California Community Colleges

Chancellor's Office Update

Distance Education Coordinators Meeting

Rebecca Ruan-O'Shaughnessy, Vice Chancellor

Erin Larson, Specialist

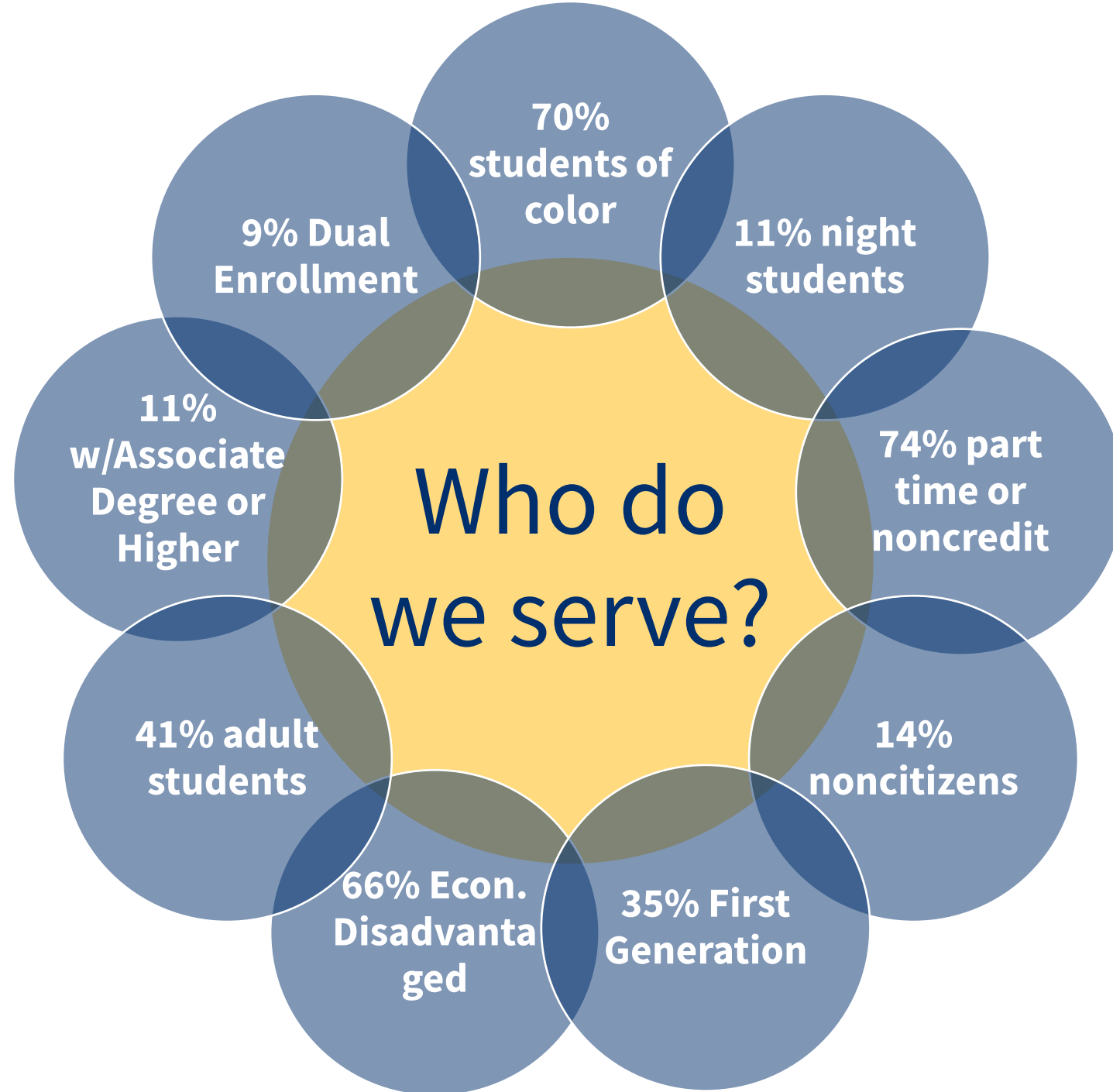Equitable Student Learning, Experience and Impact Office

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

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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
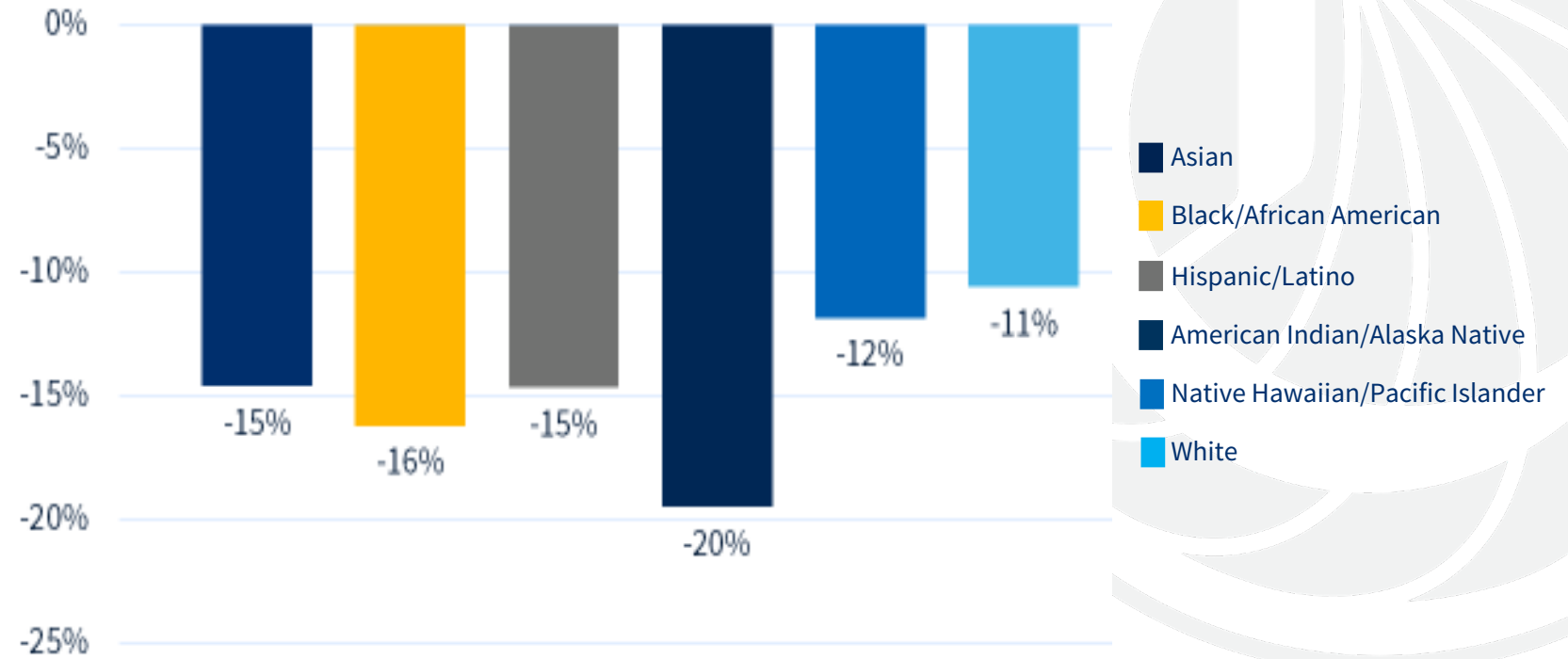5. Reduce and erase equity gaps
6. Reduce regional gaps

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

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Who do we serve?

- 70% students of color
- 11% night students
- 74% part time or noncredit
- 14% noncitizens
- 35% First Generation
- 66% Econ. Disadvantaged
- 41% adult students
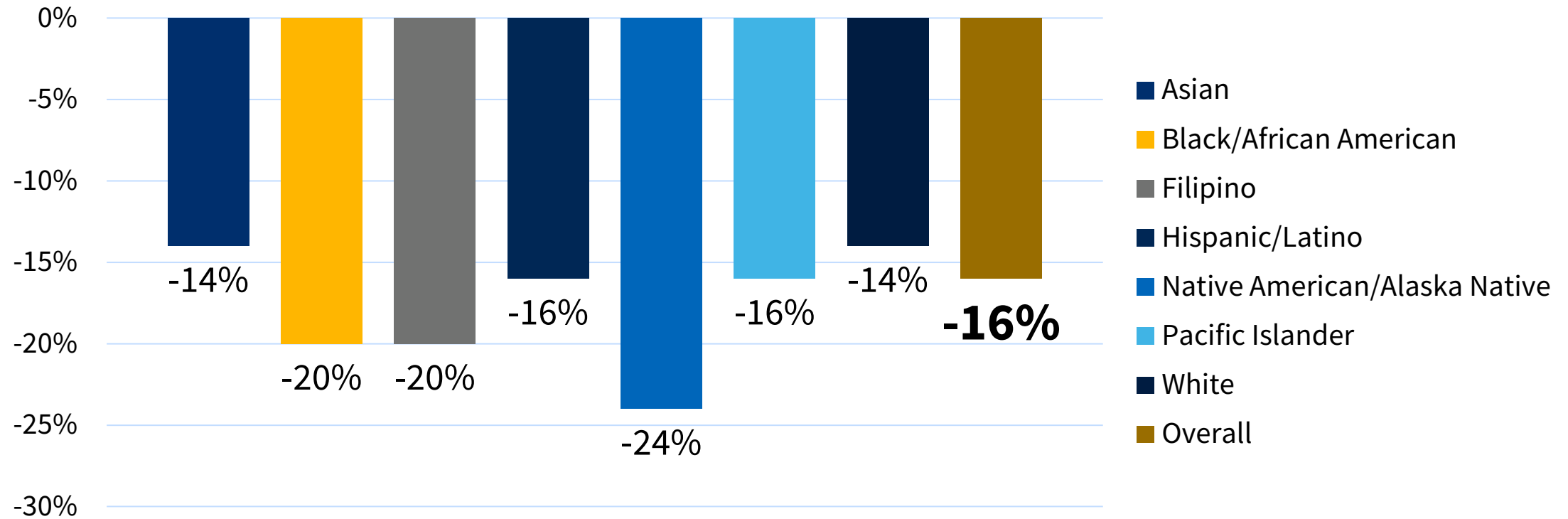- 11% w/Associate Degree or Higher
- 9% Dual Enrollment

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Previously on "Enrollment in the California Community Colleges"

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

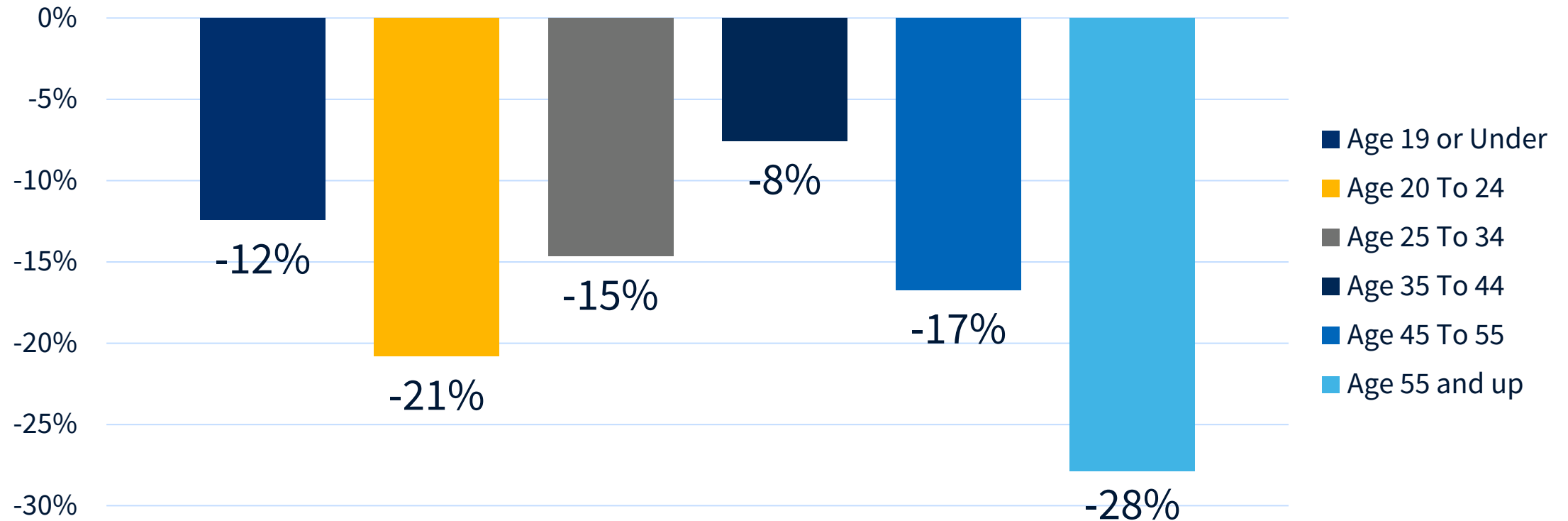Legend:
- Asian
- Black/African American
- Hispanic/Latino
- American Indian/Alaska Native
- Native Hawaiian/Pacific Islander
- White

Chart values: -15%, -16%, -15%, -20%, -12%, -11%

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

- **Asian** -14%
- **Black/African American** -20%
- **Filipino** -20%
- **Hispanic/Latino** -16%
- **Native American/Alaska Native** -24%
- **Pacific Islander** -16%
- **White** -14%
- **Overall** -16%

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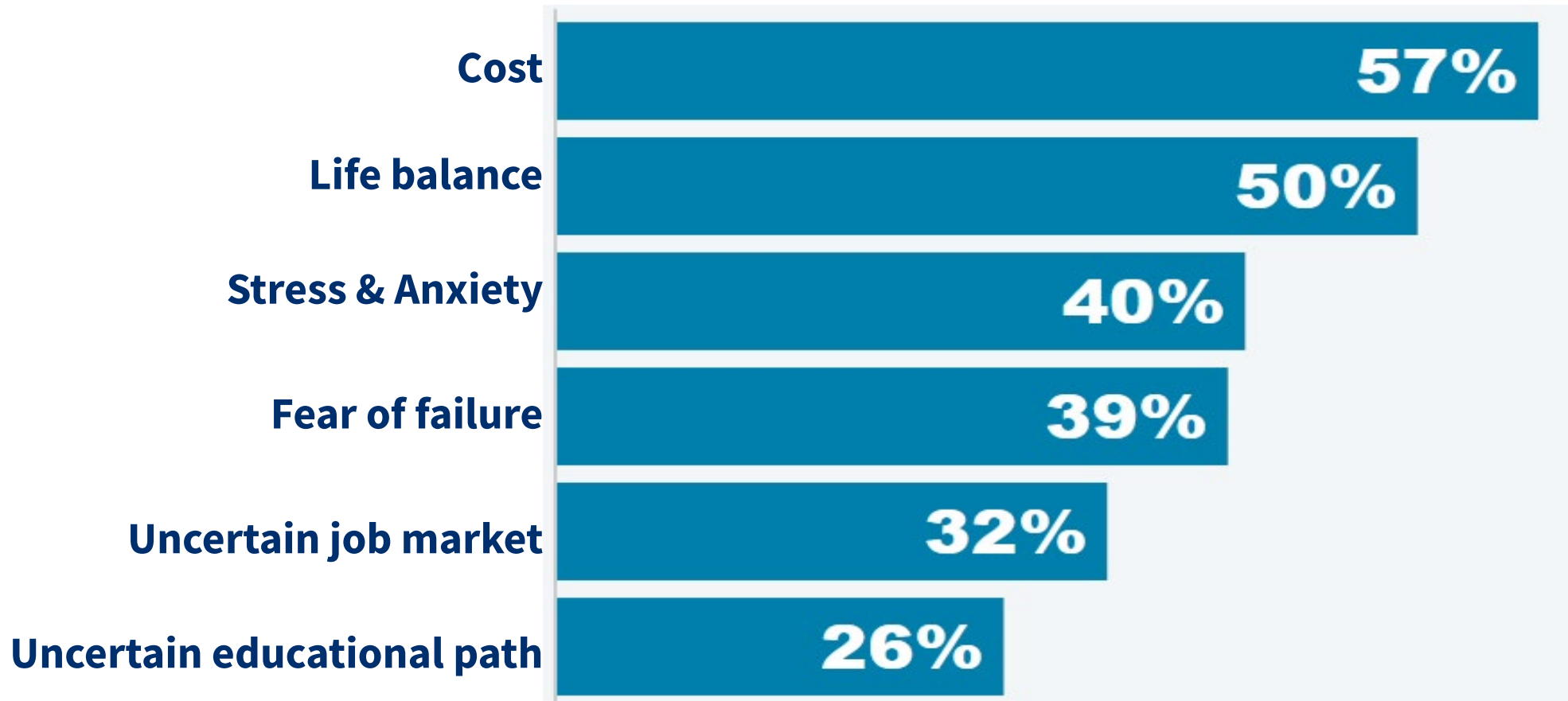
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Preliminary* headcount decline AY 19-20 to AY 21-22, *by age*

Enrollment Declines by term National vs. California Public 2 Year Colleges

	F18 - F19	S19 - S20	F19 - F20	S20 - S21	F20 - F21	S21 - S22
California	-2%	-3%	-12%	-12%	-10%	-13%
National	-1%	-2%	-10%	-10%	-3%	-8%

NSC data used for purposes of comparability: https://nscresearchcenter.org/wp-content/uploads/CTEE_Report_Spring_2022.pdf
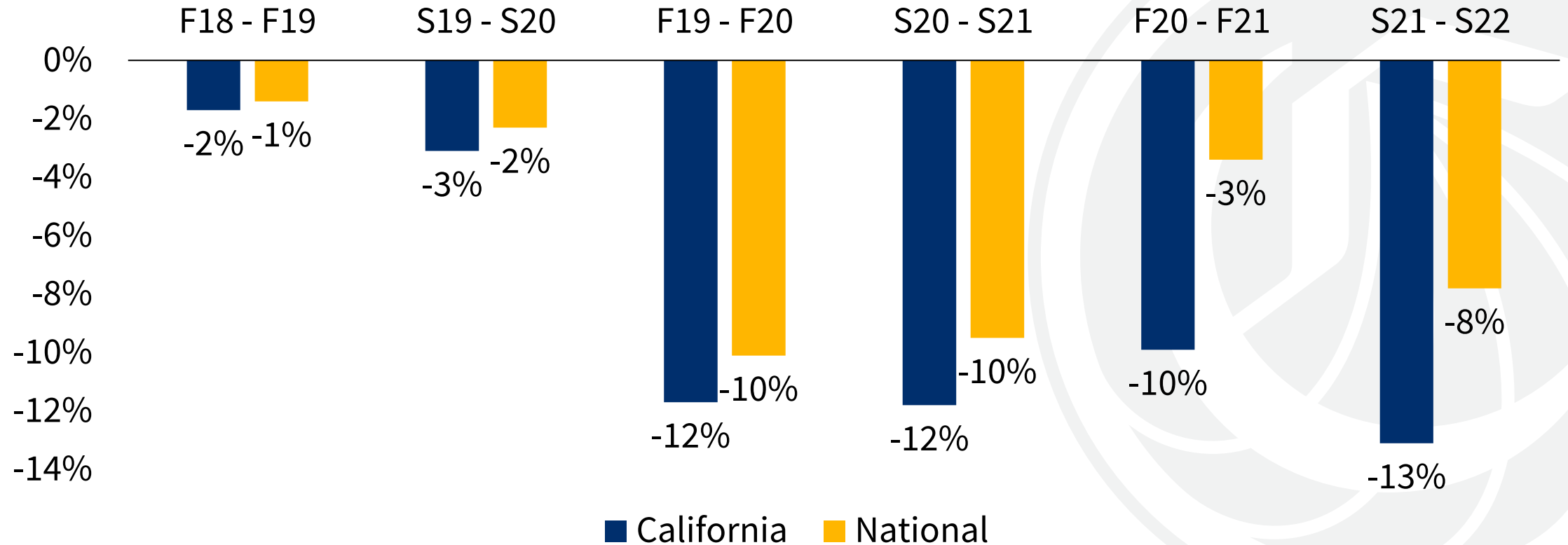
Students' biggest perceived challenges

Cost	57%
Life balance	50%
Stress & Anxiety	40%
Fear of failure	39%
Uncertain job market	32%
Uncertain educational path	26%

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Factors most likely to increase enrollment

56% — Flexible Schedule
54% — Credit for prior learning
51% — Financial aid
41% — Work-based learning
40% — Career advancement
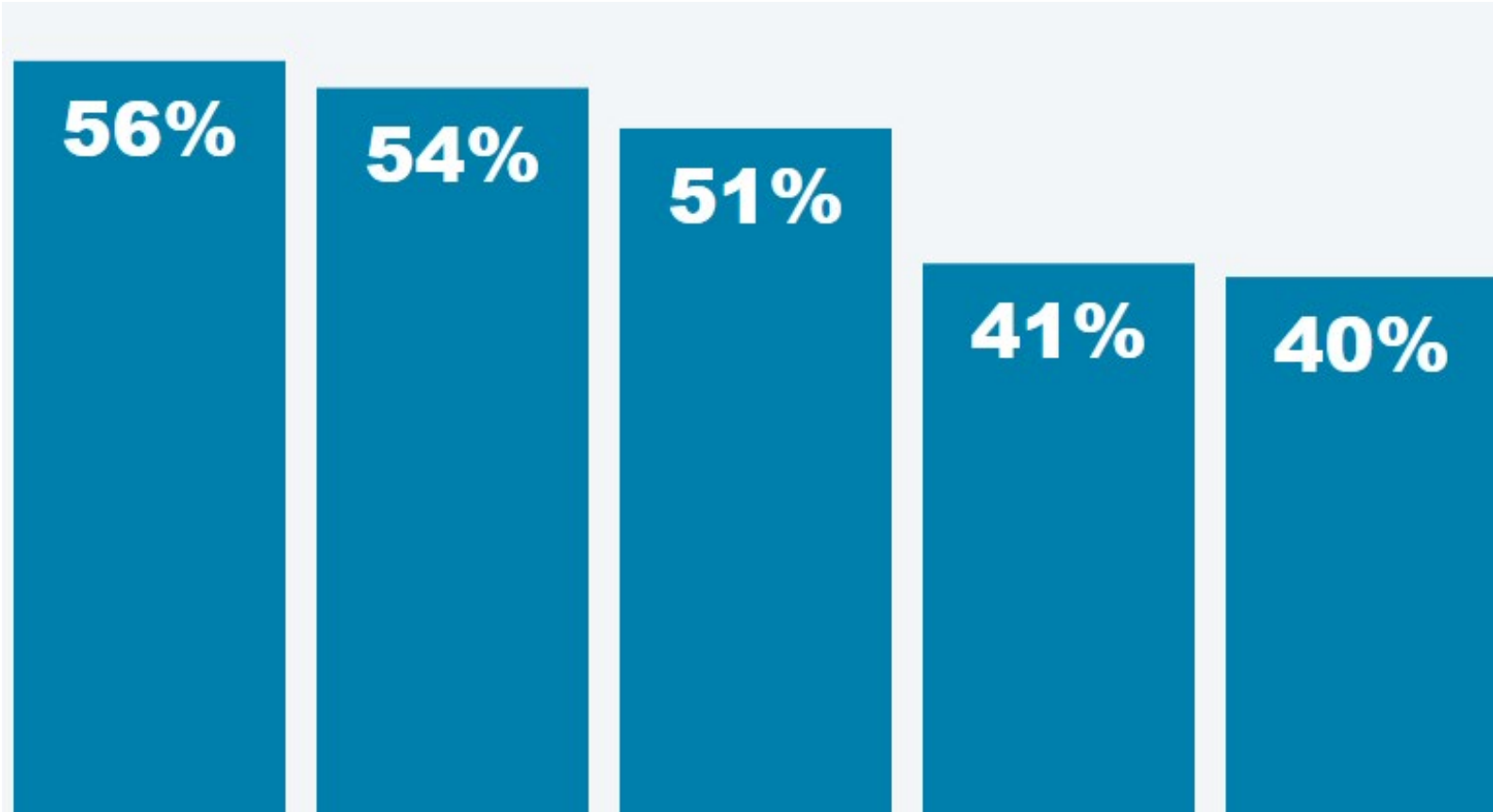
Percent who said the factor would make them 'extremely' or 'very' likely to enroll.

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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)
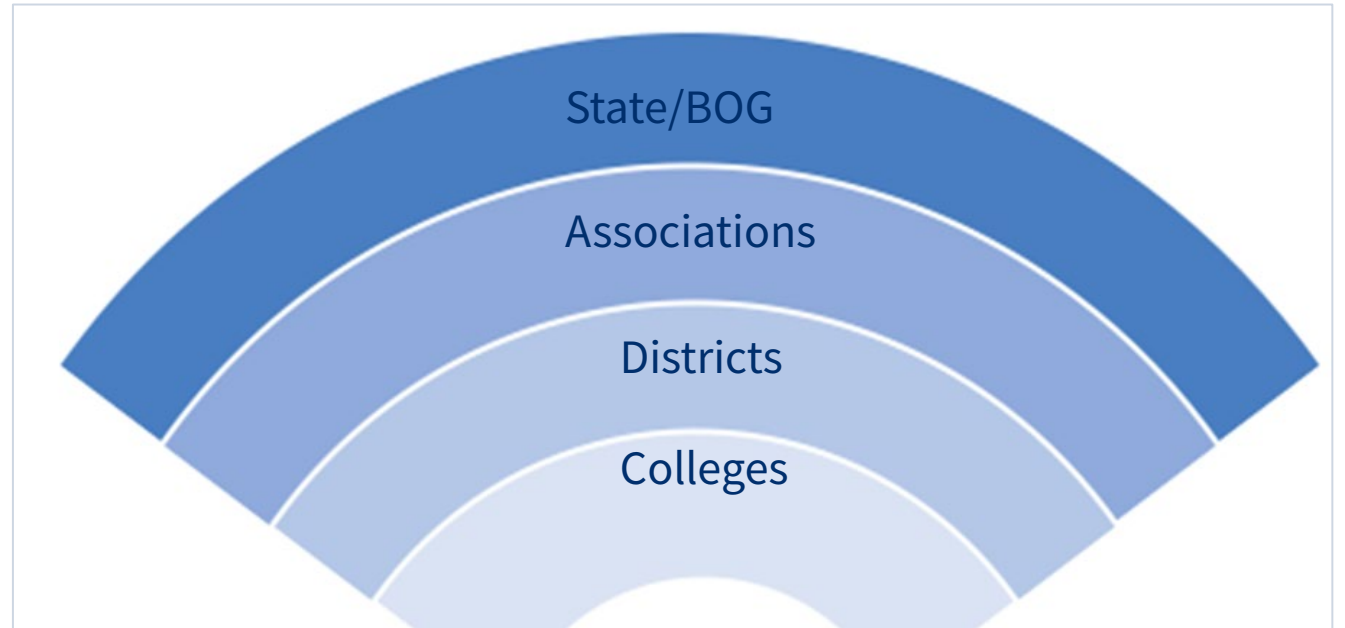
Ongoing, substantive equity gaps

System will need to look/be very different to thrive

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Local Control and Authority

In service of achieving the purpose of the Chancellor's Office, Vision for Success Goals, Student Success Metrics, and the Office's commitment…

OFFICE
FUNCTIONS

- 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

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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

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CVC Steps to Meeting the Emergency Conditions Allowance Requirements

September 1, 2022
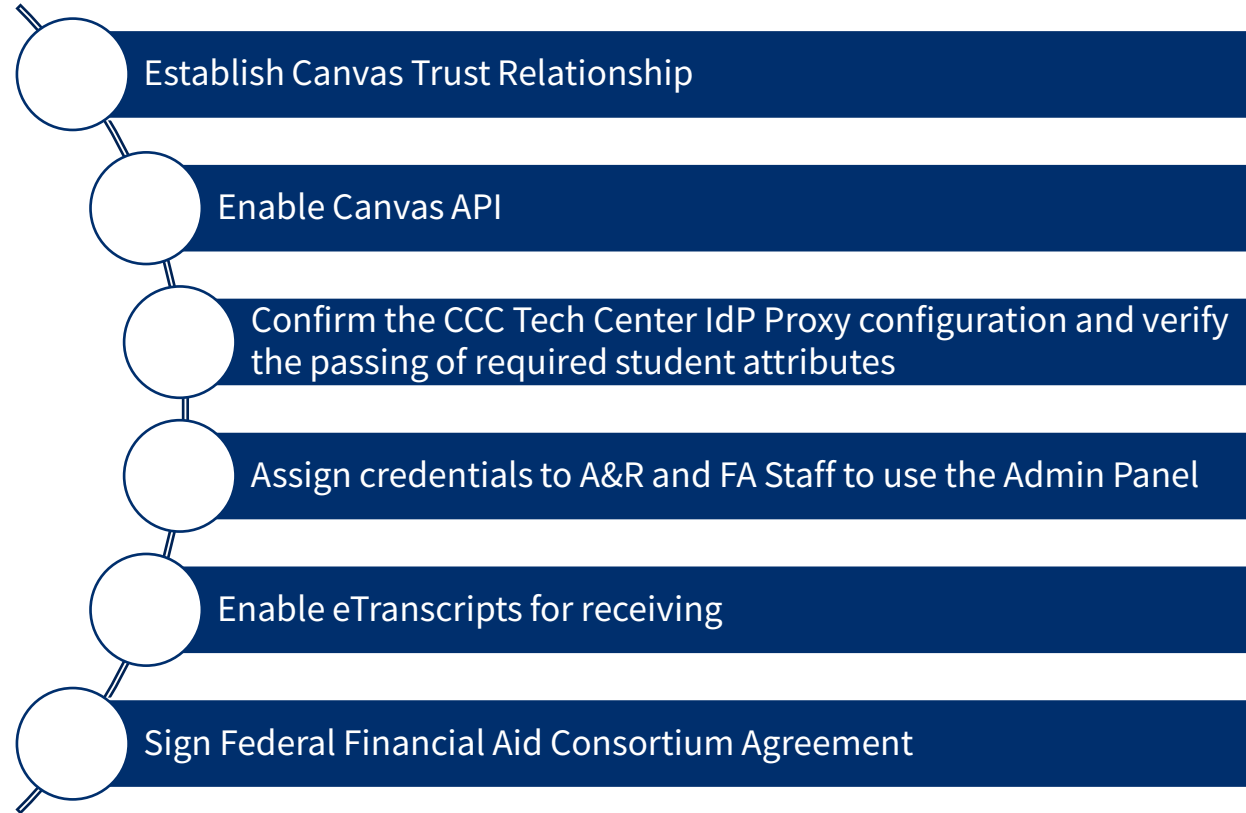CEO / College President signed Consortium agreement

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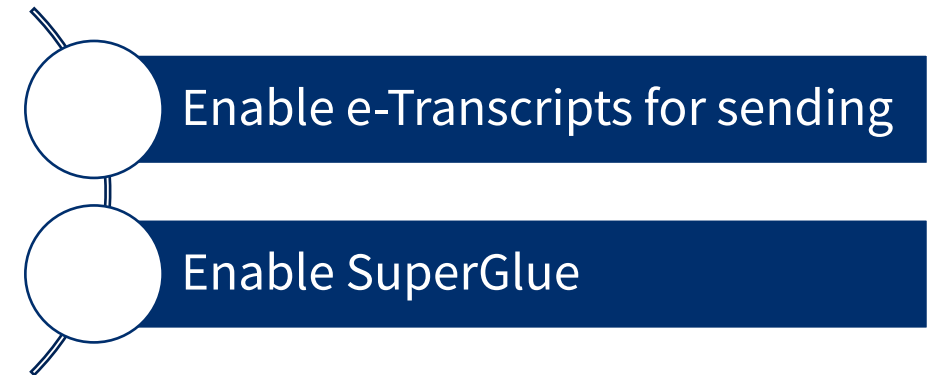- Implement/commit Becoming a Teaching College
- Commit to joining a Teaching College implementation cohort
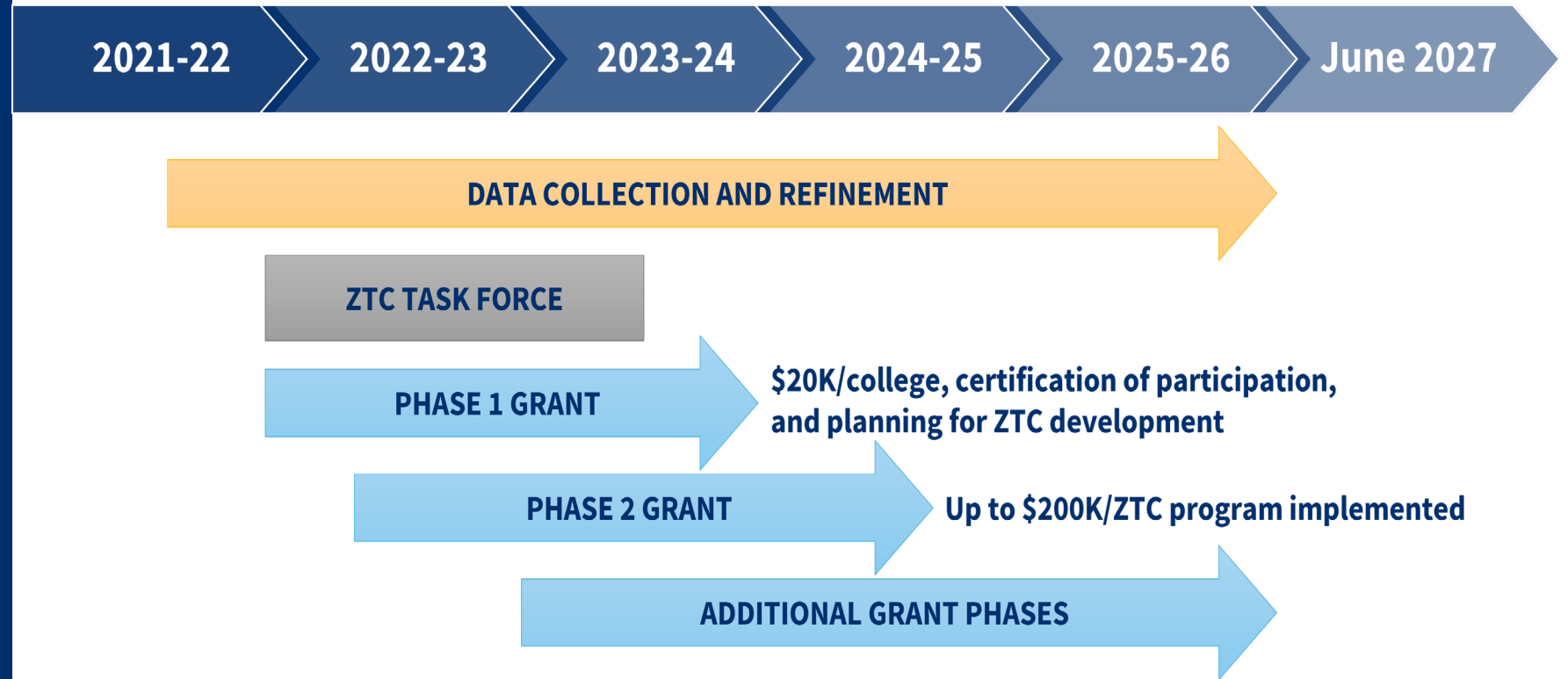
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CVC Becoming a Home and Teaching College

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

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New Data Element

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Management Information System
Data Element Dictionary

Section Data Elements

DED#	DATA ELEMENT NAME	FORMAT
XB12	**INSTRUCTIONAL-MATERIAL-COST**	**X**

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

| Coding	Meaning
A	Section has no associated instructional material
B	Section uses only no-cost open educational resources
C	Section has instructional material costs none of which are passed on to students
D	Section has low instructional material costs (as defined locally)
Y	Section does not meet no-cost or low-cost instructional material criteria

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XB 12: Instructional Material Cost – Student Perspective

Code

A – No textbook

B – Only no-cost OER

C – Text cost not passed on to students

D – Low-textbook cost

Y – Textbook is not free or low

Example

A – Never had a text

B – Widely available fee

C – Lending libraries, class / dept provided

D – Per district policy, inclusive access

Y – Has textbook costs

Student Perspective

A – Student doesn't pay and will not have a required text

B – Student doesn't pay and can find their OER text and can access it

C – Student doesn't pay (but the institution or other entity does) and can access the text

D – Student pays a discounted amount or fee and can access the text

Y – Student pays full price for the text

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Determining Which Code to Report
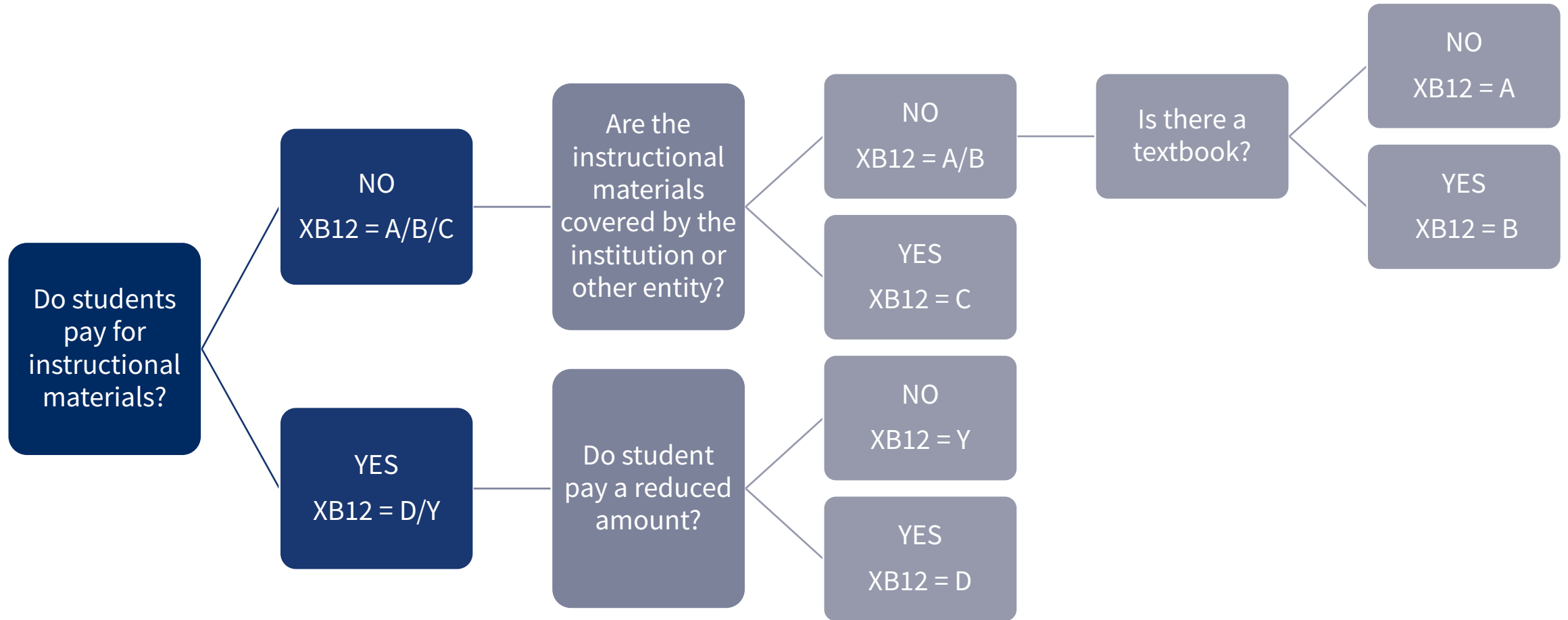
Status of the DE Title 5 Changes

- 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.

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Thank you!

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