

Community College Student Success: Evolution of Research and Policy

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Doctorate in Educational Leadership

Transformational Leader Series

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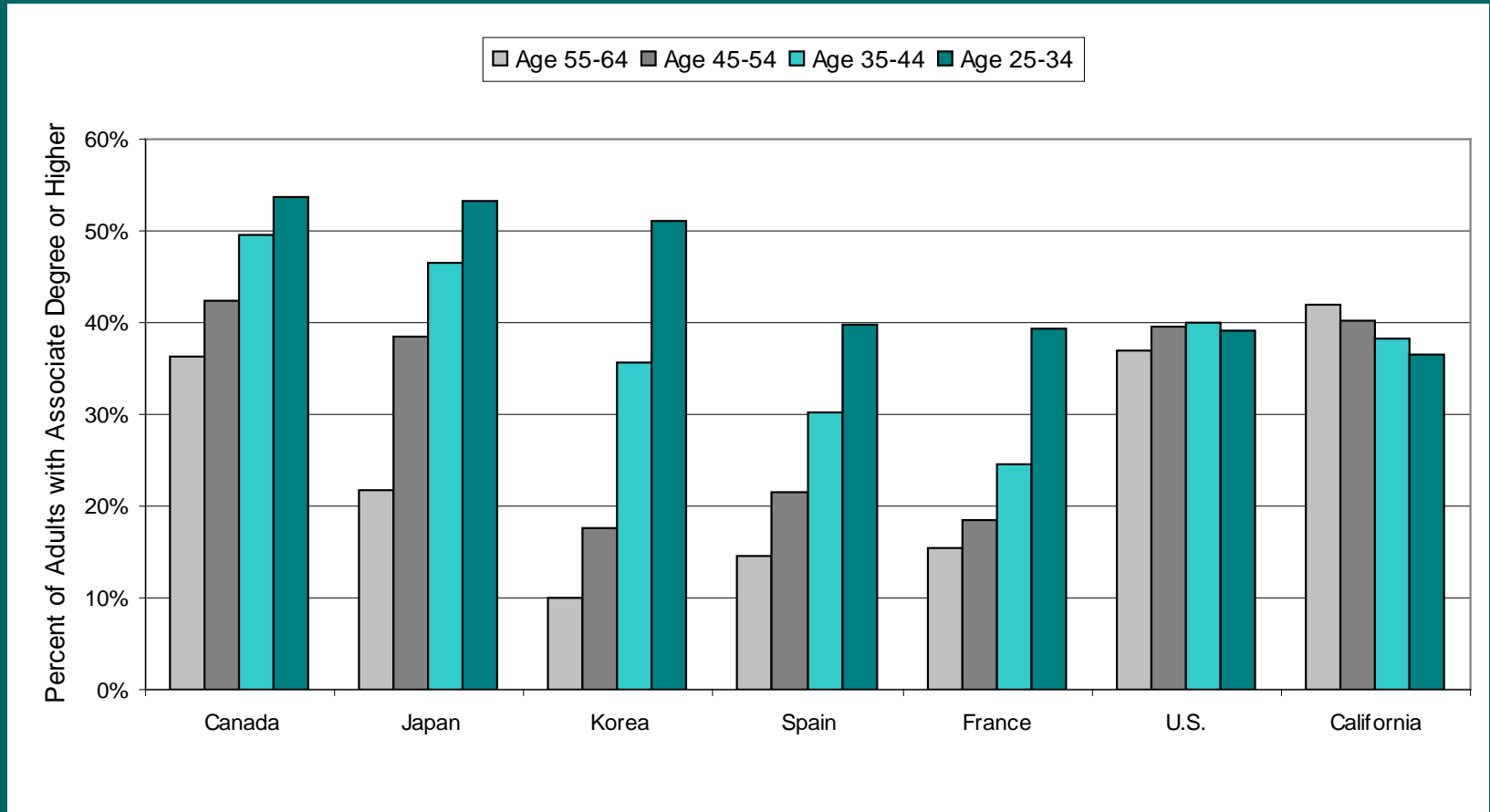




Key Topics

- College completion agenda – and community colleges
- Community college context
 - National and California
 - From access to success
- Evolution of research/policy
 - Policies - then
 - Research strategies
 - New policy directions

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



Not shown: Belgium, Norway, Ireland and Denmark, which also rank ahead of the U.S. on attainment among young adults



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's Performance is Lagging

- Preparation
 - 36th in high school graduation rate
 - Bottom 1/5 in 8th graders scoring “proficient” in *all* subject areas of the NAEP
 - 41st in high SAT/ACT scores per 1,000 HS graduates
- Participation
 - 6th in percent of 18-24 year olds enrolled in college
 - 48th in *full-time* college enrollment
- Completion
 - 41st in BA/BS degrees awarded per 100 HS grads 6 years earlier
 - 46th in degrees per 100 undergraduates enrolled
- Performance gaps



Pushing the Agenda – Educational Attainment



- National researchers
- Foundations: Lumina, Ford, Hewlett, Gates
 - Complete College America
- President Obama – regain leadership in educational attainment
 - Much focus on community colleges
- National Governors Association
- But “college” completion still misunderstood as “bachelors degree” completion

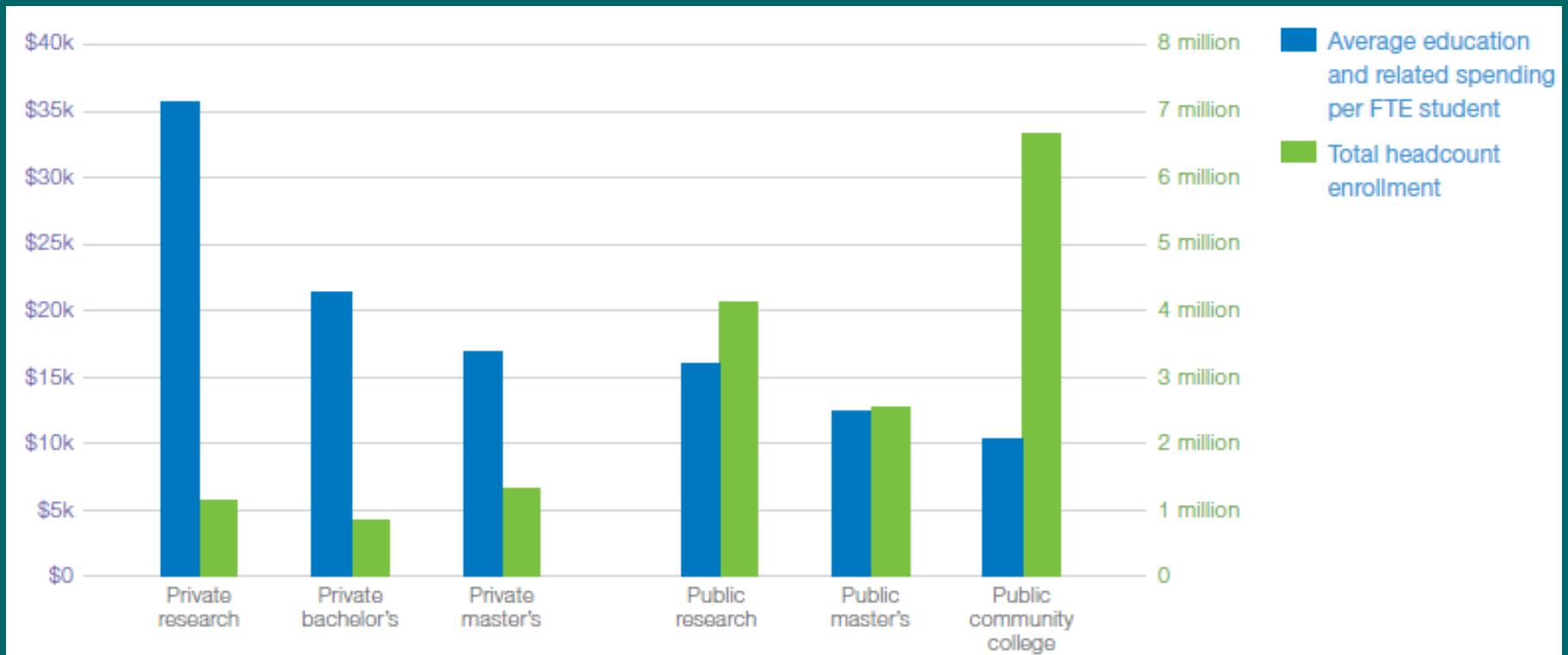
Completion Challenge for Community Colleges

- Open access
- High proportion of
 - educationally disadvantaged
 - low income
 - first generation college students
- Multiple missions
 - Transfer
 - Career/workforce
 - Developmental (remedial)
 - Adult Education
- Serve the most; funded the least



Institutions enrolling the most students spend the least on their education

Enrollment versus spending per student, AY2009 (in 2009 dollars)





California Community Colleges: Size and Governance

- 112 community colleges in 72 independent districts
- Weak state-level governance
- Highly regulated
- Highly politicized internal stakeholders
- 2.9 million students per year
 - most part-time and underprepared
- Multiple missions: ~ 60% credential-seeking
- Low funding/lowest fees in the nation



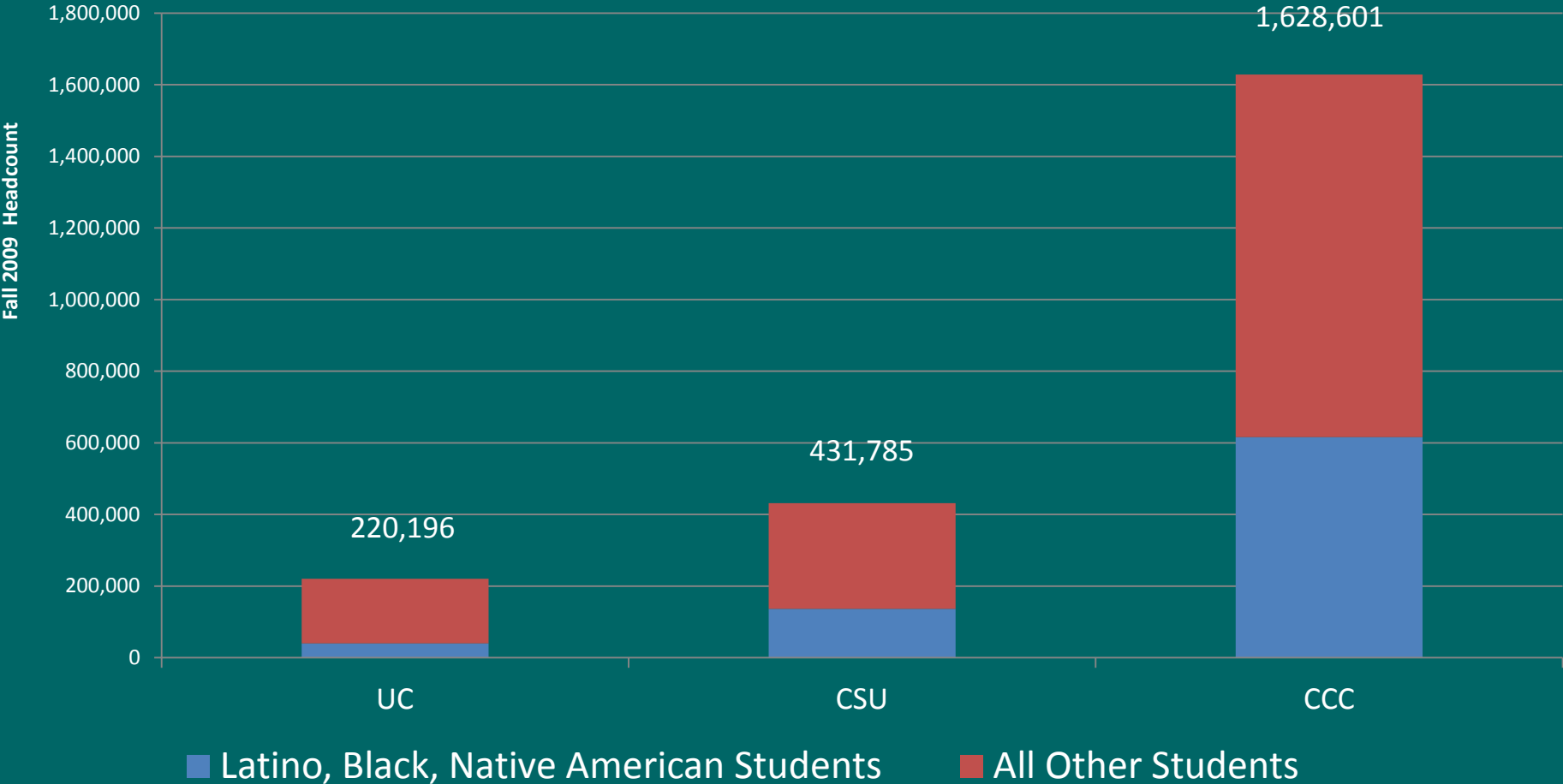
CCC serves the future CA workforce

- 75% of public postsecondary enrollments; 80% of Latinos
- Latino % of working-age pop. from 34% to 50% by 2040
- 16% of working-age Latino adults have a college degree (associate or higher), compared to 50% of white adults

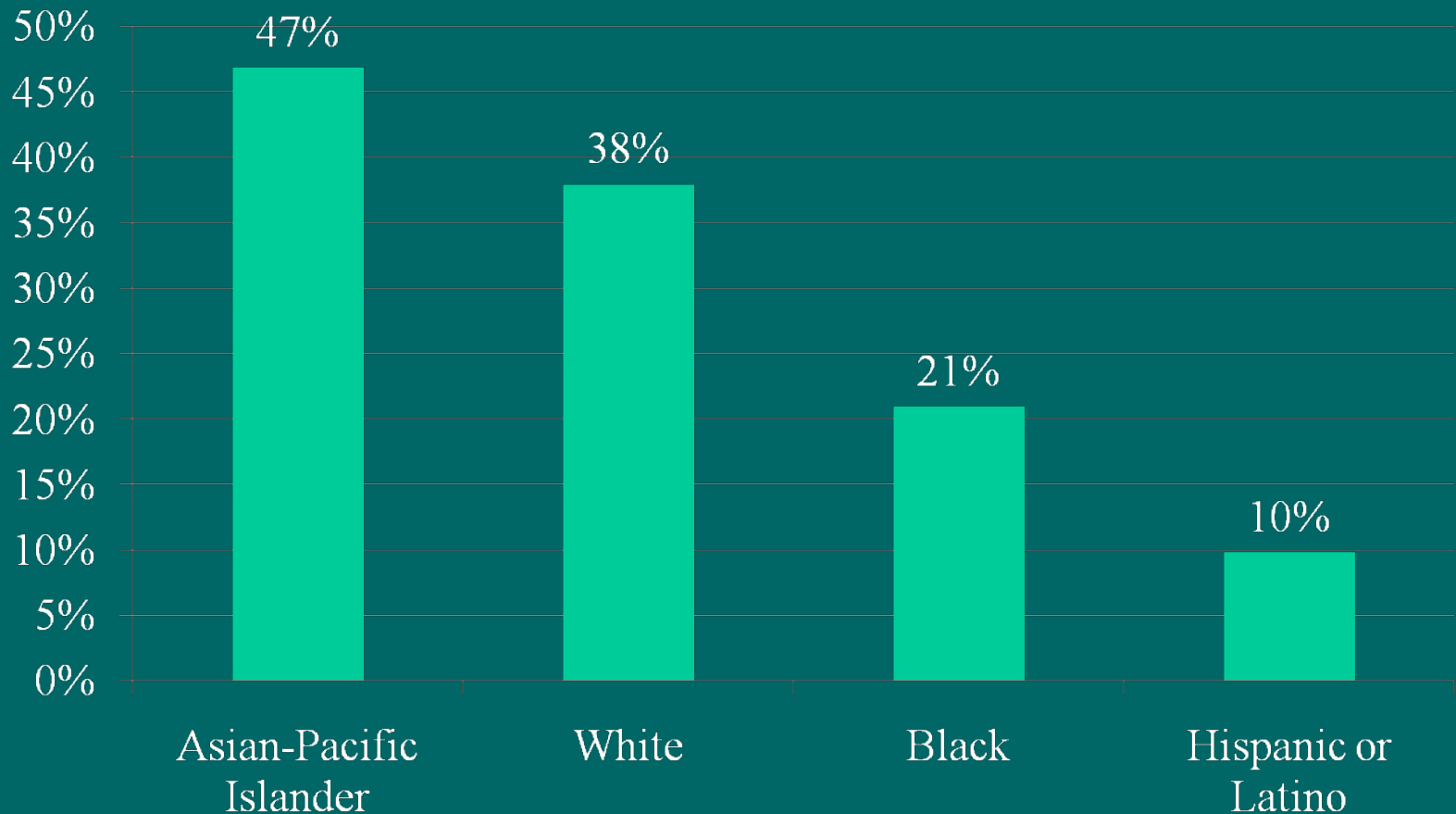


Community Colleges Enroll Most Undergraduates – and Large Portion of Latino and Black Populations

Figure 4
Distribution of Minority Students in UC, CSU, CCC



Racial/Ethnic Gaps in Percent of Adults with a BA





Agenda-Setting - From Access to Success in Community Colleges

Socio-economic factors:

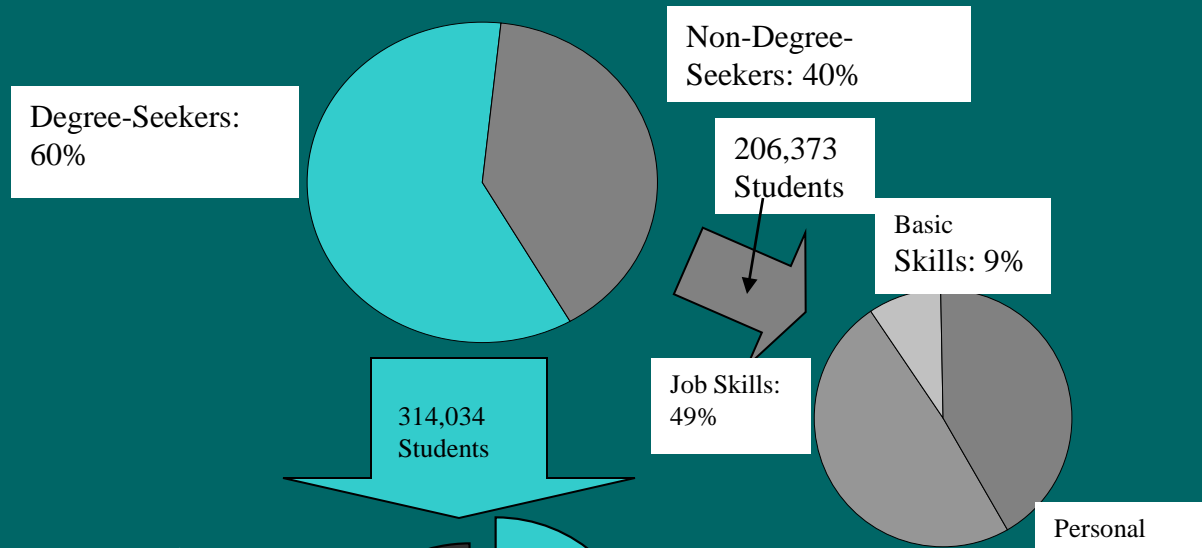
- 21st Century, global economy (information age)
- Demographics – first generation college students
- State budget constraints = efficiency concerns

Policy entrepreneurs:

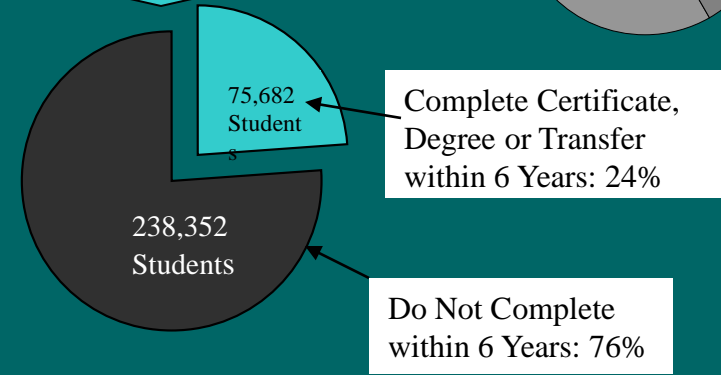
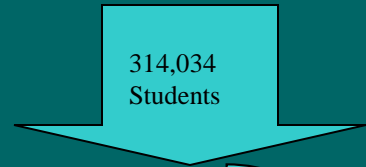
- Ford, Lumina foundations
- Hewlett and Irvine – in California
- PPIC
- Campaign for College Opportunity
- IHELP– *Rules of the Game*

Policies to Promote Access

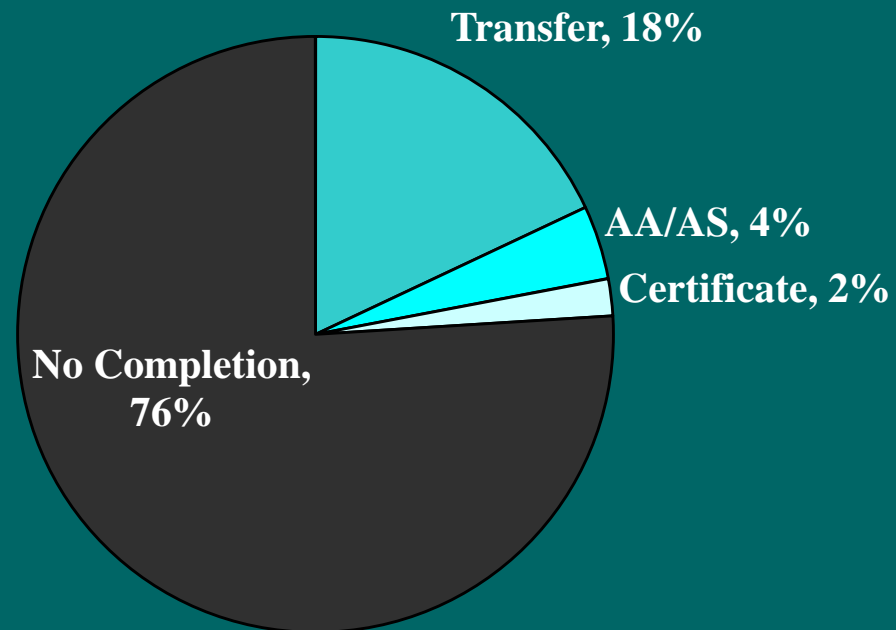
Incoming CCC Students
1999-2000



Policy Barriers to Completion



Highest Completion Among Degree-Seekers After Six Years

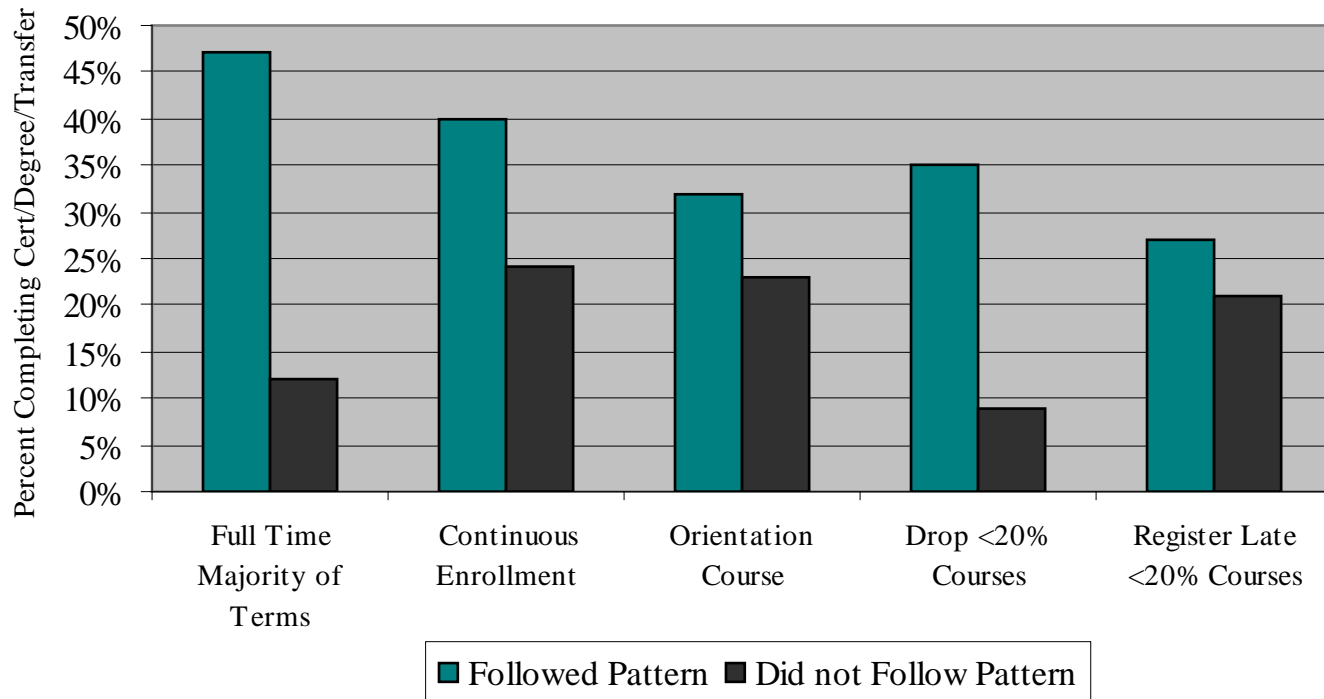


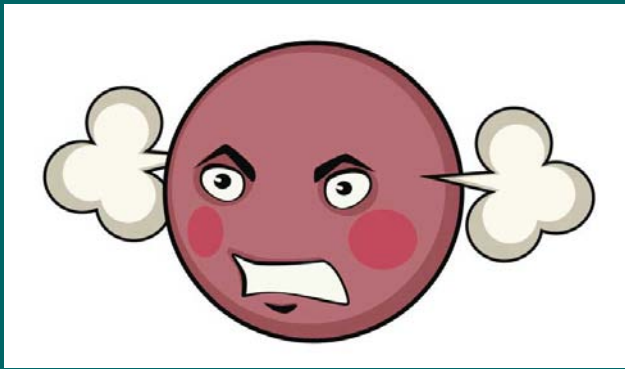
Completion Rates Worse for Certain Groups

- 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

Enrollment Patterns Matter – Especially Full-Time

Figure 8: Certain Enrollment Patterns are Related to Higher Completion





Community College Reaction

- Completion is the wrong metric
- Completion rates reasonable for CCC population
- Disputed definition of “degree seeking”
- It’s about money – not policy change



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FOR HIGHER
EDUCATION
LEADERSHIP
& POLICY

It's the Policy, Stu___ !!!

(Colleges are Just Following the Rules)

- From research - we know a lot about what works
- Public policies are not aligned
- New policies => new rules => better outcomes



What Works (from the Research)

- College readiness
- Early success/basic skills
- Less work, more school
- Clear goals and pathways
- Intensive student support
- Use of data
- Resources aligned with goals

College Readiness – Policies

- Every college has its own assessments
- Students can avoid assessment – or assessment shop
- Few prerequisites for college level courses

Early Success/Basic Skills - Policies

- Placement is advisory only
- Orientation not mandatory
- Education plans not emphasized
- Remedial coursework often delayed

Less Work/More School – Policies

- Fiction of low fees = affordability
- Few students seeking federal aid (Pell grants)
- Low application for Cal Grants
- No policies or messaging to encourage full-time

Clear Goals and Pathways - Policies

- Minimal counseling
- Emphasis on courses – not programs
- Weak educational planning
- No transfer associate degree

Intensive Student Support – Policies

- 50% law - limits spending on student support
- Optional: orientation, student success courses, counseling
- Student services outside the “core” - categoricals

Use of Data- Policies

- No monitoring of students with <12 units
- No breakdowns by race/ethnicity
- No data on outcomes by program
- Too much emphasis on volume metrics

Resources– Policies

- Enrollment-driven funding = no fiscal incentives for completion
- Equity of funding to districts, not student need
- Regulations, categoricals, reporting
- Fee waivers without conditions
- Subsidy for high-income, personal enrichment
- Low fees – main factor in low funding per student

Some Research Findings and Strategies

	Readiness	Access	Affordability	Completion	Workforce	Efficiency
Proposition 98	-	-		-	-	-
Apportionments	-	+/-		-	-	-
Growth	-	+/-		-	-	-
Categoricals:						
Matriculation	-	+/-		-	-	-
EOPS		+	+	+	+	-
DSPS		+		-		-
PT Faculty		+/-		-		-
Fin Aid Admin		+	+	-		+/-
Expenditure restrictions:						
50% instruction	-	+/-		-	-	-
75% / 25%		-		+/-	-	-
60% part time		-		-	-	-
2 semester temporary		-		-	-	-
Student employment			-	-		-
Fees:						
Lack of policy		-	-	-		
Low fees		+/-	+/-	-	-	-
Waivers		+	+/-	-	-	-
Revenue offset		-		-	-	-
No fee non-credit	+	+/-	+	+/-	+	-
Prohibit fees	-	-		-		-
Financial Aid:						
BOG waivers	-	+/-	+	-	+/-	-
Cal Grant	+/-	+/-	+/-	+	+/-	+/-
No integration		-	-	-		-

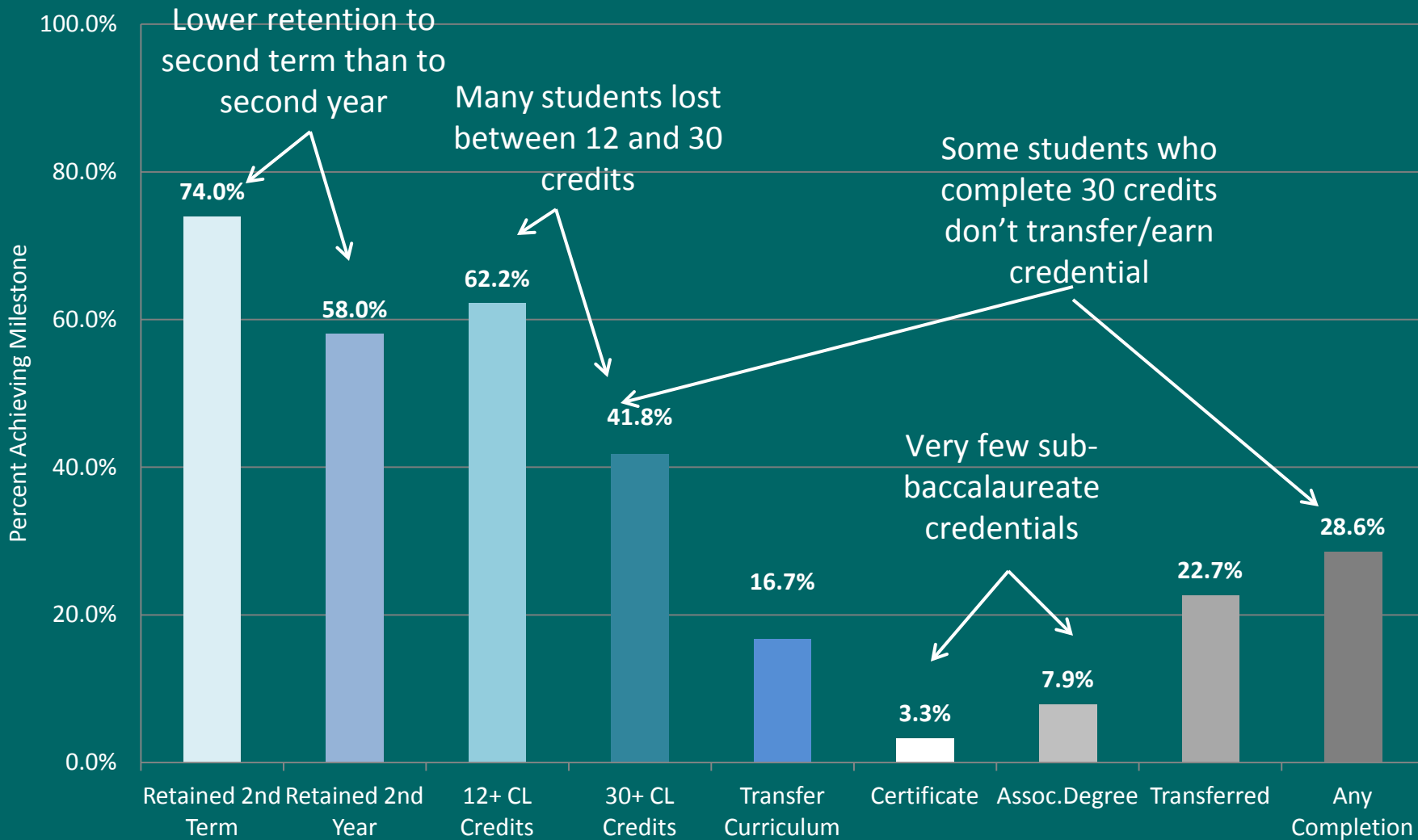


A Framework for Better Analysis

Two components (based on literature review)

- ***Milestones*** – to better understand the problem
 - measurable, intermediate educational achievements that students reach along the path to degree completion
- ***Success Indicators*** – to point to solutions
 - academic patterns that predict the likelihood that students will reach milestones

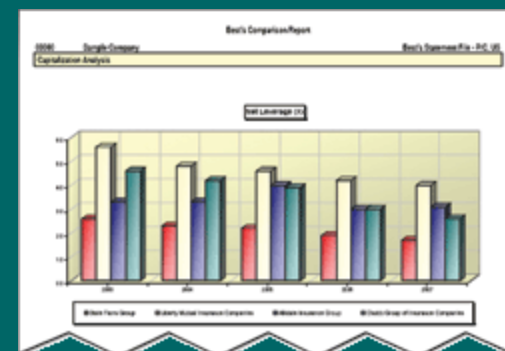
Milestones Point to Where Student Progress Stalls



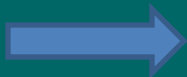
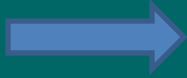
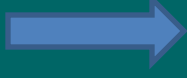
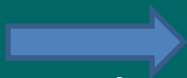

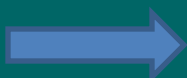


Success Indicators/Leading Indicators Validated through Research

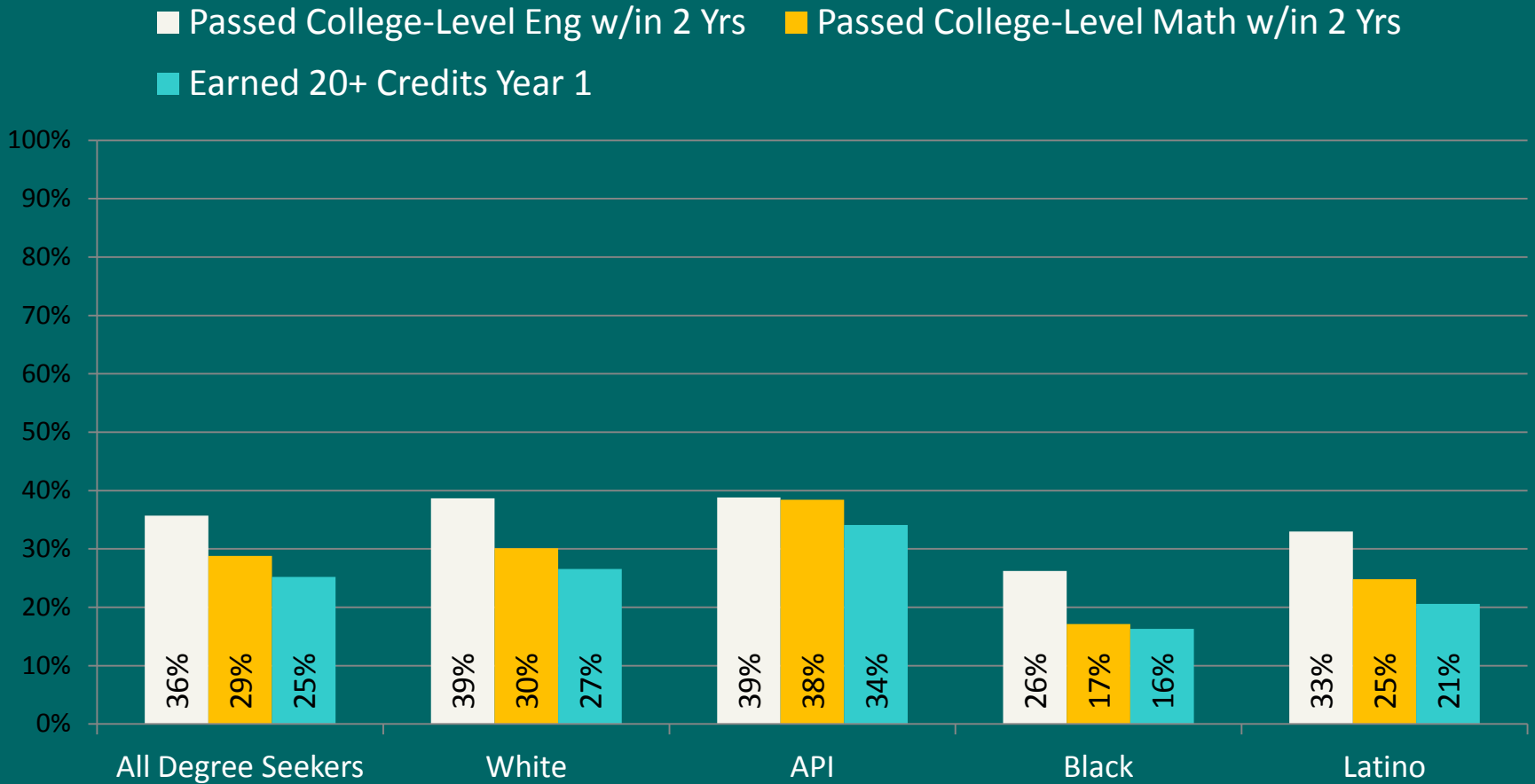
- Accumulate credit early, e.g., 20+ in first year
- Pass college English/math within 2 years
- Attend full-time (or close to it)
- Take “college success” course
- Enroll continuously (don’t stop out and restart)
- Earn summer credits
- Few course withdrawals
- On-time registration



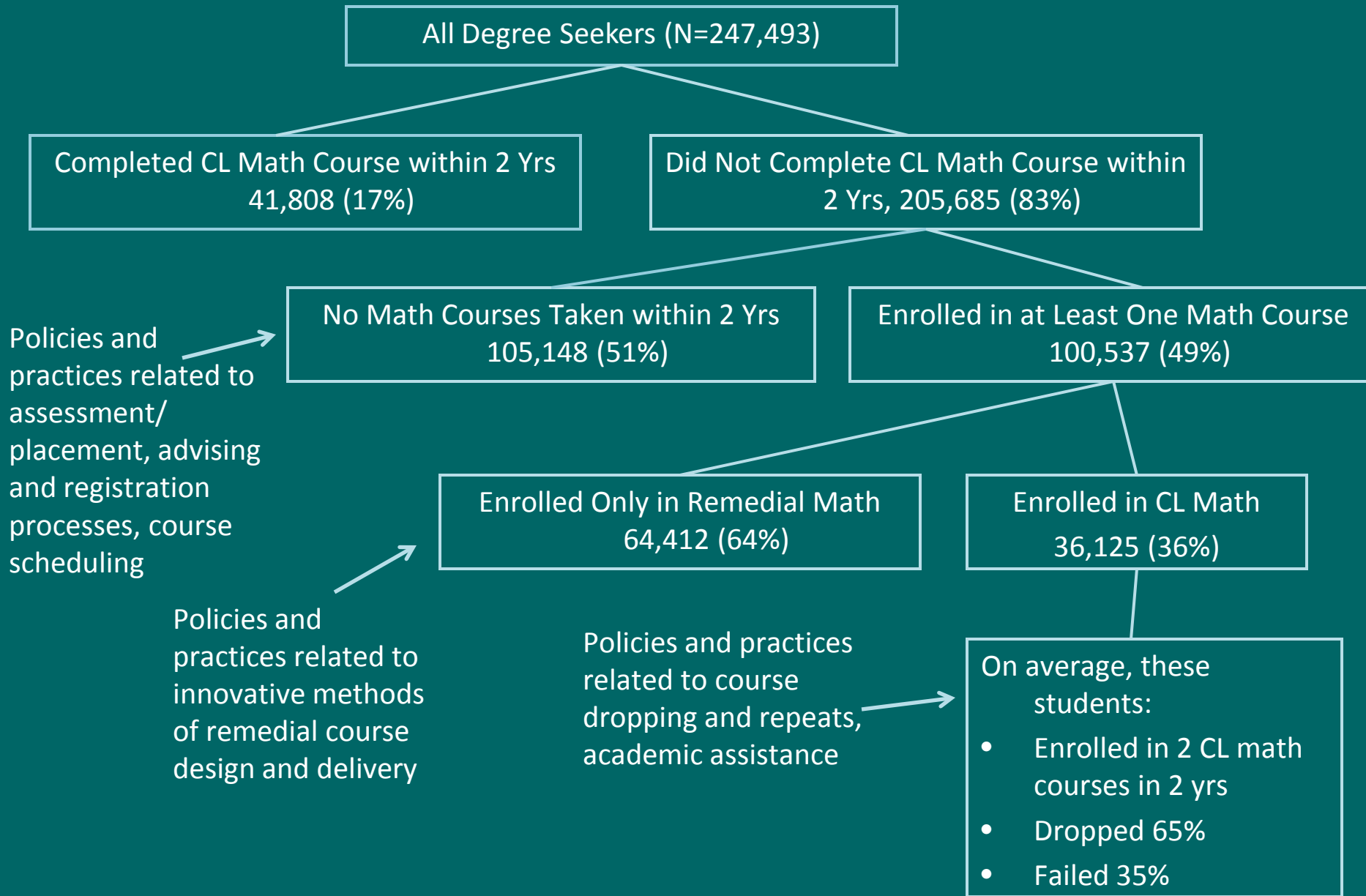
Value in Monitoring Patterns (Success Indicators) as Well as Progression (Milestones)

- Passed college-level English within 2 years?
 - Yes  50% completed
 - No  20% completed
- Passed college-level math within 2 years?
 - Yes  55% completed
 - No  21% completed
- Accumulated at least 20 credits in first year?
 - Yes  59% completed
 - No  21% completed

Few Students Follow Successful Enrollment Patterns; Racial Gaps Appear Here as Well



Why Aren't the Better Patterns Followed?

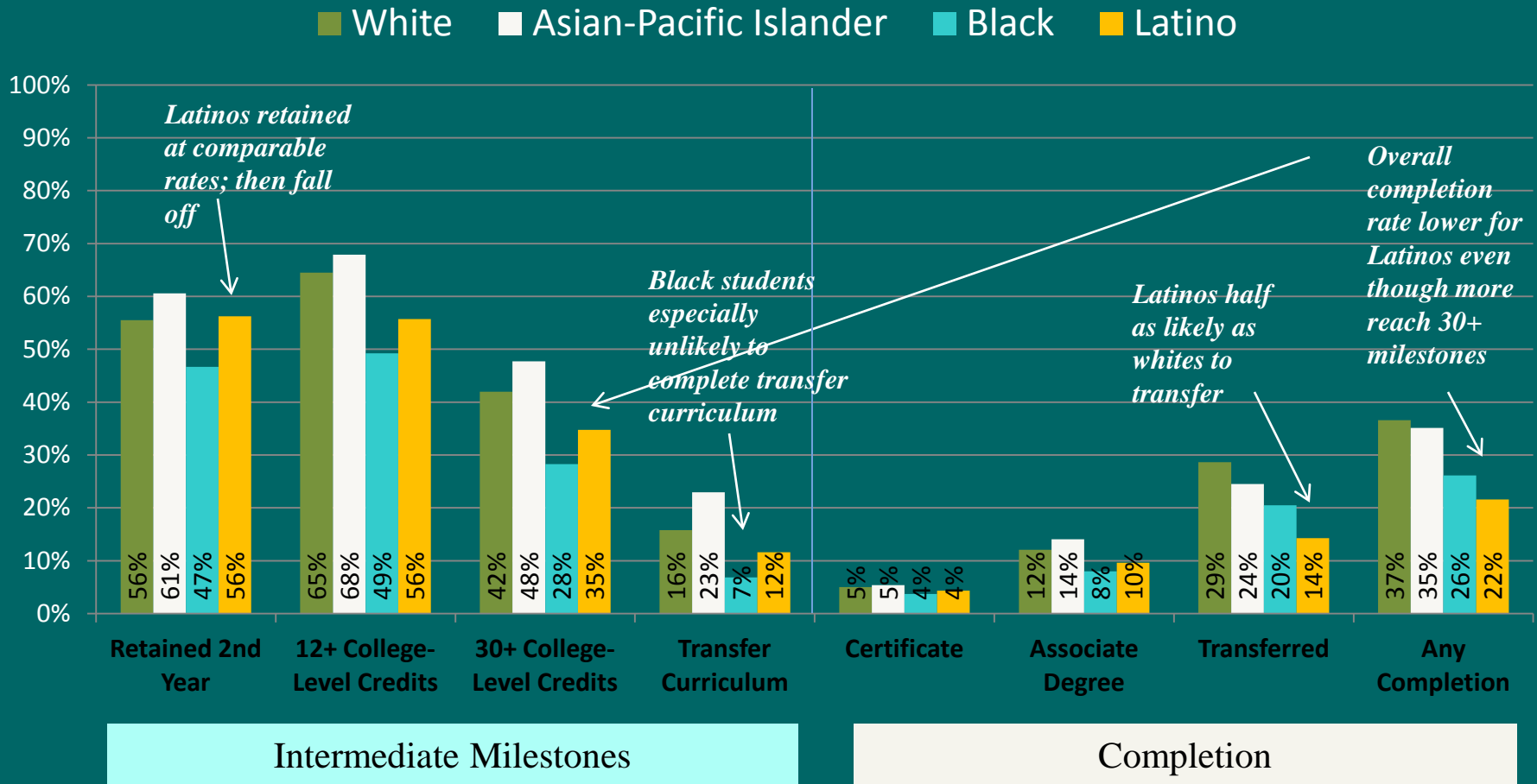


Policies and practices related to assessment/
placement, advising and registration processes, course scheduling

Policies and practices related to innovative methods of remedial course design and delivery

Policies and practices related to course dropping and repeats, academic assistance

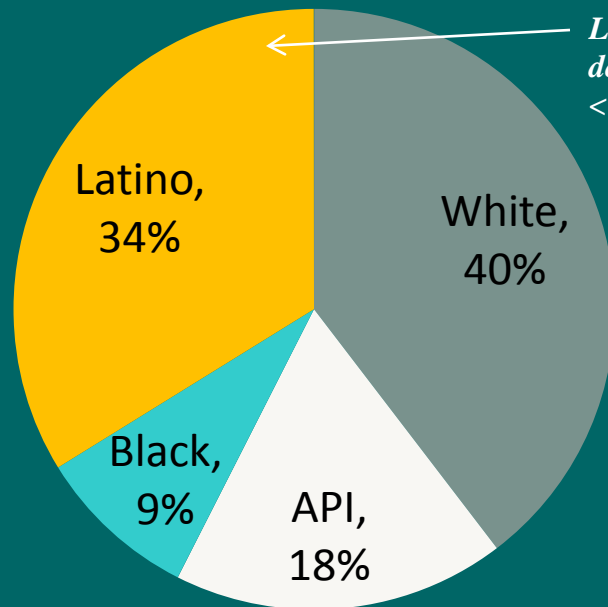
Latino and Black Students Less Likely than White and Asian Students to Reach Milestones



Note: students can be double-counted in the certificate, associate degree, and transfer measures

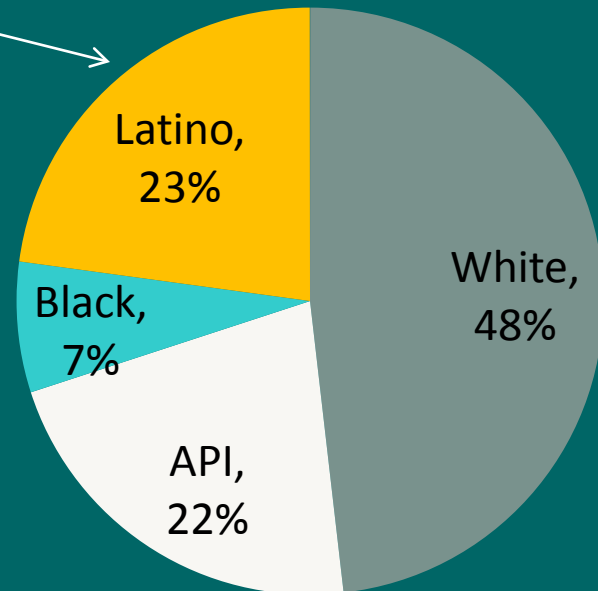
Under-Represented Minority Students are a Smaller Share of “Completers” than of Degree Seekers

Degree Seekers



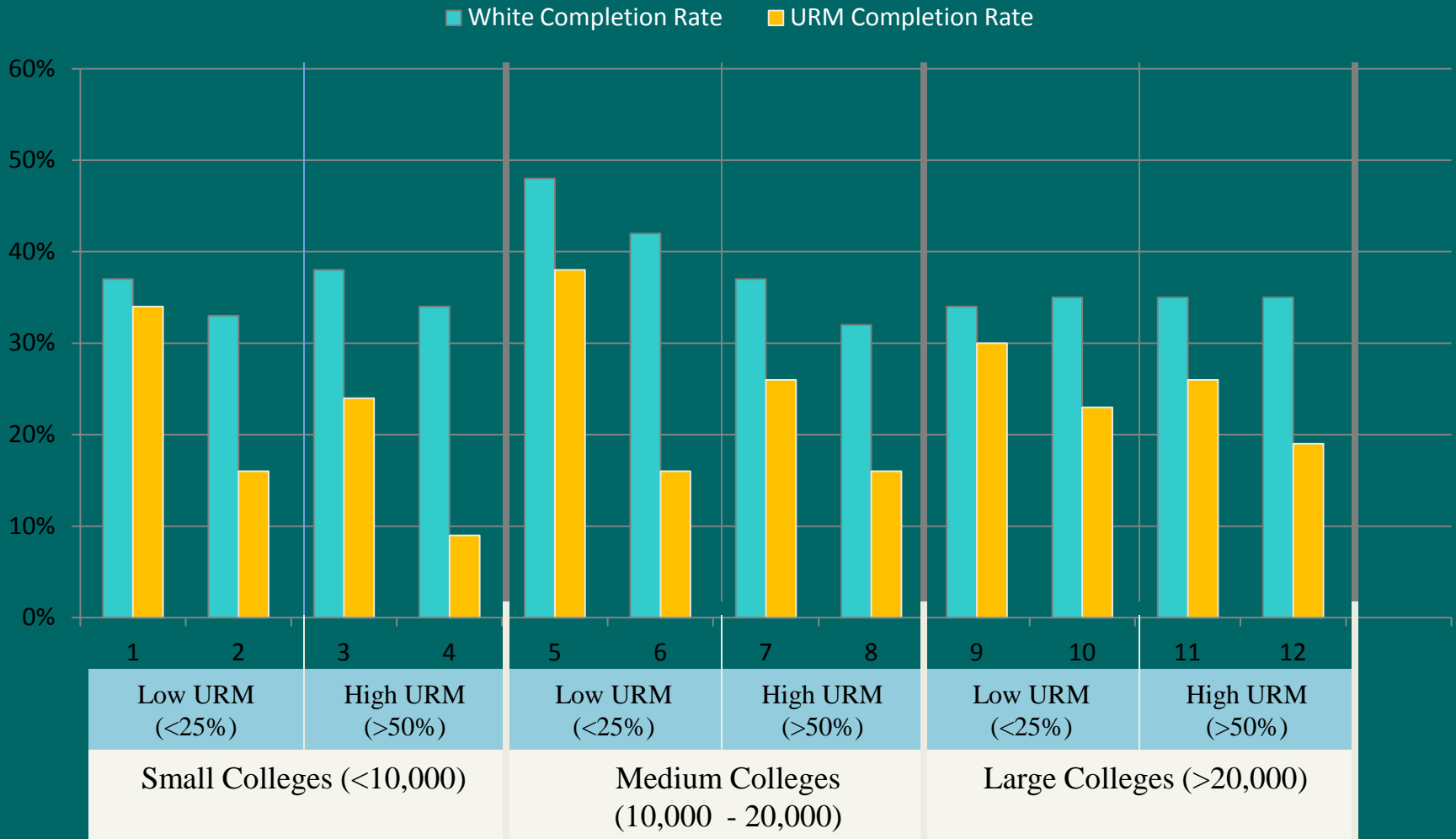
Latinos were 1/3 of degree-seekers but < 1/4 of completers

Completers



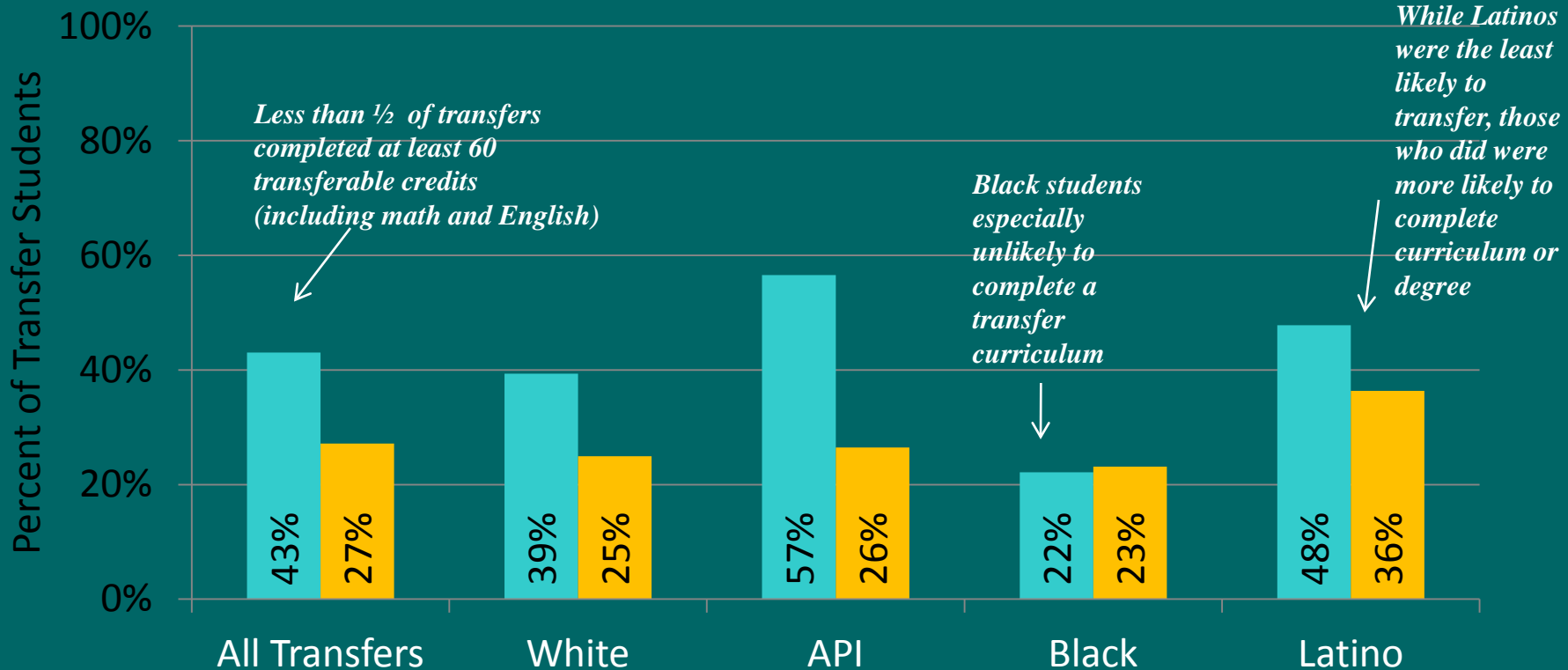
Demographics are Not Destiny:

Colleges of Similar Size and Demographic Profile Produce Very Different Outcomes



Transfer Doesn't Mean Completing Two Years of Credit, Especially for Black Students

- % of Transfers that Completed Transfer Curriculum
- % of Transfers that Completed Associate Degree

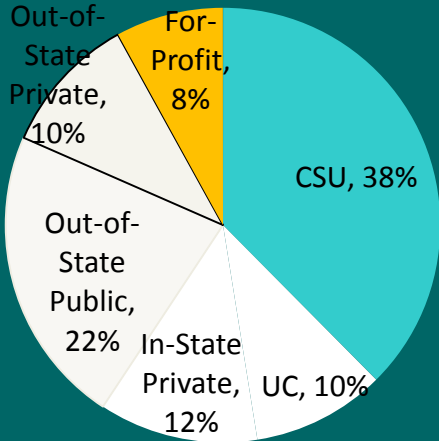


Lower Division Major Preparation – e.g., BA in Psychology

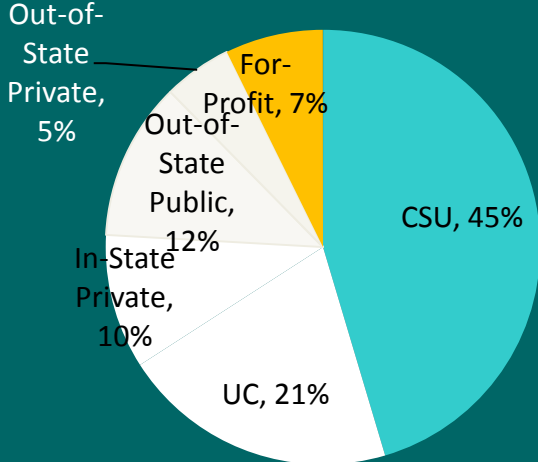
CSU		
San Jose State	Sacramento State	Sonoma State
<ul style="list-style-type: none"> • General Psychology • Introductory Psychobiology • Elementary Statistics • Human Biology or Human Anatomy • 3 units of any transferable psychology elective 	<ul style="list-style-type: none"> • Intro. Psychology: Basic Processes • Intro. Psychology: Individual and Social Processes • Methods of Psychology 	<ul style="list-style-type: none"> • Statistics • 6 units of lower division psychology (unspecified)
UC		
UC Davis	UC Santa Cruz	UC Merced
<ul style="list-style-type: none"> • 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 <i>and</i> either Human Evolutionary Biology or Introduction to Human Heredity or Exercise and Fitness: Principles and Practice 	<ul style="list-style-type: none"> • Introduction to Psychology • Precalculus • Introduction to Psychological Statistics • Research Methods in Psychology • Introduction to Developmental Psychology 	<ul style="list-style-type: none"> • 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

Transfer Destination Varies by Race/Ethnicity

White Transfer Students

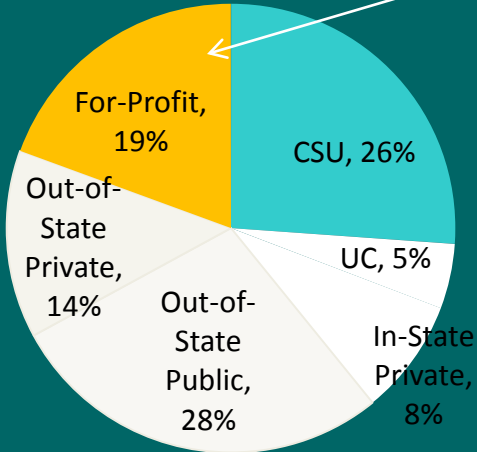


API Transfer Students

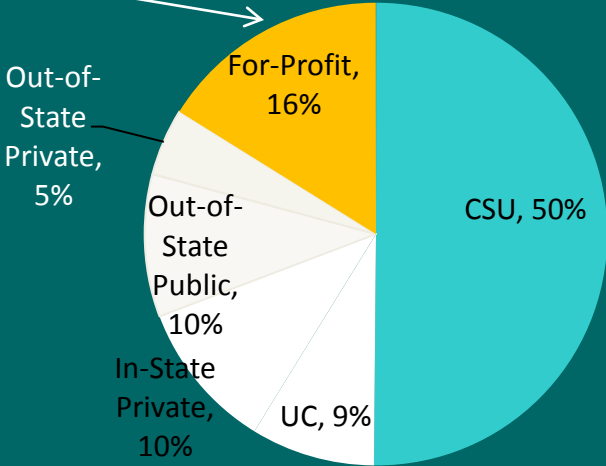


Black and Latino students twice as likely as white and API students to enroll in a for-profit institution

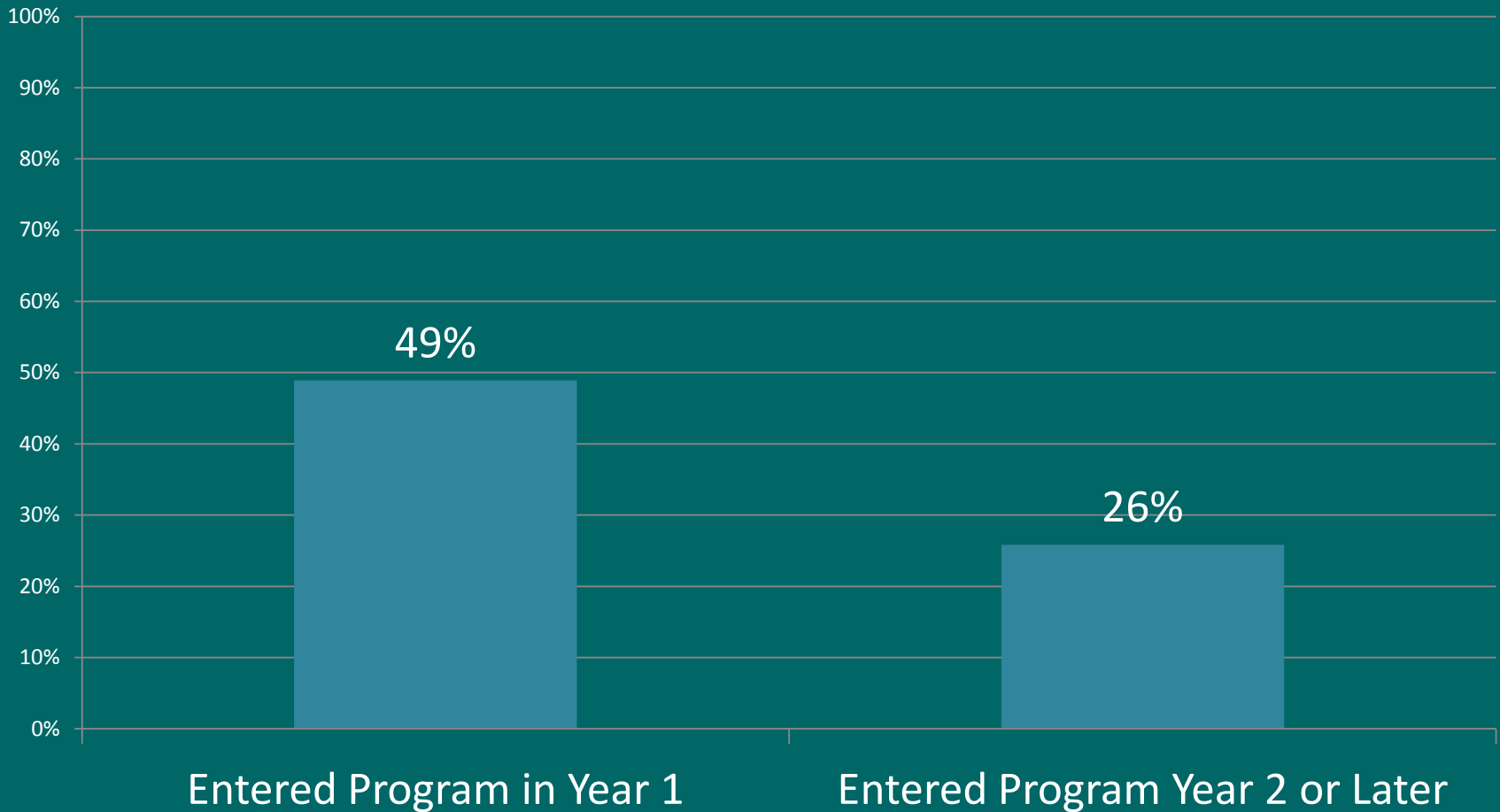
Black Transfer Students



Latino Transfer Students



Program of Study: Completion Rate Nearly Twice as High When Students Enter a Program in Year 1



Factors Helping Re-frame the Policy Agenda from Access to Success

- IHELP research agenda continued, expanded
 - Lots of opportunities to share findings
 - Partnered with advocacy groups
- Other researchers - complementary findings
- Courageous college leaders spoke up
- Foundations supporting college innovations
- National CC completion movement grew
- Economy - made issue more compelling
- CCC embraced “student success” – Task Force

DRUM ROLL PLEASE.....



Some Policy Changes Already Enacted

Legislation:

- Major transfer reform - associate degrees *for transfer*
- Categorical flexibility
- Prerequisites and relaxed hiring restrictions for nursing

Board of Governor Actions

- Ease restrictions on part-time faculty use
- Strengthened prerequisites for college level courses

Elements of Success From Research Findings	Student Success Task Force Recommendations Adopted by Board of Governors
College readiness	<ul style="list-style-type: none"> • Collaborate with K-12 on common standards
Early success/basic skills	<ul style="list-style-type: none"> • Mandatory assessment/common assessment • Mandatory orientation • Require first year start of needed basic skills • Support innovative basic skills curriculum
Less work/more school	<ul style="list-style-type: none"> • Provide information on full-time financial aid
Clear goals/pathways	<ul style="list-style-type: none"> • Require educational plan • Require declaration of program of study - early
Intensive student support	<ul style="list-style-type: none"> • Require support resources for those lacking readiness • Require assessment, orientation, educational planning
Use of data	<ul style="list-style-type: none"> • Student success score cards for each college • Race/ethnicity breakdowns • Intermediate measures • Not limited to students having completed 12 units
Efficient resource use	<ul style="list-style-type: none"> • New systemwide enrollment priorities – core mission • Conditions for fee waiver receipt • Priority to offer courses students need to make progress

Next Steps

- Implementation of Task Force Recommendations
 - Legislation
 - Regulation
 - College practices
- More research
 - Career technical education
 - Developmental education
 - Learning outcomes and assessment (competencies)
 - Institutional conditions that support success

IHELP Contact Information

Reports and presentations: www.csus.edu/ihelp
ihelp@csus.edu

Reports on community college student success:

Rules of the Game, February 2007

Beyond the Open Door, August 2007

Invest in Success, October 2007

It Could Happen, February 2008

Crafting a Student-Centered Transfer Process in CA, August 2009

Steps to Success, October 2009

Divided We Fail, October 2010

The Road Less Traveled, February, 2011

Sense of Direction, August, 2011

Career Opportunities-Part I, January 2012



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