

How to Graduate High-Risk Students

Lessons from Successful For-Profit Colleges and Schools in Texas

Overview – School and Student Characteristics

- Part 1: Study Background
- Part 2: Texas context
- Part 3: Student Risk Factors

Overview – Case Studies

- Part 4: School Selection Criteria
- Part 5: Protocols
- Part 6: Case Study Results:
 - Structure
 - Culture
 - Programs

TG's Interest

- High cohort default rates and large at-risk population
- Learn from the best in the sector
- Cross sector lessons
- Spread the word

Theory and Methodology

- Based on Tinto's model of institutional departure
 - Formal integration into academic life
 - Informal academic engagement
 - Planned and unplanned social peer interactions
- Mixed method approach – quantitative and qualitative

Career Colleges in Texas

Part 1

• Study Background

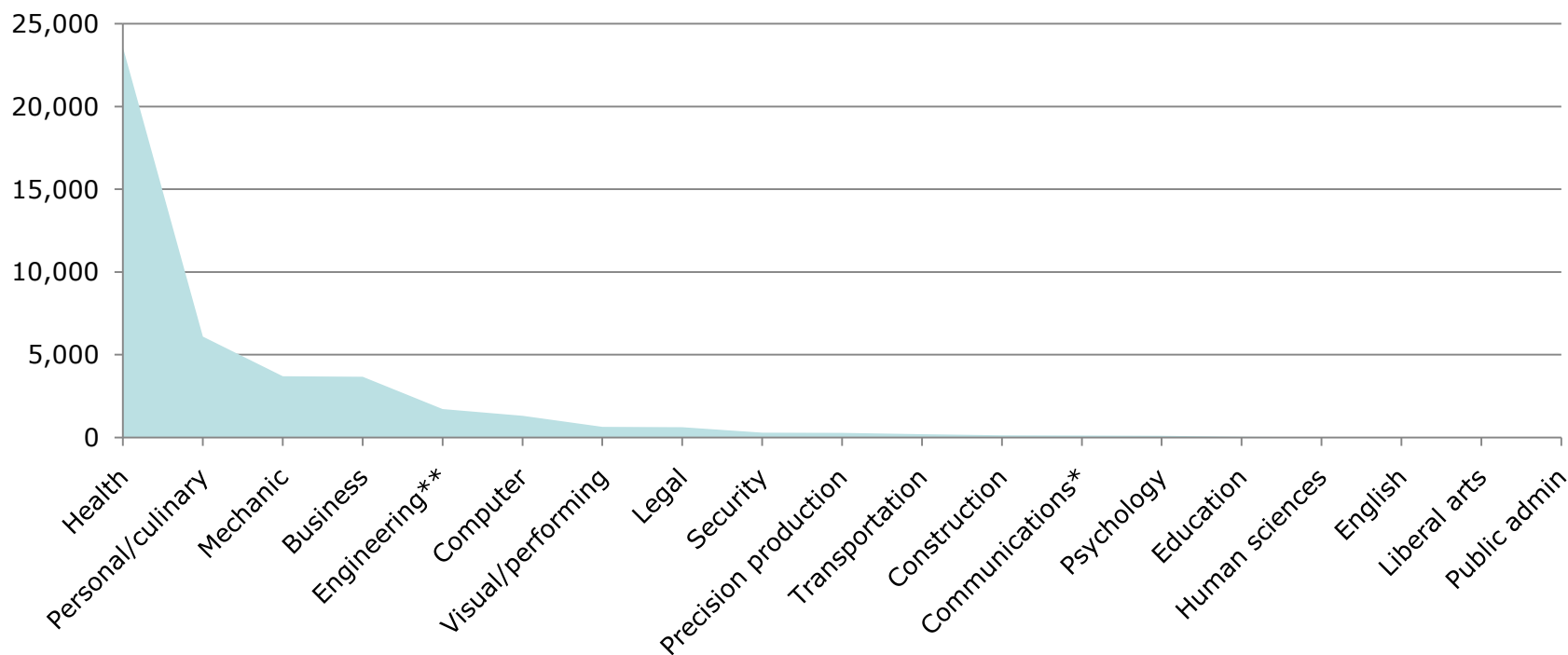
Part 2

• Texas Context

Part 3

• Student Risk Factors

Number of Degrees and Certificates Awarded by Program Area, Texas Career Colleges and Schools



Source: IPEDS, 2008

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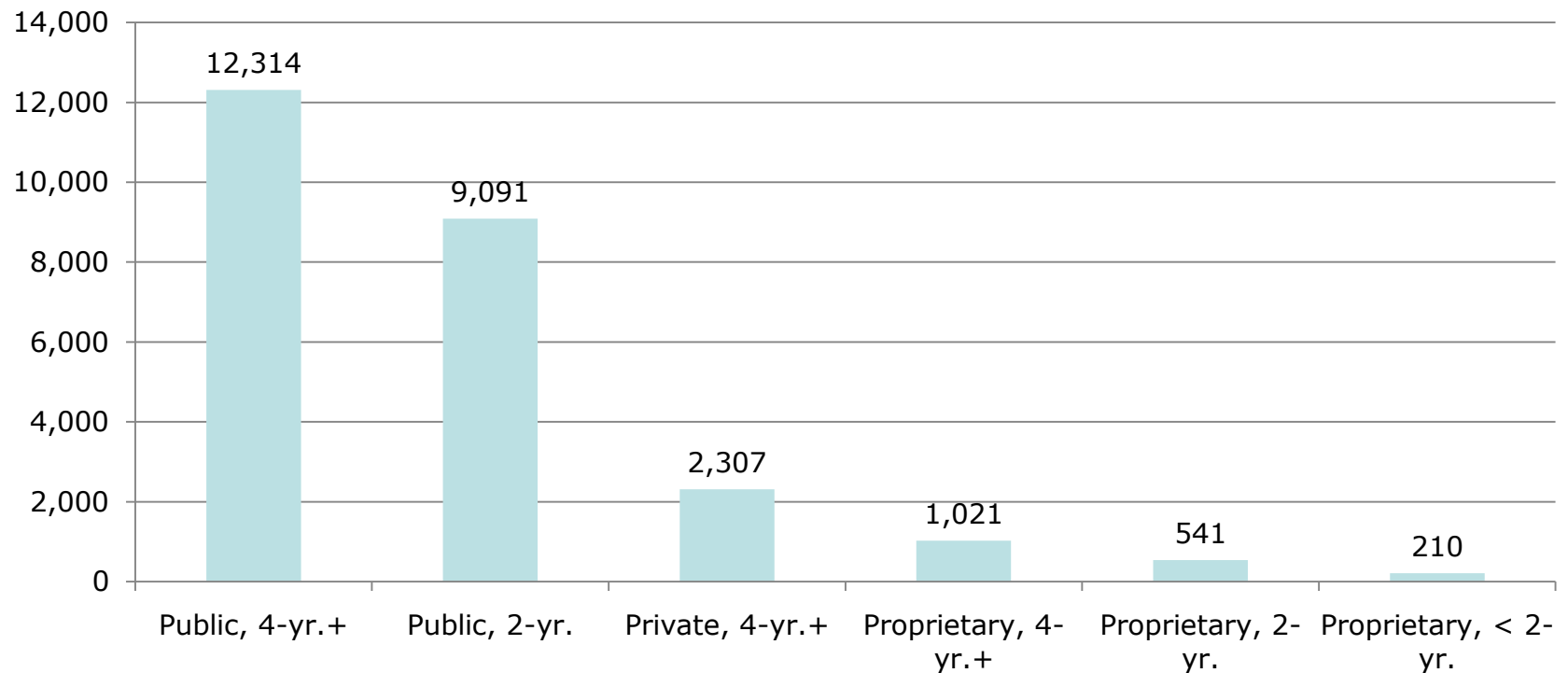
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Average Headcount Enrollment, Texas Postsecondary Institutions



Source: IPEDS, 2008

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Highest Level of Offering, Texas Career Colleges and Schools



Source: IPEDS, 2008

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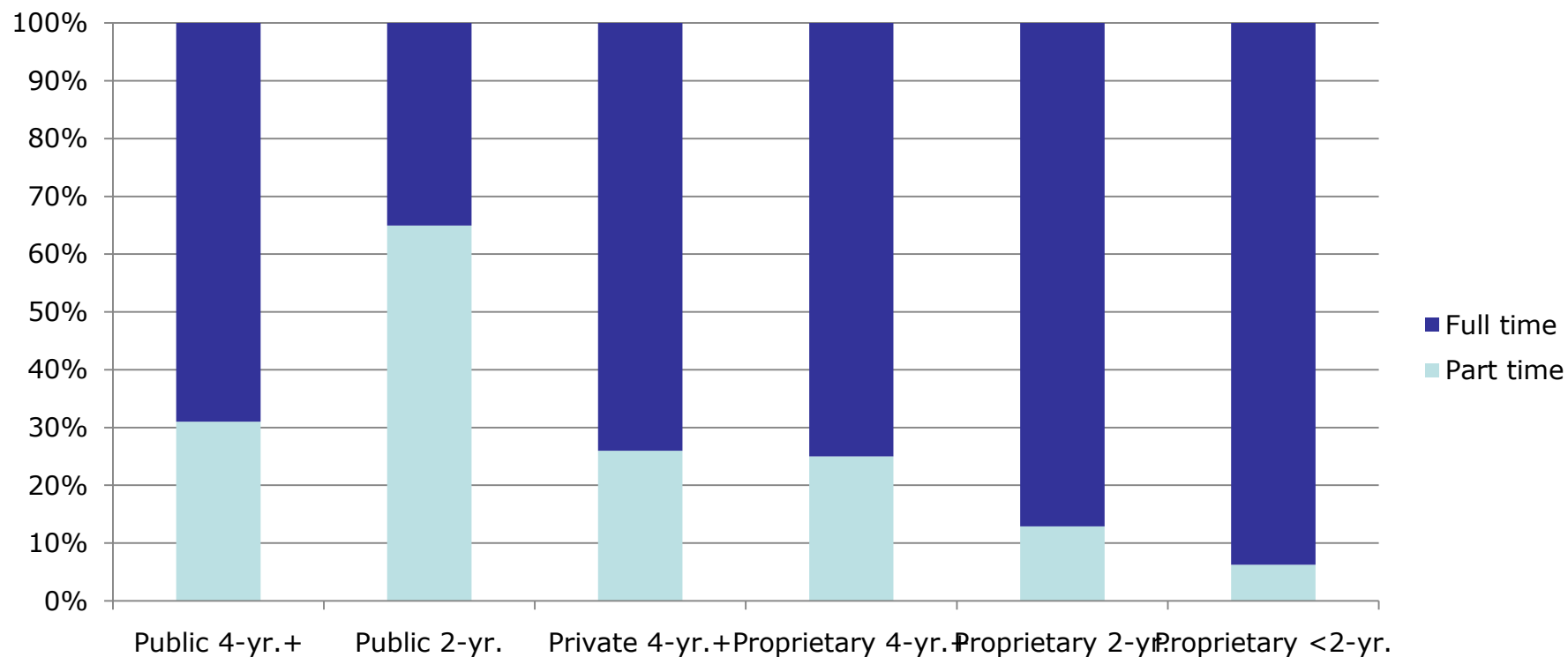
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Full and Part-time Enrollment in Texas Postsecondary Institutions, by Sector



Source: IPEDS, 2008

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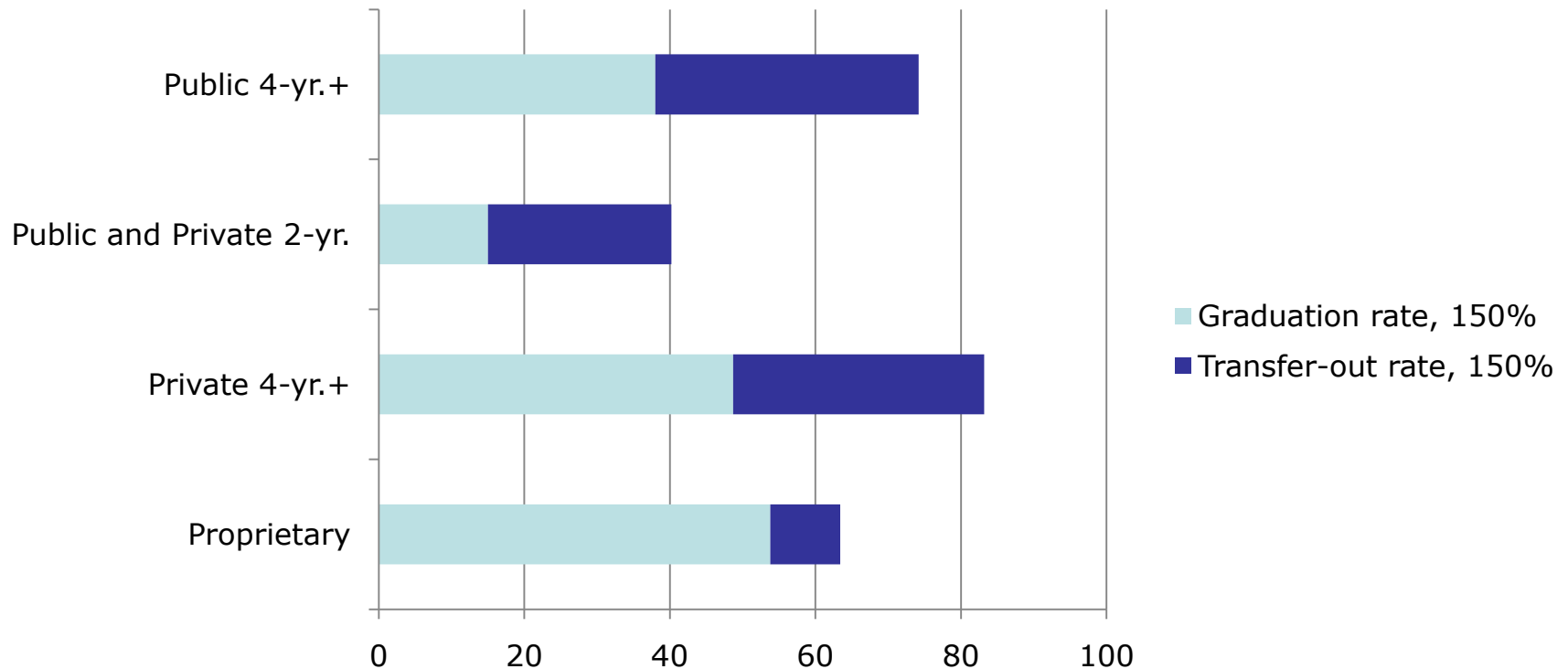
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Graduation Rates by Institutional Type and Control, Texas Postsecondary Institutions



Source: IPEDS, 2007

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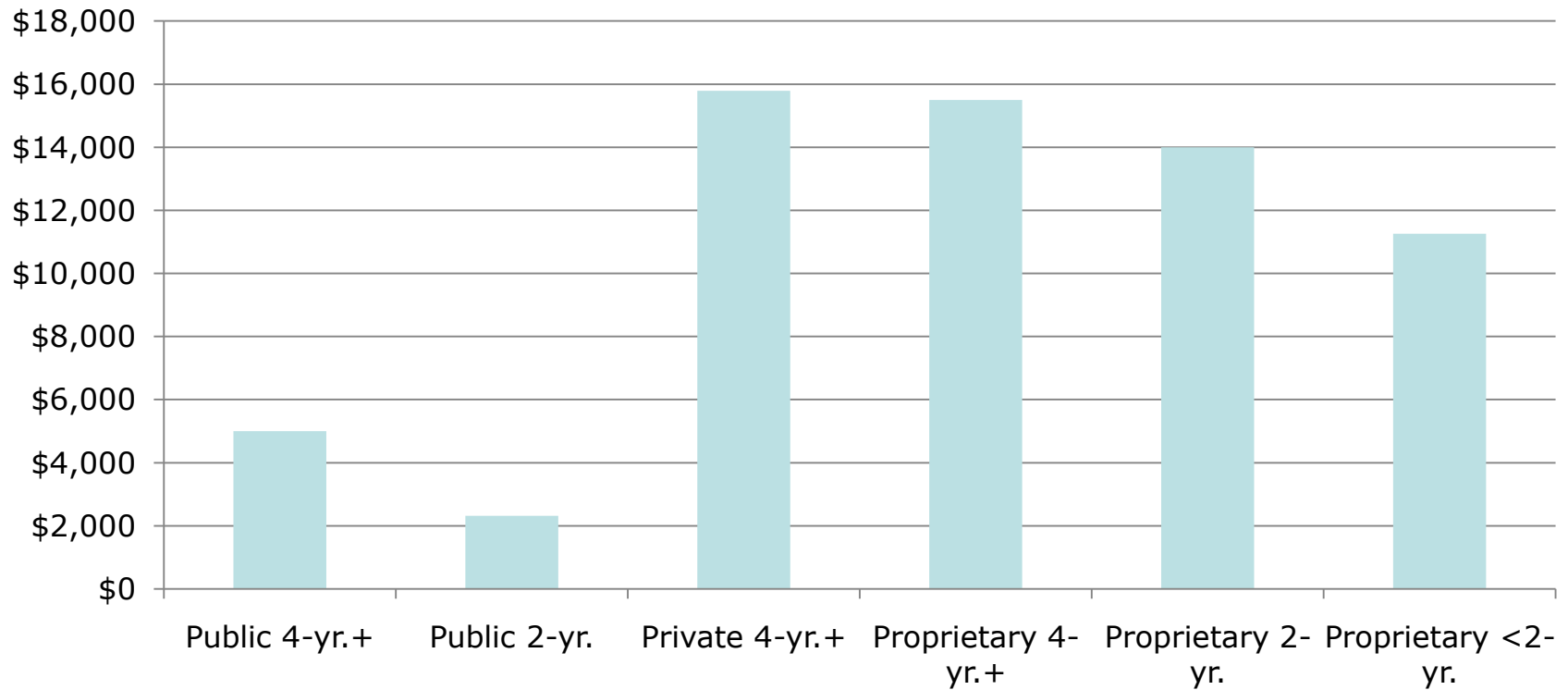
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Published Tuition in Texas Postsecondary Institutions, by Sector, 2006-2007



Source: IPEDS, 2007 (on DAS)

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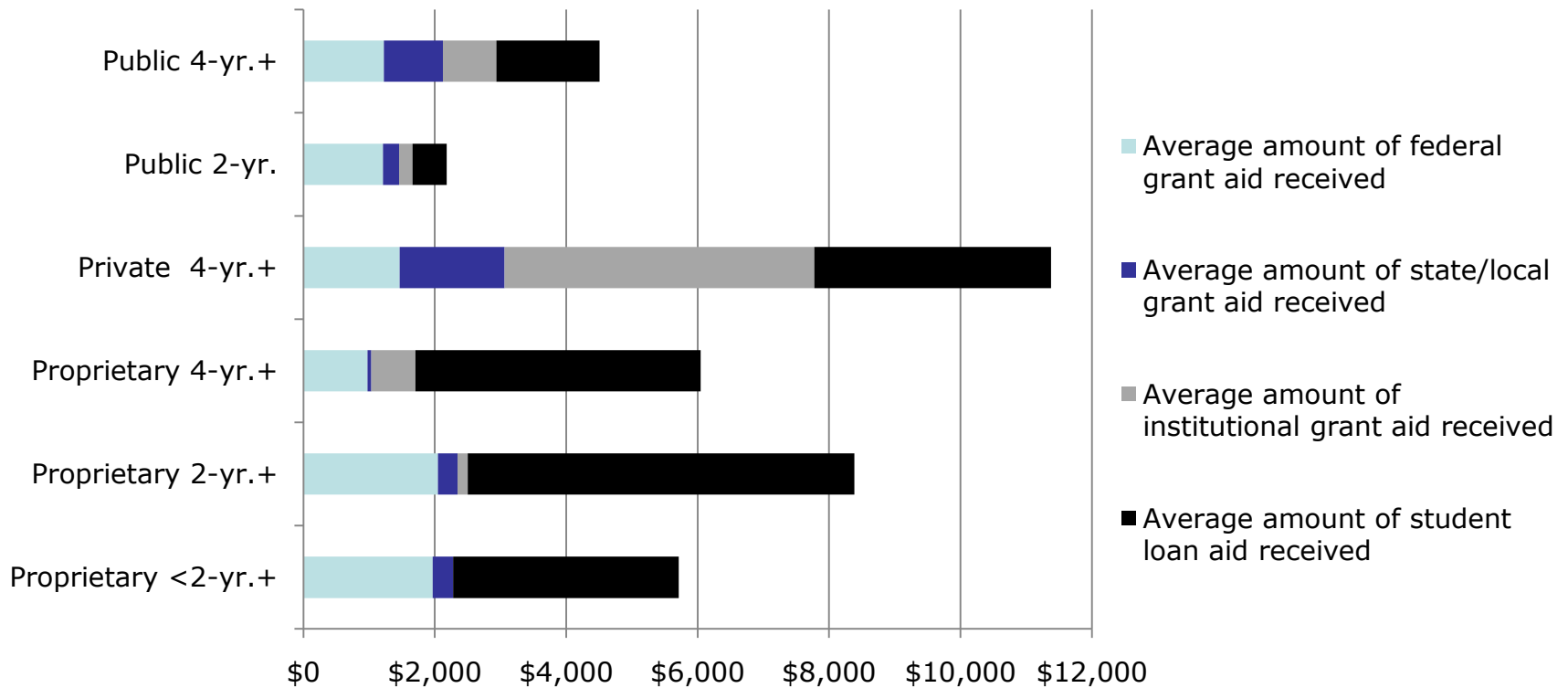
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Average Aid Received Across All Students, Texas Postsecondary Institutions



Source: IPEDS, 2007 (on DAS)

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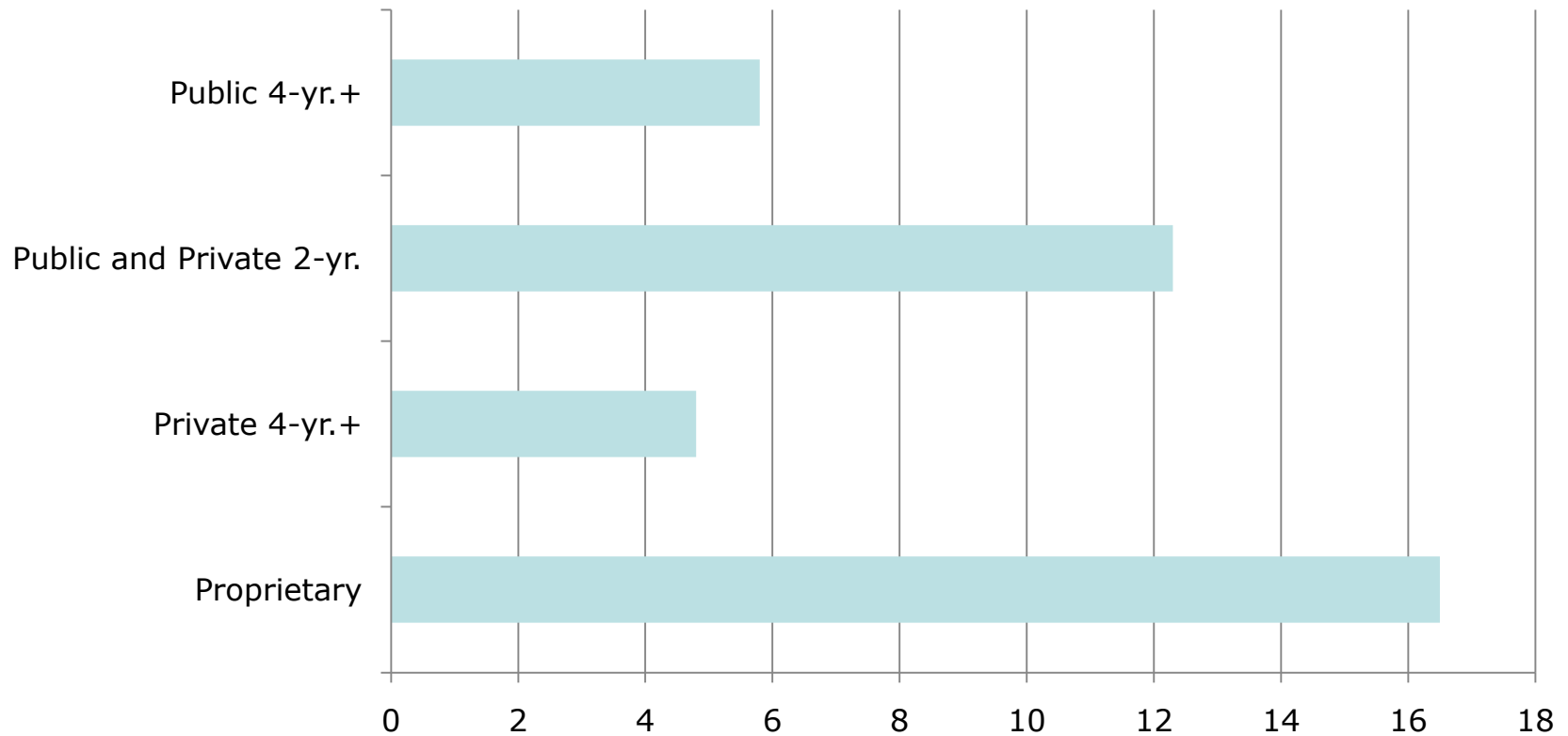
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FY 2007 Official Cohort Default Rates by Sector, Texas Postsecondary Institutions



Source: U.S. Department of Education, 2009

Texas Context - Summary

- Vocational – Health, Culinary, and Mechanical
- Small school setting
- Short-term programs with no breaks
- Full-time enrollment with relatively high graduation rates
- High tuition with heavy loan burdens
- High CDRs

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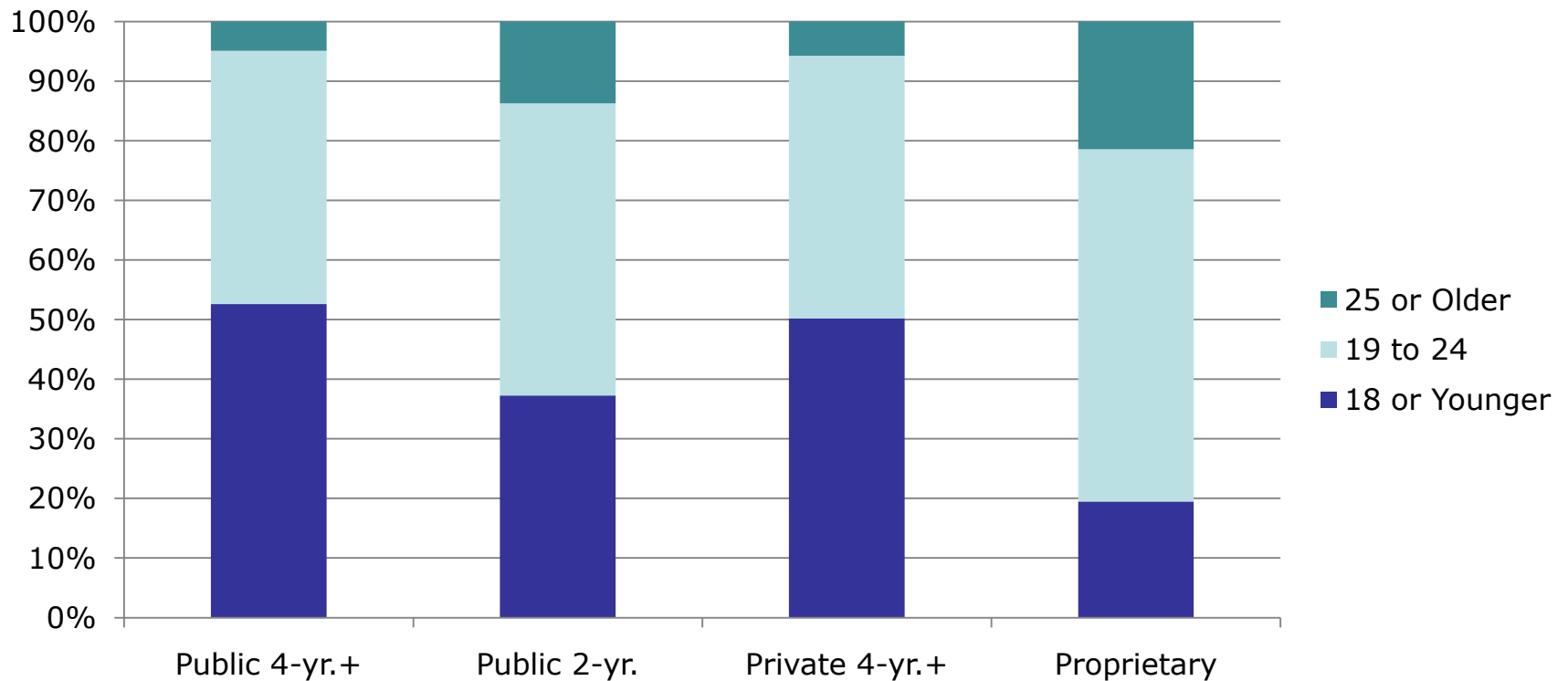
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Distribution by Average Age at Start of Postsecondary Education, Texas Postsecondary Institutions



Source: NPSAS:08

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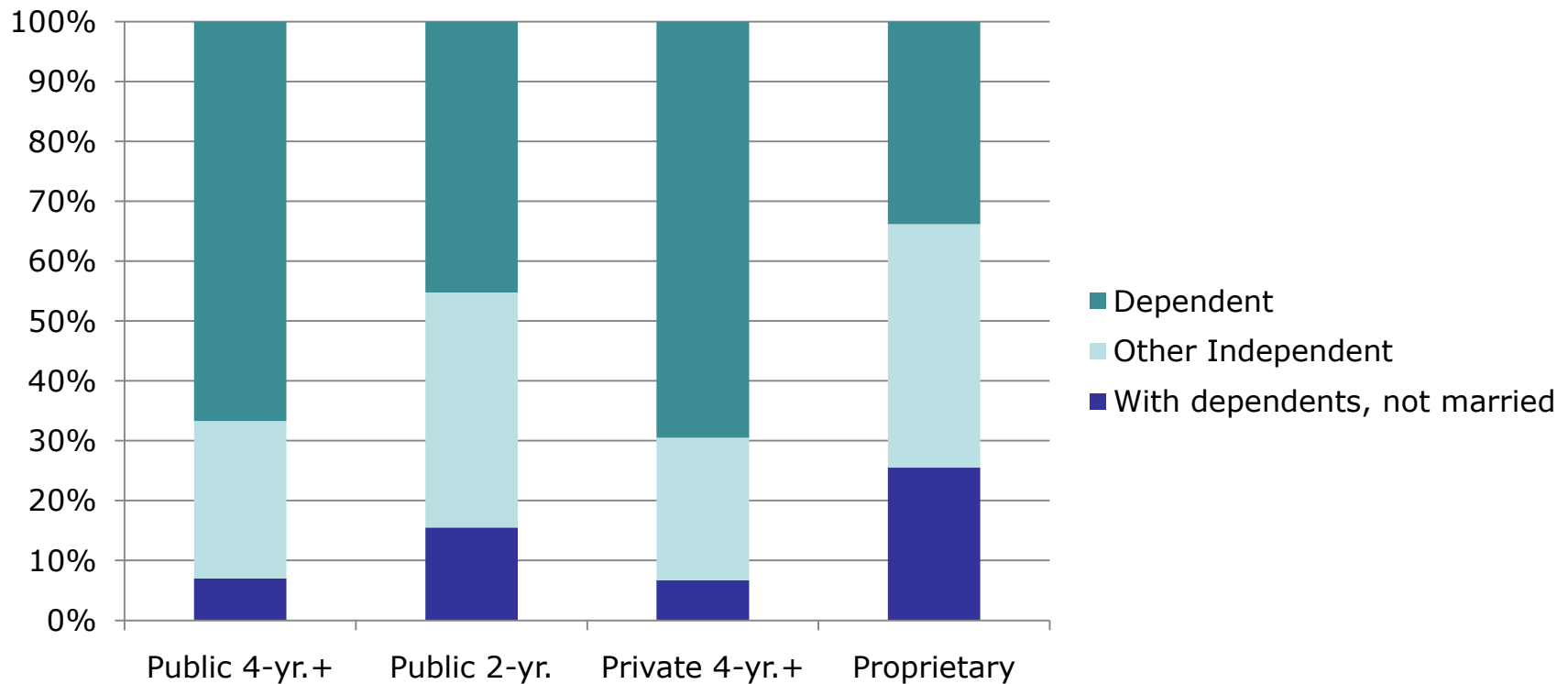
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Distribution of Dependent and Independent Students, Texas Postsecondary Institutions



Source: NPSAS:08

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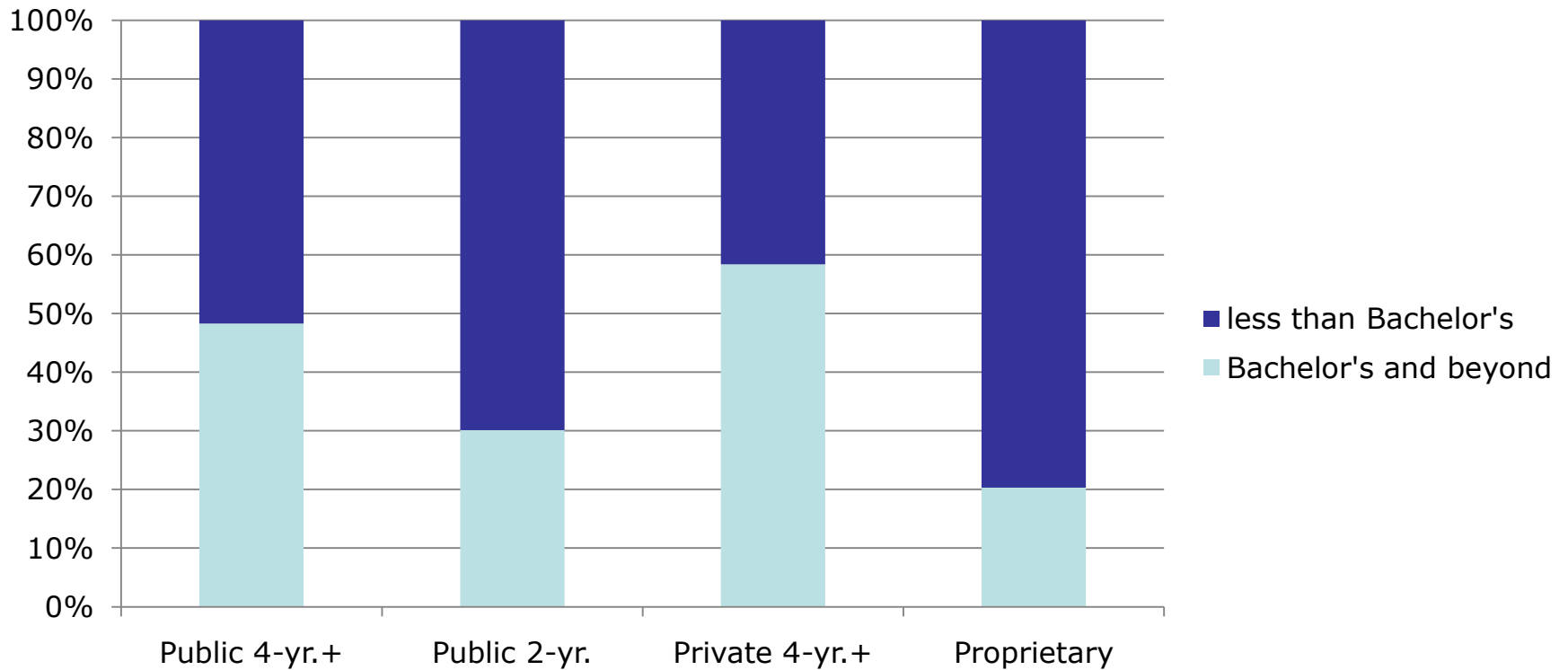
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Distribution by Parents' Highest Education Level, Texas Postsecondary Institutions



Source: NPSAS:08

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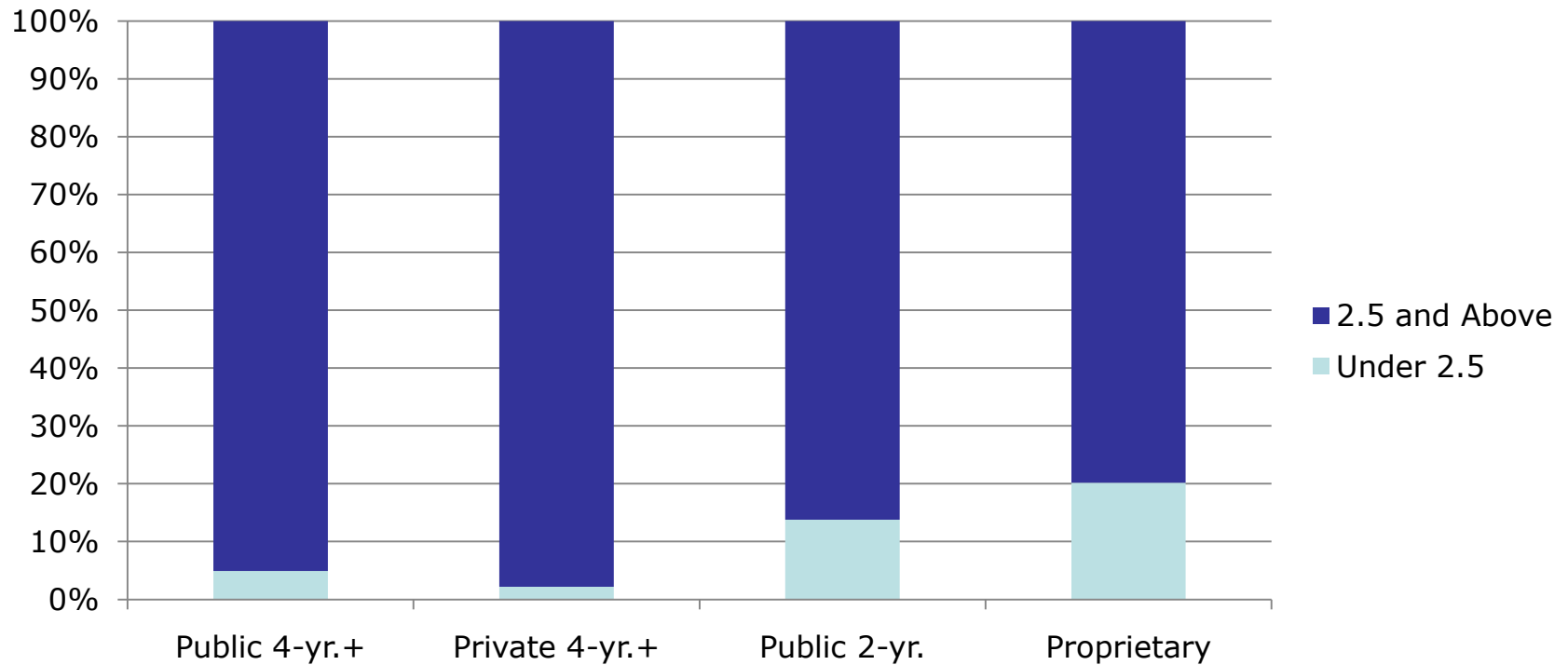
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Distribution of Grade Point Average in High School, Texas Postsecondary Institutions



Source: NPSAS:08

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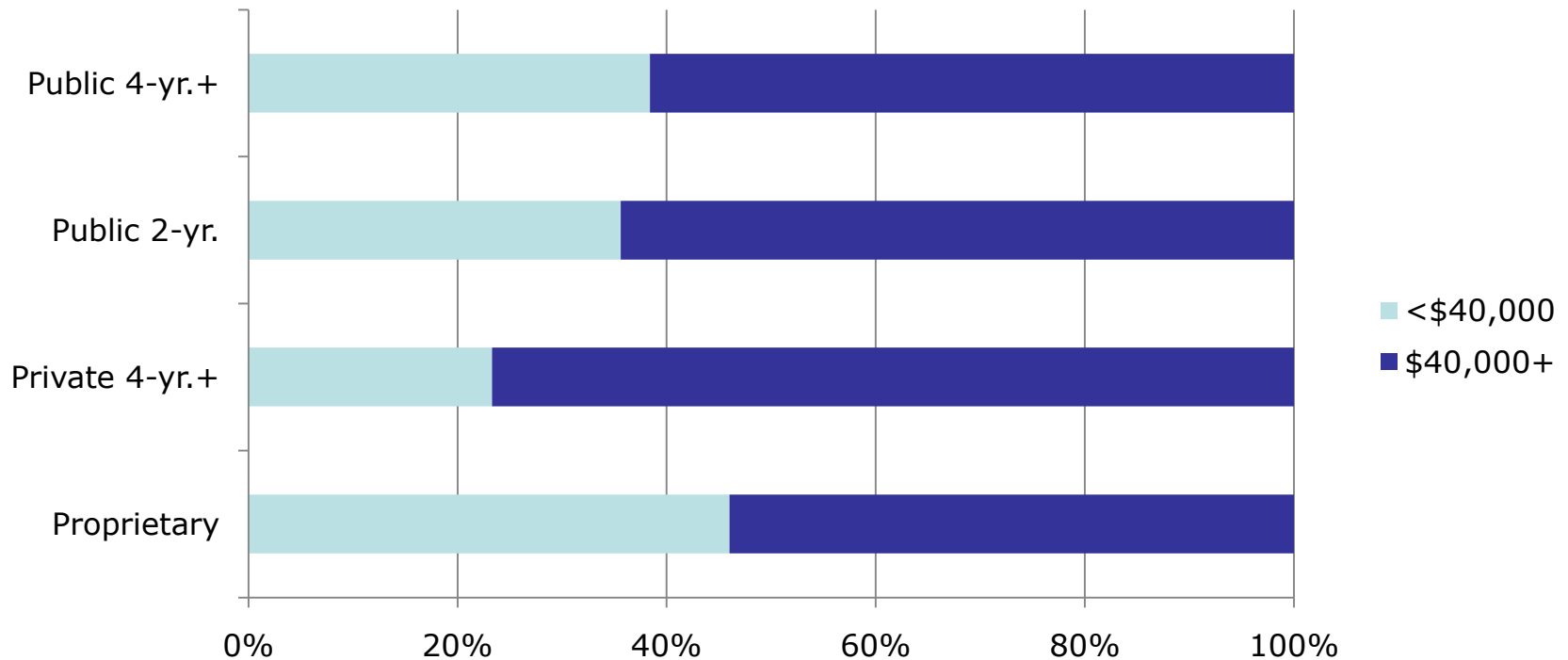
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Distribution of Total Family Income, Texas Postsecondary Institutions (headcount)



Source: NPSAS:08

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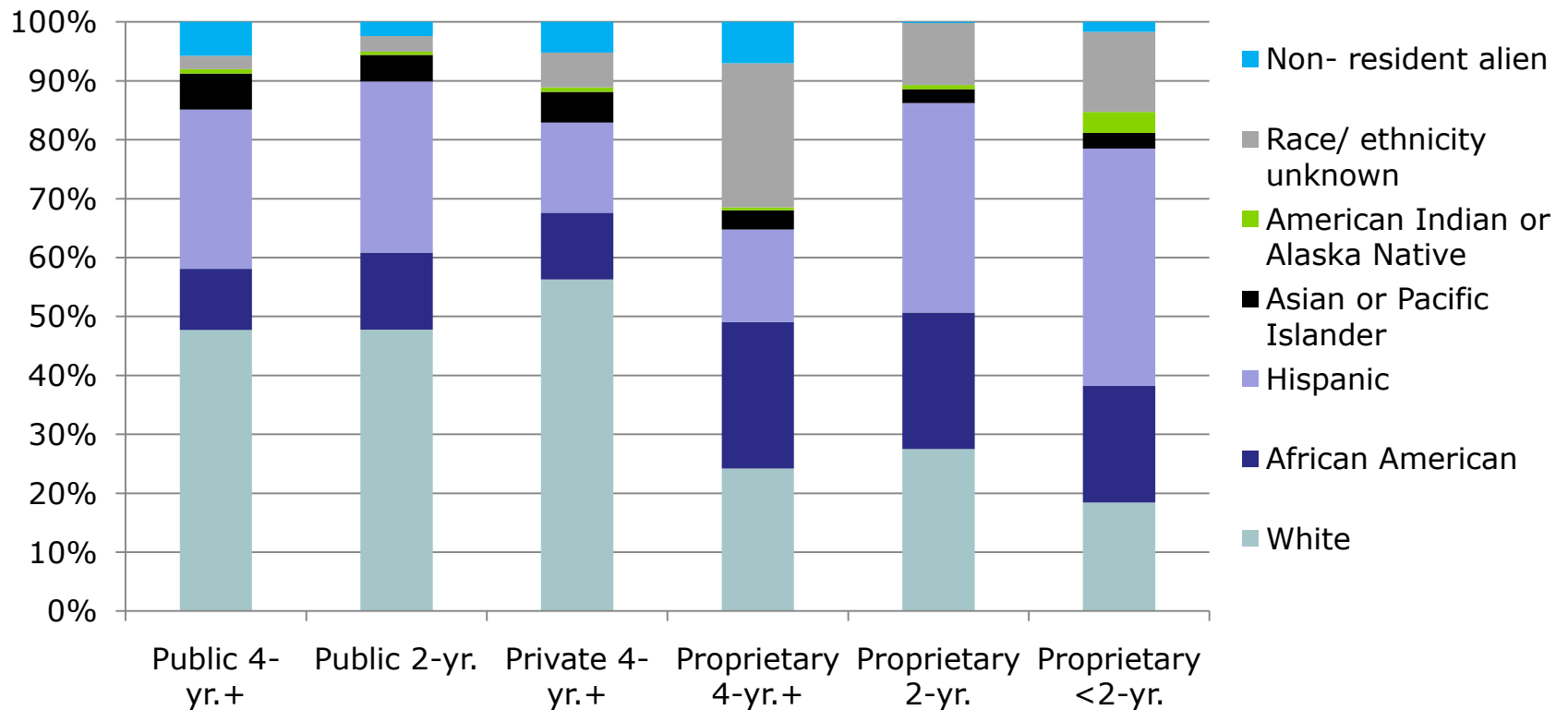
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Racial/Ethnic Composition of Enrolled Students, Texas Postsecondary Institutions



Source: IPEDS, 2007 (on DAS)

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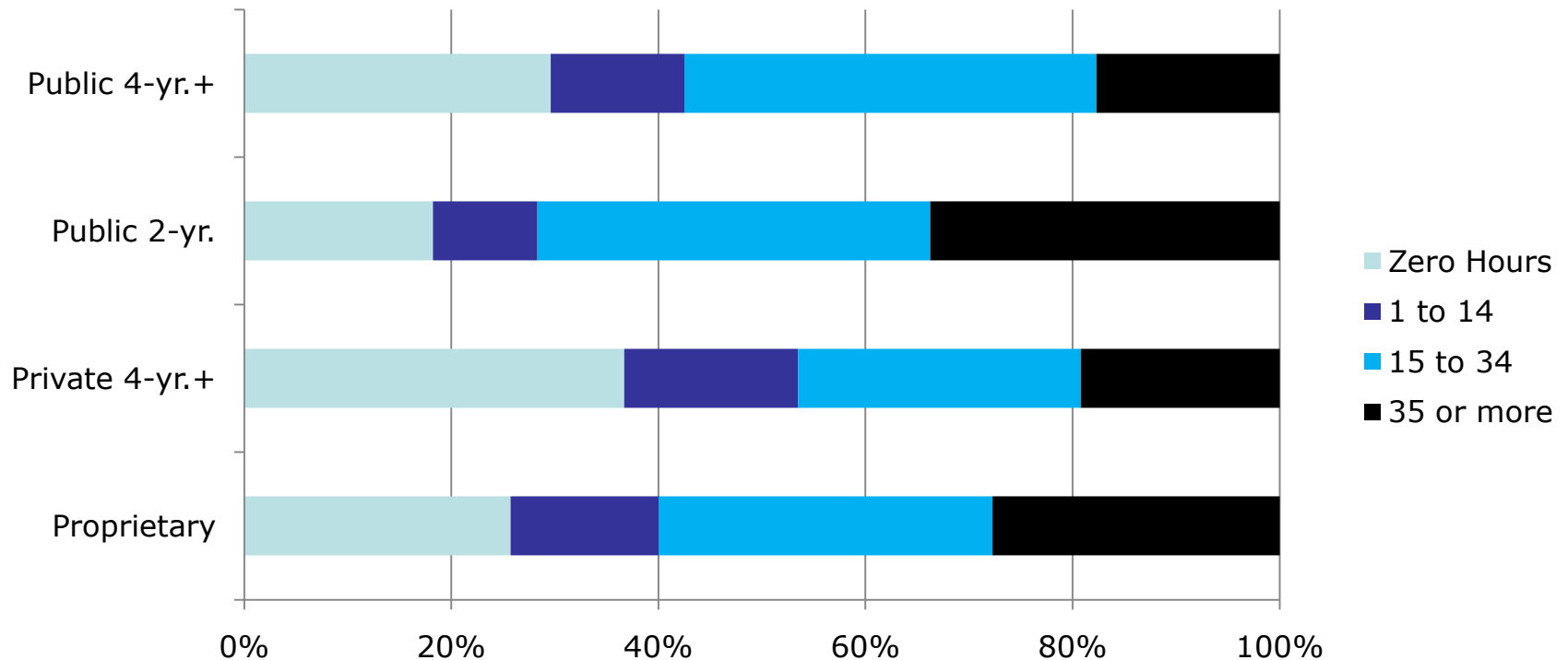
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Distribution of Hours Worked Per Week for All Students, Texas Postsecondary Institutions (excluding Work-Study and Assistantships)



Source: NPSAS:08

Student Risk Factors - Summary

- Older and Independent
- Parents did not go to college
- Lower high school GPAs
- Lower income families
- Small % white, very diverse population
- Work a lot while in college

The Case Studies

- Different programs (two health, culinary arts, automotive)
- Open admissions
- Minority and low-income success measured as graduation rates
- Lower default rates than other career colleges in Texas

The Case Studies

- Publicly-traded chain, < 2 yr. programs
- Family-owned, 2 yr. programs
- Venture-funded regional chain, 2 yr. programs
- Publicly-traded chain, 4 yr. programs, regionally accredited

Protocols

How are students engaged, using Tinto's construct of academic systems that work for success:

- ✓ Formal – academic engagement
- ✓ Informal – faculty/staff interactions
- ✓ Formal – student support services
- ✓ Informal – student community

Organization of Results

- Structure
- Culture
- Programs

Structure

- Short-term and standard course sequencing
- Students start together and stay together
- Block scheduling of coursework
- Small classes and small school
- Structured career-specific curriculum

Structure

- Remediation built into coursework
- Tutoring by faculty and peers
- Hands-on teaching and learning
- Integration of workplace experience
- Stable full-time staff

Culture

- Student success and retention are consistent themes, and produce integrated solutions
- Commitment to student success is an important consideration in hiring
- Caring community– institutional and personal
- All staff and faculty members are committed to helping students

Culture

- Maintain focus on quality and accountability
- Consistent advising and counseling
- Systemic and continuing efforts to improve student graduation rates
- Include development of students' social and personal skills
- Customer service

Programs, Practices and Policies

- Provide appropriate support at each stage of the student's progression
- Recruitment and admission
- Testing
- Academic and vocational planning
- No Ability-to-benefit students (get GED and return)

Programs

- Student financing—sensitive to loan burden
- Orientation to introduce students to staff, set expectations, and build community
- Collaboration among offices
- Proactive student services
- Stress attendance
- Re-enrollment plan

Programs

- Staff and faculty development
- Community service and outreach
- Other supplemental strategies
- Career development
- Vocational certification and retraining
- Recognition of success

Key Considerations

- Consistency of implementation
- Provide a clear pathway to a vocational goal
- Short, sequential educational program
- Structure the education around the student
- Integrate basic skills into vocational coursework
- Recognize achievement
- Caring for the student

Policy Issues

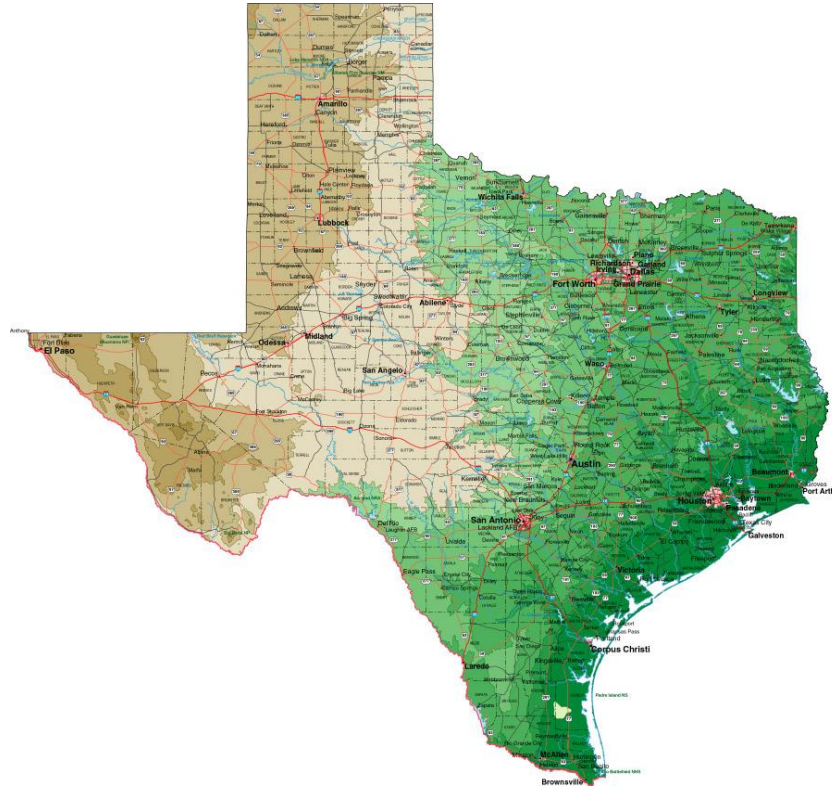
- Short programs limit potential income and job opportunities compared with longer programs
- It is more difficult to maintain high graduation rates in longer degree programs
- Increasing graduation rates reduces, but does not eliminate, defaults

Research Issues

- We cannot determine if external factors, such as type of accreditation, tax status, or type of program, account for these results
- We believe that it is the interaction of structure, culture, and programs that accounts for these outcomes
- Study less successful career colleges and schools and other types of institutions to see if and how they differ from this group

Success results from the integration of structure, culture, and programs

Career Colleges in Texas



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