

# Closing the Achievement Gap; Annual Update on Persistence and Completion



Board of Trustees Joint Meeting of the Diversity and Equity  
and Academic and Student Affairs Committees  
March 19, 2014

## Minnesota State Colleges and Universities

The Minnesota State Colleges and Universities system is an Equal Opportunity employer and educator.

# Outline

- Goals and measures
- Gaps
  - in college readiness
  - in participation
  - in persistence and completion
- Strategies for closing the achievement gap
- Questions and discussion

# Achievement gap - definition

The **achievement gap** refers to the disparity between the educational performance of groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status. The achievement gap can be observed on a variety of measures including standardized test scores, grade point average, participation, completion and persistence rates.

# System's ambitious goals

In 5 years, by 2018, we will:

- Eliminate the participation gap
- Reduce the persistence gap by one-half
- Reduce the completion gap by one-quarter

In 10 years, by 2023, all gaps will be eliminated



# Metrics used to measure our success

- Student diversity: percent students of color
- Student success: students of color compared to white students on persistence rate (second fall)
- Completion rate: students of color compared to white students on
- Campus diversity climate: student opinion of extent to which college or university promotes contact with an understanding of diverse populations

# Goals for closing the achievement gap have been set for each college and university

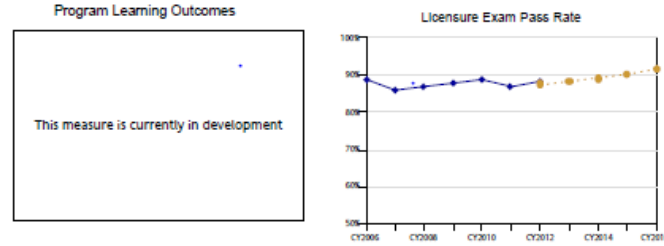


## Accountability Dashboard Strategic Framework Performance Measures Colleges

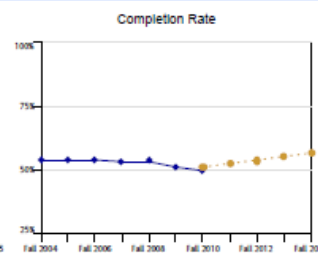
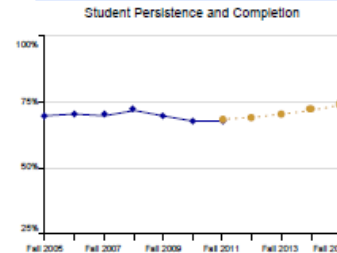
Legend: —●— Actual  
- - - - - Goal

### Provide Access to Extraordinary Education for All Minnesotans

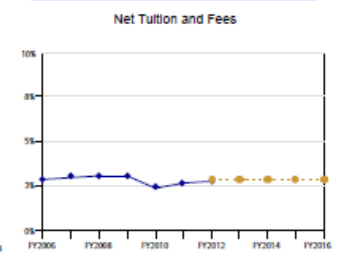
#### QUALITY OF GRADUATES



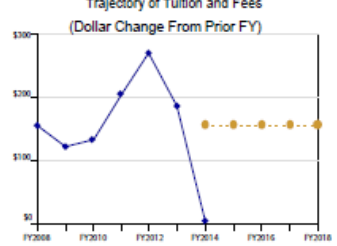
#### STUDENT SUCCESS



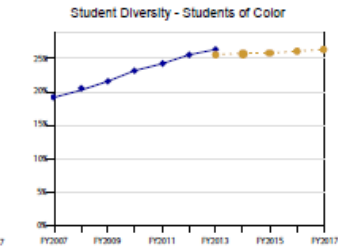
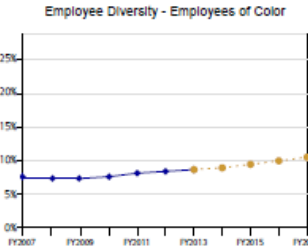
#### AFFORDABILITY



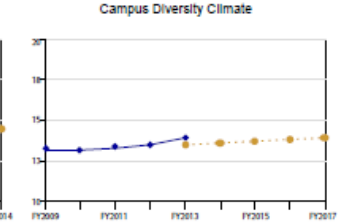
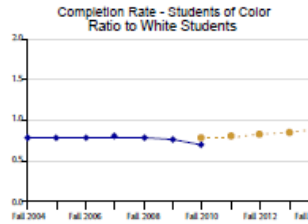
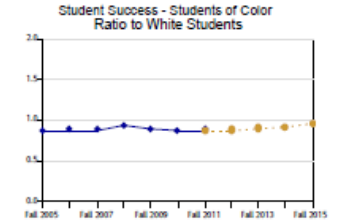
#### AFFORDABILITY



#### DIVERSITY



#### DIVERSITY



Source: System Office Research

# Timeframes for tracking persistence and completion

| Entry Term               | Tracking Term | Academic Year |                           |         |          |                          |         |         |  |
|--------------------------|---------------|---------------|---------------------------|---------|----------|--------------------------|---------|---------|--|
|                          |               | 2007-08       | 2008-09                   | 2009-10 | 2010-11  | 2011-12                  | 2012-13 | 2013-14 |  |
| <b>Completion Rates</b>  |               |               |                           |         |          |                          |         |         |  |
| Fall 2007                | Spring 2013   | Universities  |                           |         |          |                          |         |         |  |
| Fall 2010                | Spring 2013   |               |                           |         | Colleges |                          |         |         |  |
| <b>Persistence Rates</b> |               |               |                           |         |          |                          |         |         |  |
| Fall 2012                | Fall 2013     |               |                           |         |          | Universities             |         |         |  |
| Fall 2012                | Fall 2013     |               |                           |         |          | Colleges                 |         |         |  |
| <b>Key</b>               |               | Measurement   | Achievement Gap Goals Set |         |          | Board of Trustees Update |         |         |  |

# What factors affect the achievement gap?

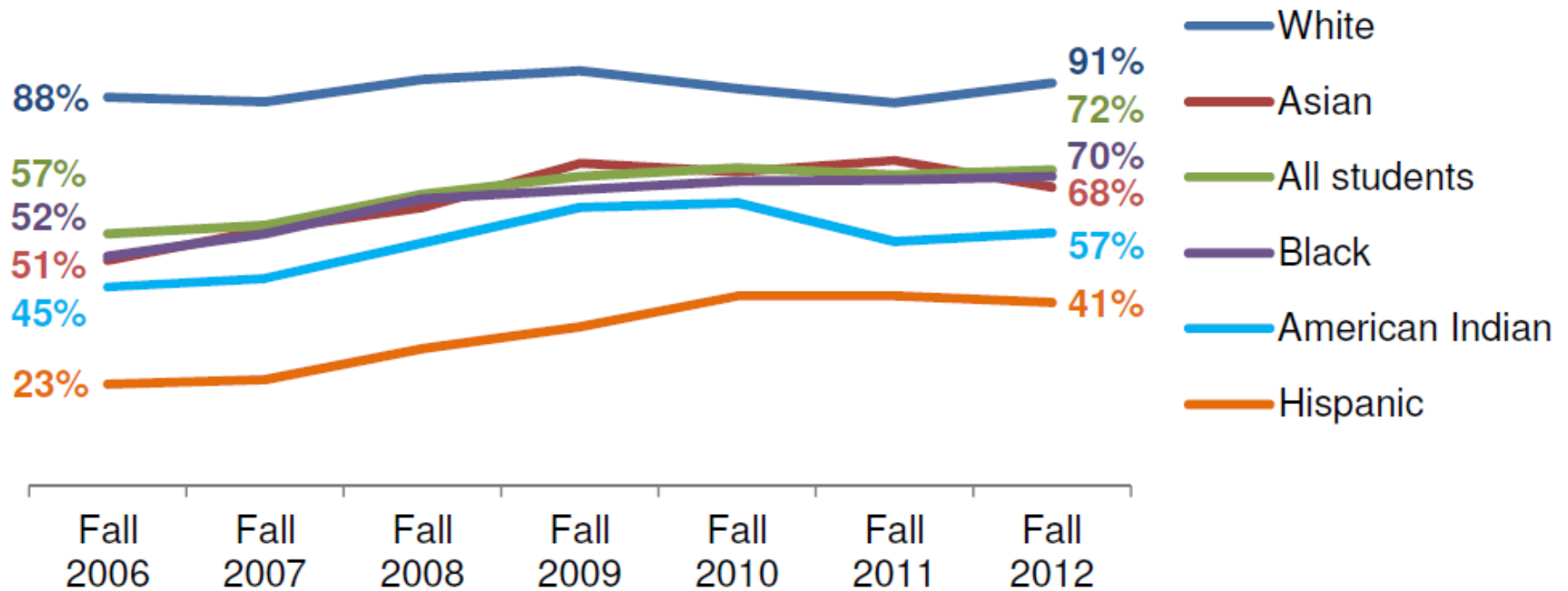
- Academic preparedness of students at time of admission
- Student's financial resources
- Institutional resources to support high impact practices
- Diversity and cultural competency of employees
- Level of collaboration with communities of color to support the strategies



# Gaps in preparation/readiness

# Gaps start early...

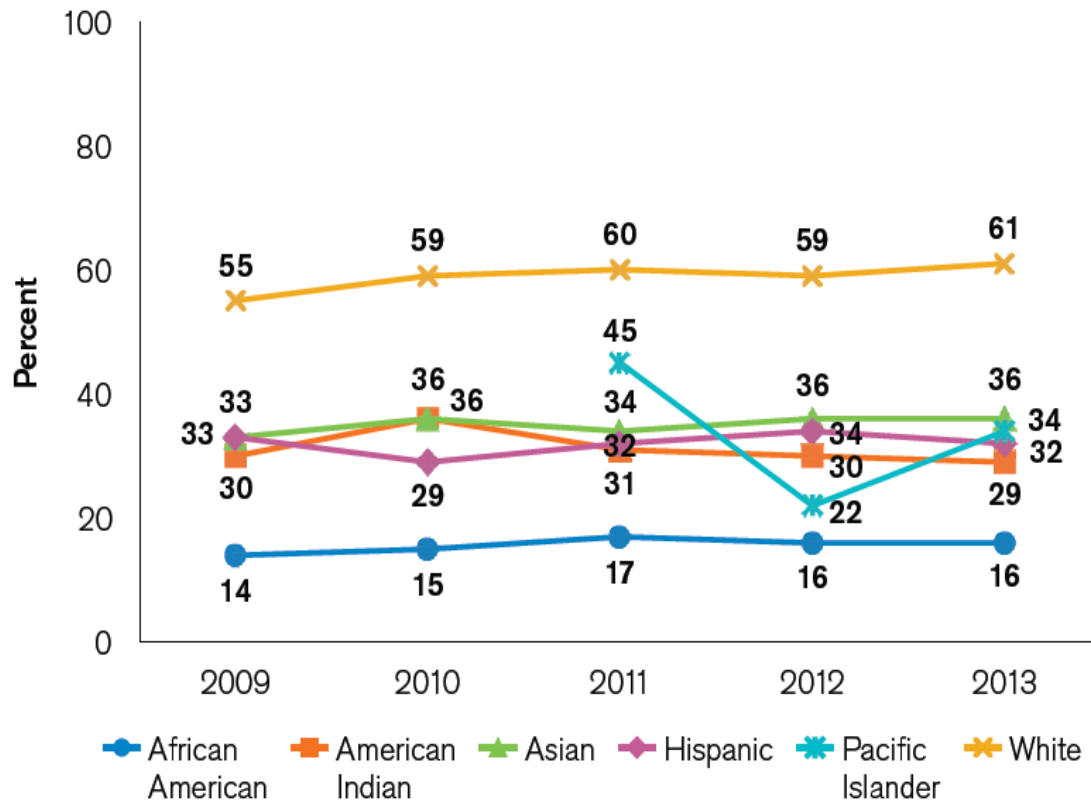
## % of Minneapolis kindergarteners ready for school



Source: One Minneapolis: Community Indicators Report, October 2013, The Minneapolis Foundation and the Wilder Foundation

# ...and persist through high school

Percent of 2009–2013 ACT-Tested High School Graduates Meeting Three or More Benchmarks by Race/Ethnicity\*

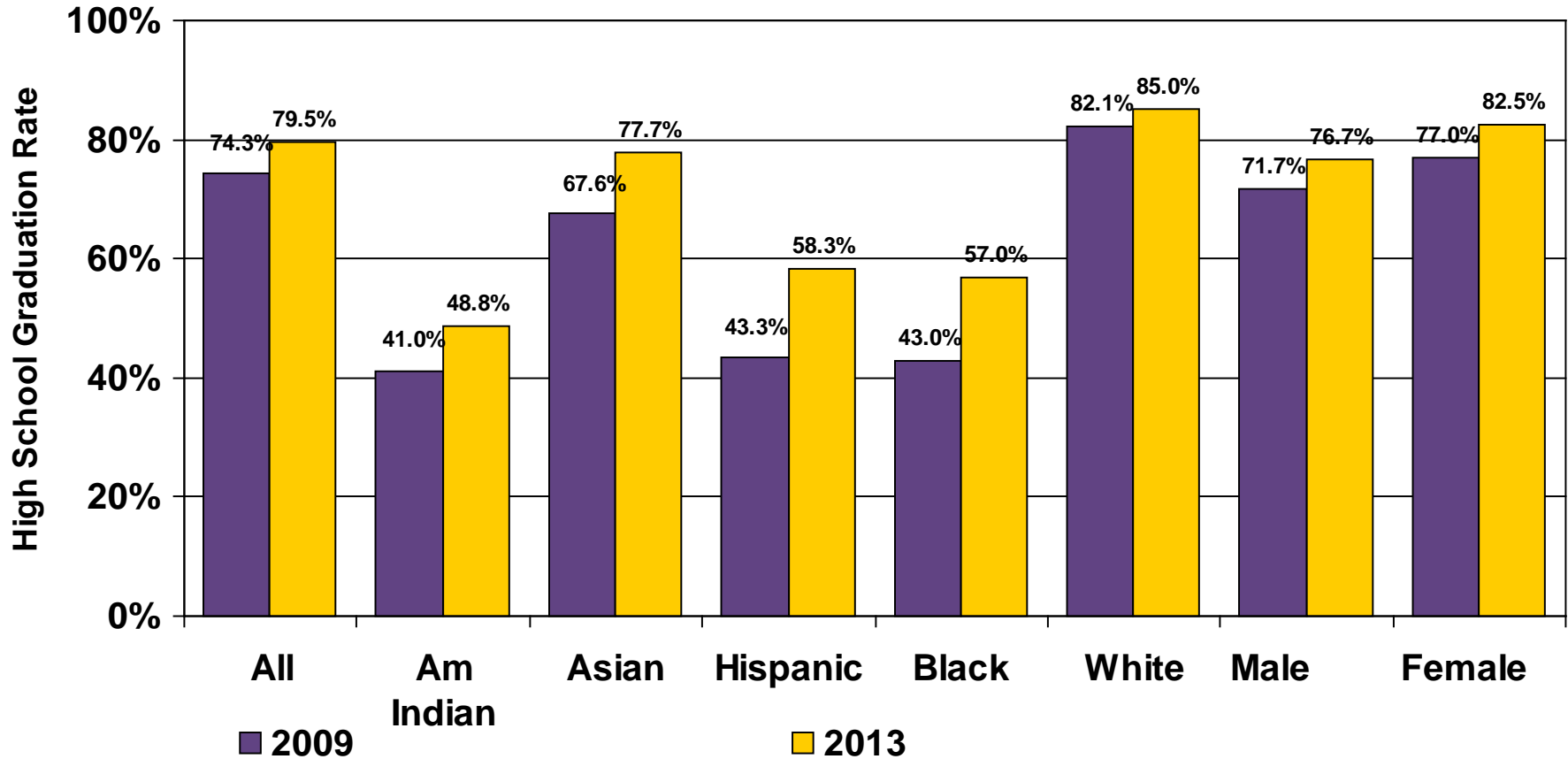


# Minnesota's 4-year high school graduation rates rank very low

Here is how the class of 2011 compares to other states:

- White students: tied for 23<sup>rd</sup> in the nation (84%)
- Black students: 2<sup>nd</sup> to last in the nation (49%)
- Asian students: last in the nation (72%)
- Hispanic students: last in the nation (51%)
- American Indian students: last in the nation (42%)

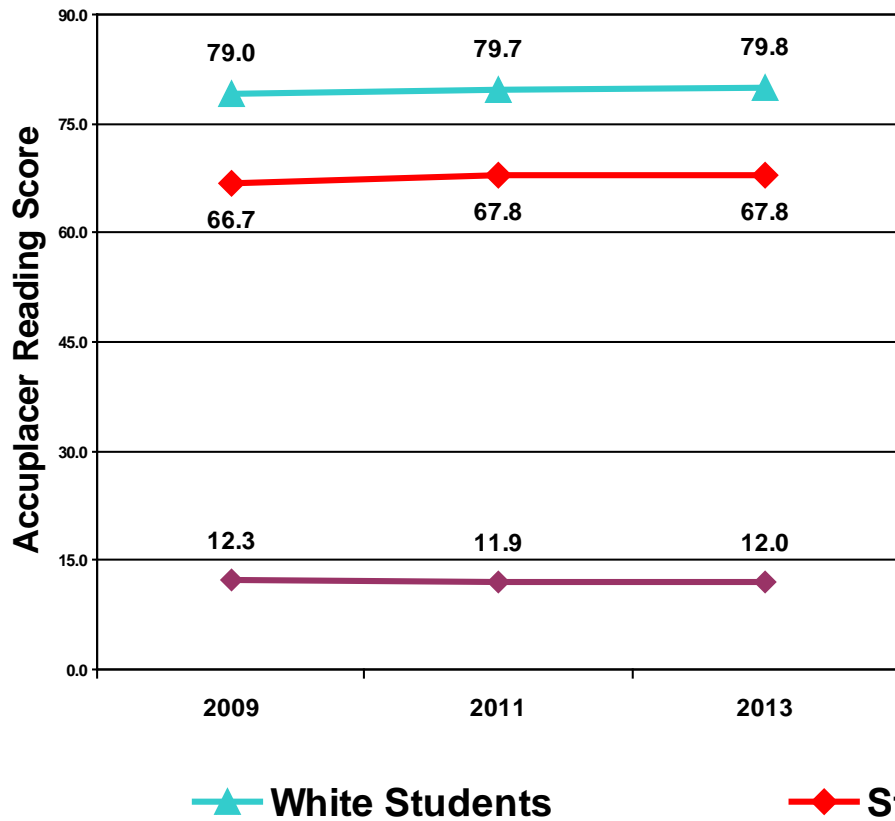
# High school graduation rate gaps persist but rates are improving for all groups



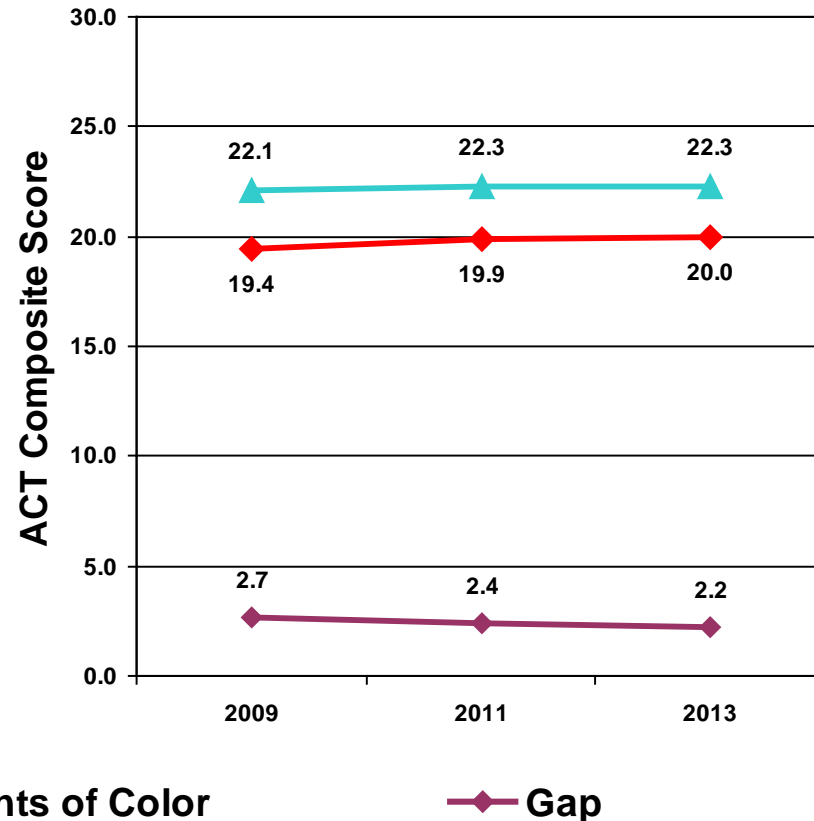
2013 four year high school graduation rate is based on a cohort of 67,596 entering students.

# Readiness: Students of color have lower test scores but ACT gap has narrowed

State Colleges: Accuplacer Reading Score

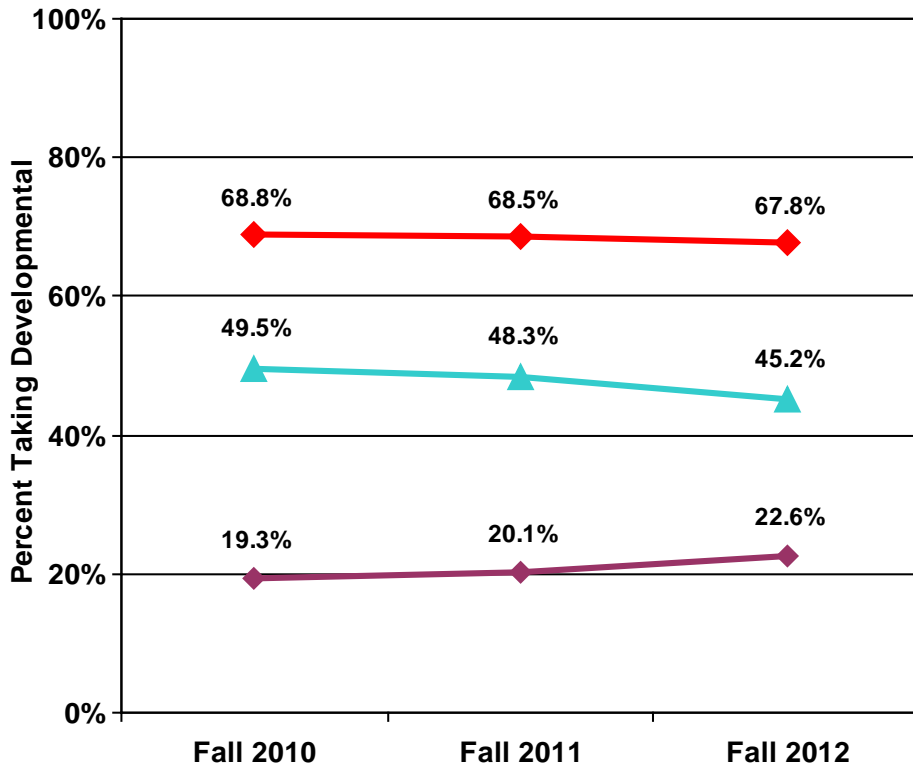


State Universities: ACT Composite Score

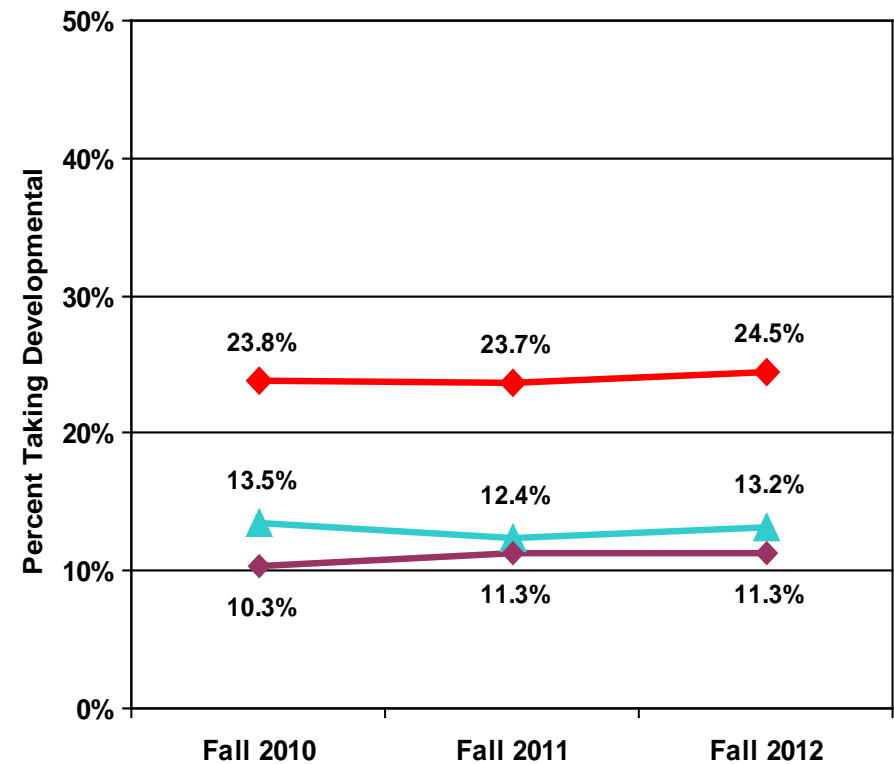


# Readiness: Students of color take developmental courses at higher rates & gaps have increased

State Colleges



State Universities

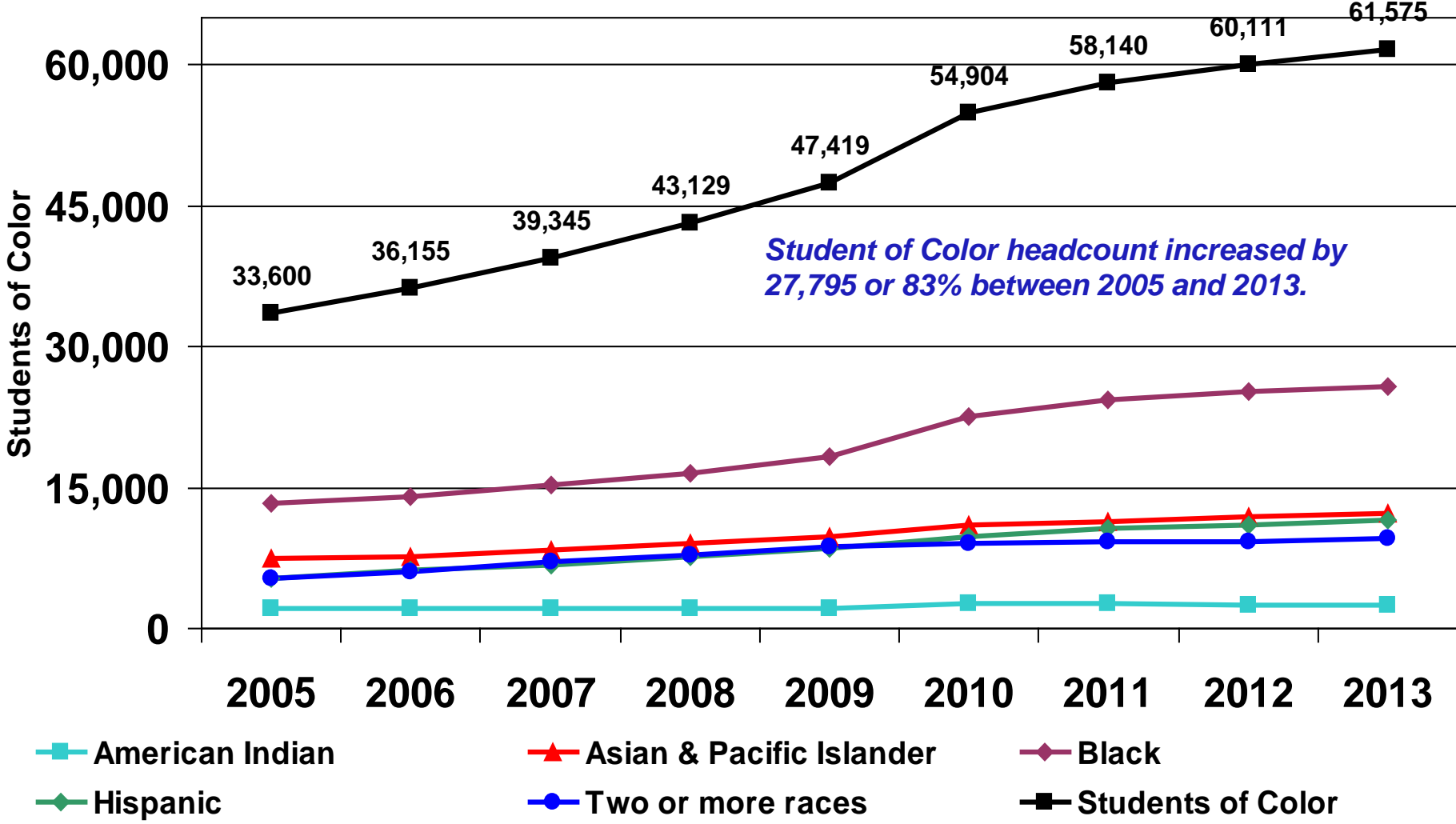


▲ White Students     
 ◆ Students of Color     
 ◆ Gap

# Gaps in participation



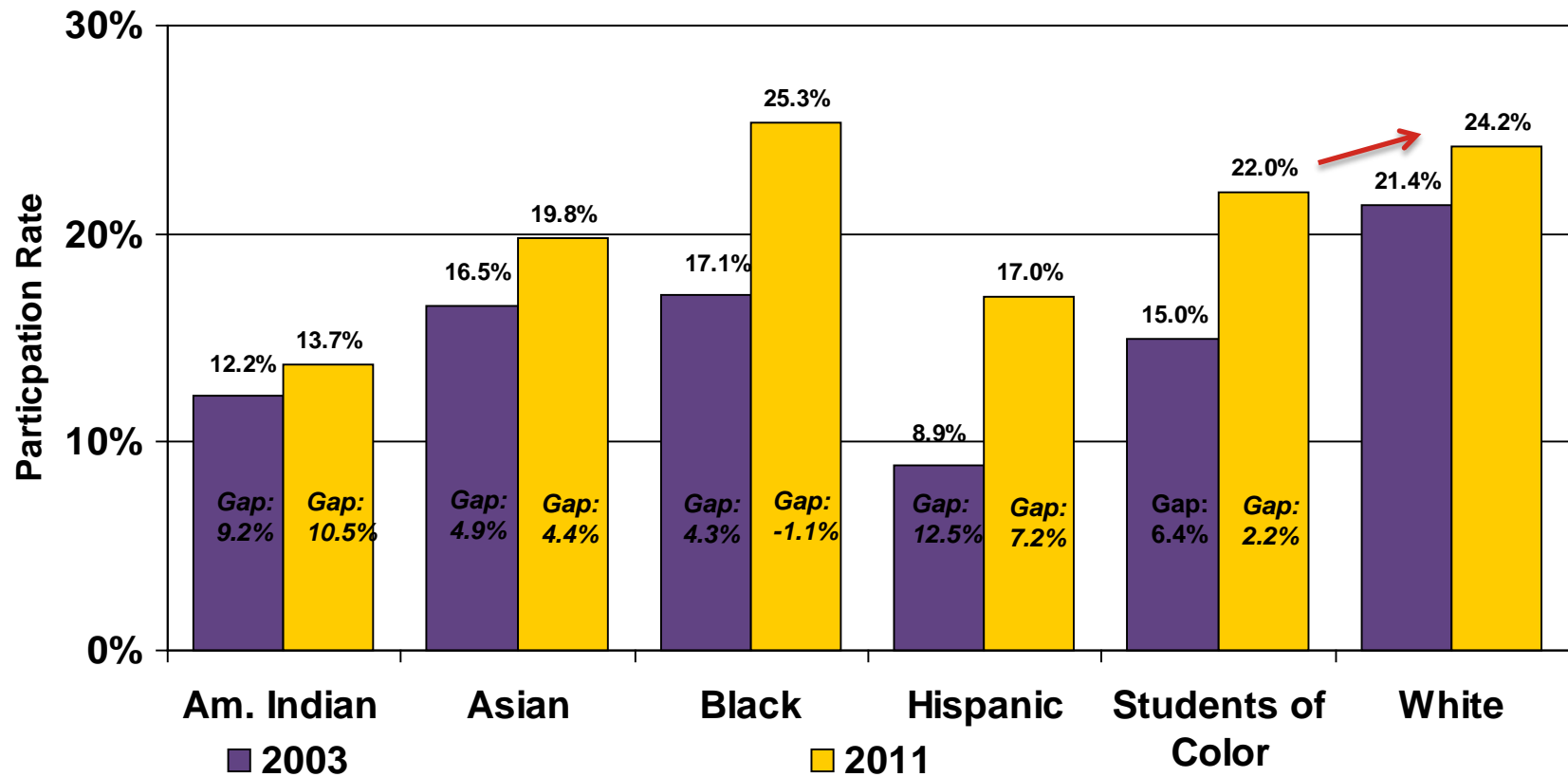
# MnSCU serves more Minnesota Students of Color than all other institutions combined



Source: System Office Research



# Participation at MnSCU has increased and participation gaps have narrowed



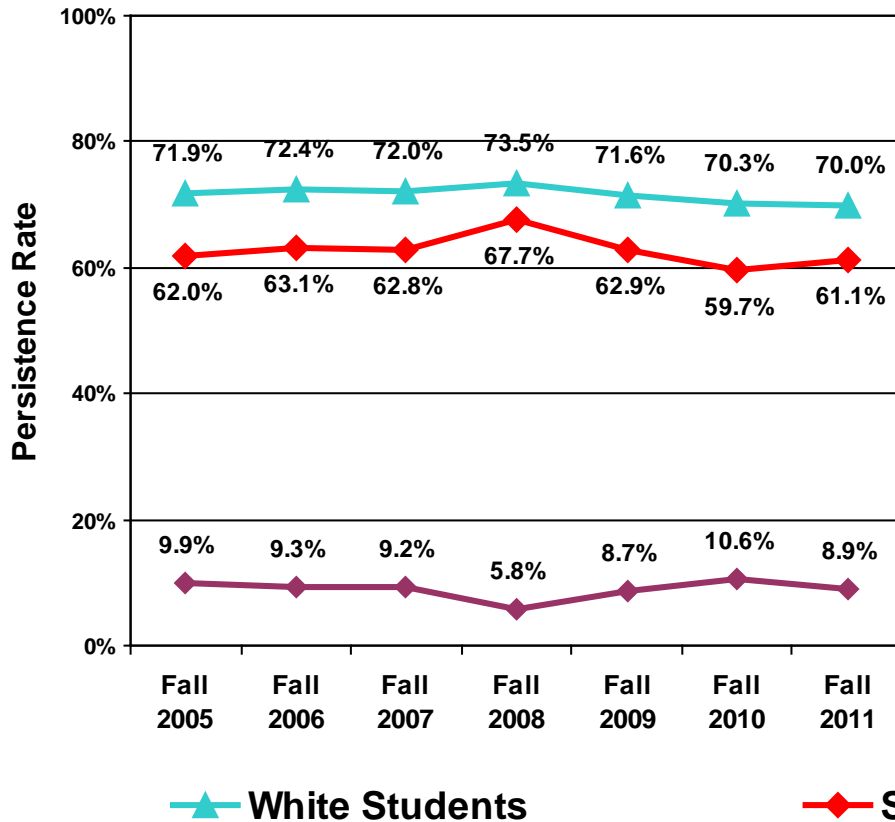
\* MnSCU Minnesota resident students of as a percent of the state's population aged 18 to 24.

Source: System Office Research

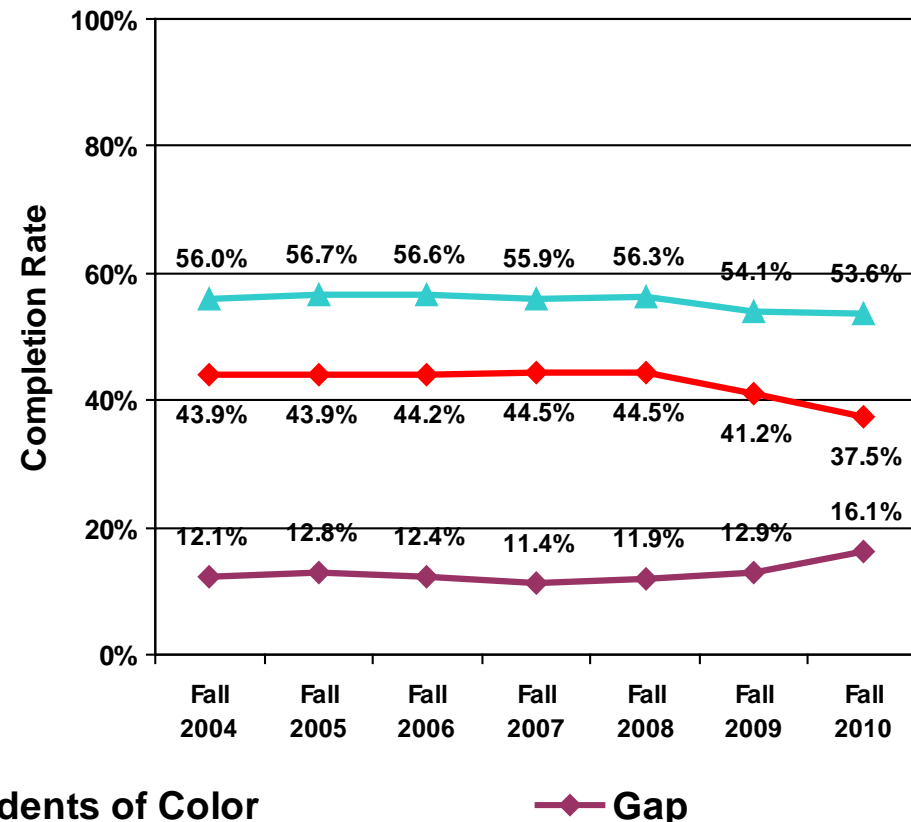
# Gaps in persistence and completion

# Colleges: Persistence gap decreased and completion gap increased

State Colleges: Persistence Rate (Second Fall)



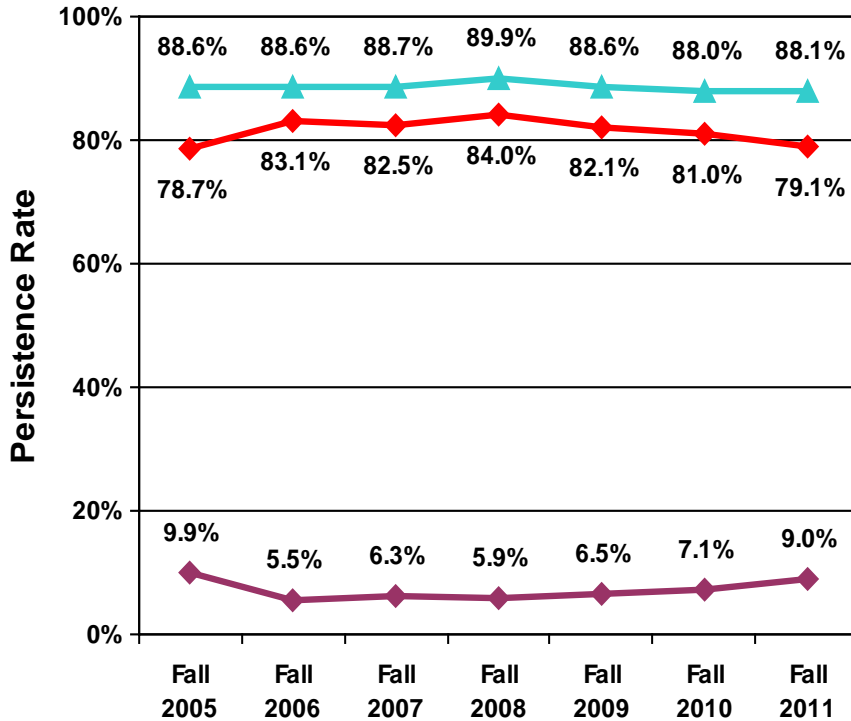
State Colleges: Completion Rate (Third Spring)



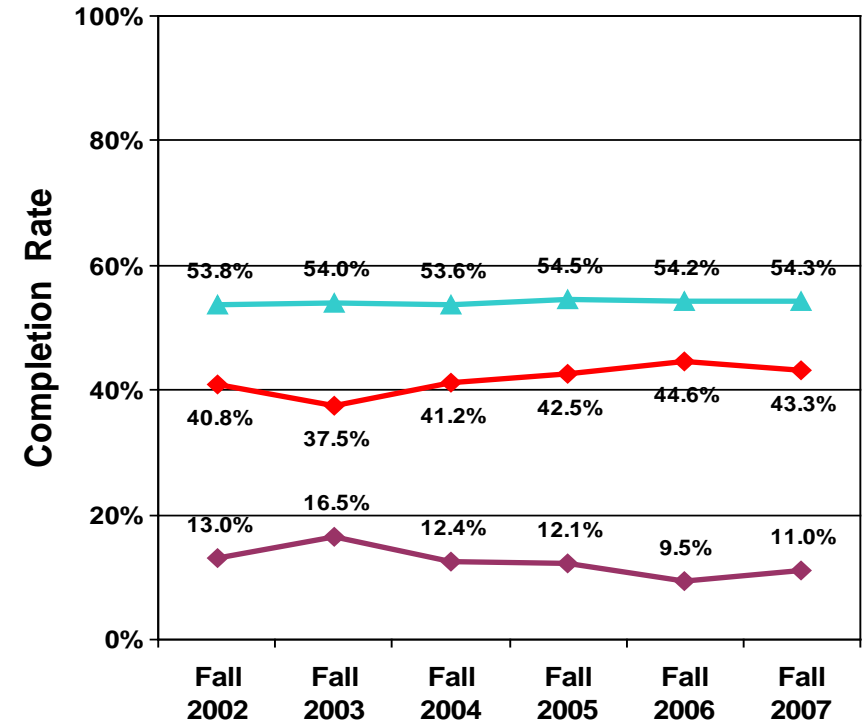
Persistence and completion rates for fall entering full-time undergraduate degree seeking students.

# Universities: Persistence and completion gaps have increased

State Universities: Persistence Rate (Second Fall)



State Universities: Completion Rate (Sixth Spring)



▲ White Students

◆ Students of Color

◆ Gap

Persistence and completion rates for fall entering full-time undergraduate degree seeking students.



# Modest success in closing the achievement gap at the colleges

|               | Students of Color<br>Gaps in Preparation* |   | Students of Color<br>Gaps in Completion |
|---------------|---|---|---|
| Colleges:     | 19.3%                                     | → | 16.1%                                   |
| Universities: | 11.0%                                     | → | 11.0%                                   |

*\* As measured by need to take developmental education courses.  
Source: System Office Research and Planning analysis*

# What next?



# What factors affect the achievement gap?

1. Academic preparedness of students at time of admission
2. Student's financial resources
3. Institutional resources to support high impact practices
4. Diversity and cultural competency of employees
5. Level of collaboration with communities of color to support the strategies



# What accounts for the achievement gap in completion rates?

| Colleges                    | Previous | Current | Change | Percent |
|-----------------------------|----------|---------|--------|---------|
| Lack of Preparation*        | 4.0%     | 5.0%    | 1.0%   | 30.9%   |
| Lack of Financial Resources | 4.9%     | 6.2%    | 1.3%   | 38.8%   |
| Other                       | 3.8%     | 4.8%    | 1.0%   | 30.3%   |
| Total                       | 12.7%    | 16.1%   | 3.4%   | 100.0%  |

| Universities                | Previous | Current | Change | Percent |
|-----------------------------|----------|---------|--------|---------|
| Lack of Preparation*        | 4.4%     | 5.0%    | 0.6%   | 46.2%   |
| Lack of Financial Resources | 1.9%     | 2.1%    | 0.2%   | 17.3%   |
| Other                       | 3.4%     | 3.9%    | 0.5%   | 36.5%   |
| Total Gap                   | 9.7%     | 11.0%   | 1.3%   | 100.0%  |

25 \* As measured by need to take developmental courses education courses.  
Source: System Office Research

# Factor 1

## Academic preparedness of students at time of admission

# Factor 2

## Student's financial resources

# Factor 3

## Institutional resources to support high impact practices

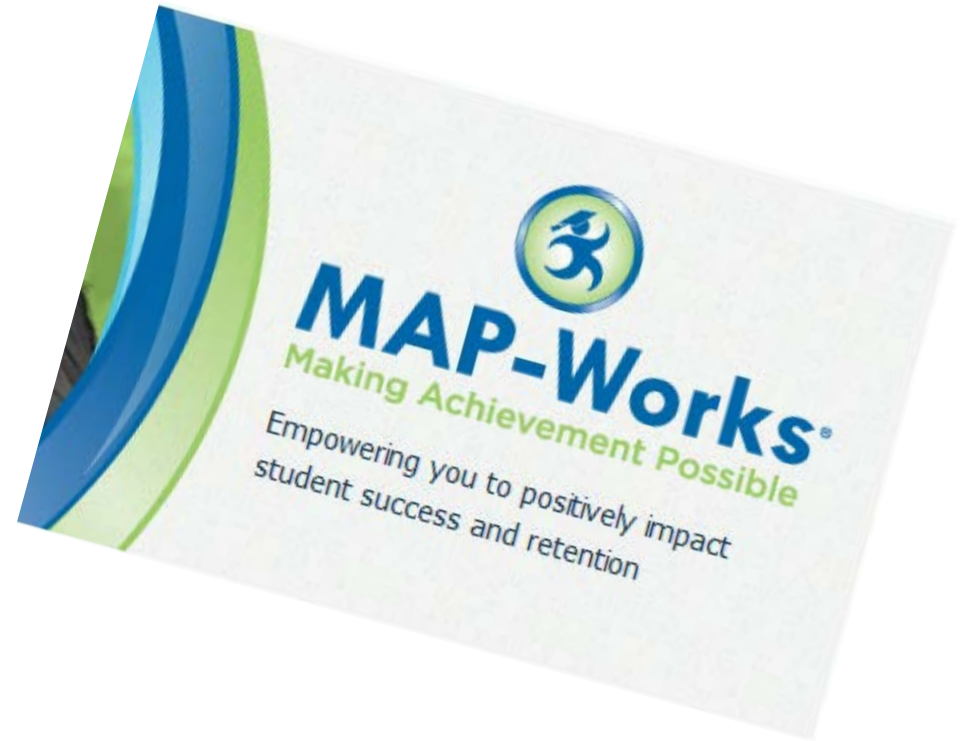
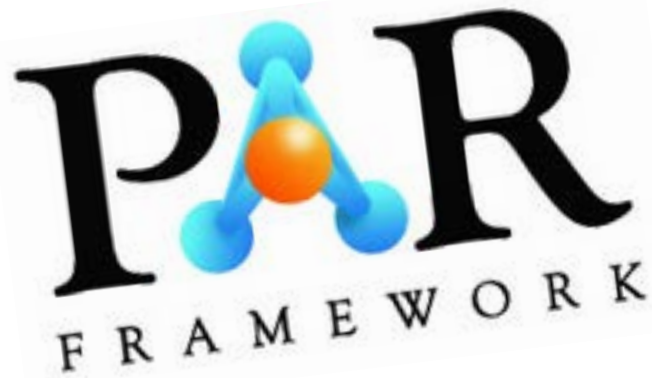
# Example: Supplemental Instruction



## Supplemental Instruction at Normandale Community College

|                              | Count | Success Rate |
|------------------------------|-------|--------------|
| Did not participate in SI    | 1145  | 57.5%        |
| Participated (at least once) | 543   | 73.6%        |
| 1-2 times                    | 326   | 71.5%        |
| 3-4 times                    | 95    | 75.8%        |
| 5+ times                     | 121   | 77.7%        |

# Example: Predictive analytics and interventions



# The MAP-Works Process



**MAP-Works®**  
Making Achievement Possible

## Student Report

- Social Norming
- Expectations
- Campus Resources

## Faculty/Staff Reporting

- Talking Points
- Dashboard
- Share Notes/Alerts
- Coordinate Actions

## Support / Intervention

- Advisors
- Residence
- COLL 150/HONS 100
- Instructors
- Coaches

**Graduation!**



**Minnesota  
STATE COLLEGES  
& UNIVERSITIES**

A young woman with dark hair and red-rimmed glasses is smiling and looking towards the left. She is holding a blue and white spiral notebook. The background is a light blue gradient with several yellow, cloud-like shapes. A large, white, cloud-shaped thought bubble is positioned in the center-left of the frame, containing four lines of text.

*I can't decide on a major...*

*I hate this math class so much...*


*I don't get along with my roommate...*

*I miss my friends...*






## Hi Alex!

|  |   |   |
|--|---|---|
|  <b>HIGH PRIORITY STUDENTS</b><br><br><h1>4</h1> <p>Students with no <a href="#">interaction contacts</a> logged (by any Direct-Connect since most recent high risk-indicator input (i.e., surveys, mid-term academic rating and term GPA.)</p> <p><a href="#">View Students</a></p> |  <b>OPEN REFERRALS</b><br><br><h1>0</h1> <p>Students with referrals that have not been addressed by you.</p> <p><a href="#">View Referrals</a></p> |  <b>NON-RESPONDENTS</b><br><br><h1>20</h1> <p><b>MAP-Works: Fall Check-Up</b><br/>Closes: 11/8/2012</p> <p><a href="#">View Students</a></p> |
|--|---|---|


Academic Updates

Recent Activity ▾

Support 


On-Campus Support Contacts ▾

### My Calendar

 Create, view, and edit appointments and office hours.





[Go to Calendar](#)

[New Appointment](#)

 **Today's Appointments**

No Appointments...

### Student Lists

|  |   |
|--|---|
|  <b>Real-Time Lists</b><br>Predefined data-driven lists.  | <input type="text" value="Select a list..."/> |
|  <b>My Real-Time Lists</b><br>Data-driven lists you have created.   | <input type="text" value="Select a list..."/> |
|  <b>Static Lists</b><br>Lists you create that will not automatically update based on survey or profile changes. | <input type="text" value="Select a list..."/> |
|  <b>Academic Update Lists</b><br>Lists based on students' Academic Updates.                                     | <input type="text" value="Select a List"/>    |

### Surveys

Status: COMPLETED

Launch Date: Sat. 10/20

End Date: Thu. 11/08

[Printable Survey](#) | [Factor Questions](#)



# Sample Student Dashboard

Black, Anthony

FY ID: 20132641N

Campus Address: Williams Hall - Fourth

Email: [Anthony.Black@2013-northstate.edu](mailto:Anthony.Black@2013-northstate.edu)

Phone: 555-222-4274

Recently Reviewed:  NO  YES

Last Reviewed: 8/17/2012

Risk Indicator



Intent to Leave

Talking Points

About the Student

Activity

Survey/Dashboard

Print/Export

Select Survey: MAP-Works: Fall Transition - Launched On: 9/8/2012(First-Year)

Dashboard

Dashboard Details

Factors

Institution Specific Questions

Student's Report/Usage

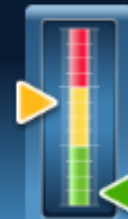
Dashboard Comparison

Dashboard History

Survey Rating



Survey responses include enough issues to warrant some concern.



Intent to Leave



Student self-reported he/she is committed to returning next term.

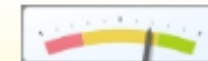
Success Markers

Academic



- Academic Integration
- Course Difficulties
- Academic Self-Efficacy

Socio-Emotional



- Homesickness: Distressed
- Social Integration
- Peer Connections

# Factors



### Survey Rating

➔

Survey responses include enough issues to warrant some concern.

### Intent to Leave

✔

Student self-reported he/she is committed to returning next term.

## Success Markers

### Academic



- ⬇ Academic Integration
- ⬇ Course Difficulties
- ⬇ Academic Self-Efficacy
- ⬇ Communications Skills
- ⬇ Analytical Skills
- ⬆ Commitment to Earning a Degree
- ⬆ Chosen a Major

### Socio-Emotional



- ⬇ Homesickness: Distressed
- ⬇ Social Integration
- ⬇ Peer Connections
- ⬇ Living Environment (On or Off Campus)
- ⬆ Commitment to the Institution
- ⬆ Satisfaction with Institution
- ⬆ On-Campus Living: Social Aspects
- ⬆ Institutional Choice

### Performance and Expectations



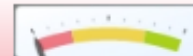
- ⬇ Entrance Test Scores
- ⬇ Parents'/Guardians' Educational Level
- ⬇ Number of Degree-Seeking Credit Hours Enrolled
- ⬇ High School GPA (Self-Reported)
- ⬇ Expected Cumulative GPA Upon Completion/Graduation
- ⬇ Expected Grades this Term
- ⬆ Number of High Schools Attended

### Behaviors and Activities



- ⬇ Basic Academic Behaviors
- ⬇ Advanced Academic Behaviors
- ⬇ Number of Study Hours Per Week
- ⬇ Student Organization Involvement
- ⬇ Self-Discipline
- ⬇ Time Management
- ⬇ Class Attendance
- ⬇ Interference with Coursework
- ⬆ Number of Work Hours Per Week

### Financial Means



- ⬇ Ability to Pay Next Term's Tuition/Fees
- ⬇ Ability to Pay Monthly Living Expenses

### Special Population Concerns (Modules)

- ⬇ Transfer Student

### Special Topics (Modules)

- ⬆ Test Anxiety (Stressors)

# “CRM” tools

HOBSONS 

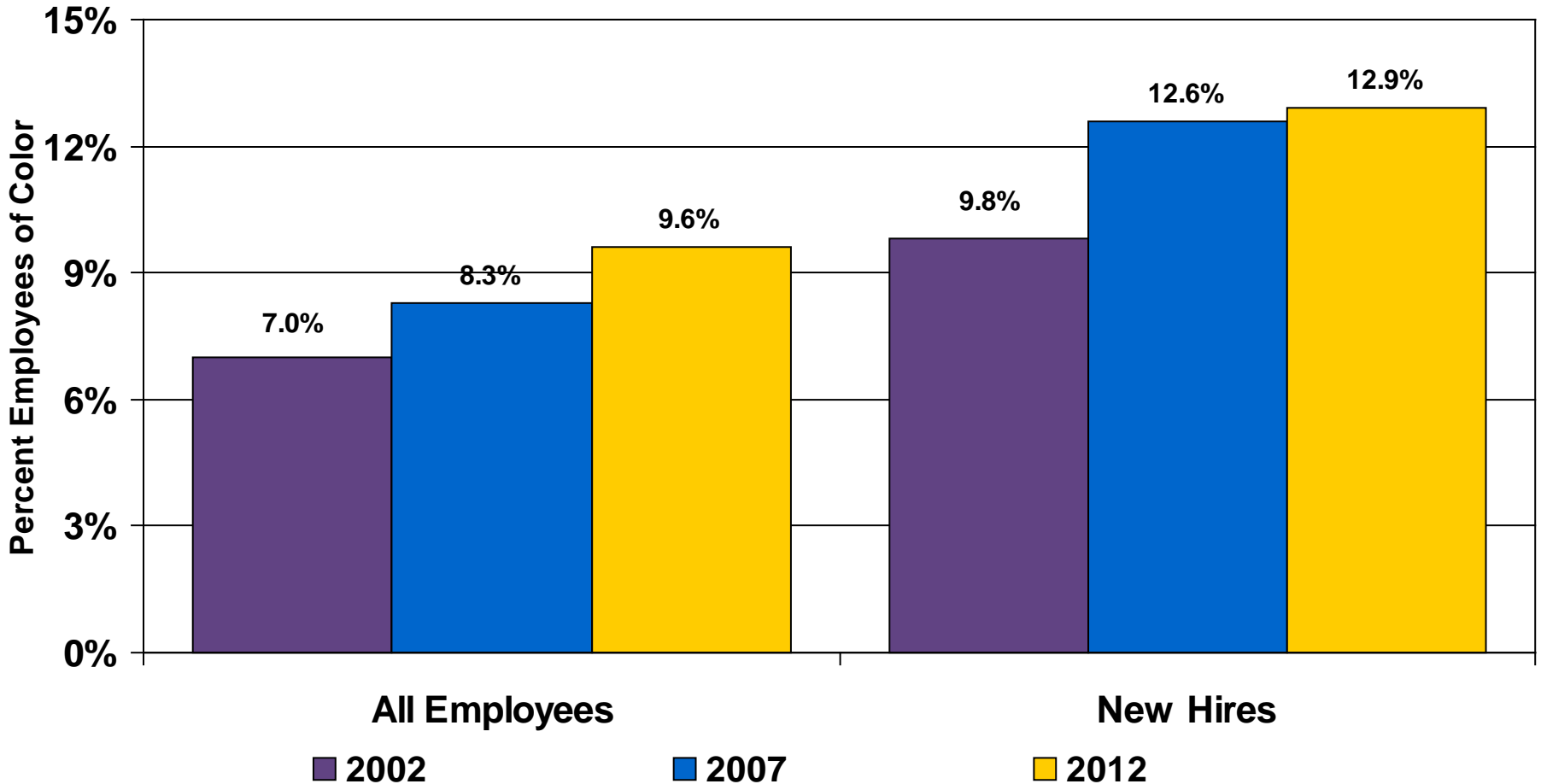
ORACLE 

RightNow

# Factor 4

## Diversity and cultural competency of employees

# Employees of color comprise an increasingly large percentage of all employees & new hires

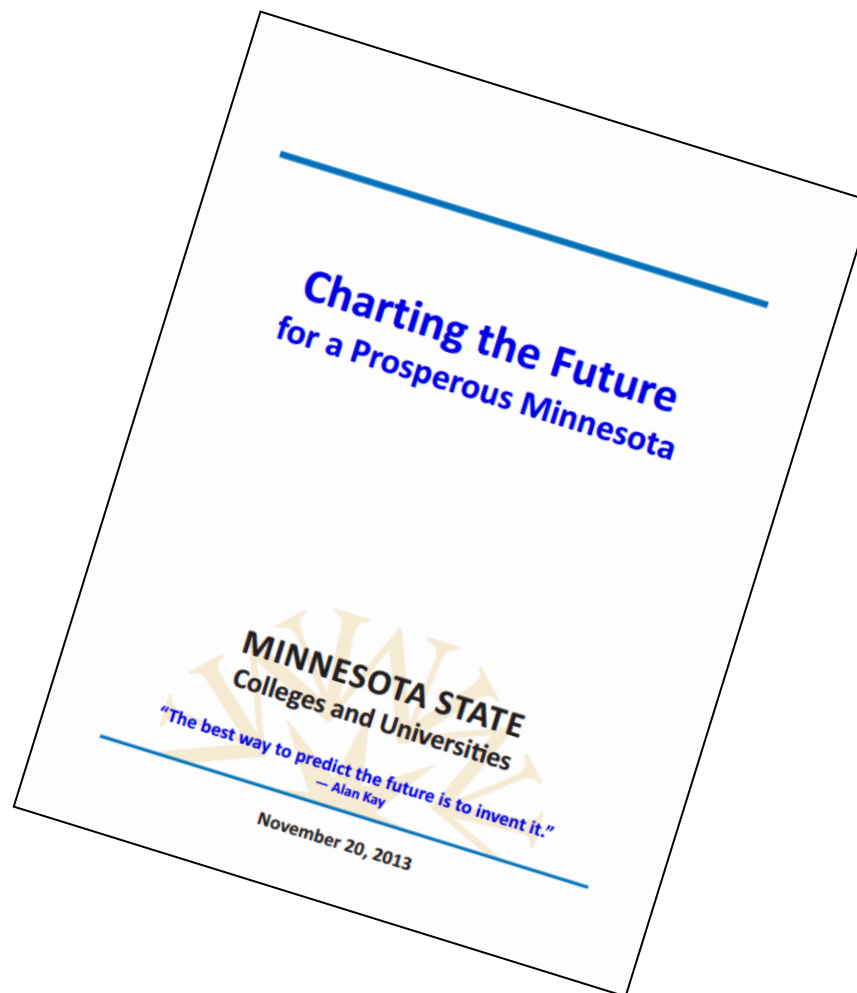


**Employees of Color: 2002 = 1,097 2012 = 1,729 Increase = 57.6%**  
**All Employees: 2002 = 15,741 2012 = 17,962 Increase = 14.1%**

# Factor 5

## Level of collaboration with communities of color to support the strategies

# Charting The Future









1. Academic preparedness of students at time of admission
2. Student's financial resources
3. Institutional resources to support high impact practices
4. Diversity and cultural competency of employees
5. Level of collaboration with communities of color to support the strategies

# Questions and discussion

- Are our goals appropriate?
- Are our priorities appropriate?
- While progress is lagging, are we on the right track for more positive change in the near future?