

Access & Success

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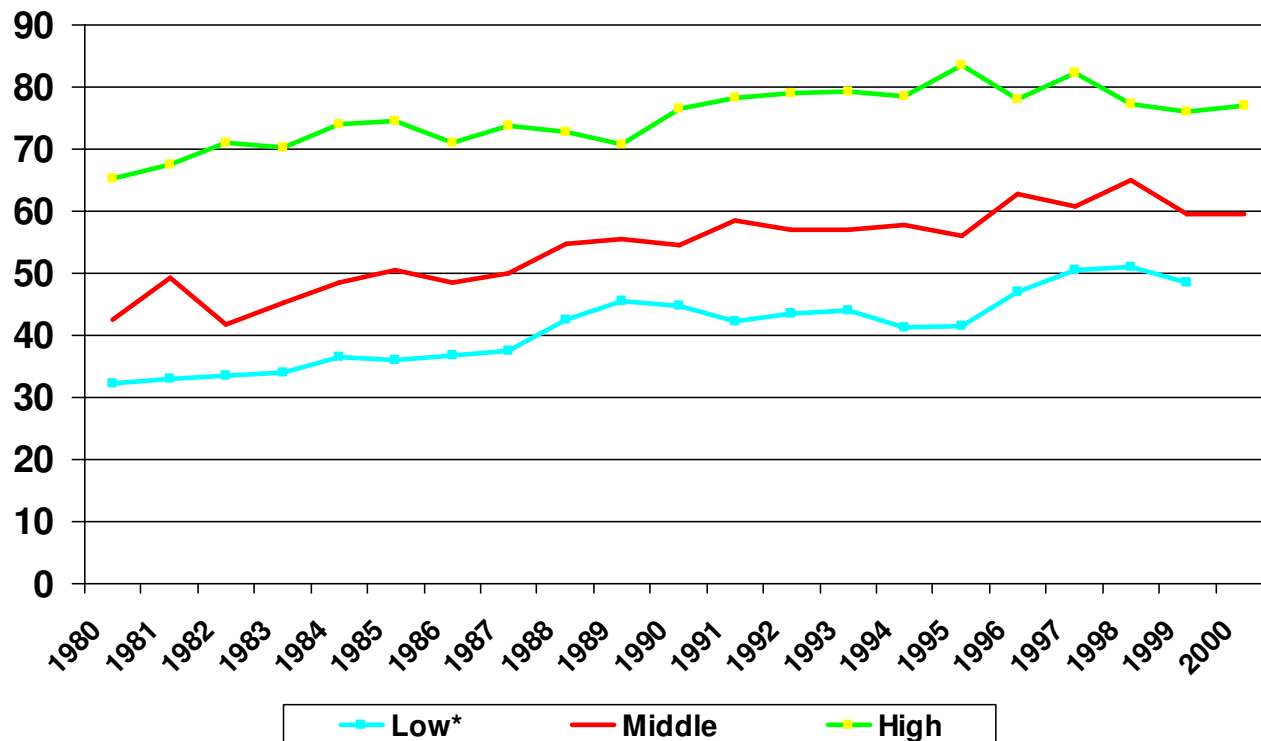
Democratizing Knowledge: Access & Success at UPR

0 BACKGROUND

K. Haycock, [Promise Abandoned: How Policy Choices and Institutional Practices Restrict College Opportunities](#), A Report by the Education Trust, August 2006.

U N I V E R S I D A D D E P U E R T O R I C O

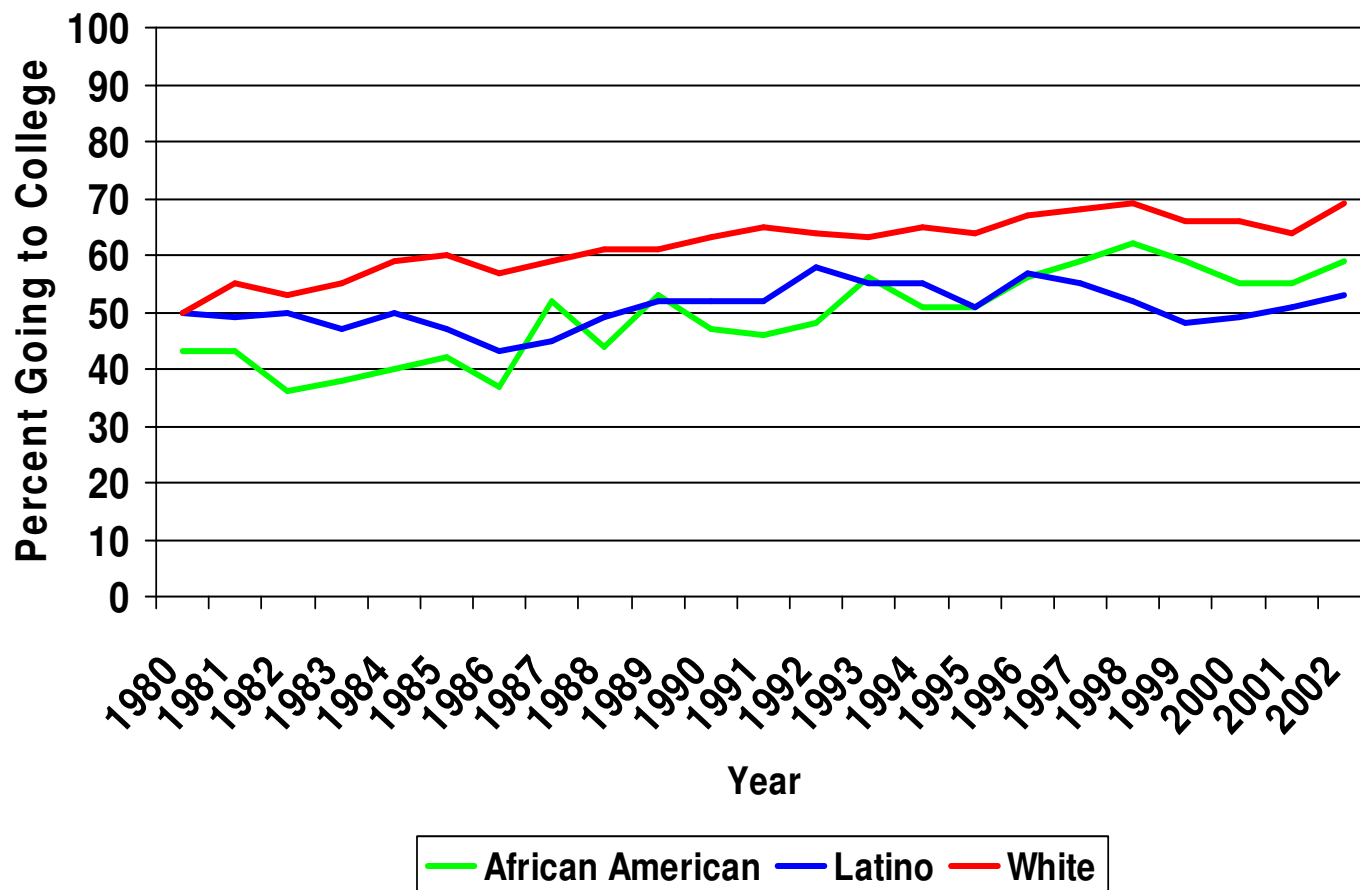
College Going Increasing for High School Grads at All Income Levels



* Due to small sample sizes, 3-year averages used for Low-income category

Source: US Department of Commerce, Bureau of Census, October Current Population Surveys, 1972-2000, in US DOE, NCES, The Condition of Education 2002, p.166.

Immediate College-Going Increasing for All Groups: 1980 to 2002



Source: U.S. Dept. of Education, NCES, The Digest of Education Statistics 2002 (2003), Table 183 AND U.S. Census Bureau, Current Population Survey Report, October 2002.

But though college going up for minorities, gains among whites have been greater

College Going by Race/Ethnicity for Recent High School Completers, 1974 – 2004

YEAR	White	Black	Hispanic
1974	47	47	47
1979	50	47	45
1984	59	40	44
1989	61	53	55
1994	65	51	49
1999	66	59	52
2004	69	63	62

Source: U.S. Department of Education, Digest of Education Statistics, 2005. Table 181.

And though college going up for low-income students, they still haven't reached rate of high income students in mid-seventies.

College Going by Family Income, 1973 – 2004

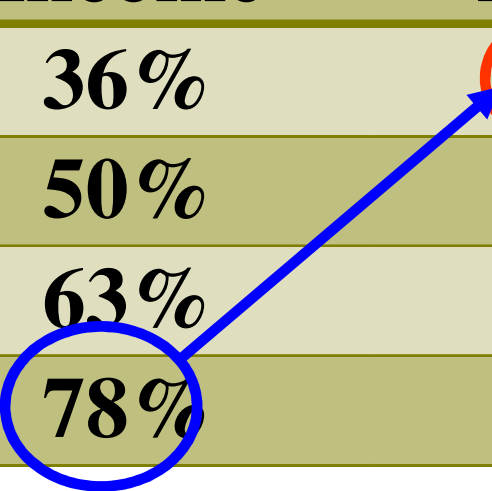
YEAR	Low Income	Mid Income	High Income
1973	20	41	64
1979	31	43	63
1984	34	48	74
1989	48	55	71
1994	43	58	78
1999	49	59	76
2004	50	63	79

Note: Income data were not available for 1974.

Source: U.S. Dept. of Education, Condition of Education, 2006. Table 29-1.

Highest Achieving Low-Income Students Attend Postsecondary at Same Rate as Bottom Achieving High Income Students

Achievement Level (in quartiles)	Low-Income	High-Income
First (Low)	36%	77%
Second	50%	85%
Third	63%	90%
Fourth (High)	78%	97%

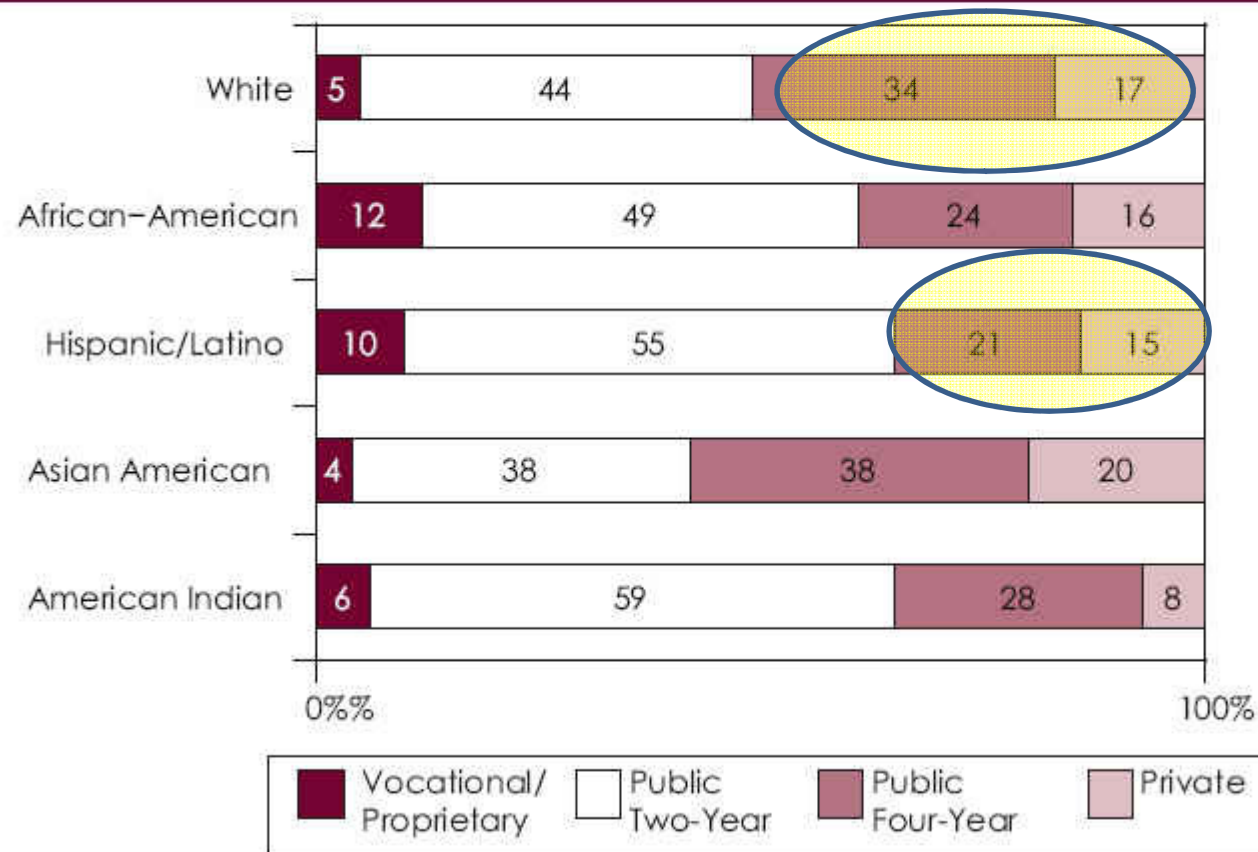


Source: NELS: 88, Second (1992) and Third Follow up (1994); in, USDOE, NCES, NCES Condition of Education 1997 p. 64

But access isn't the only issue:

There's a question of access to what...

FIGURE 4: DISTRIBUTION OF BEGINNING POSTSECONDARY STUDENTS BY INSTITUTIONAL TYPE AND RACE/ETHNICITY: 2003–2004



Source: Analysis of National Postsecondary Student Aid Study: 2003 – 2004 (NPSAS) by Ken Redd for the Education Trust

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1 NASH ACCESS & SUCCESS INITIATIVE

The NASH Access & Success Initiative (A&S)

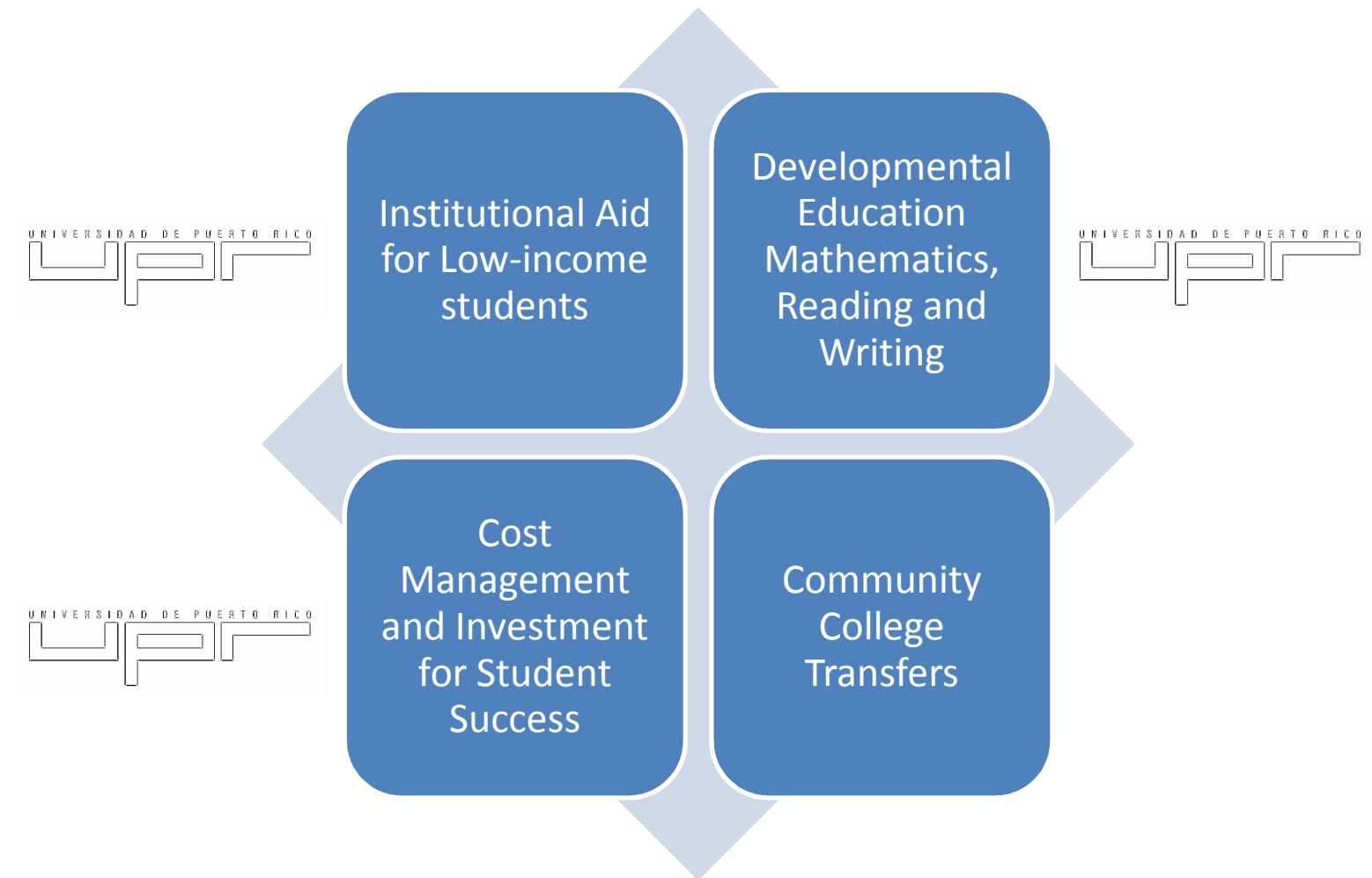
- Participants & Impact:
 - 24 university systems, 2.2 million students: 35% Pell recipients, 27% URM .
- General Commitment:
 - Develop five-year stretch goals designed to facilitate student entry into the postsecondary system and to make degree attainment a system-wide priority.
- Main A&S Initiative Metrics:
 - Common commitment: Cutting in half gaps between existing and expected levels of access and success for low-income and URM enrollment and graduation rates as measured by the following indicators (low-income student indicators shown):

Access: $\frac{\% \text{ of undergraduates receiving Pell Grants}}{\% \text{ of high school graduates from low-income families}}$

Success: $\frac{\% \text{ of bachelor's degrees conferred to Pell Grant recipients}}{\% \text{ of undergraduates receiving Pell Grants}}$

Note: Includes students in all 2- and 4-year programs

Workgroups



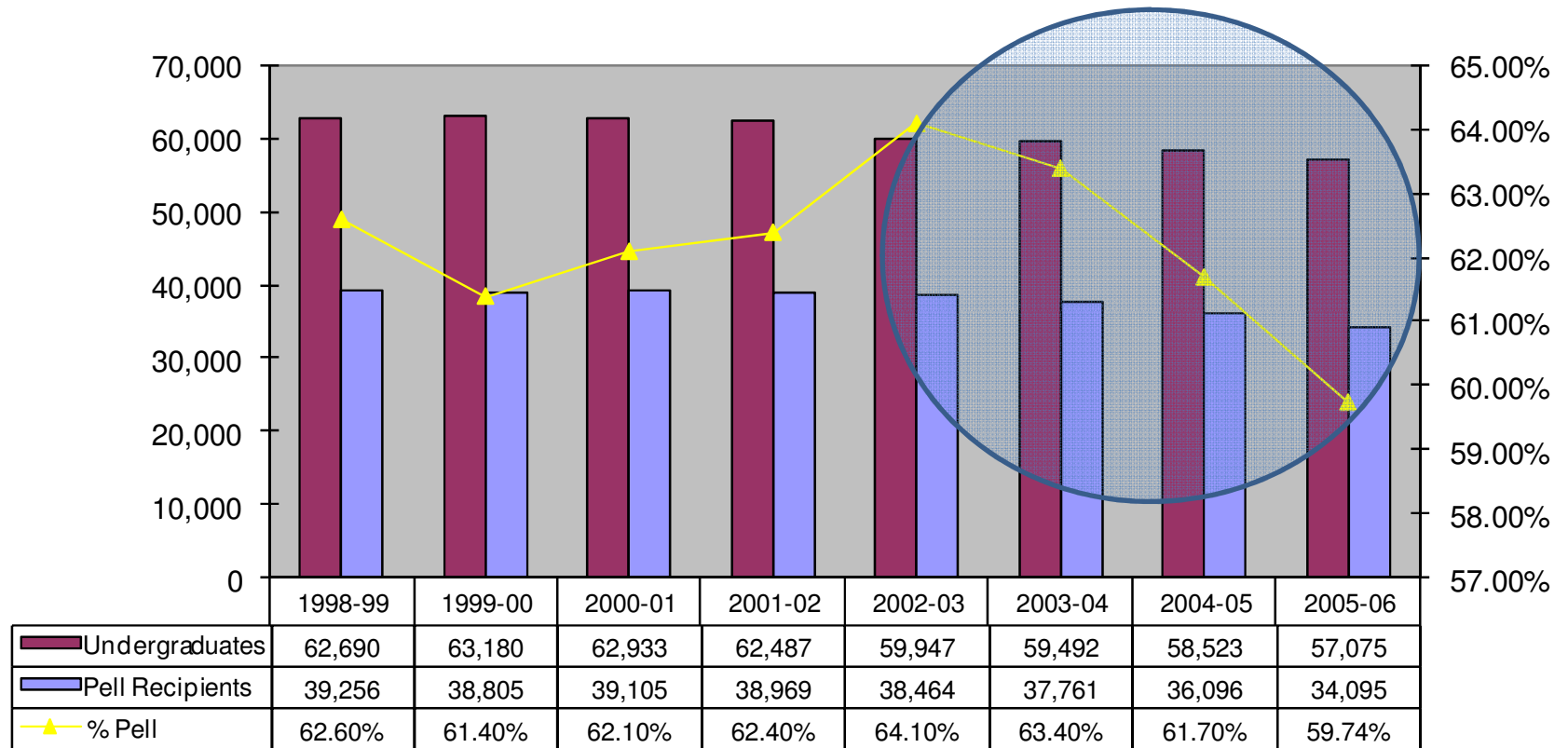
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2 DATA & ANALYSIS

UPR Pell Grant Recipients (1998-2005)

Expected % Pell Recipients: ~80%

access gap is widening: 16% → 20%



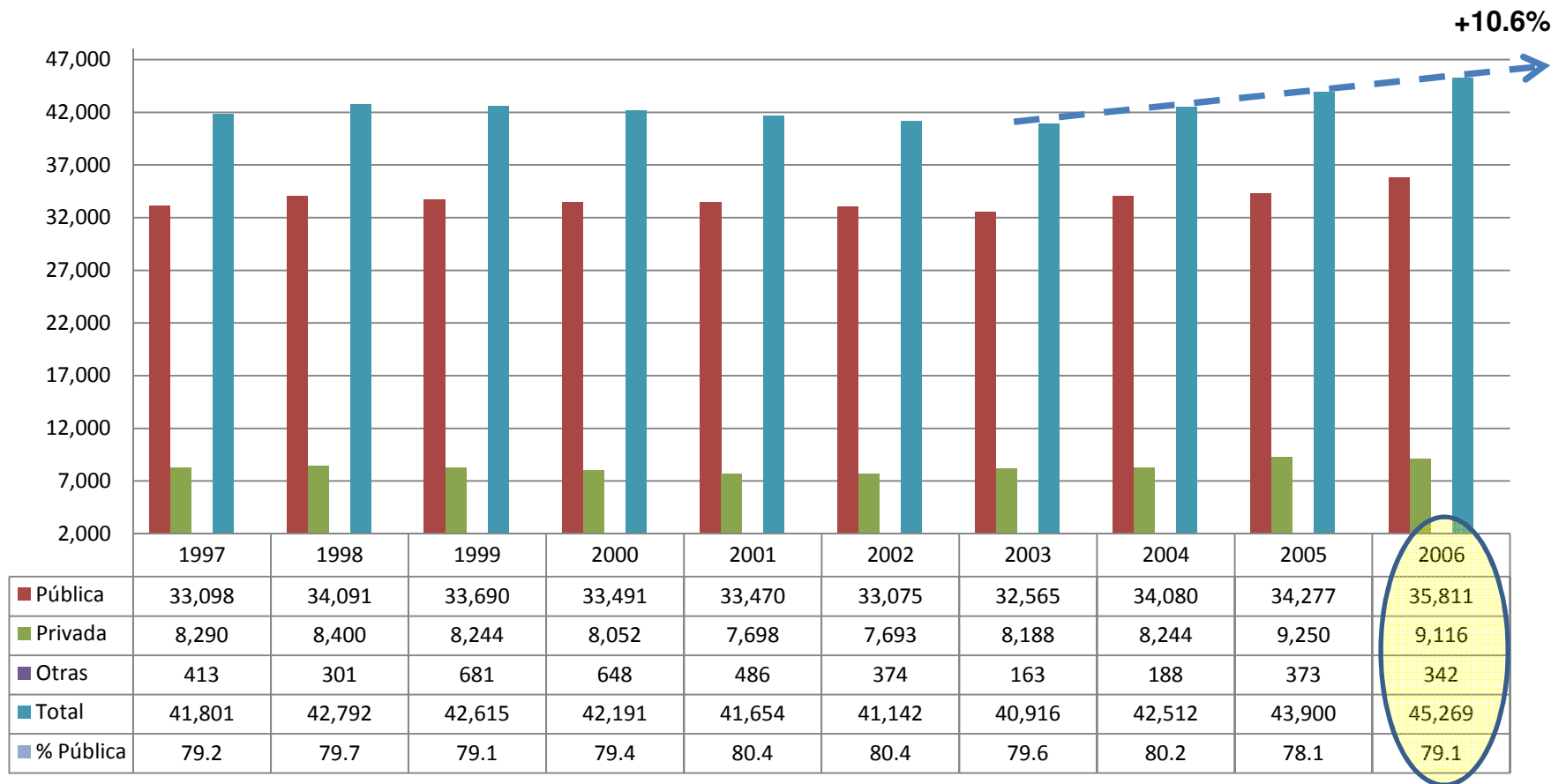
Average access gap during period: ~ 18%

Why the access gap?

Primarily because low-income students are applying to and being admitted into the academic programs of their choosing at a lower rate than higher-income students – but not because of economic barriers associated with the University's cost, but rather because of academic barriers (IGS) that can nevertheless be correlated with their economic background.

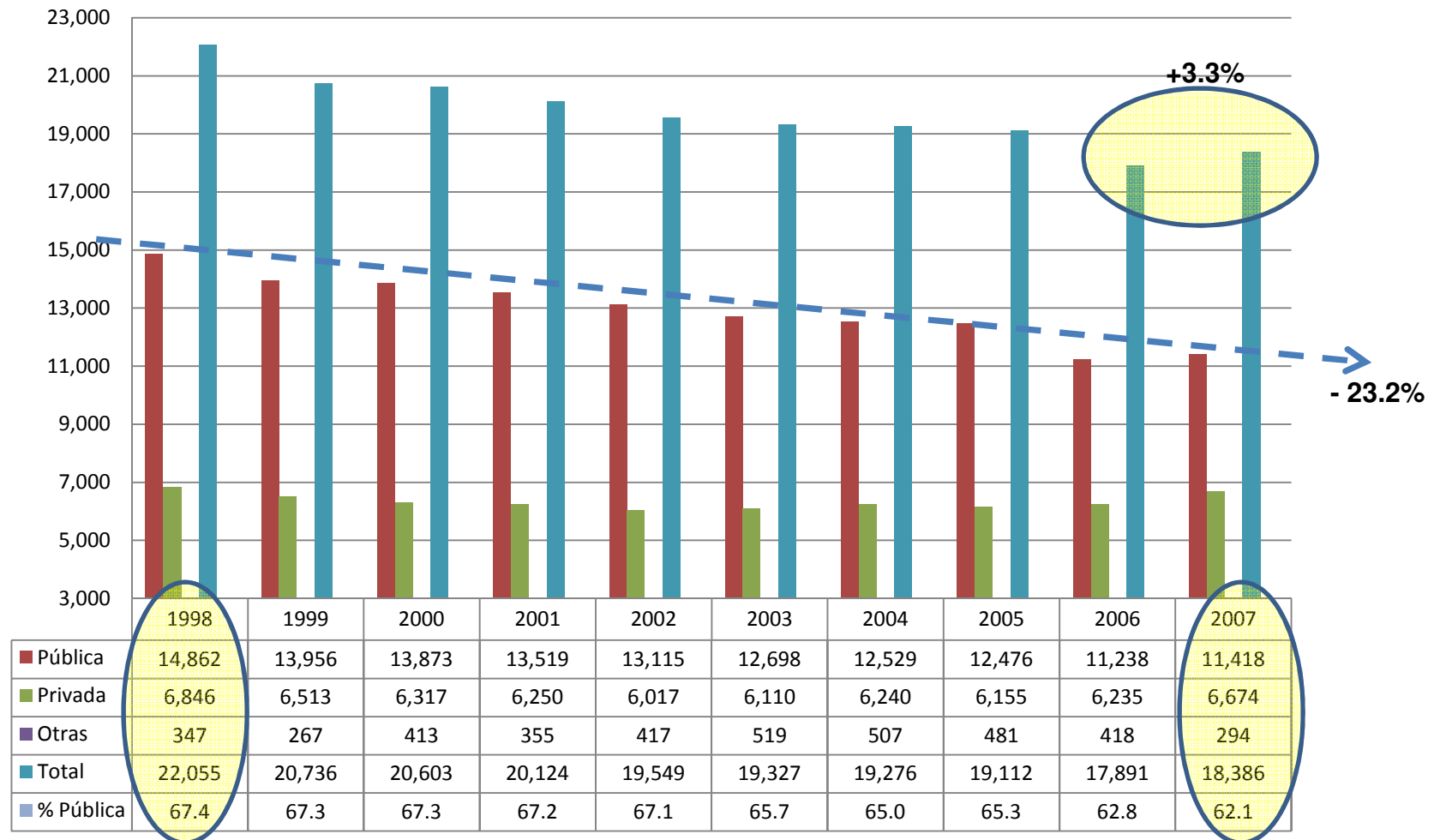
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Puerto Rico 12th Grade Enrollment (1997-2006)



Avg. 42.5 K students, 80% public, 20% private schools

UPR Admissions Applications



93.1% of the ~3,700 fewer applications were lost from public schools

In 2007, 1 of 3 public school students applied to UPR (76.1% admitted), while 3 of 4 private school students applied (84.7% admitted).

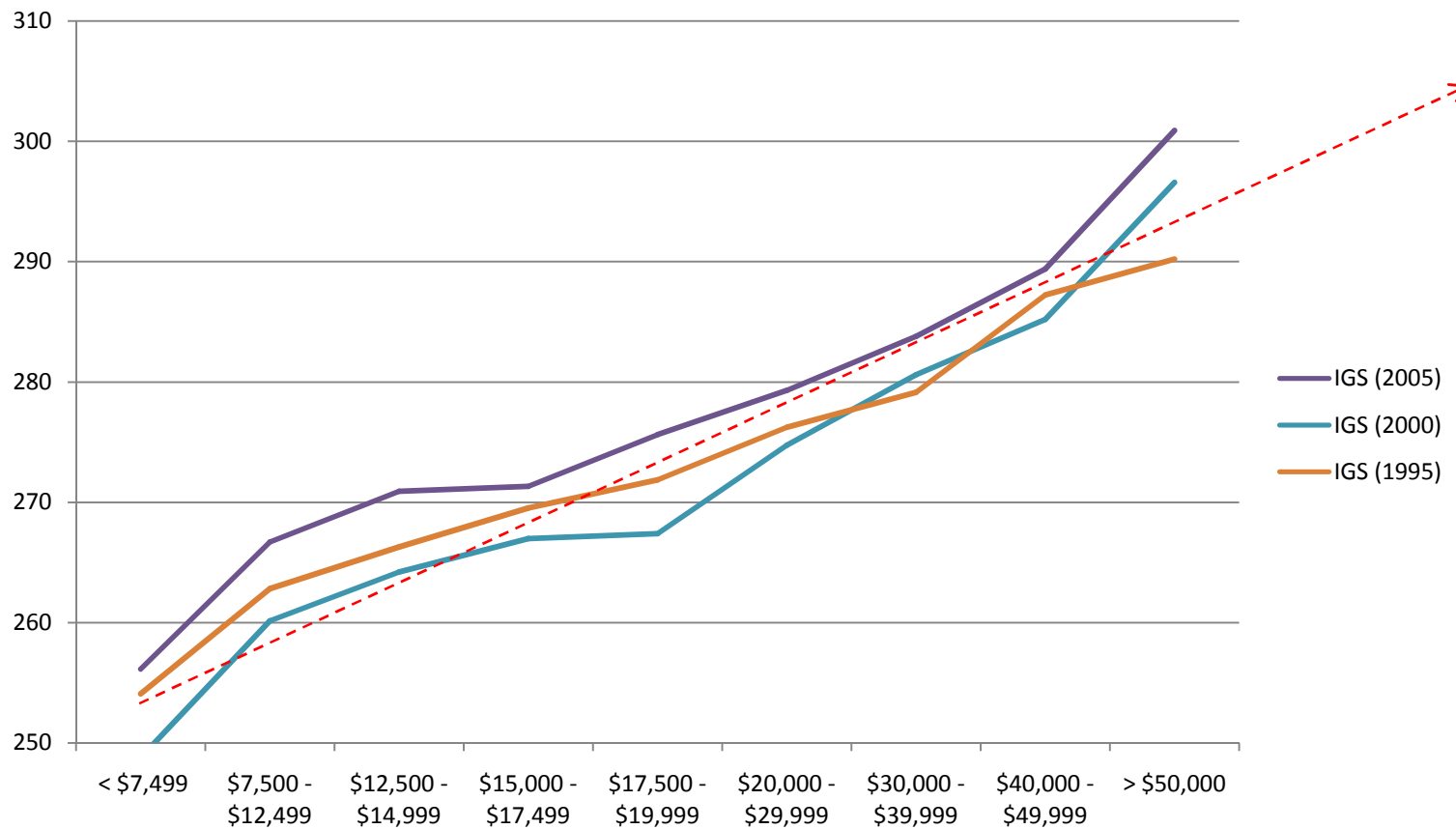
Unfortunately, the limitations of standardized testing have a negative impact on the “merit-based”* IGS system favored by the community – a system long favored because it ensures transparency in the admissions process.

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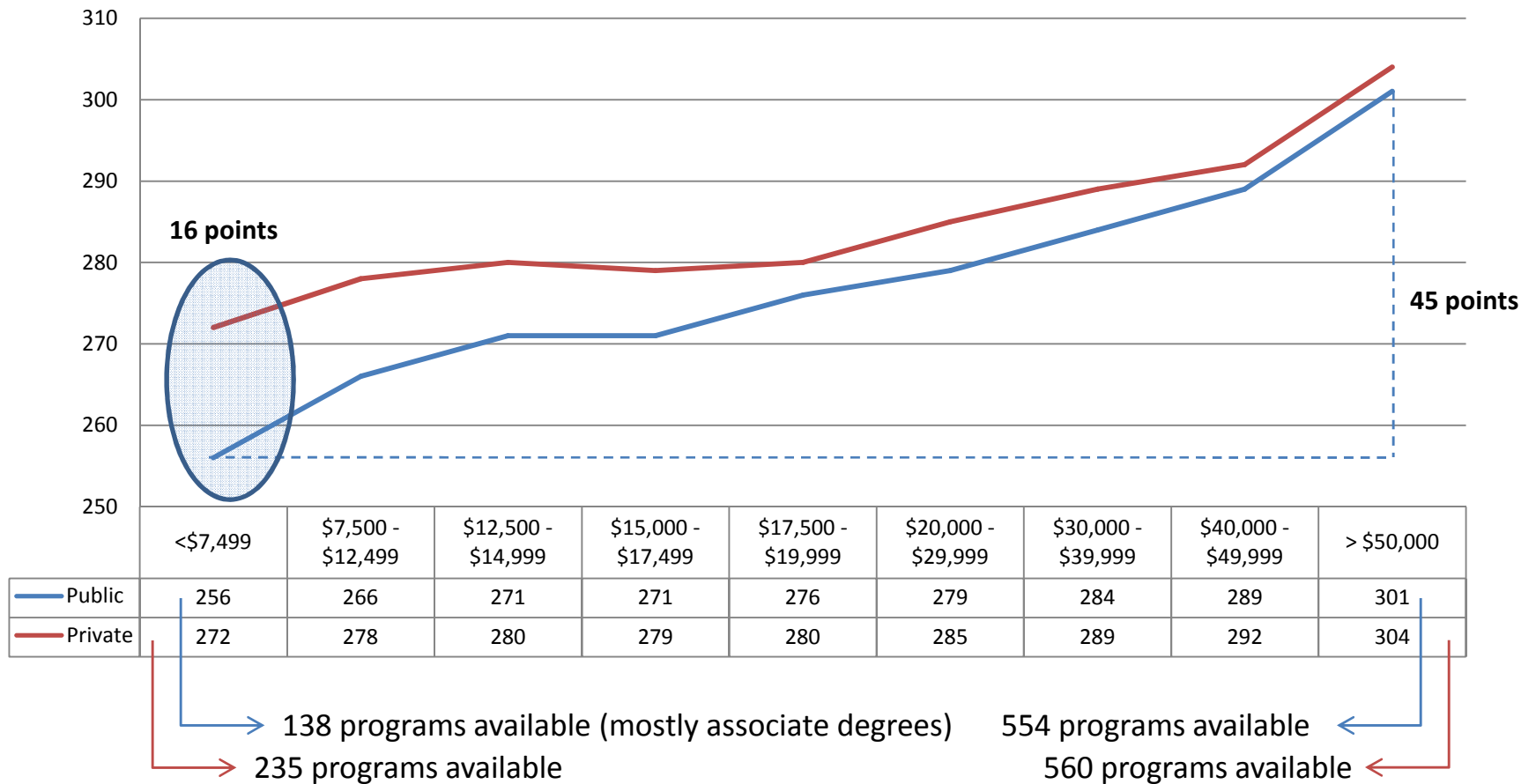
Average IGS vs. Household Income

Example IGS Requirements:

Electrical Engineering	320
Biology, Computer Sci	300
Office Administration	250
Assoc Degree Nursing	220



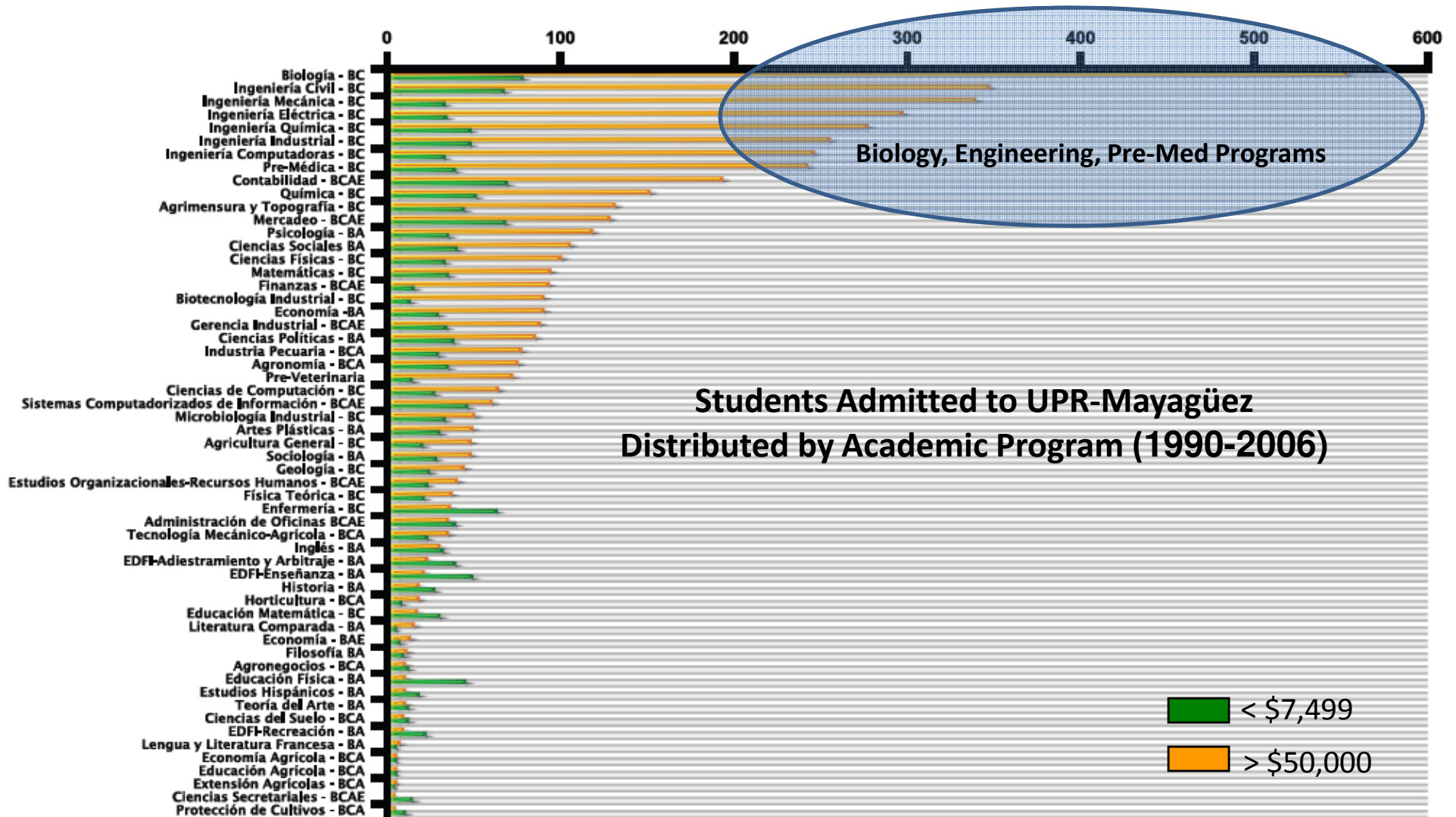
IGS (2005) vs. Household Income (public, private schools)



Socioeconomic disadvantage translates to less choice and less access & success

Socioeconomic disadvantage →
Precollege educational opportunity disparities →
Lower IGS scores →
Less choice in academic programs →
Less access & success

Example of How the Power of Choice is Exercised



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3 ACTION (SOME EXAMPLES)

Expanding Choice and Opportunity

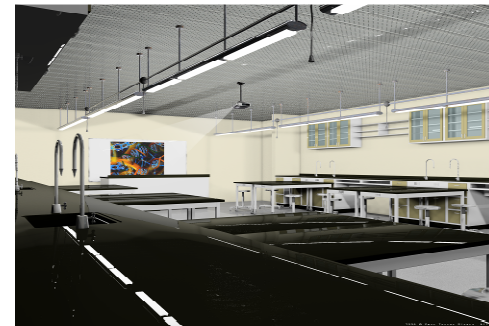
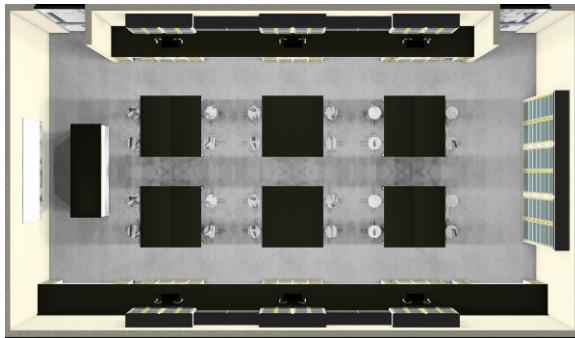
- New on-line admissions platform that allows high school students to calculate their IGS and explore programs across all UPR campuses for which they have a good probability of being accepted into; apply on-line; and, for those not admitted during the first round of admissions, explore programs for which there is still space available and for which they do qualify.
- Articulated Transfer Programs: Over 330 programs articulated so students can start their first two years in one campus and transfer seamlessly to finish in the degree-granting campus.
- 2007 Total applications: 18,386
 - +3.3% with respect to 2006-07, reversed negative tendency originated in 1998-99
- 2007 Total number admitted: 14,338
 - Largest number since 1998-99; 2,073 (15.5%) more than 2006-07 - 1,184 (15.7%) more from public schools . Students denied admission because they did not qualify for any program: 257 (1.4%); All other students (98.6%) were either admitted or received options. Program occupancy rate: 102% (traditionally this has been ~85%).
- 2007 Academic profile of freshman class:
 - Average GPA: 3.51. 1 out of 11 has 4.00; 1 out of 5 has 3.90 or better. ~100 points above avg scores in math and verbal reasoning tests of all students taking College Board Exams in Puerto Rico.

Admissions 2008: Stretch Goals

- Significantly improve number of applicants from public schools:
 - Goal: 15,000 applications (+3,500 more than 2007, +28% increase)
- Visit every public school graduating class and/or invite every graduating class to an open house – targeted recruitment according to school demographics.
- Double number of students UPR administers free College Board prep sessions to.
- Collaborate with the Department of Education to set the stage for a future *pre-admissions* process, whereby all public school students will take the College Board exams as part of the high school college readiness assessment. This would allow UPR to let *all* students know their IGS and the programs they have a chance of being admitted into *if* they decide to apply.
- Set the groundwork for “recruitment” activities starting in the 7th grade at all public schools.

STEM Teacher Training & Enhancement/School Infrastructure

- Partnership with the Department of Education, State Science and Technology Trust, and local Municipalities to build state of the art science laboratories in all public high schools.
- State government assigned \$10M to Science and Technology Trust to manage the project. UPR developed laboratory prototype through \$35M NSF-funded *Alacima* math and science teacher training and enhancement project. Municipalities will adopt their local schools by providing matching funds for the project. Department of Education and UPR will collaborate on continuous curriculum and teacher training efforts.

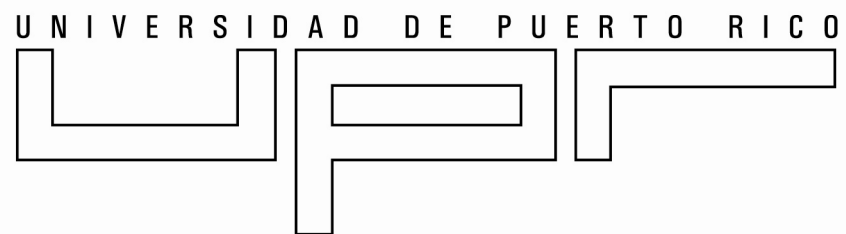


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4 SUMMARY

Sense of Urgency

- Choice is an important element in determining access and success in higher education.
- If low-income and URM students are not prepared to be admitted into the programs of their *choosing* and to gain access, in equal footing with more privileged high school graduates to high paying, high status jobs – we will not achieve the “ability to sustain economic growth and social cohesiveness” called for in *A Test for Leadership* (Spellings Report, 2006).
- The sense of urgency cannot be overstated. As indicated in Achieve’s *Closing the Gaps 2007 Report*, it is imperative that states move quickly on high school testing and accountability in the area of college readiness – Ready for what? Access to what? – and that they find ways to move multiple pieces of the policy agenda simultaneously.
- Higher Education Institutions must step up to ensure that, together with P-12 systems, the social responsibility and economic development promises they have made to their citizens are met – in Puerto Rico our sense of urgency will be driven by the 45,000 students that graduate high school every year.



U N I V E R S I D A D D E P U E R T O R I C O