

THE ROADMAP

2015 UPDATE ON WASHINGTON STATE'S ATTAINMENT GOALS

2015 Roadmap Update

Maddy Thompson | Randy Spaulding

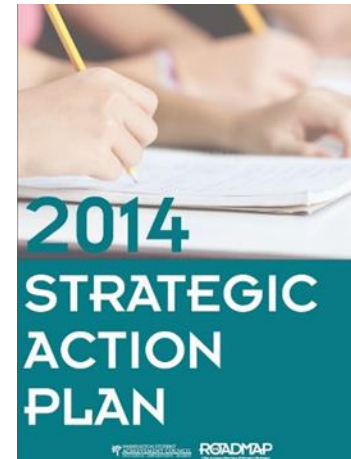
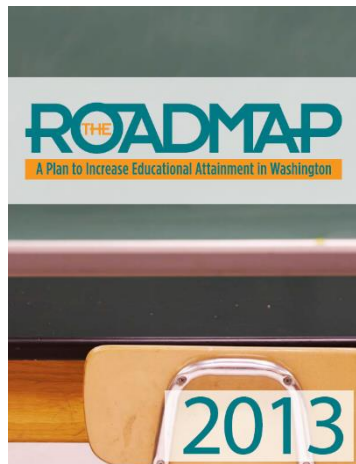
House Higher Education Committee

January 19, 2016



The Roadmap and the Strategic Action Plan

Aligned with the biennial budget and policy cycles, the Council updates the Roadmap in odd numbered years and creates a short-term strategic action plan in even-numbered years to identify strategies and priorities for meeting the state's attainment goals (RCW 28B.77.020).



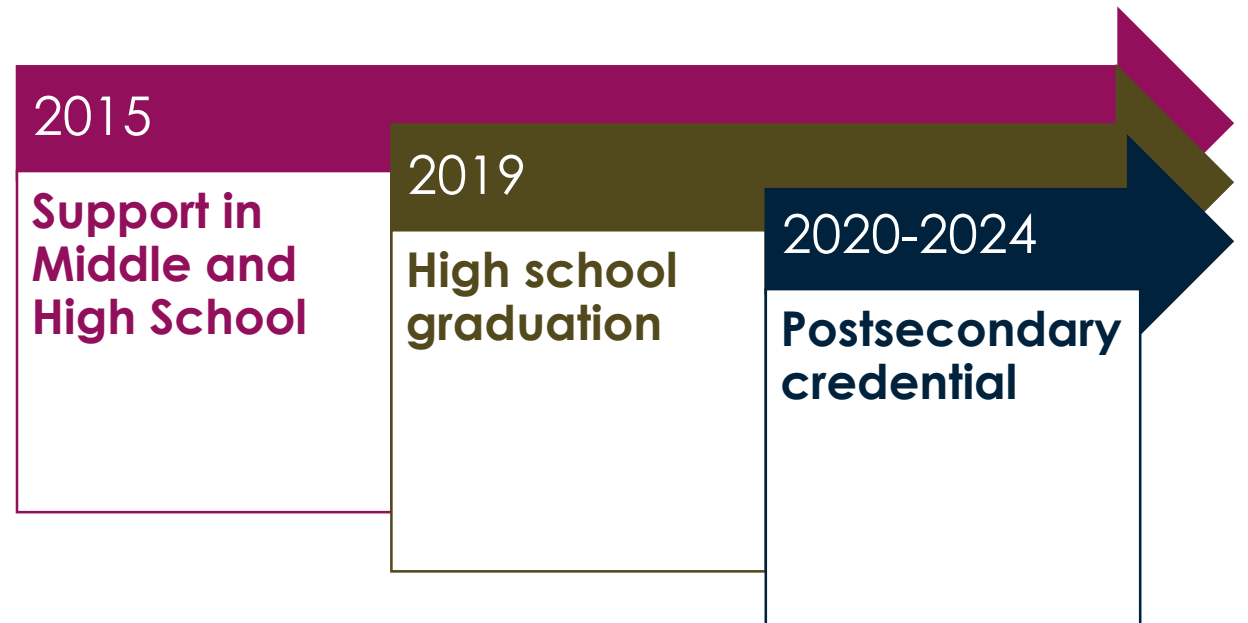


Increasing attainment is a long-term effort

By 2023:

- All adults ages 25-44 in Washington will have a high school diploma or equivalent.
- At least 70% of adults ages 25-44 in Washington will have a postsecondary credential.

Attainment Timeline





Development: Technical Workgroup

WSAC's Technical Work Group to develop the measures and indicators for the purposes of the 2015 Roadmap Update included the following members:

- OSPI – Deb Came
- SBCTC – Jan Yoshiwara, David Prince
- COP – Paul Francis, Jane Sherman, Julie Garver, Cody Eccles
- ICW – Vi Boyer, Chad Bennett
- ERDC – Jim Schmidt, Melissa Beard.



Background Research and Companion Products

Roadmap Update Issue Briefs

- Factors Influencing High School Graduation
- Postsecondary Success

Roadmap Data Tables

2015 Asset Map

A Sampling of Current Statewide or Systemwide Strategies and

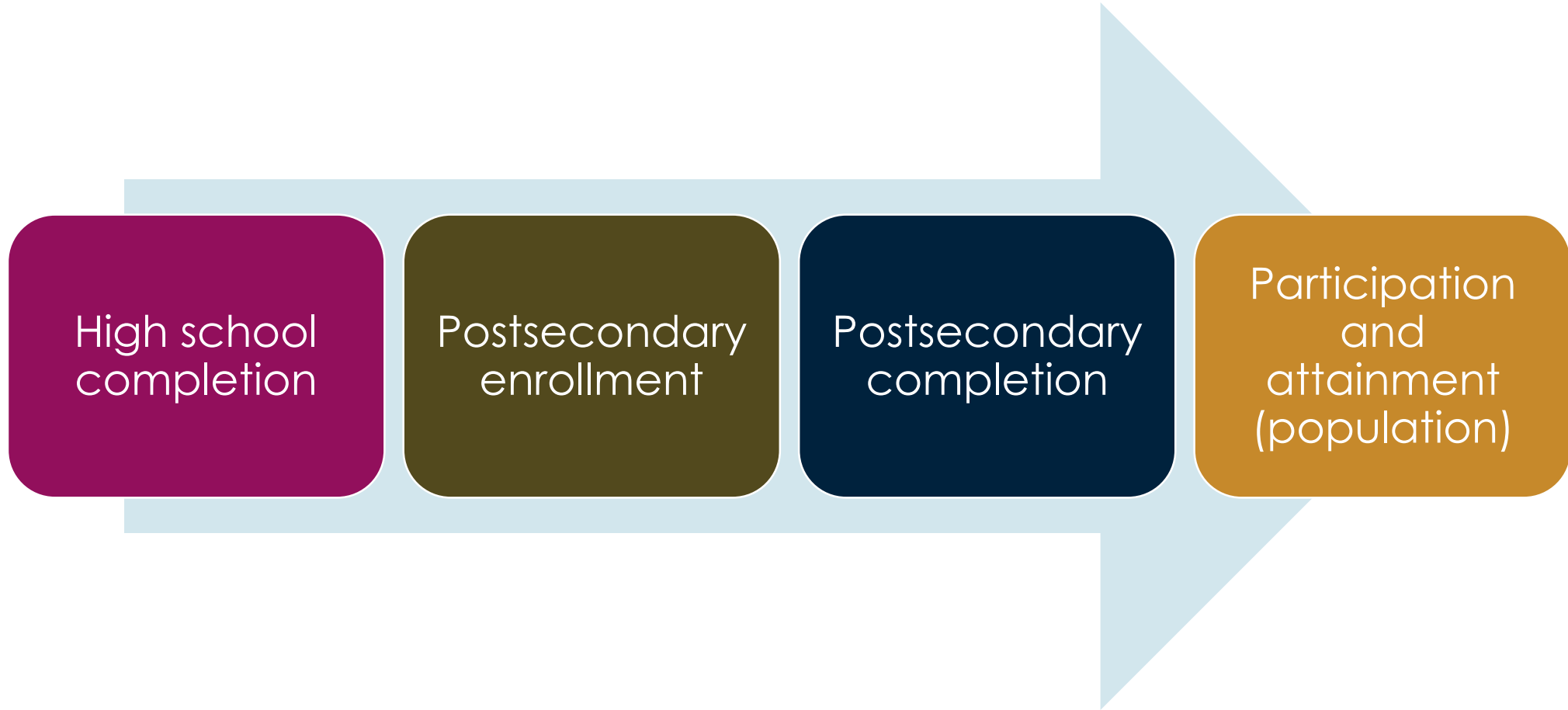
Strategy or policy	Student population	
Major Related Program (MRP)	General	A new Associate in Arts Nursing Direct Transfer Agreement college that prepares students for licensure with a path to a baccalaureate degree.
Major Related Program (MRP)	General	A new Associate in Computer Science Direct Transfer Agreement college that prepares students for licensure with a path to a baccalaureate degree. Two- and four-year colleges will continue to offer science programs.
Major Related Program (MRP)	General	A new Associate in Fine Arts Direct Transfer Agreement college that prepares students for licensure with a path to a baccalaureate degree. Music programs, reducing t
Open Education Resources (OER)	General	Online, openly-licensed materials and curricula can be developed by faculty by allowing for more frequent updating of content. Licensed, free-for-use-by-anyone curricula and low (less) designed for face-to-face, hybrid, and/or online delivery.
Opportunity Grant	Returning adults	The goal of the Opportunity Grant is to help low-income, the least prepared individuals to complete 45 credits, receive tools, and supplies at community or technical colleges, contact, one-on-one tutoring, career advising, and college
Passport to College Promise Scholarship	Foster youth	The Passport to College Promise Scholarship program is a college staff, and priority consideration for the state ne
Performance-based funding	General	The Washington State Board for Community and Technical colleges. Financial rewards are provided to colleges based on completions.
Placement reciprocity	General	Placement reciprocity agreements amongst community colleges through course completion or local skills assessment, even if the courses may not be exact equivalents.
Prior Learning Assessment (PLA)	Returning adults	Prior learning is the knowledge and skills gained through on-the-job training, military training, apprenticeship, or other non-college learning experiences. The Washington State Board for Community and Technical colleges not only encourages them to enter credit for prior learning, and 306,308 prior learning cr
		Rapid Response is an outreach to help dislocated workers with mass layoffs, or disasters resulting in mass job disloc

Introduction | **State- or System-Level Assets** | Institution-Level Assets | +

Find these on the Roadmap website: <http://www.wsac.wa.gov/2015-roadmap-update>



Roadmap Core Measures



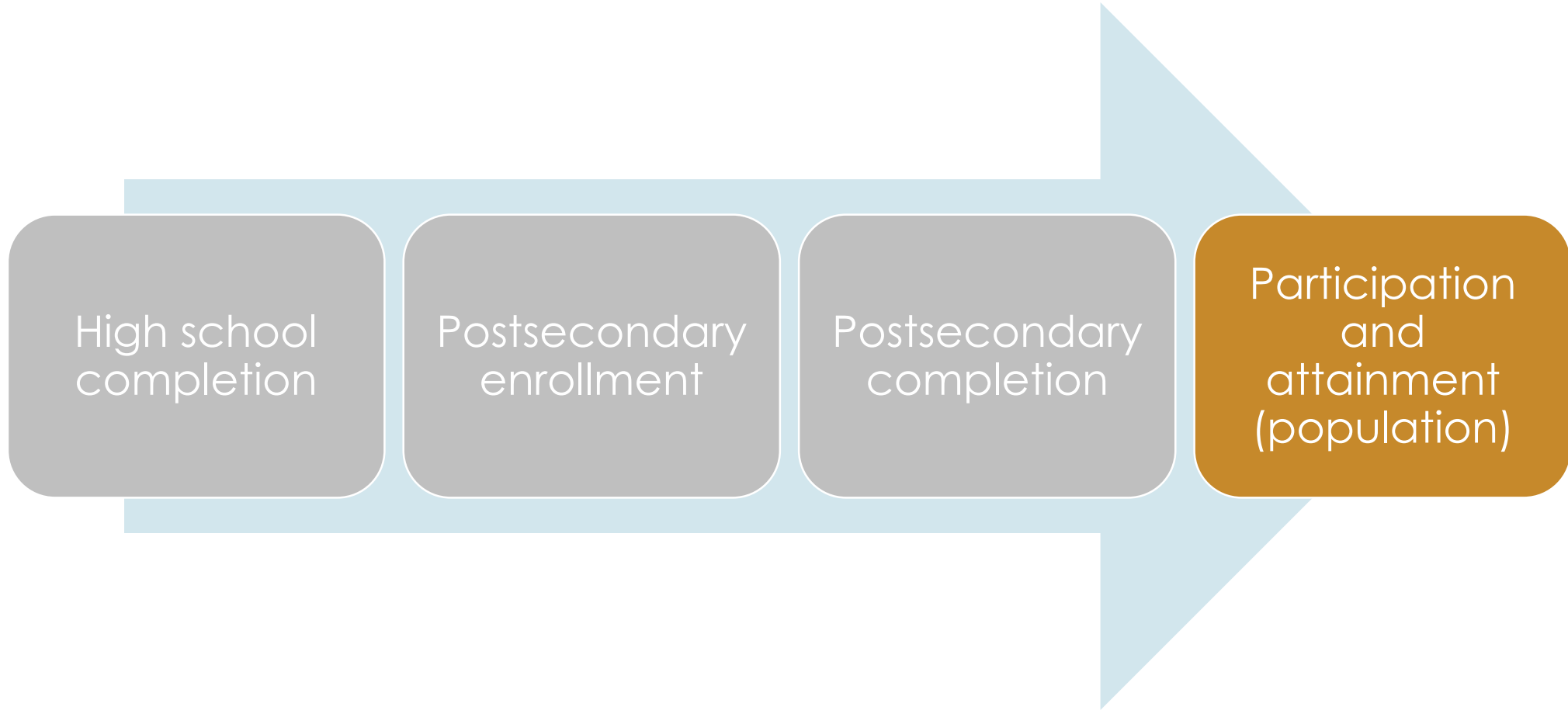


Core Measures, Indicators and Metrics

Core Measure	Indicators	Progress Metrics
High School Completion	<ol style="list-style-type: none"> 1. 9th Grade GPA 2. 9th Grade Failure Rate 3. Smarter Balanced Test Scores <ul style="list-style-type: none"> - Math, English 	High School Graduation-4-Year & 5-Year: <ol style="list-style-type: none"> a. Graduation Numbers and Rates b. Number of Alternate High School Diplomas
Postsecondary Enrollment	<ol style="list-style-type: none"> 1. Smarter Balanced Test Scores (as above) 2. FAFSA completion (Federal financial aid) 3. College Bound scholars (signups) 	Enrollments: <ol style="list-style-type: none"> a. Apprenticeship b. 2-year Colleges (Public, Private) c. 4-year Institutions (Public, Private)
Postsecondary Completion	Transition/Transfer (to 4-yr. College): <ol style="list-style-type: none"> 1. Students with and without a transfer degree Persistence: <ol style="list-style-type: none"> 2. Progress toward a credential 3. Retention rates, by level 	Postsecondary Completions by Award: <ol style="list-style-type: none"> a. Apprenticeship b. Certificates c. 2-year Degree d. 4-year Degree e. Graduate/Professional Degree

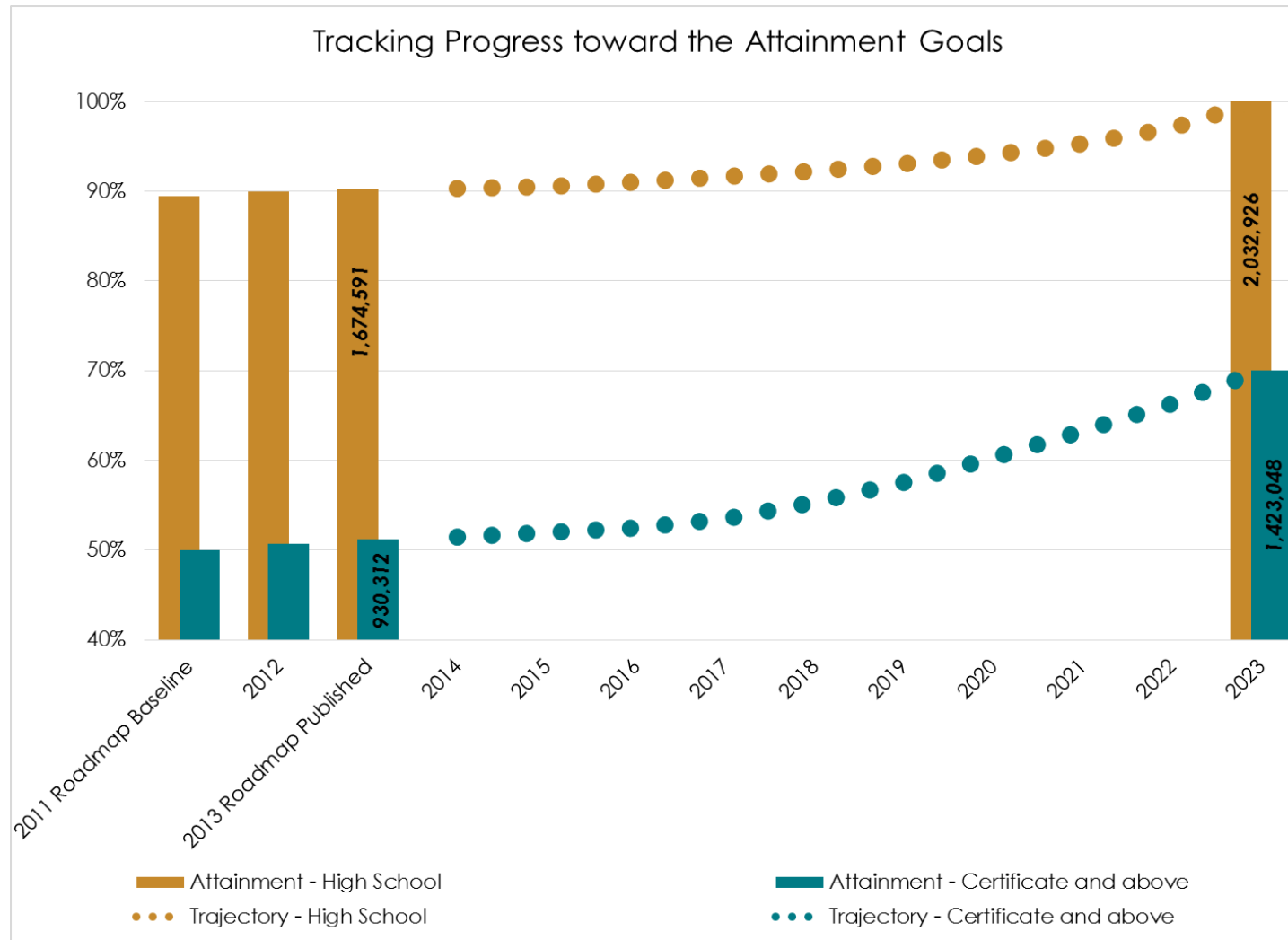


Core Measure: Participation and Attainment



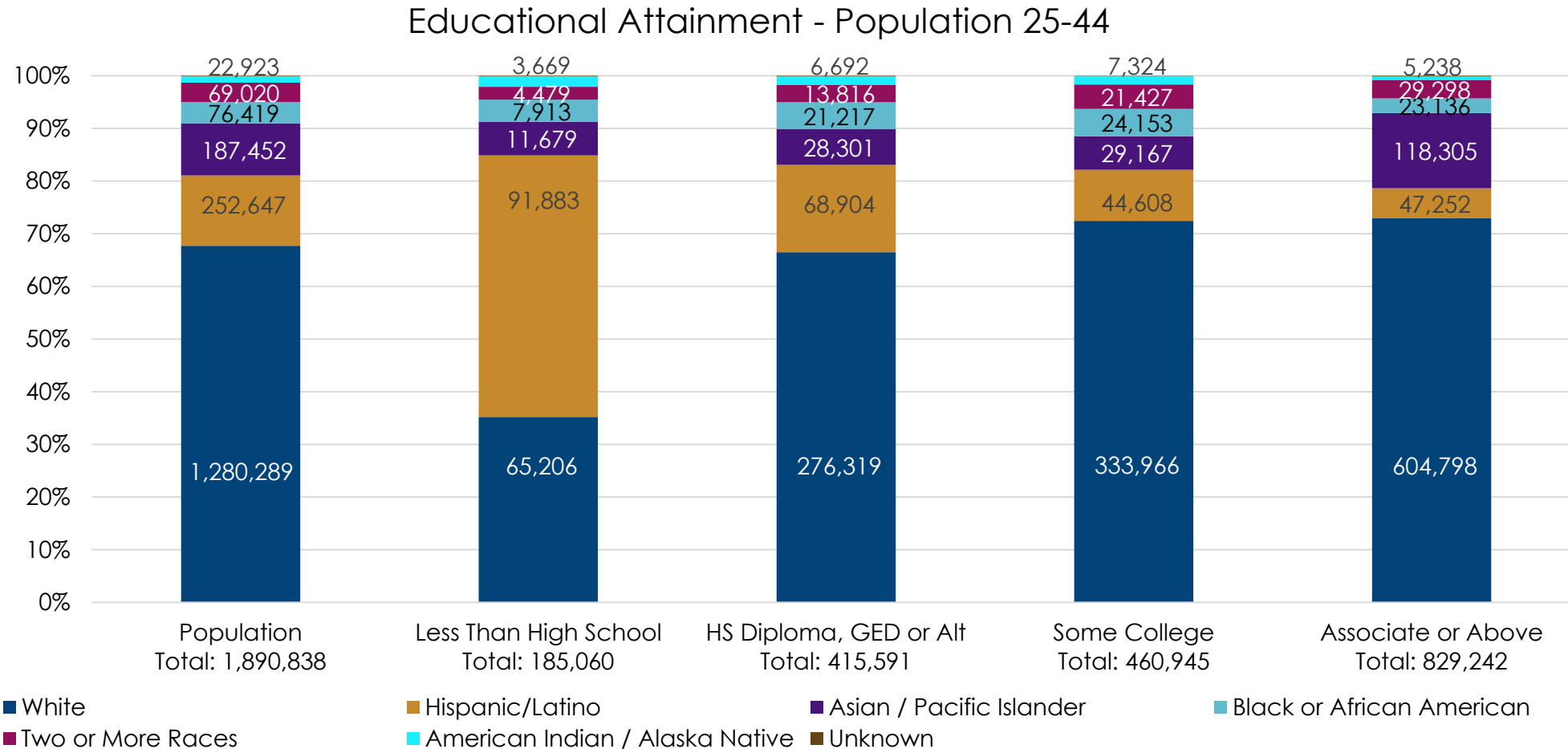


Current and projected progress toward goals





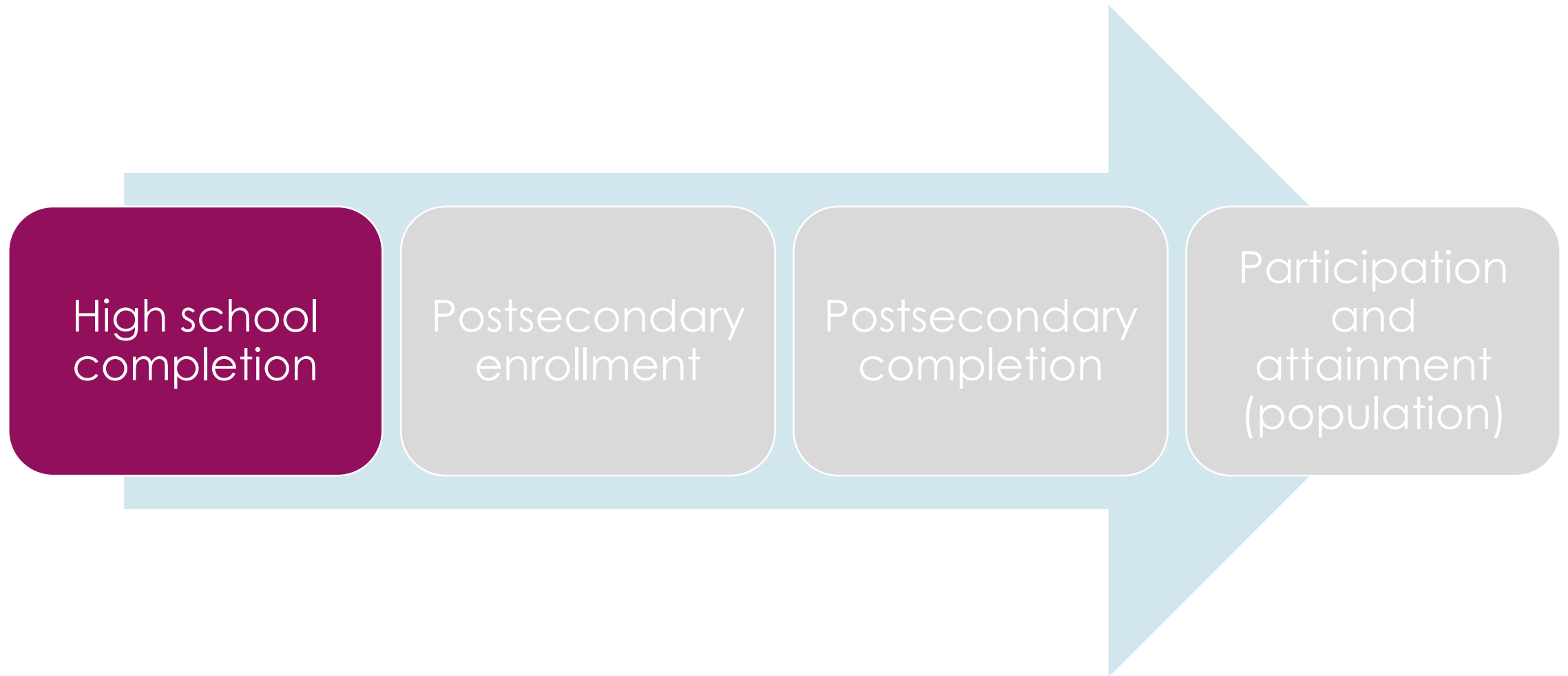
Racial/Ethnic disparities in attainment



Source: ACS 3-Year 2011-2013



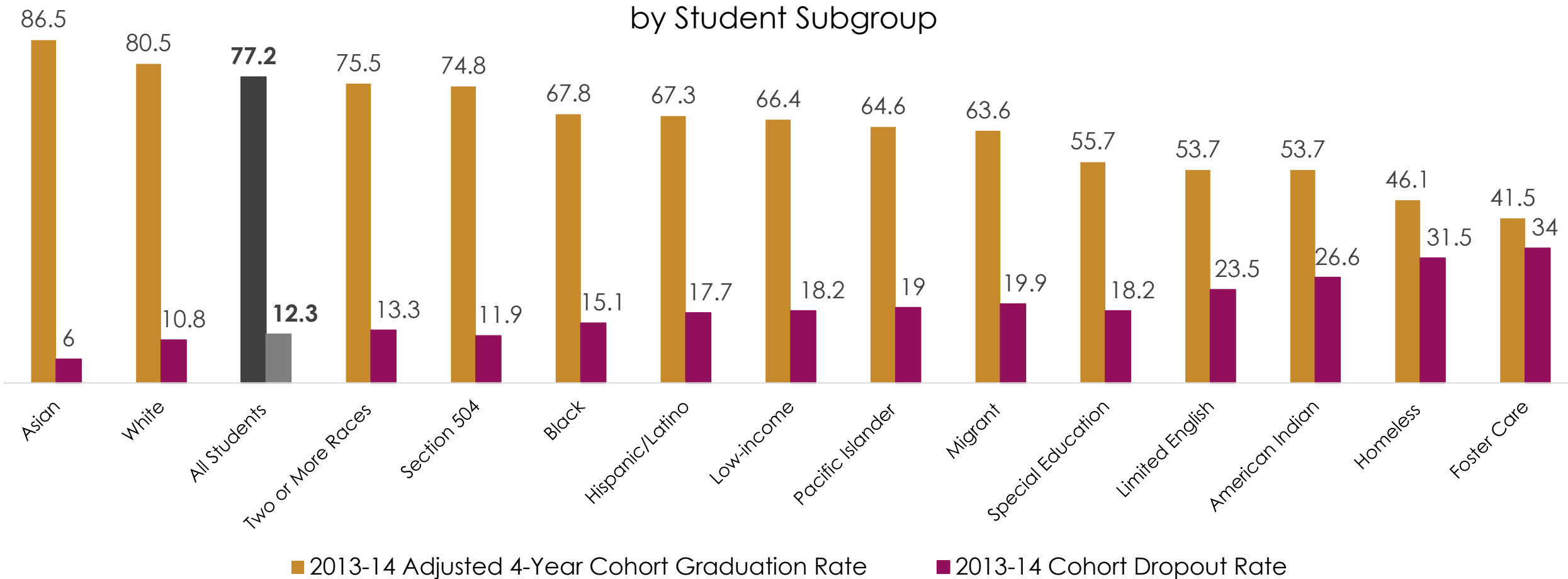
Core Measure: High School Completion





Challenges to completion for many groups

2013-14 Four-Year Adjusted Cohort Graduation and Dropout Rates by Student Subgroup



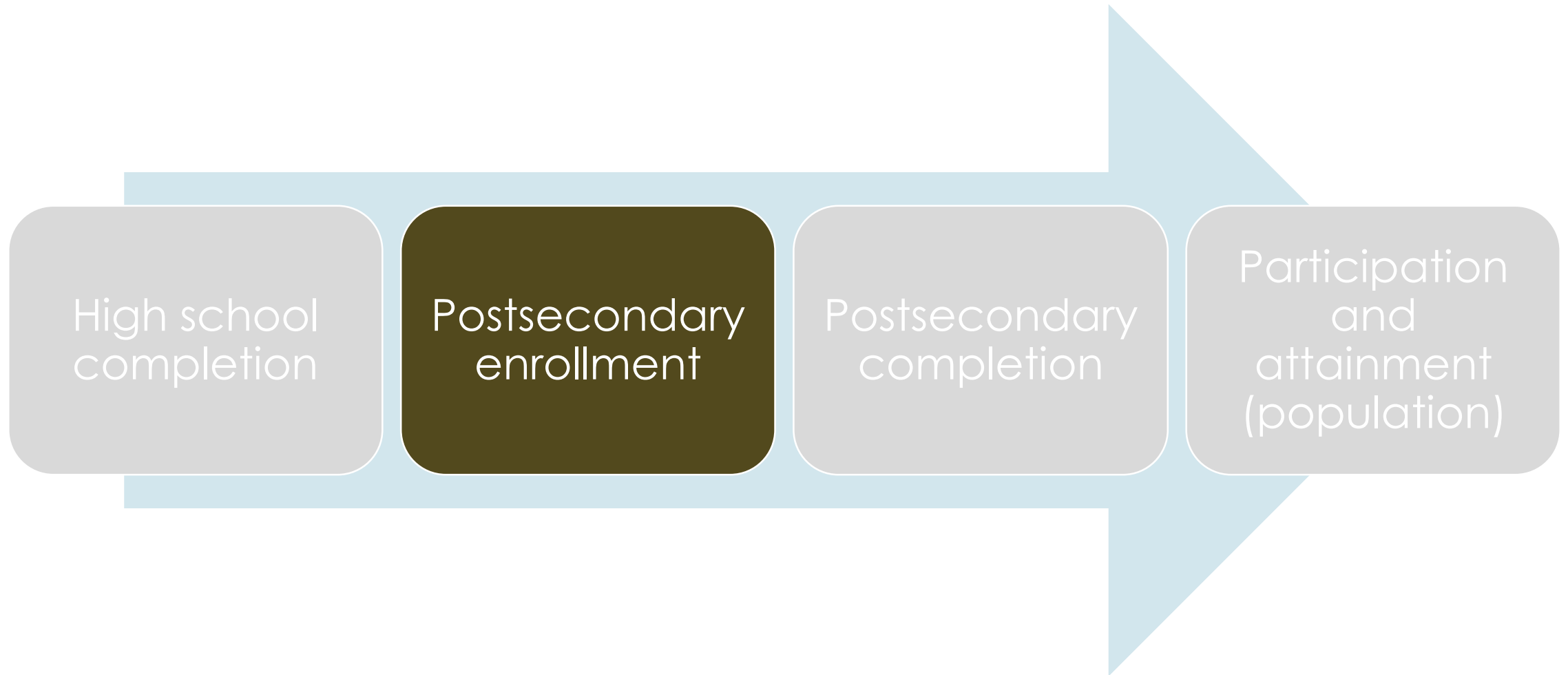


High School Completion—Implications

- Washington's graduation rate rose over the past decade, in part because of greater attention to the needs of growing student populations that have not been traditionally well-served in our education system.
- Washington's changing demographics reveal opportunity gaps in K-12 education. Without a concerted effort to improve completion rates for all students, Washington runs the risk of seeing its overall graduation rate decline.
- Given adequate resources, schools may rise to the challenge. As we gain knowledge about critical junctures in students' progression towards graduation, we can tailor policies to help eliminate barriers.



Core Measure: Postsecondary Enrollment





Decline in enrollments among adults 25+

- Enrollment declined among students over 25, suggesting that more students are returning to the workforce as the economy improves.
- Increases in apprenticeships, are also related to economic recovery.

Postsecondary Enrollment All Institutions – Grand Totals		Fall 2013		
		Number	Percent	Percent Change 2011-13
All students	Grand total	369,182	100.0%	-2.6%
	Age under 25	229,638	62.2%	+2.0%
	Age 25 – 39	99,433	26.9%	-7.8%
	Age 40 and over	38,969	10.6%	-12.3%
	Age unknown	1,142	0.3%	-37.9%

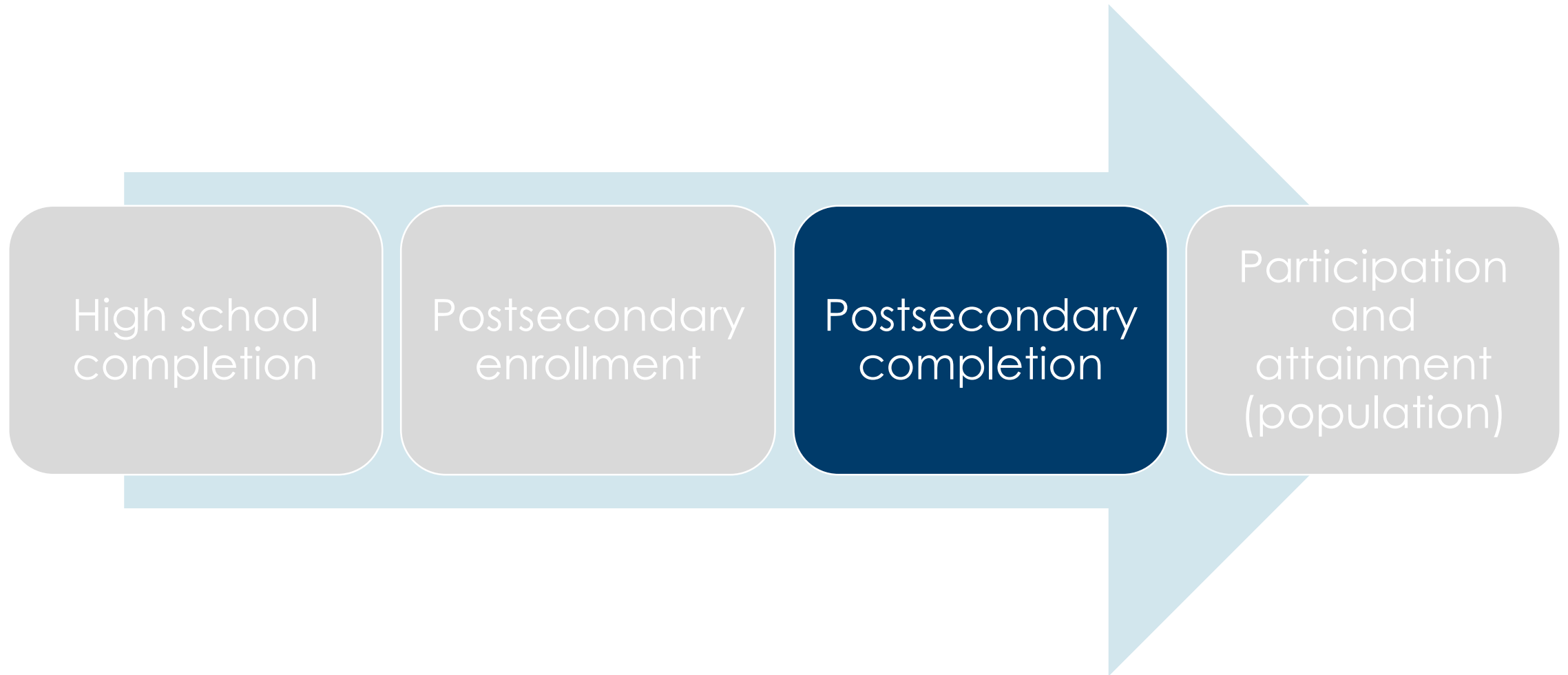


Postsecondary Enrollment—Implications

- The slight overall decline in enrollment obscures the drop in enrollment of students aged 25 and older.
- Enrollment patterns are very sensitive to our state's shifting economic cycles. The challenge is to make it easier for adults to accumulate credits *while* they're employed.
- Enrollment increases by direct-from-high-school, traditional college-aged students is a positive sign given that recent graduates were increasingly from groups underrepresented in postsecondary education. The growth in Hispanic/Latino enrollment is an encouraging sign.



Core Measure: Postsecondary Completion





Postsecondary awards increased from 2011

- Postsecondary awards have increased slightly, especially among students ages 18–24.
- Postsecondary awards have increased for some underrepresented groups.

Postsecondary Completion All Institutions, All Award Types	2012-13		% Change 2011-2013
	Number	Percent	
Total	85,527	100.0%	+2.7%
Certificates	11,437	13.4%	-10.0%
Associate's Degrees	29,281	34.2%	+8.3%
Bachelor's Degrees	32,689	38.2%	+4.5%
Master's Degrees	9,519	11.1%	-3.2%
Doctoral Degrees	2,601	3.0%	+8.1%



Postsecondary Completion—Implications

- The gradual increase in awards is a good sign, particularly given the lack of growth in high school graduates.
- These gains have extended to traditionally underrepresented groups, indicating the attainment gap is not widening.
- As with enrollments, awards to older students dropped off as the economy improved.
- We cannot meet the state's attainment goals through demographic changes, or by increased high school graduation and postsecondary enrollments of 18- to 24-year-olds alone.
- To meet our state's educational attainment goals, we must attract, engage and graduate more adults.



Conclusions and Implications

Our overall participation and attainment progress is too low to reach our 2023 goals.

Two areas need particular attention:

- 1. High school completion and postsecondary access and completion for historically underserved and underrepresented populations.**
- 2. Postsecondary recruitment, retention, and completion for working-age adults.**

Further action is needed across the spectrum of K-12 transition and postsecondary education policies, investments, and innovations.