

SANTA BARBARA CITY COLLEGE

April 25, 1980

To: Cluster Leaders/Assistant Deans

From: Pat Huglin *PH*

Re: Trends Affecting Higher Education in California in the 1980's.

The attached report and implications of the noted trends will be a CLC agenda item beginning with the meeting of May 14, 1980.

PH/jm

Attachment

The following is a summary of an address by Gerald Kissler, UCLA Planning Office, and Chairman of the UC Systemwide Task Group on Retention and Transfer, which he presented at the Northern California President's Conference, April, 1980:

TRENDS AFFECTING HIGHER EDUCATION IN CALIFORNIA IN THE 1980's

Mr. Kissler's talk pointed out some recent (and not so recent) trends that have very significant implications for community colleges, and particularly for community college transfer programs. Highlights of the talk follow, with Research Office comments on the local situation in parentheses.

1. The overall reduction in high school graduates is being accompanied by a strong shift in the ethnic composition of high school graduating classes, especially in large urban areas. While overall enrollment is down, minority enrollments are up, and in some areas, minorities constitute about half the enrollment. In Southern California this minority population is mostly hispanics, who historically have gone to college in lesser numbers. (Both trends are evident at SBCC, but perhaps not as pronounced as elsewhere. The minority enrollment in twelfth grade is gradually approaching 30 percent.)
2. Students are more career oriented, less interested in college as a place to develop a philosophy of life. Transfer programs and especially humanities programs in community colleges have therefore suffered a decline. About six percent of community college students transfer to UC or CSUC. Balance of transfers is now in the opposite direction. A large number of BA/BS holders are enrolled in community colleges. Occasional on/off attendance at CC's is common. The modal number of courses taken in CC's is one. The curriculum has become more lateral rather than linear, i.e., less developed according to a logical progression toward a degree. (The number of UC/CSUC transfer students from SBCC in 1978 was about 6 percent of our Fall 1978 enrollment. One out of eight students at SBCC has a baccalaureate and the percentage is increasing.)

3. More eligible high school graduates, who aspire to gain a baccalaureate are opting to go directly to UC rather than CC's. In 1975, 23 percent of UC-eligible high school graduates went to community colleges, but now only 8 percent list CC attendance as a first choice. (This seems consistent with a Research Office survey in Spring 1978, when a third of all student respondents and 40 percent of transfer student respondents said they would have gone elsewhere if money were no object.)
4. It is presumed that, as more high school seniors opt to go directly to 4-year campuses, it will be the "best" who do so, and this will have a deleterious effect on CC transfer program quality. This is supported by studies conducted at UC using Quality of Student Effort Scales to compare work of CC transfers at CC's with subsequent work at UC.
5. Attrition at UC is largely related to academic difficulty. Many students discover too late that they can't handle an outside job and maintain a full course load at UC. Transfer shock is as great for CC transfers as it is for students right out of high school. Fewer CC transfers relative to native UC students are graduating in 3 years. (If more UC-eligible high school graduates are going directly to UC, then it follows that relatively more CC transfers are students who had poorer high school academic records, and the probability that they will not do as well at UC is greater.)
6. A trend toward the disappearance of transfer programs at CC's is seen. This is inconsistent with the Master Plan, would change the nature of CC's, and would place an undesirable lower division burden on the 4-year segment. It would restrict options available to CC students who, for whatever reason, could not go directly to a 4-year campus.

TRENDS AFFECTING HIGHER EDUCATION  
IN CALIFORNIA IN THE 1980'S

Some Preliminary Findings from the  
University of California Undergraduate Enrollment Study

Gerald Kissler  
UCLA Planning Office

and

Chair of the University of California  
Systemwide Task Group on Retention and Transfer

April 1980

Trends Affecting Higher Education in California  
In the 1980's

Gerald R. Kissler

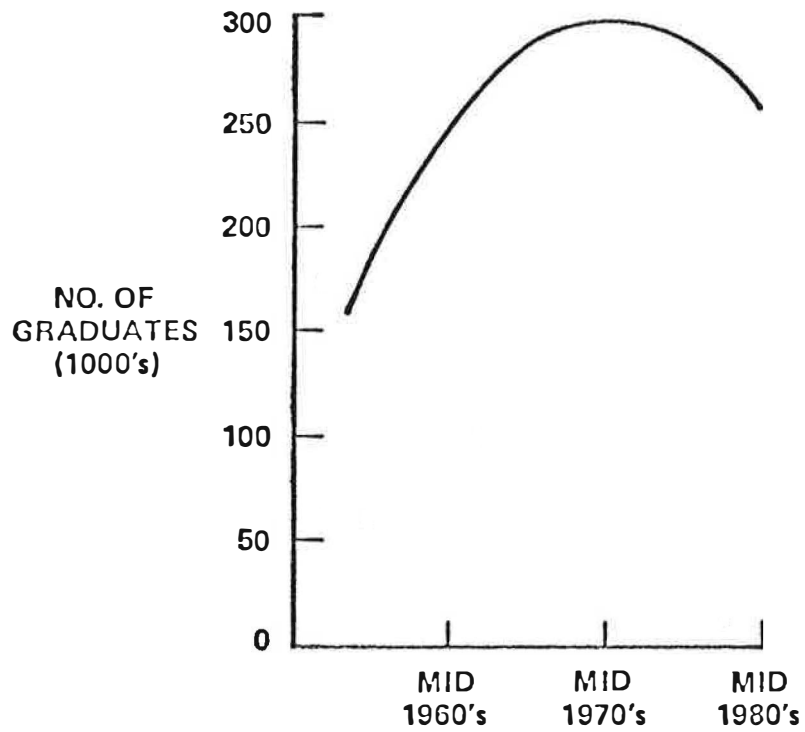
Over the past year and one-half the University of California has had several task groups working on various aspects of undergraduate enrollment: demographics, factors affecting student choice, the admission, redirection and enrollment process and the fourth group on retention and transfer, which I chair. While the focus of this presentation will be on the findings of my task group on retention and transfer, it is important to place those findings in the broader context of trends affecting higher education in California. Our research suggests that the trends affecting undergraduate programs in the University of California have also had an impact on the Community Colleges. In fact, in almost every case the trends that we are now becoming aware of had their first impacts on the Community Colleges several years ago.

So after discussing our findings with Vice President Swain's Office, we received his support for making this presentation to you. In fact, we feel that the cumulative effect of the trends I am about to discuss puts us at a major crossroad in higher education. And, the path we chose will have a significant impact on our institutions and our students.

Fewer High School Graduates

The final report from the Demographics Task Group has not been submitted, but the findings of our own research at UCLA suggest that there will be fewer high school graduates in the 1980's and a significant shift in the ethnic composition of the high school graduating class.

Most of us are well aware of the projected decline of high school graduates. Because there has been a significant decline in the birth rate for more than a decade, the number of high school graduates in the United States will decline by 16% from the mid-1970's to the mid-1980's. The Department of Finance is projecting a similar decline for the State of California.



	<u>MID</u> <u>1960's</u>	<u>MID</u> <u>1970's</u>	<u>MID</u> <u>1980's</u>
WHITE	185,000	208,000	128,000
BLACK	14,000	25,000	26,000
HISPANIC	22,000	46,000	74,000
ASIAN	6,000	<u>12,000</u>	<u>17,000</u>
	227,000	291,000	245,000

## NUMBER OF CALIFORNIA PUBLIC HIGH SCHOOL GRADUATES

### Changing Ethnic Mix

The second major trend in California is a significant shift in the ethnic composition of the State. While the total number of high school graduates is projected to decline by 16%, we project the number of White high school graduates to decline by 40%. During this same period the number of Hispanic and Asian graduates will increase significantly.

### Los Angeles County

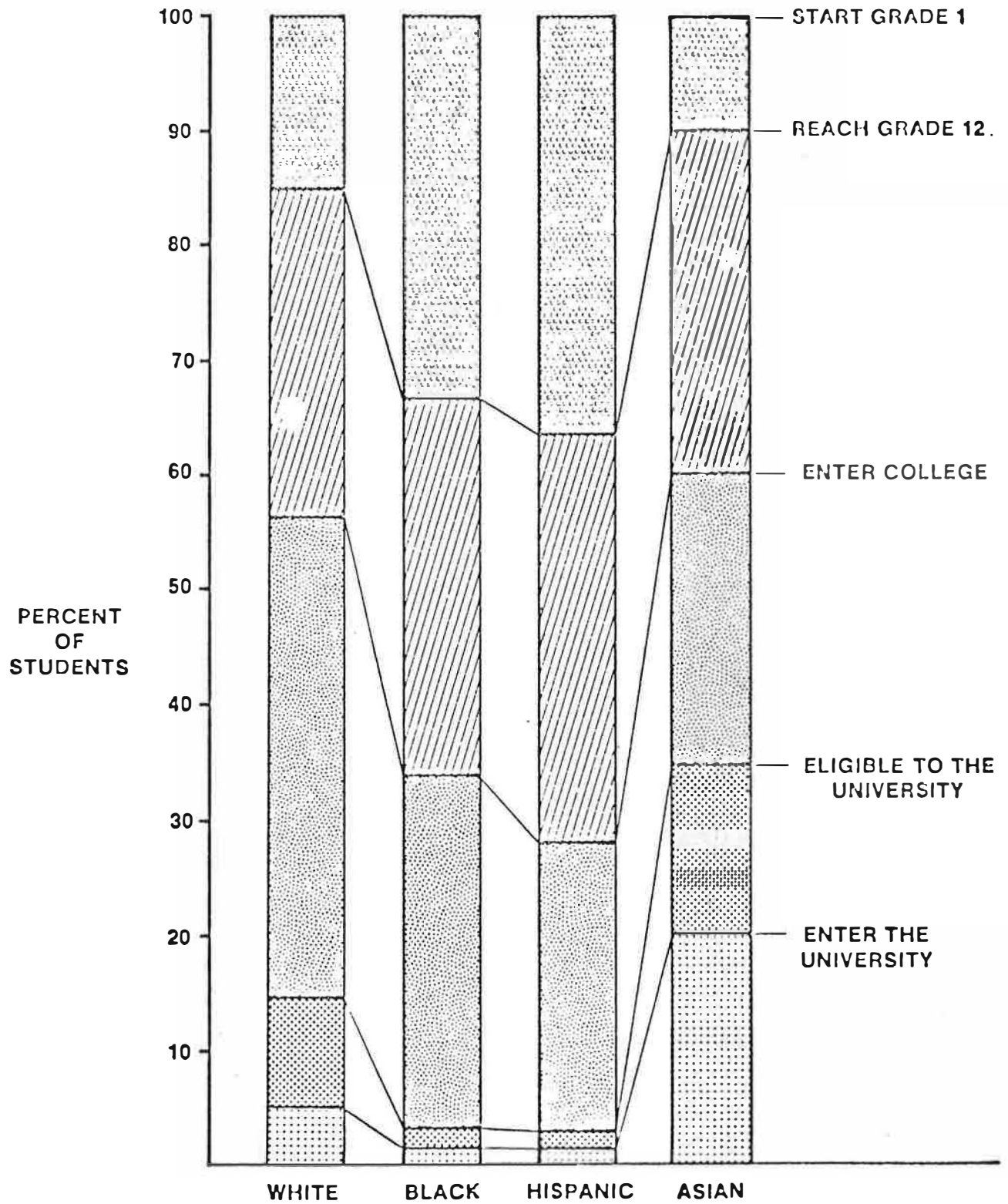
The changes in the ethnic composition of the state have been particularly noticeable in the major population centers. Approximately one-third of the people in California live in Los Angeles County. In the past 30 years the ethnic minority population of Los Angeles County has increased from 15% to 50%. Because the average age of the White population is much older than the age of the other ethnic groups, there will probably be a continuation of this trend through the next decade. Immigration is producing an increase in the Asian population of Los Angeles, but the major demographic change throughout Southern California is the large increase in the Hispanic population. Today, one-half of the children in kindergarten in Los Angeles County are Hispanic.

### Northern California

Approximately one-fourth of the students in San Francisco and Alameda County public schools are Black. Another one-fourth in San Francisco County are Asian. With recent immigration, the most significant trend affecting higher education in Northern California is the growing Asian population, because traditionally a large percentage of Asian high school graduates have gone to college. While the major impact of the increasing Hispanic population will be in Southern California, there will also be an increase in the northern part of the state.



What will be the academic interests of the growing number of Hispanic and Asian high school students? Historically, a smaller percentage of Hispanic high school students have been eligible to go to the University and a smaller percentage have gone on to higher education of any kind. If the percentage of Hispanic students going to college increases, what programs will they be interested in?



**FLOW OF FRESHMEN INTO HIGHER EDUCATION**

Vocational Orientation

Anyone who works with students knows that they are very concerned about career planning and job opportunities. More U.C. students today are concerned about being well-off financially, and fewer are interested in developing a meaningful philosophy of life, than were our students of the early 1970's.

This trend is also reflected in the growth of vocational programs in the Community Colleges. Over the past two decades the percentage of community college students in vocational programs across the nation has grown from 13% to 50%. Some estimates for California's Community Colleges have gone as high as 70%. While this had an impact on the nature of the Community Colleges, the tremendous growth in enrollment during the 1960's and early 1970's meant that the absolute size of the transfer programs probably did not decline. While the actual size of transfer programs is difficult to determine, I think we would all agree that your transfer programs have become smaller in the last 5 years. Your full-time enrollment has dropped by 25% since 1975. The number of Community College transfers to the CSUC system dropped by 10%. The latest figures indicate that of 1.1 million students enrolled for credit in the Community Colleges less than 60,000 transferred to a CSUC or UC campus. Less than 6,000 students transferred to the University of California in the Fall of 1979. This is a drop of more than 25% in 4 years, most of which can not be attributed to the elimination of the Increased Accommodation of Transfer Students (IATS) experiment. In fact, we are now sending you more students than you send us. In the Fall of 1979 10,000 students entered the Community Colleges after last attending the University of California. Now, that adds a new wrinkle to the notion of articulation agreements!

It is true that 6,000 of these had already completed the baccalaureate and were probably taking a Community College course to pursue a particular interest; but that is just the point. Most students today plan to attend a community college occasionally to learn something of interest to them. A recent study indicates that the modal number of courses taken at a community college is one. Students can do this because more than 90% of community college courses have no prerequisites. In other words, the curriculum is more or less lateral, as opposed to a linear curriculum that builds upon previous courses toward the ultimate completion of a program for the AA degree and eventual transfer to a four-year institution.

Consistent with the fact that Community College transfer programs have become smaller is the tendency for more high school students to choose the University of California. In 1975 23% of the high school graduates who were eligible for admission to the University of California chose to go to a Community College. The data from our Student Choice Task Group indicates that the percentage of UC eligible high school students who say their first choice is to attend a Community College is now only 8%. So more students want to come to the University of California directly from high school rather than through the Community College transfer route.

In 1976 the number of well-prepared transfers from Community Colleges declined; and that number declined further in 1977. At the same time there was an increase in interest from eligible high school students who wanted to enter the University. Therefore, in 1978 the University began to admit more freshmen, as did the CSUC system. Not only has this begun to take us from the Master Plan goal of 40% lower division students, it has also caused problems in trying to schedule enough sections of lower division courses.

Some may view the admission of more eligible students to CSUC and UC directly from high school as taking students from the Community Colleges. Indeed, recent agreements among UC campuses guaranteeing intercampus transfers in some fields would appear to support that contention. I view it differently both because the number of students included in these agreements is quite small and because the trends I am describing began many years before these recent agreements. I believe that California has developed a highly effective system of community colleges that is very responsive to changes in community needs. Over the past two decades, since the writing of the Master Plan for Higher Education, community needs and student interests have changed. Today, more students who want the baccalaureate are choosing to enter a four-year institution directly rather than following the transfer route. Because fewer students have been transferring from Community Colleges, both CSUC and UC have the capacity to admit these students directly from high school.

However, this will also have a downward spiraling effect on the size and nature of transfer programs in the Community Colleges. As fewer UC and CSUC eligible high school students enter the Community Colleges, the best students are removed from the transfer classes. This lowers the level of competition in the classroom, lowers the level of text that can be used and the amount of material that can be covered, and lowers the norm for grading purposes. In support of this point, a survey conducted this spring indicates that courses in the Community Colleges are less likely to require higher level cognitive activities of students. Using the Quality of Student Effort Scales, Community College transfers were asked to indicate how frequently they had completed certain tasks, as a Community College student and as a University of California student. Approximately two-thirds of the transfers said they

had frequently or very frequently "worked on a paper, project, or assignment where they had to integrate ideas from various parts of the course" while at the University. Only one-third of the transfers said they had done this frequently or very frequently for Community Colleges courses. Similar resumes were obtained when students were asked if they had "summarized major points and information in your readings or notes," "spent at least five hours writing a paper" and "revised a paper or composition two or more times before you were satisfied with it."

The trend toward vocationalism has already had a dramatic affect on your humanities programs. The booklet entitled, The Humanities in Two-Year Colleges published by the Center for the Study of Community Colleges and the ERIC Clearinghouse for Junior Colleges notes three major trends: enrollments have declined in humanities courses, humanities programs are limited to political science, history and literature at many AA granting colleges and the range of courses offered is very narrow. You have already had to deal with the problems of faculty morale in departments where student interest is low, budgets must be cut and those students who do enroll are frequently poorly prepared. We, too, are beginning to experience problems in the humanities; not because of lower undergraduate enrollments, but because of smaller Ph.D. programs.

In addition to student interest in jobs after completing college, we also found that more students today are working while in college. Almost one-half of UC students are now working an average of slightly under 20 hours per week. As you would expect, the figures for your students are even higher. Eighty percent of your students work and more than one-third hold full-time jobs. I believe that your students who have worked full-time and have taken

classes on a part-time basis find the University's full-time programs to be very difficult. Many of these individuals do not realize until it is too late, that there are differences in pace between the semester system and the quarter system, differences in competition in the classroom and that they can not expect to continue to work full-time while carrying the full course load required by the University.

#### Attrition

With widespread concern about enrollment and poor preparation, there has been considerable discussion of attrition within the University community. Our Retention and Transfer Task Group found that approximately one half of those who leave the University are in academic difficulty and that percentage is increasing at several campuses. I understand that your faculty also have been concerned about poor preparation and the growing number of students who can not read at the sixth grade level. Both of us are faced with serious remedial education problems. We must work with high schools and junior high schools to improve the preparation of students before they enter higher education.

And, what about the performance of Community College transfers after entering the University of California? In general, we found that transfer shock in the first year was as great for Community College transfers as for students who enter from high school. Compared to those native freshmen who eventually become juniors, Community College transfers get lower grades, are more likely to be on probation and are less likely to graduate. The gap between the performance of Community College transfers and our own native freshmen who become juniors is increasing.

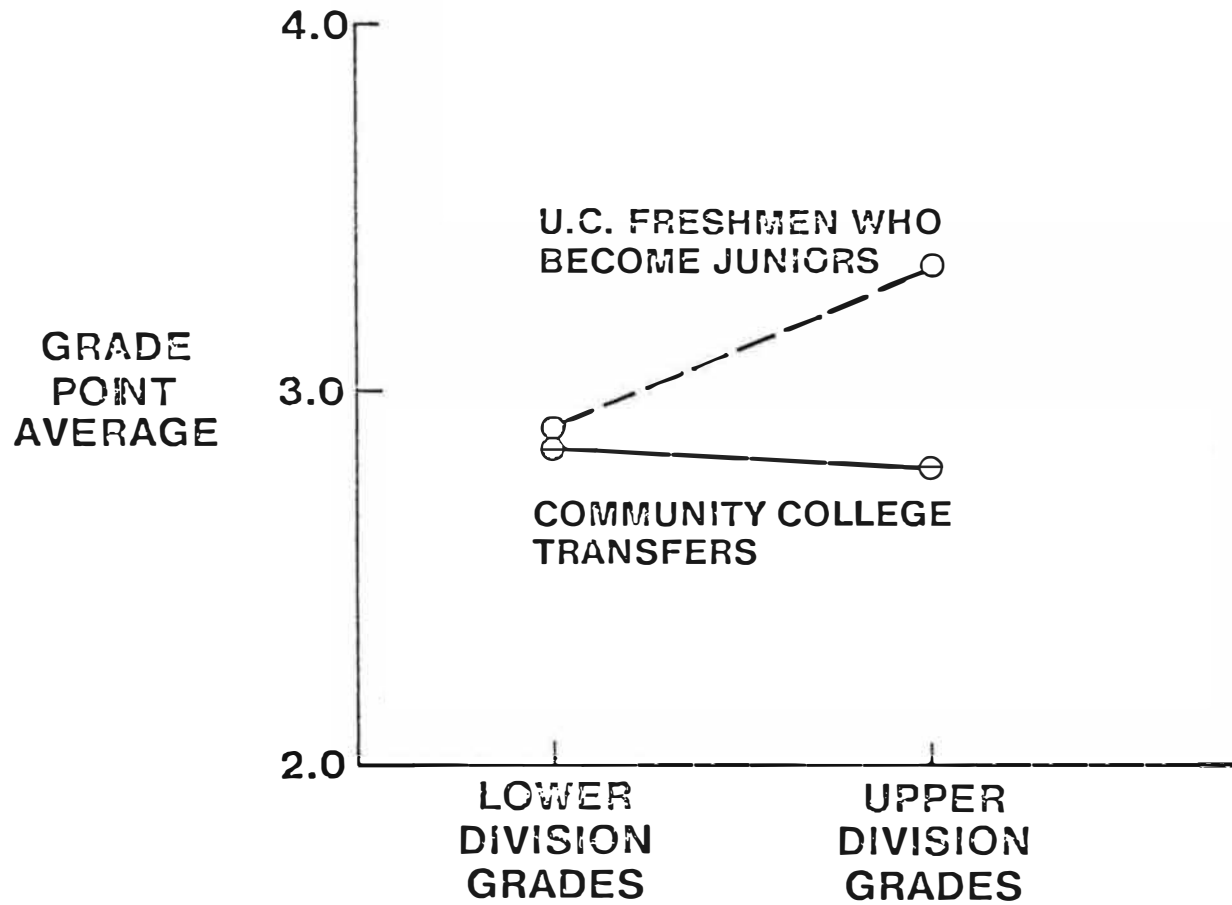
You may be silently objecting to the direct comparison of Community College transfers to our own freshmen who have made it to the junior year. For a number of reasons there are problems with such comparisons. So let's compare the academic performance of Community College transfers over time. Before we make that comparison though, we will have to decide what to do with those students who were admitted under the Increased Accommodation of Transfer Student (IATS) program. As you will remember, under the IATS experiment the transfer GPA requirement was reduced from 2.4 to 2.0 between 1973 and 1977. So that we could compare different years, we have omitted any students admitted by special action or under the IATS program.

We found that attrition has been increasing and the percentage of Community College transfers graduating in 3 years has declined from 67% in 1972 to 60% for students who entered in 1975. This was not isolated to any particular part of the state. The decline in the graduation rate for Community College transfers was found at every UC campus.

We should point out that data collected for the Master Plan Survey Team indicated that UC graduation rates for Community College transfers in 1953 were similar to the rates we found for students who entered in 1975. However, that 1953 data led the Master Plan Survey Team to recommend that the UC admission requirement for transfer students, which was 2.4 at that time, be raised.

So, for the moment let's look at the academic performance of the next group of students with Community College GPA's between 2.4 and 2.8. Once again the trends were clear: the percentage of students on probation and the percentage leaving in academic difficulty during the first year have increased sharply.





# U.C. STUDENTS FROM COMMUNITY COLLEGES WITH TRANSFER GPAs BETWEEN 2.4 AND 2.8

	<u>1972</u>	<u>1976</u>
FIRST YEAR ATTRITION IN ACADEMIC DIFFICULTY	17%	28%
ON PROBATION DURING FIRST YEAR	41%	68%

We found that those students who were eligible to attend the University but chose to attend a Community College did better academically than those who were ineligible. Even within the same Community College GPA grouping, those students who were eligible from high school were more likely to graduate than those who were ineligible. For example, of those transfer students between 2.4 and 2.8, 51% of those eligible from high school graduated as compared with 42% of those who were ineligible. In other words, those students who were eligible for admission to the University of California from high school but chose to first attend a Community College have always done well, but fewer of these students are choosing the Community College transfer route.

Notice that the decline in academic performance of Community College transfers occurred during the early 1970's several years before UC and CSUC began admitting more of the eligible students directly from high school. Therefore, we might expect the performance of Community College transfers to decline even further in the next few years.

In short, the message for our enrollment planners is clear. Smaller Community College transfer programs coupled with rising attrition rates for transfers add up to lower enrollment. If this trend continues, the University will not be able to look to the Community Colleges to make up for a declining number of high school graduates.

**THREE YEAR GRADUATION RATES  
COMMUNITY COLLEGE TRANSFERS WHO ENTERED  
THE UNIVERSITY OF CALIFORNIA IN 1975**

<b>HIGH SCHOOL ELIGIBILITY</b>	<b>COMMUNITY COLLEGE GPA</b>		
	<b>2.4-2.8</b>	<b>2.8-3.2</b>	<b>3.2-4.0</b>
<b>ELIGIBLE</b>	<b>51%</b>	<b>60%</b>	<b>72%</b>
<b>INELIGIBLE</b>	<b>42%</b>	<b>54%</b>	<b>60%</b>

Funding Uncertainty

Frank Bowen and Lyman Glenny recently completed a study for CPEC that sums up the future of higher education in California with one word-- uncertainty. Those of us who have been struggling with budget cuts after Proposition 13 and contingency plans for Jaws II can certainly agree with Bowen and Glenny. I will not go into this in detail; nor will I attempt to estimate the financial implications of Jaws II passing. However, I would like to close with some of my thoughts about the effects of these initiatives on academic programs, in keeping with our general theme.

In addition to the budget cuts, Proposition 13 caused a major shift in funding for the Community Colleges from local property tax revenue to State General Funds. This could have a significant impact in the governance of the Community Colleges. As the Legislature holds the Community Colleges accountable for the use of these State funds, there will undoubtedly be closer scrutiny and greater central control of programs. The trends mentioned earlier could accelerate this shift in governance, particularly if there is rivalry among the segments.

I am afraid that further budget cuts, from Jaws II, III or IV, will take a vicious bite out of our transfer programs. There are Federal funds to help support occupational programs, and business could pay for a portion of the training programs offered by our Community Colleges, but transfer courses are dependent upon State support. If we are faced with severe budget cuts, transfer programs with low enrollments at some of our Community Colleges could be seriously hurt.

Improved Communication and Articulation

So these are the five trends affecting higher education in California as I see them.

1. Fewer high school graduates, which eventually will translate into lower college enrollments,
2. Far fewer White students and many more Hispanic and Asian students, who may not be as interested in our present academic programs,
3. Increasing vocationalism, resulting in smaller transfer programs and fewer transfers to UC,
4. Rising attrition for those students who do transfer to the University,
5. And possible budget cuts that may result in the end of any transfers to the University from some campuses.

They point to rough seas ahead, and I haven't even mentioned some other factors like collective bargaining. Maybe I am just a foolish optimist, but I believe that if we work together, we can weather the storm. This is not the time for us to blame each other for the trends over which we have had little, if any, control. California is known for the ability of its segments to come together to develop plans for the future. Despite the uncertainty we must begin the cooperative planning process, or else it will be left to those in Sacramento to do it for us. Any plan they develop for us will certainly fail to consider the special circumstances at each of our campuses.

With the University of California President Saxon has asked each chancellor to develop a new campus academic plan in light of the trends I have described. These campus plans are calling for improved communication and articulation with the Community Colleges. Last year at UCLA we began the process of sharing

information with Community College presidents in our area. We told them about the decline in the number of transfers and increasing attrition rates. They told us about our own policies that have contributed to articulation problems. OK, let's admit it, these are not the things we would always like to hear, but we had better be honest with each other because we are at a major crossroad in higher education.

A fundamental principle of higher education in California is that any student, regardless of educational or economic disadvantage, could attend one of your colleges, become eligible and eventually graduate from one of the world's greatest universities. The cumulative effect of all of the trends I have mentioned is that the number of transfers to the University dropped from 8,000 to less than 6,000 in four years. And, because we are on a downward spiral with fewer high school students interested in the transfer route, it could go to 4,000 or even lower. For all practical purposes, if we continue on the present track, many Community College campuses will articulate only with the CSUC campuses, because they will not be able to afford to offer the vocational and community service programs their students demand as well as the breadth and quality of program that will prepare students for the University of California. And, we are clearly headed in that direction. In 1978, 20 out of 72 Community College districts sent fewer than 20 students to the UC system.

We are here with you, because we do not want to see this happen. Further restriction of the flow of well-qualified students from the Community Colleges to the University would have several serious implications:

1. It would change the very nature of the Community Colleges, with a deleterious effect on faculty morale.

2. It would result in more of our students entering directly from high school with a consequent demand for lower division courses that we do not have the resources to provide.
3. It would restrict the options available to students in these districts-- students who most likely will come from educationally and financially disadvantaged backgrounds.

And yet, we can not afford to ignore the realities of what has been called "the decline of transfer education."

This issue is of great importance to the future of higher education in California. As I see it there are two major paths before us. Proponents of the first path continue to evaluate the success of the Community Colleges on the basis of traditional criteria: the number of transfers to four-year institutions, and the number of transfers who eventually complete the baccalaureate. They would prefer that California Community Colleges follow the path taken by the state of Florida. Miami Dade Community College has instituted mandatory orientation for new students, diagnostic testing, required course attendance, tighter grading and dismissal standards and mandatory exit interviews for withdrawing students who wish to return.

Proponents of the other path say that the locally based and administered Community Colleges in California are very effective in responding to changing community interests. They say that the Community Colleges should not be evaluated solely on the basis of their transfer programs, but on the basis of community satisfaction with the overall program. They point to a recent Field Survey indicating that fewer than 3% of those polled felt the California Community Colleges were doing a poor job.

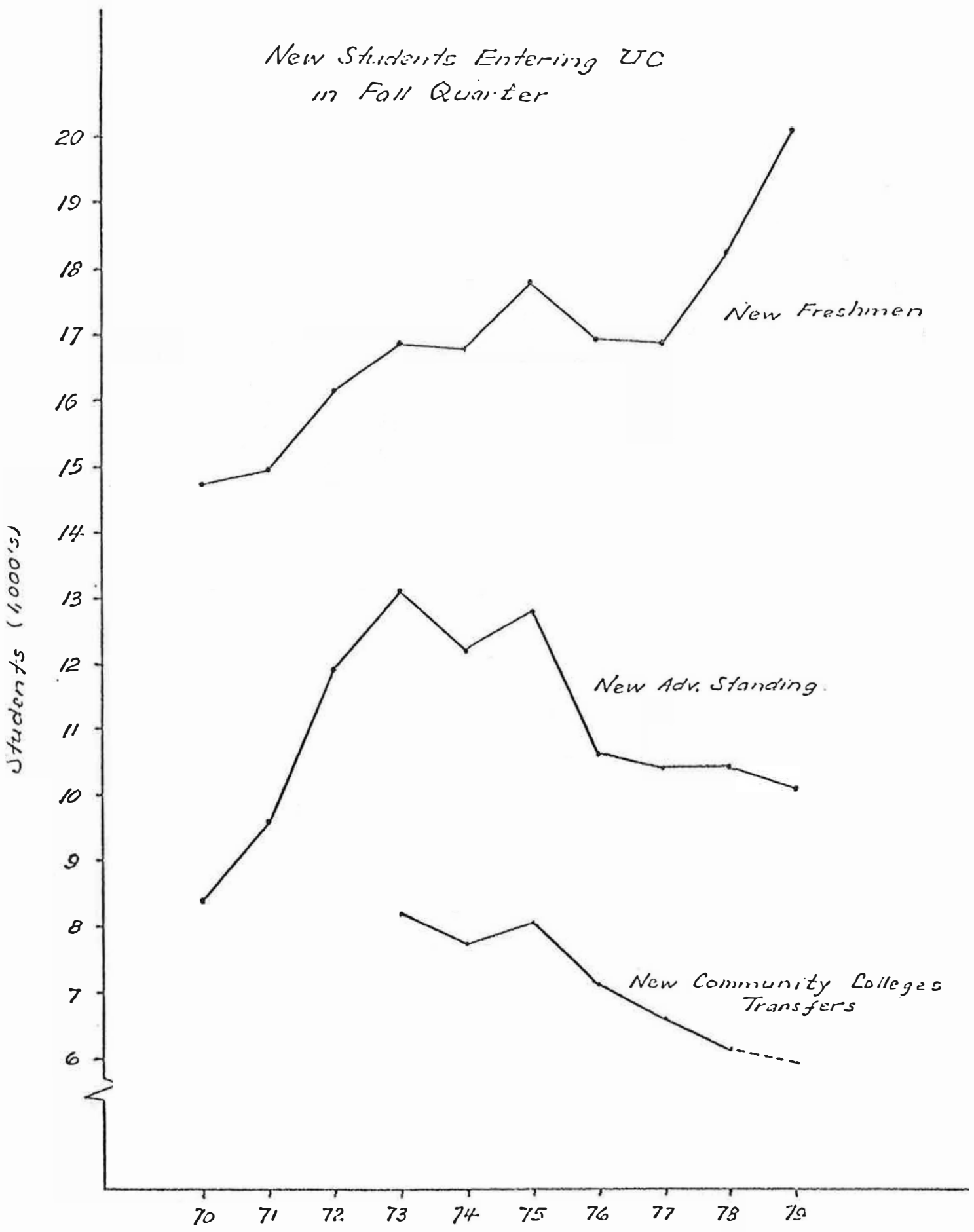


With more than 100 community colleges in California, each responding to local needs, it is difficult to make generalizations that apply to all of them or their futures. Some may choose the first path to strengthen their transfer program. More will probably choose the second. Many will try to steer a middle course subject to the five major trends noted earlier. Rather than drifting down the present path, toward further declines in the transfer function, I would hope that we could develop new plans for the future with the institutions in our regions--new plans based upon the realities of the present and not our hopes of the past.

Unfortunately, many of the factors like State funding and student choice are beyond our control, but there are things we can do to improve articulation and communication. By articulation, I mean the broader concept of the fit between your lower division programs and ours. We must move well beyond the articulation conferences and agreements of the past to a new alliance based upon discussions among our faculties, our counselors and our staffs.

Rather than considering this the end of my speech, let's make a vow to make this the beginning of a continuing exchange of information, of improved articulation and new plans for one of the best systems of higher education in the United States.

*New Students Entering UC  
in Fall Quarter*



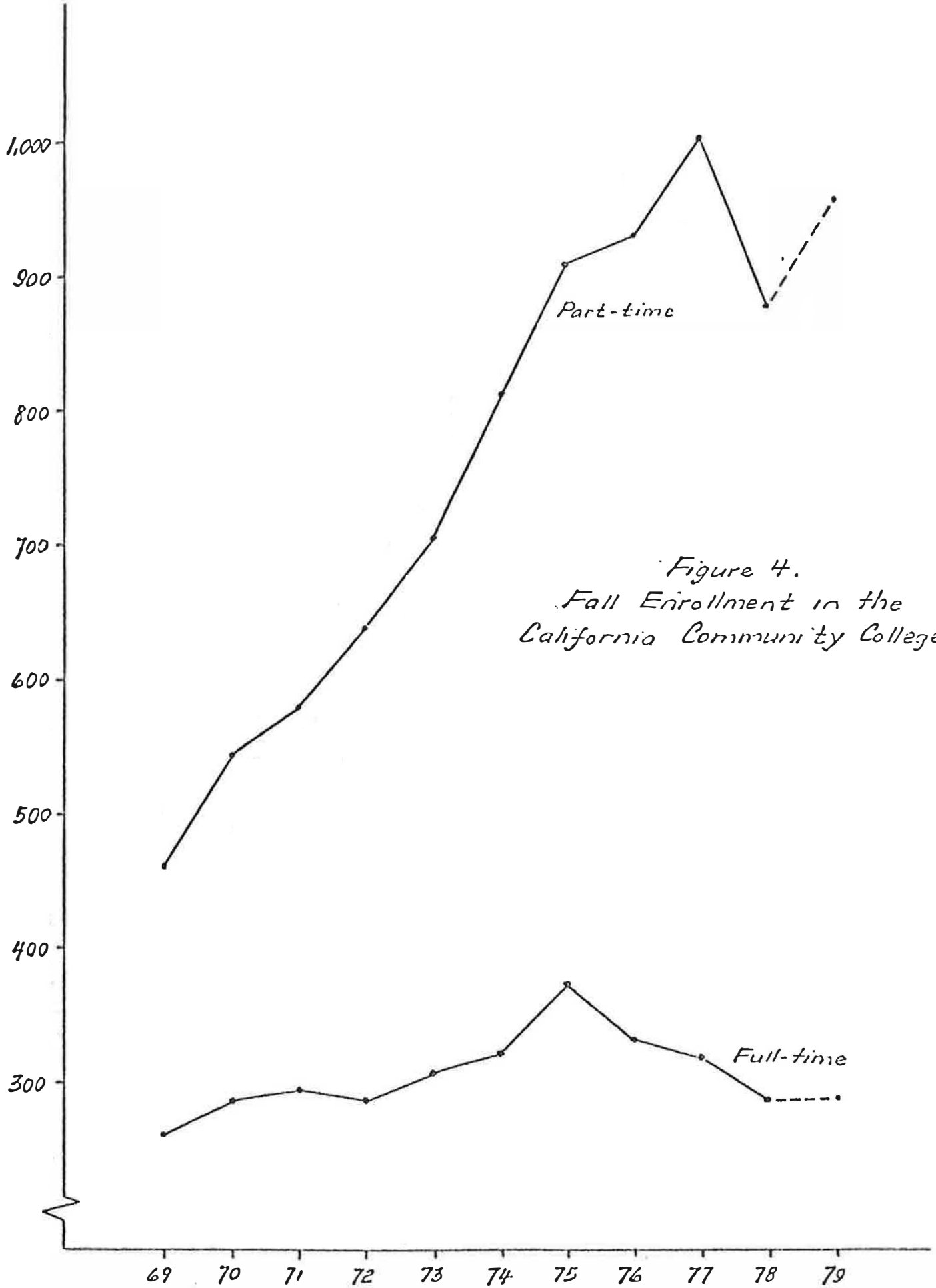


Figure 4.  
 Fall Enrollment in the  
 California Community Colleges

Table 5

3 Year Graduation Rates for Junior Entrants

<u>CAMPUS</u>	Graduation Rates for All Students Who Transferred <u>as Juniors in</u>				Graduation Rates for Students Who Transferred <u>from Community College in</u>			
	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>	<u>1972</u>	<u>1973</u>	<u>1974</u>	<u>1975</u>
Berkeley	74	70	68	68	69	67	65	65
Davis	72	71	65	66	72	69	63	65
Irvine	67	61	59	55	66	59	61	55
Los Angeles	68	61	61	62	64	58	56	56
Riverside	67	64	67	66	67	62	65	64
San Diego	53	55	52	52	49	51	46	46
Santa Barbara								
Santa Cruz	65	65	58	53	61	61	53	48

Table 8

One Year Attrition Rates for Community College Transfers  
Who Entered in 1972, 1974 and 1976

<u>CAMPUS</u>	<u>Good Academic Standing</u>			<u>Academic Difficulty</u>			<u>Total</u>		
	<u>1972</u>	<u>1974</u>	<u>1976</u>	<u>1972</u>	<u>1974</u>	<u>1976</u>	<u>1972</u>	<u>1974</u>	<u>1976</u>
Berkeley	13	14	11	10	11	12	23	25	23
Davis <sup>1</sup>	NA	15	13	NA	10	11	21	25	24
Irvine	22	17	15	4	10	15	26	27	30
Los Angeles	11	10	8	12	15	22	23	25	30
Riverside	15	17	17	10	8	10	25	25	27
San Diego	25	23	16	12	10	12	37	33	28
Santa Barbara	NA	NA	NA	NA	NA	NA	NA	NA	NA
Santa Cruz	25	22	20	5	9	12	30	31	32

1. Davis data includes students admitted under IATS

Table 9

Academic Difficulties Encountered by Community College  
Transfers with GPA's between 2.4 and 2.8  
Who Entered in 1972, 1974 and 1976

<u>CAMPUS</u>	<u>First Year Attrition In Academic Difficulty</u>			<u>Percent on Probation In First Year</u>		
	<u>1972</u>	<u>1974</u>	<u>1976</u>	<u>1972</u>	<u>1974</u>	<u>1976</u>
Berkeley	18	21	33	NA	NA	NA
Davis	NA	NA	NA	NA	NA	NA
Irvine	7	23	16	20	60	62
Los Angeles	19	25	33	48	64	77
Riverside	12	14	19	34	37	54
San Diego	26	12	19	55	41	54
Santa Barbara	NA	NA	NA	NA	NA	NA
Santa Cruz	18	13	16	37	47	58