

Aligning Systems: High School to College Pathways

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Key Project Information

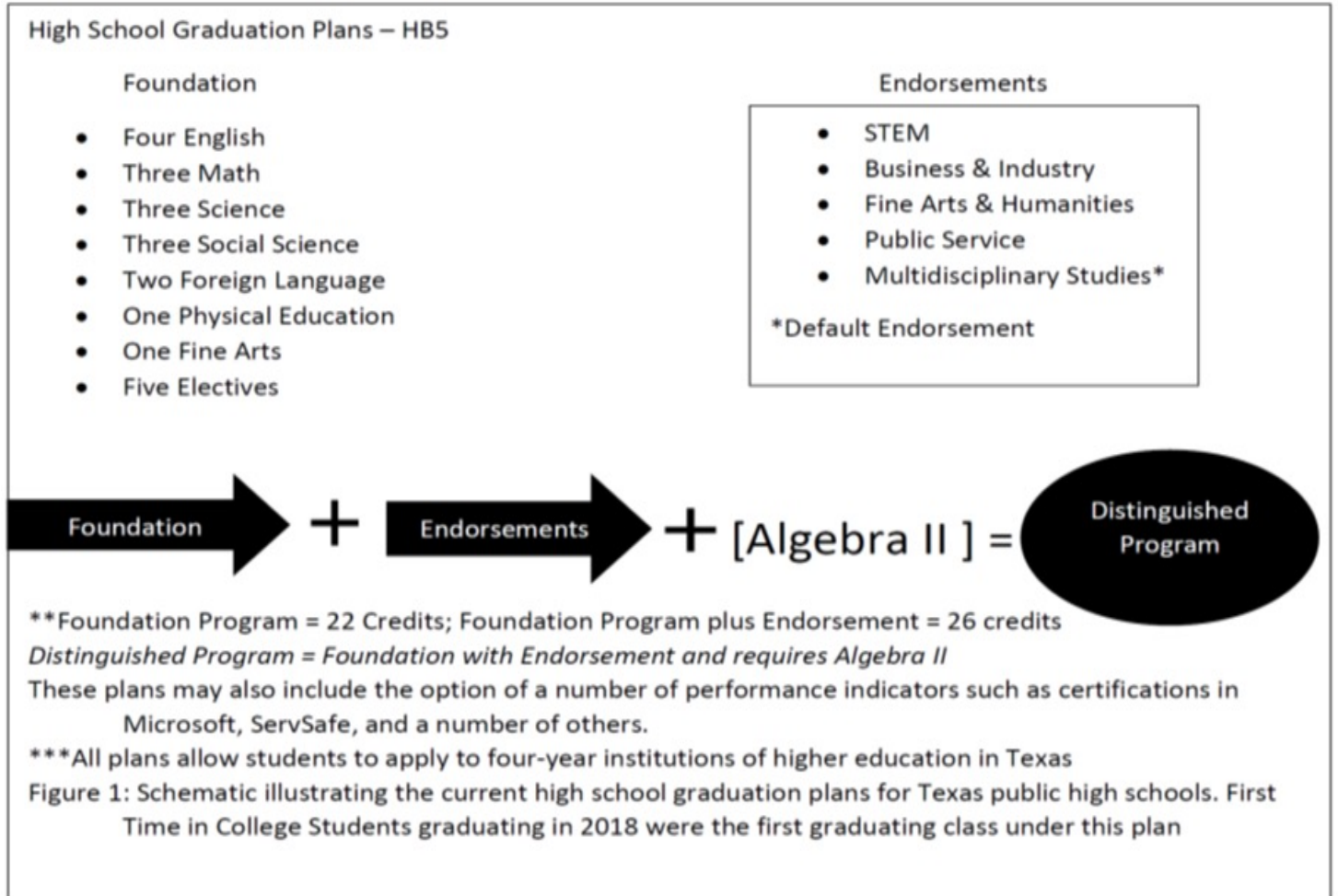
- High School Endorsements
- College Pathways
- Survey Data and Analysis
- Transcript Data and Analysis – endorsements to pathways
- Primary Takeaways and Recommendations related to endorsements/career pathways



High School Endorsement Plans

Considerations:

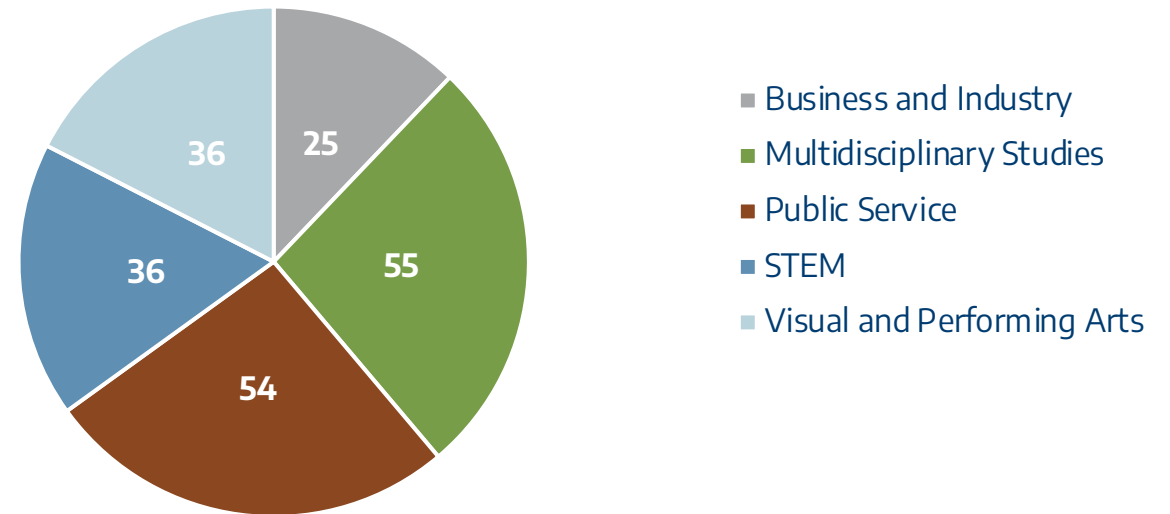
- Not every district offers all the endorsement plans.
- Performance Indicators also vary among districts.



Survey: Endorsement Results

- 15.5% Return Rate
- More Female than Male Respondents
- Representative of Race/Ethnic groups on campus
- Majority of respondents from In-District High Schools and Barbers Hill HS
- HS course-taking
- Majority of surveyed students were degree-seeking

Endorsement	Number	Percent
Business and Industry	25	16.1%
Multidisciplinary Studies	55	35.5%
Public Service	54	34.8%
STEM	36	23.2%
Visual and Performing Arts	36	23.2%
Total	206	



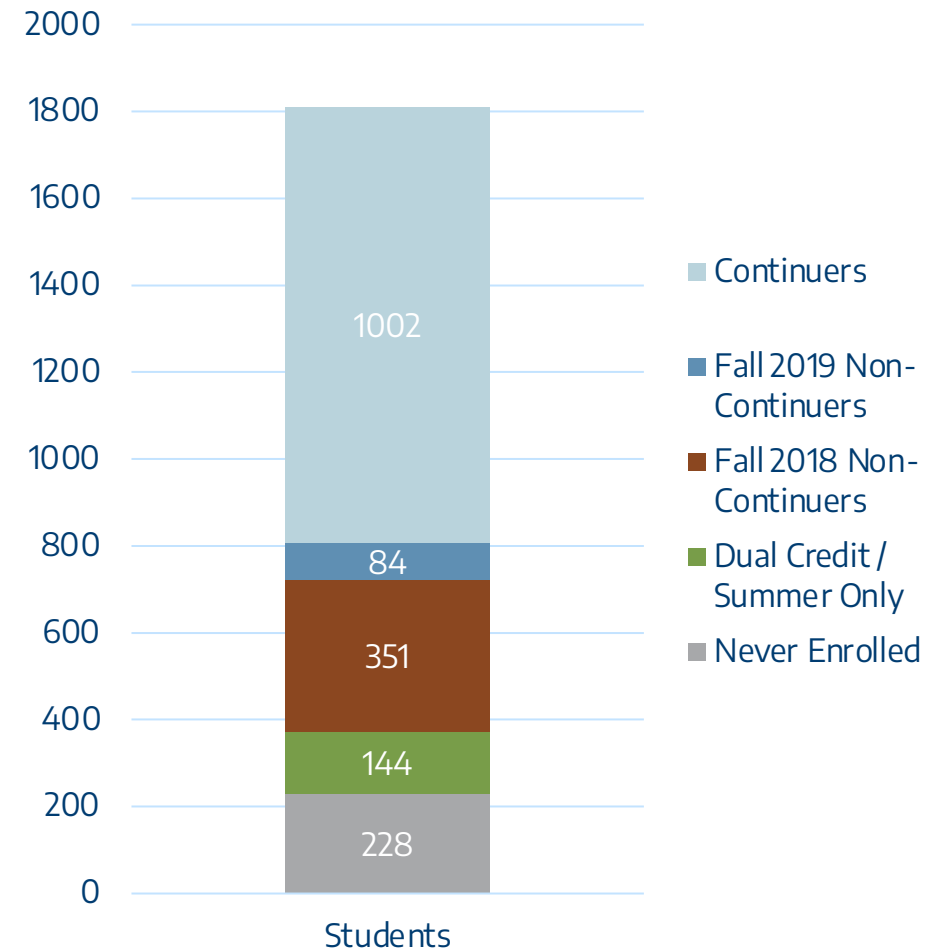
Survey Takeaways: Recommendations for Practice

- Align endorsements, college majors, and career pathways
- Target advising and outreach to help students hone-in on courses related to interests
- Build out and map endorsement to degree to career
- Create, communicate, and connect students with more opportunities in high school to take college courses related to interests
- Provide opportunities during initial college advising sessions to discuss high school endorsements and course taking to help students in defining their college/career pathway
- Strengthen college partnerships with ISDs



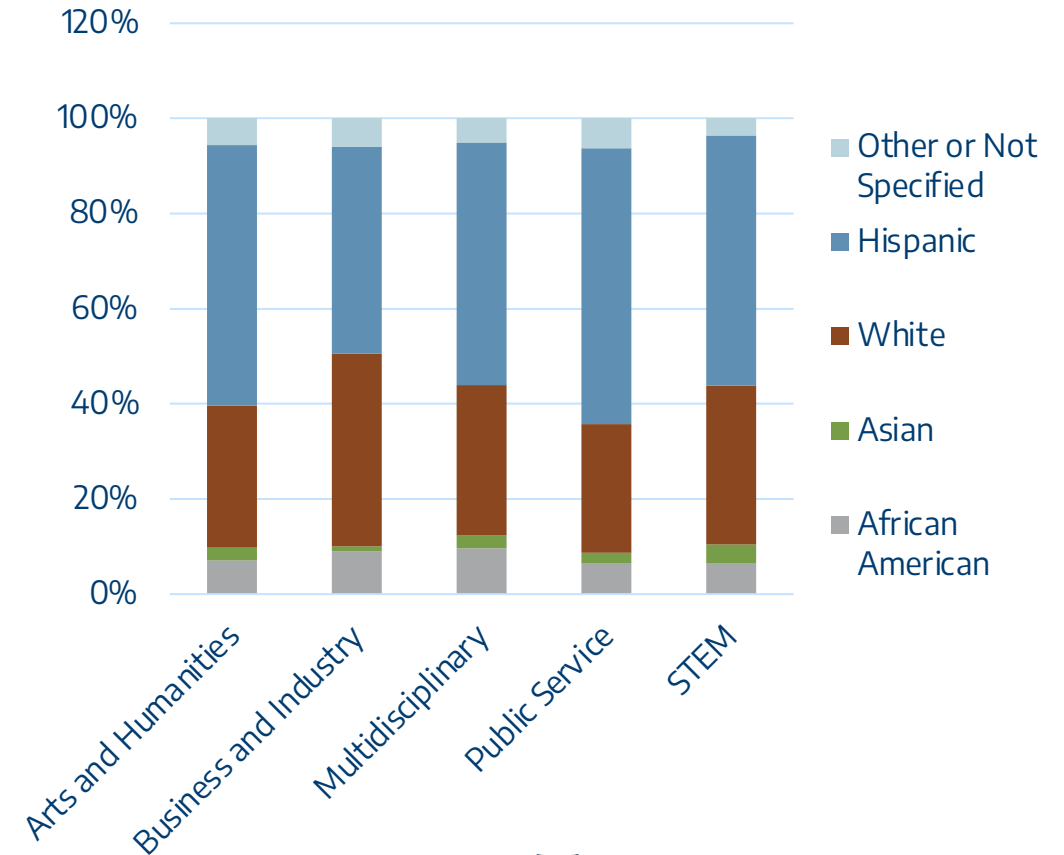
Case Study: Enrollment Patterns

Fall 2018 & Fall 2019 FTIC Enrollment	Number
Original Dataset	1809
Never Enrolled	228
Dual Credit/Summer only Students	144
Fall 2018 H.S. Graduates left between Fall 2018 and Spring 2020	351
Fall 2019 H.S. Graduates left between Fall 2019 and Spring 2020	84
Remaining enrolled cohort Spring 2020	1002



HS Transcript Analysis: Endorsements by Race/Ethnicity

	All FTIC Students				
Endorsements	African-American	Asian	White	Hispanic	Native American, Pacific Islander, Multi-race, & Not Specified
Arts and Humanities	7.0%	2.7%	29.9%	54.7%	5.6%
Business and Industry	9.0%	1.0%	40.5%	43.5%	5.9%
Multidisciplinary	9.7%	2.6%	31.7%	51.0%	5.0%
Public Service	6.5%	2.2%	27.0%	58.0%	6.2%
STEM	6.5%	3.9%	33.4%	52.5%	3.6%



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College Transcript Analysis: College Pathways by Race/Ethnicity

Ethnicity	Pathway													
	General Studies or Undecided		Manufacturing & Industrial		Health Services		Science, Technology, Engineering, & Math		Public Service		Applied Business		Liberal Arts	
	Non-Cont. 32%	Continuer 25.4%	Non-Cont. 16%	Continuer 19.8%	Non-Cont. 15%	Continuer 16.6%	Non-Cont. 14%	Continuer 16.5%	Non-Cont. 11%	Continuer 8.7%	Non-Cont. 9%	Continuer 7.9%	Non-Cont. 3%	Continuer 5.1%
Minority Status	53%	64%	62%	66.6%	72.7%	79.0%	70.5%	76.4%	63.2%	69.0%	69.8%	65.8%	64.7%	64.7%
White	47%	36%	38%	33.4%	27%	21.0%	29.5%	23.6%	36.8%	31.0%	30.2%	34.2%	35.3%	35.3%

Takeaways from analysis:

- 62% of non-continuers are of minority status while 53% of continuers of minority status
- HS GPA is strongly correlated to college GPA ($p \leq .01$) for continuers and non-continuers

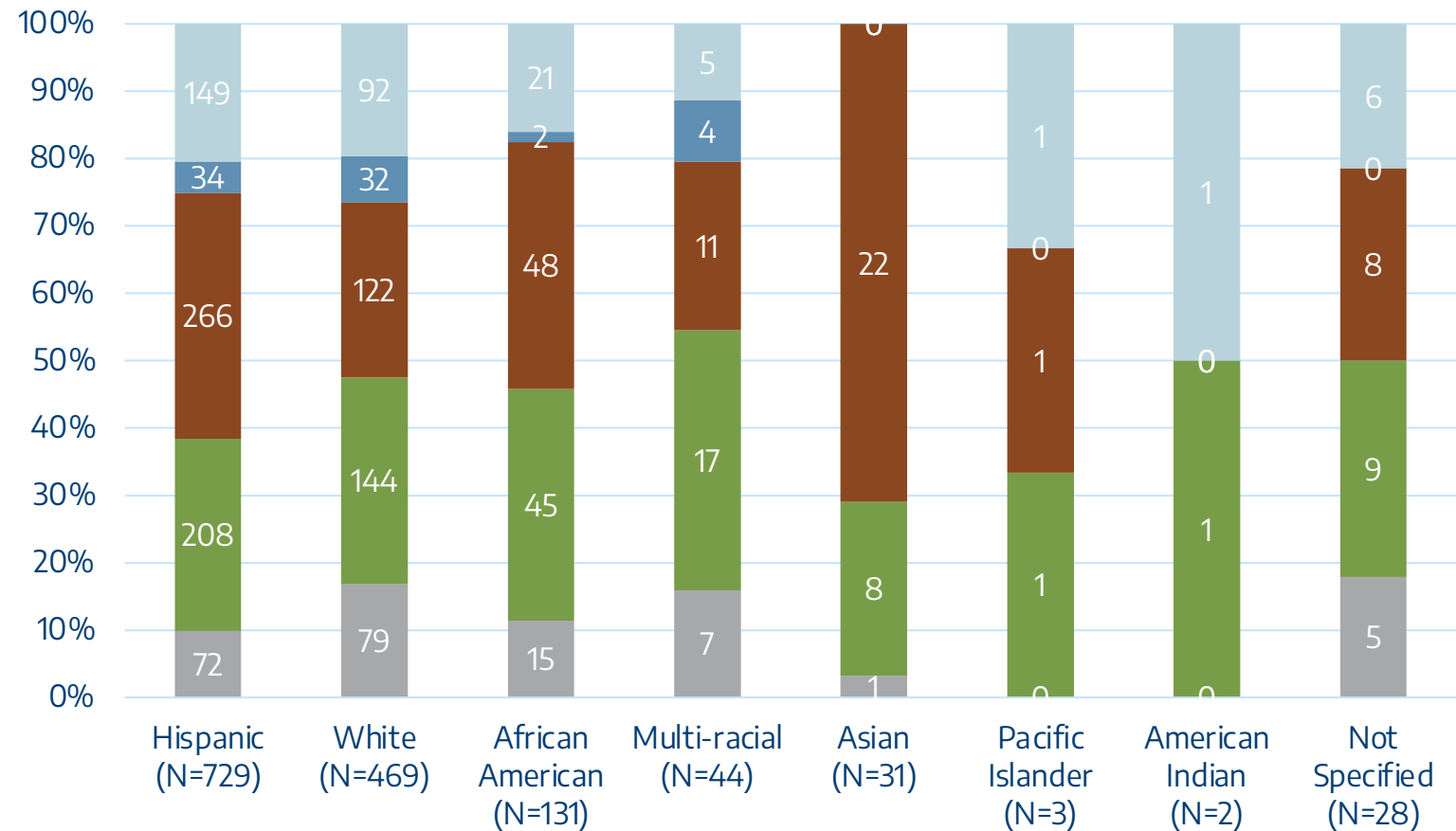


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Transcript Analysis: Selected Findings

- 1437 total enrollment – attrition of 435 students between Fall 2018/2019 and Spring 2020
- FTIC students' race/ethnicity and gender generally align with total population at main campus
- 23% of non-continuers financial aid eligible and nearly 27% of non-continuers had dual credit hours
- 52% of non-continuers in-district and nearly 60% of continuers in-district

Degree-Seeking Student Goals by Race/Ethnicity



■ Certificate ■ AA ■ AS ■ AAT ■ AAS



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Findings: Endorsements to Pathways

- Multidisciplinary Studies endorsement associated with General Studies/Undecided
- Business & Industry endorsement associated with Applied Business & Manufacturing & Industry
- No associations found between STEM endorsement and Health Sciences or STEM Pathway, Public Service endorsement and Public Service Pathway, or Arts & Humanities and Liberal Arts Pathway*
- Other associations: Business & Industry and Arts & Humanities were associated with Teacher Education and Criminal Justice

*Multinomial Logistic Regression did indicate association between Arts & Humanities and Liberal Arts



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Primary Takeaways: Endorsements & Careers

- 87% of FTIC students were degree-seeking and 68% of those were pursuing a transfer degree
- 26.6% of FTIC students pursued a STEM pathway and 32% were pursuing Health Sciences or a STEM degree
- Weak associations between endorsements and pathways
- The number of non-continuers of minority status is troubling, particularly since the largest group are students who identified as Hispanic and Lee College is designated as a Hispanic Serving Institution



Selected Recommendations from Research

- Colleges should review their non-continuer data and hire drop-out prevention and recovery specialists to conduct outreach may be of benefit in reaching non-continuers.
- Colleges should examine their curriculum to enhance culturally relevant educational experiences and curriculum to further engage students in their education.
- Colleges need to increase supports for first-generation to college, students with financial aid, and students who enter with a high school GPA below 2.0 as well as for students who come from high schools with a higher non-continuer rate/low college GPA is recommended.
- Colleges should consider move away from General Studies and Undecided pathways and toward providing underlying courses that help students determine their pathway.
- Stakeholders should plan and conduct regular student focus groups to ensure programs support all students.



Selected Recommendations (continued)

- Students with multiple endorsements and students whose only endorsement is Multidisciplinary Studies are more likely to select Undecided or General Studies for their college degree plan, therefore, ISDs and IHEs should partner to help high school students take courses which help them clarify their pathway.
- Increase collaborations among colleges and ISDs to build clear endorsement to college/career pathways and support ISDs by offering courses that align with specific endorsements/college pathways.
- Increase number of HS students in EDUC 1200 to broaden pool of college-going students.
- In order to mirror work at the state level, IHEs should work to build strong collaborative partnerships between ISDs, Workforce, and colleges.





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