Welcome!
Trends in the External and Internal Environment

Presented by
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Data provided by the CRC Research Office and the LRCCD Institutional Research Office
Trends in External Environment

Decreasing state support

Increasing demand for accountability
Trends in External Environment

Leveling off of high school graduates

Increasing competition
Trends in External Environment

- Aging workforce
- Accelerating rates of change
Trends in the External Environment

- **High unemployment**
- **High poverty rates**
Trends in the External Environment

**Demographic Changes**
- Major shifts in *demographic profile*

**Employment Sector Changes**
- Demands from regional employers
Trends in the Internal Environment

• Relatively low outcome measures
  - Course success
  - GPA
  - Degrees, certificates, transfer

• Differential outcomes
  - Delivery Methods
  - Gender, Age
  - Ethnicity, Income
Trends in the Internal Environment

Students are struggling with college

- Under-preparedness of recent high school graduates
- Increased needs for student services
- Student difficulties in navigating and accessing services

Challenges for building a college “community”

- Barriers that limit staff and student participation in campus activities
Trends in the Internal Environment

- Declining trust and collegiality
- Declining support for teaching and learning
- Poor perception of the College in the community
Trends in the External and Internal Environment
Unemployment Rate - Sacramento County

2005: 5.0%
2010: 12.8%
Poverty Level (Sacramento County)

- Poverty Level:
  - 13%

- Children below poverty level:
  - 18%
High School Exit Exam – Pass Rate

- **Math**
  - LRCCD: 81.3%
  - State: 79.8%

- **English**
  - LRCCD: 80.4%
  - State: 79.2%
Decreasing State Support

– California Community College System:

- Reduction: $510,000,000 to $805,000,000
- Lost Students: 264,000 to 417,000
- At least a 9% DECREASE in FTES funding
Accountability

AFT members agree that a renewed emphasis on student success is critical because, as President Obama stresses:

– the number of students with a college education is not as high as it should be

– college student retention rates are not as high as any educator would want them to be

– The gap in college student success among various racial and ethnic groups also is unacceptably large

AFT’s Student Success in Higher Education
http://www.aft.org/pdfs/highered/studentsuccess0311.pdf
High School Graduates

**CHART 7: Projections of Public High School Graduates for Sacramento County**

Year: 1974, 79-80, 84-85, 89-90, 94-95, 99-00, 04-05, 09-10, 14-15, 19-20
Competition
Aging Workforce

CHART 2: Fall 2009 LRCCD Employees

<table>
<thead>
<tr>
<th>Category</th>
<th>Below 55</th>
<th>55 or Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educ. Administrator</td>
<td>42.0</td>
<td>58.1</td>
</tr>
<tr>
<td>Tenured Faculty</td>
<td>67.3</td>
<td>32.7</td>
</tr>
<tr>
<td>Academic Temporary</td>
<td>61.3</td>
<td>38.7</td>
</tr>
<tr>
<td>Classified Administrator</td>
<td>56.1</td>
<td>43.9</td>
</tr>
<tr>
<td>Classified Professional</td>
<td>80.0</td>
<td>19.9</td>
</tr>
<tr>
<td>Classified Support</td>
<td>73.2</td>
<td>26.8</td>
</tr>
</tbody>
</table>
• "... the moment man first picked up a stone or a branch to use as a tool, he altered irrevocably the balance between him and his environment... But as they [tools] increased, so did their effects: the more the tools, the faster the rate of change."

James Burke, Connections
Long-Term Success
Fall 2006 First-Time Students

Starting Cohort: 4229
Milestone #1 (earned 15 units in 1 yr.): 1442
Milestone #2 ( Earned 30 units within 2 yrs.): 1075
Milestone #3 ( Earned 45 units within 3 yrs.): 857
Milestone #4 (Certificate/Degree or Transferred by Fall 2010): 1178

28% of original group
Selected Outcome Measures

CRC - Historical Course Success Rate with Enrollment (1970 - 2010)
Selected Outcome Measures

CRC Fall-Spring Persistence Rate (End-of-Semester to End-of-Semester)

<table>
<thead>
<tr>
<th>Year</th>
<th>Persistence Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005 - Spring 2006</td>
<td>59.2%</td>
</tr>
<tr>
<td>Fall 2006 - Spring 2007</td>
<td>58.6%</td>
</tr>
<tr>
<td>Fall 2007 - Spring 2008</td>
<td>58.0%</td>
</tr>
<tr>
<td>Fall 2008 - Spring 2009</td>
<td>61.2%</td>
</tr>
<tr>
<td>Fall 2009 - Spring 2010</td>
<td>61.0%</td>
</tr>
<tr>
<td>Fall 2010 - Spring 2011*</td>
<td>72.8%</td>
</tr>
</tbody>
</table>

* Fall (EOS) to Spring (Census)

* For comparison purposes (Fall 2009 (EOS) - Spring 2010 (Census) = 62.1%
Course Success Rates by Ethnicity (Fall 2010)

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-race</td>
<td>63.4%</td>
</tr>
<tr>
<td>African Am.</td>
<td>55.0%</td>
</tr>
<tr>
<td>Asian</td>
<td>72.2%</td>
</tr>
<tr>
<td>Filipino</td>
<td>67.8%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>63.0%</td>
</tr>
<tr>
<td>Native Am.</td>
<td>61.5%</td>
</tr>
<tr>
<td>Pac. Isl.</td>
<td>62.2%</td>
</tr>
<tr>
<td>White</td>
<td>70.9%</td>
</tr>
<tr>
<td>Other</td>
<td>68.9%</td>
</tr>
</tbody>
</table>
Disproportionate Results

• Progression through the milestones varied slightly by ethnicity.
• Goal achievement within 4 years varied:
  – Who placed into basic skills - 13%
  – Who placed into college-level Math/English 40%
  – Who did not take a placement test - 24%