PARTNERSHIP FOR COLLEGE COMPLETION
Accelerating action to close the graduation gap

Student Success
Student Success and Trustee Leadership

Jose Luis Santos, President, JLS Strategies
Trustees Critical Role in Increasing Opportunity In Illinois: Know What to Ask of Your Institution

Illinois Public University Trustees Conference
Illinois State University

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PRESIDENT
About Me

- President and Founder of JLS Strategies Group, LLC
- Senior Executive at leading national advocacy organization – Education Trust
- Associate Professor at private institution – Pepperdine University
- Assistant Professor at leading public research institution – UCLA
- Senior Institutional Researcher at major public research university – The University of Arizona
- Founding Executive Officer of the Latina/o Policy Research Institute – The University of Arizona
- Assistant Director of the Affirmative Action Office – The University of Arizona
- Veteran – Served in the United States Marine Corps – *The Gulf War* and *Operation Fiery Vigil*
Authored Publications Of Interest

- Education Trust Higher Education Practice Guide: Learning From High-Performing and Fast-Growing Institutions (Jan 2014)
- Higher Education’s Critical Role in Increasing Opportunity in America: What Boards Should Know and Questions They Should Ask (Jan/Feb 2016)
- A Glimpse Inside the Coffers: Endowment Spending at Wealthy Colleges and Universities (Aug 2016)
- Fixing America’s College Attainment Problems: It’s More than Affordability (Sept 2016)
Overview

- College Access
- Success
- College Affordability
- Degree Attainment
- Student Success Best Practices
- Data Science and Analytics to Drive Continuous Improvement
College Access: What’s the Story for the Last 40 Years?
College-Going has Increased for All Groups in the last 40 Years

Immediate College-Going from HS Increasing for all Racial/Ethnic Groups, 1975 - 2015
College-Going is also Increasing for All Income Groups

![Graph showing the percentage of high school graduates enrolled in college in October after graduation from 1975 to 2015, with a trend line indicating an increasing trend for all income groups.](image-url)
Gaps Remain Persistent over Time

Percentage of HS Graduates Immediately Enrolling in College by Race/Ethnicity and Income, 1975 - 2015
What About Success as Measured by Graduation Rates?
Bachelor’s Completion Rates

6-Year Bachelor’s Completion Rates for First-Time, Full-Time Freshmen, Fall 2009 Cohort at 4-year Institutions

- White: 63.3%
- Black: 39.5%
- Hispanic: 53.6%
- Asian: 73.0%
- American Indian/Alaska Native: 41.2%

Total Grad Rate 59.4%
Community College Graduation Rates

2015 Graduation Rates at Public Community Colleges, Fall 2012 Cohort

- White: 25.4%
- Black: 11.6%
- Hispanic: 19.0%
- Asian: 30.7%
- American Indian/Alaska Native: 15.5%

Total Grad Rate: 21.9%
Access to College at What Cost?
Share of Burden to Pay For College, by Income

Percentage of Income Families Devote to Higher Education

Source: JLS Strategies Group, LLC Analysis of NPSAS:12 using PowerStats at https://nces.ed.gov/datalab/. Results based on full-time, full-year undergraduates who only attended one institution.
Growth Rate of College Tuition

Census Bureau, Income, Poverty, and Health Insurance Coverage in the United States: 2012; Table F-6.
Policies at all Levels Shifting Funds Away from Students Who Need the Most Support
Max Pell Grant as a Percentage of Total Cost of Attendance

Non-Need v. Need-Based Aid State Grants per FTE Undergrad in 2015 $
What About Degree Attainment?
Degree Attainment Gaps by Race/Ethnicity

Bachelor's Degree Attainment of Young Adults (25 - 29 Year-Olds), 1975 & 2016

Degree Attainment Gaps by Income

% with Bachelor's Degree by Age 24

- Highest Income Quartile: 54%
- Lowest Income Quartile: 17%

Source: Brookings, "How can we track trends in educational attainment by parental income, 2015"
Minority Serving Institutions: An Opportunity to foreground their Role in American Higher Education

- Enrollments shift with demographics
- Fastest growing enrollments occurring at MSIs
- This leads to growing number of MSIs
- If we are serious about increasing educational attainment – must focus on these types of institutions
- Need to learn from them – both, their challenges and successes
- Their students need to succeed
What Are Some Best Practices to Enhance Student Success?
Student Success Practices

- **Student Advising and Course Scheduling Practices**
  - Adopt mandatory / intrusive advising policies
  - Develop meta-majors, default scheduling pathways, and academic (major) maps
  - Implement block / structured scheduling for first year students
  - Emphasize 15 credits per semester
  - Reexamine drop, withdraw, hold, registration policies, and course scheduling
  - Implement early alert system

- **Data Analytics**
  - Perform baseline analytics to assess need areas.
  - Use predictive analytics to identify at-risk students.
  - Analyze and report data each semester (fall and spring of each year) to assess progress.

- **Developmental Math Intervention**
  - Course redesign (National Center for Academic Transformation)
  - Statway and Quantway (Carnegie Foundation for the Advancement of Teaching)
  - Mathway (UT Austin, Charles A. Dana Center)
What Kind of Data Should We Track?
Intentional Behavior and the Use of Real-Time Data to Drive Continuous Improvement

- **Metric 1: Retention Rates**
  - Number and percentage of all first-time, degree-seeking undergraduate students reenrolling each fall and spring term for the first two years by race/ethnicity, attendance status, and income (i.e., Pell status at time of entry)

- **Metric 2: Credit Accumulation**
  - Number and percentage of first-time, full-time degree-seeking undergraduate students accumulating 12-15 units per term

- **Metric 3: Drop, Withdrawal, Failure**
  - Percentage of students either dropping, withdrawing, or failing in each of the 5 courses with the highest DWF rate of the 25 courses that enroll the most freshman and sophomores by enrollment status at entry, race/ethnicity, and Pell status (at time of entry)

- **Metric 4: Developmental Math Success**
  - Number and percentage of entering undergraduate students who complete developmental math requirements with a C or better at the end of their entering fall semester and then enroll and complete a credit-bearing math course within one year by race/ethnicity, enrollment status, and Pell status (at time of entry)
Questions & Answers

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Unequal Opportunity in Illinois:
A Look at Who Graduates College in Illinois and Why it Matters – A Meta-Analysis

Kyle Westbrook, Founding Executive Director Partnership for College Completion
By the Numbers: Higher Education in Illinois

Public Institutions
- 48 - 2-Year
- 12 - 4-Year
- 410,383 undergraduates

Private Institutions
(Not for profit)
- 17 - 2-Year
- 93 - 4-Year
- 131,254 undergraduates

For Profit
- 17 - 2-Year
- 7 - 4-Year
- 46,337 undergraduates
Unequal Opportunity

Affordability
Higher Education in Illinois: Affordability

• A post-secondary education is no longer affordable for many low-income students and their families in Illinois

• State public universities are increasingly out of reach for lowest income families

• However, Illinois community colleges remain affordable

Figure 1. Percentage of Family Income Needed to Pay for Full-Time Enrollment at Public Institutions, 2014

Source: Midwestern Higher Education Compact, 2015
Illinois community colleges remain a good value at only a slightly higher price than the national average. However, tuition and fees are increasing at a slightly higher rate than the national average.

Source: College Board, *Tuition and Fees at Public Two-Year Institutions by State, 2017.*
Higher Education in Illinois: Affordability

Four-year public universities on the other hand...

Source: College Board, Tuition and Fees at Public Four-Year Institutions by State, 2017.
Higher Education in Illinois: Affordability

Cut to state appropriations for higher education and growing pension costs impact tuition and fee increases and purchasing power of need-based aid.

Higher Education in Illinois: Affordability

Illinois public universities are increasingly out of reach for low-income students

Kyle in 2017:

- Maximum Map Award: $4968
- Maximum Pell Award: $5815
- Maximum SEOG Grant: $2000
- Total Need Based Aid: $12,783
- Cost of Attendance (Tuition, fees, housing, books, other expenses):
  - Southern Illinois University Carbondale: $25,953 ($13,170)

1991 difference between aid and cost: ($186)

Source: Illinois Student Assistance Commission, Data Book 2016
Unequal Opportunity

Access
Higher Education in Illinois: Access

• Nationally, postsecondary enrollment continues to decline from recession era peaks by about 1 - 2% per year with the steepest declines in community college and for-profit sectors.

• Undergraduate enrollment of students of color in Illinois has steadily increased in the last ten years from 37% to 46% of total enrollment in 2016.

• African-American and Latino students in the state tend to be more highly concentrated in community colleges and for-profit institutions than their peers: 46% of African-American and 55% of Latino students were enrolled in public two-year institutions compared to 23% in public four-year institutions.

African-American Students Are Overrepresented in For-Profit Colleges; Latino Students Overrepresented in Community Colleges

Figure 5. Students of Color Disproportionately Enroll in For-Profit and 2-Year Institutions

Public Institutions:
Significant Enrollment Declines for African-American Students

(Figure 1)
Undergraduate Student Enrollment
Underrepresented Ethnicities & Races
Fall Enrollment, 2011-2015
(Source: IPEDS)
Community College: Latino Enrollment Continues to Increase

- Significant but slowing enrollment growth for Latino students in Illinois community colleges
- Nearly 30% decline for African-American students in recent years

Enrollment By Race: Illinois Community Colleges

Source: Illinois Board of Higher Education, Data Book 2017
Public Universities: White Enrollment Declines Significantly

Steep enrollment declines for white students (16%) since 2011

10% decline for African Americans over the same period

Enrollment By Race: Illinois Public Universities

Source: Illinois Board of Higher Education, Data Book 2017
Private Colleges: Latino Enrollment Increases Significantly

- **40% increase in Latino student enrollment**
- **10% decline African-American enrollment**
- **5% decline Illinois for white enrollment**
- Flat Asian enrollment

Enrollment By Race: Illinois Private Institutions

Source: Illinois Board of Higher Education, Data Book 2017
For-Profit Colleges: Significant Enrollment Declines For Most Groups Since 2011

For profit enrollment down significantly for white and African-American students

Enrollment By Race: Illinois For Profit Institutions

Source: Illinois Board of Higher Education, Data Book 2017
Unequal Opportunity
Completion
Unequal Opportunity in Illinois: Completion

- Nationally, the graduation rate is 59% for a bachelors degree and 32% for a two-year degree.

- While national graduation rates for African-Americans and Latinos have been climbing, completion gaps persist between these groups and their white peers.

- In Illinois the completion rate was 62% at four year public institutions and 26% at two-year institutions.

- The completion gap is most pronounced between white and African-American students (33.7% and 66% respectively).
Higher Education in Illinois: Completion

• Overall college going rates have improved for all racial groups in Illinois over the last 20 years.

• However, in spite of increases in college going rates overall, college completion gaps along racial and socioeconomic lines persist.

37 Percent of low-income students graduating within 6 years

75 Percent of higher income students graduating within 6 years

Source: Advance Illinois, IPEDS, 2016
Higher Education in Illinois: Completion

Figure 6. Illinois graduation rate within 150% of normal time
By level of institution and race/ethnicity, 2015

Source: National Center for Education Statistics, IPEDS, Graduation Rates 2015
Higher Education in Illinois: Completion

Significant completion gaps by race exist across institution type in Illinois

Source: National Center for Education Statistics, IPEDS, Graduation Rates 2015
Completion Gaps Persist

OVERALL COMPLETION RATE GAPS

<table>
<thead>
<tr>
<th>Institution</th>
<th>2014 6-Year Grad Rate</th>
<th>Underrepresented Minority 6-Year Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>UIUC</td>
<td>84.2%</td>
<td>77.4%</td>
</tr>
<tr>
<td>ISU</td>
<td>60.3%</td>
<td>71.9%</td>
</tr>
<tr>
<td>UIC</td>
<td>59.7%</td>
<td>51.7%</td>
</tr>
<tr>
<td>EIU</td>
<td>59.5%</td>
<td>42.7%</td>
</tr>
<tr>
<td>WIU</td>
<td>54.3%</td>
<td>48.3%</td>
</tr>
<tr>
<td>SIUE</td>
<td>50.5%</td>
<td>37.5%</td>
</tr>
<tr>
<td>NIU</td>
<td>49.6%</td>
<td>32.1%</td>
</tr>
<tr>
<td>UIS</td>
<td>48.7%</td>
<td>36.8%</td>
</tr>
<tr>
<td>SIUC</td>
<td>44.0%</td>
<td>32.5%</td>
</tr>
<tr>
<td>NEIU</td>
<td>21.8%</td>
<td>15.4%</td>
</tr>
<tr>
<td>CSU</td>
<td>19.2%</td>
<td>18.4%</td>
</tr>
</tbody>
</table>

Education Trust, Results Online, 2014
Completion Gaps Persist

6-Year Completion Rates By Race

Source: Education Trust, Results Online 2014
Unequal Opportunity

Implications for Policy and Practice
Unequal Opportunity: Implications

• Eliminating persistent racial and socioeconomic completion gaps must become a public priority.

• Ensuring an affordable and efficient path for all students through college must be an explicit goal of higher education policy in Springfield and on each individual college campus.

• Focused research is needed to better understand the factors that are contributing to decreased participation by most demographic groups in Illinois.
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Question and Answer
Discussion

Lisa Castillo Richmond, Director of Strategy Partnership for College Completion
Small Group Discussion

In light of the discussion today, consider the following questions as a group at your table. After 15 minutes, we will ask each group to share highlights of your table discussions with the room.

Table Talk:
• In what ways has your board prioritized student success?
• What aspect of student success is most pressing for your university to address (i.e. funding, wrap around supports, transitions supports, developmental education)?
• What are the critical metrics that your board reviews to monitor student success?
• What aspect of student success would you like your board to focus on?
Actionable Recommendations

1. Request your institutional student success vision, strategies, and goals.
2. Request the practices that are being used to improve or meet outcomes goals.
3. Request to know what your institution’s year to year retention data look like for different student groups.
4. Request to know and focus on your four-year graduation rate.
5. Request to know if key leaders throughout the institution have access to the same real-time data in order to make real-time and consequential decisions for and about students.
6. Request to know how your institution is spending its institutional dollars.
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