

## Quality and American Community Colleges

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## Dimensions of Quality

- Inputs (who is served)
- Throughputs (what happens while there)
- Outputs (where do they go and what do they do?)
- Financing (who pays for all of this?)
- The gap between mission and student behavior



## Shifting Perceptions of Quality

- Society Expectations...nice but not an institution of choice
- Government Expectations...driven chiefly by efficiency concerns
- Institutional Expectations...nobody understands community colleges
- Not just access.... Access to, and the successful completion of, a high-quality undergraduate education



## Missions

- Career and Technical Degrees
- Developmental Education
- Community Education
- Transfer Degrees
- Short-term, Workforce Preparation



## US Community Colleges and Australian TAFE Institutions

- Community Colleges
  - Mixed governance
  - Offer some 4-year degrees
  - Career education is one focus
  - Except for select programs, access is open to all programs
  - Tradition of transfer programs
  - Associate degrees are one-third of all undergraduate degrees in US
- TAFE
  - State governance
  - Offer some 4-year degrees
  - Career education is focus
  - Students apply for a “place”
  - Transfer to a university happens in smaller numbers
  - Associate degrees account for less than 0.2 percent of all undergraduate degrees in Australia

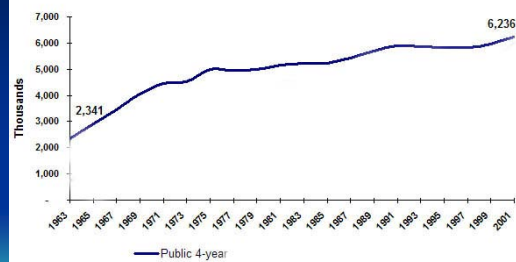
Source: DEST (2005) and American Council on Education (2005)



## INPUTS

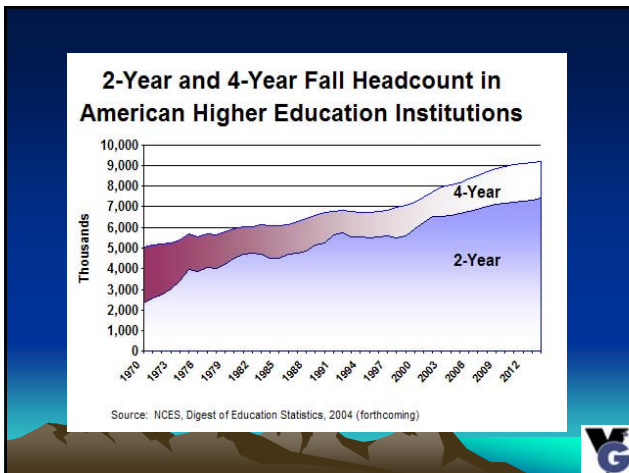
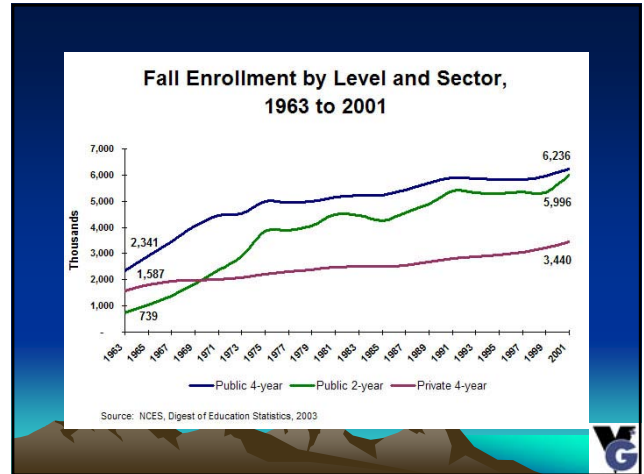
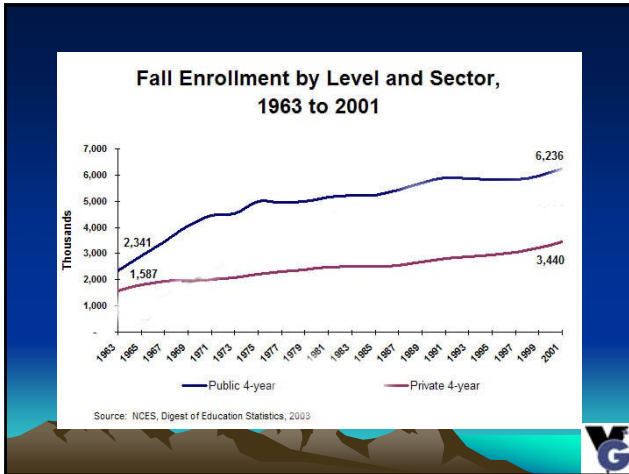


Fall Enrollment by Level and Sector, 1963 to 2001



Source: NCES, Digest of Education Statistics, 2003





- ### American Community Colleges
- Produce the majority of lower-division credit hours... 42 percent of all undergraduates
  - Offer most of the postsecondary remedial education
  - Lead in the delivery of distance education alternatives

## Community College Students

- Two-thirds are part-time students compared to one-fourth at baccalaureate institutions (Voorhees as cited in Hamm, 2004)
- 54 percent work full time (NCES as cited in Hamm, 2004)
- 45 percent are first-generation college students (Wilson, 2004)
- With the exception of Latinos, traditional-age minority students are no more likely to start out in community college than white students (Adelman, 2005)
- Over 60 percent of traditional-age students require remediation (Adelman, 2005)



## Community College Students

- 34 percent have dependents (CCSSE, 2003)
- 16 percent are single parents (CCSSE, 2003)
- 23 percent spend 6 to 20 hours a week commuting to their college classes (CCSSE, 2003)
- Almost 44 percent of community college students are 25 or older although younger enrollments grew by 10 percent in the last decade (Wilson, 2004 and Adelman, 2005)



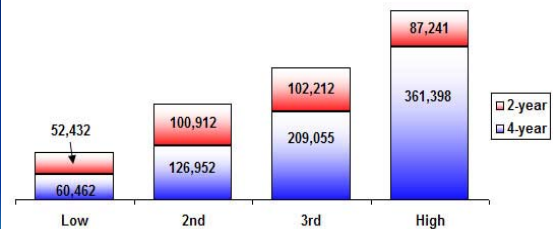
## Diverse Student Objectives

- 62 percent want to obtain knowledge in a specific area
- 58 percent aspire to obtain an associate degree
- 47 percent plan to transfer to a four-year institution
- 59 percent want to obtain job-related skills
- 35 aim to complete a certificate
- 33 percent need to update their job skills
- 28 percent want to change careers
- 23 percent say they are taking courses for self-improvement

Source: McClenney, K (2003). Keeping the Promise. League for Innovation, Phoenix, AZ



Number of Students Enrolled in Two- and Four-Year Colleges by SES Quartile



Source: Lee, John. 2002. "Access for Low SES Students" Presentation to the Federal Advisory Committee on Student Financial Assistance, Brownsville, TX. Taken from NELS data.



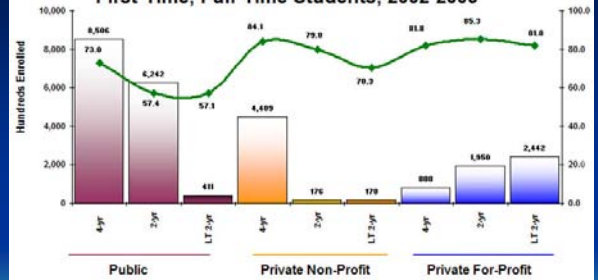
## Community Colleges are Not Getting Richer

- Share of lowest socio-economic status quintile increased from 44 to 55 percent over the last three decades Adelman (2005)
- National project, "Achieving the Dream" seeks to document what works in increasing the success rates of low-income and minority students

[http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects\\_Partnerships/Current/Achieving\\_the\\_Dream/Achieving\\_the\\_Dream.htm](http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Partnerships/Current/Achieving_the_Dream/Achieving_the_Dream.htm)



## Sector Enrollment and Percent Aided First-Time, Full-Time Students, 2002-2003



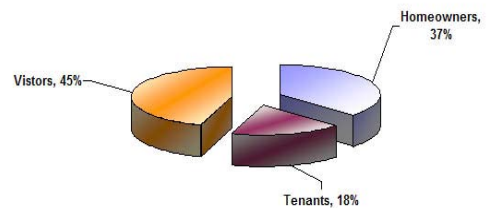
Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Spring 2004.



## Throughput

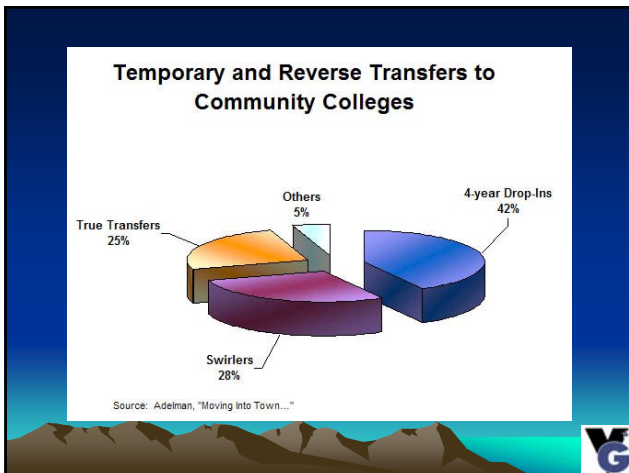
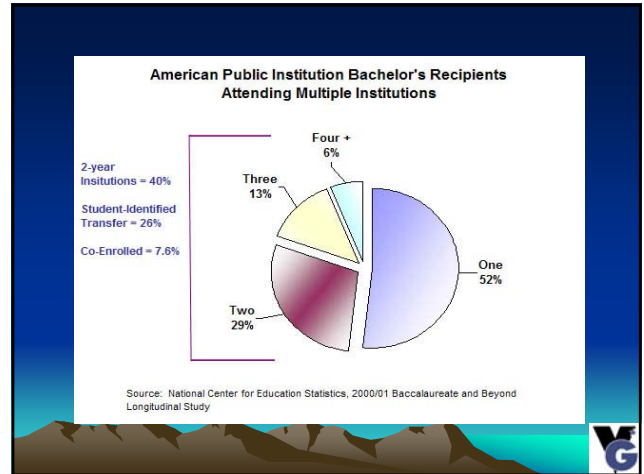
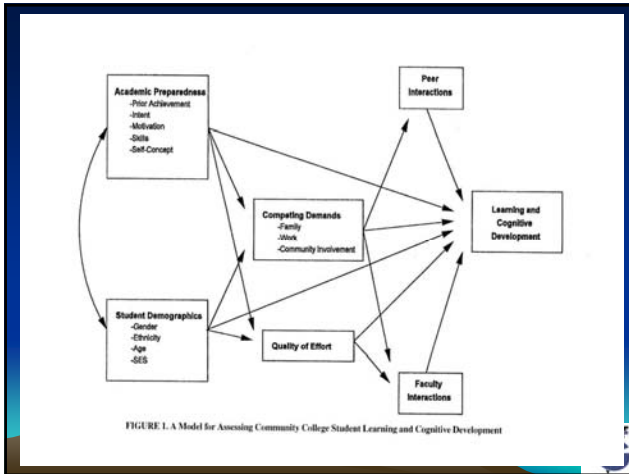


## Community Colleges as Human Settlements



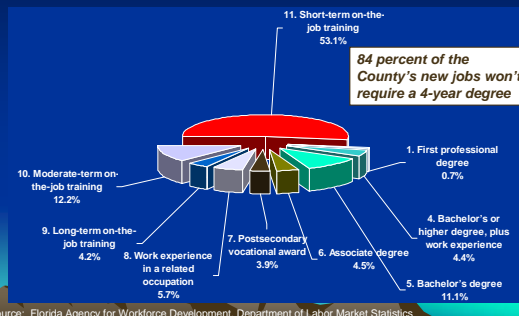
Source: Adelman, "Moving Into Town..."





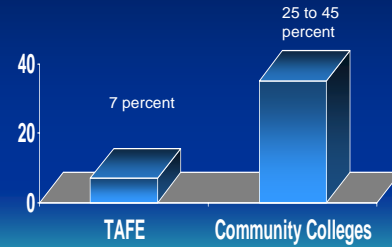
# Outputs

### A Mismatch: Education & Training Required for Occupations Gaining the Most New Jobs, Broward County to 2011



Source: Florida Agency for Workforce Development, Department of Labor Market Statistics

### A Permeable Comparison, Former Students Enrolled in 4-Yr Institutions



Source: Moodle (1999) and estimates from NCES data

### Student behaviors that facilitate transfer

- credits in college-level mathematics in the first year
- earning credits during summer terms (a proxy for intense persistence),
- continuous enrollment
- avoidance of no-penalty course withdrawals and repeats.
- No demographic factors play a role.

Source: Adelman (2005)

### Policy factors that facilitate transfer from community colleges

- Common course numbering (and competency) systems. 14 states
- Common core (general education). 31 states
- Monitoring progress of transfer students. 33 states.
- Guaranteed admission for core/degree completers
- Institutional incentives for accepting and graduating transfer students

Source: American Association of State Colleges and Universities (July, 2006)

## A Transfer Benchmark

- For 1992 12th graders whose first postsecondary institution was a community college and who earned more than 10 credits from community colleges, 37 percent transferred to a four-year college by December 2000. Of those who transferred, 60 percent had earned a bachelor's degree by December 2000.

Adelman (2005)



## At the End of the Day. . .



## Whammies

- Growth is hitting community colleges at the same time that resources are declining
  - Over-reliance on part-time faculty
  - Large numbers of “unfunded” FTE
  - Trade-off between class size and access
- Lowest funded institutions educating the hardest to serve



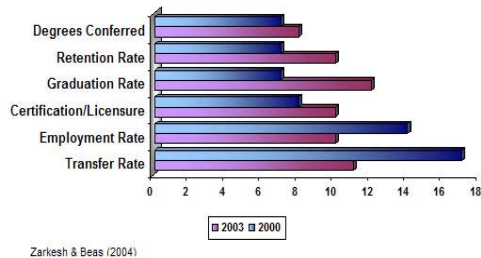
## Ironies

- Few community colleges charge differential tuition for high cost programs
- When state schemes for funding fail to factor the cost of programs, driving activity to low-cost programs
- The more community colleges aspire to become universities the less responsive they become





## Shifts in Community College Performance Indicators



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A PDF file of this presentation can be found for download at

<http://www.voorheesgroup.org/projects>

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