University of Missouri System

In fall 2007, the leaders of nearly two dozen public higher education systems—all members of the National Association of System Heads—came together to form the Access to Success Initiative (A2S). With support from The Education Trust, the chief executives of 24 systems have agreed to pursue aggressive goals aimed at improving student success and cutting in half by 2015 the gaps in college-going and completion that separate low-income and minority students from their peers. These leaders recognize that increasing quality, attainment, and equity on their campuses is essential to the well-being of their states and our nation. By voluntarily addressing these challenges, these leaders are setting an example of transparency, accountability, and responsibility for the higher education community.

Access
Does the system’s entering class reflect the socioeconomic and racial/ethnic diversity of the state’s high school graduates?

- Among students entering bachelor’s programs as freshmen, there were fewer underrepresented minorities (13 versus 16 percent) and fewer low-income students (16 versus 41 percent) than would be expected if such students entered at the same rates as other students in the state.
- Among students entering as transfers, there were roughly as many underrepresented minorities (18 versus 17 percent) and fewer low-income students (25 versus 38 percent) than would be expected if such students entered at the same rates as other students in the state.

Success
How do the graduation rates of low-income and underrepresented minority students compare with those of others within the system?

- Freshman students from underrepresented minority groups graduated with bachelor’s degrees at lower rates than other students, 50 versus 64 percent. Low-income students, identified by having received Pell Grants, graduated at lower rates than other students, 49 versus 65 percent.
- Among students entering as transfers, underrepresented minorities graduated with bachelor’s degrees at lower rates than other students, 39 versus 53 percent. Low-income students graduated at higher rates as other students, 53 versus 51 percent.

Access+Success
Do the system’s graduates reflect the diversity of the state’s high school graduates?

- Among graduates who had entered the system as freshmen, there were fewer underrepresented minorities (7 versus 15 percent) and fewer low-income students (12 versus 41 percent) than would have been expected if such students had entered and graduated at the same rates as other students in the state.
- Among graduates who entered the system as transfers, there were fewer underrepresented minorities (11 versus 16 percent) and fewer low-income students (23 versus 35 percent) than would have been expected if such students entered and graduated at the same rates as other students in the state.
About University of Missouri System

<table>
<thead>
<tr>
<th>Number of four-year colleges</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total undergraduate enrollment in Fall 2007</td>
<td>47,864</td>
</tr>
<tr>
<td>Undergraduates attending system institutions as percent of all undergraduates attending college in the state</td>
<td>16%</td>
</tr>
<tr>
<td>Undergraduates attending system institutions as percent of all undergraduates attending public colleges in the state</td>
<td>24%</td>
</tr>
<tr>
<td>Underrepresented minority undergraduates attending system institutions as a percent of all underrepresented minority undergraduates in the state</td>
<td>13%</td>
</tr>
<tr>
<td>Pell Grant recipients attending system institutions as a percent of all Pell Grant recipients in the state</td>
<td>9%</td>
</tr>
</tbody>
</table>

Sources: Enrollment Data – Integrated Postsecondary Education Data System, 2007; Pell Data – Office of Postsecondary Education, 2007

Key Definitions and Notes for the Access to Success Metrics

The A2S metrics measure access and success within the entire system. Unlike in the Integrated Postsecondary Education Data System (IPEDS) and most other public reports on higher education, all A2S metrics include full-time and part-time students who enroll in or graduate from any institution within the system.

Bachelor’s cohort refers to an entering class of students who are seeking bachelor’s degrees. These students attend four-year colleges in the system.

Underrepresented minority students (URM) include African-American, Hispanic, and American-Indian students. Non-URM students include white and Asian/Pacific Islander students. (Note: In Hawaii, Native Hawaiians and Filipinos are included as URM students.) Students whose race was classified as unknown or other were excluded from the race metrics. Nonresident aliens were excluded from all metrics.

Pell Grant recipient status is used as a proxy for students’ income status because family income data are not available across all systems. Pell Grant recipients are considered to be from low-income families. There are limitations to using Pell Grant recipient status as a proxy for income status; see Technical Appendix for more information.

Freshmen are those students who were not previously enrolled in a postsecondary institution inside or outside of the system (with the exception of students earning dual enrollment credits in high school).

Transfer students are those who previously attended a postsecondary institution outside the system from which the current institution accepted college credits as well as those who moved from an associate-level program to a baccalaureate-level program anywhere within the system.

A ratio is calculated by dividing the performance of the target group (URM or Pell students, for example) by the performance of the reference group (non-URM or non-Pell students) on a given indicator. A ratio below 1 indicates that the target group lags the reference group, and a ratio of 1 indicates equity between the target and the reference group. Ratios are capped at a maximum of 1.

Where information is marked as not available, the system was not able to provide the requested data. Where information is marked as not applicable, the system does not have students who meet the specified criteria.
The Access metrics compare the economic and racial diversity of the system’s entering undergraduates with the diversity of the state’s high school graduates.

Comparing the Profile of Entering Bachelor’s Students With State High School (HS) Graduates, 2005-06

These charts compare the economic and racial diversity of the system’s entering bachelor’s degree-seeking students with the state’s population. For income, the percentage of entering students who were Pell Grant recipients in 2005-06 is compared with the percentage of high school graduates in the state classified as low-income (below 200 percent of the poverty level) in 2005. For race/ethnicity, the percentage of entering students who were urMs in 2005-06 is compared with the percentage of high school graduates who were urMs in the state. The ratio is calculated by dividing these respective percentages. The charts combine part-time and full-time undergraduates.

Characteristics of Entering Bachelor’s Students, 2005-06

This table provides demographic and enrollment characteristics about the system’s entering first-time and transfer students in bachelor’s degree programs in 2005-06. The data include income (by Pell Grant recipient status), race (by URM status), gender, and part-time status.

Number of Additional Bachelor’s Students Who Would Have Entered in 2005-06 if Access Gaps Were Halved

This chart illustrates the potential impact of A2S by showing the additional number of low-income (Pell) and URM students who would have entered bachelor’s degree programs in 2005-06 if the system’s access gaps had been cut in half in the baseline year.
Comparing Low-Income and Underrepresented Minority (URM) Graduation Rates With Other Students, Fall 1999 Bachelor’s Cohort

These charts compare the percentage of Pell Grant recipients and URM students who entered bachelor’s degree programs in fall 1999 and who graduated in the system within six years with the percentage of non-Pell and non-URM students who graduated in the system within six years (by summer 2005). The charts combine part-time and full-time undergraduates.

First-Year Retention and Seventh-Year Still-Enrolled Rates in Bachelor’s Degree Program for Students Who Entered in Fall 1999

This table compares the percentage of Pell Grant recipients and URM students who entered bachelor’s degree programs in the system in fall 1999 and maintained their enrollment in fall 2000 with the percentage of non-Pell and non-URM students who did the same. The table also compares the percentage of Pell Grant recipients and URM students who entered the system in fall 1999 and were still enrolled in the bachelor’s degree program seven years later (in fall 2005) with the percentage of non-Pell and non-URM who did the same. When added to the percentage of students who graduated, the still enrolled rates provide an outside limit of potential graduation rates for this cohort. The table combines part-time and full-time undergraduates.

Number of Additional Bachelor’s Students Who Entered in Fall 1999 Who Would Have Graduated if Success Gaps Were Halved

This chart illustrates the potential impact of A2S by showing the additional number of low-income (Pell) and URM students who would have graduated by 2005 if the system’s success gaps had been cut in half for the fall 1999 cohort.
Comparing the Profile of System Graduates With State High School (HS) Graduates, Fall 1999 Bachelor’s Cohort

These charts compare the percentage of Pell and URM students among those who graduated within the system by 2005 with the percentage of low-income and URM students among the state’s high school graduates in 1999, when they entered bachelor’s degree programs. The ratio is calculated by dividing these respective percentages. The gaps displayed in these charts represent the combined effects of gaps in both access and success for students entering the system in fall 1999. Note: This cohort entered in 1999 and does not match the 2005-06 cohort tracked in the Access metric. The charts combine part-time and full-time undergraduates.

Number of Bachelor’s Degrees Conferred, 2005-06

These charts show the number of bachelor’s degrees conferred overall as well as to students who were Pell Grant recipients (at any time during their undergraduate tenure) and URM students in the baseline year 2005-06. To the extent that systems meet both their access and success goals without constraining enrollment, the number of degrees conferred to Pell and URM students also should increase over the course of the Access to Success Initiative. The charts combine part-time and full-time undergraduates, and degree recipients come from multiple cohorts.

Number of Additional Bachelor’s Students Who Would Have Graduated if Access and Success Gaps Were Halved for Students Who Entered in Fall 1999

This chart illustrates the potential impact of A2S by showing the additional number of low-income (Pell) and URM students who would have entered and graduated in the system within six years if the system’s access and success gaps had been cut in half for the fall 1999 bachelor’s cohort.
Across the Initiative

These measures display the system’s performance and the average and top performers among all systems in the Access to Success Initiative.

Access Ratios: Entering Students / HS Graduates

These charts display the system’s access ratios and the average and top access ratios among all systems within the Initiative. The ratio compares the percentage of Pell Grant recipients and URMs among students who entered the system in 2005-06 with the percentage of low-income students and URMs among the state’s high school graduates in 2005.

Success Ratios: Low-Income or URM Students / Other Students

These charts display the system’s success ratios and the average and top success ratios of systems within the Initiative. The ratio compares the percentage of Pell and URM students who entered in 1999 and who graduated in the system within six years with the percentage of non-Pell and non-URM students who graduated in the system within six years.

Graduation Rates, Fall 1999 Bachelor’s Cohort

These charts display the system’s six-year graduation rates for Pell and URM students who entered the system in fall 1999 and the average and top graduation rates of systems within the Initiative. The charts combine part-time and full-time undergraduates.

Access+Success Ratios: System Graduates / HS Graduates

These charts display the system’s access-success ratios and the average and top ratios of systems within the Initiative. For students who entered in 1999, the ratio compares the percentage of students who graduated in the system within six years who were Pell Grant recipients or URMs with the percentage of high school graduates who were low-income or URMs in the state in 1999.

Note: The “All Systems” data represent the average access and success rates and ratios across all students in the Initiative. In effect, the entire Initiative is treated as one system. For example, the initiative-wide graduation rate is calculated by dividing the total number of students across all systems who graduated within six years by the total number of students who entered across all systems in fall 1999. However, for the URM ratios, the average and top system calculations omit the University of Puerto Rico System because it does not have an appropriate non-minority comparison group. Systems with cohorts with less than 30 students also were excluded from the top system ratios and rates due to data reliability concerns.