

Examining College Persistence Trends: Findings and Implications for College Success

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About

- Helios Education Foundation is dedicated to creating opportunities to succeed in Arizona and Florida.
- We invest our knowledge and resources to advance student preparedness and to foster college-going cultures.



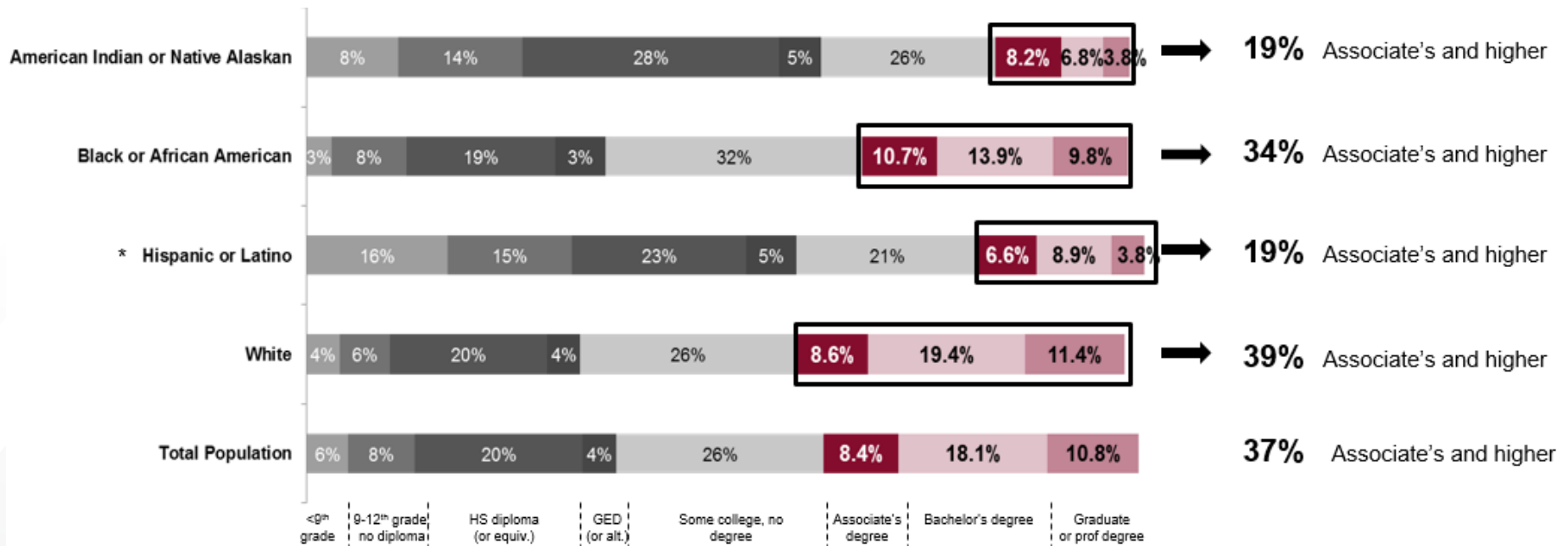
Who We Are

Helios Education Foundation is dedicated to creating opportunities for individuals in Arizona and Florida to succeed in postsecondary education. Created through the sale of Southwest Student Services Corporation, a student loan services company, our roots are in education and in helping individuals gain access to postsecondary programs. The Foundation's community investments are made across three impact areas: Early Grade Success, College and Career Readiness and Postsecondary Completion. Since inception in 2004, the Foundation has invested millions of dollars in education-related programs and initiatives.

The Problem

- Overall, postsecondary attainment is low in Arizona and a sizeable portion of students who begin college do not complete.
- Attainment rates are particularly low for Arizona minority students.
- While attainment rates are important for all minority groups, we focused on Latinos as they are the fastest growing demographic in the state.

The Problem



* Origin can be viewed as the heritage, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. People who identify their origin as Hispanic, Latino, or Spanish may be of any race, and are therefore not separately distinguished in Census Race data. Those who identify as "Hispanic or Latino" may also be included in other race data.

Data from the US Census Bureau 2016 American FactFinder (<http://www.census.gov/acs/www/>)

Our Organizational Solution

- ACT College Entrance Examination testing for ALL juniors in 18 College Knowing and Going districts (60% of Arizona juniors)
- ACT prep support and follow-up
- Support for completion of the FAFSA
- Support for increasing the percentage of college applications
- Support for effectively using Arizona's Education and Career Action Plan (ECAP)
- Additional support in training for counselors, connections to community resources and partners, and access to data

College Knowing & Going

Districts

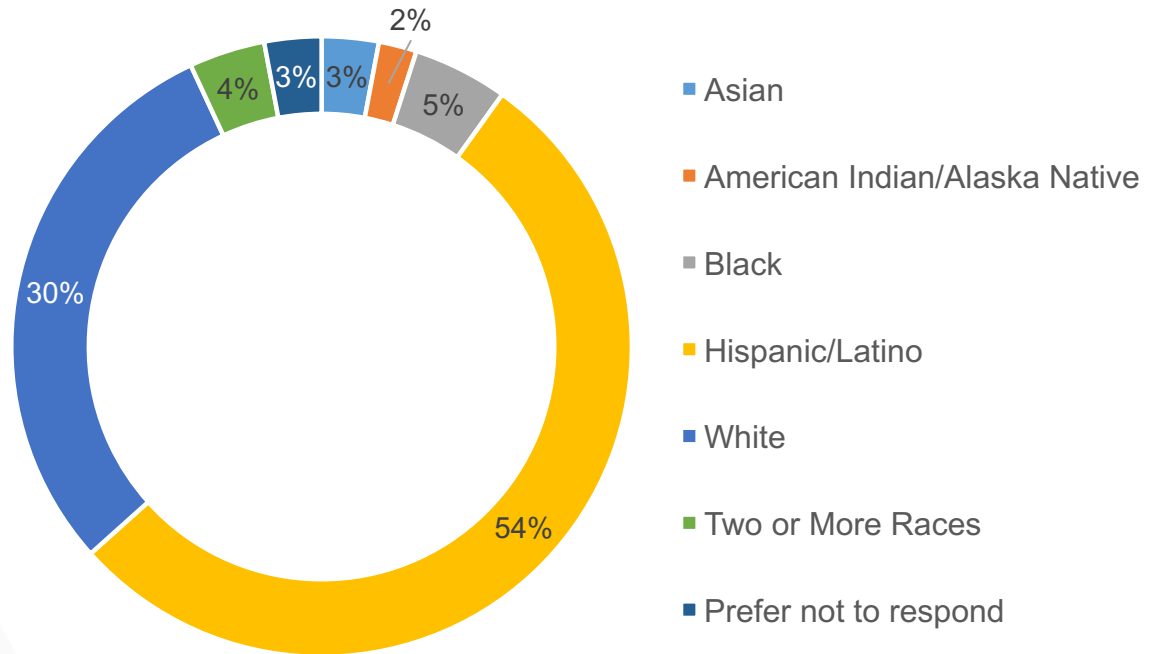


	Junior Class Size	College-Going Rates
Chandler Unified School District	3508	65%
Flagstaff Unified School District	695	58%
Florence Unified District	819	51%
Flowing Wells Unified School District	429	42%
Glendale Union High School District	3669	54%
Globe Unified School District	127	48%
Higley Unified School District	842	58%
Lake Havasu Unified School District	433	56%
Nogales Unified School District	464	57%
Peoria Unified School District	3102	60%
Phoenix Union High School District	6532	45%
Round Valley Unified School District	90	70%
Sunnyside Unified School District	973	41%
Tolleson Union High School District	2675	48%
Tucson Unified School District	3349	51%
Vail Unified School District	978	54%
Winslow Unified School District	160	55%
Yuma Union High School District	2580	66%

College Knowing & Going

Demographics

Over half of students participating in the CKG initiative identify as Hispanic/Latino



Native Hawaiian/Other Pacific Islander <1%

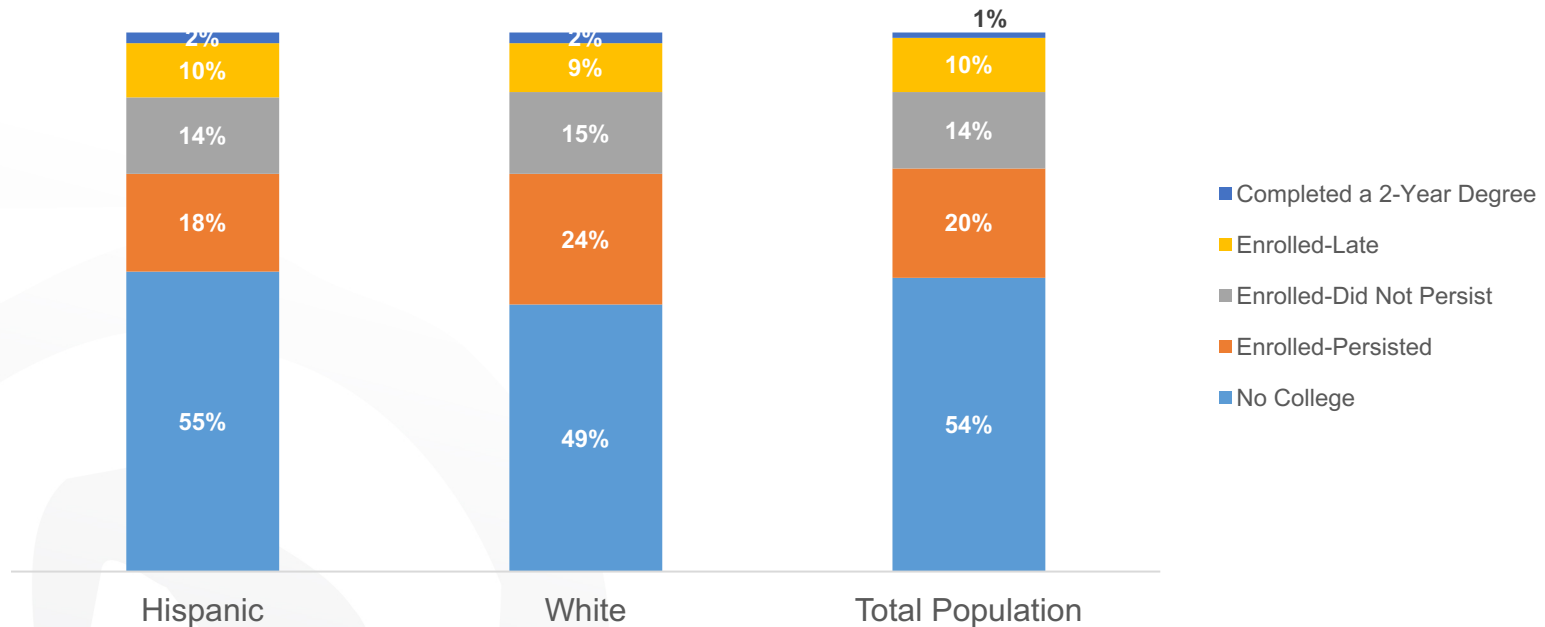
Our Research

- Which students went to college? Which ones persisted, enrolled late, graduated with a two-year degree or dropped out?
- How did college readiness (measured by the ACT) influence persistence rates for students?
- Controlling for race/ethnicity, college readiness, college type, full or half-time enrollment, and time of enrollment, what was the impact of students staying in school and persisting?

Postsecondary Trends

By Race/Ethnicity

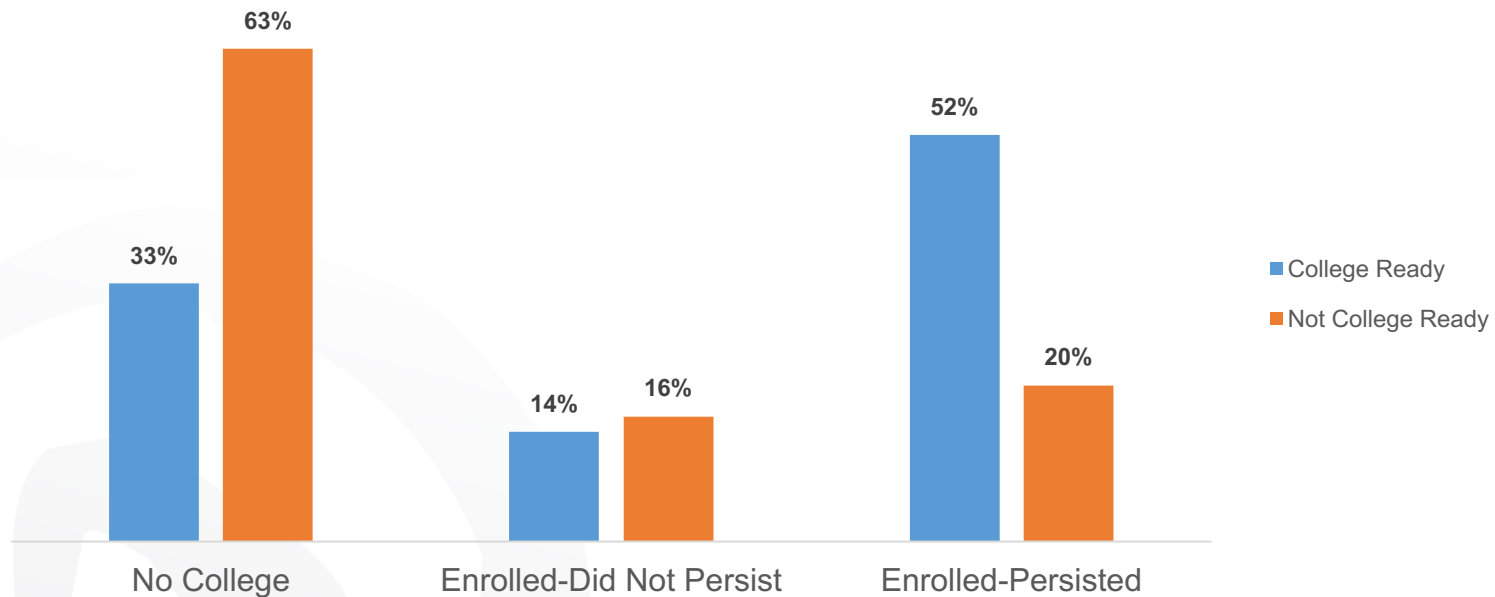
Proportion of Students that Did Not Attend College, Matriculated, Dropped Out and Persisted by Hispanic, White and Total Population



Postsecondary Trends

By College Readiness

Proportion of Students that Did Not Attend College, Matriculated, Dropped Out and Persisted by ACT College Readiness Standards

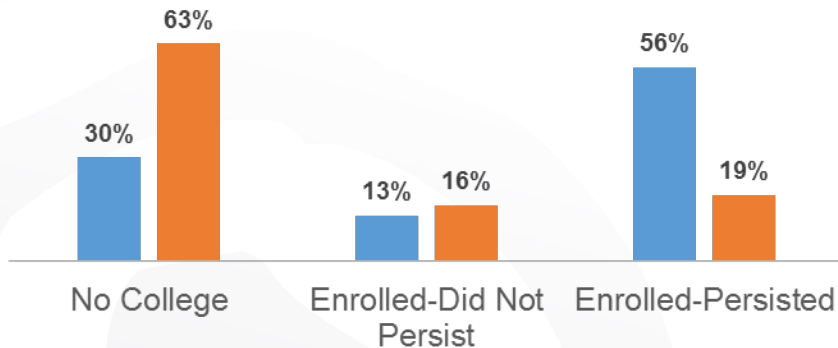


Postsecondary Trends

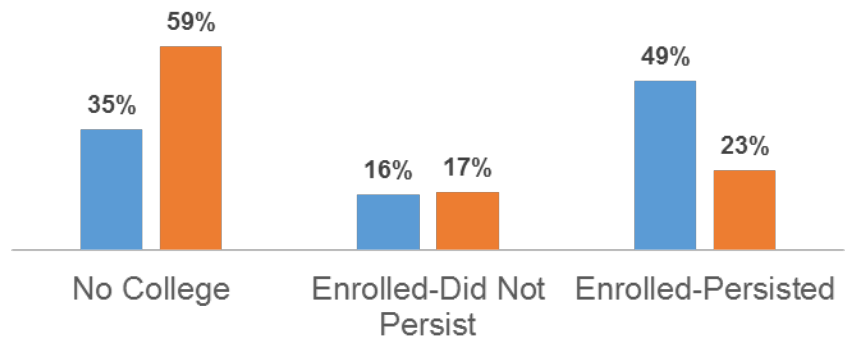
By Race/Ethnicity and College Readiness

■ College Ready ■ Not College Ready

Proportion of **Hispanic** Students that Did not Attend College, Matriculated, Dropped Out and Persisted by ACT College Readiness Standards



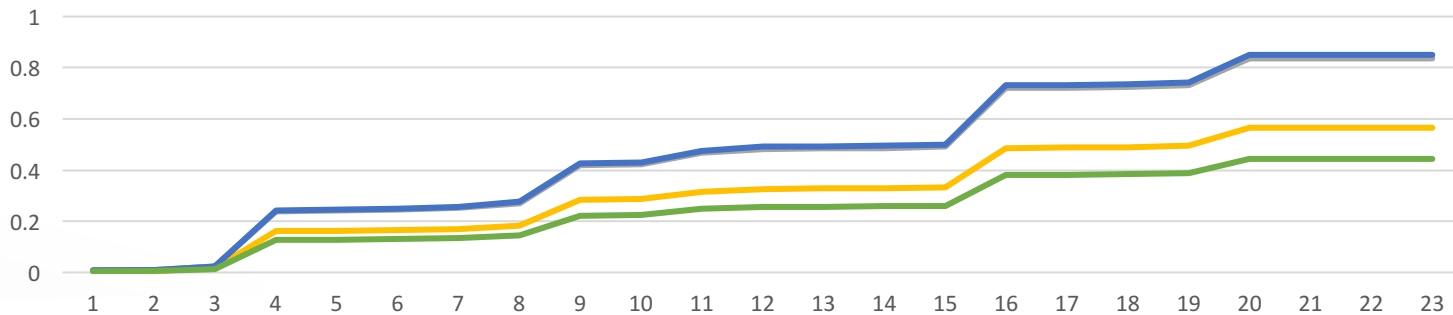
Proportion of **White** Students that Did Not Attend College, Matriculated, Dropped Out and Persisted by ACT College Readiness Standards



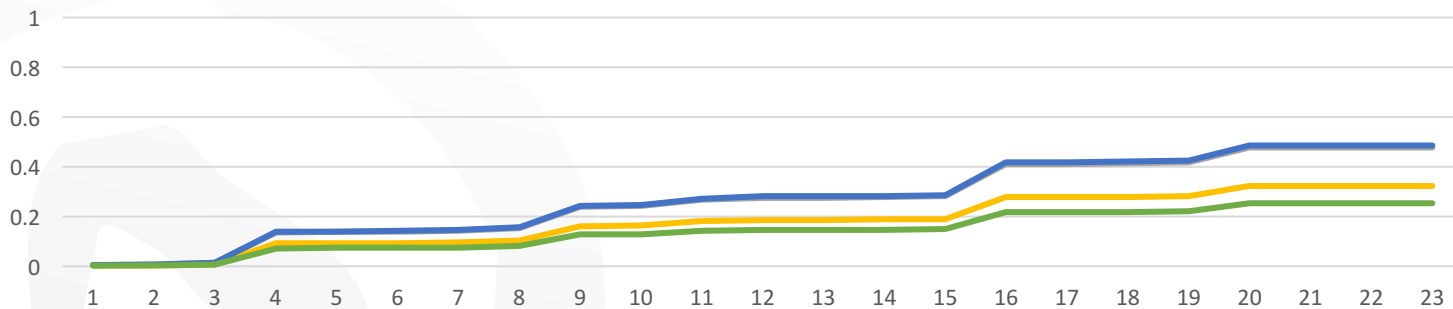
Cumulative Dropout Rates

By Race/Ethnicity and College Readiness

Two Year



Four Year



Key Findings

Enrollment

- **Finding I:** Large proportions of students either did not enroll in college after high school or dropped out within their first year of college.
- **Finding II:** A significant amount of students did not enroll in college in the first semester following high school (i.e., on-time enrollment).
- **Finding III:** Our analysis showed a strong relationship between college readiness and enrollment, with those students who were deemed not college ready being less likely to enroll.

Key Findings

Persistence

- **Finding IV:** College-ready students (according to ACT standards) were 43% less likely to drop out of college.
- **Finding V:** Students who entered a postsecondary institution right after high school were 63% less likely to discontinue their studies.
 - Those who started late were more than a quarter more likely to drop out.
- **Finding VI:** Of college-ready students, Hispanics were less likely to drop out.
- **Finding VII:** Students enrolled at 4-year institutions were 43% less likely to drop out compared to those enrolled in 2-year colleges.

Recommendations

- **Promote** high-quality educational programs that strive to increase overall access, persistence and completion
- **Integrate** a rigorous pre-K through 12 curriculum with supports that help students navigate financial aid, career planning and other barriers that may impact a student's ability to complete a postsecondary education
- **Implement** interventions to reduce summer melt, such as personalized student outreach and referrals for additional help

