



Did they Graduate?

Review of AVID Dell Scholars 2004-2010 - Path to College Success

2011 AVID National Conference



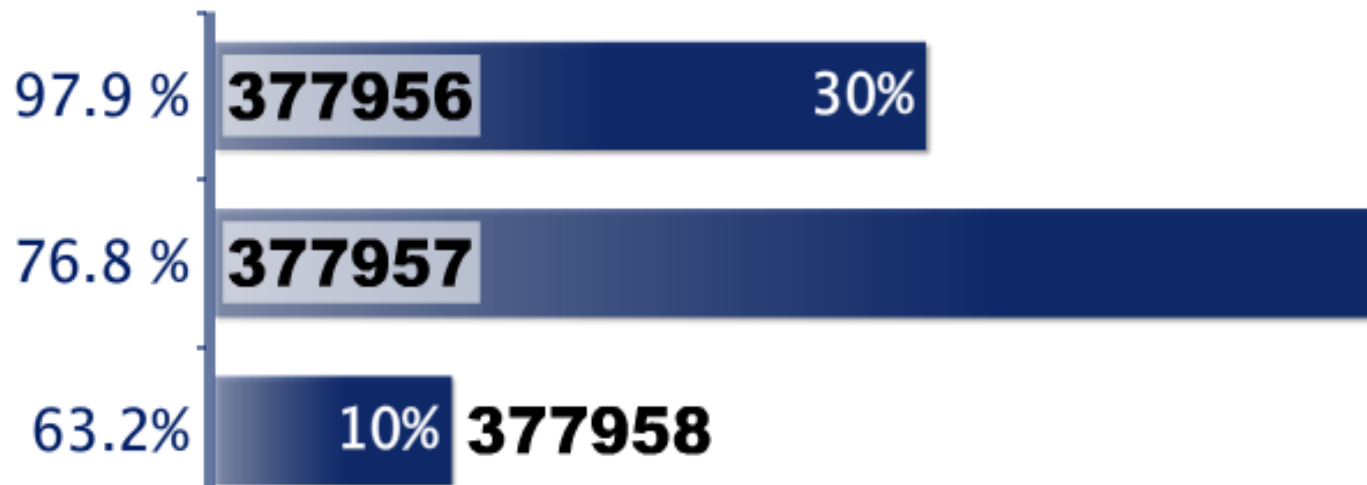
What is the degree completion rate students who enter college from the quartile of family income?



Text a **CODE** to **37607**



Submit a **CODE** to **http://P**



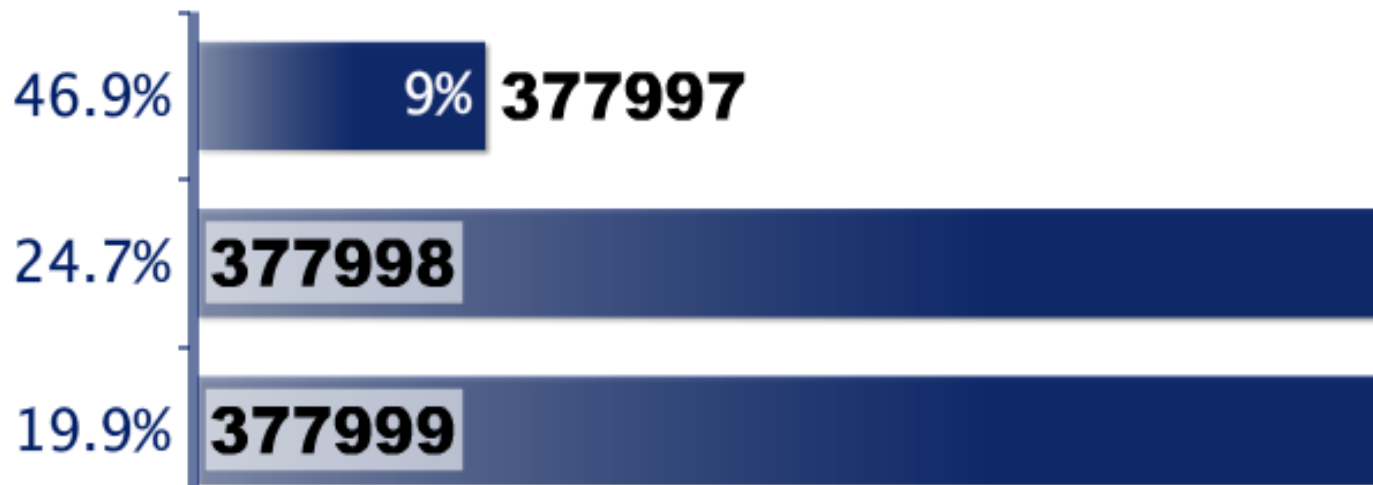
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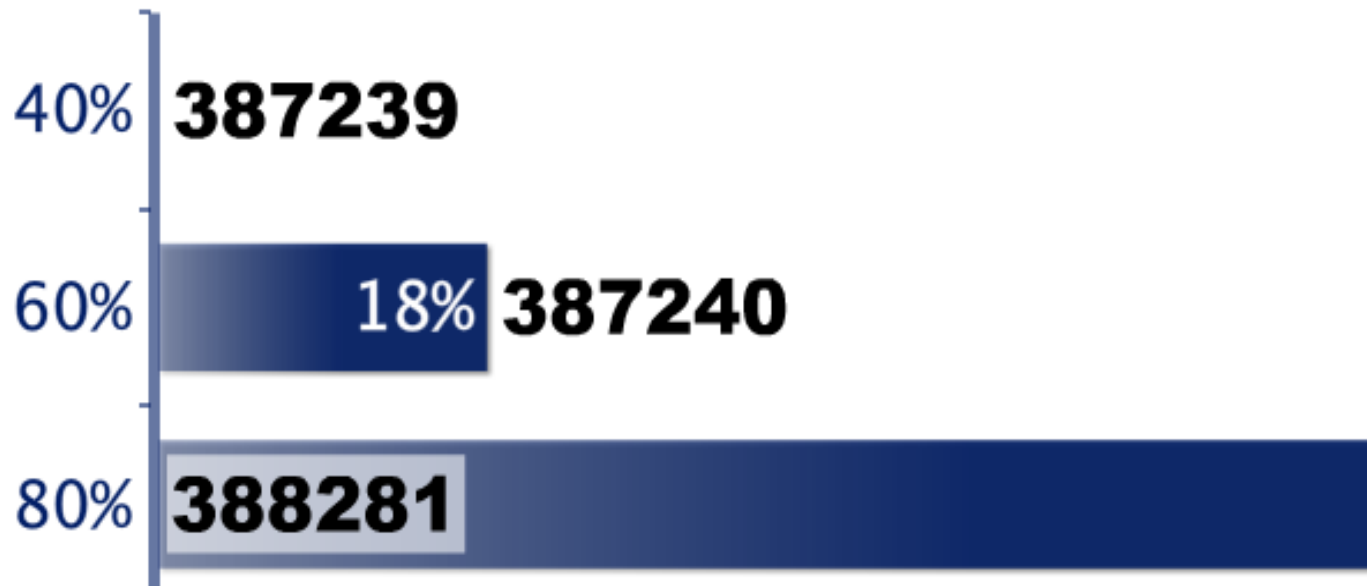
What is the degree completion rate for Dell Scholars?



Text a **CODE** to **37607**

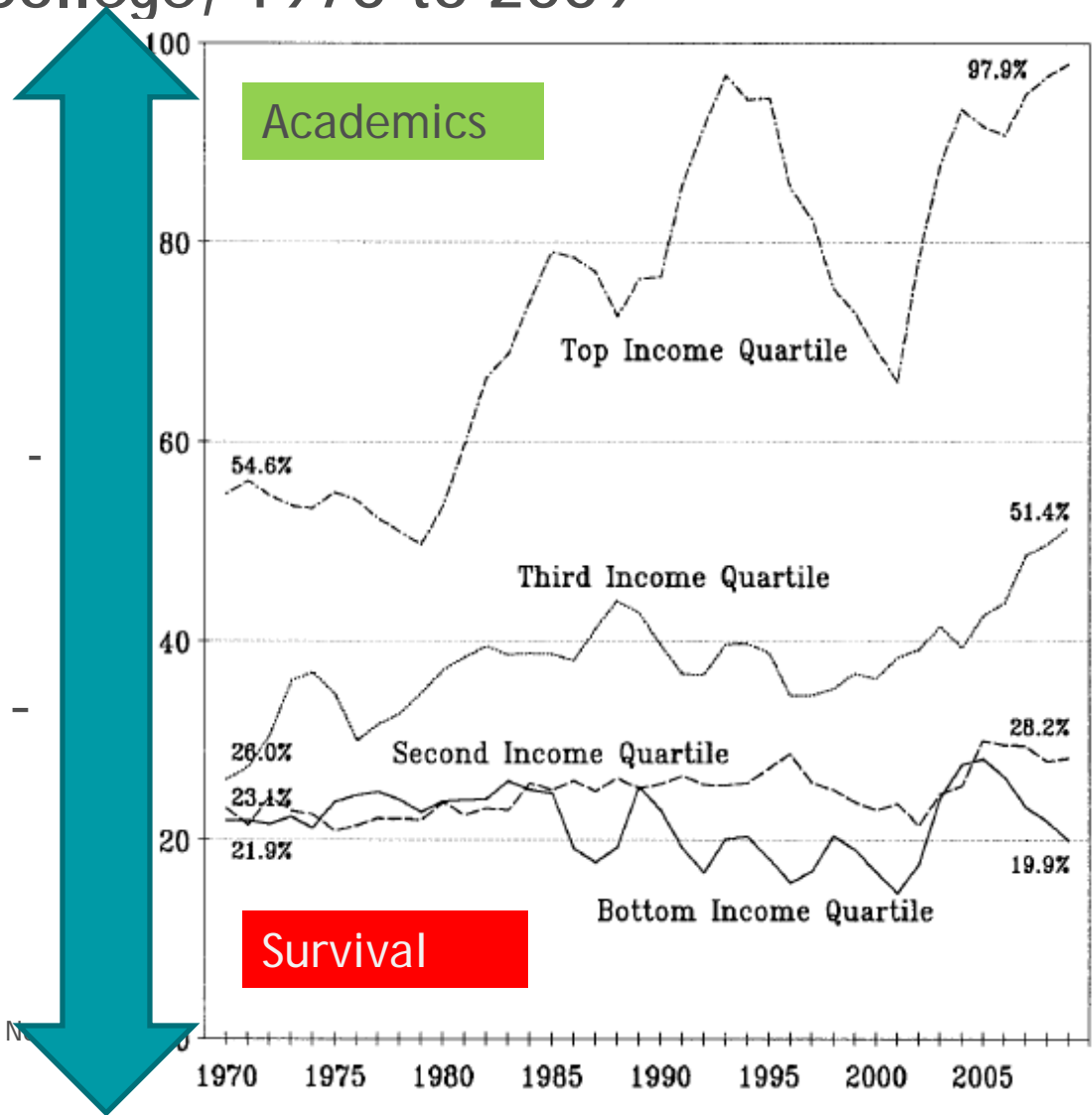


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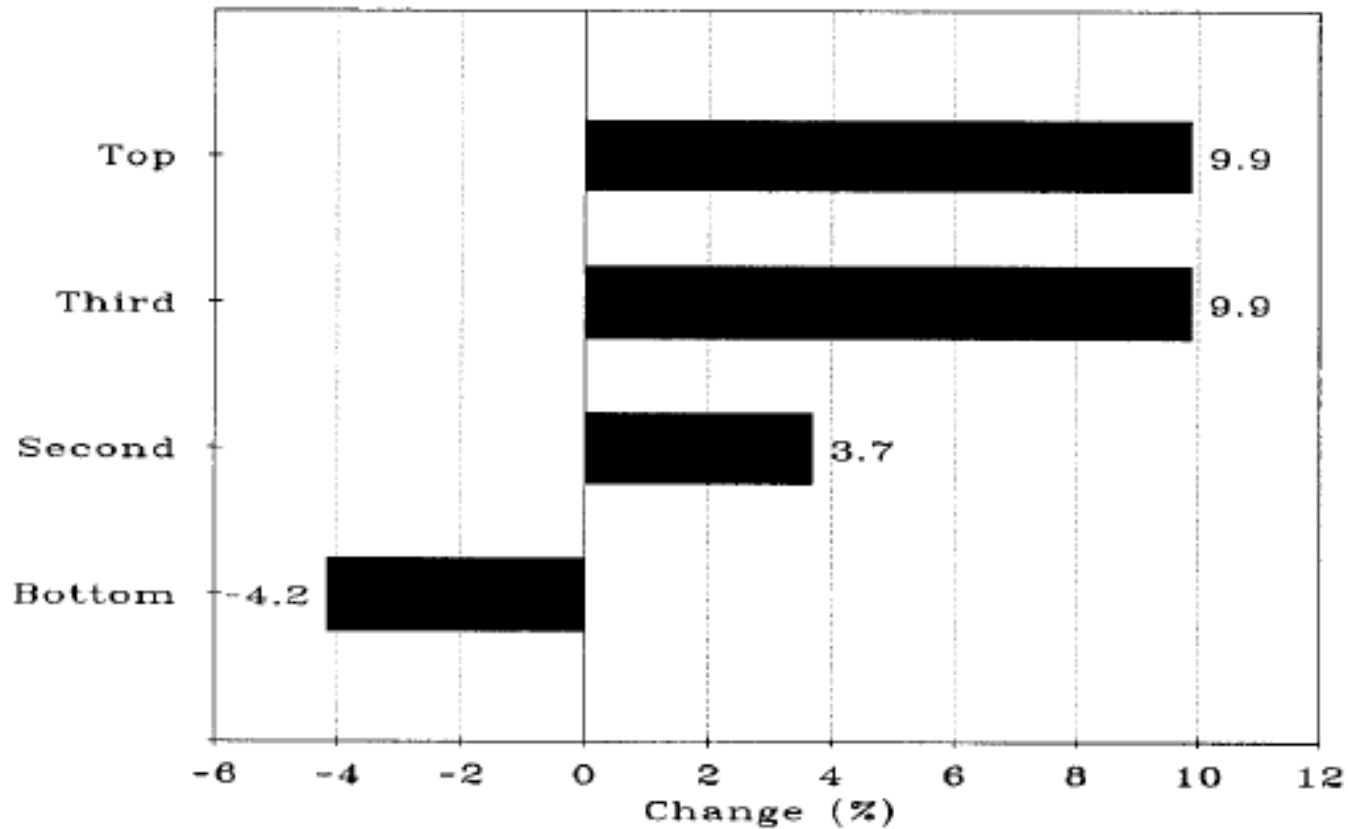
Estimated Bachelor's Degree Completion Rates by Age 24 by Family Income Quartiles for Dependent College Students Who Began College, 1970 to 2009

- **19.9%** for those from the bottom quartile of family income, below about \$36,080
- 28.2% for those from the second quartile of family income, between \$36,080 - \$65,310
- 51.4% for those from the third quartile of family income, between \$65,310 - \$108,284
- **97.9%** for those from the top quartile of family income, about \$108,284



Source: Postsecondary Education Opportunity Network
www.postsecondary.org

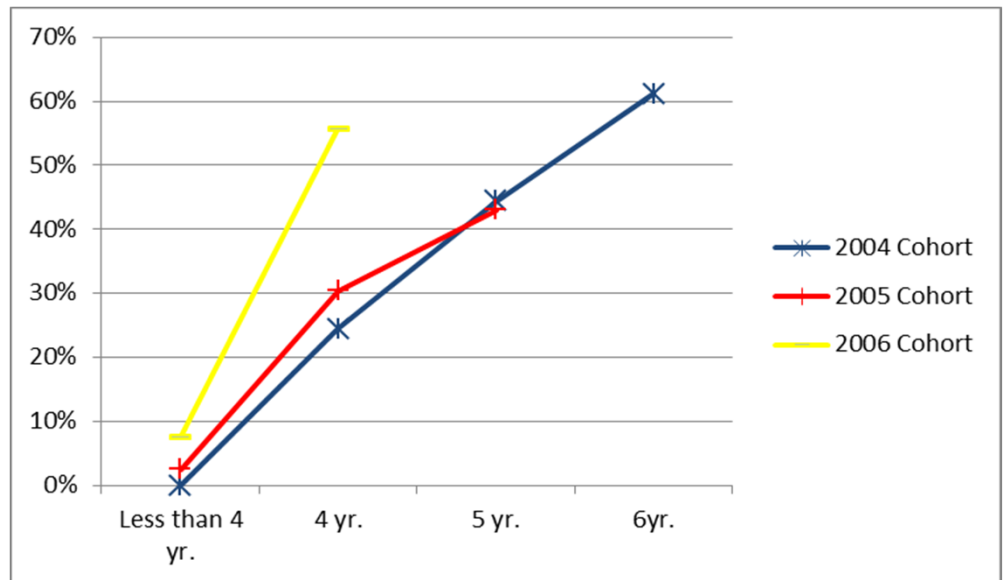
Change in Estimated Completion Rate by Income Quartile 2003 to 2009



AVID Dell Scholars

- 379 AVID Dell Scholars in cohorts 2004 - 2006
- 221 graduates to date in cohorts 2004 - 2006
- 60% six year graduation rate for 2004 & 2005 cohort
- Trends for 2006 cohorts indicate higher six year graduation rates
- Projected 85% eight year graduation rate for 2004 & 2005 cohorts

AVID Dell Scholars			Graduation Rate by Year			
Cohort Year	Total AVID	AVID Graduates	Less than 4 years	Year 4	Year 5	Year 6
2004	90	55	0%	24%	44%	63%
2005	158	93	3%	30%	43%	59%
2006	131	73	8%	56%	N/A	N/A



AVID Dell Scholar



The Average AVID Dell Scholar in high school:

- Had a 3.1 high school GPA
- Has an average SAT score of 910
- Has an average family income of \$27,000
- Is the first in their family to attend college

In College:

- Has a 2.8 college GPA
- Graduates in years 4.5
- Graduates with \$6,300 in student loan debt
- Fails 1.2 classes
- Attends 1.3 schools
- Does not participate in an FYE type class/workshop
- Feels they are somewhat prepared for college
- Works 18 hrs./week during school
- Has high personal/family responsibilities that impacted their ability to focus on school



Preliminary Career Data

\$20,000 - \$40,000

Teller
 Naturalist Park Interpreter at Grand Teton National
 Customer Service Representative
 Substitute Teacher
 Mobile Therapist/Behavioral
 Affiliate Coordinator
 Math specialist
 Youth Advocate providing employment services
 Pharmacy Technician
 Apparel Product Development Coordinator
 El Buen Samaritano Child Learning Center
 Coordinator
 Accountant
 Interventionist
 Call center lead

\$40,000 - \$60,000

Insurance verification specialist
 Substitute Teacher for Austin I.S.D
 Police Officer
 Cashier/Clerk
 Procurement
 Field Engineer
 Administrative Assistant
 Teacher
 Analytical Chemist
 Auditor
 IT Developer
 HR Analyst-Leadership Development Program
 Registered Nurse
 Auditor with KPMG

\$60,000 plus

Machinery Engineer, Chevron Energy Technology
 Registered Nurse


What is the #1 reason students are le college?



Text **388296** and your
message to **37607**



Submit **388296** and you
message to **http://Poll**

 No responses received yet. They will appear here...



Michael & Susan Dell
FOUNDATION

#1 Reason for leaving college

Most dropouts leave college because they have trouble going to school while working to support themselves.

Source: "With Their Whole Lives Ahead of Them", Public Agenda

Is it solely an affordability issue?

Most of our students have at a minimum
\$16,000 in financial aid

\$5,500 pell grant
\$5,000 scholarship
\$5,500 federal loans

How did they get to the point of needing to work
or not being able to afford school?

Scenario 1

Robert and Jessica are in their first semester in college. We are evaluating their financial situation and both are in very different situations. Let's take a look back what they did when they received their financial aid offers back in the Spring.

Robert

- Used an award letter comparison tool.
- Consulted with his college advisor on the comparison results.
- Eliminated schools that would leave him with additional unmet need after applying all his sources of aid.
- Chose a school with a balance of a good "fit" and no unmet need.

Jessica

- Didn't compare award letters as she had her heart set on her dream school.
- The school she is attending has a \$6,000 unmet need on top of maximizing her loans.
- Jessica needs to pay off a \$3,000 balance for the semester before she can register for classes next semester.

Impact on future trajectory

Robert

- No debt at graduation
- Study abroad opportunities
- Internship opportunities
- Minimal work hours
- More time to focus on school

Jessica

*Debt will need to be paid before transcripts are released

Options:

1. Transfer

- To another university permanently
- To a CC then back to university

2. Continue at same school

- Graduate with significant debt
- Work a lot
- Less time to be fully engaged as a student

Scenario 2

David and Alex struggled making the academic transition from high school to college during their first semester. They are both placed on academic probation for not meeting minimum GPA requirements.

How did they do the next semester?

David

- Met with academic advisor on details about the probation.
- Worked with his advisor to register for a manageable course load.
- Sought out academic support services on campus including tutoring and study groups.
- Made appointments with professors to review any content he struggled with.
- Met probation requirements and is taken off academic probation.

Alex

- Plans was to “study more”
- Did not meet minimum GPA requirement.
- Has lost financial aid for the semester until he can bring his GPA up to the minimum requirement.

Impact on future trajectory

David

- Has begun a strong relationship with academic advisor and feels comfortable asking questions.
- Is now familiar with the academic support services on campus.
- Is more comfortable speaking with professors which will help him develop relationships.
- Starting to develop his study routine.

Alex

Options:

1. Stay at school
 - Work to make up the gap the removal of his financial aid left
 - Look into private loans to cover gap
2. Go to CC to bring up his GPA
 - Add to his time in school
 - Work
 - Adjust to a different setting once again
 - Risk spinning wheels

Scenario 3

Cynthia and Mary both will have new babies as they start the new semester. What are they doing to prepare for next semester?

Cynthia

- Meets with her financial aid office about additional expenses she will have.
- Meets with her academic advisor to discuss academic load for next semester.
- Compares different child care options with her school and local community.
- Creates a budget on additional expenses she may have for the semester.

Mary

- Thinks she can manage as before and things will work themselves out.
- She will ask for child care as needed.

Impact on future trajectory

Cynthia

- Had her cost of attendance increased to include her child care costs.
- Finds reliable childcare.
- Budget includes expenses with new family responsibility

Mary

- Found it increasingly difficult to not have a consistent child care plan and is missing classes .
- Found it difficult to balance motherhood and her course load and is struggling
- Is running short every on funds every month.

Discussion

What are the root causes of the outcomes?

Are these issues primarily due to affordability?

Preparing for College Success

Graduating high school
with a college academic
and financial success plan

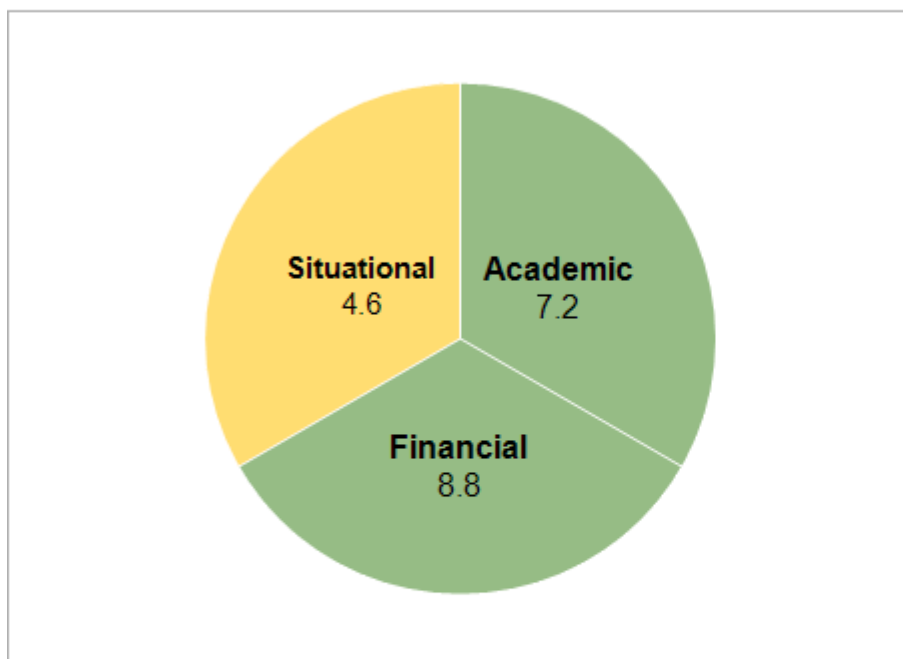
Success Framework

Problem Solving
Project Management
Critical Thinking
Empowerment

Competencies

Financial aid management
Academic Planning
Resource management

ScholarID	Name	Scholar Year	Years Left to Graduate
		2008	2



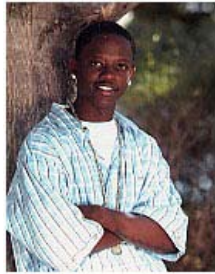
Situational Data

	Incoming	08-09	09-10	10-11
Health	Green	Green	Green	Green
Work Hours	Green	Yellow	Yellow	Yellow
Family Situation	Green	Green	Yellow	Red
Other	Green	Green	Green	Green

	Incoming	08-09	09-10	10-11
Academic	8.0	9.2	8.1	7.2
Financial	5.0	2.1	7.9	8.8
Situational	8.0	6.9	5.2	4.6

June 2010 - scholar had a family tragedy in March 2010. Since then she has had to increase her work hours to help with her families economic situation.

Early Alert with Third Party Data



[ACTIVITY LOG](#) | [DOCUMENTS](#) | [STATUS LOG](#) | [SCHOLAR INFO](#) | [DISBURSEMENTS](#) | [GEAR](#) | [RETENTION LOG](#) | **NSCH INFO**

the information about the scholar from the National Student Clearing House.
 orted by Enrollment Begin date. All Graduated records will be listed on the very top.

tries

Enrollment Status	
F Full Time	L Less than Half Time
H Half Time	A Leave of Absence
W Withdrawn	'Blank' Not reported by College
D Deceased	

College	State	2/4-Yr	Sector	E Begin	E End	E Status	Graduated	Grad Date	Degree	Major	ReportDate
UNIVERSITY OF NEW MEXICO	NM	4	Public	-	-		Y	12/19/2009	MASTER OF BUSINESS ADMIN	BUSINESS ADMINISTRATION	10/03/2011
UNIVERSITY OF NEW MEXICO	NM	4	Public	-	-		Y	5/17/2008	BACHELOR OF BUSINESS ADMIN	BUSINESS ADMINISTRATION	10/03/2011
UNIVERSITY OF NEW MEXICO	NM	4	Public	8/24/2009	12/19/2009	F	N	-			10/03/2011
UNIVERSITY OF NEW MEXICO	NM	4	Public	1/19/2009	5/16/2009	F	N	-			10/03/2011
UNIVERSITY OF NEW MEXICO	NM	4	Public	8/25/2008	12/20/2008	F	N	-			10/03/2011

Select	Scholar Name	Complete	Title [Category]
<input type="checkbox"/>	Adorno, Josué	<input type="checkbox"/> New	NSCH data mismatch [NSCH]
<input type="checkbox"/>	Aguilar, Adrian	<input type="checkbox"/> New	NSCH data mismatch [NSCH]
<input type="checkbox"/>	Aguinaga, Zanyace	<input type="checkbox"/> New	NSCH data mismatch [NSCH]
<input type="checkbox"/>	Ahmed, Mohammed	<input type="checkbox"/> New	NSCH data mismatch [NSCH]
<input type="checkbox"/>	Alcantara, Karla	<input type="checkbox"/> New	NSCH data mismatch [NSCH]
<input type="checkbox"/>	Aldana, Christian	<input type="checkbox"/> New	NSCH data mismatch [NSCH]
<input type="checkbox"/>	Aldana, Isabel	<input type="checkbox"/> New	NSCH data mismatch [NSCH]
<input type="checkbox"/>	Alford, Takeerah	<input type="checkbox"/> New	NSCH data mismatch [NSCH]
<input type="checkbox"/>	Alford, Tiara	<input type="checkbox"/> New	NSCH data mismatch [NSCH]
<input type="checkbox"/>	Ali, Leenah	<input type="checkbox"/> New	NSCH data mismatch [NSCH]

National Student Clearinghouse Discrepancy Report