

**Coastline Management Team Tuesday,  
November 4, 2014, 9:05 a.m. – 10:35 a.m.  
Fourth Floor Conference Room, College Center  
Meeting Minutes**

Present	Name	Present	Name
✓	Adrian, Lori	ABS	Khosravani, Mariam
✓	Babler, Cheryl	EXC	Lockhart, Heidi
✓	Blackmore, Chris	ABS	Maharaj, Peter
✓	Brais, Nathan	EXC	McDonald, Jennifer
EXC	Cant, Dave	EXC	Miyashiro, Ross
✓	Capoccia-White, Rozanne	✓	Nash, Bob
✓	Dahnke, Lynn	✓	Nguyen, Christine
✓	De La Rosa, Jennifer	✓	Rodriguez, Vince
✓	Garvey, Judy	EXC	Rothgeb, Helen
✓	Groot, Joycelyn	✓	Sanchez, Jorge
✓	Halvorson, Mary	✓	Schumacher, JP
✓	Harrison, Nate		Stromlund, Gary
✓	Holliday, Ann	✓	Thompson, Dave
✓	Johnson, Nhadira	✓	Woodyard, Steve
EXC	Jones, Nancy	✓	Worden, Mark
		✓	Zentner, Aeron

Guests:

Meeting convened at 9:05 a.m.

**1.0 BUSINESS SECTION**

**1.1 Review of Minutes**

- Review and approval of October 17, 2014 meeting Minutes

**Action: A motion was made and seconded to approve the October 7, 2014 meeting minutes with recommended revisions. The minutes of October 7, 2014 minutes were approved with recommended revisions unanimously.**

**1.2 EAB Research Discussion (Lori Adrian) – DEFERRED DISCUSSION TO NEXT MEETING**

- \*Enrollment Strategy Breakout Sessions
- \*Turning High School Partnerships into College Enrollments

Note: Copies of EAB documents “Enrollment Strategy Breakout Session” and “Turning High School Partnerships into College Enrollments” documents were provided for review.

**1.3 \*2014-15 CMT Goals (All)**

Copies of the 2013-14 Goals (old) and a draft of proposed 2014-15 Goals were provided.

- 2013-14 Goals – Some goals were accomplished and some were not.
- 2014-15 Goals – Dr. Adrian requested additions and recommendations from the Team for CMT Goals. After review and discussion, the Team made the following changes and recommendations for the 2014-15 Goals:
  1. *Promote open and effective communication and dialogue to share information.*
  2. *Foster critical discussion regarding planning and budgeting to achieve college goals as well as disseminate information to staff.*

3. *Promote the Vision and Mission of the College through implementation of best practices.*
4. *Brainstorm Collaborate on the strategies to improve metrics and milestones of the scorecard for institutional effectiveness in areas of student access, retention and success (including but not limited to college scorecard, SSSP, SLOs, etc.)*
5. *Address Accreditation issues and institutionalize Accreditation Standards.*
6. *Promote student success by regularly reviewing and remediating institutional barriers.*

Dr. Adrian recommended that in the future the last meeting of the year should be set to cover Goals for the next upcoming year.

**Action: Team members to review Goals for approval at the December 2 CMT Meeting.**

## 2.0 **STANDING ITEMS (added by L. Adrian)**

### 2.1 Accreditation (Vince Rodriguez/Ann Holliday/Aeron Zentner)

- Program Review is in process.
- District Delegation of Authority is in process.
- First draft due last week and will be reviewed in the Accreditation Steering Committee tomorrow.
- Timeline will be provided in Program Review.
- District Team is awaiting approval of all Policies and Procedures at the next Board Meeting. Once approved, the Standard will be met.
- Aeron advised everyone to focus on his/her specific areas to meet specific standards.

Dr. Adrian requested that Team members incorporate Accreditation into all future meetings in order to ensure that best practices continue to be followed. She advised that documentation be provided for all discussions and plans for meeting accreditation standards.

Vince reported that the Steering Committee is determining who the Chairs will be, what committees will be affected by Standards, and which committees and offices will need to add standing items to agendas.

A discussion ensued regarding the maintenance of Minutes for future reference. Aeron mentioned that PIEAC has discussed this issue and determined that a specific liaison needs to be appointed in order to organize and collect this data for future reference.

Vince reported that once Sharepoint is available, folders can be created so offices can post agendas and minutes on the site. Everyone's support and input is necessary to determine how to manage and utilize this data. As soon as a platform is established, an announcement will be made. This should happen by the end of the year. Any recommendations towards this effort should be submitted directly to Vince Rodriguez.

**Action: Laila will send copies of Policies and Procedures to all Managers via E-mail.**

### 2.2 PIEAC (Ann Holliday/Vince Rodriguez)

- One Agenda item (SB850) will be addressed in tomorrow's meeting
- Emergency items have been approved for Distance Learning and Student Services to address the tremendous enrollment of incarcerated student's population. The intent is to assist faculty as well as students.

### **2.3 Budget (Christine Nguyen)**

Christine reported that the Budget Committee has received \$3.3 Million funding requests. Of those requests, \$3.1 Million has been released. Budget continues to be cognitive of the 50% law when approving funding requests. Of the funding approved for 2014/15 requests against General Fund, 51% of them is to support instructional services.

### **3.0 CONSTITUENCY REPORTS**

#### **3.1 Academic Senate Report (Ann Holliday)**

- Will be discussing the possibility of Coastline offering a B.A. A presentation will be provided to the Chancellor and the BOT on Wednesday, November 5.
- Dr. Adrian discussed the Bill SB850 signed by the Governor for specific colleges to pilot a program for community colleges to offer a Bachelor's degree program. This bill limits participation of only fifteen (15) schools to pilot this program. Currently, only five (5) Districts are prepared to develop the program. Each college will be permitted to recommend one bachelor's degree program. Coastline is considering a Paralegal and/or a Cybersecurity degree. The Team discussed various names for the Cybersecurity Degree Program and how to structure the program. As yet, a specific title for that program has not been selected. Vince Rodriguez discussed how other California colleges structure this type of a program incorporating it within a specific degree program, i.e. Business, Administration, Computer Science, etc.

#### **3.2 ASG Report (Nathan Brais)**

- Movie night occurred on Friday night, October 31. The turnout for this event was very successful. About 90 people attended.

#### **3.3 Classified Senate Report (Mark Worden)**

- Fall Festival was held on Friday, October 31 and was very successful.

Note: Dr. Adrian requested that invitations for future events go through the President's office to ensure that all those who should be invited receive an invitation.

#### **3.4 President's Report (Lori Adrian)**

At the last Chancellor's Cabinet meeting, Vice Chancellor, Andy Dunn, provided a report exhibiting each college's standings with regard to the 50% Law. He plans to make this a regular quarterly report. A recommendation was made to include the District in determining standings within the 50% Law. Conversations have been taking place regarding each College being assessed individually when determining 50% Law requirement. If that were the case right now, Coastline would not meet requirements of this Law. When allocating monies Coastline should allocate a minimum of 50% towards instructional costs. However, there are many instructional costs that do not count towards the 50% Law, i.e. counselors, science labs, DL staff, etc. Currently, if an instructional expense is covered under Title 3, those expenses can be moved into General Fund expenditures at a later date.

The District has developed a full-time faculty hiring plan in order to support proper hiring of faculty to meet criteria of the 50% Law. District, therefore, has set a goal of FON plus 2% for the entire District. FON figures are provided by the state and are based on FTE's. The District's numbers have fluctuated due to stabilization. Currently, the FON number for the District is 414, but will probably change to 419. The Chancellor wishes to develop a plan so that each College can predict retirements in order to determine replacement numbers. At this point, District is projecting 10

replacement faculty hires and four new faculty hires District wide. This subject will be discussed at one of the next upcoming Board Meetings. Christine interjected that based on State Chancellor's numbers, when the FON is unfrozen in Fall of 2015, the new minimum FON number will change to 419 for the District. Funding for Coastline's new hires is yet to be determined. Ideally, advertising for new faculty hires can begin in January.

### **3.5 Executive Team Reports**

#### **Budget (Christine Nguyen)**

Christine reported that the State Budget update introduced last week reflects a new growth formula being proposed for 2015-16. The current growth formula expired in 2008-09. The State Chancellor has assigned a task force to develop a new growth formula based on various factors of people within community college boundaries who:

- Do not have a college degree
- Are unemployed
- Have limited English skills
- Are in poverty
- Exhibit other signs of disadvantage

The goal is to come up with a new growth factor formula. The current proposed index for Coast District is 1% due to our geographical location. Growth dollars will impact the ability to hire new faculty members in the future. Although the Governor strongly supports the community college system, the funding being allocated restricts how those funds can be utilized. History reflects that funding is sometimes provided but may be removed from year-to-year based upon economic decisions. Therefore, in some years the college has to absorb additional costs for faculty hiring.

One member suggested that Coastline look into advocating for a formula that would include services provided by Coastline across the state via Distance Learning courses. These courses are offered in areas that do not or cannot provide community college services to students. Since not all communities have access to college courses, perhaps a formula could include that kind of funding. Christine Nguyen added that Coastline has benefited from the triple SP funds since it is based upon head count vs. FTE's. Dr. Adrian agreed with this recommendation.

#### **Military (Joycelyn Groot)**

- Military Education, Corporate Training, and Business Development (MECTBD) will provide a remote presentation from Hawaii about Military Programs at the Board Meeting tomorrow.
- Rozanne Capoccia-White and Nate Harrison are the contacts for Military Program information during the Board Meeting.
- New flags are being purchased to line the top of the building in honor of Veterans Day.
- An e-mail was sent out requesting information from Military Veteran employees.
- Successful meeting was held with the American Legion. They are very interested in collaboration for supporting the American Legion. Post Officials are being considered as educational advisors to support students in areas across the nation where we do not have site representatives.
- Implementing first site-based military instructional program at San Pedro.
- Joycelyn is facilitating a faculty field trip to tour the Coast Guard facilities so they can envision how the facilities operate and to understand the value of what Coastline does in that vicinity.
- Approved to offer onsite instruction in Fallon, Nevada. Nate is working with Maribeth to obtain the required State Authorizations for this program across the nation.

## **4.0 PROGRAM UPDATES**

### **4.1 AANAPISI (JP Schumacher)**

- JP distributed a Title III AANAPISI Report providing a snapshot of activity over the last four (4) months for the AANAPISI Grant (Grant for Asian Americans and Pacific Islanders). Over the past four months, there has been a major rebranding effort to reflect the main goals of the grant proposal. Title III AANAPISI project at Coastline was rebranded as AFACT to improve student recognition and to serve as a central organization that connects students to other Title III AANAPISI funded activities. Light restructuring focused on guideU mentorship began in August to improve service capacity, enhance outreach to Asian American and Pacific Islander (AAPI) students, and ensure service sustainability after the grant. Outreach was also changed to provide an “opt out” approach. In addition, mentors providing intrusive, intensive mentorship are meeting with the students at their choice of location including online. Many of these students are on a transfer path.
- As of September, guideU has reached 93 AAPI students which is a 165% improvement over last year. Two people were hired to focus on the AAPI student population and meet with them every month. This year a Welcome event took place that was well attended. In addition, two other smaller events took place in October in collaboration with the Transfer Center to focus on transfer students. Two weeks ago, students toured UCI for a transfer track event and as a result several students decided to attend UCI.
- AFACT will schedule events on the 2<sup>nd</sup> Friday of each month.
- A dinner and focus group is scheduled for November for AAPI students.
- A community investment program is also being developed to assist with student development.

It was noted that based on feedback, some Asian students perceive the Le-Jao Center as primarily an ESL only institution, which is a misconception. She stressed that Coastline needs to do a better job of advertising Le-Jao as another educational institution offering various college courses in that location.

Dr. Adrian shared that CCC has partnered with the APISF Scholarship Fund as a fourth partner. Coastline, in partnership with APIASF, will host a jump start program for high school students and their families to encourage pursuit of college education. This event will take place at the Le-Jao Center on February 27-28. She asked the Team to assist in the marketing of this program.

### **4.2 Program Review Update (Aeron Zentner)**

Aeron explained the fast and hard deadline to be met. All but two goals have been accomplished to date. A report was completed in response to accreditation and was provided to Vince Rodriguez and other members of the committee. Once the Minutes and evidence to support it are available, this report will be forwarded.

Annual updates are due very soon so that the entire planning process can begin. A three-page template will be provided for those who need to do a comprehensive program review.

## **5.0 FUTURE AGENDA ITEMS**

1. Review and approval of November 4, 2014 meeting Minutes
2. Follow Up Action Items
3. EAB Research Discussion
4. Standing Items

5. Constituency Reports

6.0 **CDMA CLOSED SESSION (CDMA Reps)**

7.0 **ANNOUNCEMENTS**

- Nhadira Johnson announced that the next President's Bulletin will be published on November 7 and every two weeks thereafter.
- Dr. Adrian requested that all Team members submit upcoming events to Nhadira for publication in the President's Bulletin.
- Lynn Dahnke requested that managers ask any Veterans within their departments to respond today to the survey distributed.
- Nhadira Johnson announced that the new Class Schedule is being mailed out to all locations within the Coastline community.

**MEETING RECAP**

1. Team members will review the Draft Goals to be finalized and approved at the next CMT Meeting.
2. Team to read and review EAB Documents distributed today for discussion at next CMT Meeting.
3. Team members to submit articles for publication in the President's Bulletin by Thursday, November 27.
4. Draft of Accreditation structure will be completed by the end of the year.

The meeting adjourned at 10:35 a.m.

Next Meeting Date: December 24, 9:00 a.m. - 11:00 a.m.  
Fourth Floor Conference Room, College Center

Meeting Summary recorded and transcribed by Kathy Surgenor.

Documents distributed:

1. November 4, 2014 Agenda
2. EAB *Enrollment Strategy Breakout Sessions*
3. EAB *Turning High School Partnerships into College Enrollments*
4. Draft of Coastline Management Team Goals for 2014-15
5. Title III AANAPISI Report



Education  
Advisory  
Board

Community College Executive Forum

# Enrollment Strategy Breakout Sessions



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[eab.com](http://eab.com)

# Community College Executive Forum

## Project Director

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## Design Consultant

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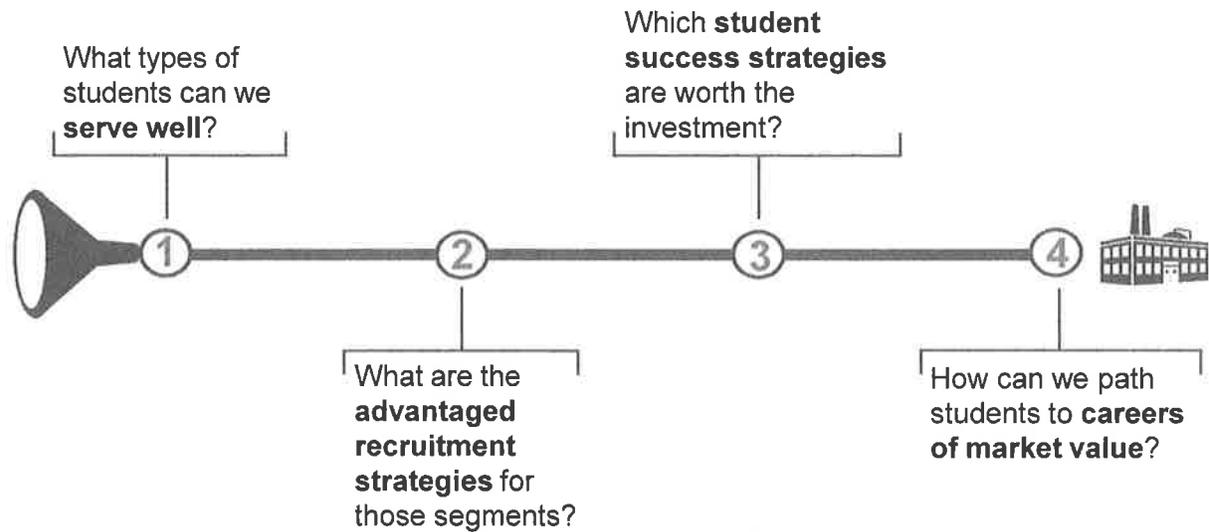
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# In Need of a New Enrollment Playbook



## Top Questions from Community College Leaders



# Three Segments Worthy of Leadership Attention



## Growing Market Size and Responsive to Community College Value Proposition

	International Students	50+ Workforce	Hispanic Young Adults
<b>Current Market Size</b>	88,000 international students	346,000 students age 50+	1.3 million Hispanic students
<b>Relevance and Urgency</b>	Opportunity to attract self-funded students as state funding declines	Need to serve dislocated and stalled workers delaying retirement	Need to uphold completion rates while responding to demographic trends
<b>Market Capture Strategy</b>	Marketing and Recruitment	Pre-entry Readiness	Retention
<b>Promising Practices</b>	<ul style="list-style-type: none"> <li>International Branch Partnerships</li> <li>2+2 University Pathways</li> <li>Social Media Alumni Ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>Career Decision Boot Camps</li> <li>Free Professional Skills Workshops</li> <li>Back-to-School Peer Mentors</li> </ul>	<ul style="list-style-type: none"> <li>Latino Literature Developmental English</li> <li>FAFSA Computer Lab</li> <li>Bilingual Intake Coordinators</li> </ul>

1) Market size refers to the number of students in each segment enrolled in community colleges as of 2011.

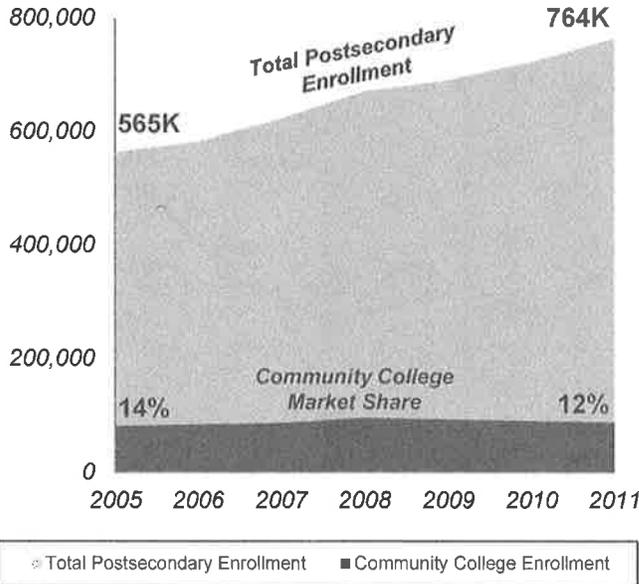


# International Students



## Market of Self-Funded Students Grows as Global Affluence Spreads

**International Postsecondary Enrollment**  
All Institutions vs. Community Colleges, 2005-2011



## High (and Growing) Ability to Pay Drives Enrollment Opportunity

**3.0B** Projected number of consumers added to global middle class from 2009 to 2030

**3x** Typical rate by which nonresident tuition exceeds in-district tuition

**95%** Share of international students from China who are fully self-funded

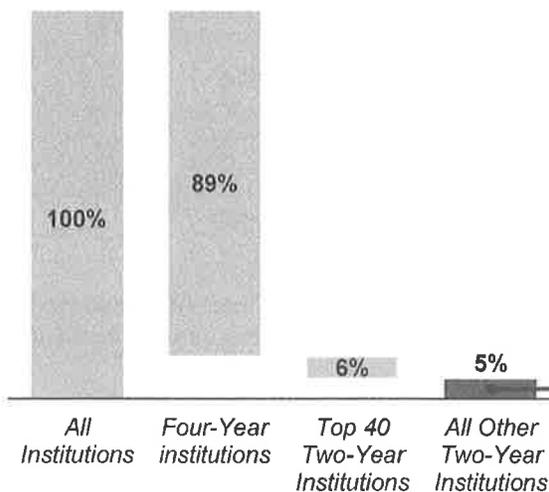
Source: *Delta Cost Project Database*, National Center for Education Statistics; "The Emerging Middle Class in Developing Countries," Brookings Institution, Mar. 2010; "International Students Mobility Trends 2013: Towards Responsive Recruitment Strategies," World Education Services, Mar. 2013; Education Advisory Board interviews and analysis.

# In Need of a Recruitment Strategy



## Tight Two-Year International Market Dominated by the Select Few

**Distribution of International Enrollments**  
Four-Year vs. Two-Year Institutions



## Common Barriers to Recruitment of International Students

**Weak College Name Recognition**  
56% of international students enrolled in community colleges are concentrated in the same 40 institutions

**Low Awareness of Associate Degree**  
An estimated 80% of international students at community colleges intend to pursue bachelor's degrees

**High Cost of Marketing Abroad**  
59% of community colleges do not actively recruit international students, primarily due to budget constraints

Source: *Open Doors Data*, Institute of International Education; "International Programs at Community Colleges," American Association of Community Colleges, 2001; Education Advisory Board interviews and analysis.

# Enhancing Global Name Recognition



## Broward's International Branch Partnerships Introduce Brand to Host Countries

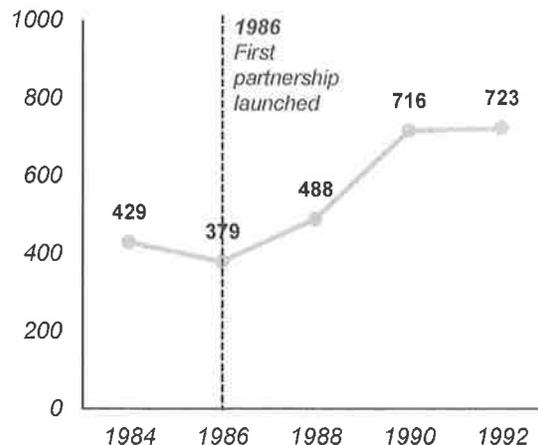
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### Partner Institutions Deliver Programs in Four Countries Abroad



- 550 students enrolled in Broward degree programs across four partner institutions
- Partners employ faculty and return a share of enrollment revenue to Broward
- Partners oversee program marketing and distribute Broward collateral at community events and college fairs

### Global Presence Accelerates International Enrollment Growth



Source: David Moore, "A Unique Three-Way Partnership," International Educator, May/June 2009; National Center for Education Statistics, IPEDS Database, Education Advisory Board interviews and analysis.

# Building Four-Year Partnerships



## Green River's 2+2 Pathways Capture and Support University-Bound Students

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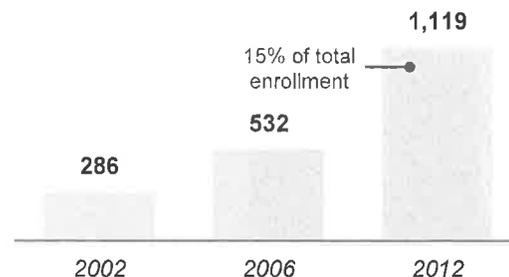
### Academic Plan Mapped to Four-Year Goals



- Articulation agreements established with 21 four-year partners
- Students receive conditional admission to chosen university upon acceptance to Green River
- Advisors tailor personalized transfer plans toward student's chosen university and major

### 2+2 Boosts Recruitment and Transfer

#### Fall International Enrollments at Green River



#### Sample Transfer Plan: Business (Excerpt)

Fall 2013	Fall 2014
▪ Reading Mastery	▪ Principles of Accounting
▪ Intro to Composition	▪ Macroeconomics
▪ Music Appreciation	▪ Business Writing

Fall 2015: Transfer to University of Washington

90% Share of Green River international students who transfer to universities





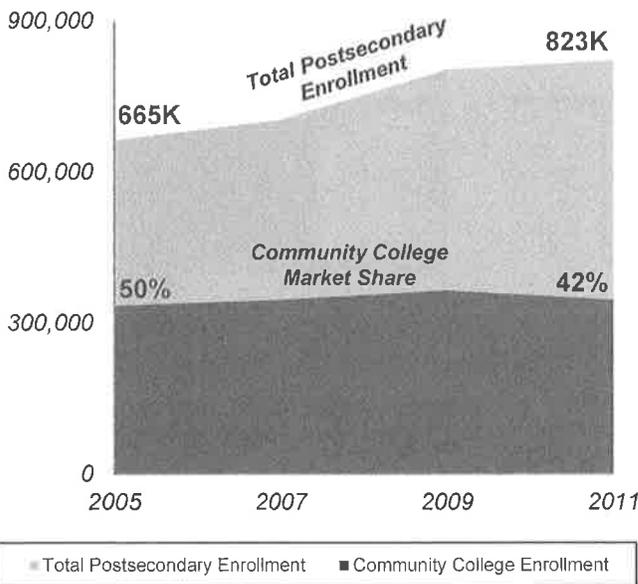
# 50+ Workforce



High-Need Market Emerges from Late Retirements and Prolonged Joblessness

## 50+ Postsecondary Enrollment

All Institutions vs. Two-Year Publics, 2005-2011



## Workforce Demographics Drive Enrollment Opportunity

- 29%** Projected growth in adults age 55+ participating in the U.S. workforce from 2012 to 2022
- +5** Estimated years by which the average Boomer delayed retirement following the Great Recession
- +18** Added weeks of unemployment facing average job seeker age 55+ compared to younger counterparts

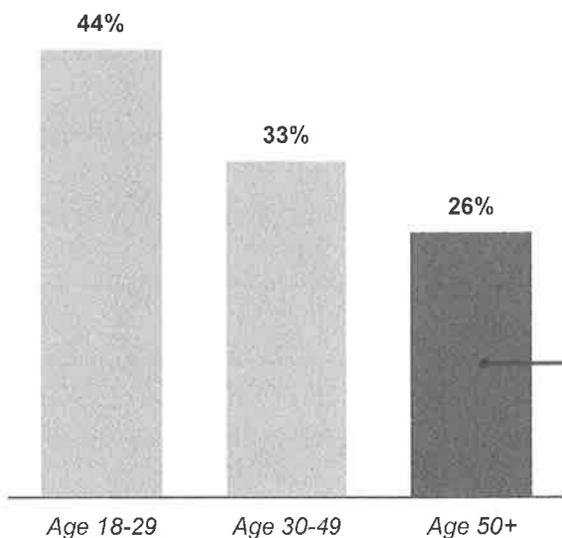
Source: National Center for Education Statistics, *Digest of Education Statistics*; "Civilian Labor Force by Age, Sex, Race, and Ethnicity," Bureau of Labor Statistics, Dec. 2013; "Working Longer: Older Americans' Attitudes on Work and Retirement," The Associated Press-NORC Center for Public Affairs Research, Oct. 2013; "The Employment Situation, May 2013," AARP Public Policy Institute, June 2013; Education Advisory Board interviews and analysis.

# In Need of a Readiness Strategy



Older Workforce Less Inclined to Return to School for Skills Upgrade

## Likelihood to Pursue Further Education While Unemployed



## Factors Deterring the 50+ Workforce from Enrollment

- Uncertain Career Path** (Icon: Road sign) 33% of Boomers who do not pursue further training consider it irrelevant to their career plans
- Outdated Workplace Skills** (Icon: Handshake) 40% of job seekers age 50+ report lacking the right skills for available jobs, often due to technological change
- Unfamiliar with Today's Classroom** (Icon: Laptop) 62% of workers age 50+ are comfortable with live online classes, compared to 90% for small face-to-face classes

Source: "Most 'Re-employed' Workers Say They're Overqualified for Their New Job," Pew Research Center, Sept. 2010; "Boomers and the Great Recession," AARP, Sept. 2012; "Working Longer: Older Americans' Attitudes on Work and Retirement," The Associated Press-NORC Center for Public Affairs Research, Oct. 2013; "Investing in Training 50+ Workers: A Talent Management Strategy," AARP, Apr. 2008; Education Advisory Board interviews and analysis.

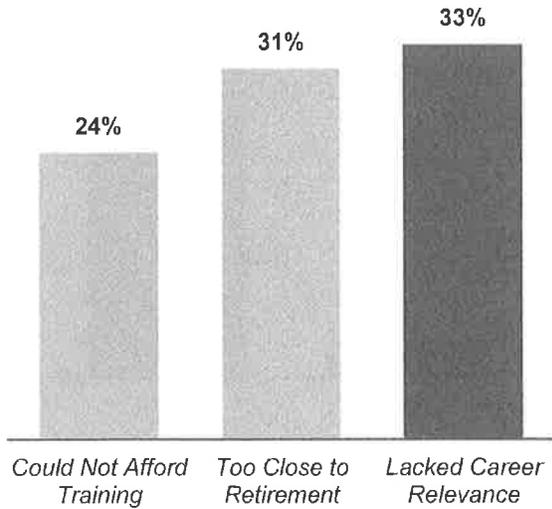
# Defining Late-Career Goals



## LCCC's Boot Camps Weave Career Exploration into Enrollment Funnel

### Value Proposition of Education Unclear to Older Job Seekers

Top Reasons Boomers Avoid Further Training



### Boot Camps Connect Career Goals to Available Job Training



#### Career Decision Boot Camp: Syllabus

Wednesday, February 26, 12:30-4:30pm

- 1 Complete personality and career fit assessment
- 2 Research regional employment trends, salaries, and job requirements
- 3 Schedule one-on-one meeting with LCCC career specialist



4 Enroll in LCCC training program that aligns with chosen career path

Source: "Boomers and the Great Recession," AARP, Sept. 2012; "Career Services Workshops," Lorain County Community College; Education Advisory Board interviews and analysis.

# Rebooting Workplace Skills



## Waubonsee's Free Workshops Motivate Older Job Seekers to Reenter Market

### Workshops Address Obstacles Facing Displaced Older Workers



Key Obstacle



Workshop Title

Outdated resume and interview style



Job Search Skills

Concerns about age discrimination



Five Generations in the Workplace

Limited familiarity with computers



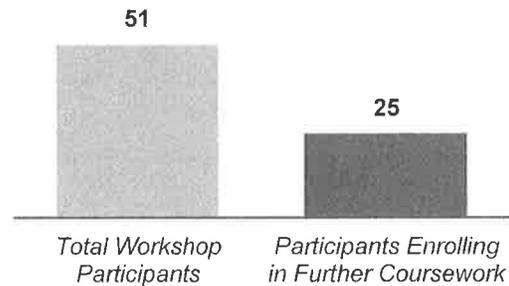
Technology for Today's Workplace

Underdeveloped "soft skills"



Job Success Skills

### Participants Pathed into Further Career Training



#### Most Popular Programs

- Certified Nurse Assistant
- Therapeutic Riding Instructor
- Medical Billing and Coding
- Paraprofessional Educator

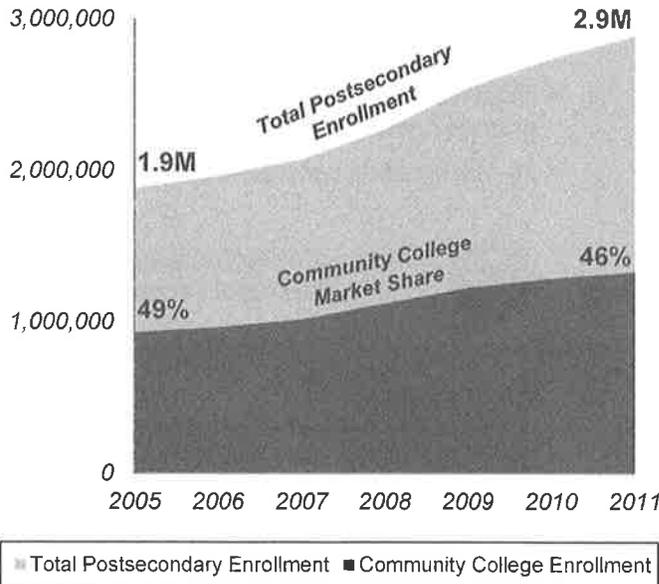


# Hispanic Young Adults



## Rapid Market Growth as Population Swells and More Head to College

**Hispanic Postsecondary Enrollment**  
All Institutions vs. Community Colleges, 2005-2011



## Demographics and College-Going Rates Drive Enrollment Opportunity

**205%** Projected growth in U.S. Hispanic population from 2005 to 2050

**69%** Share of Hispanic high school graduates enrolling immediately in college

**20%** Percentage point growth in college-going rates of Hispanic graduates from 2001 to 2012

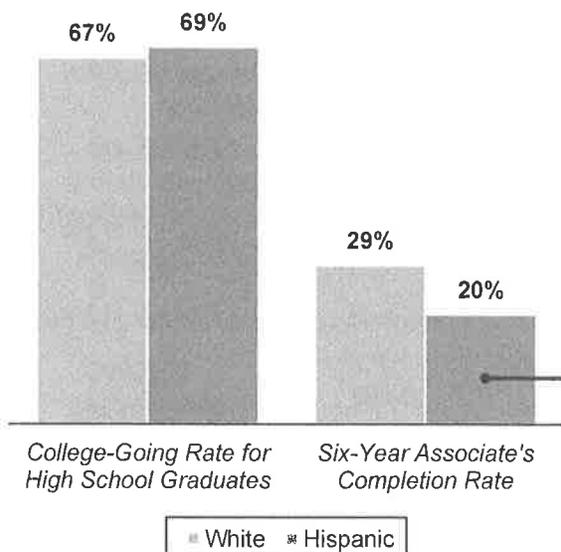
Source: National Center for Education Statistics, *Digest of Education Statistics*; "U.S. Population Projections: 2005-2050," Pew Research Hispanic Trends Project, Feb. 2008; "Hispanic High School Graduates Pass Whites in Rate of College Enrollment," Pew Research Hispanic Trends Project, Aug. 2012; Education Advisory Board interviews and analysis.

# In Need of a Retention Strategy



## High Hispanic College-Going Rates Undermined by Low Completion Rates

**College Enrollment and Completion Rates**  
White vs. Hispanic Students, 2011



## Common Barriers to Retention for Hispanic Young Adults



**High Need for Remediation**  
49% of incoming Hispanic students require developmental education, compared to 35% of all students



**Limited Financial Resources**  
32% of Hispanic households earn less than \$25,000 annually, compared to 25% of all households



**Hindered Parental Involvement**  
44% of Hispanic freshmen report too little parental involvement in choosing courses, compared to 24% of all freshmen

Source: "Hispanic High School Graduates Pass Whites in Rate of College Enrollment," Pew Research Hispanic Trends Project, Aug. 2012; *The Completion Arch*, College Board Advocacy & Policy Center, *Income, Expenditures, Poverty, & Wealth*, U.S. Census Bureau, 2012; John Pryor, "The American Freshman," Cooperative Institutional Research Program and Higher Education Research Institute, Dec. 2007; Education Advisory Board interviews and analysis.



# Engaging Students in Remediation

## El Paso's Developmental English Course Boosts Completion by 20%

### Traditional Developmental Courses Hinder Hispanic Completions

**49%** Incoming Hispanic students who require developmental education

**10%** Developmental students who eventually complete a degree

### "Puente" English Course Redesigned for Cultural Relevance

- Course incorporates Hispanic authors and cultural history into developmental English
- Syllabus covers reading, composition, grammar, and vocabulary
- 75-100 students participate each year

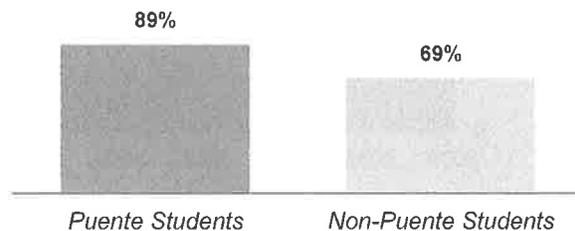
**Sample Redesigned Lesson Plan**



- Read Chapter Two of *Growing Up Chicana/o*
- Relate this chapter's content to your own cultural upbringing
- Write one page about your family's immigration story



Pass Rates for Redesigned vs. Traditional Course



# Promoting Access to Federal Aid

## Fresno's Financial Aid Computer Lab Boosts FAFSA Completion

### Hispanic Students Forgo Millions in Federal Aid

**42%** Pell-eligible community college applicants who do not apply for federal aid

**29%** Hispanic households reporting less than \$25,000 in annual income

### Staffed Lab Enhances Access and Support



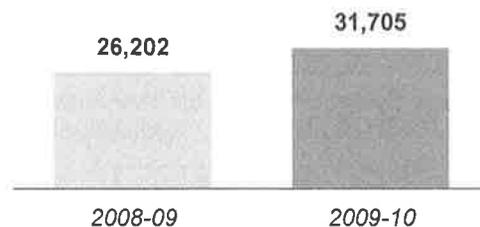
FRESNO CITY COLLEGE

- Physical location provides computers and internet access to apply for PIN and complete FAFSA form
- On-site assistant fields questions about eligibility and technical terms

### Key Obstacles to FAFSA Submission

- Misconceptions about eligibility
- Complexity and length of form
- Limited knowledge of technical terms
- Lack of internet access

### FAFSAs Received Before and After Lab Launch







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Community College Executive Forum

# Turning High School Partnerships into College Enrollments



# Community College Executive Forum

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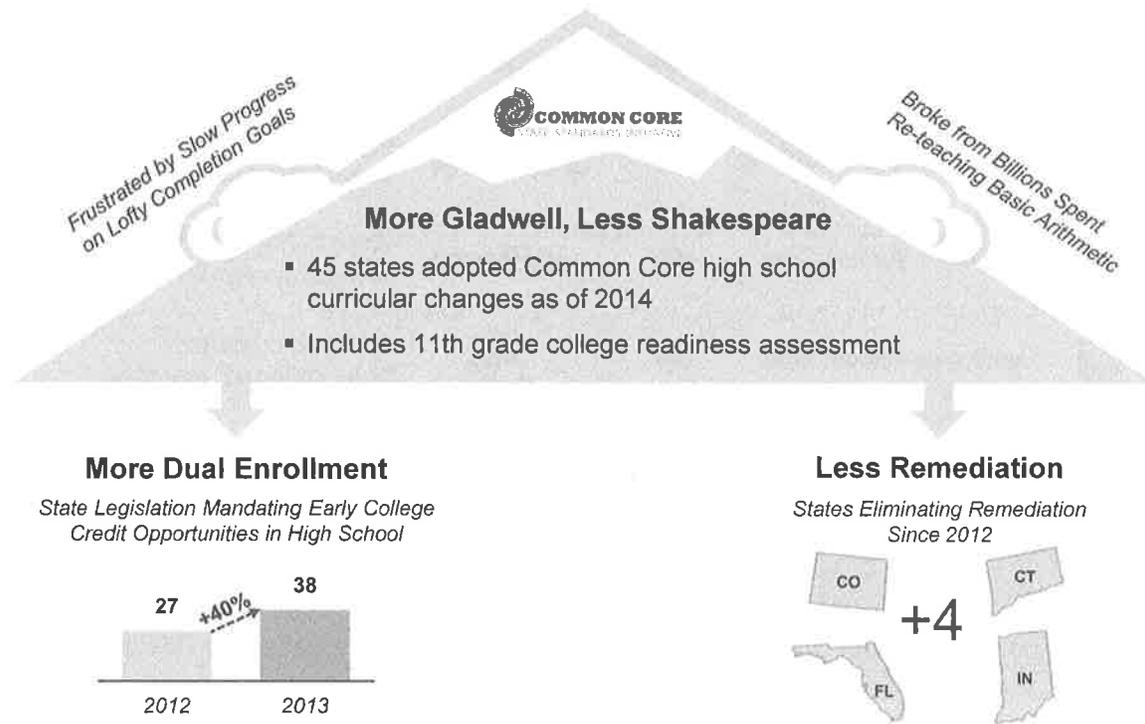
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# Caught in the Common Core Avalanche

High School Reform Triggers Sweeping State Mandates on College Offerings



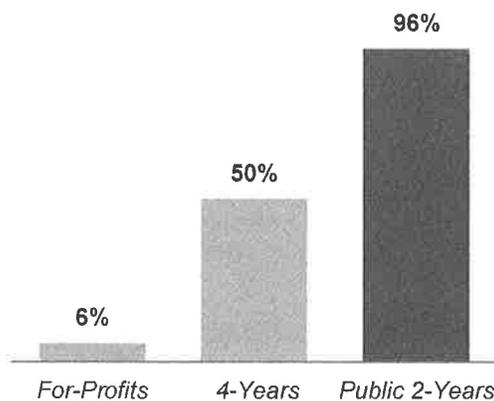
Source: "State Policy Database," Education Commission of the States, Accessed Feb, 2014; John O'Connor, "Why Remedial Classes Are No Longer Required At Florida Colleges," NPR State Impact, Oct. 2013; Education Advisory Board interviews and analysis.

# A Running Start on Reform

Two-Years Already Partner Extensively with K-12, But Without Enrollment Payoff

## Community Colleges Out-Partner Peers

Share of Institutions Offering High School Programs



## But Bridge-Building to What End?

-2%

Decline in community college market share of high school graduates, 2010 - 2013

"We have a rich history of partnering with local school districts, but I have a sense that the students we serve through our high school programs aren't the ones showing up at our doors. With enrollment shortfalls, it's time to revisit that K-12 strategy."

Dr. Sylvia Jenkins, President  
Moraine Valley Community College

Source: "Dual Enrollment Programs and Courses for High School Students at Postsecondary Institutions: 2010-11," National Center for Education Statistics, Feb. 2013; "National Postsecondary Enrollment Trends: Before, During, and After the Great Recession," National Student Clearinghouse Research Center, July 2011; Education Advisory Board interviews and analysis.

# Our Window of Opportunity

Evolving Boundaries and Budgets Enable Favorable Restructure of Partnerships 7

## Redesign Barriers Overcome By Common Core Avalanche

-  Lack of Adequate Funding → **\$653M** Public dollars available to aid transition to college
-  Insufficient Student Data → **inBloom** Race to the Top incents states to track student P-16 data
-  Task Force-Phobic Staff →  "Change ourselves, or be changed" mentality

### Open Questions for EAB

"What types of students stand to benefit most from our involvement in high school programming?"

"How do we structure these programs to serve as recruitment channels to our college?"

"Which pre-college interventions maximize these students' odds of graduating with a college credential?"

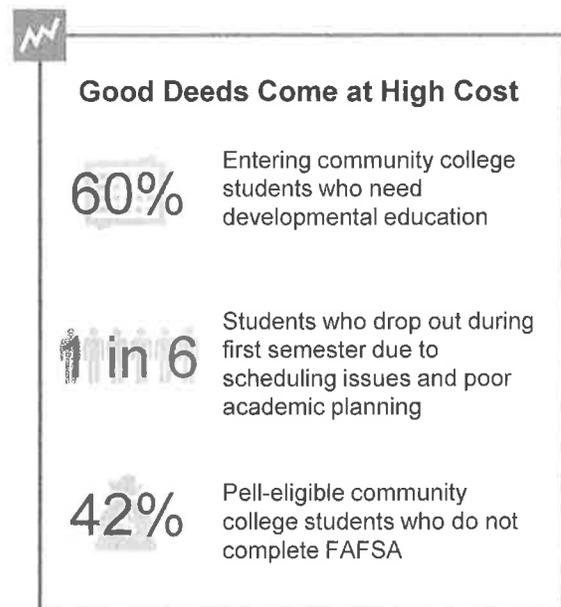
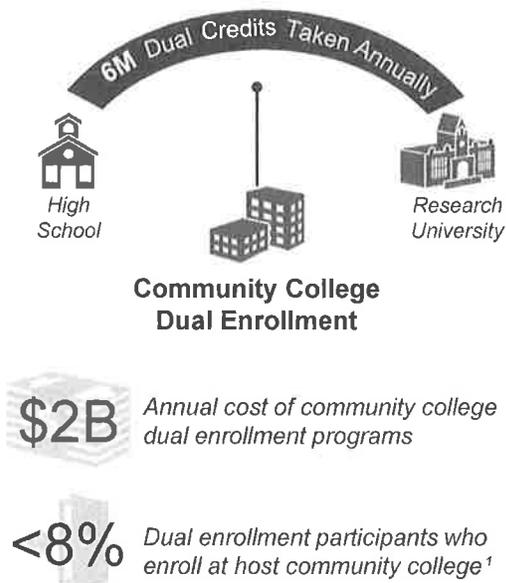
Source: "What We Do: College Ready Education," Bill & Melinda Gates Foundation; U.S. Department of Education Fiscal Year Budget Summaries; Will Estrada and Katie Tiplon, "The Dawning Database: Does the Common Core Lead to National Data Collection?" Sept. 2013; Education Advisory Board interviews and analysis.

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# Feeding the Full, Not the Hungry

Readiness Programs Serve University Bound At Expense of Two-Year Prospects 8

## Billions Spent on Ivy Prep



1) 80% of dual enrollment participants attend university.

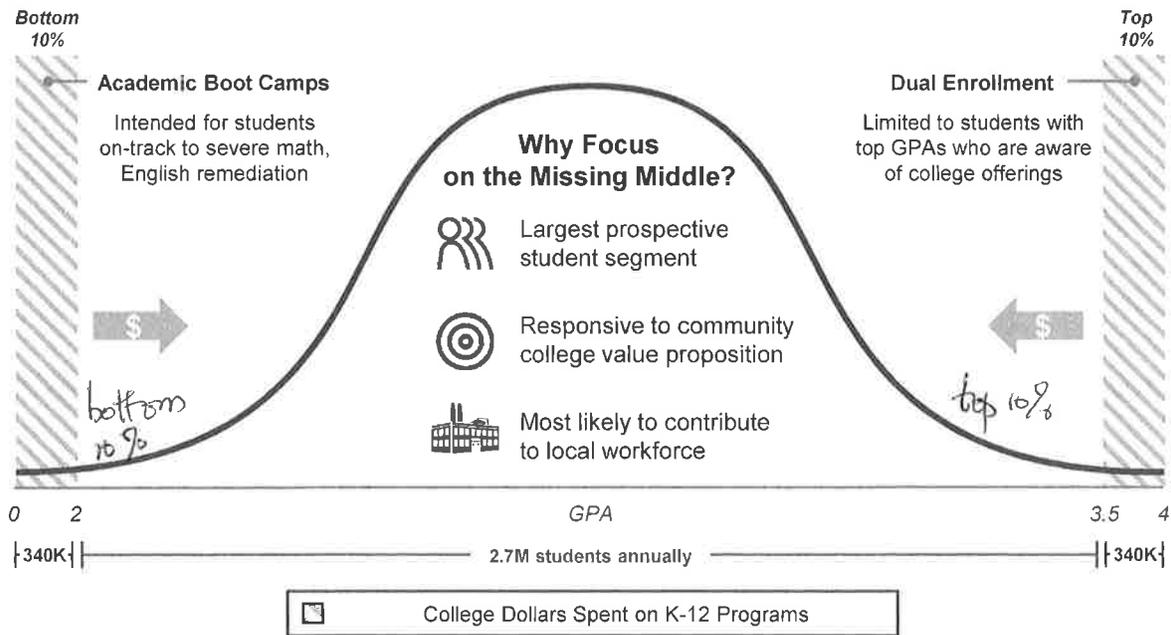
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Source: "National Cost of Aligning States and Localities to the Common Core Standards," Accountability Works, Feb. 2012; "Completing College: A National View of Student Attainment Rates," National Student Clearinghouse Research Center, Dec. 2013; "Community College Student Survey," Pearson Foundation, 2011; Education Advisory Board interviews and analysis.

# Maximizing Investments in K-12

## Shift Spending to Interventions that Optimally Serve Middle-Performers

### Current High School Programs Designed for Outlier Populations



Source: "High School Transcript Study NAEP Data Explorer," National Center for Education Statistics, 2009; "Projections of Education Statistics, to 2021," National Center for Education Statistics, Jan, 2013; Education Advisory Board interviews and analysis.

# Who Makes Up the Missing Middle?

## A Taxonomy of Underserved High School Students

	 <b>Broken GPS</b> 2.0-2.5 GPA	 <b>Future Steve Jobs?</b> 2.5-3.0 GPA	 <b>Quality Shopper</b> 3.0-3.5 GPA
<b>Student Roadblock</b>	Don't know how to navigate school and life responsibilities	Don't see connection between higher education and career	Don't see value proposition of community college
<b>Status Quo College Practice</b>	Teaching quadratic formula, not how to apply for FAFSA	Early credit opportunities in traditional academic disciplines, not CTE	Advertising low cost of college, not academic quality
<b>Five-Year Outlook</b>	College dropout	Entry-level worker forgoing higher education	Indebted and underemployed B.A.





# Ample Investment in Academic Remediation

## Pre-College Testing and Transition Courses a Settled Science

### Early Testing and Transition Courses Abound

% of States with High School Academic Interventions



### Best-in-Class Models Go Statewide

#### **CSU** Early Assessment Program

- English exam added to 11<sup>th</sup> grade state test; low-performers take 12<sup>th</sup> grade college prep
- Six percentage point bump in number of CSU freshmen ready for college English
- 2008 senate bill expanded CSU-piloted program across state community colleges

#### **Chattanooga State** SAILS Transition Math Program

- High school seniors complete self-paced MyMathLab curriculum in computer lab
- SAILS seniors three times more likely to test into college math
- 2013 statewide expansion of pilot



#### EAB Advice

- Do** offer ECRAs, but only with follow-up senior year transition curricula
- Don't** overinvest in academic readiness at expense of non-cognitive interventions

Source: "Reshaping the College Transition: States That Offer Early College Readiness Assessments and Transition Curricula," Community College Research Center, May 2013; "Study finds college students better prepared," UC Davis News and Information, April 2009; Education Advisory Board interviews and analysis.

College Readiness Intervention plus non cognitive interventions

## But Lack of Attention to Non-Academic Barriers

### College Navigation—Not Coursework—Greatest Transition Obstacle

#### Greatest Barriers to Completion Non-Cognitive

EAB Survey of College Administrators  
n = 300

- 1 Inability to finance education
- 2 Coursework disconnected from career goals
- 3 Lack college support network
- ...
- 7 Introductory courses too difficult
- 8 Lecture-drill instruction not engaging

#### Excerpts from EAB Student Interviews

Fall 2013 Community College Registration



#### Lost in FAFSA

"I had no idea how to complete FAFSA, and the college counselor didn't have time to help. I doubt I would have gotten aid anyway, so I just picked up another shift at Starbucks."



#### What's In A Major?

"Honestly, I signed up for criminal justice because I thought it would be like the CSI TV shows—a lot of action! Turns out, you need chemistry and business math. I wish someone had told me what was involved from day one."



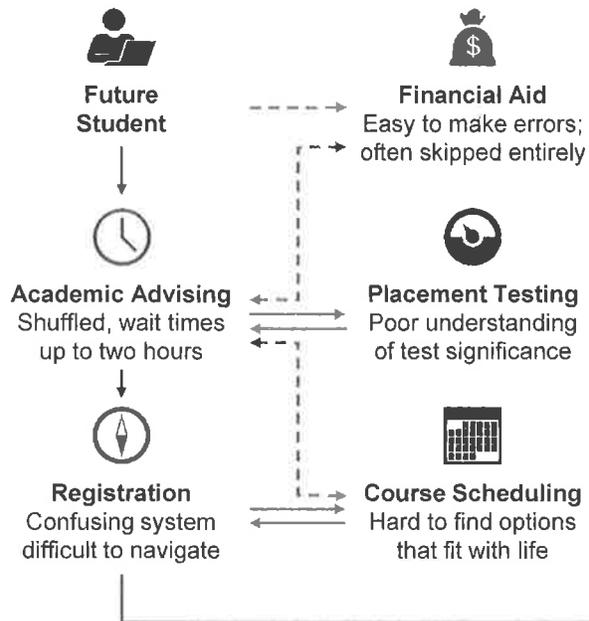
#### No One to Ask

"I had so many little questions about going to college: How do I pay my tuition? What does MWF mean? I asked my mom, but she didn't know—never went to college. I was on my own."

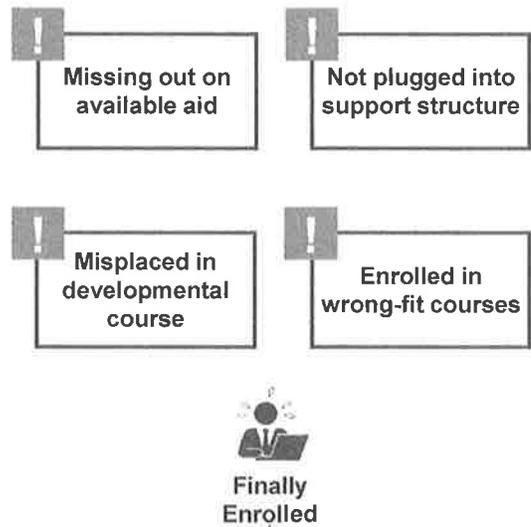
# Missing Our Biggest Opportunity to Reduce Risk

Students Navigate Complex Enrollment Process With Limited Guidance

## A Student's View of the College Transition

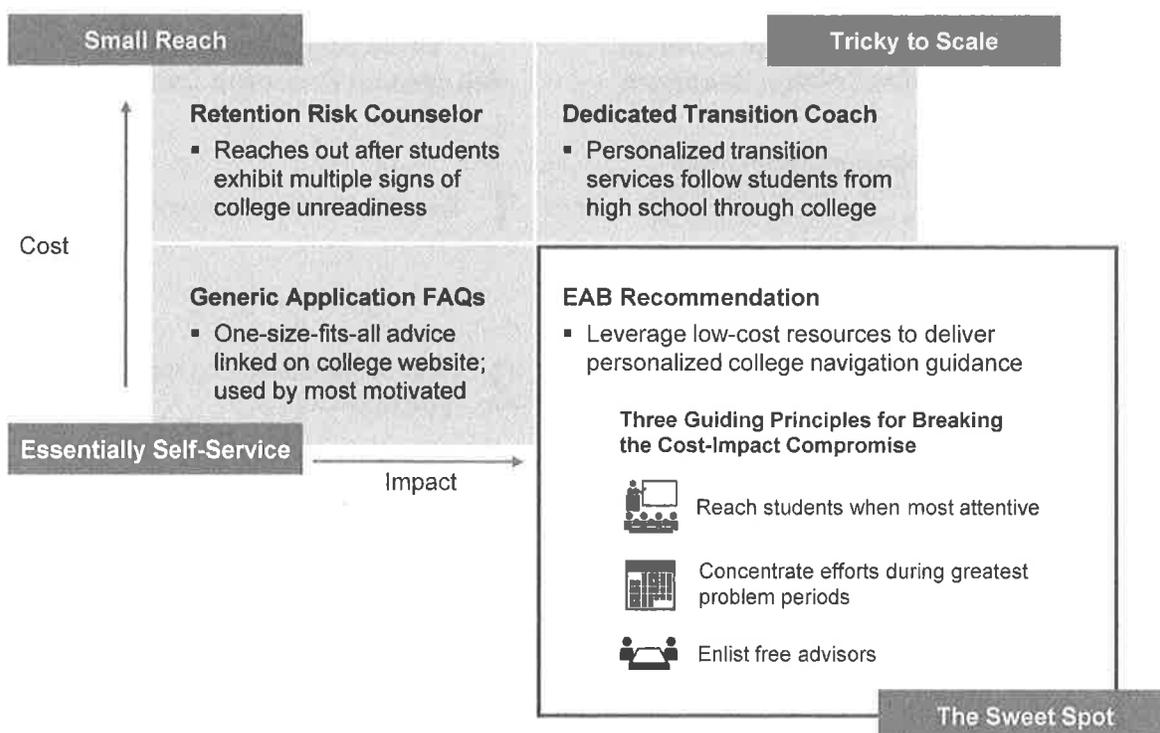


## Consequences of Going It Alone



# How Do We Cultivate College Navigation Skills at Scale?

Existing Support Programs Suffer Low Impact or Limited Reach



# One-Stop Caravans Deliver 360° Support at Scale

\$16 Per Student Produces Double-Digit Enrollment and Completion Gains

## Austin Community College's Connection Program



- Teams of four to eight college staff from advising, financial aid, and student support visit area high schools three times per year
- Staff walk students through ideal college enrollment steps, from financial planning to career pathing

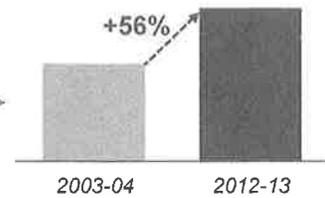


Registration    Advising    Financial Aid    Admissions

**25** Local school districts served

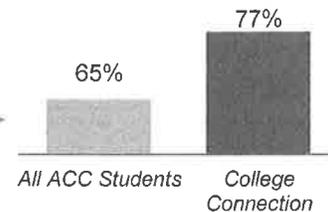
**15K** Students participating annually

## ACC College Enrollments Among Recent High School Graduates



**\$16**  
Average cost per student

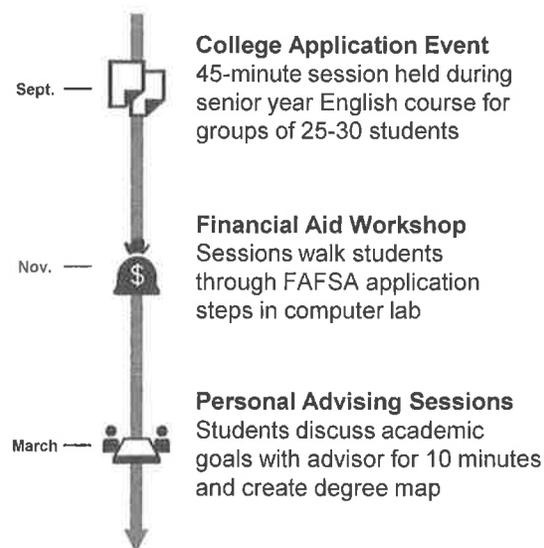
## Semester-to-Semester Persistence



# Access Made Easy

Caravans Move Transition Guidance Off College Campus Into High School Halls

## One-Stop Caravan Visits High Schools Just Ahead of Major College Deadlines



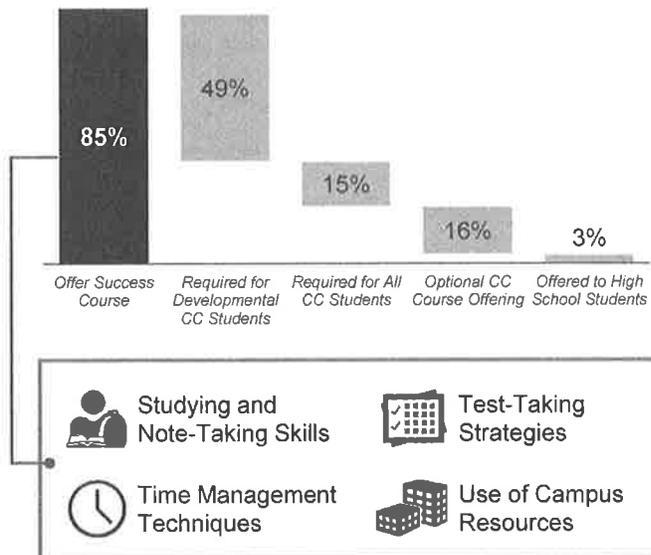
## Three Key Elements of Successful One-Stop Caravans

- 1 Require all students attend events
- 2 Host workshops during regular school days and hours
- 3 Keep visiting staff team consistent to build student trust

# Making the Most of What We Have

## Community College Success Courses Ignore Attentive High School Student Market

### Most Colleges Offer Success Course, But Only 3% Offer During High School



### Losing a Captive Audience

"High school kids love taking a college course for credit—it's about feeling like a 'real college student.' By the time students hit college, the success course is just a burden."

*Community College Faculty Member*

### Career Pathing Comes Too Late

"Success courses focus on subjects like how to take notes or 'where's the library?' They are actually the perfect venue for career mapping and course catalogue navigation, but those conversations always get left to my office, which means they rarely happen."

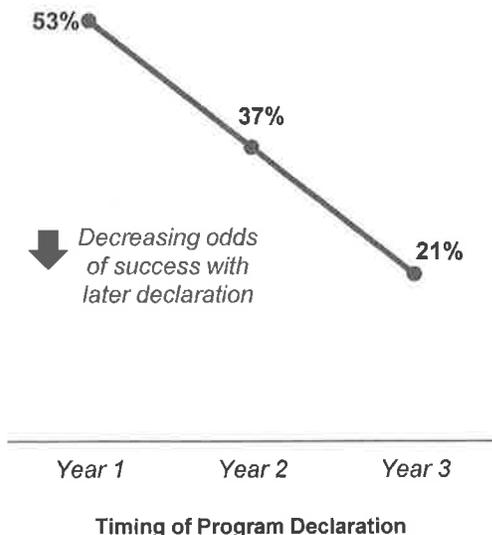
*Career Services Specialist*

Source: Melinda Mechur Karp, Susan Bickerstaff, Zawadi Rucks-Ahidiana, Rachel Hare Bork, Melissa Barragan & Nikki Edgecombe, "College 101 Courses for Applied Learning and Student Success," Community College Research Center, Oct. 2012; "A Matter of Degrees," Center for Community College Student Engagement, 2012; Education Advisory Board interviews and analysis.

# High Cost of Delayed Career Pathing

## Students Need More Guidance Crafting Realistic Academic and Career Plan

### Early Declaration Boosts Attainment Program Completion and 4-Year Transfer Rates



### Students Enter with Only Vague Goals



#### Future Career

**What they say:** "I want to be a pharmacist because of the earnings potential!"

**What they don't ask:** "Will I enjoy the day-to-day tasks of this job?"



#### Transfer to 4-Year

"I want to go to Salaman University because my cousin went there!"

"Which courses will transfer and what are the admission requirements?"



### Not Getting A Lot of Help

**~35%** Students who create an academic and career plan with advisor support

Source: Melinda Mechur Karp, "Toward a New Understanding on Non-Academic Student Support: Four Mechanisms Encouraging Positive Student Outcomes in the Community College," CCRC Working Paper No. 28, Feb. 2011; Education Advisory Board interviews and analysis.

# Senior Year Career-Mapping Capstone

## Lehigh Carbon Equips Students to Select Best-Fit Pathway Before College

### A Model for Early Career Exploration



- LCCC faculty teach one-credit career-mapping and success course at Lehigh Career & Technical Institute (LCTI)
- Co-requisite for dual enrollment courses
- Focused on career exploration activities, including guest speakers, career days, and worksite tours

#### Sample Lesson Plan: Introduction to IT Careers

	Required education	Avg. Salary
Computer Support Specialist	Associate Degree	\$49,000
Health Information Technician	Certificate or Associate Degree	\$34,000

*For discussion: What are the primary responsibilities of information technology staff in the health care industry?*

### Participants More Likely to Enroll at LCCC With Academic Plan in Hand

90%

*Percent of capstone students who enter LCCC with academic and career plan*



#### Picking Attainable Goals

"I always thought I wanted to be a physical therapist, but then I learned more about what comes with the job—years of graduate school and long hours. After taking LCCC's course, I decided I'd be a better radiology technician. I can still work directly with patients, and I don't have to go to school for as long."

*LCTI College Success Student*

# Harnessing the Rise of Game-Based Learning

## Technology Offers Opportunity for Low-Cost Career Pathing

### Barriers to Scaling High-Impact Career Capstones



Employer Visits  
Confined by Travel,  
Scheduling Logistics



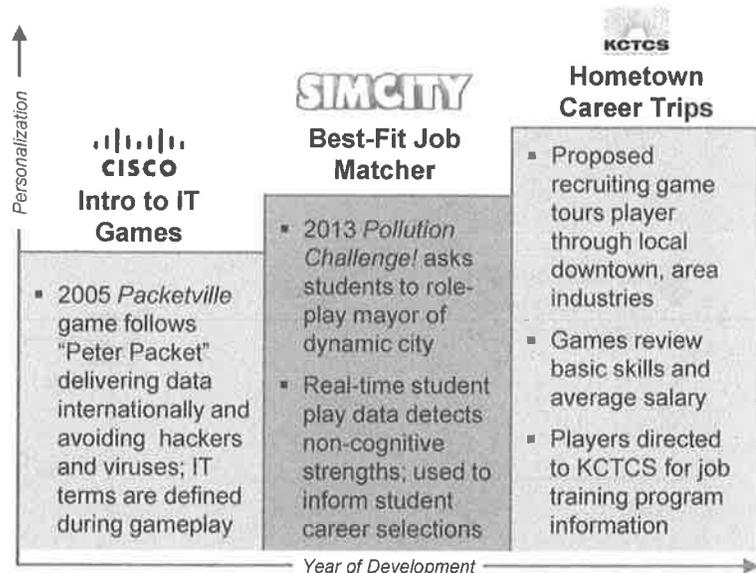
Individualized Career  
Recommendations Too  
Time Intensive



Technical Fields  
Abstract Absent  
Real-Life Application

### Evolving to Personalized Career Exploration

*Virtual Career Platforms Incorporate Student and Regional Data*

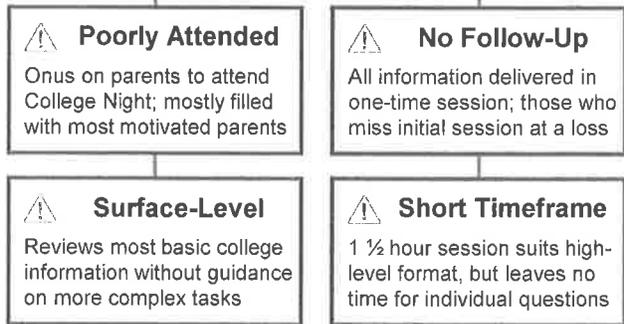




# Losing Our Biggest Ally

## Colleges Miss Opportunity to Enlist Parents as Transition Coaches

### Many Flaws With Annual Parents' Night

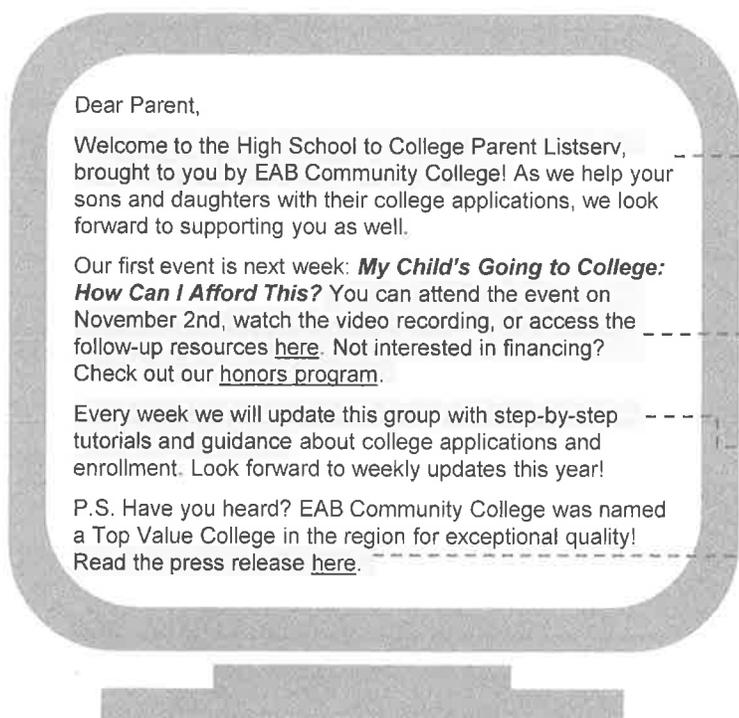


### Who We're Missing

- 👤 Night-Shift Worker**  
Busy work schedule prevents parents' night attendance
- 🗣️ English Language Learner**  
Partial language fluency makes presentations difficult to understand
- 👍👎 Ambivalent Onlooker**  
Doesn't understand the importance of parental involvement in college application
- 🎓 Pre-Internet Alumnus**  
Outdated college knowledge, but doesn't attend because believes unnecessary

# Prospective Parent College 101 Listserv

## Providing Resources When and Where Needed



Dear Parent,

Welcome to the High School to College Parent Listserv, brought to you by EAB Community College! As we help your sons and daughters with their college applications, we look forward to supporting you as well.

Our first event is next week: **My Child's Going to College: How Can I Afford This?** You can attend the event on November 2nd, watch the video recording, or access the follow-up resources [here](#). Not interested in financing? Check out our [honors program](#).

Every week we will update this group with step-by-step tutorials and guidance about college applications and enrollment. Look forward to weekly updates this year!

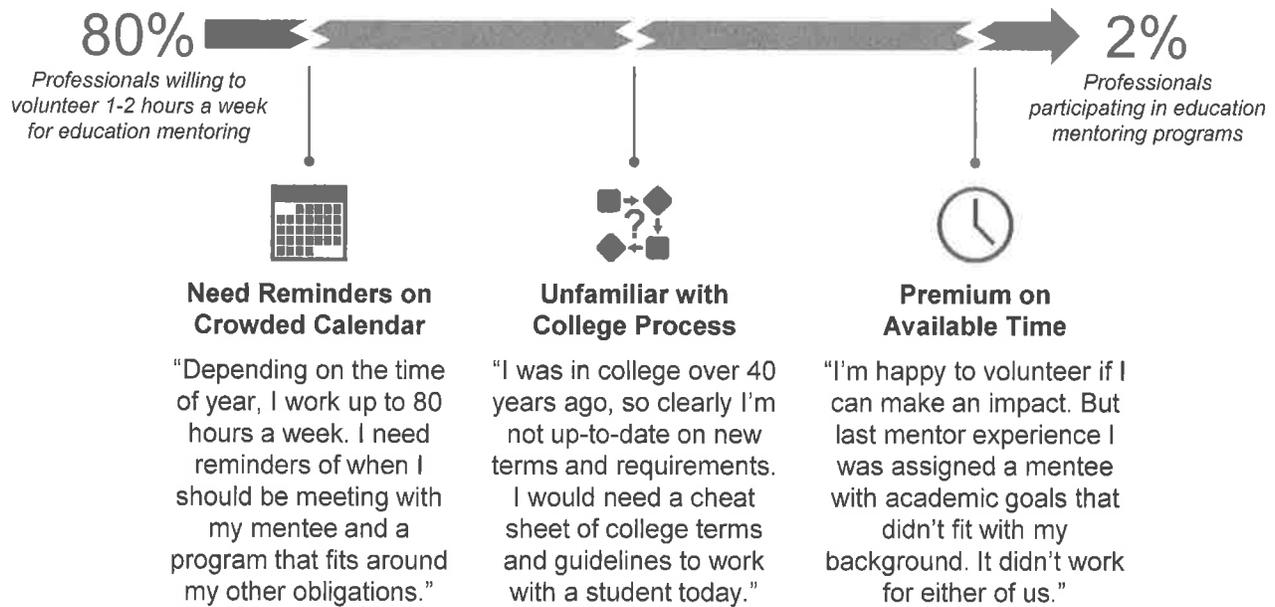
P.S. Have you heard? EAB Community College was named a Top Value College in the region for exceptional quality! Read the press release [here](#).

- 1 **Force attendance through auto-subscription.** Send initial email to all parents of high school juniors and seniors, but provide opt-out option.
- 2 **Allow choice of modality and content.**
- 3 **Spread content out over several weeks.**
- 4 **Advertise community college news in body of email updates.**



# Untapped Pool of Community Volunteers

Busy Professionals Eager to Mentor, But Skeptical of Ability Absent Guidance



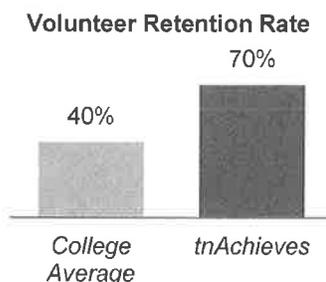
# tnAchieves Makes Mentoring Easy

Calendar-Prompted Mentor Outreach Boosts Volunteer Retention



- Non-profit network working with 15 community and technical colleges in Tennessee
- Matches high school students with scholarships and college transition mentors
- Mentors provided regular reminders of when and how to best support their mentee

**2,000+**  
tnAchieves Mentors  
(2012)



## Volunteers Notified When and How to Send Impactful Student Guidance



### tnAchieves Staff Reminds Mentor of Approaching Student Deadlines

- Reminder of students’ February 1<sup>st</sup> FAFSA application deadline
- Suggested deadline to complete placement testing by June 15<sup>th</sup>



### Mentors Provided Outreach Examples and Templates

- Introductory email to student mentee and parents
- Text exchange to remind students of upcoming deadline



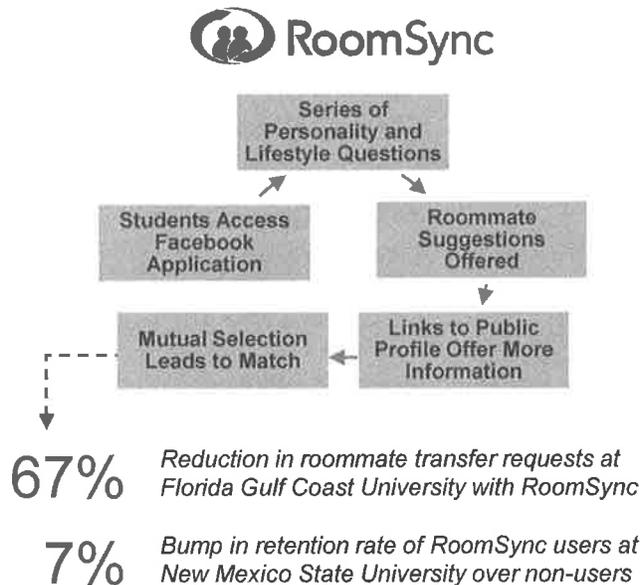
### Back-up Help for Tricky Questions

- When are students required to complete developmental courses?

# Intelligent Pairings Make Happy Mentors, Mentees

Facilitating Opportunities to Matchmake Live and Virtually

## Freshman Housing App Demonstrates Return on Intelligent Pairing Strategy



## ECC Speed Networking Events Increase Likelihood of “Match”



- College-initiated networking session once a year between recent high school graduates and volunteer mentors
- Pairs furnished with list of prompts to guide seven-minute conversations
- Students submit form with top choices and college staff decide final pairing

**24%** Increased student retention likelihood over college average

**100%** Volunteer mentors retained

# MentorMatch.com?

Future of Mentor Pairing Leverages Predictive Analytics to Improve Match

**MentorMatch.com**  
Find the Right Mentor for You

**User:** Amy T.

**Grade:** 11<sup>th</sup> Grade (Dual Enrollment)

**Status:** Unmatched

**Your Preferences:**

Area(s) of Emphasis	Best Time(s) of Day
<input checked="" type="checkbox"/> Job Prep <input type="checkbox"/> Study Skills	<input checked="" type="checkbox"/> Morning <input type="checkbox"/> Early Evening
<input checked="" type="checkbox"/> Organization <input type="checkbox"/> Motivation	<input type="checkbox"/> Afternoon <input checked="" type="checkbox"/> Late Evening

Based on your background and preferences, we found **3 mentors** for you:

**Mentor:** Lonnie Q.

**Bio:** I'm an English major with an internship at a local magazine. Let's talk about connecting school to your dream internship... and job!

Choose Mentor

**Mentor:** Gretchen Z.

**Bio:** I've lived in this community my whole life, so I know the challenges young people face. Let's meet and find ways to help you succeed.

Choose Mentor

**Mentor:** Regina P.

**Bio:** I'm a former teacher and former athlete, so I know how to be motivated even when things are tough. I can help you do the same!

Choose Mentor

**User Profile with Basic Demographic Info**  
Each student and mentor builds a unique profile with basic self-reported information. May also source data from student information system.

**Personal Preferences Narrow Options**  
Students and mentors fill in logistical information to guide the match, including areas they would like to focus and best times of day to meet.

**Data-Driven Matches Save Staff Time and Increase Chance of Success**

Using mentors' and mentees' profile information, MentorMatch.com generates pairing recommendations. Top matches based on:

- Schedule
- Gender
- Hobbies
- Strengths
- Location
- Age
- Industry
- Personality



# Losing Years of Talent

## Early College Programs Target Traditional Disciplines and Class Stars

### Current Offerings Cater to Traditional Academic Superstars...

**Sample Dual Enrollment Courses at Virginia High School**

Course	Prerequisite	Eligible Students
Sociology	Prior honors coursework	Top 25%
Calculus	Pre-calculus	Top 15%
College Physics	Pre-calculus & College English	Top 5%

### At the Expense of Hands-On Learners

High School GPA of...

The average dual enrollment student



George W. Bush

3.5



Steve Jobs

2.8



2.6

Source: Cecilia Speroni, "High School Dual Enrollment Programs: Are We Fast-Tracking Students Too Fast?" National Center for Postsecondary Research, Dec. 2011; Connie Guglielmo, "The FBI's Steve Jobs File: Computing 'Genius,' Lousy GPA," Forbes.com, Feb. 2012; Education Advisory Board interviews and analysis.

# Obama Throws \$300M Behind Workforce Training

## Skills Gap Causes U.S. to Explore German Apprenticeship Model

### Troubling Forecast Ahead

Shortfall of 3 Million Workers in 2018



### Looking Abroad

Obama Devotes Millions to Technical Education



“Countries like Germany graduate their high school students with the equivalent of a technical degree from a community college, so that they’re ready for a job...We need to give every American student opportunities like this.”

President Barack Obama

### German Apprenticeship Basics

- 60% of German high school students apprentice in fields like roofing and automobile electronics
- Students study theory and on-the-job training for three years to receive formal certification at time of high school diploma
- Sponsor employers pay 75% of apprenticeship costs

Source: Anthony P. Carnevale, Nicole Smith, and Jeff Strohl, "Help Wanted: Projections of Jobs and Education Requirements Through 2018," June 2010; Nelson D. Schwartz, "Where Factory Apprenticeship Is Latest Model From Germany," The New York Times, Nov. 2013; Education Advisory Board interviews and analysis.

# In Need of a Bilingual Interpreter

Community Colleges Uniquely Fluent in Both Education and Industry

## High Schools

“Community colleges are integral to exposing kids to career options as an accessible middle ground between employers and academia.”

*District Superintendent*

## Four-Year Institutions

“As we design vocational credentials with many entry and exit points, we look to community colleges to provide the platform for that new education model.”

*University Provost*



## Employers and Industry

“It’s important to get young people interested in careers early, but we want students who are worthy of investment. Community colleges vet students for us, saving lots of time and money.”

*Corporate Recruiter*

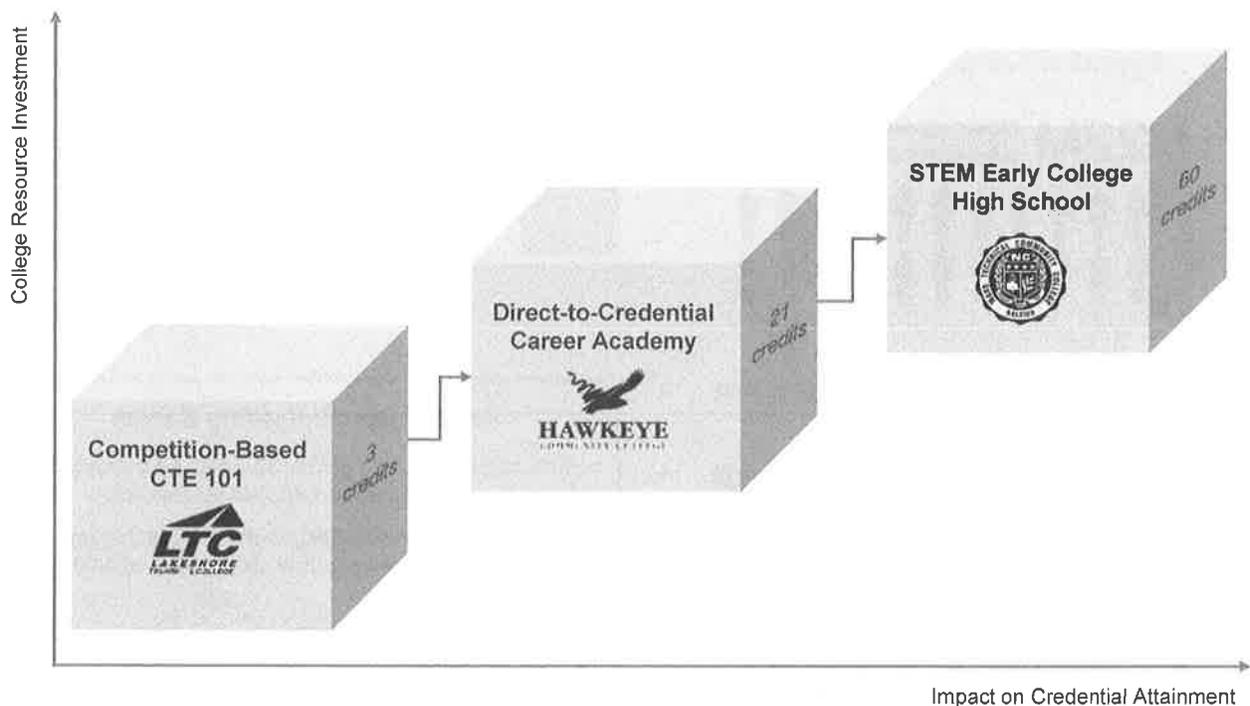
## Government and Military

“The community college is, without a doubt, the best place for industry training—they can do it to a higher standard and at a lower cost than we can in-house, period.”

*Federal HR Specialist*

# Brokering Accelerated Career Pathways

An Incremental Approach to Building Our Vocational Pipeline



# Expanding Access to Early College Credit

## Lakeshore Tech Creates Inviting Path to Welding Career

41



**High School Dual Enrollment Options**

<u>College Credit Course</u>	<u>High School Prerequisite</u>
Honors English	3.4 GPA and teacher recommendation
Accounting 2	Accounting I
Photography 2	Photography 1 or instructor permission
Project Mini-Chopper	Open enrollment

### Competition-Based CTE 101 Lures “Future Steve Jobs” *Lakeshore Tech’s Project Mini-Chopper*



- Started in 2007 as 3-credit dual enrollment course taught by high school instructors
- Student teams compete to build motorcycle, with winners earning Lakeshore Tech tuition scholarship



2x

*Project Mini-Chopper students matriculate to Lakeshore Tech at twice the standard rate of local graduates*

# Harley or Newton’s Laws?

## Hands-On Competition Connects College and Career

42



### Local Employer Mentorship

- Company sponsors meet monthly with students to approve bike design and monitor production
- Sponsors train and supervise students as they learn to use new welding equipment

### Community-Wide Unveiling

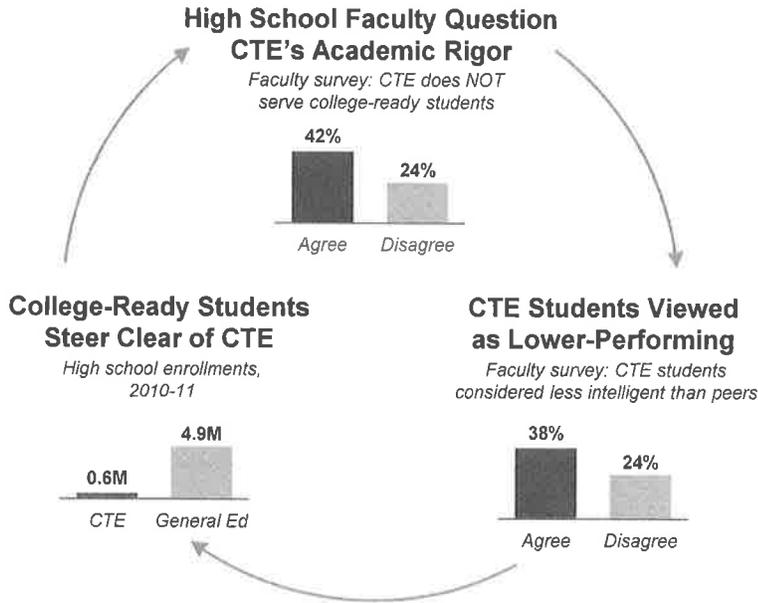
- Students present finished bikes and explain building process during annual expo of local motorcycle club
- Educates community members on the rigor and diversity of manufacturing

### Tuition Assistance Prize

- Four competition winners selected for \$500 Lakeshore Tech scholarships
- Scholarships often applied toward Lakeshore Tech’s industrial welding and mechanical design programs

# High School Faculty Drive Down CTE Enrollments

Weak Academic Reputation Among Teachers Feeds Student Disinterest



"I was going to sign up for Intro to Welding in high school, but then I spoke with my math teacher. She told me technical education was dead-end."

High School Student

"Dual enrollment programs live and die based on high school messaging. At one school, the mechatronics course was under-enrolled because high school faculty only recruited the bottom 20 percent of students."

Director of Career Readiness

Source: "Dual Enrollment Programs and Courses for High School Students at Postsecondary Institutions: 2010-11," National Center for Education Statistics, Feb. 2013; Mitchell N. Herlan, "Examining Perceptions of Career and Technical Education in Nebraska," University of Nebraska Policy Center, Feb. 2010; Education Advisory Board interviews and analysis.

# Combating Faculty Misperceptions

Day-at-the-Plant Field Trips Win CTE Advocates

## Not Just Cheerios



- Three-hour evening tour of local General Mills plant for teachers from seven school districts
- Tour begins with promotional video highlighting opportunities for intellectually engaging work:



Developing new technologies and equipment

Identifying more efficient processes



Overseeing supply chain and distribution



### Touring Teachers Shocked by Rigor... and High Salary

"Our teachers heard they could make \$80,000 a year working at the General Mills plant, and they were comparing that to their own \$50,000 salaries preparing students for these jobs. I was shocked we didn't lose any teachers after that tour!"

Mary Lou Erlacher, Director of Workplace Learning Connection  
Kirkwood College



# Cap, Gown, and Manual Lathes

## Hawkeye's Direct-to-Credential Career Academy Accelerates Attainment



### A Clear Path to a Technical Career



"Career academies guide students from introductory CTE coursework all the way through advanced technical offerings. We wouldn't want students to take an introductory course in high school, love the field, but lose interest because the path dead ends!"

*Linda Allen, President  
Hawkeye Community College*

### Anatomy of Hawkeye's EMC<sup>2</sup> Program



- Started in 2000 in response to demand from John Deere and local manufacturers for formal CNC Machining training programs
- Summer program for 11<sup>th</sup> and 12<sup>th</sup> grade students, culminating in a CNC Machine Operator certificate and 18-21 college credits



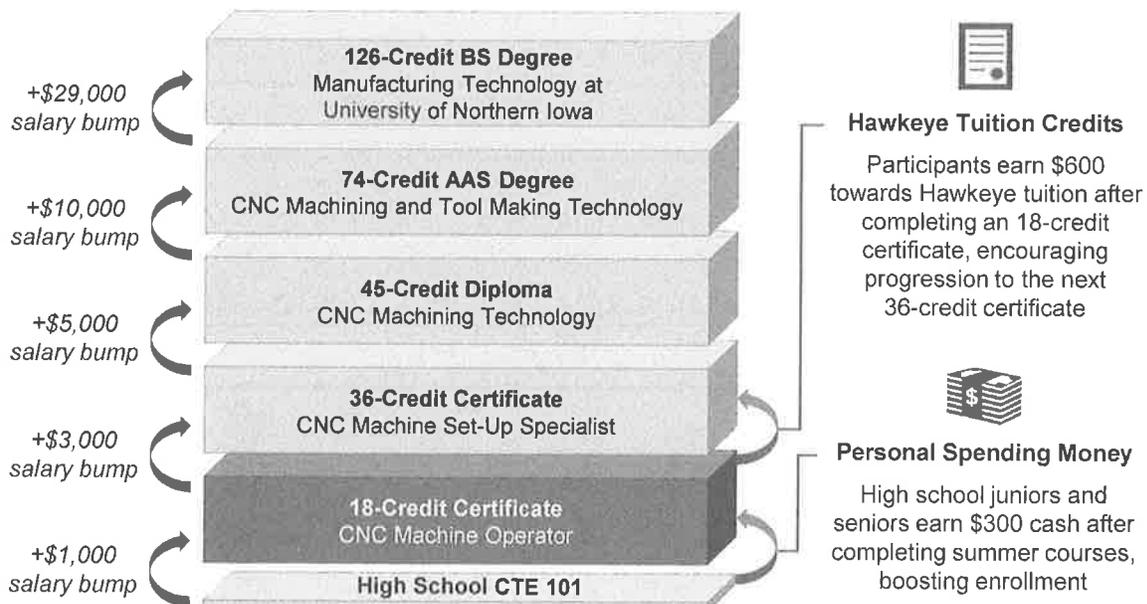
5X

*Increased likelihood EMC<sup>2</sup> students earn Hawkeye credential compared to traditional dual enrollment participants*

# From Print Reading to 3D Modeling

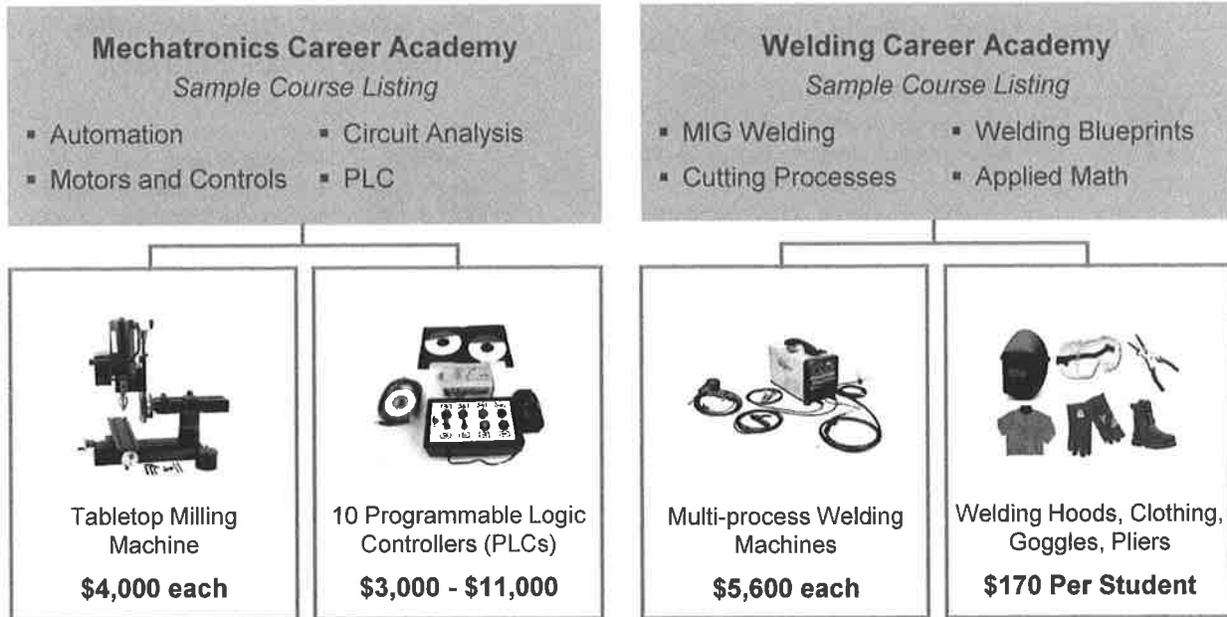
## Hawkeye Incentivizes Students to Stack Machining Credentials

### EMC<sup>2</sup> Program Rewards Ladder Climbing When Next-Level Salary Bump Minimal *CNC Machining and Tool-Making Technology Program*



# Sticker Shock

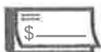
## High Cost of Equipment Impeding Development of Career Academies



# Micro-Donation Fundraisers

## Four Quick-Wins to Finance CTE Equipment at High Schools

### Community Donors



#### Corporate Tax Diversions

- Local government accepts funding for educational programs from employers in lieu of property taxes
- Tipton County, TN government raises \$500,000 annually through Unilever partnership

### Employer Sponsors

#### Dedicated Course Naming

- College names course in honor of employer in exchange for financial support
- Butler Community College charges employers \$20,000 for exclusive course-naming rights



#### Utilities Bill Round-Ups

- Community members opt to round utilities bills up to the nearest dollar
- Madison County, TN government raised \$50,000 through 2013 utilities bill round-ups

#### Off-Peak Tool Access

- Employers allow student access of onsite equipment during low-traffic times
- Wheeling High School (IL) students email digital parts designs to local Intel site, 3D-printed models shipped back overnight



# ECHS Elevate At-Risk Student Completion Rates

But Graduates Directed to Academia, Not In-Demand Vocations

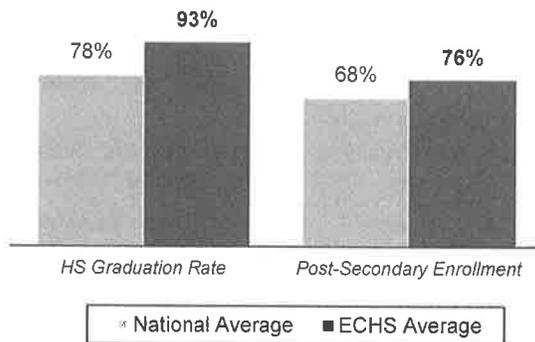
## A Brief History of Early Colleges



Traditionally underserved 9<sup>th</sup>-12<sup>th</sup> graders can earn associate degree and high school diploma at same time

240+

Early college high schools developed from 2002 (three total) to 2013, majority run by community colleges



## Few ECCHS College Attendees Pursue Vocational Track



Percent of early college high school graduates pursuing traditional academic majors in college

“Generic early college high schools prepare students well academically, but a school specializing in IT, for example, prepares students to become both independent learners *and* employable workers.”

Claire Riccardi, Project Manager  
City University of New York (CUNY)

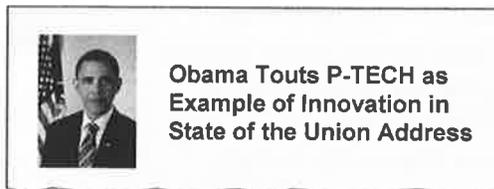
*Vocational early college h.s. model*

# A School on a Hill

CUNY P-TECH a Perfect (Irreplicable?) Marriage of Education and Industry

## Making National Headlines

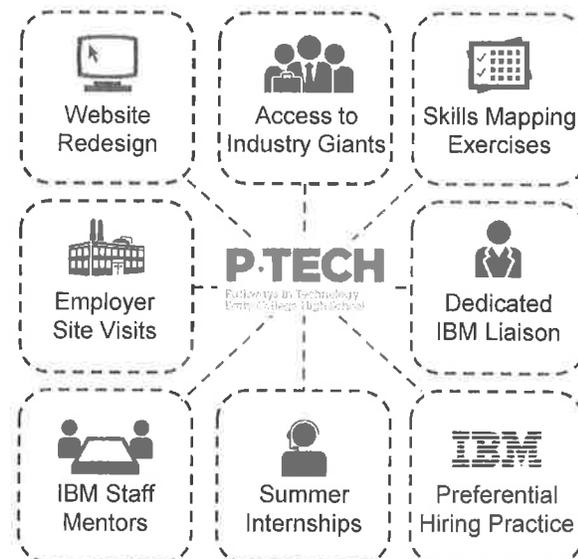
Collaborative Model Attracts Federal Dollars



- Opened 2011 with public school funding and \$500,000 IBM donation
- Starting in 9<sup>th</sup> grade, students can earn an A.S. in Computer Programming or Electromagnetic Engineering alongside high school diploma
- 50%+ sophomores meeting college-readiness standards

## A Tall Order to Scale

Sample of P-TECH Industry Supports from IBM



# Wake Tech an Early Exemplar

## STEM Early College High School Outperforms Traditional Model

### Anatomy of the Program



Started 2006 in partnership with Wake Med Hospital and local public school system



First two years cover high school content through health sciences lens

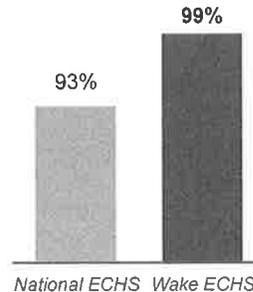


11th graders enroll in health sciences college courses in disciplines including radiography, nursing, EMT, dental hygiene

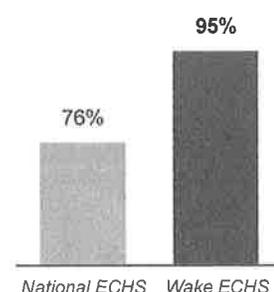
### Bucking National Trends



Early College High School Graduation Rate



ECHS Graduates' College Enrollment Rate



# Industry Exposure From Freshman to Senior

## Career Exploration Comes Early, Enabling Hands-On Training by Graduation

### Wake Tech's Early College of Health Sciences

**Intro to Health Sciences**  
Examines topics of nutrition and global health through math, social studies, and science

**Dual Enrollment Courses**  
Typically taught by college faculty. Nurses from WakeMed hospital teach nursing courses

**Career Survey Course**  
Introduces health science careers with onsite tours and guest speakers

**Job Shadowing Rotation**  
Offers opportunity to observe clinical rotations at WakeMed hospital

**Summer Internship**  
Students work as paid interns at local health care facilities



### Sample Graduate Outcomes

- Phlebotomy Certificate
- Pharmacy Tech Diploma
- AAS in Radiography
- Nursing Assistant Certification



# Emerging Organizations Fill Interpreter Gap

## Intermediaries Use Private Sector Model to Secure Student Internships



National non-profit helps employers design internships for at-risk students that translate into full-time positions

**25x** Growth in corporate partners since 2001

“We owe the internship growth to account managers. Employers respect and trust them thoroughly.”

Ronda Thompson, Executive Director

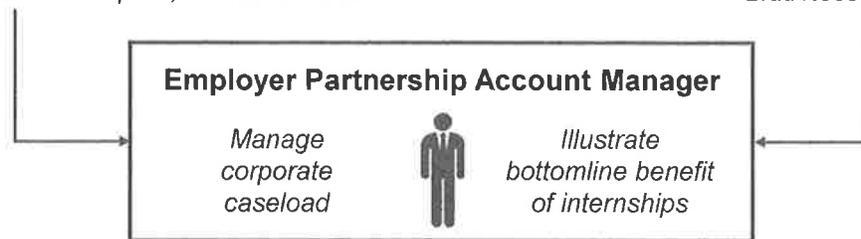


State program encourages employers to offer apprenticeships to students in technical fields by painting picture of future return on investment

**625%** Apprenticeship growth since 2007

“Our consultants speak the language of business. That is why we’ve grown our apprenticeship program.”

Brad Neese, Director



# Framing Our College Wishlist in Bottomline Terms

## DIY Employer Partnership Account Management Model

### Current Fundraising on One-Time Favors

- Workforce development staff request charitable donations of employer time or funding
- Rolodex of personal and professional contacts grant one-time favors



### Future Partnerships Advance Long-Term Goals

- Employer account managers sell internships to employers as low-cost strategy for talent development
- Create pool of committed employer sponsors

Solicit suggestions during Workforce Investment Board annual meetings

Skills Mapping Exercise

Work with sponsor's HR department to match skill requirements to curriculum

Find offices where students can observe operations without involvement

Job Shadowing Rotations

Require students pass safety trainings to prepare for full participation on-site

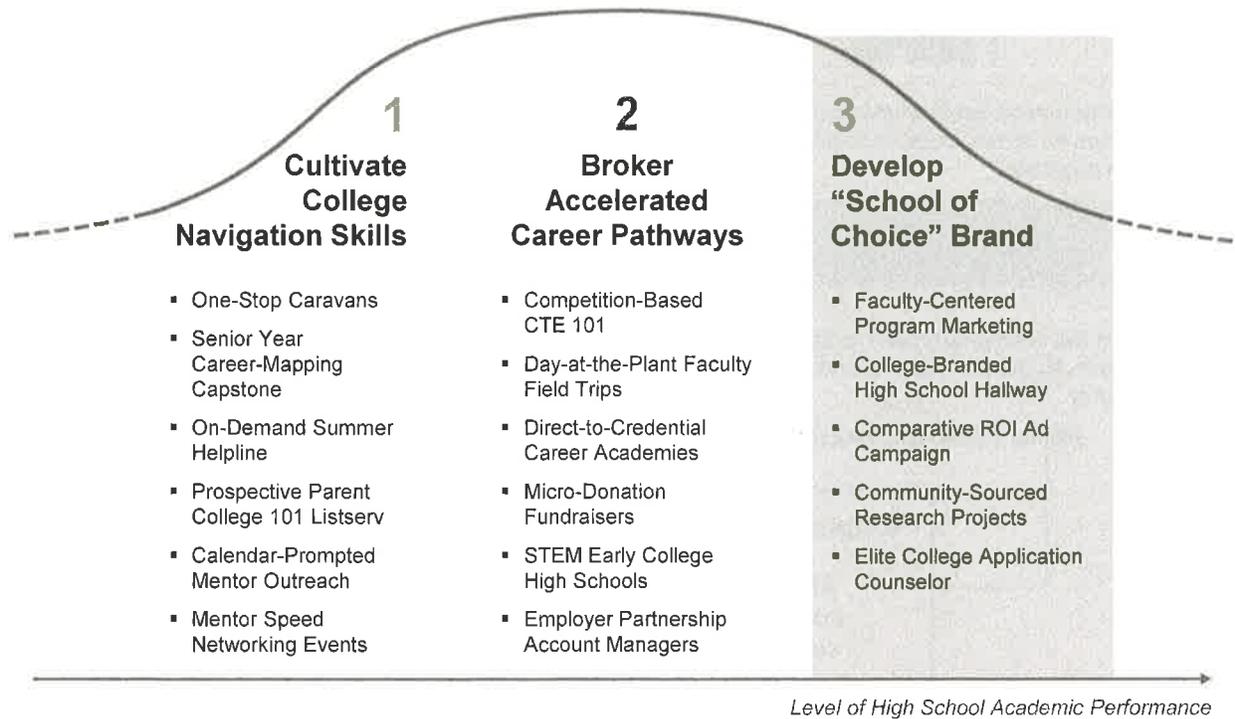
Ask employers in network to host student interns on one-off basis

Summer Internships

Grant employers first chance to recruit top students in exchange for hosting interns

# High Return K-12 Partnerships

## Building a Pipeline of College Completers



# Selling Ourselves Short

## Community Colleges Silently Check the Box on Quality Measures

### "Quality Shopper" Checklist

### Community College Traits

<input checked="" type="checkbox"/> Instructional Quality	→	Small classes led by faculty 100% focused on teaching	} <i>Undermarketed Strengths</i>
<input checked="" type="checkbox"/> Accelerated Programs	→	More fast-track credentials than any other institution type	
<input checked="" type="checkbox"/> Return on Degree	→	Graduates boast highest job placement rates and lowest debt	
<input type="checkbox"/> Research Opportunities	→	No labs, but strong ties with local businesses in need of expertise	} <i>Weak Spots with Potential</i>
<input type="checkbox"/> College Name Recognition	→	Open access, but with guided transfer pathways to elite colleges	



### Our Own Worst Enemy

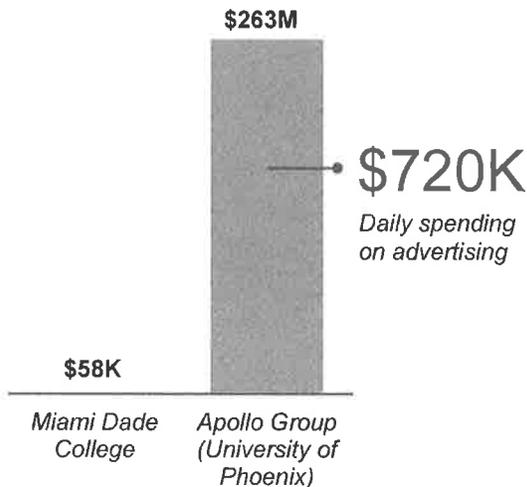
"We have some of the best faculty in the state and programs that path students to \$100,000 jobs in two years, but based on how administrators talk about our college, you'd think we were a school of absolute last resort. That message gets passed to the market."

*Marketing Director  
Midwest Community College*

# Deck Stacked Against Us...

Major Competitors Bring Vast Advertising Resources

## Annual Advertising Budget, 2010



Giving you more options than community college.

Enroll in a degree program online or at one of our more than 200 locations after your workday is done. You'll get individual support and a rigorous education.

We offer more degree levels than community college.

From associate, bachelor's, master's and doctoral degrees to certificates and single courses, we offer the programs that fit your lifestyle and career interests.

Source: David Moltz, "Knife to a Gun Fight," *Inside Higher Ed*, July 2010; A. Ananthakshmi, "U.S. For-Profit Colleges Spend Big on Marketing While Slashing Other Costs," *Reuters*, Nov 2012; Sarah Pavius, "University of Phoenix Fought Against Community College Expansion," *The American Independent*, Dec. 2012; Education Advisory Board interviews and analysis.

# But We're Playing the Wrong Cards

Status Quo Advertising Disregards Priorities of Quality Shoppers

"YOU'D BE AMAZED  
WHAT YOU CAN  
LEARN IN TWO YEARS."

and save



Two years at West Hills College: \$600  
vs.

Two years at a UC school: \$28,000\*

Why not spend \$27,400 on something else?

ONCE YOU GO HERE,  
YOU CAN GO ANYWHERE.

1.800.266.1114 or www.westhillscollege.com  
COALINGA CALIFORNIA FRESNO CALIFORNIA

## Priorities Addressed by Sample Ad



~~Instructional Quality~~



~~Accelerated Programs~~



~~Return on Degree~~



~~Research Opportunities~~



~~College Name Recognition~~



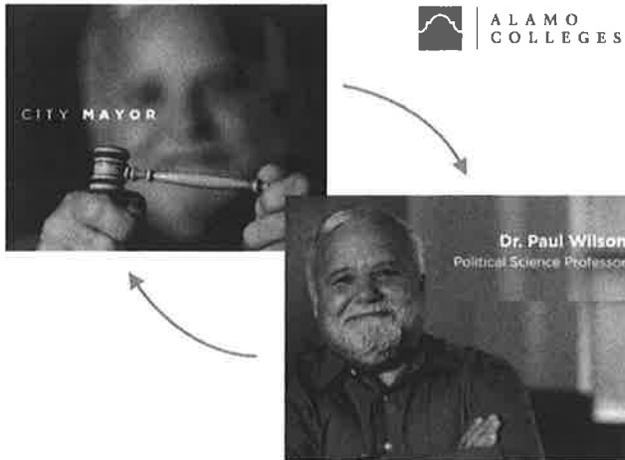
Low Cost

Source: "Marketing," West Hills Community College District, Accessed Feb. 2014; Education Advisory Board interviews and analysis.



# Spotlighting Instructional Quality

Alamo's Faculty-Centered Marketing Highlights Instructors' Real-World Experience<sup>65</sup>



## A Multi-Channel Campaign

**5** Number of 30-second TV commercials (one per college)

**3** Number of 60-second radio commercials

**96** Number of faculty profiles available at [alamofaculty.org](http://alamofaculty.org)

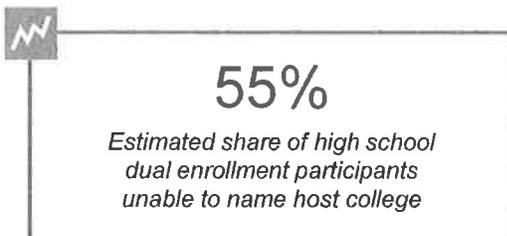
“Since you want real skills for real world careers, the big advantage of the Alamo Colleges are professors who have actually been in the kind of jobs you’re after.”

*Radio Commercial*

# Getting Credit for Dual Enrollment

HACC's College-Branded High School Hallway Feeds Pipeline<sup>66</sup>

## High School Students Largely Unaware Where College Credits Come From



“Our marketing department is kept separate from our high school programs. We offer a ton of dual enrollment courses, but nowhere in that course do students learn that we’re conferring the credits. It’s a wasted recruitment opportunity.”

*Vice President for Marketing,  
Community College*

## Redecorated High School Hallway Increases Visibility of Host College

*William Penn High School (WPHS)*

No high school bell

HACC banners



HACC wall colors

Spare HACC furniture

# Differentiating on Outcomes

## ROI Ad Campaigns Enhance Cost Comparison

### Combining a Competitive Cost...

**OZARKS TECHNICAL  
COMMUNITY COLLEGE**



30-second TV commercial broadcast for two weeks during registration period shows that for-profit competitors cost up to 10 times more

### With Enviable Job Outcomes

**SPARTANBURG  
COMMUNITY  
COLLEGE**

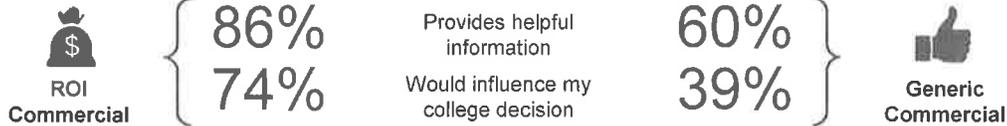


Three-spot TV commercial series produced by external marketing firm links college programs to well-paid job openings in regional labor market



### A Greater Impact than Traditional Advertisements

*Responses from Ozarks' Focus Group*



## Notes:

- focus on ROI instead of low-cost
- high return on investment (low cost, high placement)

# Breaking Out of the Lab

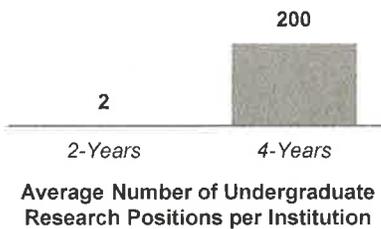
## Community Colleges Turn Local Businesses into Applied Research Sites

### Why Do Students Care About Undergraduate Research?



- ✓ Chance to apply classroom learning to the real world
- ✓ Structured interactions with faculty experts

But Few Community Colleges Can Meet Demand



### Community-Sourced Research Projects

- 1 Course includes service-learning component
- 2 Students select from a list of community organizations in need of research support
- 3 Faculty mentors work with students to develop project plan
- 4 Graded on one-hour research presentation to community organization



#### Win-Win for Students and Businesses



**Students:** Research experience and professional references for resume



**Community Partner:** Free strategic planning and organizational insight

# Community-Sourced Research Projects

## Identifying Opportunities From Diverse Academic Disciplines

### Research Counts for Class Credit

#### Optional Honors Project



20+ hour research project with community group counts as honors credit

#### Degree Capstone Course



Students apply programming, networking, or game development expertise to client challenges for AAS in Digital Media degree

### Sample Projects Across the Curriculum



**Business**  
*Exploring Successful Models of Minority-Led Entrepreneurship*

Partner: Urban business incubator



**Allied Health**  
*Evaluation of Recreational Activities for Dementia Patients*

Partner: Assisted living facility



**Culinary Arts**  
*Quantifying Links Between Nutritional Access and Childhood Obesity*

Partner: Community food cooperative



**Ecology**  
*Assessing Efficacy of Invasive Species Removal Techniques*

Partner: State park

# Here, Then Harvard

American Honors Program Offers Big Name School Without Big Price Tag

Spokane  
Ivy Tech

## American Honors 2+2 Adds Polish through Low-Cost Pathway to Dream College



- Founded in 2012 by Quad Learning with the Community Colleges of Spokane and Ivy Tech Community College
- Serves 3.25+ GPA high school graduates with robust extracurricular and leadership experience
- Average cost of American Honors services paid by students with ~\$2,000 annual tuition premium

**Program Services**

<ul style="list-style-type: none"> <li> Honors Course Sections</li> <li> Dedicated Study Lounge</li> </ul>	<ul style="list-style-type: none"> <li> Online Learning and Social Platform</li> <li> Elite College Application Counselor</li> </ul>
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## More Diamonds in the Rough Than You Would Think

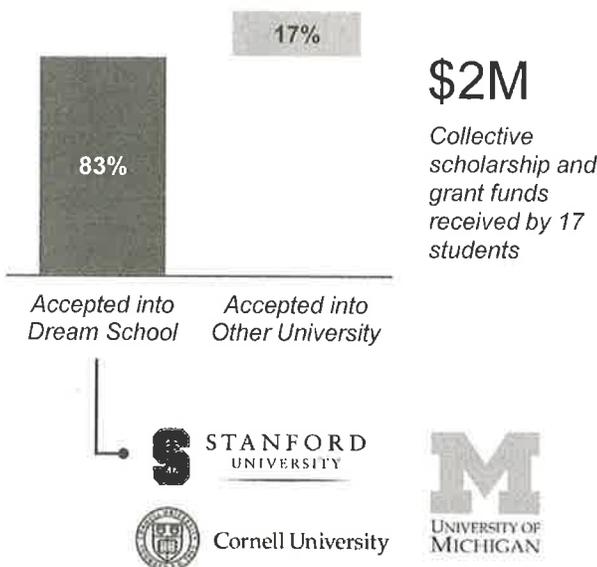
<p><b>Intelligent</b> SAT scores in 90<sup>th</sup> percentile nationwide</p>		<p><b>Homeschooled</b> Nervous about navigating large college campus</p>
<p><b>Motivated</b> Overcame early illiteracy to become book club leader</p>		<p><b>Low-Income</b> Unable to afford standard university tuition for four years</p>
<p><b>Passionate</b> Budding scientist who began high school robotic team</p>		<p><b>First-Generation</b> Doesn't know how to write compelling resume</p>

# Navigating Competitive Transfer Admissions

American Honors' Application Counselor Paths Students to Elite Colleges

## Impressive Transfer Outcomes of First Cohort

Community Colleges of Spokane, August 2013



## Elite College Application Counselors

Assisting in Each Stage of Transfer Process

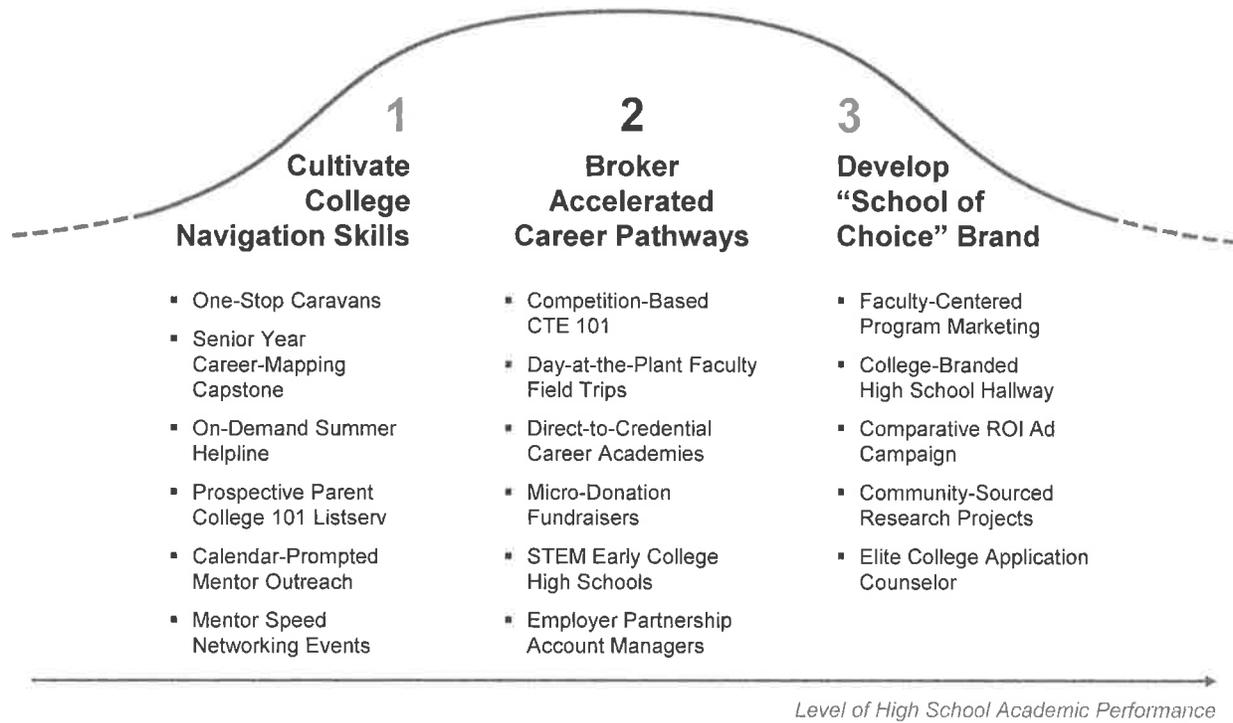


- 1 Identifying Best-Fit 4-Year Destination**
  - Search for financial aid and scholarships
  - Compare program options across campuses
- 2 Submitting Competitive Application**
  - Complete transfer applications
  - Write a compelling personal statement
- 3 Making the Most of College**
  - Drafting emails to faculty and employers
  - Build contacts through networking

*where the apple baskets*

# High Return K-12 Partnerships

## Building a Pipeline of College Completers



## Next Steps

### How Can We Help Engage Your Teams?





Education  
Advisory  
Board

[eab.com](http://eab.com)

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2445 M Street NW | Washington DC 20037  
P 202.266.6400 | F 202.266.5700

## Coastline Management Team Goals

November 3, 2014

2014-15 Draft

1. Promote open and effective communication and dialogue to share information.
2. Foster critical discussion regarding planning and budgeting to achieve college goals as well as disseminate information to staff.
3. Promote the Vision and mission of the College through implementation of best practices.
4. Brainstorm the strategies to improve metrics and milestones of the scorecard for institutional effectiveness (including but not limited to college scorecard, SSSP, SLOs, etc.)
5. Address Accreditation issues and institutionalize Accreditation Standards

~~SECRET~~

Title III AANAPISI Report  
JP Bareng Schumacher, Title III AANAPISI Project Director

### **JULY: Major rebranding**

- 'Title III AANAPISI' too esoteric for a student audience
- College desired more direct outreach to grant's target population- Asian Americans and Pacific Islanders (AAPI)
- No central organizing program that connected the various activity components

### **AUGUST: Light restructuring, refocused outreach, and APACT launched in August**

- guideU restructured for meeting grant objectives this year; sustainability post-grant
  - Re-structure will facilitate the launch of a peer mentorship program in fall 2015
  - guideU outreach re-strategized to reflect 'opt out' approach
  - Hired two 'lead mentors' to provide intensive mentorship (regular 40-minute sessions)
- Interim Director of Marketing and Public Relations and her department integral to helping AANAPISI Director launch the rebranded Title III AANAPISI Program: APACT (Asian American Pacific Islander Program for Advancing Completion and Transfer). Produced the following:
  - APACT logo
  - 150 'Resource Guides' mailed out to first-year students
  - 150 Post Cards mailed out to second-year students
  - Initiated 'APACT Tuesdays' and on the Coastline Twitter and FB accounts



- LOGO

### **SEPTEMBER & ONWARD: A Very Promising Start**

- 18 students attended the APACT Welcome Event in early September
  - Well received by students, staff, and parents alike
- Served 75 AAPI students over the past six weeks through guideU
  - 114% improvement in AAPI access to guideU service from the previous year
  - 92% of students served are AAPI; last year it was 25%
- Lead mentors have held 47 sessions with 41 students
  - 65% have received second sessions already with two weeks left

### **THE IMMEDIATE FUTURE: Continued AAPI Student Development and Community Investment**

- APACT will hold monthly events (2<sup>nd</sup> Friday of the month) to promote student community building
  - October events in collaboration with the Transfer Center (Transfer Fair and UCI Visit)
  - November: Dinner/Focus Group (planned)
- Next phase of program development: focus on community investment
  - Identify AAPI local community and university student organizations to assist with student development
  - Utilize APACT events as a point of entry and collaboration