



PTSA Academic Boosters
Program Notes
Amy Thompson, College and Career Resource Center
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York Counseling department has their own Professional Learning Community. One of the items they are studying in their PLC is post-college graduation data. They are looking at what obstacles are in the way of college graduation and what York may be able to do to prepare students. They are looking at data by sub groups to see if some groups have a high level of incompleteness in order to understand why some students are not graduating college.

There is interest to reach out to those students. Looking into ‘why’ and what can the counseling department do proactively to help. The data will be broken down by various demographic indicators (e.g. gender, race, socioeconomics etc.). Google surveys will be sent to parents to try and connect with former students.

Additionally, the counseling department has an intern this semester looking specifically at low socioeconomic student graduation rates. Finances can be one of the biggest issues with not graduating. If economics is an issue on why students are not graduating – an option may be looking into suggesting lower cost tuition schools.

Mrs. Thompson presented the data below stating that the CCRC PLC is looking at the York class of 2009, since this is the first year they have 6-year graduation statistics:

Graduation Class	4 Year Graduation	6 Year Graduation
2009		64.0%
2010		68.0%
2012	43.9%	33.7% are still in school

She shared that the 6-year rate is a better rate to evaluate than the 4-year rate because students can be left out of the 4-year numbers, including students who take one semester of community college and co-op students (a co-op is a form of internship). She also shared that some students are not appearing in the system, and the CCRC is working through the reasons why in order to continue to refine the data and the work of the PLC.

On the topic of college financials, Ms. Thompson noted that York may consider encouraging lower-income students to select a less expensive school to ensure their funds will last (e.g. at COD, financial aid can often cover full costs, and books are free or reduced). COD has offered what they call 3+1 programs, whereby a student can do 3 years at the COD rate, in courses taught by COD faculty and on COD campus, of university curriculum. She also noted that merit awards at most colleges are almost always contingent on academic performance. If a student does not keep their grades up, they can lose that source of funding.

Ms. Thompson served on the Counselor Advisory Board at Ohio State. She noted that at OSU, freshman students are given a self-assessment survey at orientation, which contains questions pertaining to “soft skills”. The results of the survey are sent to academic advisors, who create cohort groups to “keep an eye on”. They target and reach out to these students in the freshman year. The retention rate between freshman and sophomore year is 95%, which they believe is due, in part, to these efforts.

She also referenced that Purdue has started an in-house loan program. The rates are lower and the post-graduation payback is based on salary. If your college offers something like this, it may be preferable to federal student loans or private bank loans.

Finally, she recommended books like *There is Life after College* to help ensure successful “launching” after college.