Session No. F612 - Informing Policy Initiatives to Facilitate Access and Success: The College Capital Index

Scott Andrew Schulz, Ph.D.
Center for Enrollment Research, Policy, and Practice
University of Southern California
NACAC Annual Conference
September 26, 2009
Baltimore, Maryland
Purpose of this Session

- Provide an overview of the Center for Enrollment Research, Policy, and Practice at the University of Southern California
- Address today’s current context
- Explain the original purpose of the College Capital Index
  - Target audience
  - Research team
  - Collaborators
- Describe the theoretical framework
- Provide an overview of the initial nationwide pilot study
  - Methodology
  - Data Analysis
  - Findings
- Address how the index project is evolving
- Describe the project’s next steps
- Seek your reactions and feedback
USC Center for Enrollment Research, Policy, and Practice

- Founded in 2007 at the University of Southern California
- Center Goals
  - Provide forums that allow scholars, practitioners, and policymakers to share their perspectives and further generate ideas that enhance our understanding of enrollment issues
  - Conduct and sponsor research
  - Enhance the level of professionalism within the enrollment management field
  - Serve as a national hub for information relating to enrollment issues
ENROLLMENT NEWS

Financial Aid in Flux as NASFAA Members Gather in San Antonio

Obama Student Loan Plan Wins Support in House

Budget Cuts Force Cal State to Close 2010 Spring Admissions

CERPP Proposal Accepted by ASHE: "Motivation Matters: Using a Multidimensional Theoretical Framework to Assess What Enrollment Structures Reveal about Institutional Priorities" will be Presented in Vancouver in November

"Aid in an Age of Uncertainty" Symposium Proceedings NOW AVAILABLE!

Commissioned Papers from the Center's Inaugural Conference NOW AVAILABLE!

CENTER CALENDAR

The 2009 Research Grant Recipients have been announced!!!

July 16, 2009
Center presents at the ACT Enrollment Planners Conference in Chicago, IL (1:45p-2:45p)

September 24-26, 2009
Center presents at the CHIEF pre-conference workshop (9/24 from 7:30a-12:30p) and a session (9/26 from 10a-11:15a) at the NACAC National Conference in Baltimore, MD

October 21-23, 2009
Center presents a session at the College Board National Forum in New York, NY

January 13-15, 2010
Current dates held for "What Matters Now: College Access and Success in the Age of Obama" in Los Angeles

PROFILE OF THE WEEK

Name: Michael Basbedo
Position: Associate Professor of Education
Institution: University of Michigan

Weekly Poll Question

Should all lending be shifted to the government's direct lending program?

- Absolutely
- Probably
- Probably not
- Absolutely not
- Other:

View Results
Polldaddy.com
Today’s Current Context

• We know that college is important
  – Bachelor’s degree holders earn approx. $21,000 more annually than high school graduates and $1 million more during their working careers
  – Bachelor’s degree holders tend to be healthier
  – Bachelor’s degree holders tend to be more civically engaged

• We know that President Obama has set the goal of making the U.S. the nation with the highest proportion of college graduates by 2020

• We know that Secretary Duncan believes schools should be held responsible for student outcomes
Today’s Current Context

- We know not enough students are enrolling in college
  - Over 30% of students who complete high school do not immediately enroll in a postsecondary institution
  - 42% of 25- to 29-year olds have no college education whatsoever
  - Gaps in the college enrollment rate continue to persist by race/ethnicity, family income, and parental education

- We know not enough students are completing college
  - 42% of students who immediately enroll in a four-year institution will not graduate within six years
  - Less than one-third of the U.S. population has completed a bachelor’s degree
  - The bachelor’s degree attainment gap between white and non-white students has widened in the last three decades
College Capital Index – Purpose

The idea was to create a tool that could evaluate the extent to which high school seniors perceive:

- A college degree to be of importance
- They have the knowledge necessary to apply to and enroll in college
- A personal capacity to academically and financially earn a degree
- Access to informed and supportive parents, teachers, and counselors
- The outcomes of the admission process to be favorable
- A personal commitment to enroll in college
- An expectation for college success
College Capital Index – Target Audience

- Federal, state, and local K-12 administrators, counselors, teachers, and policymakers
- Postsecondary enrollment practitioners
- Scholars focused on student access and success issues
- Members of the general public
College Capital Index – Research Team

- **Designed by:**
  - Jerry Lucido, Ph.D. - Executive Director
  - Scott Andrew Schulz, Ph.D. - Program Director
  - Ray Gonzales, Ph.D. – Senior Director of Research and Reporting in the Enrollment Services Division at USC

- **Support provided by:**
  - Wayne Camara, Ph.D. – Vice President of Research and Analysis, The College Board
  - Steve Conroy, Ph.D. – Associate Professor of Economics, University of San Diego
  - John Parker – Chief Technology Officer for the College of Letters, Arts, & Sciences at USC
  - Charles Ramos – Director of Outreach Services, ACT, Inc.
  - James Sconing, Ph.D. – Director of Statistical Research, ACT, Inc.
  - Noemi Tagorda – Director of Research and Analysis in the Enrollment Services Division at USC
The College Board

- The College Board is a not-for-profit membership organization whose mission is to connect students to college success and opportunity and is a collaborator in the production of this report

ACT, Inc.

- ACT, Inc. is a not-for-profit corporation whose mission is to help people achieve education and workplace success and is a collaborator in the production of this report
College Capital Index – Theoretical Framework

- What is capital?
  - Capital represents power over the field, powers that define the chances of profit (Oakes, Townley, & Cooper, 1998)

- What is college capital?
  - We have defined college capital as the capital required to value, pursue, and complete a college degree, a credential institutionalized by society as capital with economic value
  - College capital is the latent variable we hoped to measure with the index
College Capital Index – Theoretical Framework

• Constructs
  – Economic Capital
    • Access to and power over necessary resources (Bourdieu, 1986)
  – Cultural Capital
    • Knowledge, skills, education, and advantages that provide status in society – may be intergenerational (Bourdieu, 1986)
  – Social Capital
    • Resources gained through relationships, network associations, and group memberships (Bourdieu, 1986)
  – Human Capital
    • Skills and knowledge that serve as a mean’s of production, affecting one’s ability to contribute to economic development (Becker, 1990)
The Value of Measuring Perception

- The Thomas Theorem
  - People’s behaviors are influenced by their own perceptions of the viability of their behavior (Thomas & Thomas, 1928)
- Other Research
College Capital Index
Pilot Study - Methodology

• Data Source
  – National stratified random sample outlined by race/ethnicity within designated geographic regions
  – 12th grade high school students entering the fall of their senior year during the 2008-09 school year
  – Must have registered for or completed the SAT® (offered by the College Board) and/or the ACT® standardized tests as of the month of June prior to their senior year
  – Must have provided either the College Board or ACT, Inc. with:
    • An e-mail address
    • Demographic data (gender, race/ethnicity, state of residence/zip code)
College Board Index
Pilot Study - Methodology

• Data Instrument
  – Online survey
  – Consisted of 21 survey items + 3 questions inserted to test for item validity
  – Each survey item was a statement with response options based on a 5-point Likert Scale
    • Strongly agree – Strongly disagree
    • A high level of agreement reflected the existence of capital
  – Each survey item was informed by research relating to one or more types of capital
Question 2: With assistance if necessary from others (parents, teachers, and/or counselors), in addition to my own understanding, I know how to apply for financial aid.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td></td>
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<td>1.9</td>
<td>0.3</td>
<td>0.2</td>
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<tr>
<td>75.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Percent of respondents who reported some level of agreement</td>
</tr>
</tbody>
</table>

Statement 3: Using personal resources, family resources and/or expected financial aid, it would be feasible for me to afford to attend a four-year college next fall.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Neither Agree nor Disagree</th>
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<td>2</td>
<td>1</td>
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<td>1.5</td>
<td>0.4</td>
<td>0.2</td>
<td>0.1</td>
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<tr>
<td>Relative Value</td>
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<tr>
<td>Base Index Value</td>
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<td>100</td>
</tr>
<tr>
<td>68.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Percent of respondents who reported some level of agreement</td>
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</table>

Statement 4: I have a parent or guardian who wants me to earn a four-year college degree.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Somewhat Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
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<td>1</td>
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<tr>
<td></td>
<td>4.6</td>
<td>0.2</td>
<td>0.1</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Relative Value</td>
<td></td>
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<td></td>
<td>4.9</td>
</tr>
<tr>
<td>Base Index Value</td>
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<td></td>
<td>100</td>
</tr>
<tr>
<td>96.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Percent of respondents who reported some level of agreement</td>
</tr>
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</table>

Statement 5: I have a parent or guardian who is familiar with the college application process (what I need to do to get into college).

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Somewhat Agree</th>
<th>Neither Agree nor Disagree</th>
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<tbody>
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<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1.5</td>
<td>1.1</td>
<td>0.3</td>
<td>0.3</td>
<td>0.2</td>
</tr>
<tr>
<td>Relative Value</td>
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<td></td>
<td></td>
<td></td>
<td>3.4</td>
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<tr>
<td>Base Index Value</td>
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<td>100</td>
</tr>
<tr>
<td>57.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Percent of respondents who reported some level of agreement</td>
</tr>
</tbody>
</table>
College Capital Index
Pilot Study – Analysis and Findings

- Approximately 40 different analyses conducted
- Response patterns were similar among SAT and ACT participants
- Missing data was evident later in the survey (participant fatigue)
- The instrument was statistically reliable
- The factor analysis revealed factors that were not consistent with capital literature:
  - Self-confidence
  - Knowledgeable and supportive counselors (different from teachers)
- Evidence the sample population skewed our capacity to measure general student attitudes
There was concern following the pilot study that relying on attitudes alone is too one-dimensional and problematic.

- Does the index help schools identify ways that schools can actually improve college-going and success?
- Is the index of value to schools if attitudes improve locally but college attendance does not – problems with an attitudes only survey
  - What predicts college-going and success?
An Evolving Project

• College-going culture has been defined as the environment, attitudes, and behaviors in schools and communities that support and encourage students and their families to obtain the information, tools, and perspectives to ensure access to and success in postsecondary education
  – UC Berkeley School/University Partnership Program
CASA’s three part foundation is designed to help schools comprehensively assess their college-going culture

- **Environment**
  - Draws upon a survey instrument informed by best practices literature to assess what schools are doing/offering to foster a college-going culture

- **Attitudes/Perceptions**
  - Assesses student attitudes regarding their perceived capacity to value, pursue, and complete a college degree

- **Behaviors**
  - Measures the extent to which students are behaving in ways conducive to college-going and in ways that reflect college readiness
Proposed College Access and Success Assessment (CASA) – Environmental Component

- Plan to survey students (9th – 12th graders)
- Example School Environment Constructs
  - Communication
  - Curriculum
  - School Climate
  - Student Support
  - School Facilities
  - Student Co-Curricular Opportunities
  - Support for Parents/Family Members
  - Resources Dedicated for College-Going Services
  - Accountability
Proposed College Access and Success Assessment (CASA) – Attitudinal Component

• Incorporates elements of the original College Capital Index
• Plan to survey students (9th-12th grade)
• Can track attitudes of student cohorts over time, beginning in the 9th grade
  1. Perceived value of a college degree
  2. College preparation
  3. The college application process
  4. The admissions process
  5. The financial aid process/college costs
  6. Enrollment in college
  7. How college works
  8. Expectations for college success
Proposed College Access and Success Assessment (CASA) – Behavioral Component

• Plan to survey and track behaviors of student cohorts, beginning in the 9th grade
• Example questions might include:
  – Thinking about this school year, how often have you attended class with readings or assignments completed?
  – Have you visited a college campus?
  – How many hours during a typical week do you spend doing volunteer work?
Proposed College Access and Success Assessment (CASA) Outcomes

- Outcomes – A customized series of reports that will allow secondary schools to individually:
  - Examine the extent to which their educational environment is conducive to a college-going culture
  - Reveal the extent to which students believe they have a capacity to value, pursue, and complete a college degree
  - Highlight how students are making use of their time and opportunities both inside and outside of the classroom
Proposed College Access and Success Assessment (CASA) Outcomes

• Each element of these components will be correlated with actual college-going and first-year success/retention with an evolving formula for the calculation of the components based on their predictive value.

• Each component’s overall statistic and a CASA Total will be benchmarked to other schools within the pool of participating schools and to schools with similar demographic profiles.

• Benefits
  – Provides each school with a snapshot of the extent to which they have a college-going culture to inform efforts to more effectively target limited resources in ways that will create and foster a college-going and college ready culture within America’s high schools.
CASA’s Next Steps

- Holding advisory meetings with noted scholars to inform the creation and refinement of each component within the comprehensive assessment tool
- Facilitating pilot studies beginning in February with the Long Beach Unified School District
- Engaging in conversations with additional school districts, including the Fresno Unified School District and districts in the Los Angeles area, about additional opportunities to test and refine our survey instruments
2009 Presentations and Discussion Forums

- College Board Western Regional Forum in February
  - Denver, CO
- WACAC Conference in June
  - Orange, CA
- ACT, Inc. Enrollment Planners Conference in July
  - Chicago, IL
- NACAC Conference in September
  - Baltimore, MD
Questions and Feedback

Presentation will be available at: http://www.usc.edu/cerpp

Click on: CERPP Presentations