Where Our Children Go after High School: A Longitudinal Study of College & Work Outcomes of San Antonio-Area High School Graduates, 2005 to 2014

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Questions to be answered for Bexar County students and high schools:

1. Does more education beyond a high school diploma payoff?
2. What are the college access and completion rates of our high school graduates?
3. Do college graduation rates vary by college?
4. To what extent does poverty affect university access and completion rates?
5. Which high schools do better than expected given their concentration of student poverty?
6. Why don’t more college-aspiring students apply to and enroll in universities?
7. What is the history of postsecondary student outcomes by high school?

University outcomes in this report only reflect Texas public and private universities.
Next year’s update will include National Clearing House data that will account for universities outside of Texas.
1. Does more education beyond a high school diploma payoff?
Quarterly Earnings per Highest Degree Earned for 45 quarters after High School Graduation, HS Grad Cohorts 2005-2014

A bachelor’s degree pays over the long-term. Women at all education levels earn less than men, but earning a postsecondary education makes more of a difference in earnings for women.
## Annual Cost of College & Financial Aid Awarded to Full-time Students, 2015

<table>
<thead>
<tr>
<th></th>
<th>Public Universities</th>
<th>Private Universities</th>
<th>SA Private Universities</th>
<th>Community Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Cost</td>
<td>$20,358</td>
<td>$35,949</td>
<td>$48,590</td>
<td>$12,339</td>
</tr>
<tr>
<td>Grant Aid</td>
<td>$4,994</td>
<td>$13,213</td>
<td>$22,534</td>
<td>$8,107</td>
</tr>
<tr>
<td>Percent that received grant aid</td>
<td>75%</td>
<td>92%</td>
<td>90%</td>
<td>68%</td>
</tr>
<tr>
<td>Student Loans</td>
<td>$5,566</td>
<td>$7,703</td>
<td>$9,288</td>
<td>$4,352</td>
</tr>
<tr>
<td>Percent that received a loan</td>
<td>45%</td>
<td>66%</td>
<td>53%</td>
<td>20%</td>
</tr>
<tr>
<td>Unmet financial need of those with grant aid *</td>
<td>$12,851</td>
<td>$17,614</td>
<td>$21,111</td>
<td>$3,343</td>
</tr>
<tr>
<td>Unmet financial need of those w/o grant aid *</td>
<td>$17,846</td>
<td>$30,828</td>
<td>$43,644</td>
<td>$11,450</td>
</tr>
</tbody>
</table>

* Includes average student loan proceeds across all students

The average student has unmet financial need even if they receive grant and loan aid. If the student or his/her parents lack the funds to cover the remaining costs, the student will likely work during summers and the school year. In a survey of students who left college without a degree, the number one reason they gave for dropping out was having an unmet financial need. **Sixty percent** of students who did not graduate reported that combining work and school in their first year in college was "too stressful" (J. Johnson & Rochkind, 2016).
Net Present Value of Postsecondary Education in 12 Years After HS Graduation

- On average earning a bachelor’s degree causes earnings over a lifetime to exceed those that only earn a certificate. However, as we see in the figure to the right, the payoff within the first 12 years after high school is significantly greater for those that earn a certificate.

- The payoff to certificate earners is likely underestimated here because this earnings data does not include earnings from being self-employed.

- If most college students will need to work to afford college, acquiring technical training through CTE and a rigorous academic education through dual credit may produce the largest impact on helping student achieve their postsecondary goals.
2. What are the college access & completion rates of our high school graduates?
Texas has set a goal to raise the percent of 25- to 34-years-olds with a certificate or degree from 41 percent in 2015 to 60 percent by 2030. To achieve this goal, **100 percent** of high school graduates must enroll in a postsecondary program and **70 percent** must complete.

<table>
<thead>
<tr>
<th>No College in Year after HS</th>
<th>Texas</th>
<th>Bexar</th>
<th>ECISD</th>
<th>EISD</th>
<th>NISD</th>
<th>NEISD</th>
<th>SAISD</th>
<th>SWISD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>42%</td>
<td>45%</td>
<td>47%</td>
<td>55%</td>
<td>39%</td>
<td>39%</td>
<td>52%</td>
<td>51%</td>
</tr>
</tbody>
</table>

| CC Enrollment in Year after HS | 30% | 30% | 32% | 31% | 32% | 26% | 32% | 37% |
| AA 6-Yr grad rate | 16% | 13% | 14% | 13% | 17% | 10% | 10% | 17% |
| Univ transfer 6-year rate | 21% | 23% | 25% | 12% | 28% | 30% | 15% | 17% |
| BA 6-Yr grad rate of | 16% | 13% | 16% | 4%  | 17% | 18% | 5%  | 10% |

| Univ Enrollment in Year after HS | 28% | 25% | 21% | 14% | 28% | 34% | 17% | 12% |
| Application rate | 39% | 36% | 28% | 27% | 38% | 46% | 32% | 18% |
| Admission rate | 91% | 91% | 92% | 89% | 92% | 91% | 88% | 94% |
| Summer melt rate | 10% | 10% | 8%  | 11% | 9%  | 10% | 12% | 7%  |
| BA 6-Yr grad rate | 62% | 61% | 60% | 42% | 63% | 65% | 42% | 55% |

Note: Six year outcomes are based on high school cohorts from 2005 to 2009. All other outcomes are based on cohorts 2005 to 2014.

1. University outcomes only reflect Texas public and private universities.
2. Summermelt applies to students who were admitted to a Texas university but did not enroll in the year following high school.
3. Do college graduation rates vary by college?
One-third of Bexar high school grads enroll at UTSA. UTSA’s six-year graduation rate is 45%.

Texas State is slightly more selective than UTSA but has a 6-year graduation rate of 63%. Texas State graduates 40 percent more of its students than UTSA.

Private colleges and universities on average have higher graduation rates. In San Antonio, Trinity, St. Mary’s, UIW, and OLLU have grad rates of 100, 64, 60, and 42 percent.
4. To what extent does poverty affect university access and completion rates?

5. Which high schools do better than expected given their concentration of student poverty?
The following section highlights the relationship between a school’s level of student poverty and its students’ record of university access and bachelor’s degree completion.

Each page includes two scatter plots. The first titled “All Students” plots the of postsecondary outcomes of all students of a school and the school’s level of student poverty. The second titled “Economically Disadvantaged” plots the postsecondary outcomes of a school’s economically disadvantaged graduates only and the school’s level of student poverty.

Three major patterns emerge:

1. Poverty negatively affects a high school’s share of graduates who pursue and complete a bachelor’s degree, as displayed in the graphs titled “All Students”. As the percent of economically disadvantaged students increases, a high school’s share of graduates applying to, enrolling in and graduating from a bachelor’s degree program declines.

2. Educating economically disadvantaged students is a challenge for all schools. As shown in the graphs titled “Economically Disadvantaged Students”, the performance gap between schools of low and high poverty shrinks significantly when only considering the postsecondary outcomes of low-income students. However, on average, low-income students at wealthier schools apply to, enroll in, and graduate from bachelor degree programs at higher rates than low-income students at schools with higher concentrations of student poverty.

3. There are ten local examples of schools that break the negative relationship between school poverty and college achievement. These schools have high rates of student poverty and high rates of university application and enrollment. However, they have yet to demonstrate high rates of degree completion. Moreover, all of these schools are open enrollment, which raises questions about the extent to which the “creaming” of students is the cause of their higher rates of college access.
Univ. Application Rates per HS & 95% CI Predicted Rate, 2014 Class

All Students

Econ Disadvantaged Students
Enrollment Rates per High School & 95% CI Predicted Rate, Class of 2014

**All Students**

**Econ Disadvantaged Students, Only**

Percent of Economically Disadvantaged Students of High School

[Graphs showing data for different high schools such as HEALTH CAREERS H S, YORK ACADEMY, and so on, with a focus on the enrollment rates and economic disadvantage within the student population.]
Six-Year Bachelor’s Degree Grad Rates per HS & 95% CI of Predicted Rate, Class of 2009

All Students

Econ Disadvantaged Students
6. Why don’t more college-aspiring students apply to and enroll in universities?
Nearly 8 out of 10 high school students aspire to continue their education beyond high school to earn a certificate or degree.

- Freshmen have the highest rates of interest in earning a bachelor’s degree - 69%.
- With each passing grade, interest in a bachelor’s degree declines as interest in an associate degree increases.
This graph summarizes rates of completion of college prep activities by grade.

As students progress to senior year, rates should rise so that the share taking the SAT (17%) and applying is to college (27%) equals the share who said they wanted to earn a bachelor’s degree their freshman year (69%).

A majority said they did not meet with a counselor until their senior year.
Students at a typical comprehensive high school were given a list of colleges and universities in the US and asked to identify all the ones they plan to apply to.

As students progress to senior year, Alamo Colleges rises to the top from 9% to 46%.

This is likely due to students putting off preparing for and taking the SAT/ACT.
7. What is the history of postsecondary student outcomes by high school?

The following slide illustrates a sample high school dashboard provided to each member high school.
1. This study analyzed data from a state longitudinal data system at the University of Texas at Austin. This system includes student-level administrative data collected by the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (CB). Data extracted from this data warehouse for this study describes the secondary and postsecondary education of public school students from 2005 to 2015, including student demographics and household poverty status. University outcomes only reflect Texas public and private universities.

2. Summer melt applies to students who were admitted to a Texas university but did not enroll in the year following high school.

3. Six year outcomes are based on high school graduation cohorts from 2005 to 2009. All other outcomes are based on cohorts 2005 to 2014.

4. Graphs on pages 17 through 19 are based on a survey of 2,434 high school students enrolled in a comprehensive Bexar county high school.