

# Achieving the Dream: Update on Outcomes of Pell Grant Recipients

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28<sup>th</sup> Annual SFARN Conference  
Philadelphia, PA

June 2-4, 2011



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Research that Matters

# *Achieving the Dream: Community Colleges Count*



- Began in 2004 by the Lumina Foundation for Education and seven partner organizations
- Increase community college student success
  - ▣ Student groups traditionally facing barriers to success
    - Students of color
    - Low income students
- Ties student success to institutional transformation
  - ▣ 4 guiding principles
  - ▣ Focus on data and evaluation, community engagement

# ATD: Principles of Institutional Improvement



1. Committed leadership
  - ▣ Student success agenda
2. Use of evidence to improve programs and services
  - ▣ Identify gaps, data-driven decision-making
3. Broad engagement
  - ▣ Faculty, staff, administrators, students, other community stakeholders
4. Systemic institutional improvement
  - ▣ Breaking down silos

# ATD: Goals

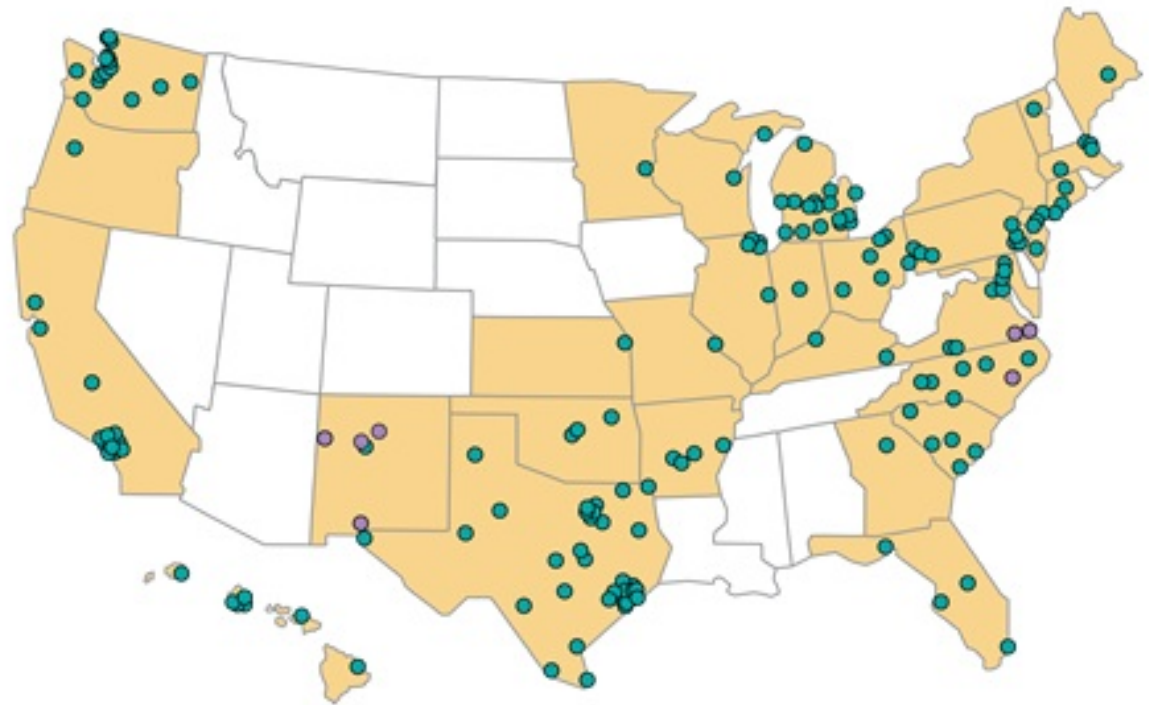


Increase the percentage of students who:

- ❑ Successfully complete all coursework
- ❑ Successfully transition from developmental education courses to credit-bearing courses
- ❑ Successfully complete Gateway courses
- ❑ Persist from one semester to the next
- ❑ Complete an award (certificate or degree)

# ATD: Operational in the Following States

- Grown from 26 community colleges in 5 states to 160 colleges in 30 states/DC
- Reaching more than 2 million students
- Disbursing more than \$76 million to participating colleges
- 24 funders in addition to the Lumina Foundation



# ATD: Rounds and Cohorts



- 7 rounds of ATD colleges
  - ▣ Since 2004, a new cadre of colleges has been added to ATD each year
- Each colleges submits
  - ▣ 2-3 years of historical data
  - ▣ Cohort of students, defined as
    - All award-seeking students new to the college for the first time during the Fall term
    - Students tracked over time for each term in which they are attempting credits or have transferred/attained an award

# ATD: Data-Driven Decision-Making



- Data collection structure
  - ▣ Student-level, longitudinal data
  - ▣ Developed around initiative goals
  - ▣ Facilitates data-driven decision-making
- Data collected
  - ▣ Demographics
  - ▣ High school experience
  - ▣ Previous college experience
  - ▣ Developmental education placement and course completion
  - ▣ Term by term academic activity

# ATD: Interventions and Strategies

- Use data to develop and evaluate interventions and strategies
- Ideally, effective pilot interventions would be brought to scale
- Intervention types:
  - ▣ Development of student success course
  - ▣ Refining of developmental education cut scores or course sequencing
  - ▣ Learning communities
  - ▣ Engaging local high schools to raise awareness about college testing requirements and financial aid

# Example Intervention: South Texas College

## South Texas College (Round 1 ATD College)

### 2005 Barriers Study Top Issues: Finances/Lack of Information

FAFSA  
Credit Smart Espanol Programs

Targeting:  
-First time  
-First generation  
-Low-income

Implemented: 2006  
Reach: 10,000 STC students plus collaboration with local high schools

Changed FinAid deadline  
Integrated FinAid information into:  
-College Success Course and Counseling Center Workshop Series  
-established financial aid labs on each campus  
-Operation College Bound (high school students)

Data indicates interventions are working

-12% increase in online FAFSA applications (2007 to 2008)  
-26% increase in total FAFSA applications (2008-09 to 2009-10)  
-1% decrease in students dropped for non-payment (2007-08 to Spring 2009)

# Example Intervention: El Paso Community College

## El Paso Community College (Round 1 ATD College) Internal Research: High Developmental Education Referral Rates

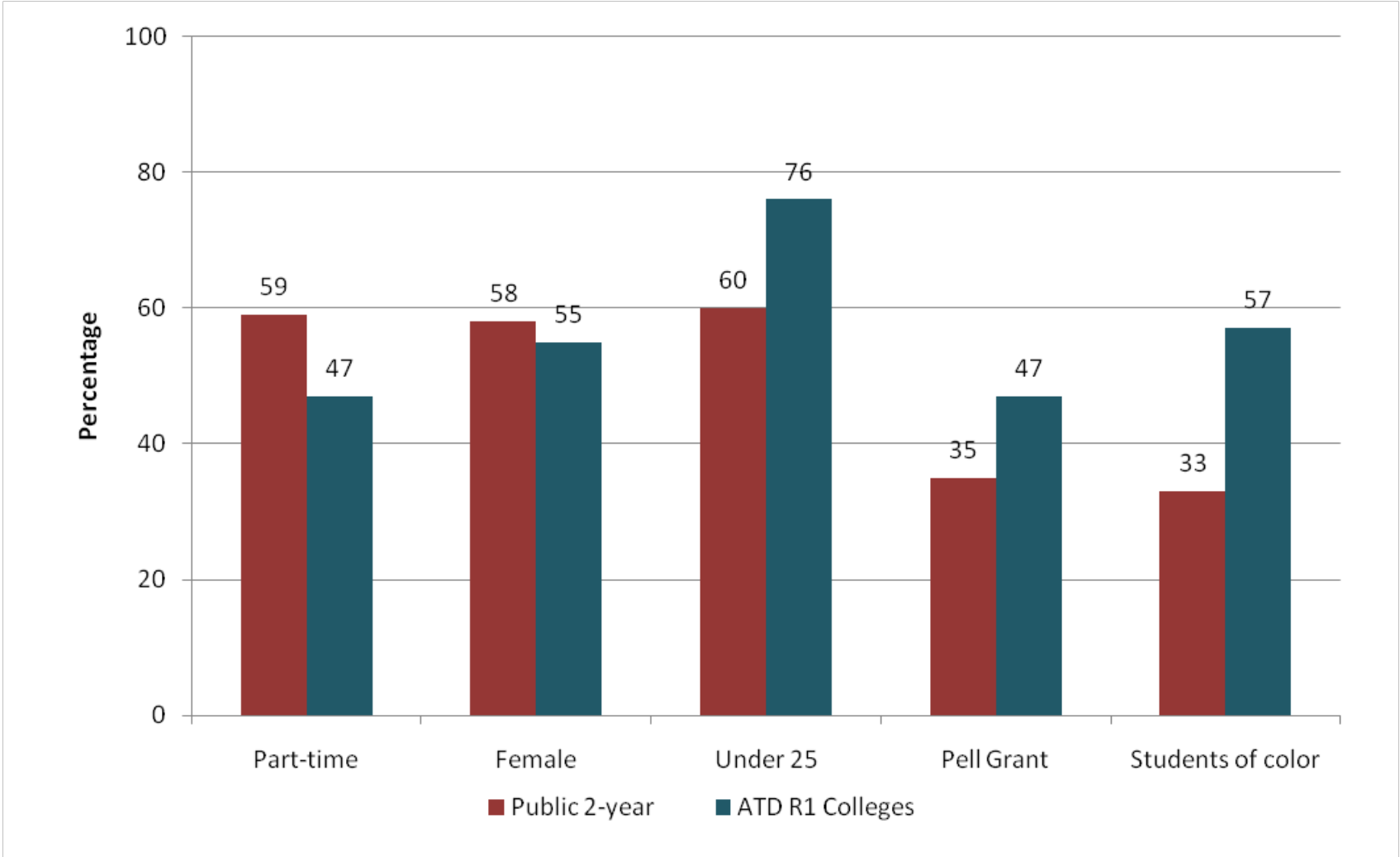
<p>2003-04: 10,000 first time college students</p> <p>Pell Grant recipients, 2003-04:          -52% referred to DevEng          -56% referred to DevReading          -81% referred to DevMath</p>	<p>98% referred to at least one developmental education course          38% referred to all three developmental education subjects          High school students lacked information on placement tests</p>
<p>Implemented: 2005          Reach: juniors/seniors at local high schools and incoming college students</p>	<p>College Readiness Initiative          Collaboration school districts to align P-16 curricula          Collaboration with University of Texas at El Paso to share data, track students, confer AAs after transfer</p>
<p>Data indicates interventions are working</p> <p>Pell Grant recipients, 2008-09:          -27% referred to DevEng          -54% referred to DevReading  <b>-83% referred to DevMath</b></p>	<p>-Percentage of students testing at the college level increased 15 percentage points (51-66%) between 2005-06 and 2007-08          -Percentage of students testing into 1-level below college English decreased 10 percentage points          -Percentage of students testing into 2-levels below college English decreased 7 percentage points          -Same declines seen in developmental math</p>

# Today's Update:

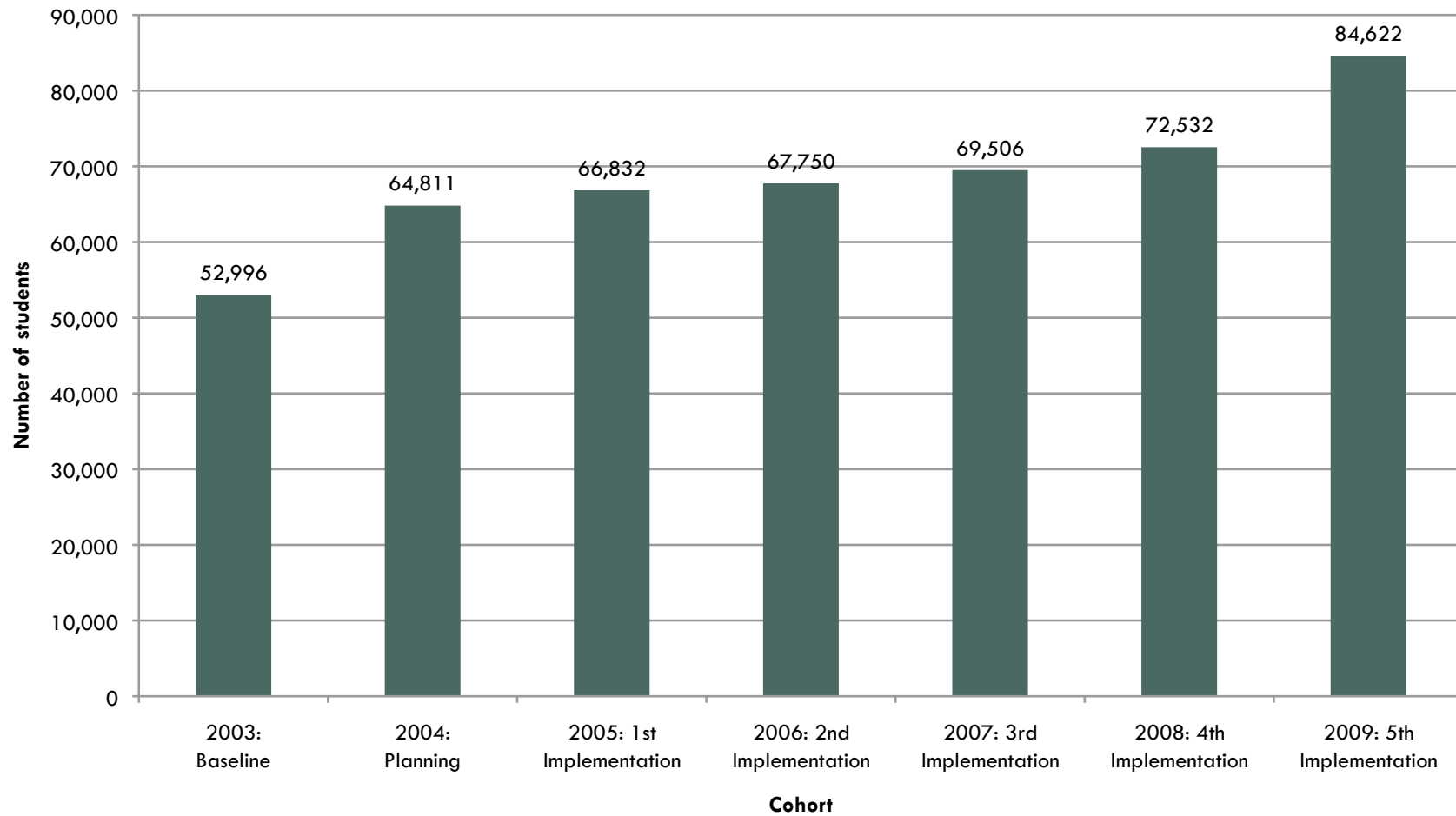
## Outcomes of Pell Grant Recipients at Round 1 Colleges

- Round 1 colleges; began in 2004
- 19 colleges
- 5 states
  - ▣ Florida
  - ▣ New Mexico
  - ▣ North Carolina
  - ▣ Texas
  - ▣ Virginia

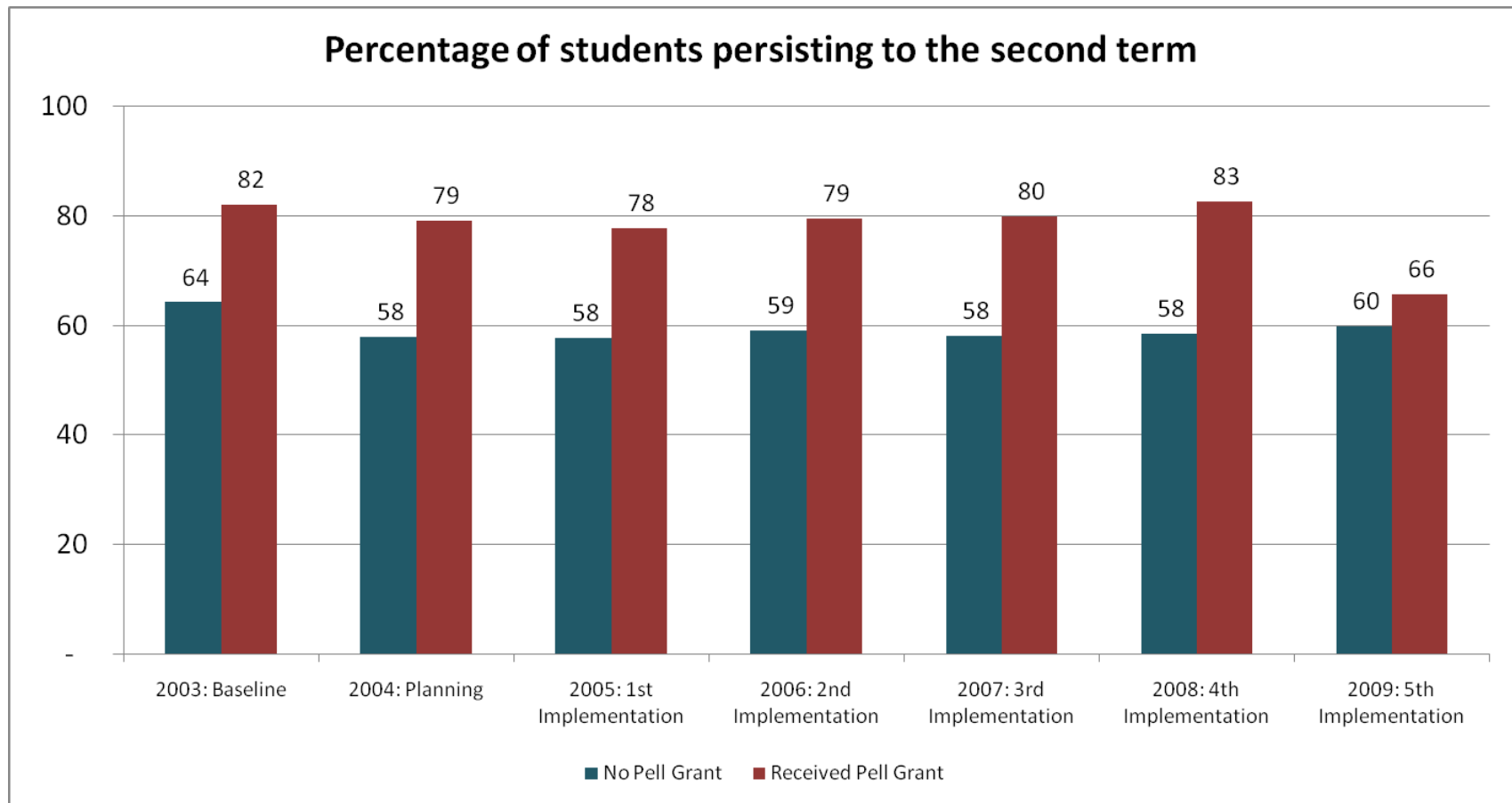
# National Comparison



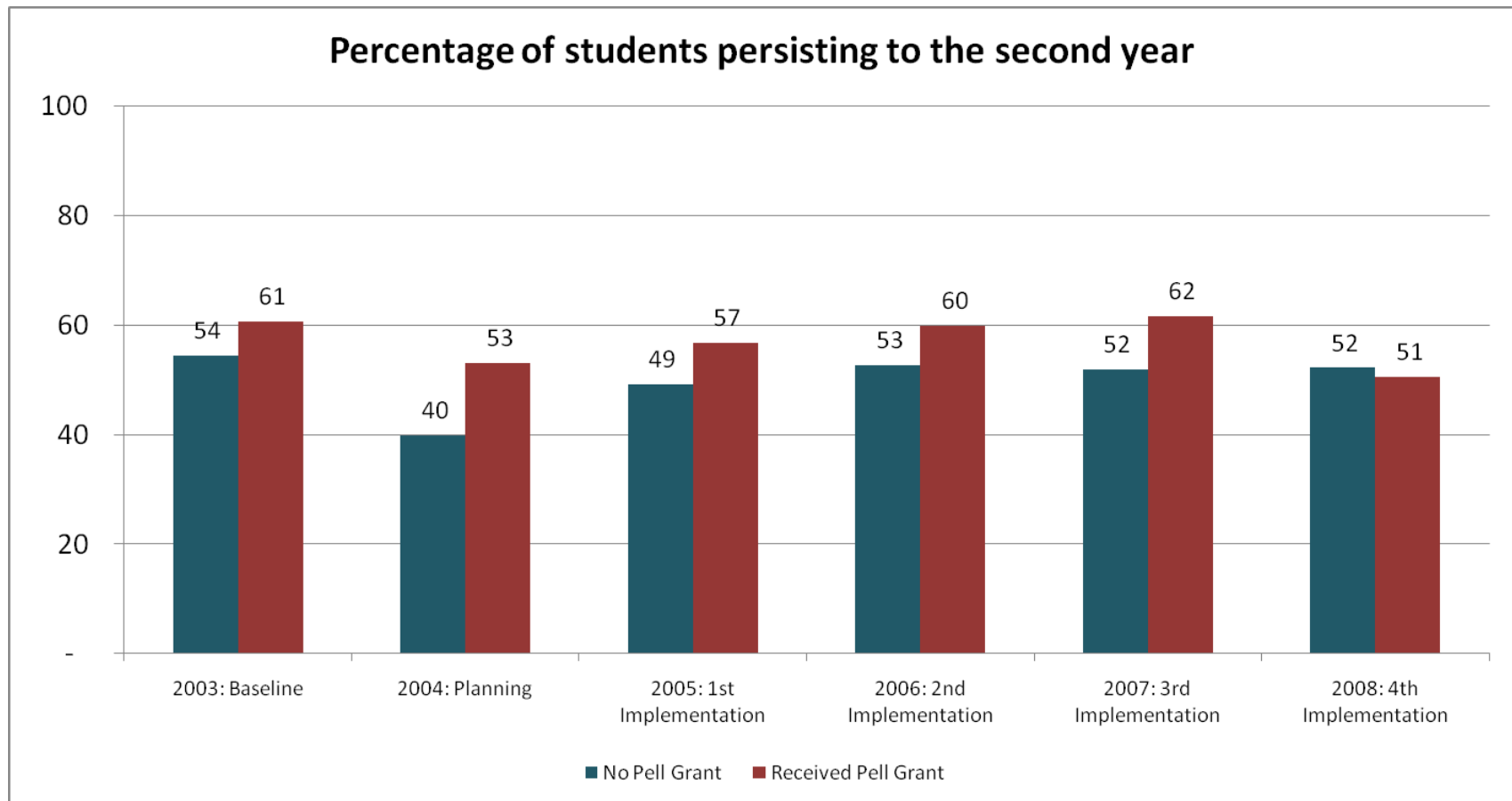
# R1ATD Colleges: Changes in Cohort Size



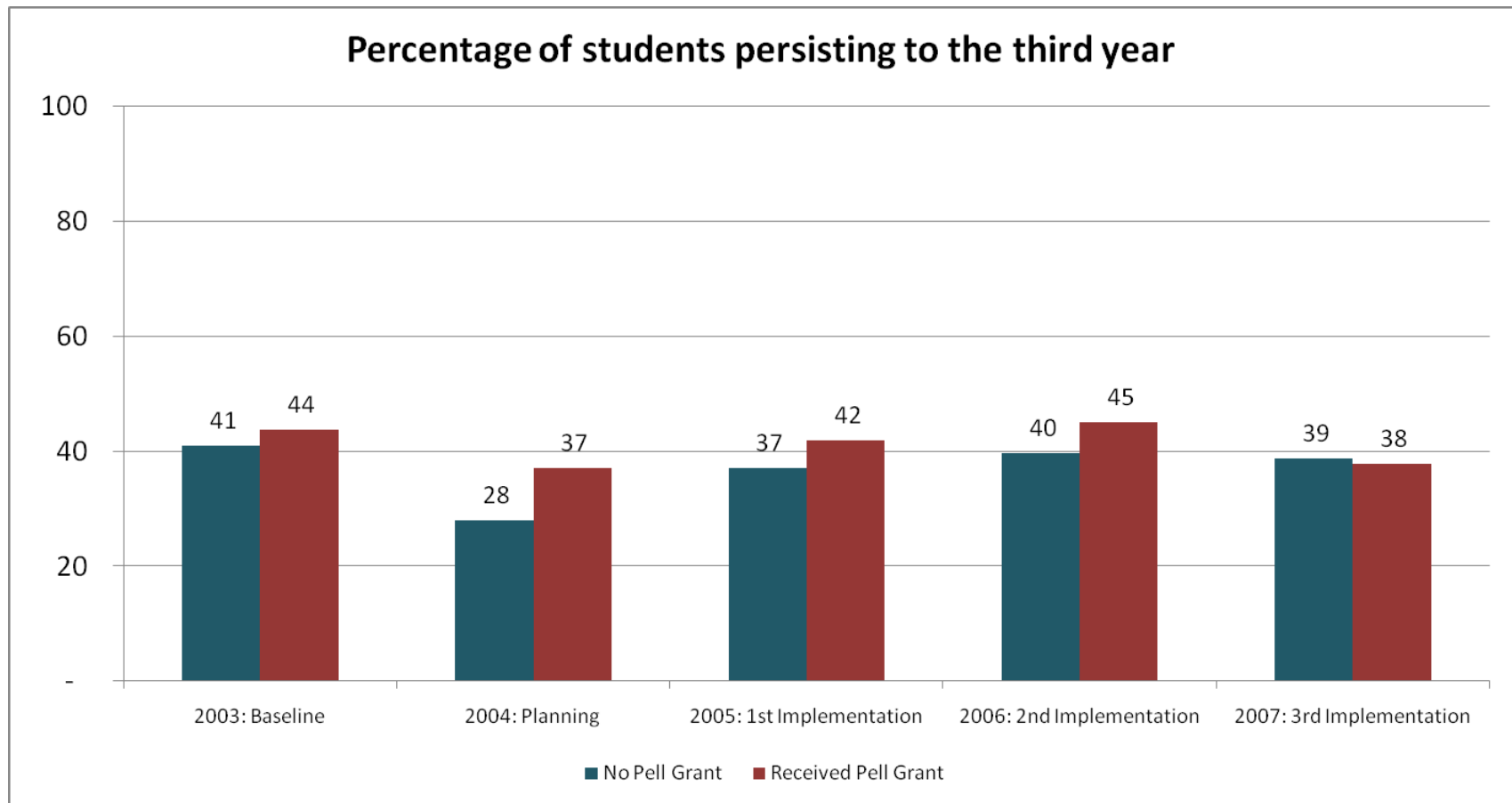
# R1 ATD Colleges: Second Term Persistence



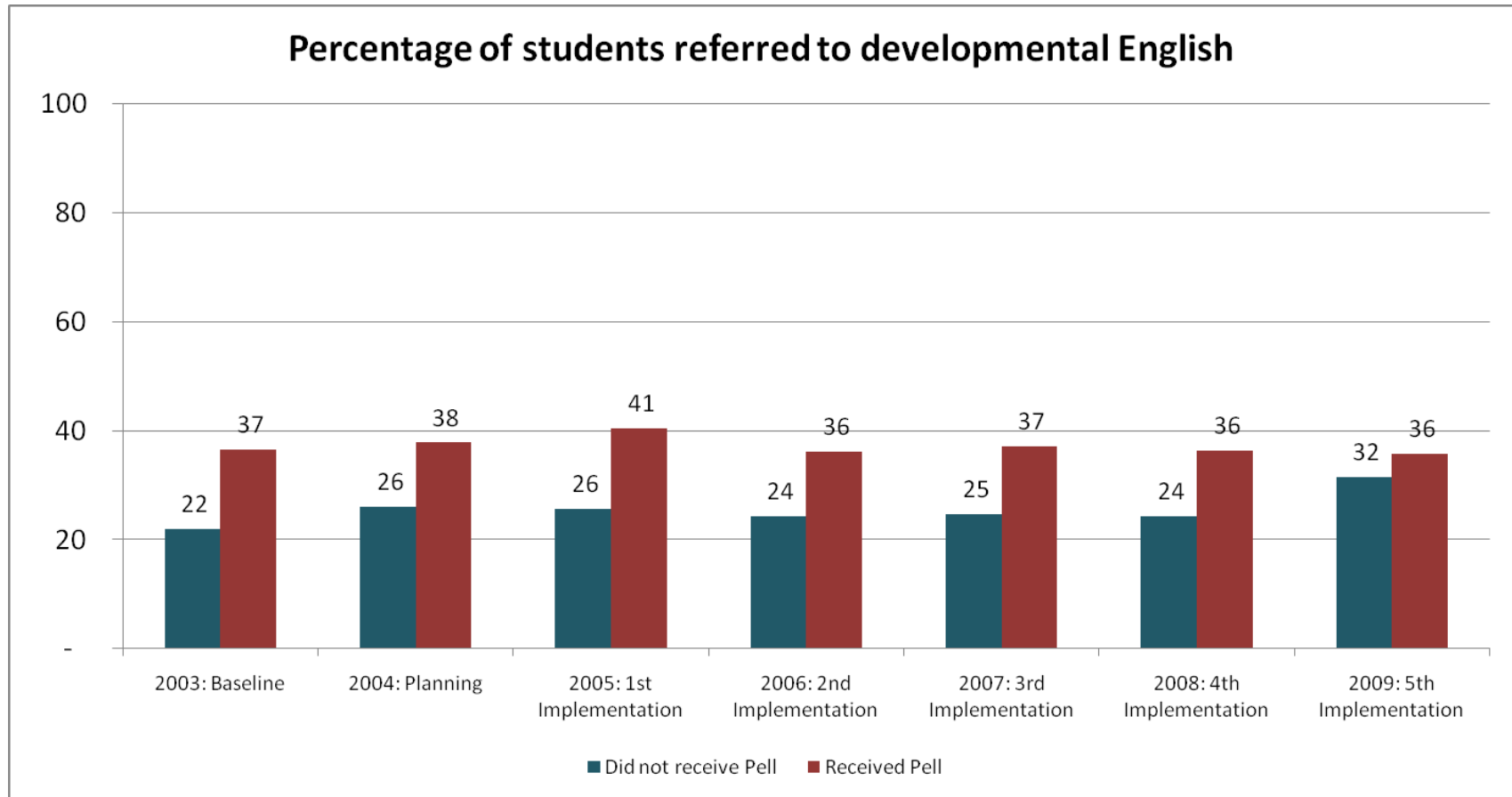
# R1 ATD Colleges: Second Year Persistence



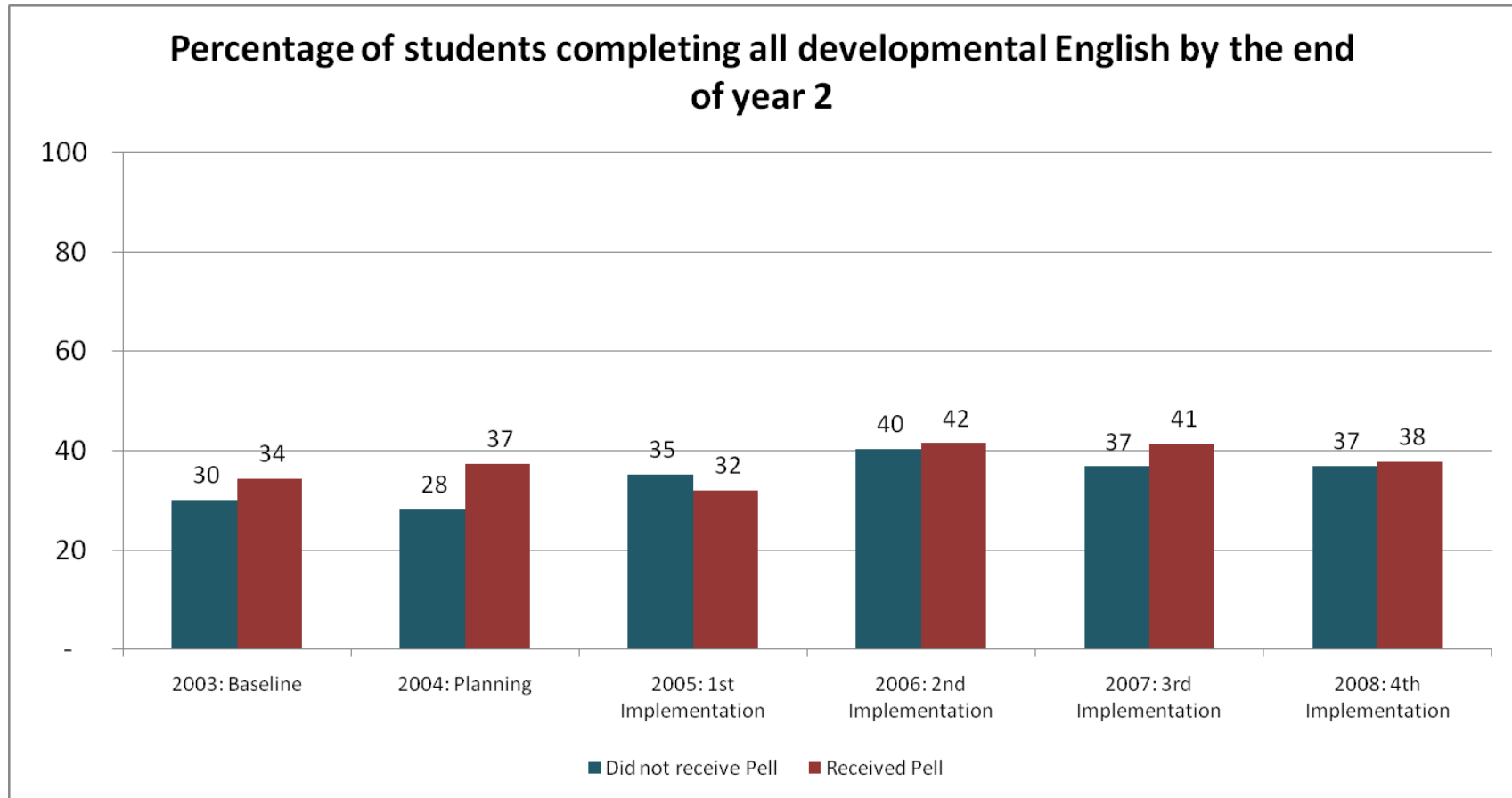
# R1 ATD Colleges: Third Year Persistence



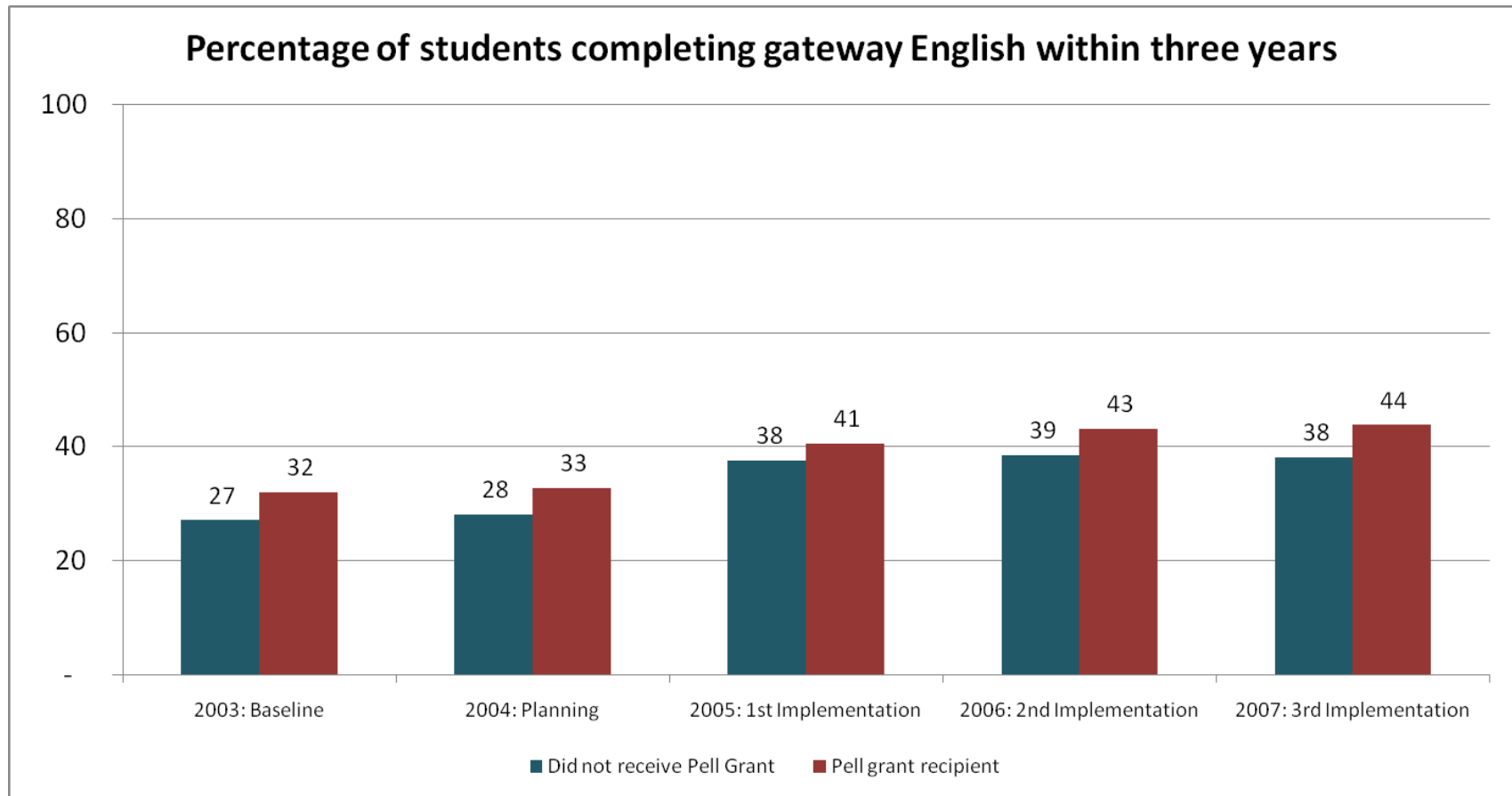
# R1 ATD Colleges: DevEnglish Referral



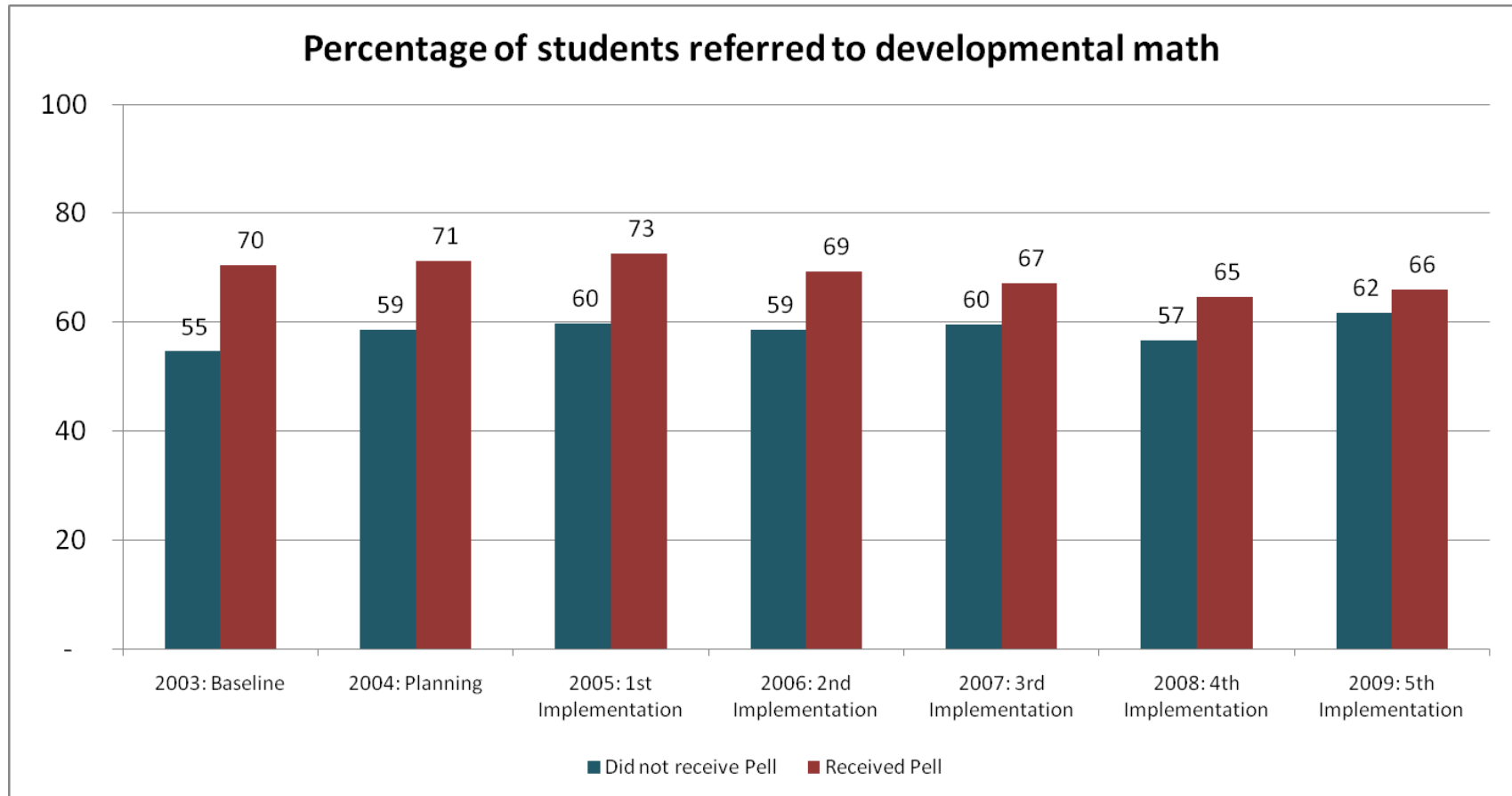
# R1 ATD Colleges: DevEnglish Completion



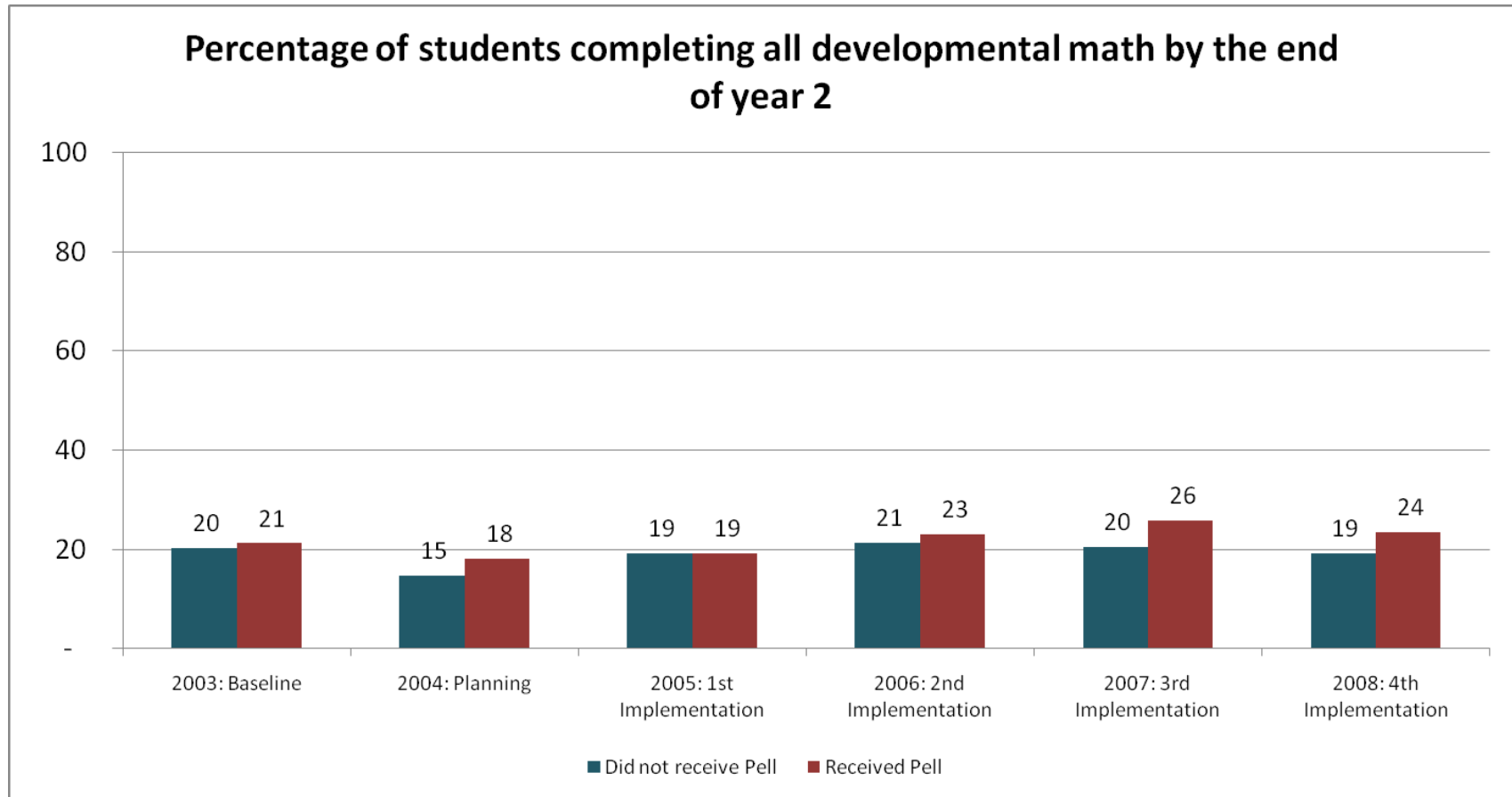
# R1 ATD Colleges: Gateway English Completion



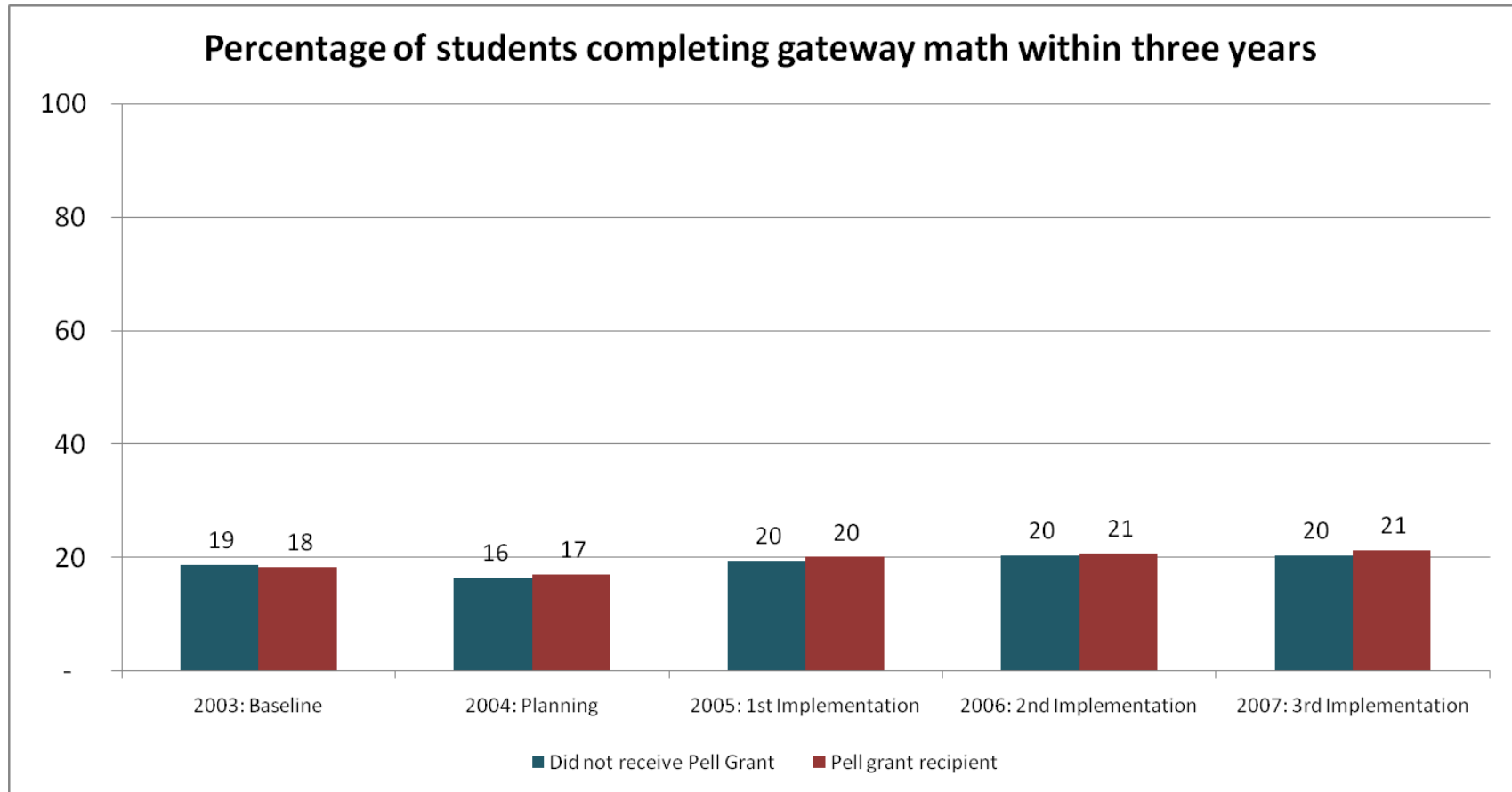
# R1 ATD Colleges: DevMath Referral



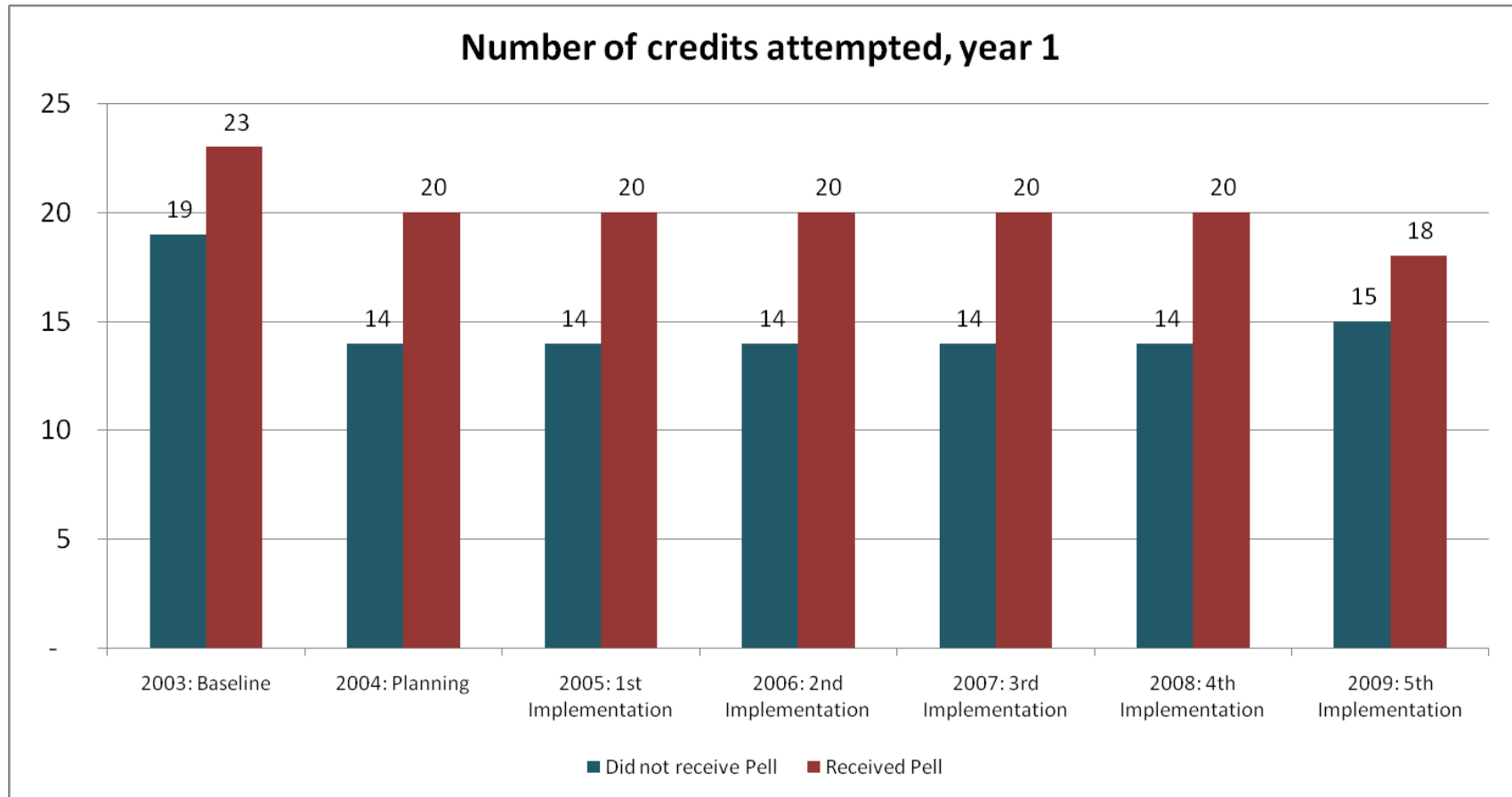
# R1 ATD Colleges: DevMath Completion



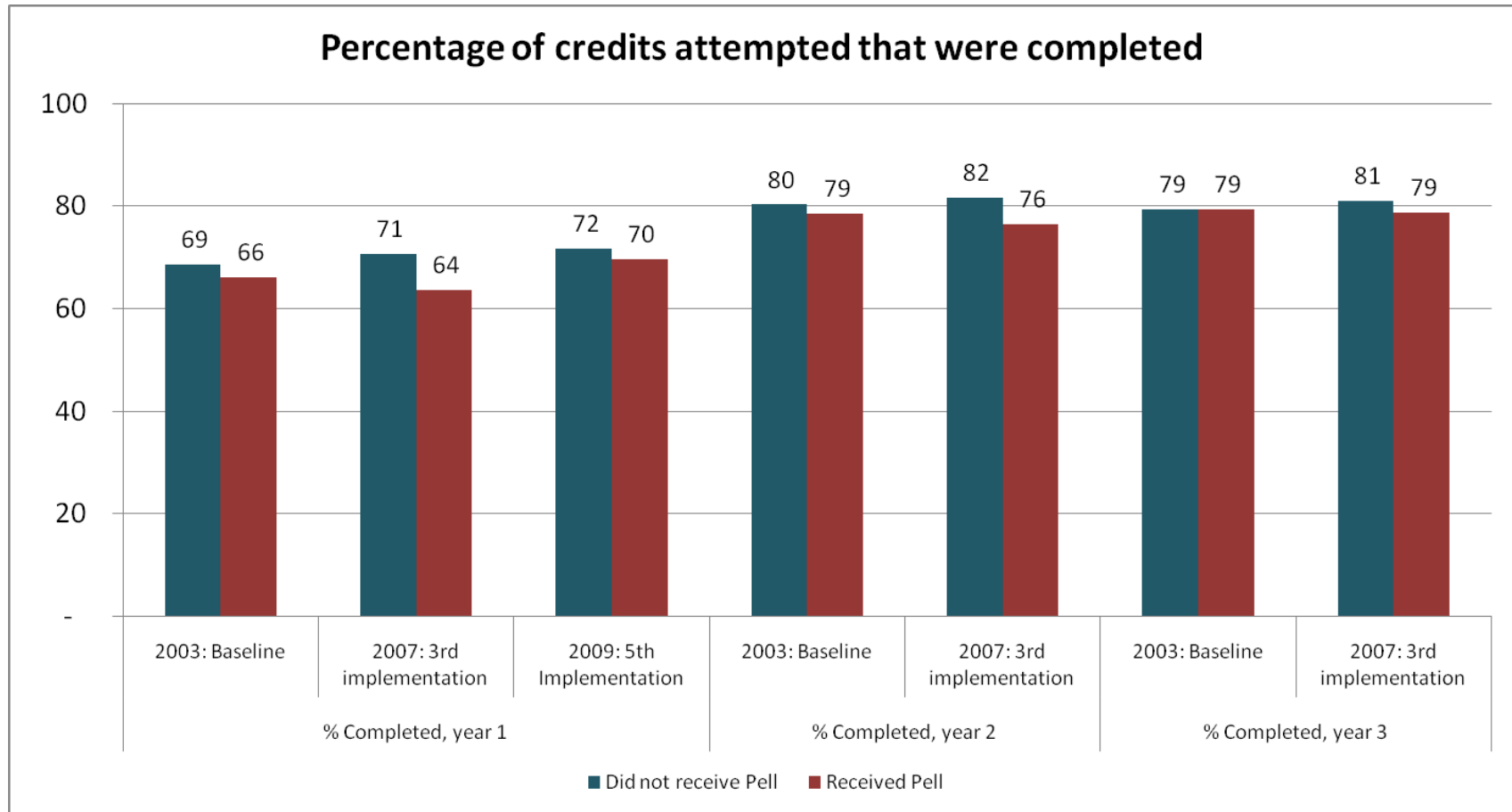
# R1 ATD Colleges: Gateway Math Completion



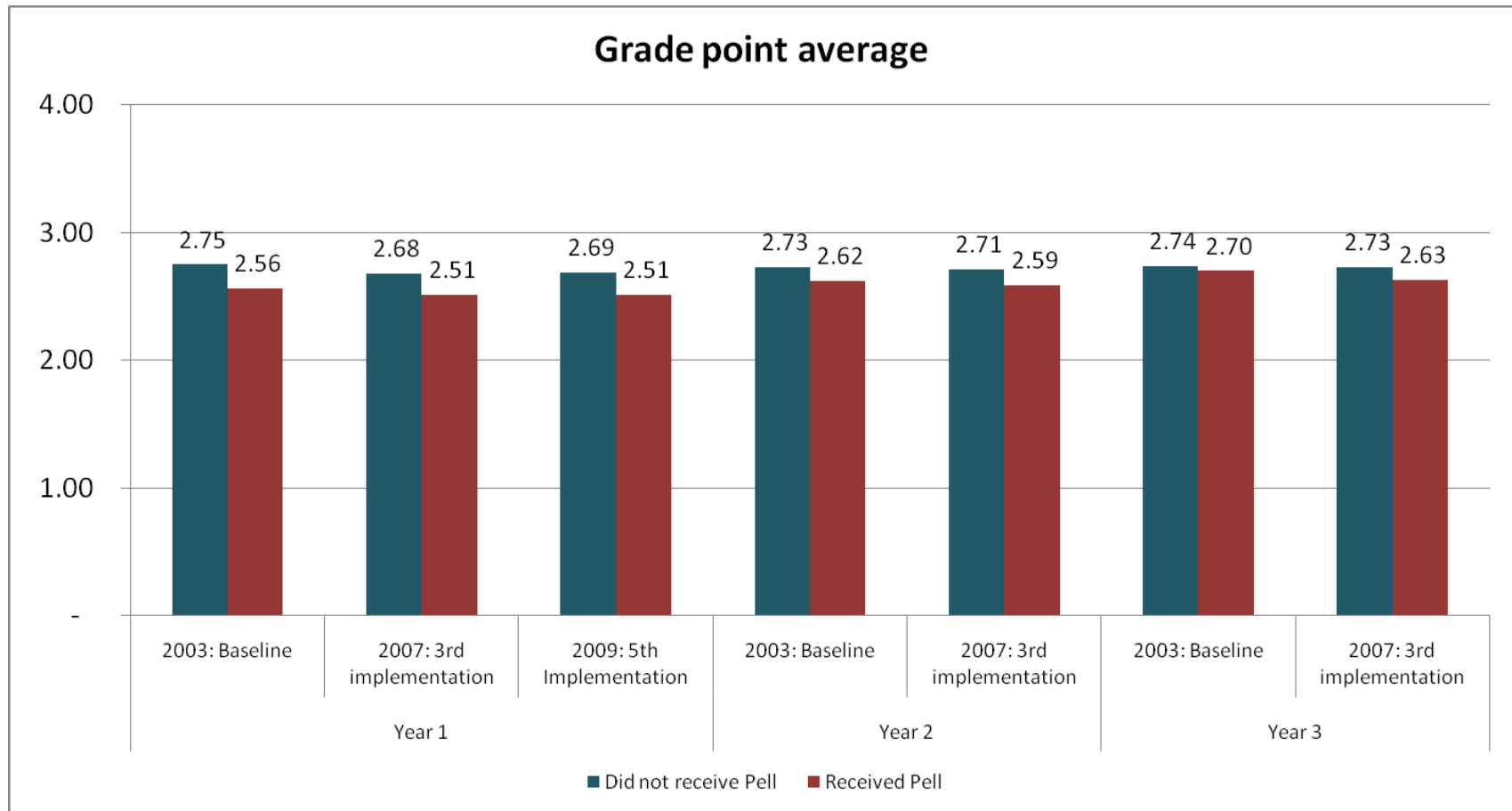
# R1 ATD Colleges: Credits Attempted



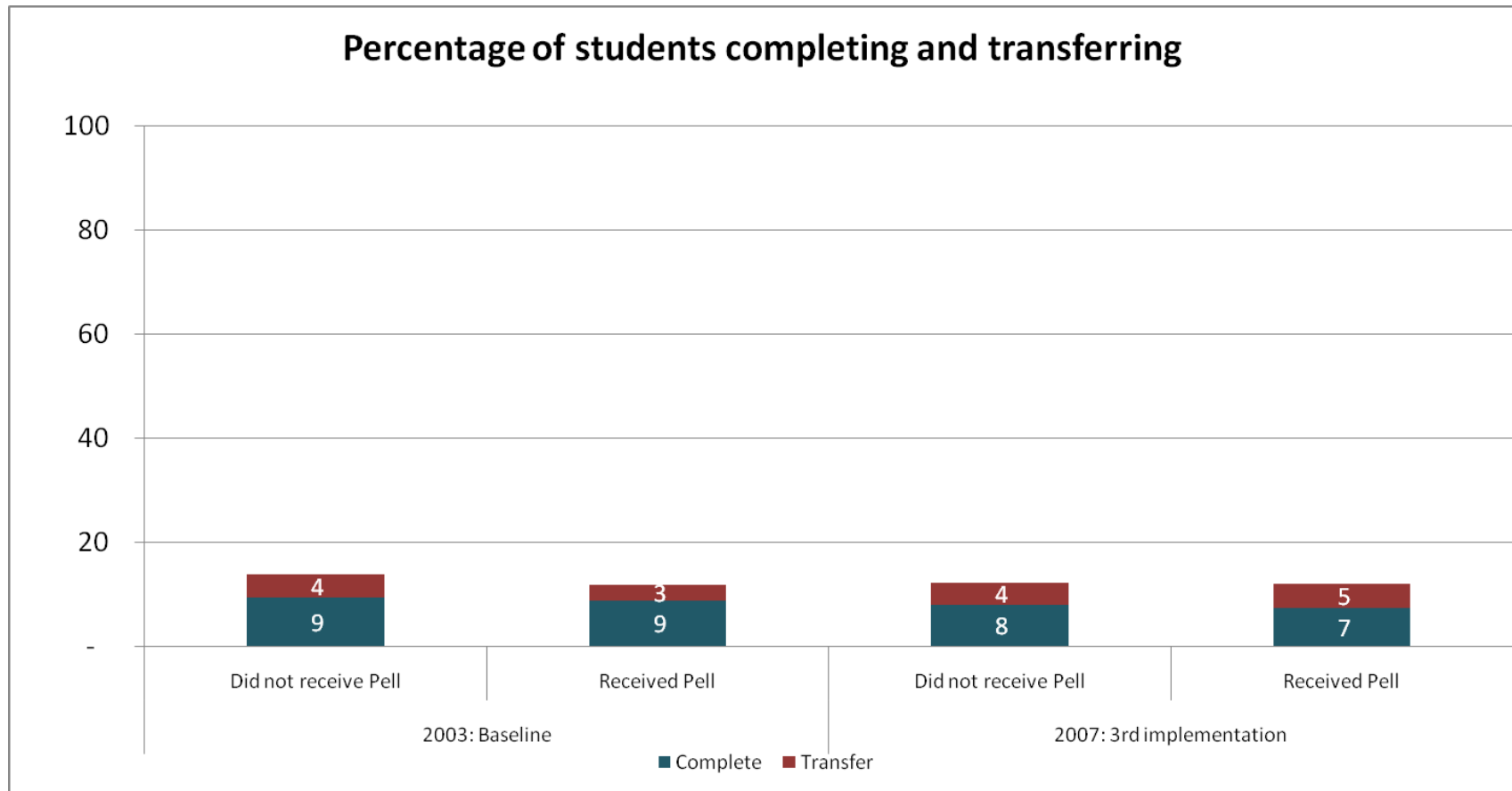
# R1 ATD Colleges: Credits Completed



# R1 ATD Colleges: Cumulative GPA



# R1 ATD Colleges: Completions/Transfers



# In Sum...



- Persistence: Pell Grant recipients have higher rates; both groups decline over time
- English/Math
  - ▣ Slight decline in developmental referral rates, Pell recipients; increase in non-Pell
  - ▣ DevEd completion rates: English - both groups increased; Math – Pell increased, non-recipients held steady
  - ▣ Both groups increase gateway English; Pell higher
  - ▣ Both groups increase gateway Math; similar rates

# In Sum...Continued



- Credits
  - ▣ Pell recipients attempting more, but is declining
  - ▣ Pell recipients complete smaller percentage of attempted credits than non-recipients
- GPA: held steady, very small difference with non-recipients were slightly higher
- Completions/Transfers: held steady, no difference between groups

# For Further Information

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- *Data Notes*
  - ▣ <http://www.achievingthedream.org/DATARESEARCH/DATANOTESNEWSLETTER/default.tp>