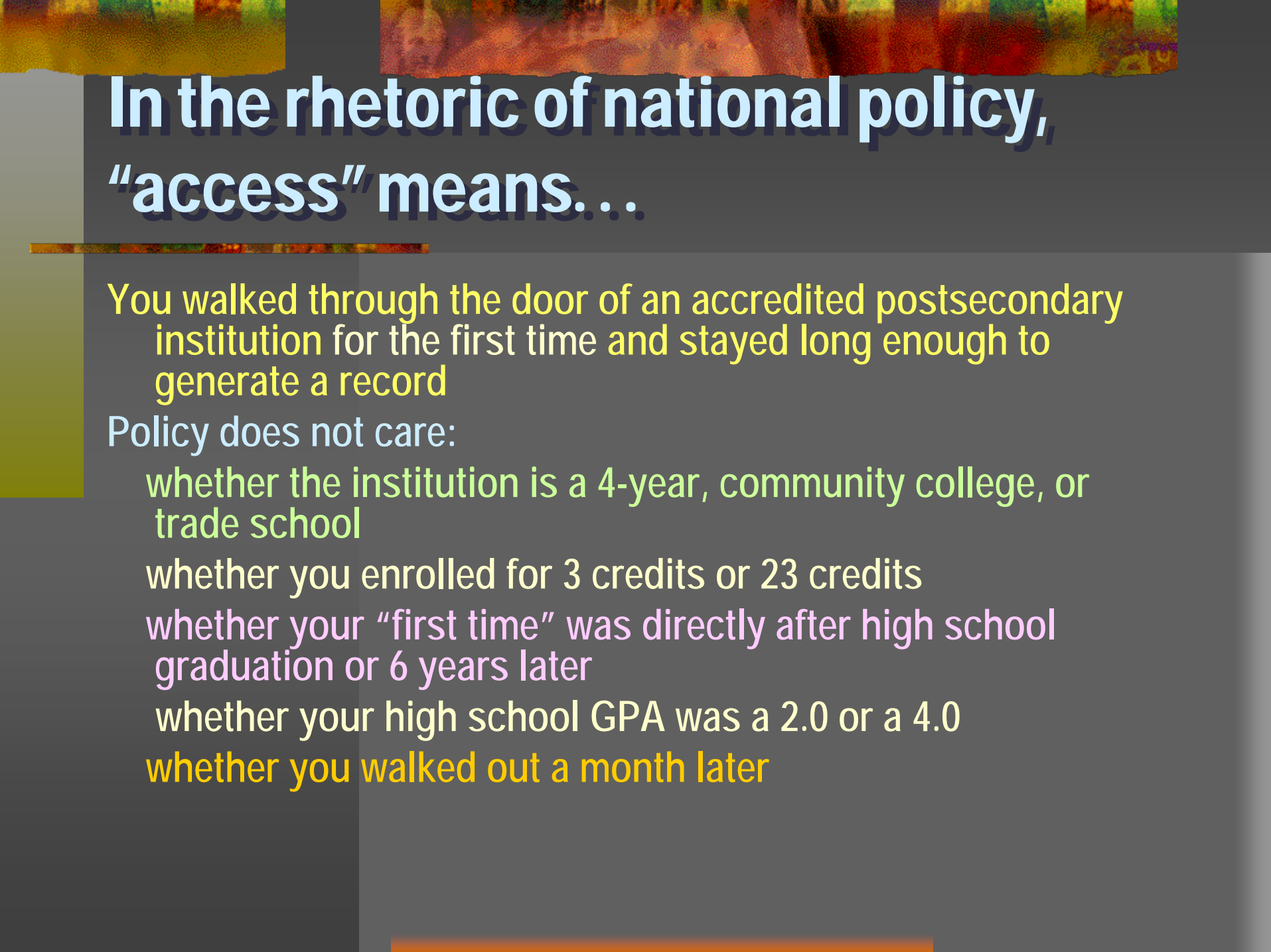




To Tell the Truth.....

How far do we honestly think we can push the envelope of “access”?

Cliff Adelman, Institute for Higher Education Policy, Jan. 22, 2007



In the rhetoric of national policy, “access” means...

You walked through the door of an accredited postsecondary institution for the first time and stayed long enough to generate a record

Policy does not care:

whether the institution is a 4-year, community college, or trade school

whether you enrolled for 3 credits or 23 credits

whether your “first time” was directly after high school graduation or 6 years later

whether your high school GPA was a 2.0 or a 4.0

whether you walked out a month later



“Access” as a walking-through-the-door phenomenon

- Of on-time high school graduates with standard diplomas, **79 percent** enrolled somewhere and stayed long enough to generate a transcript by the time they were 26/27
- **84 percent** of this group entered directly from high school---the others drifted in
- **94 percent** of this group enrolled in a degree-granting institution; **40 percent** in a community college

'Walking rates' by HS Academic Resources, I


	Top 20%	Top 40%	Top 60%
Everybody	97%	96%	91%
White	97	96	92
Black	85	86	81
Latino	99	97	85
Asian	98	98	98

'Walking rates' by HS Academic Resources, II: SES quintile

	Top 20%	Top 40%	Top 60%
Highest Q.	97%	97%	97%
2 nd	99	96	94
3 rd	91	93	85
4 th	94	96	87
Lowest	98	90	73



“Jeopardy” Questions

- What are the African-American students who are not going on to college doing instead?
 - Where would we find most of the Latino students in the 3rd quintile of high school performance who are not going on to college?
 - What is the most prominent demographic characteristic of lowest-SES students who do not enter the postsecondary world?
- 



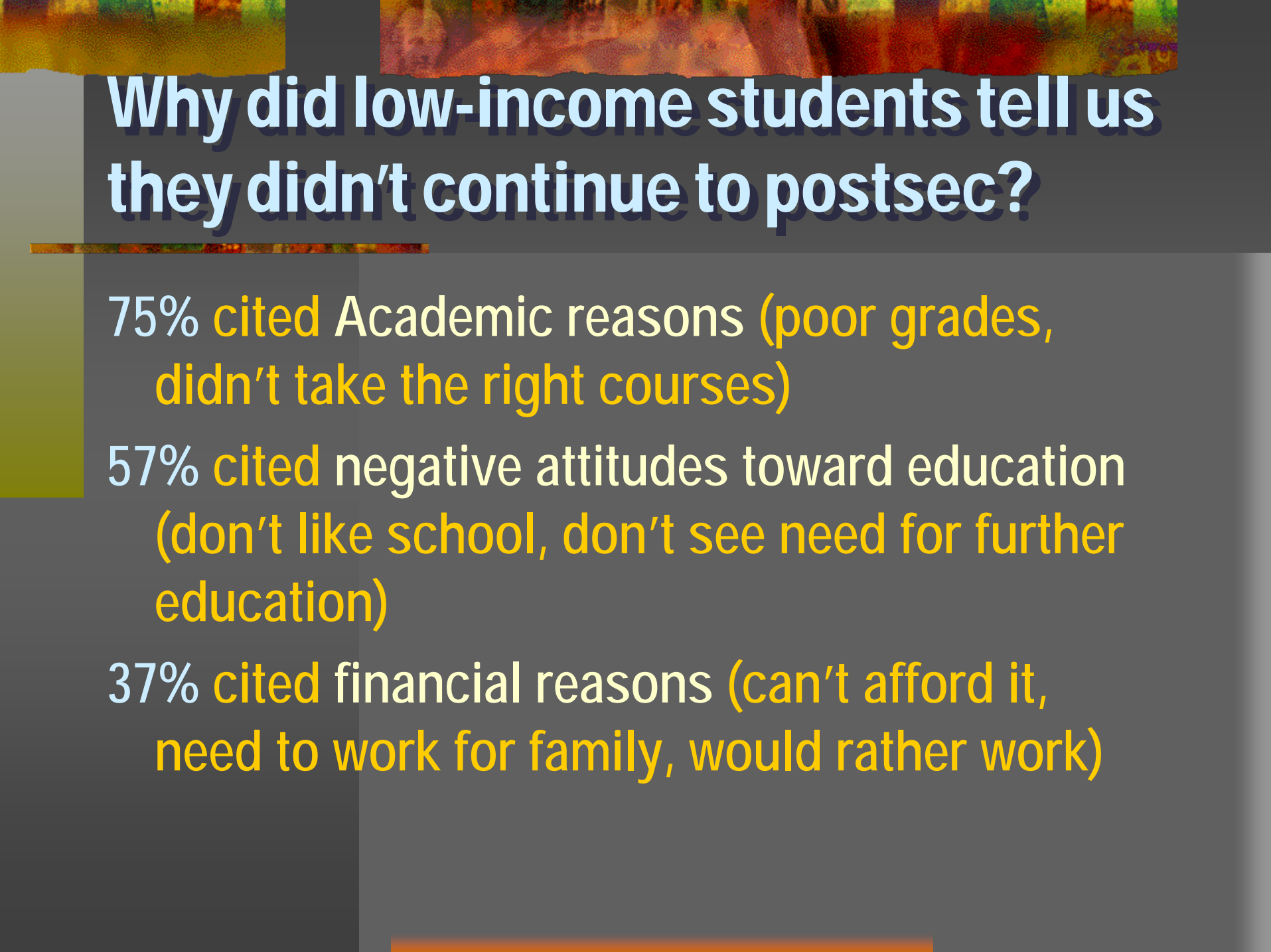
“Jeopardy” Answers

- 60% enter the military. No other race/ethnicity group is close to that proportion.
- 83% came out of high schools in California.
- 45% became parents by age 20.

There is only one way to learn such things.
What is it?

Who is seriously over-represented among those who don't continue?

	Non-ent	Cohort	Differ
Parents have no postsec ed	48%	27%	21%
Reading below simple inference in grade 12	60	37	23
Less than Algebra 2 in H.S.	68	35	33
Lowest band of family income	24	14	10
Non-native speaker of English	10	10	0

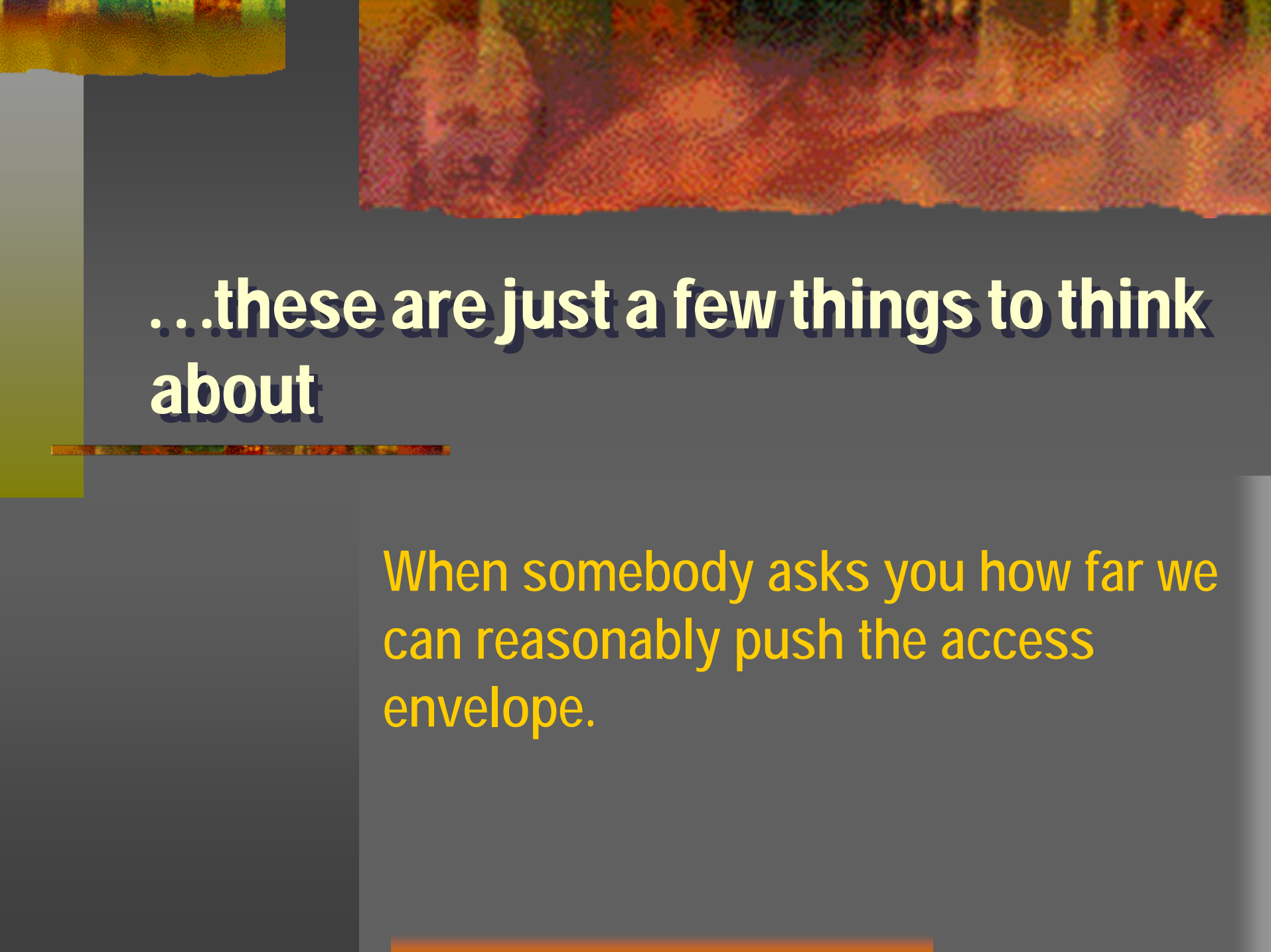


Why did low-income students tell us they didn't continue to postsec?

75% cited Academic reasons (poor grades, didn't take the right courses)

57% cited negative attitudes toward education (don't like school, don't see need for further education)

37% cited financial reasons (can't afford it, need to work for family, would rather work)



...these are just a few things to think about

When somebody asks you how far we can reasonably push the access envelope.



**It's not walking-through-the-door
that's at issue.**

It's participation, and we have to
change our vocabulary to match what
we are trying to do

Elements of “participation”

- Elapsed time; enrolled time
- Attempted credits
- Earned credits
- Ratio of earned/attempted credits
- Combination of time and earned credits

WHAT WOULD YOU USE?

Participation rate if incidental students are non-participants, I

	Non-partic	No Credential	Credential
Everybody	30%	24%	46%
White	27	23	50
Black	41	28	31
Latino	38	33	29
Asian	15	25	60

Participation rate if incidental students are non-participants, II

SES quintile	Non-partic	No Credential	Credential
Highest	9%	19%	72%
2 nd	21	30	49
3 rd	33	26	41
4 th	44	17	39
Lowest	54	23	23

'Participation rates' by HS Academic Resources


	Top 20%	Top 40%	Top 60%
Everybody	96%	94%	88%
White	96	94	89
Black	84	85	78
Latino	99	96	82
Asian	98	93	91

Percent starting in CCs by quintile of HS Academic Resources

	White	Black	Latino	Asian
Highest quintile	7	1	8	7
2nd	24	10	32	38
3rd	46	46	45	45
4th	60	27	74	46
Lowest quintile	65	68	73	67



Achieving the Dream says

- That community colleges are going to move students forward no matter when those students enter, and regardless of background, i.e. “We work with what we get.”
 - I argue that 2/3rds of your first-time credit seeking students are coming directly out of high schools, and that you cannot ignore your feeders or the preparation process---not if you want to improve participation
- 



Enter the “Toolbox” stories

. . .and their community college tones,
Reinforced in *Moving Into Town*






These stories ask about student **assets**, not
deficits

They are can-do stories



What are the core themes?

- Academic momentum;
 - Curriculum counts—both in high school and college;
 - Student uses of time are now more important than place; and
 - Students are front-and-center as decision-making adults.
- 



Two sets of community college students

Community college beginners

Community college users

Community college beginners in the *Toolbox Revisited* universe

	% of All	CC Creds	4-year Creds	Earned Assoc
Started in CC	20%	51	59	33%
Transferred	16	55	72	38
No transfer	4	33	8	15

Community college users among those who started in a four-year, I

	Incidental users	Substantial users
% of ALL	12%	14%
CC Credits	6	35
Alternating enrollment	3%	49%
Summer term	71%	13%
Reverse transfer	15%	35%


Community college users among those who started in a four-year, II

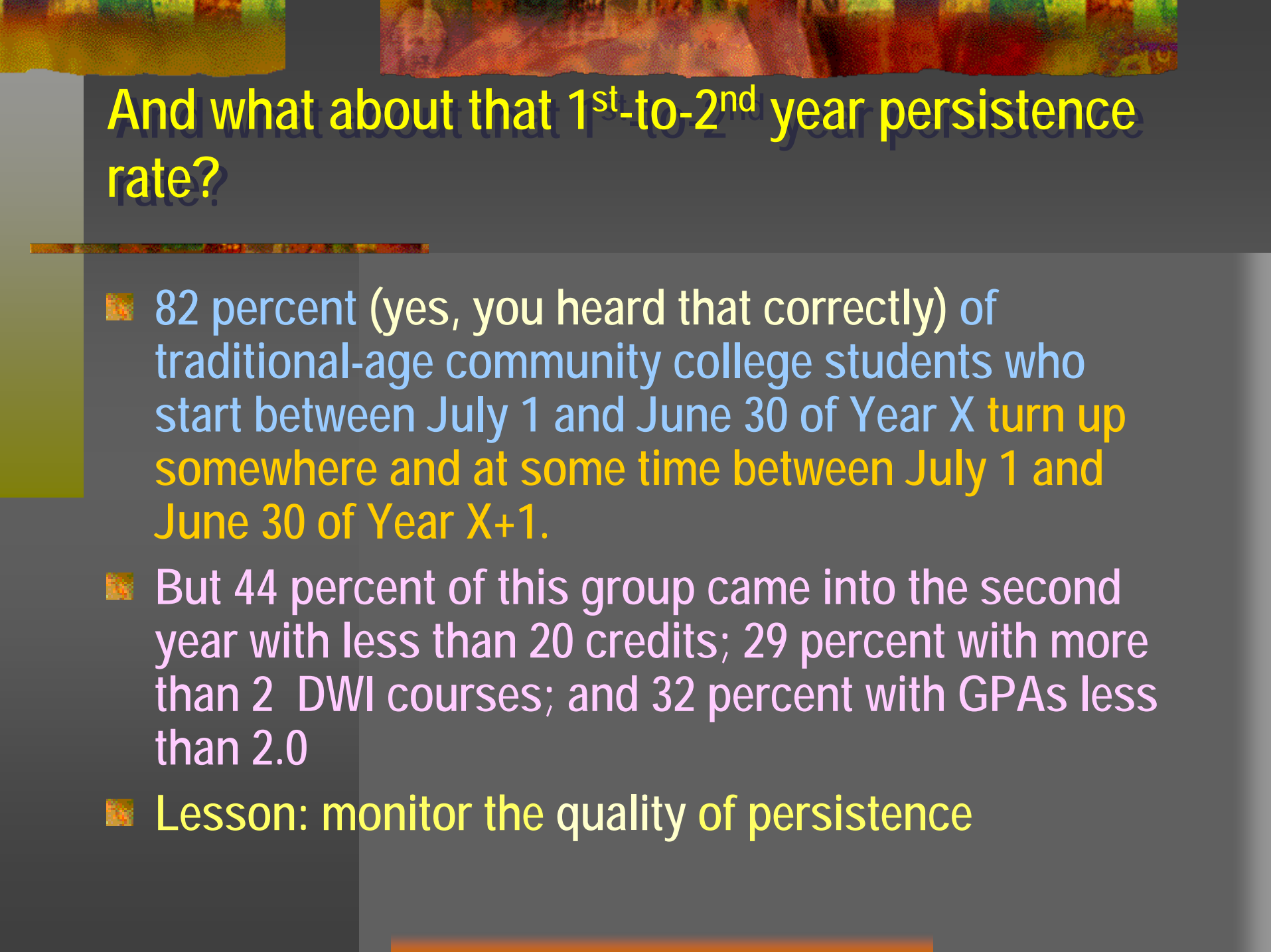
	Incidental users	Substantial users
Creds from 4yr	112	70
% of creds from CC	5%	33%
GPA	2.67	2.55
No degree	25%	42%
Bachelor's	73%	40%

The background features a dark grey central area. At the top, there are two horizontal bands of abstract, textured patterns in shades of orange, red, and green. On the left side, there is a vertical green-to-yellow gradient bar. A thin horizontal line of the same abstract pattern is positioned below the main title text.

With over 40% of the student universe

the community college role in the
Toolbox stories is substantial

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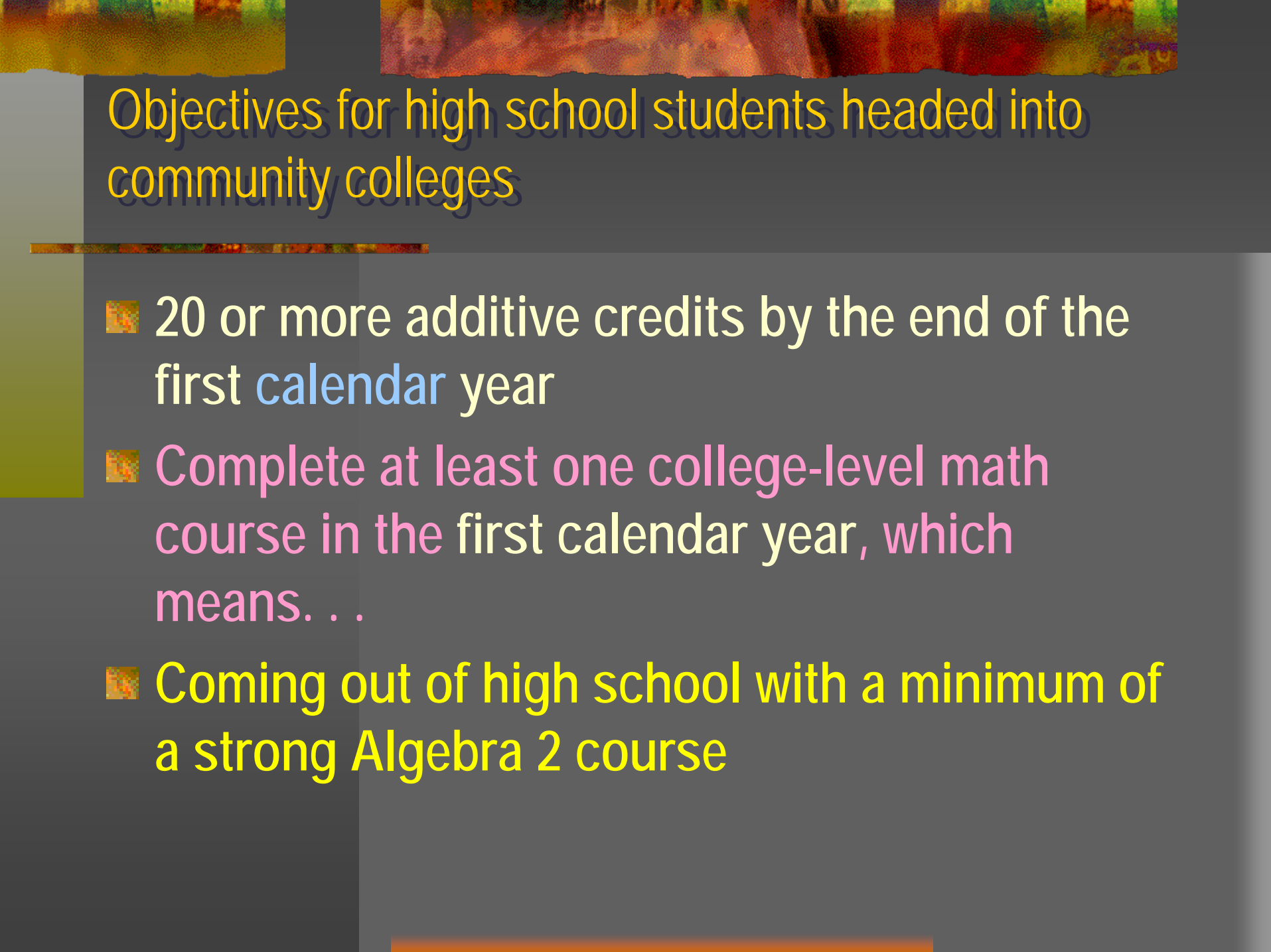
And what about that 1st-to-2nd year persistence rate?

- 82 percent (yes, you heard that correctly) of traditional-age community college students who start between July 1 and June 30 of Year X turn up somewhere and at some time between July 1 and June 30 of Year X+1.
- But 44 percent of this group came into the second year with less than 20 credits; 29 percent with more than 2 DWI courses; and 32 percent with GPAs less than 2.0
- Lesson: monitor the quality of persistence



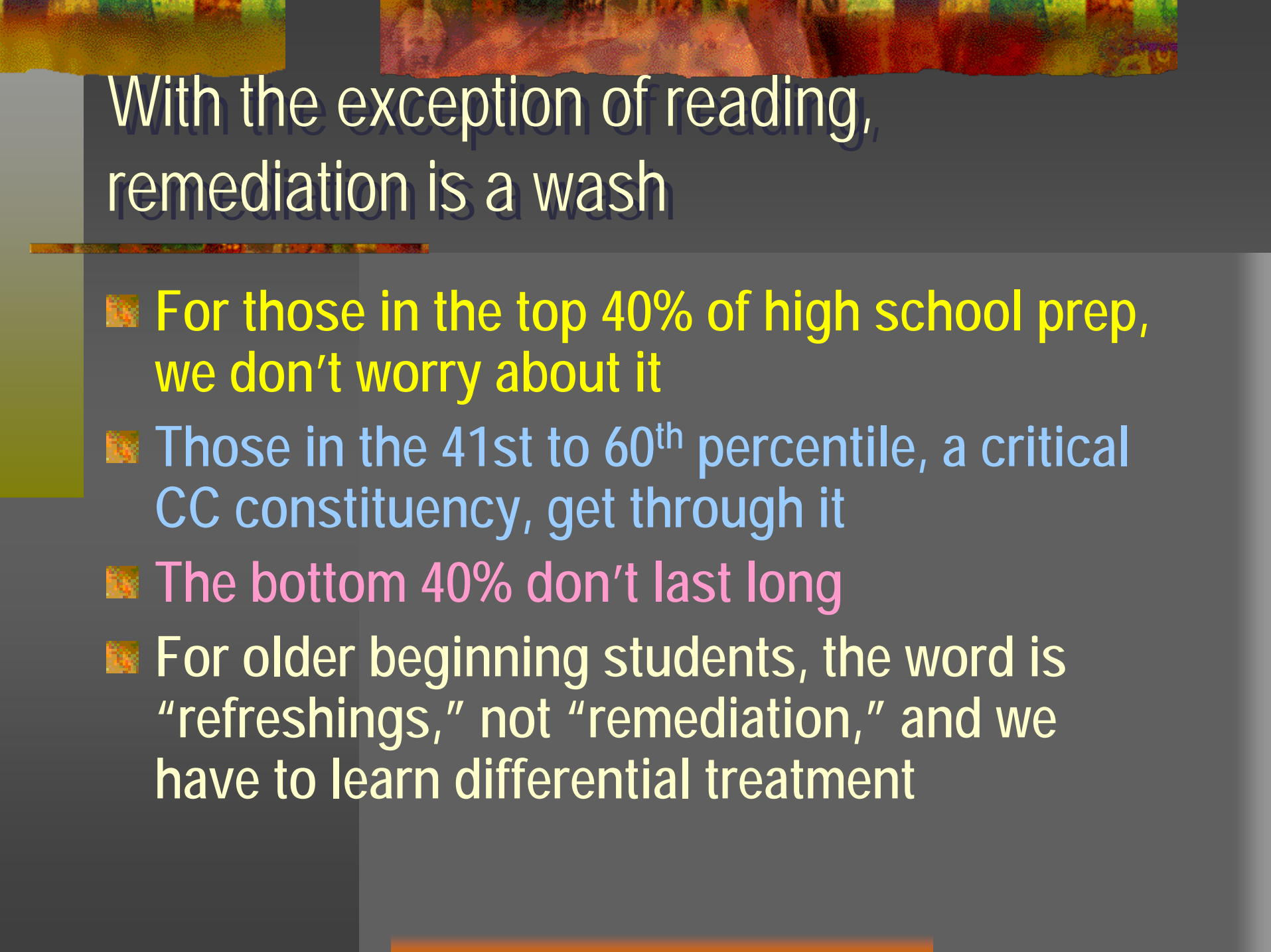
WARNING! The 2nd year may be more important than the first

- A 17-credit spread by the end of the 2nd year between CC beginners who earned a degree and those who didn't
- A 29 percent spread in passing standard English comp
- A 13 percent spread in College Algebra
- Spreads in other default gateways (A&P, US Government, Intro Accounting) are large but have to be judged in the context of student programs



Objectives for high school students headed into community colleges

- 20 or more additive credits by the end of the first calendar year
- Complete at least one college-level math course in the first calendar year, which means. . .
- Coming out of high school with a minimum of a strong Algebra 2 course



With the exception of reading,
remediation is a wash

- For those in the top 40% of high school prep, we don't worry about it
- Those in the 41st to 60th percentile, a critical CC constituency, get through it
- The bottom 40% don't last long
- For older beginning students, the word is "refreshings," not "remediation," and we have to learn differential treatment



How do we get there, Part I

- Reading boot camps (e.g. reading aloud movie scripts) to 10th/11th grade levels, or “Reading Rocks” starting in grade 9
- 6 credits of dual enrollment in real stuff, not fluff
- Applied math in high school using algebra, geometry, and trig, e.g. construction cost estimating
- Summer term entrance




How do we get there, Part II

Put samples of 1st additive-credit level course test questions, writing assignments, and labs on your Web site

Clean up your Web sites so that high school students know how to get there from here!

Your Web sites are now playing the role of high school guidance counselor.





If community colleges did not play such a substantial role in the Toolbox stories. . .



These questions would not be raised.





For course participation data



- www.ed.gov/rschstat/research/pubs/empircurr.index/html