



CENTRAL TEXAS
Student*Futures*
PROJECT

Recent Project Findings

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Austin College Access Network Key Points of Contact Mixer
St. Edward's University

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Project Partners



Partnership of

- Ray Marshall Center, LBJ School, UT-Austin
- 11 Central Texas ISDs

Project funders

- Greater Austin Chamber of Commerce
- TG
- Participating ISDs

Research Questions



- What are graduating seniors' **high school experiences, plans and preparation** for life after high school?
- What share of high school graduates **enroll in postsecondary education, become employed, or do both** in the fall after graduation?
- What share of graduates are **enrolled and/or employed** over time?
- Which **factors** are **significantly associated** with positive **postsecondary education, employment and other outcomes**?
- How do these outcomes **change over time** for each cohort and selected population groups?



Postsecondary Enrollment of Central Texas HS Graduates, Fall Following Graduation, by College Type, Ethnicity and Income Status (2007 SFP Districts)



	2007		2008		2009*	
	2-Year	4-Year	2-Year	4-Year	2-Year	4-Year
Enrolled Graduates (%)	22%	40%	22%	40%	23%	39%
Ethnicity						
Asian	21%	57%	20%	63%	17%	65%
Black	23%	35%	22%	33%	25%	36%
Hispanic	22%	22%	23%	22%	25%	23%
White	23%	49%	22%	50%	23%	48%
Income Status						
Low-income	21%	19%	20%	20%	24%	22%
Not low-income	23%	47%	23%	48%	23%	48%
Unknown	21%	12%	22%	11%	20%	6%



* Overall denominator includes 100 students who lacked enough information to link to NSC records; 62% reflects the best possible rate using NSC and THECB data.



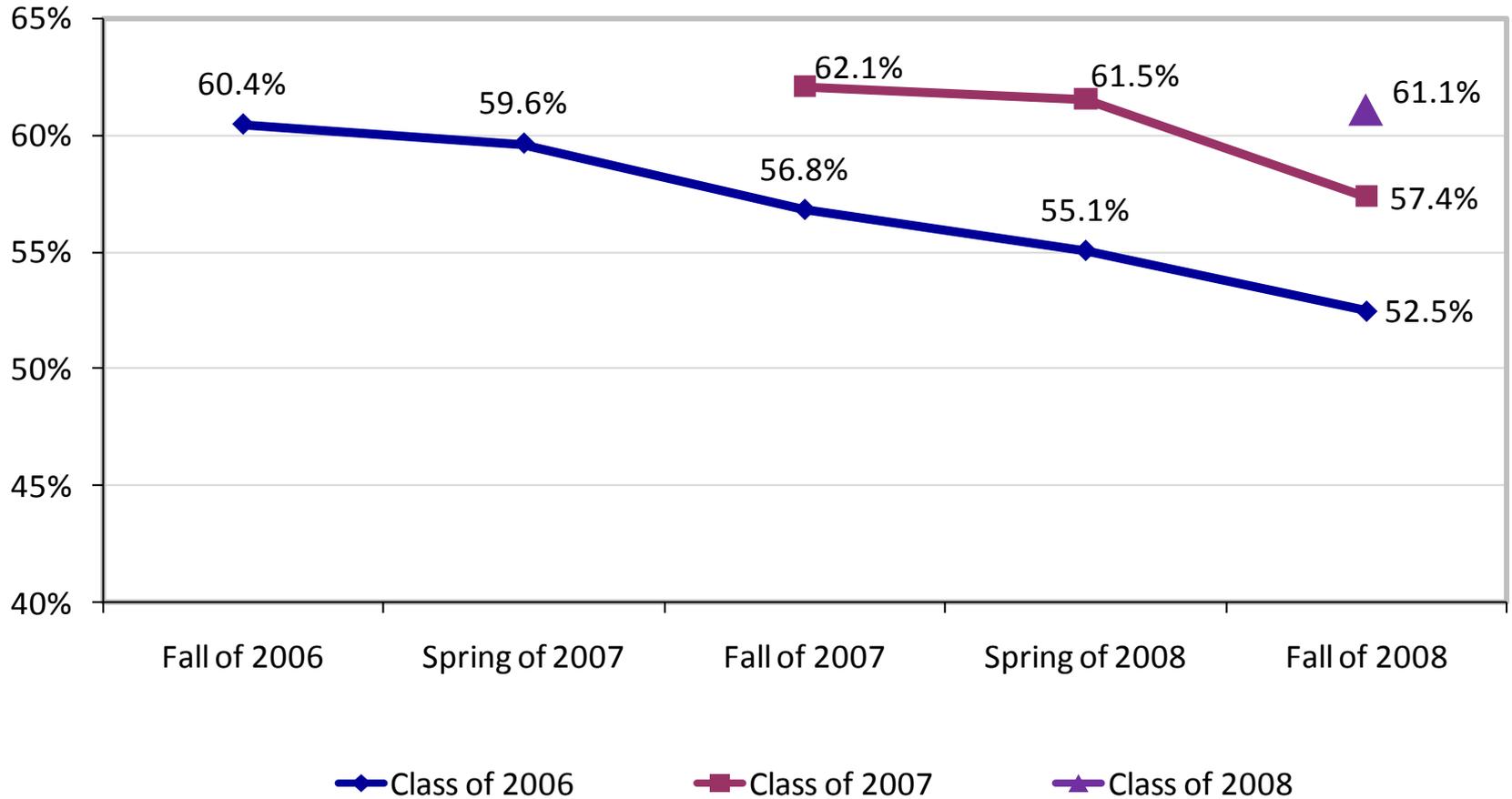
Top 10 Colleges Attended by 2008 Central Texas Graduates



	Number	Percent
Total	7,078	61%
Colleges		
Austin Community College	2,115	18%
University of Texas at Austin	657	6%
Texas State University - San Marcos	548	5%
University of Texas - San Antonio	523	5%
Texas A&M University	324	3%
Texas Tech University	227	2%
Blinn College	221	2%
University of North Texas	123	1%
Baylor University	113	1%
St. Edwards University	108	1%
<i>Other Colleges</i>	2,119	18%



Postsecondary Enrollment Over Time, by Graduating Class





Persistence One Year Out, Class of 2007



	Enrolled Within a Year of Graduating		Persisted to Fall of 2008	
	Number	Percent of Graduates	Number	Percent of Enrolled
Overall	6,313	67%	5,117	81%
Ethnicity				
Asian	456	84%	421	92%
Black	674	65%	458	68%
Hispanic	1,360	50%	1,004	74%
White	3,739	76%	3,173	85%
Gender				
Female	3,212	71%	2,656	83%
Male	3,043	65%	2,418	79%
Family Income Status				
Low-income	915	46%	624	68%
Not Low-income	5,205	76%	4,363	84%
Initial Enrollment Status				
2-Year Institution	2,706		1,828	68%
4-Year Institution	3,607		3,289	91%
Initial Enrollment Location				
In State	5,539		4,428	80%
Out of State	774		689	89%



Major Factors Linked to Increased 4-year Enrollments for Selected Populations Class of 2007



- ***Hispanic graduates:*** many key factors the same but strength varied; strong curriculum and FAFSA very important; males more likely to enroll; parental education and visiting campuses not significant
- ***Low-income graduates:*** far fewer significant variables; curriculum and top 10% most important
- ***First generation graduates:*** Top 10% increased enrollment odds by 400%; college entrance exams, 8th grade high school math credit also important; curriculum not significant for this group

*****For all graduates, uncertainty about borrowing for college reduced enrollment odds***

Major Factors Linked to 2-year Enrollments (Class of 2007)



Fewer factors statistically associated with odds of 2-year college enrollment.

- None **increased** the odds of 2-year college enrollments by more than 50%.
- Graduating in the Top 10% of the senior class **reduced** 2-year enrollment odds by more than 50% for all groups.
- Never thinking about college as an option **reduced** 2-year enrollment odds by more than 50% for surveyed graduates overall, but not for the various groups.

Cumulative Effect of the Top 5 Factors Associated with Higher Initial 4-Year Enrollment Rates



- **Key question:** which services to target to which students
- **Goal:** identify *cumulative effects* of multiple factors that administrators, principals, counselors and community leaders can then use to increase college-going rates for high school graduates.
- Possible factors include:
 - **Student characteristics**, e.g., classified as gifted, attending a certain type of high school
 - **Activities**, e.g., completing the FAFSA, taking advanced placement courses
 - **Intentions**, e.g., planning on paying for college using family savings

Summary of 4-Year Findings



- No combination of factors affects all students equally.
- Taking part in *none* of the factors identified significantly reduces estimated initial 4-year enrollment rates.
- Taking part in *all* of the top 5 factors significantly increases estimated 4-year enrollment rates.
- Common themes:
 - **Academic Preparation**, e.g., graduating in the top 10% of their class, taking advanced math courses, receiving dual credit
 - **Having a plan for paying for college**, e.g., completing FAFSA, planning to pay for college with family savings and/or work-study
 - **Utilizing school resources effectively**, e.g., meeting with a college counselor for help with college essays/applications

Factors Associated with 2-Year Enrollments



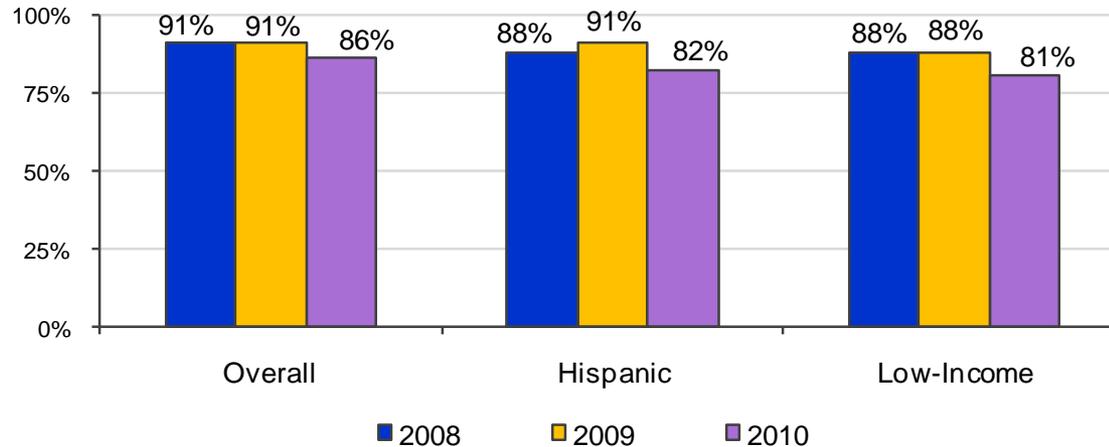
- Most Central Texas college-goers enroll in 4-year colleges. Those enrolling in 2-year colleges may do so for a wide variety of reasons. They may:
 - ✓ Be choosing a less expensive 2-year school before transferring to a 4-year college
 - ✓ Be/feel academically unprepared for 4-year college work
 - ✓ Have a career/life plan that doesn't require a 4-year degree
- Factors most associated with higher 2-year enrollment are often the result of NOT taking specific actions related to academic preparation and/or NOT completing tasks that lead to increased 4-year enrollment.

Detailed two-year results will be available soon ...

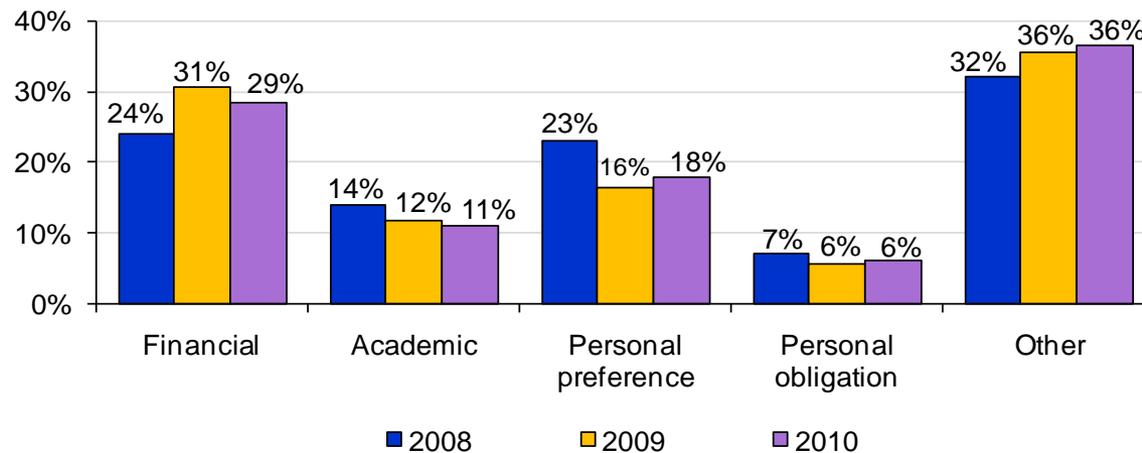
Senior Survey Recent Trends



Plans for Postsecondary Enrollment



Primary Reason for Not Choosing Postsecondary Enrollment



Implications



- Recent economic difficulties suggest that other strategies may be needed to continue improving college enrollment rates for groups that traditionally have not attended college at comparable rates
- Because most graduates attend in-state colleges, the affordability of Texas schools is key
- More work is needed to:
 - Explore promising interventions for low-income Hispanics and African-Americans
 - Estimate the effects/impacts of various college enrollment and persistence strategies for key groups
 - Better understand the relationship between various education-work pathways and future career success

For More Information



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