



CENTRAL TEXAS
Student*Futures*
PROJECT

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

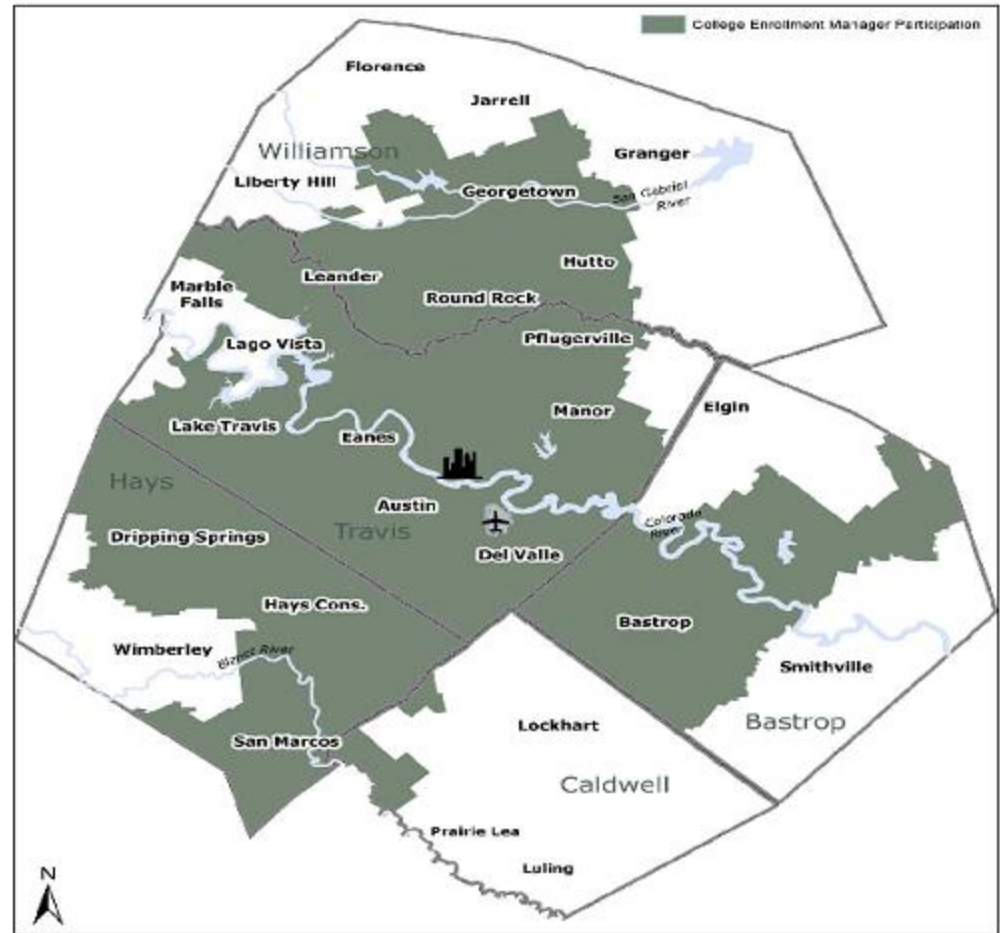
October 28, 2010

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

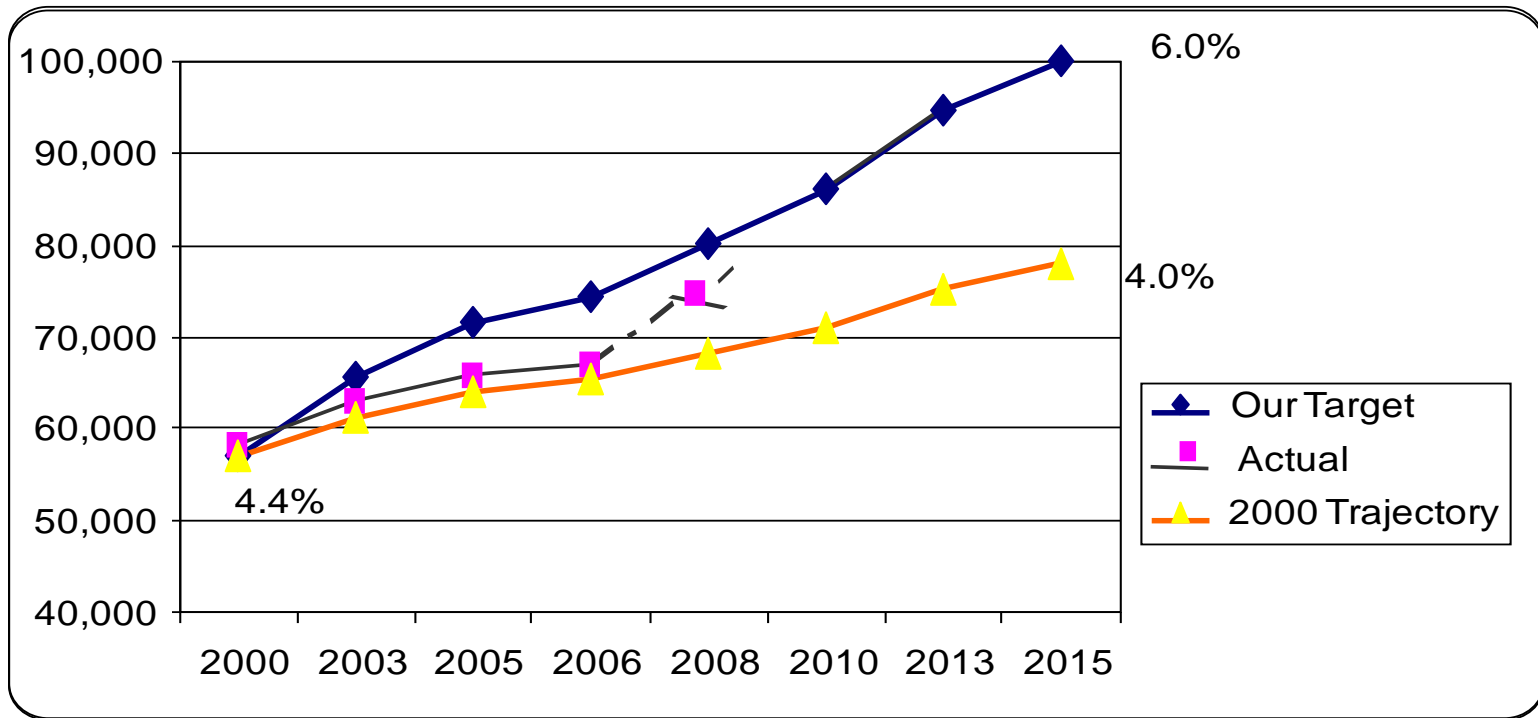




20,010 by 2010 Challenge



Residents from Austin MSA Enrolled in Higher Education



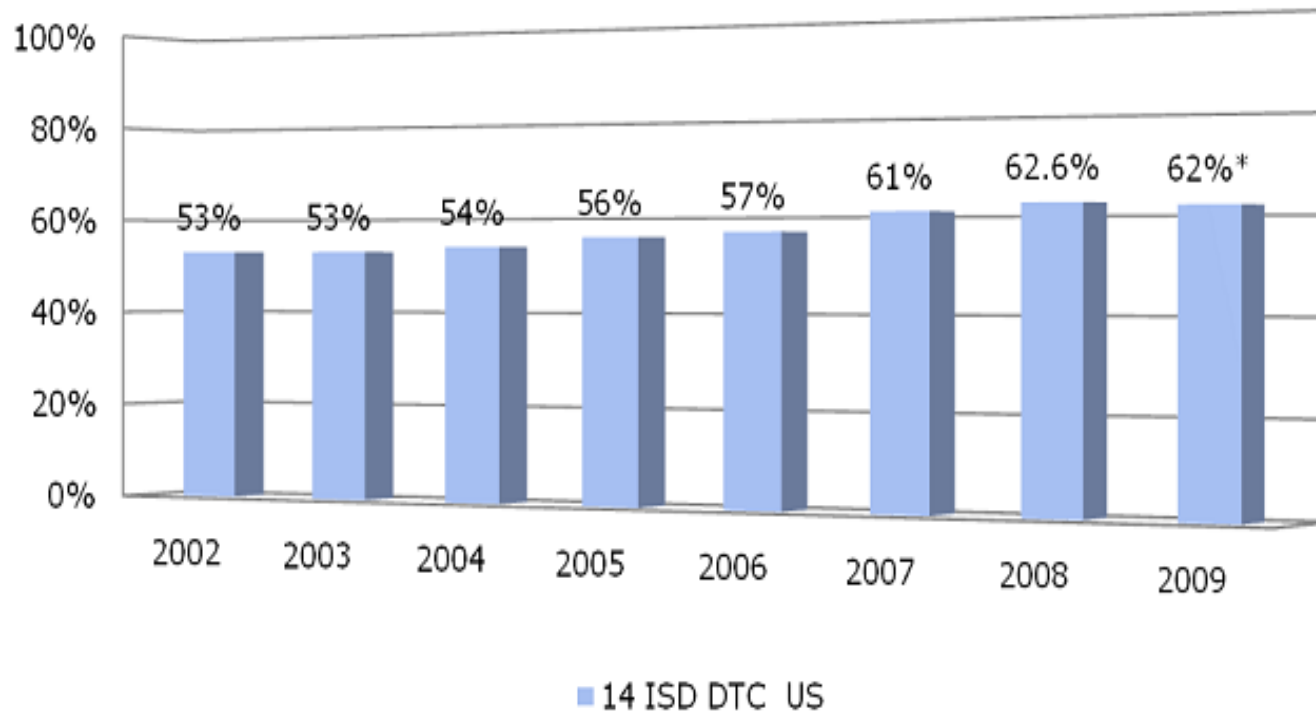
Source: Austin Chamber of Commerce, 2006



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



Austin MSA Direct to College Enrollment



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% |
| <i>Type of Institution</i> | | | |
| -4-Year College/University | 40% | 40.38% | 39.03% |
| -2-year College/Technical School | 22% | 22.08% | 23.47% |
| <i>Location of Institution</i> | | | |
| -In-state | 54% | 53.31% | 54.77% |
| -Out-of-state | 8% | 9.18% | 7.76% |

* 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.



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

by College Type, Ethnicity and Income Status

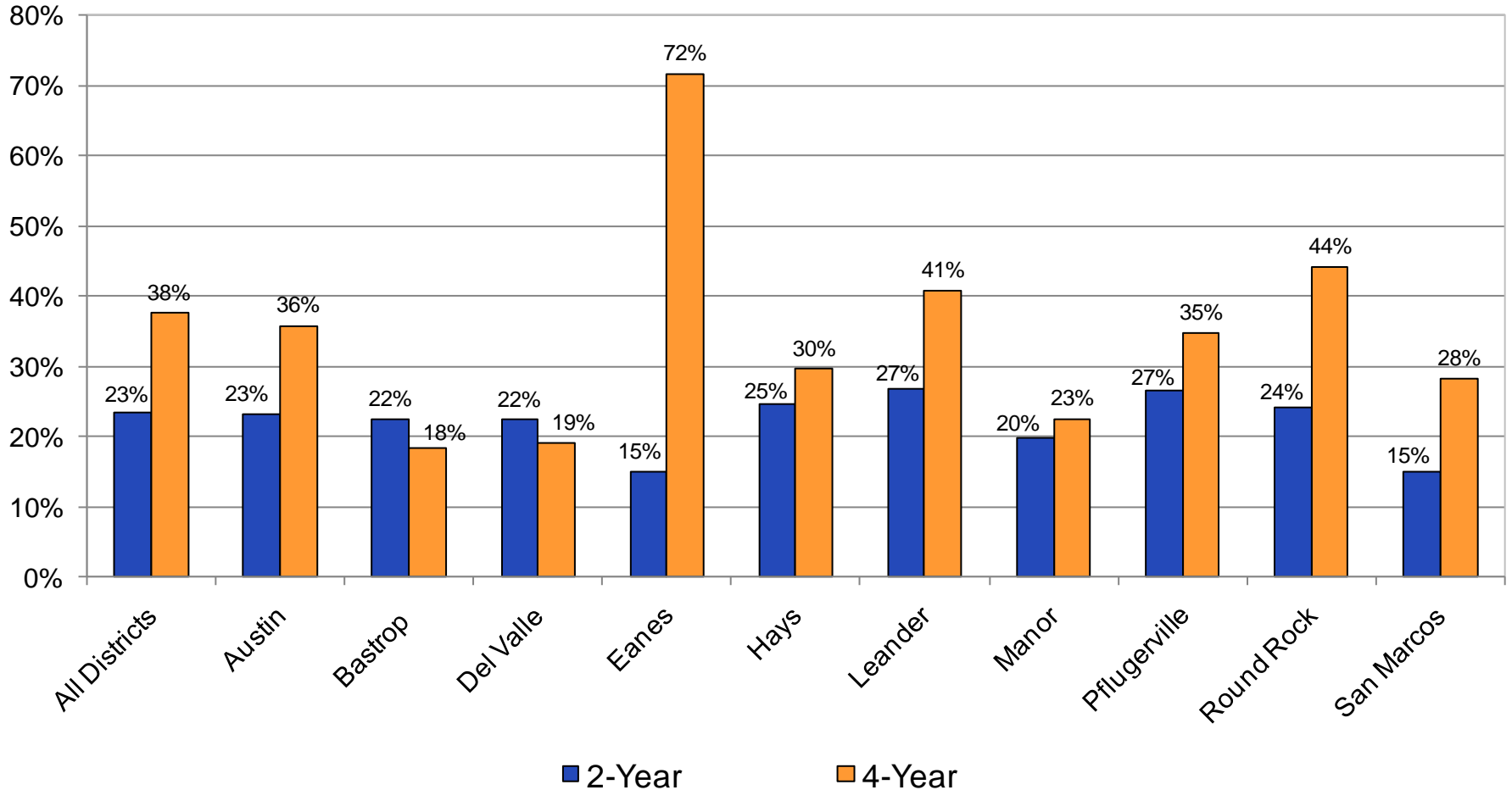


| | 2007 | | 2008 | | 2009* | |
|-------------------------------|------------|------------|------------|------------|------------|------------|
| | 2-Year | 4-Year | 2-Year | 4-Year | 2-Year | 4-Year |
| Enrolled Graduates (%) | 22% | 40% | 22% | 40% | 23% | 39% |
| Ethnicity | | | | | | |
| Asian | 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.

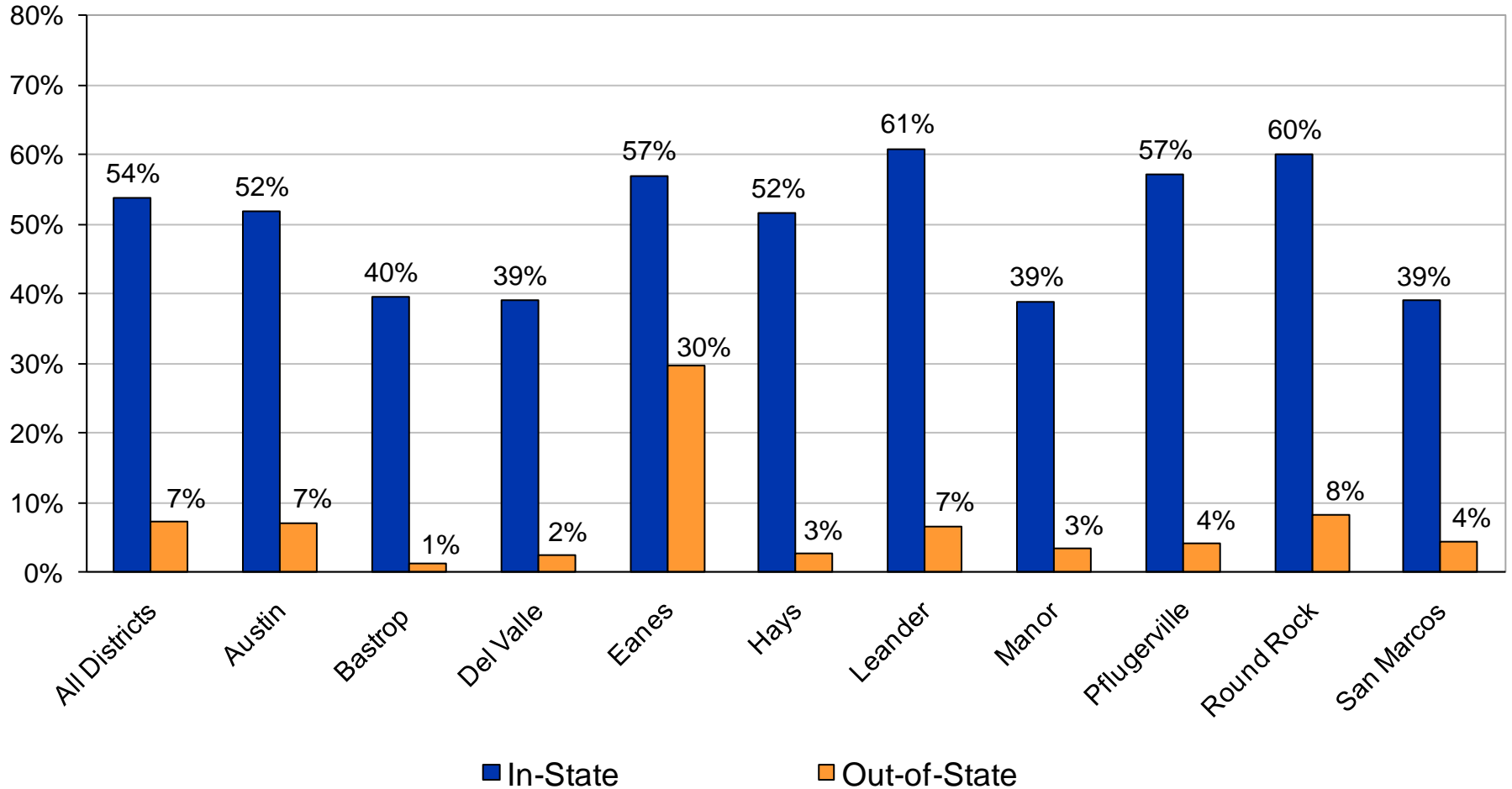


Percent of 2009 Graduates Enrolled in Fall 2009, by College Type and District (N=11,993)



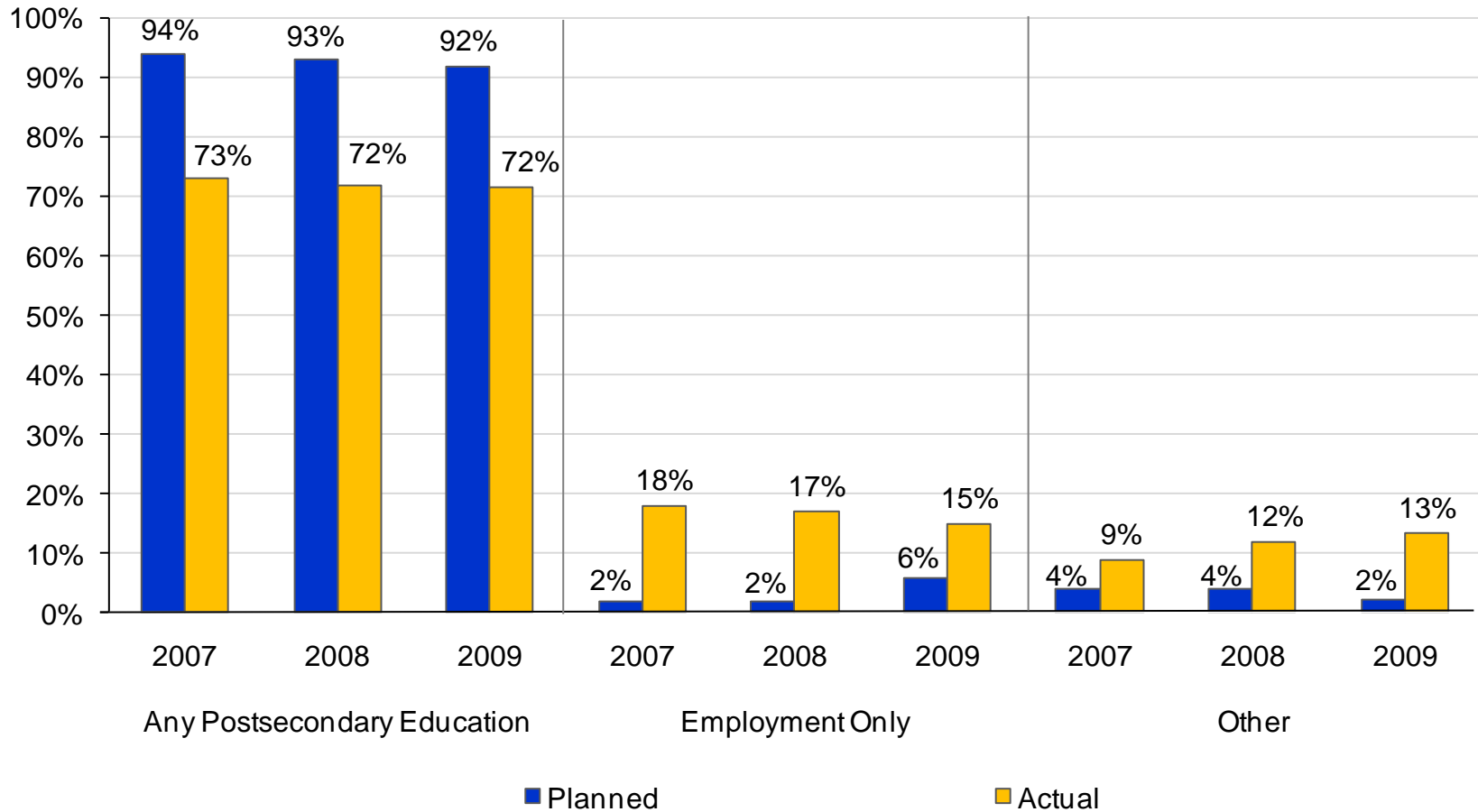


Percent of 2009 Graduates Enrolled in Fall 2009, by Location and District (N=11,993)



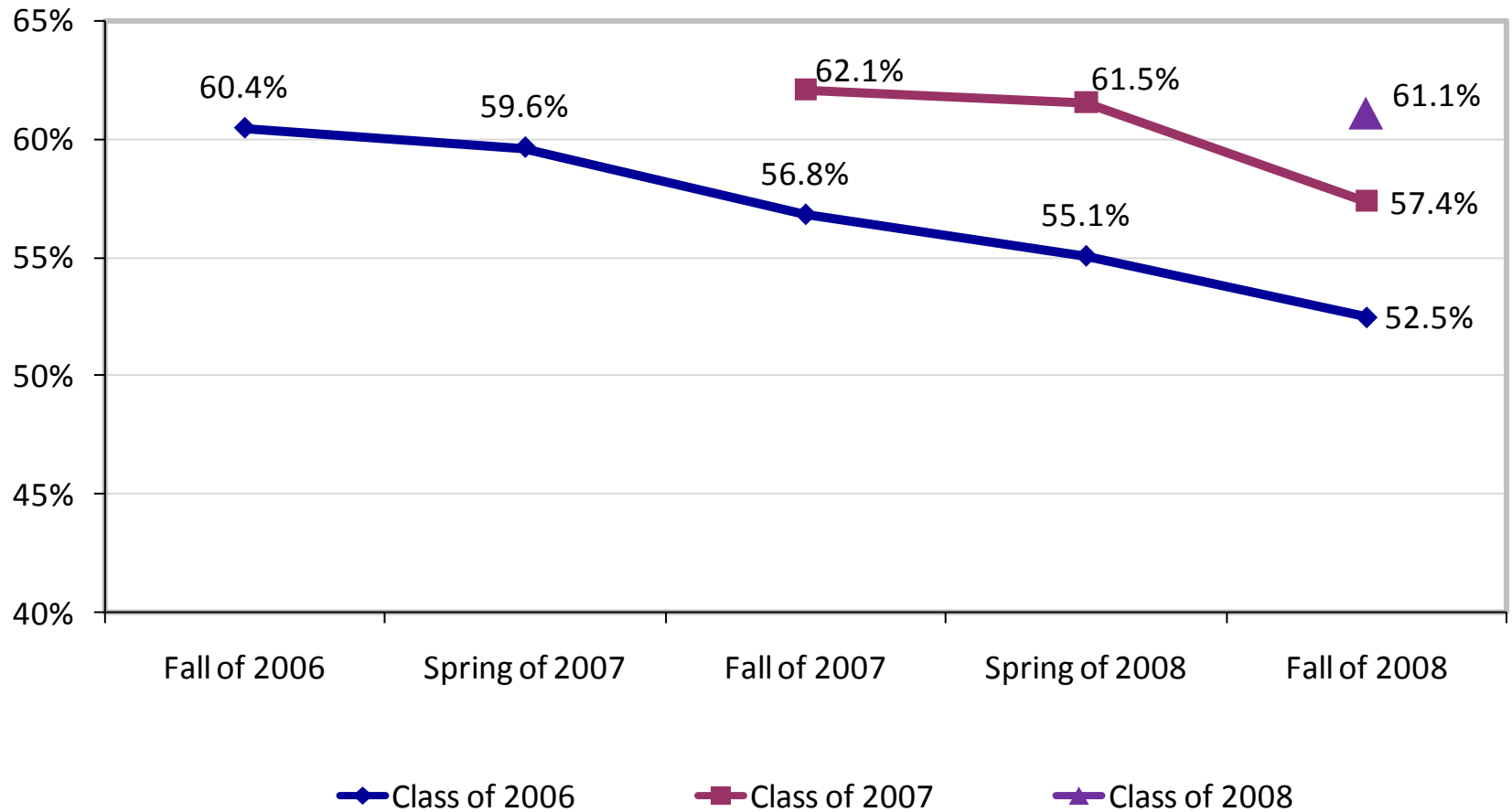


Planned versus Actual Activities in Fall for Surveyed Graduates



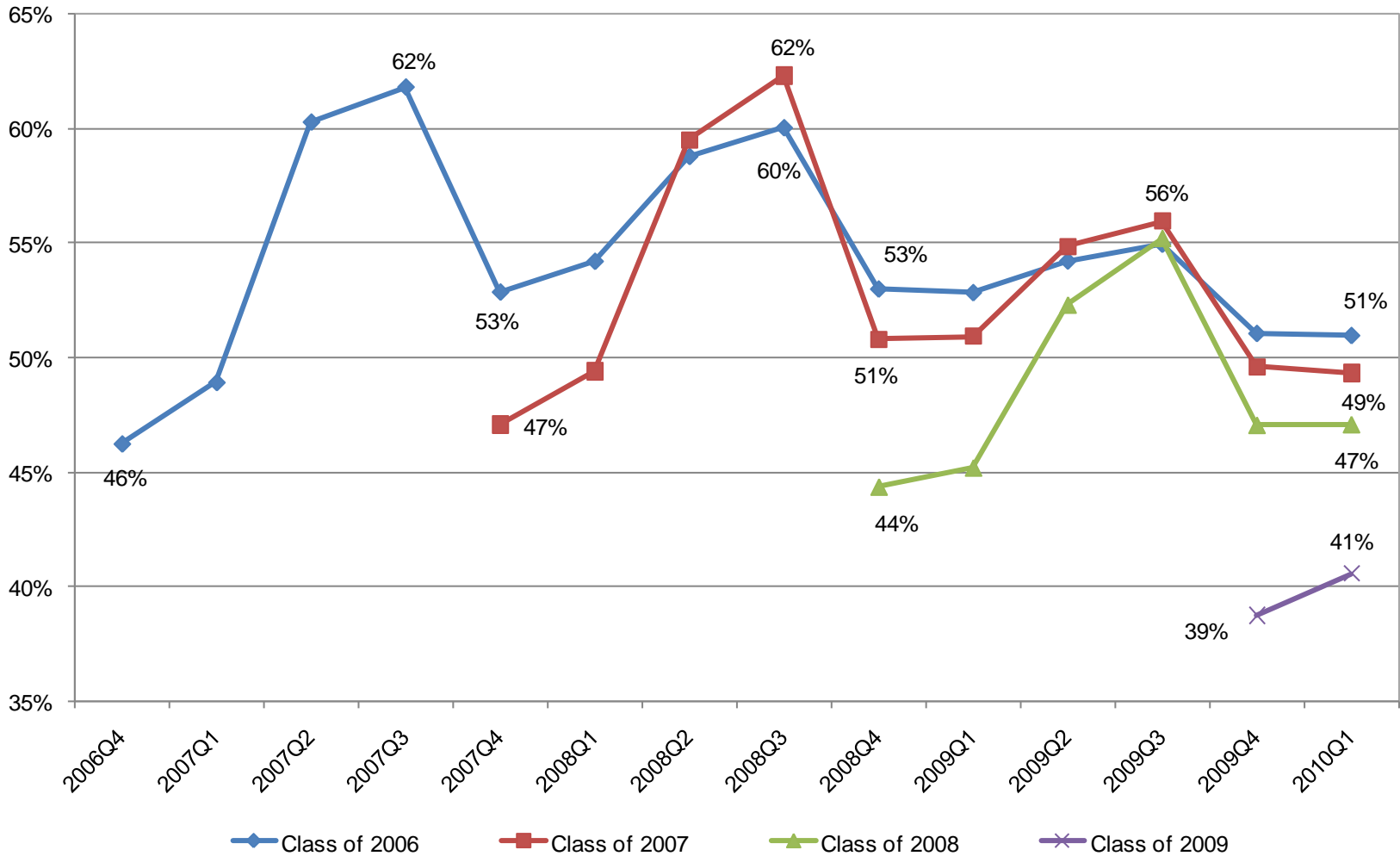


Postsecondary Enrollment Over Time, by Graduating Class





Overall Post-Graduation Employment Status, by Graduating Class



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



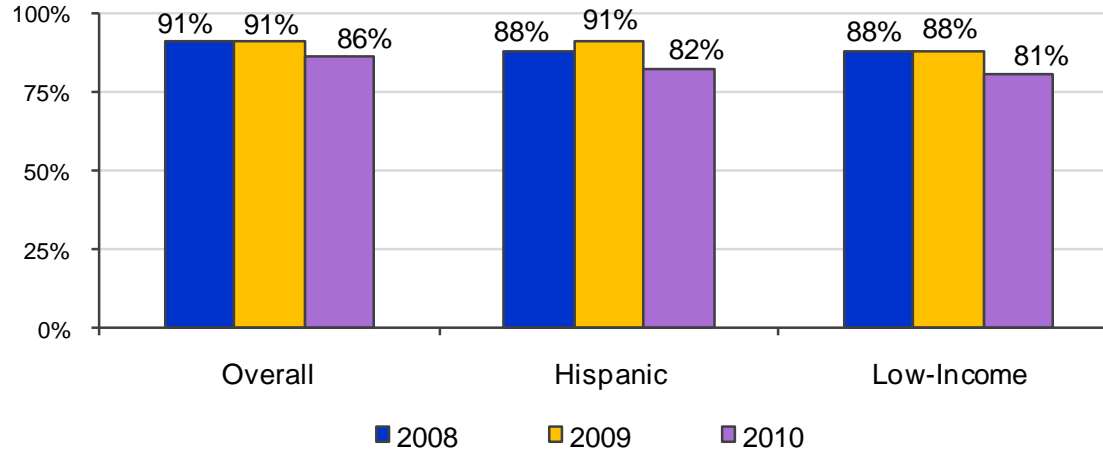
- ***Hispanic graduates:*** many key factors the same but strength varied; strong curriculum and FAFSA very important; males more likely to enroll; parental education and visiting campuses not significant
- ***Low-income graduates:*** far fewer significant variables; curriculum and top 10% most important
- ***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

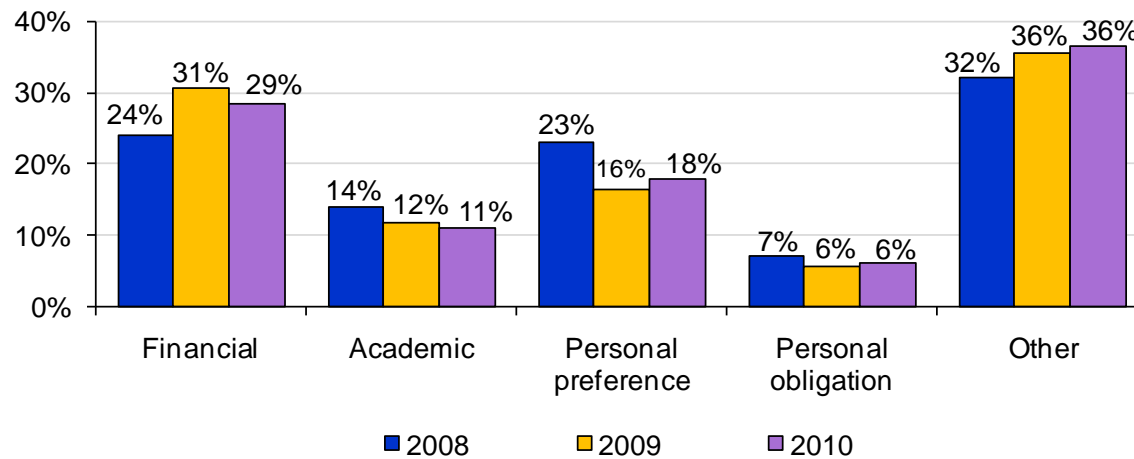
Senior Survey Recent Trends



Plans for Postsecondary Enrollment



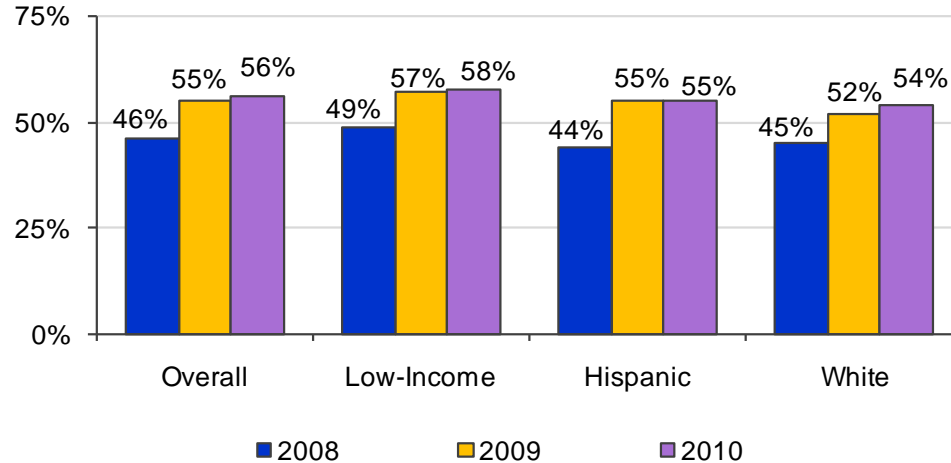
Primary Reason for Not Choosing Postsecondary Enrollment



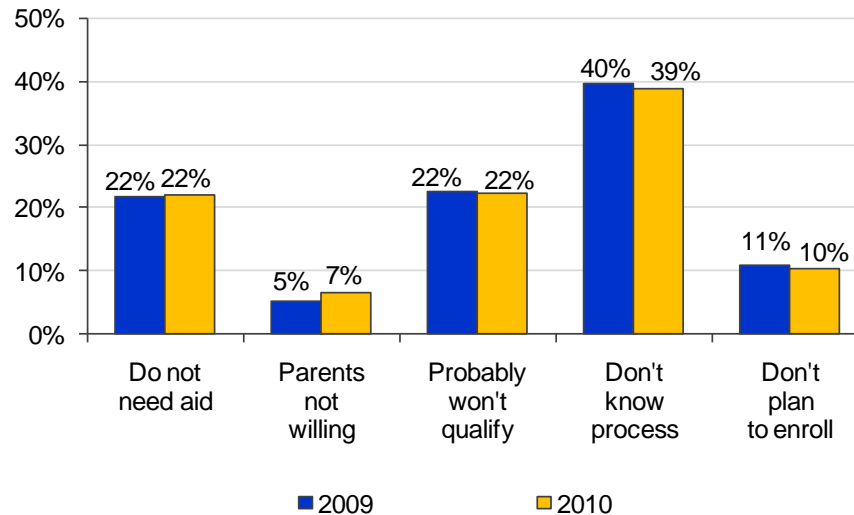
Senior Survey Recent Trends



More Students Reported FAFSA Submission



Primary Reason for Not Submitting FAFSA



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**



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