College Completion: “The Big Goal”

President Obama asks every American to commit to at least one year or more of higher education or career training.

By 2020,
• America to have highest proportion of college graduates in the world.
• CCs to produce an additional 5 million graduates

By 2025,
• Bill & Melinda Gates Foundation: Double low-income adults w/ degree/certificate by age 26.
• Lumina Foundation: Increase # with degree/credential to 60% (from 40%)
CA CCs Focus on Completion?

• CA Community College League: A 2020 Vision
• CA CC Graduation Initiative: 1 million additional certificates and degrees by 2020
• CC Student Success Task Force (SB 1143 Liu): increase student success and completion
• Communities Learning in Partnership (CLIP): Gates grant to Riverside and San Francisco to double completion of low-income students
The challenge:

• 84% of CCC students placed into remedial math. Of those placing in lowest levels, only 10% successfully make it to college level math.

• 72% of CCC students placed into remedial English. Those placing in the lowest levels have a 25% chance of making it to transfer level English.


Percentage of Students Taking Remedial Courses, by Race/Ethnicity

- White (Non-Hispanic): 36%
- Asian/Pacific Islander: 38%
- African American: 62%
- Hispanic: 63%

Excerpted from *Complete College America, Inaugural Hearing, July 3-4, 2010*
Of students referred to remediation . . . about 72% of those who went directly to the college-level course passed that course, while only about 27% of those who complied with their referral completed the college-level course.

National Study of 57 Achieving the Dream Colleges
Large scale national studies

- Florida and Texas: no positive effect of remediation on college credit accumulation, completion, or degree attainment.
- Texas:
  -- No evidence students taking remedial reading or math more likely to earn degree than comparable students going straight into academic classes
  -- In some colleges, significantly less likely to complete at least one year of college or earn a degree.

100 students start 3 levels below college-level
75% pass the first course (75 students)
75% of them enroll in next course (56 students)
75% of them pass course (42 students)
75% enroll in next level (32 students)
75% pass that course (24 students)
75% enroll in next level (18 students)
75% pass the college-level course (13 students)

Only 13 will pass the college-course.

Katie Hern, with Myra Snell, *Exponential Attrition and the Promise of Acceleration in Developmental English and Math*. RP Group Newsletter, June 2010
Contextualized Teaching and Learning (CTL)

Many people learn better and faster, and retain information longer, when they are taught concepts in context.

– Makes it relevant
– Engages and motivates hard-to-reach students
– Increases learner confidence & enthusiasm
– Enhances interest in long-term goals & education

Center for Student Success, Research & Planning Group.
Basic Skills as a Foundation for Student Success in CA Community Colleges, p. 58.
Different ways to accomplish CTL

- Infused academic courses
- Infused occupational courses
- Linked courses
- Team teaching of integrated academic and occupational courses

D. Perin. *Academic-Occupational Integration as a Reform Strategy for the Community College: Classroom Perspectives*. Teachers College Record, vol. 103 2010

I-BEST — Integrated Basic Education & Skills Training

• WA state “tipping point”: 1 yr CC + certificate
• Address basic skills concurrently w/ credit Career Technical Education: Adult Ed faculty team teach with CTE faculty
• Piloted at 10 colleges; then spread to all 34 CCs: 5 X’s college credits; 15 Xs more likely to complete
• 1.75 FTES reimbursement of I-BEST students
• Obama cites I-BEST in April 2010 speech
Contextualized learning in the CCCs

Students in contextual math compared to standard math courses:

• 327% more likely to pass contextual course
• 387% more likely to pass degree applicable coursework in the same semester
• 400% as likely to pass transfer-level course in the same semester

W. C. Wiseley. *Effectiveness of Contextual Approaches to Developmental Math in CCCs*. Univ. of Pacific, May 2009
Contextualized learning in the CCCs

Students in contextual math compared to standard math courses:

• 167% more likely to pass degree applicable coursework in the subsequent semester

• These effects are more pronounced for Black and Hispanic students.

W. C. Wiseley. Effectiveness of Contextual Approaches to Developmental Math in CCCs. Univ. of Pacific, May 2009
CCC: Career Advancement Academies

- Establish pipelines to college and high wage careers for underemployed, underprepared young adults (18 – 30 years old)
- Demonstration projects: 29 colleges in 3 regions (East Bay, Central Valley, Los Angeles)
- Partnership: CCCCCO and philanthropy
- Utilize CTL as core strategy for underprepared, underemployed young adults
- 92% retention; 78% course success*

* Source: Public/Private Ventures and Cal-PASS, April 2010.
Growing momentum

• CAAs refunded for 2010-11 ($5M)
• CCC CTE and basic skills initiatives survived cuts
• Faculty CTL Primer (RPG, CLP, ASCCC) with Student Perspectives Video (CLP)
• “Linked Learning” endorsed by CA Dept. of ED as high school transformation strategy:
  – “rigor and relevance”
  – “college and career”
• Federal H.R. 6174: $100M for The Linked Learning Pathways to College, Career & Citizenship Success Act
2020 Vision Recommendations . . .

• Develop an enhanced Basic Skills funding model that includes clear and expedited pathways for students tied to defined research-based benchmarks or “momentum points” leading up to and including completion.

• Develop alternatives to traditional curriculum sequences using linked or contextualized curriculum across curricular areas.

Southwest College: Spanish to English Associate Teacher Certificate

• Addresses needs of Spanish speaking students seeking Child Development (CD) credentials and entry or advancement to the field
• Transitions students from full Spanish to English instruction
• Learning Community: CD courses linked with “ESL for CD”
For more information:

Linda Collins
LCollins@CareerLaddersProject.org

Luis Chavez
Lchavez@CareerLaddersProject.org

www.CareerLaddersProject.org