


Access to Success

How Far Have We Come?





Colorado State University System | Connecticut State University System | Kentucky Council of Postsecondary Education | Louisiana Board of Regents | Minnesota State Colleges and Universities | Mississippi Institutions of Higher Learning | Montana University System | New Jersey Higher Education | Pennsylvania State System of Higher Education | Rhode Island Board of Governors for Higher Education | State University of New York | State University System of Florida | Tennessee Board of Regents | The California State University System | The City University of New York | University of Hawaii System | University of Louisiana System | University of Missouri System | University of North Carolina System | University of Texas System | University of Wisconsin System



Together, A2S Systems set out on a common mission of increasing the number of degree-holders in their states and making sure those degree-holders were more broadly representative.




The Goal:

Cut access and success gaps in half for low-income students and students of color, while improving success overall.



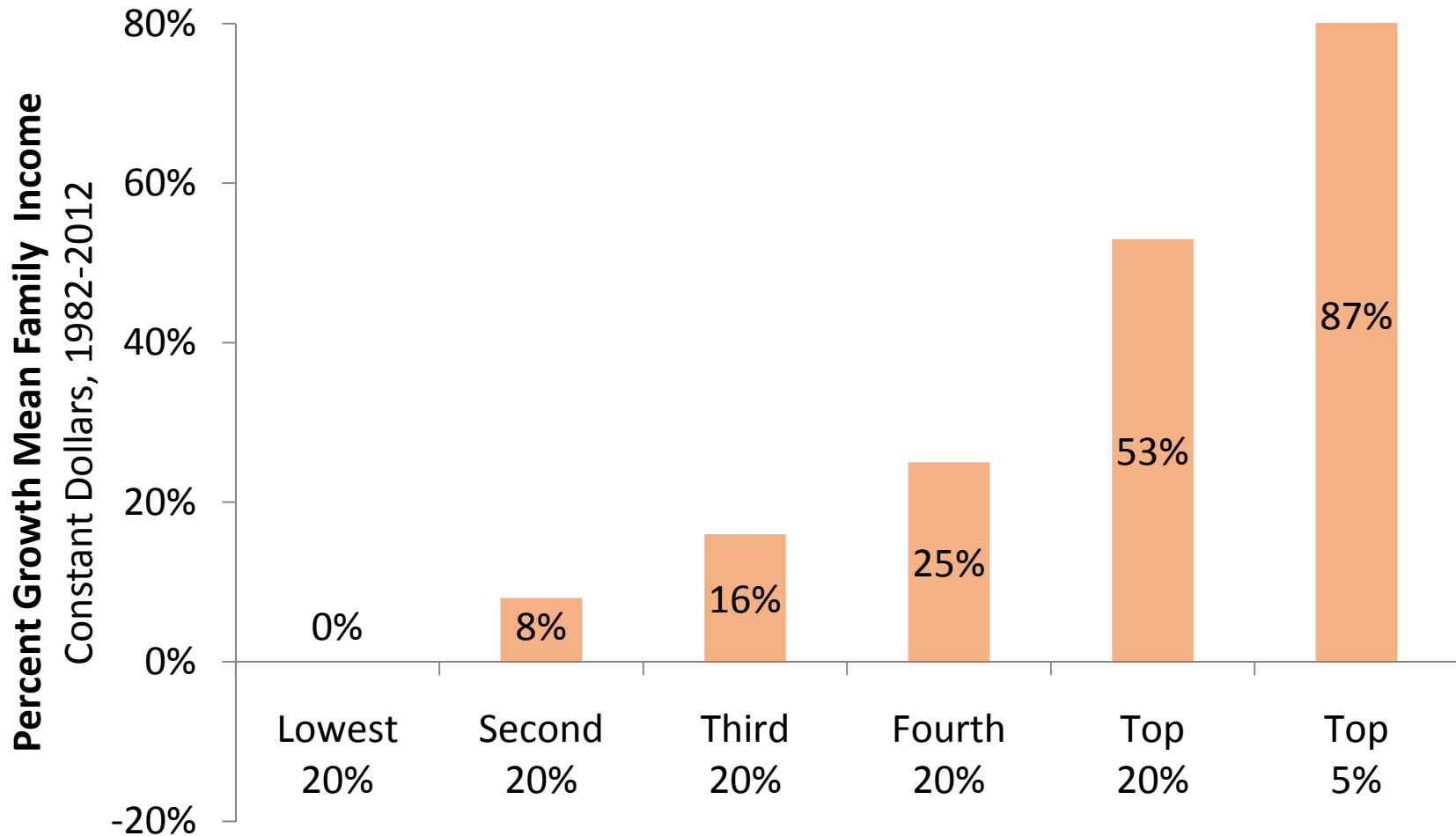
The Context

Longstanding American values of equality and social mobility fast slipping away.



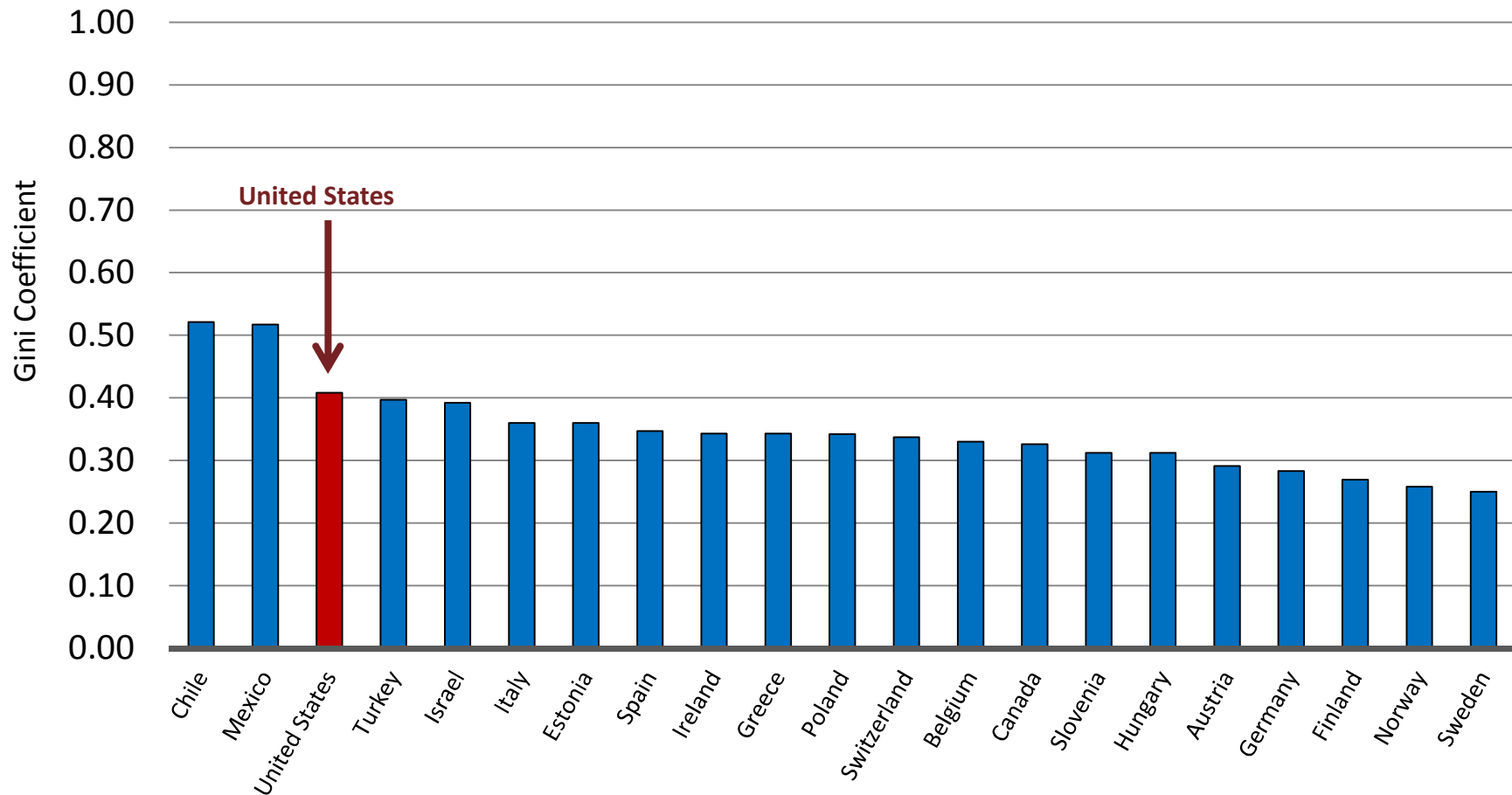
Within the US, income inequality
has been growing by leaps and
bounds...

Earnings among the lowest income families have remained stagnant, while those for high income families have soared



The College Board, "Trends in College Pricing 2013" (New York: College Board, 2013), Figure 20A.

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

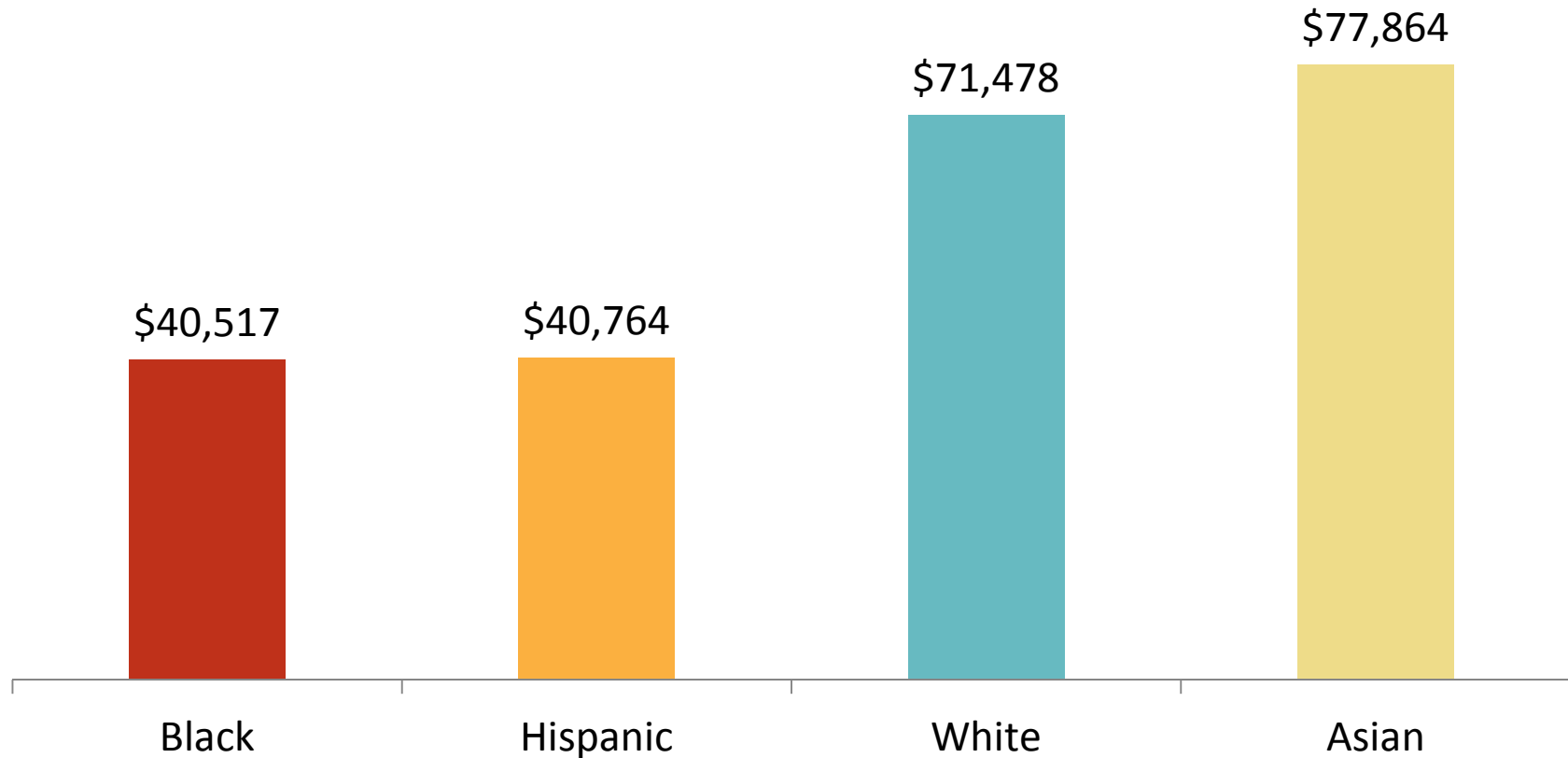


Note: Gini coefficient ranges from 0 to 1, where 0 indicates total income equality and 1 indicates total income inequality.

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

Black and Latino families have lower earnings.

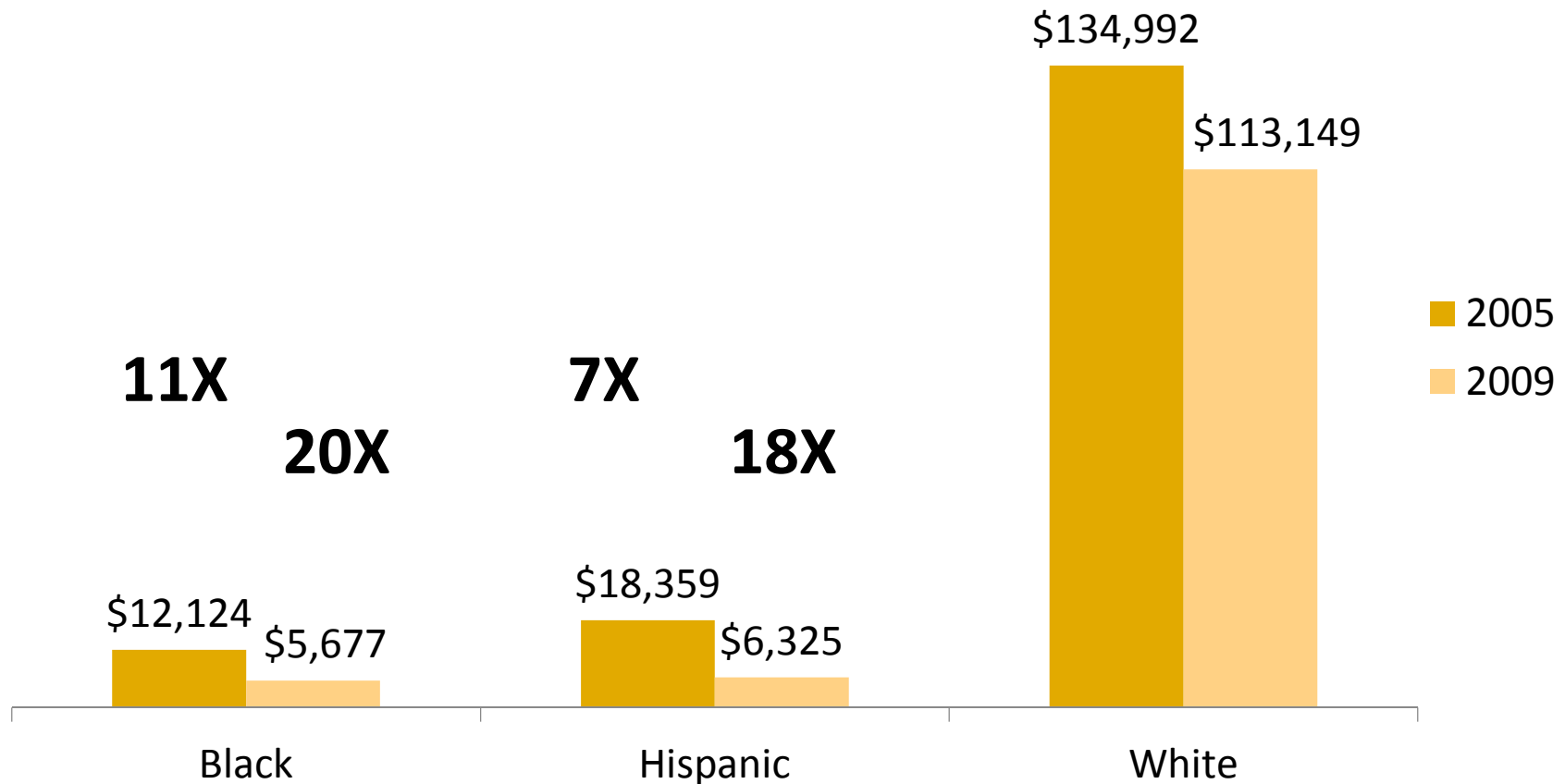
Median Family Income by Race, 2010



The College Board, "Trends in College Pricing 2013" (New York: College Board, 2013), Figure 20B.

...and less wealth.

Median Household Net Worth by Race, 2005-2009



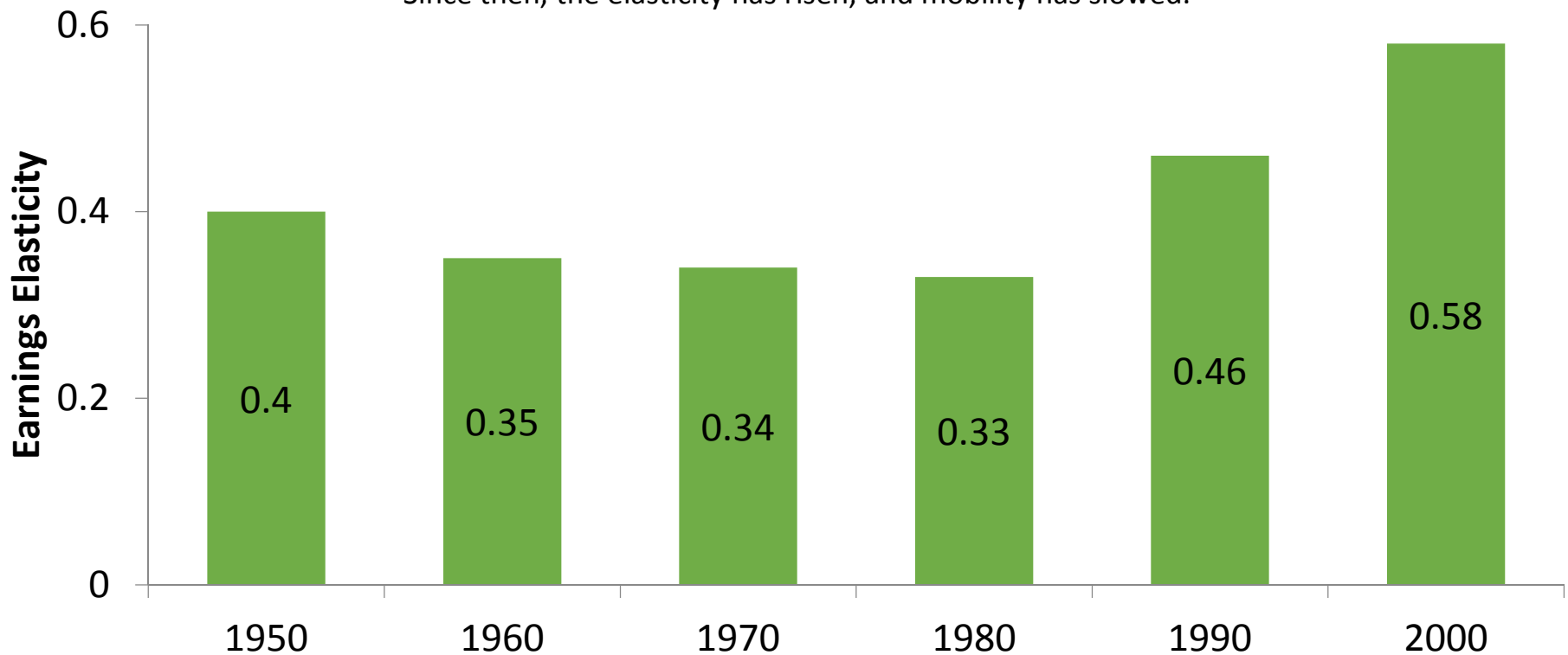
Pew Research Center, "Wealth Gaps Rise to Record Highs Between Whites, Blacks and Hispanics", 2011.



And it's not just inequality in wages and wealth, but problems with economic mobility as well.

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

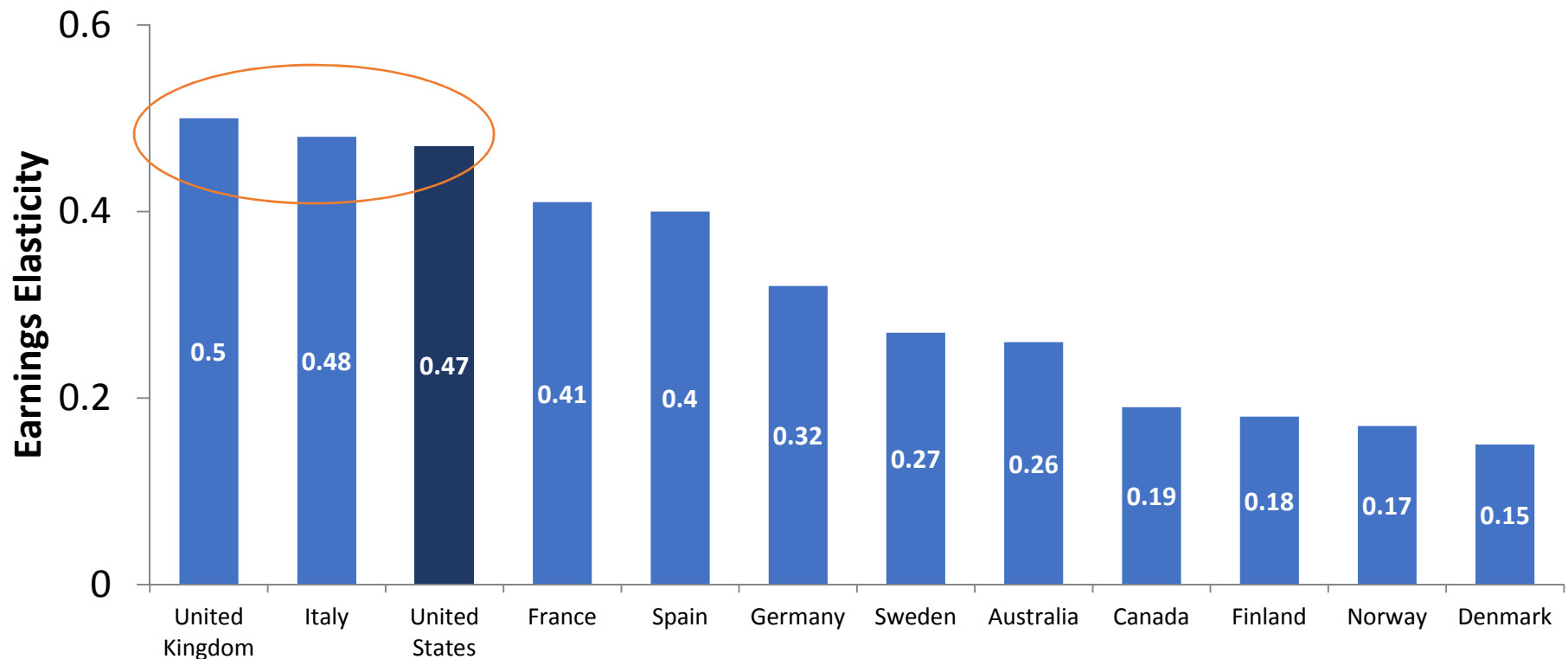
The falling elasticity meant increased economic mobility until 1980.
Since then, the elasticity has risen, and mobility has slowed.




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.

The US now has one of lowest rates of intergenerational mobility

Cross-country examples of the link between father and son wages



Source: Corak, Miles. *Chasing the Same Dream, Climbing Different Ladders*. Economic Mobility Project; Pew Charitable Trusts, 2010.



At macro level, better and more equal education—especially postsecondary education—is not the only thing we have to do to improve opportunity and mobility in America.

But at the individual level, it really is.

Overwhelming message about what matters in turning this around?

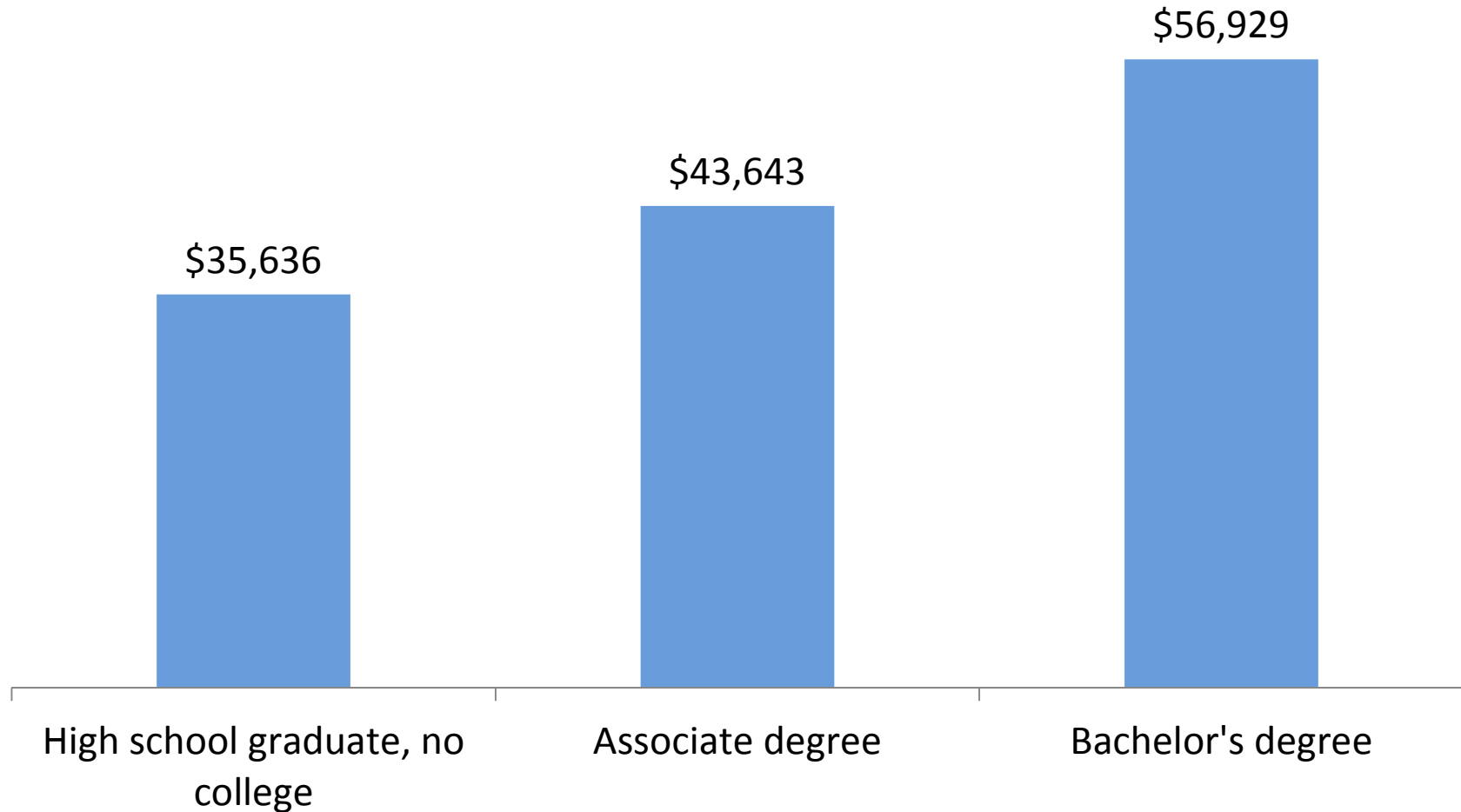
Education.

“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-educated adults earn more...

Median Earnings by Education Level, 2012

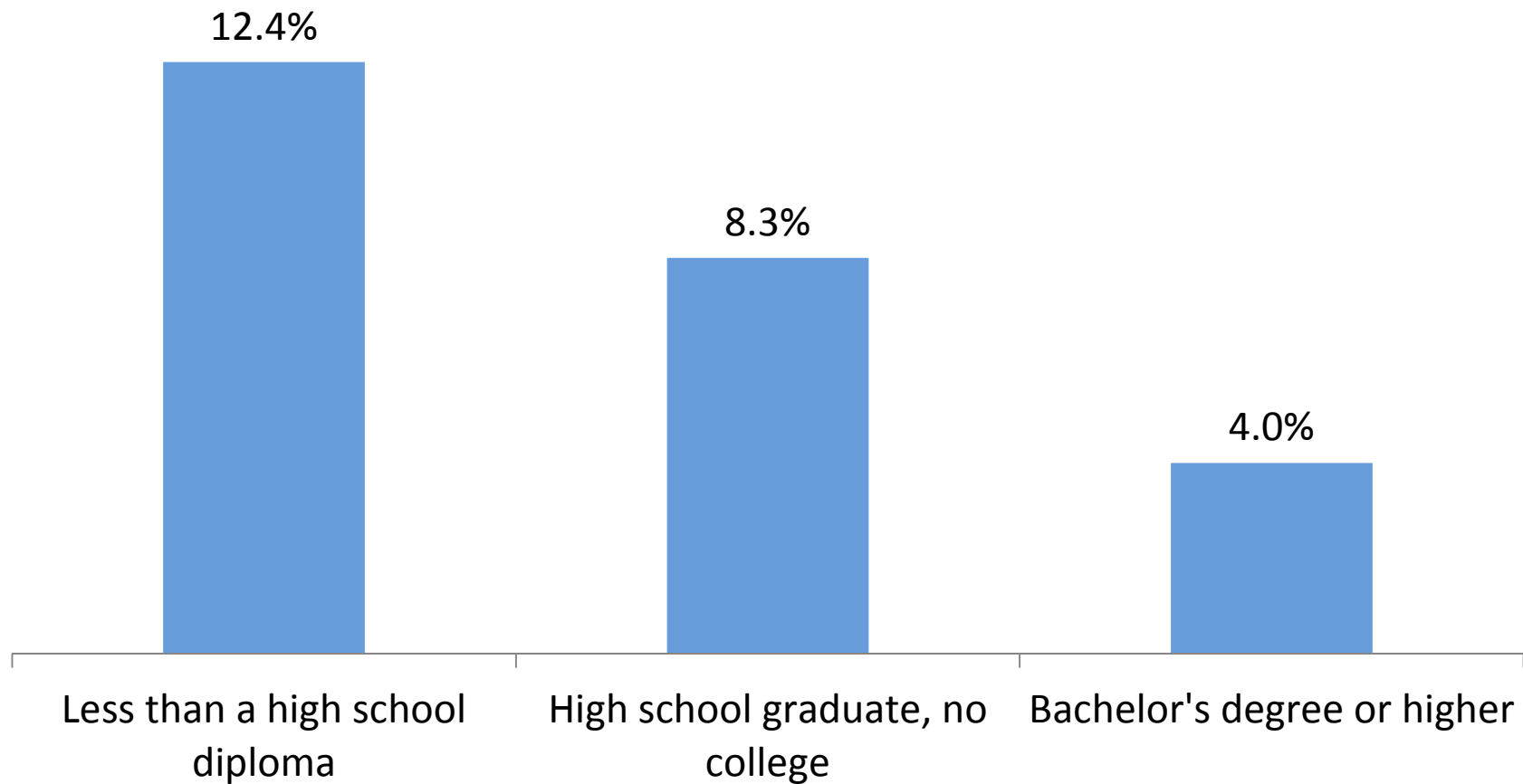


Note: Earnings data are based on full-time, year-round workers age 25 and older


Source: Bureau of Labor Statistics, Annual Social and Economic Supplement, PINC-03. Educational Attainment-- People 25 Years Old and Over, by Total Money Earnings in 2012, Work Experience in 2012, Age, Race, Hispanic Origin, and Sex, http://www.census.gov/hhes/www/cpstables/032013/perinc/pinc03_000.htm

And are less likely to be unemployed

Unemployment rates of adults age 25 and over, 2012



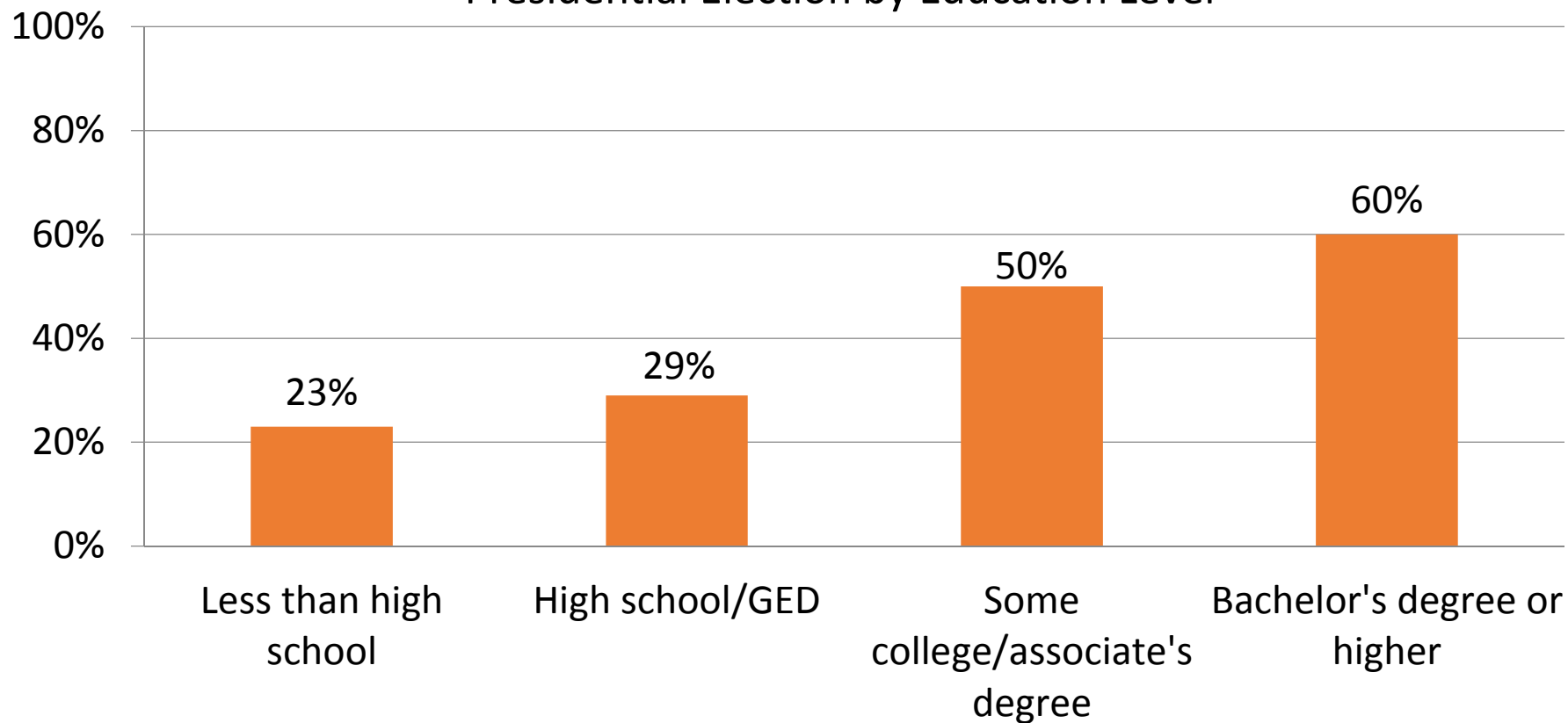
Source: Bureau of Labor Statistics, Employment status of the civilian non-institutional population 25 years and over by educational attainment, sex, race, and Hispanic or Latino ethnicity, 2012.



They also stand out on the other
things we value.

College graduates more likely to vote

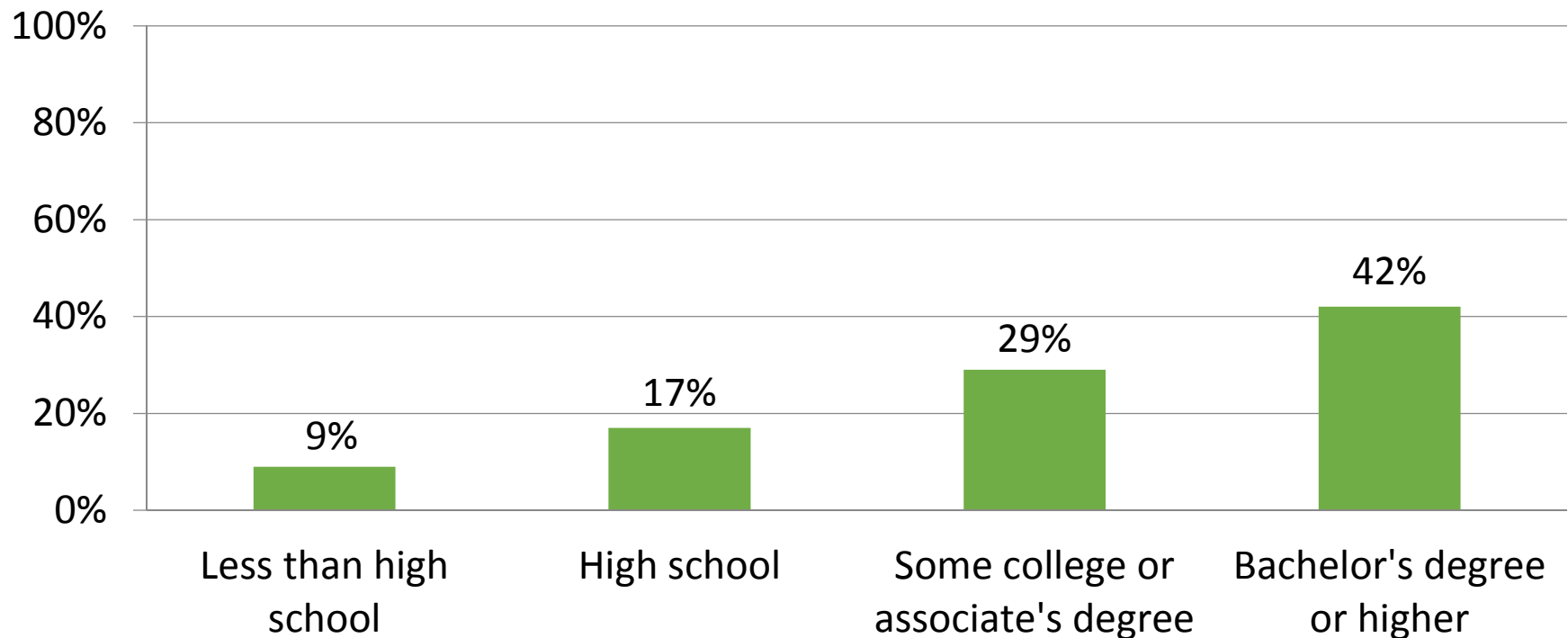
Percent of US Citizens Aged 18-24 Who Voted in the 2012 Presidential Election by Education Level



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

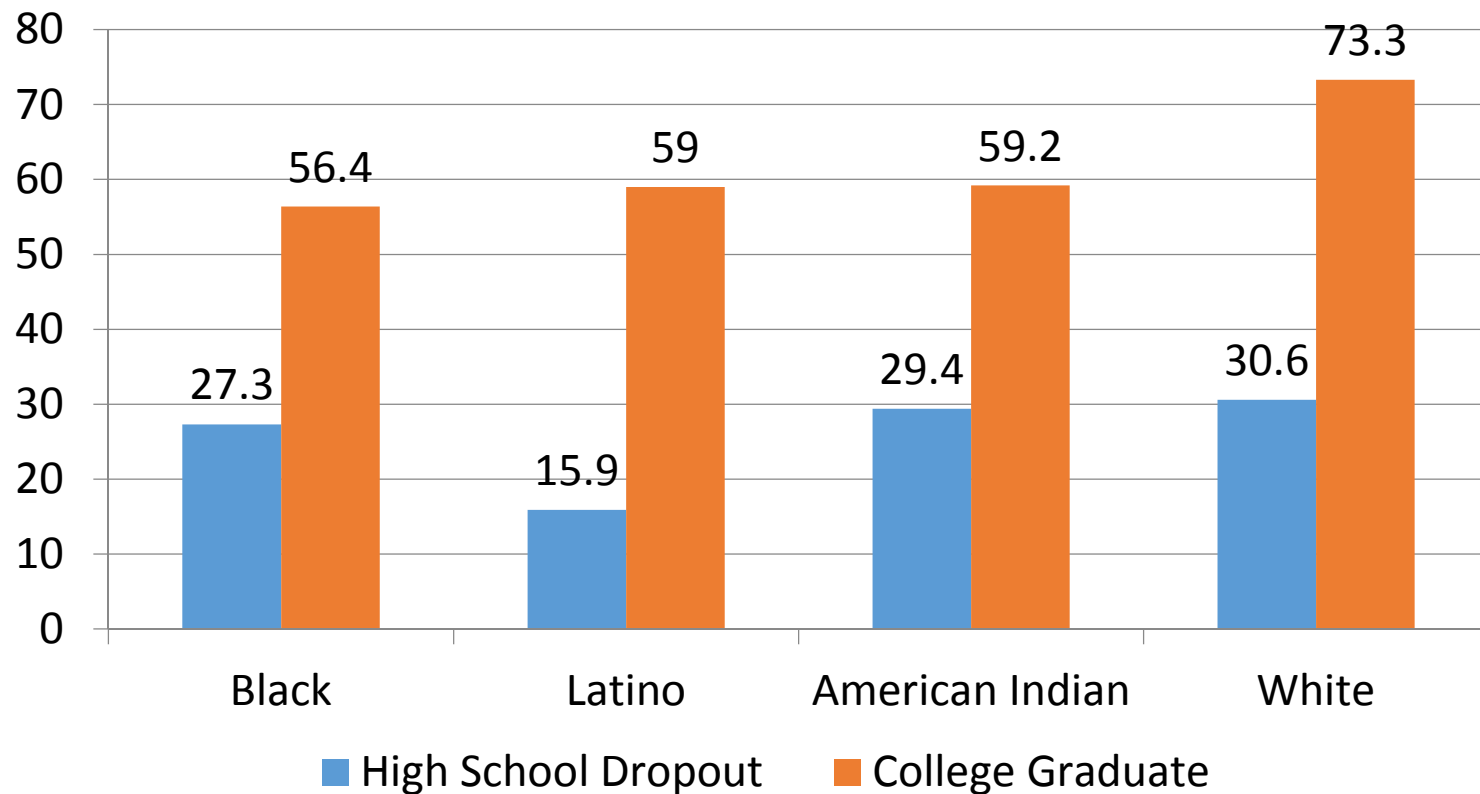
Percent of Adults 25 and Over Who Volunteered in 2012 by Education Level



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

Source: Education Pays 2013, The College Board

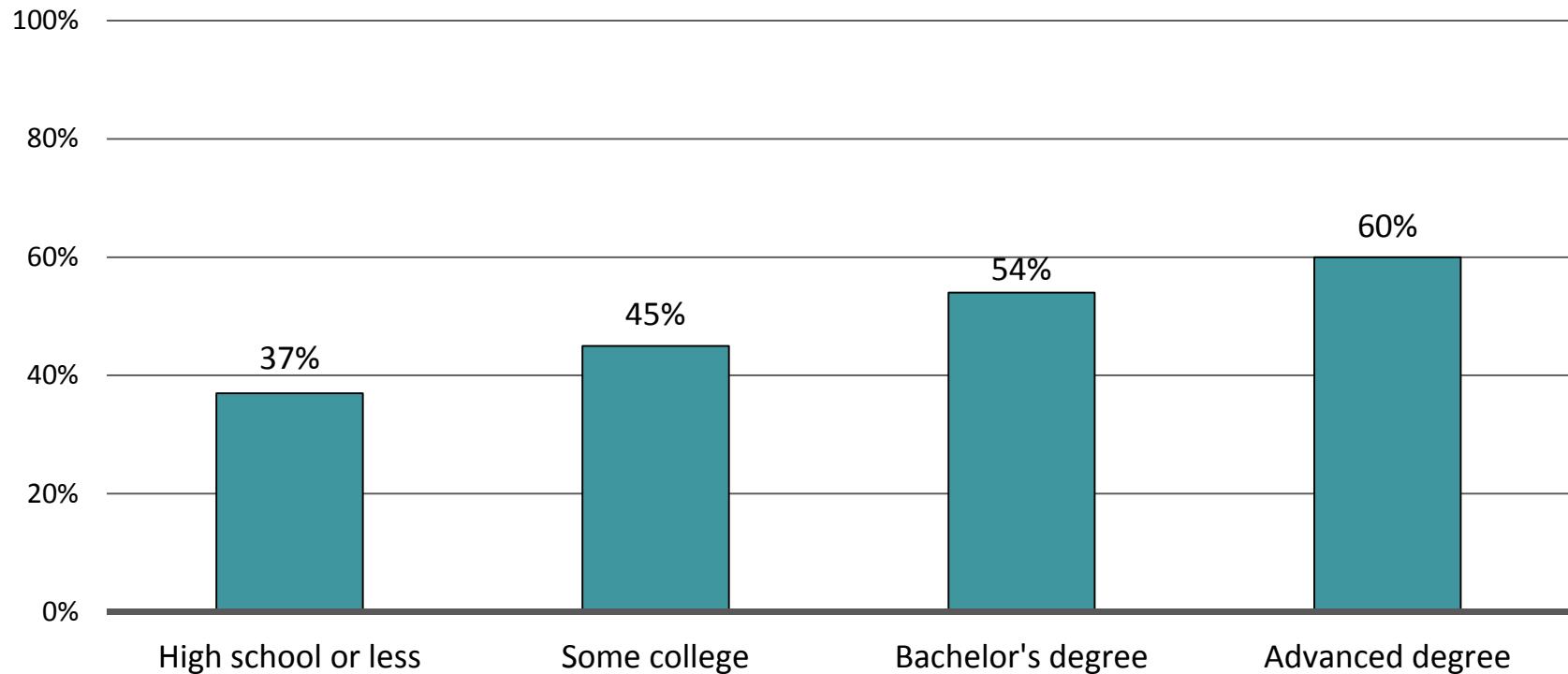
College Grads of all races far more likely to be in “Very Good” or “Excellent” Health




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)



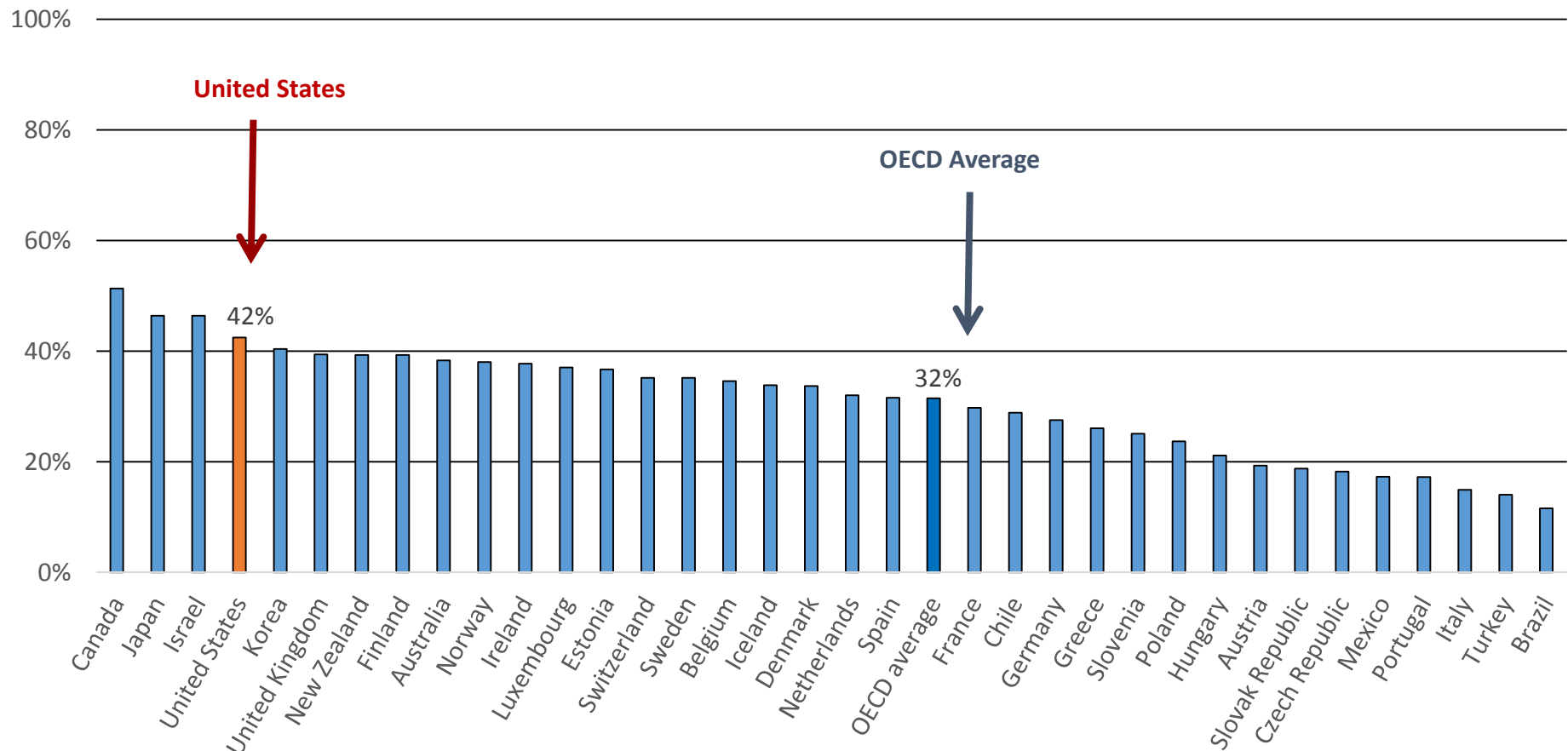
There is one road up, and that road runs
through us.



Yet here, too, we are falling behind the rest of
the developed world.

Among adults overall, we're relatively strong in educational attainment

Percentage of residents aged 25-64 with a postsecondary degree



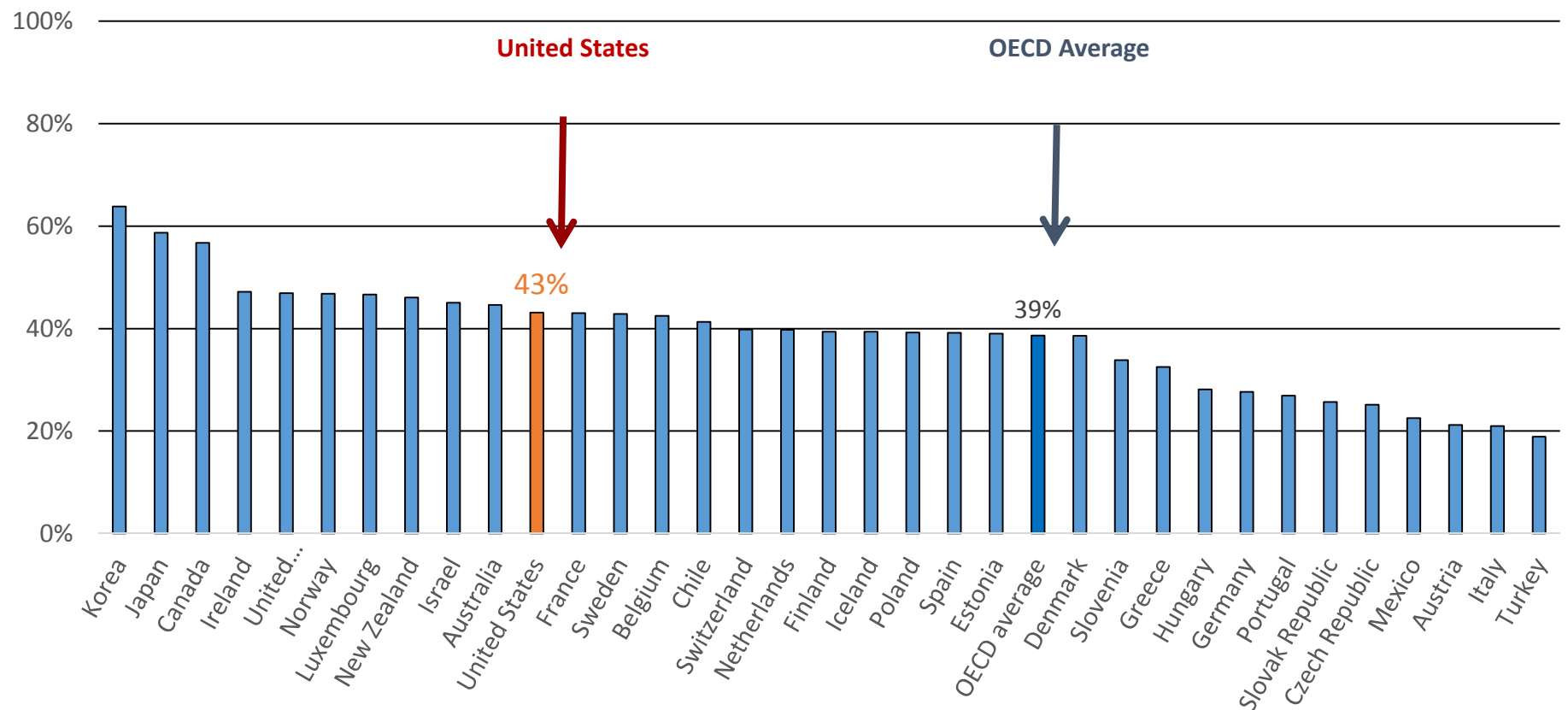
Note: Adults with a postsecondary degree include those who have completed either a tertiary-type B program (programs that last for at least two years, are skill-based, and prepare students for direct entry into the labor market) or a tertiary-type A program (programs that last at least three, but usually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

Source: Organisation for Economic Co-operation and Development, Education at a Glance 2013 (2011 data).

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But our world standing drops to 11th for younger adults

Percentage of residents aged 25-34 with a postsecondary degree

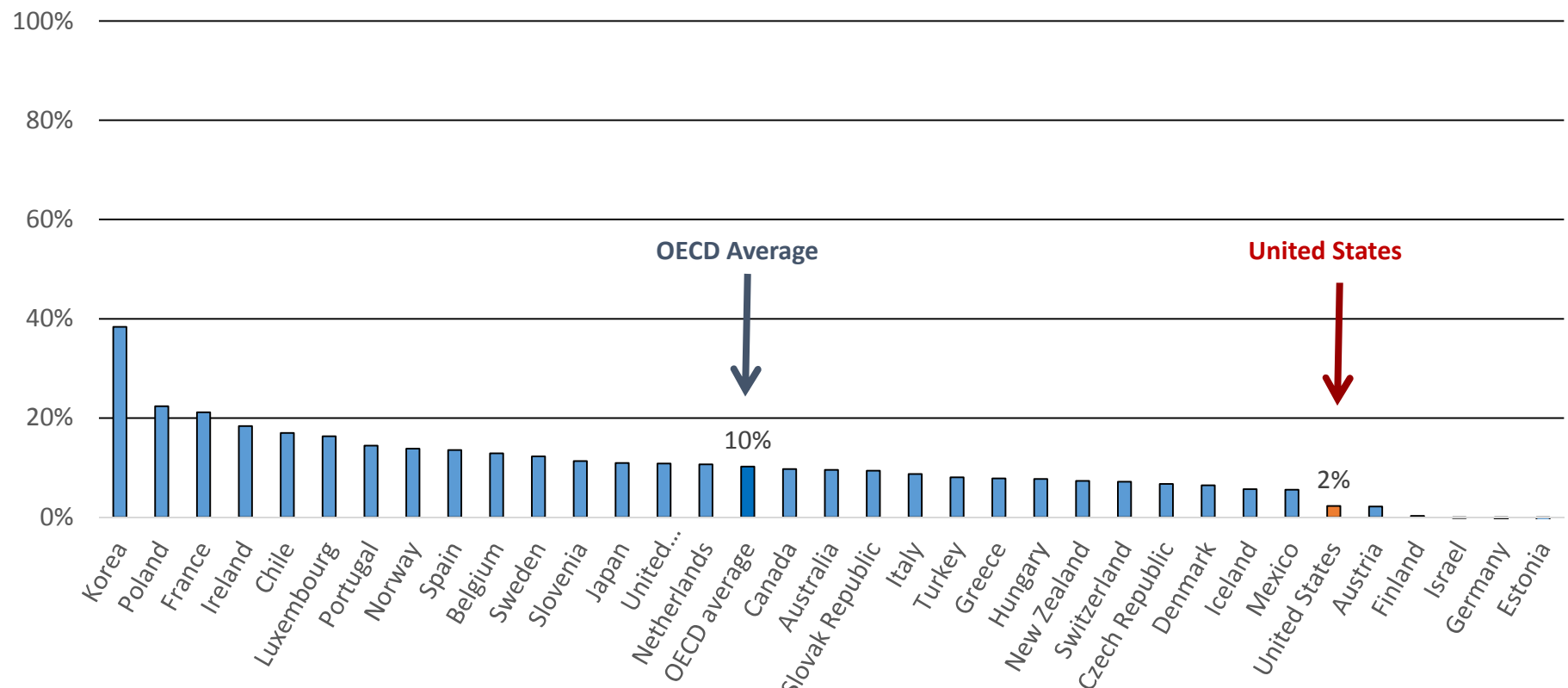


Note: Adults with a postsecondary degree include those who have completed either a tertiary-type B program (programs that last for at least two years, are skill-based, and prepare students for direct entry into the labor market) or a tertiary-type A program (programs that last at least three, but usually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

Source: Organisation for Economic Co-operation and Development, Education at a Glance 2013 (2011 data).


And 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)

Source: Organisation for Economic Co-operation and Development, Education at a Glance 2012 (2010 data).



So, what about A2S? How are we doing
in turning those patterns around?

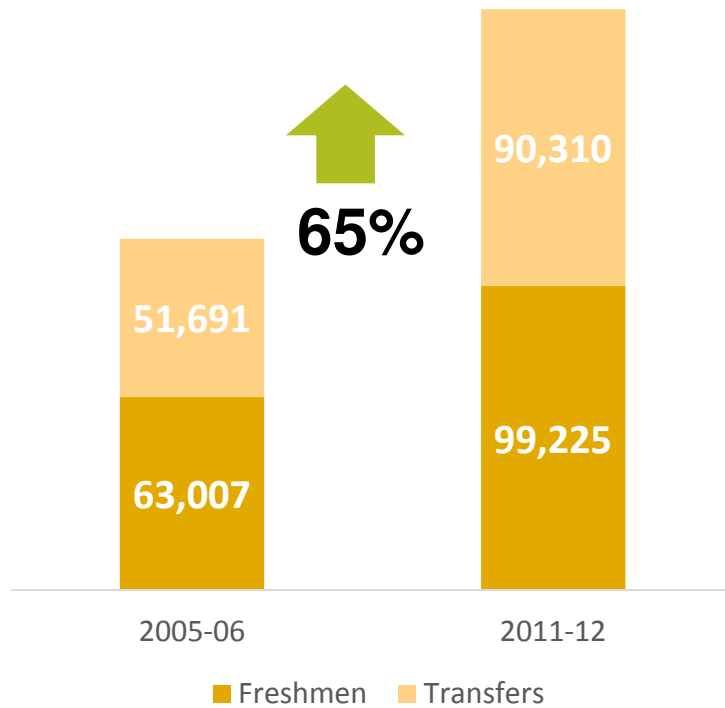


Let's look at Access

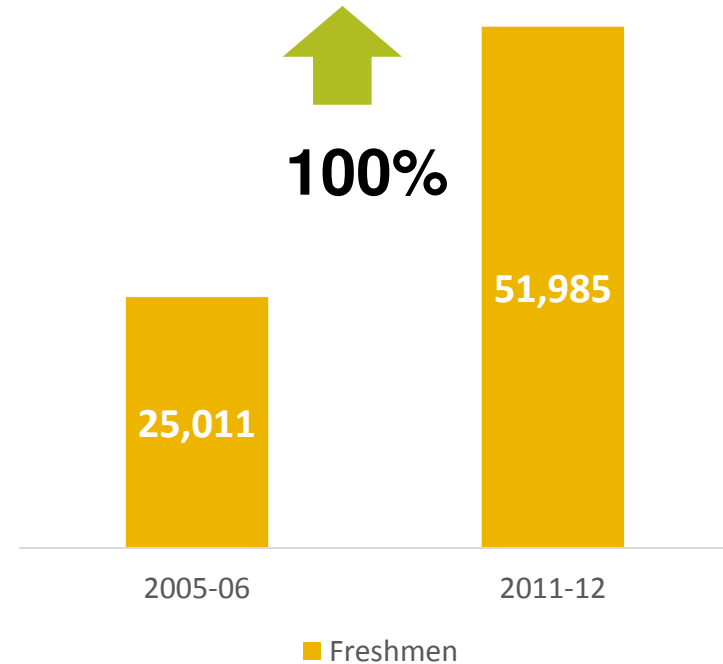
PELL ENROLLMENT

Enrollment of Pell students has increased
at 4yr and 2yr institutions

Four-Year Institutions



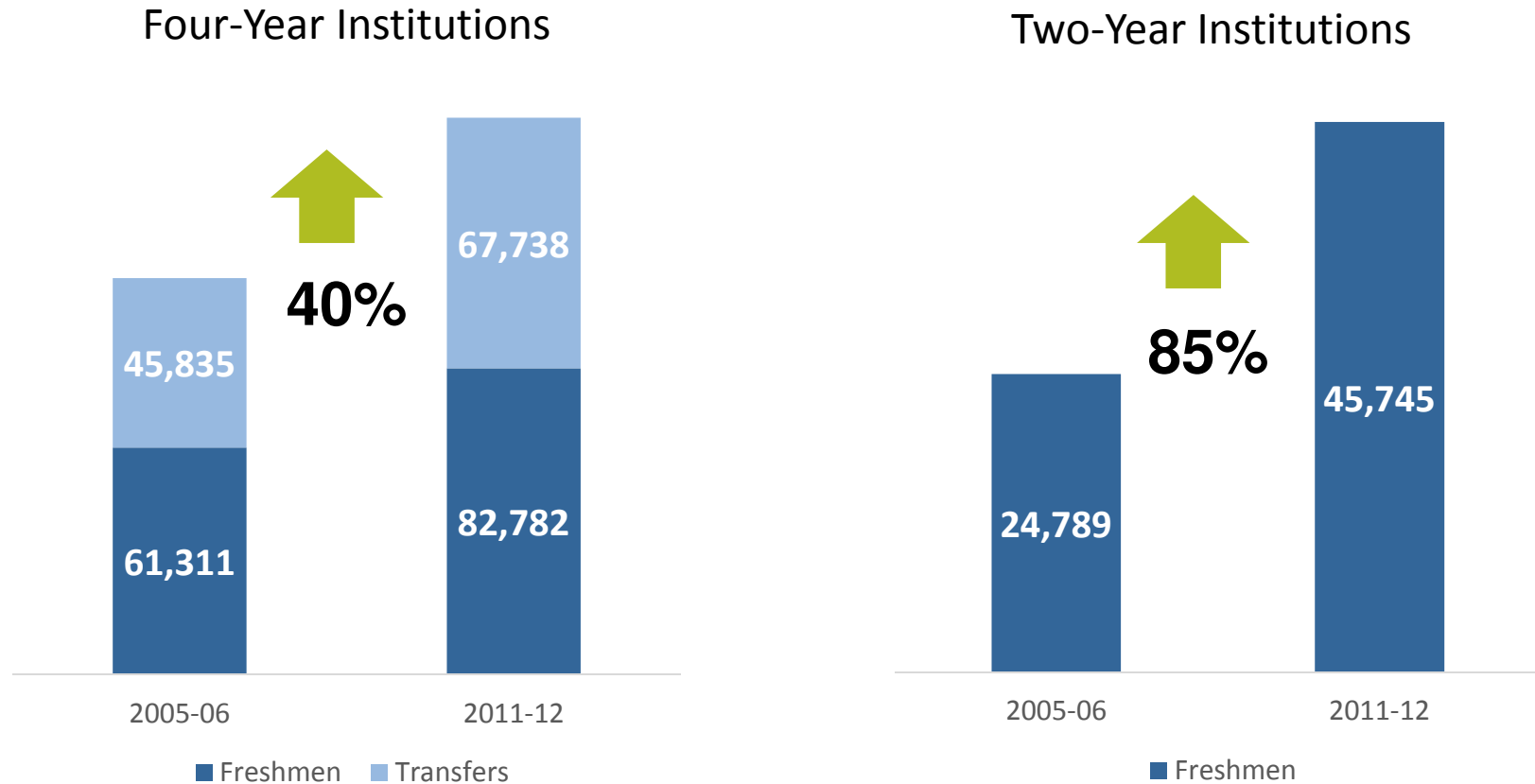
Two-Year Institutions



Note: CO, TX, and NJ not included in 2011-12 enrollment #s

URM ENROLLMENT

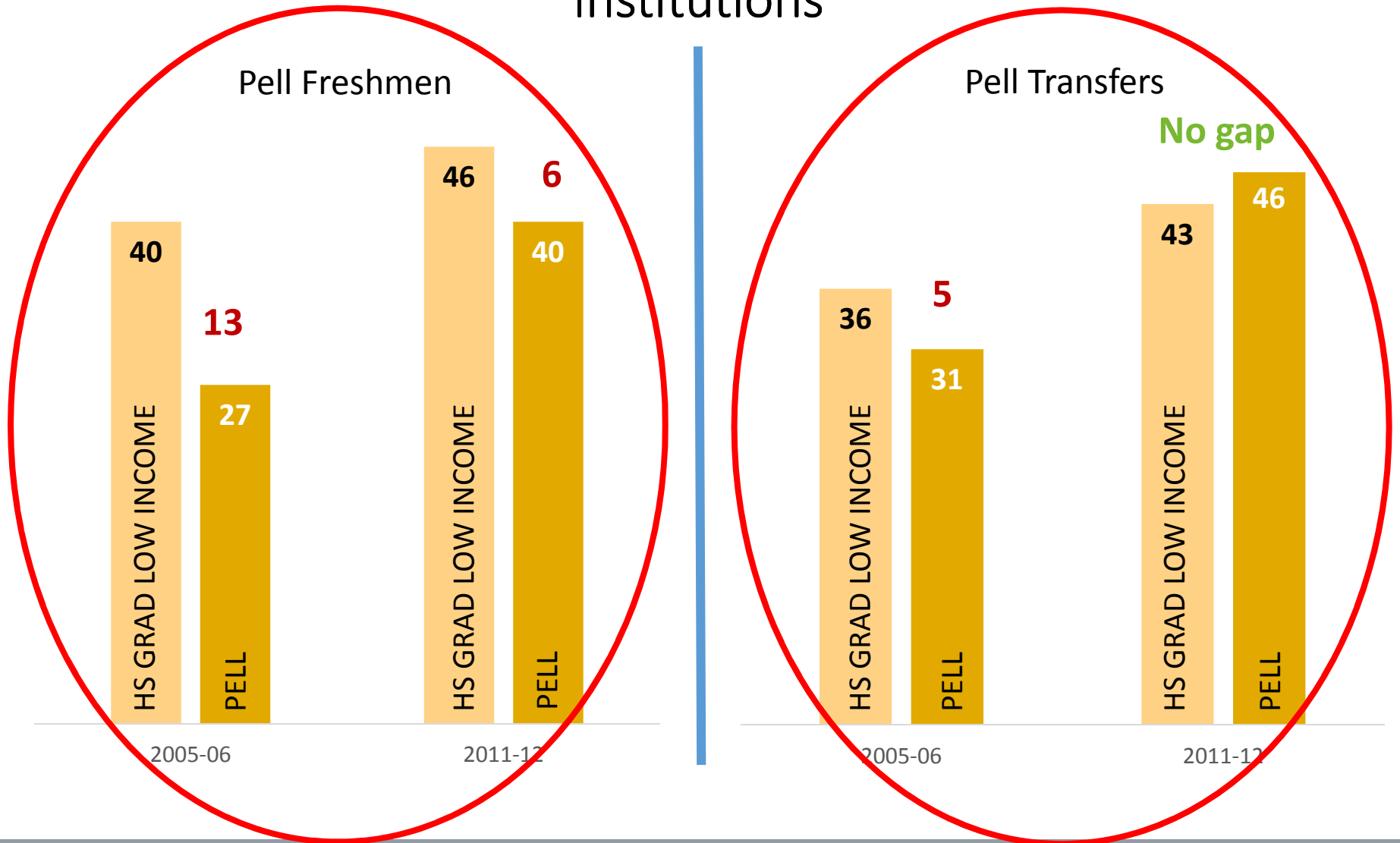
Enrollment of URM students has also increased



Note: CO, TX, and NJ not included in 2011-12 enrollment #s

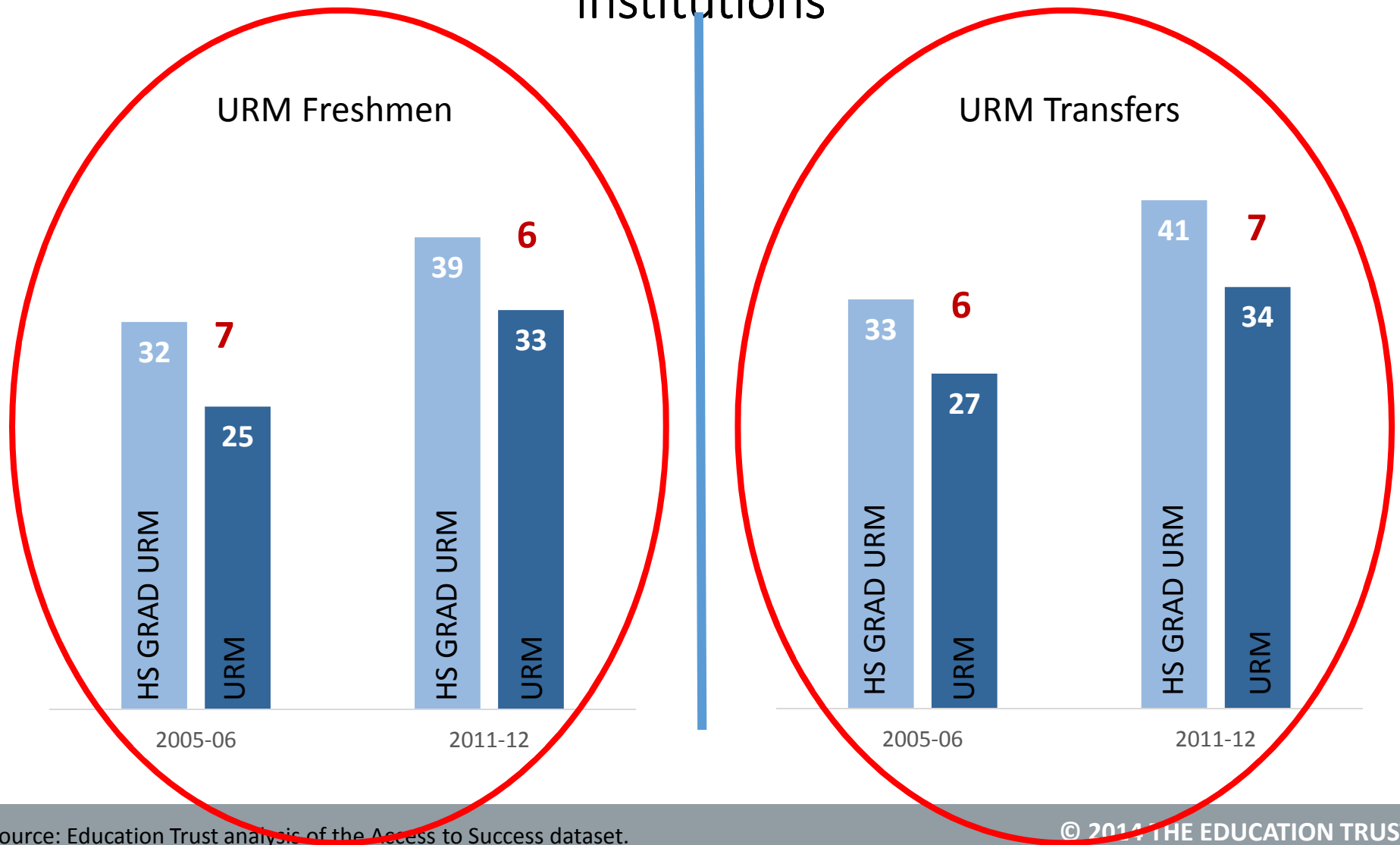
PELL ACCESS – 4YR

Pell share has increased; increases were larger than those among HS grads, so gaps have narrowed or closed at 4yr institutions



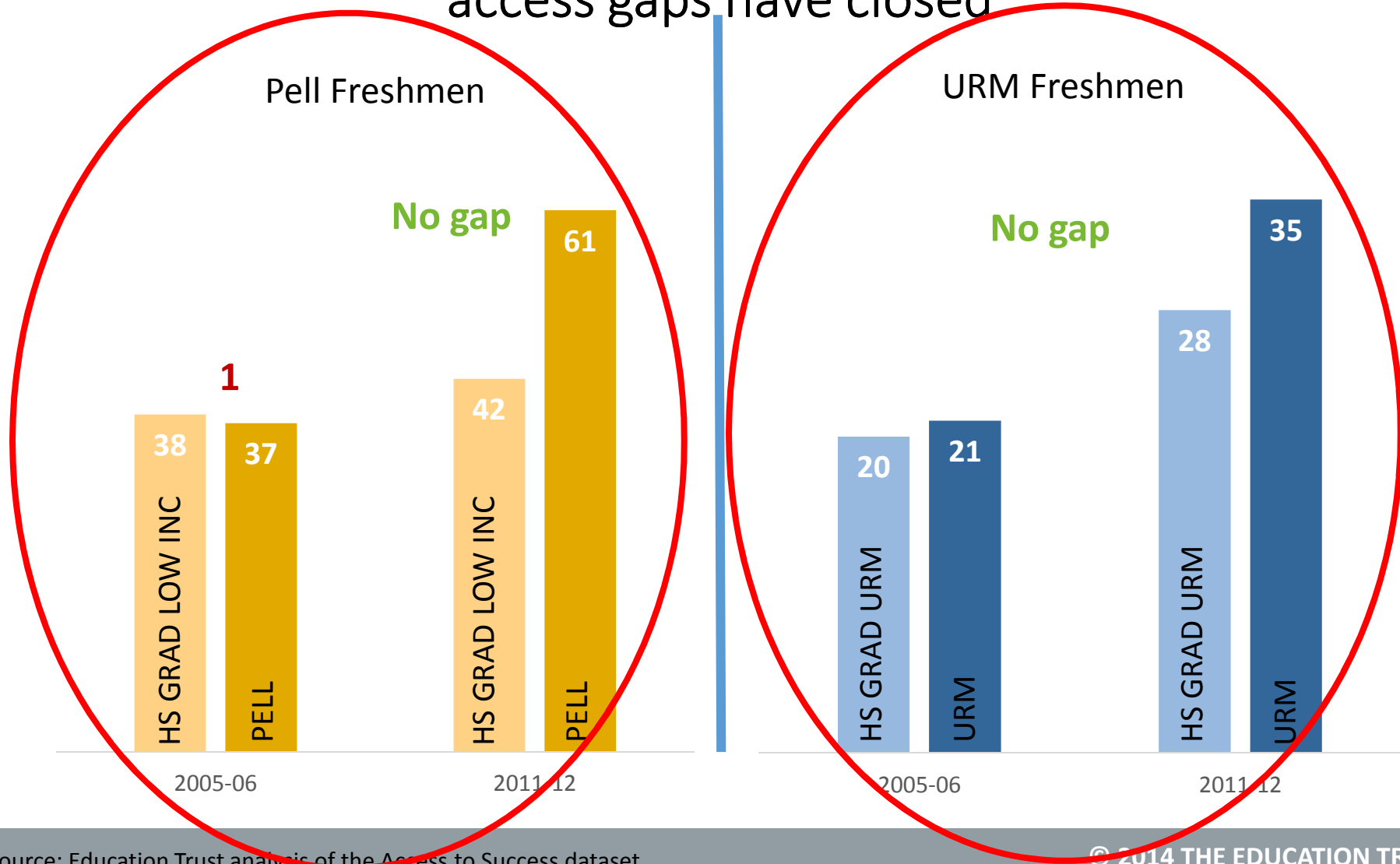
URM ACCESS – 4YR

URM share has increased, but about the same as high school graduates, so gaps didn't change much at 4yr institutions




PELL & URM ACCESS – 2YR

URM and Pell share has increased at 2yr institutions—
and at a higher rate than among high school grads—so
access gaps have closed



Access Summary

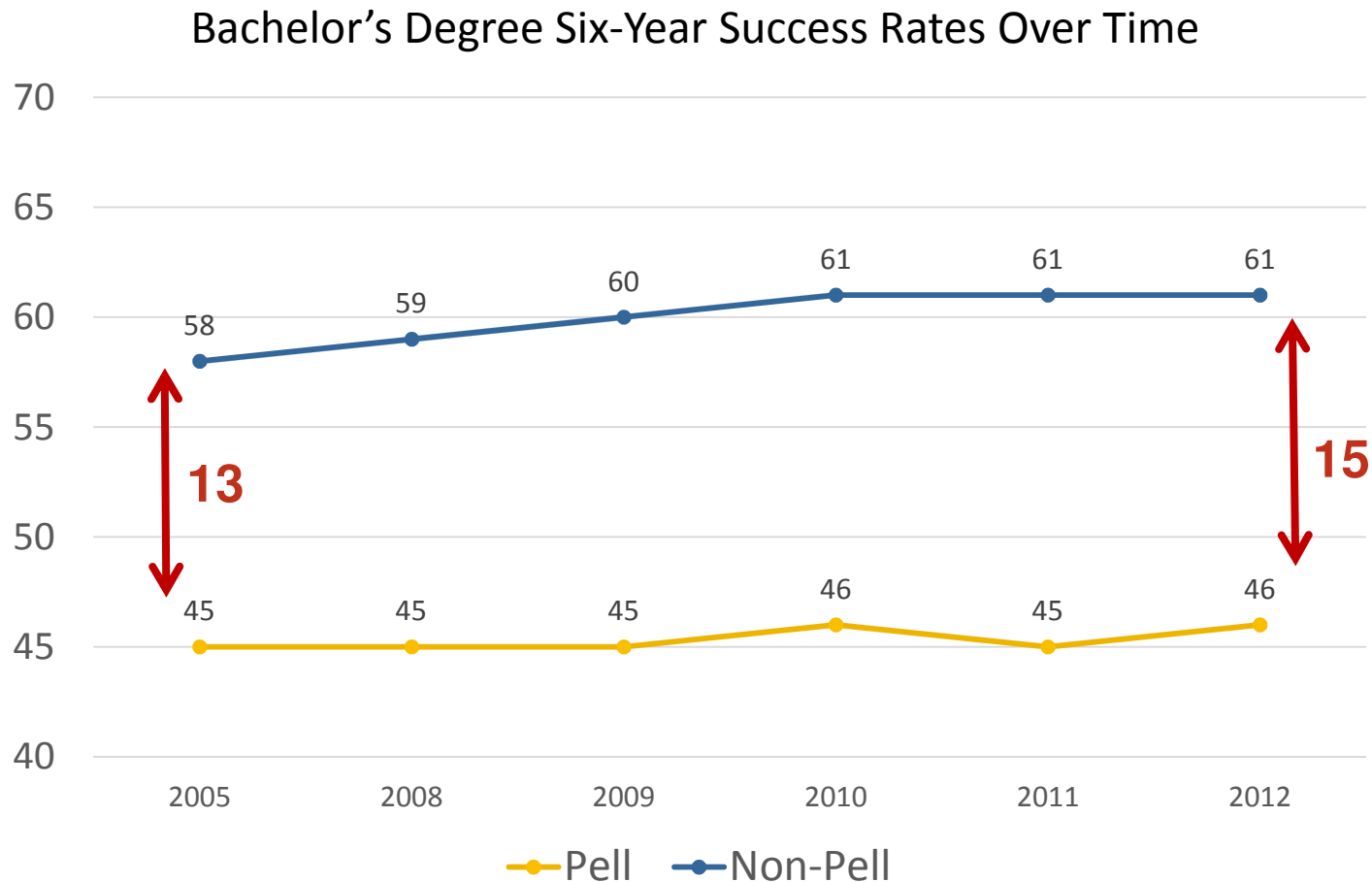
- A2S systems are enrolling more Pell and URM students in both 2- and 4-year colleges;
- Pell and URM students have increased as a share of the student body in both 2- and 4-year colleges;
- Increases in Pell enrollments at four-year institutions outpaced increases in low-income high school grads, so access goals were met;
- Increases in URM students at four-year institutions did not significantly outpace increases in URM high school grads, so gap goals were not met;
- At two-year institutions, access goals were met for Pell and URM students.



What about success at four-year
institutions?

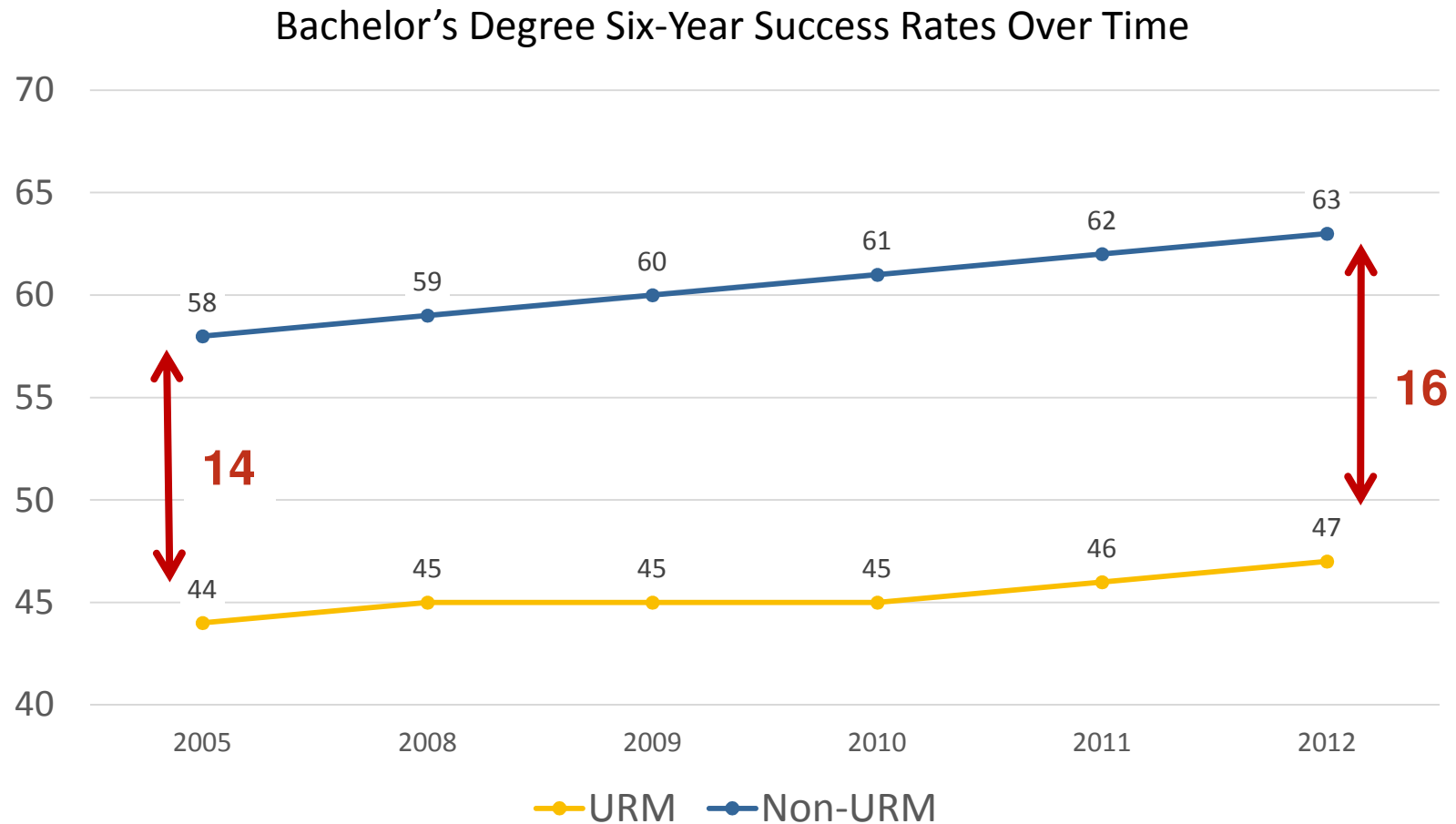
PELL SUCCESS – 4YR

Grad rate for Pell freshmen has gone up slightly, but increases among non-Pell freshmen were larger, widening gaps



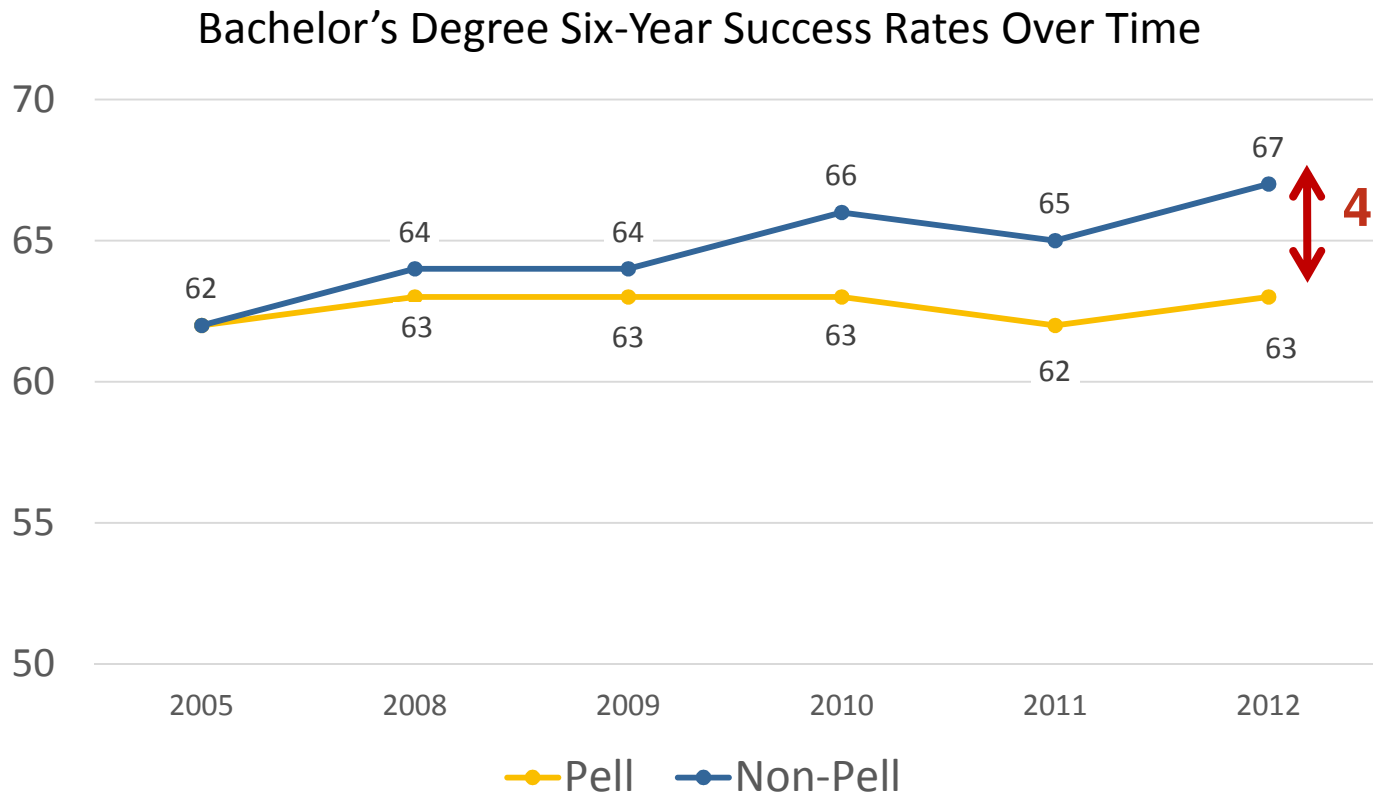
URM SUCCESS – 4YR

URM freshmen grad rates have increased, but increases among other students were larger, so the gap has widened



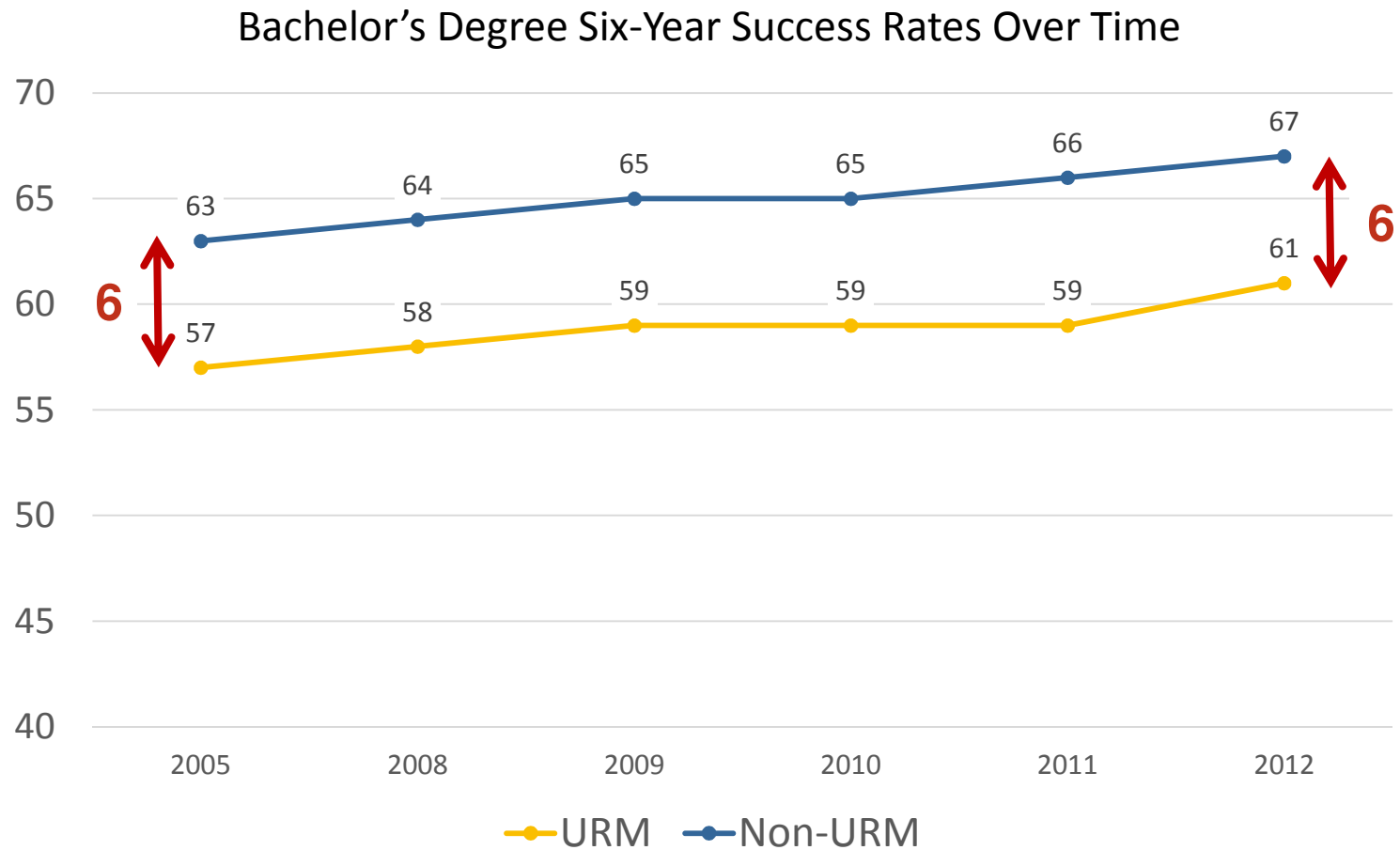
PELL SUCCESS – 4YR


Grad rate for Pell transfers has remained flat, while rate for other students increased—creating a new gap



URM SUCCESS – 4YR

Grad rates for both groups of transfers increased, no gap narrowing



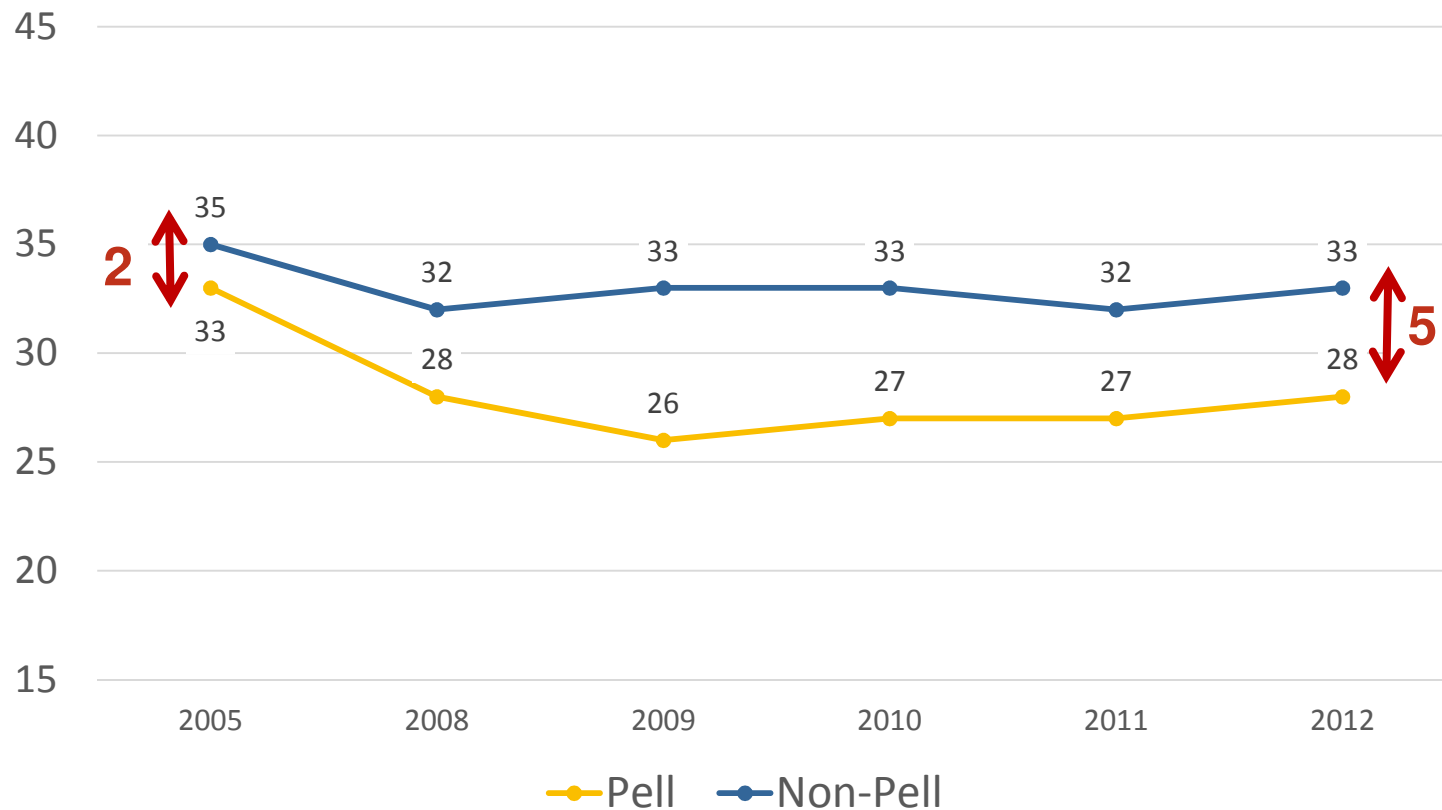


What about success at two-year
institutions?

PELL SUCCESS – 2YR

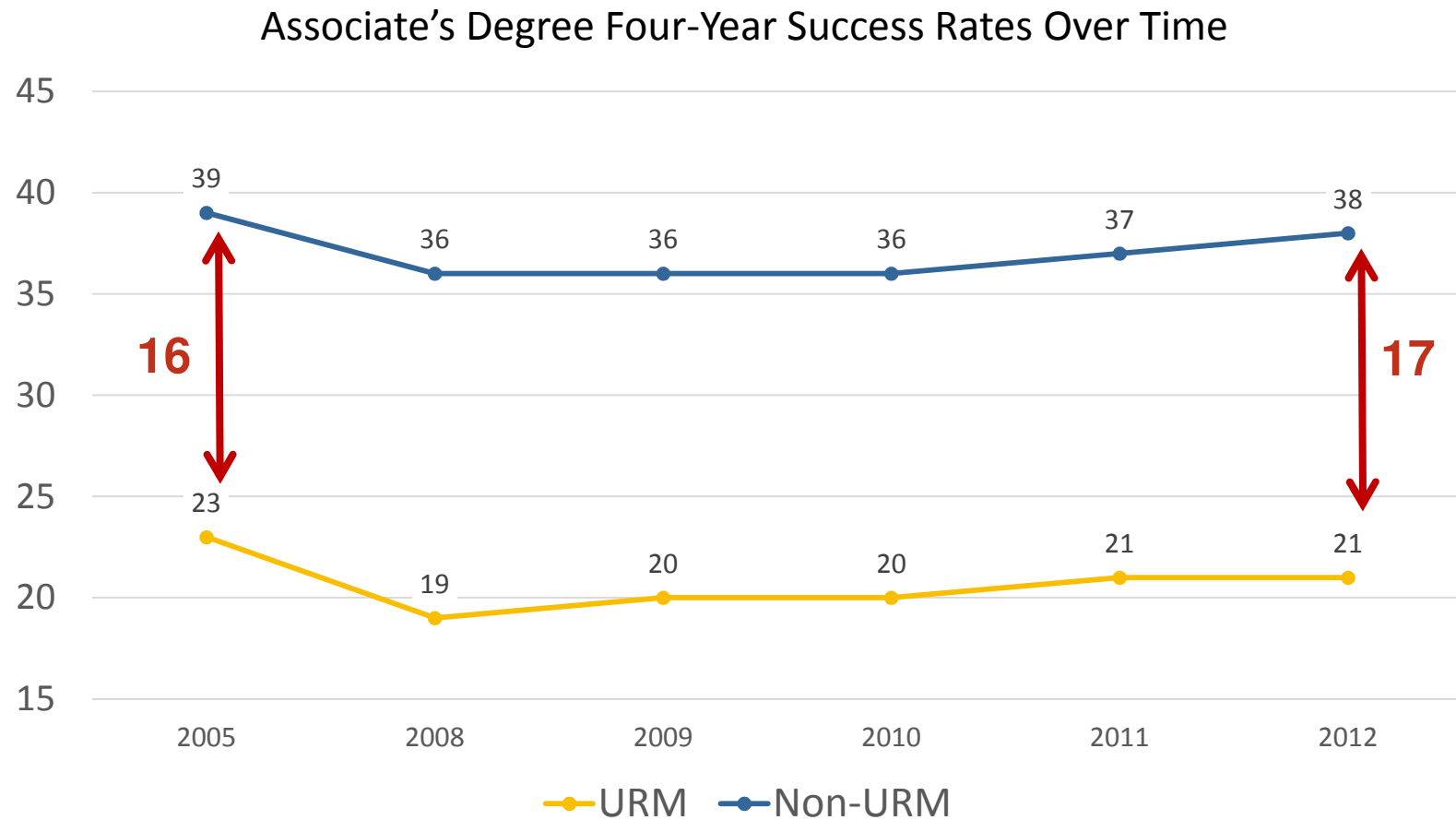
In 2-year colleges, grad have decreased for both Pell students and non-Pell, but declines were bigger for Pell students so the success gap widened

Associate's Degree Four-Year Success Rates Over Time



URM SUCCESS – 2YR

Graduation rates for URM and other students dropped then increased slowly, gap did not narrow



Success Summary

- In four-year institutions, success rates for Pell and URM students increased;
- Gains were bigger for non-Pell and non-URM students, so success gaps generally widened at four-year institutions.
- At two-year institutions, success rates for Pell and URM students decreased slightly;
- No progress in gap-closing at two-year institutions.

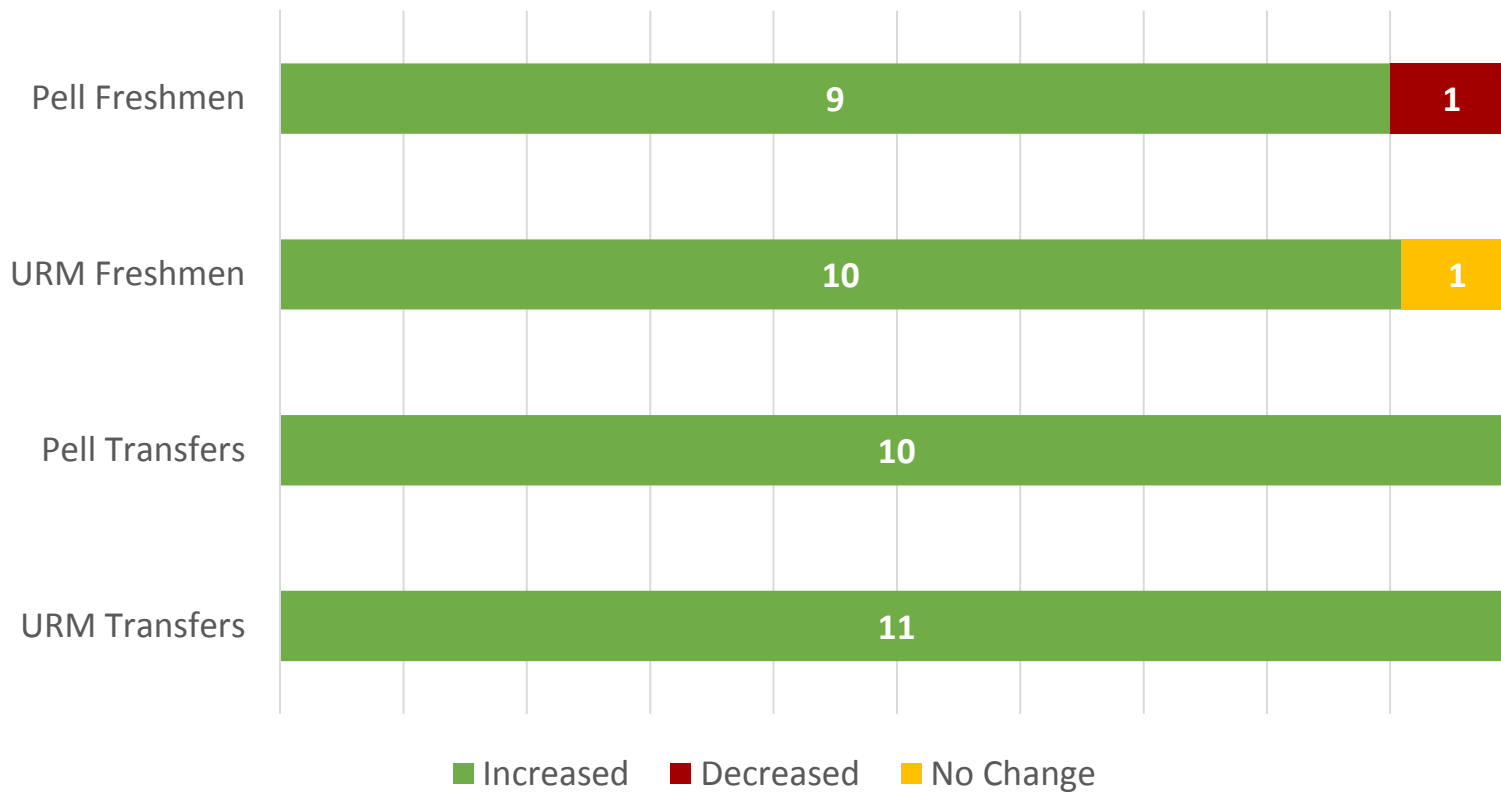


That was a look at the A2S
Initiative as a whole.

How do these trends look for systems in
the EDI network?

Nearly all EDI Network systems enrolled more Pell and URM students at 4yr institutions

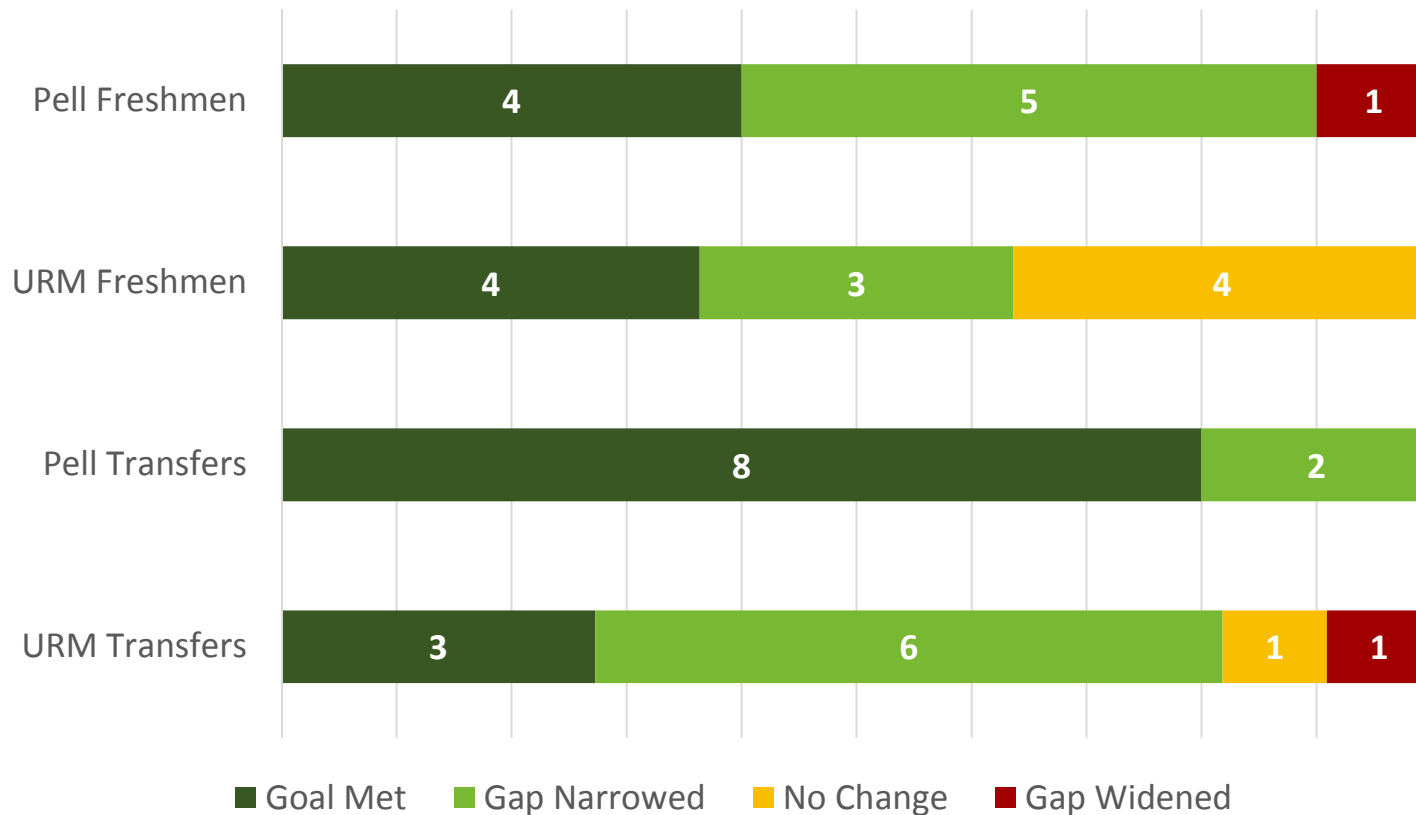
Change in Enrollment at Four-Year Institutions, 2005/06 - 2011/12



ACCESS GAPS – 4YR

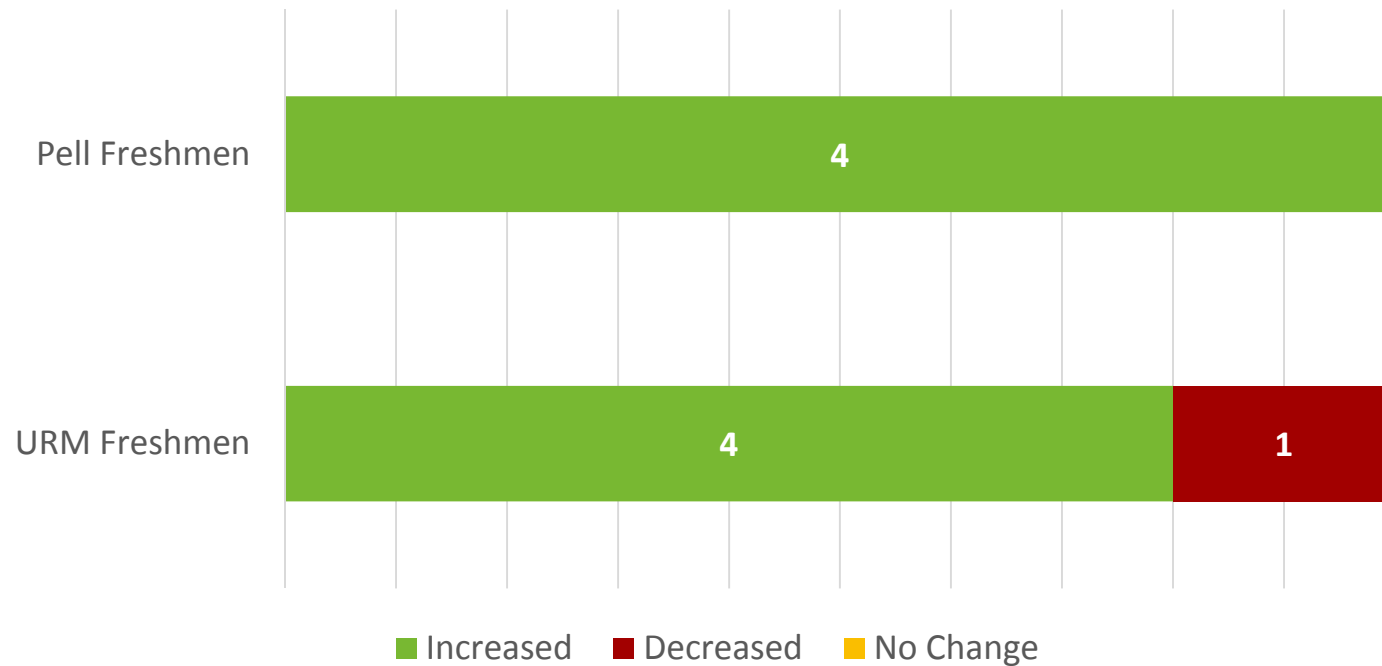
A majority of EDI Network systems met goals or narrowed access gaps at 4yr institutions

Change in Access Gaps at Four-Year Institutions, 2005/06 - 2011/12



Nearly all EDI Network systems enrolled more Pell and URM students at 2yr institutions

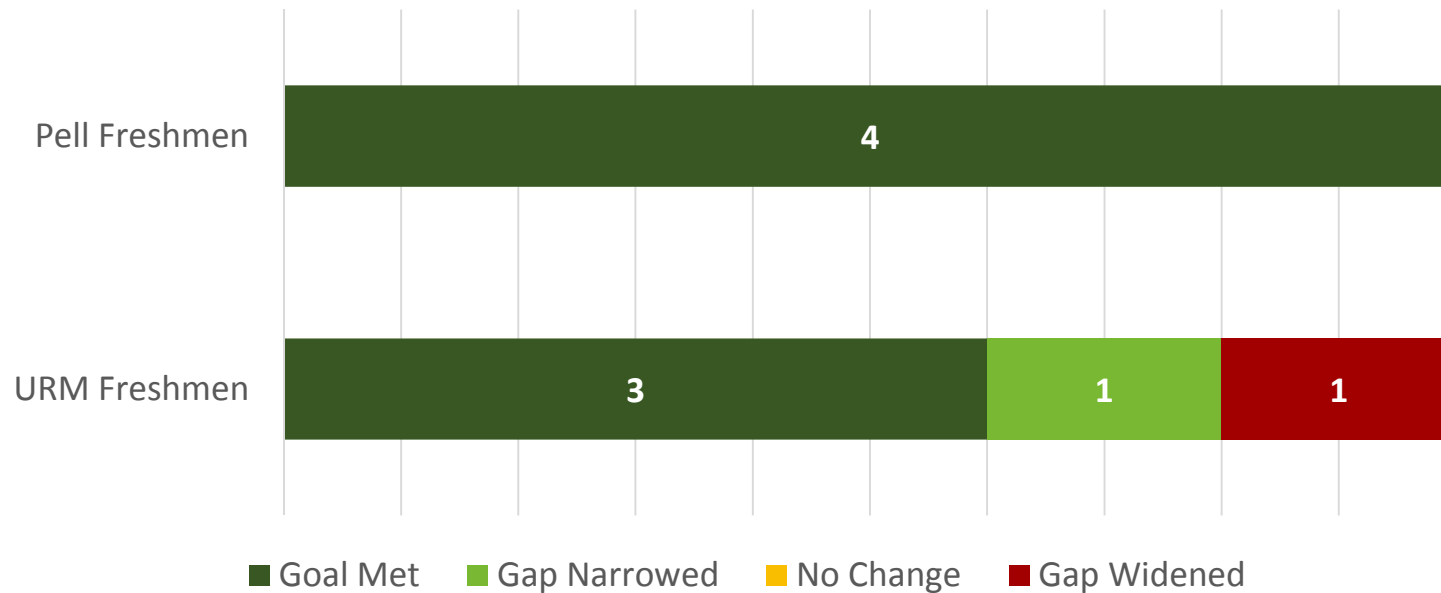
Change in Enrollment at Two-Year Institutions, 2005/06-2011/12



ACCESS GAPS – 2YR

Many systems met access gap goals at 2yr institutions

Change in Access Gaps at Two-Year Institutions, 2005/06-2011/12

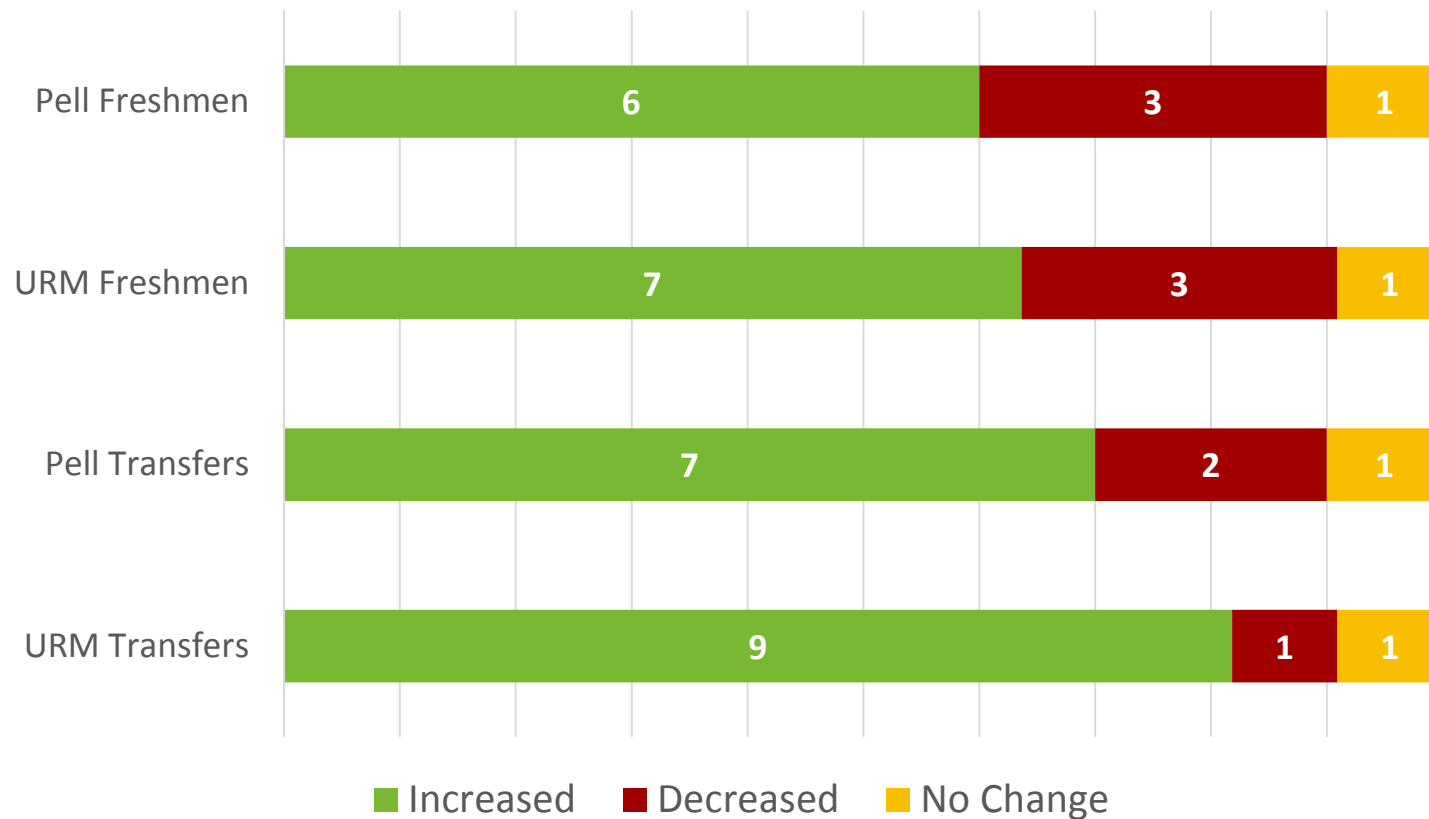


Summary: System-level Progress in Improving Access

- Nearly all EDI systems enrolled more low-income students and students of color at both four-year and two-year institutions;
- Many systems narrowed access gaps by at least half at two-year institutions;
- A majority of systems met goals or at least narrowed access gaps at four-year institutions.

Most EDI systems raised success rates for Pell and URM Bachelor's students...

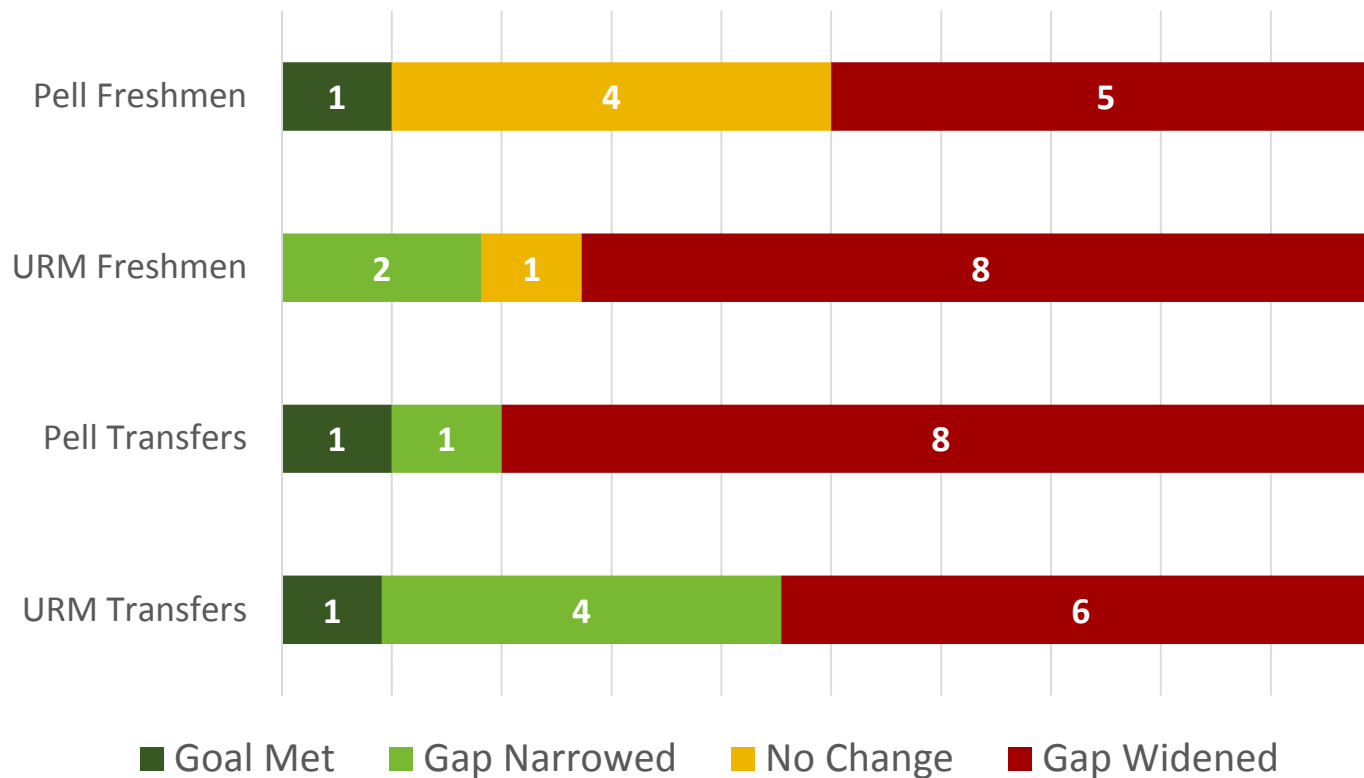
Change in Success Rates at Four-Year Institutions, 2005/06 - 2011/12



SUCCESS GAPS – 4YR

...but success gaps widened at a majority of systems

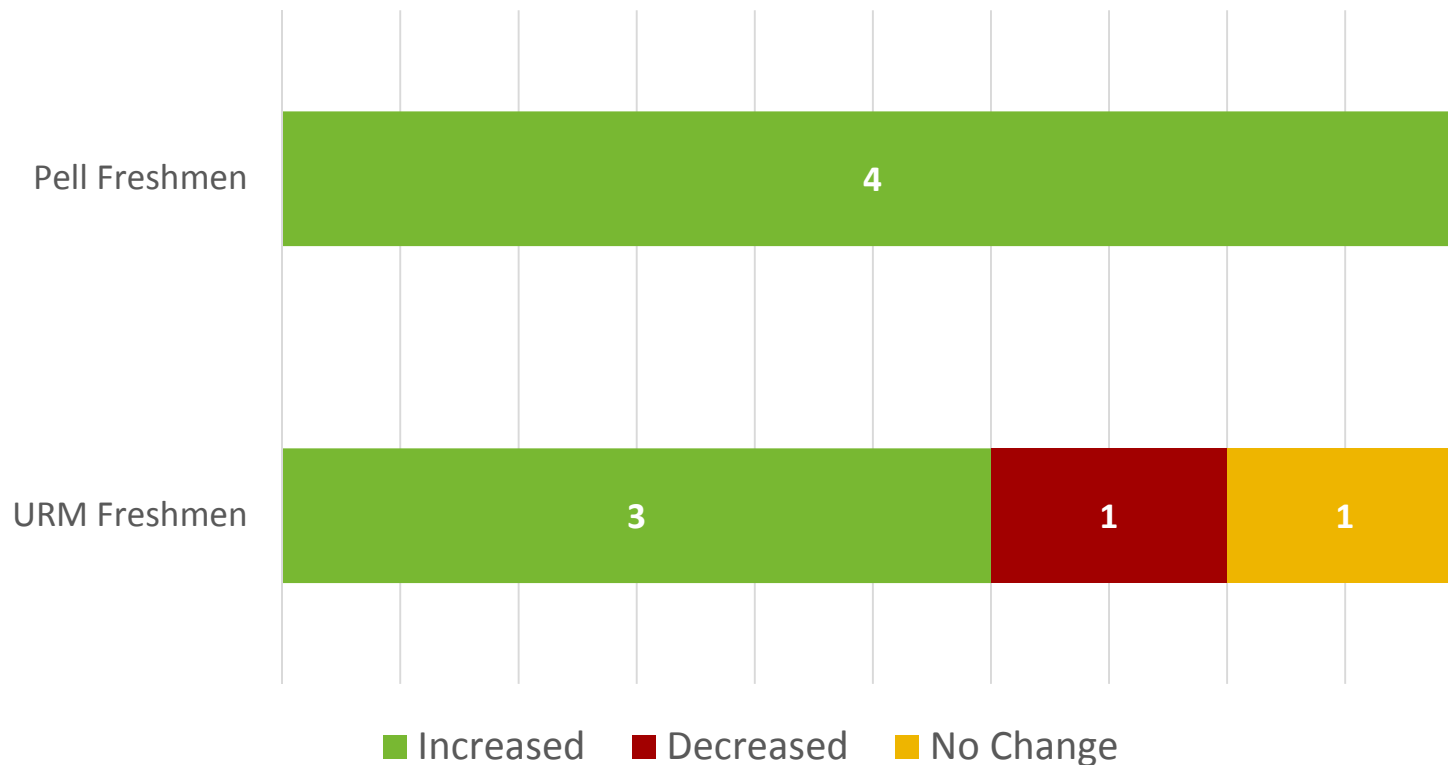
Change in Success Gaps at Four-Year Institutions, 2005/06 - 2011/12



SUCCESS – 2YR

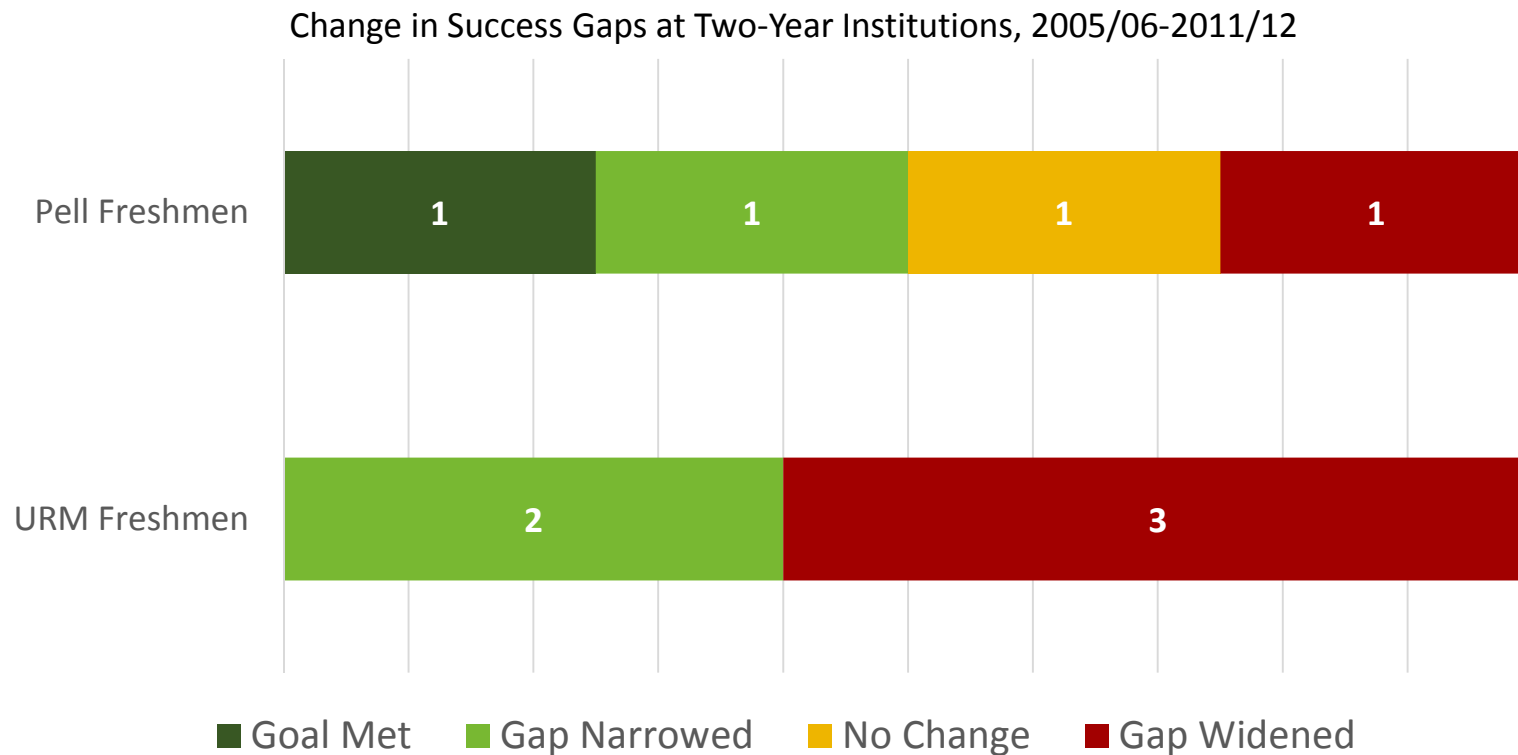
A majority of EDI systems raised success rates for Pell and URM students in 2- year colleges...

Change in Success Rates at Two-Year Institutions, 2005/06-2011/12



SUCCESS GAPS – 2YR

...but fewer made progress in closing success gaps in 2-year colleges



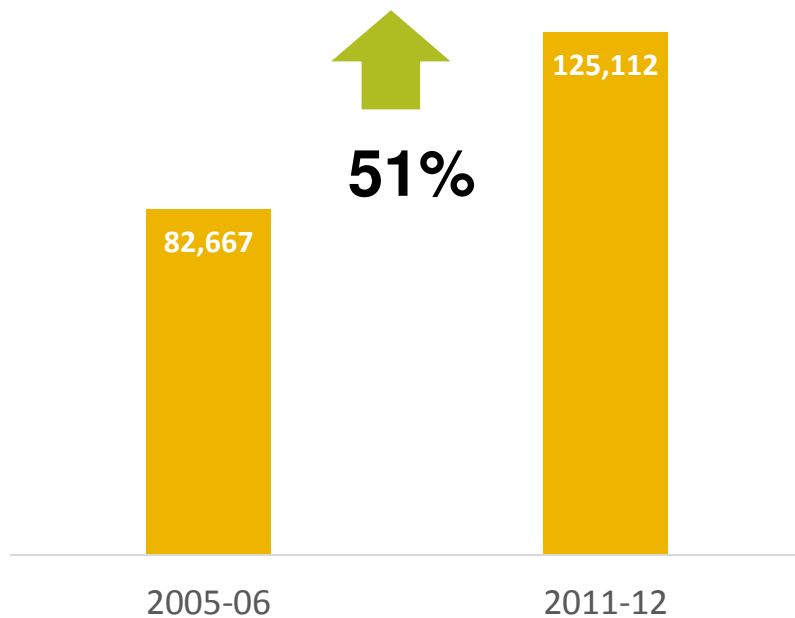
Summary: System-level Progress in Improving Student Success

- Most EDI systems raised success rates for Pell and URM students over time;
- But few made any progress in closing gaps. In fact, in a majority gaps actually widened.

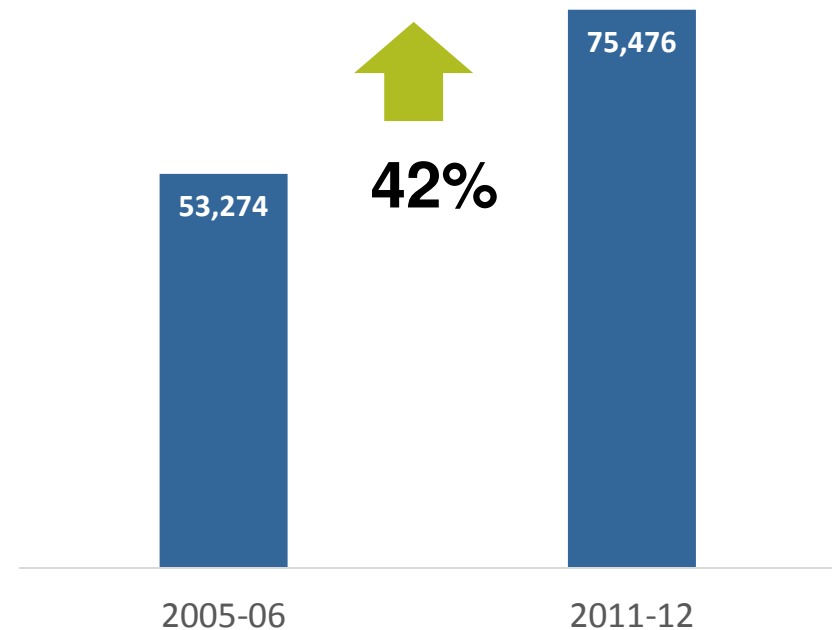
PELL & URM DEGREES, 4YR

Bachelor's Degrees awarded to Pell and URM students have increased over time

Degrees Awarded to Pell Students Over Time, Bachelor's Programs



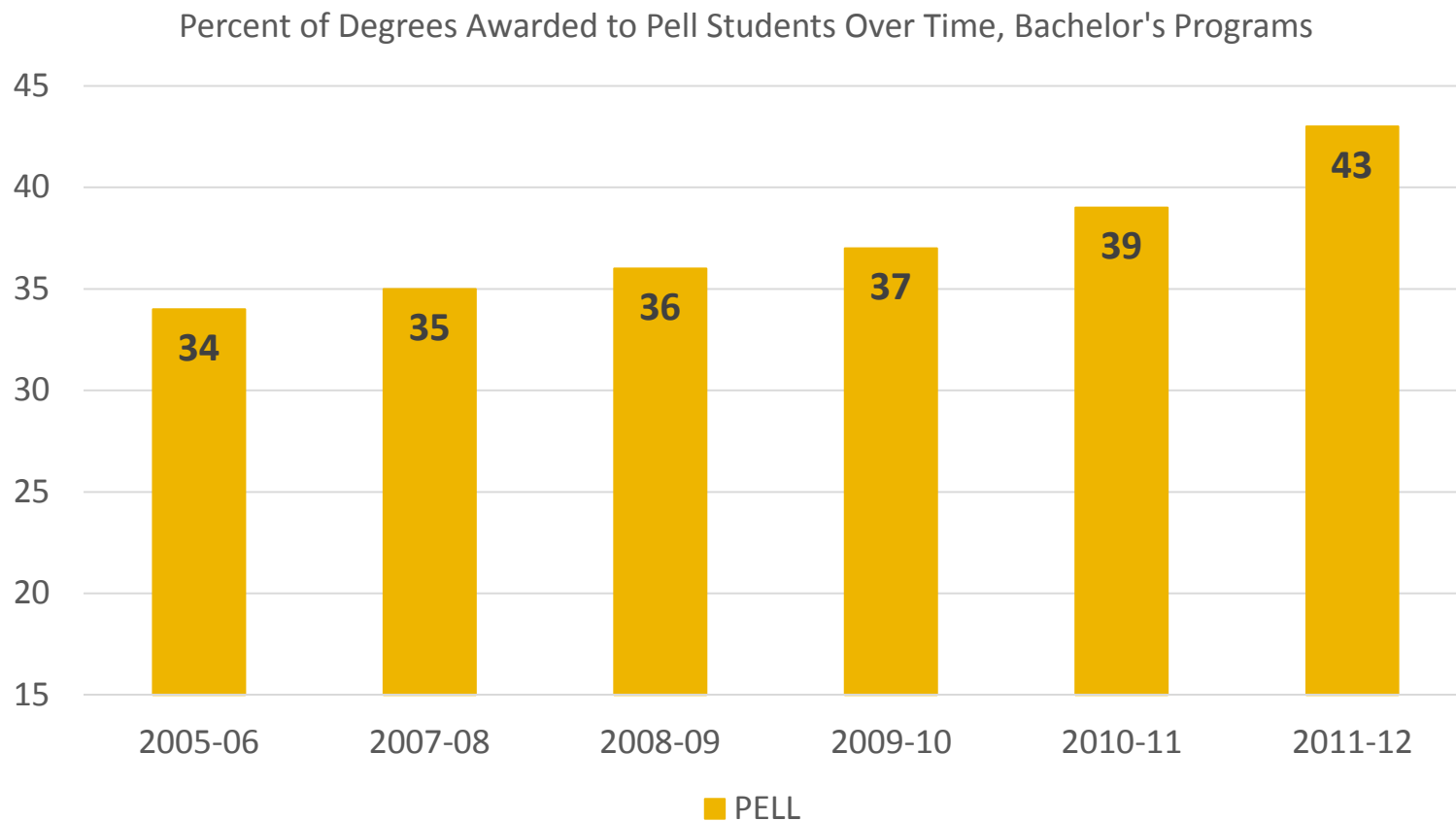
Degrees Awarded to URM Students Over Time, Bachelor's Programs



Note: CO, TX, and NJ not included.

PELL DEGREES – 4YR

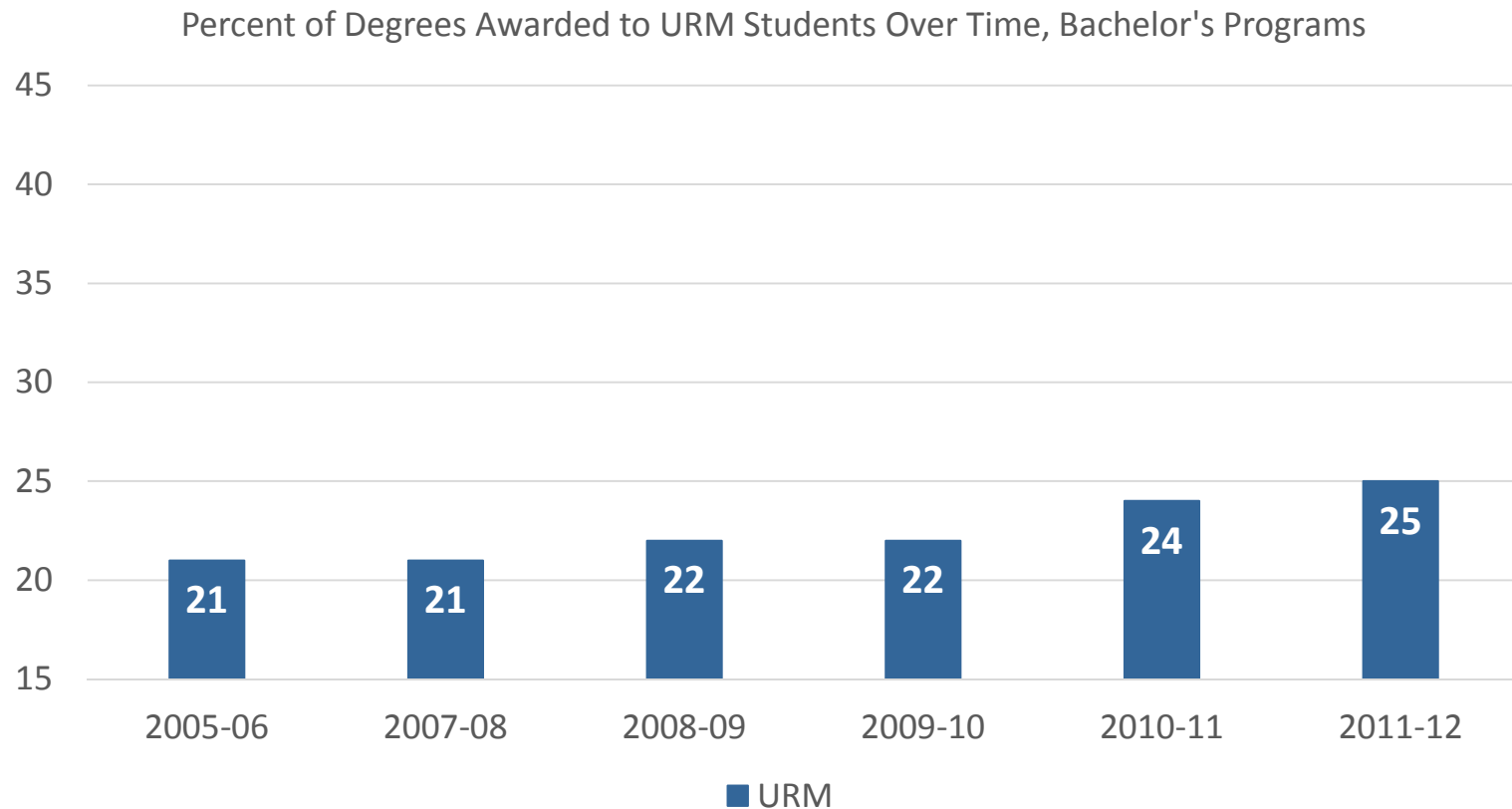
The percent of Bachelor's degrees awarded to Pell students has been increasing



Note: CO, TX, and NJ not included.

URM DEGREES – 4YR

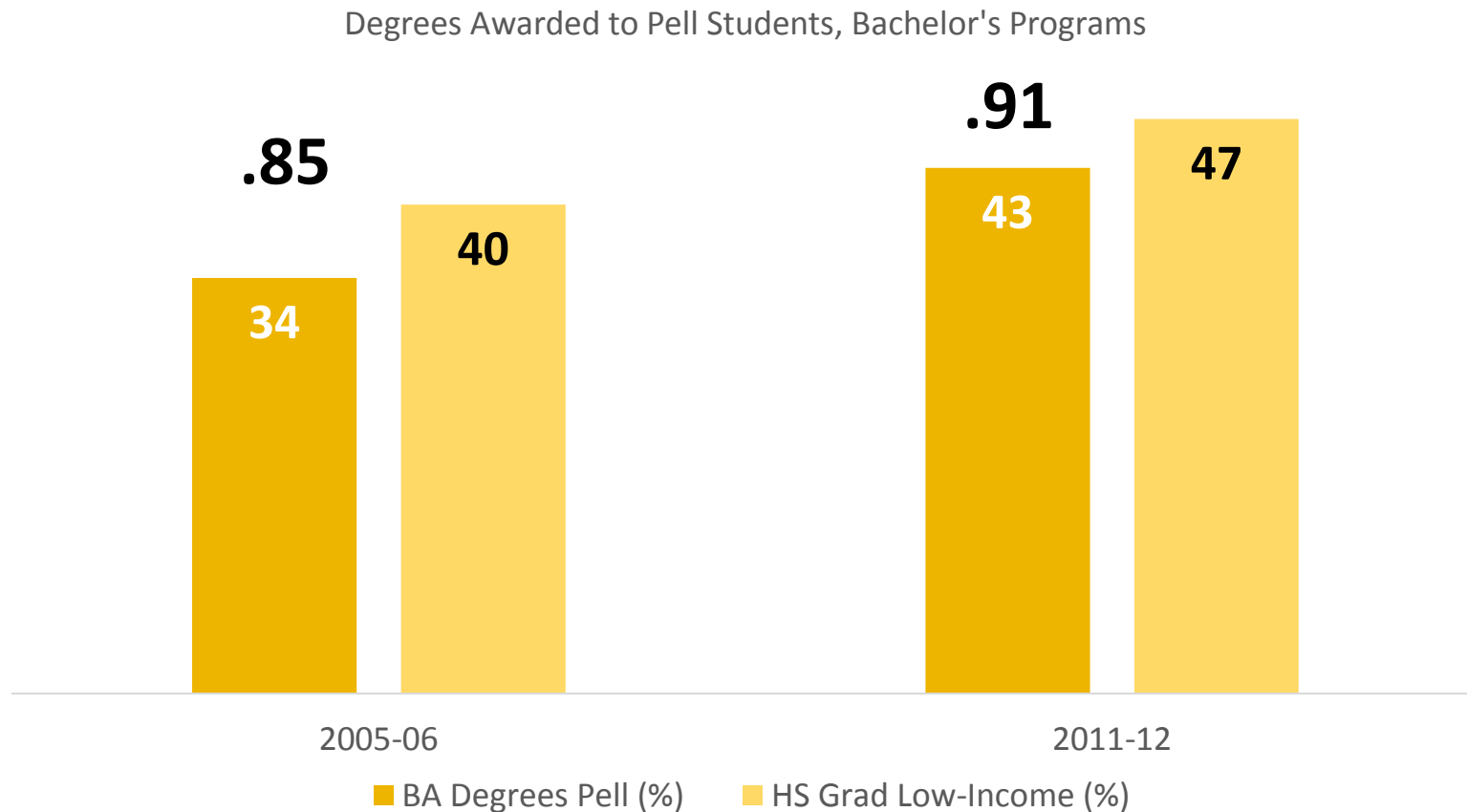
The percent of Bachelor's degrees awarded to URM students has been increasing



Note: CO, TX, and NJ not included.

PELL DEGREES – 4YR

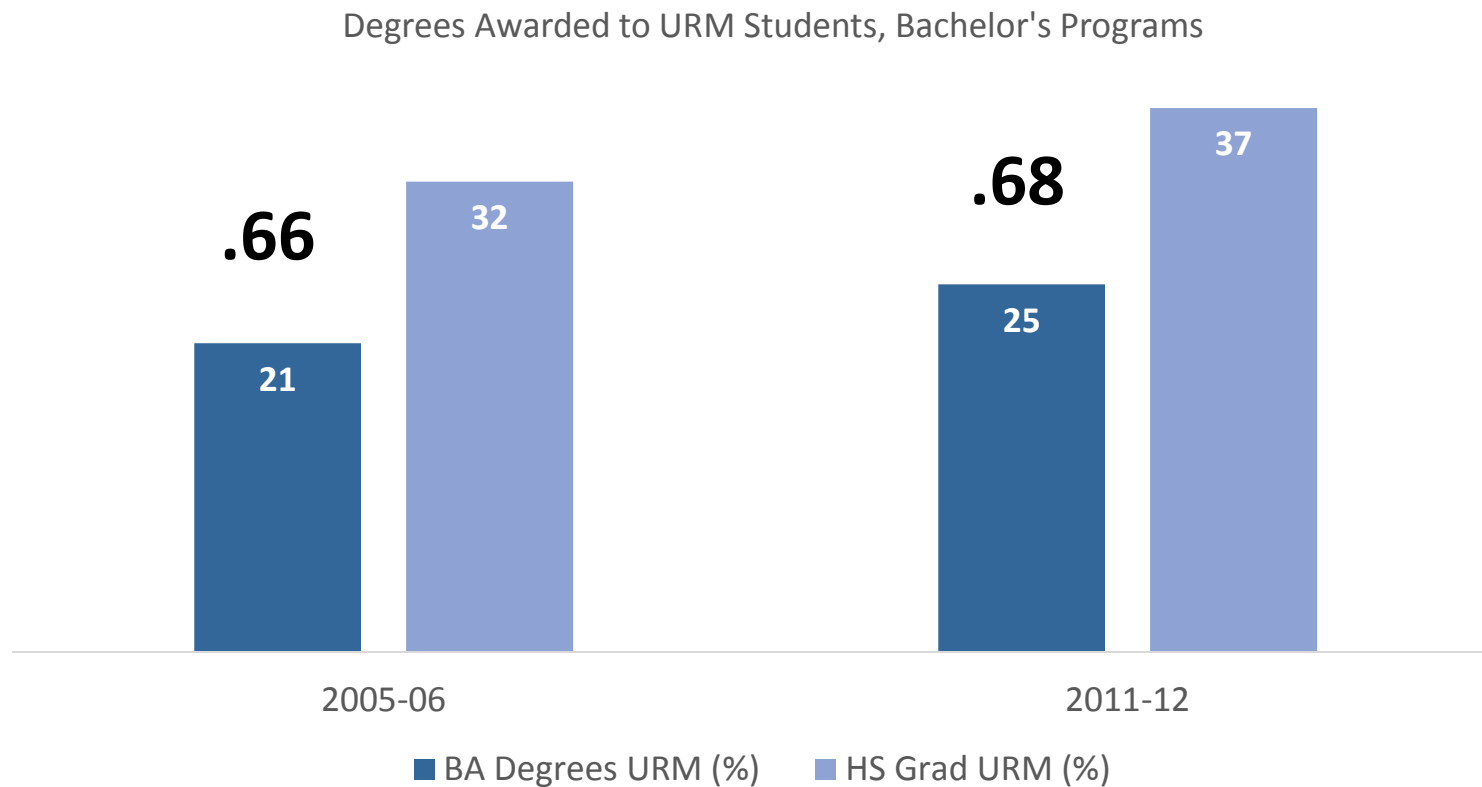
The percent of degrees awarded to Pell students has increased faster than the population of low-income high school grads



Note: CO, TX, and NJ not included.

URM DEGREES – 4YR

The ratio of Bachelor's degrees awarded to URM students to URM high school grads has increased, but only slightly

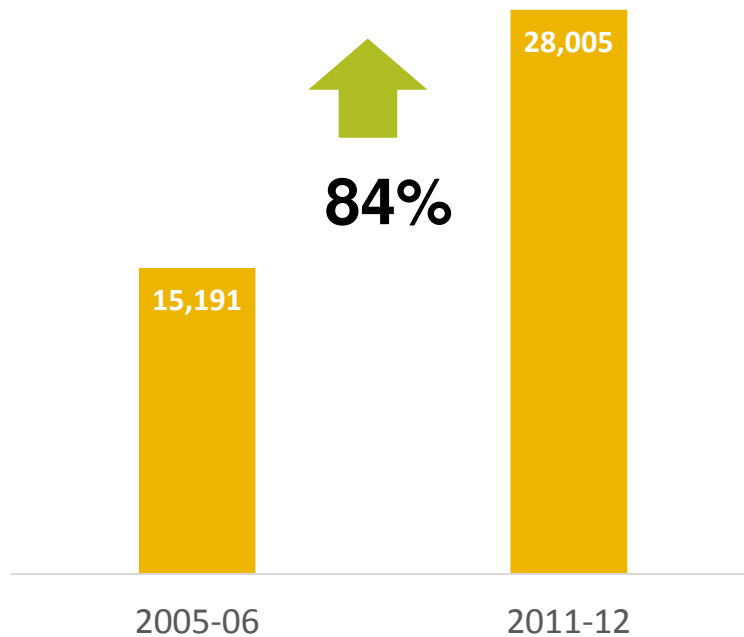


Note: CO, TX, and NJ not included.

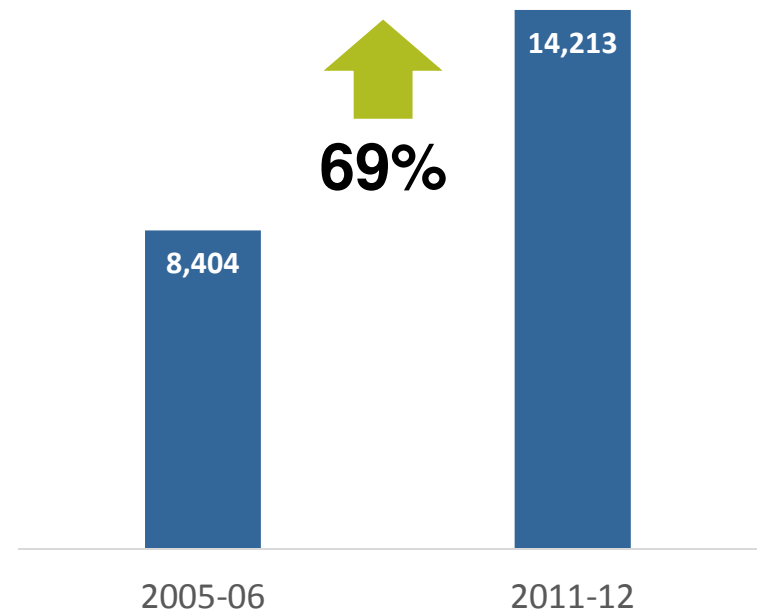
PELL & URM DEGREES – 2YR

The number of Associate's degrees awarded to Pell and URM students has increased

Degrees Awarded to Pell Students Over Time, Associate's Programs



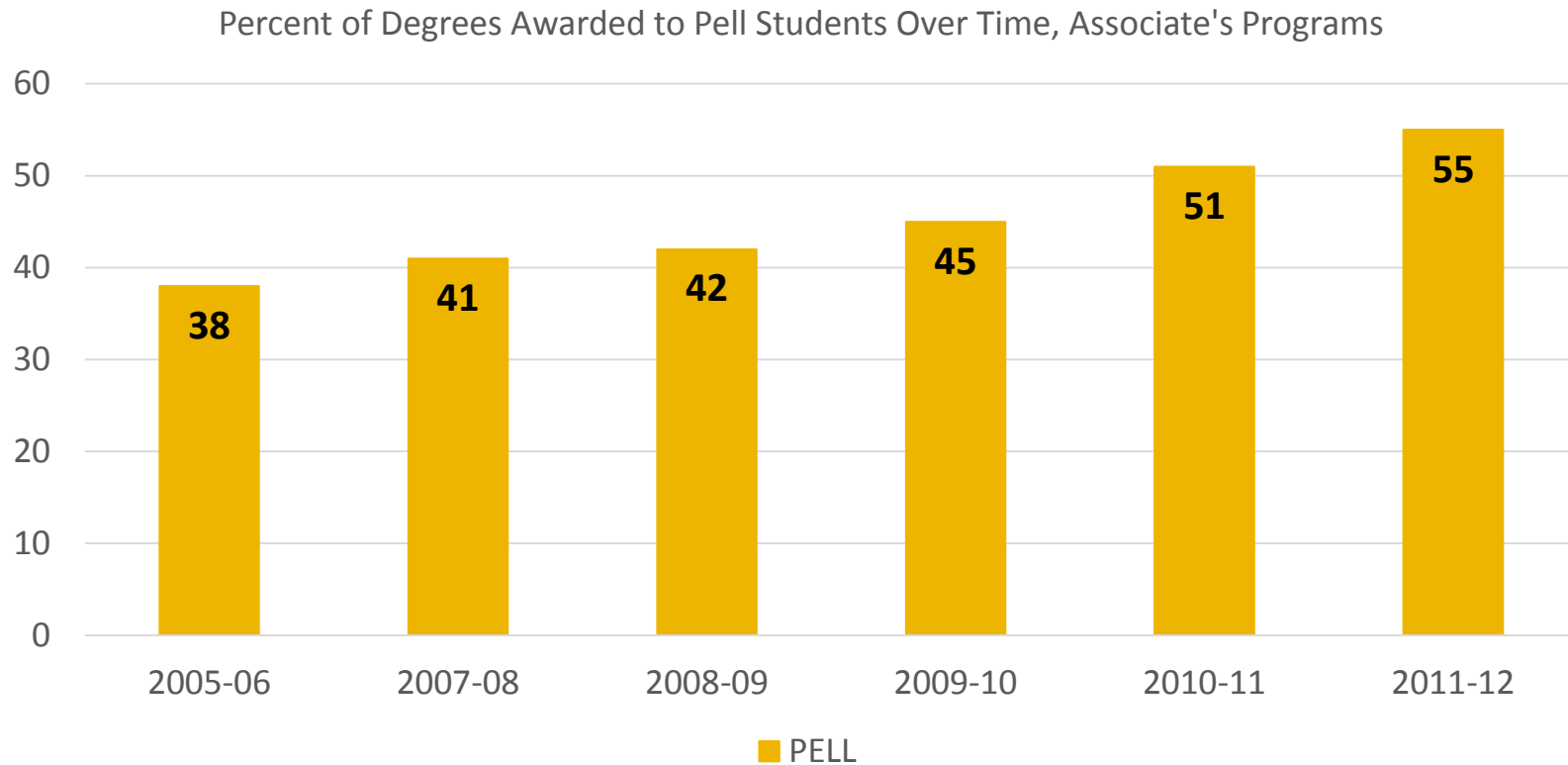
Degrees Awarded to URM Students Over Time, Associate's Programs



Note: CO, TX, and NJ not included.

PELL DEGREES – 2YR

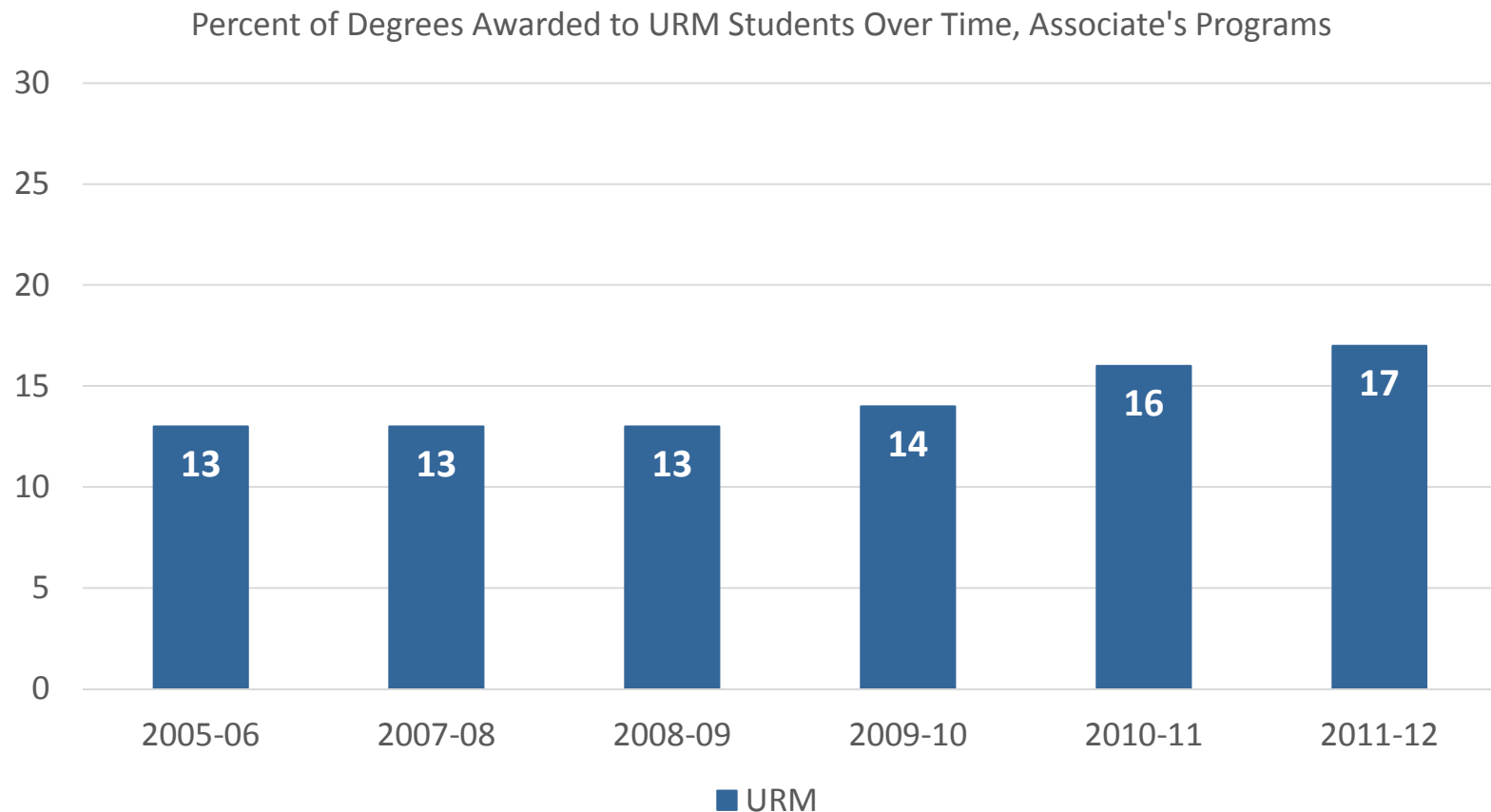
The percent of Associate's degrees awarded to Pell students has been increasing



Note: CO, TX, and NJ not included.

URM DEGREES – 2YR

The percent of Associate's degrees awarded to URM students has been increasing

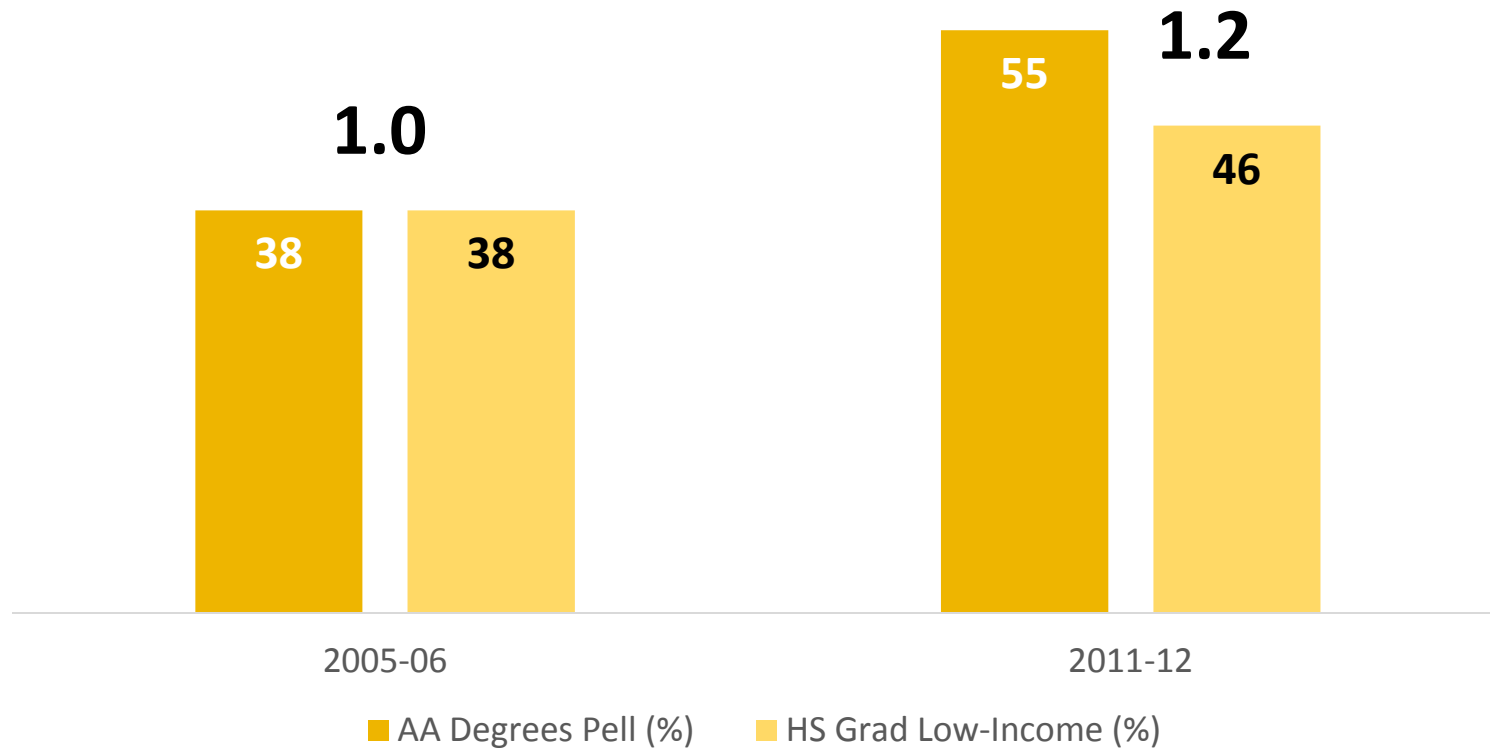


Note: CO, TX, and NJ not included.

PELL DEGREES – 2YR

The percent of Associate's degrees awarded to Pell students is larger than the low-income high school grad population

Degrees Awarded to Pell Students, Associate's Programs

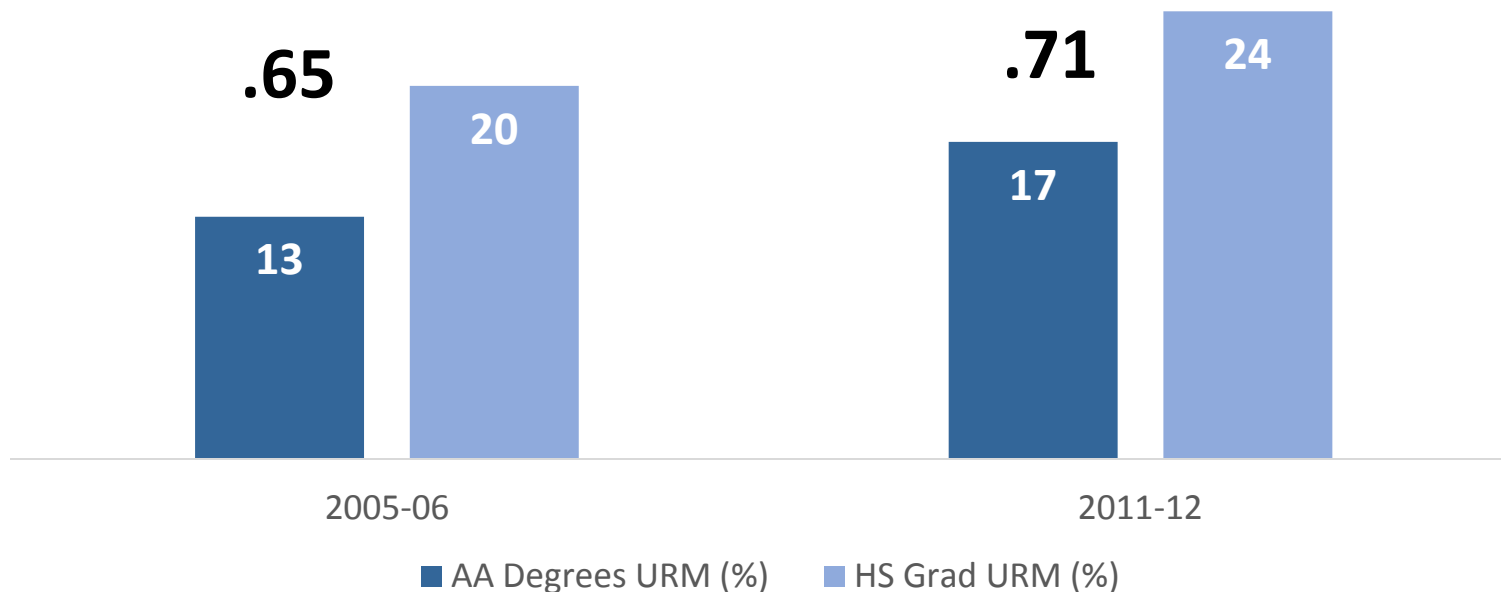


Note: CO, TX, and NJ not included.

URM DEGREES – 2YR

The ratio of Associate's degrees awarded to URM students to URM high school grads has increased

Degrees Awarded to URM Students, Associate's Programs




Note: CO, TX, and NJ not included.



Bottom Line:

More Pell and URM students in;
more through with degrees. But not
quite the transformational results
that would have come with gap
closing on the success front.



Critical Questions:
How can we get traction on gap-closing in student success?
How, in particular, can we move the needle in our 2-year institutions?

Download this presentation and visit College Results Online.
www.edtrust.org



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