

Ohio Board of Regents
STUDENT ACCESS AND SUCCESS COORDINATING COUNCIL (SASCCO)
Minutes
January 27, 2006

Attending:

Jeanette Grasselli Brown, Ohio Board of Regents, SASCCO Co-Chair
Christina Milano, National College Access Network, SASCCO Co-Chair
Jennifer Blatz, Ohio College Access Network
Katie Bontrager, Sallie Mae Ohio
Maria Boss, Cleveland Scholarship Programs
Bob Burke, Association of Independent Colleges and Universities of Ohio
(representing C. Todd Jones)
Jim Craig, Ohio Board of Education
Frank Deaner, Ohio Newspaper Association
Gloria Dunnivan, GEAR UP Partnership Canton City Schools (representing
Paralee Compton)
Beth Ervin, Experience Columbus
Myra Busch Goetz, Great Lakes Higher Education Corporation
Tally Hart, Ohio State University
Brenda Haas, Ohio Appalachian Center for Higher Education
Geraldine Hayes-Nelson, Kent State University (Federal TRIO
program)/OAEOPP
Anthony Houston, Ohio Board of Regents
Leonard Hubert, Governor's Office/Commission on African-American Males
Thomas Humphries, Youngstown/Warren Regional Chamber
Jim McCollum, Inter-University Council
Brian Paskvan, Owens Community College
Dayna Ritchie, Student Loan Funding (representing Jim Eickhoff)
Richard Ross, Reynoldsburg City Schools
Wendell Schick, University of Northwestern Ohio/OASFAA
Jacqueline Williams, Ohio Tuition Trust Authority
David Williamson, Governor's Regional Office/Ohio Department of Development
Shaun Yoder, Governor's Office

OBR Staff Attending:

Kristina Frost, Jonathan Tafel, Charles Shahid, Jamie Abel, Bret Crow, Jocelyn Frasier, Maureen Nedved

Guests:

Robert Dykes, Triad Research Group; Will Kopp, Columbus State Community College; Tracy Najera, Office of Budget & Management; Mayme Patthoff, Ohio College Access Network; Dan Schneider, University of Cincinnati - Clermont; Kathy Severinski, Triad Research Group; Len Simutis, Eisenhower National Clearinghouse; Terry Thomas, Ohio Association of Community Colleges; Don Van Meter, VMC Consulting; Michele Wade, Ohio State University; Cheri Westmoreland, University of Cincinnati; Joyce Wright Harris, Ohio College Association

1. Welcome

Ms. Tina Milano, SASCCO Co-Chair, opened the meeting introducing Regent Jeannette Grasselli Brown as a new SASCCO Co-Chair. Regent Brown replaced Regent Bruce Beeghly who has taken on additional responsibilities for the Ohio Board of Regents. Introductions were also made around the room.

2. Student Services Web Portal

Len Simutis updated the council on the Student Services Web Portal and showed the council the model of the site's home page. This one-stop website will have a wealth of information to help students, parents and lifelong learners plan for college, select an institution, apply for college and gain information about careers. Len and the team developing the site have made it a priority to place career information on the site. They were planning to phase in the career information at a later stage in the portal's development, but at a recent meeting of the portal's technical advisory group, the group determined that information on careers was very important from the onset. The College Board has agreed to allow Ohio to use their information and materials on careers.

Ohio is developing the portal in partnership with the Indiana Commission for Higher Education. Ohio is using appropriate materials from Indiana's portal, the Learn More Resource Center (<http://www.learnmoreindiana.org>), and adopting them for use. The portal will be piloted in Ohio's eight GEAR UP lighthouse sites this fall and should be implemented in full scale next year after adequate funding is secured. Several SASCCO members gave suggestions concerning the portal; those suggestions included linking the portal to OCAN's website and resources like OCAN's College Cost Comparison Tool; utilizing opportunities to connect the portal with other Ohio education initiatives like the Ohio Core; and simplifying the navigation within the site so that it accommodates the individual who qualifies as an adult learner, a parent and a student simultaneously.

3. Overview of Federal TRiO Programs

Geraldine Hayes-Nelson, Dan Schneider, and Cheri Westmoreland provided an overview of the federal TRiO programs and the TRiO programs in Ohio. The TRiO programs include Educational Opportunity Centers, Ronald E. McNair Postbaccalaureate Achievement, Student Support Services, Talent Search, Upward Bound, Upward Bound Math-Science, and Veterans Upward Bound. TRiO programs serve and assist low-income, first-generation college students, and students with disabilities from middle school to postbaccalaureate, and some TRiO programs serve adults. TRiO has been in place for 14 years in Ohio, and TRiO tracks over 151 pieces of information on each student. The program utilizes OBR's Higher Education Information (HEI) system to track TRiO students' progress and success in higher education. One challenge for TRiO program leaders is finding the additional funds to offset the cost of college for

the students. Students who successfully matriculate to college are often left with a shortfall of \$6,000 – \$7,000 to pay for their education, even after they have secured a loan and/or other means of financial aid. Students participating in Student Support Services and the McNair program receive stipends to conduct research; however, no direct scholarships are given through TRiO.

4. Success Measures/Small Group Discussions

Jon Tafel, Ohio Board of Regents (OBR) Vice Chancellor for Educational Linkages and Access, opened the discussion on success measures by talking about the third aspect of SASCCO's charge – “to develop a set of success measures to evaluate the effectiveness of higher education marketing projects and other state level college access initiatives.” SASCCO members divided into four small groups to identify a list of success measures that could be used across college access programs in Ohio. Below is a comprehensive list of the groups' recommendations for measures. They recommended measuring:

- High school graduation rates
- High school attendance and how it relates to the graduation rate
- Time frame for completing high school
- College-going rate
- Reduction in college remediation
- College graduation rate
- Time frame for completing college
- Understanding the needs of first generation (at-risk) college students
- Understanding the needs of non-traditional (adult) students
- Understanding the needs of the state pertaining to the job market/employment
- Percentage of students taking Advanced Placement coursework and other programs
- Vocational education program effectiveness
[Note: For the two previous items, a group suggested measuring the various educational tracks – the AP track, the voc-ed track, etc.]
- Increased support for college access programs
- Number of students who have reached appropriate academic preparation
- Percentage of students completing college/workplace curriculum
- Increased parental awareness/involvement
- Comparing students who completed Ohio college access programs (GEAR UP, TRiO, OCAN, Tech Prep) with those who did not
- Use data being collected from ODE's report card to measure:
 - Percentage of students completing college/workplace curriculum
 - Percentage of students completing postsecondary enrollment options
 - Student participation in Tech Prep
 - ACT/SAT scores, Advanced Placement, etc.
- Number of students taking ACT/SAT tests
- Ohio Graduation Test scores
- Participation in college access programs
- Awareness of college access programs

- Expanded reach to community-based organizations and groups (e.g. foster parent groups, social service agencies)
- Completions of the FAFSA and usage of federal grants
- Whether or not we have met the student's goals
- Advancement in the student's career area
- Enrollment/completion of applications
- Aspiration

Other suggestions that came forward were that these goals should be measurable, yearly goals and possibly detailed by groups and subgroups (i.e. first generation and low-income students). Other suggestions were that COMPASS could be used as a possible data source, and in cases like the GEAR UP grant, it may be wise to measure when students took the ACT/SAT test as opposed to just if they took the test and then see if that makes a difference. Co-Chair Jenny Brown suggested that the SASCCO body consider ways in which it (SASCCO) can measure the council's success. She encouraged the council to think about the larger picture and think about measures for SASCCO. The OBR staff will find the common themes amongst all of the suggestions for measures and compile a proposed list of measures for the council's review.

5. Higher Education Market Research Findings

Bob Dykes and Kathy Severinski of Triad Research Group presented an update on Ohio's higher education market research findings. Last fall, Triad held a series of focus groups with adults who did not have a college degree age 19 to 44 and gained a significant amount of qualitative information regarding adults' perspective on returning to school and going to college. In follow up to the focus groups, Triad conducted a statewide telephone survey in December 2005 to gain quantitative information and measure interest in returning to school. The purpose of the survey was also to determine what Ohio's higher education community could do to heighten the likelihood of their returning to school. The survey was completed with 800 adults age 19 to 44 who did not graduate from a two-year or four-year college and were not currently taking college classes.

Triad found that there were three primary clusters of respondents to whom the message of returning to college would appeal the most. Cluster 1 cited their main reason for not returning to college as affordability. They also indicated they would need to take too many review classes; they did not have the time; they would not know where to start; and they would have a challenge studying. Cluster 1 was mostly female; they worked part-time, were housewives or were unemployed; they were not Caucasian; they were likely to re-enter the workforce; and they earned less than \$50,000 annually. Cluster 2 similarly cited affordability and lack of time as fundamental reasons for not returning to school; however, they added the concern that there was no guarantee after going through college that they were going to be better off financially. They also indicated it may take too long to finish their degree. Cluster 2 was mostly Caucasian, worked full-time, earned \$25,000 - \$50,000 annually, and had some college. They also would expect their employer to pay for their continued education. Cluster 3 had no strong reasons for not going back to school. At

most, 51% of them agreed that they could not afford it, but they tended to disagree with the previously mentioned challenges stated by Clusters 1 and 2. Cluster 3 was mostly a younger demographic (49 % were age 19 – 29), they were not Caucasian and the majority of Cluster 3 earned less than \$50,000 annually.

In summary, Triad reported that a sizeable market of potential students can likely be found in Clusters 1, 2, or 3. The key target audience would be females and minorities with incomes under \$50,000 and who were under the age of 35, particularly 19-29 year olds. The messages that would appeal most to this target group would be: 1.) they can do it and earning a college degree is possible, and 2.) it will pay off. This target audience wants to receive messages from spokespersons who are like them – older adults who have gone back to school. They indicated they could receive this message from local employers also. Triad recommended reaching the target audience primarily by means of local TV, Cable TV and the Internet, and Triad indicated that these potential students would value the assistance of supports like financial aid, more one-year career programs, mentoring and free review classes. Regent Anthony Houston expressed interest in knowing what percentage of African-American men was represented in the research and if the research was segmented by income, particularly in households making \$30,000 and below.

6. Ohio's GEAR UP Lighthouses

Jennifer Blatz and Jon Tafel presented an update on Ohio's new GEAR UP grant. Ohio's GEAR UP state program is built on a partnership in which the Ohio Board of Regents works with the Ohio College Access Network and the Ohio Department of Education to implement strategies for increasing the number of students in the eight communities that successfully participate in postsecondary education. Those strategies include advisory services, rigorous curriculum for students, early assessment of writing and mathematics needs, mentoring and tutoring services, parental involvement, professional development for teachers, and last-dollar scholarships for students. The eight GEAR UP lighthouse sites are located in Columbus, Conneaut, Elyria, Lima, Springfield, Toledo, West Union and Zanesville.

The GEAR UP program expects outcomes of increased college aspiration, participation and success; reduced remediation for first-year postsecondary students; increased numbers of students passing the Ohio Graduation Test; and increased numbers of students taking ACT/SAT tests. The state GEAR UP team hopes the program will develop replicable models that can be shared with surrounding communities and that communities will recognize the connection between improved student outcomes and local economic and workforce development. Another innovative aspect of Ohio's GEAR UP program includes the concept of "College in the Seventh Grade" whereby seventh grade GEAR UP students "enroll" by default into a local college and gain the expectation that upon high school graduation they will continue their education at that college. GEAR UP is beginning to work on marketing materials and is partnering with the Ohio College Association to produce next year's "Toward College in Ohio"

publication. GEAR UP will also promote and encourage students and their families to utilize the Ohio's Student Services Portal and the College Access Information Hotline.

7. Ohio College Access & Success Conference

Jennifer Blatz spoke about the success of the October 2005 Access and Conference and announced that the next conference will be held October 25th – 27th at the Marriott North in Columbus. A “Save the Date” card for the conference will be sent to SASCCO members in March or April.

8. Other Business/Adjournment

The next SASCCO meeting is scheduled for Friday, June 9, 2006 at the Ohio Board of Regents offices. The meeting was adjourned.

Success Measure Report Out by Groups

Group #1

- High school graduation rates/persistence on to college
 - High school attendance and how it relates to the graduation rate
 - Reducing college remediation
 - Set a goal to understand the needs of first generation (at-risk) college students
 - Understand the needs of non-traditional (adult) students
 - Understand the needs of the state (as it relates to job market/employment)
 - Measure the percentage of students taking Advanced Placement coursework and other programs
 - Measure vocational education program effectiveness (measure the various tracks AP track, Voc-Ed track, etc.)
- Note: Use COMPASS as a measuring tool

Group #2

- Increasing support for college access programs
- Number of students who have reached appropriate academic preparation
- Increased parental awareness/involvement
- Comparing students who have completed programs (GEAR UP, TRiO, OCAN, Tech Prep) with those who did not
- Use data being collected from ODE's report card to measure
 - Percentage of students completing college/workplace curriculum
 - Percentage of students completing postsecondary enrollment options
 - Student participation in Tech Prep
 - ACT/SAT scores, Advanced Placement, etc.

Group #3

- High school graduation rate
- Number going to college (college-going rate)
- Number graduating from college (college graduation rate)
- Number of students taking ACT/SAT tests
- OGT scores
- Time frame for completing high school
- Time frame for completing college
- These should be measurable, yearly goals
- Different groups/subgroups from first generation and low-income students

Group #4

- High school graduation
- Participation in programs
- Awareness of programs

Group #4 (cont'd)

- Expanded reach to community-based organizations and groups (e.g. – foster parent groups, social service agencies)
- Measure - have we met the student's goals?
- Enrollment/Completion of applications
- Advancement in career area
- Aspiration