

The Enhanced Focus of Community Colleges as “The Solution”

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What is the Problem?

- International comparisons
- Skill needs of the contemporary economy
 - Some college is necessary for access to decent jobs
 - Employer needs
- Continued inequality in higher ed access and completion for low income and minority students

Solution—Increase in Degrees and Certificates

- Obama Administration
 - An additional 5 million CC awards by 2010
- Gates Foundation
 - Double the percentage of low-income young people who earn a post-secondary credential by age 26 (from 30 percent to 60 percent)
 - Strong emphasis on community colleges
- Lumina Foundation
 - Increase share of population with high quality credentials from 40 to 60 percent by 2050
 - Community College initiatives but less exclusive focus

Why Community Colleges

- Presumed lower cost
- Shorter time to degrees
- Many students enroll, but most do not graduate
- Concentration of underserved students
- Job growth in middle skill jobs
- Close connections to the local economy

Recent Articles on Whether CCs Can Meet This Challenge

- How Community Colleges Can Reach Obama's Goals (Jenkins and Bailey) *Inside Higher Ed* (10/13/2009)

<http://www.insidehighered.com/views/2009/10/13/bailey>

- Can Community Colleges Rise to the Occasion? (Bailey and Jacobs) *The American Prospect* (10/26/09)

http://www.prospect.org/cs/articles?article=can_community_colleges_rise_to_the_occasion

Community College Degrees have Value in the Labor Market

- Benefits of an Associate Degree (compared to a high school degree)
 - Men earn 15 to 30 percent more
 - Women earn up to 50 percent more
- Certificates
 - Positive for women
 - Uncertain for men
- Varies by field
- Earnings benefit of an associate degree is at least half of the benefit of a B.A.

How Can This Be Done?

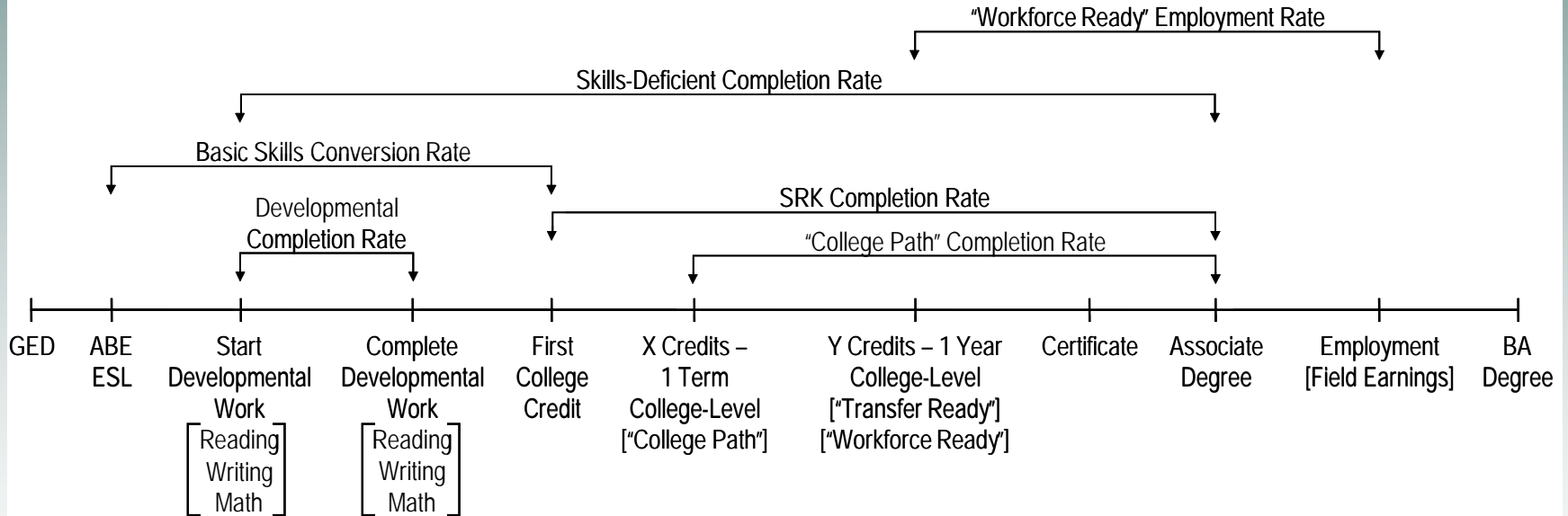
- Obama—CCs produce about 855K awards a year—average of 500K
- Lumina—Compounded annual increase of 5% - 150K more than the year before
- Certainly can't be done by enrollment increases—unrealistic, inefficient, and impossible financially—must increase graduation rates

Community College Graduation Rates

- No single definition of graduation rate or student outcomes
- Student Right to Know (SRK) most common
 - “Three” year rate for 1st time, full time degree seeking students
- Low rates—high cost per degree

Many Alternative Outcome Measures

“Milestone Events” in a Student Enrollment Pathway



Source: Pete Ewell, NCHEMS, 2006.

Three criticisms of SRK

- Only full time students
- The time period is too short
- Institutional graduation rates count transfers (without graduation) as “non-completers”

Accuracy of the SRK Graduation Rate (National Data)

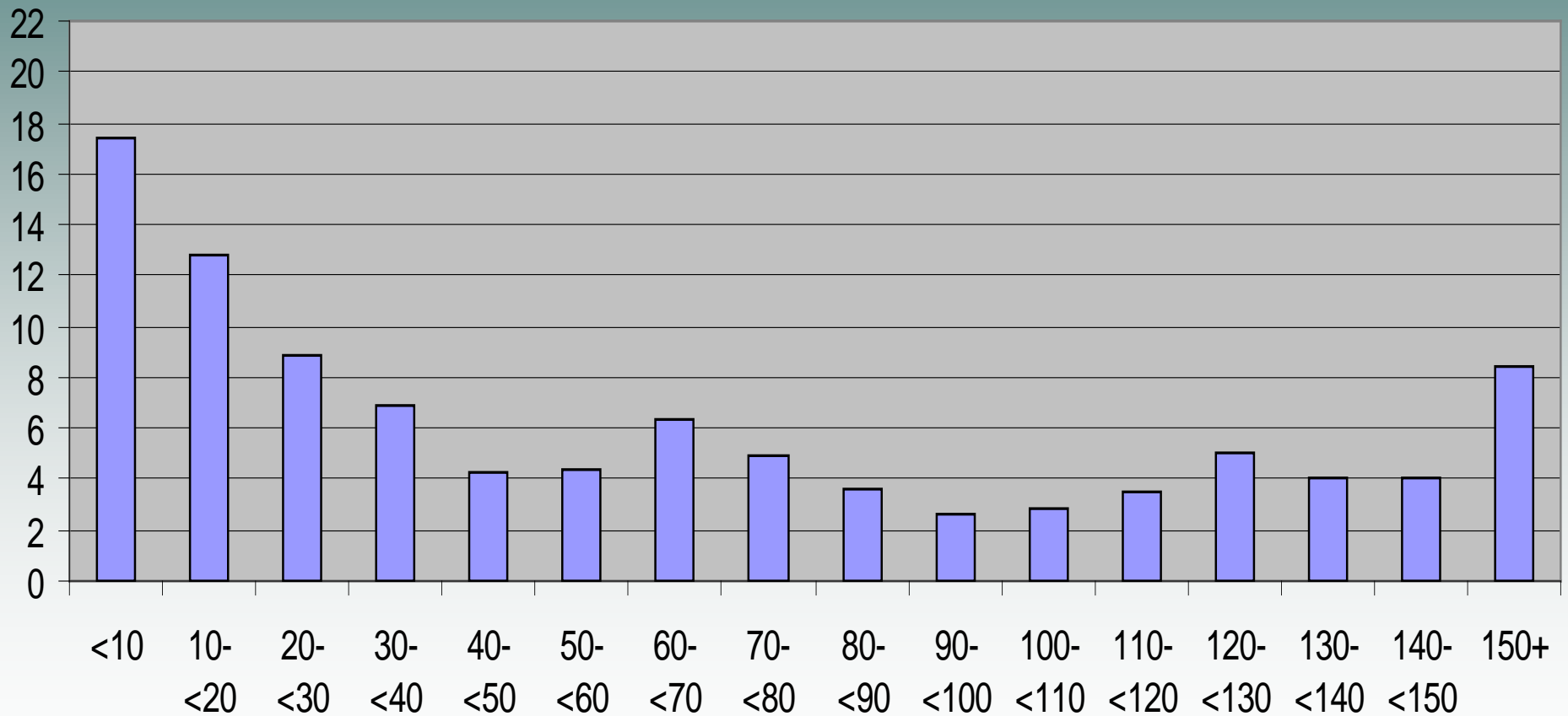
	Institutional Rate	Individual Rate
Three year	22.9 %	25.5%
Six year	28.3%	45.7%

Source: BPS 96/2001

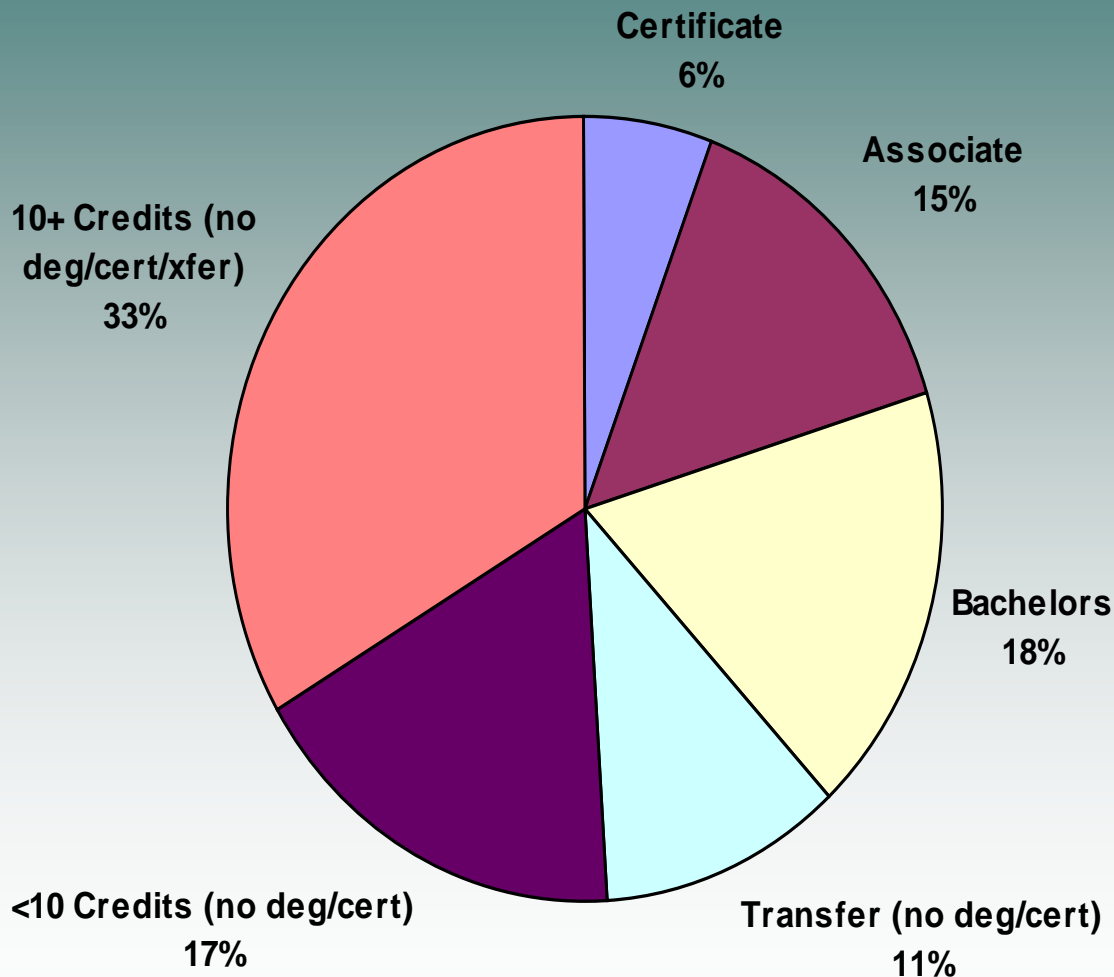
“CC First” PSE Students

Total Credits Earned in All PSE Within Eight Years

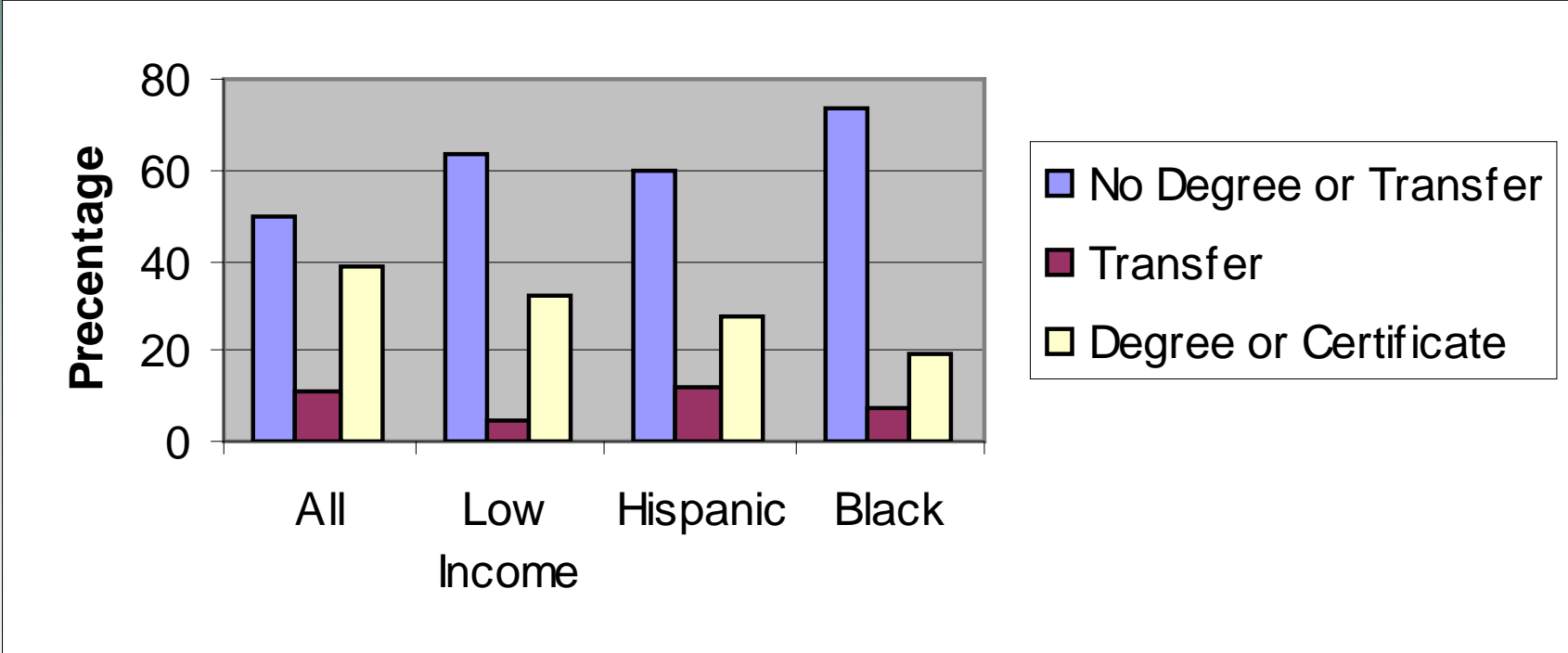
NELS



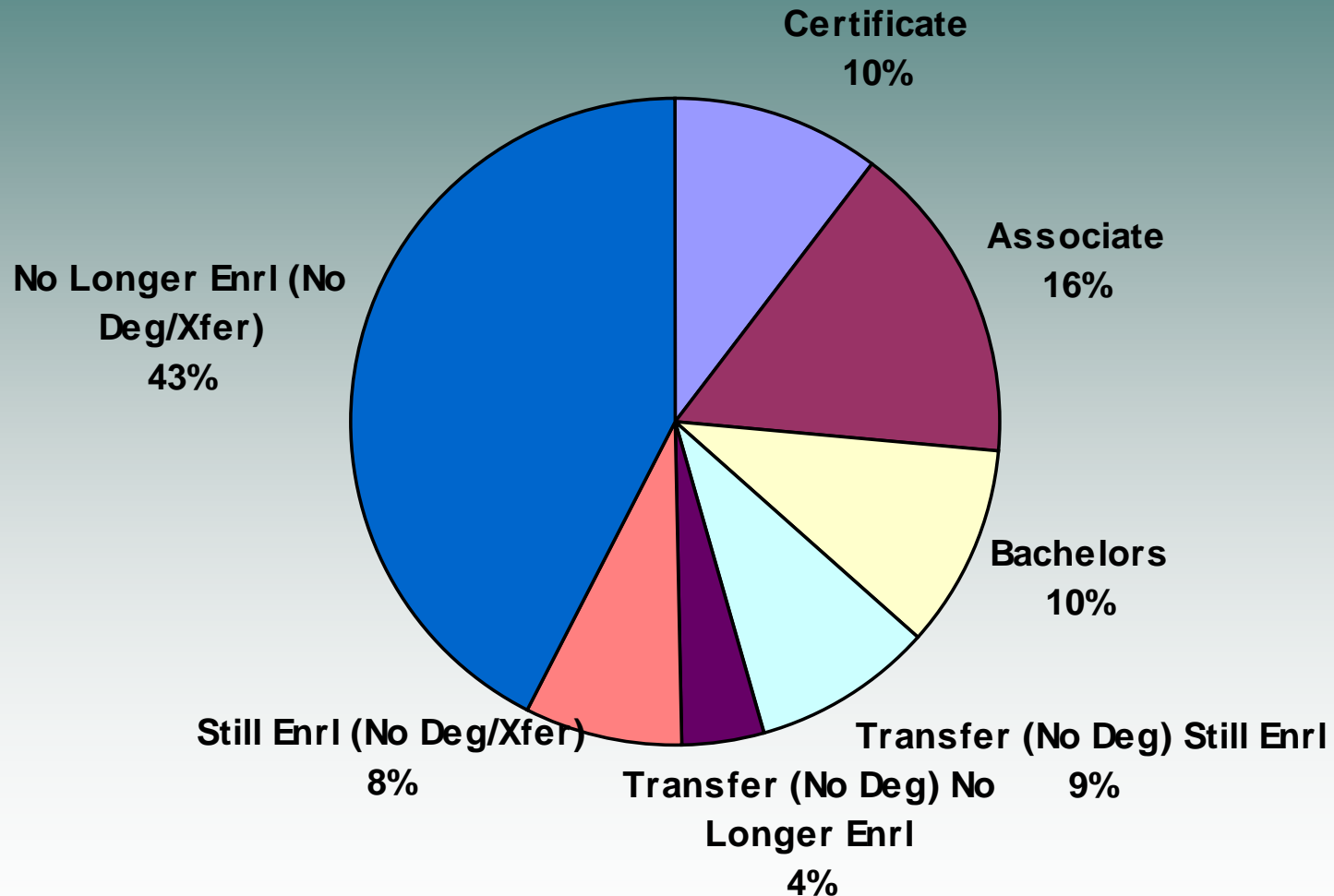
“CC First” PSE Students Percent Distribution by Highest Outcome in All PSE Within Eight Years (NELS)



“CC First” PSE Students in Various Groups Percent Distribution by Highest Outcome in All PSE Within Eight Years (NELS)



“CC First” PSE Students Percent Distribution by Highest Outcome in All PSE Within Six Years (BPS96)



How Do We Increase Graduation Rates?

- Many definitions of outcomes
- CC students face many social and economic barriers
- Weak academic skills are a particular barrier

Community College Students Must Overcome Significant Social and Economic Barriers to Achieve their Educational Goals

	All Students		
	Community College (public 2-Year)	Public 4-Year	Private 4-Year (not-for-profit)
Income less than \$30,000	42.9 ¹	33.6	31.9
Age Under 25	47.0	71.0	66.9
Has Dependent Children	32.5	13.2	18.3
Part-Time Enrollment	66.1	30.2	26.7
Part-Year Enrollment	46.9	23.2	27.9

1. Parents' income for dependent students; student's (and spouse's) income for independent students.

Sources: Integrated Postsecondary Education Data System, 2004, and National Postsecondary Student Aid Study, Data Analysis System, 2004 (National Center for Education Statistics, U.S. Department of Education). Author's calculations.

Developmental Education

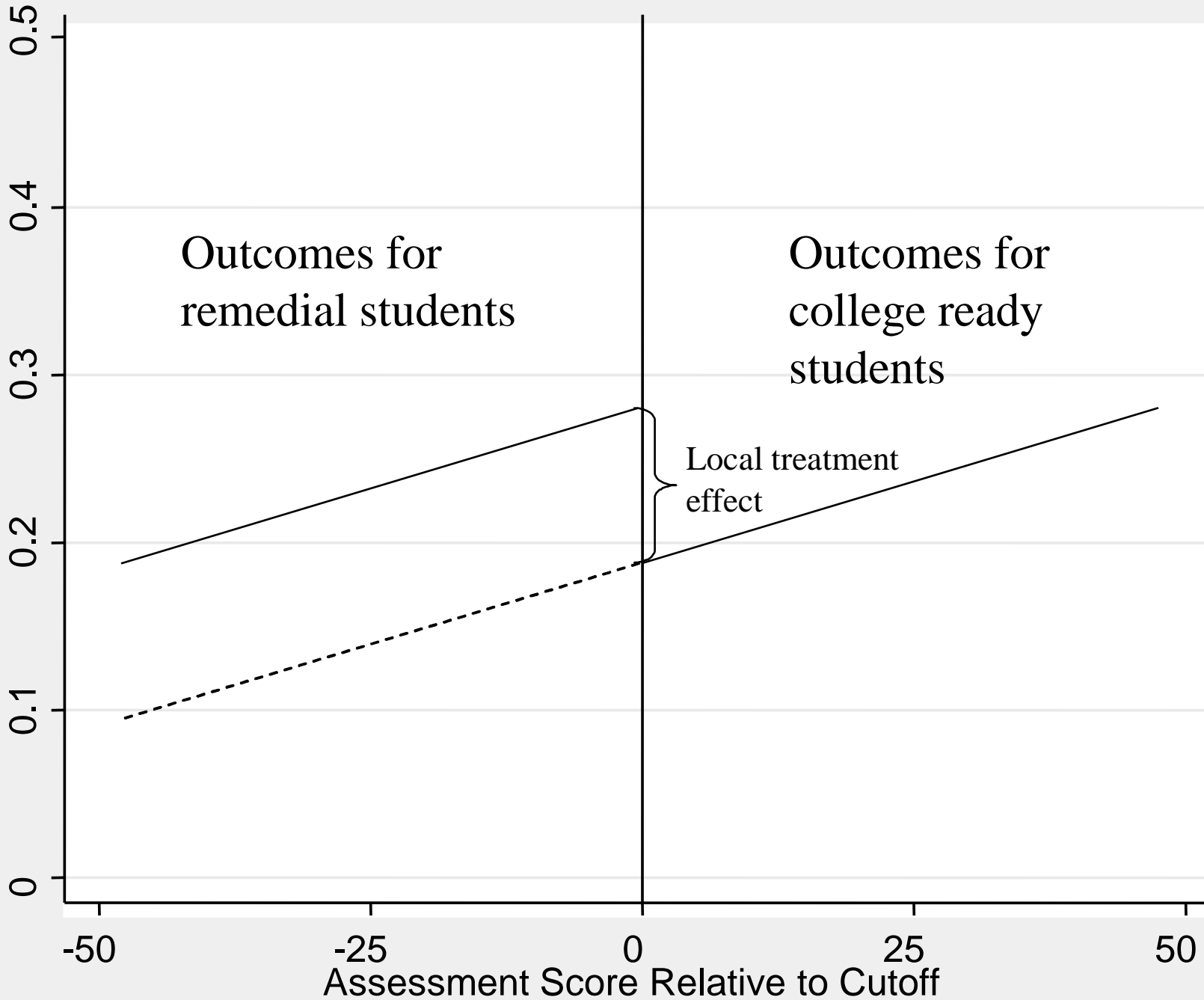
- Huge barrier to increased completion
- Evidence suggests that current practices do not work well
- Most students do not complete their developmental sequences

Incidence of Remediation

- 58 percent—at least one course (NELS)
- 44 percent—1 to 3 courses (NELS)
- 14 percent—more than 3 courses (NELS)

- 59 percent—at least one course (ATD)

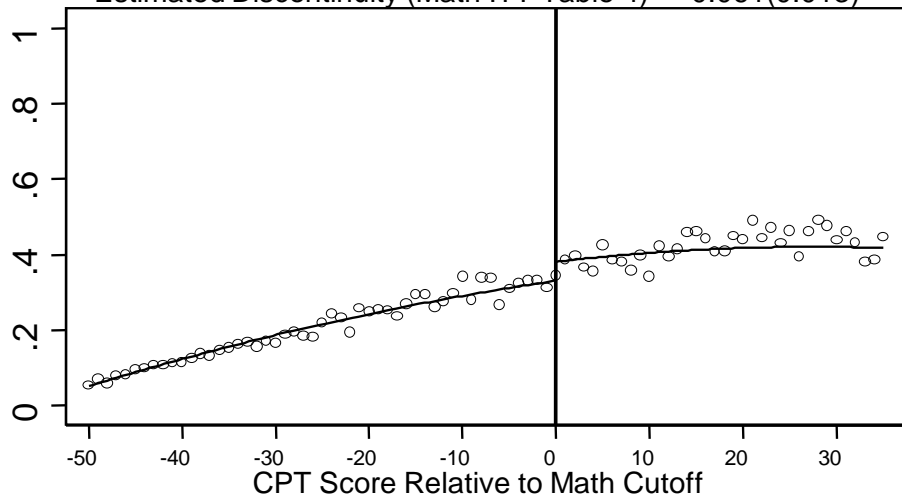
Student Outcome



Completion of First College-Level Course and Retention by CPT Score and Subject

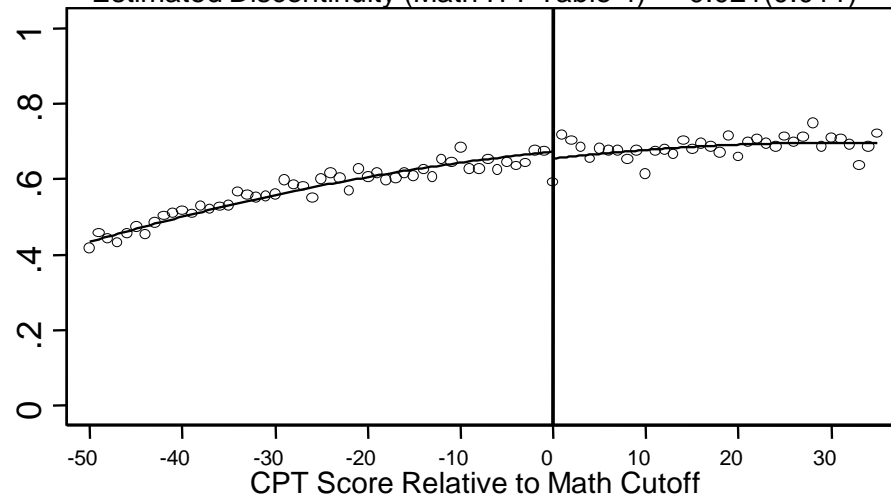
Outcome: Completion of First College-Level Course

Estimated Discontinuity (Math ITT Table 4) = $-0.061(0.013)$

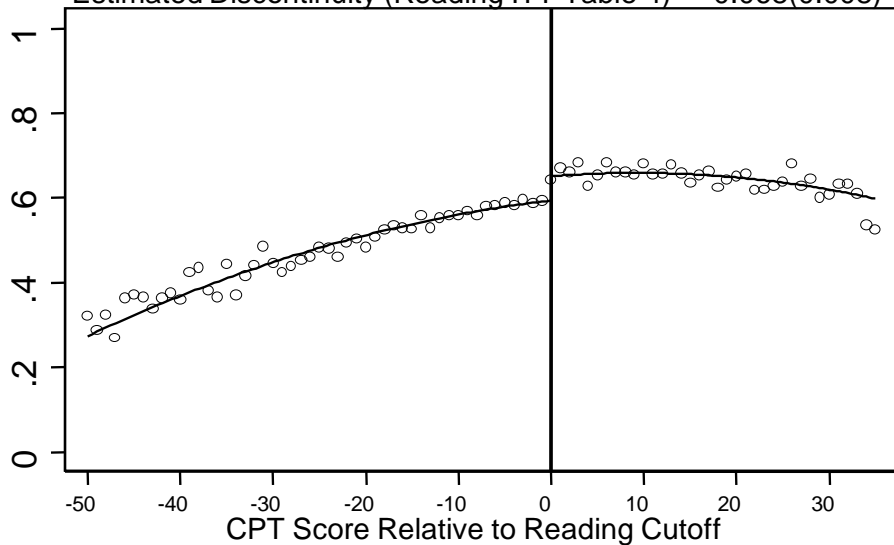


Outcome: Fall-to-Fall Retention

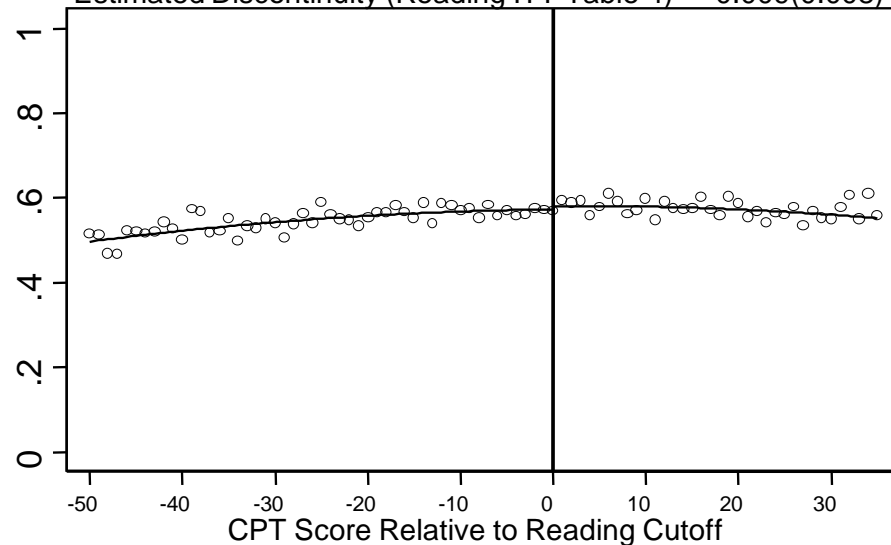
Estimated Discontinuity (Math ITT Table 4) = $-0.021(0.011)$



Estimated Discontinuity (Reading ITT Table 4) = $-0.068(0.008)$



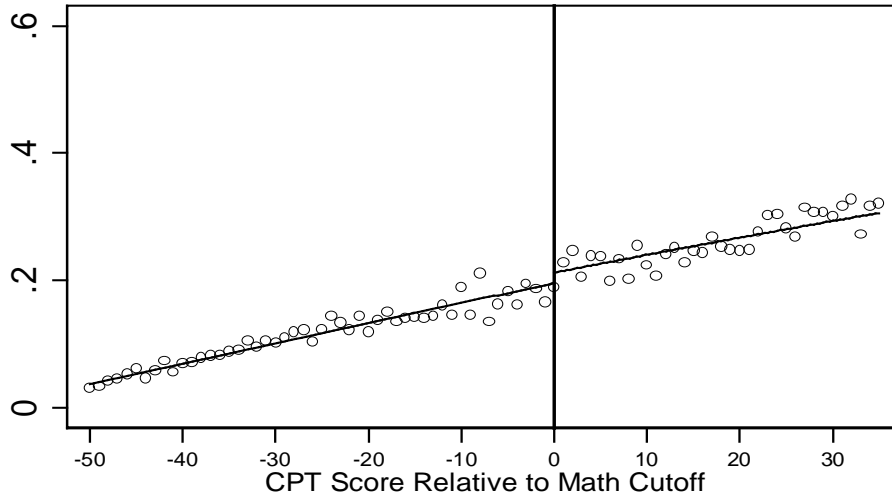
Estimated Discontinuity (Reading ITT Table 4) = $-0.009(0.008)$



Transfer to State University System and Degree Completion by CPT Score and Subject

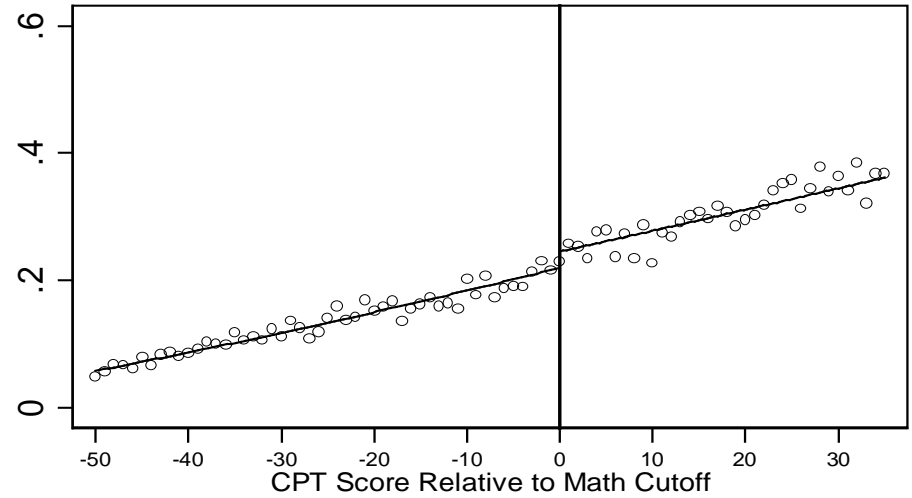
Outcome: Transfer to SUS

Estimated Discontinuity (Math ITT Table 5) = $-0.019(0.008)$

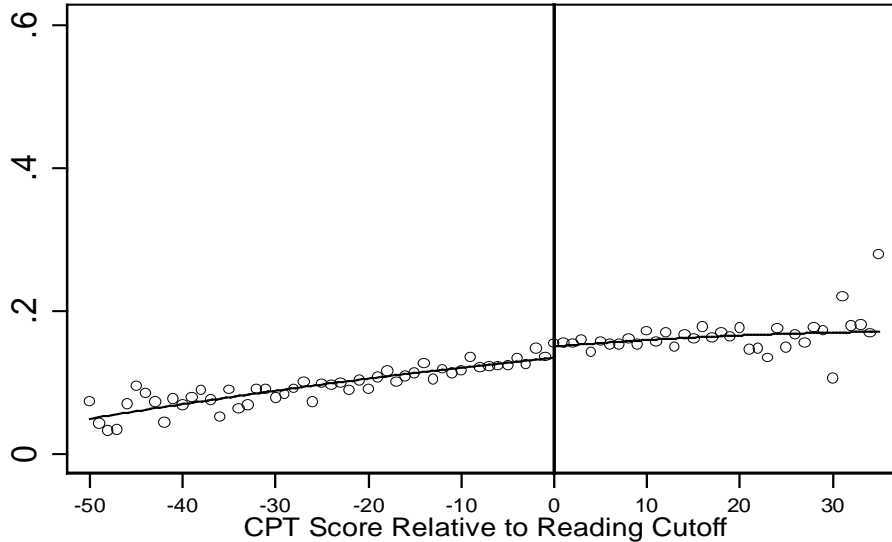


Outcome: Degree Completion

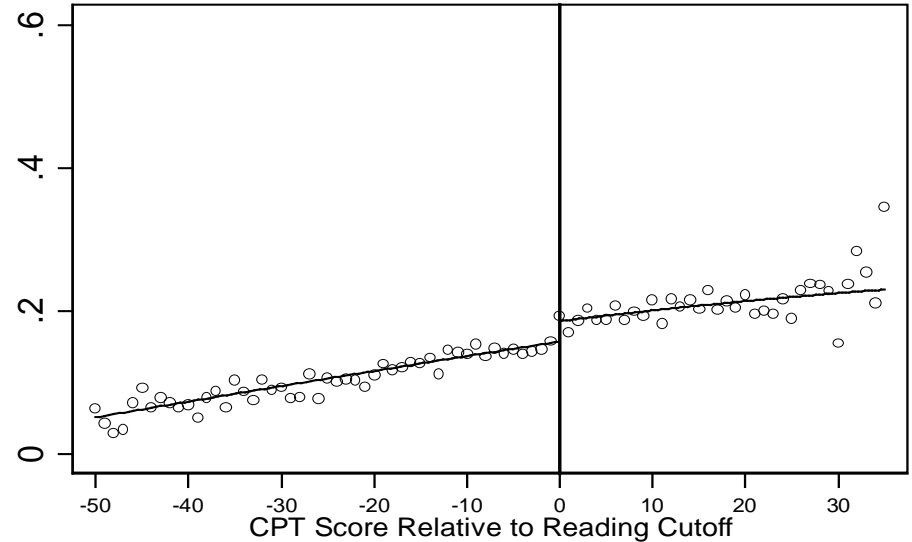
Estimated Discontinuity (Math ITT Table 5) = $-0.030(0.008)$



Estimated Discontinuity (Reading ITT Table 5) = $-0.019(0.004)$



Estimated Discontinuity (Reading ITT Table 5) = $-0.029(0.004)$



What Does This Say About Assessment?

- No obvious cutoff point
- Confusion about what it means to be “college ready”
- Assessments are not good predictors of future success in college
- Do they measure current skill levels?

Implications for Effectiveness

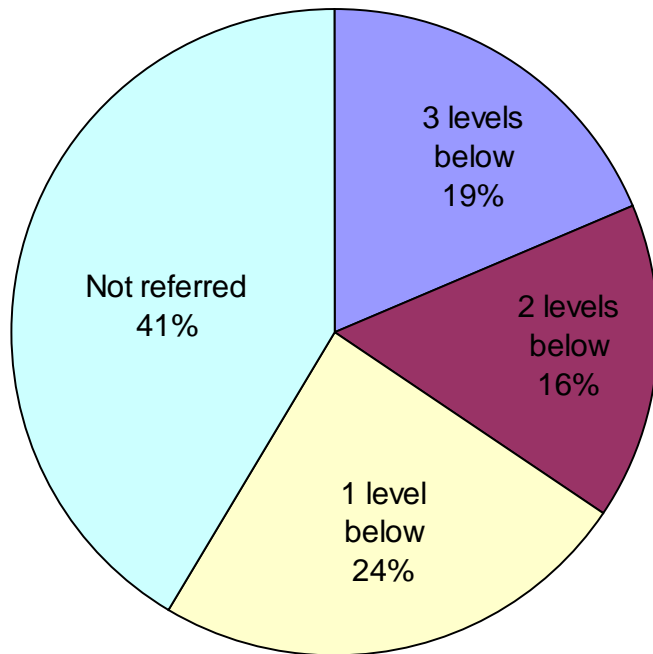
- Current system neglects the academic needs of weaker “college level” students
- Applies primarily to upper level developmental ed students
- We know little about the effectiveness of services for students far from the cutoff scores
- We do know that few referred to multiple levels of remediation finish

Achieving the Dream Database

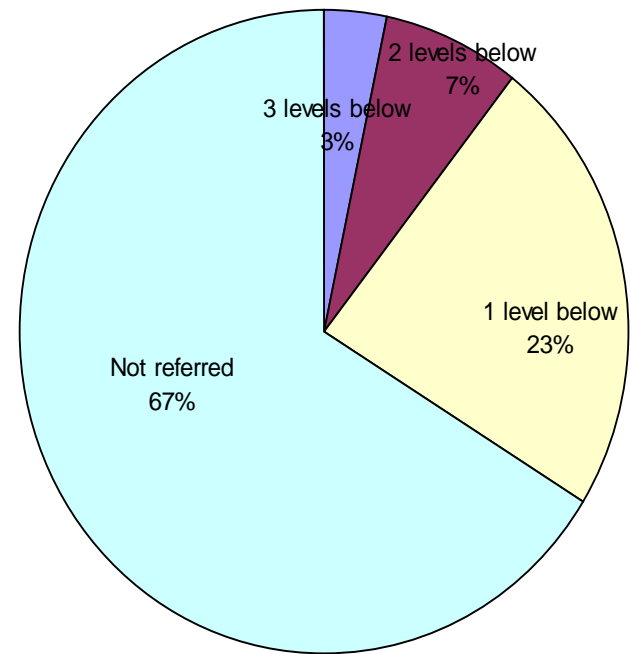
- 250,000 students
- All first time (in the college) degree seeking students (full or part time)
- 57 colleges in CT, FL, NC, NM, OH, PA, TX, VA, WA
- Not representative of all CCs—similar to large, urban institutions with lower funding per student

Referrals to Levels of Dev. Ed.

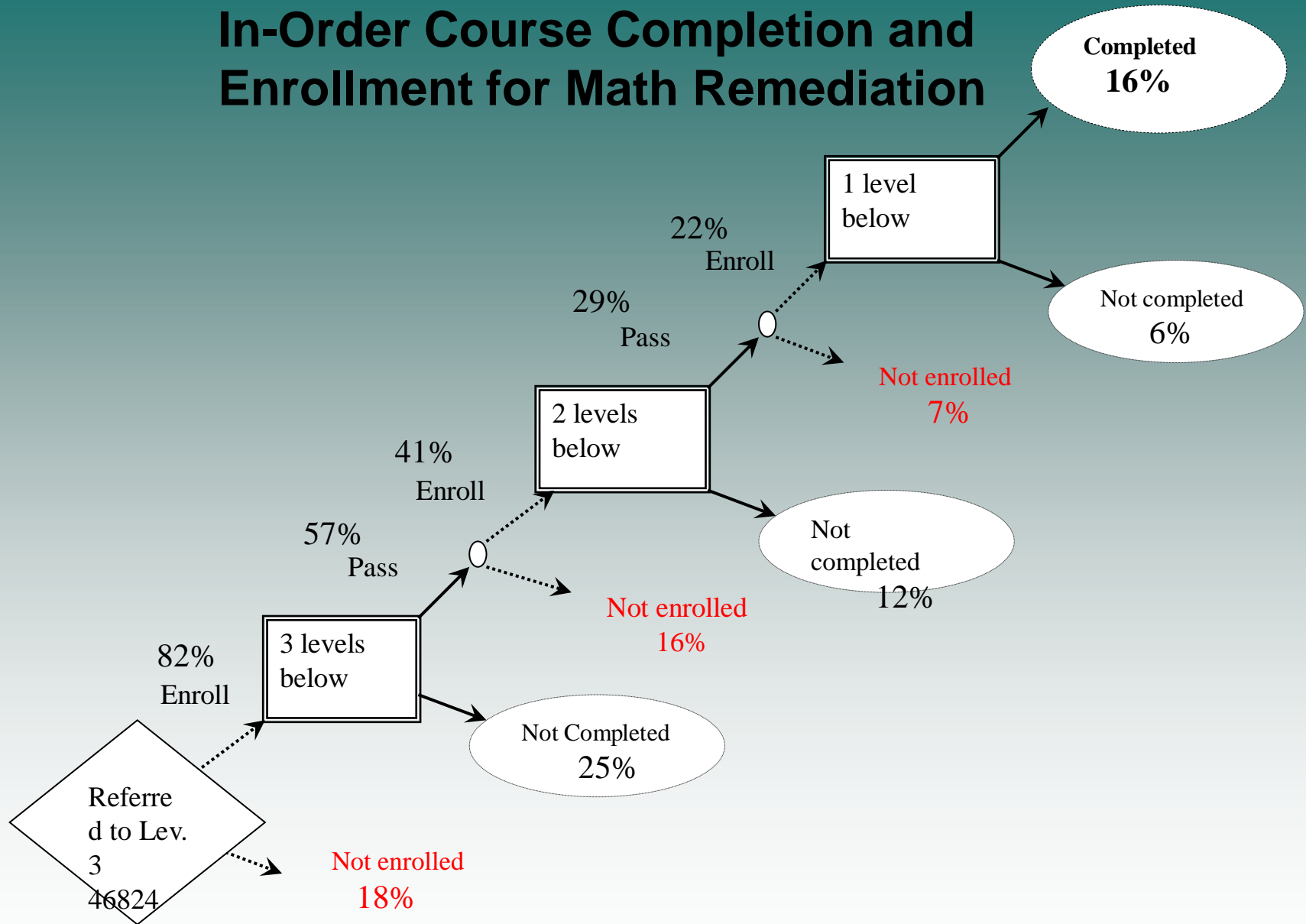
Math - Full Sample



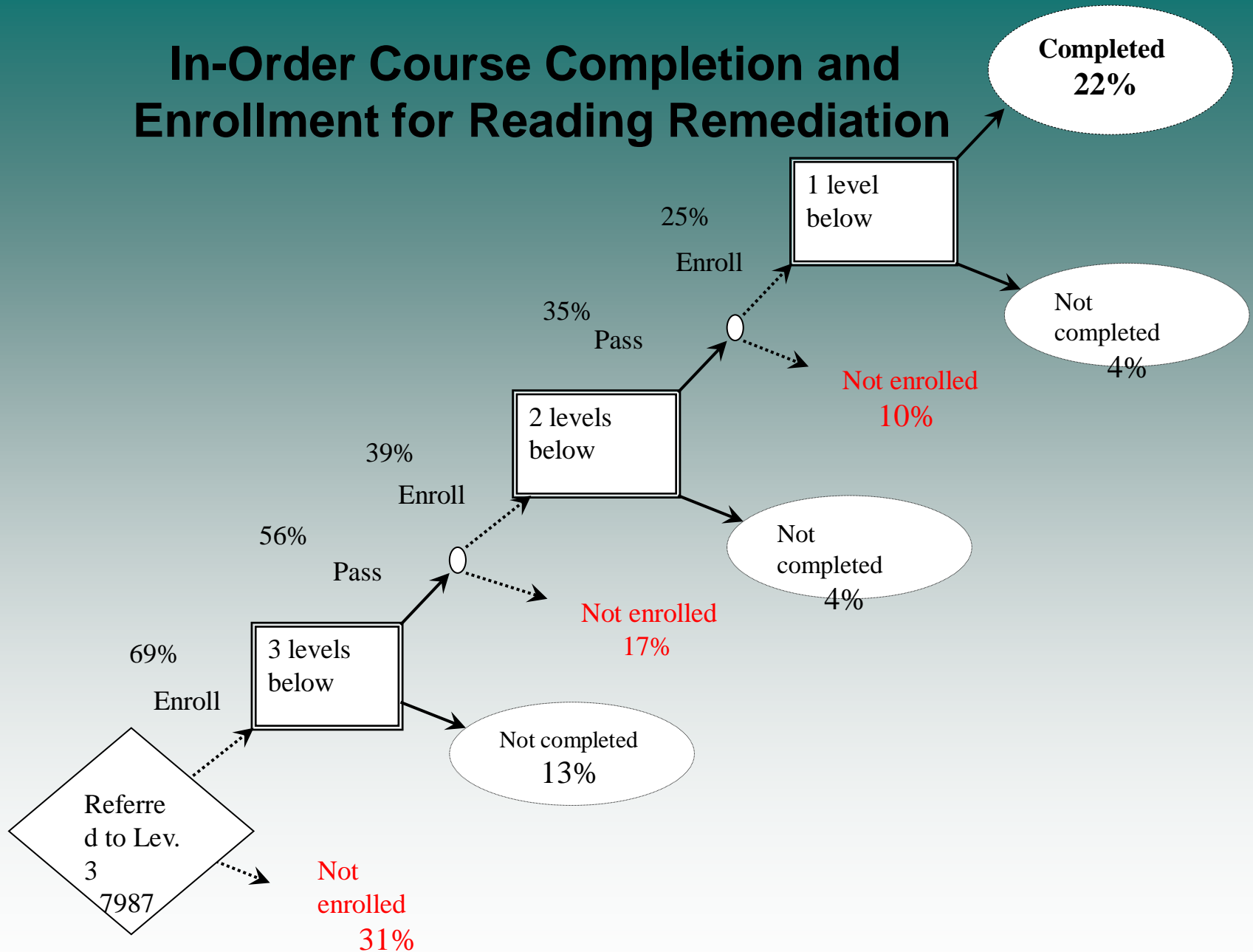
Reading - Full Sample



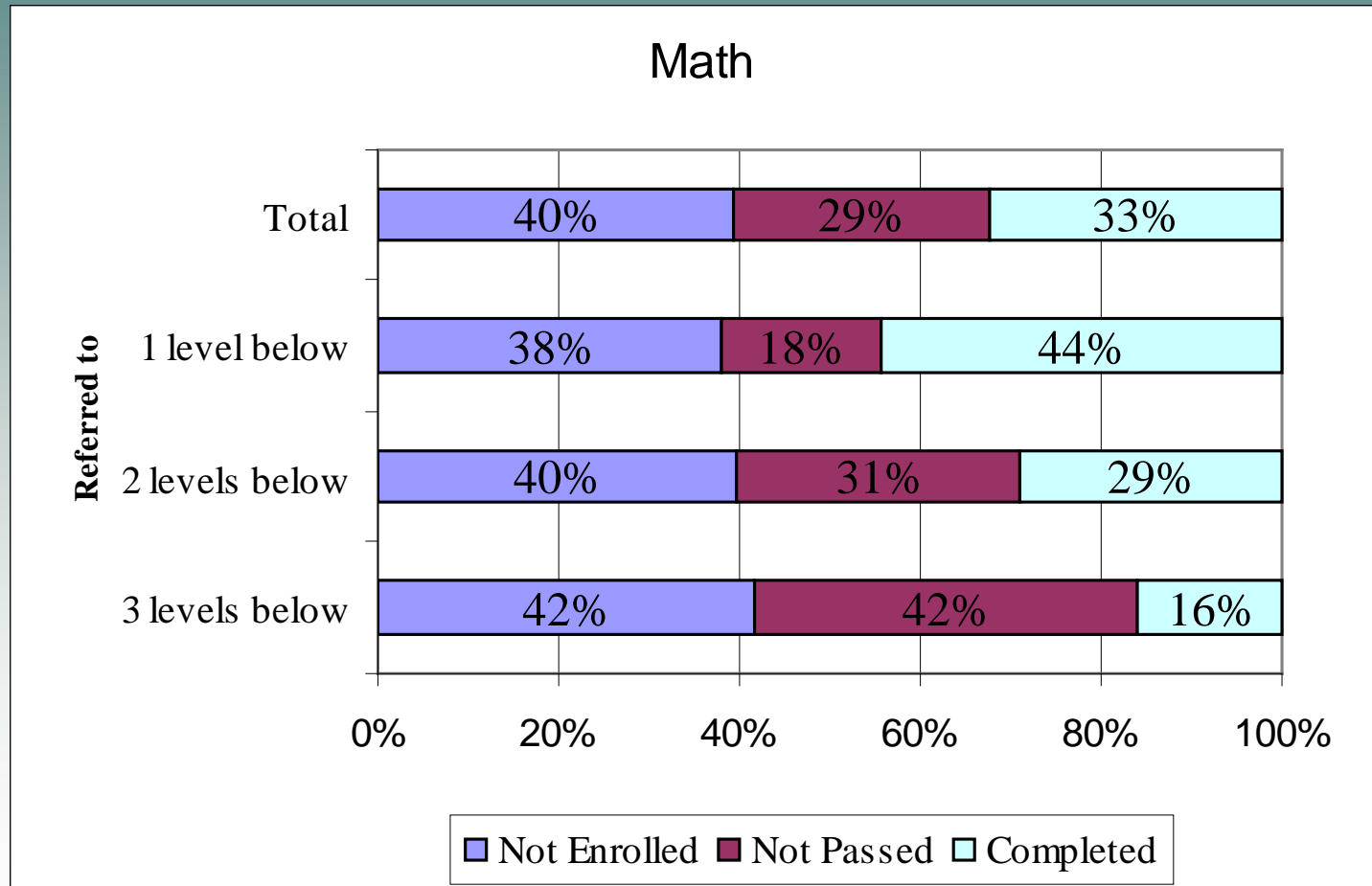
In-Order Course Completion and Enrollment for Math Remediation



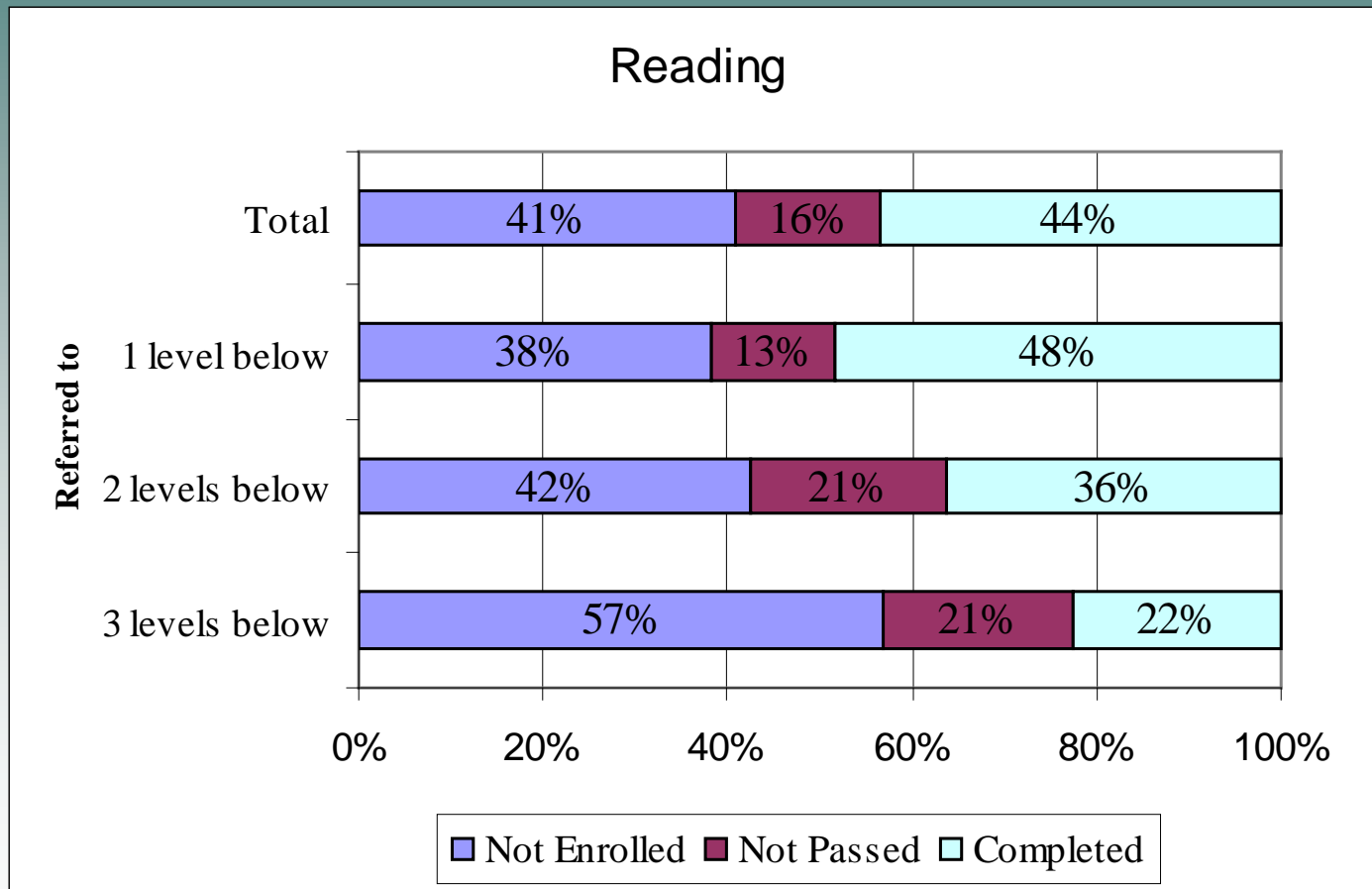
In-Order Course Completion and Enrollment for Reading Remediation



Enrollment and Progression Patterns Among Achieving the Dream Students

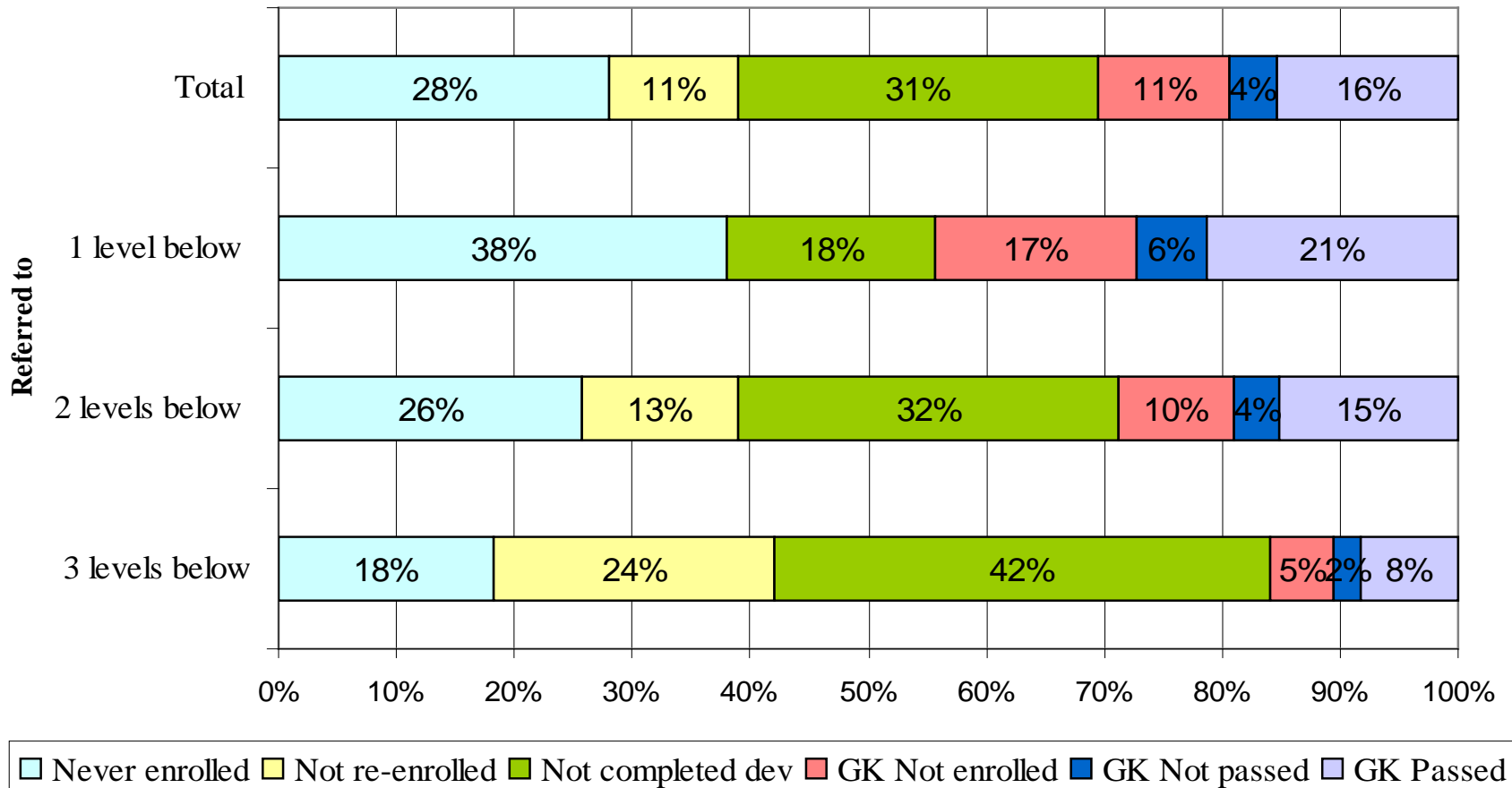


Enrollment and Progression Patterns Among Achieving the Dream Students



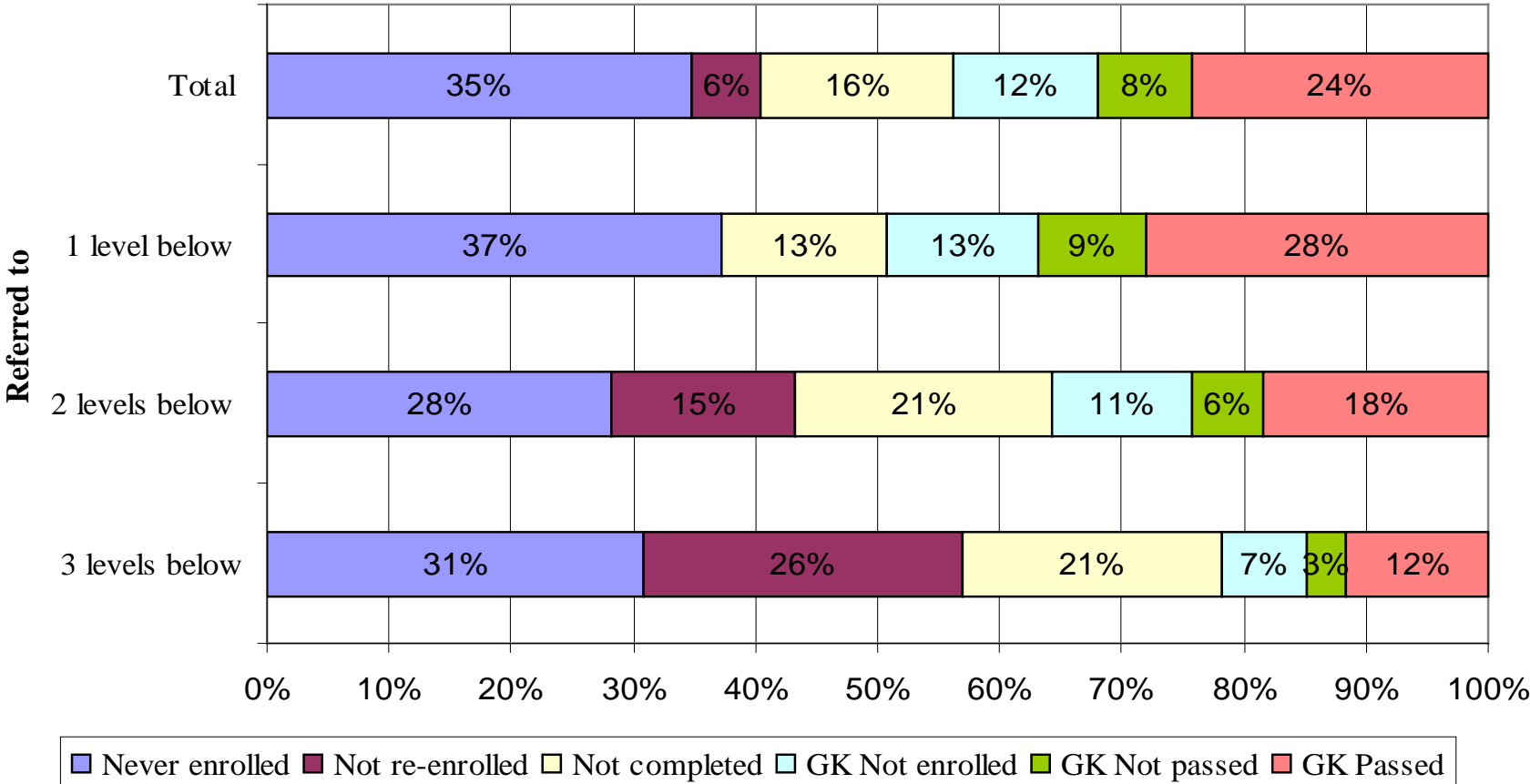
Student Progression by Enrollment and Gatekeeper in Math

Math - Full Sample



Student Progression by Enrollment and Gatekeeper in Reading

Reading - Full Sample



Accelerate Remediation

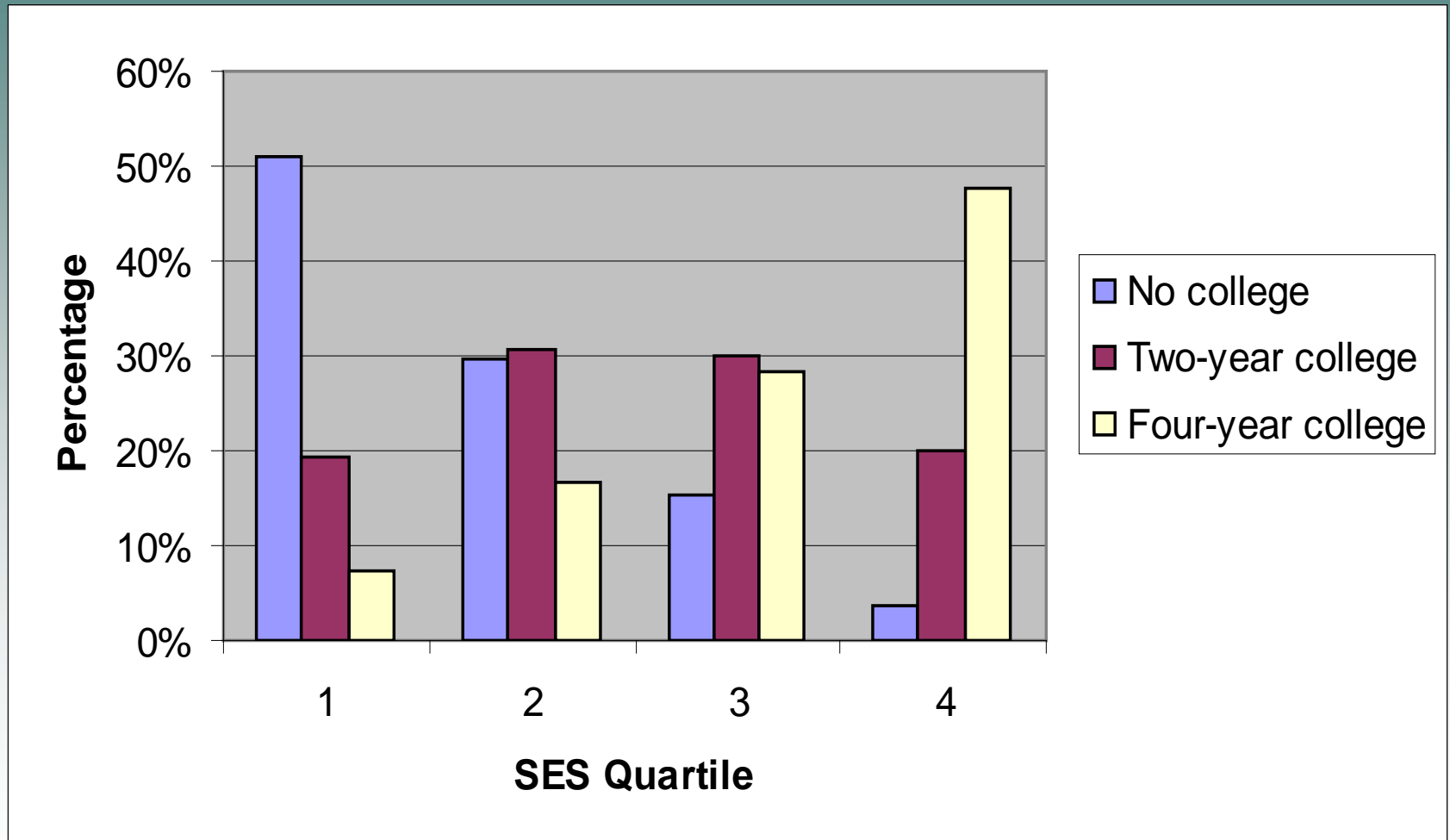
- Too many opportunities to leave
- Improve diagnostic power of assessments
- Combine college level and developmental instruction (help “college ready” students as well)
- Compressed schedules
- Summer bridge programs

Strengthen the Pipeline to College

- Early warning
 - College Now
 - EAP in California
- Dual enrollment
- Access for adults--IBEST

Educational Access and SES

Experience by 2000 for HS Class of 1992



Clearer Guidance and Pathways

- Student success courses—Florida and California studies
- Simplified program structures
- Advising?
- Technological solutions

Discrete Programs versus Institutional Change

- Proliferation of small programs
- Many of them are not evaluated
- Have little relationship to a college's strategic plan and overall goals
- Use scarce faculty resources
- Rarely “go to scale”
- Don't lead to improvements in overall institutional performance

Strong Role for States

- State in which college is located is the strongest predictor of graduation rates
- Innovation can be promoted by state policy
- Ability of state to influence college depends on governance structure
- Integrated state data promotes strong role for state higher ed agency

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