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Lumina Foundation
March 23, 2017

Goal 2025:

To increase the proportion of Americans with high-quality degrees and credentials to **60 percent** by the year 2025.

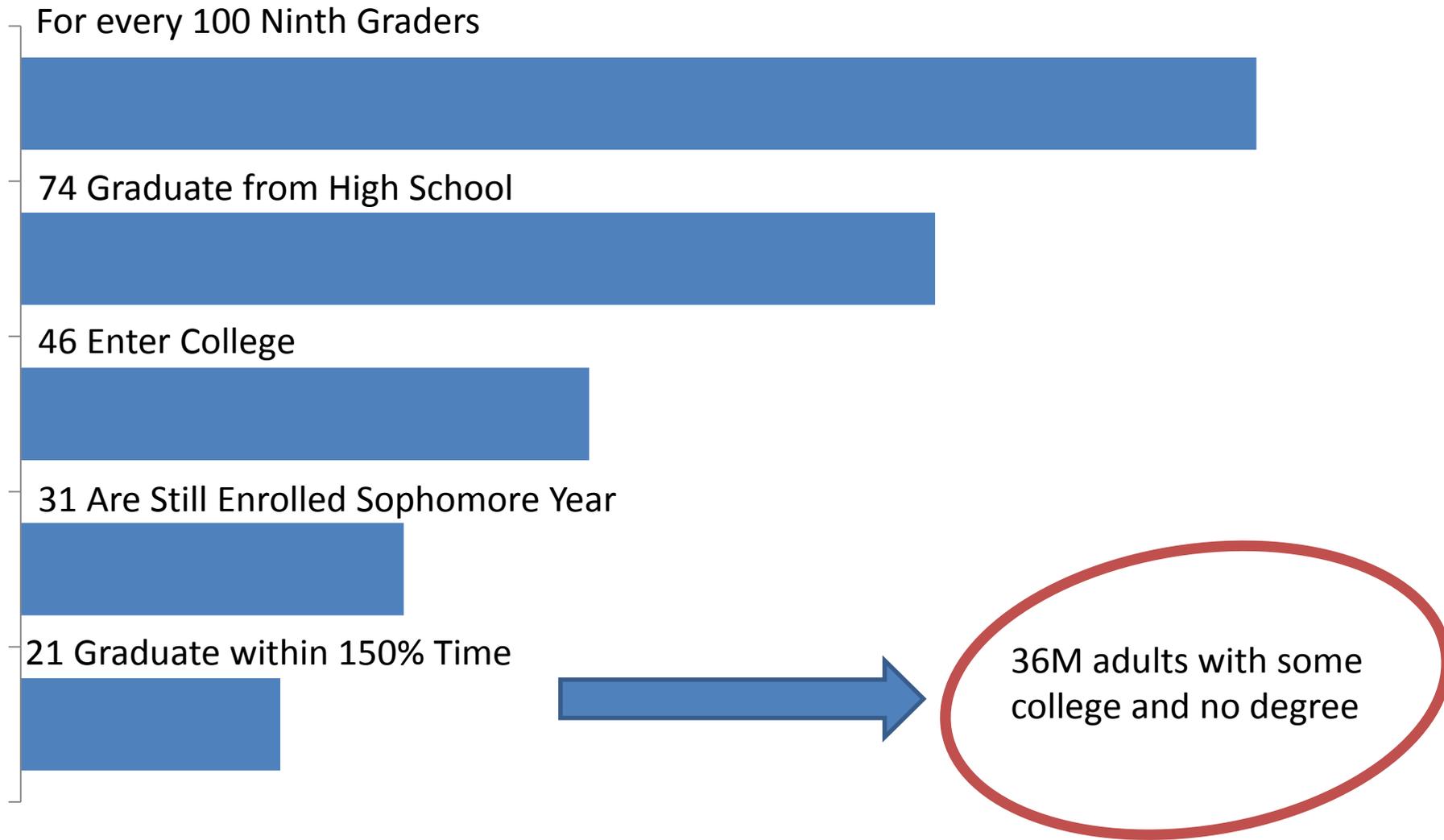


Changing the Leadership Dynamic

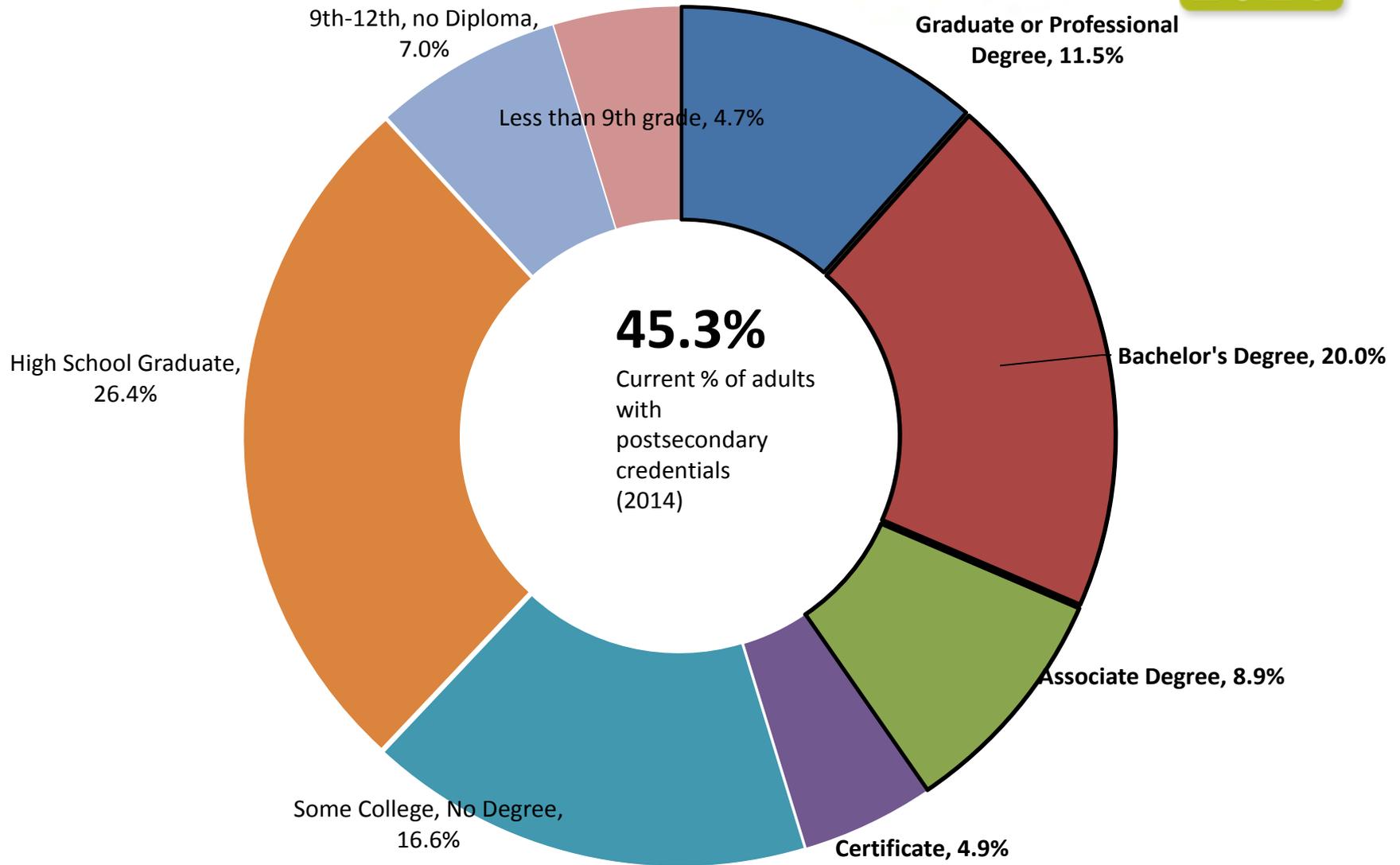
“[We need to] change our ways of framing the task of increasing diversity in higher education. It’s not about plucking the exceptional survivors from our fractured landscape where opportunity is reserved for a select few. It’s about changing the opportunity matrix by *building communities* and *cultivating talent...*”

-Nancy Cantor, Chancellor, Rutgers-Newark

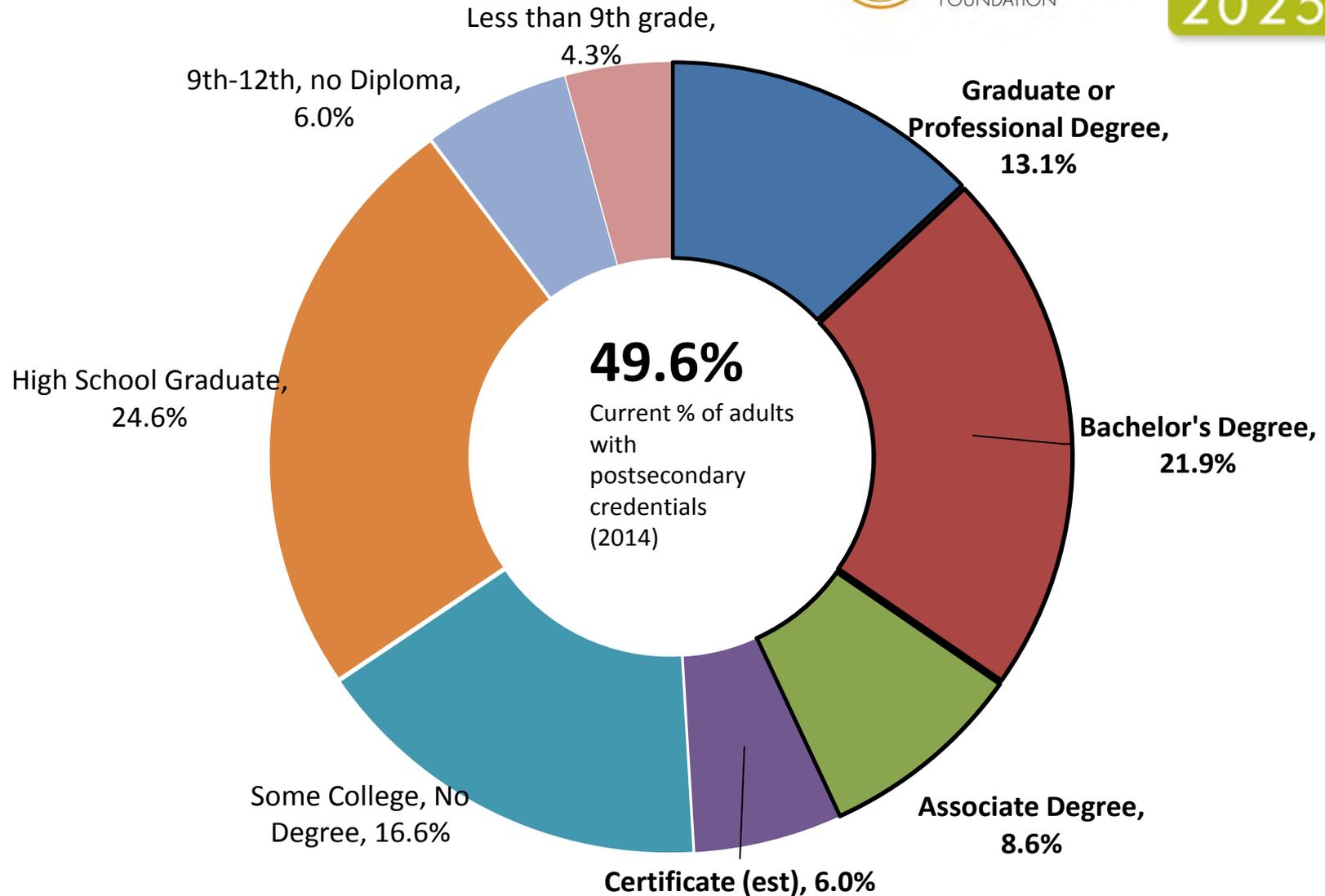
The Pipeline Isn't Just Leaky—It's Broken



Educational Attainment For the US 2014 Age 25-64

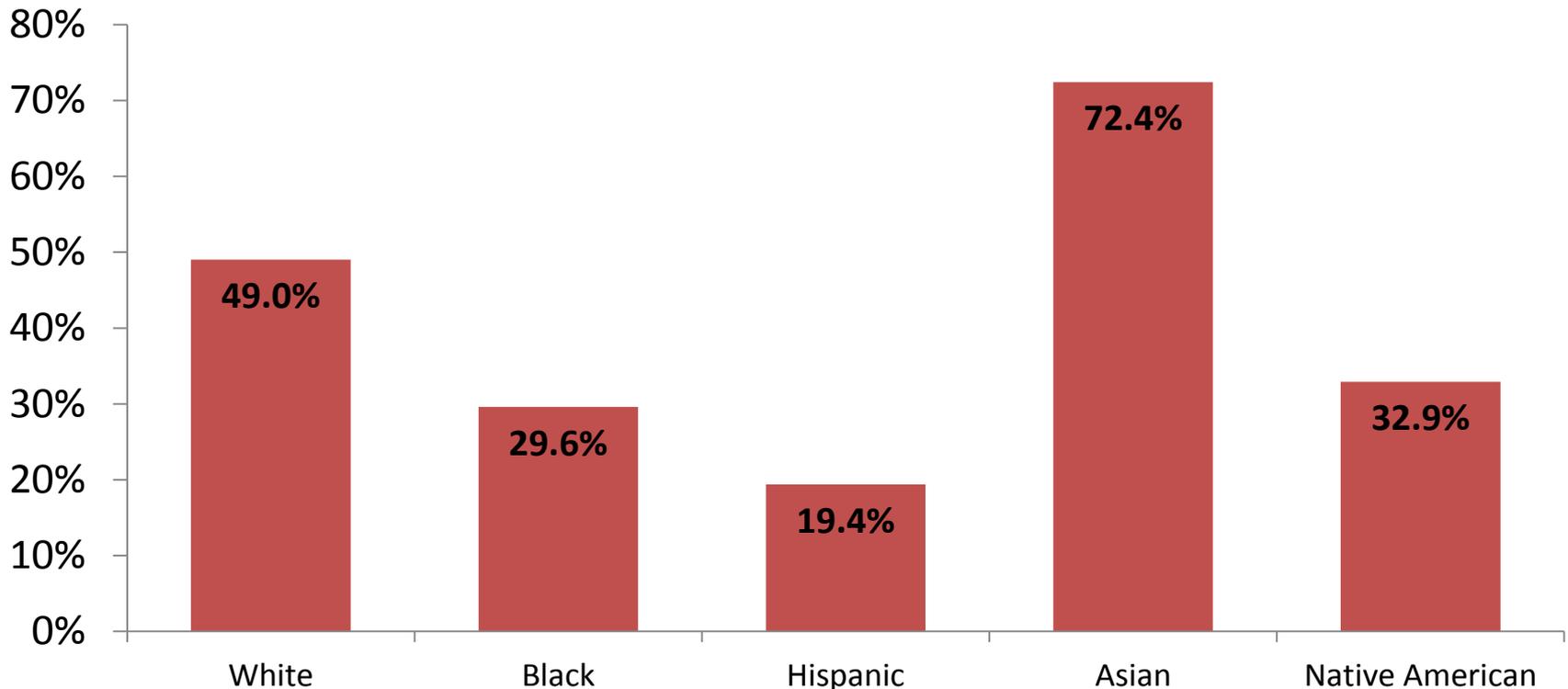


Educational Attainment Illinois 2014 Age 25-64



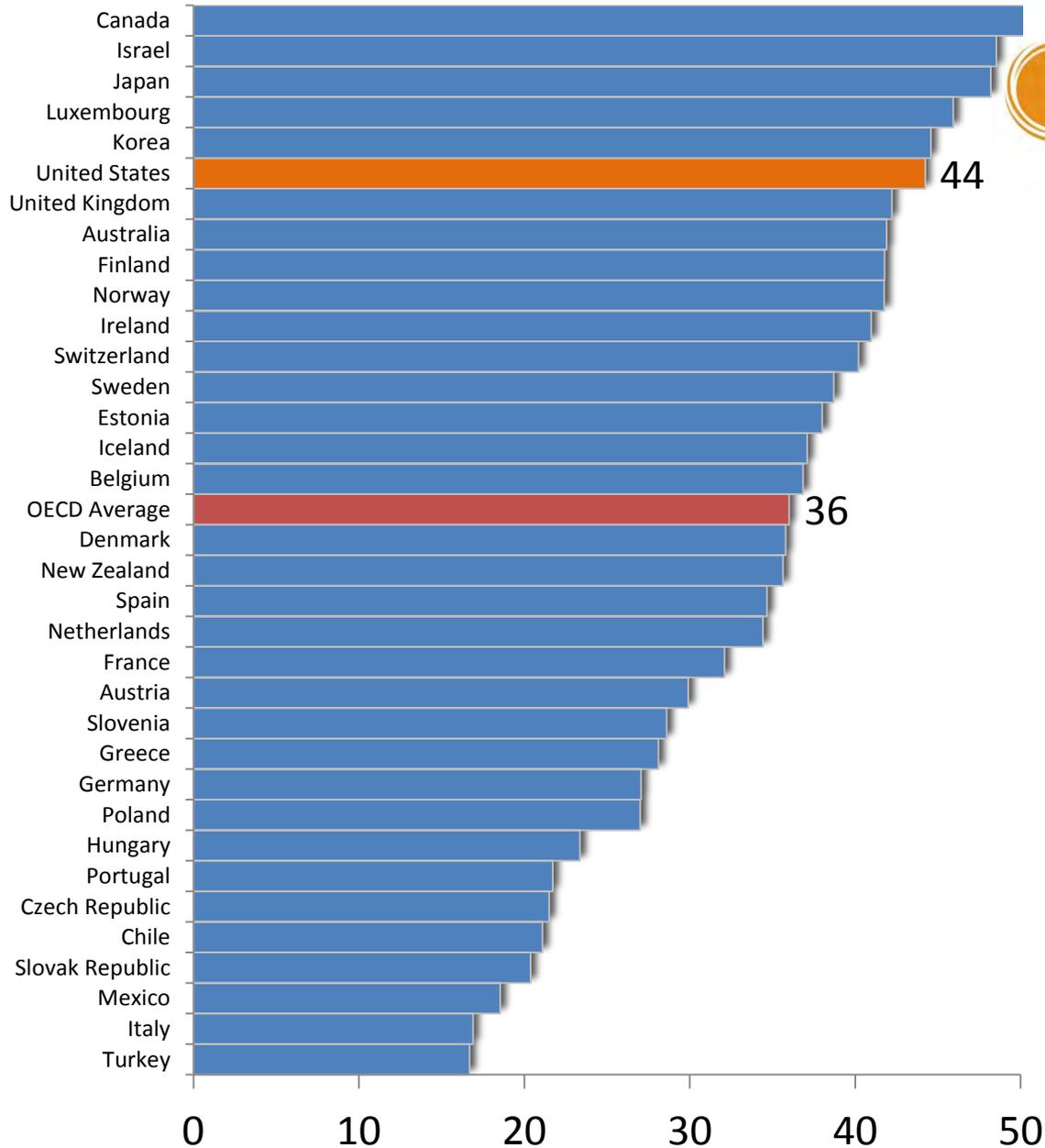
To Succeed, We Must Achieve Equity and Excellence

Degree Attainment Rates among Illinois Adults (25-64) by Population Group



Equity: Recognition of the need to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations

Excellence: Offering clear, flexible and transparent pathways to students in their pursuit of postsecondary credentials



**Percentage of
Adults 25-64
with Associate's
Degree or Higher**

US Ranks 6th

Returns **highest** at Tertiary Level



**Table 3: Returns to schooling by educational level and region
(latest available year between 2000-2011)**

Region	Primary	Secondary	Tertiary	GDP/pc (PPP 2005)	N
World	10.3	6.9	16.8	6,719	74
Middle East and North Africa	9.4	3.5	8.9	3,645	7
South Asia	9.6	6.3	18.4	2,626	4
Eastern and Central Europe	8.3	4.0	10.1	6,630	7
High Income Economies	4.8	5.3	11.0	31,748	6
East Asia and Pacific	11.0	6.3	15.4	5,980	6
Latin America and Caribbean	9.3	6.6	17.6	7,269	20
Sub-Saharan Africa	13.4	10.8	21.9	2,531	24

Equity Indicator 5a: Bachelor's degree attainment by age 24 for dependent family members by family income quartile: 1970-2013

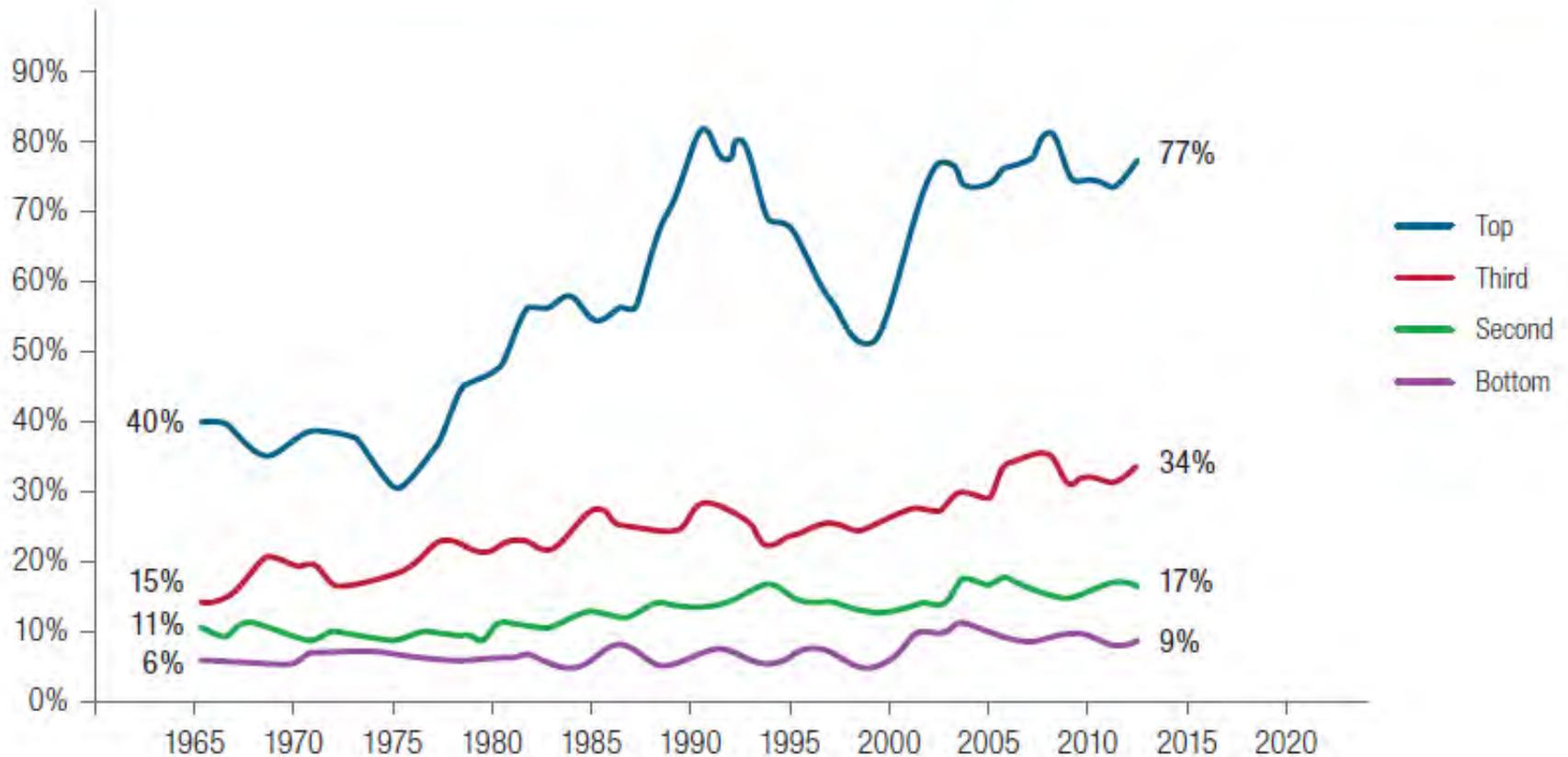
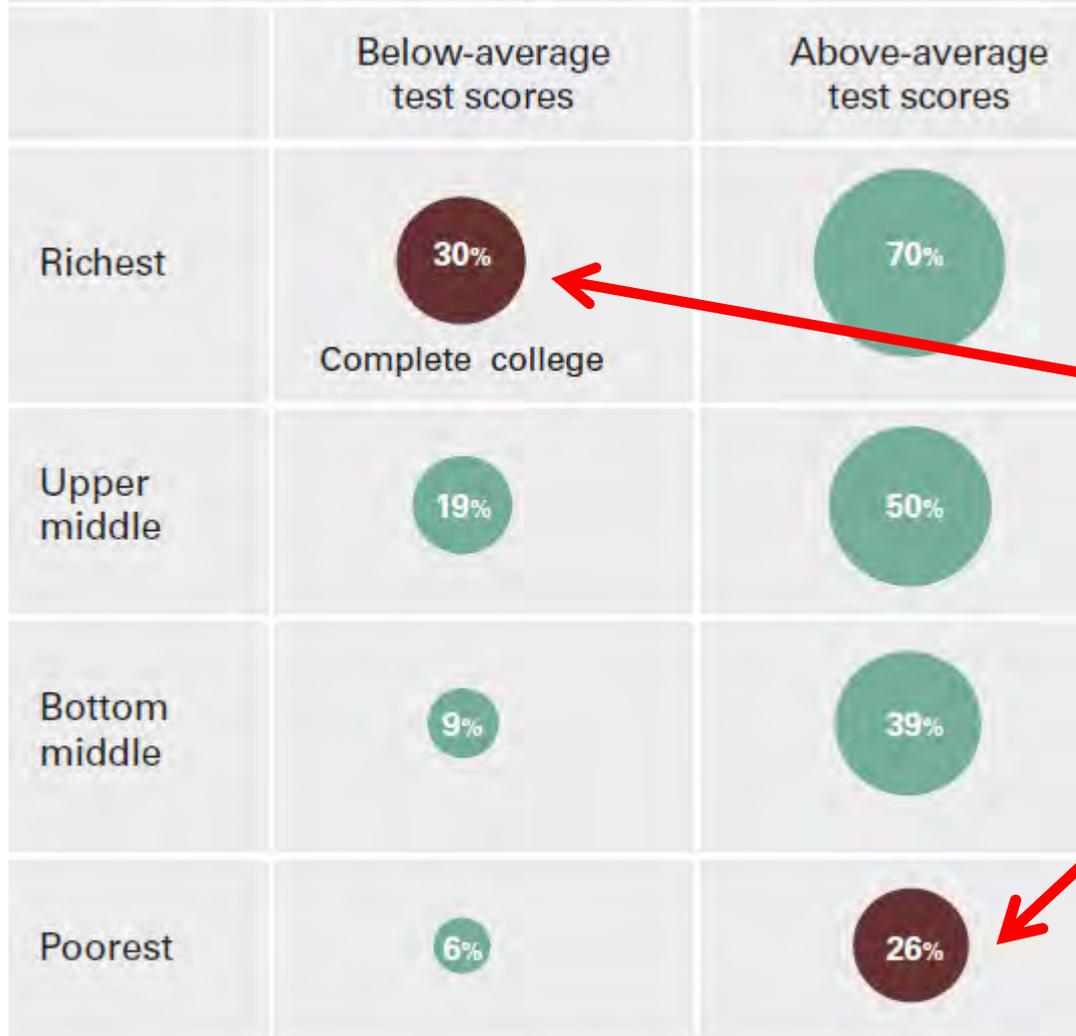
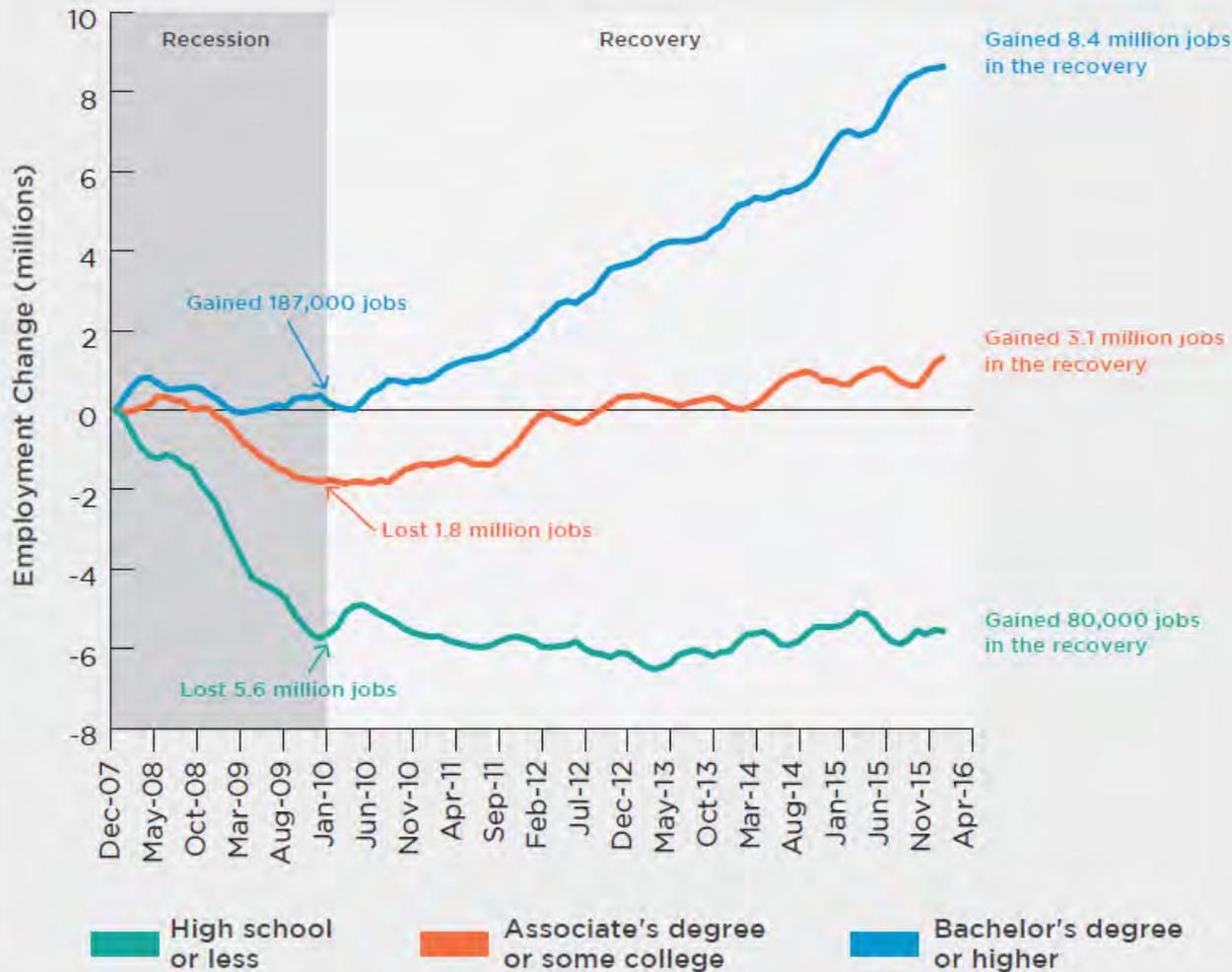


Figure 2: College graduation rates by family income and test scores



?!

Source: *Affluent Students Have an Advantage and the Gap is Widening*, December 12, 2012, New York Times based on research from Bowen, W.G., Chingos, M.M., & McPherson, M.S. (2009). *Crossing the Finish Line: Completing College at America's Public Universities*. Princeton, N.J.: Princeton University Press



99% of the 11.6M jobs created between Jan 2010 and Jan 2016 went to workers with at least some postsecondary education.

Source: Georgetown University Center on Education and the Workforce analysis of *Current Population Survey* (CPS) data, 2007-2016.

Note: Employment includes all workers age 18 and older. The monthly employment numbers are seasonally adjusted using the U.S. Census Bureau X-12 procedure and smoothed using a four-month moving average.

Roadmap for Reaching Goal 2025

24.2 Million new credentials at current rates of production

6.1M new credentials for PSE

5.5M new credentials for PSE

Significant reduction, moving toward elimination, of attainment gaps for American Indians, African Americans and Hispanic Americans.

16.4M new credentials needed by 2025 to reach 60%

Today's Student...

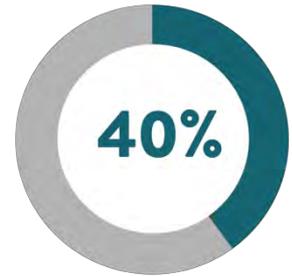
Juggles Multiple Responsibilities



**THREE-QUARTERS
OF COLLEGE STUDENTS**

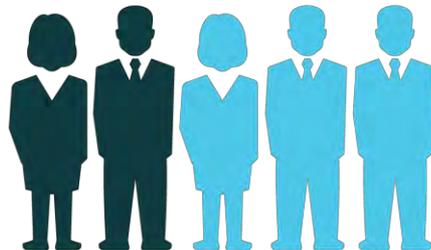
COMMUTE TO CLASS WHILE JUGGLING PARENTING,
WORKING AND BOTH.

40 PERCENT
ATTEND SCHOOL ONLY
PART-TIME.



STUDENTS WORK ON AVERAGE

**19 HOURS
PER WEEK**

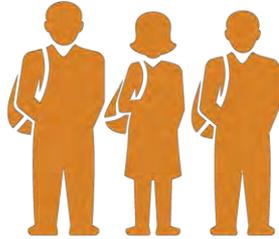


ABOUT

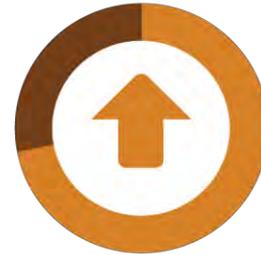
40 PERCENT

OF COMMUNITY-COLLEGE STUDENTS
WORK 20 OR MORE HOURS
PER WEEK.

Today's Student... Is Older and More Diverse Than Ever



ENROLLMENT AMONG
HISPANIC STUDENTS
TRIPLED
SINCE THE MID-1990'S,



AND BLACK STUDENT
ENROLLMENT GREW BY
72 PERCENT.



38 PERCENT
OF ALL TODAY'S UNDERGRADUATES
ARE OLDER THAN 25.

Today's Students... Supports Themselves, and Struggle



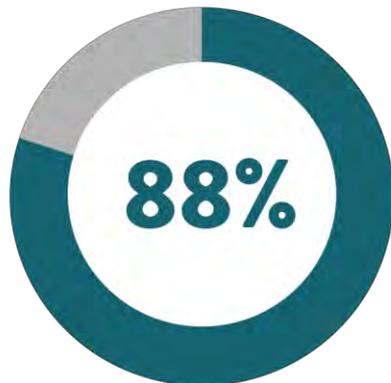
ALMOST HALF OF
TODAY'S STUDENTS

ARE ON THEIR OWN FINANCIALLY. HALF OF THOSE STUDENTS (25%) HAVE FINANCIAL DEPENDENTS OF THEIR OWN.



4.8 MILLION

POSTSECONDARY STUDENTS ARE PARENTS, AND OF THOSE, **61 PERCENT** HAVE NO MONEY TO CONTRIBUTE TO THE COST OF COLLEGE.



88 PERCENT

OF SINGLE STUDENT-PARENTS HAVE INCOMES **BELOW 200 PERCENT** OF THE POVERTY LINE.

Today's Students... Are Less Likely to Graduate



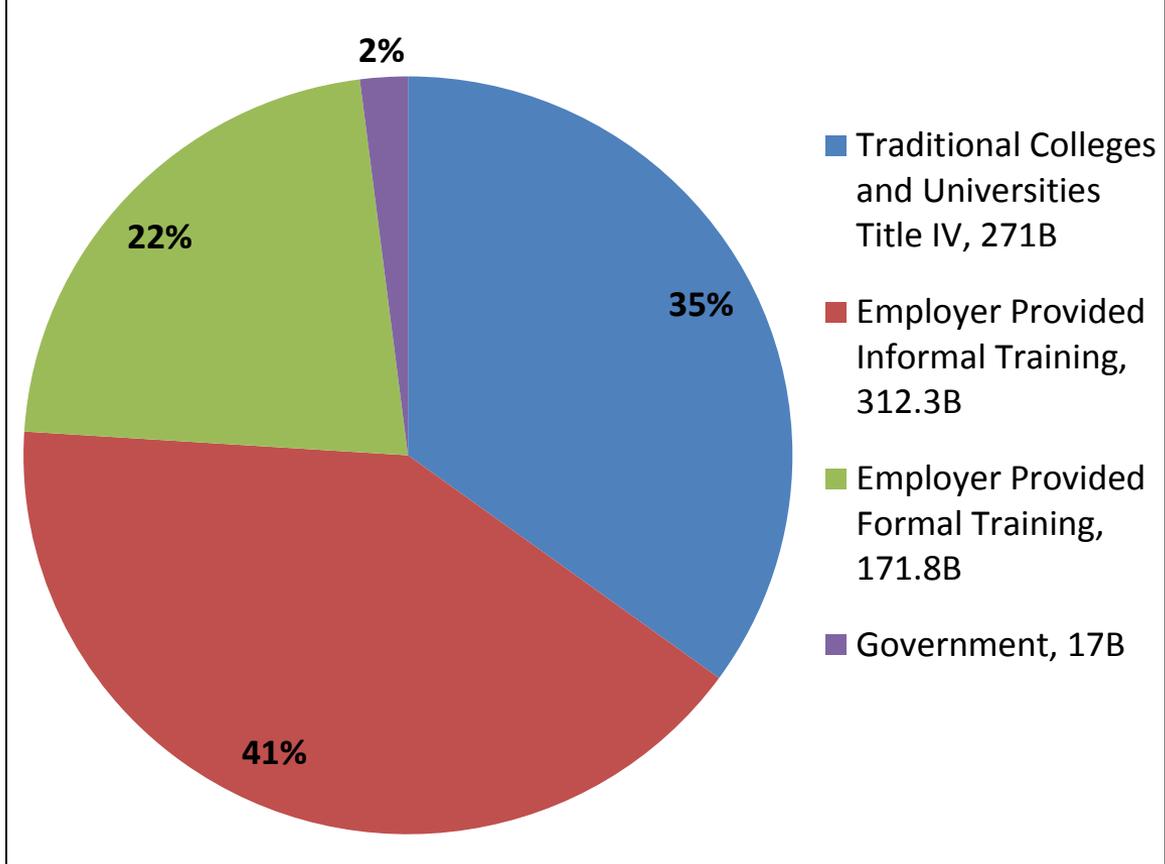
STUDENTS WITH ADDITIONAL FINANCIAL,
WORK AND FAMILY OBLIGATIONS ARE
TWICE AS LIKELY
TO DROP OUT OF SCHOOL
IN THEIR FIRST YEAR AS STUDENTS
FRESH OUT OF HIGH SCHOOL –
38 PERCENT COMPARED TO 16 PERCENT.



NO MORE THAN
A QUARTER OF
PART-TIME STUDENTS
MAKE IT TO GRADUATION, EVEN WHEN
GIVEN TWICE AS LONG TO COMPLETE.

Employer Investment in Talent

Employer Based Training is 63% of Postsecondary Spending

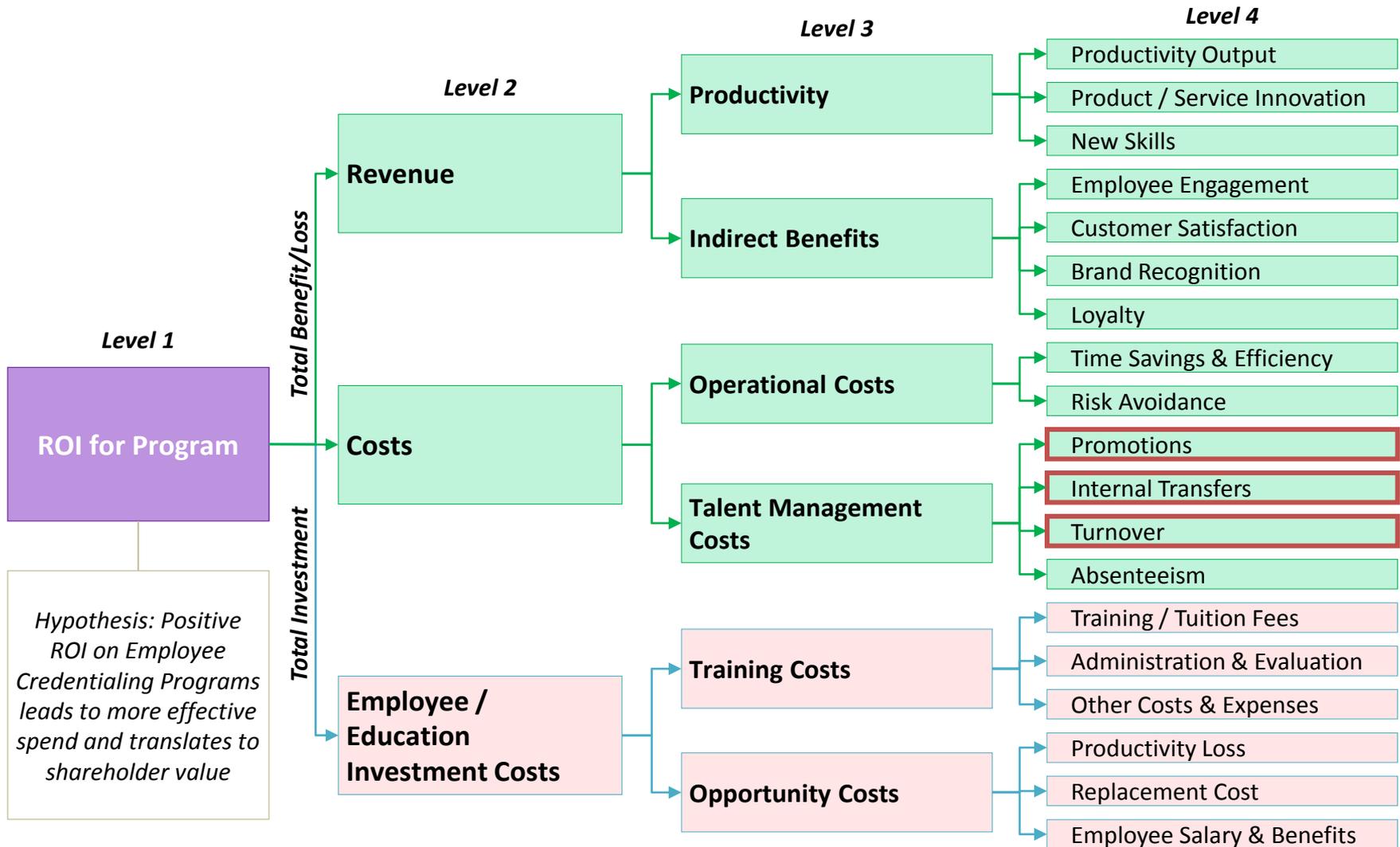


- 59% of employers offer a formal tuition assistance program
- \$4,308 expenditure per employee, on average

BUT

- Only 8% of employers measure their return
- 43% of working adults do not know if their employer offers a credential program
- Tuition assistance programs utilized, on average, by 5.2% of eligible staff

ROI Framework



Key Factors Explored in Cigna Study

Cigna's ROI



Investment



For every dollar Cigna invested in tuition assistance from 2012 to 2014...

Education Reimbursement Program (ERP)



Value Created



Business



...Cigna got its **dollar back** and **saved another \$1.29** in talent management costs.



Employees

...frontline* employees using ERP achieved **43%** **↑** incremental wage gains and had **more career opportunities** than non-participants.



Based On

The value created is based on increased rates of promotions, transfers, and retention for employees participating in ERP versus non-participants.



+10% promotions



+7.5% lateral transfers



+8% retention

*Note: Frontline participant refers to Cigna employees in the entry-level to mid-management bands. 21

Pathways

Approaches, Exemplars, and Things to Keep in Mind

“Highly-structured, educationally coherent program maps that align with students’ goals for careers and further education.”

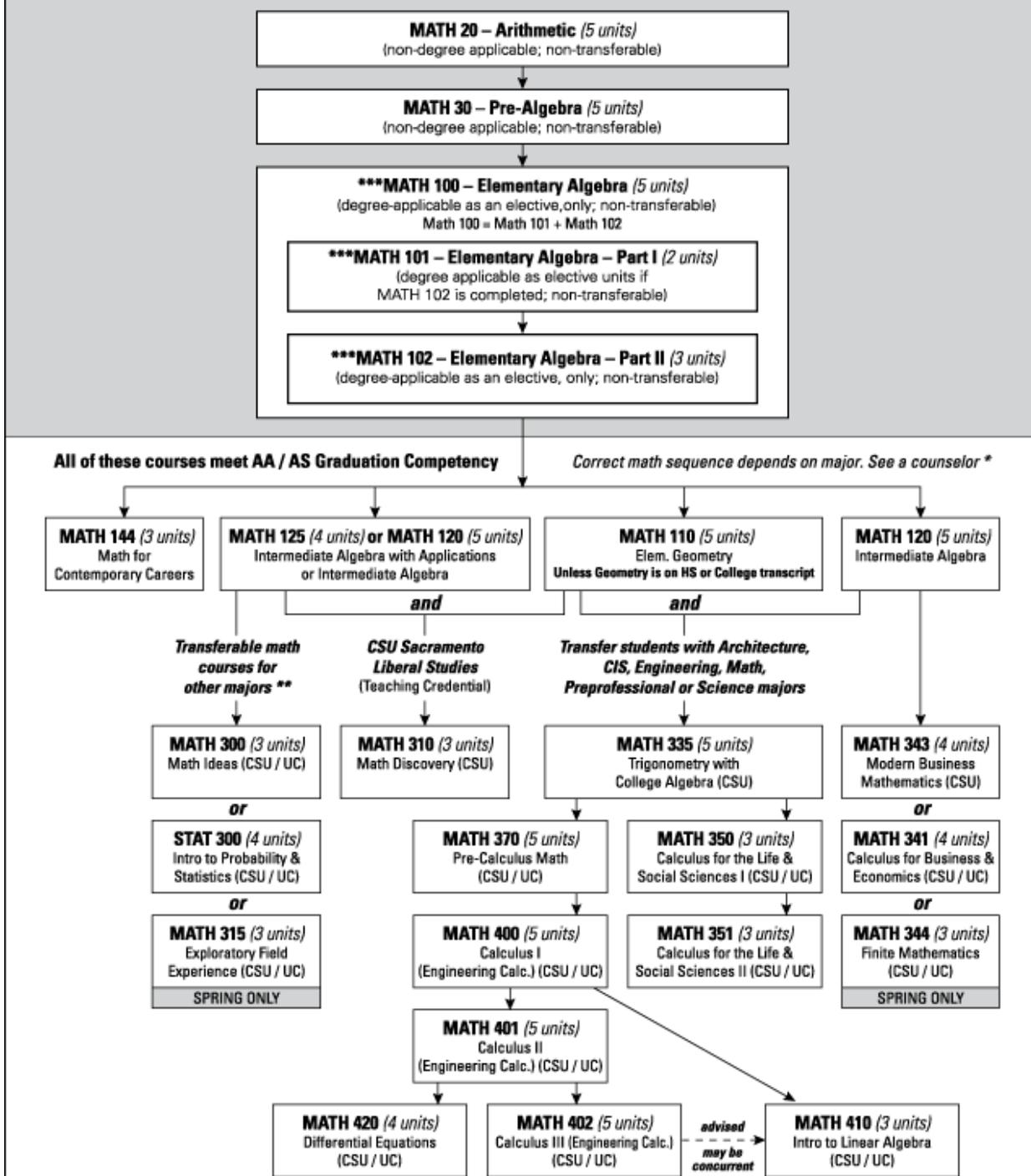
“Simplifi[ed] student decision-making, [allowing] colleges to provide predictable schedules and frequent feedback so students can complete programs more efficiently.”

~Community College Research Center

- **Academic Planning:** Comprehensive snapshot of degree requirements, prerequisites, common stumbling blocks, enabling improved student planning
- **Block/Structured Scheduling:** Building student schedules for predictability and “other responsibilities”
- **Meta-Majors:** Broad academic majors that include related courses, clustered by career areas. Students select a Meta Major instead of a specific major early in their college career, decreasing the risk of getting off track.
- **Co-requisite Remediation:** Specific pathway development for students in remedial coursework, includes coupling placement in credit-bearing courses with supplemental support
- **Proactive/Intrusive Advising:** Targeted, in-time support and advising to students to maximize impact of pathway work
- **Comprehensive Student Information Systems:** Complementary systems that show real-time impact on student behavior

Traditional Approach	Guided Pathways
Little college and career planning	Default program maps
Lots of choices	Guided choices; lots of defaults
Paths are unclear, up to the student to navigate	Paths are required, tied to predictable schedules, and clearly articulated for students
Developmental education barriers	Dev ed is supplemented with integrated academic supports for gatekeeper courses
Student progress is episodic, with little ongoing feedback or intervention	Real-time progress tracking, feedback and support

Reminder:
It's about LEARNING



Exemplars – Degree Maps

- Highly structured, default course pathways
- Optimizes schedule design for success, minimizes mistakes
- Students default-into the right courses for their major. They must receive permission to diverge from this schedule.
- **Florida State University:** since starting degree maps, FSU has cut the number of students graduating with excess credits in half, while increasing grad rate (for all students) to 74%
- **Georgia State University:** since starting intrusive advising and degree maps, grad rates are up 20%, with more bachelor's degrees to African Americans than any other US university

Exemplars – Meta Majors

- Students are channeled early in their college careers into large programs of study, like Arts/Humanities; Business; Education; Health Sciences; Industry/Manufacturing; Public Safety; STEM; Social and Behavioral Sciences (Florida’s approach)
- Students complete core pre-requisites and see the full array of related majors BEFORE they fully commit to a program of study
- No student is “unclassified”
- **Georgia State University** experienced a 30% decrease in students changing majors after implementing meta-majors
- **Schools to watch:** Miami-Dade College; Lorain County Community College

My Class Schedule

[Manhattan courses material](#)

<< previous week

Week of 8/26/2013 - 9/1/2013

next week >>

Show Week of 08/26/2013

Start Time: 8:00AM

End Time: 8:00PM

refresh calendar

Time	Monday Aug 26	Tuesday Aug 27	Wednesday Aug 28	Thursday Aug 29	Friday Aug 30	Saturday Aug 31	Sunday Sep 1
8:00AM	GENBA 110 - A Business Foundations Lecture 8:30AM - 9:20AM Calvin Hall 211		GENBA 110 - A Business Foundations Lecture 8:30AM - 9:20AM Calvin Hall 211		GENBA 110 - A Business Foundations Lecture 8:30AM - 9:20AM Calvin Hall 211		
10:00AM	MATH 100 - 07 College Algebra Recitation 10:30AM - 11:20AM Willard Hall 122	COMM 105 - AH Public Speaking 1A Recitation 10:30AM - 11:20AM Gymnasium 204		COMM 105 - AH Public Speaking 1A Recitation 10:30AM - 11:20AM Gymnasium 204	MATH 100 - 07B College Algebra Laboratory 10:30AM - 11:20AM Cardwell Hall 144		
11:00AM		AMETH 100 - B Intro Am Ethnic Study Lecture 11:30AM - 12:45PM Leasure Hall 013		AMETH 100 - B Intro Am Ethnic Study Lecture 11:30AM - 12:45PM Leasure Hall 013			
12:00PM					GEOL 103 - T Geology Laboratory 12:30PM - 2:20PM Thompson Hall 109		
2:00PM		GEOL 100 - D Earth In Action Lecture 2:30PM - 3:45PM Thompson Hall 101	MATH 100 - 01L College Algebra Lecture 2:30PM - 3:20PM Cardwell Hall 101	GEOL 100 - D Earth In Action Lecture 2:30PM - 3:45PM Thompson Hall 101			
3:00PM							
4:00PM							
5:00PM							
6:00PM							
7:00PM		MATH 100 - 01Q College Algebra Quiz 7:05PM - 8:20PM Location: TBA					
8:00PM							

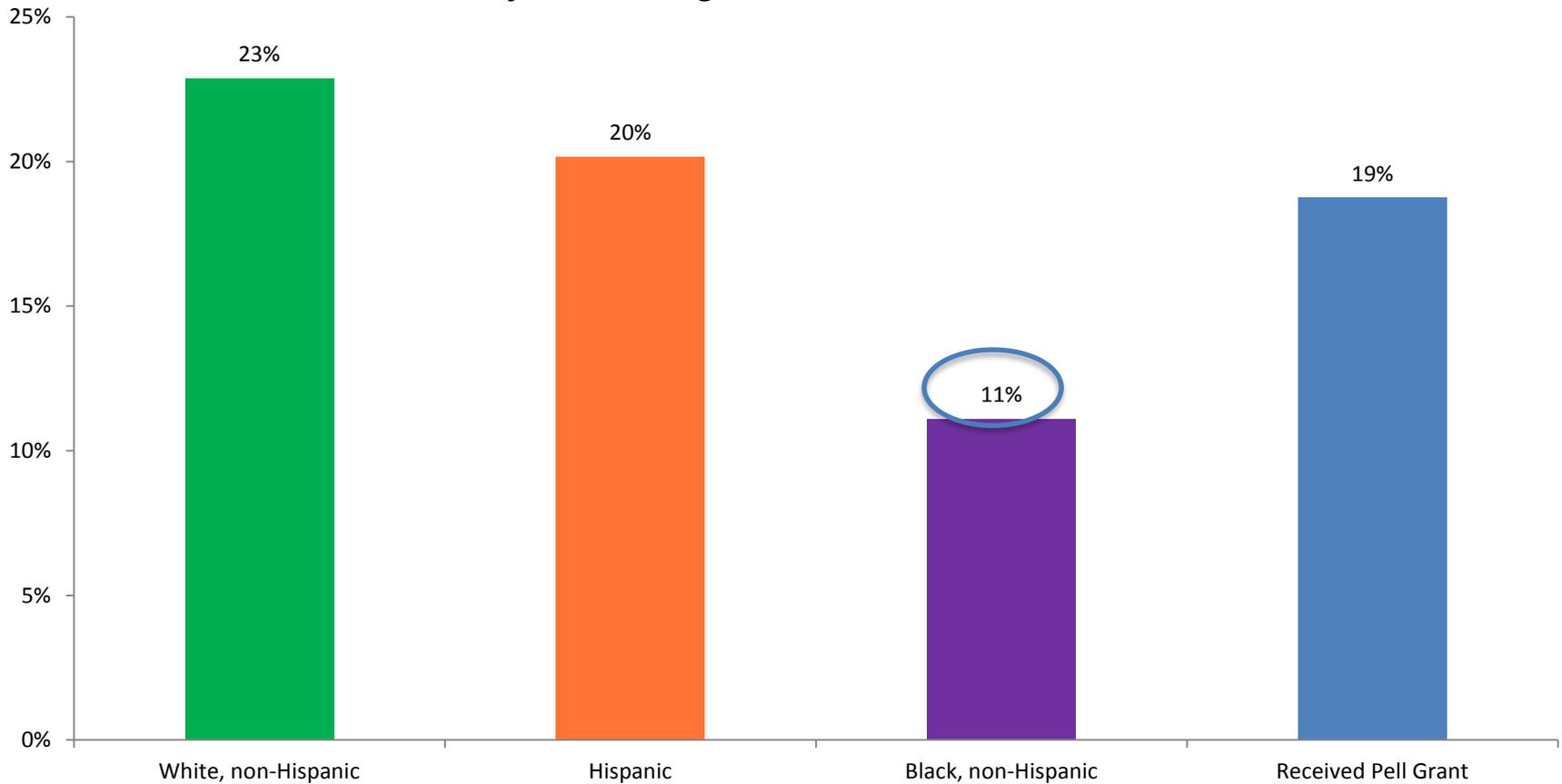
Life is a
balancing
act...
What
else can
fit here?

Exemplars – Structured Schedules

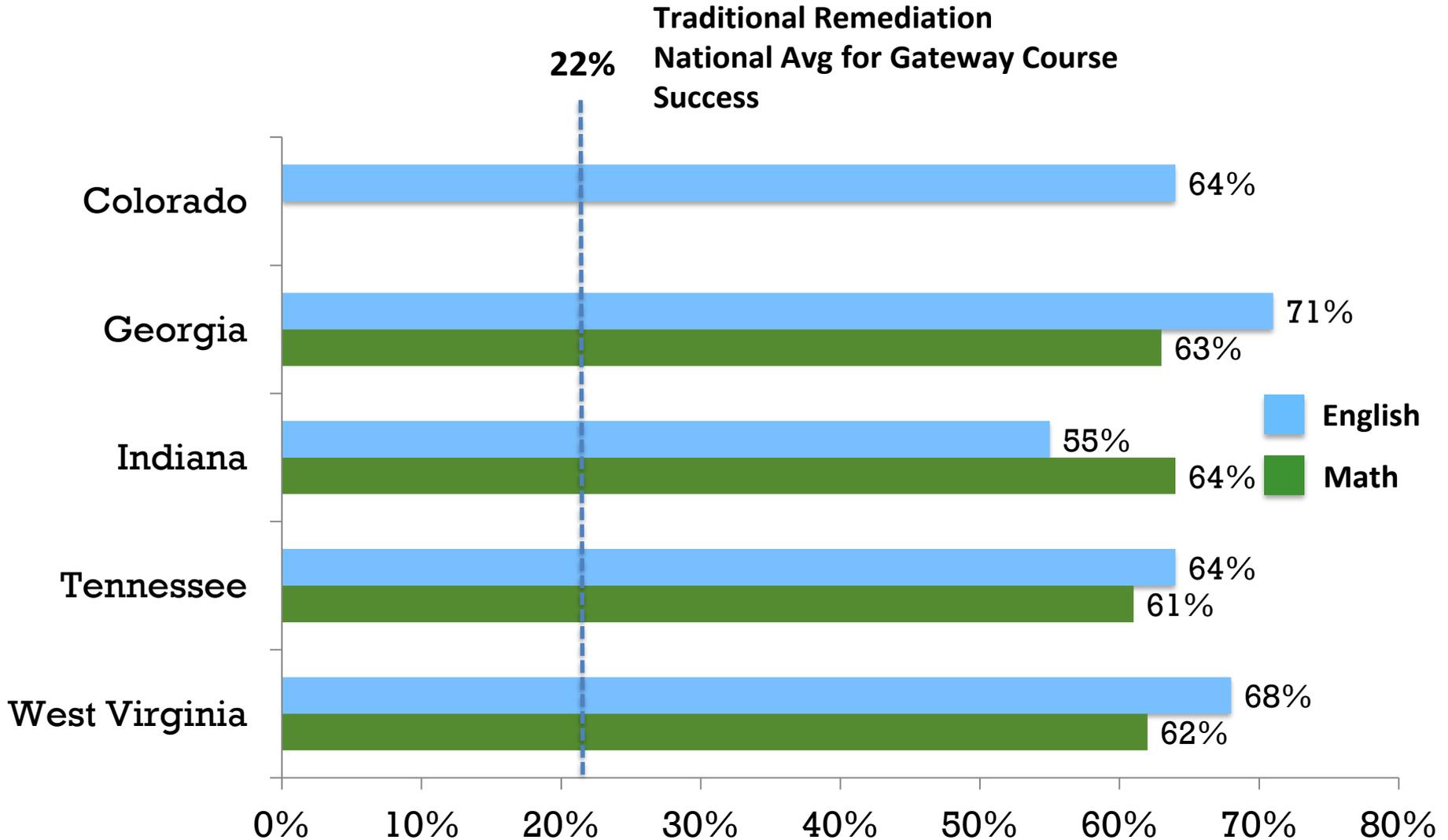
- Predictable, sensible block scheduling so students don't have to decide between school, work and other responsibilities
- Maximizes opportunity for full-time enrollment
- **CUNY ASAP** model uses block scheduling (8 am - Noon, M-F), along with cohorts and small financial incentives (subway passes and books) – completion rates almost doubled for ASAP students (40% completion in 3 years, compared to 22% for control group), with higher rates of transfer (25% compared to 17%)
 - Full-time enrollment increased for ASAP students, by 11 and 20 percentage points in the first two semesters of the evaluation, compared to the control group
 - Despite the investment required to operate the program, the cost per degree for ASAP students was lower than for the control group
- **Ivy Tech ASAP** uses significantly accelerated programming, offering associate degrees in 11 months, using cohorts, structured schedules (8:00 – 3:00, M-F), and early recruiting.
 - 61% of ASAP students earn an associate degree in one year
 - 98% of students persist after the first year to either a bachelor's degree or a second associate
 - 100% of ASAP graduates are accepted into one or more 4-year colleges
 - Significantly lower cost per degree compared to average ITCC

The System Does Not Work, Particularly for African Americans

Gateway Course Completion in 2 years
2-year college remedial students



One Semester Gateway Completion Corequisite Support At Scale



Exemplars – Co-Requisite Remediation

- More than half of students entering a 2-year college enroll in remediation
- 22.3% of those students complete remediation and associated college-level courses in two years
- 9.5% of those students graduate within 3 years

Institution	Subject	Traditional Model	Co-Req Model
CC of Baltimore County ALP	English	33%	74%
Austin Peay State University Structured Assistance	English	49%	70%
	Quantitative Reasoning	11%	78%
	Statistics	8%	65%

- The **Texas State University – San Marcos FOCUS** program moved 500 remedial CC students through a pilot that aligned remediation with college-level algebra or statistics. 61% of these students completed algebra with a C or better, compared to 52% of students who were judged ready for college algebra in the first place.

WE NEED BETTER-EDUCATED WORKERS!

WE NEED BETTER-EDUCATED HIGH-SCHOOL GRADS!

BUSINESS

COLLEGE

WE NEED BETTER-PREPARED MID-SCHOOLERS!

HIGH SCHOOL

WE NEED BETTER JOBS!

WE NEED FULL-DAY KINDERGARTEN!

WE NEED BETTER PRE-NATAL CARE!

WE NEED ELEMENTARY KIDS THAT CAN READ AND DO MATH!

MID-SCHOOL

KINDERGARTEN

ELEMENTARY

WE NEED MORE PRE-K PROGRAMS!

Thank you!

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