AIDING SUCCESS
LAYERING FEDERAL AND STATE AID TO SUPPORT STUDENTS

SEPTEMBER 26, 2017

In collaboration with

ACCT
ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

the institute for college access & success

California Community Colleges Chancellor’s Office
AGENDA

- Rationale and Landscape
- Data and Caveats
- Findings
- Policy Recommendations
- New Developments and Chancellor’s Office Remarks
- Q and A
PRESENTERS

Ivy Love, Policy Analyst, ACCT
Debbie Cochrane, Vice President, TICAS
Laura Metune, Vice Chancellor, California Community Colleges
## The Cost of College in CA

<table>
<thead>
<tr>
<th>Cost Components for Students Living Independently (students’ predominant living status)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks</td>
<td>$1,791</td>
</tr>
<tr>
<td>Transportation</td>
<td>$1,242</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$12,492</td>
</tr>
<tr>
<td>Personal/Misc.</td>
<td>$2,916</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>$18,441</strong></td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>CCC: $1,380</td>
<td>UC: $12,240</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
</tr>
<tr>
<td>CCC: $19,821</td>
<td>UC: $30,735</td>
</tr>
</tbody>
</table>

Estimates for all colleges provided by the California Student Aid Commission.
AID AND NET PRICES

• Most state and institutional aid programs are focused on tuition costs, which represent one-fifth of community college students’ total costs.
• Low-income community college students are less likely to receive state or institutional grants, and the awards they receive are smaller than those received by four-year college students.
• As a result, community college students’ net prices – the total cost of college minus grant aid – can be higher than four-year college students’ net prices.
In most regions in California, the community college has a higher net price for low-income students ($30,000 or less in family income) than the nearby California State University or University of California.

At each of these California community colleges, a student would have to work 35 hours or more per week at the state’s minimum wage to pay their net price.

For details and methodology, see http://ticas.org/sites/default/files/pub_files/npc_california_map.pdf
IN STUDENTS’ WORDS

“When I pick my classes at the beginning of the semester, I have every intention of completing the classes. I support myself 100%, so if my job needs me to work I am going to have to withdraw from a class or two. I still finish the classes I am able to attend.”

“Being a single mother and going to school part time, as well as working part time, can be extremely overwhelming. I wish I were able to get more financial aid money so I didn’t have to work so much and could pay 100% attention to my studies.”

“Since I work more than 40 hours a week I have to measure the type of classes and the amount of classes that I can take. I either have to sacrifice a work day or two or not take it, or wait until the class is offered online or on the weekend or at night.”

Quotes drawn from a survey of 12,000 CCC students, compiled in On the Verge, TICAS, 2016.
NET PRICES AND COMPLETION

Most community college students attend college part time:

- 62% of community college students nationally attend part time
- 68% of California community college students attend part time

Among students who started at a community college in 2003-04:

- 33% of students attending part time had graduated or were enrolled in a four-year school in 2008-09, compared to 50% of students attending full time.
DATA DETAILS

CCCCO Student Success Completion cohort:

- First-time students who completed at least six credits and attempted a math or English course in their first three-years
- Tracks whether students completed a degree or certificate, transferred to a four-year college, or became “transfer prepared” within six years
- School-level success rates available at http://scorecard.cccco.edu
ACCT/TICAS ANALYSIS DETAILS

• Explored cohort of students beginning in 2009-10, tracking outcomes through 2014-15
• Expanded upon public analyses of student success to explore students’ financial situations, aid received
• Defined “success” as degree/certificate completion or transfer (does not include “transfer prepared”)
• Data limitations precluded analysis of success by “unmet need”, or net price minus students’ federally determined “expected family contribution” (EFC)
• Focused on financial resources, defined as total aid received (minus work-study) plus EFC
• Typically focused on aid received in 2009-10 only
AID FOR CCC STUDENTS

• The Federal Pell Grant program (58% of aid received)
  • Provides up to $5,815 in need-based aid per year to full- and part-time students. Most recipients have family incomes of $40,000 or less.

• Board of Governor’s Fee Waiver (BOGFW) (27% of aid received)
  • Available to low-and moderate-income students by applying through the FAFSA or through a separate application. The BOGFW waives all enrollment fees but provides no additional cash assistance.

• California’s Cal Grant program (4% of aid received)
  • Provides up to $1,670 per year in need-based financial aid to community college students with a GPA of at least 2.0. Recent high school graduates are entitled to awards, whereas older students compete for a limited number of grants.

• Federal student loans (6% of aid received)
  • Available to CCC students regardless of income, though relatively few students borrow and some schools do not participate in the federal loan program, which prevents their students from borrowing federal loans.
### TABLE 1: Characteristics and Success Rates of 2009-10 California Community College Students (N = 184,705)

<table>
<thead>
<tr>
<th>Overall Cohort</th>
<th>Number in cohort</th>
<th>Share of cohort</th>
<th>Received any aid</th>
<th>Success rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>184,705</td>
<td>100.0%</td>
<td>50.1%</td>
<td>40.1%</td>
</tr>
<tr>
<td><strong>Enrollment Intensity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consistently enrolled full-time</td>
<td>8,454</td>
<td>4.6%</td>
<td>54.0%</td>
<td>46.3%</td>
</tr>
<tr>
<td>Consistently enrolled part-time</td>
<td>63,918</td>
<td>34.6%</td>
<td>46.6%</td>
<td>22.5%</td>
</tr>
<tr>
<td>Mixed enrollment intensity</td>
<td>112,333</td>
<td>60.8%</td>
<td>51.8%</td>
<td>49.7%</td>
</tr>
<tr>
<td><strong>Level of Preparation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academically prepared</td>
<td>45,860</td>
<td>24.8%</td>
<td>32.5%</td>
<td>63.3%</td>
</tr>
<tr>
<td>Academically unprepared</td>
<td>138,845</td>
<td>75.2%</td>
<td>56.0%</td>
<td>32.5%</td>
</tr>
<tr>
<td><strong>Estimated Family Contribution (EFC)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missing EFC</td>
<td>97,983</td>
<td>53.1%</td>
<td>6.2%</td>
<td>45.5%</td>
</tr>
<tr>
<td>Zero</td>
<td>53,066</td>
<td>28.7%</td>
<td>99.8%</td>
<td>30.2%</td>
</tr>
<tr>
<td>$1-$1,000</td>
<td>7,403</td>
<td>4.0%</td>
<td>99.9%</td>
<td>38.7%</td>
</tr>
<tr>
<td>$1,001-$2,500</td>
<td>8,037</td>
<td>4.4%</td>
<td>99.9%</td>
<td>37.3%</td>
</tr>
<tr>
<td>$2,501-$5,000</td>
<td>8,071</td>
<td>4.4%</td>
<td>99.8%</td>
<td>39.0%</td>
</tr>
<tr>
<td>$5,001-$10,000</td>
<td>7,354</td>
<td>4.0%</td>
<td>99.8%</td>
<td>43.2%</td>
</tr>
<tr>
<td>$10,001+</td>
<td>2,791</td>
<td>1.5%</td>
<td>98.6%</td>
<td>47.5%</td>
</tr>
</tbody>
</table>

Source: California Community College Chancellor’s Office Management Information System.

Note: All values are based on 2009-10 data.
### Table 4: Aid Packages Received by California Community College Students in 2009-10, by Academic Preparedness
(N=84,390)

#### Academically Prepared Students (N=13,259)

<table>
<thead>
<tr>
<th>Aid Package</th>
<th>Number in Cohort</th>
<th>Share of Cohort</th>
<th>Mean EFC (Median EFC)</th>
<th>Mean aid received (Median aid received)</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOGFW only</td>
<td>5,010</td>
<td>5.8%</td>
<td>$4791 ($4159)</td>
<td>$528 ($572)</td>
<td>56.9%</td>
</tr>
<tr>
<td>BOGFW + Pell Grant</td>
<td>5,995</td>
<td>6.9%</td>
<td>$819 ($0)</td>
<td>$4,045 ($4,013)</td>
<td>54.8%</td>
</tr>
<tr>
<td>BOGFW + Pell Grant + Cal Grant</td>
<td>1,995</td>
<td>2.3%</td>
<td>$207 ($0)</td>
<td>$6,755 ($7,525)</td>
<td>67.0%</td>
</tr>
<tr>
<td>BOGFW + Pell Grant + Federal Loans</td>
<td>259</td>
<td>0.3%</td>
<td>$758 ($0)</td>
<td>$8,986 ($8,761)</td>
<td>47.9%</td>
</tr>
</tbody>
</table>

#### Academically Unprepared Students (N=71,131)

<table>
<thead>
<tr>
<th>Aid Package</th>
<th>Number in Cohort</th>
<th>Share of Cohort</th>
<th>Mean EFC (Median EFC)</th>
<th>Mean aid received (Median aid received)</th>
<th>Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOGFW only</td>
<td>19,141</td>
<td>22.1%</td>
<td>$3827 ($1702)</td>
<td>$448 ($442)</td>
<td>28.8%</td>
</tr>
<tr>
<td>BOGFW + Pell Grant</td>
<td>41,084</td>
<td>47.4%</td>
<td>$547 ($0)</td>
<td>$3,845 ($3,740)</td>
<td>27.1%</td>
</tr>
<tr>
<td>BOGFW + Pell Grant + Cal Grant</td>
<td>8,270</td>
<td>9.5%</td>
<td>$196 ($0)</td>
<td>$6,392 ($6,828)</td>
<td>42.3%</td>
</tr>
<tr>
<td>BOGFW + Pell Grant + Federal Loans</td>
<td>2,636</td>
<td>3.0%</td>
<td>$351 ($0)</td>
<td>$9,518 ($8,974)</td>
<td>25.5%</td>
</tr>
</tbody>
</table>

Source: California Community College Chancellor’s Office Management Information System.

Notes: The N for this table is restricted to students with an EFC in 2009-10 who received one of the four listed aid packages. Mean and median aid receipt only includes aid from BOGFW, Pell Grants, Cal Grant, and federal loans.
TABLE 7: Success Rates for California Community College Students, by EFC and Total Aid Received in 2009-10
N=86,722

<table>
<thead>
<tr>
<th>Estimated Family Contribution in 2009-10</th>
<th>Total aid received in 2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$0-$500</td>
</tr>
<tr>
<td>$0</td>
<td>20.55% (6,486)</td>
</tr>
<tr>
<td>$1 - $1,000</td>
<td>27.4% (825)</td>
</tr>
<tr>
<td>$1,001 - $2,500</td>
<td>28.5% (1,094)</td>
</tr>
<tr>
<td>$2,501 - $5,000</td>
<td>25.5% (1,455)</td>
</tr>
<tr>
<td>$5,001 - $10,000</td>
<td>31.0% (2,777)</td>
</tr>
<tr>
<td>$10,001 +</td>
<td>35.2% (1,007)</td>
</tr>
</tbody>
</table>

Source: California Community College College Scorecard Data.
Note: Cells contain success rates (percentages) and student counts in parentheses.
KEY TAKEAWAYS

• Low-income students face challenges to college completion.
• Financial aid supports student success.
• Federal, state, and institutional aid work together to support low-income students.
• College placement policies may thwart low-income student success.
FEDERAL POLICY RECOMMENDATIONS

1. Prioritize funding for low-income students, especially Pell Grants.
2. Encourage state investment in institutions and students.
3. Simplify the federal aid application process.
4. Collect, secure, and analyze student, institutional, and state-level data.
STATE POLICY RECOMMENDATIONS

1. Offer robust need-based grant programs.
2. Strengthen state requirements around developmental education placement.
3. Support community colleges in establishing clear and coherent pathways to student completion.
INSTITUTIONAL POLICY RECOMMENDATIONS

1. Support students in covering costs beyond tuition and fees.
2. Encourage students to apply for federal and state aid.
3. Encourage students to take another class.
4. Carefully assess students’ level of preparedness via multiple measures.
2017-18 Budget Act enhances need-based grant programs:

- Cal Grant C maximum “access award” for Community College students increased from $547 to $1009.

- Community College Full Time Student Success Grant award increased from $600 to $1000 annually, for Cal Grant recipients enrolled in 12+ units per semester.

- Completion Grant Award established and funded to provide up to $2000 annually, for Cal Grant recipients who complete at least 30 units in an academic year.
CALIFORNIA LEADERS RESPOND TO AIDING SUCCESS RECOMMENDATIONS

Placement and basic skills reform legislation pending on Governor’s desk:

AB 705 (Irwin) directs colleges to:

• Maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe.

• Use high school transcripts, self-reported high school information, or guided self-placement in the assessment and placement of students.

• Not require students to enroll in remedial English or mathematics coursework that lengthens their time to complete a degree unless those students are *highly unlikely* to succeed in transfer-level coursework in English and mathematics.
2017-18 Budget Act funds statewide Guided Pathways effort:

- $150 million one-time in the Guided Pathways Award Program.
- Each of the 114 colleges has the opportunity to participate.
- Intensive five-year planning and implementation process.
- Colleges will redesign programs and services into cohesive, campus-wide strategies to achieve improved outcomes.
- Ongoing resources to support implementation will come from the system’s existing funding of more than $8.5 billion.

More information at http://iepi.cccco.edu/guided-pathways
2018-19 Budget & Legislative Request includes proposals to:

- Align budget and legislative requests to aggressive completion goals outlined in the Chancellor’s Vision for Success.
- Expand Cal Grant Entitlement Award eligibility to include more California Community College students.
- Increase the number of Competitive Cal Grant Awards available, to better serve adult/returning students.
- Fund efforts to reform basic skills through a $25 million one-time investment in Basic Skills Transformation Grants.
- Integrate matriculation and support service program funding streams and program requirements to better support students.
- Establish a statewide College Promise framework to support regional college access and success guarantees.
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