

PARTNERSHIP FOR COLLEGE COMPLETION

Accelerating action to close the graduation gap



Student Success



Student Success and Trustee Leadership

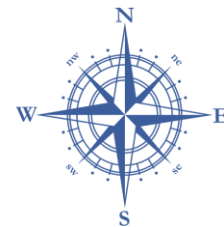
Jose Luis Santos, President, JLS Strategies

Trustees Critical Role in Increasing Opportunity In Illinois: Know What to Ask of Your Institution

Illinois Public University Trustees Conference
Illinois State University

October 30, 2017

JOSÉ LUIS SANTOS, PH.D.
PRESIDENT



JLS Strategies
Group, LLC

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)



A Glimpse Inside the Coffers: Endowment Spending at Wealthy Colleges and Universities

BY ANDREW HOWARD NICHOLS AND JOSÉ LUIS SANTOS

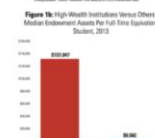
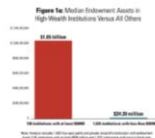
In recent years, increasing attention has been given to the growing gap in wage and wealth that separates the most affluent from the rest, producing increasing income inequality and stratification. The top 1 percent of households now owns roughly 40 percent of all assets in the country, while the bottom 10 percent collectively owns less than 3 percent of the nation's assets. The top 1 percent also holds about as much wealth as the bottom 80 percent.

It is not surprising that the story of wealth inequality and stratification has become a major focus of public discussion. One area getting a lot of attention is the endowment spending of higher education. In 2013, 138 institutions each had over \$500 million in endowment assets—what we call the “\$500 million club.” These institutions (roughly 14 percent of all college and universities) held 73 percent of all endowment endowment assets. Compared with other top endowment institutions, the top 100 endowment institutions had over \$1.5 billion in endowment assets and a per student value of over \$100,000. By contrast, the 1,572 non-top 100 endowment institutions had a median endowment value of roughly \$14 million and a median per student endowment value of approximately \$3,000 (see Figure 1a and Figure 1b).

These wealth endowments afford institutional leaders a benefit of these—donors who have what others do not, which facilitates their ability to fund and experiment with what is new—that is shared by almost all other professions, which are largely dependent upon tuition revenues and relative public perceptions that create and sustain endowment funds and the savings they generate are all in jeopardy. All of this is done in addition to the higher expenses—all expenses are not the same.

These broad education goals for more equitable funding in these institutions were designed to ensure that those who are not in the top 100 of wealth in the nation are not left behind. The larger public goal—one of the major goals of higher education—is to ensure that all students have the opportunity to attend college and that the children of the wealthy do not have a significant advantage over those who are not in the top 100 of wealth.

These broad education goals for more equitable funding in these institutions were designed to ensure that those who are not in the top 100 of wealth in the nation are not left behind. The larger public goal—one of the major goals of higher education—is to ensure that all students have the opportunity to attend college and that the children of the wealthy do not have a significant advantage over those who are not in the top 100 of wealth.



HIGHER EDUCATION'S CRITICAL ROLE IN INCREASING OPPORTUNITY IN AMERICA:

Know and 10 Questions They Should Ask

BY JOSÉ LUIS SANTOS AND KATI HAYCOCK

BOARD MEMBERS WHO WANT TO BE GREAT STEWARDS OF the institutions they are entrusted to lead—today and into the future—must ensure two things: that they truly understand what the numbers say about their institution's contributions to restoring opportunity in America and that they have capable leadership teams in place committed to aggressively expanding that contribution over time. In the end, it is a matter of leadership at every level.

TAKEAWAYS

- The United States is experiencing one of the most rapid increases in income inequality in its history, but also growing problems with social mobility. Addressing these issues requires increasing a quality education for every child and their economic prospects.
- Major institutions need both leadership and the numbers to show their contribution to restoring opportunity in America and create capable leadership teams committed to aggressively expanding that contribution over time.
- Quality leadership teams need robust metrics and ongoing faculty as partners in the process to ensure that the numbers in the right direction.

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FIXING AMERICA'S COLLEGE ATTAINMENT PROBLEMS: IT'S ABOUT MORE THAN AFFORDABILITY

Critical Considerations for Any New Federal-State Partnership

TO THE POINT

- College affordability is a pressing problem for American families. But solving that problem isn't the answer to the attainment problem.
- While the vast majority of high school graduates attend colleges, many don't earn the degree that they need to launch a career—so the goal is not to increase the number of students who attend college, but to ensure that they are prepared for the workforce. Problems are largely to be solved by ensuring that all students have the resources and support they need to succeed.
- We must not get distracted by the issue of college costs, but rather focus on ensuring that all students are prepared for the workforce and that colleges and universities are held accountable for ensuring that students are better prepared for the workforce and that colleges and universities are held accountable for ensuring that students are better prepared for the workforce.

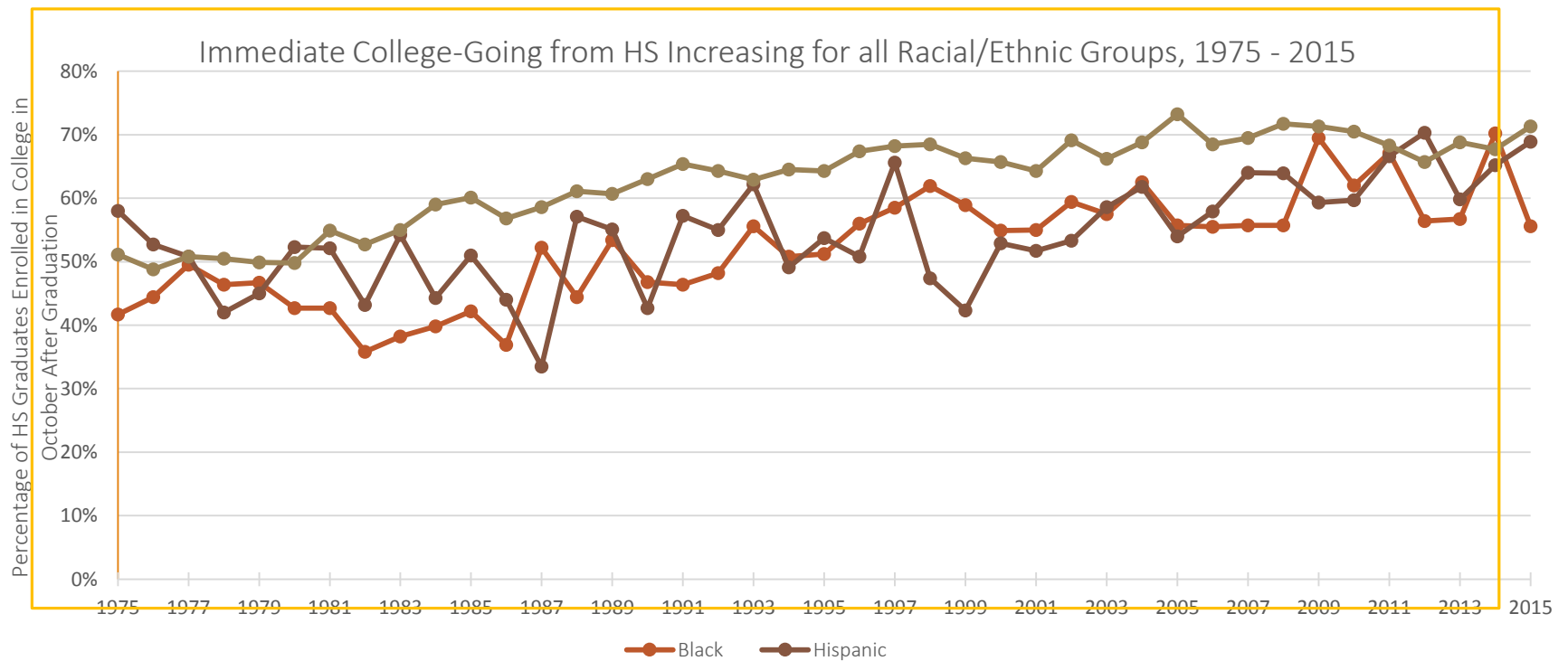
The Education Trust

Overview

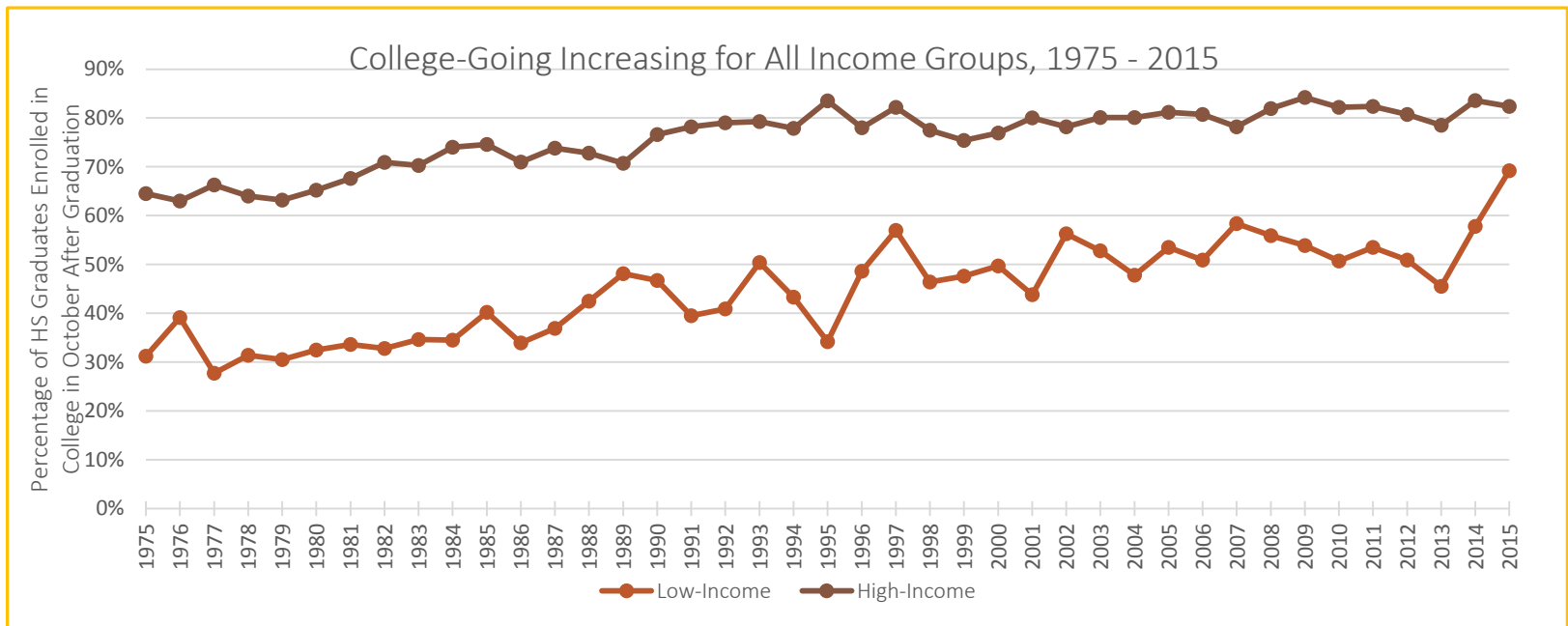
- College Access
- Success
- College Affordability
- Degree Attainment
- Student Success Best Practices
- Data Science and Analytics to Drive Continuous Improvement

College Access: What's the Story for the Last 40 Years?

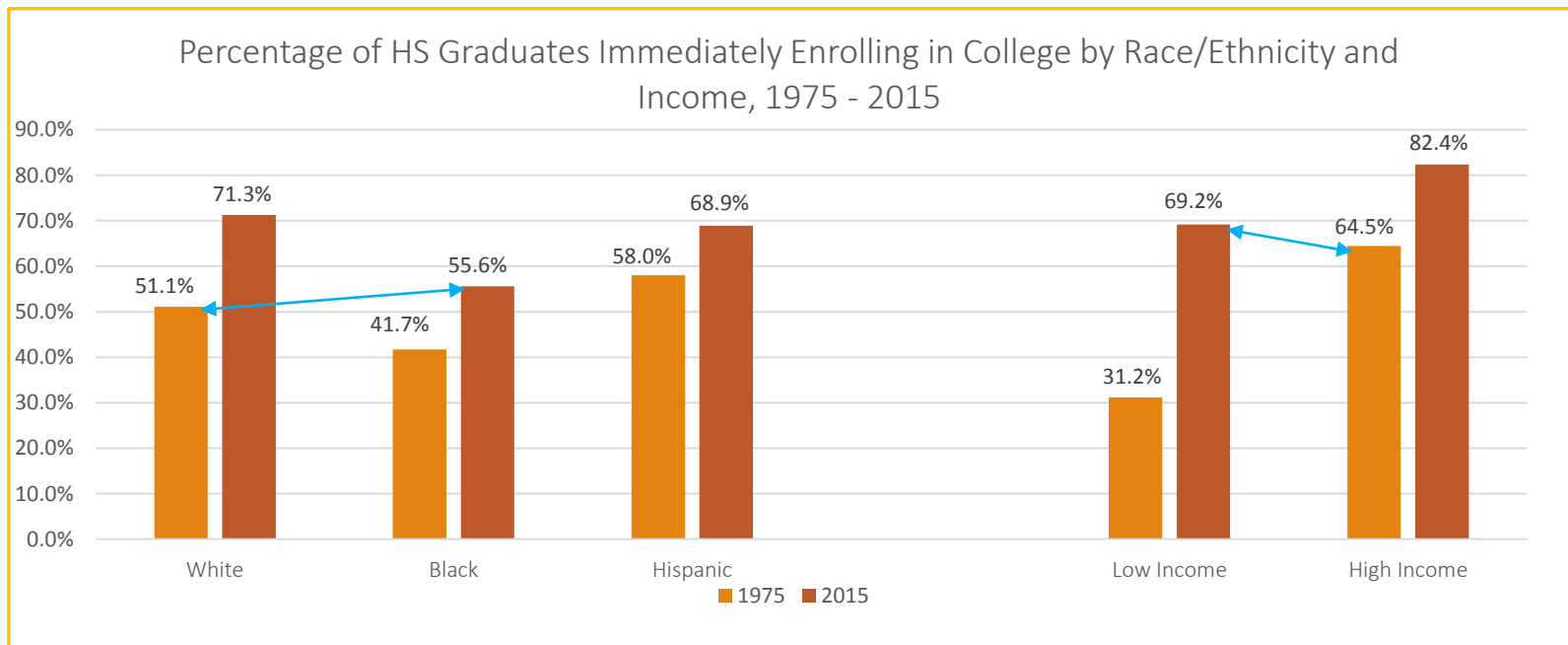
College-Going has Increased for All Groups in the last 40 Years



College-Going is also Increasing for All Income Groups

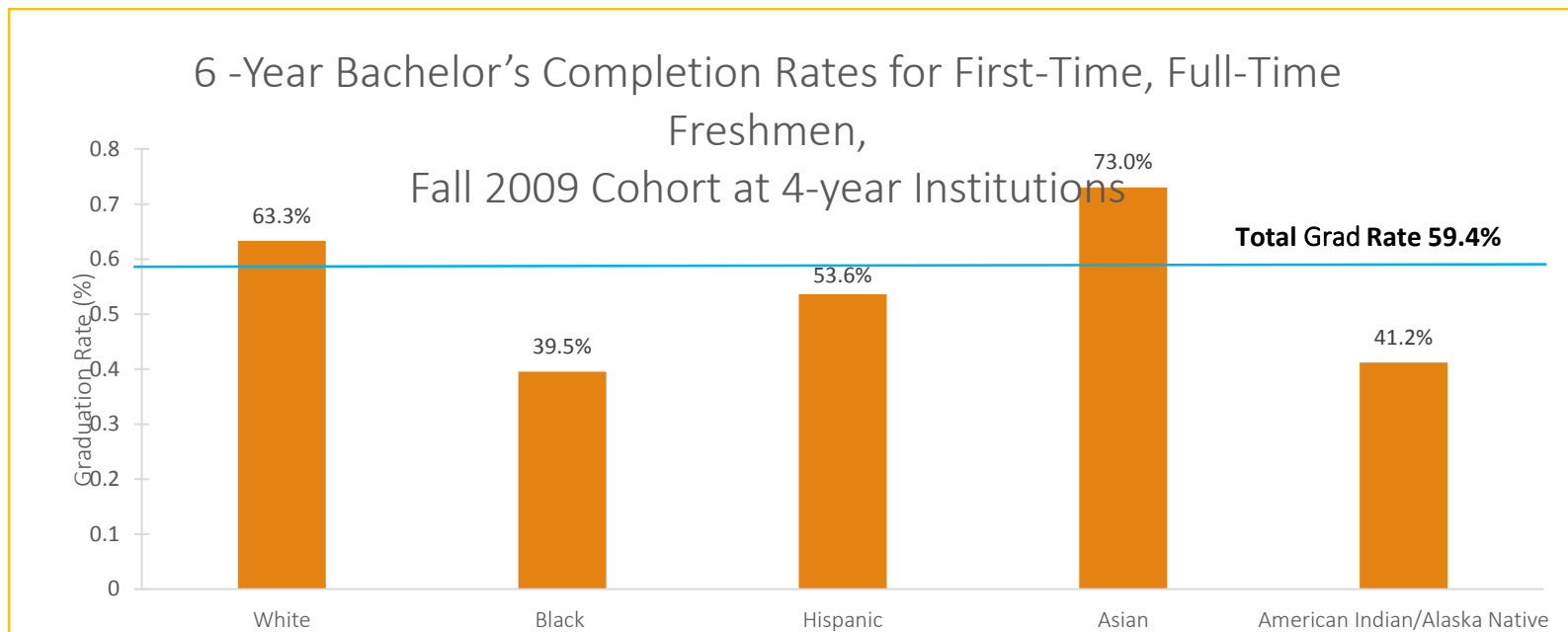


Gaps Remain Persistent over Time

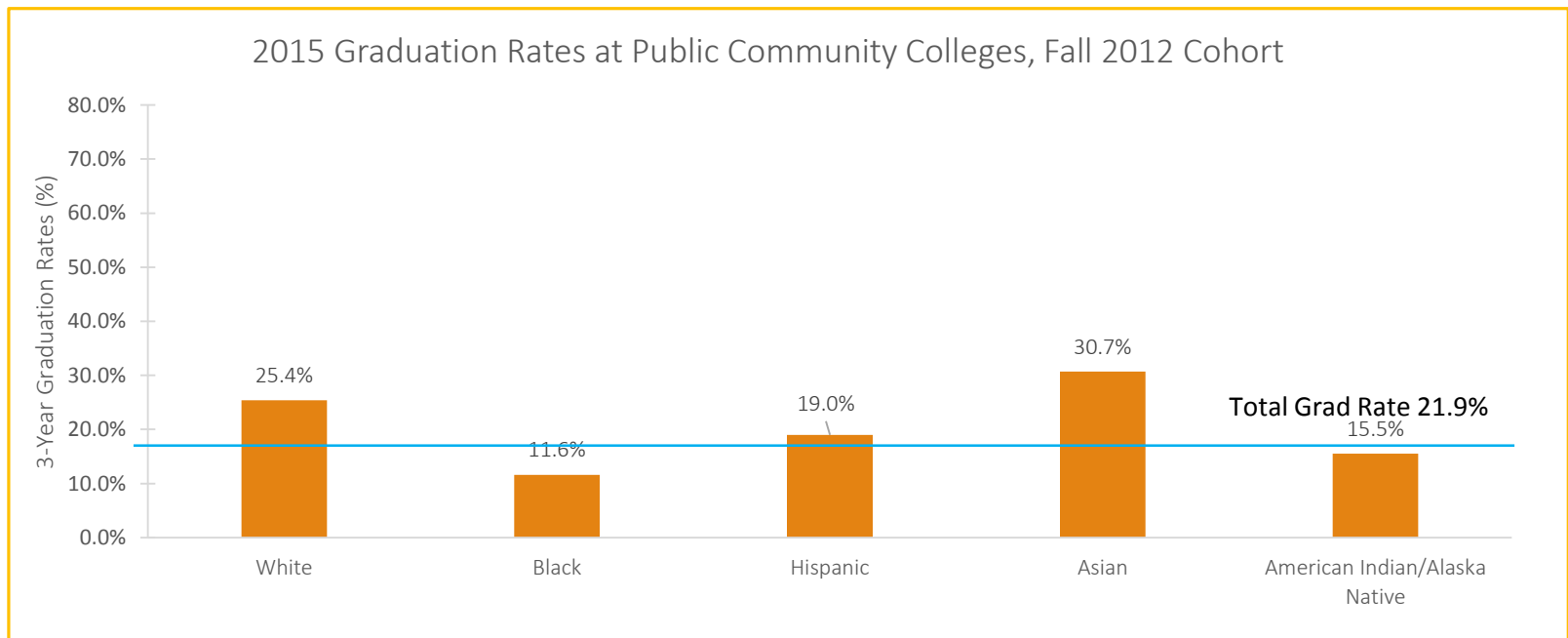


What About Success as Measured by Graduation Rates?

Bachelor's Completion Rates

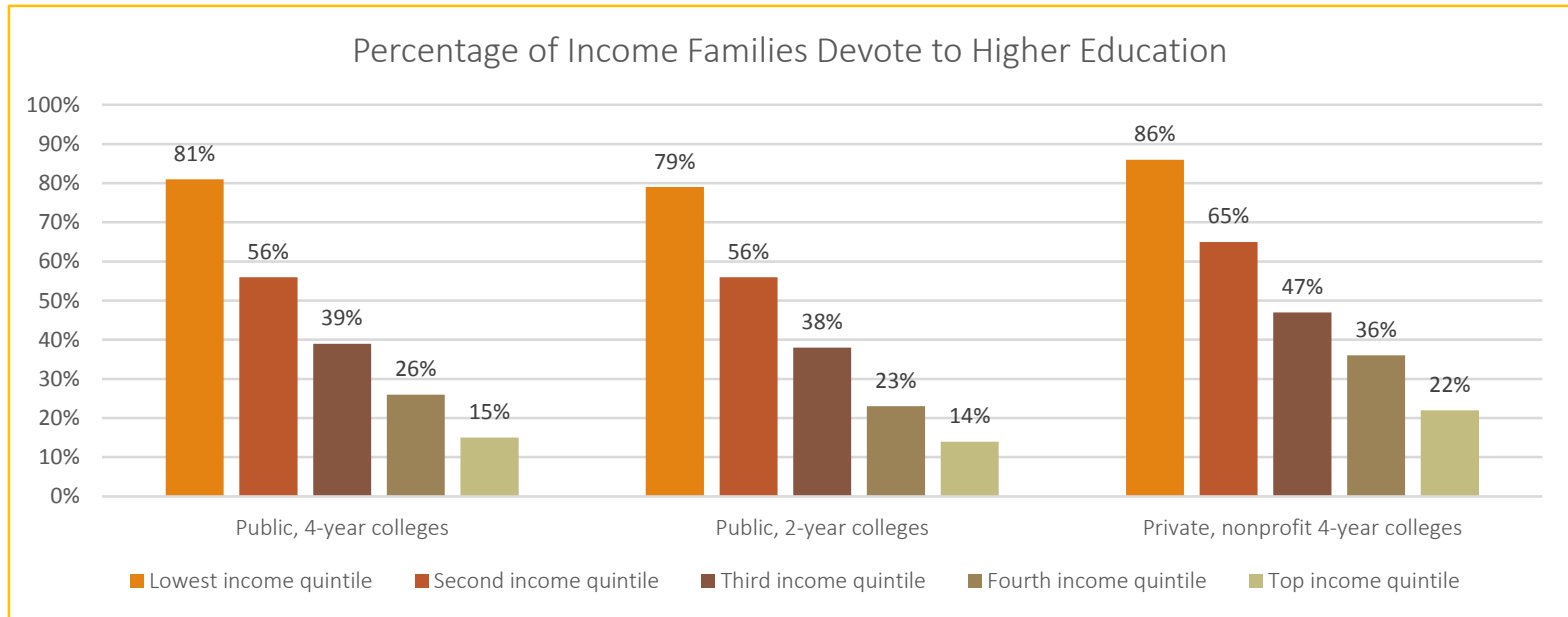


Community College Graduation Rates



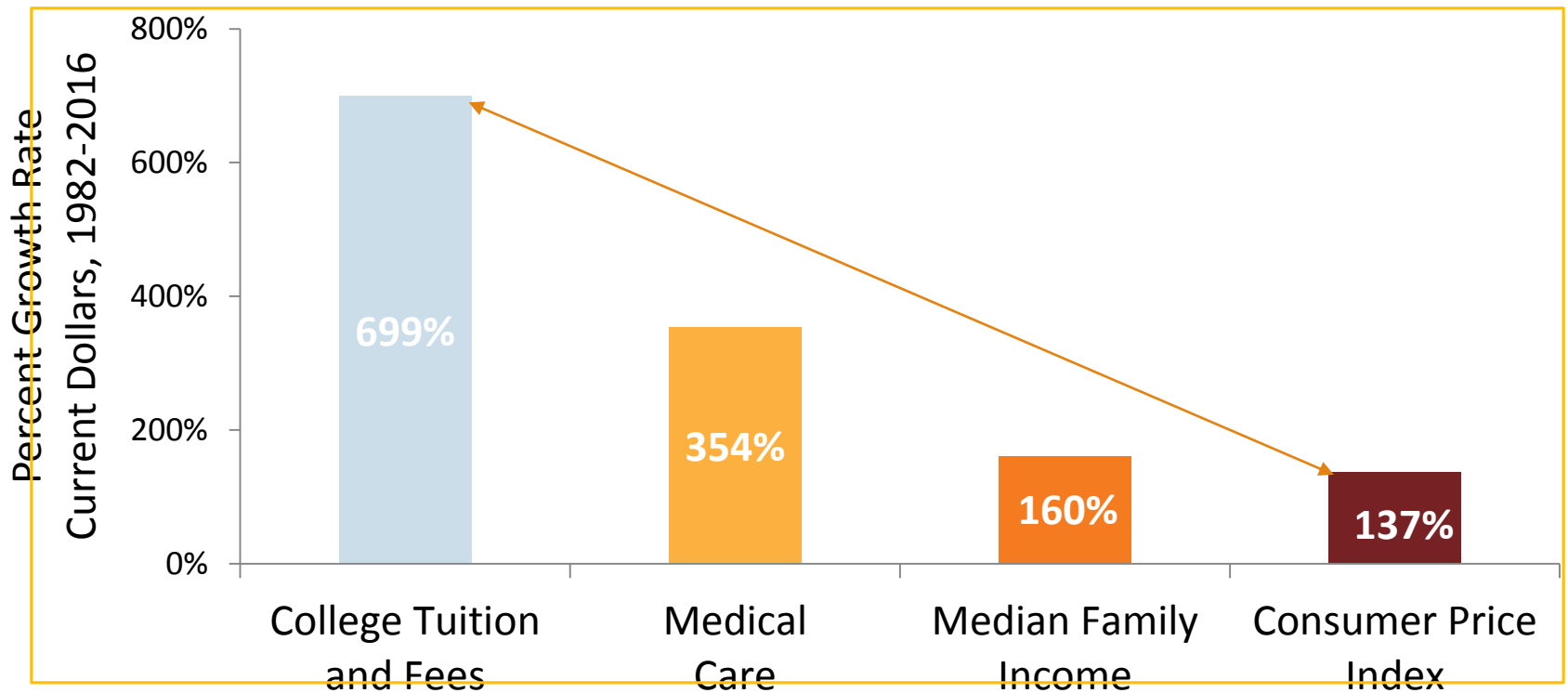
Access to College at What Cost?

Share of Burden to Pay For College, by Income



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.

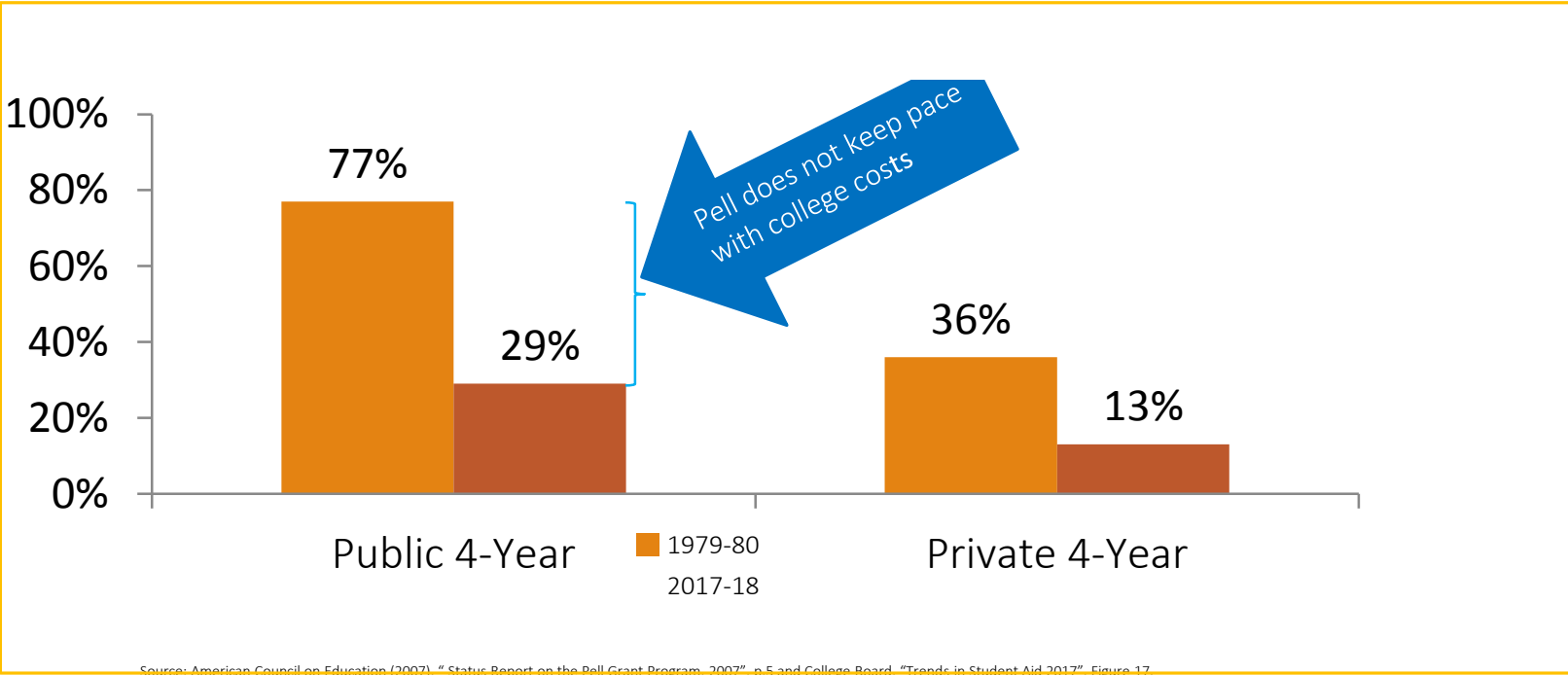
Growth Rate of College Tuition



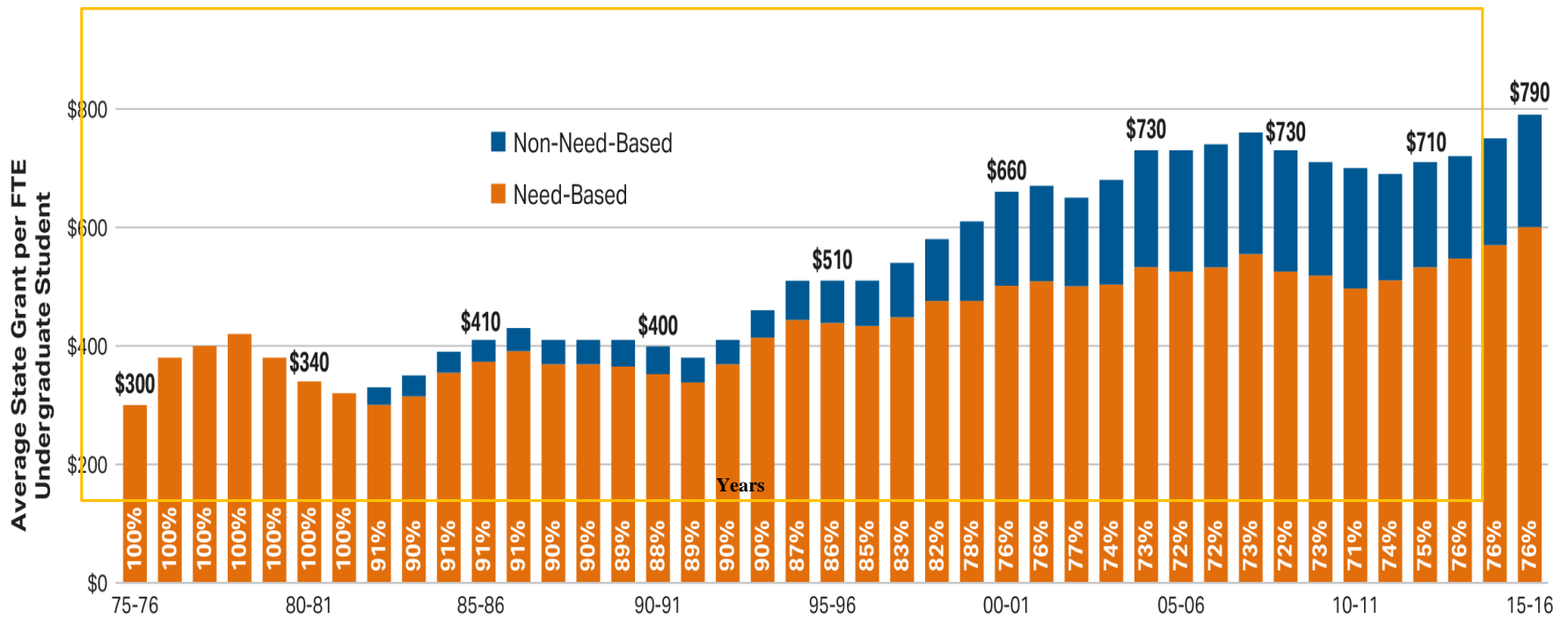
Source: Bureau of Labor Statistics: Consumer Price Index for All Urban Consumers (CPI-U): US City Average by expenditure category and commodity, and service group (college tuition and fees, medical care, and CPI), January 2016; <http://www.bls.gov/cpi/cpid1601.pdf>
Census Bureau, Income, Poverty, and 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



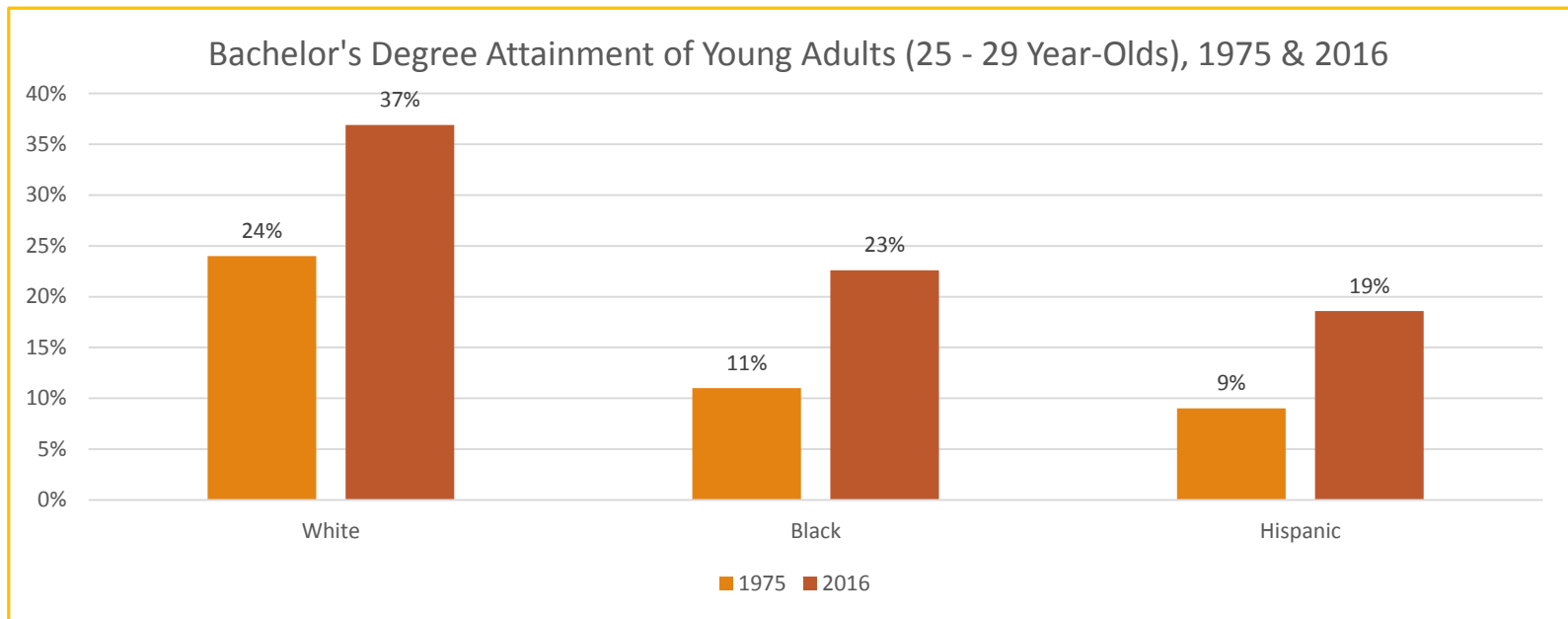
Non-Need v. Need-Based Aid State Grants per FTE Undergrad in 2015 \$



Source: The College Board, Trends in Student Aid 2017, Figure 19A.

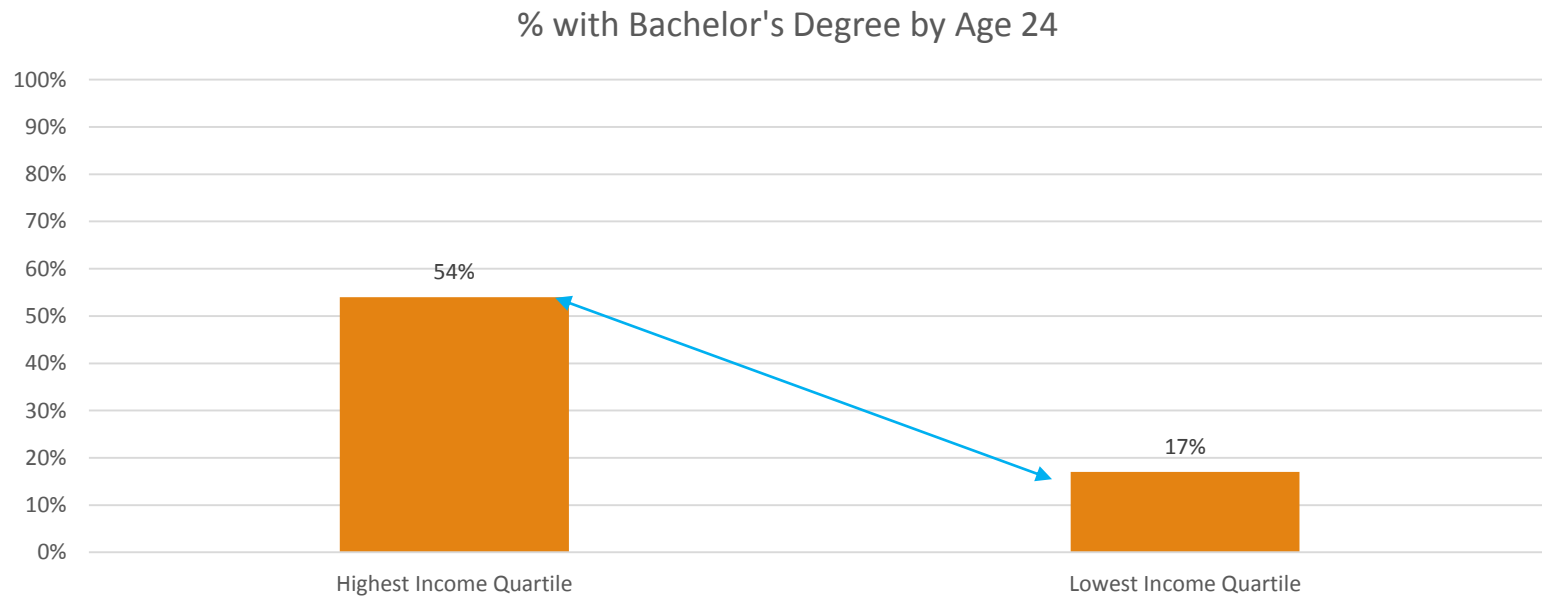
What About Degree Attainment?

Degree Attainment Gaps by Race/Ethnicity



Source: U.S. Census Bureau, Educational Attainment in the United States: 2016.

Degree Attainment Gaps by Income



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

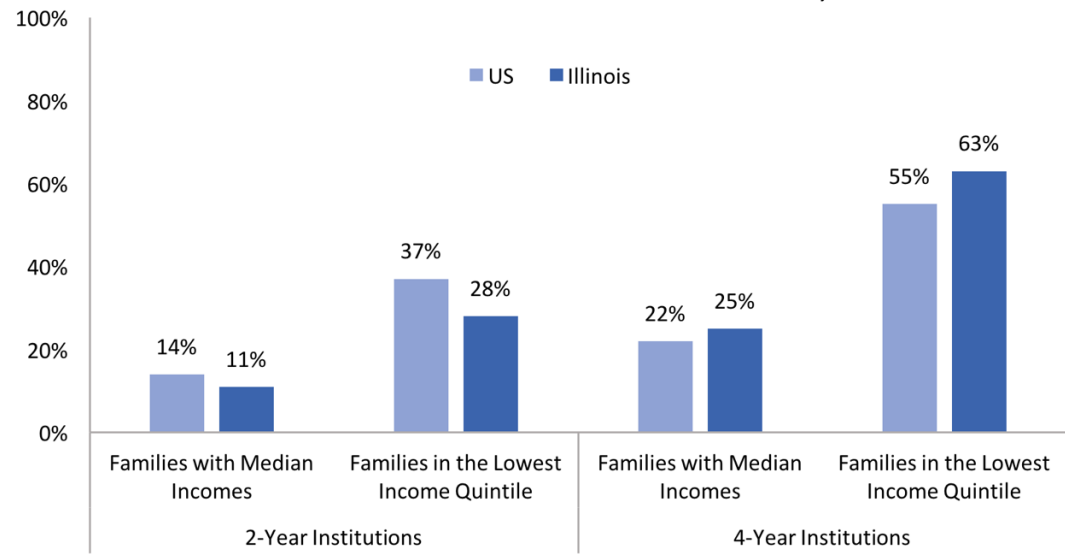
Affordability

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

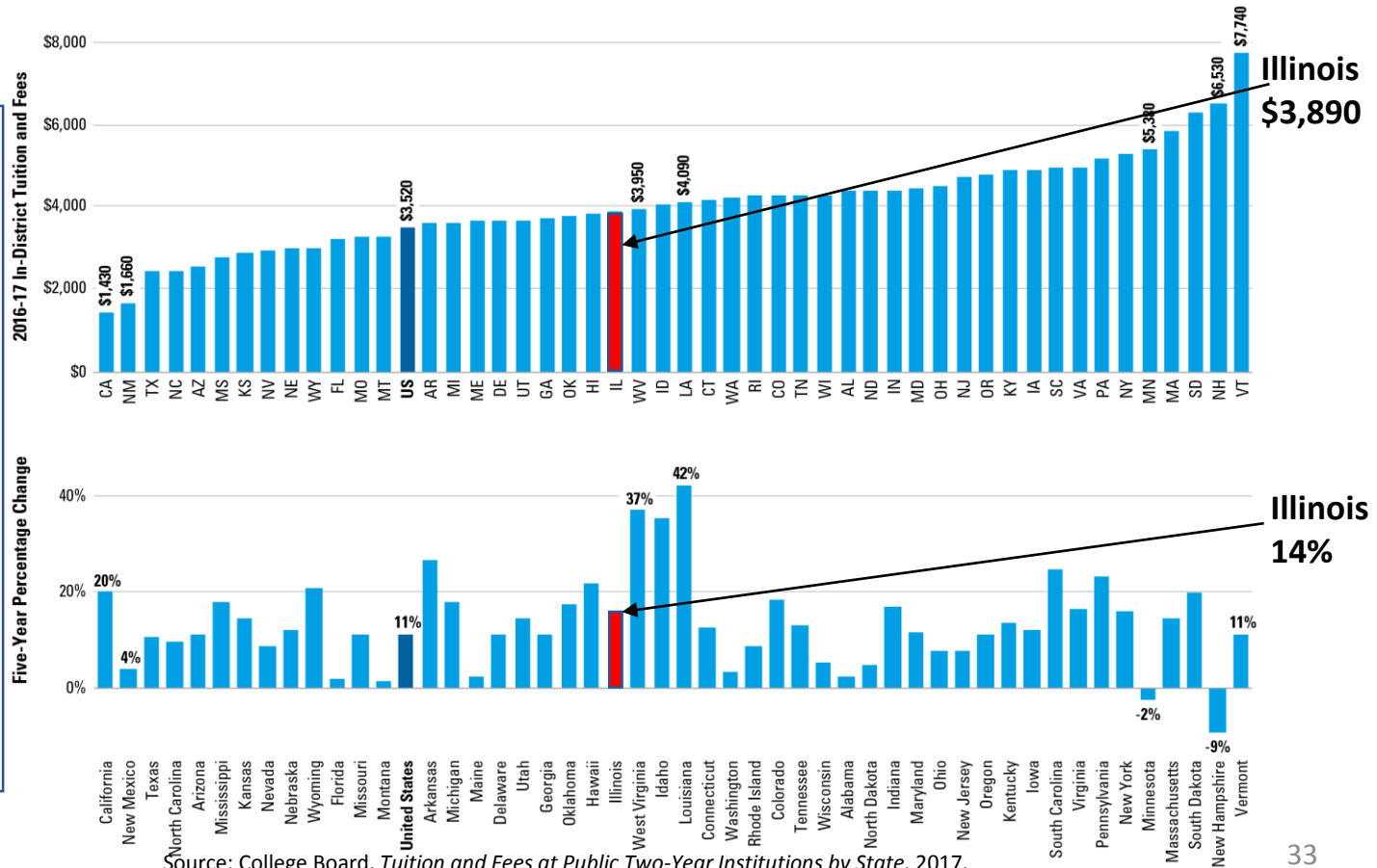
Figure 1. Percentage of Family Income Needed to Pay for Full-Time Enrollment at Public Institutions, 2014



Source: Midwestern Higher Education Compact, 2015

Higher Education in Illinois: Affordability

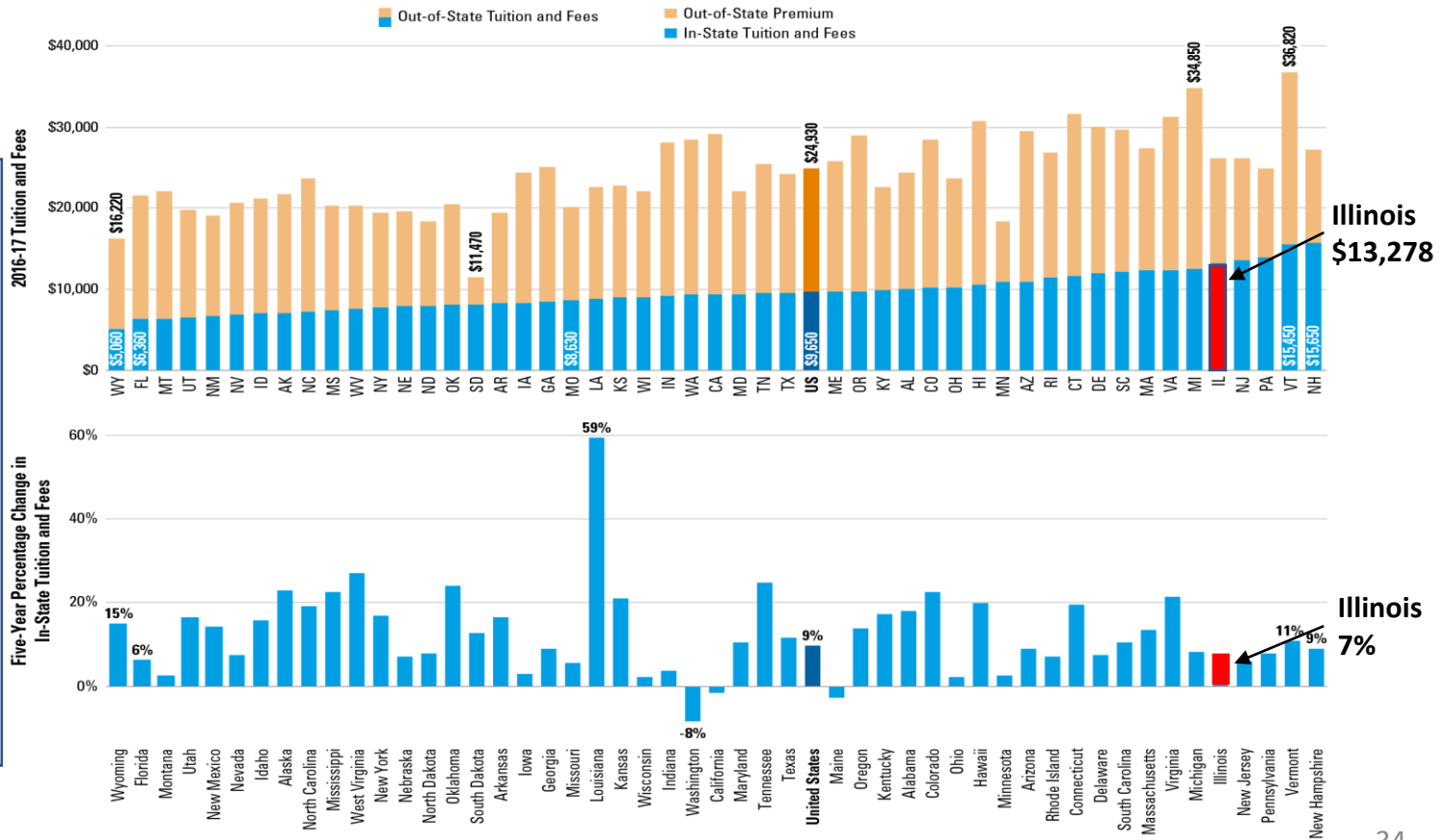
Illinois community colleges remain a good value at only a slightly higher price than the national average. However, tuition and fees are increasing at a slightly higher rate than the national average.



Source: College Board, *Tuition and Fees at Public Two-Year Institutions by State, 2017*.

Higher Education in Illinois: Affordability

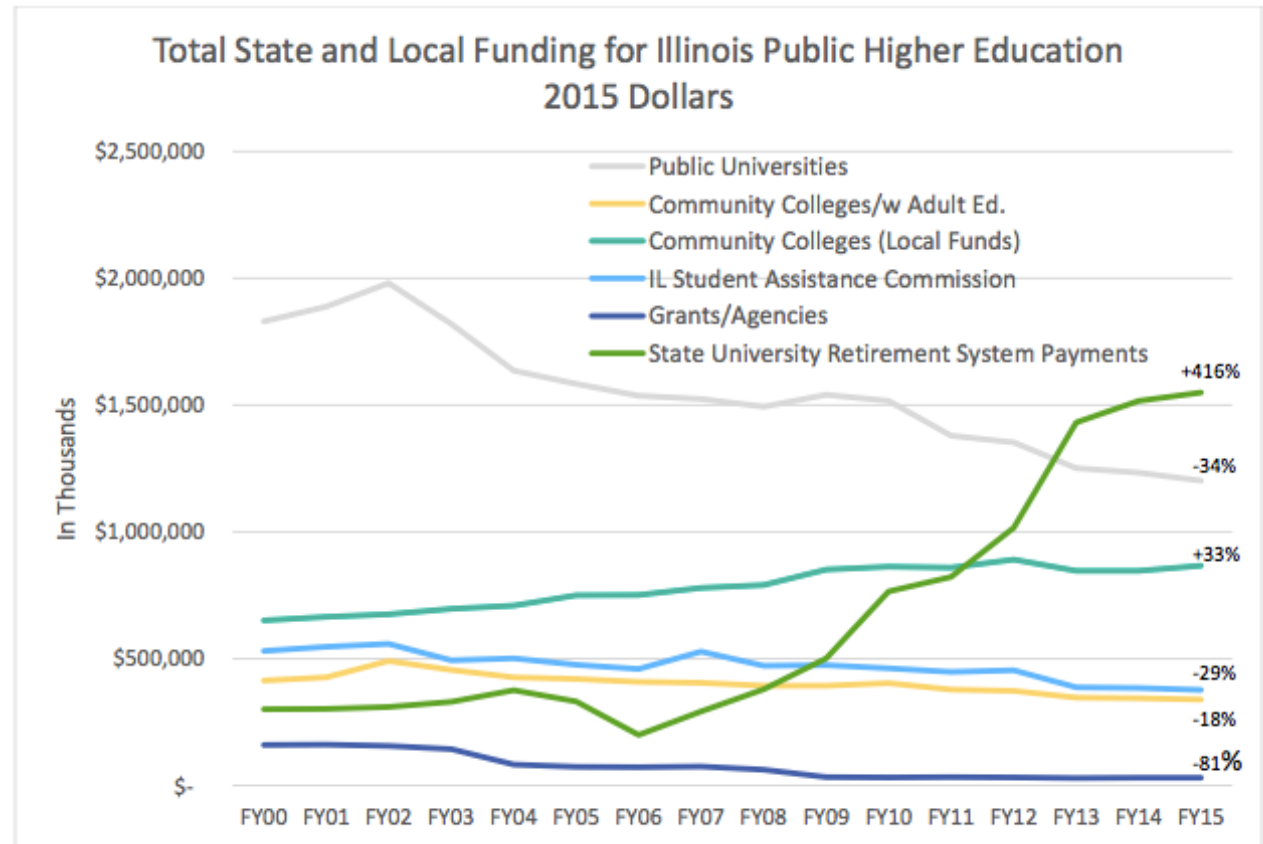
Four-year public universities on the other hand...



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



Source: Lumina Strategy Labs, *Illinois Postsecondary Investments*, 2017.

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

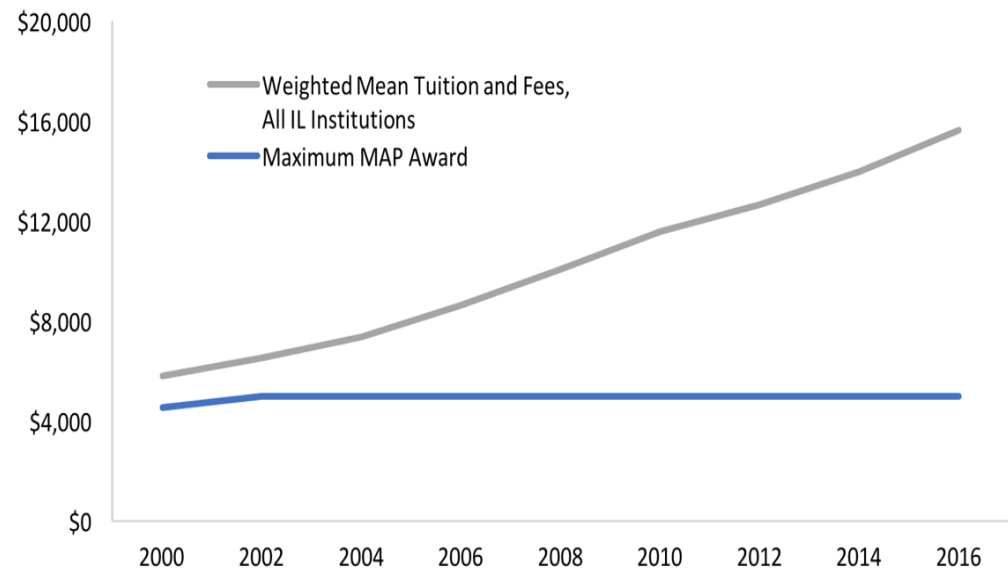
Total Need Based Aid: \$12,783

Cost of Attendance (Tuition, fees, housing, books, other expenses)

**Southern Illinois University Carbondale
\$25,953 (\$13,170)**

1991 difference between aid and cost:
(\$186)

Figure 2. Tuition and Fees Outpace Need-Based Aid



Source: Illinois Student Assistance Commission, Data Book 2016



Unequal Opportunity

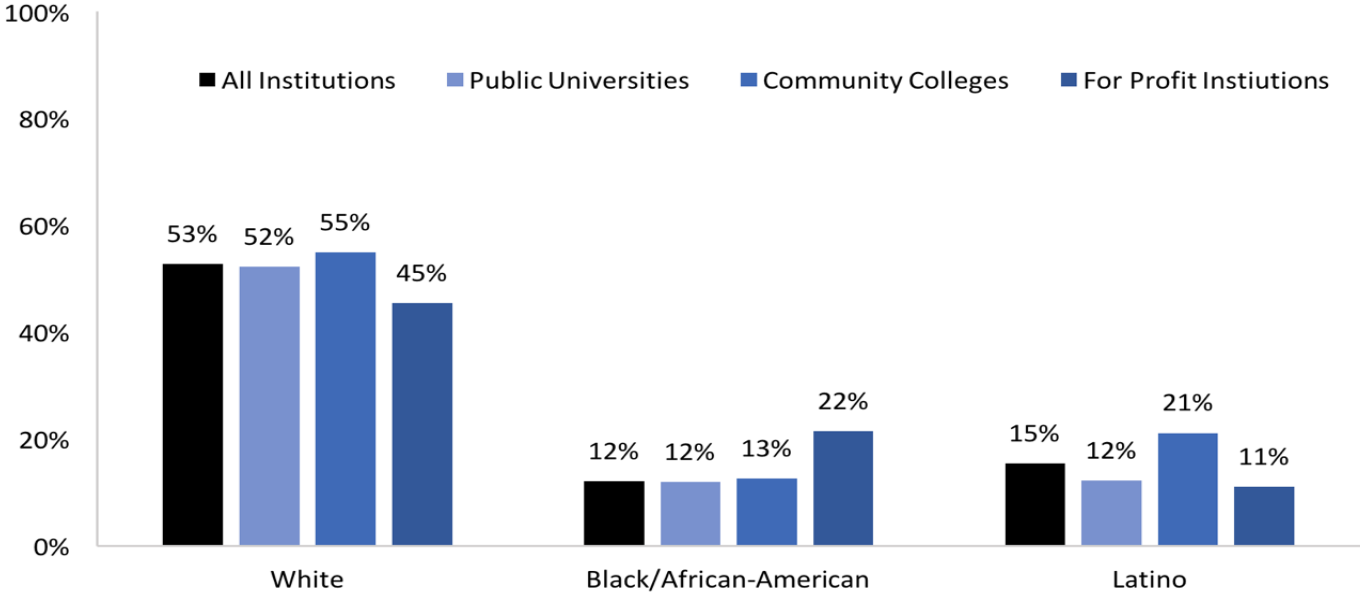
Access

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.
- From 2011 – 2015, Illinois saw a drastic decrease in African-American undergraduate enrollment in public institutions (25% total decrease).

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

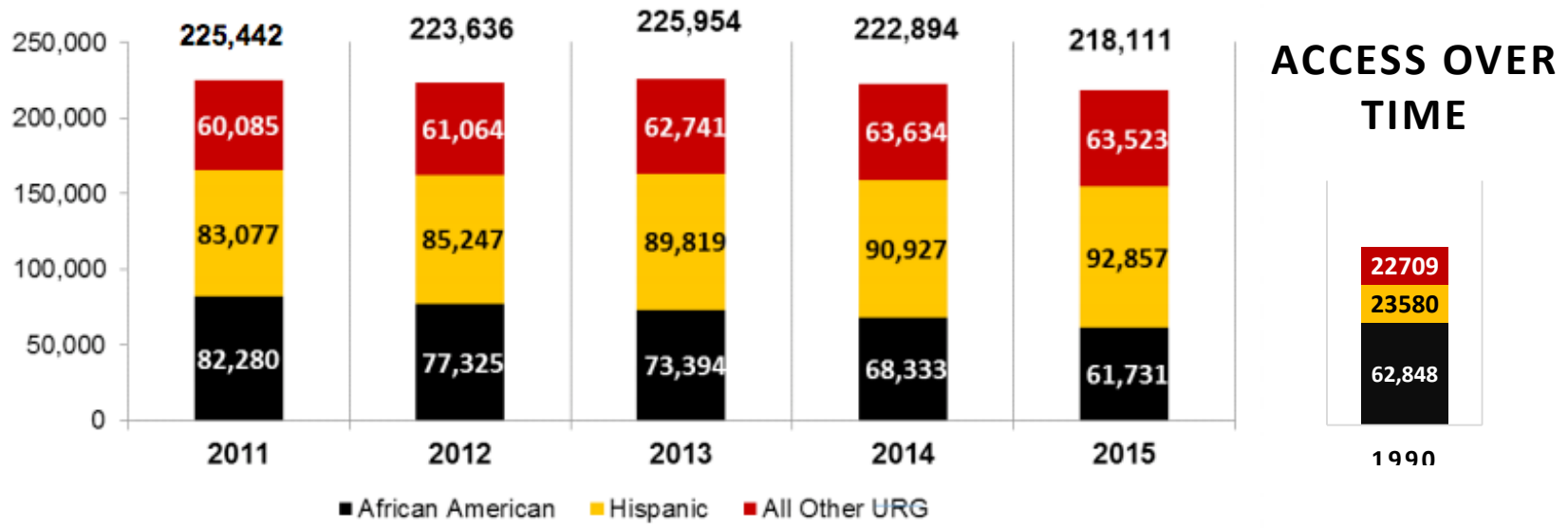
Figure 5. Students of Color Disproportionately Enroll in For-Profit and 2-Year Institutions



Source: Illinois Board of Education, Databook, 2016

Public Institutions: Significant Enrollment Declines for African-American Students

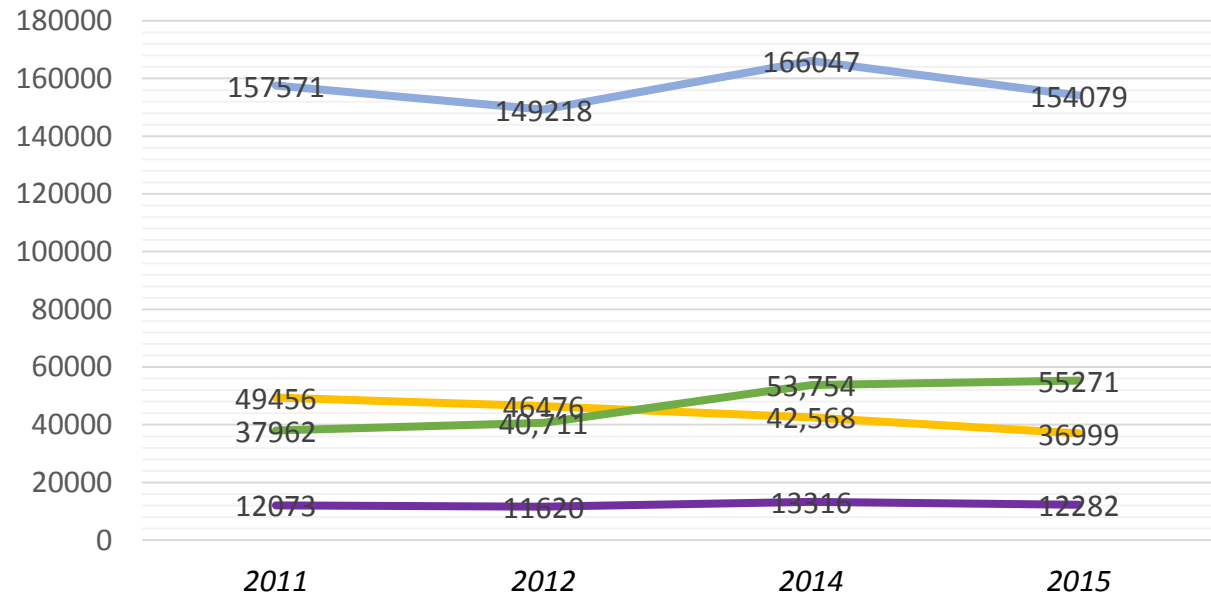
(Figure 1)
Undergraduate Student Enrollment
Underrepresented Ethnicities & Races
Fall Enrollment, 2011-2015
(Source: IPEDS)



Community College: Latino Enrollment Continues to Increase

Enrollment By Race: Illinois Community Colleges

— African American — Latino — Asian/Pacific Islander — White



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

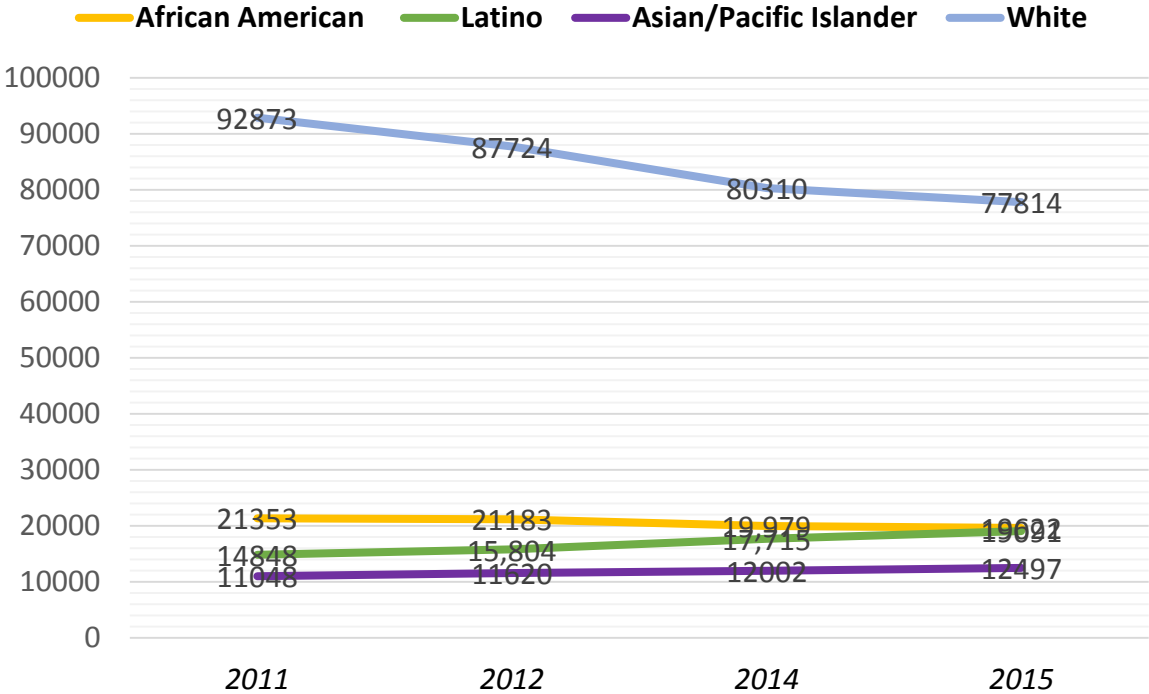
Source: Illinois Board of Higher Education, Data Book 2017

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

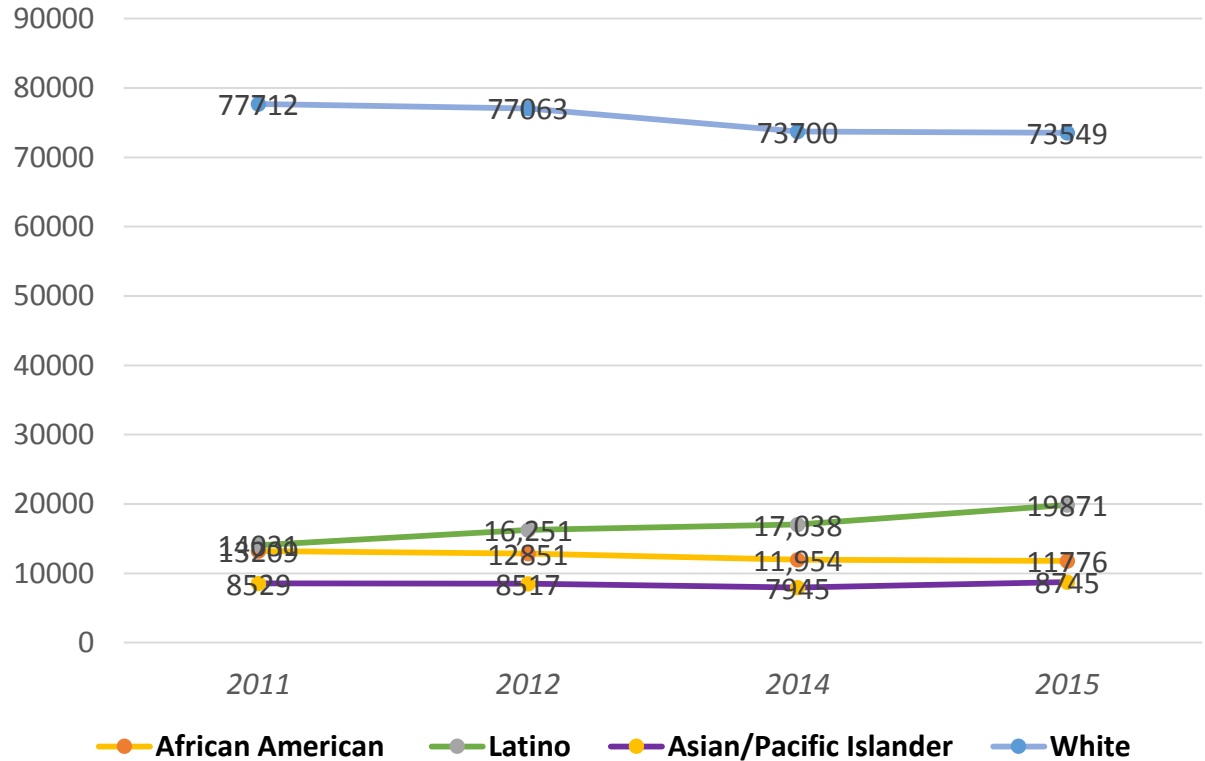
Enrollment By Race: Illinois Private Institutions

40% increase in Latino student enrollment

10% decline African-American enrollment

5% decline Illinois for white enrollment

Flat Asian enrollment

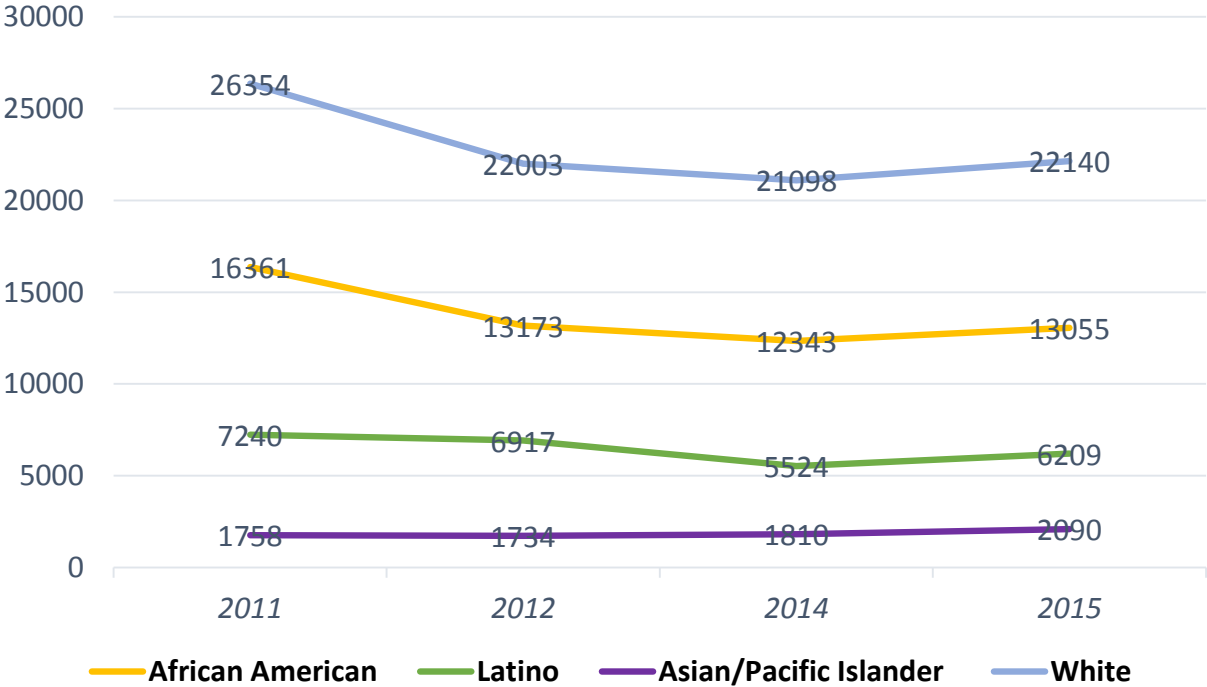


Source: Illinois Board of Higher Education, Data Book 2017

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

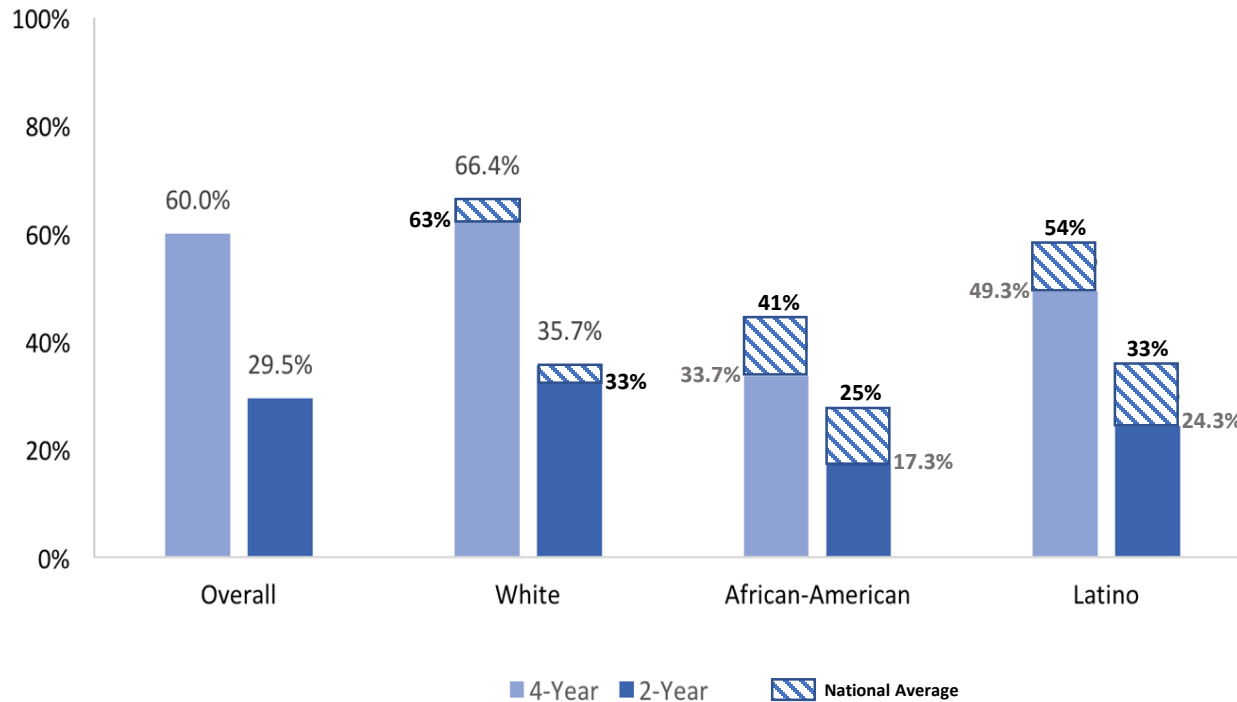
75

Percent of higher income students graduating within 6 years

Source: Advance Illinois, IPEDS, 2016

Higher Education in Illinois: Completion

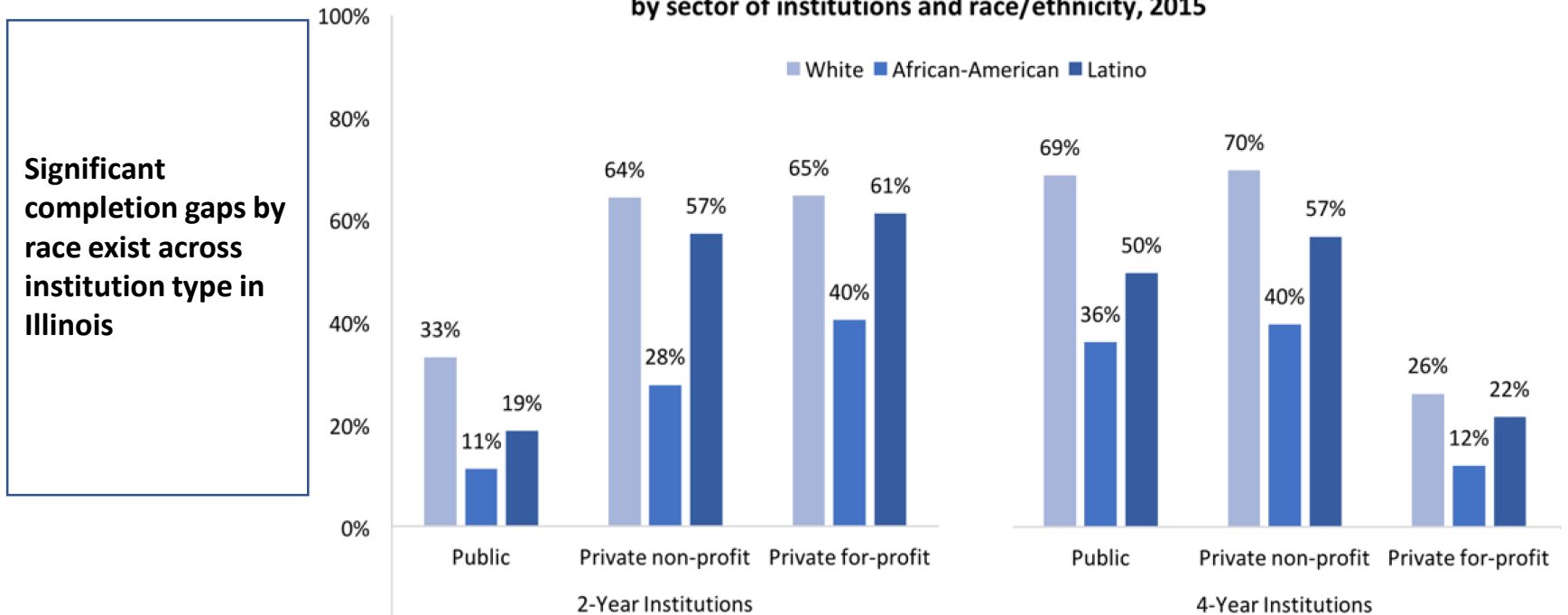
Figure 6. Illinois graduation rate within 150% of normal time
By level of institution and race/ethnicity, 2015



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

Higher Education in Illinois: Completion

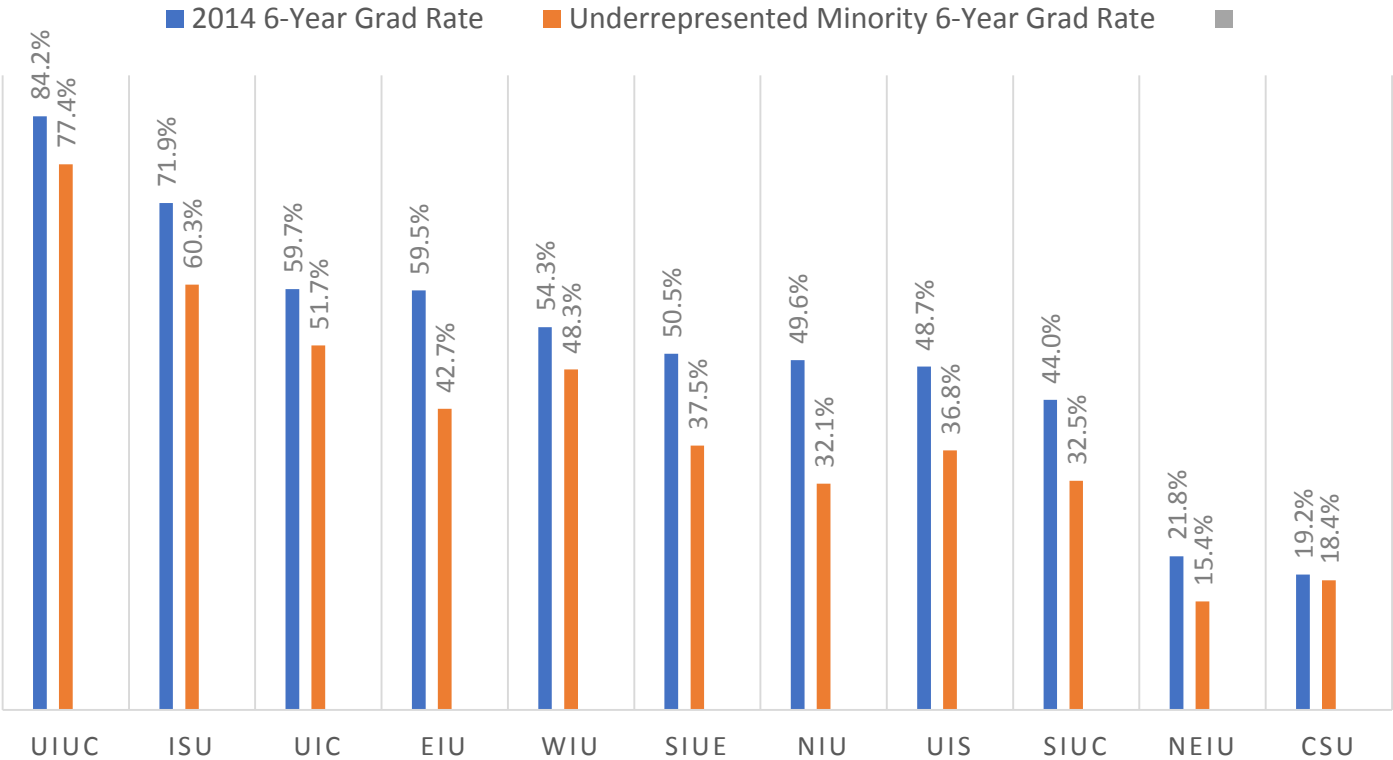
Figure 7. Illinois graduation rate within 150% of normal time, by sector of institutions and race/ethnicity, 2015



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

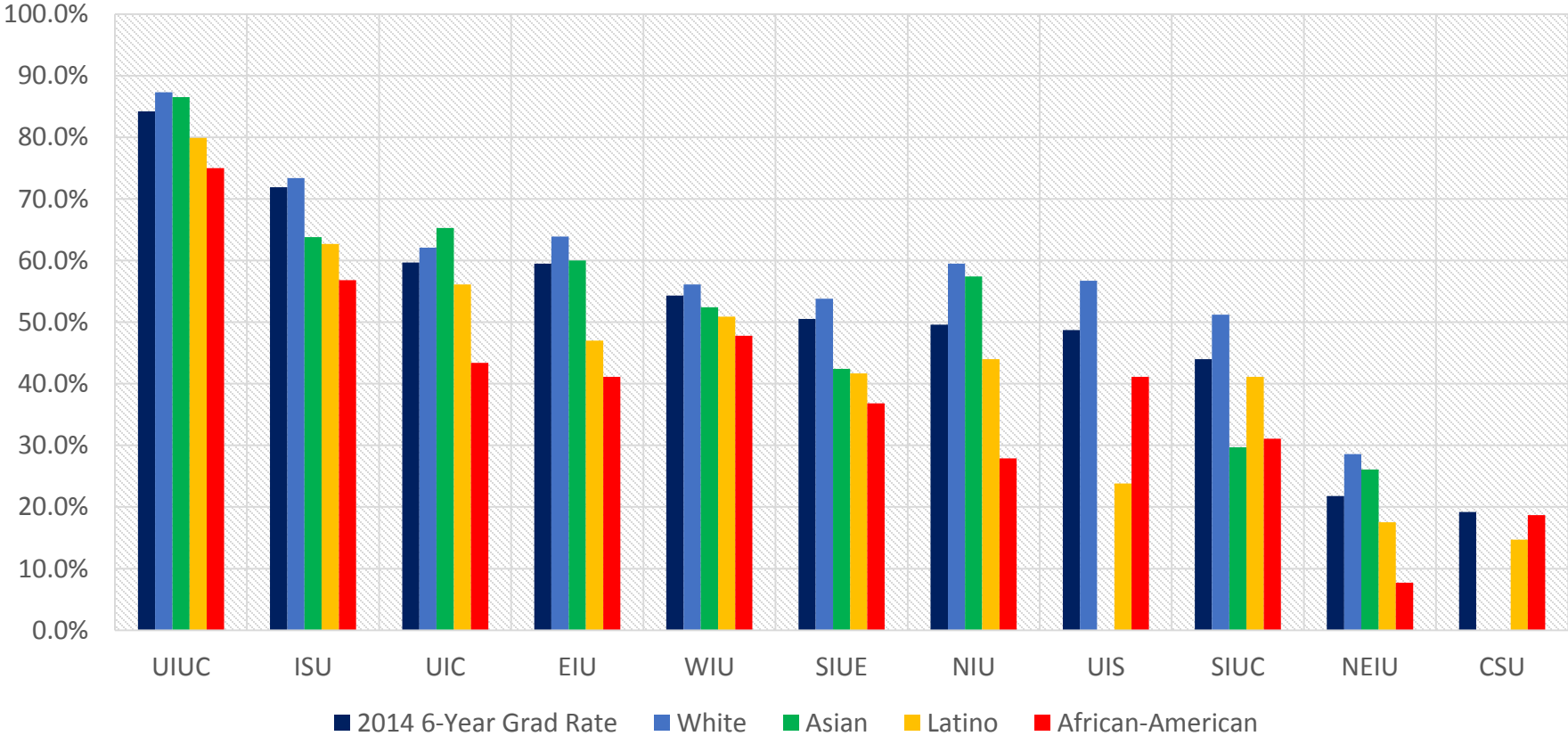
Completion Gaps Persist

OVERALL COMPLETION RATE GAPS



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



Unequal Opportunity

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.

Contact Information

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