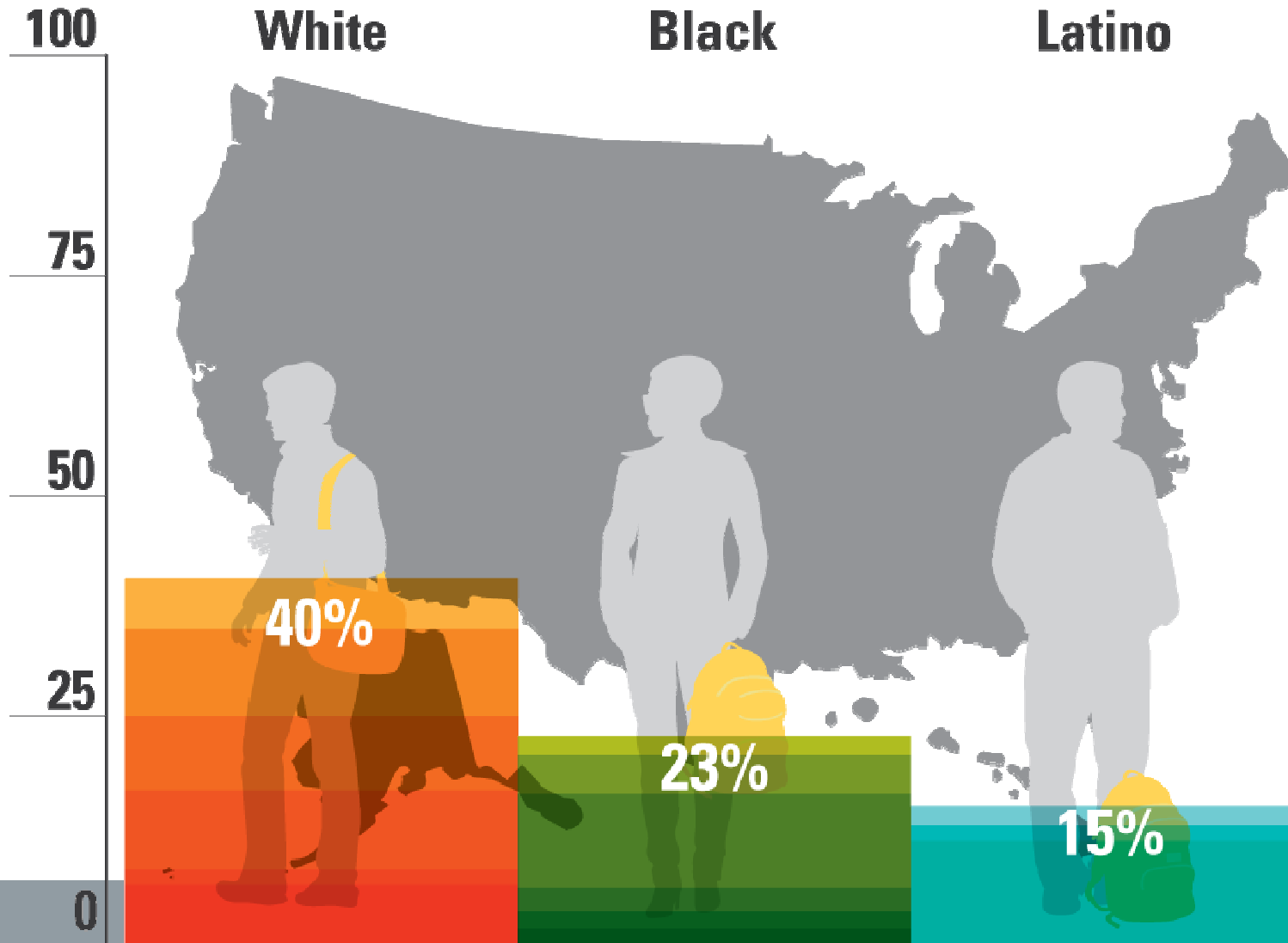
Percent of U.S. adults with a high school diploma, by race

2012




Percent of U.S. adults with a B.A. or more, by race

2012





**Then, beginning in the eighties,
inequality started growing again.**



In the past four years alone, 95% of
all income gains have gone to the
top 1%.

Source: Stiglitz, "Inequality is a Choice," *New York Times*, October 13, 2013.

In 2012:

- In 2012, the top 5% of Americans took home 22% of the nation's income; the top .1% took home 11%.
- And the bottom 20% took home just 3%.

Source: DeNavas-Walt, Proctor, & Smith, "Income, Poverty, and Health Insurance Coverage in the United States: 2012," U.S. Census Bureau, September 2013; Stiglitz, "Inequality is a Choice," New York Times, October 13, 2013.

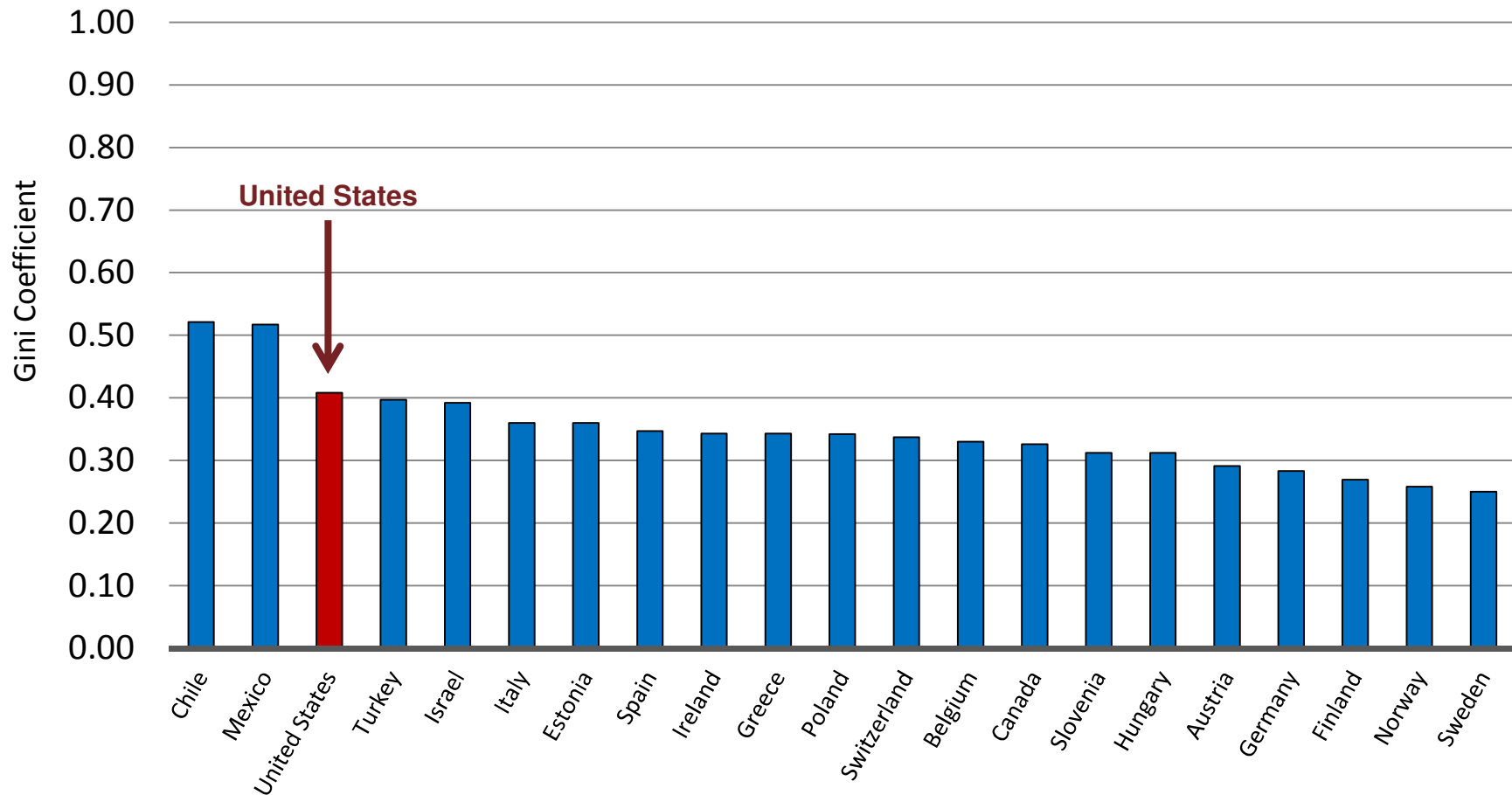
Median Wealth of White Families

20 X that of African Americans

18 X that of Latinos

Source: Rakesh Kochhar, Richard Fry, and Paul Taylor, "Twenty-to-One: Wealth Gaps Rise to Record Highs Between Whites, Blacks, and Hispanics," Pew Social & Demographic Trends, 2011.

Instead of being the most equal, the U.S. has the third highest income inequality among OECD nations.



Note: Gini coefficient ranges from 0 to 1, where 0 indicates total income equality and 1 indicates total income inequality.

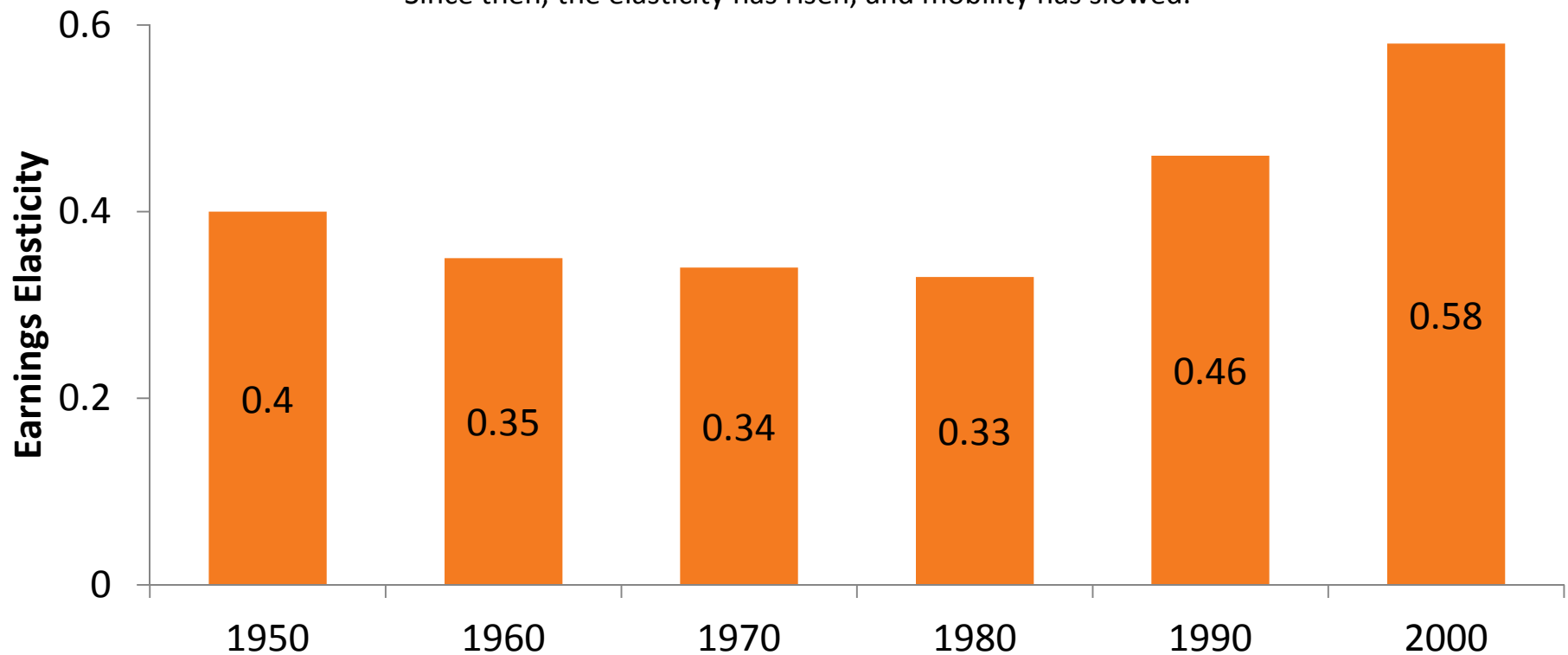
Source: United Nations, U.N. data, <http://data.un.org/DocumentData.aspx?q=gini&id=271>: 2011



Not just wages and wealth, but
social mobility as well.

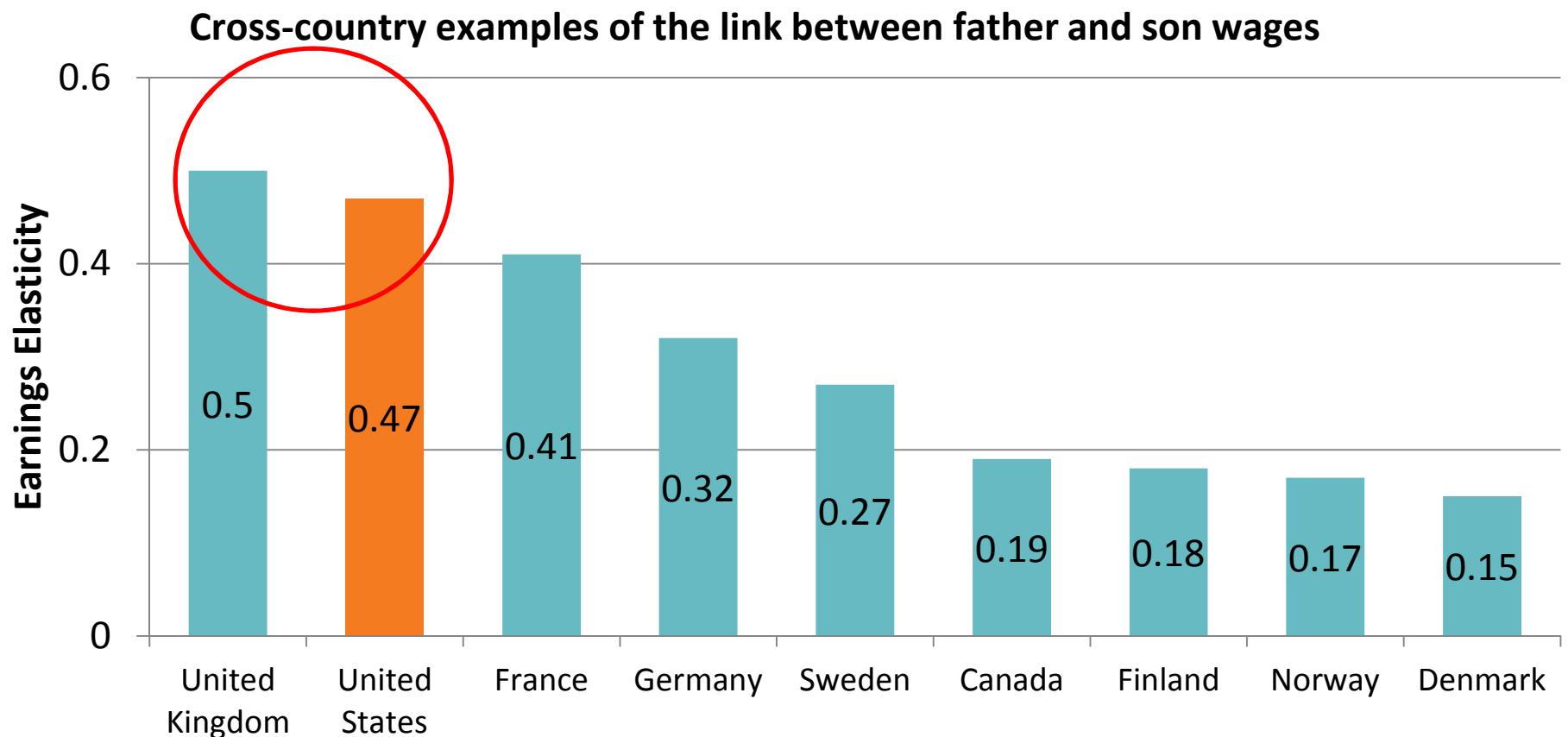
U.S. intergenerational mobility was increasing until 1980, but has sharply declined since.

The falling elasticity meant increased economic mobility until 1980.
Since then, the elasticity has risen, and mobility has slowed.




Source: Daniel Aaronson and Bhashkar Mazumder. *Intergenerational Economic Mobility in the U.S., 1940 to 2000*. Federal Reserve Bank of Chicago WP 2005-12: Dec. 2005.

Now, instead of being the “land of opportunity,” the U.S. has one of lowest rates of intergenerational mobility.



Source: Tom Hertz, “Understanding Mobility in America” (Washington, D.C.: Center for American Progress, 2006).



At macro level, better and more
equal education is not the only
answer.

But at the individual level, it really is.

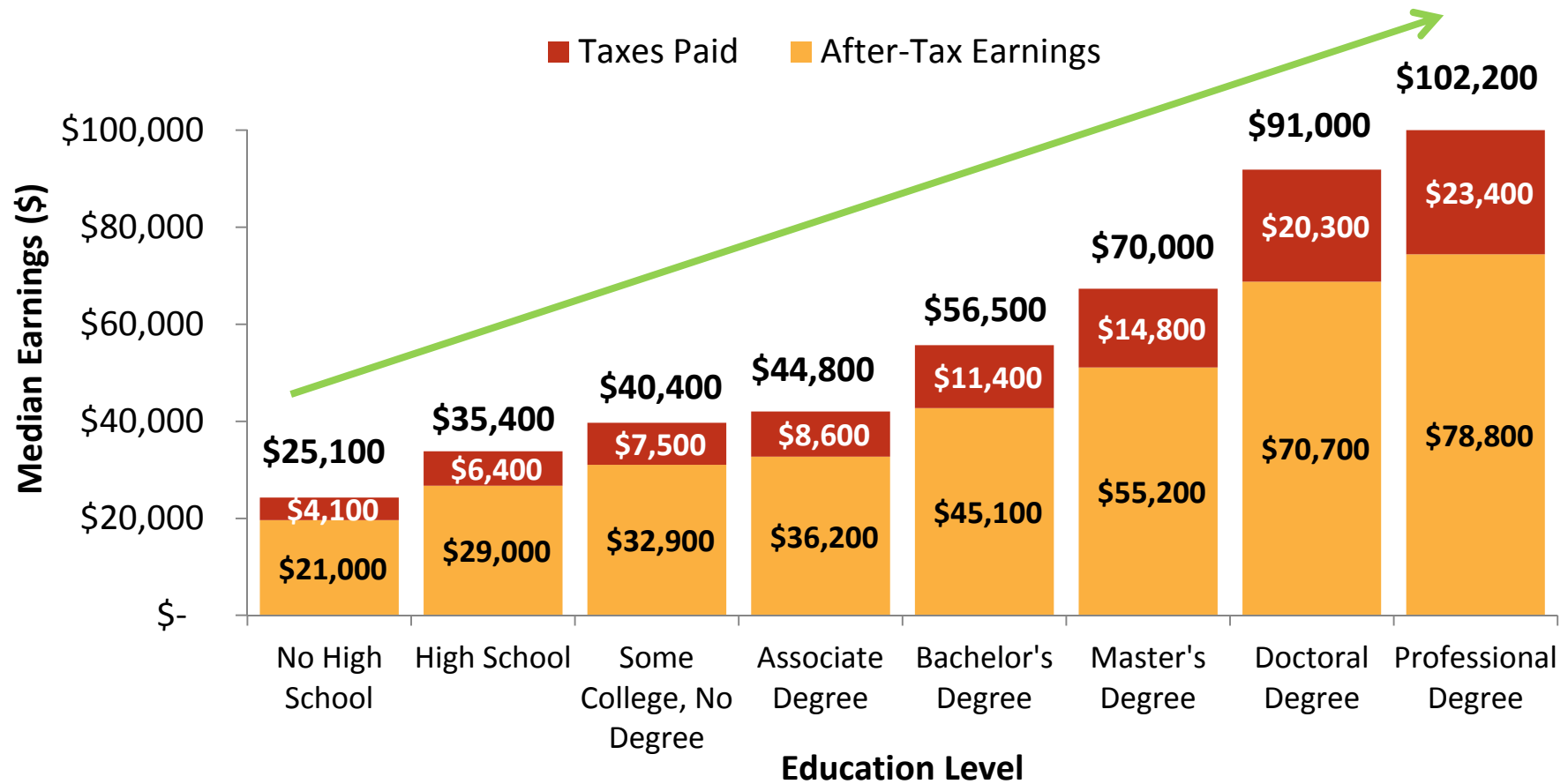
Overwhelming message about what matters in turning this around?

Education.

“Among those who have finished four years of college, there is no racial gap in economic mobility. Both whites and blacks experience very high rates.”

Source: Upward Intergenerational Mobility in the US. PewTrusts.

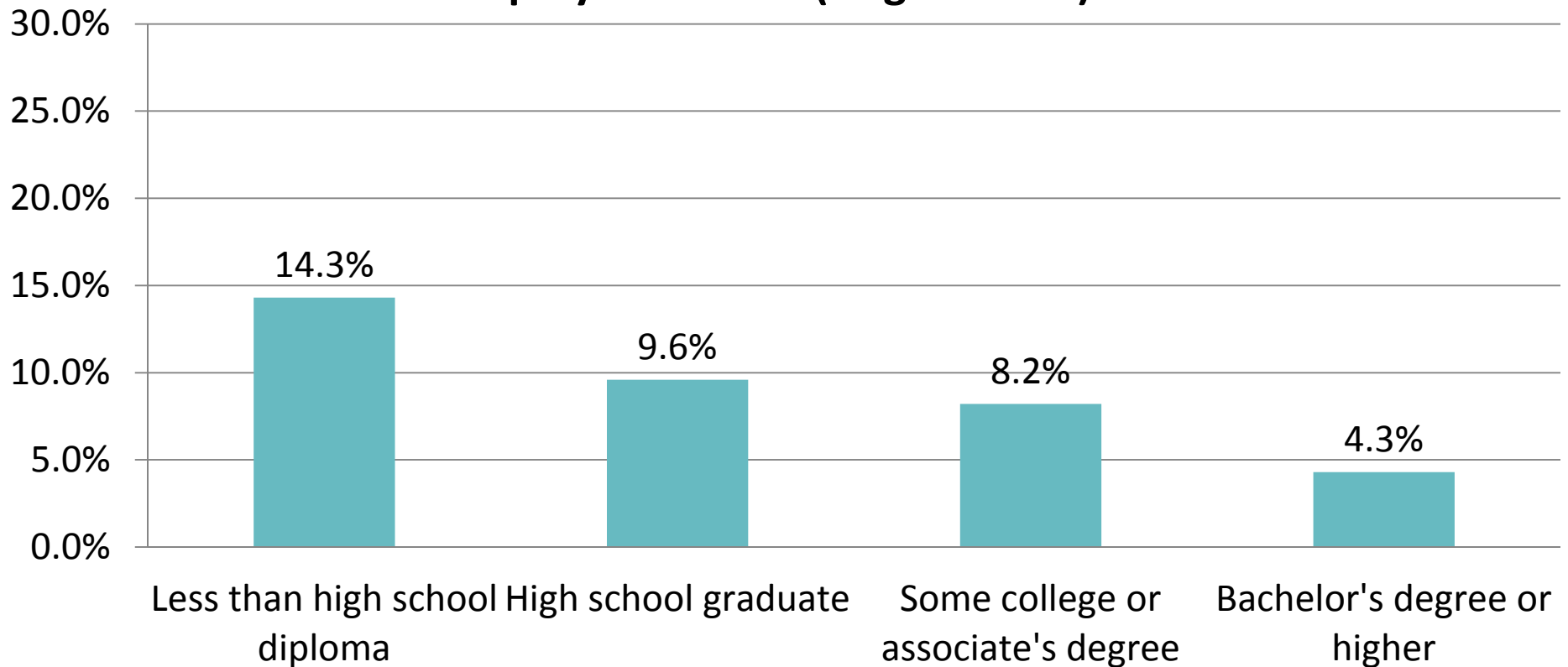
College Grads Earn More



Source: College Board, Education Pays, 2013, Figure 1.1: Median Earnings and Tax Payments of Full-Time Year-Round Workers Ages 25 and Older, by Education Level, 2011

College Grads Less Likely to be Unemployed

Unemployment Rate (August 2011)



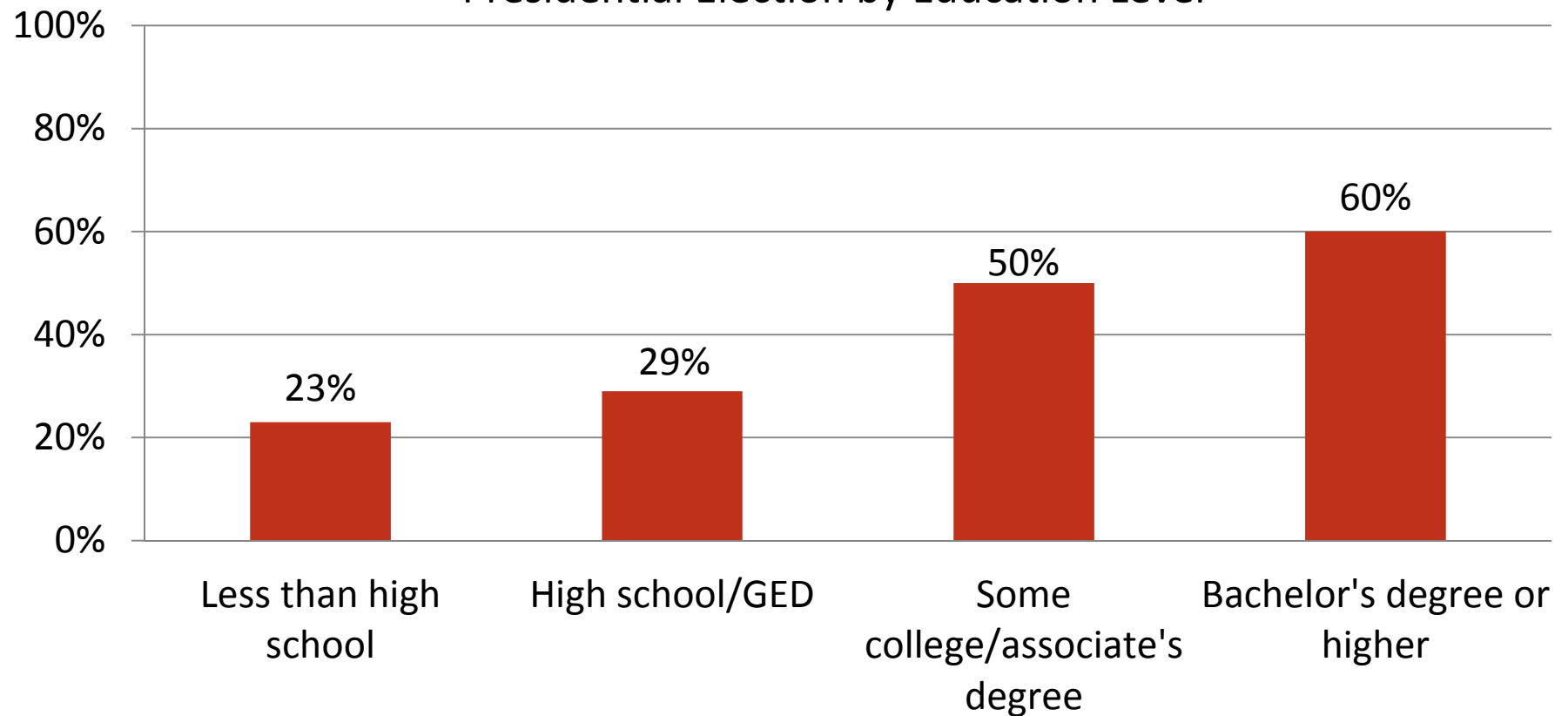
Source: U.S. Bureau of Labor Statistics, Table A-4, <http://www.bls.gov/news.release/empsit.t04htm>



They also stand out on the
other things we value.

College graduates more likely to vote

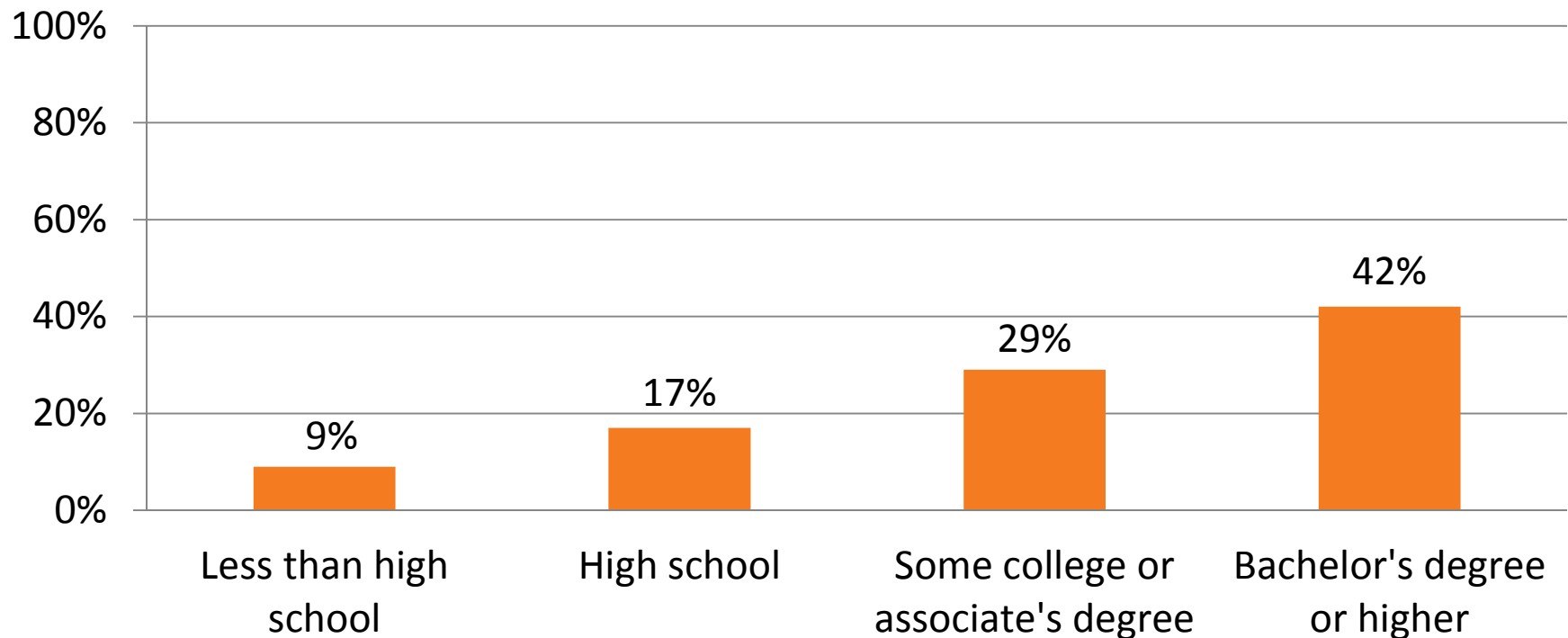
Percent of US Citizens Aged 18-24 Who Voted in the 2012 Presidential Election by Education Level



Note: Data include both those who are and are not registered to vote.
Source: Education Pays 2013, The College Board

College graduates more likely to volunteer

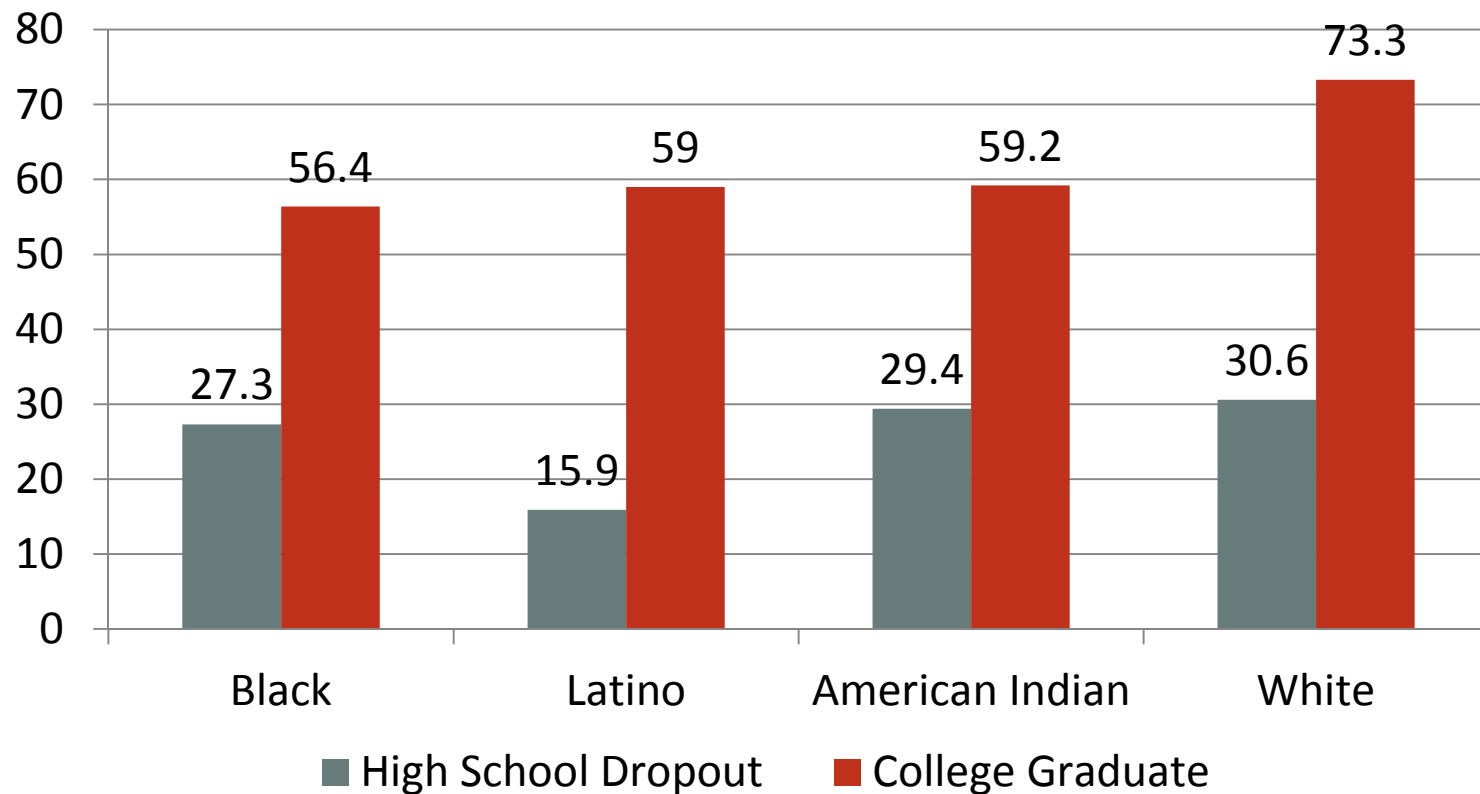
Percent of Adults 25 and Over Who Volunteered in 2012 by Education Level



Note: Data represent percentage of total population that reported volunteering from September 2008 to September 2009

Source: Education Pays 2013, The College Board

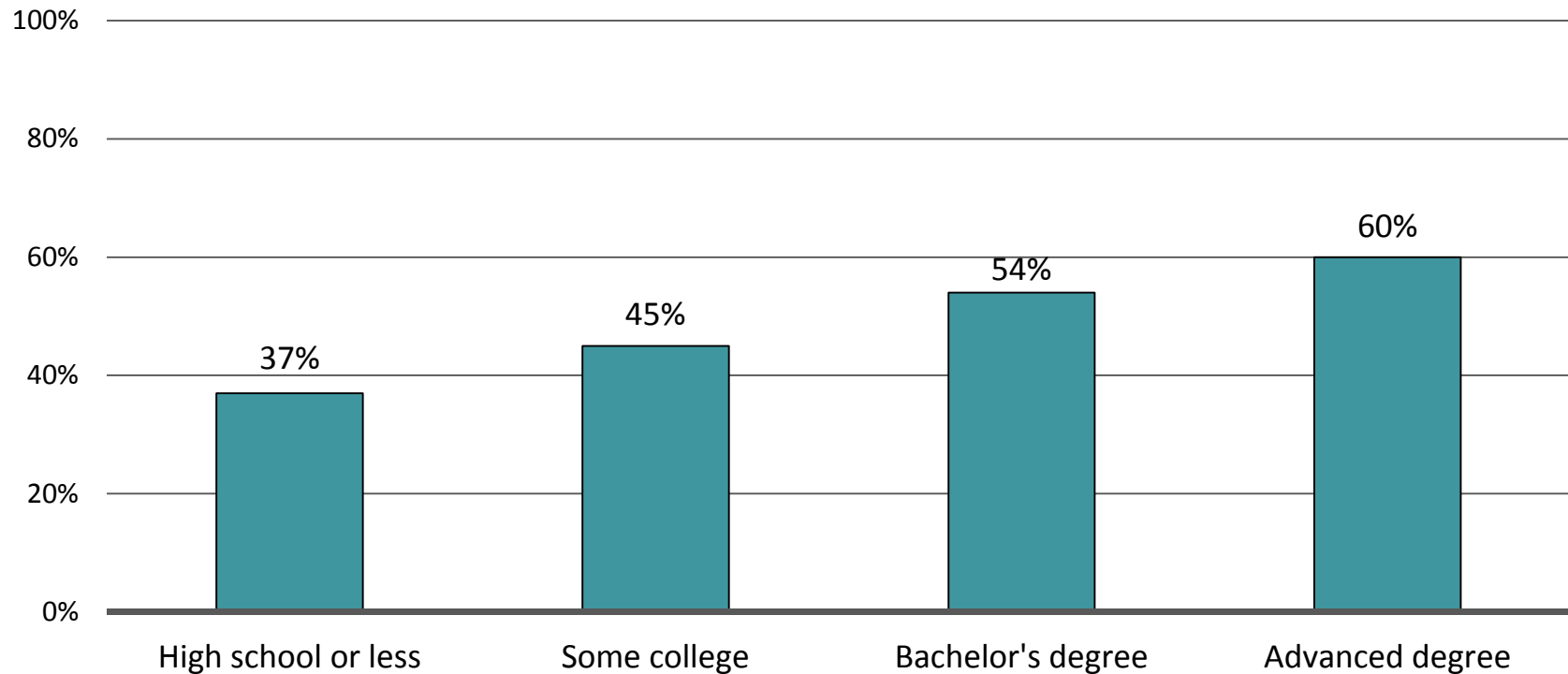
College Grads of all races far more likely to be in “Very Good” or “Excellent” Health




Source: Robert Wood Johnson Foundation Commission for a Healthier America, 2009

College Grads Even Have Better Mental Health


Percentage of respondents reporting themselves to be in excellent mental health



Source: Gallup, "Strong Relationship Between Income and Mental Health" (2007)




There is one road up, and that road
runs through us.



What schools and colleges do, in other words, is hugely important to our **economy**, our **democracy**, and our **society**.

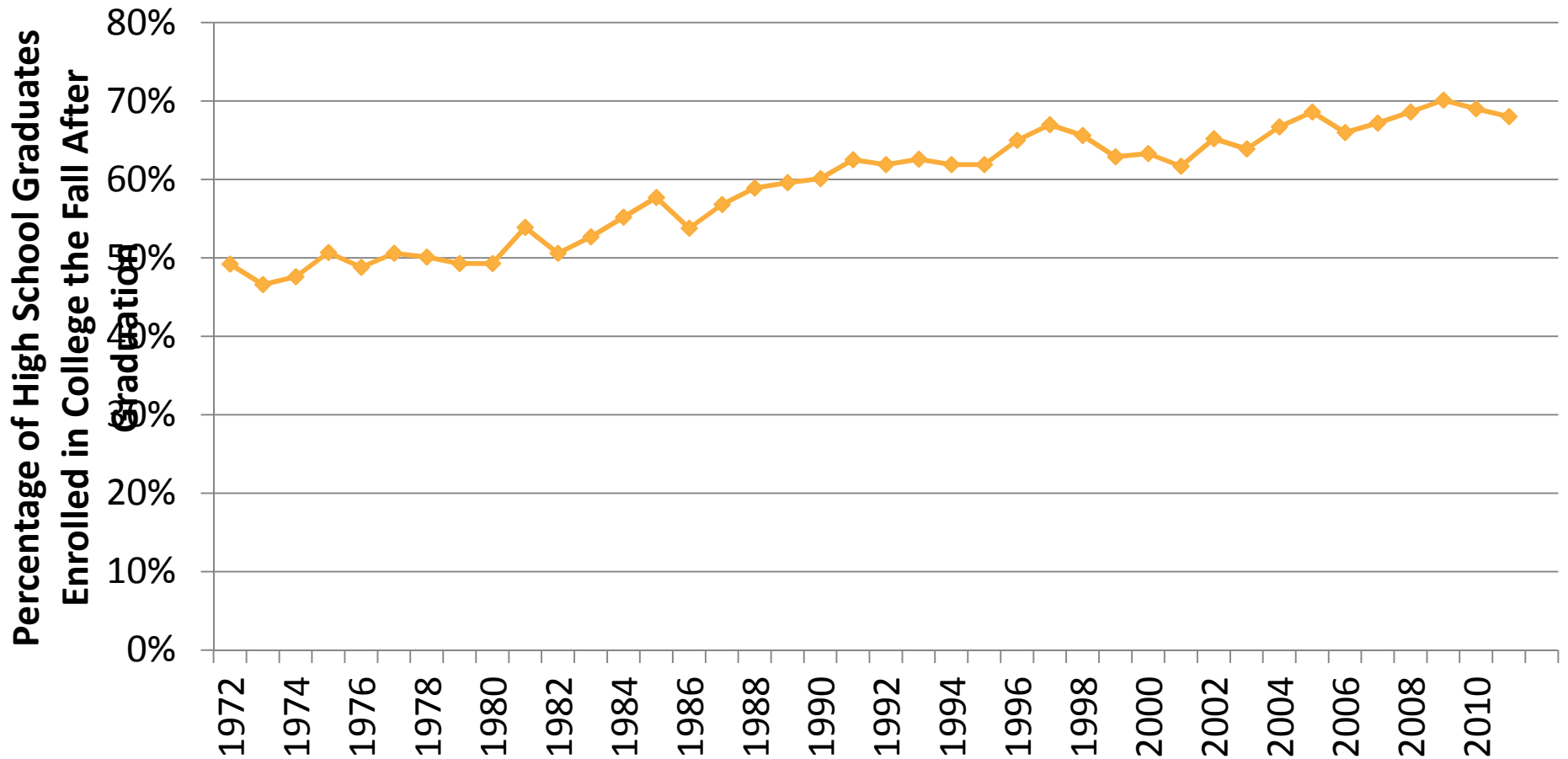
So, how are we doing?





Over past 30 years, we've made
a lot of progress on the access
side.

Immediate College-Going Up



Note: Percent of high school completers who were enrolled in college the October after completing high school

NCES, *The Condition of Education 2010* (Table A-20-1) and *The Condition of Education 2011* (Table A-21-1).



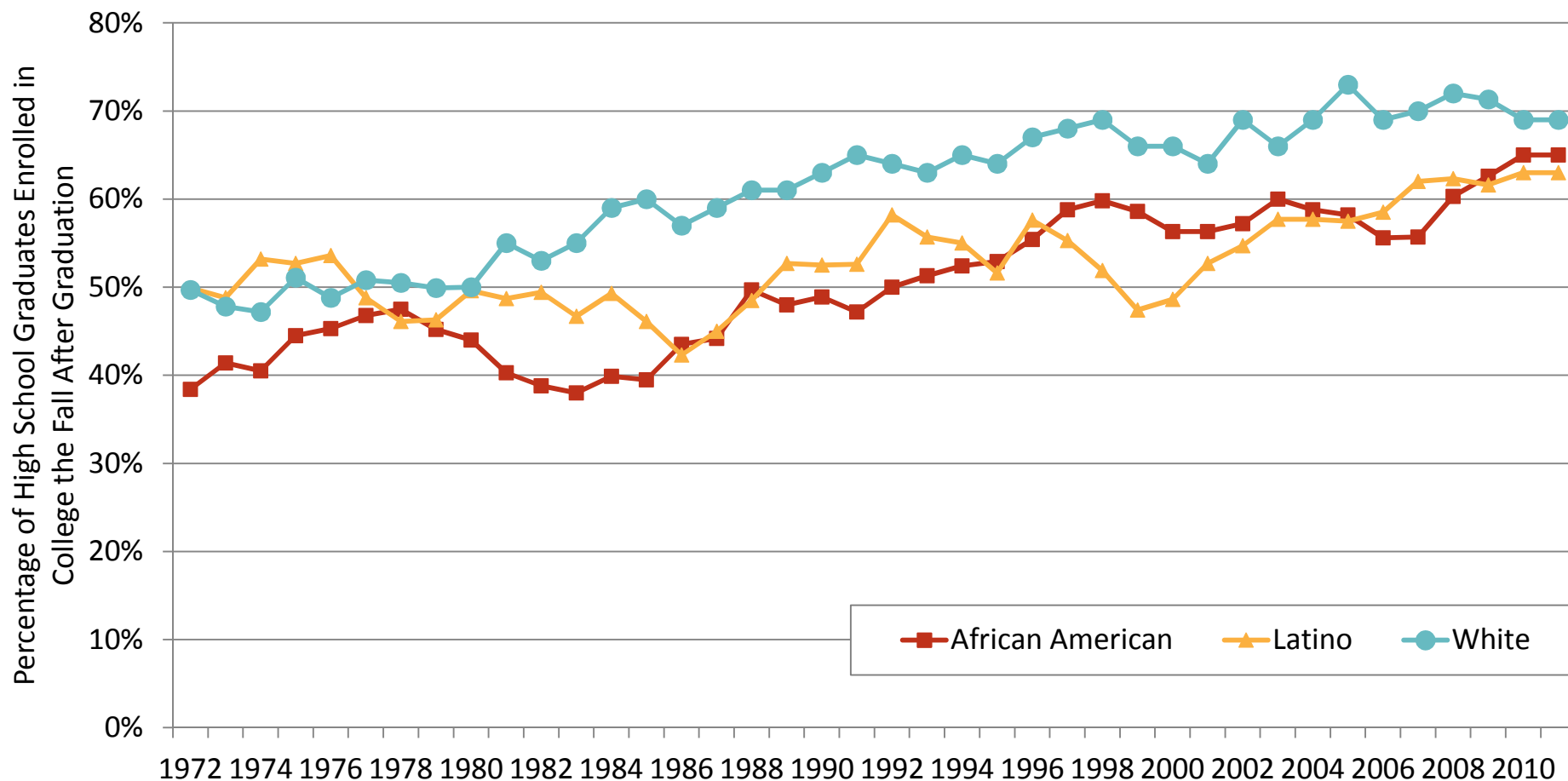
College-going is up for all
groups.

NCES, *The Condition of Education 2010* (Table A-20-3) and *The Condition of Education 2011* (Table A-21-2).



© 2014 THE EDUCATION TRUST

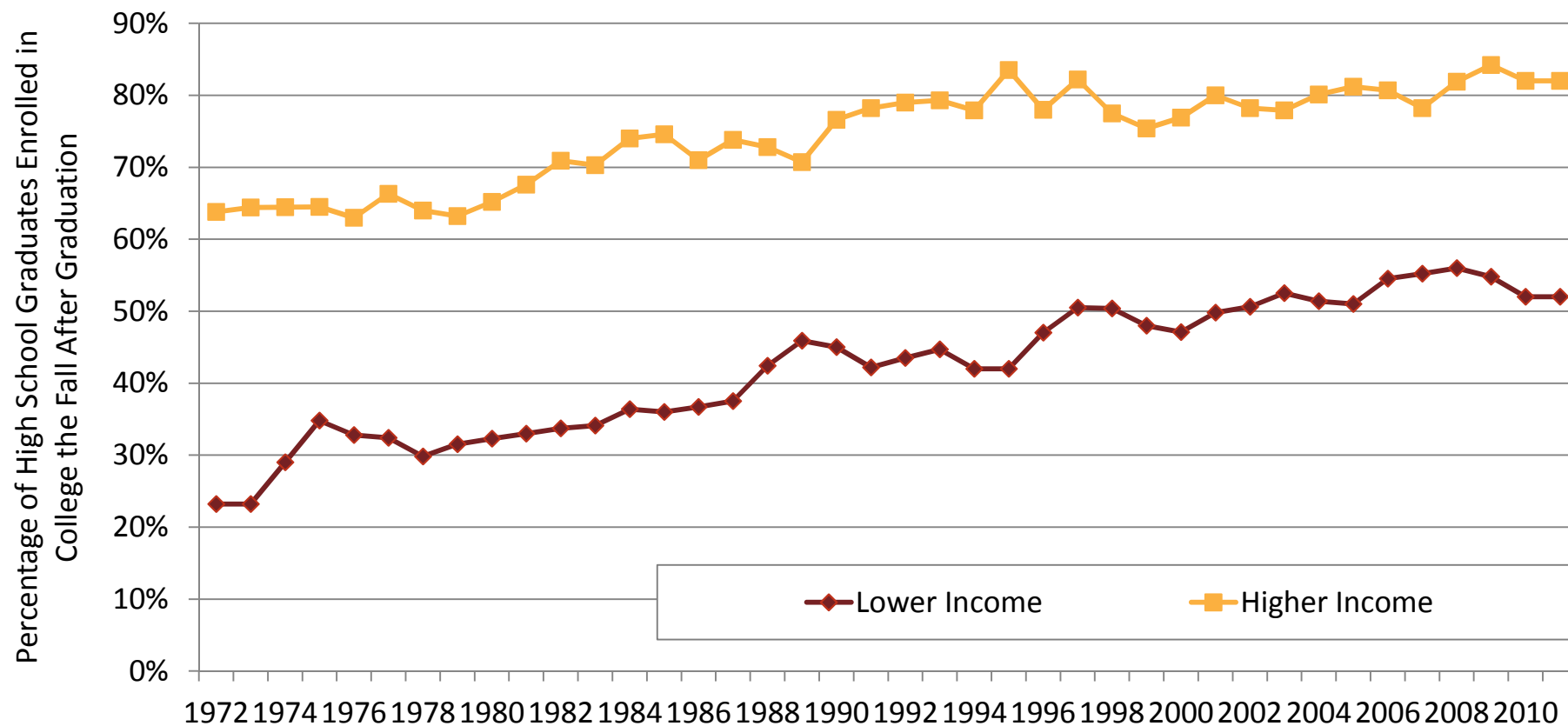
Immediate College-Going Increasing for All Racial/Ethnic Groups: 1972 to 2009



Note: Percent of high school completers who were enrolled in college the October after completing high school


NCES, *The Condition of Education 2010* (Table A-20-3) and *The Condition of Education 2011* (Table A-21-2).

College-Going Generally Increasing for All Income Groups



Note: Percent of high school completers who were enrolled in college the October after completing high school

NCES, *The Condition of Education 2010* (Table A-20-1) and *The Condition of Education 2011* (Table A-21-1).



But though college-going up
for students of color, gains
among whites are often
larger...



And though college going up
for low-income students...

A modern living room with a large flat-screen TV mounted on a light-colored wall. The TV screen displays the percentage "54%" in white text on a dark background. To the left of the TV are two framed pictures stacked vertically. To the right is a lamp with a dark shade and a glass base. Below the TV is a long, low-profile console table with dark drawers and a light top. On the table are several decorative items: a tall vase with green reeds, two smaller glass vases, and a small lamp with a glass base and a dark shade. The overall aesthetic is clean and contemporary.

54%


Low-Income Students Going to College 2009

Source: NCES, The Condition of Education 2009, Indicator 21- Table A.21-1.



High-Income Students Going to College 1979

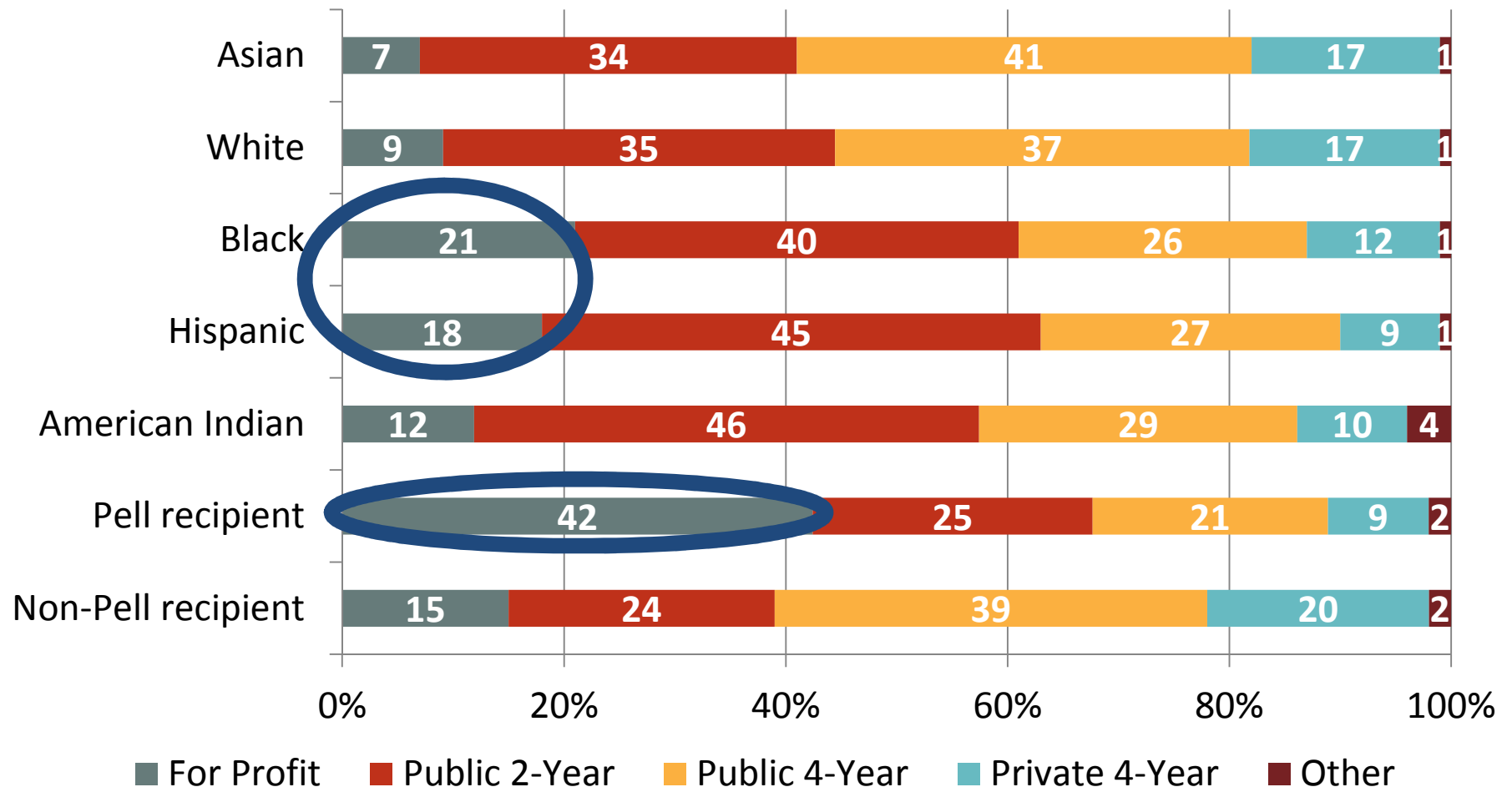
Source: NCES, The Condition of Education 2009, Indicator 21- Table A21-1.



**But access isn't the only
issue:**

There's a question of access to
what...

1/5 of black and Hispanic students and 2/5 of Pell recipients begin at for-profit colleges

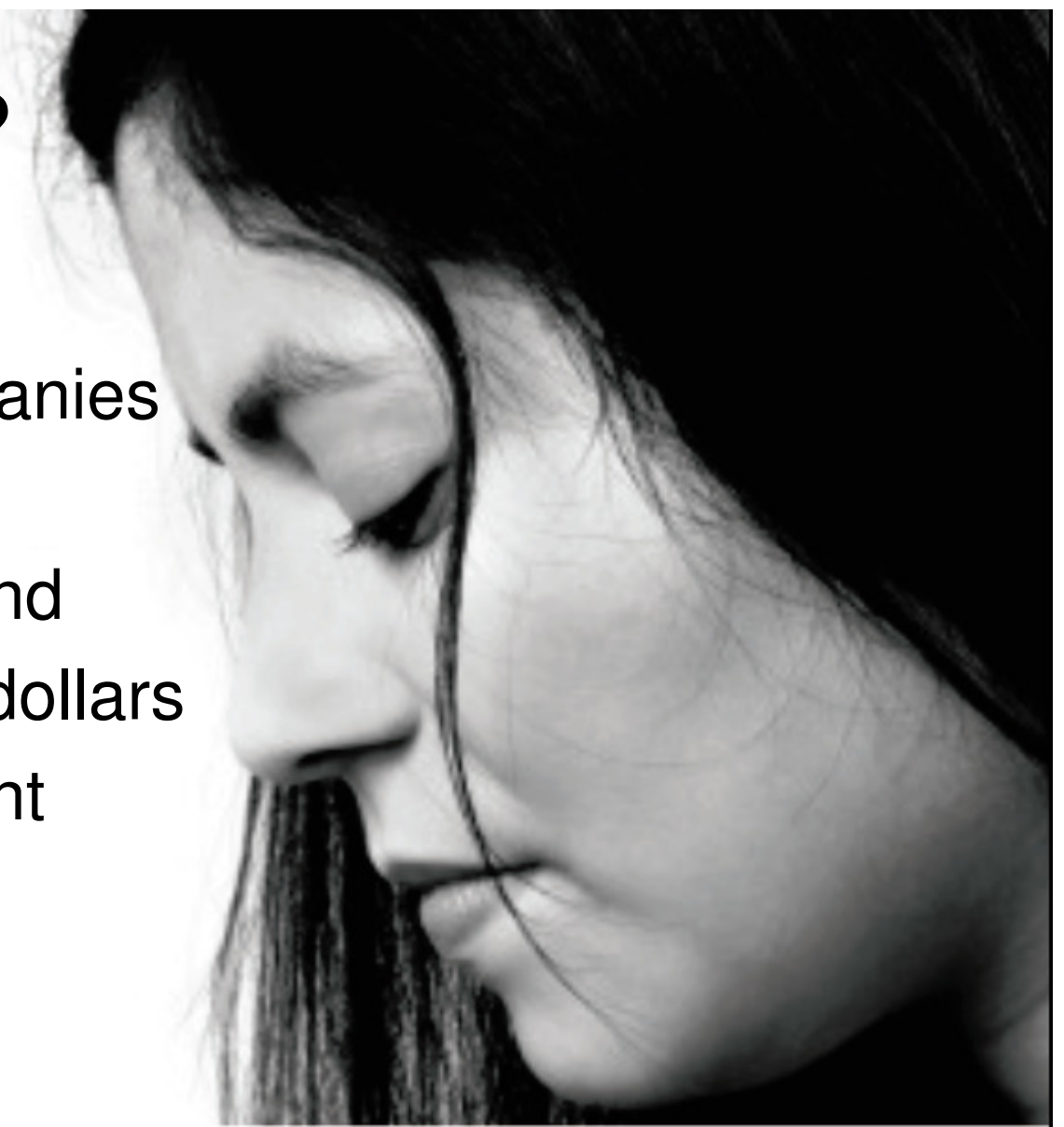


Ed Trust analysis of IPEDS Fall enrollment, Fall 2010 (by race) and IPEDS Student Financial Aid survey, 2009-10 (by Pell recipient status).

Access to what?

For-profit college companies

- **13%** of enrollments
- **24%** of Pell Grants and federal student loan dollars
- **48%** of federal student loan defaults

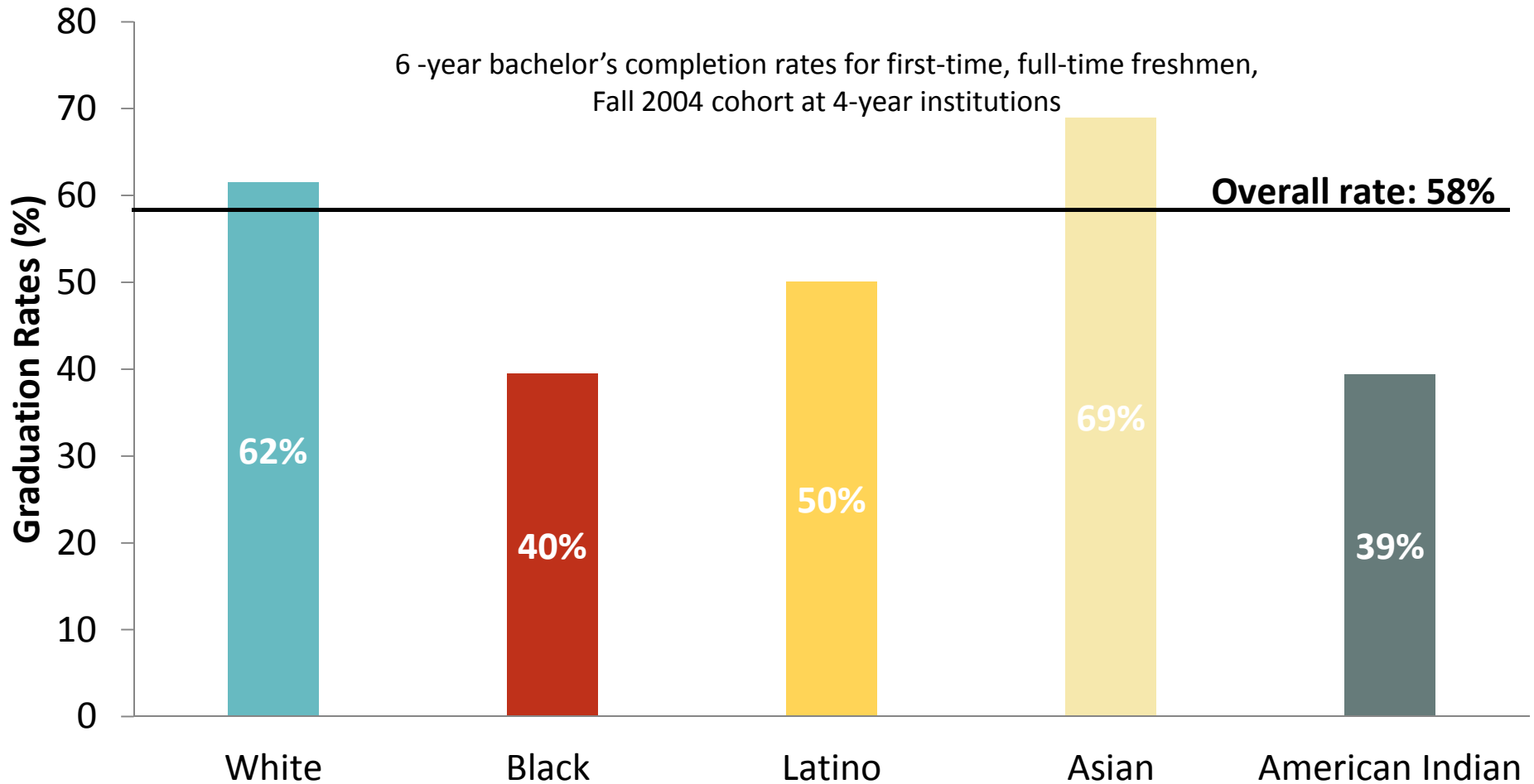


Ed Trust analysis of IPEDS, 12-Month Enrollment Survey
staff calculation of data provided by U.S. Department of Education, 2008-09 in "Emerging Risk?: An Overview
of Growth, Spending, Student Debt and Unanswered Questions in For-Profit Higher Education." Senate HELP
Committee. 24 June 2010; and Ed Trust analysis of FY 2009 data in "Institutional Default Rate Comparison of FY
2007, 2008, and 2009 Cohort Default Rates."



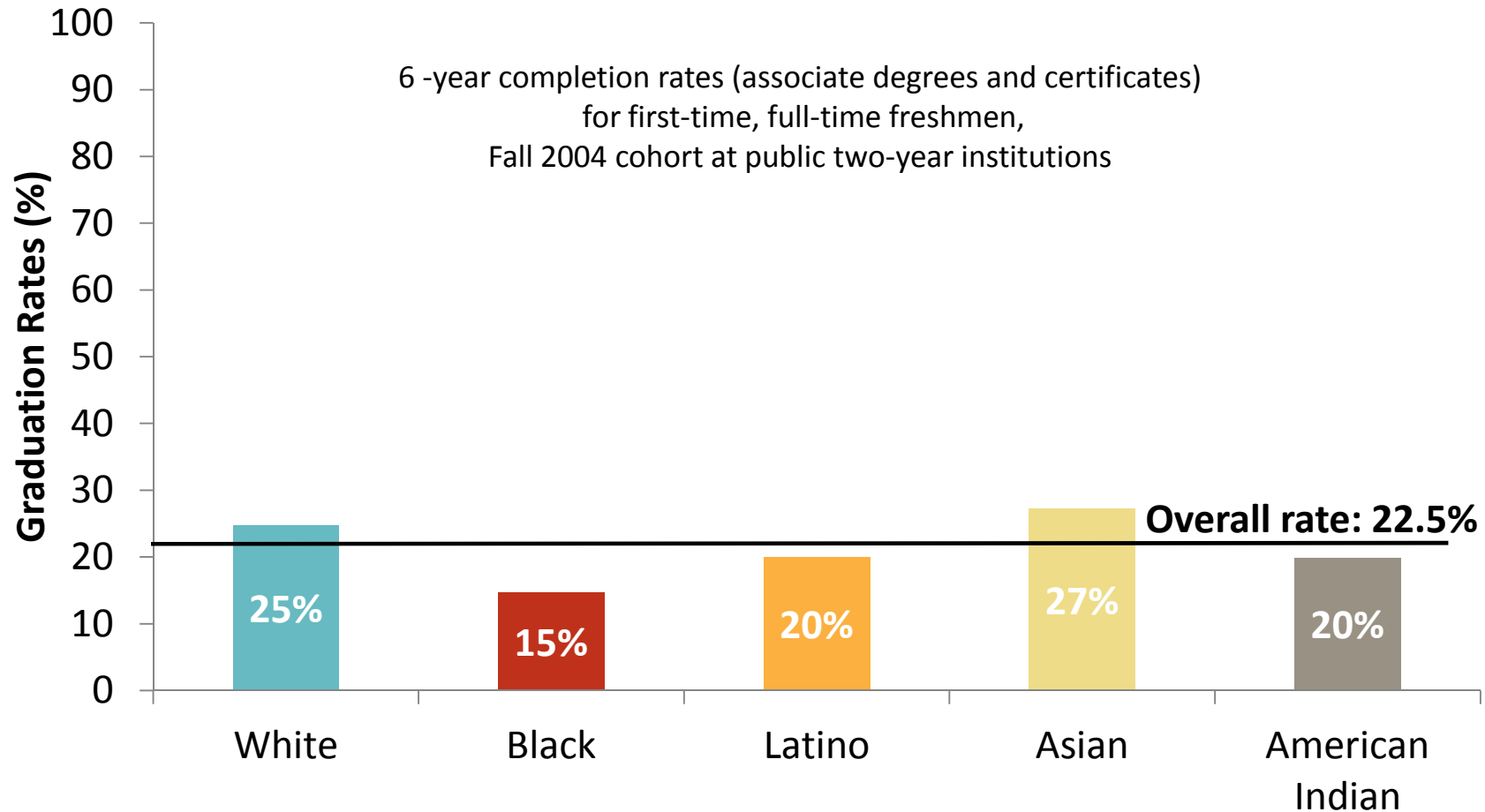
And what about graduation?

Black and Latino Freshmen Complete College at Lower Rates Than Other Students




NCES (March 2012). First Look: Enrollment in Postsecondary Institutions, Fall 2010; Graduation Rates, 2004 and 2007 Cohorts; and Financial Statistics Fiscal Year 2010.

Graduation rates at public community colleges



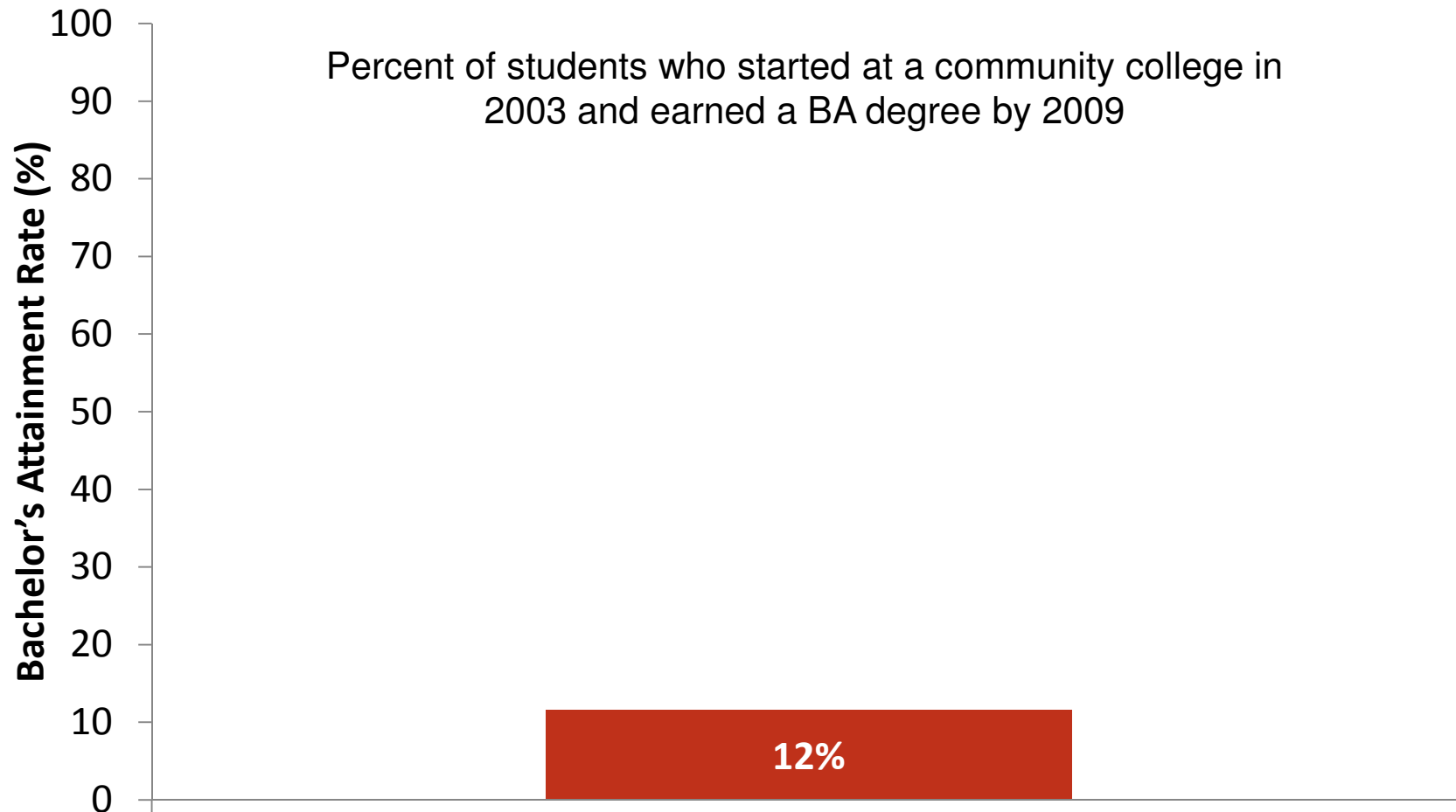
NCES (March 2012). First Look: Enrollment in Postsecondary Institutions, Fall 2010; Graduation Rates, 2004 and 2007 Cohorts; and Financial Statistics Fiscal Year 2010.



Chance of
attaining a bachelor's degree
within six years,
among students who
begin at community college?

n/a

Only 12 percent.





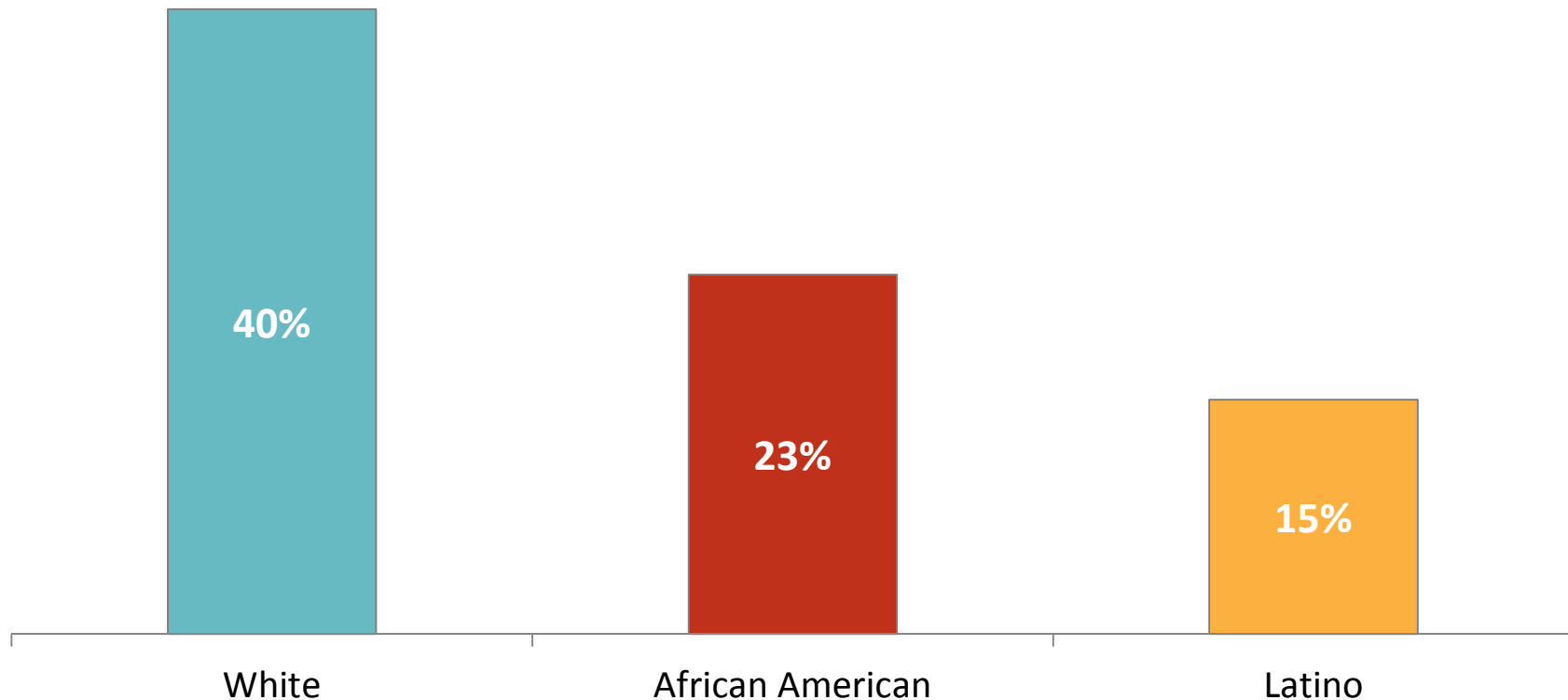
Add it all up...



Different groups of young
Americans obtain degrees at very
different rates.

Whites attain bachelor's degrees at nearly twice the rate of blacks and almost three times the rate of Hispanics

Bachelor's Degree Attainment of Young Adults
(25-29-year-olds), 2011

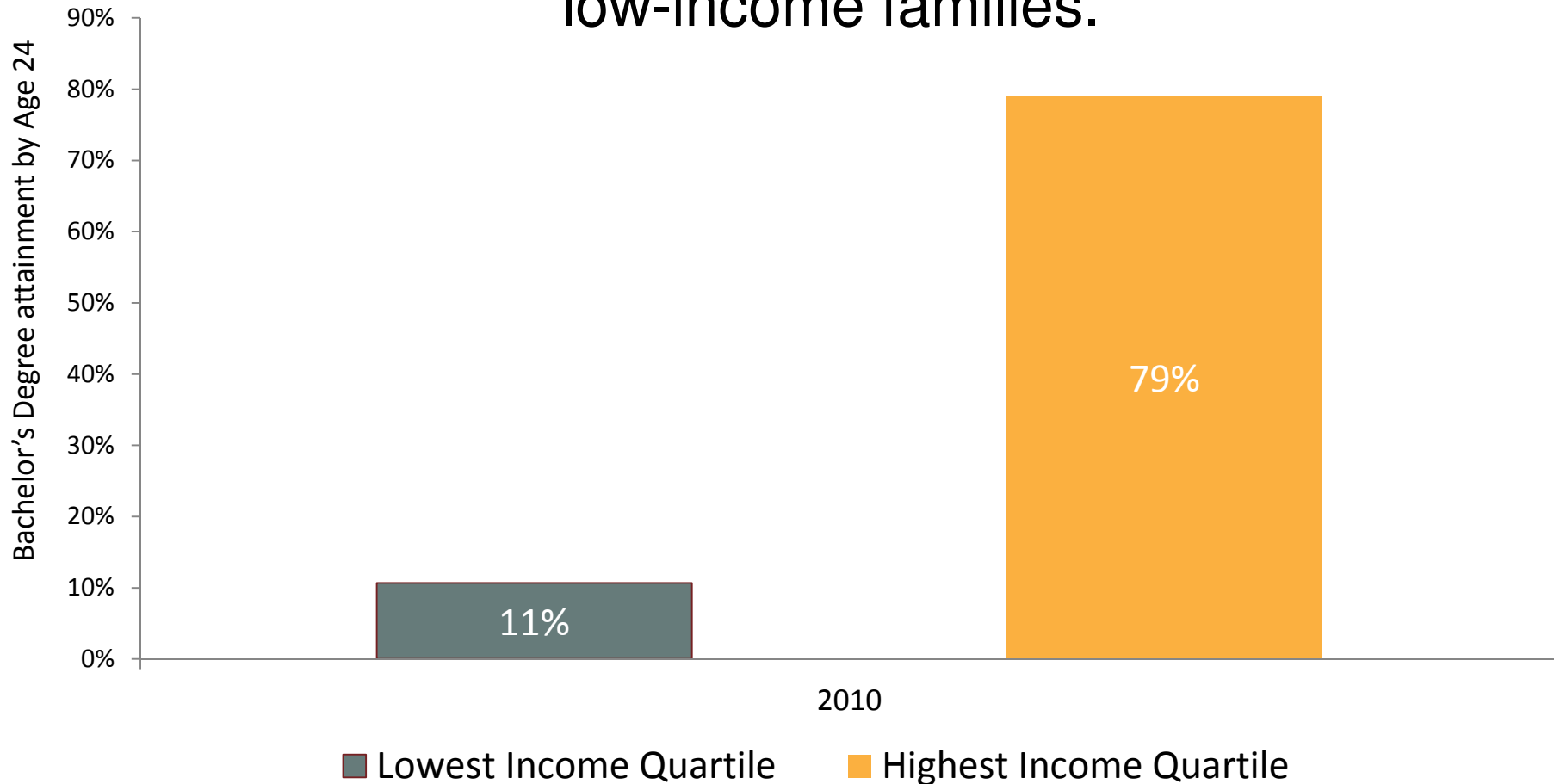


Source: NCES, *Condition of Education* 2010 (Table A-22-1) and U.S. Census Bureau, Educational Attainment in the United States: 2012



And gaps between groups have
grown over time.

Young people from high-income families earn bachelor's degrees at seven times the rate of those from low-income families.



Source: Postsecondary Education Opportunity, "Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2010."

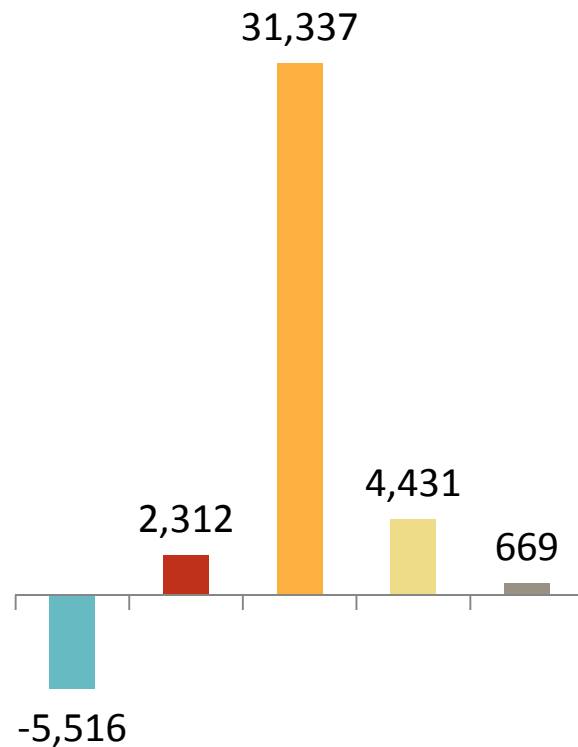


These rates threaten health of our democracy.

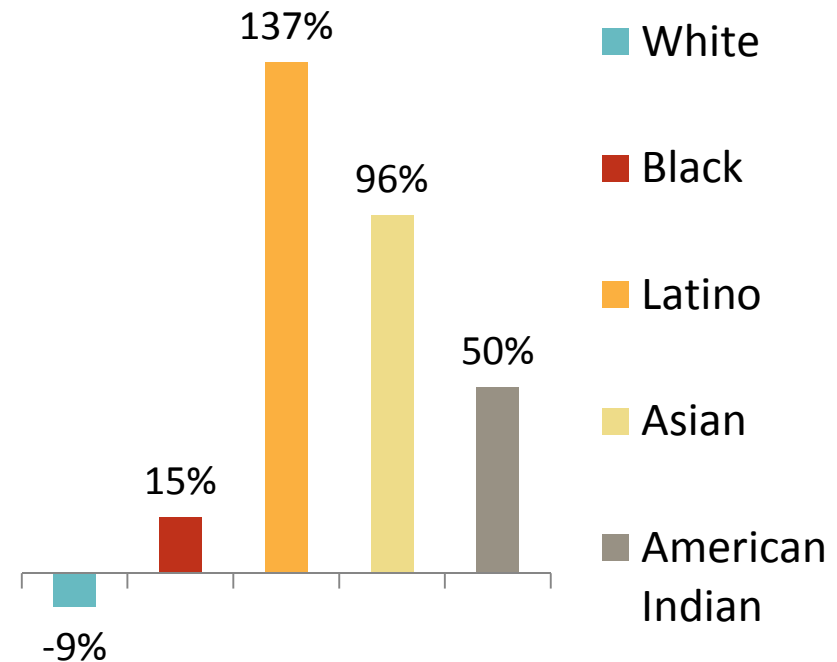
But even for those who don't care much
about that, they are particularly
worrisome, given which groups are
growing...and which aren't.

Changing demographics demand greater focus on underrepresented populations.

Population Increase, Ages 0-24,
(in thousands)




Percentage Increase, Ages 0-24,



Note: Projected Population Growth, Ages 0-24, 2010-2050

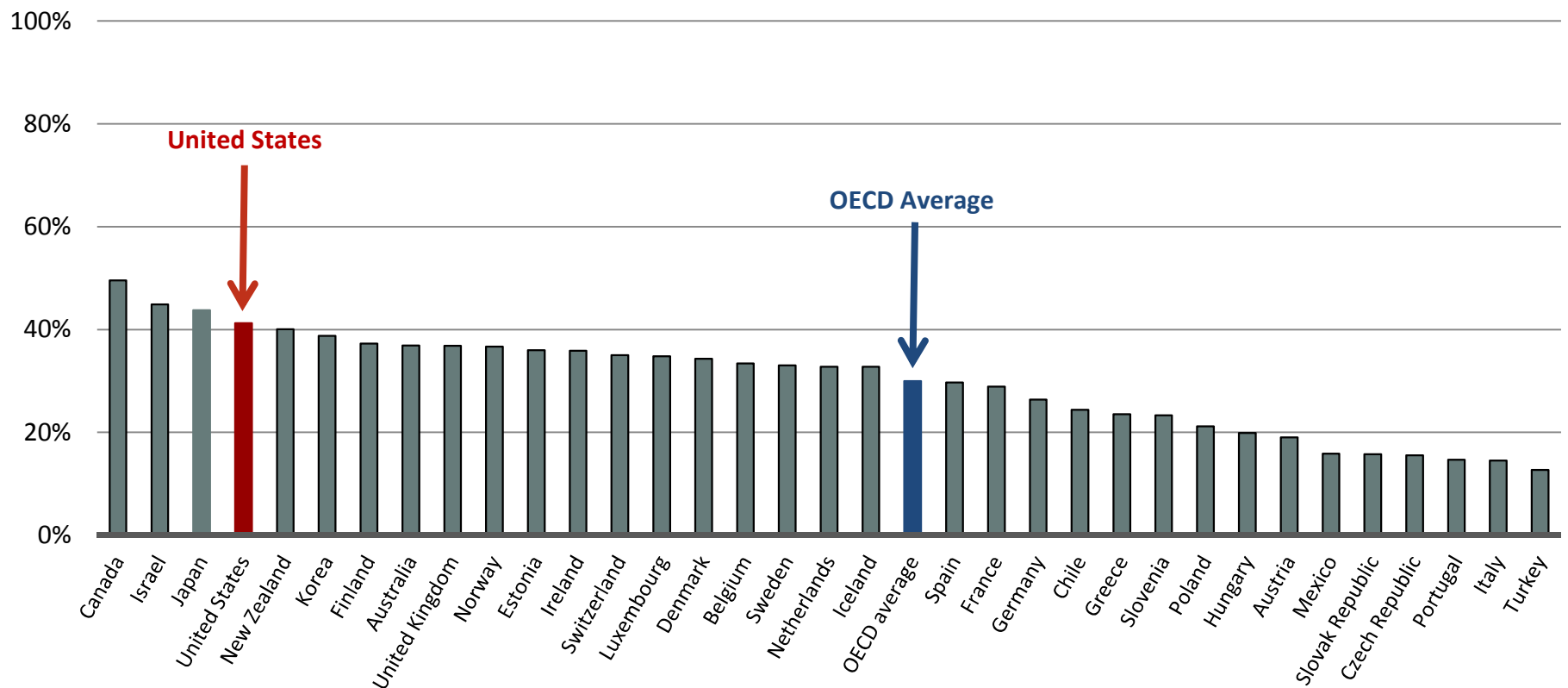
Source: National Population Projections, U.S. Census Bureau. Released 2008; NCHEMS ,Adding It Up, 2007



Not surprisingly, our international
lead is slipping away

We're relatively strong in educational attainment

Percentage of residents aged 25-64 with a postsecondary degree

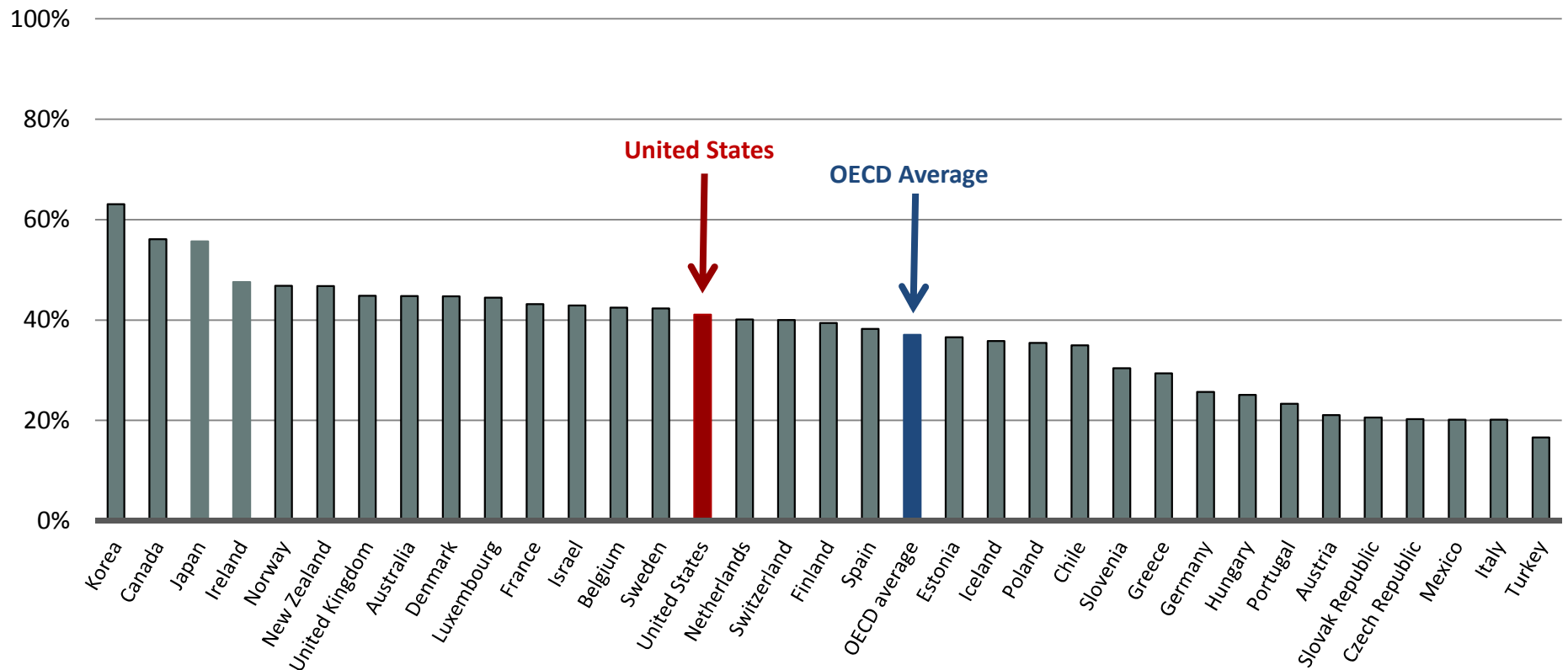


Note: Adults with a postsecondary degree include those who have completed either a tertiary-type B program (programs that last for at least two years, are skill-based, and prepare students for direct entry into the labor market) or a tertiary-type A program (programs that last at least three, but usually four, years, are largely theory-based, and provide qualifications for entry into highly-skilled professions or advanced research programs)

Organisation for Economic Co-operation and Development, Education at a Glance 2011 (2011)

Our world standing drops to 15th for younger adults

Percentage of residents aged 25-34 with a postsecondary degree

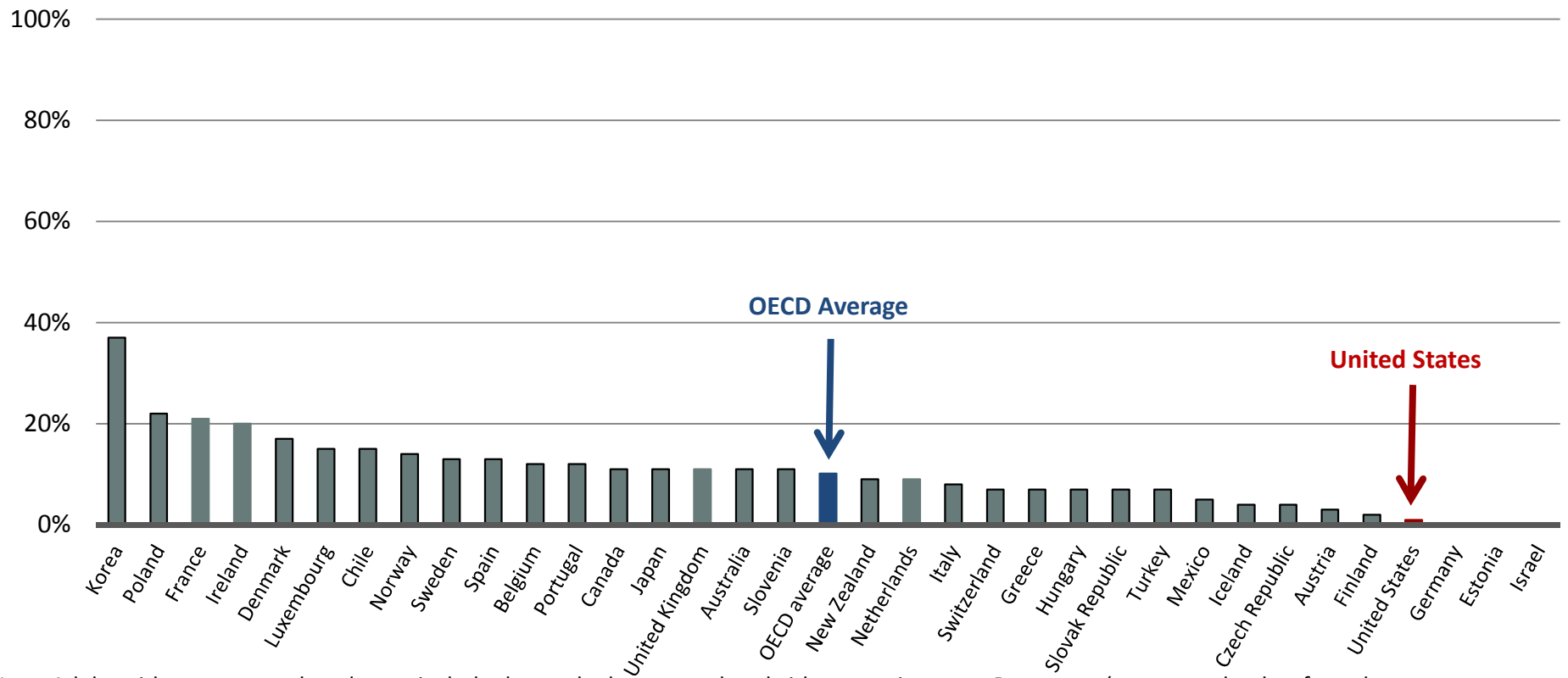


Note: Adults with a postsecondary degree include those who have completed either a tertiary-type B program (programs that last for at least two years, are skill-based, and prepare students for direct entry into the labor market) or a tertiary-type A program (programs that last at least three, but usually four, years, are largely theory-based, and provide qualifications for entry into highly-skilled professions or advanced research programs)

Organisation for Economic Co-operation and Development, Education at a Glance 2011 (2011)

We're near the bottom in intergenerational progress

Difference in percentage of residents aged 45-54 and those aged 25-34 with a postsecondary degree



Note: Adults with a postsecondary degree include those who have completed either a tertiary-type B program (programs that last for at least two years, are skill-based, and prepare students for direct entry into the labor market) or a tertiary-type A program (programs that last at least three, but usually four, years, are largely theory-based, and provide qualifications for entry into highly-skilled professions or advanced research programs)

Organisation for Economic Co-operation and Development, Education at a Glance 2011 (2011)



WHAT'S GOING ON?

Many in higher education would like to believe that these patterns are mostly a function of lousy high schools and stingy federal and state policymakers.




They are not all wrong.



K-12 Schools

Challenges | Progress



Low Income and Minority Students
Continue to be Clustered in Schools
where we spend less...

National Inequities in State and Local Revenue Per Student

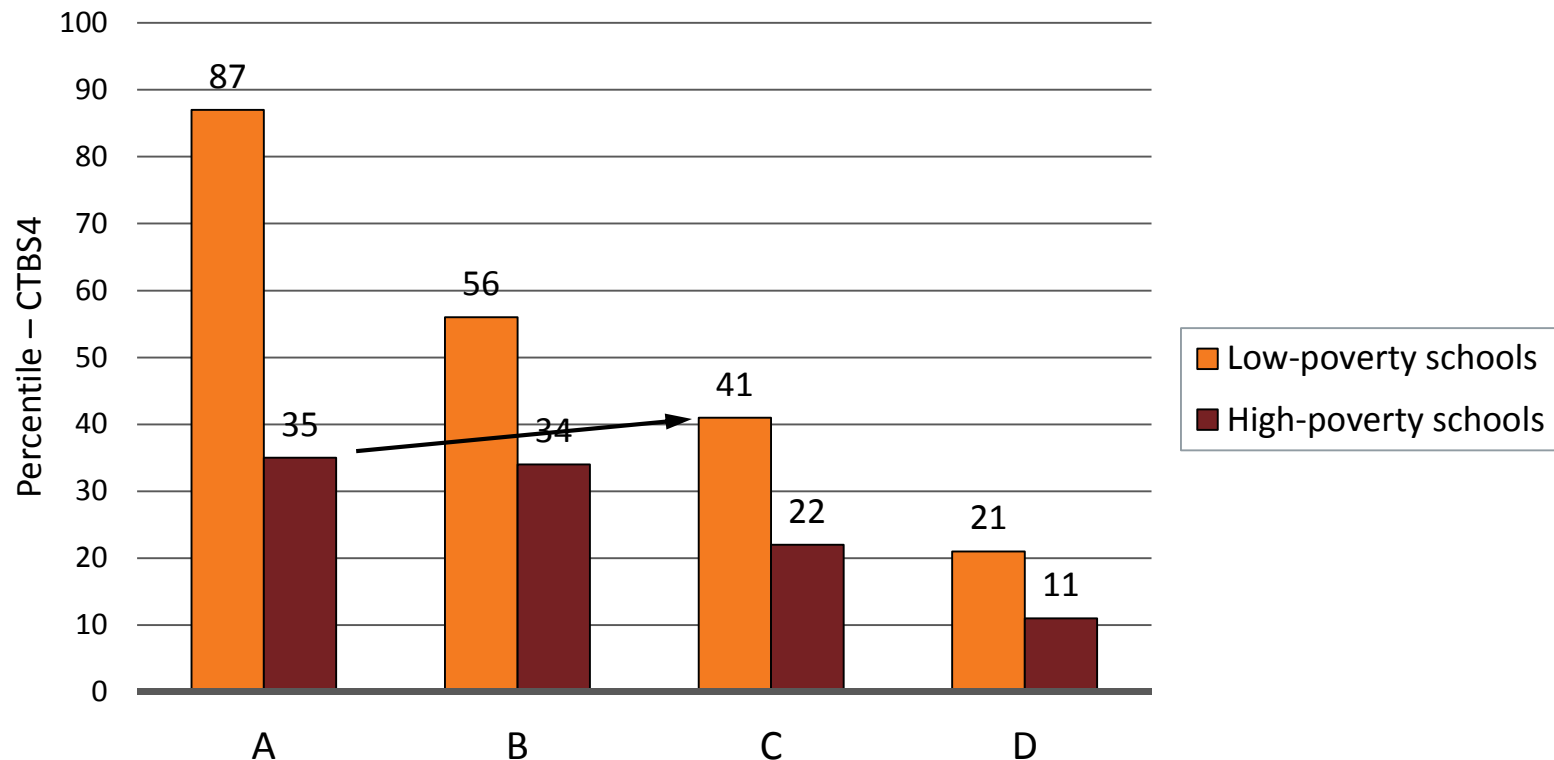
	Gap
High Poverty vs. Low Poverty Districts	-\$773 per student
High Minority vs. Low Minority Districts	-\$1,122 per student

Source: Education Trust analyses based on U.S. Dept of Education and U.S. Census Bureau data for 2005-06

...expect less

Students in Poor Schools Receive 'A's for Work That Would Earn 'Cs' in Affluent Schools

Seventh Grade Math

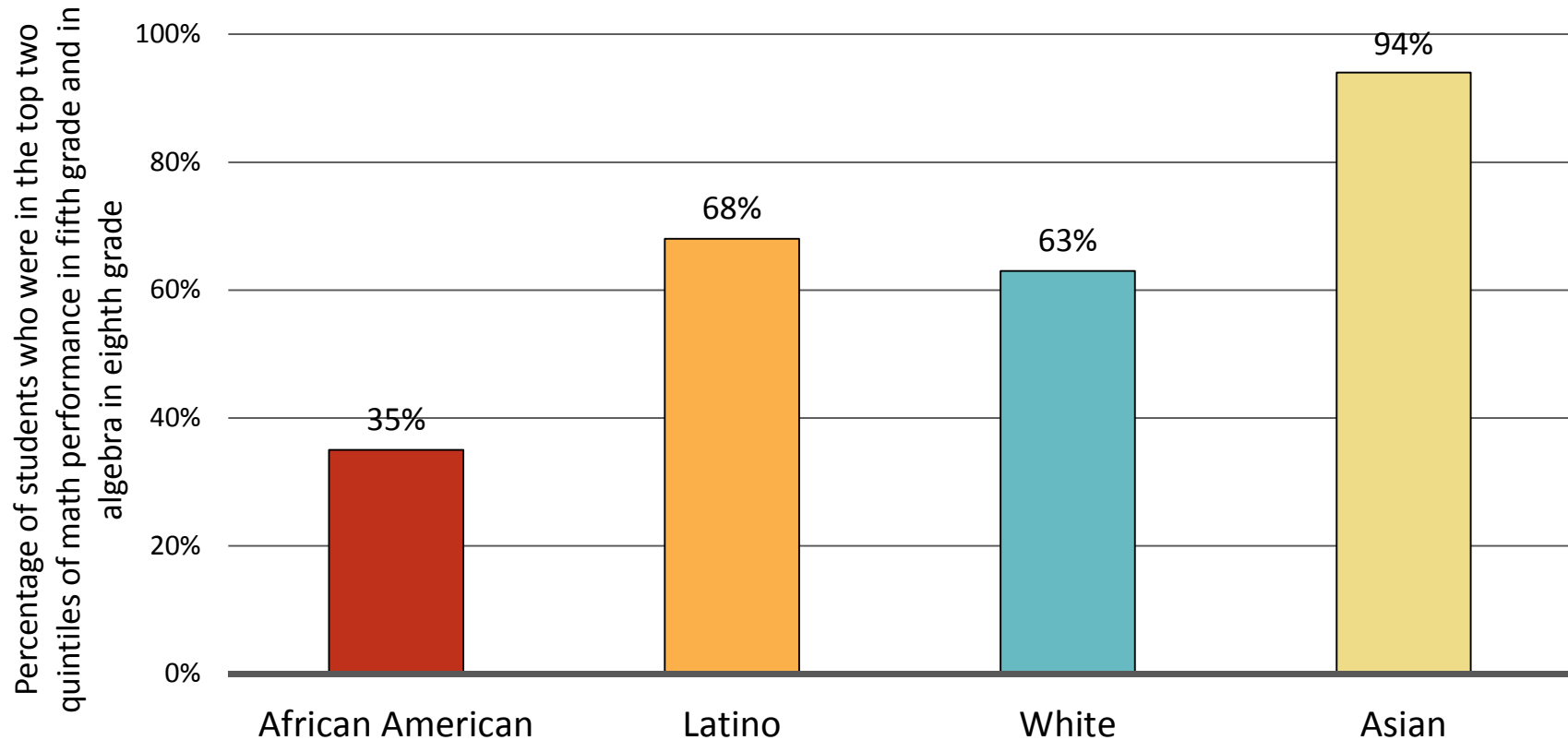


Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997



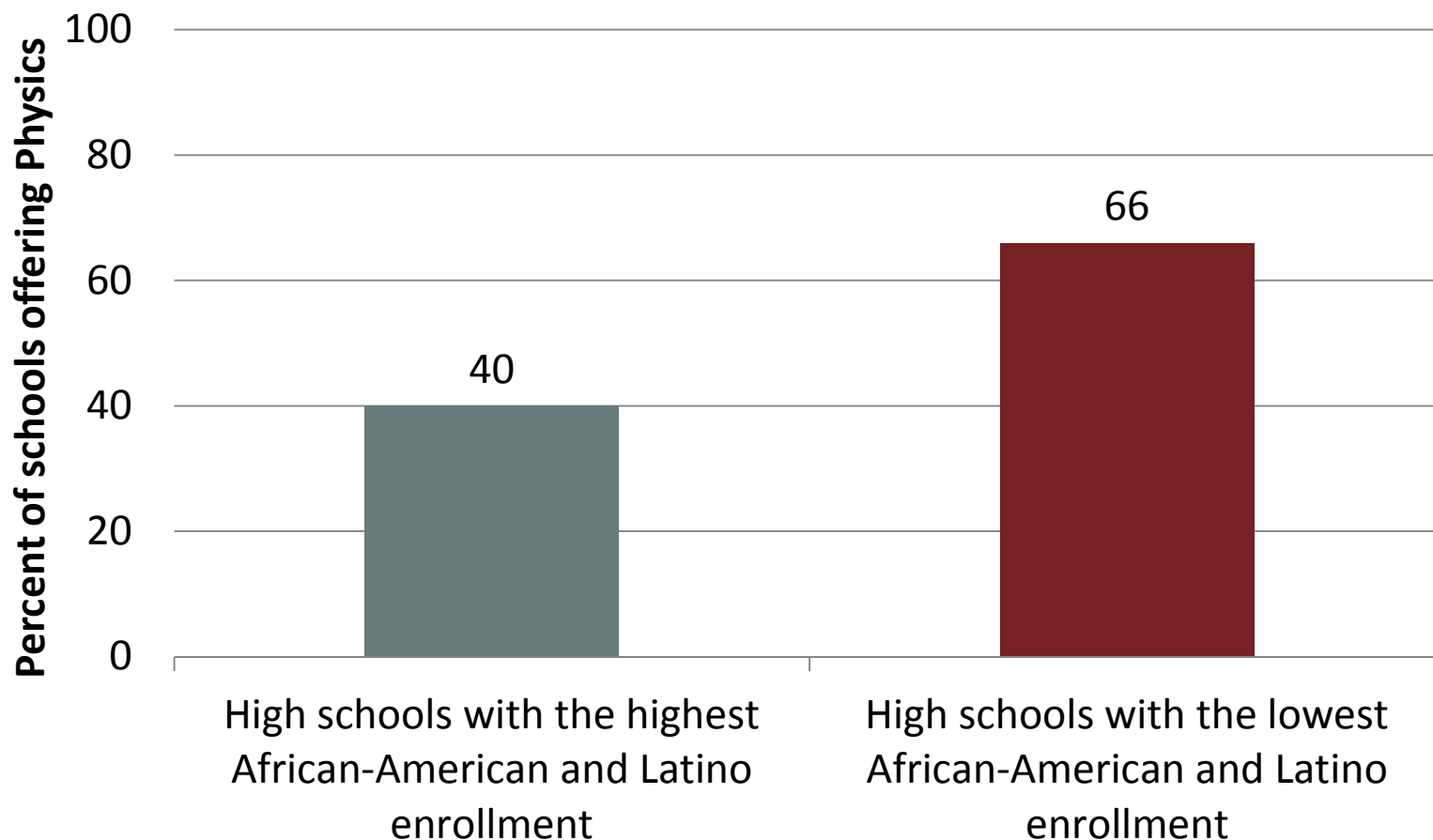
...teach them less

Even African-American students with *high math performance* in fifth grade are unlikely to be placed in algebra in eighth grade



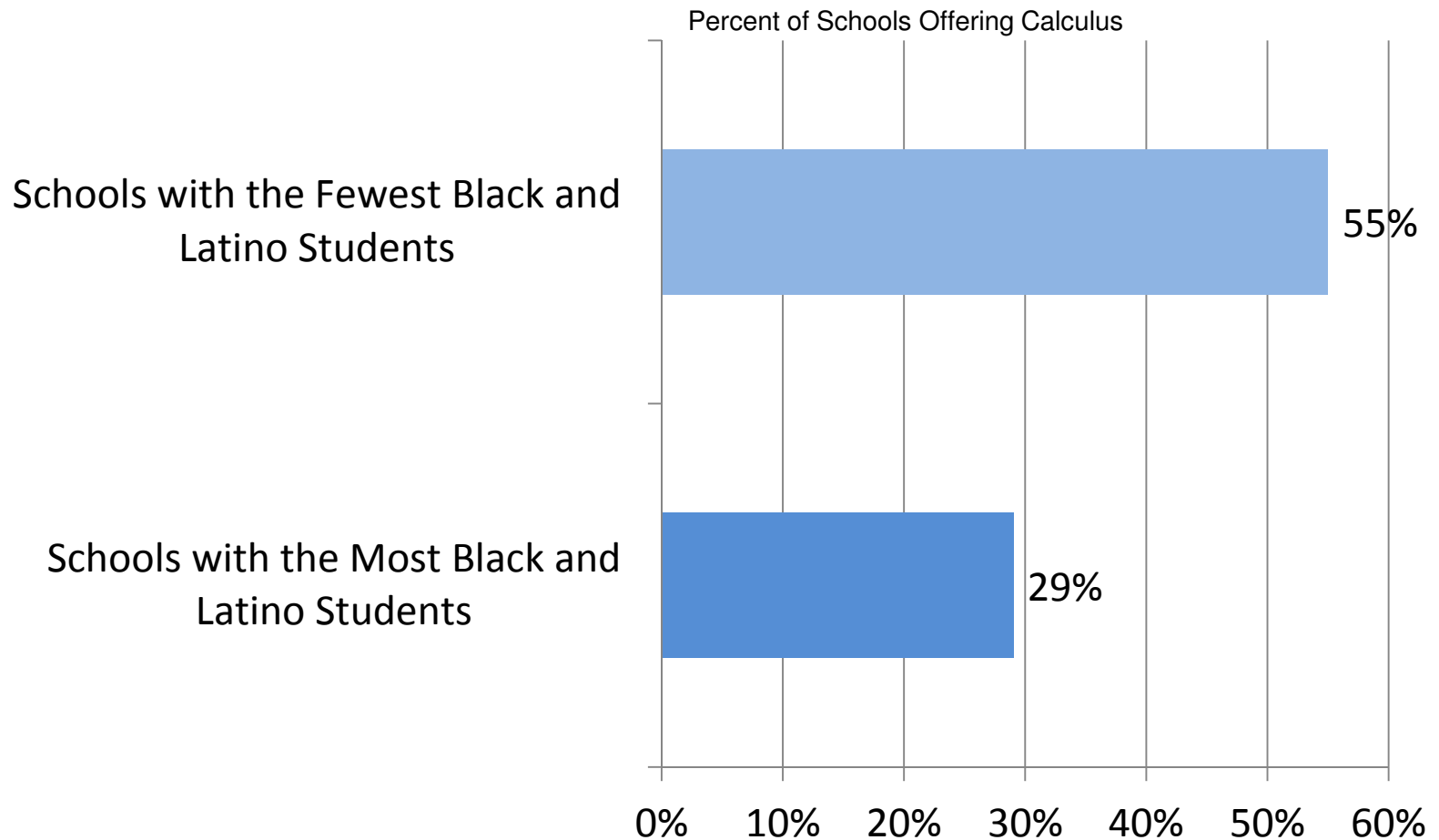
Source: NCES, "Eighth-Grade Algebra: Findings from the Eighth-Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)" (2010).

Students of color are less likely to attend high schools that offer physics.




- Source: U.S. Department of Education Office of Civil Rights, Civil Rights Data Collection, March 2012

Students of color are less likely to attend high schools that offer calculus.

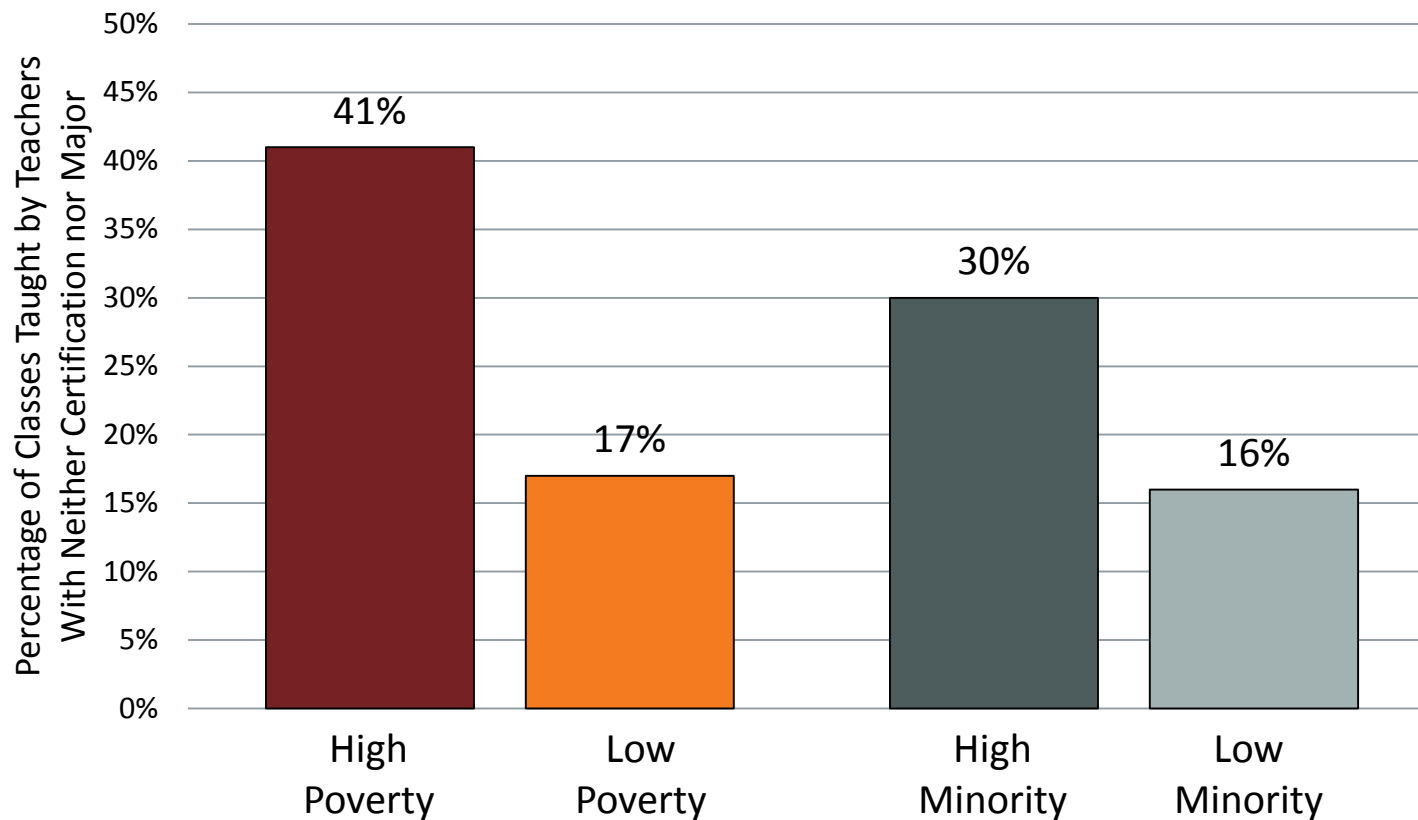


Source: U.S. Department of Education Office for Civil Rights, Civil Rights Data Collection



...and assign them our least qualified
teachers.

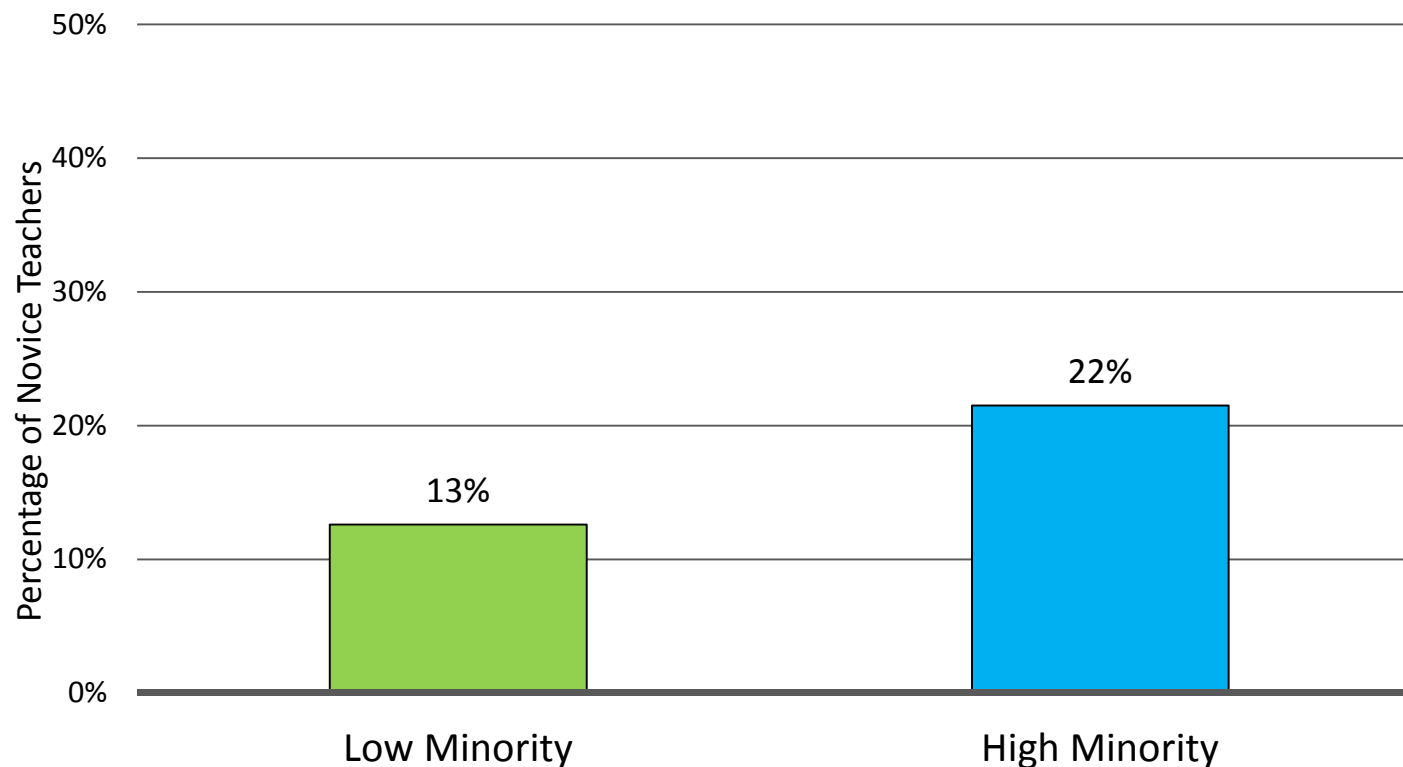
Core classes in high-poverty and high-minority secondary schools are more likely to be taught by out-of-field teachers



Note: Data are for secondary-level core academic classes (Math, Science, Social Studies, English) across United States. High-poverty $\geq 75\%$ of students eligible for free/reduced-price lunch. Low-poverty school $\leq 15\%$ of students eligible. High-minority $\geq 75\%$ students non-white. Low-minority $\leq 10\%$ students non-white.

Source: The Education Trust, *Core Problems: Out-of-Field Teaching Persists in Key Academic Courses and High-Poverty Schools*, (2008)

Students at high-minority schools are more likely to be taught by novice teachers

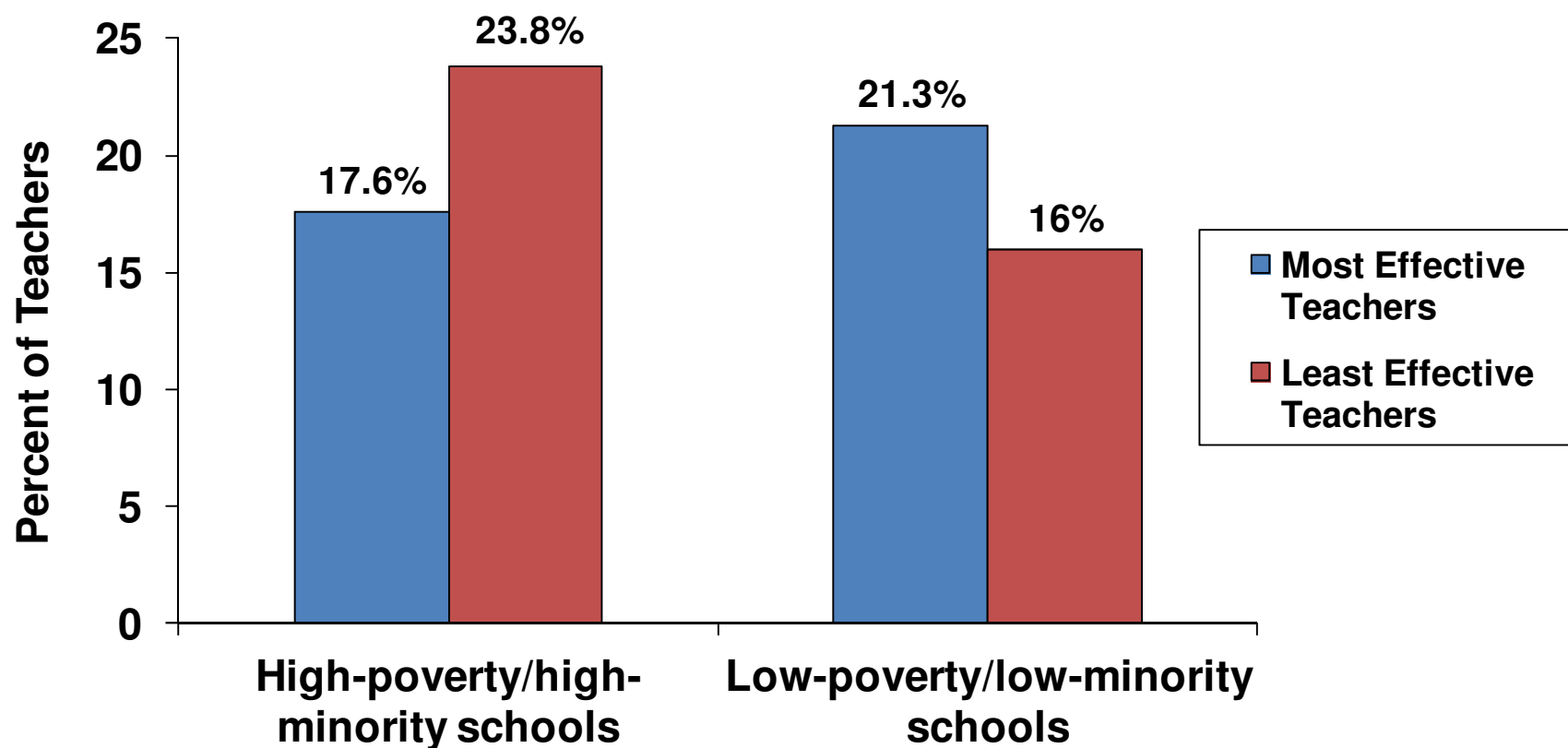


Note: Novice teachers are those with three years or fewer experience.

High-minority $\geq 75\%$ students non-white. Low-minority $\leq 10\%$ students non-white.

Source: Analysis of 2003-2004 Schools and Staffing Survey data by Richard Ingersoll, University of Pennsylvania (2007)

Tennessee: High-poverty/high-minority schools have fewer of the “most effective” teachers and more “least effective” teachers.



Note: High poverty/high minority means at least 75 percent of students qualify for FRPL and at least 75 percent are minority.

Source: Tennessee Department of Education 2007. “Tennessee’s Most Effective Teachers: Are they assigned to the schools that need them most?” http://tennessee.gov/education/nclb/doc/TeacherEffectiveness2007_03.pdf.

Los Angeles: LOW-INCOME STUDENTS LESS LIKELY TO HAVE HIGH VALUE-ADDED TEACHERS

ELA

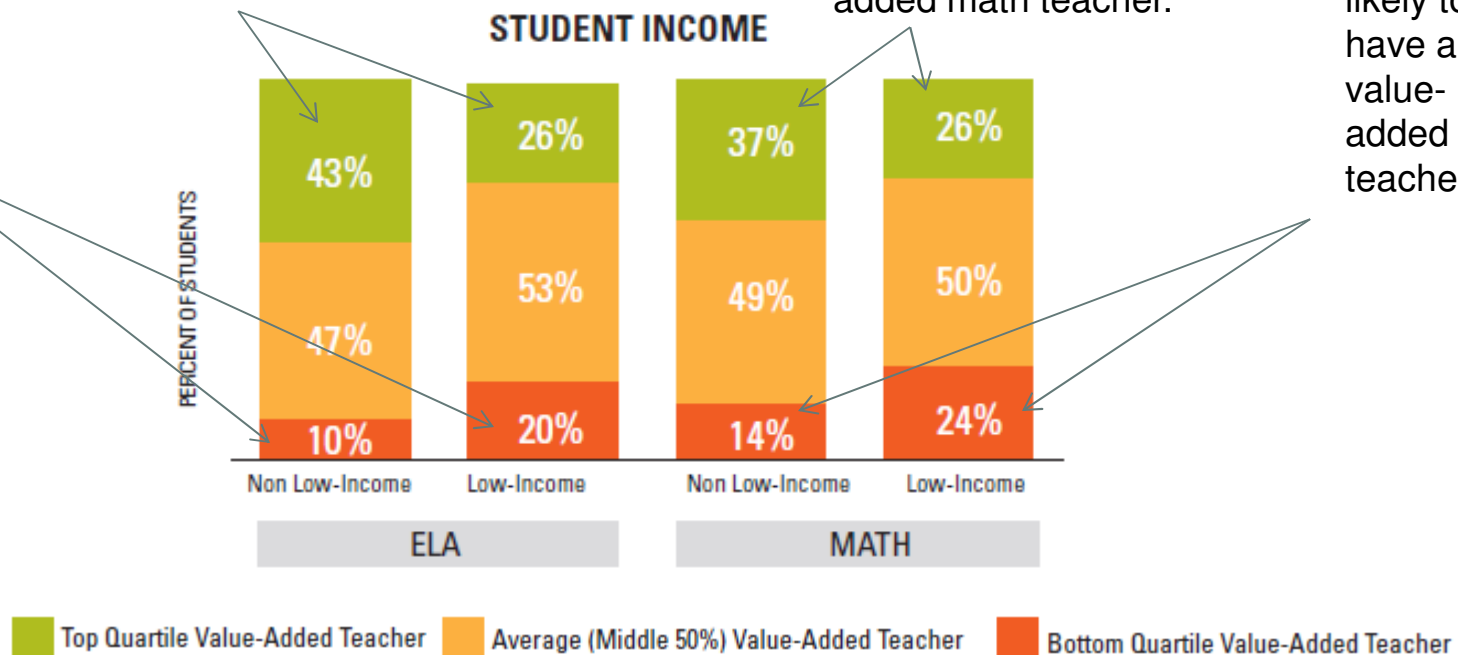
A low-income student is *more than twice as likely* to have a low value-added teacher for ELA

A student from a relatively more affluent background is 62% more likely to get a high value-added ELA teacher.

MATH

In math, a student from a relatively more affluent background is 39% more likely to get a high value-added math teacher.

A low-income student is 66% more likely to have a low value-added teacher.

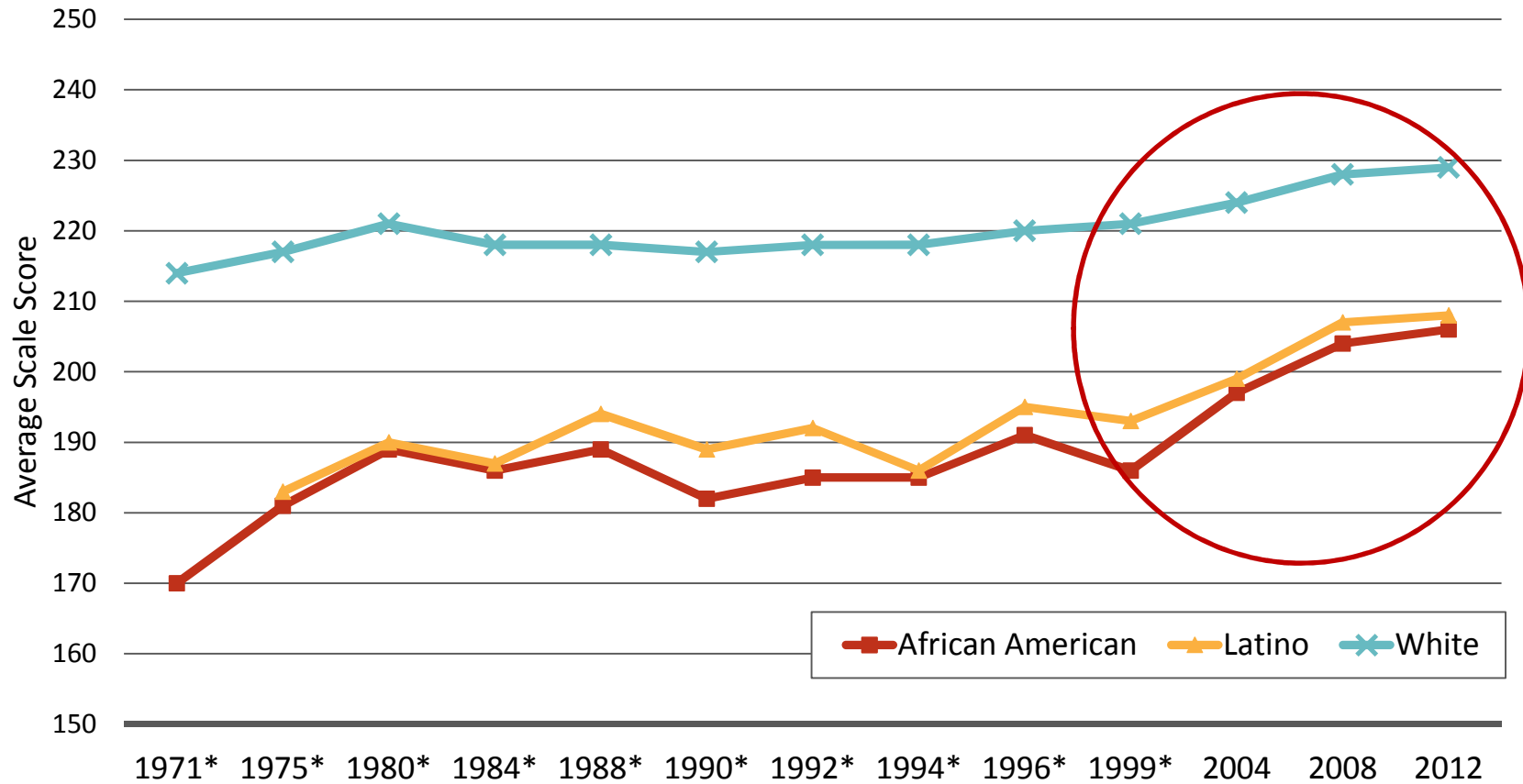




While we're making some progress in addressing these problems in elementary and middle schools...

Since 1999, large gains for all groups of students, especially students of color

9 Year Olds – NAEP LTT Reading

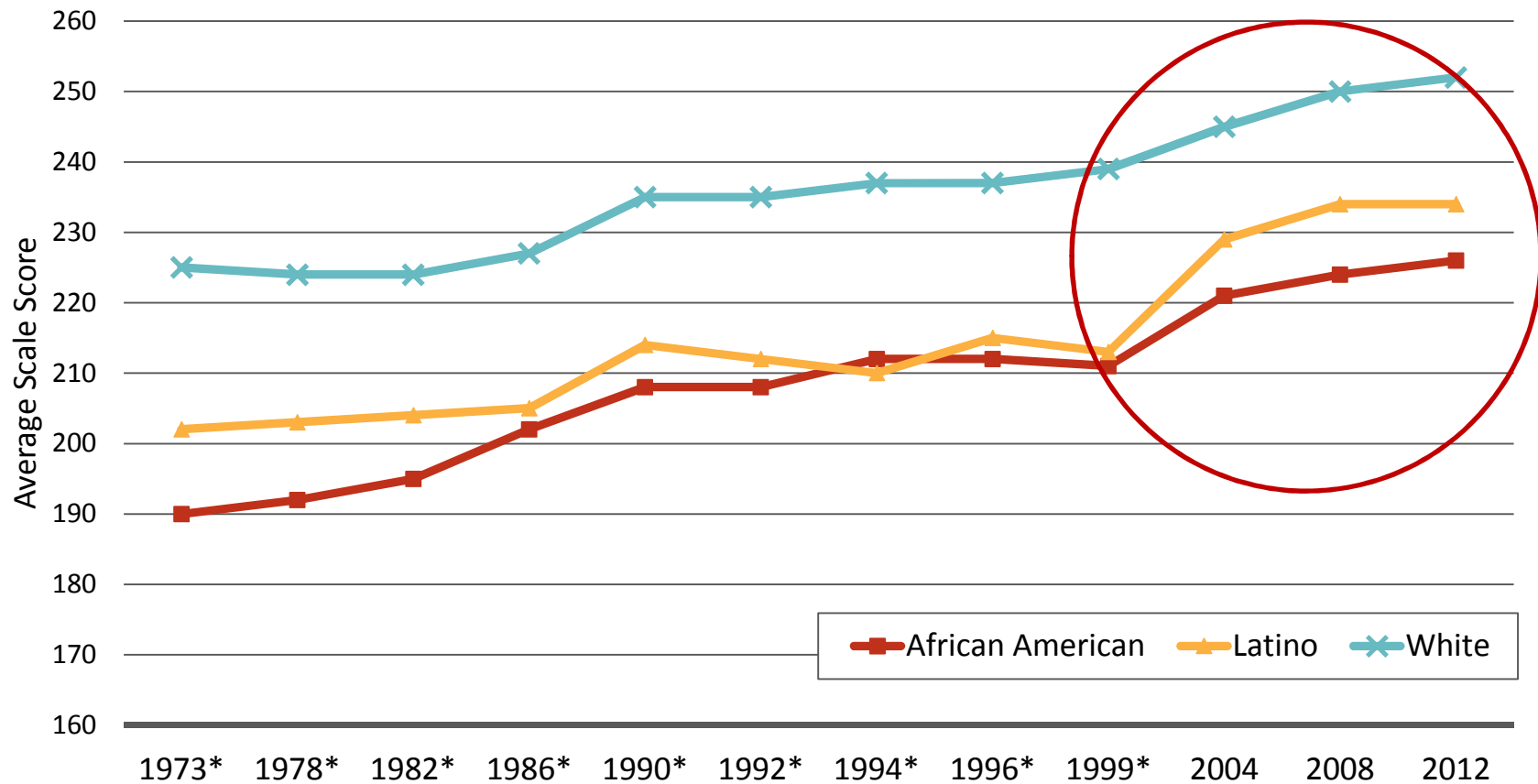


*Denotes previous assessment format

Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

Since 1999, performance rising for all groups of students

9 Year Olds – NAEP LTT Math



*Denotes previous assessment format

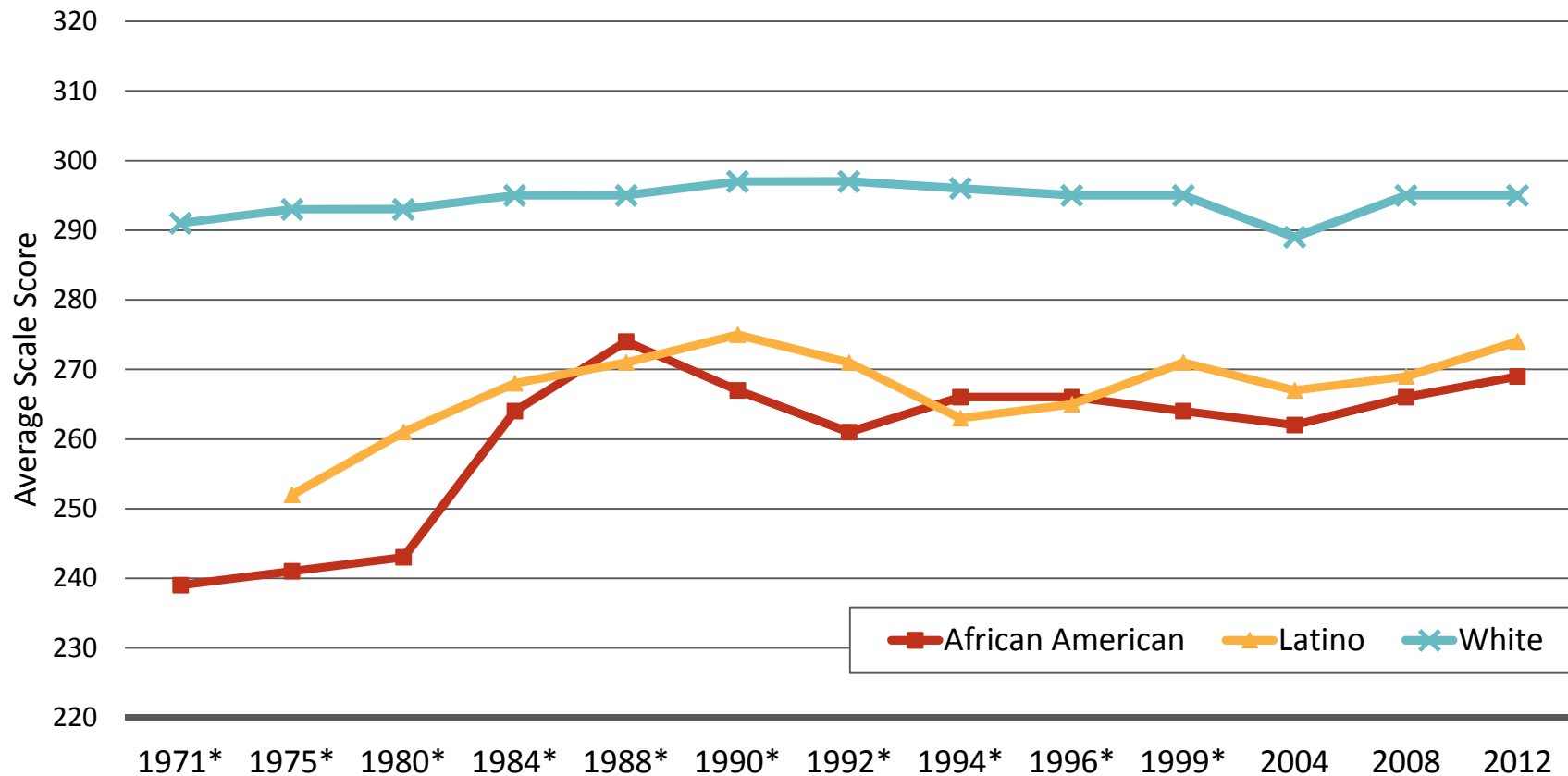
Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"



We have not yet turned the corner in our high schools.

Reading: Not much gap narrowing since 1988.

17 Year Olds – NAEP LTT Reading

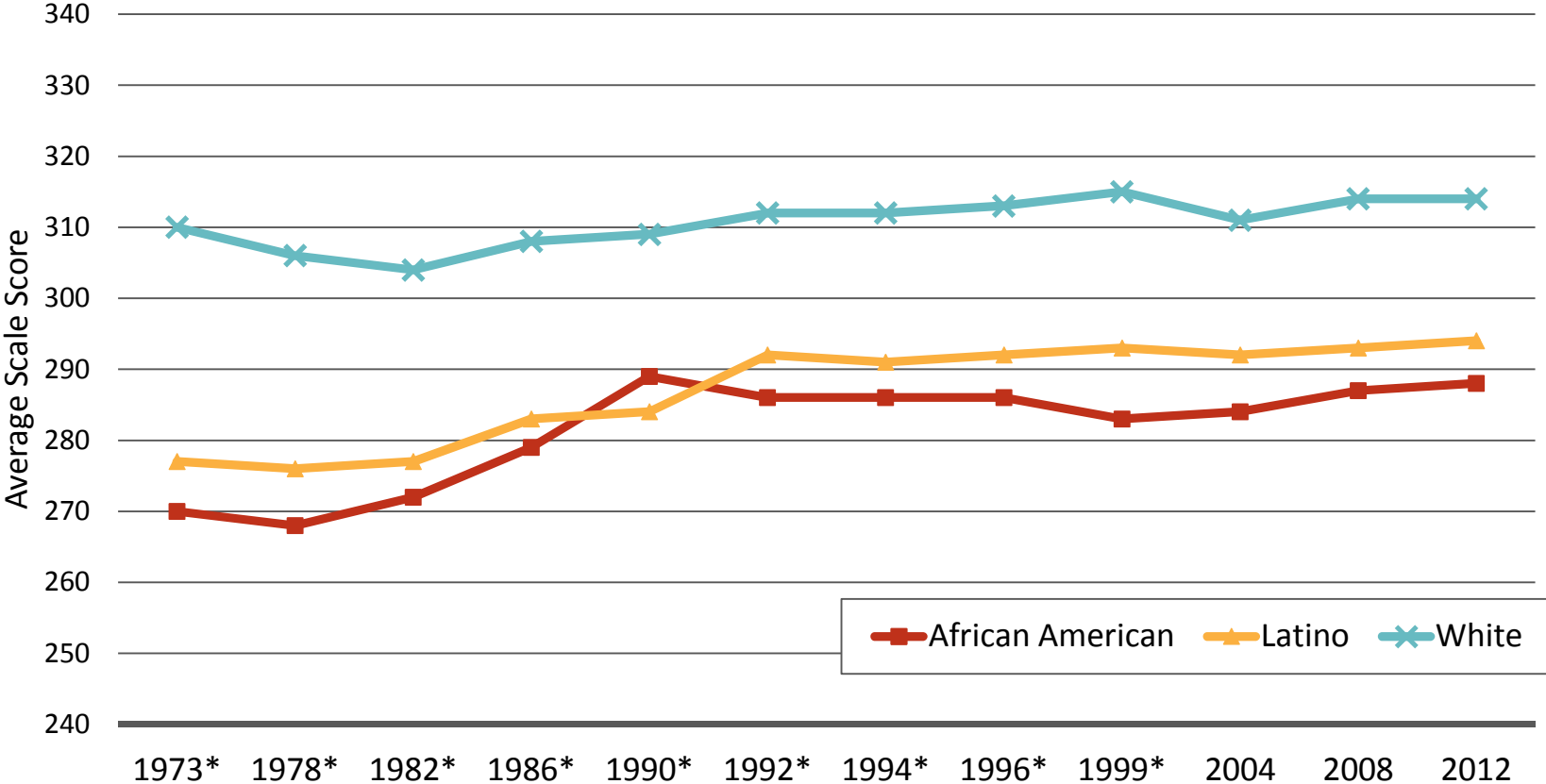


*Denotes previous assessment format

Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

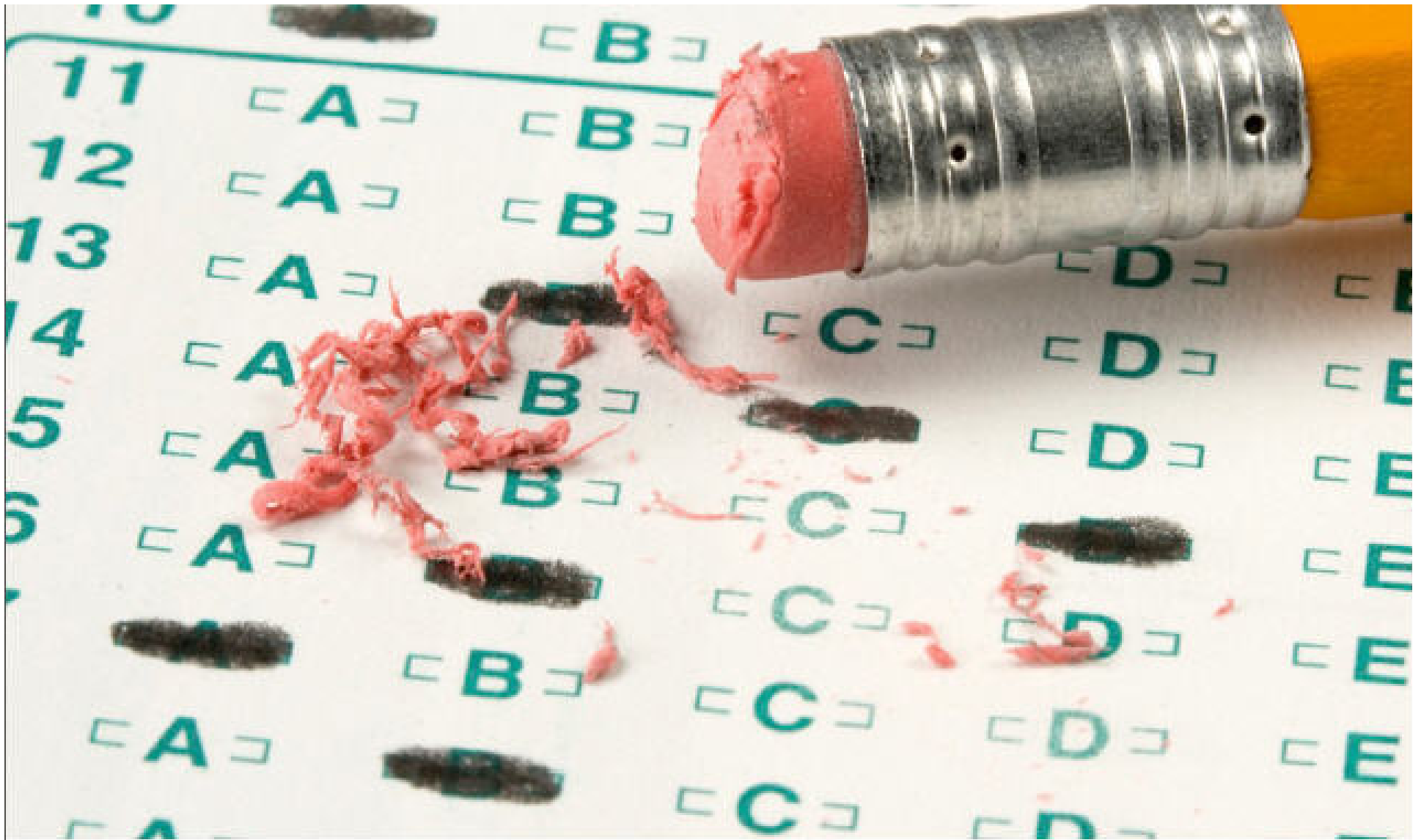
Math: Not much gap closing since 1990.

17 Year Olds – NAEP LTT Math



*Denotes previous assessment format

Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

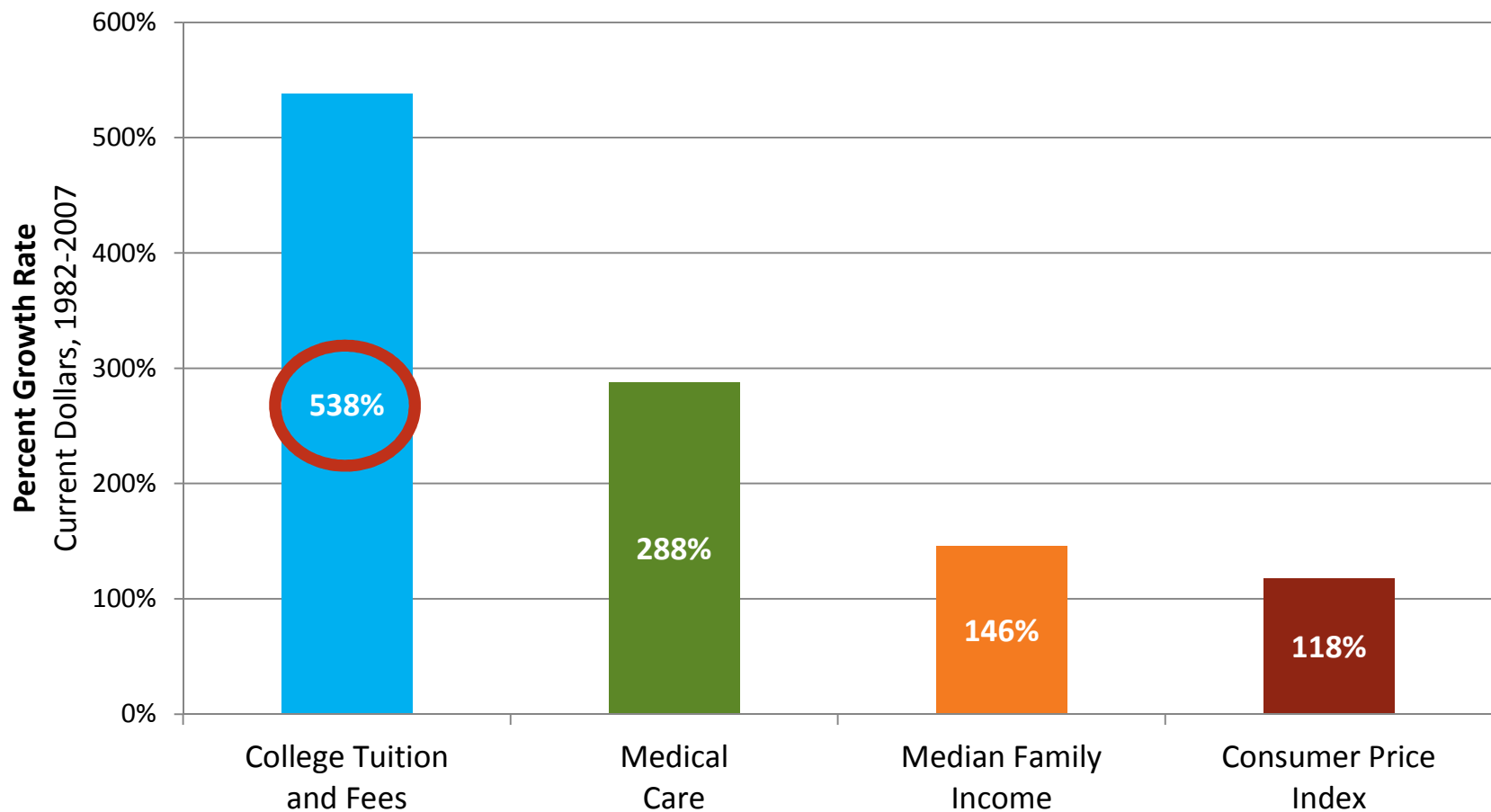


So yes, preparation is part of the problem.



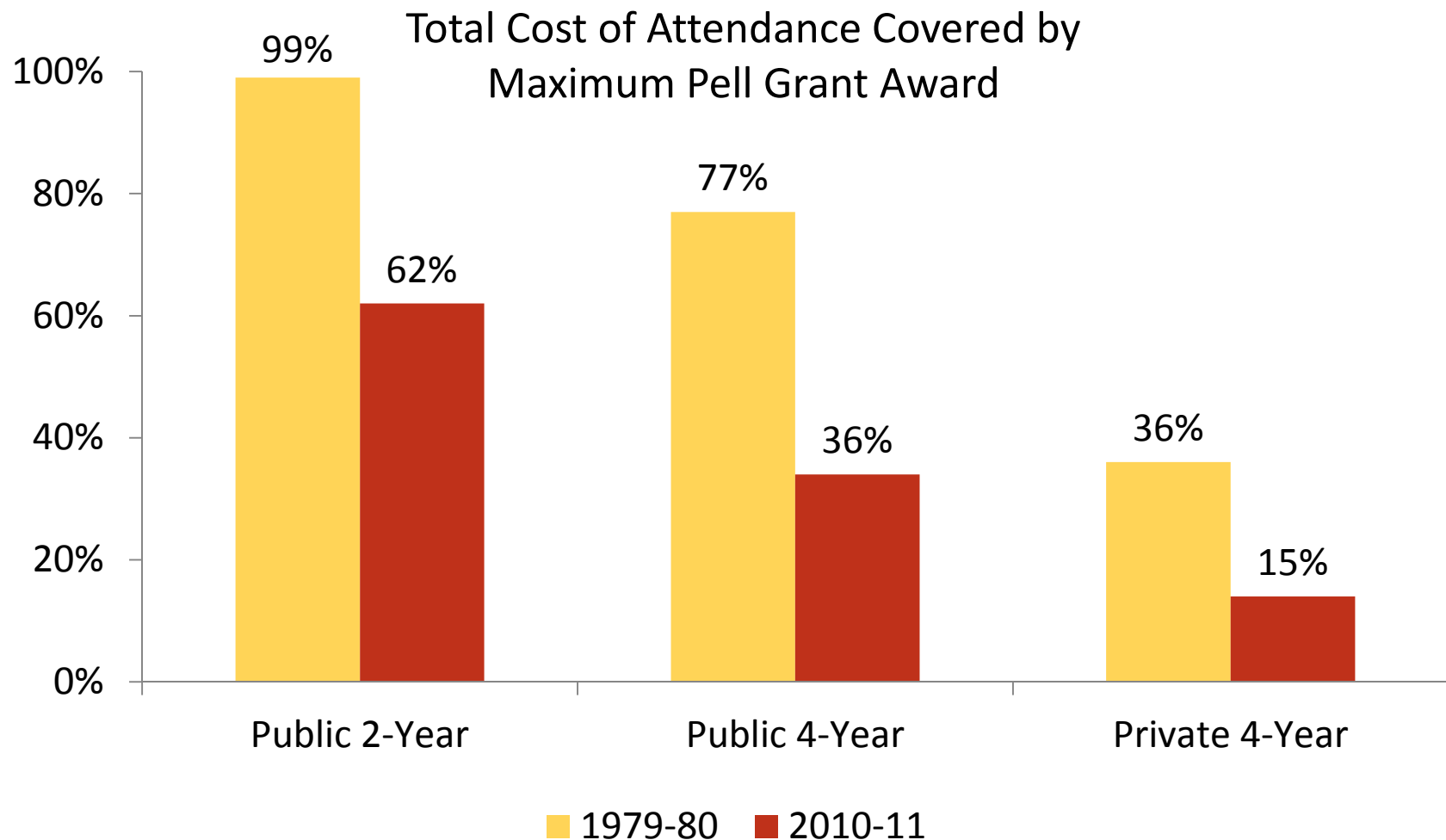
So, too, are misguided government aid policies

College costs have increased at 4.5 times the rate of inflation




The Education Trust, *Lifting the Fog on Inequitable Financial Aid Policies*, 2011.

Federal Pell Grants have failed to keep pace with rising college costs



Source: American Council on Education (2007). "Status Report on the Pell Grant Program, 2007" and CRS, Federal Pell Grant Program of the Higher Education Act: Background, Recent Changes, and Current Legislative Issues, 2011.

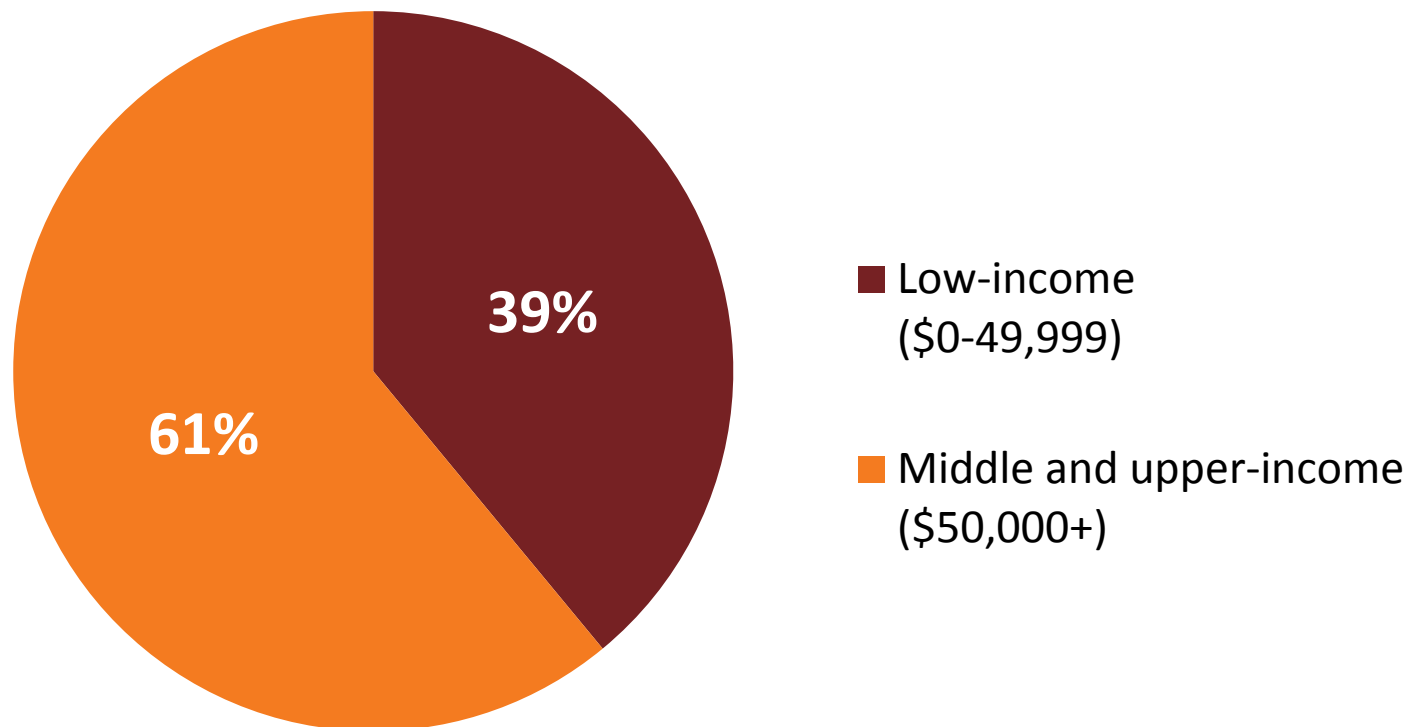


Why? Not because we're not
spending a lot more on student
aid.

But, rather, because we've changed
who gets those dollars.

61% of savings from tuition tax credits go to middle- and upper-income families

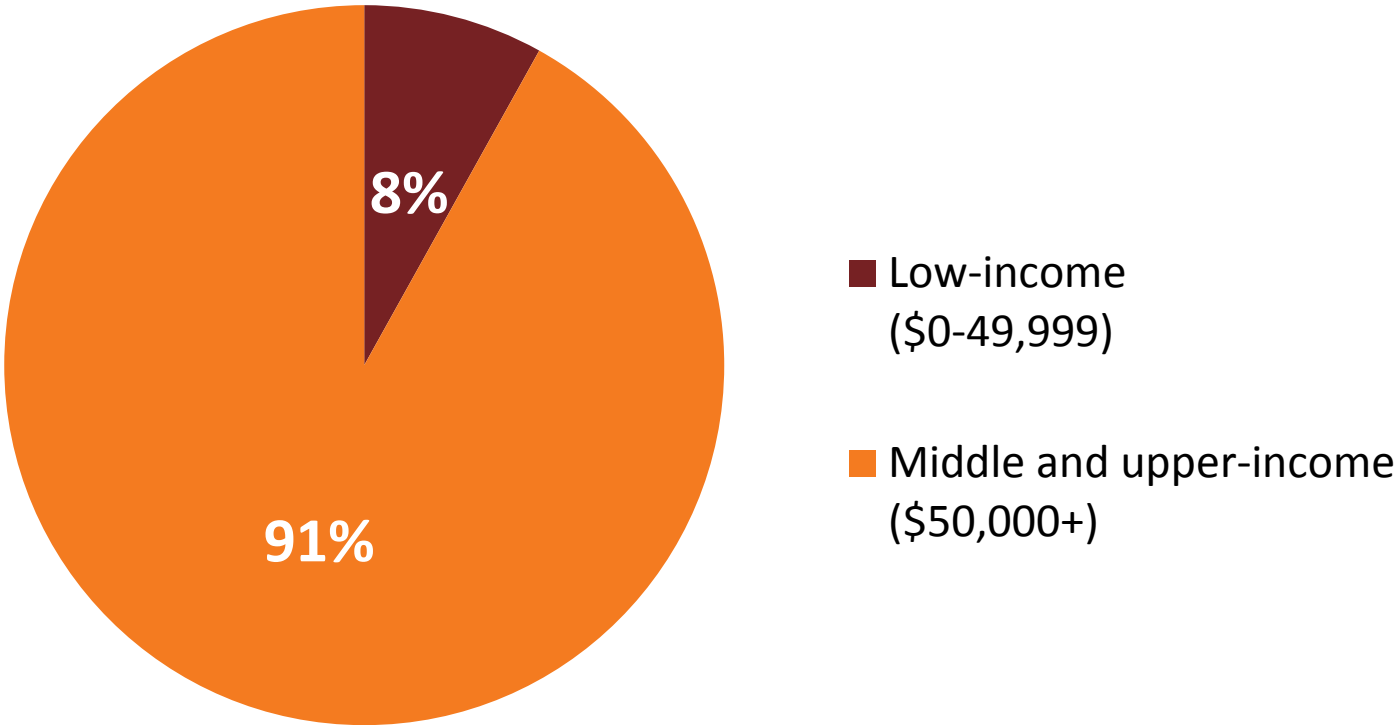
Distribution of Tax Credit Savings
by Adjusted Gross Income



Source: Trends in Student Aid 2010, The College Board


91% of savings from tuition tax deductions go to middle- and upper-income families

Distribution of Tax Deduction Savings by Adjusted Gross Income



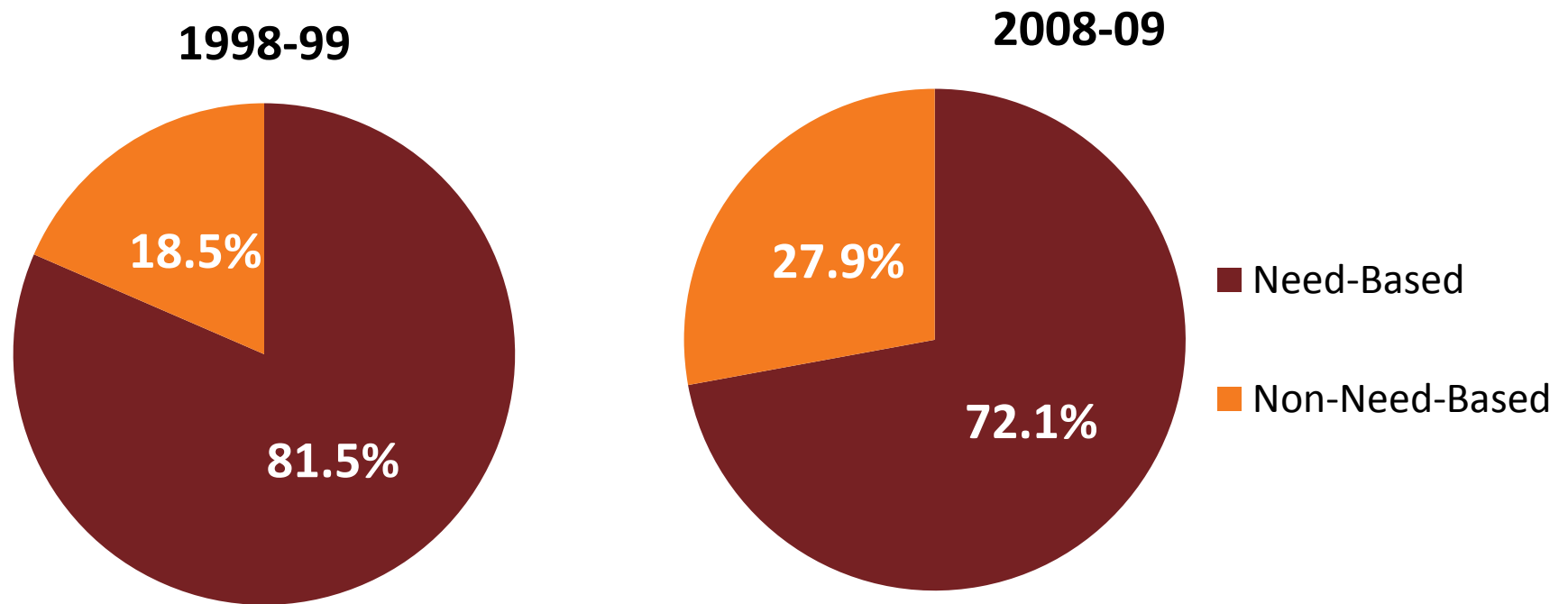
Note: Percentages may not add to 100% because of rounding.

Source: Trends in Student Aid 2010, The College Board



Pattern is the same at state level, even in
tough times.

Change in Distribution of State Grants Based on Need



Source: NASSGAP Report 2008-09: Undergraduate Grant Aid in Constant 2008-09 Dollars:
1998-99 through 2008-09 (in millions of dollars).



Big Effects, too, from State Disinvestment in Public Higher Education.

We start out by spending less per student in the institutions serving students with the biggest needs. Then, over the past few years, we just cut mercilessly from there.




So yes, government policy is part
of the problem, too.

But


colleges and universities are not unimportant actors in this drama of shrinking opportunity, either.

For one thing, the shifts away from poor students in institutional aid money are **MORE PRONOUNCED** than the shifts in government aid.



In 2007, four-year public and private nonprofit colleges spent nearly **\$15 billion** on grant aid.

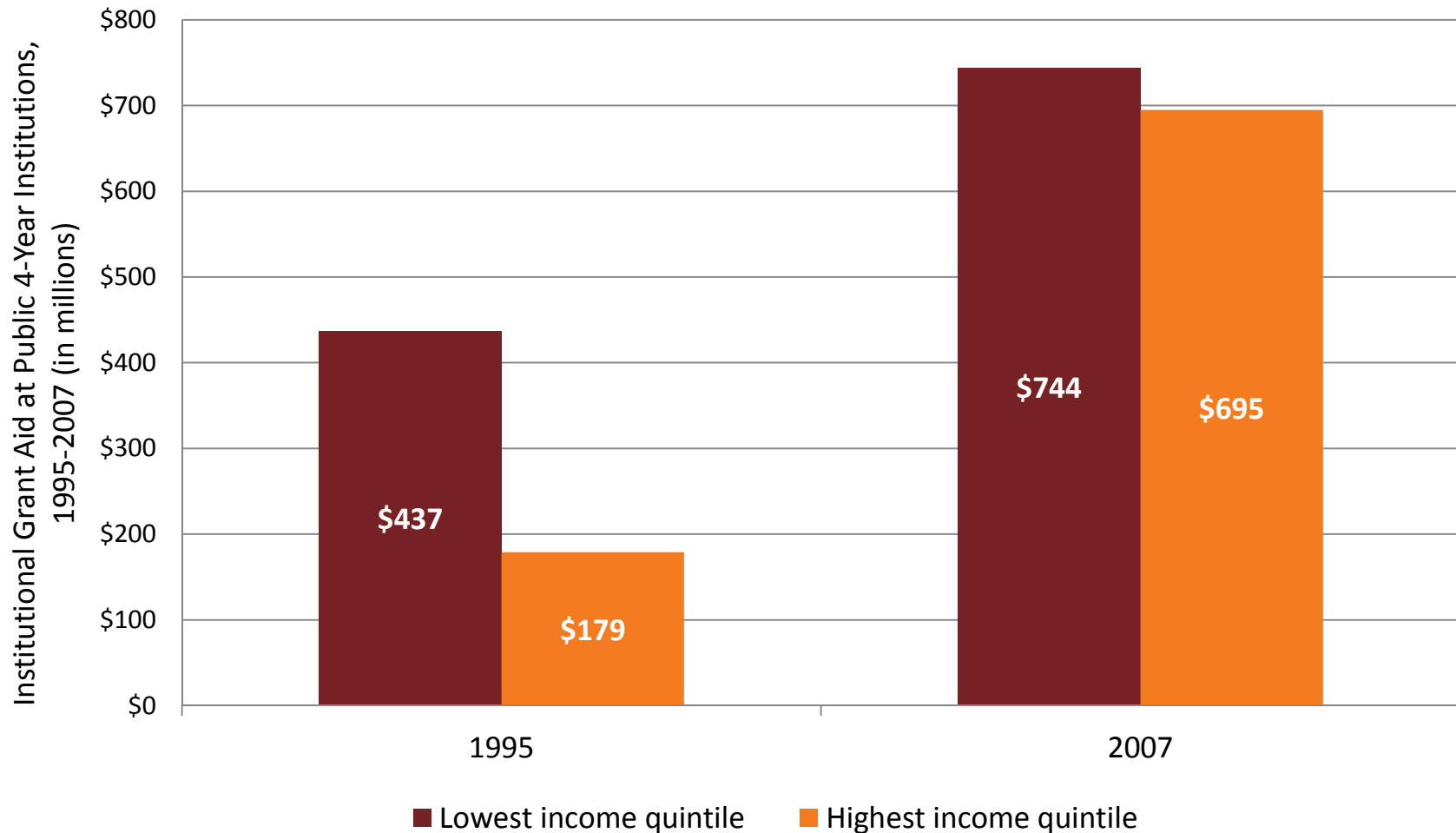
Education Trust analysis of NPSAS:08 using PowerStats. Results based on full-time, full-year, one-institution dependent undergraduates.



But, they spent a lot of aid on students
who didn't need it.

Education Trust analysis of NPSAS:08 using PowerStats. Results based on full-time, full-year, one-institution dependent undergraduates.

Public 4-year colleges used to spend more than twice as much on needy students, but now spend about the same as on wealthy students




Education Trust analysis of NPSAS:96 and NPSAS:08 using PowerStats. Results based on full-time, full-year, one-institution dependent undergraduates.


The result? Low-income students must devote an amount equivalent to 72% of their family income towards college costs

Family Income	Average Income	Cost of Attendance	Expected Family Contribution (EFC)	Average Grant Aid	Unmet Need After EFC and Grant Aid	% of Income Required to Pay for College After Grant Aid
\$0-30,200	\$17,011	\$22,007	\$951	\$9,704	\$11,352	72%
\$30,201-54,000	\$42,661	\$23,229	\$4,043	\$7,694	\$11,493	36%
\$54,001-80,400	\$67,844	\$23,640	\$10,224	\$5,352	\$8,064	27%
\$80,401-115,400	\$97,594	\$25,050	\$18,158	\$4,554	\$2,339	21%
\$115,401+	\$173,474	\$27,689	\$37,821	\$3,822	\$-13,953	14%

Source: Education Trust analysis of NPSAS:08 using PowerStats, <http://nces.ed.gov/datalab/>. Results based on full-time, full-year, one-institution dependent undergraduates



So it's not all about the students or
about government. What colleges
do is important in who comes...and
who doesn't.

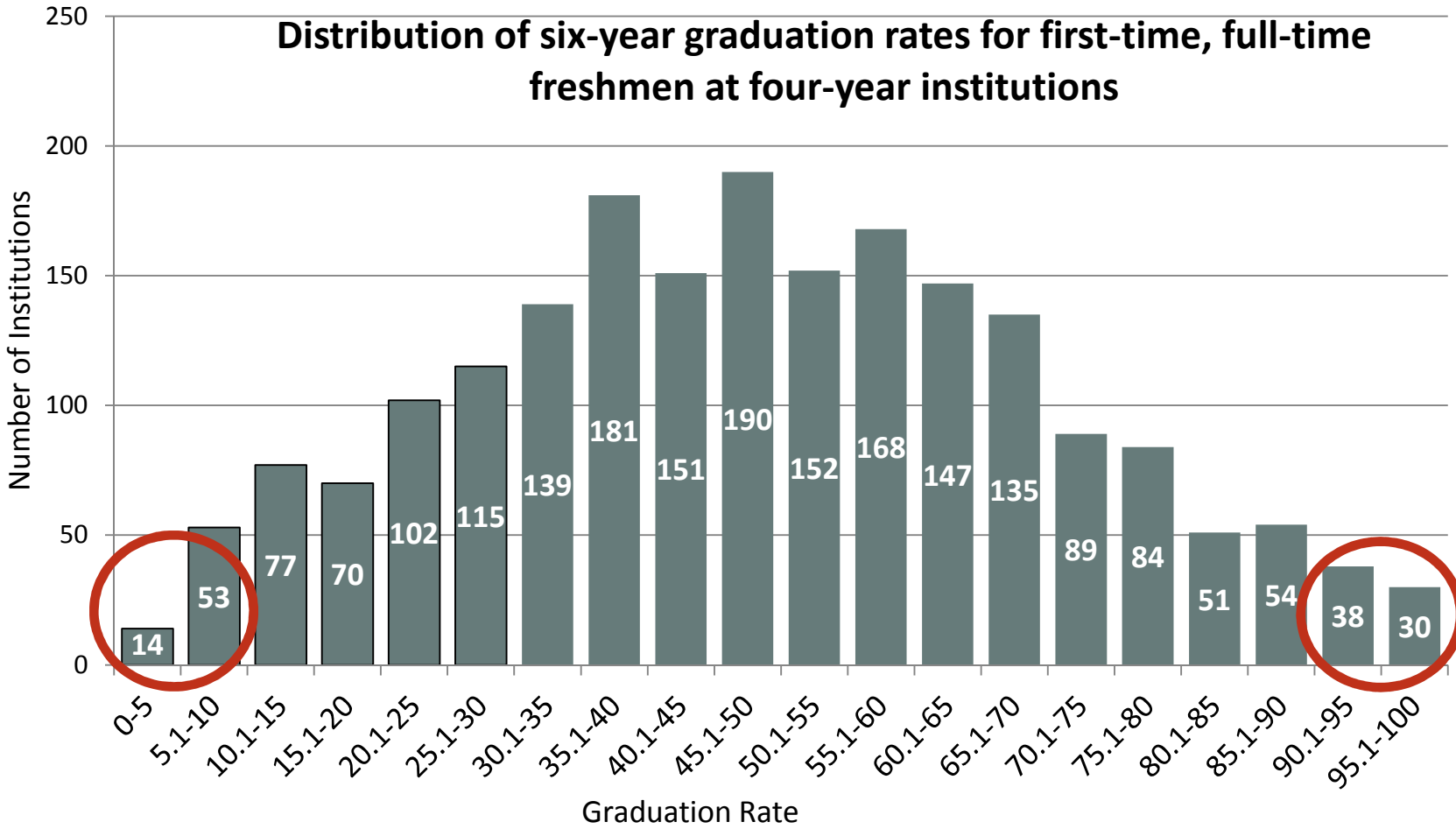


Moreover, what **colleges** do also turns out to be very important in whether students graduate or not.


Current College Completion Rates: 4-Year Colleges

- Fewer than 4 in 10 (38%) entering freshmen obtain a bachelor's degree within 4 years
- Within six years of entry, that proportion rises to just under 6 in 10 (58%)
- If you go beyond IPEDS, and look at graduation from ANY institution, number grows to about two-thirds.


But graduation rates vary widely across the nation's postsecondary institutions




Ed Trust analysis of College Results Online dataset 2010.



Some of these differences are clearly attributable to differences in student preparation and/or institutional mission.



Indeed, with enough data on both institutions and students, we can find a way to “explain” more than 70% of the variance among institutions.



But...when you dig underneath
the averages, one thing is very
clear:

Some colleges are far more
successful than their students'
“stats” would suggest.

Research Institutions

Similar Students, Different Results

	Median SAT	Size	% Pell	% URM	Overall Grad Rate	URM Grad Rate
Penn State University	1,200	35,702	15.0%	7.4%	84.0%	69.9%
Indiana University	1,120	28,768	16.0%	6.9%	71.9%	53.5%
Purdue University	1,135	31,008	17.7%	6.8%	69.1%	52.3%
University of Minnesota	1,165	28,654	19.9%	7.5%	63.4%	43.8%

Research Institutions

Similar Students, Different Results

	Median SAT	Size	% Pell	% URM	Overall Grad Rate	URM Grad Rate
Florida State University	1,160	28,874	26%	23%	68.7%	69.9%
University of Arizona	1,110	25,867	23%	26%	56%	44%

Masters Institutions – Large

Similar Students, Different Results

	Median SAT	Size	% Pell	Overall Graduation Rate
University of Northern Iowa	1,085	9,946	23.8%	65.2%
Montclair State	1,015	10,908	26.5%	61.2%
Eastern Illinois	1,010	9,798	23.7%	60.3%
University of Wisconsin Whitewater	1,030	8,690	20.3%	53.1%

Historically Black Colleges

Similar Students, Different Results

	Median SAT	Size	% Pell	Overall Graduation Rate
Elizabeth City	845	2,423	69.9%	50.7%
Delaware State	835	3,057	47.8%	37.3%
University of Arkansas Pine Bluff	775	2,768	73.5%	32.9%
Norfolk State	900	4,798	54.5%	30.8%
Coppin State	N/A	2,800	72.6%	18.9%

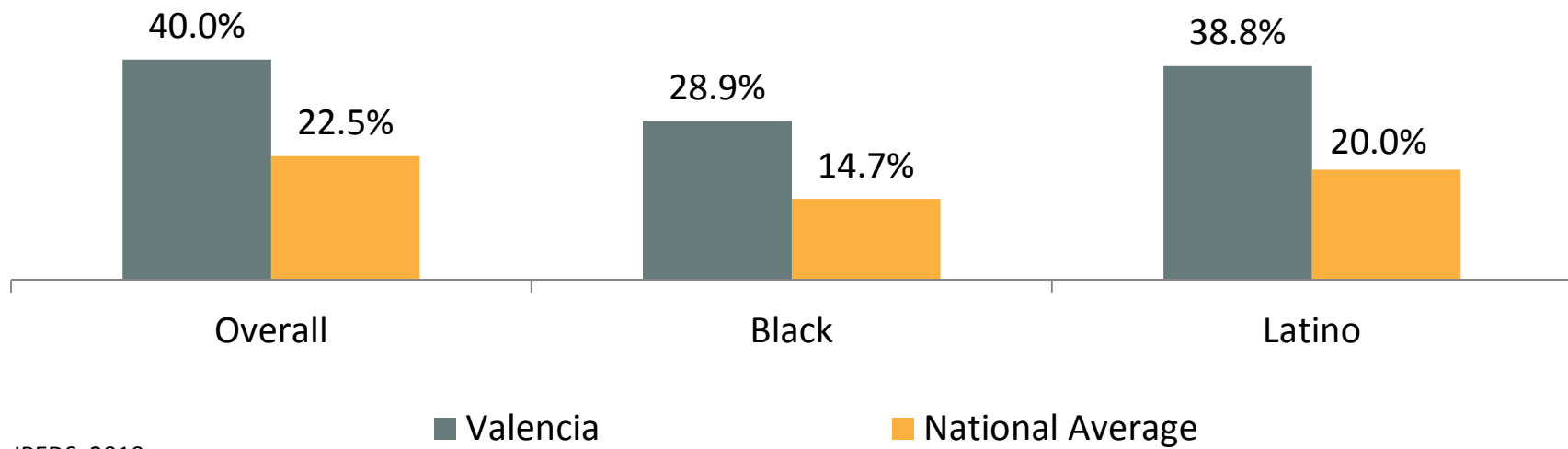


There are big differences among
2-year colleges, as well.

Valencia College (FL)

Graduation rates far exceed national averages at Valencia, winner of the inaugural Aspen Prize for Community College Excellence

3-year completion rates (associate degrees and certificates)
for first-time, full-time freshmen,
Fall 2007 cohort

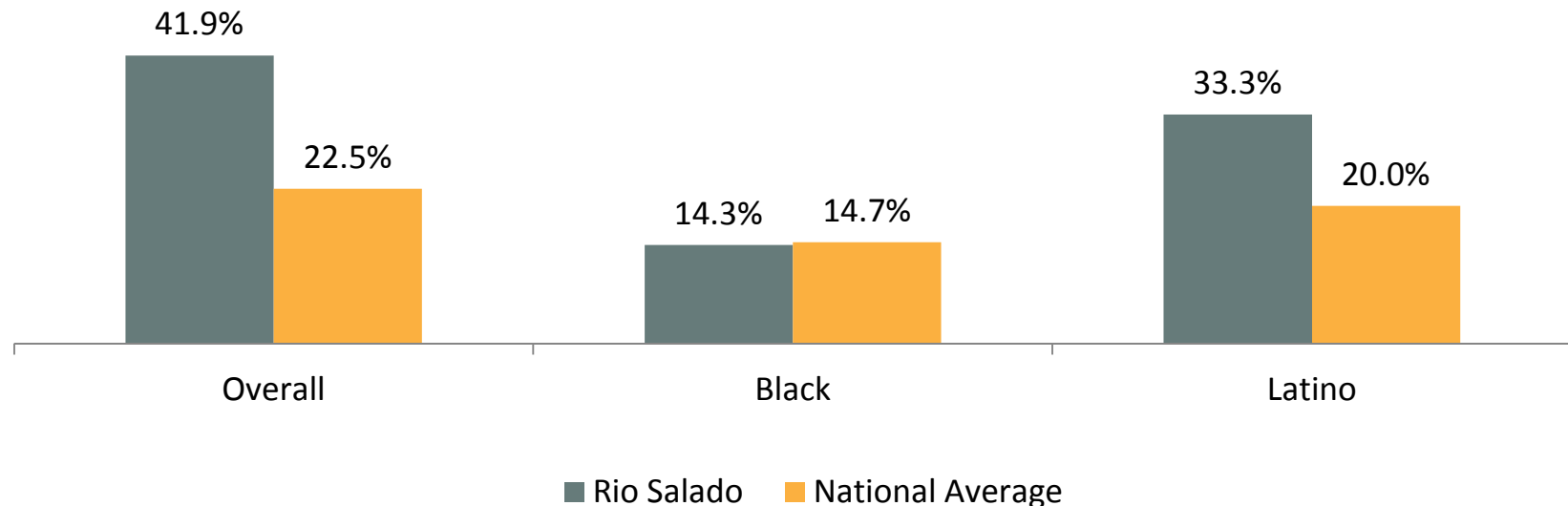


Source: IPEDS, 2010


Rio Salado College

Rio Salado College, a mostly online community college, has overall and Latino graduation rates above national averages.

3-year completion rates (*only certificates awarded)
for first-time, full-time freshmen,
Fall 2007 cohort



Source: IPEDS, 2010



Some making fast progress in
improving success for students of
color, some have closed gaps
entirely.


Biggest Gainers in Success for Latino Students: Public Colleges and Universities

	Undergrad FTE Fall 2009 Enrollment	% Hispanic among Undergrad FTE Fall 2009 Enrollment	Overall Six-Year Grad Rate 2010	Hispanic Six-Year Grad Rate 2004	Hispanic Six-Year Grad Rate 2010	Change in Hispanic Six-Year Grad Rates 2004-2010
1. Eastern Connecticut State University (CT)	4,631	5.5%	52.4%	20.0%	57.8%	37.8
2. Georgia State University (GA)	18,758	6.9%	48.2%	22.0%	59.4%	37.4
3. East Stroudsburg University of Pennsylvania (PA)	6,022	5.7%	57.9%	25.8%	56.1%	30.3
4. University of Utah (UT)	17,509	5.5%	56.4%	30.6%	59.6%	29.0
5. Clemson University (SC)	14,696	1.6%	76.2%	40.6%	69.0%	28.4
6. University of North Carolina at Charlotte (NC)	17,469	4.6%	55.2%	30.2%	55.2%	25.0
7. Central Washington University (WA)	9,798	7.7%	55.8%	38.1%	62.6%	24.5
8. University of Georgia (GA)	25,160	3.0%	79.8%	64.5%	87.3%	22.8
9. Virginia Commonwealth University (VA)	20,285	4.2%	50.4%	25.9%	48.7%	22.8
10. Millersville University of Pennsylvania (PA)	6,911	3.9%	61.1%	30.0%	52.0%	22.0
11. SUNY College at Oneonta (NY)	5,624	5.1%	64.6%	38.9%	60.8%	21.9
12. University of Maryland-Baltimore County (MD)	9,058	3.9%	57.3%	38.7%	60.5%	21.8
13. Washington State University (WA)	19,717	6.5%	69.0%	46.2%	67.8%	21.6
14. San Diego State University (CA)	24,084	23.5%	66.2%	40.8%	62.2%	21.4

Source: Advancing to Completion, 2012, The Education Trust.

Bottom Line:


- So yes, we have to keep working to improve our high schools;
- And yes, government has to do its part;
- But we've got to focus on changing what our colleges do, too.



What can we learn from the high performers?


n/a

1. Their leaders make sure student success is a campus-wide priority.




Improving student success isn't
all—or even mostly—about
programs.

It's about institutional culture that
values success and that accepts
responsibility.




Successful leaders honor and tap
into institutional culture to
privilege student success



In fact, successful leaders consistently treat faculty as problem solvers, not as problems to be solved.

2. They look at their data...and act.

Use of disaggregated data to spot problems and frame action is pervasive.



Successful institutions don't just aim at the final goal—graduation—they concentrate on each step along the way, especially the early ones.

Historically Black Colleges

Similar Students, Different Results

	Median SAT	Size	% Pell	Overall Graduation Rate
Elizabeth City	825	2983	75%	42%
Delaware State	875	2953	58%	39%
Prairie View A&M	820	6259	68%	32%
University of Arkansas, Pine Bluff	775	3426	77%	24%

Elizabeth City State

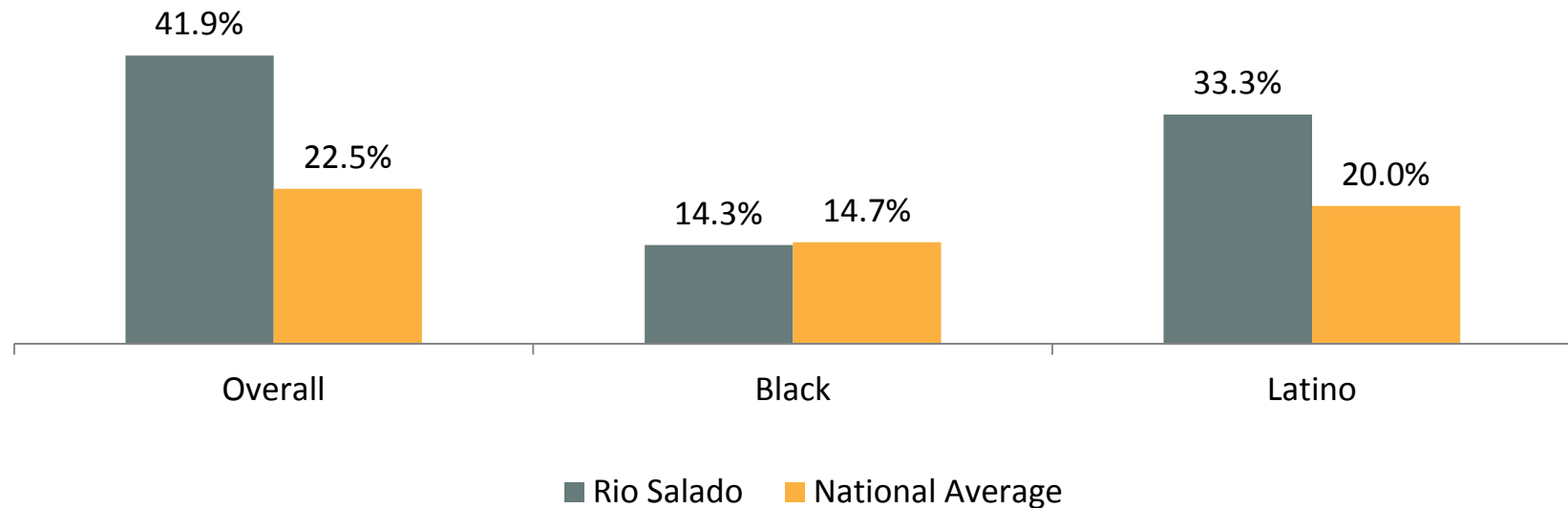
- Attendance mandatory. Faculty members monitor; call when absent.
- Faculty advisors track absences, mid-term grades. Expected to meet with students in trouble.
- Deans, Provost monitor the data—and ACT when involves one faculty member.
- Everybody on campus assumes responsibility for acting on warning signs.

???

Rio Salado College

Rio Salado College, a mostly online community college, has overall and Latino graduation rates above national averages.

3-year completion rates (*only certificates awarded)
for first-time, full-time freshmen,
Fall 2007 cohort



Source: IPEDS, 2010

How Rio Salado Uses Data

- Regularly review, measure, and improve processes, practices, and services to increase student success
- Use predictive analytics to discover drivers of success, including student engagement and behavioral patterns (logins, site engagement, and pace of coursework) in online and classroom-based learning
- Employ data-based systems to track and flag students to trigger outreach interventions, including an electronic system that allows students to monitor their own progress

Source: http://www.hcmstrategists.com/content/Beating_the_Odds.pdf

Keeping your eyes on both
retention and credit
accumulation

Top Gainer and Gap Closer: Georgia State University

- Downtown Atlanta with about 19,000 undergrads
- 1/3 minority, mostly African American
- Minority students now graduate at higher rates than peers
- Enrollment has grown more diverse in recent years

	2002	2007
Minority Six Year Grad Rates	32.3%	50.7%
Non-minority- Minority Graduation Rate Gap	5.2	-5.2%

The Education Trust, *Top Gainers*, 2010.

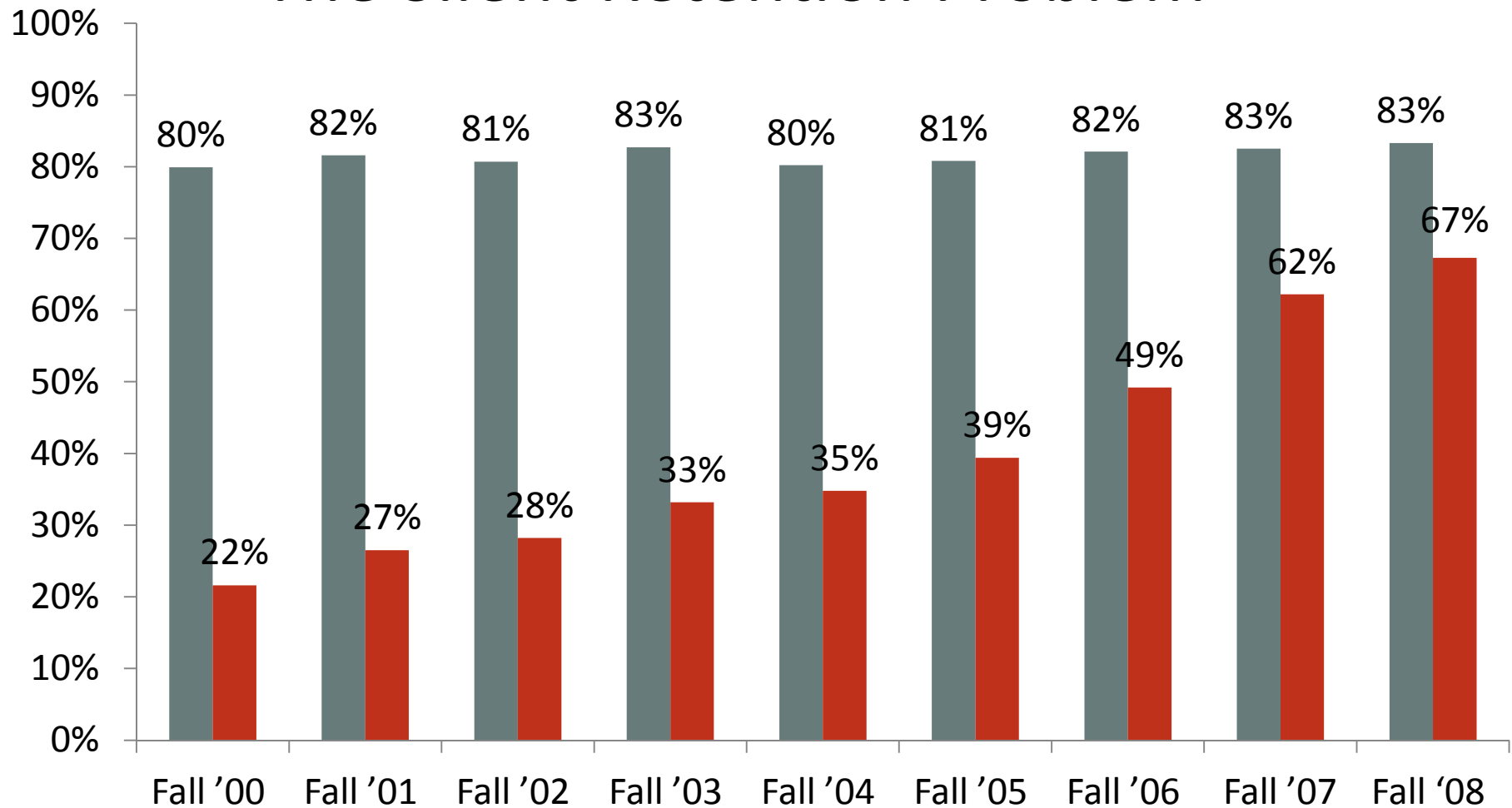
Keys to Georgia State's Success: Focusing first and foremost on the data

- Identify potholes on pathway to bachelor's degree:
 - Low credit accumulation in first year
 - High introductory course failure rates
 - Drop off in retention during transition to majors
- Evaluate effectiveness of intervention strategies
- Develop and monitor department retention plans

Disaggregated all data by race, income, and
first-generation status

First-Year Retention vs. Credit Accumulation


The Silent Retention Problem



Georgia State University.

■ % Retained

■ % Retained and Sophomore



PS. Don't just LOOK at your data.
The **ACT** part is really important.

Just having data doesn't accomplish anything. Completion is about creating accountability for acting on those data.

3. Where can the data take you?
Successful institutions create
clear, structured pathways to
success.

FLORIDA STATE ACADEMIC MAP

UNDERGRADUATE ACADEMIC PROGRAM GUIDE (AND COMMUNITY COLLEGE COUNSELING MANUAL) 2008-2009

DIVISION OF UNDERGRADUATE STUDIES

Program Guide Legend

- P** Program Description
- M** Academic Map
- D** Department URL
- C** Learning Compact

Academic Degree Programs:

To use this resource, first find your program of interest and then select **P** for a detailed program description, **D** to link to the department's webpage, or **C** to access the Academic Learning Compact format at [Academic Programs](#). Download the most recent version of Adobe Acrobat Reader.

Jump Links: A-D E-L M-R S-Z Minors Certificates Other Programs Liberal Studies

- P M D C** Accounting *
- P M D C** Actuarial Science
- P M D C** Advertising (Communication)
- P M D C** African American Studies
- P M D C** American and Florida Studies
- P M D C** Anthropology
- P M D C** Apparel Design (Textiles & Consumer Science)
- P M D C** Applied Mathematics
- P M D C** Art, Studio
- P M D C** Art Education (Certification, Pre Art Therapy, Art Therapy)
- P M D C** Art History
- P M D C** Asian Studies
- P M D C** Athletic Training
- P M D C** Audiology and Speech Pathology (Communication)
- P M D C** Biochemistry
- P M D C** Biological Science

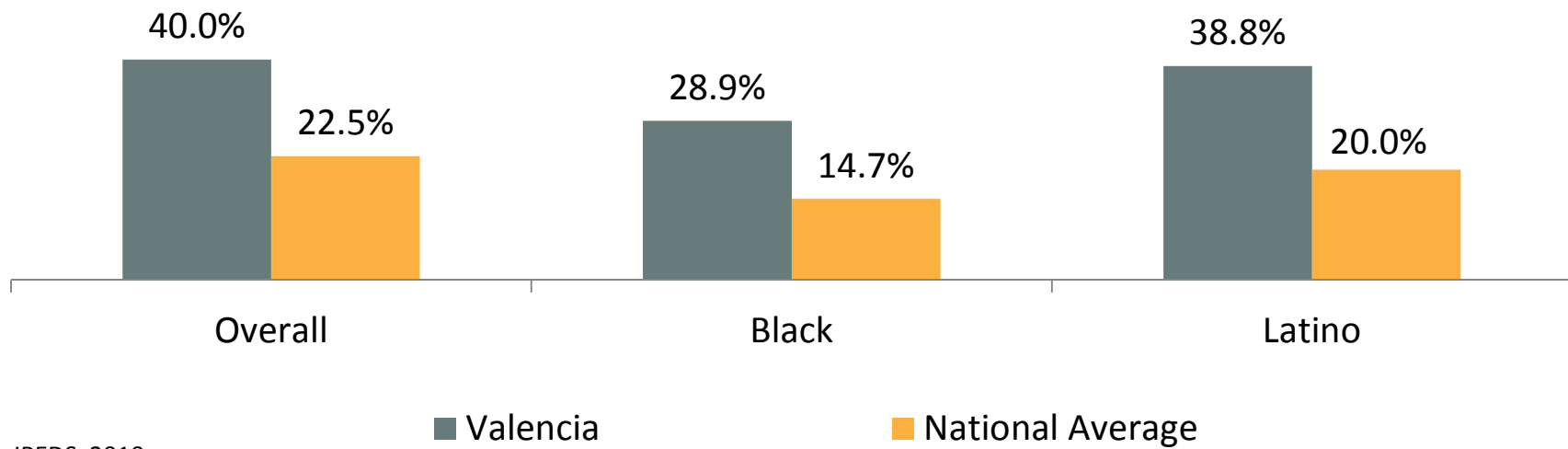
Accounting is a limited-access major. To be admitted into accounting, you must have completed at least 52 hours, have earned a "C-" or better in the Admission Prerequisite Courses (CGS2100, MAC2233, ECO2013, ECO2023, ACG2021, & STA2023), and have the required overall GPA. Electives should focus on gaining additional exposure to the social and behavioral sciences and on improving communication and analytical reasoning skills. There are many specializations within the accounting field. Graduates can go on into challenging positions with only a bachelor's degree; however, many positions require a CPA certificate. Students planning to work as a CPA in Florida are required to complete a 5-year educational program and should plan on completing the master's degree in Accounting.

Sample Schedule		Milestones	
Term 1	Hrs.	TERM 1	
ENC1101 or higher English	3	Overall GPA 2.7 or higher	
MAC1105 or higher mathematics	3	Complete ENC1101	
CGS2100, ECO2023, or ECO2013	3		
LS History/Humanities	3		
Elective	3		
Total hours	15		
TERM 2	Hrs.	TERM 2	
ENC1102 or other second English	3	Overall GPA 2.8 or higher	
MAC2233	3	Complete 2 Admission Prerequisites	
ECO2023, ECO2013, or CGS2100	3	Complete ENC1102 or other second English	
LS History/Humanities/Natural Science	3	Complete MAC1105	
Elective	3		
Total hours	15		
TERM 3	Hrs.	TERM 3	
ECO2023, ECO2013, or CGS2100	3	Overall GPA 2.9 or higher	
STA2023	3	Complete 4 Admission Prerequisites	
ACG2021	3	Complete MAC2233	
LS History/Humanities/Natural Science	3		
Elective	3		
Total hours	15		
TERM 4	Hrs.	TERM 4	
Elective	3	Overall GPA 2.9 or higher	
LS Humanities Literature	3	Complete all 6 Admission Prerequisites	
LS Social Science/History	3	Satisfy CLAST	
LS Natural Science with Lab	4		
Elective	2		
Total hours	15		

Valencia College (FL)

Graduation rates far exceed national averages at Valencia, winner of the inaugural Aspen Prize for Community College Excellence

3-year completion rates (associate degrees and certificates)
for first-time, full-time freshmen,
Fall 2007 cohort



Source: IPEDS, 2010

Leaders at Valencia removed institutional impediments to student success by:

- Transforming the course catalogue from an “advertisement” into a “road map” for successful course sequences
- Assigning adjuncts to courses a year in advance to create predictable schedules for students
- Ending late enrollment into regular courses, but offering flex start sections a month into the semester
- Developmental courses are linked with a Student Success course, in which students create a personal education plan and learn key study skills.

Source: <http://www.aspeninstitute.org/policy-work/aspen-prize/valenciacollege>

Other Examples of Clear Pathways

- “**Meta-Majors**”, default pathways, student cohorts.

Source:

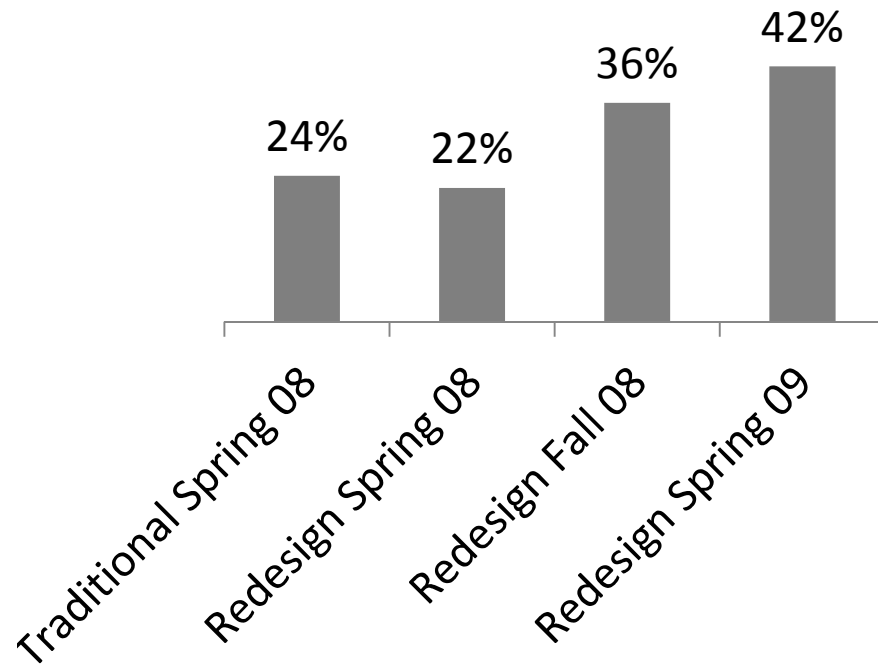
4. They take on Introductory and Developmental Classes

Course redesign in Tennessee

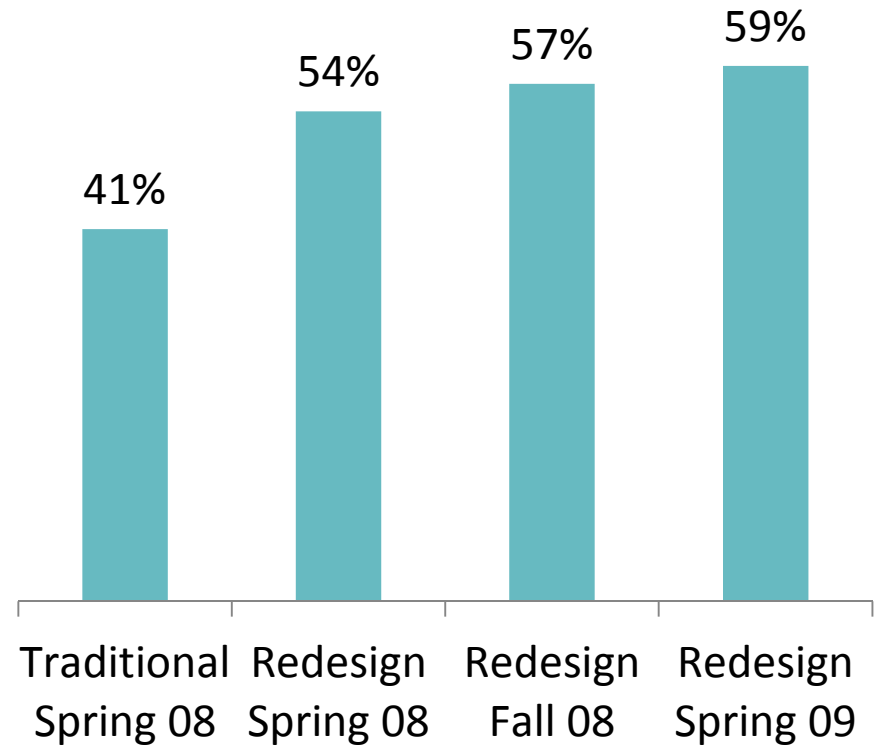
With more than 40% of freshmen at four-year schools and nearly 80% of freshmen at two-year colleges in remediation, the Tennessee Board of Regents were early adopters of the NCAT (National Center for Academic Transformation) course redesign model

SMART Math at Jackson State Community College

Students eligible to enroll in college-level courses next term



Students receiving passing grade



Math redesign at Cleveland State Community College

Before course redesign

- Section size = 24
- 55 sections (Fall/Spring)
 - 45 by FT faculty
 - 10 by adjuncts
- Faculty load = 10 sections
- Faculty cost = \$256,275
- Adjunct cost = \$14,400
- Total cost = \$270,625

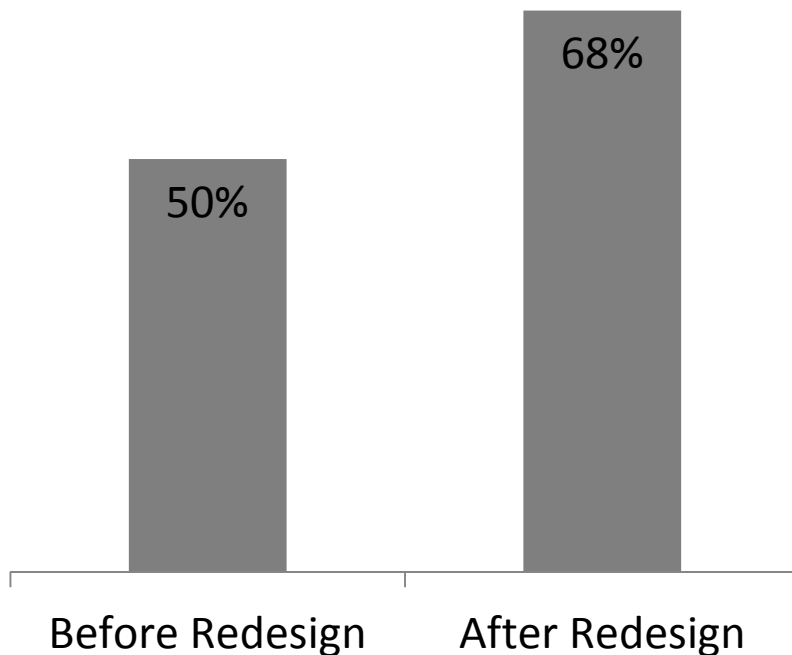
After course redesign

- Section size = 18
- 77 sections (Fall/Spring)
 - 77 by FT faculty
 - 0 by adjuncts
- Faculty load = 20 sections
- Faculty cost = \$219,258
- Adjunct cost = \$0
- Total cost = \$219,258

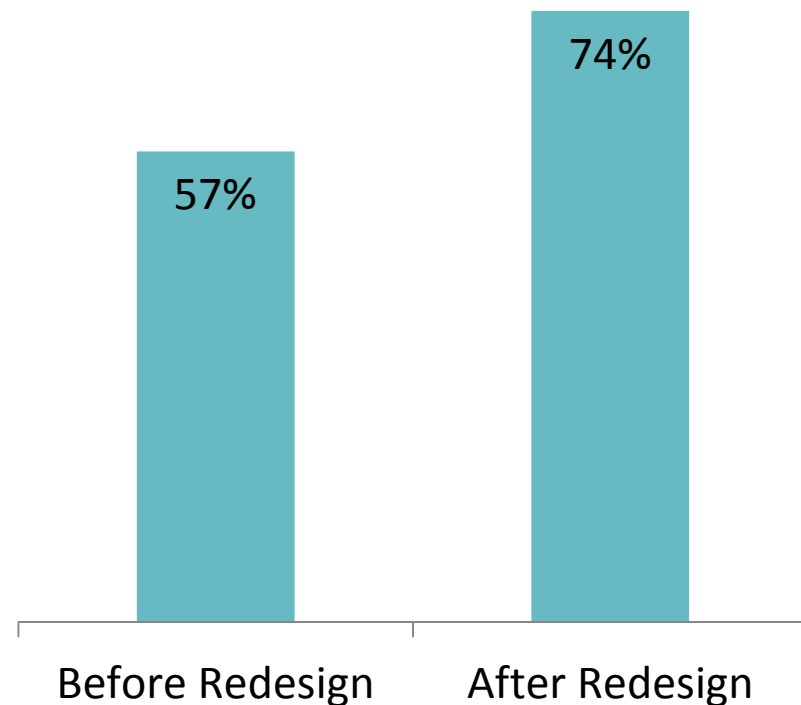
Savings = \$51,418 or 19%

Math redesign at Cleveland State Community College

Pass rates for Elementary Algebra



Pass rates for Intermediate Algebra



Other Promising Approaches


- **Corequisite Remediation:** Instead of placing students with weaker skills in separate Developmental courses, place into regular courses that:
 - Have built in supports on the side;
 - Include paired developmental course; or,
 - Meet 5 days/week.
 - (See, for example, Baltimore County CC's ALP program; Austin Peay State University; Tennessee Technical Colleges)

Source:

- 
- **Linked pathways in Math**, including Carnegie's STATWAY and Dana Center's MATHWAY.

Source:

5. Where else can the data take you? Successful institutions don't hesitate to demand, require.



A lot of institutions know what works. And more and more of them are advising students to do those things.

But it turns out that “students don’t do optional.”

San Diego State University and University of Houston

- Similar Institutions
- Similar enrollment percentages of Latinos
- Similar SAT

Different Results Over Time


	2002 Latino Graduation Rate	2006 Latino Graduation Rate
University of Houston	34.8%	41.1%
San Diego State	31.4%	54%

What do the folks at SDSU think made the difference?

1. Making services, supports more coherent.
2. Making what was optional, mandatory.

- Tennessee Technical Colleges: **Block schedules**, little choice, strong results. Now being expanded to TN Community Colleges, with very promising early results.
- **CUNY Accelerated Study in Associates Programs.**

Source:



The other place to push? 15 credit hours per semester.

Time (and our eagerness to be accommodating) can be the enemy.

Consider pricing, aid, block scheduling and other inducements.

6. They bring back the ones they lose.

University of New Mexico

Median SAT: 1010

% Pell: 31.4%

White: 49.8%

African American: 2.8%

Latino: 33.6%

American Indian: 6.6%

Overall 6 year grad rate: 41.6%

The Graduation Project

- Founder: David Stuart, Assoc Provost
- Insight: A lot of the students who leave without a degree leave pretty close—and in good standing.
- Core idea of project: Track them down and invite them back.
- Criteria: 2.0 gpa or better, at least 98 credits
- Universe: 3000

- Used credit company to track them down
- Offer:
 - shortened (and free) application for re-admission,
 - degree summary showing exactly which courses short,
 - priority enrollment in those courses, and
 - help with problems along the way.
- Result: Of those 3000, 1800 now have degrees and 59 have graduate degrees.



For Community College Version,
See “Project Win-Win” at IHEP.



In other words, **what institutions do** to help
their students succeed **matters.**

A lot.



It's really not about boldness of reform.
It's about **intentionality** and **quality of execution**.

**Download this presentation on our
website**

www.edtrust.org



The Education Trust

**Washington, D.C.
202/293-1217**

**Metro Detroit, MI
734/619-8009**

**Oakland, CA
510/465-6444**