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Performance Gaps and Policy Responses in California Higher Education: The Context for Next Steps

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Presentation to:

African American Male Education Network and Development (A2MEND) Summit
*Unfinished Business: A Commitment to Institutional Change
and African American Male Success*

March 7, 2013

Topics

Harsh reality - California's serious performance challenges

Oppportunity- we know what works

Progress - what's happening on those fronts

Educators' agenda - implications for leaders

Harsh Reality: California's Performance Challenges

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

- 37th in high school graduation rate
- 41st in share of HS graduates with high SAT/ACT scores
- 25th in 9th graders' chance of enrolling in college by age 19
- 45th 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

Source: NCHEMS Information Center for Higher Education Policymaking and Analysis. Year of data varies by measure, reflecting most recent available.

California Is Becoming Less Educated Than Other States

(Rank Among States in % with College Degrees, 2011)

Age Group:	AA or Higher	BA or Higher
>64	4 th	6 th
45-64	17 th	16 th
35-44	30 th	18 th
25-34	29 th	25 th

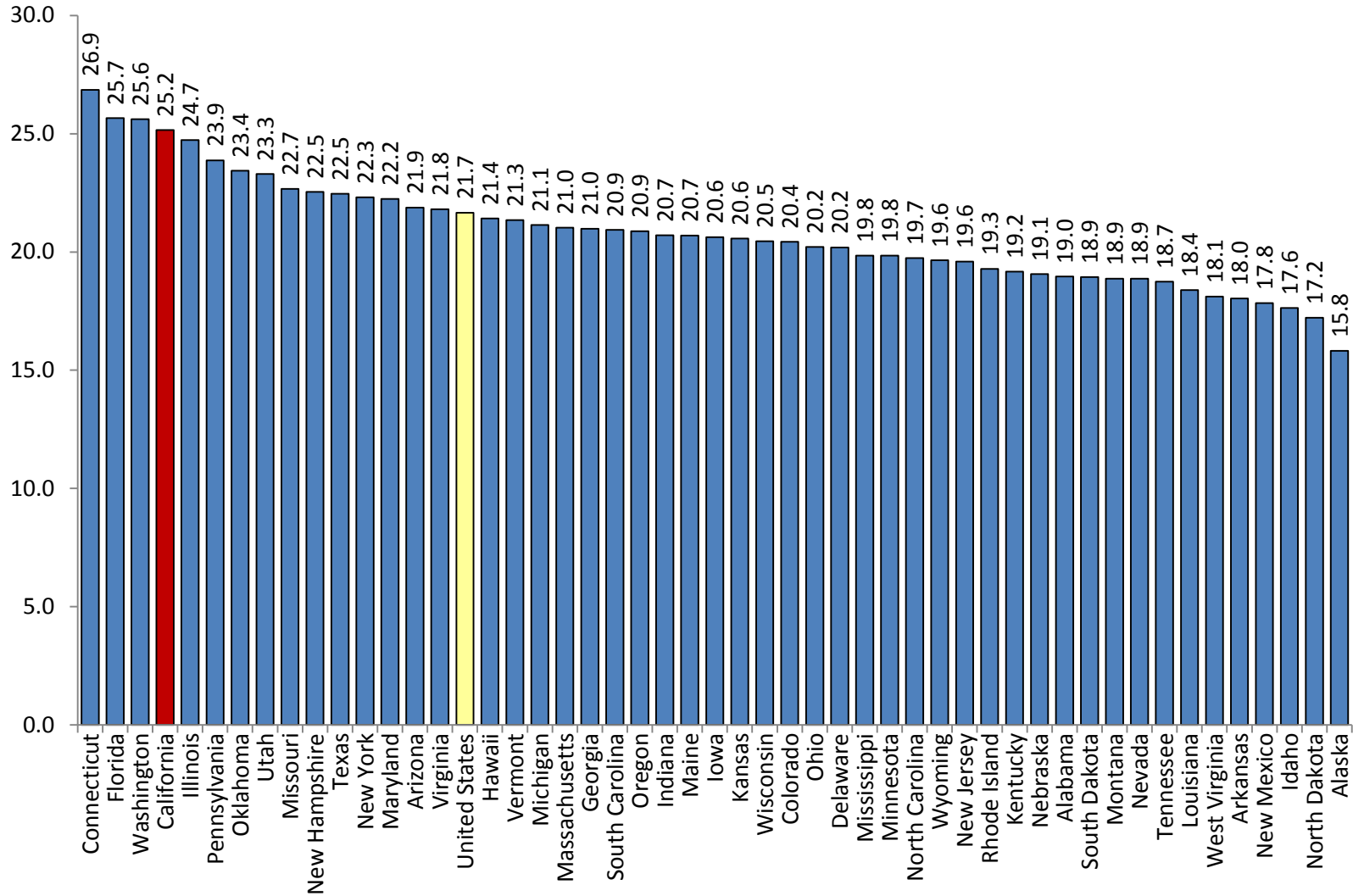
Source: NCHEMS Information Center for Higher Education Policymaking and Analysis, based on U.S. Census Bureau's American Community Survey

Comparing California with Nations and Other States in the Percentage of Young Adult Degree Attainment (Ages 25-34)

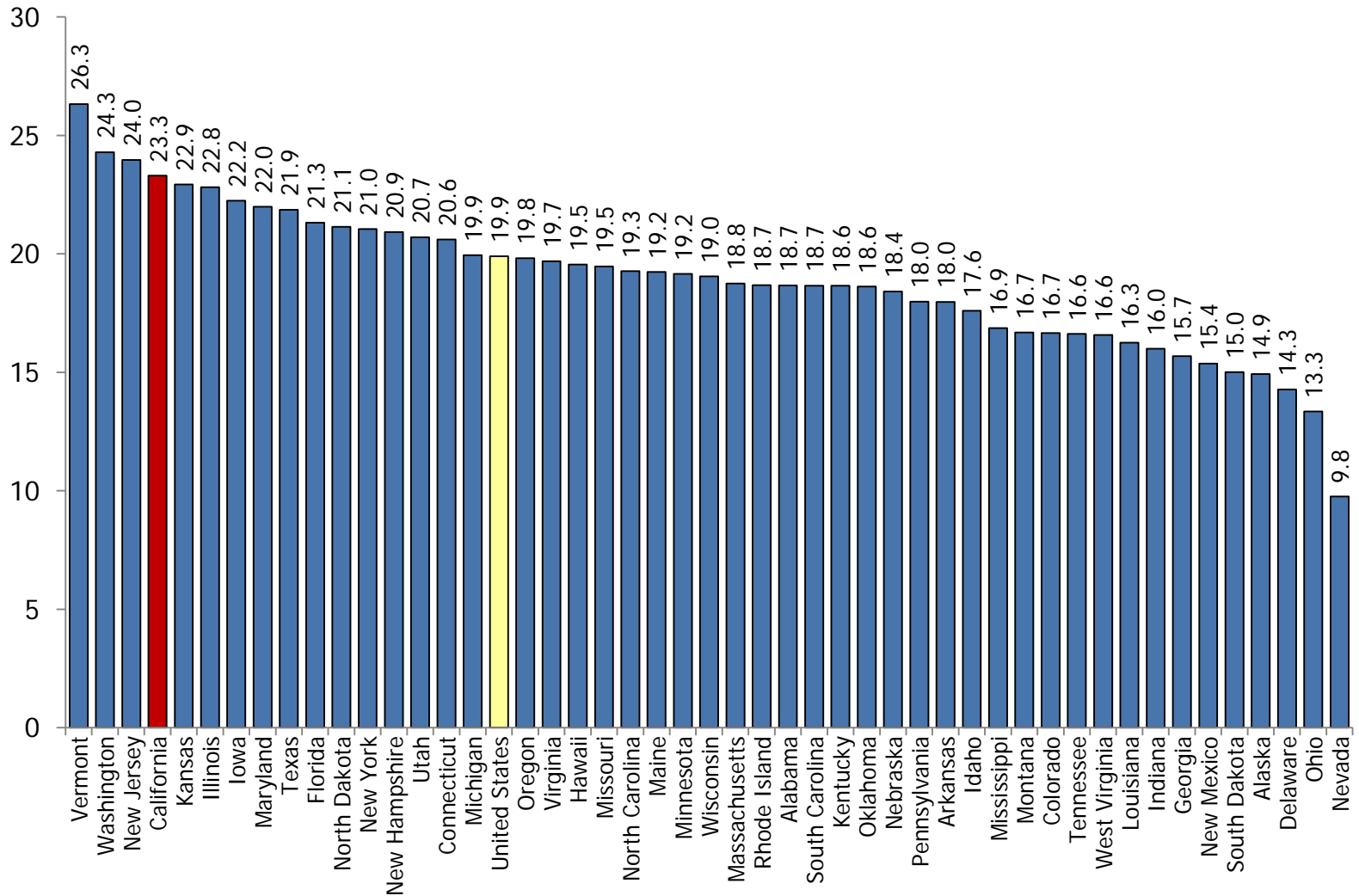
U.S. States	%	OECD Country
	60	Korea (65.0)
	58	
	56	Japan, Canada
Massachusetts	54	
North Dakota	52	
Minnesota • New York	50	
New Jersey	48	Ireland
New Hampshire	48	Norway
Connecticut • Iowa	46	New Zealand, United Kingdom
Virginia • Illinois • Maryland • South Dakota	44	Australia, Luxembourg, Israel, Belgium
Pennsylvania • Nebraska • Colorado • Vermont	44	France
Rhode Island • Kansas	42	UNITED STATES, Sweden
Montana • Wisconsin	42	Netherlands, Switzerland
• Washington	40	
Missouri • Hawaii	40	
Wyoming • Maine • Delaware • Utah	38	Finland, Spain, Chile
Ohio • California • Oregon	38	Estonia, Denmark
Michigan • North Carolina	36	Poland
Indiana • Florida • South Carolina	36	Iceland
Georgia	34	
Alaska • Kentucky • Tennessee	34	
Arizona • Mississippi • Texas	32	
Alabama • Idaho	32	
Louisiana	30	Slovenia, Greece
Oklahoma • Arkansas • West Virginia	30	
Nevada	28	
New Mexico	26	Germany, Hungary
	24	Portugal
	24	Slovak Rep
	22	Czech Rep
	22	Mexico
	20	Austria, Italy
	20	Turkey (17.4)



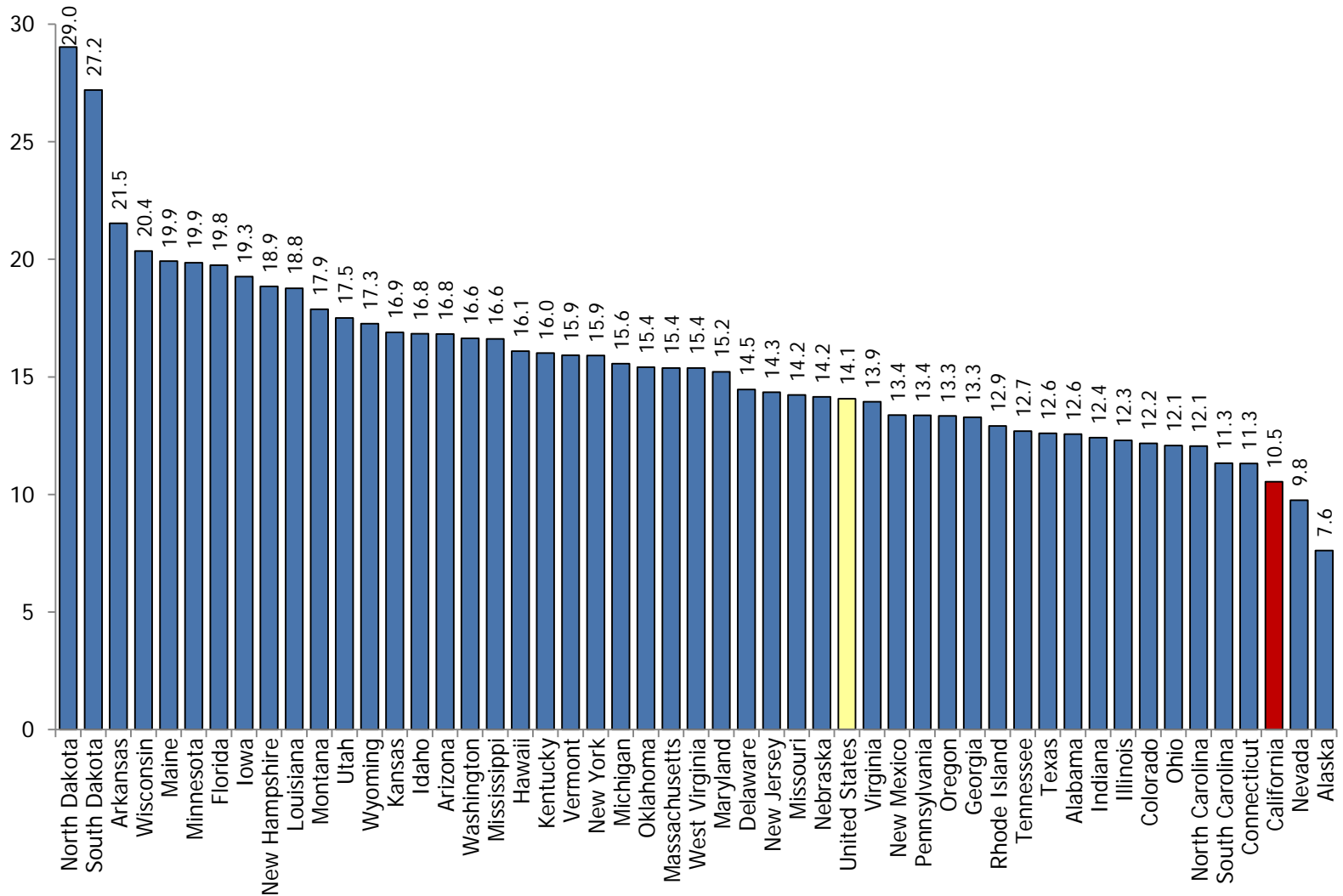
Undergraduate Awards (One Year and More) per 100 FTE Undergraduates – Public Research, 2009-10



Undergraduate Awards (One Year and More) per 100 FTE Undergraduates – Public Bachelor's & Masters, 2009-10



Undergraduate Awards (One Year and More) per 100 FTE Undergraduates – Public Two-Year, 2009-10



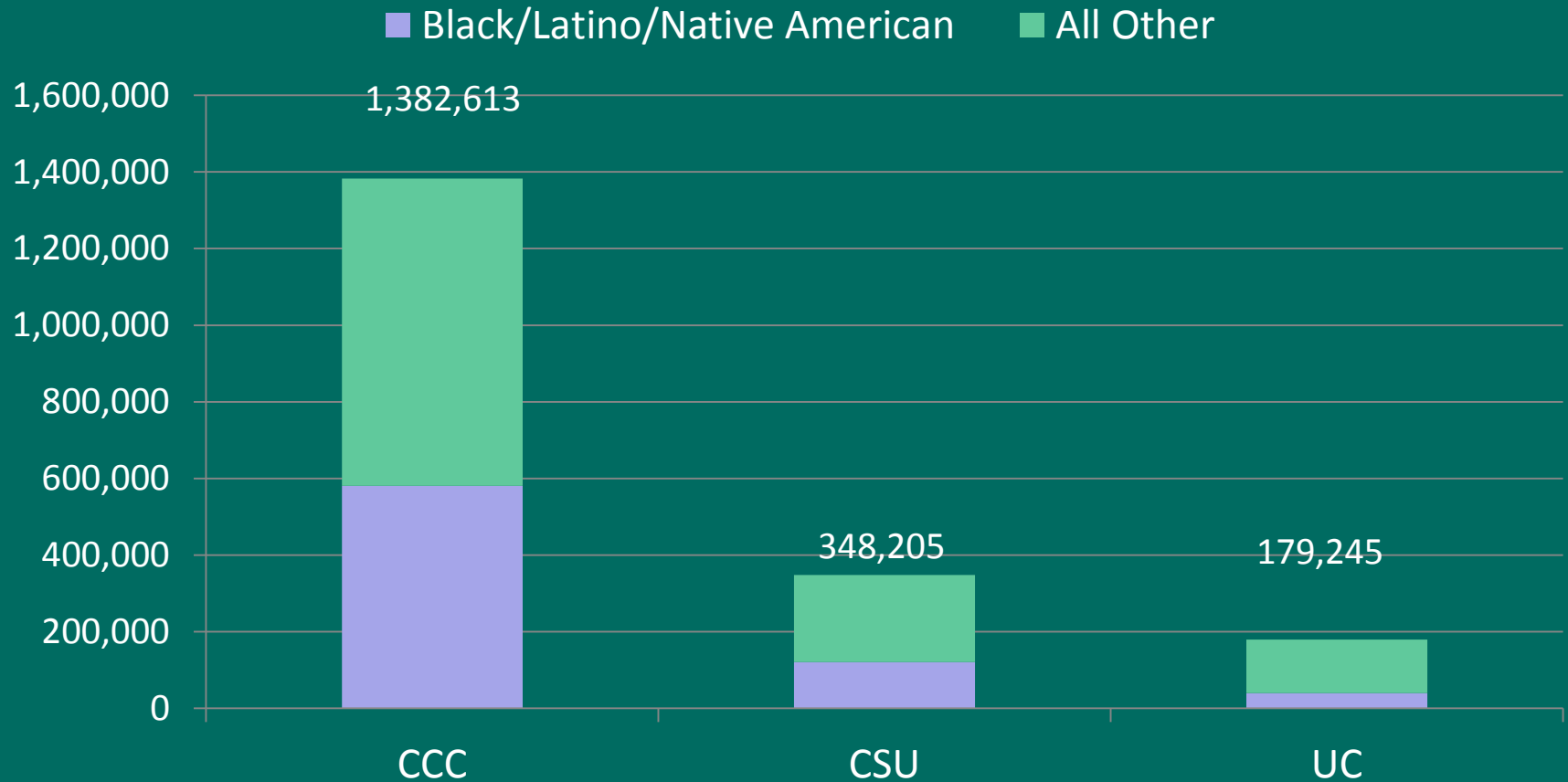
Closing the Education Attainment Gap in California

Additional degrees to reach 60% by 2025	3,500,000
Improving High School Graduation Rates to National Best	355,000
College-going rate to National Best	230,000
Improving College Completion of Public & Private 4-year	275,000
Remaining Gap	2,640,000
Improving Completion at Community Colleges to the National Best	2,535,000

*Calculations assume enrollments of first-time students are distributed in a constant manner

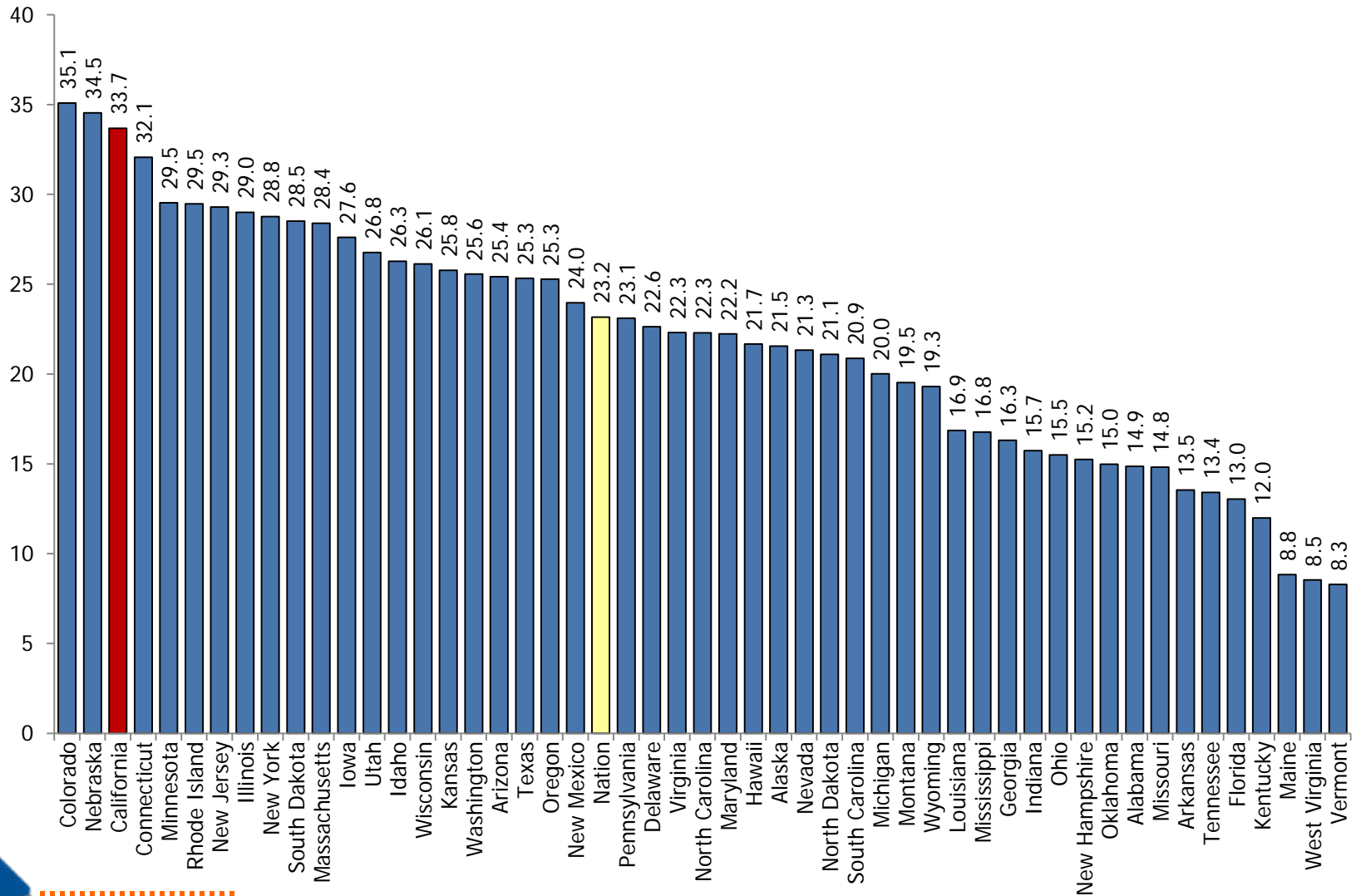
	Recent HS Grads	Age 20-39
Public Research	15%	0
Public Baccalaureates & Masters	18	.0
Private	12	16
Community Colleges	55	82

Community Colleges are Key to Improving Education Levels - Enroll Most Undergraduates and Large Portion of Latino and Black Populations

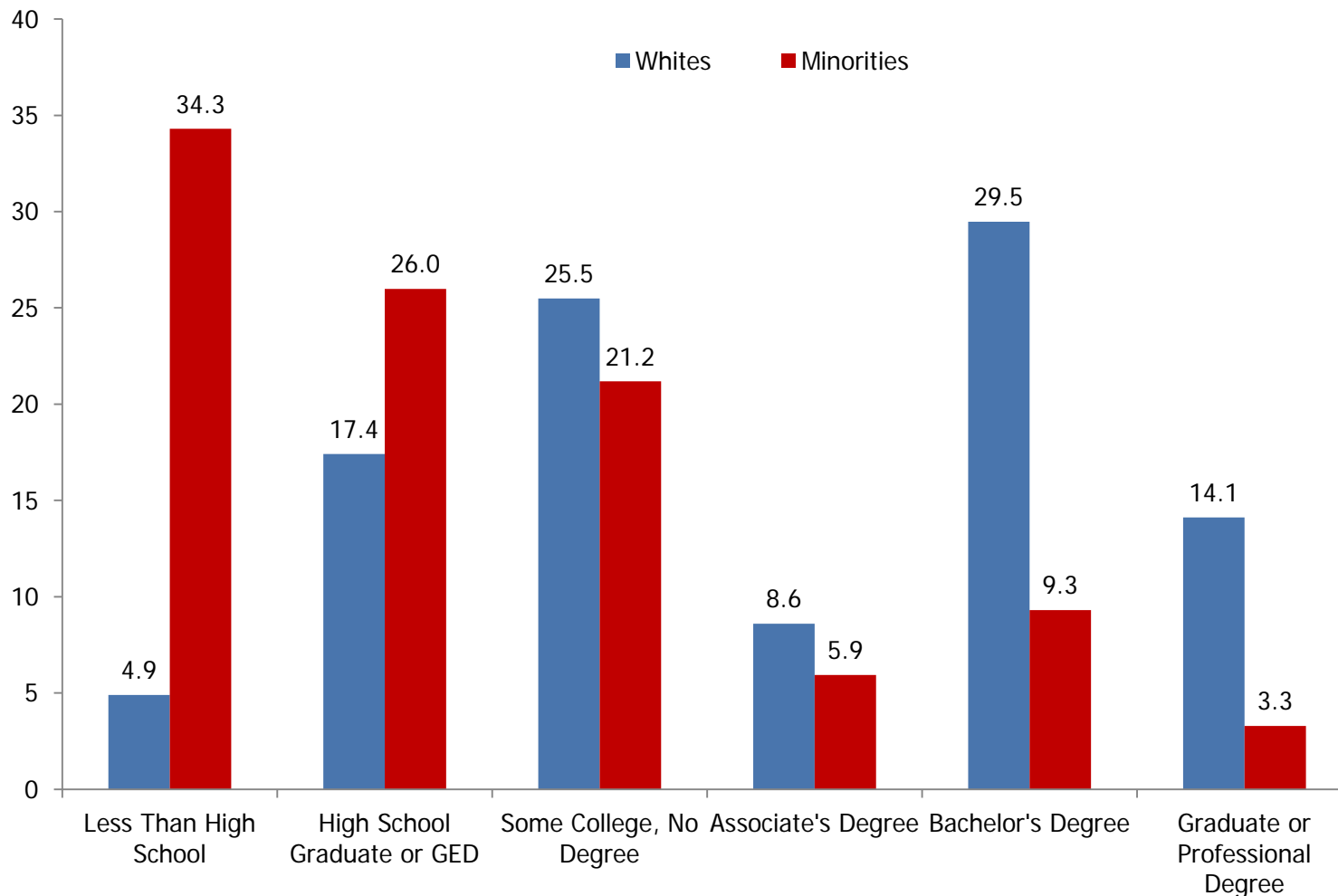


Source: California Postsecondary Education Commission online data, total undergraduate enrollment in Fall 2010

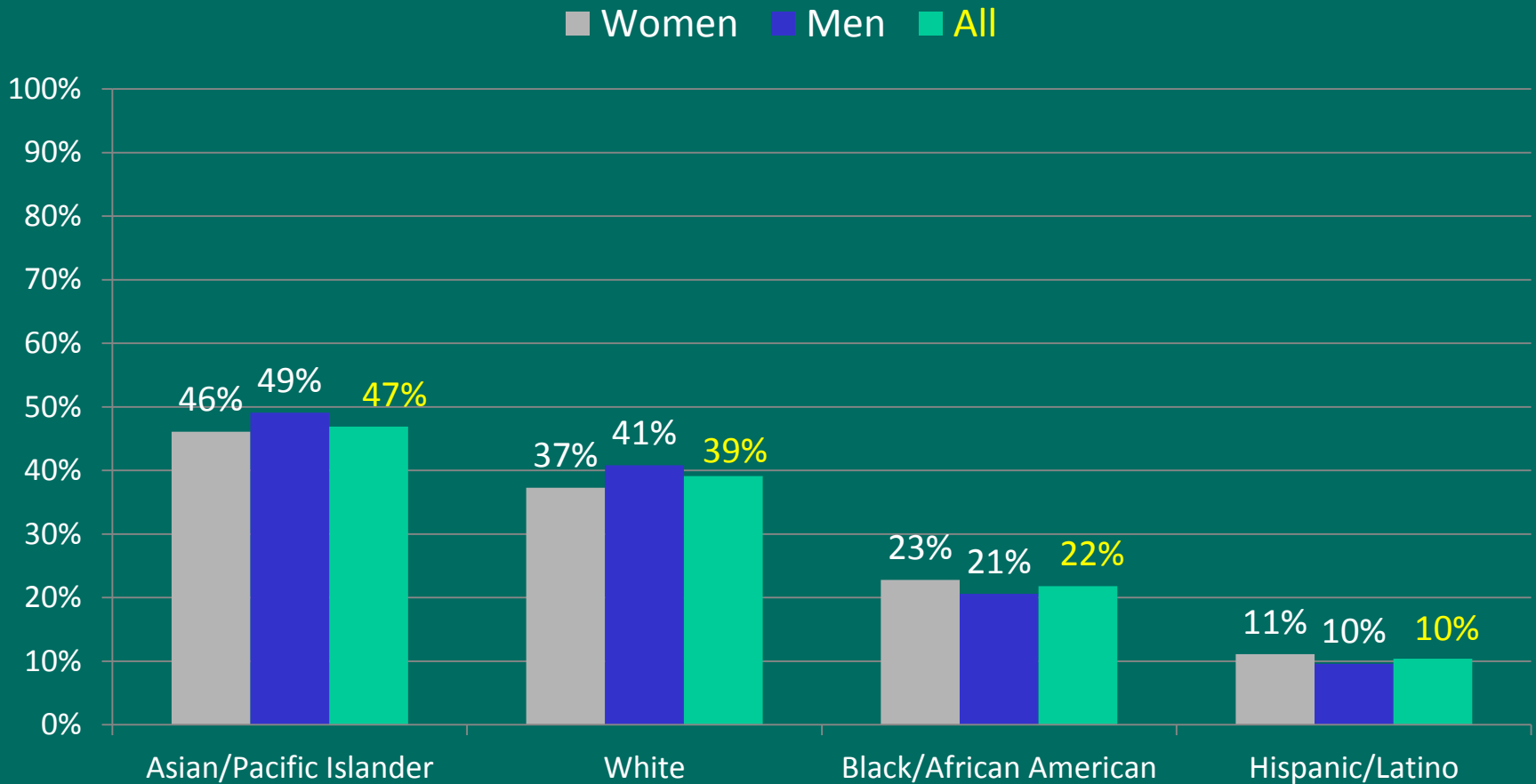
Difference in College Attainment Between Whites and Minorities (Blacks, Hispanics, Native Americans) (2008-10)



Educational Attainment of Whites and Minorities (Black, Hispanics, Native Americans) Aged 25-44, 2008-2010 California



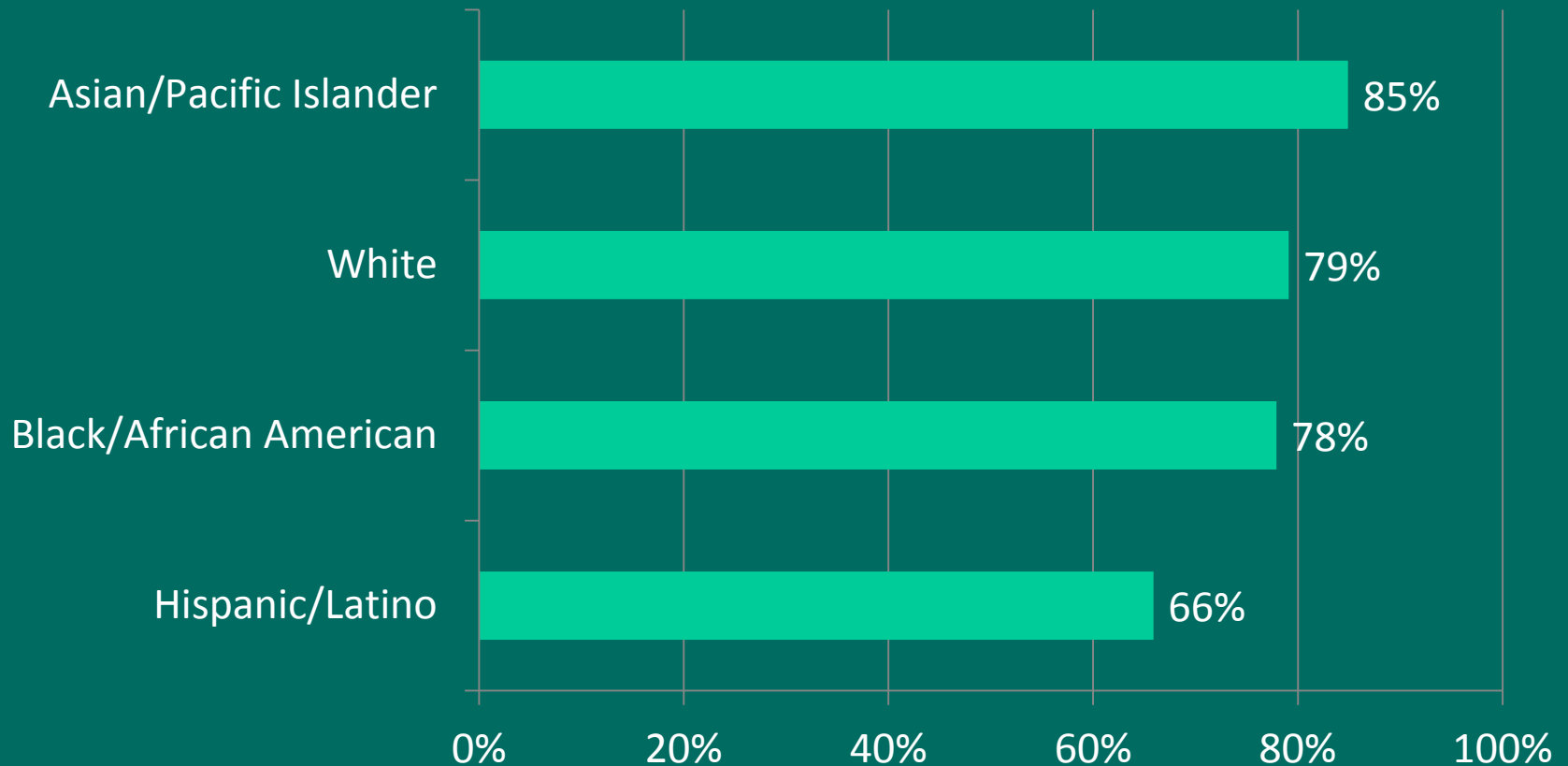
Share of Adults with a BA



Source: US Census Bureau, 2009-2011 American Community Survey, Table B15002

College-Going Rates from High School

Black HS grads go directly to college at the same rate as white grads, but.....



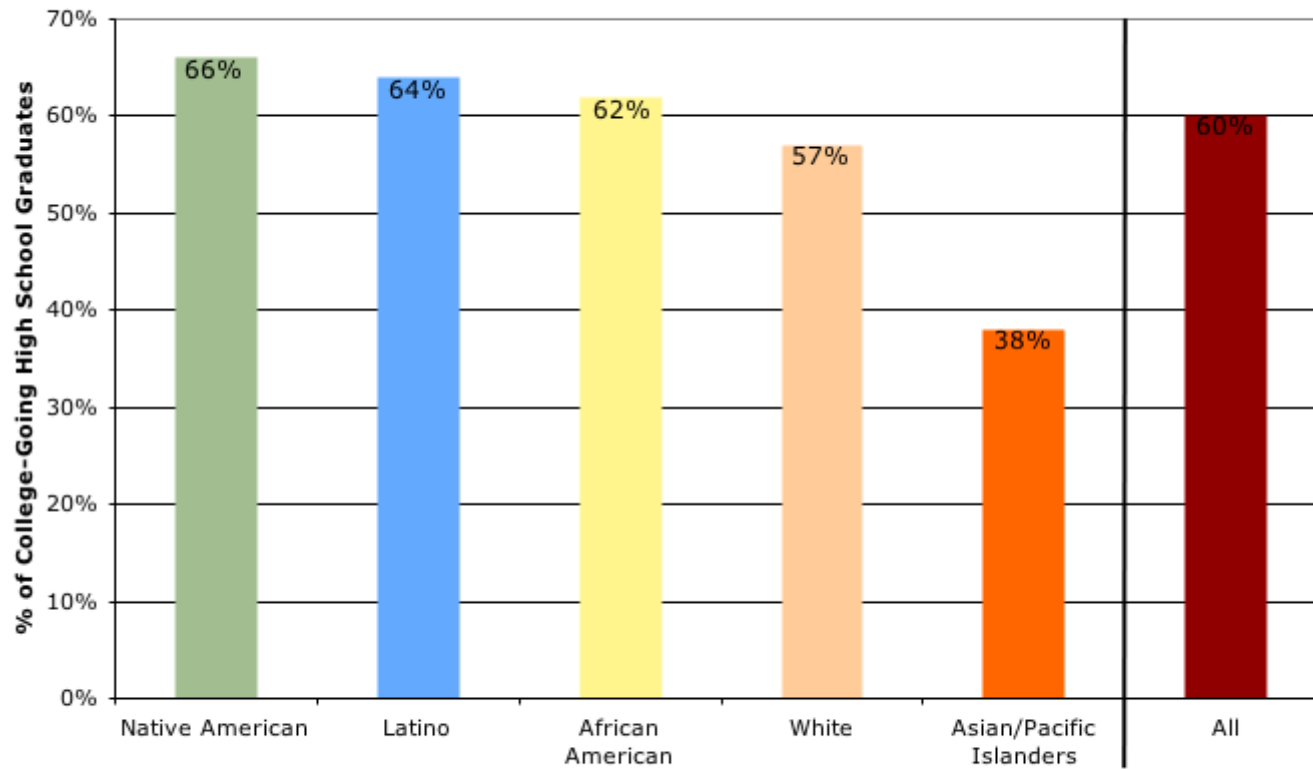
Source: California Department of Education, Dataquest, *Graduates Enrolled Nationally in Postsecondary*, 2008-09. Reflects share of California public high school graduates enrolling in a postsecondary institution inside or outside California within 16 months of graduation.

...more high school drop-outs results in large gap in percent of young adults enrolled in college

Race/Ethnicity	Percent of 18-24 Year Olds Enrolled in College
Asian/Pacific Islander	65%
Men	63%
Women	67%
White	50%
Men	46%
Women	54%
Black/African American	40%
Men	36%
Women	45%
Hispanic/Latino	31%
Men	26%
Women	37%

Source: US Census Bureau, 2006-2010 American Community Survey, Table B14004

Percent of College-Going High School Graduates, by Ethnicity, Who Went to a California Community College, Fall 2009

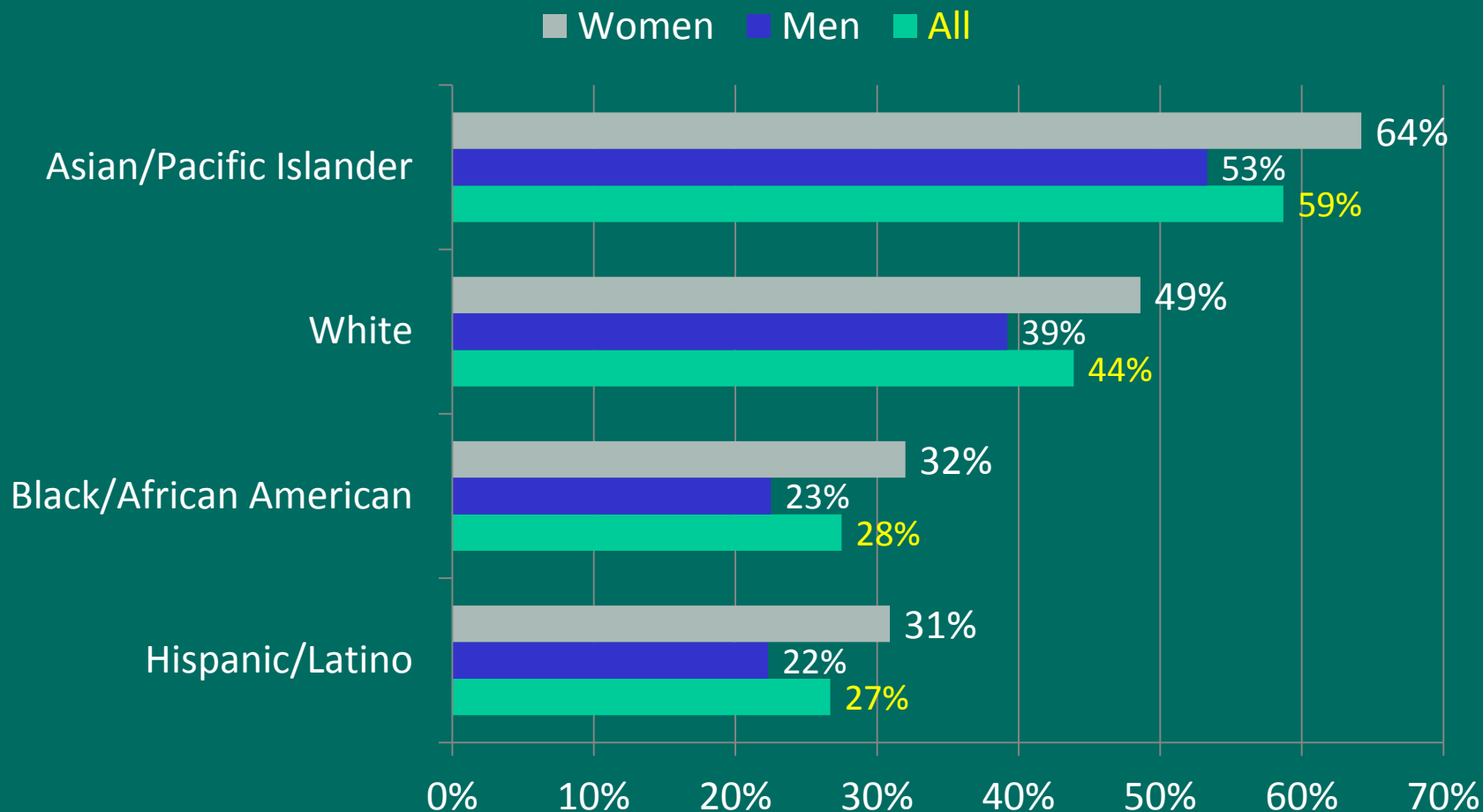


Note: 79% of Other/No Response college-going students also went to a California Community College after graduation.

Data: California Postsecondary Education Commission, 1/11

Adapted from EdSource's [2011 Resource Cards on California Education](#).

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

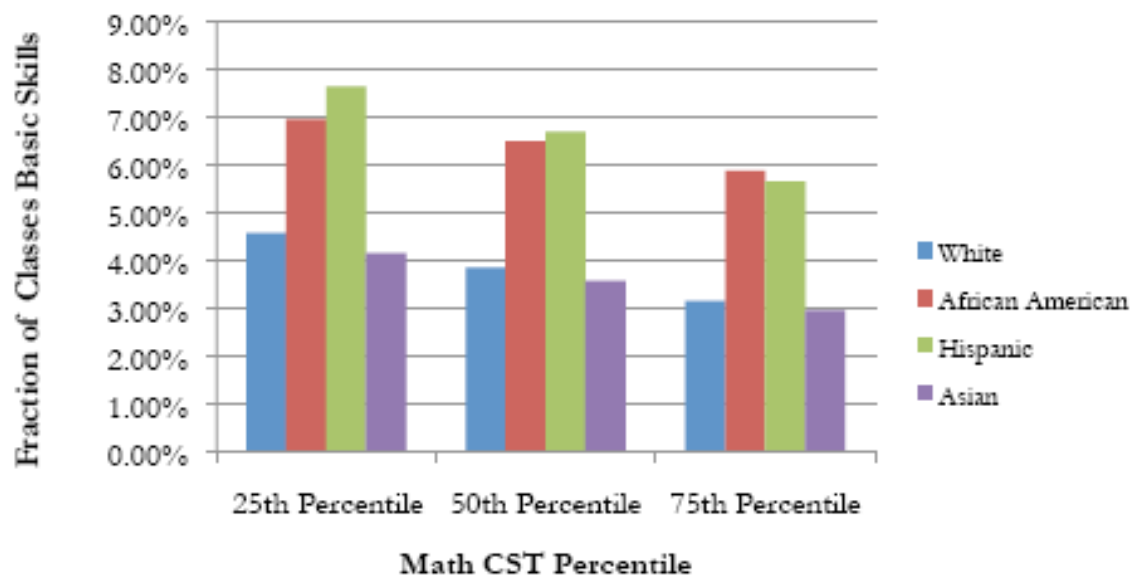
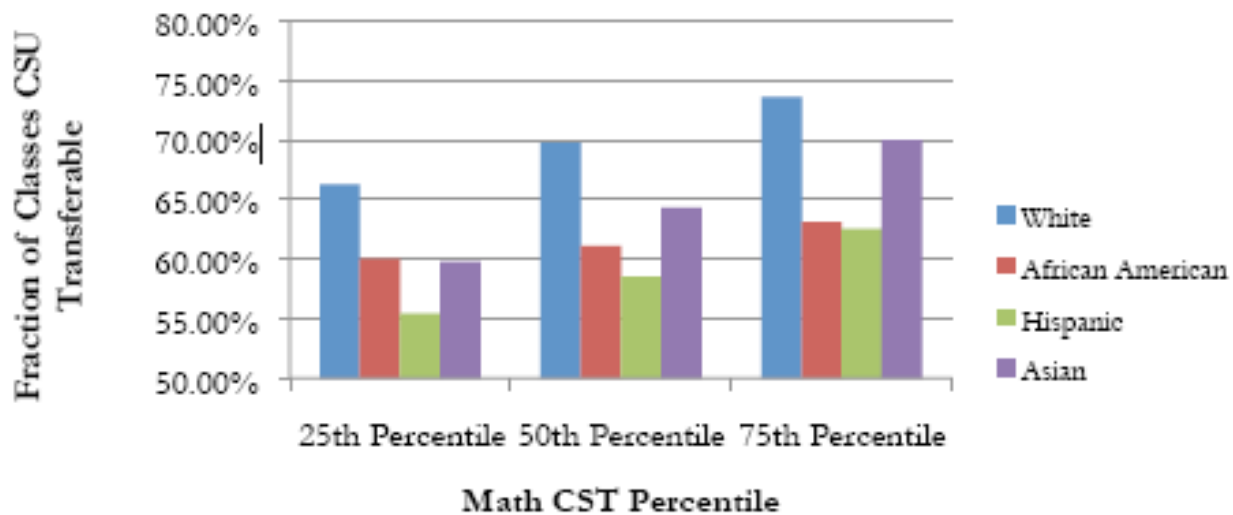


Source: California Department of Education, Dataquest, *Graduates with UC/CSU Required Courses*, 2010-11

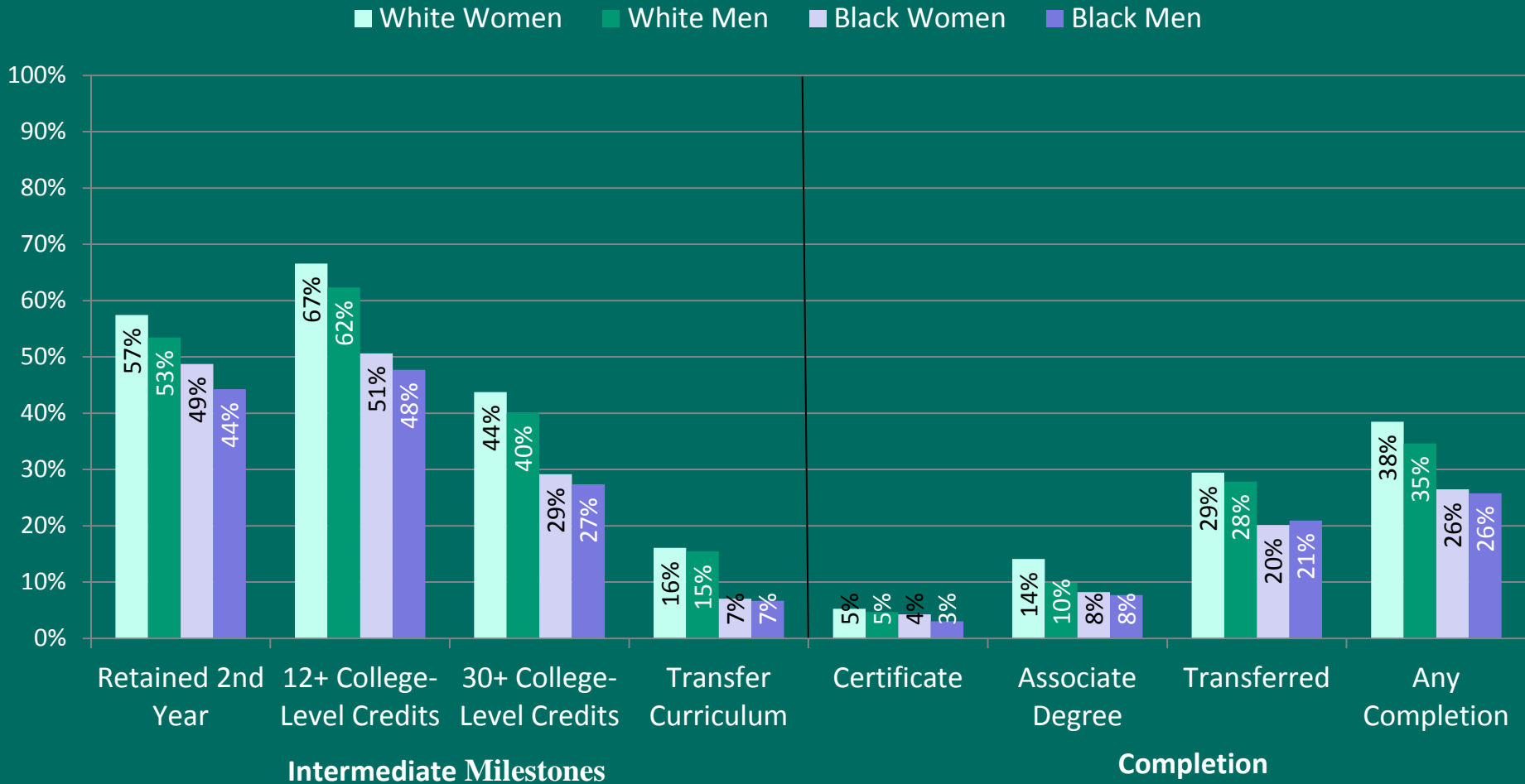
Black and Latino Students Less Likely to Successfully Complete CCC Courses

Race/Ethnicity	Course Retention Rate (did not drop)	Course Success Rate (earned C or better)
Asian/Pacific Islander	87%	75%
Men	86%	73%
Women	88%	77%
White	88%	75%
Men	88%	74%
Women	88%	77%
Black/African American	80%	58%
Men	81%	57%
Women	79%	58%
Hispanic/Latino	85%	66%
Men	85%	65%
Women	85%	67%

Source: California Community Colleges Chancellor's Office Datamart, *Credit Course Retention/Success Rate Summary Report*, Spring 2012



Gaps in Reaching Milestones and Completing Certif/Degree/Transfer



Source: IHELP analysis of data obtained from the California Community Colleges Chancellor's Office . Cohort of students entering CCC in 2003-04 tracked for 6 years through 2008-09. Includes only students defined as "degree seekers" – those who enrolled in more than 6 credits in the first year.



OPPORTUNITY

We Know What Works

- College/career readiness
- Early momentum
- Clear goals and pathways
- Intensive/integrated student support
- Resources aligned with goals

OPPORTUNITY - College/Career Readiness

- High school preparation – strong predictor of college success
- “Signals” about standards at CCC influence preparation
- K-16 alignment can improve college readiness
- Readiness involves “habits of mind” factors in addition to math, English, etc. (e.g., resiliency, persistence, synthesis)

OPPORTUNITY - Early Momentum

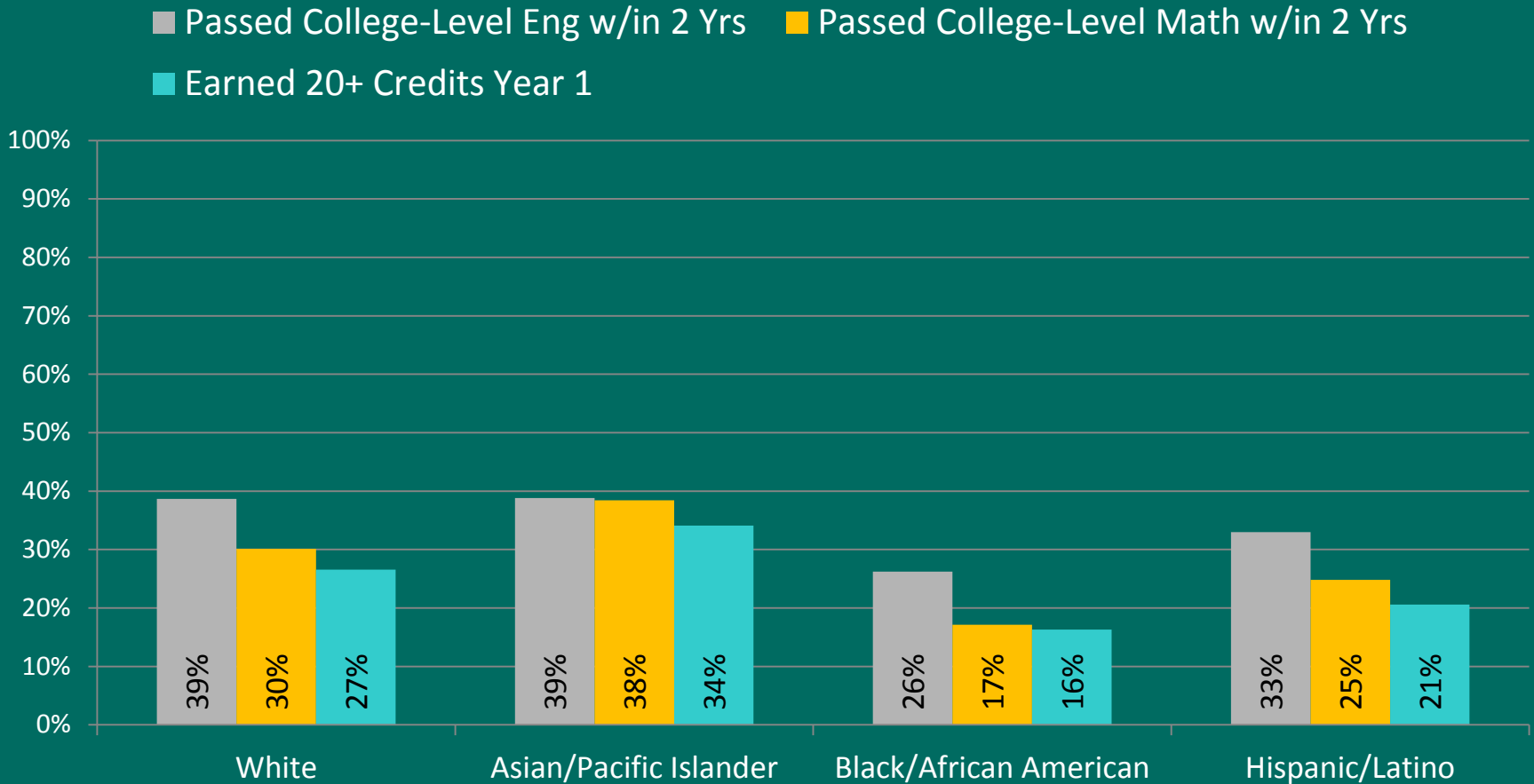
- More successful patterns:
 - Early credit accumulation
 - Full-time, continuous enrollment
 - Timely registration
- Working too much hurts progress
- Long sequences of developmental ed don't work

Student Enrollment Patterns are Important Factors in Likelihood of Completion

Percent Who Completed (Certif/Assoc/Transfer)
by Success Indicator Behavior - Yes/No

Success Indicator:	<u>Yes</u>	<u>No</u>
CL math within two years	61%	22%
CL English within two years	51%	21%
Summer credits	45%	15%
Full-time in first term	39%	21%
On-time course registration	32%	24%
Continuous enrollment	36%	29%

Few Students Follow Successful Enrollment Patterns

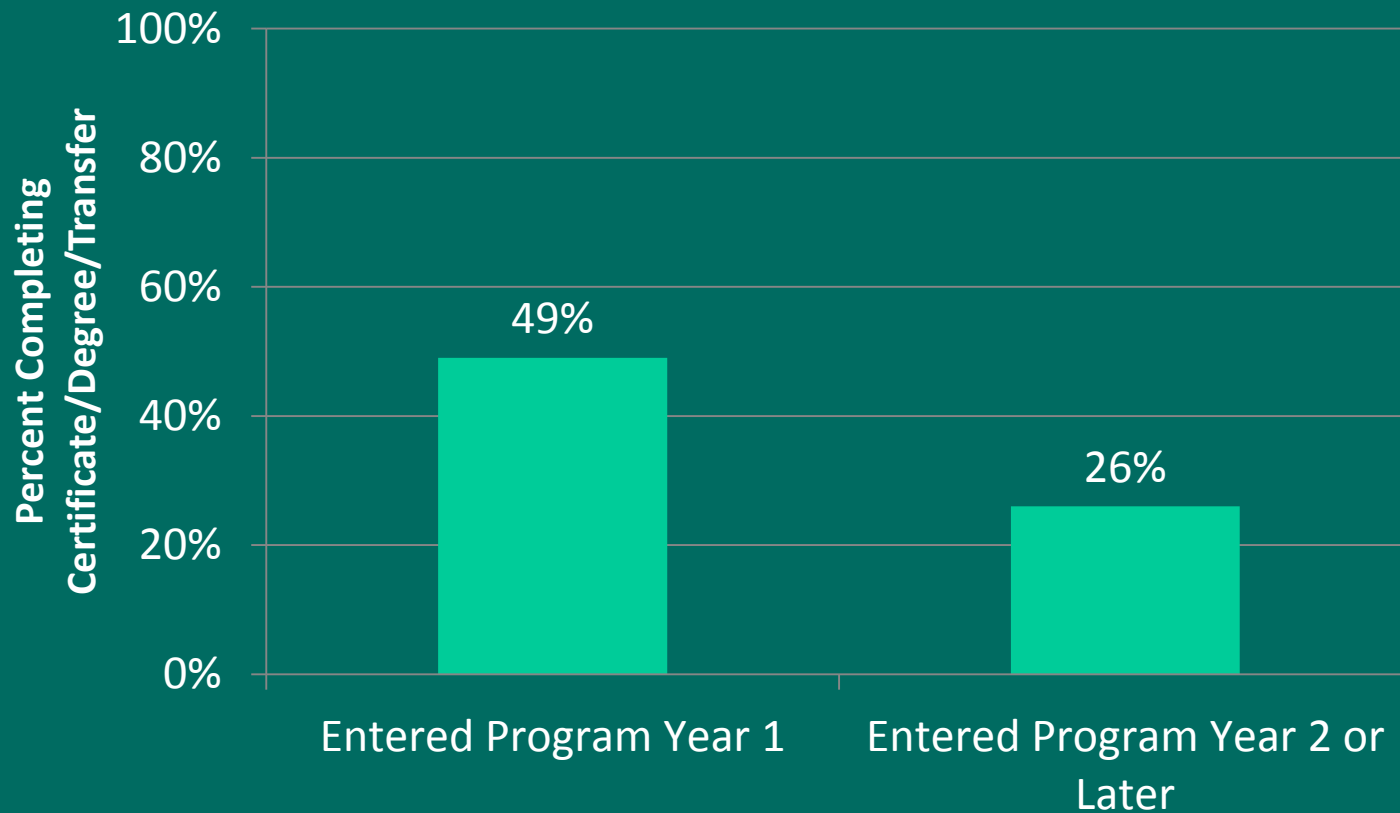


Source: IHELP, *Steps to Success: Analyzing Milestone Achievement to Improve Community College Student Outcomes*

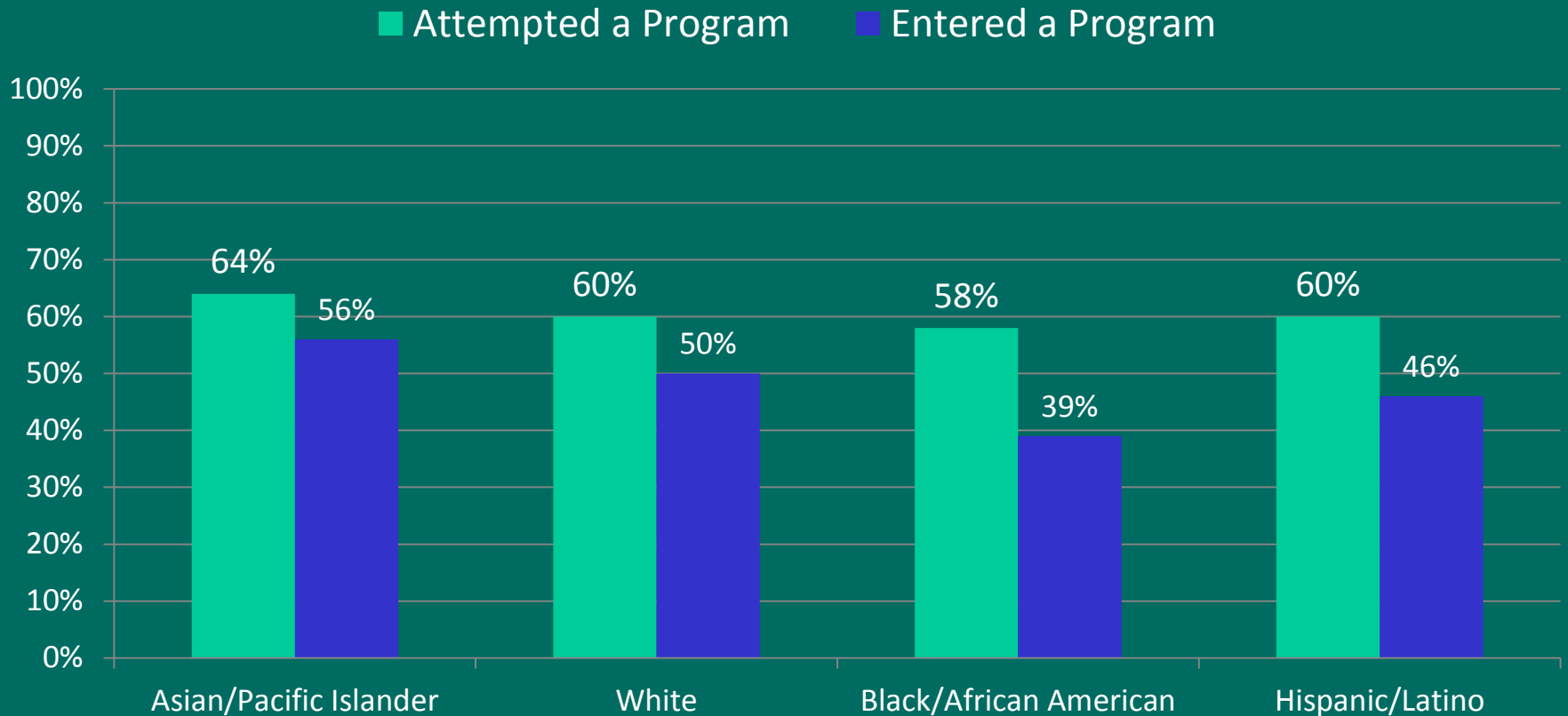
OPPORTUNITY - Clear Goals and Pathways

- Structure matters
 - Clear set of choices helps students
- Enrolling in a program of study – important milestone
- Labor market rewards credentials

Completion Rate Nearly Twice as High among CCC Students Who Enter a Program of Study in Year 1



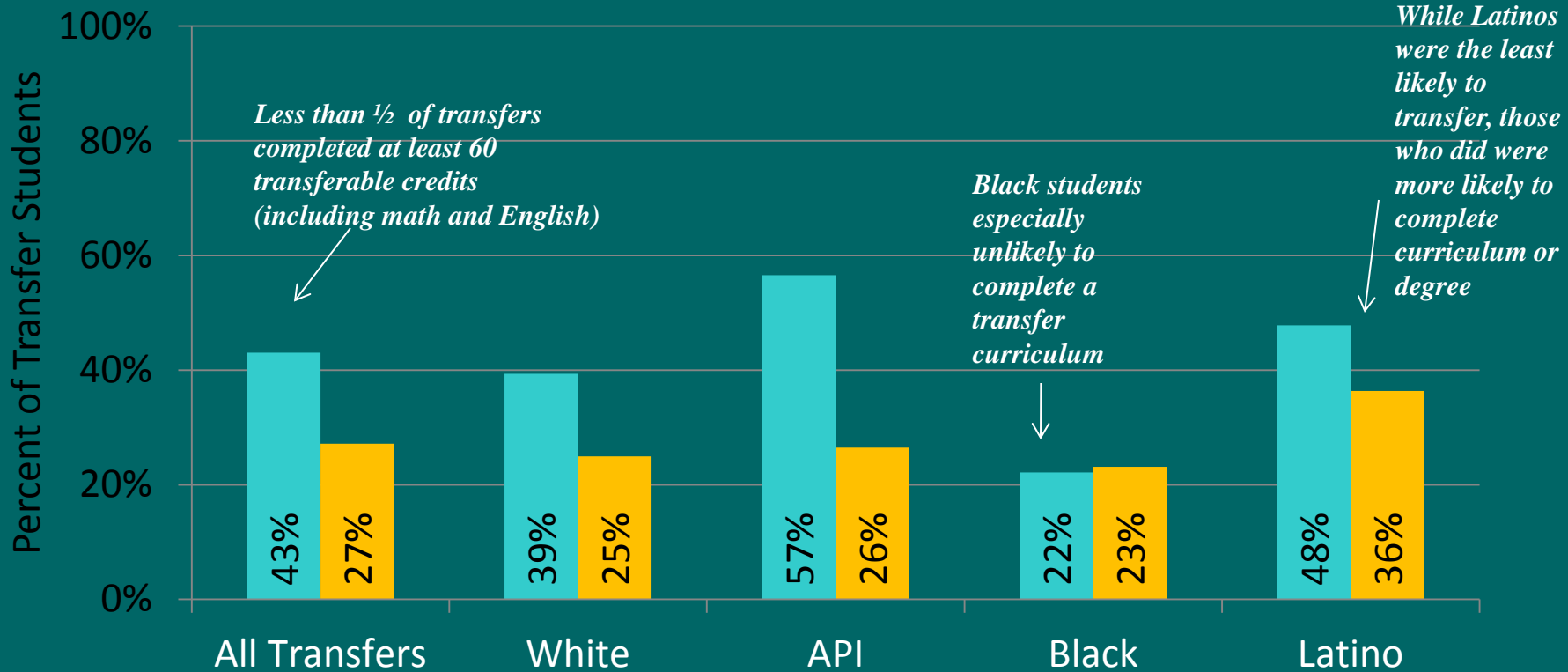
Black Students Nearly as Likely to Attempt Program Entry, But Less Likely to Succeed



Source: IHELP, *Sense of Direction: The Importance of Helping Community College Students Select and Enter a Program of Study*. Attempting program entry defined as enrolling in at least 9 college-level credits within a single program area or across the liberal arts and sciences, and entering a program defined as completing at least 9 such credits.

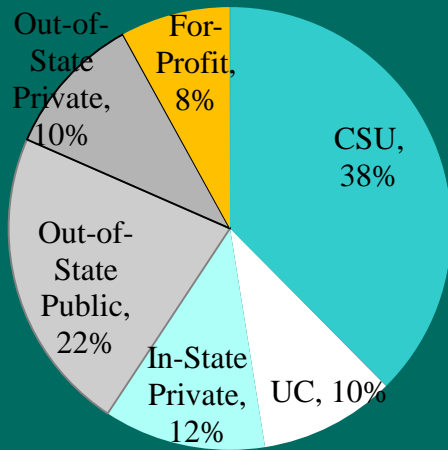
Transfer Doesn't Mean Completing Two Years of Credit, Especially for Black Students

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

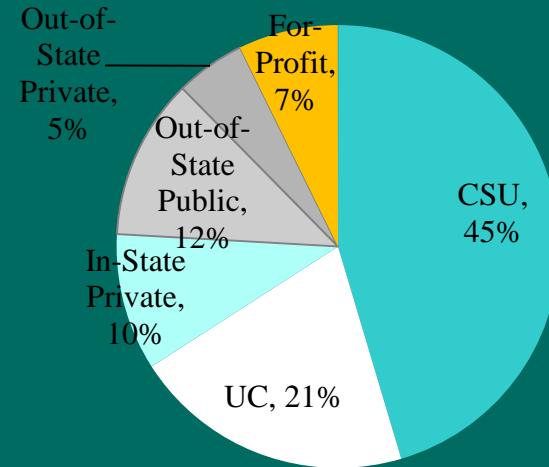


Transfer Destination Varies by Race/Ethnicity

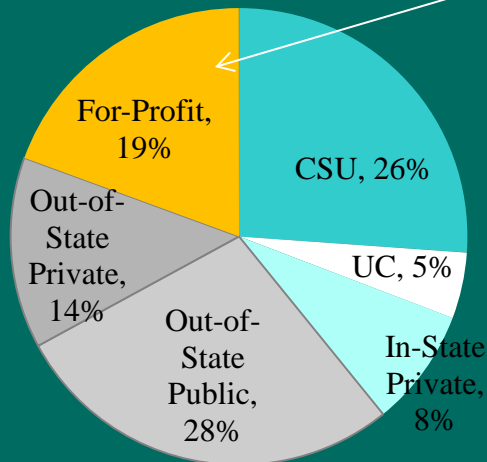
White Transfer Students



API Transfer Students

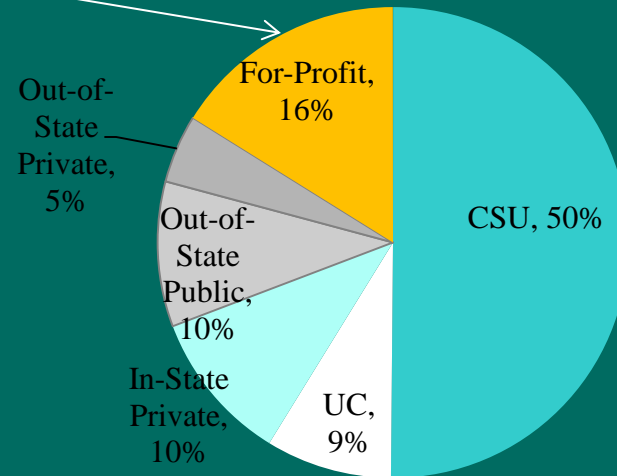


Black Transfer Students



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

Latino Transfer Students



OPPORTUNITY – Integrated Student Support Services

- Students don't do optional
- Intensive, integrated support services work
 - Evidence from “boutique” programs
- Student success courses, orientation - improve outcomes (IHELP data)
- Student services important for today's students

Black, Latino, and first-generation students more likely than others to report that their persistence and success are affected by:

- Programs and services available to help them navigate college
- Availability of financial aid
- Others wanting them to succeed / caring about them
- Access to academic supports
- Working with a diversity of students; connections to peers
- Feeling that their contributions are valued on campus

Source: RP Group, *Using Student Voices to Redefine Support: What Community College Students Say Institutions, Instructors and Others Can Do to Help them Succeed*

OPPORTUNITY – Align Resources with Goals

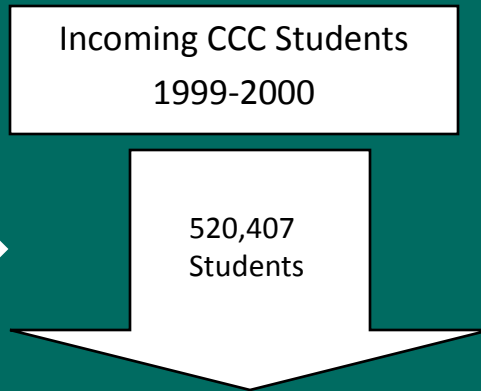
- Quality programs and services cost \$\$
 - Cheap remediation does not work
 - “Neediest” students get least funding
- Student support is critical for today’s students
 - yet resource use is heavily constrained
- Incentives contained in funding policies matter
 - FTES targets dominate attention

PROGRESS

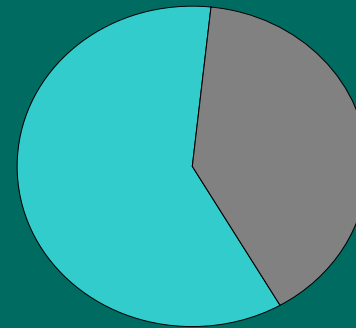
What's Happening
on the Student Success Agenda

Widespread Problem

Policies to Promote Access

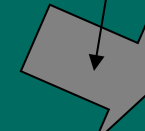


Degree-Seekers: 60%

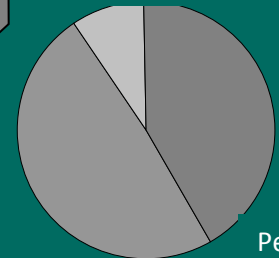


Non-Degree-Seekers: 40%

206,373
Students



Basic Skills: 9%

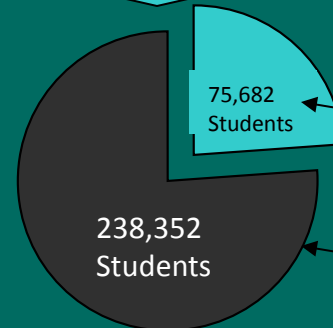


Job Skills: 49%

Personal Enrichment : 42%

314,034
Students

Policy Barriers to Completion



75,682
Students

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

238,352
Students

Do Not Complete within 6 Years: 76%

PROGRESS - College/Career Readiness

- Better early assessment
 - Common core state standards
- Toward common assessment
 - Better signals
- Expanding attention beyond English and math
 - College knowledge and habits of mind

PROGRESS - Early Momentum

- Direct more students to assessment
 - High school GPA may avoid remedial placement
- Accelerated basic skills , modules
 - Minimize “loss points”
 - Chabot, Los Medanos
 - “Game Changers: Acceleration in Developmental Education” at WestEd.org/bookstore
- More emphasis on financial aid
 - Less work, more credits
 - SSTF – show students aid impact of full time enrollment
 - Require FAFSA for BOG waiver?

PROGRESS – Clear Goals and Pathways

- Student Success Act
 - Education plans
 - Registration priority
- Associate degrees for transfer
- CTE pathways?
- “Game Changers: Structured Pathways”
 - Mandated Intake to include program info
 - Better structured programs

PROGRESS – Integrated Support Services

- “Game Changers: Integrating Student Support and Academics”
 - Embed support in departments and classrooms
 - Restructure to remove silos – Santa Barbara
 - Use technology to connect student services and academics staff and faculty
- Integrated “student success centers”
- Collaboration of instruction and support services staff

Santa Barbara City College

- “I thought we did well before we did integration, but I have realized there is so much to learn if you are part of one unit. You don’t understand the ramifications of decisions for the other side unless you are integrated. Our structural shift allows for that growth and continuation and leads to much better decisions than siloed structures.”

PROGRESS – Align Resources with Goals

- Focus on core missions
- New student success fund
- Conditions on BOG fee waivers
- CTE – regional priorities by industry sector
- Governor – new funding model proposed
 - Incentives for student success

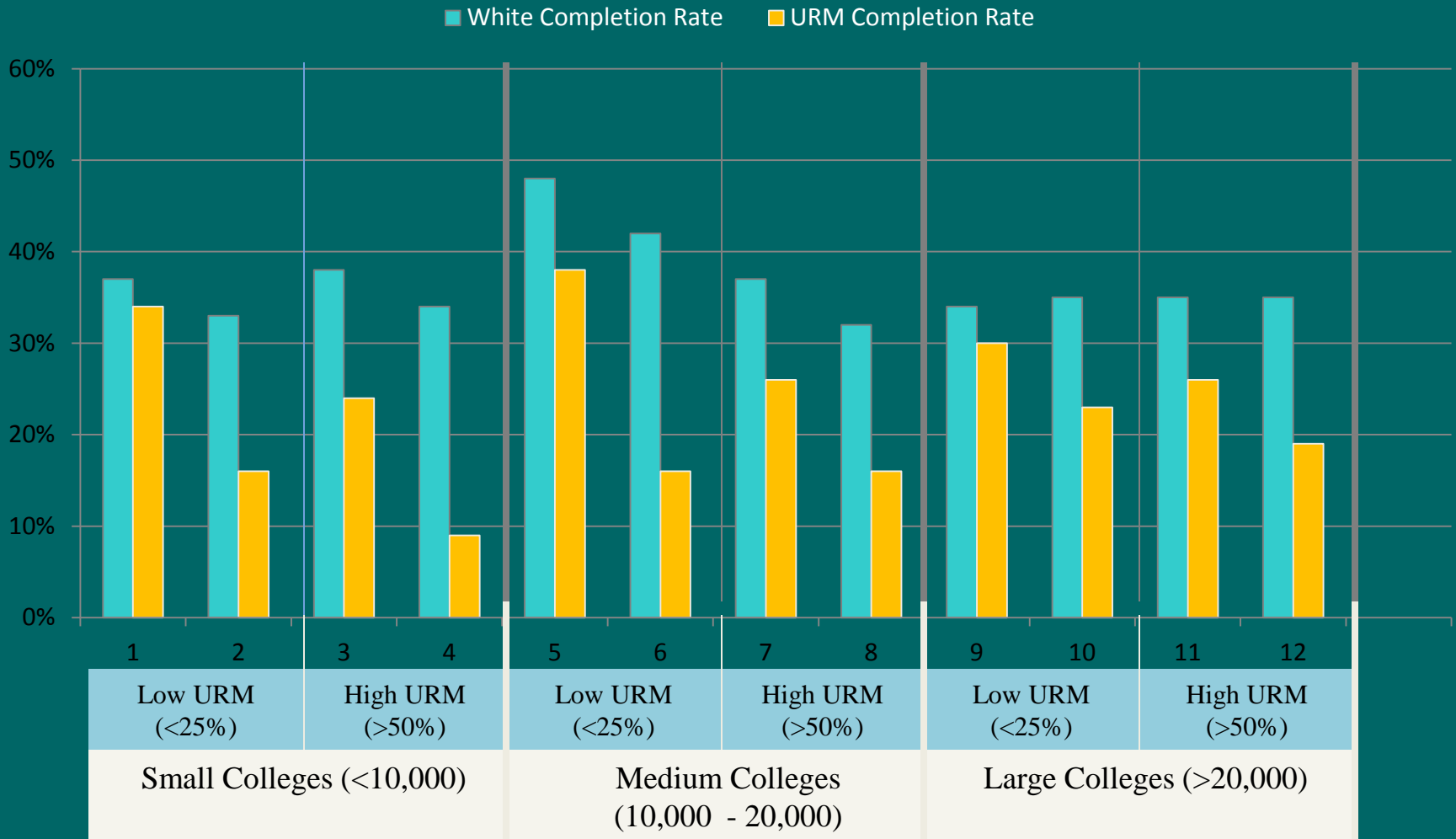
Elements of Success From Research Findings	Student Success Task Force Recommendations Adopted by Board of Governors
College readiness	<ul style="list-style-type: none"> • Collaborate with K-12 on common standards
Early success/basic skills	<ul style="list-style-type: none"> • Mandatory assessment/common assessment • Mandatory orientation • Require first year start of needed basic skills • Support innovative basic skills curriculum • 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
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
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

Educators' Agenda

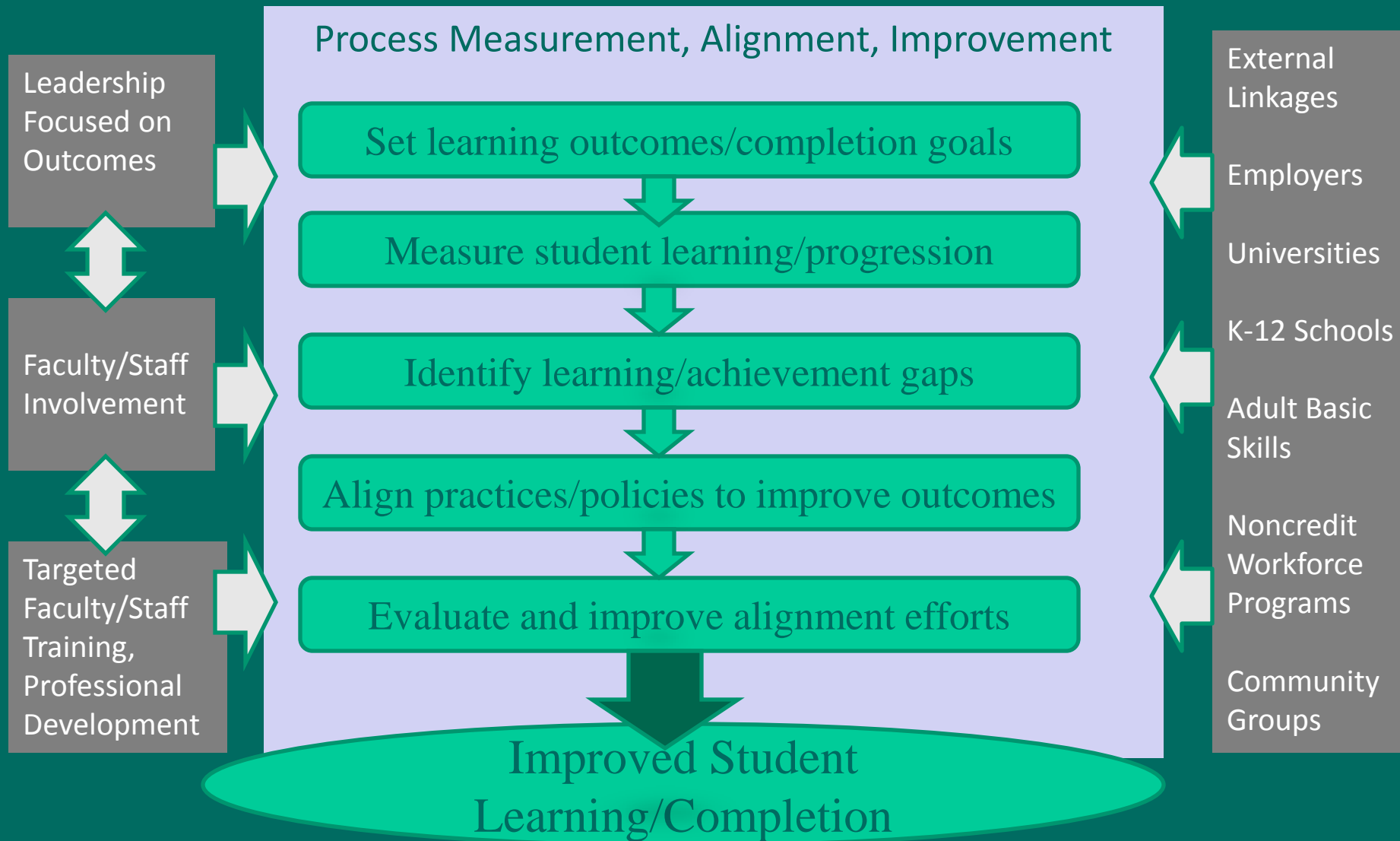
- Watch the college scorecards
- Monitor education plan implementation
- Help strengthen career credential pathways
 - The non-transfer associate degree ??
 - Non-credit to credit pathways
- Be vigilant about online
- Learn about finance reform options
- Push your institutions to design for success
- Other???

Demographics are Not Destiny:

Colleges of Similar Size and Demographic Profile Produce Very Different Outcomes



Redesigning Community Colleges for Completion





Contact Information:

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