



# #GRADINITIATIVE2025 SYMPOSIUM

October 17-18, 2018

[www.calstate.edu/GraduationInitiative](http://www.calstate.edu/GraduationInitiative)



# Jim Larimore

**Chief Officer  
ACT Center for Equity in Learning**



**#GRADINITIATIVE2025**

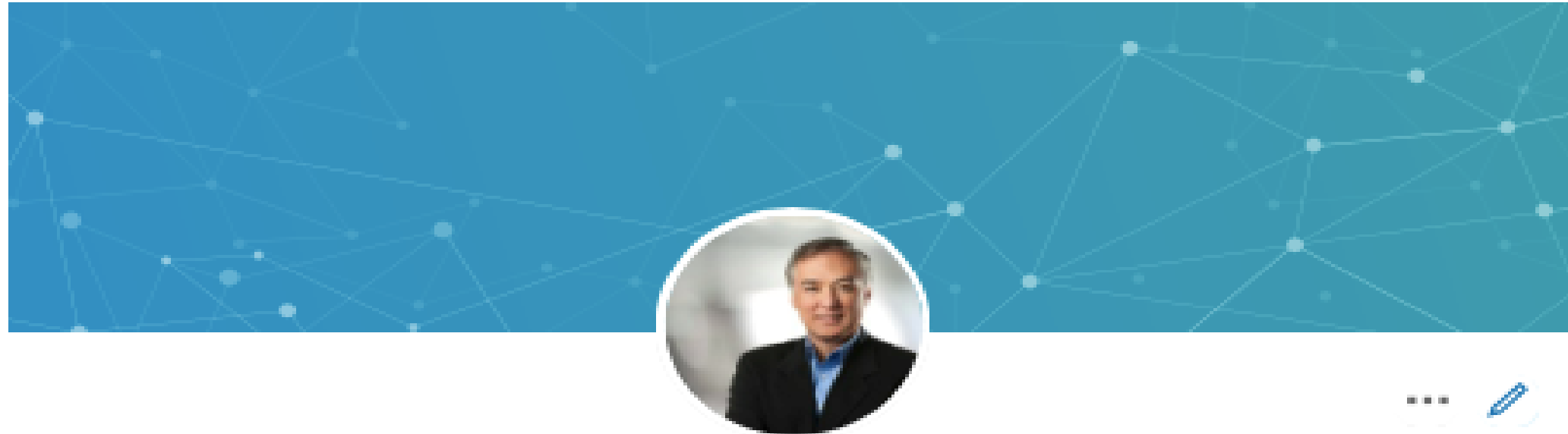
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# Combining Wise Data and Equity-Minded Observation

**Jim Larimore**  
**ACT Center for Equity in Learning**

# My Story ... the official, asset based version



Jim Larimore

I lead ACT's efforts to close gaps in opportunity and achievement  
through the ACT Center for Equity in Learning  
ACT • Stanford University  
Iowa City, Iowa Area • 500+

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Applying my strengths as a Connector, Catalyst and Visionary to promote  
college readiness, college access and college completion while advanci...

Show more

# The version my friends know ...

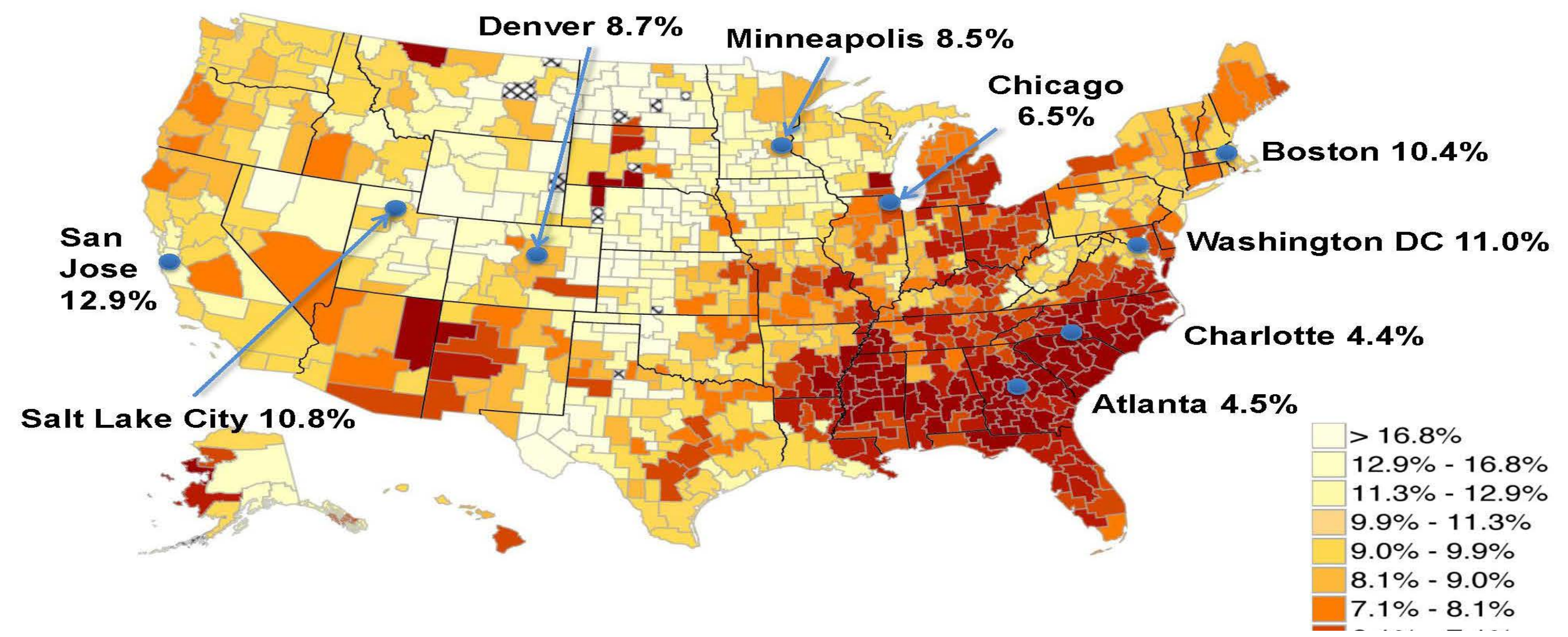




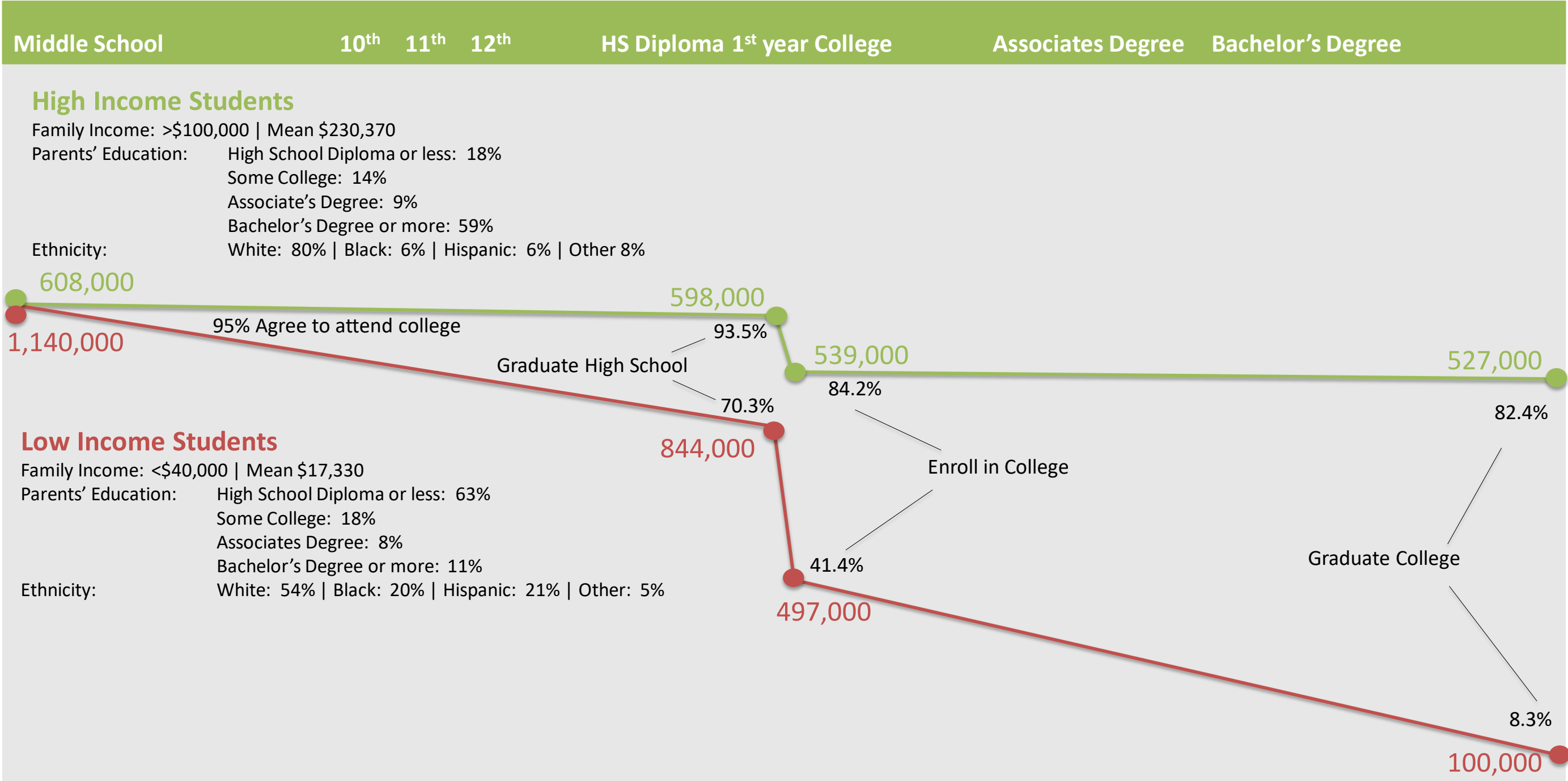


# The Geography of Upward Mobility in the U.S.

Chances of reaching the Top Fifth if Born into the Bottom Fifth by Metro Area



# The gap in equity and achievement is significant ...



# Students' Success: College Persistence

## Persistence in Major by ACT Score Range and Interest-Major Fit



### Individual Benefits

- Persist in college
- Remain in their major
  - Complete college degree in a timely manner
  - Reduce likelihood of unnecessary loan debt

All learners need to focus on good fit to ensure college and career success.



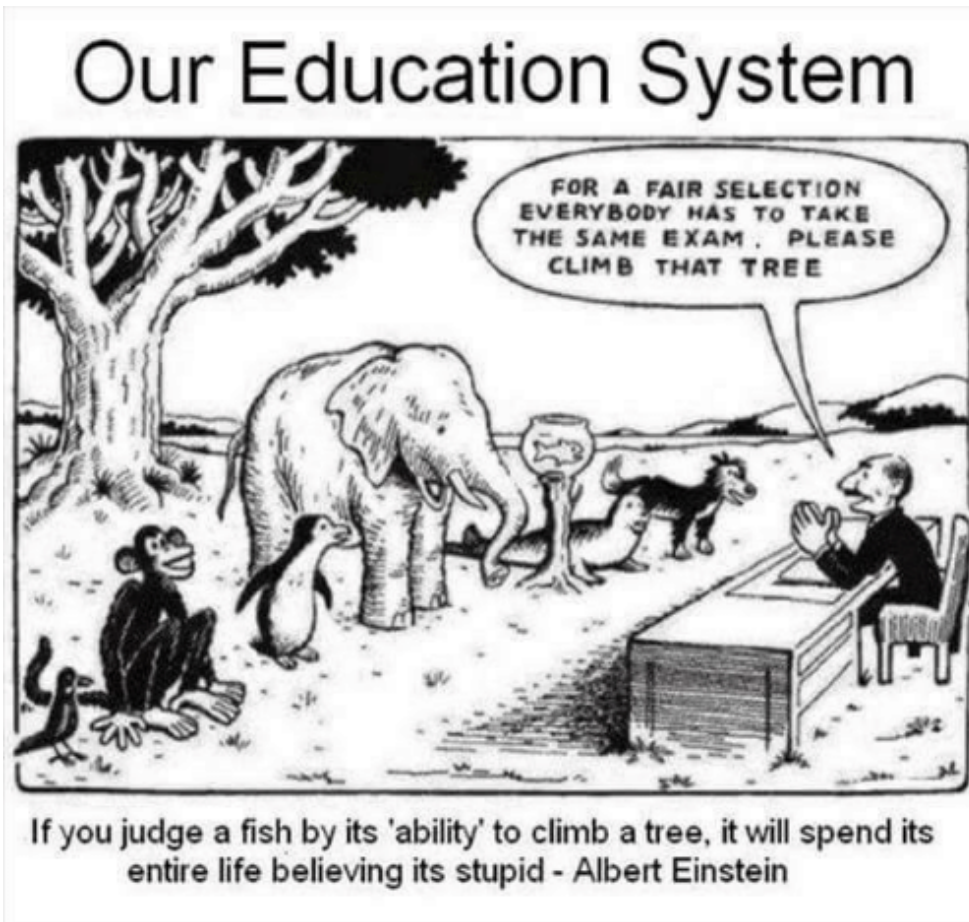
**We inherited a system that is perfectly designed to produce the outcome it achieves.**



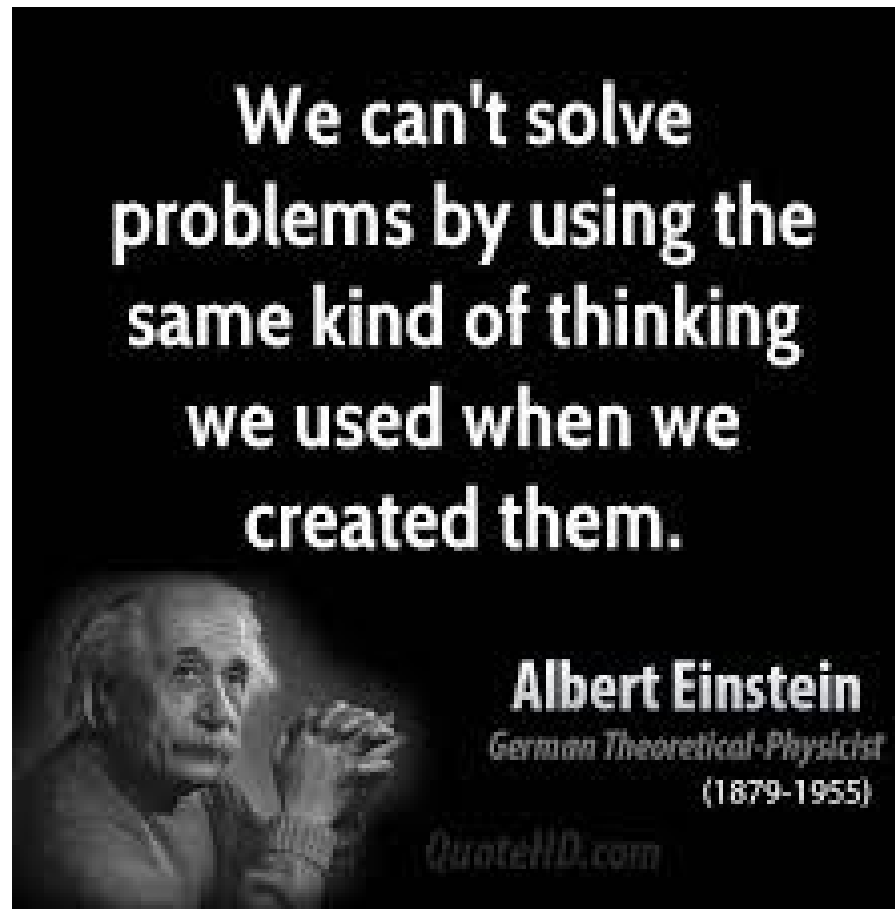
"What if we don't change at all ...  
and something magical just happens?"

# By focusing on equity issues we can close achievement gaps

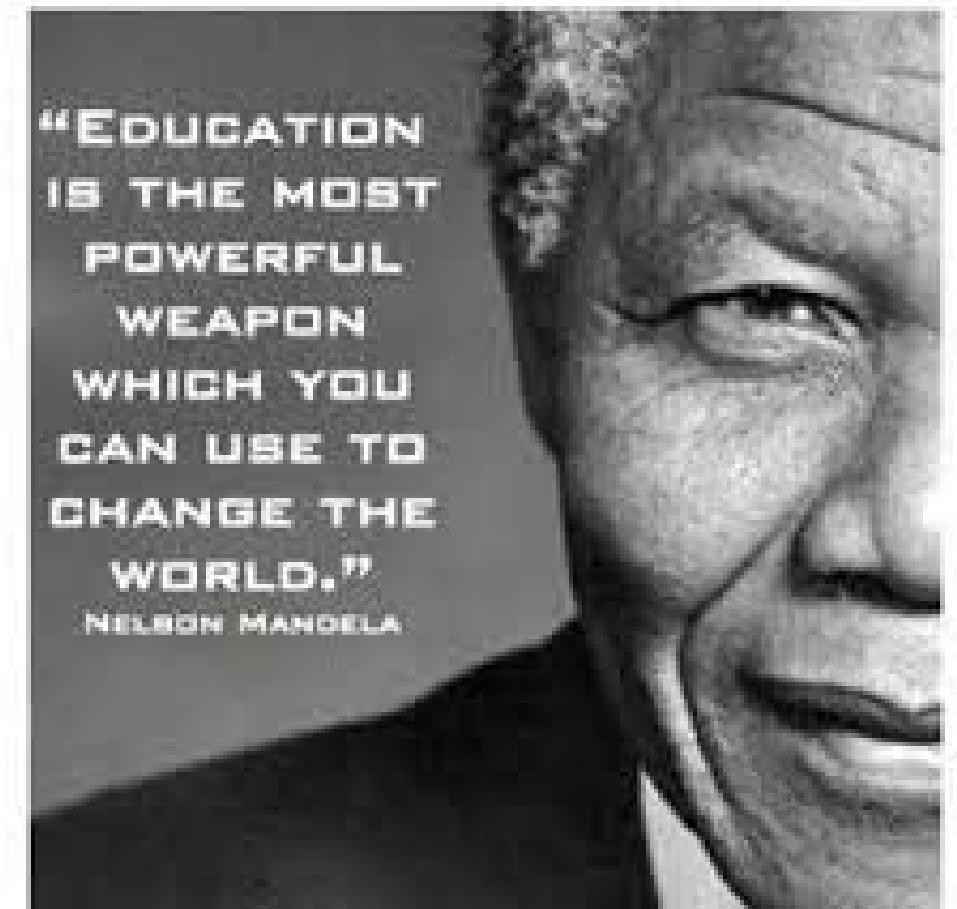
Our old systems are inequitable



And require new thinking



To achieve equity & excellence





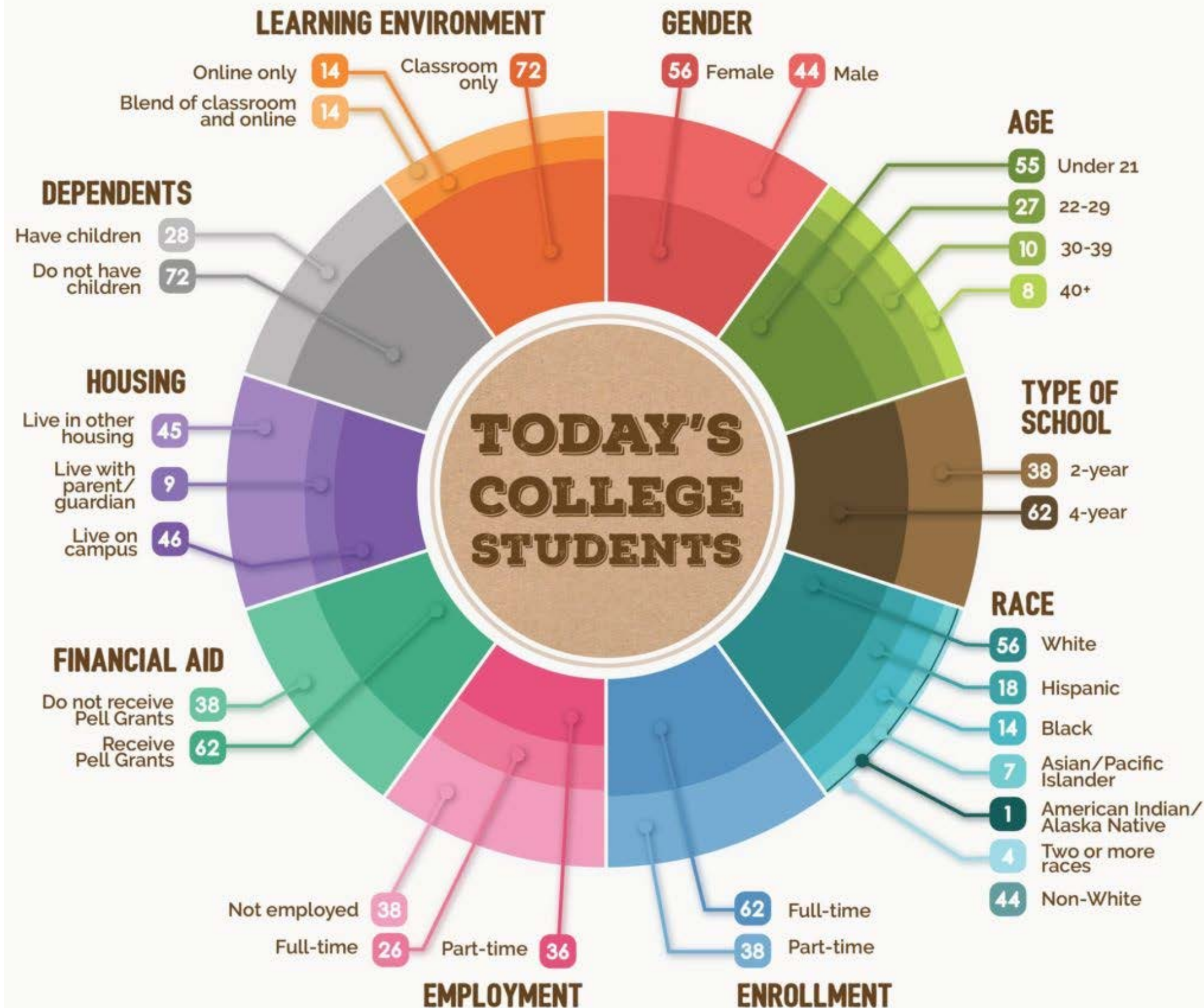
# Lessons from Todd Rose's The Myth of the Average





Today's college students present different needs and combinations of needs.

And they also bring different experiences, insights and perspectives. These are things we need to understand, and incorporate into new ways of educating and supporting students.



Source: Bill & Melinda Gates Foundation

# Focusing on the equity challenges requires a shift in mindset

## Perspectives on equity have shifted

Equity is when every student has what they need to succeed.



## Integrating equity into innovation requires

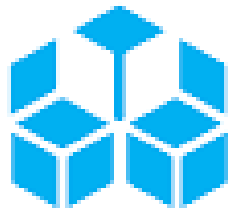
- Seeing each other
- Cultural and intercultural versatility
- Student voice and genuine engagement in creating solutions
- Availability of high quality professional development and learning tools (technology, assessments, frameworks, etc.) that make innovation accessible
- Effective implementation and usage guidance for education practitioners to easily access new approaches and produce positive results
- Data quality and integration that assures privacy is protected
- Delivery of innovations to highest need populations first to ensure they produce improved learning outcomes



Creating equitable opportunities for talent to rise ...



COLLEGE  
TRANSITION  
COLLABORATIVE



PERTS



NEW TEACHER  
CENTER



College  
Promise  
Campaign

CENTER FOR  
FIRST-GENERATION  
STUDENT SUCCESS

AN INITIATIVE OF NASPA AND THE SUDER FOUNDATION



THE ASPEN INSTITUTE  
NATIONAL COMMISSION  
ON SOCIAL, EMOTIONAL, &  
ACADEMIC DEVELOPMENT



OPPORTUNITY  
INSIGHTS

ACT® Center for  
Equity in Learning



# Thank you!

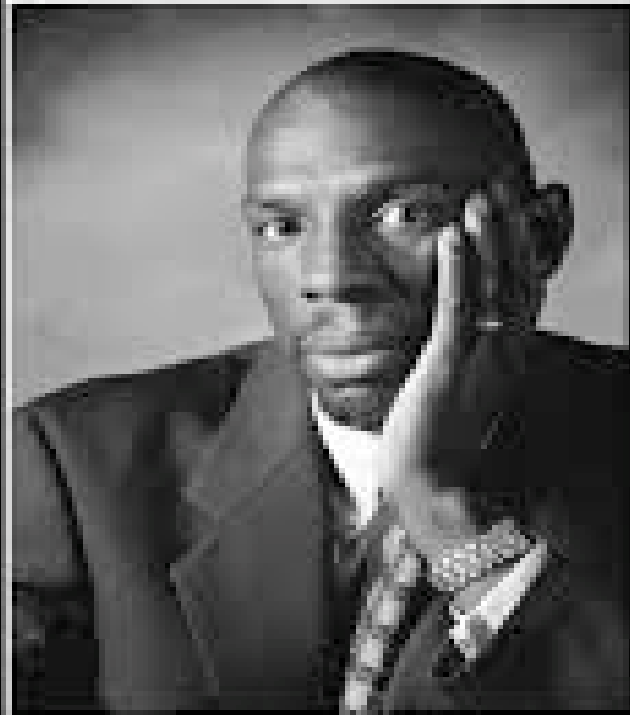


Jim Larimore

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Twitter: @ACTEquity



When you see a great teacher, you  
are seeing a work of art.

— *Geoffrey Canada* —

AZ QUOTES





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# Goldie Blumenstyk

**Senior Writer,  
Chronicle of Higher Education**



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# Trends to Watch

- **Data:** disaggregated to measure equity
- **Metrics:** to reflect social mobility
- **OER:** a force for affordability
- **Individualized** Isn't the Same as Personalized:
- **The Embedded-For Profit:** Forerunner of the hybridized business models.





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The California State University

# Ryan J. Smith

**Executive Director  
The Education Trust–West**



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# Equity is the New Coconut Water

Ryan J. Smith

 @RyanSmithEd



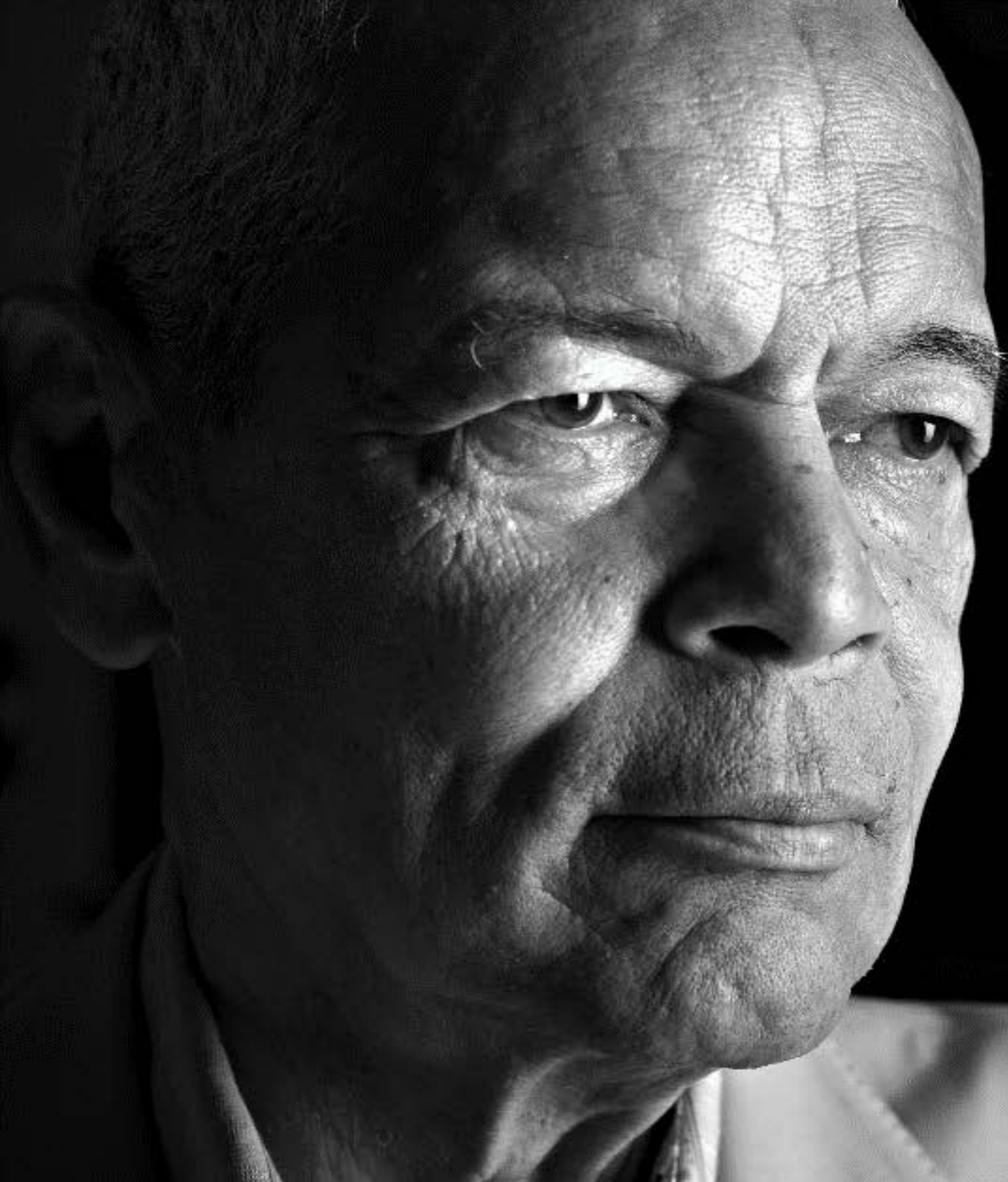
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A black and white close-up portrait of Julian Bond, an older Black man with a serious expression, looking slightly to the right. The lighting is dramatic, with strong shadows on the left side of his face.

Violence is Black  
children going to  
school for  
12 years  
and receiving  
6 years' worth of  
education.

- Julian Bond



# Jaime Ramirez-Mendoza







"Beyond affording me social mobility and fulfilling mi familia's dream of a college degree, education has afforded me the privilege of having influence over my destiny; so that systems of power don't make my experience, but that as a bilingual, first generation, low income, proud Latino male, I am able to make my experience in American society."

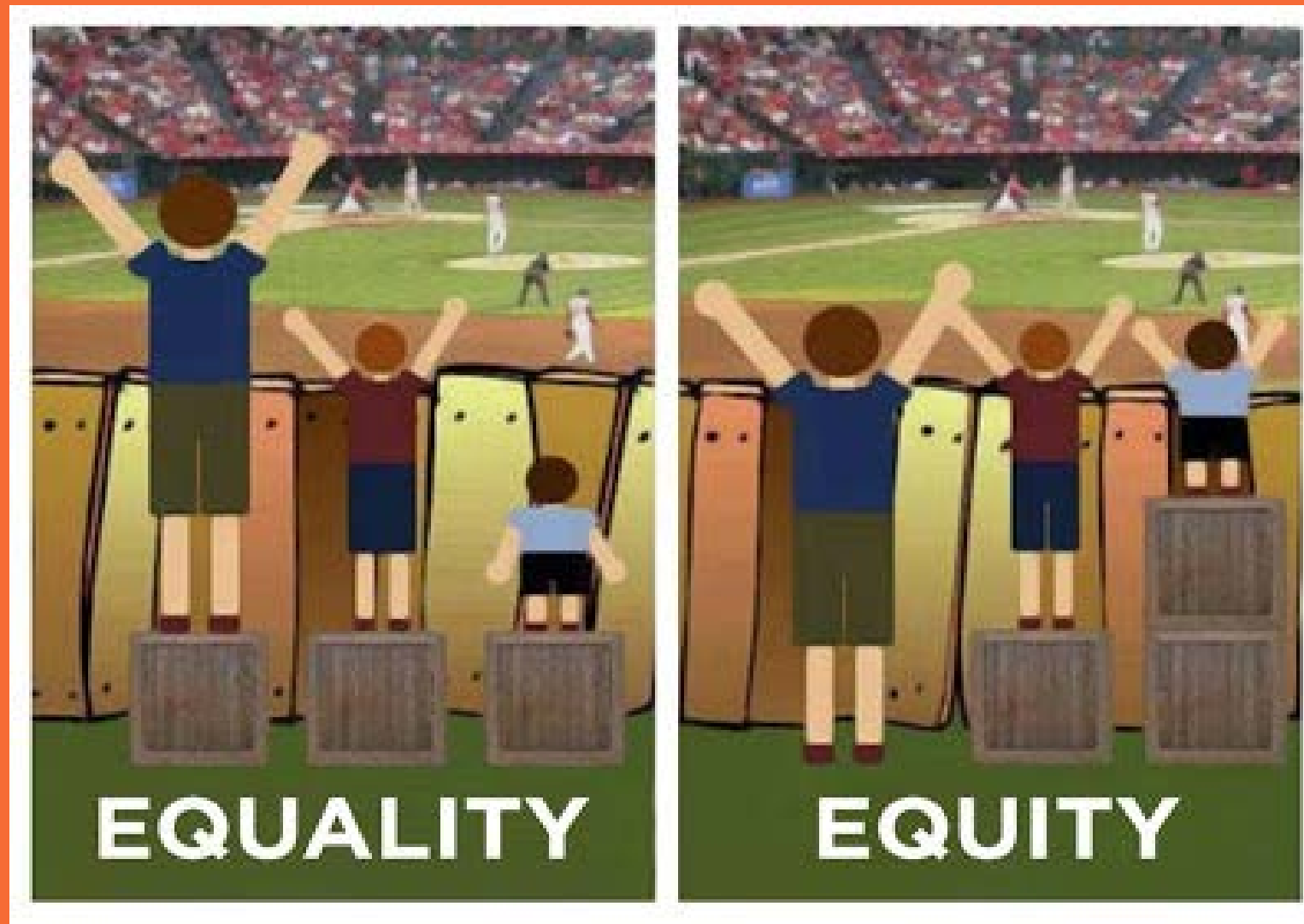
Jaime Ramirez Mendoza



# Is equity the new coconut water?

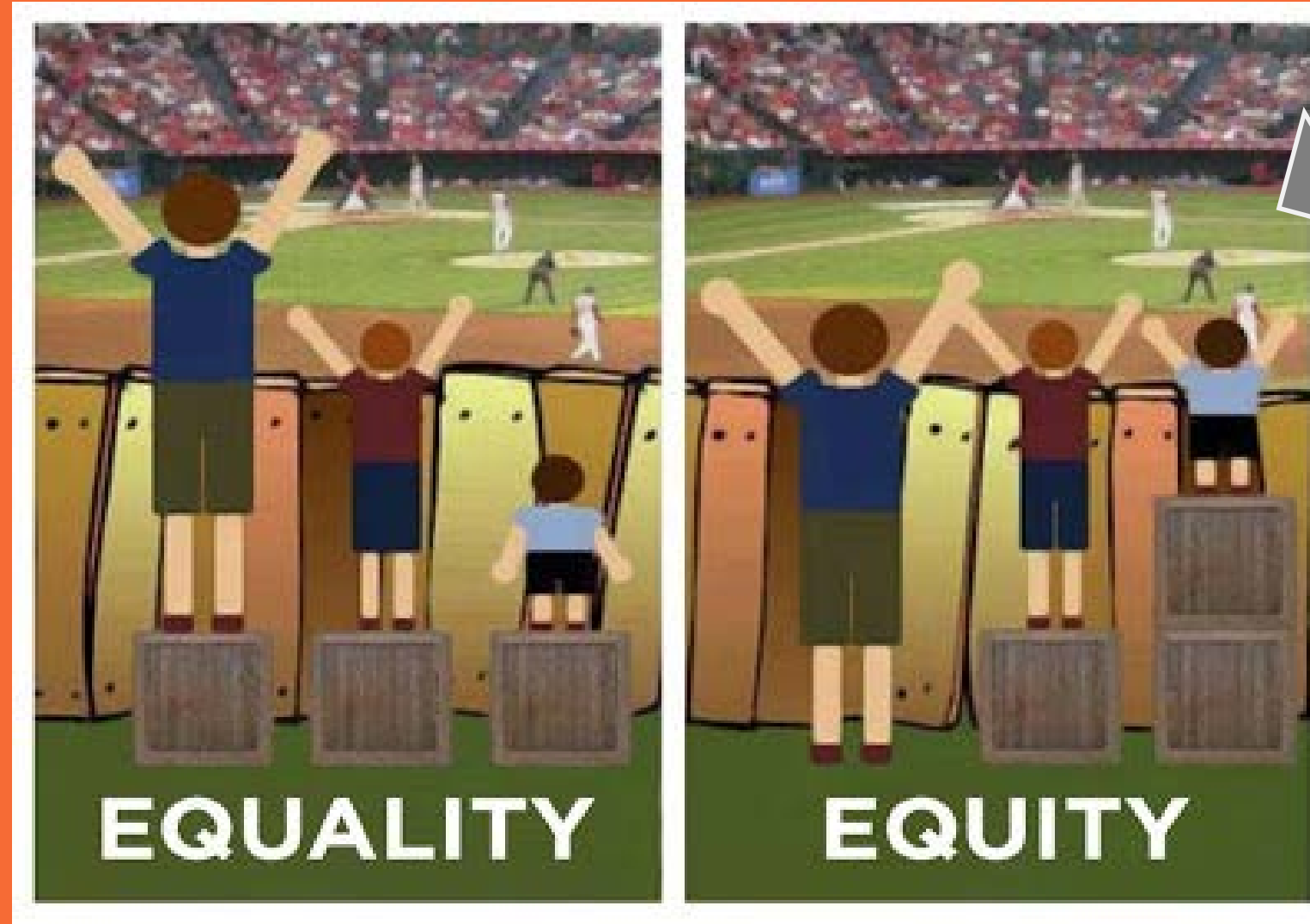


# Equity



# Equity

*Freedom*





**Equity means recognizing the historical  
and systemic disparities in opportunities  
and outcomes**

**and providing the resources necessary to  
address those disparities.**



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# So how are we doing?





Over past 30 years, we've  
made a lot of progress on the  
access side nationally.



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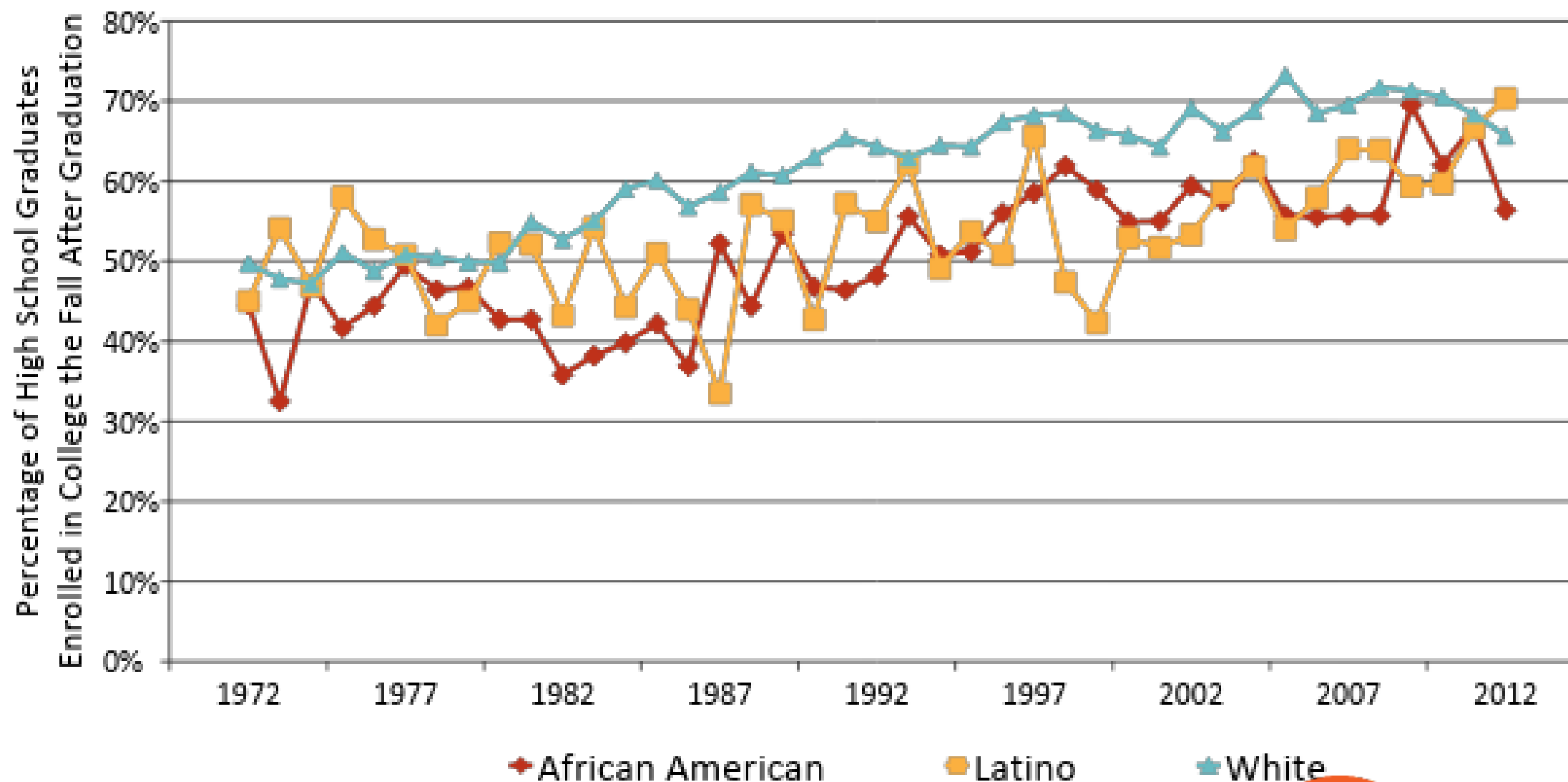
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# Immediate College-Going Increasing for All Racial/Ethnic Groups: 1972 to 2012



Note: Percent of high school completers who were enrolled in college the October after completing high school



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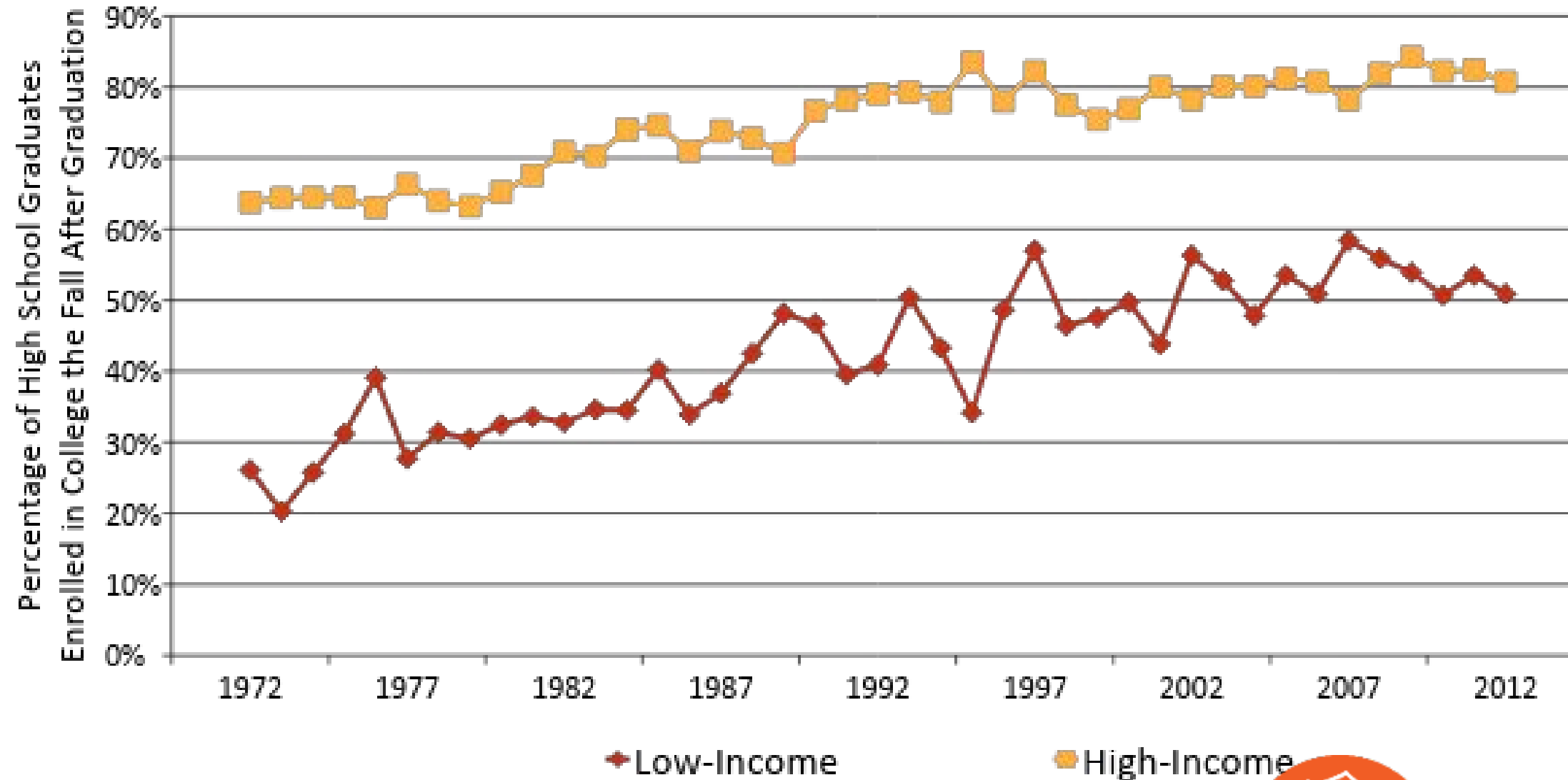


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# College-Going Generally Increasing for All Income Groups



Note: Percent of high school completers who were enrolled in college the October after completing high school



**Graduation  
rates for Black  
and Latino  
students at  
CSUs and UCs  
have been  
increasing**



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# However...

Since 1980 California has built...



22 Prisons

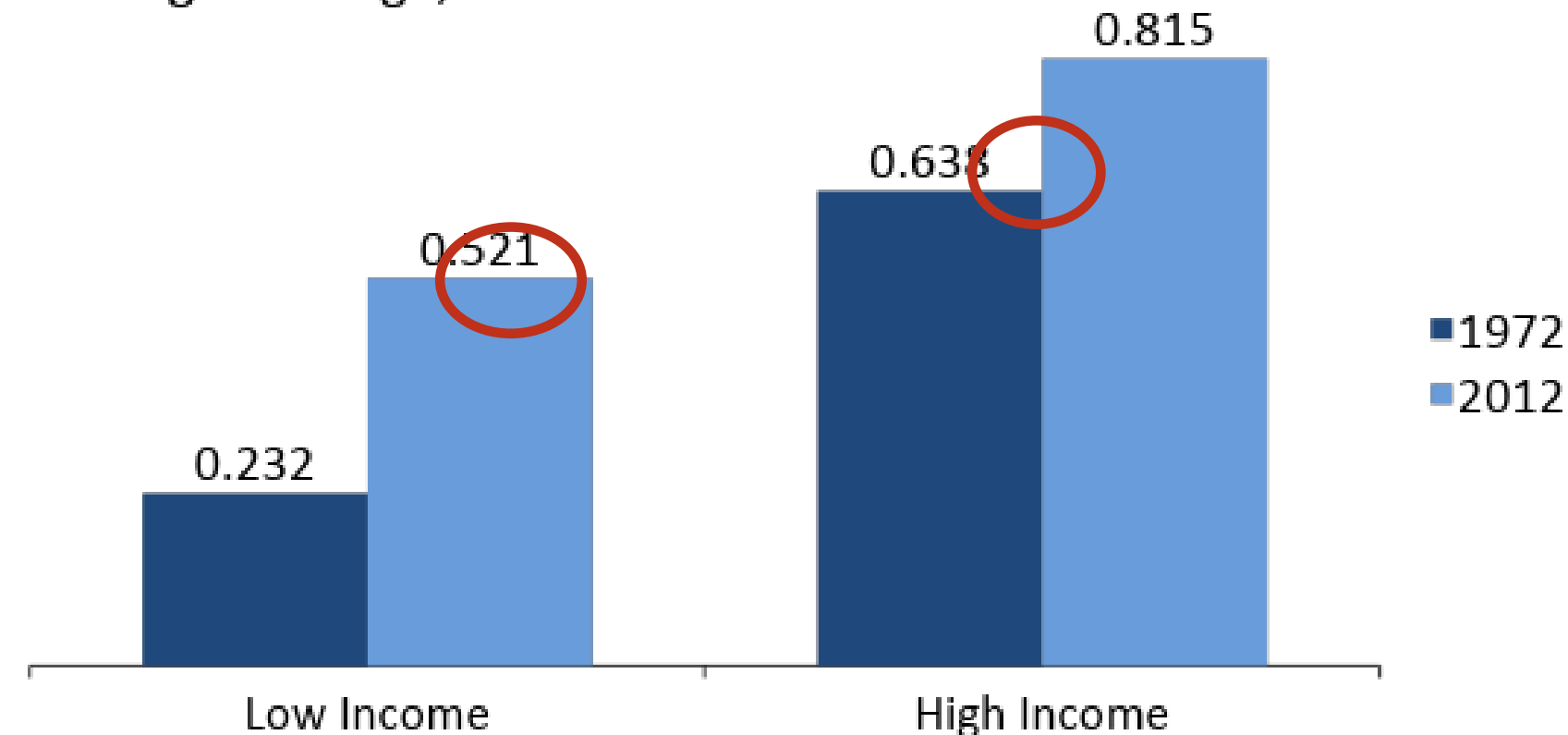


4 Public  
Universities



# Low-Income Students Today Still Not Reaching the College-going Rate for High-Income Students in 1972...

Percentage of high school graduates immediately enrolling in college, 1972-2012



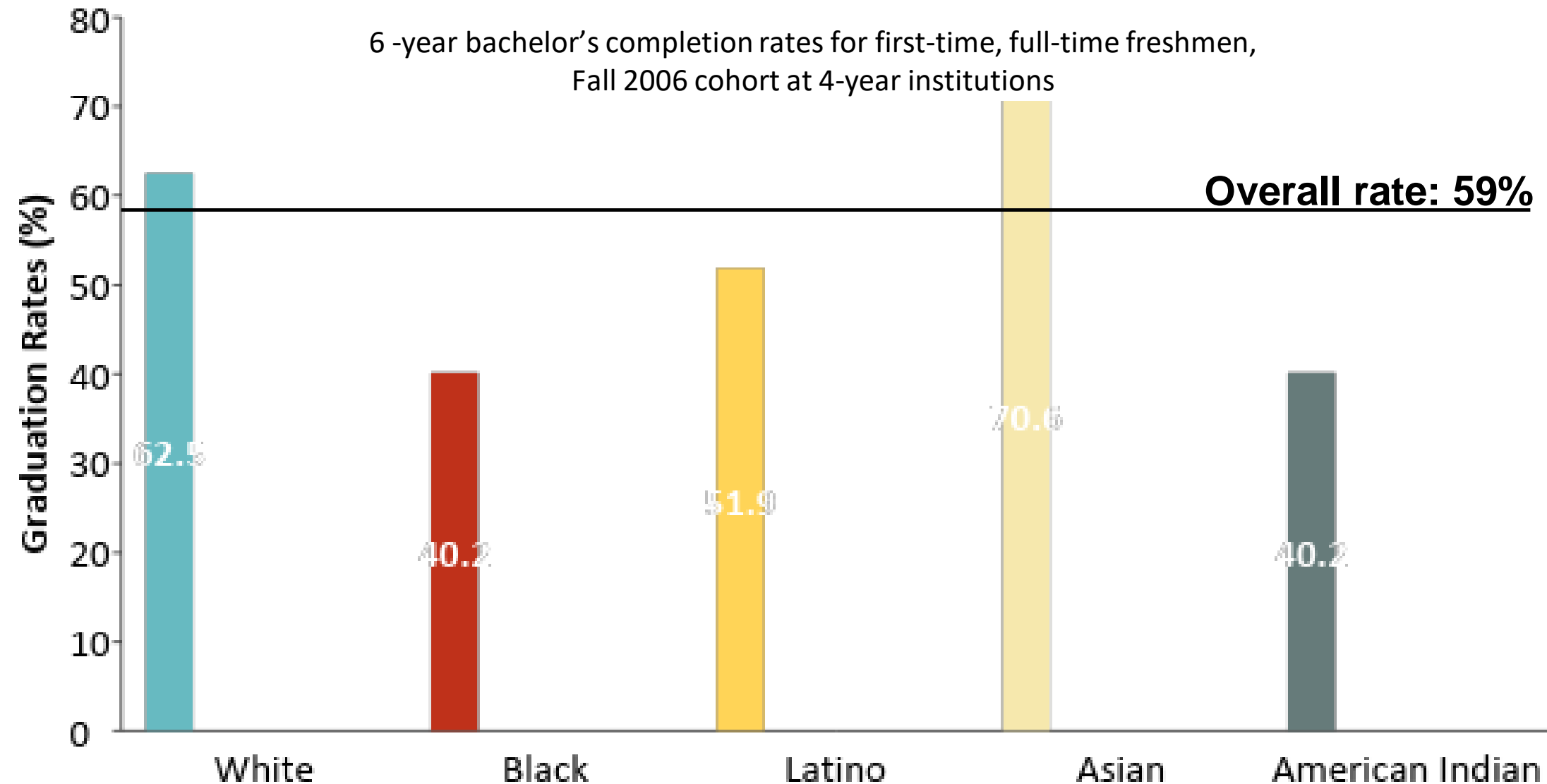
Note: Data for black, Hispanic, and low-income represent two-year moving average because of small sample sizes.

Source: NCES, *The Condition of Education* 2010 (Table A-20-1) and *The Digest of Education Statistics* 2013 (Table 302.30)





# Black, Latino, and American Indian Freshmen Complete College at Lower Rates Than Other Students

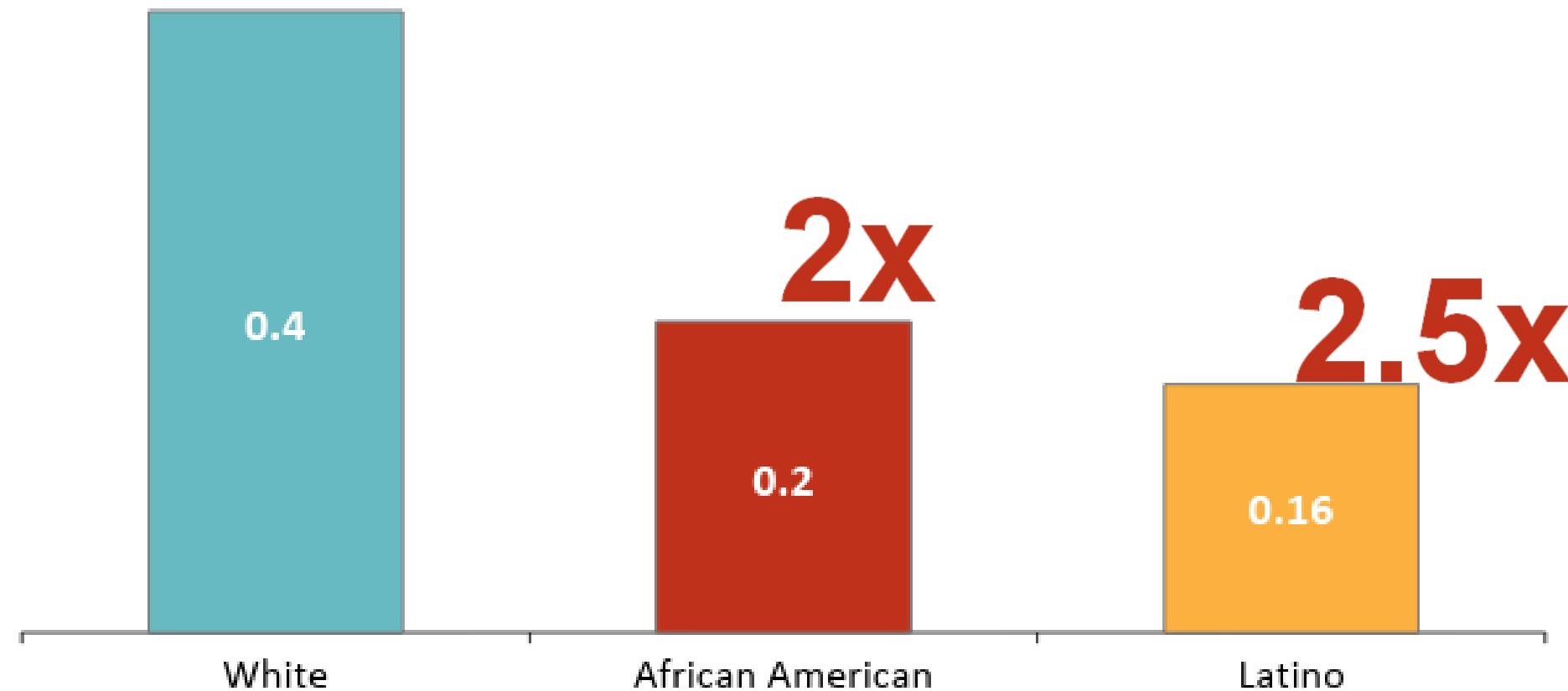


Source: NCES (December 2013). Enrollment in Postsecondary Institutions, Fall 2012; Financial Statistics, Fiscal Year 2012; and Graduation Rates, Selected Cohorts, 2004-2009, First Look (Provisional Data) Table 3.



# Whites attain bachelor's degrees at nearly twice the rate of Blacks and almost three times the rate of Latinos

Bachelor's Degree Attainment of Young Adults (25-29-year-olds), 2013



Source: U.S. Census Bureau, Educational Attainment in the United States: 2013



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# What about in California?



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# Why equity matters: California's K-12 Students

**3 out of 5**  
Students  
are  
**Low-Income**

**1 out of 5**  
Students  
are  
**English Learners**

**3 out of 5**  
Students are  
**Black or Latino**





**The number of California Black and Latino students who don't graduate with their cohort each year could fill the Staples Center nearly 3 times**



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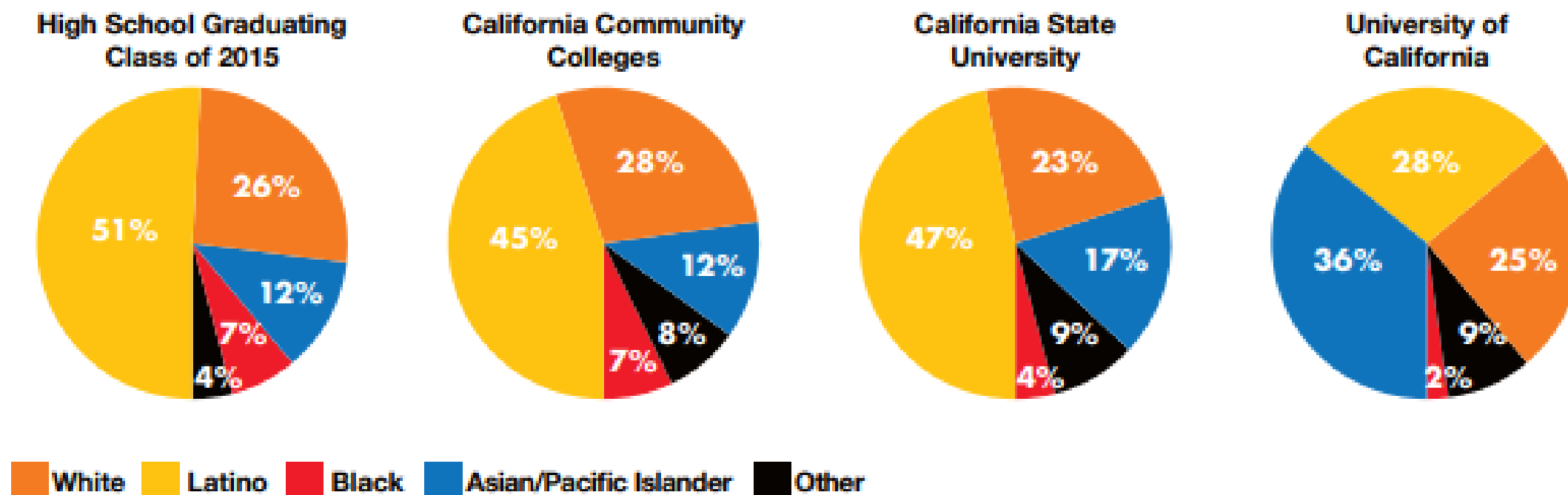
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# College Campus Demographics Aren't Representative of High School Demographics



**FIGURE 7.** First-Time Non-International Freshman Enrollment at California Public Postsecondary Institutions, 2015, by Institution Type  
Source: California Department of Education, 2017; National Center for Education Statistics, 2017.



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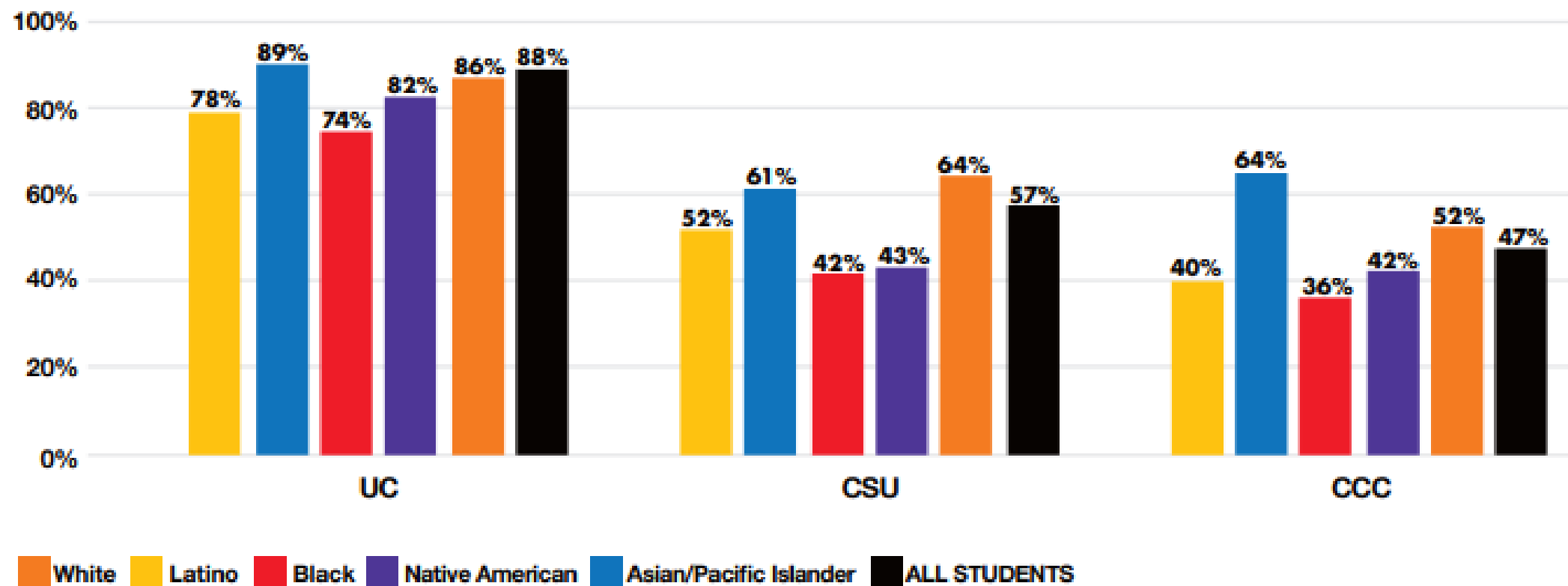
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# College Graduation Rates are Lower for Underserved Students of Color



**FIGURE 9.** Six-Year Completion Rates for UC, CSU, and Community College Students, by Ethnicity  
*Sources: University of California 2016 Accountability Report, 2017; California State University Analytic Studies, 2017; California Community College Chancellor's Office (CCCCO) Scorecard, 2017. Six-year graduation rates are for freshmen entering UC and CSU in 2009 and graduating with a Bachelor's degree in 2015. Six-year degree, certificate, or transfer students are for students entering community college in 2009-10. For UC and CSU, the "Asian" category includes Pacific-Islander students; for community colleges, "Asian" excludes Filipino students.*



We know that gaps in  
achievement begin  
*before* students get to  
college.



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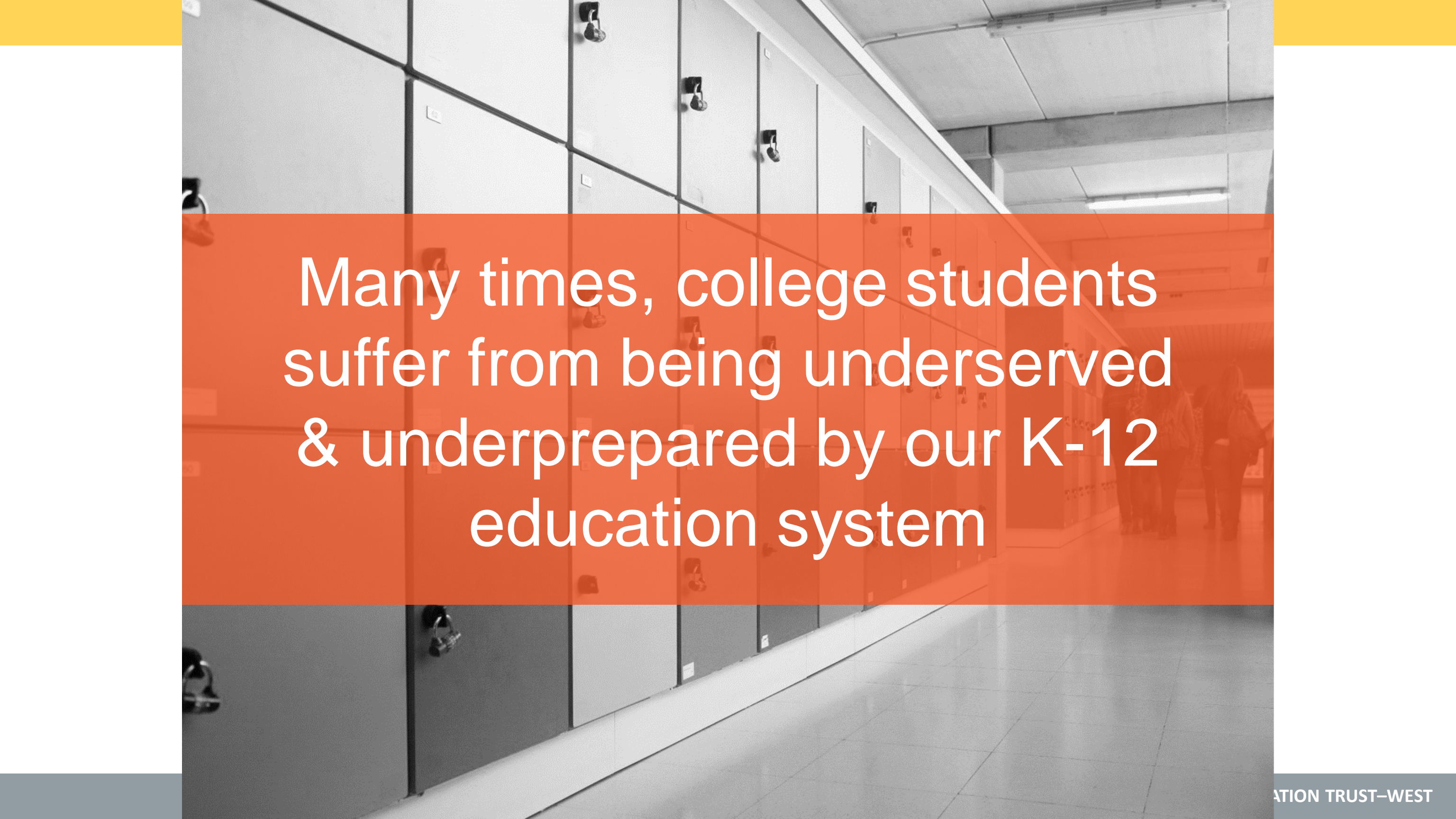
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Many times, college students  
suffer from being underserved  
& underprepared by our K-12  
education system





# How?

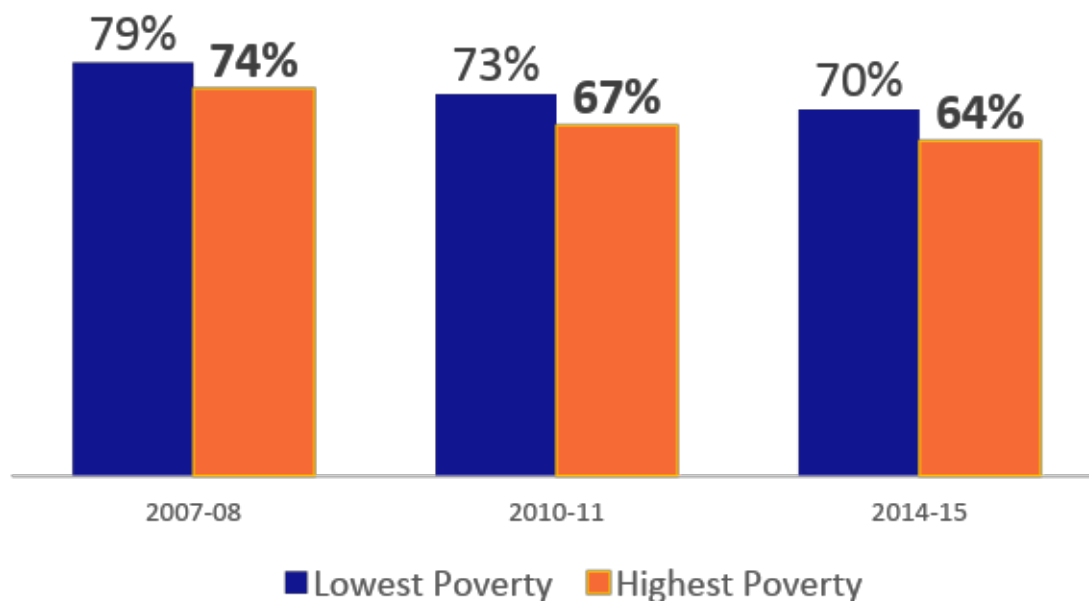
By systemic choices and decisions  
that give them less....



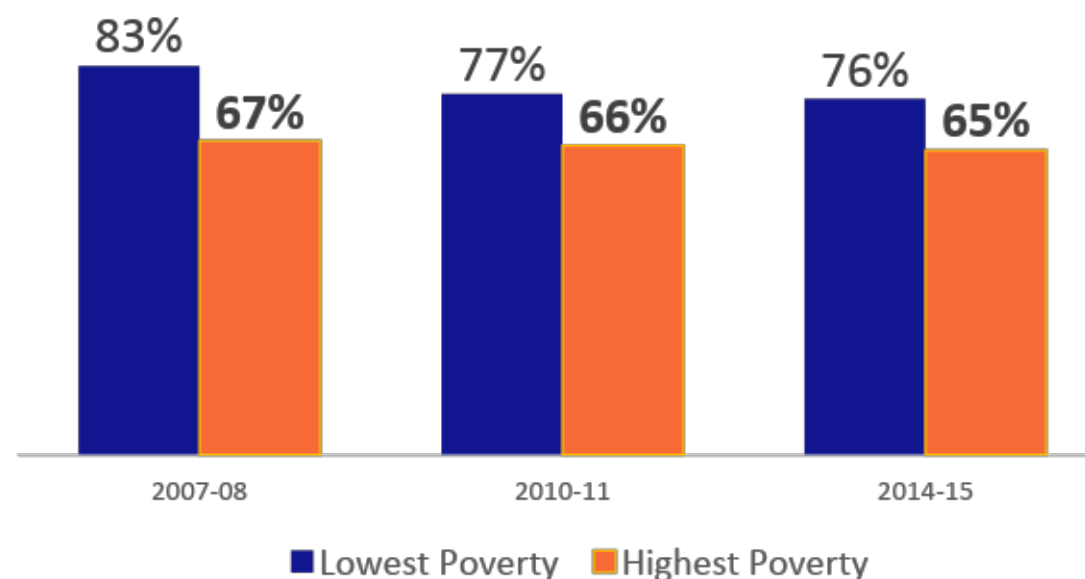
# Less access to the A-G courses needed for CSU & UC eligibility

Percentage of English Language Arts and Math Classes Which Were **A-G Approved**, by School Poverty Quartile

## Math



## ELA



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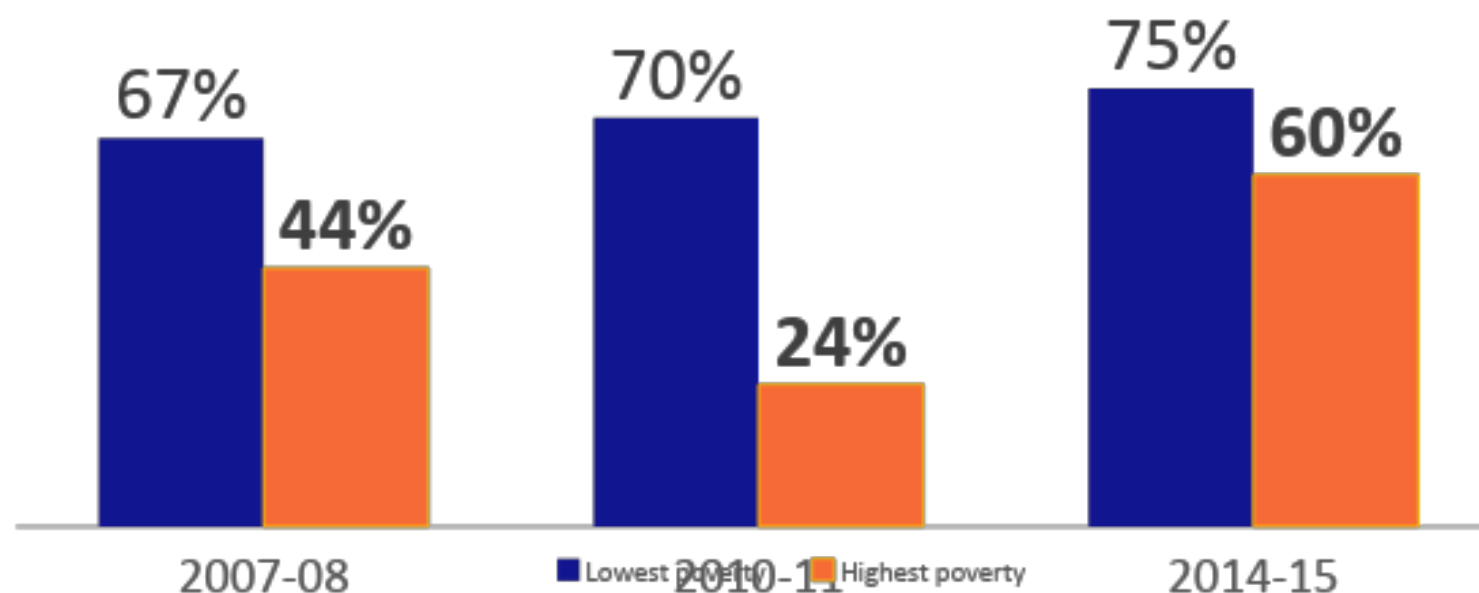
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# Less access to support staff

Percent of High Schools with at Least One On-site  
**Counselor**, by Poverty Quartile



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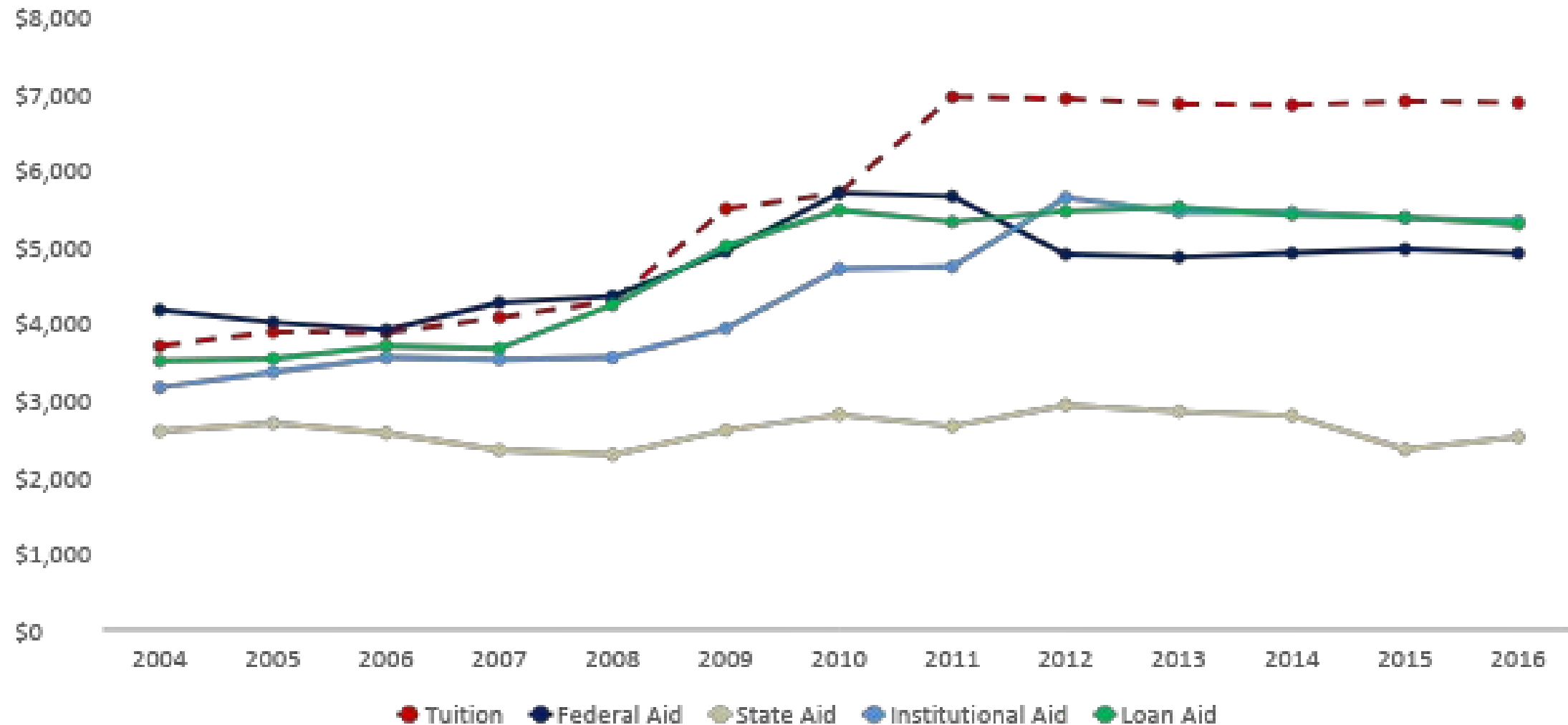
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And in our institutions of higher education,  
we see **choices**  
that continue  
**to underserve**  
low-income students & students of color





# CSU Average Tuition Has Risen Yet Financial Aid Hasn't Caught Up



Source: U.S. Department of Education, 2016. Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Amounts are in 2016 dollars.



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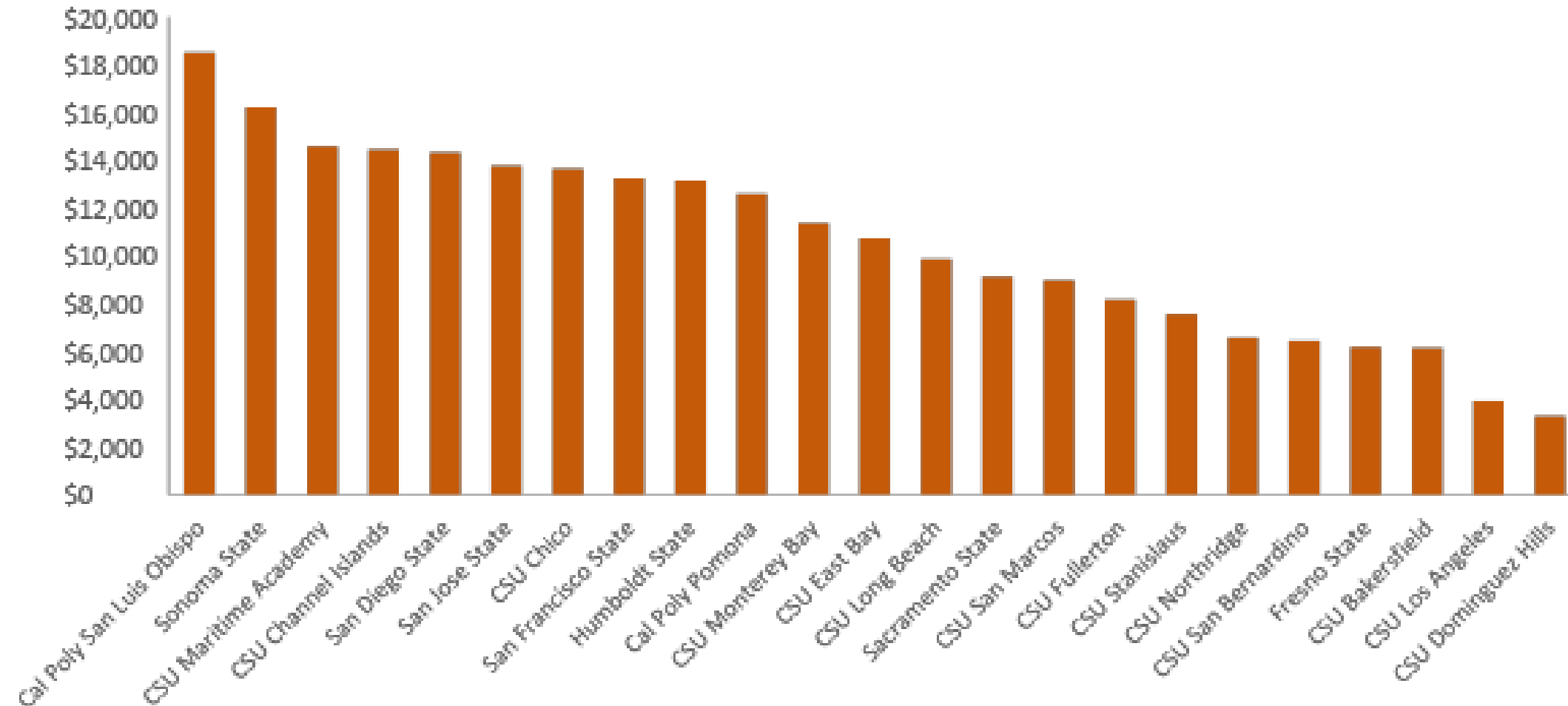
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# CSU Net Price Variation by Campus Limits Student Access



Source: U.S. Department of Education, 2016. Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS). Net price is the actual amount a student pays for a year of college. We estimate net price using the following formula: estimated tuition + estimated living expenses – any federal, state, or institutional aid.

# What We Hear From Students

As far as the transition from high school to college, nobody in my family went to college. All of it is foreign. I couldn't look to anyone for advice.

The African Student Programs and the residential Pan-African Theme Hall [at this university] made me think, 'Ok, I'm going to be comfortable here.'

Universities need to incorporate a retention program to make sure you stay here. Life can hit you and they shouldn't babysit us, but they should make sure they're doing everything in their power to help us have a successful college career.

My counselors would look at me and say, 'You should probably take this type of [lower level] math.' I said, 'Well, I'm taking AP Calculus courses in the summer. I want to do this.' They said, 'Are you sure?'

I have a personal relationship with all of my teachers. When I don't do well, they'll get on me and ask, 'What happened?'

I really want to be given challenges; I know how hard [Advanced Placement] classes are, and that's only fair—you have to be dedicated. I know I need those classes because I really want to be a math teacher

# So What Can We Do?

A lot of Americans have decided that we can't do much.





We can choose to go along with what  
has become *conventional wisdom* in  
education —

that, until we fix poverty, there's not  
much we can do

And that some students just aren't  
“college material”...



# Or we can *choose differently*

...joining colleagues on campuses all over California that serve students from **all** backgrounds and get **very good** results.



# San Diego Unified

Leverages data & counselors to improve outcomes

## California A-G Completion Rates

Latino Students: **37%**

Black Students: **34%**

Low-Income Students: **37%**

## San Diego Unified A-G Completion Rates

Latino Students: **51%**

Black Students: **52%**

Low-Income Students: **52%**







## San Diego State University

Teams break down & analyze data on:

- Course pathways
- Course bottlenecks
- Access to high-impact practices



To develop data-informed solutions

In 10 years, Latino  
grad rate went  
from **31%** to **60%**



**A great university doesn't lose almost two-thirds of its Latino freshmen along the road toward graduation.**

San Diego State President Emeritus  
Stephen Weber



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Summer bridge programs at UC, CSU, CCC give students a head start on coursework, campus life, and access to key campus resources

Summer  
bridge  
shown to  
increase  
completion  
by **10%**





# Recent report shows University of California Santa Barbara is closing gaps, making big gains for Black students



**72%**

of  
Black students  
graduate

Increase of 9.3%  
in 10 years



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# Bottom Line:

## What We Do Matters!

# It



# can

# be

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# done.

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**We need,  
in every  
community,  
a group of  
angelic  
troublemakers.**  
- *Bayard Rustin*





# Thank You!

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