

EQHR Committee

Marcus Whitehurst, Office of Educational Equity

Matt Melvin, Office of Enrollment Management

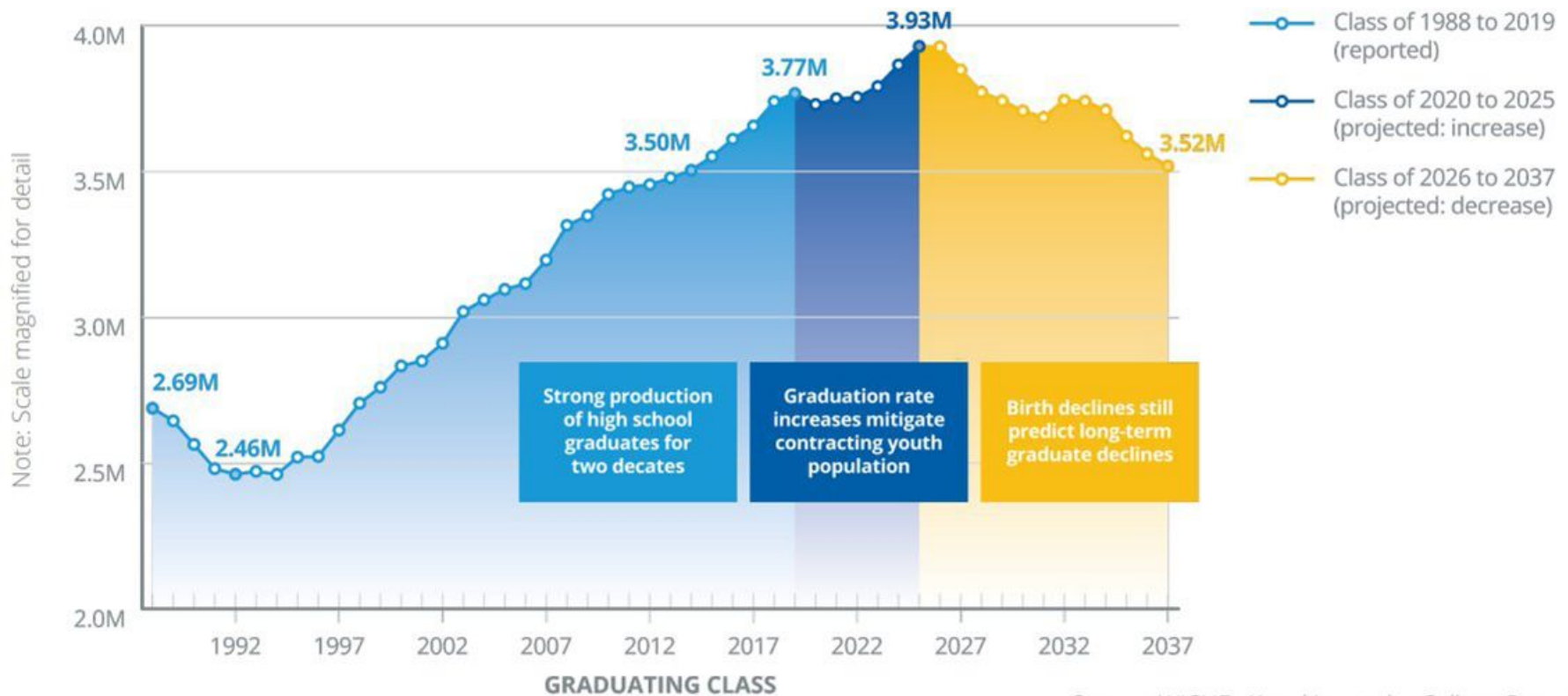
October 19, 2023



Demographic Trends

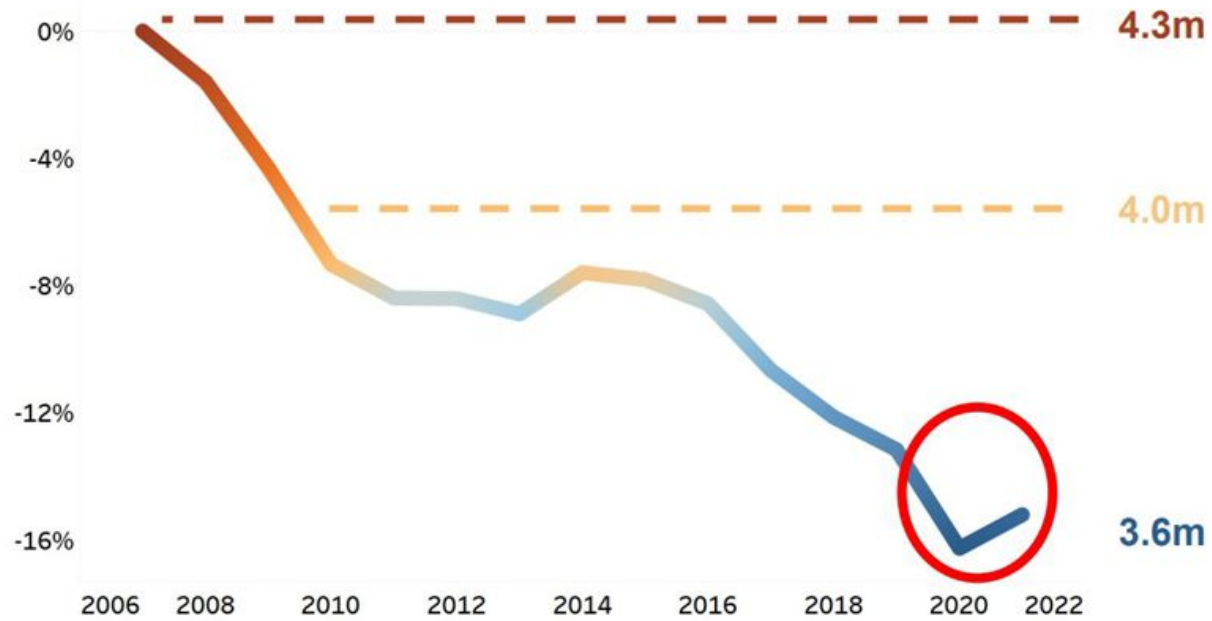


TREND #1 SLOWING NUMBER OF U.S. HIGH SCHOOL GRADUATES, THEN DECLINE



What's Driving this Trend?

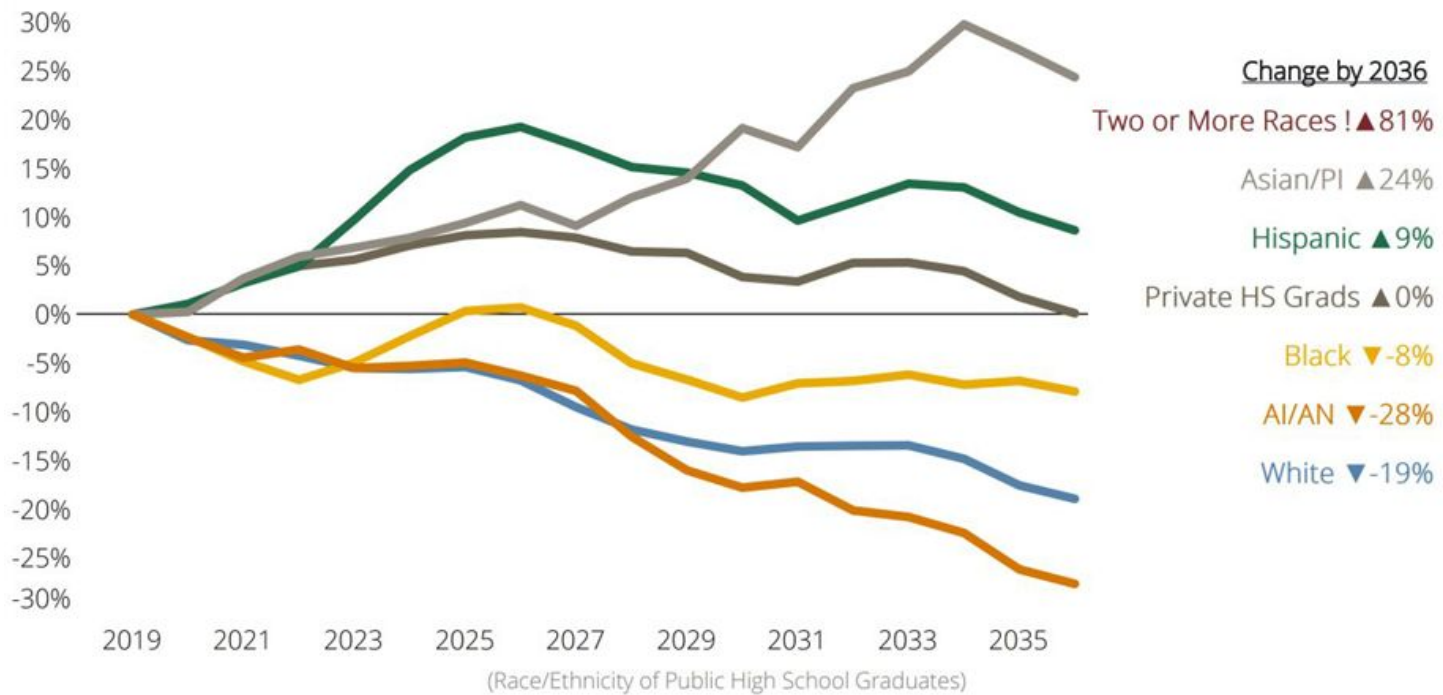
U.S. BIRTHS



Source: WICHE Analysis of data from Centers for Disease Control and Prevention

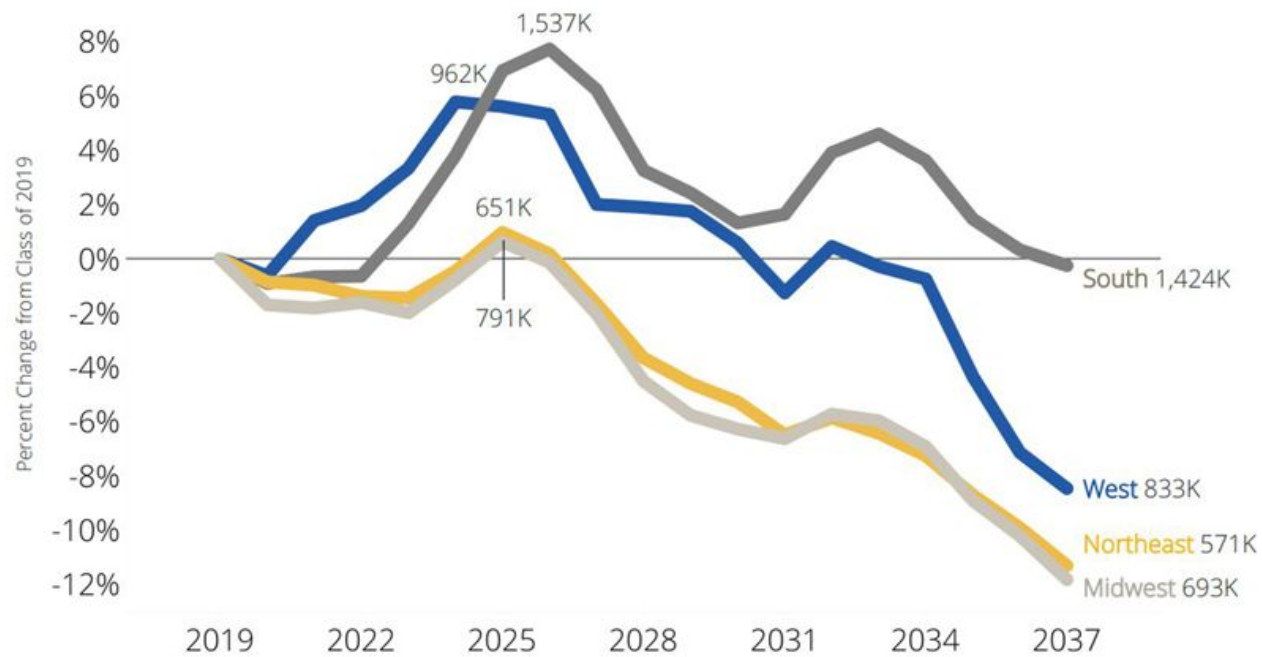
Trend #2: Diversification

PROJECTED CHANGE IN GRADUATES VS. 2019



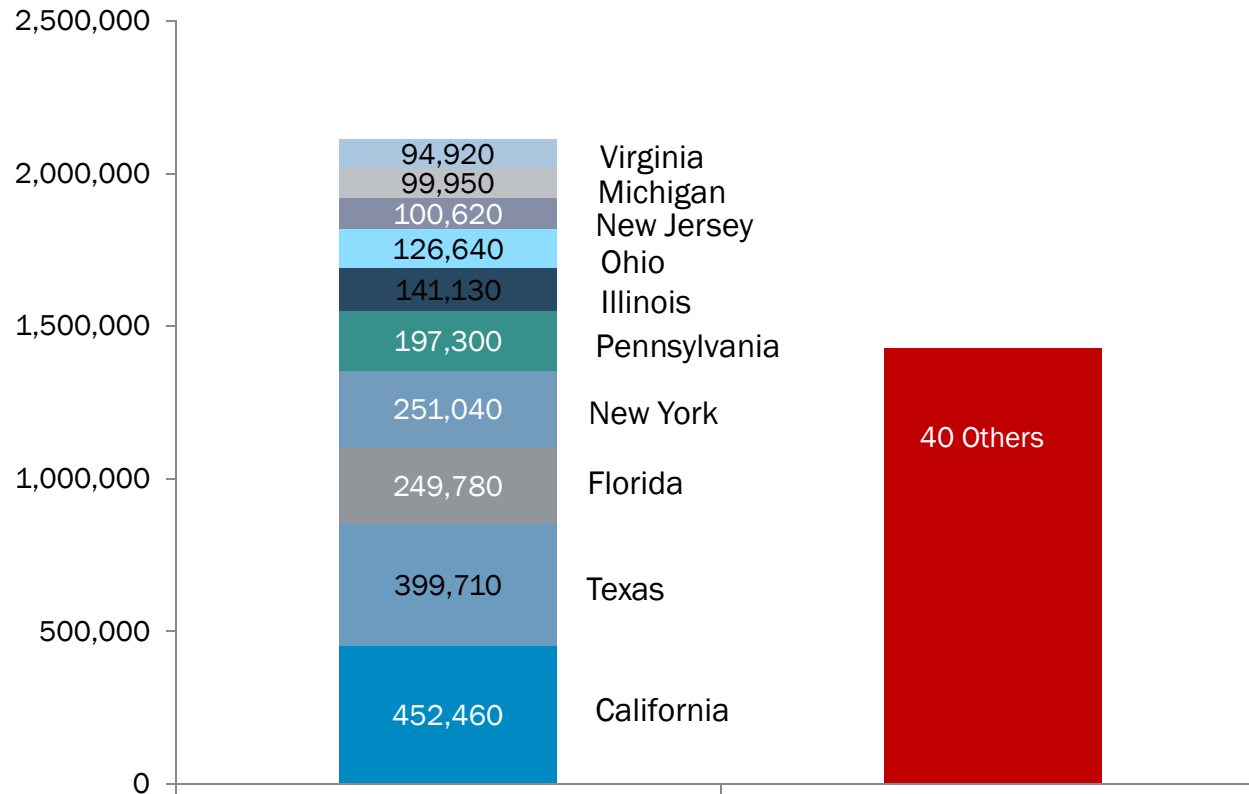
Trend #3: Variation

REGIONAL VARIATION: TOTAL PUBLIC & PRIVATE GRADUATES



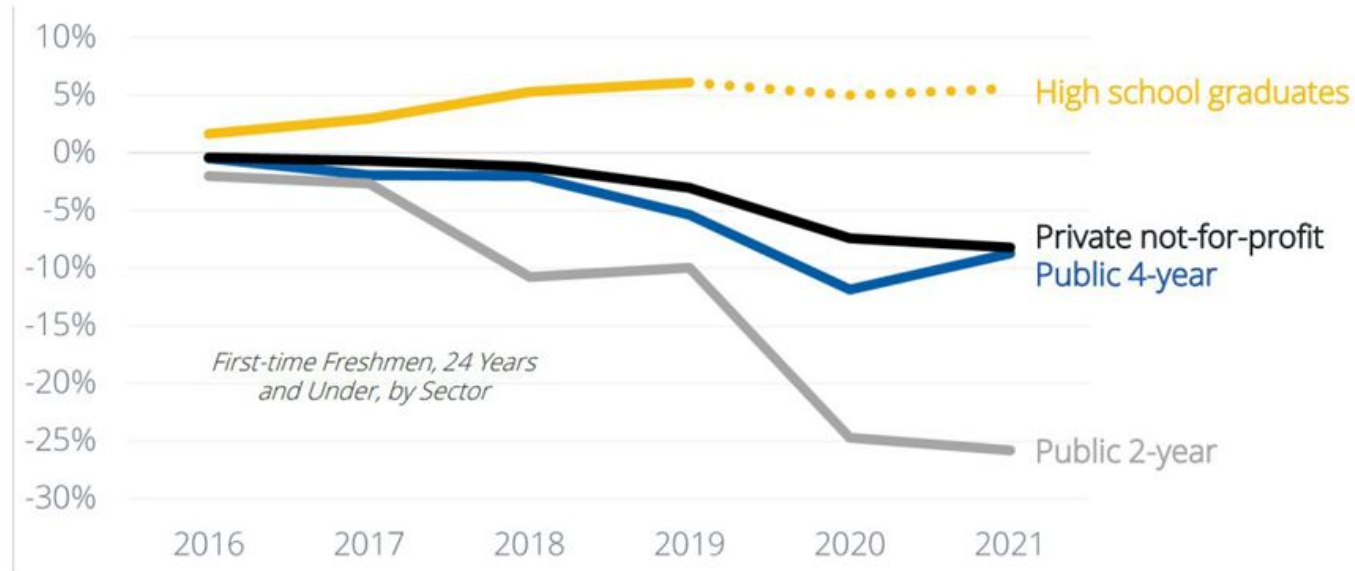
Source: WICHE, *Knocking at the College Door*, 2020.

In 2030, 60% of all high school graduates reside will reside in one of 10 states



Trend #4: Non-Consumption

COVID: RECENT HIGH SCHOOL GRADUATES & FALL COLLEGE ENROLLMENTS



Source: National Student Clearinghouse Research Center, *Current Term Enrollment Estimates*, <https://nscresearchcenter.org/current-term-enrollment-estimates>, and WICHE, *Knocking at the College Door*, 2020.

Let's Bring Things Closer to Home



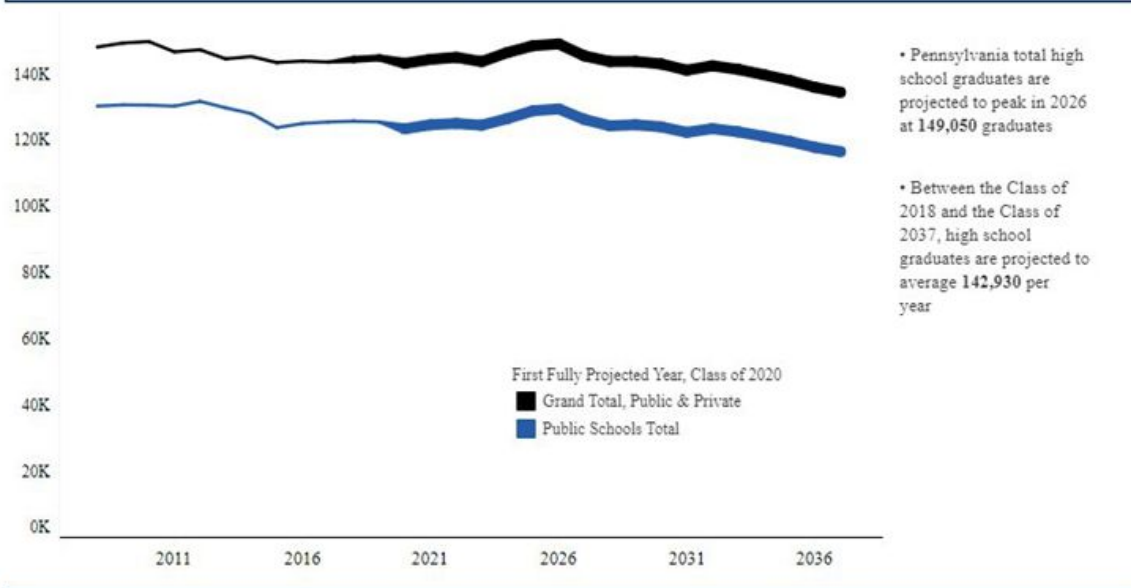
High School Graduates Profile for

Pennsylvania



Projected values are displayed as either thicker or darker in the profile charts. See the notes for more details.

Total & Public High School Graduates, Class of 2008 to 2037



Public High School Graduate Trends, Class of 2011 to 2036

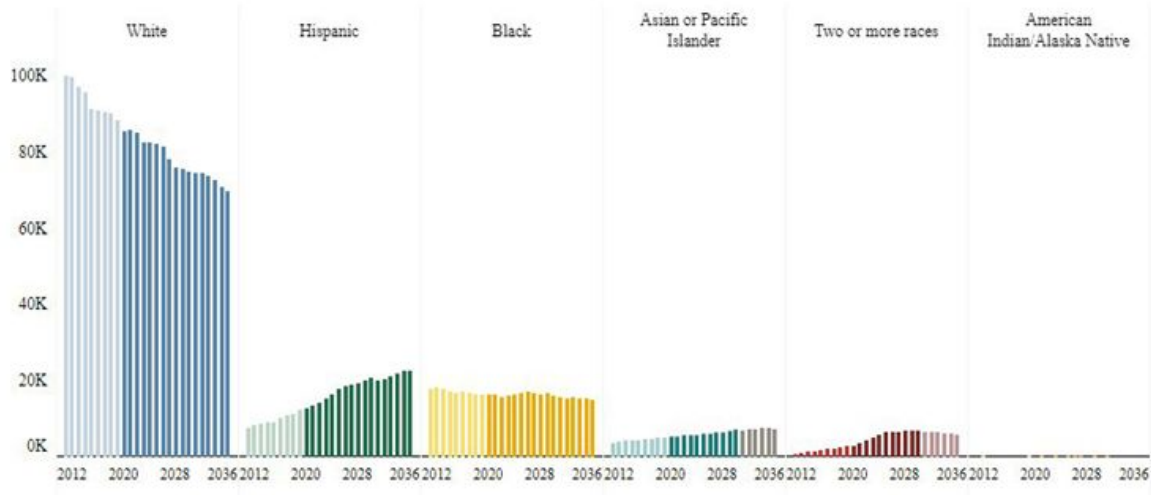
• Between the Class of 2019 and 2036, the share of non-white public graduates is projected to increase from 30% to 42%



Public High School Graduate Trends, Class of 2011 to 2036

• Between the Class of 2019 and 2036, the share of non-white public graduates is projected to increase from 30% to 42%

Public High School Graduates by Race/Ethnicity



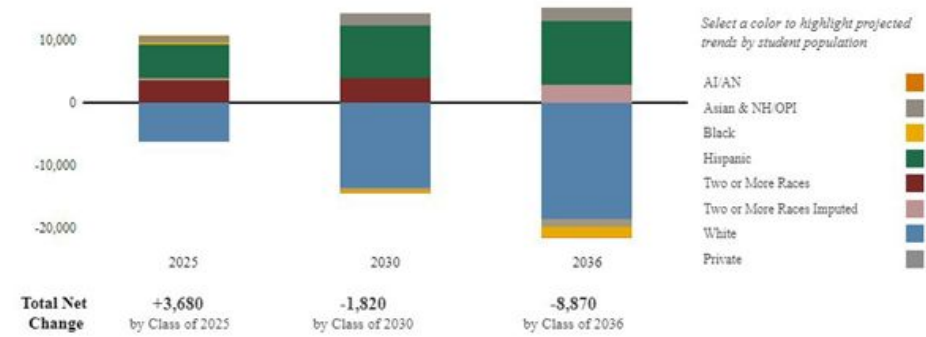
First Fully Projected Year, Class of 2020
 Click on a population below to highlight trends in the chart above

- White
■
- Hispanic
■
- Black
■
- Asian & NH OPI
■
- Asian
■
- NH OPI
■
- AI/AN
■
- Two or More Races
■
- Two or More Races Imputed
■

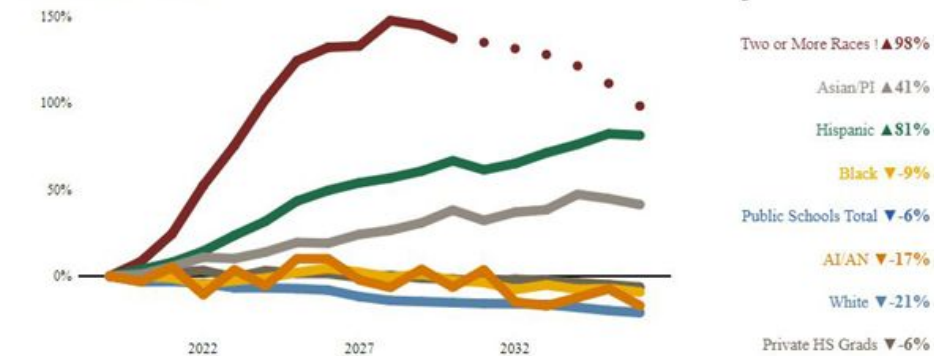


Projected Changes in High School Graduates Compared to the Class of 2019

Cumulative Change in the Number of Graduates



Cumulative Percent Change



! Two or more race values for SY 2030-31 to 2035-36 are estimates and not a fully projected value.



Family Poverty in the Past 12 Months, Penn State Service Areas, 2017-2021

September 21, 2023

Prepared by the Pennsylvania State Data Center

Source: U.S. Census Bureau, 2017-2021 American Community Survey

Campus	Total Families	Number of Families Below Poverty Level	Percent of Families in Poverty
Abington	640,925	74,359	11.6%
Altoona	102,058	8,951	8.8%
Beaver	171,636	8,079	4.7%
Behrend	111,088	10,947	9.9%
Berks	199,355	13,461	6.8%
Brandywine	297,084	15,219	5.1%
DuBois	70,044	6,366	9.1%
Fayette	87,240	8,245	9.5%
Greater Allegheny	229,554	18,994	8.3%
Harrisburg	169,785	11,728	6.9%
Hazleton	131,002	11,033	8.4%
Lehigh Valley	211,516	14,118	6.7%
Mont Alto	73,097	4,240	5.8%
New Kensington	150,854	8,724	5.8%
Schuylkill	36,518	3,051	8.4%
Shenango	53,067	5,014	9.4%
University Park	96,331	6,994	7.3%
Wilkes-Barre	75,090	7,208	9.6%
Worthington Scranton	111,708	10,284	9.2%
York	252,139	14,483	5.7%

Graduation Rates, 4-Year Cohort, Penn State Service Areas, 2021-2022

September 21, 2023

Prepared by the Pennsylvania State Data Center

Source: Pennsylvania Department of Education

Campus	Number of Graduates	Number of Students in Pool	Graduation Rate
Abington	17,293	21,230	81.5%
Altoona	3,543	3,919	90.4%
Beaver	6,051	6,419	94.3%
Behrend	3,723	4,168	89.3%
Berks	7,543	8,480	89.0%
Brandywine	11,153	12,236	91.1%
DuBois	2,266	2,497	90.7%
Fayette	2,715	3,083	88.1%
Greater Allegheny	6,813	7,591	89.8%
Harrisburg	5,573	6,307	88.4%
Hazleton	4,529	5,256	86.2%
Lehigh Valley	7,880	8,873	88.8%
Mont Alto	2,418	2,727	88.7%
New Kensington	5,035	5,512	91.3%
Schuylkill	1,226	1,420	86.3%
Shenango	1,834	1,974	92.9%
University Park	3,081	3,455	89.2%
Wilkes-Barre	2,540	2,889	87.9%
Worthington Scranton	4,052	4,478	90.5%
York	8,567	9,718	88.2%

School District 12th Grade Enrollment Projections, Penn State Service Areas, 2022-23 Enrollments

July 13, 2023

Prepared by the Pennsylvania State Data Center

Source: Pennsylvania Department of Education

Campus	Projected 12th Grade Enrollment														
	Actual 12th Grade Enrollment	Actual 12th Grade Enrollment	Actual 12th Grade Enrollment	Actual 12th Grade Enrollment	Actual 12th Grade Enrollment	Projected 12th Grade Enrollment	Projected 12th Grade Enrollment	Projected 12th Grade Enrollment	Projected 12th Grade Enrollment	Projected 12th Grade Enrollment	Projected 12th Grade Enrollment	Projected 12th Grade Enrollment	Projected 12th Grade Enrollment	Projected 12th Grade Enrollment	Projected 12th Grade Enrollment
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033
Abington	19,656	19,389	19,785	20,604	20,437	20,332	21,674	21,570	20,486	19,857	19,588	19,078	18,498	18,285	17,468
Altoona	3,974	3,846	3,876	3,878	3,738	3,768	3,772	3,758	3,544	3,559	3,456	3,416	3,369	3,389	3,211
Beaver	6,324	6,146	6,373	6,452	6,128	6,162	6,299	6,339	6,185	6,175	6,024	6,182	6,311	6,222	6,152
Behrend	4,265	4,180	4,213	4,096	3,765	3,880	3,998	4,246	3,921	3,674	3,733	3,616	3,657	3,537	3,458
Berks	8,103	7,839	8,069	8,246	8,125	8,237	8,514	8,357	8,294	7,959	7,928	7,834	7,678	7,778	7,535
Brandywine	11,612	11,472	11,899	12,062	12,229	12,416	12,452	12,449	12,599	12,109	12,302	12,386	12,377	12,678	12,463
DuBois	2,610	2,491	2,542	2,471	2,343	2,382	2,330	2,312	2,251	2,157	2,246	2,149	2,188	2,152	2,118
Fayette	3,210	3,071	3,055	2,905	2,900	2,863	2,867	2,893	2,825	2,820	2,734	2,709	2,655	2,736	2,647
Greater Allegheny	7,681	7,690	7,617	7,427	7,236	7,067	7,372	7,236	6,945	6,718	6,746	6,588	6,722	6,592	6,309
Harrisburg	6,149	6,092	6,096	6,083	6,167	6,171	6,356	6,506	6,238	6,139	6,392	6,361	6,248	6,350	6,061
Hazleton	5,048	5,004	5,176	4,955	5,079	4,905	5,088	4,925	4,779	4,692	4,754	4,603	4,702	4,792	4,580
Lehigh Valley	8,642	8,571	8,819	8,637	8,475	8,183	8,629	8,632	8,287	8,074	7,922	7,839	7,804	7,756	7,636
Mont Alto	2,826	2,734	2,613	2,721	2,777	2,840	2,952	2,862	2,758	2,732	2,642	2,643	2,612	2,729	2,584
New Kensington	5,619	5,355	5,385	5,389	5,119	5,217	5,255	5,283	5,043	5,054	4,880	4,882	5,032	4,893	4,756
Schuylkill	1,354	1,372	1,367	1,345	1,347	1,373	1,348	1,456	1,380	1,388	1,420	1,358	1,316	1,295	1,314
Shenango	1,930	1,930	1,904	1,949	1,845	1,815	1,723	1,803	1,737	1,730	1,917	1,849	1,845	2,043	1,872
University Park	3,552	3,373	3,477	3,424	3,356	3,388	3,409	3,275	3,131	3,180	3,056	3,200	3,138	3,059	2,970
Wilkes-Barre	2,796	2,699	2,669	2,776	2,800	2,620	2,879	2,820	2,843	2,768	2,735	2,837	2,796	2,859	2,605
Worthington Scranton	4,562	4,471	4,449	4,531	4,461	4,451	4,552	4,459	4,373	4,221	4,191	4,097	3,950	4,080	3,998
York	9,117	9,027	9,021	9,120	8,940	9,028	9,385	9,379	9,088	8,885	8,853	8,728	9,093	8,921	8,687
	119,030	116,752	118,405	119,071	117,267	117,098	120,854	120,560	116,707	113,891	113,519	112,355	111,991	112,146	108,424



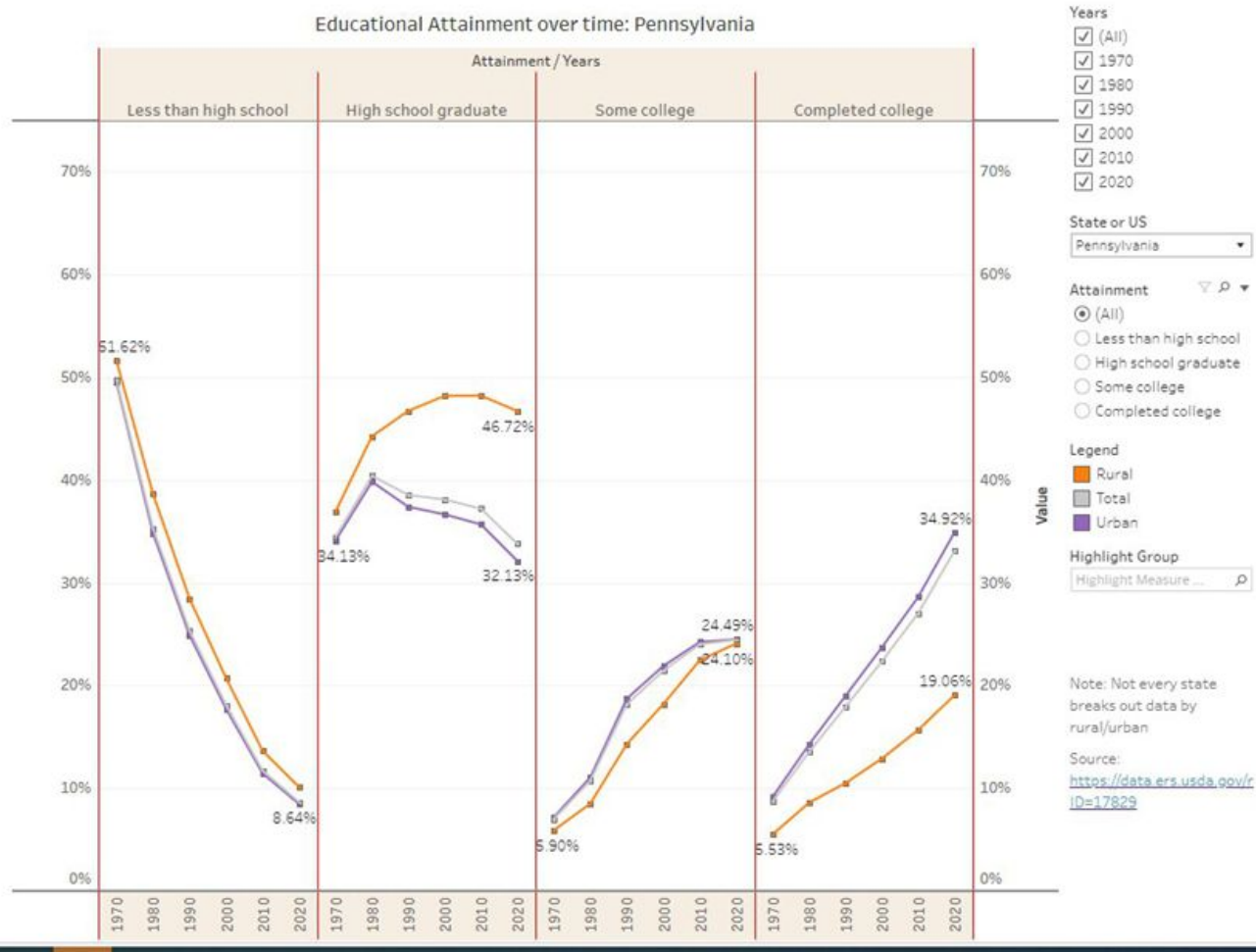
Public High School Post-Secondary Destination, Penn State Service Areas, 2021-2022

September 21, 2023

Prepared by the Pennsylvania State Data Center

Source: Pennsylvania Department of Education

Campus	Total Graduates	Post-Secondary Bound Graduates											
		Total Post-Secondary Bound Graduates		Non-Degree-Granting Post-Secondary School		College Bound Graduates						Total Non-College Bound Graduates	
		Number	Percent	Number	Percent	Total College Bound Graduates		2- or 4-Year College or University		Specialized Associate Degree-Granting Institution		Number	Percent
				Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Abington	18,371	12,436	67.7%	396	2.2%	12,040	65.5%	11,606	63.2%	434	2.4%	5,935	32.3%
Altoona	3,650	2,088	57.2%	121	3.3%	1,967	53.9%	1,876	51.4%	91	2.5%	1,562	42.8%
Beaver	6,206	4,594	74.0%	160	2.6%	4,434	71.4%	4,324	69.7%	110	1.8%	1,612	26.0%
Behrend	3,963	1,983	50.0%	93	2.3%	1,890	47.7%	1,822	46.0%	68	1.7%	1,980	50.0%
Berks	7,968	4,901	61.5%	144	1.8%	4,757	59.7%	4,652	58.4%	105	1.3%	3,067	38.5%
Brandywine	11,577	9,021	77.9%	130	1.1%	8,891	76.8%	8,714	75.3%	177	1.5%	2,556	22.1%
DuBois	2,361	1,303	55.2%	71	3.0%	1,232	52.2%	1,162	49.2%	70	3.0%	1,058	44.8%
Fayette	2,828	1,578	55.8%	67	2.4%	1,511	53.4%	1,426	50.4%	85	3.0%	1,250	44.2%
Greater Allegheny	7,108	4,742	66.7%	177	2.5%	4,565	64.2%	4,488	63.1%	77	1.1%	2,366	33.3%
Harrisburg	5,847	3,447	59.0%	69	1.2%	3,378	57.8%	3,293	56.3%	85	1.5%	2,400	41.0%
Hazleton	4,799	2,714	56.6%	79	1.6%	2,635	54.9%	2,569	53.5%	66	1.4%	2,085	43.4%
Lehigh Valley	8,325	5,716	68.7%	126	1.5%	5,590	67.1%	5,516	66.3%	74	0.9%	2,609	31.3%
Mont Alto	2,534	1,263	49.8%	48	1.9%	1,215	47.9%	1,185	46.8%	30	1.2%	1,271	50.2%
New Kensington	5,178	3,525	68.1%	104	2.0%	3,421	66.1%	3,339	64.5%	82	1.6%	1,653	31.9%
Schuylkill	1,278	706	55.2%	34	2.7%	672	52.6%	648	50.7%	24	1.9%	572	44.8%
Shenango	1,898	1,157	61.0%	77	4.1%	1,080	56.9%	1,035	54.5%	45	2.4%	741	39.0%
University Park	3,176	1,678	52.8%	54	1.7%	1,624	51.1%	1,583	49.8%	41	1.3%	1,498	47.2%
Wilkes-Barre	2,643	1,417	53.6%	38	1.4%	1,379	52.2%	1,348	51.0%	31	1.2%	1,226	46.4%
Worthington Scranton	4,193	2,491	59.4%	87	2.1%	2,404	57.3%	2,372	56.6%	32	0.8%	1,702	40.6%
York	9,061	5,253	58.0%	178	2.0%	5,075	56.0%	4,904	54.1%	171	1.9%	3,808	42.0%



Projected Distribution of College Age Students by Parent Education, Race, Cohort and CBSA
Pittsburgh, PA

Source: Census
ACS PUMS 15-19

Parent Attainment	Black			Hispanic			White			Asian		
	15-19 2020-24	10-14 2025-29	5-9 2030-34	15-19 2020-24	10-14 2025-29	5-9 2030-34	15-19 2020-24	10-14 2025-29	5-9 2030-34	15-19 2020-24	10-14 2025-29	5-9 2030-34
Two Advanced Degrees	307	147	91	67	204	177	5,649	7,623	8,061	1,108	906	983
One Advanced Degree, One Bachelor's	337	258	291	345	345	255	11,337	11,609	12,157	301	648	707
Two Bachelor's Degrees	71	143	451	169	182	245	8,553	8,942	11,036	499	284	283
One Bachelor's Degree	1,904	2,736	1,567	740	924	831	26,461	23,605	21,950	388	334	544
Associates Degree or Some College	5,032	4,349	5,038	1,066	1,525	967	26,287	21,243	20,493	435	269	425
No College	4,026	3,777	3,837	521	928	918	17,053	12,701	12,964	469	817	236



Best Practices



The 4 P'S of Retention Management



PROFILE:
Retention and graduation rates are a reflection of what an institution is rather than what it does



PROGRESS:
Emphasis on cultivating, supporting, measuring student progress to degree. Must attend to curricular structures, policies and course-taking patterns leading to timely degree completion

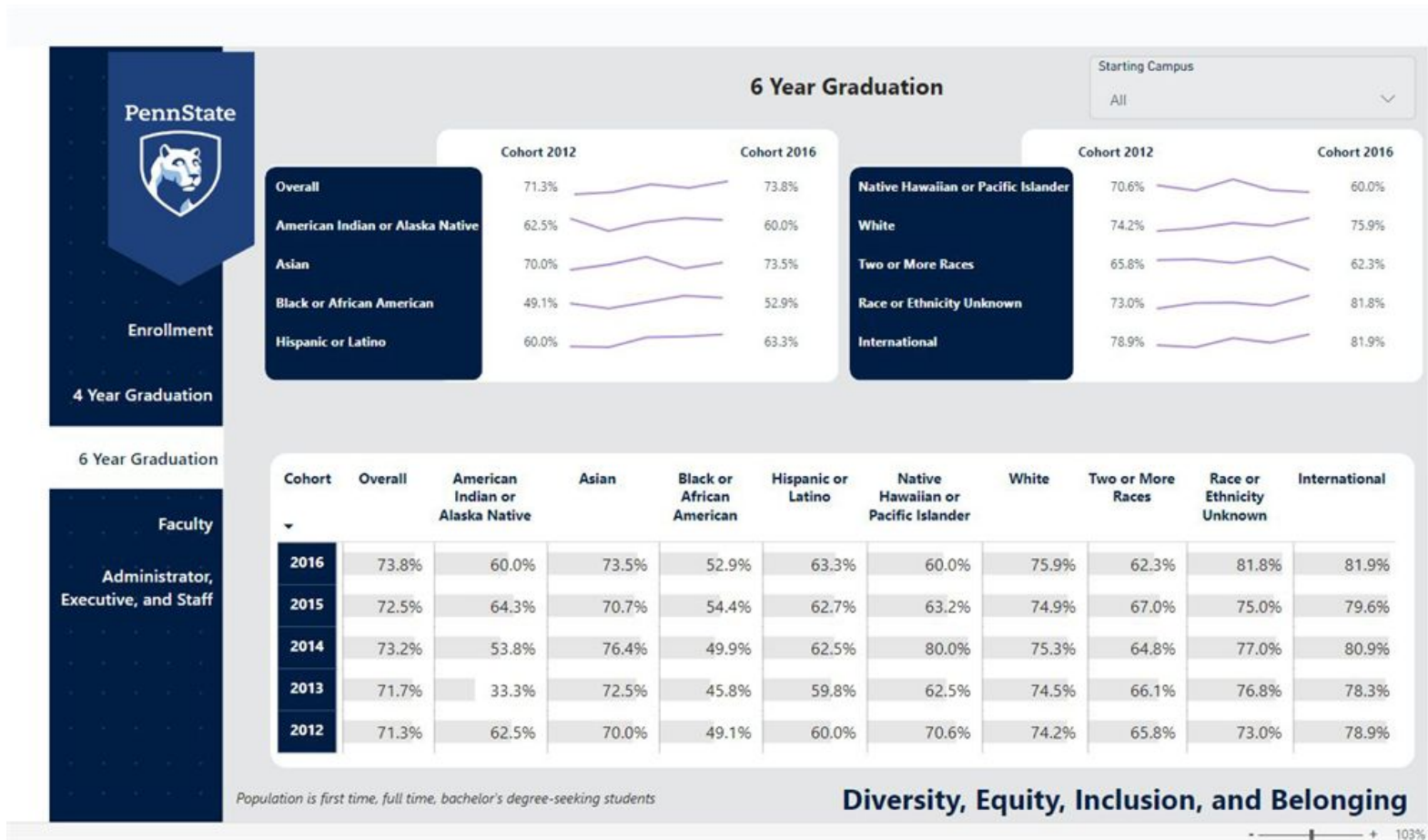


PROCESS:
Priority attention focused on processes and policies that either help or hinder all students' continuous enrollment



PROMISE:
Key to strategic institutional improvement is ensuring congruence between the brand promise and the brand experience

Source: Kalsbeek



Key Concepts:

- Graduation rates are institutional attributes as much as they are institutional accomplishments and are largely a function of institutional and student **profile**
- Insofar as degree completion is the outcome of successfully meeting the academic requirements of a curriculum, academic **progress** is at the core of retention strategy
- Just as a rising tide lifts all boats, improving broad based **processes** that affect the greatest number of students is the optimal institutional focus
- Focusing on those student outcomes that are integrally a part of the institution's core purposes and brand **promise** brings reciprocal benefits to the institution as much as the student

Profile:

An institution's retention and graduation rates are bounded by the institution's profile and market position, making them highly predictable and more a function of what the institution is than what it does.

Retention strategies are inextricably interrelated with admission strategies and must therefore be developed in a way fully integrated and balanced with the rest of Penn State enrollment management goals (i.e. quantity, quality, diversity, access, affordability, revenue and student mix) since all of these goals exist in tension with one another

Profile:

High Priority Goal and Select Implementation Initiatives

Goal: Elevate the academic profile of entering student classes while keeping a mission-balanced financial and demographic mix

- Increase demand for first-year class through expanded marketing, recruitment and yield initiatives
- Adoption of test-optional admission policy to focus on more retention-relevant admission criteria
- Expand international and transfer enrollments to alleviate pressure on freshmen enrollment growth goals
- Recalibrate financial aid and scholarship awarding criteria in response to changing market dynamics and enrollment priorities

Progress:

If the goal of an institutional retention strategy is degree attainment, then a focus on retention (which is currently the norm) is perhaps the least desirable of all outcomes if it doesn't entail progress toward degree completion

What is consistently the most significant predictor of likelihood to graduate is academic progress in the first semester/first year-both grades and credits earned-since those are the metrics that reflect early progress toward degree.

Ensuring students make satisfactory progress toward degree completion over their years of college must be the primary focus of any retention effort

Progress:

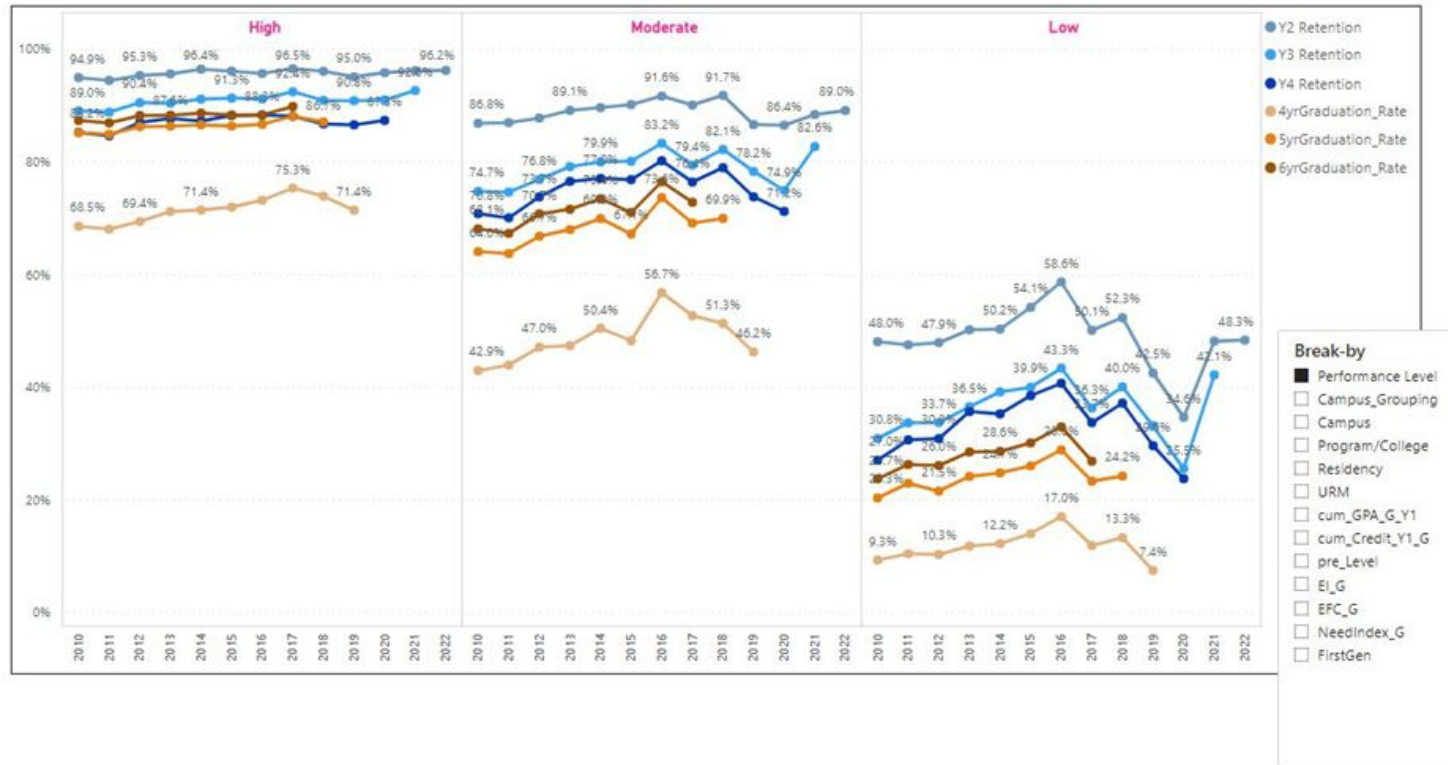
High Priority Goal and Select Implementation Initiatives

Goal: Ensure students' initial academic success and continuous academic progress toward a Penn State degree

- Revamp and recalibrate yield and acculturation plans and programs to clearly emphasize the importance of academic progress in first year
- Purchase degree audit systems, develop curricular maps and on-line tools for students and advisors to better map and manage students' academic progress toward degree
- Redesign specific “gateway courses” to reduce drop/fail/withdraw (DFW) rates
- Purchase new course scheduling tool designed to assist with academic and graduation planning
- Leverage FWS to create mutually beneficial experiential learning opportunities designed to enhance student learning and first-year outcomes
- Coordinated awarding of emergency student aid

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Retention Graduation **Mix**



Process:

While there are student characteristics that are related to greater or lesser degree completion, a strategic institutional response gives priority attention to processes and policies that either help or hinder all students' continuous enrollment.

- At large institutions, there is ample opportunities to improve student retention by focusing on integrating and streamlining core enrollment processes (admissions, housing, advising, transfer articulation, registration, billing and financial aid).
- Retention strategies should focus on the quality of all students' encounters with the processes, programs, policies and personnel that compose the overall institutional environment

Process:

High Priority Goal and Select Implementation Initiatives

Goal: Improve and integrate all processes and services related to students' enrollment at Penn State

- Develop a cohesive and unified pre-enrollment experience for students and their families by scaling the current platform that powers Strategic Communications core digital properties
- Creation of consolidated enrollment services center (admissions, financial aid, registrar, bursar) designed to enhance service delivery through multiple channels (phone, web, in-person)
- Gain efficiencies in processing and business practices by adopting and fully leveraging EM tools and technologies Transfer Hub/Transfer Center
- Establish additional cross-functional teams designed to map and improve critical enrollment-related processes
- Develop service utilization reports and accompanying metrics

Promise:

- Students enroll at institutions with expectations and aspirations that the institution will live up to its specific “brand promise”-that their experiences will be congruent with what the institution’s mission and brand identity promise they will be.
- Improved retention is the natural outcome of realizing the broader goal of ensuring congruence between student expectations and the reality of each student’s entire educational experience in and out of the classroom.
- Ensuring the student experience is consistent with how the market sees the value of the institution’s brand not only improves retention but also reinforces the institution’s brand

Promise:

High Priority Goal and Select Implementation Initiatives

- *Goal: Ensure all student's expectations and experiences are consistent with the promise of Penn State's mission and brand*
- Branding, marketing and recruitment efforts designed to differentiate and develop sense of anticipatory socialization regarding academic expectations
- Scale programs and services targeting mission-based aspirations (URM, Pell, Rural, First Generation) to ensure all students engage fully in the academic and co-curricular opportunities available
- Enhance and elevate high impact learning experiences (study abroad, undergraduate research, internships, service learning)
- Creation of comprehensive learner record designed to engage students in reflections on their learning outcomes
- Faculty development programs and initiatives focused on inclusive pedagogy

