The Community College Equity Agenda

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Addressing Achievement Gaps: How Community Colleges Contribute to Equity in Education and the Workforce
May 22, 2007
Educational Testing Service
Princeton, NJ
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

- No PSE, 23%
- CC, 37%
- 4 Year, 40%
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

[Bar graph showing the percentage of students in each SES quartile who did not go to college, went to a two-year college, or went to a four-year college.]

- SES Quartile 1: 60% No college, 20% Two-year college, 20% Four-year college
- SES Quartile 2: 40% No college, 30% Two-year college, 30% Four-year college
- SES Quartile 3: 20% No college, 40% Two-year college, 40% Four-year college
- SES Quartile 4: 0% No college, 50% Two-year college, 50% Four-year college

Legend:
- No college
- Two-year college
- Four-year college

CCRC COMMUNITY COLLEGE RESEARCH CENTER
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)

- Certificate: 6%
- Associate: 15%
- Bachelor’s: 18%
- Transfer (no deg/cert): 11%
- 10+ Credits (no deg/cert/xfer): 33%
- <10 Credits (no deg/cert): 17%

Source: NELS88
CC First PSE Students in Lowest SES Quartile
Percent Distribution by Highest Outcome in All PSE Within Eight Years (NELS)

- Certificate: 8%
- Associate: 16%
- Bachelor's: 8%
- Transfer (no deg/cert): 5%
- 10+ Credits (no deg/cert/xfer): 47%
- <10 Credits (no deg/cert): 16%

Source: NELS88
CC First PSE Hispanic Students Percent Distribution by Highest Outcome in All PSE Within Eight Years (NELS)

- Certificate: 5%
- Associate: 12%
- Bachelor's: 11%
- Transfer (no deg/cert): 12%
- 10+ Credits (no deg/cert/xfer): 40%
- <10 Credits (no deg/cert): 20%

Source: NELS88
CC First PSE Black Students
Percent Distribution by Highest Outcome in All PSE Within Eight Years (NELS)

- Certificate: 3%
- Associate: 11%
- Bachelor’s: 5%
- Transfer (no deg/cert): 7%
- <10 Credits (no deg/cert): 15%
- 10+ Credits (no deg/cert/xfer): 59%
CC First PSE Students in Associate Programs
Percent Distribution by Highest Outcome in All PSE
Within Eight Years (NELS)

- Certificate: 5%
- Associate: 19%
- Bachelor’s: 17%
- Transfer (no deg/cert): 8%
- <10 Credits (no deg/cert): 17%
- 10+ Credits (no deg/cert/xfer): 34%

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

<table>
<thead>
<tr>
<th></th>
<th>Community College (public 2-Year)</th>
<th>Public 4-Year</th>
<th>Private 4-Year (not-for-profit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income less than $30,000</td>
<td>42.9&lt;sup&gt;1&lt;/sup&gt;</td>
<td>33.6</td>
<td>31.9</td>
</tr>
<tr>
<td>Age Under 25</td>
<td>47.0</td>
<td>71.0</td>
<td>66.9</td>
</tr>
<tr>
<td>Has Dependent Children</td>
<td>32.5</td>
<td>13.2</td>
<td>18.3</td>
</tr>
<tr>
<td>Part-time Enrollment</td>
<td>66.1</td>
<td>30.2</td>
<td>26.7</td>
</tr>
<tr>
<td>Part-year Enrollment</td>
<td>46.9</td>
<td>23.2</td>
<td>27.9</td>
</tr>
</tbody>
</table>

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

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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