CENTRAL TEXAS

Student *Futures*

PROJECT

**From Data to Decisions:
The Impact of Data Analysis on College-Going
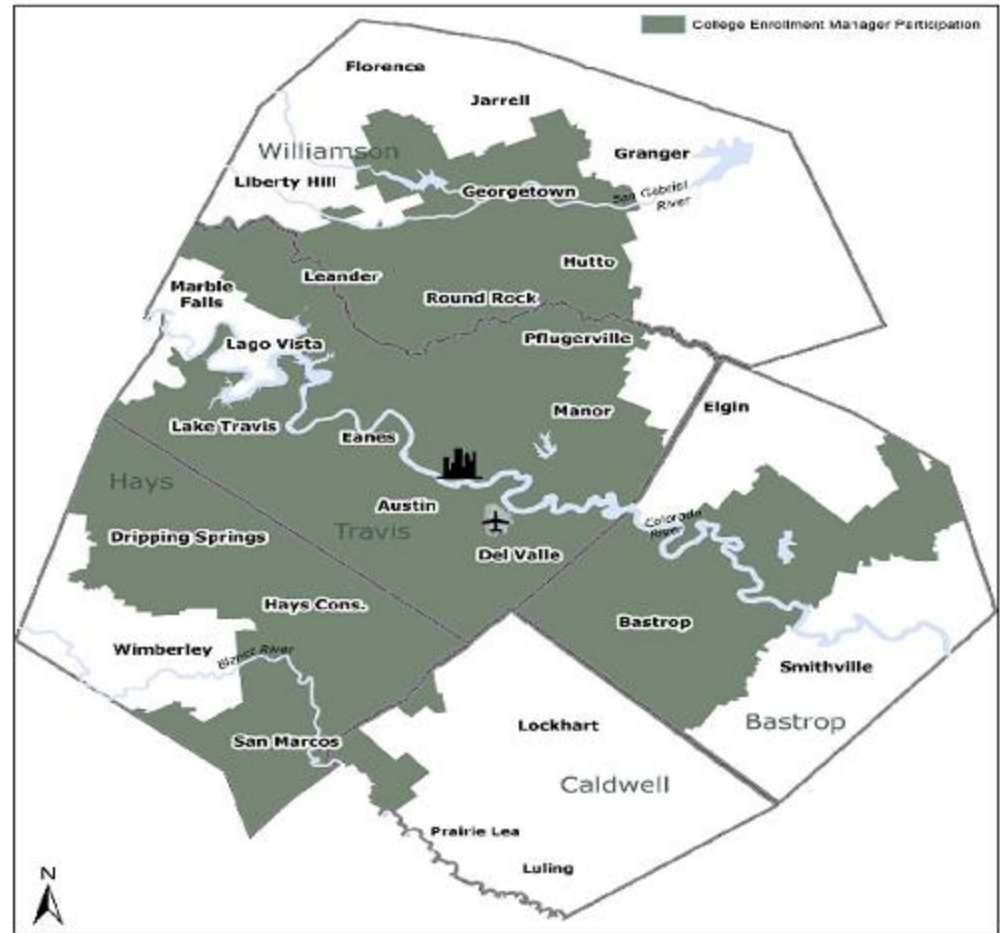Practices and Policies**

October 28, 2010

Four-County Effort

Goal

To increase the direct-to-college enrollment rate by 20,010 more students, a rate of 64%, by the year 2010
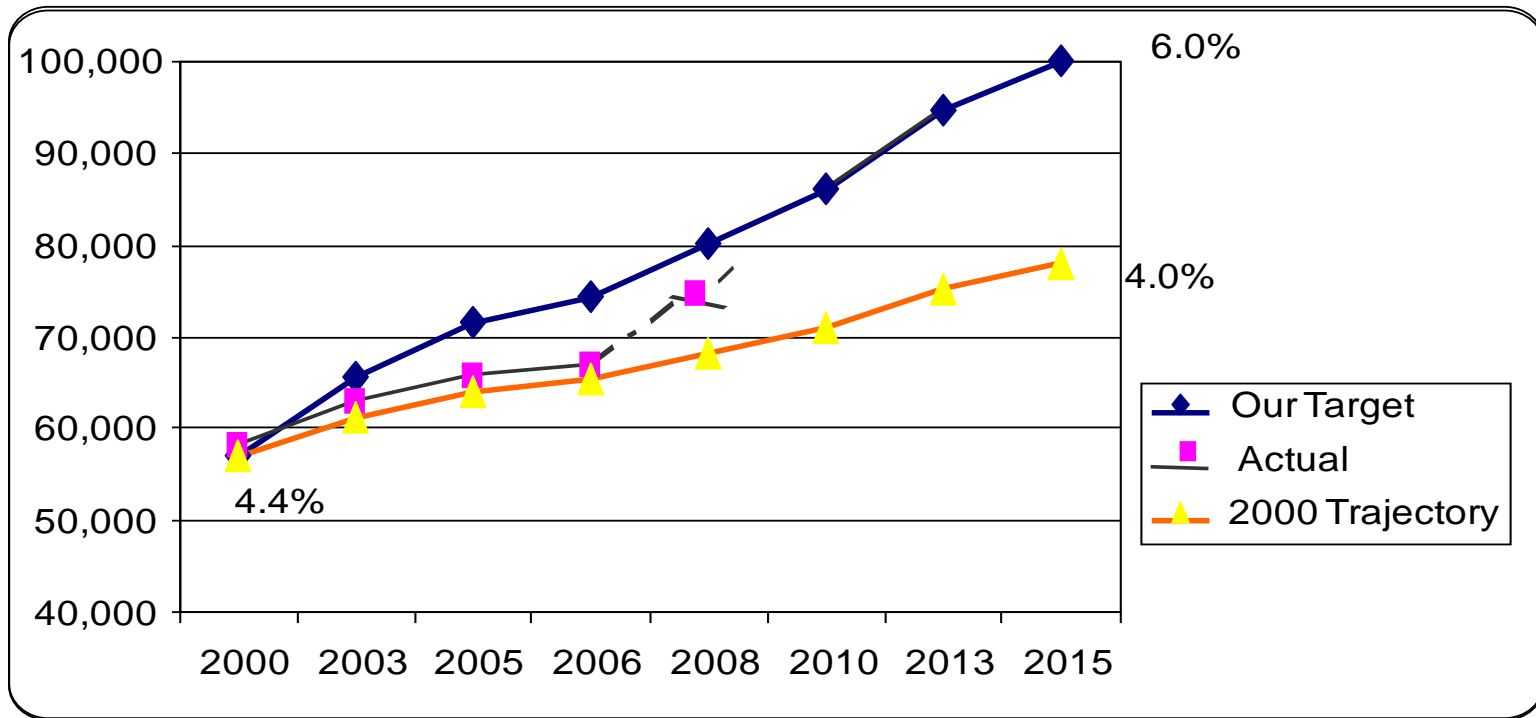

College Enrollment Manager Participation

Florence

Jarrell

Williamson

Liberty Hill

Granger

Georgetown

San Gabriel River

Hutto

Marble Falls

Leander

Round Rock

Lago Vista

Pflugerville

Lake Travis

Eanes

Manor

Elgin

Hays

Austin

Travis

Colorado River

Dripping Springs

Del Valle

Hays Cons.

Bastrop

Wimberley

Blanco River

Smithville

San Marcos

Lockhart

Bastrop

Caldwell

Prairie Lea

Luling

N

20,010 by 2010 Challenge

Residents from Austin MSA
Enrolled in Higher Education

Metro Austin Direct-to-College Enrollment Rate Up 9%

Austin MSA Direct to College Enrollment

Year	53%	53%	54%	56%	57%	61%	62.6%	62%*
	2002	2003	2004	2005	2006	2007	2008	2009

■ 14 ISD DTC US
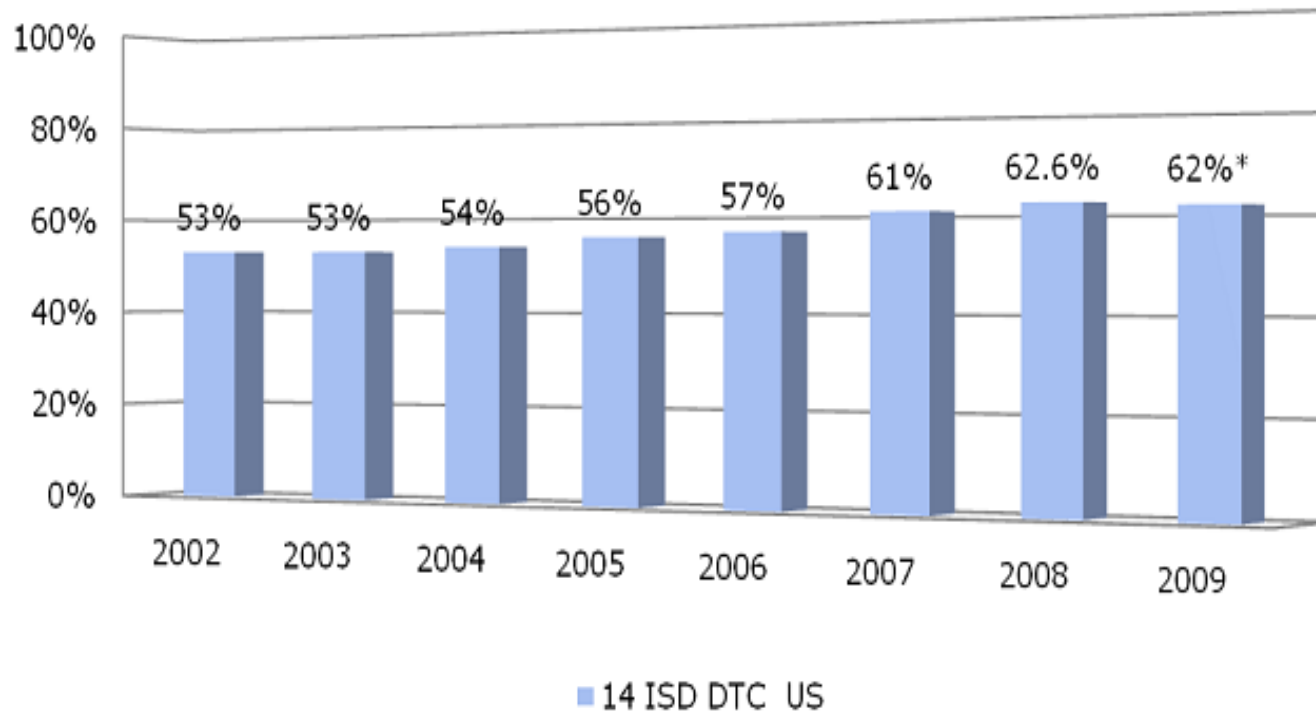
Source: UT-Austin Student Futures Project, Texas Higher Education Coordinating Board, 2003-2009

* Estimate

Student Futures Project Partners

A partnership of

- Ray Marshall Center, LBJ School of Public Affairs, University of Texas at Austin
- Eleven Central Texas independent school districts (ISDs)

Project funders

- TG
- Austin Chamber of Commerce
- Participating ISDs

Project Purpose

Longitudinal research on:

- What Central Texas graduates do after high school
- How educational, personal and financial factors relate to graduates' success in postsecondary education and the workforce

Performance management fostering educational improvement:

- Providing real-time data to educators
- Identifying and sharing best practices
- Workshops and seminars

Research Questions

- What are graduating seniors' **high school experiences, plans and preparation** for life after high school?

- What share of high school graduates **enroll in postsecondary education**, **become employed**, or do both in the fall after graduation?

- What share of graduates are **enrolled and/or employed** over time?

- Which **factors** are **significantly associated** with positive **postsecondary education and employment outcomes**?

- How do these outcomes **change over time** for each cohort of graduates and selected populations groups?

Data Sources

Historical School Records

- **Student demographics**
- **Courses taken**
- **Course grades**

Senior Surveys

- **Family background/ influences**
- **High school experiences**
- **Preparation for life after high school**

Postsecondary Education Records*

- **National Student Clearinghouse**
- **Texas Education Research Center records (2010 pilot)**

Employment Records*

- **Texas Unemployment Insurance (UI) wage records**

•through 12/09

Composition of Graduates

The shares of Hispanic and low-income graduates are gradually increasing over time.

	Class of 2006	Class of 2007	Class of 2008	Class of 2009
Totals	6,867	9,410	11,586	11,993
Ethnicity				
Asian	6%	6%	5%	5%
Black	12%	11%	11%	12%
Hispanic	30%	29%	32%	33%
White	51%	52%	52%	48%
Gender				
Female	51%	48%	50%	50%
Male	49%	50%	50%	50%
Family Income Status				
Low-income	25%	21%	24%	27%
Not Low-income	75%	73%	73%	69%
Special Education Status				
Special Education	10%	9%	10%	9%
Not Special Education	90%	85%	87%	87%

Postsecondary Enrollment of Central Texas Graduates in Fall Following Graduation (2007 Districts)

	Class of 2007	Class of 2008	Class of 2009*
Total Number of Graduates	**9,394**	**10,452**	**10,793**
Percent Enrolled in Fall	62%	62.49%	62.53%
Type of Institution			
-4-Year College/University	40%	40.38%	39.03%
-2-year College/Technical School	22%	22.08%	23.47%
Location of Institution			
-In-state	54%	53.31%	54.77%
-Out-of-state	8%	9.18%	7.76%

* Overall demoninator includes 100 students who lacked enough information to link to NSC records; 61% reflects the best possible rate using NSC and THECB data.

Postsecondary Enrollment of Central Texas Graduates in Fall Following Graduation (2007 Districts)
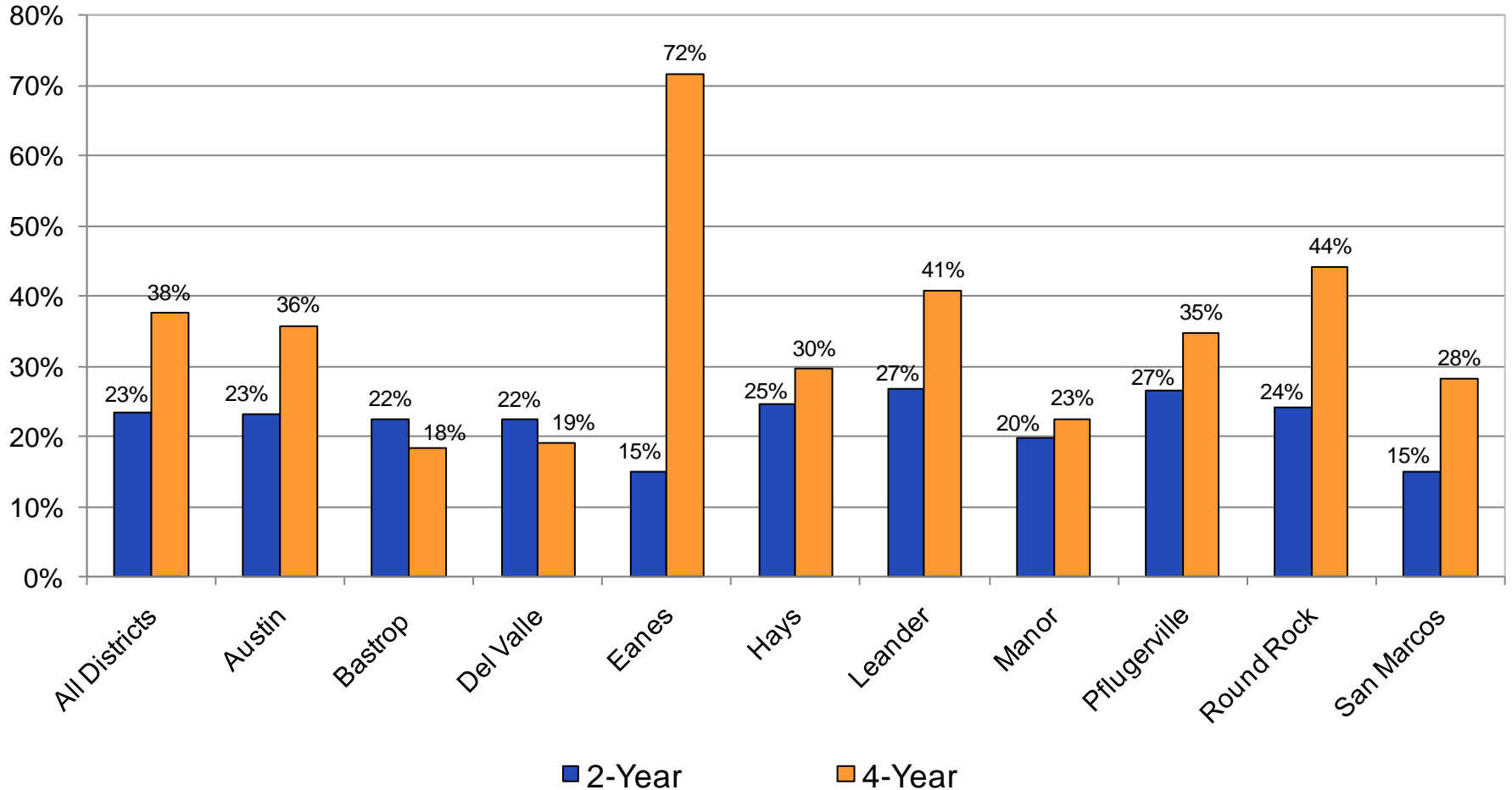## by College Type, Ethnicity and Income Status

	2007		2008		2009*	
	2-Year	4-Year	2-Year	4-Year	2-Year	4-Year
Enrolled Graduates (%)	22%	40%	22%	40%	23%	39%
Ethnicity						
Asian	21%	57%	20%	63%	17%	65%
Black	23%	35%	22%	33%	25%	36%
Hispanic	22%	22%	23%	22%	25%	23%
White	23%	49%	22%	50%	23%	48%
Income Status						
Low-income	21%	19%	20%	20%	24%	22%
Not low-income	23%	47%	23%	48%	23%	48%
Unknown	21%	12%	22%	11%	20%	6%

* Overall denominator includes 100 students who lacked enough information to link to NSC records; 61% reflects the best possible rate using NSC and THECB data.
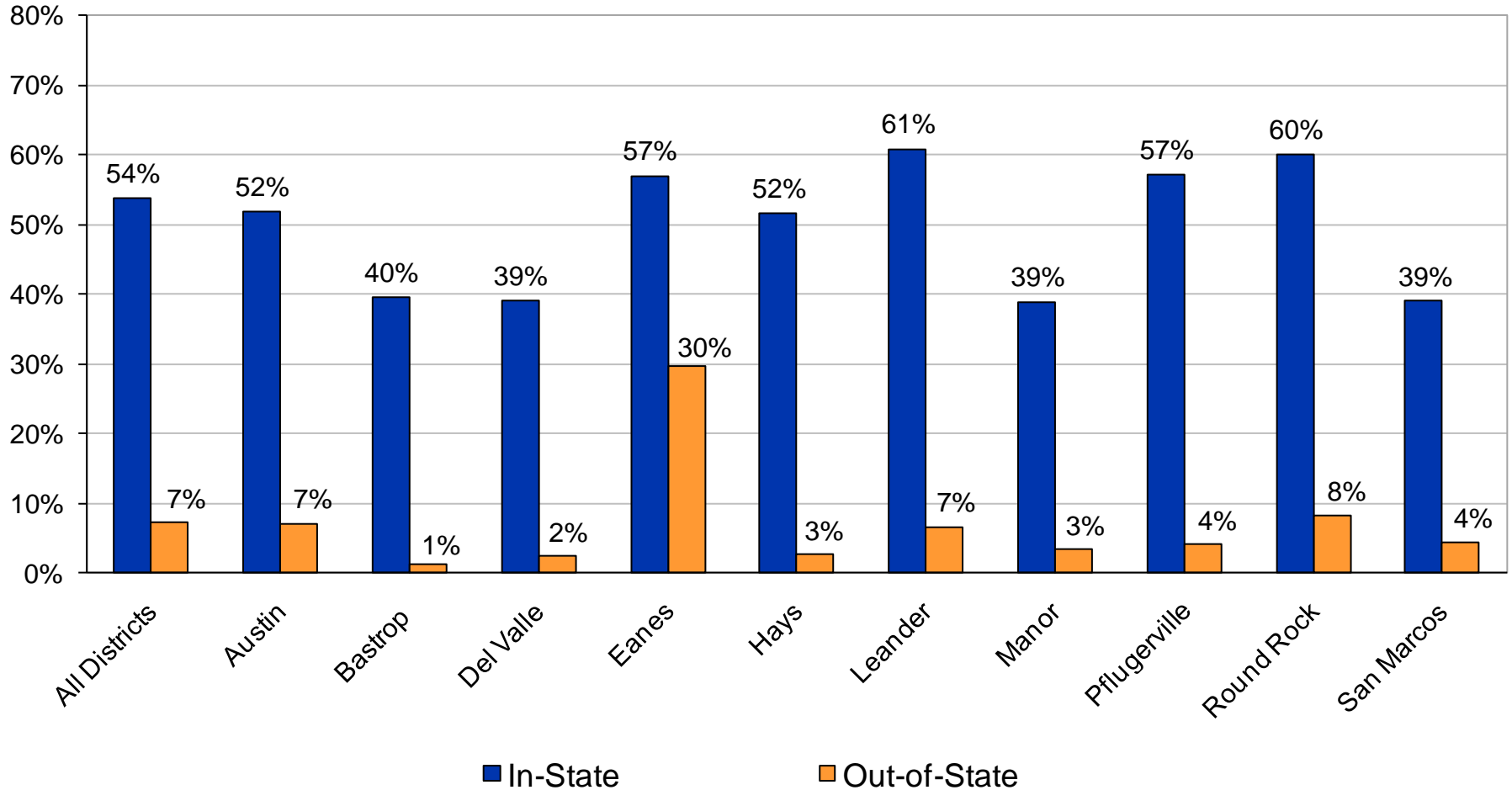
Percent of 2009 Graduates Enrolled in Fall 2009, by College Type and District (N=11,993)
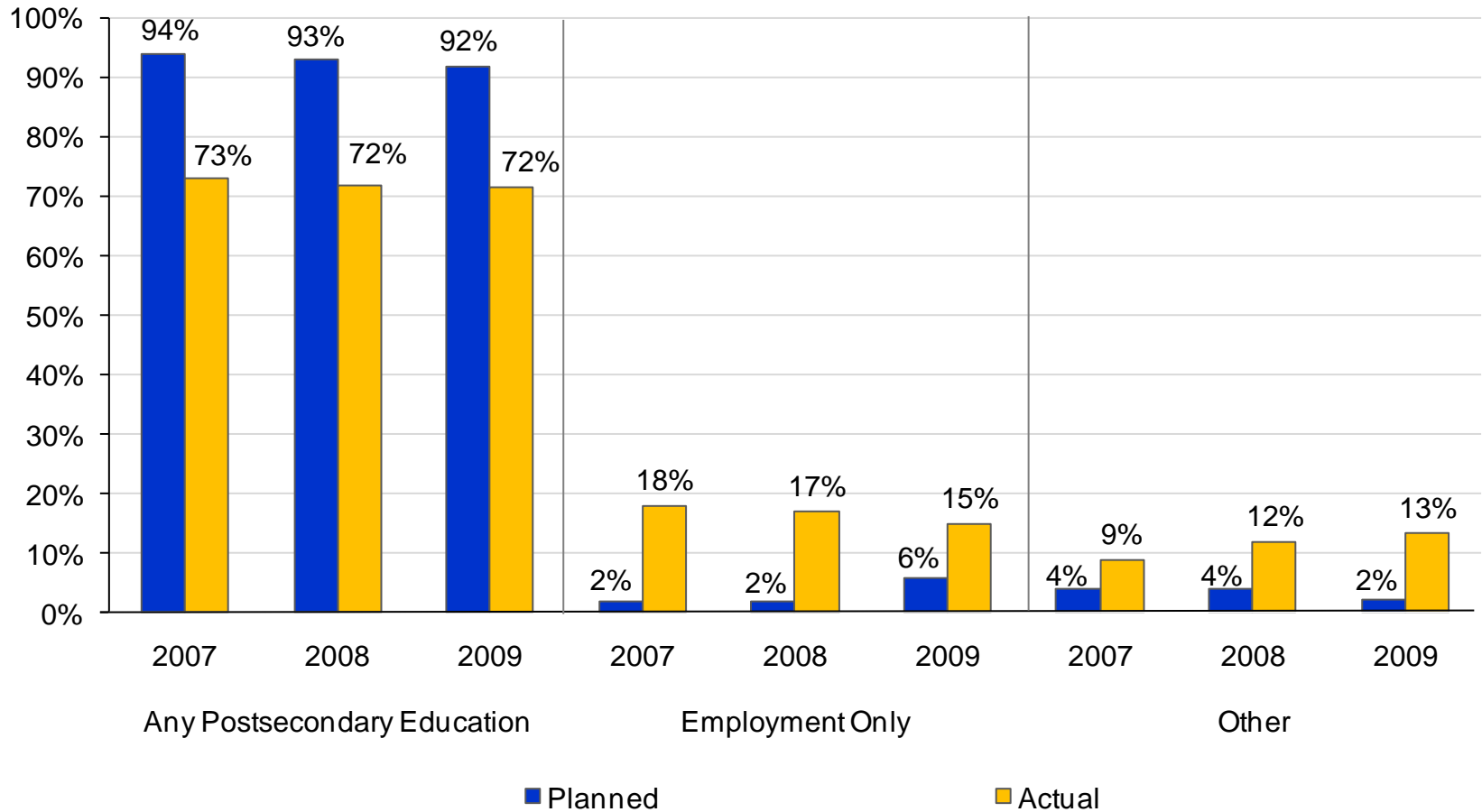
District	2-Year	4-Year
All Districts	23%	38%
Austin	23%	36%
Bastrop	22%	18%
Del Valle	22%	19%
Eanes	15%	72%
Hays	25%	30%
Leander	27%	41%
Manor	20%	23%
Pflugerville	27%	35%
Round Rock	24%	44%
San Marcos	15%	28%

Percent of 2009 Graduates Enrolled in Fall 2009, by Location and District (N=11,993)

District	In-State	Out-of-State
All Districts	54%	7%
Austin	52%	7%
Bastrop	40%	1%
Del Valle	39%	2%
Eanes	57%	30%
Hays	52%	3%
Leander	61%	7%
Manor	39%	3%
Pflugerville	57%	4%
Round Rock	60%	8%
San Marcos	39%	4%

■ In-State   ■ Out-of-State
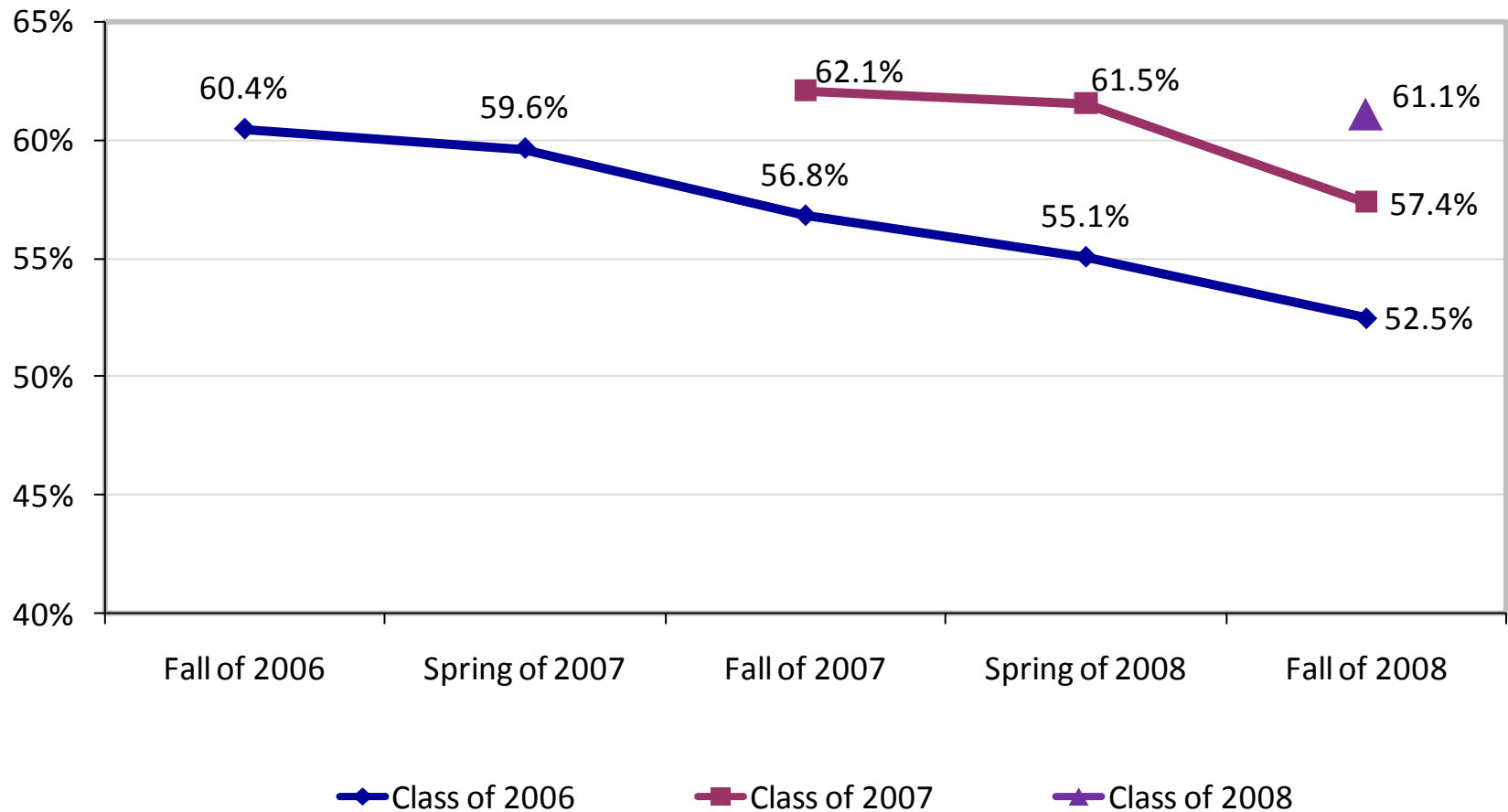
Planned versus Actual Activities in Fall for Surveyed Graduates

Postsecondary Enrollment Over Time, by Graduating Class

	Fall of 2006	Spring of 2007	Fall of 2007	Spring of 2008	Fall of 2008
Class of 2006	60.4%	59.6%	56.8%	55.1%	52.5%
Class of 2007			62.1%	61.5%	57.4%
Class of 2008					61.1%

Legend: Class of 2006, Class of 2007, Class of 2008

Overall Post-Graduation Employment Status, by Graduating Class

Legend: Class of 2006, Class of 2007, Class of 2008, Class of 2009
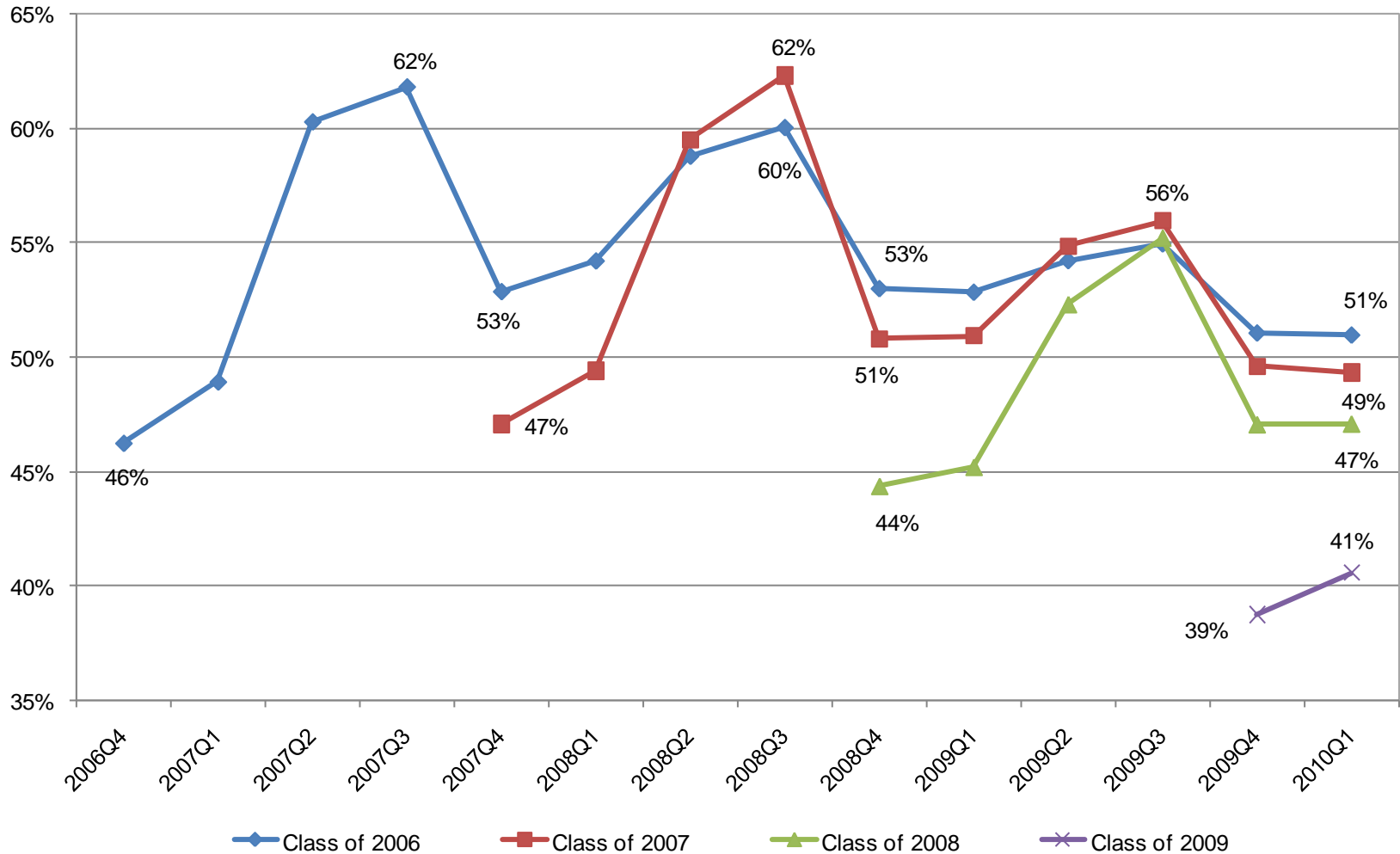
Major Factors Linked to Increased 4-Year Enrollments Class of 2007

Major factors increased enrollment odds by 50% or more. No factors reduced enrollment odds by more than 50%.

All Surveyed Graduates

- Completion of Distinguished Achievement Program or Recommended High School Plan was strongest (+345%)
- College placement exams, Top 10% and FAFSA completion (all +100%)
- HS math in 8th grade, G/T, visiting college campus, high school sports (all +50%)

All Groups

- College entrance exams, Top 10%, HS math in 8th grade (+50% for all groups)

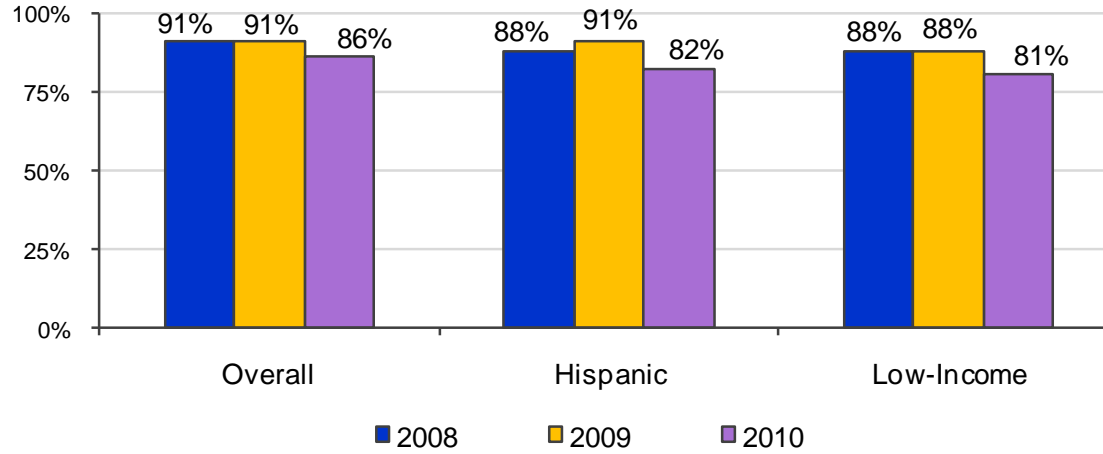# Major Factors Linked to Increased 4-year Enrollments for Selected Populations
Class of 2007

- *Hispanic graduates:* many key factors the same but strength varied; strong curriculum and FAFSA very important; males more likely to enroll; parental education and visiting campuses not significant

- *Low-income graduates:* far fewer significant variables; curriculum and top 10% most important

- *First generation graduates:* Top 10% increased enrollment odds by 400%; college entrance exams, 8th grade high school math credit also important; curriculum not significant for this group

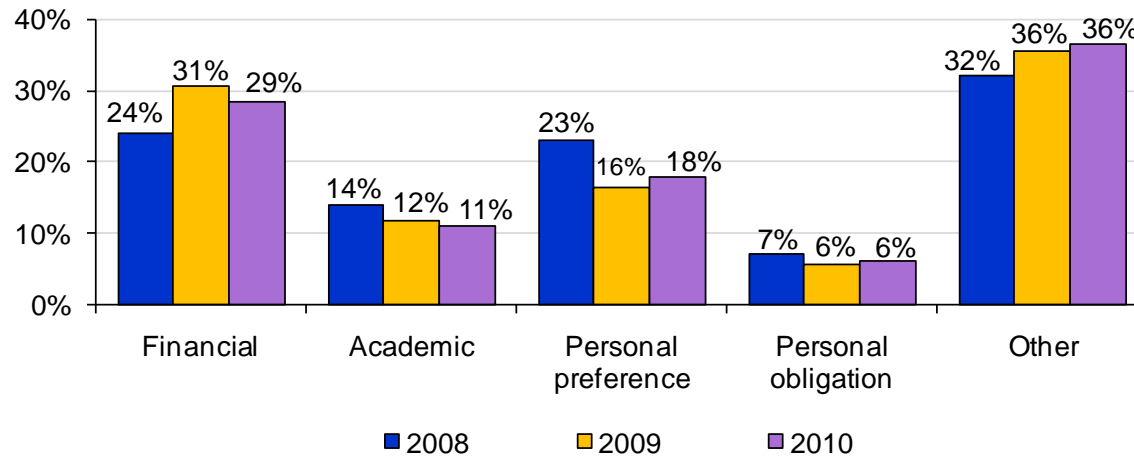*For all graduates, uncertainty about borrowing money for college reduced enrollment odds*

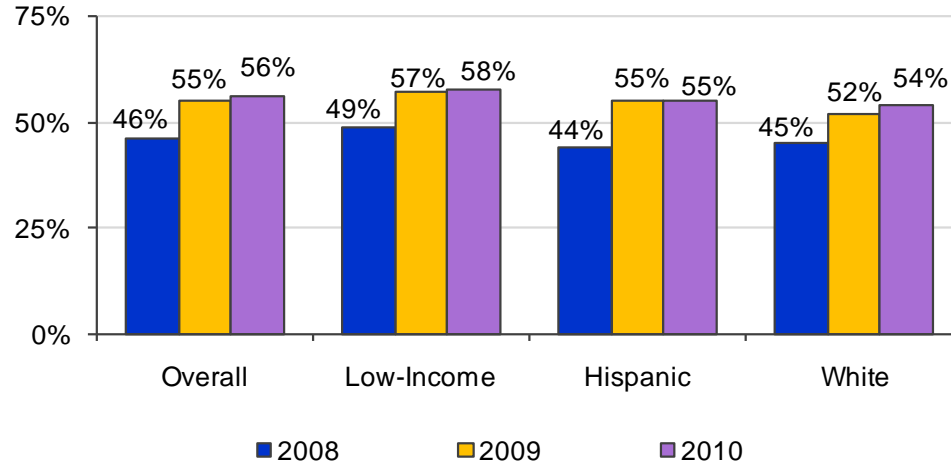# Senior Survey Recent Trends

Plans for Postsecondary Enrollment

Overall: 91% (2008), 91% (2009), 86% (2010)
Hispanic: 88% (2008), 91% (2009), 82% (2010)
Low-Income: 88% (2008), 88% (2009), 81% (2010)

Legend: 2008, 2009, 2010

Primary Reason for Not Choosing Postsecondary Enrollment

Financial: 24% (2008), 31% (2009), 29% (2010)
Academic: 14% (2008), 12% (2009), 11% (2010)
Personal preference: 23% (2008), 16% (2009), 18% (2010)
Personal obligation: 7% (2008), 6% (2009), 6% (2010)
Other: 32% (2008), 36% (2009), 36% (2010)

Legend: 2008, 2009, 2010

Senior Survey Recent Trends

More Students Reported FAFSA Submission

Overall: 2008 46%, 2009 55%, 2010 56%
Low-Income: 2008 49%, 2009 57%, 2010 58%
Hispanic: 2008 44%, 2009 55%, 2010 55%
White: 2008 45%, 2009 52%, 2010 54%

Legend: ■ 2008 ■ 2009 ■ 2010

Primary Reason for Not Submitting FAFSA

Do not need aid: 2009 22%, 2010 22%
Parents not willing: 2009 5%, 2010 7%
Probably won't qualify: 2009 22%, 2010 22%
Don't know process: 2009 40%, 2010 39%
Don't plan to enroll: 2009 11%, 2010 10%

Legend: ■ 2009 ■ 2010
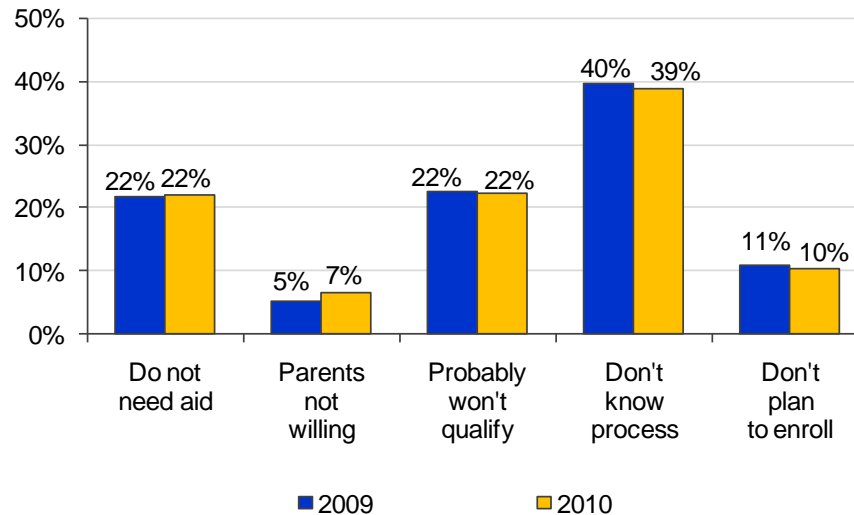
Implications for Policy

- Focusing on college preparation activities (college enrollment counseling, college applications, FAFSA, etc.) can improve initial postsecondary enrollment for all groups

- The recent economic downturn shows that other strategies may be needed to continue improvement for groups that traditionally have not attended college at comparable rates

- Because most graduates attend Texas colleges, affordability of those schools is an important public policy objective for continuing to increase overall enrollment

- More work is needed to:

➢ explore promising interventions for low-income and Hispanic students

➢ better understand the relationship between various education and work pathways and future career success

Implications for Practice

- GAC now offers free financial aid sessions each spring that target student groups that haven't traditionally enrolled

- ISD College Enrollment Managers use data to:
  - assess differences in students' awareness of the services that they receive against actual services and outcomes
  - compare outcomes for their students to those of similar students in surrounding districts
  - prioritize future services to offer students

- GAC is working with USDE and THECB to improve the process for districts to obtain near-real time college application and FAFSA completion data

- ISDs have partnered with local college access programs to provide college preparation and mentoring services

Future Plans

- **Enhance outcomes data**
  - Extend longitudinal outcomes coverage
  - Add data: e.g., financial aid (FAFSA); Federal Employment Data Exchange System (FEDES) for federal, military, postal; job training

- **Expand research efforts**
  - Use database to evaluate promising interventions (e.g., college access programs)
  - Analyze college and workforce pathways
  - Explore factors linked to college retention

- **Enhance real-time performance management tools**

- **Establish stable, multi-year funding**

- **Replicate the model in other regions/states**

For more information:

www.centexstudentfutures.org

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