

The background of the entire page is a grayscale photograph of several hands holding graduation tassels. The tassels are light-colored and have long, thin fringes. The hands are positioned in a way that suggests they are holding the tassels together, possibly in a celebratory gesture. The image is overlaid with a grid of thin black lines and a semi-transparent blue geometric shape in the top left corner.

2013 PROGRESS REPORT

INSIDE:
POSITIVE TRENDS AND
PATHS TO PROGRESS

55,000
Degrees



PURPOSE

55,000 Degrees is a community movement to elevate Louisville into the top tier among its peer cities by increasing education attainment. The 2020 goal: ensure that 50 percent of working-age adults have college degrees (at least 40 percent bachelor's degrees and 10 percent associate degrees).

THE FIVE OBJECTIVES

To reach Louisville's ambitious goal, 55,000 Degrees tracks overall progress, as well as system-level measures and indicators for five key objectives, as follows:

OVERALL MEASURES OF PROGRESS

01 CREATE AND SUPPORT A CULTURE OF COLLEGE-GOING AND COMPLETION

02 USE THE BUSINESS COMMUNITY'S UNIQUE POINTS OF LEVERAGE TO ACCELERATE ATTAINMENT

03 PREPARE STUDENTS FOR SUCCESS IN COLLEGE, CAREER, CITIZENSHIP AND LIFE

04 MAKE POSTSECONDARY EDUCATION ACCESSIBLE AND AFFORDABLE

05 INCREASE EDUCATIONAL PERSISTENCE, PERFORMANCE AND PROGRESS



Mayor Greg Fischer
Chairman of the Board



Mary Gwen Wheeler
Executive Director

VISION

A world-class, seamless and coordinated education system that provides ample opportunities for developing creativity, critical thinking, skilled workers, engaged citizens and civic leaders.

THOUGHTS ON PROGRESS

Three years ago, Louisville took on the bold challenge to increase the percentage of our working-age adults with college degrees. This increase is absolutely necessary for our community to compete for 21st century jobs and opportunities.

The Mayor's Vision Louisville process, along with the work of Greater Louisville Inc. to prepare a new economic development strategy for the city's prosperity, highlights the urgent need to focus on education, workforce development, and the attraction and retention of college-educated talent.

We are pleased to report that Louisville is making progress because the community is working together. Our vision is within reach, and with stronger teamwork, improved communication and persistence, we will achieve our goal to have a majority of Louisville's working-age population holding college degrees.

This annual report is a deeper dive into the data that can help Louisville achieve our 55,000 Degrees goal. Specific action steps are outlined and we invite you to join us in putting these recommendations into action.

Together we are making Louisville a smarter, stronger community.

Sincerely,

Mayor Greg Fischer

Mary Gwen Wheeler

POSITIVE TRENDS AND PATHS TO PROGRESS



CASE FOR COLLEGE: LOUISVILLE STATS IN 2012

3%¹

Unemployment rate for
adults (25-64) with at least
a bachelor's degree

14%

Unemployment rate
for adults with a high
school diploma

\$42,000

Median annual earnings
for adults (25+) with a
bachelor's degree

\$24,000

Median annual earnings
for adults with a high
school diploma

The highlights of the 2013 report are encouraging:

- ✓ More people have college degrees — Louisville currently has the highest percentage of working-age adults with a college degree in the community's history with 41.3 percent. The city now exceeds the national average (39.4 percent²) by nearly 2 percentage points.
- ✓ More people are earning degrees — Local colleges and universities are turning out college graduates at increased rates.
- ✓ More adults are going back to school — Louisville far exceeds the national pace for enrollment growth, particularly among adult students. More than 60 businesses have joined Degrees At Work, a program led by Greater Louisville Inc., which encourages working adults to complete degrees.
- ✓ More high school seniors are ready for college and/or career — Jefferson County Public Schools seniors made substantial gains in readiness for college-level work in the past year.

Still, we are behind schedule to reach the 2020 goal. The data show paths to progress:

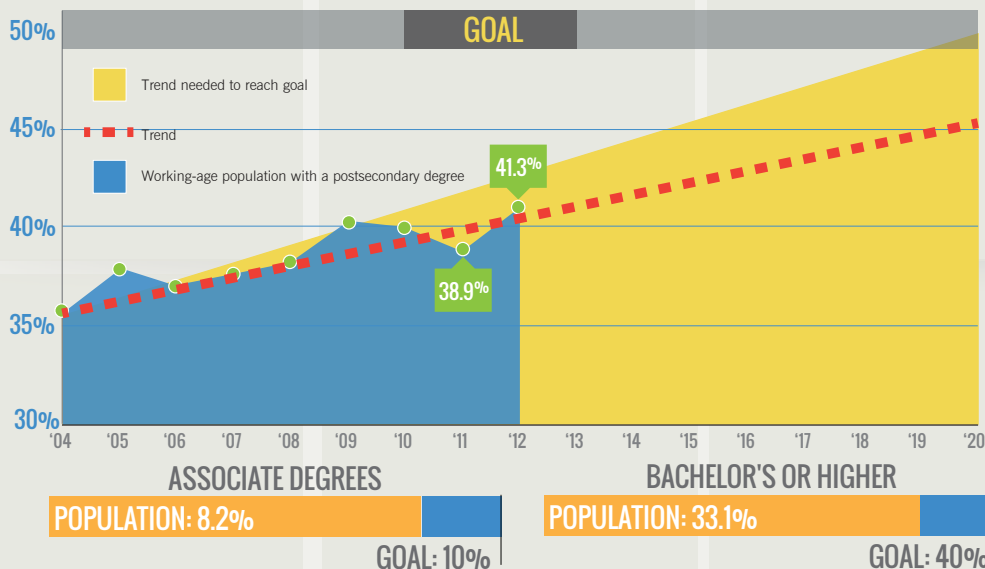
- Help the untapped pool of working-age adults earn college degrees — While 60 Degrees At Work partners is a start, reaching these goals calls for many more of Louisville's employers to aggressively support adult workers to earn college degrees.
- Close attainment gaps in both race/ethnicity and gender — Women are outpacing men in earning college degrees by more than a 3:2 margin, and in percentage of respective populations, whites have a 2:1 margin over African-Americans and Hispanic/Latinos.
- Stop the leaks in the education pipeline, particularly among first-generation and low-income students — After graduation, 20 percent of JCPS high school graduates who were college bound did not show up for college courses in the fall.
- Create and improve connections and communication between local colleges, graduates and employers — Only 42 percent of associate degree and 37 percent of bachelor's degree holders from the class of 2006 were employed in Louisville five years later. At the same time, employers often point to shortages of qualified local job candidates in certain fields.

OVERALL MEASURES OF PROGRESS

Significant Gains in 2012 Must Continue to Reach Goal

In 2012, Louisville reached the highest percentage of working-age adults with a college degree in the community's history. Overall education attainment rose 2.4 percentage points to an all-time high of 41.3 percent of working-age adults with an associate degree or higher. Louisville rebounded from a 2011 decline — but it must boost the annual rate of increase to reach the 2020 goal.

MORE COLLEGE DEGREES THAN EVER BEFORE³



Three years in, 55,000 Degrees can see where Louisville is gaining ground and what the strategic opportunities are for accelerating attainment in order to reach the city's goal.



MORE DEGREES NEEDED⁴

Adding 40,000 bachelor's degrees and 15,000 associate degrees was the original goal projected.

However, the **Louisville population is growing at a faster pace** than predicted when 55,000 Degrees launched.

This is good news for the community, but it also increases the number of degrees needed to reach the 50 percent goal.

Since 2008, Louisville **gained more than 20,000 degrees**. However, **another 39,000 are needed** by 2020 to ensure that half the working-age population has a postsecondary degree.



Local Colleges and Universities Increase Degree Production

Local colleges and universities ramped up degree production by 20 percent since 2010, granting nearly 19,000 degrees (roughly 50/50 associate to bachelor's). Maintaining this high level of production is critical to reach the 2020 goal. However, two other challenges – keeping those graduates in Louisville and attracting college graduates from other communities – are also key factors.

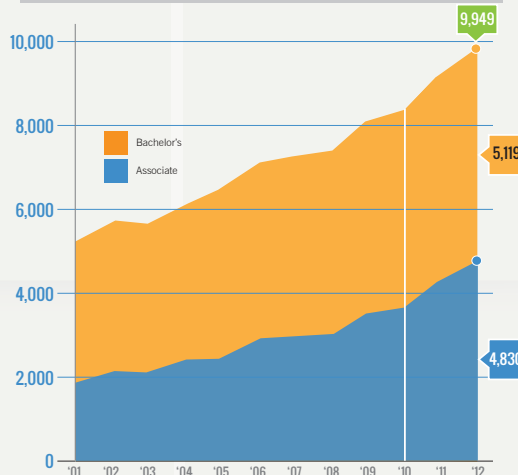
Attainment Disparities Pronounced

Women are outpacing men in earning college degrees, and African-Americans and Hispanic/Latinos are underrepresented among degree earners in the Louisville area.

African-American and Hispanic/Latino students earn **1 out of 6** associate and bachelor's degrees, but are **1 out of 4** people in Louisville

Men earn **1 out of 3** associate degrees and **2 out of 5** bachelor's degrees, but are **1 out of 2** people in Louisville

ALL-TIME HIGH DEGREE PRODUCTION⁵



Louisville Loses Homegrown Graduates to Jobs Elsewhere⁶

Local colleges and universities are producing more graduates, but the Louisville area is not holding on to them. One recent study found a majority of local graduates are not employed in the Louisville area five years after graduation. From the class of 2006, Louisville retained 42 percent of associate degree and 37 percent of bachelor's degree earners. About 6 percent of graduates from other Kentucky colleges were attracted to the area.

This report, along with recent market research from Greater Louisville Inc.⁷, supports the notion that many graduates leave the area for jobs. But these quantitative data conflict with anecdotal stories from local employers who report difficulty finding skilled applicants in some fields. Several issues could be at play, including: a mismatch between popular degrees among graduates and in demand professions in Louisville, a gap in years of experience needed along with education credentials, or less competitive wages from local businesses.

ACTION: CLOSE GAPS WITHIN GENDER AND RACE⁸

Improving education outcomes for men and students of color is needed to close attainment gaps in the working-age population. Based on 2011 data, 42 percent of the white population held college degrees compared to 22 percent of African-Americans and 19 percent of Hispanic/Latinos. The data also show a 5 percent gap in education attainment between women and men in Jefferson County.

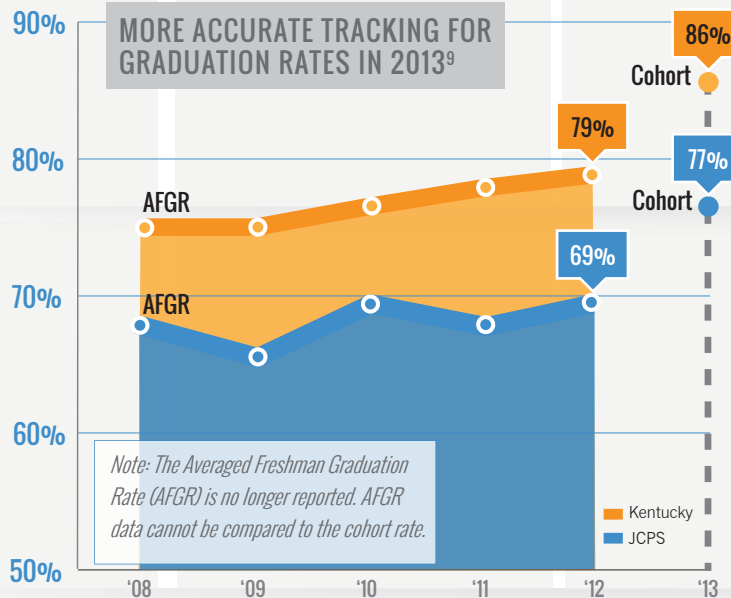
ACTION: CONNECT EDUCATORS AND EMPLOYERS TO RETAIN GRADUATES

Better connections, from curriculum development to workplace internships, are needed between education providers (high schools, technical schools, colleges and universities) and employers to retain graduates. It is also imperative that the economic development entities bolster job creation and talent attraction strategies that balance supply and demand.

New National “Cohort” Graduation Rate Will Compare Progress

Kentucky will be able to compare its graduation rate to the nation’s for the first time this year. In 2013, all Kentucky public school districts began using a new, more accurate method to calculate high school graduation rates which tracks individual students from 9th grade to high school graduation.

Graduating from high school is a key milestone on the path to college. The JCPS class of 2013 reached a 77 percent cohort graduation rate – nine percentage points behind the state average. Most JCPS high schools exceeded an 80 percent graduation rate, with eight out of 21 schools surpassing the state average of 86 percent.

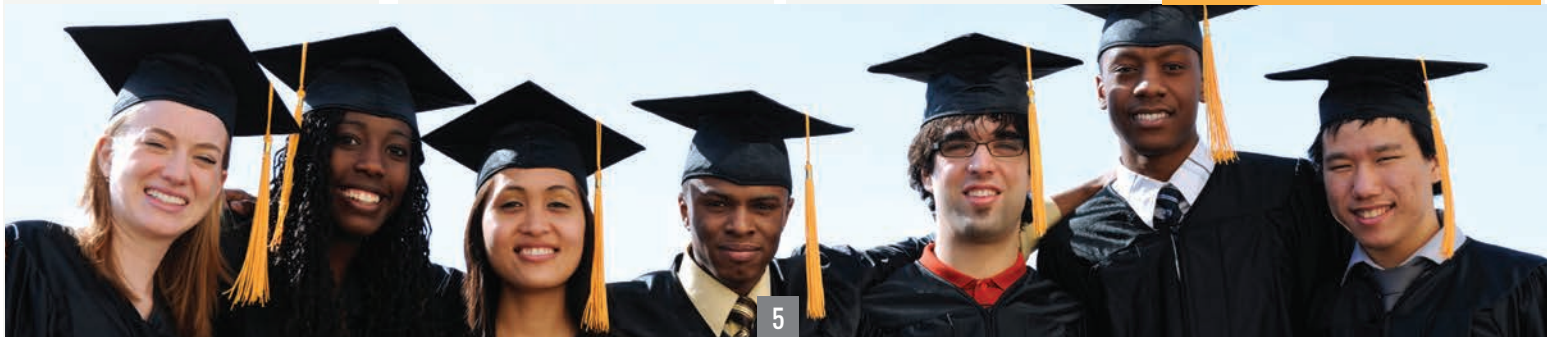


RAISING THE AGE

The increase in Kentucky’s mandatory high school attendance age from 16 to 18 should help increase the number of juniors and seniors, but will put pressure on JCPS to ensure these students graduate and to continue to accelerate graduation rates.

ACTION: SET EARLY EXPECTATIONS FOR FIRST-GENERATION COLLEGE-GOERS¹⁰

Data show JCPS first-generation and low-income students are underrepresented among college-going peers. Developing a stronger college-going culture and ensuring that all high school students are college and/or career ready by graduation is needed to increase the percentage of high school graduates enrolling in college.

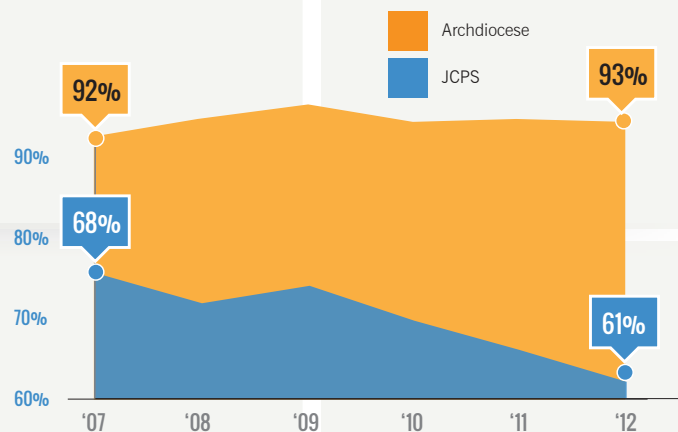


High School Graduate Numbers Rising But College-Going Rates Declining

The good news: Over the past six years, the annual number of JCPS graduates increased 18 percent as a result of improved drop-out prevention and other programs to help “at-risk” students cross the finish line. The higher numbers contributed to a 7 percent increase in the number of JCPS graduates enrolling in college — totaling 241 more students in 2012.

The bad news: The college-going rate of JCPS graduates declined from 68 percent to 61 percent over this same time period (2007-2012). The steady decline can be explained in part by an increasing number of high school graduates, including some who do not have college in their sights.

COLLEGE-GOING RATES DECLINE IN PUBLIC SCHOOLS ¹¹



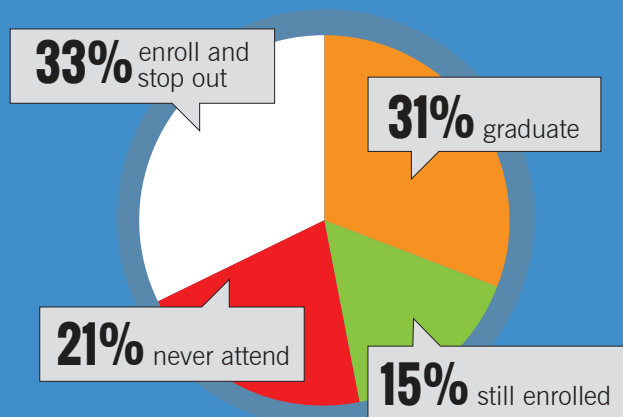
College-Finishing as Important as College-Going

The success of local high school graduates in completing a college degree within six years is an indicator of the “college-finishing” culture in public schools. From the JCPS class of 2007, 79 percent eventually enrolled in college by 2013, and 21 percent never attended. By 2013, 31 percent of students completed an associate degree or higher; 15 percent were still enrolled in college; and 33 percent stopped-out (were no longer enrolled). College-finishing is as important as college-going, and the strategies to create a college-finishing culture are dependent on both the academic readiness and the “power skills” students develop in high school and expand in college.

ACTION: BUILD “POWER SKILLS” IN STUDENTS¹³

Power skills are crucial for perseverance in education and life. They are the emotional factors that contribute to a student’s overall motivation and mental toughness. Power skills also impact a student’s ability to cope with and balance personal and academic challenges. Reaching students as early as middle school is key to building many of the power skills that motivate them to pursue and complete college degrees.

6 JCPS CLASS OF 2007
YEARS LATER
1/3 HAVE DEGREES¹²

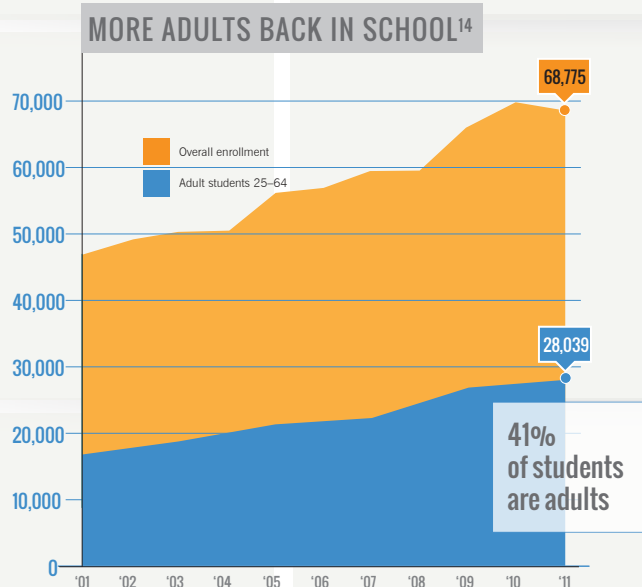


67% enroll fall after graduation
79% eventually enroll

OBJ. 02 USE THE BUSINESS COMMUNITY'S UNIQUE POINTS OF LEVERAGE TO ACCELERATE ATTAINMENT

Louisville's Working-age Adults are Prime Candidates for College Degrees

In Louisville, there are nearly 240,000 working-age adults without a college degree. The vast majority are employed and about 40 percent have earned some college credit. Through Degrees At Work, the business community encourages and supports adult workers to earn college degrees. In turn, working adults gain education and skills that strengthen Louisville's workforce.



ADULTS MORE LIKELY TO COMPLETE DEGREES (2012)¹⁵

ASSOCIATE	18-24	34%	ADULT 25+	66%
BACHELOR'S	18-24	57%	ADULT 25+	43%

ADULT LEARNERS IN 2011:

- 41% of undergraduate students
- 10% increase at two-year colleges
- 1/2 of two-year students
- 1/3 of four-year students
- 54% of all degrees in 2012

Adult Enrollment Growth Outpaces the Nation¹⁶

Louisville far exceeds the national pace for enrollment growth, particularly among adult students. From 2000 to 2010, the number of adult students increased 42 percent nationally, while Louisville-area colleges and universities saw a 67 percent increase. The majority of working-age adults enroll at two-year institutions.

Locally, adult students complete associate and bachelor's degrees at higher rates than traditional-age students. While the number of adult students is rising, only 28,000 of an estimated 240,000 currently pursue degrees. In light of higher success rates for adult students and the untapped pool of potential college graduates, additional recruiting strategies for working-age adults are needed.



ACTION: HELP MORE WORKING-AGE ADULTS EARN DEGREES

A collaborative effort between colleges and employers in Louisville is needed to help adult learners complete degrees. Increased adult enrollment at two-year colleges points to a specific focus on helping associate degree earners move on to baccalaureate programs.

COMMUNITY COLLEGE PATH TO BACHELOR'S DEGREE¹⁸

National research shows that students who transfer from two-year colleges obtain bachelor's degrees at higher rates than students who start at four-year institutions.

Top 3 milestones for transfers:

1. ATTEND FULL-TIME —
80% SUCCESS VS. **25%**
2. EARN ASSOCIATE DEGREE OR CERTIFICATE BEFORE TRANSFERRING —
72% SUCCESS VS. **56%**
3. TRANSFER WITHIN ONE YEAR OF COMPLETING DEGREE/ CREDENTIAL —
66% SUCCESS VS. **40%**

Degrees At Work Recruits Employers and Students¹⁷

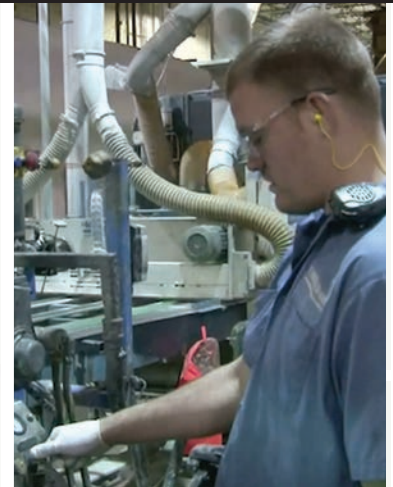
Degrees At Work, a program supported by Greater Louisville Inc. and Business Leaders for Education, provides important resources for working adults, from information about college programs and financial aid to work-life logistics and ongoing support.

More than 60 businesses have joined the program to promote college-going among employees. Over the past three years, Degrees At Work and its member employers helped 600 employees pursue college degrees. In addition, member companies pledged to support a specific number of employees who will complete a college degree by 2020 — a commitment of nearly 2,200 degrees.

“Education is the one clear thing that we as business owners can do today to change where Louisville is now compared to where it will be 15 years from now.”

Universal Woods CEO and President Paul Neumann

Degrees At Work promised to deliver 3,500 college degrees by 2015 and 15,000 college graduates by 2020. Reaching these goals calls for many more of Louisville's employers to aggressively support adult workers in earning college degrees.



“Growing the company is a lot about investing in employees and part of that is continuing education. [Universal Woods] was looking for people who wanted to be involved in that, so I raised my hand ... I also did it for myself - to feel proud.”

Universal Woods employee Adam Montgomery



College/Career Readiness Up Again

JCPS seniors made substantial gains from 2012 to 2013 in readiness for college-level work. At the current pace, JCPS is on track to meet the district goal set by the Kentucky Department of Education (KDE) of two-thirds of graduating seniors being college/career ready by 2015. JCPS is also on track to reach its 55,000 Degrees commitment that 90 percent of all graduates are college/career ready by 2020.

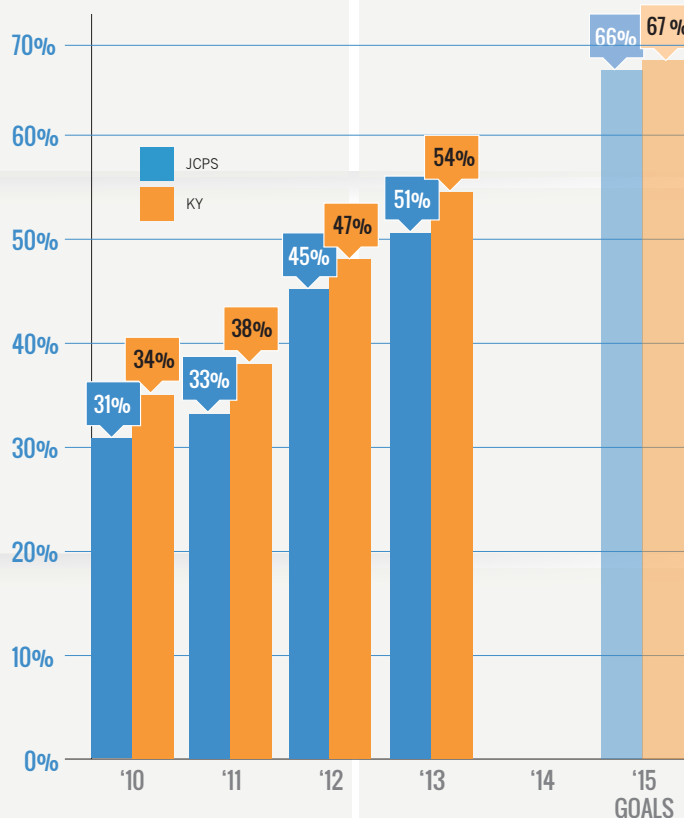
The tougher academic standards of the Common Core curriculum raised the bar on the definition of college/career ready, and JCPS improved readiness from 31 percent to 51 percent since 2010. While readiness gaps between students of color and whites decreased 5 percent this year, the disparity remains a major challenge for improvement by the school district and community.

ACTION: CLOSE ACHIEVEMENT GAPS AMONG HIGH SCHOOL STUDENTS OF COLOR

ACT test preparation, dual enrollment in college-level courses, and Advanced Placement testing are effective strategies for improving college readiness of students of color and helping students earn college credit while still in high school. These strategies increase college choices and reduce the need for remediation, which subsequently improves college success.



MORE JCPS GRADS READY FOR COLLEGE/CAREER¹⁹



COLLEGE/CAREER READY IN 2013:

- **51%** of JCPS students, up from **45%** in 2012
- **33%** of African-American students, up from **25%**
- **50%** of Hispanic/Latino students, up from **37%**
- **81%** of JCPS high schools improved readiness scores
- **8** out of **21** schools gained **10** points or more
- The readiness gap between students of color and white students closed from **33%** to **28%**

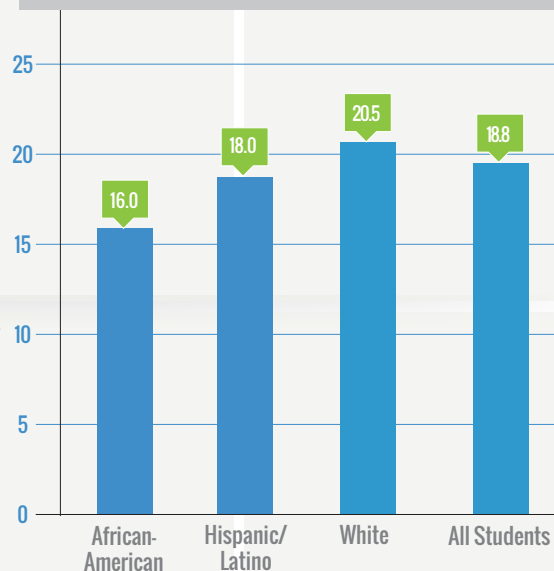
Higher ACT Scores Increase College Options

Scores on the ACT significantly influence a student's college choices and scholarship opportunities. The minimum ACT Composite score required at public four-year universities in Kentucky ranges from 18 to 23 (out of a possible 36). College-bound students scoring below 18 often begin at a community college and need to complete remedial coursework before earning college credits.

The JCPS class of 2013 had an average ACT score of 18.8, which means a substantial percentage of students were not ready for college without some remediation. The average ACT score for students in Archdiocesan high schools was 23.8 in 2013²⁰. This high ACT average translates to increased college options and more scholarships for Archdiocesan graduates.

Significant disparities exist across races and ethnic groups in JCPS. Raising ACT scores among students of color is critical: the average score for African-American and Hispanic/Latino students is currently at or below minimum requirements to attend public four-year institutions in Kentucky.

2013 ACT SHOWS GAPS AMONG JCPS STUDENTS²¹

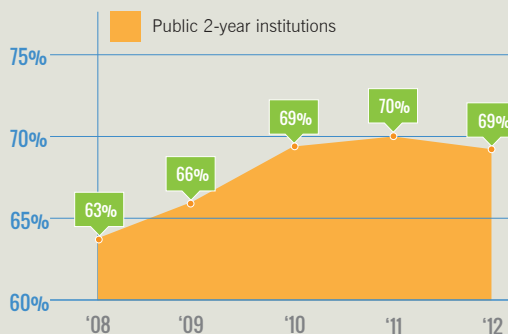


Louisville Transforming How Students Catch-up for College Work

Students who begin college unprepared for college-level work in one or more subjects often enroll in remedial classes. These courses do not provide college credits but still cost students time and money. Nationally, 70 percent of community college students take at least one remedial course²². In Kentucky, only 11 percent of students taking remedial classes at community colleges earn an associate degree in three years³⁴. Over the past five years, local public two-year colleges, Jefferson Community and Technical College and Ivy Tech Community College Southern Indiana, saw a marked increase in first-time students needing remediation.

PILOTING NEW STRATEGIES: JCTC and Ivy Tech are increasing the number of students streamlined into credit-bearing courses to move their education forward, as opposed to remedial courses that fill learning gaps. New approaches include co-enrolling students in remedial and credit-bearing courses in the same semester, adding learning lab support to credit-bearing classes for those who need it and accelerating learning through "bootcamp" models for students close to meeting college-ready benchmarks on placement exams.

REMEDIATION RATES REMAIN HIGH AT 2-YEAR COLLEGES²³



ACTION: BRING REMEDIATION TRANSFORMATION TO SCALE

Working to improve the success rates of students who are not college ready affects nearly 70 percent of all two-year students in the Louisville region.

Scaling up the piloted strategies to decrease the time and/or money spent on remedial coursework can increase the percentage of students directly entering programs of study in the first year, which leads to student success.

OBJ. 04 MAKE POSTSECONDARY EDUCATION ACCESSIBLE AND AFFORDABLE

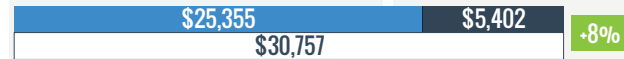
Net Price of College Rises Across the Board

Too many people look at tuition rates and quickly decide they cannot afford a college education. Prospective students and families need to be informed how the “net price” of college is much less than the “sticker price” once financial aid, scholarships, work-study grants and other discounts are applied.

National and local statistics show the return on investment in college pays off in the long run. However, the annual rate of increase in college costs, in some cases due to declining state funding which leads to rising tuition, is cause for concern. Over the past two years, net price increased by an average of 2 percent to 10 percent per year, depending on institution type.

2012 NET PRICE, KEY TO COLLEGE CHOICE²⁴

Private for-profit 4-year-or-above institutions



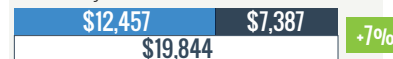
Private not-for-profit 4-year-or-above institutions



Private for-profit 2-year institutions



Public 4-year-or-above institutions



Public 2-year institutions



■ Average net price
■ Average grants/scholarships
■ Average total cost of attendance
■ Average annual change in net price

ACTION: OFFSET RISING COLLEGE COSTS

In addition to reversing the decline in public funding for higher education, community leaders, businesses and educators must rally to increase scholarships, paid internships, tuition reimbursement and part-time jobs to help students reduce the cost of college. Additionally, assistance from the community is needed to help students better understand “net price” and make wise college choices in order to reduce the burden of student debt.

More Students Filing FAFSA

The FAFSA (Free Application for Federal Student Aid) is a gateway to college affordability, particularly for low-income students. Over the past six years, the Louisville community increased hands-on support to complete these forms, and the improvements are dramatic.

FAFSA SINCE 2007:

- **59%** increase in number of FAFSAs filed in Louisville
- **26%** increase in FAFSAs filed from high school seniors
- **104%** increase in low-income students filing FAFSA

The increase in the number of low-income FAFSA filers is a positive indicator of college access; however, higher numbers also put pressure on available state aid resources. Not receiving a state grant could put certain colleges out of reach for low-income students – including four-year public universities.

Financial Aid: Did you know?²⁵

- **53,000 students** filed a FAFSA in Jefferson Co. in 2012
- **71%** awarded financial aid
- **\$14.7 million** in Ky. grants given to Louisville students
- **Only 40%** of eligible students received Ky. grants last year

FEDERAL AND STATE GRANTS

Low-income students receive a federal Pell Grant up to \$5,645 per year. Kentucky students can also receive a state grant up to \$1,900 per year if they apply before funding runs out. Filing FAFSA early makes a difference.



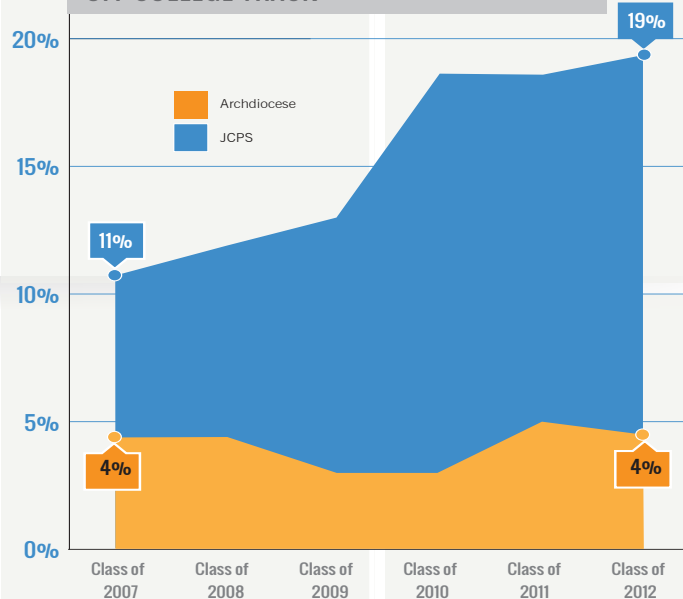
Many High School Graduates are “Intenders,” not “Attenders”²⁶

While the majority of JCPS students start down the college path by applying to college, filing a FAFSA and completing enrollment paperwork, a growing percentage never make it to a college campus. This phenomenon, known as “summer melt,” hits 10 percent to 40 percent of college-intending students across the country.

The melt rate is calculated from the number of students who file a FAFSA and do not enroll in college the fall following graduation. JCPS saw its melt rate increase from 11 percent to 19 percent since 2007. This raises concerns that increased college access efforts are not leading to increased college-going rates. The percentage of students melting within JCPS varies widely from school-to-school, with a melt rate as high as 47 percent.

Most significantly, JCPS first-generation college-intenders are twice as likely to melt as their peers.

INCREASE IN JCPS FAFSA FILERS WHO VEER OFF COLLEGE TRACK²⁷



ACTION: HELP STUDENTS FOLLOW THROUGH ON FINANCIAL AID

It is critical, with the rising cost of college, to help low-income students navigate the FAFSA process starting January 1st. However, filing the FAFSA is only an initial step on the pathway to college for high school seniors.

Between 30 percent and 60 percent of students are asked for additional information to verify financial aid eligibility.

Increasing spring and summer advising is needed to help students complete all steps to enrollment and reduce unintended “melt.”

SUMMER MELT IN 2012:



90% of JCPS seniors applied to college in 2012, up from 73% in 2011²⁸.



73% of JCPS seniors filed a FAFSA. Rates increased six years in a row.



77% of JCPS seniors planned to attend college, up from 73% in 2011²⁹.

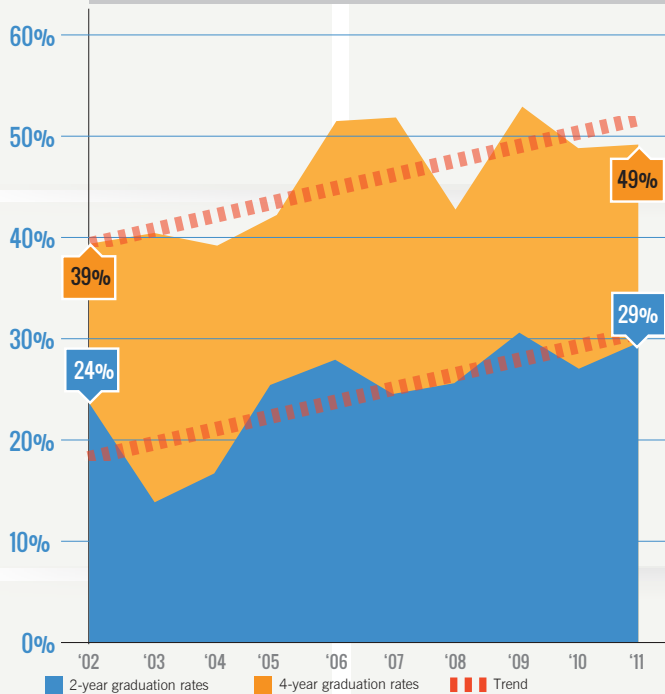


19% of JCPS seniors filed a FAFSA but did not enroll in college the fall following graduation. Summer melt rates increased six years in a row.



OBJ. 05 INCREASE EDUCATIONAL PERSISTENCE, PERFORMANCE AND PROGRESS

COLLEGE GRADUATION RATES ON UPWARD TREND³⁰



College Graduation Rates: A Decade of Improvement³¹

Since 2001, the graduation rates at four-year colleges in the Louisville area are up 10 percentage points, to 49 percent, but still lag behind the national average of 59 percent. Two-year college graduation rates are up five percentage points, to 29 percent, and are close to the nation's average graduation rate of 31 percent.

The University of Louisville made notable gains over the past decade and increased graduation rates by 18 percentage points to an all-time high of 51 percent in 2011. While many different strategies have been piloted, U of L points to enhanced academic advising to help students create a customized "Flight Plan" as one highly successful initiative.

College graduation rates, however, are a limited measure and exclude students who either graduated from another institution or are still enrolled in college. Improved metrics to track the success and progress of all students are being developed.

TWO-YEAR INSTITUTION GRADUATION RATES, 2011

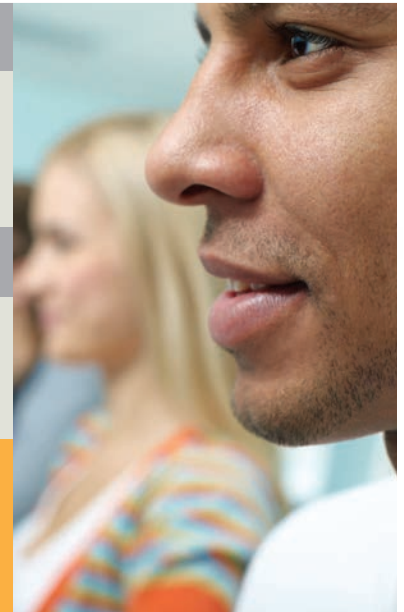
African-Americans:	20%	White:	31%
African-American Men:	15%	African-American Women:	24%
Hispanic/Latino Men:	17%	Hispanic/Latina Women:	26%

FOUR-YEAR INSTITUTION GRADUATION RATES, 2011

African-Americans:	41%	White:	50%
African-American Men:	38%	African-American Women:	43%
Hispanic/Latino Men:	32%	Hispanic/Latina Women:	53%

ACTION: ADDRESS GRADUATION GAPS LOCALLY

Focused initiatives are needed at all institutions to increase the success of African-Americans and Hispanic/Latinos, particularly male students.



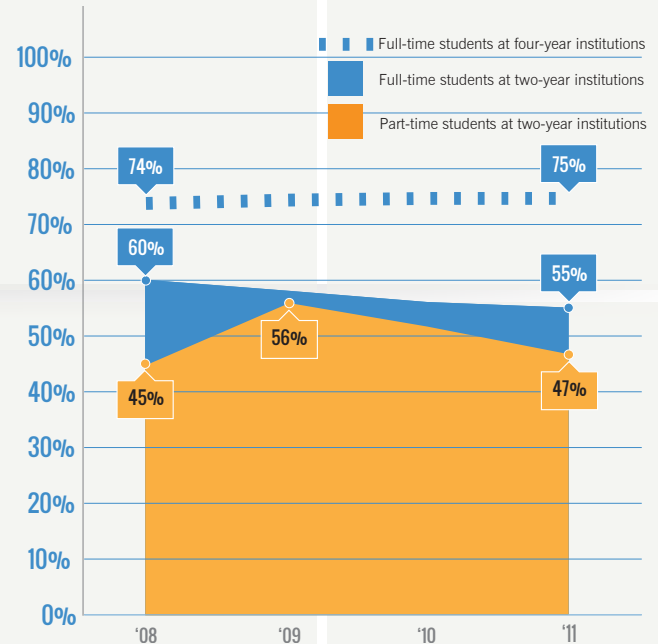
Persistence Rates Decline at Local Two-Year Colleges

Over the past four years, a higher percentage of students at local two-year colleges have not returned after the freshman year. This decline in “persistence,” the term education officials use, translates to an increase in students stopping out or transferring schools. First-to-second-year persistence rates at local two-year institutions declined most notably among part-time students who represent 41 percent of the student body. Persistence rates among full-time students at two-year institutions also declined.

Persistence remains steady at four-year colleges and universities. However, when only 75 percent of freshmen return for a second year, there is a clear opportunity for improvement to increase graduation rates.

While tracking first-to-second-year persistence is one measure of student progress toward a degree, it does not factor in student mobility, or those students who transfer and continue their education at other colleges and universities.

FEWER STUDENTS STAYING FOR SECOND YEAR³²



ACTION: INCREASE YEAR-ROUND MENTORING TO KEEP LOCAL STUDENTS ON TRACK^{12, 33}

More JCPS college-goers choose to stay near home for college than the national average of 39 percent. Of the top 25 colleges attended by JCPS graduates, half of students choose JCTC or U of L and 13 percent attend another college in Louisville. This hometown allegiance provides opportunities for support programs to keep more students enrolled in college and earning degrees.

Sources, Citations and Notes on the Data

1 – U.S. Census, Table B20004, Median Earnings in Jefferson County 2012, Table B23006, Employment Status in Jefferson County 2012

2 – U.S. Census, Table B15001, Sex by age by education attainment for the population 18 years and over, American Community Survey (one-year), 2012

Data parameters include: United States of America, working-age population (25-64 years old) with an Associate Degree, Bachelor's Degree, or Graduate Degree

3 – US Census, Table B15001, Sex by age by education attainment for the population 18 years and over, American Community Survey (one-year), 2004-2012

Data parameters include: Jefferson County, working-age population (25-64 years old) with an Associate Degree, Bachelor's Degree, or Graduate Degree

4 – Kentucky State Data Center, 2010 Census, 2020 US Population Projections

Data parameters include: 2020 population projections, Jefferson County working-age population (25-64 years old). For 2020, the 2010 Census population projections are 8% greater than the original 2000 Census population projections for Jefferson County.

5 – Integrated Postsecondary Education Data System (IPEDS) Data Center, Degree Production, 2001-2012

Data parameters include: Associate degree and bachelor's degree production for 21 "Louisville-area" colleges and universities. The following institutions are included in "Louisville-area" higher education metrics unless otherwise noted.
2-year institutions: ATA College, Brown Mackie College-Louisville, Daymar College-Louisville, Elizabethtown Community and Technical College, Galen College of Nursing-Louisville, ITT Technical Institute-Louisville, Ivy Tech Community College Southern Indiana, Jefferson Community and Technical College, Saint Catharine College, Spencerian College, Sullivan College of Technology and Design
4-year institutions: Bellarmine University, DeVry University-Kentucky, Hanover College, Indiana University-Southern Indiana, Ottawa University-Jeffersonville, Spalding University, Sullivan University, The Southern Baptist Theological Seminary, University of Louisville, and University of Phoenix-Louisville.

6 – Kentucky Center for Education Workforce Statistics, Employment and Wages Report for 55,000 Degrees, 2013

In this report, the retention of graduates in the "Louisville area" includes seven Ky. counties, including: Bullitt, Henry, Jefferson, Oldham, Shelby, Spencer, and Trimble. Due to data availability through the Center for Postsecondary Education (CPE), Louisville-area colleges in this report included Bellarmine University, Jefferson Community and Technical

College, Saint Catharine College, Spalding University, and University of Louisville. "Other Ky. colleges" include all 4-year publics, 2-year publics, and independent non-profit postsecondary institutions – but do not include for-profit institutions as their data are not provided to CPE. The colleges included in this study represented 34% of all associate degrees and 69% of all bachelor's degrees earned in 2006 by the 21 regional colleges and universities typically included in the Louisville market in 55,000 Degrees metrics.

7 – Greater Louisville Inc. (GLI), Advantage Louisville: GLI's Strategies for Regional Economic Growth. Submitted by Market Street Services, Inc. www.marketstreetservices.com, October 2013

8 – US Census Bureau, American Community Survey (one-year), 2011, Education by age by race Data Ferrett analysis, Jefferson County PUMS Data
Data parameters include: Jefferson County, working-age population (25-64 years old), by sex and race (including African American, White, and Hispanic/Latino) with an Associate Degree, Bachelor's Degree, or Graduate Degree. Note: education attainment by race is available for 2011, while total population attainment data are available for 2012.

9 – Kentucky Department of Education (KDE), Averaged Freshman Graduation Rate, 2008 – 2012; KDE, Four-Year Adjusted Cohort Graduation Rate, 2013
Averaged Freshman Graduation Rate (AFGR) calculations are based on the average number of students in the freshman and sophomore classes divided by the number of students who graduate in four years. Beginning in 2013, Kentucky reported the four-year adjusted cohort graduation rate. The cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. Students form a cohort beginning in 9th grade that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Due to differing calculation methods, graduation rates for 2011-12 and 2012-13 are not comparable.

10 – Kentucky Higher Education Assistance Authority (KHEAA), National Student Clearinghouse (NSC), Student Tracker Report, Jefferson County Public Schools (JCPS) 12-month College-Going Rate, 2007-2012

College-going data for JCPS broken down by "Free and Reduced Price Lunch" participation as well as first-generation status were provided by KHEAA.

LIMITATIONS OF THE DATA

Data shared in this report were pulled from a variety of sources, primarily government databases and institutional partners.

Consistency in reporting over time and across measures is the standard; however, smaller groups of institutions or different populations were used when necessary. We report the most recent data available, which range from 2011 to 2013 depending on the measure. Notes on the data are included to provide more information.

FOR MORE INFORMATION

The 55,000 Degrees data dashboard is a resource for students, families, educators and interested members of the community.

It offers the opportunity to drill down on community data – with breakdowns by college, school and demographics like race and gender.

Go to 55000degrees.org and click to view the "Interactive Education Data Dashboard."

11 – KHEAA, NSC, Student Tracker Report, Archdiocese of Louisville High School 12-month College-Going Rate, 2007-2012; JCPS, NSC, Student Tracker Report, JCPS 12-month College-Going Rate, 2007-2012

While the college-going rates for both school systems were reported using National Student Clearinghouse data, the JCPS NSC report concluded different results than the KHEAA NSC report for JCPS. This is largely based on "accountability school" discrepancies as well as the number of students completing 12th grade (KHEAA definition) versus graduating from high school (JCPS definition). We have reported the JCPS NSC data for consistency in reporting across institutions.

12 – NSC, Student Tracker for High Schools, Aggregate Report, Prepared for JCPS, NCES Code: 2102990, 2012

Using National Student Clearinghouse data, JCPS tracked the college path of all students from the class of 2007 through spring 2013, six years after high school graduation. The report followed students on an individual level and noted anytime they appeared in NSC as "enrolled" and also identified students who completed a degree. National Student Clearinghouse covers approximately 95% of all higher education institutions in the United States. Kentucky institutions that do not participate in NSC include Berea College and Mid-Continent University.

13 – Savitz-Romer and Bouffard, (2012). Ready, Willing, and Able.

14 – IPEDS, Undergraduate Enrollment and Undergraduate Enrollment by Age, 2001-2011
IPEDS breaks out enrollment ages as 18-24, 25-64, and 65+. In the enrollment measure, we include only "Adults" age 25-64. The 28,000 adults enrolled are not exclusively from Jefferson County, but the estimated 200,000 adults with at least a high school diploma or GED, but without a college degree, are all within Jefferson County per the 2012 ACS

15 – IPEDS, Undergraduate Degree Completions by Age, 2012

IPEDS breaks out degree completion ages as 18-24, 25-39, and 40+. In the degree completion measure, we include "Adults" in both the 25-39 range as well as age 40 and older. This differs from enrollment age breakdowns.

16 – U.S. Department of Education, National Center for Education Statistics. (2012). Digest of Education Statistics, 2011 (NCES 2012-001), Chapter 3

17 – Greater Louisville Inc., Degrees At Work reported data, 2013

18 – NSC Research Center, Signature Report 5, Baccalaureate Attainment, 2013. <http://www.studentclearinghouse.info/signature/5/>

The data referenced in this report focus on students who transfer from two-year public institutions to four-year public institutions, which highlight the most common and the most successful transfer pathway. Degree completion rates for transfer students are based on success within six years after transferring, which equates to an eight-year completion rate for students beginning at the four-year institution.

19 – KDE, JCPS College/Career Ready, 2010-2013
College/Career Readiness is defined by the Kentucky Department of Education and includes the percentage of graduates who meet college readiness benchmarks, earn career certifications, or both.

20 – ACT, Archdiocese of Louisville College Readiness Report, 2013

Data include the most recent ACT composite score achieved by students by the end of their senior year although students may have earned a higher score on a previous test.

21 – KDE, JCPS ACT Composite by Race, Class of 2013

Data include the highest ACT composite score achieved by students by the end of their senior year.

22 – Core Principles for Transforming Remedial Education: A Joint Statement. Charles A. Dana Center, Complete College America, Inc., Education Commission of the States, Jobs for the Future. 2012
23 – Remediation Rates at Louisville area two-year public institutions, 2008-2012

Data provided by individual institutions: Ivy Tech Community College Southern Indiana and Jefferson Community and Technical College. JCTC and Ivy Tech include all credential-seeking students entering for the first time during the fall term, which includes high school/dual credit students transitioning to college students and transfer students. Two-year institution data do not include non-credential seeking/workforce students.
24 – IPEDS College Navigator, Net Price, 2010-2012
Average net price is generated by subtracting the average amount of federal, state/local government, or institutional grant or scholarship aid from the total cost of attendance for the institution's largest program. Total cost of attendance is the sum of published tuition and required fees, books and supplies, and the weighted average for room and board and other expenses for the institution's largest program.

25 – KHEAA, FAFSA Completion Data, 2007-2012
FAFSA completion rates are calculated by the KHEAA based on the Kentucky Educational Excellence Scholarship (KEES) database and represent the percentage of students who complete a FAFSA and get their Estimated Family Contribution (EFC).

26 – Harvard Strategic Data Project, Summer Melt Project Handbook, 2013

27 – KHEAA, FAFSA Completion and NSC Data, 2007-2012

Due to the ability to link student-level FAFSA completion data to college-enrollment data through NSC, KHEAA provided college-going information for JCPS in the "summer melt" metric. Summer melt was calculated by comparing the number of high school seniors who filed a FAFSA to the number of students who eventually enrolled in college the fall following high school graduation. KHEAA was able to provide student-level analysis with break-outs by school as well as by First-Generation student status. Filing a FAFSA was used as a proxy for "college intentions" and enrollment data from NSC confirmed "college attendance."

28 – JCPS, College Application Month Statistics, 2011 and 2012

29 – JCPS, "Successful Transition to Adult Life" Senior Survey, 2012. Data provided to 55,000 Degrees by JCPS as a part of the 2013 Founding Partner Pledge Updates.

30 – IPEDS Data Center, Graduation Rate Data, 2002-2011

Graduation rate formulas reflect the percent of first-time, full-time students who complete a degree within 150% of standard program time (i.e. six years for a bachelor's degree and three years for an associate degree). These data do not include Sullivan University data from 2002, 2003, and 2004.

31 – U.S. Department of Education, National Center for Education Statistics. (2013). The Condition of Education, 2013 (NCES 2013-037), Institutional Retention and Graduation Rates for Undergraduate Students

32 – IPEDS Data Center, Retention Data, 2008-2011
Sullivan University is not included in retention data due to a student definitional difference with IPEDS reporting.

33 – Cooperative Institutional Research Project, Higher Education Research Institute, UCLA. 2012. <http://heri.ucla.edu/monographs/TheAmericanFreshman2012.pdf>

34 – CPE, Stronger by Degrees Accountability Report, 2010 - 2011

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**55,000
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