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*College Readiness as a Graduation Requirement:
An Assessment of San Diego's Challenges.*

Technical Appendices

The Impact of Budget Cuts on California's Community Colleges

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Appendix A

Survey of College Officials

In order to obtain additional information about the effect of budget cuts on community colleges, we fielded a survey of senior administrators at all community colleges in the state. Our survey gathered information about the tradeoffs campuses are facing, the choices they are making, and the opinions of senior managers regarding the effects of these choices on their college and students.

We targeted three groups of administrators in particular, since they are directly engaged in the budget process and program implementation—the chief financial officer or the vice-president of business or administrative services; the vice president of student services; and the vice-president of instruction or academic affairs. We obtained names and contact information for each participant from professional affiliations, websites, and the Chancellors Office. We sent the survey to over 300 individuals across all 112 community colleges in the state. We received a total of 99 responses, with 85 questionnaires fully completed and the remaining 14 partially completed.

Sample Disposition

Just over a third of the sample responded to the survey (this includes 4.5 percent who did not entirely complete the survey). There was no response from 63 percent of the sample, and 2 percent refused.

TABLE A1
Summary of survey responses

Count	% of Valid	Disposition
85	29.1	Complete
14	4.5	Incomplete
6	1.9	Refused
194	62.8	No response (multiple attempts via email, mail, phone)
309	100.0	Total (excludes vacant, unconfirmed, and duplicate positions)

The survey includes responses from 55 (76%) of the 72 community college districts in the state (some districts have more than one college). The districts from which we received no responses are generally small. The only larger districts from which we received no responses are Santa Barbara, Pasadena, and Riverside.

The survey instrument (presented below) was implemented primarily online but also by paper or phone for difficult-to-reach subjects in the sample. Responses were collected between October and December 2012.

The distribution of survey responses is included along with the survey instrument below. The percentages and means are based on all responses to the given question. Not all respondents answered all questions, however. The survey statistics cited in the accompanying report pertain only to respondents who answered all questions (unless otherwise noted).

SURVEY OF SENIOR ADMINISTRATORS AT CALIFORNIA COMMUNITY COLLEGES ABOUT BUDGET CUTS

Higher education in California is being transformed by reductions in public support, yet we have little information with which to judge the impact of these cuts on the quality of the programs we provide or the students we serve. This project seeks to provide some answers by examining the effect of budget cuts on community colleges. The purpose of this survey is to learn about the tradeoffs colleges confront, the choices they are making to remain viable, and senior management views about the impact of these choices on their institution, faculty, staff, and students.

Your participation in the survey will help inform policymakers and voters about the challenges confronting Community Colleges in California in the face of reduced state support for higher education.

All of the responses to this survey are absolutely, without qualification, confidential and will remain anonymous. No individual respondent, community college, or location will be identified in ways that would permit recognizing a particular person. Your name, address, and affiliations will remain **strictly confidential and will be kept in encrypted files in a password-protected server.**

You are free to answer as many questions as you want. The survey takes between 10 and 15 minutes to complete. We encourage you to answer the entire survey to generate reliable results. We will provide you with a copy of the study once completed, with summary results from the survey.

When you are ready to start answering the survey enter your email address in the space below

_____.

If you have any questions about the study or the survey you may contact the principal investigator:

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THANK YOU IN ADVANCE FOR YOUR PARTICIPATION!

1. How would you assess the financial health of your institution at the end of fiscal year 2011-2012 (choose one)?

2.9% failing
18.3 poor
36.5 fair
29.8 good
8.7 excellent
1 don't know

2. In your opinion, are reductions in state appropriation harming your college's ability to do any of the following?

Use a scale between 1 and 5, where 1=no harm and 5=extremely harmful, or select "don't know".

3.85 _____ Maintain academic programs
4.47 _____ Maintain course offerings for students
4.25 _____ Maintain student support services
3.98 _____ Maintain access for at-risk students (e.g., low income, students of color, 1st generation or students with disabilities, etc.)
3.90 _____ Hire/Retain faculty
3.87 _____ Retain staff
4.00 _____ Maintain campus infrastructure, plant and facilities
4.30 _____ Invest in new technology

- 2a. Are there any other areas not already mentioned where reductions are causing harm to your college? (please describe)

3. In your opinion, how important are the following strategies for reducing operating expenses at your institution in the next two years?

Use a scale between 1 and 5, where 1=not important and 5=extremely important, or select "don't know".

3.17 _____ Increasing teaching loads for full-time faculty
3.41 _____ Using technology to reduce instructional costs
4.04 _____ Eliminating low-enrollment academic programs
3.53 _____ Centralizing or consolidating administrative functions
3.13 _____ Centralizing or consolidating IT resources
3.53 _____ Making more efficient use of facilities
2.77 _____ Developing or expanding early retirement programs
3.19 _____ Reducing or revising retirement benefits for employees
3.74 _____ Reducing or revising benefit packages

- 3a. Are there any other strategies not already mentioned for reducing operating expenses at your institution in the next two years? (please describe)

4. For 2012-2013, do certain students have priority in course enrollment?

94.2% YES
 NO
1.9 Don't know

If YES,

Please rank how you prioritize the following students where 1= lowest priority and 5 = highest priority.

(You can repeat numbers, for example, if you believe more than one of these groups is your highest priority.)

- 3.51 _____ Recent high school graduates
- 4.00 _____ Continuing students
- 3.62 _____ Basic skills students
- 4.87 _____ Military/Veterans
- 4.69 _____ Students with disabilities
- 4.69 _____ EOPS students
- 3.59 _____ Vocational students
- 3.98 _____ Puente/Umoja (or similar programs) students

5. Have the number of students on waiting lists for course registration grown over the past two years?

78.8% YES

8.7 NO

11.5 Don't know

IF YES,

What percentage of courses had waiting lists: _____ 49% _____

6. In your opinion, do the following budget issues impact the academic performance of students at your college?

Use a scale between 1 and 5, where 1=no impact and 5=very strong impact, or select "don't know".

- 4.11 _____ Budget shortfalls
- 3.56 _____ Rising tuition/affordability
- 3.85 _____ New access limitations
- 3.87 _____ Cuts in federal student aid programs
- 4.27 _____ Cuts in core state funding/operating support
- 3.97 _____ Cuts in state student aid programs
- 3.15 _____ Failure to make the most efficient use of current financial resources in our college
- 3.89 _____ Categorical program funding

6a. Are there any other factors not already mentioned that impact academic performance of students? (please describe)

7. How important do you think the strategies listed below are to your institution's ability to increase revenues in the next two years?

Use a scale between 1 and 5, where 1=not important and 5=very important, or select "don't know".

- 2.74 _____ Recruiting more out-of-state students (U.S. residents)
- 3.08 _____ Recruiting more international students
- 3.02 _____ Developing/expanding online programs
- 3.59 _____ Increasing the revenue from other auxiliary enterprises
- 2.76 _____ Moving more core campus operations and support services to the Web/cloud
- 3.66 _____ Securing more corporate support (grants, gifts, contracts, etc.)
- 3.16 _____ Becoming more aggressive about endowment investments
- 3.20 _____ Significantly increasing the size of the endowment

7a. Are there any other strategies not already mentioned for your institution to increase revenues in the next two years? (please describe)

8. Leaders at many community colleges and universities say they will be forced to consider serious policy changes because of their inability to secure sufficient operating revenue. Please review the list below, classifying these items as they apply to what is being considered or have been implemented in your community college.

	Already implemented	Currently under discussion	Not under discussion currently	Not applicable	Don't know
Streamlining administrative positions	48.1%	33.7%	7.7%		
Reorganizing (reducing) administrative units	43.3	33.7	12.5		
Reorganizing student support services	32.7	41.3	14.4	1.0	
Eliminating underperforming academic programs	14.4	51	21.2	1.0	1.9
Revising our tenure policies	1.9	1.9	72.1	10.6	2.9
Increasing teaching loads for full-time faculty	7.7	18.3	57.7	2.9	2.9
Aggressively promoting early retirement programs	26.9	16.3	43.3	1.9	1.0
Exploring new collaboration opportunities for academic programs with other institutions/districts	4.8	40.4	36.5	3.8	3.8
Exploring new collaboration opportunities for administrative services with other institutions/districts	3.8	17.3	61.5	4.8	1.9
Outsourcing more administrative services	2.9	18.3	59.6	6.7	1.9
Cutting matriculation services	25.0	16.3	43.3	1.9	2.9
Moving away from our classroom-based model of instruction, shifting more classes online	10.6	21.2	49.0	4.8	3.8
Cutting spending for college athletics programs	16.3	33.7	34.6	2.9	1.9
Salary freezes or reductions for administrators, faculty, staff	40.4	38.5	10.6		
Benefit revisions/reductions	27.9	43.3	15.4	1.0	1.9

8a. Are there any other serious policy changes not already mentioned that your institution will be forced to consider because of their inability to secure sufficient operating revenue? (please describe)

9. As you think about the various populations of students at your institution, have you changed your recruitment efforts to target some of the groups below in 2011-2012 as compared to prior years?

	Decreased	No Change	Increased	Never a priority	Don't know
Full-time students	4.8%	56.7%	19.2%	1.0%	6.7%
Part-time students	6.7	69.2	3.8	1.9	6.7
International students	9.6	32.7	34.6	5.8	5.8
Latino or African American students	3.8	54.8	22.1	1.0	6.7
Other underrepresented students	3.8	57.7	19.2	1.0	6.7
Low-income students	3.8	61.5	13.5	1.9	7.7
First generation students	2.9	63.5	13.5	1.0	7.7
Out of state students	5.8	52.9	12.5	9.6	7.7
High school graduates	3.8	55.8	21.2		7.7
Adult students (over 24)	6.7	68.3	3.8	1.0	8.7
Veterans/Military personnel	1.0	39.4	39.4	1.0	7.7

9a. Are there any other populations of students not already mentioned for whom you have changed your recruitment efforts in 2011-2012 as compared to prior years? (please describe)

10. How would you rate the importance of the following issues/challenges confronting your institution over the next two years?

Use a scale between 1 and 5, where 1=not important and 5=very important, or select "don't know".

- 4.78 _____ Budget shortfalls
- 3.59 _____ Rising tuition/affordability
- 3.56 _____ Unfunded retirement liabilities
- 2.73 _____ Not enough senior faculty retirements to create new positions for younger professors
- 4.19 _____ Maintaining quality of academic programs
- 4.75 _____ Declines in state support
- 4.19 _____ Limits on our ability to respond to increased demand/and rising enrollments
- 4.10 _____ Potential cuts in student aid programs
- 4.07 _____ Student assessment and institutional outcomes
- 4.34 _____ Student readiness for college
- 3.23 _____ Student/family concerns about student debt
- 3.09 _____ An increasingly diverse student body
- 4.72 _____ Potential cuts in core state funding/operating support
- 4.08 _____ Efficient use of current financial resources
- 4.09 _____ Health care costs

10a. Are there any other issues/challenges not already mentioned confronting your institution over the next two years? (please describe)

11. Are equity and reducing the achievement gap among students of color a strategic goal in your community college?

66.3% YES

16.3 NO
5.8 Don't know

12. During the budget development process in your college, are issues of equity taken into account when allocating resources?

52.9% YES
25 NO
10.6 Don't know

a. IF YES,

How are issues of equity addressed in your budget decisions?

13. What percentage of the unrestricted general fund budget (excluding athletics) is specifically allocated to support at risk students? _____ 12% _____.

14. How well do various individuals and campus constituencies understand the financial challenges confronting your institution? *Use a scale between 1 and 5, where 1=not well and 5=very well, or select "don't know".*

4.51 _____ Board of regents/trustees
4.89 _____ President/CEO
4.88 _____ Provost/chief academic officer
4.09 _____ Department chairs and deans
4.01 _____ Elected faculty leaders
3.34 _____ Faculty
3.17 _____ Local/state elected public officials
2.74 _____ Community members/civic leaders
2.98 _____ Students
2.12 _____ Alumni

15. Are budget reductions disproportionately affecting particular students?

38.5% YES
41.3 NO
12.5 Don't know

a. If YES,

Which students are affected the most? *Use a scale between 1 and 5, where 1=not at all affected and 5=very affected, or select "don't know".*

4.03 _____ High school students
3.60 _____ Continuing students
4.16 _____ Basic skills students

- 2.83 _____ Military/Veterans
- 3.21 _____ Students with disabilities
- 3.34 _____ EOP students
- 3.83 _____ Vocational students
- 3.54 _____ Puente/Umoja (or similar programs) students
- 4.14 _____ Students of Color
- 4.32 _____ Low Income students
- 3.50 _____ Middle Income students
- 2.59 _____ High Income students

16. Is your institution a Hispanic Serving Institution (HSI)?

51.9% YES
 29.8 NO
 4.8 Don't know

a. If YES, when did it become an HSI? __50% 2002 or after _____

17. Thinking about the role that community colleges play in society more broadly, how important, if at all, is it that colleges and universities do each of the following?

	Very important	Somewhat important	Not too important	Not at all important	Don't know
Prepare students to transfer to a 4 year college	81.7%	4.8%			
Prepare young people to be responsible citizens	62.5	22.1	1.0		1.0
Prepare students to become productive members of workforce	77.9	8.7			
Provide continuing education for adults of all ages	27.9	39.4	14.4	4.8	
Ensure that all qualified students have equal access to a college education	75	8.7	2.9		
Provide cultural events and enrichment to the surrounding community	22.1	47.1	13.5	2.9	1.0
Contribute to the economic development of their region and locality	66.3	18.3	1.9		

18. In your opinion, please indicate your level of agreement or disagreement with each of the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
Budget cuts initiated by my institution in the past three years have done major damage to the quality of our academic programs	8.7%	43.3%	26.0%	8.7%	
Budget cuts initiated by my institution in the past three years have done major damage to the quality of our student academic support services (advising, tutoring, etc.).	4.8	25.0	40.4	16.3	
Budget cuts initiated by my institution in the past three years have done major damage to the quality of campus operations and support services.	1.9	17.3	40.4	26.9	

My institution can make additional and significant spending cuts without hurting the quality academic programs, support services, and campus operations.	43.3	30.8	9.6	2.9	
Increasingly decisions made at my campus about courses, programs and major are being made on the basis of efficiency and market demand and less on academic and curricular rationales.	3.8	34.6	33.7	10.6	3.8
The district's board of trustees influences budgetary allocations by directing resources towards improving equity and closing the achievement gap.	8.7	30.8	31.7	4.8	10.6
Budget cuts initiated by my institution in the past three years have done major damage to staff and faculty morale.	1.0	19.2	38.5	26.9	1.0
State leaders should be more willing to consider tax increases as part of the solution to state budget shortfalls.	6.7	7.7	27.9	33.7	10.6
College costs in general are such that most people can afford to pay for a college education.	8.7	38.5	29.8	9.6	

The following questions are for categorization purposes only

19. Which of the following best describes your current administrative position?

- 26.9% CFO/Vice-President, Business or Administrative Services
- 20.2 Vice President, Student Services
- 29.8 Vice-President, Instruction or Academic Affairs
- 9.6 Other (please specify)

20. How many years have you served in this position? _____ 6 years _____

21. Highest level of education:

- 1.0% Less than a BA
- 4.8 BA
- 44.2 Master's degree
- 35.6 Ph.D
- 1.0 Don't know/no answer

22. Age

- 4.8% 40 or less
- 15.4 41-50
- 45.2 51-60
- 19.2 More than 60
- 1.1 Don't know/no answer

23. Gender

- 35.6% Female
- 49 Male
- Transgender
- Other (please specify) _____.
- 19.3 Don't know/no answer

24. Ethnicity (choose one or more)

58.9%	White
8.4	African American
10.5	Asian or Pacific Islander
15.8	Latino/Hispanic/Chicano
2.1	Native American
1.1	Other (please specify)
3.2	Don't know/no answer

___ **THANK YOU FOR YOUR PARTICIPATION IN OUR SURVEY** ___

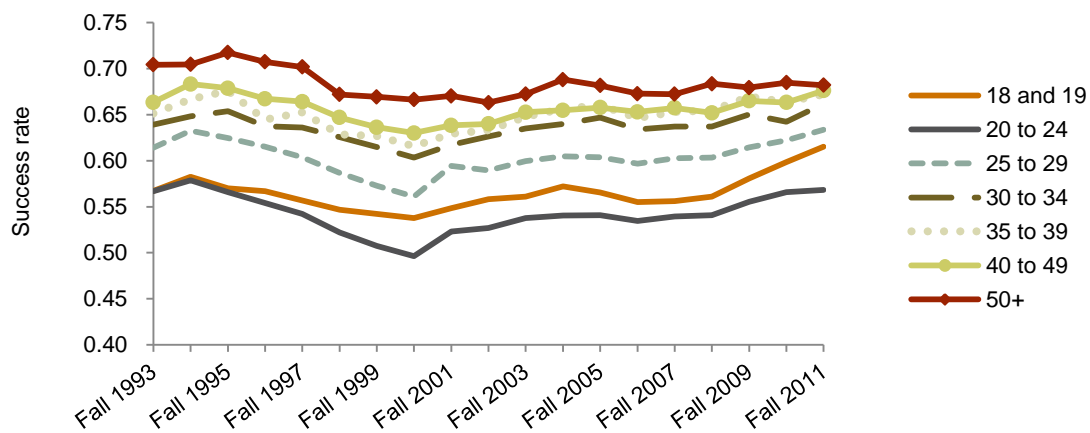
Appendix B

Student Progress and Completion

This section provides supplementary information on student outcomes presented in the text.

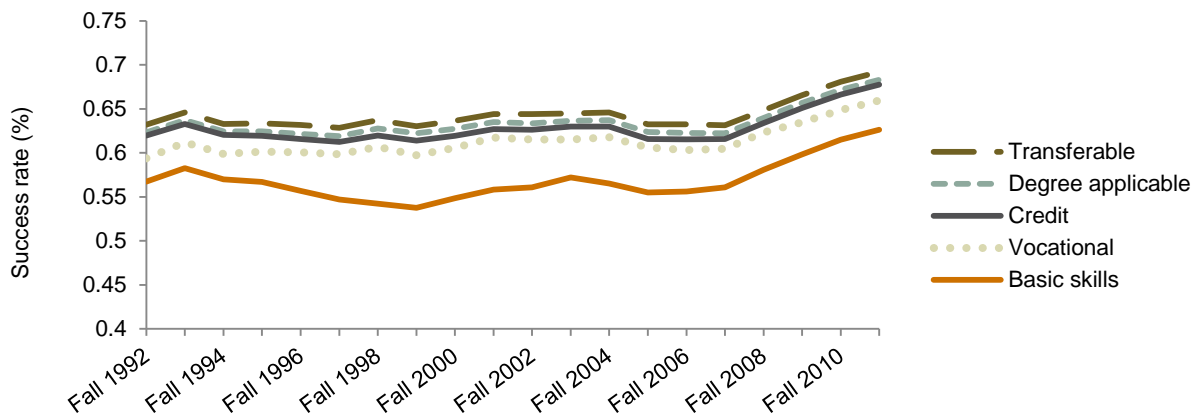
To reiterate, we examine three measures of student progress: course completion, course success, and transfer rates.¹ The course completion rate is the share of students who complete a course that they enrolled in; the course success rate is the share of students who complete a course with a passing grade; and the transfer rate is the share of students (from a particular cohort) who successfully transfer to a four-year college or university.

FIGURE B1
Course success rates by age of student



SOURCE: Authors' calculations based on CCCO Data Mart (2012).
NOTE: Success rates are the share of students completing a course with a passing grade.

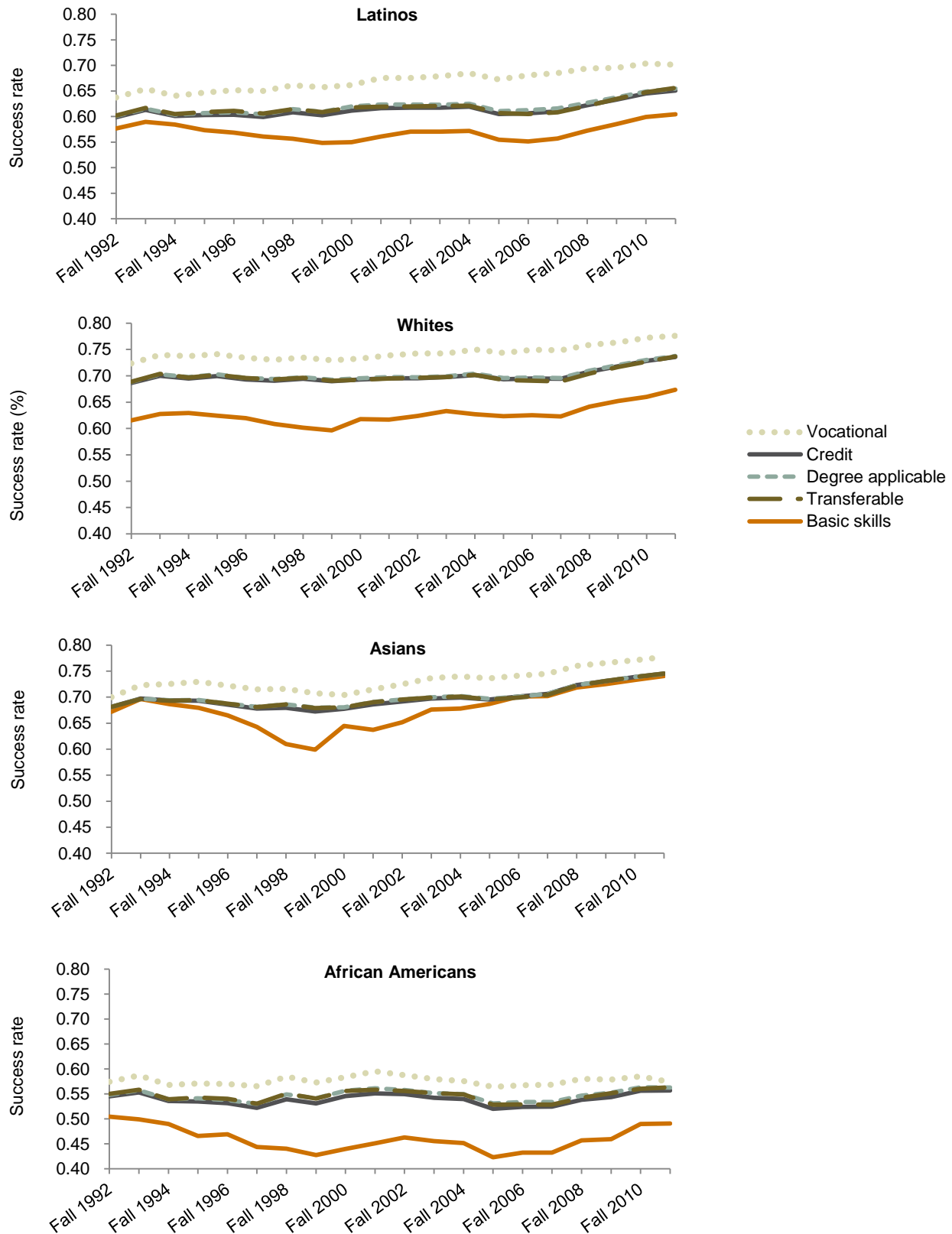
FIGURE B2
Success rates by course type for students ages 18 and 19



SOURCE: Authors' calculations based on CCCO Data Mart (2012).
NOTE: Success rates are the share of students completing a course with a passing grade.

¹ We use CCC administrative data to measure these outcomes. See Bahr, Hom, and Perry (2005) for a thorough analysis of measuring transfer rates.

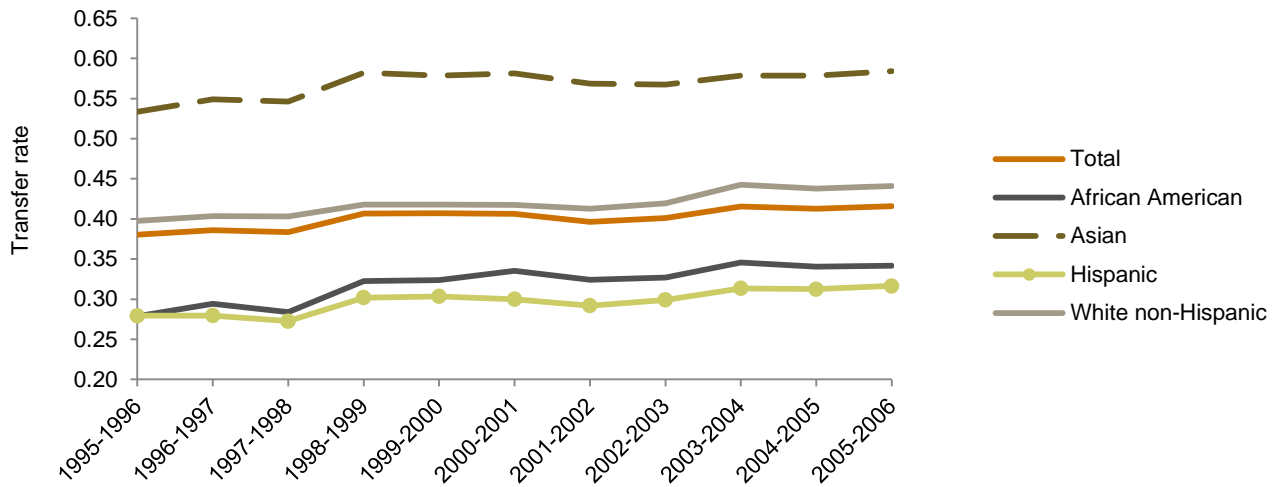
FIGURE B3
Success rates by course type for different ethnicities



SOURCE: Authors' calculations based on CCCO Data Mart (2012).

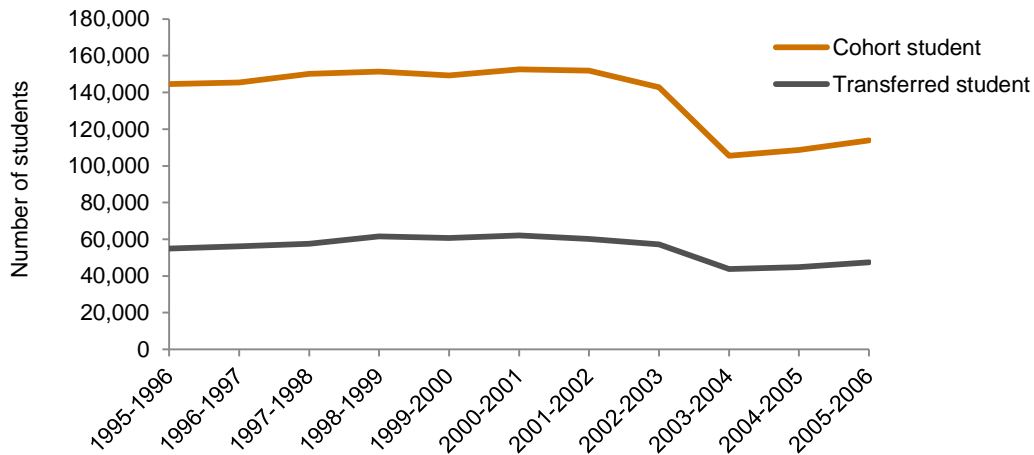
NOTE: Success rates are the share of students completing a course with a passing grade.

FIGURE B4
Six-year transfer rates by cohort and ethnicity



SOURCE: CCCCO Data Mart (2012)

Figure B5
Number of students transferring and size of transfer-intending cohort



SOURCE: CCCCO Data Mart (2012)

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