

The Moral Imperative to Tackle Higher Ed as a Continuation of Education Reform

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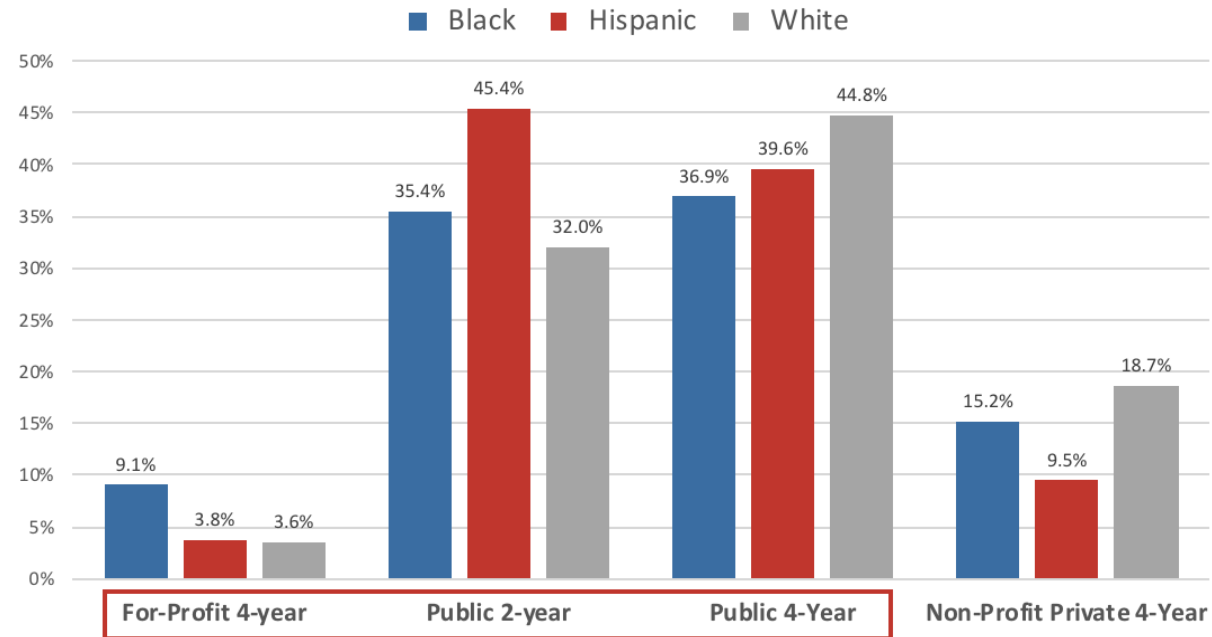
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The Majority of High School Grads Pursue Higher Ed

75% of 18-25 year olds enroll in a postsecondary institution.
The majority attend state and local colleges – community colleges & public four year schools

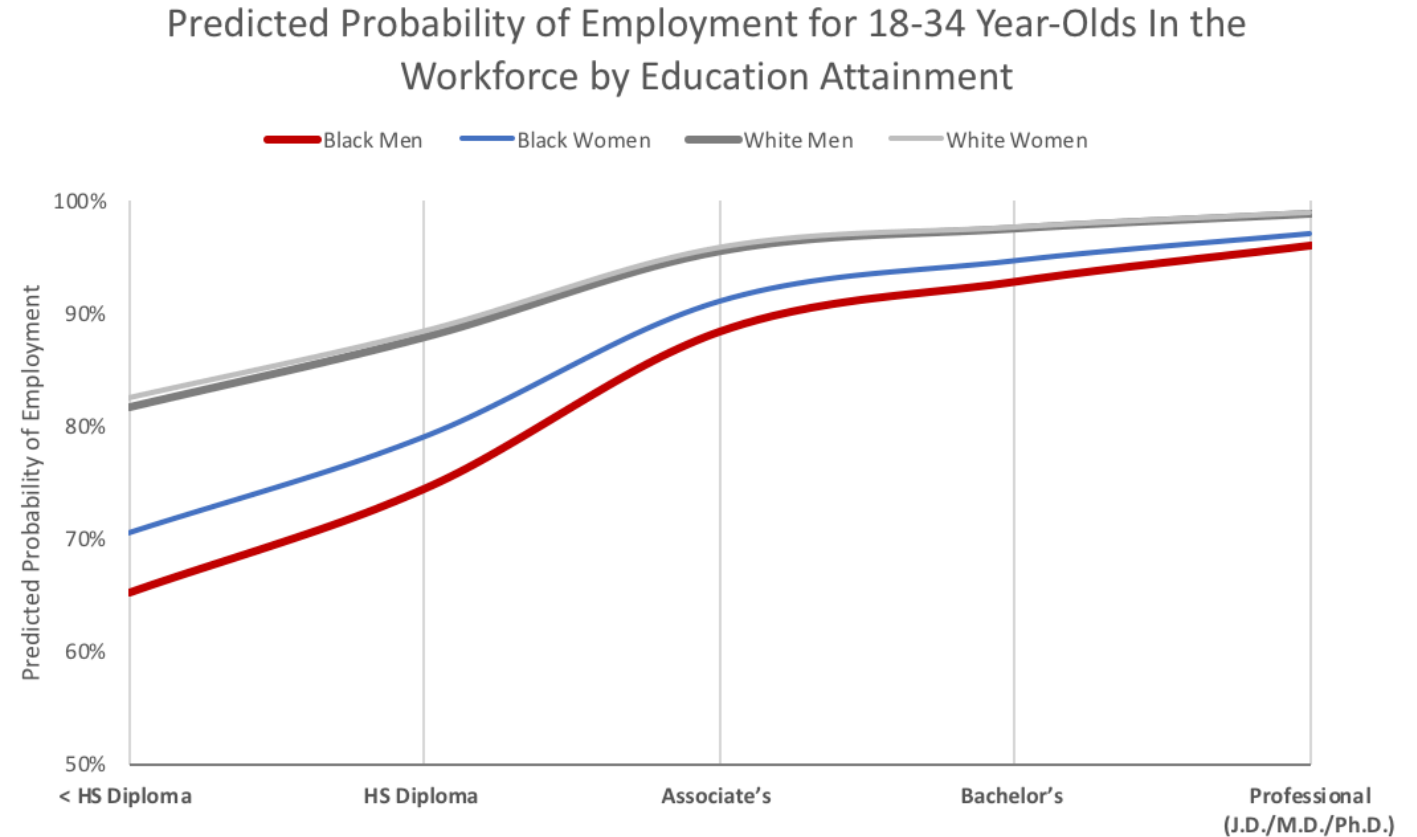
Percentage of Enrolled Population by Race/Ethnicity and Institution Type (Fall 2017)



Data: 2017 Digest of Education Statistics - U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS)

Degree Attainment is the Key to Closing the Racial Inequality Gap

- **The good news:** The employment gap between Black and white recent graduates evens out with higher attainment. The income gap evens out with post-graduate attainment.
- **The bad news:** Young Black men still need approximately two additional degrees to equal the employment probability of a white male dropout. This gap is only slightly better for women.



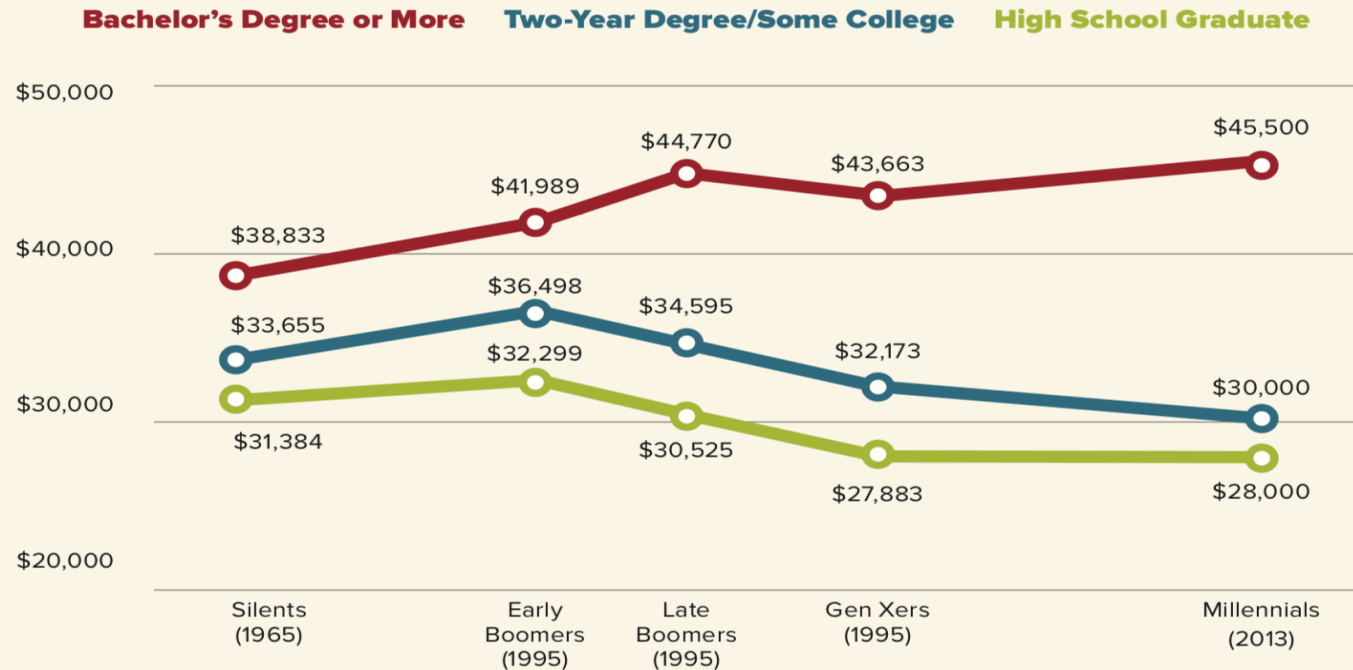
Note: Data subsample restricted to 25-34 year-olds for "professional degree" category.

Source: O'Sullivan, Mugglestone, and Allison. 2014. "Closing the Race Gap: Alleviating Young African American Unemployment Through Education". *Young Invincibles*.

No Postsecondary Education, No Real Shot at the Middle Class

Rising Earnings Disparity Between Young Adults with and Without a College Degree

Median annual earnings among full-time workers ages 25 to 32, in 2012 dollars



Notes: Median annual earnings are based on earnings and work status during the calendar year prior to interview and limited to 25- to 32-year-olds who worked full time during the previous calendar year and reported positive earnings. "Full time" refers to those who usually worked at least 35 hours a week last year.

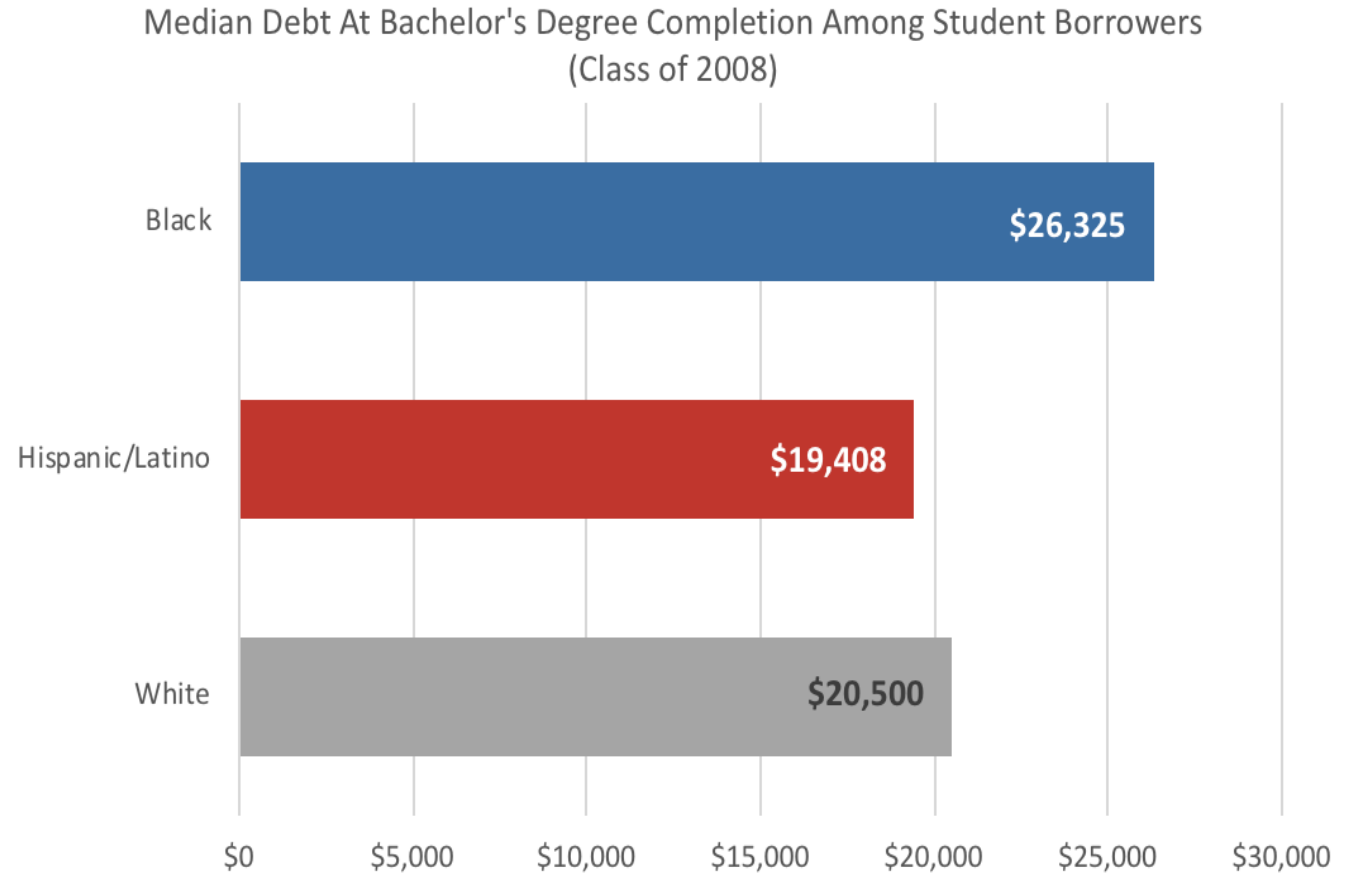
Source: Pew Research Center tabulations of the 2013, 1995, 1986, 1979 and 1965 March Current Population Survey (CPS) Integrated Public Use Micro Samples.

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- The poverty rate of young adults with only a high school diploma is 3.75 times higher than those with a bachelor's degree.
- The gap in median earnings b/w those with a bachelor's degree vs. those with only a high school diploma grew by 135% between 1965 and 2013.
- Within the next five years, two-thirds of all jobs will require post-secondary training.
 - 16 of the 25 fastest-growing jobs require postsecondary training.

Disparate Racial Gaps in Student Loan Debt

- Black students assume nearly 30% more debt than their White counterparts.
- Latino students are less likely to borrow. Numerous studies suggest that they are culturally more debt averse.
- Unfortunately, this makes Latinos more likely to attend affordable 2-year colleges, rather than 4-year colleges.



Data: 2007/08 Baccalaureate and Beyond, National Center for Education Statistics, Powerstats Analysis.

Most Distressing is that Higher Ed Often *Worsens* Racial Inequality

The horrific news: Nearly **50% of Black student loan borrowers** will default.
Nearly **1 in 4 Black bachelor degree** recipients will **default**.

	Overall	Attained Bachelor's Degree	Attained Associate Degree	Attained Certificate	No Degree, Still Enrolled	Dropped Out
White	21%	6%	17%	40%	23%	38%
Black or African American	49%	23%	33%	54%	46%	65%
Hispanic/Latino	36%	14%	21%	51%	30%	48%
Overall	29%	9%	22%	46%	29%	46%

Table: <https://www.americanprogress.org/issues/education-postsecondary/news/2017/10/16/440711/new-federal-data-show-student-loan-crisis-african-american-borrowers/>
Additional Sources:
<https://www.insidehighered.com/news/2017/10/17/half-black-student-loan-borrowers-default-new-federal-data-show>
<https://www.brookings.edu/research/the-looming-student-loan-default-crisis-is-worse-than-we-thought/>

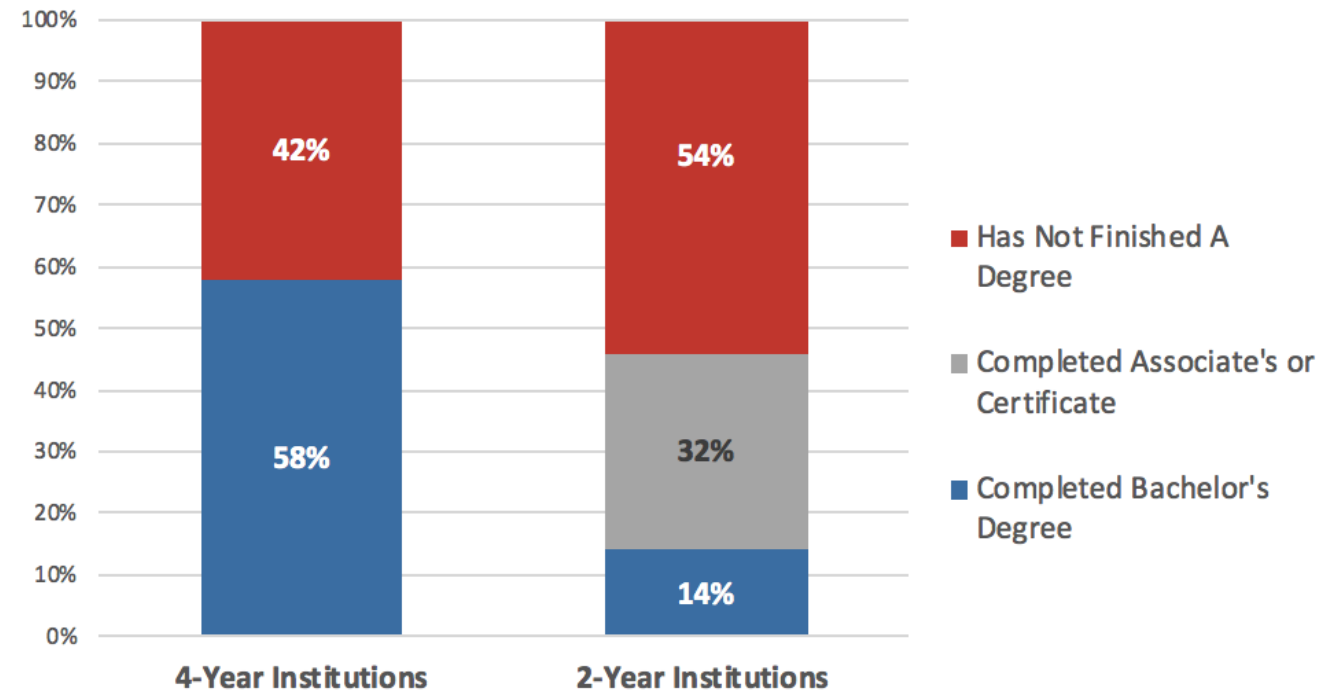
Providing access to just any postsecondary institution is not the answer

- Democrats rightly go after the for-profit sector, but the dropout problem extends beyond for-profits. There are extremely troubling first-year, full-time student completion rates at public colleges.

Massachusetts:

- Overall graduation rate at public 4-year IHEs measured *six years* from enrollment: 60.4%
- Overall 3-year graduation rate at public 2-year IHEs measure three years from enrollment: 17.5%
- **A student who chooses to enroll in a community college but is qualified to attend a four-year school is 30 percentage points *less* likely to complete than an identical student who attends a four-year school.**

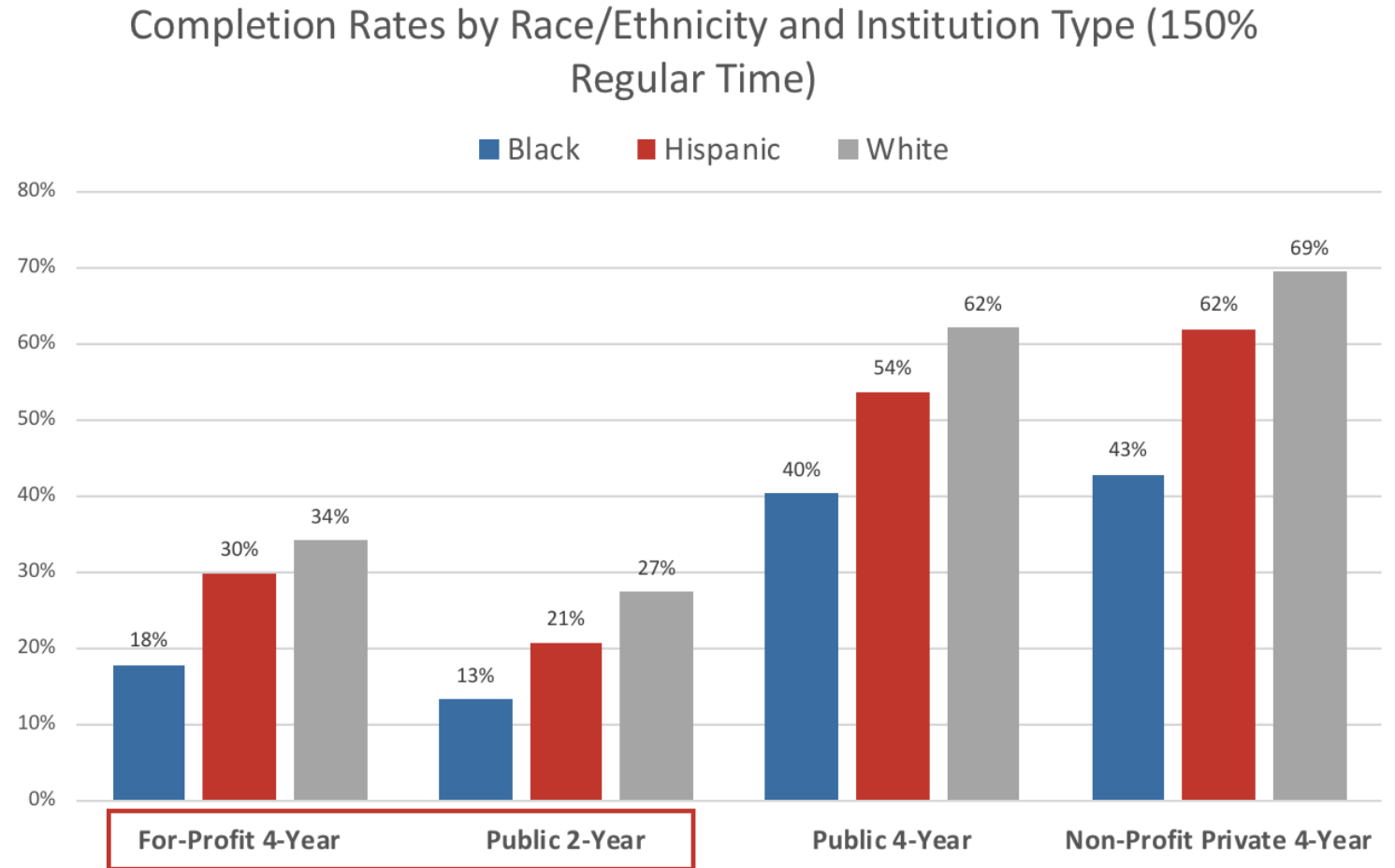
Six-Year Degree Completion Rates
for First-Time Full-Enrollment Students



Source: 4-Year Data - 2015 IPEDS Analysis - US Public Institutions Only. 2-Year Data - Jenkins and Fink. 2016. "Tracking Transfer" (CCRC, Aspen Institute, and National Student Clearing House). All Data reflects first-time, full-enrollment degree seeking students only.

Racial gaps in completion are seen in all sectors, but not at all colleges.

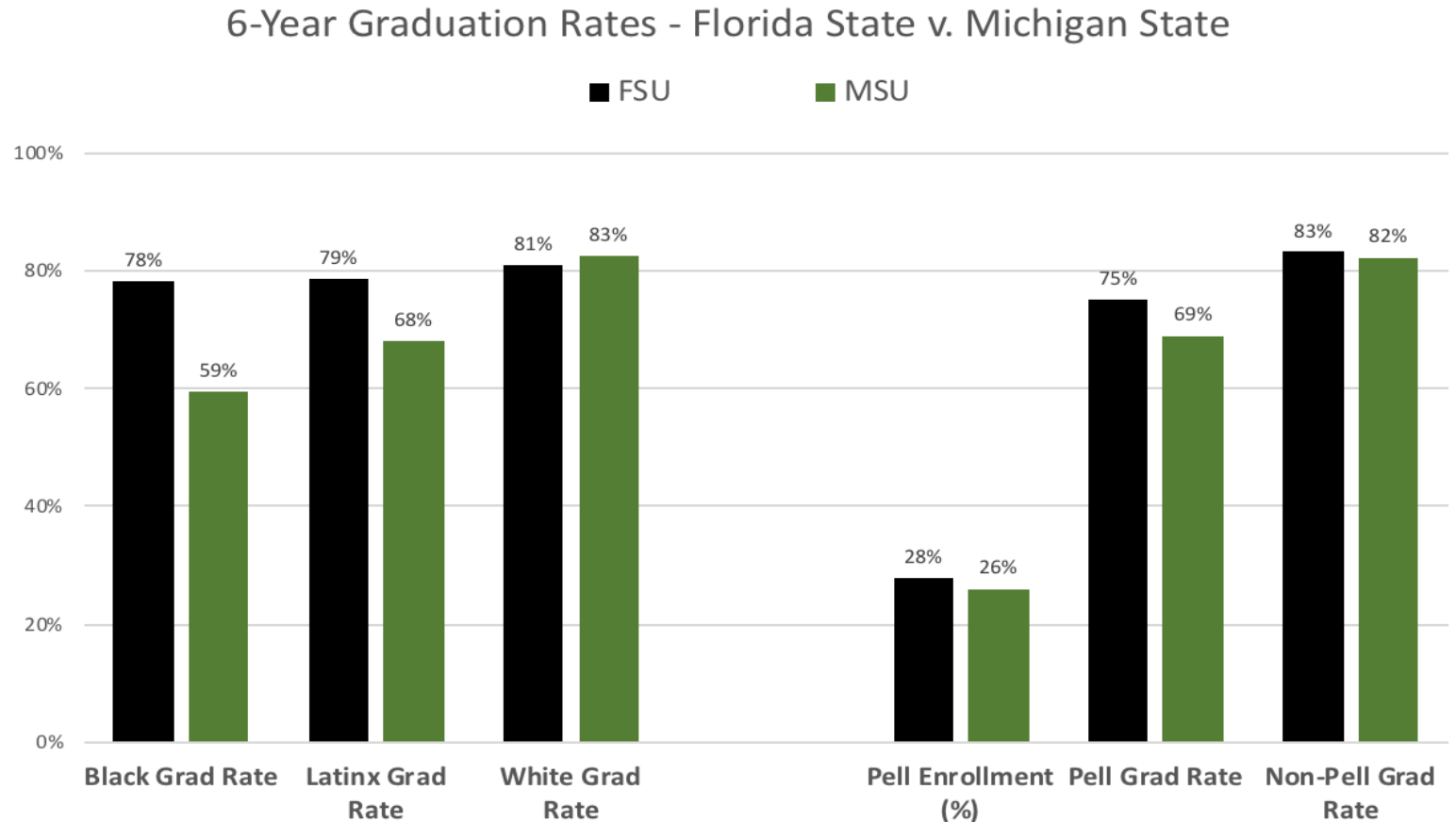
- Poorly serving students of color is not the exclusive domain of for-profit colleges or even public 2-year community colleges.
- Racial achievement gaps are countenanced in all sectors of higher education, despite scores of institutions proving that gaps are not inevitable, that demography is not destiny.



Data: 2017 Digest of Education Statistics - U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS). 4-year - 2010 starting cohort. 2-year - 2013 starting cohort.

Demographics are NOT Destiny. Within Sector, Similar Colleges Serving Similar Students Produce Wildly Different Results

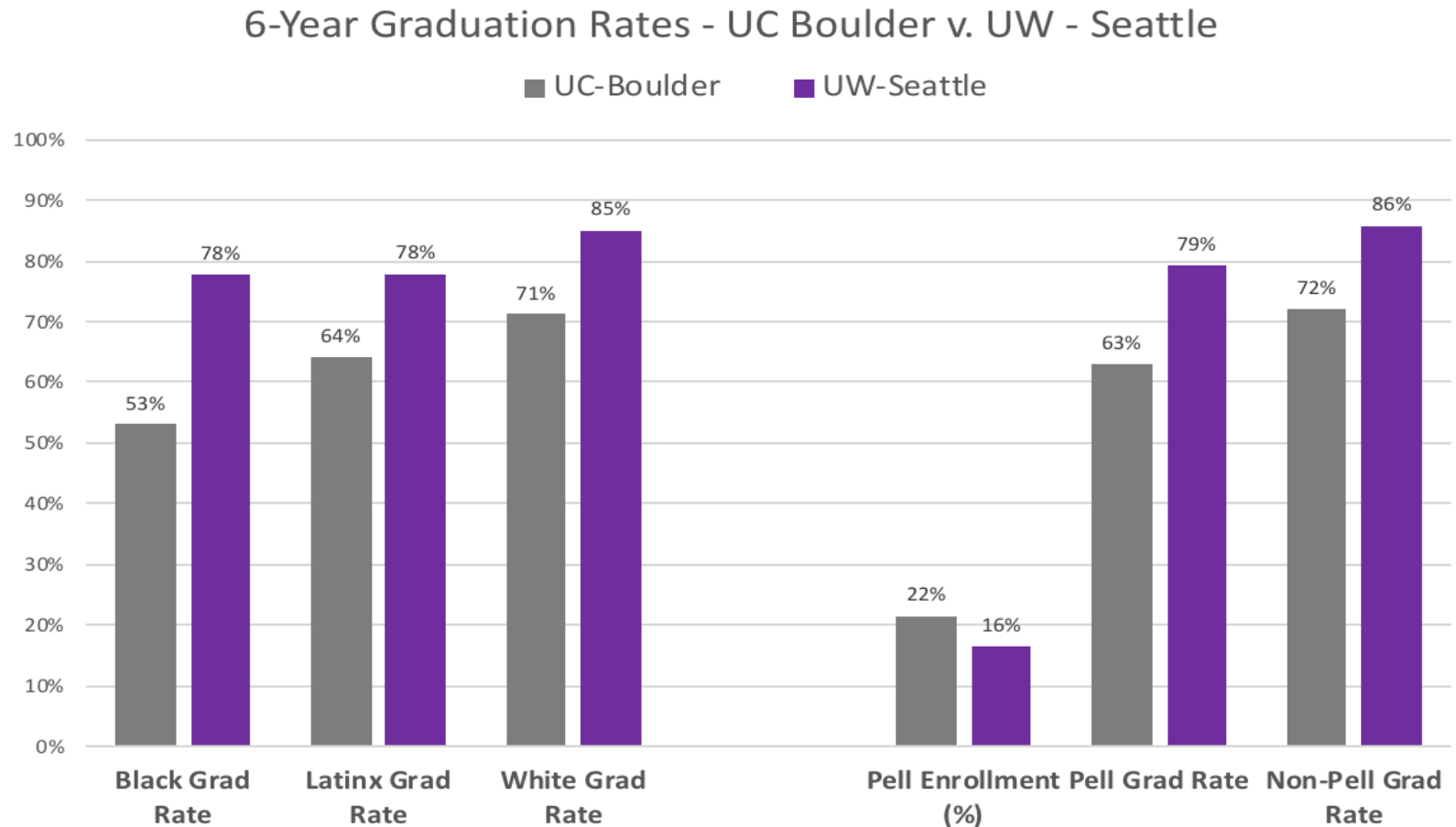
- Florida State & Michigan State. Similar SAT & similar median high school GPA.
- Florida State has no racial achievement gap. At Michigan State, white students graduate at a rate 41% higher than their Black peers.
- Only 3 of 20 Michigan State Black males graduate on time.



Data: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS) - 2017 (2016 Grad Rate)

Scores of Similar Institutions with Similar Students Produce Wildly Different Results

- University of Washington & University of Colorado-Boulder have similar SAT & similar median high school GPA scores.
- UWash Black students graduate at a rate nearly 50% higher than UC-Boulder.
- UWash Latinx students graduate at a rate over 20% higher than UC-Boulder.



Data: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education System (IPEDS) - 2017 (2016 Grad Rate)

Examples of DFER State “Inequality Accelerators”

State	Name	4-Yr Cumulative Net Price for Low-Income Students (\$0-\$30,000)	Black-White Grad Gap	Hispanic-White Grad Gap	Peer Group Ranking B-W Grad Gap (2014)	Peer Group Ranking H-W Grad Gap (2014)
CO	CSU - Pueblo	\$42,504	20.6%*	8.4%	8 th /16	10 th /16
CT	UConn	\$46,504	10.2%	12.7%	13 th /16	9 th /16
LA	Louisiana Tech Univ.	\$29,484	18.2%	15.1%*	6 th /16	7 th /16*
MA	UMass - Lowell	\$46,776	12.9%	22.1%	4 th /16	9 th /16
NJ	Stockton Univ.	\$51,716	37.4%	8.4%	11 th /16	5 th /16
NY	SUNY - Fredonia	\$43,812	27.7%	16.7%	8 th /16	10 th /16
WA	UW - Tacoma	\$20,712	31.2%*	10.6%	3 rd /16*	8 th /16

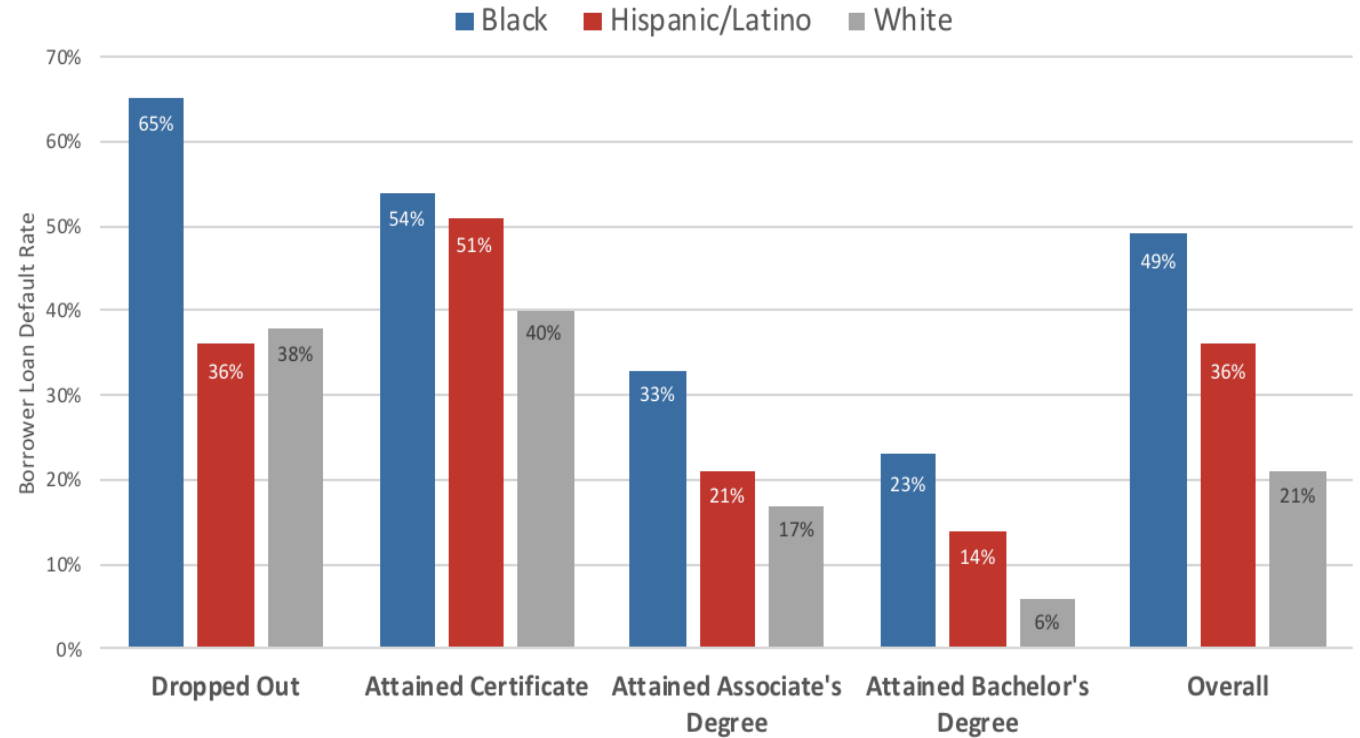
Data: August 2016 Department of Education, Integrated Postsecondary Education Data System (IPEDS). Peer Group Rankings from College Results Online (2014).

* - Small sample. Interpret with caution

The Federal Government Helps and Hurts

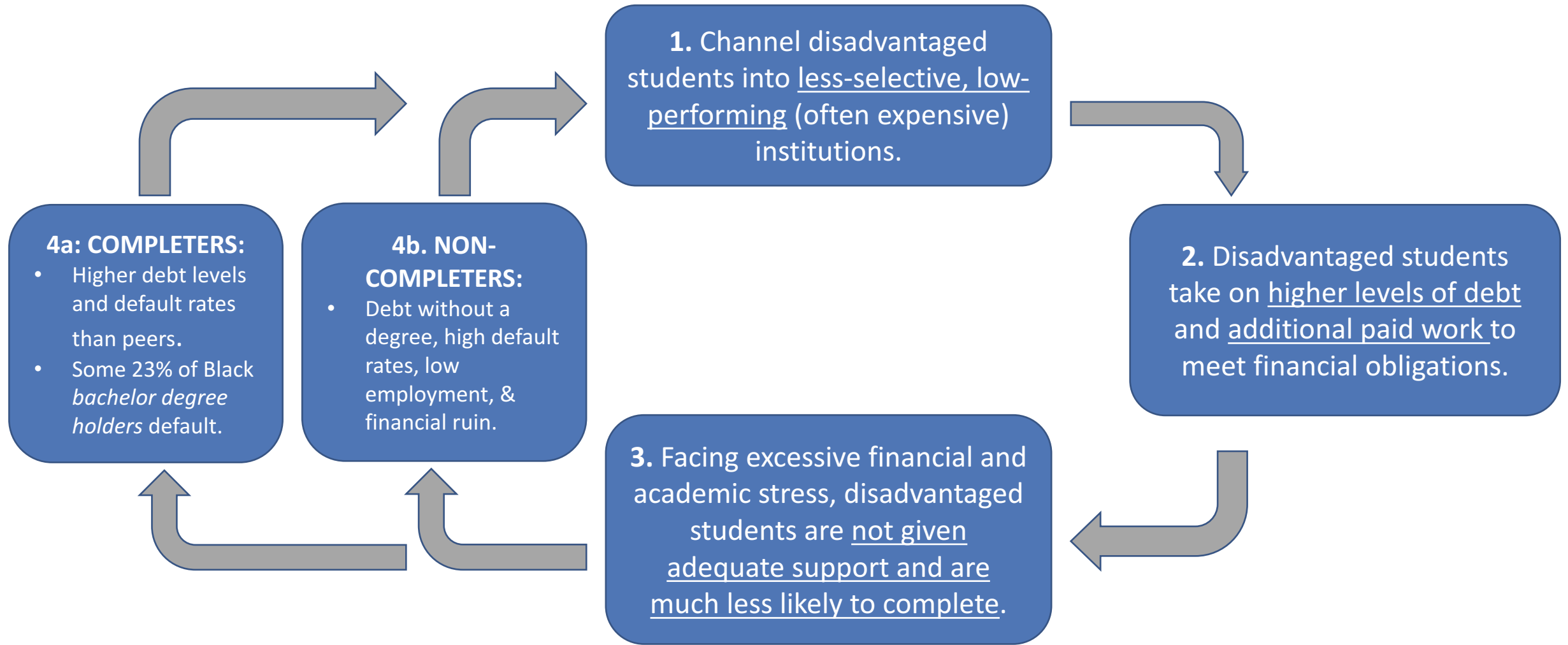
- The federal gov't is a **predatory lender**. It loads up students with debt to attend schools that we (and the feds) know students are highly unlikely to graduate from, and in turn, are highly likely to default. It then uses “tools mobsters would envy” to collect defaults, fees & exponential penalties.
- The federal gov't makes money on student loans -- **\$50B** in profit to the Treasury. If the House GOP “Prosper Act” (HEA Reauthorization) passes, another **\$40B** would be netted on top over the next ten years.

Borrower Loan Default Rate Within 12 Years After Entry
(By Attainment Status, Race, and Ethnicity)



Data: Analysis by Ben Miller at Center for American Progress. Data from NCES "2003-04 Beginning Postsecondary Students Longitudinal Study, Second Follow-up (BPS:04/09).

Our Higher Ed System Perpetuates a Multigenerational Cycle of Financial Hardship



Our Values

In the K-12 space, we believe in opportunity through public school choice and that schools have the power to impact results. We don't see students as the problem, *but institutions*.

In the real world, K-12 has become K-16 because enrollment patterns and economic demands. But **nothing changes between 12th and '13th grade that diminishes the role institutions *can and should* play to help students succeed.**

In the higher education space, many of our leaders look to hold students accountable, *but not institutions*.

That needs to change. We need to think of education reform as a K-16 challenge. Now. Otherwise, K-12 education reform will fail.

...So what can we do?

(1) Leverage the 'Free' College movement to drive K-12 reform at the high school level and include institution of higher education accountability for disaggregated results.

- **Upgrade High School Curriculum:** High school curricular rigor is the #1 influence on college completion.
- **Get High School Students Ready:** Additional resources to local districts *and* community based groups to improve high school academic preparation and increase high-school level counseling on college choices. Support services:
 - Extra academic tutoring, including over the summer;
 - One-on-one teaching;
 - Peer and mentor groups, etc...
- **Counter Segregation in Higher Ed:** College affordability plans should cover the total cost of college (not just tuition & fees) for students attending two- and four-year institutions so as to not channel students into community colleges.
- **Invest in College Completion:** Dedicated aid to under resourced colleges & community based groups directed at increasing completion rates (ideally, on-time completion rates), such as:
 - Guaranteed course availability; streamlined programs; data analytics and early warning systems for at-risk students. (Georgia State, Cal State-Fullerton)
 - Partnerships with social service agencies: child-care, transportation assistance, emergency financial assistance, etc. (Fort Worth Community College, Portland Community College)

...So what can we do?

(2) Tough Love accountability for institutional access, affordability, *and* completion results.

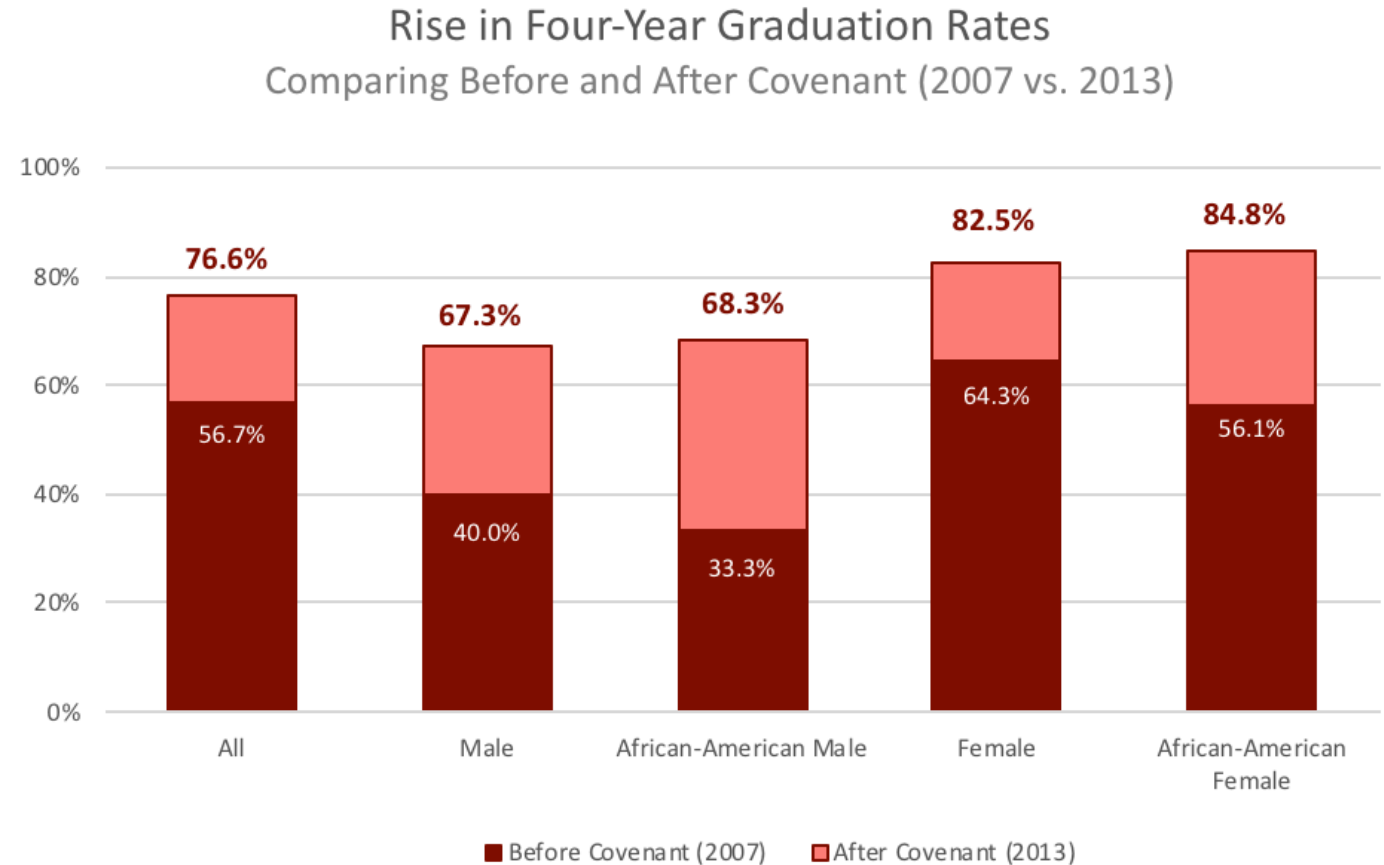
- **Call for *institutions* of higher education to set ambitious goals** and make meaningful efforts to increase access and completion for historically underserved and disadvantaged students. Institution resources should be used for programs with proven track records of success, such as:
 - On-campus supports: academic counseling, tutoring, and advising, among others, emergency financial aid
 - Use data analytics to restructure programs and redesign courses (e.g. flipped classrooms).
- **Enforce consequences for *institutions* that continually (and despite repeated warnings)** enroll low percentages of Pell students on the access front or lag on completion either overall or in terms of closing gaps. Consequences can include everything from loss of priority in competitive awards to required change in leadership (college president's tenure or salary) to monetary penalties for institutions.
 - Model legislation: ASPIRE Act introduced by Senators Chris Coons (D-DE) & Johnny Isakson (R-GA)
- **Don't let up on for-profits;** they have special incentives, special problems, and deserve special attention. Several states have passed a "Student Loan Borrower Bill of Rights."



These Ideas Work

University of North Carolina Chapel Hill – The Carolina Covenant

- A debt-free promise at UNC-Chapel Hill for disadvantaged students supplemented with additional student supports.
- Over a five year period, the **Black male student on-time graduation rate more than doubled from 33.3 percent to 68.3 percent.**



Source: Carolina Covenant Report Card 2013 , University of North Carolina - Chapel Hill

These Ideas Work

Georgia State University

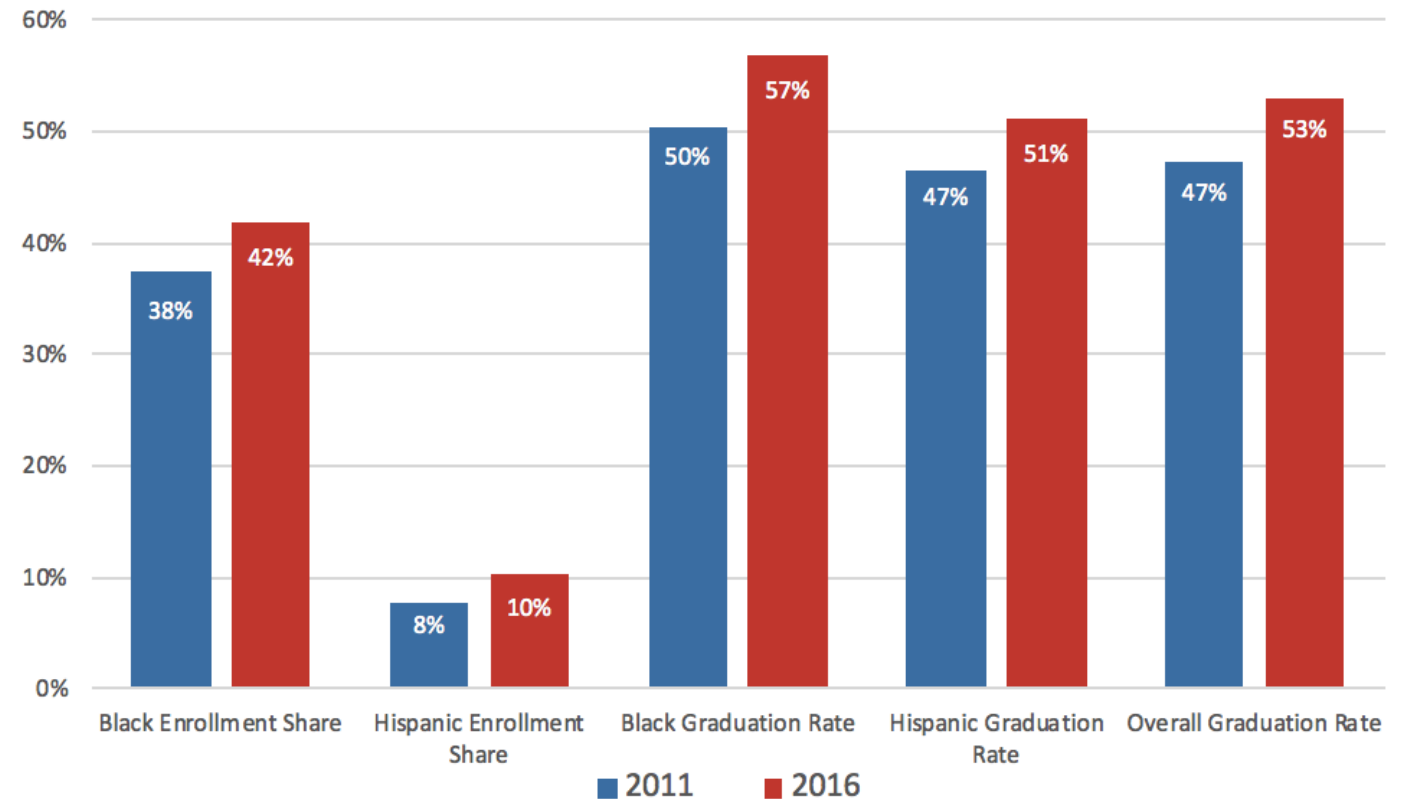
Elements

- Big Data predictive analytics drive interventions; course maps and guaranteed course availability.
- Over 800 at-risk factors for all 50,000 students reviewed daily. Alerts sent to advisors for near-immediate interventions if any flags appear.

Effects:

- **More bachelor degrees awarded to Black students than any other non-profit college nationwide.**
- **Total number of degrees awarded up 30%.**
- **Black and grad rates up 12.5%. Hispanic grad rates up 10%.**
- Increased Black and Hispanic enrollment. Large increases in STEM students of color.

Georgia State University - Results (2011-2016)



Data: 2011-2016 Integrated Postsecondary Education Data System (IPEDS), National Center for Education Statistics. Grad rates calculated at 150% regular time (6-years) for Bachelor's degree seeking cohort only. Enrollment represents undergraduate, degree seeking only.

These Ideas Work

CUNY – Accelerated Study in Associate Programs (ASAP)

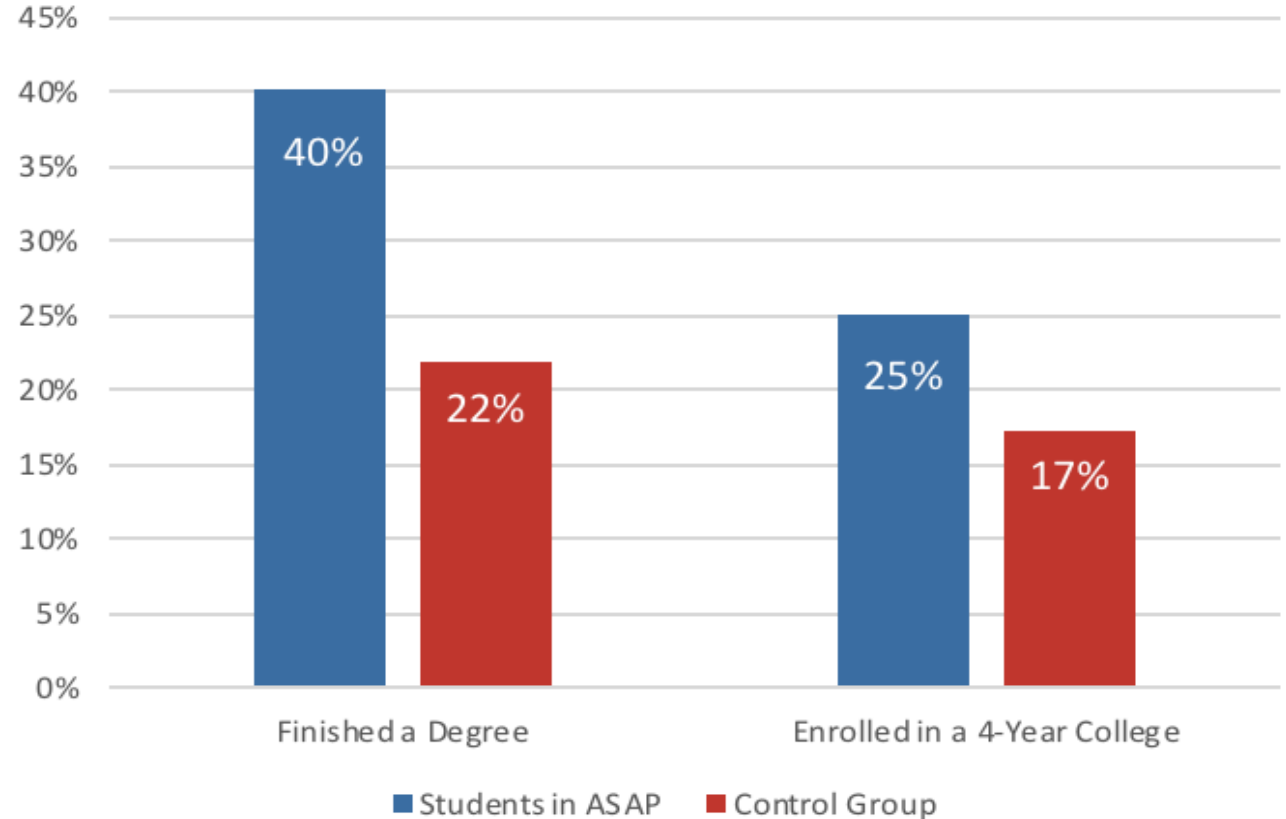
Elements

- Full-Time enrollment; Tuition waiver. Emergency financial aid assistance.
- Constant advising. Students meet with an advisor an average of 38 times in their first year.
- Constant tutoring: Students meet with tutors on average 24 times in their first year.
- Linked courses for streamlined degrees.
- Transportation Assistance.

MRDC Study

- Nearly **doubled** degree completion rates.
- **Increased the rate at which students moved to a 4-year college by 45%**

Outcomes



These Ideas Work

Fort Worth, Texas (Tarrant County Community College and “Stay The Course”)

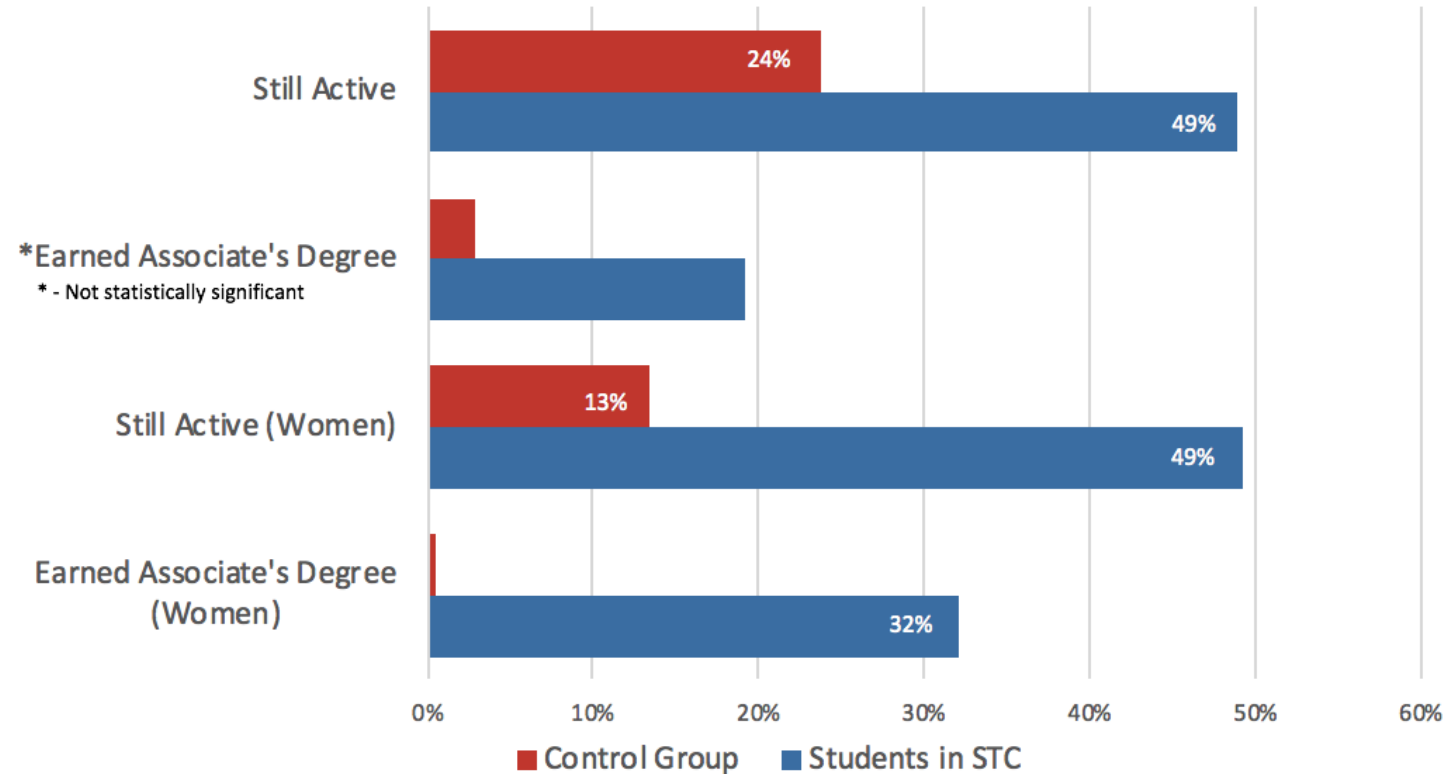
Elements

- Case management – each student paired with a Catholic Charities social worker (“navigator”) who provides individualized coaching, mentoring, and social service referrals. The navigator helps them overcome barriers, such as finding child care, securing food aid, housing assistance, course planning, transfer pathways, and other local services.
- Emergency financial assistance

NBER Study

- **Nearly doubled the rate at which all students persist.** Had statistically significant impacts on persistence and degree completion of women.
- Program costs: \$1,880 per student, per year. One case worker for every 35 students.

“Stay the Course” Six Semester Results (2013 Cohort)



Data: Evans, Kearney, Perry, and Sullivan. 2017. "Increasing Community College Completion Rates Among Low Income Students". (National Bureau of Economic Research).

Want More Information?

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