

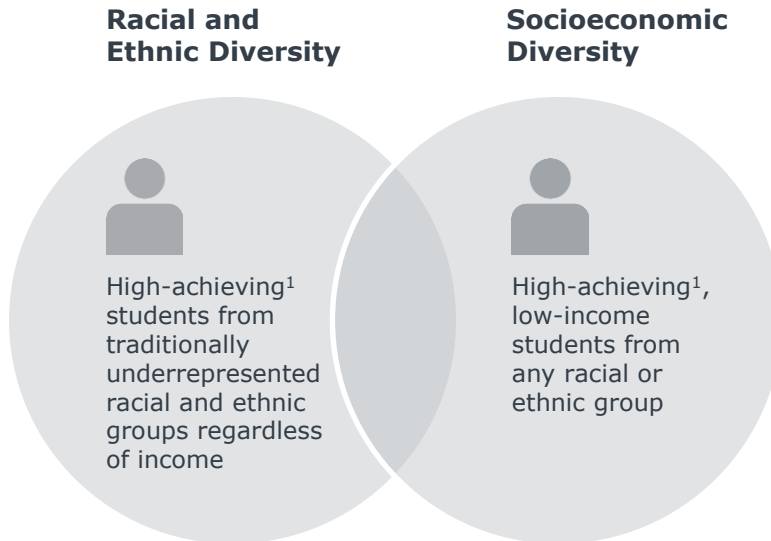
Evolving College Access Programs

Excerpted from

*"Recruiting Students from Underrepresented Populations:
Identifying, Cultivating, and Enrolling a Diverse Student Body"*

Defining Our Terms

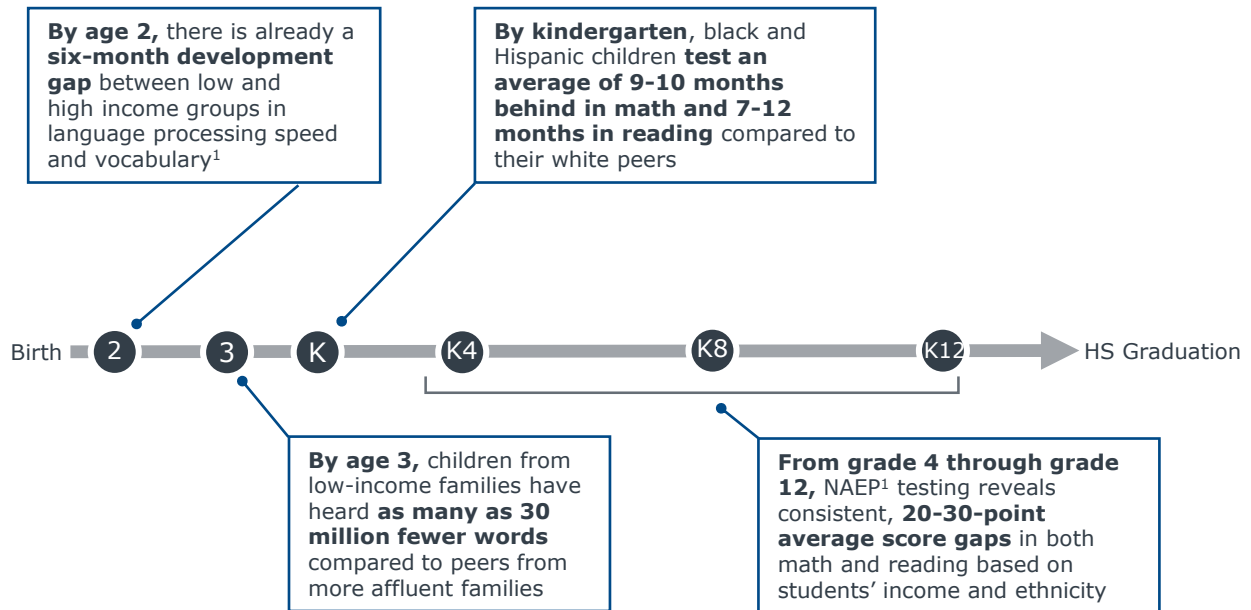
Today's Discussion Focused on Two Measures of Diversity



1) Eligible for admission at a selective institution.

Not Our Fault, But Still Our Problem

Societal Inequities Begin Far Upstream of Higher Ed...



Sources: Hart, B., & Risley, T. R. (1995). Meaningful differences in the everyday experience of young American children. Paul H. Brookes Publishing; Fernald, Anne, Virginia A. Marchman, and Adriana Weisleder. "SES differences in language processing skill and vocabulary are evident at 18 months." Developmental science 16.2 (2013): 234-248; National Center for Education Statistics reports (various); see 'Condition of Education' reports, data from 1989-2017 available at: <https://nces.ed.gov/programs/coe/>; EAB interviews and analysis.

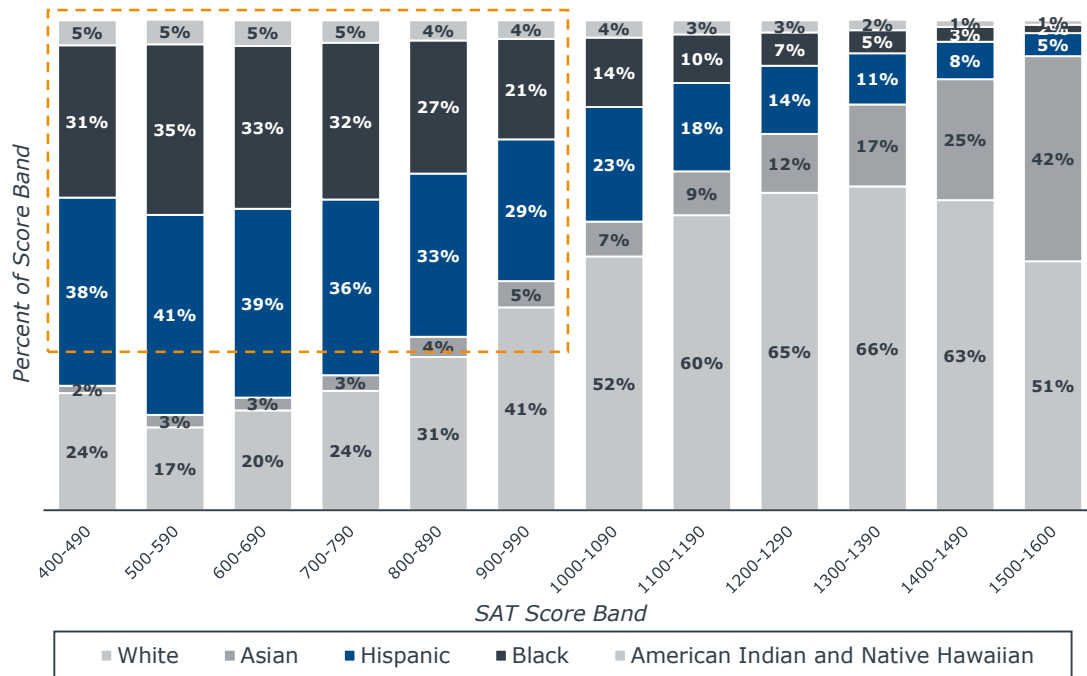
1) National Assessment of Educational Progress.

The Challenge in a Nutshell

...Which Produce (and Perpetuate) Test Score Gaps Among URMs

Underrepresented Students Clustered at Bottom of Distribution

College Board Data, Entering Class of 2017

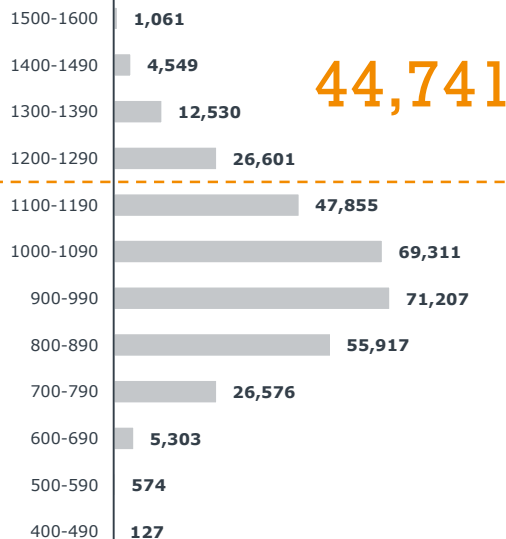


Few and Far Between

Entering Class of 2017 Reveals a Small Addressable Market

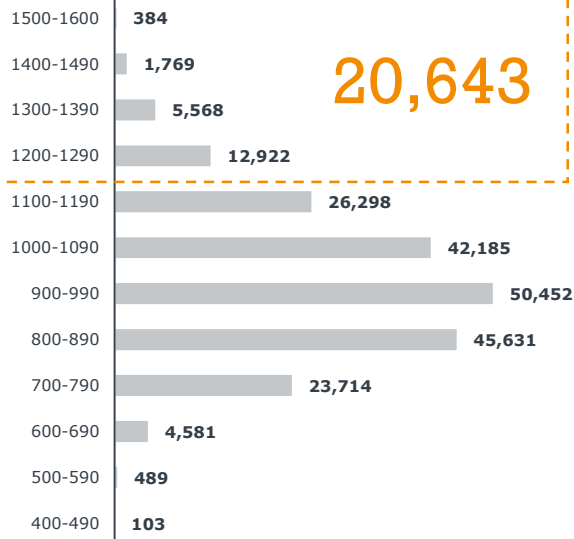
Hispanic SAT Takers by Score Band

SAT Student Population



Black SAT Takers by Score Band

SAT Student Population

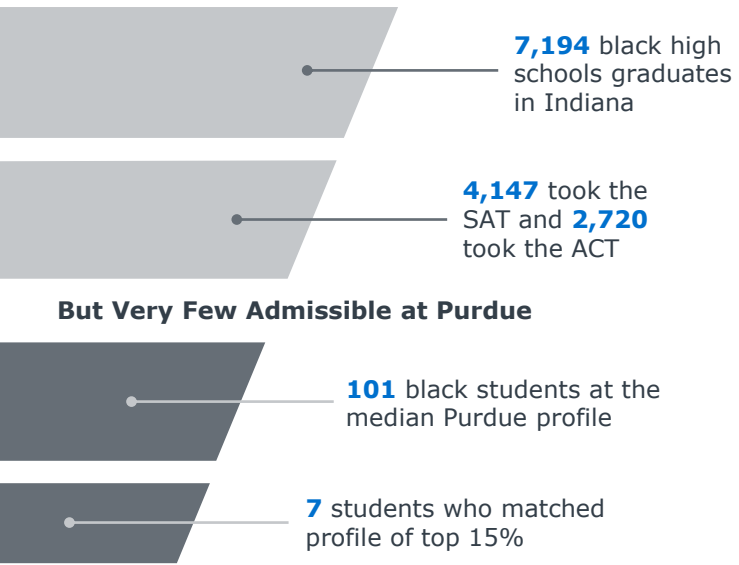


The Numbers Vary, But the Pipeline Doesn't

State of Indiana Typifies the Admissibility Gap

The Hoosier State's African American Pipeline Problem

Ample Number of Graduates in 2014



7,194 black high schools graduates in Indiana

4,147 took the SAT and **2,720** took the ACT

But Very Few Admissible at Purdue

101 black students at the median Purdue profile

7 students who matched profile of top 15%

“

“There is a shockingly small number of qualifying first-generation, low-income, and minority students in our state. The pipeline just isn't there.”

*VP EM,
Selective State Flagship*

Source: “Knocking at the College Door”, WICHE, 9th Ed. (Dec. 2016); “2014 College-Bound Seniors: State Profile Report,” *College Board*, https://secure-media.collegeboard.org/digitalServices/pdf/sat/IN_14_03_03_01.pdf; “ACT Profile Report – State: Graduating Class 2-14, Indiana,” ACT, <https://www.act.org/content/dam/act/unsecured/documents/Natl-Scores-2014-Indiana.pdf>; “Purdue Polytechnic High School moving forward in Indy,” October 2016, <https://www.purdue.edu/newsroom/releases/2016/Q4/purdue-polytechnic-high-school-moving-forward-in-indy.html>, EAB interviews and analysis.

“Undermatchers” Not a Panacea

Hoxby and Avery Study Identified Students Missing Out on Elite Higher Ed

What Defines an “Undermatcher”?

- Top 10% of SAT and ACT takers
- 3.7+ GPA
- Family income less than \$41,472
- Not enrolled at a selective institution

Many Undermatchers Fail to Even Apply to Selective Institutions

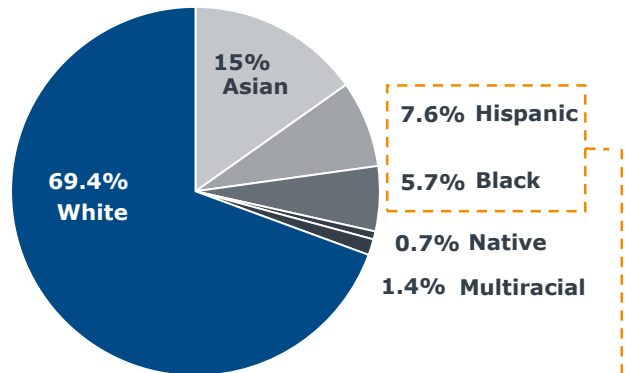
Over 40% of low-income students’ applications go to non-selective institutions

25-35K

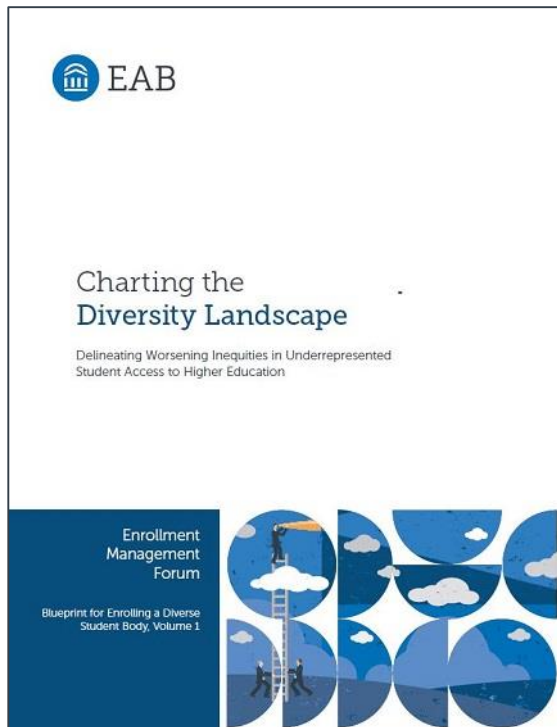
Total pool of “undermatchers”

But Limited Pool of Racially Diverse High-Achieving, Low-Income Students

Racial Breakdown of “Undermatchers”



Only about 1,200–2,000 of these high-achieving, low income students are black and 1,900–2,700 are Hispanic.



Three Forces Driving Fierce Urgency at This Particular Moment

1



**Evolving
Campus Climate**

2



**Widening
Preparedness Gaps**

3



**Enrollments Increasingly
Concentrated at Open
Access Institutions**



Campus Unrest Brings Diversity Issues to the Fore

Enrollment Issues Increasingly Both Cause and Consequence of Activism



Student Demands Directly Related to EM



Ethnic Student Promoters boycott multicultural recruitment event until racial climate addressed



Black students request test optional feasibility study



Hispanic student group refuses to participate in prospective student recruitment day



Ignore At Your Own Peril



Activism May Have Ripple Effects

Case Study: University of Missouri

35%

Decrease in freshman enrollment since 2015

400

Positions eliminated as a result of budget shortfall

\$6M

Total drop in new pledges and donations to the University of Missouri in December 2015

10%

Drop in applications if *The New York Times* covers an institutional scandal in a long-form magazine article

Sources: Kevin Hardy and Jeff Charis-Carlson, "Iowa's Black College Students: We Don't Feel Welcome Here," *The Des Moines Register*, Feb 28, 2016; Natalie Gross, "Duke Latino Student Group Not 'Comfortable' Recruiting for School," *Education Writers Association*, Jan 27, 2016; Anemona Hartocollis, "Long After Protests, Students Shun the University of Missouri," *The New York Times*, July 9, 2017; Rudi Keller, "University of Missouri fundraising takes \$6 million hit in December as donors hold back funds," *Columbia Tribune*, Feb 21, 2016; Tyler Kingade, "How Media Coverage Of Campus Scandals Impacts College Applications," *The Huffington Post*, July 8, 2016; EAB interviews and analysis.

Demands Bring New Focus to Our Priorities

Enrollment Division Faces an Impossible Mandate

Ambitious Diversity Targets from State



State Enrollment Mandate

- Add 700 low-income students
- Add 700 rural students from most economically distressed counties¹
- Grow Pell recipients by 6.5%



No New Revenue Streams



No Additional Public Funding or Enrollment Growth

- State funding 20% below pre-recession level
- No plans to increase capacity and doing so would be costly



An Impossible Mandate



Undesirable Tradeoffs

- *How do we increase representation while not jeopardizing average SAT score?*
- *How can we increase net tuition revenue while also expanding access?*



We could try to do everything by finding students who check all the diversity boxes – in-state, rural, and low-income, with high SAT scores, but there aren't enough of those students in the state to fulfill the mandate.

VP EM, Large Public Research Institution

1) Ranked by State Department of Commerce with four economic indicators.

Voting With Their Feet

Is Campus Climate Causing Students of Color to Prefer HBCUs and HSIs?

Enrollment Boom at HBCUs

Freshmen Enrollment Change, 2015-2016



Shaw University



Tuskegee University



South Carolina State University



Virginia State University

...And Not Just at Less Selective Institutions

Howard University Applications, 2015-2016

24%

Growing Application Volume

Increase in applicant pool year-over-year

1200

From Highly Qualified Applicants

75th percentile of accepted freshmen profile, **345 points above the national average** of black students



"Consider a College with a Focus on Minority Students"
September 2016

"I was born in Mexico, and it was not easy to come to this country, attend college, and be the first in my family to graduate...[UTSA was] very welcoming...[It was a gift to] identify with those who have faced similar struggles."

*Ileana Gonzalez, Student Body President
University of Texas—San Antonio
(Passed on Texas A&M)*

"I enjoyed no longer being the only Native American...[Having time with people of similar backgrounds] was special."

*Lauren Stanley, Cherokee Nation Member
Haskell Indian Nations University
(Passed on several Cal State schools)*

Sources: Shirley Carswell, "Five myths about historically black colleges and universities," *The Washington Post*, Mar 3, 2017; "What's Causing the Increased Enrollment at HBCUs?" *NPR*, Sept 17, 2016; Timothy Pratt, "Historically black colleges see a spike in enrollment from racial unrest," *PBS Newshour*, Oct 5, 2016; Darcy Lewis, "Consider a College with a Focus on Minority Students," *US News & World Report*, Sept 21, 2016; EAB interviews and analysis.

Preparedness Gaps Offset Demographic Shifts

Even In Diverse Regions, Stagnant Achievement Gap Holds Us Back

Selective Public University, West

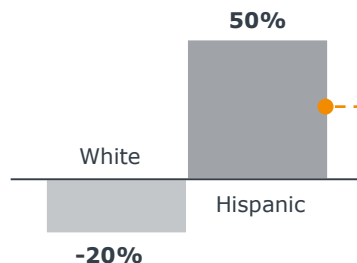
Opportunity

High growth rates of high school graduates from underrepresented populations

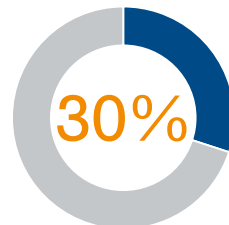
Challenge

Diversity shortfalls unlikely to be reversed by demographics alone; preparedness remains a challenge

Projected Local Shift in High School Graduate Population by 2029



Approximate Current Eligibility Rate for Admission Based on Test Scores and GPA



“The most daunting part is that **eligibility rates have barely budged in the last 20 years**. Until we come up with some solutions for that, no amount of regional diversity is going to fix this problem—it just puts an even bigger spotlight and makes it look like the problem is us.”

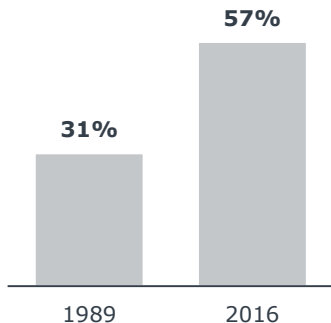
VP EM, Selective Public University, West

For Many, The Chasm Is Widening

Economic and Racial Segregation Contribute to Gaps—And Both Are Rising

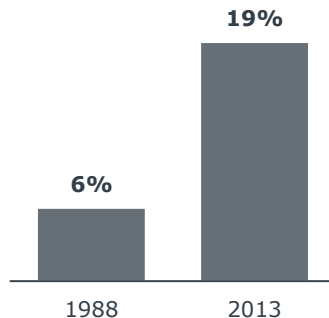
Growing Income Inequalities in K-12 Schools

Public K-12 Students Approved for Free or Reduced Price Lunches, 1989-2016



K-12 Students Increasingly Concentrated by Race/Ethnicity

'Hyper-Segregated' Public Schools,¹ 1988-2013



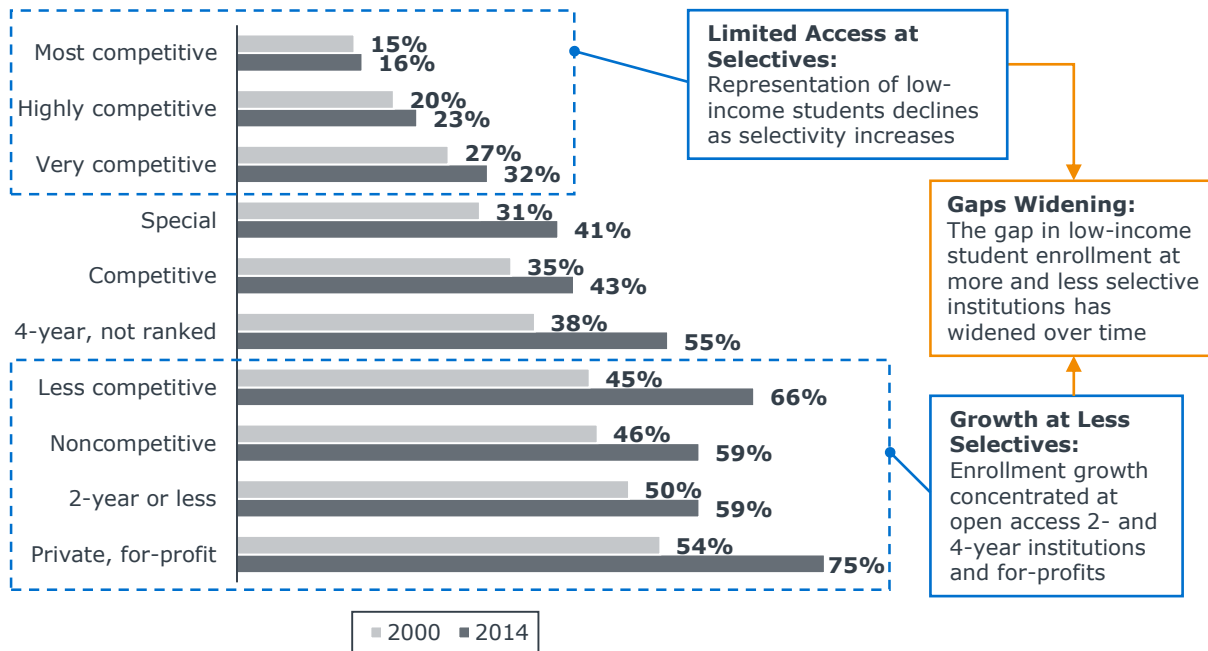
Sources: "Indicator's of Higher Education Equity in the US," The Pell Institute for the Study of Opportunity in Higher Education, 2017, http://pellinstitute.org/downloads/publications/Indicators_of_Higher_Education_Equity_in_the_US_2017_Historical_Trend_Report.pdf; Orfield, G et al, "Brown at 62L School Segregation, By Race, Poverty, and State", UCLA Civil Rights Project, May 16, 2016, <https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/brown-at-62-school-segregation-by-race-poverty-and-state/Brown-at-62-final-corrected-2.pdf>; EAB interviews and analysis.

1) 90% or more of students are minorities.

Low-Income Students Enrolling at Least Selective

Low-Income Student Enrollment Growing at Open Access Institutions

Share of Pell and Federal Grant Recipients by Institutional Selectivity, 2000-2014¹

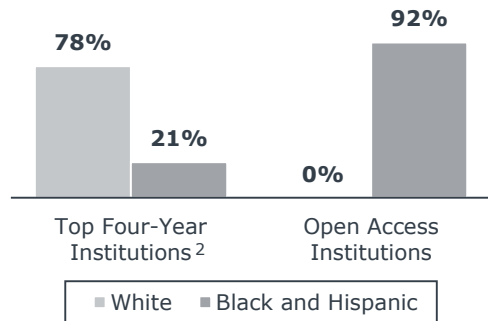


1) Of full-time, first-time degree/certificate seeking undergraduate students.

Selectives Still Struggle to Recruit URMs

White Students Capture Most Enrollment Growth at Selectives

Growth in First-Time Freshmen Enrollment¹, 1995-2009

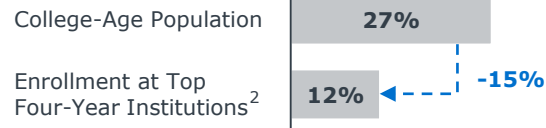


The New York Times

Even With Affirmative Action, Blacks and Hispanics Are More Underrepresented at Top Colleges Than 35 Years Ago

Growth in Total Enrollment of Black and Hispanic Students, but Gap Widens at Selective Institutions

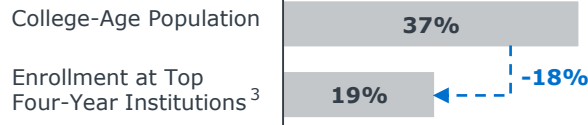
Black and Hispanic Share, 1995



Black and Hispanic Share, 2009



Black and Hispanic Share, 2015



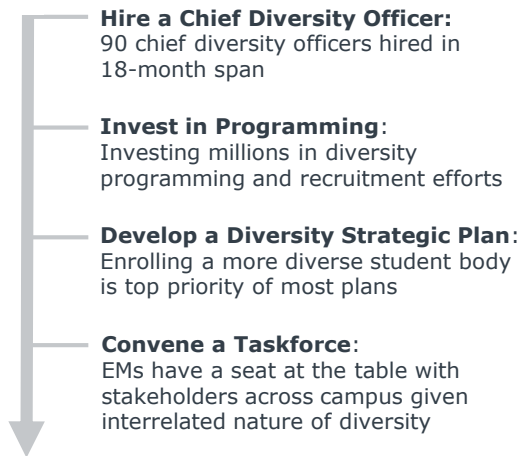
- 1) Includes full- and part-time enrollment.
- 2) 468 institutions selected by Carnevale and Strohle.
- 3) 100 institutions selected by the New York Times.

Sources: Anthony P. Carnevale and Jeff Strohle, "Separate & Unequal," *Georgetown Center for Education and the Workforce*, July 2013, <https://cew.georgetown.edu/cew-reports/separate-unequal/>; Jeremy Ashkenas, Haeyoun Park, and Adam Pearce, "Even With Affirmative Action, Blacks and Hispanics Are More Underrepresented at Top Colleges Than 35 Years Ago," *The New York Times*, Aug 24, 2017, https://www.nytimes.com/interactive/2017/08/24/us/affirmative-action.html?_r=1; EAB interviews and analysis.

Diversity Imperative Creates EM Opportunity



Typical Playbook to Achieve Diversity Goals

- 
- Hire a Chief Diversity Officer:**
90 chief diversity officers hired in 18-month span
 - Invest in Programming:**
Investing millions in diversity programming and recruitment efforts
 - Develop a Diversity Strategic Plan:**
Enrolling a more diverse student body is top priority of most plans
 - Convene a Taskforce:**
EMs have a seat at the table with stakeholders across campus given interrelated nature of diversity

Presents Opportunities for EMs

- 1 Help stakeholders across campus understand market realities and barriers to set realistic goals
- 2 Advocate for short and long-term investments in efforts to increase representation

EM Plays Key Role in Shaping Diversity Strategic Plan

University of Michigan Strategic Plan for Diversity, Equity & Inclusion



Rolled out an overall diversity strategic plan and 49 individual school, college, academic unit, and department plans

Investing \$85 million in diversity programming over the next 5 years

EM Goals and Investment

- Outreach initiative targeting schools in urban areas
- Funding for HAIL¹ scholarship
- Recruitment programs specific to Native Americans
- Accountability metrics include student demographics and graduation rates

Sources: David Frum, "Whose Interests Do College Diversity Officers Serve?" *The Atlantic*, Sept 8, 2016, <https://www.theatlantic.com/education/archive/2016/09/americas-college-diversity-officers/499022/>; "Strategic Plan," The University of Michigan, <https://diversity.umich.edu/strategic-plan/>; EAB interviews and analysis.

Expanding the Pipeline



1. Parent as Partners Program
2. Collaborative Partner Needs Assessment
3. Data-Driven District Interventions
4. Counselor Intervention Support System
5. Student Self-Service Admissibility Reports

Congrats Future Scholars!

Rutgers Proves that Demographics Do Not Have to Be Destiny

First Cohort of Future Scholars Graduates with Class of 2017



IMAGE CREDIT: JERRY MCCREA/THE STAR-LEDGE

Success of Future Scholars Program

55

Future Scholars graduated from Rutgers in 2017

95%

high school retention rate

80%

of Scholars enroll in college

60%

of awardees enroll at Rutgers

“

One argument is if you are open to more low-income or more diverse students, you are lowering standards. We've proven that incorrect. Many students are now graduating high school, many with college credit, which was unheard of.”

Courtney McAnuff
VP of Enrollment Management

Sources: “Rutgers Future Scholars Graduates Its First Class,” May 3, 2017, <https://webcpm.com/articles/2017/05/03/rutgers-future-scholars.aspx>; Jennifer Engle and Vincent Tinto, “Moving Beyond Access: College Success For Low-Income, First-Generation Students,” *The Pell Institute*, 2008; Kelly Heyboer, “Rutgers Experiment Draws National Attention By Helping 163 Urban Kids Get to College,” *New Jersey Star-Ledger*, August 2013; Rutgers Future Scholars, <http://futurescholars.rutgers.edu/FutureScholars/aboutus.aspx>; EAB interviews and analysis.

Pipeline-Building Recipe at Rutgers

The Right Incentives at the Right Time Inspire Low-Income College Prep

Rutgers University's Investments in Low-Income Student Readiness

Scholarships Awarded



Solicit Nominations from Local Schools

- 200 7th graders from low-income districts admitted to program
- Full-tuition scholarships conditionally awarded pending satisfactory academic progress

Preparation Supported



Academic Mentorship

- Tutoring for struggling students
- Access to online portal to track progress toward Rutgers admissibility



Summer Enrichment

- Summer camps with Rutgers faculty
- Career seminars from area businesses
- Financial literacy courses, including FAFSA guidance

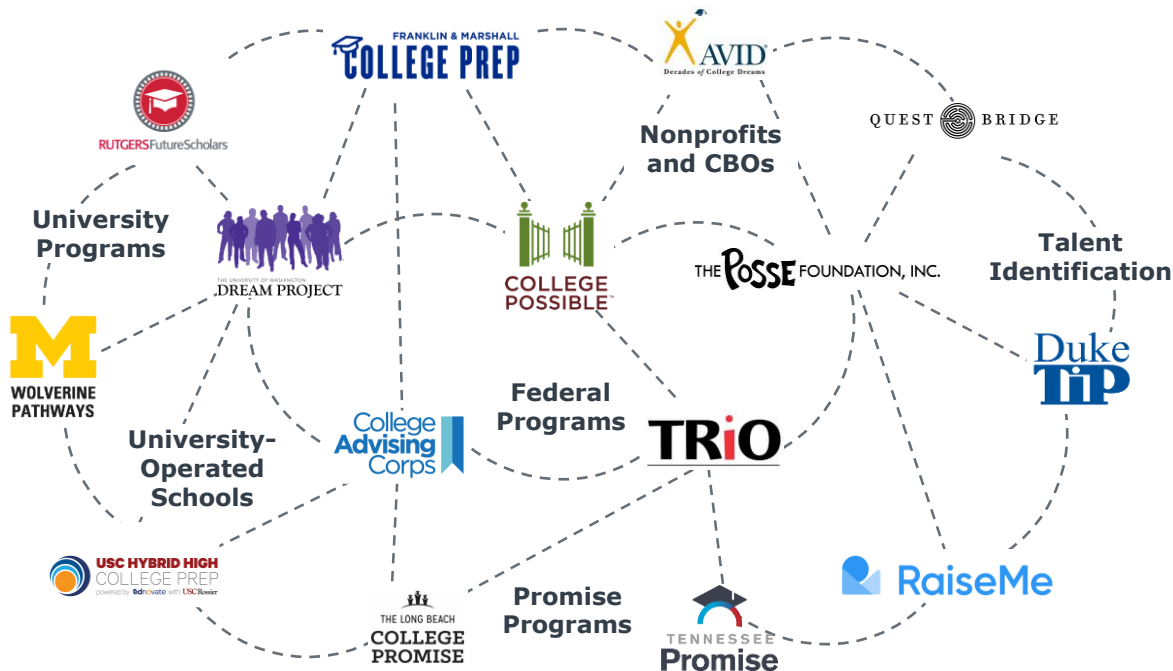


\$1,500

annual cost per student

K-12 Interventions Proliferate

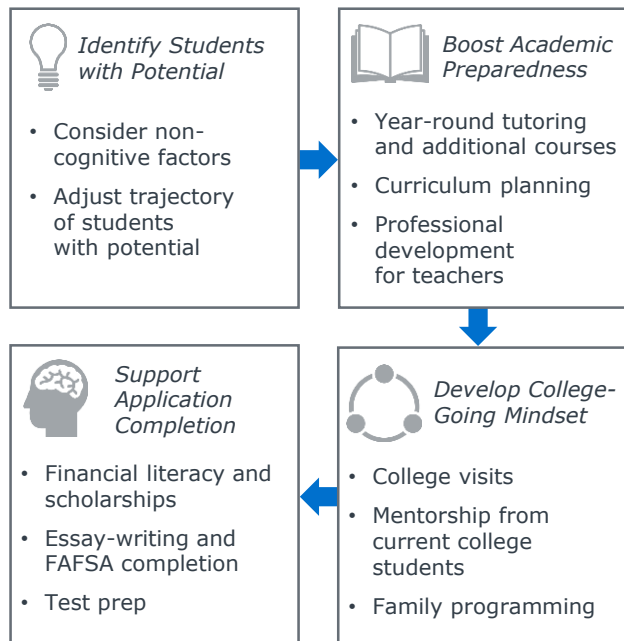
Expanding Web of Programs Designed to Mitigate Preparedness Gaps



Our Best Attempts at Expanding the Pool

Early Intervention Programs Proliferate to Build Selective-Ready Cohorts

Key Goals of Existing Pipeline Programs and Partnerships



Many Institutional Programs...



Wolverine Pathways

120 6th graders
and **60 9th graders**
selected every year
from **three urban**
school districts



Young Scholars

600 students in
8-12 grades from
nine urban school
districts (3,000+
since 1988)

...And Even More Partnerships

56

Posse partners in 23 states
have **enrolled 7,734 Posse**
Scholars since 1989

39

QuestBridge partners have
enrolled 4,214 QuestBridge
Finalists with four-year
scholarships to date

Sources: "About the Program," *The University of Michigan*, <https://wolverinepathways.umich.edu/about-the-program/>; "Young Scholars Program," *The Ohio State University*, <https://odl.osu.edu/ysp/>; "Quick Facts + FAQ," *The Posse Foundation, Inc.*, <https://www.possefoundation.org/quick-facts/>; "Our Impact," *QuestBridge*, <https://www.questbridge.org/about/our-impact/>; EAB interviews and analysis

Not Just Publics

USC's Longstanding Program Also Tackles Preparedness Gap

Majority of Los Angeles Public School Students Are Low-Income and Fail to Meet State Standards¹

79%

Percent of students eligible for Free and Reduced Lunch

29%

Students who meet or exceed standards in math on state assessment

39%

Percent of students who meet or exceed standards in English



Notable Features of USC Neighborhood Academic Initiative (NAI)

- **Personal, comprehensive parental involvement**
- Embedded accountability
- Selective application process to cast a wider net
- Multiple teaching sources

Intensive, Multi-Year Support

Ensuring Students and Families Stay Committed

Key Elements of USC Neighborhood Academic Initiative (NAI)

Early Student and Family Commitment



Selective Application Process

- Admission criteria based on motivation, not highest grades
- **Students, parents, and USC leadership, sign contract committing to attendance**

Student and Parent Support System



Academic Preparation

- 7 year program with mandatory weekday and Saturday school
- College application support
- Incentivized with full scholarship if admitted to USC



Intensive Parental Involvement

- **Parents attend programming for 7 years**
- All programming offered in English, Mandarin, and Spanish

1,000

Participants per year

\$1,400

Annual cost per student

Formalizing Parent Commitment

Embedded Accountability and Incentives to Keep Parents Engaged

Common Practice to Involve Parents Well-Intentioned, But Insufficient



Lack of commitment leads to variable parent participation



Parents sign contract committing to attendance at 12 Saturday seminars



Parents not empowered to participate and parent feedback not solicited



Elected Parent Leadership Counsel serves as voice of parents to USC administrators



No incentive for parents to prioritize attendance



USC incentivizes participation by providing basic health and wellness services, as well as training on child development



Parents not engaged as promoters within their communities



Parents become USC brand advocates in the community

It's Win-Win

NAI Increases College Access in Los Angeles and Builds the Pipeline to USC

Benefits to the Community

99% NAI graduates who enroll in post-secondary education

100% NAI graduates who start at CCs case managed by NAI advisors through transfer to 4-year institutions

...And the USC Pipeline

#1 Partner school in South LA is top feeder to USC (30 students in 2016)

40% NAI graduates who enroll at USC

"Sneaky" Follow-Up with Intended USC Transfers



NAI director invites NAI graduates who enroll at CCs to volunteer at Saturday Academy during college advisement hour



NAI graduates work with a cohort of 9-11th graders in small groups as ad hoc advisors



NAI graduates routinely return to USC; NAI program staff assist with transfer pathway

Advice for Starting Your Own Pipeline Program



Key Elements of Pipeline-Building Programs



Begin with Data

Use student and high school data to identify areas of underperformance



Leverage Existing Relationships

Identify existing campus-community relationships, often housed in community or government relations, School of Education, or Student Affairs, and expand EM connection



Identify Systemic Issues

Collaborate with partners to identify systemic issues, policies, and practices that unintentionally limit students college-going patterns



Appoint Program Lead

Empower this individual to

- Provide overview of all existing programs
- Connect with external partners
- Be visible in the community



Consider Placement Within EM

Allows for closer collaboration with admissions to identify partners, opportunities to review applications from partner high schools, and demonstration of visible EM commitment

Advice on Partnerships with Non-Profits

Five Components of a Successful Non-Profit Partnership

Postsecondary Follow-Through

Select partners that continue working with students once they matriculate to create a seamless transition

Scholarship Commitment

Designate scholarships for a reasonable number of students

Outcomes Data

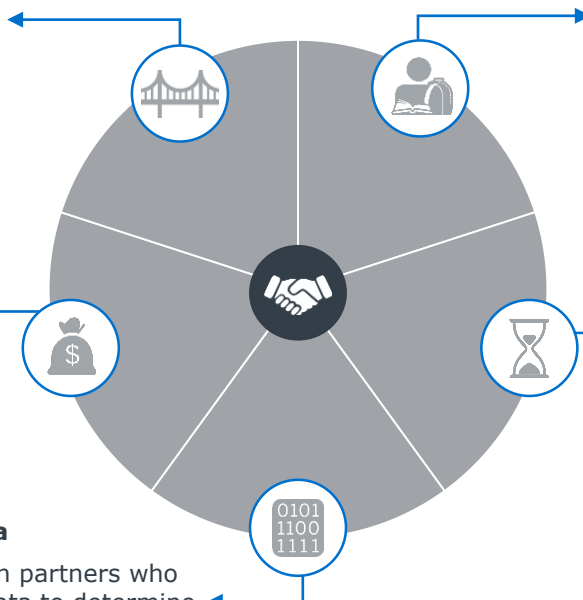
Seek data-driven partners who use outcomes data to determine impediments to success

Student Destination-Sharing

Ask partners to share information about students they work with who applied to your institution: choice of institution and competing financial aid packages

Gradual Expansion

Build partnerships slowly; start with a few students and expand after measuring success of those students post-enrollment



External Partnership Map

Non-Profit	Identify Students with Potential	Boost Academic Preparedness	Develop College-Going Mindset	Provide Support with Application Process
Breakthrough Collaborative				
College for Every Student				
College Possible				
Matriculate				
OneGoal				
Posse Foundation				
QuestBridge				



Does Not Address



Somewhat Address



Partially Address



Mostly Address



Fully Address

EMF Toolkit

Partnership Evaluation Tool



Failing to Solve Systemic Issues at Scale



Well-Intentioned Programs Fail to Diagnose and Intervene Against Localized Root Causes

Lack of Guidance

491:1

Average high school counselor-to-student ratio

Lack of Available Coursework

57%

Black high school students with access to full range of math and science courses

Lack of Quality Coursework

70%

Minority students who fail AP tests

"We've been visiting more high schools with high proportions of minority students every year for the past five years and helping them complete their FAFSAs, but it's not moving the dial on our enrollments."



*Director of Admissions
Public Research University*

Intensive Wraparound Services Limited to Small Group of "High Flyers"

Representative Outcomes of Pipeline Programs

3-4

Annual enrollment from KIPP partner at private institution in the Midwest

20

Distinct pipeline programs each serving particular affinity groups at public institution in the West

34%

Share of program cohort who ultimately graduate from partner institution on the East Coast

"We've been running a program to help students in the college selection and application process. It's fabulous for the students who participate, but I worry about all the other students who we aren't able to accommodate."



*Assistant Provost, College Access
Public Research University*

Sources: "Student-to-School-Counselor Ratio 2013-2014," American School Counselor Association, <https://www.schoolcounselor.org/asca/media/asca/home/Ratios13-14LowestToHighest.pdf>; "Data Snapshot: College and Career Readiness," U.S. Department of Education Office for Civil Rights, <https://www2.ed.gov/about/offices/list/ocr/docs/crdc-college-and-career-readiness-snapshot.pdf>; "The Biggest Barrier to Elite Education Isn't Affordability. It's Accessibility," *TIME*, <http://ideas.time.com/2013/02/27/the-biggest-barrier-to-elite-education-isnt-affordability-its-accessibility/>; EAB interviews and analysis.

Scaling Partnership Across the State

Focus Pipeline Building Efforts on High Schools with Untapped Prospects



College Access Collaborative in Brief



Founded in 2016



15 partner high schools in targeted regions across state (5 additional partners for 2017-18)



Rural and urban high schools with **untapped high school prospects** – students who are eligible for college, but don't enroll



Led by **Associate Vice Provost for College Access who reports to Enrollment Management**

College Access Collaborative Goals

2017

Increase scholarships to Pell recipients by 30%

Progress Toward Goal:

- Waived admission fees for students at partner schools
- Funded nine new full scholarships (room, board, tuition, fees) for Pell recipients, bringing total to 200+
- Awarded \$750,000 new university/donor funds allocated for targeted populations

2018

Increase applications from underrepresented minorities by 10%

2019

Increase applications from underrepresented minorities by additional 3%

Prioritized Needs Assessment Process

Deploy Needs Assessment to Partner High Schools

Root Cause Assessment

- Develop comprehensive assessment to **identify root cause drivers of low-college going rate**
 - *How many students typically enroll in post-secondary institutions?*
 - *What programs at your school currently encourage college enrollment?*
 - *Why do you believe students at your school don't enroll in college?*

Survey Distribution

- Surveys sent to **administrators and teachers** at partner schools

Program Selection

- Partner school and Virginia Tech **collaboratively decide on priorities based on menu of services**

Partnership Finalization

- Formalize agreement in memorandum of understanding

Selected Menu of Services

For Students

- SAT/ACT prep
- Campus tours and overnight enrichment programs
- Career exploration and advising

For Teachers/Counselors

- Curricular alignment and professional development
- Seminars on matching student ability to best fit schools

For Parents

- Seminars on college application and financial literacy
- Workshops about supporting students through process

Celebrating Early Wins

Seeing Results After Just One Year



Immediate Reach Across State

- Touched **9,000 students**, including 1,600 CC students
- Provided training and professional development to 53 counselors at 44 schools



Growth in K-12 Pipeline

- Received **26 more applications and 16 more acceptances** from students at partner high schools¹



Inflection on Diversity Goals

- Increase in **acceptances from targeted populations:**

+27% Black

+32% Hispanic

+20% First-gen

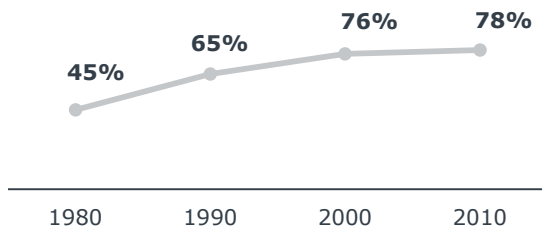
- Allocated **\$750,000 new funds** for underrepresented students

1) From 2015 to 2017.

Shifting Demographics Spur Partnership

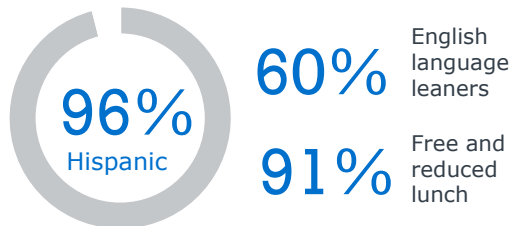
Rapidly Changing Demographics in UC Irvine's Backyard

Santa Ana's Percent Hispanic Population

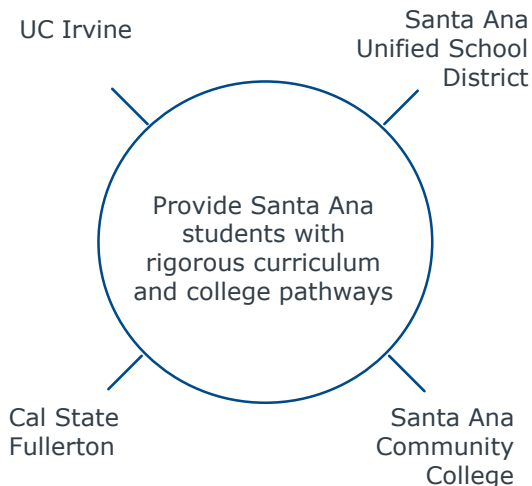


Reflected in Local K-12 Students

Santa Ana Unified District, 2015



Spurs Partnership to Addresses Barriers to College-Going Rate



Data-Driven Priority Identification

UCI Co-Creates Action Plan Based on Analysis of College-Going Indicators

UCI and High School Partners Action Plan Creation

Data Transfer

High school shares student record data with UCI

Diagnostic

UCI uses data to populate performance diagnostic

Intervention

High school and UCI collaboratively review gaps and prioritize interventions

- Graduation rate
- Percent of students completing UC/CSU requirements
- Percent of 12th graders submitting FAFSAs
- Percent of students enrolled in AP classes
- Percent of students passing AP exams
- Percent of 12th graders taking SAT and ACT
- Percent of 12th graders taking placement exams at CCs
- Percent of graduates testing into college-level English and math



Sample High School College-Going Diagnostic

Metric	Status	Percent Meeting
Submitted FAFSA		72%
Meeting UC/CSU Admission Criteria		16%
Enrolled in AP Course		45%



800k

Total student records analyzed in eight years since diagnostic implementation

Data Informs School-Level Intervention

Analyzing Partner Data to Improve Eligibility and College Enrollment

Sample UCI Interventions

Problem

Intervention

Result

Gaps in UCI Admissibility:

District leadership unaware of source of students' denial to UCI

Peer Benchmarking:

Share profile of average district student admitted to UCI (GPA, test scores, number of APs) and benchmark against similar districts

Superintendents add programs to target issues (e.g., AP courses, SAT prep)

Lack of Eligibility:

Diagnostic reveals only 17% of Santa Ana 12th graders fulfill UC/CSU course requirements

Graduation Requirement Audit and Counselor Training:

Align HS graduation requirements with UC/CSU course requirements and retrain counselors

+30%

Percentage point growth in Santa Ana seniors meeting UC eligibility from 2010 to 2016

Incomplete FAFSAs:

Diagnostic reveals low FAFSA completion; non-completers unlikely to enroll in college

FAFSA Completion Events:

UCI staff attend FAFSA completion night at high school

98%

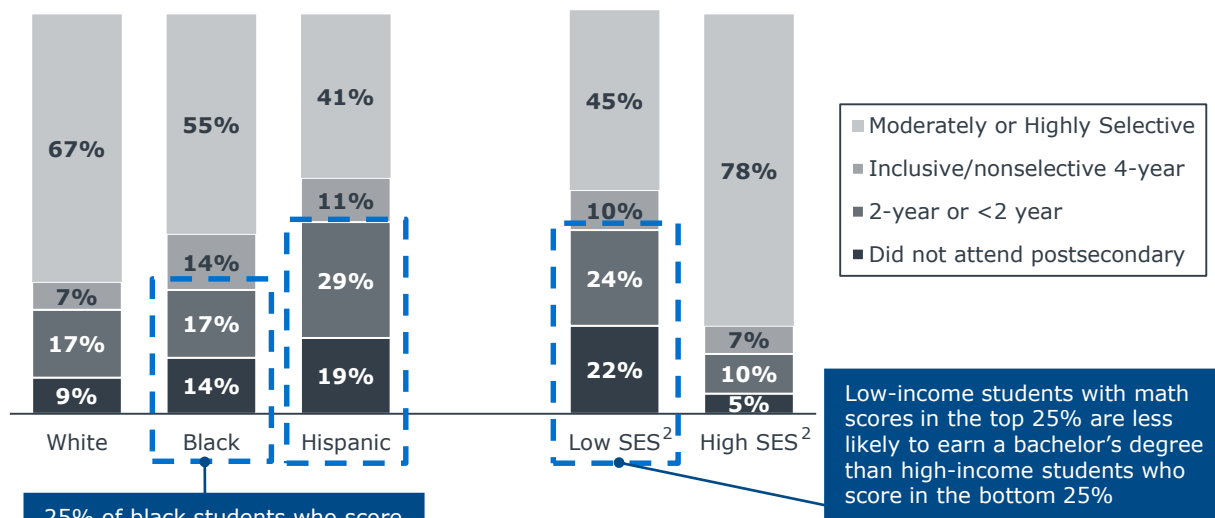
12th graders now submitting FAFSAs at one Santa Ana high school

Academic Eligibility the Best Place to Start

Begin by Guiding Curricular Choices Toward Selective Eligibility

Race and Income Influence Enrollment Outcomes, Even for High Achievers

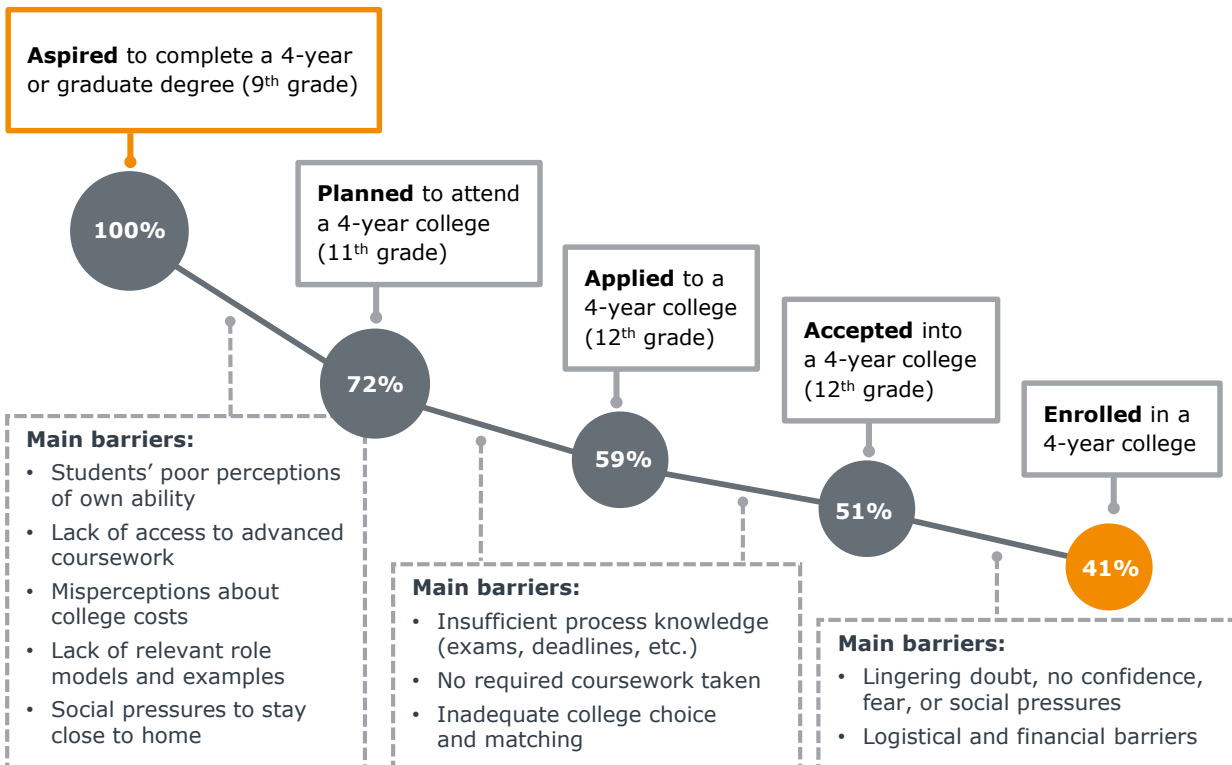
Post-Secondary Enrollment by Institutional Selectivity of High-Achieving 10th Graders by Race and Income¹



Sources: Theokas C and Bromberg M, "Falling Out of the Lead: Following High Achievers Through High School and Beyond," The Education Trust, April 2, 2014, <https://edtrust.org/resource/falling-out-of-the-lead-following-high-achievers-through-high-school-and-beyond/>; Nichols A and Evans-Bell D, "A Look at Black Student Success: Identifying Top- and Bottom-Performing Institutions," The Education Trust, March 1, 2017, <https://edtrust.org/wp-content/uploads/2014/09/A-Look-at-Black-Student-Success.pdf>; Kelly A, Dean KC, and Hochleitner T, "Staying on Target for College: How Innovation Can Improve the Pipeline to Higher Education," American Enterprise Institute, June 2014, http://www.aei.org/wp-content/uploads/2014/06/-staying-on-target-for-college_093613307290.pdf; EAB interviews and analysis.

Many Interventions Come Too Late

Diminishing Path to College for Chicago Public School Students



Sources: "From High School to the Future: Potholes on the Road to College," Consortium on Chicago School Research at the University of Chicago, March 2008, https://consortium.uchicago.edu/sites/default/files/publications/CCSR_Potholes_Report.pdf; EAB interviews and analysis.

Helping Counselors Identify Off-Track Students



UC System's Transcript Evaluation Service

Offers transcript evaluations to California high schools to check student progress against UC/CSU admissions requirements

- Provides HS administrators with school-wide and district-wide completion
- Provides students with a personalized snapshot of gaps in GPA and course requirements
- Directs additional resources to students close to meeting benchmarks

Transcript Evaluation

History/social science <i>Two years</i>	☒
English <i>Four years</i>	☐
Mathematics <i>Three years</i>	☐
Laboratory science <i>Two years</i>	☒
Foreign language <i>Two years</i>	☒
Visual/performing arts <i>One year</i>	☒

Outcomes

+32.1%

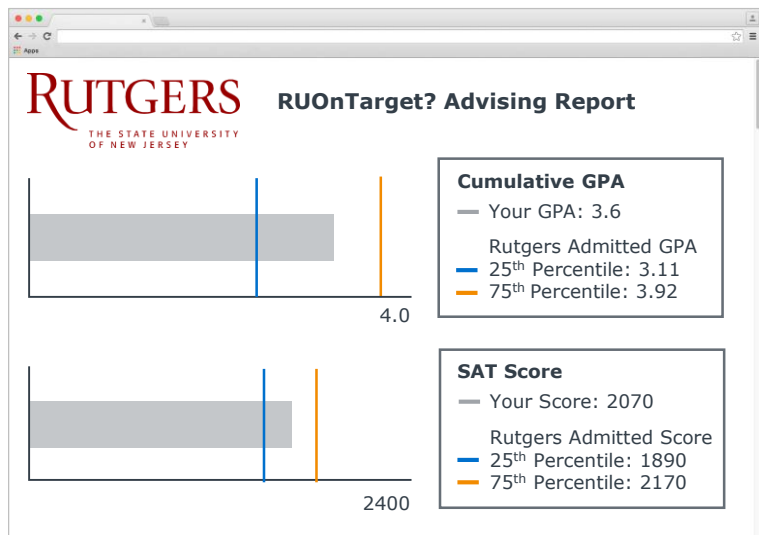
Increase in CSU eligibility at participating high schools in four years

+21.6%

Increase in UC eligibility at participating high schools in four years

Promoting Student Self-Direction

Rutgers' Platform Empowers Students to Guide Themselves



How It Works



Rutgers makes available to all students, but targets local schools¹



Students input academic progress to check likelihood to be admitted



Generates advising report on student progress



Identifies high-potential prospects early

**CURRENT
USERS** ▶

9,000+

Unique accounts created

46%

From local communities¹

Sources: "Utilizing Online Tools to Strengthen the K-12 Recruitment Pipeline/Pathways," Rutgers, The State University of New Jersey Office of Enrollment Management, http://www.act.org/content/dam/act/unsecured/documents/epc2017/Session-M1.1-Utilizing-Online-Tools-to-Strengthen-k-12-Recruitment-Process_v2.pdf; EAB interviews and analysis.

¹ Camden, Newark, New Brunswick, and Piscataway.

Stay Tuned for More to Come

What's Next From the Enrollment Management Forum?

3

Supporting Parents of First-Generation Students:

Engaging the Family in College Search



- Harness the parents of first-generation students as key influencers to college participation
- Provide opportunities for families to assess institutional fit
- Engage parents and build institutional affinity throughout the application process

4

Delivering a Differentiated Application Process:

Redesigning Recruitment Interactions for the Needs of Underrepresented Applicants



- Address student concerns about affordability, ability, and fit
- Craft a process from pre-application to post-admittance that mitigates barriers
- Implement tailored interactions for underrepresented applicants