


02 September
2011

Graduating the 21st Century Student


Advising As If Their Lives (and Our Future)Depended On It.

Presented by
Dr. James L. Applegate
Vice President, Lumina Foundation



The Big Goal

To increase the percentage of Americans who hold **high-quality** degrees and credentials to 60 percent by 2025.

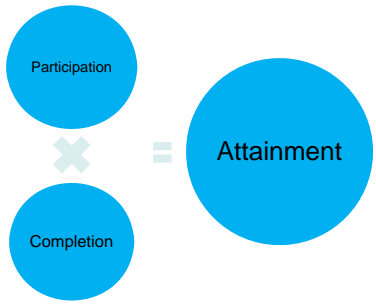


What Must The U.S. Do To Reach the Big Goal?


- 278,000 graduates per year, **every year**
- A 6.3% annual increase
- Current production yields 112,000 additional graduates per year
- The gap = 166,000 graduates per year nationally



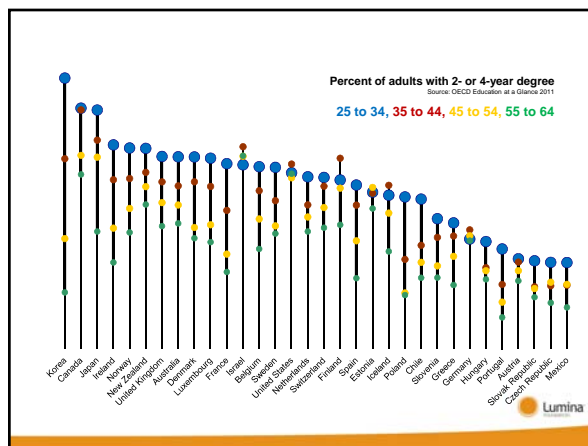
Definition of Success

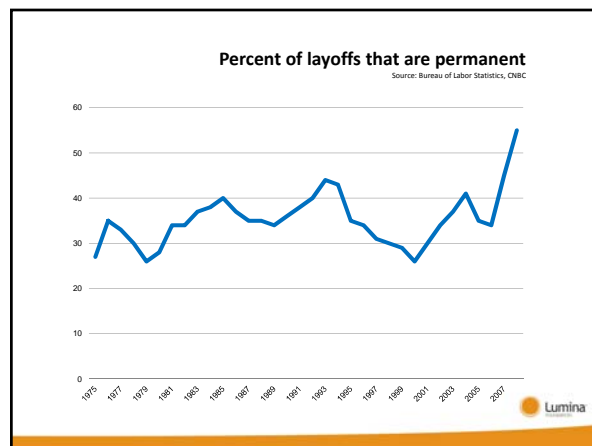
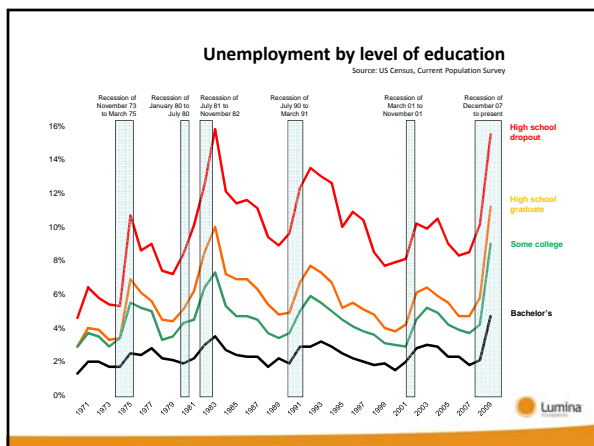
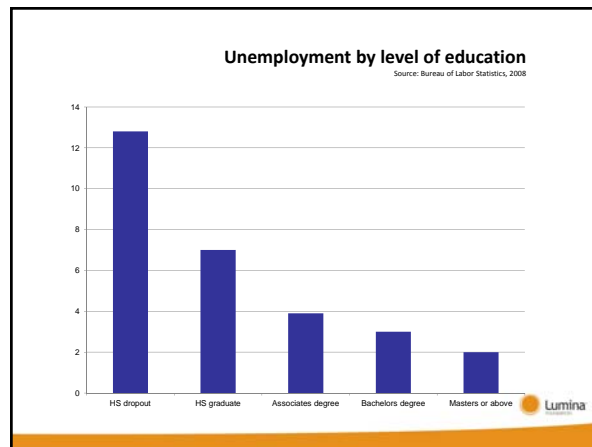
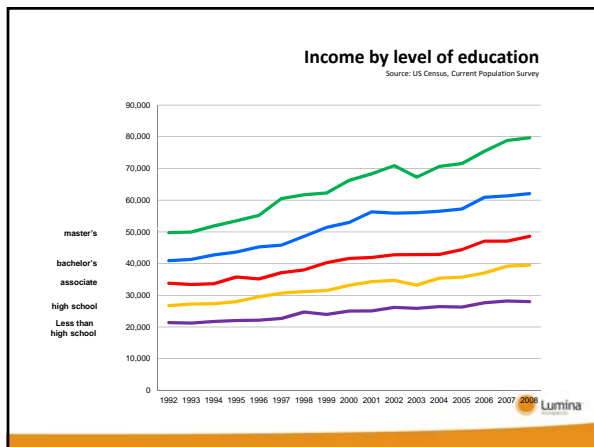
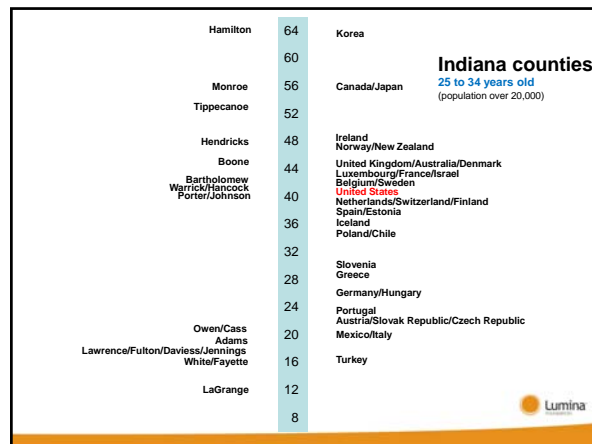


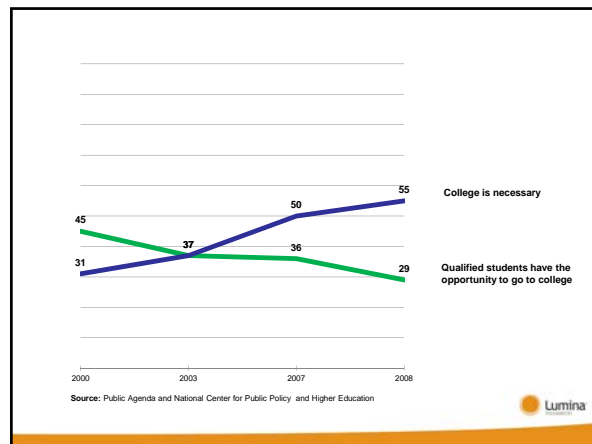
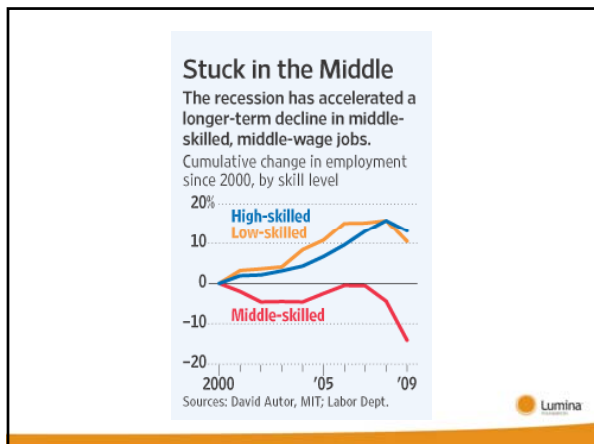
Participation × Completion = Attainment



WHY IS ACHIEVING THE BIG GOAL IMPORTANT?





HOW DO WE ACHIEVE THE BIG GOAL?

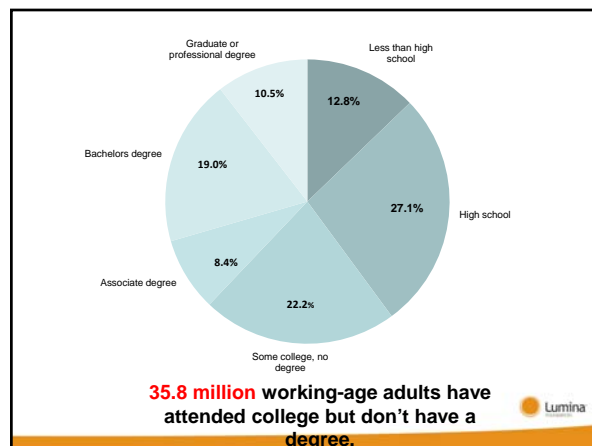
Lumina's Catalytic Approaches

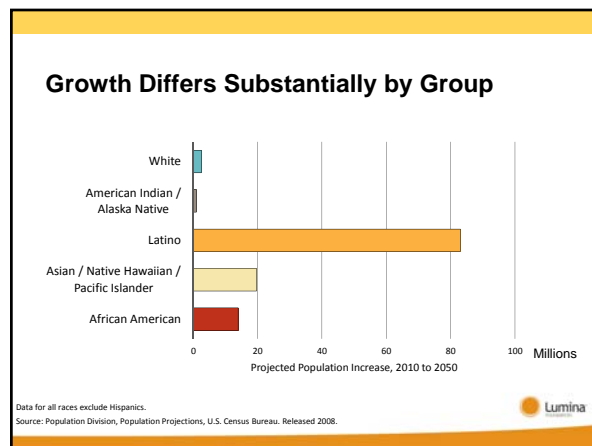
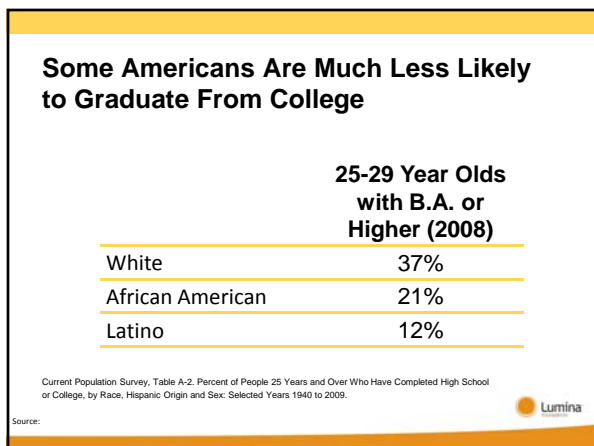
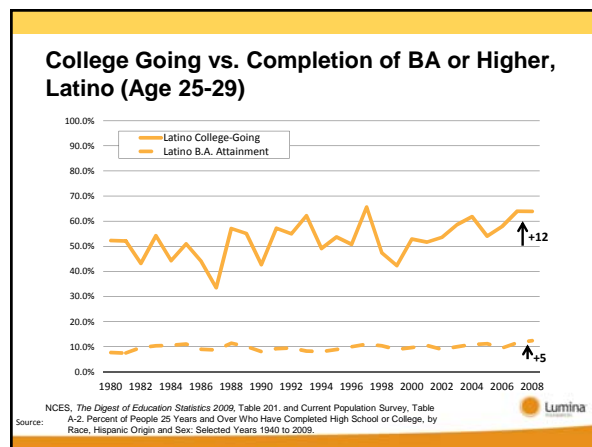
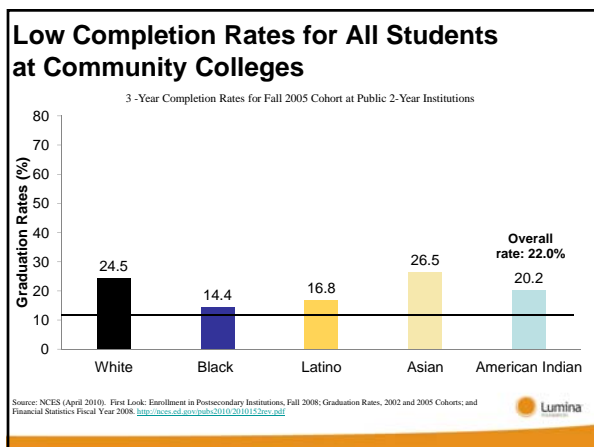
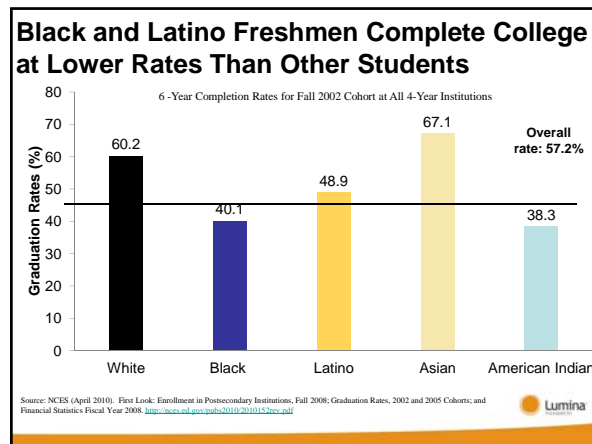
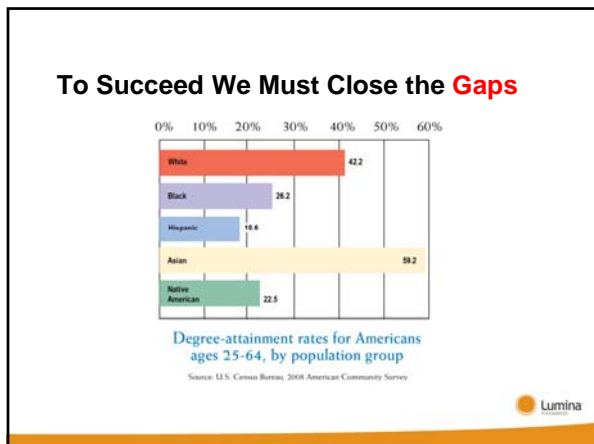
- Scaling Effective Practice
- Public Policy Advocacy
- Public Will Building

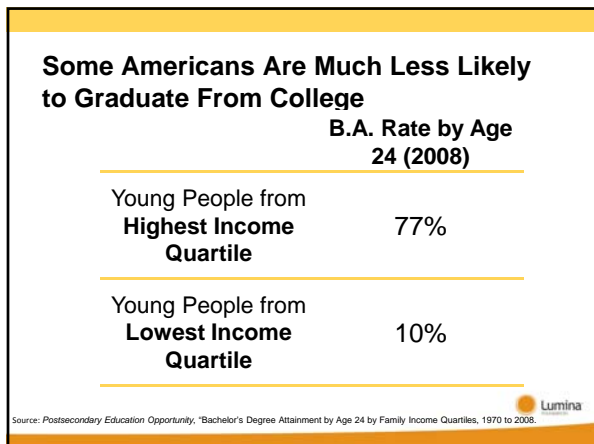
To Succeed We Must Focus On 21st Century Students

Of the 17.6M undergrads now enrolled:

- 43% attend two-year institutions
- 37% are enrolled part-time
- 32% are working full-time
- 25% are over the age of 30
- **Only 15% attend 4 year colleges and live on campus**







So How Are We Responding to these Disparities that Threaten Our Future?

Source:

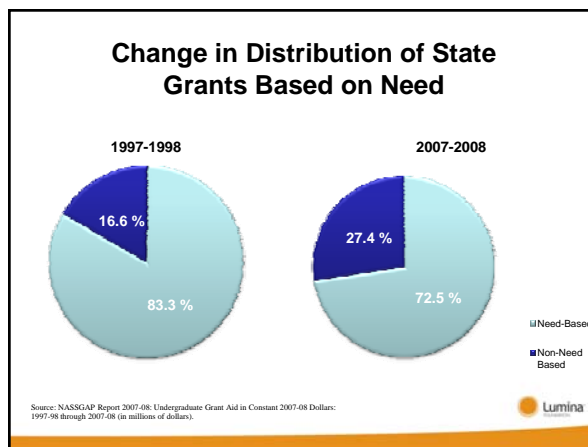
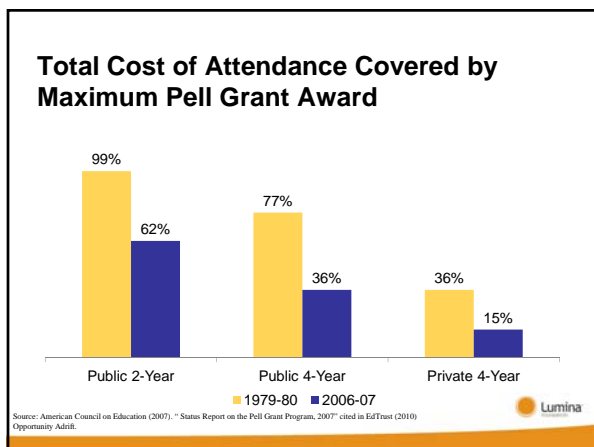


Table 3: Avg. Institutional Grant Aid per Full-Time Dependent Undergraduates by Institutional Type and Family Income

Family Income	Four-year Public Colleges				
	1995	1999	2003	% Chg 1995 - 2003	Amt Chg 1995 - 2003
< \$20K	\$836	\$838	\$1,251	50%	\$415
\$20 - \$39,999	\$643	\$777	\$1,139	77%	\$496
\$40 - \$59,999	\$465	\$706	\$906	95%	\$441
\$60 - \$79,999	\$371	\$714	\$952	157%	\$581
\$80 - \$99,999	\$196	\$494	\$754	285%	\$558
\$100,000 Plus	\$239	\$619	\$781	227%	\$542

Source: Opportunity Adrift, The Education Trust, 2010.

Flagships give the same amount of aid to high-income students as they do to low-income students

Research-Extensive Universities (REUs) spend about the same amount of money on students from families earning less than \$54,000 as they do on those from families earning more than \$80,400.

Family Income (2007)	Total Institutional Grant Aid (2007)
\$0 - 30,200	\$394.2
\$30,201 - 54,000	\$388.3
\$54,001 - 80,400	\$368.4
\$80,401 - 115,400	\$399.9
\$115,400 +	\$361.4

Source: "Opportunity Adrift," The Education Trust, 2010.

So What Is an Advisor to Do?



Be a Vocal Advocate for the 21st Century Student

- Is our institution an “Adult Learner Focused Institution”? (ALFI assessment)
- Are we transparent with our data and do we use it to drive decisions?
- Where DO we spend our institutional aid and resources generally?
- Are we all about student success?



Design and Implement a 21st Century Advising System for 21st Century Students

1. Create **partnerships** with K-12, faculty, employers, and the community
2. Focus on **pathways** to career readiness (its about learning AND jobs)
3. Infuse **technology** to expand capacity, improve quality, and reduce costs
4. Create an **advising corps** that looks like the students you most need to serve



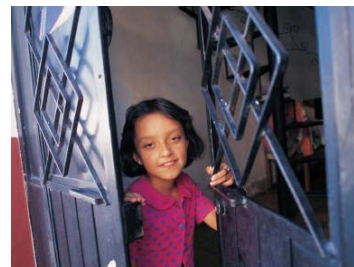
Design and Implement a 21st Century Advising System for 21st Century Students

5. Support **accelerated** pathways to degrees
6. Focus on the **whole student**: their financial, cultural, and academic needs
7. Focus on **transitions** (HS to college, transfer, college to work)



Design and Implement a 21st Century Advising System for 21st Century Students

8. Design programs that meet the **unique needs** of adult/veteran, transfer, low income and first generation students
9. Lead **courageous conversations** about results for academic programs: what does the data say?
10. Insist on a student-centered focus for all decisions



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