Underserved Learners... Condition of College and Career Readiness and Best Practices for Meaningful Impact

2016 Enrollment Planners Conference

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Agenda

- About ACT’s Center for Equity in Learning
- Findings of 2015 report – National
- Trends of Minority students
- First Generation Students report
- Resources available
- Ways to engage families
- Q&A
Increasing Opportunity, Access and Success

The Center for Equity in Learning seeks to improve educational access, opportunity and success for underserved learners, many of whom are also working learners. By focusing on equity, we are examining and addressing barriers to opportunity related to family income, race and ethnicity, and accessibility, as well as other issues that intersect with these areas of focus.
Number of ACT-Tested High School Graduates, 2015

1.9 Million Students (1,924,436)
The 2015 Condition of College and Career Readiness of Underserved Learners

- In 2015, **299,920** Hispanic students, **250,000** African Americans graduating from High School took The ACT.
- Between 2011 and 2015, the number of African American students taking The ACT grew 12%, Hispanics 50%.

Are our students meeting the college and career readiness benchmarks?
What is meant by College Readiness

- **ACT defines college readiness**...
  As the level of achievement a student needs to be ready to enroll and succeed (without remediation) in credit-bearing, first-year postsecondary courses

  - Academic readiness in English, Reading, Math, & Science
  - Relevant for 2-year and 4-year postsecondary institutions
What is meant by College Readiness

• **ACT College Readiness Benchmarks**
  Are scores on the ACT subject-area tests that represent a high probability of success in corresponding credit-bearing first-year college courses
  • Based on 230K postsecondary students at 200+ PSEs
  • *Typical* set of expectations – representative of 2- & 4-year PSEs nationally
College Readiness Benchmarks

How Does ACT Determine if Students Are College Ready?

The ACT College Readiness Benchmarks are scores on the ACT subject area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. Based on a nationally stratified sample, the Benchmarks are median course placement values for these institutions and represent a typical set of expectations. ACT College Readiness Benchmarks were revised for 2013 graduating class reporting. The ACT College Readiness Benchmarks are:

<table>
<thead>
<tr>
<th>College Course</th>
<th>Subject Area Test</th>
<th>Original ACT College Readiness Benchmark</th>
<th>Revised ACT College Readiness Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>English</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Reading</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>College Algebra</td>
<td>Mathematics</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Biology</td>
<td>Science</td>
<td>24</td>
<td>23</td>
</tr>
</tbody>
</table>
Percent of 2015 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks by Subject

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>64</td>
</tr>
<tr>
<td>Reading</td>
<td>46</td>
</tr>
<tr>
<td>Mathematics</td>
<td>42</td>
</tr>
<tr>
<td>Science</td>
<td>38</td>
</tr>
<tr>
<td>All Four Subjects</td>
<td>28</td>
</tr>
</tbody>
</table>
Percent of 2014 ACT-Tested African American High School Graduates Meeting ACT College Readiness Benchmarks by Subject

- English: 64% for all students, 34% for African American students
- Reading: 44% for all students, 17% for African American students
- Mathematics: 43% for all students, 14% for African American students
- Science: 37% for all students, 10% for African American students
- All Four Subjects: 26% for all students, 5% for African American students
Percent of 2015 ACT-Tested High School Graduates by Number of ACT College Readiness Benchmarks Attained

<table>
<thead>
<tr>
<th>Benchmarks Met</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>31</td>
</tr>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>28</td>
</tr>
</tbody>
</table>
Percent of 2015 ACT-Tested Hispanic High School Graduates Meeting ACT College Readiness Benchmarks by Subject

- English: Hispanic Students 47, All Students 64
- Reading: Hispanic Students 31, All Students 46
- Mathematics: Hispanic Students 29, All Students 42
- Science: Hispanic Students 23, All Students 38
- All Four Subjects: Hispanic Students 15, All Students 28

Legend: Blue = Hispanic Students; Light Blue = All Students
Percent of 2015 ACT-Tested African American High School Graduates by Number of ACT College Readiness Benchmarks Attained

- 61% of African American students met 0 benchmarks.
- 31% met 1 benchmark.
- 17% met 2 benchmarks.
- 15% met 3 benchmarks.
- 10% met 4 benchmarks.

- 14% of all students met 0 benchmarks.
- 12% met 1 benchmark.
- 6% met 2 benchmarks.
- 6% met 3 benchmarks.
- 6% met 4 benchmarks.
Percent of 2011–2015 ACT-Tested High School Graduates by Race/Ethnicity*

- **2011**: 60% White, 14% African American, 4% Asian, 1% American Indian, 1% Hispanic, 1% Two or More Races, 3% No Response
- **2012**: 59% White, 13% African American, 4% Asian, 1% American Indian, 1% Hispanic, 1% Two or More Races, 3% No Response
- **2013**: 58% White, 13% African American, 4% Asian, 1% American Indian, 1% Hispanic, 1% Two or More Races, 4% No Response
- **2014**: 56% White, 13% African American, 4% Asian, 1% American Indian, 1% Hispanic, 1% Two or More Races, 4% No Response
- **2015**: 55% White, 13% African American, 5% Asian, 1% American Indian, 1% Hispanic, 1% Two or More Races, 7% No Response
Percent of 2015 ACT-Tested High School Graduates by Educational Aspirations

- Graduate/Professional Degree: 36%
- Bachelor's Degree: 44%
- Associate's/Voc-tech Degree: 6%
- Other/No Response: 14%
Percent of 2015 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks by Race/Ethnicity and Subject*

### English
- African American: 34%
- American Indian: 39%
- Asian: 75%
- Hispanic: 47%
- Pacific Islander: 47%
- White: 75%
- All Students: 64%

### Mathematics
- African American: 14%
- American Indian: 20%
- Asian: 69%
- Hispanic: 29%
- Pacific Islander: 30%
- White: 52%
- All Students: 42%

### Reading
- African American: 19%
- American Indian: 26%
- Asian: 57%
- Hispanic: 31%
- Pacific Islander: 31%
- White: 56%
- All Students: 46%

### Science
- African American: 12%
- American Indian: 18%
- Asian: 57%
- Hispanic: 23%
- Pacific Islander: 25%
- White: 48%
- All Students: 38%
Percent of 2015 ACT-Tested High School Graduates in Core or More vs. Less Than Core Courses Meeting ACT College Readiness Benchmarks by Subject

<table>
<thead>
<tr>
<th>Subject</th>
<th>Core or More</th>
<th>Less Than Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>67%</td>
<td>36%</td>
</tr>
<tr>
<td>Reading</td>
<td>49%</td>
<td>34%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>45%</td>
<td>8%</td>
</tr>
<tr>
<td>Science</td>
<td>42%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Core or More: $N = 1,389,338$
Less Than Core: $N = 424,562$
Percent of 2011–2015 ACT-Tested High School Graduates Meeting Three or More Benchmarks by Race/Ethnicity*

- African American
- American Indian
- Asian
- Hispanic
- Pacific Islander
- White
Enrollment—Percent Enrolled in Different College Types

- African American
  - 4 yr Private: 18%
  - 4 yr Public: 52.5%
  - 2 year: 29.5%

- American Indian
  - 4 yr Private: 12.4%
  - 4 yr Public: 54.4%
  - 2 year: 33.2%

- Asian
  - 4 yr Private: 23.1%
  - 4 yr Public: 61.6%
  - 2 year: 15.3%

- Hispanic
  - 4 yr Private: 16.2%
  - 4 yr Public: 53.0%
  - 2 year: 30.7%

- Pacific Islander
  - 4 yr Private: 17.3%
  - 4 yr Public: 52.3%
  - 2 year: 30.4%

- White
  - 4 yr Private: 23.3%
  - 4 yr Public: 54%
  - 2 year: 22.8%

- Other
  - 4 yr Private: 24.4%
  - 4 yr Public: 51.4%
  - 2 year: 24.2%
Enrollment Patterns
The Condition of College and Career Readiness of First Generation Students…
College Readiness – Report Basics

• **First-generation students**
  – Within the report = parent(s) did not enroll in postsecondary education
  – COE = parent(s) did not complete a B.A.

• 335,711 first-generation students (19%)
  – 1.9M overall

• College Readiness Benchmark attainment
Educational Aspirations

94% of “first-generation” students aspire to earn postsecondary degrees.

Bar chart showing the percentage of first-generation students and all students in different educational levels:
- Graduate/Professional Degree:
  - First Generation Students: 28%
  - All Students: 36%
- Bachelor's Degree:
  - First Generation Students: 52%
  - All Students: 44%
- Associate's/Voc-Tech Degree:
  - First Generation Students: 14%
  - All Students: 6%
- Other/No Response:
  - First Generation Students: 6%
  - All Students: 13%
College Readiness Benchmark Attainment

- **English**: 42% (First Generation Students), 64% (All Students)
- **Reading**: 24% (First Generation Students), 44% (All Students)
- **Mathematics**: 22% (First Generation Students), 44% (All Students)
- **Science**: 17% (First Generation Students), 36% (All Students)
- **Met All Four Benchmarks**: 9% (First Generation Students), 26% (All Students)

Legend:
- **Blue**: First Generation Students
- **Light Blue**: All Students
It is important to remember...

- What we have learned together through this study is important for a greater understanding of first-generation students.
- Yes, many such students face multiple challenges to their academic success.
- And, yes, many are not as academically ready for college as they need to be.
- Nearly 94% of ACT-tested first-generation students aspired to earn some form of postsecondary degree.
ACT Resources

The Only Online Test Prep from the Makers of the ACT

With the new ACT Online Prep program, you can:

- Prepare anywhere, anytime online and with our mobile app
- Take a practice test to find out your likely ACT score
- Identify your strengths—and see where you can improve
- Follow learning paths made just for you based on your practice test results
- Access a huge library of lessons to review for the ACT’s four subject tests (English, math, reading, science)
- See what the actual ACT test is like with practice questions and tests

Get the edge you seek with ACT Online Prep!
ACT Resources
Fee Waivers

This is your home base—where you’ll check in to make sure you’re on track with your learning path, see how your scores are improving, and see how your progress compares to other ACT Online Prep users.
AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

AVID for Higher Education
Betty Krohn, Ed.D.
AVID’s College Readiness and Success System

College Attainment and Persistence

AVID Elementary

AVID Secondary

AVID for Higher Education
AVID Delivers Results

• AHE develops:
  – Readers, writers, and critical thinkers
  – Self-efficacy, grit and positive growth mindset
  – Social integration and self-awareness
  – Habits, skills, and behaviors important to success in college, career, and life
College Persistence Into Year 2 by Student Group
(Fall-to-Fall Persistence Rate for AVID Class of 2014)

- U.S.: 78%
- AVID: 85%
- Black: 83%
- Hispanic: 85%
- White: 84%
- Low Socioeconomic Status: 84%

Legend: U.S. • AVID
Research on Persistence

• According to the National College Access Network (NCAN, 2016), year to year persistence is an “essential indicator” of completing a postsecondary credential.


• Persistence and continuous enrollment in college increase the likelihood of degree completion.


<table>
<thead>
<tr>
<th>Retention</th>
<th>% difference 2014/2013 of AVID FYE Cohort vs. Control Group</th>
<th>% difference 2014 cohorts of AVID FYE Cohort vs. Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Four Year Campuses</td>
</tr>
<tr>
<td>Fall to Spring</td>
<td>+2.2</td>
<td>+1.8</td>
</tr>
<tr>
<td>Fall to Fall</td>
<td>+9.9</td>
<td>+1.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two-Year Campuses</td>
</tr>
<tr>
<td>Fall to Spring</td>
<td>NA</td>
<td>+3.9</td>
</tr>
<tr>
<td>Fall to Fall</td>
<td>NA</td>
<td>+5.5</td>
</tr>
</tbody>
</table>

Student retention measured against a baseline cohort from the previous year (2013) and against a student cohort during same year (2014). At two year campuses, cohort comparison was from same year (2014).
Why AHE?

AHE partners with institutions of higher education by providing AVID professional learning and support systems that result in increased student learning, persistence, and graduation.

— Researched based
— Comprehensive support
— Customized for each institution
How do we achieve our mission?

Facilitates a collaborative model because student success is multi-faceted.

Provides professional development to create a culture of high engagement.

~Students
~Faculty
~Leadership

Facilitates closing the gap between student groups through curricular and co-curricular models that honor diversity.

Creates comprehensive models which adapt to address student needs.

Creates assessment models to evaluate student and institutional success.
Components of the Program

- Faculty Development & Professional Learning
- Student Services
- Campus Facilitation

- Development of AVID Campus Plan
- Campus Team Meetings Facilitation
- Data Collection

- AVID Seminar
- Socratic Tutorials
- Peer Mentoring
- AVID Student Center
- Advising

- On-site workshops for faculty, staff and tutors (High-Impact Strategies)
- AVID Summer Institute
Tinto (1993) notes,

“Ultimately the success of our actions on behalf of student learning and retention depends upon the daily actions of all members of the institution, not on the sporadic efforts of a few officially designated members of a retention committee” (p. 212).

We believe...

- That institutions need a unified vision and commitment to student success.
- Faculty need to view themselves as an integral part of student success.
- Students need to achieve self-awareness of their potential and recognize their responsibility to work to achieve it.
Success!

Students Committed to Success

Plus

Faculty and Staff Supporting Success

Equals

Increased Student Persistence and Completion
Univision Communications, Inc.
Leading media company serving Hispanic America
Univision’s Unparalleled Brand Equity

Components of Brand Equity score:

- Unaided awareness
- Aided awareness

Highly correlated with community engagement

91% \times 80% = 73

#1 MEDIA BRAND EVER MEASURED
Educational Attainment is #1 Value for Hispanics Overall, and...

72% of Hispanic Adults feel higher education is very important to themselves and their families

Source: Univision Copy Test in Collaboration with Media Predict, March 2015
College Readiness

Parental Engagement
- Awareness of Academic Standards
- Engaging with school and teachers
- Financial preparedness
- Support at home

Student involvement in their academic future
- Required steps for college readiness
- College options
- College choices

Platforms
- Clave al Exito
- Parent Academies
- Digital and social media
- On air promotion and special programs
- Outreach events
Clave al Éxito (Key to Success)

- Grade-by-grade guide on what their children should be learning each year
- Bilingual Teacher-Parent Communicator
- Grade-specific book recommendations
- Sharable Reading Logs
- Guidance on new state assessments with access to practice tests

UNIVISION.COM/EXITO
Parent Academy Workshops

✓ Both Locally-Hosted & Online in Clave al Exito

✓ Offer guidance on how parents can prepare for the transition to the Common Core State Standards

✓ Developed with ACT, National PTA and other trusted partners

✓ Delivered online and on-demand to reach parents year-round
Parent Academy Workshops
Parent Academy Workshops
FAFSA – Financial Aid

¡Estudia, Hay Dinero! (There is Money to Study!)

✓ Featured across UCI’s networks and local TV, radio, local community workshops, and digital and social platforms
✓ Social Media Scholarship Sweepstakes in partnership with GetSchooled
✓ Text-Message Hotline
✓ Nationwide FAFSA Workshops & Phone Banks
✓ Collaboration with the Federal Student Aid Office
✓ Collaboration with local organizations

28.6K Workshop attendees across 231 local events
19.8K FAFSA applications completed
7K Student & Parent Questions Answered by Text & Phone Banks
22K Digital Visits on FAFSA content
THANK YOU!

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