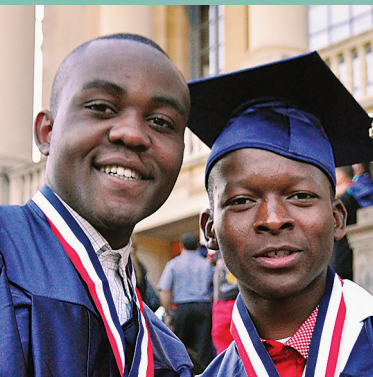


2014 REPORT



HIGHER EDUCATION
COMPACT
OF GREATER CLEVELAND

2014 Report
to the Community

SUMMARY

Dear Friends of the Higher Education Compact:

I am pleased to share with you the Higher Education Compact of Greater Cleveland's 2014 College Success Dashboard Report. This report presents third-year performance data on the college readiness, college access and college persistence goals and indicators adopted by the Compact three and a half years ago. These goals are ambitious, and this report demonstrates our commitment to transparency and accountability.

Similar to last year's report, these most recent data show gains in some areas, but little movement, and even decline in others. The three-year trend data has prompted us to reexamine our original strategies and make some midcourse adjustments as we move forward. These are noted in each section of the report under the heading "Moving Forward."

We know that increasing college attainment is essential for the economic, social and civic well-being of our community. We also know that this kind of change will not happen overnight. The work is challenging. It will take time and commitment from our partners, each of whom has made the success of our students a top priority.

Thank you for your continued interest and support.

Sincerely,



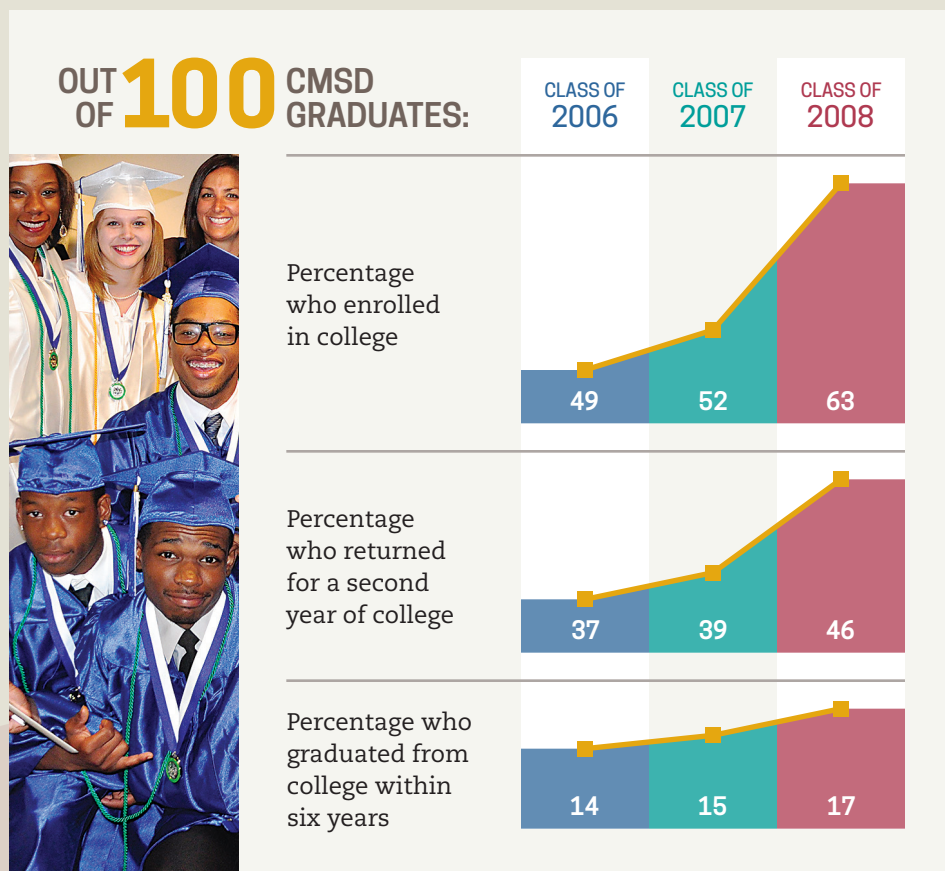
Mayor Frank G. Jackson
City of Cleveland



Photo credit: City of Cleveland Photographic Bureau

WE ARE MAKING PROGRESS

Since the Compact began measuring data with the CMSD class of 2006, we have seen gains in the college enrollment rate, the first- to second-year retention rate and the overall six-year college completion rate. When comparing the class of 2008 with the class of 2006, there was an increase of 14 percentage points in the number of graduates enrolling in college; a nine percentage point increase in retention from year one to year two; and a three percentage point increase in the six-year college completion rate. However, as the recent trend data in this report suggest, this progress may be at risk unless we make appropriate adjustments in our college readiness, college access and college persistence strategies moving forward.



KEY TAKEAWAYS FROM THE REPORT

COLLEGE READINESS

There is encouraging news about college readiness. **The overall college readiness attainment goal is to increase the four-year high school graduation rate from 56 percent to 71 percent by 2017.** Over the past year, the high school graduation rate has increased by five percentage points, and fewer CMSD graduates tested into remedial courses in college. On the other hand, the overall average ACT score and the percentage of CMSD students who meet the college-ready benchmark of an ACT score of 21 have remained flat.

COLLEGE ACCESS

The college access data is disappointing. **The overall college access attainment goal is to increase college enrollment among CMSD graduates from 61 percent to 66 percent by 2017.** The most recent college enrollment data for the CMSD class of 2013 show a decline of four percentage points over the past year, and the majority of the college access indicators, including the percentage of students completing at least one college application and the percentage of students completing the Free Application for Federal Student Aid, remained flat.

COLLEGE PERSISTENCE

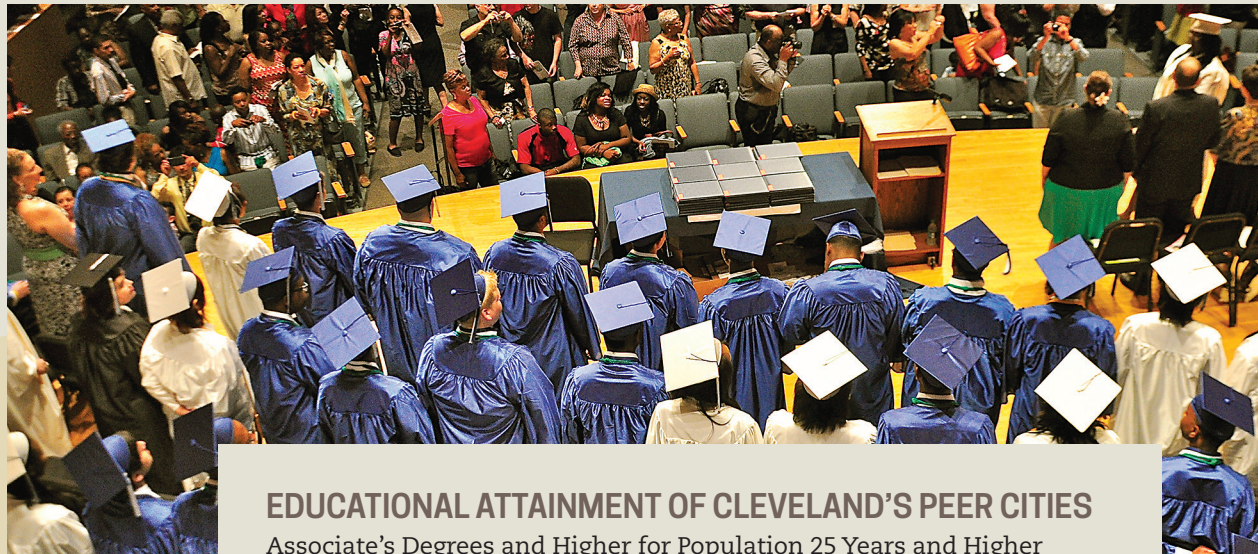
The persistence data looks promising. **The overall college persistence attainment goal is to increase the six-year completion rate among CMSD graduates from four-year institutions from 28 percent to 47 percent and to increase the three-year completion rate from two-year institutions from two percent to seven percent by 2017.** The overall attainment goals saw improvement, with the six-year completion rate from four-year institutions, measuring the CMSD class of 2008, increasing from 30 percent to 33 percent, and the three-year completion rate from two-year institutions, measuring the CMSD class of 2011, increasing from three percent to five percent. For most of the persistence indicators, the data is trending in a positive direction.

THE POSTSECONDARY ATTAINMENT CHALLENGE

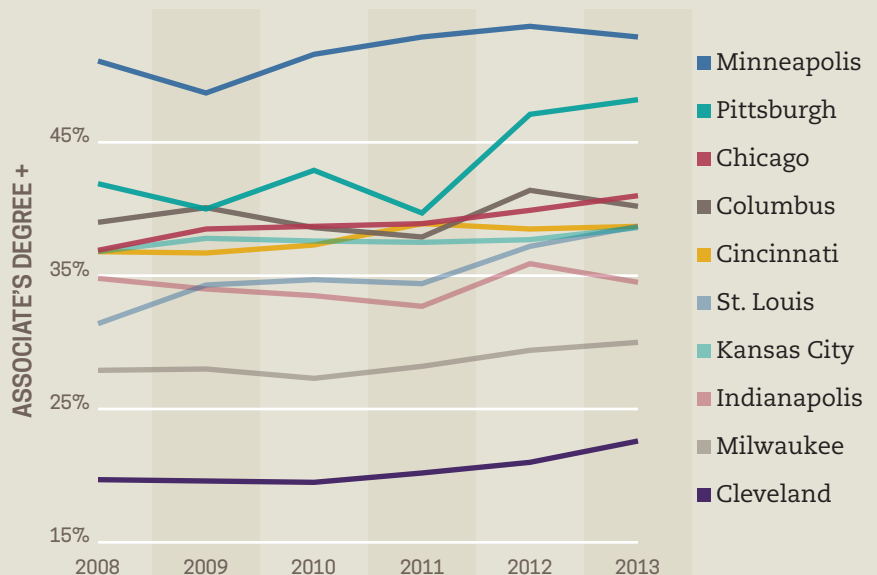
In 2020 – just a few short years away – more than two-thirds of Ohio’s jobs will require some kind of postsecondary credential.¹ However, only 32.9 percent of Ohio adults 25 years and over currently have at least an associate’s degree.² This gap is larger in Ohio’s major cities. In Cleveland, where educational attainment has been on the rise over the last five years, U.S. Census data

show that only 22.6 percent of adults had at least an associate’s degree in 2013, well below the state average.³ The data also show (see chart below)⁴ that we are being outperformed by our peer cities in the Midwest.

We know that if our community is going to flourish, Cleveland must significantly increase college attainment in order to fill the gap between the current number of degreed adults and the projected number of jobs in 2020 that will require education beyond high



EDUCATIONAL ATTAINMENT OF CLEVELAND’S PEER CITIES
Associate’s Degrees and Higher for Population 25 Years and Higher



¹ Center for Education and the Workforce at Georgetown University. ² U.S. Census Bureau, American Community Survey 2009-2014 Estimates. ³ U.S. Census Bureau, American Community Survey 2009-2014 Estimates. ⁴ U.S. Census Bureau, American Community Survey 2009-2013 Five-Year Estimate.

school.⁵ This is particularly true for STEM⁶ and other high demand fields.

We know that increasing educational attainment benefits individuals as well as the larger community. College graduates earn substantially more than those individuals with only a high school diploma – 65 percent, the equivalent of \$1 million over the course of a career.⁷ The community also benefits from lower crime rates, better community services, reduced reliance on government social services and a larger tax base.⁸

OUR RESPONSE – THE HIGHER EDUCATION COMPACT

In 2010, Cleveland Mayor Frank G. Jackson spearheaded the creation of the Higher Education Compact, a collective effort involving 70 partner organizations from key sectors: government, public education, higher

education, philanthropic, civic and youth-serving organizations.

Grounded in the knowledge that bachelor's degree attainment is one of the top predictors of economic competitiveness and that Cleveland is not producing sufficient numbers of adequately credentialed young people, Compact partners developed six-year goals for increasing high school graduation, college enrollment and college completion. To report annual progress on those goals, Compact partners developed a College Success Dashboard, which includes the overall attainment goals and specific indicators associated with college readiness, college access and college persistence (see below).

The following pages present a detailed description of the 2014 dashboard data and the implications of this data for the Compact's future priorities and focus areas.

THERE HAVE BEEN A NUMBER OF DEVELOPMENTS SINCE THE COMPACT'S 2013 REPORT:

The CMSD and Compact higher education partners have agreed to share data at the student-level, allowing us to identify factors that have the most significant impact on student outcomes.

The Compact was invited to become a member of the second cohort of The Lumina Foundation's *Community Partnership for Attainment Initiative* and will receive \$160,000 to be used over the next two and a half years to explore innovative strategies to shorten the time to degree completion.

Ohio is one of 16 states that has implemented a performance-based funding system in which the majority of state funding for publicly-funded universities is based on completion as opposed to enrollment.⁹

READINESS INDICATORS

- Percent students on-track to graduate
- Percent students graduating with a 3.0 GPA or higher
- Percent graduates with a score of 21 or higher on the ACT
- Percent students participating in Advanced Placement testing
- Percent students earning a score of 3, 4, or 5 on Advanced Placement exams
- Percent high school students participating in Post Secondary Enrollment Options Program (PSEOP)
- Percent high school graduates needing remediation in math or English

ACCESS INDICATORS

- Percent students using Naviance
- Average number of times students take the ACT
- Percent students completing at least one college application
- Average number of completed college applications per student (of those that completed one)
- Approved Free Application for Federal Student Aid (FAFSA)



PERSISTENCE INDICATORS

- Percent CMSD graduates retained in all Compact institutions from year one to year two
- Percent CMSD graduates earning degrees from four-year Compact institutions within four years
- Percent CMSD graduates transferring from two-year to four-year institutions
- Remedial course passage rate
- Percent CMSD graduates completing at least 24 college-level credits within one year of enrollment at four-year and two-year institutions

READINESSES



Students having the content knowledge, critical thinking, research skills and academic habits to successfully complete college without remediation.

The Compact's college readiness outcome goal is to increase the four-year high school graduation rate among CMSD high school students from 56 percent in the baseline year (2011 CMSD graduating class) to 71 percent by 2017. The CMSD is on-track for achieving that goal, with a graduation rate of 64 percent for the class of 2013, an increase of five percentage points over 2012.

The Compact has identified seven specific indicators that are associated with this goal. We are making incremental progress or holding steady on five of the seven college

readiness metrics. The on-track to graduate metric increased from 67 percent among the CMSD class of 2014 to 68 percent among the class of 2015. The variables used by CMSD to predict this metric are credits accumulated, cumulative GPA, Ohio Graduation Test passage, attendance rate, discipline, special education status, limited English proficiency and the high school in which the student is enrolled.

Among the CMSD class of 2013, the percentage of students graduating with a 3.0 or higher grade point average remained flat at 26 percent. The 3.0 requirement is a common cut-off for many college scholarships and important in terms of accessing elite institutions. The percentage of students from the class of 2014 scoring a 21 or higher on the ACT remained flat at 14 percent.¹⁰ An ACT score of 21 is the national benchmark for

college readiness, signaling that a student will likely be able to successfully complete college-level coursework.

There was a slight decrease in the percentage of students from the class of 2013 who participated in Advanced Placement (AP) testing as well as a one-point drop in the percentage of students earning a 3, 4 or 5 on the AP test among those who took one. District investment in AP instruction over the last year should result in future gains in these metrics.

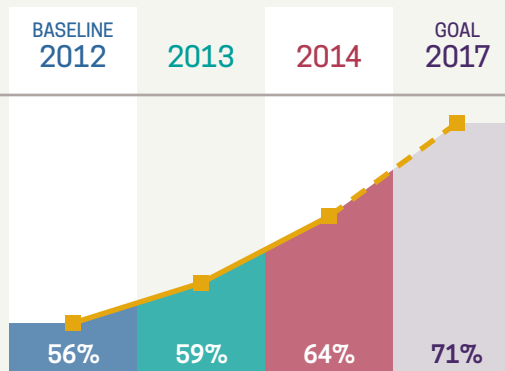
The percentage of students participating in Post-Secondary Enrollment Options (PSEOP) increased by two percentage points, from 4.7 among the class of 2012 to 6.8 percent among the class of 2013. This is more than double the state participation average of three percent. It is important to note that the state is launching a new program called College Credit Plus, which will replace PSEOP. We do not yet know the impact of this shift; therefore, this metric will be evaluated over the next year to determine the best way to measure post-secondary enrollment among high school students.

The percentage of 2012 CMSD graduates who enrolled in Ohio public colleges and universities and who needed remediation¹¹ in math or English dropped by four points, from 76 percent for the class of 2011 to 72 percent for the class of 2012.¹² This demonstrates that the CMSD is producing more students who are capable of transitioning into college-level coursework in degree-seeking programs.

COLLEGE READINESS ATTAINMENT GOAL



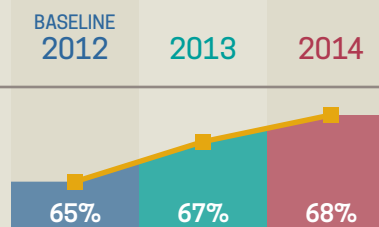
CMSD high school four-year graduation rate
Measuring classes of 2011, 2012 and 2013



READINESS INDICATORS

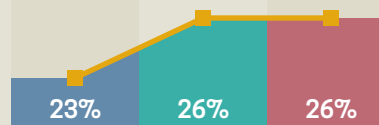
Percent students on-track to graduate

Measuring classes of 2013, 2014 and 2015
(error rate for each cohort +/- 2.2%)



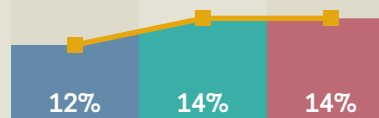
Percent students graduating with a 3.0 GPA or higher

Measuring classes of 2011, 2012 and 2013



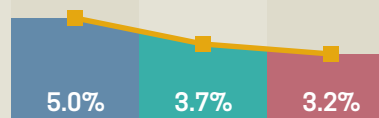
Percent graduates with a score of 21 or higher on the ACT

Measuring classes of 2012, 2013 and 2014



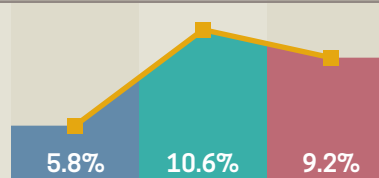
Percent students participating in Advanced Placement testing

Measuring classes of 2011, 2012 and 2013



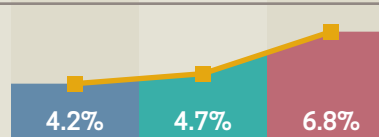
Percent students earning a score of 3, 4, or 5 on Advanced Placement exams

Measuring classes of 2011, 2012 and 2013



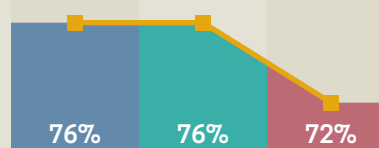
Percent high school students participating in Post Secondary Enrollment Options Program (PSEOP)

Measuring classes of 2011, 2012 and 2013



Percent high school graduates needing remediation in math or English

Measuring classes of 2010, 2011 and 2012

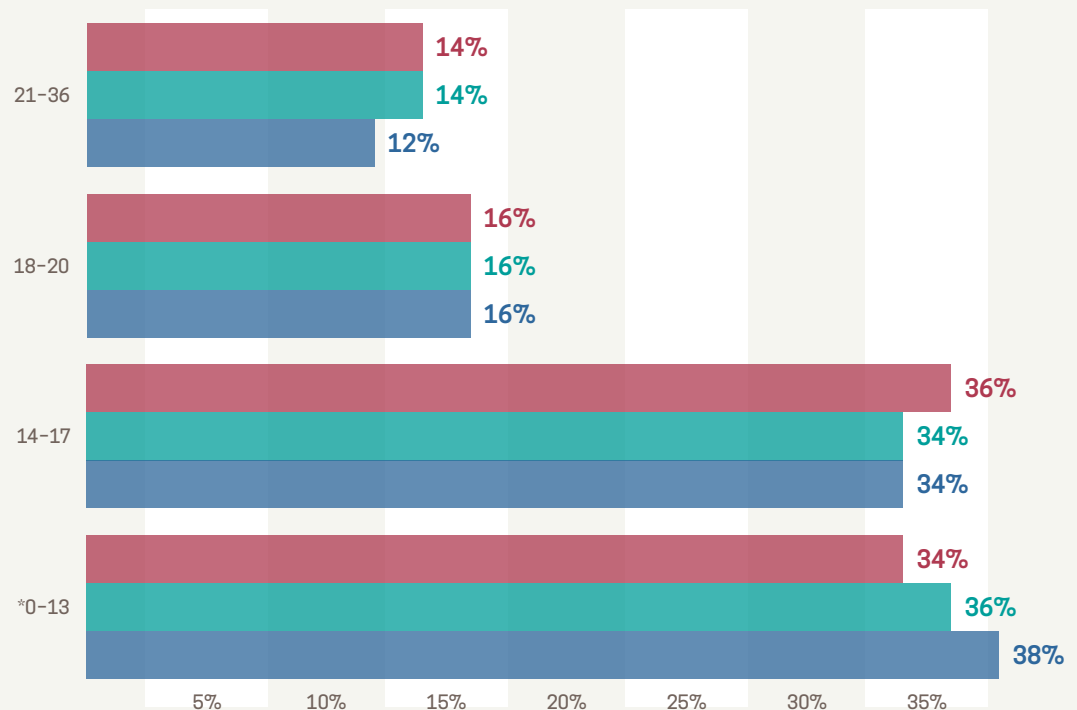


MOVING FORWARD

Despite the fact that the high school graduation rate is significantly increasing, the ACT college readiness benchmark is not. While more students are taking the test (see College Access section), the average ACT score and the percentage of students scoring a 21 or higher have only slightly increased from 2012-2014 and stayed flat this past year.

ACT SCORE BREAKDOWN

2014 | 2013 | 2012



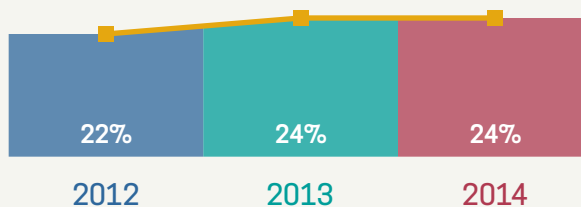
*0 indicates students who did not take the test, 423 students, or 21.4% of all grads in 2012

While the traditional national college-ready benchmark is an ACT score of 21 and a 3.0 GPA, Compact partner College Now Greater Cleveland has found that with the proper support and intervention, students who have an 18, 19 or 20 on the ACT and a 2.5 GPA can also be successful in college. Using this “college-ready” measure (at least an 18 on the ACT and a 2.5 GPA), the percentage of graduates

meeting these criteria held steady at 24 percent for the CMSD class of 2014. Six percent of students with an 18 or higher on the ACT did not have a 2.5 GPA.

This data suggests that we must be more deliberate about our focus on college and career readiness. This is particularly urgent in light of new Ohio high school graduation requirements. Currently, students must earn 20 credits in required courses and pass the Ohio Graduation Test (OGT) in order to graduate from high school. Students who entered the ninth grade in the 2014-15 school year, however, must meet new college and career readiness standards as measured by end-of-course exams (which will replace the OGT) in addition to completing the course requirement.¹³

CMSD GRADUATES WITH AT LEAST AN 18 ON THE ACT AND A 2.5 GPA OR HIGHER



ACCESS



Students having the awareness, opportunity, support and financing necessary to select and attend a college that is the “right fit.”

The Compact’s overall college access outcome goal is to increase college enrollment among CMSD graduates within one year of high school graduation from 61 percent to 66 percent by 2017. We are not on track

to meet this goal. College enrollment declined from 57 percent among the class of 2012 to 53 percent among the class of 2013. That represents a 6.3 percent decrease. National and statewide enrollment trends over those two years also declined, though not as severely. Nationally, fall 2013 enrollment decreased by 2.3 percent from the previous year; statewide, fall 2013 enrollment decreased by 5.0 percent.¹⁴

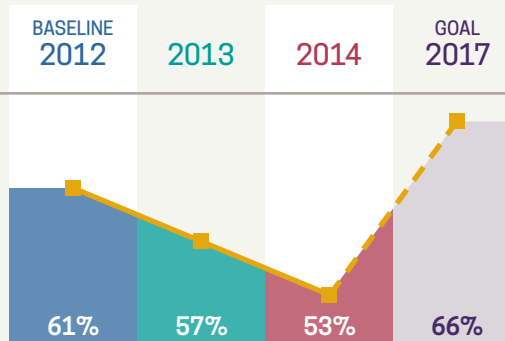
To support the college enrollment goal, the Compact has identified five college access indicators that measure how engaged students are in college access activities. College access indicator data remained relatively flat from 2013 to 2014, with slight gains in some areas and decreases in others. The percentage of students using Naviance decreased from 54 percent to 45 percent over the last year. Naviance is a web-based college and career planning tool designed to help students match their skills and interests to their best-fit postsecondary option. The CMSD began implementing Naviance with high school students in 2011, and 7th and 8th graders received access to the tool in 2013.



COLLEGE ACCESS ATTAINMENT GOAL



CMSD graduate college enrollment within one year
Measuring classes of 2011, 2012 and 2013



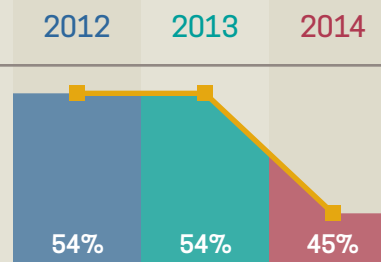
Among the CMSD class of 2014, 85 percent of students took the ACT. The average number of times CMSD students take the ACT has increased from 1.61 in 2013 to 1.66 in 2014. This increase can be partially explained by the fact that all CMSD high school students are able to take the ACT twice at no cost.

The percentage of students who completed at least one college application decreased from 53 percent to 52 percent, though the average number of completed applications per student increased slightly from 5.18 to 5.39

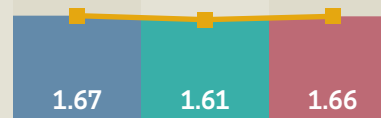
The percentage of students completing the Free Application for Federal Student Aid (FAFSA) held steady at 57 percent from 2013 to 2014. The FAFSA is widely recognized as a measure of a student's intent to enroll in a postsecondary program.

ACCESS INDICATORS

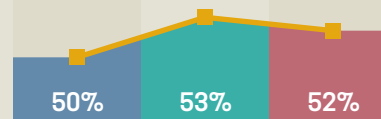
Percent students using Naviance
Measuring classes of 2012, 2013 and 2014



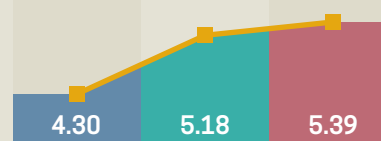
Average number of times students take the ACT
Measuring classes of 2012, 2013 and 2014



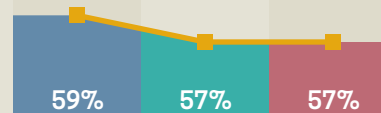
Percent students completing at least one college application
Measuring classes of 2012, 2013 and 2014



Average number of completed college applications per student (of those that completed one)
Measuring classes of 2012, 2013 and 2014



Approved Free Application for Federal Student Aid (FAFSA)
Measuring classes of 2012, 2013 and 2014

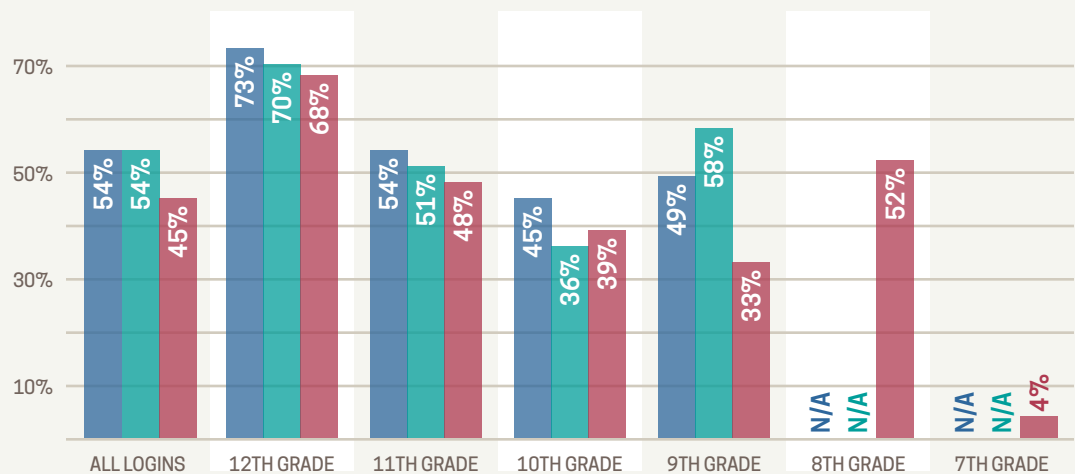


MOVING FORWARD

The Compact has identified a combination of strategies to address the troubling decline in college enrollment. First, Compact partners need to deepen and institutionalize postsecondary planning beginning in middle school using Naviance as the platform. A deeper look at the data reveals that Naviance usage decreased overall and at most grade levels. However, those students who did use it (tracked through logins), used it more frequently. Compact partners need to concentrate on increasing the overall usage rates and the frequency of logins per student in middle and high school grades. Starting early is critical to students' success in postsecondary planning, and Naviance provides students with a road map for how to plan for college, based on their goals.

NAVIANCE LOGINS PER STUDENT

2011-2012 | 2012-2013 | 2013-2014



Second, Compact partners must be more intentional about ensuring that ALL students who meet college-readiness criteria receive the college access counseling they need and subsequently enroll in the postsecondary option that is the best fit for them. An analysis of the CMSD class of 2014 shows that one in four students who had at least a 2.5 GPA and an ACT score of 18¹⁵ did not enroll in college last fall (122 students). If even half of these students had enrolled, the overall college enrollment rate would have increased from 53 percent to 56 percent. Compact partners need to proactively target students who are likely to be college-ready through the transition period from high school to college so they understand the importance of higher education and all of the options available to them.

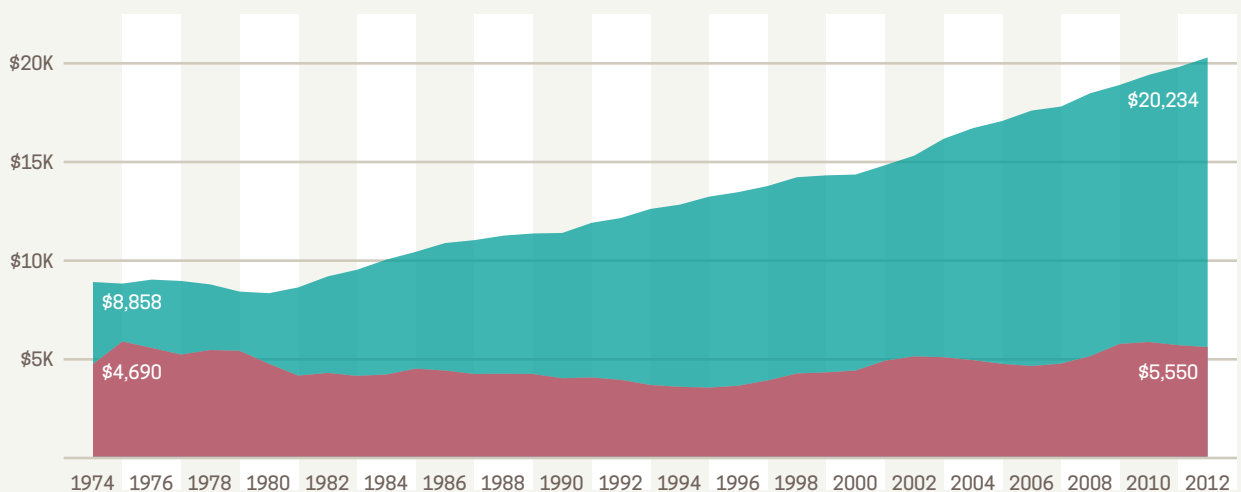


Third, Compact partners need to illuminate and address the growing financial barriers to college faced by CMSD students. The cost of college continues to skyrocket while federal programs intended to support students, like the Pell Grant and student loan programs, lose their value against rising costs. In 2012, college costs were 2.3 times higher than in 1975 (in constant 2012 dollars) but the maximum Pell grant was only 95 percent of what it was in 1975. Accordingly, the percent of average college cost covered by the Pell grant declined from 67 percent in 1975 to 27 percent in 2012 – a 40 percentage point decline.¹⁶ As a result, the amount of student loan debt has increased to \$1.2 trillion.¹⁷

AVERAGE COLLEGE COST AND MAXIMUM PELL GRANT AWARD: 1974–2012

In 2012 constant dollars

COLLEGE COST | AMOUNT COVERED BY MAXIMUM PELL GRANT



¹⁵ While the ACT benchmark for college readiness is an ACT score of 21 or higher, College Now Greater Cleveland believes that students with an 18–20 can access and be successful in college. College Now scholarship criteria are a 2.5 GPA and an 18+ on the ACT. College Now scholarship recipients have a 60 percent college graduation rate, compared to 11 percent nationally among students from low-income backgrounds. ¹⁶ The Pell Institute (2015); *Indicators of Higher Education Equity in the United States*. ¹⁷ Federal Reserve Bank of New York Center for Microeconomic Data.

PERSISTENCE

Students having the academic and self-management skills, resilience, resources and institutional support to successfully navigate and persevere through college.

The overall college persistence goal is to increase the six-year college completion rate from four-year institutions among CMSD graduates from 28 percent to 47 percent by 2017 and the three-year college completion rate from two-year institutions from 2 percent to 7 percent. The data indicates that we are moving in the right direction. The six-year college completion rate from four-year institutions has increased from

30 percent among the CMSD class of 2007 to 33 percent among the class of 2008, and the three-year rate from two-year institutions has increased from 3 percent among the CMSD class of 2010 to 5 percent among the class of 2011. These increases are due in part to the new way the Compact is calibrating completion rates.¹⁸

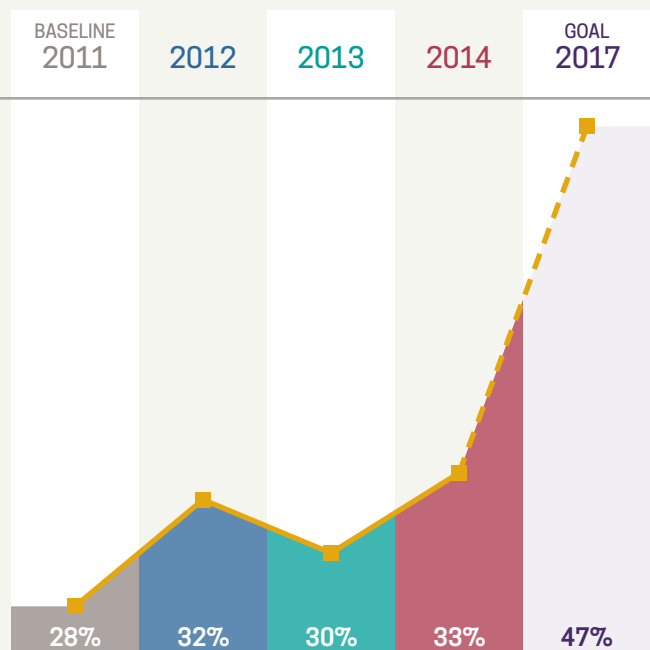
The Compact identified five college persistence indicators to measure students' progress toward degree completion. New student-level data sharing agreements between the CMSD and the higher education partners allow us to report on all five indicators; only the first two metrics were reported in previous reports due to data constraints.

COLLEGE PERSISTENCE ATTAINMENT GOALS



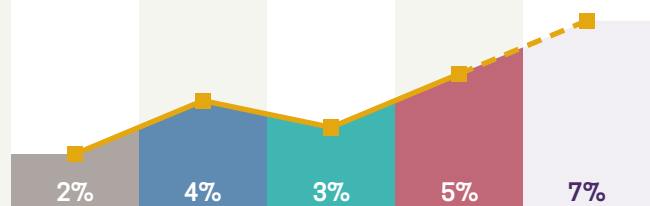
CMSD graduate six-year college completion rate from four-year institutions

Measuring classes of 2006, 2007 and 2008



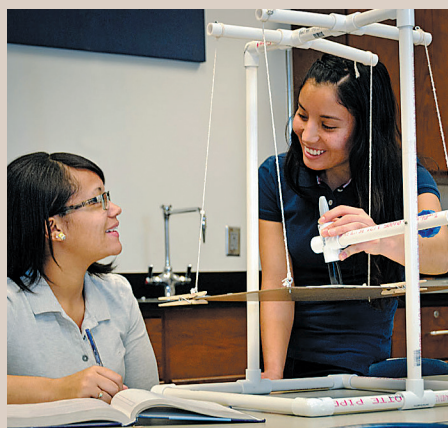
CMSD graduate three-year college completion rate from two-year institutions

Measuring classes of 2009, 2010 and 2011



¹⁸ We are changing the way we report persistence and completion data based on the Integrated Postsecondary Education Data System (IPEDS), the nationally-accepted standard for reporting. In previous reports, the Compact included any student who enrolled in college at any time within one year of high school graduation. IPEDS only looks at those students who enroll in the fall directly after high school graduation.

The first- to second-year retention rate among the CMSD class of 2013 enrolled in Compact institutions was 49 percent, up from 46 percent. This metric only includes full-time students. An analysis of part-time and full-time students together shows a 75 percent retention rate among four-year institutions, indicating there is an additional 26 percent of students persisting in some manner.



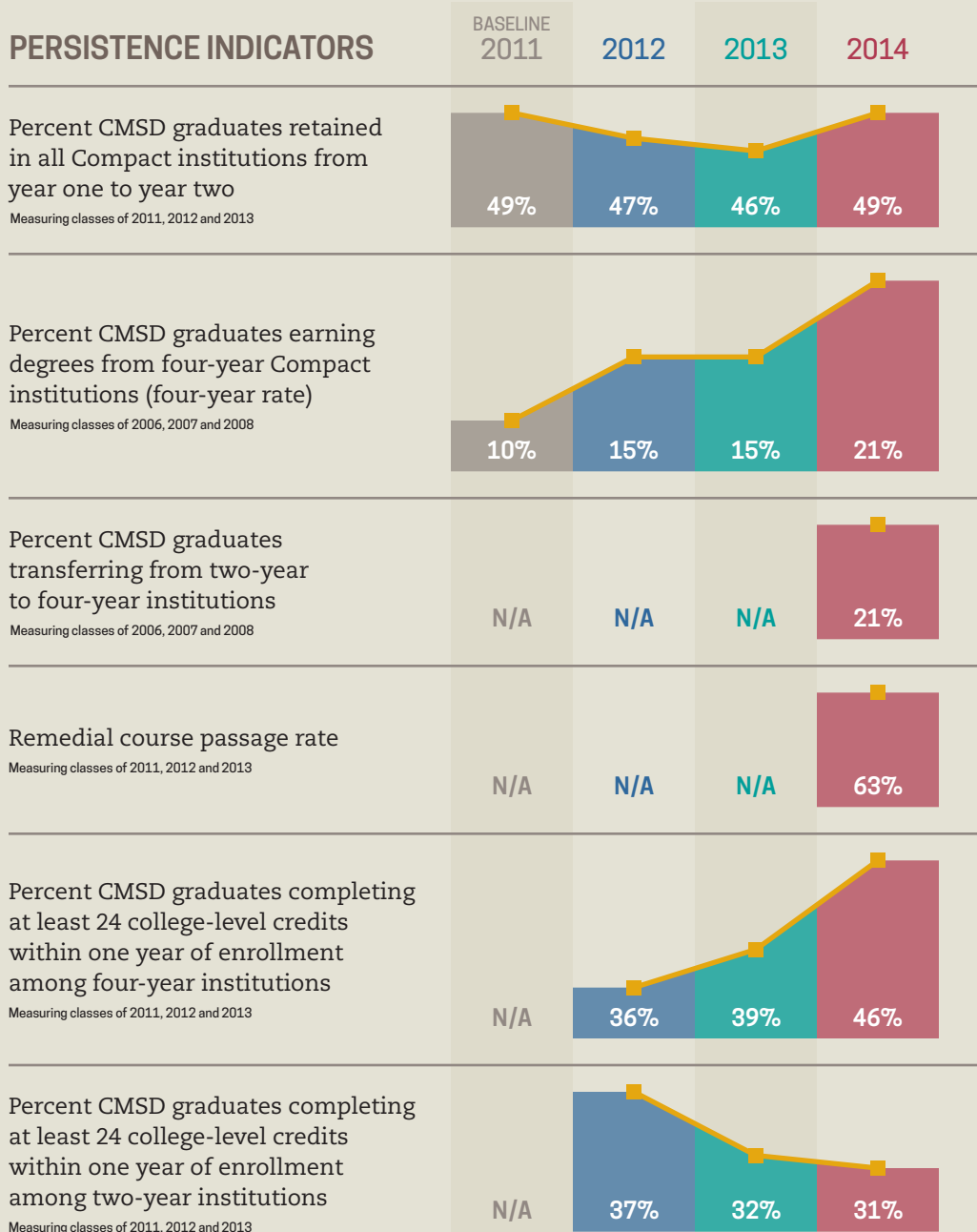
The percentage of students completing at least 24 college-level credits within one year of enrollment is an important measure of progress toward degree. The rate among four-year institutions increased from 39 percent in 2012 to 46 percent in 2013; and the rate at two-year institutions held steady at 32 percent from 2012 to 2013.

The on-time college completion rate for the CMSD class of 2008 enrolled in four-year institutions was 21 percent, an increase from the class of 2007's completion rate of 15 percent. This significant increase is likely the result of a combination of improving outcomes and access to higher-quality, student-level data.¹⁹

The percent of students transferring from two- to four-year institutions among the CMSD class of 2013 is 21 percent. We will examine the transfer data more closely in the next section.

The remedial course passage rate for all Compact schools is 63 percent among the CMSD class of 2008. National research indicates the longer students are in remedial coursework, the less likely they are to complete a degree.²⁰

PERSISTENCE INDICATORS

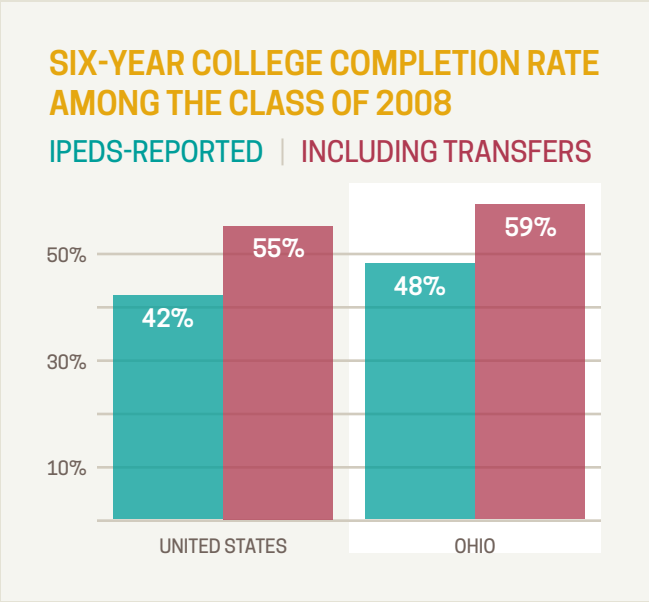


MOVING FORWARD

The Integrated Postsecondary Educational Data System (IPEDS) is the nationally-recognized standard for measuring completion rates. Since the Compact began, higher education partners have suggested that completion data based on IPEDS may be artificially low, as IPEDS only counts students who originally enroll in and graduate from the same institution and treats students who transfer as non-completers even if they have earned a degree from another institution. A recent report published by the National Student Clearinghouse supports these observations.



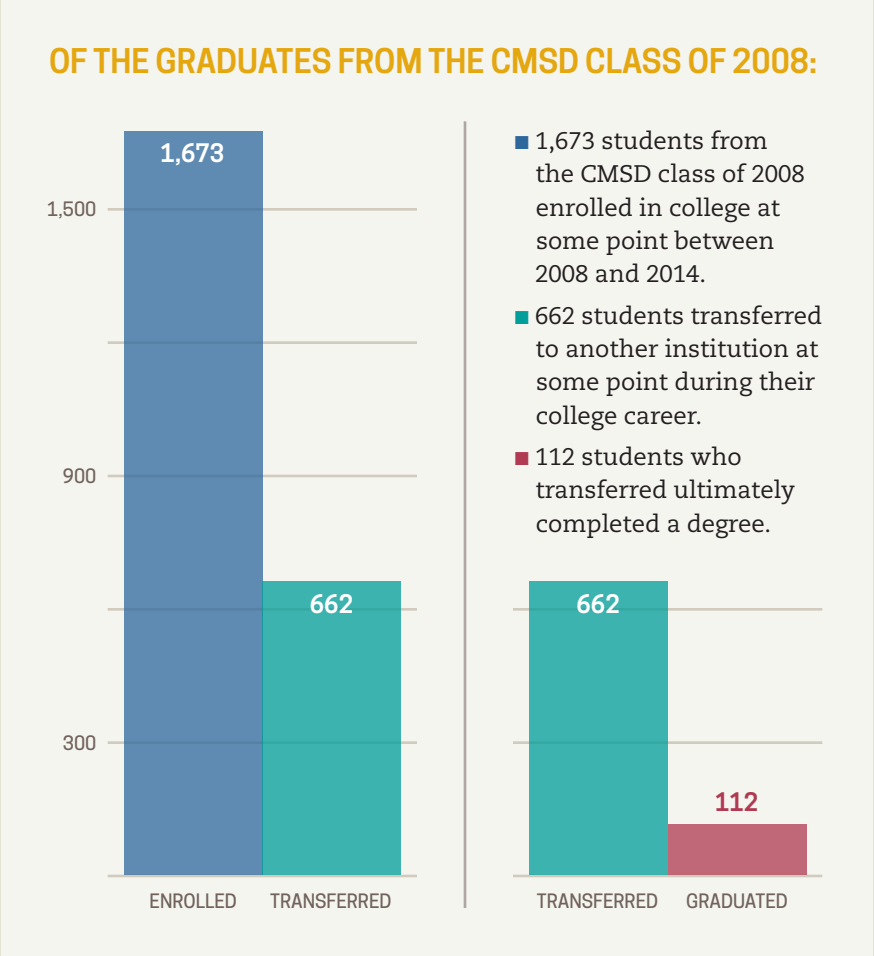
Using the IPEDS measure, the national six-year college completion rate for high school graduates who enrolled in four-year institutions in the fall of 2008 was 42 percent; but again, that number only reflects the students who enrolled in and graduated from the same institution. When students who transferred from the original institution and graduated from a different one are included, the six-year completion rate increases to 55 percent. The same phenomenon is true in Ohio, where the six-year completion rate among the high school class of 2008 increases from 48 percent to 59 percent when students who transfer and ultimately complete are included in the data.



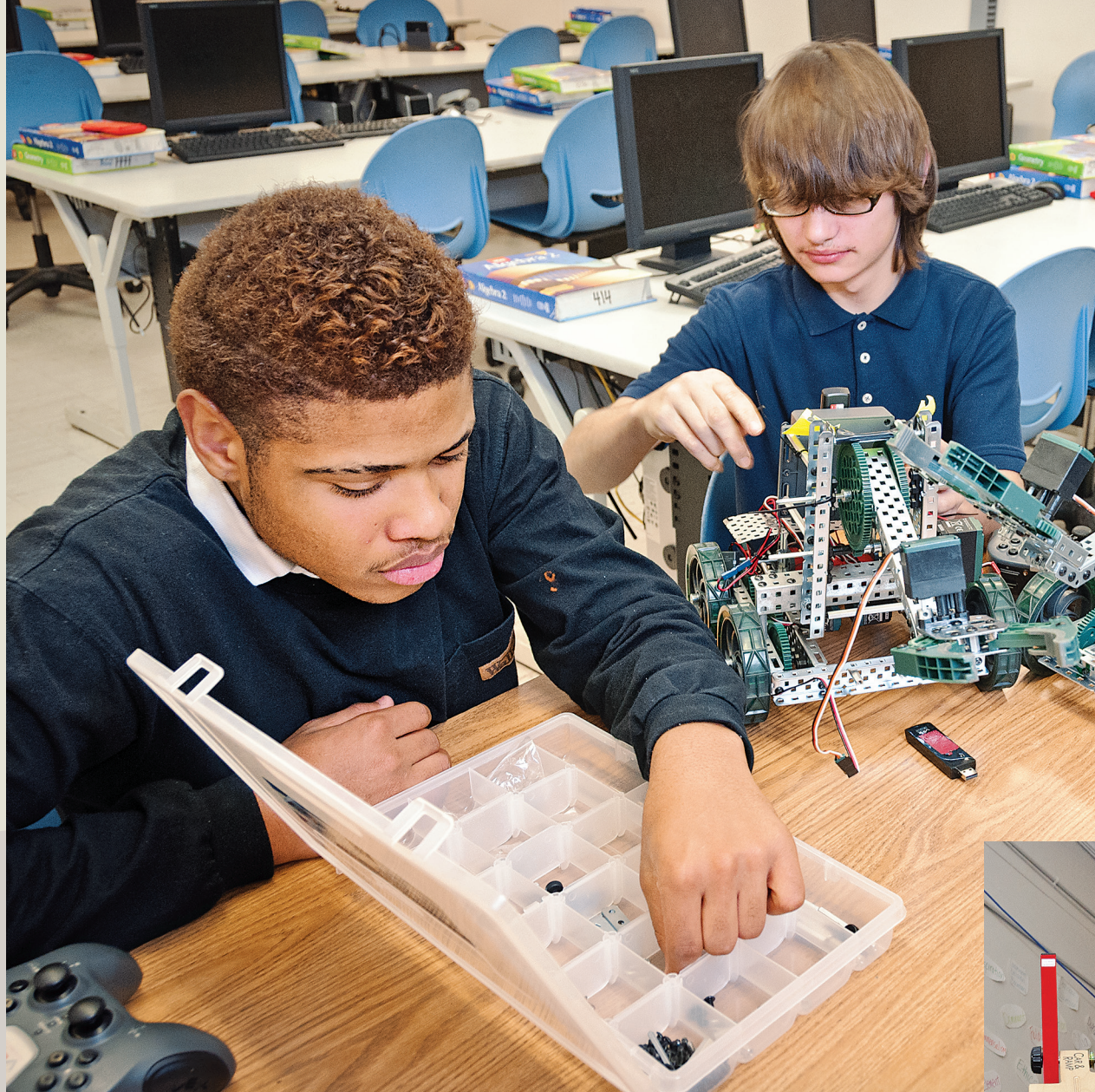
In response to higher education partners’ feedback about this exact issue, last year the Compact began to collect and analyze transfer data. Annual National Student Clearinghouse reports on CMSD graduates allow us to follow individual students through degree completion, no matter where they first enroll and where they finish.

A very preliminary review of the transfer data related to CMSD’s 2008 graduating class is revealing (see chart at right). Between 2008 and 2014, 1,673 members of the CMSD class of 2008 enrolled in college; 39.6 percent (662) transferred to another institution at some point; and of the students who transferred, 112 (17 percent) ultimately completed a degree by 2014.

Again, we are just beginning to delve into the transfer data and determining what it can tell us. However, based on our preliminary assessment, we agree that the transfer data is compelling, and we will provide a more detailed examination of its impact in next year’s report.



PARTNERS



EDUCATION PARTNERS

Baldwin Wallace University

Bowling Green State University

Case Western Reserve University

Cleveland Metropolitan
School District

Cleveland State University

Cuyahoga Community College

Eastern Michigan University

Hiram College

John Carroll University

Kent State University

Notre Dame College

Oberlin College

Ohio Board of Regents

Ohio University

The Ohio State University

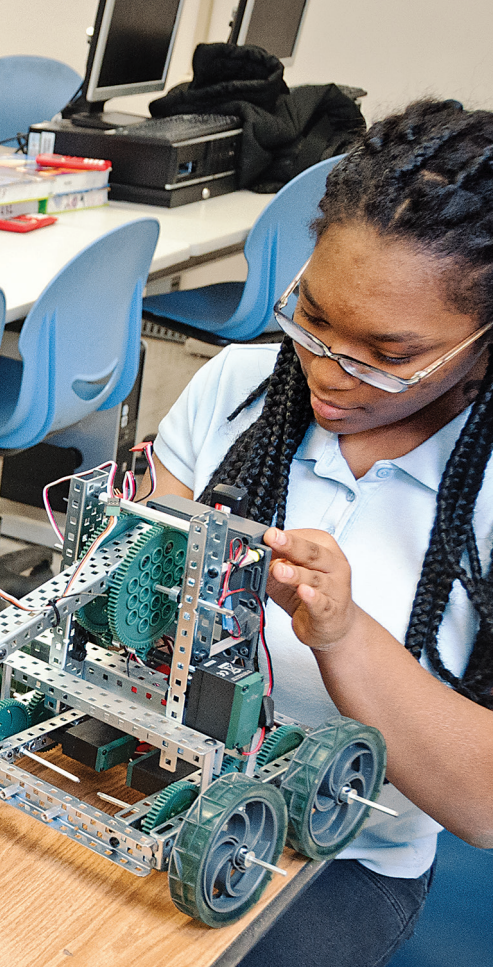
The University of Akron

The University of Toledo

Ursuline College

Walsh University





COMMUNITY PARTNERS

ACE Mentor Program of Cleveland

America SCORES

Aspire Program at Hathaway Brown

Big Brothers/Big Sisters

Boys & Girls Club of Cleveland

Breakthrough Charter Schools

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