



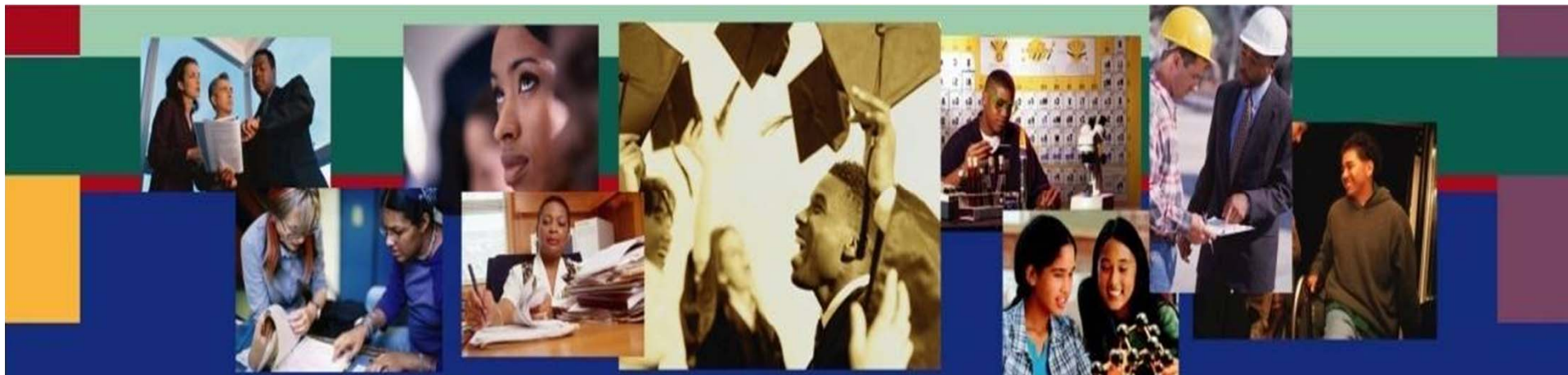
NEW HORIZONS

Challenges in the 21st Century

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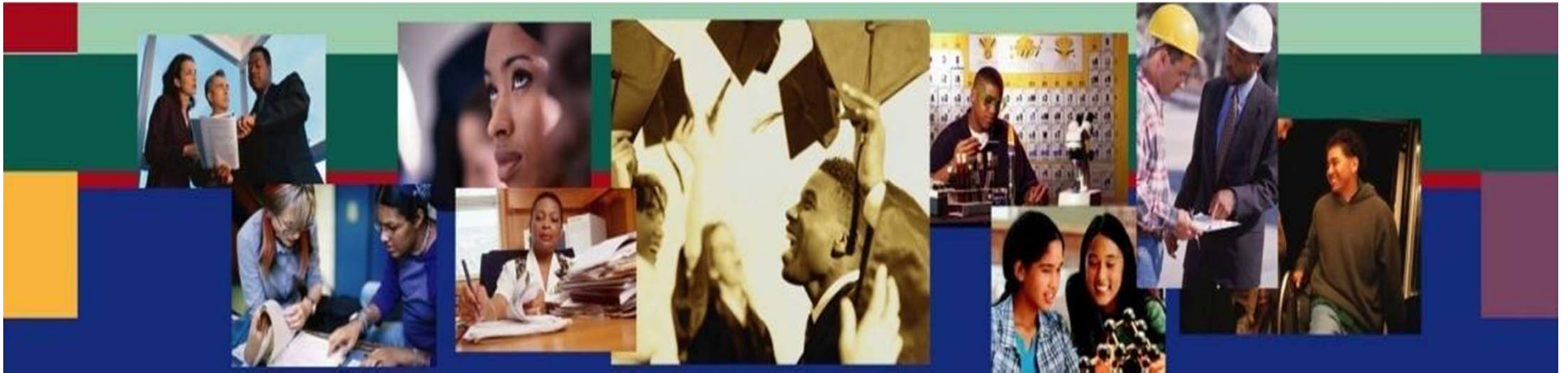
COMMUNITY COLLEGE CHALLENGES



COMMUNITY COLLEGE CHALLENGES

- ✓ More students
- ✓ Increasing diversity
- ✓ Changing workforce needs/ skills gaps
- ✓ Technology-driven change
- ✓ College readiness/not
- ✓ Draconian finances
- ✓ Escalating expectations

CHALLENGES: U.S. AND MARYLAND



AMERICAN REALITIES



38% of young adults (aged 25-34) in the U.S. currently have an associate's degree or higher—making the U.S. 10th among OECD countries for attainment in that group.

NCHEMS/U.S. Census Bureau 2008 American Community Survey, and OECD, Education at a Glance, 2009.

MARYLAND REALITIES

Current percentage of young adults
with a college degree:

45%

MARYLAND REALITIES

- × 1-year certificate within 1.5 years
 - Full-time: 16.8%
 - Part-time: DS* (fewer than 10)

- × 2-year associate degree within 3 years
 - Full-time: 12.7%
 - Part-time: 2.8%

MARYLAND REALITIES – OUT OF EVERY 100 STUDENTS WHO ENROLL IN PUBLIC COLLEGE OR UNIVERSITY...

2-Year Public Colleges:

Enroll in 2-year Public Colleges:

Full-time 36 Part-time 24

Return as Sophomores;

Full-time 24 (67%) Part-time 11 (46%)

Graduates within 4 Years:

Full-time 7 (19%) Part-time (not provided)

MARYLAND REALITIES

× 67%

By 2020, jobs requiring a career certificate or college degree

× 45%

Maryland adults who currently have an associate degree or higher

× 22%

Skills gap

MARYLAND REALITIES

The educational attainment gap:

“Graduation rates are very low, especially if you’re poor, part time, African American, Hispanic, or older.”

www.completecollegeamerica.org (Maryland)

MARYLAND REALITIES

Academic preparation for college success:

60.5% of entering students in community colleges need remediation

10% graduate within 3 years (projected)

www.completecollegeamerica.org

THE EMERGING STUDENT SUCCESS AGENDA

- **Community College Survey of Student Engagement (CCSSE)** and **Survey of Entering Student Engagement (SENSE)** – about 2 million community college students in over 800 colleges in 50 states surveyed since 2003
- **Achieving the Dream** – a national initiative involving 160 institutions in 30 states plus DC in a rigorous, data-informed agenda to improve outcomes for community college students, with a special focus on students of color and those from low-income backgrounds
- **Bill and Melinda Gates Foundation** – major investments to promote dramatic increases in college completion, beginning with significant redesign of developmental education (**DEI, Academy for Educational Excellence, Completion by Design, etc.**)
- **AACC 21st Century Commission on the Future of Community Colleges**
- **President Obama's Challenge/ Complete College America/NGA, etc.**

THE REASON FOR A STUDENT SUCCESS AGENDA

**The future of Maryland –
and of thousands of its individual citizens
– depends on the commitment of
community colleges to *dramatically
increase* the numbers of students who
successfully persist in college, attain
credentials, and/or transfer to four-year
colleges and universities.**

OUR TYPICAL DESIGN FOR STUDENTS

- **A collection of discrete practices...**
- **...that may or may not be evidence-based...**
- **...offered as *options*...**
- **...by people who too often don't talk to one another...**
- **...to a relatively small number of fortunate students**

OUR TYPICAL DISCUSSIONS WITH TRUSTEES

- **Budgets**
- **Bonds**
- **Buildings**

THE COLLEGE COMPLETION CHALLENGE

- ✘ 14% of entering community college students do not complete a credit in their first term of enrollment
- ✘ Fewer than half (45%) of students who enter community college with the goal of earning a degree or certificate have met their goal six years later.
- ✘ Slightly more than half (52%) of first-time full-time college students in public community colleges return for their second year.

Thus....the need for **disruptive innovation**

50% INCREASE IN AWARDS

Community colleges will need to produce
5 million more degrees and certificates
by 2020.

(AACCC)

WHAT MATTERS MOST FOR TRUSTEES



WHAT MATTERS MOST #1

- Visible, persistent **leadership**...
...at all levels, in every area of the college



WHAT MATTERS MOST #2

- Strategic focus focus focus...
...relentless, and sustained over time



WHAT MATTERS MOST #3

- Building a **Culture of Evidence**

“Some is not a number. Soon is not a time.”

**(Institute for Health Care Institute for Improvement,
Donald Berwick -- 100,000 Lives Campaign)**



WHAT MATTERS MOST #4

- **Doing Education Differently ...**
...and *By Design*

#4A:

- **Doing More of What We Know Works**



WHAT MATTERS MOST

- Intensive student engagement
- High expectations
- Focus on the front door
- More structure, fewer options, clearer pathways — making effective practice **mandatory** for students
- *...At scale*



WHAT MATTERS MOST (GOOD NEWS!)

Focused, sustained efforts...

targeted to significant numbers of students...

can produce real improvements...

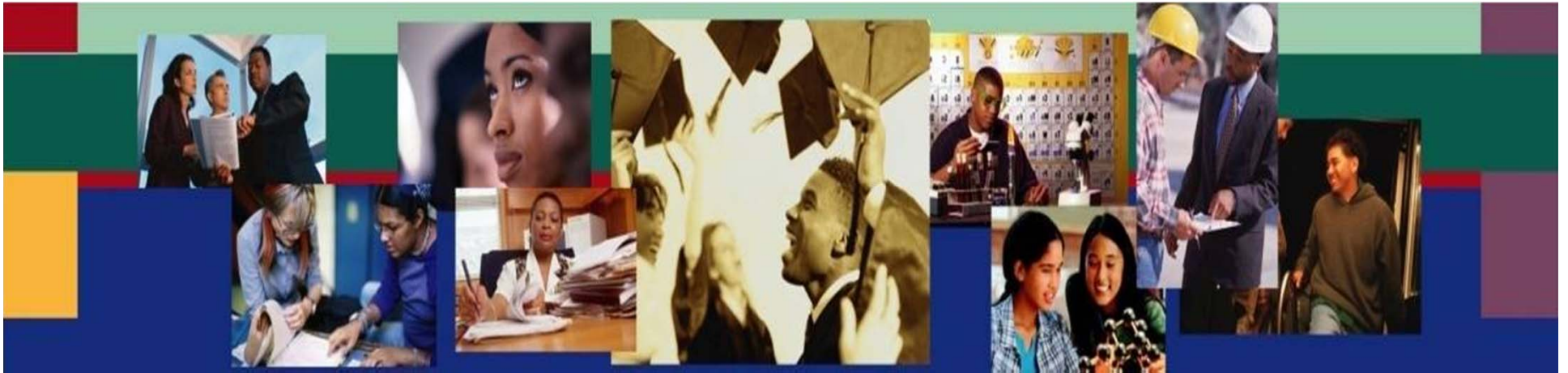
in student engagement, learning, persistence,
and academic attainment.

WHAT MATTERS MOST #5

- **Getting Beyond Projects**



NOW WHAT?



RULE OF THE UNIVERSE

Leadership matters...

A lot of other things matter, too;
but without leadership, they won't
happen.

DISRUPTIVE INNOVATION?

Disruptive innovations disrupt or redefine performance trajectories.

WHAT NEEDS DISRUPTION?

- Institutional Culture?
- Design of Students' Educational Experiences?
- Roles of Faculty and Staff?
- Policy Conditions and Incentives?
- *The Way We Do Education:*
....a second “rule of the universe”...

RULE OF THE UNIVERSE



**Every course, every program,
every college is perfectly designed
to get the results it is currently
getting.**

“ BETTER IS POSSIBLE...”

“...It does not take genius.

It takes diligence.

It takes moral clarity.

It takes ingenuity.

And above all, it takes a willingness to try.”

-- Atul Gawande

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Video clips © Center for Community College Student Engagement

QUESTIONS

- What are the major evidence-based strategies for Maryland community colleges in work to improve college completion rates? How do we preserve access and achieve equity in educational outcomes while ensuring quality?
- What are the major strategies for Maryland community colleges in defining and closing the skills gap (the gap between graduates' preparation and available jobs)? What should we do? What should we stop doing?
- What are the hard choices Maryland community colleges must make? Whom will we serve, and in what ways? To whom and what will we say “no?”
- What “disruptive innovations” may be called for if Maryland community colleges are to lead in restoring the economy and strengthening the middle class? What stands in the way of transformational change at your college? What are necessary leadership roles for trustees and presidents/chancellors?