

Outcome Measures: An Examination of Economic Equity, Graduation and Transfer-Out Rates

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Beginning The Conversation

- An informal discussion began that centered around the gaps between economic equity and graduation rates at two-year public colleges in North Carolina.
- North Carolina Community Colleges enrolled over 600,000 total students in 2011 but less than 30 percent of first-time and non-first-time students graduated within eight years or transferred to another institution based upon the most recent IPEDS Outcome Measures.
- Tens of thousands of students enroll but do not persist.
- Limited peer-reviewed research available regarding Outcome Measures and regional comparisons

Research Questions

- Are similar trends, as compared with North Carolina, of more first-time and non-first-time students enrolling but not graduating after eight years occurring across the United States at two-year public colleges with the highest degree awarded as Associate?
- Are first-time and non-first-time students who are awarded Pell Grants graduating at higher rates than Non-Pell Grant students at two-year public colleges with the highest degree awarded as Associate?



Outcome Measures - IPEDS

- Graduation rates at 4, 6, and 8-year increments based upon fiscal year (July 1-June 30)
 - First-time, Full-Time
 - First-time, Part-Time
 - Non-first-time, Full-time
 - Non-first-time, Part-time
- Further categorical disaggregation
 - Pell status
 - Transfer-Out status
 - Unknown status

IPEDS Use The Data Tools

- Provides federally reported data collected during the Fall, Winter, and Spring collection cycles
- Comparison options
 - Graduation Rates
 - Outcome Measures
 - Financial Aid
 - Finance
 - Human Resources
 - Institutional Characteristics
 - Completions
 - Academic Library
 - Admissions (if applicable)



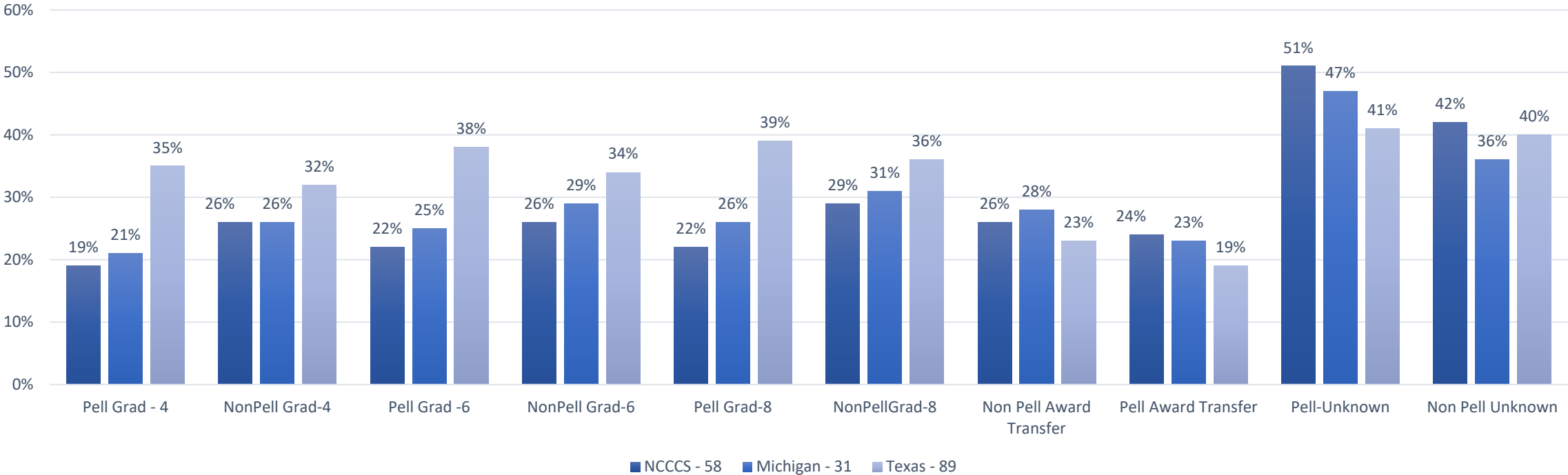
Continuing The Conversation

- Peer-reviewed literature suggests that Pell award status positively impacts economic equity with regards to graduation rates (Ishitani & Kamer, 2019; Park & Scott-Clayton, 2018).
- How do North Carolina community colleges compare by region?
 - North Carolina – Southeast Region
 - Michigan – Great Lakes Region
 - Texas – Southwest Region
- Variables to consider for comparison purposes.
 - First-time and Non-first-time Graduation rates based upon Pell and non-Pell statuses
 - First-time and Non-first-time Transfer-Out rates based upon Pell and Non-Pell statuses
 - Tuition and Cost of Attendance
- Disaggregated graduation rates using Outcome Measures data.
 - Two-year degree granting
 - Highest award – Associates
 - Title IV eligible
 - Graduation and Transfer-Out rates based upon Pell status



Visualizing the Results

**Graduation Rates-Pell vs. Non-Pell
at Four, Six, and Eight Years (2011)**



Tuition and Cost of Attendance

2011-12 Academic Year	Average Percent of first-time, full-time undergraduates awarded Pell grants	Average Published in-state tuition and fees 2011-12	Average Total price for in-state students living off campus (not with family)
Michigan	61.90%	\$ 2,742.16	\$ 12,824.03
North Carolina	66.59%	\$ 2,134.36	\$ 15,940.60
Texas	63.05%	\$ 3,963.64	\$ 16,332.59
Maximum Pell	\$ 5,550.00		



Preliminary Analyses

- North Carolina and Michigan share similar trends
 - Non-Pell students graduate at higher rates across all interval years (4, 6, and 8) as compared with Pell.
 - The difference at each interval year averages \pm 3-7 percent in favor of Non-Pell students.
 - Between 47-51 percent of Pell students do not graduate within eight years or transfer as compared with 36-42 percent of Non-Pell students.
 - The data from Texas offers a different perspective.

Preliminary Analyses Cont.

The Outcome Measures data for Texas depicts more Pell students graduating at higher rates as compared with Non-Pell.

These rates range between 3-5 percentage points higher with Pell as compared with Non-Pell.

Like North Carolina and Michigan, the percentage of Pell students that did not graduate or unknown status after eight years remains higher than Non-Pell students.

The unknown status between Pell and Non-Pell students at 8 years is separated by only one percentage point.

Why is the data for Texas different as compared with North Carolina and Michigan?

Preliminary Analyses Cont.

TUITION AND COST OF ATTENDANCE IS HIGHER IN TEXAS AS COMPARED WITH MICHIGAN AND NORTH CAROLINA.



SIMILAR PERCENTAGES OF FIRST-TIME, FULL-TIME STUDENTS WERE AWARDED PELL GRANTS.

Pell Applicant and Award Trends

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
NUMBER OF TITLE IV APPLICANTS SUBMITTING OFFICIAL APPLICATIONS	21,949,308	21,804,708	21,193,753	20,561,929	19,757,764	18,741,055	18,969,616
NUMBER OF TITLE IV PELL GRANT APPLICANTS SUBMITTING VALID APPLICATIONS	18,518,432	18,352,971	17,957,459	17,356,591	16,431,449	15,515,518	15,586,720
NUMBER AND PERCENT FEDERAL PELL GRANT ELIGIBLE APPLICANTS	13,412,848 61.1%	13,256,553 60.8%	12,875,602 60.8%	12,338,400 60.0%	11,443,576 57.9%	10,555,308 56.3%	10,742,066 56.6%

Pell Award Increases Over The Years

Academic Year	Maximum Award Amount	Dollar Change	Percent Change
2020-2021	\$ 6,345	\$ 150	2.4%
2019-2020	\$ 6,195	\$ 100	1.6%
2018-2019	\$ 6,095	\$ 175	3.0%
2017-2018	\$ 5,920	\$ 105	1.8%
2016-2017	\$ 5,815	\$ 40	0.7%
2015-2016	\$ 5,775	\$ 45	0.8%
2014-2015	\$ 5,730	\$ 85	1.5%
2013-2014	\$ 5,645	\$ 95	1.7%
2012-2013	\$ 5,550	\$ -	0.0%
2011-2012	\$ 5,550	\$ -	0.0%

Pell Award Analyses

- The number of Pell eligible students decreased by 4.5 percent since 2011, or 2,670,782.
- The maximum Pell Award increased by \$795 since 2011 to \$6,345.
- The largest cohorts of students based upon Outcome Measures data are Pell students.
- Pell students are graduating at lower rates as compared with Non-Pell students, and not enrolling with any other college at higher rates.
- The economic equity gap is most prevalent among the Pell Grant cohorts of students regarding enrollment and graduation at the 4, 6, and 8-year periods.

Limitations

- Unable to disaggregate based upon gender or ethnicity.
- Unable to determine if Pell students did not maintain satisfactory academic progress, which negatively impacts the ability to continue funding.
- Economic factors impact post-secondary enrollment and such trends are bi-modal over the past several years.
- The analyses may not generalize to four-year universities or private colleges.

Conclusions



While Texas shows slightly higher graduation rates of their Pell cohorts, the number of Pell students that leave college and do not re-enroll remains problematic for all regions in this study.



The economic equity gap among Pell cohorts and graduation rates continues to increase at the two-year level.



The data confirms the conclusions of other researchers that Pell awards are not enough to cover the costs associated with attending college.



Outcome Measures offer a transparent data source regarding such economic equity gaps and trends among the different educational levels and sectors.



This presentation examined broad outcome categories by sampling different states; further study is needed to determine whether such trends are similar at the four-year level or enrollment status.

References

- Ishitani, T. & Kamer, J. (2019). Institutional characteristics and expenditures: Their effects on graduation rates at three different types of community colleges. *Community College Journal of Research and Practice*, 44(9), 644-656.
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- National Center for Education Statistics (NCES) IPEDS Use The Data Website (n.d.). <https://nces.ed.gov/ipeds/use-the-data>
- United States Department of Education (n.d.). Federal Pell Grant Program Annual Data Reports. <https://www2.ed.gov/inaid/prof/resources/data/pell-data.html>