

Donetta Goodall, Ph.D., Vice Chancellor, Academic Affairs & Student Success
Lone Star College System
5000 Research Forest Drive
The Woodlands, Texas 77381
832/813-6807
dgoodall@lonestar.edu

Dr. Donetta Goodall is the Vice Chancellor, Academic Affairs and Student Success, Lone Star College System (LSCS), The Woodlands, Texas where she provides system-wide leadership for instructional affairs and student support programs and services. Prior to being selected for this position, she served as Vice President for Academic Transfer, General & Developmental Education at Austin Community College.

Goodall received her Bachelor's Degree in Nursing from Prairie View A & M University and a Master's of Science in Nursing, with a specialty in cardiovascular nursing, from Texas Woman's University. Having completed post-graduate course work at the University of Houston and Southwest Texas State University, Goodall received her Doctorate in Educational Administration at the University of Texas at Austin, Community College Leadership Program. She was honored by the University of Texas, College of Education, as a 2009 Distinguished Graduate, and was recently recognized in Who's Who in Houston, 2010.

Goodall has extensive experience in nursing administration, nursing education, and at many levels of educational administration. She has been active in educational, community and civic organizations, serving as Rotary Club President, Chair of the Texas Common Course Numbering System, President of the Texas Community College Instructional Administrators and Charter Member and Director of the Texas Alliance of Black School Educators, member of the Capital City African American Chamber of Commerce, and the National Council on Black American Affairs of the American Association of Community Colleges. She also has membership in many other professional associations and organizations and currently serves on the Board of Directors, and as State Co-Coordinator for Texas Women in Higher Education; and is on the board of the Texas Association of Black Personnel in Higher Education (TABPHE) as a board member.

Panel 3

Study and make recommendations to improve the productivity and cost effectiveness of the community college/university model for producing baccalaureate degrees, including, identifying proven best practices.

The United States ranks 3rd among industrialized countries in overall degree attainment; ranks 10th among young adults. To increase the number of baccalaureate degree recipients will require strong collaboration and alignment of practices.

The nation's 1200 community college enrolls 11.8 million students, comprising 46% of all undergraduate enrollments. This total includes many low-income students, students of color, and students who are the first in their families to attend college. All of these factors influence who goes to college, how successful they are, how long it takes to achieve that success, and who transfers and graduates from college.

First, it is necessary to understand the context of the problem and identify barriers that impedes the progress of students' completing the associate degree and then the baccalaureate degree. We need to have a true picture of who is today's college graduate since most historical data on college graduates has focused on:

- The typical 18-22 year old
- Students just out of high school
- Students who are still claimed on their parents tax return
- Students who are still covered on their parents health and car insurance
- First time freshmen, entering college for the first time.

According to "Take America to College-What it Takes to Really Finish College in America," non-traditional students make up 75% of college students in America (Lumina Foundation, 2009), and many of these non-traditional students transfer to universities to obtain a baccalaureate degree. The reality of today's picture of the college graduate is that of the community college student reflected in the following statistics:

Donetta Goodall, Ph.D.
Vice Chancellor, Academic Affairs & Student Success
Lone Star College System

- Forty-six percent of students are 25 or older, and 32 percent are at least 30 years old. The average age is 29.
- Fifty-eight percent are women
- Twenty-nine percent have annual household incomes less than \$20,000
- Eighty-five percent balance studies with full-time or part-time work. More than half (54%) have full-time jobs.
- Thirty percent of those who work full time also attend classes full time (12 or more credit hours). Among students 30-39 years old, the rate climbs to 41 percent.
- Minority student constitute 30 percent of community college enrollments nationally, with Latino students representing the fastest-growing racial/ethnic population.

Barriers:

- Lack of clarity and direction about educational goals
- Lack of, or incomplete advising
- Loss of credit hours during transfer process to 4-year college
- Cost – increased tuition and textbook costs (in 2008, the cost for attending a four-year, public university after financial aid, equaled 28percent of median family income, while a four-year private university cost 76 percent of median family income. More and more scholarships are based on merit and not need, therefore, economically disadvantaged students are often left out. Often they find themselves deeply in debt and drop out of school.
- Limited funding for support services (tutoring, counseling, wrap around services)

Productivity and Cost Effectiveness Measures:

- Focused, clear communication
 - Advising
 - Online advising model that allows community college students online access to Transfer Advisors at the university level;

- allows for establishing a relationship with the receiving institution and to get specific, relevant information about required courses for degree plan.
 - Assist students to identify clear, attainable educational goals
- Create Transfer/Transition Centers at all community colleges staffed by both the community college and the university.
 - Have a logical process and a single point of contact (office or department) for transfer problem resolution.
 - Fund a Transfer Advisor/Counselor position for the specific purpose of assisting student to transfer/transition to the university.
 - State-wide implementation of Reverse Transfer
 - Create a Transfer Website, with essential elements for students (handbooks, college catalog, transfer universities, course equivalency guides, FAQs, support services, etc)
- Create a Clearing House for research and proven best practices (strategies for increasing number of baccalaureate graduates) for dissemination and implementation throughout the state.
- Leverage Technology
 - Online Blog as a venue for students to share information and make inquiries about transfer issues.
 - Expand degree offerings that can be obtained online
 - Online access to advisors and counselors at the high school, community college, and university level.
- Legislation
 - Use the 39 Hour Rule as a means to focus on refining degree plan requirements and placing student in contact with the Transfer Center at the receiving university.
 - Enforce acceptance of Field of Study coursework at receiving institutions
 - Enforce acceptance of core curriculum at the university level

Proven Best Practices:

Donetta Goodall, Ph.D.
 Vice Chancellor, Academic Affairs & Student Success
 Lone Star College System

- Reverse Transfer practices
- Textbook rentals
- Partnerships
 - University Center Model (community college and university partners share physical location)
 - Articulation agreements
 - Joint curriculum planning and development
 - Sharing of faculty between community college and university

Policy Considerations and Recommendations:

- Clear Pathway to degree attainment
 - 2+2 Program (associate degree to baccalaureate degree)
 - 2+2+2 Program (last two years of high school to associate degree to baccalaureate degree)
- Award more college credit for prior learning experience; increase awards for military experience and training.
- P-16 Councils establish Task Force on baccalaureate attainment. It is necessary to increase high school graduation rates that support and enhance college graduation rates.
- Textbook rentals
- Encourage more use of Open Source instructional materials
- Targeted funding from state for dual credit courses
- Targeted funding for course transformation (similar to NCAT- National Council on Academic Transformation)
- Fund Closing the Gaps Initiatives
 - Closing racial gaps in degree attainment will create over half of the degrees necessary to achieve American Graduation Initiative goals by 2015-2020.

Debra Humphries, Vice President of communication and Public Affairs, Association of American Colleges and Universities, said “we need to create ladders of opportunity for students to move up.”

Donetta Goodall, Ph.D.
Vice Chancellor, Academic Affairs & Student Success
Lone Star College System