



2018 REPORT

Disabled Student Programs and Services

California Community Colleges Chancellor's Office | Eloy Ortiz Oakley, Chancellor



August 6, 2018

The Honorable Edmund G. Brown, Jr.
Governor of California
State Capitol
Sacramento, CA 95814

RE: Legislative Report on Disabled Student Program and Services

Dear Governor Brown:

On behalf of the Board of Governors for the California Community Colleges, I am pleased to present to you the California Community Colleges legislative report on Disabled Student Program and Services (DSPS). All 114 California community colleges offer a DSPS program and accept DSPS categorical funding to assist in providing students with disabilities equal access to higher education.

This report is written in response to Education Code section 67312(b). It reflects the 2015-16 and 2016-17 academic years and contains data on the four elements mandated by legislation, staff and student perception of program effectiveness, data on the implementation of the program, physical accessibility requirements and outcome data.

Vice Chancellor of Student Services Rhonda Mohr may be contacted for questions and comments. She can be reached at (916) 323-6894 or rmohr@cccoco.edu.

Thank you for your interest in these programs and the students they serve.

Sincerely,

A handwritten signature in black ink, appearing to read 'ELOY ORTIZ OAKLEY'.

Eloy Ortiz Oakley, Chancellor

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EXECUTIVE SUMMARY

This report reflects the 2015-16 and 2016-17 academic years and is written in response to Education Code section 67312(b). This section requires the Board of Governors of the California Community Colleges to report every two years to the governor and the education policy committees of the Legislature on its system for evaluating “state-funded programs and services for disabled students on each campus at least every five years.” The Chancellor’s Office is pleased to report on the four elements mandated by legislation, staff and student perception of program effectiveness, data on the implementation of the program, physical accessibility requirements and outcome data. The report also includes a statewide review of the enrollment, retention, transition and graduation rates of community college students receiving services through DSPS compared to non-DSPS students. This data was collected from all 114 colleges and has been analyzed in this report.

The California Community Colleges served 2.1 million students in 2015-16 and 2.1 million students in 2016-17. It is the largest system of higher education in the nation. Each of the 115* colleges in all 73 districts use state funding allocated for Disabled Student Programs and Services (DSPS) to assist in providing support services and educational accommodations to students with disabilities so they can have full and equitable access to the community college experience. In addition, most colleges include specialized instruction as part of their DSPS program. Examples of services the colleges provide to students with disabilities include test proctoring, learning disability assessment, specialized counseling, interpreter or captioning services for hearing-impaired and/or deaf students, mobility assistance, note taker services, reader services, transcription services, specialized tutoring, access to adaptive equipment, job development/placement, registration assistance, special parking and specialized instruction. DSPS served 121,854 students during the 2015-16 academic year and 124,328 students during the 2016-17 academic year.

*Note: The California Community Colleges expanded to 115 colleges in 2018.

METHODOLOGY

Education Code 67312(b) requires this report to include information on four key areas:

1. The system for evaluating state-funded programs and services for disabled students on each campus;
2. Outcome data;
3. Staff and student perceptions of program effectiveness; and
4. Implementation of the program and physical accessibility requirements of Section 794 of Title 29 of the Federal Rehabilitation Act of 1973.

The data collected and analyzed to complete the report for outcome data came from the Chancellor's Office Management Information Systems Data Reports that were submitted by all 114 Community Colleges. Please note that data from a five-year cohort study from the Chancellor's Office MIS division was used in the reporting areas of degree and certificate attainment, and transfer. In addition, as required by statute, campus-by-campus outcome data can be found on the [Chancellor's Office Data Mart website](#).

Data collected and analyzed to complete the remaining three elements (evaluating state-funded programs and services for disabled students, staff and student perceptions of program effectiveness, and program and physical access requirements) came from multiple sources, including:

- Student Services Automated Reporting for Community Colleges for evaluation of financial program compliance, including barrier removal;
- Findings of a meta-analysis of 10 extensive evaluations and needs assessments conducted by or on behalf of the Chancellor's Office during the period 2015-16, 2016-17, and partial 2017-18;
- Findings of a 2017-18 DSPS statewide survey of current compliance and reporting practices by the DSPS directors and coordinators at the state's 114 community colleges;
- Findings of an extensive "state of the field" focus group activity conducted at the California Community Colleges Chancellor's Office DSPS All Directors Training in February 2018, including participants representing 82 of the state's 115 community colleges.

KEY FINDINGS

The data compiled for this report show that students with disabilities represent five percent of the population of the community colleges. This student population is typically located in the lower margins in different performance and completion metrics. This report shows those metrics are increasing slowly. This student population:

- Take and complete both credit and noncredit courses at the same rate as their non-disabled peers.
- Both DSPS and non-DSPS students take credit courses at higher rates than they take non-credit courses.
- DSPS students continue to persist year after year without reaching a point of transfer preparedness, transfer or degree or certificate attainment. DSPS students attend California community colleges for much longer than non-DSPS students.
- Demonstrate much greater persistence from spring to fall and retention from fall to fall in most classes.
- DSPS students perform similarly in both workforce preparation courses and short-term vocational courses when compared to their non-disabled peers.

IMPLEMENTATION OF PROGRAM

Data on the implementation of the program comes as each of the colleges receives numerous requests for academic adjustments, auxiliary aids and services. The college staff handle these requests by using an interactive process with the student whereby the educational limitation presented informs a support service recommendation to help provide better access to the educational system. College staff record the student, if eligible, based on the evidence gathered in the interactive processes described further in section Title 5 § 56001. A resulting entry into the California Community Colleges Chancellor’s Office management information system provides tracking data of the eligible students.

Table 1. Count of Students with Disabilities by Category in 2015-16

Disability Category 2015-16	Number of Students	Percent
Acquired Brain Injury (ABI)	4,554	3.74 %
Intellectual Disability (ID)	7,267	5.96 %
Deaf and Hard of Hearing (DHH)	4,873	4.00 %
Learning Disability (LD)	18,039	14.80 %
Physical Disability	11,470	9.41 %
Other Health Conditions and Disabilities	51302	42.10 %
Mental Health	20,725	17.01 %
Speech/Language Impaired	842	0.69 %
Blind and Low Vision	2,790	2.29 %
Total	121,862	100%

The data presented above breaks down the amount of students served by DSPS by disability category for the year 2015-16. In 2015-16, 42 percent of students were identified as other disabilities, which are most commonly conditions of decreased level of energy or stamina and pain. Some examples include but are not limited to, cardiovascular disease, chronic obstructive pulmonary disease such as asthma, cancer, HIV, hepatitis, lupus, Tourette syndrome, seizure disorders, chronic fatigue, multiple chemical sensitivity or severe allergies.

Table 2. Count of Students with Disabilities by Category in 2016-17

Disability Category 2016-17	Number of Students	Percent
Acquired Brain Injury (ABI)	4,608	3.71%
Attention Deficit Hyperactivity Disorder (ADHD)	7,973	6.41%
Autism Spectrum	5,240	4.21%
Intellectual Disability (ID)	7,496	6.03%
Deaf and Hard of Hearing (DHH)	4,733	3.81%
Learning Disability (LD)	29,896	24.05%
Physical Disability	10,534	8.47%
Other Health Conditions and Disabilities	27,571	22.18%
Mental Health	22,891	18.41%
Speech/Language Impaired	403	0.32%
Blind and Low Vision	2,984	2.40%
Total	124,329	100%

Changes were made for the first time in June 2016 to Title 5 § 56032-56044, which identifies and defines the eligibility categories. Some of the changes made are the following:

- Visual Impairment was removed from within Physical disability and given its own category under Blind and Low vision.
- Speech was removed from the Deaf and Hard of Hearing category and placed into the Other Health Conditions category.
- Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum were two new categories added. Prior to the addition of the two categories, students who identified under Autism or ADHD were placed under Other Health Conditions and Disabilities.

An extensive study commissioned by the Chancellor's Office demonstrated that these two disabilities were represented at a higher rate within the Other Health impaired, which is why the categories for 2015-16 show these same levels extrapolated. Above are the number of students served through DSPS for the year 2016-17. These numbers include the changes described above. The numbers reflect a significant decrease in the Other Health Conditions and Disabilities. This year reflects more students identified under Learning Disabilities at a rate of 24 percent.

STAFF & STUDENT PERCEPTIONS OF PROGRAM EFFECTIVENESS

Staff Perceptions

Most colleges reported conducting staff perception of program effectiveness evaluations at their sites, which they report publicly in their program reviews and accreditation documents, and privately via internal documentation.

- The following information was gathered through 82 DSPS directors and coordinators that participated in a focus group activity as well as the findings of the meta-analysis of evaluations and needs assessments, the following perceptions of program effectiveness emerged:
- Positive perceptions included the successes that DSPS students were experiencing, and the headway that the programs are making with advancing collaboration across campus, within the K-12 to college pipeline, and with the community. Many cited effective collaboration associated with Equity planning and activities and the funding of support strategies provided to DSPS students. However, some directors noted the need for more collaboration and communication between student services and academic affairs in meeting student needs.
- Many directors cited the effectiveness of training opportunities, but requested more opportunities, and in more detail, specifically with the new funding formula, budget allocation, Student Services Automated Reporting for Community Colleges, and management information system reporting, which continues to be a challenge.
- Many directors reported challenges with staffing and funding restrictions.

Student Perceptions

Most colleges reported conducting student perception of program effectiveness evaluations at their sites, which they report publicly in their program reviews and accreditation documents, and privately via internal documentation. A general overview of findings emerging from these types of surveys will be provided in the next biennial report.

ENROLLMENT & DSPS PARTICIPATION DATA

Enrollment

Table 3. FY 2015-16

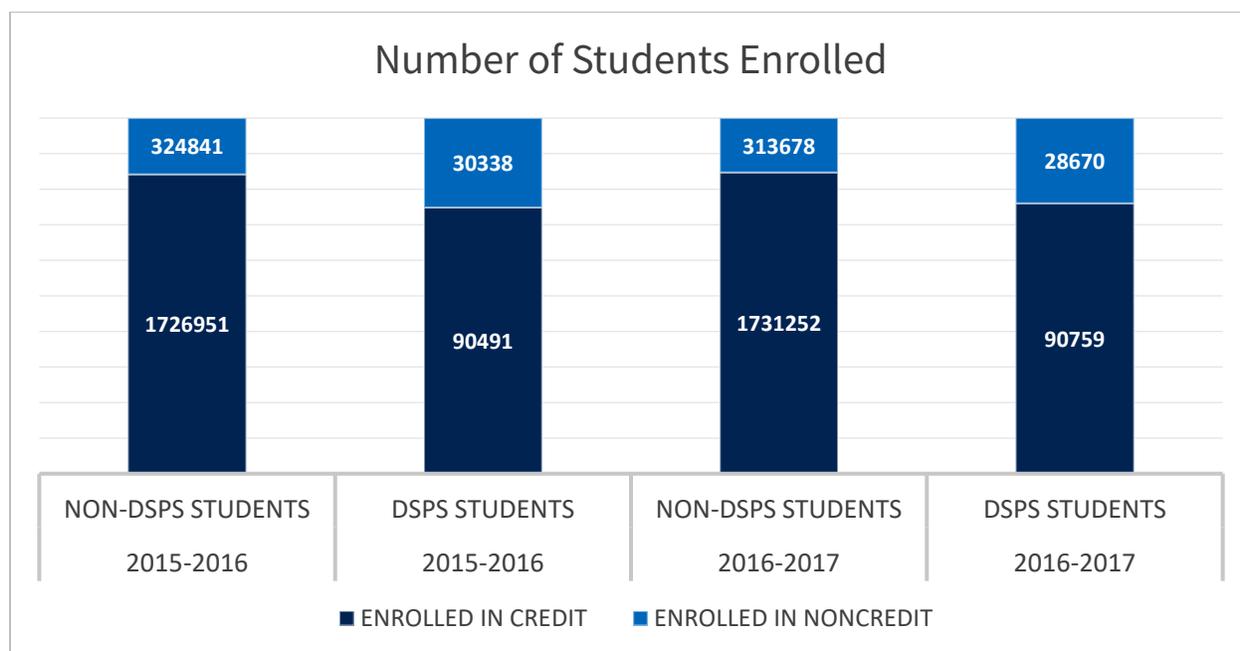
Student Type	# of Students	% of Population
DSPS	121,854	5.2%
Non-DSPS	2,233,775	94.8%
All	2,355,629	100.00%

Table 4. FY 2016-17

Student Type	# of Students	% of Population
DSPS	124,328	5.2%
Non-DSPS	2,252,178	94.8%
All	2,376,506	100.00%

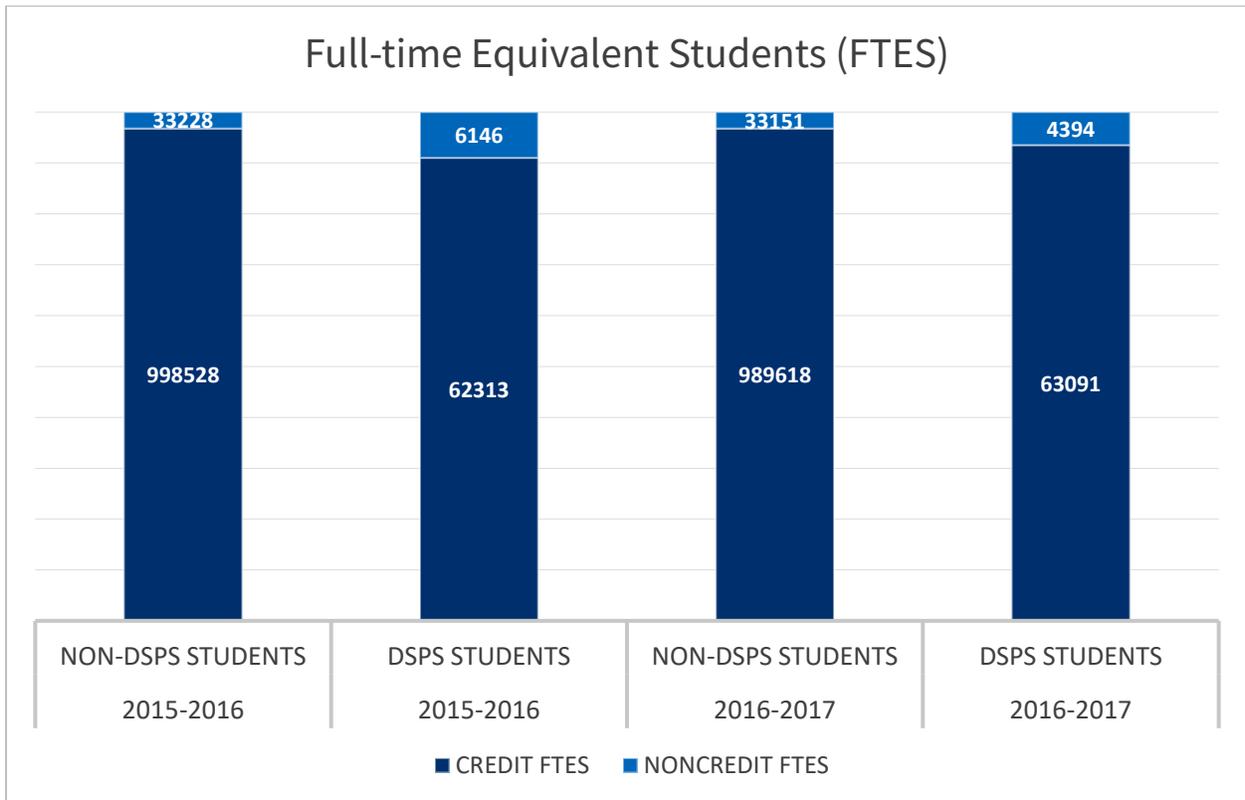
The numbers in the above tables represent the total enrollment of students in all 114 California community colleges. Between 2015-2016 and 2016-17, the number of both disabled and non-disabled students increased minimally, leaving the percentages of the total student population essentially the same. This rise may be attributed to the results of program outreach or more students seeking DSPS services. The number of students enrolled for both years have also increased over the years.

Credit v. Non-Credit Class Enrollment



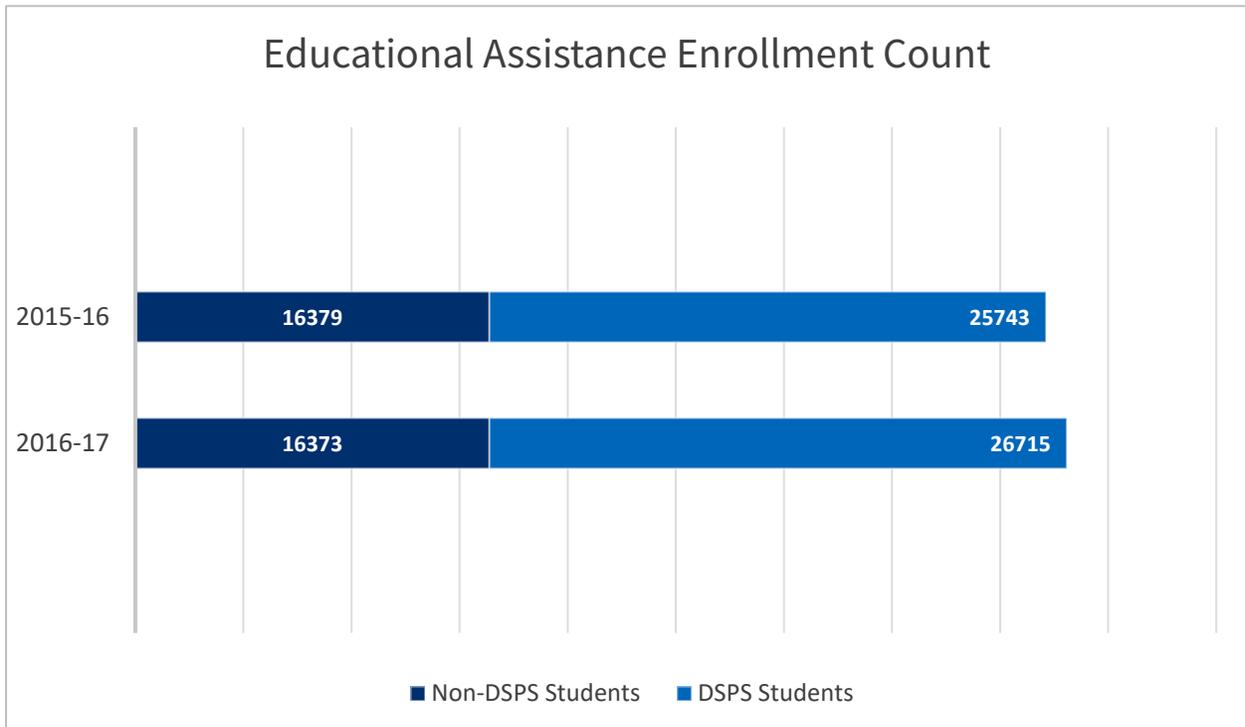
Students served by DSPS make up eight percent of the non-credit course population compared to non-DSPS students for the 2016-17 year. Further, DSPS students make up five percent of the credit course enrollment for 2016-17.

Credit v. Non-Credit for Full-time Equivalent Students (FTES) Course Enrollment



Both DSPS students and non-DSPS students seem to have low participation in non-credit FTES but when compared to regular non-credit enrollment in the previous credit v. non-credit enrollment data DSPS students actually are seven percent more likely to be in non-credit courses as full time student than any other enrollment status. Non-DSPS students are actually less likely to be in non-credit courses when enrolled as a full-time student.

Educational Assistance Course Enrollment

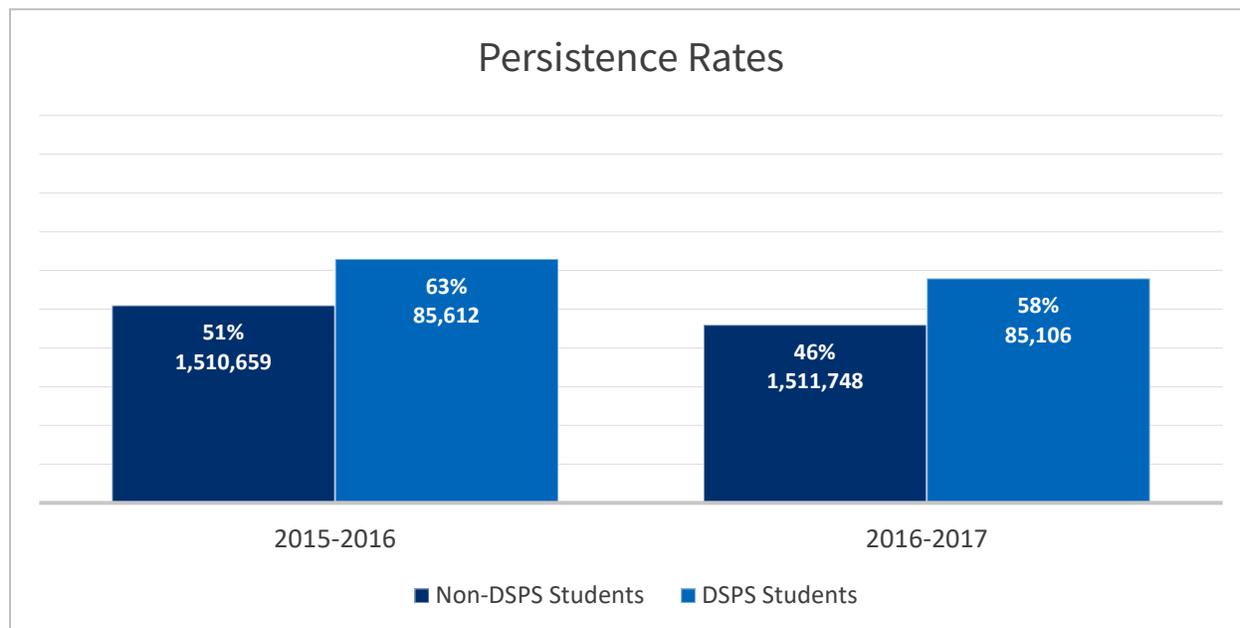


Educational assistance classes are instructional activities offered consistent with Title 5 § 56028. The courses are designed to address the educational limitations of students with disabilities but are open to all students. Practitioners sought assistance with educational assistance classes and documentation of measurable progress within those classes. Clarification was provided by the Chancellor’s Office via training and online postings, the latter of which included an FAQ page for Educational Assistance Classes and sample forms from colleges for documenting measurable progress within such a class.

DSPS students represent 62 percent of students enrolled in educational assistance courses in 2016-17 and a slightly smaller representation of 61 percent for the previous year 2015-16. A minimal increase is seen in DSPS student enrollment from fiscal year 2015-16 to 2016-17.

RETENTION & PERSISTENCE

Persistence Rates



The above percentages were obtained from the students enrolled in the fall of 2015-16 and divided by those students enrolled again in the fall of 2016-17. DSPS students persisted from fall to fall at higher rates than non-DSPS students did, though the difference is less than one percent and too minimal to consider significant. The persistence rate for DSPS students decreased from 2015-16 to 2016-17 but maintained steady for non-DSPS students.

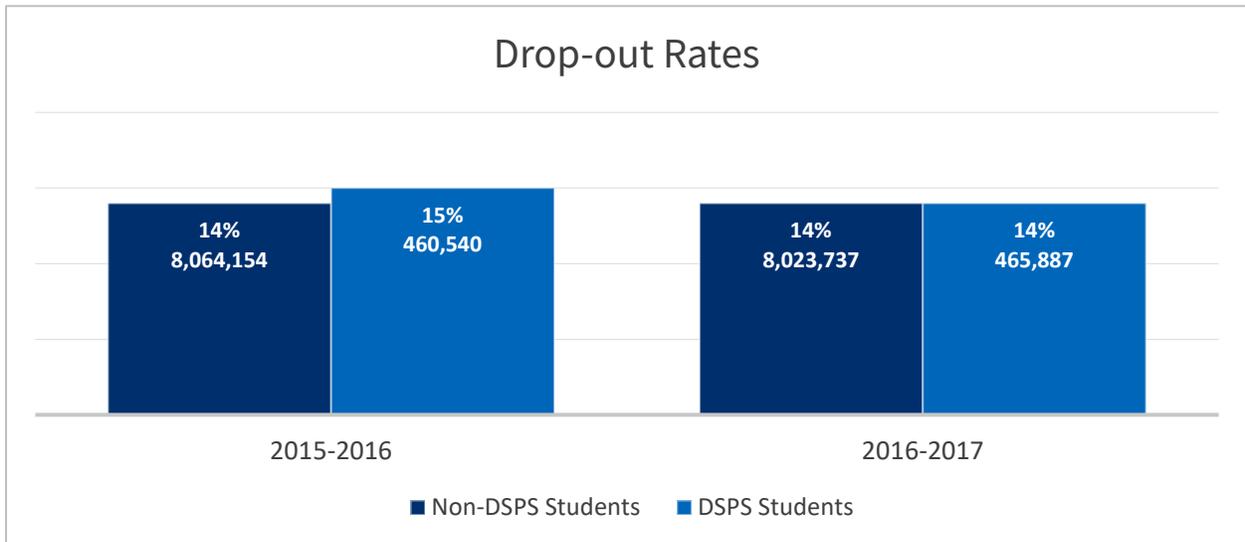
DSPS

- 2015-16
 - 70 percent persistence rate when compared to overall DSPS population.
- 2016-17
 - 68 percent persistence rate when compared to overall DSPS population.

Non-DSPS

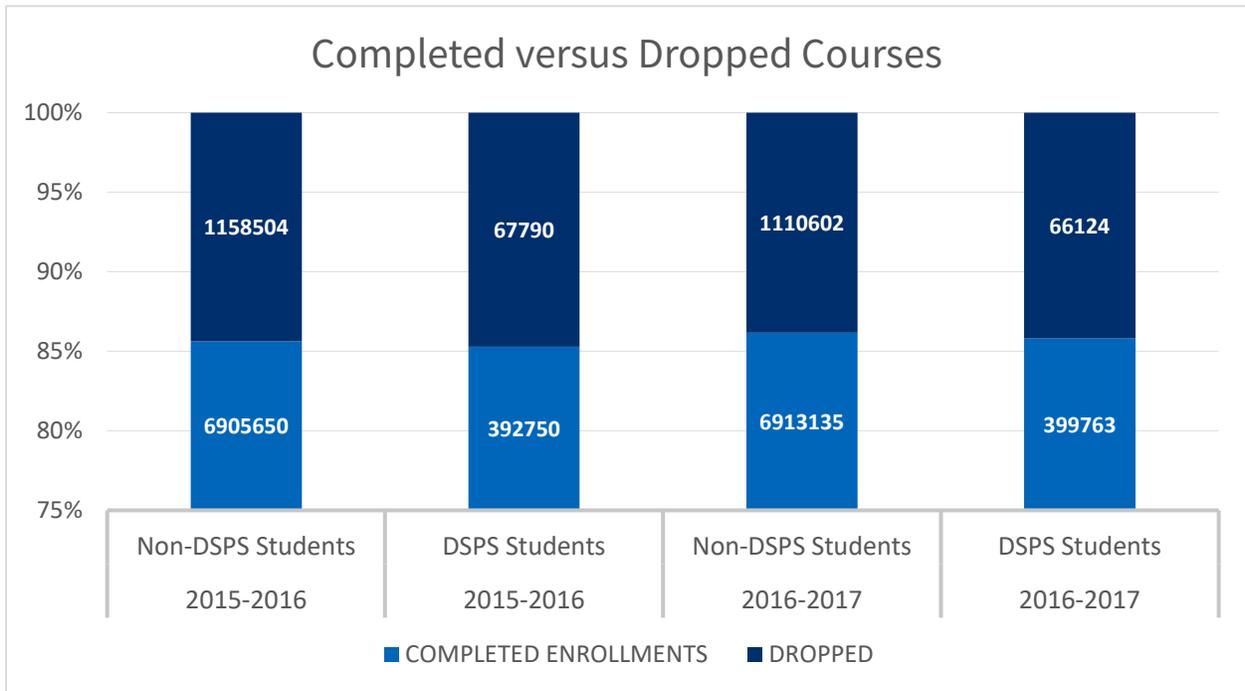
- 2015-16
 - 67 percent persistence rate when compared to overall non-DSPS population.
- 2016-17
 - 67 percent persistence rate when compared to overall non-DSPS population.

Drop-out Rates



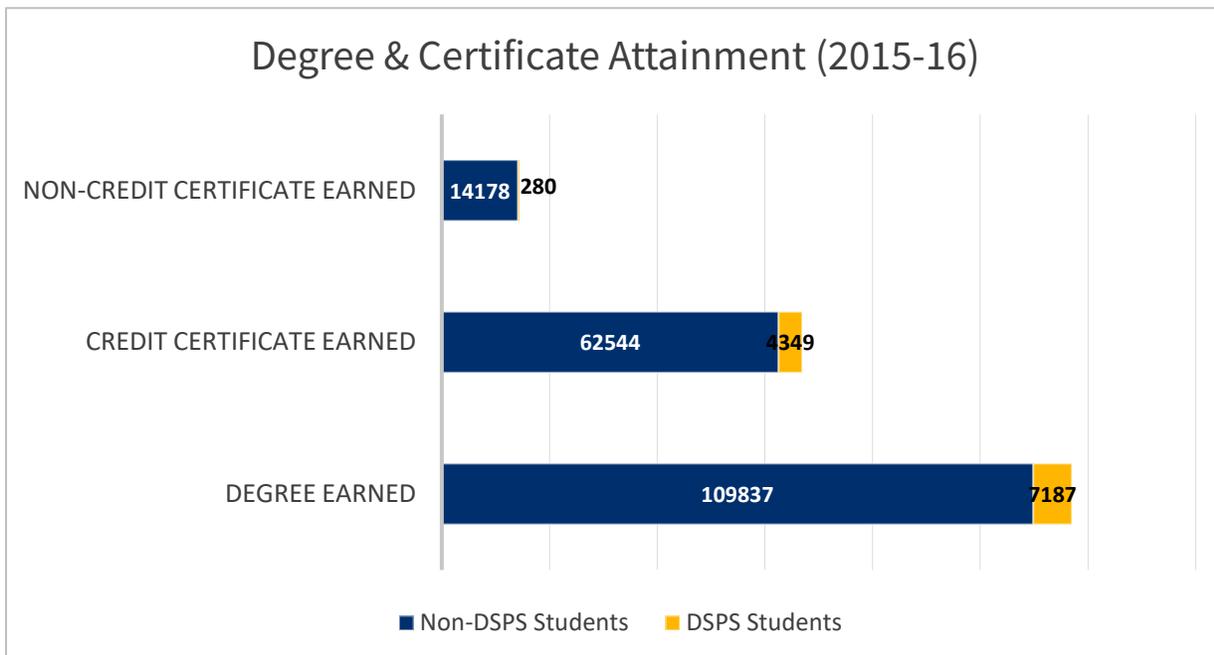
Although the persistence rates for DSPS students is higher, the dropout rates are not reflecting the same pattern. DSPS and non-DSPS students are both in the same range. With the continued support to DSPS students, we hope to see that number continue to steadily drop and the persistence rate steadily increase.

Completed versus Dropped Courses

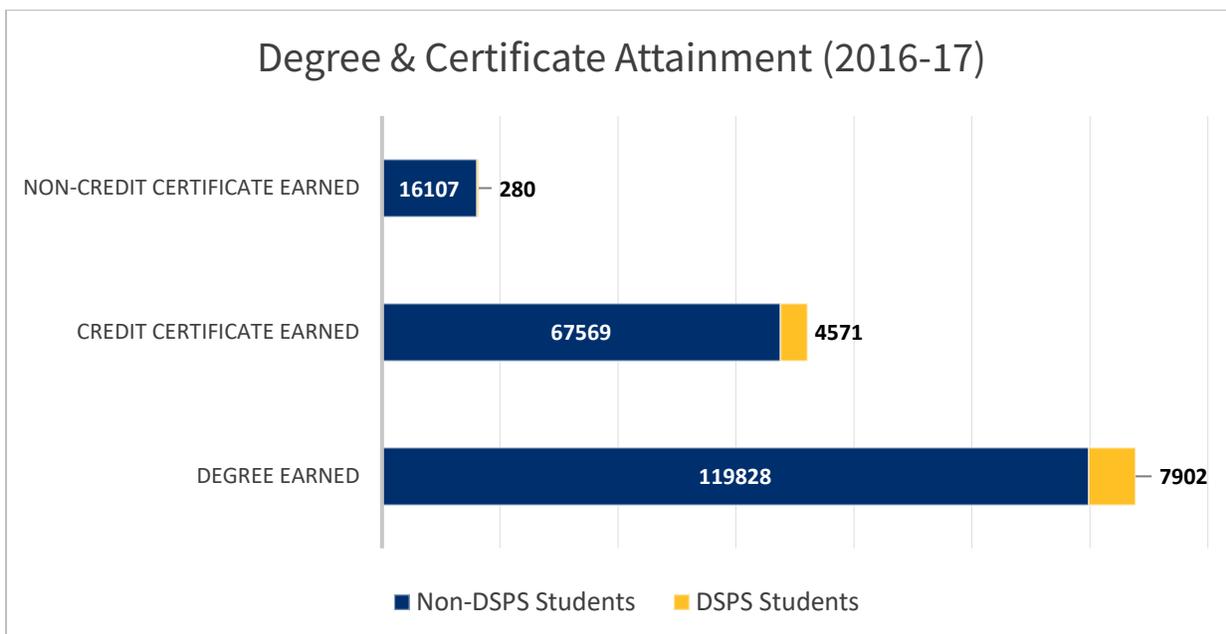


DSPS students do not show a discrepancy in this category when compared to non-DSPS students. It is important to take into consideration that students drop courses for many reasons that may not be related to course achievement. Students may drop courses due to course security, schedules, other course choice or personal reasons such as childcare and non-academic reasons.

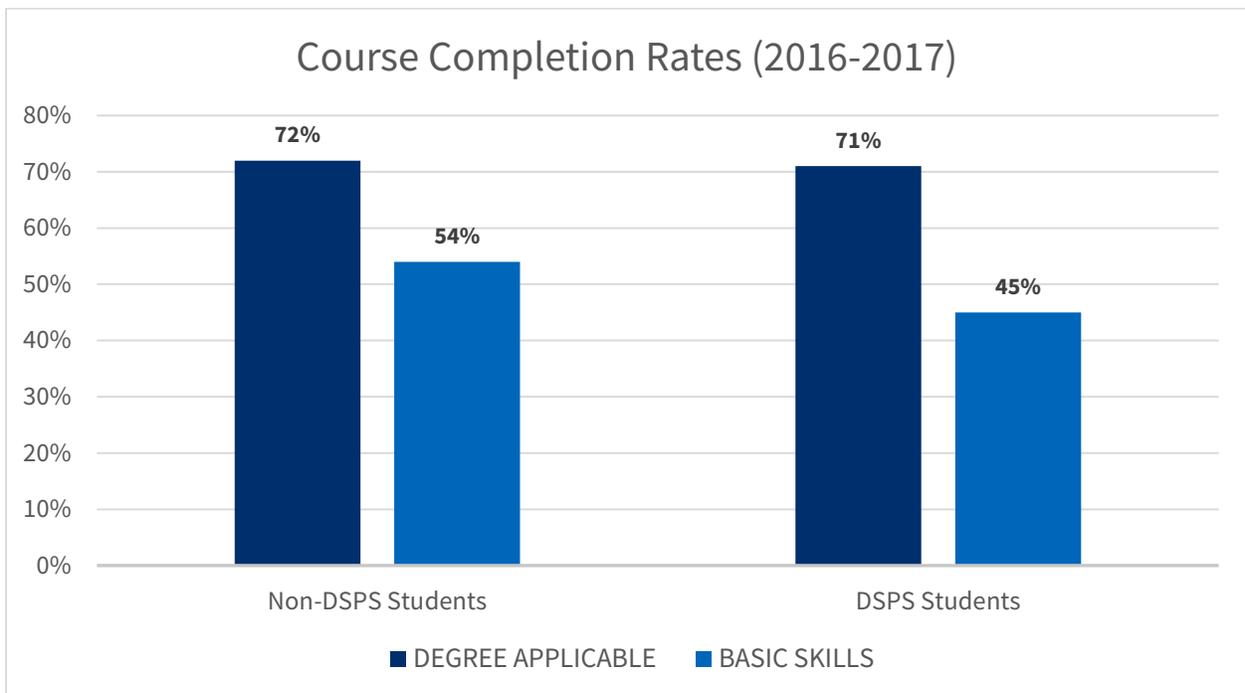
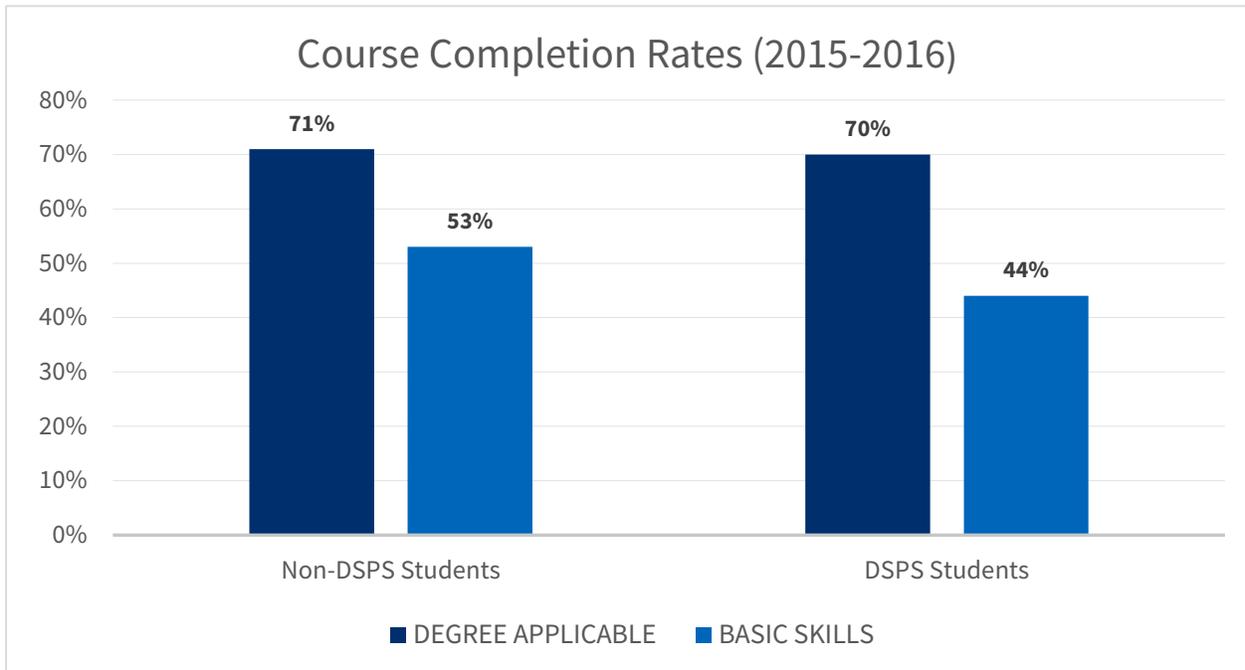
Degree & Certificate Attainment



Though DSPS students continue to persist from year to year and the dropout rates have decreased from 2015-16 to 2016-17, the disproportion of degree and certificate attainment is significant. DSPS students are earning a degree only six percent of the time when compared to non-DSPS students according to the data above for both 2015-16 and 2016-17 data. Despite strong persistence rates, equity gaps remain related to completion of degree.

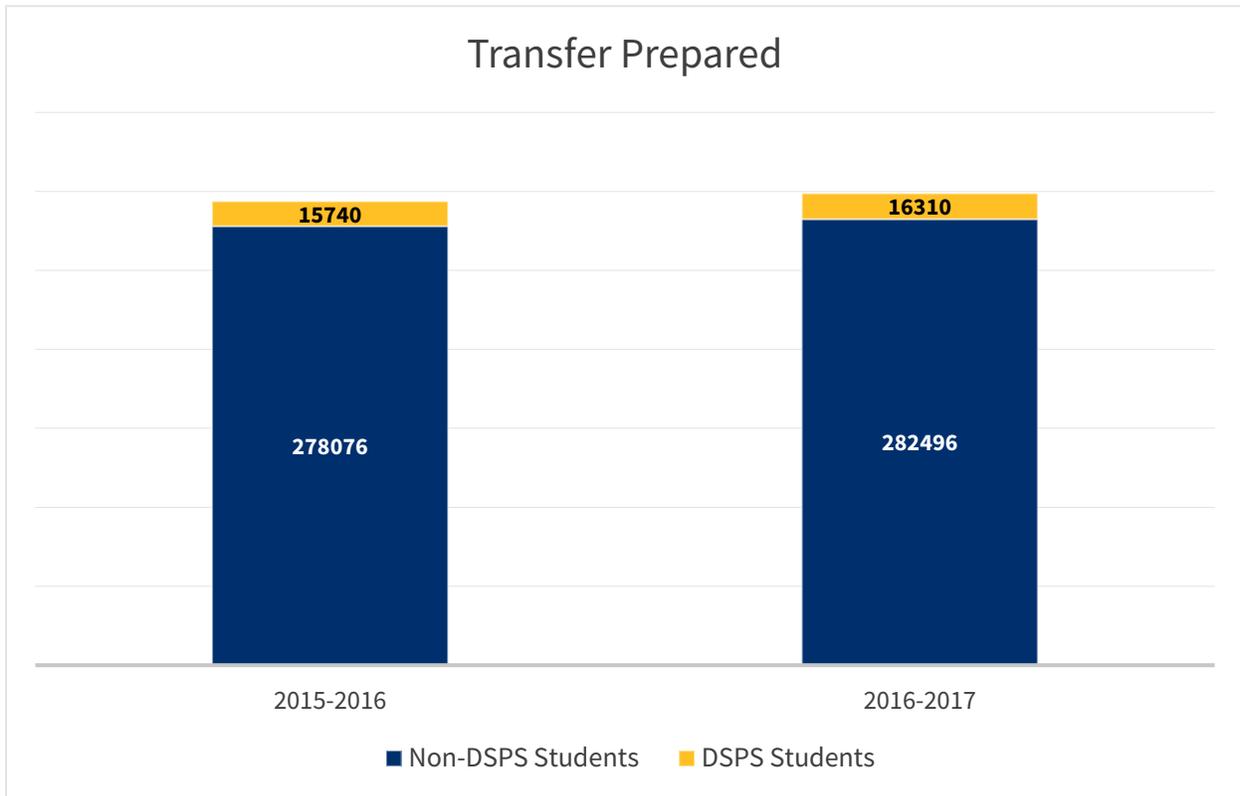


Course Completion



The comparison between 2015-16 and 2016-17 did not change by more than one percent for both DSPS and non-DSPS students. The significance is the nine percent difference in basic skills completion between DSPS students and non-DSPS students. There is significant disproportion in DSPS students failing to complete basic skills courses versus degree applicable course.

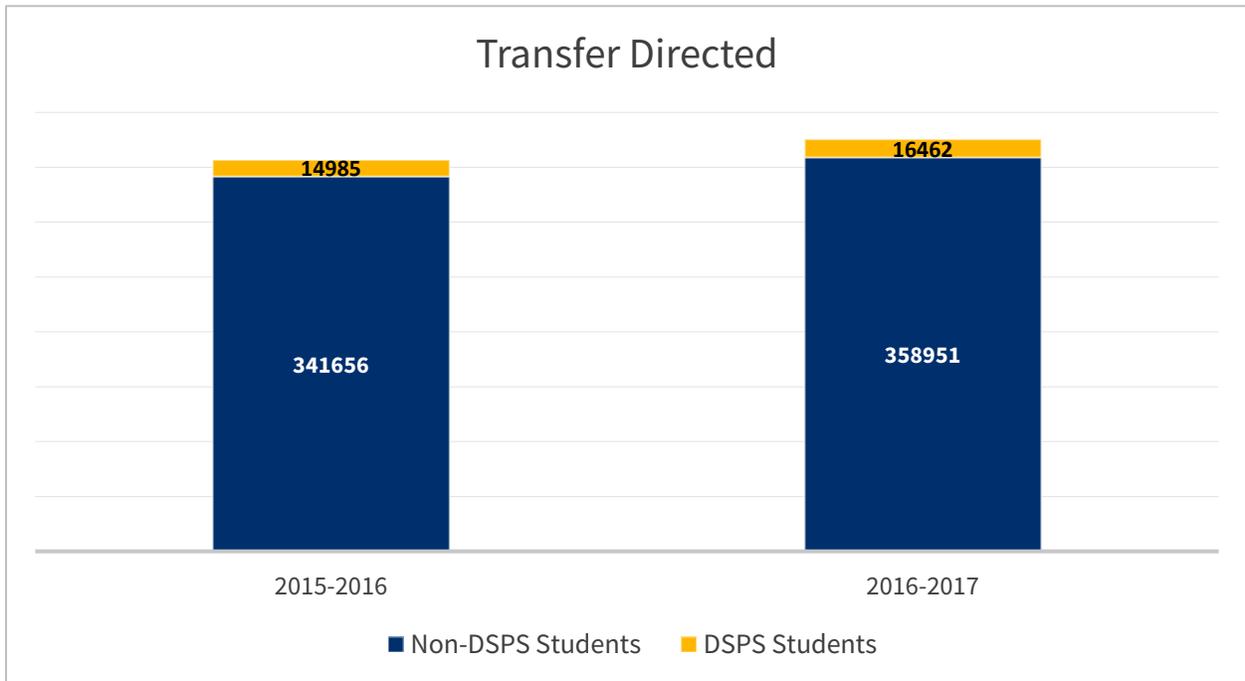
Transfer to a Four-year College Rates



Transfer prepared is defined as the completion of 60+ units. These numbers are consistent with the low number of DSPS students completing basic skills courses. Although DSPS students are persisting year after year it appears that many DSPS students continue without reaching a point of transfer preparedness or degree attainment.

Discrepancy between populations continues to exist and suggests a need for further research and intervention. Many of today's high-demand, high-skill occupations require a baccalaureate degree and beyond. Given the significant unemployment and under-employment of persons with disabilities, the reasons students with disabilities are increasingly less likely to be transfer directed and actually transfer, warrant further research and intervention.

Transfer Directed



The above chart is directly measuring basic skills defined as English and Math. This is consistent with the low numbers for DSPS students completing basic skills courses shown in previous pages. It is important to note that the amount of students transfer directed, both DSPS and non-DSPS, have increased from 2015-16 to 2016-17. The increase can be attributed to the increase in the student population and not to other factors related to achievement.

Short Term Vocational

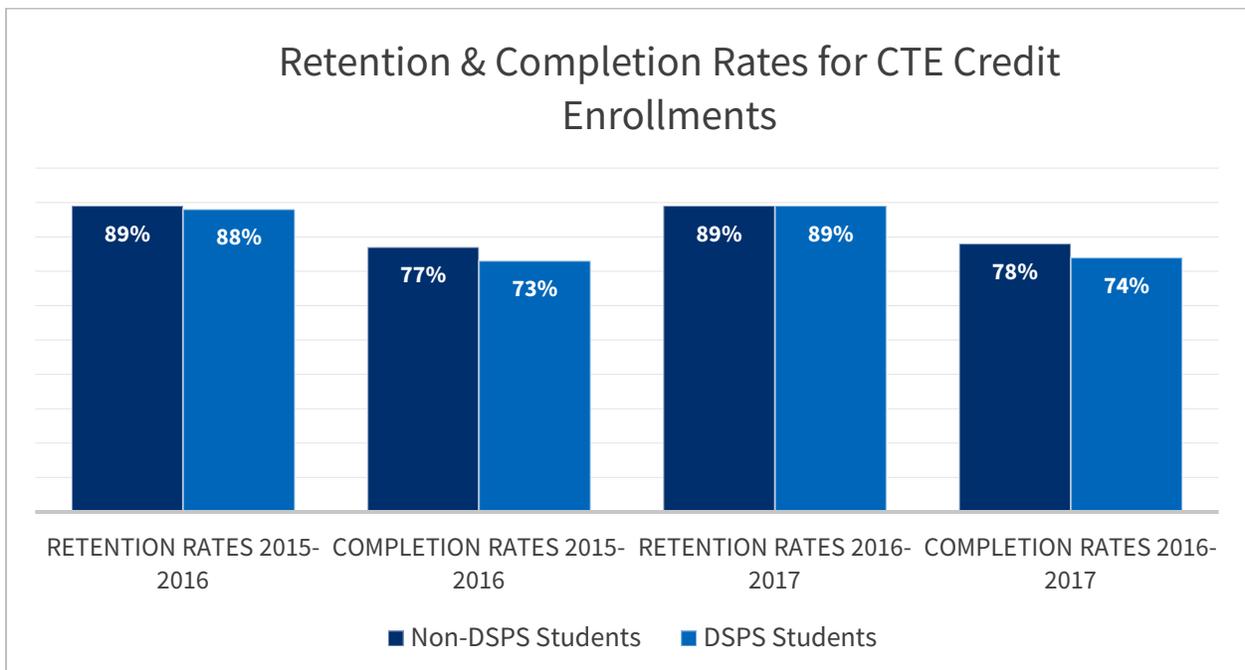
Table 5. 2015-16

Credit Enrollment Type	Non-DSPS Students	DSPS Students
Attempted	2,170,553	112,649
Completed	1,927,213	99,343
Successful	1,660,950	82,504

Table 6. 2016-17

Credit Enrollment Type	Non-DSPS Students	DSPS Students
Attempted	2,153,796	109,994
Completed	1,924,361	97,366
Successful	1,670,831	81,285

DSPS represents a total success rate for 2015-16 4.7 percent and for 2016-17 of 3.9 percent of enrolled students in credit vocational courses overall. The Chancellor’s Office is committed to improving in future fiscal years through new initiatives and legislation. Below is a detailed graph representing the retention rates from 2015-16 to 2016-17.



Workforce Preparation

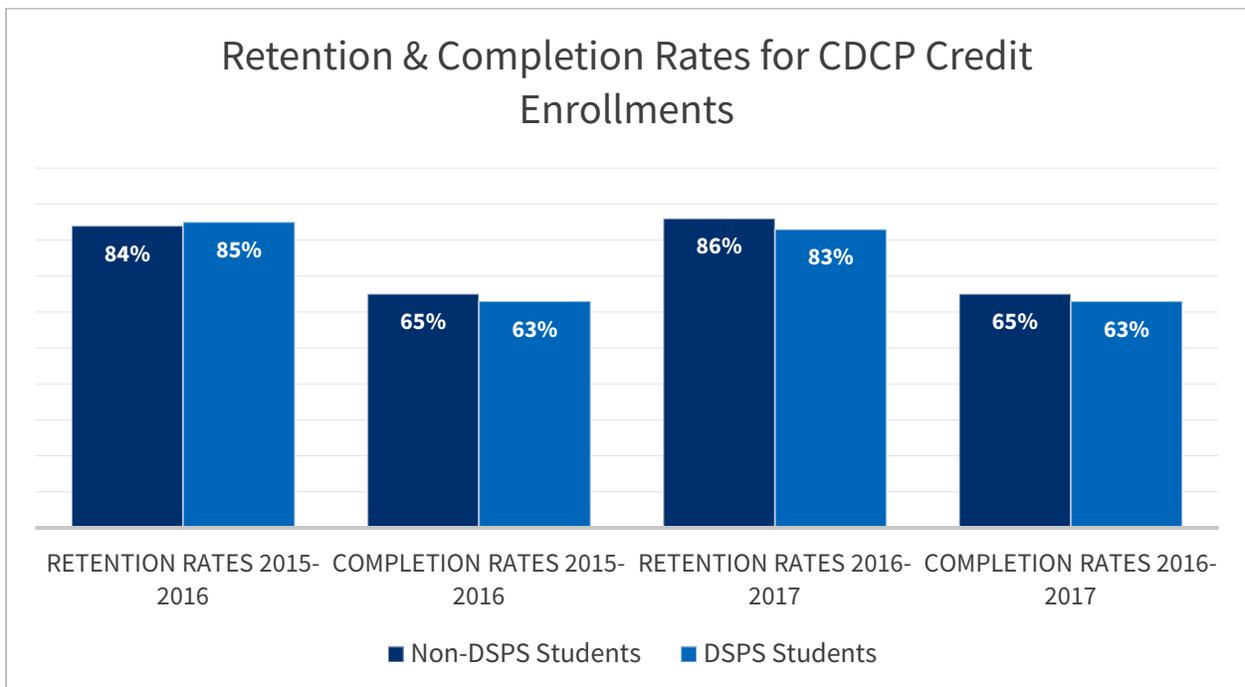
Table 7. 2015-16

Credit Enrollment Type	Non-DSPS Students	DSPS Students
Attempted	9,411	369
Completed	7,897	312
Successful	6,135	234

Table 8. 2016-17

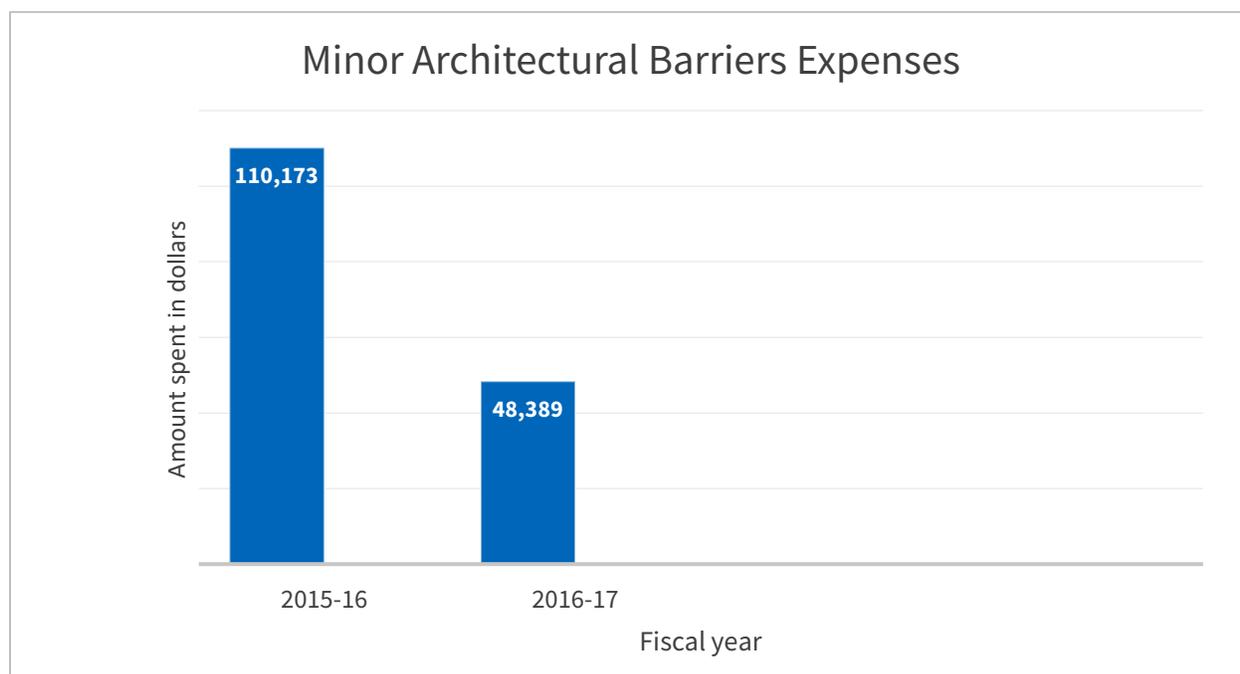
Credit Enrollment Type	Non-DSPS Students	DSPS Students
Attempted	9,771	416
Completed	8,416	344
Successful	6,382	261

DSPS was only represented at a rate of 3.7 percent for 2015-16 and 4.6 percent for 2016-17 of successful credit short-term vocational education during the 2016-17. DSPS students continue to be disproportionately represented in the workforce. The Chancellor’s Office is committed to improving in future fiscal years through new initiatives and legislation.



PHYSICAL ACCESSIBILITY

Physical accessibility requirements are federally mandated by Title 29 of the federal Rehabilitation Act of 1973 § 794. Physical accessibility is the responsibility of the college and is part of the college's facilities master planning. At the DSPS program level, physical accessibility is currently assessed by the Chancellor's Office per appropriate use of Architectural Barrier Removal Funds. DSPS permits colleges to use one percent of that current year's allocations to pay for the removal or modification of minor architectural barriers.



For the fiscal year 2015-16, money was spent among eight colleges on repairing and removing minor architectural barriers like electrical doors, wheelchair accessible ramps, and classroom and/or office flooring. Only one college used additional district funds to complete a project. In fiscal year 2016-2017 the amount of funds used for minor architectural barrier repairs decreased by \$61,784. Seven colleges spent the money and one of those colleges used DHH funds to cover the installation expense of flashing lights for emergency systems.

This information was gathered through the Student Services Automated Reporting for Community Colleges. The significant drop in funds used from 2015-16 to 2016-17 is not indicative of a decrease in physical accessibility efforts but more that fewer modifications were needed during this period. The Chancellor's Office will continue to support the efforts of California community colleges to create physically accessible campuses for our students.

CHANGES IN STATE-FUNDED PROGRAMS & SERVICES FOR STUDENTS WITH DISABILITIES

A number of challenges and achievements emerged from the evaluation. The most significant of these included; the many changes to Title 5 DSPP Regulations, design of a new funding formula, creation of new weights and allocations measures, changes to counting contacts, launching of the Student Services Automated Reporting for Community Colleges for program and financial accountability, creation of new minimum qualifications for DSPP certificated staff, adequately hiring and staffing DSPP personnel, compliance with information and communication technology (ICT) accessibility standards, effective office management information systems and participation in student success funding initiatives through the California Community Colleges Chancellor's Office.

Title 5 Regulations Update

Title 5 DSPP Regulations underwent a significant revision in 2015 to update language and practices, making them more consistent with changes to federal law. DSPP practitioners struggled with the many changes to the regulations and their implications for changes in practice. To meet this need, in spring 2016, the Chancellor's Office proactively scheduled numerous face-to-face training sessions throughout the state, by region, and online to assure all practitioners had access to formal training. Extensive training materials and support documents were created and disseminated online to assist practitioners with the changes, and how to implement them. Even so, the meta-evaluation revealed that more training and support was needed to fully grasp the implications. Additional training was delivered via site visits, regional coordinators meetings, webinars, and formal training venues including DSPP New Directors Training and DSPP All Directors Training, the latter of which was implemented in 2016-17 in response to the expressed need for additional training to implement these and other changes to practice. Individual support was also provided to those seeking further assistance.

The evaluation indicated that over time many of the revised Title 5 Regulations have become institutionalized by the colleges and are less troublesome now; however, there are some exceptions that are covered separately.

Budget Allocations: New DSPP Allocation Formula

In addition to new Title 5 DSPP Regulations, a new funding formula was created that included new weights for disabilities that more accurately reflected actual costs in terms of services provided, and adjustments in terms of the impact of greater College Effort (additional funds provided by the college to support DSPP programs), which is incentivized in the new formula. The new formula is being phased in over a multi-year process; however, there is concern by some colleges that their programs and funding could be adversely affected. The formula is complex and many colleges are experiencing trouble with using it to predict next year's allocation.

The Chancellor's Office has been presenting on the formula at training sessions and via webinar, but it continues to challenge practitioners.

Management Information System Reporting: Including Counting Contacts

Changes to the number of service contacts required for DSPS funding were significantly changed with the revised Title 5 Regulations, and initially proved challenging. The number of contacts per term changed from four to one. Practitioners found this change, coupled with the changes to the disability categories and weights, confusing. However, through actions including a management information system webinar for revised DSPS Data Elements (with support materials), and outreach and clarification by the Chancellor's Office Student Services/DSPS Division, it has become institutionalized.

Student Services Automated Reporting for Community Colleges Student Services Automated Reporting for Community Colleges was another new practice implemented during this reporting period. It is an online tool used for reporting expenditures, and practitioners experienced challenges with it during the implementation phase. It continues to be addressed at CCCCO training sessions, both online and face-to-face. It is an essential part of new directors training each September, and participants have asked for hands-on training to be included, along with an instruction guide to help with entering the data. The benefit of the software is that it collects the financial expenditures at year-end and supports compliance with Title 5 program funding restrictions.

CONCLUSION

This review of 2015-16 and 2016-17 Chancellor's Office data show that in comparison to non-DSPS students, DSPS students:

- Make up 5 percent of the community college student population;
- Continue to take educational assistance courses at a higher rate than non-DSPS students;
- Have significantly higher rates of persistence from year to year;
- Drop out of college courses at the same rate as non-DSPS students;
- Are significantly lower in the rate of degree and certificate attainment
- Are lower in the completion of basic skills courses;
- Are less prepared to transfer to a four-year college;
- Perform similarly in both workforce preparation courses and short-term vocational courses when compared to their non-disabled peers.

The report also sheds light on areas that warrant further research and intervention where in comparison to non-DSPS students, DSPS students:

- Are significantly lower in degree and certificate achievement;
- Are less transfer-prepared.

The finding that DSPS students have higher rates of persistence but lower levels of basic skills course completion, significantly low degree and certificate completion and transfer preparedness, suggests that this student population is spending more time in reaching their goals than non-DSPS students. In order to adequately address these under-representations and transfer issues, additional resources are needed. Such an investment is consistent with the Chancellor's Office current emphasis on implementation of the Guided Pathways framework to ensure a clear path to transfer and degree attainment that will contribute to student success. We expect that DSPS students will continue to benefit from the wide range of services that disability services offers to help in the success of the students.

This report provides a point in time review of DSPS student success data that highlight some of the many program, policy, and fiscal challenges facing DSPS programs as they serve increasing numbers of students. Additionally, by facilitating peer support, and providing technical assistance, training, and specialized consultation and support through targeted grants, the Chancellor's Office continues to assist colleges in making progress toward meeting the needs of their students with disabilities.

ACKNOWLEDGEMENTS

The California Community Colleges Chancellor's Office would like to acknowledge and thank those individuals who have made significant contributions to this report.

Executive Office

Eloy Ortiz Oakley, *Chancellor*

Student Services & Special Programs Division

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Technology, Research, & Information Systems Division

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Communications & Marketing Division

Paul Feist, *Vice Chancellor*

APPENDIX

As part of the Chancellor's Office plan to reinstate comprehensive evaluation of Disabled Student Programs and Services (DSPS) throughout the state's California Community Colleges system, it conducted a meta-analysis of evaluation and needs assessment reports covering the period of 2015-16, 2016-17 and partial 2017-18. These data sources include:

- Multiple evaluations and needs assessments conducted with DSPS practitioners over the past two and a half years, including those associated with:
 - 2015-16 DSPS Solutions Annual Evaluation and Needs Assessment
 - 2016-17 CAPED Mentorship Program Needs Assessment
 - 2016-17 New Directors Training
 - 2016-17 CAPED Convention CCCCCO session
 - 2016-17 All Directors Training
 - 2016-17 CAPED Mentorship Program Comprehensive Year-End Evaluation
 - 2016-17 DSPS Solutions Annual Evaluation
 - 2017-18 New Directors Training Evaluation and Needs Assessment
 - 2017-18 CAPED Mentorship Program Needs Assessment
 - 2017-18 All Directors Training Evaluation and Needs Assessment
- Findings of a 2017-18 DSPS statewide survey of current compliance and reporting practices by the DSPS directors and coordinators at the state's 114 community colleges.
- Findings of an extensive "state of the field" focus group activity conducted at the California Community Colleges Chancellor's Office DSPS All Directors Training in February 2018, including participants representing 82 of the state's 114 community colleges.

The findings from these evaluations and needs assessments, survey and focus group activity were used by the Chancellor's Office to serve, support and provide guidance to DSPS personnel as they administered their programs and served students with disabilities. The findings provide insight into the intricacies and achievements of DSPS programs as they worked to effectively deliver services compliant with federal and state laws, per California Education Code Sections 67310-67312, as operationalized in Title 5 Regulations.

Front cover photo: Three students from De Anza College in front of the main campus entrance.

Photo at right: Students prepare for graduation at San Joaquin Delta College.

Back cover photo: A student is congratulated on stage at a Folsom Lake College graduation ceremony.



Connect
with us!

WEBSITES

California Community Colleges

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Student Success Scorecard

scorecard.cccco.edu

Salary Surfer

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Associate Degree for Transfer

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Addendum to Guidelines for Producing Instructional and Other Printed Materials in Alternate Media for Persons with Disabilities (2000)

Publishing Information

This document was developed by the California Community Colleges Chancellor's Office based on the recommendations of the Alternate Media Workgroup established by the Disabled Student Programs and Services to provide guidance to the field on this subject.

Introduction

In 2017, the California State Auditor (CSA) undertook an audit of three California Community Colleges to evaluate the extent by which colleges were monitoring services for technology accessibility and the impact on students with disabilities. Previous guidance on producing alternate media was issued to colleges in April, 2000. While this guidance provided a comprehensive approach to alternate media solutions, it did not include formal procedures for tracking the timeliness of fulfilling student alternate media requests or include processes to monitor the performance of a college's response to such alternate media requests.

Scope and Purpose

Based on recommendations from the CSA Report 2017-102, this document augments the original guidance by clarifying the timeliness of producing alternate media, the student request process, and providing specifics on monitoring college performance related to this task.

The original guidance developed by the California Community Colleges Chancellor's Office was published as "Guidelines for Producing Instructional and Other Printed Materials in Alternate Media for Persons with Disabilities" (April, 2000). This 88-page document still serves as a resource for community college districts in meeting their legal obligation to make instructional materials and other information resources available in alternate formats to persons with disabilities.

Pertinent Legal Rulings

Several important cases have occurred since 2000 that had a guiding influence on the procedures documented in this addendum. The relevant cases are a UC Berkeley settlement (University of California, Berkeley campus and Disability Rights Advocates, 2013) and a California State University, Fullerton case (Docket Number 09-03-2166 US Department of Education, Office for Civil Rights v. California State University, Fullerton).

Conceptual Framework

Institutional Responsibility

Access for individuals with disabilities is a campus-wide responsibility shared by all faculty, staff, and administrators involved in the creation, purchase, adoption, and implementation of instructional materials and technology solutions. In alignment with Information and Communication Technology and Instructional Material Accessibility Standards and to avoid unnecessary expenses or delays in students receiving access to instructional materials and technology solutions, accessibility should be evaluated prior to purchase, adoption, or implementation. It is the responsibility of the college to educate and inform faculty, staff and administrators of their role in delivering accessible instructional resources to students.

Accessible Design

Accessible design is a design process in which the needs of all students and learning styles are taken into consideration when creating instructional materials and selecting technology. Principles of Universal Design for learning incorporate those accessibility features into the beginning stages of course design. This is a proactive approach to building broad usability for many and alleviates the need for numerous individual accommodations.

Recommended Processes for Alternate Media

Student Alternate Media Requests

1. DSP&S will offer a process for students to submit an Alternate Media Request. Such process will also allow for a request if student is enrolled in a course where reading assignments have not yet been designated or made available prior to the start of classes. DSP&S will provide assistance to students who request help in filling out alternate media requests.
2. To encourage students to turn in alternate media requests as early as possible, DSP&S will send a notification (e.g., emails, text message, phone call, etc.) titled "Alternate

Media Reminder” to all students approved by DSP&S for alternate media services. The reminder will be sent four weeks in advance of the start of classes. Each Alternate Media Reminder will inform, at a minimum, the student that:

- a. An Alternate Media Request is based on an interactive process and is necessary to enable DSP&S to meet the Standard Production Time set out in the Delivery Timelines.
- b. DSP&S will include language that assistance in completing an Alternate Media Request is available during DSP&S open hours.
- c. The student has the opportunity to register a complaint if alternate media services did not meet the student’s request.
- d. Failure to provide DSP&S with an Alternate Media Request at least three weeks prior to the start of class may mean that DSP&S is unable to provide the course textbook/reader within the Standard Production Time, but will not:
 - i. preclude the student from requesting alternate media be provided on a Rolling Basis Production;
 - ii. prevent DSP&S making its best effort to provide the alternate media within the Standard Production Time.

Delivery Timelines

Standard Production Time: The Standard Production Time for producing edited alternate media for most textbooks (whether hard copy or electronic) will take ten (10) business days from the time permission has been obtained from the publisher, and for most course readers (whether hard copy or electronic) will take seventeen (17) business days.

“Rolling Basis” Production: When a shorter turn-around time is necessary to complete a required course assignment, a student may opt to obtain portions of their textbook or course reader as needed on a “rolling basis”, rather than at the end of the Standard Production Time. Producing edited alternate media under a Rolling Basis Production request is expected to take at least five (5) business days from the time permission is obtained from the publisher for portions of a textbook and eight (8) business days for portions of a course reader. Under a Rolling Basis Production request, the college will convert portions of the textbook, course reader or other instructional materials and provide the alternate media to the student on a “rolling basis” 24 hours prior to each upcoming due date. The student will identify the date the assignment is due (e.g., by submitting course syllabus). If a due date is not shown on syllabus, written documentation of due date from instructor is sufficient. The complete textbook, course reader or other materials will be provided as soon as reasonable.

Specialized Text: Some alternate format requests will take longer than the standard production time due to the subject matter, format type, or the quality of the source material. A California Community College will make its best reasonable efforts to provide such alternate media as soon as possible. Specialized text may include:

- Subject Matter: math, science (including computer science), foreign language materials, etc.
- Paper Production: Braille or large print that requires reformatting and/or repagination
- Scan Conversion: marked-up materials or illegible document reproductions requiring extensive text input by keyboard.

Recommended (But Not Required) Reading Assignments: Upon request, instructor recommended reading assignments will be converted into requested alternate media formats when needed for a class/course. The standard production turn-around times will not apply to recommended readings, which have lower priority than those requests for required readings. Colleges are recommended to ascertain if the request for alternate media is for required or recommended instructional materials. Upon receiving a request for recommended materials, the College will provide an estimated date of completion.

Alternate Media Request & Response Data

California Community Colleges are recommended to maintain an alternate media request/response tracking system regarding the status of a student's alternate media requests, that, at a minimum, includes the following parameters:

- date student notified to submit Alternate Media Request
- date of request received
- date student notified of receipt of alternate media request
- projected date of completion (based on the delivery timeline guidelines)
- date student notified of completion of alternate media request
- the type of source material received (e.g., scanned file, MS Word, PDF, etc.)
- the type of alternate format produced
- actual date of completion (with notation on number of business days, if any, beyond scheduled date of completion)
- time interval, in days, identifying the difference between the projected date of completion and the actual date of completion
- comments and/or notes regarding subject matter, poor quality original materials, or complexity of alternate media format, e.g., paper production of Braille or large print requiring re-formatting/re-pagination.
- actual time it took to produce alternate format materials

Monitoring of Alternate Media Requests

The Chancellor's Office recommends that data pertaining to Alternate Media Requests and Responses be reviewed not less than twice per year summarizing key data points. The underlying goal is to determine how the college is performing in ensuring students with disabilities have the same opportunity for success as other students.

Handling of Alternate Media Request and Response Complaints

Colleges are recommended to have a process for handling alternate media complaints. Information related to a complaint must be documented and include the following data:

- student contact information
- date complaint received
- date student notified of complaint receipt (within 2-business days)
- details pertaining to complaint
- projected date of resolution based on District procedures
- comments or notes regarding the complaint and resolution
- actual date of resolution
- time interval, in days, identifying the difference between the projected date of resolution and the actual date of resolution

Monitoring of Complaints

The Chancellor's Office recommends that data pertaining to Alternate Media Request and Response complaints be reviewed not less than twice per year summarizing key data points. The underlying goal is to determine how we are doing in ensuring students with disabilities have the same opportunity for success as other students. Frequent issues may become the basis for changing procedures leading to an improvement in service to students with disabilities.

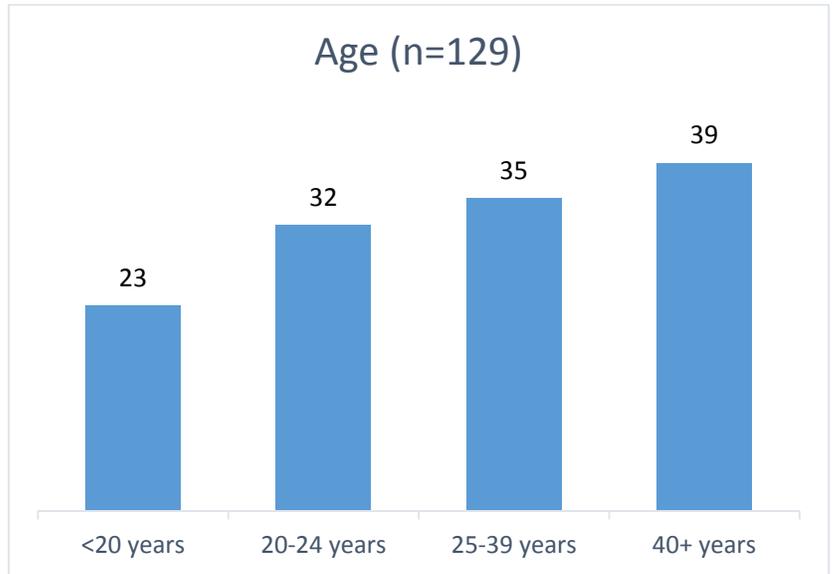
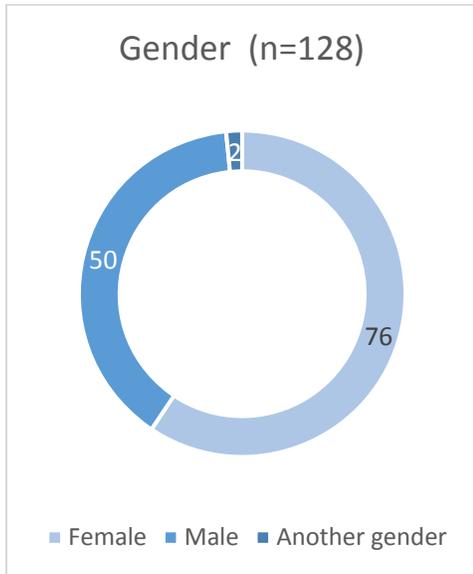
The Chancellor's Office gratefully acknowledges the contributions of the following people:

Lucinda Aborn, Dean of DSPS, Cerritos College
Elena Alcala, CCCCCO Program Analyst
Jeff Baugher, Director, Alternate Text Production Center
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Mike Sauter, Alternate Media Specialist, Saddleback College
Linda Vann, CCCCCO DSPS Specialist
Laurie Vasquez, Faculty, Assistive Technologies Specialist, Santa Barbara City College

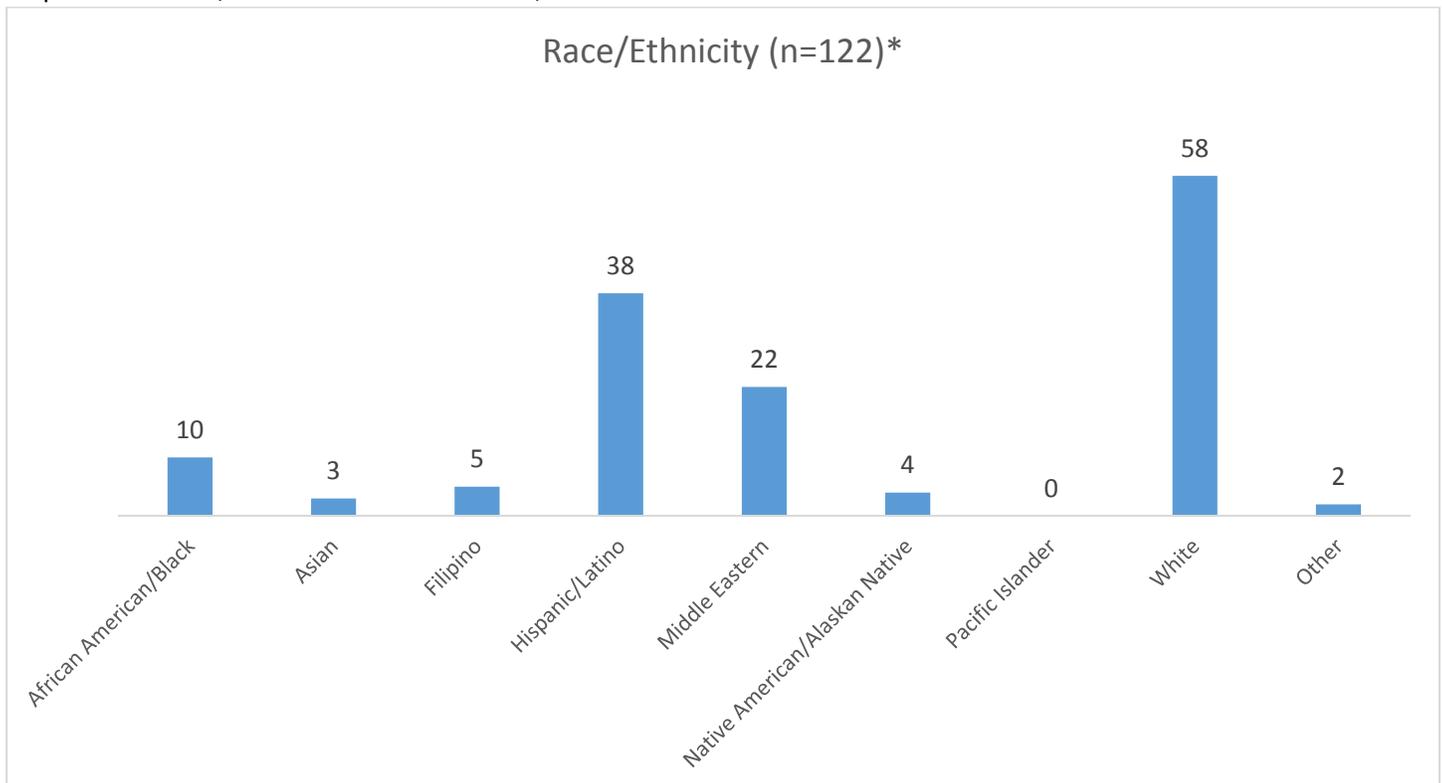
Cuyamaca DSPS Survey 2018: Results

Cuyamaca’s Disabled Students Program and Services (DSPS) administered a survey in fall 2018 to understand students’ experiences with these services and to gather students’ suggestions for improving these services. In total, 136 students completed this online survey. The charts below reflect respondents’ demographic information.

Demographics

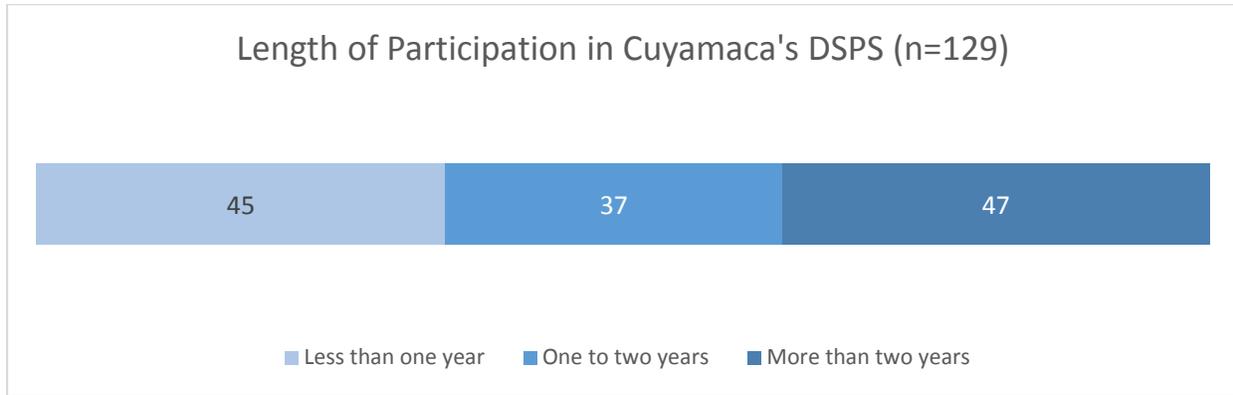


Approximately 59% of respondents were female, 39% were male, and 2% were another gender. Respondents’ average age was approximately 34 years old; 18% of respondents were less than 20 years old, 25% were 20-24 years old, 27% were 25-39 years old, and 30% were 40 years or older. Approximately 48% of respondents were White, 31% were Hispanic or Latino, 18% were Middle Eastern, and 8% were African American or Black.

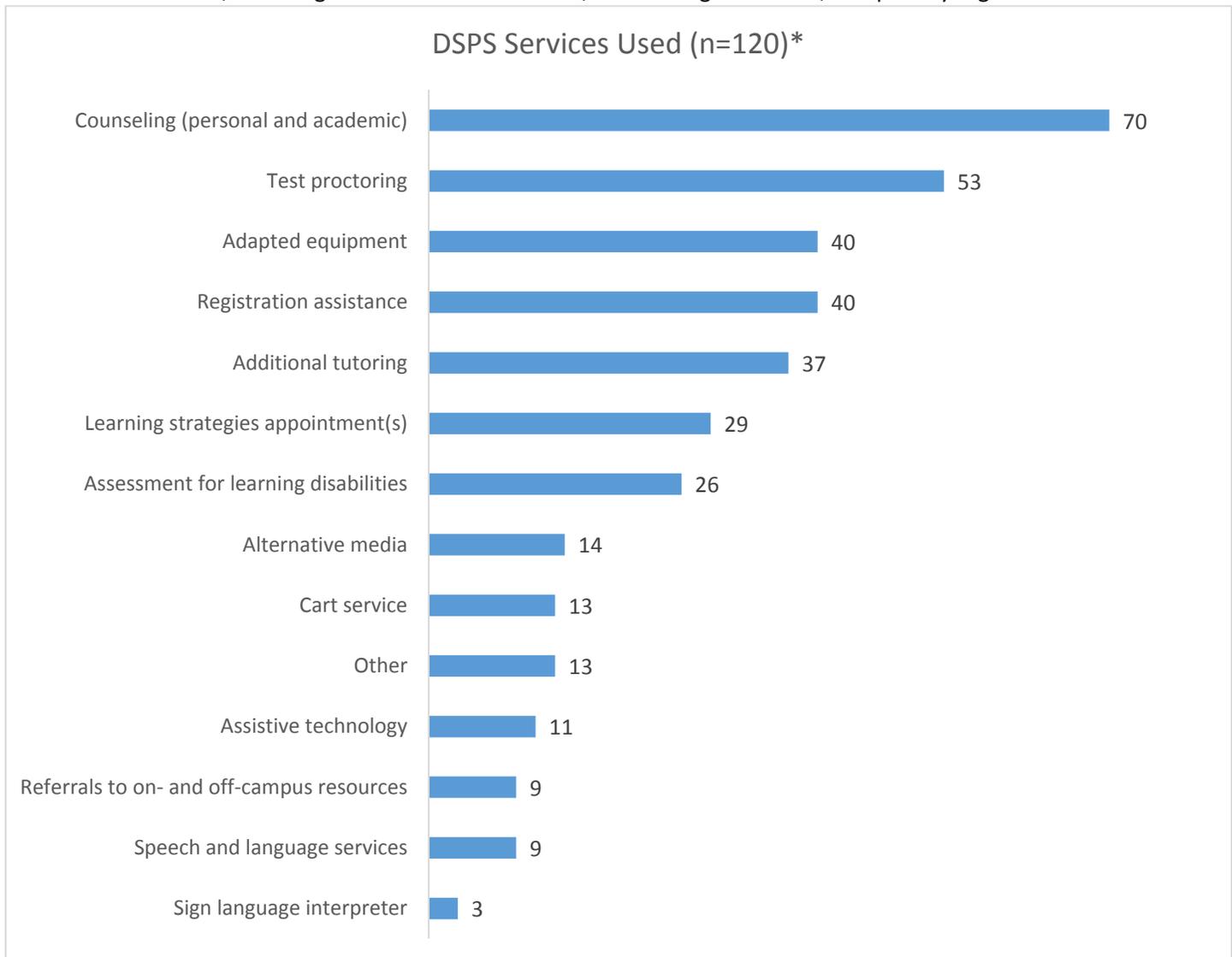


*Note: Some respondents selected more than one race/ethnicity.

DSPS participation



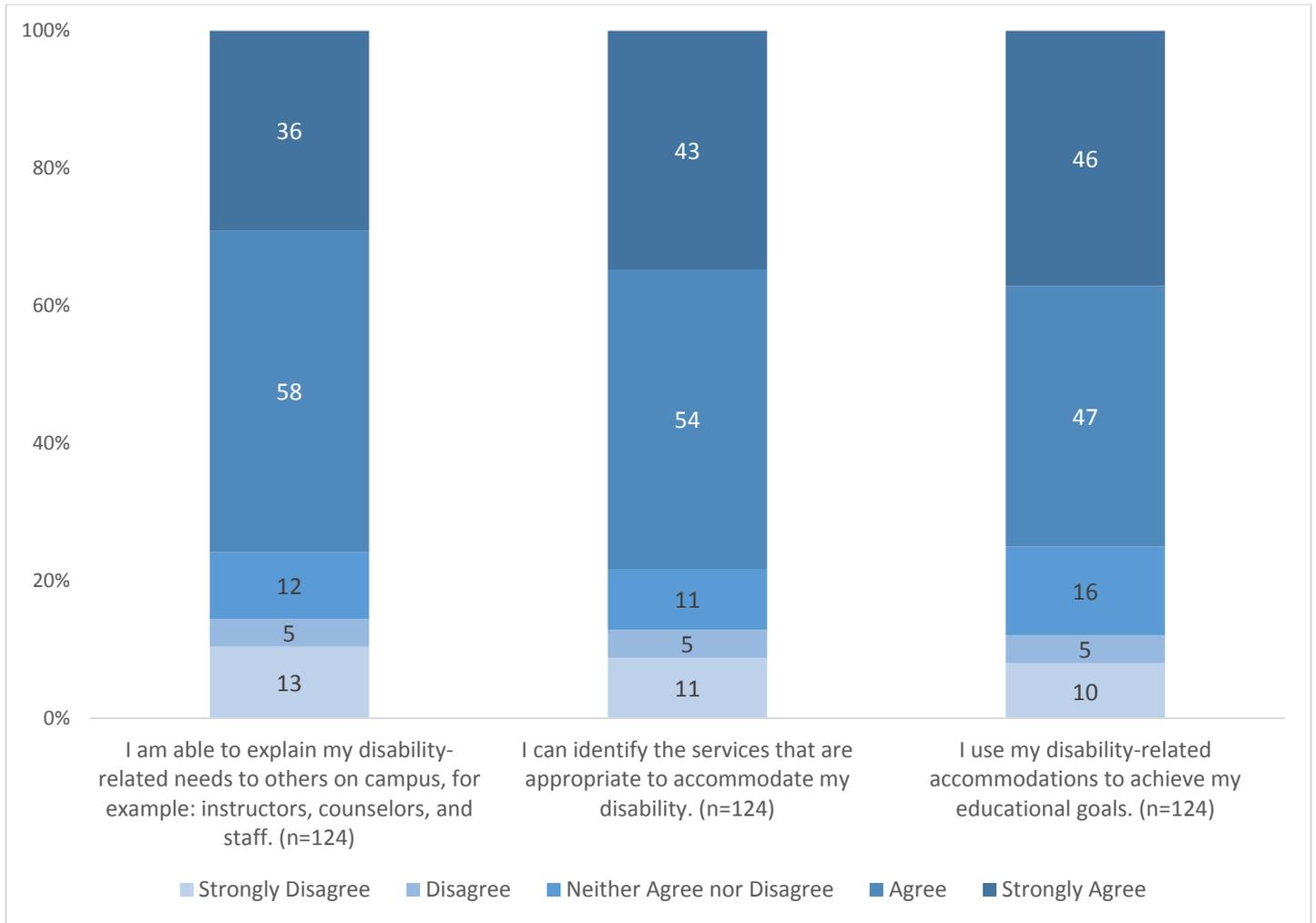
Approximately 36% of respondents indicated they participated in Cuyamaca's DSPS for more than two years, 29% participated for one to two years, and 35% participated for less than one year. The most commonly used services included personal and academic counseling, test proctoring, adapted equipment, registration assistance, additional tutoring, learning strategies appointment(s), and assessment for learning disabilities. Some students noted that they used "other" services, including extended time on exams, note-taking assistance, and priority registration.

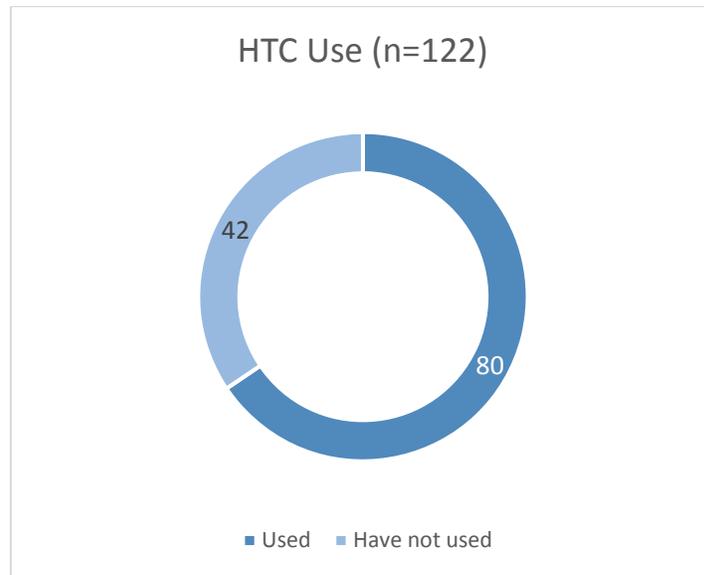


*Note: Some respondents selected more than one response.

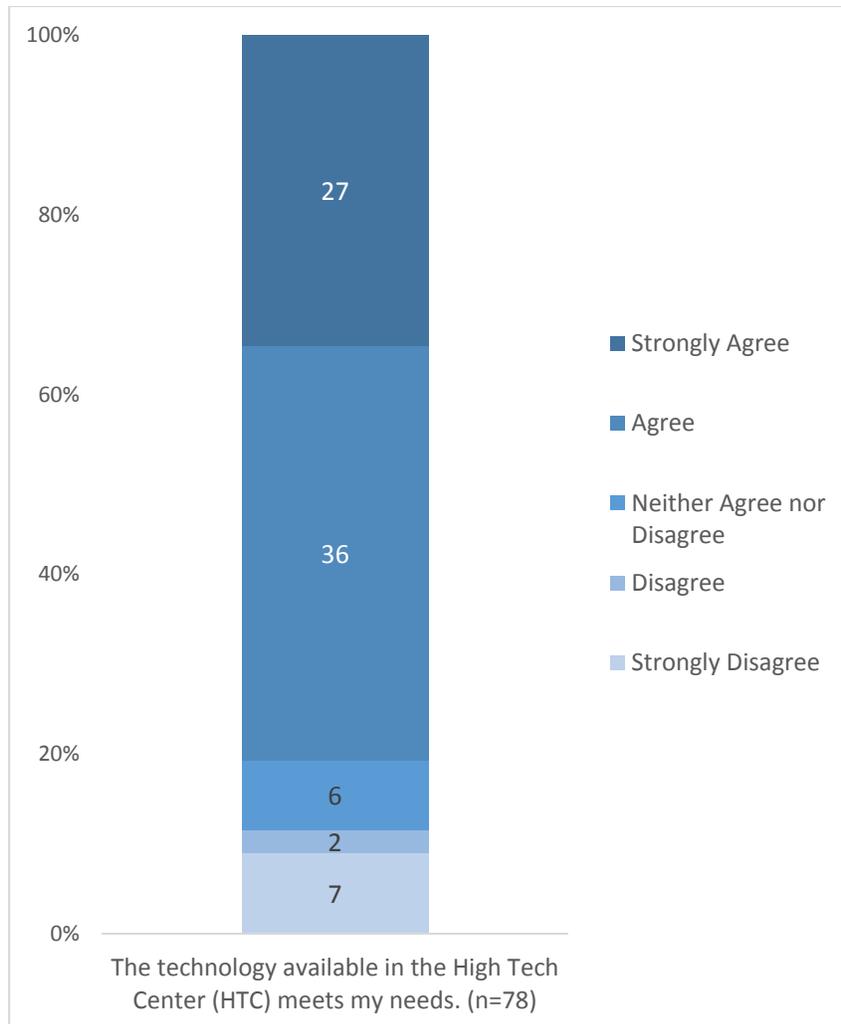
The majority of respondents indicated they agreed or strongly agreed with the following statements that align with the DSPS student learning outcomes (SLOs):

- 76% of respondents agreed or strongly agreed with the statement “I am able to explain my disability-related needs to others on campus, for example: instructors, counselors, and staff”
- 78% of respondents agreed or strongly agreed with the statement “I can identify the services that are appropriate to accommodate my disability”
- 75% of respondents agreed or strongly agreed with the statement “I use my disability-related accommodations to achieve my educational goals”





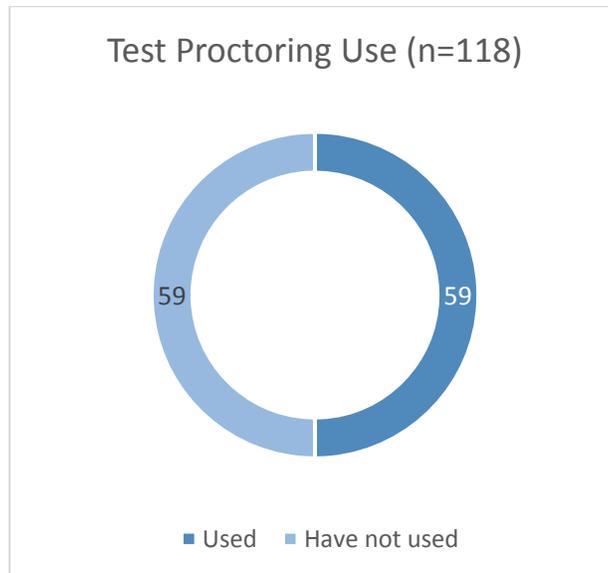
The majority of respondents (66%) indicated they have used Cuyamaca’s High Tech Center (HTC); of these respondents, the vast majority (81%) agreed or strongly agreed with the statement “The technology available in the High Tech Center (HTC) meets my needs.”



The respondents that indicated they had not used the HTC were asked to explain why they had not used the center. Students indicated that they were unaware of the HTC, did not need the HTC, did not have time to use the HTC, or that they felt uncomfortable. All verbatim responses are listed below.

Reasons for not using the HTC (n=44):

- I feel uncomfortable
- because I am improving my English till now.
- Because i don't need it at this moment.
- Beginning on 10-29-18
- Didn't have chance to.
- Do not know what that is
- Have my own computer and no time to go in since I work 8-5 Monday - Friday
- Have not needed to as yet
- Haven't really needed it yet
- Haven't gotten that far my first time being in the DSPS
- I did not know about it
- I didn't know about it or what it is.
- I didn't need yet I do not have enough time.
- I do know what is that
- I do not know what is it
- I don't have a lot of time on my hands to use the High Tech Center.
- I don't know what it is.
- I don't need id
- I don't need it
- I don't need it at the time
- I go to Grossmont College
- I go to school online and have not used too much of the accomodations unless it's tutoring, or early registration
- I have a laptop that meets my needs
- I have never used this
- I haven't needed it yet.
- I haven't needed test proctoring yet. It's in my accommodations if I need it, but I've been fine so far
- I just dont use it
- I just never had the time to use it.
- I need more about this Center
- I never had any use for it
- I never herd of it. :-(
- I was told about it
- My classes are at night.
- na
- no
- No because I don't now what it is.
- No time
- Other places have computers that I'm already in.
- Text book
- To be honest i'm not sure
- Yes and it's very helpful
- Yes toDoing my homework on the college



Half of respondents (50%) indicated they have used Test Proctoring, whereas 50% indicated they had not used Test Proctoring. The respondents that indicated they had not used Test Proctoring were asked to explain why they had not used this service. Students indicated that they did not need this service, they were not familiar with this service, they were too uncomfortable to use the service, or they took classes online. All respondents' reasons for not using Test Proctoring are listed below.

Reasons for not using Test Proctoring (n=56):

- Bc there is or was previous agreement between instructors and test proctoring,there was no plan ahead of time for me
- Because I am relaxed with my friends
- Didn't need it this semester
- don't know
- Don't know what that's is, maybe is call with another name?
- Don't need it yet for these classes
- Have not needed to as yet.
- have not needed to use it
- Have trouble getting out of bed to get to campus due to illness. Classes mostly online
- Haven't had time to schedule appointment also didn't know dsps afford that
- Haven't set up an appointment.
- I did not need it.
- I did not use
- I did not use it
- I do know
- I do not need it
- I do not need it.
- I don't know what is it
- I don't know
- I don't look for help because I'm uncomfortable with using the system compared to someone that can't. I believe that everyone should have the same.
- I don't need to
- I don't really know

- I have done well taking my tests in class.
- I have enough time
- I have never used it
- I have not come to this stage yet.
- I haven't needed it.
- I haven't needed the extra time to complete my tests.
- I haven't taken the assessment tests in Cuyamaca College yet.
- I haven't felt the need to yet.
- I haven't needed it yet
- I haven't needed it this semester but I will next semester.
- I like to take the exam in class
- I prefer in class
- I simply don't need it but do need extended times.
- I will never because the Proctor's attitude
- my class in online.
- My classes are at night.
- My disability isn't something that always effects me. I haven't had a bad day on an exam day yet
- My instructors have been accomodating in allowing me to sit outside the classroom if I need silence or just have extra time in class to complete a test.
- My tests have been online
- Never heard of it
- Never herd of it.
- no
- No
- No because I don't need to be tested
- No I don't know what it is
- No need at this time
- No tests yet
- No use for it
- Not sure what this means.
- Not too sure what that is
- Not yet
- The professors give me enough time on my tests
- The teacher gives me extra time most of the time
- when teachers know they give the same accomondations

Half of respondents (50%) indicated they have used Test Proctoring; these respondents were asked what they liked about the service. Students indicated they liked the extra time they received; the quiet, private space; and the help they receive from the test proctoring staff. All of the aspects of test proctoring that respondents indicated they liked are listed below.

Best Aspects of Test Proctoring (n=53):

- A lot of help
- Able to take tests on my own schedule and time
- Easy to use
- everything
- Everything. The extra time. The quiet environment. [The staff member] is very understanding and flexible with me.
- extended time
- Extra time
- Extra time, quiet environment
- Gives me more time to take the test.
- Helpful with more time on exams to ease anxiety.
- How nice [the staff member] is and how she gives me my own room. I couldn't take test without test proctoring
- I did not like it
- I felt relaxed and rushed as well as supported.
- I get the distraction free environment I need.
- I really like the fact my surrounding is not chaos which helps me focus a lot better I also, like the extended time I get if I needed it knowing I have extra time definitely reduce my stress a lot.
- It allows me not to disturb other classmates with my noisy medical devices. It also gives me a quiet environment to take my test. It also allows for needed snack break if needed for my diabetes.
- It gave me more time to be able to finish my tests.
- It gave me more time to take my exams. I didn't have to feel rushed.
- It gives me extra time.
- it help me alot
- It helps me stay focused when I take my tests in a quite area by myself and I defintally do much better on tests.
- It is quiet and no distractions
- It was a quieter environment I fest less anxiety
- it was quiet and gave me the time I needed.
- It's easier to focus and not as nerve wrenching
- It's quiet and the technology reads it to me
- I like privacy and more space.
- [The staff member] their is really nice and helpful
- Like how you are in a quiet environment and u can focus on your test.
- Like most test development, I spent a lot of time making sure .
- [The staff member] is very nice and helpful. The quiet place with the east plugs to drown out distractions is nice. Just being able to have that extra time for times writing assignments is extremely helpful!
- No pressure to get it done
- No comments
- Quiet
- Quiet environment
- Quiet, extra time, fewer visual distractions
- quit, and I have lots of time to finish the test

- Quit, have extra time
- Since I broke my wrist I can't write so being able to type on the computer has been a huge help
- Test proctoring makes it easier to understand what's being asked. It's a nice tool to have because sometimes directions on tests are difficult to understand.
- That it is good and i dont need to worry about the time.
- that make the test big for me to see it clear
- The ability to take exams at my own pace and double time and quiet environment whenever I needed it.
- The environment
- the extra time I get for tests
- The extra time. My PTSD sometimes gets the best of me when I don't understand the question.
- the person (s) helping with testing.
- the quiet environment
- The system is easy to use to schedule exams and proctoring is set up well.
- There is more time
- Very helpful in providing a quiet place and longer testing time for exams
- Yes
- You can take your time not being rushed.it is very quiet and clean.

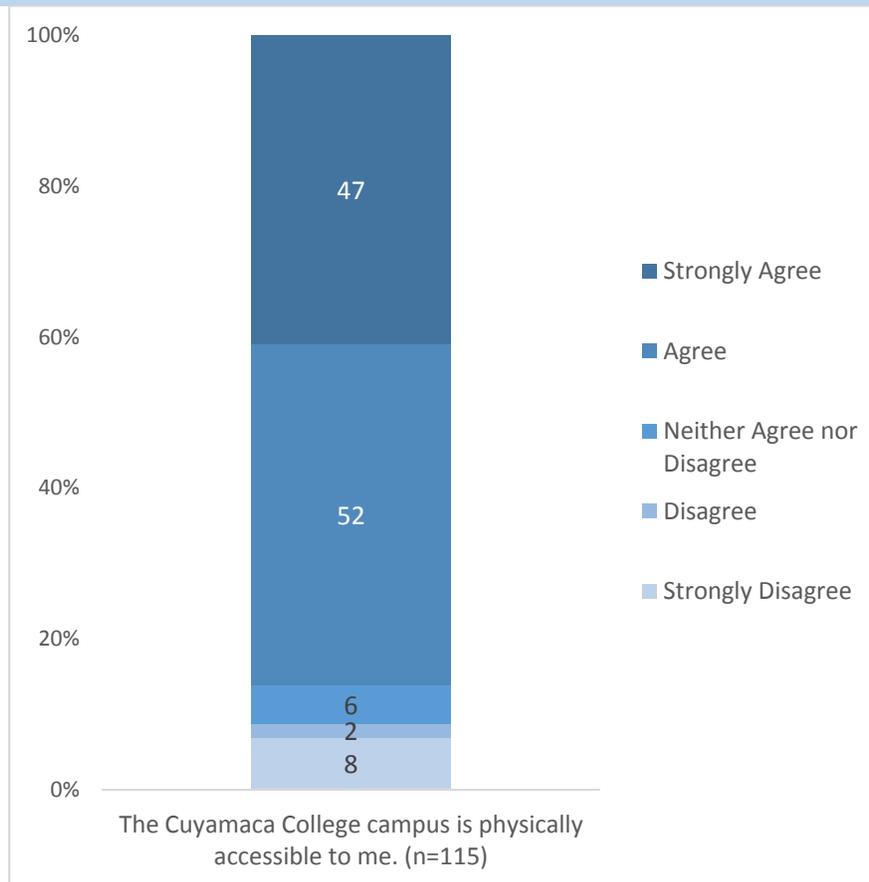
Half of respondents (50%) indicated they have used Test Proctoring; these respondents were asked what they would change about the service. Students suggested allowing students to take tests in a more private space, limiting distractions in the test environment, allowing them to drink coffee or chew gum while taking tests, expanding the times that test proctoring is available, simplifying the process to sign up for test proctoring, and teaching instructors about the test proctoring service. All respondents' recommended changes to Test Proctoring are listed below.

Recommended changes to Test Proctoring (n=38):

- i would like it if the teacher would know that it is
- Be in private, well-lit room. Clear your workspace.
- breaks after a certain amount of time
- Everything is fair to get the test done.
- I would like more helpful staff.
- i would like to bring in my coffee when i take any test
- I would not like to change anything
- I would nothing change nothing about it
- If I could have a longer period of time to schedule my appointments for the test it would help a lot more because sometimes I forget to schedule them a week before and then I have to take the test in class which makes me have more anxiety.
- It is to quite for me in the room
- Make it to where once we have turned in our paperwork for test proctoring to schedule an appointment online.
- more privacy.. hard to concentrate...
- more secluded atmosphere
- N/A
- Nothing
- no changes
- none!
- nothing
- Nothing
- nothing everything is good and I like it
- Nothing in my opinion

- Nothing really I think the test proctoring is very well organized
- Nothing, it's perfect in my opinion
- Nothing.
- Nothing. Its perfect the way it is.
- Nothing. [The staff member] is spectacular.
- Prefer not said
- space or allowance to get up and walk, sometimes my nervous energy builds up over the 2 hours and it makes it harder to concentrate
- take tests by my self not in rooms with others
- That can't chew gum it helps me focus
- That it is easier to set up with the professor and the test center.
- The one week policy for students who schedule appointments and have other life emergencies come up but are unable to change their test time or push it back a week unless it complies with the supervisor.
- The staff over there they are not nice they look down on me ,
- The time the employees show up. They all should be there at 730. So we can schedule testing early
- There's not that much I would change except for a few things the clock in that room so freaking frustrating when you trying to gather your thought, especially during essay the clock keep making the ticking sound it's very distracting for me, I don't mind the clock I hate the ticking. The other thing I would change is the temperature in that room sometimes is unbearable, I like the temperature during summer however during winter or fall is freezing I know it says 70° Degrees but I definitely do not believe that.
- There is nothing that I see that I think needs to change.
- Until now everything is perfect
- Yes

Campus accessibility



The majority of respondents (86%) agreed or strongly agreed with the statement “The Cuyamaca College campus is physically accessible to me,” whereas 9% of respondents disagreed or strongly disagreed with that statement. These respondents were asked to explain how the campus is not physically accessible, and their responses are listed below.

Reasons the campus is not physically accessible to respondents (n=18):

- Because I need to do my gol
- agree
- Because it's good college
- Because they help me with the car service
- Disagree.
- I can get there on time.
- I can go wherever I need freely.
- I get periority registration
- I have a physical illness that makes it difficult to get out of bed because of fatigue. It is also not close by.
- I live out of the area.
- I think. The center is all good
- I use the cart service and that helps me get to everywhere I need to.
- It is because it is a good campus to learn and help people
- It is close to where I live and they work hard to see the times that work for me.
- My teachers do not respond to my E-mails when I take online classes.
- Prefer not to mention
- So people can get where ever they want to go.
- The cart service does not accommodate my wheelchair, so I have to use my cane which is harder on my legs and wrists

Respondents were asked to identify which DSPS services at the Main Office have been most helpful to them. Their responses are listed below.

Most helpful DSPS services (n=94)

- I am not sure what her name was, but she showed me everything that was available for me. She made me feel very comfortable and explained everything for a perfect path for my degree.
- Ability to meet with someone as soon as I can and sit down to discuss academic adjustments and a schedule of what classes to take each semester to reach my graduation goal.
- Academic advisement
- Academic counseling has been very helpful.
- academic preparation
- Accommodation plans
- Achieve my goals
- agree
- all
- All
- All of them
- appointments
- At Cuyamaca college
- Being able to see my councilor when needed to help explain my needs and educational plan.
- Books
- Calleorks
- Car service
- Career counseling
- computer lab
- counseling
- Counseling
- Counseling and registration
- Counseling and test proctoring.
- Counseling and the high tech center
- Counseling services, registration services.
- Counseling, planning
- Counseling, services provided for my hearing loss, testing services, note taking
- Counseling.
- Counselling
- counselors appointment.
- Counsling office
- Counsoling
- Counsrlors
- Disability program
- Dsps counseling
- DSPS office
- early registration
- Early registration
- Early registration and being able to talk about my future schooling and what I have been doing in the past
- Early registration and real time captioning.
- Every thing from helping with edcration Plan.To getting the service I need.

- everybody has been helpful
- Extra time for the exams
- Front seating
- Going to talking to people.
- Guidance counseling
- Help in registration.
- Help with scheduling classes.
- Helping me with figuring out my educational goals and offering helpful options to accommodate my disability.
- Helping me with the strategies.
- High tech center and the staff at the main office have been extremely wonderful!
- HTC
- I have not had very many helpful services to help me with my classes.
- I have prior registration and that a counselor is there to help me choose which classes I need for each semester that I will be in school.
- I've only used the tech.
- Meeting the counslor
- Meeting weekly with [staff member]
- More testing time
- na
- No help at all
- None. The counselor I contacted was non-responsive. Left a message and never heard back from her.
- Planning my classes
- Registration priority has been definetly the most helpful as well as meetings with the counselors.
- Simply speaking with a counselor that has dealt with people/students with special needs makes a big difference
- Speech and language strategies
- Strategies, digital recorder and the cart service.
- Study tips classes
- Test Proctoring and cart rides
- Test proctoring.
- testing, counseling
- Text book
- The academic counseling
- The assessment
- The caring part of helping
- The councling office and the DSPS.
- The counseling meets
- the counseling.
- The Counselors have helped me out a lot and been very heplful
- The counselors they help me a lot with my classes and other resources they recommend me to used
- The early registration
- the long time they give me for test and make test larger for me
- The most helpful is the cart service, special desk and chair , note taking
- The most helpful person to me is the [staff member], but she is always very helpful and easily approachable she works at the front desk. The other person that's always helpful is [the counselor] I don't really go to the main office often because I have the EOPS counselor and the athletic counselor STEM counselor and transfer counselor, I have many amazing helpful people around me. However this semester I was struggling a lot because my biology professor didn't want me to take the quiz or exam at the high tech center or have a recorder or note

taker, he was difficult I was able to talk to [the counselor] she was able to fix it less than 24 hour she's amazing she's always there for me when I need her the most.

- The office of the college
- The reading program is the most helpful
- The recoder
- The tape recorder the kurzweil and test proctoring
- the Tech Center.
- They are the best
- Tutoring
- Tutoring and counseling
- Tutoring people
- Yes
- yes they are very helpful

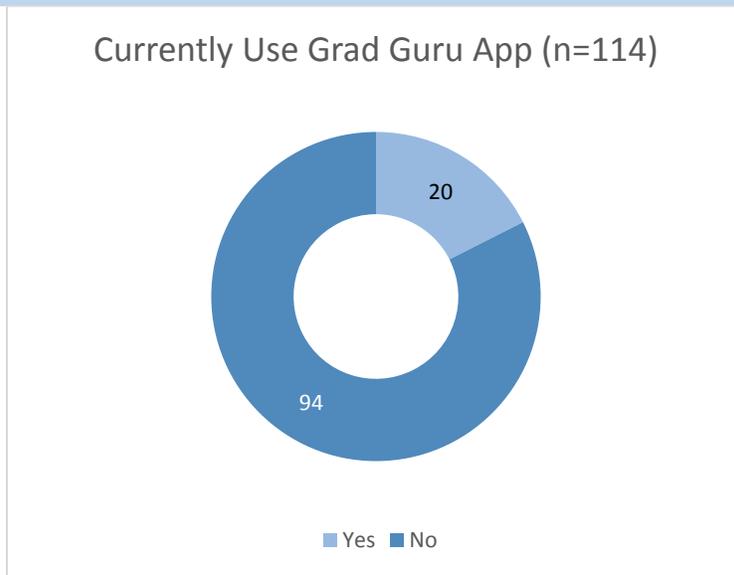
Respondents were asked to identify changes they would make to DSPS services. Their responses are listed below.

Recommended changes to DSPS services (n=67)

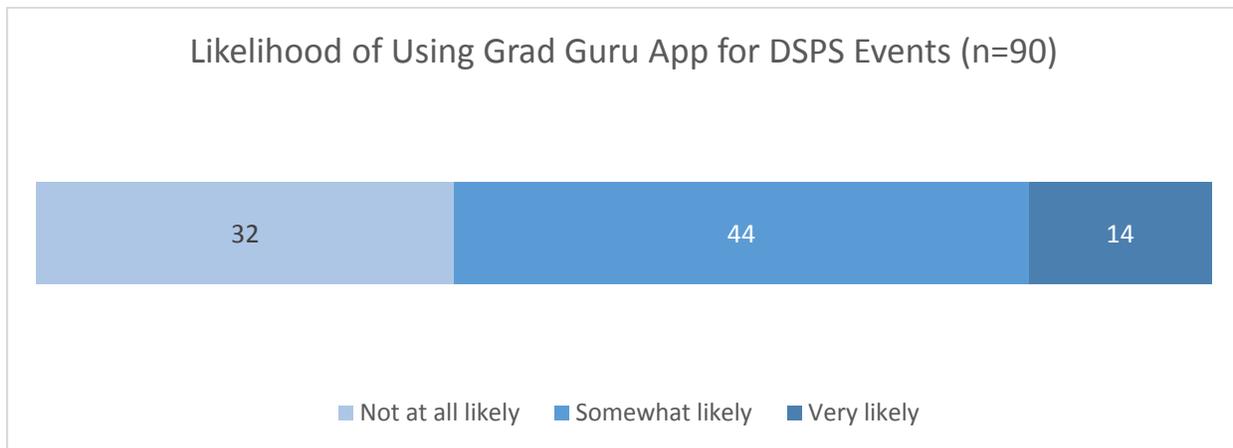
- It was simple, I made an appointment, she made me feel very comfortable and explained everything to the perfect degree.
- na
- Add another counselor to make more appointment times.
- agree
- Communication between dsps staff veterans staff and the instructors to co.e up with a tailored game plan. Check list, study guide etc at the beginning of the semester before classes start. I had 0 help this semester but I did receive cookie cutter speeches that didnt amount to any meaningful tangible help.
- everything in the DSPS services is great and I will not change anything.
- Extending the appointment time period
- Helping more students get to DS PS
- Hours make them open until 6:30
- I am satisfied with their services
- I don't feel like it helps much because I had more accommodations in high school
- I wish the staff was more accommodating to my needs. I feel like I don't receive the best help with my classes and I do have difficulty.
- I would change the way autistic and mentally challenged students are dealt with. Autistic people can't sit in a dsps meeting and listen for long lengths of time. It needs to be short and sweet. Too much talking loses the student and they are not understanding most of what you are saying. I would put beginning computer classes mandatory for all dsps students. In this world we all know how important this is. Most mentally challenged students may not have much practical computer knowledge that they can use at a job. Why are we leaving them out of this computerized world? Not fair. They at least need basic knowledge. The dsps classes should be more student interactive so students are engaged and not just listening, because you have lost a lot of them. I love that you are all there for these kids. I was disappointed in dsps for mentally challenged students.
- I would like to do the exam in the main office
- I would not change nothing about it
- I'm not sure
- If they could email my professors my accommodation sheet. There's not really a way to give that to them or negotiate a note-taking situation that doesn't draw a lot of attention to it.
- If you have a lifelong disability, you shouldn't have to coming in every year.
- It is good.

- It's great!
- Make sure all staff is on the same page and giving out correct information. A few times one person would tell me one thing, then the next person I talked to told me something totally different.
- Making appointments online.
- Maybe have another plan in mind of what classes you want to take depending if you don't want to follow the other plan anymore.
- More counselors to talk to.
- more counselors, more time to speak about different concerns, availability.
- N/A
- Nothing
- no
- no changes its fine for me
- No thing
- None!
- Not a thing
- Not a thing Appreciate & recognize the staff more for their patience understanding kindness & effort to help all
- Not anything for now.
- Not sure to be honest.
- nothing
- Nothing
- Nothing every thing is ok.
- Nothing need to be changed in my Opinion
- Nothing that I can think of
- Nothing that I can think of.
- Nothing the program is really good that there shouldn't be no change they give good support
- Nothing they are wonderful
- Nothing thus far
- Nothing, everything is great
- Nothing, I'm not complaining. I say it's perfect
- Nothing, they're great.
- Nothing! Keep doing you! I love you guys, thank you for being the best support system outside of home :)
- nothing.
- Nothing.
- Nothing. DSPS is always there for our needs.
- Nothing. Its perfect.
- Nothing. Services met my needs.
- Number one thing I would change about this service is the name I'm not disabled I just learn different the word disabled justify people who use this service is not normal, other people who do not use it is normal. The school, in general, need to educate their faculty member especially professors I get asked a lot of questions what's wrong with me I look normal I live na ormal lifestyle I think the ignorance is very frustrating. None of the professor's respect students privacy when it comes to this thing especially my biology professor, he put my business out there everyone in class knows my business if I really want to I can get the school and him in trouble.
- Open more walk in assistance
- People need not to judge other no matter whom they are or what disability they have
- Possibly having later hours for appointments.
- Prefer not to mention

- spelling accommodations
- The AAA process could be more integrated across Cuyamaca and Grossmont, rather than having their own forms/procedures for some things, while others are identical due to the two schools being in the same district.
- The counselors. They do not know anything
- The hours of availability. Help with financial aid.
- The mandatory 2 meetings in the semester. I'm doing well with light, as needed support and it's hard for me to find things to meet that requirement without having too much support.
- The office of the college
- They do not offer realistic policies or accommodations that help me achieve my educational goals from home. I find it incredibly insulting and ableist to not understand the difficulty I have coming to campus, and they were unwilling to show any compassion by working with me to allow for phone appointments when I spend almost every day, all day, in bed. It is unacceptable to not create programs where someone with extenuating circumstances can complete classes from home or have phone appointments if classes are online. Unacceptable and unempathetic. Make it accessible for those with difficulties to get a full education from home, if they need it. Don't make it so that those with disabilities have to explain it to their teachers every semester and embarrass themselves. It's humiliating and not our fault we have struggles. Send paperwork to teachers automatically. To make someone every semester say, "I have severe problems" is so degrading. To not allow for excused absences or home-based study arrangements if they are needed for those with physical or mental health challenges is degrading and we feel left behind. It feels like you are saying, "oh, well! Push through it or maybe you shouldn't be going to school." It's not okay. Also, the staff is completely disjointed and nobody has the same information. Ask anybody a question, and you will get a different answer if you ask someone else. If someone has to withdraw late for medical reasons, take it off the transcript. Don't show that they have a medical problem. Give us opportunities to succeed instead of making everything more difficult and more of a battle. Have staff that shows compassion and tries to understand what it's like to have these challenges. Some kind words and a small display of understanding that attending school with these challenges are extremely difficult, and an acknowledgment of what the student is going through rather than dismissal or invalidation, go a long way. If someone expresses that they can't get out of bed, don't respond with, "well, do you think you could try?" or, "it's our policy that we don't do phone appointments". Of course we have tried, and try hard every single day. It is heartbreaking, dismissive, abusive, and feels horrible to be talked to as though we should try harder when we have nothing left to give. The current policies and accommodations are extremely minimal and mentally unhealthy. Do not harm students more and call it help.
- to bring my coffee in with me
- Using gum to help concentrate



Approximately 18% of respondents currently use the Grad Guru app to learn about DSPS events or other college events, and 88% do not currently use Grad Guru. Of the respondents that do not currently use Grad Guru, the majority (64%) said they would be somewhat likely or very likely to use Grad Guru in the future to learn about DSPS events and other college events.



Cuyamaca College

Comparison of DSPS and All Other Students: Demographics

Fall 2016 - Spring 2017

	DSPS Students				All Other Students			
	Fall 2016		Spring 2017		Fall 2016		Spring 2017	
	#	%	#	%	#	%	#	%
Total Students	761	7.7	750	7.7	9,156	92.3	8,934	92.3
Gender	761	100.0	750	100.0	9,156	100.0	8,934	100.0
Female	378	49.7	364	48.5	4,989	54.5	4,888	54.7
Male	378	49.7	380	50.7	4,045	44.2	3,939	44.1
Not Reported	5	0.7	6	0.8	122	1.3	107	1.2
Ethnicity	761	100.0	750	100.0	9,156	100.0	8,934	100.0
Asian	22	2.9	24	3.2	584	6.4	609	6.8
Black non-Hispanic	46	6.0	49	6.5	540	5.9	516	5.8
Hispanic	238	31.3	214	28.5	3,074	33.6	2,847	31.9
White non-Hispanic	380	49.9	390	52.0	4,104	44.8	4,127	46.2
Two or More	67	8.8	64	8.5	722	7.9	703	7.9
Not Reported/Other	8	1.1	9	1.2	132	1.4	132	1.5
Age	761	100.0	750	100.0	9,156	100.0	8,934	100.0
Under 20	129	17.0	108	14.4	2,853	31.2	2,460	27.5
20 - 24	233	30.6	233	31.1	2,852	31.1	2,960	33.1
25 - 39	164	21.6	186	24.8	2,340	25.6	2,353	26.3
40 and older	235	30.9	223	29.7	1,111	12.1	1,161	13.0
Educational Goal	761	100.0	750	100.0	9,156	100.0	8,934	100.0
Degree/transfer	453	59.5	446	59.5	6,096	66.6	6,154	68.9
Vocational degree/transfer	25	3.3	24	3.2	223	2.4	225	2.5
Plan or maintain career	49	6.4	47	6.3	444	4.8	473	5.3
Basic skills	56	7.4	61	8.1	576	6.3	540	6.0
Undecided/uncollected	178	23.4	172	22.9	1,817	19.8	1,542	17.3

Note: Some students who were provided DSPS services in Fall 2016 were also provided services in Spring 2017.

Cuyamaca College

Comparison of DSPS and All Other Students: Outcomes

Fall 2016 - Spring 2017

	DSPS Students				All Other Students			
	Fall 2016		Spring 2017		Fall 2016		Spring 2017	
	#	%	#	%	#	%	#	%
Total Students	761	7.7	750	7.7	9,156	92.3	8,934	92.3
Course Retention	1,784	100.0	1,820	100.0	20,119	100.0	20,458	100.0
Retained	1,642	92.0	1,678	92.2	17,565	87.3	17,847	87.2
Withdrew	142	8.0	142	7.8	2,554	12.7	2,611	12.8
Course Success	1,784	100.0	1,820	100.0	20,119	100.0	20,458	100.0
Successful	1,344	75.3	1,399	76.9	14,348	71.3	15,357	75.1
Not Successful	298	16.7	279	15.3	3,217	16.0	2,490	12.2
Withdrew	142	8.0	142	7.8	2,554	12.7	2,611	12.8
Fall-to-Spring Persistence	761	100.0	---	---	9,156	100.0	---	---
Persisted	542	71.2	---	---	5,475	59.8	---	---
Did Not Persist	219	28.8	---	---	3,681	40.2	---	---
Semester Units Attempted	761	100.0	750	100.0	9,156	100.0	8,934	100.0
0.1 - 5.9	101	13.3	112	14.9	2,164	23.6	1,888	21.1
6.0 - 8.9	163	21.4	149	19.9	1,614	17.6	1,555	17.4
9.0 - 11.9	190	25.0	169	22.5	1,481	16.2	1,485	16.6
12.0 and above	307	40.3	320	42.7	3,897	42.6	4,006	44.8
Mean Units Attempted	9.6		9.7		9.4		9.9	
Semester Units Completed	761	100.0	750	100.0	9,156	100.0	8,934	100.0
0.0	58	7.6	50	6.7	1,693	18.5	1,148	12.8
0.1 - 5.9	164	21.6	173	23.1	2,113	23.1	2,158	24.2
6.0 - 8.9	184	24.2	169	22.5	1,493	16.3	1,613	18.1
9.0 - 11.9	164	21.6	154	20.5	1,382	15.1	1,353	15.1
12.0 and above	191	25.1	204	27.2	2,475	27.0	2,662	29.8
Mean Units Completed	7.7		7.3		7.8		7.7	
Semester GPA	705	100.0	705	100.0	7,431	100.0	7,790	100.0
1.99 and below	155	22.0	133	18.9	1,481	19.9	1,363	17.5
2.00 - 2.59	98	13.9	119	16.9	1,107	14.9	1,068	13.7
2.60 - 2.99	67	9.5	46	6.5	606	8.2	667	8.6
3.00 and above	385	54.6	407	57.7	4,237	57.0	4,692	60.2
Mean Semester GPA	2.74		2.81		2.78		2.85	

Comparison of DSPS and All Other Students: Outcomes by Ethnicity
Fall 2016 - Spring 2017

	DSPS Students				All Other Students			
	Fall 2016		Spring 2017		Fall 2016		Spring 2017	
	#	%	#	%	#	%	#	%
Students	761	100.0	750	100.0	9,156	100.0	8,934	100.0
Asian	22	2.9	24	3.2	584	6.4	609	6.8
Black non-Hispanic	46	6.0	49	6.5	540	5.9	516	5.8
Hispanic	238	31.3	214	28.5	3,074	33.6	2,847	31.9
White non-Hispanic	380	49.9	390	52.0	4,104	44.8	4,127	46.2
Two or More	67	8.8	64	8.5	722	7.9	703	7.9
Not Reported/Other	8	1.1	9	1.2	132	1.4	132	1.5
Enrollments	1,784	100.0	1,820	100.0	20,119	100.0	20,458	100.0
Asian	50	2.8	59	3.2	1,177	5.9	1,290	6.3
Black non-Hispanic	109	6.1	123	6.8	1,204	6.0	1,178	5.8
Hispanic	575	32.2	532	29.2	6,690	33.3	6,601	32.3
White non-Hispanic	876	49.1	932	51.2	9,276	46.1	9,584	46.8
Two or More	158	8.9	154	8.5	1,516	7.5	1,542	7.5
Not Reported/Other	16	0.9	20	1.1	256	1.3	263	1.3
Course Retention Rate	92.0		92.2		87.3		87.2	
Asian	98.0		96.6		89.5		86.7	
Black non-Hispanic	83.5		88.6		83.1		84.4	
Hispanic	92.3		90.4		84.4		85.5	
White non-Hispanic	93.3		93.6		89.8		89.0	
Two or More	89.2		93.5		86.5		85.1	
Not Reported/Other	81.2		75.0		86.7		93.9	
Course Success Rate	75.3		76.9		71.3		75.1	
Asian	88.0		86.4		72.5		74.7	
Black non-Hispanic	62.4		56.1		57.2		64.1	
Hispanic	69.4		72.2		62.6		70.1	
White non-Hispanic	81.1		82.3		79.2		79.9	
Two or More	71.5		75.3		71.6		73.9	
Not Reported/Other	62.5		60.0		75.4		82.5	
Fall-to-Spring Persistence	71.2		---		59.8		---	
Asian	86.4		---		61.3		---	
Black non-Hispanic	60.9		---		53.3		---	
Hispanic	65.5		---		56.2		---	
White non-Hispanic	75.3		---		63.5		---	
Two or More	73.1		---		56.2		---	
Not Reported/Other	50.0		---		65.2		---	

	DSPS Students		All Other Students	
	Fall 2016	Spring 2017	Fall 2016	Spring 2017
Mean Semester Units Attempted	9.6	9.7	9.4	9.9
Asian	10.2	10.0	9.7	10.1
Black non-Hispanic	9.2	9.3	9.1	9.5
Hispanic	9.3	9.6	8.9	9.4
White non-Hispanic	9.9	9.9	9.9	10.3
Two or More	9.5	9.7	9.1	9.4
Not Reported/Other	7.3	7.6	8.2	8.3
Mean Semester Units Completed	7.7	7.8	7.3	7.7
Asian	9.1	9.0	7.6	7.9
Black non-Hispanic	6.3	6.0	6.3	6.4
Hispanic	7.1	7.1	6.5	6.8
White non-Hispanic	8.3	8.4	8.1	8.5
Two or More	7.2	7.6	6.8	7.2
Not Reported/Other	4.8	5.1	6.7	7.0
Mean Semester GPA	2.74	2.81	2.78	2.85
Asian	3.02	3.31	2.79	2.90
Black non-Hispanic	2.23	2.12	2.44	2.35
Hispanic	2.42	2.51	2.51	2.63
White non-Hispanic	3.01	3.03	2.99	3.05
Two or More	2.67	2.93	2.77	2.88
Not Reported/Other	2.59	2.15	3.23	3.18

Cuyamaca College

Comparison of DSPS and All Other Students: Outcomes by Gender

Fall 2016 - Spring 2017

	DSPS Students				All Other Students			
	Fall 2016		Spring 2017		Fall 2016		Spring 2017	
	#	%	#	%	#	%	#	%
Students	761	100.0	750	100.0	9,156	100.0	8,934	100.0
Female	378	49.7	364	48.5	4,989	54.5	4,888	54.7
Male	378	49.7	380	50.7	4,045	44.2	3,939	44.1
Not Reported	5	0.7	6	0.8	122	1.3	107	1.2
Enrollments	1,784	100.0	1,820	100.0	20,119	100.0	20,458	100.0
Female	856	48.0	891	49.0	10,815	53.8	11,065	54.1
Male	912	51.1	916	50.3	9,045	45.0	9,149	44.7
Not Reported	16	0.9	13	0.7	259	1.3	244	1.2
Course Retention Rate	92.0		92.2		87.3		87.2	
Female	92.4		92.6		87.4		87.5	
Male	91.9		91.8		87.0		86.9	
Not Reported	81.2		92.3		95.0		90.2	
Course Success Rate	75.3		76.9		71.3		75.1	
Female	75.6		78.2		72.9		77.2	
Male	75.3		75.3		69.4		72.4	
Not Reported	62.5		92.3		73.0		77.9	
Fall-to-Spring Persistence	71.2		---		59.8		---	
Female	68.3		---		60.4		---	
Male	74.3		---		58.8		---	
Not Reported	60.0		---		68.0		---	
Mean Semester Units Attempted	9.6		9.7		9.4		9.9	
Female	9.1		9.7		9.3		9.8	
Male	10.1		9.7		9.6		10.0	
Not Reported	11.6		9.0		8.4		9.3	
Mean Semester Units Completed	7.7		7.8		7.3		7.7	
Female	7.3		7.9		7.4		7.7	
Male	8.1		7.7		7.3		7.6	
Not Reported	7.6		8.5		7.0		7.4	
Mean Semester GPA	2.74		2.81		2.78		2.85	
Female	2.71		2.85		2.88		2.95	
Male	2.76		2.75		2.67		2.73	
Not Reported	2.42		3.59		2.76		2.88	

Cuyamaca College

Comparison of DSPS and All Other Students: Demographics

Fall 2017 - Spring 2018

	DSPS Students				All Other Students			
	Fall 2017		Spring 2018		Fall 2017		Spring 2018	
	#	%	#	%	#	%	#	%
Total Students	649	6.8	611	6.4	8,937	93.2	8,954	93.6
Gender	649	100.0	611	100.0	8,937	100.0	8,954	100.0
Female	337	51.9	314	51.4	4,892	54.7	4,923	55.0
Male	304	46.8	289	47.3	3,938	44.1	3,918	43.8
Not Reported	8	1.2	8	1.3	107	1.2	113	1.3
Ethnicity	649	100.0	611	100.0	8,937	100.0	8,954	100.0
Asian	23	3.5	27	4.4	559	6.3	581	6.5
Black non-Hispanic	52	8.0	52	8.5	480	5.4	466	5.2
Hispanic	188	29.0	165	27.0	2,992	33.5	2,921	32.6
White non-Hispanic	317	48.8	307	50.2	4,094	45.8	4,137	46.2
Two or More	63	9.7	57	9.3	683	7.6	724	8.1
Not Reported/Other	6	0.9	3	0.5	129	1.4	125	1.4
Age	649	100.0	611	100.0	8,937	100.0	8,954	100.0
Under 20	126	19.4	107	17.5	2,674	29.9	2,400	26.8
20 - 24	179	27.6	178	29.1	2,805	31.4	3,026	33.8
25 - 39	149	23.0	141	23.1	2,294	25.7	2,347	26.2
40 and older	195	30.0	185	30.3	1,164	13.0	1,181	13.2
Educational Goal	649	100.0	611	100.0	8,937	100.0	8,954	100.0
Degree/transfer	389	59.9	392	64.2	6,259	70.0	6,278	70.1
Vocational degree/transfer	25	3.9	18	2.9	210	2.3	201	2.2
Plan or maintain career	41	6.3	32	5.2	483	5.4	488	5.5
Basic skills	43	6.6	40	6.5	545	6.1	589	6.6
Undecided/uncollected	151	23.3	129	21.1	1,440	16.1	1,398	15.6

Note: Some students who were provided DSPS services in Fall 2017 were also provided services in Spring 2018.

Cuyamaca College

Comparison of DSPS and All Other Students: Outcomes

Fall 2017 - Spring 2018

	DSPS Students				All Other Students			
	Fall 2017		Spring 2018		Fall 2017		Spring 2018	
	#	%	#	%	#	%	#	%
Total Students	649	6.8	611	6.4	8,937	93.2	8,954	93.6
Course Retention	1,615	100.0	1,587	100.0	20,010	100.0	20,233	100.0
Retained	1,443	89.3	1,468	92.5	17,456	87.2	17,756	87.8
Withdraw	172	10.7	119	7.5	2,554	12.8	2,477	12.2
Course Success	1,615	100.0	1,587	100.0	20,010	100.0	20,233	100.0
Successful	1,220	75.5	1,248	78.6	15,052	75.2	15,508	76.6
Not Successful	223	13.8	220	13.9	2,404	12.0	2,248	11.1
Withdraw	172	10.7	119	7.5	2,554	12.8	2,477	12.2
Fall-to-Spring Persistence	649	100.0	---	---	8,937	100.0	---	---
Persisted	480	74.0	---	---	5,367	60.1	---	---
Did Not Persist	169	26.0	---	---	3,570	39.9	---	---
Semester Units Attempted	649	100.0	611	100.0	8,937	100.0	8,954	100.0
0.1 - 5.9	97	14.9	94	15.4	1,894	21.2	1,883	21.0
6.0 - 8.9	150	23.1	147	24.1	1,564	17.5	1,535	17.1
9.0 - 11.9	156	24.0	136	22.3	1,520	17.0	1,563	17.5
12.0 and above	246	37.9	234	38.3	3,959	44.3	3,973	44.4
Mean Units Attempted	9.3		9.5		9.6		9.9	
Semester Units Completed	649	100.0	611	100.0	8,937	100.0	8,954	100.0
0.0	81	12.5	55	9.0	1,181	13.2	1,096	12.2
0.1 - 5.9	139	21.4	127	20.8	2,150	24.1	2,147	24.0
6.0 - 8.9	140	21.6	141	23.1	1,628	18.2	1,560	17.4
9.0 - 11.9	127	19.6	129	21.1	1,356	15.2	1,421	15.9
12.0 and above	162	25.0	159	26.0	2,622	29.3	2,730	30.5
Mean Units Completed	7.3		7.7		7.4		7.8	
Semester GPA	573	100.0	557	100.0	7,823	100.0	7,877	100.0
1.99 and below	102	17.8	94	16.9	1,343	17.2	1,269	16.1
2.00 - 2.59	93	16.2	94	16.9	1,191	15.2	1,040	13.2
2.60 - 2.99	42	7.3	46	8.3	622	8.0	637	8.1
3.00 and above	336	58.6	323	58.0	4,667	59.7	4,931	62.6
Mean Semester GPA	2.83		2.86		2.85		2.92	

Comparison of DSPS and All Other Students: Outcomes by Ethnicity
Fall 2017 - Spring 2018

	DSPS Students				All Other Students			
	Fall 2017		Spring 2018		Fall 2017		Spring 2018	
	#	%	#	%	#	%	#	%
Students	649	100.0	611	100.0	8,937	100.0	8,954	100.0
Asian	23	3.5	27	4.4	559	6.3	581	6.5
Black non-Hispanic	52	8.0	52	8.5	480	5.4	466	5.2
Hispanic	188	29.0	165	27.0	2,992	33.5	2,921	32.6
White non-Hispanic	317	48.8	307	50.2	4,094	45.8	4,137	46.2
Two or More	63	9.7	57	9.3	683	7.6	724	8.1
Not Reported/Other	6	0.9	3	0.5	129	1.4	125	1.4
Enrollments	1,615	100.0	1,587	100.0	20,010	100.0	20,233	100.0
Asian	52	3.2	62	3.9	1,166	5.8	1,171	5.8
Black non-Hispanic	134	8.3	133	8.4	1,015	5.1	988	4.9
Hispanic	464	28.7	462	29.1	6,768	33.8	6,740	33.3
White non-Hispanic	813	50.3	788	49.7	9,331	46.6	9,532	47.1
Two or More	137	8.5	136	8.6	1,484	7.4	1,565	7.7
Not Reported/Other	15	0.9	6	0.4	246	1.2	237	1.2
Course Retention Rate	89.3		92.5		87.2		87.8	
Asian	90.4		88.7		89.4		89.0	
Black non-Hispanic	82.1		85.7		83.2		81.6	
Hispanic	90.7		91.1		85.7		85.3	
White non-Hispanic	90.2		94.3		88.6		90.2	
Two or More	90.5		94.9		87.0		86.0	
Not Reported/Other	53.3		100.0		87.8		89.9	
Course Success Rate	75.5		78.6		75.2		76.6	
Asian	78.8		83.9		78.9		79.2	
Black non-Hispanic	60.4		62.4		62.4		62.9	
Hispanic	73.3		74.9		69.6		70.5	
White non-Hispanic	79.3		84.4		80.1		82.3	
Two or More	78.8		71.3		75.1		75.0	
Not Reported/Other	33.3		83.3		80.1		80.6	
Fall-to-Spring Persistence	74.0		---		60.1		---	
Asian	87.0		---		59.7		---	
Black non-Hispanic	61.5		---		49.0		---	
Hispanic	71.8		---		57.1		---	
White non-Hispanic	77.9		---		63.8		---	
Two or More	69.8		---		59.0		---	
Not Reported/Other	33.3		---		58.1		---	

	DSPS Students		All Other Students	
	Fall 2017	Spring 2018	Fall 2017	Spring 2018
Mean Semester Units Attempted	9.3	9.5	9.6	9.9
Asian	8.6	8.9	9.7	10.0
Black non-Hispanic	8.5	8.7	8.9	9.2
Hispanic	9.2	9.8	9.2	9.5
White non-Hispanic	9.8	9.6	10.1	10.4
Two or More	8.4	8.6	9.1	9.2
Not Reported/Other	9.0	6.8	8.2	7.9
Mean Semester Units Completed	7.3	7.7	7.4	7.8
Asian	6.7	7.9	7.7	8.0
Black non-Hispanic	5.4	5.3	5.8	6.1
Hispanic	7.0	7.7	6.6	6.9
White non-Hispanic	8.0	8.3	8.3	8.8
Two or More	6.5	6.8	7.1	7.0
Not Reported/Other	3.2	5.5	6.6	6.4
Mean Semester GPA	2.83	2.86	2.85	2.92
Asian	3.21	3.22	3.01	2.98
Black non-Hispanic	2.25	2.26	2.47	2.38
Hispanic	2.55	2.67	2.59	2.67
White non-Hispanic	3.03	3.10	3.05	3.13
Two or More	2.99	2.50	2.91	2.95
Not Reported/Other	2.65	2.83	3.19	3.13

Cuyamaca College

Comparison of DSPS and All Other Students: Outcomes by Gender

Fall 2017 - Spring 2018

	DSPS Students				All Other Students			
	Fall 2017		Spring 2018		Fall 2017		Spring 2018	
	#	%	#	%	#	%	#	%
Students	649	100.0	611	100.0	8,937	100.0	8,954	100.0
Female	337	51.9	314	51.4	4,892	54.7	4,923	55.0
Male	304	46.8	289	47.3	3,938	44.1	3,918	43.8
Not Reported	8	1.2	8	1.3	107	1.2	113	1.3
Enrollments	1,615	100.0	1,587	100.0	20,010	100.0	20,233	100.0
Female	824	51.0	794	50.0	10,772	53.8	10,973	54.2
Male	768	47.6	772	48.6	8,987	44.9	8,993	44.4
Not Reported	23	1.4	21	1.3	251	1.3	267	1.3
Course Retention Rate	89.3		92.5		87.2		87.8	
Female	89.0		93.5		88.2		88.7	
Male	90.1		91.6		86.0		86.6	
Not Reported	78.3		90.5		88.4		88.8	
Course Success Rate	75.5		78.6		75.2		76.6	
Female	76.6		81.9		77.5		78.9	
Male	75.1		75.9		72.6		74.1	
Not Reported	52.2		57.1		70.5		68.5	
Fall-to-Spring Persistence	74.0		---		60.1		---	
Female	72.4		---		59.9		---	
Male	76.0		---		60.0		---	
Not Reported	62.5		---		68.2		---	
Mean Semester Units Attempted	9.3		9.5		9.6		9.9	
Female	9.2		9.5		9.5		9.7	
Male	9.4		9.4		9.8		10.0	
Not Reported	10.5		9.4		9.9		10.0	
Mean Semester Units Completed	7.3		7.7		7.4		7.8	
Female	7.2		8.0		7.5		7.9	
Male	7.3		7.5		7.4		7.7	
Not Reported	7.1		5.8		7.3		7.0	
Mean Semester GPA	2.83		2.86		2.85		2.92	
Female	2.91		2.89		2.94		3.02	
Male	2.75		2.83		2.75		2.80	
Not Reported	2.65		2.61		2.75		2.60	

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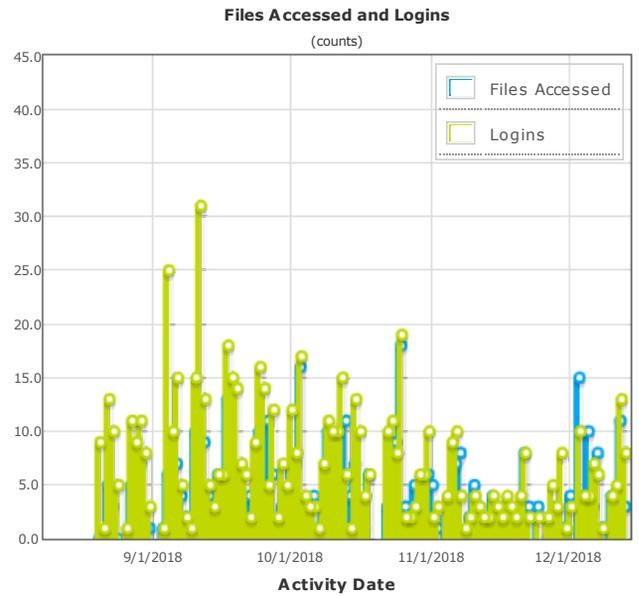
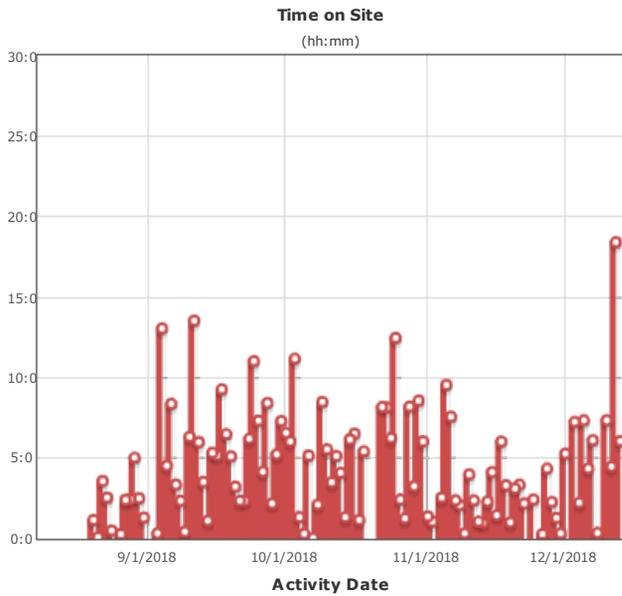
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Usage Dashboard

Cuyamaca Community College

Date Range 08/08/2018 to 12/14/2018

Usage By: School / Org Account Team



First Name	Last Name	External Client User Id	Logins	Files Accessed	Time On Site	Role
Cuyamaca Community College Total			733	455	484:25	
Cuyamaca	Community College		262	47	69:49	Teacher
Aguirre	Alfredo		0	0	0	Teacher
Ahmad	Billingsley		0	0	0	Student
Aldo	Gomez		99	121	97:14	Student
Amanda	Orr	0563664	0	0	0	Student
Amanda	Orr		0	0	0	Student
Amanda	Parker		0	0	0	Teacher
Ana	Osullivan		7	2	3:09	Student
Angela	Nesta		0	0	0	Teacher
Anmar	Kakos		0	0	0	Teacher
Anna	Sanchez		13	21	15:43	Student

First Name	Last Name	External Client User Id	Logins	Files Accessed	Time On Site	Role
Antonio	Villasenor		0	0	0	Student
Ariel	Cohen		0	0	0	Student
Aseel	Hanna		0	0	0	Teacher
Ayisha	Munsey		17	18	17:20	Student
Beth	Viersen		0	0	0	Teacher
Bradley	Fine		11	13	5:10	Student
Breann	Liegler		2	4	1:06	Student
Brennan	Manalac		0	0	0	Student
Brian	Josephson		9	7	2:07	Teacher
cc	test		0	0	0	Student
Cheryl	Mesa		2	2	2:06	Student
chris	wells		0	0	0	Student
Christine	Ho		0	0	0	Teacher
Cuyamaca	Joe		0	0	0	Teacher
Dana	Newton		0	0	0	Student
Danielle	Brunetta		0	0	0	Student
David	Arteago		4	2	2:01	Student
David	Bier		0	0	0	Teacher
David	Mack		0	0	0	Student
Diamond	Hollis		10	18	9:21	Student
Dionne	Robinson		0	0	0	Student
DSPS	Student1		55	39	45:25	Student
DSPS	Student2		2	1	4:17	Student
DSPS	student3		0	0	0	Student
DSPS	student4		0	0	0	Student
DSPS	student5		0	0	0	Student
Elizabeth	Dugo		1	4	0:40	Student
Eva	Bisquera		0	0	0	Student
Frank	Fiorenza		0	0	0	Student
Haley	Medina		3	5	1:59	Student
Heather	Destefano		0	0	0	Student
Hiba	Jbouri		2	1	1:03	Student
Jake	Leask		3	0	0:32	Student
Jedidiah	Diche		4	5	2:42	Student
Jennifer	bratman	0652749	0	0	0	Student
Jennifer	Moore		0	0	0	Teacher
jocelyn	cayabyab		3	0	0:31	Student
Joel	cardona		0	0	0	Student
Jonathan	Maddock		0	0	0	Student
Kathy	kotowski		0	0	0	Student

First Name	Last Name	External Client User Id	Logins	Files Accessed	Time On Site	Role
Kristina	Owens		52	34	54:29	Student
Leslie	plandor	0564778	0	0	0	Student
Loren	Chavez		0	0	0	Teacher
makenna	handlos		6	7	5:05	Student
Mallory	Webb		0	0	0	Student
mara	marini		0	0	0	Student
Margaret	Jones		0	0	0	Teacher
Mark	Porter		0	0	0	Student
Mary	Asher		0	0	0	Teacher
Mary	Graham		0	0	0	Teacher
Mercy	Hernandez		0	0	0	Student
Michael	Stone		0	0	0	Student
Neveen	Hanko		19	23	26:46	Student
Nicole	Gamio		1	1	0:05	Student
Oras	al-saffar		5	1	5:38	Student
Patrice	Braswell		0	0	0	Teacher
Paula	saavedra		0	0	0	Student
Paula	Waters	0812916	0	0	0	Student
Rachelle	Panganiban		0	0	0	Teacher
Reine	Perry		1	0	0:32	Student
Rhonda	Bauerlein		0	0	0	Teacher
Ricardo	vizcarra		0	0	0	Student
Roberta	Gottfried		0	0	0	Teacher
Sandra	Osuna		31	41	27:48	Student
Saundra	Wilson		0	0	0	Student
Scott	Fox		74	5	59:15	Student
shanelle	kumar		6	3	2:17	Student
Simone	Robbins		2	2	1:15	Student
takiesha	bay		0	0	0	Student
Takiesha	Bay		1	1	4:23	Student
Tamia	Mack		22	23	12:42	Student
Tera	Durgin		0	0	0	Student
Tess	Pacely		0	0	0	Student
Test	Proctor		0	0	0	Teacher
trenton	holt		4	4	1:55	Student
Veronica	Nieves		0	0	0	Teacher
William	Bown		0	0	0	Teacher

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Unduplicated Count of Students Report

8/15/2016 - 12/21/2016

Short Name: JENNIFER

Marked Yes

Not Marked

Marked No

Cancellations

Unduplicated Count	
Drop-Ins Only	124
Appointments Only	2
Total Unduplicated Contacts	124

Unduplicated Count of Students Report

1/16/2017 - 6/3/2017

Short Name: JENNIFER

Marked Yes

Not Marked

Marked No

Cancellations

Unduplicated Count	
Drop-Ins Only	106
Appointments Only	5
Total Unduplicated Contacts	106

Unduplicated Count of Students Report

8/15/2017 - 12/21/2017

Short Name: JENNIFER

Marked Yes

Not Marked

Marked No

Cancellations

Unduplicated Count	
Drop-Ins Only	123
Appointments Only	7
Total Unduplicated Contacts	125

Unduplicated Count of Students Report

1/16/2018 - 6/3/2018

Short Name: JENNIFER

- Marked Yes Not Marked
 Marked No Cancellations

Unduplicated Count	
Drop-Ins Only	93
Appointments Only	1
Total Unduplicated Contacts	93

Students	Fall 2016	Spring 2017	Fall 2017	Spring 2018
All DSPS*	761	750	649	611
DSPS HTC**	124	106	123	93

	Fall 2015	Fall 2016	Fall 2017	Fall 2018
HTC Visits**	887	586	556	341

*DSPS comparison report

**HTC SARS Report



Vision for Success

STRENGTHENING THE CALIFORNIA COMMUNITY COLLEGES TO MEET CALIFORNIA'S NEEDS

EXECUTIVE SUMMARY

With low tuition and a longstanding policy of full and open access, the CCCs are designed around a remarkable idea: that higher education should be available to everyone. The CCCs are equally remarkable for their versatility. They are the state's primary entry point into collegiate degree programs, the primary system for delivering career technical education and workforce training, a major provider of adult education, apprenticeship, and English as a Second Language courses, and a source of lifelong learning opportunities for California's diverse communities.

The CCCs have made significant strides in the last five years through sustained reform efforts in the areas of student success, transfer, and career technical education. The colleges are now well-poised to build on this success and accelerate the pace of improvement.

At the same time, the CCCs face very serious challenges today:



Most students who enter a community college never complete a degree or certificate or transfer to a 4-year university. Researchers project that California's public higher education system is not producing nearly enough educated graduates to meet future workforce needs.



CCC students who do reach a defined educational goal such as a degree or transfer take a long time to do so, often accumulating many excess course credits along the way.



Older and working CCC students are often left behind in the system, lacking services and financial aid that suit their needs.



CCCs are more expensive than they appear—both to students and taxpayers—because of slow time-to-completion and a lack of financial aid to cover students' living expenses.



Serious and stubborn achievement gaps persist across the CCCs and high-need regions of the state are not served equitably.

LOOKING AHEAD: GOALS FOR MEETING CALIFORNIA'S NEEDS

The success of California's broader system of higher education and workforce development stands or falls with the CCCs. To meet California's needs, the CCC system should strive to achieve the following goals by 2022:

- Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

In order to reach the ambitious system-wide goals proposed above, each college will need to do its part. Many colleges have already set goals as part of a system-wide or local effort and do not need to start from scratch—they should continue to use their goals as planned. However, every college should ensure their goals are aligned with the systemwide priorities and goals above, to ensure that the entire system is moving in a consistent direction.

A VISION FOR CHANGE

Achieving these goals will require a combination of strategies and the coordinated efforts of tens-of-thousands of individuals both inside and outside the CCC system.

Below are **seven core commitments** the community college system can make to achieve these ambitious goals and realize its full potential to meet the future workforce needs of California:

1 | Focus relentlessly on students' end goals.

Getting students to their individual educational goals—whether a degree, certificate, transfer, or specific skill set—should be the explicit focus of the CCCs. More than just offering courses, colleges need to be offering pathways to specific outcomes and providing supports for students to stay on those paths until completion.

2 | Always design and decide with the student in mind.

Colleges need to make it easy for all students, including working adults, to access the courses and services they need. Students should not bear the burden of misaligned policies between education systems.

3 | Pair high expectations with high support.

Students should be encouraged to go “all in” on their education, with support to meet their personal and academic challenges. Assessment and placement practices must be reformed so that students are placed at the highest appropriate course level, with ample supports to help them succeed.

4 | Foster the use of data, inquiry, and evidence.

Data analysis should be a regular practice used for improving services at all levels, not a compliance activity. Decisions should be based on evidence, not anecdotes or hunches.

5 | Take ownership of goals and performance.

The CCC system should be rigorously transparent about its performance, own its challenges, and adopt a solution-oriented mindset to those things it can control. Goals should be used to motivate and provide direction, not punish.

6 | Enable action and thoughtful innovation.

Moving the needle on student outcomes will require calculated risk, careful monitoring, and acceptance that failures will sometimes happen. Innovation should be thoughtful and aligned with goals; results should be tracked early and often.

7 | Lead the work of partnering across systems.

Education leaders across the education systems and workforce development systems need to meet much more frequently, in more depth, and with more personnel dedicated to the task. By working together these systems can strengthen pathways for students and improve results.

In each of these areas, there are clear steps for the CCC Chancellor's Office to lead and support the work of the colleges, from modeling the kinds of organizational changes and behaviors expected at the college level to advocating for CCC students at the highest levels of state government.

JOIN THE VISION FOR SUCCESS

The *Vision for Success* document was developed through an extensive process of research, interviewing experts and key stakeholders, and inviting all Californians to participate in a Virtual Town Hall, which led to written submissions from approximately 550 individuals. Many who participated said they believe this moment offers an opportunity for transformational change in the CCCs.

Still, this opportunity will not be realized without collective action. All personnel in the college system can embrace the seven commitments and make changes big and small that help move the system closer to its goals. All stakeholders—indeed all Californians—should also lend their support to the effort, because the success of the CCCs is essential to the success of our state as a whole.



FOUNDATION *for* CALIFORNIA
COMMUNITY COLLEGES



VISION FOR SUCCESS

STRENGTHENING THE
CALIFORNIA COMMUNITY COLLEGES
TO MEET CALIFORNIA'S NEEDS



Message from the Chancellor

It has been an honor and privilege to assume leadership of the California Community Colleges (CCCs). I appreciate the hard work of every faculty member, classified staff member, manager, and administrator in our system – your dedication to our more than 2.1 million students is inspiring. As Chancellor, my hope is to lay out a clear vision for our system, with clear goals that are centered on the current and future needs of Californians, and to lead our system toward greater success. This document, *Vision for Success*, is intended as a first step.

To create this document, our partners at the Foundation for California Community Colleges engaged a team of community college experts to review existing research and literature on the CCCs and gather input from a wide array of experts and stakeholders (SEE DETAILS ON PAGE 6). We also invited all interested Californians to participate in our Virtual Town Hall and more than 550 of you responded—including many CCC faculty, staff, and administrators who took the time to write in-depth comments. Our team read every comment and incorporated many of your thoughts and ideas into this document. Your input made it clear that our greatest asset is a committed, engaged workforce that is passionate about helping students succeed. I thank every person who participated in the development of this Strategic Vision. Your insights were invaluable.

Through these activities, the message we received is that California cares deeply about the future of its community colleges. The CCCs are seen as the state's engine of social and economic mobility. Our supporters want us to continue to afford opportunities to all who seek them, but also want us to step up the pace of improvement. They know that today's students are tomorrow's workforce, citizens, and leaders and they are worried that too few students are making it through college and achieving their dreams. I share these concerns and am ready to take bold action.

This document aims to give a clear-eyed, honest look at our performance as a system, both where we are excelling and where we are falling short. It sets out very clear goals for improvement. It also lays out a vision for success, framed as a series of seven commitments that we must make to California and to our students in order to improve—including concrete steps that I must take as Chancellor. I fully endorse the seven commitments and pledge to take the actions recommended in this document.

This Vision for Success is just the first step. In future months, I will work with the Board of Governors, my staff at the Chancellor's Office, college administrators, faculty, staff, students, trustees, and external stakeholders to translate this vision into action. I invite you to stay involved and continue to lend your voice and action toward our collective goals for improvement. We are counting on your help.

Sincerely,



Eloy Ortiz Oakley

Acknowledgments

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- **Jose Medina**, *California Assemblymember*
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- **Laura Metune**, *Vice Chancellor for External Relations*, CCCCCO
- **Bryan Miller**, *Vice President of Communications and Technology*, Foundation for California Community Colleges
- **Lark Park**, *Senior Advisor for Policy*, Office of Governor Jerry Brown, and *Regent*, University of California
- **Glen Price**, *Chief Deputy*, California Department of Education
- **Tim Rainey**, *Executive Director*, California Workforce Development Board
- **David Rattray**, *Executive Vice President, Center for Education Excellence & Talent Development*, Los Angeles Area Chamber of Commerce
- **Kimberly Rodriguez**, *Senior Education Consultant to California State Senate pro Tempore Kevin de Leon*
- **Francisco Rodriguez**, *Chancellor*, Los Angeles Community College District
- **Mario Rodriguez**, *Vice Chancellor of College Finance and Facilities Planning*, CCCCCO
- **Jessie Ryan**, *Executive Vice President*, Campaign for College Opportunity
- **Alma Salazar**, *Senior Vice President*, Center for Education Excellence & Talent Development, Los Angeles Area Chamber of Commerce
- **Cleavon Smith**, *Professor*; and *President*, District Academic Senate President, Peralta Community College District; and *Area B Representative*, Academic Senate for California Community Colleges
- **Erik Skinner**, *Deputy Vice Chancellor*, CCCCCO
- **Paul Steenhausen**, *Principal Fiscal & Policy Analyst*, Legislative Analyst's Office
- **Theresa Tena**, *Vice Chancellor for Institutional Effectiveness*, CCCCCO
- **Mollie Quasebarth**, *Analyst*, California Department of Finance Education Unit
- **Van Ton-Quinlivan**, *Vice Chancellor for Workforce and Economic Development*, CCCCCO
- **Maritza Urquiza**, *Analyst*, California Department of Finance Education Unit
- **Pam Walker**, *Vice Chancellor of Educational Services*, CCCCCO
- **Joe Wyse**, *Superintendent/President*, Shasta-Tehama-Trinity Joint Community College District
- **Jeannette Zanipatin**, *Legislative Staff Attorney*, Mexican American Legal Defense and Educational Fund
- **Allan Zaremborg**, *President and CEO*, California Chamber of Commerce



CALIFORNIA'S COMMUNITY COLLEGES: **Engine of Social and Economic Mobility**

“ We are training the people who will do our jobs when we retire. Our future depends on these students having the skills they need for our workforce. ”

— **Cecilia Estolano**
President, California Community Colleges
Board of Governors

“ As a statewide system, we need to be doing our part to educate and create responsible citizens. ”

— **Dolores Davison**
Professor, Foothill College
and Academic Senate Leader

California is known throughout the world for its spirit of innovation and ground-breaking ideas. So it is no wonder that the Golden State is home to the California Community Colleges (CCCs), the most open and accessible system of higher education in the world. With low tuition and a longstanding policy of full and open access, the CCCs are designed around a remarkable idea: that higher education should be available to everyone. For centuries around the world, higher education was reserved for social elites. College was a means of reinforcing the social hierarchy and people's roles in it. California's Master Plan for Higher Education, in contrast, did something entirely different: make college fully accessible through the CCCs and provide advanced degrees through two public systems, the California State University (CSU) and the University of California (UC).

UNIQUELY IMPORTANT TO CALIFORNIA'S FUTURE

Other states have community colleges, but California's are unique in several ways. Compared to other states, California's public higher education system relies more heavily on community colleges. Sixty percent of California undergraduates attend community colleges—14 percent more than the national average.¹ Compared to other states, California ranks 5th in the proportion of recent high school graduates who enroll in community colleges, and 47th in the proportion who enroll in 4-year universities.² Our system of public higher education was explicitly designed for most degree-seeking students to get their start at a CCC, making the transfer process between CCCs and public universities critically important to the overall output of the broader California system. The CCCs are also important beyond California's borders. One in five American community college students

attends a CCC, making the system a vital source of training and education for the nation's future workforce.³

The CCCs are equally remarkable for their versatility. In addition to being the primary entry point into **collegiate degree programs**, the colleges are also the primary system for delivering **career technical education and workforce training** to Californians, preparing individuals for skilled jobs in an ever-changing labor market. The CCCs are also a major provider of **adult education, apprenticeship, and English as a Second Language**, offering thousands of valuable work and life skills courses to adults seeking to improve their lives or reenter the education system. Finally, the colleges are a source of **lifelong learning**, offering recreation, enrichment, and exercise to California's diverse communities. These opportunities for learning, training, and civic engagement together make the CCCs a rich source of opportunity for all Californians.

Collegiate degrees, career technical education, adult education—each of these is a massive enterprise on its own. Together, they make the CCCs indispensable to California's workforce, economy, and overall welfare.

MORE IMPORTANT NOW THAN EVER

If you are reading this document, chances are good you already hold a college degree. If you are middle aged or older, it is also likely you earn more than your parents did. For those fortunate enough to be in these circumstances, it can be easy to forget that many people today are not. Income inequality in America is growing, and compared to previous generations, fewer people are able to achieve greater economic success

than their parents.⁴ The modern-day mission of the CCCs was established in 1960 by California's Master Plan for Higher Education, when upward mobility was more accessible to more people. Now, major worldwide forces like automation and globalism have permanently changed our economy and workforce, eliminating many unionized jobs that guaranteed middle-class wages but didn't require any college. Today's students face a very different job market compared to their counterparts in 1960. Now more than ever, students need quality higher education to penetrate those sectors of the job market that offer secure employment and wages sufficient to support a family.

Because they are situated at the nexus of workforce training and higher education, the CCCs are essential to preparing California's young people for this future and for helping middle-aged and older Californians navigate the changing environment of the present-day workforce. Given its size, scope, and multiple missions, the CCC system is essential to California's success as a state. With the sixth largest economy in the world, California needs well-educated workers to propel our economy forward. Just as important, California needs engaged, well-informed citizens to participate in our thriving democracy and tackle the complex issues of our state. Because of their size and reach, and the educational programs they provide, the CCCs play a critical role in preparing our citizens for these important roles.

“**The community colleges are the premier workforce training provider in the state. For quality training that is accessible and affordable, the CCCs can't be matched.**”

— **Tim Rainey**
Executive Director,
California Workforce
Development Board

“**Above all else, we must see the [community colleges] as the hub of California's growth. The vision of the future needs to recognize how central the [community colleges] are to the state's overall development as well as the individual's personal growth toward success.**”

— **Instructor from Clovis Community College**
via the Virtual Town Hall

Developing the Vision

To develop this document, the Foundation for California Community Colleges engaged two experienced community college policy experts as project leaders and charged them with crafting a strategic vision that incorporated extensive input from a wide variety of sources.

These sources included:

- Relevant research reports, policy analyses, and conceptual frameworks on community college reform and success, both from California and national sources;
- Approximately 50 interviews with stakeholders and experts inside and outside the CCC system, including:
 - » College CEOs;
 - » College faculty leaders, including members of the statewide Academic Senate for the CCCs;
 - » Students;
 - » Representatives of business and industry;
 - » Representatives of the state workforce development system;
 - » Representatives of social justice and advocacy groups;
 - » State Legislators and policy and finance staff at the state level;
 - » Higher education researchers; and
 - » The CCC Chancellor, Vice Chancellors, and the CCC Board of Governors President;
- Previous surveys conducted by the Chancellor's Office.
- A Virtual Town Hall, which offered all interested parties an opportunity to provide input online during the months of April and May 2017. To promote the Virtual Town Hall, the Foundation for California Community Colleges launched a social media campaign resulting in over 800,000 impressions on Facebook and other networks, over 58,000 views of the video soliciting Town Hall feedback, 12,000 unique clicks linking to the video and Town Hall submission page, and approximately 550 individuals submitting electronic comments to the Virtual Town Hall. Each of these submissions was read and coded by the research team. The key themes from these comments were included throughout this document, along with quotes from respondents' written submissions.

Prior to publication, the document was reviewed by seven project advisors (LISTED ON PAGE 2) who provided valuable feedback and advice, as well as the Chancellor and Chancellor's Office executive team and staff at the Foundation for California Community Colleges.

HOW THIS DOCUMENT IS ORGANIZED

This document presents a vision for the future of the California Community Colleges. The first section begins with an accounting of current system performance, reviewing major achievements while also taking a hard look at the greatest challenges. The next section introduces specific goals for future improvement, focusing on the handful of outcomes that could drive needed change throughout the system. This section also discusses a number of important milestones that colleges can set and monitor at the local level.

The following section is a comprehensive vision for change, framed as a set of seven commitments that taken together can move the college system in the right direction to collectively reach our goals. The final section issues a call to action, asking the entire community of CCC stakeholders to join in this Vision for Success.



CITY COLLEGE OF SAN FRANCISCO

Major Achievements, Major Challenges

This section strives to present a clear-eyed accounting of the current performance of the CCC system, first reviewing the system's strengths and major achievements, then continuing with a hard look at its greatest challenges.

STRENGTHS AND ACHIEVEMENTS

The **size and scope** of the CCC system is nothing short of incredible. There are 114 CCCs across California, which last year served approximately 2.1 million students.⁵ As points of comparison, the California State University (CSU) system served 465,686 students in 2015-16 and the University of California system (UC) served 251,714 students that year.⁶ In the next most populous state, Texas, the public community college system served a little over 700,000 students during the same time period. By any comparative measure, the CCC system is massive.⁷

The CCCs also have one of most **diverse** student bodies of any higher

education system, roughly matching the demographics of the state. According to the CCC Chancellor's Office, in 2015-16:

- 42.5 percent of students identified as Hispanic;
- 27.4 percent as White;
- 6.4 percent as African American;
- 11.6 percent as Asian;
- 3.2 percent as Filipino or Pacific Islander; and
- 3.7 percent as multi-ethnic.⁸

CCC students are diverse in many other ways too. They vary in age: about one-quarter of students are fresh out of high school and close to one-third are between the ages of 20 and 24 years old. Another one-quarter are between the ages of 25 to 39, and about 16 percent are over age 40.⁹ Roughly 25 percent of CCC students are first-time students to their college while about 11 percent are returning after one or more terms of being absent.¹⁰

“The most promising aspect of our California Community Colleges is the diversity—of thought, culture, experience, immigration story, sexual orientation, economic status, physical ability, and overall world view that our students bring with them to our institutions. The California Community College is a context that provides so many different types of opportunities: from a second chance for under-educated students to the opportunity for training in a second career. The California Community College is really a place of great opportunities for anyone who attends, regardless of the student's educational starting point.”

— **Teresa Meléndrez**
Student Services Professional,
City College of San Francisco,
via the Virtual Town Hall

“ On the healthcare side, Community Colleges are instrumental in training our allied health professionals and for providing the career pipeline of professionals we represent. We really value the Community Colleges more than some of the private and for-profit institutions that are involved in this work. Community Colleges are a more trustworthy institution of higher learning because the profit motivation isn't there. ”

— **Michelle Cabrera**
Healthcare and Research Director,
SEIU State Council

In 2016, 42 percent of CCC students were the first in their family to attend college.¹¹

CCC students also vary greatly in terms of their individual goals and reasons for stepping onto a CCC campus in the first place. Some are seeking just a few classes to build new specific skills and knowledge to qualify for a promotion, while others are starting over and looking to enter an entirely new profession. Some CCC students are returning from military service and starting their next chapter as civilians in the workforce. Some are newcomers to our country, seeking to learn English and civic competency. Still others are community members seeking everything from parenting classes, recreation and exercise, visual and performing arts, and enrichment. Not surprisingly, this broadly diverse student body arrives at the campus with varying levels of academic preparation for college. Some freshmen are just as prepared as their counterparts starting at a University of California (UC). Other CCC students are reading at an elementary-school level. While UC and CSU accept only the top performing students in the state, the CCCs accept all students, often proudly referring to their student body as the “top 100 percent.”

Like their students, community colleges themselves are highly diverse. Colleges range dramatically in size and location, from urban colleges like Santa Ana College in Orange County with 62,000 students to small rural colleges like Feather River College in Quincy or Lassen College in Susanville, which serve fewer than 3,350 and 4,400 students respectively.¹² Each college in the system faces unique challenges. Small colleges sometimes struggle to implement new initiatives

due to the size of their faculty, staff, and administrative teams. Colleges in large cities are often grappling with complicated community politics and tensions in addition to the normal work of teaching and learning. Churn in leadership and baby boomer retirements are a challenge in many community colleges and districts, with hiring in some areas further complicated by shallower pools of qualified applicants.

As a system, the CCCs historically have been successful at making higher education **accessible and affordable**. CCC tuition has always been among the lowest in the nation. At an annual rate of \$1,380 for a full-time course load,¹³ California fees are currently the lowest in the nation, with New Mexico coming in second at \$1,664.¹⁴ Even then, only about 52 percent of students pay fees;¹⁵ the remainder qualify for means-tested Board of Governors fee waivers. This has made CCCs the most popular choice for low-income Californians: those making less than \$30,000 a year are more likely to start at CCCs than other institutions.¹⁶ The low tuition has also helped California's more advantaged populations, by making college degrees and quality technical training affordable and widely available across the state.

Because of the affordability of the CCC system, **California sends more young people to college** than other states. At last count in 2013, 46 percent of 18– to 24-year old Californians were enrolled in post-secondary education, more than the national average of 43 percent.¹⁷

The CCCs have also provided a **strong academic foundation** for students who go on to earn 4-year degrees at a California public university. Over half of CSU graduates and close to a third of

UC graduates started at a CCC.¹⁸ CCC students who transfer to a CSU or UC persist and graduate at rates similar to those students who start at our public universities as freshmen.²⁹

In addition to these core strengths, the CCCs have made significant strides in the last five years through **sustained reform efforts** in the areas of student success, transfer, and career technical education. With the Student Success Task Force report in 2012, the CCCs embarked on a concerted, system-wide shift toward prioritizing student outcomes. In 2010, the CCCs began a partnership with CSU to establish Associate Degrees for Transfer, which grant CCC students guaranteed admission to specific majors in the CSU system, with junior status, if they complete required coursework in defined majors and areas of emphasis. Also in 2012, the CCCs launched the *Doing What Matters for Jobs and the Economy Framework* to focus on core strategies for closing the job skills gap in California. This work was followed by the Strong Workforce initiative, which provided recommendations and strategies for an annual state investment of \$200 million to bolster career technical education and aligned various funds, metrics, and data in support of the effort.

These foundational activities have provided direction to the system and resulted in a long list of positive changes. In 2017, the nonpartisan Legislative Analyst's Office listed these improvements and accomplishments in a report to the state Legislature:

- Policies to increase the number of students receiving orientation, assessment, and education plans;

- Clearer statewide transfer pathways in more than 40 majors;
- More counselors and other student success personnel;
- More student support services and student equity efforts;
- Adoption of evidence based models of basic skills assessment and instruction;
- New technology systems that help students explore careers and develop education plans; access counseling, tutoring, and student services; and track their progress toward completion; and
- Streamlined CTE pathways, support services, and contextualized basic skills instruction under the new workforce program created in 2016.²⁰

These efforts have led to slow but steady upticks on indicators like course completion, persistence, and transition from remedial education to collegiate-level coursework.²¹ While to date these increases in student outcomes have been incremental, the colleges are now well-poised to build on this success and accelerate the pace of improvement.

SYSTEM-WIDE CHALLENGES

Despite the notable achievements described above, the CCCs face very serious challenges today. Despite its great size and scope, the system's overall performance lags far behind what California needs for an educated workforce and future citizenry. The world is changing dramatically around us, demanding that colleges change too. There is no doubt that educators across the CCC system are working tirelessly to teach their students and help them get ahead.

But looking across our system as a whole, there are striking signs of trouble:



MOST COMMUNITY COLLEGE STUDENTS NEVER REACH A DEFINED END GOAL

At last count, only 48 percent of students who entered a CCC left with a degree, certificate, or transferred *after six years*.²² (Even this rate is overstated: CCC students earning less than 6 units or students who did not attempt a math or English course within three years are not counted in this calculation.)²³ This anemic completion rate is a troubling sign for the overall health of California's higher education and workforce development system.

Several research organizations have attempted to quantify California's "degree and certificate gap"—meaning the projected shortfall between the number of educated workers needed and the number that California's institutions are expected to produce. Estimates of the gap vary due to different starting assumptions, but there is widespread agreement that California's public education system is substantially behind the curve in meeting future demand for educated workers. The Public Policy Institute of California anticipates a gap of 1.1 million bachelor's degrees by 2030.²⁴ If California wants to maintain a competitive edge nationally, the gap is even more stark. To be among the top ten states in educational attainment, California would need to close a gap of 2.4 million technical certificates, associates degrees, and bachelor's degrees combined by 2025.²⁵ Using more conservative measures of baseline degree production, the Lumina Foundation estimates California would need 3.7

million more associates and bachelor's degrees by 2025 to be internationally competitive.²⁶

Across these various estimates, experts agree that too few individuals are receiving post-secondary education and training at CCCs and too few are transferring to a CSU or UC. Certainly, the state's K-12 and 4-year university systems are equally responsible for doing their part to close the degree gap, but without improvement in the all-important CCC system, California simply will not have enough educated and trained workers to sustain its future economy.



STUDENTS WHO DO REACH GOALS TAKE A LONG TIME TO DO SO

Students who complete an associate's degree on average take 5.2 years to do so (the median time is 3.8 years). The average length of time for CCC students to transfer to a university or complete a certificate is not currently known. Because students come to the CCCs with a variety of educational goals and life circumstances, there is no specific timeframe for completion that is appropriate for every student. Still, the system-wide average is considerably longer than the two-year timeframe for degrees and transfer preparation that was expected by the architects of the system and is still envisioned by many students and their parents today. When students stay in community college for many years, they delay their entry into the workforce and miss out on income, both in the short term and over the course of their lifetimes.

Just as problematic, students often accumulate far more course units than they need to reach their identified end

goal of a degree, certificate, or transfer. While some amount of academic exploration is part of the education process, excessive accumulation of units is frequently a sign of trouble: it can mean that students could not enroll in the classes they needed for their degree or transfer, or that they lacked sufficient guidance to enroll in the right courses or find a clear academic direction in the first place. Excess units create inefficiencies and drive up costs for both the student and California taxpayers, the latter of which heavily subsidize all CCC enrollment. The more students take courses that do not move them closer to their desired degree, certificate, or transfer, the more they crowd out and slow down other students who need those same courses for reaching their own educational goals.



OLDER AND WORKING STUDENTS ARE OFTEN LEFT BEHIND

Although open to all Californians, the CCCs were initially designed primarily to serve young people just out of high school. Adults of other ages present unique challenges and today represent a significant portion of the community college student body: over 40 percent are age 25 or older. Working adults can typically attend college only part-time. Many are bread-winners juggling the demands of work, childcare, and household, with limited time to get to school, attend class, and study at home—much less see a counselor or find a tutor. Some are transitioning back to civilian life after serving in the military (nearly 42 percent of California veterans receiving GI benefits attend a CCC).²⁸ Others, nearly 8 percent of CCC students, are immigrants here as legal permanent residents.²⁹

Adult learners are a highly diverse group facing a wide range of challenges, from relatively common difficulties like finding child care or transportation, to much more daunting issues such as food and housing insecurity, mental health issues, and serious learning disabilities. This range of challenges requires an array of policy and programmatic responses. As a start in the right direction, many colleges have expanded access to working adults by offering courses throughout the day, week, and year, as well as offering student services and courses online. Moving forward, CCCs need systematic ways to identify the needs of adult learners and connect them with the right services on and off campus.

Improved services for working adults are not just important for the population currently enrolled in CCCs. Across California, an estimated 15 percent of working age adults, about 4.5 million people, have participated in higher education at some point but stopped out before completing a program of study.³⁰ In order for California to close its degree and certificate gap, this group must be recruited back into college. Likewise, adults who never entered college need multiple avenues back into education, as well as support to address the challenges that led them to leave and avoid returning to school in the first place.

One important group of adults in the CCCs are “skills builders”—adults who improve their earnings by attending community colleges for one or more courses, but don’t necessarily intend to earn degree or certificate. Recently, the CCC Chancellor’s Office has recognized skills builders as a unique group and has worked to track successful outcomes among them.

“We won’t close our degree attainment gap with 18-year-olds alone, and one population we haven’t paid enough attention to is adults who have partially completed a degree or certificate. We don’t offer financial aid for people over 28—that’s an arbitrary cut off, and we need to help older adults to complete degrees and certificates. That’s how you address inter-generational poverty. Educated parents will support their children’s educational aspirations.”

— Lande Ajose
Chair, California Student Aid Commission

“There should be no reason why enrollment in districts is either static or declining when poverty rates are increasing. Our relevance will be severely compromised unless we step back and ask why segments of the adult population are not being served.”

— Jonathan Lightman
Executive Director, Faculty Association of California Community Colleges, via the Virtual Town Hall

“ Look at the number of students in the community college system from underrepresented groups, especially Black and Latino students. The K-12 system already fails these students; the CCCs must provide **student-centered resources to ensure opportunities and successful outcomes** for these students. We can’t afford to fail – doing so is unacceptable. ”

– **Jeannette Zanipatin**
Legislative Staff Attorney, MALDEF

“ The idea the legislature has of a community college student is focused on traditional students who have just graduated from high school and are living with their parents. But our community college students are burdened with **massive non-tuition costs** like transportation, housing, and textbooks. Community colleges educate 65 percent of California’s college students but only receive seven percent of Cal Grant dollars. Our students need more resources to be successful. ”

– **Eman Dalili**
Student Member, California Community Colleges Board of Governors

Understanding the diverse educational goals and outcomes among adult learners is the first critical step in providing tailored coursework and services to meet their needs.



COMMUNITY COLLEGES ARE MORE EXPENSIVE THAN THEY APPEAR

California’s community colleges offer one of the least expensive tuition rates in the country. Still, the total amount of money spent by students and taxpayers to attain a particular outcome at a community college can be quite high because the average student takes several years to complete a credential, degree, or transfer and commonly accumulate many excess units along the way.

Another significant problem for students is the high cost of living in California and the limits of financial aid for CCC students. While about half of CCC students have their tuition waived, few qualify for financial aid to cover their living expenses such as transportation and textbooks. Approximately 46 percent of CCC students receive need-based financial aid, compared to about two-thirds of resident undergraduate students at UC and CSU.³¹ One reason for this is that many state and federal student aid programs are structured to help full-time students and many community college students attend part time. In addition, California’s CalGrant Program is less generous to CCC students, irrespective of full – or part-time status. Examining college costs around the state, The Institute for College Access and Success (TICAS) found that after factoring in financial aid, the net cost of community college was actually more expensive for students than UC or CSU in seven of the nine regions studied.

Nowhere was the CCC found to be the least expensive option.³²

This problem creates a trap: students need to work and can’t enroll full time, but part-time enrollment drags out their education, disqualifies them for certain financial aid benefits, and can contribute to a lack of focus and motivation. Working adults who support their households face even greater challenges. These students need appropriate financial aid supports as well as other fixes described elsewhere in this report.



SERIOUS AND STUBBORN ACHIEVEMENT GAPS PERSIST

In the community college system, certain student groups are much less likely to reach a defined end goal such as a degree, certificate, or transfer. Specifically, completion rates are lower among African-American students (36 percent), American Indian/Alaskan students (38 percent), Hispanic students (41 percent), and Pacific Islander students (43 percent), compared to stronger completion rates of Asian students (65 percent), Filipino students (57 percent) and White students (54 percent). In general, these gaps are lessened among students who come to college more academically prepared and do not need remediation. Unfortunately, remediation is also the area where some of the most troubling achievement gaps are found. For example, among African-American students, only 20 percent passed a collegiate-level math course after taking remedial math compared to 39 percent of White students and 48 percent of Asian students.³³

These statistics are problematic today and will only grow in importance as California's population continues to evolve. The proportion of working-age people from non-White groups is projected to grow to 70 percent in 2060. The increase in racial and ethnic diversity will be even more evident in the younger age cohorts that will populate the CCCs.³⁴



HIGH-NEED REGIONS OF THE STATE ARE NOT SERVED EQUITABLY

Researchers have found significant disparities in basic CCC service coverage and penetration in different regions of the state. Areas with the lowest college attainment of adults and the lowest median household income also have the lowest CCC enrollment per capita.³⁵ In other words, the CCC's valuable education and job-training services are not always reaching those parts of the state where they are most needed. This is particularly an issue in the Central Valley and the Sierras, the Inland Empire, and the Far North regions of the state.³⁶ While regional disparities in college-going rates also exist for the UC and CSU systems, the pattern is especially troubling in the CCCs because they are specifically intended to be a local, fully accessible source of postsecondary education for all Californians.

Individually and together, these indicators are very troubling. Despite some modest gains in student outcomes, the CCC system is not performing at the level needed to reliably provide students with opportunities for mobility and to meet California's future workforce needs. As described above, the success of California is intertwined with the success of the CCCs. For the fiscal health of our state and the well-being of our society and democracy, we must collectively embrace aggressive goals for strengthening the CCCs. It is imperative to increase degree and certificate attainment, workforce outcomes, and transfers. It is also essential to reduce the unnecessary amount of time and units students accumulate on their way to attaining a degree, certificate, transfer, or workforce outcome, so that more resources are freed up to serve more students. Finally, it is critical to make headway and among underserved groups of students and those living in underserved areas of the state—this is a moral imperative that matches our California ideals of social justice and equality. The next section outlines specific goals that address these needs.

“ There is no actual college in our rural area, only online. Students need to have a car to get to [the nearest college which is] 50 miles away in order to take lab [classes] or engage in actual classroom conversation. ”

— **Member of the public**
via the Virtual Town Hall

“ The biggest challenge facing the CCC system today is **improving the outcomes and completion rate of students**, particularly those of students from communities historically underrepresented and underserved in post-secondary education. We must take responsibility for and address the inequitable outcomes for students of color across all our colleges. ”

— **Linda Collins**
Executive Director, Career Ladders Project, via the Virtual Town Hall



LOOKING AHEAD: **Goals for Meeting California's Needs**

The success of California's broader system of higher education and workforce development stands or falls with the California Community Colleges (CCCs). While many other players are involved—K-12 schools, public and private colleges and universities, county offices of education, and workforce investment boards—the CCCs are the linchpin to meeting California's civic and economic needs. For this reason it is vitally important that the CCC system regularly assess how its performance stacks up against those needs.

Goals have other important purposes. They help establish a shared vision, which is particularly important at this moment when substantial state dollars are coming into the system, new initiatives are being launched, and a new Chancellor is at the helm. They serve as a goalpost, pointing all parties in the same direction and establishing a shared destination to reach.

Of course, setting goals is also a very challenging task for any system of education. For the CCCs, the task is more complicated given its multiple missions and vast array of offerings (SEE SIDEBAR ON PAGE 15). Moreover, many of the results CCCs desire for their students are not entirely in the control of the colleges themselves. For instance, student outcomes in college are in part dependent on student's preparation at the K-12 level. Successful transfers require available slots in universities. Employment and wage gains after graduation are subject to labor market conditions. The performance of all levels of public education is influenced by the availability of funding, which is too often volatile and scarce.

In previous years, this shared responsibility and lack of full control has made all of California's education systems hesitant to hold themselves accountable for results. While this stance is understandable, it is not productive, especially in a state like

California that has no central oversight of higher education. To improve on measures that require shared effort, the systems themselves need to step up and agree to cooperate. As the linchpin of the broader system of higher education, the CCCs are well suited to take the first step and accept responsibility for improving functions that cut across systems. Ideally, California's other education systems will partner with the CCC system and adopt aligned goals for improvement.

“ We're measuring too many things—this is one of the challenges we have—all of the different metrics that we're required to use. IEPI has metrics that we were required to set; ACCJC has its own metrics that we're reporting on annually; we have goals in our equity plans and student success plans. Can't we just focus on three or four big goals and align our programs to these? ”

— Mojdeh Mehdizadeh
President, Contra Costa College

SYSTEM-WIDE GOALS

For 2.1 million CCC students—and the health of the broader system of higher education and workforce development—the CCC system must embrace a handful of clear, aggressive goals that reflect the most urgent needs of the moment. Based on a review of current literature and research and interviews with approximately 50 experts inside and outside the system, these urgent needs are defined as increasing the number and percentage of students who reach a defined educational goal and decreasing

the amount of time and cost it takes them to do it, while addressing critical achievement gaps across students and regions.

To meet California's economic and social needs, the CCC system should aim to reach the following *system-wide* goals by 2022—five years from the publication of this document:

1 | Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job. This increase is needed to meet future workforce demand in California, as analyzed by the Centers of Excellence for Labor Market Research. This goal is consistent with the recommendations of the California Strategic Workforce Development Plan. Equally important to the number of students served will be the type of education they receive: programs, awards, and course sequences need to match the needs of regional economies and employers.³⁷

2 | Increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU. This is the increase needed to meet California's future workforce demand for bachelor's degrees, as projected by the Public Policy Institute of California. (In California, occupations requiring bachelor's degrees are growing even faster than jobs requiring associate's degrees or less college.) Meeting this aggressive goal will require the full engagement and partnership of CSU and UC. While ambitious, the pace of improvement envisioned in this goal is not unprecedented: between 2012-13 and 2015-16 (a three-year period), CCC to CSU transfers increased by 32 percent and between Fall 1999 and Fall 2005 (a six-year period), CCC to UC transfers increased by 40 percent.³⁸

Measuring the success of multiple missions

The system-wide goals on this page focus on recognized completions like degrees, industry-recognized certificates, and transfers to university. Of course, some portion of community college students are “skills builders”—students aiming to gain job skills through just a few courses—or students who are aspiring to other goals such as learning English or developing parenting skills. The impact of this kind of education is harder—but not impossible—to measure.

As the CCCs move ahead with more widespread education planning for all students, the aim is to be accountable for helping each student meet his or her individual goals. This may require new methods and tools for gathering information, whether annual surveys of CCC graduates that capture the full impact of the CCC experience on students' lives or more sophisticated techniques that can follow students into the workforce or ultimately even measure the intergenerational effects of higher education. A better understanding of how different community college offerings impact students' lives will help the CCC system hone its priorities and ensure that it is adding real value as an engine of economic mobility.

Rethinking how we measure performance at the system level

At the system level, outcomes are commonly reported for cohorts of students followed over six years.⁴² This lengthy timeframe takes into account the large percentage of students who attend a CCC part-time and appropriately gives colleges credit for successful completions among students who need significant time to reach their goals. However, many observers interviewed for this report believe that six years is too long to wait before reporting on outcomes for cohorts of students. They argue that more information is needed sooner to get an up-to-date, complete look at how well the system is performing and to provide information that can stimulate action. In addition, many students and families expect to spend less than six years earning a degree or transfer eligibility and the 6-year metric obscures the likelihood of doing so.

To address these shortcomings, the CCC system should supplement its 6-year cohort reports with 2-, 3-, 4- and 5-year cohort reports, to provide more transparency and more complete information about how students are progressing. This kind of reporting will help students and families know what to expect and will illuminate areas where more improvement and support is needed.

- 3 | **Decrease the average number of units accumulated by CCC students earning associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.** (Associate's degrees typically require 60 units.) Reducing the average number of units-to-degree will help more students reach their educational goals sooner, and at less cost to them. It will also free up taxpayer dollars that can be put toward serving more students.³⁹
- 4 | **Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure in the most recent administration of the CTE Outcomes Survey.** Improvements on this measure would indicate that colleges are providing career education programs that prepare students for available jobs and offering supports that help students find jobs.⁴⁰
- 5 | **Reduce equity gaps** across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps for good within 10 years.
- 6 | **Reduce regional achievement gaps** across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of closing regional achievement gaps for good within 10 years.

COLLEGE-LEVEL GOALS

In order to reach the ambitious system-wide goals proposed above, each college will need to do its part. Of course, many colleges have already

set goals as part of a system-wide or local effort. Colleges with established performance goals do not need to start from scratch—they should continue to use their goals as planned. However, every college should make sure they have goals that address the system-wide priorities captured in the goals above, to ensure that the entire system is moving in a consistent direction. This means that all colleges should have goals for **increasing degrees and certificate completion, increasing transfers, improving time to completion, increasing job placement in field of study, and narrowing achievement gaps** across all these measures. If colleges have already developed these goals as part of another initiative, they should review them to ensure they are ambitious enough and aligned with the five-year system-wide goals articulated above. This should be done through the local participatory governance process and with input from the Chancellor's Office, to ensure that the local context as well as broader regional and state needs are taken into account.

“ **The achievement gap between lower income, ethnically diverse students and higher income, mostly White and Asian American students is clear and pronounced at most community colleges. As the system most devoted to open access, we must address this gap fully and effectively.** ”

— **Community College Dean**
via the Virtual Town Hall

Different goals are appropriate at different levels. The system-wide goals above are intended to focus only on the highest-order outcomes. Colleges

will also want to take a close look at finer-grain measures and indicators that show progress toward desired outcomes. For instance, colleges should regularly be looking for improvements in **student persistence, completion of 30 units, progress toward transfer-level coursework in the first or second year**, as indicators of progress toward degrees and transfers. Colleges should also monitor and aim to grow **full-time enrollment (15 units per semester)** and **continuous enrollment**. Of course, not all students can attend full-time and continuously, such as working adults who need to learn and earn at the same time. Still, colleges can and should encourage more students to attend full time than currently do, especially those who are young and not financially supporting others.

Colleges should also monitor and set goals related to the employment and earnings of graduates such as **wage gains** or **percent of graduates attaining a living wage**. These measures are commonly used to monitor outcomes specifically among graduates of career technical education programs, but it is also appropriate to monitor them for all students, so that colleges have a clear picture of students' lives after they leave a CCC.

USING GOALS TO DRIVE CHANGE

Just as important as setting goals is the way they are used. Presently, the CCC Board of Governors (BOG) is required by state law to identify performance measures and develop annual performance targets that are “challenging and quantifiable.”⁴¹ While the CCC system has identified these performance measures, in the past the Chancellor’s Office and Board of Governors have not used them

consistently to drive change. Moving forward, the BOG should embrace the more aggressive goals outlined in this document and use them to update its strategies for improvement. Progress toward the goals should be reviewed at least annually, on a predictable schedule.

Additionally, the BOG should call on all college districts to do the same: focus on a set of clear, consistent goals and return to them at least annually to mark progress and correct course as needed. As discussed in greater detail below, this is an essential strategy for maintaining focus among all of the competing activities and initiatives that are part of normal operations.

“ If we don’t set accountability standards in terms of seeing an increase, or setting a minimum threshold, then there’s no way to know whether progress is being made. ”

— **Hasun Khan**
Student Member, California Community
Colleges Board of Governors



“ The needs are great, the resources are adequate, and the momentum is building. It is time for leadership to assert itself. It will take a new generation of passionate, talented, dedicated and empowered community college leaders to transform the old model to meet both the needs of today and tomorrow. ”

— **Dr. William Scroggins**
President and CEO,
Mt. San Antonio College,
via the Virtual Town Hall

A Vision for Change

The goals set forth in this document are very ambitious and there is no easy path to reach them. Achieving these goals will require a combination of strategies and the coordinated efforts of tens-of-thousands of individuals both inside and outside the California Community Colleges (CCCs). Not only will California need the talent and perseverance of college presidents, administrators, faculty, staff, trustees, and students, it will also need the support and engagement of the Governor, Legislature, University of California (UC) and California State University (CSU) systems, workforce development system, K-12 education system, business and labor organizations, philanthropists, and community and civic groups. It will take a sustained effort by the CCC Chancellor, the Board of Governors, and the entire staff at the system level to lead the charge, support the hard work of the colleges, and help maintain focus and morale. There is no denying this is a tall order, but California and its students deserve no less.

Below are **seven core commitments** the CCC system as a whole can make to achieve these ambitious goals and realize its full potential to meet the future workforce needs of California:

- 1 | **Focus relentlessly on students' end goals.**
- 2 | **Always design and decide with the student in mind.**
- 3 | **Pair high expectations with high support.**
- 4 | **Foster the use of data, inquiry, and evidence.**
- 5 | **Take ownership of goals and performance.**
- 6 | **Enable action and thoughtful innovation.**
- 7 | **Lead the work of partnering across systems.**

Together these seven commitments reflect a fresh mindset that will be needed to carry the CCCs forward as a unified system. The pages that follow elaborate on these commitments: the problems they are intended to address, what must be done to fulfill the commitments, and how specifically the Chancellor and the Chancellor's Office can lead the way.

“ The colleges need to **put student success at the forefront of all decisions made at all levels of the college, not just pay lip-service to the success agenda. Student success needs to permeate every committee, task force, and class of employees...Change needs to be radical and transformational. Every college policy, rule, procedure and practice needs to be scrutinized and reformed immediately if it provided a barrier to student success and completion. The teaching-learning environment has to be rebuilt to focus on research driven strategies that prove successful with students...Student success should become EVERYTHING at all 113 colleges.** ”

— **Bill Piland**
Professor Emeritus,
San Diego State University,
via the Virtual Town Hall



COMMITMENTS

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COMMITMENT 1: **Focus relentlessly on students' end goals.**

As a state, we have long prioritized open access to college as a core value—it's one of the greatest strengths of the CCCs. But that priority, combined with multiple statutory missions and a problematic funding mechanism that drives rapid expansion in boom times and abrupt contractions during recessions, has led to sprawling catalogs of courses for students that do not necessarily match either California's or students' needs. For those new to the college environment, the number of choices can be more overwhelming than exciting. When students cannot see a clear path from start to finish, the task of completing college is daunting.

The challenges of today require that we focus much more intentionally on getting every student to his or her defined end goal, whether a credential, degree, certificate, transfer, or specific skill set. This focus on students' end goals should be the "North Star" of all reform efforts at every level of the system. This will require both a shift in

mindset and a shift in the way colleges and the system do business. More than just offering courses, colleges need to be offering pathways to specific outcomes—whether transfer or success in the workplace—and providing sufficient supports for students to stay on those paths until completion.

FULFILLING THE COMMITMENT

In navigating toward the North Star, the system needs a simple but comprehensive framework that can be easily communicated and evaluated across colleges. At the state level, the Chancellor's Office plans to use the Guided Pathways initiative as an organizing framework to align and guide all initiatives aimed at improving student success. This \$150 million one-time state investment over five years will give colleges the means and motivation to spur large-scale change across the system and bring together other existing categorical funds and apportionment dollars in a coordinated fashion.

“ In and of itself, community college is not a destination. What matters is where students are going in life and how we are helping them get there. ”

— State-level higher education official

The Guided Pathways model engages college administration, faculty, and staff to enact comprehensive changes across an entire college. In general, the model used across the country is organized around four key concepts, listed below. In California, Guided Pathways will be tailored to the unique environments of the CCCs.

- **Clarifying the path for students.** All courses are designed as part of a coherent pathway with a clear outcome, either transfer or a career outcome. Students understand what a given path will require of them, how the courses in a pathway are connected into a logical sequence that will prepare them for their end goal, what milestones they will meet along the way, and what outcomes they can expect at the end of the path.
- **Helping students get on a path.** Students explore career and/or transfer options before they begin college and extensively in their first year. Multiple measures are used to assess student academic needs. Students receive contextualized, integrated academic support to pass gateway courses.
- **Helping students stay on their path.** Students can easily track their own progress and receive ongoing, intrusive advising. Data systems monitor student progress. Students are provided support or redirected if they fall off track.
- **Ensuring students are learning.** Learning outcomes for every course and program are clear to the student and tied to a specific transfer, completion, or workforce outcome. Systems are in place for the college and students to track mastery of outcomes. Students are engaged in active, collaborative learning experiences. Faculty are leading efforts to improve teaching practices.⁴³

Colleges can use the Guided Pathways framework to bring about transformational change, ultimately braiding various funding streams in

service of a singular, coherent plan for improvement. Some colleges have already begun this transformation and the entire system is expected to adopt Guided Pathways over time.

“ **Guided pathways with its evidence-based, whole systems approach to aligning efforts across a college to support students in achieving their academic and career goals is the most promising initiative I’ve seen in my 30+ years working in community colleges.** ”

— **Rock Pfothenauer**
Chair, Bay Area Community College Consortium,
via the Virtual Town Hall

Colleges that are not yet ready to launch a major transformation should still be working to sharpen their focus on students’ end goals. In addition to planning for full Guided Pathways implementation, colleges can take steps in a number of areas. For instance:

- Colleges should be striving to reach the Board of Governors goal of having **100 percent of students complete an education plan** to help students get focused on a clear path from the beginning. Equally important is the quality and frequent updating of those education plans.
- Colleges should augment and enhance student services to **monitor student progress more closely and intervene more assertively**, with strategies such as online tools to help students clearly see their own progress toward their educational goals, alerts that remind students of upcoming deadlines, and automatic flags for intervention when students miss an enrollment deadline or fail a class. Some colleges across the state have also begun to shift to yearly course registration in order to

provide students with a predictable course schedule and lessen the possibility of dropping out mid-year.

- Colleges can also take steps to **foster deeper, more personal relationships between faculty and students**. For example, employing more full-time faculty, improving working conditions and pay for adjuncts to improve retention, and implementing instructional programs and strategies that lead to enhanced quality interactions between students and faculty are all good places to start. In fact, virtually anyone on campus—from department chairs to maintenance workers—can make a difference simply by genuinely interacting with students and asking about their goals, plans and progress on a regular basis.
- Colleges can strive to **carve out more time for faculty to work together to define clear, relevant learning outcomes** in every course and pathway that are aligned to the appropriate career or transfer outcome. Along similar lines, colleges can prioritize **professional development** that helps faculty better assess learning outcomes, communicate learning outcomes to students, and use data to make instructional and program improvements. Colleges can build on the learning outcome structure already in use through the accreditation process.

Collectively, these many actions big and small can help colleges fulfill the commitment to focus relentlessly on students’ end goals.

“ **Do not forget the students and focus on what we would need. Ask [students] from time to time: What is it that we can do to benefit you?** ”

— **Community College Student Trustee**
via the Virtual Town Hall

HOW THE CHANCELLOR'S OFFICE CAN LEAD THE WAY

At the state level, the Chancellor should **introduce and continually reinforce the concept of a singular North Star for the system**: helping every student meet his or her defined end goal. Administratively, the Chancellor's Office can use the **Guided Pathways framework to roll out consistent messaging, expectations, strategies, and professional development** that supports successful implementation. In addition, the Chancellor's Office should strive to align the work of other state-level initiatives with the pillars of Guided Pathways, including the Institutional Effectiveness Partnership Initiative (IEPI), the Student Success and Support Program/Student Equity (SSSP/SE), Extended Opportunity Programs and Services (EOPS), Strong Workforce Program and related workforce categorical programs, Adult Education Block Grant (AEBG), Apprenticeship, education technology programs such as the Online Education Initiative and Common Assessment Initiative, and the forthcoming Innovation Awards. Doing so will bring greater coherence across initiatives.

As part of this commitment, the Chancellor, working with the Board of Governors as needed, should also seek to **amend regulatory and reporting requirements that add little value, do not provide needed information on performance, or even impede colleges' ability to focus relentlessly on students' end goals**. This was a major theme emerging from a recent Chancellor's Office survey of college presidents and in interviews with college personnel: Please help clear burdensome requirements that play no role in improving student success. In addition, the Chancellor should work with the Legislature and Administration to address statutory requirements that present the same problem.

“ The term ‘Pathways’ may sound buzzy, but it opens the door for us to truly **transform our institutions**. The Pathways model calls on us to **assess ourselves and the values and beliefs upon which our institutional systems were built**. Through the redesign of our systems, we have the opportunity to **exponentially improve student success and equity**. There’s a **comprehensiveness to this model and it will be sobering for us to look in the mirror.** ”

— **Dr. Julianna Barnes**
President, Cuyamaca College



COMMITMENT 2: **Always design and decide with the student in mind.**

“ We have to continue to put students at the center of the conversation. How we get there is always a matter of debate, but we should at least agree on that particular goal. ”

— Francisco Rodriguez
Chancellor,
Los Angeles Community College District

Community colleges need to focus much more on the student experience when designing services, programs, and policies. Just as businesses make it easy to find and buy their products, colleges need to make it easy for students to identify the programs, courses, and services they need and to access them at the right time. Too often, this is not the case.

One place where the student experience frequently breaks down is when students are interfacing with multiple departments or offices on a campus, when they are attending more than one community college, or—most challenging to solve—when they are transition from one education system to another. For instance, recent high school graduates entering a community college for the first time can be surprised to learn that they may not be considered ready for entry into collegiate-level coursework, despite perhaps having passed A-G courses in high school or scoring “college ready”

on their 11th grade assessment. Often, the problem leading to this situation is the failure of institutions to align their definitions and expectations; not a failure of the student. When unexpected requirements, hurdles, and delays are sprung on students, it harms the college-student relationship, and more importantly, decreases a student’s odds of success.

Another set of challenges lies with today’s working students, many of whom are commuting enormous distances between home, job, and college—a fragile situation that can easily be thrown off by a family, job or transportation problem. Just as we all have come to rely on digital conveniences to make our lives easier, students are also seeking greater electronic access to everything the CCCs have to offer. Working students in particular need to be able to learn and earn at the same time and access services and information 24 hours a day, from any location. Presently there

are multiple student-facing portals and services, but they do not always line up seamlessly. Online coursework, though expanded in recent years, has yet to become a viable option for all students.

“ **Students are like customers in that we need to pay attention to what they are doing and how we are serving them. Colleges should have to look in the mirror and answer the question ‘Are we doing all we can for our customers?’** ”

— **Allan Zarembeg**
President and CEO,
California Chamber of Commerce

FULFILLING THIS COMMITMENT

To repair and maintain the student experience, colleges and system- and state-level policy makers must **always decide and design with the student in mind**. The CCCs should systematically examine policies and tools at all levels and ask hard questions about how easy community colleges are for students to access and use.

Within the context of a single college, leaders need to **forge greater connectedness across different programs and services** so that they appear seamless to students. When glitches arise, colleges and policy makers must make every attempt to **favor the student’s interests**, helping students move forward toward their end goals, not holding them up.

As a system, the community colleges need to **make and keep clear promises to students**. For many first-generation students, the path into and through higher education can be a long and uncertain journey. At all education

levels, this uncertainty should be mitigated by very clear messages about what students need to do to prepare for college and what they can expect in return—an underlying principle of well-designed College Promise programs that combine financial support, aligned college preparation expectations and supports between K-12 and postsecondary institutions, consistent messaging to students about college and affordability, and clear academic pathways.

In instances where there’s not yet a seamless transitional path or well-developed Promise program, education leaders across disciplines and departments, colleges and sectors, should **adopt a default “hold harmless” policy** for students who are caught between misaligned policies, whether between two colleges or between multiple districts or education sectors. The idea is simple: when students do what is expected of them at the sending institution, the receiving institution should honor it and deliver on what the student is expecting. As a bold example, 12th graders who meet the eligibility standards of UC and CSU (i.e. completing the A-G course pattern and achieving a minimum grade point average) should be automatically eligible for transfer-level courses when they enroll at a community college. If a clear pattern of under-preparedness is apparent, that indicates a need for the college to work urgently with its local K-12 partners to align expectations. Students, however, should be able to access collegiate courses as expected and services to help them catch up.

“ **There is a sizable population of students who have stopped out of community college even though they are close to completion. We should be helping them get their Associate’s degree. Colleges should be helping them to finish their credential by conducting routine degree audits and removing barriers, for example, by waiving small administrative hurdles like library fines or parking fees.** ”

— **Alma Salazar**
Senior Vice President,
Los Angeles Area Chamber
of Commerce

Finally, as a system the CCCs should expand efforts to **meet the needs of working adults**. To reach California’s future workforce demand, it is critical to attract more working adults into college. This will require changes in how, when, and where courses are offered and student services provided. Stackable credentials allow students to gain knowledge and skills that build toward a long-term workforce outcome while offering multiple exit points to employability along the way. Instructional designs that provide on-ramps and off-ramps allow working students to hold down jobs or even stop out temporarily without derailing their forward progress. Recognizing prior learning and releasing students from seat-time in courses is another avenue to providing more flexible access to returning and working adults. Finally, CCCs can continue to foster and strengthen multiple points of entry, whether through bridges from

More ways to step up service to students

Community college stakeholders are brimming with ideas for how campuses can improve service to students. Many Virtual Town Hall respondents and interviewees offered examples of practices that are making it easier for students to enroll in classes, take advantage of campus services, and complete their programs of study, including:

- Physically locating services together and cross-training staff so that students experience a one-stop shop, not a bureaucratic maze.
- Greater sharing of data, so that students' records can be easily accessed at the right time by the right person (similar to the strides healthcare has made in making medical records instantly available to every doctor a patient sees).
- Meeting the needs of students who attend multiple colleges, by consolidating course catalogs and schedules across multiple campuses in same district, and providing greater portability of credits across districts.
- Holding more classes at times and in ways that work for students, including weekends, evenings, summer sessions, and online.
- Block-scheduling courses in a given pathway so that students have a convenient and predictable schedule they can plan around.
- Exploring alternative calendars and course formats that are not bound by the traditional 15-week academic calendar.
- Adding more student success courses.
- Expanding the use of open education resources to keep down costs for students and allow faculty to better customize course content.
- Expanding work based learning, employability skills, and job placement supports for students who are exiting into the workforce.

adult education to CTE and general education programs, or through partnerships with local workforce development agencies. Ideally, there should be “no wrong door to knock” when students are seeking job training and education.

“ **The community college system should eliminate ineffective and inefficient regulations that particularly do not drive students to completion, and develop regulations that do. Completion and accountability can be enhanced through the redesign of new regulations.** ”

— **Charlie Ng**

Vice President of Business and Administrative Services,
Mira Costa Community College District,
via the Virtual Town Hall

“ **Sometimes it feels like we've set up processes to comply with so many different requirement that I don't even know why we do what we do anymore.** ”

— **Joe Wyse**

Superintendent/President,
Shasta College

HOW THE CHANCELLOR'S OFFICE CAN LEAD THE WAY

The Chancellor's leadership position and office should be used to **raise awareness of how CCC students are harmed by misaligned policies** across sectors. The Chancellor should actively advocate to resolve cross-sector and state-level policies that unintentionally penalize students as they move across systems. Additionally, the Chancellor should continue to strengthen partnerships with leaders in other education sectors and workforce development agencies to ensure that students are receiving consistent messages and support regardless of their point of entry (for more on the topic of cross-sector leadership, see Commitment #7).

The Chancellor's Office should do its part to **assist and support colleges in putting students first**, focusing more on outcomes and less on monitoring inputs. At present, colleges have to meet endless requirements and produce myriad proposals, plans, and reports—for accreditation, categorical programs, grant funding, and other purposes. Moving forward, the Chancellor's Office should work to **streamline reporting and other requirements** where possible to help cut through the “noise,” focus on outcomes, and support colleges in holding a singular vision for improvement. Along the same line, the Board of Governors should **prioritize flexibility and results over front-end regulation** when possible. In the past, Board of Governors regulations have occasionally exceeded the law in unhelpful ways. In the future, the Chancellor's Office should help colleges see and utilize the full range of options for serving students best while meeting the law.

The Chancellor's Office should strive to adopt a **stronger customer service mindset** to improve relationships and service to campuses. This should include clear communication from the Chancellor to all staff on system goals and priorities, and clarification that the role of Chancellor's Office staff is to help colleges meet those goals. Like colleges, the Chancellor's Office should strive to **better integrate its own services across traditional siloes**, to achieve more **consistent communication** with colleges and to align mutually reinforcing policies and programs. Feedback received from interviews and Virtual Town Hall respondents reinforced this as a top priority.

The Chancellor's Office should **review its entire education technology portfolio** with the goals of enhancing students' abilities to easily access services and information, and maximizing the ability of faculty and staff to use those systems to serve students effectively. Currently many of the CCC system's technology platforms are managed separately, under different contracts, including the systems used for the college application process, education planning, student learning outcomes and assessments, curriculum inventory, student transcripts, course management and other purposes. The Chancellor's Office should assert greater oversight of these various technologies to ensure they are functioning in alignment with one another and in service of students.

“ [The CCCs should] **simplify the way we do things so the student can witness, first hand, an organization that wants to serve them.** ”

— **College Health Services Assistant**
via the Virtual Town Hall

“ There is tension among our many missions including workforce development, transfer, and serving adult learners. We need to **serve all students in a holistic way.** It feels disjointed now... and if we are asking colleges to break down siloes, the Chancellor's Office should do it too. ”

— **Julie Bruno**
President, Academic Senate for
California Community Colleges





COMMITMENT 3:

Pair high expectations with high support.

Many students come to the CCC system with significant academic and personal challenges. Those who are not academically ready to succeed in collegiate-level courses need assistance to strengthen their basic skills. Historically, the system's approach has been to test incoming students for college readiness in English and math and place them into remedial courses if they fail to reach a specified threshold score. While the CCC system has been moving towards the use of "multiple measures" for some time—meaning the use of additional measures of academic readiness—some colleges continue to heavily emphasize test scores for placement. The intentions behind this approach are good: students need to be ready for the rigors of college-level coursework. At the same time, there is compelling evidence that these traditional assessment methods (even when paired with other measures) can sometimes lead educators to misplace students into remedial education who could, with proper supports, succeed in

a collegiate-level course.⁴⁴ This pattern of over-placing students into remedial education unnecessarily delays students' progress and can be discouraging to those who are already at risk of dropping out entirely.

Students themselves are often unaware of the significance of assessment exams and do not realize how placement in remedial courses will impact their trajectory through college. One thing is clear: Lengthy, traditional remedial sequences are not effective for most students. By the most recent figures, only about 45 percent of students taking remedial English ultimately move up and pass a collegiate-level English class. In math, only about 33 percent do so.⁴⁵ In the interviews conducted for this Strategic Vision, many stakeholders identified remedial education as a top, urgent concern that demands full attention at all levels of the CCC system.

“ Remediation takes a lot of resources, using classroom space, instructor salaries, and the cost of student support services like tutoring and instructional support supplies. Remediation also has the effect of discouraging students from completing their educational goal when they realize they will take much more than two years to obtain transfer level math and English. ”

— **Fermin Ramirez**
Financial Aid Outreach Coordinator,
San Bernardino Valley College,
via the Virtual Town Hall

“ How do we design or envision a new system? A colleague of mine says ‘We always talk about college readiness in K-12, but we never ask colleges if are they student ready.’ If we shift that mindset it will fundamentally change how we deliver our student supports and how we design our system of remediation. ”

— **Jessie Ryan**
Executive Vice President,
Campaign for College Opportunity

Just as challenging for colleges is the daunting array of personal challenges that many students are facing. Many people of privilege remember college as a carefree, unburdened chapter in their lives, but this is not the reality for most CCC students. Many live below the poverty line and some struggle with exceptional challenges like homelessness, mental illness, food insecurity, recent emancipation from foster youth services, and challenges associated with returning from military service. Concern about the depth and breadth of students’ needs was a pervasive theme among those responding to the Virtual Town Hall, particularly among those who serve on CCC campuses.

Another issue that contributes to students’ slow progress through college is that many enter community college without enough guidance to establish a clear timeline or sense of direction. They may not be informed about the significant downsides of taking a prolonged time to earn a degree/certificate or transfer, both in opportunity cost of delaying entry into the job market, and the actual cost of supporting themselves for a lengthy period of study. As a result, students often do not think to advocate for higher placements, opportunities to retake placement exams, credit for prior learning, transfer of credits earned at other institutions, and so on. Even if they do think of it, these things are often difficult to accomplish in a bureaucratic environment with multiple offices involved.

FULFILLING THIS COMMITMENT

In order to establish high expectations and high support for students coming from high school, community colleges and K-12 districts must work together to **address gaps in basic skills before students arrive** at the college campus. This includes better aligned college readiness expectations in the classroom, as well as college planning and interventions for struggling students.

At the college level, there are a number of promising strategies for addressing the problems of remedial education. For example:

- Colleges can continue to **de-emphasize the use of high-stakes tests for placement** and where possible use **more reliable measures of readiness** for collegiate-level coursework, e.g. high school transcripts for students coming directly from high school or examining prior learning for students coming from the military.
- When tests are used for placement, colleges should **help students better prepare for exams**, by communicating clearly and in advance about the content and stakes of the test, providing opportunities for students to take a short refresher course, and offering opportunities to retake tests to improve scores. The system should also consider **allowing students to place themselves**—this can be done using guided self-placement analyses.
- Colleges can also continue to **expand options for students to strengthen basic skills while simultaneously enrolled in collegiate-level courses**. For example, using such tools as tutoring, supported or supplemental instruction, and/or in-class aides has shown promising results.

- For those students who truly require remediation before they can succeed in a collegiate-level course, the system should **continue to refine and expand accelerated and innovative instructional models**, to avoid the years-long remedial sequences that most students never exit, and bolster the use of **contextualized basic skills** to ensure that students see the connection between mathematics, English, and their chosen pathway.

Colleges can also take steps to address students’ personal and life challenges in ways that support their in-class learning. For example, colleges can:

- Offer **wraparound supports** to help vulnerable students whose responsibilities and life challenges can interfere with progress toward their end goals. Tutoring, counseling, or help with childcare or transportation are all examples.
- **Create better linkages with county social services agencies** to help eligible students access resources such as food assistance programs, health care, and mental health services, among others.
- **Provide special resources for high-need populations** such as military veterans, former foster youth, and others.

To communicate high expectations to students and encourage them to make efficient progress toward their end goals, colleges can:

- Advise students (especially recent high school graduates) about the benefits of **staying continuously enrolled and taking 15 units per semester**, or even adding one extra course per semester if 15 units is not feasible. This can be facilitated through early enrollment incentives, yearlong course registration, use of summer and intersessions, and block scheduling of, or automatic enrollment in, the courses in a pathway. Wrap-around supports such as those

mentioned above can help students stay continuously enrolled or succeed in taking one extra class. While many older and working students are unable to attend full-time, that should not preclude colleges from helping as many students as possible to do so.

- Encourage **early career exploration** in high school, and as early as middle school, to help students gain context for their studies and a clearer sense of direction.
- Help returning students get back on track if they have left college for a period of time, by **auditing accumulated units, assessing prior learning, and designing customized education plans** that get students started as close to the finish line as possible. Additionally, many of the scheduling and enrollment options noted above are also particularly helpful to returning students.

Of course, as colleges strive to get students to the goal line as quickly as possible, student learning must not suffer. Ensuring that students are learning is at the core of the community college mission, the accreditation process, and one of the pillars of the Guided Pathways framework described in Commitment #1.

“ We must realize that many, if not most, of our CCC students have wellness challenges that, unless met, might lead them to fail, drop out or withdraw from a class/ their classes...or college altogether. These ARE our students, and we must be prepared to do what it takes if we want them to be successful. ”

— **Public Health Nurse and Community College Nurse**
via Virtual Town Hall

HOW THE CHANCELLOR'S OFFICE CAN LEAD THE WAY

The Chancellor should **immediately upgrade the urgency of improving remedial education**. At the leadership level, the Chancellor and system office can support, publicize, and direct resources to effective initiatives that move students through remedial education more efficiently and expeditiously. This may include innovative and accelerated basic skills programs, contextualized instruction, and expanded instructional supports both inside and outside the classroom. Additionally, the Chancellor's Office should provide the needed tools and resources for colleges to revamp assessment and placement practices and policies. The key is to transform assessment, placement, and basic skills instruction in ways that propel students into collegiate level coursework and do not derail their progress. In short, this issue deserves the full attention of system-wide office and must receive it.

The Chancellor should additionally use the high profile nature of the position to **call attention to the immense personal and economic challenges faced by many students** in the CCC system and **advocate for additional resources** to provide the support these students need to succeed academically. The Chancellor can also engage with state lawmakers and officials in health and social services to help better connect CCC students with other public resources that can support them.

The Chancellor should also lead the charge in **communicating with California students their own critical role in their success**. The Chancellor should consistently communicate to K-12 students and families—both directly and through state level policy—that community college requires collegiate-level effort and preparation. The Chancellor should encourage prospective and current students to attend full time if they can, while emphasizing that services and opportunities are available to everyone. Finally, the Chancellor should **advocate for additional state financial aid resources and reforms** that accommodate older/working students as well as expanded support for younger students who can attend college full-time.



COMMITMENT 4: Foster the use of data, inquiry, and evidence.

We live in a world where massive amounts of data are collected and analyzed to learn about human behavior, drive decision-making, and create products and services. Compared to many sectors, education has been slower to adopt data as a rich source of information to improve services, in part because it is expensive to update data systems and in part because this practice is not central to the institutional culture of higher education. While colleges do collect and report a great deal of data, often it is seen as a compliance activity rather than an opportunity for self-reflection and improvement. Lacking good data, policy makers and educators at all levels often make decisions based on convention, hunches, or anecdotes.

There are a variety of barriers to using data effectively for program improvement in the colleges. Many colleges do not have strong institutional research capacity. College personnel may have limited time and many have not been well trained to use data

for improvement. In college districts and at the state level, multiple data systems tied to different initiatives and departments often do not connect. They may have outdated programming and platforms and require new software.

Lacking a statewide student information system, the Chancellor's Office also faces challenges when aggregating data from district-level information systems across the state. In some instances, varying decision rules and data definitions across districts impede analysis, and the Chancellor's Office does not have sufficient capacity to track down and resolve discrepancies, limiting its ability to research important topics beyond required reports and analyses. Other problems begin at the state or federal level: categorical funding streams often require specific data metrics to be collected, but often they are not in harmony with each other, or with the metrics reported by other education sectors, making it difficult to draw conclusions over time or across silos.

“ Data-driven decision making is more valuable than ever. Objective facts must guide our strategic investments to improve student outcomes. ”

— Hans Johnson

Director, PPIC Higher Education Center
and Senior Fellow, Public Policy Institute
of California

“ Performance metrics are only helpful if institutions have the capacity to effectively use them for planning. ”

– CCC Faculty Member

The central office is also hindered by a time lag because it must rely on uploads of data from colleges at designated times, such as the end of the term or end of the year. As a result, the Chancellor and the CCC system office can never access a “real-time,” up-to-the-minute snapshot of performance across the system. This limitation (common in most education sectors) unfortunately sets the stage for the data-reporting process to be more of a compliance activity for colleges and a retrospective activity for the Chancellor’s Office. Given the prohibitive cost and politics associated with establishing a new statewide system, the CCC system will likely need to find other ways to change the collective mindset around data collection and reporting. Far more than being a compliance activity, good data and analysis is needed to drive decision-making, discussion, and change at all levels.

FULFILLING THIS COMMITMENT

To make substantive progress towards the goals outlined earlier in this document, the community college system needs a culture shift that puts data, inquiry, and evidence at the center of planning and decision-making. This culture shift has already begun, but it will be critical to bolster institutional research capacity on campuses to ensure that all colleges can fulfill this commitment.

When designing any new program or policy (or determining the need for one) colleges and policy makers at all levels should always **look first at relevant student data to understand the problem** and inform the development of promising solutions. Likewise, colleges can use student outcome data to determine which investments are less impactful. While it can be painful and controversial to retire programs that are no longer relevant or effective, good data can at least ensure that all parties are operating from the same set of facts.

At every level of the system, all parties should have **regular opportunities to review relevant data on program effectiveness**. College districts can review program data in the course of regular Board meetings, on a set schedule. Colleges can set aside time and provide professional development to help faculty and administrators analyze their data. Or, colleges can bring together the full campus community for annual “all-hands” meetings that involve every department on campus—including student support services, human resources, and operations (e.g., facilities, bookstore, foodservice)—to hear an honest reporting on campus performance and participate in developing strategies to improve student outcomes that are appropriate to each department’s unique role.

HOW THE CHANCELLOR'S OFFICE CAN LEAD THE WAY

The system-level office has an especially large role to play in fulfilling this commitment. The Chancellor and system office should **review their own internal data systems and determine how to integrate them** in service of greater transparency, better administration of programs, and better service to both colleges and students. The Chancellor's Office should also explore options for boosting its internal research capacity, ensuring that there are sufficient personnel, and sufficient leadership and direction from the Chancellor to support data-driven decision-making.

Likewise, the Chancellor's Office should review the full array of metrics that colleges are required to report for different purposes, **striving to avoid redundancy and maximize the utility of these data for improving performance**. This work is already underway thanks to similar recommendations made by The Strong Workforce Task Force and adopted by the CCC Board of Governors, which led the Chancellor's Office to administratively rationalize all workforce metrics and pass legislation to reduce dissonance across data definitions. As part of its review of metrics, the system-wide office should also review the official Student Success Scorecard to ensure that it provides a full picture of campus progress toward system-wide goals and is useful in helping colleges focus on the practices and behaviors that will lead to greater student success.

The Chancellor can also routinely **present student outcome data to the Board of Governors** at regular meetings, both to engage the Governors in analysis of particular issues and generally to model good governing board behavior.

Because of the CCCs' unique role at the nexus of the secondary, post-secondary, and workforce development systems, the Chancellor's Office should also look to **expand its role in brokering data-sharing protocols and agreements across those systems**, engaging when necessary at the highest leadership levels to resolve cross-sector data misalignments that are barriers to understanding student outcomes.

The Chancellor's Office should foster inquiry by **embedding data-driven processes into all programs** it administers, building on the momentum of IEPi's inquiry approach and utilizing the data visualization tools and training associated with the Launchboard. By providing or brokering technical assistance to colleges, the Chancellor's Office can help campuses build their capacity to understand their own data and use it for program improvement purposes. As part of their efforts to assist colleges in using data effectively, the Chancellor's Office should also seek ways to leverage the self-reflection already built in to the accreditation process and **avoid unnecessary duplication with other reporting and planning requirements**.



BAKERSFIELD COLLEGE

COMMITMENT 5: **Take ownership of goals and performance.**

“ **The community college system needs to change its culture to care about student outcomes without blaming the students themselves. The job of the community colleges is to figure out how to educate the students who walk through their doors.** ”

— **Julia Lopez**
Retired President and CEO,
College Futures Foundation

The interviews and Virtual Town Hall responses analyzed for this project revealed frustration both inside and outside the colleges around the themes of accountability, capacity, and the pace of change.

Many stakeholders across the state are looking for California’s public system of higher education to step up and unambiguously commit to improvement in student success rates. Among this group, some are aware that the CCC system has goals, but do not find them ambitious enough. Others are frustrated by what they perceive as a victim mentality among the colleges. They do not want excuses for middling results, but rather a solution-oriented mindset that takes responsibility for improving those things that are in the colleges’ control. Perhaps more than anything else, they want a sense of urgency.

At the same time, other stakeholders—mostly internal to the colleges—paint a very different picture. Many faculty and CEOs report having a sense of “initiative fatigue,” and no wonder: the last few years have seen an influx of \$500 million for special programs and purposes—ranging from the Student Success and Support Program, to the Student Equity Program, to a new Online Education Initiative to the creation of the IEPI, all with their own sets of goals and performance indicators. All this change and incoming money, they argue, is a recipe for conflict. They want time for reflection and relationship-building before jumping into a new reform strategy. On the topic of accountability and goals, this group does not want to be criticized for outcomes they cannot control. They raise substantive grievances about the K-12 system failing to prepare students adequately, the State of California underfunding colleges and the Chancellor’s Office, and students not taking their education seriously enough.

This disconnect among stakeholders divides people who otherwise share a similar desire and vision for improvement. In a system that relies heavily on shared governance, it can grind progress to a standstill.

FULFILLING THIS COMMITMENT

Moving forward, the CCC system must find a way to resolve this disconnect, get behind a shared set of goals, and make the most of available resources.

At both the local and state levels, the CCCs need to **take ownership of goals, and use them to motivate, not punish**. Statewide K-12 education leaders have pursued this kind of supportive, non-punitive approach for the past several years and have found it a refreshing change from the “shame and blame” approach from earlier times. Colleges and local governing boards can similarly pursue a supportive approach by acknowledging the fatigue and anxiety that many faculty, staff, and administrators feel, by limiting and consolidating the burdens placed on faculty by burgeoning state and local initiatives, and by freeing up faculty from non-classroom obligations that are not productive towards helping students meet their end goals. At the same time, the CCC system should embrace ambitious performance goals that signal a real sense of urgency and commitment, and invite all parties to the table to develop robust solutions.

At both the system and college levels, there should be a **clear vision for improvement, including clear goals** for improved student outcomes. The CCC system needs to embrace a small number of high-level statewide goals (SEE PAGE 13) while colleges need to develop and own a more detailed set of goals that are aligned with the

statewide goals but appropriate to the local context. Likewise, the system’s leadership can establish a broad vision for change while local colleges can develop their own, more detailed plans of action. Leaders at both levels should strive to leverage all incoming funding streams to implement their vision for change, not distract from it.

At the system and college level, leaders must **take responsibility for college performance and student outcomes**. Certainly, there are factors beyond the control of the college. At the same time, colleges enjoy significant latitude. Each community college district has its own locally elected board and local academic senate, which together have broad authority to control what happens on campuses. CCCs also have established processes for making decisions in consultation with all internal stakeholders. Compared to community college systems in other states (and the other public higher education sectors in California), the CCC system is largely decentralized, with relatively light oversight from the state or system level and greater oversight at the local level. CCCs also enjoy vastly more autonomy than California’s K-12 system, where the State Board of Education sets curriculum standards, chooses assessments, and can identify and intervene in underperforming districts. Given these freedoms and the tradition of shared governance in the CCC system, CCCs have every reason to take ownership and full responsibility for their own goals and performance.

CONTRASTING VIEWS ON THE URGENCY FOR REFORM:

“ I’ve lost my patience. We need to say ‘times up’ to colleges. You have to fix it. ”

— State-level education leader

“ It’s about slowing down, having conversations, preserving trust. There is a lot of distrust between faculty and classified staff, faculty and administration, etc. We need to bring different perspectives to the table. ”

— Community college faculty leader

“ The system will do a better job holding itself accountable if the participants on all levels (faculty, staff and administration) do a better job of holding themselves accountable. The challenge is how to measure? It should be simple and clear and connected to the student’s success because education is the core. ”

– College Science
Lab Coordinator
via the Virtual Town Hall

HOW THE CHANCELLOR’S OFFICE CAN LEAD THE WAY

With a new Chancellor in place, the system office is well positioned to revisit existing goals. As proposed earlier (SEE PAGE 13), adopting a handful of clear, ambitious goals at the system level can help orient the colleges toward a shared set of high priorities. The Chancellor’s Office and Board of Governors can reinforce these goals by routinely using them to evaluate system-wide progress and adjust course. The Board of Governors can also do more to recognize and celebrate colleges or programs that meet an objective threshold of success that aligns with the system-wide outcome goals. The Strong Workforce Stars and Rising Stars recognition for colleges reaching specified outcomes is a current example of this.

The Chancellor can also model the kind of behaviors and attitudes that would be helpful at the college level. For instance, the Chancellor should **model a solution-oriented mindset**, focusing on factors within the system’s control and **taking the lead instead of waiting** for the Legislature, Governor, or another education sector to initiate change that affects the CCCs. The Chancellor and system office team should also model good leadership practices such as sticking to a clear vision, focusing on priorities while avoiding distractions, and aligning resources with goals. The steady, focused implementation of recommendations from The Student Success Task Force is a good example of this. Looking forward, Guided Pathways presents another good opportunity for the Chancellor’s Office to model these leadership practices.

Finally, the Chancellor can promote and **adhere to a policy of rigorous transparency** in reporting at every level. Data definitions and rules ought to provide the fullest picture of student achievement possible, even when it is not especially flattering. Wherever possible, the community college system should strive to make all outcome data public-facing and easily accessible, so that any stakeholder can see a clear and complete picture of college and system performance. As a good example, the Strong Workforce Program publicly posts all uses of funds online.⁴⁶ The CCC system already has a reputation as an **honest broker of information** in higher education, and the Chancellor can build on it further by committing to being a strong partner to the Administration and Legislature as they seek to understand the performance of the colleges.



COMMITMENT 6: **Enable action and thoughtful innovation.**

Moving the needle on student outcomes will require calculated risk, careful monitoring, and acceptance that failures will sometimes happen. Too often the system has adopted a risk-averse stance because it is afraid of criticism or penalties, but students deserve more. The CCC system as a whole needs a culture shift that values action over inaction, innovation over the status quo. This change will require creativity and openness among people who are more accustomed to rules and regulation. Rather than asking “why?” decision-makers and gate-keepers at the college and state levels will need to start asking “why not?”

At the same time, policy makers at all levels need to sharpen and refine the way they think about innovation. Like any industry, it is easy to latch on to the latest “shiny new object,” but it is critical for colleges to avoid adopting a new technology or methodology merely because it is new. It needs to be part of a coherent overall plan.

FULFILLING THIS COMMITMENT

Moving forward, colleges should **think carefully about which innovations will track closely with state and local goals.** For instance, those innovations that help students learn better and reach their goals, help faculty assess learning outcomes, or help student services personnel monitor student behavior are all worthy of calculated risk.

Of course, the varying approaches to innovation must be both **thoughtful and deliberate**, with leaders first looking at the data to determine the underlying problems, then choosing among potential solutions. **Results should be tracked early and often**, with colleges adjusting course when necessary. If new strategies don’t work, they should be viewed as opportunities to learn and improve. As a system, it is crucial to reward action and thoughtful innovation, not point fingers when results are less than anticipated.

“ **There is an opportunity in every moment, if you choose to seek the vision and act on it. The only thing restricting change is to not change.** ”

— **Member of the public**
via the Virtual Town Hall

Examples of Promising Innovations

Across California, colleges are pushing forward on many fronts, launching innovative programs and using new technologies to improve student success, such as:

- Using improved assessment and diagnostic tools in targeted, specific ways to support student learning, such as pinpointing basic skills gaps and using the information to assign individualized skill-building exercises to students.
- Using predictive analysis of students' grades and high school courses to inform placement of students into collegiate-level coursework.
- Developing new methods for assessing the prior learning of adult learners by allowing older students to count valuable skills and knowledge gained in other settings (e.g. the military or workplace) toward their desired degree, credential, or transfer.
- Facilitating regional coordination among colleges to address labor market gaps in the region and prepare students for the workforce.

Additionally, by request of the Governor, the CCC system over the coming year will explore establishing a fully online community college to provide full and open access to the opportunities of the CCCs.



“ When the economy sours, enrollment spikes and funding drops...It is difficult to plan any long term plans or identify a future vision when there is so much uncertainty in funding and there is a huge lack of planning that is probably stemming from these factors. I see this as the largest challenge to success in the California Community College system today. ”

— **Community College Vice President**
via the Virtual Town Hall

At the state level, it is critical for California to think beyond technological innovations for improving the CCC system, and additionally consider **policy and funding innovations**. Many individuals interviewed for this project or participating in the Virtual Town Hall pointed to the limitations of traditional models of enrollment accounting and “seat time” funding. They noted that these models often restrict colleges from implementing promising new practices, fail to target resources effectively, and create funding volatility that impedes long-term planning. Correcting these structural flaws is not a simple matter, nor one that the Chancellor’s Office can tackle alone. A systemwide conversation is needed to consider how current funding mechanisms interfere with CCC performance. Even long-standing policies must be reconsidered if it’s clear they are getting in the way of progress.

HOW THE CHANCELLOR'S OFFICE CAN LEAD THE WAY

The Chancellor should make it clear that the system office should **enable, not stifle, innovation on the ground**. The Chancellor can commit to fostering a culture of open-mindedness and creativity to support colleges that want to try a promising new idea. The Chancellor can also commit to providing political back-up to thoughtful innovators, **offering support, not blame**, when experiments fall short despite good planning.

Additionally, the Chancellor should encourage the Board of Governors to seek ways to **use flexibility as a tool for motivating change and best practices** when possible. For instance, the Chancellor's Office should explore ways to **loosen or waive those categorical program requirements** that are barriers to thoughtful innovation. The Chancellor should work with partners in state government to explore policy and funding innovations that would provide greater flexibility in exchange for demonstrated success, exemptions from rigid seat-time requirements in certain instances that stimulate improved student outcomes, and solutions to address the volatility and instability of enrollment-driven funding.

The Chancellor's Office should continue its work to understand how to **take innovations to scale effectively and rapidly**. As an example, the Doing What Matters for Jobs and the Economy initiative has quickly scaled a program that addresses employer concerns over the lack of "soft skills" among graduates, starting with a network of 10 colleges at first, then expanding to 22 the following year and 35 the year after that. Lessons learned from this approach can benefit the Chancellor's Office as it implements other reform strategies.

Finally, the Chancellor's Office should **shine a spotlight on good ideas** by creating peer-to-peer forums that foster sharing of best practices, including examining and highlighting successful regional models for practices that can potentially be scaled system-wide.

“ We could do a much better job if we could have more control over our colleges, how we spend our money, and how we meet the needs of our students. We have incredibly talented faculty, staff and administrators at our colleges, but they spend much of their time trying to work around regulations that get in the way, rather than focusing on the true issues that will move the needle on student success and completion. ”

— Jane Harmon, Ph.D.

Interim Chancellor,
Yosemite Community College District,
via Virtual Town Hall



COMMITMENT 7: Lead the work of partnering across systems.

“ When looking for change, we don’t have a united voice. As education systems we are doing a lot of things in opposition to each other. We can do a lot more good when advocating for change together. ”

— Alejandro Lomeli
Student Leader

On the natural, education systems build toward self-sustenance and autonomy. This is good for systems and the institutions within them, but not always good for students. As documented by numerous studies, students experience significant barriers and disconnects when moving from one system to another.⁴⁷ Without strong linkages between K-12 schools and community colleges, the state is limiting access and opportunity for students. Without strong linkages to UC, CSU, and the workforce development system, community colleges are unintentionally hampering students’ future prospects. The task now is to reverse engineer California’s public education system to make it work better for students, even if that means giving up a piece of turf or control.

Unlike other states, California doesn’t have a coordinating body or central authority at the state level to oversee higher education, meaning that postsecondary education leaders must

themselves drive the many cross-sector discussions and negotiations needed to function as a connected system of higher education. Some regions are doing this effectively, but most are not. At the state level, there is some activity to coordinate across sectors. For instance, a few years ago the CCC and CSU systems collaborated closely on Associate Degrees for Transfer, an important reform for streamlining transfer pathways for students. More recently, workforce system leaders have engaged with the community colleges to develop a framework for regional collaboration, as required by state and federal policies. And this year, the Board of Governors and the K-12 State Board of Education have activated a Joint Advisory on Workforce Pathways to discuss shared policy imperatives. These are all steps in the right direction, but not sufficient or systemic enough to address the array of cross-system issues that need attention.

FULFILLING THIS COMMITMENT

Moving forward, education leaders need to meet across education systems much more frequently, in more depth, and with more personnel dedicated to the task. This is true at both the state and regional levels.

There are at least three major cross-system issue areas that need attention:

- The first is **continued work between the CCCs and partners at UC, CSU, and private universities to simplify transfer pathways for students**. As an overarching design principle, all parties should strive to simplify the process rather than create elaborate communications and counseling systems to help students navigate an overly complicated path.
- A second area is **ongoing feedback between CCC technical education programs, workforce development programs, and employers**. These activities should also be coordinated with K-12 and the other post-secondary education systems, to provide consistent messaging to students and avoid a cacophony of requests to businesses and industry groups.
- A third area for emphasis is forming an **active partnership with the K-12 system to align messaging, expectations, and policy**. Collectively, we need to enhance the way we communicate about community college readiness and the need for early career exploration to students, families, and educators. The state must seek productive ways for CCC and K-12 faculty to work together across sectors to break down an “us versus them” mentality and make real progress on aligning expectations and curriculum. Each party must accept responsibility for building these linkages and also for fixing problems that arise from failures to communicate and partner effectively.

HOW THE CHANCELLOR'S OFFICE CAN LEAD THE WAY

The Chancellor's Office should **model the kind of cross-sector collaboration and leadership at the state level** that needs to be seen at the local level. To this end, the Chancellor should initiate joint meetings with peers at the UC, CSU, workforce development, and K-12 systems to address priority issues.

The Chancellor should also **call on the leaders of other education sectors to help address issues that affect students transferring from CCCs**, such as impaction policies that limit the enrollment of transfer-ready CCC students or institutions not honoring Associate Degrees for Transfer as expected. The Chancellor should also encourage both UC and CSU to join in adopting the global principle of holding students harmless for poor alignment and communication across the sectors (SEE PAGE 21). Additionally, the Chancellor should work with other education sector leaders to share student data safely and securely, allowing CCCs to better understand which students are moving into other systems and whether they are persisting and succeeding.

Finally, the Chancellor should **lead a statewide conversation about the collective impact of our higher education system** on social and economic mobility, taking the same, rigorously transparent approach proposed for the community college system. The Chancellor should work with partners in K-12, CSU, UC, and the workforce development system to set long-term goals for improvement. By setting and owning goals together, collectively, California's education segments can skip the finger-pointing and move ahead with finding shared solutions.

Join the Vision for Success

In interviews and the Virtual Town Hall, many stakeholders commented that this moment represents a ripe opportunity for the California Community Colleges (CCCs). They cited a growing national awareness about income inequality and the need for accessible opportunities for upward mobility. They mentioned California’s relatively robust investments in CCCs in recent years and the Governor’s and Legislature’s continued interest in supporting change and improvement in the colleges. Finally, they mentioned the leadership potential of the new Chancellor. To many individuals inside and outside the CCC system, this moment represents an opportunity for transformational change.

Still, this opportunity will not be realized without collective action. This document lays out ambitious goals and a set of comprehensive commitments to achieve those goals. Together these commitments are a call to action that extends to every individual in the college system. All personnel in the college system can embrace the seven commitments and make changes big and small that help move the system closer to its goals. The CCCs have always strived to help their students reach their full potential. Now is the time for the colleges themselves to reach their full potential as California’s engine of social and economic mobility. It will take courage and persistence, but California’s students deserve no less.

This call to action must extend beyond the colleges as well, to all Californians, because the success of the CCCs is essential to the success of our state as a whole. For those who work outside the CCC system, there are plenty of ways to stay involved and contribute. You can, for example:

- Attend your local college district board meetings and ask questions about the district or college’s goals, performance, and plans for improvement.
- Watch the state level Board of Governors meetings online. Write to the Board about your concerns.
- Write to your state legislator and voice your support for the CCCs.
- Talk to the community colleges students you know and ask them about their educational and life goals. Support them—emotionally, academically, or financially—as they work towards those goals.
- Attend a community college graduation ceremony to celebrate the hard work of CCC faculty, administrators, and students themselves.

Regardless of one’s role inside or outside of the colleges, every individual can join in the commitments, follow the collective progress of community colleges, and hold our system leaders accountable. No less than California’s future is at stake.

“ The CCC system should deliberate, discuss, and engage in discourse with all Californians with regard to the topics discussed here. Without dialogue, truth cannot present itself. With continuous dialogue with all stakeholders, California will benefit. ”

— Member of the public
via the Virtual Town Hall

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Notes: According to the Centers of Excellence for Labor Market Research, there were 102,761 associates degrees, certificates, credit and noncredit awards in career technical fields awarded in the CCCs in 2015-16. Meeting this goal will require attention to whether the number and types of awards issued are a good match for the labor market. Unfortunately this cannot be easily assessed using currently available data sources. However, the number of awards issued, in combination with the goal on employment in field of study, will provide evidence about whether the goal is being met. Increased wage gains among skills-builders would also be evidence of the goal being met. Because of forthcoming changes in the way the state projects job openings, the Chancellor’s Office should revisit and revise this goal as appropriate in the coming years.
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Notes: The most recent year of available transfer data for *both* UC and CSU is 2015-16, showing that there were 13,549 CCC transfers to UC in Fall 2015 and 58,272 CCC transfers to CSU in 2015-16. (Note: UC data for Fall 2016 were available at the time of this publication and showed a promising increase in the number of transfers. CSU data for 2016-17 were not yet available at the time of publication.)
- ³⁹ Source of analysis of statewide average and top quintile average: Foundation for California Community Colleges, by special request (2017).
Source of raw data: California Community College Chancellor’s Office, by special request (2017).
Notes: Analysis based on most recent year of data, 2015-16. Analysis includes total units for all students, excluding those student records showing degree attainment with less than 60 units, on the rationale that virtually all 2-year associate degrees require at least 60 units and the excluded records likely reflect a record-keeping anomaly.
- ⁴⁰ Source of analysis of statewide average and top quintile average: Santa Rosa Junior College, administrator of the CTE Outcomes Survey.
Notes: The most recent administration of the CTE Outcomes Survey was 2016, with 68 colleges participating. (In future administrations, all colleges will participate.) Survey respondents are former CCC students who received a CTE award or who took at least 9 units of CTE coursework, including at least one non-introductory course. Respondents counted as having employment in their field of study if they reported their job was “very closely” or “closely” related to their CTE coursework. Percentage calculation includes in the denominator respondents who were unemployed at the time of the survey, but excludes students who had transferred to a 4-year university and were pursuing studies, students who reported taking their CTE coursework for non-employment reasons (e.g. personal enrichment), and students who skipped the question on the survey. For more information on the CTE Outcomes Survey, see <https://cteos.santarosa.edu/>
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