Chancellor’s Office Update

Distance Education Coordinators Meeting

Rebecca Ruan-O’Shaughnessy, Vice Chancellor
Erin Larson, Specialist
Equitable Student Learning, Experience and Impact Office

August 19, 2022
Agenda

• Enrollment management and the role of DE
• Course Exchange/Emergency Conditions Allowance guidance/requirements
• Funding processes for the $115 million supporting Zero Textbook Cost (ZTC) program development
• The new XB12 MIS element for tracking types of ZTC classes
• Status/timeline of Title 5 DE changes
Vision Goals

1. Increase credential obtainment by 20%
2. Increase transfer by 35% to UC and CSU
3. Decrease average unit obtainment for a degree to 79
4. Increase employment for CE students to 76% in their field of study
5. Reduce and erase equity gaps
6. Reduce regional gaps

Commitments

1. Focus on students’ goals
2. Design with the students’ experience in mind
3. High expectations and high support
4. Foster use of data and evidence
5. Own student performance
6. Thoughtful innovation and action
7. Cross-system partnership
Who do we serve?

- 70% students of color
- 11% night students
- 74% part-time or noncredit
- 14% noncitizens
- 66% Econ. Disadvantaged
- 35% First Generation
- 41% adult students
- 9% Dual Enrollment
- 11% w/Associate Degree or Higher
- 3%
Previously on “Enrollment in the California Community Colleges”

Headcount decline from AY 19-20 to AY 20-21, by ethnicity
Preliminary* headcount decline AY 19-20 to AY 21-22, by ethnicity

*Omits 4 districts, 5 colleges whose reporting is not yet complete
Preliminary* headcount decline AY 19-20 to AY 21-22, by age

- Age 19 or Under: -12%
- Age 20 To 24: -21%
- Age 25 To 34: -15%
- Age 35 To 44: -8%
- Age 45 To 55: -17%
- Age 55 and up: -28%
Enrollment Declines by term National vs. California Public 2 Year Colleges

<table>
<thead>
<tr>
<th>Term</th>
<th>California</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>F18 - F19</td>
<td>-2%</td>
<td>-1%</td>
</tr>
<tr>
<td>S19 - S20</td>
<td>-3%</td>
<td>-2%</td>
</tr>
<tr>
<td>F19 - F20</td>
<td>-12%</td>
<td>-10%</td>
</tr>
<tr>
<td>S20 - S21</td>
<td>-12%</td>
<td>-10%</td>
</tr>
<tr>
<td>F20 - F21</td>
<td>-3%</td>
<td>-10%</td>
</tr>
<tr>
<td>S21 - S22</td>
<td>-8%</td>
<td>-13%</td>
</tr>
</tbody>
</table>

Students’ biggest perceived challenges

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost</td>
<td>57%</td>
</tr>
<tr>
<td>Life balance</td>
<td>50%</td>
</tr>
<tr>
<td>Stress &amp; Anxiety</td>
<td>40%</td>
</tr>
<tr>
<td>Fear of failure</td>
<td>39%</td>
</tr>
<tr>
<td>Uncertain job market</td>
<td>32%</td>
</tr>
<tr>
<td>Uncertain educational path</td>
<td>26%</td>
</tr>
</tbody>
</table>

Source: Fall 2021 Strada Education Survey, adults ages 18-65 with an associate degree or less, n=3,159.
Factors most likely to increase enrollment

<table>
<thead>
<tr>
<th>Flexible Schedule</th>
<th>Credit for prior learning</th>
<th>Financial aid</th>
<th>Work-based learning</th>
<th>Career advancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>56%</td>
<td>54%</td>
<td>51%</td>
<td>41%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Percent who said the factor would make them ‘extremely’ or ‘very’ likely to enroll.
Where does that leave us?

Some meaningful improvements in early momentum metrics

Modest improvement in outcomes

Enormous headwinds for overall enrollment (and numerical outcomes - counts of degrees and transfer)

Ongoing, substantive equity gaps

System will need to look/be very different to thrive
Local Control and Authority

- State/BOG
- Associations
- Districts
- Colleges
In service of achieving the purpose of the Chancellor’s Office, Vision for Success Goals, Student Success Metrics, and the Office’s commitment…

- Field Guidance & Implementation
- Technical Assistance/Professional Development
- Participatory Governance/Advisory Committees
- Intersegmental Coordination
- Data & Research
- Policy & Regulatory Actions
- Funding & Contract Management
- Technology Investments & Tools
- Innovations & System Change / proof of concept & pilots
- Strategic & Procedural (operational) Communication
2021-22 PRIORITIES

Strengthen our focus on equity & dismantling structural racism

Focus on data and the GP Key Performance Indicators (KPIs)

Connect reforms, initiatives, and structures to the Guided Pathways framework & priorities

Support & Strengthen Teaching and Learning
Enabling Conditions to Support Quality & Equity DE

- Equitable Funding for Online Education
- Ensure Accessibility
- Strengthen PD in Teaching & Learning in DE
- Focus on Student Experience
- Support Cross Enrollment
- Enhance Technology & Data Infrastructure
- Intentional Engagement in Participatory Governance
CVC Steps to Meeting the Emergency Conditions Allowance Requirements

September 1, 2022
- CEO / College President signed Consortium agreement

January 1, 2023
- Implement Becoming Home College
- Implement/commit Becoming a Teaching College
- Commit to joining a Teaching College implementation cohort
CVC Becoming a Home and Teaching College

Home College
- Establish Canvas Trust Relationship
- Enable Canvas API
- Confirm the CCC Tech Center IdP Proxy configuration and verify the passing of required student attributes
- Assign credentials to A&R and FA Staff to use the Admin Panel
- Enable eTranscripts for receiving
- Sign Federal Financial Aid Consortium Agreement

Teaching College
- Enable e-Transcripts for sending
- Enable SuperGlue
ZTC Program
Overall Timeline

2021-22  2022-23  2023-24  2024-25  2025-26  June 2027

DATA COLLECTION AND REFINEMENT

ZTC TASK FORCE

PHASE 1 GRANT

$20K/college, certification of participation, and planning for ZTC development

PHASE 2 GRANT

Up to $200K/ZTC program implemented

ADDITIONAL GRANT PHASES
## Section Data Elements

<table>
<thead>
<tr>
<th>DED#</th>
<th>DATA ELEMENT NAME</th>
<th>FORMAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>XB12</td>
<td>INSTRUCTIONAL-MATERIAL-COST</td>
<td>X</td>
</tr>
</tbody>
</table>

This element indicates the cost of instructional material for the section.

<table>
<thead>
<tr>
<th>Coding</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Section has no associated instructional material</td>
</tr>
<tr>
<td>B</td>
<td>Section uses only no-cost open educational resources</td>
</tr>
<tr>
<td>C</td>
<td>Section has instructional material costs none of which are passed on to students</td>
</tr>
<tr>
<td>D</td>
<td>Section has low instructional material costs (as defined locally)</td>
</tr>
<tr>
<td>Y</td>
<td>Section does not meet no-cost or low-cost instructional material criteria</td>
</tr>
</tbody>
</table>
### XB 12: Instructional Material Cost – Student Perspective

<table>
<thead>
<tr>
<th>Code</th>
<th>Example</th>
<th>Student Perspective</th>
</tr>
</thead>
<tbody>
<tr>
<td>A – No textbook</td>
<td>A – Never had a text</td>
<td>A – Student doesn’t pay and will not have a required text</td>
</tr>
<tr>
<td>B – Only no-cost OER</td>
<td>B – Widely available fee</td>
<td>B – Student doesn’t pay and can find their OER text and can access it</td>
</tr>
<tr>
<td>C – Text cost not passed on to students</td>
<td>C – Lending libraries, class / dept provided</td>
<td>C – Student doesn’t pay (but the institution or other entity does) and can access the text</td>
</tr>
<tr>
<td>D – Low-textbook cost</td>
<td>D – Per district policy, inclusive access</td>
<td>D – Student pays a discounted amount or fee and can access the text</td>
</tr>
<tr>
<td>Y – Textbook is not free or low</td>
<td>Y – Has textbook costs</td>
<td>Y – Student pays full price for the text</td>
</tr>
</tbody>
</table>
Determining Which Code to Report

1. Do students pay for instructional materials?
   - NO: XB12 = A/B/C
   - YES: XB12 = D/Y

2. Are the instructional materials covered by the institution or other entity?
   - NO: XB12 = A/B
   - YES: XB12 = C

3. Is there a textbook?
   - NO: XB12 = A
   - YES: XB12 = B

4. Do students pay a reduced amount?
   - NO: XB12 = Y
   - YES: XB12 = D
Status of the DE Title 5 Changes

- Still awaiting approval from the Secretary of State
- They will be reviewing several Chancellor’s Office regulation packets this month
- Following approval, we will have a guidance memo and informational meeting.