



THE EDUCATION TRUST

Access to Success in America

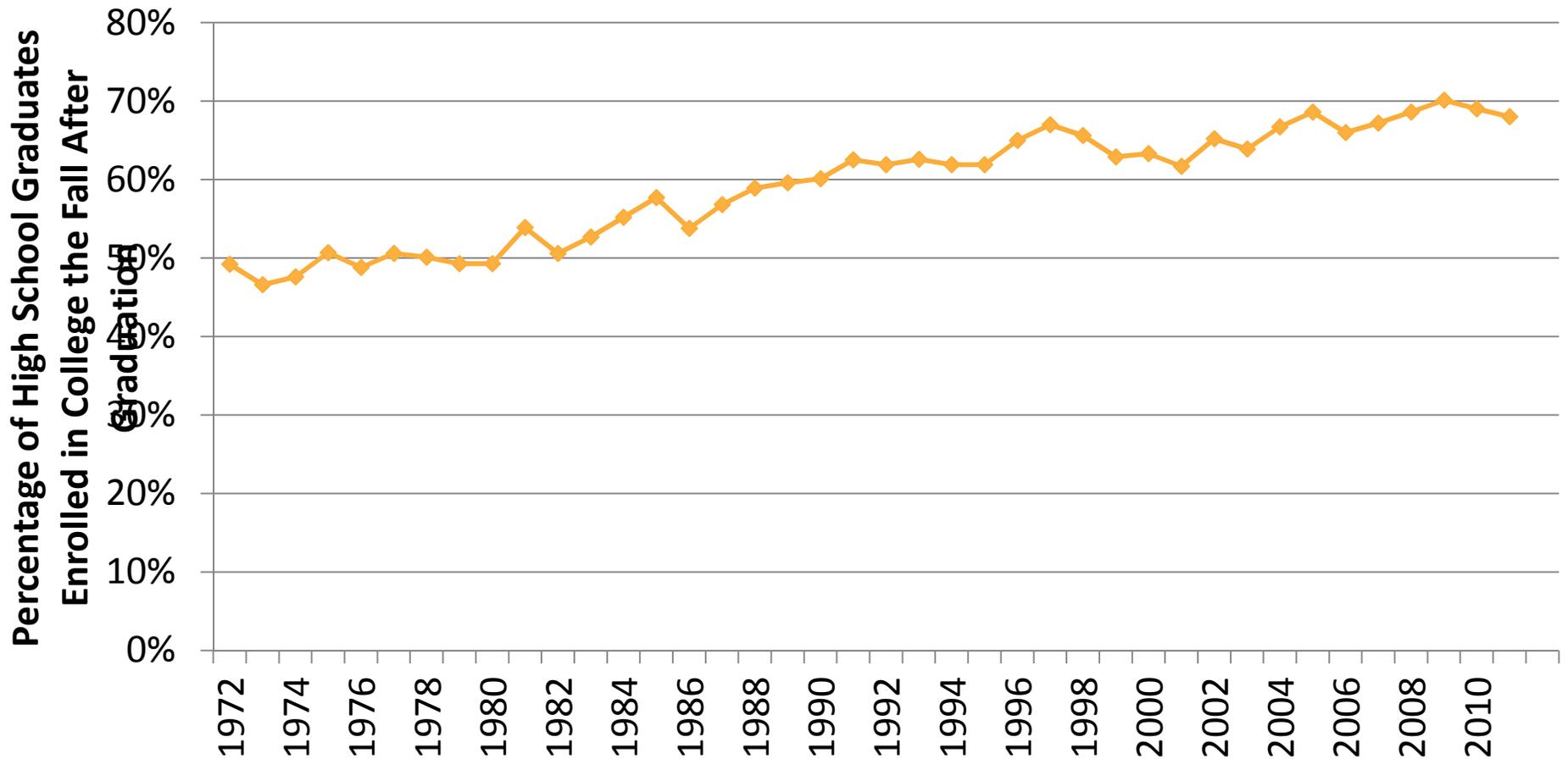
National Journal

Washington, DC

April, 2014

Copyright 2014 The Education Trust

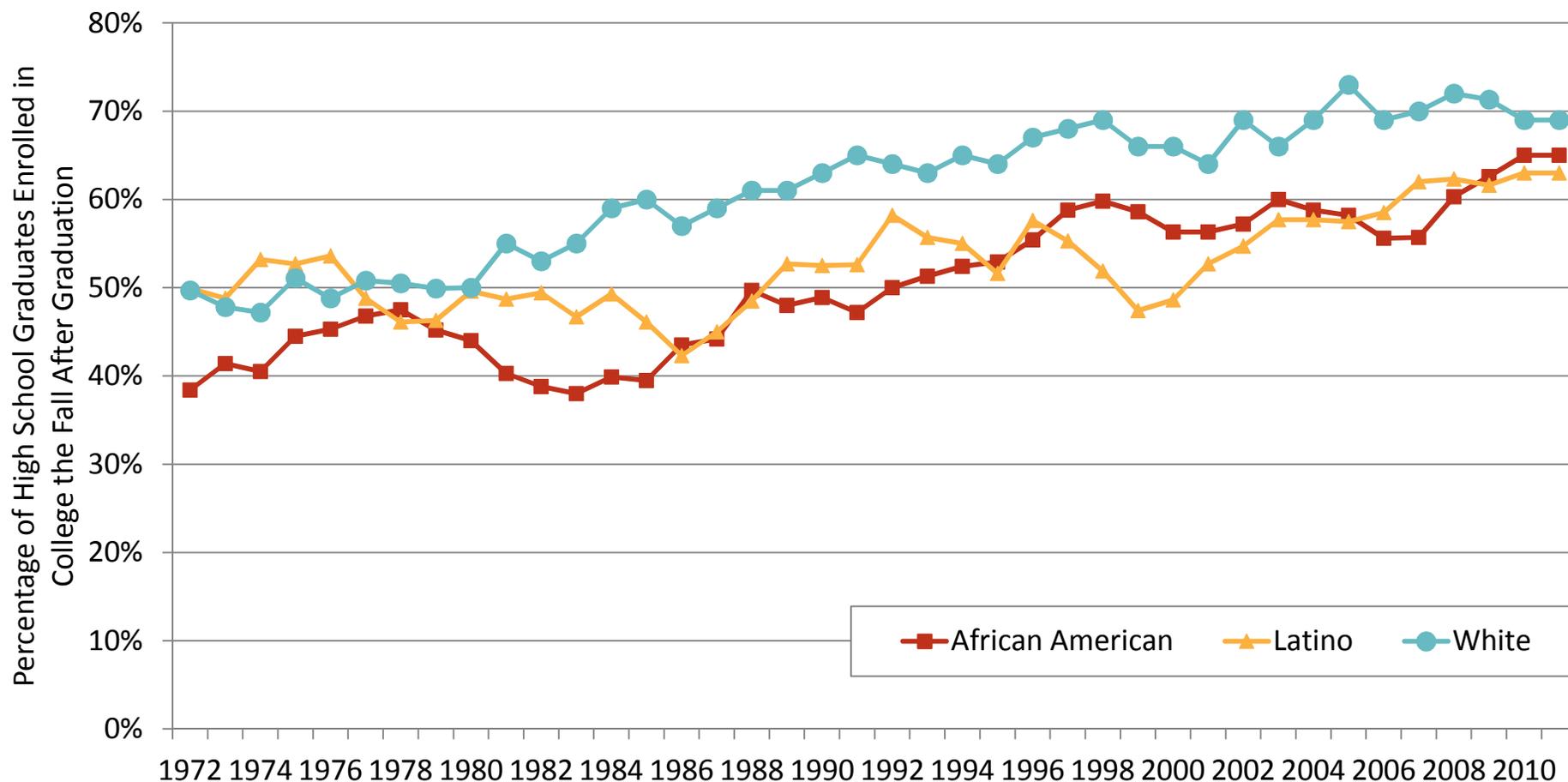
Immediate College-Going Up



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).

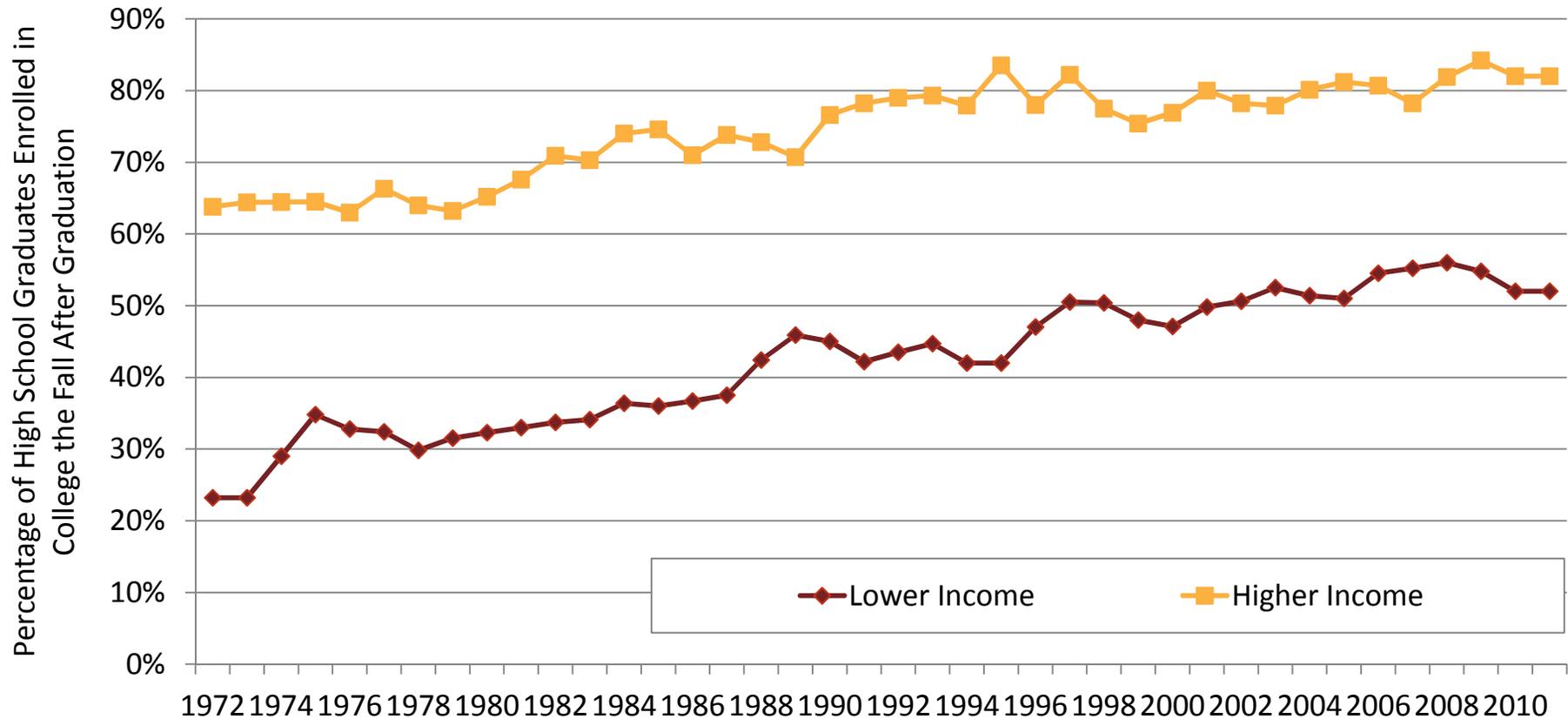
Immediate College-Going Increasing for All Racial/Ethnic Groups: 1972 to 2011



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...

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. Below the TV is a long, low-profile white console table with dark drawers. On the console table, there are several decorative items: a tall, slender vase with green reeds on the far left, two smaller glass vases in the center, and a lamp with a dark shade and a glass base on the right. The room is well-lit and has a clean, minimalist aesthetic.

54%

Low-Income Students Going to College 2009

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



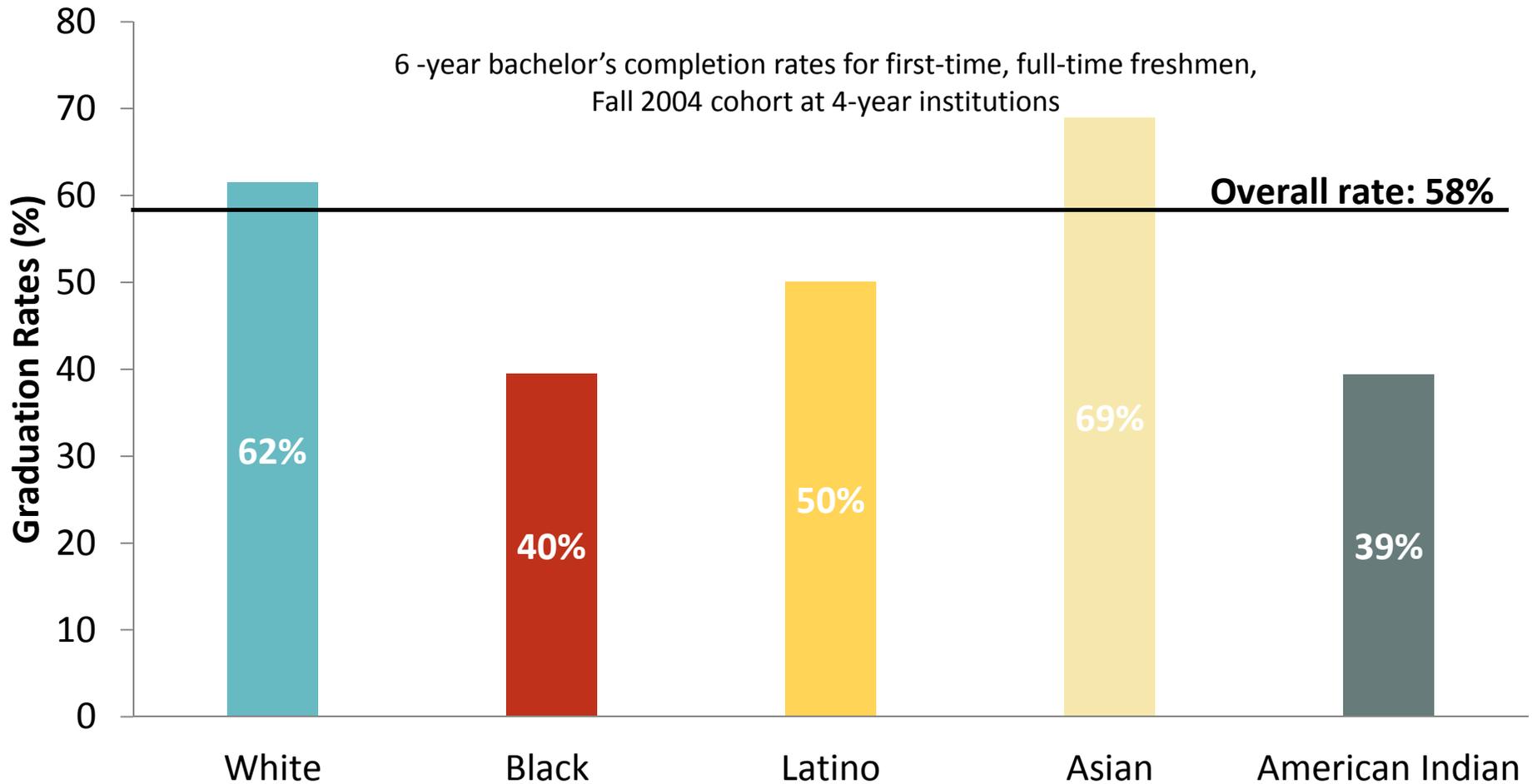
High-Income Students Going to College 1979

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



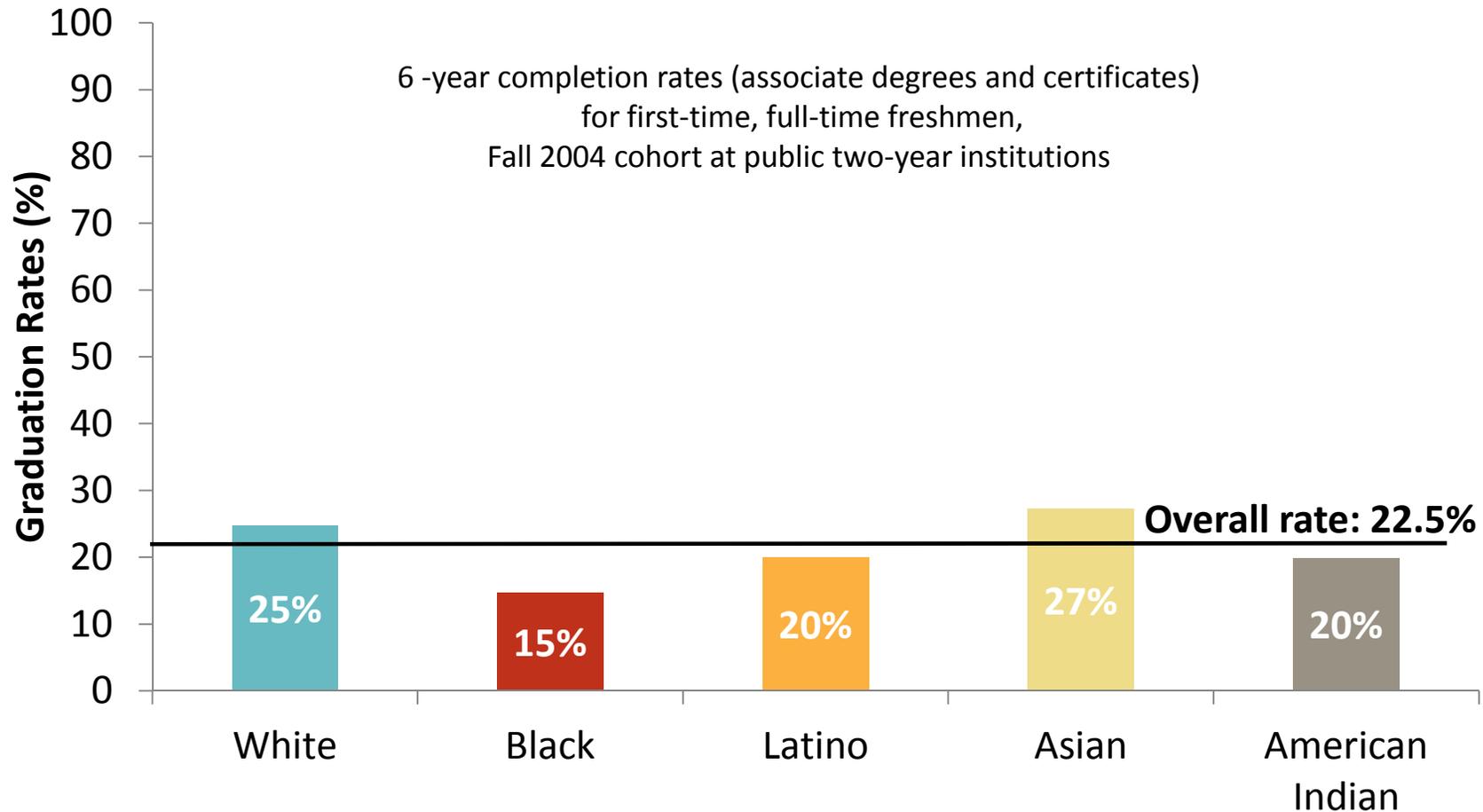
And what about graduation?

Black and Latino Freshmen Complete College at Lower Rates Than Other Students: 4 Year Colleges



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



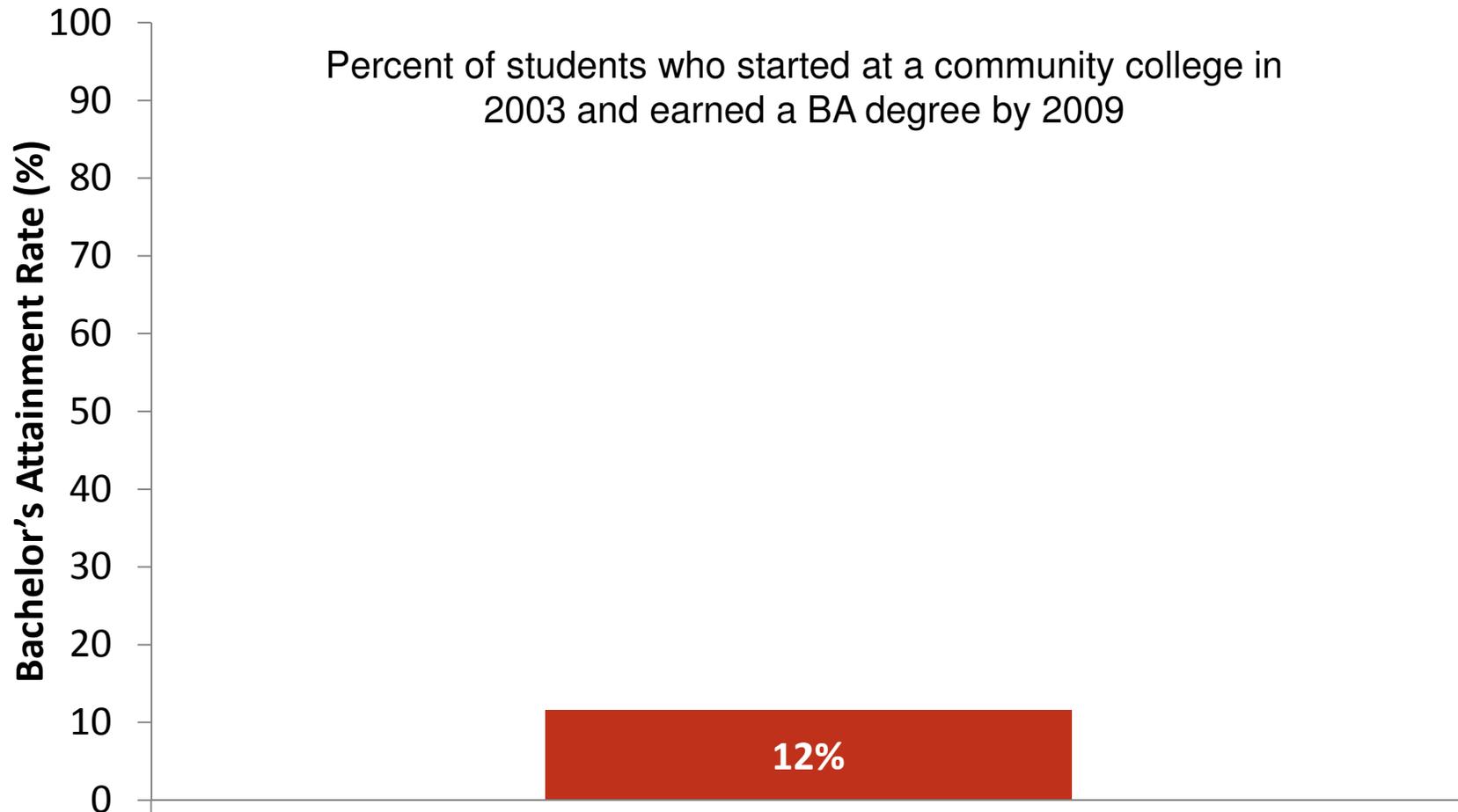
NCES (March 2012). First Look: Enrollment in Postsecondary Institutions, Fall 2010; Graduation Rates, 2004 and 2007 Cohorts; and Financial Statistics Fiscal Year 2010.



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

n/a

Only 12 percent.



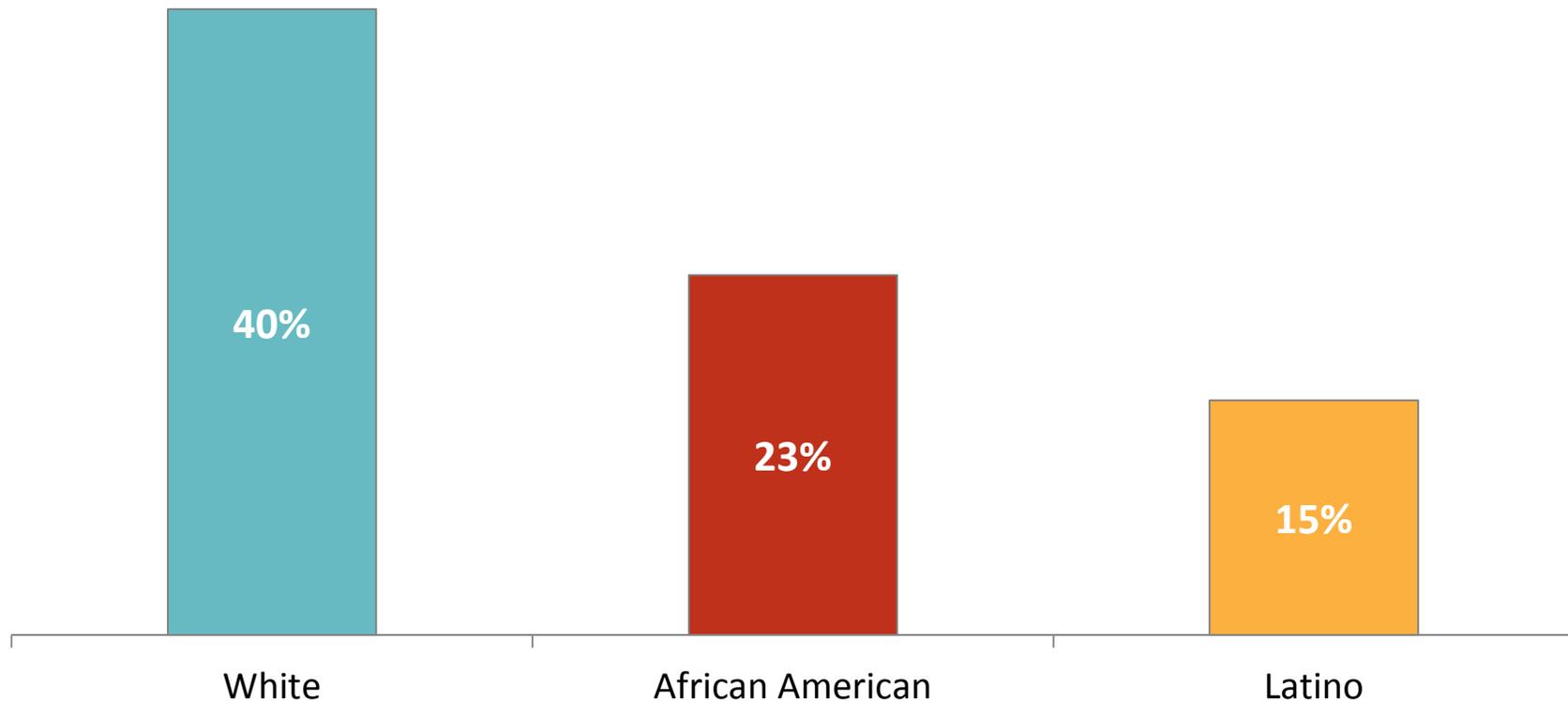
Persistence and Attainment of 2003–04 Beginning Postsecondary Students: After 6 Years First Look, December 2010.



Add it all up...

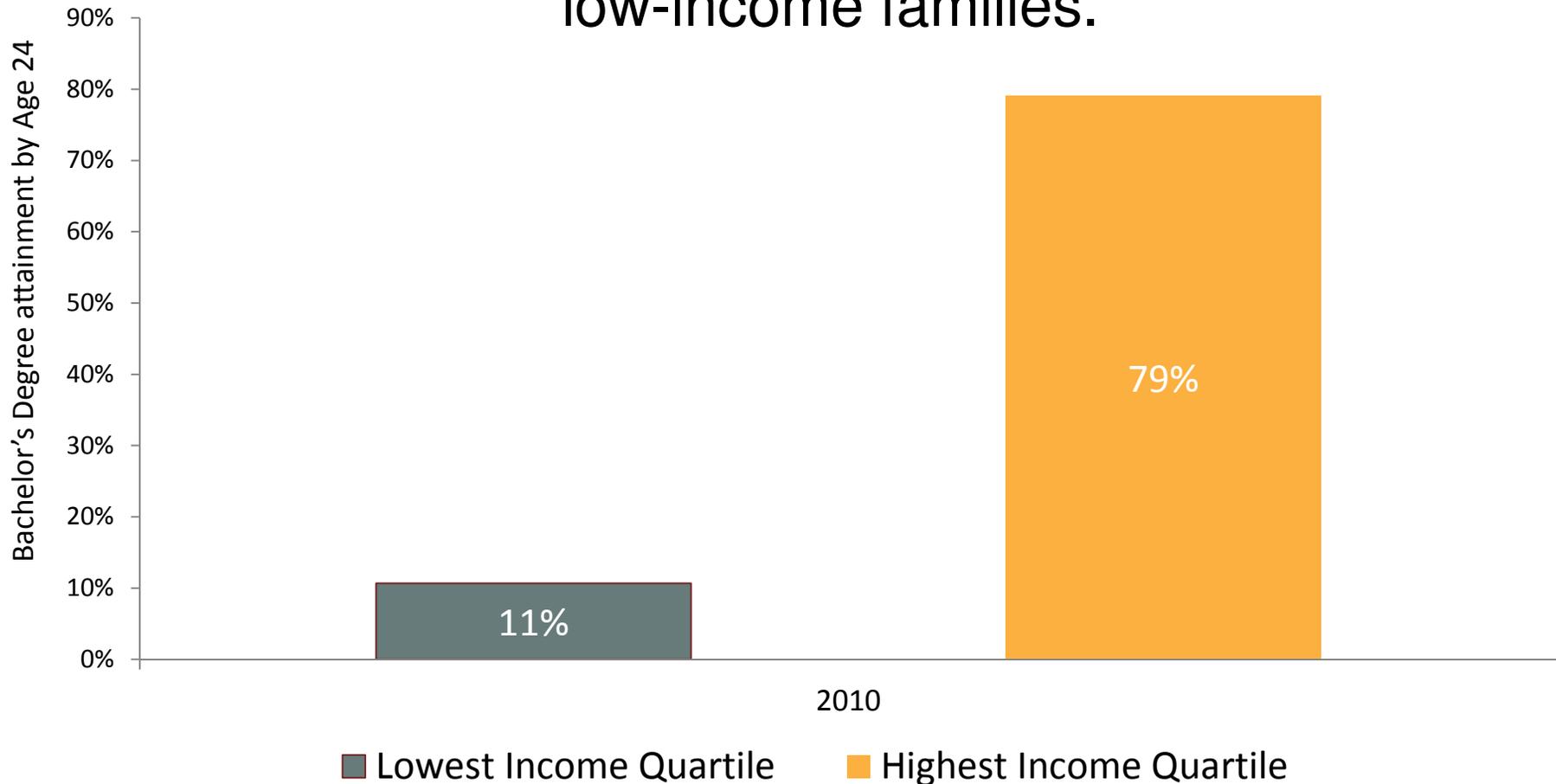
Whites attain bachelor's degrees at nearly twice the rate of blacks and almost three times the rate of Hispanics

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



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.



K-12 Schools

Challenges | Progress



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

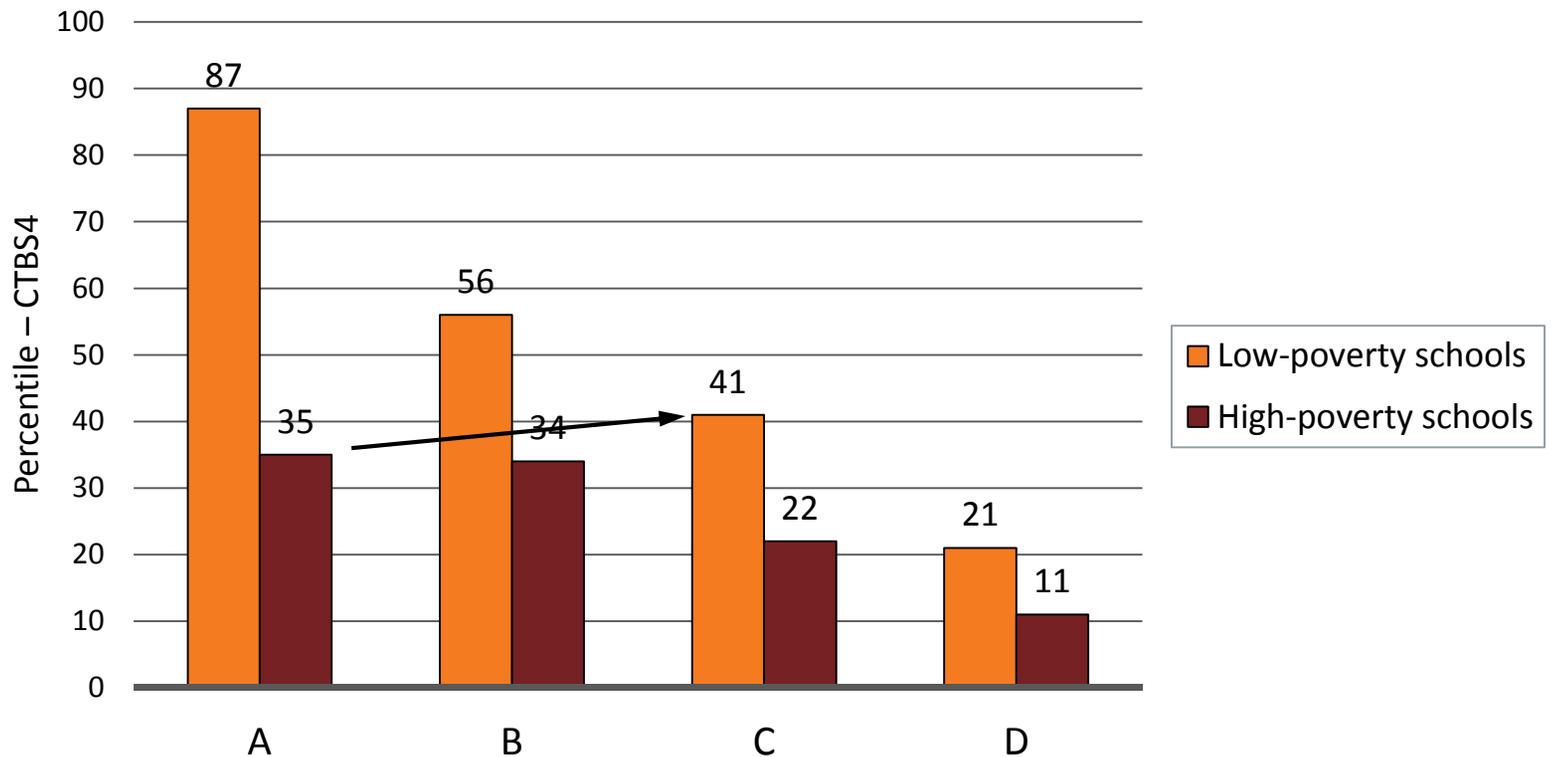
	Gap
High Poverty vs. Low Poverty Districts	-\$773 per student
High Minority vs. Low Minority Districts	-\$1,122 per student

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

Expect Less From Them...

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

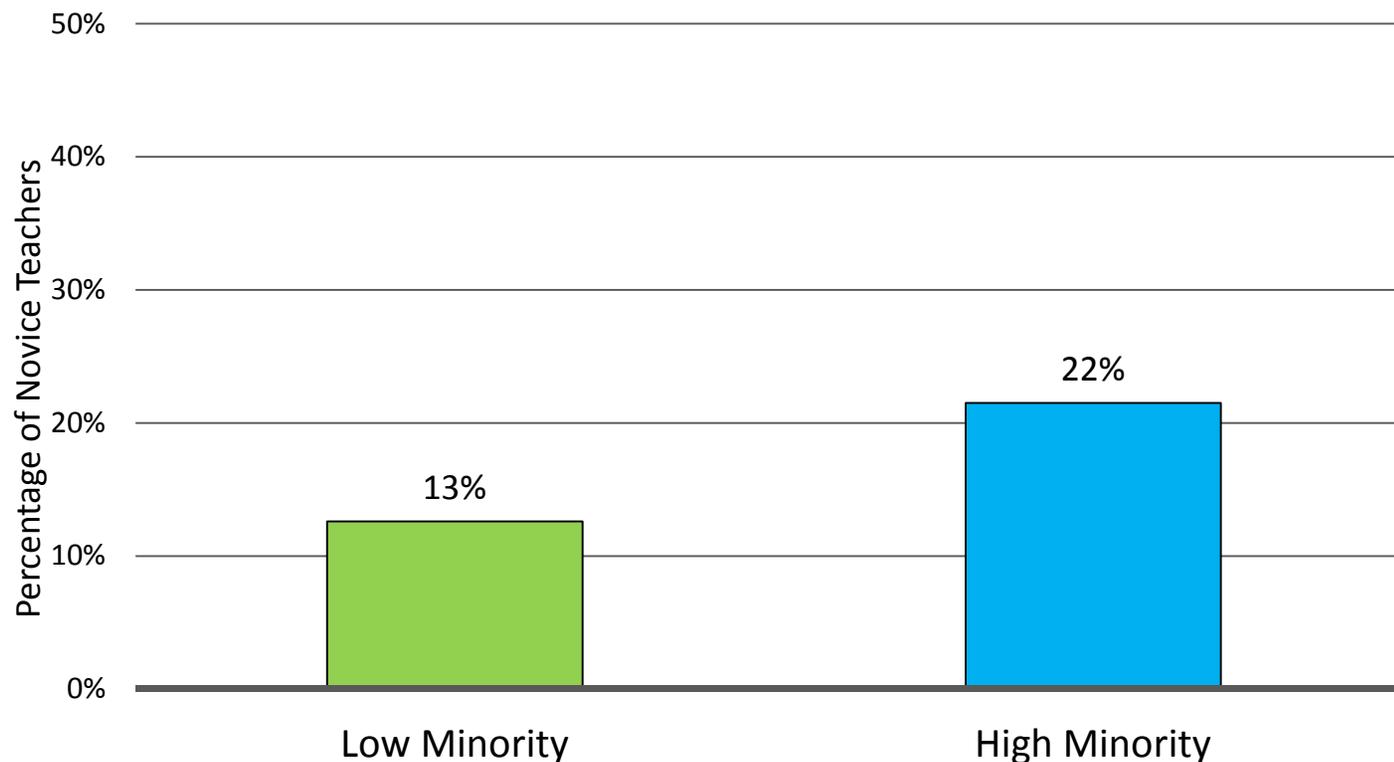
Seventh Grade Math



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

And Assign Them Our Least Experienced Teachers...

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



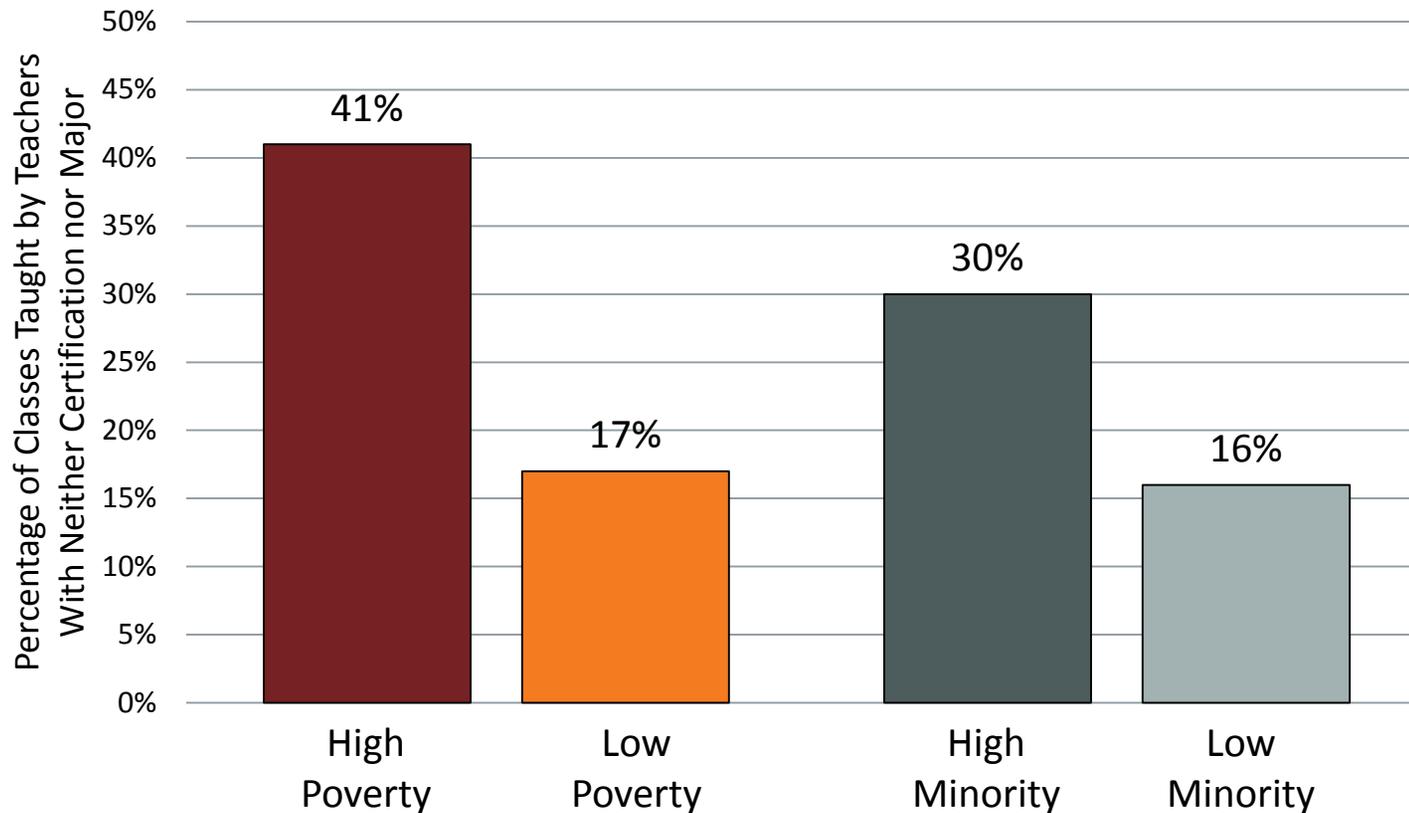
Note: Novice teachers are those with three years or fewer experience.

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

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

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 $\geq 75\%$ 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)

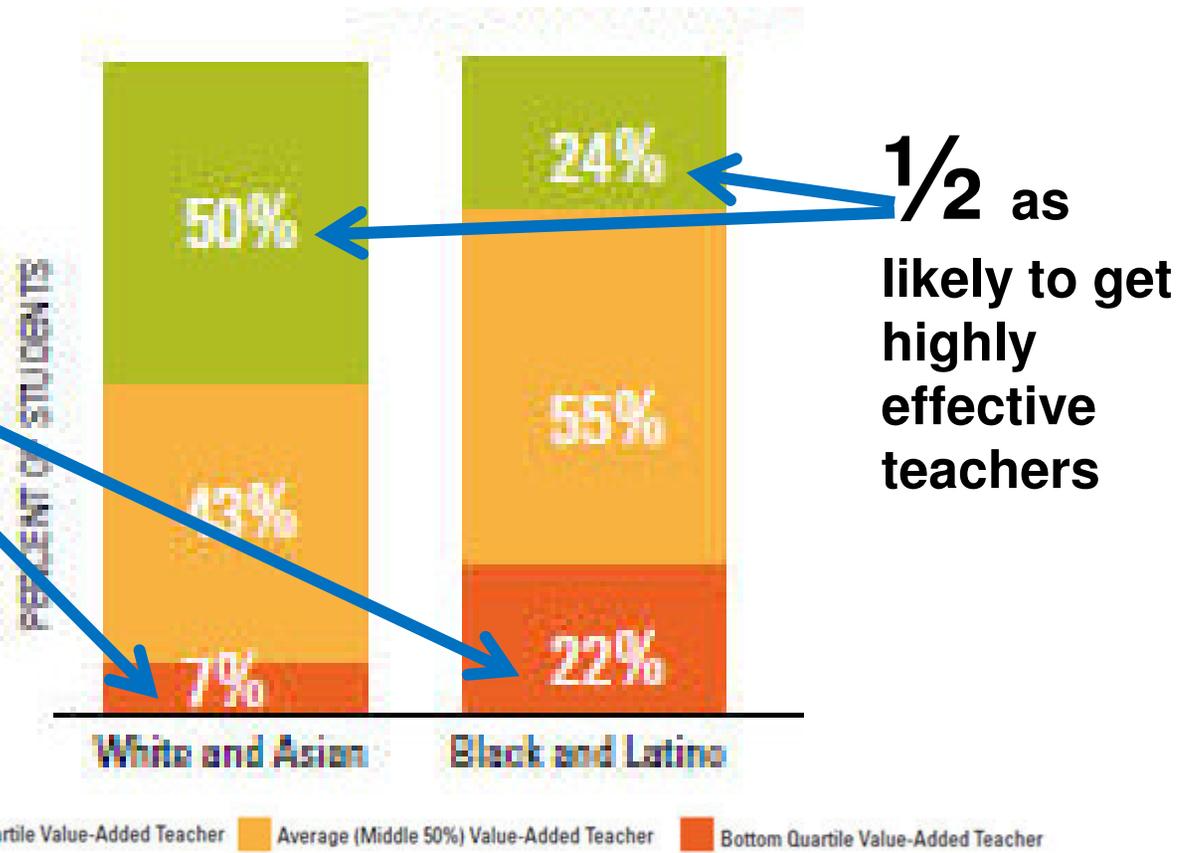
And Our Least Effective Teachers.

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

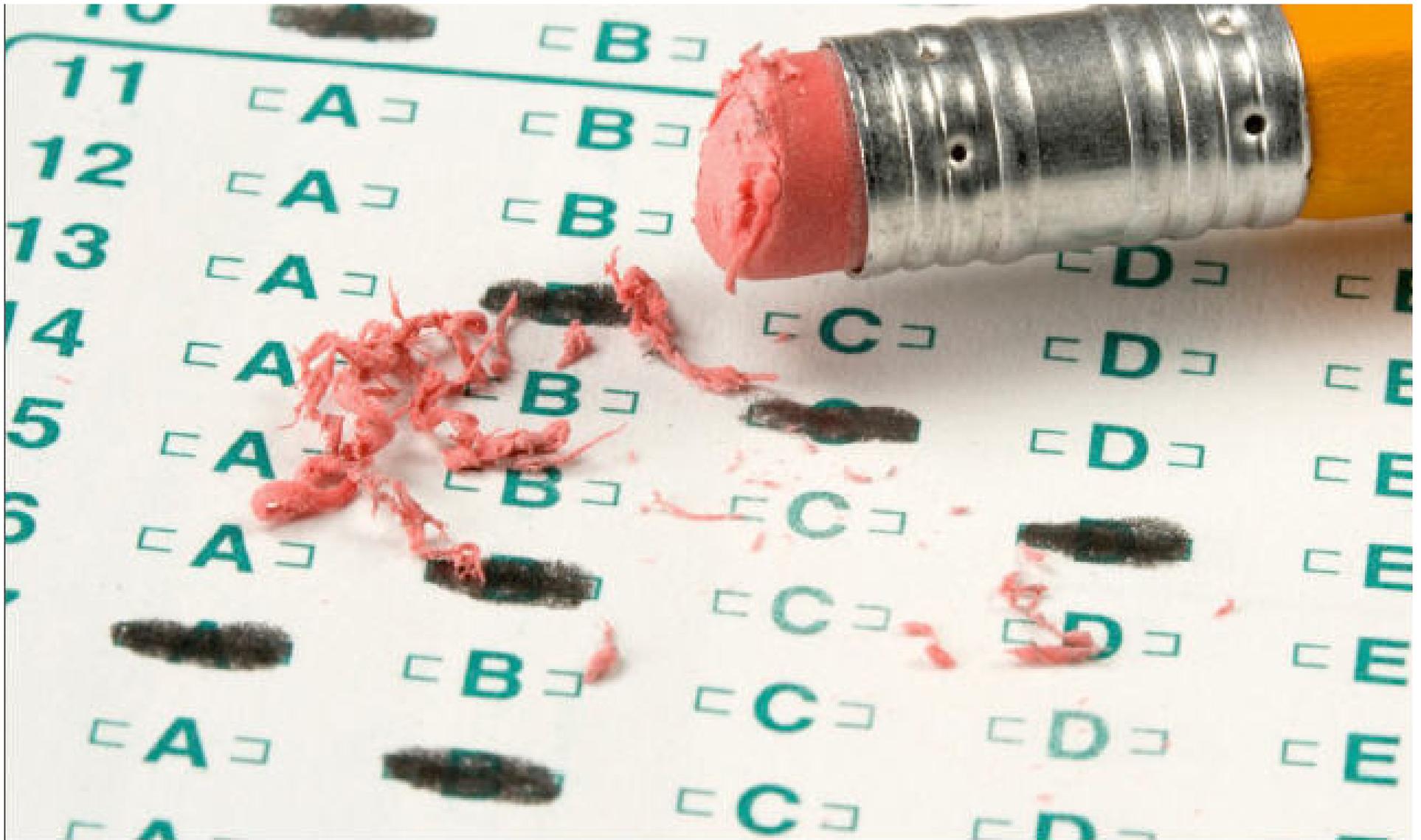
READING/LANGUAGE ARTS

Latino and black students are:

3X as likely to get low-effectiveness teachers



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

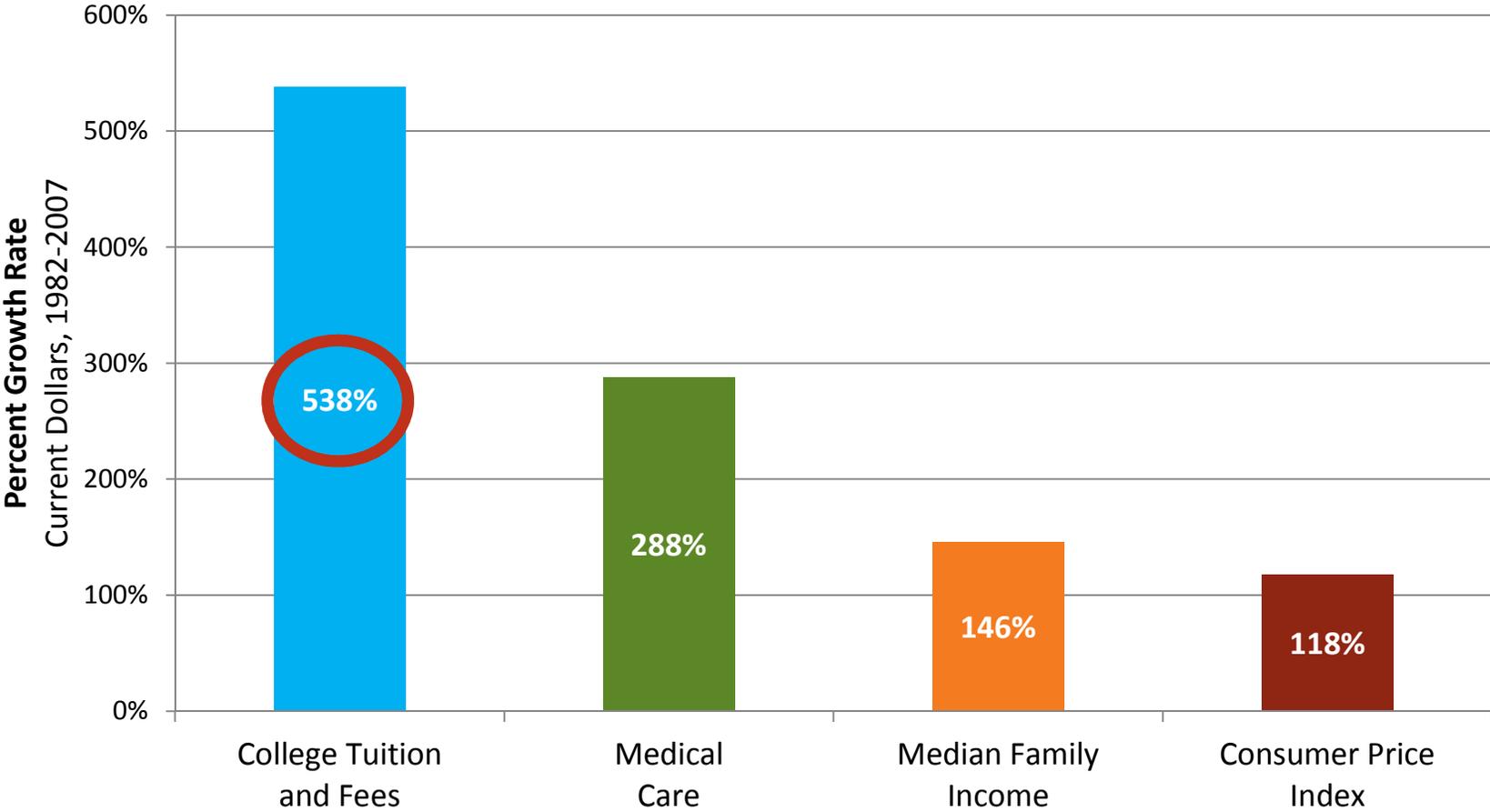


So yes, preparation is part of the problem.



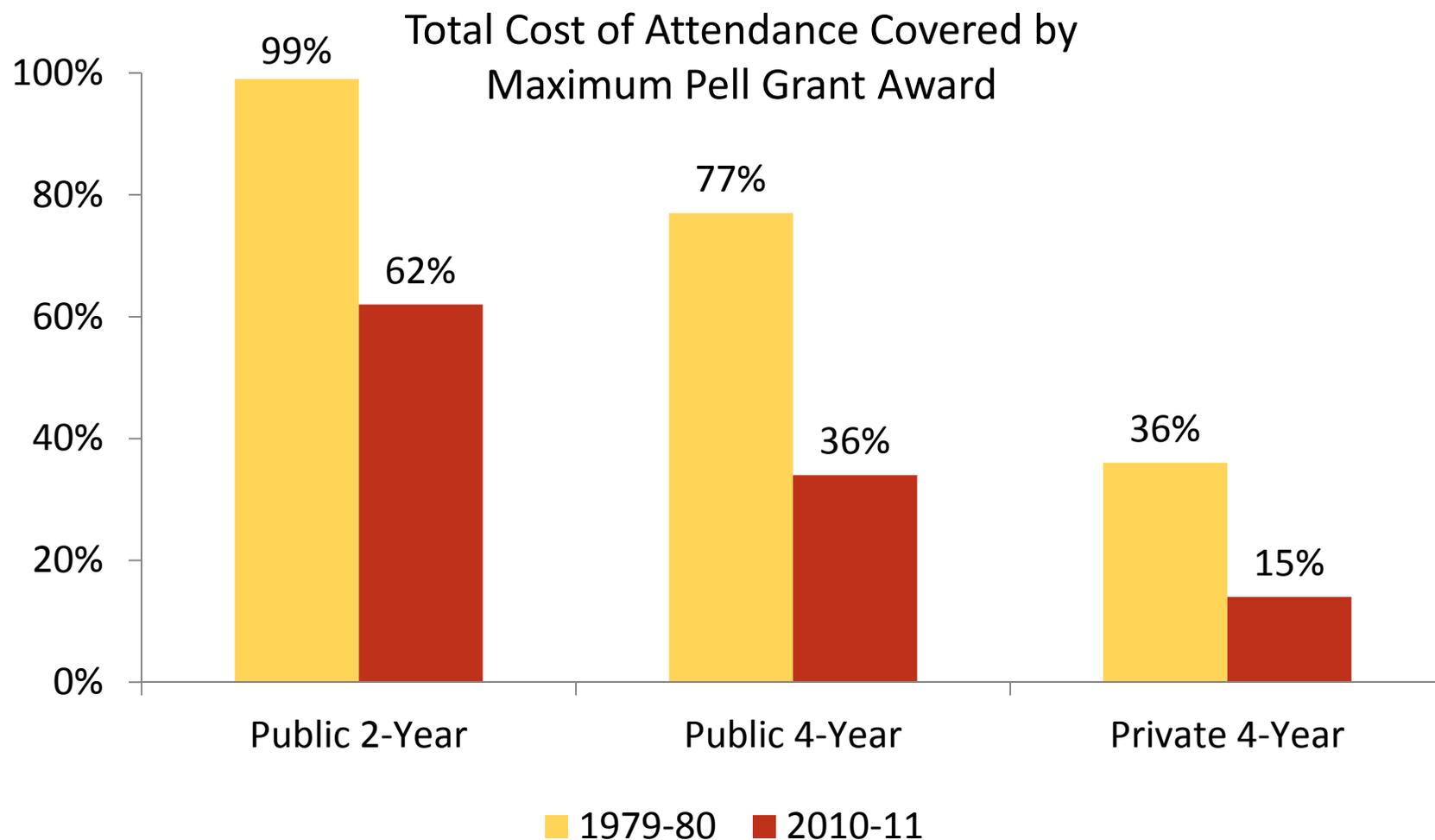
So, too, are misguided government aid policies

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.

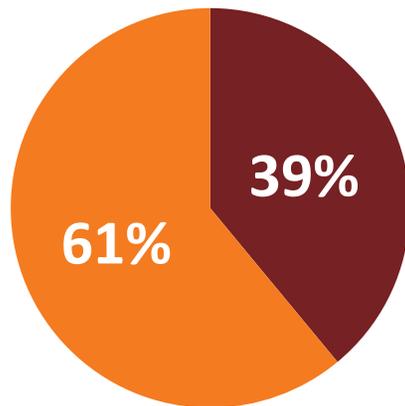


Why? Not because we're not
spending a lot more on student
aid.

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

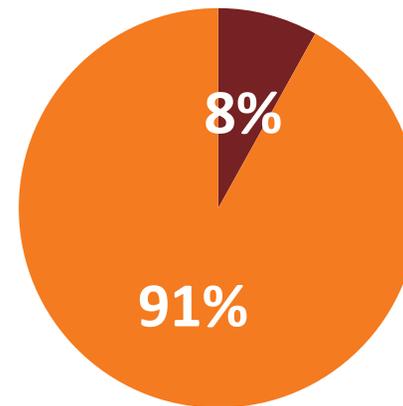
Most of savings from tuition tax credits and deductions go to middle- and upper-income families

Tax Credit Savings
by Adjusted Gross Income



■ Middle and upper-income
(\$50,000+)

Tax Deduction Savings
by Adjusted Gross Income



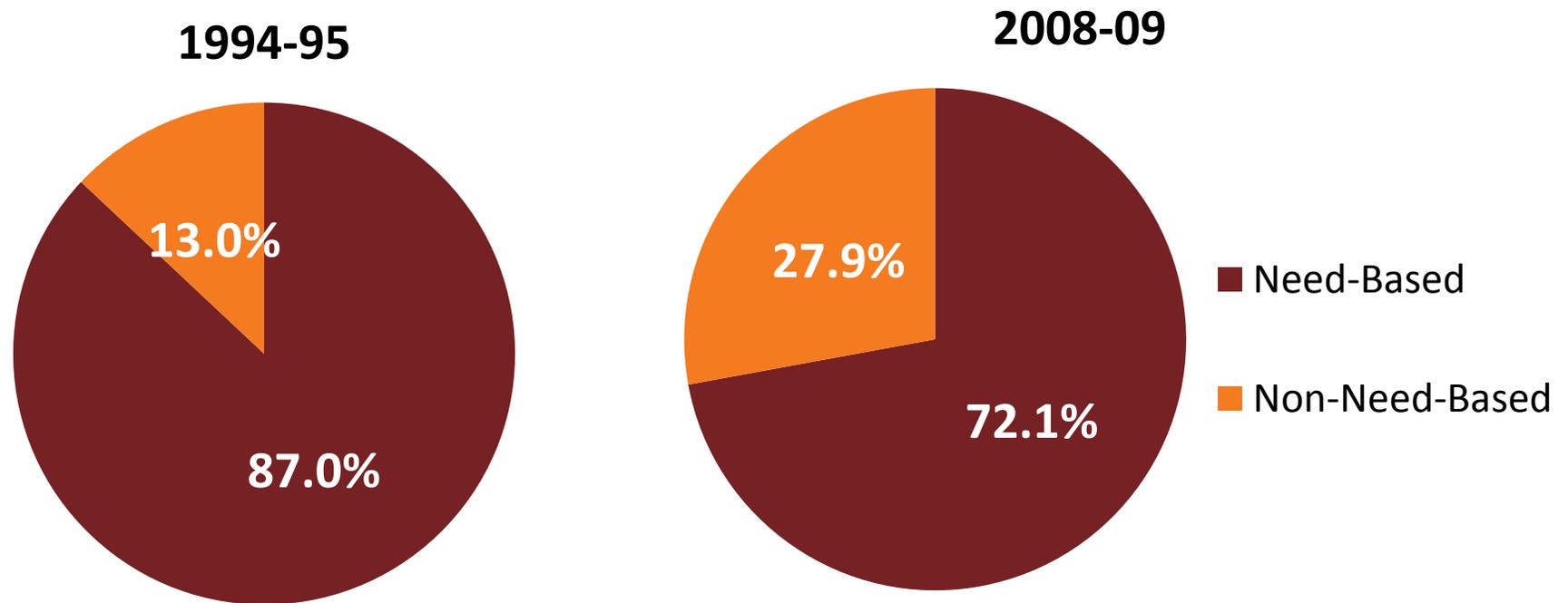
■ Low-income
(\$0-49,999)

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).



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.

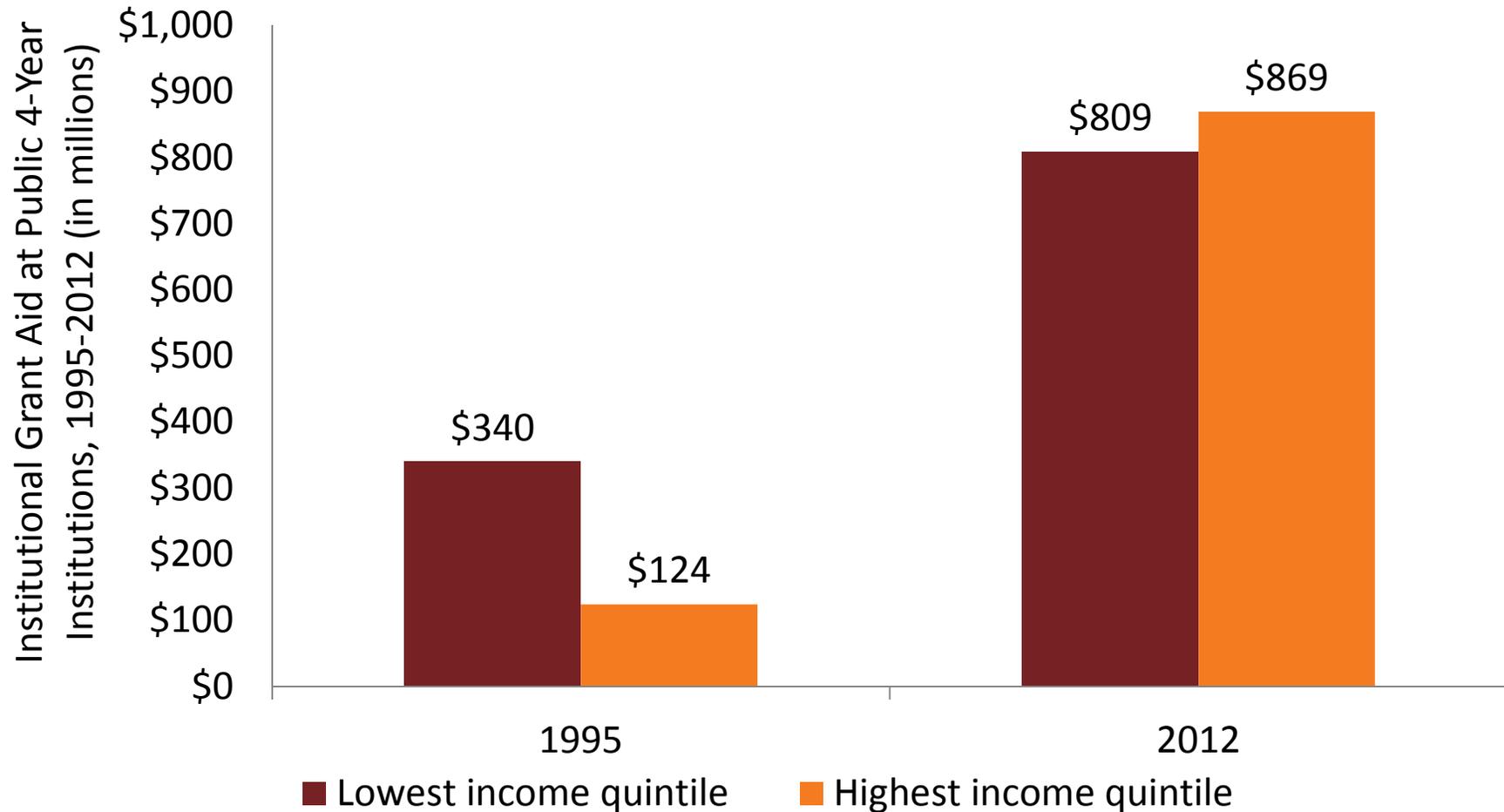


In 2011, four-year public and private nonprofit colleges spent over **\$21 billion** on grant aid.



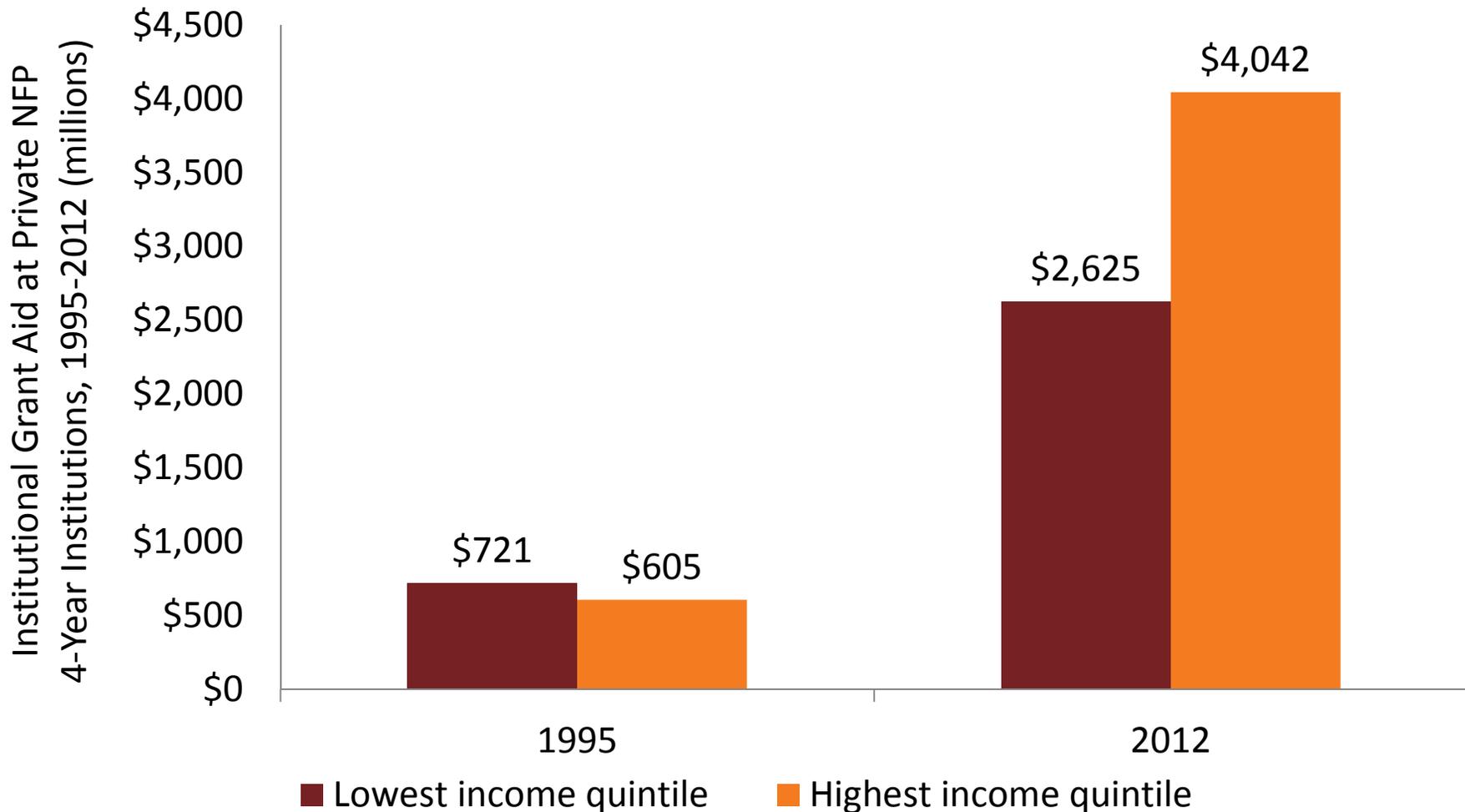
But, they spent a lot of aid on students who
didn't need it...

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

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.

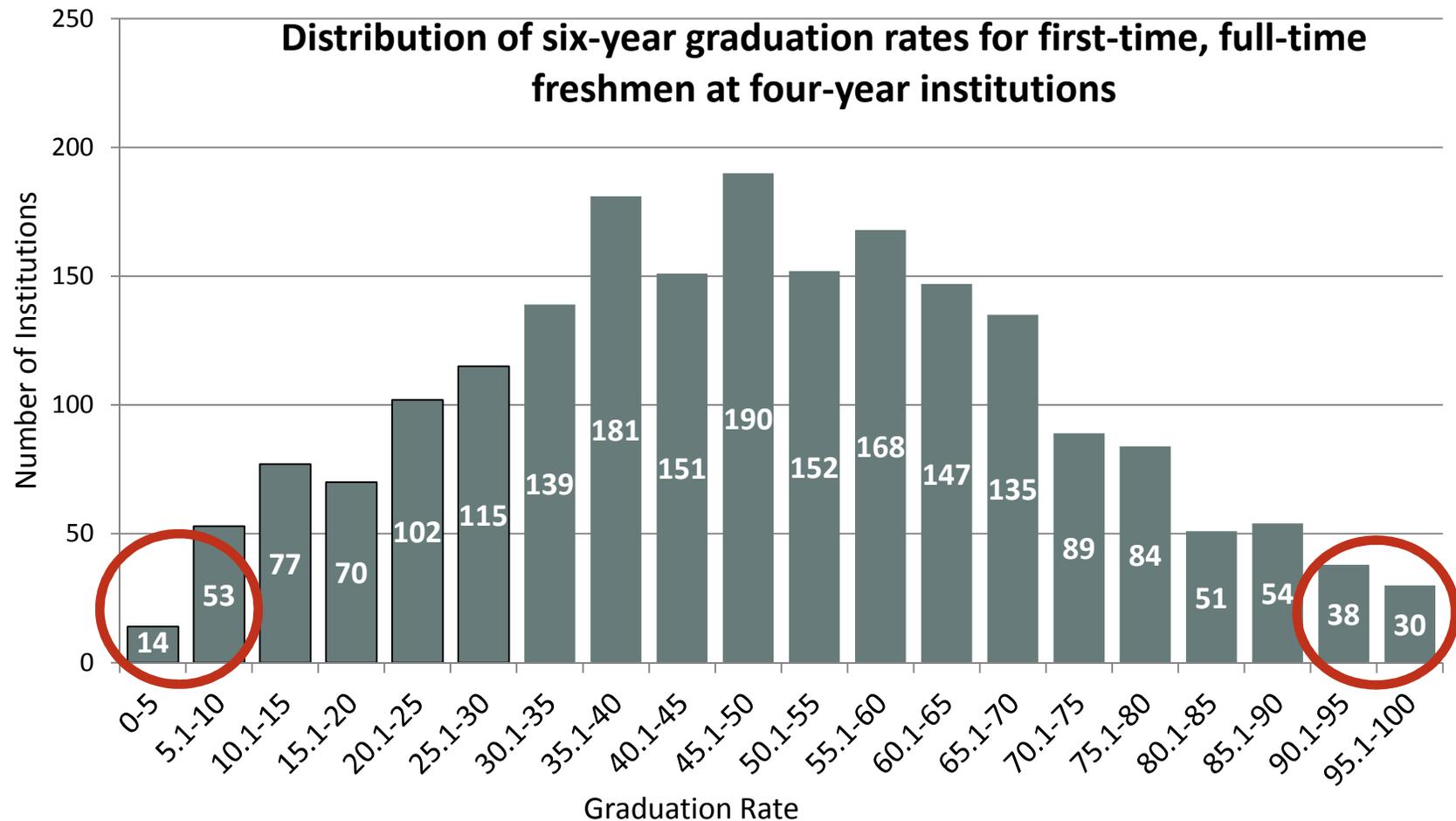


Moreover, what **colleges** do also turns out to be very important in whether students graduate or not.

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.



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.

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%

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%

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



The Education Trust

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

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

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