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).
Immediate College-Going Increasing for All Racial/Ethnic Groups: 1972 to 2011

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: 1972-2011

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...
Low-Income Students Going to College
2009

High-Income Students Going to College 1979

And what about graduation?
Black and Latino Freshmen Complete College at Lower Rates Than Other Students: 4 Year Colleges

6-year bachelor’s completion rates for first-time, full-time freshmen, Fall 2004 cohort at 4-year institutions

Overall rate: 58%

Graduation Rates (%)

<table>
<thead>
<tr>
<th>Race</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>62%</td>
</tr>
<tr>
<td>Black</td>
<td>40%</td>
</tr>
<tr>
<td>Latino</td>
<td>50%</td>
</tr>
<tr>
<td>Asian</td>
<td>69%</td>
</tr>
<tr>
<td>American Indian</td>
<td>39%</td>
</tr>
</tbody>
</table>

Graduation rates at public community colleges

6-year completion rates (associate degrees and certificates) for first-time, full-time freshmen, Fall 2004 cohort at public two-year institutions

Overall rate: 22.5%

Graduation Rates (%)

White: 25%
Black: 15%
Latino: 20%
Asian: 27%
American Indian: 20%

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

n/a
Only 12 percent.

Percent of students who started at a community college in 2003 and earned a BA degree by 2009.
Add it all up...
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

- White: 40%
- African American: 23%
- Latino: 15%

Source: NCES, *Condition of Education 2010* (Table A-22-1) and U.S. Census Bureau, Educational Attainment in the United States: 2012
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.”
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.
Low Income and Minority Students Continue to be Clustered in Schools where we...
Spend Less on their Education...
National Inequities in State and Local Revenue Per Student

<table>
<thead>
<tr>
<th>Gap</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High Poverty vs.</td>
<td>$-773 per student</td>
</tr>
<tr>
<td>Low Poverty Districts</td>
<td></td>
</tr>
<tr>
<td>High Minority vs.</td>
<td>$-1,122 per student</td>
</tr>
<tr>
<td>Low Minority Districts</td>
<td></td>
</tr>
</tbody>
</table>
Expect Less From Them...
Students in Poor Schools Receive ‘A’s for Work That Would Earn ‘Cs’ in Affluent Schools

Seventh Grade Math

<table>
<thead>
<tr>
<th></th>
<th>Low-poverty schools</th>
<th>High-poverty schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>87</td>
<td>35</td>
</tr>
<tr>
<td>B</td>
<td>56</td>
<td>34</td>
</tr>
<tr>
<td>C</td>
<td>41</td>
<td>22</td>
</tr>
<tr>
<td>D</td>
<td>21</td>
<td>11</td>
</tr>
</tbody>
</table>

And Assign Them Our Least Experienced Teachers...

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.
Out Least Well Educated 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 ≥75% of students eligible for free/reduced-price lunch. Low-poverty school ≤15% of students eligible. High-minority ≥75% students non-white. Low-minority ≤10% students non-white.

Source: The Education Trust, Core Problems: Out-of-Field Teaching Persists in Key Academic Courses and High-Poverty Schools, (2008)
And Our Least Effective Teachers.
Los Angeles: Black, Latino students have fewer highly effective teachers, more weak ones.

Latino and black students are:

3X as likely to get low-effectiveness teachers

1/2 as likely to get highly effective teachers

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.

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

Total Cost of Attendance Covered by Maximum Pell Grant Award

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>1979-80</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public 2-Year</td>
<td>99%</td>
<td>62%</td>
</tr>
<tr>
<td>Public 4-Year</td>
<td>77%</td>
<td>36%</td>
</tr>
<tr>
<td>Private 4-Year</td>
<td>36%</td>
<td>15%</td>
</tr>
</tbody>
</table>

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

But, rather, because we’ve changed who gets those dollars.
Most of savings from tuition tax credits and deductions go to middle- and upper-income families.

**Tax Credit Savings by Adjusted Gross Income**
- Middle and upper-income ($50,000+): 39%
- Low-income ($0-49,999): 61%

**Tax Deduction Savings by Adjusted Gross Income**
- Middle and upper-income ($50,000+): 8%
- Low-income ($0-49,999): 91%

Source: Trends in Student Aid 2010, The College Board
Pattern is the same at state level, even in tough times.

Source: Trends in Student Aid 2010, The College Board
Change in Distribution of State Grants Based on Need

1994-95
- Need-Based: 87.0%
- Non-Need-Based: 13.0%

2008-09
- Need-Based: 72.1%
- Non-Need-Based: 27.9%

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 financial aid are MORE PRONOUNCED than the shifts in government aid.
In 2011, 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 50% 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.
Low-income students must devote an amount equivalent to 76% of their family income towards college costs

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

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.
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.

Distribution of six-year graduation rates for first-time, full-time freshmen at four-year 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.
But...when you dig underneath the averages, one thing is very clear:

Some colleges are far more successful than others serving the same kinds of students.

Ed Trust analysis of College Results Online dataset 2009.
## Research Institutions

### Similar Students, Different Results

<table>
<thead>
<tr>
<th>Institution</th>
<th>Median SAT</th>
<th>Size</th>
<th>% Pell</th>
<th>% URM</th>
<th>Overall Grad Rate</th>
<th>URM Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Penn State University</td>
<td>1,200</td>
<td>35,702</td>
<td>15.0%</td>
<td>7.4%</td>
<td>84.0%</td>
<td>69.9%</td>
</tr>
<tr>
<td>Indiana University</td>
<td>1,120</td>
<td>28,768</td>
<td>16.0%</td>
<td>6.9%</td>
<td>71.9%</td>
<td>53.5%</td>
</tr>
<tr>
<td>Purdue University</td>
<td>1,135</td>
<td>31,008</td>
<td>17.7%</td>
<td>6.8%</td>
<td>69.1%</td>
<td>52.3%</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>1,165</td>
<td>28,654</td>
<td>19.9%</td>
<td>7.5%</td>
<td>63.4%</td>
<td>43.8%</td>
</tr>
</tbody>
</table>
## Research Institutions
Similar Students, Different Results

<table>
<thead>
<tr>
<th></th>
<th>Median SAT</th>
<th>Size</th>
<th>% Pell</th>
<th>% URM</th>
<th>Overall Grad Rate</th>
<th>URM Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida State University</td>
<td>1,160</td>
<td>28,874</td>
<td>26%</td>
<td>23%</td>
<td>68.7%</td>
<td>69.9%</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>1,110</td>
<td>25,867</td>
<td>23%</td>
<td>26%</td>
<td>56%</td>
<td>44%</td>
</tr>
</tbody>
</table>
# Historically Black Colleges

## Similar Students, Different Results

<table>
<thead>
<tr>
<th>Institution</th>
<th>Median SAT</th>
<th>Size</th>
<th>% Pell</th>
<th>Overall Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth City</td>
<td>845</td>
<td>2,423</td>
<td>69.9%</td>
<td>50.7%</td>
</tr>
<tr>
<td>Delaware State</td>
<td>835</td>
<td>3,057</td>
<td>47.8%</td>
<td>37.3%</td>
</tr>
<tr>
<td>University of Arkansas Pine Bluff</td>
<td>775</td>
<td>2,768</td>
<td>73.5%</td>
<td>32.9%</td>
</tr>
<tr>
<td>Norfolk State</td>
<td>900</td>
<td>4,798</td>
<td>54.5%</td>
<td>30.8%</td>
</tr>
<tr>
<td>Coppin State</td>
<td>N/A</td>
<td>2,800</td>
<td>72.6%</td>
<td>18.9%</td>
</tr>
</tbody>
</table>
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.
Download this presentation on our website

www.edtrust.org