

*Access &
Success*

Improving Completion Maintaining Access

Bill Scroggins, President
Mt. San Antonio College
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Demand Exceeds Supply

Access is an issue when demand exceeds supply.

- Demand has increased due to
 - 1) higher skills needed for employment
 - 2) more unemployed seeking skill enhancements
- Supply has decreased due to
 - 1) disinvestment by states
 - 2) slow adjustments by colleges in offering high demand programs



Access &

Success

Completion & Labor Market

Completion is an issue when education and training does not meet labor market needs.

- Labor market needs have grown because
 - Almost 2/3 of openings need post-HS training
 - Jobs need higher technical & management skills
 - Lower skill jobs have been “off shored”
- Education is slow to respond when
 - Pace of skill change exceeds pace of institutional change
 - Experience of faculty does not reflect labor market
 - Facilities and equipment are not state-of-the-art
 - Learning needs of students are more challenging



The Skills Gap

Skills of the current workforce do not match changes in company strategy, goals, markets, or business models

Ranked 1 Ranked 2 Ranked 3



Bridging the Skills Gap , ASTD, October 2012

Completion issue:
matching degree
competencies
with needed job
skills.

Highlighted in the popular press:

- Three million open jobs in U.S., but who's qualified? -- 60 Minutes, 11/10/12
- After shrinking by 2.3 million in the recession, manufacturing jobs have grown by 500,000 since early 2010. --USA Today, 10/8/12
- Nearly two-thirds of employers surveyed say that talent shortages are likely to affect their bottom line in the next five years. --Business Insider, 11/11/12



New Job Openings Will Demand Even Higher Educational Levels

Education Needed for Job Entry (U.S. Bureau of Labor Statistics)	Change in Job Openings 2010-2020
Doctoral or professional degree	19.9%
Master's degree	21.7%
Bachelor's degree	16.5%
Associate's degree/certificate	18.0%
High school diploma/GED	12.2%

United States Bureau of Labor Statistics

Note that growth in demand for sub-baccalaureate awards is projected to outpace demand for BAs.



Training Not Meeting Demand

Job Vacancies, Jan/Feb 2012 & Average Education Needed in Years			
Occupation	National	LA/OC	Education
Computer Occupations	859,833	42,568	15.4
Health Diagnosing/ Treating Practitioners	443,611	18,514	16.7
Other Management Occupations	196,199	11,050	14.6
Financial Specialists and Related Occupations	184,312	12,636	15.6
Business Operations Specialists	183,574	10,112	15.0
Sales Representatives, Services	178,859	11,214	14.5
Engineers	177,581	9,856	16.0
Information and Record Clerks	177,194	10,671	13.3
Advertising, Marketing, Sales Managers	168,646	11,073	15.3
Supervisors of Sales Workers	164,610	8,472	13.6

High Tech
Management
People Skills

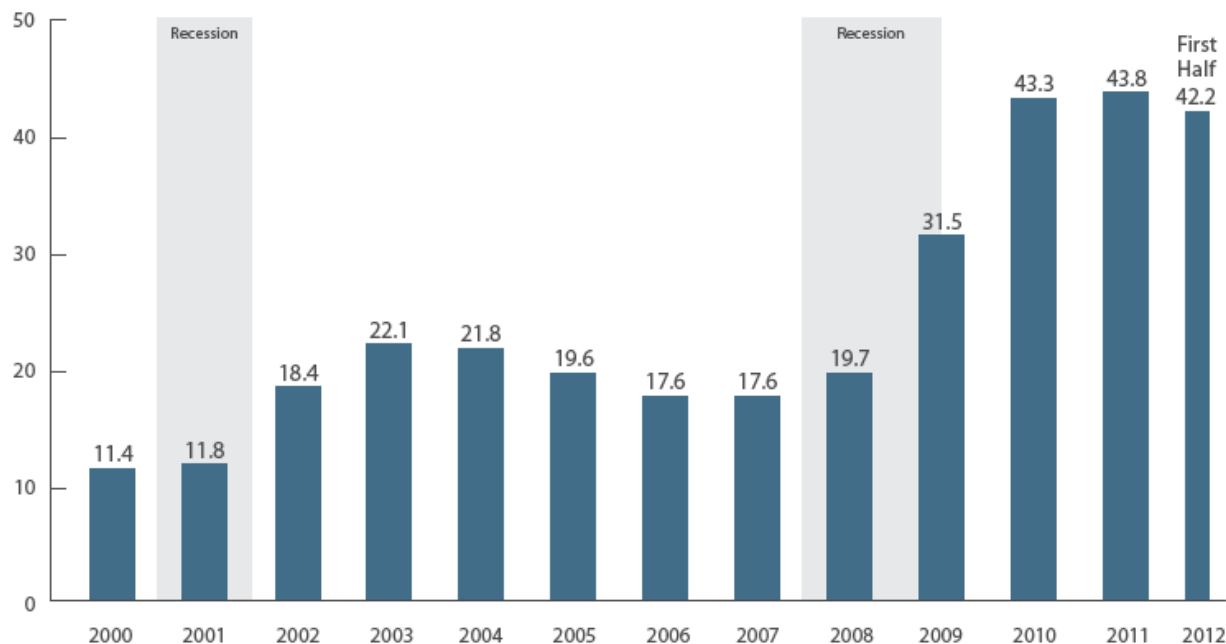
Education, Job Openings, and Unemployment in Metropolitan America by Jonathan Rothwell, Brookings Institute, August 2012



Unemployment Improving But Not by Much

Long-Term Unemployment (Percent)

August 2012
<http://go.usa.gov/7QY>



The share of unemployment accounted for by the long-term unemployed—people who have been seeking work for more than 26 consecutive weeks—has topped 40 percent for the past two and a half years. By comparison, that share was about 22 percent in 2003, in the aftermath of the 2001 recession.

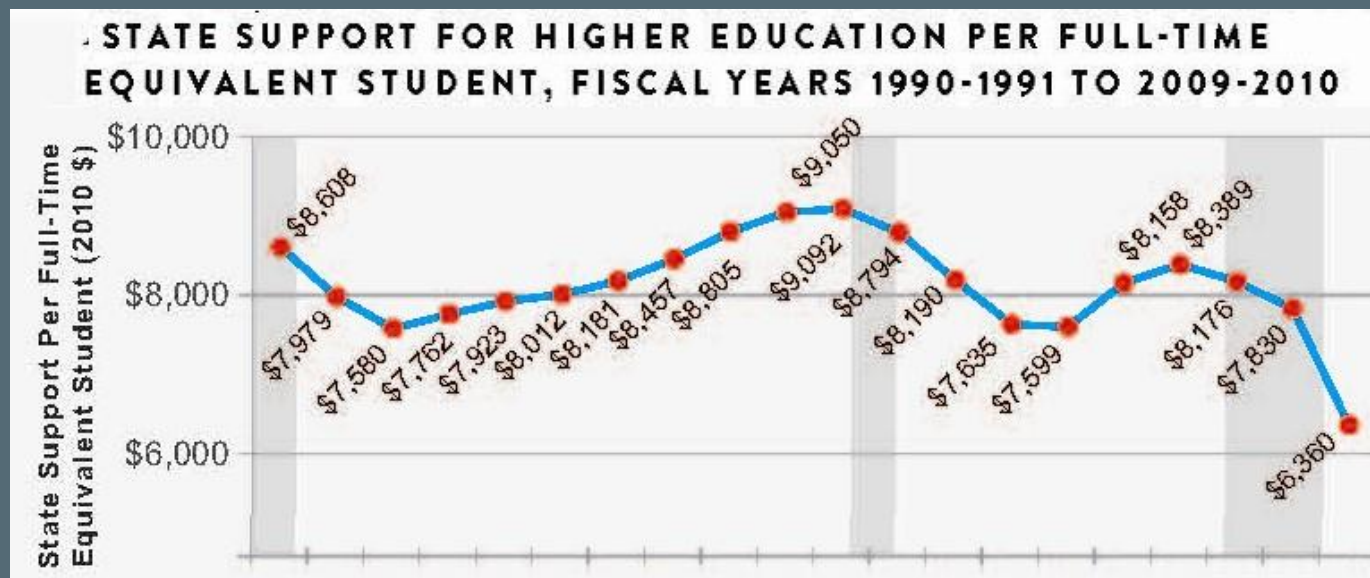


Demand for education and training will not diminish in early phases of economic recovery.



Disinvestment by States

Funding per public FTE dropped by 26% from 1990-91 to 2009-10 while costs at public four-year universities rose by an inflation adjusted 112.5%, 71% for two-year colleges.



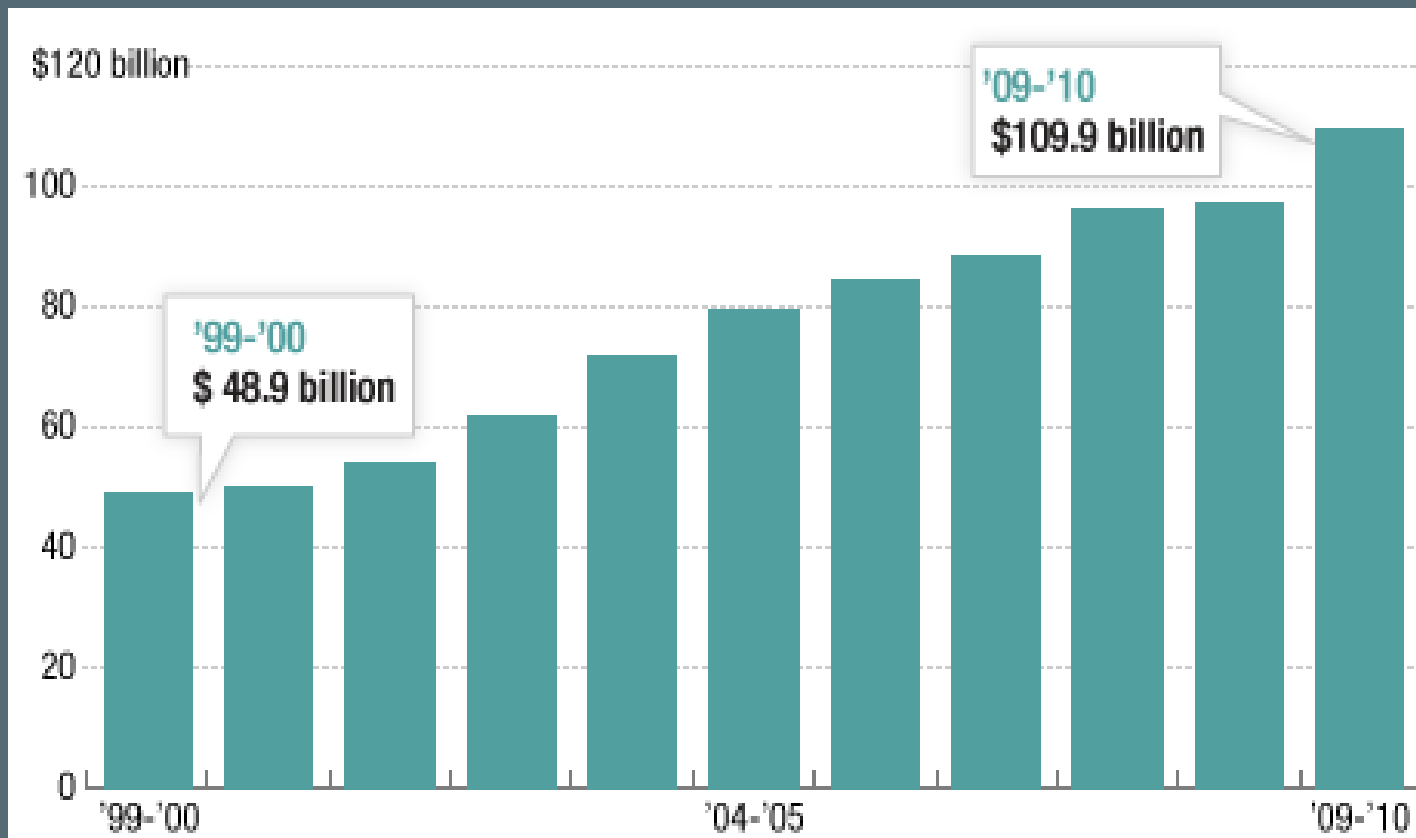
Results:
Fewer seats
Less equipment
Weaker student support

The Great Cost Shift by John Quinterno, March 2012



Student Debt \$867 Billion & Growing

Additional Student Load Debt Added Each Year



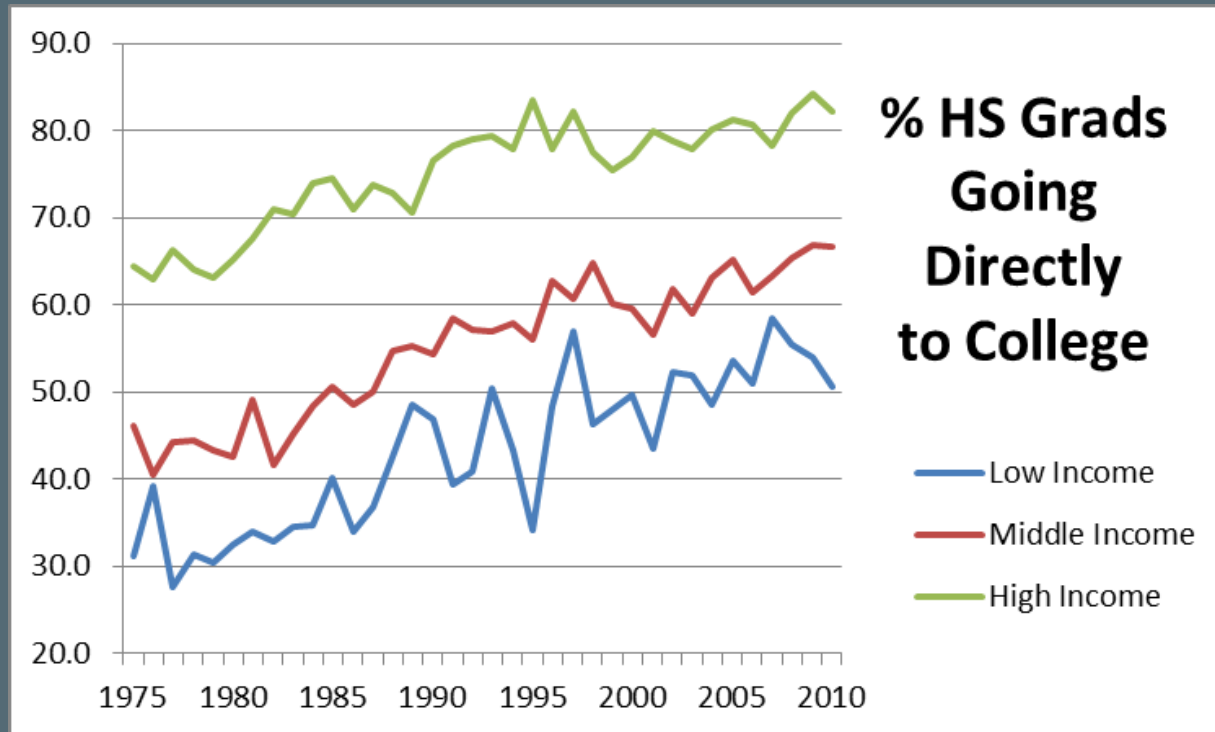
Source: College Board

Result:
Less access,
particularly
for middle
class who
have less \$
and less
financial aid.



Access is an Issue NOW

Poverty limits student enrollment in college



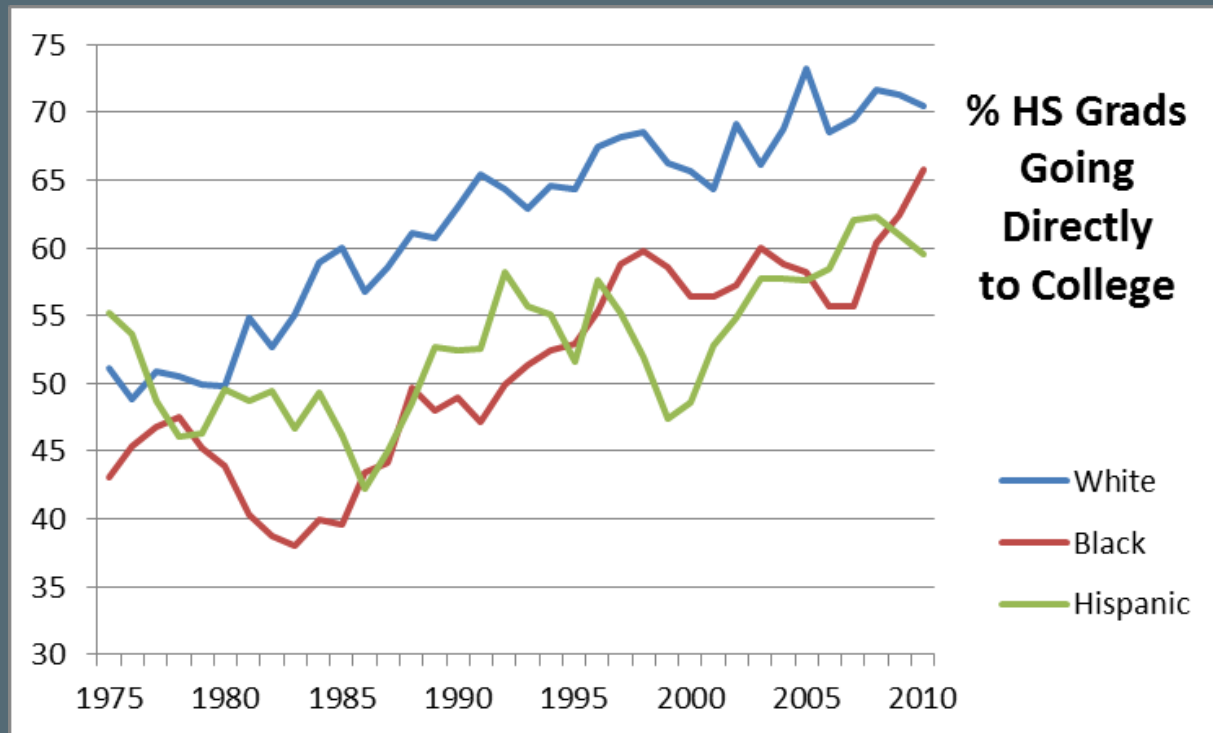
Limiting college access to people of means has significant long term social implications.

National Center for Educational Statistics



Access is an Issue Now

Access to College is limited for those of color.



Note that poverty gap is bigger than race/ethnicity gap.

National Center for Educational Statistics



The Demographic Challenge

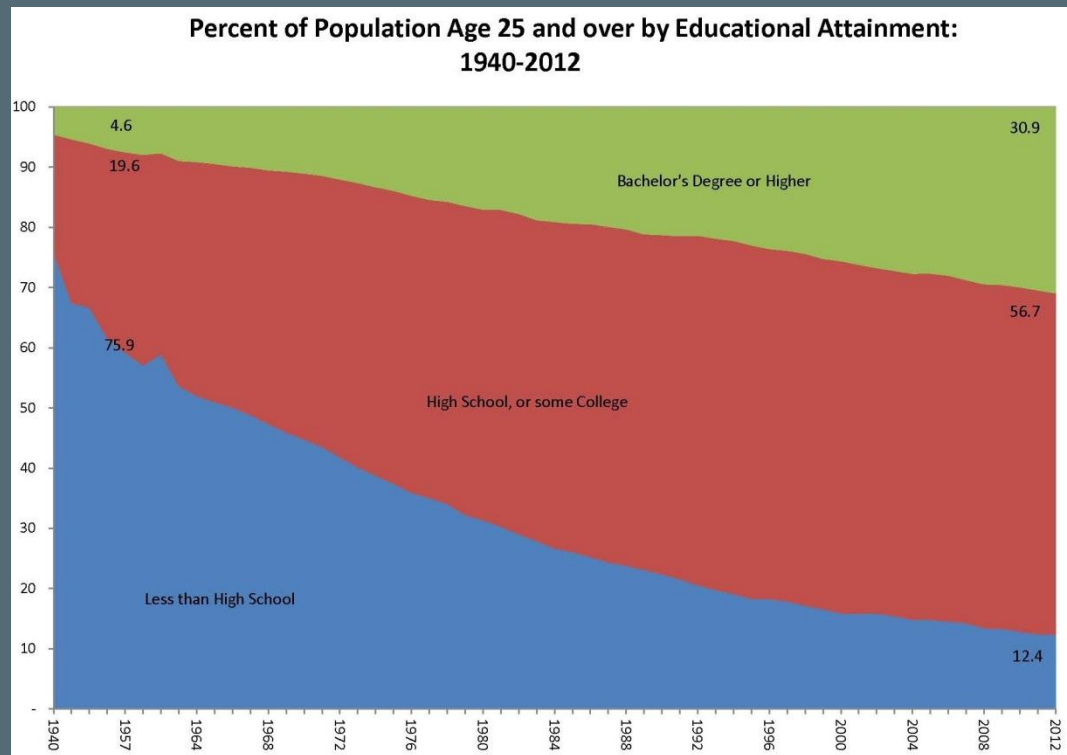
Race/ Ethnicity	Not HS Grad	BA or More	% CA
White	9.6%	31.1%	41%
Black	18.6%	17.6%	6%
Asian	14.7%	49.7%	14%
Hispanic	39.1%	12.6%	39%

The growing completion gap for Hispanic students is particularly troubling.

CA Hispanic population increased 28% since 2000.
53.6% of those 18 or under in CA are Hispanic.



Growth in College Graduation Reflects Skills in the Job Market



United States Census Bureau

Now most High School
Grads go to college.

1950: $\frac{1}{3}$

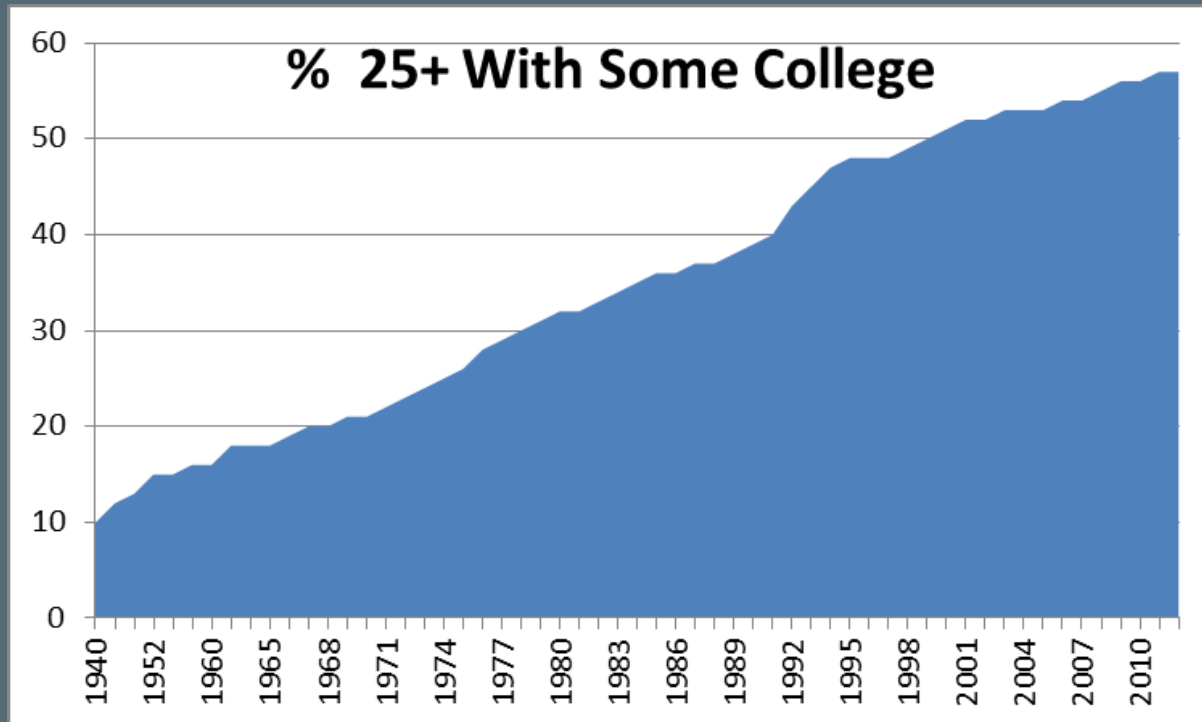
1980: $\frac{1}{2}$

Today: $\frac{2}{3}$

The same system that
worked well for $\frac{1}{3}$ of
HS Grads is struggling
to serve $\frac{2}{3}$.



Completion Has Not Kept Up With Access



United States Census Bureau

Now more than half of the adult population has gone to college. But almost half of them did not complete a BA.



California Policy Changes to Improve Completion in CCs

- Registration Priority System Revised
 - Lose Priority if >100 Units (local waiver allowed)
 - Lose Priority if 2nd Term on Probation (<2.0 GPA or >50% drops)
 - New Students Register after Continuing Students & Must Have Ed Plan
- Course Repetition Eliminated Except if Required for Transfer
(Was up to 4 enrollments for skill enhancement, e.g. arts, athletics, voc ed)
- Stand Alone Courses Eliminated (can petition to state office)
- Prerequisites Now Established by Faculty Recommendation
 - Previously required statistical validation the prerequisite improved pass rate
- Fee Waiver Now Requires More Need (was \$1 need)
- CSU Must Now Accept AA for Transfer
 - CSU Must Accept AA-T as Meeting All Lower Division Requirements
 - CSU Department can find AA not “similar” and reject transfer
 - All AA degrees must have state mandated courses in each major



California Policy Changes to Improve Completion

Community College Student Success Act of 2012

- Mandates orientation, assessment, and advising for all students
- Mandates student ed plans, goal upon entry (transfer, career, or college readiness)
- Mandates major declaration by 3rd semester (Pending funding)
- Mandates statewide common assessment and placement in Math, English & ESL (Pending funding)
- Mandates college student success scorecards on state mandated measures
- Requires students on state fee waivers to have a GPA > 2.0

Community College Policy Changes Proposed by Governor Brown

- Limit State Funding to First 90 Units: <90 = \$46/unit, >90 = \$190/unit
- Count Funded FTEs at Course Completion (Now at 20% of course)
- Would not count students who drop after 20% of course—about 15%
- Would redirect lost funds to Student Success Act of 2012
- Require FAFSA to be eligible for state fee waiver



How Policy Translates to Implementation: Missing the Mark

1) Unintended Consequences

- Defining Pell Satisfactory Academic Progress as passing 12 units results in students staying in school without finishing a program

2) Not Producing the Desired Result

- University must except transfer degrees only if “similar” meant 40% rejection

3) Potential for “Gaming”

- Requiring orientation with no standards or outcomes produced useless online videos

4) Hurting Those We Try to Help

- Requiring FAFSA for state financial aid denies access to undocumented
- Requiring HS diploma or GED for Pell denies access mostly to students of color

5) Unfunded Mandates = No Results

- Community college AA-T not funded: Average 6 per campus

6) Local Option + Red Tape = No Results

- Requiring that prerequisites be based on elaborate statistical validation meant >50% of campuses dropped all prerequisites.



Policies That Improve Access, Success & Equity

- Flexible, Accountable Orientation
- Advance Preparation for Assessment
- Accessible Ed Plans (e.g., DegreeWorks)
- Student Success Courses (e.g., On Course)
- Incentives to FOLLOW Ed Plans (Reg Priority, Financial Aid Accountability, Probation Standards)
- Learning Support Innovations (Cohorts, Supplemental Instruction, Early Alert, etc.)
- Structured Pathways (as in Nursing, Public Safety)
- Accelerated Learning in Developmental Ed (Sequencing, Modules, Pathways such as Statway & Quantway)
- Improving Commitment and Engagement
- Reducing Segmental Barriers (e.g., HS Concurrent Enrollment, University Guaranteed Transfer)

We know how to
improve success.
Biggest issue is bringing
interventions to scale.



Finding the Balance: State Policy-Local Implementation

- Base policies on data
- Learn from existing interventions
- Set a clear state agenda
- Package policy with funding and accountability
- Provide flexibility to meet local needs
- Understand the positions of special interests
- Invest in developing leadership and providing needed training.

