

College Access and Success New Research on Statewide College Outcomes and District Approaches for Improvement

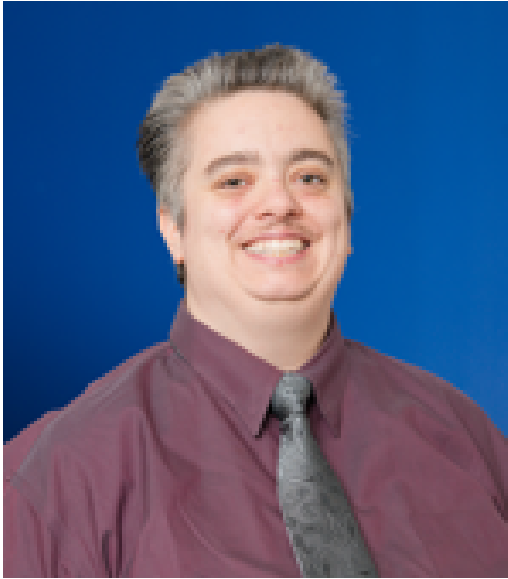
Webinar

March 26, 2020

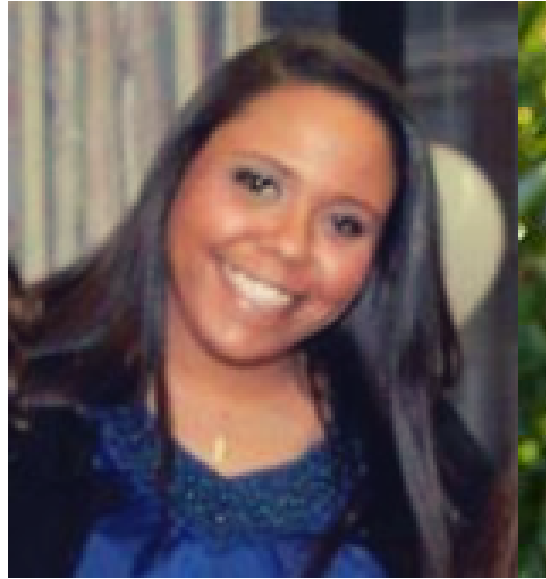
Moderator: Heather Hough, Executive Director, PACE



Panelists



Kramer Cohen
UC Davis



Alexandria Hurtt
UC Davis



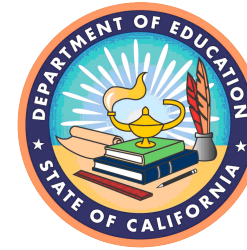
Michal Kurlaender
UC Davis



Jenny Singh
California Department of
Education

CALIFORNIA
EDUCATION LAB

UC DAVIS SCHOOL OF EDUCATION



Investigating California students' college and career readiness and postsecondary pathways

Note: The research reported here was supported through funding from the the College Futures Foundation, College Board, and the Institute of Education Sciences, U.S. Department of Education, through Grant **R305E150006** to the Regents of the University of California. We also thank the California Department of Education and the College Board for providing the data necessary for this analysis. The opinions expressed are those of the authors alone and do not represent the views of the funders or of the agencies providing data.



Road Map to College

**Broadening
opportunities
for students
across
our state
and nation.**

Photo courtesy of The Long Beach College Promise.

Research Examining College Readiness, Enrollment, and Persistence



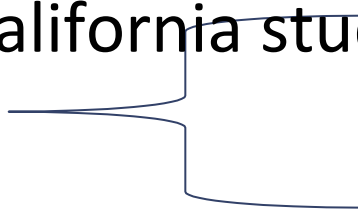
Where do California high school students enroll in college?



What efforts are being made to support students' college readiness?



What are the college persistence and completion patterns of California students?



Where California High School Students Attend College

Michal Kurlaender
Sherrie Reed
Kramer Cohen
Matt Naven
Paco Martorell
Scott Carrell



December, 2018

Unique data on the census of California high school students matched to college enrollment data from the National Student Clearinghouse.

School level data on college enrollment now available on CDE's Data Quest.

dq.cde.ca.gov/dataquest/

63% of students enroll in college

27%

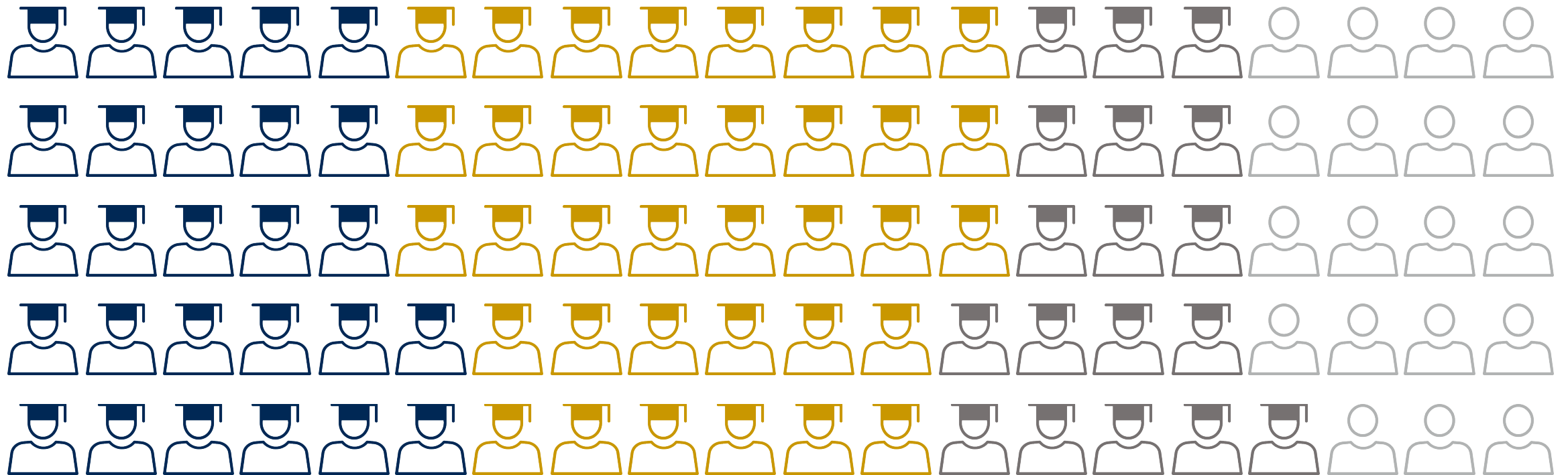
4-Year College

36%

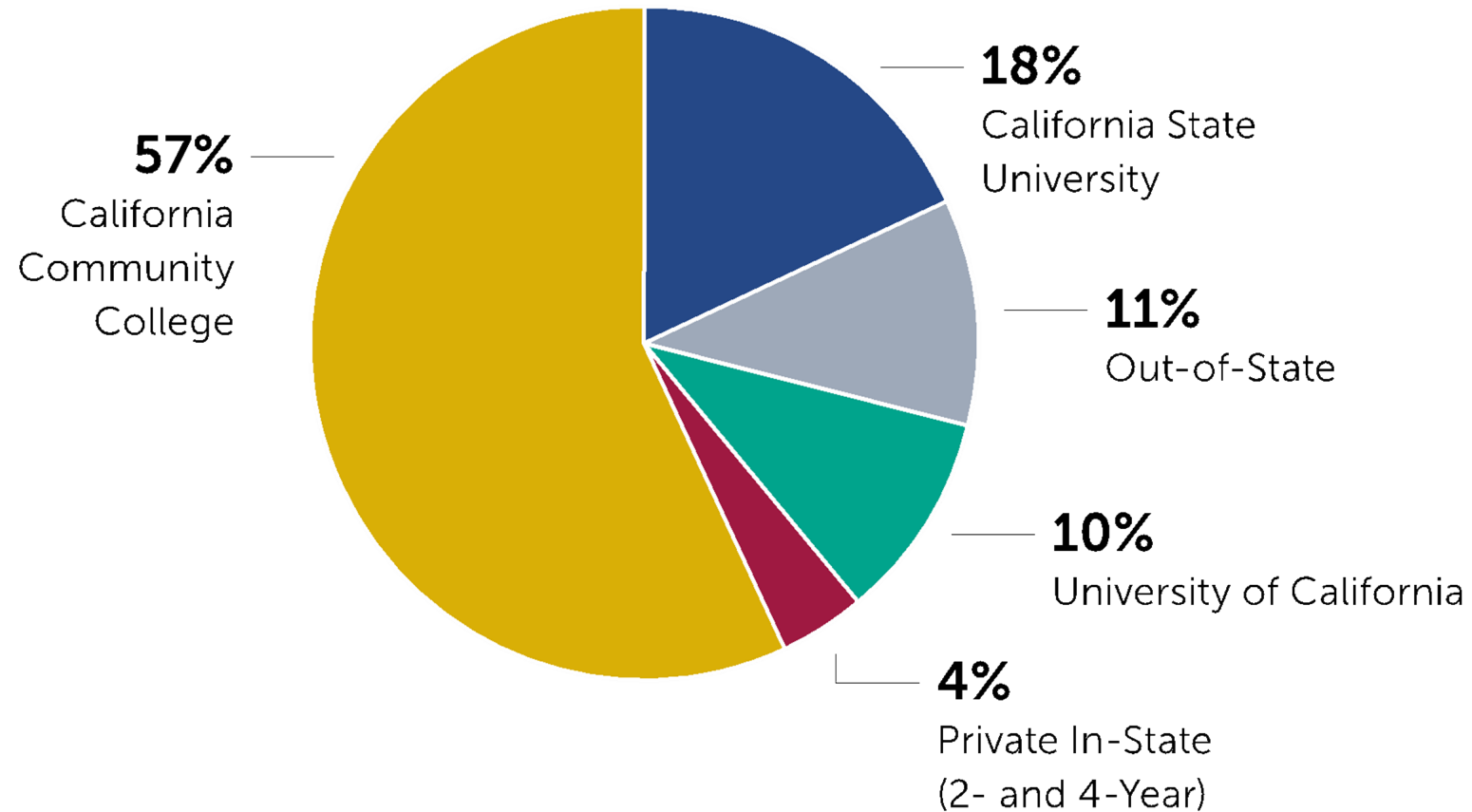
2-Year College

37%

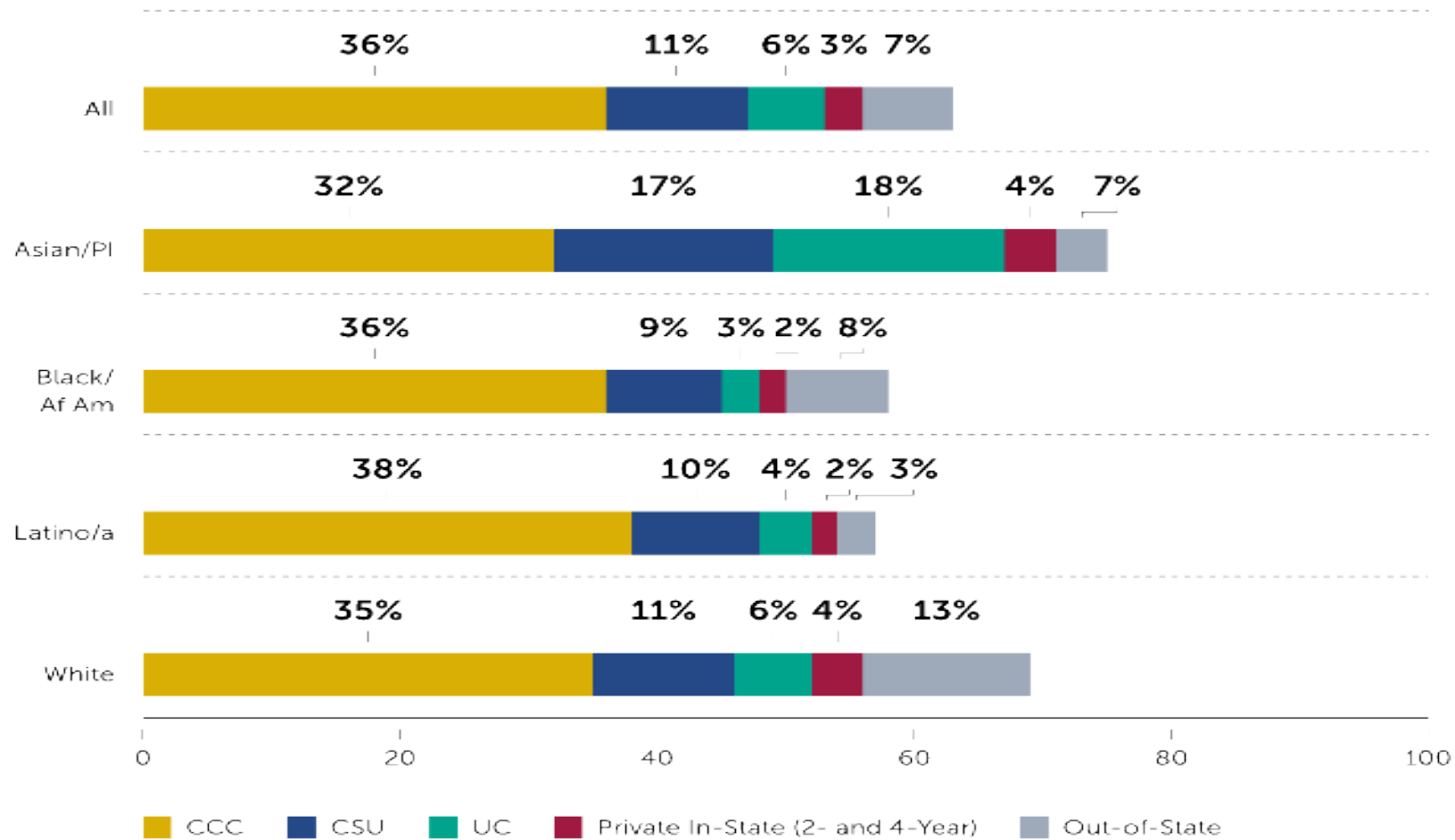
No College



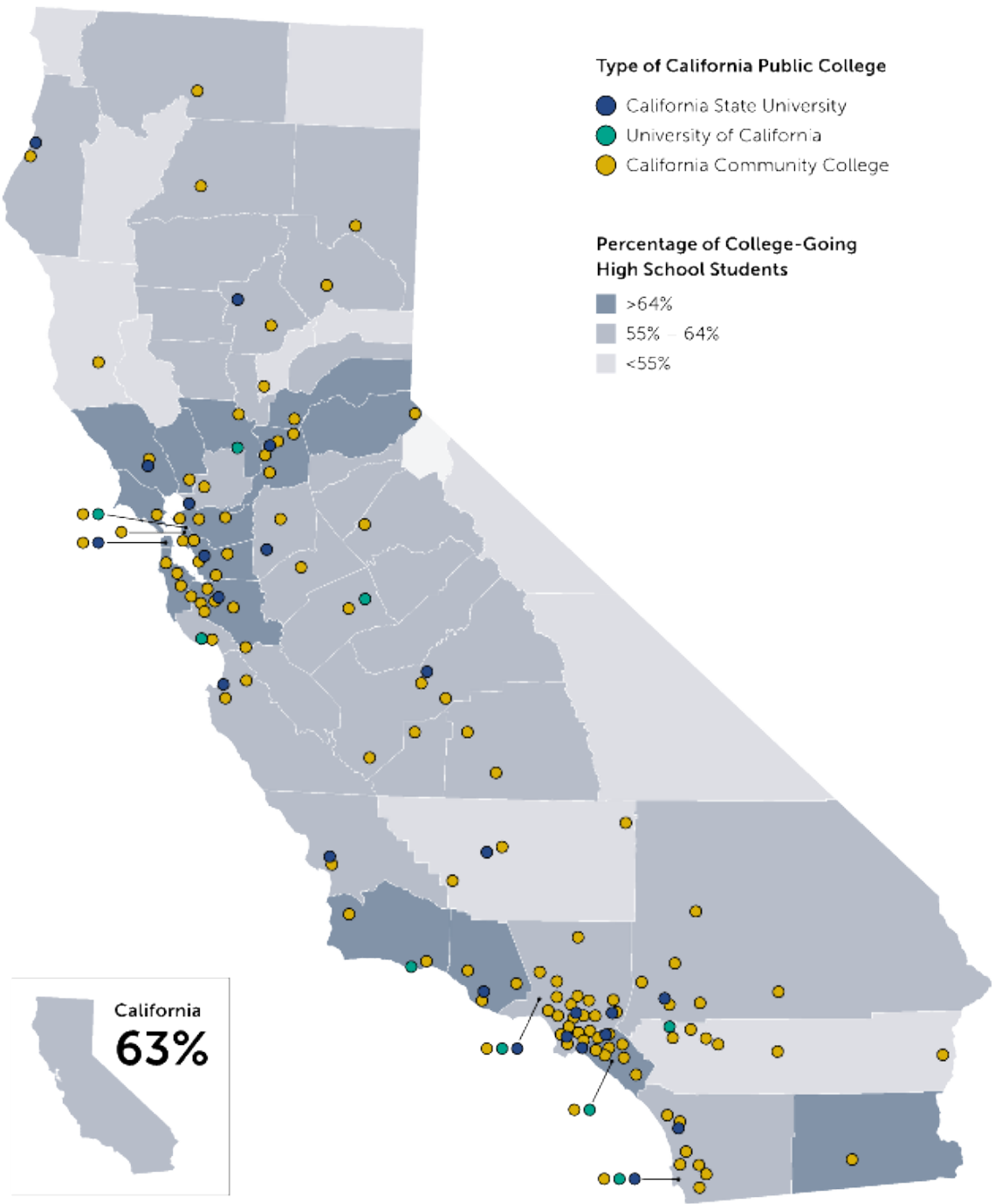
Of the 63% of High School Students Who Enroll in College, 57% Enroll in Community College



Enrollment Varies by Race/Ethnicity



College Enrollment Varies Across Counties



Strengthening the Road to College: California's College Readiness Standards and Lessons from District Leaders

Sherrie Reed
Michal Kurlaender
Scott Carrell



November 2019

“We’ve been talking about college readiness for two or three decades now in our institution. What does it really mean, and how does it actually look?”

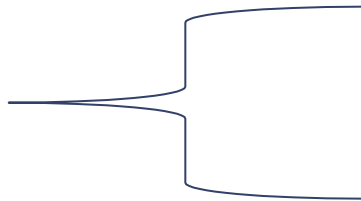
Research Examining College Readiness



Based on state indicators, what does college readiness look like in California?



What efforts are being made at the district level to support students' readiness?



Data and Methodology

State-level

- Quantitative
 - Student-level data
 - 2017-18 graduating cohort
- Two samples
 - California Assessment of Student Performance and Progress (CAASPP)
 - College/Career Indicator (CCI)

District-level

- Qualitative
 - In-person focus groups
 - Audio and video interviews
 - Semi-structured protocol
- 20 school and district leaders across California
 - 8 public school districts
 - 1 county office of education

Five Key Themes Emerged

1. Defining college and/or career readiness

2. Indicators of college and/or career readiness

3. Improving college preparation through coursework

4. Expanding the college readiness toolkit

5. Tracking college and career readiness

Defining College and Career Readiness





















- Preparing for a career means you are also preparing for college

“We’re finding that even in our local industry partnerships, the **students need the same level of education and skill, even if they’re planning to go straight into the work field** or some vocational training, they need that same level of high rigor.”

- Distinction between *college readiness* and *college eligibility and enrollment*

“Are you talking about college readiness as in the students have the **skills to be successful in college**? Or are you talking about that they meet the **criteria for college eligibility**? Because those are **two different [things]**.”

The College/Career measure shows how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For schools and LEAs to demonstrate success on this state measure, high school graduates must meet at least one of the criteria in the Prepared level.

PREPARED	APPROACHING PREPARED	NOT PREPARED
<p> Smarter Balanced Summative Assessments: Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics</p> <p> Advanced Placement (AP) Exams: Score of 3 or higher on two AP exams</p> <p> International Baccalaureate (IB) Exams: Score of 4 or higher on two IB exams</p> <p> College Credit Courses: Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</p> <p> State Seal of Biliteracy (SSB): SSB awarded and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments</p> <p> Leadership/Military Science: Two years of Leadership/Military Science, score of Level 3 or higher in ELA or math, and Level 2 "Standard Nearly Met" or higher in other subject area</p> <p> University of California (UC) and California State University (CSU) a-g requirements: Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below</p> <p> Career Technical Education (CTE) Pathway: Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below</p> <div data-bbox="229 999 1490 1313" style="border: 1px solid black; padding: 5px;"> <p>Additional Criteria</p> <p> Smarter Balanced Summative Assessment Scores:</p> <ul style="list-style-type: none"> • Level 3 or higher on ELA and at least a Level 2 in mathematics, or • Level 3 or higher on mathematics and at least a Level 2 in ELA <p> One semester/two quarters of College Credit Courses with a grade of C- or better in academic/CTE subjects</p> <p> Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)</p> <p> Completion of CTE Pathway (for a-g requirement only)</p> </div>	<p> Smarter Balanced Summative Assessments: Score of Level 2 "Standard Nearly Met" on both ELA and mathematics</p> <p> College Credit Courses: One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded</p> <p> UC and CSU a-g requirements: Complete a-g course requirements with a grade of C- or better</p> <p> CTE Pathway: Pathway completion with a grade of C- or better in the capstone course</p> <p> Leadership/Military Science: Two years of Leadership/Military Science</p> <div data-bbox="1528 1056 1898 1313" style="border: 1px solid black; padding: 5px;"> <p>Criteria Key</p> <p> Assessment</p> <p> Coursework</p> </div>	<p style="text-align: center;">Did not meet any of the measures or did not graduate.</p> 

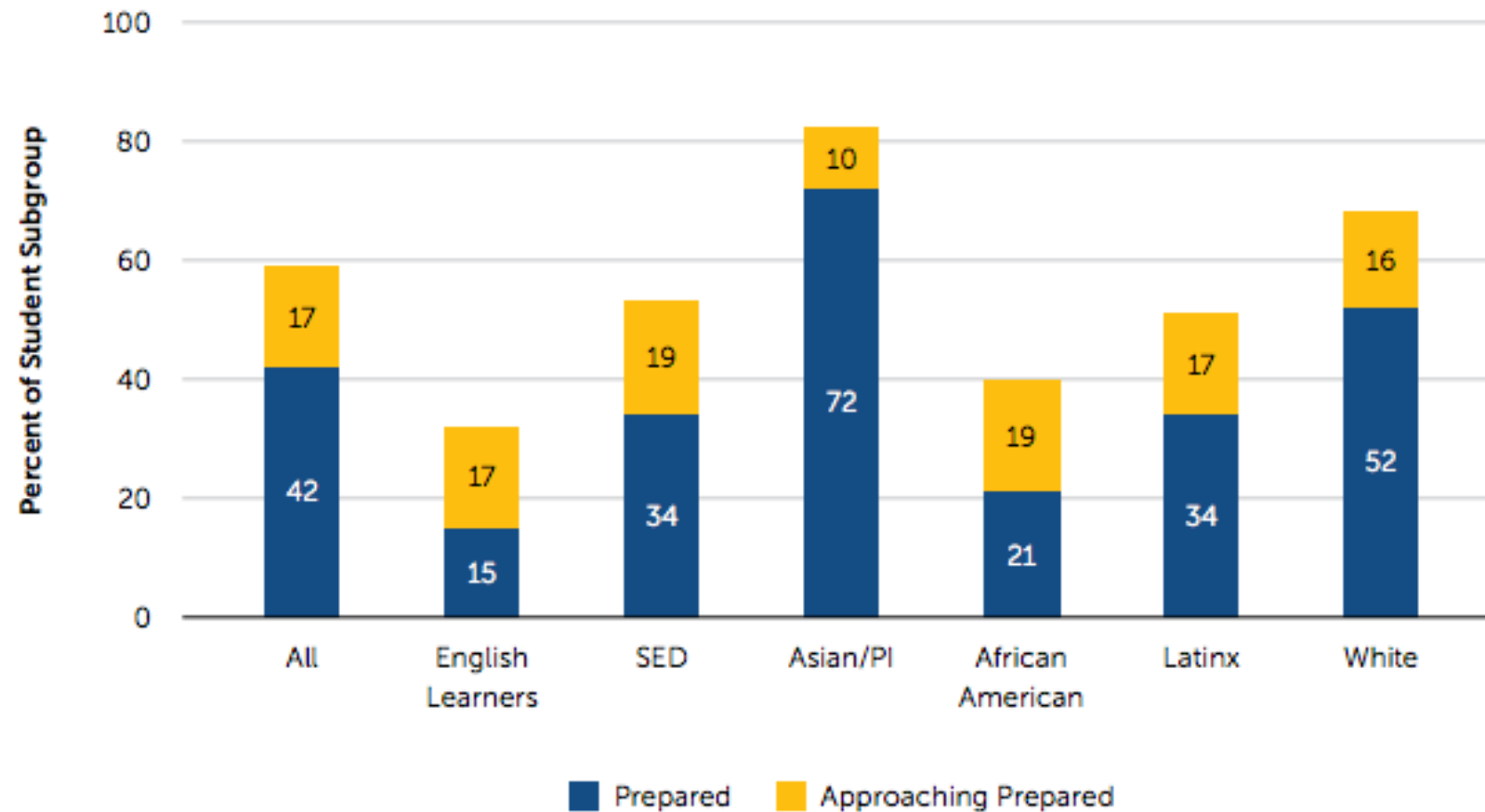
Indicators of College and Career Readiness

- Multiple measures used at the state and district level
 - College/Career Indicator (CCI), California School Dashboard
 - Coursework performance (i.e., A-G course completion)
 - Assessment performance (i.e., CAASPP)
 - College admissions exams (i.e., SAT, ACT)
 - Students' enrollment and persistence in college
- Different indicators suggest different levels of preparedness
- Vary by race/ethnicity, socioeconomic status, EL status

Indicators of College and Career Readiness

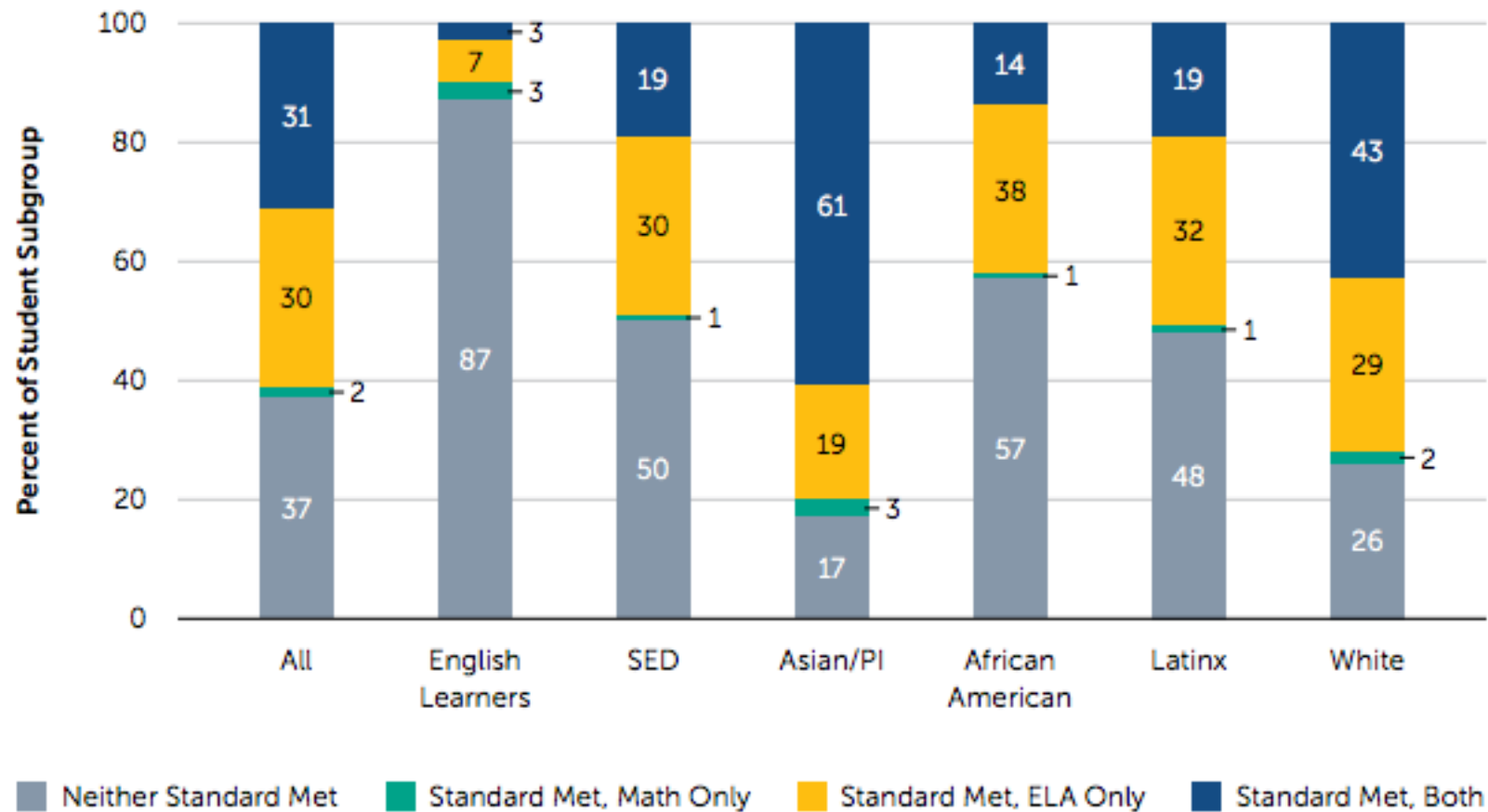
College/Career Readiness Indicator

Figure 1. Percentage of Students *Prepared* and *Approaching Prepared*, by Subgroup



Indicators of College and Career Readiness Assessment Performance

Figure 3. Student Performance on the 11th Grade Smarter Balanced Assessments, by Subgroup



Improving College Preparation Through Coursework

A-G Courses

“Our students who graduate with us are by [and] large graduating A-G eligible. We have had that as part of our expectations for all of our graduates since 2003.”

Advanced Placement

“I’ve actually seen students receive the most opportunity for college access by the scores on their AP exams... It seems to me like it’s the perfect mixture between rigorous coursework on a regular basis, followed with that demonstration of their ability in a formal assessment format.”

Dual Enrollment

“The process to get a student enrolled... is very hard and it creates a lot of obstacles for the students, and the students just don’t have the means to get to [their local community college], or they don’t quite understand the process; [it] is just so difficult. So, that creates frustration on the student’s part and the students will just kind of unfortunately give up.”

Career Technical Education

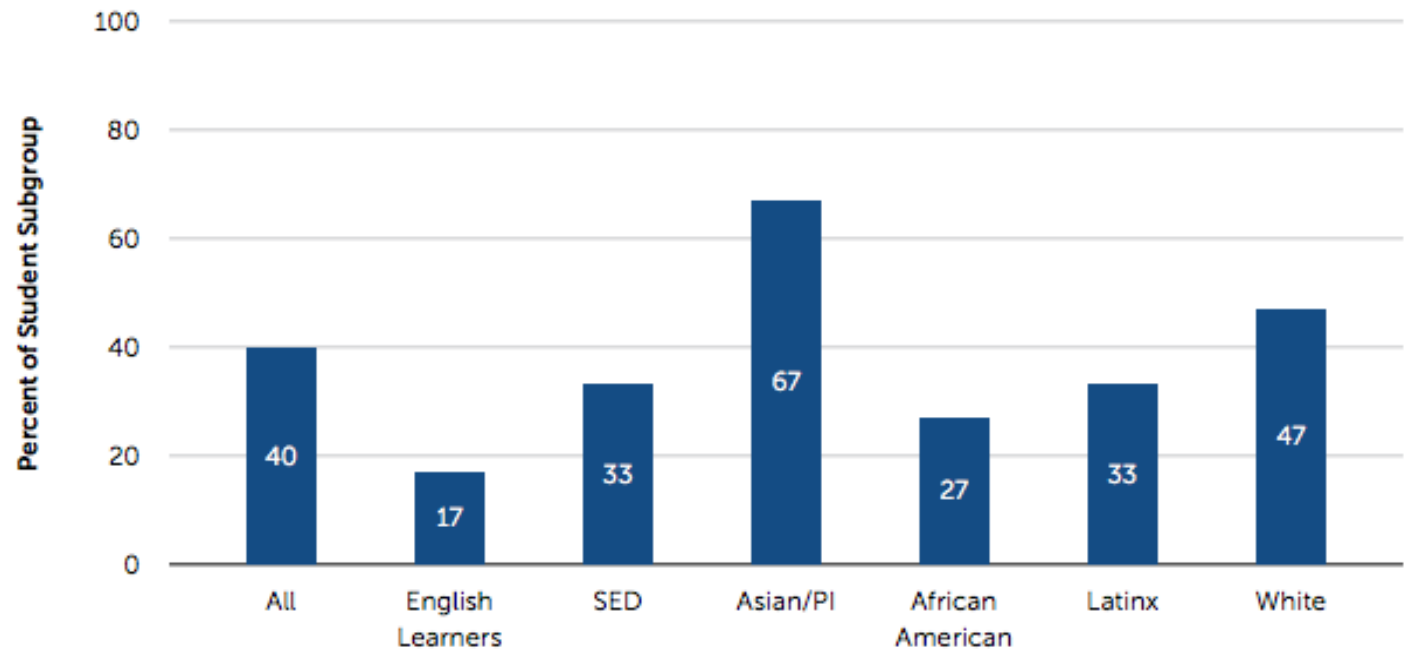
“We want every student [to] have a postsecondary plan... it can be trade school, it can be community college, it can be military or a four-year university, but we’ve been very strategic in developing our CTE programs [so] that they meet local economic demands... companies that are tripping over themselves literally to hire our kids.”

Improving College Preparation Through Coursework

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Figure 5. Percentage of Students Successfully Completing A-G Coursework, by Subgroup



Note: Statistics calculated from student-level College/Career Indicator data for the 2017-18 cohort using only the A-G completion indicator. Analytical sample includes all students statewide.

Improving College Preparation Through Coursework

Table 3. Percentage of Students *Prepared* or *Approaching Prepared* on the CCI Pathways, by Subgroup

	All	English Learners	SED	Asian/PI	African American	Latinx	White
<i>Prepared</i>	42	15	34	72	21	34	52
<i>Approaching Prepared</i>	17	17	19	10	19	17	16
Individual Pathways							
SBAC (scores of 3+ in ELA and Math)	26	5	17	59	10	16	37
IB (2 exams with score of 4+)	1	0	1	2	0	1	1
AP (2 exams with score of 3+)	14	3	8	42	4	8	20
College Credit (2 semesters C- or better)	4	2	3	4	2	3	5
A-G Completion +1 criteria	34	10	27	63	18	27	42
CTE + 1 criteria	8	3	7	12	4	6	10
State Seal of Biliteracy +SBAC	9	3	8	2	2	9	8
Military Science/Leadership + SBAC	1	0	0	1	0	0	0
Total Number of Students in Subgroup	518,317	73,613	351,486	50,211	34,021	272,753	124,294

Note: Statistics calculated from student-level College/Career Indicator data for the 2017-18 cohort. Analytical sample includes all students statewide. Rates in each pathway calculated based on criteria for *Prepared* in Table 2.

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Improving College Preparation Through Coursework

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Wheelhouse

The Center for
Community College
Leadership and
Research

A Leg Up on College

The Scale and Distribution of Community College Participation Among California High School Students

By Elizabeth Friedmann, Michal Kurlaender, Alice Li, and Russell Rumberger

An Effective Onramp, But Not Open to All

Research shows that dual enrollment—a practice in which high school students take college courses while they are still in high school—has multiple benefits for students, high schools and colleges. Researchers found that California high school students take college courses at a rate higher than the national average. But there are significant differences in college course-taking by race and socioeconomic status. Access to dual enrollment, an important on-ramp to college and its benefits, is not equal.



12.6%

of California high schoolers take community college courses



82%

of California high schools have *no* students enrolled in community college courses

Improving College Preparation Through Coursework

Career Technical Education

“We want every student [to] have a postsecondary plan... it can be trade school, it can be community college, it can be military or a four-year university, but we’ve been very strategic in developing our CTE programs [so] that they meet local economic demands... companies that are tripping over themselves literally to hire our kids.”

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Expanding the College Readiness Toolkit



Start early

*“We implement that curriculum **starting from middle school**. And it embeds that **college knowledge gradually** through students as they progress through middle school. And then once they are in high school, we talk about the four-year graduation plan, we introduce the A-G requirements, we introduce what college application requirements are.”*



PSAT & test prep

*“Smarter Balanced leaves us with a little bit of a hole in the middle, right between 8th and 11th grade. So we tend to **look at other assessments along the way**... We use PSAT score and eligibility index information to help kids get a better gauge of how they’re doing.”*



Role of counselors

*“We work with Cash for College. They come out to [support] families with filling out FAFSA... we want to get 100 percent to fill out the FAFSA [and] college applications... there is a big push from our **counselors and college coordination specialist**...”*



Engaging community

*“We’re very public about **looking at the data** and doing it regularly, twice a year, sharing with our board, **sharing with our community**, [and] our teachers.”*

Strengthening the Road to College: California's College Readiness Standards and Lessons from District Leaders

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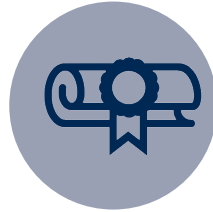
November 2019

*“We’re lifting up the entire community and creating a condition for future economic prosperity... I think that’s a big deal.
This is the real passion of the work.”*

New
Research:
College
Persistence
&
Completion



Attendance patterns



Degree completion



Time to degree

Data and Sample

Data

- California Department of Education
 - 11th graders who took CST
 - 2009, 2010, 2011
- National Student Clearinghouse
 - 2010 - 2018

Samples

- All (presumed) high school graduates
 - 2010, 2011, 2012
 - Who took CST as 11th graders
- High school graduates who attend college within 3 semesters of graduation date

Data and Sample

Data

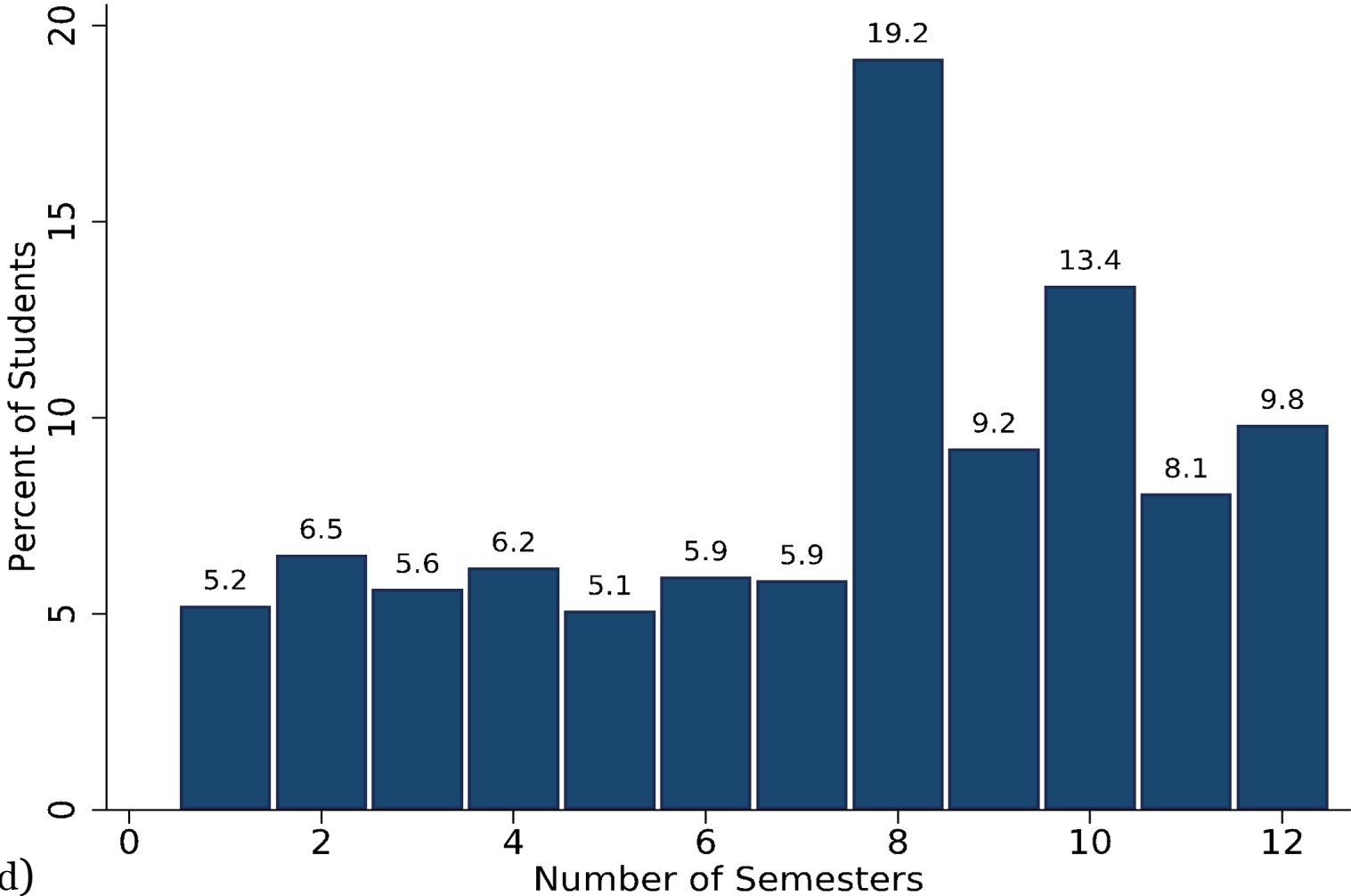
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Percent of Students by Semesters Enrolled in College

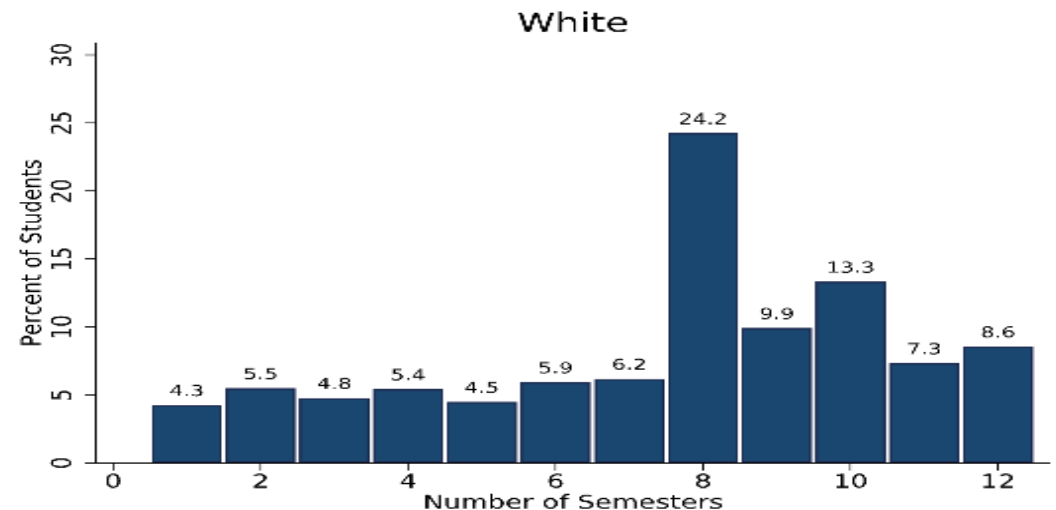
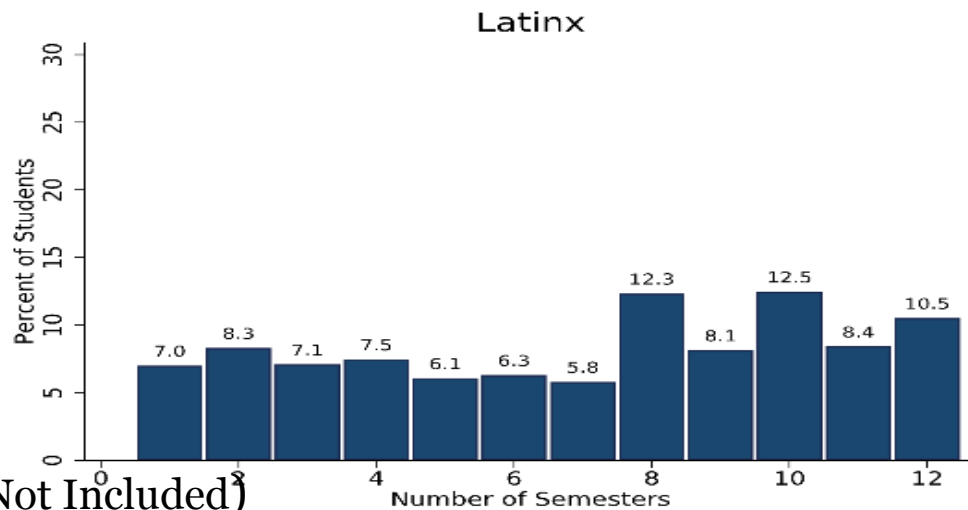
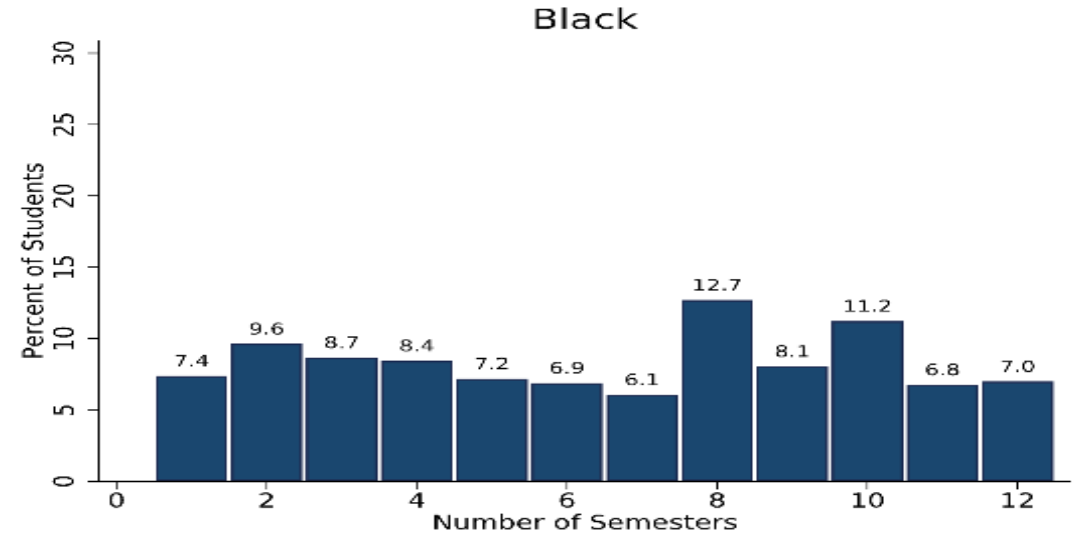
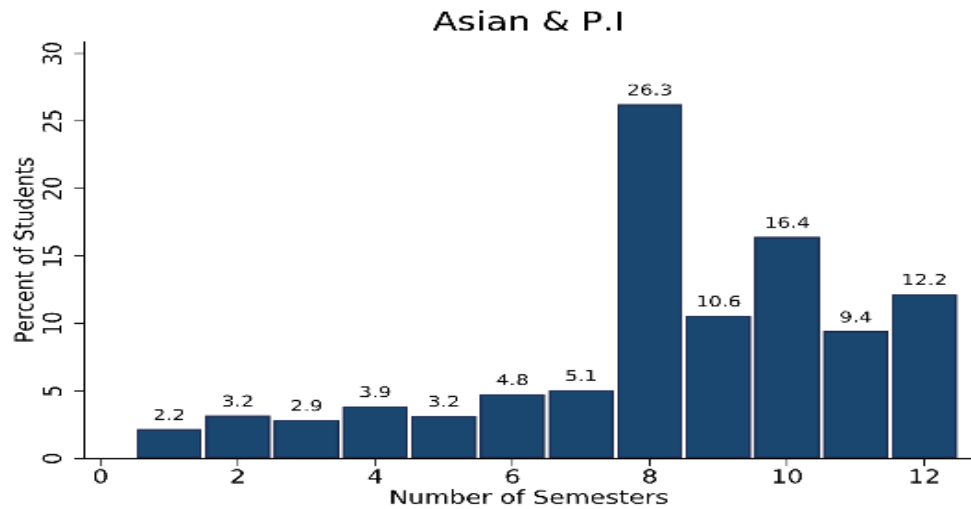
High School Graduates Who Participate in College



(Summers Not Included)

Percent of Students by Semesters Enrolled in College

High School Graduates Who Participate in College



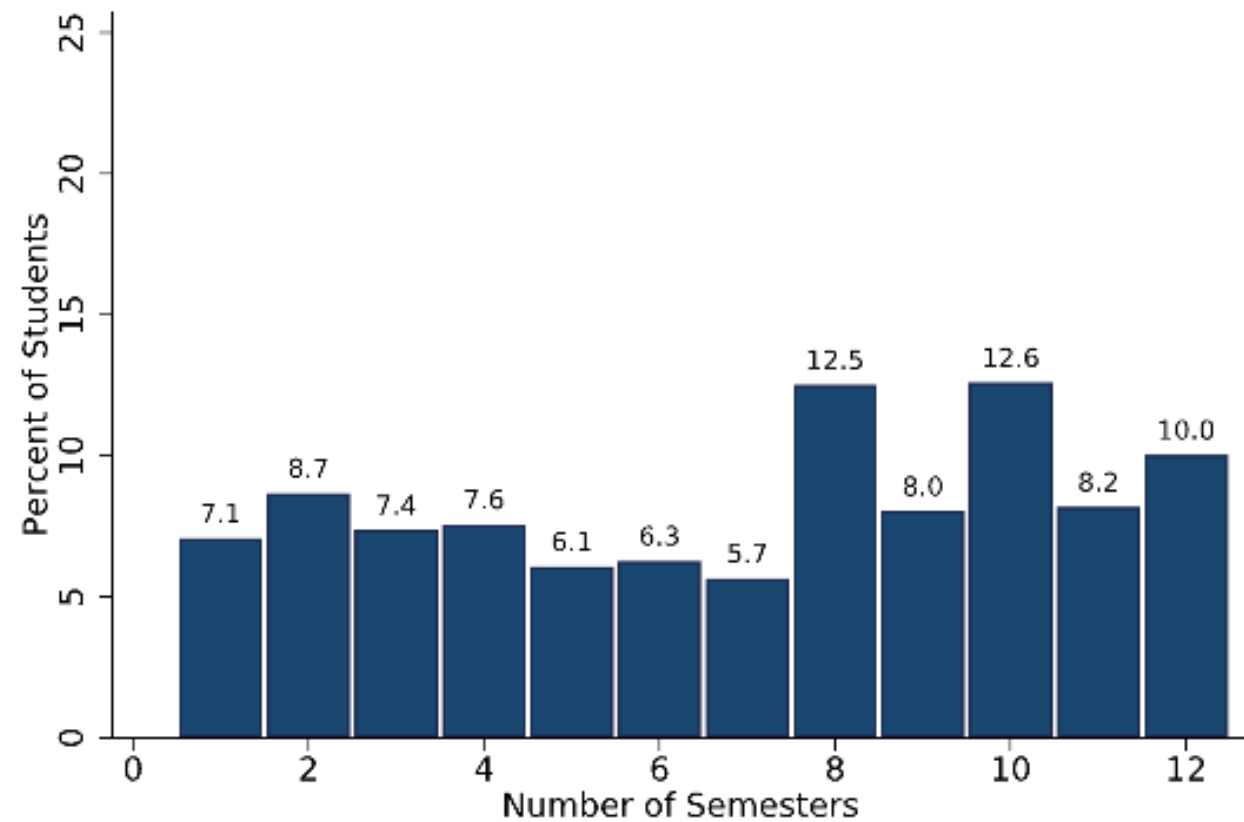
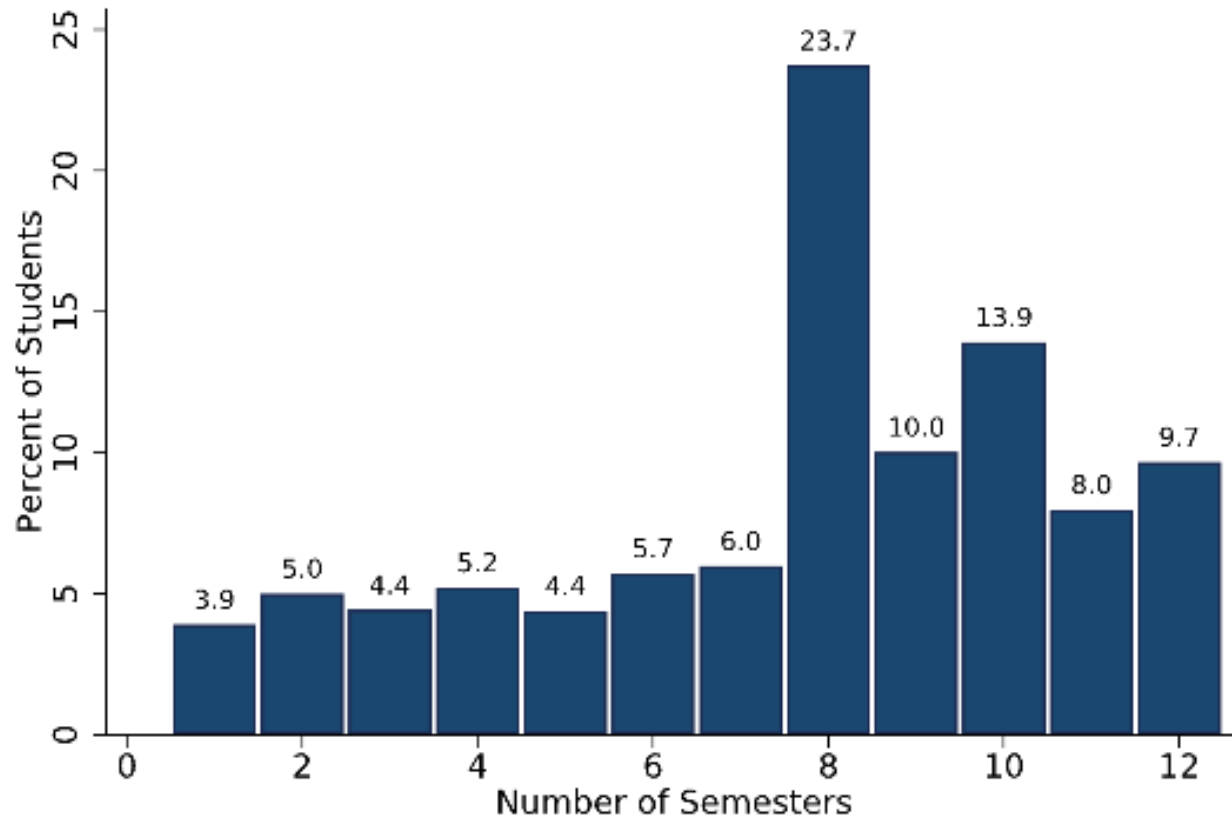
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Percent of Students by Semesters Enrolled in College

High School Graduates Who Participate in College

Non SED

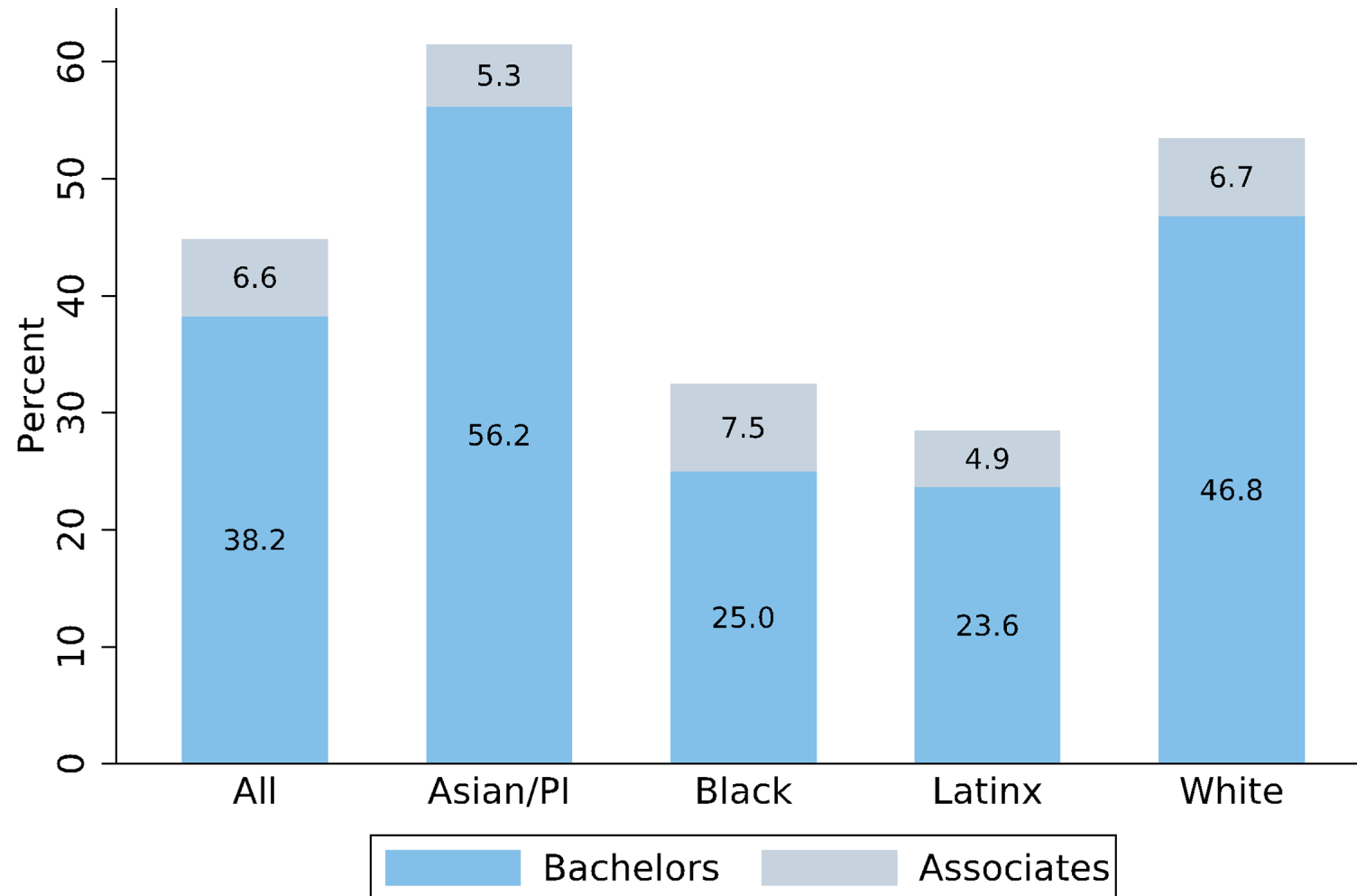
SED



(Summers Not Included)

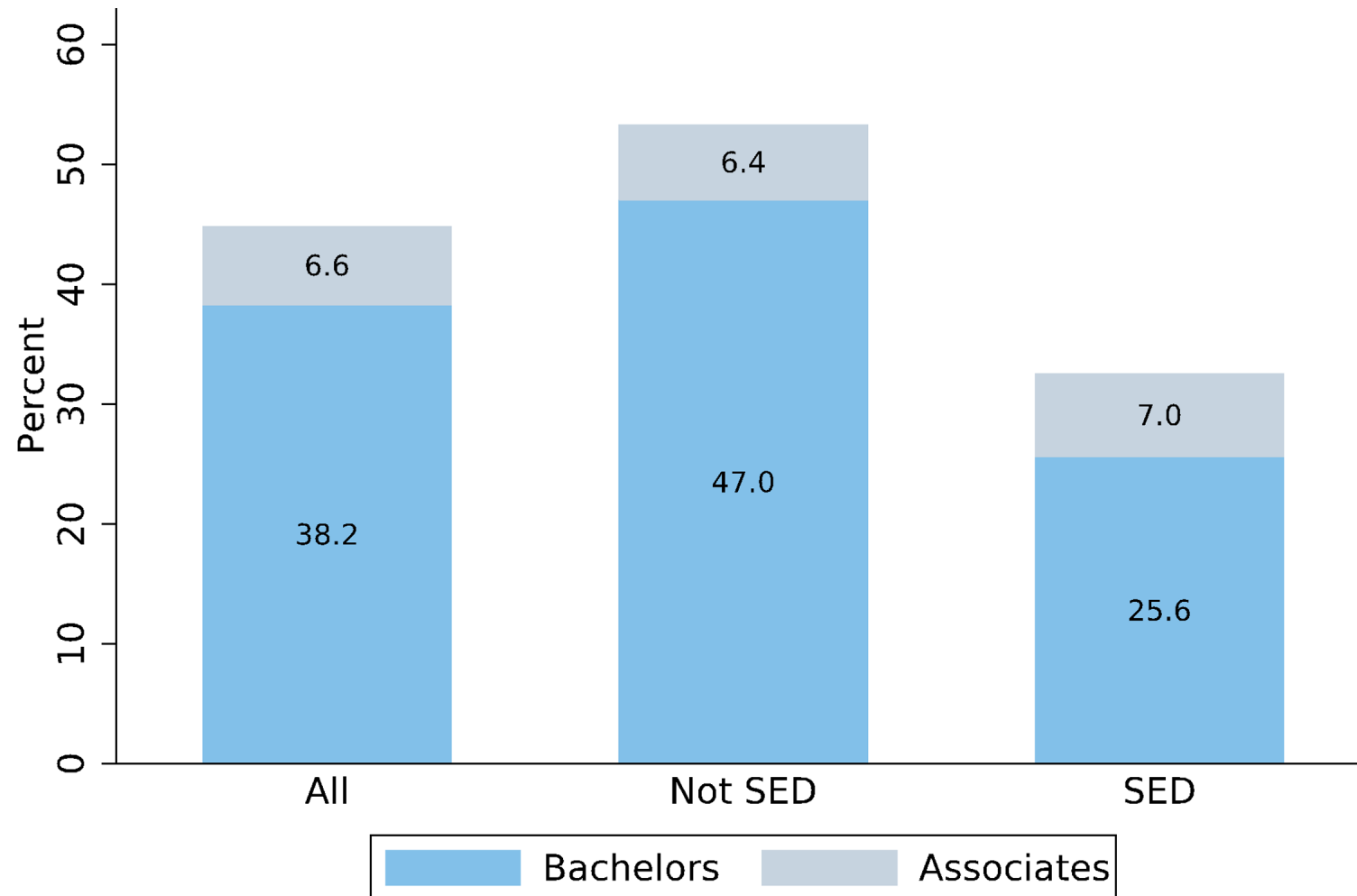
Degree Obtainment, by Race

High School Graduates Who Participate in College



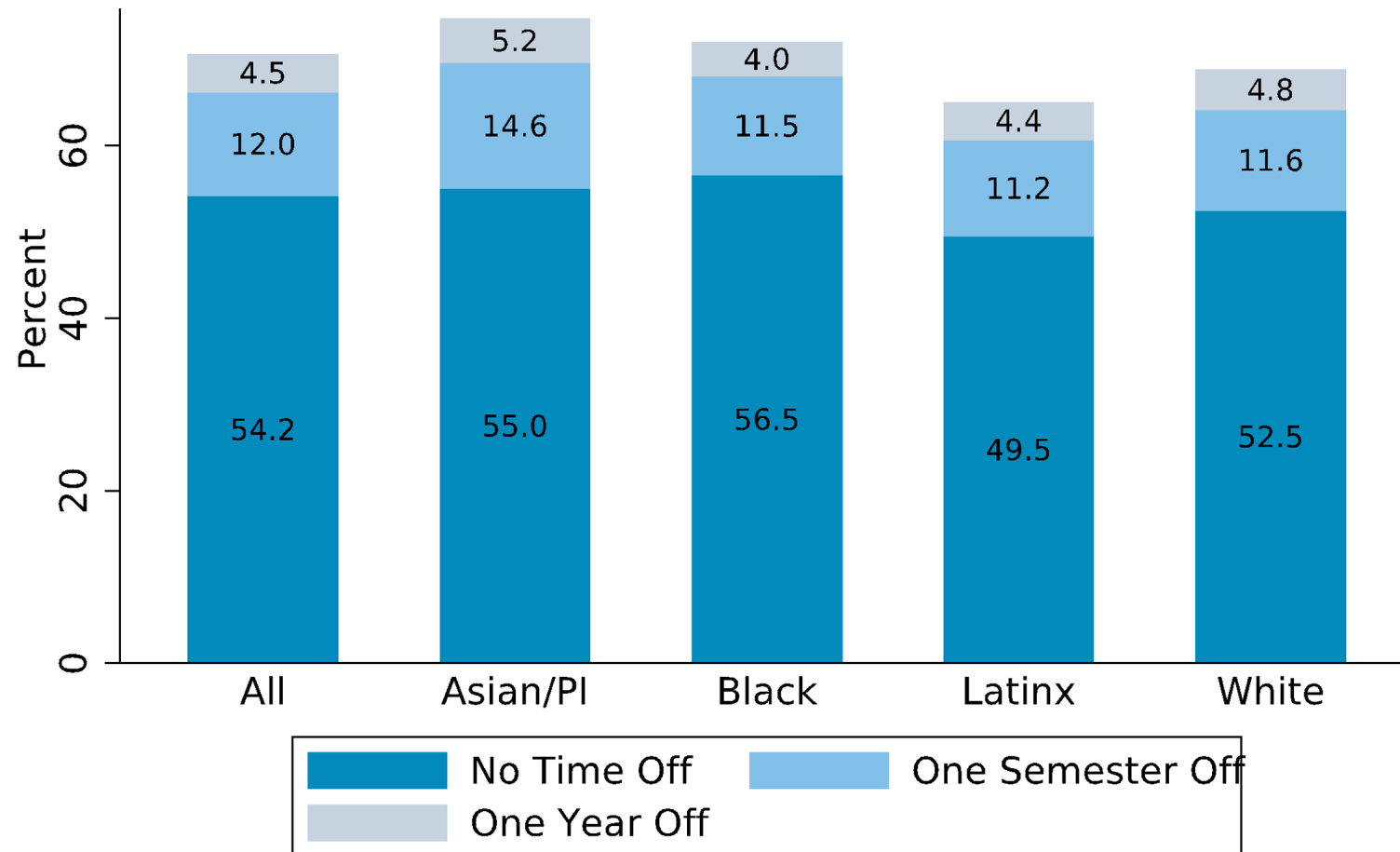
Degree Obtainment, by SED

High School Graduates Who Participate in College



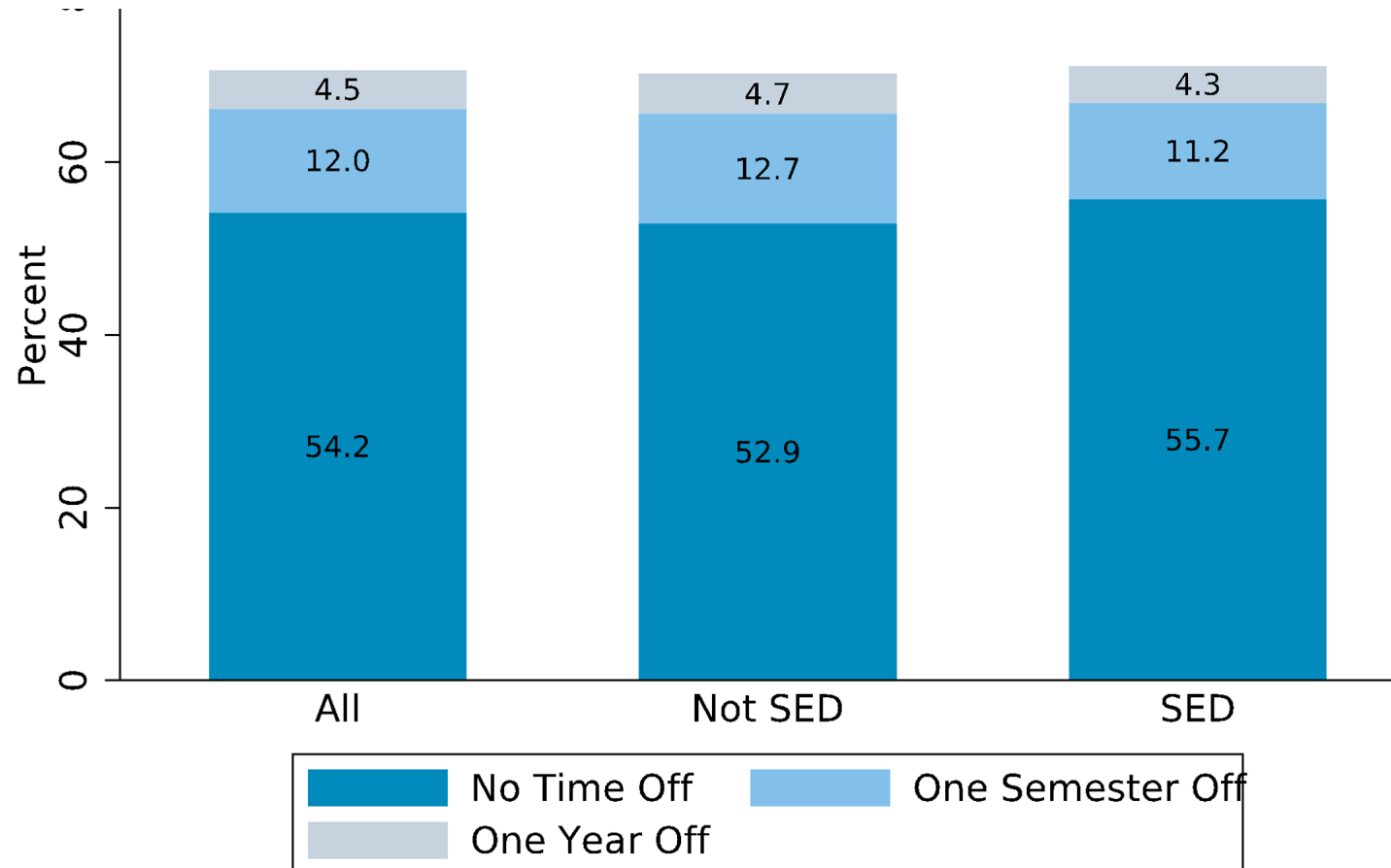
College Stop-out Patterns for Students Not Earning a Degree in Six Years

High School Graduates Who Participate in College, but Do Not Obtain a Degree in Six Years



College Stop-out Patterns for Students Not Earning a Degree in Six Years

High School Graduates Who Participate in College, but Do Not Obtain a Degree in Six Years



New
Research:
College
Persistence
&
Completion

MORE TO COME...

- Additional attendance patterns
 - Multi-institutional attendance
- Degree completion
 - Types of degrees
 - Majors
- Time-to-degree
- Regional focus
- Patterns by key sub-groups

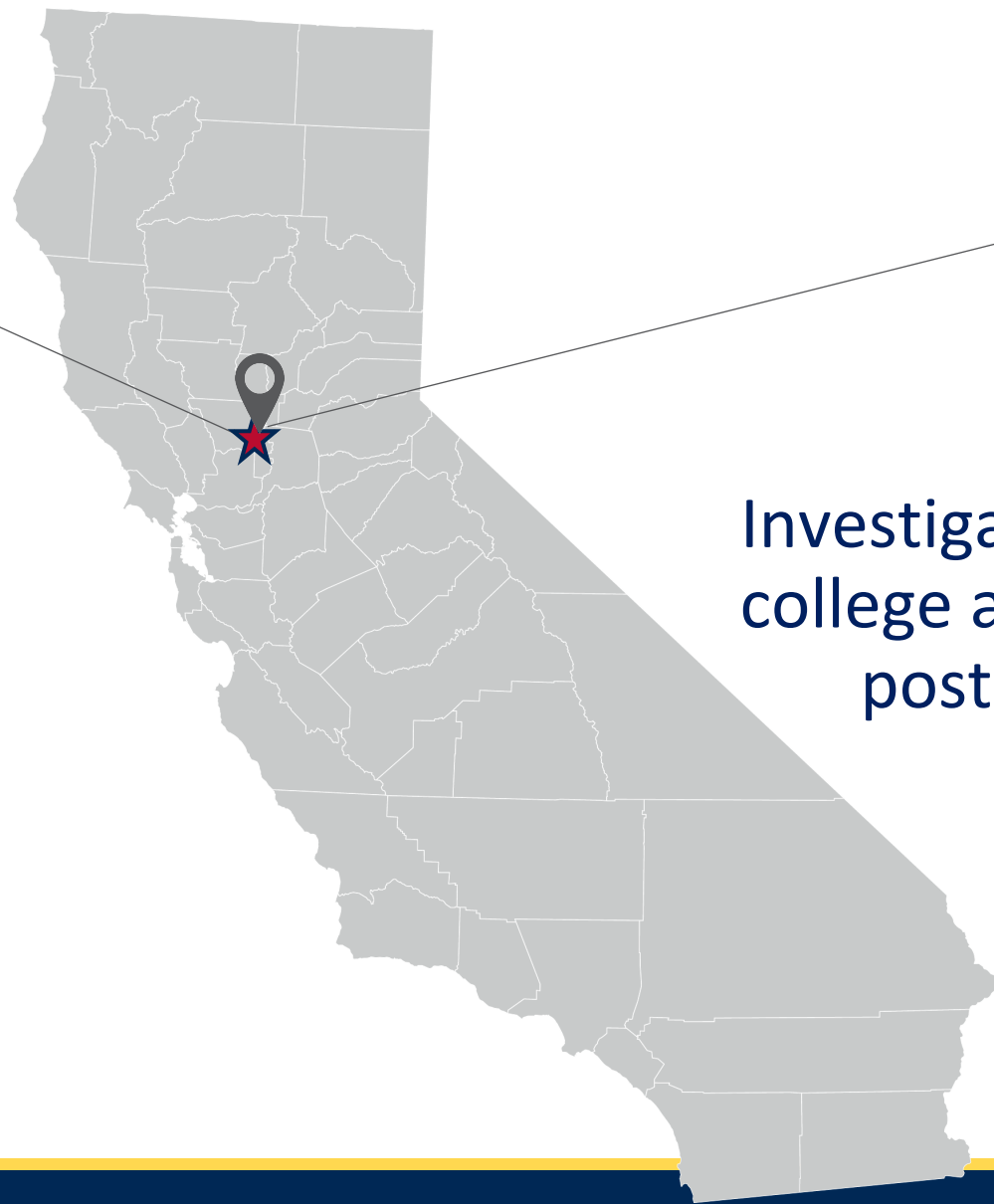
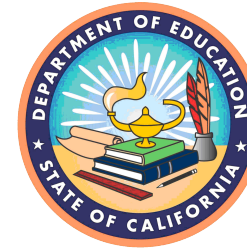
Thank you!

- **California Department of Education**
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 - Iwunze Ugo
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Investigating California students' college and career readiness and postsecondary pathways

Next PACE Webinar

Toward the Development of Equity Indicators for California



Register for this webinar on a recent landmark National Academies report on educational equity. Christopher Edley, Jr., Michal Kurlaender, and Sean Reardon discuss how equity indicators could be operationalized for California.



Register at www.edpolicyinca.org/events