

EVALUATION OF AUSTIN COMMUNITY COLLEGE'S STRENGTHENING INSTITUTIONS PROGRAM GRANT

ANNUAL OUTCOMES AND IMPACT REPORT



RAY MARSHALL CENTER FOR THE STUDY OF HUMAN RESOURCES

Cover page photo by [rawpixel](#) on Unsplash

EVALUATION OF AUSTIN COMMUNITY COLLEGE'S STRENGTHENING INSTITUTIONS PROGRAM GRANT

ANNUAL OUTCOMES AND IMPACT REPORT

Ashweeta Patnaik

Greg Cumpton

August 2018



3001 Lake Austin Blvd., Suite 3.200
Austin, TX 78703 (512) 471-7891
www.raymarshallcenter.org

This report was prepared with funds provided from Department of Education through Austin Community College (Office of Sponsored Projects Grant number: 201503098) to the Ray Marshall Center for the Study of Human Resources at the University of Texas at Austin. The views expressed here are those of the authors and do not represent the positions of the funding agencies or The University.

TABLE OF CONTENTS

Introduction	1
Overview.....	1
Evaluation design	3
Report organization.....	4
Participant characteristics	5
Early program outcomes.....	7
Overall retention rates	7
Retention rates by texting interventions	8
Early program impacts	12
Impact analysis design.....	12
Preliminary impact findings.....	13
Limitations.....	15
Discussion.....	17
References	20

TABLE OF FIGURES

Figure 1. Retention rates	7
Figure 2. Retention rates by full-time status	8
Figure 3. Retention rates by intervention status and full-time status	10
Figure 4. Retention rates by intervention status and type.....	10
Figure 5. Retention rates by intervention status and full-time status	11

TABLE OF CHARTS

Table 1. Demographic characteristics for the Fall 2016 FTIC cohort.....	5
Table 2. Demographic characteristics for the comprehensive texting intervention.....	6
Table 3. Impact Analysis Design.....	12
Table 4. Overall grant impact on retention	13
Table 5. Texting impact on retention.....	14

INTRODUCTION

OVERVIEW

Austin Community College (ACC) received a \$1.7 million Strengthening Institutions Program (SIP) grant from the U.S. Department of Education (DOE) in 2015 to develop programs to help students understand smart money management and college financing. The target population for ACC's initiatives for the SIP grant is all first-time in college (FTIC), credential seeking students. Through this grant, ACC established the Student Money Management Office (ACC-SMMO) whose mission is to support Austin Community College student success by providing accessible and relevant money management education, enabling students to make informed financial decisions.

Activities include text message alerts about financial aid requirements and deadlines, financial literacy workshops for students, professional development for faculty and staff, outreach and awareness campaigns for students, and enhancements to the Degree Map online tool to provide personalized real-time financial aid information. ACC hopes to demonstrate that the activities of ACC-SMMO will be linked to improvements in measures of student success such as: retention rates, graduation rates, time to completion, and cohort loan default rates.

Texting intervention

SMMO has been using Signal Vine's text messaging software to implement two distinct texting interventions.

1. In the ***comprehensive texting intervention***, students received approximately one text per week throughout the semester. Text messages included reminders about payment deadlines, registration reminders, notices of job fairs, and general tips for managing finances. Students in this group opted-in at an in-person Area of Study Information session, a new-student orientation session, led by ACC academic advisors.
 - a. A subgroup of students in this group received additional messages that were tailored by SMMO staff in consultation with Support Center staff. Students in this group had an EFC (Expected Family Contribution) of \$0 and thus had

access to things like childcare assistance and textbook assistance that were not available to other students. A total of 117 FTIC students who entered ACC in Fall 2016 received this support-center assisted comprehensive texting intervention.

2. In the ***targeted texting intervention***, students received a six-week series of text messages following a 70-minute in-class workshop delivered in their student success course. The workshop was conducted by a member of the Student Money Management Office staff and covered budgeting and credit. After the presentation, students were given the option to opt-in to the text message program. Texts reinforced the information presented in the workshop while also giving students an opportunity to communicate with the workshop presenter outside of class to ask clarifying questions. A total of 128 FTIC students who entered ACC in Fall 2016 received this targeted texting intervention.

Low-cost, technological solutions such as text-based outreach have shown promise for supporting students in overcoming barriers that hinder college enrollment, persistence and completion (Castleman and Page 2015, Barr, Bird et al. 2016, Castleman and Page 2016, Bird, Castleman et al. 2017). Castleman & Page found that college-intending high school graduates who were randomly assigned to receive text message reminders about important college and financial aid tasks required for successful matriculation were substantially more likely to enroll in college than students who did not receive the text messages (Castleman and Page 2015). Castleman & Page also found large and positive effects of a financial aid text message campaign on the continued college persistence of first-year students at community colleges - students who were initially enrolled in a community college and who received the text messages were nearly 12 percentage points more likely to persist into the fall of their sophomore year of college compared to community college freshmen who did not receive the texts (Castleman and Page 2016). Barr, Bird & Castleman found that a text messaging campaign that prompted loan applicants at a large community college to make informed and active borrowing decisions led students to reduce their unsubsidized loan borrowing, a result driven by those with low financial literacy levels and high debt (Barr, Bird et al. 2016).

EVALUATION DESIGN

The Ray Marshall Center (RMC), an organized research unit in the LBJ School of Public Affairs at The University of Texas, is conducting both formative and summative evaluations of all of ACC's initiatives for the SIP grant. The impact evaluation conducted by the Ray Marshall Center includes three components: a descriptive analysis, an outcomes analysis, and an impact analysis.

Outcomes analysis

The ACC SIP grant is expected to lead to a number of significant and measurable outcomes. The Ray Marshall Center is documenting and analyzing the outcomes by assembling data on key outcomes such as retention rates, graduation rates, time to completion, and cohort loan default rates over the evaluation period. The goal is to provide actionable information about the success of the intervention while each successive cohort of recipients is in the process of receiving services, allowing for relatively rapid reflection and program modification as needed by ACC staff.

Impact analysis

The impact analysis is designed to address the question: what impact did the SIP program have on key student outcomes? The main goal of the impact analysis is attribution – isolating the effect of the SIP program from other factors and potential selection bias. The main challenge of any impact analysis is to determine what would have happened to program participants if the program had not existed (i.e. the counterfactual). While a program's impact can truly be assessed only by comparing the actual and counterfactual outcomes, the counterfactual is not observed. Without information on the counterfactual, the next best alternative is to compare outcomes of program participants with those of a comparison group of non-participants. Successful impact analyses hinge on finding a good comparison group (Khandker, Koolwal et al. 2010).

The Ray Marshall Center is using a quasi-experimental evaluation methodology to estimate the impacts of the ACC SIP grant on key outcomes such as retention rates, graduation

rates, time to completion, and cohort loan default rates. A quasi-experimental design is appropriate since the program does not easily lend itself to a random assignment evaluation. Recent research has demonstrated that, when carried out under the right conditions, quasi-experimental estimation produces impact estimates that are similar in direction and magnitude to those resulting from more expensive and intrusive experimental (random assignment) evaluation methods.

Using this methodology, outcomes for the treatment group that received the intervention will be compared to the outcomes for the comparison group that did not receive the intervention. Differences in outcomes between the two groups can be understood as the effect of the treatment. The evaluation team will also use propensity score matching (PSM) to identify statistically similar matches from the comparison group for the SIP program participants.

REPORT ORGANIZATION

This report summarizes preliminary findings from the impact evaluation. Findings are based on analyses of comprehensive data on the treatment group and comparison group, made available from the institutional research data system at ACC. The following chapter of the report describes the participants served by the ACC SIP grant and examines participation patterns. The next chapter presents early findings from the outcomes analysis, followed by a chapter outlining the impact analysis approach and presenting partial impact findings. The report concludes with a chapter summarizing key preliminary findings and outlining next steps for the evaluation.

PARTICIPANT CHARACTERISTICS

Grant implementation began in 2016; thus, the treatment group comprises of FTIC credential seeking students who entered ACC in Fall 2016 or later. RMC has received data for the Fall 2016 cohort and demographic characteristics for the 5,342 students in this cohort are presented in Table 1. The treatment group had an equal number of males and females. Nearly half of the treatment group were Hispanic (44 percent), while over a third were White (36 percent). Nearly two-thirds were attending college part-time (61 percent). Nearly half were required to take one or more developmental education classes. Nearly half were Pell-eligible.

Table 1. Demographic characteristics for the Fall 2016 FTIC cohort

Demographic characteristics		Fall 2016 FTIC Cohort
Gender	Male	50%
Race	White	36%
	Black	7%
	Hispanic	44%
	Other	12%
Full-time status	Part-time	61%
	Full-time	39%
Developmental education mandated		44%
Pell-eligible		44%
FWS qualified		2%

Table 2 presents demographic characteristics for students who received the comprehensive texting intervention. Compared to students who did not receive texts, students who received texts in the comprehensive texting intervention were more likely to be female, more likely to be Hispanic, more likely to be enrolled part-time, more likely to have developmental education mandated, more likely to be Pell-eligible and more likely to be FWS-qualified.

Table 2. Demographic characteristics for the comprehensive texting intervention¹

Demographic characteristics		Did not receive texts	Received texts
Gender	Male	52%	47%
Race	White	40%	30%
	Black	8%	7%
	Hispanic	39%	53%
	Other	14%	10%
Full-time status	Part-time	55%	58%
	Full-time	45%	42%
Developmental education mandated		35%	47%
Pell-eligible		40%	51%
FWS qualified		2%	3%

Demographic characteristics for students who received the targeted texting intervention are not presented at this time due to the small sample size.

¹ Due to a small sample size, demographic characteristics for students in support-center assisted comprehensive texting intervention are not presented separately.

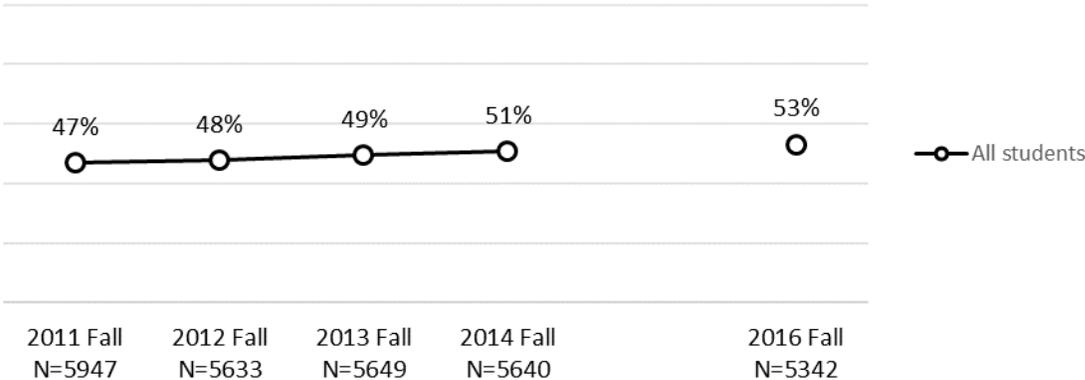
EARLY PROGRAM OUTCOMES

Key outcomes for the grant are retention rates, graduation rates, time to completion, and cohort loan default rates. The treatment group comprises of FTIC credential seeking students who entered ACC in Fall 2016 or later. RMC has received data for the Fall 2016 cohort, but the short follow-up time means that we can only examine retention rates for the treatment group; graduation rates, time to completion and loan default rates will be examined in later reports.

OVERALL RETENTION RATES

In the baseline report, we noted that first-to-second year retention rates for FTIC credential seeking students at ACC had steadily increased from Fall 2011 to Fall 2014 (Patnaik 2017). Here, we find that this upward trend has continued: 53 percent of students who entered ACC in Fall 2016 returned to ACC the following fall, compared to 51 percent of students who entered ACC in Fall 2014 and only 47 percent of students who entered ACC in Fall 2011, a six percentage point increase over five years.

Figure 1. Retention rates²

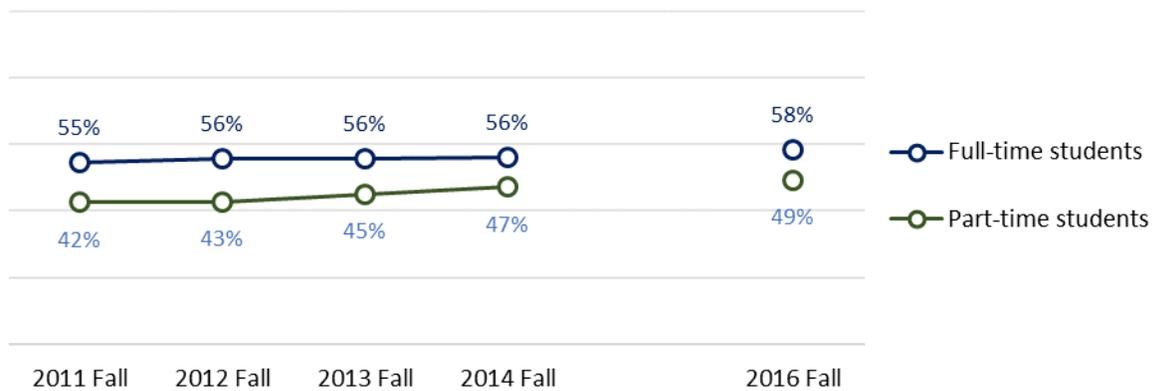


² RMC has not received Fall 2016 enrollment data for the Fall 2015 Cohort; hence, first-to-second year retention rate for the Fall 2015 Cohort cannot be reported at this time.

Retention rates by fulltime status

This upward trend in the retention rate is observed for both part-time students and full-time students. But the increase appears to be higher for part-time students: just under 50 percent of part-time students who entered ACC in Fall 2016 returned to ACC the following fall, compared to 47 percent of part-time students who entered ACC in Fall 2014 and only 42 percent of part-time students who entered ACC in Fall 2011, an eight percentage point increase over five years. In contrast, 58 percent of full-time students who entered ACC in Fall 2016 returned to ACC the following fall, compared to 56 percent of full-time students who entered ACC in Fall 2014 and 55 percent of full-time students who entered ACC in Fall 2011, a three percentage point increase over five years.

Figure 2. Retention rates by full-time status



RETENTION RATES BY TEXTING INTERVENTIONS

In the following sections, we focus only on the treatment group i.e. FTIC credential seeking students who entered ACC in Fall 2016. Students in this cohort were the target population for texting interventions implemented by SMMO through the ACC-SIP grant. Students who received texts from SMMO are included in the texting intervention group for analysis.

Comprehensive texting intervention³

We first examined level of engagement in the comprehensive texting intervention, measured in proxy by looking at the number of texts sent by the student. Appendix 1 shows the distribution of texts sent in reply by the 1,176 students who received texts and opted-in to continue receiving texts. We decided to measure three levels of engagement: students who received texts and opted out; students who received texts and opted in but replied less than five times; and, students who received texts and opted in and replied five or more times.

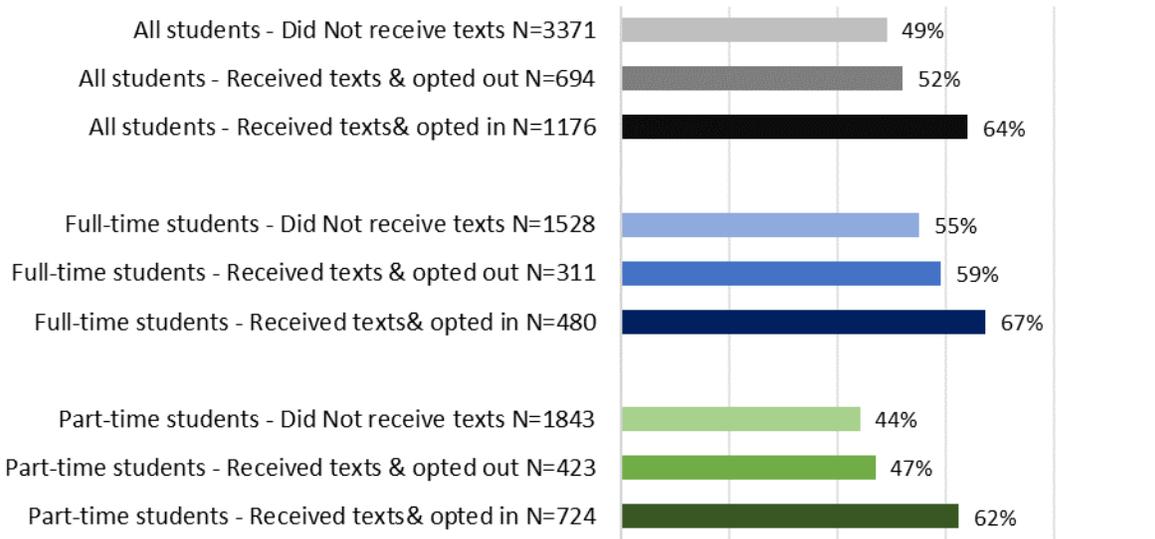
A total of 1,870 students were contacted via text (36 percent of the cohort). More than a third opted out (37 percent), but nearly two-thirds opted in to continue receiving texts (63 percent). Of the 1,176 students who opted in to continue receiving texts, 24 percent showed high engagement, measured in proxy by looking at the proportion of students who replied 5 or more times.

Our analysis finds that students who received an initial text from SSMO but opted out of receiving further texts, had retention rates similar to students who did not receive any texts. However, students who received a text from SMMO and opted in to continue receiving texts had much higher retention rates. Nearly two-thirds (64 percent) of students who received a text from SMMO and opted-in to continue receiving texts returned to ACC the following fall, compared to only 49 percent of students who did not receive a text, a fifteen percentage point difference.

The difference is greater for part-time students than full-time students: 62 percent of part-time students who received a text from SMMO and opted-in to continue receiving texts returned to ACC the following fall, compared to only 44 percent of part-time students who did not receive a text, an eighteen percentage point difference. In contrast, 67 percent of full-time students who received a text from SMMO returned to ACC the following fall, compared to only 55 percent of students who did not receive a text, a twelve percentage point difference.

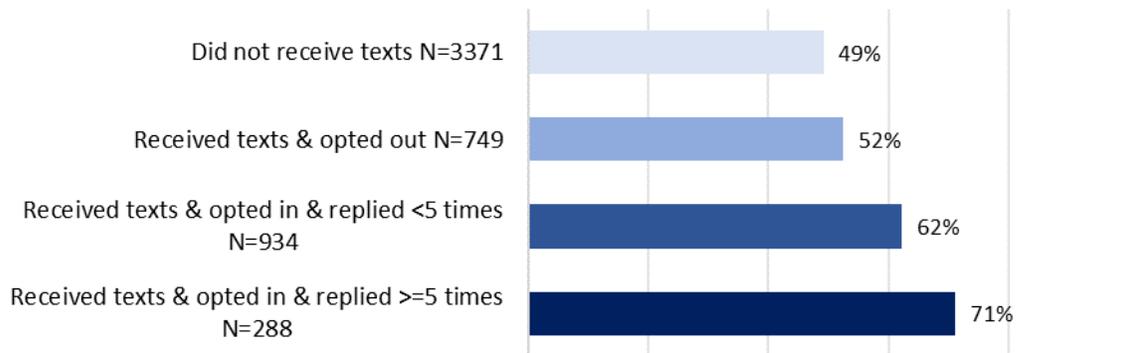
³ Due to a small sample size, outcomes for students in support-center the assisted comprehensive texting intervention are not presented separately.

Figure 3. Retention rates by intervention status and full-time status



Our analysis finds that students who were seemingly more engaged in the intervention appear to have higher retention rates: 71 percent of students who received texts and opted in and replied 5 or more times returned to ACC next fall, compared to 62 percent of students who received texts and opted in but replied less than 5 times.

Figure 4. Retention rates by intervention status and type



Targeted texting intervention

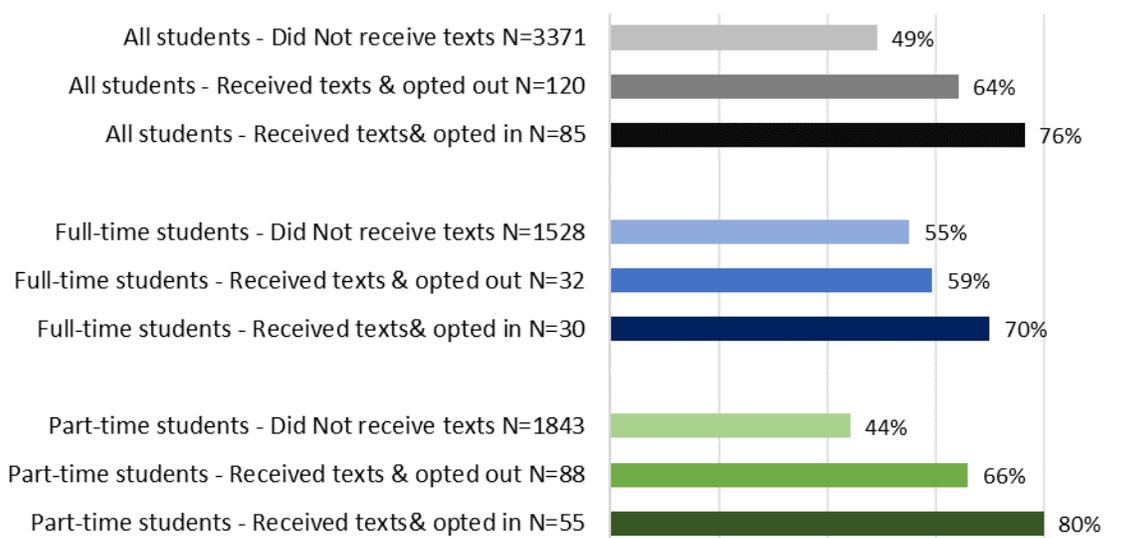
A total of 205 students were contacted via text for the targeted intervention. Of the 205 students contacted via text, 59 percent opted out and only 41 percent opted in to continue receiving texts. Due to the small sample size of 85 students, findings below should be

interpreted with caution.

Our analysis finds that unlike the comprehensive texting intervention, students who received an initial text from SSMO but opted out of receiving further texts, had higher retention rates than students who did not receive any texts (64 percent compared to 49 percent). This is likely because these students attended the in-class workshops on budgeting and credit and thus had received information that the comparison group may not have. However, students who received a text from SMMO and opted in to continue receiving texts had much higher retention rates. Three-quarters of students who received a text from SMMO and opted-in to continue receiving texts returned to ACC the following fall (76 percent), compared to only half of students who did not receive a text, a twenty-seven percentage point difference (49 percent).

The difference is greater for part-time students than full-time students: 80 percent of part-time students who received a text from SMMO and opted-in to continue receiving texts returned to ACC the following fall, compared to only 44 percent of part-time students who did not receive a text, a thirty-six percentage point difference. In contrast, 70 percent of full-time students who received a text from SMMO returned to ACC the following fall, compared to only 55 percent of students who did not receive a text, a fifteen percentage point difference.

Figure 5. Retention rates by intervention status and full-time status



EARLY PROGRAM IMPACTS

IMPACT ANALYSIS DESIGN

To estimate the impacts of participation in the ACC SIP grant, RMC is implementing a retrospective cohort analysis combined with propensity score matching. Outcomes for the treatment group that received the intervention during the program implementation period (i.e. FTIC credential seeking students who entered ACC in Fall 2016) are compared to the outcomes for a comparison group that did not receive the intervention from a time period prior to the program implementation period (i.e. FTIC credential seeking students who entered ACC in Fall 2014⁴). Differences in outcomes between the two groups can be understood as the effect of the treatment. The evaluation team is also using propensity score matching (PSM) to identify matches from the comparison group.

Table 3. Impact Analysis Design

Outcome	Comparison Group Pool	Treatment Group
Impact of the grant	FTIC credential seeking students who entered ACC in Fall 2016	FTIC credential seeking students who entered ACC in Fall 2016
Impact of texting	FTIC credential seeking students who entered ACC in Fall 2016 and did not receive texts from SMMO	FTIC credential seeking students who entered ACC in Fall 2016 and received texts from SMMO and opted in to continue receiving texts

To estimate the impacts of the texting intervention, RMC is implementing a contemporaneous cohort analysis combined with propensity score matching. Outcomes for the treatment group that received the intervention (i.e. FTIC credential seeking students who entered ACC in Fall 2016 and received texts from SMMO and opted in to continue receiving texts) are compared to the outcomes for a comparison group that did not receive the intervention (i.e. FTIC credential seeking students who entered ACC in Fall 2016 and did not receive texts from SMMO). Differences in outcomes between the two groups can be

⁴ This is the most recent cohort for whom retentions rates are available.

understood as the effect of the treatment. The evaluation team is also using propensity score matching (PSM) to identify matches from the comparison group.

PRELIMINARY IMPACT FINDINGS

Impact of the SIP grant

We first estimated the impacts of the ACC SIP grant activities on retention (see Table 4). For this analysis, the treatment group was comprised of FTIC credential seeking students who entered ACC in Fall 2016. The comparison group pool comprised of FTIC credential seeking students who entered ACC in Fall 2014. After matching, the evaluation team estimated the impacts on retention (see Table 4). Column 4 of Table 4 indicates the propensity score matching estimates of the differences in retention outcomes between the treatment group and the matched comparison group. PSM models found that students attending ACC in the first year of program implementation did not have any impact on retention across ACC. Just over half of both the matched comparison group and the treatment group returned to ACC next fall (52 percent and 53 percent respectively).

Table 4. Overall grant impact on retention

Outcome	Matched Comparison Group Mean	Treatment Group Mean	Difference	Abadie Imbens Robust S.E.	P> z
First-year retention (%)	51.6%	52.9%	1.3%	0.010	0.187

Impact of the comprehensive texting intervention⁵

We next estimated the impacts of participation in SMMO' comprehensive texting intervention on retention (see Table 5). For this analysis, the treatment group was comprised of FTIC credential seeking students who entered ACC in Fall 2016 and received texts from SMMO

⁵ Due to a small sample size, outcomes for students in support-center assisted comprehensive texting intervention are not presented separately.

and opted in to continue receiving texts. The comparison group pool comprised of FTIC credential seeking students who entered ACC in Fall 2016 and did not receive texts from SMMO. Column 4 of Table 5 indicates the propensity score matching estimates of the differences in retention outcomes between the treatment group and the matched comparison group. PSM models found that the ACC SIP texting interventions had a significant positive impact on retention - students who received the texts were 13 percentage points more likely to enroll in the fall of their sophomore year than students who did not receive the texts.

Table 5. Texting impact on retention

First-year retention (%)	N	Matched Comparison Group Mean	Treatment Group Mean	Difference	Abadie Imbens Robust S.E.	P> z
All students	1,176	50.9%	64.0%	13.1%	0.017	0.000
Male students	524	50.0%	60.9%	11.0%	0.025	0.000
Female students	652	51.8%	66.6%	14.7%	0.023	0.000
Part-time students	696	46.4%	61.8%	15.4%	0.023	0.000
Full-time students	478	58.0%	67.3%	9.4%	0.026	0.000
Hispanic students	642	54.7%	66.5%	11.8%	0.024	0.000
White students	337	43.3%	62.3%	19.0%	0.031	0.000

We found that the text messaging campaign had impacts on persistence for both male and female students, but the impact was greater for female students. Female students who received the texts were 15 percentage points more likely to enroll in the fall of their sophomore year than female students who did not receive the texts.

We found that the effects were particularly large for part-time students. Students who

were enrolled part-time and received the texts were 15 percentage points more likely to enroll in the fall of their sophomore year than part-time students who did not receive the texts. Historically, persistence rates have been lower for part-time students compared to full-time students. For example, at ACC, 56 percent of FTIC credential seeking students who enrolled full time in Fall 2014 persisted to the fall of their sophomore year, compared to only 47 percent of similar students who enrolled part-time. However, with the help of the text messaging campaign, this gap was closed and surpassed - part-time students who received the text outreach persisted at much higher rates, even higher than full-time students who did not receive text messages.

Finally, we found that the the text messaging campaign had impacts on persistence for both white and hispanic students, but the impact was greater for white students. White students who received the texts were 20 percentage points more likely to enroll in the fall of their sophomore year than female students who did not receive the texts.

Impact of the targeted texting intervention

Due to the small sample size of 85 FTIC credential seeking students who entered ACC in Fall 2016 and and opted in to receive texts from SMMO in the targeted texting intervention, we could not examine program impacts at this time. Program impacts for the targeted intervention will be estimated next year with a larger sample.

LIMITATIONS

The impact analysis is clearly limited by its non-experimental design. While propensity score matching (PSM) controls for observed differences between the treatment group and the comparison group, it cannot control for selection bias that may be due to unobserved differences between the groups. As with all PSM approaches, the degree to which unmeasured sources of bias affect the comparability of groups is unknown. The evaluation team made efforts to incorporate all available and important characteristics such as age, gender, race, development education mandated status, and enrollment status. However, some important characteristics such as high school GPA, performance on college entrance tests and parental

education could not be included in the analysis, since ACC is an open access college and hence does not collect this information. PSM does not correct for selection bias that might be caused by characteristics not observed or measured; this remains a significant limitation of this study.

DISCUSSION

In summary, we find that the ACC SIP comprehensive texting intervention had a significant large positive impact on retention - text recipients were 13 percentage points more likely to persist into the fall of their sophomore year of college compared to freshmen at ACC who did not receive the texting intervention. Our analysis also suggest that the ACC SIP targeted texting intervention appeared to have strong retention outcomes for students who received the texts, compared to students who did not - however, the impacts of this intervention could not be estimated at this time due to a small sample size.

These findings contribute to a growing body of research that suggests that behaviorally-informed strategies, such as text messaging interventions, can help people navigate complex decisions, such as financial aid. Such interventions may particularly benefit community college students for whom the ability to continue in college likely depends on being able to maintain financial aid. Our findings on the larger impact on students enrolled part-time are particularly salient since part-time students are often juggling work and family obligations and have traditionally had lower persistence rates.

A crucial next step will be to study the impacts of the texting intervention on college completion and credential attainment. Although community colleges provide easy access to higher education for a wide range of students, the majority of students do not complete a credential. Only a quarter of first-time, full-time degree/certificate-seeking students at 2-year public colleges graduated with a certificate or associate's degree within 150 percent of normal time (Snyder 2018). Only 38 percent of the students who began at a two-year public institution completed a degree within six years (Shapiro, Dundar et al. 2017). A range of policy initiatives have emerged to close this gap between access and completion, including guiding students through the financial aid cycle. Our future work could help researchers and policy-makers better understand if text message interventions that provide personalized outreach about financial aid can help impact college completion.

Our analysis finds that more than a third of students (38%) who originally signed up for texts in the comprehensive texting intervention opted out after receiving texts. Considering

that the evidence suggests that the texting intervention is having an impact on retention, the relatively high opt-out rate should be studied by the implementation team to understand the reasons why students are dropping out and how they might be better addressed.

Appendix 1. Level of student engagement

	Total N	Percent Retained
Sent 0 texts	380	52%
Sent 1 texts	628	54%
Sent 2 texts	298	62%
Sent 3 texts	211	67%
Sent 4 texts	158	73%
Sent 5 texts	94	66%
Sent 6 texts	86	76%
Sent 7 texts	36	56%
Sent 8 texts	24	92%
Sent 9 texts	10	70%
Sent 10 texts	8	75%
Sent 11 or more texts	29	79%

REFERENCES

- Barr, A., K. Bird and B. L. Castleman (2016). "Prompting active choice among high-risk borrowers: Evidence from a student loan counseling experiment." Charlottesville, VA: EdPolicyWorks Working Paper.
- Bird, K. A., B. L. Castleman, J. Goodman and C. Lambertson (2017). Nudging at a national scale: Experimental evidence from a FAFSA completion campaign. Technical Report, Ed Policy Works Working Paper Series No.
- Castleman, B. L. and L. C. Page (2015). "Summer nudging: Can personalized text messages and peer mentor outreach increase college going among low-income high school graduates?" Journal of Economic Behavior & Organization **115**: 144-160.
- Castleman, B. L. and L. C. Page (2016). "Freshman year financial aid nudges: An experiment to increase FAFSA renewal and college persistence." Journal of Human Resources **51**(2): 389-415.
- Khandker, S. R., G. B. Koolwal and H. A. Samad (2010). Handbook on impact evaluation: quantitative methods and practices. Washington, D.C., World Bank Publications.
- Patnaik, A. J., Cynthia; Cumpton, Greg (2017). Evaluation of ACC SIP Initiatives: Baseline Assessment. Austin, TX, Ray Marshall Center for the Study of Human Resources.
- Shapiro, D., A. Dunder, F. Huie, P. K. Wakhungu, X. Yuan, A. Nathan and A. Bhimdiwala (2017). "Completing College: A National View of Student Completion Rates--Fall 2011 Cohort.(Signature Report No. 14)." National Student Clearinghouse.
- Snyder, T. D. d. B., Cristobal ; Dillow,Sally A. (2018). Digest of Education Statistics, 2017, National Center for Education Statistics.