The Evidence on Student Success in California Higher Education – What, Why, & How

The Case Again for Whopping Big Change With or Without Disruption
Why Whopping Big Change Is Required

- Total Quality Management – Continuous Improvement
  - Booz-Allen: Stable State Management System
  - Not a crisis management strategy

Your challenge
- 50 percent productivity gain almost immediately
- Productivity gain = Quality improvement
The Case for Change

AASCU’s TOP ISSUES Revised

- **The Fiscal Crisis**: State Support, Tuition Policy & Prices, Student Aid
- **Student Access & Success**: Enrollment Capacity, Veterans Education, the Graduation Initiative
- **Educational Improvement**: College Readiness, Focus on Community Colleges, & Teacher Effectiveness
- **Accountability**: Data Systems and Reporting Metrics.
The Case for Change

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The Case for Whopping Big Change
An Emerging Perfect Storm

- Wave One: Our Economic Competitiveness
- Wave Two: Who We Are – Can We Be Competitive
- Wave Three: What We Have in Resources
The Liberal Borrowings

Knocking on the College Door (WICHE)

Beyond Social Justice (WICHE)


State Higher Education Executive Officers (SHEEO), SHEF Report, February 2010.
The Converging Waves

Wave One: Our Economic Competitiveness

Wave Two: Who We Are – Can We Be Competitive

Wave Three: What We Have in Resources
Relationship Between Educational Attainment, Personal Income, and Economic Strength

Source: NCHEMS

State New Economy Index (2002)
- Top Tier
- Middle Tier
- Low Tier

Personal Income Per Capita, 2000

Percent of Adults Age 25-64 with a Bachelor’s Degree or Higher

Low Income, Low Educational Attainment
- Low Income, High Educational Attainment
- High Income, Low Educational Attainment
- High Income, High Educational Attainment

Source: NCHEMS
Percent of Population Ages 25-64 with a Bachelor’s Degree or Higher

Source: U.S. Census Bureau, 2007 American Community Survey. Via NCHEMS
Percent of Population Ages 25-64 with an Associate Degree

Source: U.S. Census Bureau, 2007 American Community Survey. Via NCHEMS
Differences in College Attainment (Associate and Higher) Between Younger and Older Adults - U.S. and OECD Countries, 2005

Differences in College Attainment (Associate and Higher) Between Younger and Older Adults - U.S., 2005

Source: U.S. Census Bureau, 2005 ACS
The White Caps on the First Wave

- We’ve Been A Leader
- But Slip-Sliding Away
  - Losing Ground:
    - The West, and California in particular, are the U.S. Problem
    - Falling Internationally
The Unique CCCCIO Challenges/Opportunities: Making Wave One, Wave Won

With Respect to College Entry

- Not so bad – clear state Mission
- Placement has not been synchronized
  - But underway
  - Think Common Core

- Low hanging fruit – *Adults With Some College But No Degree*
  - 4.4 Million – 22.7% of Adults in California
- Ramp up Production of High Value Certificates
The Unique CCCCIO Challenges/Opportunities: Making Wave One, Wave Won

With Respect to Progression Through College

- Need higher throughput: More Transfer and Terminal Associate Degrees
- The Good News (or so it seems): Transfer and Articulation progressing
- Consider more aggressive *remunerated coop work study programs*
- Focus on being adult friendly – use CAEL’s ALFI assessment.
- Eliminate *time as the enemy*
  - *Less is more – a default curriculum*
  - *Guaranteed curriculum if full-time/on-time*
With Respect to Completion

Same/same as progression

Plus:

- Accept legitimate Prior Learning Assessment (PLA)
- Better Yet: Encourages PLA
- Due Degree Audits & Grant Degrees Where Appropriate (Win/Win Project)
- Intentionally partner with non-public institutions
  - (Yup; I mean private *for* and not for profit places)
  - Triage almost demands this
The Converging Waves

Wave One: Our Economic Competitiveness

Wave Two: Who We Are – Can We Be Competitive

Wave Three: What We Have in Resources
Projections of California High School Graduates

California Public High School Graduates
1991-92 to 2004-05 (Actual), 2005-06 to 2021-22 (Projected)
High School Graduation Rates - Public High School Graduates as a Percent of 9th Graders Four Years Earlier, 2006

Source: Tom Mortenson, Postsecondary Opportunity Via NCHEMS
College-Going Rates – First-Time Freshmen Directly Out of High School as a Percent of Recent High School Graduates, 2006

Source: Tom Mortenson, Postsecondary Opportunity Via NCHEMS
Difference Between Whites and Next Largest Race/Ethnic Group in Percentage of Adults Age 25-34 with an Associate Degree or Higher, 2000

Source: U.S. Census Bureau, PUMS (based on 2000 Census), Via NCHEMS
Patterns of U.S. High School and College Participation and Completion by Age (Average Annual from 2005 to 2007)

We are left with 13 percent of adults with no high school diploma, and 60 percent with no college degree.

Note: Includes associate and bachelor’s degrees, but not certificates.
Source: U.S. Census Bureau, 2005-07 American Community Survey (Public Use Microdata Sample)
Those with whom we have succeeded are declining
Those with whom we have not succeeded are increasing
“Average” won’t sustain us, and may not even be achievable
The Unique CCCCIO Opportunities/Challenges: Wave Two, Too, Being Won

With respect to College Entry
  
  Much the same as with Wave Won
  
  Improve Placement – build on Common Core
  
  Think “Adults with some college, no degree”
    
    Market research & intention works here
  
  Think high-value certificates
    
    Even post-bachelaureate – i.e. Red Rocks PA program
  
  Demand evidence as basis for change, but
  
  Be willing to adapt rapidly – tradition is your enemy here
The Unique CCCCIO Opportunities/Challenges: Wave Two, Too, Being Won

With respect to Progression

**REINVENT REMEDIATION**

- Problem is not what we call it; it’s how we do it

- Approaches to consider
  - **Technology blended** (National Center for Academic Transformation)
  - Replace prerequisites with **co-requisites**
  - **Modularized self-paced instruction**
  - Nix Learning Communities for this purpose

- Know thyself – get the evidence
  - By: race/ethnicity, major, gateway courses, etc.
With respect to Progression

- Many of the same as with Wave Won
  - Improve transfer/articulation (under way)
  - Coop work study
  - Adult friendly
  - Garner greater student commitment through incentives – incentivize full-time, continuity (again, time is everyone’s enemy)

- Develop Cohort approach
  - (and backup cohort)

- Streamline curriculum – less is more
  - Default curriculum
  - STEM specific curriculum
The Unique CCCCIO Opportunities/Challenges: Wave Two, Too, Being Won

With respect to Completion

Same As Wave Won
- Encourage PLA
- Degree Audits
- Partner with non-public sector institutions

Reward Steps Along The Way – Momentum Points.

Mine your data
- To prevent dropouts
- To re-attract resent dropouts
The Converging Waves

Wave One: Our Economic Competitiveness

Wave Two: Who We Are – Can We Be Competitive

Wave Three: What We Have in Resources
Life could have been worse

Public FTE Enrollment, Educational Appropriations, and Total Educational Revenue per FTE, U.S., Fiscal 1985-2010

Note: Net tuition revenue used for capital debt service is included in the above figures. All figures are adjusted by SHEEO Higher Education Cost Adjustment (HECA).
Source: SHEEO SHEF 2010.
Same trend; lower amounts in CA

Public FTE Enrollment, Educational Appropriations and Total Educational Revenue per FTE, California, Fiscal 1985-2010

Note: Constant 2009 dollars adjusted by SHEEO Higher Education Cost Adjustment. 2009 Educational Appropriations include ARRA funds. (HECA)
Source: SSDB
Revenues Per Student from Net Tuition, State, & Local Appropriations Public Research

### Revenues Per Student from Net Tuition, State, & Local Appropriations

#### Public Masters and Baccalaureate

<table>
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<tr>
<th>State</th>
<th>Revenues Per Student</th>
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Source: NCHEMS; Don Boyd (Rockefeller Institute of Government), 2009 Via NCHEMS
State Tax Capacity & Effort
Indexed to U.S. Average

Source: State Higher Education Executive Officers (SHEEO)
Productivity: Total Funding per Degree/Certificate  (Weighted*, 2006-2007)

*Adjusted for value of degrees in the state employment market (median earnings by degree type and level)

Sources: SHEEO State Higher Education Finance Survey 2008; NCES, IPEDS Completions Survey; U.S. Census Bureau, American Community Survey (Public Use Microdata Samples)
Prospects look bleak for much more in the short term.

New Normal suggests a very different future than past.

Triage often sacrifices the most vulnerable.
The Unique CCCCIO Challenges/Opportunities: Wave Three – Show me the money

With respect to Entry into College
- Tuition revenue, done smartly, is most of the answer
- Balanced by financial aid is key

With respect to Progression through College
- Tuition and financial aid remain key
- Revise the rewards to focus on student success
  - Pay only for successful remediation – regardless of modality used
  - Pay only for completed courses -- tough love
The Unique CCCCIO Challenges/Opportunities: Wave Three – Show me the money

With respect to Completion

- Know thyself – focus on gaps, not successes
- Clearly articulated pathways reduce student and state costs
- Don’t enroll students in course that don’t articulate to their degree goals
- Pricing by priority
  - Currently in place for resident/non-resident
  - Why not for core vs luxury/high vs low-value
- Streamline programs – dropping the duds
  - Where academic success is too low to justify
  - Where ROI is too low to justify
  - Outsourcing or Pairing
The California story – Three Huge Converging Waves -- The Makings of A Perfect Storm

- Demographics present a challenge, all else being equal
- The finances are perilous
- We have been educationally competitive, which has made us economically competitive and comparative just, but:
  - Were slipping
  - And the good life has not been equitably distribute
Who Will Lead – Academic Leaders or Other Leaders?

From the Community College “Community”

- ACCT: Governance Institute for Student Success.
- Foundations:
  - Achieving the Dream – top down through data driven reform, and limited success to date
  - Completion by Design – still in design
  - _______________ -- meet the goal
Creating a New Business Model – What I Hear & See

TRIAGE happens, whether intentional or not.
- Lack of course availability
- Low success rates
  - In remedial/developmental
  - In college level coursework
  - Particularly in STEM field
  - And indefensibly biased by race/ethnicity
- Justifiable within current business model
  - Can’t afford more courses
  - Can’t support resources necessary for course success
- But unjustifiable in support of Mission
- So must create a new business model

Is that possible?
- Disruptive technologies theory says no
- We can’t live with that
Evidence based – data driven
Improvement imperative – Whopping big in the short term, continuous improvement, on benchmarks achieved.
Well, nearly continuous improvement. Recognize periodic perturbations.
Take reasonable risk & expect some failure.
Creating a New Business Model – Tenets of A New Way

- Eliminate what can’t be done well enough.
- Be genius – borrow generously.
  - Follow the **CASE** study approach
- Reward success and champions of success (make performance count for regular folk).
- Make this work fun
  - We work live, not live to work.
- Don’t have too many tenets
That's all there is

Enough Already