

LWVCEF
Study
of
Public Higher Education
in
California

Study of Public Higher Education in California

Study - the process the League uses to develop policies & positions.

- League had no study inclusive of California Community Colleges (CCC), California State Universities (CSU) & University of California (UC) systems.
- This study proposed & approved at 2013 Convention

Study of Public Higher Education in California

Process for this study

- 15 member study committee
 - 5 groups researched areas of focus
 - 5 member writing team synthesized research into **Study Guide & Consensus Questions**
- **Study Guide & Consensus Questions** out September 2015 at [www.....](#)
- Local League Consensus due May 2016

Study of Public Higher Education in California

Over-arching theme - **ACCESS**

- **Areas of Focus**
 - Equity
 - Funding
 - Affordability
 - Preparedness
 - Opportunities and Barriers to Success

Study of Public Higher Education in California

Scope of the Study was refined to:

“examining access to quality public higher education in California including funding, affordability, preparedness, equity, and opportunities and barriers to student success.”

Study of Public Higher Education in California

Questions to Consider...

- Access to what?
- Access for whom?
- How do students and families experience the system?
- Is the system equitable?

ACCESS to what?



ACCESS for whom?



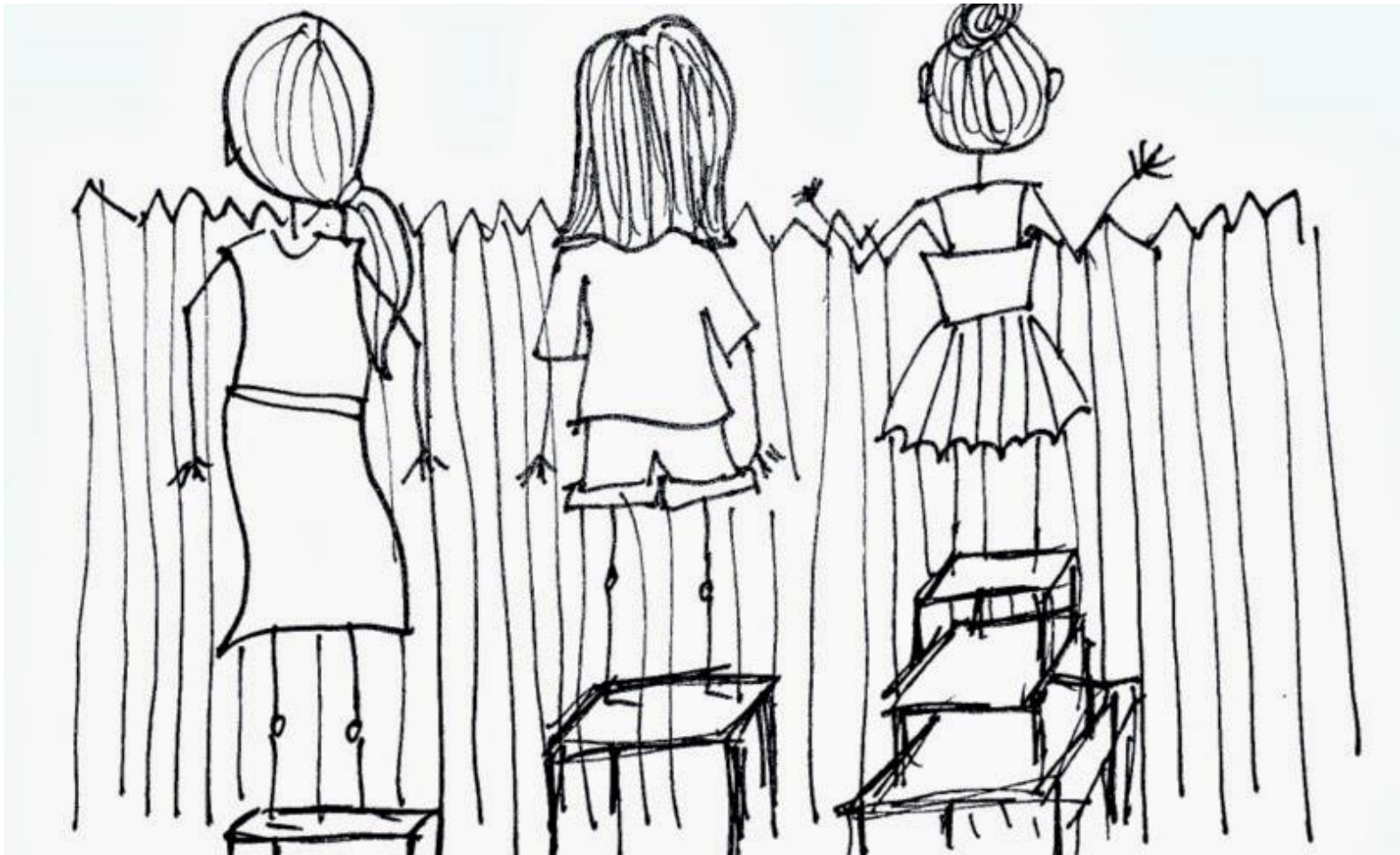
ACCESS

How do students and families experience the system?



ACCESS

Is the system equitable?



Why the Focus on Equity?

Equality ≠ Equity

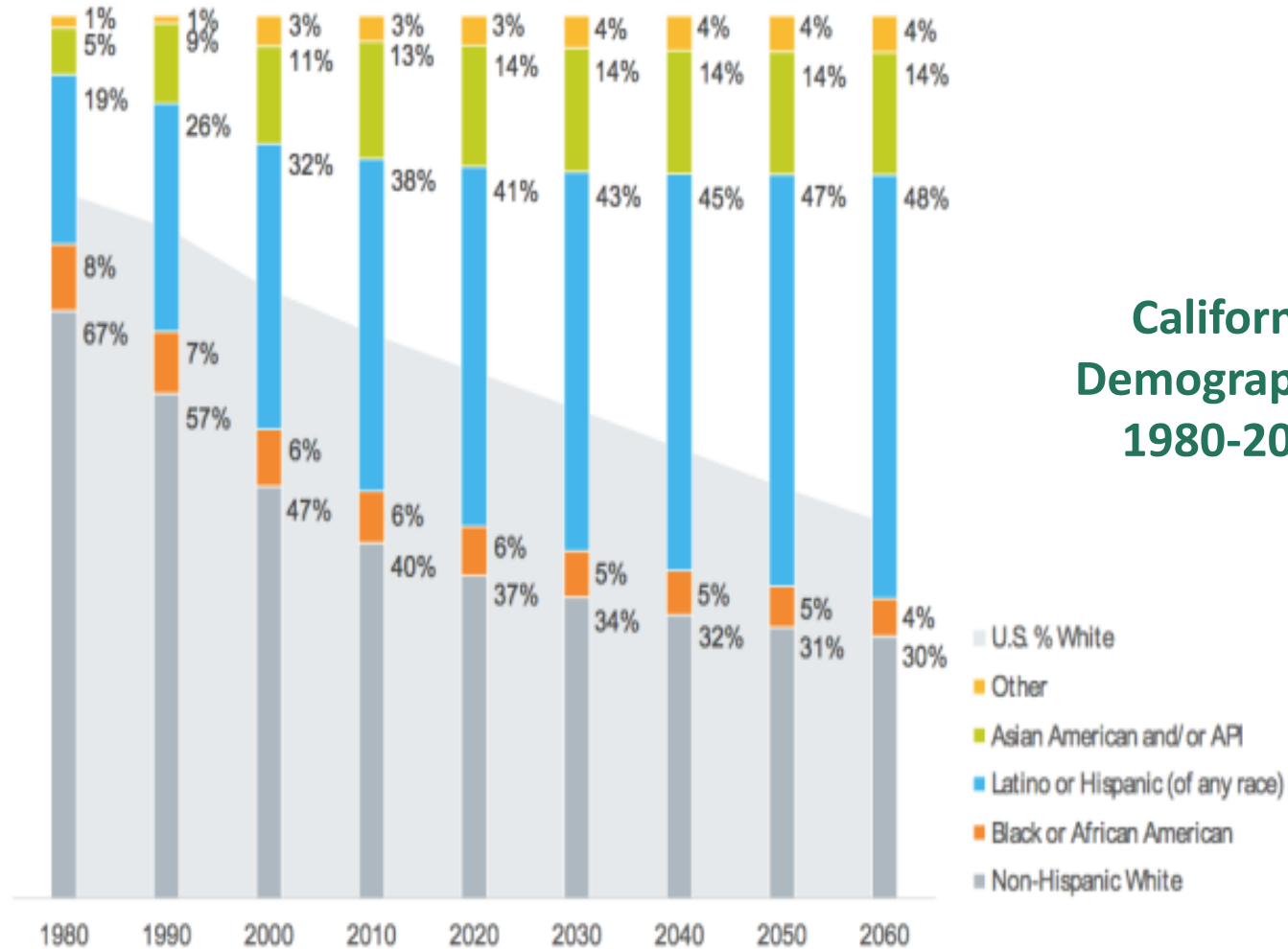
- **Equality:** the state of being equal, being treated the same or offering everyone the same status regardless of individual differences.
- **Equity:** fairness or justice in the way people are treated, addresses what is needed to achieve a result that is considered fair by recognizing, not ignoring or suppressing, individual differences.

Why the Focus on Equity?

The persistence of inequity in higher education participation and attainment will reduce the proportion of college-educated adults, which in turn will have detrimental effects on the state's economy, workforce preparation, the quality of life of aging baby boomers, and most importantly, its impact on our aspirations to be a society that provides equal opportunities regardless of race, religion, gender or socio-economic status.

- Estela Bensimon, USC

Changes in Demographics

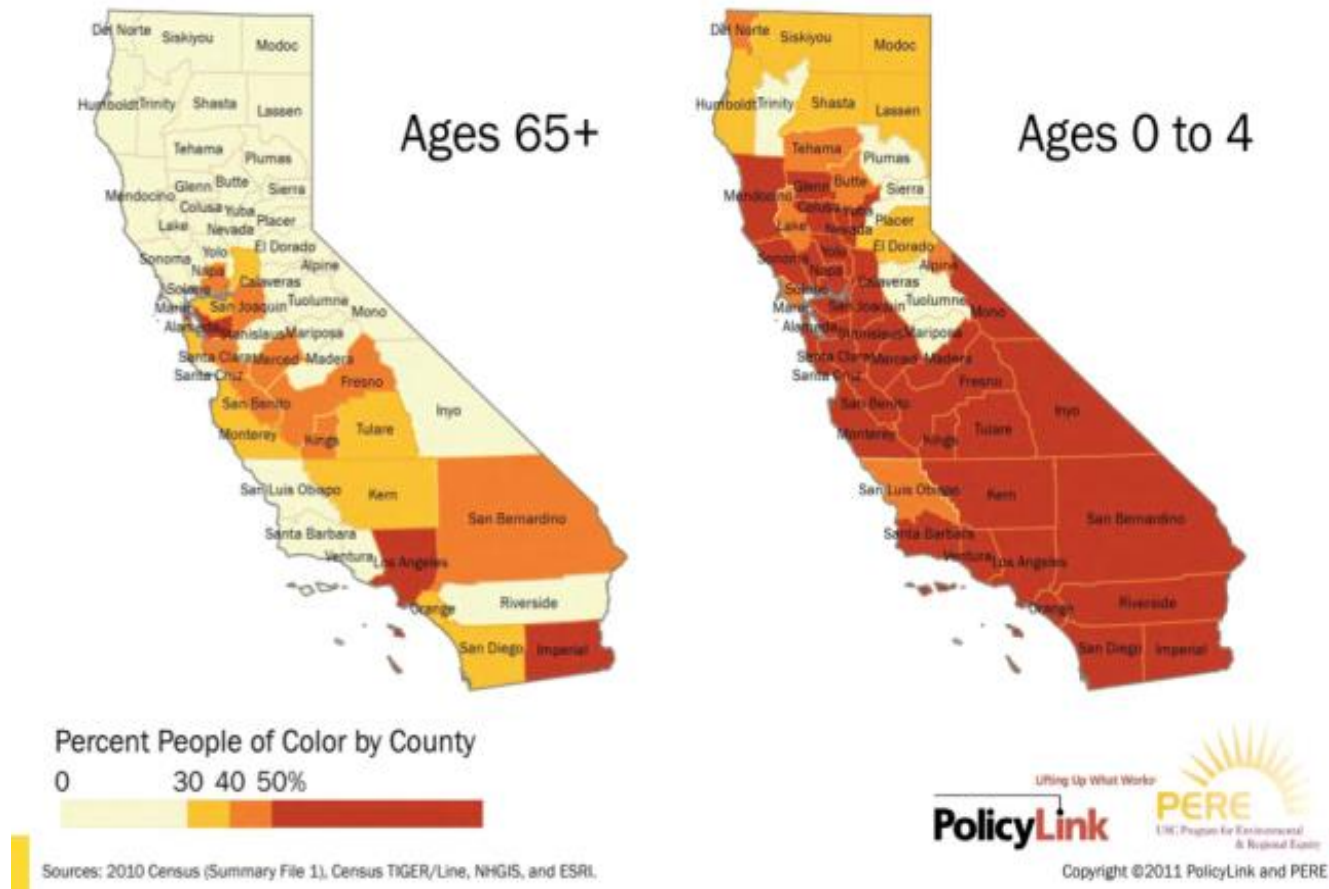


California is Leading the Nation in Demographic Change

Changes in Demographics

A New Generation Gap?

The Diverging Demographics of Seniors and Youth



In most of California, the majority of people over 65 are white and the majority of young children are people of color.



Changes in Demand

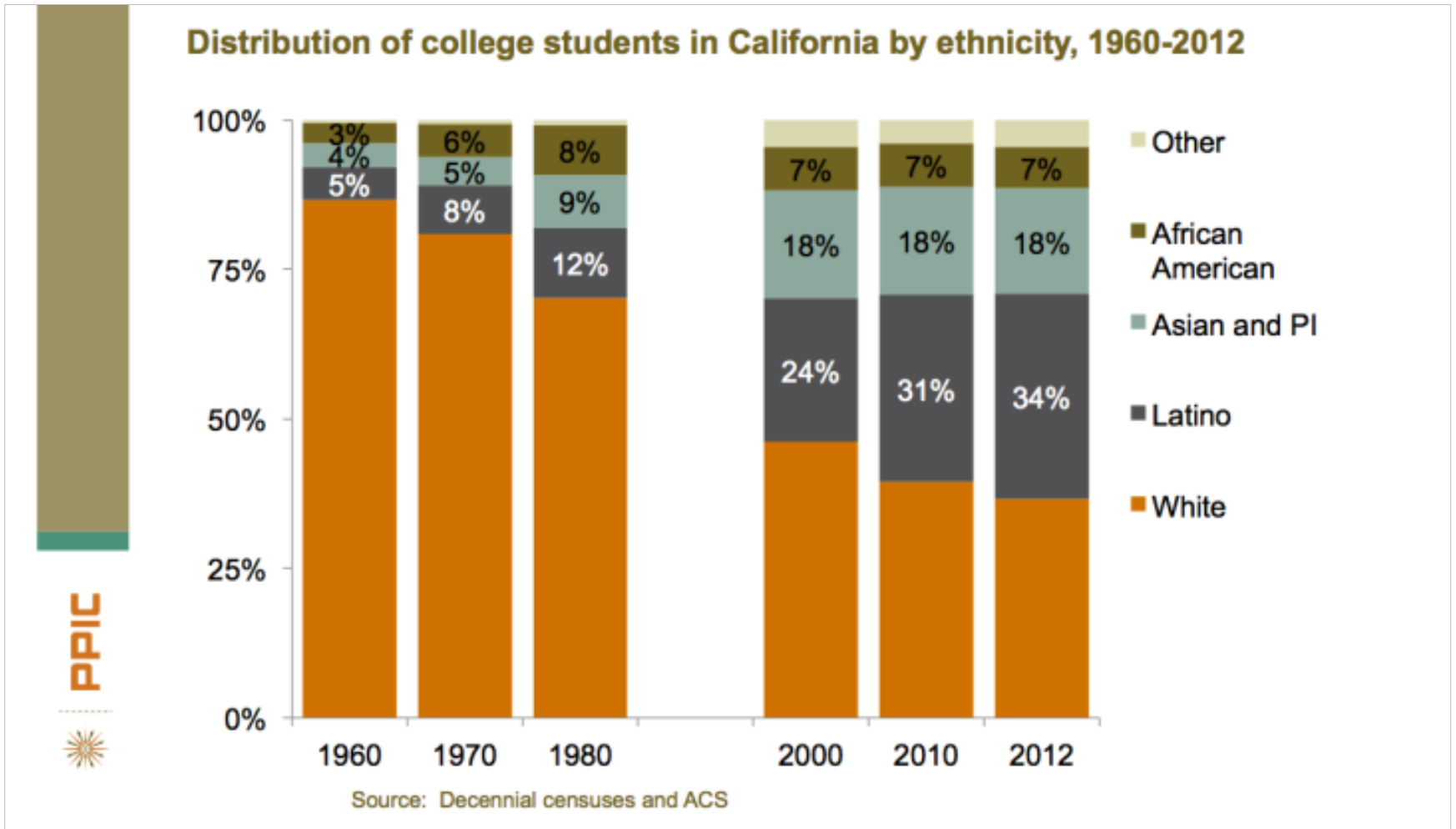
The Economy has Changed Post-secondary Education



Changes in Demographics and College Participation Patterns

Student ethnicity has changed.

Changes in College Participation Patterns



Dramatic Increase in Ethnic Diversity of California College Students



Why the Focus on Access?

The 1960 Master Plan for Higher Education: Then and Now

The 1960 Master Plan for Higher Education: Then

ACCESS For whom?

- *It was the first time in the history of any state in the United States, or any nation in the world, where such commitment was made- that a state or nation would promise there would be a **place ready for every high school graduate or person otherwise qualified.***

- Clark Kerr (1999)

The 1960 Master Plan for Higher Education: Then

ACCESS To what?

- The three higher ed segments would have distinctive eligibility requirements and missions:
 - University of California System (UC)
 - California State University System (CSU)
 - California Community College System (CCC)

The 1960 Master Plan for Higher Education: Then and Now

- *UC campuses - take the top 12.5% of eligible high school graduates*
- *CSU institutions - top 33%*
- *Community Colleges - accept any high school graduate or person who “can benefit from instruction*
 - *these students would have possibility of transfer to a four-year college*

The 1960 Master Plan: Then and Now

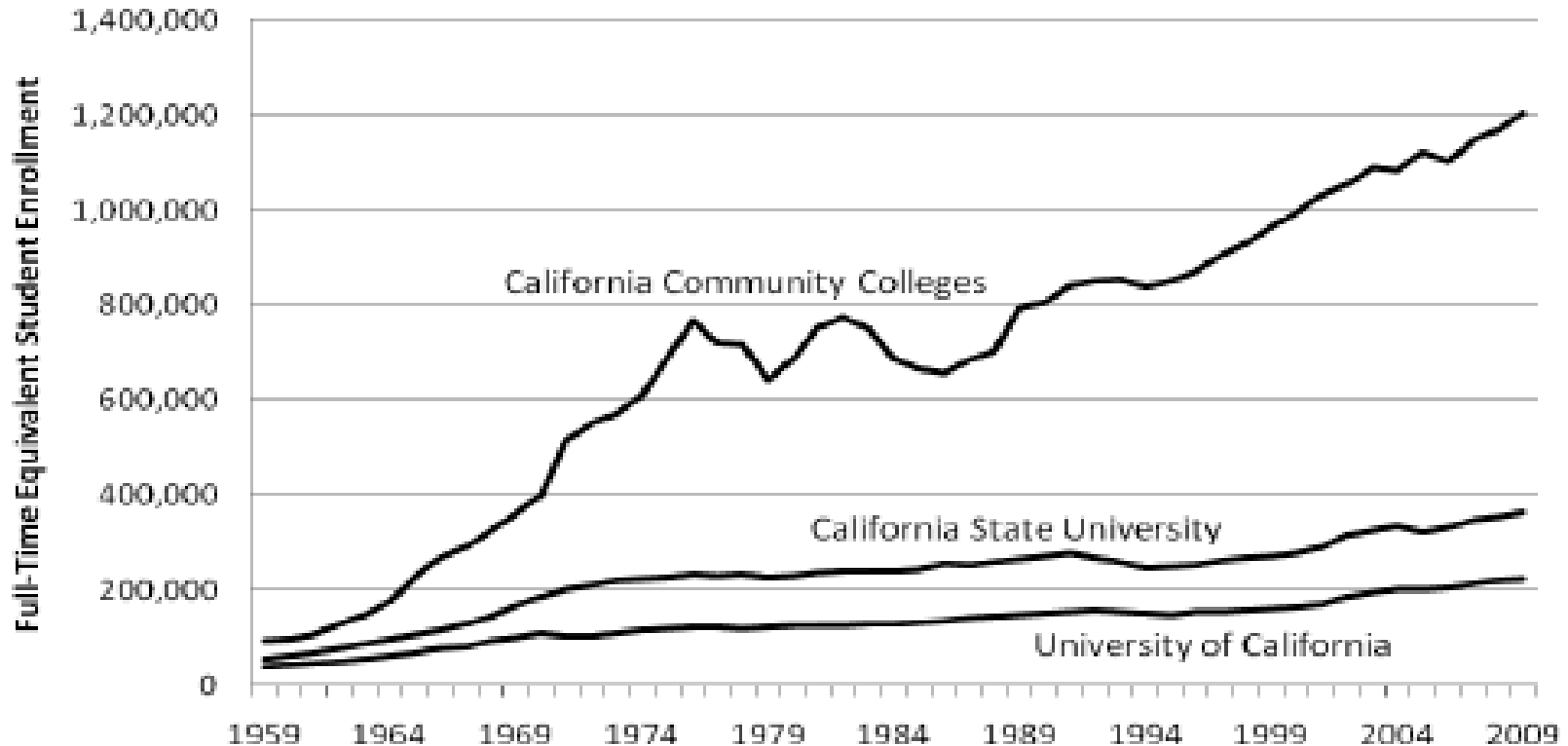
ACCESS to what? for whom?

- *There was no educational rationale for these particular percentages except to cut costs in the short term.*
- *In the first year alone, the Master Plan diverted approximately 50,000 students from 4-year to 2-year campuses.*
- *California now enrolls a lower proportion of its college students at 4-year campuses than any other state.*

-(Geiser & Atkinson, 2013, p. 1 brief)

The 1960 Master Plan: Then and Now

Enrollments Since the Inception of the Master Plan



begin Master Plan

CA Public Higher Ed Enrollments Growth is in Community Colleges

ACCESS to what?

<i>(N=2,849,532)</i>		
Institution	Head count	Percent
UC	188,290	7%
CSU	382,332	13%
CCC	2,094,910	74%
Private 4-year*	184,000	6%

*77 accredited 4-year private colleges.

California Higher Education Enrollment 2013-14
Only 20% of Enrollment is in a Public Four Year College

The 1960 Master Plan: Then and Now

The World has Changed

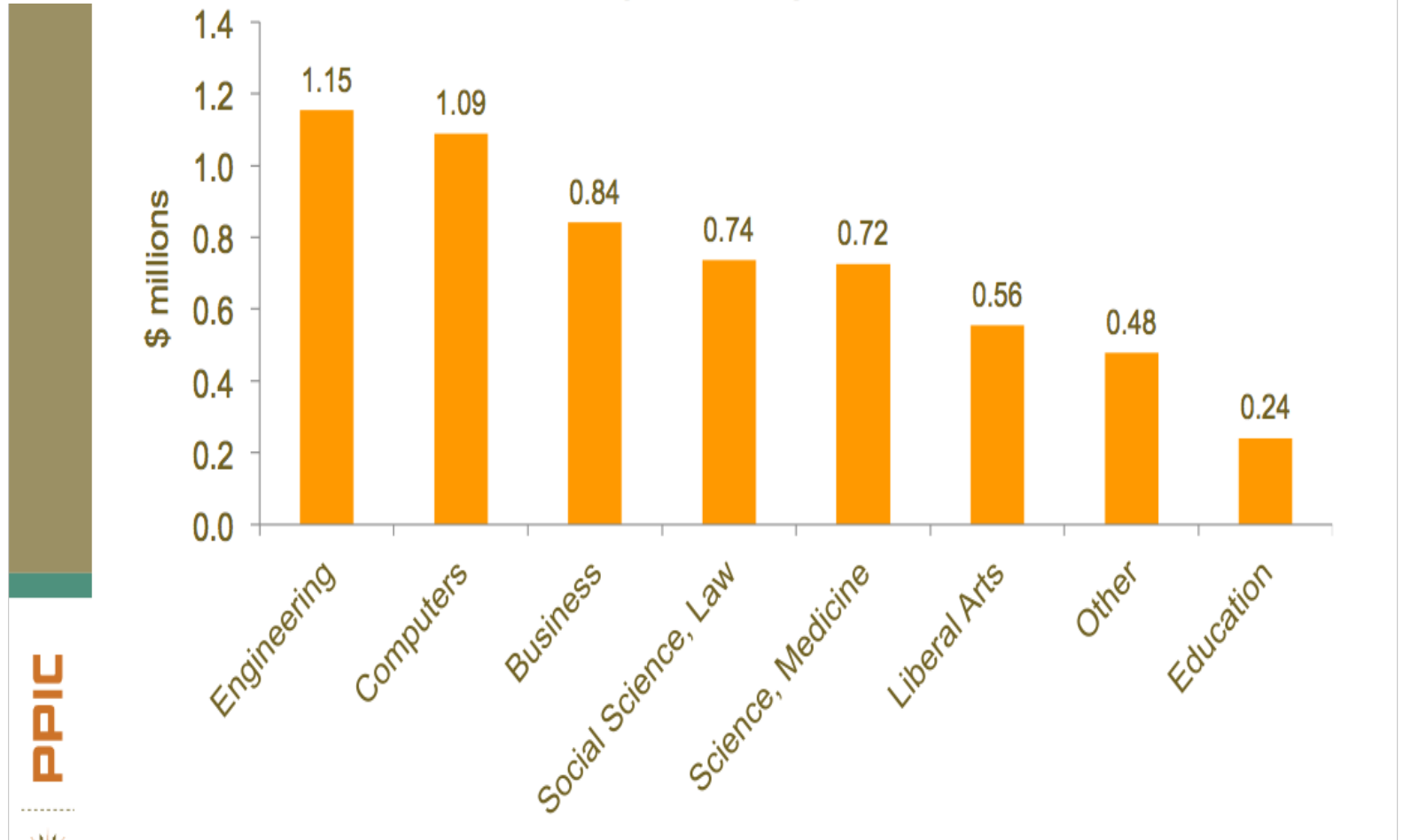
- 1960 - robust manufacturing sector
 - high school diploma = stable job that paid enough to support a family.
- Today - students must pursue at least some post-secondary education to earn a family-sustaining wage.

The 1960 Master Plan: Then and Now

ACCESS to what?

- By 2025, CA projected deficit of 2.5 million college-educated workers
 - **1.5 million will need some college**, i.e. certificates or associates degrees from two-year post-secondary institutions,
 - **another 1 million will need baccalaureate degrees**

ACCESS to what?



Net lifetime payoff of college is enormous, regardless of major

The 1960 Master Plan: Then and Now

Access for whom?

Who attends college - 1960 vs. now:

- A much larger percentage of many more high school grads
- More women
- More part-time students and older students
- More racial/ethnic/economic diversity

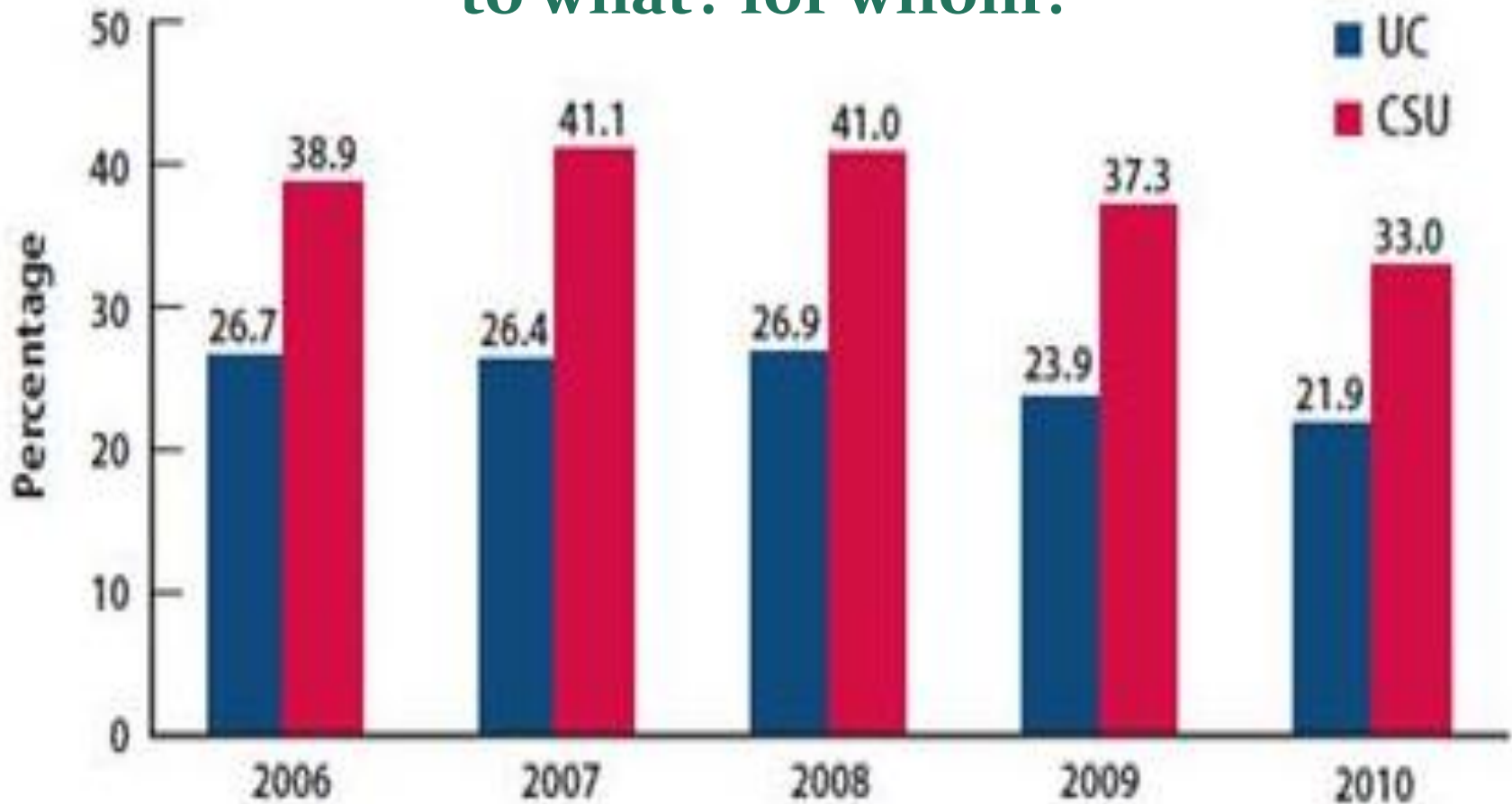
The 1960 Master Plan: Now

Access to what? for whom?

California high school grads are less likely to enroll in 4-year college than students in other states and than in the past.

ACCESS

to what? for whom?



The Share of Recent A-G High School Graduates Enrolling at UC and CSU has Declined

The 1960 Master Plan: Now

Access to what? for whom?

Low income and underrepresented minority college students disproportionately attend community college.

The 1960 Master Plan: Now

Access to what? for whom?

In 1960 –

- UC and CSU received $\approx 90\%$ of their funding from the state
- CCC charged no fee $\approx 100\%$ of revenues came from the state & local property taxes

Why the Focus on Funding?

- *As the need for education has risen, financial support from the state has fallen.*
- *Appropriations per student have dropped but tuition and fees have increased.*

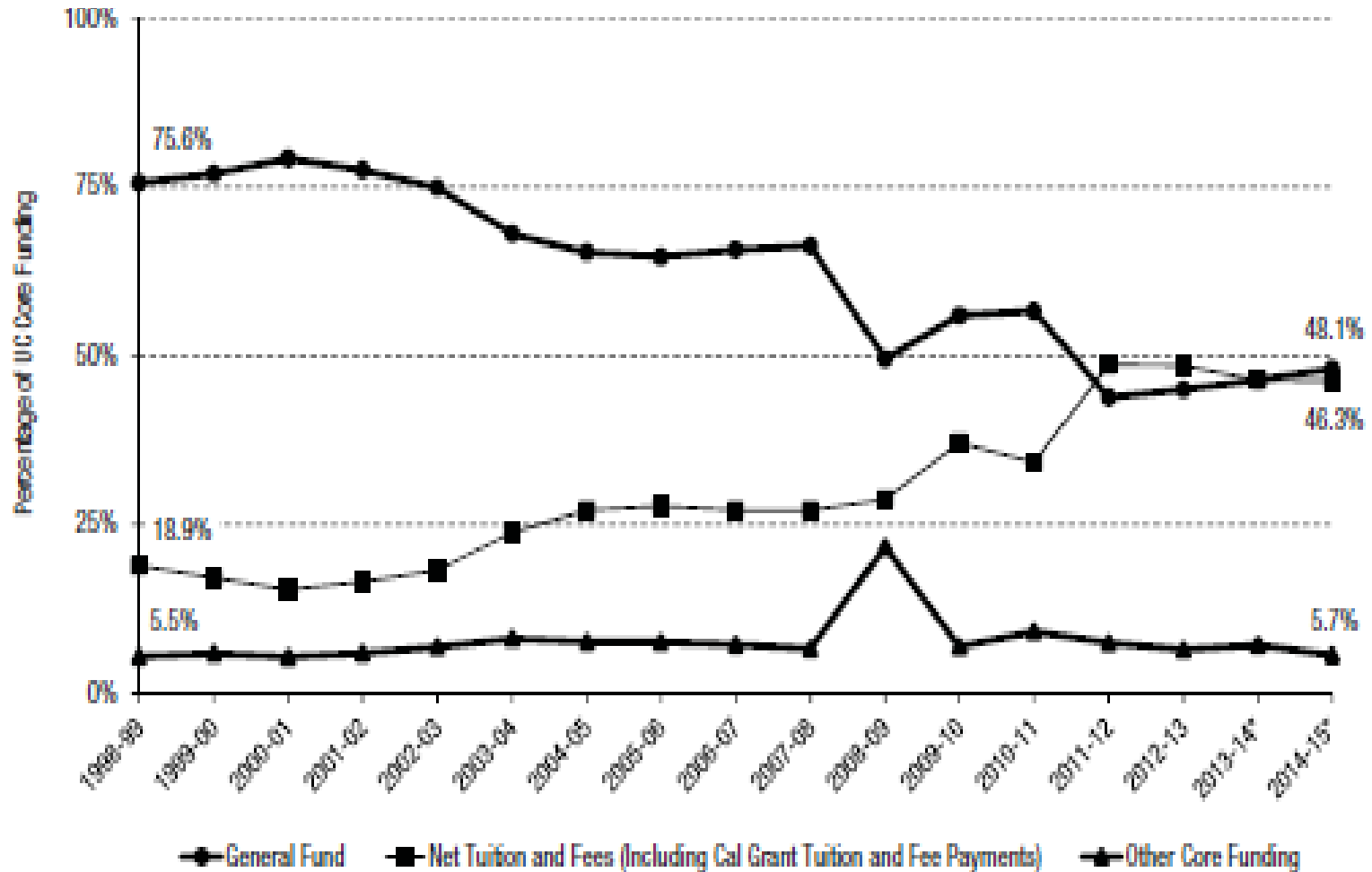
-Hans Johnson, (2012)

- *State support for CSU & UC is at the lowest point in more than 30 years, adjusted for inflation.*

- California Budget Project, (June 29, 2015)

FUNDING

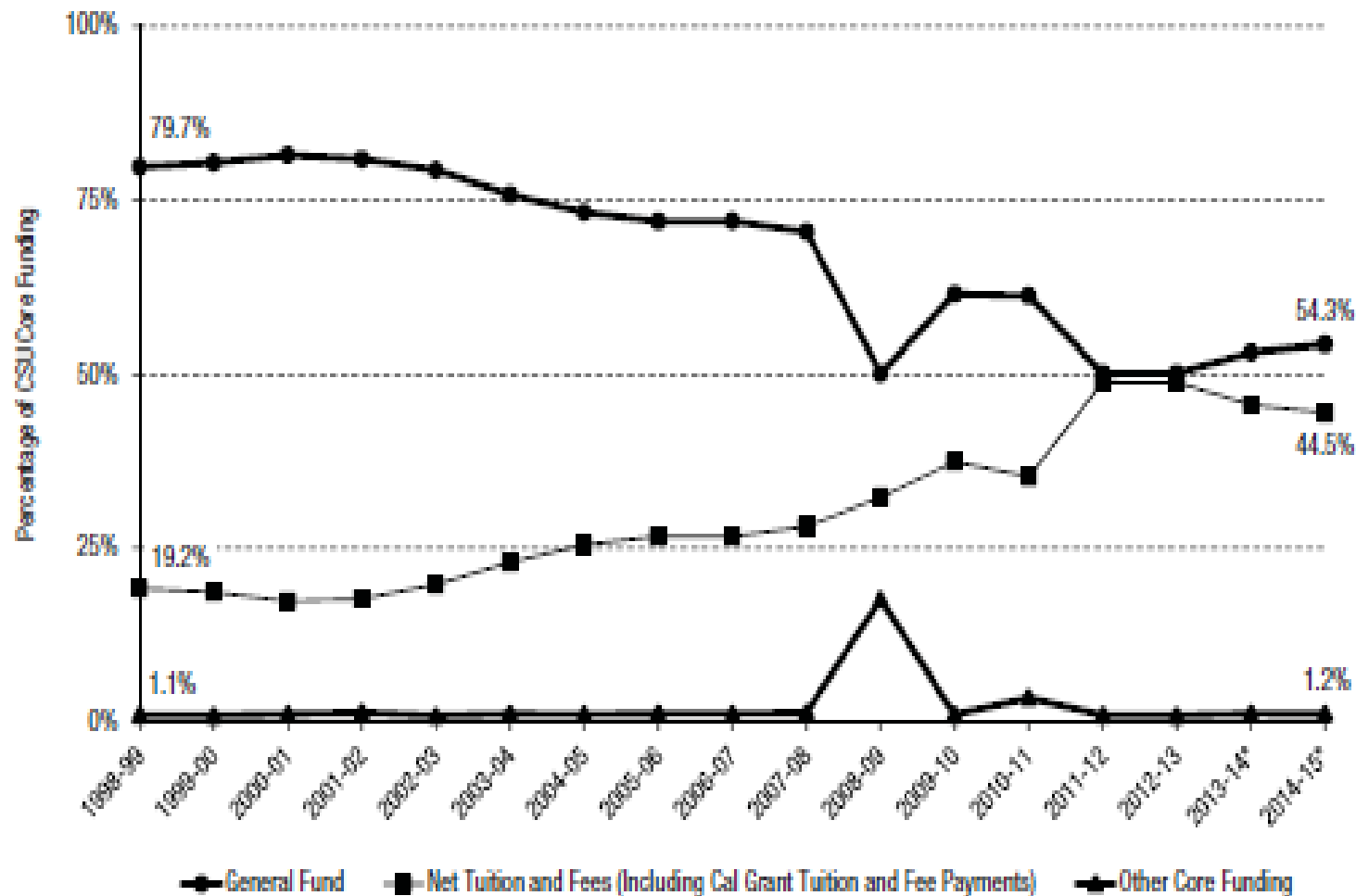
University of California (UC)



The State of California is covering a declining share of UC Core Expenditures 1998 to 2014

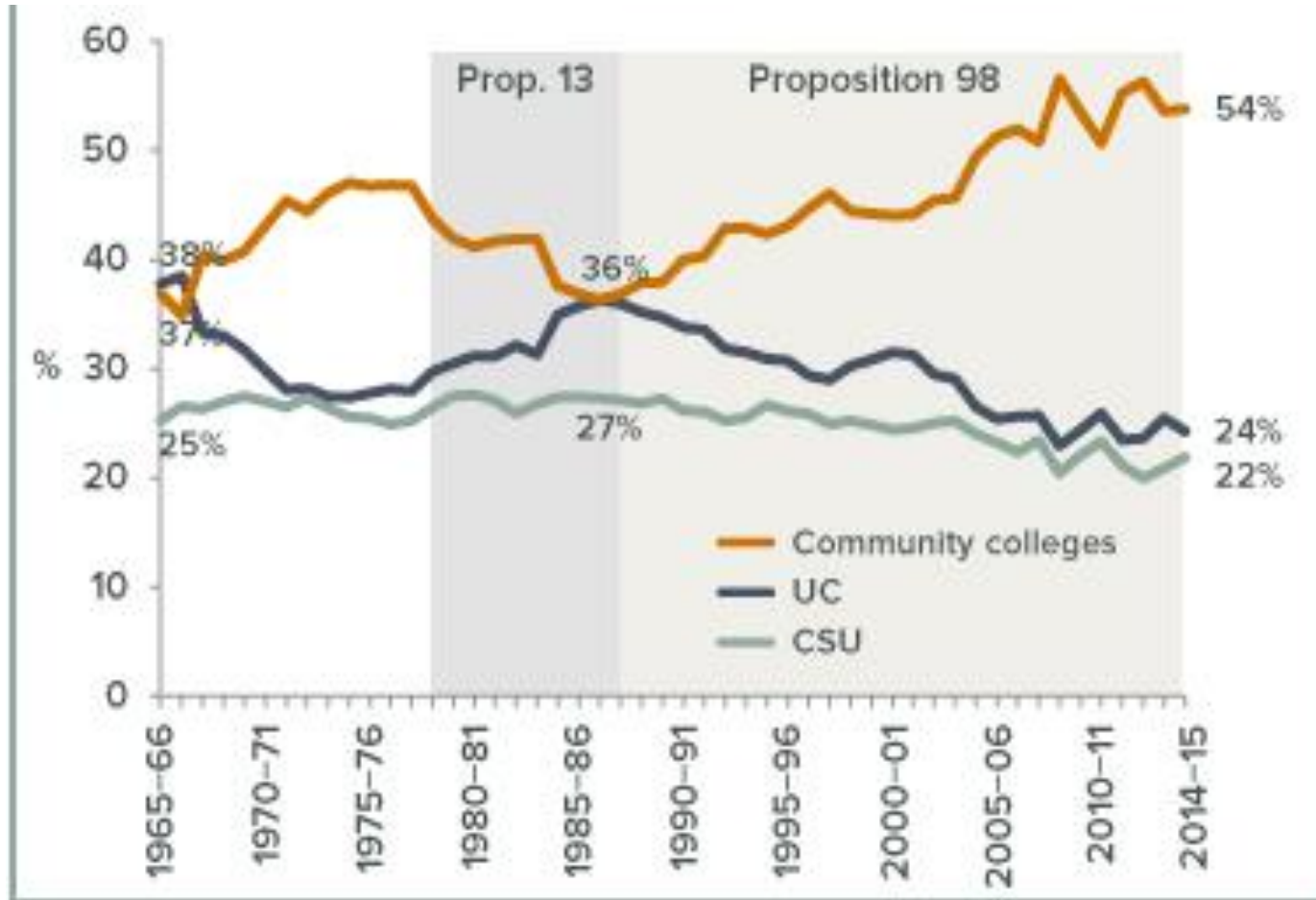
FUNDING

California State University (CSU)



The State of California is covering a declining share of CSU Core Expenditures 1998 to 2014

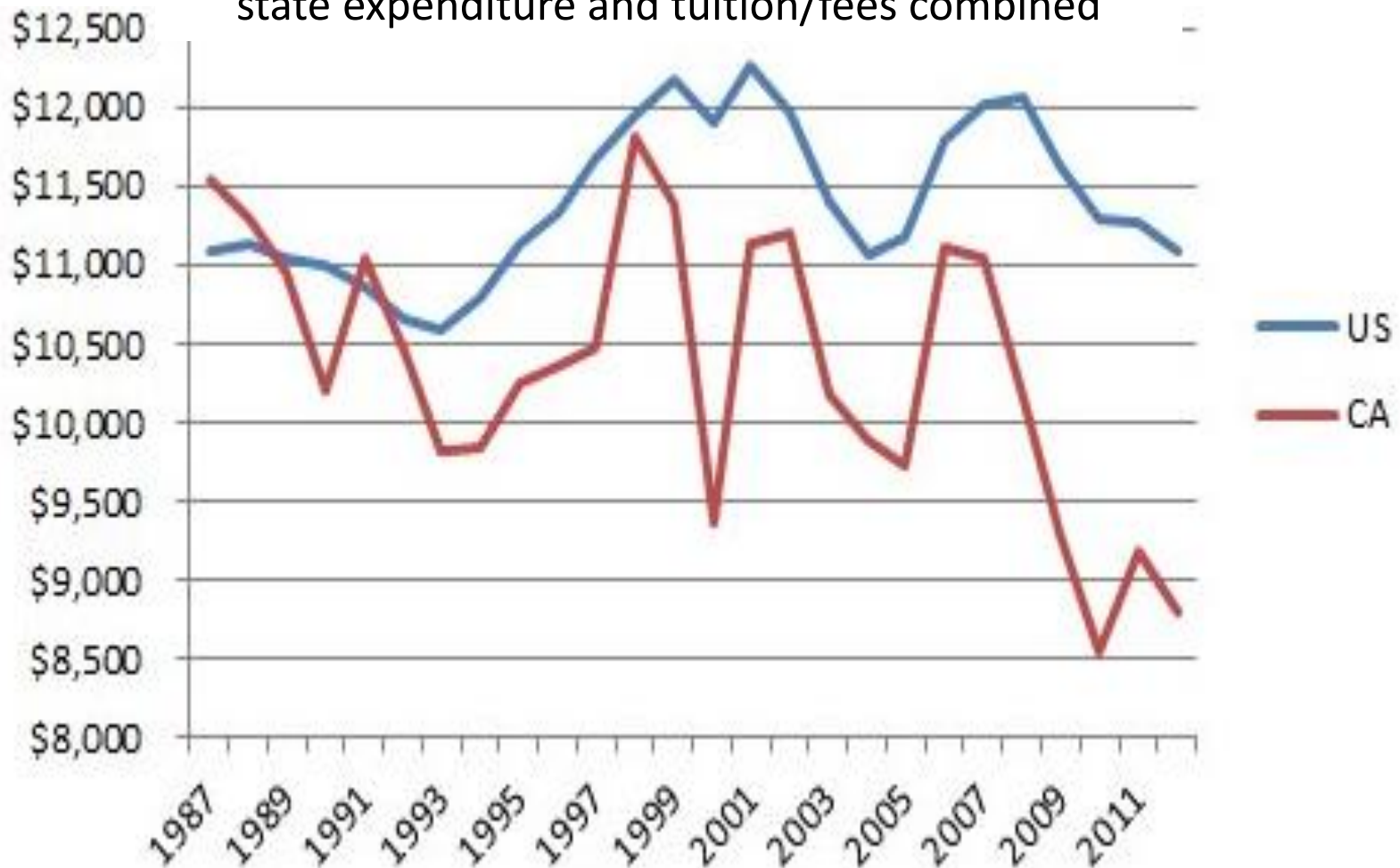
FUNDING



The Master Plan, Prop 13, and Prop 98 have All Altered the Distribution of State Appropriations to Higher Ed 1965-2014

FUNDING

state expenditure and tuition/fees combined



State Expenditure per Higher Education Student (FTE) has Decreased More in California than the National average. Funding is Not Stable.

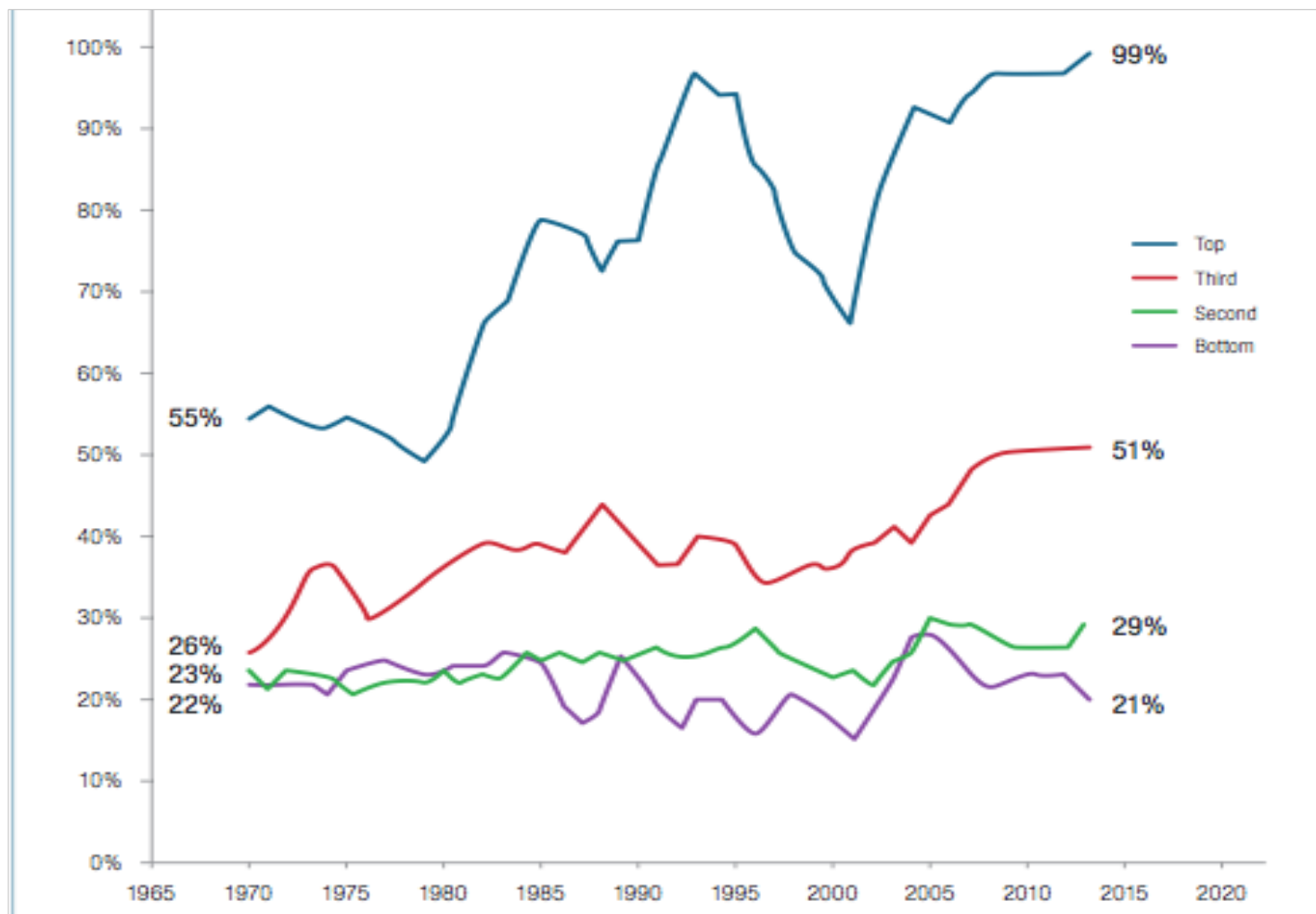
Why the Focus on Affordability?

Perhaps the greatest challenge of all is to ensure that higher education serves as a ladder for economic and social mobility rather than simply reinforcing economic and class divides.

-Johnson, H. (March 2015)

AFFORDABILITY

BA rates by age 24 for dependents who entered college by income quartile



U.S. Bachelor's Attainment Rates Vary Greatly by Family Income

Why the Focus on Affordability?

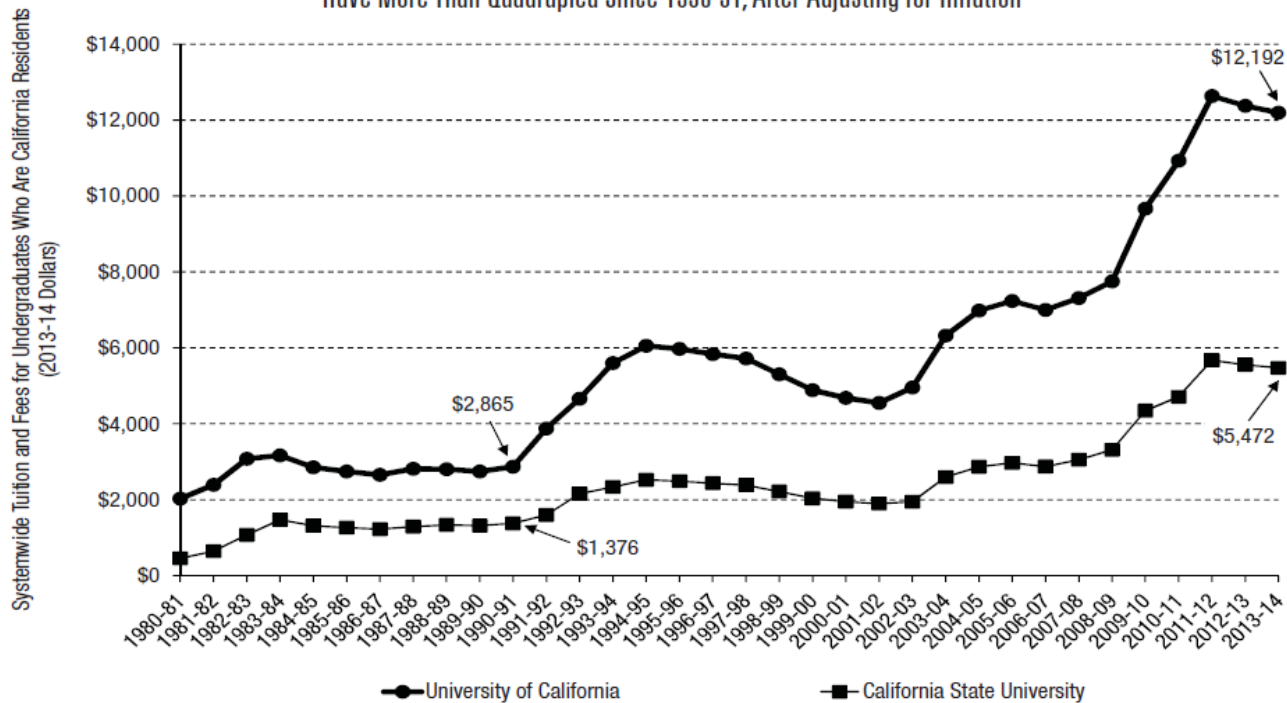
Nationwide decline in state funding makes BA education increasingly more expensive for students and families.

California

- 2nd highest increases in tuition for comparable 4-year colleges.
- average in-state tuition for 4-year public colleges < the median (2004)
- public four-year tuition ranked 21st nationally (2014)

AFFORDABILITY

CSU Tuition and Fees Have More Than Tripled and UC Tuition and Fees Have More Than Quadrupled Since 1990-91, After Adjusting for Inflation



Note: Without adjusting for inflation, systemwide tuition and fees at CSU and UC have been frozen since 2011-12.
Source: California State University and University of California

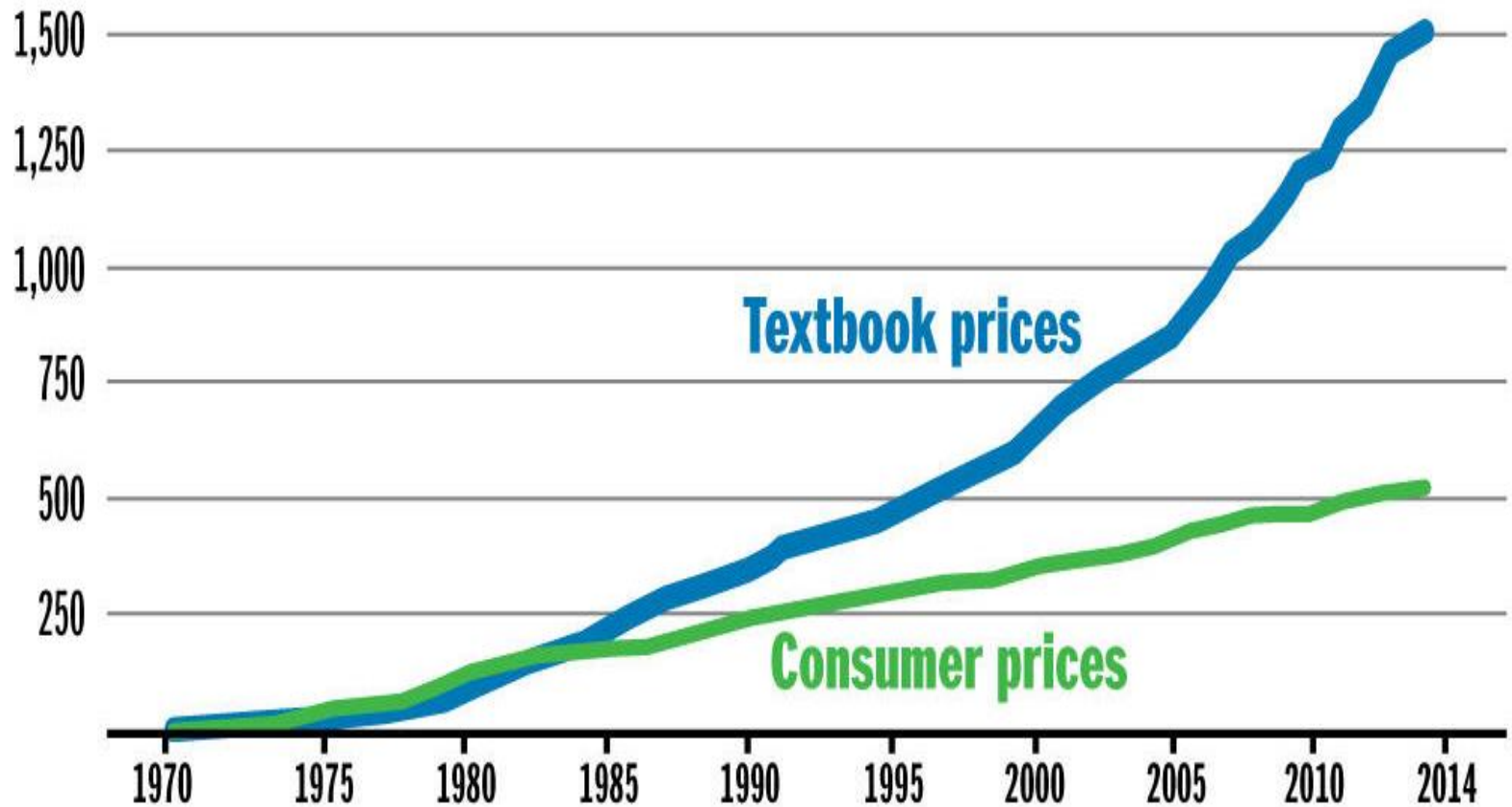
Rise in CSU and UC Tuition and Fees since 1990

Why the Focus on Affordability?

Affordability involves more than tuition.

- Reduced financial ability of families to pay
- Increases in the “total cost of college attendance” - tuition, fees, housing, text books, transportation

AFFORDABILITY



SOURCES: Bureau of Labor Statistics

DESERET NEWS GRAPHIC

Steep Rise in Textbook Prices 1970-2014

AFFORDABILITY

Income Range	What does college <u>cost</u> ?			Is the cost of college <u>affordable</u> ?					
	2011-12 Net Price by Family Income			Share of Total Income Required to Pay the Cost			Share of Discretionary Income Required to Pay the Cost		
	UC	CSU	CCC	UC	CSU	CCC	UC	CSU	CCC
\$0 - \$30,000	\$8,808	\$6,563	\$5,815	29%	22%	19%	64%	48%	42%
\$30,001 - \$48,000	\$10,126	\$8,945	-	21%	19%	-	32%	28%	-
\$48,001 - \$75,000	\$13,771	\$13,387	-	18%	18%	-	23%	23%	-
\$75,001 - \$110,000	\$21,234	\$18,572	-	19%	17%	-	23%	20%	-
> \$110,000	\$28,282	\$20,021	-	19%	13%	-	21%	15%	-

College Costs and Affordability in California
for first time full time in state students receiving a Pell Grant.
(Fewer than 1% of CCC students had family income above \$30,000)

Why the Focus on Affordability?

Need-based Financial Aid

The Federal Pell Grant program is the largest provider of need-based financial aid.

Why the Focus on Affordability?

California Need-based Financial Aid

Cal Grant program: \approx \$2 billion/year, serves 475,000 students

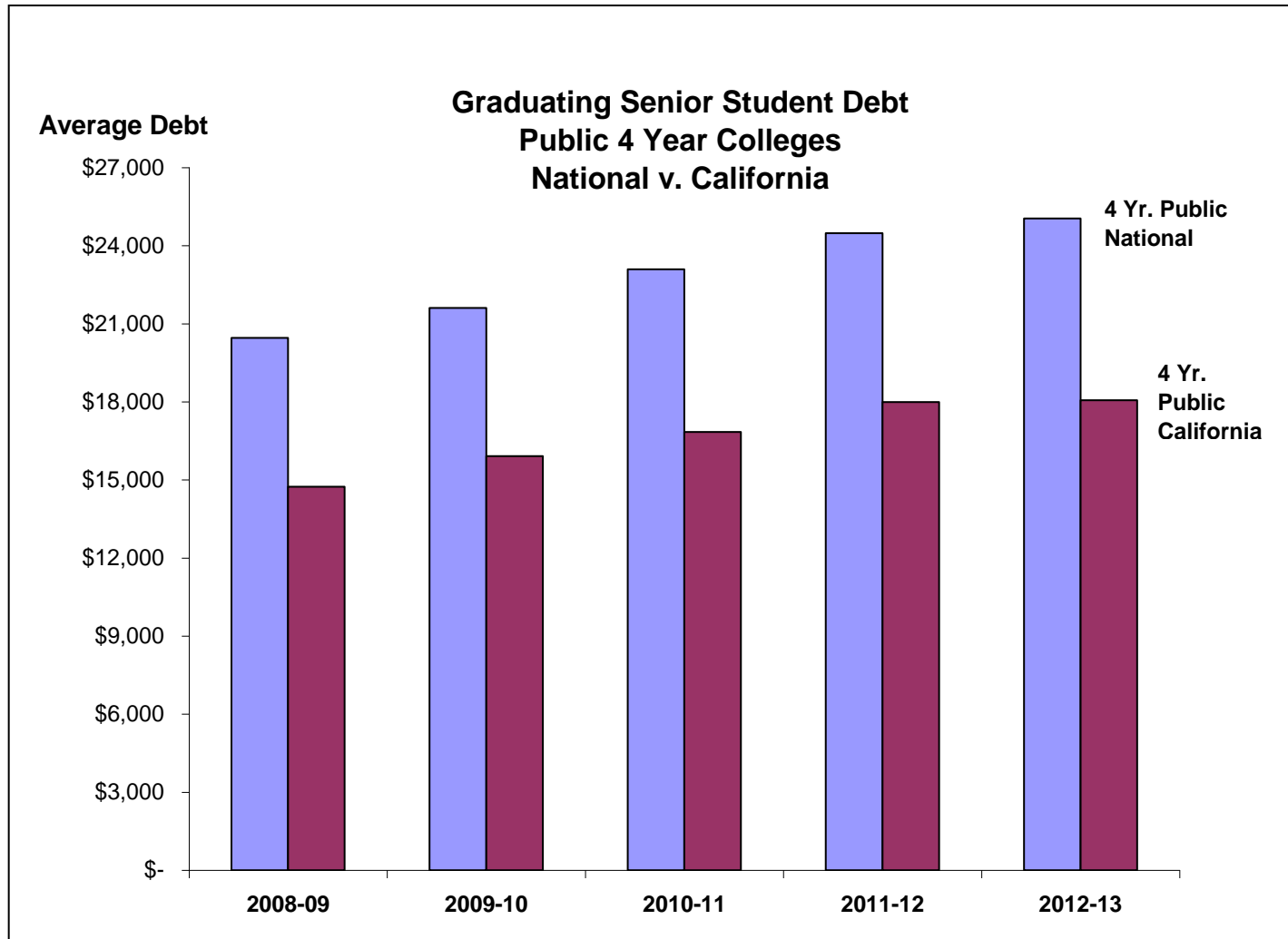
- Entitlement programs: high school
- Entitlement programs: transfer

Why the Focus on Affordability?

Student Debt

To cover the full cost of attendance not provided by federal and state funding or family resources, many students take out loans.

AFFORDABILITY



**Students Graduating from Public 4 Year Colleges
in California have Less Debt than the National average**

Why the Focus on Affordability?

Other financial aid programs specifically for low-income community college students.

- Board of Governors Fee Waivers (BOGFW)
- Extended Opportunity Program and Services (EOPS)
- Cooperative Agencies Resources for Education (CARE)

Why the Focus on Affordability?

Graduate and Professional Schools

California's promise of higher education included access to its graduate and professional schools.

- Jobs requiring advanced degrees will grow by 2.6 million by 2020.

Why the Focus on Preparedness?

What does it mean to be prepared for college or college-ready?

College readiness - defined operationally as the level of preparation a student needs in order to enroll and succeed— without remediation—in a credit-bearing general education course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program.

Why the Focus on Preparedness?

- **In 2011, CSU identified as needing remediation:**
 - 77% of low-income students
 - 75% of Latino students
 - 83% of African American students
 - 41% of white students
- **CA community colleges identified**
 - 70-90% of incoming students as needing remediation

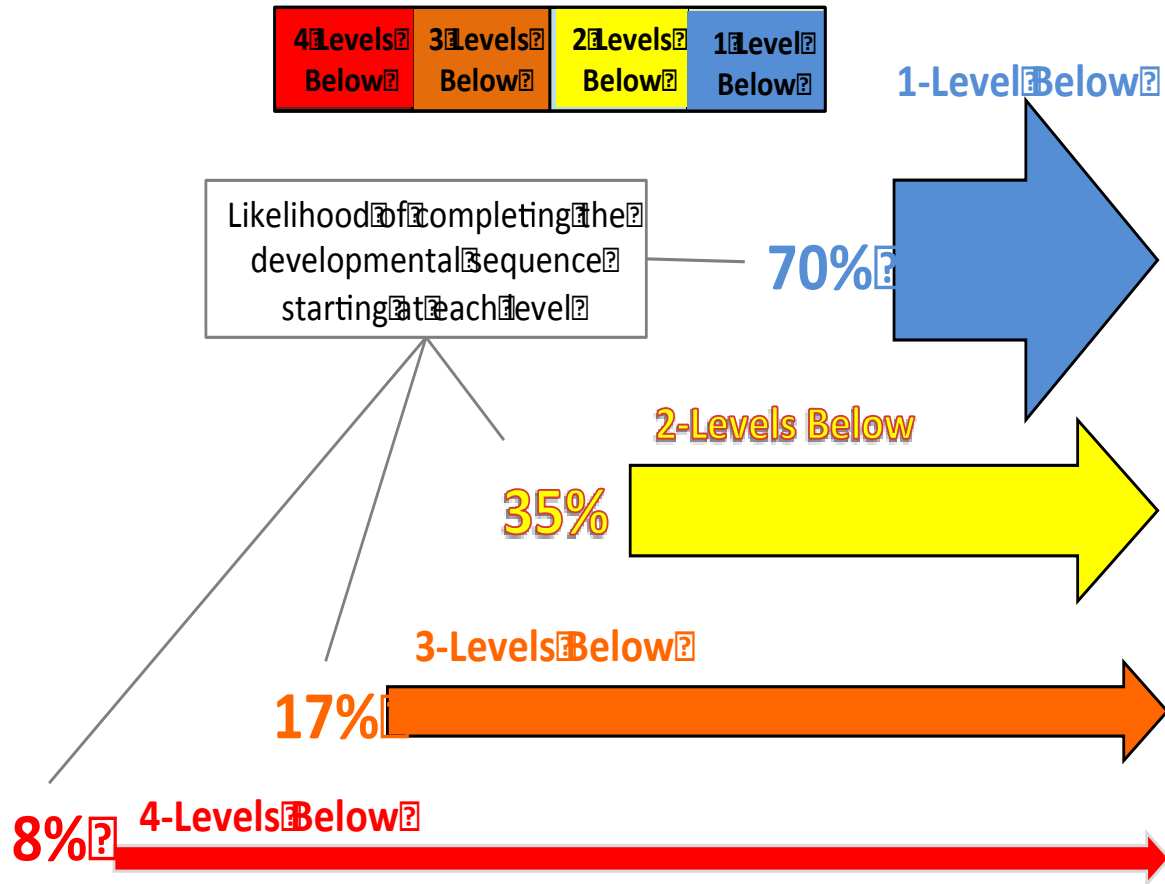
Why the Focus on Preparedness?

This huge readiness gap is costly to students, families, institutions, and taxpayers, and it is a tremendous obstacle to increasing the nation's college degree-attainment levels.

Lack of readiness for college is a major culprit in low graduation rates, as the majority of students who begin in remedial courses never complete their college degrees.

PREPAREDNESS

The likelihood of completing the developmental math sequence is a function of where you start



The Likelihood of Completing the Developmental Math Sequence within 3 Years Varies Greatly with Level of Unpreparedness

Why the Focus on Preparedness?

Wide discrepancy in completion rates for academically prepared vs. unprepared students holds true for all demographic and ethnic groups.

Preparedness

Completion Rates for Prepared and Unprepared Community College Students by Ethnicity

Student Group	College Prepared	College Un-Prepared
African American	63.6	32.9
Hispanic	62.7	34.2
White	69.1	41.8
Asian	81.5	55.6

African American and Latino students who enter college Prepared have higher completion rates than Unprepared White and Asian students.

Preparedness

Bridging the High School to College Gap

- Developing **new high school curriculum** for college readiness, with a **special focus on grade 12**.
- Expanding **concurrent enrollment** opportunities so more high school students can experience college and earn college credits.
- Building **career technical education (CTE) pathways** to college and career.

Preparedness

Adult Education

Should California provide a robust system of post-secondary education that serves as a pathway to better jobs and/or postsecondary education for adults with the following needs?

Barriers and Opportunities

Planning and Coordination

The 1960 Master Plan included a state-level coordinating body to advise the governor and legislature on issues facing public higher education.

- No such body exists today.
- Students frequently experience the independence of the segments as disconnected.

Barriers and Opportunities

Planning and Coordination

Hallmarks of a more coherent system of public higher education might include:

- Mobility, portability, and smooth transitions
- Choice
- Longitudinal data system
- Equity

Barriers and Opportunities

Increasing Baccalaureate Degree Attainment

At UC and CSU:

- Increase capacity
- Increase the percentages of high school graduates eligible for admittance.
- Accept more transfer students
- Decrease time-to-completion for enrolled students

Barriers and Opportunities

Increasing Baccalaureate Degree Attainment

For students who begin at a community college:

- Streamline transfer pathways
- Dual-acceptance policy
- University centers
- University branches
- Permit community colleges to grant some baccalaureate degrees

Barriers and Opportunities

Supporting Career Technical Education (CTE)

By 2025, CA is projected to face a gap of 1.5 million workers with “some college.”

- CTE programs cost more to offer
- The State’s economic vitality requires strong CTE

Barriers and Opportunities

Other Factors Impacting Student Success

At-risk student populations

- May include veterans, aged-out foster youth, rehab recipients, homeless students, first generation students

Barriers and Opportunities

Other Factors Impacting Student Success

Students with disabilities: 2 million students, $\approx 11\%$ of undergraduates

- Services include disability assessment, test-proctoring, specialized counseling, interpreter or captioning services for hearing-impaired/deaf students, mobility assistance, note-taker, reader, speech services, transcription, specialized tutoring, adaptive equipment, parking, etc.

Barriers and Opportunities

Non-Cognitive Skills

Students struggle who lack “non-cognitive” skills such as:

- Growth mind-set
- Organizational skills
- Knowing how to prepare for class, stay focused & study
- Motivation & Self-discipline



Barriers and Opportunities

Curriculum and Instruction

Innovations in curriculum and instruction have been effective interventions for students who enter college unprepared.

Barriers and Opportunities

Under-Placement

Research shows current placement practices “under-place” students, requiring students who could be successful in college-level coursework to take remedial classes.

Barriers and Opportunities

Questionable Requirements

It is time for serious research to take a fresh look at what mathematics is essential for students to build competence in fields and careers of promise, and what is not.

The requirements for and content of mathematics courses should focus on what is important rather than what happens to have been inherited as policy.

- Carnevale, Smith, & Melton (2011)

Barriers and Opportunities

Online Education

*Online learning is far from one thing –
and... online learning is anything but static.*

-Bowen (2013)

Conclusion

This study has tried to indicate some of the barriers that undermine equitable academic attainment, and to suggest opportunities that could open clogged pathways in California's system of public higher education.

Thank YOU for participating!!

**Thank you to Louise Jaffe, LWV Santa Monica, for
organizing this PowerPoint!**

Study Guide

<http://bit.ly/HigherEdStudyGuide>

Consensus Questions

<http://bit.ly/HigherEdCQ>

Be sure to join your local League

<https://cavotes.org/local>