



# AGAINST ALL ODDS

**Increasing college access, retention, and graduation rates among students of color**

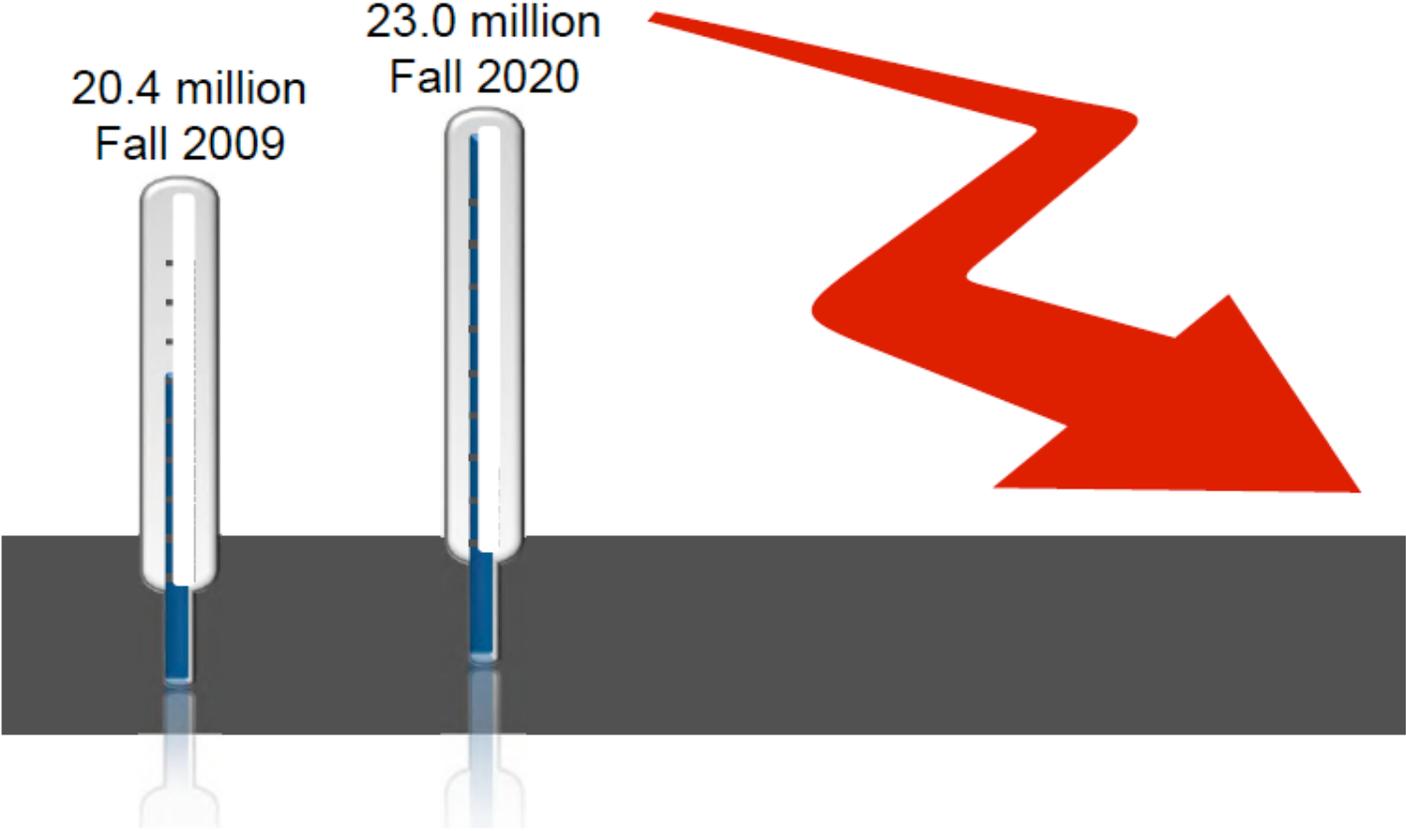
**Bernard Franklin, Ph.D.**



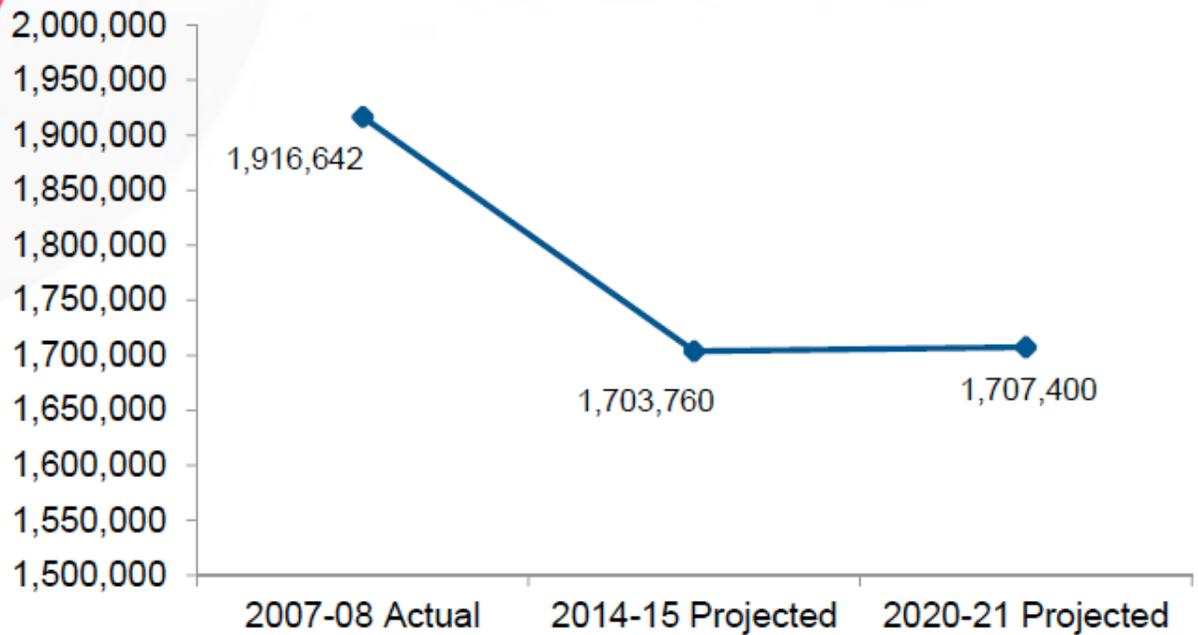
*Here's the challenge  
for Higher Education:*

*For the first time we  
are preparing  
students for a future  
we cannot clearly  
describe.*

# Enrollment growth is expected to slow

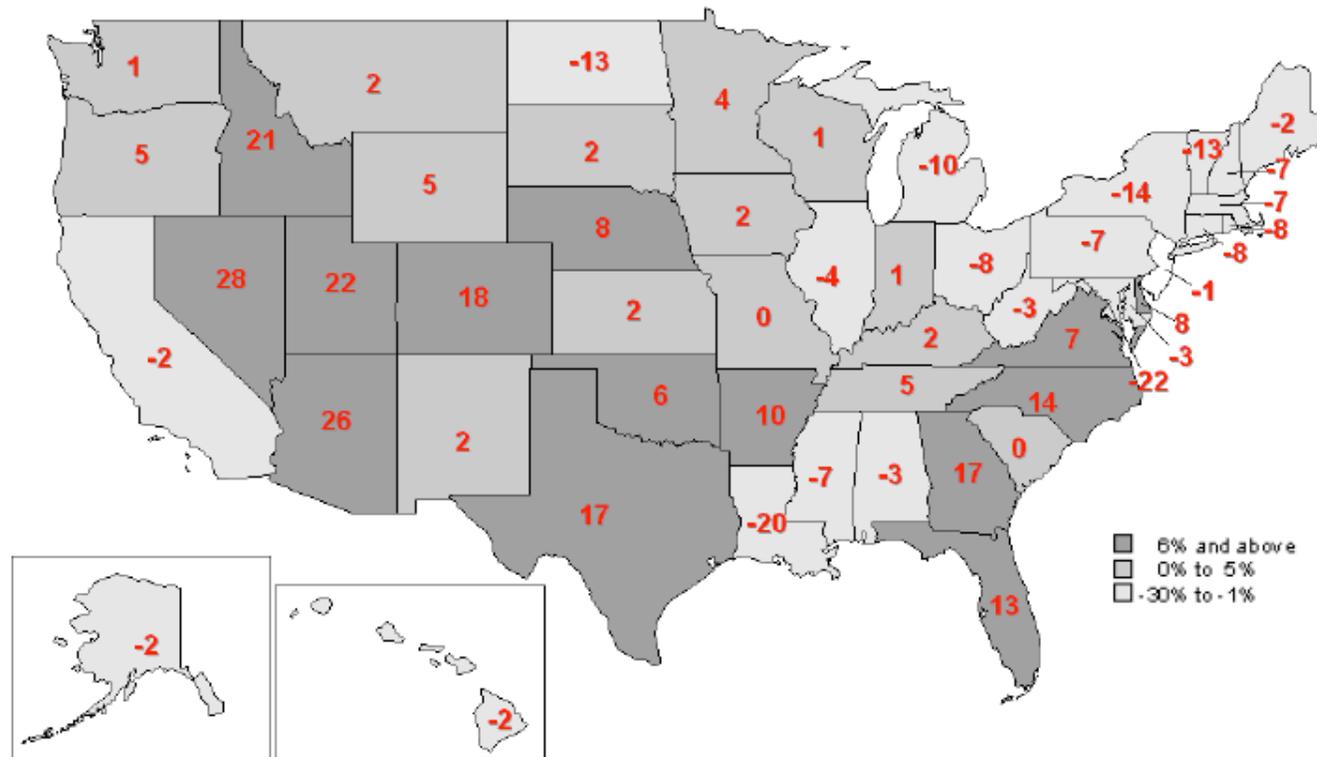


**We are in the midst of an 11 percent decline in the number of white high school graduates**



Source: Projection of Education Statistics to 2020, p. 48

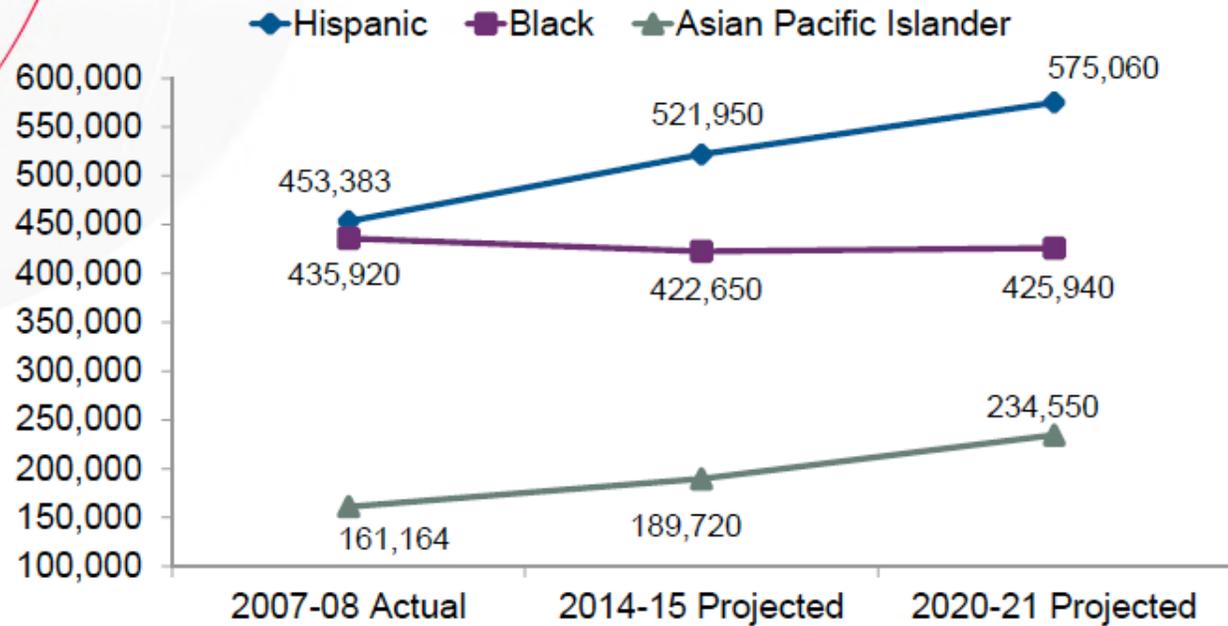
## Projected change in the number of high school graduates, 2010-11 to 2020-21



Source: Western Interstate Commission for Higher Education

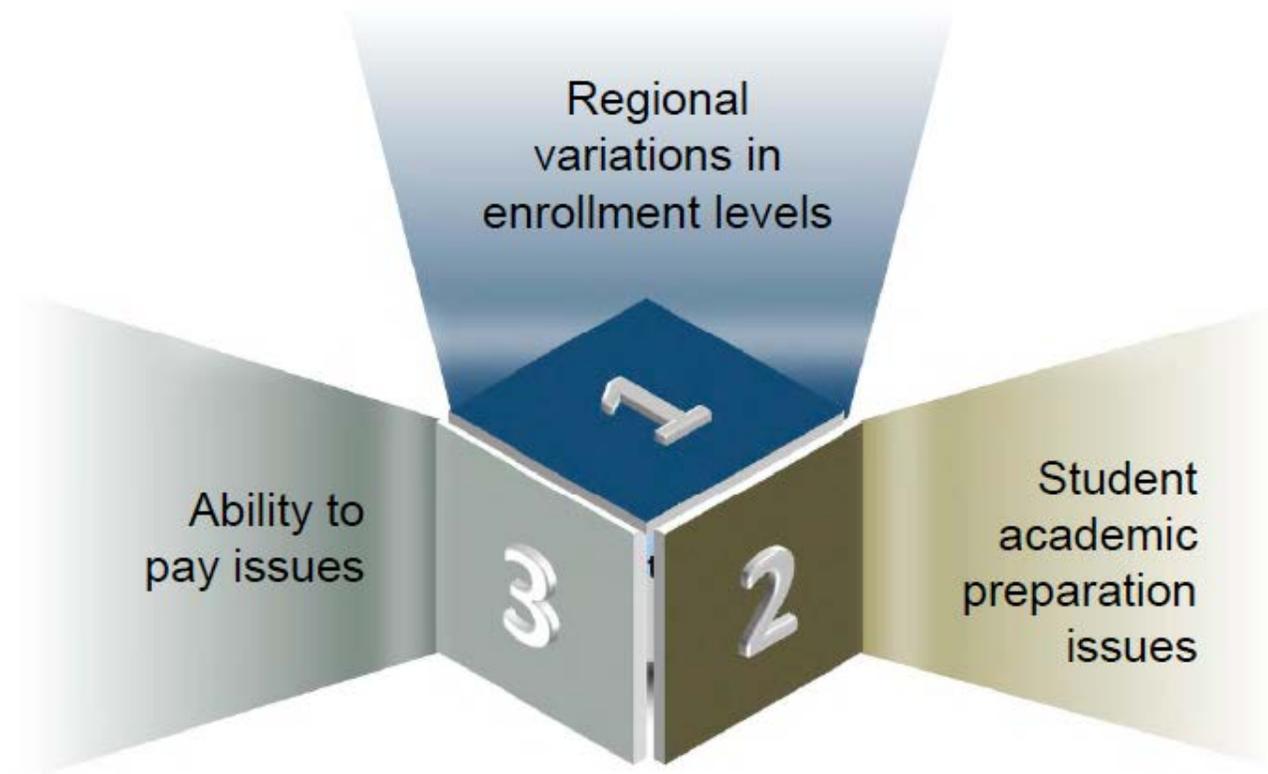
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## Hispanics will increase by 27 percent and Asian/Pacific Islanders by 45 percent



Source: Projection of Education Statistics to 2020, p. 48

## On-going demographic shifts will lead to:



## Implications of slower growth

- Colleges that have relied on enrollment growth to fund expansion will have to adapt to slower rates of growth
- Growth rates among whites and males will slow considerably
- Institutions will need to localize these growth projections to their own markets
- Tracking and managing market share will become increasingly important

## Implications of demographic shifts

- On-going need to develop initiatives to attract and retain increasing numbers of non-white students
- Institutions that will serve growing numbers of non-white students will need to allocate additional resources for developmental education programs and related academic support services in the years ahead

## Implications of demographic shifts

- The college financing environment will become increasingly challenging with the need to allocate additional funds to need-based financial aid

## Implications of the changing economic model

- Four-year public institutions are likely to continue increasing tuition rates well above inflationary levels, assuming policy-makers do not constrain their ability to do so as is happening in some states
- Four-year public institutions will adopt financial models more akin to the private four-year sector, charging some families more so that they can provide adequate financial aid to poorer families

## Implications of the changing economic model

- Private institutions, which have already experienced an erosion in net tuition and fee revenue, are likely to face a prolonged period of very modest growth in net tuition revenue, which will force them to make difficult choices in programs offered and the types of students they serve
- Community colleges continue to offer the most favorable financial proposition for students and this is unlikely to change in the years ahead, but they will also contend with contractions in state support, which may require them to curtail their enrollment levels

## **Implications of the changing economic model**

- It will be important to aggressively monitor student borrowing levels across sectors in the years ahead. There is growing skepticism about the value of higher education

## Why the pressure?

- The U.S. has slipped to **15th** in the proportion of young adults (25 to 34) who have obtained a two- or four-year college degree. Last year, the U.S. was tied for 8th.
- For all adults (age 25 to 64), the U.S. ranks **4th** at 41 percent, behind Canada, Israel, and Japan.
- In four-year degrees for young adults, the U.S. now ranks only **11th**. Last year, we ranked 7th.
- At 9 percent, the U.S. ranks **20th** (out of 33) in two-year degree attainment.

Lumina Foundation. (2011). Getting to Sixty: a Higher Ed Policy Blog by Dewayne Matthews, article Bachelor's degree attainment up according to new Census Bureau data.

## Implications of increased pressure to improve attainment rates

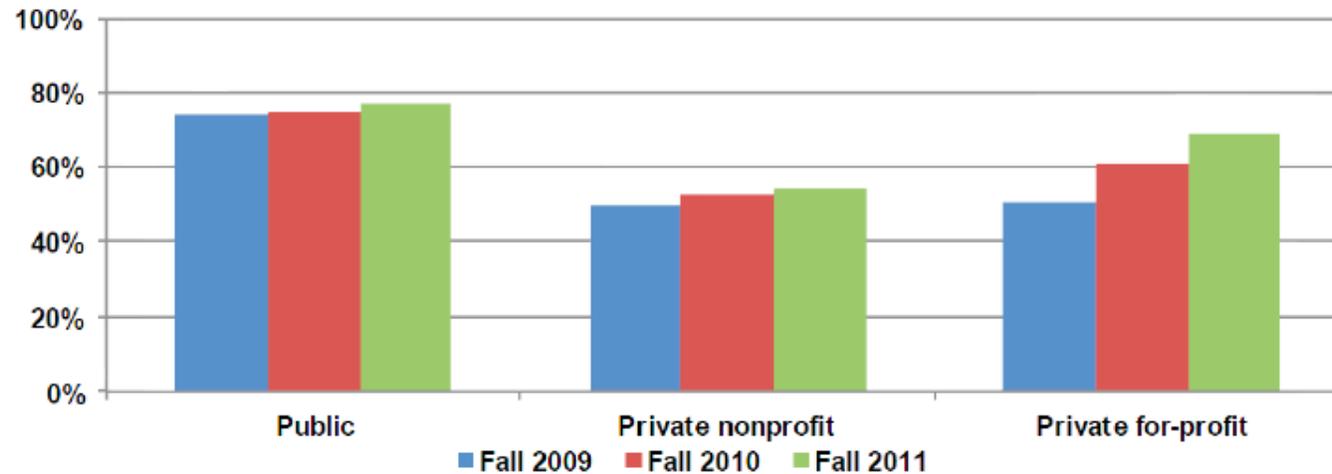
- If the United States wishes to remain competitive with the rest of the world, it cannot afford to have a workforce that is significantly less educated than other developed nations
- At the state level, we are likely to see increased accountability in the form of funding mechanisms that reward institutions on the basis of course and degree completions instead of enrollment levels, which have driven these formulas in the past (e.g. TN)

## Managing new learning modalities



## Most chief academic officers say that online education is critical to their institutional strategy

ONLINE EDUCATION IS CRITICAL TO THE LONG-TERM STRATEGY OF MY INSTITUTION BY INSTITUTIONAL CONTROL, PERCENT AGREEING – FALL 2009 TO FALL 2011



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## online learning implications

- The data suggest some limitations in utilizing online learning in developing new student markets
- A disconnect exists between the perceived importance of online education and institutional planning
- Faculty skepticism regarding online learning remains a problem

## Online learning implications

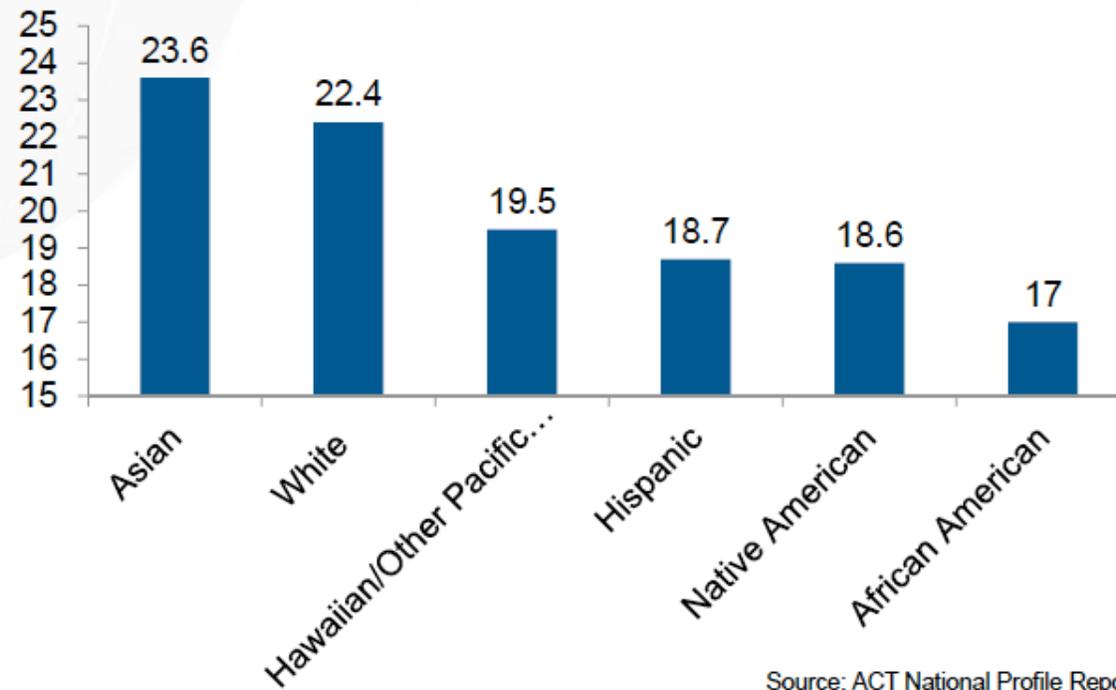
- The lack of national normative data makes it even more important that enrollment planners evaluate student success metrics in their online courses compared to traditional course-delivery formats
- Schools appear to have done a better job of perfecting the transactional aspects of online learning compared to the actual educational experience



**CHALLENGED?**  
**Is Higher Education challenged?**

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## 2011 ACT composite scores by race/ethnicity

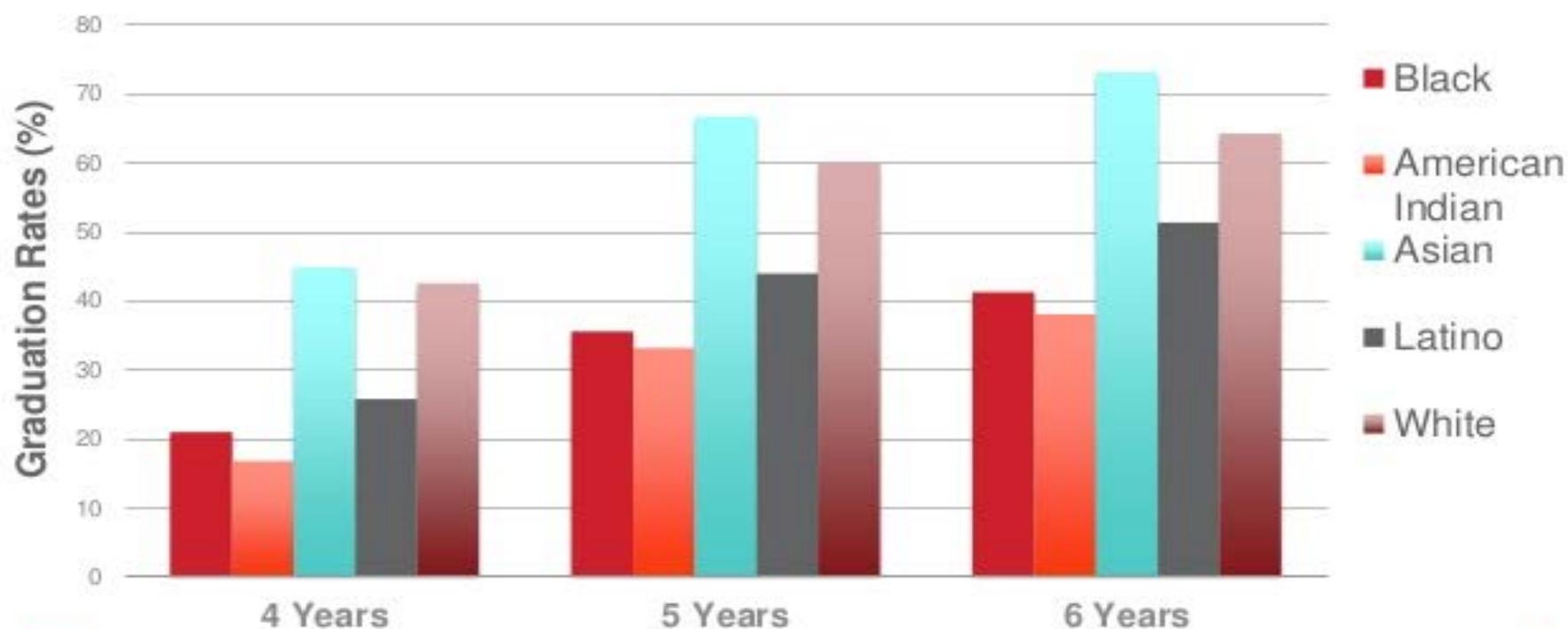


Source: ACT National Profile Report 2011

# Black, Latino and American Indian Freshmen Complete College at Lower Rates Than Other Students



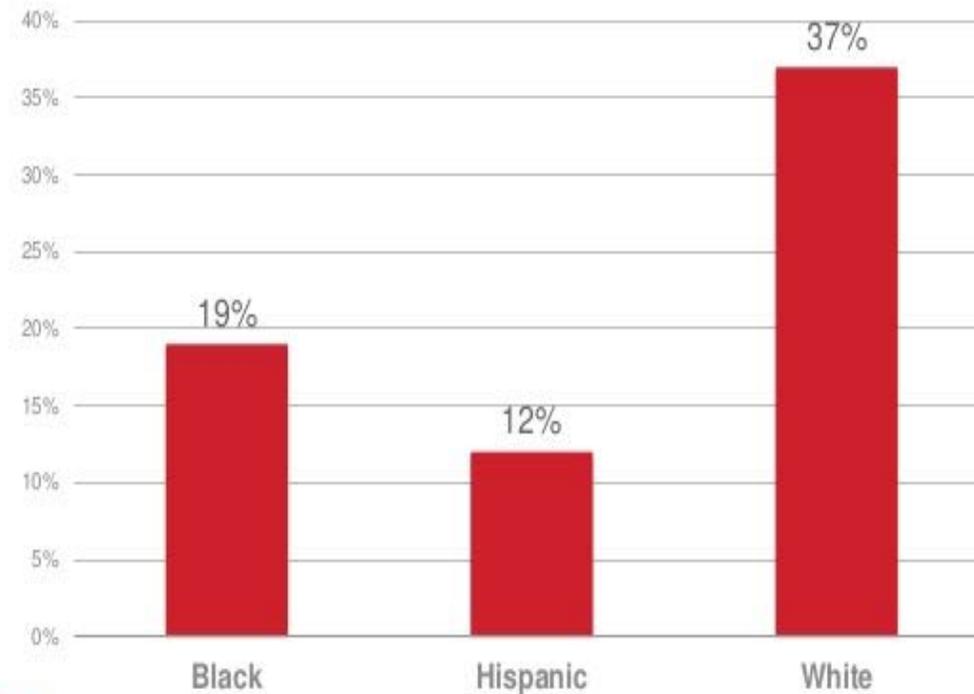
Four-, Five-, and Six-Year Degree Attainment Rates by Race/Ethnicity



## Degree Attainment by Race/Ethnicity



Percent between the ages of 25 and 29 with a college degree



6

Source: DeAngelo, L., Franke, R., Hurtado, S., Pryor, J.H., & Tran, S. (2011). *Completing college: Assessing graduation rates at four year institutions*. Los Angeles: Higher Education Research Institute, UCLA.

HOBSONS



Things aren't going so well!

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America postsecondary completion rates have fallen and there are widening gaps in postsecondary participation and attainment around factors of age, income, and race/ethnicity.

In fact, only 1 in 10 low-income students complete college.

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# Who are our students?



**21.6 million**  
undergrads in U.S.  
Higher Ed today.

National Center for Education Statistics. (2010).  
Projections of Education Statistics to 2021. Washington,  
DC: National Center for Education Statistics.



**50% enrolled are first-generation students**



**Minority students make up the largest demographics of first-generation students**



**27% of first-generation students graduate within 4 years**

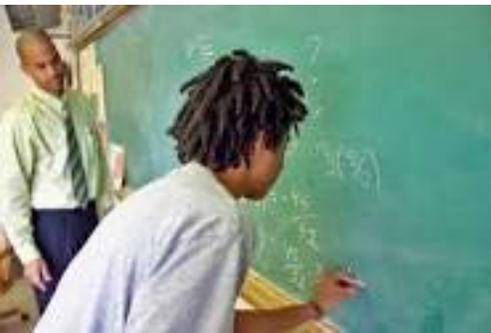


- › Be from low-income families
- › Be members of racial or ethnic minority groups particularly Hispanic or African American
- › Have lower college entrance examinations
- › Lack support from those at home including family and friends



11 Shelton, C. (2011). Helping first-generation college students succeed. *Journal of Psychological Issues in Organizational Culture*, 1(4), 63-75.

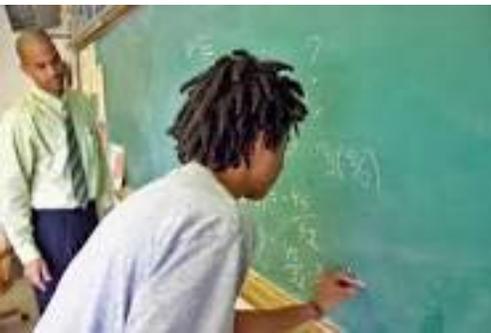
HOBSONS





## First Generation Students Tend To:

- Be from low-income families
- Be members of a racial or ethnic groups, primarily Latino or African American
- Have lower college entrance examinations
- Lack support from those at home including family and friends



Shelton, C. (2011). Helping first-generation college students succeed. *Journal of Psychological Issues in Organization Culture*; 1(4); 63-75.





## Challenges Impacting FG Students

- Inadequate Preparation
- Cultural adaptation
- Financial awareness



Engel, J. (2007). Post Secondary Access and Success for First-Generation Students. *American Academics*, 25-48.





47% of African American male students graduated on time from US high schools in 2008 compared to 78% of White male students (Schott Foundation for Public Education, 2010).

African American male college completion rates are the lowest among both sexes and all racial/ethnic groups in U.S. higher education (Harper 2006; Strayhorn, 2010).

# Issues Facing Our African-American Male Students

Low  
Achievement  
Levels

High  
Suspension &  
Expulsion Rates

Single-Parent  
Homes

Lack of Positive  
Male Role  
Models

Violence

# A Closer Look

- 50% of African-American children in the United States live in households without a father
  - 2 out of every 3 Black male students are NOT graduating
  - In 2010 over 65,000 Black male students were enrolled in K-12 schools compared to 409,205 white male students.
  - Males account for 80% of all suicides among African-American adolescents
-



## 2) Resilience & Optimism

Statistics, news reports, and test data indicate that our African-American males are struggling. When we implement interventions that promote resilience & optimism the desired outcomes are:

- African-American males will begin to see their potential for greatness regardless of past mistakes or current life situations
  - African-American males will have the ability to bounce back during adversity and have the self-discipline to say no to things that can hinder academic success
  - African-American males will have the ability to have positive outcomes in various social settings. Example: Debate team, college, middle school, etc.
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MY BROTHER'S KEEPER



# My Brother's Keeper 2016 Progress Report

Two Years of Expanding Opportunity  
and Creating Pathways to Success



[wh.gov/mbk](http://wh.gov/mbk)

# Introduction

Two years have passed since the President signed a Presidential Memorandum in 2014 establishing the My Brother's Keeper (MBK) Task Force (the Task Force), a coordinated Federal effort to address persistent opportunity gaps faced by boys and young men of color and ensure that all young people can reach their full potential.

In response to the President's call to action, nearly 250 communities in all 50 states have accepted the President's My Brother's Keeper Community Challenge; more than \$600 million in private sector and philanthropic grants and in-kind resources and \$1 billion in low-interest financing have been committed in alignment with MBK; and new federal policy initiatives, grant programs, and guidance are being implemented to ensure that every child has a clear pathway to success from cradle to college and career.

The Task Force, which makes available evidence-based policies and practices, and leverages existing data to inform interventions and improve accountability, is organized around key life milestones that have been shown to be predictive of positive outcomes later in life:



1. Entering school ready to learn;



2. Reading at grade level by third grade;



3. Graduating from high school ready for college and career;



4. Completing postsecondary education or training;



5. Successfully entering the workforce; and



6. Reducing violence and providing a second chance to justice-involved youth.

Since MBK's first anniversary report a little more than one year ago, more than 50 additional communities have accepted the My Brother's Keeper Community Challenge, including those in seven new states, independent private sector support for grants and in-kind resources has more than doubled to more than \$600 million, and more than 80% of the recommendations the MBK Task Force sent to the President two years ago are complete or on track.

This report tracks progress achieved in the past year on efforts to make a measurable difference in the lives of young people. These priorities fall into three interdependent priorities articulated by the President: (1) engaging state and local communities; (2) increasing engagement by businesses, philanthropic organizations, and nonprofits; and (3) reviewing and reforming public policy.



### Support for Children's Social-Emotional and Behavioral Development

Strong social-emotional development is the foundation for learning and is robustly associated with academic achievement and wellness later in life. To increase the number of early educators who have the skills to support children's social-emotional development, HHS invested more than \$6 million to establish the National Center of Excellence for Early Childhood Mental Health Consultation (ECMHC). ECMHC is a professional development model that pairs early childhood mental health experts with teachers, child care providers, home visitors, and parents to build their capacity in supporting children's social-emotional and behavioral development. Research demonstrates that the model is associated with decreased teacher stress and turnover; a reduction in children's challenging behavior and risk of expulsion and suspension; and improvements in children's social-emotional skills.

This Center of Excellence will provide targeted technical assistance to states and tribal communities on how to build sustainable ECMHC systems. Paired with this funding, HHS also released recommendations to states on implementing policies that support children's social-emotional development, including building and expanding ECMHC systems. As a result of those recommendations, Ohio and Arkansas have implemented some of the boldest reforms in this area, with Ohio more than tripling and Arkansas more than doubling the number of early childhood mental health coaches deployed to train early childhood teachers. Connecticut also continues to be a leader on this issue, maintaining the only statewide universal ECMHC system in the country and, most recently, building out their services to support their new preschool classrooms funded through a Preschool Development Grant.



Mayors and community leaders in cities including Boston, Orlando, Houston, Albuquerque, and Atlanta participated in events. Many of them have developed strategies to increase access to STEM training, higher education, and summer STEM jobs for area students.

Looking ahead, DOT's Federal Aviation Academy plans to host Aviation Career Education Academies across the country and offer an interactive aviation summer camp geared towards middle and high school students who are interested in aviation and aerospace.

#### **Promoting Positive School Climate and Discipline Policies and Practices**

In July 2015, the White House hosted "Rethink Discipline," a convening of representatives from over 40 school districts and a digital day of action, sparking a national dialogue around punitive school discipline policies and practices that exclude students from classroom instruction and targeted supports. At the convening, ED released new resources for schools and communities, along with analytics and research that underscore the need for further action. All school districts in attendance made commitments to further action and shared best practices to dismantle the school-to-prison pipeline by fostering safe, supportive, and productive learning environments that help to keep students in school and out of "school to prison pipeline."

In February 2016, ED hosted a follow-up Regional Rethink Discipline convening to provide in-depth technical assistance to 13 district teams from across the southeastern region facing some of the highest rates and widest disparities in punitive discipline practices. The regional convening included expert-led working sessions on topics such as revising district codes of conduct, improving classroom management, and building effective partnerships with local law enforcement. ED plans to hold a second regional convening in the summer of 2016 focused on states in the Gulf region.

› So, what can we do?

HOBSONS ›

US Higher Education needs to increasing college access programs like:

The College Advising Corps works in public high schools by placing “near-peers”, recent college graduates in public high schools to provide the support that these students need.

*College Advising Corps works to increase the number of low-income, first-generation college, and underrepresented high school students who enter and complete higher education.*



*Missouri College Advising Corps and  
the Kansas State College Advising Corps*

## Recommendations

- › Identify First Generation Students
- › Improve Pre-College Preparation
- › Increase Student Engagement



## Identify First Generation Students



- › Survey students to learn about their backgrounds and assess their postsecondary goals
- › Help to form early aspirations and plans for college
- › Early outreach to students and parents with information about the importance of postsecondary education

## Improve Pre-College Preparation



- › Provide information about the gateway courses to college
- › Broaden exposure to and engagement with the college environment (i.e. web tours, promoting college visits)
- › Test Prep
- › Volunteer services & enrichment programs
- › Mentoring

## Increase Student Engagement

- › Connect learning and life
- › Get creative to make the experience:
  - Relevant
  - Fun
  - Challenging
- › Promote critical thinking and team work
- › Create incentives for students





We are at a very serious point in the evolution of our cities, communities and how we integrate ethnic people in to the dramatically changing economy. If we don't get this right, we run the risk of .....

