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LEADERSHIP
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Financing Community Colleges: Policies and Incentives Matter



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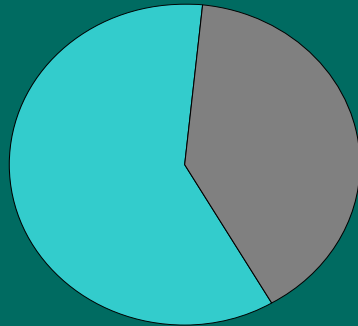
No Barriers to Access



Incoming CCC Students
1999-2000

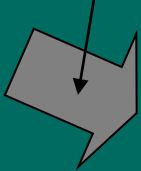
520,407
Students

Degree-
Seekers, 60%



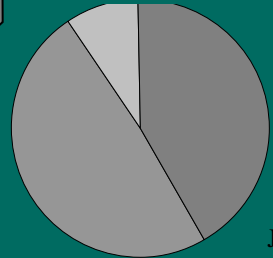
Non-Degree-
Seekers, 40%

206,373
Students



Basic
Skills, 9%

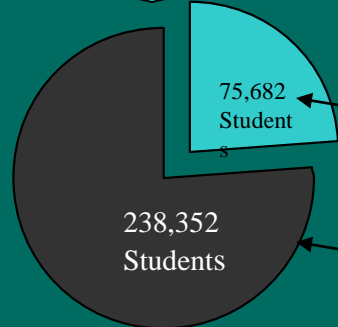
Personal
Enrichment,
42%



Job Skills,
49%

314,034
Students

Barriers to Completion



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

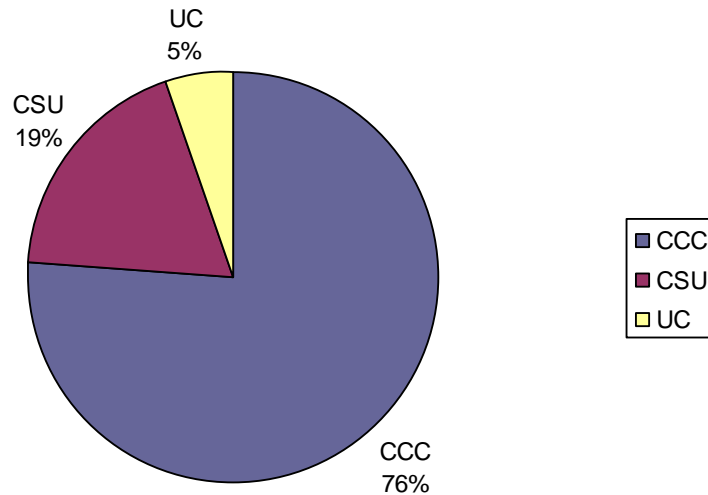
Do Not Complete
within 6 Years, 76%

75,682
Student

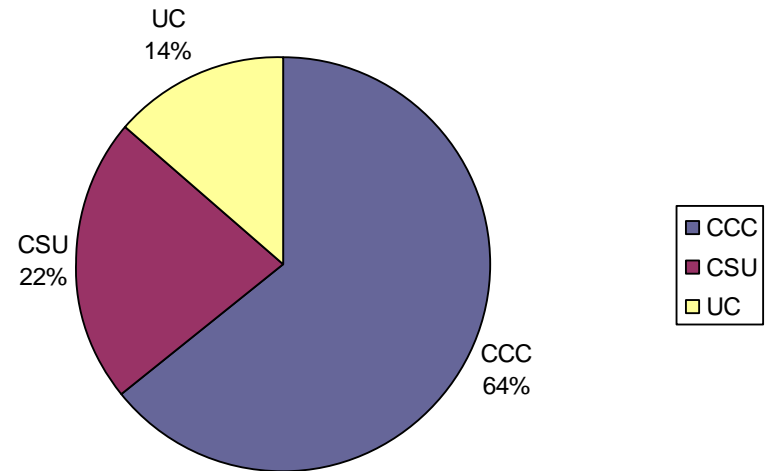
238,352
Students

Distribution of Students at Three Public Segments

Latino/African American



All Other





What Works

- College readiness
- Early success/basic skills
- Intensive student support
- Resources



What Finance Policies Impede Student Success

- Enrollment-driven funding
 - No incentives for success
 - Requirements for students as barriers
- Restrictions on college use of resources
 - On expenditures
 - On hiring
 - Categoricals – rules and regulations

College Readiness – What We Know



- High school academic preparation – *strong* predictor of college success
- Messages about college readiness are powerful
- Dual enrollment/early college are promising reforms





College Readiness – Current Policies

- Conflicting messages about readiness
- Loudest message: ready or not...preparation does not matter
- Minimize dual enrollment
- Disincentive to partner with K-12 in reforms



Early Success/Basic Skills – What We Know

- Mandatory assessment and placement are effective
- Immediate enrollment in remediation is best
- Academic momentum is important



Early Success/Basic Skills – Current Policies

- Assessment – not all students
- Placement – advisory only
- Delayed remediation if at all
- Minimal use of prerequisites
- No incentives for academic momentum

Student Support Services – What We Know



- Intensive, intrusive, integrated support services
- Student engagement – faculty/peers
- Orientation courses





Student Support Services – Current Policies

- Cap on student services expenditures
- No incentives for actual service delivery
- Orientation courses are voluntary
- Budget silos prevent integrated services
- Disincentives for faculty-student interaction outside class



Resources – What We Know



- Quality programs and services cost \$\$
- Effective remediation costs \$\$
- Three-fourths of Californians cannot all be poor
- Good management requires accountability for outcomes and flexible use of resources

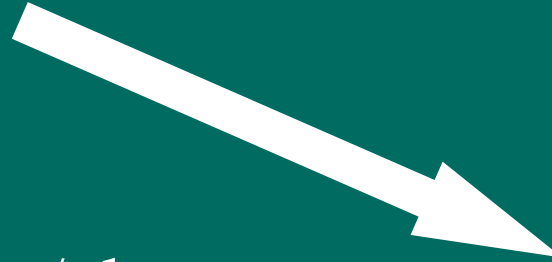


Resources – Current Policies

- Low funding per student
- Lowest fees in the nation - \$600
- Colleges don't keep fee revenue
- Incentives to waive fees
- Severe constraints on colleges in meeting student needs



Key Reforms Require Changes to Funding: From FTES to Success



- Mandatory assessment/placement
- Mandatory orientation
- Enforced prerequisites
- Integrated academic/student services
- Fund student services inside the core
- Remove spending/hiring requirements
- Increase fees for non-needy students





Invest in Success



- Not traditional performance funding
- Not AFTER colleges are funded “to operate”
- Institute new basic incentives
- Re-think what is “workload”
 - Enroll for a full term
 - Serve disadvantaged students
 - Reach threshold # units
 - Complete remedial work