CCCLLI 2.0
California Community College Linked Learning Initiative

November 3rd, 2014
OUR COLLECTIVE GOAL

- CCCLLI aims to strengthen the connections between high schools and their regional community colleges in order to improve student post-secondary transition and success.

- Using the Linked Learning District Initiative as a launching point, we are working to remove barriers and to align and extend pathways into community colleges.

- In several Career Pathways Trust initiatives, CCCLLI sites provide leadership for the region by informing best practices and lessons learned in the high school-to-college transition space.

- This is made possible by generous funding by the James Irvine Foundation.
Meeting Objectives

- Convene CCCLLI 2.0 partnership sites, allies, and partners in a community of practice to celebrate progress and solidify action plans for 2014-2015

- Share three key strategies of CCCLLI

- Discuss ways CCCLLI partnership sites can provide leadership for their region in Career Pathways Trust initiatives by informing best practices and lessons learned in the high school-to-college transition space

- Agree upon key deliverables, needs, goals and expectations
Dr. Elizabeth Gonzales
Senior Program Officer, Youth

The James Irvine Foundation
Linda Collins
Executive Director
Career Ladders Project
Taken together these represent an unprecedented, historic opportunity to align our efforts and forge deep partnerships to move all our young people to both college AND career.
Transitional Programming
Access To Pivotal Adults - A Critical Factor

Assistance with college application:

- A study among 23 public high schools, students said a pivotal adult at their school identified them as having the potential to succeed in college and assisted them with their college application (Noeth & Wimberly, 2002).

- First-gen students of color pivotal adults encouraged them to dream beyond a high school diploma, a critical factor, affecting their transition to higher education (Farmer-Hinton, 2008).
Access to Pivotal Adults
Not Equally Distributed

Three national longitudinal studies – first-generation students were less likely to receive help from their schools (Choy, 2001).
High School Counselors - No Time for College Planning Support

• Diminishing resources - shifted counselor roles from educational guidance - addressing social problems such as violence, drug abuse (McDonough, 2005)

• In general, college planning is not built into public high schools:
  • No one is held responsible for college-going rates
  • No staff member has primary responsibility for college advising (McDonough, 2004)

• Recent study – HS counselors inadequately trained in the area of college planning - rarely discussed career pathway options with students (Bridgeland, et al., 2006).

• Counselor to student ratio 3000:1 (Ceja, 2000)
Community College Counselors - Overwhelmed

- In this study among 73 community colleges, 41% indicated that less than half of students at their college gained access to individualized counseling (Venezia, Bracco, Nodine, 2010).

- Many community colleges have a ratio of 1000 to one, indicating that many new students get little to no attention (Pathways to Prosperity, 2011).
After-School Program Providers - Not Far Reaching Enough

Study among 23 urban high schools - although these programs target underrepresented students, less than half (42%) of study participants were given the opportunity to participate in an early outreach program due to limited capacity (Noeth & Wimberly, 2004).
HS Counselors Disproportionately Serving High Income & Four –Year Bound Students

• Study of 9,471 high school students –
  African-Americans and Latinos students reported being the most strongly influenced by counseling services in their post-secondary plans (Lee & Ekstrom, 2011).
  Low-income students of color received limited counseling services, as compared to their white and high-income counterparts (Lee & Ekstrom, 2011).

• CA Chicano study –
  Students who were not planning to attend a four-year institution had difficulty finding any guidance from home, school or outside programs. For those who indicated they were community college bound, they were less likely to receive counseling than their 4-year bound peers (Ceja, 2000).
Community College Information Rarely Distributed

- A majority of all high school graduates land in the community college.

- Student feedback across five community colleges:
  - Majority of students expressed frustration over the lack of information they had received about community colleges in their transition from high school.
  - Students indicated that they did not notice a community college presence at their schools and had only received information about four-year colleges. Venezia (2010)

- Dissemination of information about community colleges to first-gen students of color is critical (Venezia, Kirst, et al., 2002).
Suggested Implementation Strategies

- Each system identify a counselor to focus on college access
- Understand access data
- Cross system counselor collaboration
  Professional development (matriculation process, pathways, undocumented students, etc.)
- Bring CC application process into the high school during the school day
- Promote the community college *equal* to the four year
- Systemic reform – change the way we do our work
Improving College Placement Accuracy

- **Why** is improving placement key to increasing community college completion rates?

- **What** are the Placement strategies that reduce remediation rates while maintaining success in college level courses?

- **How** to effectively implement these strategies?
About two thirds of all CC students in CA and nationally enroll in one or more remedial courses. (BPS 2003-2004 cohort; CCCO 2009)

Less than one-third complete the remedial sequence and enroll in a college level course. (Bailey, Jeong & Cho 2008)

In fact, enrolling in remedial courses negatively affects student’s chances of earning a credential. (Dadgar 2012; Martorell & McFarlin 2011; Scott-Clayton & Rodriguez 2012)

Yet many students placed into remedial courses would have been able to succeed in college level courses
The Current Assessment and Placement Landscape

In 2011, 90% of colleges used either ACCUPLACER or COMPASS

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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<tr>
<td>◆ Inexpensive to purchase, administer &amp; grade;</td>
<td>◆ In mathematics 1 in 4 students are severely misplaced; in English 1 in 3 are severely misplaced</td>
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<td>◆ Consistent measure across all students</td>
<td>◆ Being placed too low is 5-6 times more common that being placed `too high</td>
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(Scott-Clayton, Crosta & Belfield 2012)
## Alternative Measures?

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<tr>
<th>MEASURE</th>
<th>Predictive of College Success</th>
<th>Aligned with HS curricula</th>
<th>Consistent</th>
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North Carolina

- In 2015 Multiple Measures Policy to be Implemented Statewide
- Students with GPA ≥ 2.6 & graduated in less than 5 years from a NC High School are exempted from remediation
- 2010 Faculty task force working with researchers to examine different measures and find threshold
Timely Issue in California

- Title 5 requires the use of multiple measures
- Student success act requiring common assessment as one of multiple measures
- Academic Senate for CCC’s resolutions supporting the use of multiple measures (Fall 2013; Spring 2014)

“Using placement exam scores as the sole determinant of college access simply for the sake of consistency and efficiency may not be justified”
Early College Experience

• Early opportunities for high school students to explore college and career options and enroll in college courses while still in high school

• Includes dual enrollment/credit, concurrent enrollment and summer bridge

• Provides a supportive and aligned bridge into college and career pathways for students

• Creating dual enrollment courses is an excellent way for community college faculty and high school instructors to engage ongoing conversations around aligning curricula and pathways
What is Dual Enrollment?

• HS Students take college courses rather than high school courses with college level content (unlike AP)

• DE programs vary widely in terms of:
  – How many and what college courses they offer
  – Where the courses take place (on college or HS campus)
  – Who teaches them (college faculty or high school teachers who qualify as college adjuncts).

• There is some evidence re: variation:
  – Taking two or more dual enrollment courses may have substantially higher benefits
  – It may be particularly beneficial to students to take rigorous courses and on community college rather than high school campuses
  – But need to balance authenticity of college experience with access for HS students.
  – Professional development for DE instructors important, however the courses are offered
DE can increase HS graduation and college readiness

- Dual enrollment participants learn study skills and other habits related to college success; they learn “how to play the part.”
  (Foster & Nakkula, 2005; Karp, 2006; Nakkula, 2006)

- Dual enrollment is related to increased high school graduation.
  (Karp et al., 2007; Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013)

- Taking college courses on a college campus gives first generation college students college know-how and confidence.
  (Karp 2010)

- Dual enrollment participants are more likely to enroll in college than their non-participating peers.
  (Karp et al., 2007; Speroni, 2011; Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013; Struhl & Vargas, 2012)

Partially adapted from Karp, 2013, *Dual Enrollment for College Completion*
DE can encourage college completion

- Participation is related to improved college grade point averages. (Allen & Dadgar, 2012; Eimers, & Mullen, 2003; Kotamraju, 2005)

- Participation is related to persistence to a second year of college. (Eimers & Mullen, 2003; Swanson, 2008 Struhl & Vargas, 2012)

- Participation is positively related to credit accrual. (Karp et. al, 2007; Michalowski, 2007; Speroni, 2011, Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013)

- Participation is positively related to improved likelihood of degree completion. (An, 2013; Struhl & Vargas, 2012)

- Program model, course rigor, and implementation quality matter. (Allen, 2010; Kim, 2008; Speroni, 2011)

Adapted from Karp, 2013, Dual Enrollment for College Completion
All types of students benefit from DE

- Students in CTE programs benefit from dual enrollment participation.  
  (Karp, et al., 2007; Rodriguez, Hughes, & Belfield, 2012; Struhl & Vargas, 2012)

- Male students may benefit more from participation than other subgroups.  
  (Karp et al., 2007)

- Low-income, first-generation and academically “at risk” students benefit from participation.

- Some studies find that they do so to a larger extent than other student groups.  
  (Rodriguez, Hughes, & Belfield, 2012; An, 2013; Struhl & Vargas, 2012)

Adapted from Karp, 2013, *Dual Enrollment for College Completion*
Study (2008-2011) involving 3,000 students enrolled in career-focused DE courses at 8 sites across CA.

- 60% students of color
- 40% living in non-English speaking households

Participating students—compared to similar students not enrolled in DE—overall, had better academic outcomes:

- More likely to graduate from HS
- More likely to transition to a 4 year college
- More likely to persist in postsecondary education
- Less likely to take basic skills courses in college
- Accumulate more college credits

Hughes, Rodriguez, Edwards and Belfield (2012) Broadening the Benefits of Dual Enrollment: Reaching Underachieving and Underrepresented Students with Career-Focused Programs
Considerations for creating DE

- Course Selection
- Registration & Enrollment
- Instructor
- Location
- Books and fees
- Schedule Alignment
- (College) Primary Lead/s
- Timing
- Student Eligibility
- Student Mix
- Program Intensity
- Support Services
- Method of Credit-Earning
Practices in the Field

- Santa Barbara City College
  - 9th gr College Success course, ongoing Ed Planning and DE opportunities in pathways thru 12th grade.
  - 2,500 unduplicated DE head count 2012-13
- Pasadena City College and Pasadena USD
  - Following SBCC model; implementing multi-year sequence in key “meta majors.”
- Long Beach City College and Long Beach USD
  - Aligned sequence of rigorous secondary and post-secondary coursework.
  - Connected to Promise Pathways initiative (SB650 - 2011)
- Other states: Washington, Texas and Florida
  - System commitment to resources/policies
  - Large scale
  - Increasing focus on first gen, low-income students
Continuing Policy Challenges in CA

- DE enabled by state legislation and regulation, but, current legal restrictions slow expansion of DE (low enrollment priority, enrollment caps, )
- AB1451 (Holden) aimed to remove these; but held in Senate Appropriations
- Opposition from policy makers and stakeholders:
  - DE adds to the already broad CCC Mission:
    - CCC Assuming Role of High Schools?
    - Displaces K-12 Teachers?
  - Detracts from focus on the Student Success Initiative
  - Intended to generate funding
  - Perception that expansion = abuse
Useful Resources

Career Ladders Project: HS to College Transition Web Resources

Santa Barbara City College: DE Program Resources
http://www.sbcc.edu/dualenrollment/programresources.php

Guide to Launching and Expanding DE Programs for Historically Underserved Students in CA (R. Purnell; RP Group 2014)

Concurrent Courses Initiative (Community College Research Center, Career Ladders Project, James Irvine Foundation)
http://irvine.org/evaluation/program-evaluations/concurrent-courses-initiative
How do you envision using the three “buckets of work” (Transitional Programming, Improved Placement and Dual Enrollment) to promote our shared goals of ensuring college and career readiness, access, and success for all students?
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