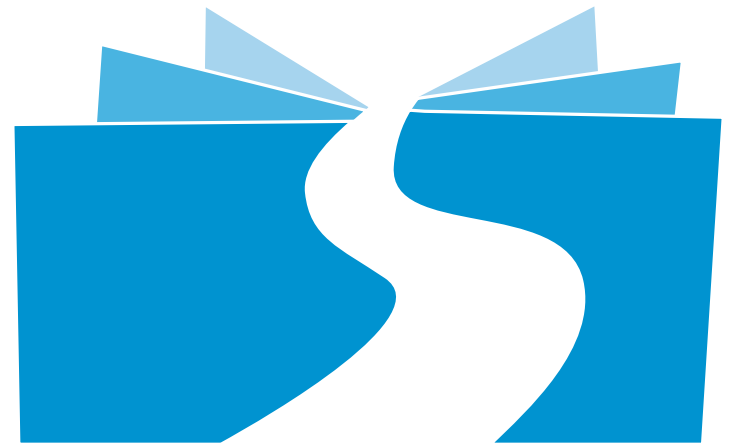


PATHWAYS

TO POSTSECONDARY SUCCESS

Maximizing Opportunities for Youth in Poverty



Policy Analysis for California Education (PACE) Seminar April 19, 2013

A Project of UC/ACCORD

Co-Principal Investigators:

Daniel Solorzano, UC Los Angeles & Amanda Datnow, UC San Diego

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Agenda

- **Pathways Project Overview**
- **Developmental Education as a Barrier to Community College Success**
- **Questions**

Project Overview

Pathways to Postsecondary Success is a five-year set of mixed-methods studies focused on maximizing opportunities for low-income youth to earn higher education credentials.

The aims of the project are to advance research on poverty; to produce useful tools that improve educational opportunities; and shape the U.S. policy agenda on the relationships between poverty and postsecondary education.

Research Team

- Our team includes over 50 researchers and includes faculty, post doctoral researchers, graduate students, and undergraduates at 6 universities including UCLA, UCSD, UCI, USC, Sacramento State, and Penn State.

UCLA

UC San Diego



UCIRVINE

University of
Southern California



Research Focus

Study of low-income young adults and their postsecondary pathways to earn a credential with value in the labor market

What are their life experiences?

What systemic opportunities & obstacles exist in their pathway to PSE?

How might the systemic opportunities be maximized & obstacles minimized?

What statistical indicators could provide useful information about progress toward PSE?

Project Frameworks

- Challenge deficit models and connect institutional accountability with issues of poverty and PSE completion
- Importance of youth perspectives and their day-to-day experiences in schools and colleges
- Focus on important demographic groups in poverty: students of color, women & men, immigrants, and single-mothers
- Broaden definition of indicators beyond traditional outcomes

Project Outcomes

1. Literature Review & JESPAR

2. National Analysis

3. California Young Adult Survey

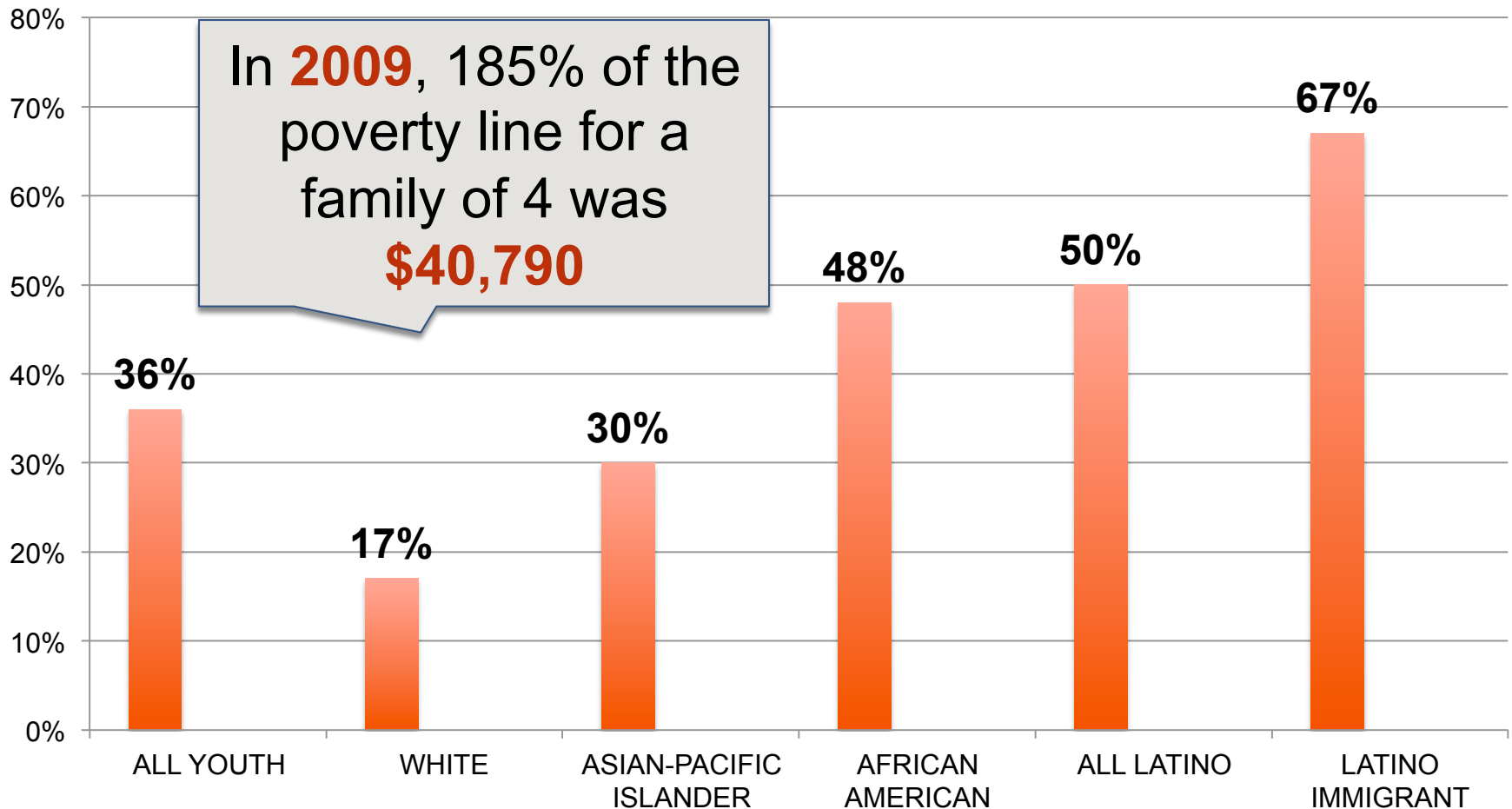
4. Case Studies

5. Indicators

A yellow outline map of the state of California, positioned in the background of the text.

CALIFORNIA'S YOUTH IN POVERTY

CALIFORNIA POVERTY **16-17 YEAR OLDS**



SOURCE: 2007-09 AMERICAN COMMUNITY SURVEY

Case Studies

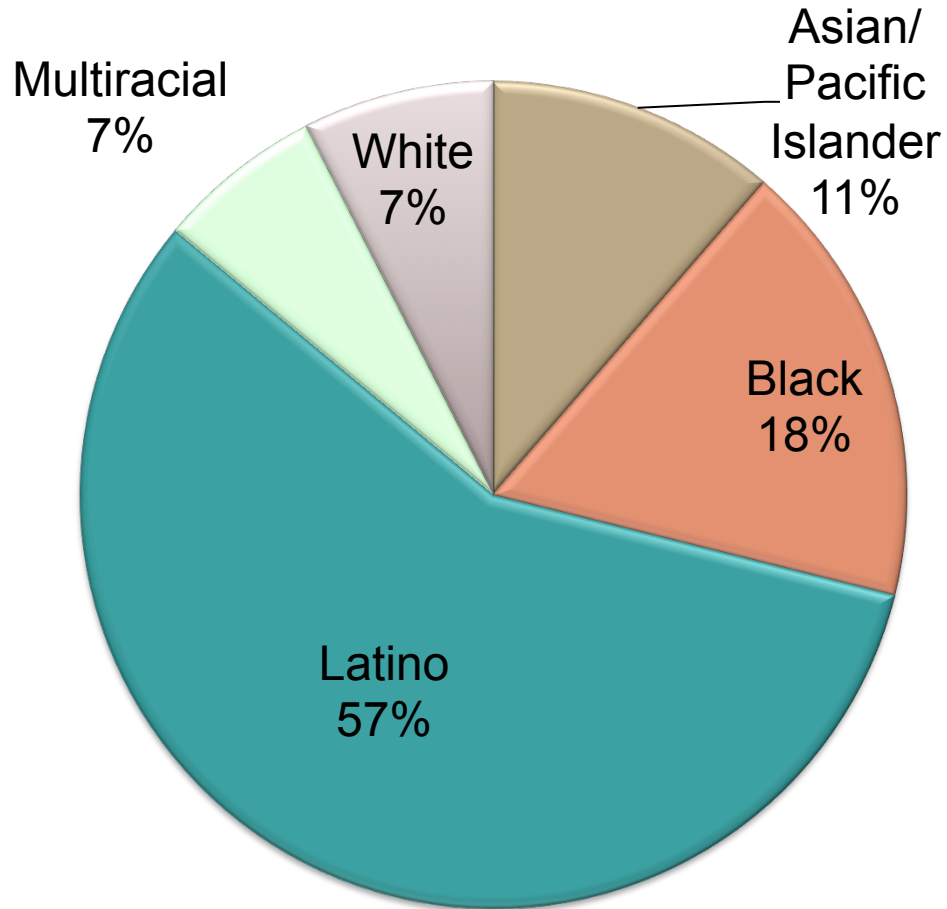
Youth Perspectives on Postsecondary Opportunity



Case Studies

Sites	1) Los Angeles 2) Riverside 3) San Diego
Targeted Institutions	<p>Los Angeles: Community colleges (3)</p> <p>Riverside: Community college & Workforce Prep</p> <p>San Diego: High Schools (6)</p>
<p>Participants (ages 16-26*) *certificate programs 16-35 years</p>	<p>Primary:</p> <ul style="list-style-type: none"> - Los Angeles: Low-SES Community College (CC) Students - Riverside: Low-income Women / Single-Mothers in CCs - San Diego: Low-income High School Junior & Seniors <p>Secondary: Institutional Representatives</p>
Number of Participants	80-100 per site
Data Sources	<p>Primary:</p> <ul style="list-style-type: none"> - 2 – 3 interviews with student participants over 2 year period - Interviews with institutional representatives <p>Secondary: Shadow a select group of youth</p>

Case Study Demographics



N=308

CONTEXT

California Community Colleges

Community College as...

The last opportunity to “get it together”



The first meaningful experience with school engagement

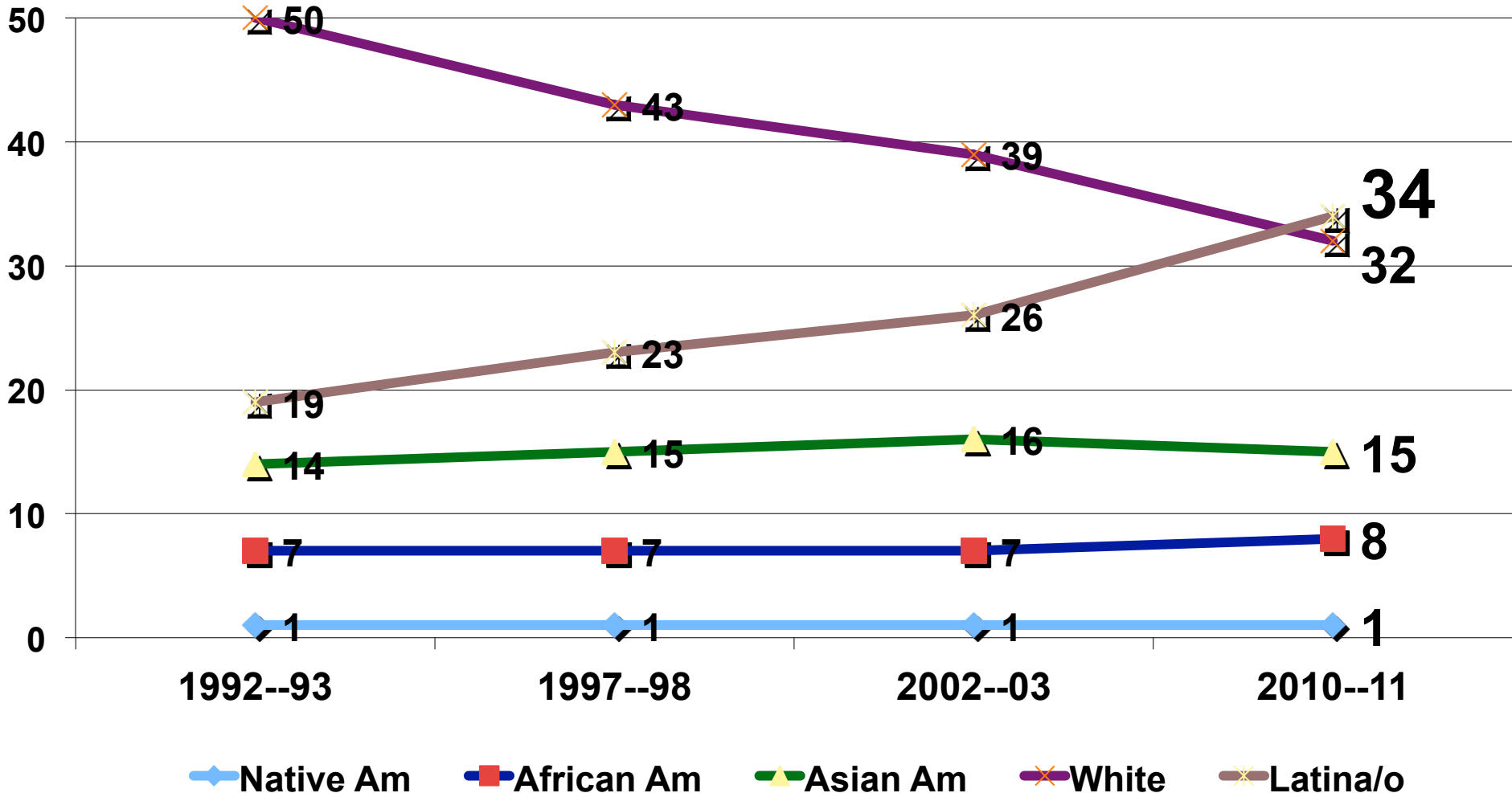


A means of building a new self-identity and higher self-esteem



A way to broaden world-view and build interest in new lines of work and interest areas

California Community College Enrollment by Race: 1992-2011

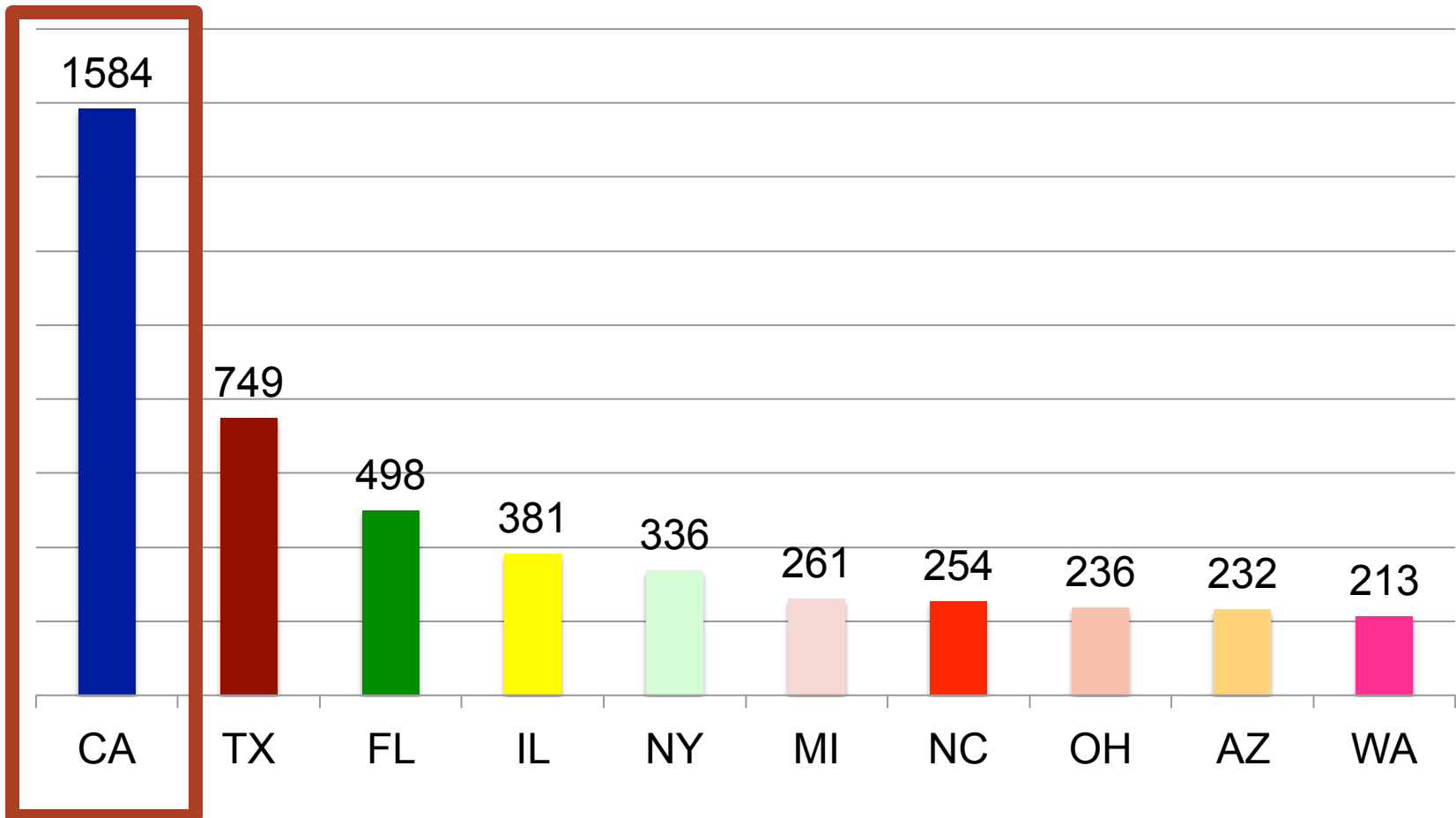


Source: California Community College Chancellor's Office 2012.

In 2010-11

**25% of all Community College
Students in the U.S. are in
California**

2010 Community College Enrollments by State Rank (In Thousands)



Barriers to Community College Success

The Latina/o Case

In 2010

**100 California
Postsecondary
Latina/o Students**

**16 in California
State University**

**80 in California
Community
Colleges**

**5 in University of
California**

~ 3 CTE Degree

Basic Skills

**Critical
Juncture**

~ 11 Transfer

**Life Long
Learning**

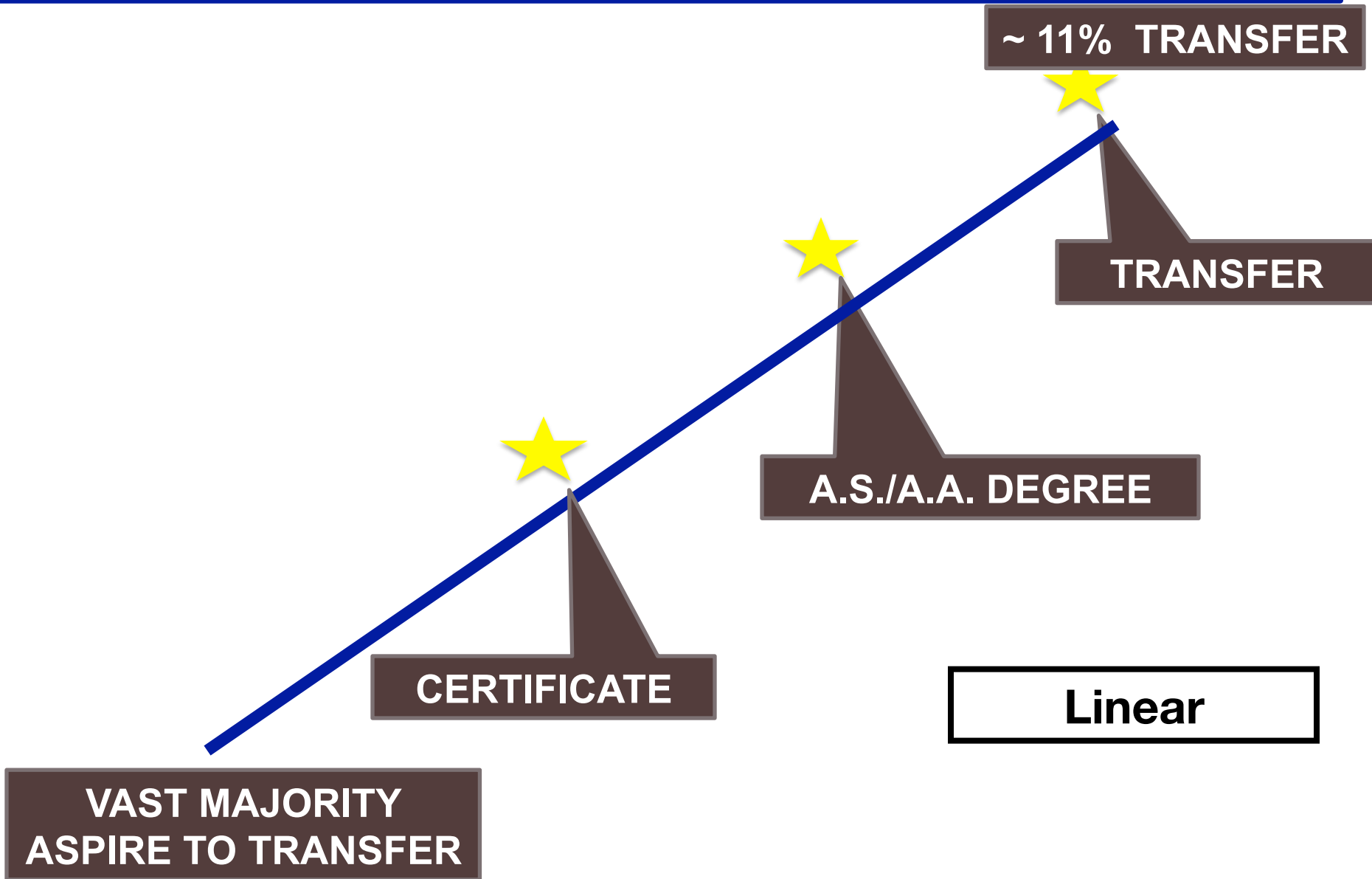
**~ 9 Transfer to
CSU**

**~ 2 Transfer to
UC**

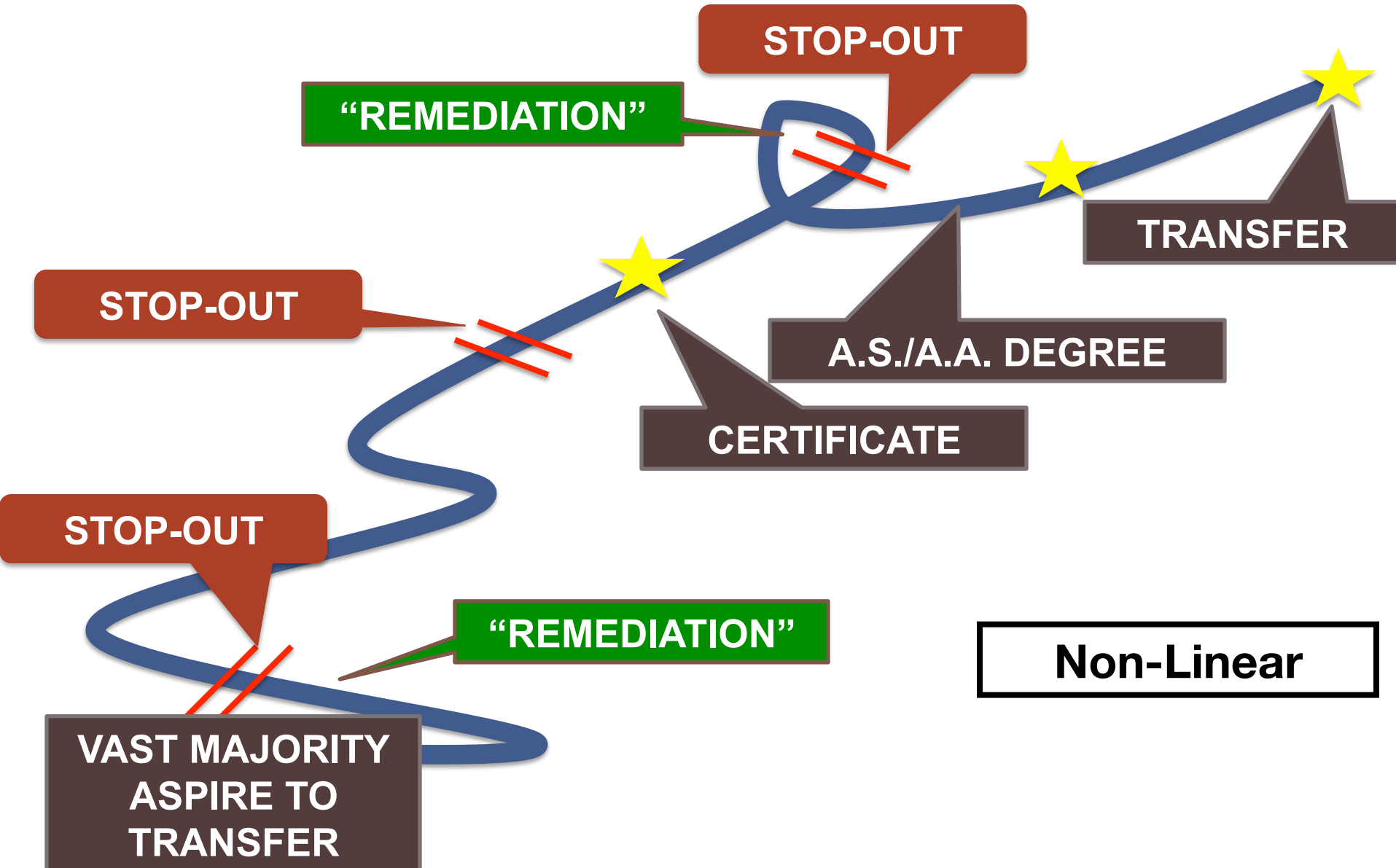
CONTEXT

Community College Pathways

Latina/o Community College Pathways



Community College Pathways



WHY A NON-LINEAR PATHWAY

CASE

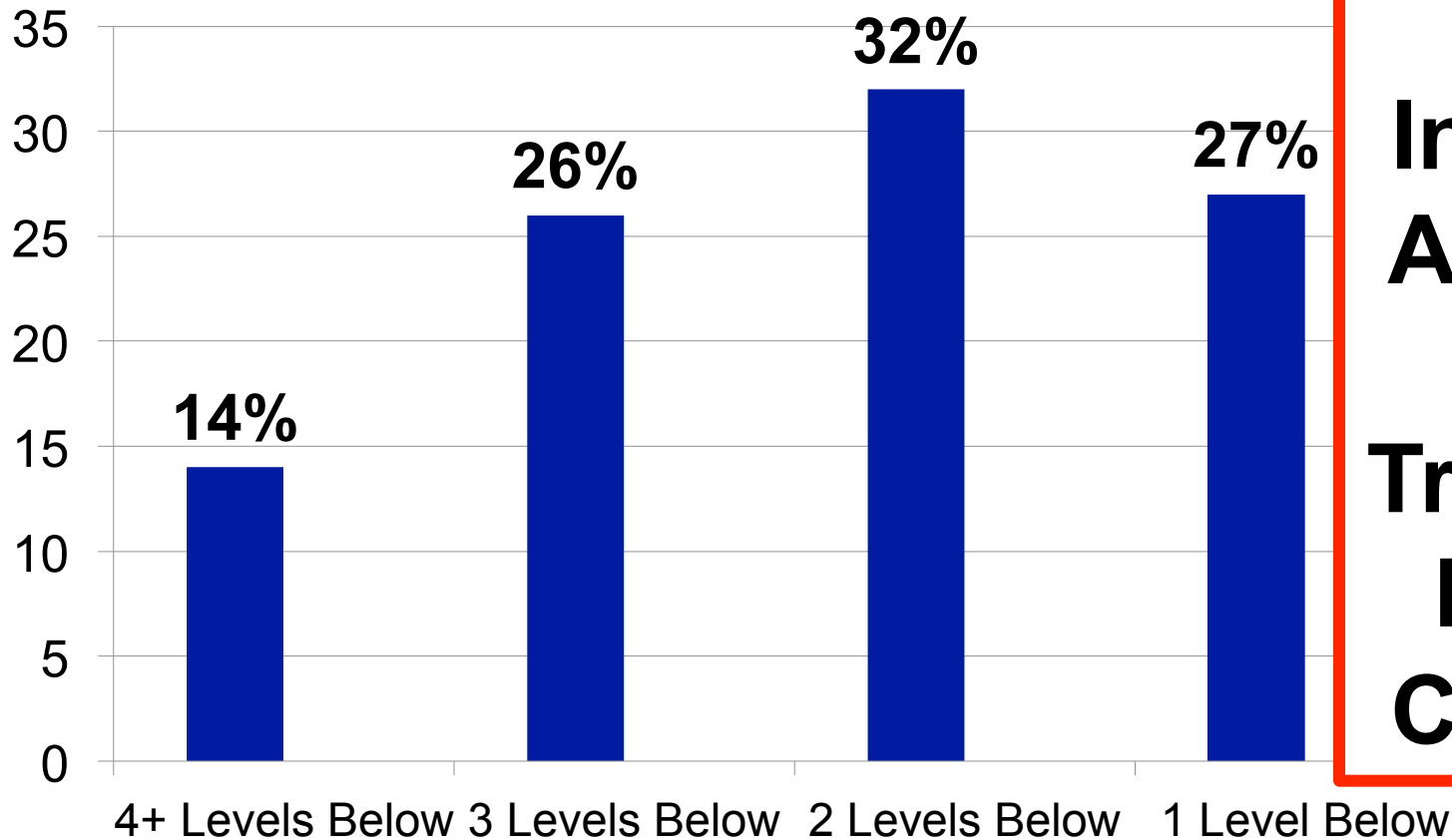
Latina/o Developmental Education

Critical Transitions

- Our project focuses on the critical transitions that students encounter in and through community college.
- Two critical transitions at students include placement testing and developmental education, or “remedial” courses.

Latina/o Math Assessments & Developmental Education: California

90% Don't

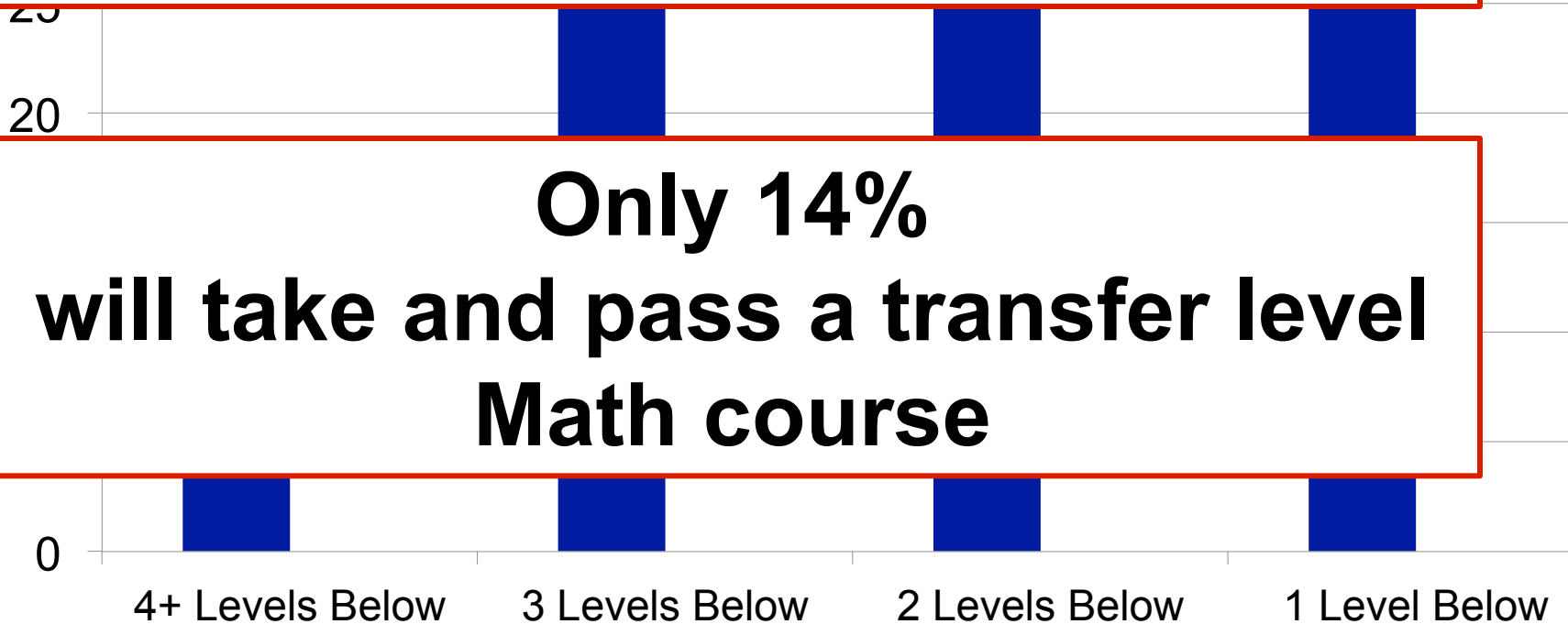


**10%
Initially
Assess
in at
Transfer
Level
Course**

Latina/o Math Assessments & Developmental Education: California

The Lower the Course Level the Student Starts, the Less Chance of Transferring

This is a major leak in the Latina/o Educational Pipeline



Only 14% will take and pass a transfer level Math course

Students' Experiences with Developmental Education Courses

- Students feel stuck in developmental education courses, often spending 2-3 years before taking college level courses
- While some students found the courses to be helpful refreshers, most felt as though they were repeating middle or high school coursework
- Students encountered ineffective pedagogy

Students' Experiences with Placement Testing

Lack of Understanding about their Importance

Lack of Preparation for the Tests

Poor Test Performance Affects Timely Goal Progression

Student Voices about Placement Tests

They never told me “if you didn’t score high enough you were not going to be able to take a lot of classes.”

I didn’t know what to study from. It was a “what do you know” kind of test.

It disappointed me because I already took that class in high school so I don’t want to take it again and pay for it.

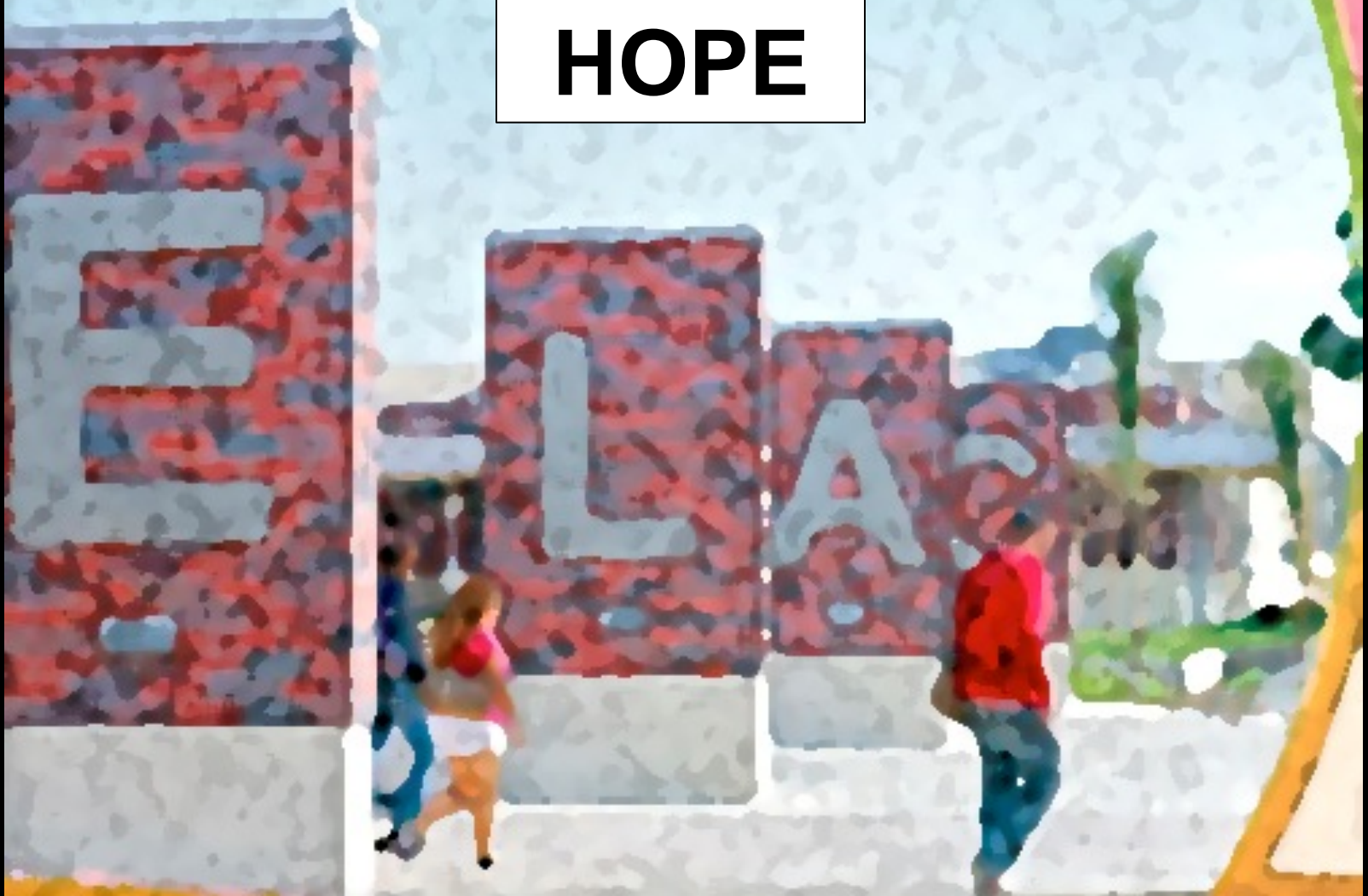
Student Voices on Developmental Education

It could be three to four years to transfer from a community college and that's kind of scary ... I feel I haven't progressed!

English 28 was like middle school English ...I already did all of that.

There was a time in Math 40, my brother's in seventh, sixth grade. And we were taking the same class!

HOPE



What role do Educational Institutions and their Leaders play in Maximizing Opportunities and Minimizing Obstacles for students through the Community College Pipeline?



THANK YOU

**For more information:
<http://pathways.gseis.ucla.edu/>**