

STRATEGIC PLANNING COMMITTEE AGENDA	WEDNESDAY, FEBRUARY 1, 2017 2:30PM – 4:00PM
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TYPE OF MEETING: Regular NOTE TAKER: Jerene Kelly PLEASE REVIEW/BRING: Agenda, Minutes and Supporting Documents
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COMMITTEE MEMBERS: Co-Chair: Dr. Irit Gat (AS: President) Co-Chair: Dr. Meeta Goel, (Dean, IERP/Library) Dr. Liette Bohler (Faculty Union) Ms. Carolyn Burrell (AS: Library) Dr. Peter Chege (Dean, Health & Safety Sciences) Ms. Elizabeth Diachun (Executive Director, Marketing) Mr. Michael Dioquino (ITS) Ms. Wendy Dumas (Business Services) Ms. Kim Fite (Classified Union)	Mr. Doug Jensen (Executive Director, Facilities) Ms. Suzanne Olson (Classified: Acad. Affairs) Ms. Jenell Paul (Classified, Student Services) Ms. LaDonna Trimble (Dean, Student Services) EX-OFFICIOS Mr. Mark Bryant (VP, Human Res.) Dr. Bonnie Suderman (VP, Academic Affairs) Dr. Erin Vines (VP, Student Services)
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ITEMS	PERSON(S) RESPONSIBLE	ITEMS
STANDING ITEMS:		
I. Approval of Minutes: September 7, 2016 (Attachment)	All	
II. Opening comments from the Co-Chairs	Dr. Gat & Dr. Goel	
III. Reports: - Approved Measure AV Building Implementation Plan (Attachment)	Mr. Jensen	

INFORMATION/DISCUSSION ITEMS		
IV. AVC Brand Visioning Workshop	Ms. Diachun	The college will begin the development of the re-branding strategy for AVC as part of Measure AV building campaign
V. AVC Planning Calendar (2017-2019)	Dr. Goel	
VI.		
VII.		

NEXT SPC REGULAR MEETING DATE: March 1, 2017

SPC MEETINGS SSV-151 @ 2:30 – 4:00PM (SEPTEMBER 7, 2016 – JUNE 7, 2017) 2016 – 2017 SPC MEETINGS (1 ST AND 3 RD WEDNESDAY PER MONTH)			
September 7, 2016	December 7, 2016	March 1, 2017	June 7, 2017
October 5, 2016	January 4, 2017	April 12, 2017	
November 2, 2016	February 1, 2017	May 3, 2017	

STRATEGIC PLANNING COMMITTEE MINUTES	WEDNESDAY, NOVEMBER 2, 2016 SSV 151 2:30PM – 4:00PM
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TYPE OF MEETING:	Regular
NOTE TAKER:	Jerene Kelly
PLEASE REVIEW/BRING:	Agenda, Minutes and Supporting Documents

<p><u>COMMITTEE MEMBERS:</u></p> <p>Co-Chair: Dr. Irit Gat (AS: President) (V. Rider-Proxy) Co-Chair: Dr. Meeta Goel, (Dean, IERP/Library) Dr. Liette Bohler (Faculty Union) Ms. Carolyn Burrell (AS: Library) Dr. Peter Chege (Dean, Health & Safety Sciences) Absent Ms. Elizabeth Diachun (Executive Director, Marketing) Absent Mr. Michael Dioquino (ITS) Absent Ms. Wendy Dumas (Business Services) Absent Ms. Kim Fite (Classified Union) Absent</p>	<p>Mr. Doug Jensen (Executive Director, Facilities) Ms. Suzanne Olson (Classified: Acad. Affairs) Ms. Jenell Paul (Classified, Student Services) Ms. LaDonna Trimble (Dean, Student Services)</p> <p><u>EX-OFFICIOS</u></p> <p>Mr. Mark Bryant (VP, Human Res.) Dr. Bonnie Suderman (VP, Academic Affairs) Dr. Erin Vines (VP, Student Services)</p>
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ITEMS	PERSON(S) RESPONSIBLE	INFORMATION/DISCUSSION/ACTION ITEMS
STANDING ITEMS:		
I. Approval of Minutes: October 5, 2016	All	Minutes were approved as presented
II. Opening comments from the Co-Chairs	Dr. Gat & Dr. Goel	No opening comments
III. Reports	All Departments	No reports

INFORMATION/DISCUSSION ITEMS

<p>IV. Review of 9/30/16 College-Wide Planning Retreat Outcomes and Next Steps</p>	<p>Dr. Goel & Dr. Gat/Mr. Van Rider</p>	<p>Dr. Goel presented the AVC Strategic Plan 2016-2019 from the 2016 College-Wide Retreat.</p> <ul style="list-style-type: none"> Four of the five goals are considered college-wide priorities. (Goal 5 is not a college-wide priority). Some of the sub goals belong on unit area plans instead. Dates for the sub goals need to be completed, acronyms need to be clarified. Broader sub goals are needed with details in the unit plan. Sub goal 1.1: is a good example. The measures of success (Umoja and college tours) are details that should go on the unit plan. 1.3, 1.6, 1.9, 1.13, and 1.14: are good examples of sub goals. 2.1G: belongs to HR. There is no completion date and no measure of success. Goal 2 for facilities is well laid out. 2.2C is a good example but the measure of success needs to be more specific. 2.3F: is a good example of a measure of success 2.4C: needs more clarity in the measure of success (what is it being compared to). 3.3 and 3.4 are good sub goals and good measures of success. 4.1A: Campus wide survey is not a responsible party, the “sponsor/responsibility” needs to be changed. There are good times and resources indicated on the sub goal but the measure of success need to be more specific to
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		<p>include that recommendations for development after the study has been completed.</p> <ul style="list-style-type: none"> • 4.1C: It is not clear how reaching out to high school teachers and counselors will achieve the outcome. • 4.1G and 4.1K are better examples of sub goals. • 5.5: clarity is needed of the current state and what the intended outcome is. • 5.6: the measure of success needs to be that the program is developed and implemented as opposed to just implemented. <p>A copy will be sent out to the Admin Council. On November 22 President Knudson will present the strategic plan to the Admin Council to work of unit plans that will coincide with the strategic plan. Only the broad sub goals will be left on the strategic plan.</p> <p>Dr. Goel reviewed the overview of the strategic plan.</p>
<p>V. Review of 9/30/16 College-Wide Planning Retreat Survey</p>	<p>Dr. Goel & Dr. Gat/Mr. Van Rider</p>	<p>Dr. Goel presented the evaluation of the SPC college-wide retreat. Participation of the survey was proportional (approximately 1/3 or faculty, classified and administrators).</p> <ul style="list-style-type: none"> • Comments were positive over all • Question 4: "How would you rate the 2016 college-wide planning retreat overall"? 79% (n=48) rated the retreat positively (smiley face), 18% (n=11) were indifferent (meh face), and 3% (n=2) rated the retreat with a frown face • 13 people volunteered to help with next year's retreat
<p>VI. Discussion of whether enrollment versus degree/certificates awarded (e.g. as a ratio or somehow taken together) can be an Institutional Set Standard</p>	<p>Dr. Gat</p>	<p>Dr. Suderman presented a discussion about the proposed institutional set standards in Dr. Gat's absence:</p> <p>Institutional set standards do not measure what students learn but rather how many students graduate or get a degree/certificate. This issue came up because a complaint was made stating that we have more degrees and certificates now because we have more students than we had 10 years ago. The question that arose was should we be tracking how many students we have in comparison to degrees and certificates so we can see if that's an issue because in actuality if you look at it our student population went down and it's starting climb up a little bit but our degrees and certificates have really taken off so we should be able to show that in actuality that's not true.</p> <p>Dr. Goel: One issue is that the number of degrees and certificates is duplicated. You have students getting six degrees and certificates so it way over represents. That's one issue, another is no one I know doing this specific work for 17 years, at 5 different colleges and universities and no one is looking at the two as a ratio or together. We look at enrollment trends separately, we look at degrees and certificates separately, but there's no ratio or connection because a lot of variables come into play. The duplication factor, the economic cycle, employment opportunities, availability of enrollment status, education goals, and yes, we are doing a lot of things to keeps students here and improving that and helping them be successful.</p> <p>Dr. Suderman: I would think as far as the duplicating issue goes, as long as we norm it so that if we are trying to see if we are doing a better job at getting the amount of students that we've got to degrees as long as we norm it so that what we are comparing it to is always the duplicate number. Would that solve for that?</p>

Dr. Goel: No because you don't know which student is getting how many, it's unpredictable. They can get any combination of degrees and certificates. We'd have to look at it at such depth with all of these variables. We can find out which are the best predictors. We can conduct regression analysis.

Mark Bryant: Can we ask specific questions and get specific answers? We're talking about two different things: the number of students without degrees and the number of degrees awarded. These are separate conversations. As far as clarifying what we are looking at. We can't take credit for the increased number of degrees awarded if it does correlate with an increased population. We are giving more degrees but the ratio is consistent. It isn't because of anything that we're doing, it's because the number of students has increased. We need clarity of the question being asked.

Dr. Goel: Exactly. My office will provide you with the quality of the response and the data that you get will depend on the quality of the question that was asked.

Mark Bryant: It's important for us to identify what we are asking.

Dr. Goel: That's what I thought was the purpose of this conversation. What you started off with, the enrollment trend, the degree certificate trend, that's all good to look at. It's all very specific like you said and that's what the rest of the standards are, that's what the state looks at. As soon as you get into all of these variables, it becomes this complex picture and the most commonly used method is regression analysis to predict the top indicators of something.

Mark Bryant: Is there some question or desire to have students earning multiple degrees? Is it a good thing that they're earning multiple degrees or is it better to get them through with a degree or two degrees? There's an issue with earning five degrees if they have been here for twenty-two years.

Dr. Goel: That's a question for academic and student services. Why are they getting five and six degrees?

LaDonna Trimble: Students come here for different reasons. We have thirteen main goals and only three of them are set on what should be an associate's degree or a certificate. If we were using all of the students, many of them aren't here for a degree, they are here for other things. We would have to look at what the student's intention is as a base because if you're here to improve basic skills in English and reading as they put that as an Ed goal then they aren't trying to get a degree.

LaDonna Trimble: The scorecard tracks them at the level of entry as college level or not college level. When they show the behavior of someone who wasn't ready for college to taking college classes, then they are in that pool. They check off degree seeking on the application.

Carolyn Burrell: maybe don't de-duplicate it because when we had 1,000 students in 1925, maybe they got multiple degrees. Maybe that's just what community college students do. It doesn't really matter if there were duplications because that's what our students do. That may have to be as good as we can get for that particular question.

		<p>Dr. Suderman: Thank you, you stated that well. I think that's more of what we were being asked.</p> <p>LaDonna Trimble: Students get more degrees because of the AAT's. You're required to finish the certification on your way to get your associates degree. If we graduate more students with an AAT like we are trying to do, then we will have more students with a certificate as well. The AVC degree does not have the same unit requirements as the CSU. You also have the opportunity to earn liberal arts degrees from AVC.</p> <p>Dr. Goel: Would you like us to look into a 5 year picture with a column for unduplicated head count, unduplicated degree certificated and duplicated degree certificates. Just to see what the duplication is and see what we get. Okay? Anything else?</p>
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NEXT SPC REGULAR MEETING DATE: December 7, 2016

SPC MEETINGS SSV-151 @ 2:30 - 4:00PM
 SEPTEMBER 7, 2016 - JUNE 7, 2017
2016 - 2017 SPC MEETINGS (1ST WEDNESDAY PER MONTH)
 *ORIGINAL MEETING DATE CHANGED DUE TO OTHER EVENT

September 7, 2016	December 7, 2016 (CANCELED)	March 1, 2017	June 7, 2017
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MEASURE AV BOND PROGRAM - FACILITIES SERVICES - APPROVED

PROJECT #	PROJECT NAME	2017				2018				2019				2020				2021				2022			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
17-027	Campus Project Programming	█	█																						
17-028	Campus Design Standards	█	█	█	█																				
17-008	Palmdale Center	█	█	█																					
17-029	Campus Infrastructure Ph. 1		█	█	█	█	█	█	█	█	█	█	█												
17-030	Modular Bldg. Swing Space		█	█	█	█	█																		
17-031	Academic Commons Building Building OF1 Demolition	█	█	█	█	█	█	█	█	█	█	█	█	█	█										
18-001	Instructional Building 1 Building LC Demolition									█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
17-037	Student Services Building Building LS1/LS2/OF3 Demolition Relocate Building T100	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█								
17-038	Ave. J-12 Main Entry					█	█	█	█	█	█	█	█	█	█	█	█								
18-002	Instructional Building 2 Building SSV Demolition									█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
17-039	Career Technology Education Building Relocate Buildings T503, T504	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█								
18-003	Student Center Building Building TE1/TE2/SS/ME/OF2 Demolition									█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
20-001	Arts Complex Building SCT Demolition																								
	Instructional Building 3 - PHASE 1 Building FA1/FA2/FA3/FA4 Demolition																								
17-040	Community Center Building Campus Security Building Relocate Building T800 Tennis Courts/Trash Recycling Tennis Courts (Old) Demolition Adaptive Swmg. Pool/Sand Volleyball Crts.	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█								
17-002	Gymnasium Renovation <i>PENDING STATE APPROVAL/FUNDING</i>	█	█							█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█
17-041	Modular Field House		█	█	█	█	█	█	█	█	█	█	█	█	█	█	█								
17-026	CEQA-EIR for FMP		█	█	█	█	█																		
20-002	SOAR High School Building LH Demolition SOAR HS Demolition																								
20-003	CSUB & University Center CSUB Buildings Demolition																								



2016 STATE of the SYSTEM REPORT

Eloy Ortiz Oakley, Chancellor
CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

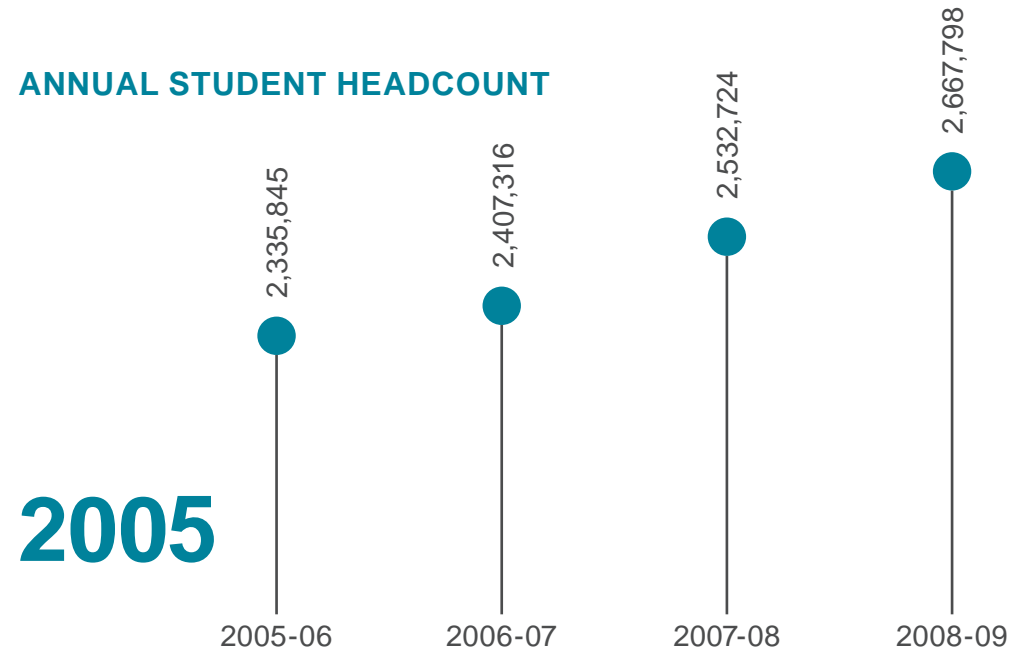


STATE of the SYSTEM

REPORT

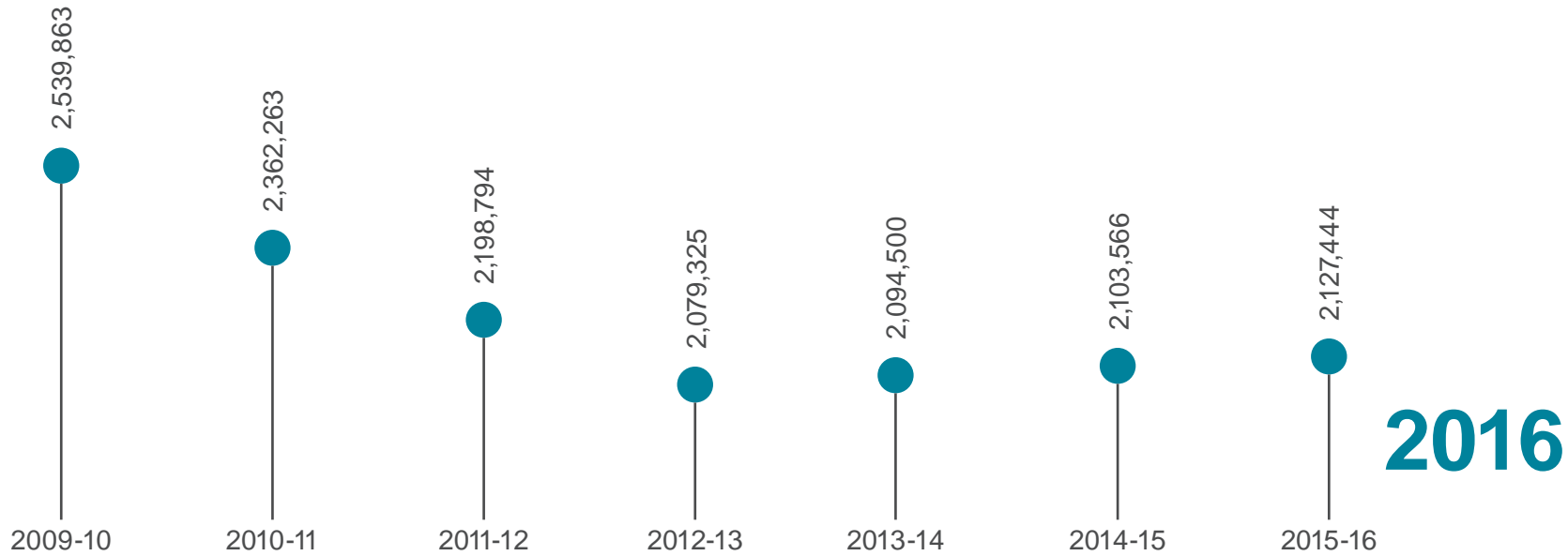
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ANNUAL STUDENT HEADCOUNT





Los Medanos College students pose in front of the Student Services Center.



2016



from the **Chancellor**

“ I will do everything I can to ensure the California community colleges lead the way in creating innovative solutions and building partnerships.

Chancellor Eloy Ortiz Oakley

It's a tremendous honor to have been selected by the Board of Governors to lead the California Community Colleges, and I'm looking forward to visiting all corners of our system and gathering input in the coming year. At the same time, we will move forward with strategies that enhance social mobility for our 2.1 million students and deliver a workforce that fuels our state's changing economy.

California faces many challenges. We must close a projected shortage of one million middle-skill workers who have industry recognized credentials, certificates or associate degrees. In addition, we face a shortfall of 1.1 million workers possessing bachelor's degrees. Despite this worker shortage, millions of our state's residents live below or just above the poverty line because they are not qualified to fill these jobs.

Fortunately, our 113 colleges in communities up and down the state are well positioned to lead California in tackling these issues and helping our students build better lives for themselves and their families. Simply put, **our colleges are the most powerful engines of social and economic progress in the state.**

I will do everything I can to ensure the California community colleges lead the way in creating innovative solutions and building partnerships. We will continue to work closely with the University of California and California State University systems to **improve transfer rates**, to **close achievement gaps** among underrepresented students, to **improve completion rates** and to **advocate for more investment in public higher education.**


We will also work side-by-side with our partners in K-12 to ensure students are not only ready to attend college, but ready to succeed. Now more than ever we must be more focused on improving outcomes for underprepared students and reducing the number of students coming to our colleges in need of remedial instruction. We also need to make sure all students understand the importance of a college education. No longer can a high school diploma be relied upon to find a relevant and good-paying job in California.

To help address this, we are changing how career technical education is delivered. Our \$200 million Strong Workforce Program, supported by the Legislature and governor, is producing more and better opportunities for students to get into the jobs of today and tomorrow. This effort is leading to more program offerings, curriculum approval that moves at the speed of the economy and better connections with industry and K-12.

Additionally, college affordability remains a central concern across the country as far too many college graduates are drowning in student debt. Even in the California Community Colleges, with relatively low fees and generous financial aid, many of our students struggle to pay for the total cost of college, including books, living expenses and transportation. Sadly, these struggles keep many of our students from achieving their educational goals. The system is committed to championing college affordability, which is why we are so proud to report two dozen College Promise partnerships are in place across the state, with more community partnerships expected over the coming months. The types of programs vary but all exist with a common goal of making it easier for students to attend a California community college.

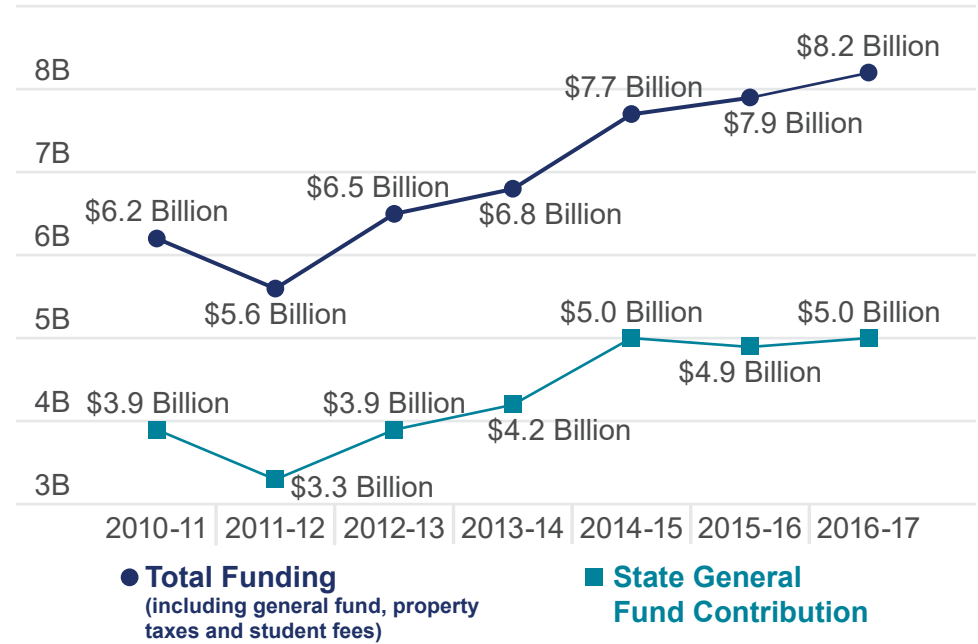
In 2016, our system saw encouraging progress, and the California Community Colleges look ahead to 2017 with enthusiasm, ready to build on our achievements. I would like to thank the faculty, staff and administrators throughout our colleges. It is your commitment to our students that makes our system strong and which will lead California forward.

Sincerely,

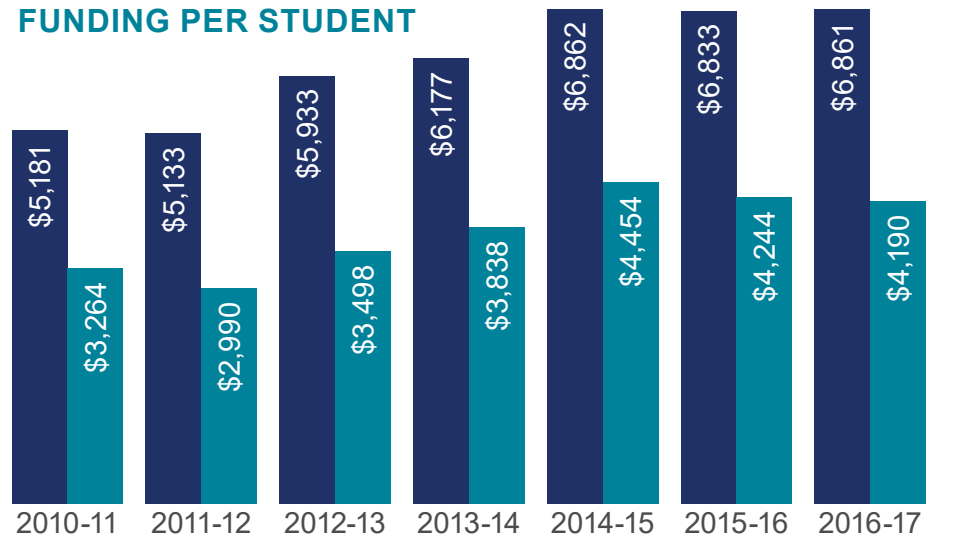


Eloy Ortiz Oakley

CALIFORNIA COMMUNITY COLLEGES FUNDING



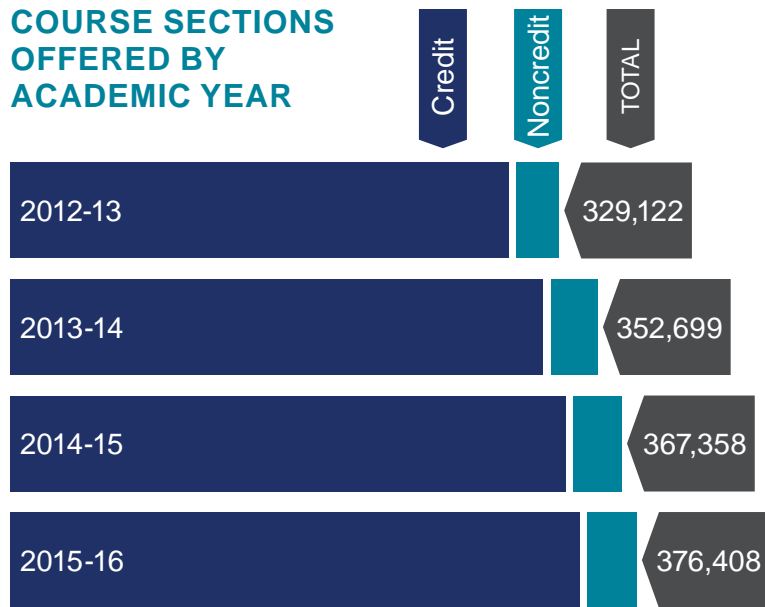
FUNDING PER STUDENT



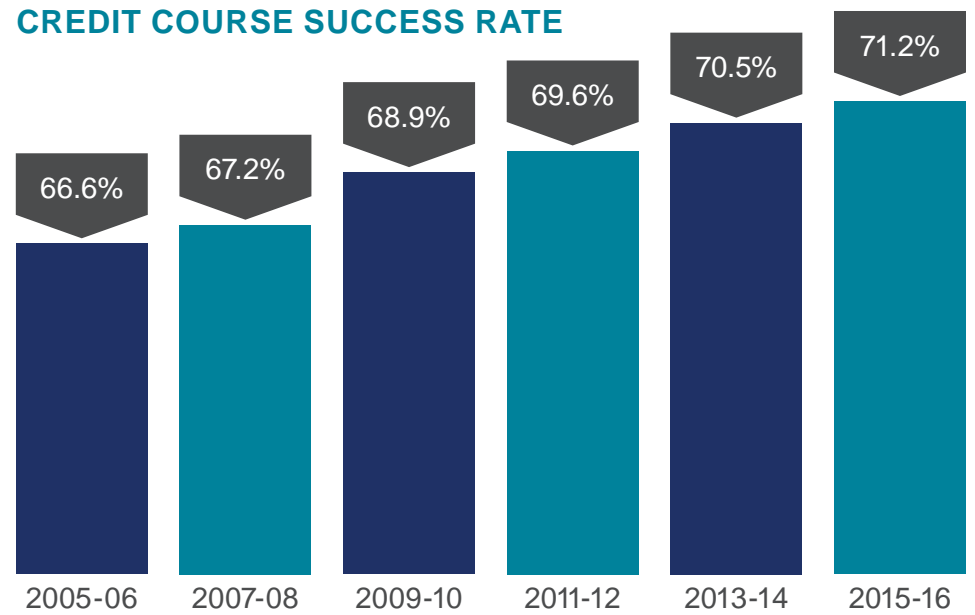
Funding per full-time equivalent student from all sources, including general fund, property taxes and student fees.

Funding per full-time equivalent student from state general fund contributions.

COURSE SECTIONS OFFERED BY ACADEMIC YEAR



CREDIT COURSE SUCCESS RATE



SCORECARD METRIC TRENDS

Metric	2010-11	5-Year Trends	2014-15	+/-
Persistence	70.1%		73.4%	+3.3%
30-Units	65.9%		67.6%	+1.7%
Completion	48.9%		47.1%	-1.8%
Remedial English	41.9%		45.4%	+3.5%
Remedial ESL	25.5%		28.6%	+3.1%
Remedial Math	28.9%		32.7%	+3.8%
CTE	50.7%		51.4%	+0.7%

» COLLEGE PROMISE PARTNERSHIPS

College affordability is a growing topic of concern across the country. The California Community Colleges remains steadfast in offering an affordable higher education to all who want it, and now the system is leading the way in helping even more students realize their educational goals with the development and implementation of College Promise partnerships. **Twenty-three of these partnerships are now in place, with more than half launched in 2016 alone.** The College Promise programs and the incentives they offer vary from program to program but all have one common goal: **to help more students across the state attend a California community college.**

Also in 2016, Gov. Brown signed AB 1741 (Rodriguez and O'Donnell), establishing the California College Promise Innovation Grant Program, which creates partnerships between K-12, community college and four-year university segments to provide pathways for students to achieve educational goals.

The bill directs the California Community Colleges Chancellor's Office to make grants available for community college districts working to establish or expand College Promise partnerships. The grants will be used to address college preparedness, improve transfer and graduation rates and reduce achievement gaps for traditionally underrepresented students in postsecondary education. In order to be eligible for a grant, a district must partner with one or more K-12 districts and California State University or University of California campuses. One-time funding of \$15 million for the implementation of the grant program was included in SB 826 (Leno), the Budget Act of 2016.

“

Every American, whether they're young or just young at heart, should be able to earn the skills and education necessary to compete and win in the 21st-century economy.

President Barack Obama

AB 1741 was inspired in part by the nationally recognized Long Beach College Promise, a successful partnership between Long Beach City College (LBCC), the Long Beach Unified School District and California State University, Long Beach (CSULB). Through the program, students are guaranteed a tuition-free year at LBCC and preferred admission status to CSULB after completing the minimum transfer requirements.

The College Promise movement gained traction in 2015, when President Barack Obama announced the America's College Promise proposal, modeled in part by the Long Beach College Promise.

Looking ahead, California is primed to develop more of these partnerships because community colleges can leverage the program's financial and partnership supports with the existing Board of Governors (BOG) Fee Waiver Program, which pays enrollment fees for low-income students. Since its inception in 1985, the BOG Fee Waiver has helped more than 5.1 million eligible students attend a community college.



» BACHELOR'S DEGREE PILOT PROGRAM

Ten of the 15 bachelor's degree pilot programs approved in 2015 began in the fall 2016 semester. The landmark pilot program offers thousands of students the opportunity to earn a four-year degree in applied fields like health, technology and science and enter high-demand occupations.

Bachelor's degree programs started at:

Antelope Valley College | Airframe Manufacturing Technology

Bakersfield College | Industrial Automation

Feather River College | Equine and Ranch Management

Foothill College | Dental Hygiene

Rio Hondo College | Automotive Technology

San Diego Mesa College | Health Information Management

Santa Monica College | Interaction Design

Shasta College | Health Information Management

Skyline College | Respiratory Care

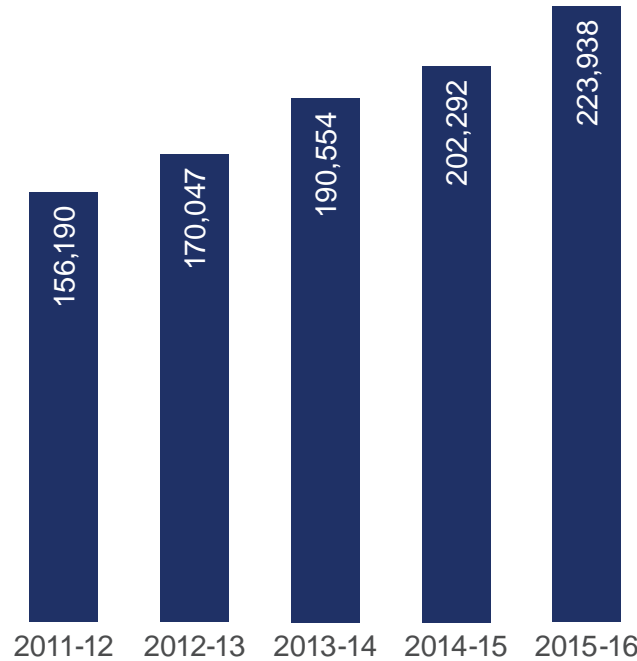
West Los Angeles College | Dental Hygiene

The remaining five programs are set to begin by the fall 2017 semester. These programs include: Cypress College (mortuary science); MiraCosta College (biomanufacturing); Modesto Junior College (respiratory care); Santa Ana College (occupational studies); and Solano Community College (biotechnology).





TOP 25 CREDIT PROGRAMS IN 2015-16



TOTAL NUMBER OF ANNUAL AWARDS SYSTEMWIDE BY ACADEMIC YEAR

Total Credit Awards

Liberal Arts and Sciences, General	46,284
Biological/Physical Sciences & Mathematics	14,305
Humanities	12,403
Business Administration	12,047
Administration of Justice	10,845
Social Sciences, General	8,902
Child Development/Early Care & Education	8,643
Nursing	6,880
Psychology, General	6,620
Speech Communication	3,761
Accounting	3,576
Automotive Technology	3,522
Sociology	2,863
Business Management	2,711
Fire Technology	2,484
Mathematics, General	2,327
Human Services	2,014
Office Technology/Office Computer Applications	1,818
Manufacturing and Industrial Technology	1,780
Biology, General	1,714
Business and Commerce, General	1,656
Cosmetology and Barbering	1,616
Nutrition, Foods and Culinary Arts	1,615
Electronics and Electric Technology	1,541
Medical Assisting	1,519

» IMPROVING EQUAL EMPLOYMENT OPPORTUNITIES



Los Angeles Pierce College Extended Opportunity Programs and Services team.

California's community colleges serve students from all walks of life, and that diversity stands as a tremendous source of pride for the system. Our students represent the future of California; they will be the mainstay of our state and economy over decades to come.

Studies have clearly shown the educational benefits a diverse faculty can have on student success. It is that commitment to student success that has motivated the Chancellor's Office to increase training and funding for Equal Employment Opportunity programs and inclusionary hiring practices at our colleges.

For fiscal year 2016-17, the Chancellor's Office modified the allocation formula for Equal Employment Opportunity funds to increase compliance with title 5 requirements.

Districts were required to have an active plan, an advisory committee and demonstrate compliance with at least five additional measures of success in promoting equal employment opportunities in order to qualify for funding. Additionally, more than 55 of our districts submitted Multiple Measures Certification forms demonstrating success in achieving program goals.

The State Legislature recently provided an additional \$2 million to support Equal Employment Opportunity programs throughout the California Community Colleges. In October 2016, the Assembly Committee on Higher Education held an oversight hearing on "Improving Faculty Diversity in California's Public Colleges and Universities." We are heartened that statewide elected and appointed leaders are strongly supporting our Equal Employment Opportunity programs to promote equal employment opportunities in hiring and promotion at our community college districts and will be steadfast in our efforts to ensure those investments pay off.

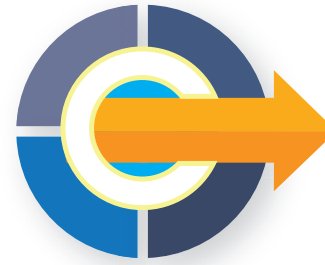
We are committed to continuing to improve equal employment opportunities across the system and look forward to better serving our system's diverse student population.

» WORKFORCE TASK FORCE

To meet the state's critical workforce needs and lift low-wage workers into living-wage jobs, California made an historic investment in the California Community Colleges workforce training programs. At the recommendation of the California Community Colleges Board of Governors, the governor and Legislature established the Strong Workforce Program, making an ongoing annual investment of \$200 million to spur career technical education in the nation's largest workforce development system of 113 colleges.

The Strong Workforce Program is grouped into seven areas—student success, career pathways, workforce data and outcomes, curriculum, career technical education faculty, regional coordination, and funding—focused on increasing the number of students enrolled in career technical education programs and improving the quality of these programs. By emphasizing key areas, success can be evidenced by more students completing certificate or degree programs, transferring to four-year universities, becoming employed in high-demand, high-wage jobs and/or improving their earnings.

The program also focuses on achieving data-driven outcomes while emphasizing innovation and risk-taking. In this way, colleges can be more responsive to labor market conditions and student outcomes. CTE Data Unlocked, a component of the program, helps colleges use career technical education data to strengthen regional workforce plans by furthering local processes like program review, accreditation and integrated planning.

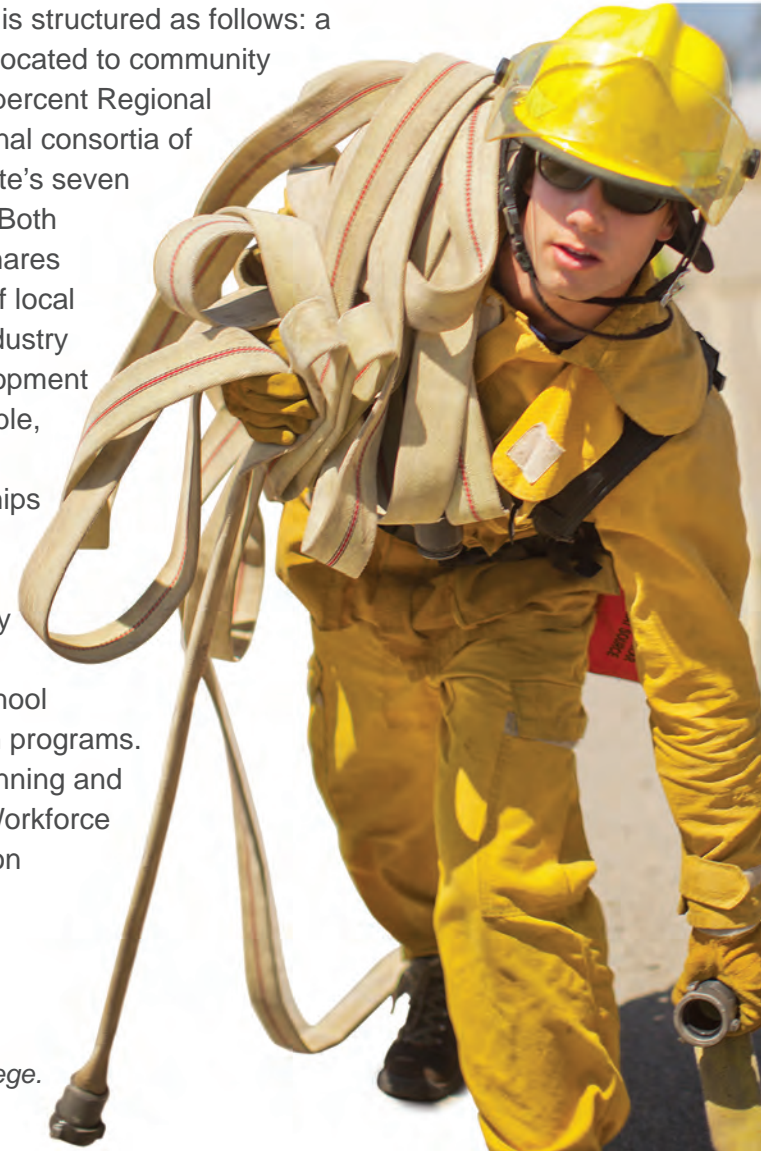


CALIFORNIA COMMUNITY COLLEGES

Task Force on WORKFORCE

JOB CREATION AND A STRONG ECONOMY

This new ongoing funding is structured as follows: a 60 percent Local Share allocated to community college districts and a 40 percent Regional Share allocated to a regional consortia of colleges in each of the state's seven macro-economic regions. Both the Local and Regional Shares require the collaboration of local stakeholders, including industry and local workforce development boards. As much as possible, this program builds upon existing regional partnerships formed in conjunction with the federal Workforce Innovation and Opportunity Act, state Adult Education Block Grant and public school career technical education programs. While 2016 was spent planning and preparing for the Strong Workforce Program, 2017 will focus on execution and evaluation.



Fire Technology student from Palomar College.

IMPROVED TRANSFER PATHWAYS

In the 2015-16 academic year, the number of California community college students transferring to both the University of California (UC) and California State University (CSU) systems increased, thanks to improved transfer pathways.

More than 2,000 Associate Degrees for Transfer are available at California community colleges statewide which, upon completion, guarantee students transfer to the CSU system at junior level with the opportunity to complete a similar baccalaureate program in no more than 60 units. Degrees are offered in 36 of the most popular transfer disciplines. The number of degrees awarded through the program in 2015-16 increased dramatically for the fourth straight year. Nearly 31,000 students earned an Associate Degree for Transfer in 2015-16 compared to 20,745 in 2014-15.

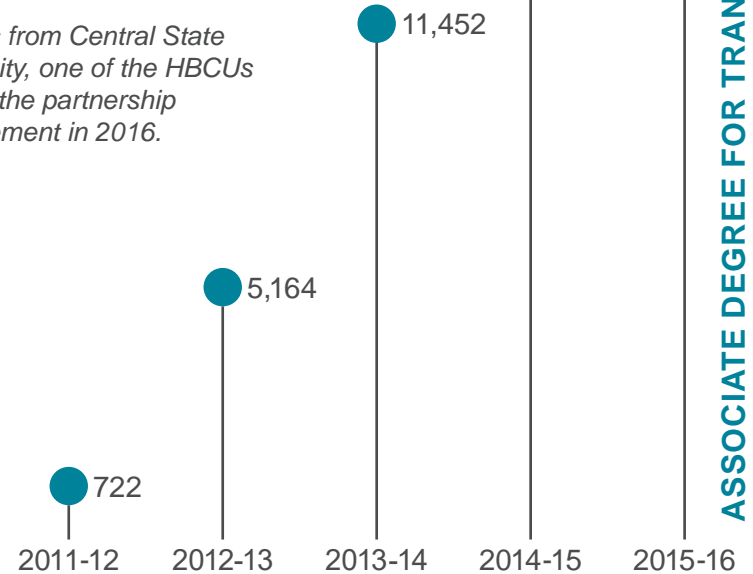
Students interested in transferring to one of the nine undergraduate UC campuses can use the university's

new UC Transfer Pathways, which outline a single set of community college courses that prospective transfer students can take to prepare for a particular major. UC Transfer Pathways have been developed for the 21 most popular majors for transfer students.

Our system also expanded its guaranteed transfer agreement with Historically Black Colleges and Universities (HBCUs) to include an additional 12 schools. In March 2015, the Board of Governors signed the initial agreement with the leaders of nine HBCUs, guaranteeing admission for any California community college student who meet certain academic criteria. HBCUs were founded to serve the higher education needs of African-American students, though they are open to all students.

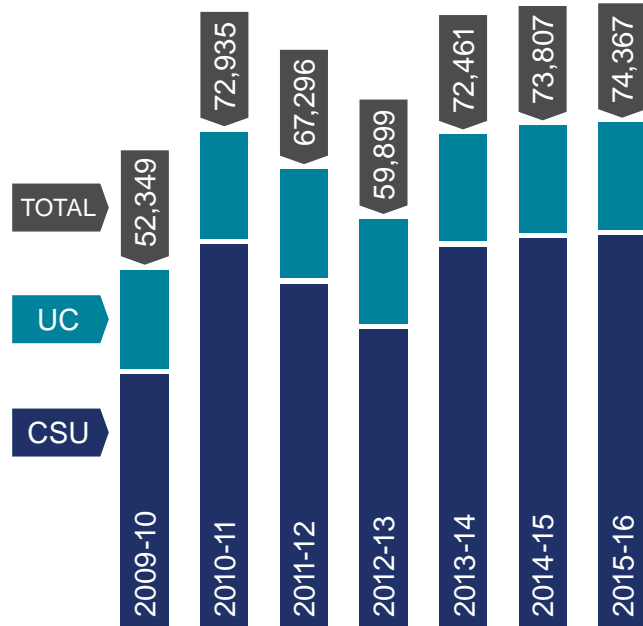


Students from Central State University, one of the HBCUs to join the partnership agreement in 2016.

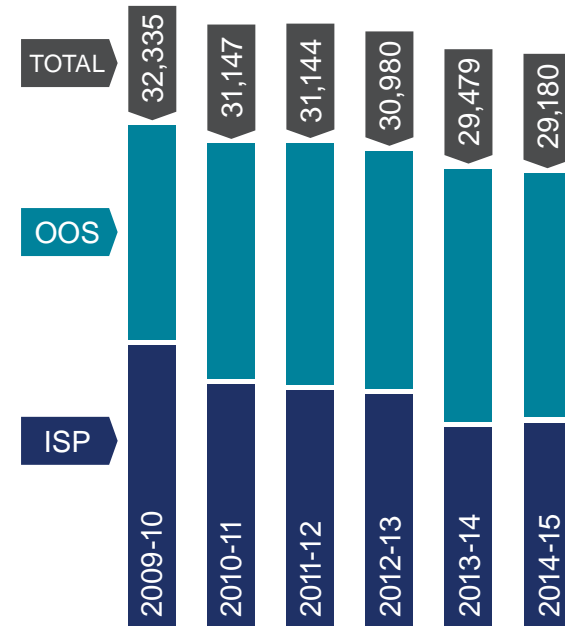


ASSOCIATE DEGREE FOR TRANSFER AWARDS BY ACADEMIC YEAR

ANNUAL NUMBER OF COMMUNITY COLLEGE TRANSFERS TO CALIFORNIA STATE UNIVERSITY (CSU) AND UNIVERSITY OF CALIFORNIA (UC) SYSTEMS

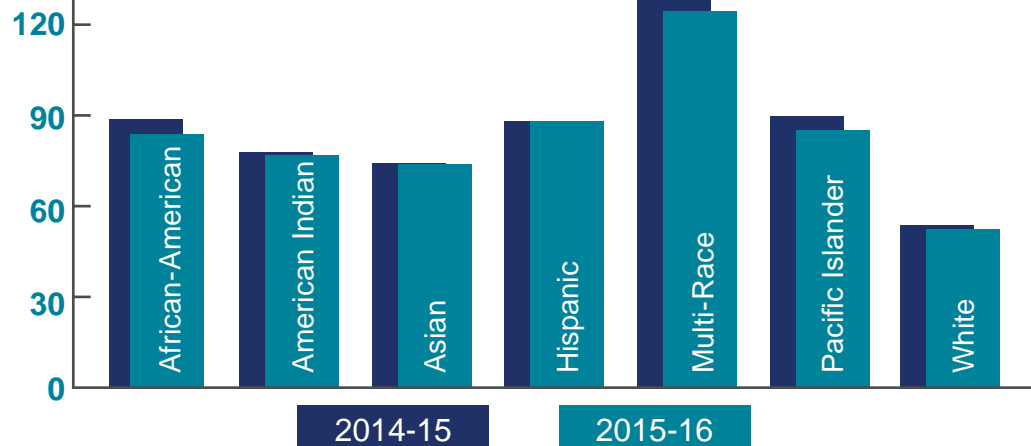


ANNUAL NUMBER OF COMMUNITY COLLEGE TRANSFERS TO IN-STATE PRIVATE (ISP) AND OUT-OF-STATE (OOS) INSTITUTIONS*



*Transfers to California State University and University of California systems not included.

PARTICIPATION RATE BY RACE/ETHNICITY PER 1,000 POPULATION





» DUAL ENROLLMENT

Thousands of California high school students received expanded access to college-level coursework in 2016. Gov. Brown signed AB 288 (Holden) in 2015, creating partnerships between high schools and community colleges to allow for more high school students to take college-level courses at their high schools or on college campuses.

These partnerships provide seamless pathways from high schools to community colleges, giving students improved access to a wide range of college and career options, from career technical education to transfer preparation. While dual enrollment can benefit students from all backgrounds, it can be particularly effective at expanding opportunities for students who may not see themselves as college bound, including many from groups traditionally underrepresented in higher education. These College and Career Access Pathways focus on the needs of local communities and save students, families and the state time, money and educational resources.

High school students can now enroll in a maximum of 15 units of coursework and the legislation prohibits any fee from being charged for College and Career Access Pathways courses. Additionally, the legislation allows community colleges to limit enrollment in a course offered on a high school campus to these students.

Photo left: A young student and her family attend Santa Monica College's new student orientation.

Photo right: A student at City College of San Francisco heads to class.



» TECHNOLOGY-ENABLED STUDENT SUCCESS INITIATIVES

Significant progress has been made by three statewide initiatives charged with improving student outcomes by providing centralized access to technology tools for practitioners, as well as applications that can better guide students to the support services they need to reach their educational goals.

More than 65 colleges are contributing to the effort through participation in the governance structure, while virtually all 113 colleges are involved through pilots or adoption of products or services.

Online Education Initiative

Eight colleges began piloting the Online Education Initiative (OEI) Course Exchange, registering students for spring 2017. An additional 16 colleges are preparing to offer fall 2017 registration through the exchange. The exchange lets students cross-register for online courses at other California community college campuses without having to re-enroll, gaining access to required transfer courses they are unable to get at their home college.

As of November 2016, 98 colleges have implemented Canvas or committed to do so. As the OEI-selected common course management system, Canvas integrates OEI resources, including online courses, online tutoring support through NetTutor and the online student readiness tutorials.

To date, the OEI has created an ecosystem of resources that includes online-learner readiness tools; online tutoring services and a platform to connect on-campus

tutors with students; an online counseling platform and training in methods for online counseling; comprehensive professional development services and a rubric for standards in online course design; plagiarism detection solutions; digital proctoring and a proctoring network for on-ground testing; online library resource provisioning; online resources for underprepared students; and research into strategies for ensuring equity across online courses and programs.

Education Planning initiative

The CCC MyPath student services portal was released in October, and colleges have begun offering it to their students. CCC MyPath personalizes and sequences activities and information to help students stay on the path toward their educational goals. The Education Planning Initiative (EPI) has actively engaged with students throughout the portal's development to ensure it is responsive to their needs. Colleges have the ability to custom brand the interface and choose content from a variety of items, including CCCApply, priority registration, education planning and degree audits, career exploration, financial aid, child care, transfer services and more.

Additionally, the Hobsons Starfish Enterprise Success Platform is now live at three of the 13 EPI pilot colleges. The Starfish suite includes degree planning, early alert, and communications and scheduling tools. The tools are designed to assist students to achieve their educational goals through structured education planning and to provide interventions for retention and persistence.

Common Assessment Initiative

Working closely with faculty and staff from colleges throughout the state, the Common Assessment Initiative developed a statewide assessment tool (CCCAssess) for English as a second language, math and English that will let students take their assessment results with them when they transfer to another college. By using a common assessment, it will be easier for staff to provide placement guidance. Using centralized technology, administration will be streamlined as well.

The Common Assessment Initiative aimed for a fall 2016 limited pilot college implementation with a staggered rollout schedule for the remaining colleges. The CCCAssess team has extended the timeline and is moving forward with additional validation testing to ensure the instrument meets the high standards required to place incoming students accurately and consistently.

Another component of the Common Assessment Initiative is the Multiple Measures Assessment Project (MMAP). The MMAP research team has conducted

extensive analyses to identify non-test measures of student capacity that can be used to predict student success in community college English and math courses. These measures include high school transcript data (e.g., grade point average) and non-cognitive measures that assess other student characteristics related to college success, for example, mindset and grit. The CAI uses the work of MMAP to provide community colleges with access to K-12 data and other instruments that can be linked with college data to effectively place students into college curricula. These innovative practices in assessment and placement show great promise for improving completion rates and closing achievement gaps.



A College of the Desert student and tutor utilize online resources.

» INSTITUTIONAL EFFECTIVENESS

The **Institutional Effectiveness Partnership Initiative (IEPI)** is a statewide collaborative effort to help advance student success through the effective practices of the California Community Colleges and, in the process, significantly reduce the number of accreditation sanctions and state and federal audit issues. In its first year, IEPI has provided technical assistance and/or professional development support to nearly every one of the 113 California community colleges.

IEPI is comprised of three main components, each coordinated by an IEPI Advisory Committee Workgroup: Professional Development, Technical Assistance and Indicators.

The **Professional Development group** has successfully launched an online training and support site called the **Professional Learning Network (PLN)**. The PLN offers peer-to-peer sharing of resources submitted by faculty, staff and administrators that are vetted by subject matter experts. Additionally, the PLN has established a partnership with Lynda.com to offer free access to professional training and personal enrichment videos to all employees within the California Community Colleges. Currently, the PLN has more than 5,000 users.

The **Partnership Resource Team** model, offered through the **Technical Assistance** component, is an innovative “colleagues helping colleagues” approach available to colleges, districts and centers that express interest in receiving support on improving self-identified issues or areas of focus. Teams are drawn from a pool of more than 360 volunteers comprised primarily of current

system faculty, staff and administrators who visit each institution to assess the issues, provide ideas for improvement and best practices and advise the institution in developing an Innovation and Effectiveness Plan to address those issues. To date, 58 institutions have been selected to receive technical assistance by a Partnership Resource Team.

The **Indicators workgroup** is helping colleges to adopt the new Board of Governors-approved framework requiring institutions to develop, adopt, and post one-year and six-year goals by June 2017. To support this process, IEPI has hosted and will be hosting Indicators workshops to guide and educate college teams about the **Indicator Portal** and new requirements. One of the benefits to the goal-setting process is that it occurs across all areas of an institution and brings together leadership of the college and district to engage in integrated planning to set realistic, measurable and attainable goals.

In addition to these three core workgroups, IEPI has created a **Policies, Practices and Procedures workgroup** that is focused on developing new content and resources to assist colleges and districts. In 2016, it launched the **Applied Solutions Kit** to provide tools for the areas of focus most often cited by colleges as needing assistance—integrated planning, enrollment management and data to support evidence-based decision making. This kit is the first of its kind, and will be housed on the Professional Learning Network.



Photo right: A student from Mt. San Jacinto College.

**California Community Colleges
Chancellor's Office partners
for the IEPI include:**

Academic Senate for
California Community Colleges

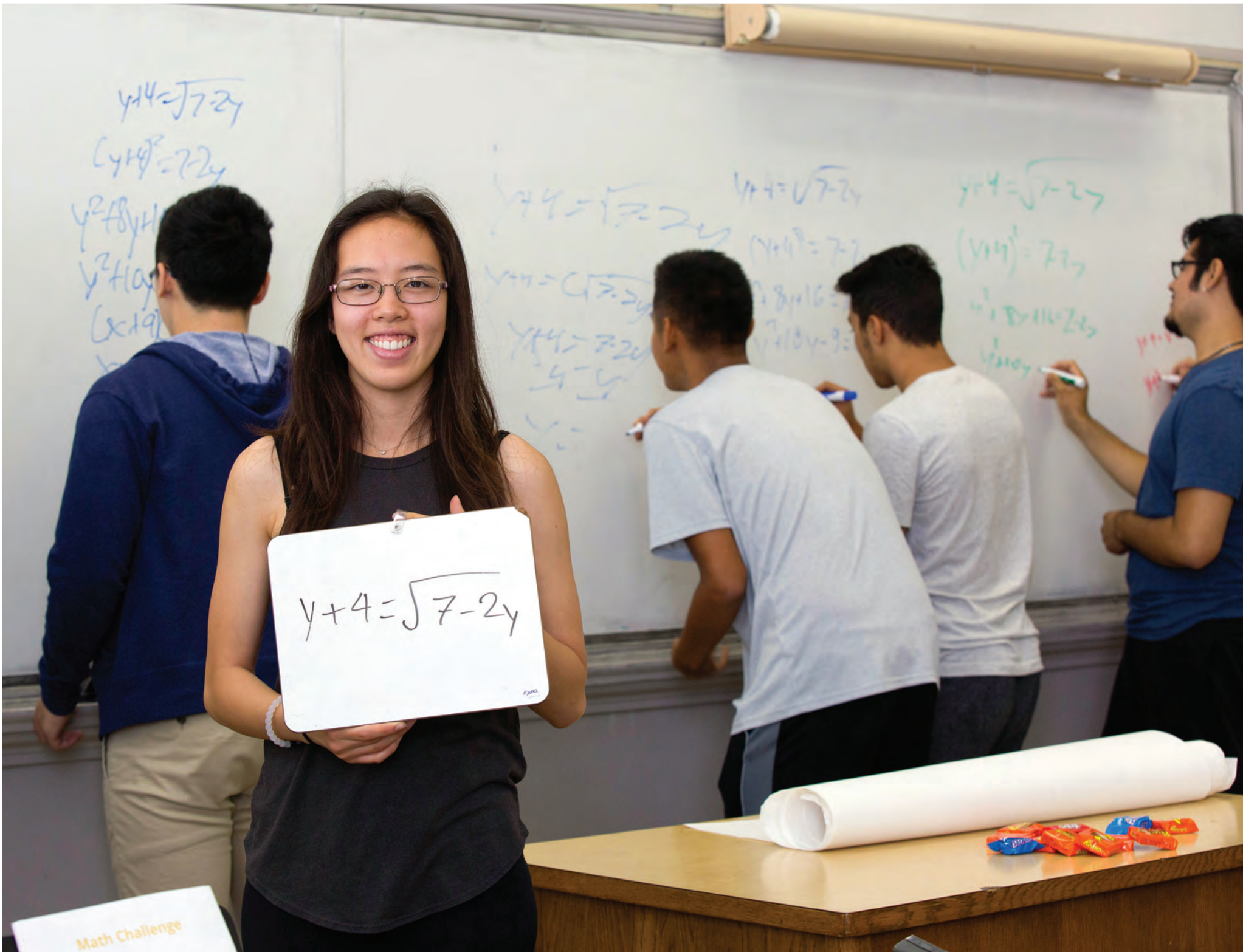
College of the Canyons

Chabot-Las Positas
Community College District

Foothill College

Success Center for
California Community Colleges





$$y+4=\sqrt{7-2y}$$

Math Challenge

» BASIC SKILLS INNOVATION

Basic skills programs and services got a big boost in 2016 when the Board of Governors approved \$60 million in grant funding for the California Community Colleges Basic Skills and Student Outcomes Transformation Program.

The program provides funds to implement or expand evidence-based innovations and redesign in the areas of assessment, student services and instruction in order to improve the progression from remedial classes to college-level courses.

Forty-three community colleges across the state received these grant funds, which are used to support a variety of strategies, including: increasing the placement of students directly in transferable English and math courses and career pathways; adopting placement tests or other student assessment indicators that help better determine student preparedness; aligning content in remedial courses with students' programs of academic or vocational study; providing proactive student support services for underprepared students; and implementing other effective basic skills strategies.



Basic skills instruction serves as a foundation for student success for California community colleges. These funds will have a tremendous impact on ensuring students with basic skills needs will have access to classes and programs to help achieve their higher education and career goals.

Deputy Chancellor Erik E. Skinner

*Photo left: Pasadena City College students participate in a Math Challenge.
Photo right: An American River College student and her instructor.*

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Front cover photo: Two students from Las Positas College share a laugh between classes. Back cover photos: (left to right) Students from Los Angeles Pierce College, Contra Costa College, Bakersfield College and Los Medanos College. Photo right: College of the Canyons EMT student.



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