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Divided We Fail in LA: Improving Completion and Closing Racial Gaps in the Los Angeles Community College District



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Los Angeles Chamber of Commerce Briefing

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Building on Momentum



- National completion agenda
 - Data and policy are levers for change
- CCC completion efforts
- “*Divided We Fail*”
 - Emphasizes performance gaps to be closed
 - Provides tool for college data analysis
 - Shows where and which students get stalled
 - Shows successful patterns
 - Calls for supportive policy environment
 - success is a statewide responsibility

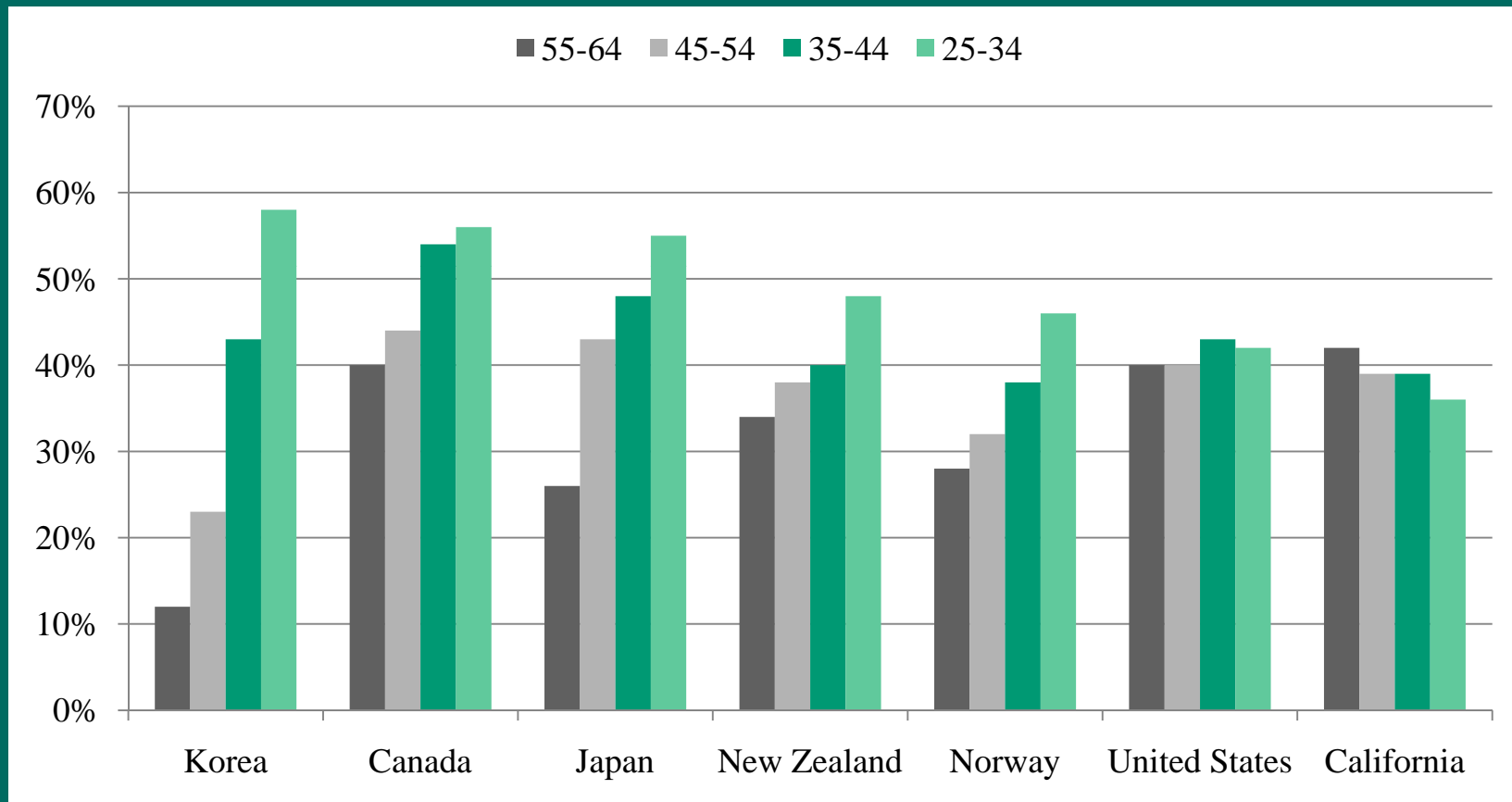


The Challenges We Face

- CA must increase educational attainment
- Community colleges are key – and not just BA
 - Serve 75% of public postsecondary enrollments; 80% of Latinos
 - Latino % of working-age population from 34% to 50% by 2040; in LA County ,from 44% to 60%
 - Only 16% of working-age Latino adults in CA have a college degree (associate or higher), compared to 50% of white adults
 - LACCD is largest district in CA, serving 1 in 10 CCC students; 68% of students are black or Latino (compared to 43% across CCC)
- Challenges to contend with:
 - Most students not prepared for college work
 - Most attend part-time and work too much for college success
 - Inadequate college budgets – need to do more with less



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



Sources: National data are from the Organisation for Economic Development and Cooperation, *Education at a Glance 2010*; Not shown on the graph are Ireland, Denmark, Belgium, and Australia, which also rank ahead of the U.S. on attainment among young adults (and have increasing attainment levels among younger populations); Data for California are from the American Community Survey 2006-2008 3-year Estimates



Data-Driven Decisions are Gaining Momentum; California Can Join the Effort

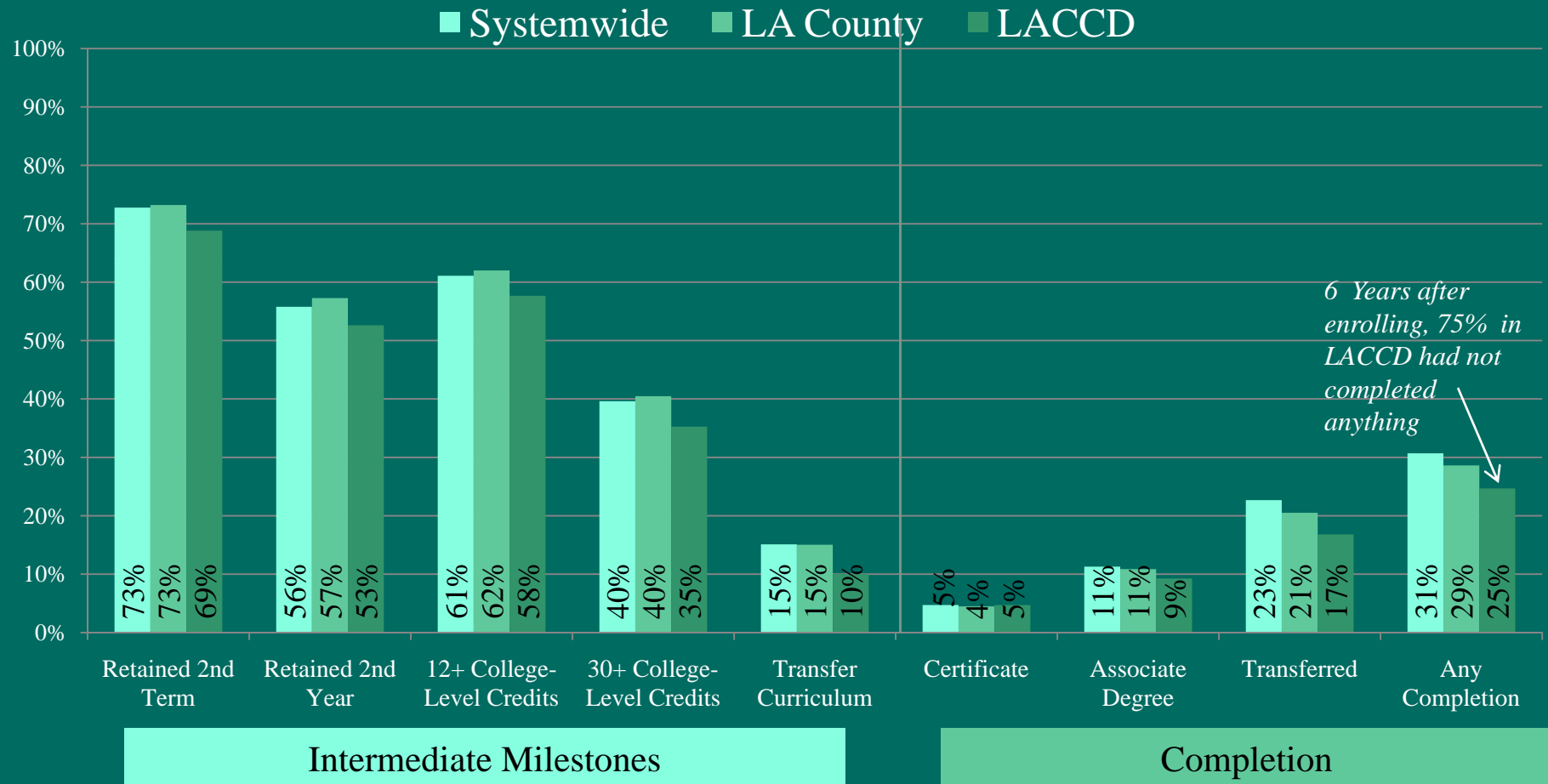
- Foundation-led initiatives are helping states use data
 - New focus on *progression* to understand where students get lost – “milestones”
 - 23 states participating in Complete College America
- CCC ongoing efforts could have greater impact if guided by data on milestones and patterns
- Earlier report – “*Steps to Success*” outlined model
- Applied here to focus on gaps; focus on students in LACCD



Analysis of Entering Cohort

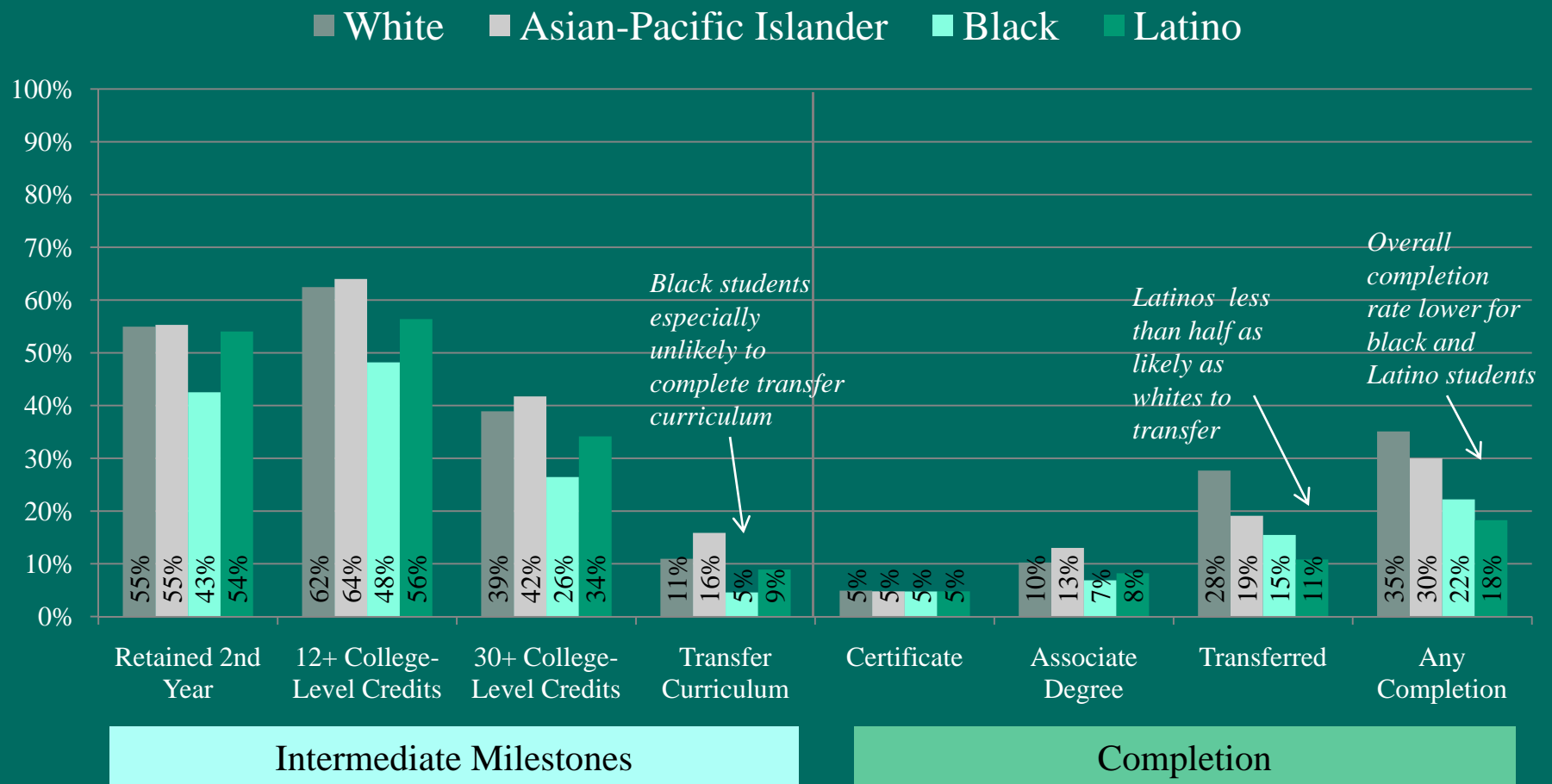
- Obtained data from CCC Chancellor's Office
- 2003-04 cohort of entering credit students, tracked over 6 years through 2008-09
- Focus on “degree seekers,” meaning those who likely enrolled with intent to complete *something* – certificate, degree, or transfer
- Defined as those enrolling in > 6 semester credits in the first year
- More than 250,000 students systemwide; over 18,000 in LACCD

Too Few Students Reach Milestones on the Road to Degree Completion



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

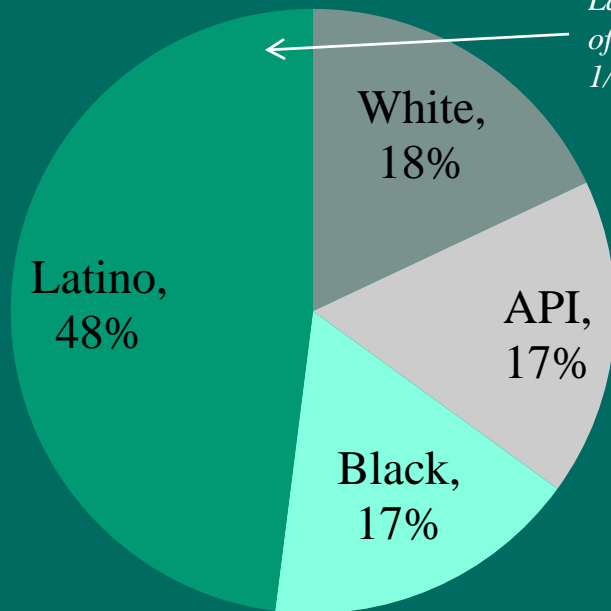
Latino and Black Students in LACCD Less Likely than White and Asian Students to Reach Milestones



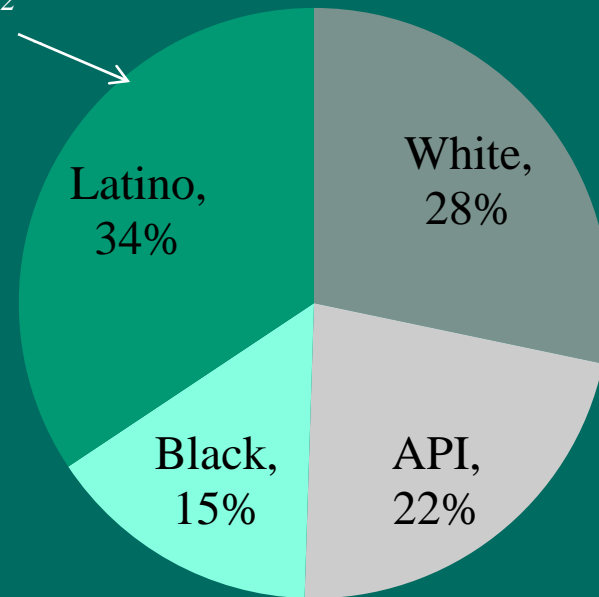
Note: students can be double-counted in the certificate, associate degree, and transfer measures

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

Degree Seekers



Completers



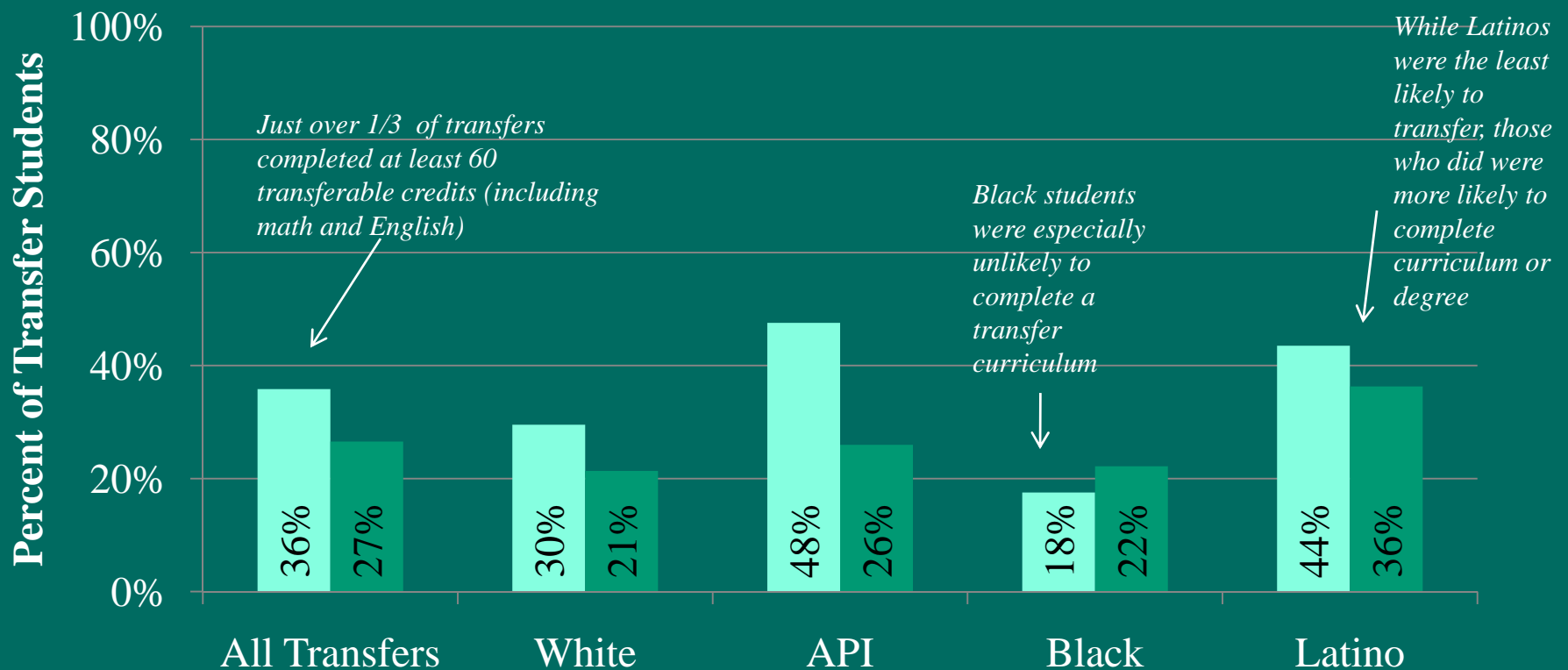
Latinos were almost 1/2 of degree-seekers but 1/3 of completers

Lower Success Rates in LACCD Not Entirely Explained by Higher Share of URM Students; Rates Lower for Each Racial/Ethnic Group

Milestone by Race/Ethnicity	LACCD	LA County	CCC System
<i>White:</i>			
30+ College Credits	39%	44%	42%
Any Completion (Cert/Deg/Trans)	35%	39%	37%
<i>Asian-Pacific Islander:</i>			
30+ College Credits	42%	51%	48%
Any Completion (Cert/Deg/Trans)	30%	36%	35%
<i>Black:</i>			
30+ College Credits	26%	28%	28%
Any Completion (Cert/Deg/Trans)	22%	23%	26%
<i>Latino:</i>			
30+ College Credits	34%	36%	35%
Any Completion (Cert/Deg/Trans)	18%	20%	22%

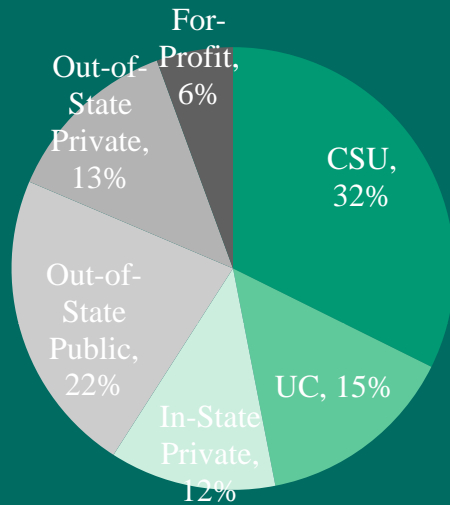
Most Students Who Transfer from LACCD Did Not Complete Two Years of Credits

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

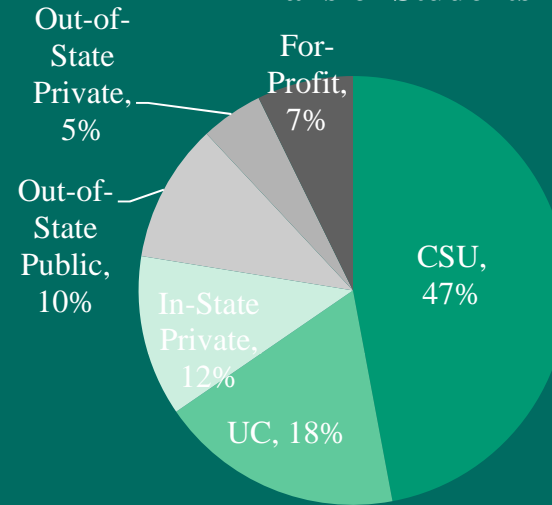


Transfer Destination of LACCD Students Varies by Race/Ethnicity

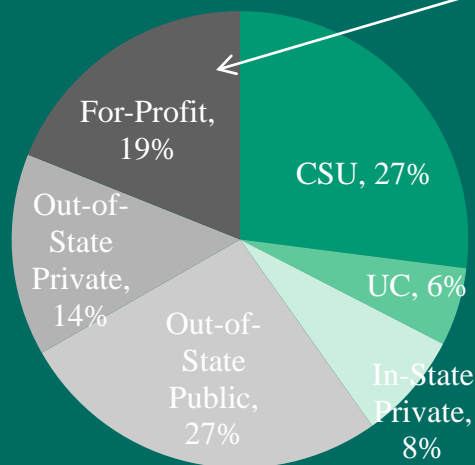
White Transfer Students



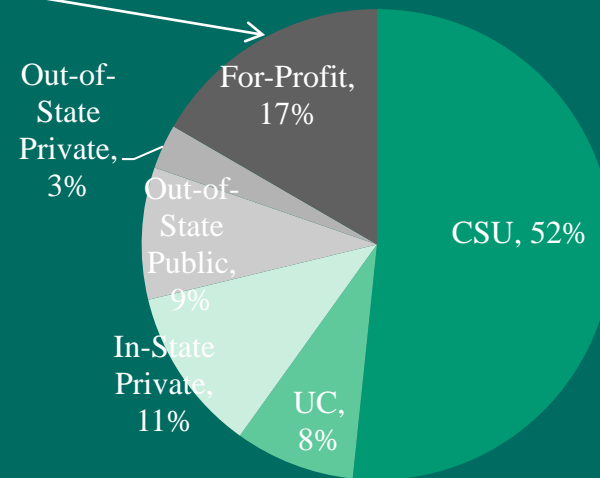
API Transfer Students



Black Transfer Students

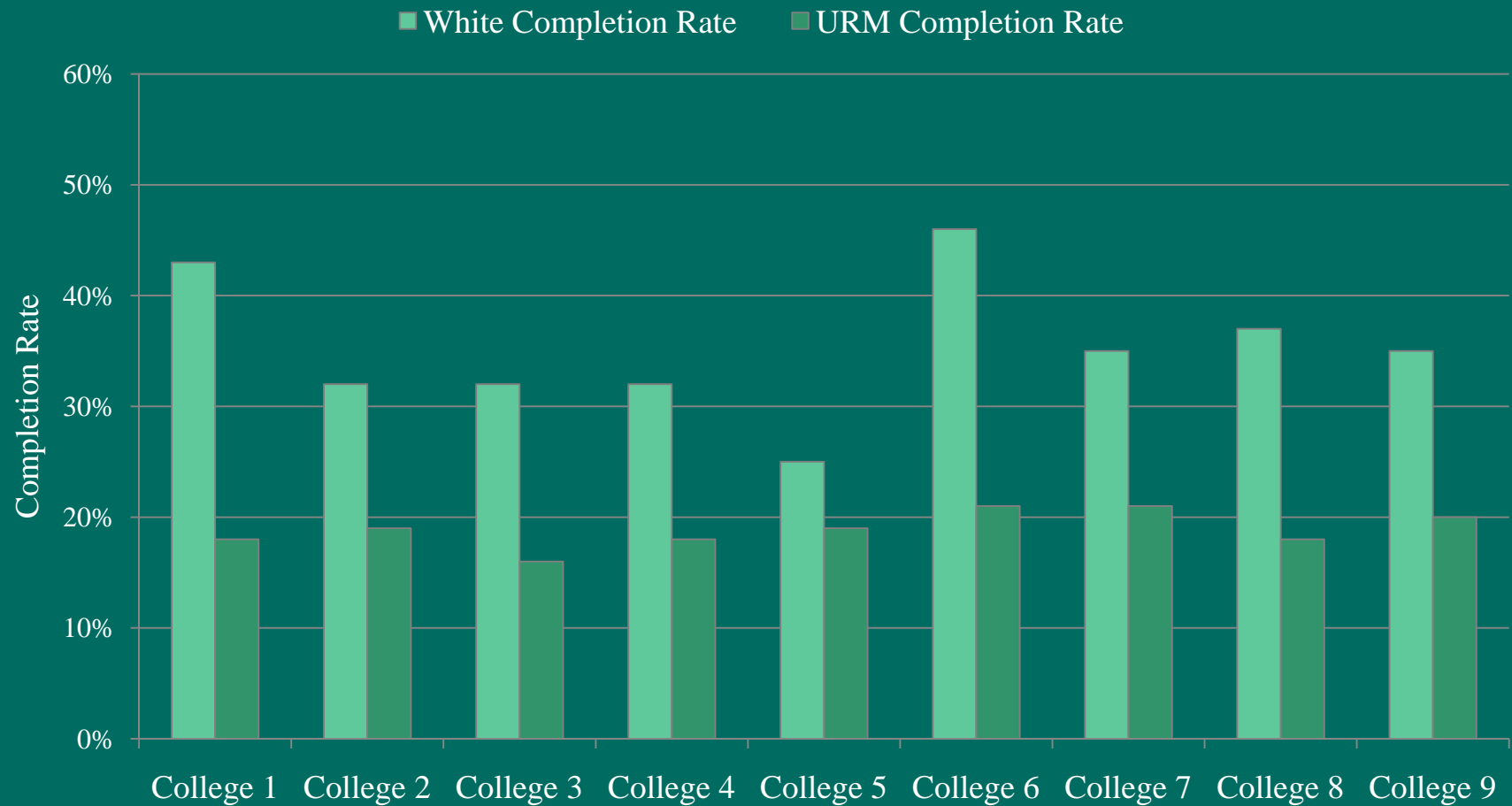


Latino Transfer Students



Black and Latino students were 2 - 3 times as likely as white and API students to enroll in a for-profit institution

Outcomes for URM Students are Similar (and Poor) across the 9 LACCD Colleges





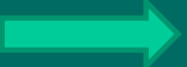





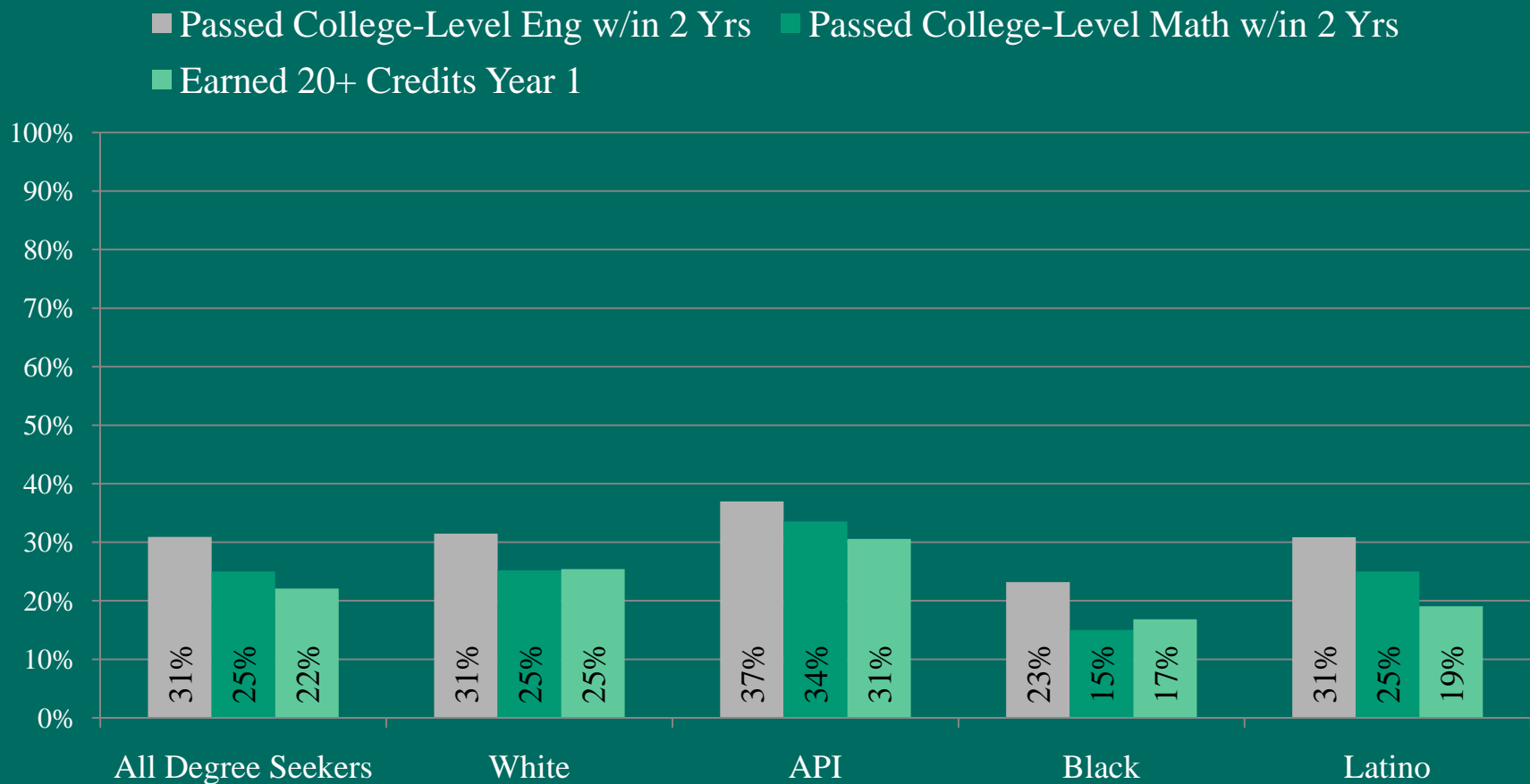
Some Enrollment Patterns are More Successful

- Accumulate credit early, e.g., 20+ in first year
- Pass college English/math within 2 years
- Attend full-time
- Take “college success” course
- Enroll continuously (don’t stop out and restart)
- Earn summer credits
- Limit course withdrawals
- Limit registering late for classes

Some Examples – Shows Value in Monitoring Patterns as Well as Progression

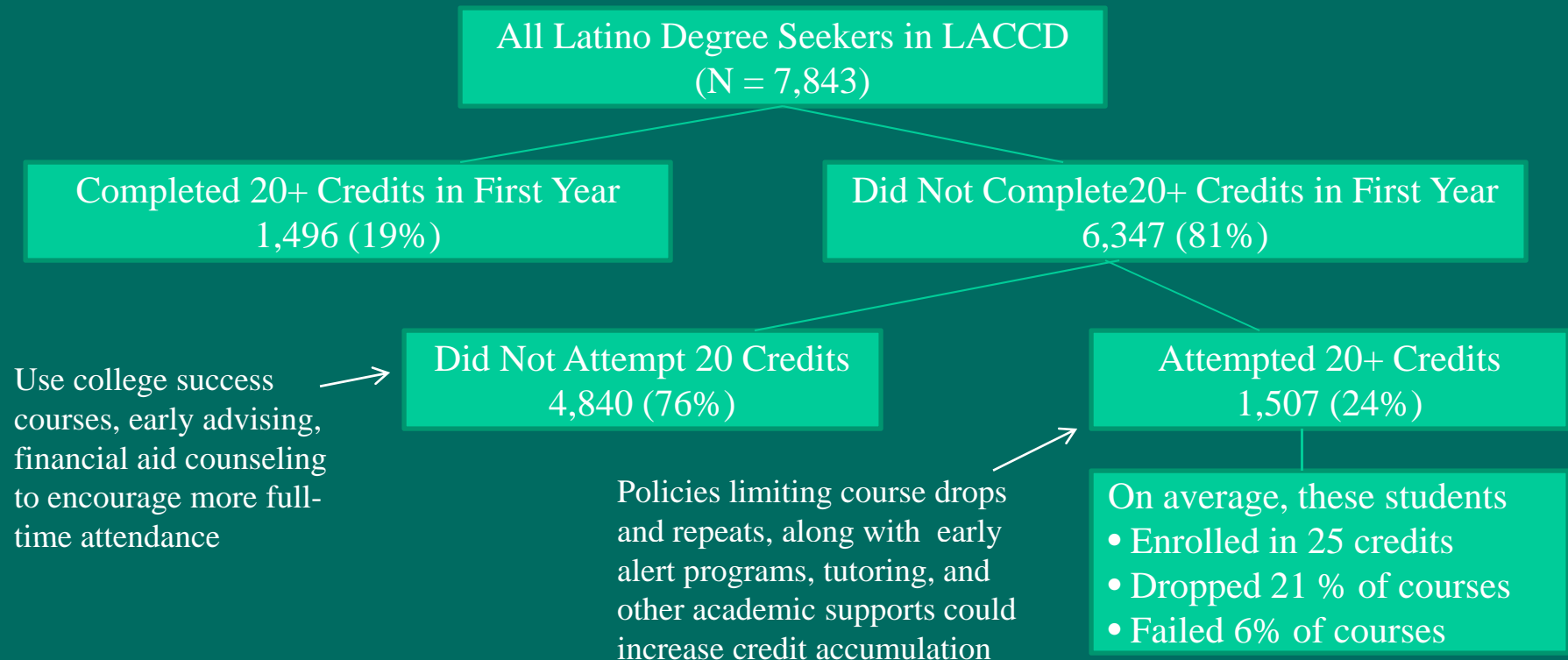
- Passed college-level English within 2 years?
 - Yes  42% completed
 - No  17% completed
- Passed college-level math within 2 years?
 - Yes  47% completed
 - No  17% completed
- Accumulated at least 20 credits in first year?
 - Yes  50% completed
 - No  18% completed

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



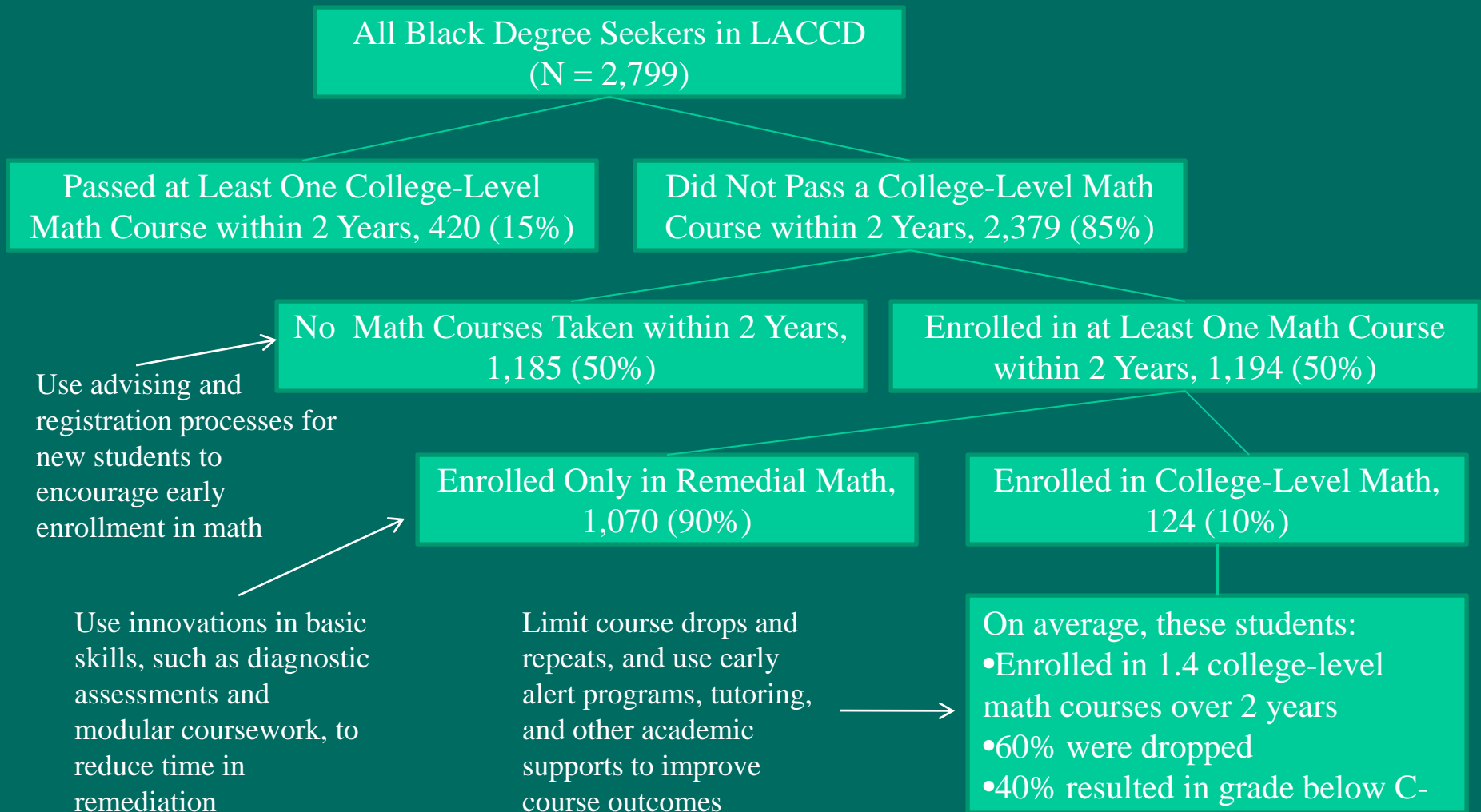
Patterns of Enrollment Provide Clues for Improvement

Latino students in LACCD were as likely as white students to complete college-level English and math within 2 yrs, but less likely to accumulate 20 credits in the first year



Patterns of Enrollment Provide Clues for Improvement

Black students less likely to complete college-level math within 2 years





Data can Help Target Success Efforts

- CCC is well positioned for systemwide data effort
- *Divided We Fail* shows results for CCC as a whole
- Offers template for use for each college

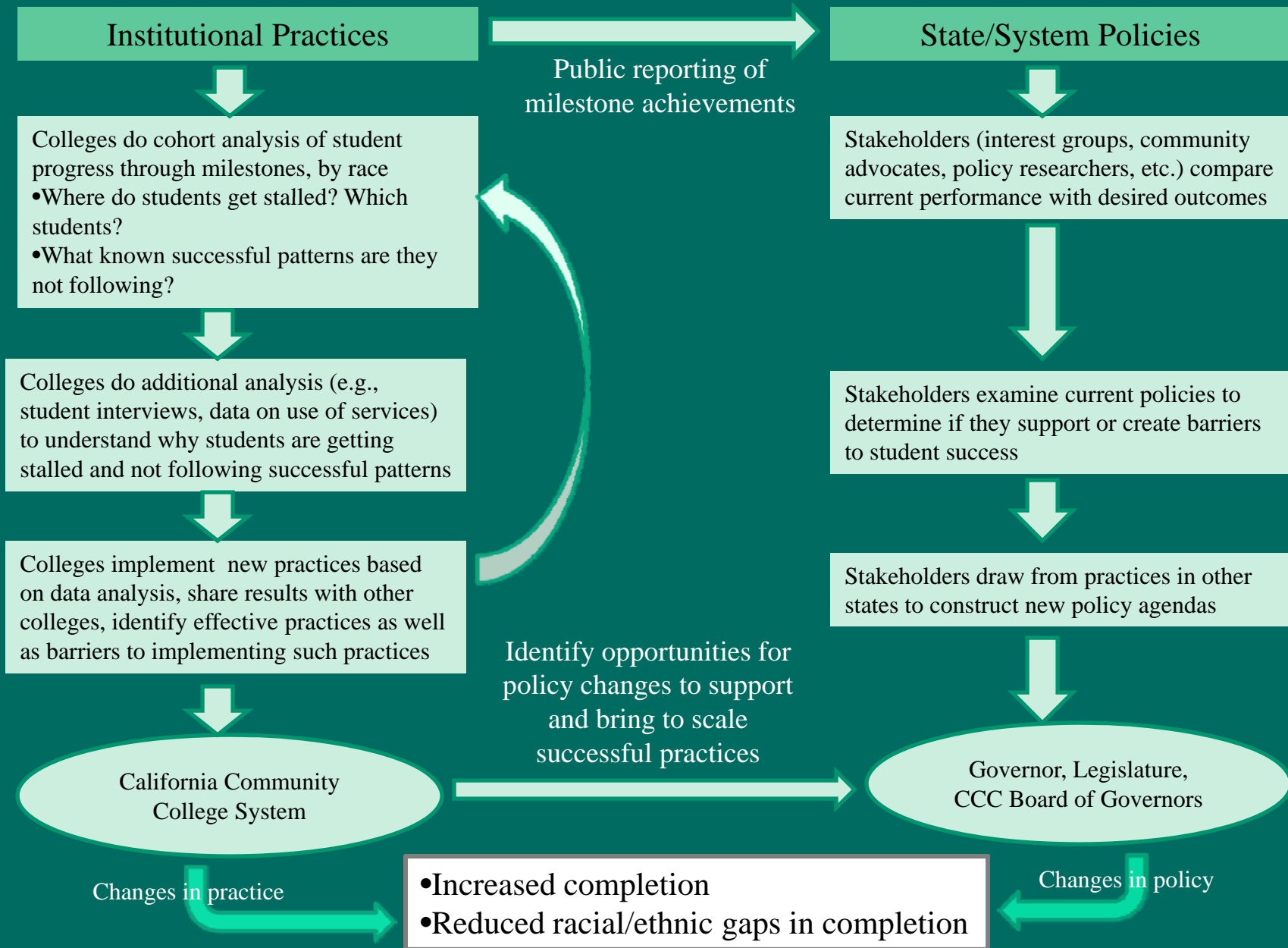
Milestones:

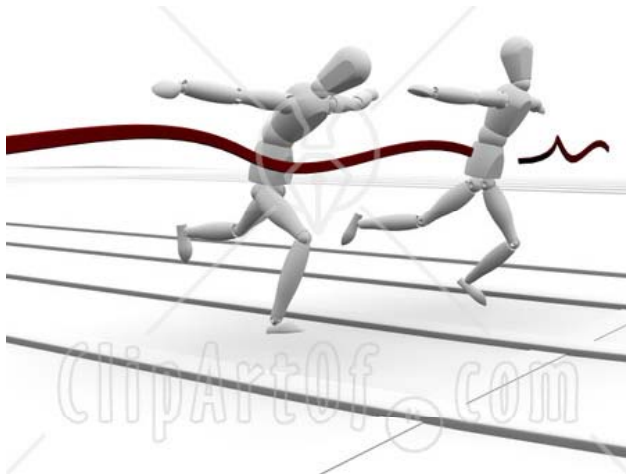
- 2nd term retention
- 2nd year retention
- 12+ college credits
- 30+ college credits
- Transfer curriculum
- Certificate
- Associate degree
- Transfer – with curriculum
- Transfer – without curriculum

Enrollment Patterns:

- Attend full time in first term
- Take college success course
- Enroll continuously
- Pass college math w/in 2 yrs
- Pass college Engl. w/in 2 yrs
- Complete 20+ credits in first yr
- Earn summer credits
- % course withdrawals
- % course late registration

A Model for Improving Student Outcomes





Recommendations: **Improving Campus Practices**

1. The Chancellor's Office should coordinate a system-wide effort by which cohort data are analyzed for every college
 - Every college should set goals for improving completion and reducing disparities
 - Colleges should use a common set of milestones and a set of enrollment patterns that correlate with success
 - Colleges should supplement cohort analysis with in-depth study to better understand why students are getting stalled and are not following successful patterns
 - A formal process should be initiated for colleges to share changes in practice and their impact on measures of student progress



Recommendations: **Improving System and State Policy**

2. A new funding model should be adopted that rewards colleges for helping students make progress through milestones, and for helping under-prepared students meet key milestones
3. The BOG should adopt changes to system policy, and seek statutory change where necessary, to ensure that all degree-seeking students are assessed for college readiness, and are directed appropriately into courses that will expedite their transition to and success in college-level instruction



Recommendations: **Improving System and State Policy**

4. The Legislature should take steps to guard against the erosion of the transfer function by:
 - Investigating recruiting practices and completion rates at for-profit colleges
 - Enacting policies that simplify the pathway and encourage completion of an associate degree before transfer
 - Ensuring sufficient capacity at UC and CSU for transfer students
5. California needs a public agenda for higher education that:
 - Sets goals across all segments for participation and completion
 - Identifies the policies and investments needed to accomplish those goals
 - Monitors progress toward achieving the goals



Recommendations: Bridging Practice and Policy

6. Colleges should publicly report milestone data, by race/ethnicity
 - To inform stakeholders and policymakers
 - To help focus policy agendas on areas of greatest systemwide challenge
7. Colleges should identify common policy barriers
 - Share among themselves information on effective practices and their impact on measures of student success
 - Identify system and state policies that are impeding their best efforts to help students succeed



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Series of 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