Student Success in the California Community Colleges:
Why does it matter?
How do we know?
What do we do?

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Part 1: Student Success:
Why does it Matter?

Shared Values:

- Opportunity – the promise of education
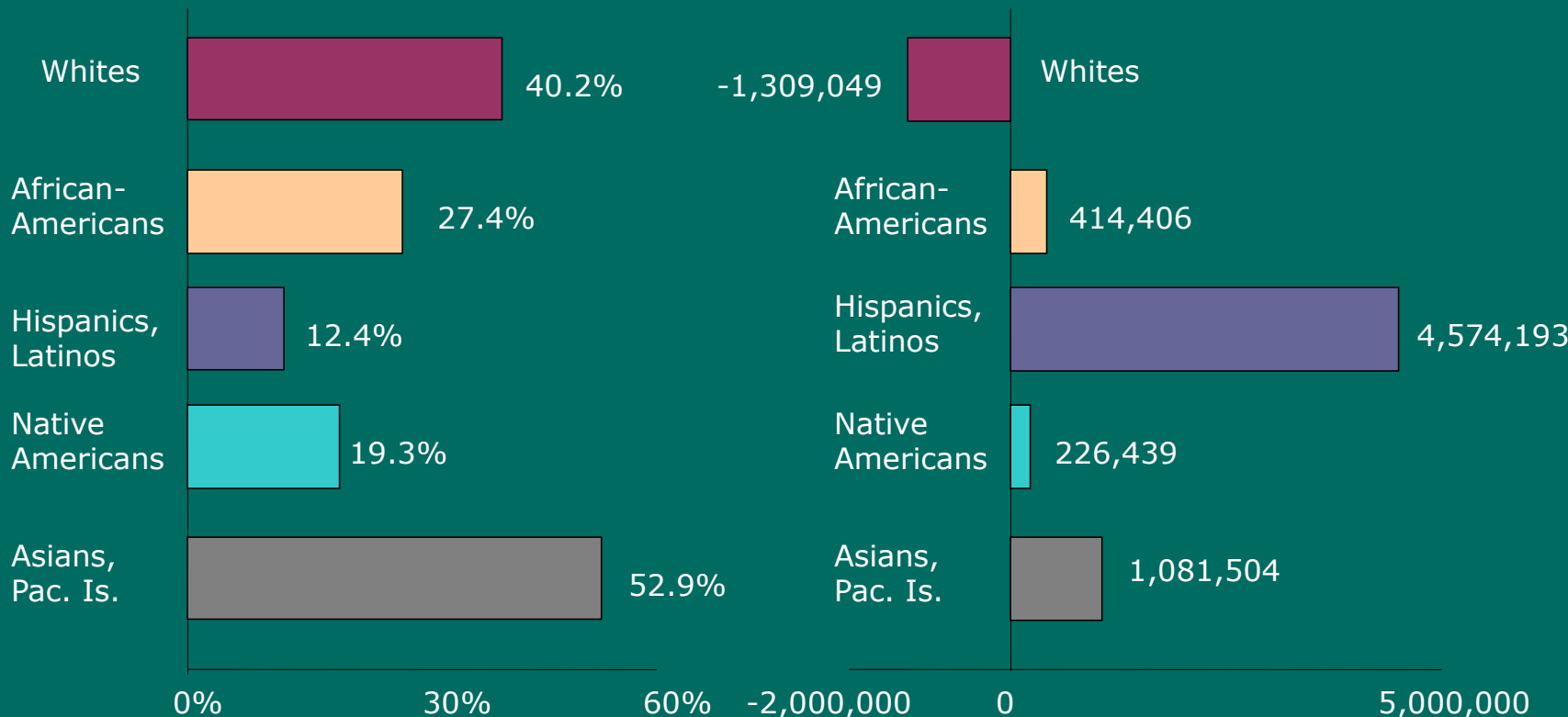- Prosperity – the promise of California

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

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

124.0%

118.1%

108.6%

Given the Current Disparities in Educational Attainment and Projected Growth by Race/Ethnicity, California's Income Will Fall Below the U.S Average by 2020 – Unless Race/Ethnic Gaps are Closed

US Average

95.5%

140%
130%
120%
110%
100%
90%
80%
70%

1960   1980   2000   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)

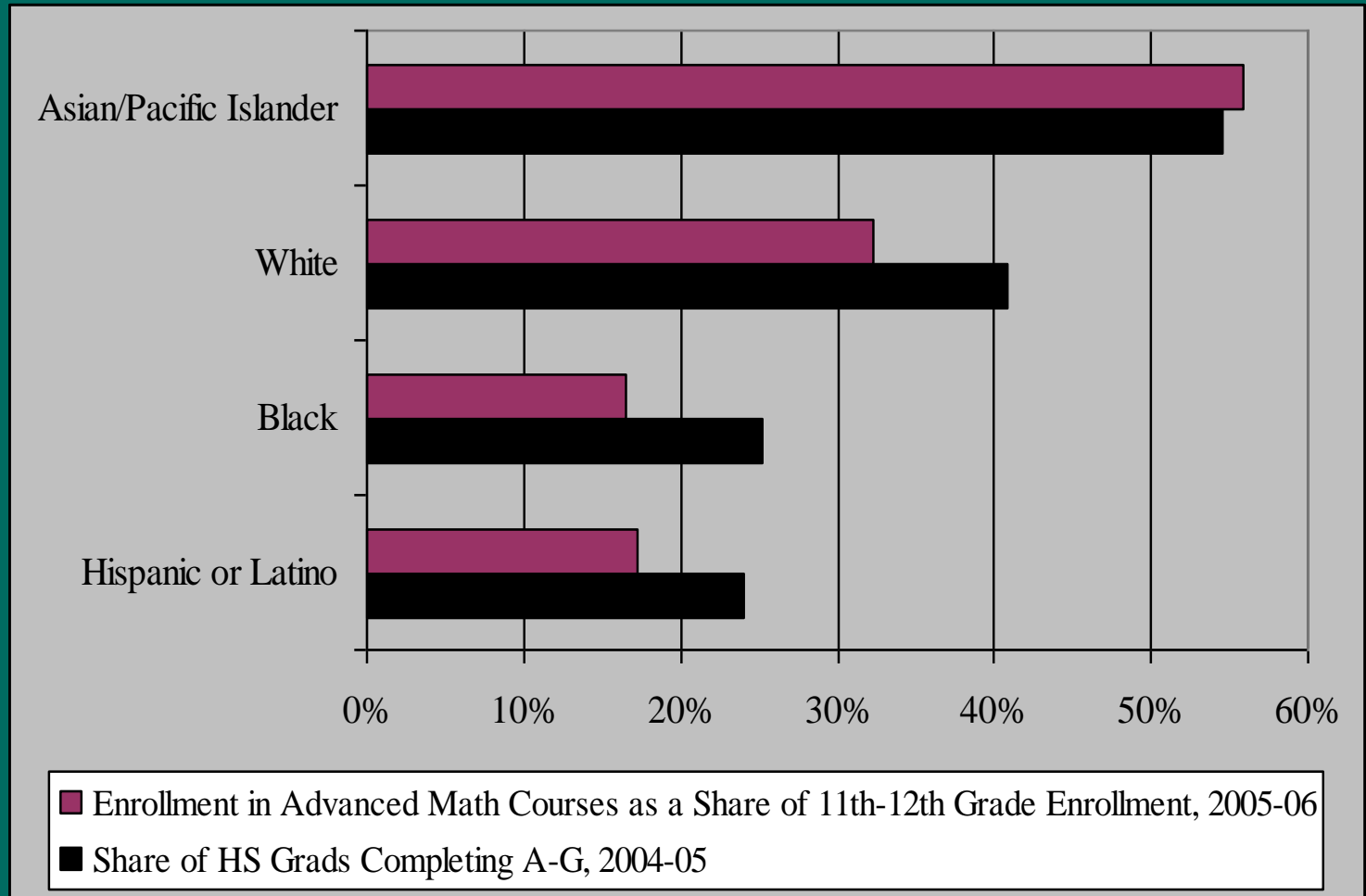| Age Group:	AA or Higher	BA or Higher
>64	2nd	5th
45-64	11th	10th
35-44	21st	16th
25-34	30th	23rd

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California's Performance is Lagging

- 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

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Racial/Ethnic Gaps in Preparation

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Racial/Ethnic Gaps in Participation
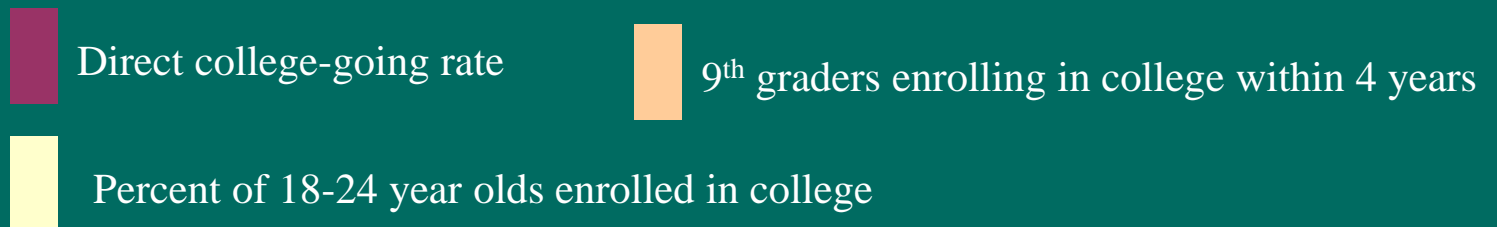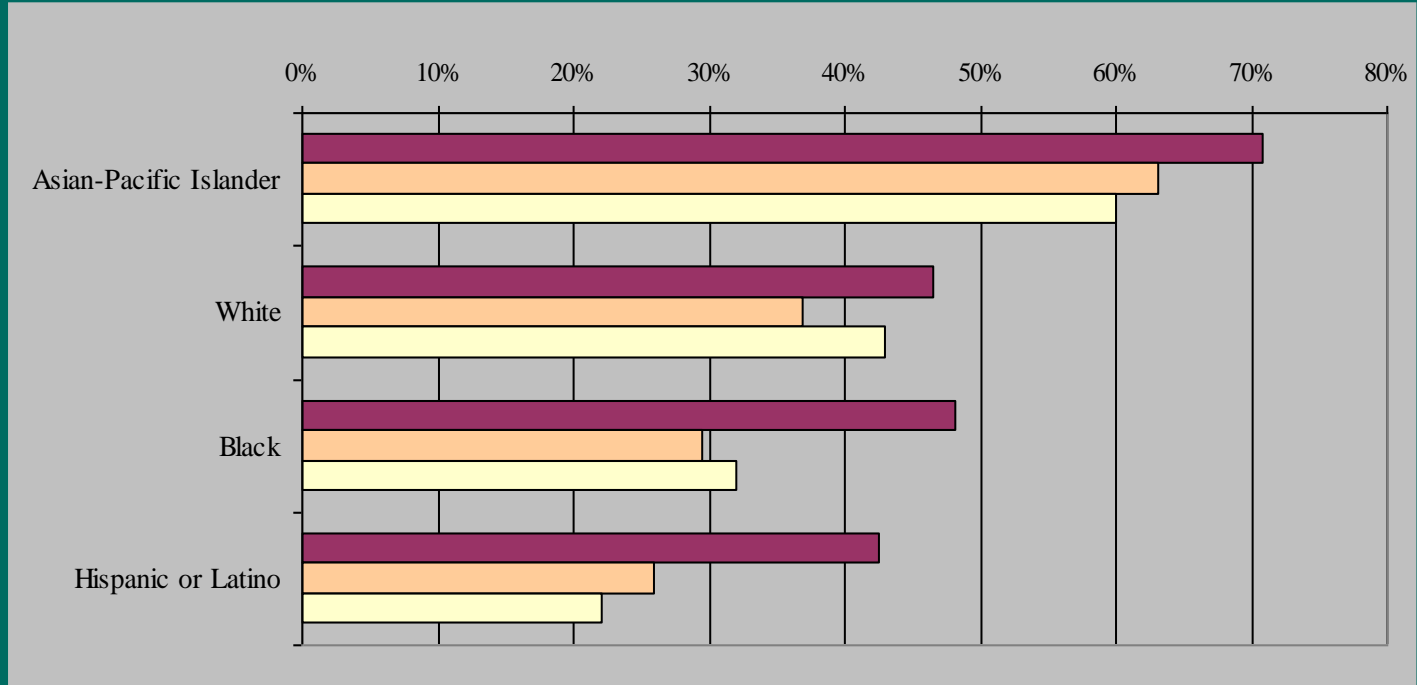
Direct college-going rate

9th graders enrolling in college within 4 years

Percent of 18-24 year olds enrolled in college

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Certificates and Degrees Awarded per 100 Undergraduates Enrolled, 2005
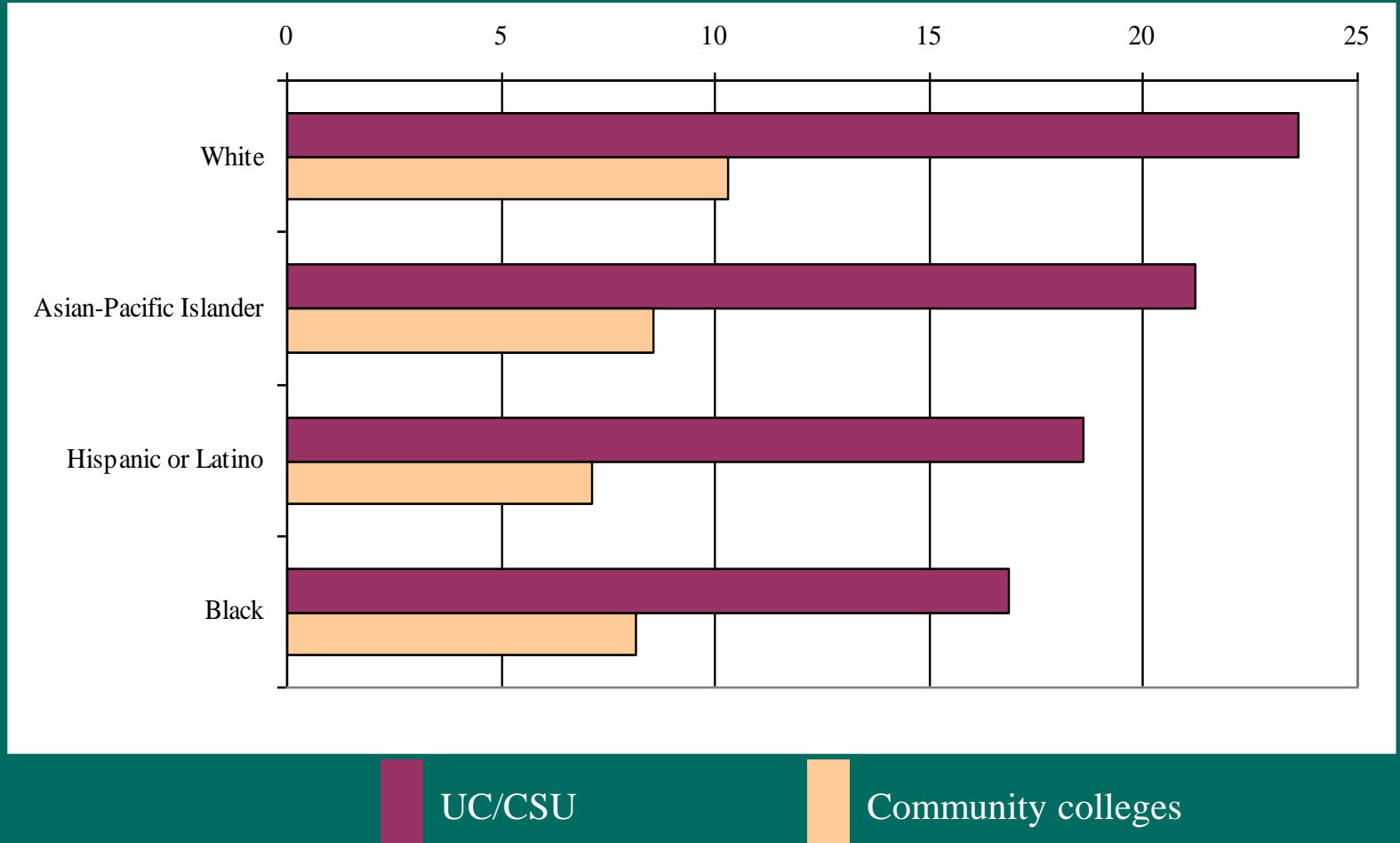
UC/CSU   Community colleges

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Racial/Ethnic Gaps in Educational Attainment and Per Capita Income
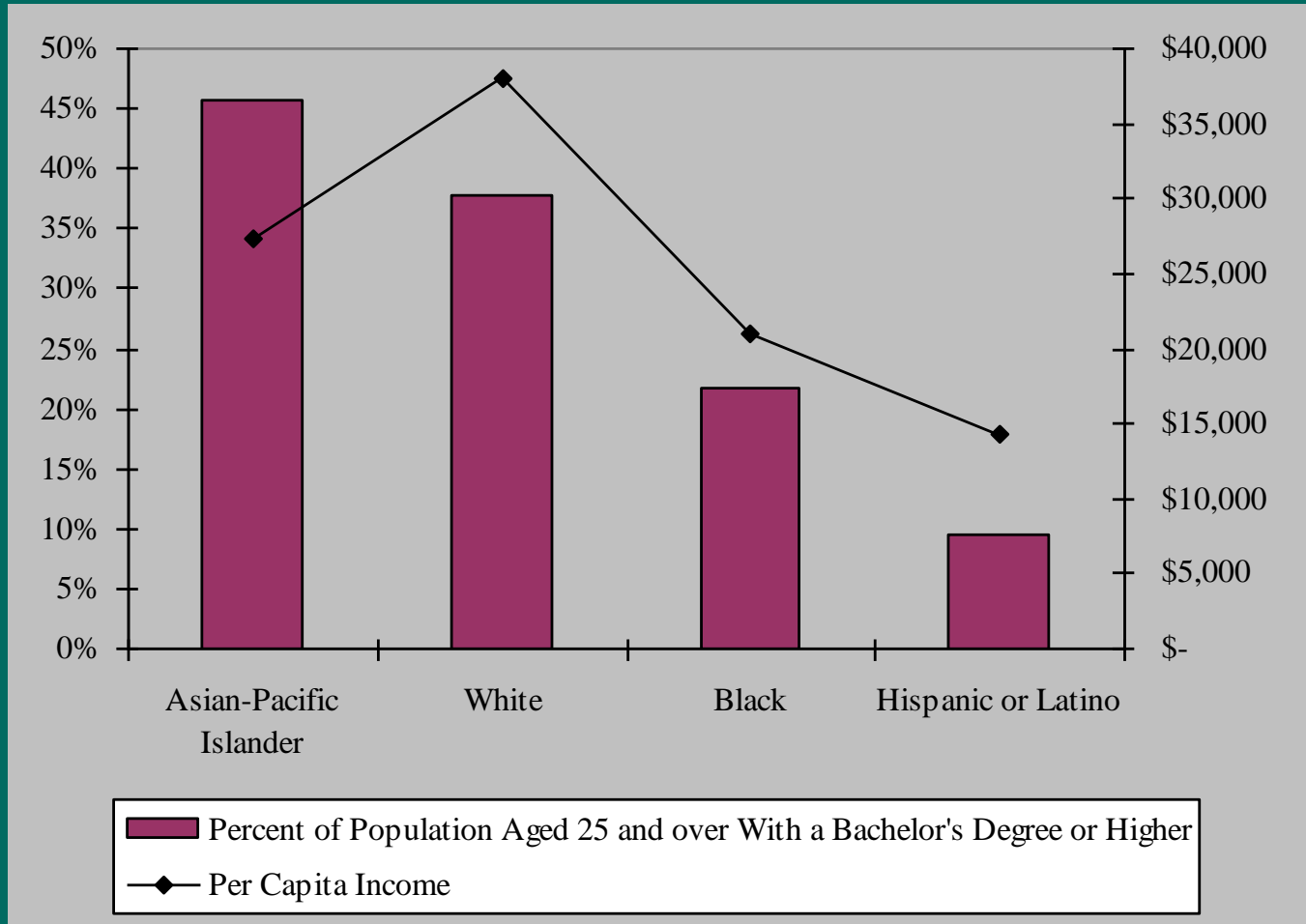
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Regional Gaps in Educational Attainment and Per Capita Income
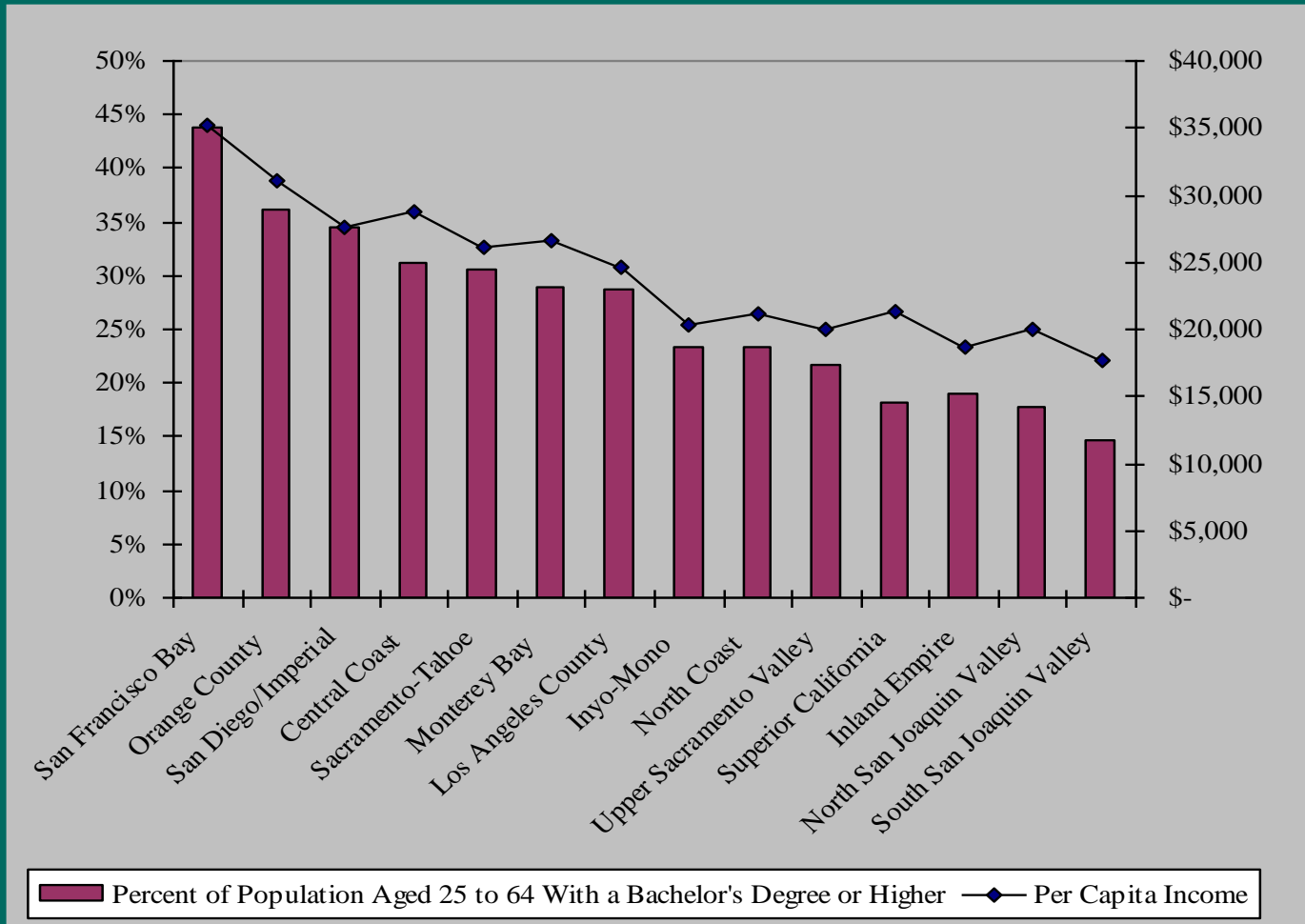
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California Community Colleges are the Key to Solving these Performance Problems

Most Public Undergraduates Attend the CCC

UC 9%

CSU 18%

CCC 73%

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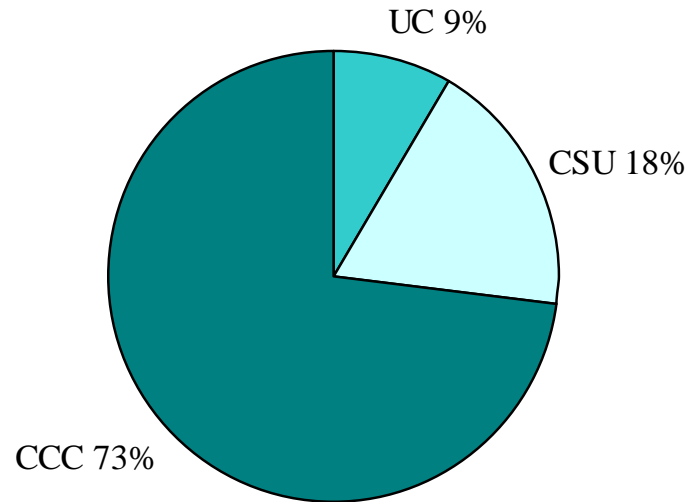
Part 2: Student Success:
How do we Know if they are Succeeding?

- Define "success"

- Measure "success"

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Defining Success

Lumina: Achieving the Dream

- "To increase student success… The initiative aims to help more students earn certificates, degrees, and transferable credits and focuses on colleges with high enrollments of low income students and students of color.

Community College Research Center

- Study of 50 states policies: "success remains a problem because many students leave community college without a degree"

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Defining Success – Other States

Kentucky

- Transfers, Credentials awarded

Washington

- Transfer eligibility

- Workforce Education: The primary purpose is to prepare students for work. Students prepared for work is measured by professional/technical degrees and related certificates awarded.

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Defining Success – Other States

Texas

- To achieve Texas' bright future, enrollments in our colleges and universities must increase by the year 2015 by 630,000 students. But enrolling more people is not enough – they must graduate, too. Texas will not achieve the results it needs if students do not succeed in their higher education endeavors.

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Defining Success: MDRC "Opening Doors"

- MDRC is working with community colleges in several states to design and implement new types of financial aid, enhanced student services, and curricular and instructional innovations, with the goal of helping low-income students earn college credentials as the pathway to better jobs and further education.

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"Rules of the Game"

- Defined success as completion of degree or certificate, or transfer – within six years

- Two breakthroughs

  – Completions for *degree seekers* **only**

  – Identify the *reasons* for low completion:

  - State policies that present barriers for students to complete their programs

  - "Rules" create incentives that shape behaviors of colleges and students

- Conclusion: reduce barriers to completion

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Two Examples (More Later)

FTE-based funding:

- Incentives to enroll students through week 3 but no incentives to help them persist and complete

- Few course pre-requisites – not ready to succeed

- Late registration allowed – high risk of failure

Restrictions on district spending categories:

- Arbitrary constraints on ability to hire student service personnel

Understanding "Multiple Missions" Helps Understand Completion Rates
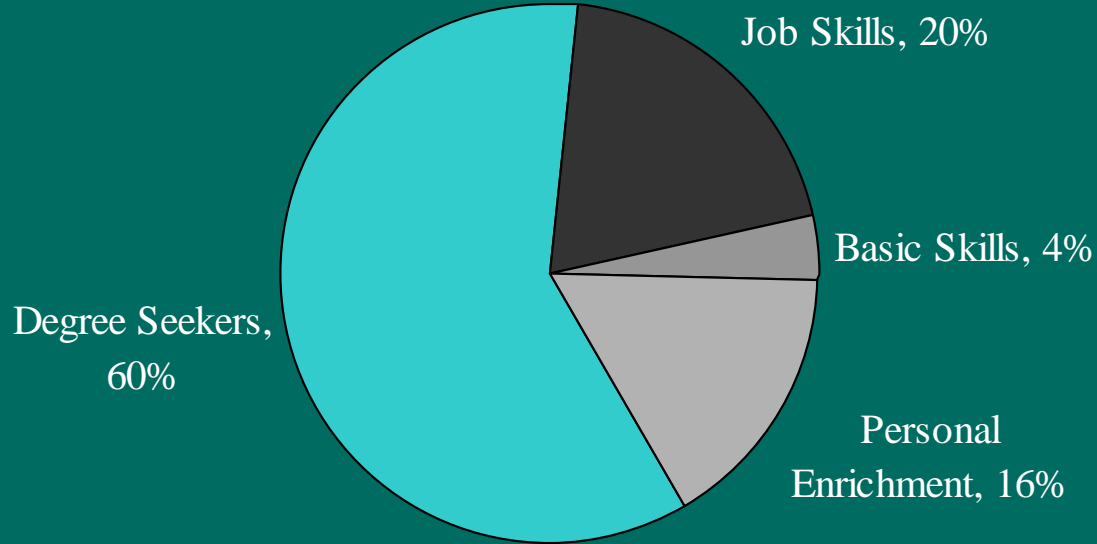
Job Skills, 20%

Basic Skills, 4%

Degree Seekers, 60%

Personal Enrichment, 16%

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Highest Completion among Degree-Seekers
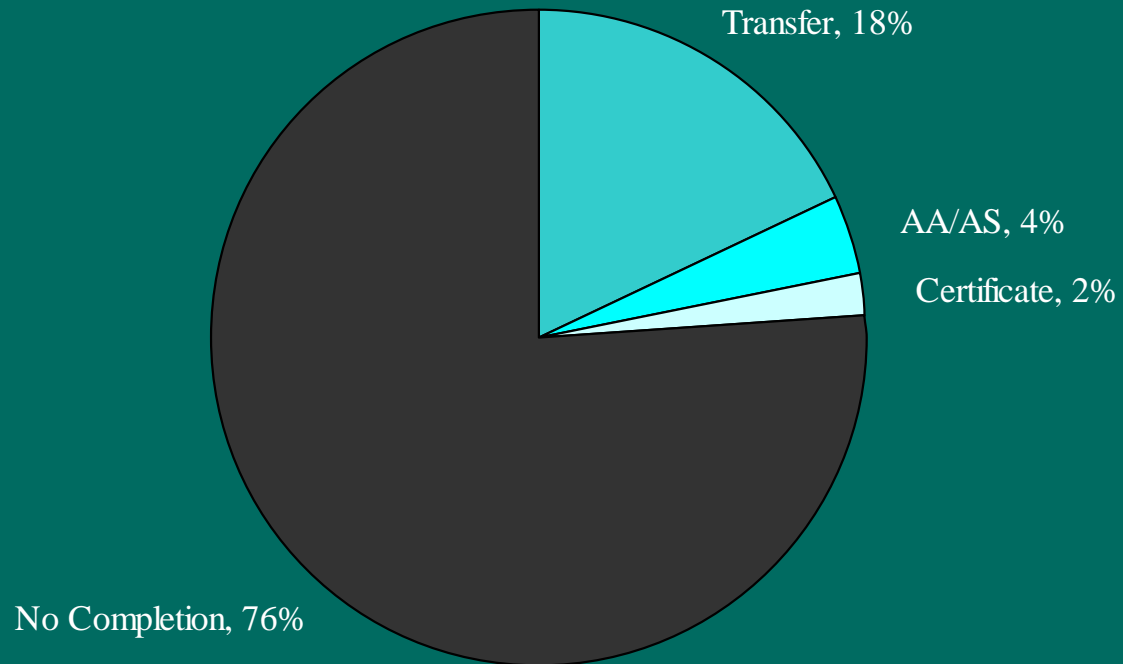
Transfer, 18%

AA/AS, 4%

Certificate, 2%

No Completion, 76%

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Race/Ethnicity Disparities in Completion Rates

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

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# Older Students See Less Success

Rates of completion:

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

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Enrollment Patterns Matter – Especially Full-Time

Figure 8: Certain Enrollment Patterns are Related to Higher Completion

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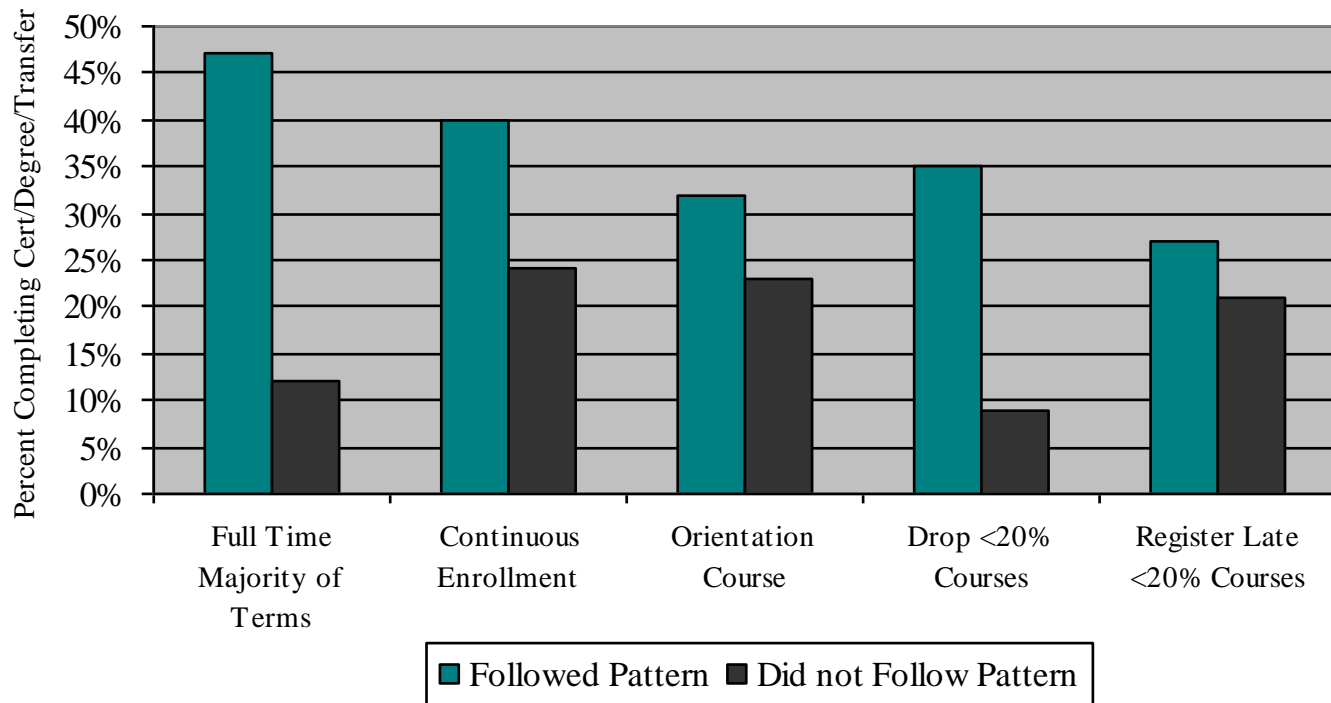
Community College Reaction

- "This is another typical 'university view' of our community colleges written by people who have no experience in our institutions."

- Authors seek to "remake community colleges into another elite university system."

- "It is clear that the authors have little or no understanding of our colleges or our students and their work is not helpful…."

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CCC Accountability Report: Student Progress and Achievement Rate

Tracks progress *only* for students who:

- Completed remediation or never needed it
- Successfully completed 12 units of college credit
- Attempted college-level English or math

What's Missing from ARCC?

- Outcomes for students who drop out before 12 units and college-level English or math
- Percent who ever complete remediation
- Performance by race/ethnicity

We should measure what we hope to improve

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Part 3: Student Success:
What Can We Do?

1. Demand success – no excuses

2. Insist on meaningful data that would show performance deficits

3. Make changes if success is not at hand

   - Support policy reform at state level

   - Support changes in system practices

   - Support changes in district practices

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Possible State Policy Reforms

- Reduce share of budget driven by 3rd week FTE
- Lessen "one size fits all" restrictions on district ability to use available resources
- Allow districts to keep a significant share of fee revenue to improve services
- Remove prohibitions on campus-based fees
- Modify financial aid programs to address real costs of going to college
- UC/CSU tuition discount for AA/transfers

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State Policy – Fees and Affordability

- Affordability problems are real but have little to do with fees
- Fees = 5% of college costs
- Consequences of single policy focus:
  - Students forgo available financial aid
  - Cal Grant purchasing power has declined by 70%
  - CCC lacks institutional aid program like UC/CSU
  - Students work too much => big factor in dropouts

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Possible System-level Changes

- Change BOG regulations:
  - Assessment
  - Placement
  - Pre-requisites
- Adopt new approaches to distributing funds that target need and reward improvement
- Revise categorical formulas and requirements
- Add forward progress requirements to BOG waiver renewal

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Possible District Changes: K-12 Coordination

- Send clear messages to feeder high schools about benefits of:
  - Preparation
  - Financial aid to strive for full-time attendance
  - Avoiding delays in college enrollment
- Participate in efforts to align curriculum with high schools (Cal-PASS, EAP)
- Increase collaborations to expose high school students to college

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Possible District Changes: Student Support

- More proactive advising and student support
- Mandatory comprehensive orientation
- Mandatory advising – student pathways/plans
- Consider more structure for pathways to ease information burden for students
- Structure pathways to earn short-term credentials along the way to degrees
- Track student goals and majors – ongoing

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Possible District Changes: Incentives for Success

- Institute incentives (bus passes, book vouchers, campus fees – if authorized, private scholarships, etc.) for students to follow successful patterns:
  - Minimize late registration, course dropping
  - Complete remediation early
  - Enroll in high-need programs for region
  - Complete FAFSA (federal financial aid application)
  - Attend full-time
  - Maintain academic plan with advisor
  - Make forward academic progress

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From CCC Accountability Report

"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 leadership, we can

- Make *state policy* more supportive of college efforts to help students succeed

- Reform *system practices* so that districts can more effectively promote student success

- Reform *district practices* to help more students succeed

- Deliver *true opportunity* for students

- Help California remain "golden."

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