

Hispanic
Association of
Colleges and
Universities

Miami, FL
October, 2015

ACCESS TO SUCCESS IN AMERICA

Where are we? What
can our schools and
colleges do?

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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...

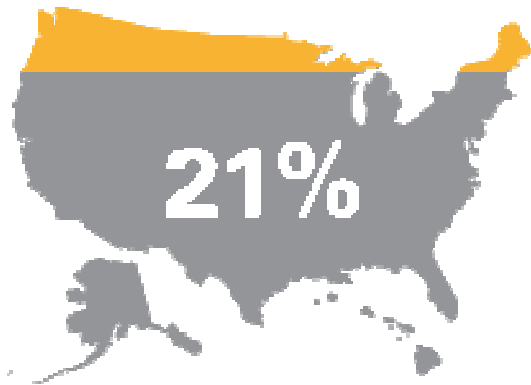
And they knew the “Dream” was a work in progress.

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, ...

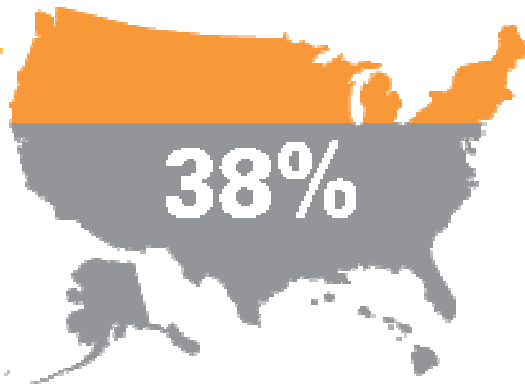
Percent of U.S. adults with a high school diploma

1920



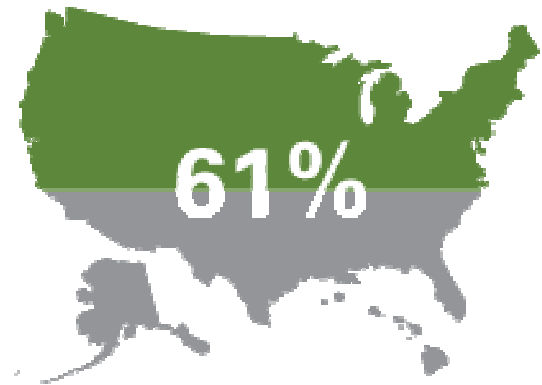
21%

1940



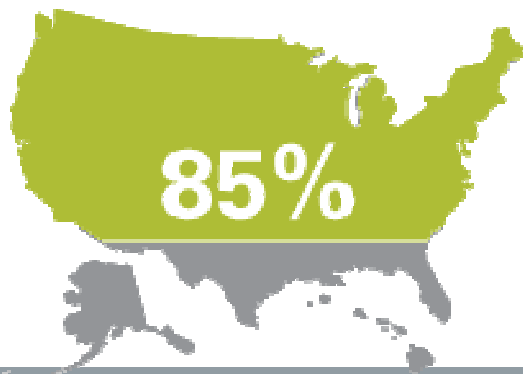
38%

1960



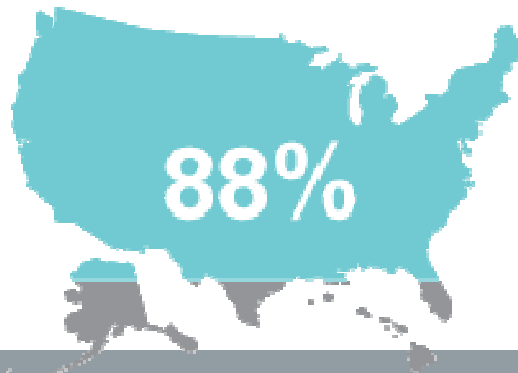
61%

1980



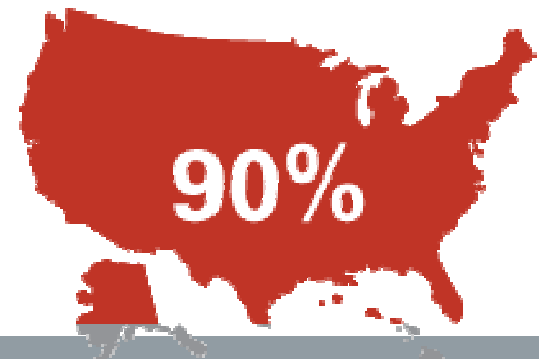
85%

2000



88%

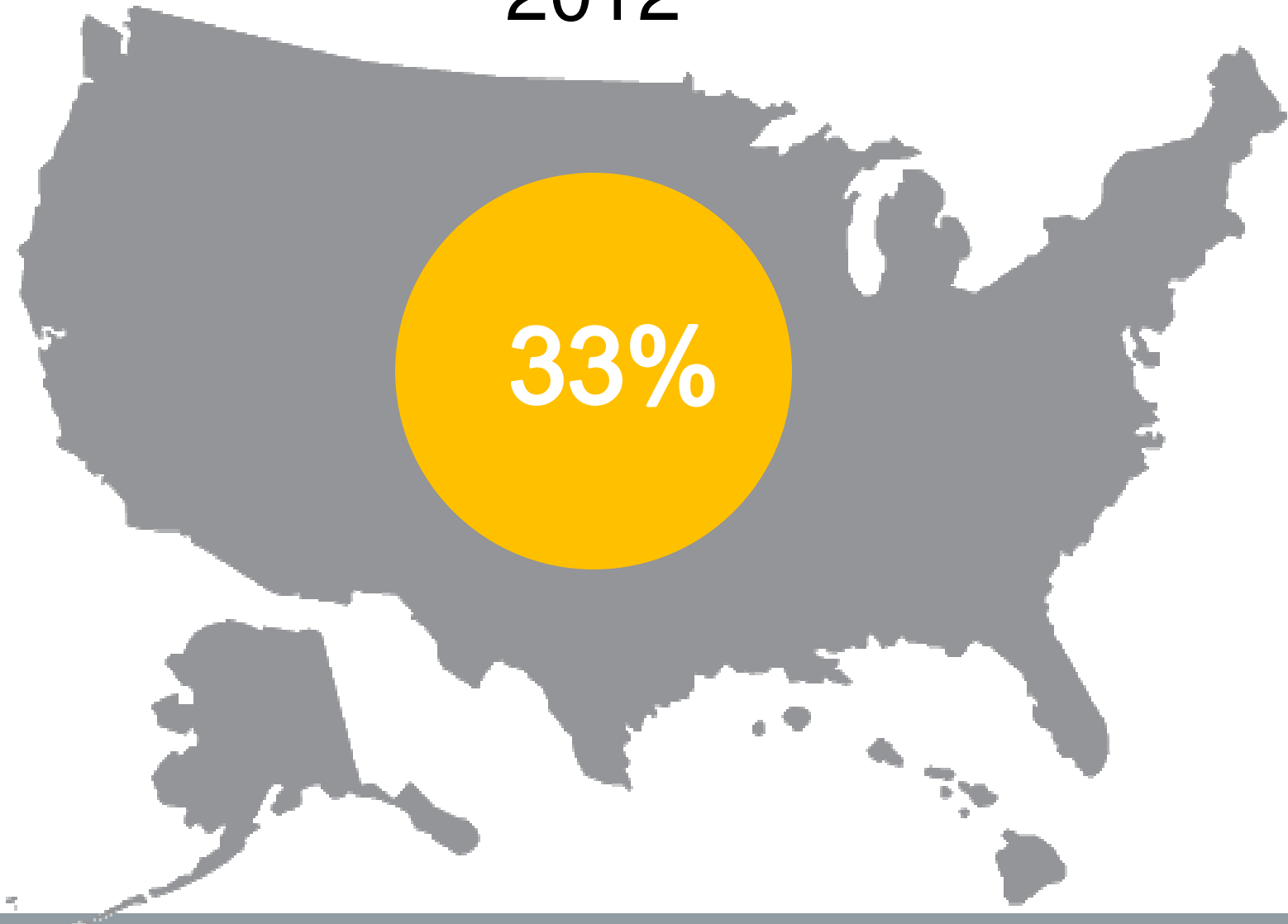
2012




90%

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

2012

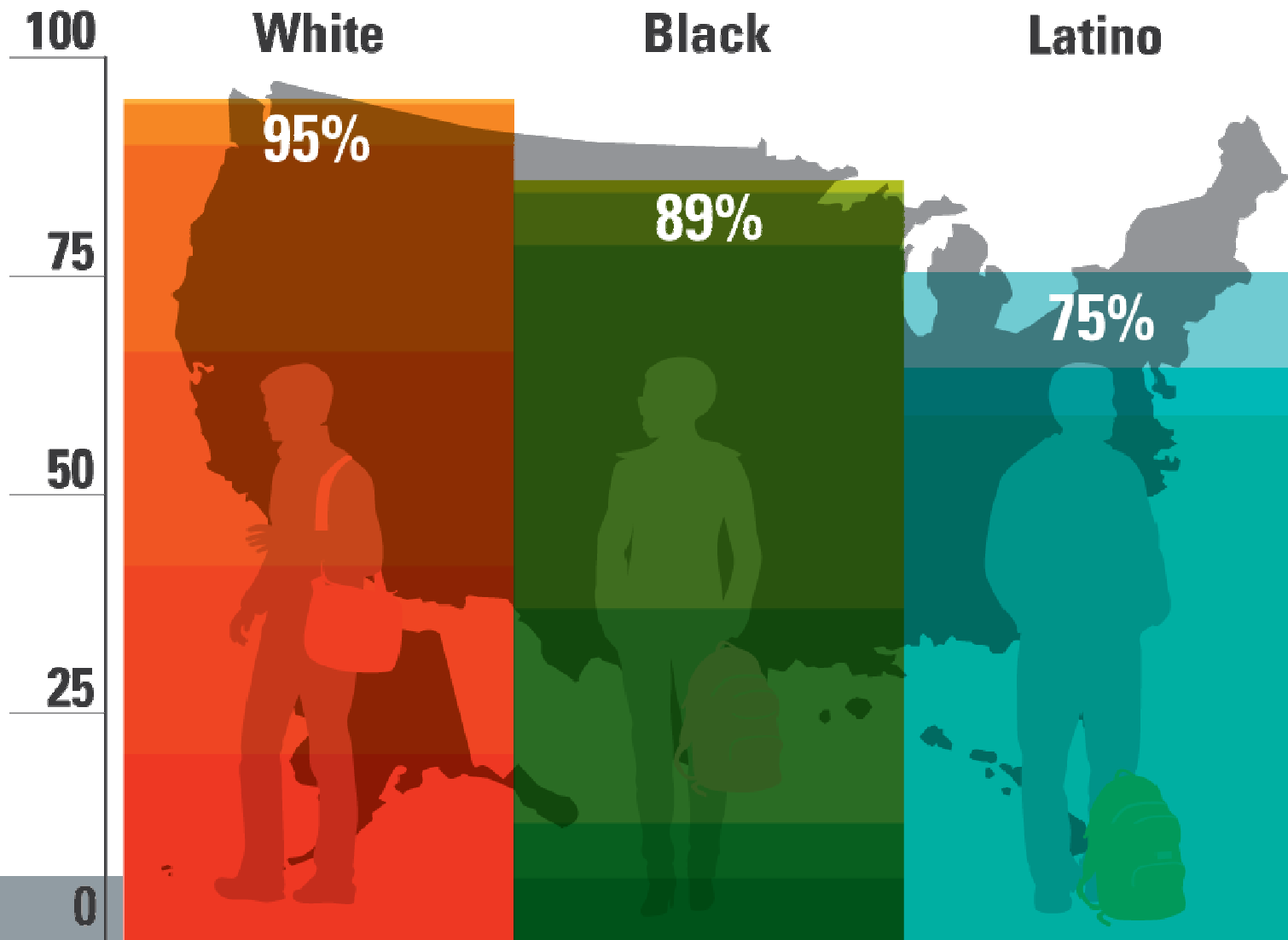




Progress was painfully slow, especially
for people of color. But year by year,
decade by decade...

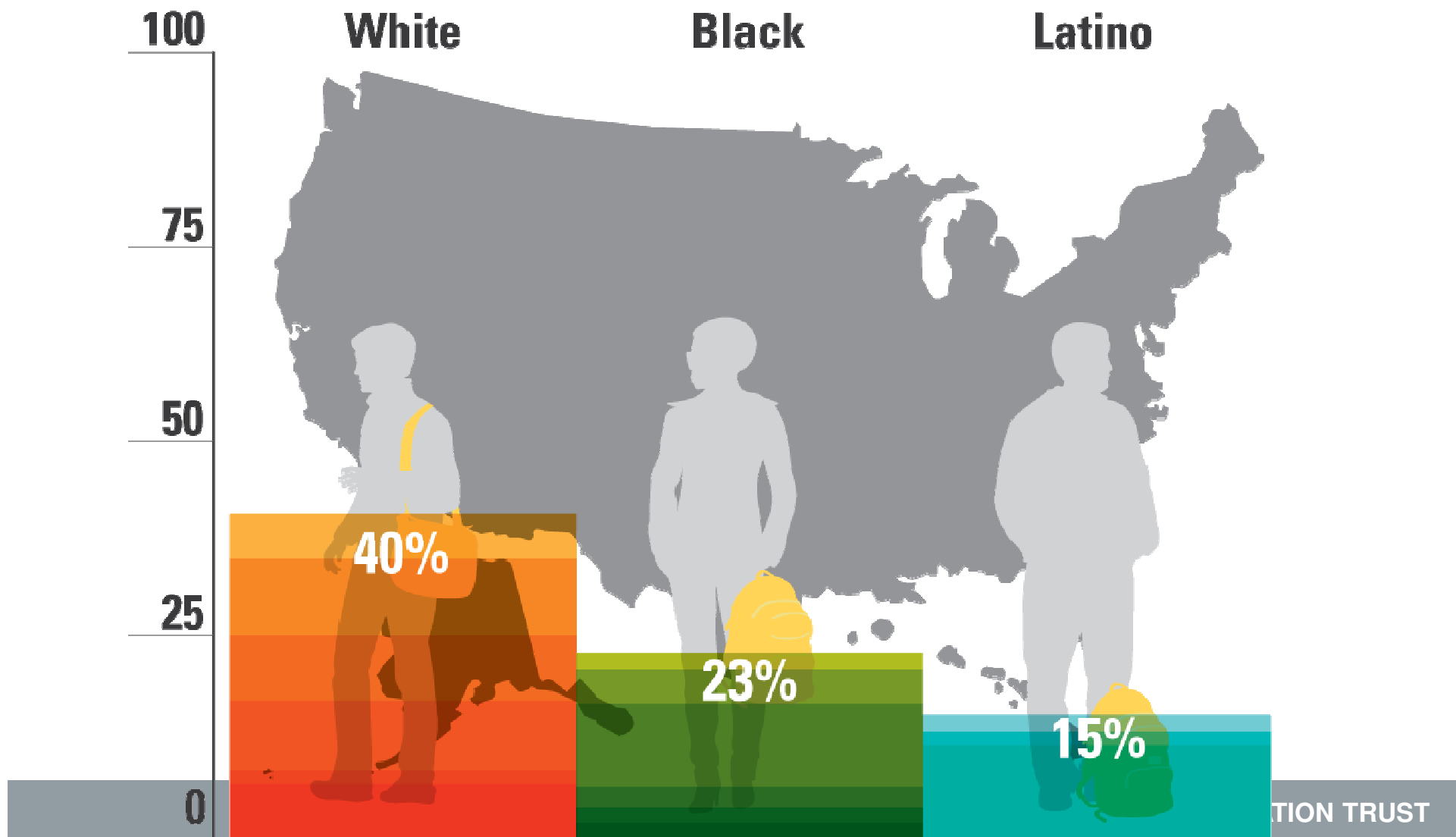
Percent of U.S. adults with a high school diploma, by race

2012




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

2012





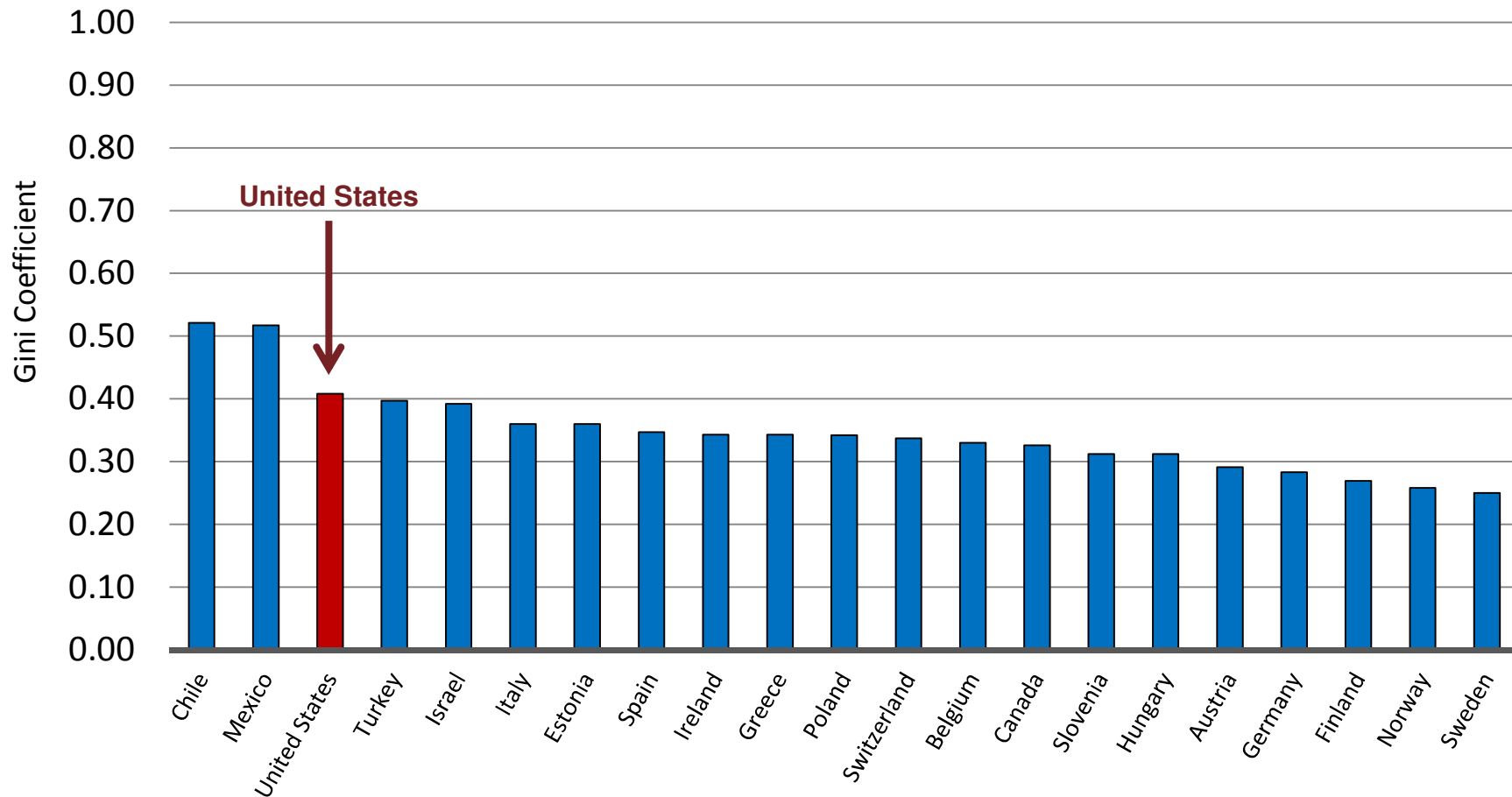
**Then, beginning in the
eighties, economic inequality
started eating away at our
progress.**



In recent years, almost all income gains have gone to those at the top of the economic ladder, while those at the bottom have fallen backwards.

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

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

Median Wealth of White Families

20 X that of African Americans

18 X that of Latinos

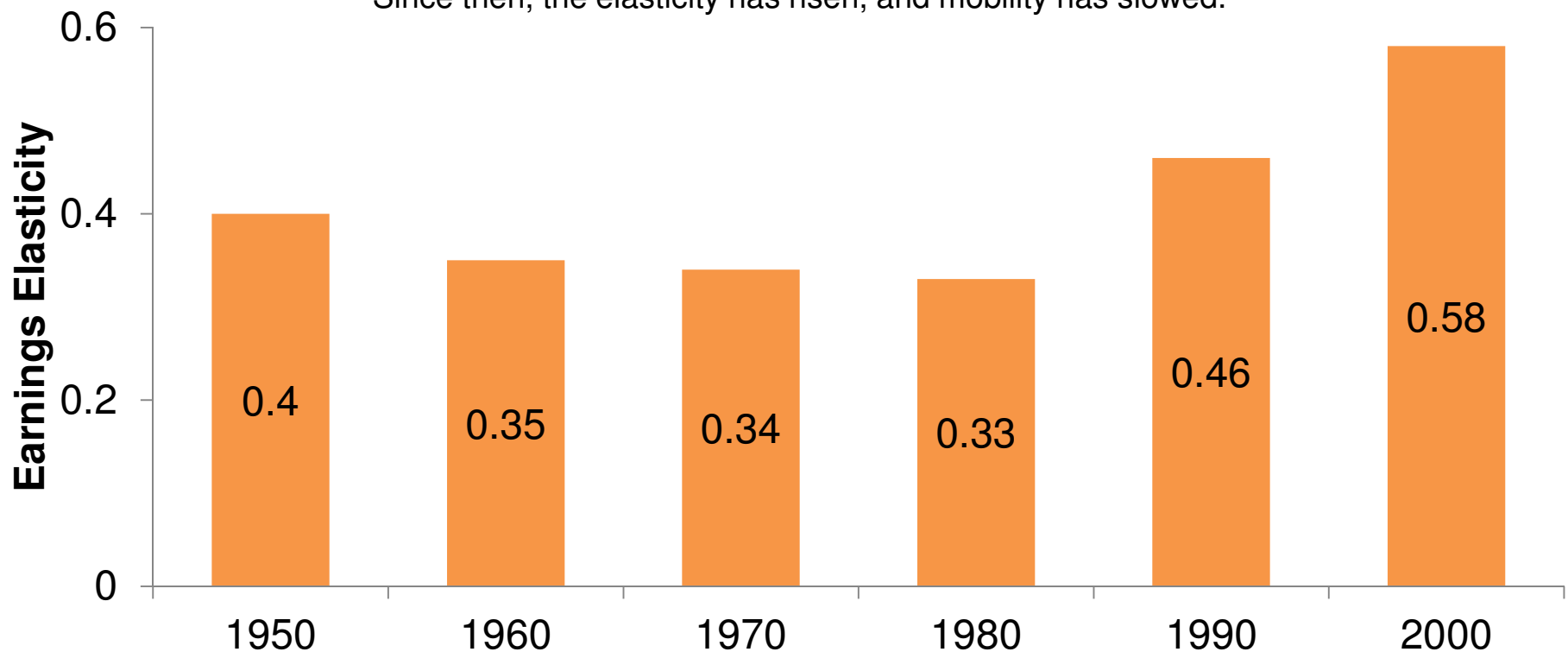
Source: Rakesh Kochhar, Richard Fry, and Paul Taylor, "Twenty-to-One: Wealth Gaps Rise to Record Highs Between Whites, Blacks, and Hispanics," Pew Social & Demographic Trends, 2011.



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

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

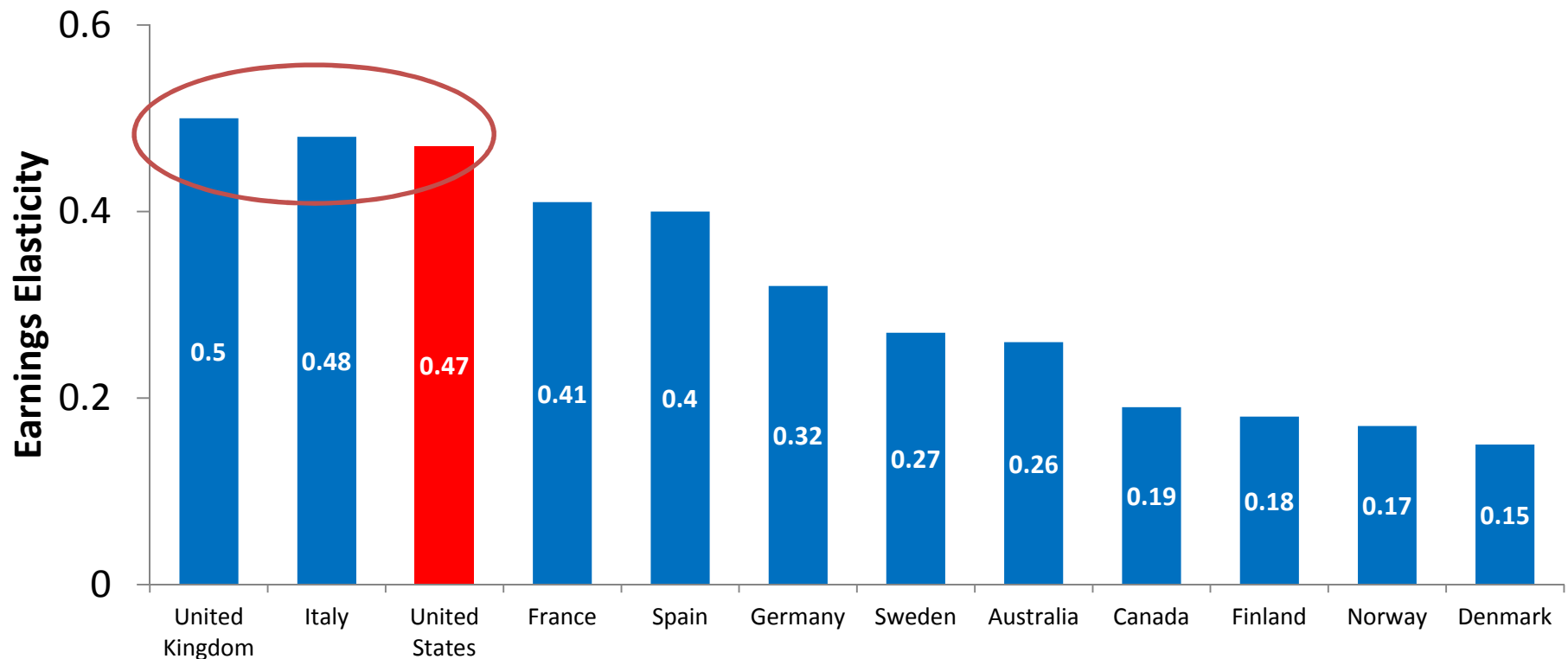
The falling elasticity meant increased economic mobility until 1980.
Since then, the elasticity has risen, and mobility has slowed.




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.

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; New Charitable Trusts, 2010.



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

But at the individual level, it really is.

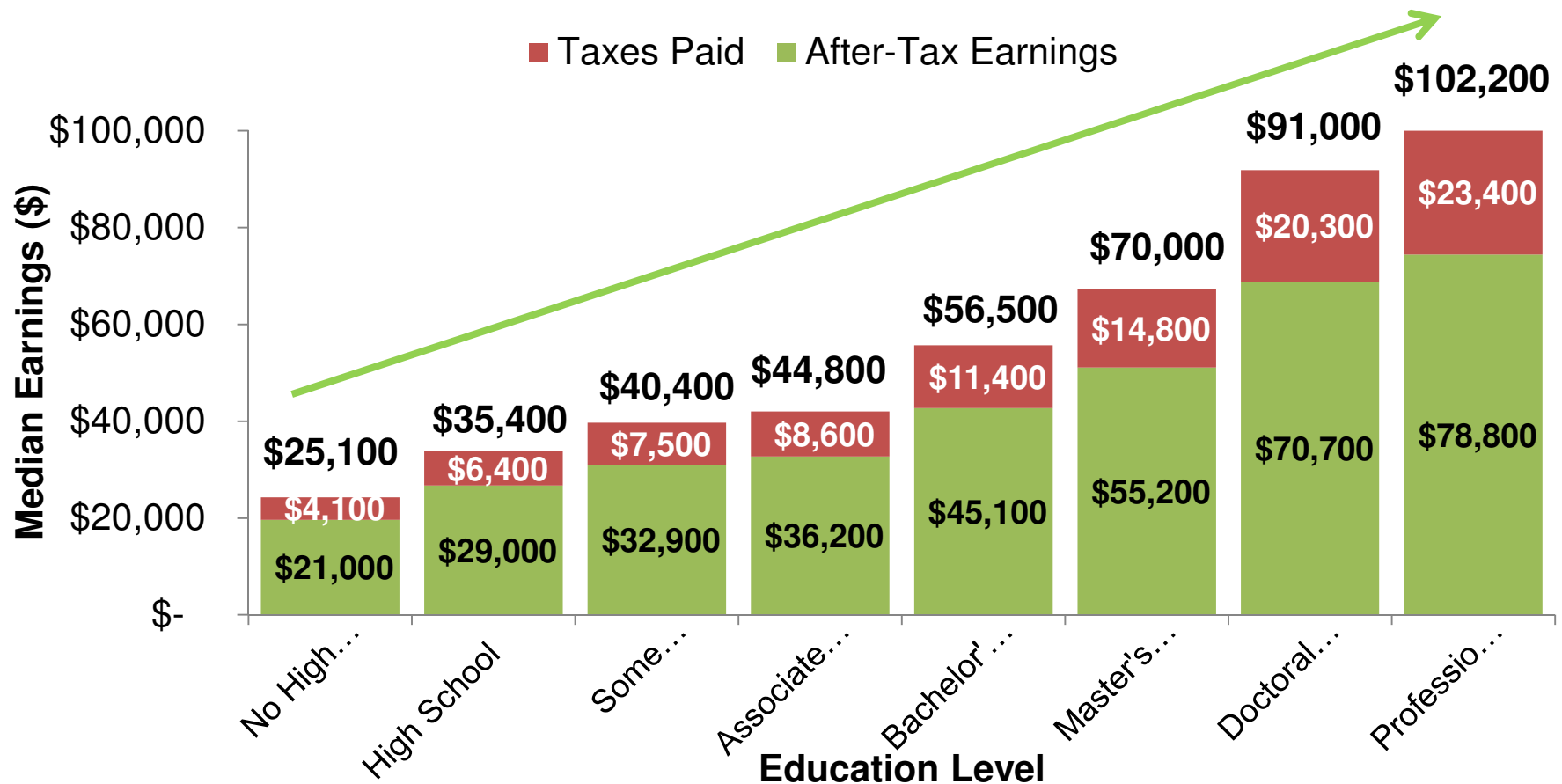
Overwhelming message about what matters in turning this around?

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.

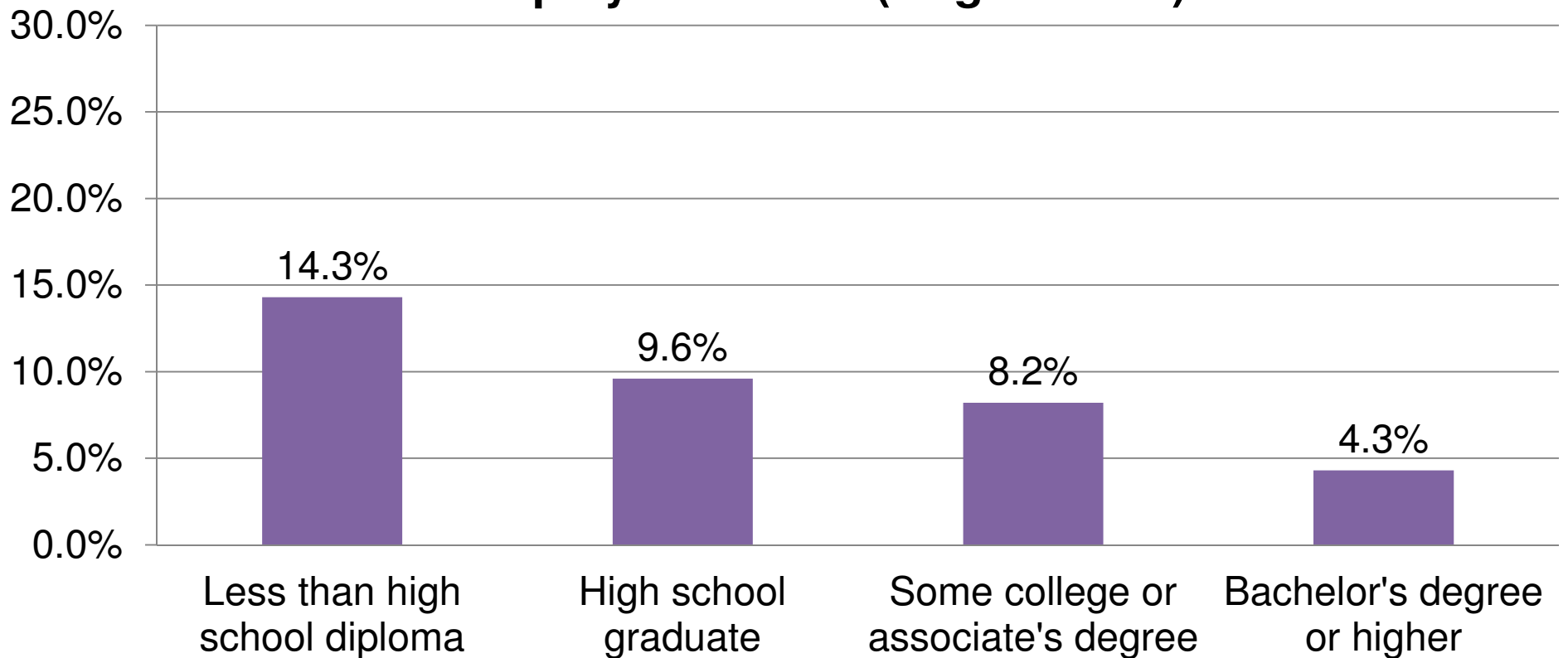
College Grads Earn More



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)



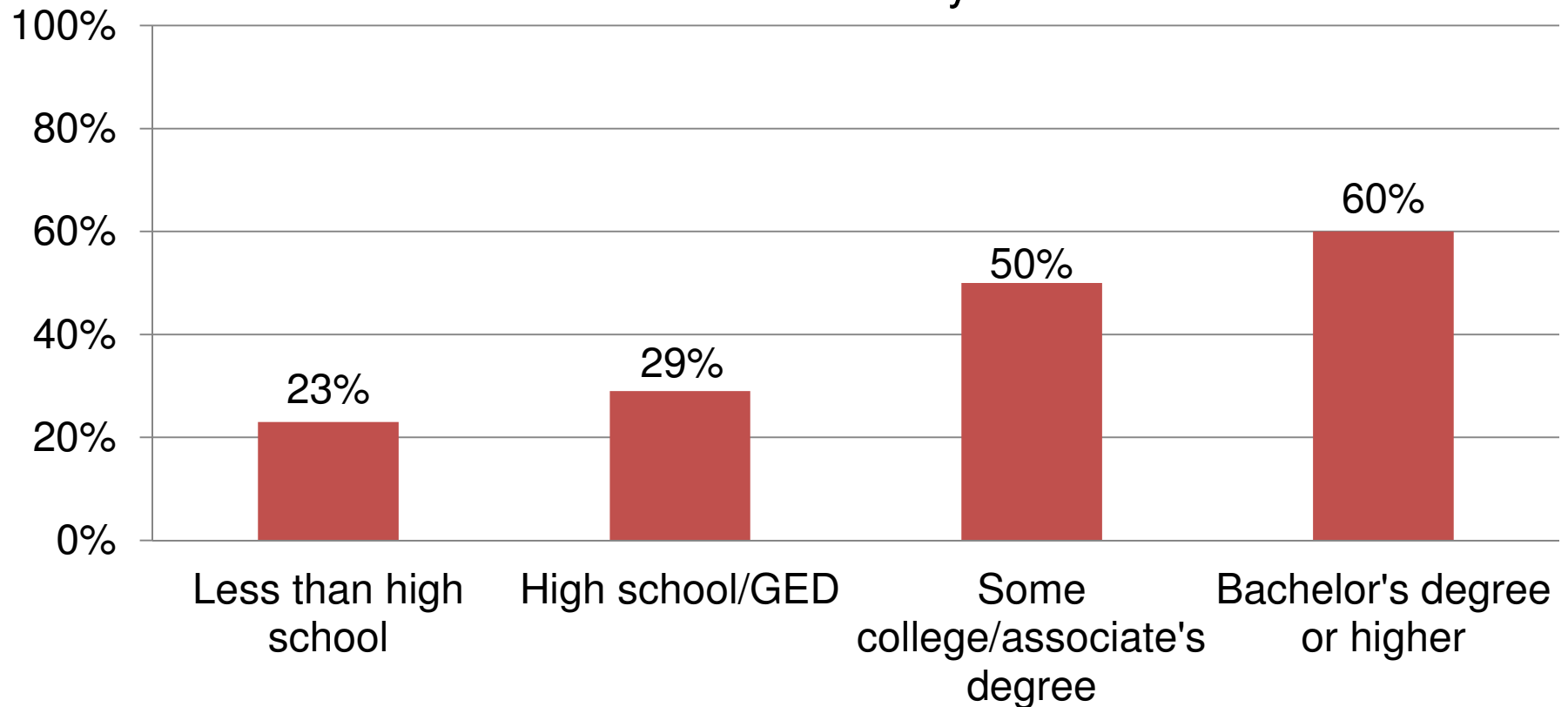
Source: U.S. Bureau of Labor Statistics, Table A-4, <http://www.bls.gov/news.release/empsit.t04htm>



They also stand out on the
other things we value.

College graduates more likely to vote

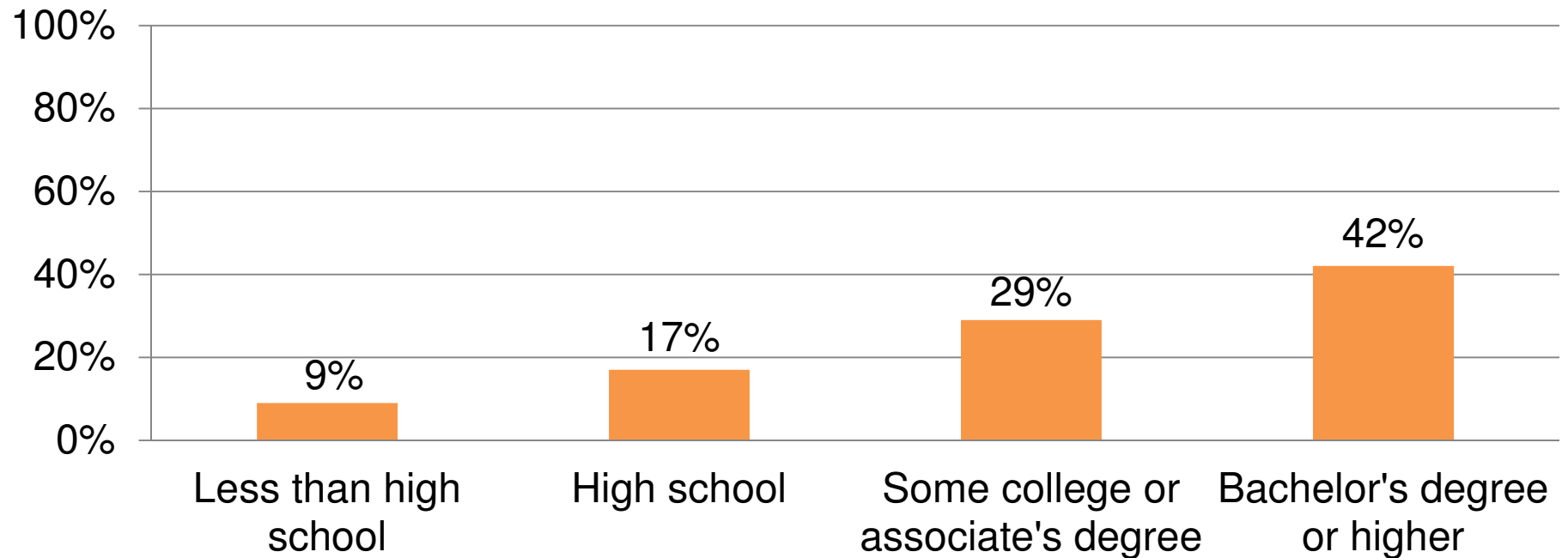
Percent of US Citizens Aged 18-24 Who Voted in the 2012 Presidential Election by Education Level



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

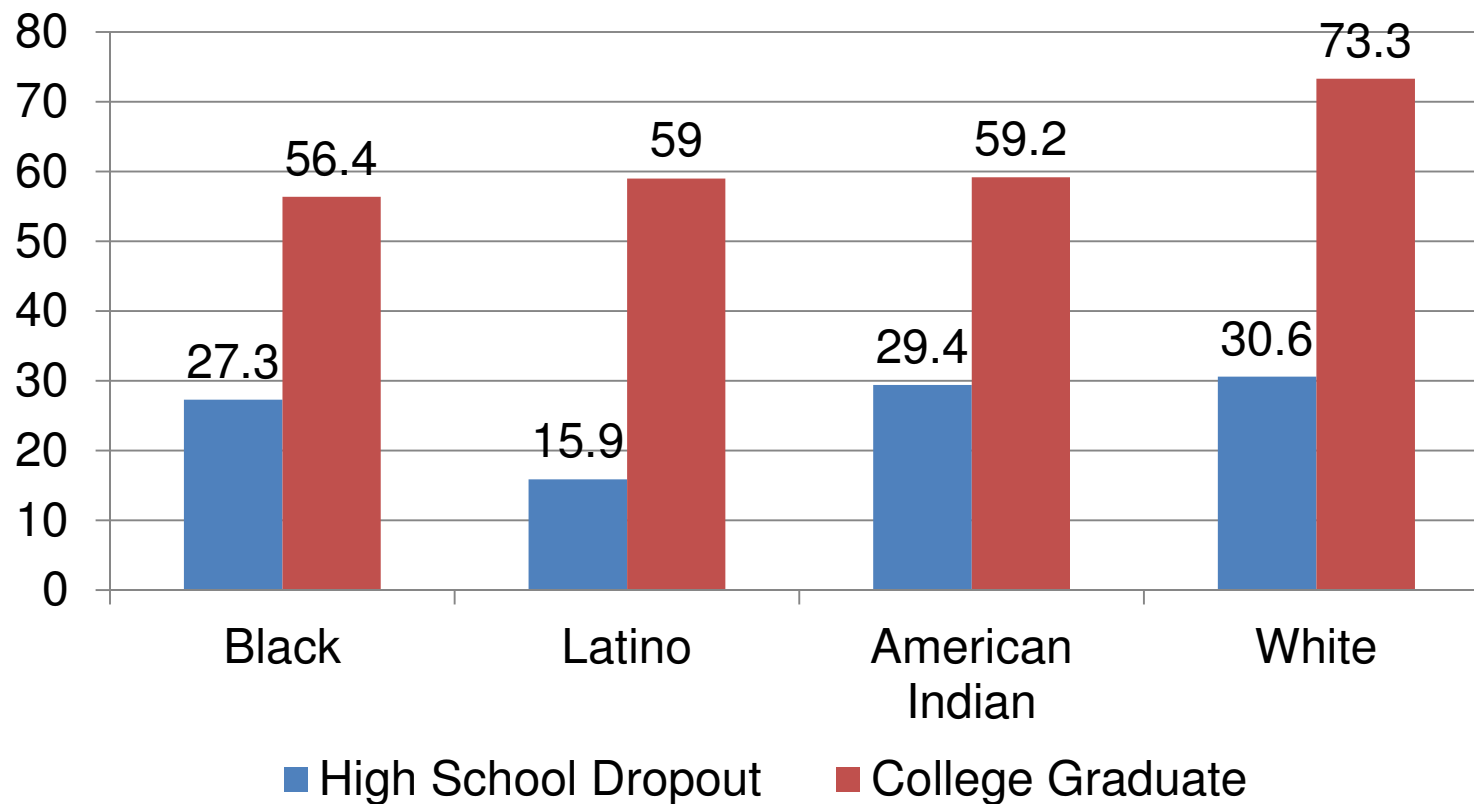
Percent of Adults 25 and Over Who Volunteered in 2012 by Education Level



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

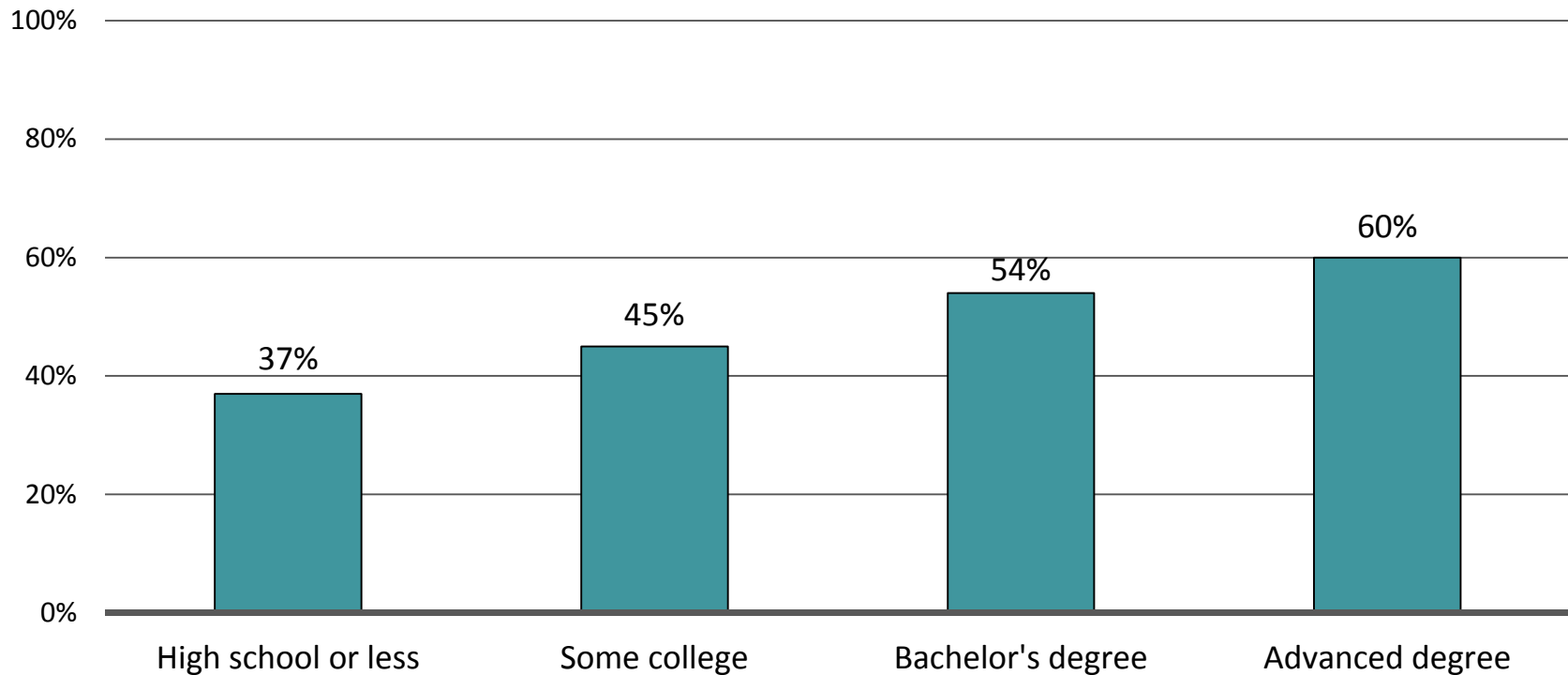


Source: Robert Wood Johnson Foundation Commission for a Healthier America, 2009


e:

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)




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



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

So, how are we doing?

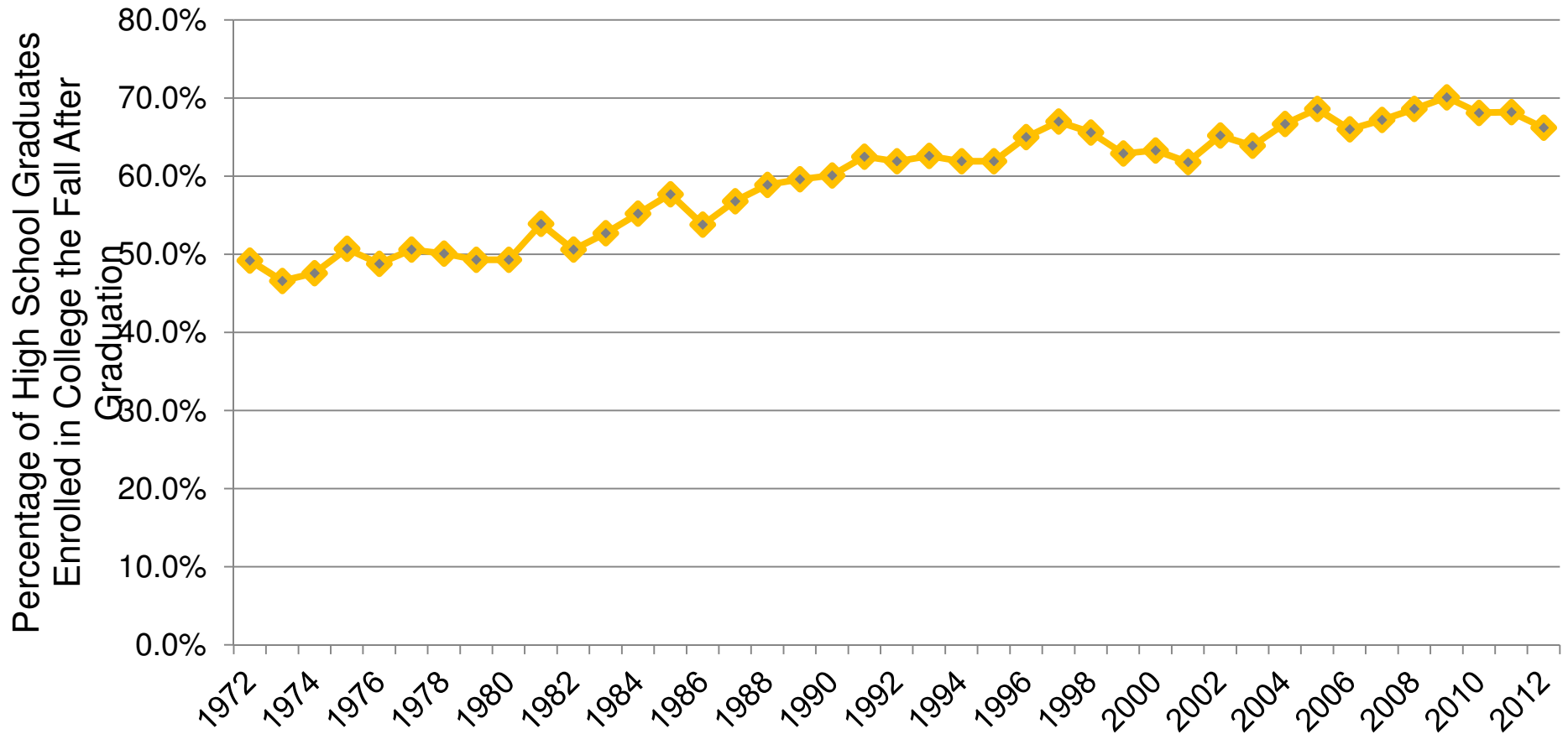




Over past 30 years, we've made
a lot of progress on the access
side.

n/a

Immediate College-Going Up

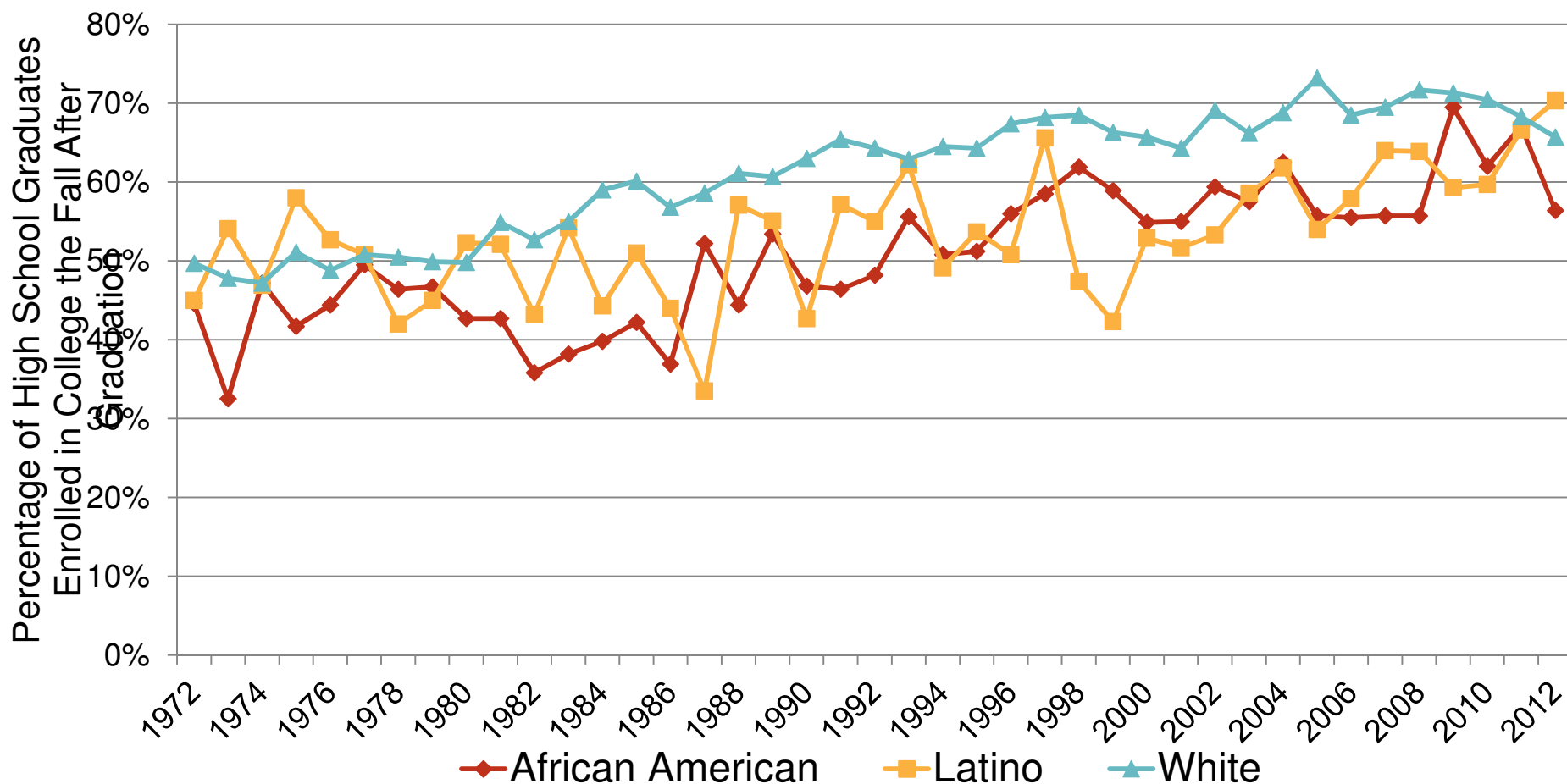


Note: Percent of high school completers who were enrolled in 2-year or 4-year college the October after completing high school.
Source: NCES, *The Digest of Education Statistics 2013* (Table 302.10).



College-going is up for **all**
groups.

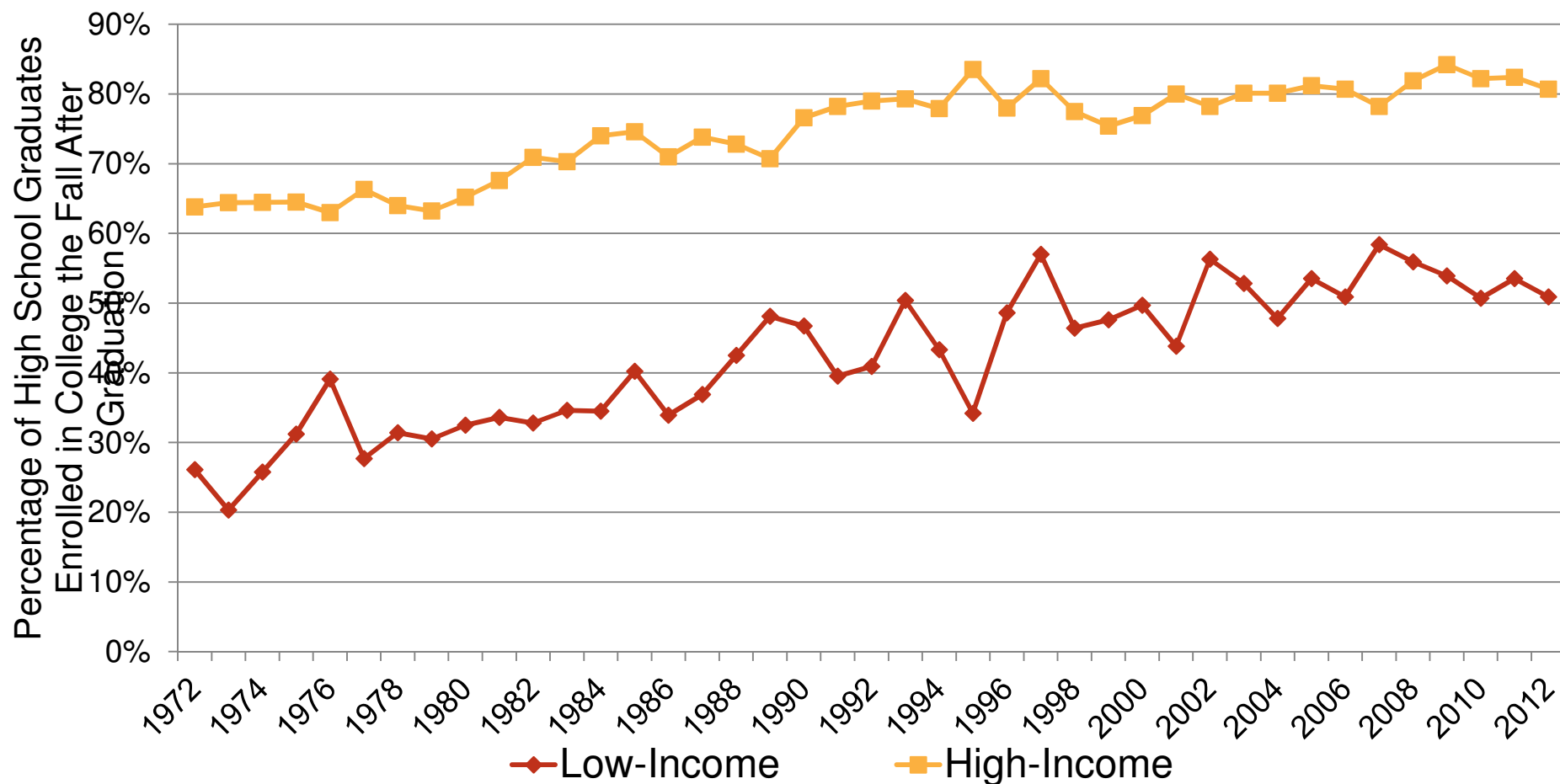
Immediate College-Going Increasing for All Racial/Ethnic Groups: 1972 to 2012



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

Source: NCES, *The Digest of Education Statistics 2013* (Table 302.20).

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

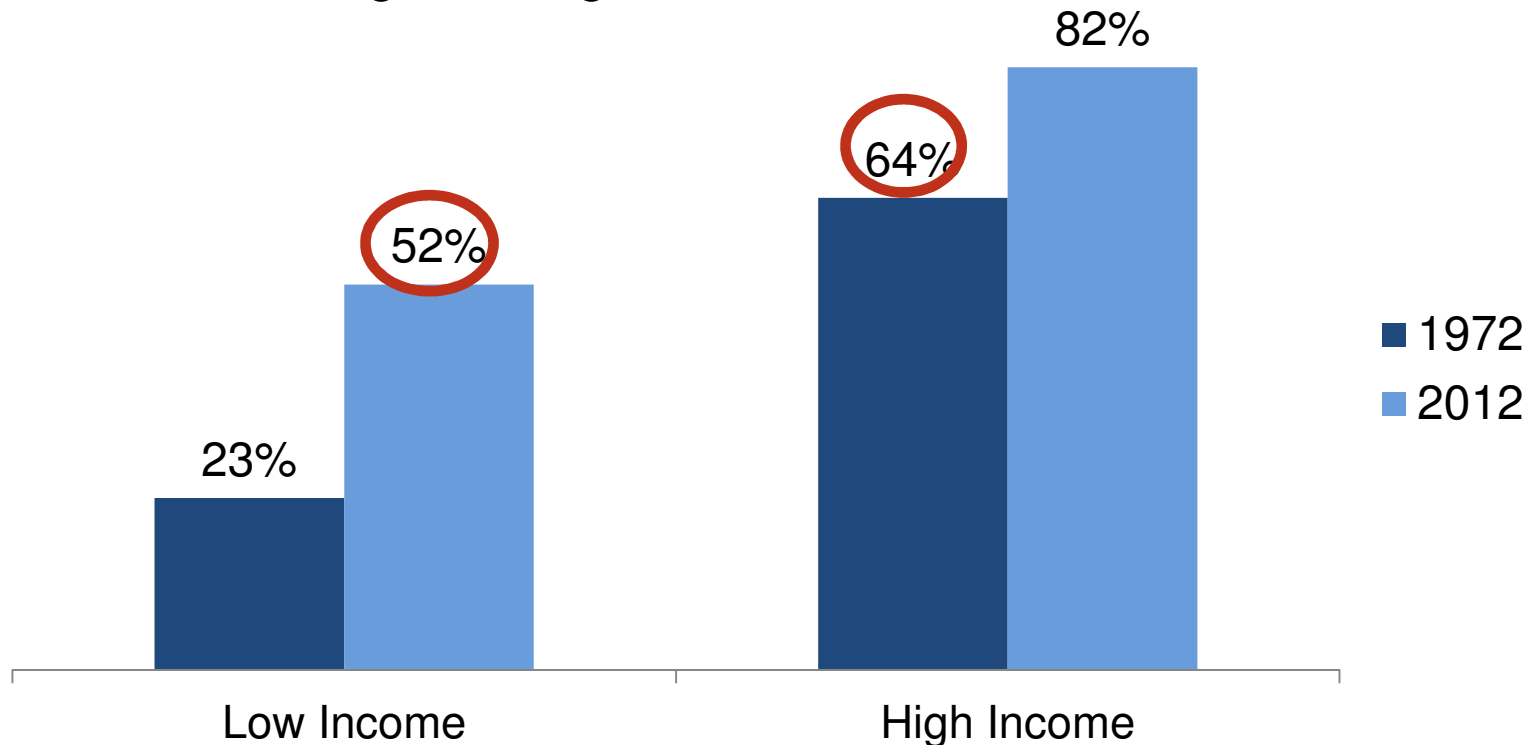
Source: NCES, *The Condition of Education 2010* (Table A-20-1) and *The Digest of Education Statistics 2013* (Table 302.30).



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


Low-Income Students Today Still Not Reaching the College-going Rate for High-Income Students in 1972...

Percentage of high school graduates immediately enrolling in college, 1972-2012



Note: Data for black, Hispanic, and low-income represent two-year moving average because of small sample sizes.

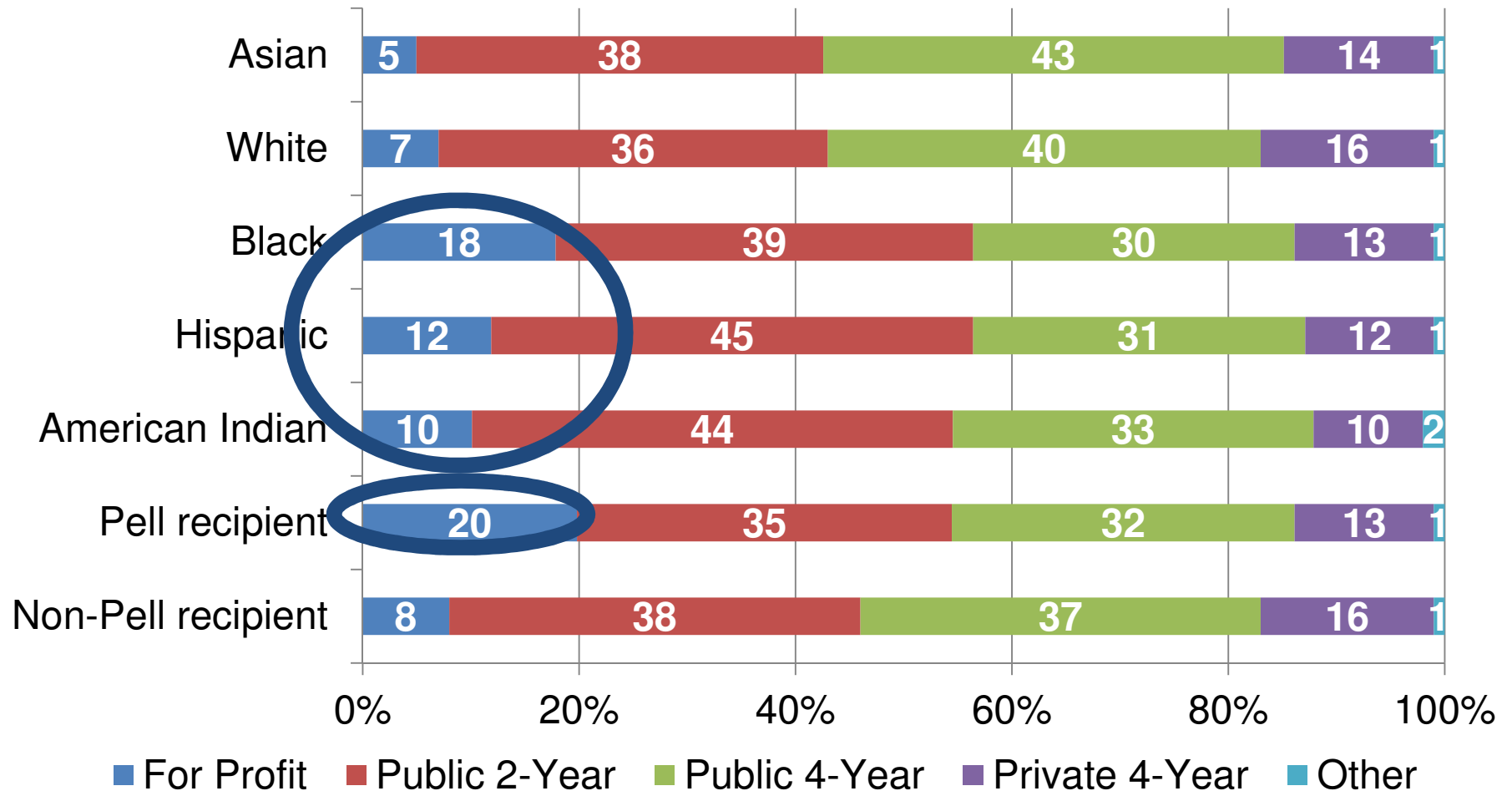
Source: NCES, *The Condition of Education 2010* (Table A-20-1) and *The Digest of Education Statistics 2013* (Table 302.30)



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

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

Low-Income Students and Students of Color Twice as Likely to Enter For-profit Colleges



Ed Trust analysis of IPEDS Fall enrollment, Fall 2012 (by race) and IPEDS Student Financial Aid survey, 2011-12 (by Pell recipient status).


Access to what?

For-profit college companies

- **11%** of enrollments
- **24%** of Pell Grants and federal student loan dollars
- Lowest degree completion rates of any 4-year sector
- **48%** of federal student loan defaults

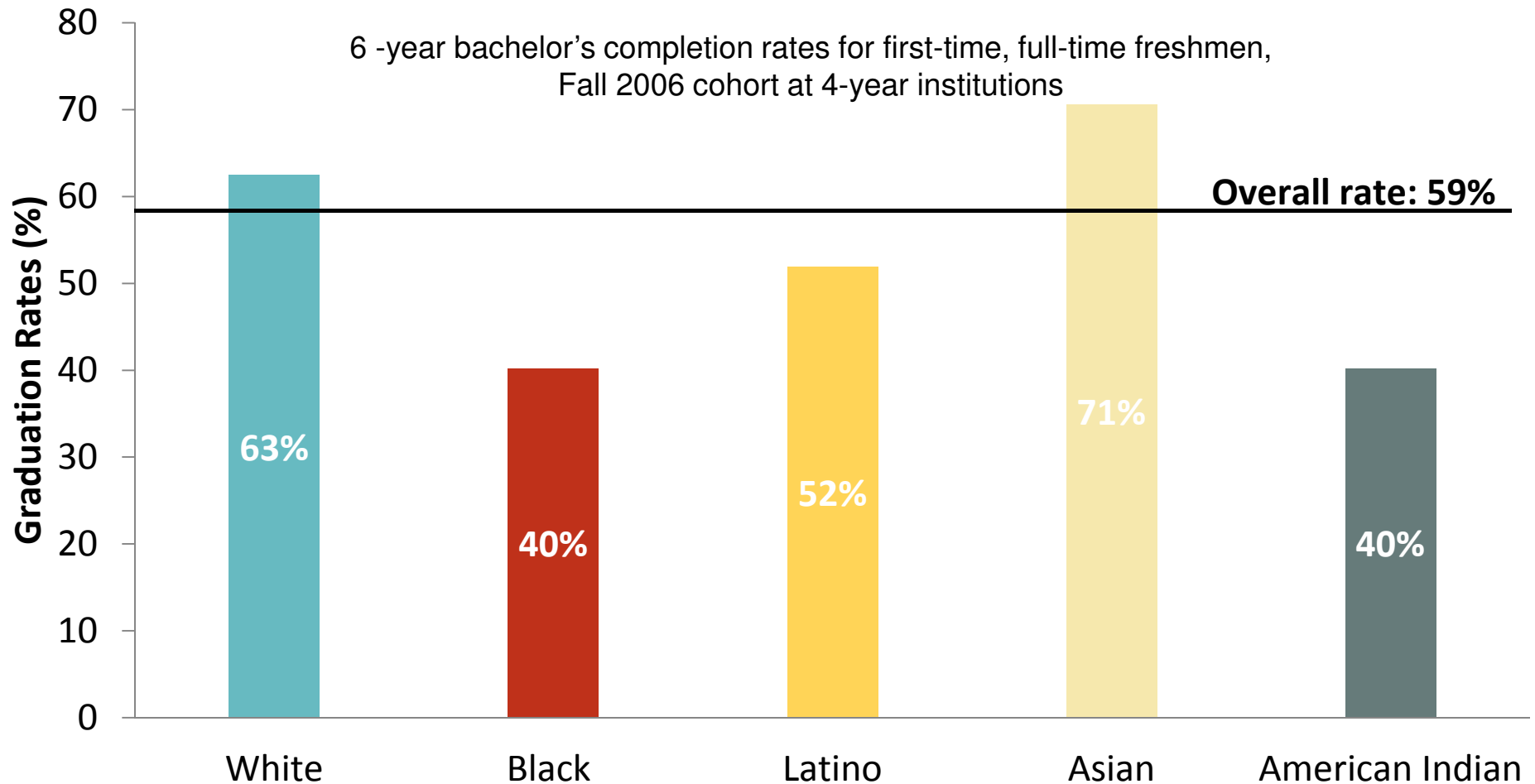


IPEDES Enrollment Fall 2011 First Look (December 2011)
by U.S. Department of Education, 2008-09 in “Emerging Risk?: An Overview of Growth, Spending, Student Debt and Unanswered Questions in For-Profit Higher Education.” Senate HELP Committee. 24 June 2010 (page 4); and Ed Trust analysis of FY 2009 data in “Institutional Default Rate Comparison of FY 2007, 2008, and 2009 Cohort Default Rates.”



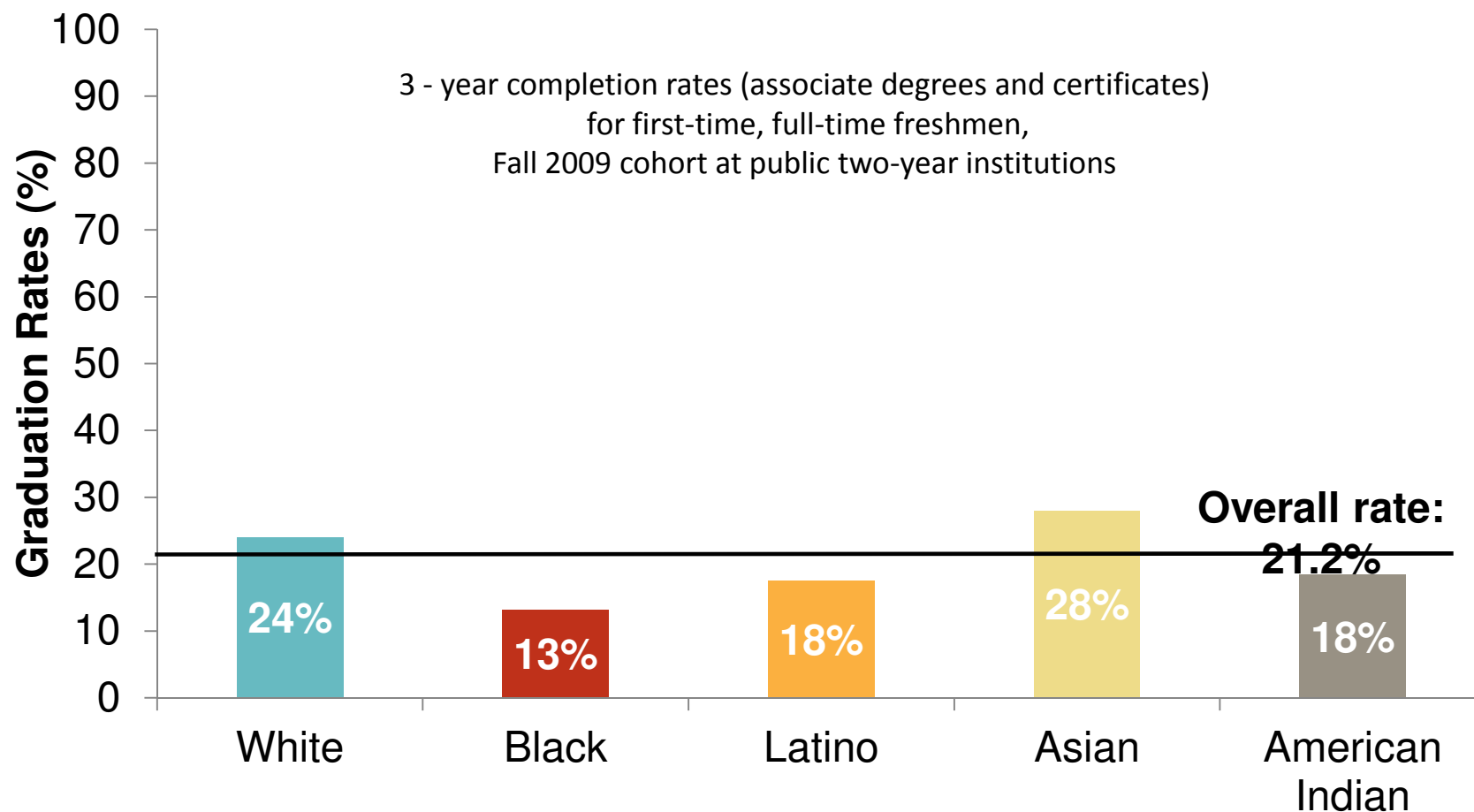
And what about graduation in colleges
more generally?

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




Source: NCES (December 2013). Enrollment in Postsecondary Institutions, Fall 2012; Financial Statistics, Fiscal Year 2012; and Graduation Rates, Selected Cohorts, 2004-2009, First Look (Provisional Data) Table 3.

Graduation rates at public community colleges



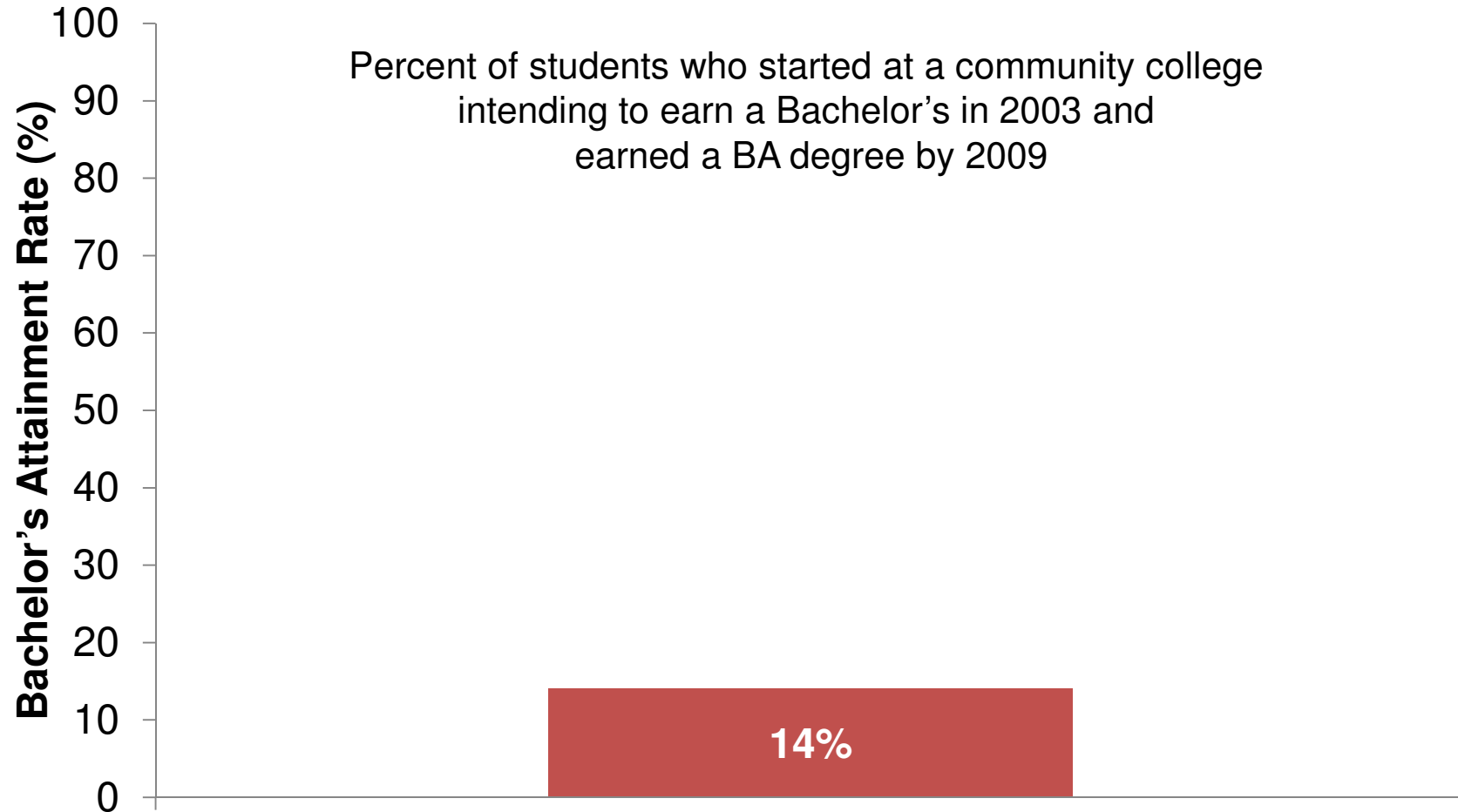
Source: NCES (Dec. 2013). First Look: Enrollment in Postsecondary Institutions, Fall 2012; Financial Statistics, Fiscal Year 2012; and Graduation Rates, Selected Cohorts, 2004-2009, First Look (Provisional Data) Table 3.



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

n/a

Only 14 percent.



Source: U.S. Department of Education, National Center for Education Statistics, 2003-04 Beginning Postsecondary Students Longitudinal Study, First Follow-up (BPS:04/06).



Add it all up...

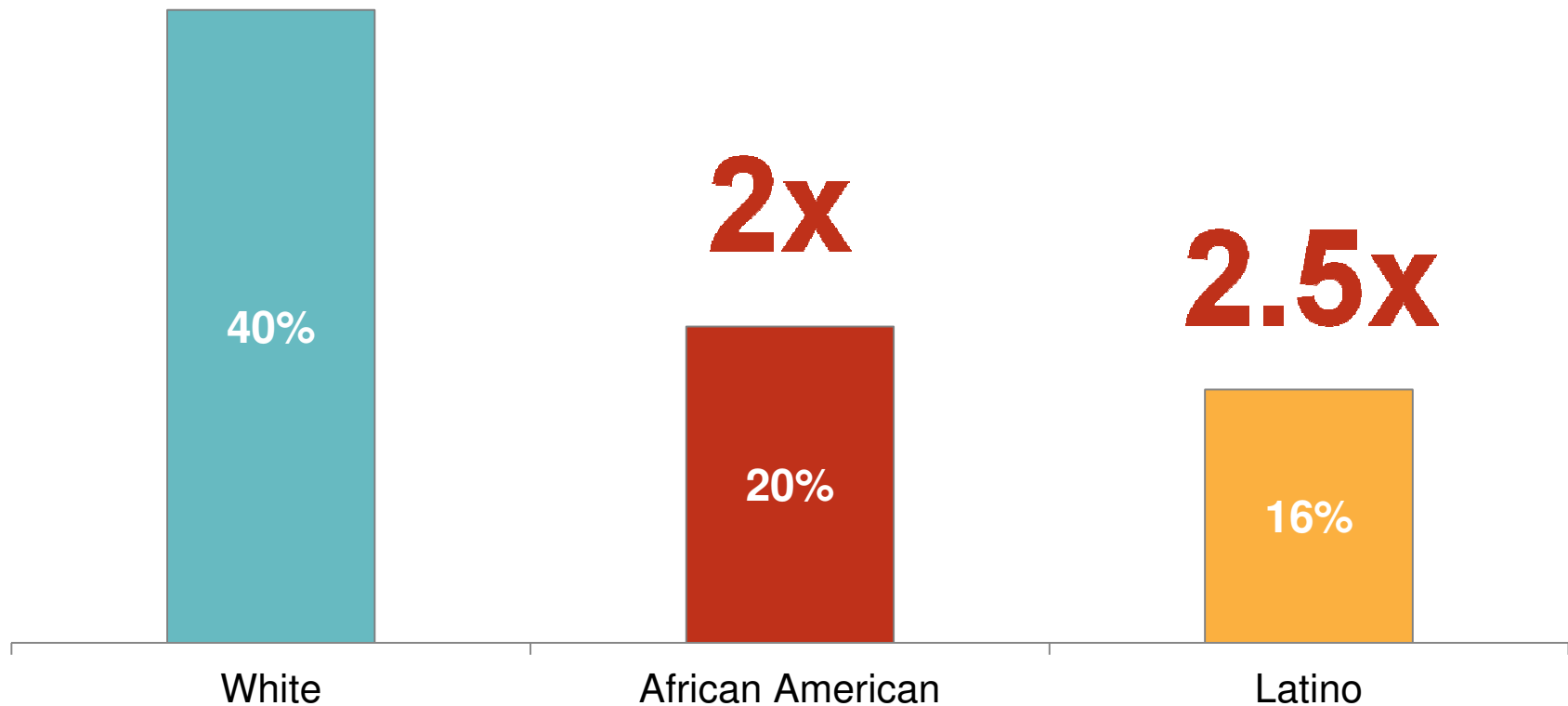


Different groups of young
Americans obtain degrees at very
different rates.

n/a

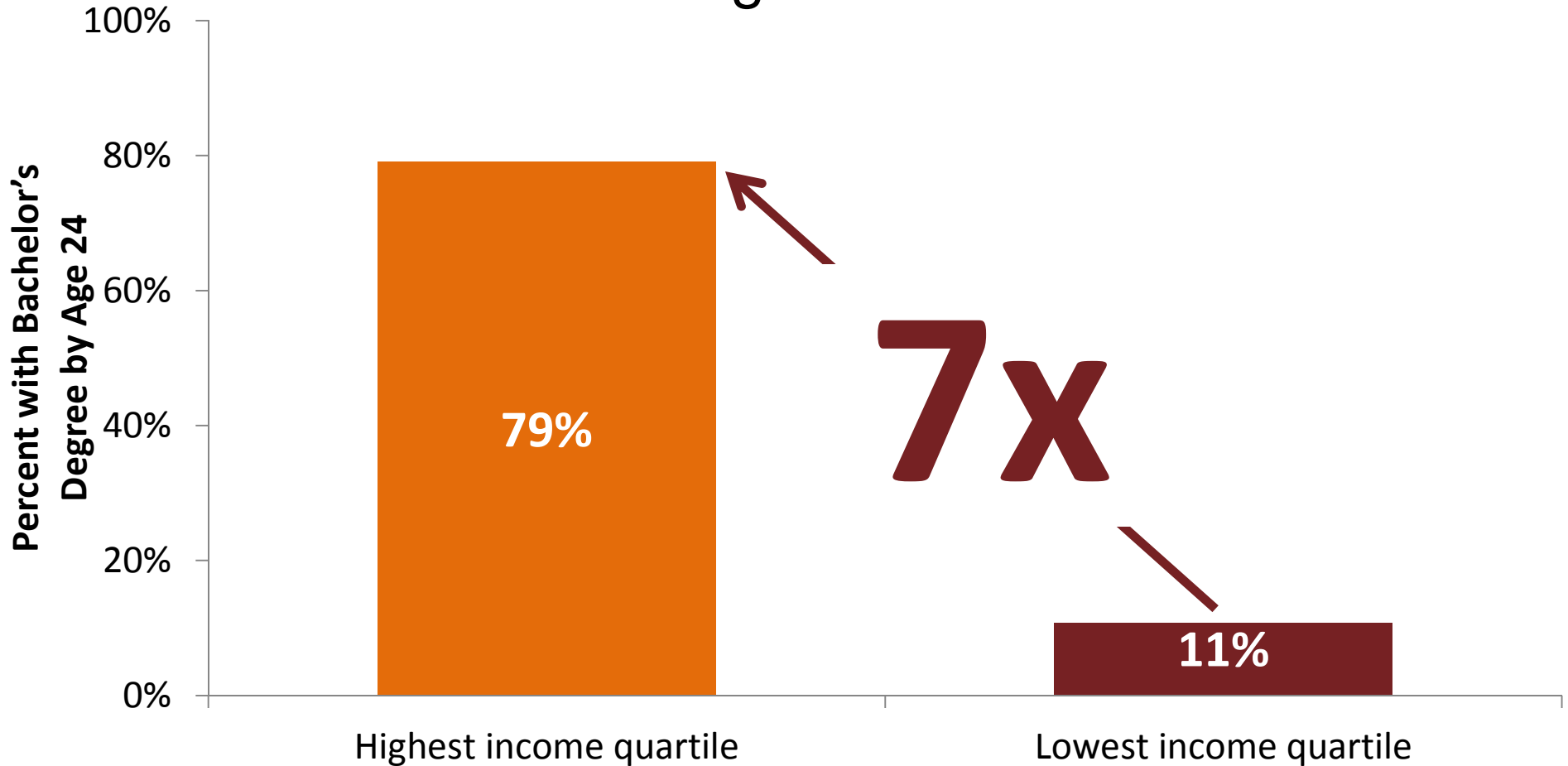
Whites attain bachelor's degrees at nearly twice the rate of blacks and almost three times the rate of Hispanics

Bachelor's Degree Attainment of Young Adults
(25-29-year-olds), 2013



Source: U.S. Census Bureau, Educational Attainment in the United States: 2013

Young adults from high-income families are 7 times more likely to earn bachelor's degrees by age 24



Tom Mortenson, *Bachelor's Degree Attainment by age 24 by Family Income Quartiles, 1970 to 2010*, Postsecondary Education Opportunity, 2012.



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...

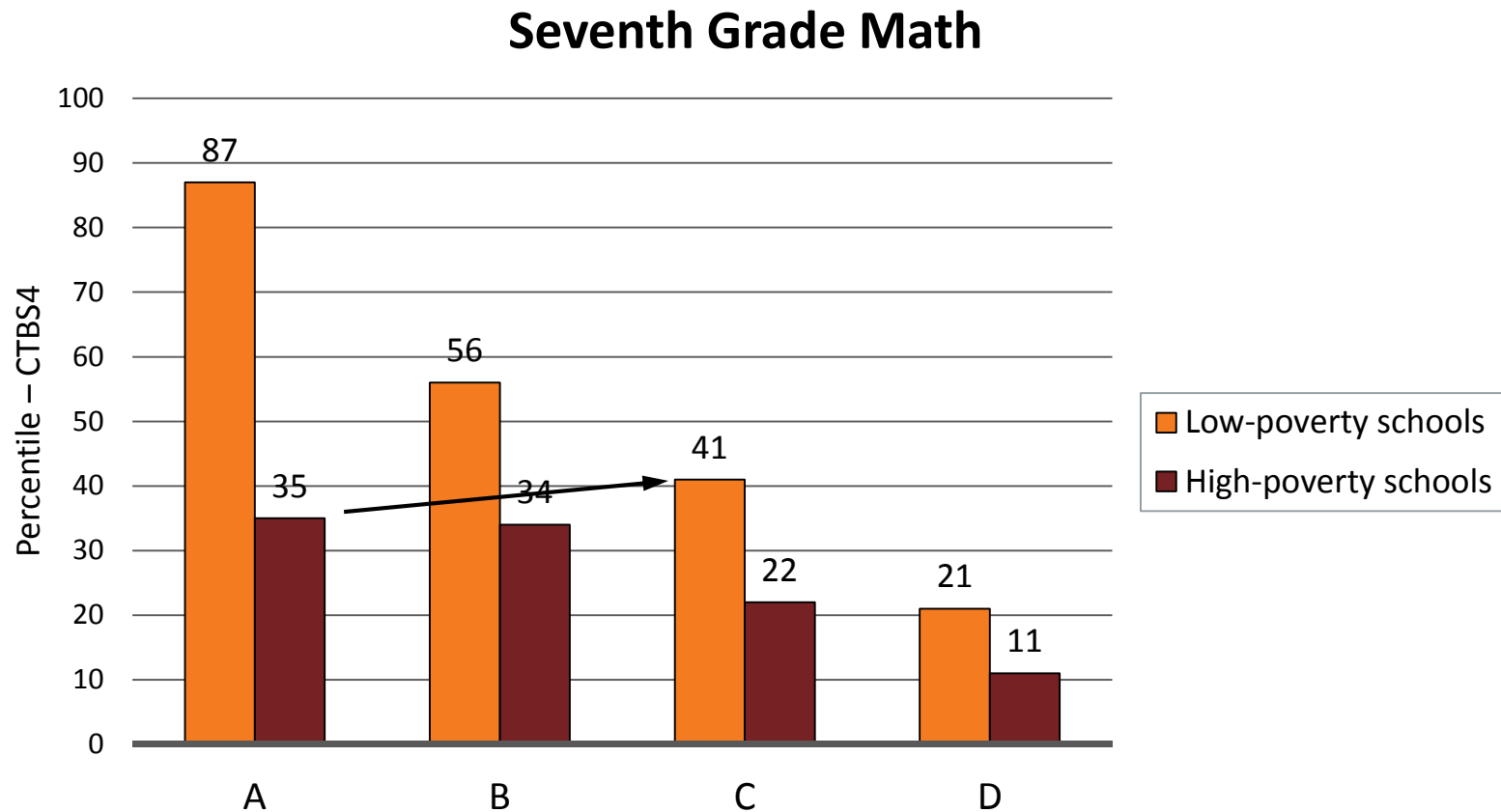
National Inequities in State and Local Revenue Per Student

	Gap
High Poverty vs. Low Poverty Districts	-\$1200 per student
High Minority vs. Low Minority Districts	-\$2,000 per student

Source: Education Trust analyses based on U.S. Dept of Education and U.S. Census Bureau data for 2010-12

...expect less

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

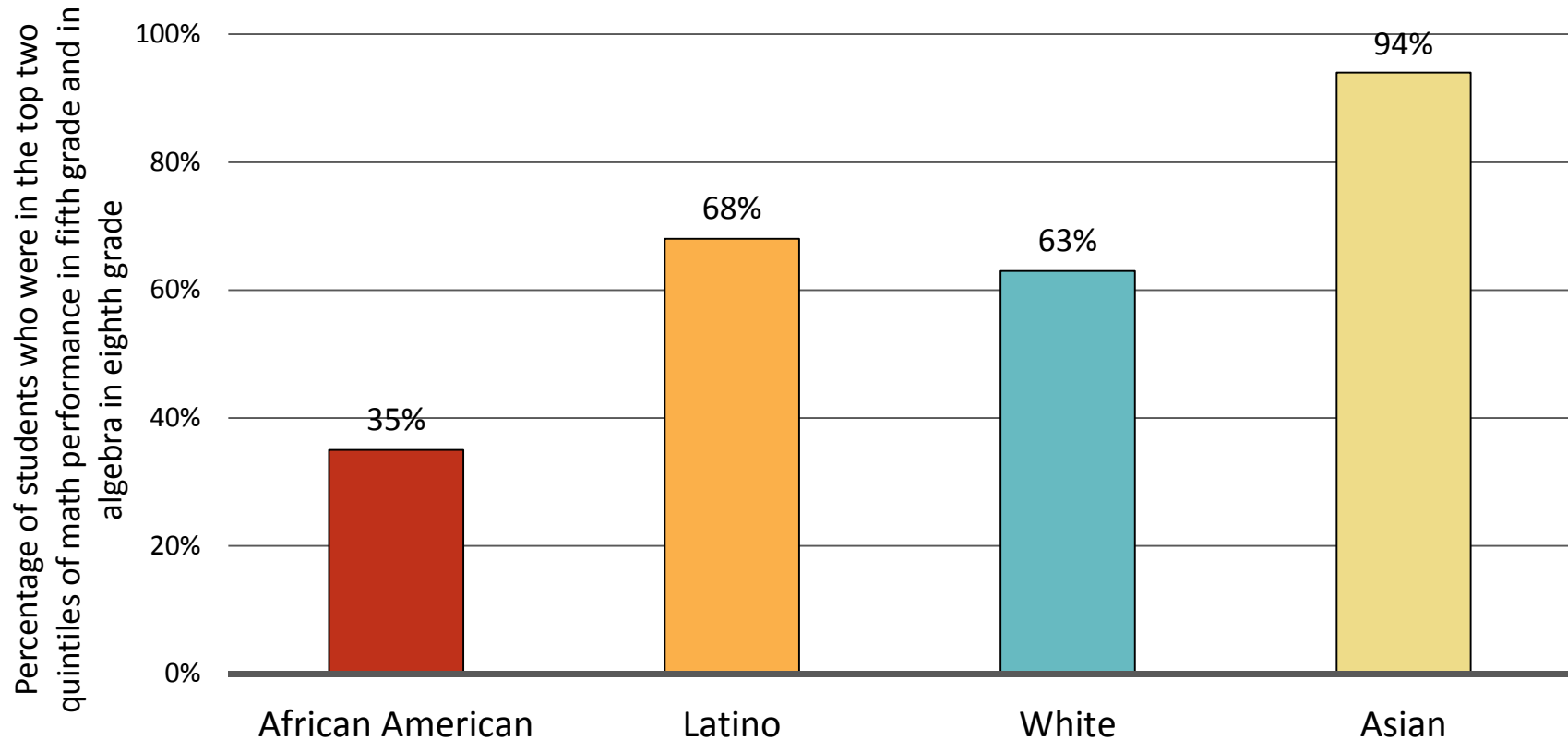


Source: Prospects (ABT Associates, 1993), in "Prospects: Final Report on Student Outcomes", PES, DOE, 1997



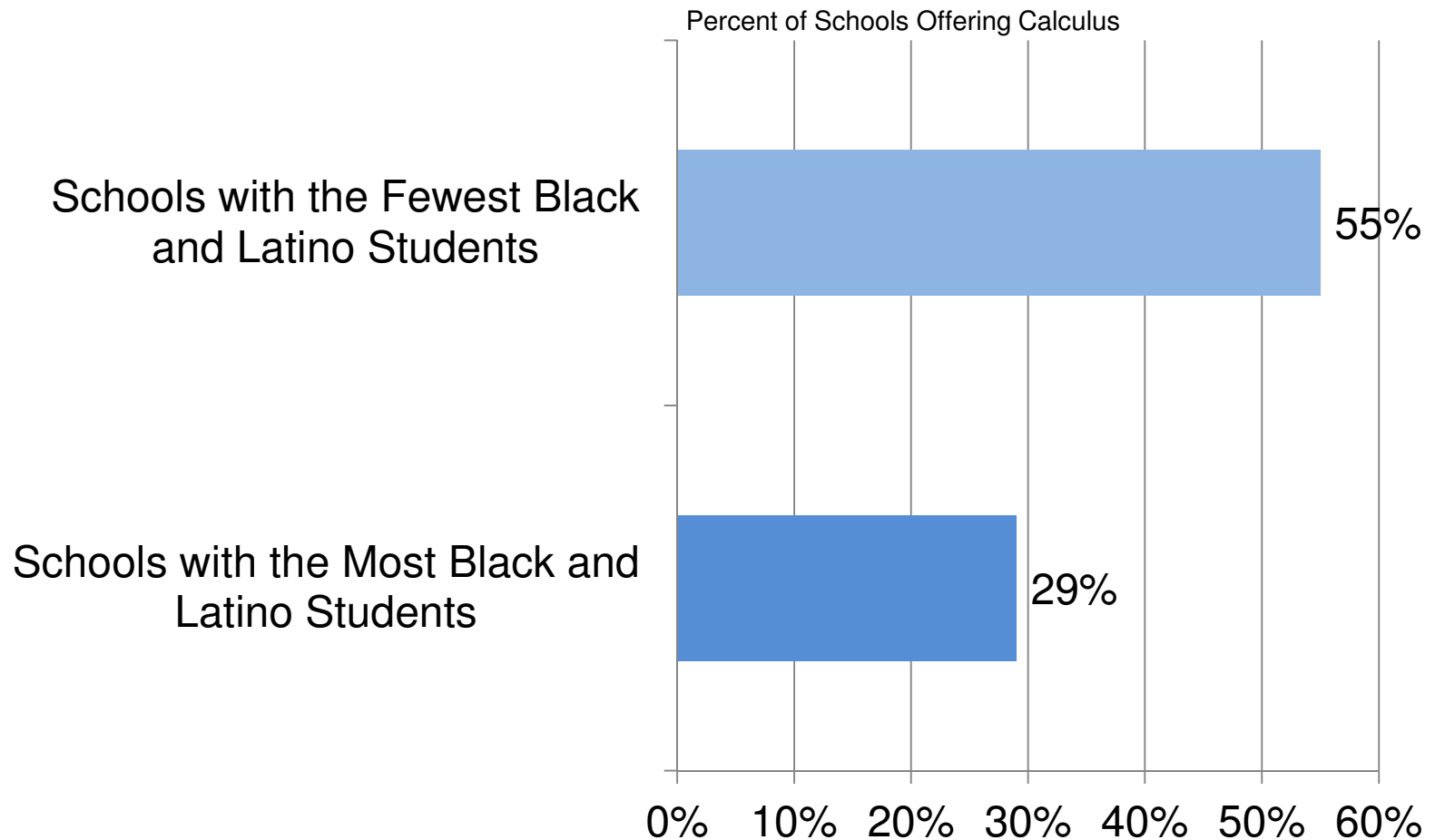
...teach them less

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 calculus.

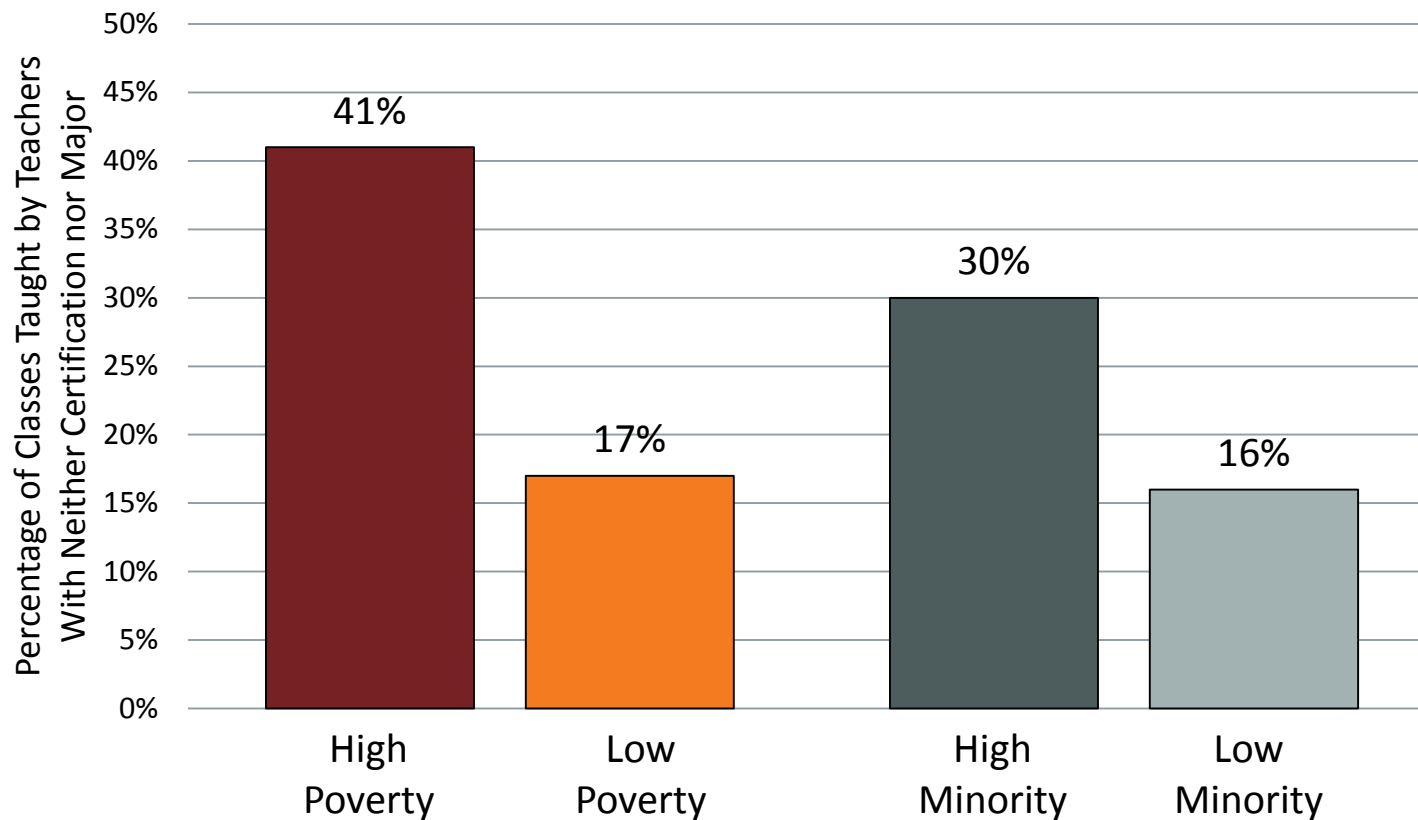


Source: U.S. Department of Education Office for Civil Rights , Civil Rights Data Collection



...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



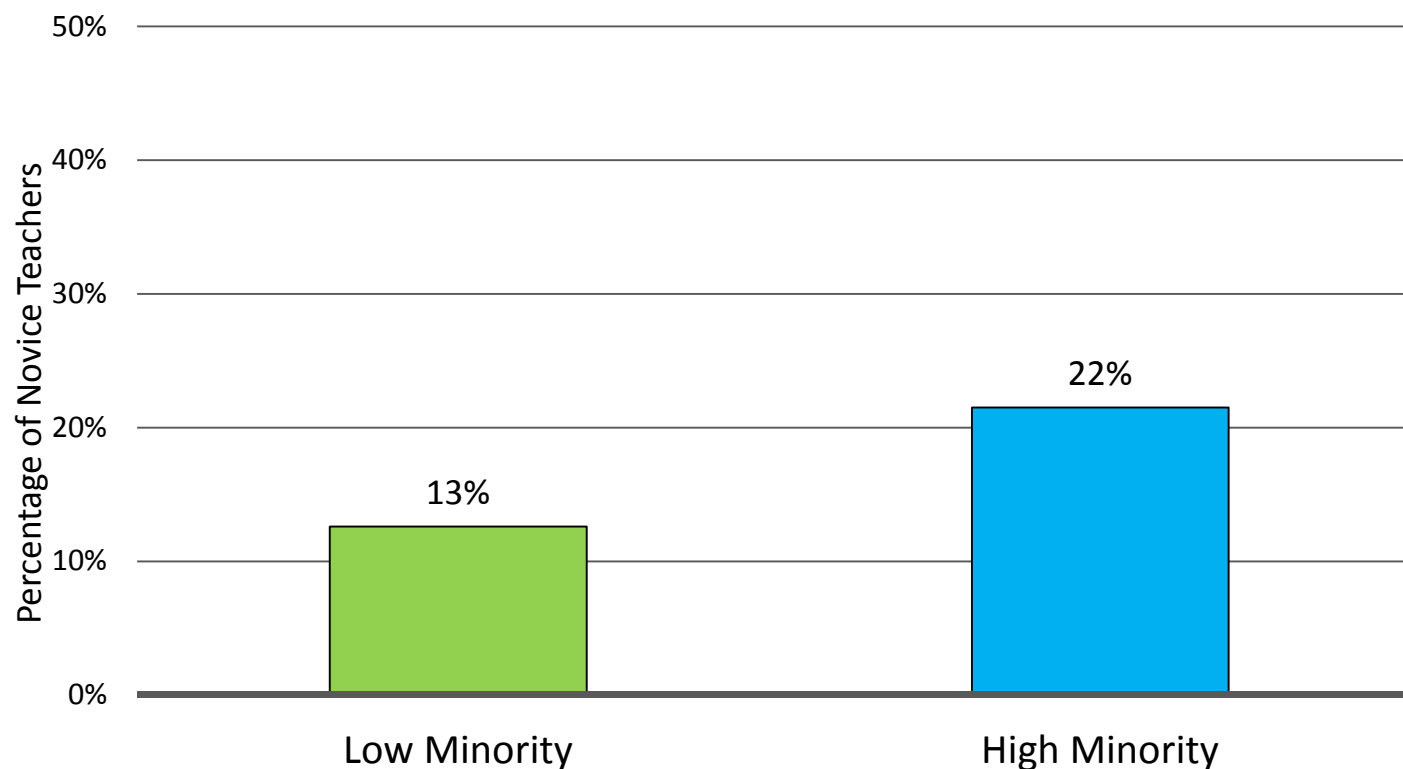
Note: Data are for secondary-level core academic classes (Math, Science, Social Studies, English) across United States.

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)

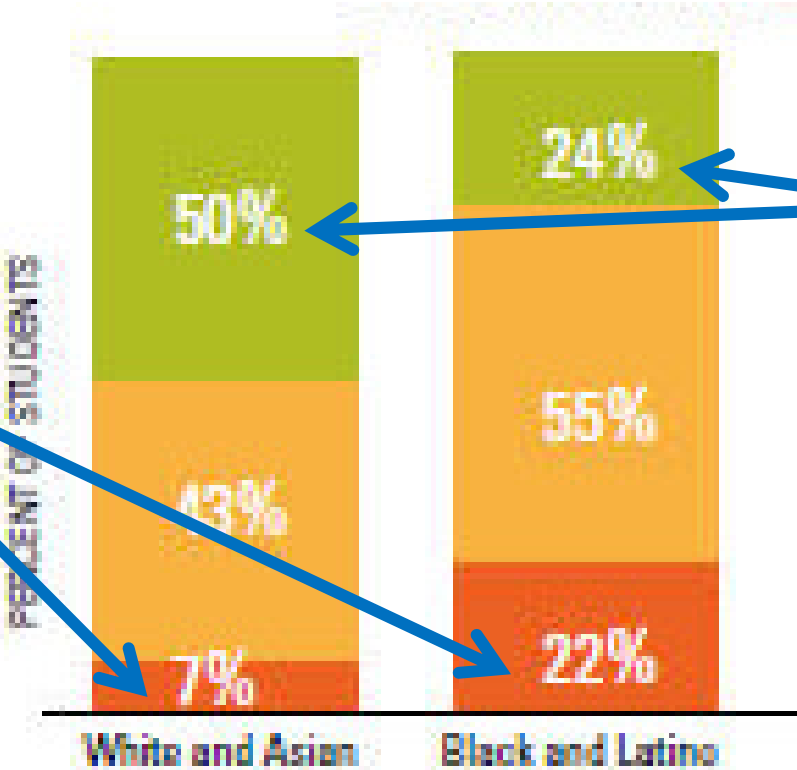
Los Angeles: Black, Latino students have fewer highly effective teachers, more weak ones.

READING/LANGUAGE ARTS

Latino and black students are:

3X as likely to get low-effectiveness teachers

1/2 as likely to get highly effective teachers



Top Quartile Value-Added Teacher Average (Middle 50%) Value-Added Teacher Bottom Quartile Value-Added Teacher

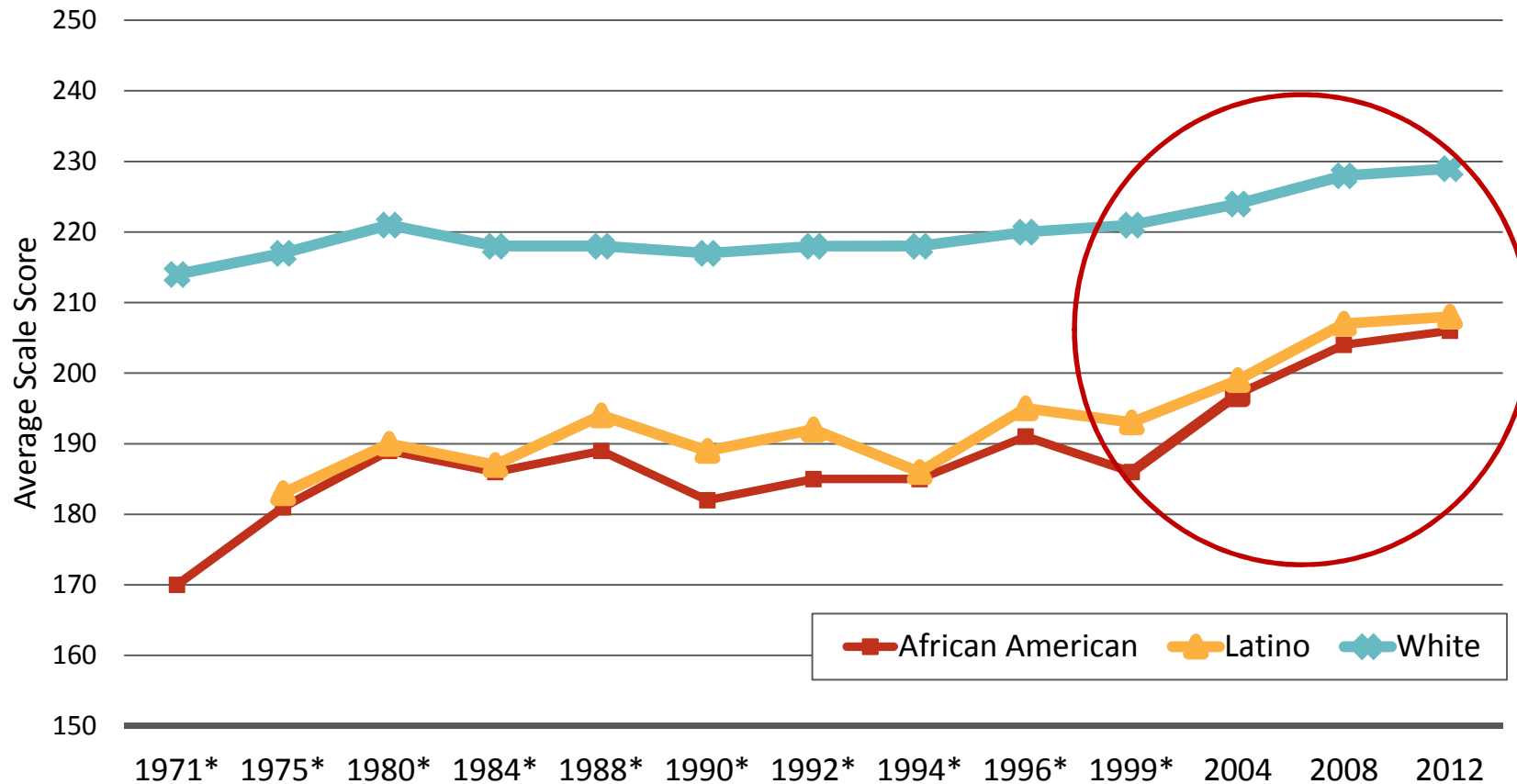
Source: Education Trust—West, *Learning Denied*, 2012.



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

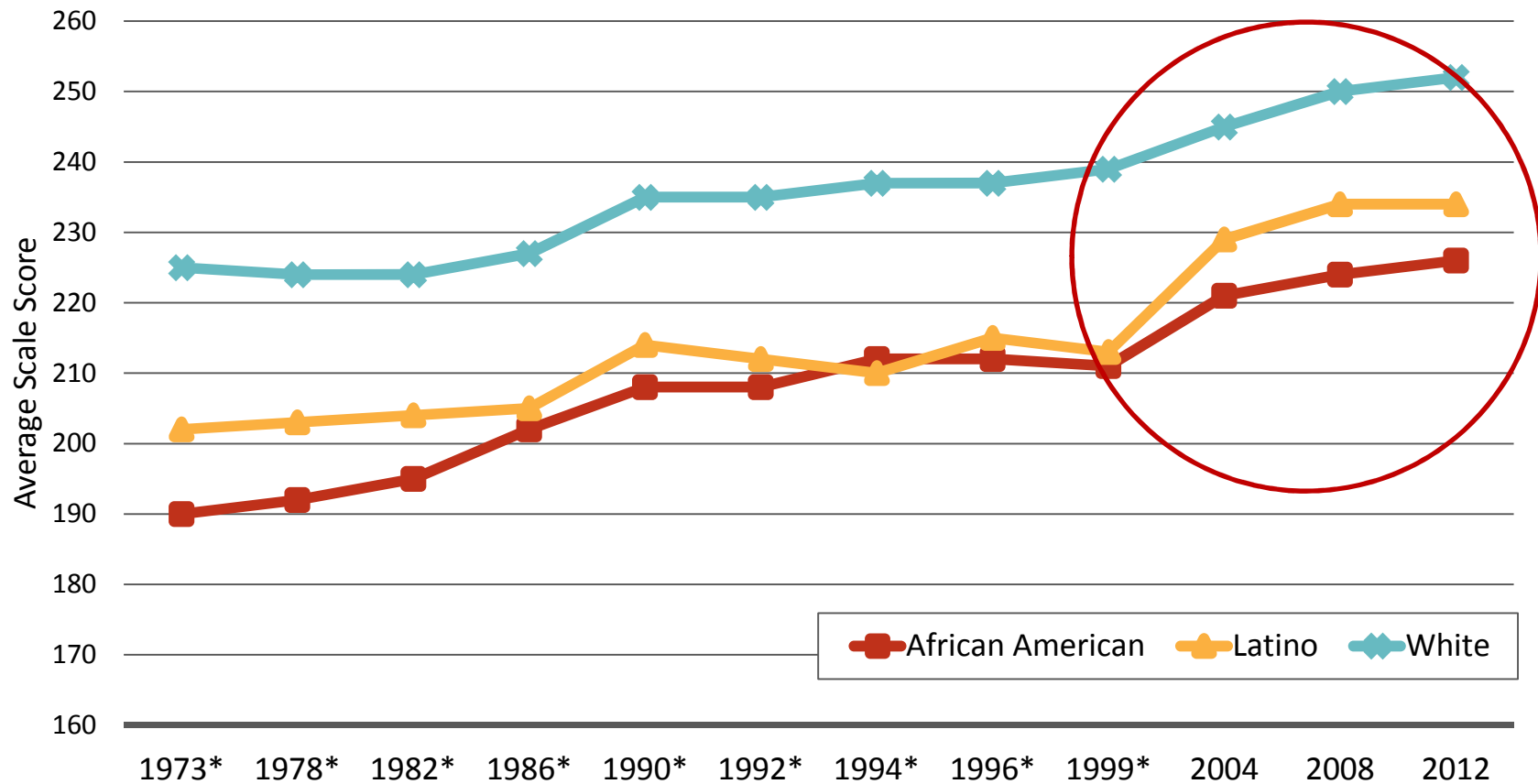


*Denotes previous assessment format

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

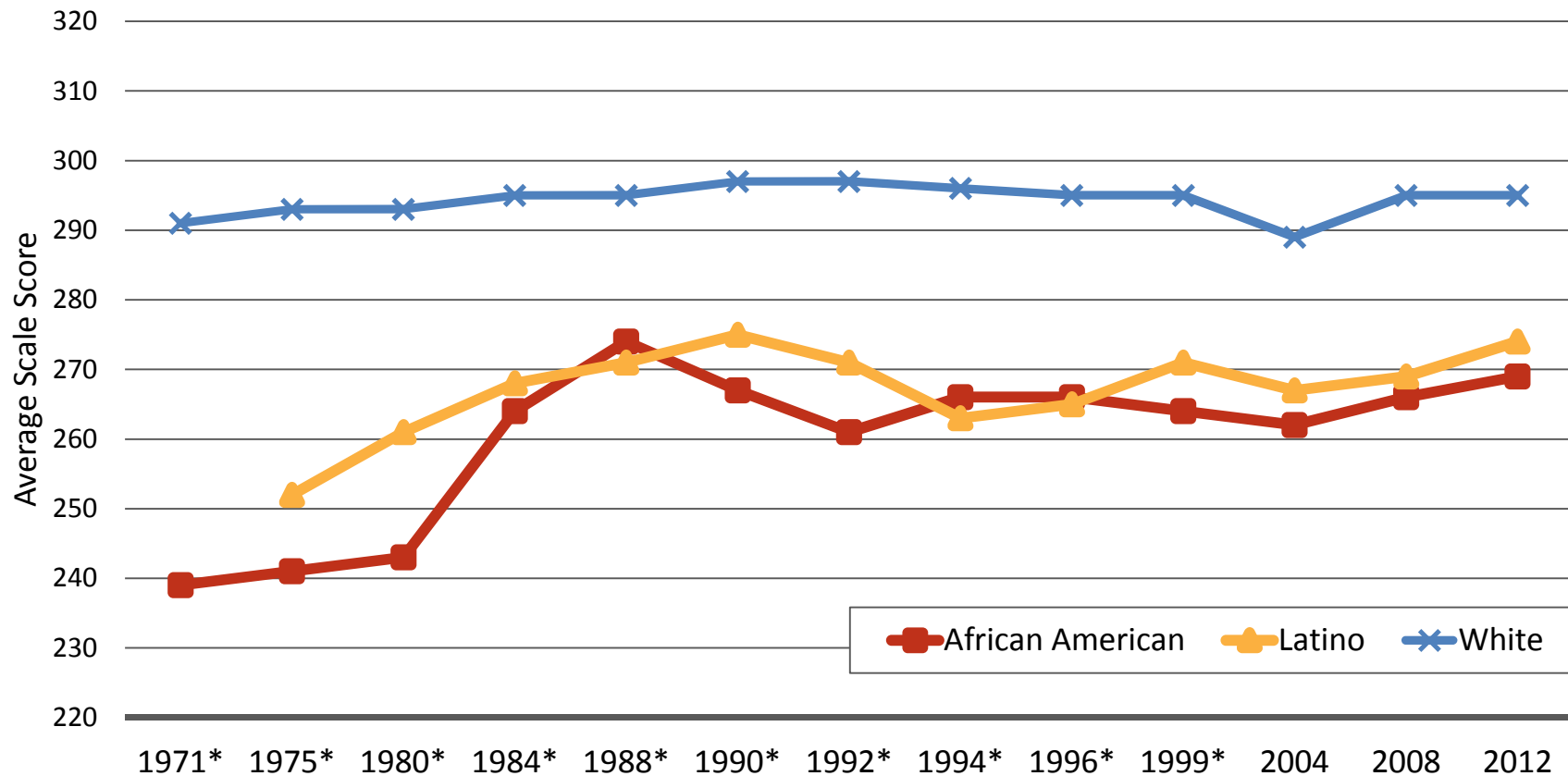
Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"



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

Reading: Not much gap narrowing since 1988.

17 Year Olds – NAEP LTT Reading

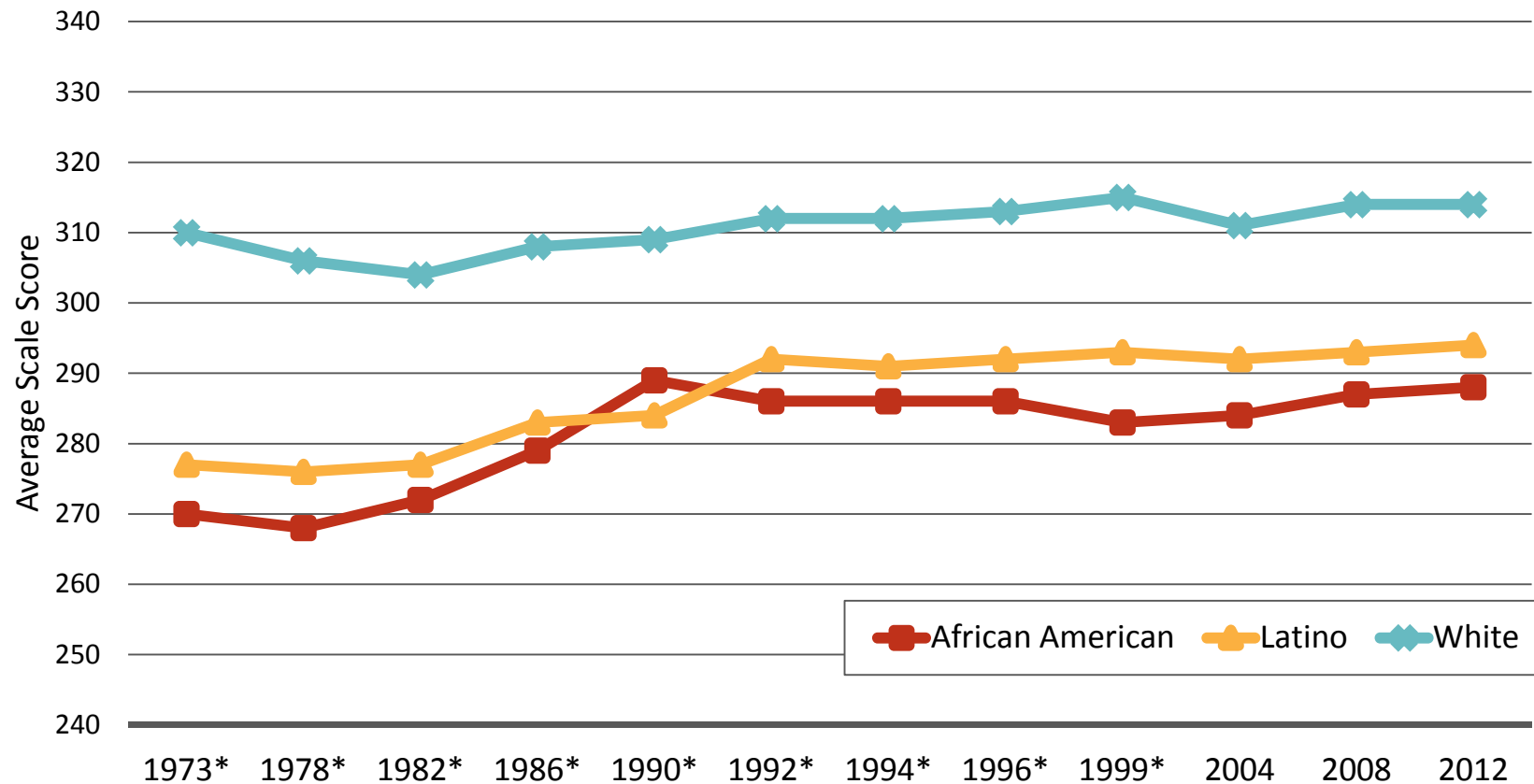


*Denotes previous assessment format

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

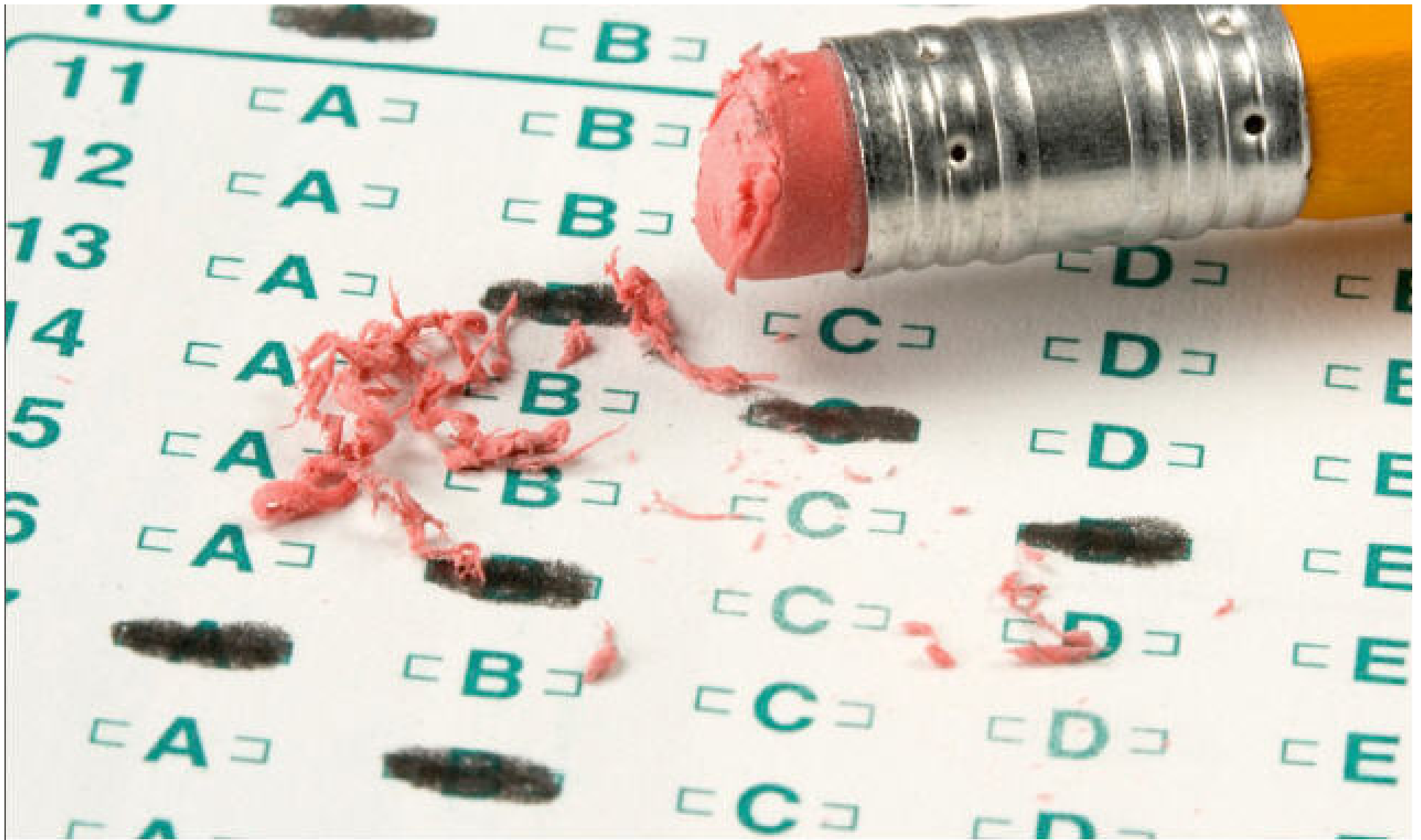
Math: Not much gap closing since 1990.

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"

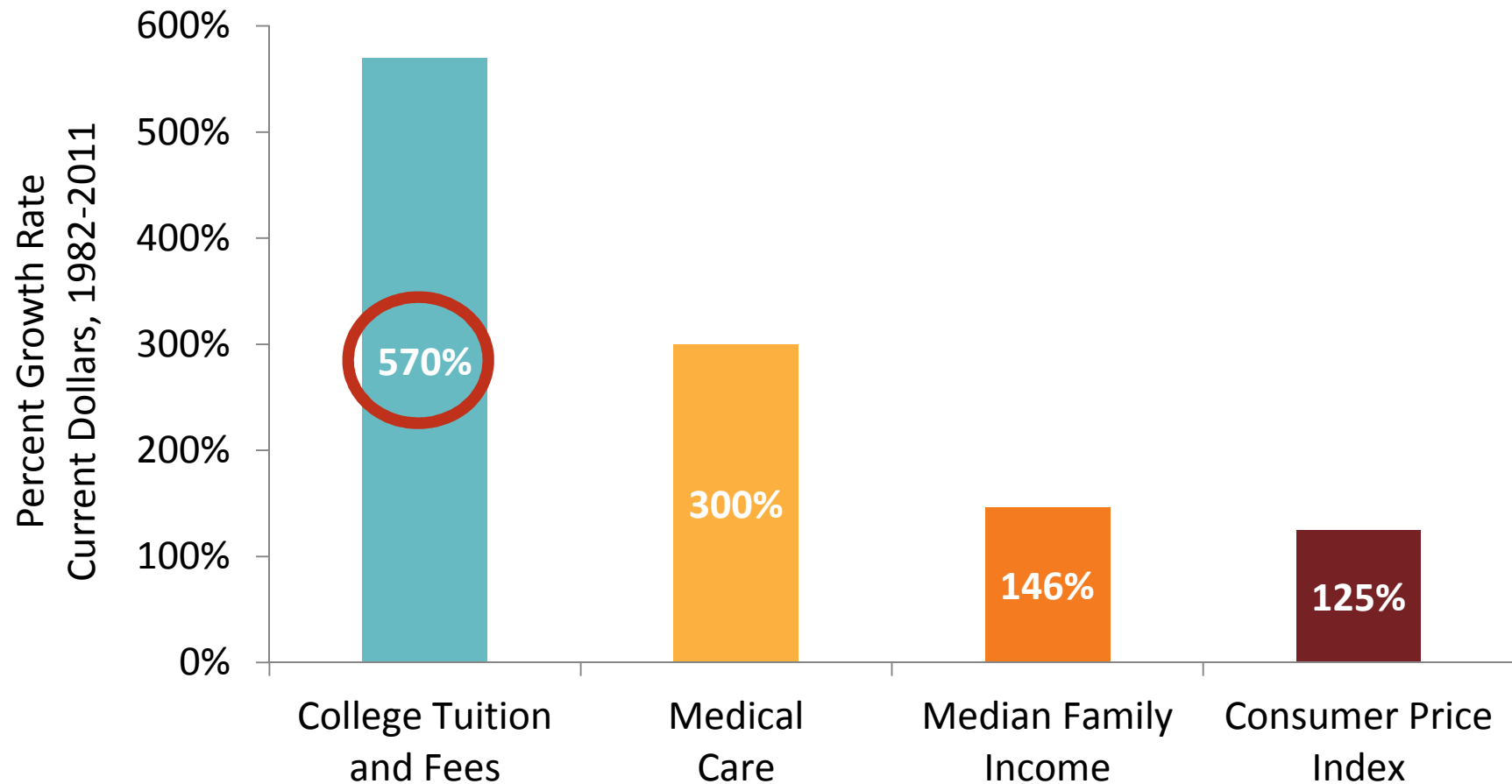


So yes, preparation is part of the problem.



So, too, are misguided government aid policies

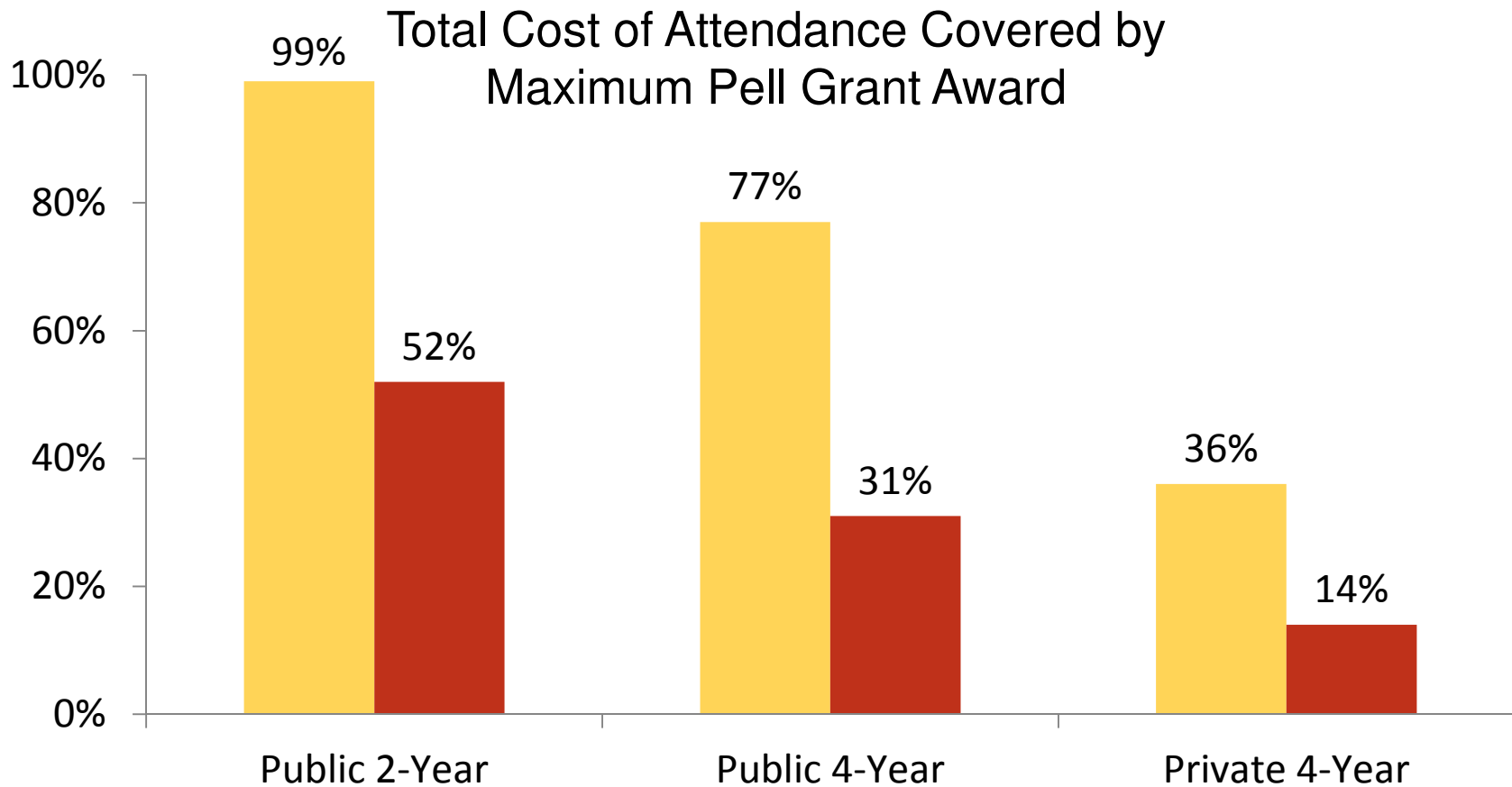
College costs have increased at 4.5 times the rate of inflation



Source: Bureau of Labor Statistics, Annual Average CPI Index, 2011:


<http://www.bls.gov/cpi/cpid11av.pdf>; Census Bureau, Income, Poverty, and Health Insurance Coverage in the United States: 2012; Table F-6.

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




■ 1979-80 ■ 2012-13

American Council on Education (2007). "Status Report on the Pell Grant Program, 2007" and College Board, Trends in Student Aid, 2013.



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

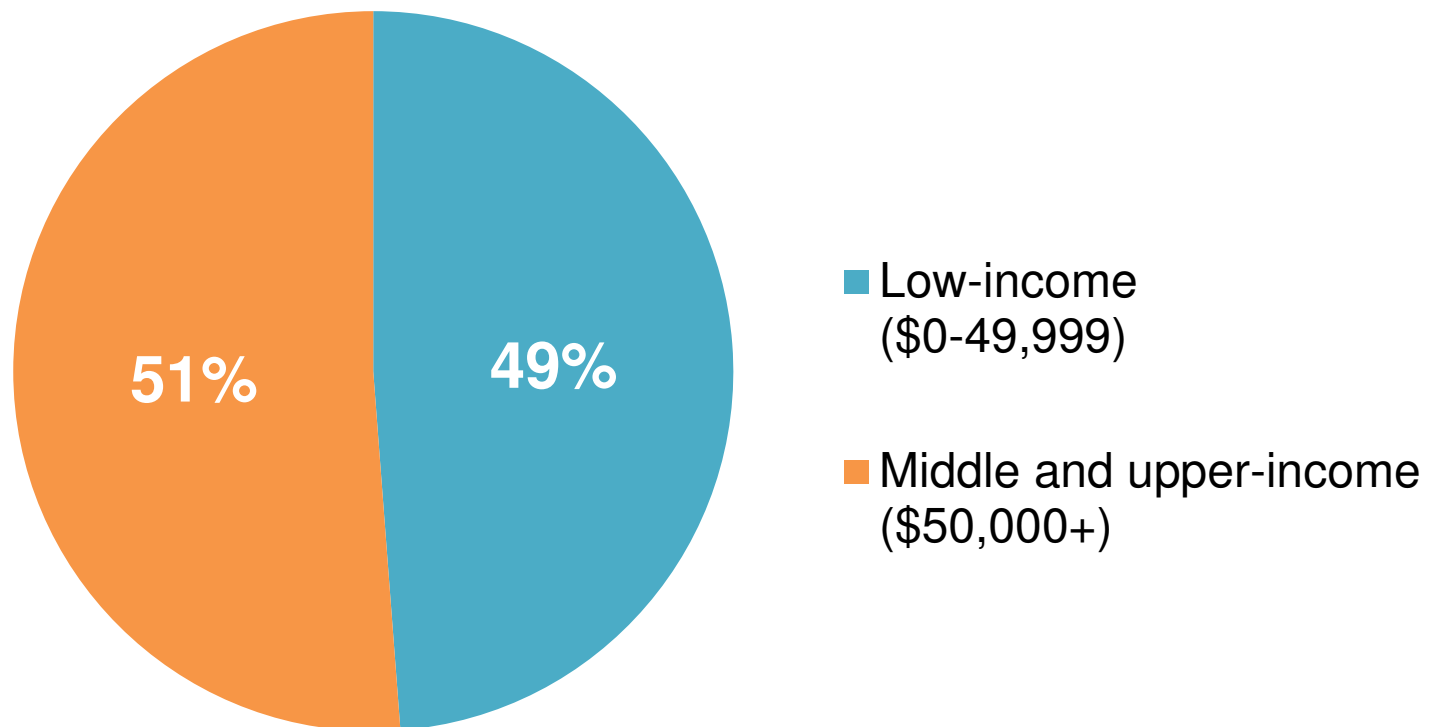
But, rather, because we've changed who gets those dollars.



\$21 billion in federal dollars were diverted in
FY13 to education tax benefits,
many of which benefit
institutions or wealthier students.

51% of savings from tuition tax credits go to middle- and upper-income families

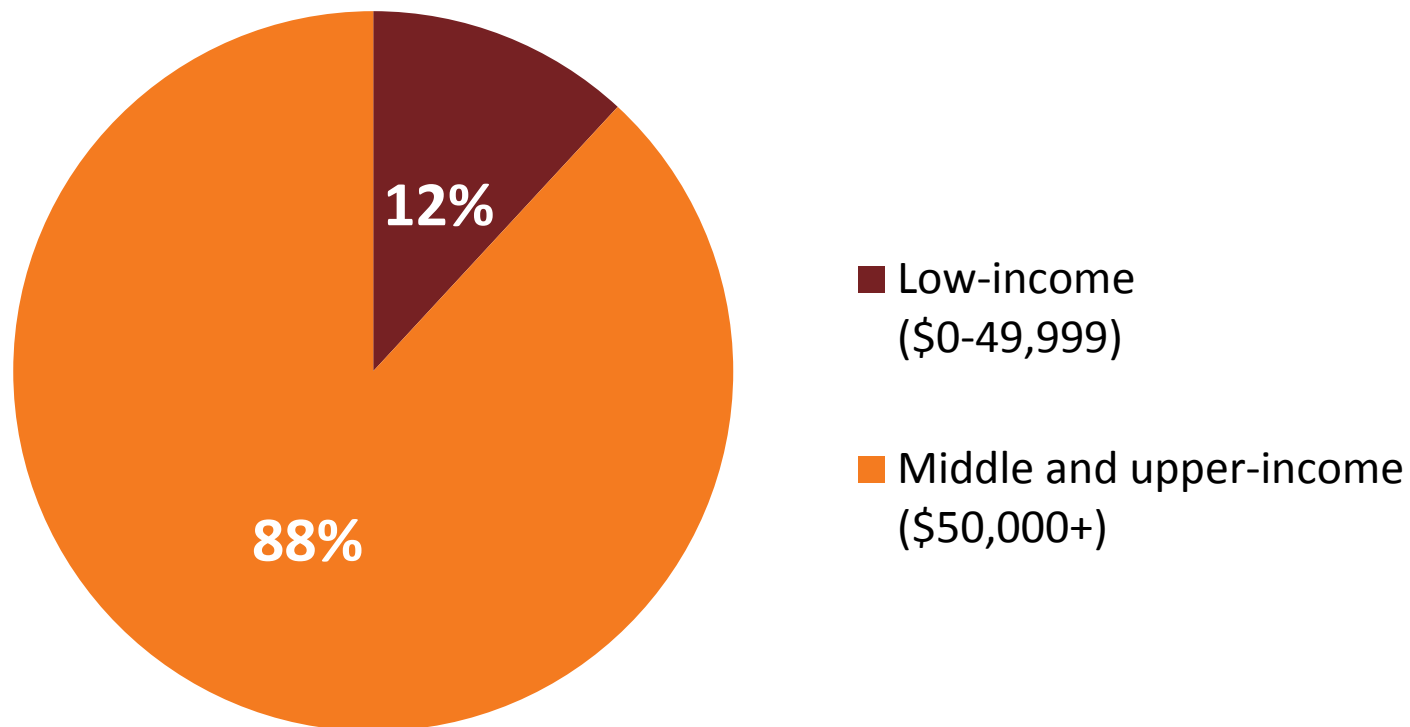
Distribution of Education Tax Credits
by Adjusted Gross Income



Source: The College Board, *Trends in Student Aid 2013*.


88% 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: The College Board, *Trends in Student Aid 2013*.



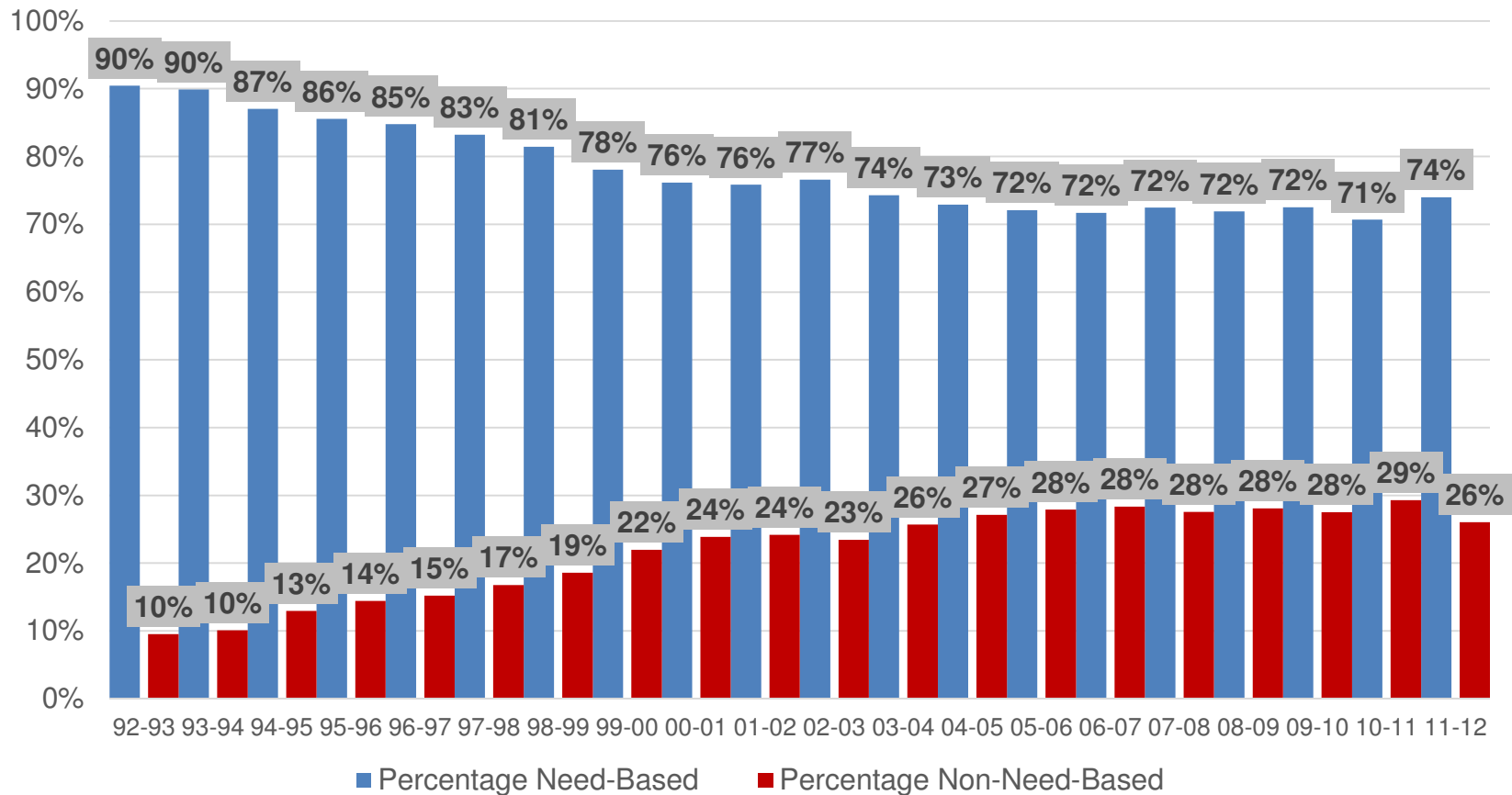
Pattern is the same at state level, even
in tough times.

Source: Trends in Student Aid 2010, The College Board

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Non-need-based grant aid now represents more than a quarter of all state grant aid


Need-Based and Non-Need-Based State Grants per Full-Time Equivalent (FTE) Undergraduate Student, 1992-93 to 2011-12



Source: The College Board, *Trends in Student Aid 2013*.



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.

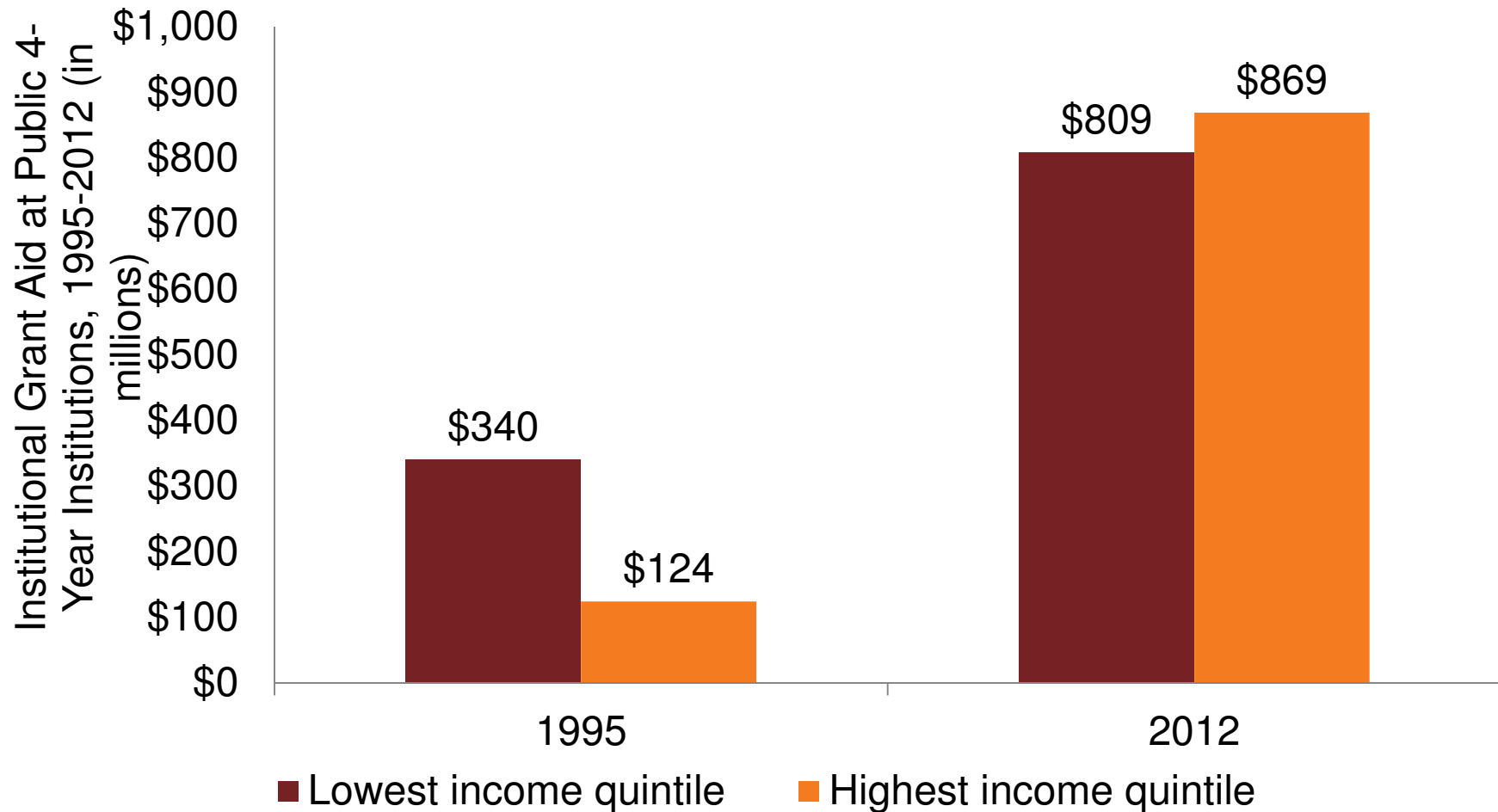
For one thing, the shifts away from poor students in institutional aid money are MORE PRONOUNCED than the shifts in government aid.

In 2012, four-year public and private nonprofit colleges spent over **\$21 billion** on grant aid.



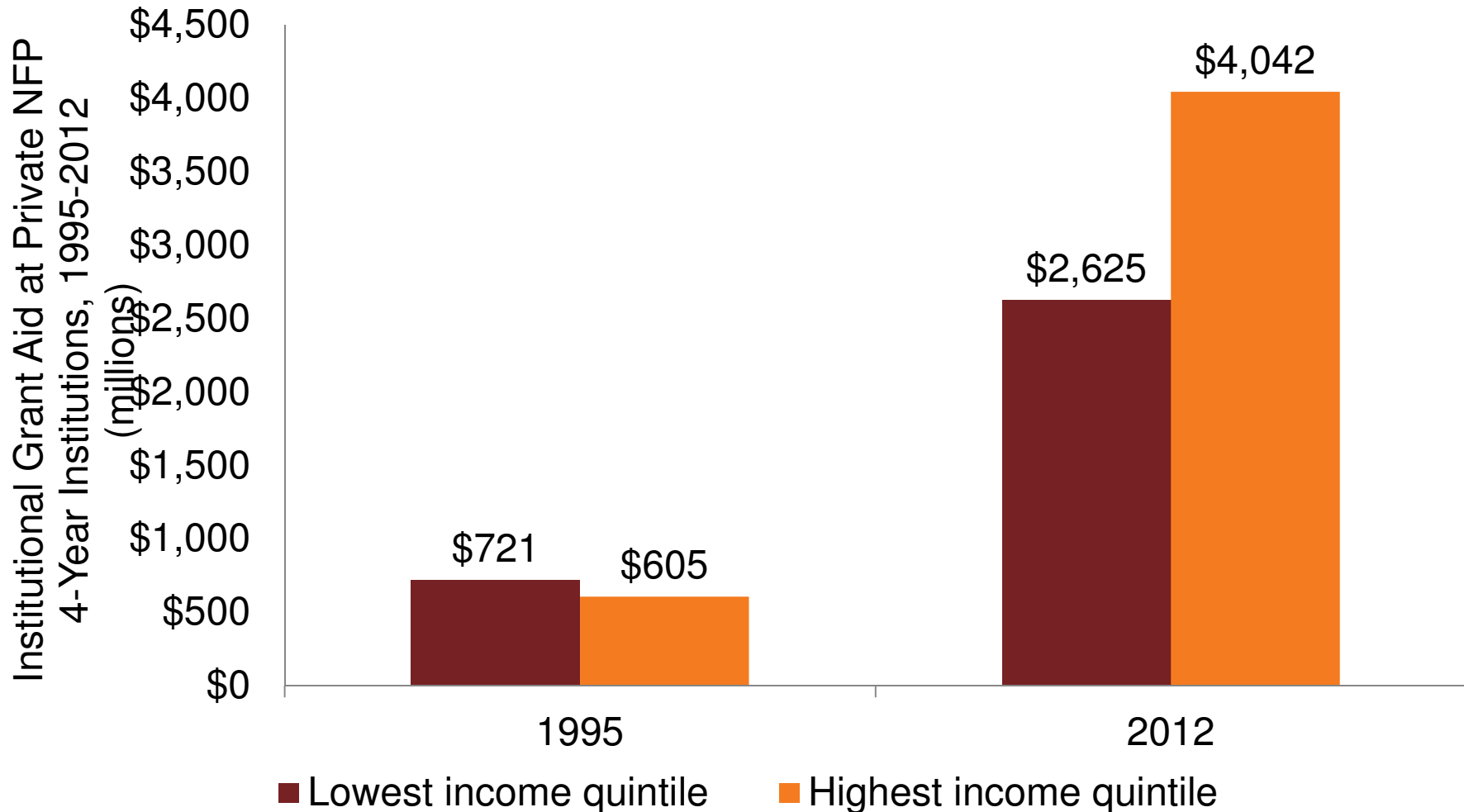
But, they spent a lot of aid on students who
didn't need it...

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



Education Trust analysis of NPSAS:96, NPSAS:08, NPSAS:12 using PowerStats. Results based on full-time, full-year, one-institution dependent undergraduates.

Private nonprofit 4-year colleges used to spend more on low-income students, but now spend nearly twice as much on wealthy students




Education Trust analysis of NPSAS:96, NPSAS:08, NPSAS:12 using PowerStats. Results based on full-time, full-year, one-institution dependent undergraduates.

Low-income students must devote an amount equivalent to 76% of their family income towards college costs


Family Income Percentile	Average Income	Average Cost of Attendance	Average Expected Family Contribution (EFC)	Average Grant Aid	Average Unmet Need After EFC and Grant Aid	Average % of Income Required to Pay Out-of-Pocket Expenses
0 – 20%	\$12,783	\$27,428	\$276	\$13,565	\$13,591	76%
21 – 40%	\$36,205	\$29,345	\$2,138	\$12,246	\$15,006	46%
41 – 60%	\$65,204	\$29,804	\$8,059	\$8,465	\$13,689	33%
61 – 80%	\$97,733	\$30,719	\$16,259	\$6,842	\$9,465	25%
81 – 100%	\$185,819	\$34,370	\$35,925	\$6,041	\$5,281	17%

Source: Education Trust analysis of NPSAS:12 using PowerStats, <http://nces.ed.gov/datalab/>.

Results based on full-time, full-year, one-institution dependent undergraduates at public and private nonprofit four-year colleges



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.

Warning:

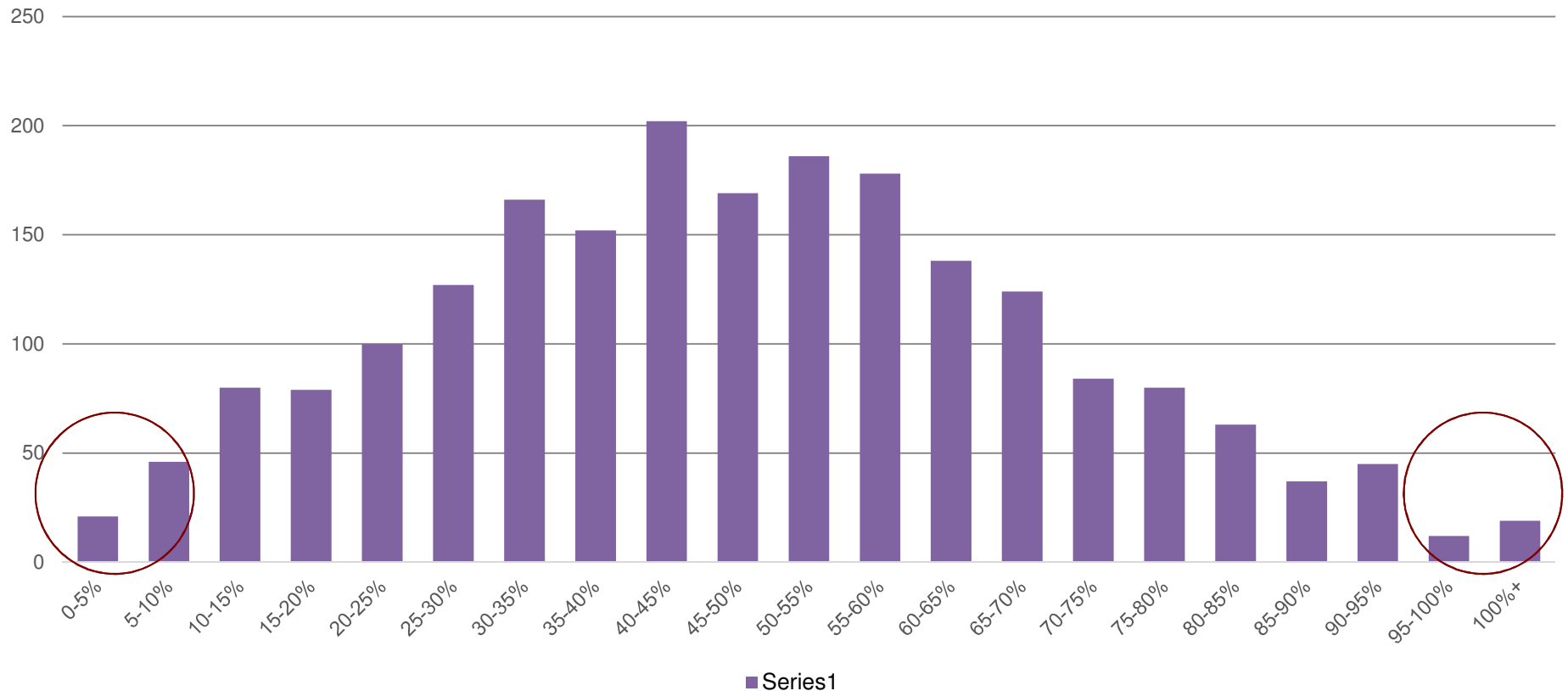
I'm going to focus for the next few minutes on IPEDS grad rates. Yes, we know those don't tell us everything. But they do tell us how we are doing with the easiest of our students.

College Completion Rates: 4-Year Colleges


- Fewer than 4 in 10 (38%) entering full-time freshmen obtain a bachelor's degree from the same institution 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.

Many Four-Year Colleges Have Very High Graduation Rates and Many, Very Low


Distribution of Graduation Rates (2012)
6-year bachelor's completion rates for first-time, full-time freshmen,
Fall 2006 cohort at 4-year institutions



Source: Ed Trust analysis of IPEDS Graduation Rates




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” 70-80% of the variance among institutions.

Source: Ed Trust analysis of College Results Online dataset 2011.



EdTrust experience:
“Our graduation rates are about the same as other institutions that serve similar students.”

n/a



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

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

College Results Online

www.collegeresults.org

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About College Results Online

College Results Online (CRO) is an interactive, user-friendly Web tool designed to provide policymakers, counselors, parents, students, and others with information about college graduation rates for nearly any four-year college or university in the country. CRO allows users to:

- Examine colleges' graduation rates, and see how those rates have changed over time.
- Compare graduation rates of similar colleges serving similar students.
- Learn about colleges' track records in graduating diverse groups of students.

This information reveals that some colleges do a much better job of graduating students than others. It also shows that at many colleges, significant gaps exist in graduation rates between white students and students of color. But, it also provides powerful examples of colleges that prove that low graduation rates - especially for diverse students - are not inevitable.

[Recent Education Trust reports and analyses on graduation rates](#)



Research Institutions

Similar Students, Different Results

	Median SAT	Size	% Pell	% URM	Overall Grad Rate	URM Grad Rate
Penn State University	1,195	37,763	16%	8.6%	86.7%	74.6%
Indiana University	1,170	31,427	21%	8.0%	72.0%	52.1%
University of Minnesota	1,245	30,656	23%	7.6%	70.2%	44.4%
Purdue University	1,165	30,812	21%	6.9%	68.1%	54.1%

Source: College Results Online, 2013: www.collegeresults.org.

Research Institutions

Similar Students, Different Results

	Median SAT	Size	% Pell	% URM	Overall Grad Rate	URM Grad Rate
Florida State University	1,185	29,291	28%	25.2%	73.8%	71%
University of Arizona	1,085	28,174	32%	23.8%	61.4%	53.1%

Source: College Results Online, 2013: www.collegeresults.org.

Masters Institutions – Large Similar Students, Different Results


	Median SAT	Size	% Pell	Overall Graduation Rate
University of Northern Iowa	1,070	10,716	25%	66.7%
Montclair State University	1,010	12,975	37%	62.3%
Eastern Illinois University	990	9,287	39%	59.3%
University of Wisconsin Whitewater	1,050	9,685	30%	53.9%

Source: College Results Online, 2013: www.collegeresults.org.

Historically Black Colleges Similar Students, Different Results

	Median SAT	Size	% Pell	Overall Graduation Rate
Elizabeth City University	835	3,020	80%	43.7%
Delaware State University	875	3,167	59%	34.6%
Norfolk State University	865	5,373	65%	33.2%
University of Arkansas Pine Bluff	780	3,096	82%	23%
Coppin State University	855	2,832	70%	14.7%

Source: College Results Online, 2013: www.collegeresults.org.



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.

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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 do?

n/a




First, we have to keep working to
improve our high schools.


Better preparation is still the best thing we
can do to improve college success.

Some examples:

- Insist that Latino youngsters be placed in the full range of college prep courses (example: El Paso Collaborative);
- Use the Senior Year to eliminate need for remediation (example: Tennessee);
- Join “All-In” campaigns, to increase participation in AP/IB;
- Support teachers’ transition to new college-ready standards, including stronger teacher prep;




Second, we also need to aggressively support changes in government policy to focus more resources on the students and institutions that need them the most.




But we also need to act on lessons
from the fastest gaining colleges.

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.

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

DIVISION OF UNDERGRADUATE STUDIES

UNDERGRADUATE ACADEMIC PROGRAM GUIDE

(AND COMMUNITY COLLEGE COUNSELING MANUAL) 2008-2009

Program Guide Legend

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

FLORIDA STATE ACADEMIC MAP

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, etc.) |
| 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 |

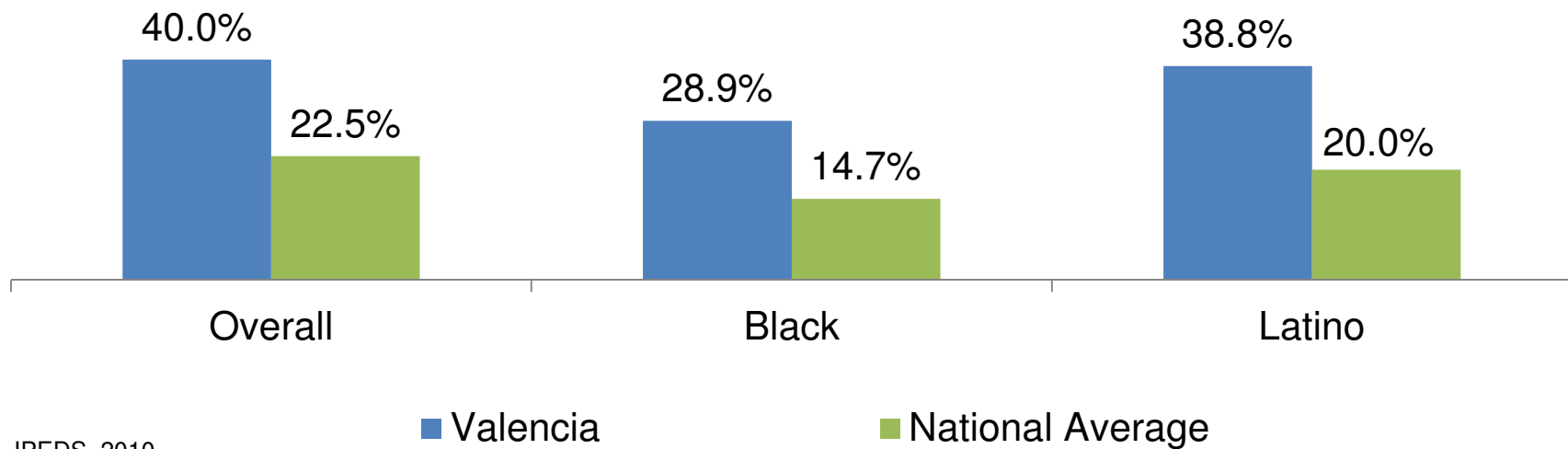
Accounting is a limited-access major. To be admitted into accounting, you must have completed at least 52 hours, have earned a "C-" or better in the Admission Prerequisite Courses (CGS2100, MAC2233, ECO2013, ECO2023, ACG2021, & STA2023), and have the required overall GPA. Electives should focus on gaining 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		TERM 1	
ENC1101 or higher English	Hrs.		
MAC1105 or higher mathematics	3	Overall GPA 2.7 or higher	
CGS2100, ECO2023, or ECO2013	3	Complete ENC1101	
LS History/Humanities	3		
Elective	3		
Total hours	15		
TERM 2		TERM 2	
ENC1102 or other second English	Hrs.		
MAC2233	3	Overall GPA 2.8 or higher	
ECO2023, ECO2013, or CGS2100	3	Complete 2 Admission Prerequisites	
LS History/Humanities/Natural Science	3	Complete ENC1102 or other second English	
Elective	3	Complete MAC1105	
Total hours	15		
TERM 3		TERM 3	
ECO2023, ECO2013, or CGS2100	Hrs.		
STA2023	3	Overall GPA 2.9 or higher	
ACG2021	3	Complete 4 Admission Prerequisites	
LS History/Humanities/Natural Science	3	Complete MAC2233	
Elective	3		
Total hours	15		
TERM 4		TERM 4	
Elective	Hrs.		
LS Humanities Literature	3	Overall GPA 2.9 or higher	
LS Social Science/History	3	Complete all 6 Admission Prerequisites	
LS Natural Science with Lab	4	Satisfy CLAST	
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

e:

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>


e:

4. They take on Introductory and Developmental Classes

Promising Approaches

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

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.

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.



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

A lot.



And more institutions need to act on that
knowledge.

**Download this presentation on
our website**

www.edtrust.org



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