

**EXECUTIVE SUMMARY**

---

**Item Name: 2014 Arizona High School Eligibility Study**

- Action Item
- Committee Recommendation to Full Board
- First Read of Proposed Policy Change
- Information or Discussion Item

**Issue:** The committee is asked to review the 2014 Arizona High School Eligibility Study, as presented in this Executive Summary.

**Enterprise or University Strategic Plan**

- Empower Student Success and Learning
- Advance Educational Attainment within Arizona
- Create New Knowledge
- Impact Arizona
- Compliance
- Real property purchase/sale/lease
- Other:

**Statutory/Policy Requirements**

N/A

**Background/History of Previous Board Action**

- In 1989, the Arizona Board of Regents coordinated the first study of the eligibility for university admission of Arizona high school graduates.
- Subsequent studies were undertaken in 1999, 2003, 2007, and 2010 to update the eligibility rates and determine the impact of admissions policy changes in 1998, and of the admissions policy changes again under the Changing Directions Initiative of 2002.
- In fall 2014, a study of the 2014 Arizona high school graduates was requested to update the eligibility rates with regard for geographic and ethnic differences over time. The Technical Support Group to the Board of Regents directed the project and the University of Arizona completed the project.

**Contact Information:**

Angela Baldasare, UA  
Dan Anderson, ABOR

[baldasare@email.arizona.edu](mailto:baldasare@email.arizona.edu)  
[Dan.Anderson@azregents.edu](mailto:Dan.Anderson@azregents.edu)

520.626.2885  
602.229.2544

## EXECUTIVE SUMMARY

---

### Discussion

#### Study Design

- For the first time, the 2014 study collected electronic data files from student information systems rather than paper transcripts, resulting in a data set eight times the size of the 2010 study.
- A total of 59 out of 106 districts (55.7%) were selected for the stratified random sample and contacted. After significant outreach, 22 out of the 59 districts responded with data (37.3%), including all of the largest districts in the state.
- Districts in Navajo, Apache, and Santa Cruz counties were not responsive to requests for participation. The response rate of charter schools was too low to provide results specific to those schools.
- A total of 95 high schools participated, compared with 66 in 2006, resulting in an improved representation of minority students and geographic regions.
- Participating schools sent 100% of senior transcripts, due to the electronic records request, whereas in 2006 they provided a stratified random sample of paper transcripts.
- The combined data from all locations allowed the analysis of 26,195 transcripts out of an estimated 59,000 statewide, or roughly 44%, a significant increase over the 2006 study of 3,252 transcripts.

#### Results

ABOR Arizona Resident Freshman Admission Requirements:

- The minimum ABOR requirement for freshman admission to any of the universities is to earn at least a 2.50 GPA and to complete the 16 required competency courses with no more than two deficiencies, but not in both science and math.

#### Overall Eligibility

- The 2014 overall eligibility rate of 46.5% remained essentially unchanged from the 2009 rate of 46.7%, a difference well within the study's margin of error (2.1%).
- The small decreases shown for each ethnic group were also within the margin of error. In past studies, larger shifts in the eligibility completion rates were seen due to altered admission requirements and population changes.
- A substantial gap between the ethnic groups with lower eligibility (African American, American Indian, and Hispanic students) and the other two groups (Asian American and White students) has persisted and may reflect socio-economic disparities, income differences, and school resource differences.

**EXECUTIVE SUMMARY**

---

## Eligibility Rates

### Percent of Arizona High School Graduates Eligible for Admission to the Universities

	2014	2009	2006	2002	1998*	1996*	1989
African American	36.6%	36.8%	32.4%	31.1%	27.1%	40.5%	32.1%
American Indian	33.6%	33.7%	25.7%	20.9%	21.4%	40.4%	22.1%
Asian American	69.6%	69.9%	70.3%	65.9%	61.8%	73.9%	65.7%
Pacific Islander	37.3%	-	-	-	-	-	-
Hispanic	34.1%	34.2%	35.3%	29.9%	29.0%	41.7%	31.3%
White	54.7%	54.9%	56.5%	52.1%	48.6%	61.0%	50.4%
<b>TOTAL</b>	<b>46.5%</b>	<b>46.7%</b>	<b>47.9%</b>	<b>43.9%</b>	<b>41.7%</b>	<b>55.3%</b>	<b>44.2%</b>

\*Effective for fall of 1998, the Board of Regents added 5 high school units for a new total of 16 curricular requirements. This increase in standards resulted in a dramatic reduction in the eligibility rate for the 1998 high school graduates.

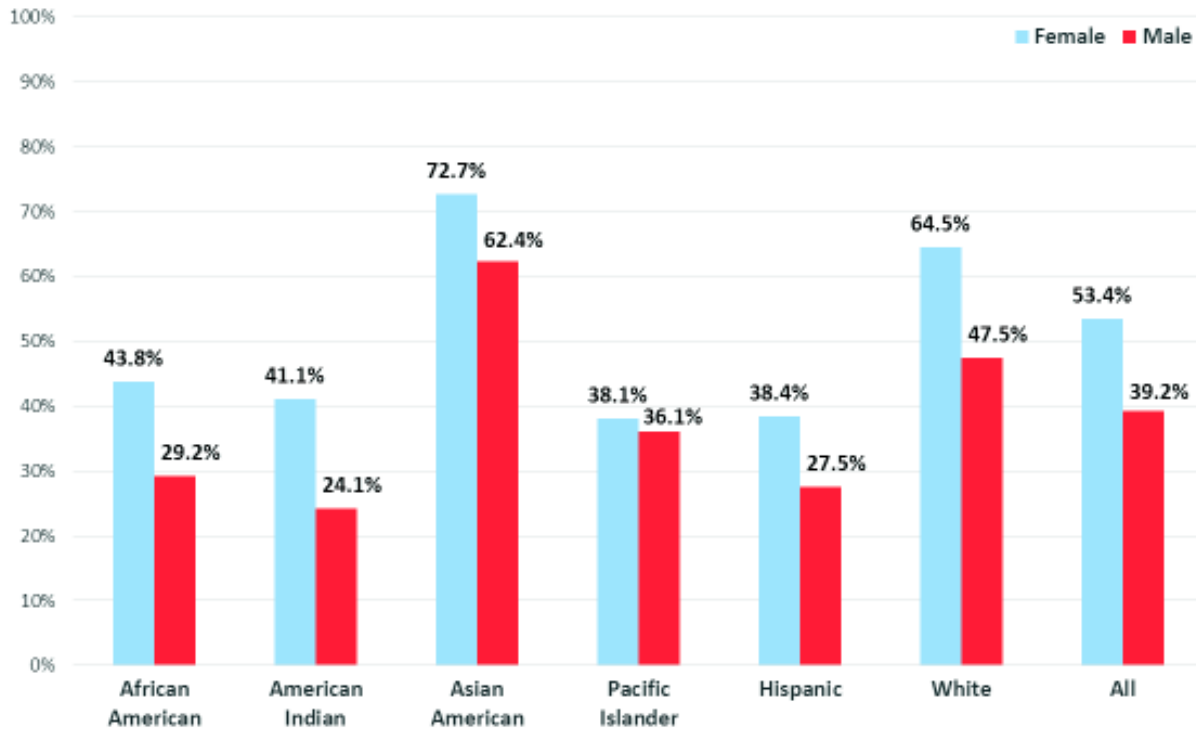
**EXECUTIVE SUMMARY**

---

**Gender Differences**

- Female high school graduates have significantly higher eligibility rates than male students in all competency areas and across all ethnicities.
- Gender differences are consistently reflected at all levels of education both in Arizona and nationally.

**Gender Differences in Completion Rates**



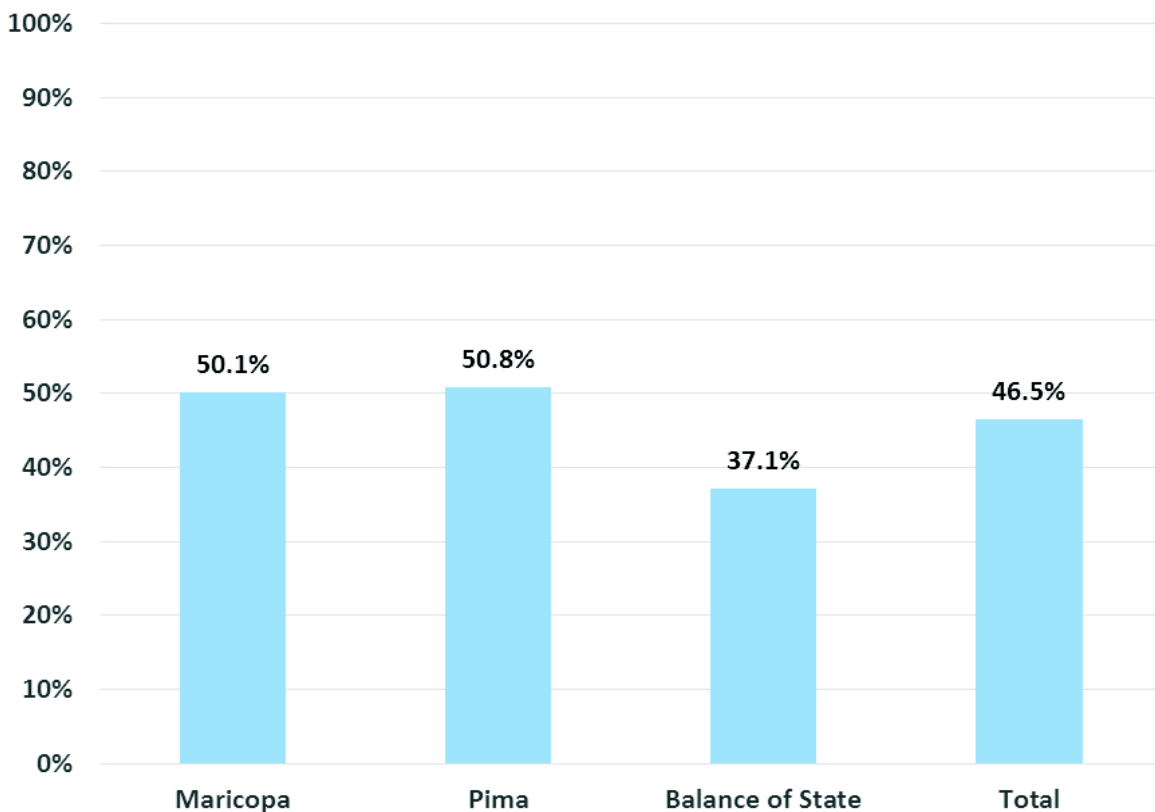
**EXECUTIVE SUMMARY**

---

**Regional Variation**

- Differences in eligibility among populations in the urban versus rural counties is consistent and significant, with Maricopa County and Pima County schools continuing to attain a higher eligibility rate than schools in the other counties.
- A number of explanations may underlie these differences, including larger numbers of high school graduates from populations that have lower eligibility, less intention to attend college, and less access to the courses needed to meet ABOR competencies.
- The slight difference between this study and previous studies is again within the margin of error.

**Eligibility by Region**



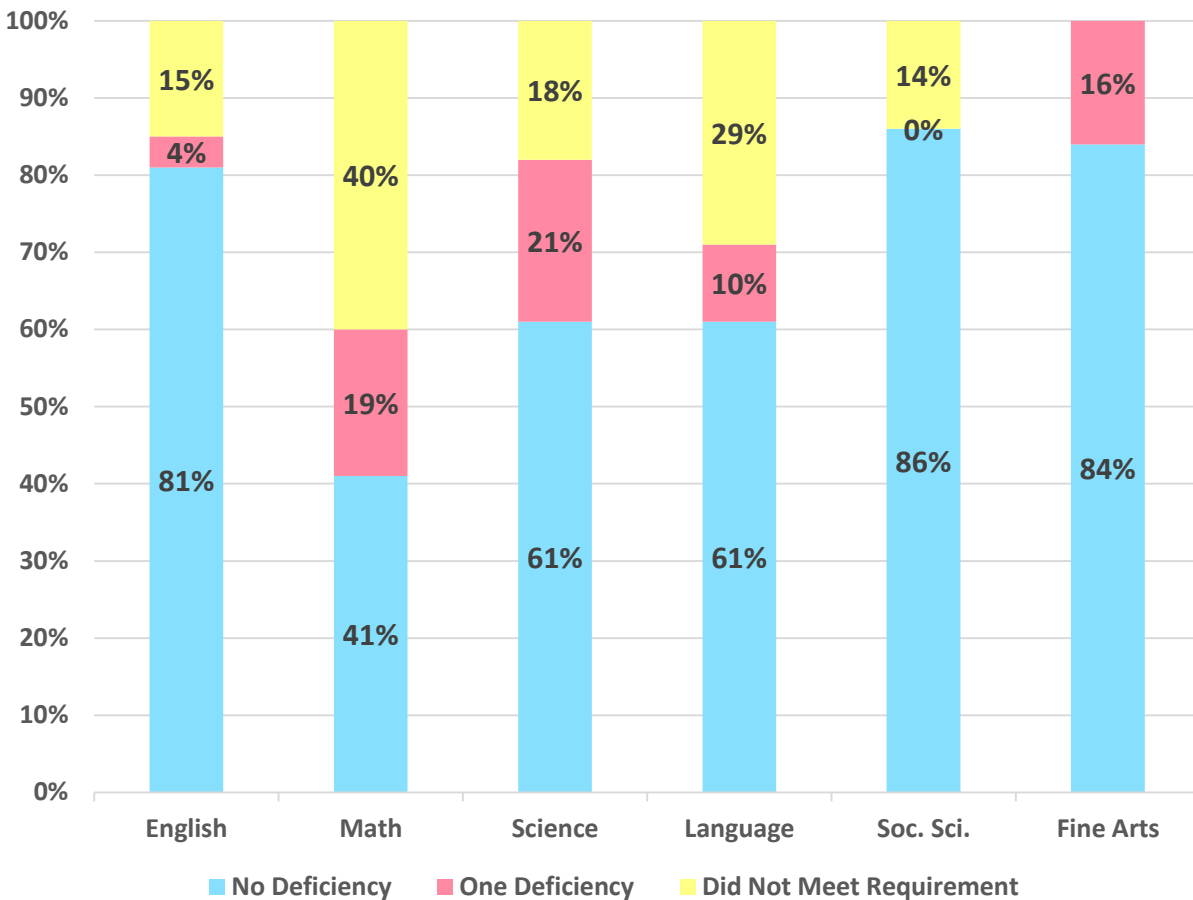
**EXECUTIVE SUMMARY**

---

**Academic Deficiencies**

- Across ethnic groups, math remains the competency area where students were most likely to fall short of meeting the minimal requirement (one deficiency) of three high school units. When combining the students who were short by one unit of deficiency (19%) with the students who met all requirements (41%), the eligibility rate in math remained below 60%.
- Science and foreign language also remained the next most difficult standards to achieve, with 62% of all students meeting full requirements.
- Completion rates for English, social science and fine arts were all well above the other areas, consistent with previous study results.
- Though the foreign language and fine arts completion rates were down from previous studies, those decreases were within the margin of error.

**Total Competency Area Attainment**



**EXECUTIVE SUMMARY**

---

**Completion Rates for ABOR Curricular Requirements  
2014 Arizona High School Graduates**

	<b>English</b>	<b>Math</b>	<b>Science</b>	<b>Language</b>	<b>Soc Sci</b>	<b>Fine Arts</b>
African American	74.8%	30.5%	53.1%	55.8%	79.6%	79.4%
American Indian	72.4%	31.2%	53.2%	43.0%	79.9%	76.2%
Asian American	89.0%	71.0%	83.0%	75.0%	94.0%	86.0%
Pacific Islander	76.2%	32.1%	52.3%	57.2%	80.8%	80.1%
Hispanic	73.8%	30.1%	52.3%	53.2%	79.6%	81.1%
White	85.2%	48.1%	66.7%	67.8%	89.3%	85.7%
<b>TOTAL</b>	<b>81.3%</b>	<b>41.3%</b>	<b>60.6%</b>	<b>61.2%</b>	<b>86.1%</b>	<b>84.6%</b>

**Future University Students**

- The projection of the eligibility of high schools students for university admissions is an important element in the Arizona educational pipeline.
- Understanding eligibility rates and their components are key factors, not only in projecting possible future students, but in understanding enrollment and degree production for the state universities.
- This study can contribute to that understanding and may point to issues to be examined further.

**Requested Action**

The Academic and Student Affairs Committee is asked to review and discuss the 2014 Arizona High School Eligibility Study, as presented in this executive summary.