

2016 Report

TO THE COMMUNITY

HIGHER EDUCATION
COMPACT
OF GREATER CLEVELAND





Photo credit: City of Cleveland Photographic Bureau

Dear Friends of the Higher Education Compact:

Seven years ago, I invited the Cleveland Metropolitan School District (CMSD), government, higher education, and community partners to come together and create the Higher Education Compact of Greater Cleveland. Our goal has always been to increase college readiness, access to college and educational persistence to graduation for CMSD students. At that time, we set benchmarks for each of these areas and agreed to publish an annual report each year detailing progress.

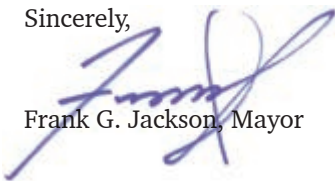
As in previous years, the 2016 Report to the Community indicates that we have made progress in some areas and still face persistent challenges in others. While results differ from year to year, the overall educational attainment trends are promising.

- **The Cleveland Metropolitan School District is graduating more students.** The class of 2016 had a 69 percent graduation rate, a 13 percentage point increase over the last five years.
- **There are more students in our community graduating from two- and four-year colleges and universities than there were when we started.** The three-year completion rate from two-year institutions and the six-year rate from four-year institutions have increased by four percentage points in the last five years.

- **The on-time graduation rate (completing a four-year degree in four years) has increased dramatically in the last five years, by 16 percentage points.**

However, we continue to struggle in the area of enrollment, which at 51 percent is 10 points lower than when we began measuring. There are several potential explanations for this, including the financial barrier, but it remains an area of concern. We cannot expect to see continued gains in college completion if we continue to see declines in enrollment.

The progress we have made so far is encouraging, but it is not enough. I look forward to our continued partnership and progress.

Sincerely,

 Frank G. Jackson, Mayor



CITY OF CLEVELAND
 Mayor Frank G. Jackson

Key Takeaways from the Report

COLLEGE READINESS

College readiness indicators are mostly positive. The overall college readiness attainment goal is to increase the four-year high school graduation rate from 56 percent in 2011 to 71 percent by 2017. The high school graduation rate has continued to increase from 56 percent among the class of 2011 to 69 percent among the class of 2016, well on the way to meeting the 2017 goal. In addition, the percentage of students who are on-track to graduate (71 percent), the percentage of students graduating with a 3.0 GPA or higher (34 percent), and the percentage of students participating in Advanced Placement testing (6.1 percent) are at their highest levels since we began measuring in 2011. At the same time, the percentage of students requiring remediation in math or English is at its lowest (62 percent). However, the percentage of students scoring a 21 or higher on the ACT remained flat at 15 percent, and the percentage of students scoring a 3, 4 or 5 on the Advanced Placement test declined for the third year in a row.

COLLEGE ACCESS

Despite gains made in a few areas last year, the college access data remain disappointing. The overall college access attainment goal is to increase college enrollment within one year of high school graduation among CMSD graduates from 61 percent to 66 percent by 2017. Despite a rebound among the class of 2014, the class of 2015's enrollment rate of 51 percent is at its lowest point since we began measuring in 2011. Bright spots in the college access data include increases in Naviance usage (55 percent), the average number of time students took the ACT (1.79) and the percentage of students completing at least one college application (59 percent). However, the average number of completed college applications (5.4 per student of those completing at least one application) and the FAFSA completion rate (55 percent) declined among the class of 2015.

COLLEGE PERSISTENCE

College persistence indicators are mostly positive. The overall college persistence goal is to increase the six-year completion rate from four-year institutions among CMSD graduates from 28 percent to 47 percent by 2017 and the three-year completion rate at two-year institutions from two percent to seven percent. While the six-year completion rate increased from 32 percent among the CMSD class of 2009 to 33 percent among the class of 2010, the pace is not enough to meet the 47 percent 2017 goal. However, we are on track to meet the 2017 seven percent goal for three-year completion among two-year institutions, as the completion rate increased from five percent among the CMSD class of 2012 to six percent among the class of 2013.



The first- to second-year retention rate at Compact institutions improved from 56 percent to 57 percent, and the percentage of students earning degrees from four-year institutions in four years increased from 20 percent to 26 percent. The percentage of CMSD graduates transferring from a two-year to a four-year institution increased from 12 percent to 13 percent. The percentage of CMSD students completing at least 24 college-level credits within one year of enrollment among Compact four-year institutions increased from 52 percent to 53 percent, and the percentage of students completing at least 24 college-level credits within one year of enrollment among Compact two-year institutions decreased from 34 percent to 32 percent. The remedial course passage rate declined from 78 percent to 74 percent.

Increasing Need for Postsecondary Credentials

Now, more than ever, a postsecondary credential – a two- or four-year degree or an industry-recognized technical certificate – is critical to having gainful employment in a 21st Century economy. Figure 1 demonstrates a significant gap between the percentage of working-age Ohioans with an associate’s degree or higher or a high-quality credential (42 percent) and the percentage of Ohio jobs that will require a postsecondary degree or credential by 2020 (64 percent).¹ Further, the Georgetown University Center for Education and the Workforce reports that for the first time ever, a larger share of the workforce has a bachelor’s degree or higher (36 percent) than has only a high school diploma (34 percent). It also estimates that 99 percent of the post-2008 recession jobs (11.5 of 11.6 million jobs) created have gone to individuals with at least some college.²

If our community is going to thrive, we must significantly increase educational attainment. College graduates earn an average of 65 percent more – \$1 million over the course of a career – than their counterparts with only a high school diploma.³ And communities with higher levels of educational attainment have lower crime rates, enhanced community services, reduced reliance on government safety net services and a larger tax base.⁴

Five years ago, Mayor Jackson brought the community together – the school district, 16 Ohio colleges and universities, and 53 youth-serving and philanthropic organizations – to significantly increase the number of Cleveland students who earn a postsecondary credential – a four year degree, a two year degree or a high-quality, industry-recognized certificate. The result was the creation of the Higher Education Compact of Greater Cleveland, an unprecedented cross-sector community effort to increase college readiness, college access and college persistence among CMSD students.

Ohio’s Workforce: Higher Education Status and Projected Needs

FIGURE 1

On average, 37 percent of working-age Ohio state residents (ages 25-64) have an associate’s degree or higher. An estimated 5 percent have a high-quality credential. By 2020, 64 percent of jobs will require a postsecondary degree or credential.

64% Jobs requiring a postsecondary degree or credential by 2020

5% Ohio residents with a high-quality certificate

37% Workforce with associate’s degree or higher, as of 2014





Partners in the Compact set ambitious six-year goals. Now, five years in, we have the ability to see trends and determine whether we are making significant enough progress toward these goals. While analysis of individual indicator data shows fluctuation from year to year, the overall attainment goals related to college readiness, college access and college persistence demonstrate consistent trends. On the positive side, the five-year trend data indicate that high school graduation and college completion rates have increased.

However, unfortunately, during the same period, college enrollment has decreased. Our community needs to better understand and strategically address this downward trend in postsecondary enrollment.

In the following pages, we take a closer look at the data as well as factors that may be impacting it, positively or negatively.

¹Adapted from the *College Affordability Diagnosis, Ohio*, p.1, Institute for Research on Higher Education; ²Georgetown University Center for Education and the Workforce, *America's Divided Recovery: College Haves and Have-Nots*, 2016; ³Education Pays, 2013; ⁴Education Pays, 2013.

College Success Dashboard

When the Compact was established in 2010, partners – including government, public education, higher education, philanthropic, civic and youth-serving organizations – aligned their work and set goals related to increasing high school graduation, college enrollment and college completion rates.

To report annual progress on these goals, Compact partners created a College Success Dashboard, which includes the overall attainment goals and specific indicators related to college readiness, college access and college persistence.



COLLEGE READINESS INDICATORS

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

COLLEGE ACCESS INDICATORS

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



COLLEGE PERSISTENCE INDICATORS

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

Developments Since the Compact's 2015 Report

CHANGING STATE HIGH SCHOOL GRADUATION REQUIREMENTS

The CMSD class of 2018 will be among thousands of Ohio students who must meet new, more rigorous high school graduation requirements. Moving forward, students must demonstrate college and/or career readiness through one of the following options:

- **Earn a total of at least 18 graduation points across seven end-of-course exams.** A student can earn from one to five points on each test. Out of the 18 points, students must earn a total of at least four points on English tests, four points on math tests and six points on social studies and science tests.
- **Earn a remediation-free score on the ACT or SAT.** Colleges and universities use the SAT and ACT as a predictor of a student's ability to successfully complete college-level coursework without remediation. ACT and SAT, together with the Ohio Department of Education have determined the following remediation-free thresholds:
 - ACT: English: 18 or higher; Mathematics and Reading: 22 or higher
 - SAT: Writing: 430 or higher; Mathematics: 520 or higher; Reading: 450 or higher
- **Earn a composite score of 13 on the WorkKeys assessment and an approved industry-recognized credential.** WorkKeys measures skills that employers believe are critical to job success – skills such as reading, math, listening, locating information and teamwork.

It is important to note that these changes to the Ohio high school graduation requirements are intended to increase academic rigor and ensure that Ohio's students are well-prepared for college and career and at the same time give students a variety of ways to demonstrate their readiness. However, end-of-course exams are more challenging than the Ohio Graduation Test, which was the standard that classes through 2017 had to meet. Local school districts have already warned the State that these changes could reduce 2018 graduation rates by up to 30 percent.⁵

⁵ Cleveland.com. A third of high school juniors might not graduate next year, officials warn. 16 Nov 2016.

OHIO SETS 65% ATTAINMENT GOAL

To reinforce the importance of higher levels of educational attainment, the State of Ohio and other key stakeholders have formally adopted and endorsed a statewide Ohio Attainment Goal for 2025: 65 percent of Ohioans, ages 25-64, will have a degree, certificate or other postsecondary workforce credential of value in the workplace. To meet this goal, Ohio will need to produce an estimated 1.7 million more recent high school graduates and working-age adults with postsecondary credentials. To meet this goal, higher education will need to be much more accessible to individuals from low- and moderate-income families, populations that historically have not benefited from postsecondary opportunities.



Following the official announcement of the 65% goal in May of 2016, the Department of Higher Education, the Department of Education and the Governor's Office of Workforce Transformation have collectively adopted the goal as well, creating strategies to support it. Additionally, the Cradle to Career (C2C) Ohio communities are working with the Department of Higher Education to determine ways to replicate their work in other areas of the state and share best practices to increase attainment. The Compact is participating in these efforts.

Readiness



The Compact has identified seven college readiness-related indicators. The on-track to graduate metric for the class of 2017 is 71 percent, as compared to 67 percent among the class of 2016. A number of variables are used to predict whether a student is on-track to graduate, including credits accumulated, cumulative GPA, passage of the Ohio Graduation Test and special education status.

The percentage of students achieving a GPA of 3.0 or higher increased from 30 percent among the class of 2014 to 34 percent among the class of 2015, the highest point since we began measuring in 2011. A 3.0 GPA is significant because many higher education institutions

use 3.0 as a cut-off for scholarships, and 3.0 is the minimum threshold for accessing elite institutions.

The percentage of students achieving a score of 21 or higher on the ACT remained flat from the class of 2014 to the class of 2015 at 15 percent. An ACT score of 21 is the national standard for college readiness, demonstrating to higher education institutions that a student is likely to be able to successfully complete college-level coursework.

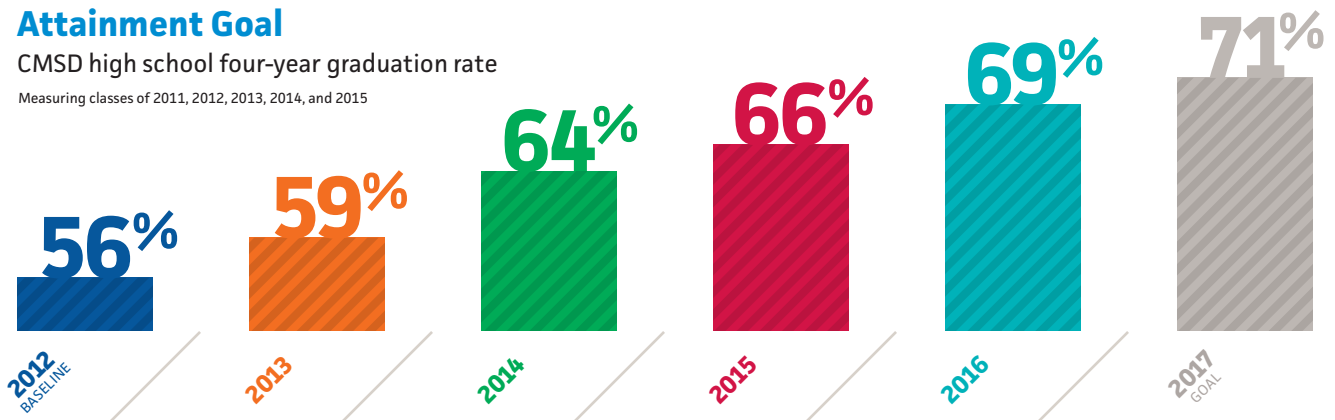
Students having the content knowledge, critical thinking, research skills and academic habits to successfully complete college without remediation.

The Compact's college readiness goal is to increase the four-year high school graduation rate among CMSD high school students from 56 percent among the class of 2011 to 71 percent for the class of 2017. The CMSD is on pace to meet this goal with a graduation rate of 69 percent among the class of 2015, a three-point increase over the class of 2014.

Attainment Goal

CMSD high school four-year graduation rate

Measuring classes of 2011, 2012, 2013, 2014, and 2015



The percentage of students who participated in Advanced Placement testing increased again, from 5.6 percent among the class of 2014 to 6.1 percent among the class of 2015; however the percentage of students scoring a 3, 4 or 5 on the test decreased for the third year in a row, from 8.8 percent among the class of 2014 to 7.2 percent among the class of 2015.

Participation in the Post-Secondary Educational Options (PSEOP) program was 9.7 percent among the class of 2015, as compared to 8.3 percent among the class of 2014 and about triple the statewide rate of participation in PSEOP.⁶



The percentage of CMSD graduates from the class of 2015 enrolled in Ohio public colleges and universities needing remediation in math or English was 62 percent, compared to 66 percent among the class of 2014.

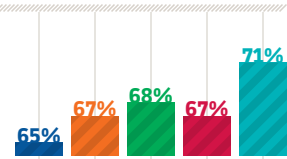
⁶ In 2015, the State of Ohio launched a new program, College Credit Plus (CCP), that replaced PSEOP. We will measure CCP participation in future reports.

Readiness Indicators

2012 BASELINE | 2013 | 2014 | 2015 | 2016

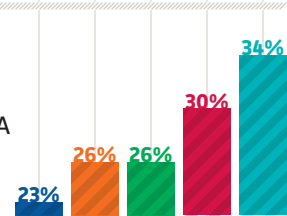
Percentage of students on-track to graduate

Measuring classes of 2013, 2014, 2015, 2016, and 2017 (error rate for each cohort +/- 2.2%)



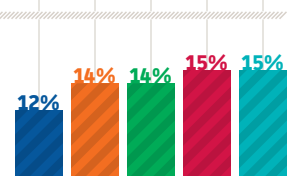
Percentage of students graduating with a 3.0 GPA or higher

Measuring classes of 2011, 2012, 2013, 2014, and 2015



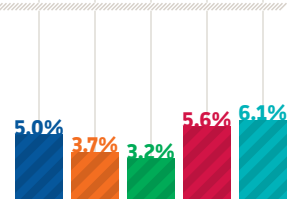
Percentage of graduates with a score of 21 or higher on the ACT

Measuring classes of 2012, 2013, 2014, 2015, and 2016



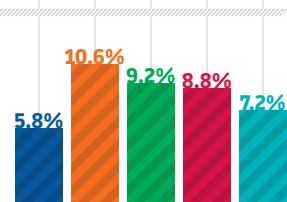
Percentage of students participating in Advanced Placement testing

Measuring classes of 2011, 2012, 2013, 2014, and 2015



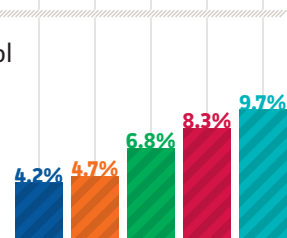
Percentage of students earning a score of 3, 4, or 5 on Advanced Placement exams

Measuring classes of 2011, 2012, 2013, 2014, and 2015



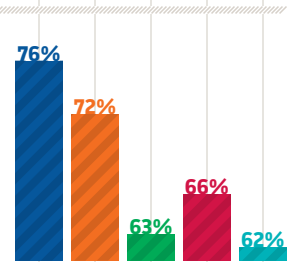
Percentage of high school students participating in Post Secondary Enrollment Options Program (PSEOP)

Measuring classes of 2011, 2012, 2013, 2014, and 2015



Percentage of high school graduates needing remediation in math or English

Measuring classes of 2011, 2012, 2013, 2014, and 2015



Readiness

MOVING FORWARD

INCREASED FOCUS ON ACT

The decrease in remediation rate suggests that more CMSD graduates who enroll in college are better prepared than in previous years. However, when we look at readiness among CMSD graduates as measured by the ACT, the picture is less positive. The average ACT score among CMSD students remained flat among the classes of 2015 and 2016, and the overall distribution of scores shows that fewer students are achieving the Compact's college-ready score of 18.⁷

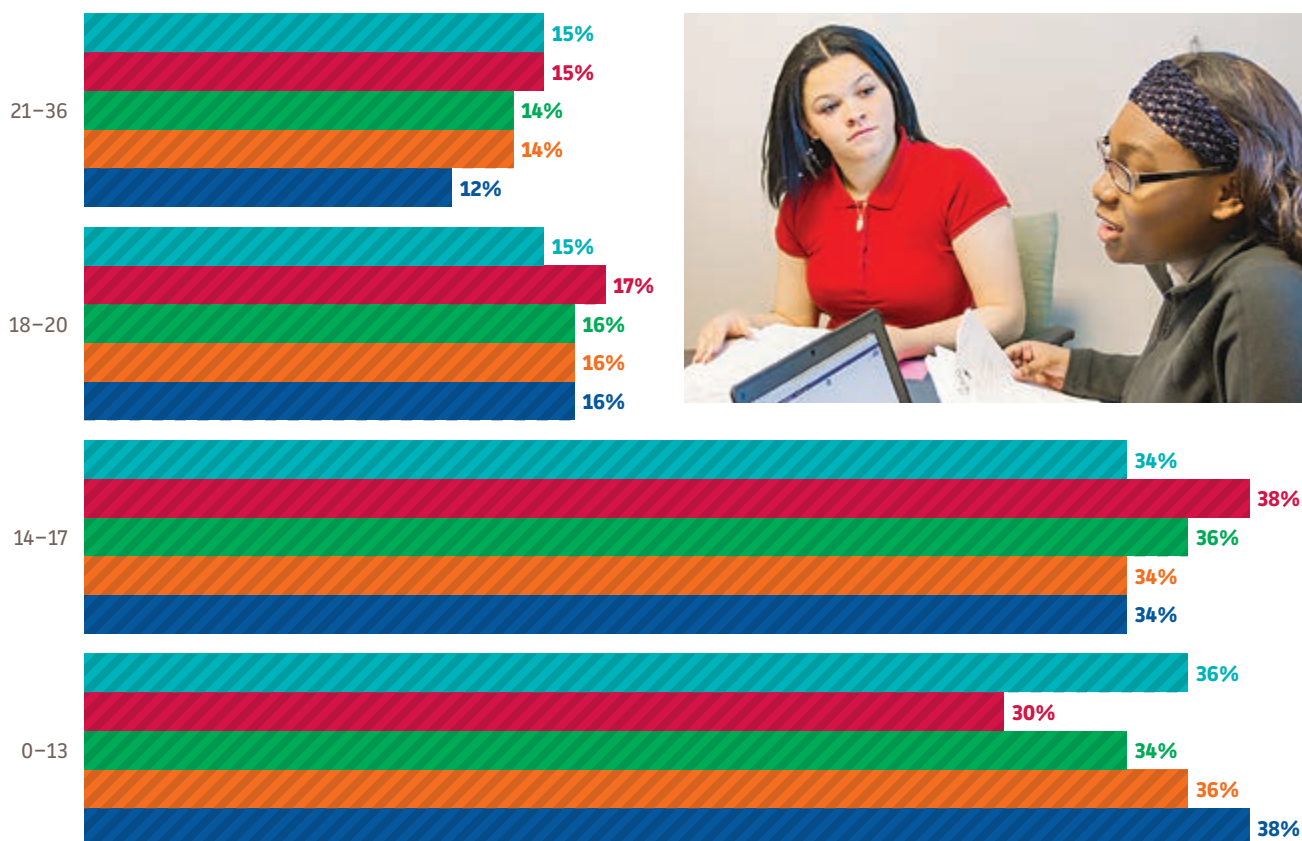
An ACT score of 21 is widely recognized as the national benchmark for college readiness, and the percentage of CMSD graduates scoring a 21 or higher on the ACT has generally trended upward since we began measuring among the class of 2012. The class of 2016 performed as

well as the class of 2015, with 15 percent of graduates achieving this nationally-recognized college-ready score. Indeed, more students scored 21+ this year (284) than in any year since the Compact began tracking this metric. The average ACT score among CMSD students also held steady from 2015 to 2016, at 17.

Figure 2 shows troubling data, however, as the percentage of students in the 0-13 range increased six percentage points from 2015 to 2016, and 85 percent of 2016 graduates scored below the Compact's college-ready score of 18.

Data in Figure 3 demonstrate that the percentage of students meeting the Compact's college readiness standard of at least an 18 on the ACT and a 2.5 GPA slightly decreased from 26 percent among the class of 2015 to 25 percent among the class of 2016.⁸ While more individual students actually reached this threshold (469 this year, versus 458 in 2015), due to the increase in the number of graduates, the rate declined slightly.

ACT Score Breakdown





It is important to note that the CMSD has been increasing both its graduation rate, and, this year, the actual number of students graduating. While the CMSD has one of the highest ACT participation rates in the State due to district-wide administration of the test (82.5 percent of 2016 graduates), the rate of non-takers went up with the increase in graduates this year, contributing to the negative changes in these metrics.⁹ The increase in graduation rate is a welcome trend; however, a larger denominator in that area can make it look like the CMSD is losing ground in others, such as the ACT metrics, when, in fact, performance has held steady. That said, there is more work to do. We must focus on strategies that produce results – for the students who are graduating from CMSD schools college-ready as well as for the graduating students who are not meeting college-ready benchmarks: cultivating a college-going culture in schools, increasing student motivation and improving academic rigor. We know, based on the work we did in 2014-15, ACT test-taking interventions work to move the needle a few points for students who are on the

CMSD Graduates with at Least an 18 on the ACT and a 2.5 GPA or Higher

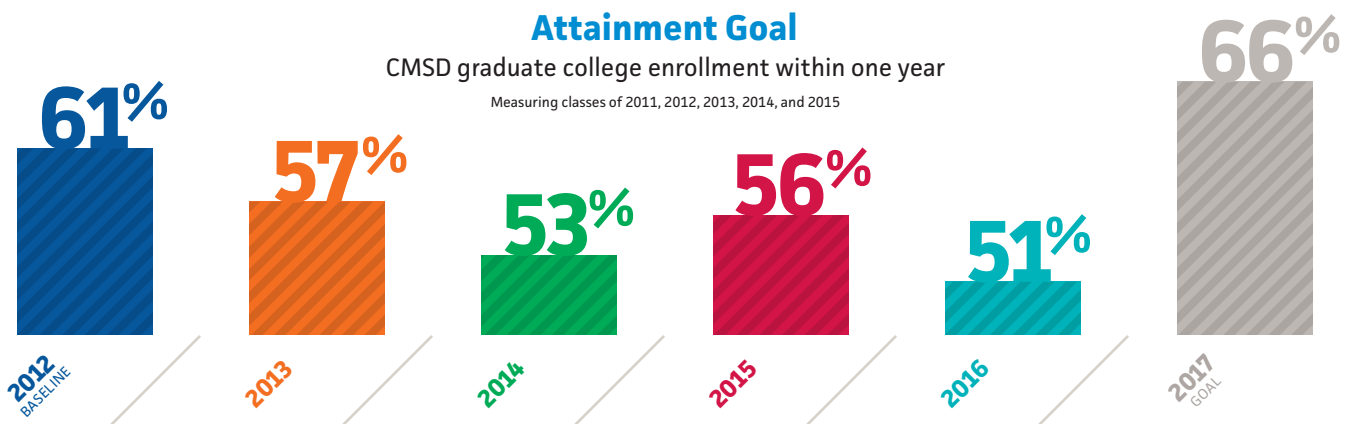
2016 | 2015 | 2014 | 2013 | 2012 | FIGURE 3



bubble of being college-ready (students with a 16/17 or a 19/20). We should continue and expand those efforts. But at the end of the day, significant gains in ACT scores will come with increased academic rigor.

⁷ Compact partner, College Now, has found that with the right supports, students with an ACT score of 18 or higher and a GPA of 2.5 or higher can be successful in college, despite the national college-ready standard ACT score of 21. ⁸ Figure 1 shows the distribution of ACT scores and demonstrates that 85 percent of students in the class of 2016 scored below an 18 on the ACT, while Figure 2 shows that the percentage of graduates who scored an 18 or higher and a GPA of 2.5 or higher is 25 percent. The difference is in the denominator: Figure 1 includes all students, regardless of whether or not they graduated; Figure 2 only includes scores of graduates. ⁹ Students who do not take the ACT are represented by a score of "0"; among 2016 graduates, 328 students, or 17.3 percent did not take the test, compared to 14.3 percent of 2015 graduates who did not take the test.

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 goal is to increase college enrollment within one year of high school graduation among CMSD graduates from 61 percent to 66 percent by 2017. Enrollment among the class of 2015 was 51 percent, down from 56 percent among the class of 2014 and 10 percentage points from when we began measuring. These numbers reflect statewide and national enrollment declines. The national college enrollment rate decreased by 1.4 percent in 2016, and the statewide enrollment rate declined by 1.3 percent.¹⁰

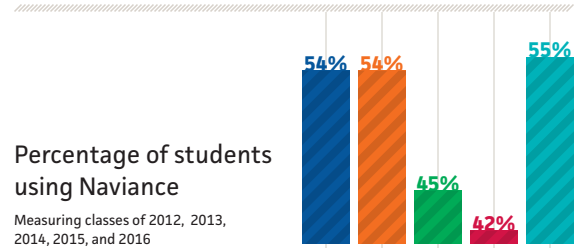
The Compact has identified five indicators related to the college access goal. Like last year, the most recent data shows mixed results. The percentage of students using Naviance significantly increased, from 42 percent among the class of 2015 to 55 percent among the class of 2016. Naviance is a web-based college and career planning tool that was implemented in 2011 to help students find their best fit postsecondary option.

The average number of times students from the class of 2016 took the ACT increased to 1.79 compared to the 1.64 reported for the class of 2015. The CMSD provides students with an opportunity to take the ACT, and students can also receive fee waivers from College Now to take it additional times.

Among the class of 2016, 59 percent of students completed at least one college application, an eight point increase from the class of 2015 and the highest rate since we began measuring this indicator.

Access Indicators

2012 BASELINE | 2013 | 2014 | 2015 | 2016

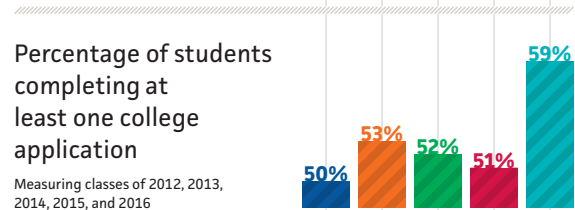


Percentage of students using Naviance

Measuring classes of 2012, 2013, 2014, 2015, and 2016

Average number of times students take the ACT

Measuring classes of 2012, 2013, 2014, 2015, and 2016

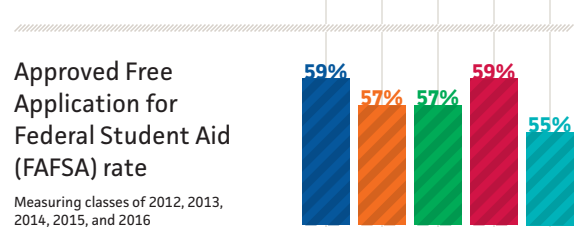


Percentage of students completing at least one college application

Measuring classes of 2012, 2013, 2014, 2015, and 2016

Average number of completed college applications per student (of those that completed one)

Measuring classes of 2012, 2013, 2014, 2015, and 2016



Approved Free Application for Federal Student Aid (FAFSA) rate

Measuring classes of 2012, 2013, 2014, 2015, and 2016

However, the average number of applications completed per student (among those who completed one) decreased from 6.7 among the class of 2015 to 5.39 among the class of 2016. Finally, 55 percent of students from the class of 2016 completed the FAFSA (Free Application for Federal Student Aid), a decrease of four points from the class of 2015. The FAFSA is required for nearly all types of financial aid and is an indicator of a student’s intent to enroll in a postsecondary program.

¹⁰National Student Clearinghouse Research Center

Access

MOVING FORWARD

The Compact has implemented a number of programs aimed at increasing college enrollment among CMSD graduates, including College Application Month and FAFSA completion campaigns. During College Application Month, students were provided in-school time and expert guidance to complete college applications. The FAFSA completion campaigns were school- and community-based campaigns to increase awareness about the FAFSA and financial aid. While these initiatives have helped to increase Naviance usage and the percentage of students completing a college application, it has not made an impact on the bottom line, college enrollment.

As mentioned at the beginning of this report, the State of Ohio has set an ambitious goal of increasing educational attainment to 65 percent by 2025. This means that Ohio needs to add 1.7 million adults with a postsecondary credential or degree by 2025 in order to meet the future demand for a skilled workforce.

If Cleveland's data is any indication, the State has an uphill climb, as it is challenging to increase educational attainment when enrollment has decreased steadily over the last few years.

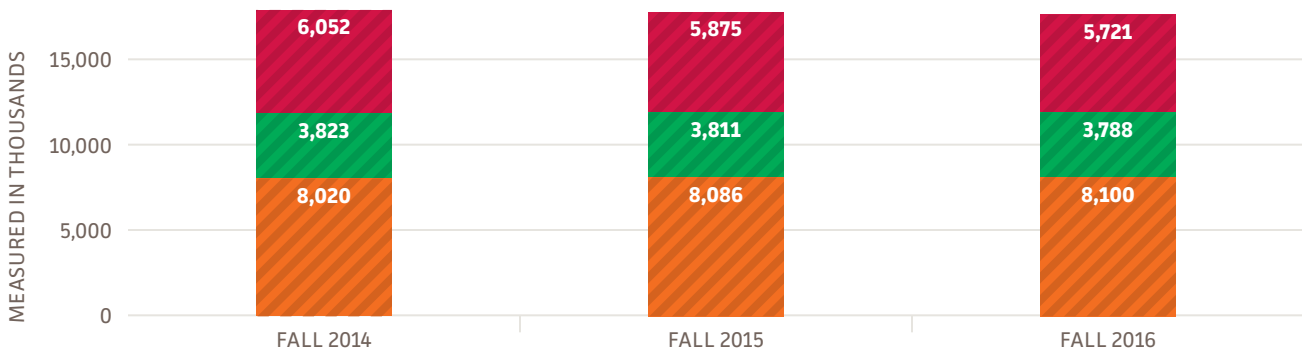
Compact data shows that enrollment in a two- or four-year institution within one year of high school graduation among CMSD graduates decreased from 56 percent among the class of 2014 to 51 percent among the class of 2015. We believe there are a number of factors at play that can help us potentially understand why, if the high school graduation is at its highest point ever, 25 percent of CMSD students who meet the Compact's college readiness 2.5 GPA and 18+ on the ACT threshold are not enrolling in postsecondary education.

Our data shows that the five-point decline in enrollment among the CMSD class of 2015 as compared to the class of 2014 is primarily coming from enrollment in two-year institutions; enrollment in four-year institutions has held steady. This follows the national trend. As demonstrated in Figure 4, the National Student Clearinghouse Research Center reports enrollment decreases across the board over the last three years – at four-year public and private, non-profit institutions



Estimated National Enrollment by Sector (Title IV, Degree-Granting Institutions)

Four-Year Public | Four-Year Private | Two-Year Public | FIGURE 4



as well as at two-year institutions – but the most significant decline in enrollment nationally is seen at two-year institutions.¹¹ We believe this drop in enrollment in two-year institutions can be attributed to the strength of the economy. Research shows that for every percentage point change in the unemployment rate, community colleges can expect to see fall full-time enrollment fluctuate 2.5 percent up or down.¹²

We need to work harder to improve college readiness but also to develop aspiration for college and careers

among students. We have to help them connect the dots between education and livable-wage jobs, and we must make a meaningful effort to make postsecondary education more affordable.

If Ohio is going to meet its 65 percent attainment goal, drastic changes need to be made to increase readiness, aspiration and especially affordability for students.

¹¹ National Student Clearinghouse Research Center, Current Term Enrollment Estimates, Fall 2016;
¹² Bureau of Labor Statistics and Digest of Education Statistics.



Access

MOVING FORWARD →



FOCUS ON AFFORDABILITY

Ohio ranks 45th out of 50 states in college affordability; there are three specific reasons why.¹³ First, Ohio underinvests in higher education, relative to other states, allocating just seven percent of state and federal expenditures toward higher education, as compared to an average of 10 percent in other states.¹⁴ Second, in response to this, Ohio’s public colleges and universities have compensated for the reduced state funding by increasing tuition. From 1996 to 2006, for example, Ohio’s public, four-year colleges and universities increased tuition by nine percent annually, resulting in a 2006 tuition rate that was 47 percent higher than the national average.¹⁵ Despite recent tuition caps and freezes, tuition at Ohio’s public higher education institutions still remains well above the national average, 11.5 percent higher at four year public institutions and 14.5 percent higher at community colleges.¹⁶

Third, budget support for the Ohio College Opportunity Grant (OCOG), Ohio’s only need based financial aid program has dramatically declined. Once the gold-standard for state need-based financial aid programs, Figure 5 shows that OCOG was reduced from \$223 million in 2007-08 to \$69 million in 2011-12.¹⁷ Despite increases since then, OCOG appropriations still remain \$123 million below pre-2008 recession levels, at \$100 million, leaving very little financial aid available for students with significant need.¹⁸ To put this into context,

an Ohio family with an annual income of \$48,000 would have to allot between 18 and 38 percent of that annual income to send one student to a two-year community college or between 39 and 81 percent to attend a four-year public university – a seemingly impossible task for families with already limited means.¹⁹

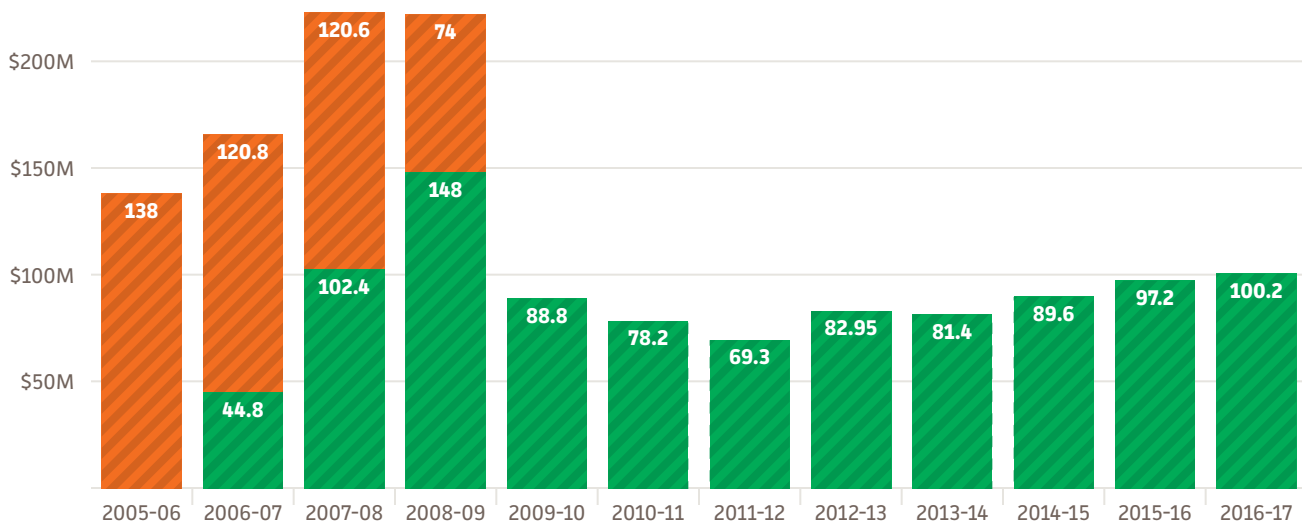
As a result, students choose to take out loans to pay for higher education. Ohio is in the top 10 nationally for the percentage of students who take out loans for college and average student loan debt. Sixty-six percent of Ohio students who graduated from college in 2015 reported taking out a loan; and among students who borrowed money for college, the average student loan debt burden was over \$30,000.²⁰

To address this, the Higher Education Compact and sister organizations in other cities across Ohio are working on a statewide initiative to significantly increase need-based aid, promote accelerated pathways, improve 2+2 agreements and improve utilization of College Credit Plus as part of a larger effort to promote affordability and completion. More information about this work can be found at www.philanthropyohio.org/education.

¹³The Higher Education Policy Institute: College Affordability Diagnosis, National Report, 2016; ¹⁴The National Association of State Budget Officers, State Expenditures Report, 2015; ¹⁵The Higher Education Policy Institute: College Affordability Diagnosis, National Report, 2016; ¹⁶College Board, Trends in College Pricing 2016; ¹⁷National Association of State Student Grant and Aid Programs, NASSGAP Survey Report 13-14, p. 9, 2014; ¹⁸The Higher Education Policy Institute: College Affordability Diagnosis, National Report, 2016; ¹⁹Higher Education Compact of Greater Cleveland, College Affordability in Ohio, August 2016; ²⁰The Institute for College Access & Success, Student Debt and the Class of 2015, October 2016.

Ohio Need-Based Aid

Ohio College Opportunity Grant | Ohio Instructional Grant | FIGURE 5



Persistence



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

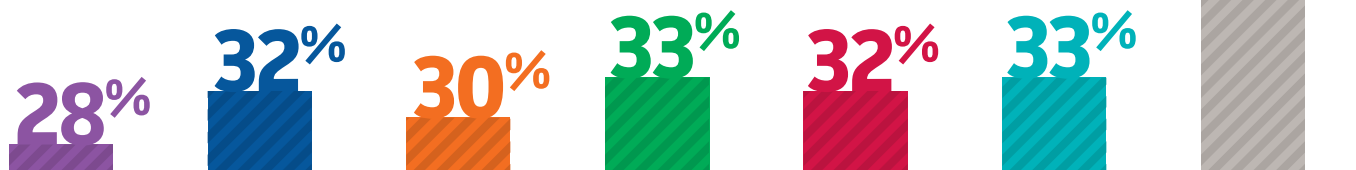
The Compact's overall persistence goal is to increase the six-year completion rate from four-year institutions among CMSD graduates from 28 percent to 47 percent by 2017 and the three-year completion rate at two-year institutions from two percent to seven percent. The most recent data shows that we are on track to meet the seven percent three-year completion goal at two-year institutions, as it reached six percent among the CMSD class of 2013. However, while the overall six-year completion rate of 33 percent at four-year institutions for the class of 2010 reflects a five-year, five percentage point increase, we are not on pace to meet the six-year, 47 percent goal for the four-year institutions.

The Compact identified six college persistence indicators to measure how students are progressing toward degree completion. The first- to second-year retention rate increased from 56 percent among students from the class of 2014 enrolled at all Compact schools to 57 percent among the class of 2015, eight percentage points higher than when we began measuring.

Attainment Goal

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

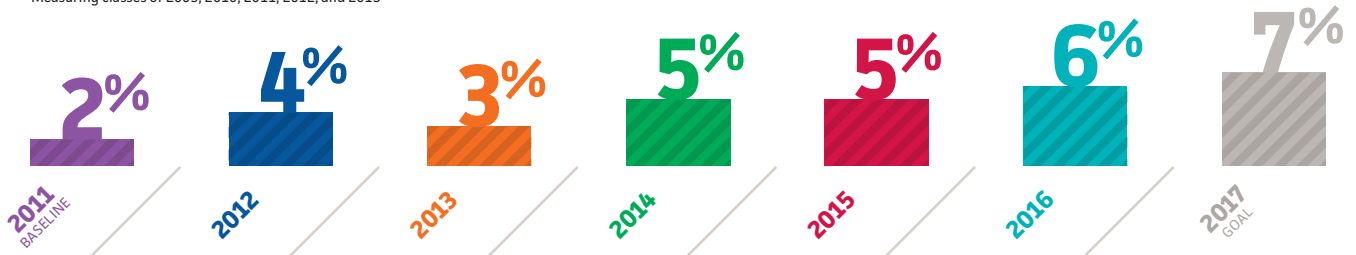
Measuring classes of 2006, 2007, 2008, 2009, and 2010



Attainment Goal

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

Measuring classes of 2009, 2010, 2011, 2012, and 2013



The on-time (four-year) completion rate for the CMSD class of 2010 from four-year institutions was 26 percent, a six point increase over the class of 2009 and a 16 point increase from the first class we measured, the class of 2006. This is important because studies show that staying in college beyond four years does not increase a student's odds of completion but does increase the amount of student loan debt.²¹

The percentage of CMSD graduates from the class of 2010 who transferred from a two-year to a four-year institution was 13 percent, a one-point increase over the class of 2009. (Please note: We will examine a partnership between Cuyahoga Community College and Cleveland State University that is working to make the transfer process smoother for students in the following section of this report).

The remedial course passage rate among the CMSD class of 2015 was 74 percent, down from 78 percent among the class of 2014, but still significantly higher than our first data point of 63 percent among the class of 2013. This is an important indicator, because we know that remedial



coursework increases the time and cost associated with completing a degree.²²

The percentage of CMSD graduates who completed at least 24 college-level credits within one year of enrollment among Compact four-year institutions was 53 percent among the CMSD class of 2015, a slight increase over last year and a significant increase of 17 percentage points since we began measuring with the class of 2012. The rate at two-year institutions declined from 34 percent among the class of 2014 to 32 percent among the class of 2015.

²¹ Complete College America: *Time is the Enemy*, 2011; ²² Complete College America: *The Game Changers*, 2013.

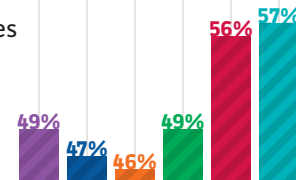
One of our four-year higher education partners discovered an error in the data they submitted for the 2015 Dashboard report after publication. The institution submitted new data last summer, and as a result, the 2015 overall persistence attainment goal and indicators have been updated to reflect the corrected data.

Persistence Indicators

2011 BASELINE | 2012 | 2013 | 2014 | 2015 | 2016

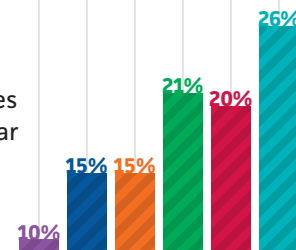
Percentage of CMSD graduates retained in all Compact institutions from year one to year two

Measuring classes of 2011, 2012, 2013, 2014, and 2015



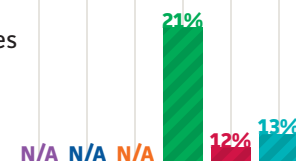
Percentage of CMSD graduates earning degrees from four-year Compact institutions within four years

Measuring classes of 2006, 2007, 2008, 2009, and 2010



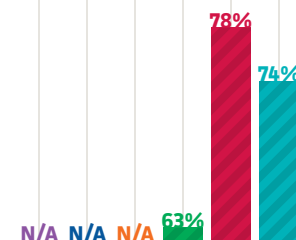
Percentage of CMSD graduates transferring from two-year to four-year institutions

Measuring classes of 2006, 2007, 2008, 2009, and 2010



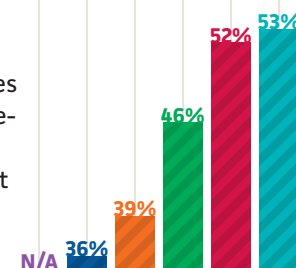
Remedial course passage rate

Measuring classes of 2011, 2012, 2013, 2014, and 2015



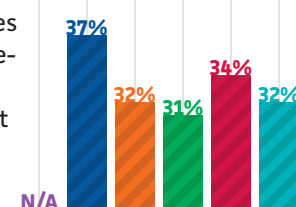
Percentage of CMSD graduates completing at least 24 college-level credits within one year of enrollment among Compact four-year institutions

Measuring classes of 2011, 2012, 2013, 2014, and 2015



Percentage of CMSD graduates completing at least 24 college-level credits within one year of enrollment among Compact two-year institutions

Measuring classes of 2011, 2012, 2013, 2014, and 2015



Persistence

MOVING FORWARD →

STREAMLINING THE TRANSFER PROCESS BETWEEN CUYAHOGA COMMUNITY COLLEGE AND CLEVELAND STATE UNIVERSITY

Last year, we reported that, nationally, students from low-income backgrounds who transfer from a two-year to a four-year institution are less likely to complete a bachelor's degree than their higher-income counterparts and that the transfer-out completion rate in Ohio lags behind the national average.²³

To accomplish these goals, Tri-C and CSU are working together to create degree maps that show students the most efficient pathways to both associate's and bachelor's degree completion. To date, more than 20 degree maps have been completed. Additionally, the institutions are promoting collaborative advising based on the developed degree maps, allowing them to identify best practices to help students efficiently transfer between them. For example, students who

complete an associate's degree at Tri-C and transfer to CSU are considered to have met their general education requirements (even if they have not completed the Ohio transfer module) and do not have to take additional general education coursework upon arrival. Finally, Tri-C and CSU are integrating their data platforms in an effort to use data to inform the degree maps. By connecting this way, both institutions can gain additional insight into what makes the Tri-C to CSU transfer student unique and what interventions might be most successful in meeting their needs. It also helps the institutions identify the courses on both campuses

that are critical to student success and creates predictive models for persistence and completion that are unique to the Tri-C to CSU transfer population.

This partnership is unique and has the potential to transform the postsecondary experience for a group of students that is particularly vulnerable to stopping out and dropping out. Its success would have a dramatic impact on the community's educational attainment rate.



Nearly 1,000 students transfer from Cuyahoga Community College (Tri-C) to Cleveland State University (CSU) each academic year, and a substantial portion of that number is comprised of CMSD graduates. In an effort to improve outcomes for CMSD graduates, Tri-C and CSU have partnered with Complete College America to develop more efficient transfer pathways to help students who move between their institutions reduce the number of unnecessary credit hours they take and to identify and provide extra support to students who need it.

²³ The Aspen Institute: *Tracking College Transfer: New Measures of Institutional and State Effectiveness in Helping Community College Students Attain Bachelor's Degrees*, 2016



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

The Ohio State University

Ohio University

University of Akron

University of Toledo

Ursuline College

Community Partners

ACE Mentor Program of Cleveland	Educational Services Center of Cuyahoga County	Policy Bridge
America Scores	Esperanza, Inc.	President's Council Foundation
Bellaire-Puritas Development Corporation	Facing History and Ourselves	PRE4CLE
Big Brothers/Big Sisters	Federal Reserve Bank of Cleveland	Scranton Road Ministries
Boys & Girls Club of Cleveland	Greater Cleveland Neighborhood Centers Association	Teach For America – Cleveland Chapter
Boys Hope Girls Hope	Greater Cleveland Partnership	The Center for Arts Inspired Learning
Broadway/Slavic Village P-16 Project	Greater Cleveland YMCA	The Diversity Center of Northeast Ohio
CEOs for Cities	Ideastream	The Literacy Cooperative
City of Cleveland	Junior Achievement	The Presidents' Council Foundation
City Year	KeyBank Foundation	Third Federal Foundation
Cleveland Neighborhood Progress	Lexington-Bell Community Center	University Settlement
Cleveland Transformation Alliance	Minds Matter	Urban Community School
Cleveland Public Library	MyCom	Urban League of Greater Cleveland
College Board	NewBridge Cleveland – Center for Arts & Technology	WIRE-Net
College Now Greater Cleveland	Northeast Ohio Council on Higher Education	Youth Opportunities Unlimited
Cuyahoga County	Northeast Ohio Medical University	

2015–2016 Funders

Cleveland Foundation
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