

System Initiatives and Data

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Topics

- Data: Collection, Accountability, Selected Trends and Studies
- Navigating the Call for Change
- Selected System Initiatives

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Data

- CCC has an excellent data collection
- CCC has a generally open policy regarding its use
- CCC produces many things from the data

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Data

- National push towards data collection
- Future funds may be based on having systems in place
 - SAFRA, Access & Completion Funds
- CA is a series of silos
- Initiative: K-20 Ed Data Warehouse

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Data

- **Accountability**
 - CCC: ARCC (w/BS and CDCP Supplementals)
 - AACC: voluntary system
 - Feds: IPEDS, Committee on “ Alternative Measures of Success for Community Colleges”
 - Feds: Common Data Standards project

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Research

- Internal/external requests
- Foundation activities
- Reports and studies (fee impact, enrollment projections, other CCCCCO funded)

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Data + Research: Here We Go Again (example)

- Boom and Bust cycle of funding is back to “bust”
- We can predict what’s likely to happen
- We see many interesting things occurring

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Access Cycle

- Two prior recessions:
 - Early 1990’s: lost 186,000 students
 - Peak (92-93): 2.262 million students
 - Trough (94-95): 2.076 m
 - Return (97-98): 2.307 m
 - Early 2000’s: lost 311,000 students
 - Peak (02-03): 2.793 million students
 - Trough (04-05): 2.482 m
 - Return (08-09): 2.895 m

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Access Cycle

- Now
 - Peak (08-09): 2.9 m
 - (09-10): not likely a huge headcount loss, but a huge unmet demand turned away
 - (10-11): likely significant headcount loss
 - (11-12): likely some headcount loss
- First cuts lead to rationing; second cuts lead to headcount loss

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What's Been Cut?

<u>Term</u>	<u>Sections</u>	<u>Class Size</u>
Sum 06	50,520	26.6
Sum 07	53,389	27.6
Sum 08	55,838	28.8
Sum 09	<u>39,077</u>	<u>30.1</u>

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Access Cycle

- **Then and Now**
 - **Number of First-Time CCC Students**
 - (01-02): 962,000
 - (02-03): 961,000
 - (03-04): 831,000
 - (04-05): 824,000
 - This, in turn, reduces the number of continuing students the following year

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Getting Out of CCC's

- **Transfers to CSU:**
 - 2006-07: 54,379
 - 2007-08: 54,970

 - 2008-09: 49,768 (-5,202)

 - 2009-10: could be another 2,000-5,000 less.

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CCC Transfer Volumes

<u>Sector</u>	<u>02-03</u>	<u>03-04</u>	<u>04-05</u>	<u>05-06</u>	<u>06-07</u>	<u>07-08</u>	<u>% chg</u>
CSU	50,746	48,321	53,695	52,641	54,391	54,971	8.3%
UC	12,275	12,539	13,114	13,510	13,874	13,909	13.3%
ISP	17,083	19,673	20,174	19,530	20,071	23,322	36.5%
OOS	11,638	12,618	13,140	13,399	13,952	14,464	24.3%

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Transfers: In State (not CSU/UC), 07-08

UNIVERSITY OF PHOENIX	8,825
NATIONAL UNIVERSITY	1,185
CHAPMAN UNIVERSITY	960
DEVRY INSTITUTE OF TECHNOLOGY	925
ITT TECHNICAL INSTITUTE	789
UNIVERSITY OF SOUTHERN CALIFORNIA	687
ACADEMY OF ART UNIVERSITY	597
AZUSA PACIFIC UNIVERSITY	505
CALIFORNIA BAPTIST UNIVERSITY	405
FRESNO PACIFIC UNIVERSITY	399

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The Rise of The Phoenix

96-97	2,190
97-98	2,871
98-99	3,430
99-00	4,276
00-01	5,160
01-02	5,716
02-03	6,638
03-04	8,388
04-05	8,803
05-06	8,352
06-07	8,868
07-08	8,825

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Who Transfers to Phoenix?

Ethnicity	UC	CSU	Phoenix
Asian	29.3%	14.2%	4.6%
African American	2.4%	5.2%	16.8%
Hispanic/Latino	13.6%	23.8%	28.6%
White	39.1%	43.6%	37.5%
<i>Percent Hisp/AfrAm</i>	<i>16.0%</i>	<i>29.0%</i>	<i>45.4%</i>

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Delivery Mode

- Last Year:
 - Growth in higher ed student population: 1.2%.
 - Growth in online enrollment: 17%.

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Success Cycle

- Fairly independent to access, far less volatile
- Course Success Rate
 - F1992 All: 66% BS: 61%
 - F2001 All: 66% BS: 59%
 - F2008 All: 66% BS: 56%

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Current Mantra of “Change”

- Need more graduates (volume)
 - Need greater college going rate
 - Need greater transfer/degree production rate
 - to achieve greater transfer/degree production volume
- “CC’s have focused only on access and not on success”

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Degree Production

- From 92-93 to 08-09, headcount went up 28%.
 - AA/AS production went up 64%.
 - Cert production went up 125%.
- Total degree production went up 82%.

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Degree Production

<u>Year</u>	<u>AA/AS</u>	<u>Cert</u>	<u>Total</u>
1993	50,434	21,534	71,968
1995	56,077	24,626	80,703
1997	60,527	32,757	93,284
1999	64,028	32,762	96,790
2001	67,124	40,234	107,358
2003	73,746	44,811	118,557
2005	78,084	42,918	121,002
2007	82,665	45,692	128,357
2009	82,477	48,528	131,005

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Transfers

- Transfers to UC and CSU have gone up 35% since 1992-93.
 - UC/CSU are also constrained by budgets.
- Transfers to other segments are even higher.
- Transfers to the University of Phoenix have gone up 450%.

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Properly Navigating the “Call for Change”

- There are a lot of data and conclusions being thrown our way.
- CCC system is ground zero for a nationwide “call to action” in higher education reform
- There is intense pressure upon us to radically change the business model
- There is intense pressure to retain what we value in our business model

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Navigating “Change”

- *“The only constant is change.”--*
Heraclitus, 500BC
- Many businesses go out of business because they fail to change.

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Navigating “Change”

- *“Change simply for the sake of change is an abdication of leadership.”* –John Luke Jr.



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Navigating “Change”

- DANGER: Everyone is seeking “silver bullets”
 - Fund PE at noncredit rate
 - Pay districts for student outcomes
 - All basic skills must be completed first
 - \$60/unit fee
 - Eliminate “casual” students, BA/BS differential
 - Waive 50% law, 75/25 regs for 5 years

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Navigating “Change”

- On the other hand:
 - 10 years ago, we transferred 2,000 students to U. Phoenix; last year it was 9,000.
 - Public educations’ market share is dwindling.
 - The student experience is less than ideal.
 - These are all markers of a need for change...regardless.

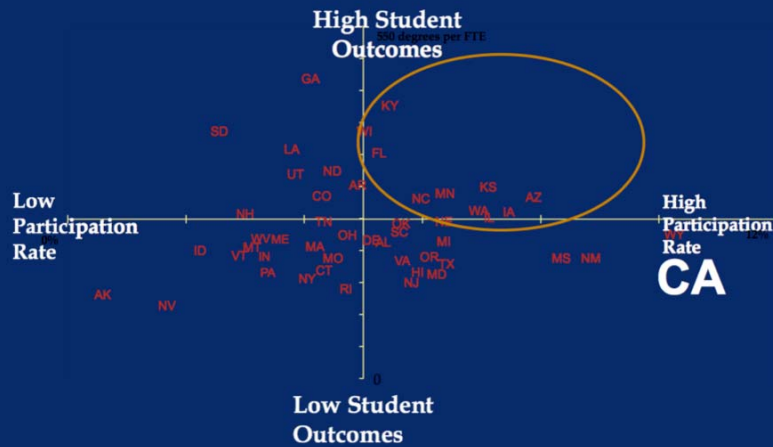
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Navigating “Change”

- *“A crisis is a terrible thing to waste.”* -Paul Romer
- We have an opportunity upon us to improve our business:
 - We can make rash changes and regret them; or
 - We can make temporary changes that give the illusion of reform; or
 - We can make thoughtful changes and grow.
- Find true justification; this is not a group to perform “experiments” on.

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Participation vs Outcomes



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The Golden Quadrant

- Has a variety of fee levels
- Has a variety of funding levels
- Has a variety of fin aid levels

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Properties of High Outcome/High Partic. States

- Strong Statewide Articulation/Transfer Agreements
- Common Core Curriculum
- Common Course Numbering
- AA transfer guarantee or Statewide General Ed guarantee
- CTE pathways

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Properties of High Outcome/High Partic. States

- Strong Online student academic planners and support
- Common assessment tools
- Statewide Transfer scholarships
- In other words...the systems that make it easy on the *student*.

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System Initiatives

- Technology:
 - Common Assessment
 - Electronic Transcript
 - Distance Ed/CVC/Presidium
 - Internet connectivity
 - Electronic libraries
 - ASSIST
 - Digital textbooks
- Service Oriented Architecture-Web 2.0

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In Conclusion

- *“Public sentiment is everything. With public sentiment, nothing can fail. Without it, nothing can succeed.”* (Abe Lincoln)
- The public values our core missions and our product.
- Let’s “own” the change ourselves and not take the shotgun approach to reform.

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