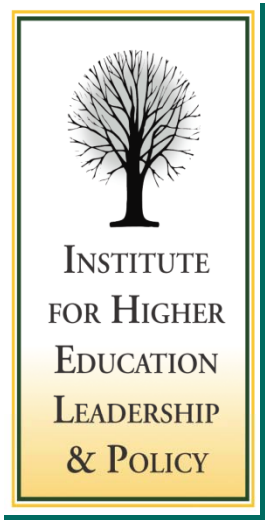

California Higher Education: Performance, Policy, and Prognostications

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Presentation to:
University of California Office of the President
California Higher Education: 50 Years After the Master Plan
October 22, 2009

California State University, Sacramento

Key Points

- California higher education has serious performance shortfalls
- Many key policy issues are going unresolved
- Better planning and governance are needed

Performance

The Grades are In:

California lags most other states in important aspects of higher education performance

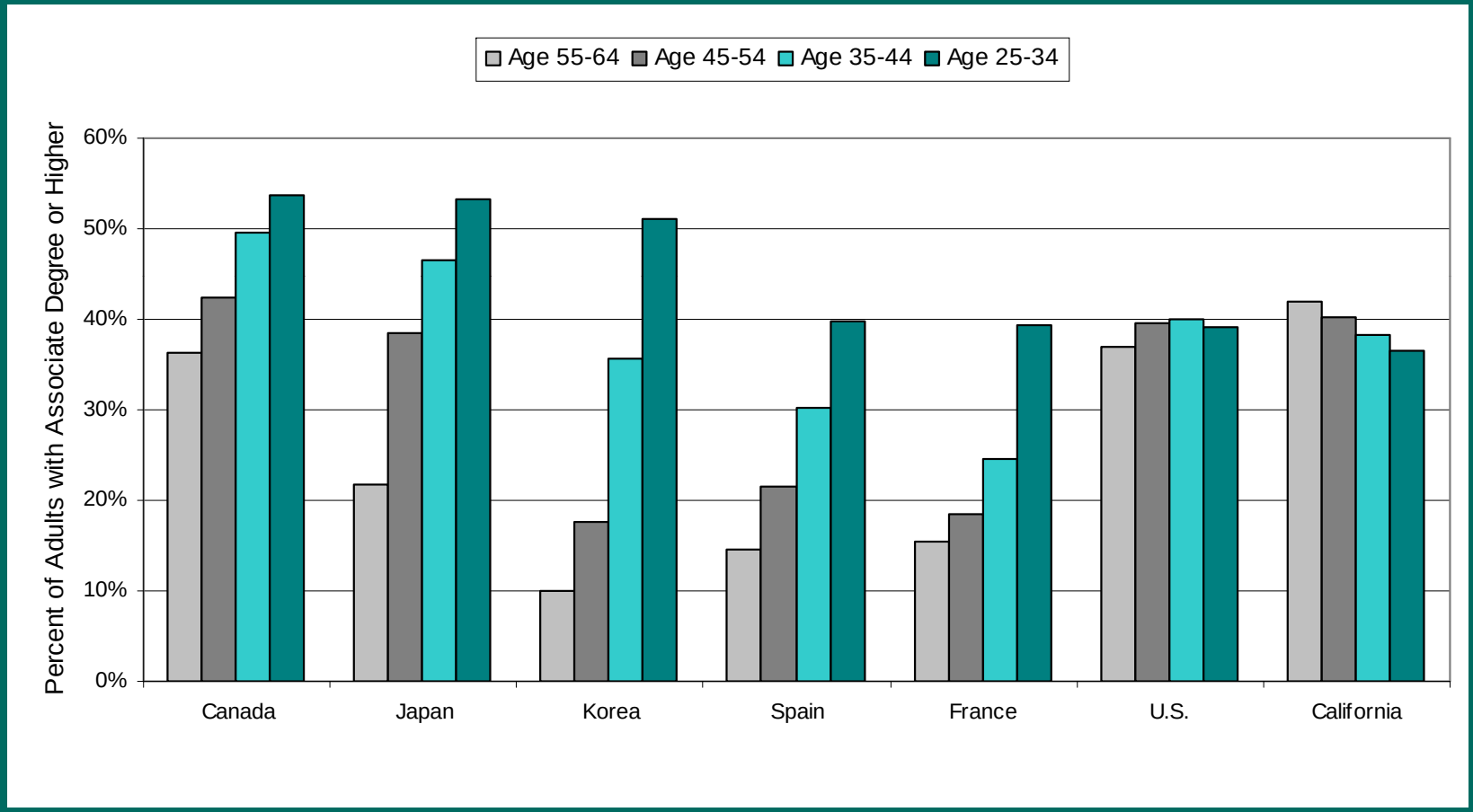
- 45th in share of HS students taking advanced math/science
- 40th in rate of HS grads going directly to college
- 47th in number of degrees/certificates awarded in relation to enrollment
- Percent of working-age adults with a college degree is declining with each younger age group

California Is Becoming Less Educated Than Other States

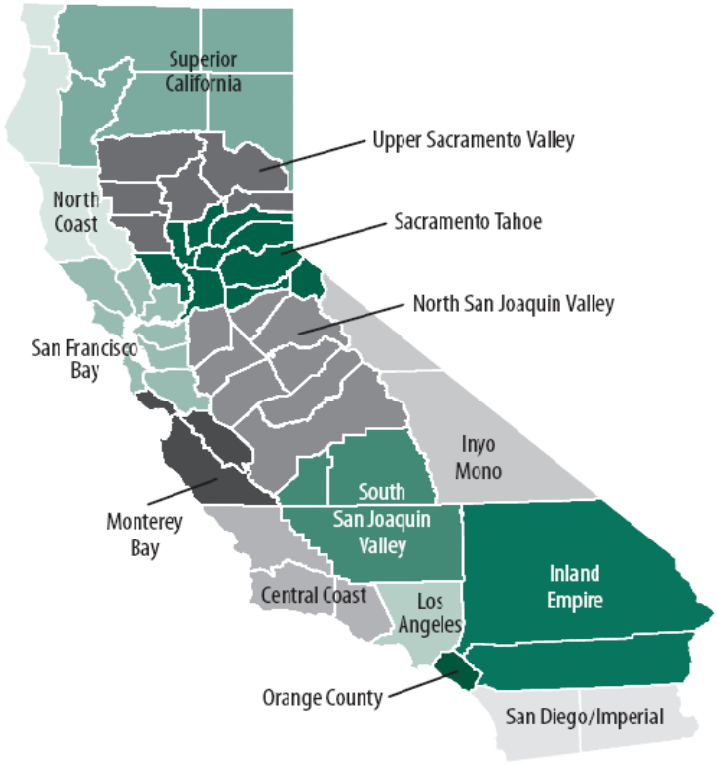
(Rank Among States in % with College Degrees)

Age Group:	AA or Higher	BA or Higher
>64	3rd	4th
45-64	14th	13th
35-44	26th	17th
25-34	31st	26th

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



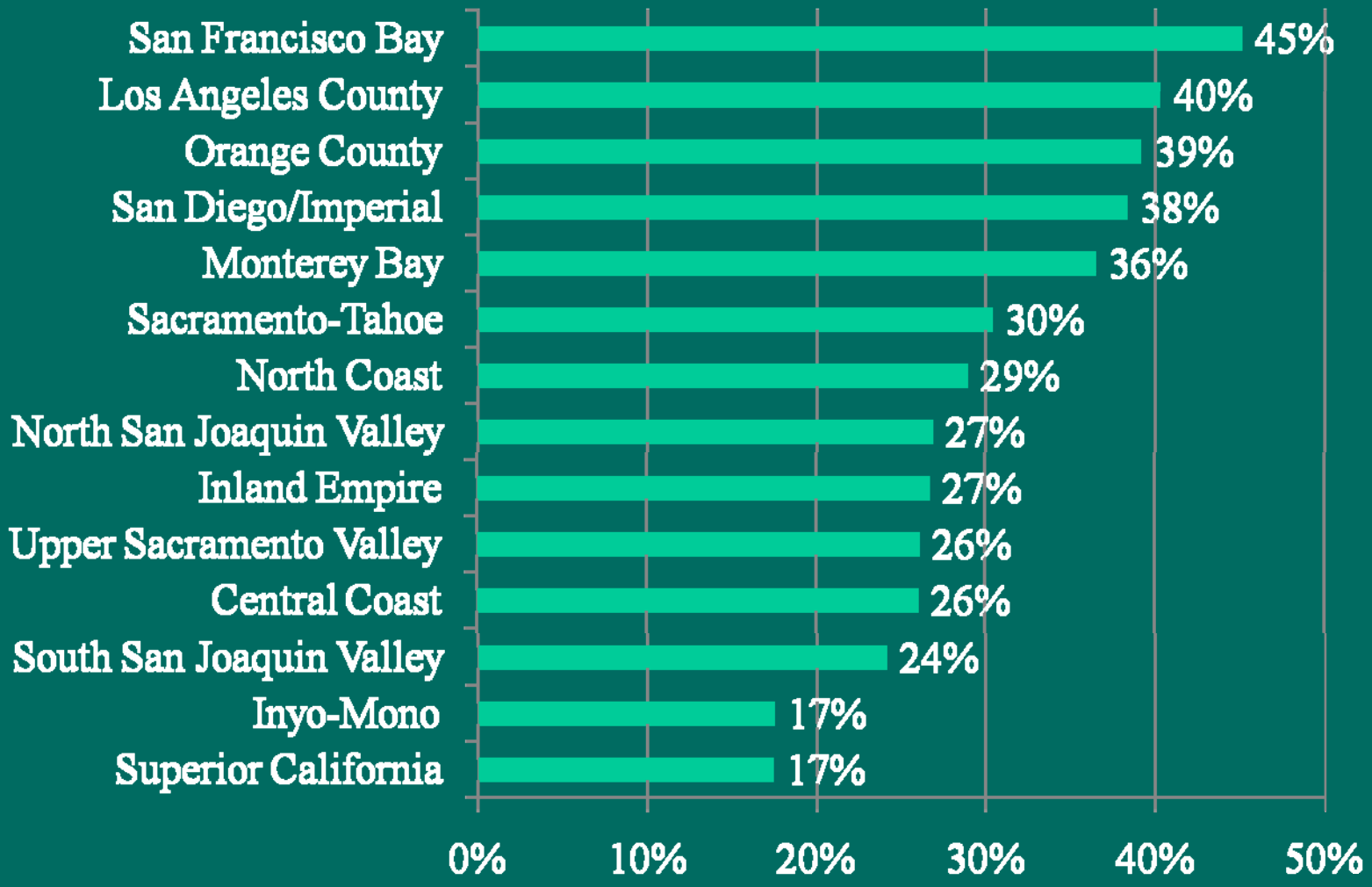
Source: Organisation for Economic Cooperation and Development, *Education at a Glance 2007;* Not shown on the graph are Belgium, Norway, Ireland and Denmark, which also rank ahead of the U.S. on attainment among young adults (attainment is increasing for younger populations as in the other countries)



Regional and Group Differences are Big Factors

- Large, urban areas perform significantly better on most measures
- Growing regions – San Joaquin Valley and Inland Empire – lag
- Latinos and blacks lag whites and Asians at every point along pipeline

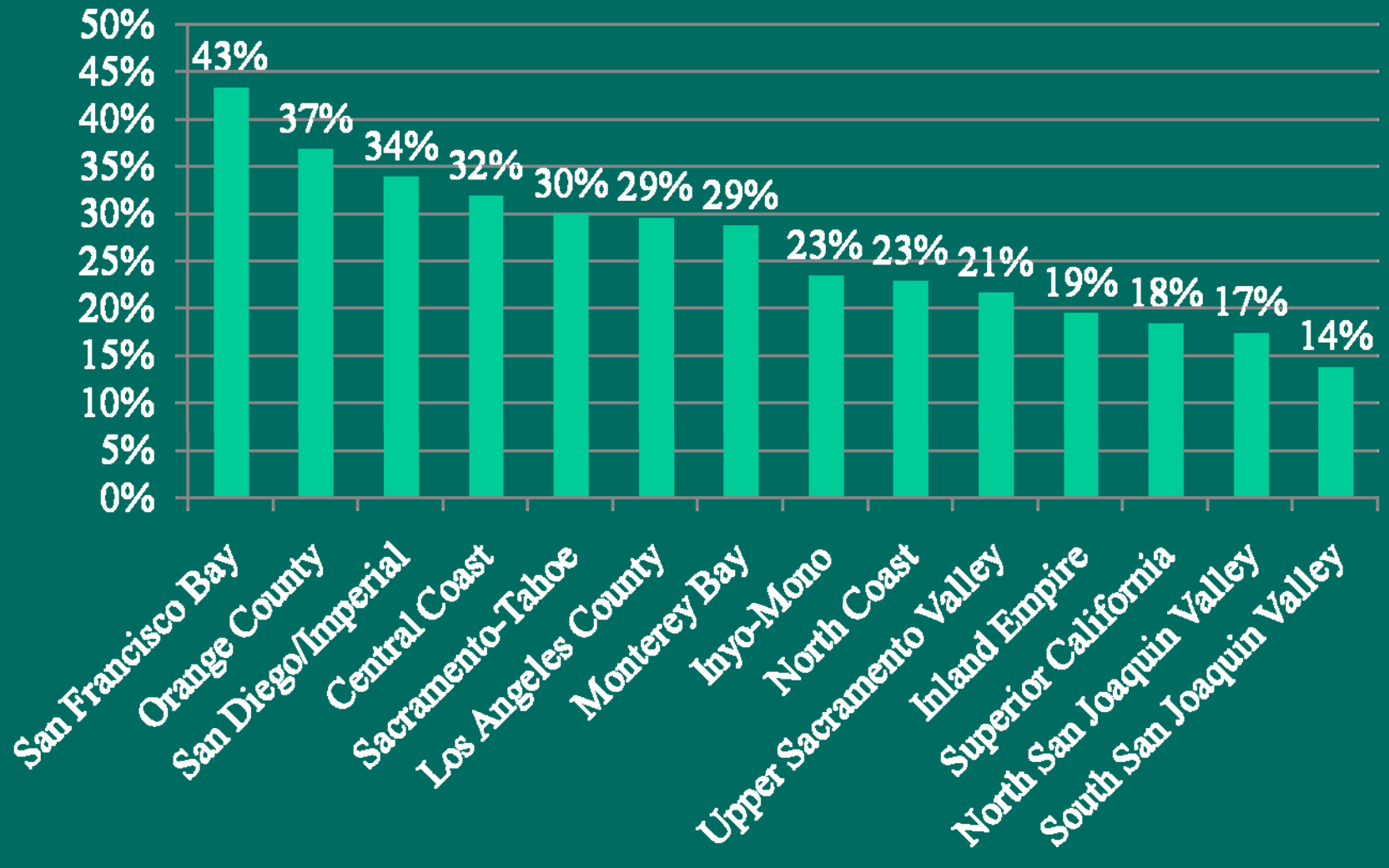
Regional Variation:
Share of HS Graduates Completing a-g



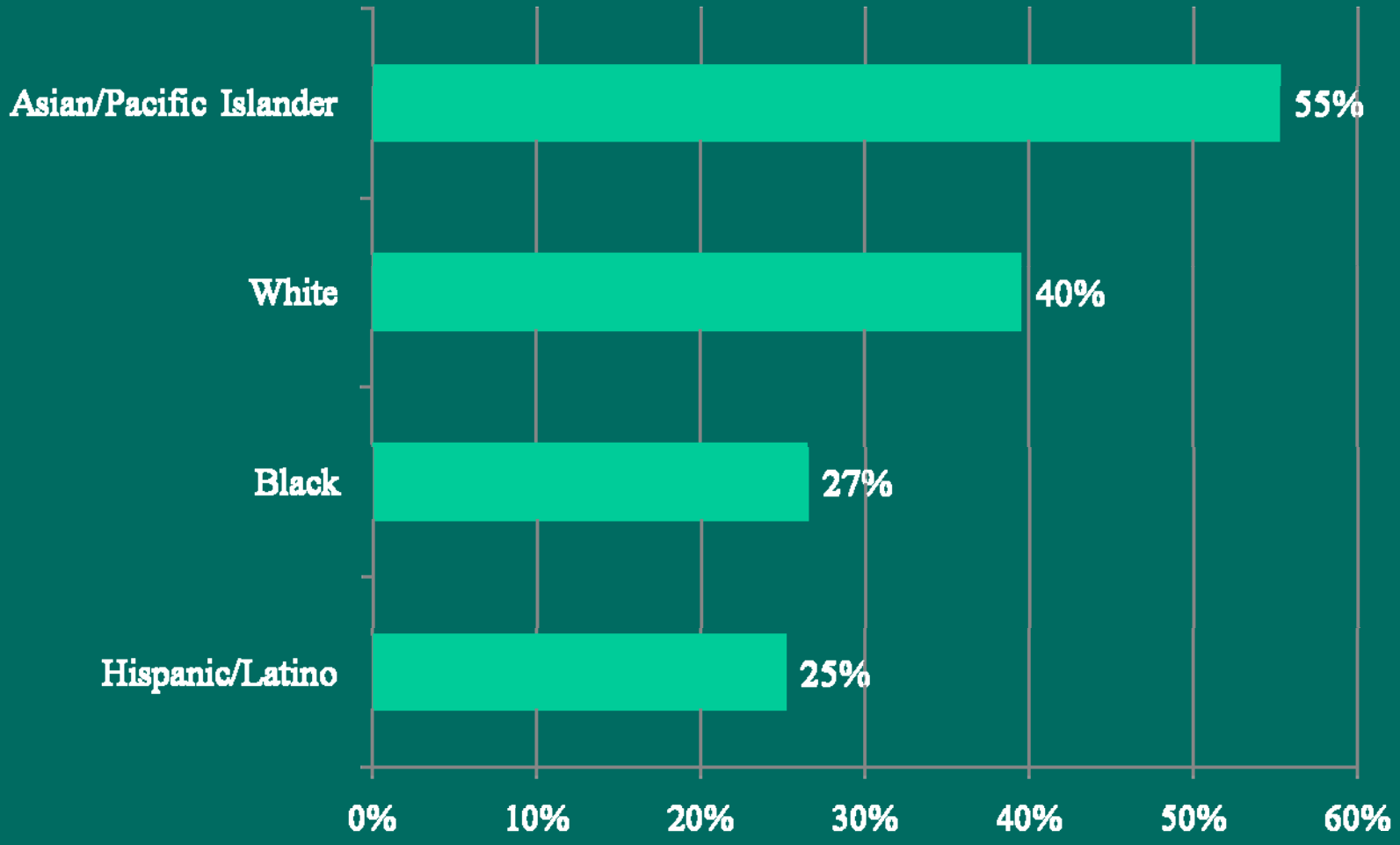
Regional Variation:
Percent of 18-24 Year Olds Enrolled in College

Region	
Upper Sacramento Valley	56%
Central Coast	52%
Orange County	49%
San Francisco Bay	47%
Monterey Bay	44%
Sacramento-Tahoe	43%
San Diego/Imperial	43%
Los Angeles County	43%
North San Joaquin Valley	34%
North Coast	33%
Inland Empire	33%
Superior California	32%
South San Joaquin Valley	26%

Regional Variation:
Percent of Working-Age Adults with BA

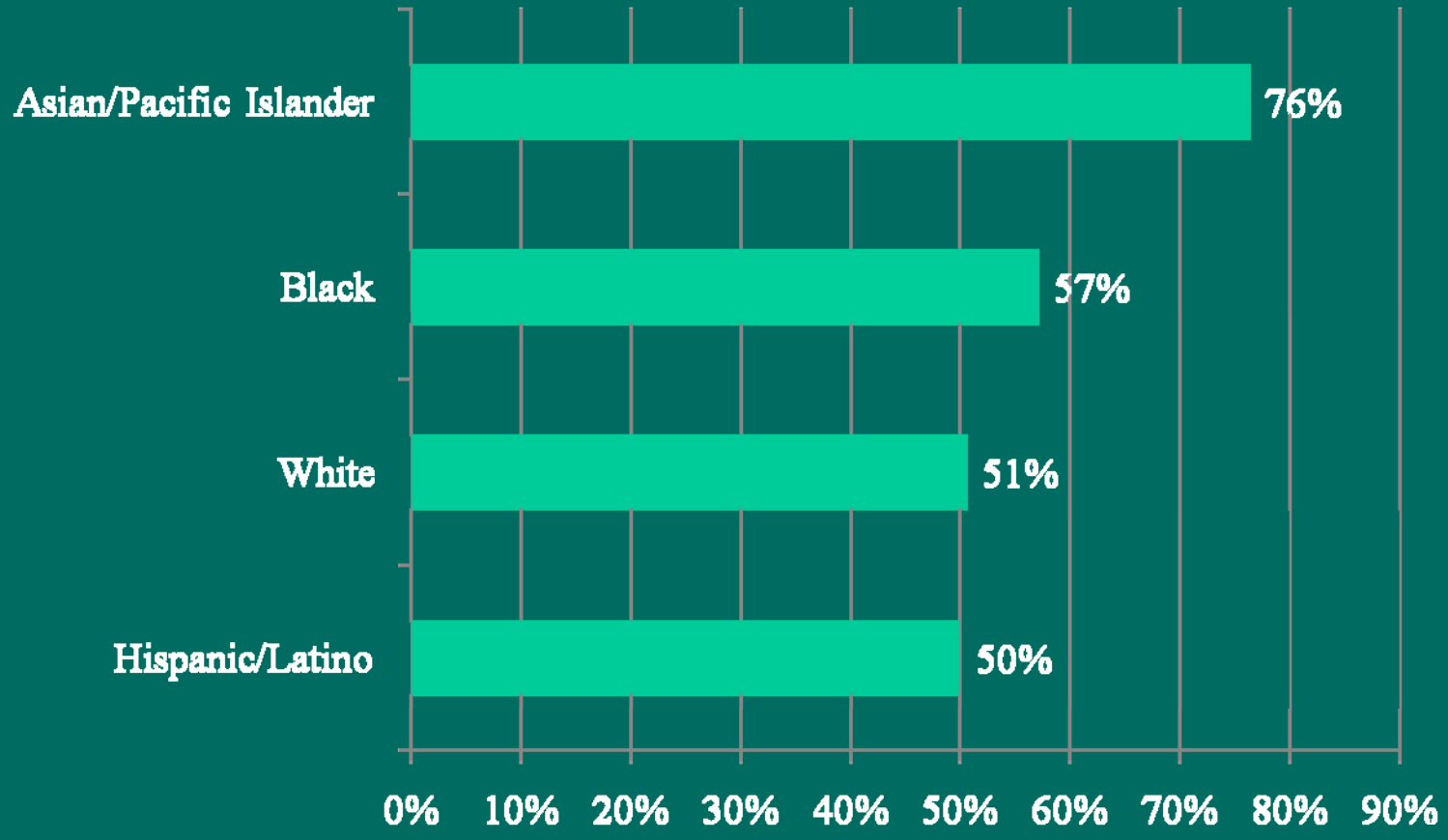


Racial/Ethnic Gaps in Share of HS Graduates Completing a-g



Racial/Ethnic Gaps in College-Going

While black and Latino HS grads go directly to college at about the same rate as white grads…



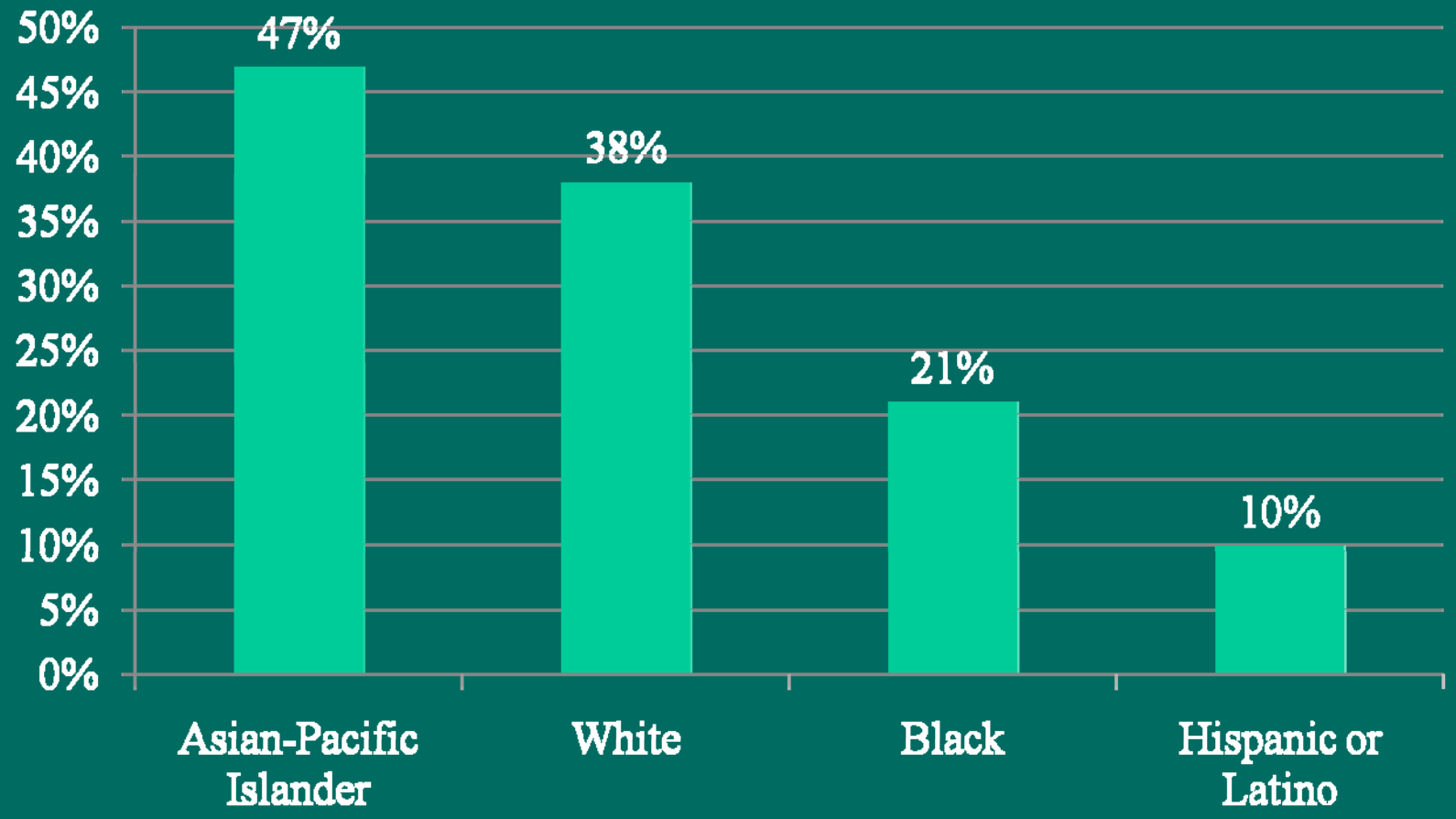
…more high school drop-outs in those populations results in large gaps in percent of young adults enrolled in college

Race/Ethnicity	Percent of 18-24 Year Olds Enrolled in College
White	45%
Black	35%
Hispanic or Latino	27%

Do equal rates of college going = equal opportunity?

- Blacks and Latinos are more concentrated in CCC
  - 80% of blacks and Latinos students are in CCC
  - Compared to 70% of whites
- CCC receive much less support per student
- CCC have lower completion rates – much more part-time, less financial aid
- Adds up to big gaps in degree attainment

Racial/Ethnic Gaps
in Percent of Adults with a BA



College is becoming less affordable for all, with more impact on lower-income populations

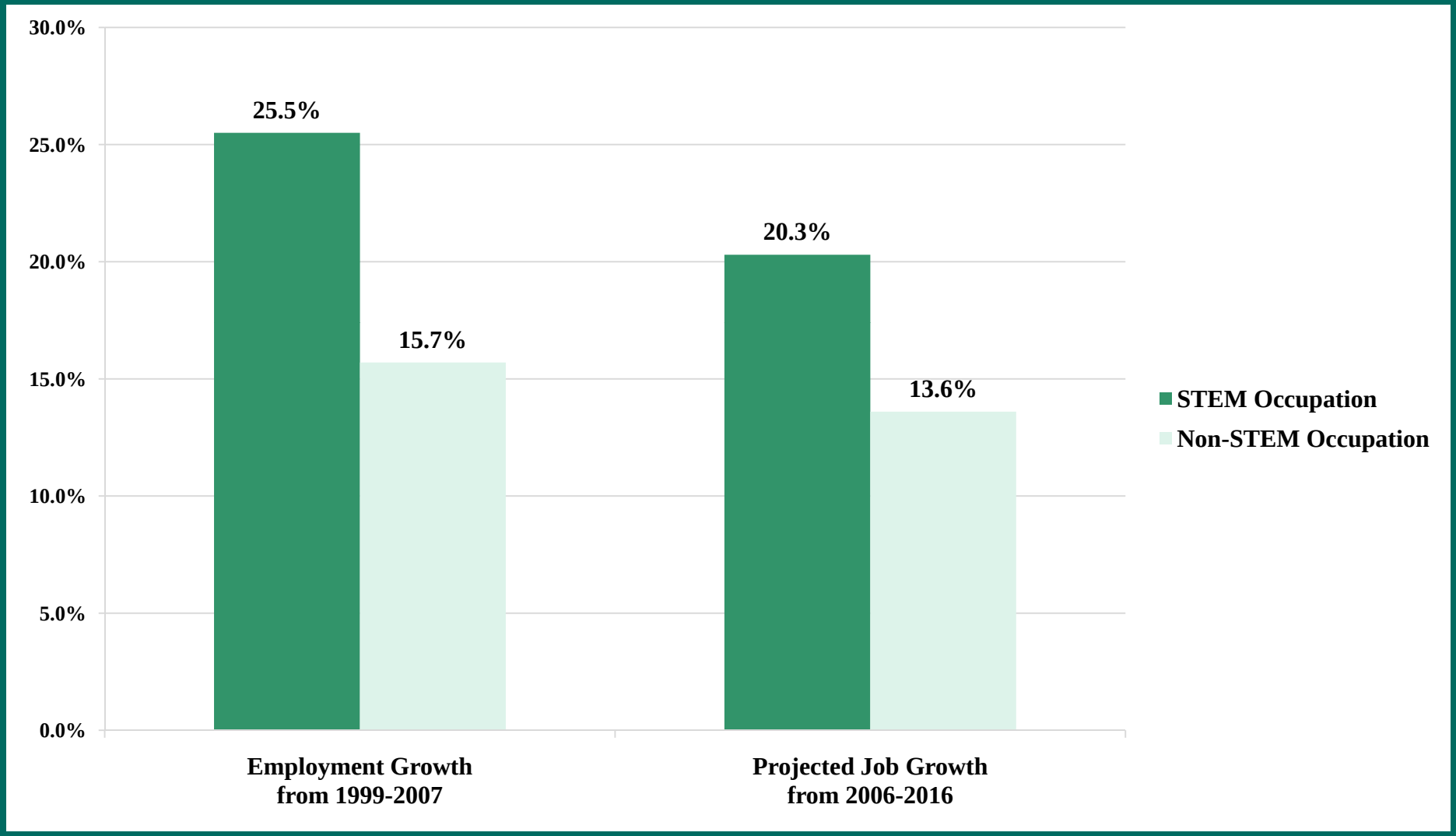
Year	UC Fee	CSU Fee
2001-02	$3,839	$1,876
2002-03	$3,997	$2,070
2003-04	$5,490	$2,572
2004-05	$6,266	$2,916
2005-06	$6,791	$3,164
2006-07	$6,834	$3,199
2007-08	$7,494	$3,521
2008-09	$8,014	$3,849
2009-10	$8,720	$4,893
Total Increase	127%	161%
Avg Annual Increase	11.3%	13.0%

STEM Shortages

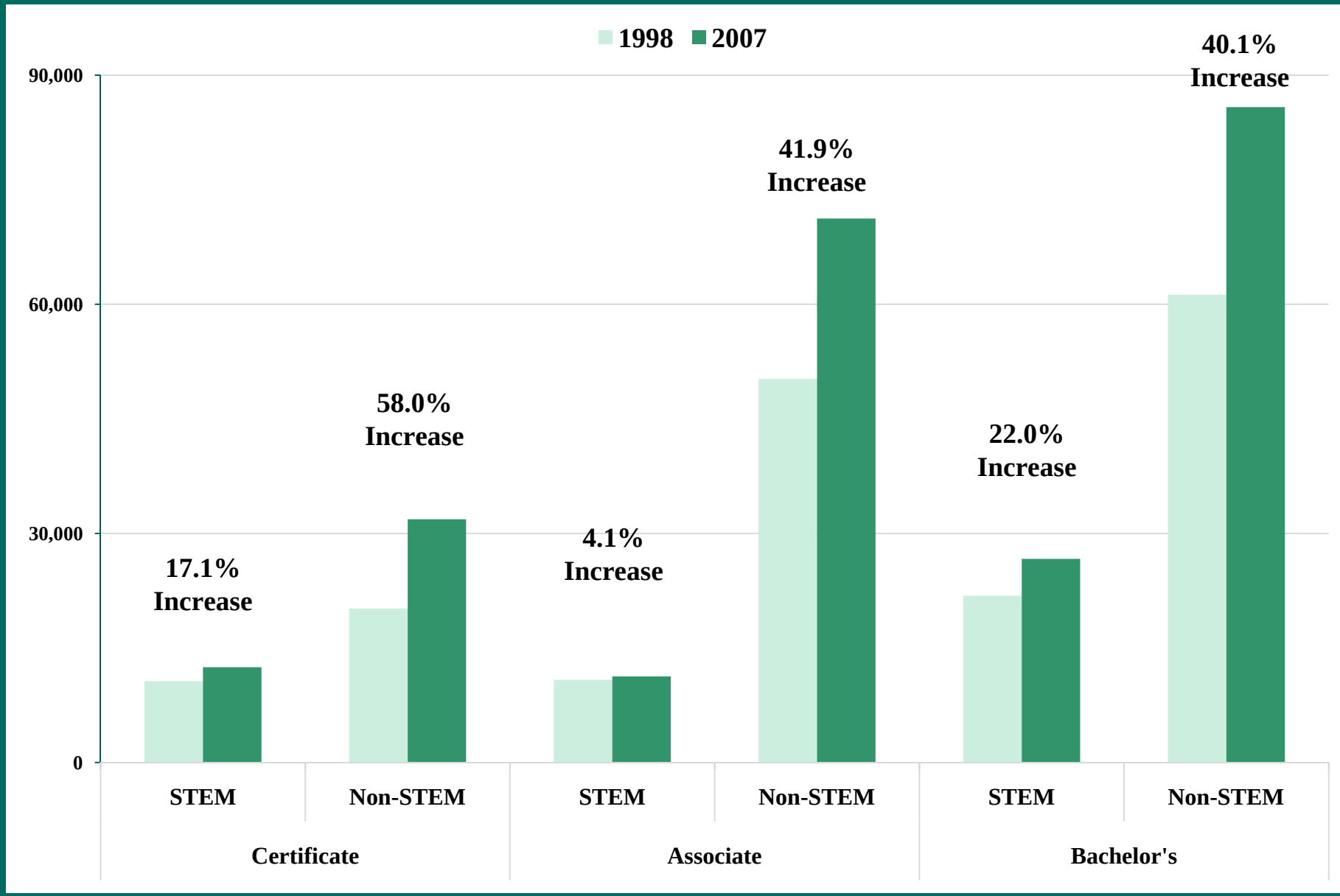
IHELP report, *Technical Difficulties: Meeting California's Workforce Needs in Science, Technology, Engineering, and Math (STEM) Fields*

- Growing demand is outstripping supply
- Half of 123 STEM occupations have projected shortages
- For those fields, need 90% annual increase in degrees/certificates
- CA is 9th of 10 "new economy" states in producing bachelor's degrees in science and engineering

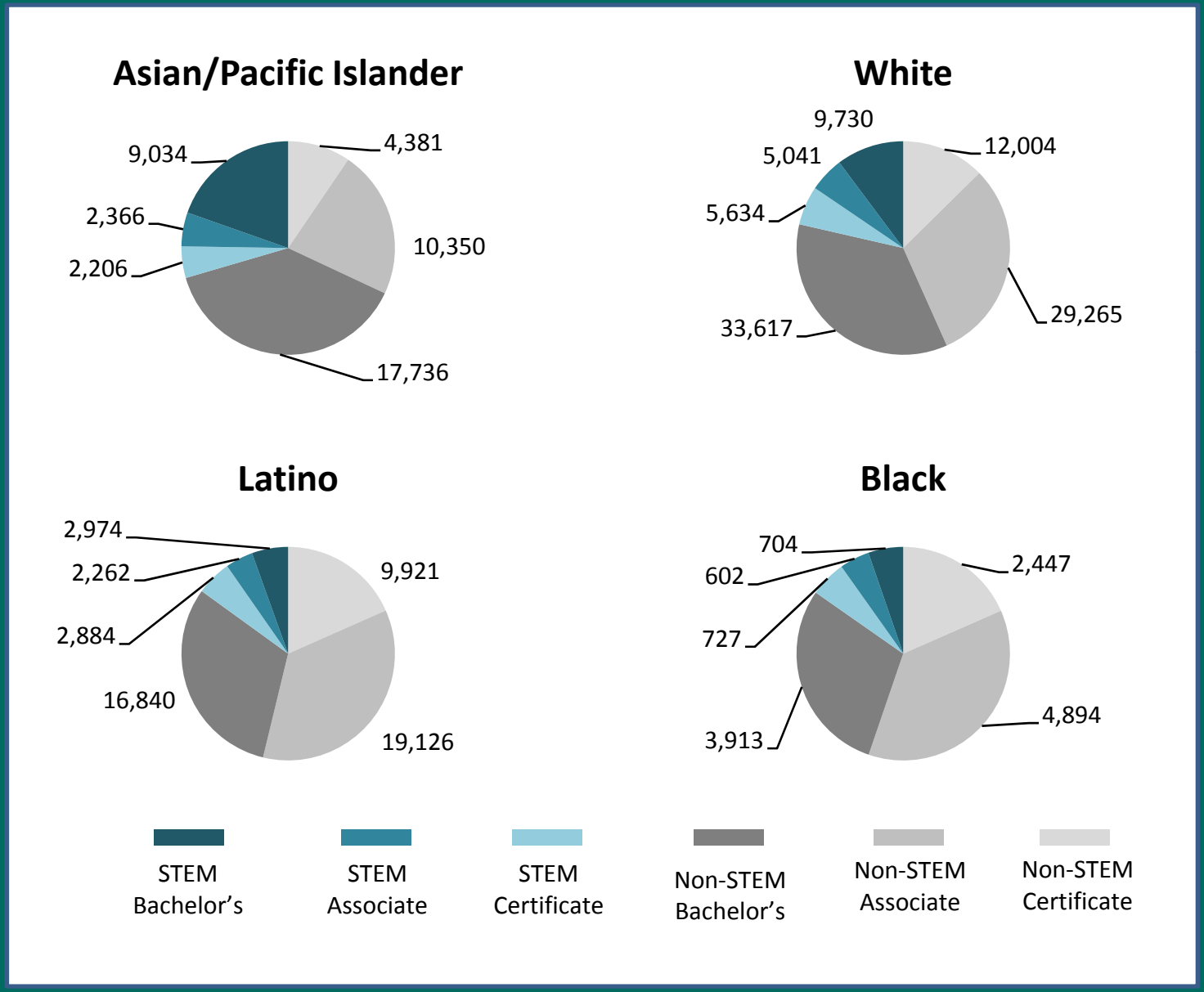
Growth in STEM Employment Greater than Non-STEM



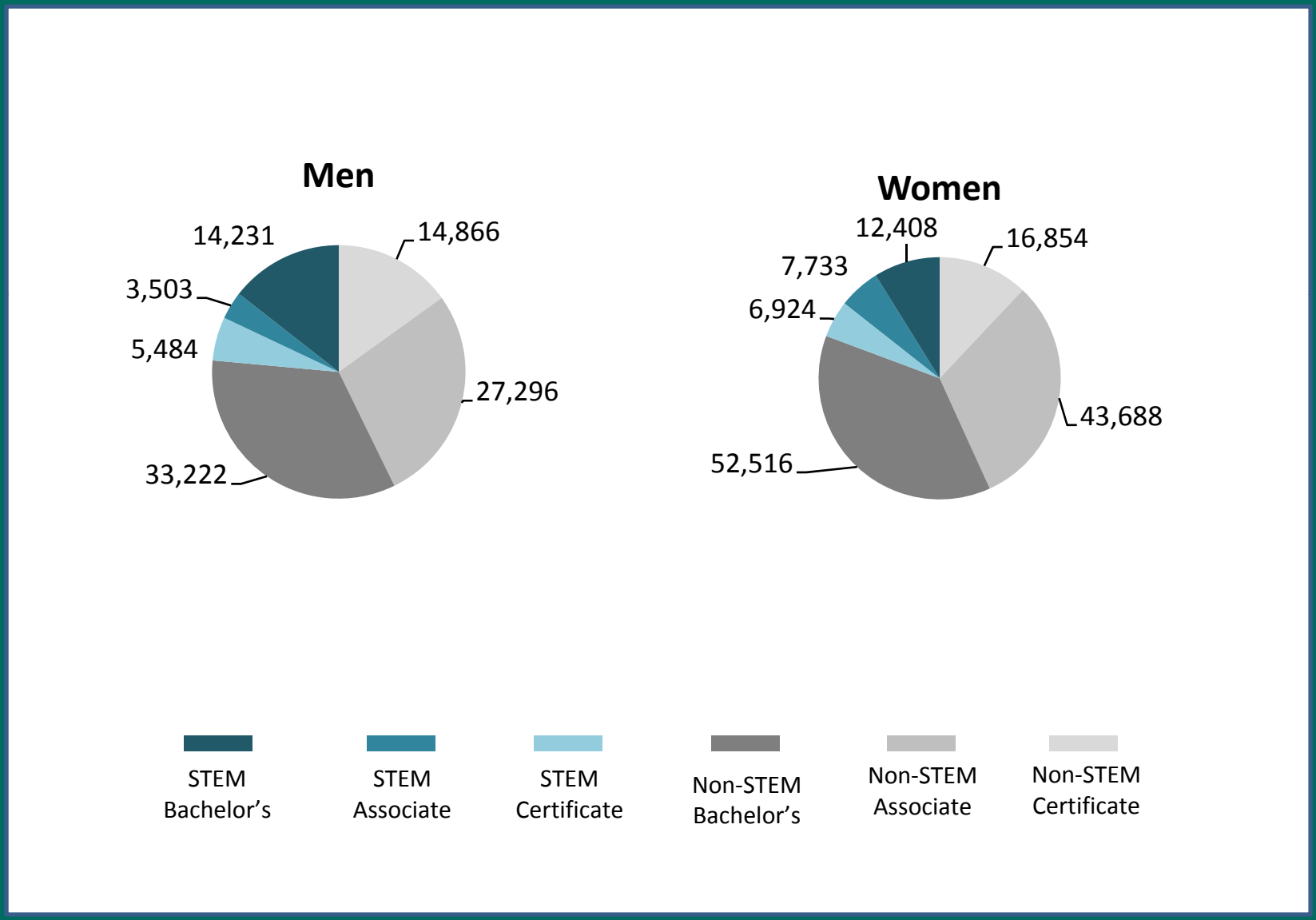
Increase in Degrees/Certificates Greater for Non-STEM Fields



Smaller Share of Blacks and Latinos Earn STEM Bachelor's Degrees



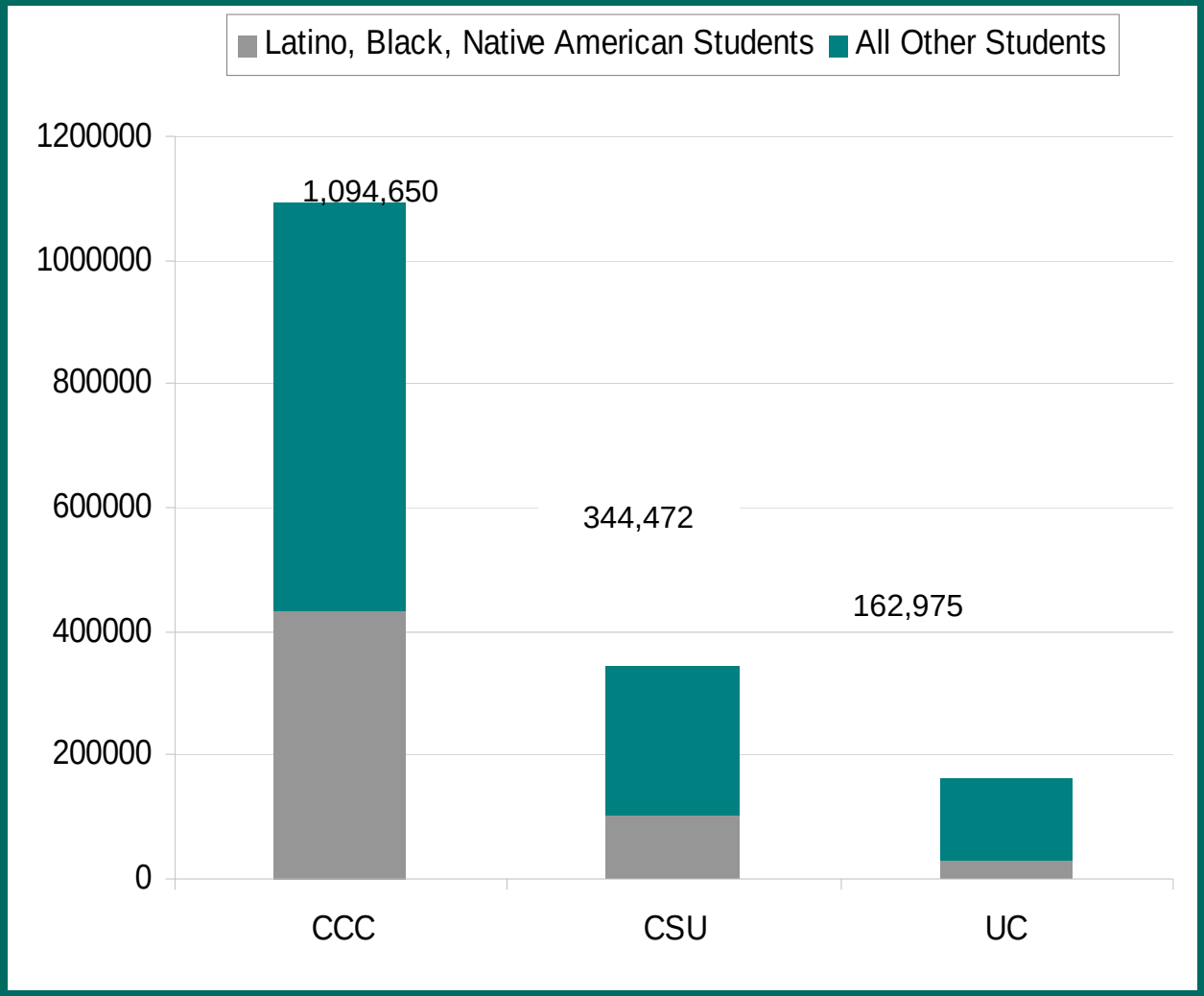
Smaller Share of Women Earn STEM Bachelor's Degrees



Policy

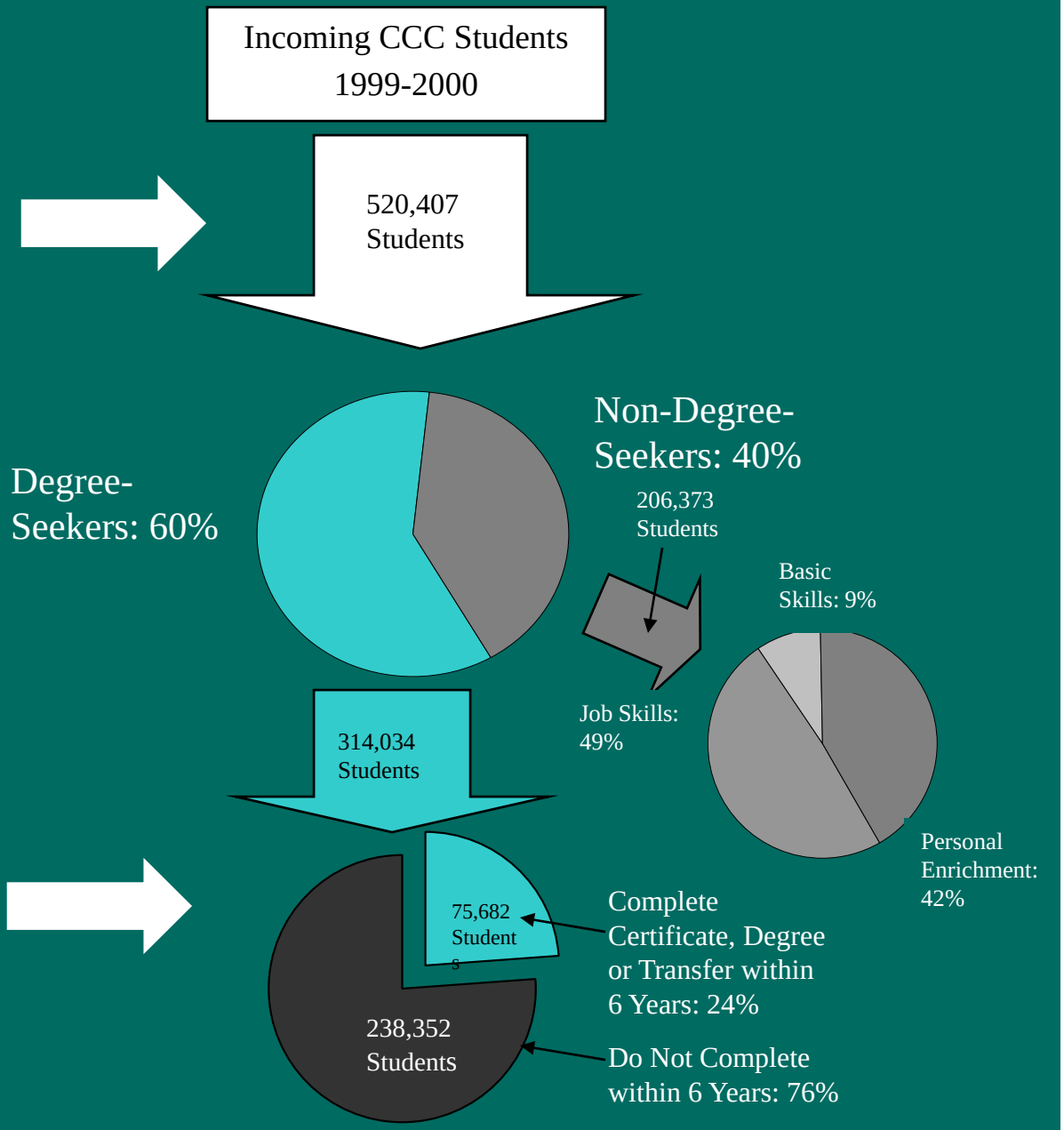
- Community college student success
- Transfer
- College readiness

Community Colleges are Key to Improving Education Levels

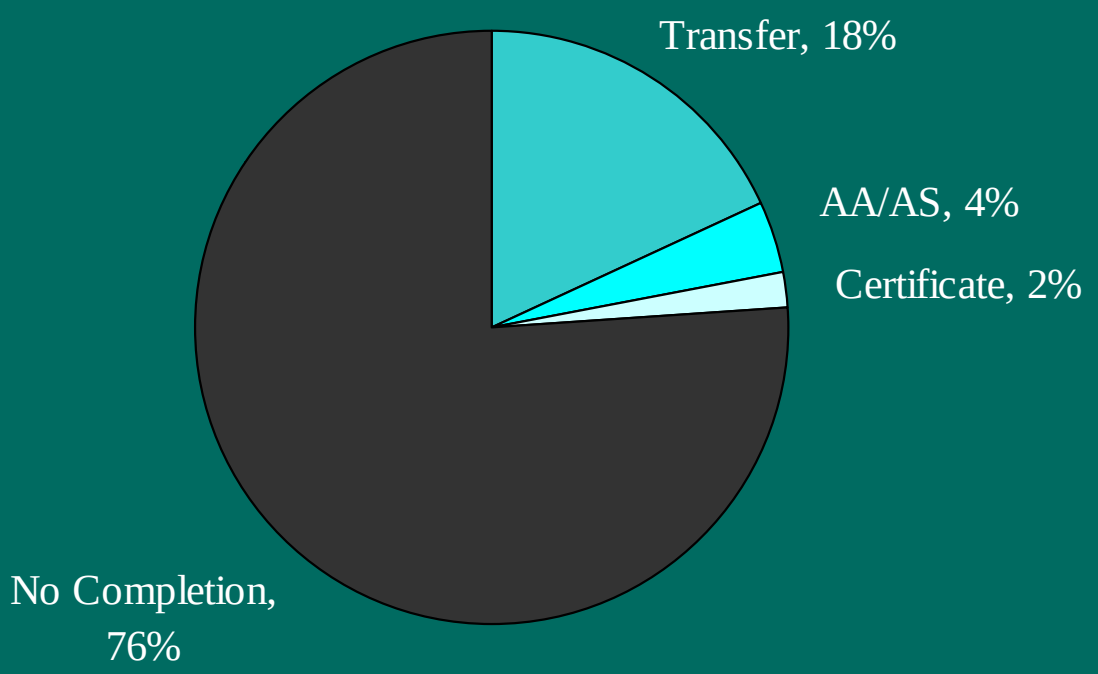


Policies to Promote Access

Policy Barriers to Completion



Highest Completion Among Degree-Seekers After Six Years



Completion Rates Worse for Certain Groups

- 33% for Asian students
- 27% for white students
- 18% for Latino students
- 15% for black students

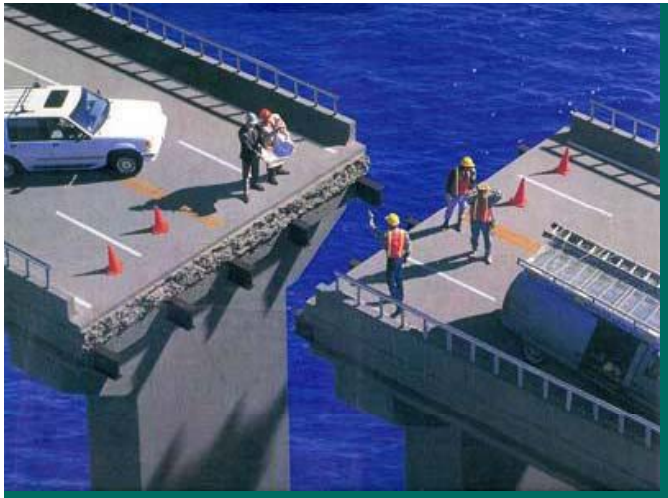
- 27% for students age 17-19
- 21% for students in their 20s
- 18% for students in their 30s
- 16% for students age 40 or older

What Policies Impede Student Success?

1. Inadequate state investment for mission
2. Enrollment-based funding (3rd week)
3. Excessive restrictions on college use of resources
4. Misguided fee/financial aid emphasis
5. Lax approach to guiding students
   - Assessment/placement/advising
   - Lack of structured pathways

Things we can't accomplish when enrollment is rewarded over success

- Mandatory assessment/placement
- Enforced prerequisites
- Mandatory orientation/student success courses
- Remove spending constraints on student support services
- Increase revenue from non-needy students



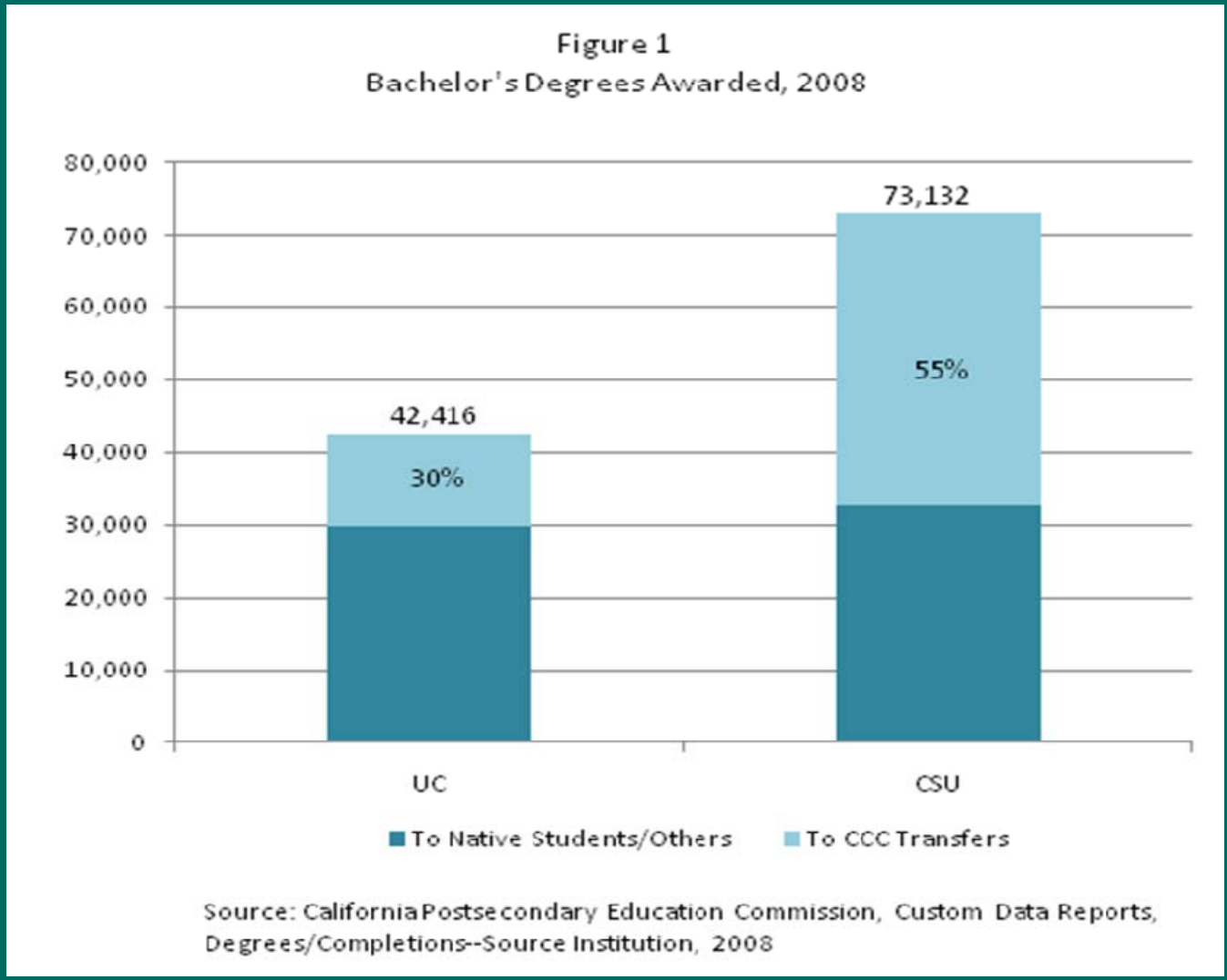
Fix Transfer: If Not Now, When?

- CA relies on transfer more than other states
- What is the problem?
  - Transfers rates low/vary by method: 20-40%
  - Excess units
  - Many "transfers" well below 60 units
  - Many transfers never earn a college degree
- Why?
  - Hugely complex system – not student-centered
  - No statewide general education pattern
  - No consistency in lower division major prerequisites

Lower Division Major Preparation – e.g., BA in Psychology

CSU		
San Jose State	**Sacramento State**	**Sonoma State**
• General Psychology • Introductory Psychobiology • Elementary Statistics • Human Biology or Human Anatomy • 3 units of any transferable psychology elective	• Intro. Psychology: Basic Processes • Intro. Psychology: Individual and Social Processes • Methods of Psychology	• Statistics • 6 units of lower division psychology (unspecified)
UC		
UC Davis	**UC Santa Cruz**	**UC Merced**
• General Psychology • Research Methods in Psychology • Sociology or Cultural Anthropology • Elementary Statistics • One of several options: (1) Introductory Biology or (2) Essentials of Life on Earth or (3) General Biology *and* either Human Evolutionary Biology or Introduction to Human Heredity or Exercise and Fitness: Principles and Practice	• Introduction to Psychology • Precalculus • Introduction to Psychological Statistics • Research Methods in Psychology • Introduction to Developmental Psychology	• Two natural science or engineering courses, at least one with a lab, field or studio component • Introduction to Psychology • Cultural Anthropology or Intro. to Cognitive Science or Intro. to Economics or Intro. to Political Science or Intro. to Public Policy or Intro. to Sociology • Two other lower-division courses for the major could be completed after transfer: Analysis of Psychological Data and Research Methods

Large Role for Transfers – does not signal effective transfer process



What Would A Student-Centered Process Look Like?

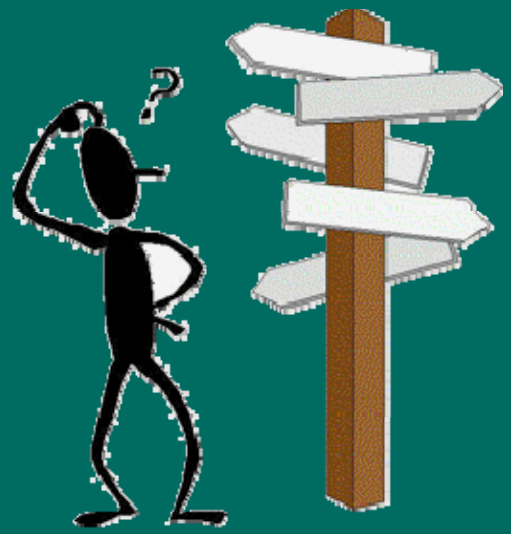
- One common general education pattern
- Associate *degrees* for transfer
- Guaranteed transfer of all degree credits
- Degree guarantees admission to a public university (not to specific campus or major)
- Degree in discipline guarantees junior status
- Minimal allowance for variation in major preparation *after* transfer

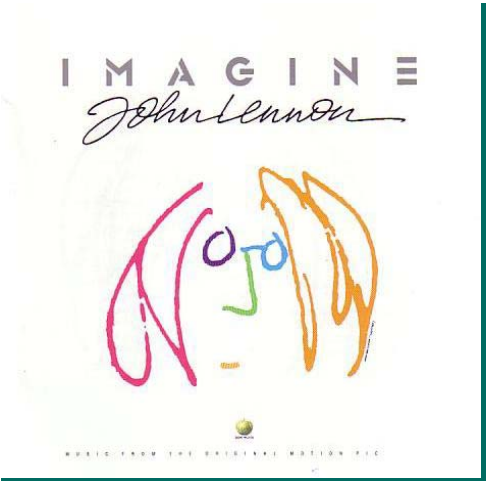
College Readiness – Huge National Problem

- Large gap between completing high school and readiness to succeed in college
- State policies to address problem are inadequate:
  - Driven by politics and rhetoric => low HS standards
  - No specific college readiness standards
  - Higher ed is not engaged in process - to make college readiness standards clear to P-12
  - Efforts are not affecting classroom teachers
- Requires unprecedented levels of P-16 cooperation – unlikely to be easy in CA

Planning and Governance

- Mechanisms
- Culture
- Infrastructure





What would effective planning and coordination look like?

- Strong leadership from governor
- Begin with needs of CA – not institutions
- Diagnose gaps and set goals – for higher education collectively
- Design policies to meet goals – a “public agenda”
- Accountability system to monitor outcomes and link to resources
- Effective entity to coordinate planning

Example: Illinois

Process (Year-long planning):

- Legislature, Board of Higher Education, Public Agenda Task Force (appointed by Governor)
- Study challenges & opportunities facing postsecondary education in IL, workforce needs, demographic trends, funding, financial aid

Principles:

- Higher ed is public good and public responsibility
- Priorities and policies should align with state goals
- Unique missions of institutions should be supported
- Adequate and equitable funding for P-20
- Comprehensive P-20 data system is vital

Example: Illinois - continued

Result:

- A public agenda for college and career success - to make Illinois "ready to face the future"
- "Call to arms" for students, parents, educators, unions, business executives, civic leaders, elected officials…

Goals:

1. Increase educational attainment to match best-performing states and countries
2. Ensure affordability for students and taxpayers
3. Increase credentials to meet needs of economy
4. Better integrate educational, research, and innovation assets to meet economic needs of state and regions

Summing up – a Big Challenge

- Growing shortage of educated workers
- Strength in high technology in jeopardy
- Prospect of declining college participation – especially under-represented students
- Lack of college readiness as big factor in low completion rates
- Disparities across regions and race/ethnicity
- Severely reduced state budgets
- Weak culture for planning for policy change

First Priority – Better Planning

- From Master Plan to “public agenda”
- Accountability linked to public agenda
- P-16 student-level data system
- College readiness plan
- Fees/affordability policy
- Regional planning aligned with state framework

Some Policy Priorities

- Incorporate better incentives into funding mechanism – aligned with priorities/goals
  - e.g., completion, low-income, STEM
- More flexibility in use of resources
- Student-centered transfer process
- Clearer pathways for students
- Better financial aid

1. How can we get the leadership we need?
2. How can we better mobilize external stakeholders?
3. Is it time to question fundamental aspects of the Master Plan?
4. Where should we start?

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