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A Call for Change? Increasing Student Success at California Community Colleges



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Presentation to Los Angeles Chamber
Education and Workforce Development Committee
May 23, 2008

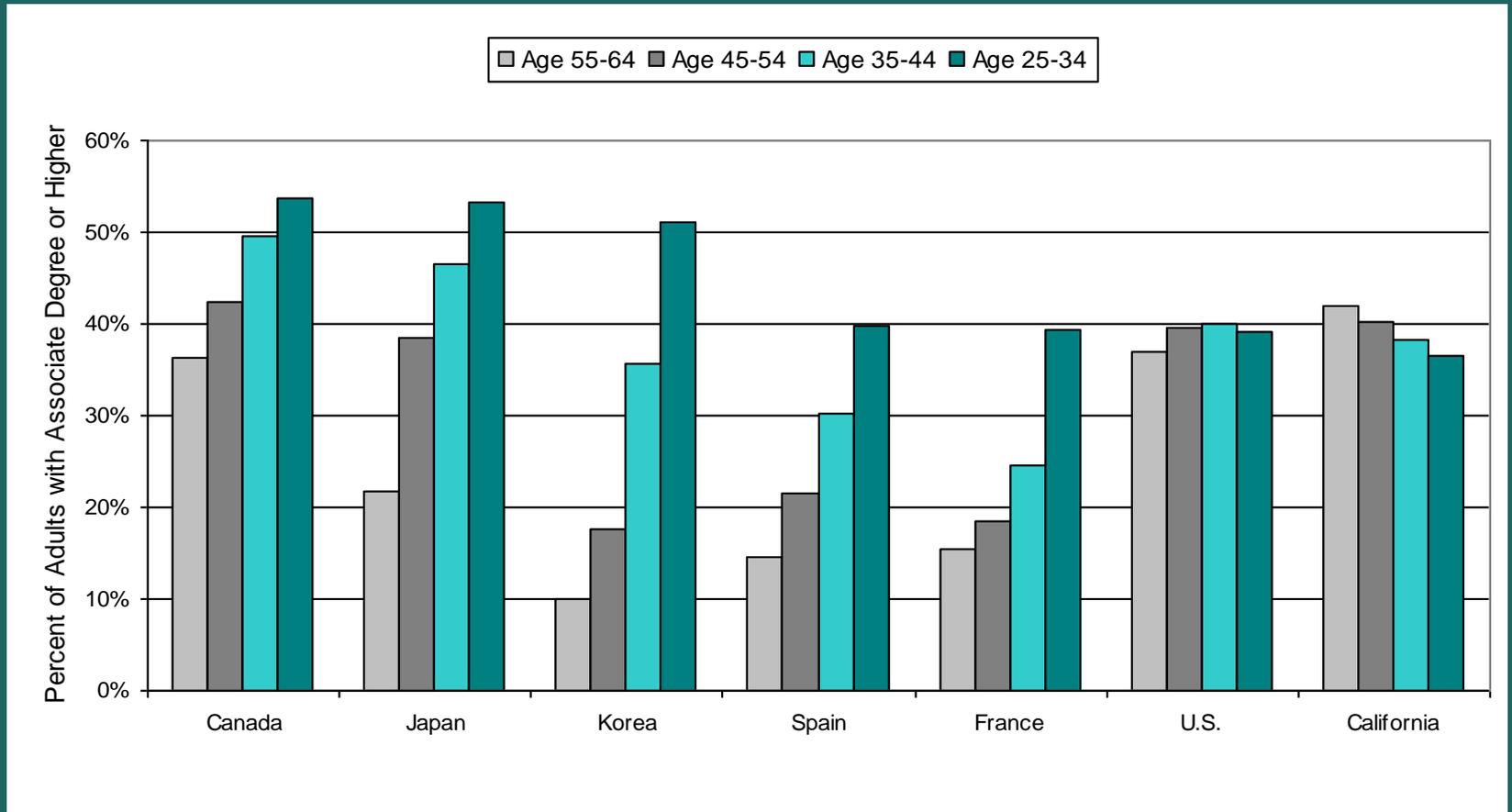
California State University, Sacramento



Key Points

- California has a serious education problem
- Community Colleges are key to solving it – degree completion must increase
- Policy changes are needed but won't happen without more external pressure

Percent of Adults with an Associate Degree or Higher by Age Group—Leading OECD Countries, the U.S., and California



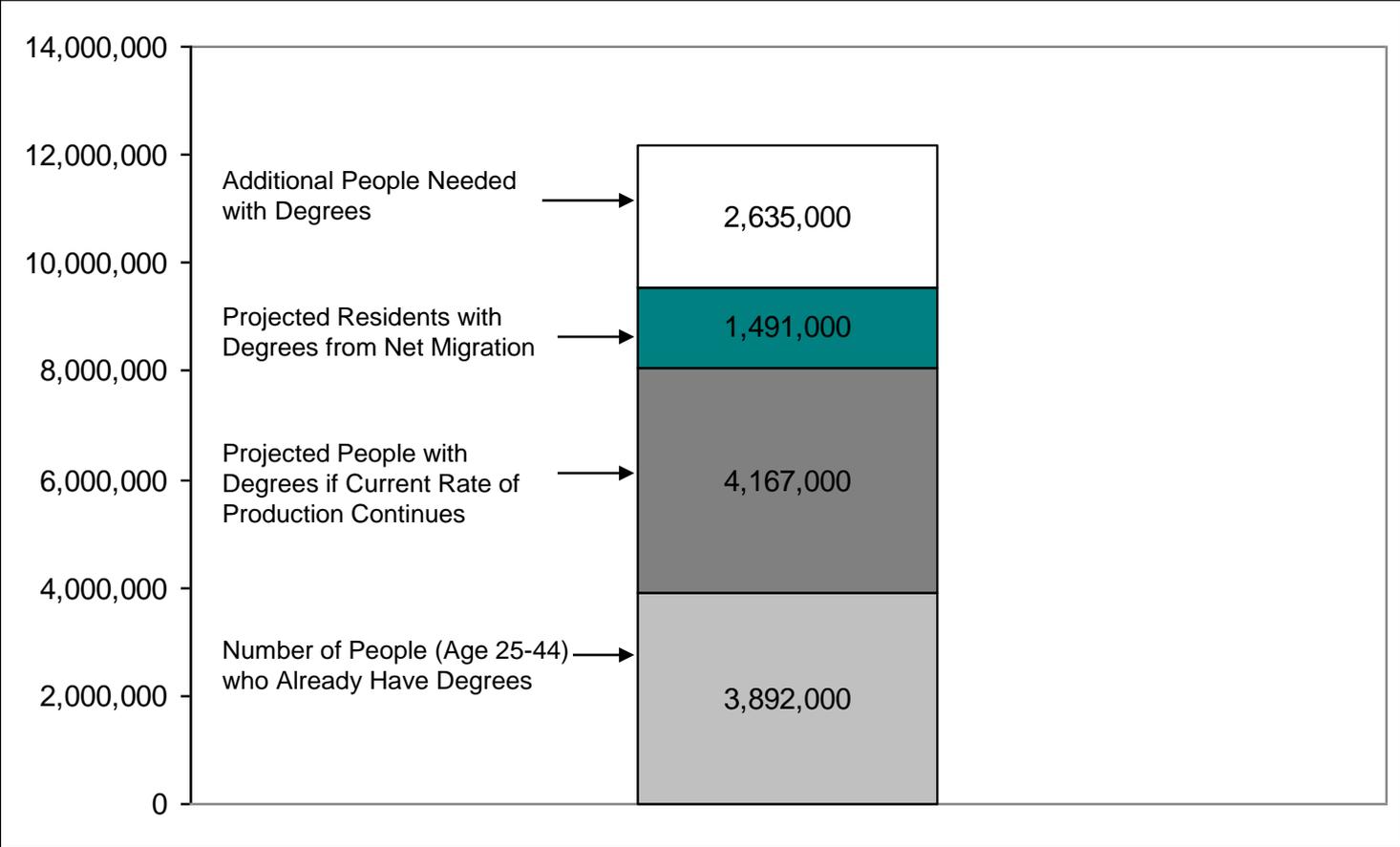
Source: Organisation for Economic Cooperation and Development, *Education at a Glance 2007*; Not shown on the graph are Belgium, Norway, Ireland and Denmark, which also rank ahead of the U.S. on attainment among young adults (attainment is increasing for younger populations as in the other countries)

California Is Becoming Less Educated Than Other States

(Rank Among States in % with College Degrees)

Age Group:	AA or Higher	BA or Higher
>64	2 nd	5 th
45-64	11 th	10 th
35-44	21 st	16 th
25-34	30 th	23 rd

California Must Increase Degree Production by 2025 to be Competitive in Global Economy

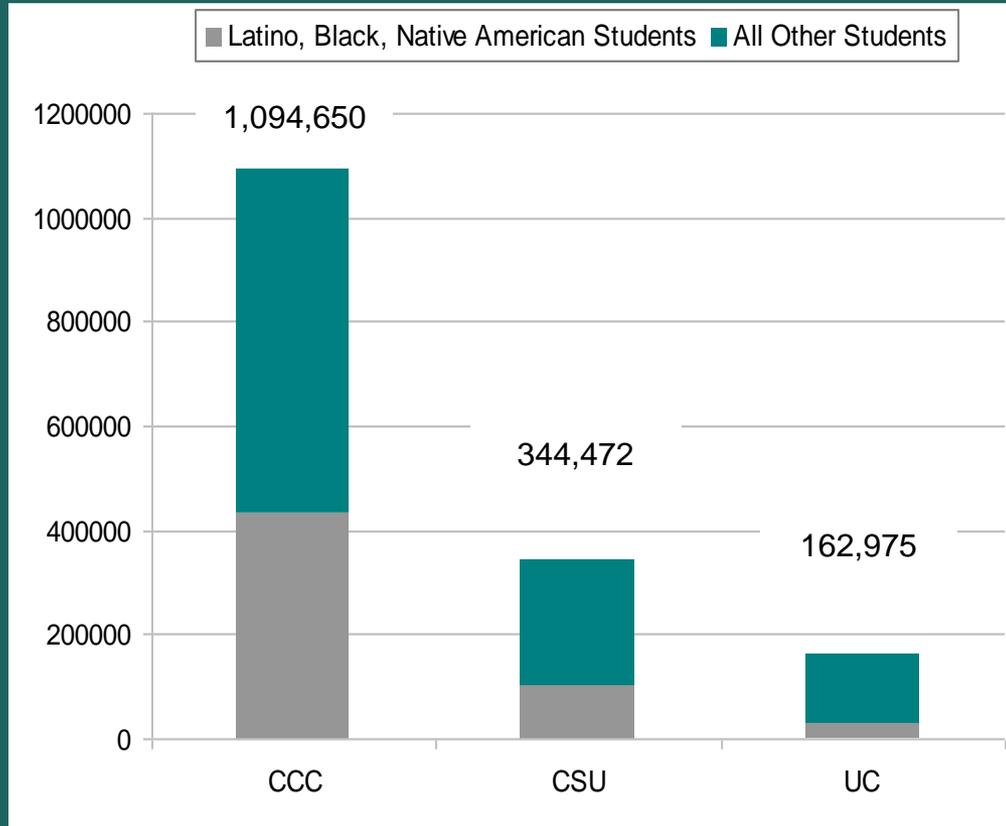


Source: NCHEMS; refers to Associates and Bachelors Degrees

California's Performance is Lagging

- Preparation
 - 35th and 49th in high school students taking advanced math and science
 - Bottom 1/5 in 8th graders scoring “proficient” in *all* subject areas of the NAEP
- Participation
 - 11th in percent of 18-64 year olds enrolled in college
 - 40th in direct to college from high school
 - 48th in full-time college enrollment
- Completion
 - 46th in degrees per 100 undergraduates enrolled

Community Colleges Enroll Most Undergraduates – and Large Portion of Latino and Black Populations





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IHELP Student Success Research – Policy Matters!

- Completion rates are low
- Public policies impede completion
- Finance policies are seriously misaligned with:
 - Completion/student success
 - Workforce needs
 - Efficiency
- We know how to help students succeed but we don't work to change those policies
- *It Could Happen* – but only with external pressure

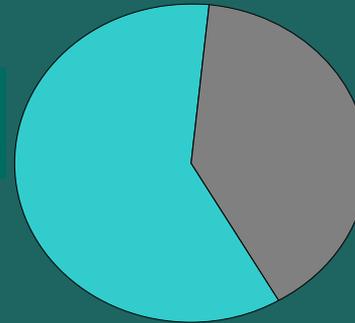
Policies to Promote Access

Incoming CCC Students
1999-2000



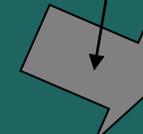
520,407
Students

Degree-Seekers: 60%



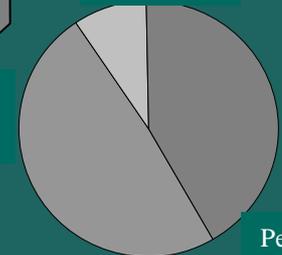
Non-Degree-Seekers: 40%

206,373
Students



Job Skills: 49%

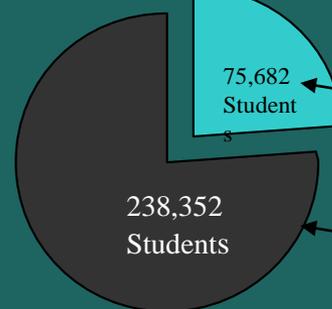
Basic Skills: 9%



Personal Enrichment: 42%

314,034
Students

Policy Barriers to Completion



Complete Certificate, Degree or Transfer within 6 Years: 24%

Do Not Complete within 6 Years: 76%

75,682
Student

238,352
Students



A Closer Look at the Completion Problem

- 38% drop out after one term
- 50% drop out after one year
- Completion rates worse for
 - Latinos (18%) and African Americans (15%)
 - Older students (16-18%)
 - Part-time students (12% v 47%)
- Highest credential for completers:
 - Transfer: 18%
 - Associates Degree: 4%
 - Certificate: 2%



What Policies Impede Student Success?



- Enrollment-based **funding** (3rd week)
- Excessive **restrictions** on college use of resources
- Lowest **fees** in the nation (\$600 per year)
- Misguided **financial aid** emphasis
- Lax approach to **guiding students**



Enrollment-based Funding

- Colleges funded on 3rd week enrollment
- All FTES is equal

Impact:

- Buying enrollments but not success
- Discourages many student support actions
- Disincentives for high-cost/high-need programs



Restrictions on Use of Funds

- One-size-fits-all requirements in spite of huge diversity
- 50% law - minimum expenditure on classroom instruction
- 75/25% full-time faculty
- Limits on workload and hiring of part-time faculty
- Categorical programs – rules, reporting, and silos

Impact:

- Follow rules rather than priorities
- May not meet local needs
- Inefficient use of resources



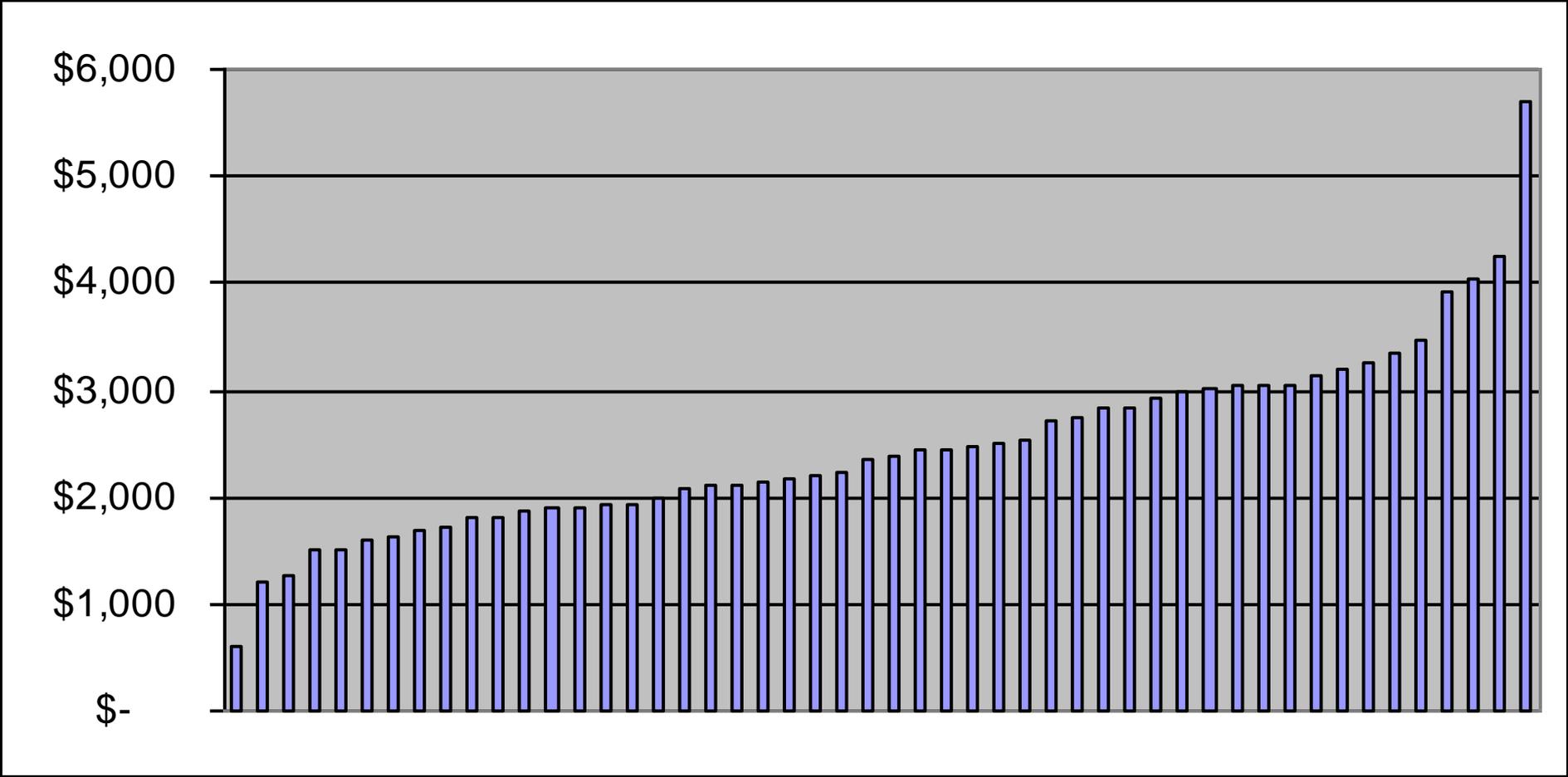
Student Fee Policy

- Lowest fees in the nation - \$20 per unit
- Waived for low/middle income – 29% of students
- Fee revenue offsets state funds
- Campus-based fees prohibited

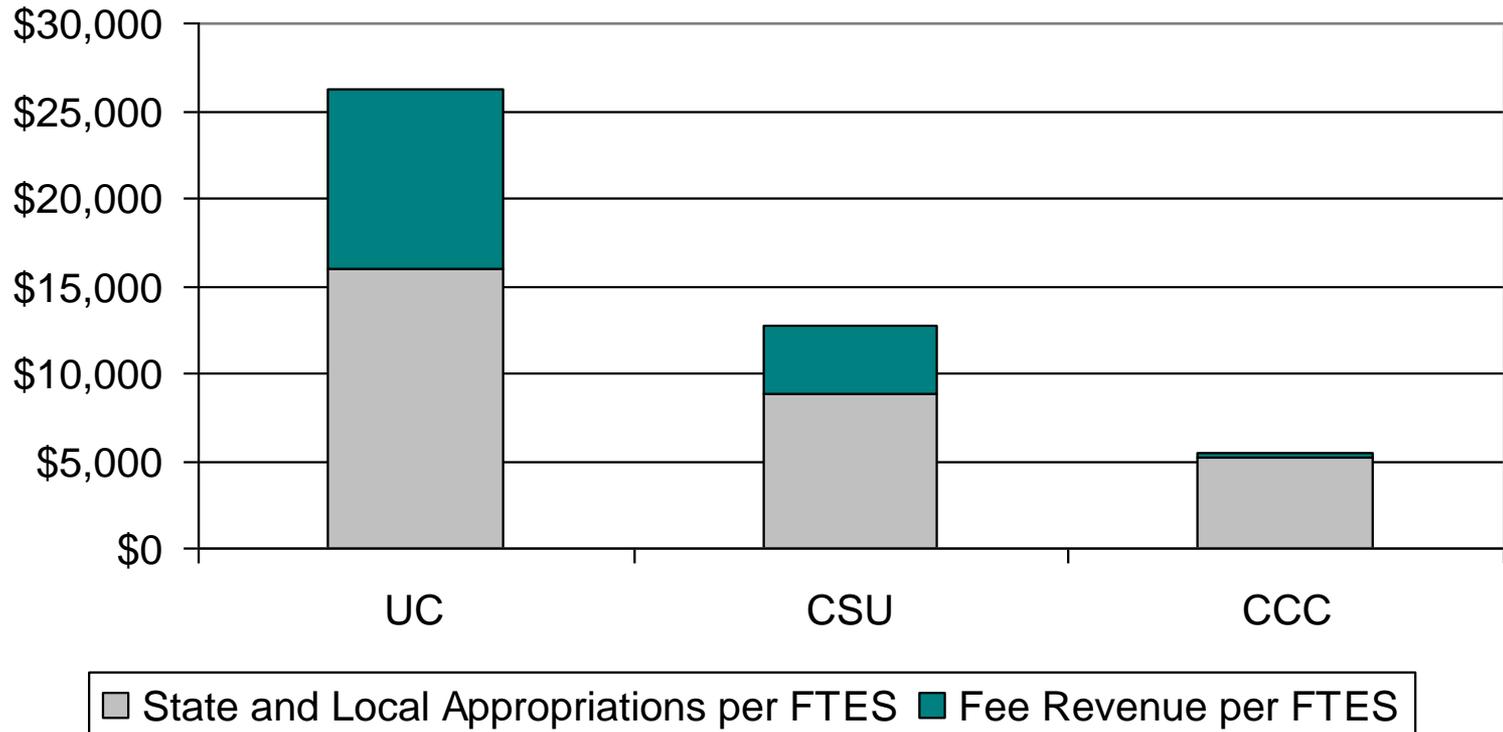
Impact:

- Under-funded colleges
- No incentive for colleges to support fees

Tuition/Fees in 50 States



Funding for Higher Education, 2006-07



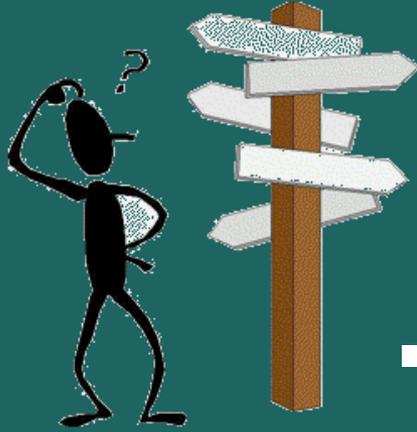


Financial Aid Policy

- Fee waiver is only institutional aid
- Fees account for only 5% of costs
- Minimal emphasis on federal and state aid
- No conditions for fee waiver renewal

Impact:

- Students leave aid “on the table”
- Students work too much – reduces success



Lax Approach to Guiding Students

- Assessment – not all students
- Placement – advisory only
- Remediation – delayed if at all
- Prerequisites - minimal
- Minimal counseling or academic planning
- Minimal *program* designation

Impact:

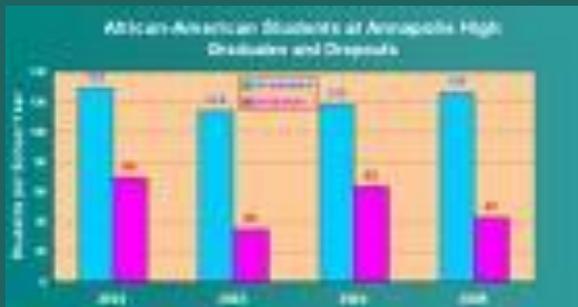
- Higher enrollment but
- Reduced success



How Do these Policies Add Up?

A system dedicated to student success yet:

- Underfunded
- Over-regulated
- Inefficient
- Under-performing





Some Policy Reform Priorities

- **Funding**
 - Incentives for progress/success
 - Incentives for high-need programs
- **Flexibility**
 - Reduce regulation
- **Accountability**
 - For outcomes, not inputs
 - Requires better measures of performance
- **Responsibility**
 - Adopt proactive student support policies
 - More structure to pathways/degrees
 - Personal responsibility – incentives for students
- **Capacity**
 - Help students get their financial aid
 - Allow colleges access to fee revenue



How Can You Help This Happen?

- Demand results for students – not just access
- Ask colleges for data on outcomes
- Support *policy reforms* – as condition for more \$\$
- Demand stronger leadership at all levels
- Make stakeholders keep it about students
- Recruit others to the effort