Identifying Barriers for Student Success: Acting with Intentionality

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Session Overview

• About Ed Trust
• State ratings on degree attainment among Black and Latino adults
• Postsecondary Pathways: How Race, Ethnicity & SES Shape Choice
• Institutional Selectivity
• Postsecondary Persistence
• Graduation Rates
Through our research and advocacy, The Education Trust supports work that:

Expands excellence and equity in education, from preschool through college;

Increases college access and completion, particularly for historically underserved students; and

Builds and engages diverse communities that care about education equity, and increases political and public will to act on equity issues.
State Ratings on Degree Attainment Among Black and Latino Adults
State Attainment Ratings for Black and Latino Adults – Framework

Attainment
What percentage of Black and Latino adults hold a college degree?
- 25-64 year olds; associate’s or higher; American Community Survey (ACS), 2014-16

Growth
How have those attainment rates changed from 2000 to 2016?

Gap
What is the difference between attainment rates of White adults and Black/Latino adults?
31% of Black Adults and 47% of White Adults Have a College Degree or Higher

Black and White Educational Attainment, 2016

- **Black**: 12.2% Less Than HS, 31.2% HS Grad / Equiv, 25.8% Some College, 9.0% Associate, 14.0% Bachelor, 7.8% Graduate
- **White**: 6.2% Less Than HS, 25.3% HS Grad / Equiv, 21.4% Some College, 10.0% Associate, 23.7% Bachelor, 13.4% Graduate
Gains in Degree Attainment for Black Adults Have Not Closed Gaps

Gains in Degree Attainment Since 2000

<table>
<thead>
<tr>
<th>Degree</th>
<th>Black</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>9.1</td>
<td>9.4</td>
</tr>
<tr>
<td>Associate</td>
<td>2.6</td>
<td>2.2</td>
</tr>
<tr>
<td>Bachelor</td>
<td>4.4</td>
<td>3.6</td>
</tr>
<tr>
<td>Graduate</td>
<td>2.8</td>
<td>2.9</td>
</tr>
</tbody>
</table>
Attainment Gaps Are Largest Among Young Black and White Adults

Black and White Degree Attainment by Age, 2016

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Black</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adults 25-34</td>
<td>30.2%</td>
<td>51.0%</td>
</tr>
<tr>
<td>Adults 34-44</td>
<td>35.0%</td>
<td>51.4%</td>
</tr>
<tr>
<td>Adults 44-54</td>
<td>30.7%</td>
<td>45.8%</td>
</tr>
<tr>
<td>Adults 55-64</td>
<td>27.0%</td>
<td>41.7%</td>
</tr>
</tbody>
</table>
State Attainment – Black Adults
State Attainment Gaps – Black Adults

- State: Minnesota
  - Black Attainment: 29%
  - Black-White Attainment Gap: 23 ppts
  - Percentage Black: 5%

- State: Connecticut
  - Black Attainment: 31%
  - Black-White Gap: 28 ppts
  - Percentage Black: 10%

- State: New Mexico
  - Black Attainment: 40%
  - Black-White Gap: 10 ppts
  - Percentage Black: 5%

- State: West Virginia
  - Black Attainment: 24%
  - Black-White Attainment Gap: 5 ppts
  - Percentage Black: 4%

- State: Georgia
  - Black Attainment: 32%
  - Black-White Gap: 11 ppts
  - Percentage Black: 31%
State Attainment Gaps – Black Adults

Ten States with Largest Black - White Degree Attainment Gap, 2016

- Connecticut: 23.5
- Minnesota: 23.3
- Massachusetts: 23.0
- Wisconsin: 22.3
- New Jersey: 21.9
- New York: 21.3
- Illinois: 19.7
- Colorado: 19.1
- California: 19.1
- Virginia: 18.6

Below average Black degree attainment
23% of Latino Adults and 47% of White Adults Have a College Degree or Higher
Gains in Degree Attainment for Latino Adults Have Not Been Enough to Close Persistent Gaps

Gains in Degree Attainment Since 2000

- Total: Latino 7.1, White 9.4
- Associate: Latino 2.0, White 2.2
- Bachelor: Latino 4.0, White 4.4
- Graduate: Latino 1.1, White 2.8
Attainment Gaps Are Largest Among Young Latino and White Adults

Latino and White Degree Attainment by Age, 2016
State Attainment – Latino Adults

Map showing the Latino attainment in different states.
State Attainment Gaps – Latino Adults
State Attainment Gaps – Latino Adults

Ten States with Largest Latino - White Degree Attainment Gap, 2016

<table>
<thead>
<tr>
<th>State</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>35.1</td>
</tr>
<tr>
<td>Colorado</td>
<td>34.1</td>
</tr>
<tr>
<td>Nebraska</td>
<td>33.2</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>32.8</td>
</tr>
<tr>
<td>Connecticut</td>
<td>31.9</td>
</tr>
<tr>
<td>Illinois</td>
<td>30.0</td>
</tr>
<tr>
<td>New Jersey</td>
<td>29.5</td>
</tr>
<tr>
<td>Minnesota</td>
<td>29.5</td>
</tr>
<tr>
<td>New York</td>
<td>28.7</td>
</tr>
<tr>
<td>Utah</td>
<td>28.4</td>
</tr>
</tbody>
</table>
Immigration Influences Latino Degree Attainment

Degree Attainment by Birthplace, 2016

- **Foreign Born**
  - Less Than HS: 42.7%
  - HS Grad / Equiv: 27.4%
  - Some College: 12.7%
  - Associate: 4.7%
  - Bachelor: 8.5%
  - Graduate: 4.0%

- **Native Born**
  - Less Than HS: 14.6%
  - HS Grad / Equiv: 29.8%
  - Some College: 25.9%
  - Associate: 9.1%
  - Bachelor: 14.4%
  - Graduate: 6.3%
Postsecondary Pathways: How Race, Ethnicity & SES Shape Choice
What we Know About Low-Income Students & Students of Color

• Are more likely to live in underdeveloped areas within major cities or in sparsely populated rural areas.

• Are more likely to have attended ineffective elementary and secondary schools.

• Are less likely to have access to college prep coursework.
  • High schools with high Black and Latino enrollment were less likely to offer Algebra II and Chemistry courses compared to schools with low Black and Latino enrollment.
High School Graduation Rates
Persistent Disadvantage

• Michael Hurwitz and Jason Lee found that grades have been rising since at least the 1990s.

• The study finds that grade inflation has been most noticeable at high schools with students who are wealthier than average and where the majority of students are white.

• Research shows that admissions test (SAT/ACT) have an economic, racial and gender bias.
  • Research evidence consistently finds that Black and Latino students score lower on the SAT
  • Additional research has found that on the verbal section, “the SAT, a high-stakes test with significant consequences for the educational opportunities available to young people in the United States, favors one ethnic group over another”(p. 126).
  • Additional research has found that found that in addition to a racial bias, the test have a gender bias (favor males) and an economic bias (students from higher incomes families score better).
Persistent Disadvantage

• Colleges use non-academic factors in admissions decisions like:
  • Legacy status (9.1%), extracurricular activities (31%), and indicators of demonstrated interest (39%).
  • Institutions take the group of students deemed academically qualified based on formulas that disadvantage students and judge them on factors that further exacerbate inequities.
  • Students can’t participate in the debate team after school if they’re busy working a part time job to bring home extra income, and they may not have the time or resources to travel out of town for campus tours, both of which would score them extra points during a holistic review.
  • Wealthy students are also more likely to have access to a college counselor in their high school to help them write admissions essays, apply for scholarships, and tailor their applications.
College Going Rates by SES
Immediate College-Going Rates for High School Completers by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2015</th>
<th>Avg of 2013-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>69%</td>
<td>69%</td>
</tr>
<tr>
<td>White</td>
<td>71%</td>
<td>70%</td>
</tr>
<tr>
<td>Black</td>
<td>56%</td>
<td>63%</td>
</tr>
<tr>
<td>Latino</td>
<td>69%</td>
<td>67%</td>
</tr>
<tr>
<td>Asian</td>
<td>83%</td>
<td>87%</td>
</tr>
</tbody>
</table>
What Policies Can Increase Pipeline into College

- Improve quality of public education
- Improve teacher training and teacher quality
- Create/establish postsecondary pathways
- Educate parents and students on value of postsecondary education
- Improve counseling
- Programs like TRIO, Gear Up provide information and aid with the transition
- Postsecondary and high school partnerships are changing school culture.
What Policies/Practices Increase Access

• Use of Alternative Measures of Student Success away from standardized test
• Provide students access to postsecondary courses while in high school/dual enrollment
• Text reminders to students decreases summer melt
• Information alone is not enough, low-income students and underrepresented students often require additional support
Identifying Policies/Barrier

• Within your state/institutional context what policies and practices will improve the postsecondary access for low-income/underrepresented student populations?
• What state/institutional barriers can you identify/remove to improve postsecondary access?
• What data do you have and/or do you need to assess policies?
Institutional Selectivity
Institutional Selection

• 44% of low-income students (those with family incomes of less than $25,000 per year) attend community colleges as their first college after high school.

• 15% of high-income students enroll in community colleges initially.

• 38% of students whose parents did not graduate from college choose community colleges as their first institution.

• Compared to 20% of students whose parents graduated from college.

• 48.5% of Black students and 50.8% of Hispanic students started at a two-year public college, compared to 35.6 percent of White students and 37.8 percent of Asian students (Shapiro et al., 2017).
Institutional Selection

<table>
<thead>
<tr>
<th>Table 1: Distribution of Fall Undergraduate Enrollment at Degree-Granting Institutions by Race/Ethnicity Within Sector, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Undergraduates</strong></td>
</tr>
<tr>
<td>Public Two-Year</td>
</tr>
<tr>
<td>Public Four-Year</td>
</tr>
<tr>
<td>Private Nonprofit Four-Year</td>
</tr>
<tr>
<td>For-Profit</td>
</tr>
<tr>
<td><strong>All</strong></td>
</tr>
<tr>
<td><strong>All First-Time Full-Time Undergraduates</strong></td>
</tr>
<tr>
<td>Public Two-Year</td>
</tr>
<tr>
<td>Public Four-Year</td>
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</tr>
<tr>
<td><strong>All</strong></td>
</tr>
</tbody>
</table>
Postsecondary Persistence
First Year Persistence by Race/Ethnicity

- **Asian** (N = 144,211):
  - Continued Enrollment at Other Institution: 11.3%
  - Continued Enrollment at Starting Institution (Retention): 72.9%

- **Black** (N = 362,737):
  - Continued Enrollment at Other Institution: 12.4%
  - Continued Enrollment at Starting Institution (Retention): 54.5%

- **Hispanic** (N = 816,255):
  - Continued Enrollment at Other Institution: 10.5%
  - Continued Enrollment at Starting Institution (Retention): 62.0%

- **White** (N = 1,644,549):
  - Continued Enrollment at Other Institution: 14.8%
  - Continued Enrollment at Starting Institution (Retention): 64.4%
First Year Persistence by at 4 Year Public Colleges

Refer to the last page of this report for additional definitions and notes on cohort selection. Data tables for this snapshot may be downloaded from the NSC Research Center website: https://nces.ed.gov/ncer/programs NSC_Snapshots/2019/PersistenceRetention_DataTabulator.
First Year Persistence at 2-Year Public Colleges

Refer to the last page of this report for additional definitions and notes on cohort selection. Data tables for this snapshot may be downloaded from the NSC Research Center website: https://nces.ed.gov/programs/p2psurvey/SharedDocs/Reports/NSC_Persistence_2012_2013_2-YearPublicColleges.pdf.
First Year Persistence at 4 Year Private Colleges

Refer to the last page of this report for additional definitions and notes on cohort selection. Data tables for this snapshot may be downloaded from the NSC Research Center website: https://nscresearchcenter.org/wp-content/uploads/NSC_Snapshots/Report56_PercentEnrollRetention_Data Tables.xlsx.
Persistence Rates by School Types

- Low Income Schools: 80%
- Higher Income Schools: 89%
- High Minority Schools: 82%
- Low Minority Schools: 88%
- Urban Schools: 84%
- Suburban Schools: 88%
- Rural Schools: 84%
What Policies/Practices Increase Persistence

- Texting reminders to students about enrollment deadlines
- Student advising around major and career choice
- Improving connections between workforce and education
- Wrap around support services improve persistence
- Student Success Teams
- Models like CUNY ASAP show increases to persistence for low-income students and students of color.
- Accountability policies and policies that increase support for institutions enrolling high numbers of underrepresented students improve persistence (ASPIRE Act).
Identifying Policies/Barrier

• Within your state/institutional context what policies and practices will improve the postsecondary persistence for low-income/underrepresented student populations?

• What institutional barriers can you identify/remove to improve postsecondary persistence?

• What data do you have and do you need to assess policies?
Graduation Rates
Percentage of High School Sophomores in 2002 that Earned a Bachelor’s Degree by 2012

4x

Percentage of High School Sophomores in 2002 that Earned a Bachelor’s Degree by 2012

Highest Income Quartile: 60%

Lowest Income Quartile: 15%

4x
Completion Rates 6 Years After High School Graduation
6YR Graduation Rate at 4YR Institutions (2015)

Source: National Center for Education Statistics. 2016 Digest for Education Statistics. Table 326.10
What Policies/Practices Increase Graduation Rates

• Increase student support structures to meet student
• Intrusive advising, emergency grants,
• Emerging evidence on developmental ed reform
• Identification of course redesign and redesign of developmental education/ corequisite models
• Emerging evidence on campus climate for students of color (faculty training, faculty diversity, etc.);
• Emerging evidence on basic needs insecurity (homelessness, hunger, unique challenges facing undocumented students like lack of access to healthcare).
• Programs like TRIO, Gear Up provide information and aid with the transition
• Use of data to identify and direct interventions at students most likely to drop out
• Performance/Outcomes Based Funding Policies Are Showing Positive Results in Improving Graduation Rates
Identifying Policies/Barrier

• Within your state/institutional context what policies and practices will improve the graduation rates for low-income/underrepresented student populations?

• What institutional barriers can you identify/remove to improve graduation rates?

• What data do you have and do you need to assess policies?
QUESTIONS?

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