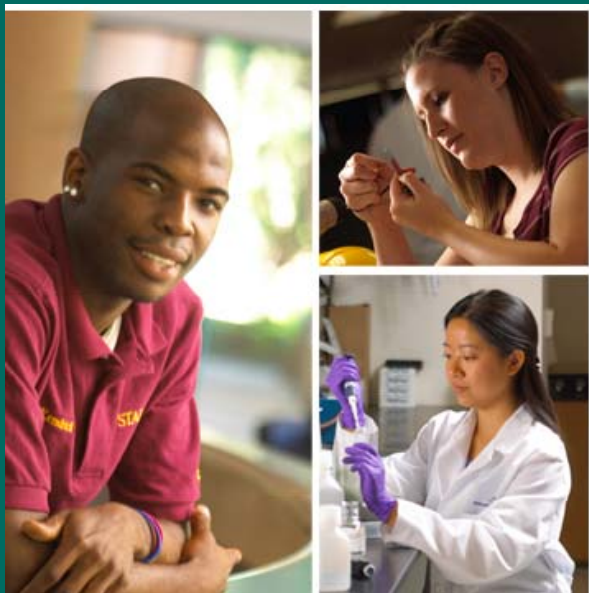




INSTITUTE
FOR HIGHER
EDUCATION
LEADERSHIP
& POLICY

Untapped Opportunities: Designing Policies to Increase Student Success



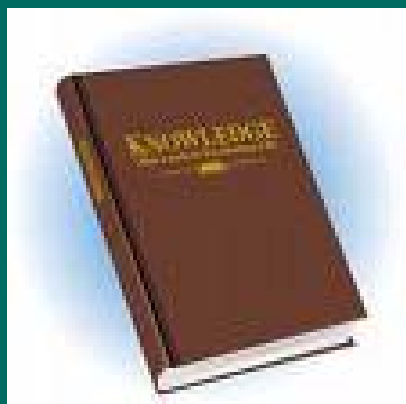
Nancy Shulock
Academic Senate for California Community Colleges
Fall Session '07
November 1, 2007

California State University, Sacramento

Responsibility, Opportunity, Change



Students/state depend on the community colleges

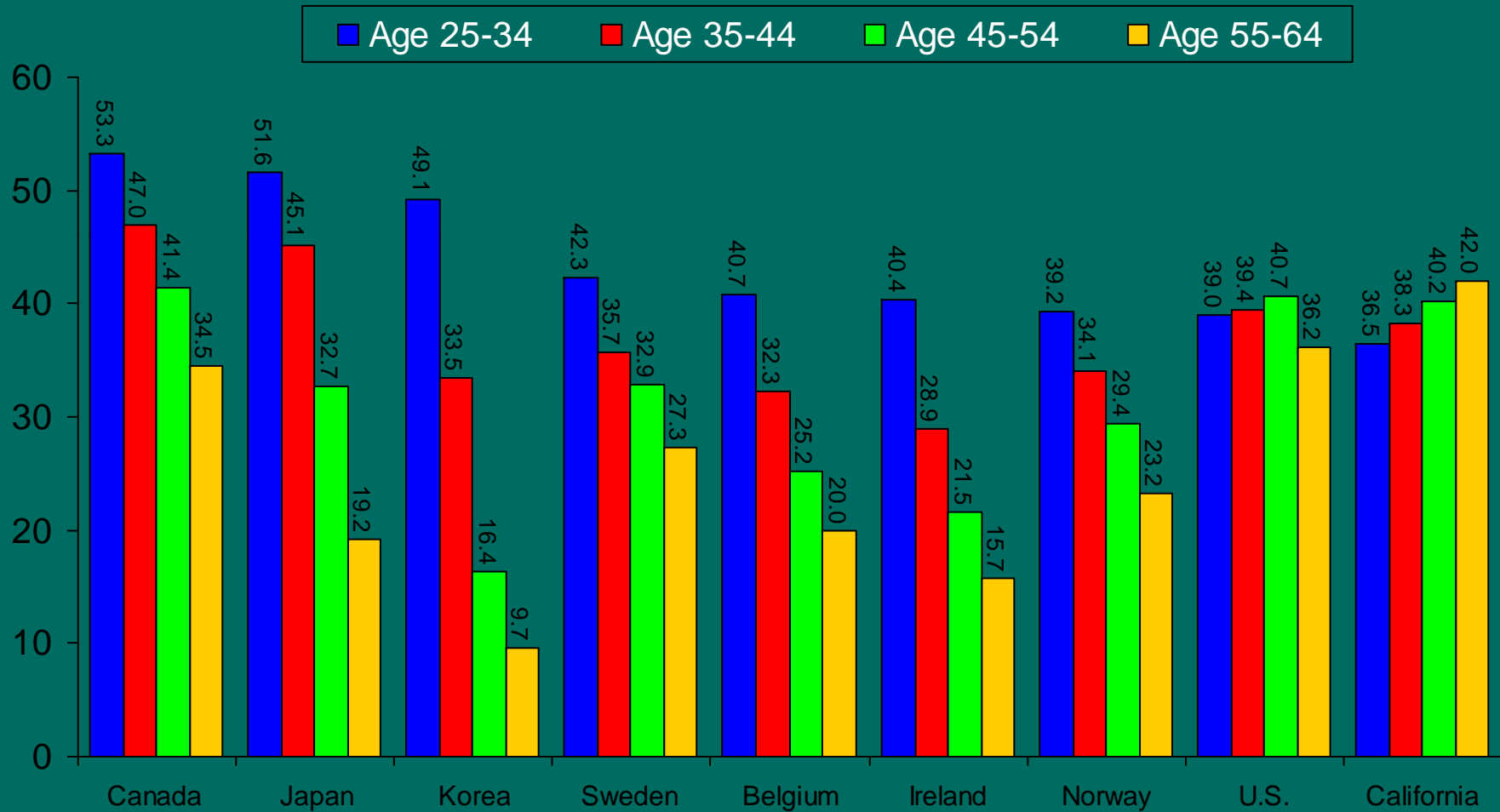


We know how to help students succeed



Needed policy changes challenge core assumptions

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



California State University, Sacramento

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

PPIC Report – May 2007

Can California Import Enough College Graduates to Meet Workforce Needs?

- Jobs requiring BA or higher are increasing
- Projected shortage of college graduates
- Cannot solve through importing college graduates
- Must increase California college graduates substantially to avoid a diminished economic future

Current Trends Must be Reversed

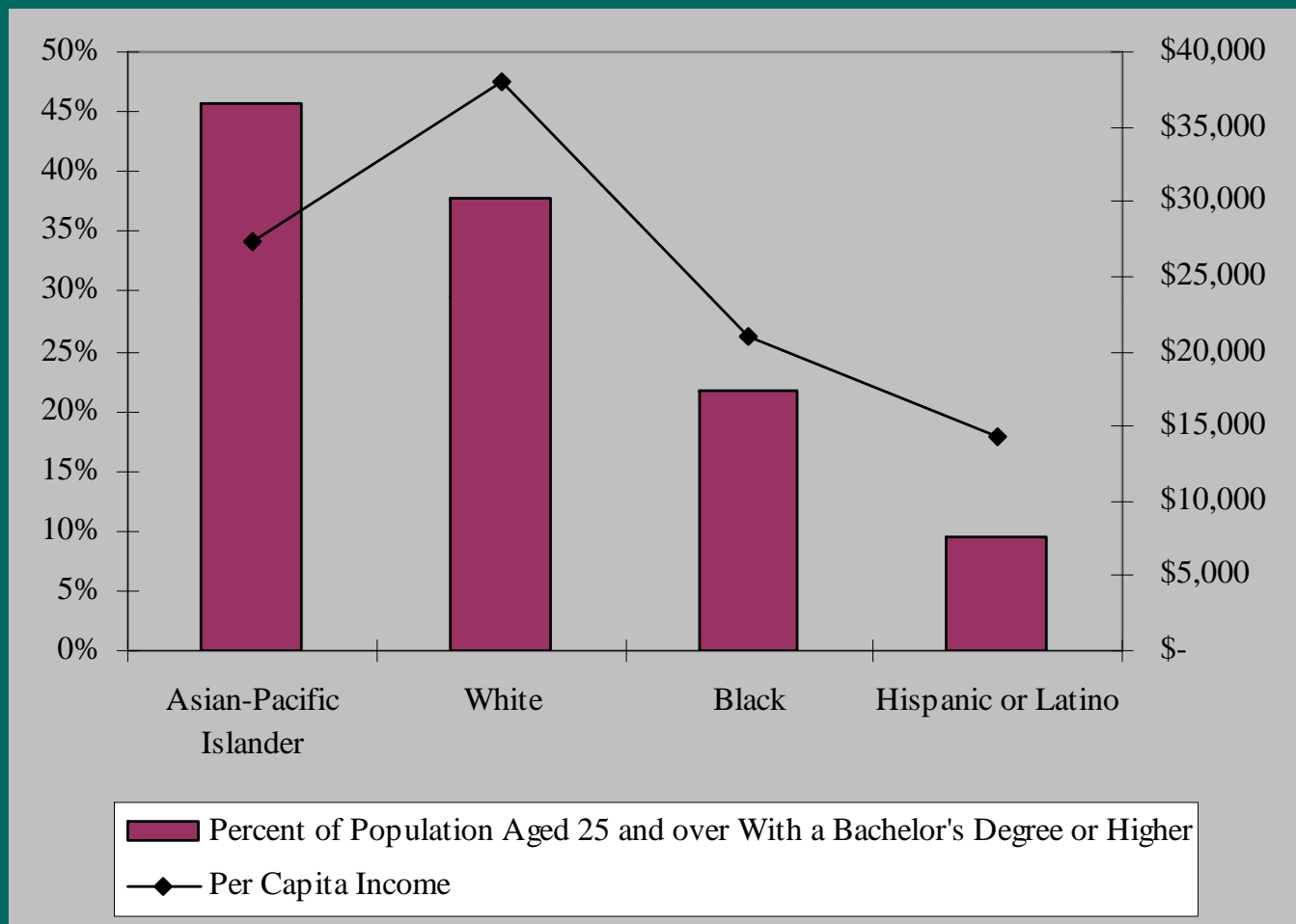
Percent of Population Age 18-24 Enrolled in College

Asian/ Pacific Islander	60%
White	43%
Black	32%
Latino/ Hispanic	22%

**Disparities in CCC
Completion Rates**

Asian/ Pacific Islander	33%
White	27%
Black	15%
Latino/ Hispanic	18%

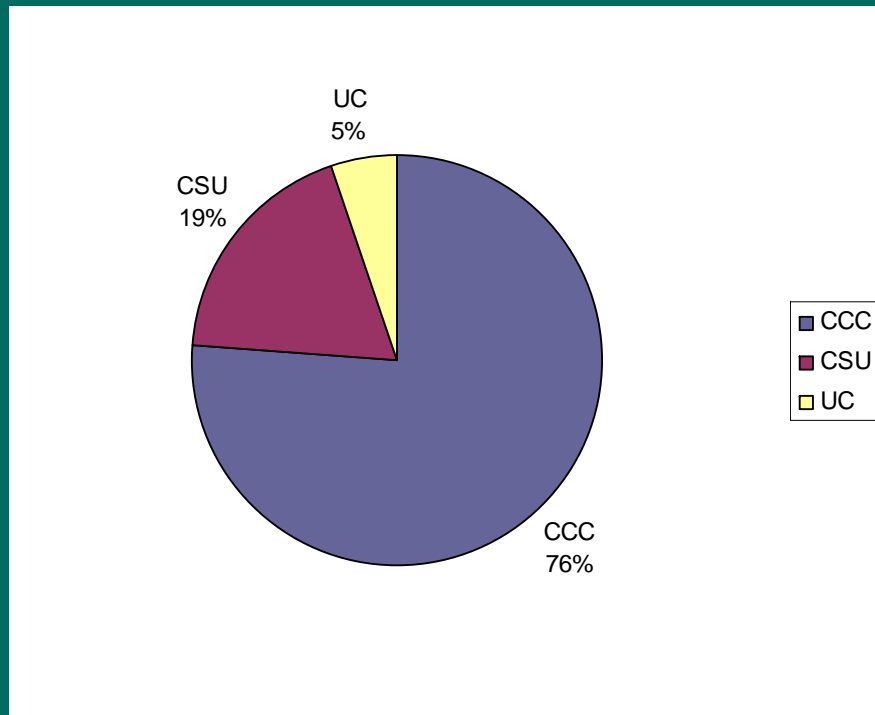
Racial/Ethnic Gaps in Educational Attainment and Per Capita Income



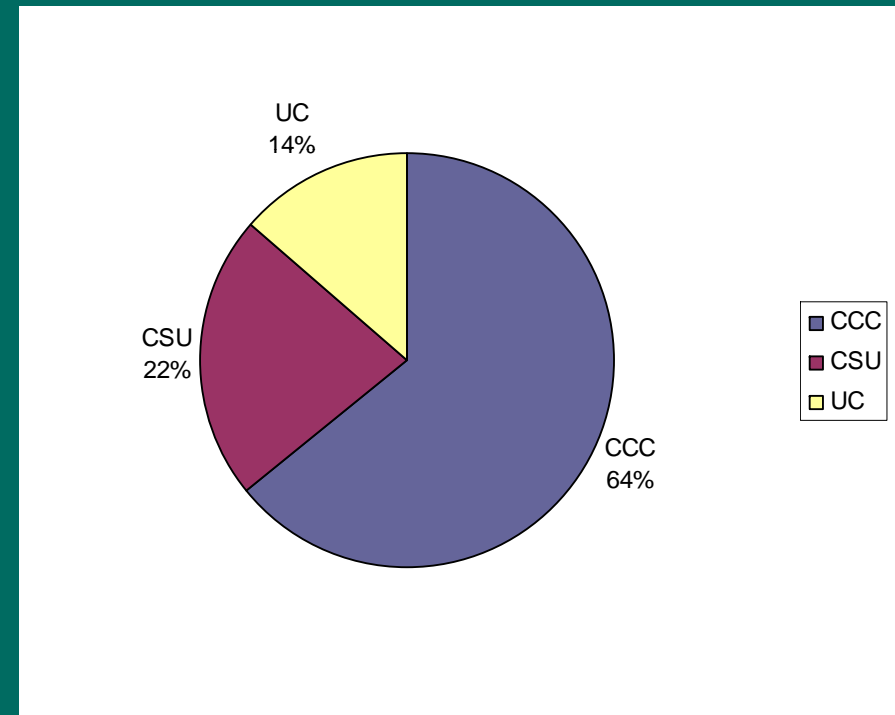
California State University, Sacramento

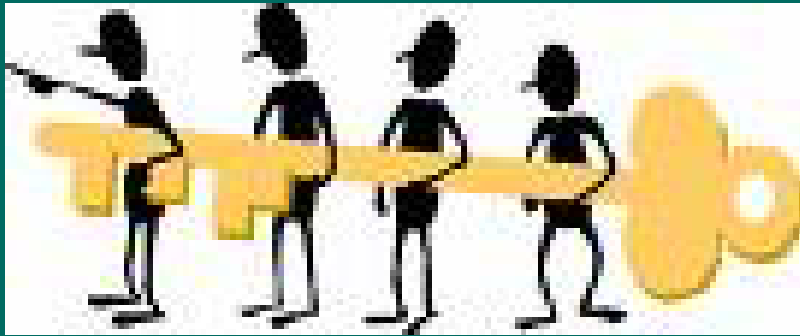
Distribution of Students at Three Public Segments

Latino/African American




All Other





Matriculation: Opportunity Unlocked?

- Academic Senate
 - Academic Affairs
 - Student Affairs
 - RP Group
 - Board of Governors
- 
- Strategic Plan
 - Basic Skills Initiative
 - Task Force Report



What Works

- College readiness
- Early success/basic skills
- Less work, more school
- Clear goals and pathways
- Intensive student support

College Readiness – What We Know



- High school academic preparation – *strong* predictor of college success
- More remediation needed=>lower success
- Alignment with h.s. curriculum promotes preparation
- Messages to prospective students are powerful





College Readiness – Policies

- Conflicting messages about readiness
- Loudest message: ready or not...
- Poor alignment of curriculum
- Financial disincentive to stress readiness



Early Success/Basic Skills – What We Know

- Mandatory assessment and placement are effective
- Immediate enrollment in remediation is best
- Academic momentum is important



Early Success/Basic Skills – Policies

- Assessment – not all students
- Placement – advisory only
- Delayed remediation if at all
- Minimal use of prerequisites
- No incentives for academic momentum



Less Work/More College – What We Know

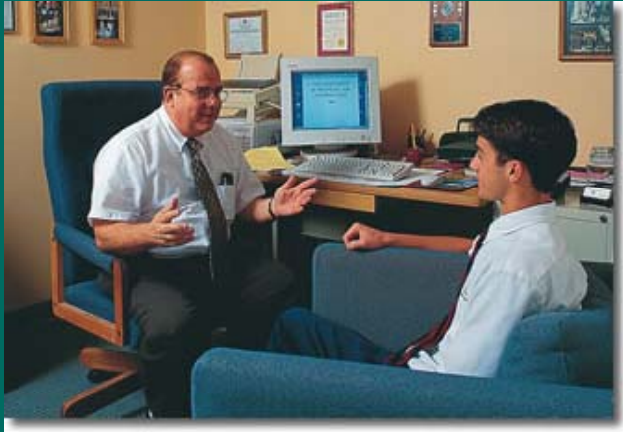
- Full-time correlates with higher success
- In CCC, *four times* higher success rates if enrolled full-time in at least half of terms
- Full-time increases engagement, social integration
- Working > 15-20 hours = lower GPA, fewer credits, less persistence



Less Work/More College – Policies

- Little help with non-fee costs
- Low use of Pell (15% v 25%)
- Low receipt of state grants (3% v 14%)
- Steer away from loans (6% v 17%)
- Eroded Cal Grant value
- No institutional aid other than fee waiver
- 80% CCC students work – avg. 32 hours

Clear Goals and Pathways – What We Know



- Higher aspirations => higher attainment
- “Commitment” – goal of credential and enrollment in formal degree program – increases retention
- Market rewards credentials
- Earn lower credential => more success at higher credential
- More financial aid if enrolled in a degree program

Clear Goals and Pathways - Policies



- Minimal counseling
- Minimal *program* designation
- Matriculation policies weakly enforced – e.g. academic plans
- Credentials not emphasized or structured in sequence
- No transfer AA

Student Support Services – What We Know



- Intensive, intrusive, *integrated* support services
- Student engagement – faculty/peers
- Orientation courses



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Student Support Services - Policies

- Voluntary orientation courses
- Constraints on providing support services
- Budgetary silos: academic affairs and student affairs
- Faculty-student interaction outside class devalued

What Prevents Change?



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Policy Change Agenda

- ✓ Mandatory assessment
- ✓ Standardized instruments/multiple measures
- ✓ Simplify regs on instrument validation
- ✓ Mandatory basic skills beginning first term *with mandatory orientation and counseling*
- ✓ Change regs to encourage prereqs.
- ✓ More structure to pathways





Resource Agenda

- More resources
- More resources to students
 - Pell/Cal Grant/Loans
 - Full-time
- More effective use of resources
 - More local autonomy
 - Incentives
- Reduce share of budget from 3rd week FTE

Change requires that we
question core assumptions



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Assumption That Impedes Change

*Students are treated most fairly
when there are few requirements
because requirements are barriers*

Rules out:

- Mandatory assessment/placement
- Mandatory orientation
- Enforced prerequisites
- Conditions on BOG waiver renewal
- Timely registration



Assumption That Impedes Change

Statewide rules and regulations are needed to ensure that every college does the right thing

Rules out:

- Innovation
- “Local determination of what best supports student success”
- Better use of limited resources
- Focus on students

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Assumption That Impedes Change

*Standardized assessment
requires standardized
curriculum*

Rules out:

- Standard definition of college-ready
- Local control over curriculum pegged to college-readiness



Assumption That Impedes Change

*Funding based solely on FTES
is a necessary evil*

Rules out:

- Early assessment in high school
- Communicating standards
- Mandatory assessment/placement
- Enforcement of prerequisites
- Mandatory orientation/advising
- Fee waiver conditions



From CCC Strategic Plan

“We must...evaluate proposed and existing public policy that limits the flexibility and effectiveness of the Colleges and, where appropriate, provide leadership in directing efforts to change such policy.”

A Vision of Success



- Better prepared students
- More full-time, engaged with campus
- Clear goals and directions
- Narrowing achievement gap
- Academic standards understood
- More respect from UC/CSU
- More educated *New Californians*
- CCC vital to the Golden State

