

What are the college outcomes after six years for Tennessee's high school class of 2007?



About This Study

This Regional Educational Laboratory (REL) Appalachia study, conducted in collaboration with the Tennessee Higher Education Commission (THEC) under the 2012–2017 REL contract, explored college outcomes for Tennessee's public high school class of 2007 six years after high school graduation. A companion study examined outcomes for Metropolitan Nashville Public Schools (MNPS) students.



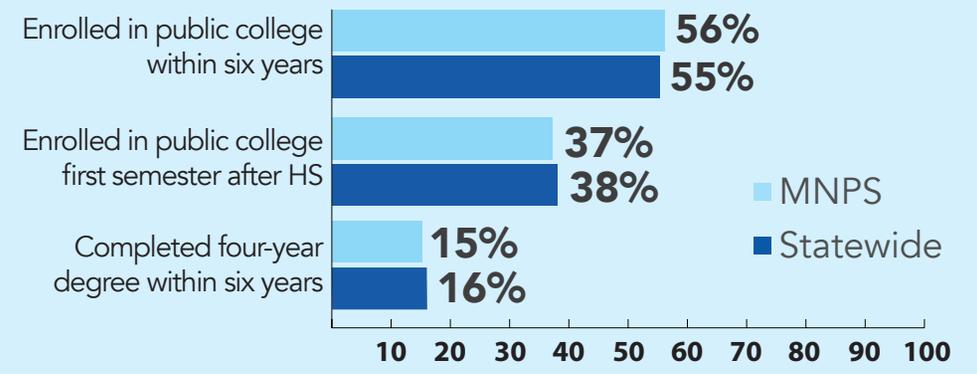
Nuts and Bolts

Using data from the Tennessee Department of Education, THEC, and the National Student Clearinghouse, the studies examine public college data for 2007 graduates of Tennessee and MNPS public high schools to report:

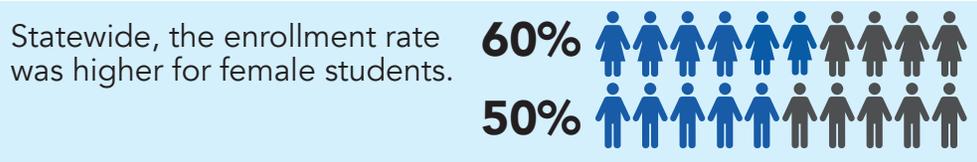
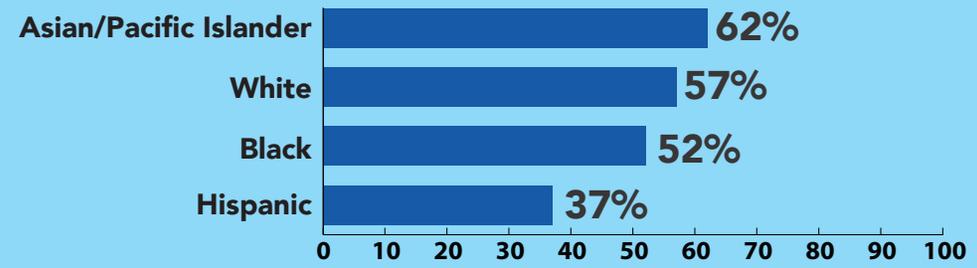
- Enrollment rates.
- Persistence and completion rates.
- Grade point averages and credits earned by first-year, full-time Tennessee public college enrollees.

Key Findings

Overall college enrollment rates, enrollment rates in the first semester after high school, and completion rates for four-year degrees were similar for MNPS graduates and graduates statewide.

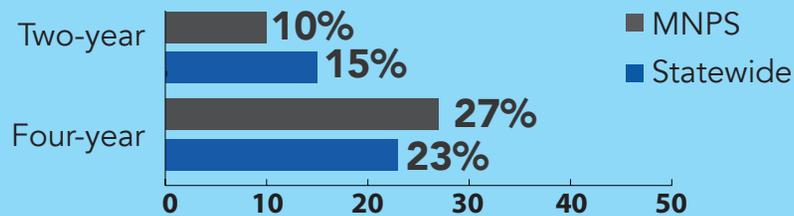


The percentage of students who enrolled in a two- or four-year college within six years varied by race/ethnicity.

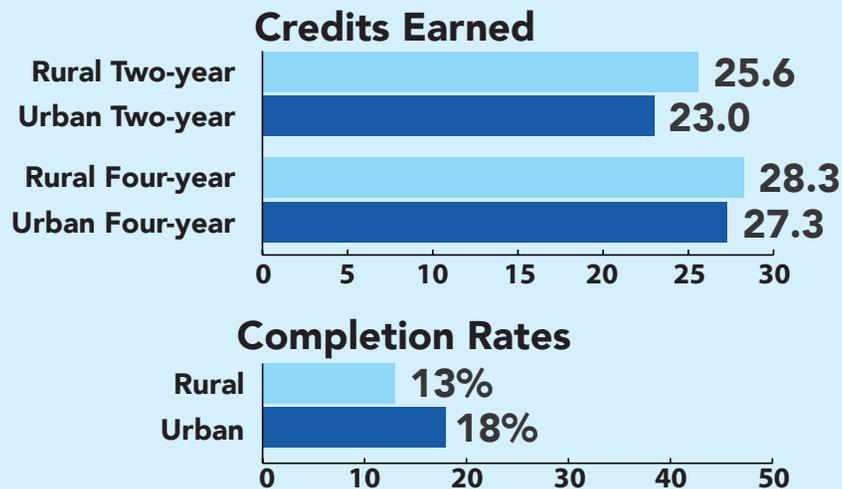


Key Findings

Enrollment in two- and four-year colleges in fall 2007 differed between the state and MNPS.



Rural high school graduates earned more college credits in the first year of college than did urban high school graduates but had lower college completion rates after six years.



First-year performance among students who enrolled full-time in fall 2007 and persisted at least through fall 2008:

Students enrolled in four-year colleges outperformed those at two-year colleges.

	Mean credits earned	Mean GPA
Four-year	27.5	2.91
Two-year	24.2	2.61

Black students from MNPS outperformed those statewide.

	Mean credits earned	Mean GPA
MNPS	23.1	2.54
Statewide	22.2	2.48

Implications

- The findings may serve as a baseline for evaluating programs enacted to improve college-going rates (such as the Tennessee Promise scholarship).
- Studies that compare college outcomes after six years provide a more complete picture than do studies that examine only first-year outcomes.
- Study findings might provide a baseline for replication studies that report outcomes for individual schools and districts.

Areas for Future Research

Future studies may examine:

- Why college enrollment rates differ among subgroups, such as Black, Hispanic, and rural students, and how inequities can be mitigated.
- Why certain subgroups are more likely to attend particular colleges or not attend college at all.
- How more students can be supported in their pursuit of college education.

Rolfhus, E., House, E., Douglas, B., & Leeds, D. (2016). *What are the college outcomes after six years for Tennessee's high school class of 2007?* (REL 2017-231). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. Retrieved from <http://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=459>

Rolfhus, E., House, E., Douglas, B., & Leeds, D. (2016). *What are the college outcomes for Metro Nashville's high school class of 2007 after six years?* (REL 2017-231). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. Retrieved from <http://www.ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4536>

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