

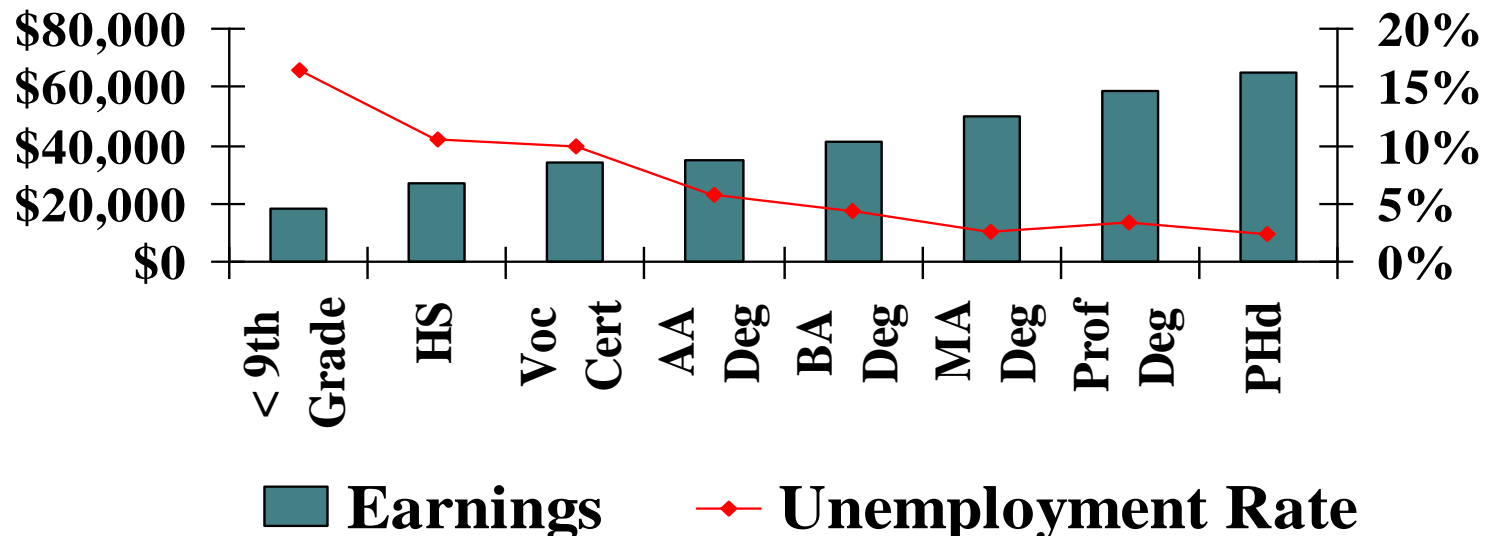
Increasing Student Achievement: Policies and Practice that Guides the Washington State Community and Technical College System

Presentation to
College Spark Washington Board
Tina Bloomer and David Prince
April 10, 2008



Educational attainment and economic attainment are closely linked

Wa State Population Survey 2002



If society's economic health is directly related to the educational attainment of its members, how are we doing with the least skilled?

- **1 out of every 4** persons 18-24 has no high school diploma.
- More than **1/3 of the working age** population in WA (25-49 years old) has a high school education or less.
- **Non-English speakers** 25 or older **doubled** in the last census.
- **Nearly half** of all Latino/Hispanics 25 or older **have less than high school education.**



Society's economic health... working age adults and relationship to the economy

Total working age adults with high school education or less and younger people (18-24) with less than high school diploma (Census 2000)

=

All high school graduating classes added together between 2000-2011

Working age adults with less than high school education or non-English speaking

=

1 in every 5 labor force participants through 2030



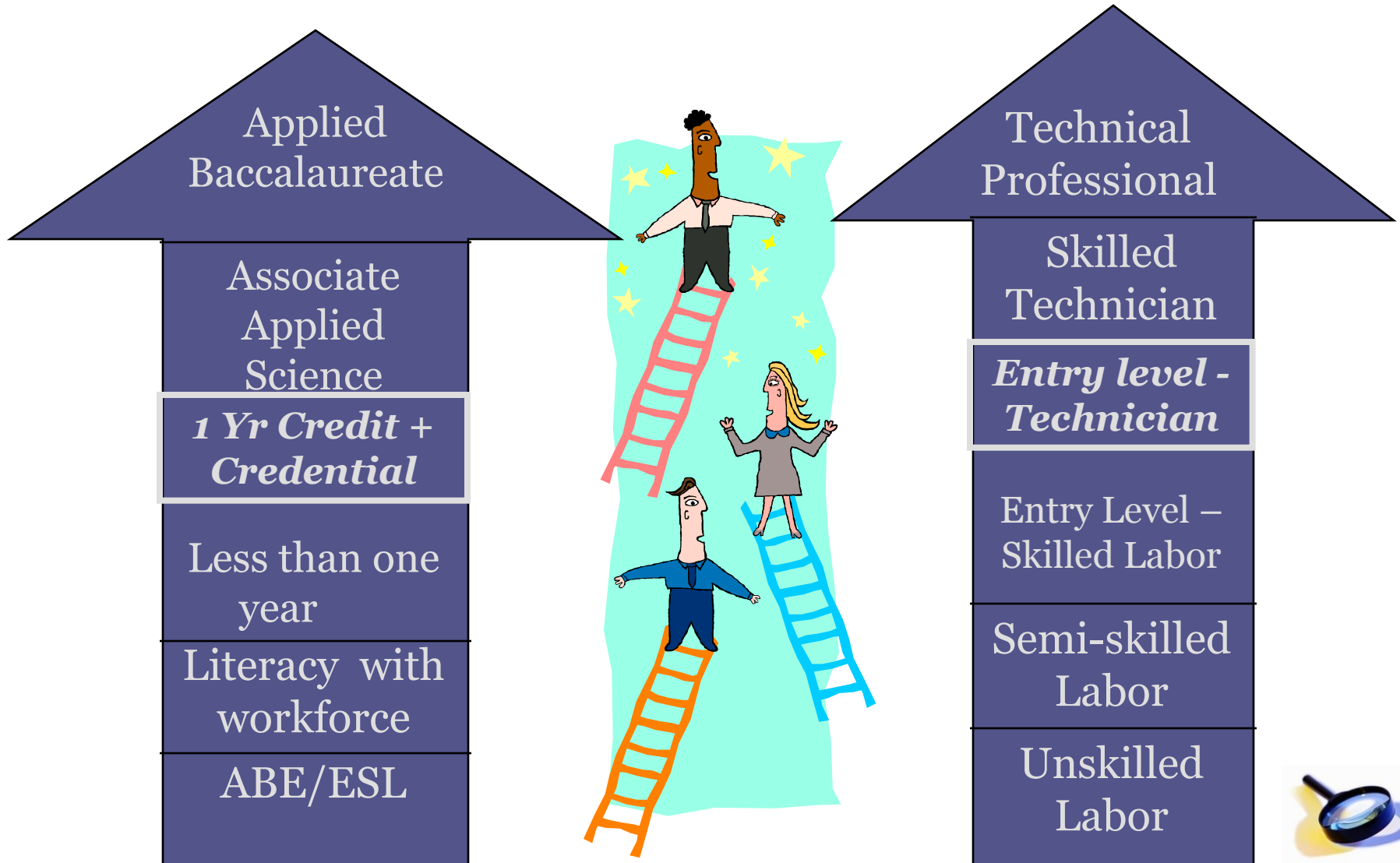
Economic attainment: 1 year of college level credits plus a credential is the **tipping point** for students needing to find career pathways

- Study tracked 35,000 working age adult students who came to CTC's with high school education or less, or non-English-speaking
- 6 years after college start, the highest value-added for work success
- 1 year + credential gives future earnings bump:
 - = \$7,000 more per year for ESL students
 - = \$8,500 more per year for an ABE student
 - = \$2,700 and \$1,700 more per year (respectively) for workforce students entering with a GED or HSD only
- Jobs that need 1 year college level credit + credential are among those in greatest demand

To get more to the tipping point requires fixes..

- Adults with low skills need pathways to greater educational attainment and higher skill jobs.
- Financial aid designed for traditional students going straight from high school to a college or university doesn't suit working-age adults needing to stop in and out as they follow a path.
- Educational steps today aren't always additive and for non-English speakers or those with less than high school education, the first steps to “become ready” take too long-with little immediate benefits.

Overarching Vision



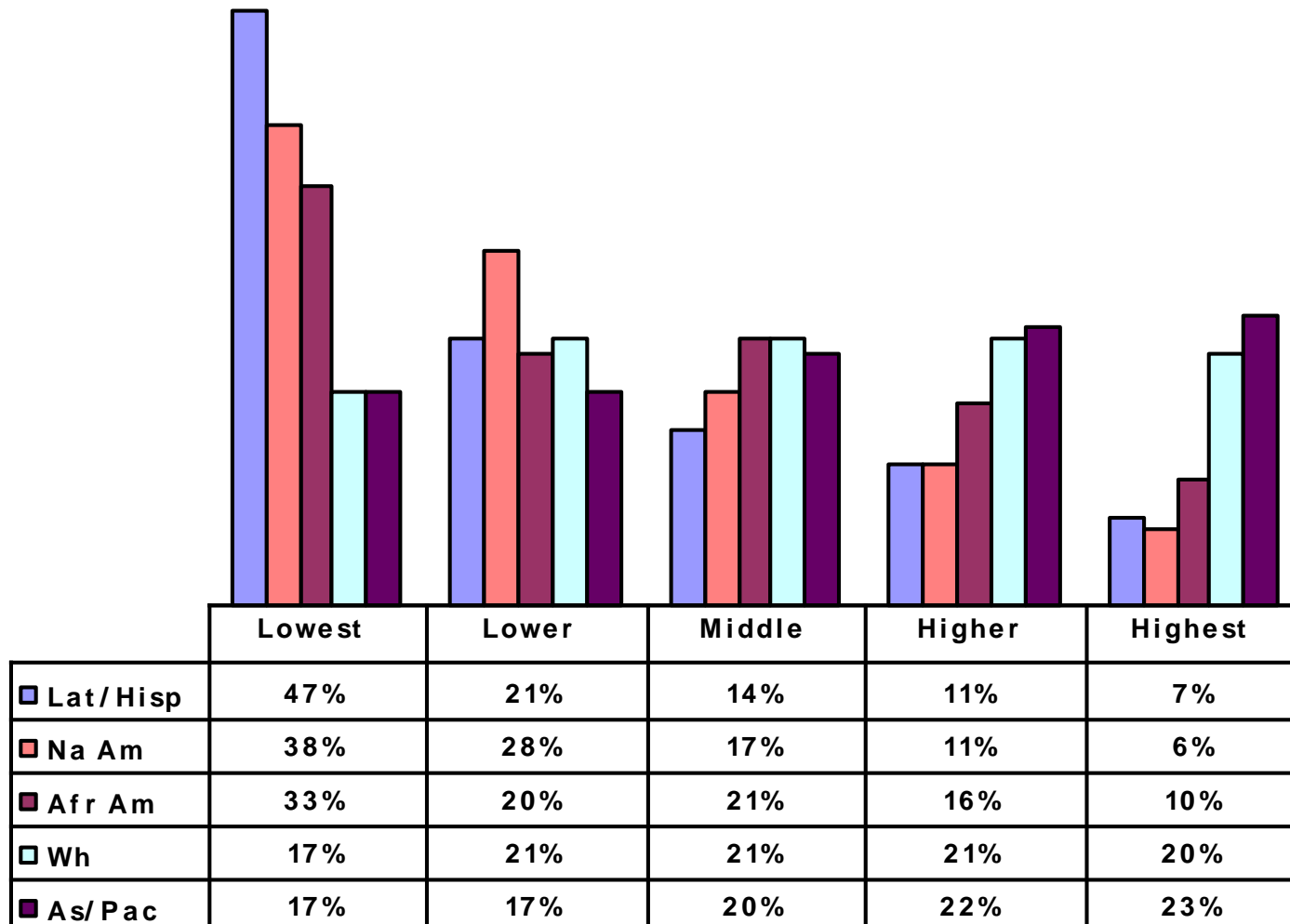
Washington State Socioeconomic Status Quintiles 1990 and 2000

| Washington State SES 1990 | Household Income (\$1999) | Adults with BA degree or higher | Persons employed professional | % Total State Population |
|--------------------------------------|--------------------------------------|--|--|-------------------------------------|
| Highest | \$61,615 | 45% | 44% | 20% |
| Higher | \$46,581 | 26% | 31% | 23% |
| Middle | \$39,865 | 18% | 24% | 22% |
| Lower | \$34,088 | 12% | 18% | 19% |
| Lowest | \$24,444 | 7% | 12% | 17% |

| Washington State SES 2000 | Household Income (\$1999) | Adults with BA degree or higher | Persons employed professional | % Total State Population |
|--------------------------------------|--------------------------------------|--|--|-------------------------------------|
| Highest | \$74,707 | 54% | 55% | 19% |
| Higher | \$55,625 | 34% | 40% | 20% |
| Middle | \$47,437 | 23% | 33% | 20% |
| Lower | \$39,925 | 16% | 26% | 21% |
| Lowest | \$29,515 | 10% | 18% | 20% |

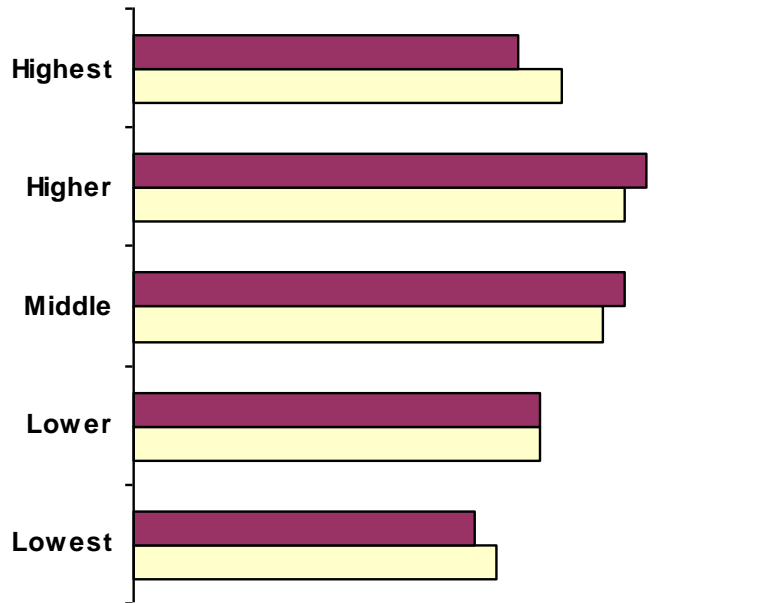
Race still matters

State Population- Race and Ethnicity by SES Quintiles-2000

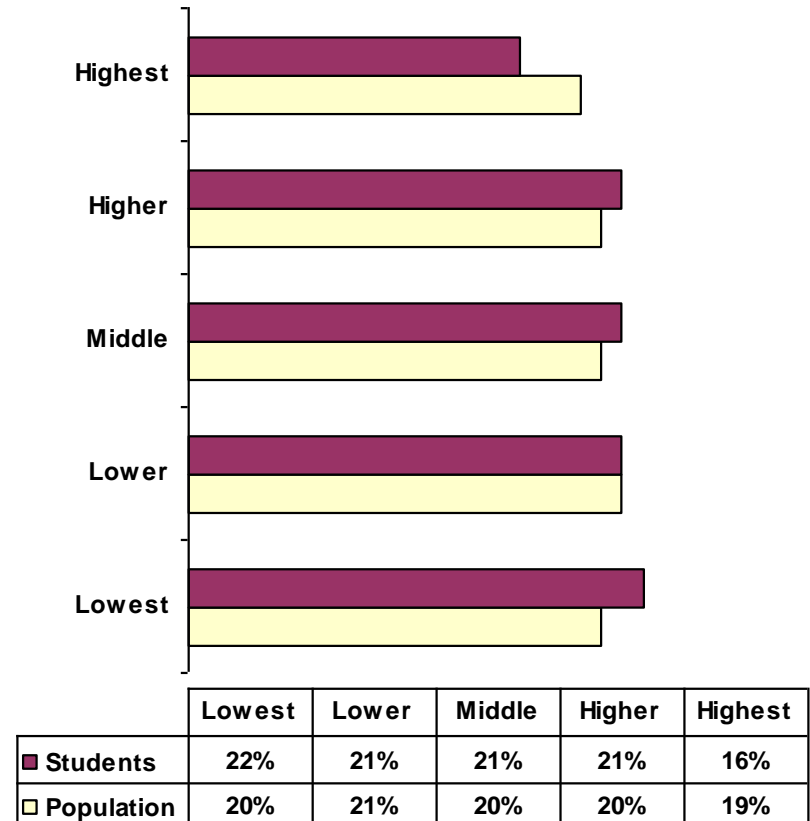


Our colleges mirror the state- providing access and opportunity for people at all levels

SES Quintiles- State Pop and Students
1990



SES Quintiles--State Population and Students
2000



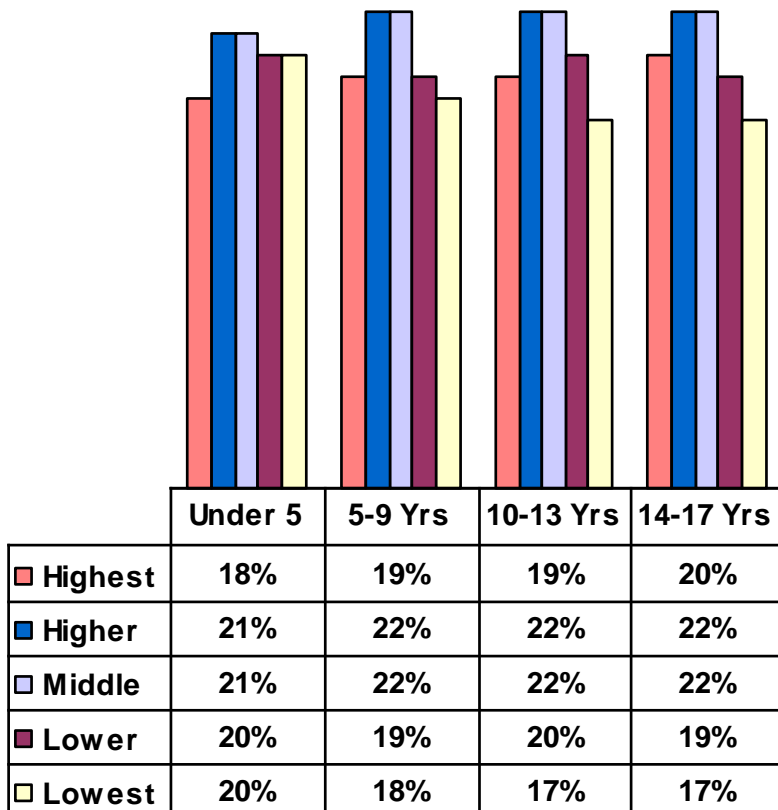
Participation for Younger and Older Students by SES Quintiles- 2000

| | Lowest | Lower | Middle | Higher | Highest |
|----------------------|--------|-------|--------|--------|---------|
| Students (18-24 Yrs) | .8 | .86 | 1.05 | 1.14 | 1.35 |
| Students (25 +) | 1.21 | 1.05 | .99 | .96 | .75 |

The issue is more compelling when we consider that *more than ever before our future adults are being born and raised in low SES households.*

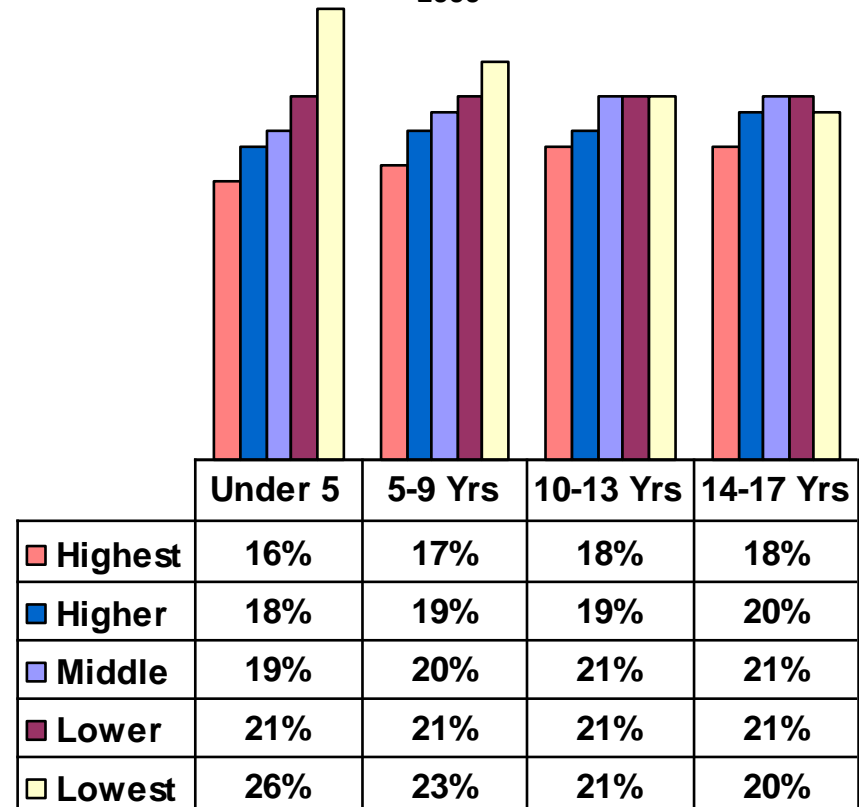
Population: Children 17 Yrs and Younger by SES

Quintiles
1990

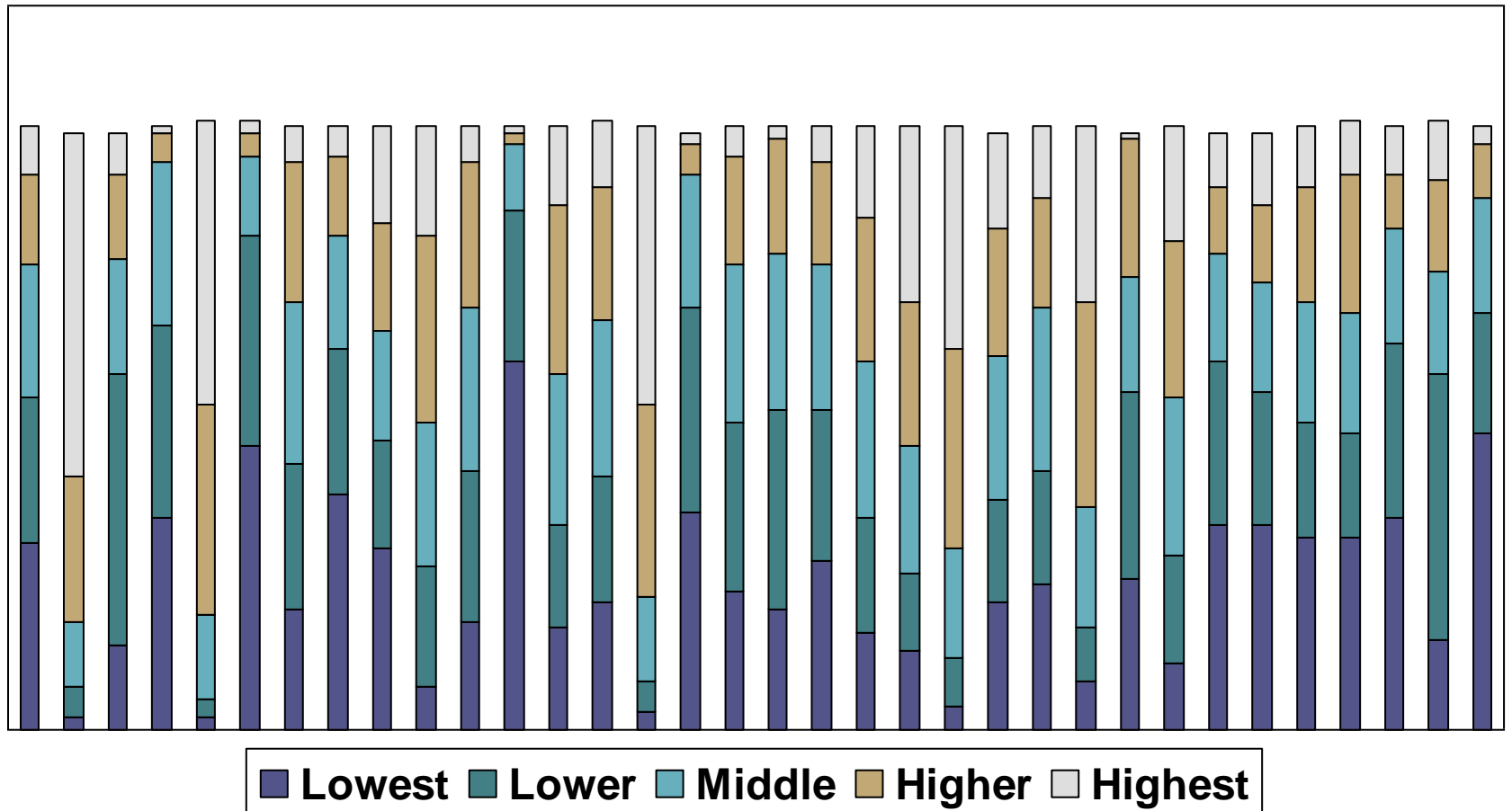


Population: Children 17 Yrs and Younger by SES

Quintiles
2000



Students socioeconomic differences become even more magnified by colleges, raising the question, “*How best can system support colleges so varied in student body and community make-up?*”



SBCTC System Direction

Vision

*Build strong communities, individuals and families, and achieve greater global competitiveness and prosperity for the state and its economy by **raising the knowledge and skills of the state's residents***

SBCTC System Direction

- **Ten Year Goals:**

- Economic Demand - Strengthen state and local economies by meeting the demands for a well educated and skilled workforce
- **Student Success - Achieve increased educational attainment for all residents across the state**
- Innovation - Use technology, collaboration and innovation to meet the demands of the economy and improve student success

Increasing the Number of Low-Income and First Generation Students Completing Two-Year Degrees and /or Successfully Transferring to Four-Year Colleges and Completing a Baccalaureate Degree

- Literature review
- Data Analysis
- Policy and Practice Review
- Dissemination

Student Achievement Initiative

Principles:

- Measures recognize students in all mission areas, reflect diverse communities served by colleges
- Initiative results in improved educational attainment, reaching the “tipping point and beyond (at least 1 year of college)
- Measures are simple, understandable, reliable and valid

Student Achievement Initiative

Principles (continued):

- Measures can be influenced by the colleges on timely basis
- Colleges and the system can use the momentum points as evidence for promising practices and to support and develop strategies for improving achievement

Literature Review

- 3 Major Ways to Understand Student Retention and Success

Student Engagement

- Institution – Student Fit
 - Integration –academic and social
 - Student effort
 - Institutional transformation
 - Ways of knowing vary for students

Student Characteristics at Entry

Students with risk factors less likely to persist/complete – *in remedial, not straight to college, part-time, single parent, financial need, children at home, working full-time, first generation*

Academic Momentum

- Academic behavior – observed in the transcript
- Come to college with or without momentum (*strong or weak HS – especially math*)
- Can gain or maintain at college (*math early, 30 credits earned a year, rising grade trend*)

How We Can Use Each Construct

- Student Engagement
 - Best practices
- Student Entry Characteristics
 - See if progress is different by characteristics (SES, educational background)
- Academic Momentum
 - Momentum concept – before and during college
 - Framework to test for momentum on basic skills students, students who drop in and out of college

Achievement Measures

Four categories of measures:

- Momentum points that build towards college-level skills
- Significant adult literacy or English language proficiency test score gains
- Earning GED or high school diploma
- Passing pre-college writing or math courses

Achievement Measures

- Momentum points that build to Tipping Point and beyond
 - Earning first 15 college level credits
 - Earning first 30 college level credits
- Earning college level credits in math
 - Computation requirements for applied degrees
 - Quantitative reasoning requirements for transfer degrees

Achievement Measures

- Completions
 - Certificates
 - Associate degrees (technical and transfer)
 - Apprenticeship training

Student success means....

- Accomplishing one's goals
- Preparing for work
- Preparing for further education and training
- All of the above

This is all about Momentum Changes-
Momentum at start → Momentum at end
of year

- Less than college ready to college level
- Little to no college level to some college level or more
- Some College level to the tipping point or beyond
- No college math to preparing for and completing college math

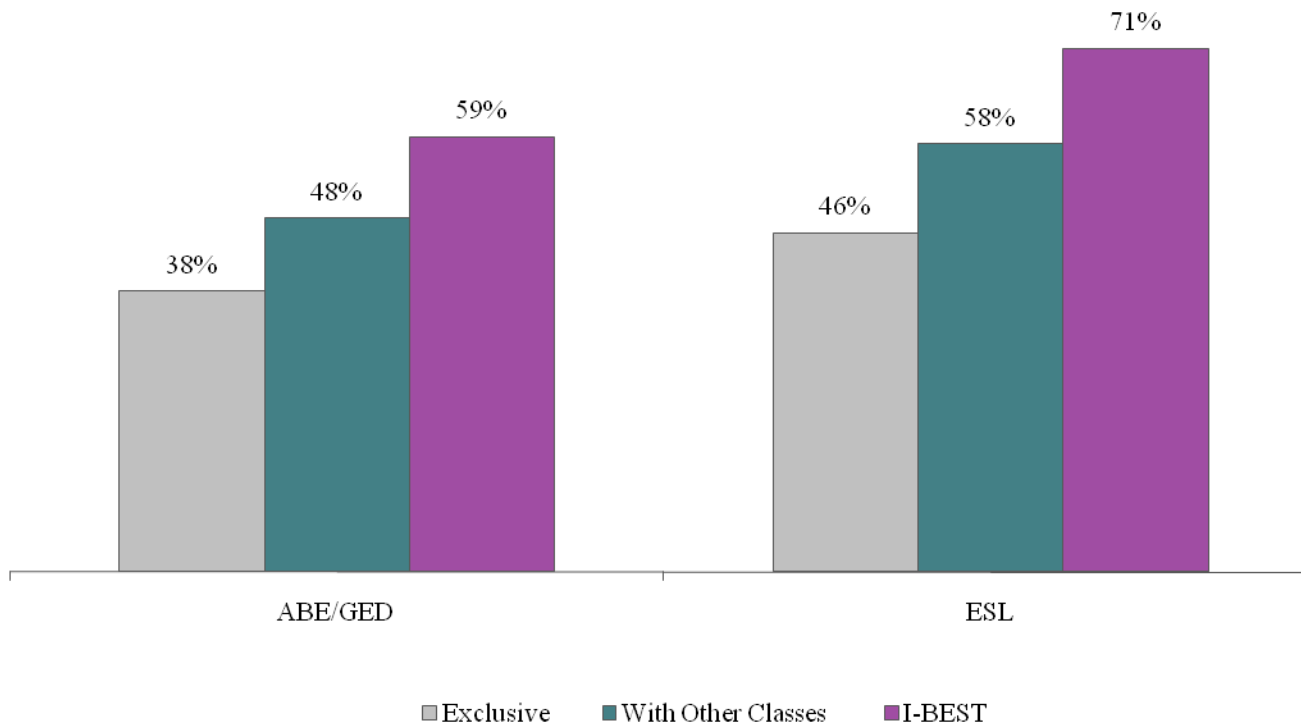
Students by Starting Momentum (2006-07)

Colleges enrolled 475,00 students:

- 328,000 (includes pre-college students) with little to no prior college level momentum (not yet earned 1st 15 credits, 1st 30 credits or college math)
- 147,000 started year with some momentum to carry them forward
- 87,500 still building college readiness before and alongside college level credits in basic skills and pre-college classes

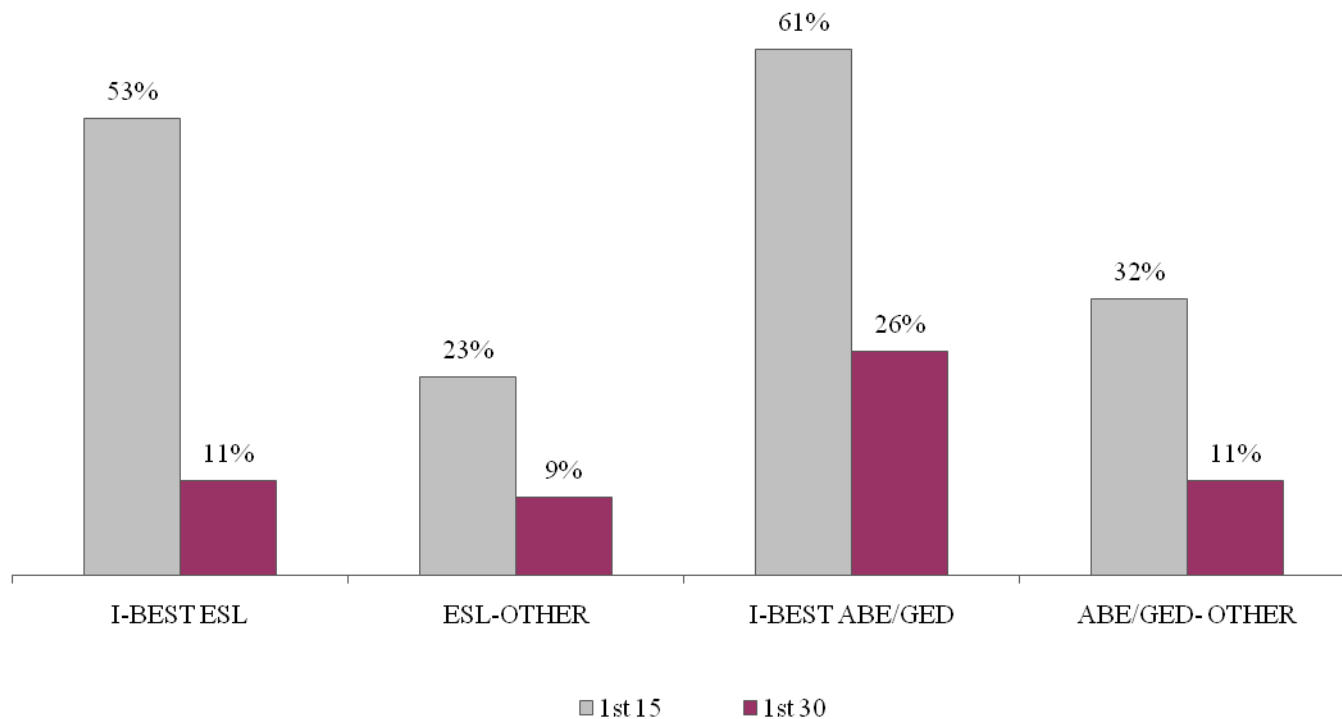
Students who do basic skills plus make better progress in basic skills than those who do basic skills exclusively

Figure 4
Percents of Students Who Increased Basic Skills
by Course Enrollment Patterns



I-BEST students gain greater college level momentum than basic skills students attempting to transition without I-BEST

Figure 7
Percent of Students that Earn First 15 and First 30 College Credits Momentum Points for I-BEST and Other Basic Skills Students That Attempted College Courses



Achieving The Dream

SBCTC's 2007-08 Work Plan

- Implement a student achievement incentives system that rewards institutions who successfully hold on to students at critical momentum points.
- Work with the P-16 Council and other stakeholders to develop a state-level college readiness assessment.
- Pursue expanded baccalaureate capacity in the state.
- Continue to ensure community and technical college is affordable and accessible, especially for basic skills and part-time students.

College Efforts Related to Student Achievement

- Achieving the Dream
- Student Enrollment Management
- Early Alert Systems
- Student Relations Management

Building an Achievement Framework

- The Initiative provides a baseline for each college for self-comparison
- The measures provide a way to gauge and practices using a common metric
- Colleges can share and learn

Next steps

- Learning year drawing to end
- Columbia University will evaluate learning year—college perceptions and how they are getting started
- First performance funding—Oct. 2009
- Retention framework to be developed