



Index of Community Commitment to Higher Education

Setting the Stage

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History and Background



55,000 Degrees Research
Interviews

- 1,000 Adults
- 300 Students grades 7 – 12

Dimensions

- Importance of a college degree
- Difficulty in attaining a degree
- Obstacles facing students and working adults who wish to attain a degree
- Perceived access to college



So, what did we find?



- The community, students and adults alike, believe that college is *highly important*.
- A majority of the community *does not believe* that attending college is difficult for high school students
- Differences between demographic groups in these perceptions.
- 98% of students *intend* to go to college.



Differences in Perceptions: Parental Attainment

Interestingly, Households in which only the father has a college degree are more likely to believe college is not difficult than those Households in which only the mother has a degree.

Difficulty to Attend College

	Not Difficult	Highly Difficult
Both Parents	55.1%	11.6%
Mother Only*	36.4%	4.6%
Father Only	61.9%	4.8%

*More uncertainty within households where only mother has college degree.

Obstacles to College



- Two largest obstacles:
 - Paying for college.
 - Being able to balance college with life.
- Obstacles are perceived by both adults and students, but *adults* are more concerned.
- Race and gender play roles in perception of obstacles.



Differences in Perceptions: Obstacles and Race

In general, African Americans are more likely to be concerned about potential obstacles than Caucasians.

Obstacles by Race

	White Students	Afr. Am. Students	White Adults	Afr. Am. Adults
Necessary Test Scores	22.9%	47.4%	26.6%	50.0%
Succeeding Academically	24.3%	36.8%	32.7%	42.4%
Balancing College & Life	26.6%	36.8%	48.9%	46.9%
Family Support	21.5%	31.6%	27.8%	39.4%
Peer Support	14.0%	15.8%	26.1%	40.9%



Good Start



Where do we go now?



Where do we go now?



We learned a lot but there are still unanswered questions about what impedes college success

- What roles do awareness and community support play?
- What is the connection between college entry and college completion?
- What is the relationship between academic and non-academic factors?
- Many others...



Where do we go now?



There is no consensus for College Readiness Indexes

- CRI measures consistently focus on academic performance
- Yet differ on how academic performance should be measured.
- Even still current CRIs don't go far enough



What did we do?



We have spent the last several months:

- Reviewing the literature
- Reviewing other studies
- Interviewing experts
- Researching the research



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The measure of a community's desire and ability to educate its population through grade 16.

ICCHE – Adolescent

ICCHE – Adult



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- Study evaluates attitudinal, academic, and community components of college readiness.
- Recognizes community as well as individual contributions.
- Bounded by geography and comparable across regions.
- Provides diagnostic tools and opportunities to improve.



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- Measures 44 different elements
- Cumulative and non-compensatory model.
- Produces a series of 3 overall scores for each community – plus diagnostic information.

Barrier Types

- Threshold Barriers
- Matriculation Barriers

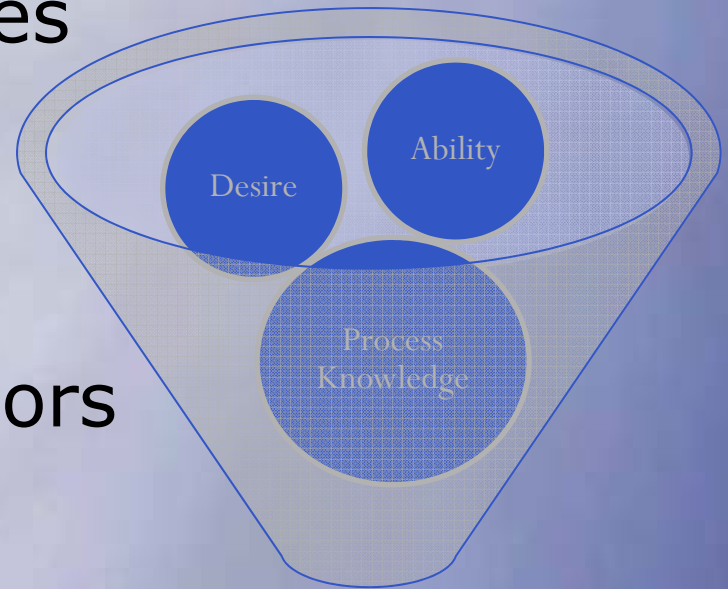


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Research Attributes

- Ability
 - Personal and Community
- Desire & Behaviors
 - Attitudinal and Demonstrated
- Process Knowledge
 - Personal and Community



College Going Culture

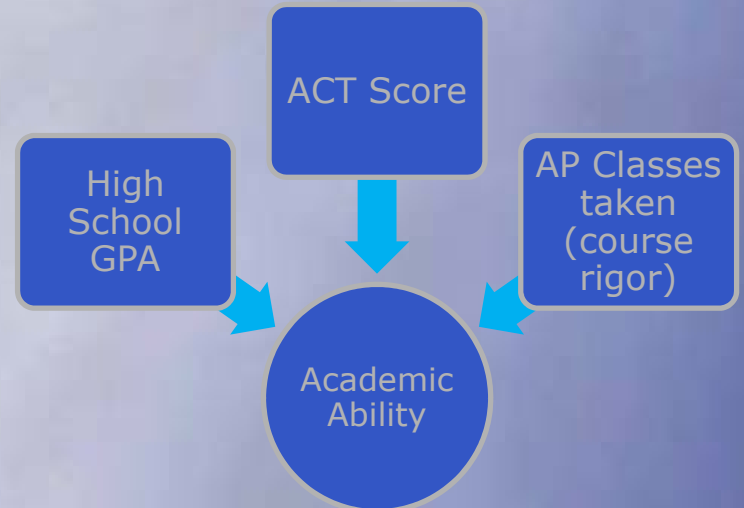


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Ability

- Personal
- Community
- 16 elements
- Resembles traditional CRI but with community component



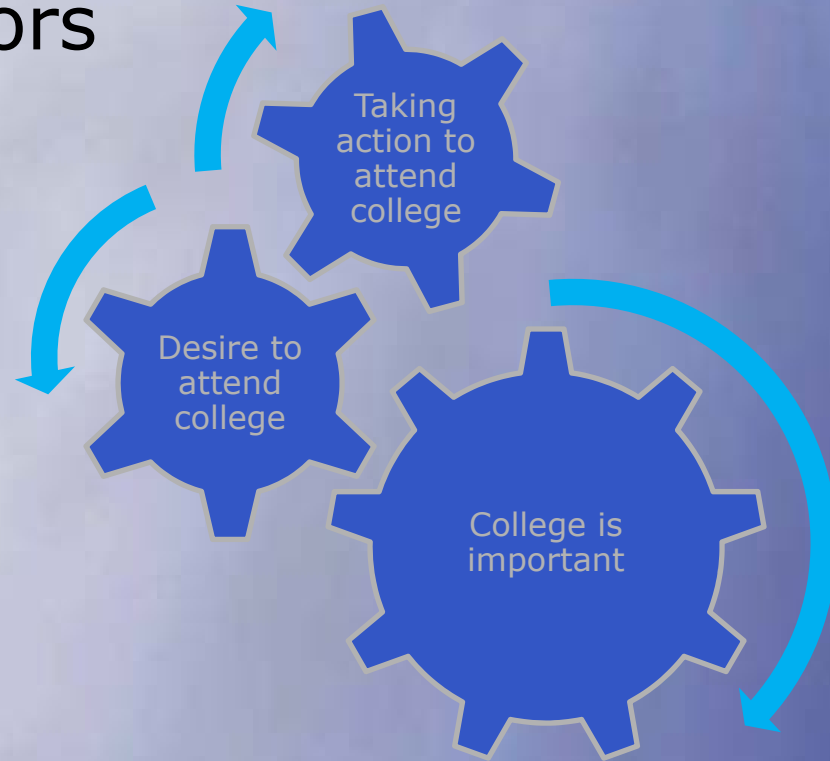
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Desire & Behaviors

- Attitudinal
- Demonstrated

- 10 elements
- 6 barriers

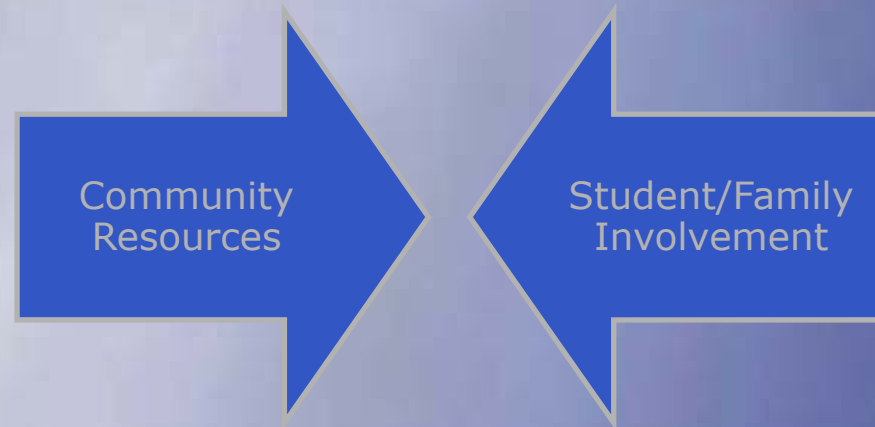


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Process Knowledge

- Personal
- Community
- 12 elements



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Timeline

1. Create attitudinal research
2. Initial development of ICCHE model
3. Market review of research
4. Model refinement phase
5. Summer 2011 – Ready to pilot our first geography



Questions



What questions do you have?



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