Using Data to Drive Institutional Transformation to Improve Retention and Graduation for Underrepresented Students
Alan Byrd, Jr.
Co-Chair, St. Louis Graduates
Vice Provost of Enrollment Management, University of Missouri – St. Louis
About St. Louis Graduates

- Collaborative network of K-12 and higher education, youth-serving non-profits, business and philanthropy
- Committed to eliminating equity gaps in degree completion for low-income students and students of color
- What we do:

<table>
<thead>
<tr>
<th>Research</th>
<th>Postsecondary Access</th>
<th>Postsecondary Success</th>
<th>Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional Development Institute</td>
<td>Student Success Learning Institute</td>
<td></td>
</tr>
</tbody>
</table>
Why Degrees Matter

By 2020

2/3 of jobs in Missouri and Illinois will require an associate's degree or higher

Who are Today’s Students?

- **42%** are students of color.
- **31%** from families below the Federal Poverty Guideline.
- **49%** are financially independent from their parents.

Source: Lumina Foundation
Degree Attainment Gap by Race

Goal: 60% by 2025

National Average
- Adults overall: 45.8%
- African Americans: 29.3%

Missouri
- Adults overall: 42.5%
- African Americans: 25.8%

St. Louis region
- Adults overall: 42.3%
- African Americans: 26.7%

Goal: 60% by 2025

Opportunity for greatest impact:
- low-income students
- first-generation students
- students of color
Degree Attainment Gap by Income

Source: The Pell Institute,
http://pellinstitute.org/indicators/reports_2017_data.shtml
Declining Buying Power of Pell

Average College Cost, $22,432

Pell Maximum, $5,775


Average College Cost

Pell Maximum

$9,124

$4,831

$5,000

$10,000

$15,000

$20,000

$25,000
### Net Price by Family Income at MO 4-yr Public Institutions

<table>
<thead>
<tr>
<th>Family Income Ranges</th>
<th>Net Price</th>
<th>% of Family Income Needed to Pay Net Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0-29,999</td>
<td>$9,737</td>
<td>57%</td>
</tr>
<tr>
<td>$30,000-47,999</td>
<td>$10,518</td>
<td>27%</td>
</tr>
<tr>
<td>$48,000-74,999</td>
<td>$13,098</td>
<td>22%</td>
</tr>
<tr>
<td>$75,000-109,999</td>
<td>$14,882</td>
<td>19%</td>
</tr>
<tr>
<td>$110,000 and above</td>
<td>$15,607</td>
<td>9%</td>
</tr>
</tbody>
</table>

Institute for Research on Higher Education
Student debt now totals $1.5 TRILLION
Allison Williams
Co-Chair, St. Louis Graduates
Senior Vice President – Programs
Wyman
DEGREES WITH LESS DEBT

Effective Higher Education Strategies for Underrepresented Student Populations
Methodology

- Looked at 4-year institutions in MO and IL
- Who is graduating underrepresented students at higher than predicted rates with less than predicted debt?

- Parameters:
  - Minimum 25% Pell
  - Minimum 50% six-year grad rate

- Created ranking formula using publicly available data (IPEDS and College Scorecard)
5 Institutions Effectively Graduating Underrepresented Students with Less Debt

MARYVILLE UNIVERSITY
Missouri State University
Webster University
Southeast Missouri State University · 1873
University of Central Missouri
## DWLD Institutional Data Summary

### Table: Description of Institutional Context and Outcomes

<table>
<thead>
<tr>
<th>Institution</th>
<th>Percent of Black and Hispanic Students</th>
<th>Percent First Generation Students</th>
<th>Percent Pell Recipients</th>
<th>Graduation Rates</th>
<th>Student Loan Debt at Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maryville University</td>
<td>13</td>
<td>35</td>
<td>27</td>
<td>67</td>
<td>$24,165</td>
</tr>
<tr>
<td>Missouri State University</td>
<td>7</td>
<td>37</td>
<td>37</td>
<td>54</td>
<td>$22,250</td>
</tr>
<tr>
<td>Southeast Missouri State University</td>
<td>10</td>
<td>43</td>
<td>40</td>
<td>50</td>
<td>$22,480</td>
</tr>
<tr>
<td>University of Central Missouri</td>
<td>9</td>
<td>38</td>
<td>42</td>
<td>54</td>
<td>$23,225</td>
</tr>
<tr>
<td>Webster University</td>
<td>44</td>
<td>33</td>
<td>38</td>
<td>62</td>
<td>$24,625</td>
</tr>
</tbody>
</table>

*Source: Degrees with Less Debt report.*

*Data sources:*

*IPEDS, fall 2013 and Fall 2014 average total enrollment Black students and Hispanic students; fall 2013 and fall 2014 average percent Pell enrolled; AY14 and AY15 average six-year graduation rates.*

*College Scorecard, average of 2012 and 2013 student debt at graduation; fall 2012 and fall 2013 average first-generation enrollment.*
Trent Ball
Steering Committee member, St. Louis Graduates
Assistant Vice President for Academic Diversity and Outreach, Southeast Missouri State University
5 CROSS-CUTTING THEMES

- UNIVERSITY LEADERSHIP
- JUST-IN-TIME ACADEMIC SUPPORT
- FLEXIBLE AND SUFFICIENT FINANCIAL AID
- EARLY COLLEGE EXPERIENCES
- COORDINATED AND CARING COMMUNITY
St. Louis Talent Hub

• 1 of 24 Talent Hubs in US designated by Lumina and Kresge
• Partnership of five 4-year institutions and St. Louis Graduates, STL Regional Chamber, STL Community Foundation
• Emphasis on accelerating degree completion for traditional-age low-income and African American students
A Coalition of the Willing

Team of colleagues from enrollment management, student support services, TRiO, academic support

Talent Hub team meets quarterly
• Elevating and celebrating what is working
• Problem solving where needed
• Identifying opportunities to share learning

Strategies:
• Just-in-time academic supports
• Flexible financial aid
• Summer transition programs
• Creating a supportive learning community
Southeast Missouri State University is expanding its Academic Mentoring Program and hired a GA to ensure TRiO students on track to graduation:

- Retention increased almost 15% over 4 years
- Six-year graduation rate of 97%
• UCM success coaching and peer mentoring leading to record retention
• Now in its second summer, Central Summer Academy has led to increased retention of Pell students and an average cohort GPA of 3.6
Webster University is leveraging its campuses worldwide to increase graduation rates for students of color through study-abroad.

- Build on research showing that FTFT students who study abroad are 26% more likely to graduate in six years.
- First cohort in Ghana this month.

Webster’s TAP (Transitions Academic Prep) summer program has targeted first-generation and low-income students

- On track to six-year graduation rate of 79%
• Maryville University strengthened its 24/7 life coaching program through a nationally accredited equity certification for all of its life coaches.

• Early identification of African American students with potential financial holds and pro-active outreach to connect them to the stay-in-school grant.
Talent Hub Impact

• Created new flexible financial aid programs focused on degree completion

  – Graduated 248 seniors who received grant releasing financial hold since 2012
  – Graduated 424 seniors via degree completion grant for those who have exhausted Pell since 2013

• Expanded academic assistance and proactively reached out to African American students enrolled in its high D/F/W courses.
  ➢ Highest GPA ever for first-year students
  ➢ For the first time the average GPA for African American students is over 2.5

UMSL 6-year Graduation Rates 2013-2017

- All Students
- Pell Recipients
- African American Students

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students</th>
<th>Pell Recipients</th>
<th>African American Students</th>
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</thead>
<tbody>
<tr>
<td>2013</td>
<td>46%</td>
<td>44%</td>
<td>32%</td>
</tr>
<tr>
<td>2014</td>
<td>42%</td>
<td>42%</td>
<td>24%</td>
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<tr>
<td>2015</td>
<td>41%</td>
<td>36%</td>
<td>26%</td>
</tr>
<tr>
<td>2016</td>
<td>49%</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>2017</td>
<td>53%</td>
<td>46%</td>
<td>46%</td>
</tr>
</tbody>
</table>

24% 26% 36% 46% 54%
Student Success Learning Institute

- Data dashboards – UCM – Feb 2018
- Advising, coaching & mentoring – Missouri State – Sept 2018
- Debt-forgiveness and flexible financial aid – MU – Aug 2019 – Launch of Finish Line Debt Forgiveness Scholarship by Missouri Scholarship & Loan Foundation

Expanded “Talent Hub” in 2020
Discussion

• What are some of the challenges to embedding equity more deeply in your work? How have you overcome them?
• What role do faculty play or what role could they play?
• How can community partners support degree completion strategies?
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