Disruptive Demographics and North Carolina's Education Challenges



James H. Johnson, Jr.
Frank Hawkins Kenan Institute of Private Enterprise
Kenan-Flagler Business School
University of North Carolina at Chapel Hill

August 2012

OVERVIEW

Demographic Trends

Challenges & Opportunities

Discussion

6 DISRUPTIVE TRENDS

- The South Rises Again
- The Browning of America
- Marrying Out is "In"
- The Silver Tsunami is About to Hit
- The End of Men?
- Cooling Water from Grandma's Well...
 and Grandpa's Too!

CENSUS 2010 will REVEAL



August 2012



SOUTH'S SHARE OF U.S. NET POPULATION GROWTH, SELECTED YEARS, 1910-2010

| are |
|-----|
| ige |
| 7% |
| 3% |
| 0% |
| 0% |
| 9% |
| |

U.S. POPULATION CHANGE BY REGION, 2000-2010

| | | Absolute Population | Percent Population |
|----------------|--------------------|----------------------|--------------------|
| Region | 2010 Population | Change, 2000-2010 | Change, 2000-2010 |
| U.S. | 309,050,816 | 26,884,972 | 9.5% |
| Northeast | 55,417,311 | 1,753,978 | 3.3% |
| Midwest | 66,972,887 | 2,480,998 | 3.0% |
| South | 114,404,435 | 13,845,144 | 13.8% |
| West | 72,256,183 | 8,774,852 | 13.8% |
| North Carolina | 9,458,888 | 1,378,635 | 17.1% |

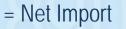
SHARES OF NET POPULATION GROWTH BY REGION, 2000-2010

| Region | Absolute Population Change | Percent of Total |
|---------------|----------------------------|------------------|
| UNITED STATES | 26,884,972 | 100.0 |
| NORTHEAST | 1,753,978 | 6.0 |
| MIDWEST | 2,480,998 | 9.0 |
| SOUTH | 13,845,144 | 51.0 |
| WEST | 8,774,852 | 32.0 |

NET MIGRATION TRENDS, 2000-2008

| 6789n | Northeast | Midwest | South | West |
|--------------|-----------|---------|--------|------|
| Total | -1,032 | -2,008 | +2,287 | +46 |
| Black | -346 | -71 | +376 | +41 |
| Hispanic | -292 | -109 | +520 | -117 |
| Elderly | -115 | +42 | +97 | -27 |
| Foreign born | -147 | -3 | +145 | +3 |





GROSS AND NET MIGRATION FOR THE SOUTH, 2004-2010

The Region

| Domestic | | | | 1 | Fc | |
|-----------|-----------|-----------|---------|----|---------|---|
| Years | - In | Out | Net | | In | |
| 2004-2007 | 4,125,096 | 3,470,431 | 654,665 | 10 | 268,619 | 1 |
| 2007-2010 | 3,874,414 | 3,477,899 | 396,525 | | 232,501 | |

| Foreign | | | | |
|------------|---------|---------|--|--|
| In Out Net | | | | |
| 268,619 | 132,382 | 136,237 | | |
| 232,501 | 132,201 | 100,300 | | |

Florida

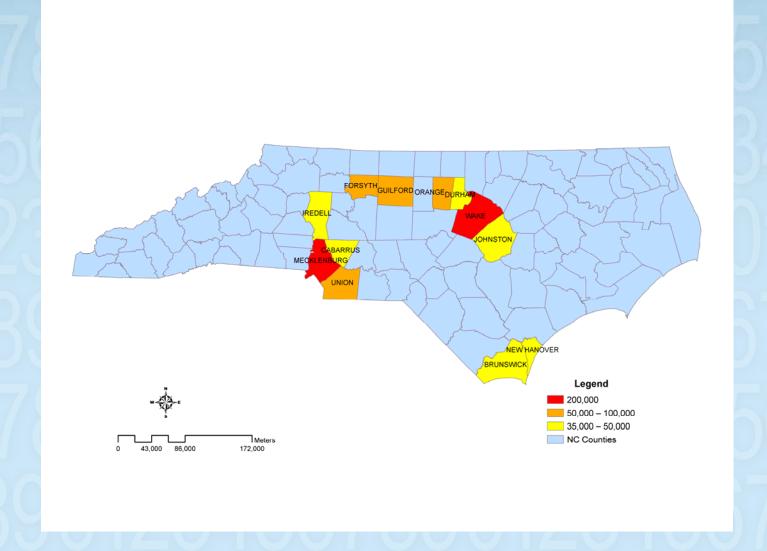
| | Domestic | | | |
|-----------|----------|---------|---------|--|
| Years | In | Out | Net | |
| 2004-2007 | 812,053 | 630,051 | 182,002 | |
| 2007-2010 | 654,931 | 668,087 | -13,156 | |

| Foreign | | | | | |
|---------|--------|--------|--|--|--|
| In | Out | Net | | | |
| 41,745 | 24,108 | 17,637 | | | |
| 33,095 | 32,094 | 1,001 | | | |

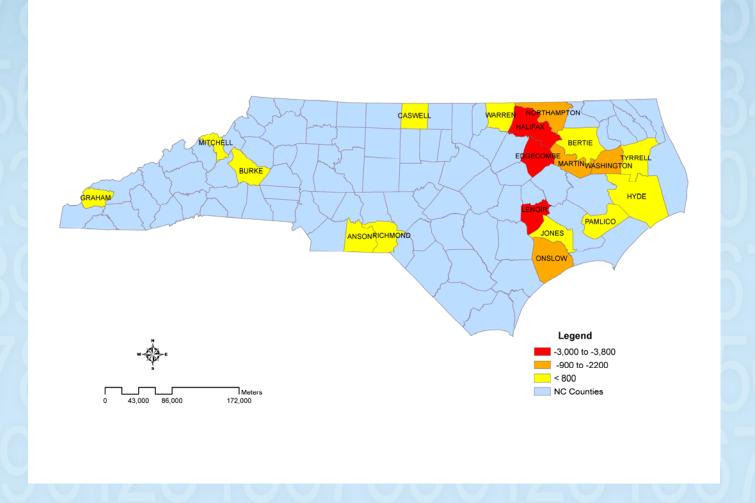
STATE SHARE OF SOUTH'S NET GROWTH, 2000-2010

| Region/State | Absolute Change | State's Share |
|-----------------------|-----------------|---------------|
| The South | 14,318,924 | 100.0% |
| Texas | 4,293,741 | 30.0% |
| Florida | 2,818,932 | 19.7% |
| Georgia | 1,501,200 | 10.5% |
| North Carolina | 1,486,170 | 10.4% |
| Other Southern States | 4,218,881 | 29.4% |

NC COUNTIES WITH THE LARGEST ABSOLUTE POPULATION GAINS, 2000-2010

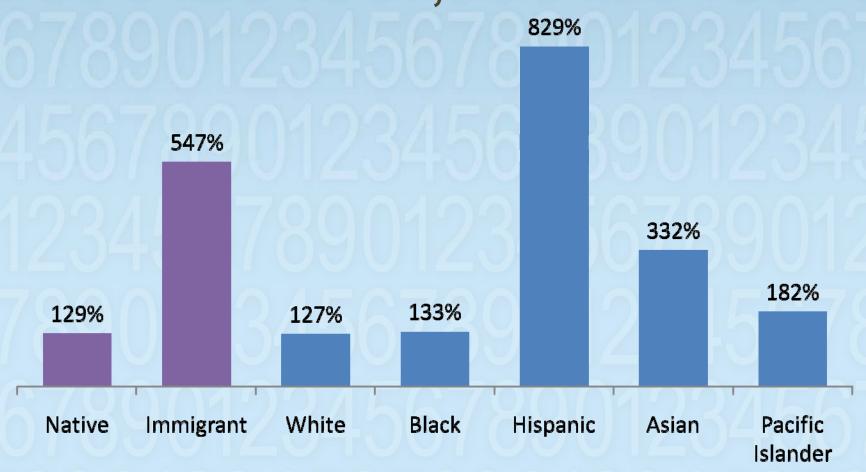


NC COUNTIES EXPERIENCING POPULATION DECLINE, 2000-2010



THE "BROWNING" OF NORTH CAROLINA

NORTH CAROLINA POPULATION GROWTH BY NATIVITY, RACE, AND ETHNICITY, 1990-2007



NORTH CAROLINA POPULATION GROWTH BY NATIVITY, RACE, AND ETHNICITY, 1990-2007



CONTRIBUTIONS OF NON-WHITES & HISPANICS TO NC POPULATION CHANGE, 2000-2010

| Area | Absolute Population Change | Percent Non- White* | Percent Hispanic |
|-----------------|----------------------------|------------------------|---------------------|
| All Counties | 1,486,170 | 61.2 | 28.5 |
| Tier 1 Counties | 69,365 | 84.1 | 51.5 |
| Tier 2 Counties | 327,859 | 63.2 | 34.2 |
| Tier 3 Counties | 1,088,946 | 59.1 | 25.0 |

Source: Census 2000 and Census 2010. *Non-whites include Blacks, Hispanics, American Indians and Alaskan Natives, Asians, Native Hawaiians & Pacific Islanders, and people of two or more races.

OUT-MARRIAGE PATTERNS BY RACE AND GENDER, NC 2005-2009

| Hispanic Men | 21.4 | Hispanic Women | 21.6 |
|--------------|------|----------------|------|
| White Female | 18.0 | White Male | 16.4 |
| Black Female | 1.5 | Black Male | 3.7 |
| Asian Female | 0.7 | Asian Male | 0.2 |
| Other Female | 1.2 | Other Male | 1.3 |

| В | Black Men | 9.4 | Black Women | 3.4 |
|---|-----------------|-----|---------------|-----|
| | White Female | 6.0 | White Male | 0.6 |
| | Hispanic Female | 1.4 | Hispanic Male | 1.9 |
| | Asian Female | 0.5 | Asian Male | 0.1 |
| | Other Female | 1.5 | Other Male | 0.9 |

| White Men | 3.3 | White Women | 3.4 |
|-----------------|-----|---------------|-----|
| Hispanic Female | 1.1 | Hispanic Male | 1.2 |
| Black Female | 0.3 | Black Male | 1.1 |
| Asian Female | 0.9 | Asian Male | 0.2 |
| Other Female | 1.0 | Other Male | 0.9 |

| Asian Men | 12.3 | Asian Women | 31.4 |
|-----------------|------|---------------|------|
| White Female | 10.0 | Hispanic Male | 1.5 |
| Black Female | 0.6 | White Male | 25.8 |
| Hispanic Female | 0.5 | Black Male | 2.7 |
| Other Female | 1.2 | Other Male | 1.3 |

MEDIAN AGE & FERTILITY RATES FOR FEMALES IN NC, 2005-2009

| Demographic Group | Median Age | Fertility/1000 women* |
|------------------------------------|------------|--------------------------|
| All Females | 38.1 | 56 |
| White, Not Hispanic | 41.6 | 49 |
| Black | 35.0 | 58 |
| American Indian & Alaskan Native | 34.1 | 74 |
| Asian | 32.8 | 67 |
| Native Hawaiian & Pacific Islander | 25.5 | 33 |
| Some other race | 22.1 | 108 |
| Two or more races | 17.8 | 78 |
| Hispanic | 22.3 | 101 |
| Native Born | 38.7 | 52 |
| Foreign Born | 35.3 | 92 |

Source: American Community Survey

^{*}Women 15 to 50 with births in past 12 months

RELATIVE DISTRIBUTION OF U.S. BIRTHS BY RACE / ETHNICITY

| | Race/Ethnicity | 1990 | 2008 | 2011 |
|---|----------------|------|------|-------|
| V | /hite | 66% | 50% | 49.6% |
| В | lacks | 17% | 16% | 15.0% |
| Н | ispanics | 15% | 26% | 26.0% |
| O | ther | 2% | 8% | 9.4% |

Source: Johnson and Lichter (2010); Tavernise (2011).

CHANGE IN THE RACE/ETHNIC COMPOSITION OF NC PUBLIC SCHOOLS, 2000-2009

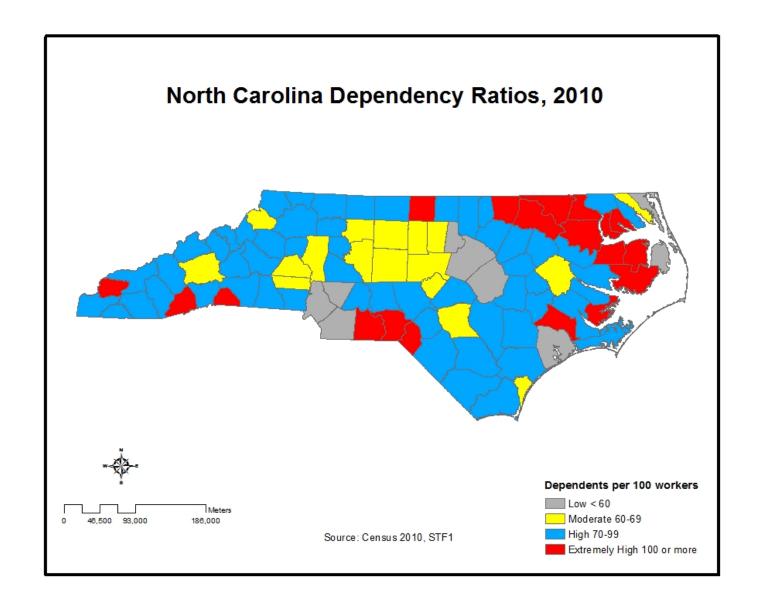
| | | | | | Share of |
|----------|-------------------|------------|----------|---------|----------|
| | 2009 | 2000 | Absolute | Percent | Net |
| Group | Enrollment | Enrollment | Change | Change | Change |
| Total | 1,427,960 | 1,268,422 | 159,538 | 12.6 | 100.0% |
| AI/AN | 20,378 | 18,651 | 1,727 | 9.6 | 1.2% |
| Black | 444,870 | 393,712 | 51,158 | 13.0 | 32.1% |
| Asian | 35,140 | 23,576 | 11,564 | 49.0 | 7.2% |
| Hispanic | 152,605 | 56,232 | 96,373 | 171.4 | 60.4% |
| White | 774,967 | 776,251 | - 1,284 | - 0.2 | |

Source: DPI, The Statistical Profile Online



NC ABSOLUTE POPULATION CHANGE BY AGE, 2000-2010

| | | Tier 3 | Tier 2 | Tier 1 |
|----------|--------------|-----------|----------|----------|
| Age | All Counties | Counties | Counties | Counties |
| All Ages | 1,486,170 | 1,088,946 | 327,859 | 69,365 |
| <25 | 449,385 | 369,818 | 85,481 | - 5,914 |
| 25-44 | 73,209 | 159,248 | - 36,139 | -49,900 |
| 45-64 | 698,545 | 410,705 | 199,101 | 88,739 |
| 65+ | 265,031 | 149,175 | 79,416 | 36,440 |



DEPENDENCY RATES FOR SELECTED SOUTHERN STATES, 2006-2010

| | Dependency Rate |
|---------------------------------------|-----------------|
| Georgia | 67.4 |
| Counties with Population Decline (31) | 100.4 |
| Counties Growing 0.1-10% (44) | 75.2 |
| Counties Growing 10% or more (84) | 62.6 |
| | Dependency Rate |
| North Carolina | 68.7 |
| Tier 1 | 90.5 |
| Tier 2 | 71.3 |
| Tier 3 | 56.6 |
| | Dependency Rate |
| Alabama | 80.9 |
| 5 Counties with Greatest % Loss | 152.5 |
| 5 Counties with Greatest % Gain | 67.1 |
| | |

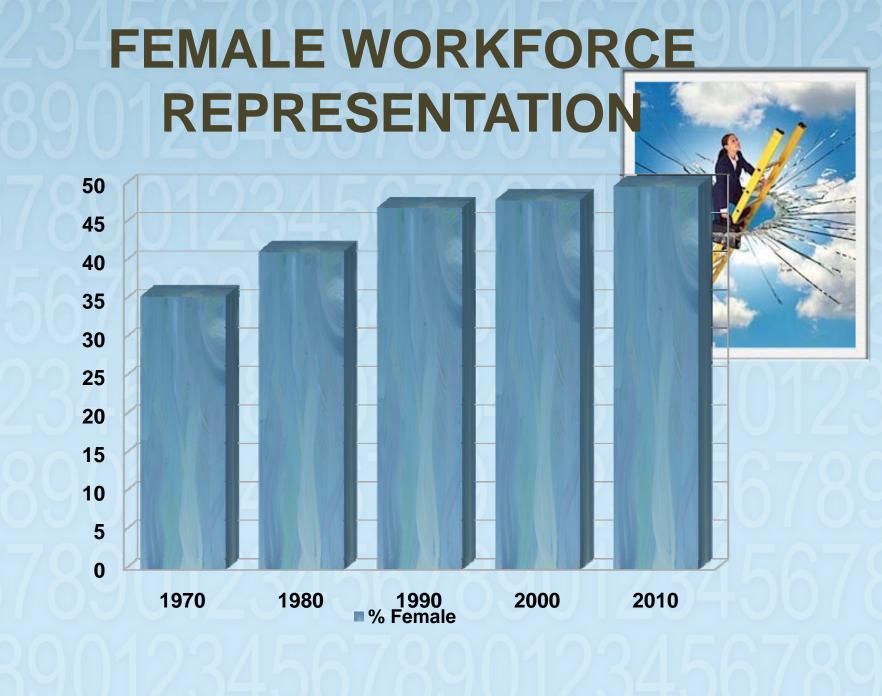
COOLING WATERS FROM GRANDMA'S WELL

And Grandpa's Too!

GRANDPARENTS LIVING WITH GRANDCHILDREN AGES 18 AND YOUNGER IN NORTH CAROLINA

| | | 2005 | 2010 | Percent Change |
|-----|---|---------|---------|-------------------|
| | l seholds with ndparents | 146,875 | 175,019 | 19.2 |
| Res | ndparents ponsible for ndchildren | 84,232 | 109,602 | 30.1 |
| | d's Parents ousehold | 43,679 | 67,271 | 54.0 |





JOBS LOST/GAINED BY GENDER DURING 2007 (Q4) – 2009 (Q3) RECESSION

| Industry | Women | Men |
|---------------|------------|------------|
| Construction | -106,000 | -1,300,000 |
| Manufacturing | -106,000 | -1,900,000 |
| Healthcare | +451,800 | +118,100 |
| Government | +176,000 | +12,000 |
| Total | -1,700,000 | -4,700,000 |

THE PLIGHT OF MEN

- Today, three times as many men of working age do not work at all compared to 1969.
- Selective male withdrawal from labor market—rising non-employment due largely to skills mismatches, disabilities & incarceration.
- The percentage of prime-aged men receiving disability insurance doubled between 1970 (2.4%) and 2009 (4.8%).
- Since 1969 median wage of the American male has declined by almost \$13,000 after accounting for inflation.
- After peaking in 1977, male college completion rates have barely changed over the past 35 years.

COLLEGE CLASS OF 2010

| DEGREE | MALE | FEMALE | DIFFERENCE |
|--------------|-----------|-----------|------------|
| Associate's | 293,000 | 486,000 | 193,000 |
| Bachelor's | 702,000 | 946,000 | 244,000 |
| Master's | 257,000 | 391,000 | 134,000 |
| Professional | 46,800 | 46,400 | -400 |
| Doctor's | 31,500 | 32,900 | 1,400 |
| TOTAL | 1,330,300 | 1,902,300 | 572,000 |

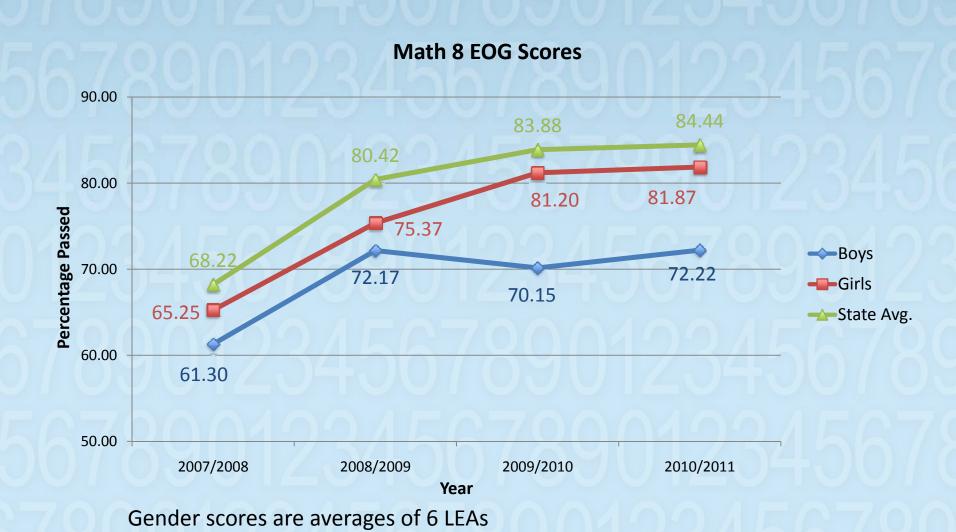
ENROLLMENT IN 2 YEAR COLLEGES, 2009

| | | Total | Full Time Enrollment | Male Enrollment | Black Enrollment |
|---|----------------------|------------|-------------------------|--------------------|---------------------|
| | Area | Enrollment | (%) | (%) | (%) |
| d | U.S. | 20,966,826 | 63 | 43 | 13 |
| | Southeast Region | 4,731,356 | 65 | 41 | 23 |
| | North Carolina | 574,135 | 64 | 41 | 24 |
| | NC- 2 Yr Colleges | 253,383 | 43 | 40 | 25 |

UNC SYSTEM STUDENT ENROLLMENT BY GENDER AND TYPE OF INSTITUTION, 2010

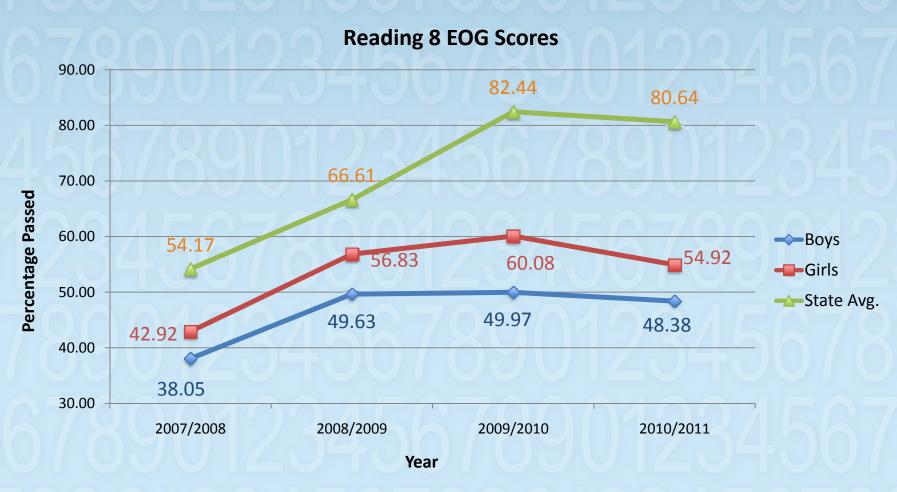
| Type of Institution | Total Enrollment | Male Enrollment | Percent Male |
|---------------------|------------------|--------------------|-----------------|
| UNC System | 175,281 | 76,953 | 44 |
| Majority Serving | 139,250 | 63,403 | 46 |
| Minority Serving | 36,031 | 13,550 | 38 |
| HBUs | 29,865 | 11,191 | 37 |

Average EOG Scores



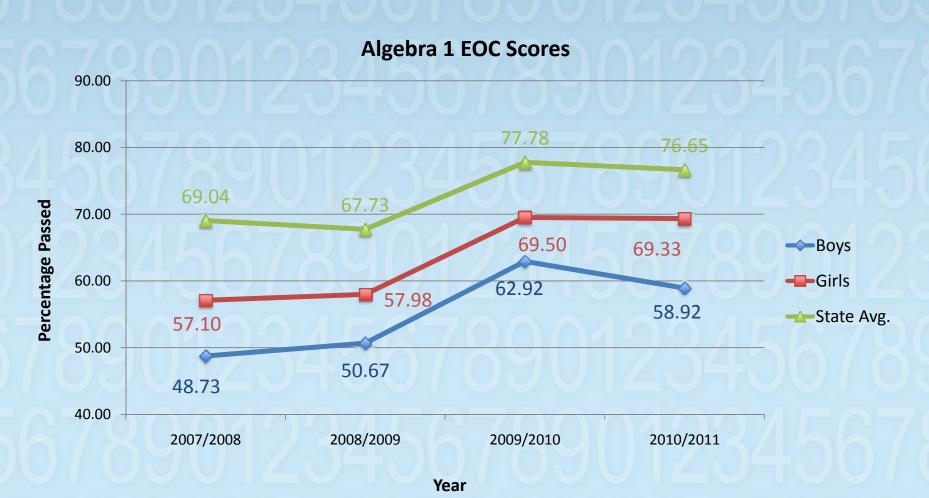
(Bertie, Bladen, Halifax, Duplin, Northampton and Pamlico)

Average EOG Scores



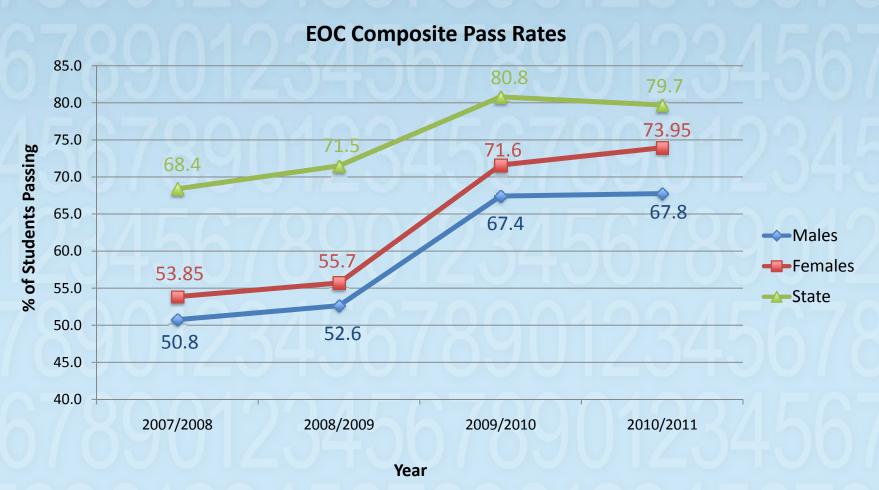
Gender scores are averages of 6 LEAs (Bertie, Bladen, Halifax, Duplin, Northampton and Pamlico)

Average EOC Scores



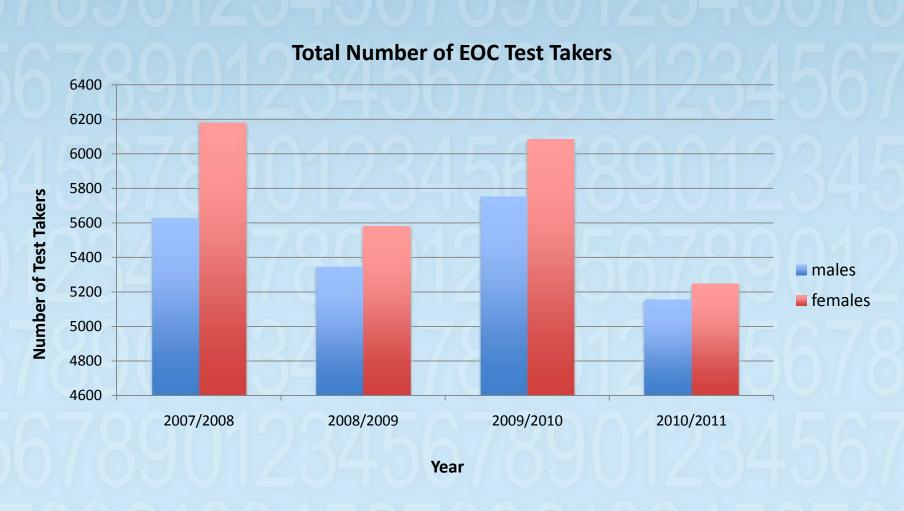
Gender scores are averages of 6 LEAs (Bertie, Bladen, Halifax, Duplin, Northampton and Pamlico)

EOC Composite Scores



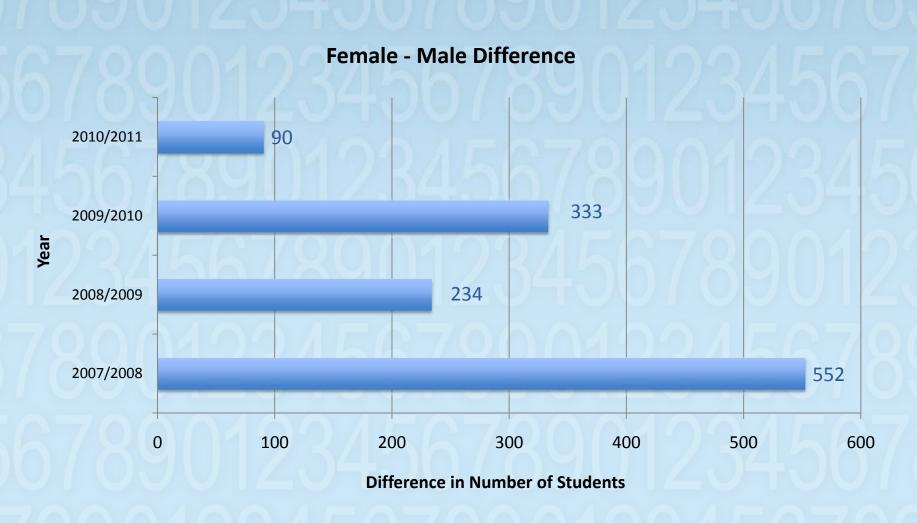
Gender scores are averages of 6 LEAs (Bertie, Bladen, Halifax, Duplin, Northampton and Pamlico)

Male-Female Presence Disparity



Graph shows total number of male and female students tested of 6 LEAs (Bertie, Bladen, Duplin, Halifax, Northampton, and Pamlico)

Male-Female Presence Disparity



Graph shows how many more female students are tested in comparison to male counterparts in 6 LEAs (Bertie, Bladen, Duplin, Halifax, Northampton, and Pamlico)

High School Graduation Rates



Avg. graduation rates of 6 LEAs (Bertie, Bladen, Halifax, Duplin, Northampton and Pamlico)

Percent of High School Graduates Requiring Remedial Course Work





AVERAGE SHARE OF LONG-TERM UNEMPLOYMENT BY EDUCATION

| Education | 1990-1993 2 | 2001-2004 % (| Change |
|------------------------------|-------------|---------------|--------|
| Less Than High School | 24.7% | 23.7% | -1.0 |
| High School Graduate | 40.6% | 34.3% | -6.3 |
| Some College | 20.7% | 24.4% | 3.7 |
| Bachelor's Degree or More | 14.0% | 17.6% | 3.6 |

AVERAGE SHARE OF LONG-TERM UNEMPLOYMENT BY OCCUPATION

| Occupation | 1990-1993 | 2001-2004 | % Change |
|--------------------|-----------|-----------|----------|
| Blue Collar | 40.5% | 31.6% | -8.9 |
| Service Occupation | 14.3% | 16.7% | 2.4 |
| White Collar | 38.5% | 44.4% | 5.9 |

THE LONG-TERM UNEMPLOYED, 2009

| PROFESSION | % OF ALL JOBLESS WORKERS |
|---|--------------------------|
| Architecture & Engineering | 41.2 |
| Management | 39.0 |
| Community & Social Services Occupations | 36.1 |
| Installation, Maintenance & Repair Work | 34.9 |
| Production Occupations | 33.4 |

BACHELOR'S DEGREE HOLDERS (UNDER AGE 25) WHO WERE JOBLESS OR UNDEREMPLOYED

| Year | Percent |
|------|---------|
| 2000 | 41.0 |
| 2011 | 53.6 |

CHANGE IN INCIDENCE OF POVERTY BY EDUCATIONAL ATTAINMENT IN NC, 2005-2007, 2008-2010

| Educational | | | Percent | |
|----------------------|-----------|-----------|---------|--|
| Attainment | 2005-2007 | 2008-2010 | Change | |
| Less than High | 253,304 | 276,757 | 9.3% | |
| School | 200,004 | 270,737 | 7.370 | |
| High School | 216,667 | 234,371 | 8.2% | |
| Graduate | | | 0.2/0 | |
| Some College, | 136,185 | 186,834 | 37.2% | |
| Associate Degree | 130,103 | 100,034 | 31.270 | |
| Bachelor's degree or | 49,082 | 57,919 | 18.0% | |
| higher | 47,002 | 37,719 | 10.070 | |

Source: American Community Survey

THE COMPETITIVE TOOL KIT

- Analytical Reasoning
- Entrepreneurial Acumen
- Contextual Intelligence
- Soft Skills/Cultural Elasticity
- Agility and Flexibility

MOVING FORWARD

- Higher Education must become more actively engaged in K-12 Education.
- Improve Male Education Outcomes.
- Embrace immigrants.
- Establish stronger ties with business to ensure that students graduate with the requisite skills to compete in an ever-changing global economy.
- Prepare students for the freelance economy.
- Develop succession plans for UNC system schools.

THE END

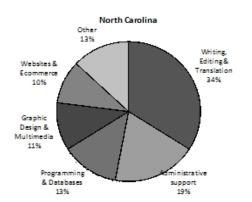
Supporting Slides For Discussion Only

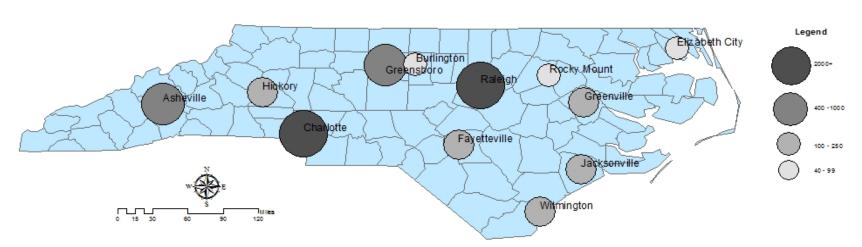
The Freelance Economy

THE ONLINE MARKET PLACE

- Guru.com
- Elance.com
- Odesk.com
- Freelancer.com

DISTRIBUTION OF FREELANCE ENTREPRENEURS





| Area | Total Number of Freelancers | Writing, Editing & Translation | Administrative support | Programming & Databases | Graphic Design & Multimedia | Websites & Ecommerce | Other |
|------------------------------|-----------------------------|--------------------------------------|------------------------|----------------------------|-----------------------------------|-------------------------|------------|
| North Carolina | 6,435 | 34% | 19% | 13% | 11% | 10% | 13% |
| Raleigh- Durham | 2,230 | 17% | 17% | 16% | 10% | 10% | 30% |
| Charlotte | 2,247 | 14% | 16% | 11% | 11% | 8% | 40% |
| Asheville | 465 | 26% | 16% | 10% | 8% | 13% | 27% |
| Burlington | 71 | 27% | 30% | 7% | 6% | 7% | 23% |
| Fayetteville | 210 | 21% | 29% | 9% | 11% | 9% | 24% |
| Greensboro | 889 | 20% | 18% | 12% | 13% | 9% | 28% |
| Hickory | 154 | 17% | 26% | 10% | 10% | 12% | 25% |
| Jacksonville | 155 | 17% | 31% | 5% | 12% | 6% | 29% |
| Greenville | 110 | 17% | 32% | 14% | 12% | 5% | 20% |
| Wilmington Elizabeth City | 244 46 | 25% 17% | 18% 35% | 7% 9% | 12% 7% | 9% 15% | 29% 17% |
| Rocky Mount | 88 | 24% | 31% | 9% | 10% | 9% | 17% |

FREELANCERS WITHIN 30 MILE RADIUS OF ZIP: 27514 (N= 1,578)

Programming & Databases (287)

Writing, Editing & Translation (281)

Administrative Support (217)

Website & Ecommerce (153)

Graphic Design & Multimedia (148)

Business Consulting (101)

Networking & Telephone Systems (76)

Engineering & CAD (57)

Illustration & Art (50)

Photography & Videography (41)

Sales & Marketing (26)

Broadcasting (25)

Finance & Accounting (22)

Legal (18)

ERP & CRM (14)

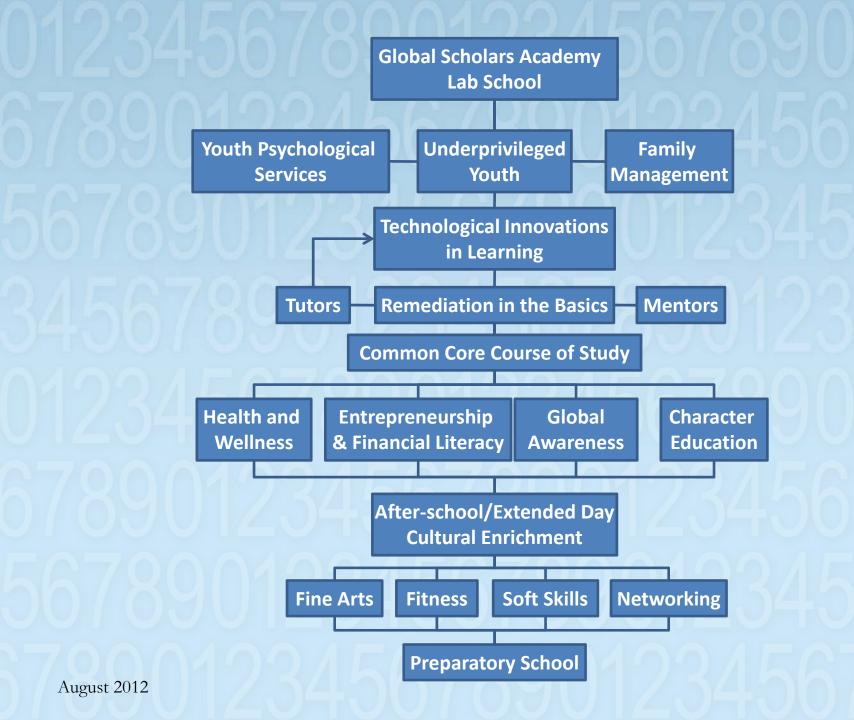
Fashion & Interior Design (8)

Marketing & Communications (54)

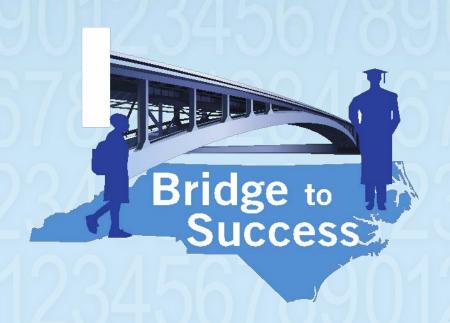
Global Scholars Academy



August 2012 57



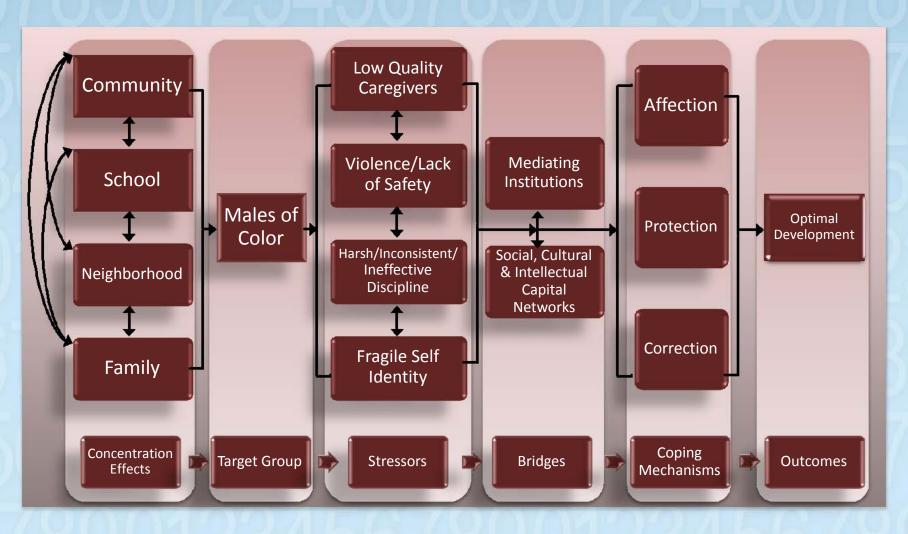
The North Carolina Minority Male Bridge to Success Project



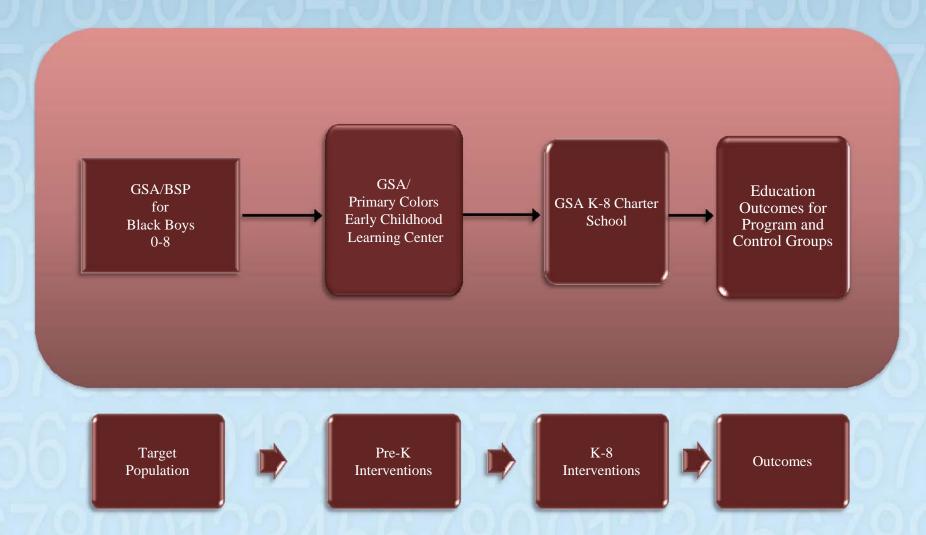
African-American Male Strategic Interventions

| Services | Pre-K Intervention | 4 th Grade Success Intervention | Disconnected Youth Intervention | Saturday College Prep Academy | College Retention Intervention |
|--|-----------------------|--|---------------------------------------|--|--------------------------------------|
| Psychological Services / Family Supports | X | X | X | x | X |
| Enriched Standard Course of Study | X | | | 700 | |
| Technology-Enhanced Remediation | X | X | X | x | X |
| Traditional Tutoring / Mentoring | X | X | X | x | X |
| Cultural Enrichment / Soft-Skills Training | X | X | X | X | X |
| Networking | X | X | Х | X | X |

Successful Pathways to Optimal Development



Recruitment Strategy for GSA Bridge to Success Program for Black Boys 0-8



Logic Model For Young Boys Of Color Early Intervention (0 To 8 Years Old)

Problems

Boys of color are more likely to experience early and persistent trauma and violence

Boys of color are less likely to have nurturing caregivers/parents and qualified educators

Boys of color are less likely to be prepared for school and more likely to receive inadequate/ inappropriate educational services

Inputs

- Boys of color ages 0-8 in attendance at GSA
- Families of boys of color at GSA
- •Teaching staff, administrators, and volunteers at GSA
- •Advisory panel of academic scholars and practitioners
- •Technologically enhanced learning partnerships (SAS, IBM, Carnegie Mellon, etc)
- •Enduring community & university partnerships to inform design, implementation and evaluation
- •Resources and funding partners for boys' higher Education

Activities to Improve Coping Mechanisms

- •Conduct parent focus groups, support groups, and home-visits and disseminate information specific supporting boys of color pro-social growth and development
- •Engage boys in high-interest oral language, pre-academic and social skills activities (in-school and afterschool) that support their development of healthy racial identities
- •Develop an incentive-based savings account for each boy
- •Provide professional development to educators through expert practitioners.
- •Assess curriculum and materials to ensure that is interests and challenges boys to excel
- •Leveraging corporate, community and university partnerships to inform design, implementation, and longitudinal evaluation
- •Leverage resources to secure funding for GSA

Outputs

- •Increase parents and caregivers' support for their boys' pro-social growth and development
- •Strengthen boys oral language, pre-academic and social skills, and racial identity
- •Concretize families ability to help finance their boys' college matriculation
- Strengthen teachers' and administrators ability to engage, motivate, teach, and develop character in young boys of color.
- •Increase the number of activities, lessons, and materials of high interest to boys
- •Use evaluation data to improve subsequent programming and assess program impact

Outcomes

- Healthy males with strong academic, social, and character identities
- •Families that are more emotionally-secure, knowledgeable, and engaged with their boys, and have stronger social networks
- •Formalization of corporate, community and university partnerships
- •Evaluation of outcomes and implementation
- •Teachers better able to teach boys of color using high boyinterest activities and materials
- •Each family has a college savings plan for their boys

Impact

Optimal Development

- Healthy and prepared to succeed in school
- Positive feelings about school, college matriculation, and future success
- •Strong and adaptive selfefficacy and selfregulation
- •Above average performance on cognitive.
 Behavioral, and emotional assessments

Logic Model For Minority Male College Preparatory Academy Grades 9-12th

Problems

- Minority males are less likely to possess positive social networks (from either their peers or lack of male presence in household)
- Minority males are more likely to experience or witness trauma and violence
- -Minority males are more likely to experience disproportionate school disciplinary sanctions
- Minority males are behind their peers academically and more prone to disconnecting from school altogether

Inputs

- Males of color in Grades 9-12
- Families/guardians
- Teaching staff, administrators, g uidance counselors mentors, coaches
- Advisory panel of academic scholars and practitioners to inform training curricula and professional development activities
- Leverage technologically enhanced learning partnerships (SAS, IBM, Carnegie Mellon, etc)
- Resources and funding partners for boys' higher Education

Strategies

- -Offer courses and curricula that prepare students for college-level work and ensure students understand what constitutes a collegeready curriculum
- -Utilize measures throughout high school to assess baseline college "preparedness" and assist them on overcoming deficiencies as identified
- -Surround students with adults and peers who build and support college going and career aspirations
- Provide comprehensive life/skills training to increase cultural elasticity, enhance understanding of intrests and career aptitudes, character development & personal branding
- -Provide professional development to educators through expert practitioners. Increase household financial capability and opportunities to practice money management
- -Leveraging partnerships to inform design, implementation and evaluation

Outputs

Concretize families ability to help finance their boys' college matriculation

Strengthen teachers' and administrators ability to engage, motivate, teach, an d develop character in young boys of color.

Use evaluation data to improve subsequent programming and assess program impact

Formalization of corporate, community and university partnerships

Concrete evaluation design and plan for outcomes and implementation

Teachers better able to teach boys of color

Outcomes

Students possess the prerequisite academic skills necessary to meet college rigor standards

Students possess strong cognitive skills and an ability to think analytically

Students strong self management skills, are organized and manage time wisely

Students possess a dense social network of peers and mentors

Student possess goal-oriented strategies for managing their personal finances.

Logic Model For Minority Male College Retention

Problems

- College unreadiness
- Institutional Culture Shock
- Poor Coping Skills
- Inadequate academic and social supports
- Loan use and abuse
- Parental/Family obligations
- Career path insecurity

Inputs

- Program staff
- Faculty
- Student Affairs
- Housing/Resident Life
- Academic Affairs Staff
- Student Organizations
- Campus Health Services
- Family Support
- Community Partners
- Student Peers

Strategies

- First-year Transition
- Academic Advising
- Assessment/Screening
- Career Planning/Placement
- Learning Assistance
- Mentoring
- Faculty Development
- Financial Aid Navigation
- Co-Curricular Services
- Mental Health/Coping Support

Outputs

- Less first-year transition
- Timely major selection
- Appropriate major selection
- Efficient course selection
- Realistic professional goals
- Higher student GPAs
- Stronger professional networks
- Less attrition in "gateway courses"
- Less finance driven attrition
- Stronger social support
- Greater resiliency
- Early warning

Outcomes

- Greater retention rates
- Higher graduation rates
- More career ready graduates
- Less debt and more financially stable
- Entrepreneurial acumen
- Possess a global perspective