The Problem

America is becoming less educated, even as the premium on higher education continues to rise.
Kids Less Educated than Parents
Today, 36% of California’s adults aged 25-34 have a college degree.²
Graduation Rates by Institution Type

- **On-Time**
  - N/A: 24%
  - Public Two-Year Colleges: 32%
  - Public Four-Year Colleges: 58%
  - Private Four-Year Colleges: 72%

- **Within 150% of time**
  - N/A: 63%
  - Public Two-Year Colleges: 32%
  - Public Four-Year Colleges: 58%
  - Private Four-Year Colleges: 72%
Where We Need to Be

By the end of this decade, more than 60% of jobs will require college education.¹
Too many students get lost along the way, hindering California’s economic growth. This chart models how success rates at each stage impact overall educational attainment. It is not based on longitudinal data, but is an attempt—using a collection of available data—to illustrate the challenges states face.

100

34 lost

66

29 lost

4-YEAR SCHOOL

19

11 lost

16

14 lost

7

2-YEAR SCHOOL

18

10

5

Graduate

Enter college

Return sophomore year

Graduate

on-time

150% time (on-time not available)

Note: Sum of the numbers entering 4-year and 2-year schools may not match combined total due to rounding.

COMPLETE COLLEGE AMERICA
Forces Aligned

- Federal Government
- State Governors
- Private Foundations
- College Board
- American Assoc. of Comm. Colleges
- Assoc. of Comm. College Trustees
- Community Colleges’ Commission on the Future (“2020” report)
Investing in Education: The American Graduation Initiative

As part of his effort to build a stronger foundation that will allow us to lead in the global economy, the President announced today a historic initiative to strengthen our nation’s community colleges, and called for five million additional graduates by 2020.
For the better part of the past century, America has enjoyed the reputation of having the best higher education system in the world—a system that has produced the highest proportion of college-educated citizens. Through a consistent focus on student access, our institutions have provided millions of Americans the opportunity to attend college. Unfortunately, far too many students are completing their education and not receiving a degree or certificate. The result is that nearly one dozen nations have passed us by in college completion, making our economy increasingly vulnerable to international competition.

In the knowledge-based economy of today, approximately two-thirds of all jobs will require a quality higher education credential or degree. For nearly all Americans, the new path to the middle class runs through college; however, our public institutions are not producing enough college graduates to meet workforce needs. This is detrimental to individuals and states, as college-educated workers earn higher wages, have greater career mobility, and contribute substantially to economic growth.

States have led the charge to reform K-12 education, and the time has come for governors, higher education leaders, representatives, and community leaders to work together to make more than minimal improvements in college completion and productivity. Complete to Compete enlists the help of all governors to make our nation a global leader in college completion.

As states face the worst economic crisis in modern history, we must collaborate to develop common performance measurements and take concrete steps to increase completion rates within our available resources. From transforming first-year coursework to implementing performance funding, it is up to states and institutions to create policies that can improve degree attainment and more efficiently use the dollars invested by states and students.

A number of states, including my home state of Washington, have taken action to increase college completion of our two- and four-year institutions within the constraints of the current economic climate. Complete to Compete will draw on these and other efforts to benefit every state and our nation.

I believe we can—and must—improve higher education performance and identify promising state policies as a first step to retaining excellence and regaining access in higher education. Together, we can work to increase the number of college graduates and, ultimately, increase our nation’s ability to compete internationally.

Sincerely,
Gov. Chris Gregoire, Washington
National Governors Association Chair, 2010-2011

Common College Completion Metrics
Comparable, reliable metrics are essential for states under current fiscal constraints. Information on the progress toward, and degree completion of, all students in higher education allows state leaders to gauge whether policies are successful and helps inform future funding decisions. NGA convened a Work Group on Common College Completion Metrics to make recommendations on the common higher education measures that states should collect and report publicly. The recommended completion metrics are found here.

For the first time in history, the U.S. is faced with a generation of young adults that is projected to have lower educational attainment rates than their parents.
Closing the Gap
Meeting California’s Need for College Graduates

Hans Johnson • Ria Sengupta
with contributions from Patrick Murphy

Supported with funding from The William and Flora Hewlett Foundation
About The Agenda

The Commission on Access, Admissions and Success in Higher Education, formed by the College Board, has been created to study the educational pipeline as a single continuum and identify solutions to increase the number of students who graduate from college and are prepared to succeed in the 21st century. The commission established 10 interdependent recommendations to reach its goal of ensuring that at least 55 percent of Americans hold a postsecondary degree by 2025.

We Recommend...
that the nation increases the number of 24- to 34-year olds who hold an associate degree or higher to 55 percent by the year 2025 in order to make America the leader in educational attainment in the world.
What is the VFA?

The Voluntary Framework of Accountability is the first national system of accountability specifically FOR community colleges and BY community colleges. Leadership in the sector is defining the most appropriate metrics for gauging how well our institutions perform in serving a variety of students and purposes.

The VFA is structured as a three-phase initiative and is currently in Phase II, which will end in fall 2011 with the completion of:

- A technical manual to define and instruct calculation of measures
- A framework for guiding colleges in the assessment of student learning outcomes
- A blueprint and mock-up of a data collection and display tool
- The preliminary results of pilot testing
- A strategic plan for college participation and engagement in the VFA

Phase III—the availability of the VFA to all community colleges—is anticipated to start in 2012.
California’s State Rank in Production of College Grads

- 1960: 8th
- 2006: 23rd

(Share of 25-34 year olds holding at least a bachelor’s degree)

SOURCE: Public Policy Institute of California
California has the largest role in degree production required to meet the goal of 11.7 million additional degrees by 2020. For California, 5.33% annual increase in production.
Under the American Graduation Initiative’s call to increase community college completions by 5 million nationally by 2020, California’s share of the goal could be interpreted as 1,065,000, as California enrolled 21.3% of the nation’s full-time equivalent public community college students in 2007.
Section 7:
Student Achievement

In 2008-09 the California Community College Chancellor’s Office allowed colleges to report IGETC, CSUGE, and General Studies certificates; this attributes to the spike in the number of certificates awarded as shown.

<table>
<thead>
<tr>
<th>Degrees and Certificates Awarded</th>
<th>2005-06</th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees (AA/AS)</td>
<td>984</td>
<td>940</td>
<td>1,137</td>
<td>1,007</td>
<td>1,163</td>
</tr>
<tr>
<td>Certificates</td>
<td>465</td>
<td>470</td>
<td>626</td>
<td>1,303</td>
<td>1,667</td>
</tr>
<tr>
<td>Total</td>
<td>1,449</td>
<td>1,410</td>
<td>1,763</td>
<td>2,310</td>
<td>2,830</td>
</tr>
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Where We’re At

Section 7:
Student Achievement

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</thead>
<tbody>
<tr>
<td>Degrees (AA/AS)</td>
<td>425</td>
<td>345</td>
<td>368</td>
<td>433</td>
<td>611</td>
</tr>
<tr>
<td>Certificates</td>
<td>120</td>
<td>81</td>
<td>81</td>
<td>642</td>
<td>995</td>
</tr>
<tr>
<td>Total</td>
<td>545</td>
<td>426</td>
<td>449</td>
<td>1,075</td>
<td>1,606</td>
</tr>
</tbody>
</table>
In California, all residents have the opportunity to complete a quality postsecondary education in a timely manner.

SUCCESS
Programs and support services should be designed to maximize the ability of students to complete a postsecondary education.

EQUITY
Access and success should regularly be monitored in a disaggregated manner and interventions to close achievement gaps should be a campus priority.

ACCESS
California should continue to lead the nation in participation among adults.
The Commission calls upon California’s community colleges to increase certificate and associate degree completions by 1 million by 2020.
LEADERSHIP & ACCOUNTABILITY
INTENSIVE STUDENT SUPPORT
DIVIDED WE FAIL:
Improving Completion and Closing Racial Gaps
In California’s Community Colleges

Colleen Moore
Nancy Shulock

October 2010
Graduation Rates by Race/Ethnicity: Public 2-Year Colleges (150% time)

- White: 27%
- African American: 13%
- Hispanic: 18%
- Asian/Pacific Isl.: 34%
Diversity ... And Achievement Gaps

• Between 2000 and 2020, of the projected growth of 56 million in the U.S. population, about 46 million will be members of minority groups.

• More than 30 percent of White, non-Hispanic American adults have at least four years of college, compared to only 18% of African-Americans and 12% of Hispanics.
THE ROAD LESS TRAVELED:
Realizing the Potential of Career Technical Education in the California Community Colleges

Nancy Shulock
Colleen Moore
Jeremy Offenstein

February 2011
Career Technical Education

- Lack of Priority
- Weak Credential Structures
- Weak Transfer Pathways
- Underdeveloped Data and Accountability Systems
- Higher Costs Not Well Addressed
- Lack of Integration with Core Institutional Operations
Angels and Devils
THANKS
The Lumina Foundation projects that for California to achieve its share of the national goal of 60% degree attainment of 25- to 64-year-olds by 2025, an additional 4,745,448 baccalaureate and associate degrees, or 34,893 more each year, would need to be produced. As community college associate degrees account for 32.1% of existing annual associate and baccalaureate degree production, the community college share of the Lumina goal would be around 1.5 million more associate degrees by 2025.