

# RECENT RESEARCH & NEWS | EXECUTIVE SUMMARY

**Legend:** ▲ Guided Pathways   △ Industry Partnerships   ◇ Support for Learners   ◎ Workforce Development   ● Access & Success   ○ Innovation

## Persistence: The Success of Students Who Transfer from Community Colleges to Selective Four-Year Institutions

▲ ◇ ● *Jack Kent Cooke Foundation*

This report focuses on community-college students transferring into selective four-year institutions, examining transfer patterns as well as success post-transfer. One key finding is that, although community college students represent fewer than half of all transfer students at selective institutions, they have equal to or higher graduation rates as students who enrolled directly. The report also found that students who transfer to more competitive institutions generally do it sooner, having a lower likelihood of earning an associate's degree before transferring. Such students also have a higher one-year retention rate, and higher graduation rates, relative to students who transfer to less competitive schools.

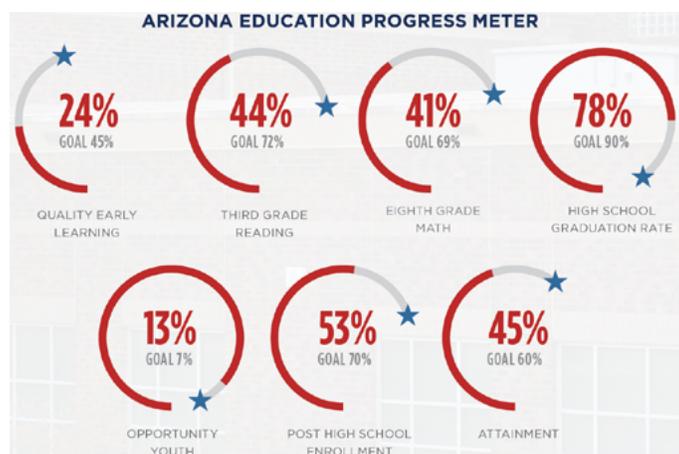
## State of Attainment Report

▲ *Achieve60AZ Foundation*

The Achieve60AZ Foundation's primary goal is for more than 60% of Arizona's adults to have a postsecondary degree or credential by 2030. To reach this goal, they estimate that Arizona will need more than 1 million more adults with a credential or degree by 2030. This will require improvement of degree and credential attainment at all levels, including high school graduation, postsecondary access, postsecondary success and completion, and among adult learners. They outline four pillars and provide strategies for each:

- Early Childhood through High School (Pillar 1)
- Postsecondary Access and Success (Pillar 2),
- Workforce and Business Development (Pillar 3),
- and Systems and Structures (Pillar 4)

View all the findings and the AZ Education Progress Meter from Archive60AZ.



## Student Borrowing May Lead to Academic Success in Community College

● *Inside Higher Ed*

The authors used an experimental design to examine the impact of student loans on student attainment by varying the information presented on their financial-aid award letters. Some community college students received a letter with \$0 in loan aid (control group) while others received a letter showing their eligibility to borrow \$3,500 to \$4,500 ("nonzero" group). Students with "nonzero" letters were more likely to take out student loans than the control group. The authors concluded that loans allow students to take more classes, work less, have more study time, and have resources for family emergencies.

As compared to the control group, the "non-zero" group:

- Attempted 2.5 more credit hours
- Earned 3.7 more credit hours
- Earned significantly higher GPAs
- Experienced 12% decline in likelihood to re-enroll
- Were 11% more likely to transfer to a 4-year institution

## Rise in Dual-Enrollment Courses May Help Community Colleges. But Minority Students? Not as Much.

● *The Chronicle of Higher Education*

While high school students are increasingly participating in dual enrollment (DE) courses, data from the High School Longitudinal Study reveal equity gaps in this participation. Racial and ethnic minority students took far fewer DE courses than White and Asian students. Additionally, first-generation students were less likely to enroll in DE courses than students whose parents earned an Associate's degree or a Bachelor's degree or higher.

## The Growing Profile of Non-Degree Credentials: Diving Deeper into 'Education Credentials Come of Age'

● △ *The EvoLLution*

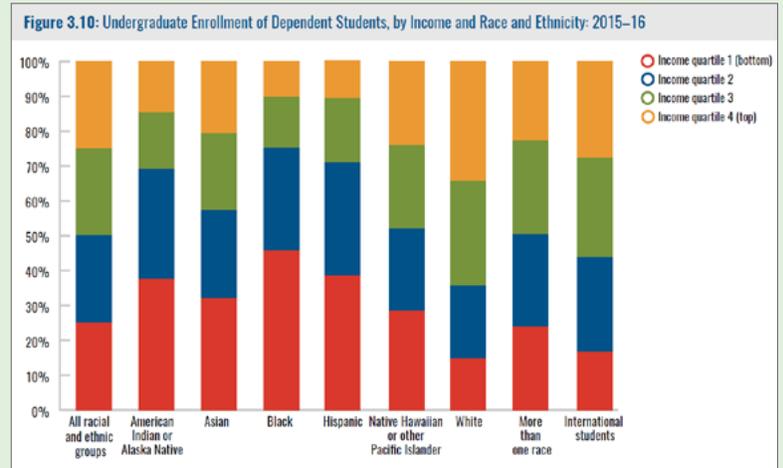
Higher education institutions are responding to employer demands to deliver credentials that signal job readiness. In a study by Sean Gallagher of Northeastern University, the progress and growth of non-degree credentials when it comes to supporting employability is examined. Among key findings is that 44% of employers require higher levels of education for jobs than they did five years ago. In this interview, he expands on some of those findings.

## Race and Ethnicity in Higher Education: A Status Report

● *American Council on Education*

This report examines over 200 indicators of opportunity and success, looking at who gains access to educational opportunities at various levels and how trajectories and outcomes differ by race and ethnicity. A few key takeaways:

- The racial and ethnic diversity among sectors highlights differences in attendance for today's college students.
- There remains a great difference on how students pay for higher education, especially in terms of who borrows and how much.



## A Stronger Nation: Learning Beyond High School Builds American Talent

▲ *Lumina Foundation*

The Lumina Foundation is working towards an ambitious goal: To ensure that, by 2025, 60% of Americans hold a quality credential beyond high school. This is a drive shared alike by programs such as the Achieve60AZ foundation, also mentioned in this news brief.

A quality credential must have clear and transparent learning outcomes leading to further education and employment. This goal cannot be reached without a comprehensive system designed specifically to meet students' needs, and to take into account all learning, however it is obtained.

Arizona's rate of educational enrollment beyond high school is currently at 53%, but work remains before it reaches target levels.

## What Challenges to Success do Community College Students Face?

●◆ *Inside Higher Education*

Community college students face a dizzying array of demands outside of college that affect their success. Among the top ten challenges most frequently cited are personal issues (e.g., balancing work and school, paying expenses, meeting demands of family and friends, and health and disabilities). These all presented obstacles for many students. In addition, students reported impediments in areas directly related to their college experience (e.g., online classes, developmental courses, parking, and faculty, registering for courses). Despite the encountered challenges, students overwhelmingly reported a positive community college experience, with 96% reporting their community college education was worth the cost. Nearly all reported that their college experience helped them meet their educational goals.

## Associate degrees linked to better employment, earnings

▲ ◎ ● *Education Dive*

A new study from the American Council on Education recommends that high school graduates pursue associate degrees as a way to improve their economic status. Further, community colleges have robust personal and academic supports for students once they get there. A few key findings include:

- Students who earn an associate degree are more likely to have jobs, earn higher wages, own a home, vote and volunteer than those who haven't enrolled in any postsecondary institution.
- It is recommended that high schools emphasize the benefits of an associate degree to students by incorporating more college and career education in the classroom. Colleges can also support these efforts by offering opportunities for students to visit their campuses.
- It is noted that not enough community college students graduate. In fact, fewer than 40% of students earn a certificate or degree within six years. To improve completion rates, the report recommends that community colleges create "more structured pathways" to graduation, reform remedial education, and bolster advising services.

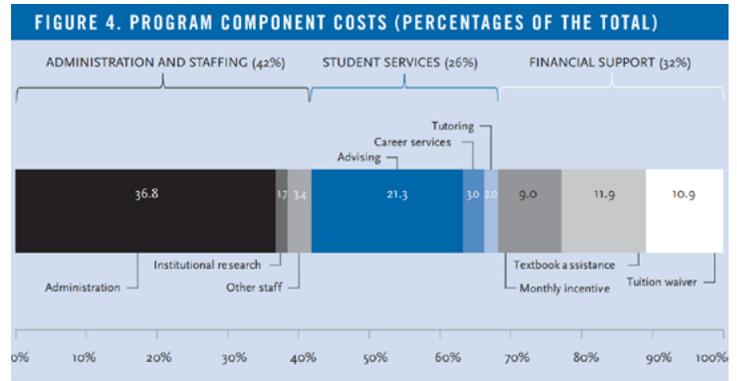
Associate Degree Outcome Effects			
Employment Status		9.3%	↑
Wages		13.4%	↑
Homeownership		11.6%	↑
Voting Rate		27.2%	↑
Volunteerism		9.8%	↑

## Doubling Graduation Rates in a New State

▲ MDRC

The Accelerated Study in Associate Programs (ASAP) was developed by the City University of New York (CUNY) to help students earn their associate degrees within three years. This is done by providing financial, academic, and other support services to address many of the typical barriers to student success.

MDRC's random assignment evaluation of CUNY ASAP found that after three years, 40% of ASAP students graduated compared with just 22% of control group students. After six years, ASAP students continued to outperform the control group, with 51% of the program group earning degrees compared with 41% of the control group.



## Turning More Tassels

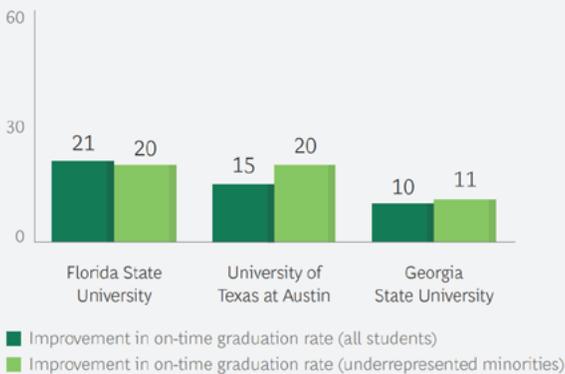
▲ ◆ ○ Boston Consulting Group

In this report, BCG recently studied the return on investment of broad-based advising reforms—those that affect all students in a particular class. The study focused on four institutions. The reforms, which helped simplify students' paths to a degree, also enabled the institutions to engage students early and often in a dialogue that was tailored to each individual's diverse needs.

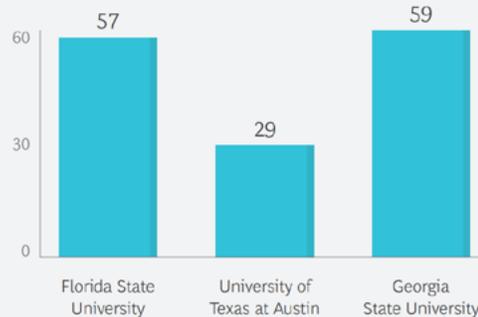
The study found that broad-based advising reforms significantly improved student outcomes for a relatively low annual incremental investment. Specifically, the reforms contributed to an increase in on-time graduation rates of as much as 21 percentage points. At the same time, the reforms required a relatively modest and sustainable incremental investment of less than \$100 per student.

### EXHIBIT 3 | A Summary of Outcomes Across Institutions

Change in on-time graduation rates from the start of the reforms through AY 2016 (pp)



Improvement in throughput (%)<sup>1</sup>



<sup>1</sup> Throughput is the difference between the number of degrees that a school conferred and the number that it expected to confer, normalized for changes in student enrollment.

The Maricopa County Community College District (MCCCD) is an EEO/AA institution and an equal opportunity employer of protected veterans and individuals with disabilities. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, age, or national origin. A lack of English language skills will not be a barrier to admission and participation in the career and technical education programs of the District.

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