Improving Completion
Maintaining Access

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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
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

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

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Doctoral or professional degree</td>
<td>19.9%</td>
</tr>
<tr>
<td>Master's degree</td>
<td>21.7%</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>16.5%</td>
</tr>
<tr>
<td>Associate's degree/certificate</td>
<td>18.0%</td>
</tr>
<tr>
<td>High school diploma/GED</td>
<td>12.2%</td>
</tr>
</tbody>
</table>

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

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

*Education, Job Openings, and Unemployment in Metropolitan America* by Jonathan Rothwell, Brookings Institute, August 2012
Unemployment Improving But Not by Much

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

Long-Term Unemployment
(Percent)

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.
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.

The Great Cost Shift by John Quinterno, March 2012
Student Debt
$867 Billion & Growing

Additional Student Load Debt Added Each Year

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

Source: College Board
Access & Success

Access is an Issue NOW

Poverty limits student enrollment in college

% HS Grads Going Directly to College

- Low Income
- Middle Income
- High Income

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

National Center for Educational Statistics
Access to College is limited for those of color.

Note that poverty gap is bigger than race/ethnicity gap.
The Demographic Challenge

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Not HS Grad</th>
<th>BA or More</th>
<th>% CA</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>9.6%</td>
<td>31.1%</td>
<td>41%</td>
</tr>
<tr>
<td>Black</td>
<td>18.6%</td>
<td>17.6%</td>
<td>6%</td>
</tr>
<tr>
<td>Asian</td>
<td>14.7%</td>
<td>49.7%</td>
<td>14%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>39.1%</td>
<td>12.6%</td>
<td>39%</td>
</tr>
</tbody>
</table>

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

Now most High School Grads go to college.
1950: 1/3
1980: 1/2
Today: 2/3

The same system that worked well for 1/3 of HS Grads is struggling to serve 2/3.

United States Census Bureau
Completion Has Not Kept Up With Access

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.