University of Missouri
P-20 Task Force

General Officers Retreat
June 15, 2009
Old Alumni Center

Presenters: P-20 Co-Chairs
Jay Goff (Missouri S&T) and Dan Lowry (UM-Columbia)
1. The Midwest will experience a 4% to 10% decline in high school graduates between 2009 – 2015 (WICHE)

2. The profile of college-bound students is rapidly becoming more ethnically diverse and female dominant (NCES, WICHE, ACT, College Board)

3. The number of students interested in engineering, computer science, and natural science degrees has slightly rebounded, but remains at record lows (ACT, College Board, CIRP)

4. More full-time college freshmen are choosing to start at two-year colleges (IPED, MODHE)

5. More students are enrolling in more than one college at a time (National Student Clearinghouse)

6. Future student market growth will include more students requiring financial aid and loans to complete a degree (WICHE)
College Progression Rates in Missouri

<table>
<thead>
<tr>
<th></th>
<th>For every 100 Ninth Graders</th>
<th># Graduate from High School</th>
<th># Enter College</th>
<th># Are Still Enrolled Their Sophomore Year</th>
<th>Percentage of 9th graders who graduate from HS on time, go directly to college, return for their second year, and graduate within 150% of program time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Missouri</td>
<td>100</td>
<td>77.2</td>
<td>44.1</td>
<td>28.8</td>
</tr>
<tr>
<td></td>
<td>Nation</td>
<td>100</td>
<td>68.6</td>
<td>42.3</td>
<td>28.4</td>
</tr>
</tbody>
</table>
Areas of Concern Along the P-12 Pipeline

- Only 2 of 10 eighth graders ready for college prep curriculum in high school (ACT 2008)
- College-Going Rate (%) - 2006 Fall First-Time Freshmen Directly out of High School
  - Missouri: 57.1
  - Nation: 61.6
- A Larger Proportion of Missouri Students Starting at Community Colleges
- Freshmen Headcount Distribution at Missouri Colleges & Universities (DHE 2008)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Community College</td>
<td>31%</td>
<td>24%</td>
<td>31%</td>
<td>30%</td>
<td>36%</td>
<td>41%</td>
</tr>
<tr>
<td>Public College/University</td>
<td>51%</td>
<td>55%</td>
<td>47%</td>
<td>46%</td>
<td>42%</td>
<td>39%</td>
</tr>
<tr>
<td>Private College/University</td>
<td>18%</td>
<td>21%</td>
<td>22%</td>
<td>24%</td>
<td>24%</td>
<td>20%</td>
</tr>
<tr>
<td>Total Freshmen</td>
<td>39,505</td>
<td>33,560</td>
<td>35,034</td>
<td>35,184</td>
<td>41,135</td>
<td>48,181</td>
</tr>
</tbody>
</table>
Task Force Charge

- See attached handout for:
  - Charge Statement
  - Members (each campus representative)
Focus

- Identify existing barriers that hinder students going to college and college readiness
- Demonstrated success (measurable outcomes) of UM support along the student pipeline

<table>
<thead>
<tr>
<th>Student Lifecycle</th>
<th>Barriers / Problems</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
<th>College/University - Undergraduate</th>
<th>University – Graduate/Professional School</th>
</tr>
</thead>
<tbody>
<tr>
<td>S&amp;T Support</td>
<td>pre-K</td>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Task Force’s Identified Barriers in the Student Lifecycle

1. Early Childhood Brain Development
2. Quality of Teacher Preparation
3. Curriculum Alignment
4. Culture of Urban K-12 Education:
   - Low expectations
   - Achievement gap
5. Lack of Parent Involvement and Support
6. Lack of Community and Industry Involvement in Schools
Task Force’s Identified Barriers in the Student Lifecycle

7. Effective Use and Integration of Technology
8. Proper Collection and Interpretation of Data
9. Lack of Understanding of Success and College Readiness
10. Proper Assessment Systems and Longitudinal Data
11. Capacity and Quality of Educational Leadership
12. Mental Health Issues
13. Math and Science Education

14. Literacy

15. Guidance Counseling

**Underlying these hindrances are:**
- the persistent differences across socio-economic classes
- the large percentage of high school drop outs
Approach

- **May - June**: Identify barriers
- **July**: Confirm list of barriers with practitioners, students, and research
- **August - September**: Inventory programs and activities that address barriers
- **September - October**: Inventory any demonstrated success of pre-college programs
- **November**: Prepare recommendations
Questions & Discussion