

Financial Aid and DACC's AtD Cohort The Beginning...

Achieving the Dream:
Community Colleges Count
DACC Lumina Foundation Initiative

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Answer the following questions on your note card...

- ***What percent of students at DACC play the "financial aid game?"***
- ***To what extent does financial aid influence student success?***
- ***Why don't all DACC students apply for financial aid?***

What is Achieving the Dream

National initiative to:

- **enhance opportunity for the growing number of students for whom community colleges are the point of entry into higher education;**
- **increase the success of community college students, particularly those in groups that have been underserved in higher education;**
- **help more students reach their individual goals, which may include obtaining a better job, earning a community college certificate or degree, or attaining a bachelor's degree.**

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Achieving the Dream: Outcomes of Importance

To increase the percentage of students who successfully:

- **Complete developmental courses and progress to credit bearing courses;**
- **Complete gatekeeper courses**
CCDE105 CCDE110 ENGL111
CCDM100 CCDM103 CCDM114 MATH115/MATH120
- **Complete courses taken with C or higher;**
- **Re-enroll from one semester to the next;**
- **Earn Certificates and degrees.**

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Culture of Inquiry and Evidence

To use data effectively, colleges need to:

- *ask the right questions;*
- *find the right data;*
- *analyze the data with a critical eye.*

A process of critical inquiry and self-examination using data can:

- *help identify equity gaps and guide us to solutions;*
- *challenge our assumptions and confirm our hypotheses;*
- *benchmark our performance and monitor our improvement .*

Source: November 2004 © Lumina Foundation for Education, Inc.

DACC's Commitment

Participating colleges have agreed to adopt the following approaches to improve student achievement:

- *Use data to drive strategies, monitor progress and evaluate outcomes.*
- *Develop strategies to close performance gaps among students.*
- *Involve their faculty, students, staff and communities in developing and implementing strategies to improve outcomes.*
- *Report data and outcomes broadly, both on and off campus.*
- *Form partnerships with their communities, local businesses and others.*
- *Advocate for state and national policy changes as needed.*

Source: November 2004 © Lumina Foundation for Education, Inc.

NMACC's First Priority in Advancing Achieving the Dream Goals¹

- **Support the Funding of the College Affordability Act**
- **Provide Assistance to Obtain Financial Aid and Other Incentives for Student Persistence**

Dr. Beverlee J. McClure, NM Higher Ed. Secretary ²

"We recognize that we need to break down the barriers that our students face when choosing to pursue a college degree. The cumulative cost of tuition, fees, books, supplies, transportation, childcare, etc. can be a disincentive for students who are struggling to pay for basic needs"

1. Achieving The Dream New Mexico Policy Work Plan

2. New Mexico Higher Education Department, June 2006

Does Financial Aid Affect Student Success At DACC?



DACC Achieving the Dream 2002 Cohort

- Fall 2002 New DA Students
- Not AVS or Transfer
- Enrolled in at least one credit at DACC
- Does not include courses for audit
- Does not include “Non-Degree” Students

DACC Achieving the Dream 2002 Cohort

Financial Aid Files submitted by NMSU to the NM Higher Education Department:

- *Federal, State, and Private Aid*
- *Pell Grant*
- *Other Grants*
- *Loans*
- *Work-study*

DACC Achieving the Dream 2002 Cohort

- N = 891 students in the Fall 2002 Cohort.
- 518 (58%) received some sort of financial aid during the Fall 2002 semester.
- 373 (42%) did not receive any sort of financial aid Fall 2002 semester.

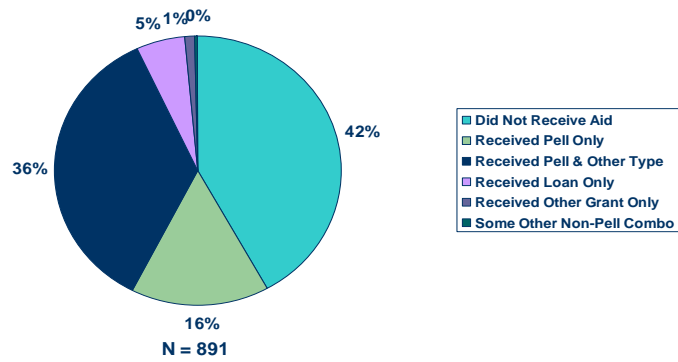
DACC Achieving the Dream 2002 Cohort

Type of Financial Aid Received



DACC Achieving the Dream 2002 Cohort

Type of Financial Aid Received



DACC Achieving the Dream 2002 Cohort

Profile of Students by Financial Aid Status

<i>Ethnicity</i>	Did Not Receive Aid		Received Aid	
	N=373	%	N=518	%
Hispanic	230	62%	367	71%
Not Hispanic	143	38%	151	29%

DACC Achieving the Dream 2002 Cohort

Profile of Students by Financial Aid Status

<i>Gender</i>	Did Not Receive Aid		Received Aid	
	N=373	%	N=518	%
Female	177	47%	315	61%
Male	196	53%	203	39%

DACC Achieving the Dream 2002 Cohort

Profile of Students by Financial Aid Status

<i>Gender Ethnicity Group</i>	Did Not Receive Aid		Received Aid	
	N=373	%	N=518	%
Hispanic Female	111	30%	229	44%
Hispanic Male	119	32%	138	27%
Not Hispanic Female	66	18%	86	17%
Not Hispanic Male	77	21%	65	13%

DACC Achieving the Dream 2002 Cohort

Profile of Students by Financial Aid Status

<i>Age Group</i>	Did Not Receive Aid		Received Aid	
	N=373	%	N=518	%
14-16	5	1%	3	1%
17-21	238	64%	337	65%
22-24	34	9%	54	10%
25-34	49	13%	94	18%
35-49	42	11%	27	5%
50 Over	5	1%	3	1%

DACC Achieving the Dream 2002 Cohort

Profile of Students by Financial Aid Status

<i>HS Diploma</i>	Did Not Receive Aid		Received Aid	
	N=373	%	N=518	%
High School Graduate	329	88%	432	83%
GED Recipient	44	12%	86	17%

DACC Achieving the Dream 2002 Cohort

Profile of Students by Financial Aid Status

<i>Time Between HS and College</i>	Did Not Receive Aid		Received Aid	
	N=373	%	N=518	%
Recent	160	43%	264	51%
Waited 1 Year	54	14%	68	13%
Waited 2 Years	30	8%	29	6%
Waited 3 to 5 Years	38	10%	46	9%
Waited 6 to 10 Years	23	6%	62	12%
Waited 11 to 15 Years	24	6%	26	5%
Waited 16 to 20 Years	20	5%	12	2%
Waited 20 or More Years	24	6%	11	2%

DACC Achieving the Dream 2002 Cohort

Profile of Students by Financial Aid Status

<i>Credit Hour Status</i>	Did Not Receive Aid		Received Aid	
	N=373	%	N=518	%
Part-time	254	68%	239	46%
Full-time	119	32%	279	54%

DACC Achieving the Dream 2002 Cohort

Profile of Students by Financial Aid Status

<i>Fall 2002 Semester GPA</i>	Did Not Receive Aid		Received Aid	
	N=373	%	N=518	%
0-0.99	129	35%	89	17%
1.00-1.99	40	11%	49	9%
2.00-2.99	58	16%	126	24%
3.00-3.99	75	20%	181	35%
4.00	71	19%	73	14%

DACC Achieving the Dream 2002 Cohort

Success Gate Keeper Courses by Financial Aid Status

<i>Enrolled in Math Class</i>	Did Not Receive Aid		Received Aid	
	N=373	%	N=518	%
CCDM100	16	4%	36	7%
<i>Passed</i>	6	38%	24	67%
CCDM103	128	34%	254	49%
<i>Passed</i>	60	47%	179	70%
CCDM114	54	14%	78	15%
<i>Passed</i>	29	54%	57	73%
MATH115	12	3%	5	1%
<i>Passed</i>	2	17%	3	60%
Overall Total	210	56%	373	72%
<i>Passed</i>	97	46%	263	71%

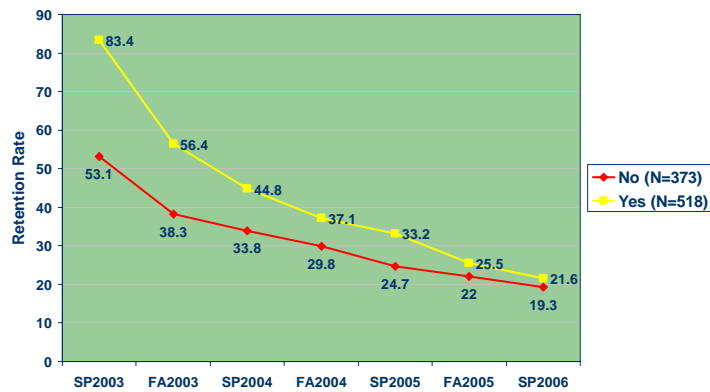
DACC Achieving the Dream 2002 Cohort

Success Gate Keeper Courses by Financial Aid Status

Enrolled in English Class	Did Not Receive Aid		Received Aid	
	N=373	%	N=518	%
CCDE105	61	16%	112	22%
<i>Passed</i>	30	49%	75	67%
CCDE110	56	15%	89	17%
<i>Passed</i>	35	63%	75	84%
ENGL111	17	5%	27	5%
<i>Passed</i>	8	47%	20	74%
Overall Total	134	36%	228	44%
<i>Passed</i>	73	54%	170	75%

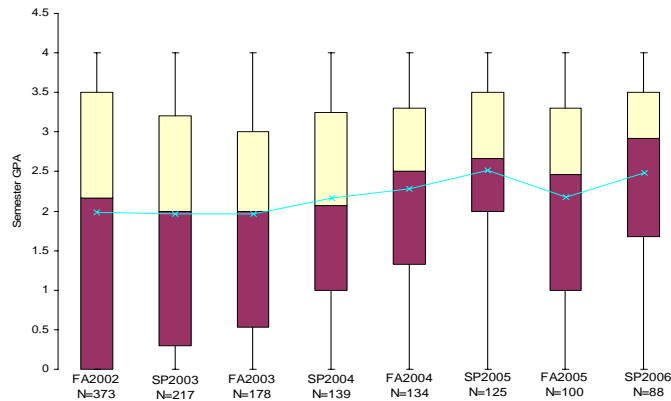
DACC Achieving the Dream 2002 Cohort

Retention Rate Over Time by Financial Aid Status



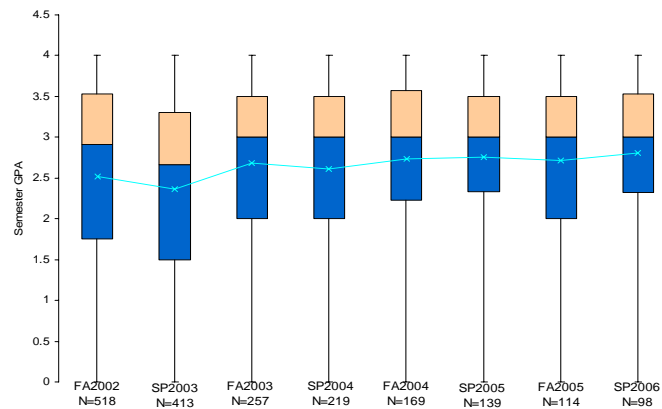
DACC Achieving the Dream 2002 Cohort

Semester GPA for Students Who Did Not Receive Aid For That Semester



DACC Achieving the Dream 2002 Cohort

Semester GPA for Students Who Did Receive Aid For That Semester



Summary of the Data

- At least 50% of our cohort were eligible for and received the Pell Grant;
- At this time we do not know how many of our cohort were eligible for the Pell Grant but did not apply for aid.
- Two out of three Hispanic females applied for and received financial aid;
- About half of our Hispanic male applied for and received financial aid;

Summary of the Data

- More than half of the cohort who received aid were FT students;
- More than two-thirds of the cohort who do not received aid were PT students;
- Seventy-three percent of the cohort who received aid completed their first semester with a GPA of 2.0 or higher;
- Fifty-five percent of the cohort who did not receive aid completed their first semester with a GPA of 2.0 or higher;

Summary of the Data (cont.)

- Seventy-one percent of our cohort with aid passed their first semester math class;
- Fifty-six percent of our cohort without aid passed their first semester math class;
- Seventy-five percent of our cohort with aid passed their first semester English class;
- Fifty-four percent of our cohort without aid passed their first semester English class;

Summary of the Data (cont.)

- The fall-to-spring retention rate for students with aid was 83%;
- The fall-to-spring retention rate for students without aid was 53%;
- The fall-to-fall retention rate for students with aid was 56%;
- The fall-to-fall retention rate for students without aid was 38%.

So which statement do you agree with?

Financial aid is an incentive for students to become better, more successful students.



The chicken...



...or the egg.

Students who apply for financial aid are more often "better" students than those who don't apply for aid.

Questions Comments

Thank you for joining us!

This presentation is available online at:
<http://dabcc.nmsu.edu/info/insteffect/Reports/ReportList.htm>