

# **Expanding Educational Success and Economic Opportunity: Closing the Gaps**

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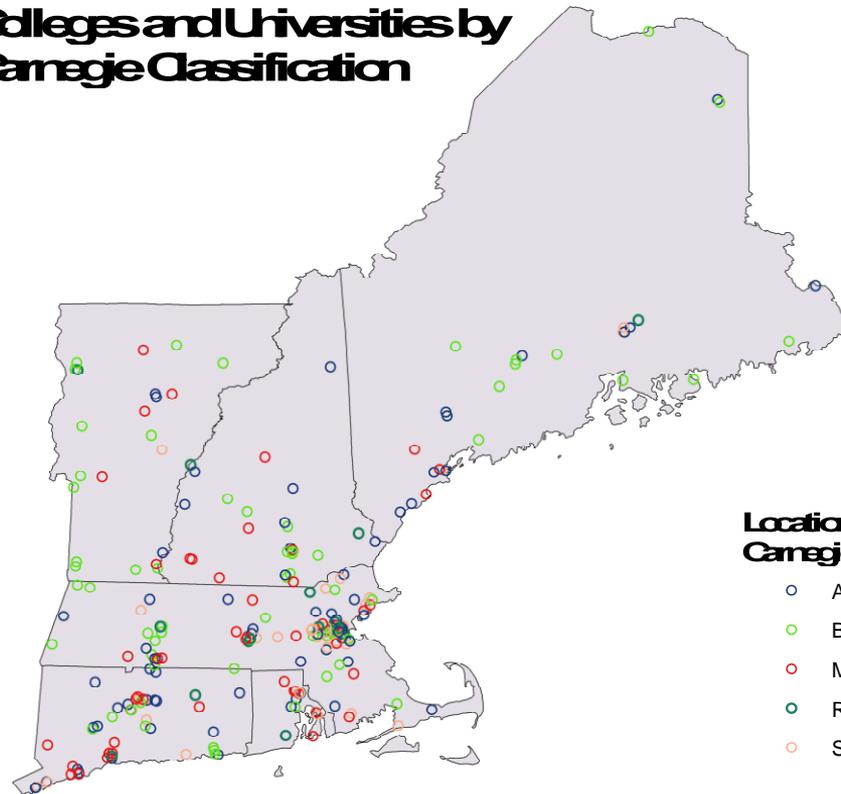
# About NEBHE

- Interstate agency, chartered by New England Governors in 1955

new england board of higher education's

**tuition**  **break**  
for **new england** residents

## Colleges and Universities by Carnegie Classification



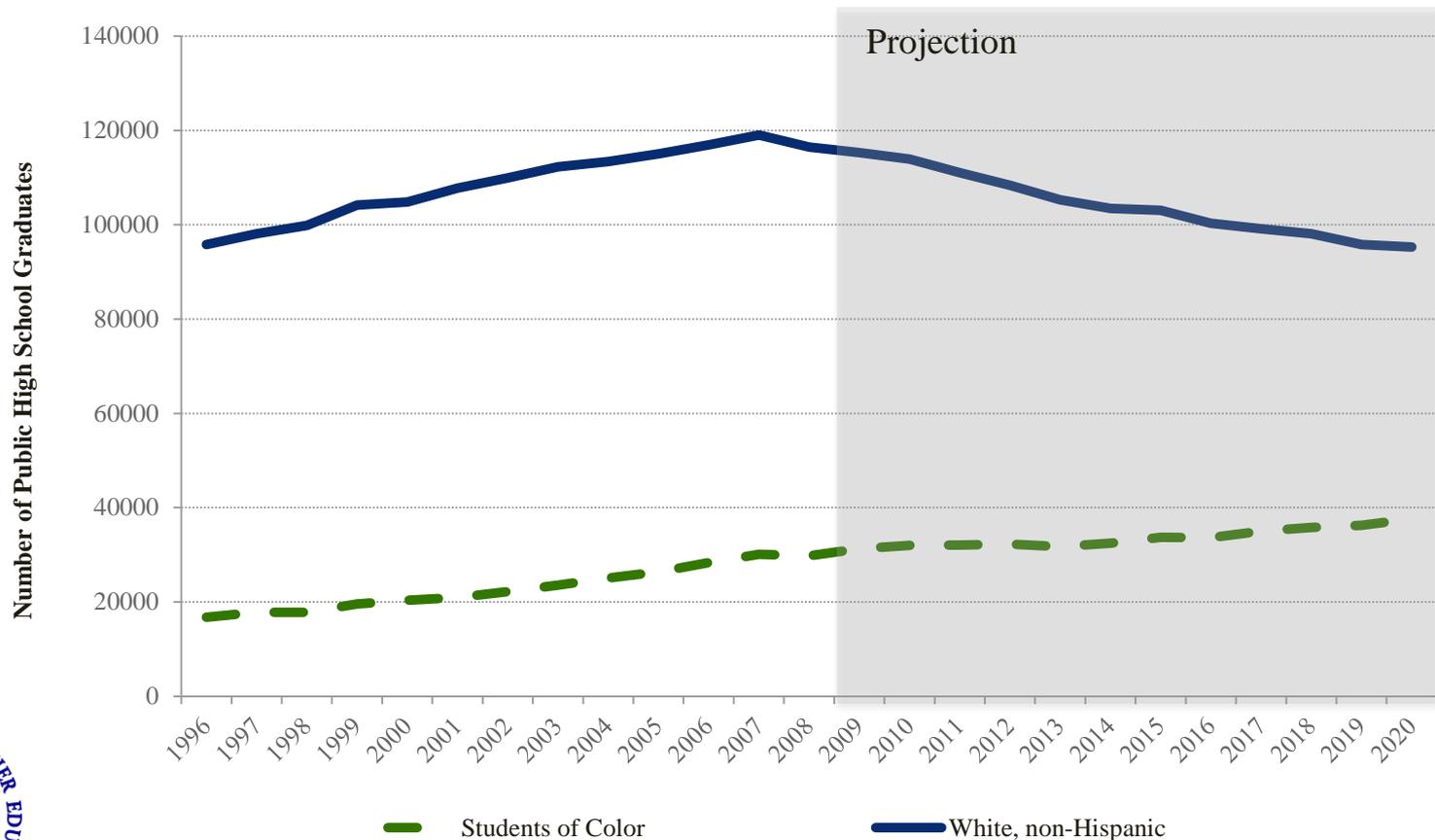
### Location of Schools by Carnegie Classification

- Associate
- Baccalaureate
- Master's
- Research
- Specialty



# A More Diverse Region is in the Future

- While projected to decline overall, high school graduates in New England will be increasingly diverse.

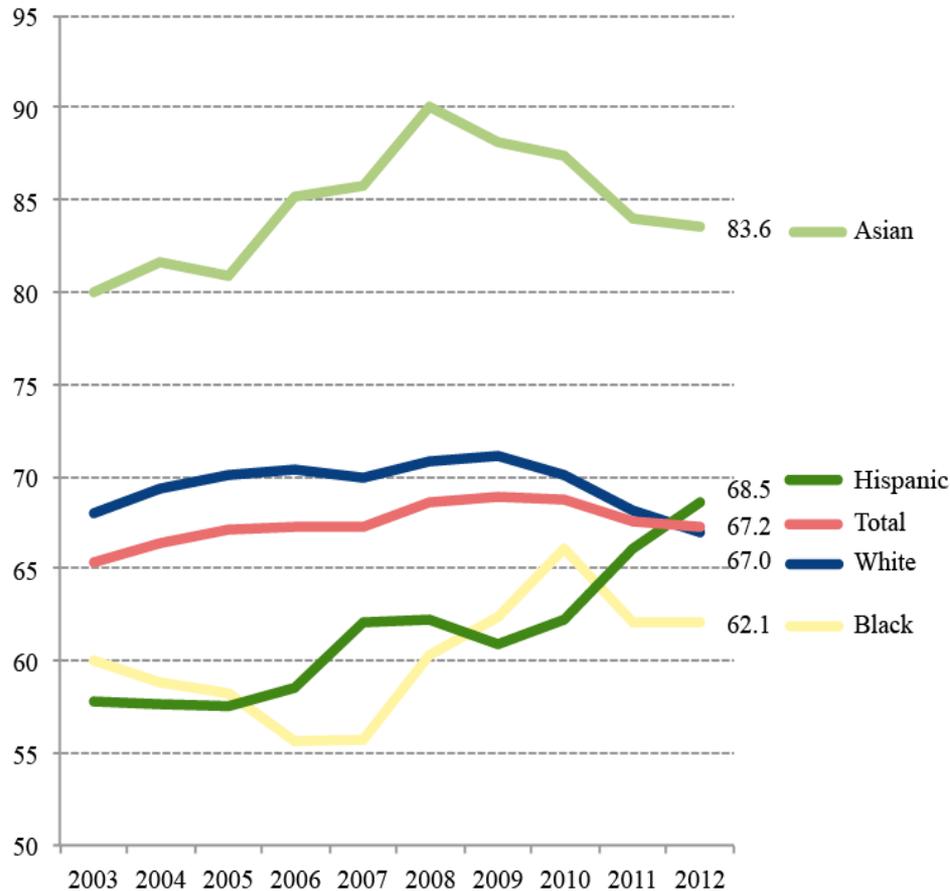


Source: Western Interstate Commission For Higher Education, 2012

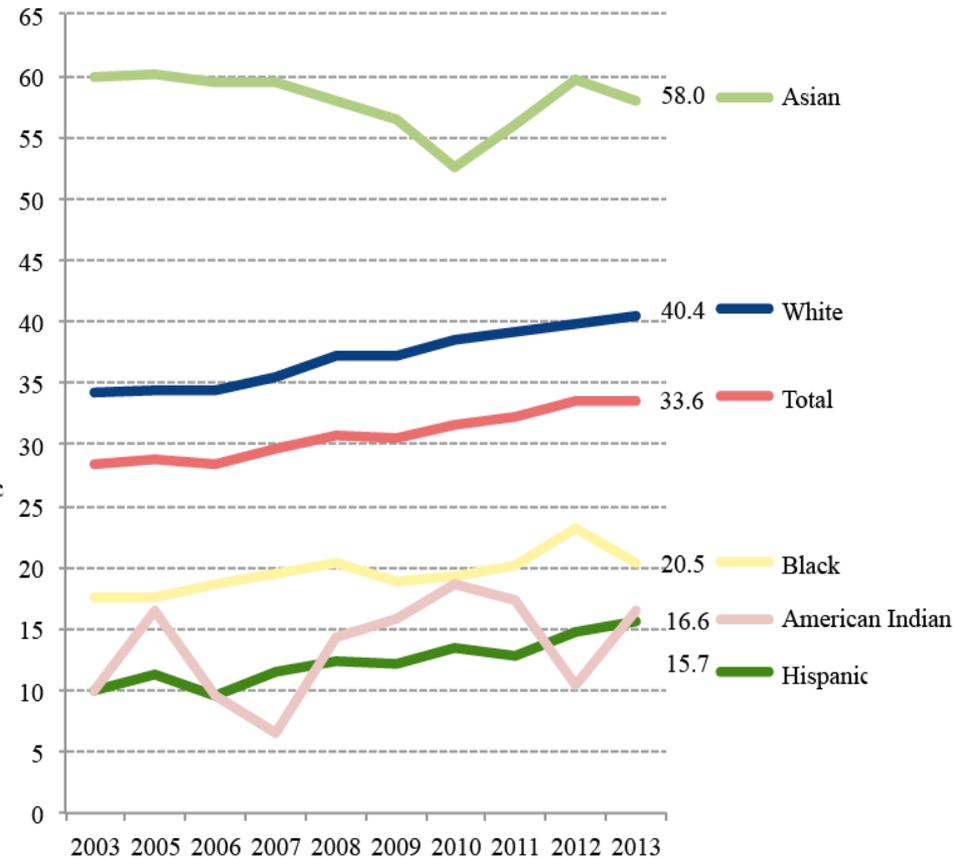
# Disparate College Enrollment and Completion

- Nationally, college enrollment and educational attainment rates have increased, but gaps still persist

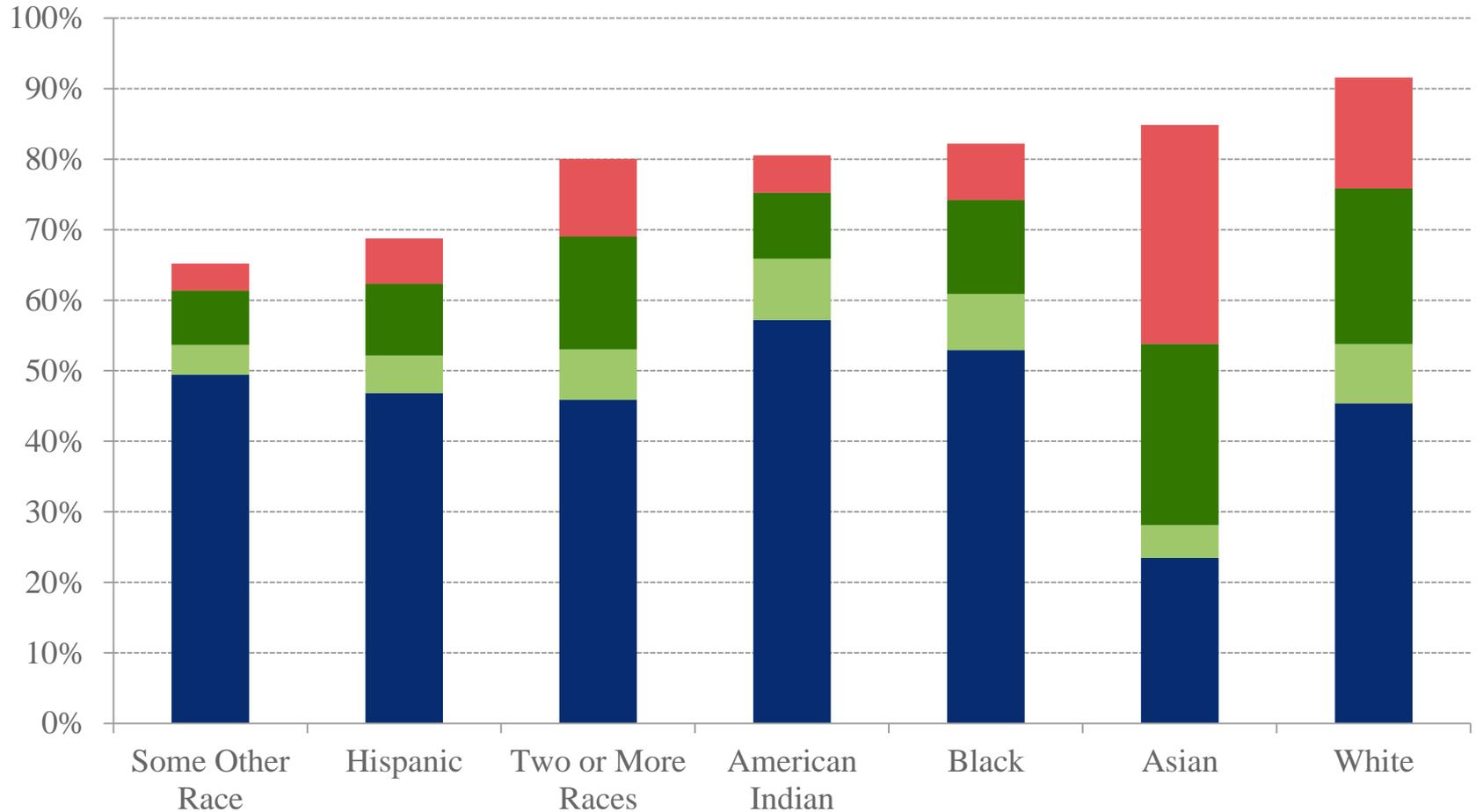
**College Enrollment Rates of Recent High School Completers, 2003 - 2012**



**Percentage of 25 to 29 Year Olds with a Bachelor's Degree or Higher, 2003 - 2013**



# Adult Educational Attainment in New England



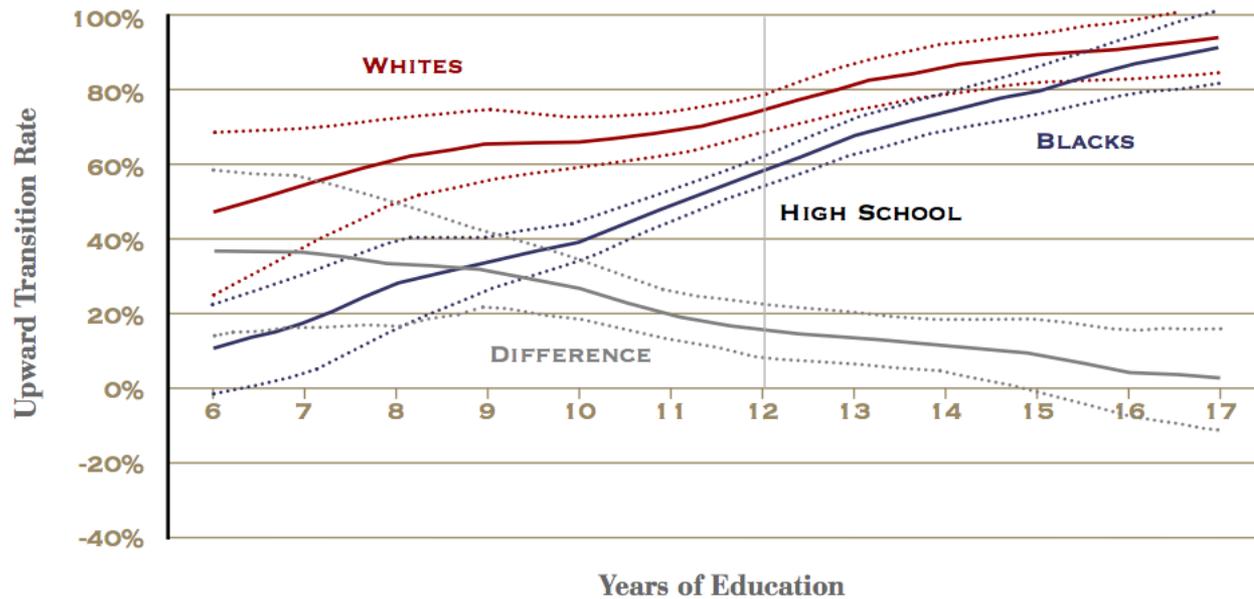
- Graduate or professional degree
- Bachelor's degree
- Associate's degree
- High School Completer or Some College

Source: Educational attainment rates for adults age 25 and older, compiled from the 2011-13 American Community Survey

# Education's Role in Economic Mobility

FIGURE 14

Percent of Children Moving Up and Out of the Bottom Quintile, Conditional on Own Educational Attainment, by Race



“Measures of human capital can virtually explain the entire black-white upward economic mobility gap...among those who finished four years of college, there is no racial gap in upward economic mobility.”

Note: The dotted lines flanking each solid line represent the 95% confidence bands around the estimates. These “bands” reflect the uncertainty associated with the estimates. In other words, the narrower the range, the greater the precision of the solid line, and vice versa.



How can we support greater educational attainment rates among communities of color?



# Promising Programs & Interventions

- Randomized control trials have helped identify interventions that work within specific programs, such as:
  - Career Academies—
    - ↑ earnings by 17%;
    - ↑ rate of independent living with children and a partner
  - Performance based scholarship, Pima Community College—
    - ↑ continued, full-time enrollment and number of credits earned
  - Accelerated Study in Associate Programs, CUNY—
    - ↑ retention, number of credits earned and graduation rates
- Tennessee Promise: State-wide scale up of a local program using financial aid, mentoring and messaging to increase college aspirations



# Access2Success: Identifying A Place to Start

The National Association of System Heads (NASH) and The Education Trust's Access2Success Initiative works with 22 public higher education systems to *cut the college-going and graduation gaps for low-income and minority students in half by 2015.*

Top questions as critical toward improving student success:

1. How many students do we lose along the way? (Year-to-Year retention)
2. How do the pieces of student success or failure fit together? (Analysis of student pathways and programming)
3. What pathways do students take on their journey to a degree? (Analysis of transcript data on enrollment, course-taking, etc)



# Additional Considerations

- Define success
  - “Cut the college-going and graduation gaps for low-income and minority students in half by 2015.”
- Collaborate
  - Multi-sector, multi-faceted interventions seem most promising
- Measure and analyze
  - Use data to identify starting points and track progress towards success
- Sharing success



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