

# The Community College Equity Agenda

Thomas Bailey  
Community College Research Center  
Teachers College, Columbia University

Addressing Achievement Gaps: How Community Colleges  
Contribute to Equity in Education and the Workforce

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Educational Testing Service  
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# Equity Framework

- The concept of equity involves three parts:
  - College preparation — CCs increasingly involved
  - Access to college — CCs play a crucial role
  - **Success in college — Low graduation and transfer rates and race and income gaps remain**

# *Defending The Community College Equity Agenda*

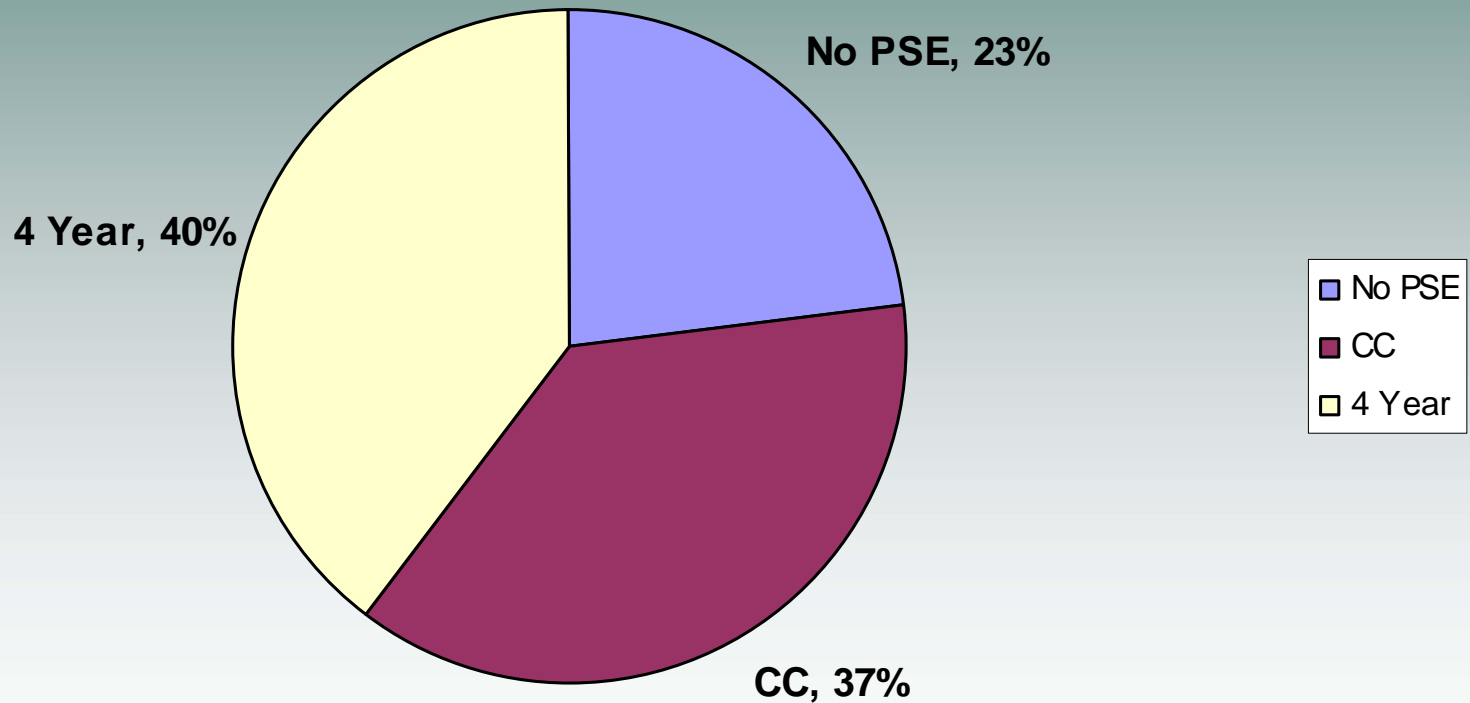
- Preparation and access
  - Dual Enrollment — Karp and Morest
  - Remediation — Perin and Charron
  - On-line education — Cox
- Student success
  - Student services — Grubb
  - Lessons from for-profits — Bailey
  - Certifications — Jacobs and Grubb

# *Defending The Community College Equity Agenda (cont'd)*

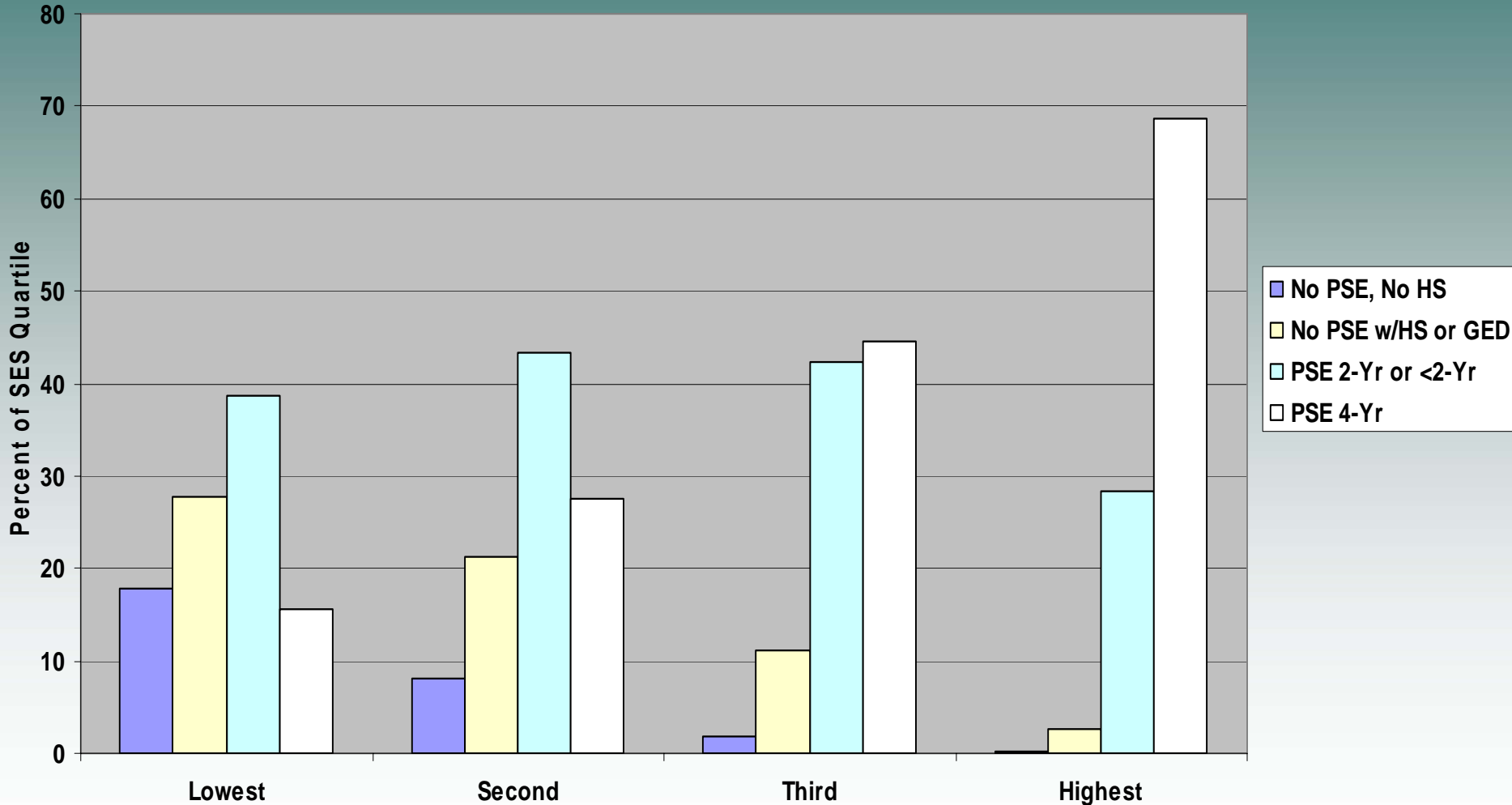
- Student success (cont'd)
  - Preparing for transfer — academic and vocational missions — Morest
- Institutional incentives for increasing equity
  - Accountability — Dougherty and Hong
- Data and research on student success — Bailey and Morest

# Access

## Distribution of NELS HS Grads First PSE Enrollment

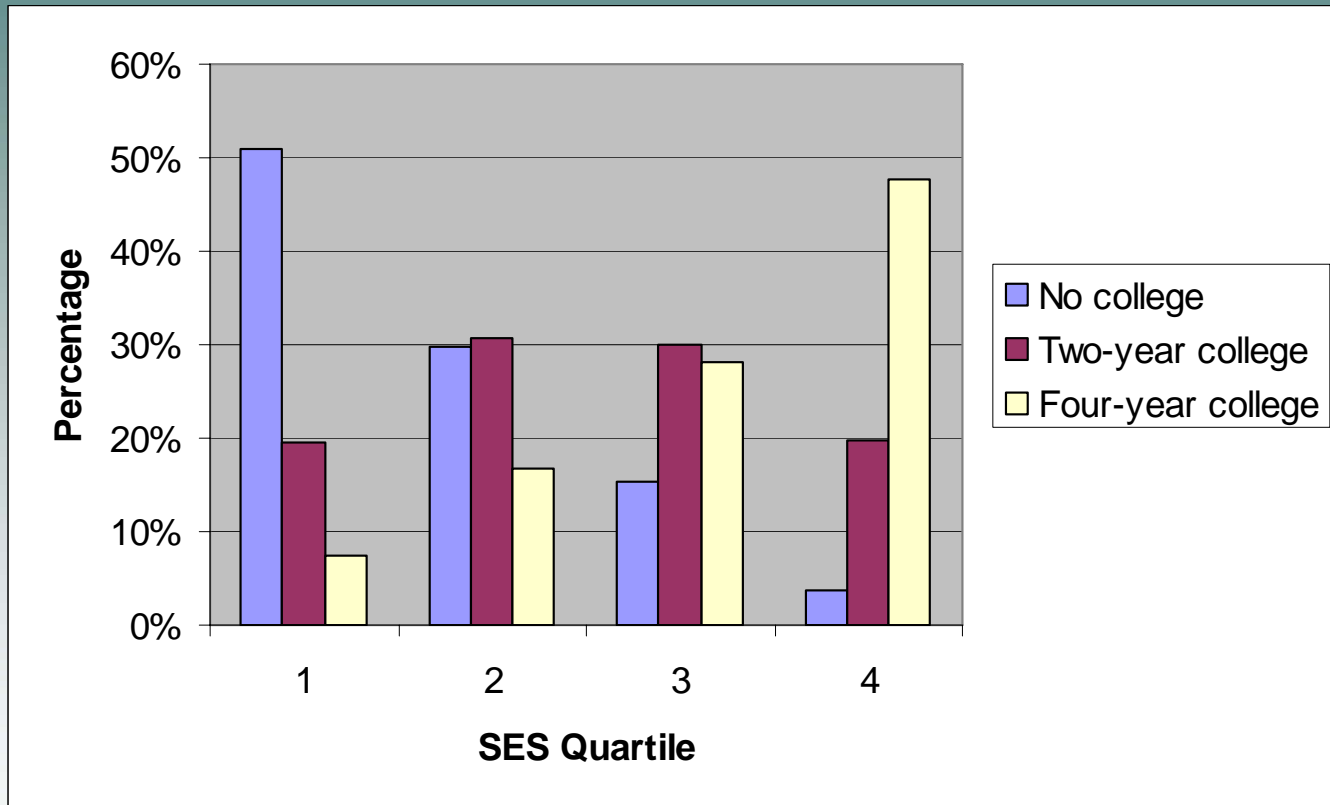


# High School Completion and Initial Postsecondary Education by SES Quartile Eighth Graders in 1988



# Educational Access and SES

## Experience by 2000 for HS Class of 1992



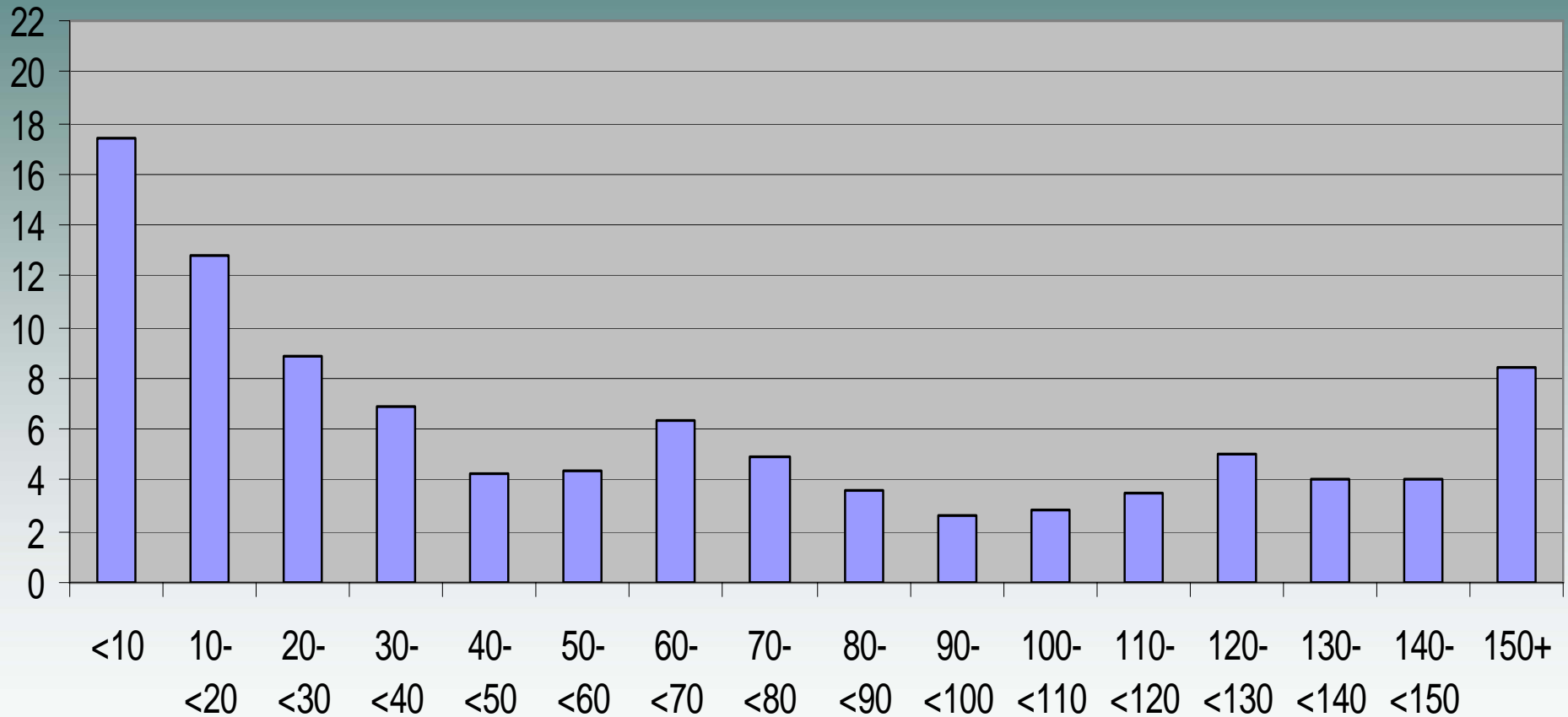
# From Access to Student Success

- Underlying argument of the book is that we need to strengthen our focus on student outcomes
- Incentives, college organization, traditions, and data systems are consistent with an enrollment focus
- Our book asks how colleges are carrying out the goal of increasing student success

# “CC First” PSE Students

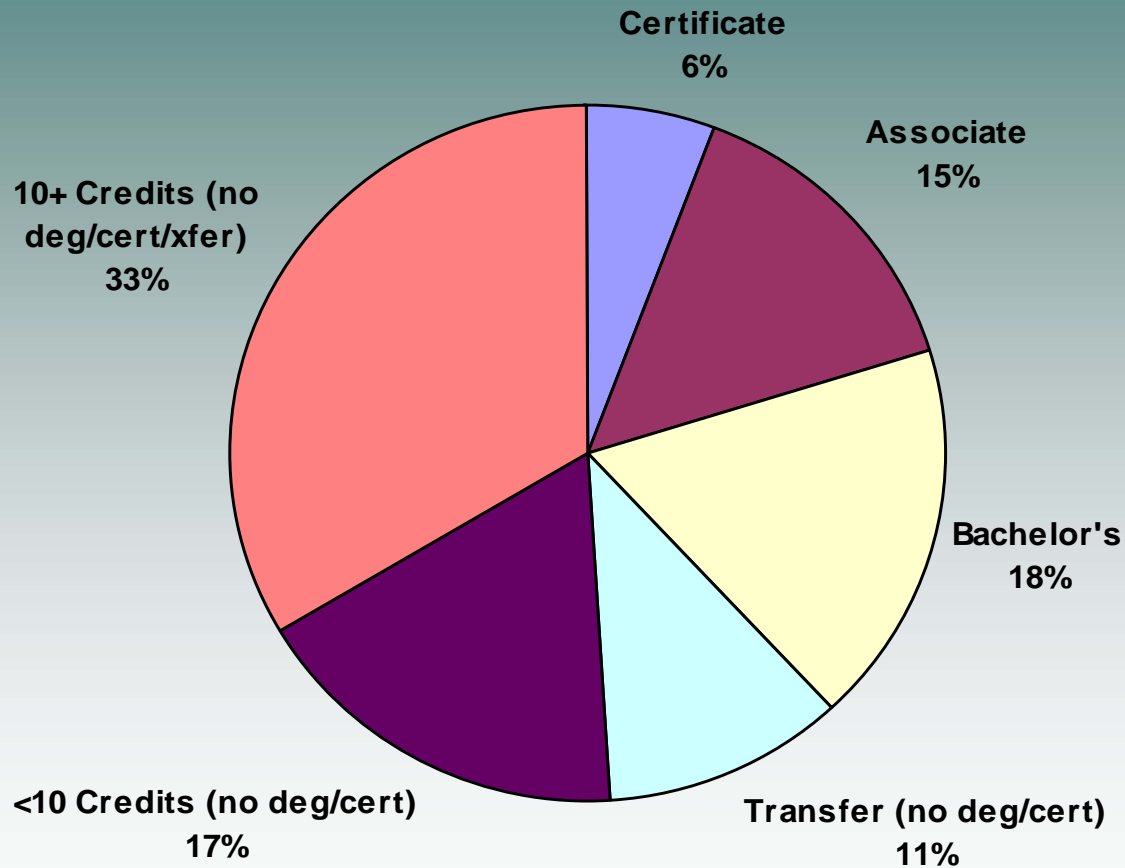
## Total Credits Earned in All PSE Within Eight Years

### NELS

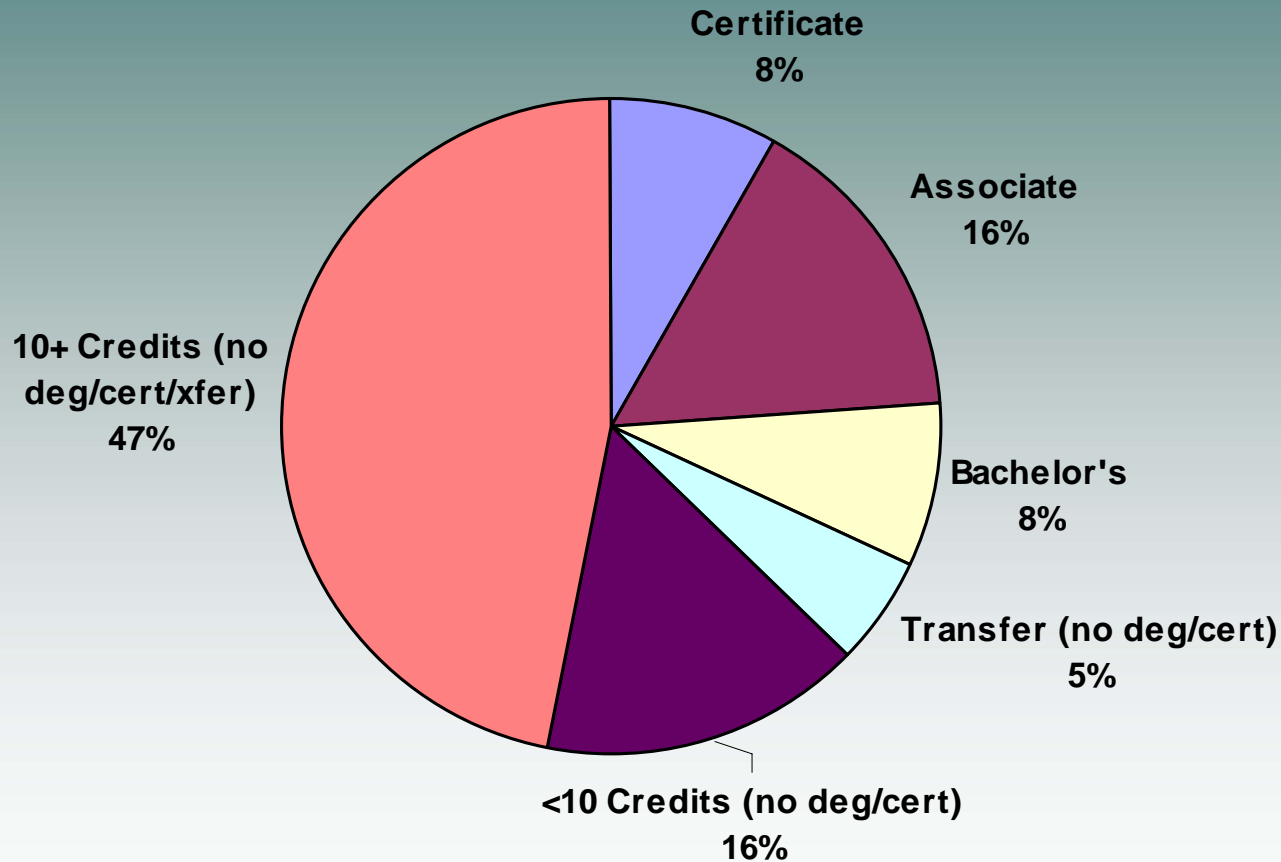


Source: NELS88

# CC First PSE Students Percent Distribution by *Highest* Outcome in All PSE Within Eight Years (NELS)

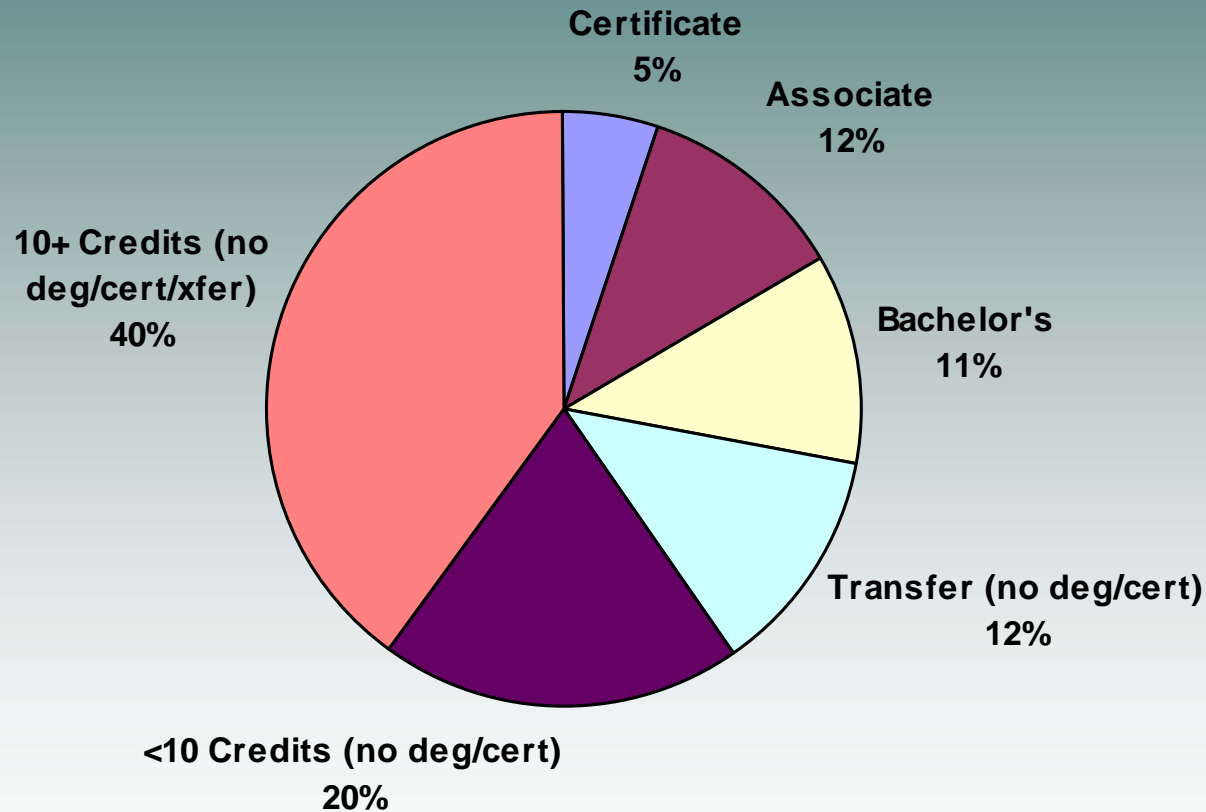


# CC First PSE Students in Lowest SES Quartile Percent Distribution by Highest Outcome in All PSE Within Eight Years (NELS)

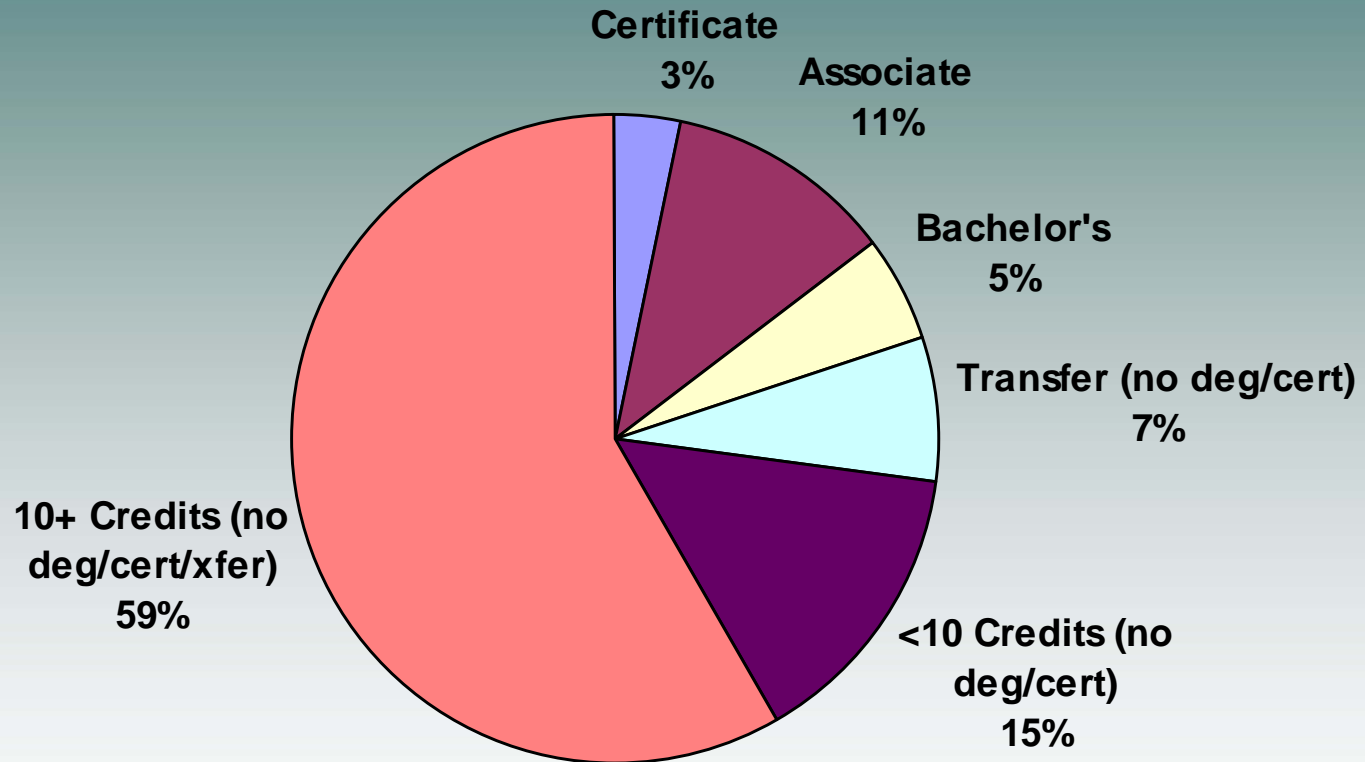


Source: NELS88

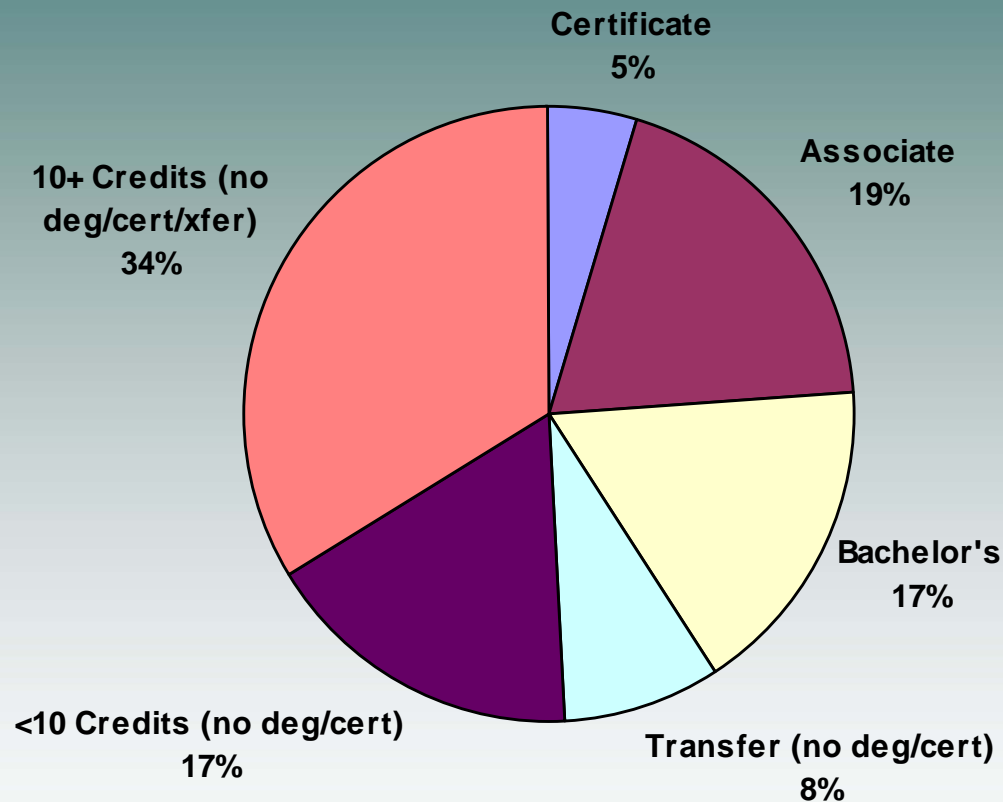
# CC First PSE Hispanic Students Percent Distribution by Highest Outcome in All PSE Within Eight Years (NELS)



# CC First PSE Black Students Percent Distribution by Highest Outcome in All PSE Within Eight Years (NELS)



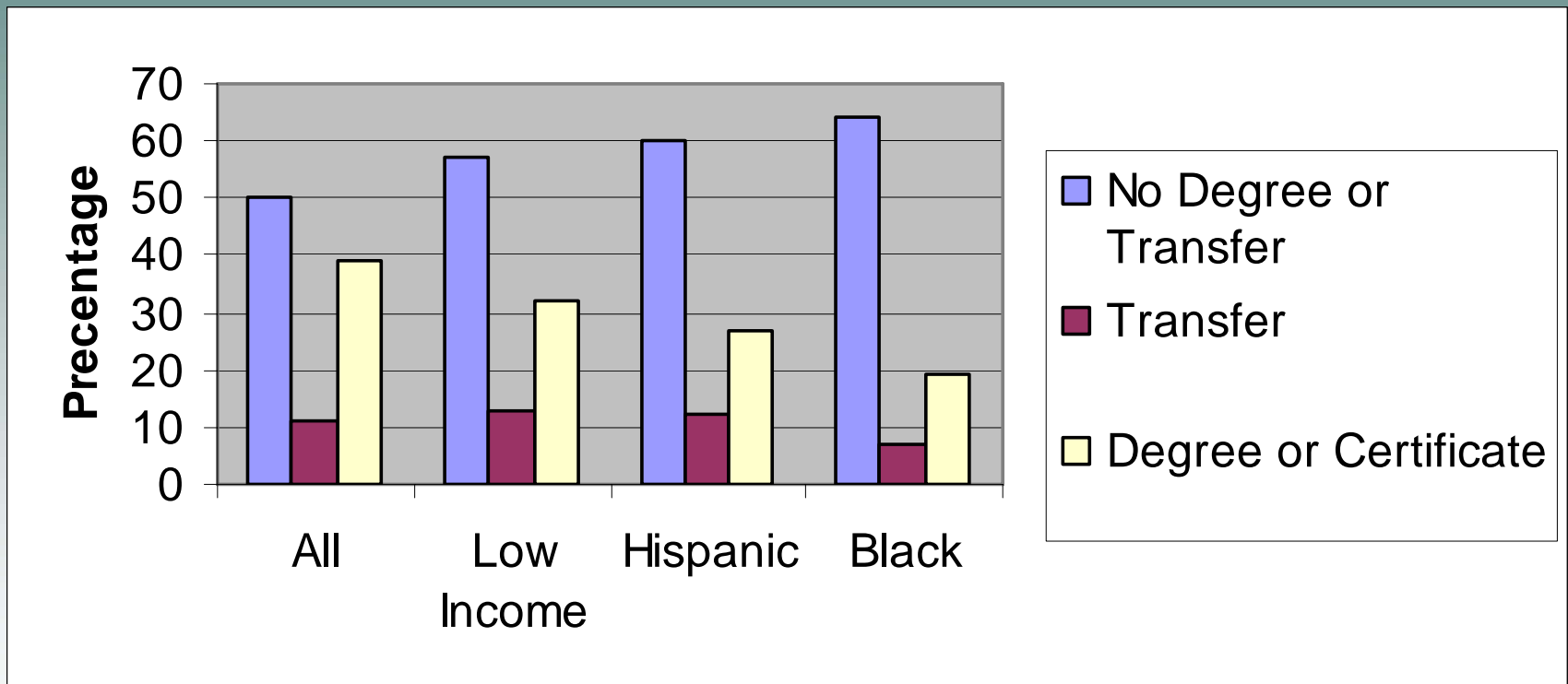
# CC First PSE Students in Associate Programs Percent Distribution by Highest Outcome in All PSE Within Eight Years (NELS)



Source: NELS88

# CC First PSE Students in Various Groups

## Percent Distribution by Highest Outcome in All PSE Within Eight Years (NELS)



Source: NELS88

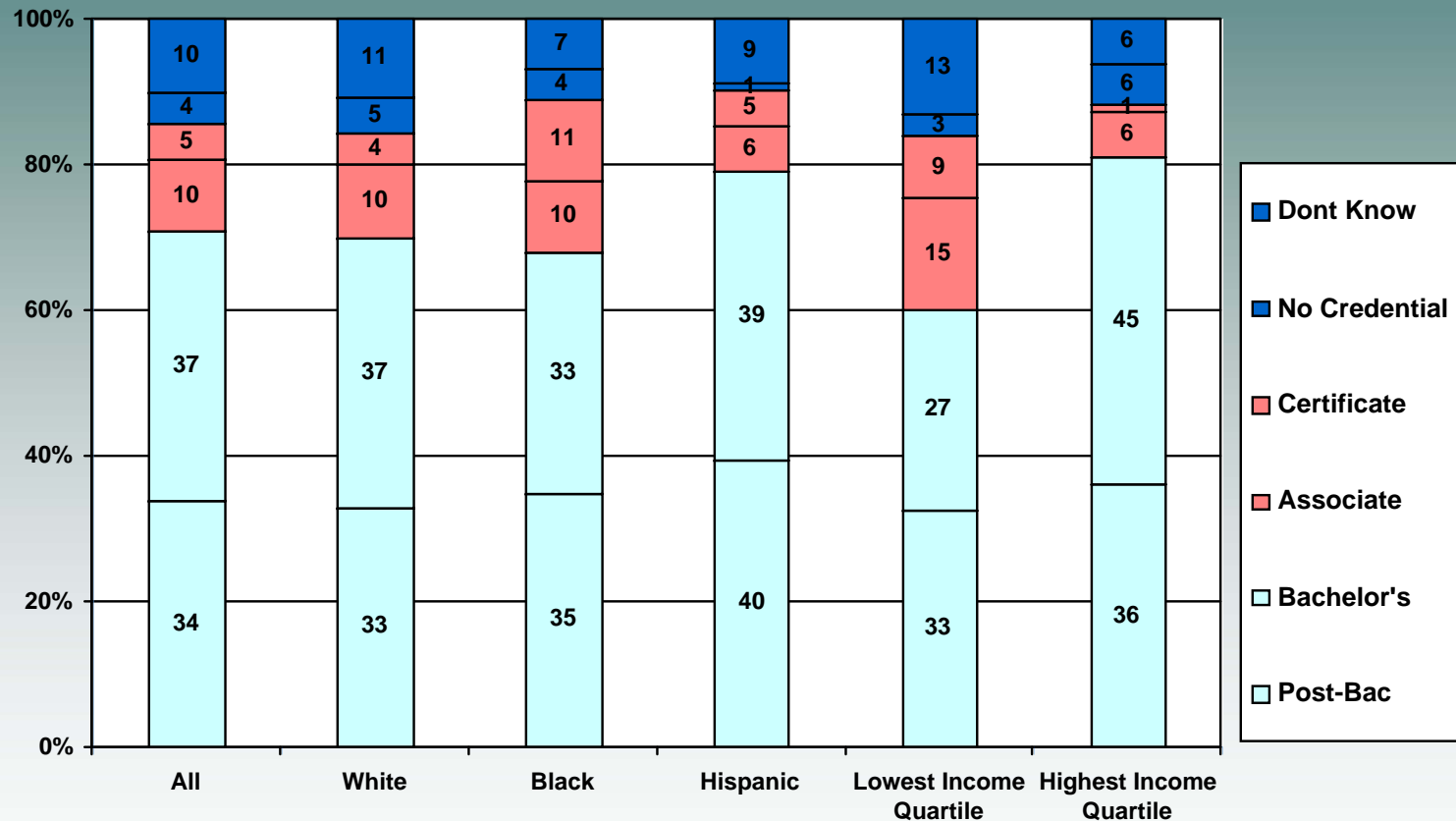
## Community College Students Must Overcome Significant Social and Economic Barriers to Achieve their Educational Goals

	All Students		
	Community College (public 2-Year)	Public 4-Year	Private 4-Year (not-for-profit)
Income less than \$30,000	42.9 <sup>1</sup>	33.6	31.9
Age Under 25	47.0	71.0	66.9
Has Dependent Children	32.5	13.2	18.3
Part-time Enrollment	66.1	30.2	26.7
Part-year Enrollment	46.9	23.2	27.9

1. Parents' income for dependent students; student's (and spouse's) income for independent students.

Sources: Integrated Postsecondary Education Data System, 2004, and National Postsecondary Student Aid Study, Data Analysis System, 2004 (National Center for Education Statistics, U.S. Department of Education). Author's calculations.

# Long Term Expectations



Source: BPS 95/6

# Challenge

- Access is still a problem — especially for low-income students
- Many community college students leave with no degree or certificate
- Completion rates are particularly low for low-income and minority students

# Improving Retention and Graduation

- Developmental Education
- Student Services
- Enrollment versus student success
- Boutique programs versus broader change

# Shift from Access to Student Success

- Excessive enrollment focus weakens emphasis on student outcomes
- Institutional incentives promote enrollment and recruitment not retention and completion
- Cross-section versus longitudinal data

# Discrete Programs versus Institutional Change

- Proliferation of small programs
- Many of them are not evaluated
- Have little relationship to a colleges strategic plan and overall goals
- Use scarce faculty resources
- Rarely “go to scale”
- Don’t lead to improvements in overall institutional performance

# For more information:

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<http://ccrc.tc.columbia.edu>,

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Community College Research Center

Institute on Education and the Economy, Teachers College, Columbia University  
525 West 120th Street, Box 174, New York, NY 10027

E-mail: [ccrc@columbia.edu](mailto:ccrc@columbia.edu)

Telephone: 212.678.3091

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