

## Northern-Central California – 2016 Student Success, Completion, Equity & Workforce



**Solano Community College**  
**Fairfield, CA**  
**March 17 & 18 , 2016**



# Welcome and Overview

- ❑ Celia Esposito-Noy, Ed.D., Superintendent/President  
Solano Community College District
- ❑ Larry Galizio, President & CEO,  
Community College League of California



## Facilitators:

- ❑ Narcisa A. Polonio, Ed.D, Executive Vice President, Research,  
Education & Board Services, ACCT
- ❑ Byron McClenney, Ed.D., GISS Consultant, ACCT



# ACCT GISS Team



- ❑ Norma W. Goldstein, Ph.D., Acting GISS Coordinator
- ❑ Cynthia Lopez, GISS Program Associate
- ❑ Byron N. McClenney, Ed.D., GISS Consultant
- ❑ Narcisa A. Polonio, Ed.D., Executive Vice President for Research, Education & Board Services
- ❑ Mia Settle, Board Services Associate

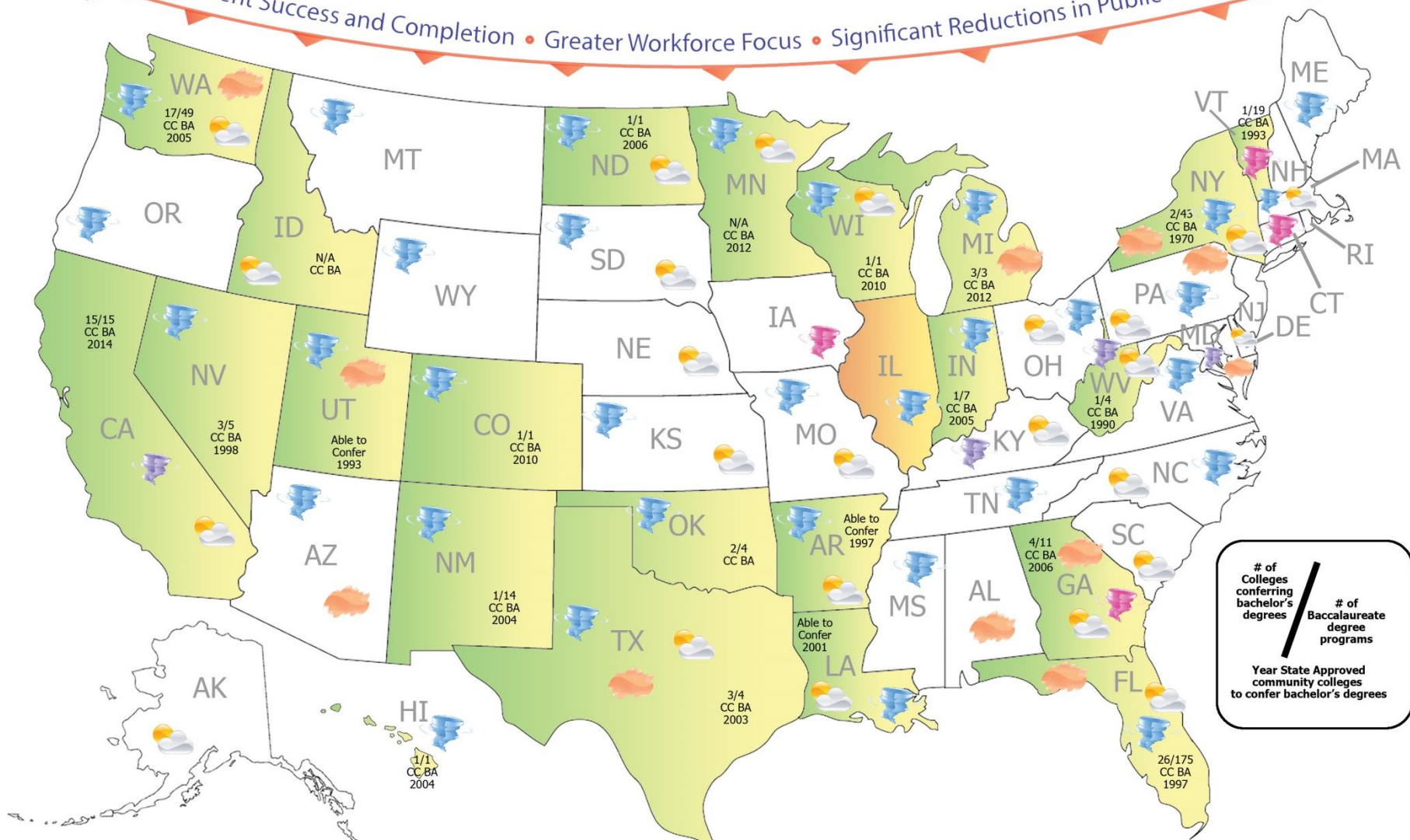
# Goals

- Increase board's awareness of their role in advancing a student success agenda;
- Engage trustee teams to use data to better understand student needs;
- Promote greater understanding of national, statewide and institutional data and goals for student success, equity, completion and workforce;
- Identify the gaps in the data and what they mean for student success;
- Share progress and reinforce commitment to action for student success for GISS returning colleges.

## Setting the Stage:

# Student Success, Completion & Equity

- ❑ National Picture of student success, equity
- ❑ California profile
- ❑ Workforce Education/Skills Gap
- ❑ Profile of your institution



# THE NATIONAL PICTURE:



## Remediation:

- More than 1 million students or 42% of all college students begin in remediation.
- 20% of those enrolled in remediation actually complete gateway courses in 2 years

--Source: Complete College America 2016

## Transfer:

- Each year 1.7 million enroll in community college with 80% indicating a goal of a bachelor's degree.
- 14% who start at a community college actually transfer.

--Community College Research Center, Aspen Institute, & National Student Clearing House Research Center 2016



# The National Picture: Persistence & Attainment

within 3 years (2012-2014)



- 7% completed a certificate
- 7 % completed an associate's degree
- 1 % completed a bachelor's degree
- 39% had not earned a credential and were enrolled at a 4-year institution
- 16% enrolled at a community college
- 30% not enrolled at any institution by Spring 2014

□ Source: IES National Center for Education Statistics, Persistence & Attainment of 2011-12 First time Postsecondary Students After 3 years, Jan 2016



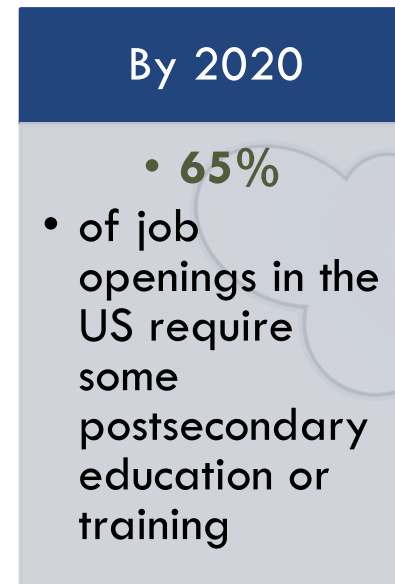
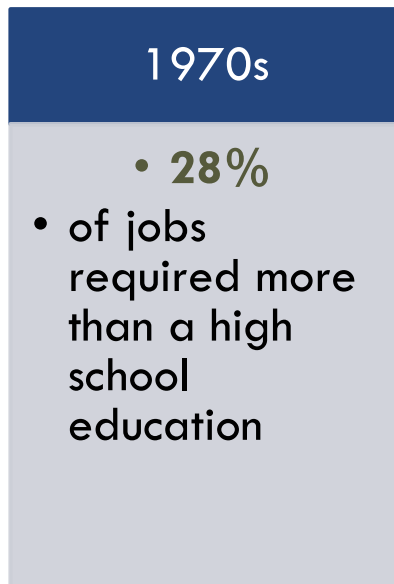
**Skills Gap** = Disparity between those who are unemployed /and companies with jobs looking for employees.

## The National Picture: The Skills Gap

- ❑ Rising demand for workers with postsecondary credentials.
- ❑ Estimated 2/3 of all job openings through 2018 will require some postsecondary education and skills development.
- ❑ Clear need for new strategies and bold actions to ensure low-skilled adults equitably join in the evolving 21st century economy.
- ❑ These workers require education and skills development to qualify for high-demand jobs, avoid unemployment and earn living wages.

# “Some College” is new Gateway into the Workforce

The Labor Market is increasingly demanding a more skilled workforce:



**Keep  
hope  
alive!**

Source: Georgetown Center on Education and the Workforce Analysis

# Access to educational opportunities leads to economic and social mobility.

- ❑ Students from families in top income quartile are 10 times more likely to get a college degree than those in the bottom quartile.
- ❑ The most affluent postsecondary students have an 85% chance of earning a credential; only 8% of the poorest ones do so.



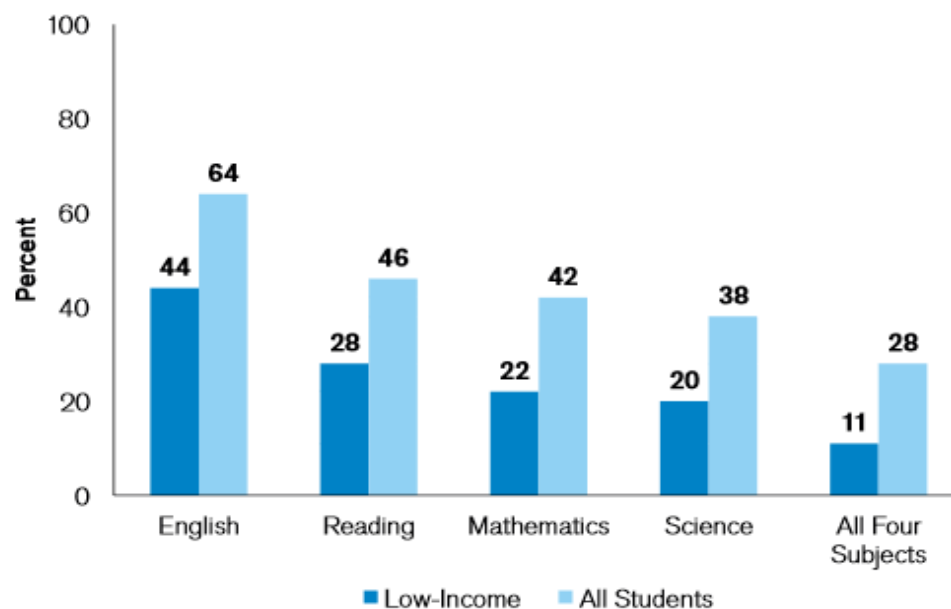
- ❑ Among students of color, African American and Latino males come to college with high expectations but have the lowest outcomes.
- ❑ Black males receive fewer than 4% of all associate degrees awarded, and Latino males earn fewer than 5%.

# Students from Low-Income Families

## Attainment of College and Career Readiness

- Low-income students are those who report that their family income is less than \$36,000 per year.<sup>2</sup>
- 440,389 low-income 2015 high school graduates took the ACT.

**Percent of 2015 ACT-Tested Low-Income High School Graduates Meeting ACT College Readiness Benchmarks by Subject**



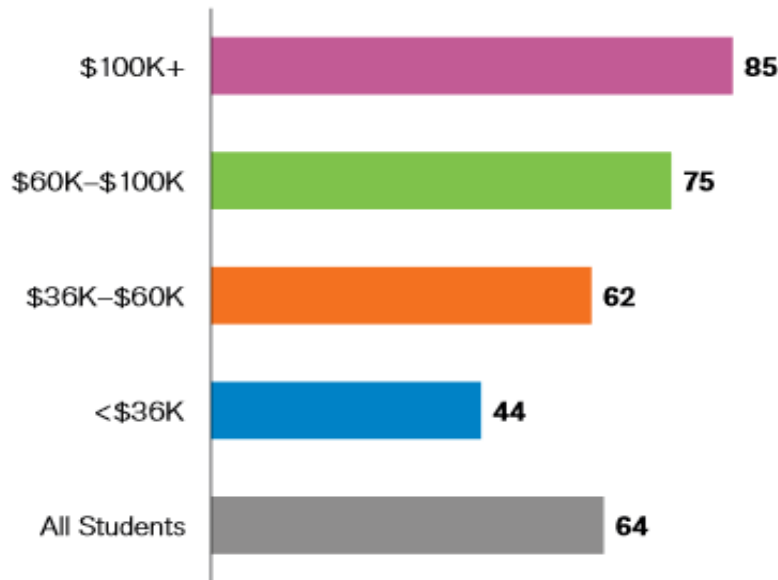
Source: *The Condition of College & Career Readiness 2015 Students from Low-Income Families*, ACT, Inc. 2015

# High School Pipeline to College

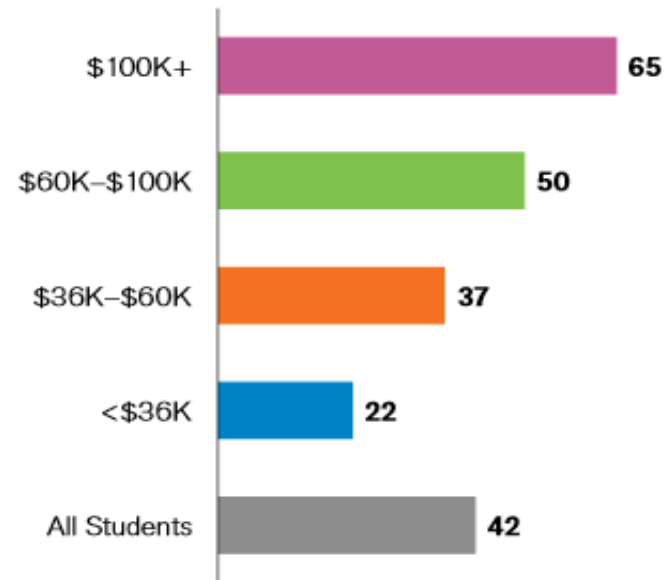
## Participation and Opportunity by Subject

Percent of 2015 ACT-Tested High School Graduates Meeting  
ACT College Readiness Benchmarks by Family Income and Subject

### *English*



### *Mathematics*



Source: *The Condition of College & Career Readiness 2015 Students from Low-Income Families*, ACT, Inc. 2015

# Only 9% of low income students complete a bachelor's degree by age 24. (ACT, Inc. 2015)



- **Board's Role:** Committing to frank, hard dialogues about the climate for underserved students on your campus, with the goal of effecting a paradigm shift in language and actions.

# The National Equity Picture (Tab 4 Equity Materials)

- Majority/Minority States: CA, TX, etc.
- *African American, Latino/a and Native American students are less likely than students from other racial groups to enter and complete college.*



- --Source: America's Unmet Promise:  
*The Imperative for Equity in Higher Education, 2015*



# Equity in context of Student Success:

- ❑ *Creating opportunities for equal access and success in higher education among historically underrepresented populations such as ethnic minority and low income students.*
- ❑ Student populations impacted by inequality issues: *African Americans, Latina/os and American Indians remain the highest student populations that are most likely **not** to attain a bachelor's degree.*

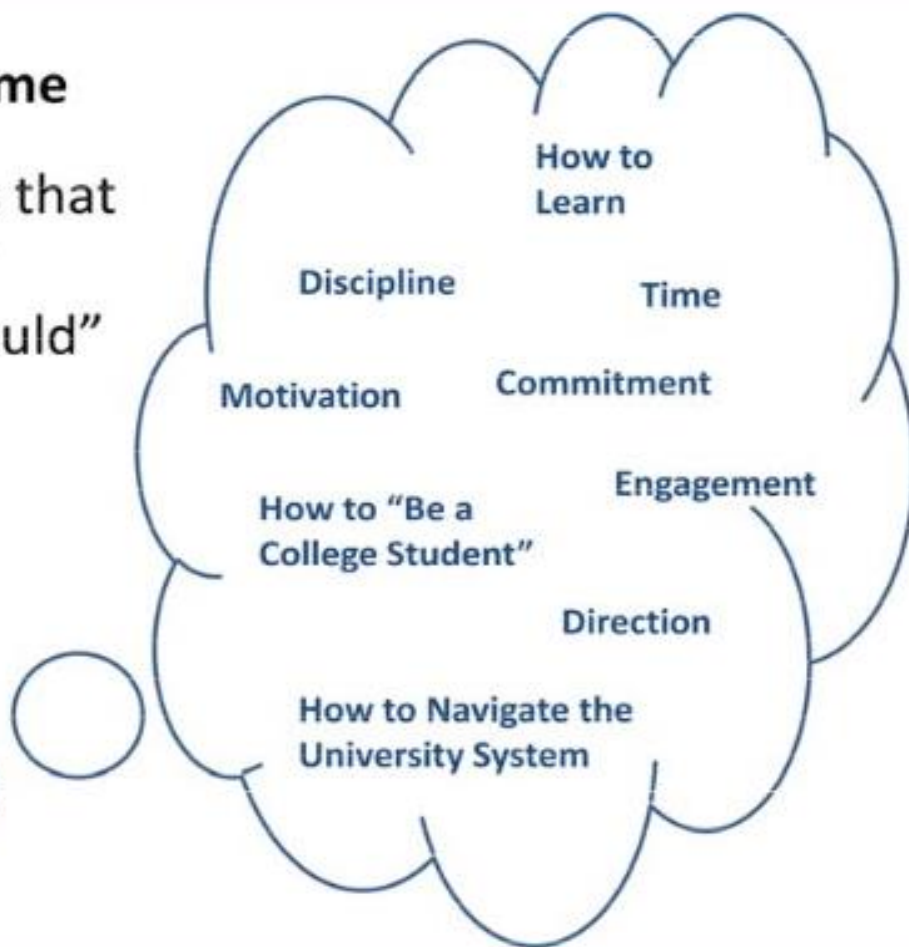
---Estela Mara Bensimon, Center for Urban Education, USC 2010

**Equity  $\neq$  Deficit-minded thinking that blames the student for unequal outcomes.**



## Deficit-Minded Frame

Emphasis on qualities that students lack or knowledge they “should” have...



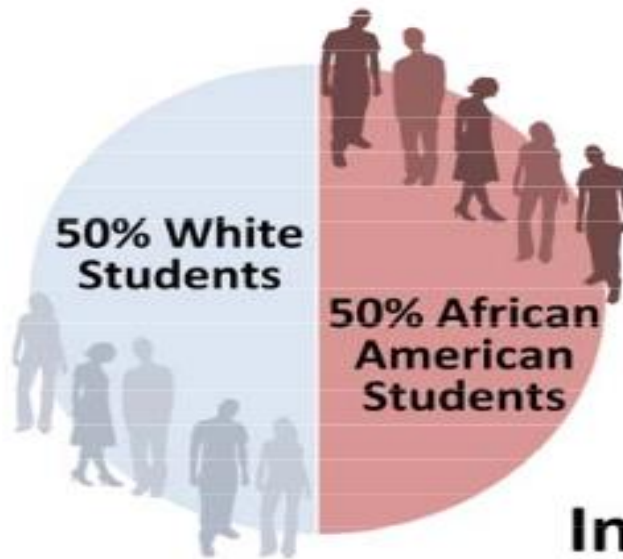
# Equity-Mindedness

- **Equity** = not just equal access but equal outcomes among all racial & ethnic student groups.



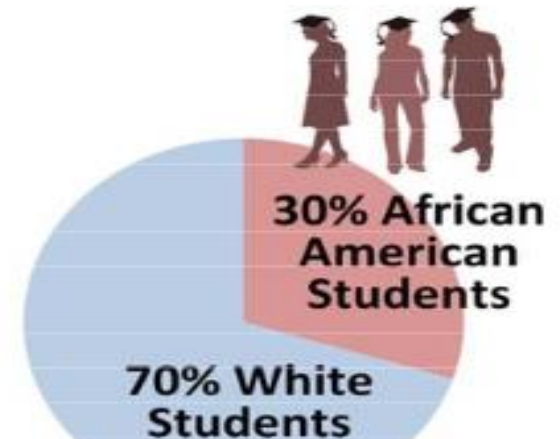
- **Outcomes:**
  - ▣ Persistence through developmental & basic skills,
  - ▣ Transfer from 2 to 4-year institutions, and
  - ▣ Degree and certificate attainment, and
  - ▣ Jobs

# Equity is not:



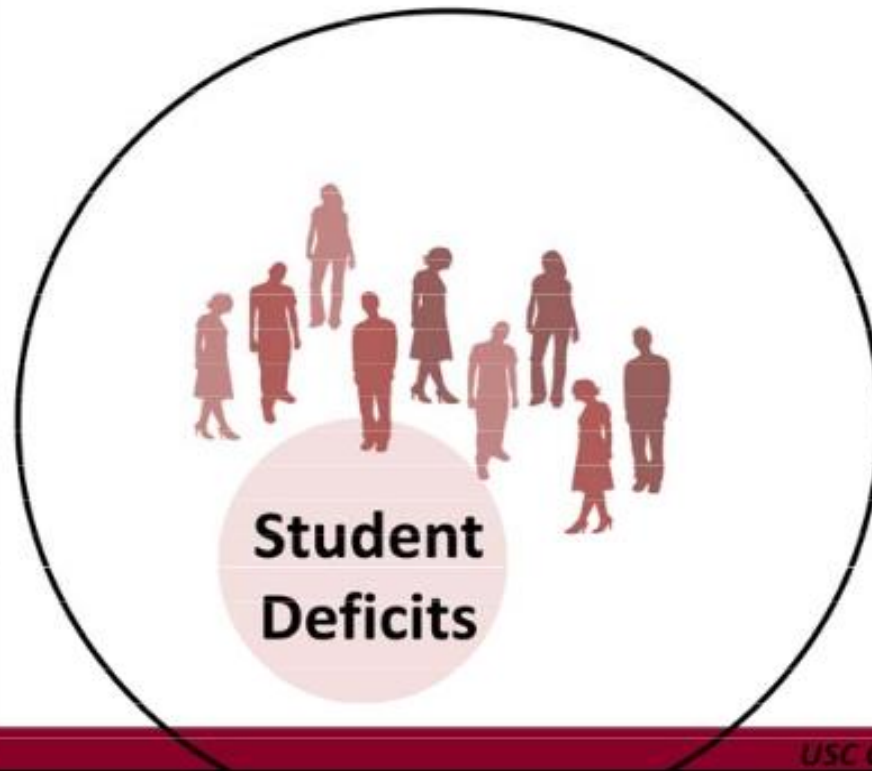
Entering Student Population

$\neq$   
Inequity



Graduating Student Population

USC Center For Urban Education (2010)



*USC Center For Urban Education (2010)*

# INSTITUTIONAL ACCOUNTABILITY

Reframe the discussion of unequal outcomes.

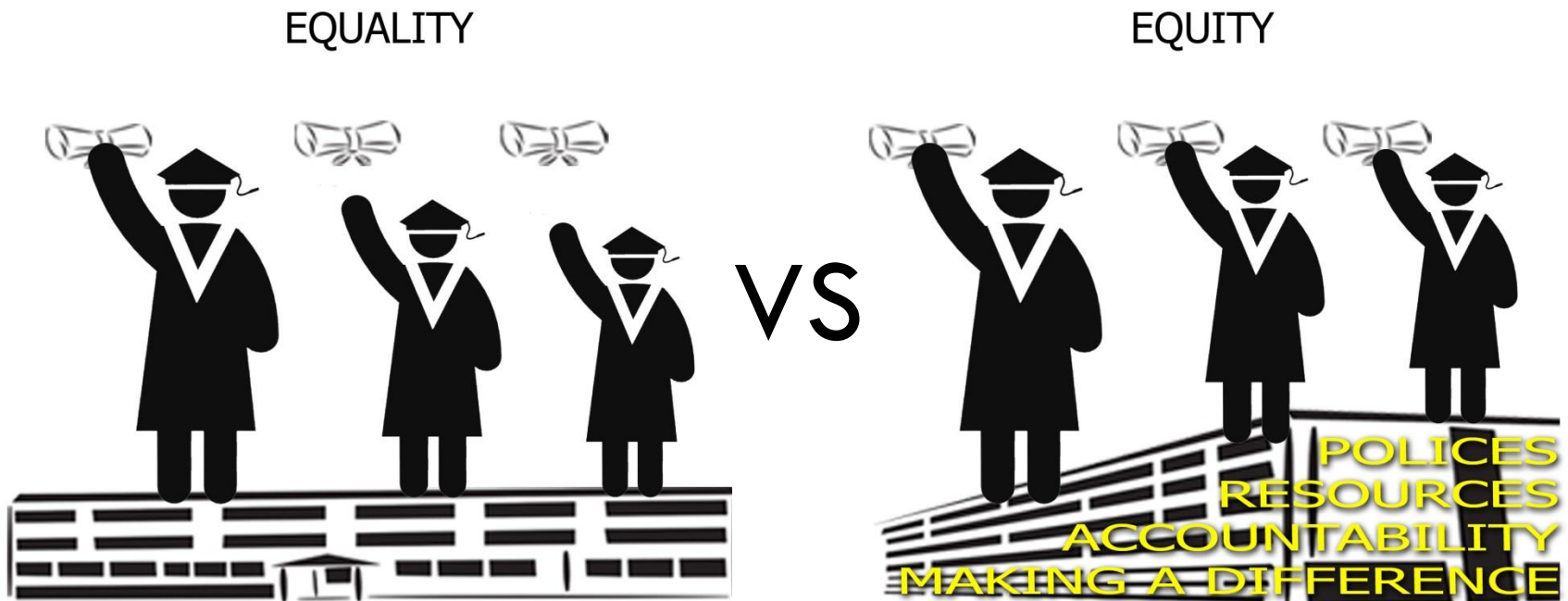
# Unconscious bias & Equity Mindedness

- *...being equity-minded involves taking stock of the contradictions between the ideals of democratic education and the social, institutional, and individual practices that contribute to persistent inequities in college outcomes among different racial and ethnic groups and socioeconomic classes.*

-Association of American Colleges and Universities, 2015

# Setting the Stage: Student Success & Equity

- What is the difference between *equality* and *equity*?





# Setting the Stage: Student Success & Equity

- ❑ Equity is NOT Equality
- ❑ What does it mean to be Equity-minded?
- ❑ What policy decisions can be made that promote Student Success and Equity at your college?
- ❑ **TEAM ACTIVITY on EQUITY**

# Equity Exercise



Privilege Walk for College Leaders and Governing Boards

# California's Profile

- ❑ Largest system of higher education in the U.S.
- ❑ CA community colleges: Awarded 190,314 certificates and degrees in 2014, a 40% increase since 2010.
- ❑ 74.4% incoming students in need of remediation (-3.6% from 2012).
- ❑ Annual Student success scorecard is part of the Board of Governors Student Success accountability system.
- ❑ System goals:
  1. Increase the # of Associate Degrees for Transfer by 5%
  2. Increase completion rates in disadvantaged target populations and track progress using equity index
  3. Increase participation rates of students 18-24, especially those from disadvantaged populations
  4. Increase the # of students developing education plans

The

# California College picture

**CA Community Colleges lead the state and the nation in providing postsecondary career and technical education (CTE).**

- **Serve 2.1 million students**
- **Offer 350 fields of study**
- **113 community colleges offer a variety of apprenticeships, short-term training, credentials and incumbent worker training**
- **Offer 8,000 certificate programs**
- **Offer 4,500 associate degree programs**

--Source: Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy 2016

# California Profile - 2016

72 districts and 112 colleges (and 2.4 million students). 40% First generation

General Data		Race/Ethnicity (largest)	
# of students in CCs	2,310,306	Hispanic	40.2%
Female	53%	White	29.0%
Male	45.9%	Asian	11.3%
Under 20	24.4%	African American	7.1%
Ages 20-24	32.2%	Filipino	2.9%
Ages 25-39	26.8%	Pacific Islander	.5%
Ages 40+	16.7%	American Indian/Alaska Native	.4%
First Generation	40.1%	Two or More Races	3.5%
Full-time	49%	Unknown	5.0%

# The California Profile 2013-14

## COHORT TRACKING

Tracked Cohort for 6 yrs. through 2013-14	Completion	Persistence	30 units	Remedial Math	Remedial English	Remedial ESL	Career Tech Ed.	Career Dev. & College Prep
Male	45.3%	71.1%	65.2%	28.8%	40.7%	28.4%	48.7%	8.1%
Female	48.1%	72.3%	67.7%	32.7%	45.7%	29.5%	53%	8.8%
Under 20	49.9%	72.7%	68.5%	28.8%	40.7%	49%	62.7%	13.1%
Ages 20-24	35%	64%	56.2%	34.3%	49%	39.8%	53.9%	13%
Ages 25-39	33.2%	68.8%	60%	28.3%	35.8%	22.5%	44.4%	6.9%
Hispanic	38.4%	70.4%	63.4%	29.4%	29.4%	19.5%	49.2%	6.5%
White	51.1%	72.9%	68.9%	35.2%	48.3%	31.3%	51.4%	11.4%
Asian	64.8%	75.4%	74.3%	44%	59.3%	36.5%	55.3%	11.7%
African American	36.8%	67.5%	55.9%	17.4%	28.4%	26.3%	45.4%	11%

# Demands: more skilled workforce – Tab 5

- **By 2025, 19 million jobs (30% of all job openings) in CA will require postsecondary education**
- **In 9 years, 65% of all job openings in the United States will require postsecondary education**

□ **Source: CA Task Force on Workforce, Job Creation & a Strong Economy, 2015**





# Skill Gaps across CA Regions:



# CALIFORNIA Interactive Resource Map



**Deputy Sector Navigator**

*Local specialized  
industry expert*



**Sector Navigator**

*Statewide specialized  
industry expert*

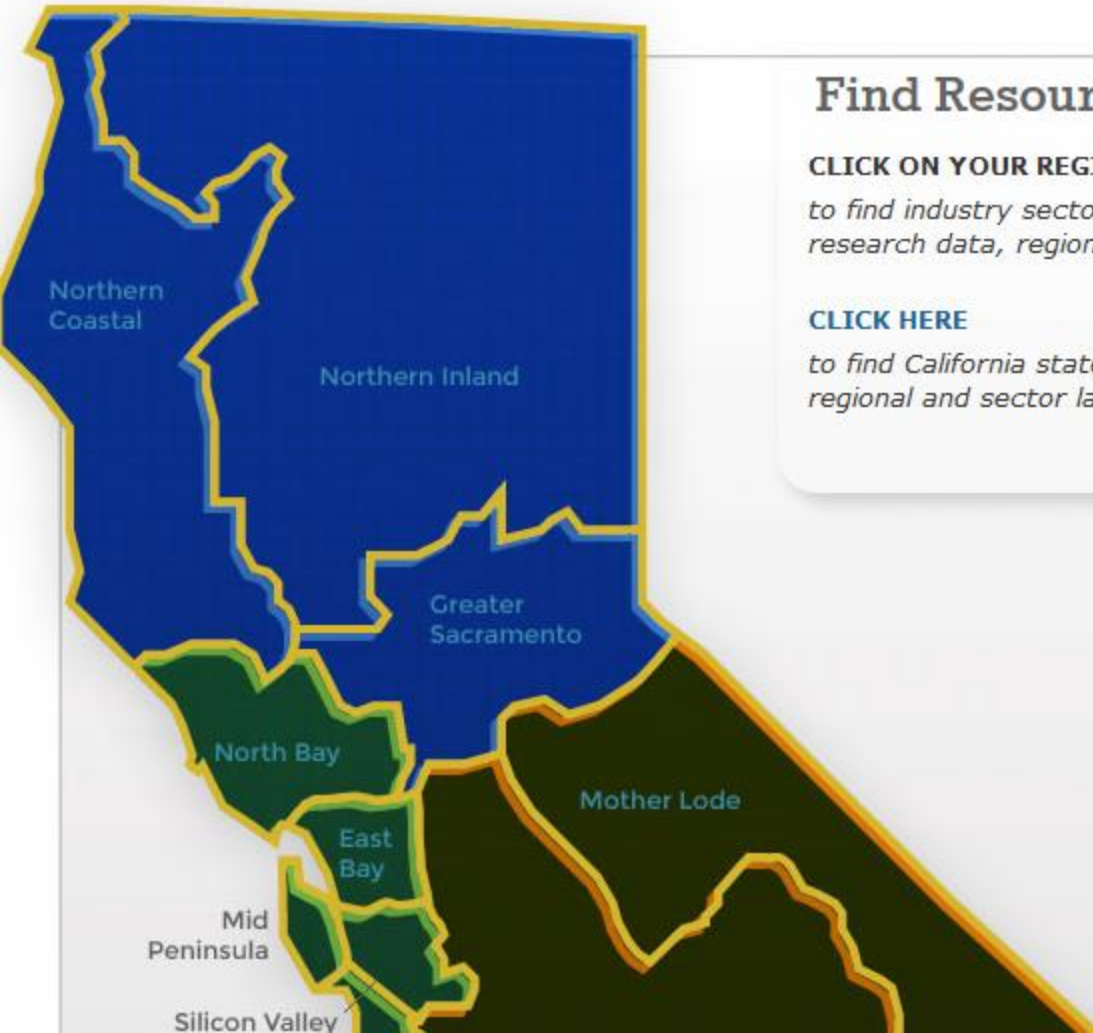


**Regional Consortia Chair**

*Regional economic director  
aligning all industry sectors  
with local businesses*



**Technical Assistance  
Provider**



## Find Resources

### CLICK ON YOUR REGION

*to find industry sectors and their navigators, regional consortia leaders, research data, regional and sector labor market reports, and more.*

### CLICK HERE

*to find California statewide industry and workforce resources, research data, regional and sector labor market reports, and more.*

# California's Changing Workforce

## Workers of Color



- 1 in 3 workers – Latino (58.4 % in 2014)
- 1 in 7 workers – Asian/ Pacific Islander (21.9% non Latino workers of color)
- Median wages for black and Latino/a worker have declined while for white workers has climbed.

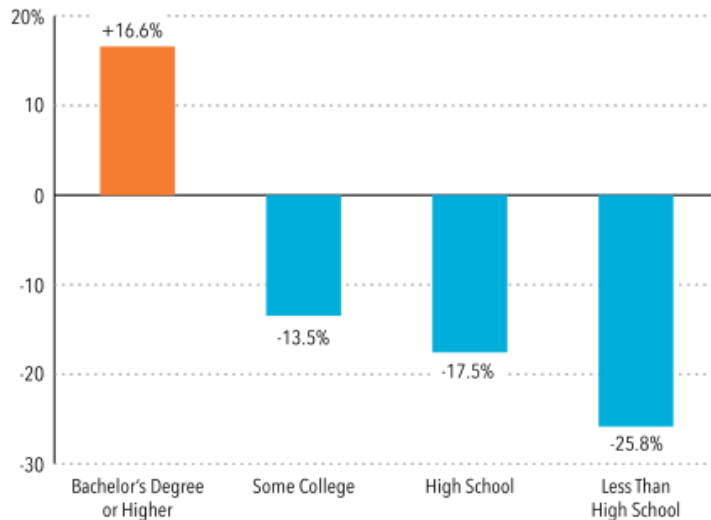
*Source: How California's Workforce is Changing and Why State Policy Has To Change With It.,  
CA Budget & Policy Center, 2015.*

# California's Changing Workforce

A growing share of California workers earn low wages.

## The Median Wage of California's College Graduates Is Up Since 1979, but Is Down for Less-Educated Workers

Percent Change in Inflation-Adjusted Median Wage, by Educational Attainment, 1979 to 2014



Note: Data are for workers ages 25 to 64.  
Source: Budget Center analysis of US Census Bureau data



California Budget  
& Policy Center  
*Independent Analysis. Shared Prosperity.*

A 26.8% share of workers in California with low wages has increased from 23% in 1979.

Boosting wages for those at the bottom of the wage distribution must be part of the state's labor market strategy.

**Source: *How California's Workforce is Changing and Why State Policy Has To Change With It.*, CA Budget & Policy Center, 2015**

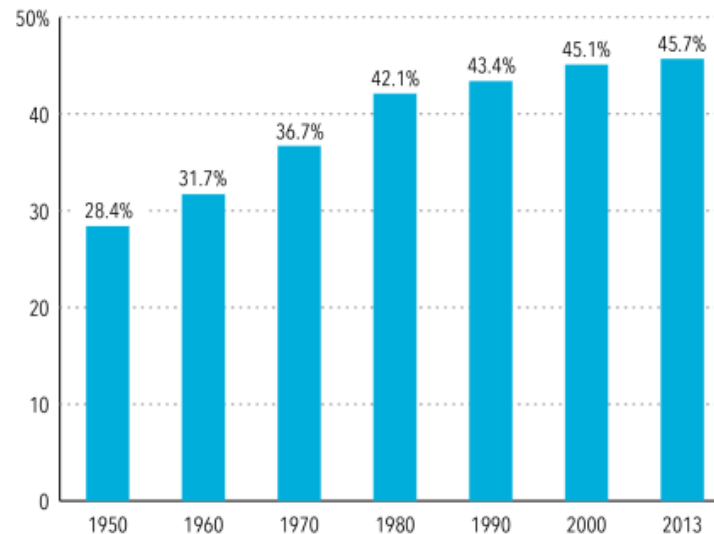
# California's Changing Workforce

## Increased women in workforce

- Women continue to play a more vital role in the CA labor market than a generation ago.
- Interaction between family & work is changing: hours worked per year by women in CA expanded

### Women's Share of the Labor Force Has Held Steady Following the Substantial Growth From 1950 to 1980

Women's Share of the California Labor Force, 1950 to 2013



Source: Budget Center analysis of US Census Bureau data



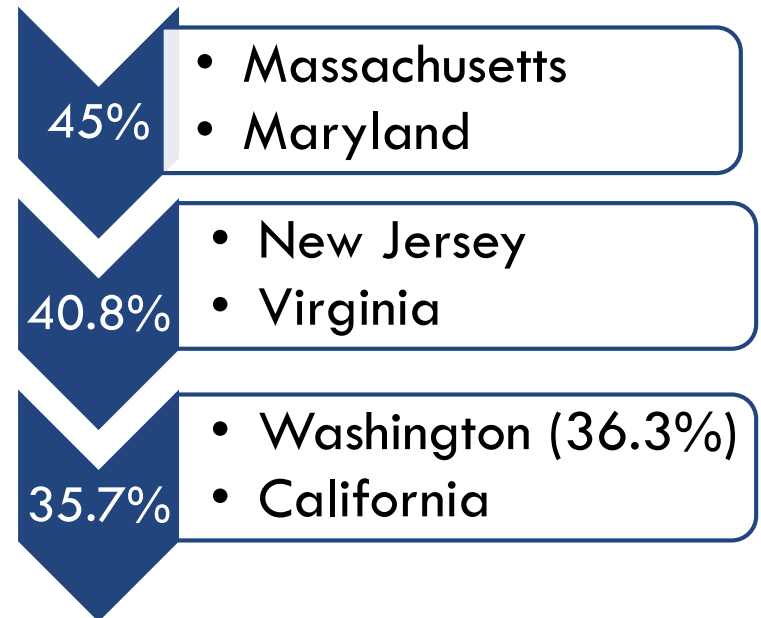
California Budget  
& Policy Center  
*Independent Analysis. Shared Prosperity.*

# California's Changing Workforce

CA's workforce is better educated yet losing ground.

- % of California workers with bachelor's degree has risen from 21% in 1979.
- More than 1 in 3 California workers has college degree.
- 13 other states have stronger growth in educational attainment.

□ IN 2014:



# 2015 CA Task Force on Workforce, Job Creation & a Strong Economy

## 25 recommendations:

- Develop Career pathways
- Create common workforce metrics
- Expand definition of student success to better reflect CTE outcomes
- Evaluate, strengthen & revise the curriculum
- Increase pool of qualified CTE instructors
- Attract industry professionals
- Strengthen... coordination to meet regional labor market needs
- Develop robust connections... colleges, business & industry...
- Establish a sustained funding source...
- Review, analyze & modify... laws and regulations...
- Create incentives and streamline processes to maximize investment in support of CTE programs

# Team Exercise: Asking the right questions:



- What success or lack of success has my college had in enrolling and educating students from underserved communities?
- How does my institution define student success?
- What benchmarks are we using to determine success?
- Different students needs different levels of support for their learning. How are my institution's policies designed to accommodate differences in students' support to ensure their success?
- How are we ensuring alignment between academic goals and social support programs for students?
- How am I aligning my college's equity goals with its financial goals?





# Resources

- **Video/Picture Release Forms**
- **Sign-in sheets on table (email too)**
- **Contents/Organization of Notebook**
  - ▣ **Participant information sheet**  
(Please check for accuracy.)
  - ▣ **Selected resource materials**
  - ▣ **ACCT Services**
  - ▣ **Evaluation Forms (back pocket)**
- **College Name on Flip Charts/  
(Leave behind for collection)**





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# Good Governance and Assessment

**Good Governance materials – Tab 2**

**Board Self Assessment – Tab 3**

# *Why engage in self assessments?*

- ❑ Reinforces the role and responsibilities of the board.
- ❑ Encourages reflection on board's overall health, and institutional and trustee readiness on student success.
- ❑ Informs constructive dialogue on strengths, weaknesses, and areas requiring greater attention.

# Board Self-Assessment

## Key Benefits:

- ❑ Continuous improvement
- ❑ Strengthen communication
- ❑ Set an example for the institution
- ❑ Value opinions
- ❑ Strengthen board-president (chancellor) expectations and relationships
- ❑ Accountability
- ❑ Transparency
- ❑ Common sense
- ❑ Accreditation

# Value Trustees Bring

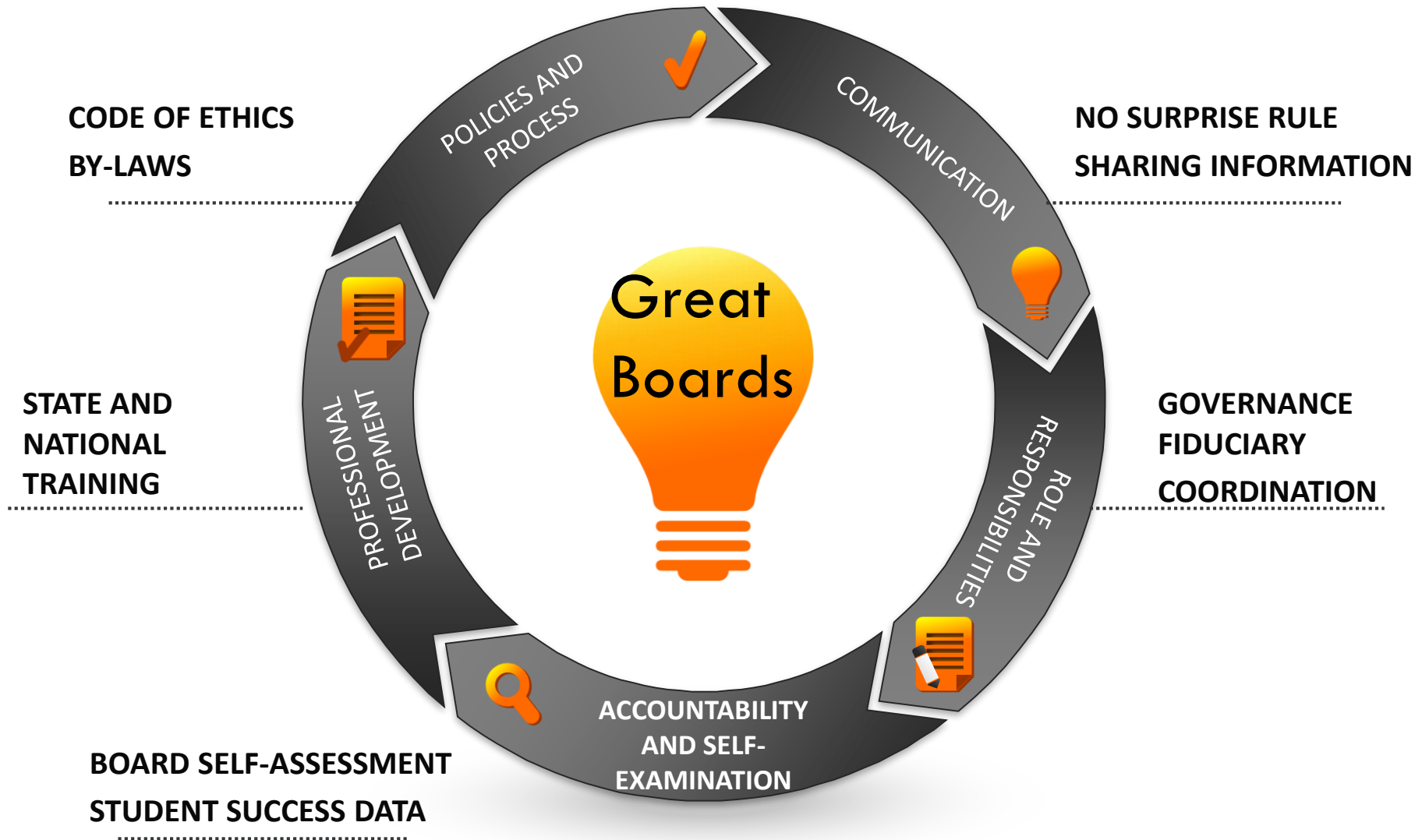
## Assigned Duties

- ❑ Monitor performance
- ❑ Represent the common ground
- ❑ Set the policy direction
- ❑ Employ, evaluate and support the president
- ❑ Define policy standard for college operations
- ❑ ...

## Maximum Impact

- ❑ Act as a unit
- ❑ Create a positive climate
- ❑ Support and be advocates for the college
- ❑ Lead as thoughtful, educated team
- ❑ ...

# Characteristics of Effective Boards



# Working Effectively as a Governance Team:

## *Key Indicators*

### Commitment

Devote  
time &  
attention

Being  
productive  
&  
consistent

### Leadership

Lead by  
example

Shape &  
make  
policies

### Partnership

Work with  
president  
& senior  
mgt.

Create the  
right  
chemistry

### Understand legal responsibility

Know  
essential  
information  
to protect  
college &  
themselves

### Support strategic planning

Encourage  
planning

Involve all  
key  
constituencies

### Board development

Pursue  
improvement  
& training

### Student Success

Promote a  
culture of  
evidence

Review  
data on  
student  
retention &  
completion

# Board/President Relationship

## ❑ 6 Essentials of Good Relationships:





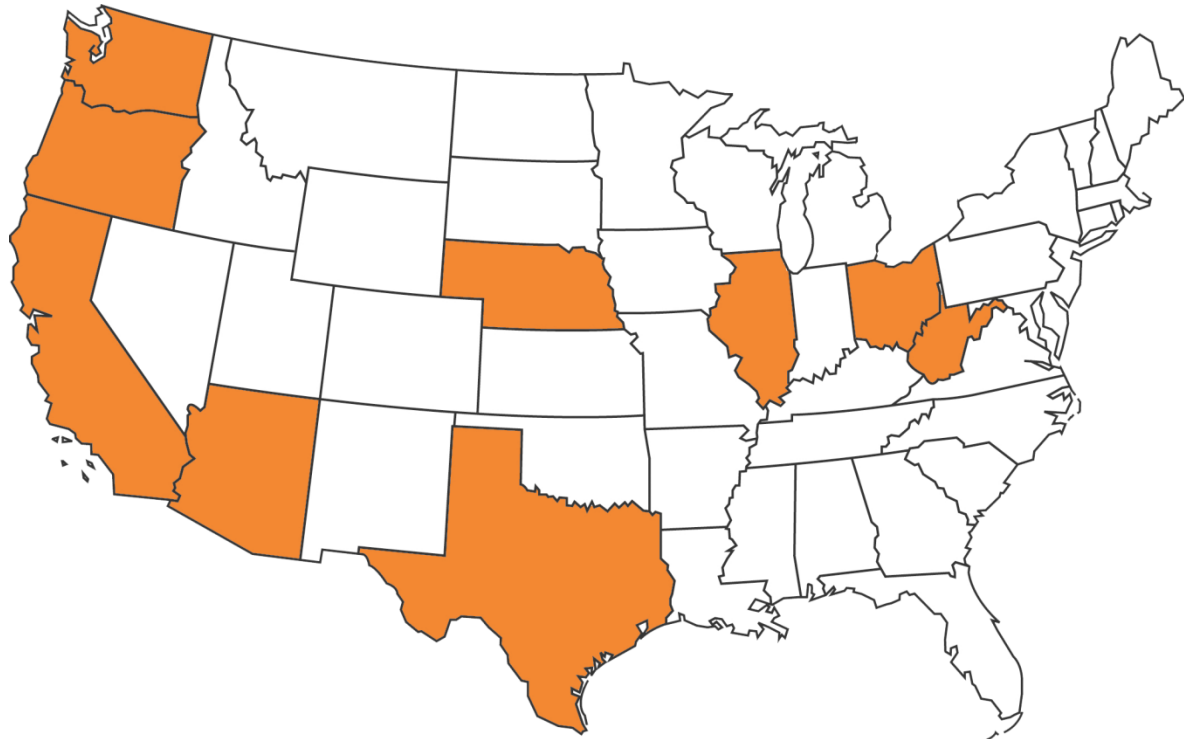
# Board/President Relationship- Tab 2

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- ❑ Understanding Roles and Responsibilities
- ❑ Matching CEO/President and Board Expectations

# GISS Board Self-Assessment

- GISS in 9 states (some more than once)
- Over 1,000 community colleges have completed a GISS Self-Assessment



# Board Self-Assessment Review: Questions for Consideration

- ❑ What are points of **consensus**?
- ❑ What are points of **divergence**?
- ❑ What are areas for **further discussion**?
- ❑ What are areas for **action by the full board**?
- ❑ Are there any findings that may signal **red flags** or a need special and/or immediate attention?

## **Dinner & Discussion: *Reflecting on the Journey Toward Student Success from our Colleagues***

- ☐ Updates
- ☐ What's Working?
- ☐ Challenges
- ☐ Lessons Learned
  
- ☐ Preparations for tomorrow



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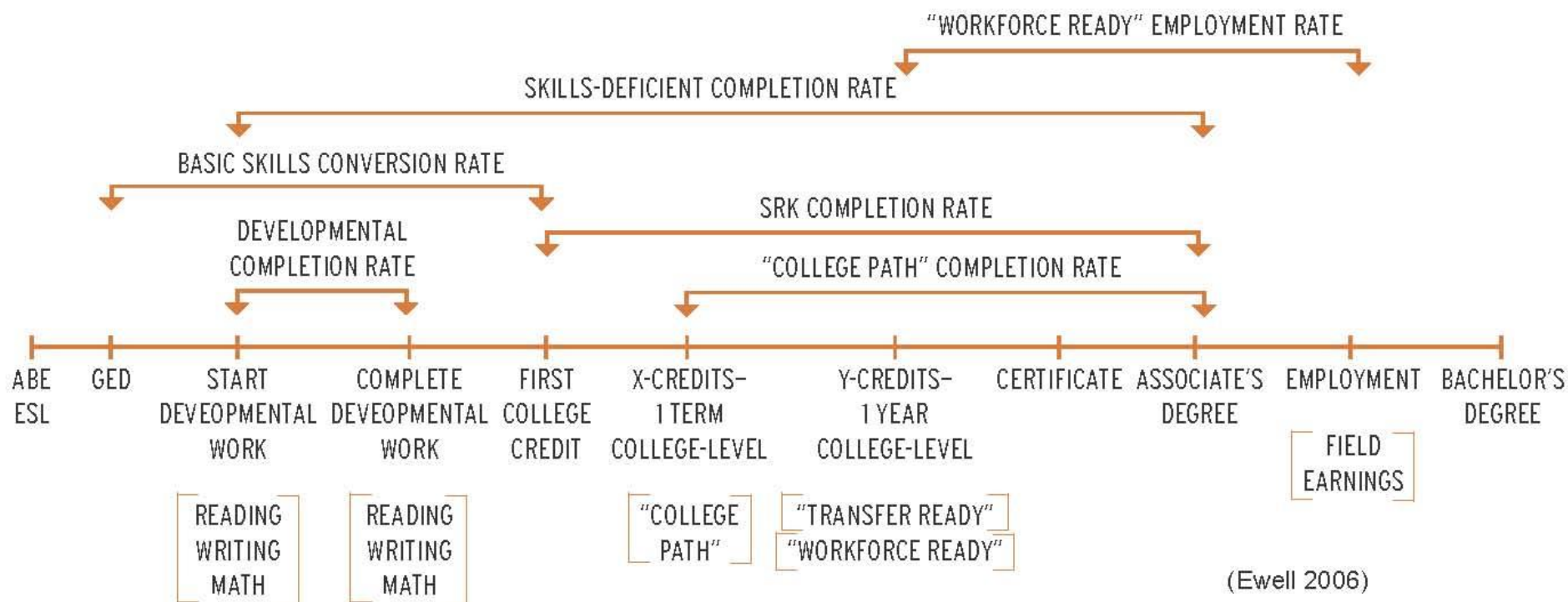
8:30am – 9:00am  
Breakfast & Overview

# Examining the Data – Tab 6

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- ❑ Using/Translating Student Success and Equity Indicators to Define and Monitor Progress:

# Milestone Events - Tab 6



# What is Student Success? – Tab 6

- ❑ Semester Course Completion (“C” or higher)
- ❑ Progression through Developmental Courses to Completion of the Sequence (Math or English)
- ❑ Successful Completion of Gateway Courses (High Enrollment/Low Success)
- ❑ Persistence Term-to-Term and Year-to-Year
- ❑ Earn Certificates and Degrees
- ❑ Successful Transfer (After minimum of 15-30 credit hours)

-Disaggregated Data (Race, Ethnicity, Age, Gender, Etc.)

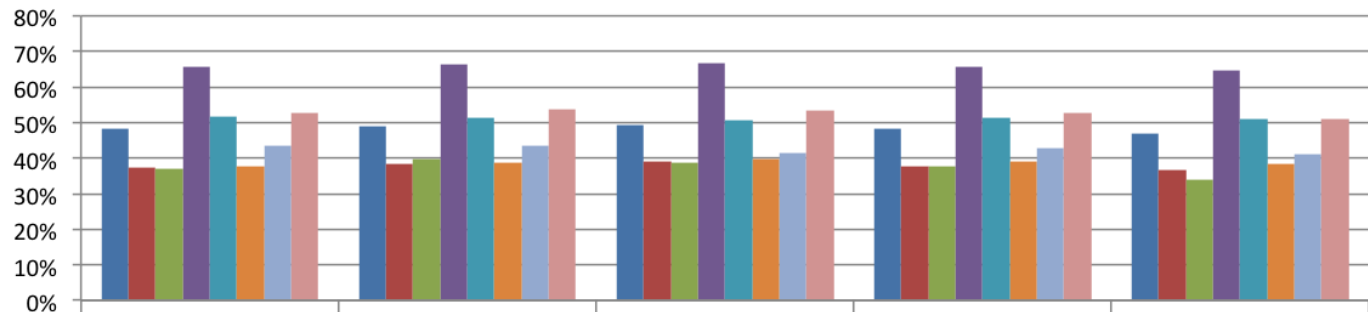


# DATA from California Scorecards



# Statewide Completion by Race – Tab 6

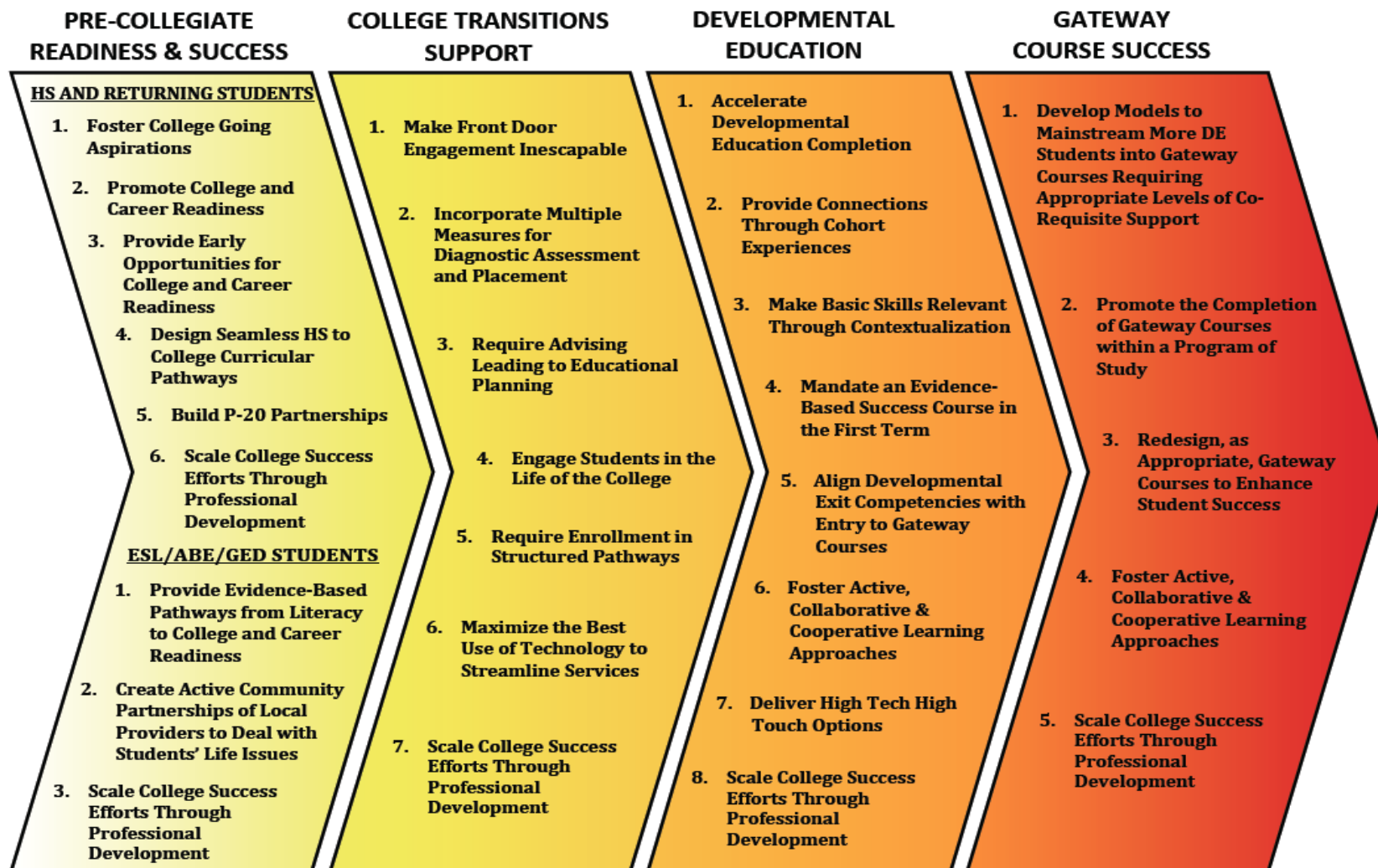
**Statewide  
Completion (Overall) by Race-Ethnicity**



	2004	2005	2006	2007	2008
All	48%	49%	49%	48%	47%
African American	37%	38%	39%	38%	37%
American Indian/Alaska Native	37%	40%	39%	38%	34%
Asian	66%	66%	67%	66%	65%
Filipino	52%	51%	51%	51%	51%
Hispanic	38%	39%	40%	39%	38%
Pacific Islander	43%	44%	42%	43%	41%
White	53%	54%	54%	53%	51%

■ All
 ■ African American
 ■ American Indian/Alaska Native
 ■ Asian
 ■ Filipino
 ■ Hispanic
 ■ Pacific Islander
 ■ White

# Make Front Door Engagement Inescapable



# Effective Boards



- ❑ What have we learned about effective Boards and student success?

# Effective Boards

- ❑ Support a culture of inquiry and evidence.
- ❑ Approve a strategic plan with student success at the core.
- ❑ Approve goals for student success and equity.
- ❑ Monitor key performance indicators (dashboards?).
- ❑ Expect to receive a limited set (3-5) of clear priorities to improve student success (annual cycle).

# Effective Boards

- ❑ Ask the tough questions about progress on student success.
- ❑ Create the culture within which the CEO can engage in needed courageous conversations.
- ❑ Approve the allocation/relocation of resources to support the student success agenda.
- ❑ Expect a relentless focus on the student success agenda.
- ❑ Consider evidence-based changes in policy affecting student success.

# What are we learning?

CAPACITIES	CAPACITY WEDGES	CHARACTERISTICS
ATD	GATES	BMC/COACHES
Leadership & Vision	Leadership	Leadership/Shared Vision
Data & Technology	IT IR & Data	Culture of Evidence and Inquiry
Teaching & Learning Engagement/ Communication	Faculty	Engagement (Fac./others) Communication
Equity		Equity
Strategy & Planning	Strategic Finance	Planning & Budgeting
Policies & Practices	Policies & Procedures	Policies, Procedures and Practices
		Professional Development
		Integrated Agenda



# Group Photo & Lunch

Table conversations: *Reflecting on the gaps*

- ❑ What are the gaps in the data?
- ❑ What policies are being considered to address these gaps?



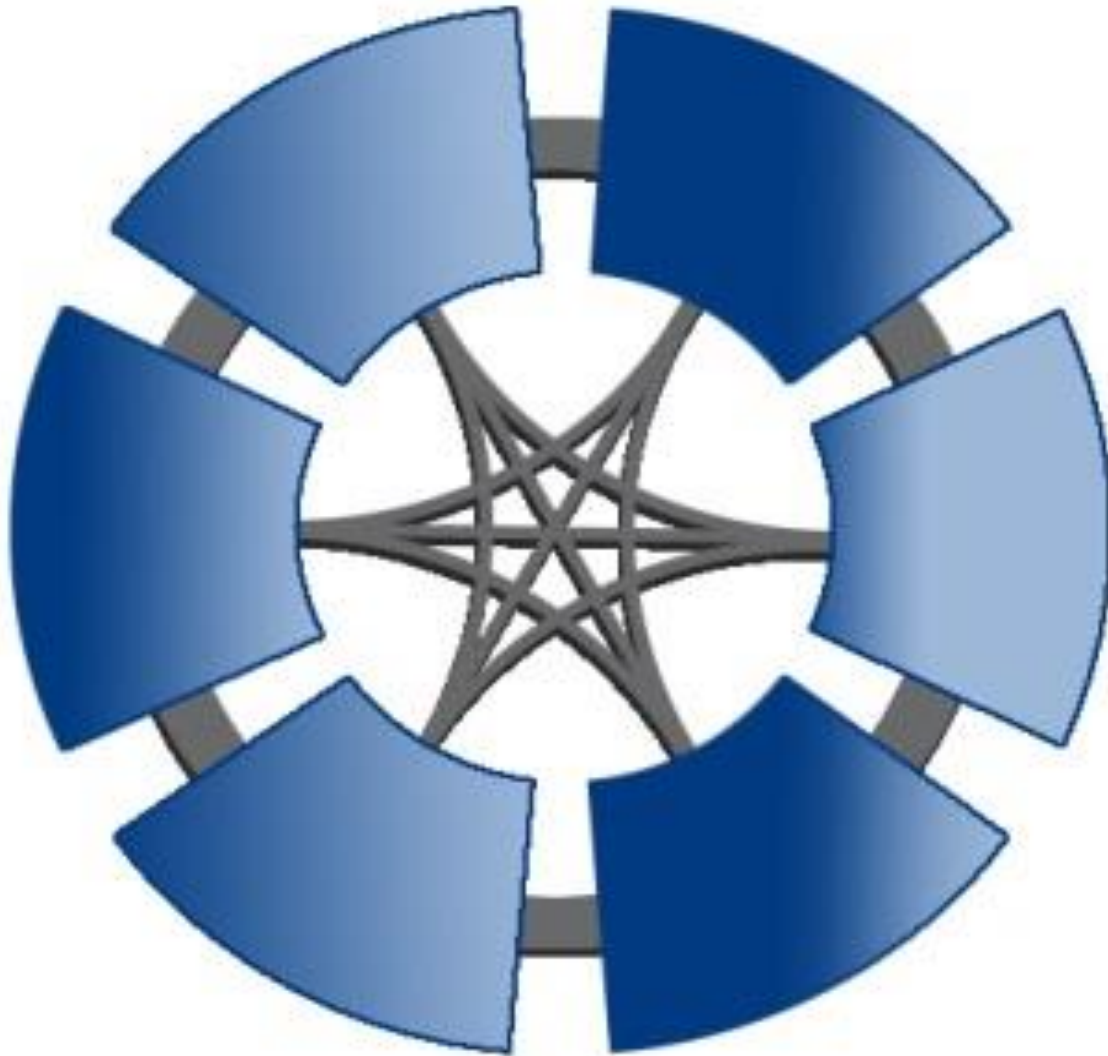


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# Advancing Equity and Student Success through Policy and Supporting Practices

# Wheel of Commitment



# Wheel of Commitment

**LEADERSHIP:** Does the College's Strategic Plan include clear and specific goals related to equity and Student Success.

**MISSION:** Does the Board of Trustees review and /or encourage the review of the mission statement to ensure relevance to the college's Student Success equity goals?

**ACCOUNTABILITY:** Does the board regularly review disaggregated data on enrollment, persistence, retention, completion and other indicators of student success?

Does the board regularly review disaggregated data on enrollment, persistence, retention, completion and other indicators of student success by race, first generations, income level, etc.)

**RESOURCES:** To what extent do fiscal policies and allocation of resources align with the institution's student success agenda and equity goals?

**POLICY REVIEW:** Are existing policies examined regularly to identify those that may be barriers to student success?

**COMMUNITY ENGAGEMENT:** Are there regular reviews of labor market data and other economic indicators to identify and understand workforce needs, such as growing/shrinking industries in the region or skills training gaps?





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# Sustaining the Focus on the equity agenda for Student Success

# Sustaining the Focus on the equity agenda for Student Success

- ❑ *Establishing accountability practices for routine data collection*
- ❑ *Monitoring the status of educational opportunity and outcomes by racial-ethnic student groups*
- ❑ *Allocating resources to develop ...institutional capacity to transform accountability [systems] ...for organizational learning and successful change*



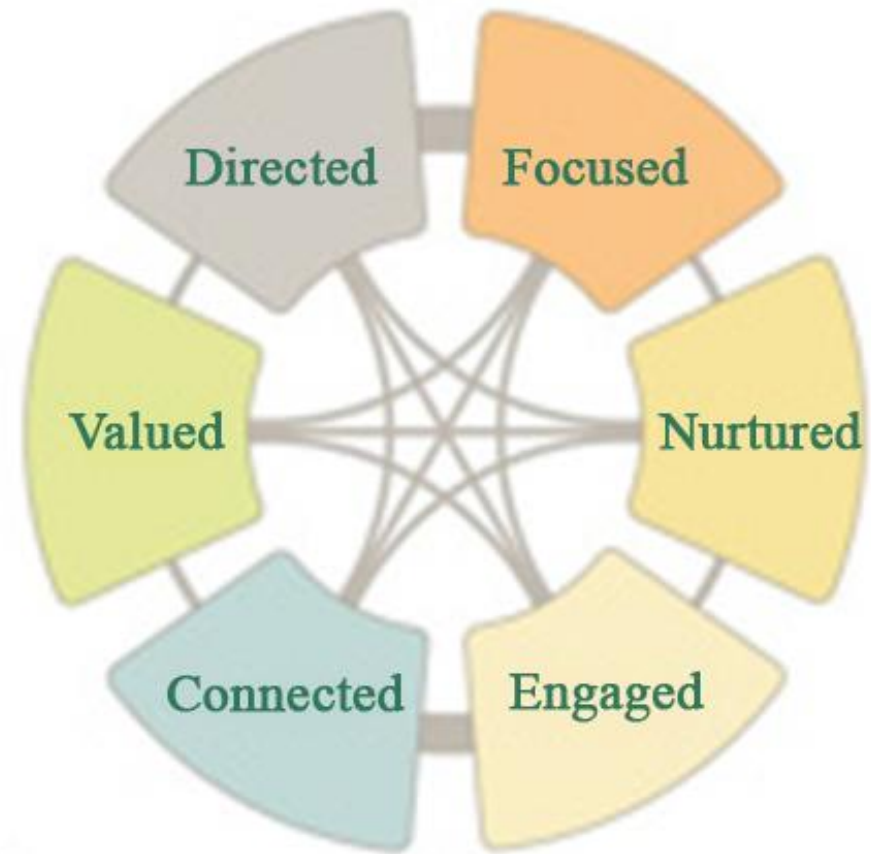
*-Estela Mara Bensimon, Center for Urban Education, USC 2010*

# Effective Support Practices



# Effective Support Practices

1. Focused: Students stay on track
2. Nurtured: Students feel somebody wants and helps them to succeed
3. Engaged: Students actively participate in class and extracurricular activities
4. Connected: Students feel like they are part of the college community
5. Directed: Students have a goal and know how to achieve it
6. Valued: Students' skills, talents, abilities, and experiences are recognized



# What Fits?

## Student Success-Minded Governing Boards...

1. **Analyze** student success data for low-income students, by ethnic group, and ask what strategies are in place for addressing the gaps.
2. **Have a solid understanding of** the many social, psychological, logistical and economic **obstacles** that low-income students must overcome to pursue higher education.
3. **Are aware of** how **unconscious/implicit** bias may affect teaching, learning and services to low income and students of color, as well as their hiring.
4. **Recognize** that **addressing the issues** that low-income and minority students face often **requires** an institutional **culture change and a multi-faceted approach**, which may affect various areas of the college, including financial aid administration, faculty, advising, student success/orientation courses etc.
5. **Approve policies** for the college **that will facilitate student success** for low income students and thus greater social mobility and economic stability for this group.



# Questioning three aspects of Student Success-Minded Governing Boards

1. **Have a solid understanding of** the many social, psychological, logistical and economic **obstacles** that low-income students must overcome to pursue higher education.

*Does your Board's approach to persistence, retention and completion take into consideration issues such as academic skills, self-confidence, self-discipline, organizational skills, social support, transportation costs, work, and/or others?*

# Questioning three aspects of Student Success-Minded Governing Boards

2. Are **aware of** how **unconscious/implicit** bias may affect teaching, learning and services to low income and students of color, as well as their hiring.

*Does the use of language in informal dialogue among staff/trustees affirm student's strengths and reflect high expectations and thus focus on enabling change versus perceived short-comings of students?*

# Questioning three aspects of Student Success-Minded Governing Boards

3. **Recognize** that **addressing the issues** that low-income and minority students face often **requires** an institutional **culture change and a multi-faceted approach**, which may affect various areas of the college, including financial aid administration, faculty, advising, student success/orientation courses etc.

*Do you allow your administration to take risks and fail?*

*Do you allow administration to scale successful interventions?*

*Do you embrace responsibility to encourage and motivate all constituencies?*



Governance Institute for Student Success

## Policy action agenda

- ❑ Strategic goals
- ❑ Partnerships
- ❑ Measurements and metrics
- ❑ Board priorities

# Policy Action Agenda

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Reaffirm

Ensure

Request

Strengthen

Engage

Require

Invest

Align

Establish

Adopt

Commit



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2:30PM – 2:45PM: BREAK



# Developing a Commitment to Action

- ❑ The Promising Mandates
- ❑ Group Exercise
- ❑ Reporting out



# Closing Remarks

- ❑ Next steps
- ❑ Wrap up
- ❑ Evaluations