



Improvement Efforts in Higher Education

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Rachel Beattie, Moderator, Carnegie Foundation

Martha Kanter, College Promise Campaign and New York University

Michelle Miller-Adams, W.E. Upjohn Institute and Grand Valley State University

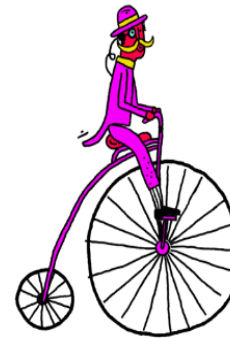
Dennis Krieb, Lewis & Clark Community College

Jill Lane, Lewis & Clark Community College

Looking Back

Baruch
COLLEGE

RICE
INSTITUTE



100 years ago we made high school
available for everyone.

This is an update.



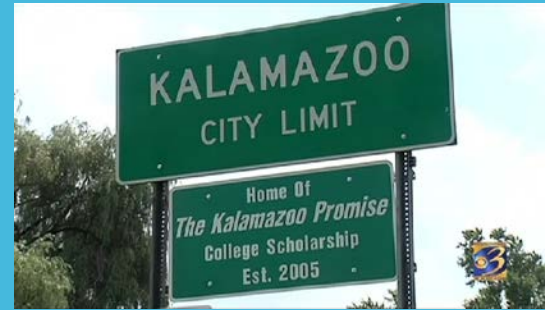
GI Bill (1944)

- Paid tuition and living expenses for veterans
- 1956: > 2 million veterans came to college

What is a College Promise?

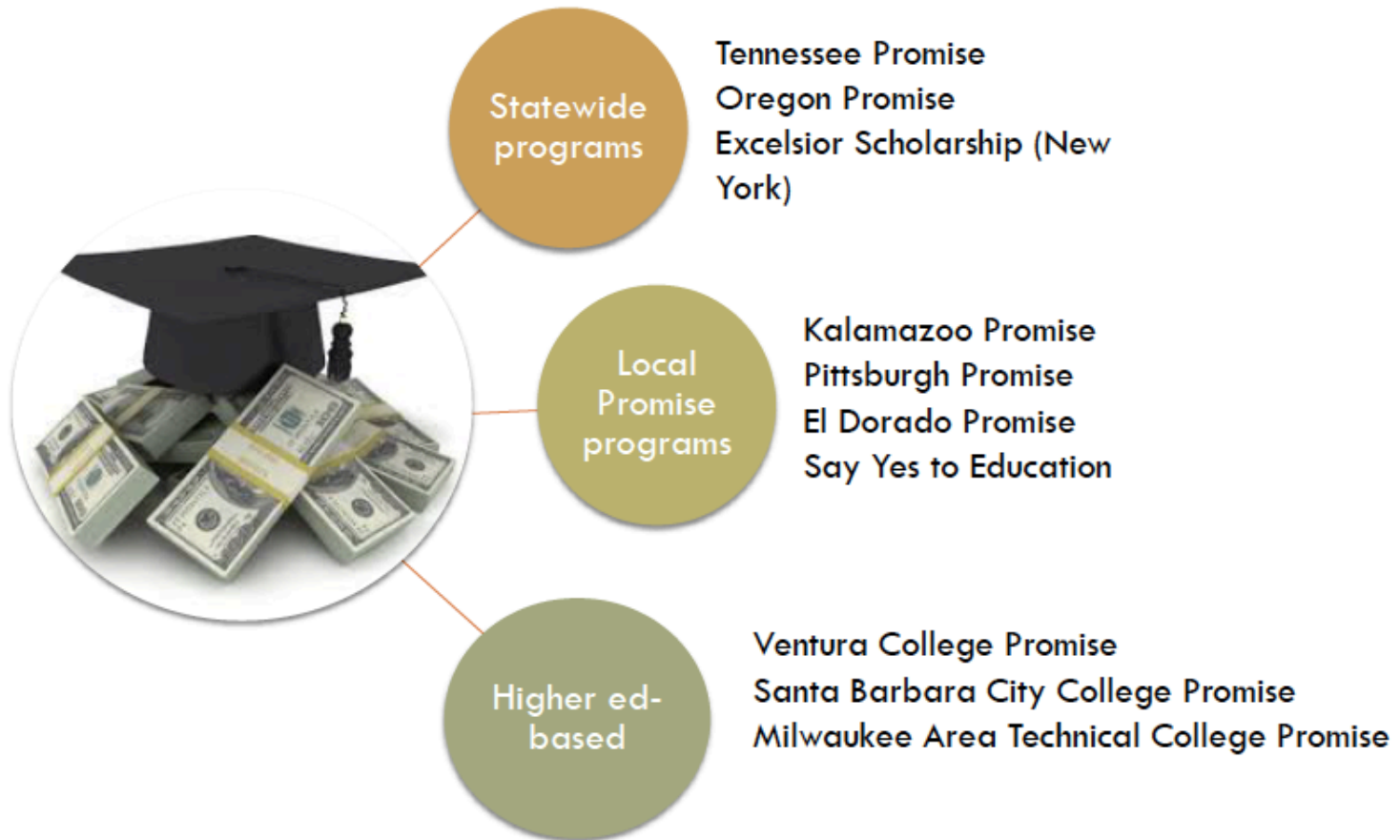
- A *21st Century **promise*** to fund 1-4 years of college, making higher education as universal, free, and accessible as public high school.
- A ***promise*** to prepare students for the 21st Century workforce and the pursuit of the American Dream without the burden of exorbitant college debt.
- A **commitment** to fund a college education for every eligible hardworking student advancing on the path to earn a college degree or certificate.
- A **pledge** to redesign scholarships that incorporate ***evidence-based educational interventions and incentives*** with sustainable financing mechanisms for the 21st Century.

College Promise Programs Quadrupled in 2 Years (2016-2017)



16 States

The College Promise Landscape



Slide courtesy of Dr. Michelle Miller-Adams, W.E. Upjohn Institute & Dr. Jennifer Iriti, University of Pittsburgh LDRC

College Promise

Key Features:

- “Place-based”
 - College, City, Region, State
- Guarantee Financial Support
- Performance-Based
- Financially Sustainable
- Cross-sector Leadership
- Robust Infrastructure
- Evidence-based

Funding Sources:

- College operating budgets
- College foundations
- K-12 school district budgets
- City/County operating budgets
- Special state allocations
- Individual donors
- Community Foundations
- Business & industry
- State allocations
- Federal allocations
- Native American tribal funds

College Promise Movement

Why is this resonating with leaders in 200+ cities and towns and in 16 entire states, with more than 30 states preparing College Promise legislation for the year ahead?

To increase college access, student learning and college completion:

- Increase students' aspirations.
- Leverage evidence and performance-based educational interventions and incentives
- Optimize local, state and federal funds.
- Produce more and better educated Americans to drive our nation's social, economic, and civic prosperity.

Tennessee Promise



About Students Parents Volunteers Contact



Drive to 55

Governor Bill Haslam's attainment goal based on findings of A Decade Behind report (Carnevale & Smith, 2012):

By 2025, **55%** of Tennessee's working age adults will have a postsecondary credential.

Currently:

< **40%** Attainment Rate

34.7% AA/AS or higher (ACS)

< **5%** have postsecondary certificates

Slides courtesy of TN Higher Education Commission

Contact: Emily House, Chief Research Office, emily.house@tn.gov

Tennessee Promise

38.7% → 55%

**Statewide Post-Secondary Credential
Attainment**

528,630

**Number of additional
Tennesseans
working.**

**\$76.4
MILLION**

**Projected amount of
additional tax revenue.**

1,984,268

**Number of Tennesseans
possessing a post-
secondary credential by
2025.**

**\$9.33
BILLION**

**Projected increase in
income.**

Tennessee Promise

Eligibility & Persistence Requirements

- **Last dollar scholarship** for recent high school grads to attend a Tennessee community or technical college
 - (13 community colleges, 27 TCATs, some universities)
- Students paired with a mentor
 - Adult in community
 - Low-touch mentoring (texting, “task master”)
- Eight hours of community service each term
- File/renew FAFSA each year

Tennessee Promise

Political Diffusion & Political Will Leveraging Evidence

- Knox Achieves (2009)
 - 1 county, privately funded
- tnAchieves (2010-2014)
 - 27 counties, privately funded
- Tennessee Promise (2015)
 - 95 counties, publicly funded
 - Operations remain privately funded
- Tennessee Reconnect (2018)

Tennessee Promise

Early Outcomes: Enrollment

- Where TN Promise students enroll:
 - **85%** Community colleges
 - **13%** Technical colleges (TCATs)
 - **2%** Promise-eligible 4-years
- Each year, <6,500 students fulfill **all** requirements, but do not enroll:
 - Out of state/privates
 - Public universities
 - Do not enroll. WHY?

Tennessee Promise

	FTF Fall 2014	FTF Fall 2015	FTF Fall 2016	% Change 2014-15	% Change 2014-16
TCATs	8,691	10,432	11,500	+20.1%	+32.2%
Community Colleges	17,379	22,190	20,770	+27.7%	+19.5%
Locally Governed Institutions	11,983	11,309	12,171	-5.6%	+1.9%
University of Tennessee	7,977	7,541	7,804	-5.5%	+2.1%
Total	46,030	51,472	52,245	+11.8%	+13.5%

Tennessee Promise

Early Outcomes: Retention

Fall 2015-Spring 2016 retention: **80.6 percent**

- 78.5 percent at CCs; 94.7 percent at TCATs
- Comparable to previous years

Fall 2015-Fall 2016 retention: **63 percent**

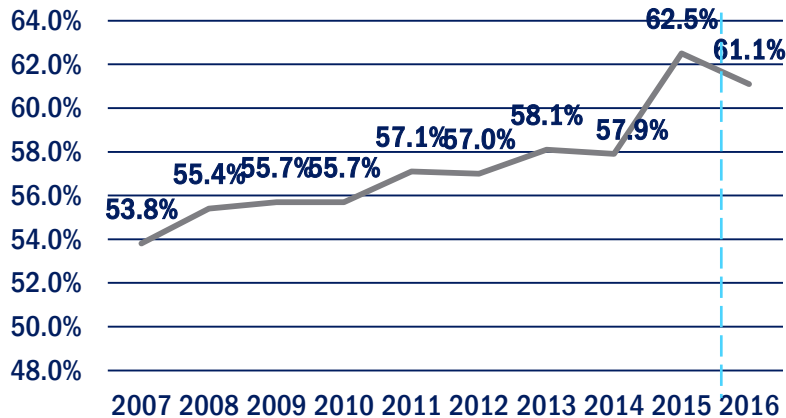
- 58 percent at CCs; 83 percent at TCATs
- Retention of non-Promise students: 42 percent

As of Fall 2017: **56.2 percent “success”**

- 14.5 percent graduated
- 39 percent still enrolled
- 2.7 percent transferred

Tennessee Promise

10-Year College-going Rate



FAFSA Filing & Loan Take Up

Tennessee is **#1 state** for FAFSA filing since inception of program

- 73.5 percent of senior class (2017) filed a FAFSA.
- Up 13% since 2014

In Fall 2015, **17 percent** fewer students originated federal loans

- At some community colleges, decrease as much as 25 percent.
- Decline has continued into 2016.

Tennessee Promise

Future Research

- Rigorous, causal analyses; more formal program evaluation
- Completion, transfer, workforce outcomes (community college “penalty?”)
- Effects on college choice – undermatch?
- Deficits in the application process – where do students drop out? Why?

Promising National Results

- Significant increases in enrollment of first generation, underrepresented, underserved student populations
- Persistence from semester to semester
- Increased college aspirations in youth
- Reduction in number and size of college loans
- Number of College Promise programs in 44 states more than doubled in two years

College Promise Research Network



What is a Promise program?

- Different definitions
 - “Big tent”: College Promise Campaign, Penn AHEAD, Campaign for Free College Tuition
 - More specific: Upjohn Institute
 - Local and place-based
 - Goal is community transformation through investment in scholarships
 - Requires / makes possible cross-sector alignment
 - Lots of variation, even under narrower definition

The Challenge

How to drive improvement in a heterogeneous field that has emerged from the grassroots?

- “Reverse engineering” of analytical tools to understand key structural distinctions and be able to assess comparable outcomes
- Sharing of lessons through national networks
 - Advocacy (e.g., College Promise Campaign)
 - Practitioners (e.g., PromiseNet)
 - Researchers (e.g., Promise Research Consortium)

Analytical tool #1:

Understanding program design

1. Who is eligible for the scholarship?
 - Universal v. targeted
 - Nature of targeting (merit, behavior, need)
2. Which post-secondary institutions are covered?
 - Expansive v. limited
3. How much funding and how is it delivered?
 - First v. last dollar
 - Flat fee or tuition coverage

Design matters. Program structure will shape outcomes

Analytical tool #2:

Assessing outcomes across domains

K-12

- Build a college-going culture
- Stimulate school district improvement
- Stabilize enrollment

Post-secondary

- Improve access and achievement
 - Reduce cost
 - Increase information
 - Simplify process

Community

- Catalyze engagement across community
- Increase attractiveness of place to residents and businesses

Analytical tool #3:

Tracking the field

- Upjohn Institute created a Promise Programs Database – @ 90 programs, @ 90 variables
- Demographic information about communities
- Quantitative indices measuring *Intensity* and *Saturation*
 - Together these determine the expected magnitude of impacts.

HOW TO USE THIS DATABASE

You can use this database to generate profiles of individual programs or to sort programs by a variety of characteristics, including location, year established, source of scholarship funding, type of community served, and other key characteristics.

Multiple fields can be specified to help you target your search (using CTRL-click), or the entire database (by selecting ALL) can be browsed. More than 90 variables are included though only a fraction are shown using the database search. A comprehensive list of variables covered and their definitions can be accessed [here](#).

For any questions or concerns, please contact the W.E. Upjohn Institute Promise Programs Research Group at promisedatabase@upjohn.org.

STATE

All
Alabama
Alaska
Arizona

YEAR OF ORIGIN

All
1993
1994
1995

FUNDER TYPE

All
Public
Private
Mixed

COLLEGES COVERED

All
Local Only
Statewide
National

FINANCIAL NEED REQUIREMENT

ACADEMIC MERIT REQUIREMENT

Apply Filters

<http://www.upjohn.org/promise/database/>

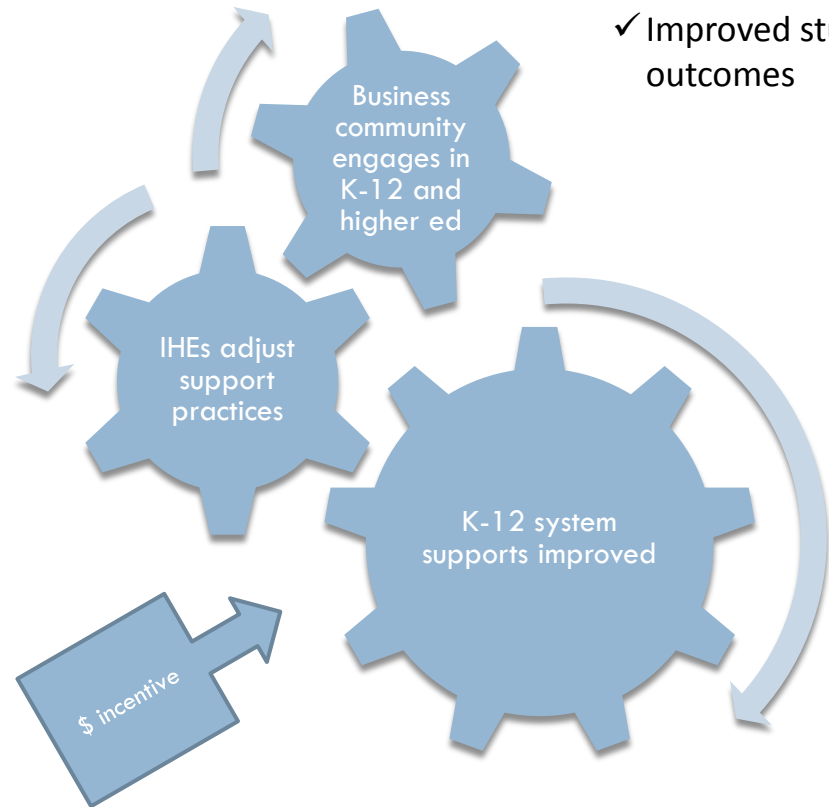
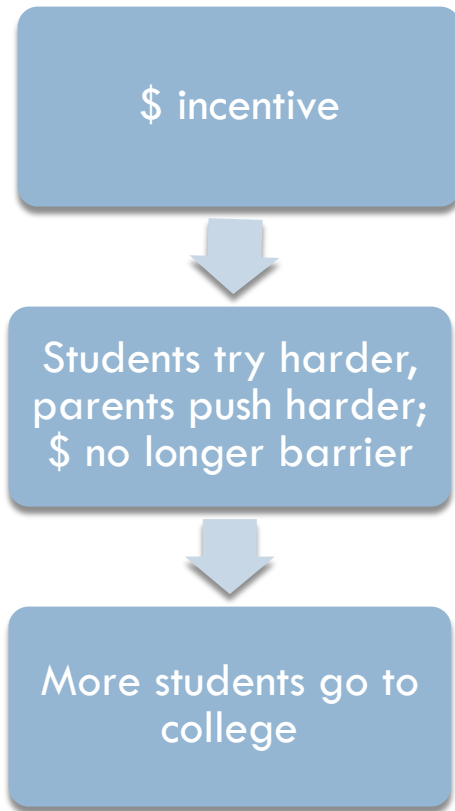
Sample page from Promise database

Free City (City College of San Francisco)

COMPARE 

Program Name		Year Announced
Free City (City College of San Francisco)		2017
Geographic Area		State
City of San Francisco		CA
Funder Name		Funder Type
Tax on high-value property transfers in San Francisco		Public
Financial Need Requirement	Academic Merit Requirement	Residency Requirement
No	No	Yes
Form of Scholarship	Covers Room and Board	Covers Books and Supplies
Last Dollar	Yes	Yes
Type of Post-Secondary Institution		Level of Post-Secondary Institution
Public		2-year
Program Award		
Full tuition and fees to City College of San Francisco; \$250 per semester for students receiving a state-funded fee waiver to be used for books or other expenses		
Benefit Summary		
All city residents are eligible for tuition-free community college (plus limited funds for required books and other expenses each semester) at City College of San Francisco. Funding committed for first two years of the program; will require reappropriation.		
Saturation	Intensity	Research Available
 <p>SATURATION</p>	 <p>INTENSITY</p>	No

Promise programs can be catalysts for cross-sector alignment



- ✓ Aspirations & effort increase
- ✓ Improved student outcomes

What is the Kalamazoo Promise?

- First of the current generation of place-based scholarships
 - Limited to Kalamazoo Public Schools graduates
 - High poverty urban district with racial/ethnic diversity
- Who is eligible?
 - Universal, with minimum enrollment and residency requirement
- Which post-secondary institutions are covered?
 - 59 in-state public and private PSIs
- How much funding?
 - Covers tuition and fees on a first-dollar basis
 - Students have 10 years in which to use their scholarship
 - Set up to continue in perpetuity

Kalamazoo Promise outcomes

K-12

- Increased enrollment
 - ↑ 25%
 - Decline in exit rates
- Improved test scores
- Improved behavior / GPA

Post-secondary

- Increased college enrollment
 - ↑16-25%
- Shift from 2- to 4-year schools
 - ↑24-28%
- Increased degree completion
 - ↑26-35%

Community

- Decreased outmigration from region
 - ↑ 1.7% population
- High rate of return on investment
 - 11%

Kalamazoo Promise challenge: Change in composition of students at local cc

Characteristic	Before Promise	After Promise
Free/Reduced Price Lunch in High School	41%	66%
Matriculating from alternative high school	2%	11%
High school GPA	2.66	2.28
Share without Algebra II	20%	35%

Alignment example:

Community college performance in Kalamazoo

- *Programmatic elements*
 - Shift from full-time to part-time attendance requirement
 - Promise pays supplement of \$100/student per semester -- used for direct student support
 - Promise Coach and Promise Counselor positions at KVCC
 - Required contact for all incoming students
 - Probation extended for struggling students
- *Outcomes*
 - Improved retention
 - Rising freshman GPA
 - Increase in pass rate for developmental courses
 - Increase in percentage of courses completed successfully

Embedding improvement science in the Promise movement

- Learn more about what works
 - Expand research basis for the Promise movement
 - Identify and disseminate best practices
 - E.g. College Promise Success Initiative
- Develop solutions based in evidence
 - Role of research-practitioner partnerships
 - Need for data and evaluation resources
- Capitalize on potential for cross-sector collaboration
 - Consider who is at the table
 - Intentional strategies needed



- Godfrey, Illinois (suburb of St. Louis)
- Originally Monticello College (1838)
- Open admissions
- 7500 students
- District is a mix of suburban and rural counties

Open Admissions



Community Colleges can be thought of as representing the “Wild West” of higher education.

You never know who is going to come through an institution’s doors.

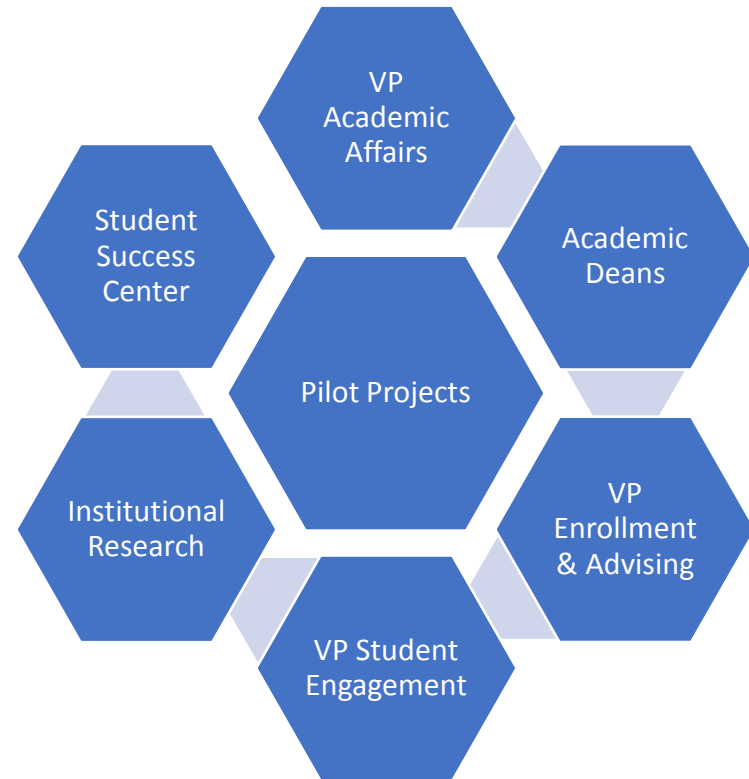
Retention rate for degree-seeking
students at
Lewis & Clark Community College

(Fall 2016 to Fall 2017)

54.5%



Student Success Team



Tutoring

Writing Desk

Math Resource Center

Social Science

STEM Center

Online Paper Submission

Communication Lab

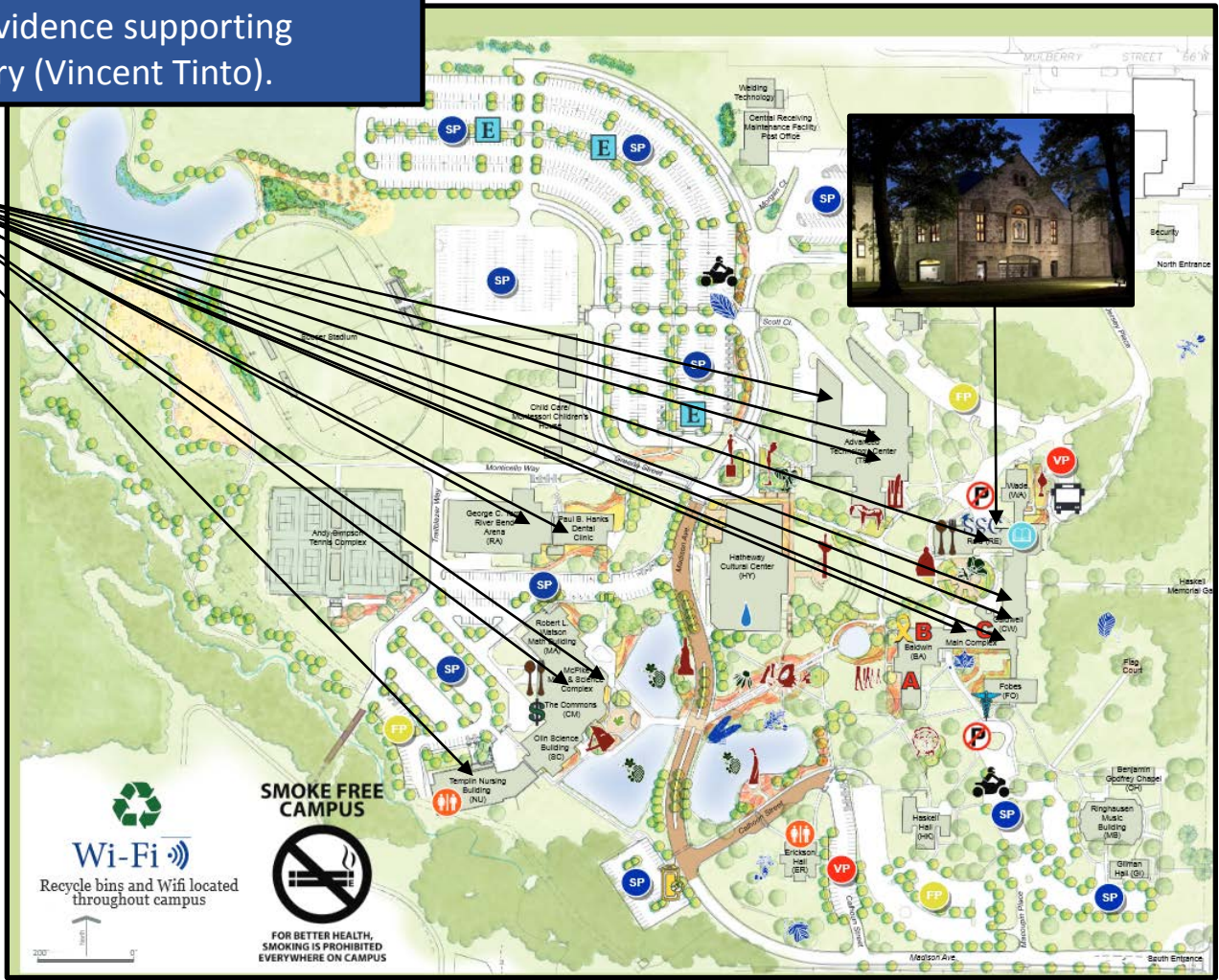
Career Resource Center



Looking for correlational evidence supporting Student Integration Theory (Vincent Tinto).

Support Service Tracking

- Automotive Club
- Career Services
- Communications Tutoring
- Crisis Counseling
- Dental Tutoring
- Diversity Council
- Diversity and Inclusion Office
- Emergency Loan
- Group Tutoring
- Library Reference Questions
- Library Instruction Class
- Math Tutoring
- Nursing Tutoring
- Off-Campus Tutoring
- Online Tutoring
- Perkins Direct Support
- Perkins Transition
- Social Science Tutoring
- STEM Tutoring
- Veterans Services
- Writing Desk Tutoring

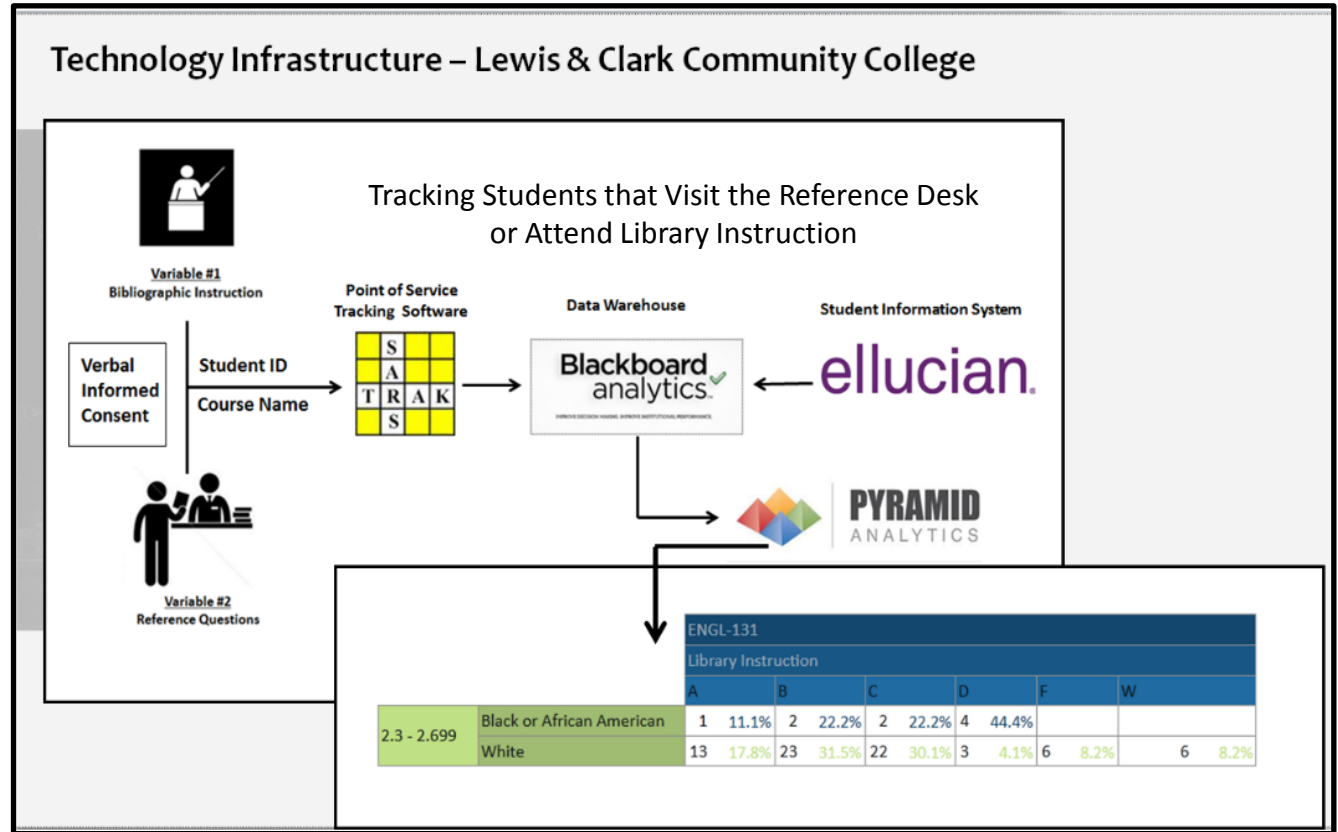




Lewis & Clark began systematic tracking of tutoring in 2013.

Library reference questions and library class attendance followed in 2014.

Now over 20 support services are being tracked.



Higher Learning Commission Quality Initiative



Academic coaching

Accommodations

Counseling

Dental

Diversity/inclusion

Emergency loan

Library – reference

Library – instruction

Nursing

Perkins – direct support

Perkins – transition

SSC – career services

SSC – communications

SSC – group tutoring

SSC – math

SSC – Nelson

SSC – online

SSC – social science

SSC – STEM

SSC – Trimpe lab

SSC – writing desk

Student Services Group



Perkins

Library

Emergency Loan

Student Activities

Tutoring

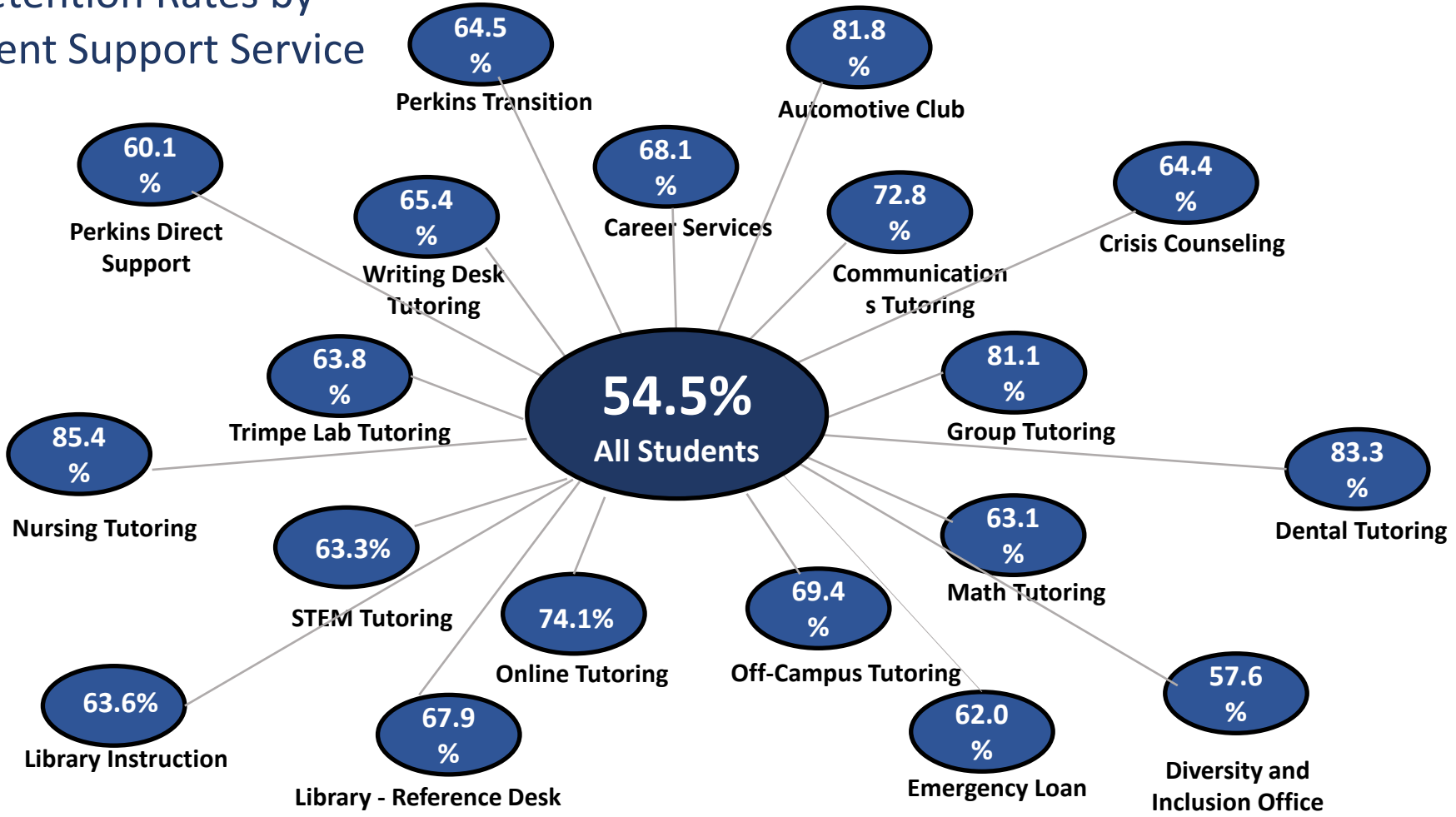
Textbook Exchange

Institutional Research

Veterans Services

Career Services

Retention Rates by Student Support Service



Student Cohort or Treatment	Retention Rate	N
Hispanic	54.1%	40
Accepted Pell	54.0%	656
2.3 - 2.699	53.9%	288
Online	53.6%	288
First Generation	53.5%	441
Non-Developmental Placement	53.5%	1058
Recruitment Email	53.2%	723
Faculty Progress Grade	53.0%	791
Email	52.5%	978
Over 18	52.5%	10
Summer	52.4%	154
Returning Student	52.0%	1186
6-8	51.1%	334
Spring	51.1%	206
Non-Prior HSP	50.5%	691
2.0 - 2.299	50.0%	155
Currently Serving	50.0%	7
Veteran	49.5%	55
Part Time	48.2%	908
Black or African American	48.2%	137
Phone Call	47.9%	273
Male	46.7%	623
Mail/Letter	46.7%	14
Resolved Standing	46.5%	696
Athlete	46.2%	55
Concern	45.0%	453
Unknown	44.3%	74
American Indian or Alaska Nativ	44.0%	11
Non-Degree Seeking	41.0%	388
Less than 6	38.0%	203
Notification	35.3%	6
Text	33.3%	1
Under 2.0	31.3%	151
Out of District	17.1%	13



Drilling Down into Retention

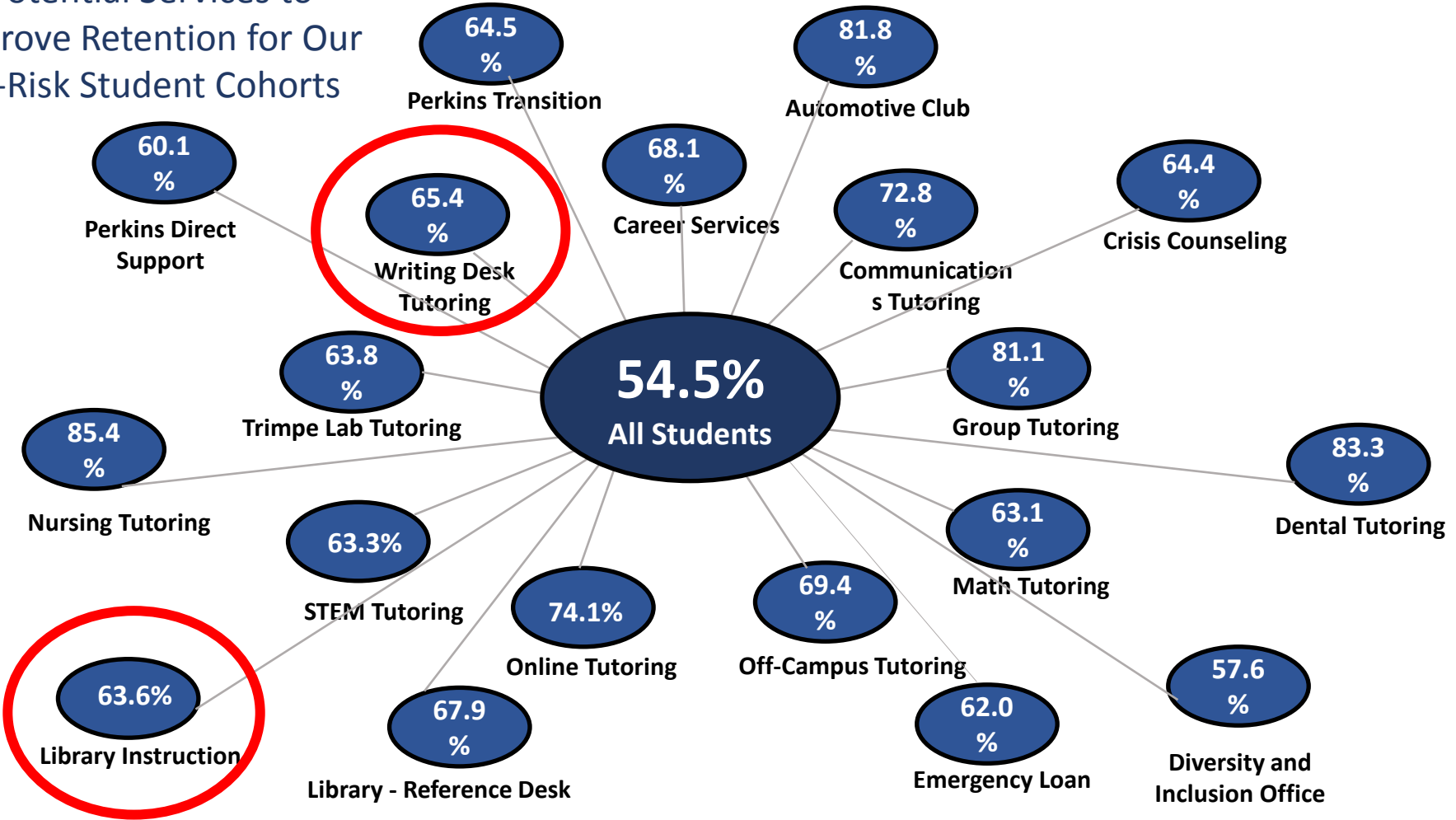
54.5%
All Students

- African-American Males
- Part-Time Students with a GPA below 2.3

Targeted for Retention Outreach

Student Cohort or Treatment	Retention Rate	N
Nursing	88.8%	71
Group Tutoring	87.5%	7
Nelson	87.5%	7
SARS/GRID Walkin	77.8%	14
Trimpe Lab	75.0%	9
Communications	71.5%	88
Online	69.8%	37
Math Resource Center	67.2%	133
Native Hawaiian / Pacific Islander	66.7%	4
HSP	66.7%	32
Library Instruction	66.4%	291
3.6 or More	66.0%	281
16-18	66.0%	140
Full Time	64.8%	737
12-15	64.6%	587
2.7 - 2.999	63.6%	260
Writing Desk	62.7%	121
First Term Enrollee	61.9%	459
9-11	61.6%	348
3.3 - 3.599	60.7%	233
Female	60.6%	1022
Library Reference Desk	60.4%	32
No Concern	59.8%	1448
3.0 - 3.299	59.6%	274
SARS/GRID Appt	59.6%	326
Fall	57.9%	1160
Prior HSP	57.7%	954
Asian	57.7%	15
STEM	57.6%	34
Developmental Placement	56.3%	587
Non-First Generation	56.0%	727
White	55.9%	1364
In District	55.4%	1632
Face-to-Face	55.1%	691
Did Not Accept Pell	54.8%	989
Not an Athlete	54.8%	1590
Non-Veteran	54.7%	1583
Face to Face	54.6%	1609
No SSC Visit	54.5%	1636

Potential Services to Improve Retention for Our At-Risk Student Cohorts





Finding the right cocktail for the right student

Writing Desk

Student Cohort	Retention Rate for Those That Visited the Writing Desk	Difference from All Cohort
African-American	61.3%	+13.1
GPA Below 2.0	26.3%	-5.0
GPA 2.0 – 2.29	64.3%	+14.3
Male	72%	+25.3
Part-Time	56%	+7.8

Library Instruction

Student Cohort	Retention Rate for Those That Attended Library Instruction	Difference from All Cohort
African-American	59.1%	+10.9
GPA Below 2.0	31.9%	+6
GPA 2.0 – 2.29	55.6%	+5.6
Male	61.1%	+14.4
Part-Time	57.2%	+9.0



Need to Expand Outreach to At-Risk Student Cohorts

At-Risk Student Cohort	% of Cohort Visiting the Writing Desk	% of Cohort Attending Library Instruction
African-American Males	9.4%	13.8%
Part-Time and GPA Below 2.3	3.6%	11.4%

Moderated Q & A

College Promise Campaign

CollegePromise.org/start

Join our email list:

Action.CollegePromise.org/join

Martha Kanter

Executive Director

martha@civiction.org

408-497-5939

Anjana Venkatasen

Sr. Advisor for Policy & Research

anjana@civiction.org

513-515-5383

W.E. Upjohn Institute for

Employment Research

Michelle Miller-Adams

Research Fellow

miller-adams@upjohn.org

Lewis & Clark Community College

Dennis Krieb

Director, Institutional Research &

Library Services

dkrieb@lc.edu

Jill Lane

Dean of Transfer Programs

jlane@lc.edu