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Latino College Success and the California Dream

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Institute for Higher Education Leadership & Policy

Presentation to Greater Los Angeles
Chicano-Latino Administrator, Faculty, & Staff
Community College Association

Monterey Park, California
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California State University, Sacramento



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IHELP Mission

The Institute for Higher Education Leadership & Policy seeks to enhance leadership and policy for higher education in California and the nation, with an emphasis on community colleges in recognition of their importance to providing an educated and diverse citizenry and workforce.

Audience: state policy community

Focus: state goals related to education



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Key Points

1. California's future depends on more college graduates – especially Latinos
2. State policy changes are needed – access is not enough
3. Getting there from here – how you can help



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Part 1:

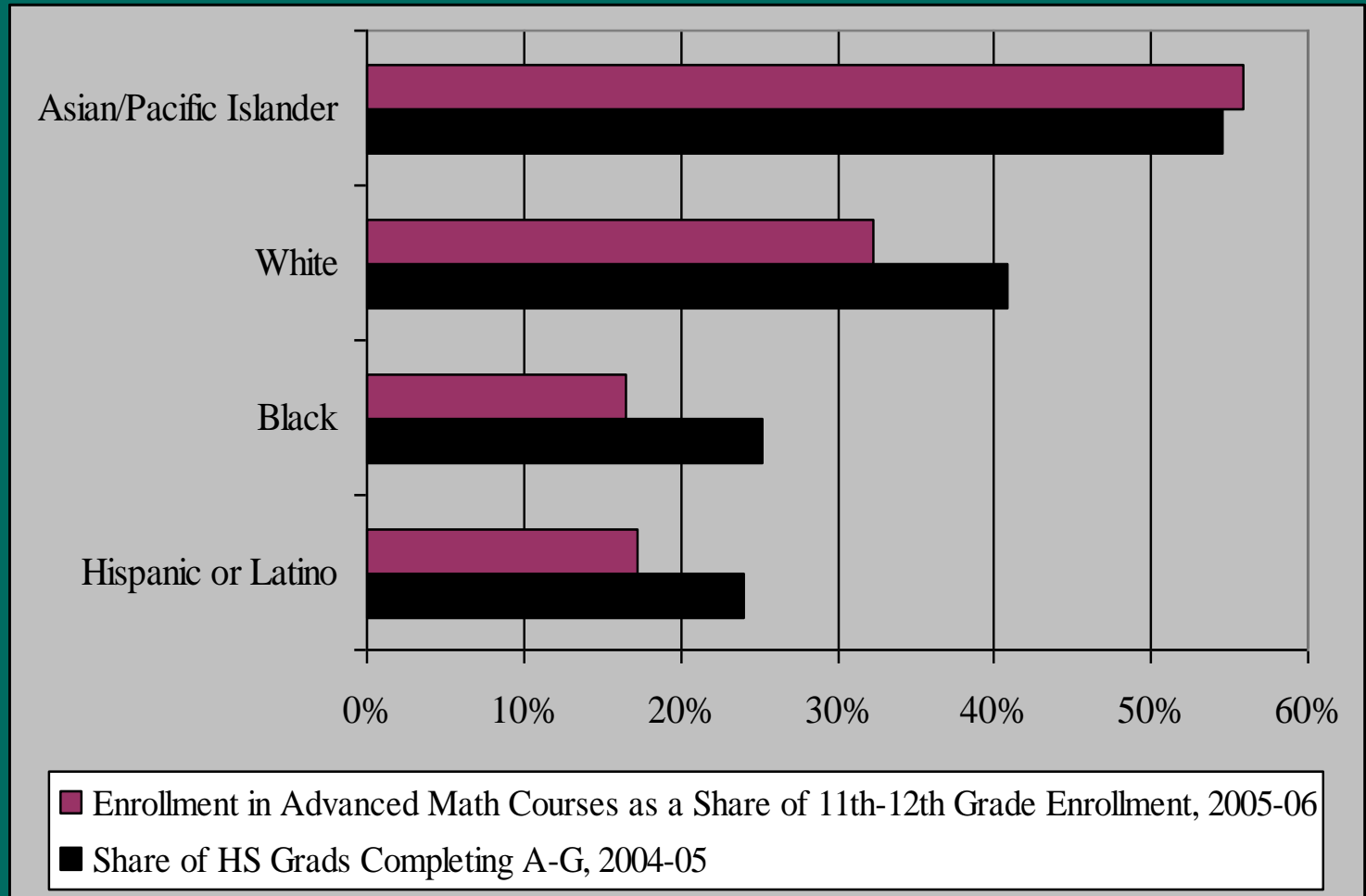
Performance is Lagging – Especially for Latinos

- 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
 - 40th in direct to college from high school
 - 48th in full-time college enrollment
- Completion
 - 47th in BA degrees per 100 undergraduates enrolled
 - 46th in degrees/certificates awarded per 100 students enrolled in 2-year colleges
- Latinos lag at each point in the pipeline



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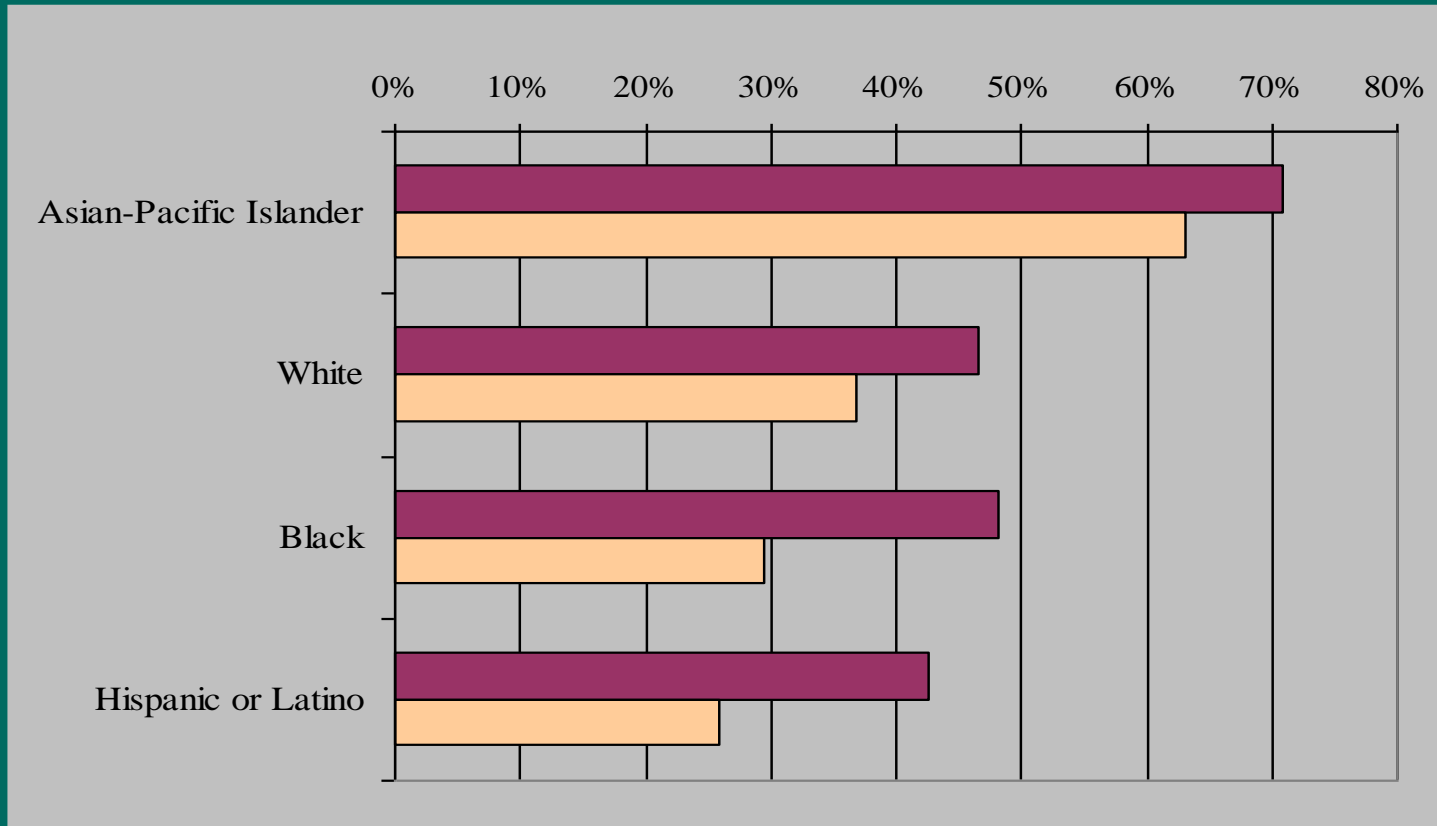
Racial/Ethnic Gaps in Preparation





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Racial/Ethnic Gaps in Participation



Direct college-going rate

9th graders enrolling in college within 4 years

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College Participation by Race/Ethnicity

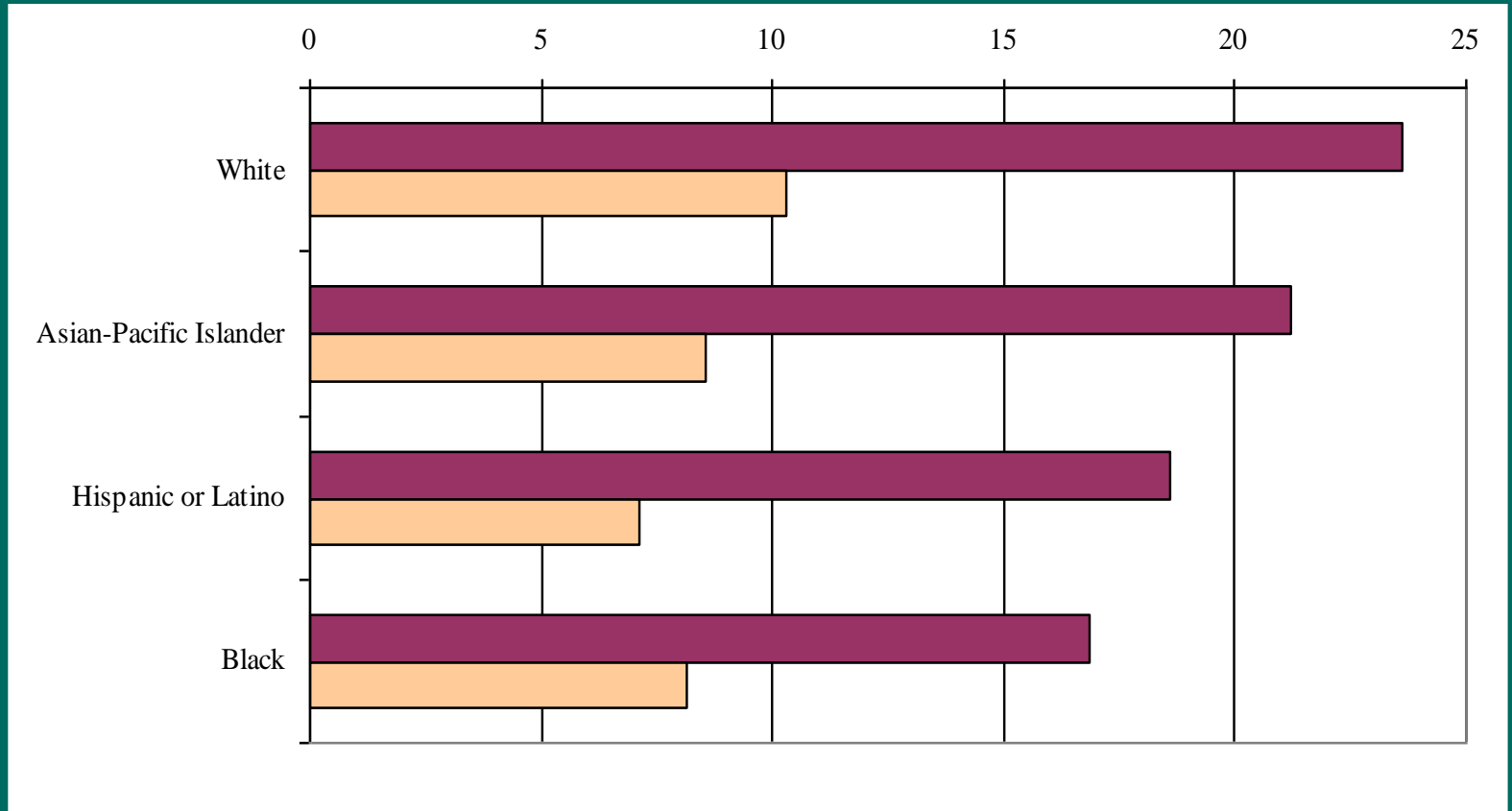
Racial/Ethnic Group	Percent of 18-24 Year Olds in College	Percent of Adults Ages 25+ in College
Asian / Pacific Islander	60%	9%
White	43%	6%
Black	32%	9%
Latino	22%	5%

Source: US Census 2000, Summary File 4, Table PCT63



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Certificates and Degrees Awarded per 100 Undergraduates Enrolled, 2005



UC/CSU



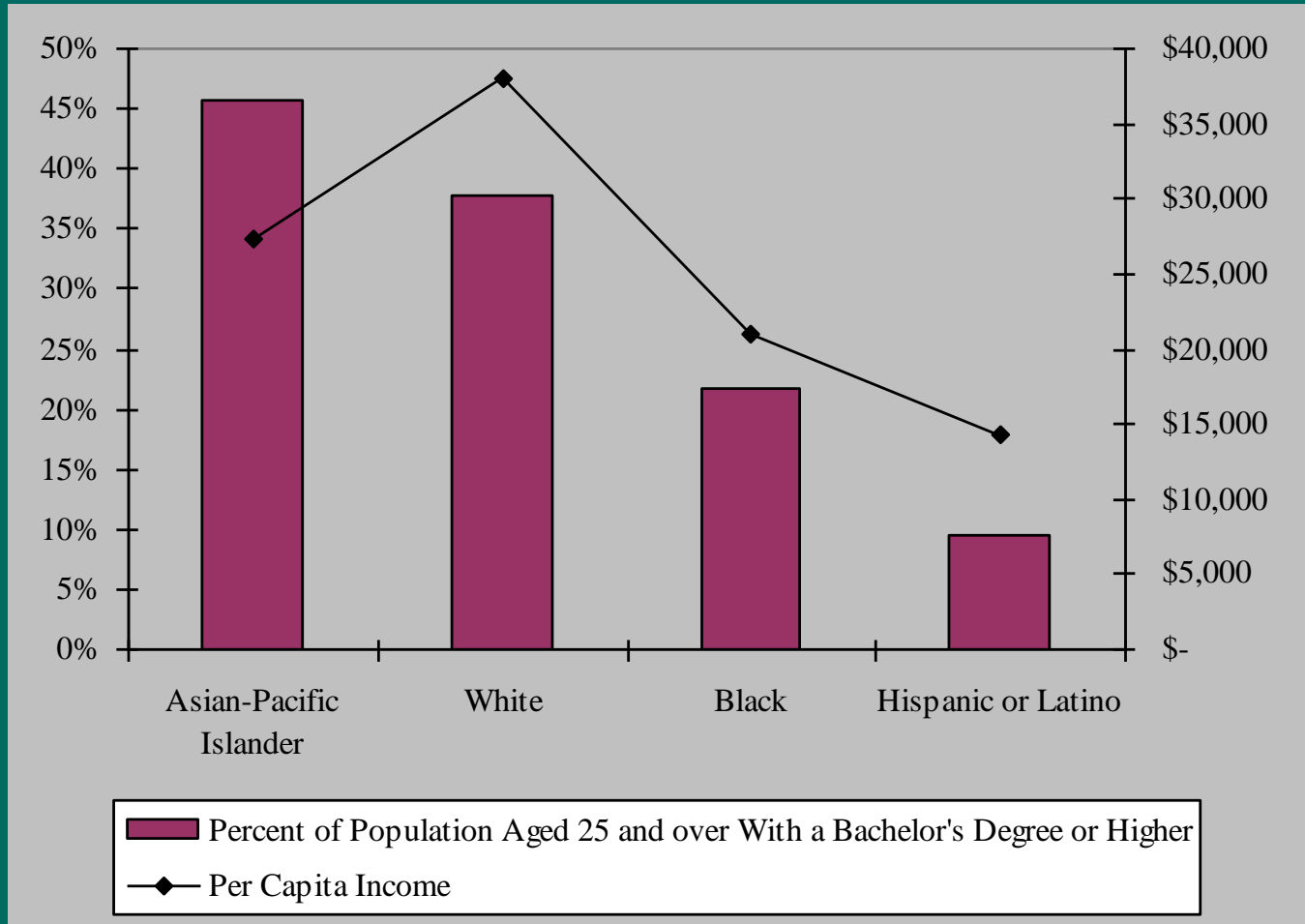
Community colleges

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Racial/Ethnic Gaps in Educational Attainment and Per Capita Income



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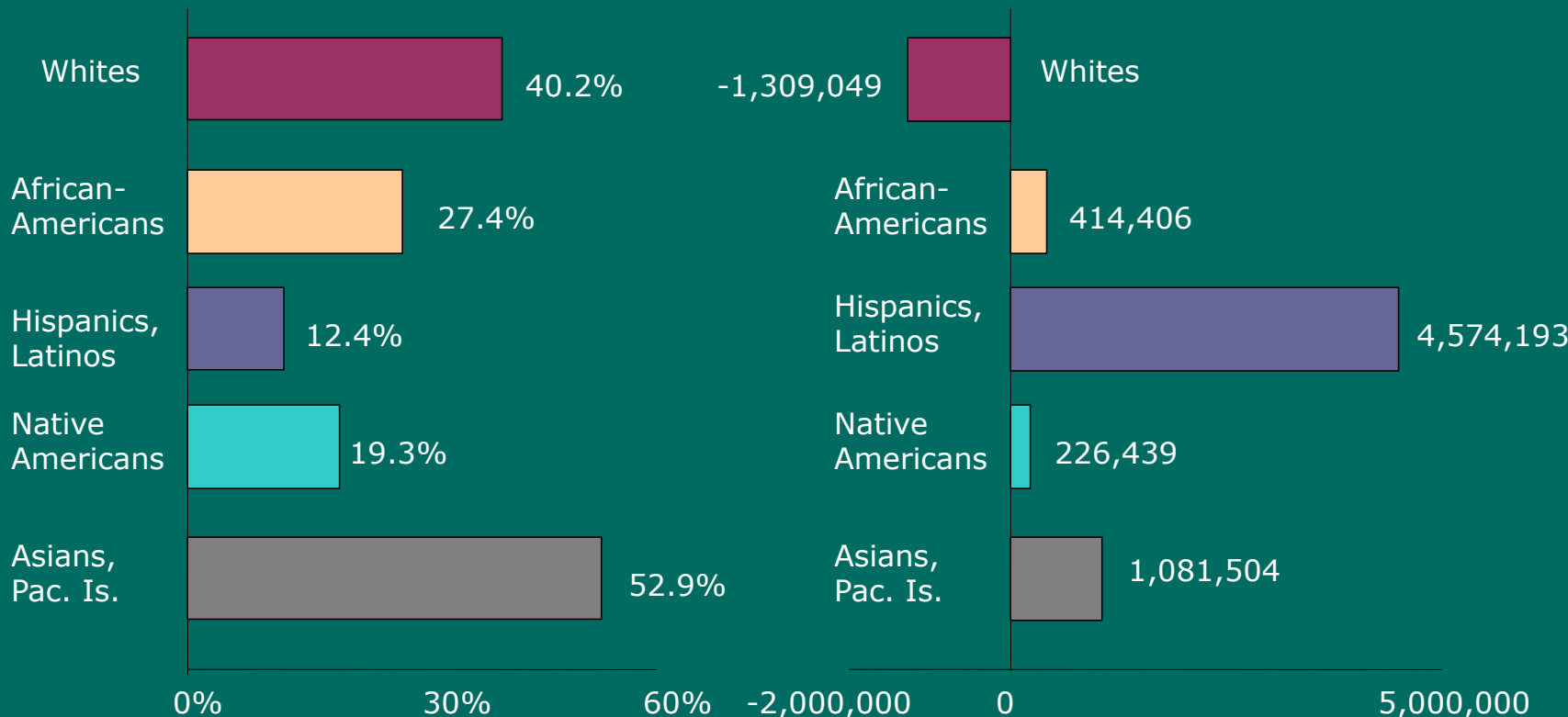


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Race/Ethnic Gaps in Educational Attainment Bode Poorly for California's Workforce

Percent of Adults Ages 25 to 64 With an
Associates Degree or Higher

Projected Change in the Number of 25 to
64 Year Olds from 2000 to 2020



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California Is Becoming Less Educated Than Other States

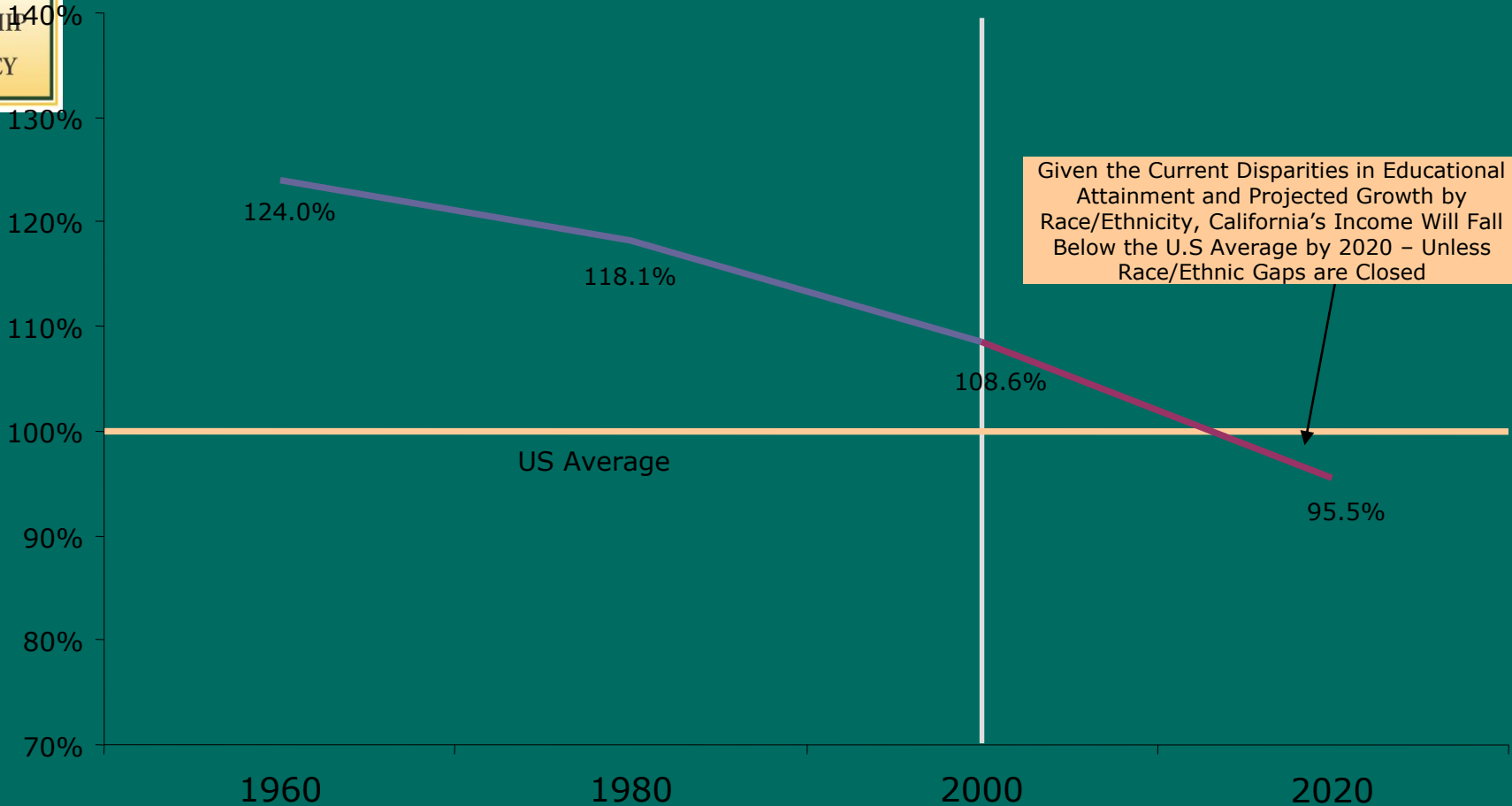
(Numbers in Table Show Rank Among States in
Percent of Population with College Degrees)

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



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California's Per Capita Income will Fall Below U.S. Average if Race/Ethnic Education Gaps Remain



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Part 2: Identifying Policy Barriers to Completion

If we want to see more Latinos graduate from college and live the California dream, we need to focus more on student success and not be satisfied with access to college.

ACCESS IS NOT ENOUGH



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Of all Latino students who first enrolled in the 1999-2000 academic year intending to earn a college credential, how many earned a certificate or degree, or transferred to a university after six years?

- 83,811 enrolled
- 15,067 completed
- 18% success rate



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No Barriers to Access:

- Minimal entrance requirements
- Low fees
- Fee waivers
- Enrollment-based funding

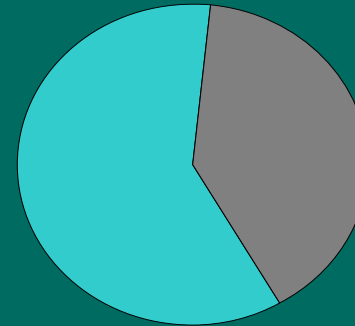
**Incoming CCC Students
1999-2000**

**520,407
Students**

Barriers to Completion:

- Finance system that lacks incentives for student success
- Regulation of college expenditures that limits spending on student support
- Restrictions on hiring to meet student and workforce needs
- Fee and aid policies that leave colleges and students with inadequate resources
- Institutionalized reluctance to provide needed guidance to students

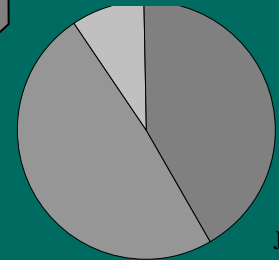
Degree-
Seekers, 60%



Non-Degree-
Seekers, 40%

**206,373
Students**

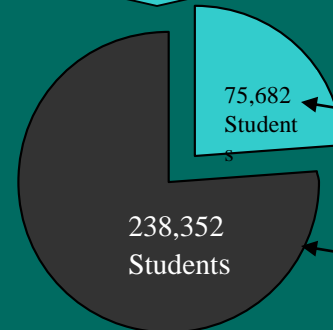
Basic
Skills, 9%



Job Skills,
49%

Personal
Enrichment,
42%

**314,034
Students**



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

Do Not Complete
within 6 Years, 76%

**75,682
Student**

**238,352
Students**



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Latinos and Blacks See Less Success

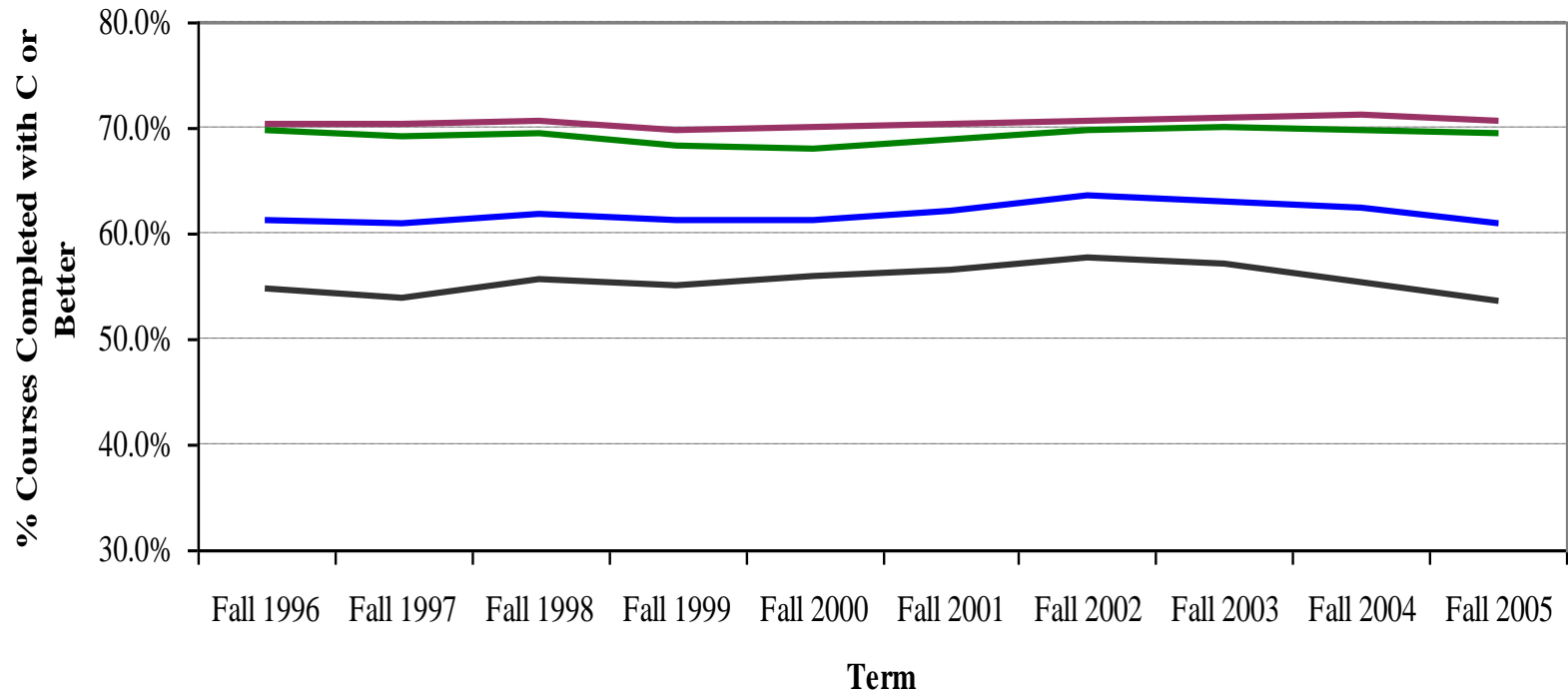
	White	Latino	Asian	Black
2 nd term retention	62.3%	62.6%	70.2%	52.2%
2 nd year retention	49.7%	50.4%	58.3%	38.9%
Complete:				
certificate	3.1%	3.2%	4.1%	2.8%
associate	11.6%	9.6%	13.2%	6.8%
any award	13.4%	11.5%	15.4%	8.5%
Transfer	20.8%	12.5%	25.1%	10.7%
Any completion	26.9%	18.0%	32.7%	15.2%

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Successful Course Completion in the California Community Colleges



White Asian / Pacific Islander Latino Black



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Age Matters (Latino Students)

	Rates of Completion	
Age at Entry:	<u>Any Completion</u>	<u>Transfer</u>
17-19	20%	15%
20s	14%	8%
30s	15%	6%
40 or over	13%	4%



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Gender Gap

	All Students		Latino Students	
	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>
Certificate	4%	3%	4%	3%
Assoc. Degree	13%	8%	12%	7%
Transfer	19%	17%	14%	11%
Any Completion	26%	22%	20%	15%



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Enrollment Patterns Matter (Latino Students)

	Yes	No
Continuously Enrolled Completion	33% 31%	67% 18%
Enrolled FT Majority of Terms Completion	28% 39%	72% 10%
Took an Orientation Course Completion	16% 24%	84% 17%
Dropped < 20% of Courses Completion	53% 28%	47% 7%
Registered Late < 20% of Courses Completion	52% 20%	48% 16%



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Policy Matters!

Five Sets of Policies Inhibit Completion: *“Rules of the Game”*

- Enrollment-based funding
- Regulation of expenditures
- Restrictions on hiring
- Student fees and financial aid
- Guiding students’ course-taking choices

Key point:

- Across all policies, there are few incentives for student success



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Enrollment-based Funding

- Colleges receive most funds based on enrollment early in the term
- Incentives for “FTE Chase”
- Buying college enrollments but not college completion
- **Solution**: incorporate incentives for colleges to help students succeed
 - e.g., funding for students enrolled in next higher course level



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Regulation of Expenditures

- 50% rule – on the “wrong” side of the rule are
 - outreach to high schools
 - academic counselors
 - financial aid advisors
 - faculty time spent advising students outside of class
- Categorical programs – elaborate rules about *how* funds are spent, extensive documentation
- Outmoded model of public accountability
- “One size fits all” for 109 diverse colleges?
- ***Solution***: flexibility *and* incentives for success



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Restrictions on Hiring

- 75% of instruction by full-time faculty
- Limitations on workload and hiring of part-time and temporary faculty
- All well-intentioned efforts to ensure a corps of full-time faculty essential to quality
- Limit colleges' ability to offer courses students want that are needed by employers
- “One size fits all”
- ***Solution:*** flexibility *and* incentives for success



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Student Fees and Financial Aid

- “Affordability” defined as low fees/fee waivers
 - Fees are only 5% of total cost
 - Available financial aid left untapped
 - Students work too much; attend part-time
- Under-funding explained by low fee revenues
- ***Solution:***
 - Increase financial aid for non-fee costs of college
 - Provide financial incentives for full-time enrollment
 - Increase fee revenue without harming needy students



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Students' Course-taking Choices

- Policies for assisting under-prepared students
 - Confusion about MALDEF legal challenge
 - Reluctance to set requirements for
 - Assessment
 - Placement in appropriate courses
 - Proper course sequences (prerequisites)
 - Advising and orientation
- ***Solution:***
 - Mandatory assessment, placement, orientation, prerequisites
 - Help students set program goals and pathways



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Part 3: Getting There From Here How Can you Help?

- Ask Latino Caucus to read our policy brief and hold a staff briefing
- Help us make connections with other Latino leadership groups and individuals
- Question assumptions and ask questions on your campuses – push for the right data



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What Does This Tell Us About Latino College Attainment (or Student Attainment in General)?

The following slides include verbatim
statements from the CCC Fact Sheet
for its Accountability Report

- *More than one-third of the state's population of prime college-going age (18-24) are enrolled in a community college*



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What Does This Tell Us About Latino College Attainment (or Student Attainment in General)?

- *Students who successfully complete developmental education courses and who are on a degree-seeking path show very good outcomes: almost 70% are retained and go on to complete at least 30 units, and over half earn a degree, certificate, or transfer to a four-year institution within six years.*



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What Does This Tell Us About Latino College Attainment (or Student Attainment in General)?

- *The student populations served by California community colleges are the most diverse in the nation. More than 28% of the CCC system's students are Latino and more than 7% are African Americans.*



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What Does This Tell Us About Latino College Attainment (or Student Attainment in General)?

- *Nearly half (45.3%) of the graduates from the University of California and the California State University transferred from the California community colleges.*



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What Does This Tell Us About Latino College Attainment (or Student Attainment in General)?

- *The community colleges awarded more than 7,000 degrees and certificates in nursing – a major contribution to the state’s largest group of health care providers.*
- *The community colleges helped students to earn more than 63,000 degrees and certificates in vocational/occupational areas...California’s community college system is the largest workforce training provider in the United States.*



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What Does This Tell Us About Latino College Attainment (or Student Attainment in General)?

“What the Future Holds:”

- *By 2013, California will have an additional 600,000 students enrolling in higher education and 80% are projected to enroll in California community colleges.*
- *Many future community college students will be first generation college students, low-income students, and students of diverse ethnicities.*



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What *Could* the Future Hold?

With your help, we can

- Call attention to the need for improvements in outcomes – more college degrees
- Convince CCC leaders to work with policymakers to reform those policies that are impeding college completion
- Close the gaps and see as many Latino college graduates as other groups



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For More Information

See policy brief and upcoming reports

– www.csus.edu/ihe

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