

Summing Up and Looking Ahead

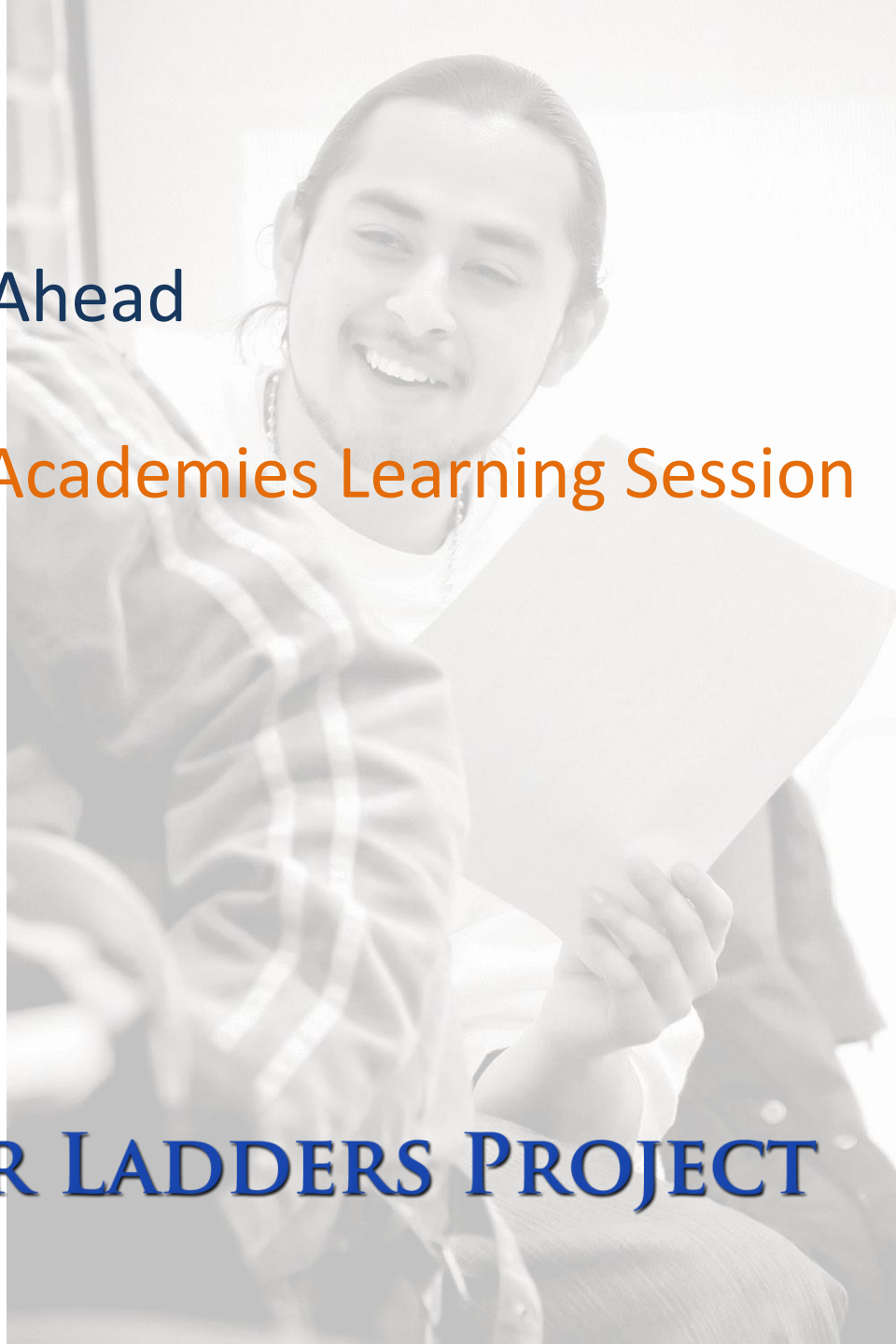
L.A. Career Advancement Academies Learning Session

Linda Collins

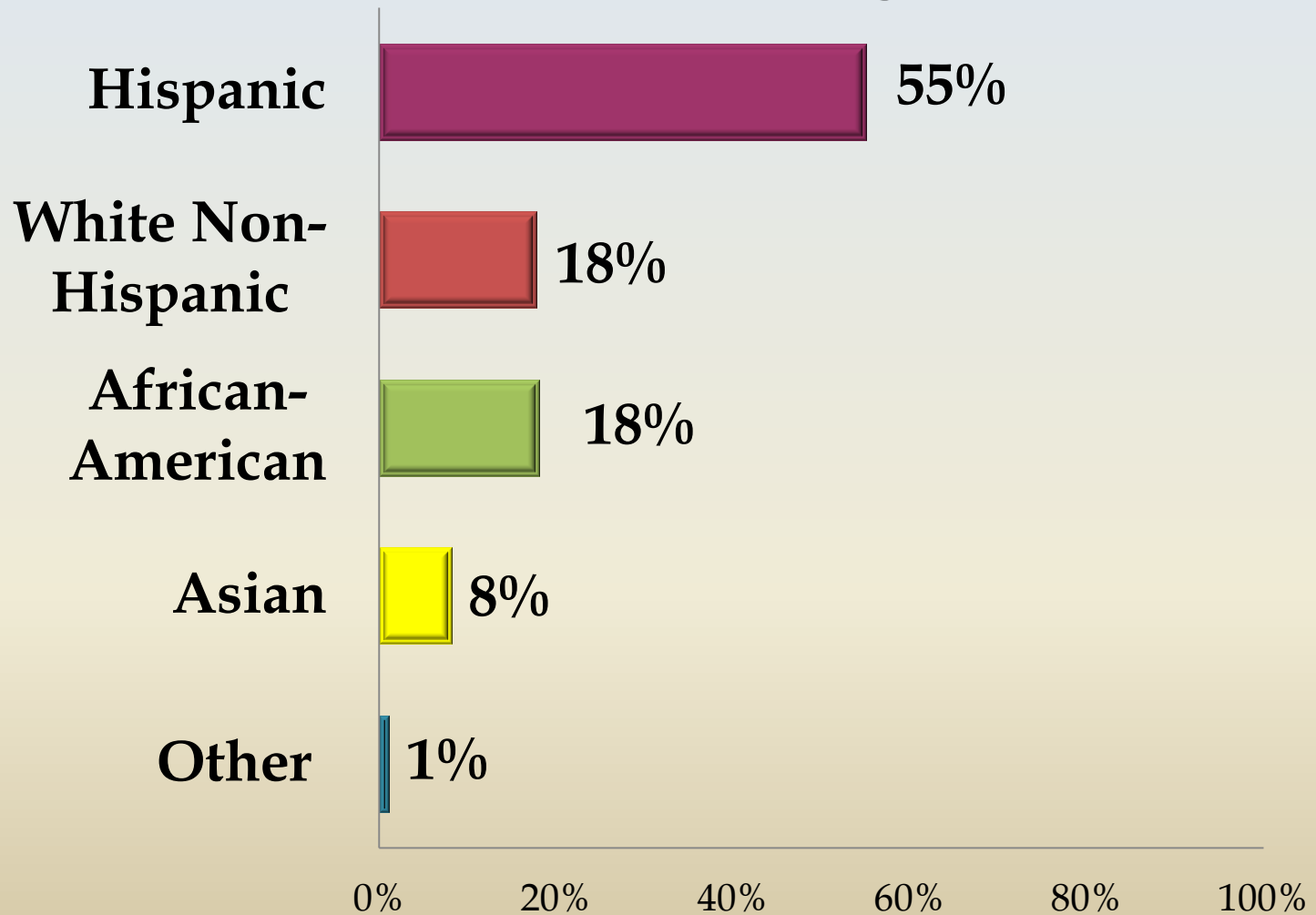
September 29, 2010



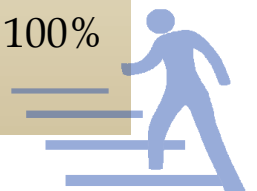
CAREER LADDERS PROJECT



Ethnicity breakdown CAA students: Fall 2007- Spring 2010



Percentages are based upon matched MIS data provided by Cal PASS .



Course Success and Retention* Rates

CAA students FA 07 – FA 09 **

Region	Success	Retention
East Bay	64%	86%
Central Valley	80%	94%
Los Angeles	82%	91%
Total	78%	92%

- * Course success is defined as achieving a grade of A, B, C, P or Cr in attempted units.
Course retention is defined as completing the course (grade of A,B,C,D,F*,CR,NC,I*,P,NP)
- ** Not all data is available and will be updated.

Source: Public/Private Ventures and Cal-PASS, April 2010



Into the future

- Local funding
- SB70/1133 funding
- Commission on the Future:2020 Vision
- Pathways to Prosperity
- Federal funding
- Philanthropic opportunities



President Obama: “The Big Goal”

Asks every American to commit to at least one yr. or more of higher education or career training

By 2020,

- America to have highest proportion of college graduates in world
- Additional 5 million CC graduates



College Completion: “The Big Goal”

By 2025,

- Bill & Melinda Gates Foundation:
Double # low-income adults w/ degree or certificate by age 26.
- Lumina Foundation:
Increase # with degree/credential to 60%
(from 40%)



The challenge:

- 70% of CCC students placed into remedial math. Only 10% successfully make it to college level math
- 42% of CCC students placed into remedial English. They have a 25% chance of making it to transfer level English

Environmental Scan: Summary of Key Issues Facing CCCs.

Center for Student Success, Research and Planning Group, 2005



Nationally:

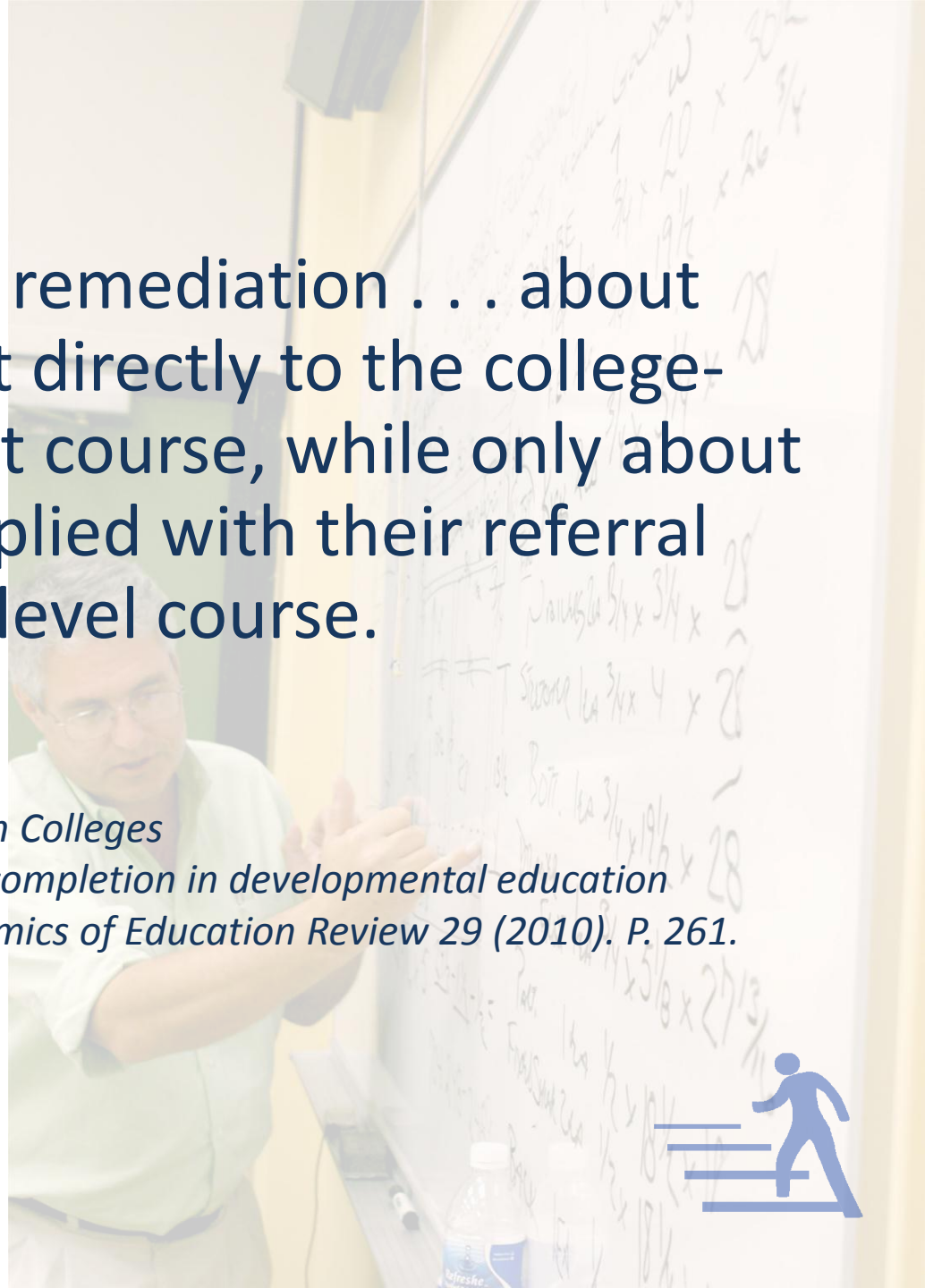
Only 20% of students referred to math remediation and 37% referred to reading complete the first college-level course within three years.

T. Bailey, et. al. Referral, enrollment and completion in developmental education sequences in community colleges. Economics of Education Review 29 (2010). P. 261



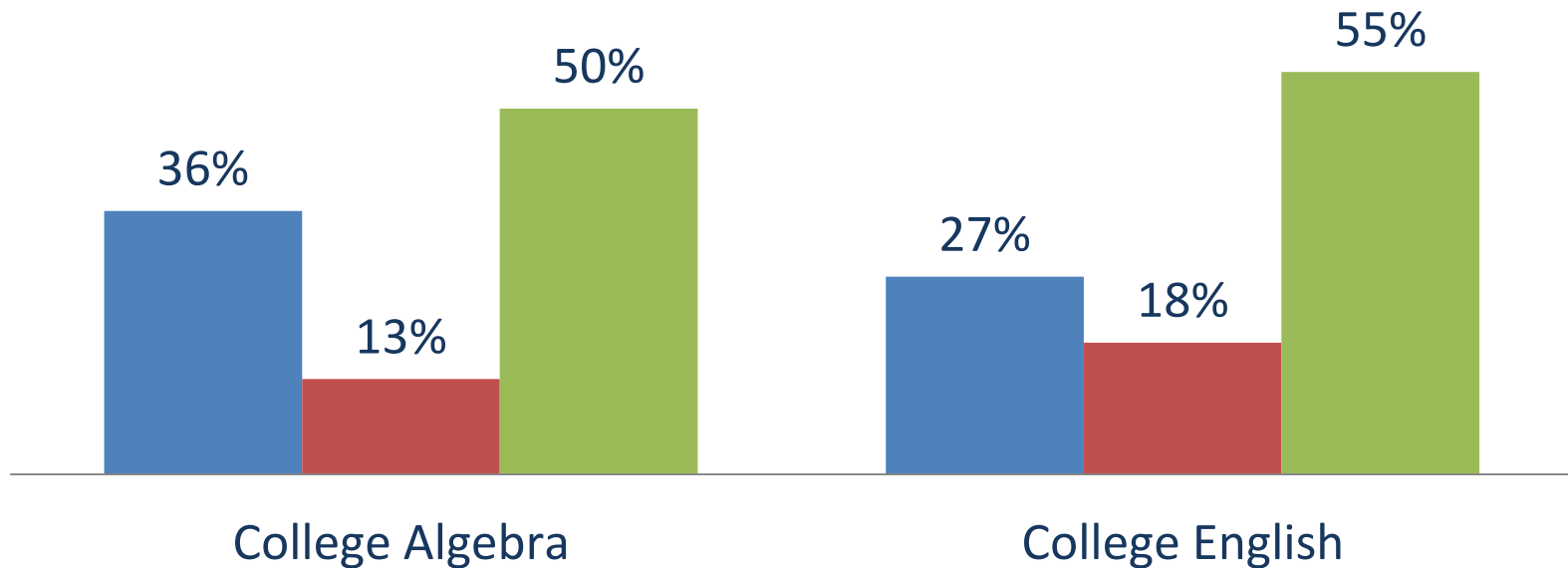
Of students referred to remediation . . . about 72% of those who went directly to the college-level course passed that course, while only about 27% of those who complied with their referral completed the college-level course.

National Study of 57 Achieving the Dream Colleges
T. Bailey, et. al. Referral, enrollment and completion in developmental education sequences in community colleges. Economics of Education Review 29 (2010). P. 261.



Among students who *do complete* a remedial sequence, many don't have success in first college-level course

■ Did not Enroll in Gatekeeper Course ■ Enrolled, but not passed ■ Passed



Bailey, T., et al (2008)

Excerpted from *Complete College America, Inaugural Hearing, July 3-4, 2010*



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.

P. Schmidt. Three New Studies Question the Value of Remedial Courses. Chronicle of Higher Education, July 4, 2008.



Do the math

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.



Contextualized learning

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

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



Contextualized learning

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.

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





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