The Role of Classified in the *Vision for Success*

Bill Rawlings

Member, Board of Governors

Chair, CSEA Community College Committee

Overview

- Historical context: A Continuum of Progress
- The Why: Our students, Our Economy, Our Future
- The What: *Vision for Success*
- The How: Guided Pathways
- The Who: You and Us, Together

Historical Context

A CONTINUUM OF PROGRESS

Historical Context

A Continuum of Progress

- 1907: High School Districts authorized to create Junior Colleges

- 1917: Junior College Act expands mission and funding

- 1919: Special commission to review higher education in CA

- 1921: Independent college districts are authorized, under State Board of Education (SBE)

- 1960: Donahoe Higher Education Act (Master Plan for Higher Ed.)

  - Defined the segments of higher education as we know them today; California State University becomes independent from SBE; California State University Trustees created

- 1967: California Community Colleges become independent from the State Board of Education; Board of Governors created

Sources: Hancock, Daniel W, et al. "Serving Students, Serving California: Updating the California Community Colleges to Meet Evolving Demands." Little Hoover Commission, February 2012, lhc.ca.gov/sites/lhc.ca.gov/files/Reports/210/Report210.pdf.

California Legislative Information. California Office of Legislative Counsel, 2019, leginfo.legislature.ca.gov/. Accessed 24 March 2019.

Historical Context

A Continuum of Progress

- 1986: Seymour-Campbell Matriculation Act aims to "Ensure that students receive the educational services necessary to optimize their opportunities for success."

- 1988: Community College Reform Act (AB 1725) established faculty and student roles for participation in institutional governance

- 2001: SB235 clarified the role of classified in institutional governance

- 2006: New funding formula replaces State Program Based Funding;

- 2012: Student Success Act (Student Success & Support Program, Common Assessment)

- 2017: Vision for Success; Guided Pathways; Multiple Measures for Assessment

- 2018: Student-Centered Funding Formula

Sources: Hancock, Daniel W, et al. "Serving Students, Serving California: Updating the California Community Colleges to Meet Evolving Demands." Little Hoover Commission, February 2012, lhc.ca.gov/sites/lhc.ca.gov/files/Reports/210/Report210.pdf.

California Legislative Information. California Office of Legislative Counsel, 2019, leginfo.legislature.ca.gov/. Accessed 24 March 2019.
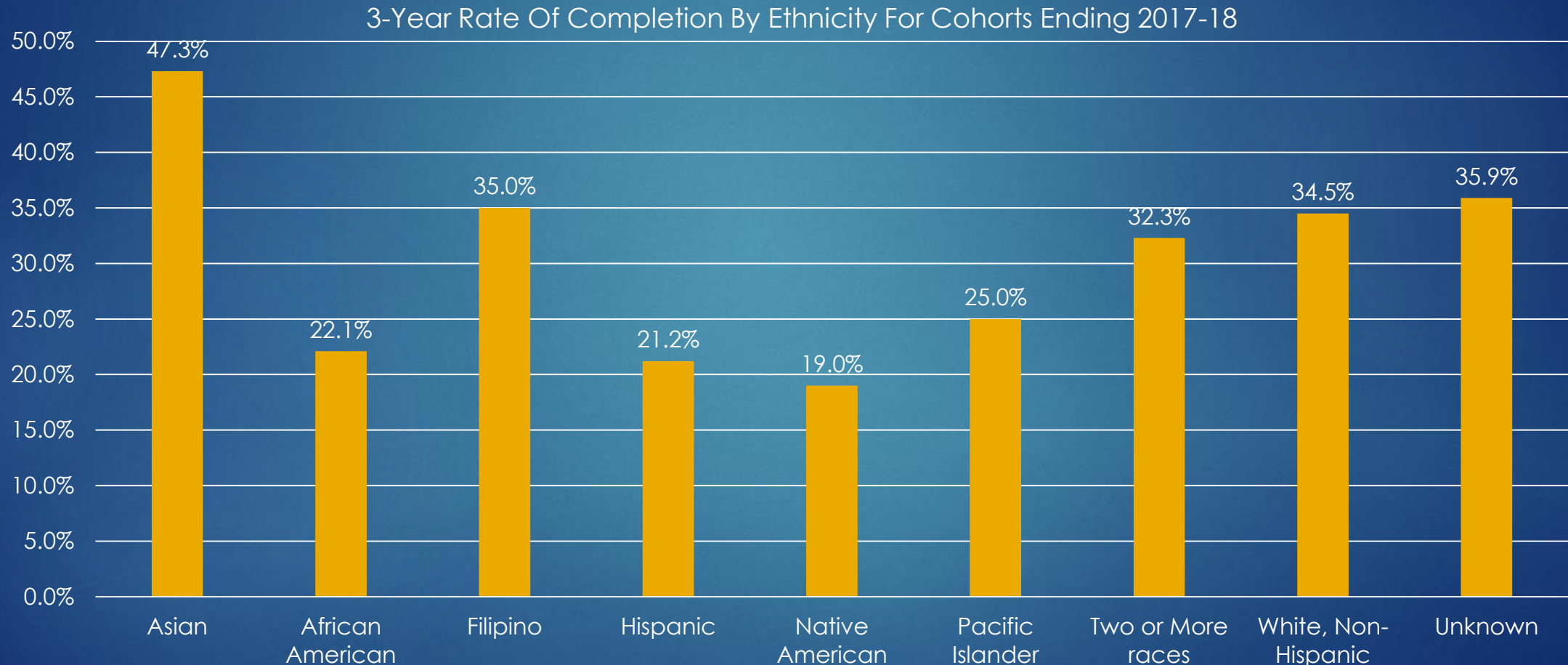
The Why

OUR STUDENTS, OUR ECONOMY, OUR FUTURE

The Why

Our students, Our economy, Our future

► Achievement gaps persist between ethnicities

3-Year Rate Of Completion By Ethnicity For Cohorts Ending 2017-18

Ethnicity	Rate
Asian	47.3%
African American	22.1%
Filipino	35.0%
Hispanic	21.2%
Native American	19.0%
Pacific Islander	25.0%
Two or More races	32.3%
White, Non-Hispanic	34.5%
Unknown	35.9%

Source: Ortiz Oakley, Eloy. "State of the System." *2018 Annual Convention Session Materials*, Community College League of California, 15 November 2018, www.ccleague.org/sites/default/files/pdf/events/eloyoakley_cclc.ppt11.14.pdf.

The Why

Our students, Our economy, Our future

3-Year Rate Of Completion By Ethnicity For Cohorts Ending 2017-18

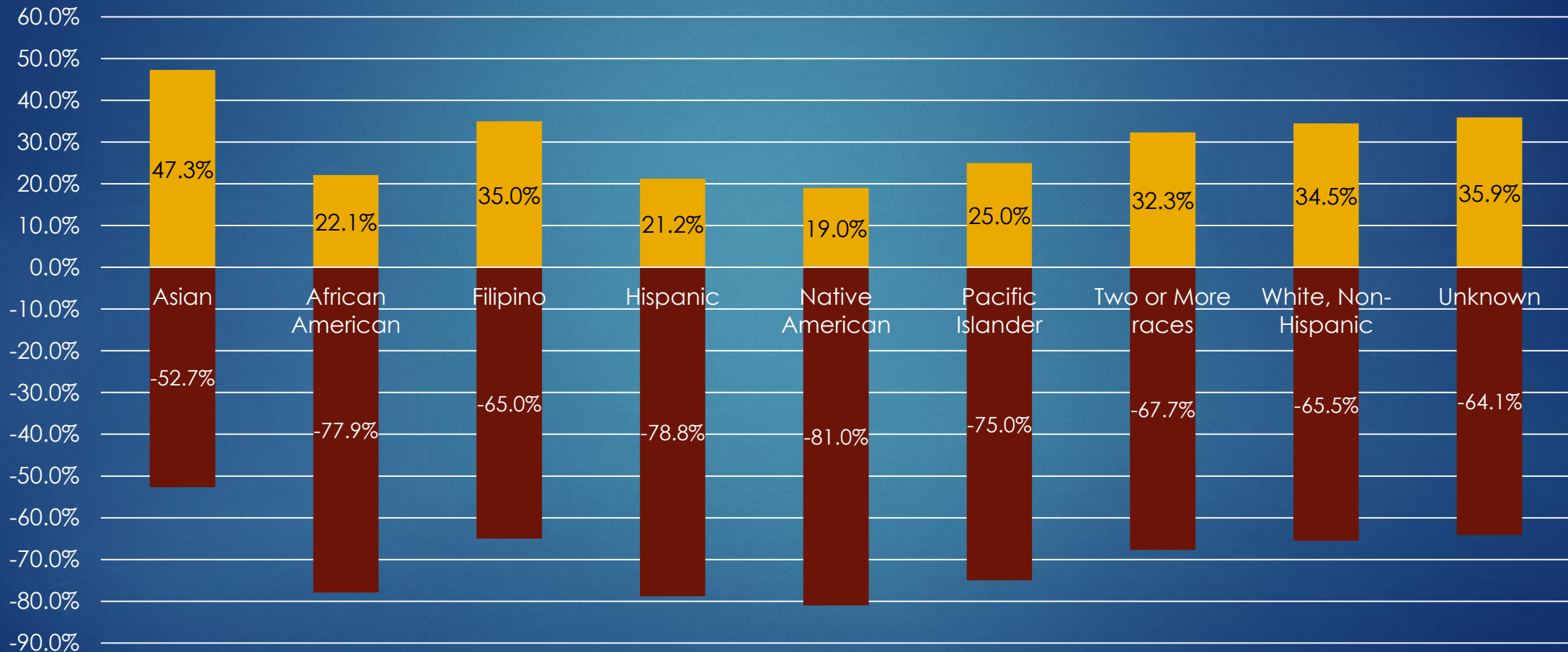| Ethnicity	Completion	Non-Completion
Asian	47.3%	-52.7%
African American	22.1%	-77.9%
Filipino	35.0%	-65.0%
Hispanic	21.2%	-78.8%
Native American	19.0%	-81.0%
Pacific Islander	25.0%	-75.0%
Two or More races	32.3%	-67.7%
White, Non-Hispanic	34.5%	-65.5%
Unknown	35.9%	-64.1%

Source: Ortiz Oakley, Eloy. "State of the System." *2018 Annual Convention Session Materials*, Community College League of California, 15 November 2018, www.ccleague.org/sites/default/files/pdf/events/eloyoakley_cclc.ppt11.14.pdf.

The Why
Our students, Our economy, Our future

▶ Gaps in the completion rate also persist across regions

  ▶ These gaps may be due to a higher percentage of population under the federal poverty line, lower access to broadband, or larger distances between high schools and higher education

▶ Improving outcomes provides the workforce employers need

Northern
28.6

Bay Area
34.6

Central Valley
25.5

South Central
34.1

LA
29.1

Inland Empire
22.5

San Diego
30.9

Source: Ortiz Oakley, Eloy. "2019 State of the System Report." *March 2019 Board of Governors Meeting Agenda*, California Community Colleges Chancellors Office, 18 March 2019, extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2019_agendas/March/3.2-SOS-Goals-Presentation.pdf

The What

VISION FOR SUCCESS

The What
Vision for Success

▶ Our system-wide strategic vision – the *Vision for Success* – is a set of six goals and seven core commitments to ensure that our system is moving in a consistent direction

▶ The *Vision for Success* unifies recent reforms under a single set of goals to create synergy of effort

▶ Each institution is different and should respond to local needs. Unity, not uniformity, is necessary to achieve our goals

▶ Institutional goals drive local efforts, therefore local goals need to align with the *Vision for Success* in order to make meaningful change

Source: Ortiz Oakley, Eloy. "State of the System." *2018 Annual Convention Session Materials*, Community College League of California, 15 November 2018, www.ccleague.org/sites/default/files/pdf/events/eloyoakley_cclc.ppt11.14.pdf.

The What
Vision for Success

▶ <u>Goal 1:</u> 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

▶ <u>Goal 2:</u> Increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU

▶ <u>Goal 3:</u> 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

* Subsequent analysis of the data determined that the average number of units completed was actually 91.5

Source: Fried, Sandra, et al. "Vision for Success: Strengthening the California Community Colleges to Meet California's Needs." Foundation for California Community Colleges, 17 July 2017, californiacommunitycolleges.cccco.edu/portals/0/reports/vision-for-success.pdf

The What

Vision for Success

▶ Goal 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% to an improved rate of 76%*

▶ Goal 5: Reduce equity gaps among underrepresented groups by 40% over five years and fully closing the achievement gaps within ten years

▶ Goal 6: Eliminate regional achievement gaps within ten years

* Goal 4 originally had a target of 69% but a review of data, along with the clear progress being made toward achieving this goal, led the Board of Governors to make the target more impactful.

Source: Fried, Sandra, et al. "Vision for Success: Strengthening the California Community Colleges to Meet California's Needs." Foundation for California Community Colleges, 17 July 2017, californiacommunitycolleges.cccco.edu/portals/0/reports/vision-for-success.pdf

The What
Vision for Success

▶ Commitment 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.

▶ Commitment 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.

Source: Fried, Sandra, et al. "Vision for Success: Strengthening the California Community Colleges to Meet California's Needs." Foundation for California Community Colleges, 17 July 2017, californiacommunitycolleges.cccco.edu/portals/0/reports/vision-for-success.pdf

The What
Vision for Success

▶ Commitment 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.

▶ Commitment 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.

Source: Fried, Sandra, et al. "Vision for Success: Strengthening the California Community Colleges to Meet California's Needs." Foundation for California Community Colleges, 17 July 2017, californiacommunitycolleges.cccco.edu/portals/0/reports/vision-for-success.pdf

The What
Vision for Success

▶ [Commitment 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.

▶ [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. Innovation should be thoughtful and aligned with goals; results should be tracked early and often.

▶ [Commitment 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.

Source: Fried, Sandra, et al. "Vision for Success: Strengthening the California Community Colleges to Meet California's Needs." Foundation for California Community Colleges, 17 July 2017, californiacommunitycolleges.cccco.edu/portals/0/reports/vision-for-success.pdf

The How

GUIDED PATHWAYS & RELATED INITIATIVES

The How
Guided Pathways & Related Initiatives

The Four Pillars of Guided Pathways

Clarify the Path

Create Clear Curricular Pathways to Employment and Further Education

Enter the Path

Help Students Choose and Enter Their Pathway

Stay on the Path

Help Students Stay on Their Path

Ensure Learning

Follow Through, and Ensure that Better Practices are Providing Improved Student Results

Source: "Explaining Guided Pathways to Your College." *Guided Pathways Electronic Toolkit*, California Community Colleges, 21 July 2017, cccgp.cccco.edu/Portals/0/ExplainingGPtoYourCollege-072117.pptx

The How
Guided Pathways & Related Initiatives

▶ Guided Pathways is a framework to assist colleges in developing a more focused and integrated approach to guiding students, rather than the traditional cafeteria-style method

▶ Integrates the diverse initiatives and reforms

▶ Collaboration is <u>essential</u> to making Guided Pathways successful

    ▶ Interdisciplinary and cross-functional supports are necessary throughout the institution

    ▶ Instruction and support programs should be integrated to help students succeed

Sources: "Explaining Guided Pathways to Your College." *Guided Pathways Electronic Toolkit*, California Community Colleges, 21 July 2017, cccgp.cccco.edu/Portals/0/ExplainingGPtoYourCollege-072117.pptx

Ortiz Oakley, Eloy. "State of the System." *2018 Annual Convention Session Materials*, Community College League of California, 15 November 2018, www.ccleague.org/sites/default/files/pdf/events/eloyoakley_cclc.ppt11.14.pdf.

The How
Guided Pathways & Related Initiatives

Clarify The Paths

- Detailed information on target career and transfer outcomes
- Course sequences, critical courses, embedded credentials, and progress milestones
- Math and other core coursework aligned to each program of study

"Guided Pathways: Planning, Implementation, Evaluation." Guided Pathways Resource Center, www.pathwaysresources.org/wp-content/uploads/2018/02/PathwaysGraphic462017.pdf, Accessed 24 March 2019

The How
Guided Pathways & Related Initiatives

Help Students Enter A Path

▶ Use of multiple measures to assess students' needs

▶ First-year experiences to help students explore the field and choose a major

▶ Full program plans based on required career/transfer exploration

▶ Contextualized, integrated academic support to help students pass program gateway courses

▶ K–12 partnerships focused on career/college program exploration

"Guided Pathways: Planning, Implementation, Evaluation." Guided Pathways Resource Center, www.pathwaysresources.org/wp-content/uploads/2018/02/PathwaysGraphic462017.pdf, Accessed 24 March 2019

The How
Guided Pathways & Related Initiatives

Help Students Stay On The Path

▶ Ongoing, proactive and assertive advising

▶ Systems for students to easily track their progress

▶ Systems/procedures to identify students at risk and provide needed supports

▶ A structure to redirect students who are not progressing in a program to a more viable path

"Guided Pathways: Planning, Implementation, Evaluation." Guided Pathways Resource Center, www.pathwaysresources.org/wp-content/uploads/2018/02/PathwaysGraphic462017.pdf, Accessed 24 March 2019

The How
Guided Pathways & Related Initiatives

Ensure Students Are Learning

- ▶ Program-specific learning outcomes

- ▶ Project-based, collaborative learning

- ▶ Applied learning experiences

- ▶ Inescapable student engagement

- ▶ Faculty-led improvement of teaching practices

- ▶ Systems/procedures for the college and students to track mastery of learning outcomes that lead to credentials, transfer, or employment

"Guided Pathways: Planning, Implementation, Evaluation." Guided Pathways Resource Center, www.pathwaysresources.org/wp-content/uploads/2018/02/PathwaysGraphic462017.pdf, Accessed 24 March 2019

The How
Guided Pathways & Related Initiatives

- Multiple Measures for Assessment
  - Reforms remediation to increase completion and equity
  - Requires robust support systems across disciplines and services
- Student Equity and Achievement Program
  - Combined SSSP, Basic Skills and Student Equity
  - Aligns resources and outcomes
  - Relentless focus on eliminating equity gaps
  - Targeted supports and in-reach
- California Promise Grant
  - Replaces BOG Fee Waiver and allows for expanded student support
- Strong Workforce
  - Alignment of K-12 and community college Career & Technical Education and Strong Workforce program pathways

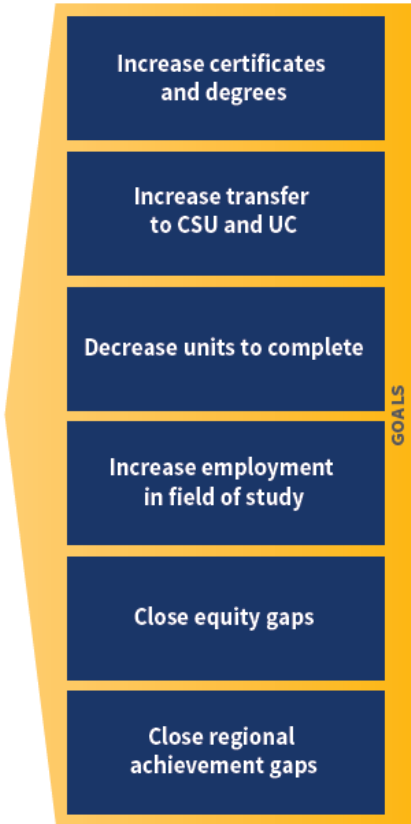# ALIGNED RESOURCES AND PROGRAMS TO PUT STUDENTS FIRST
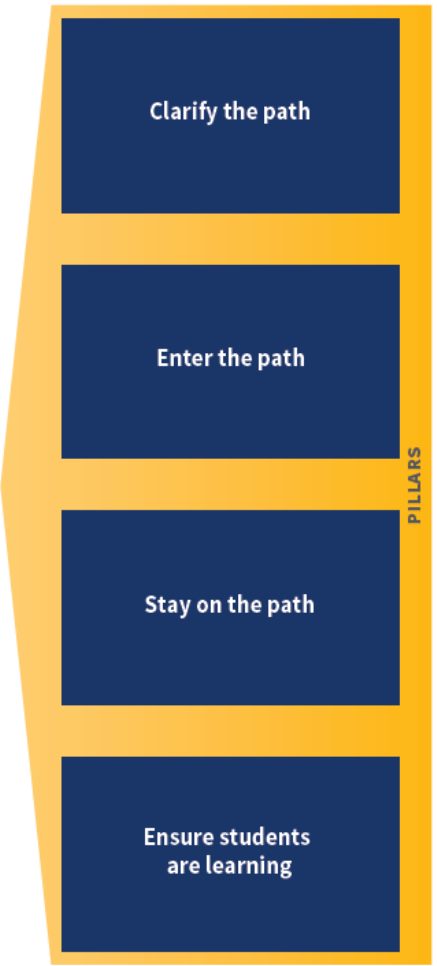
THE WHY
Our Students and Communities

THE WHAT
Vision for Success

GOALS
- Increase certificates and degrees
- Increase transfer to CSU and UC
- Decrease units to complete
- Increase employment in field of study
- Close equity gaps
- Close regional achievement gaps

THE HOW
Guided Pathways

PILLARS
- Clarify the path
- Enter the path
- Stay on the path
- Ensure students are learning

THE TOOLS
System-level Support

PROGRAM ALIGNMENT AND SUPPORT
- Developmental Ed. Reform (AB 705)
- California Promise (AB 19)
- Associate Degrees for Transfer
- Regulatory Reform

FISCAL REFORM
- Financial Assistance for Students
- Student Centered Funding Formula
- Guided Pathways allocations
- Student Equity and Achievement Program
- Strong Workforce

POLICY CONNECTIONS
- Student Success Metrics
- Vision Resource Center
- Investment in staff and faculty
- Regional support strategy
- Local Board goals (AB 1809)

The Who

YOU AND US, *TOGETHER*

The Who

You and Us, *Together*

- ▶ Making this kind of impactful change for our students and our economy will take all of us - at every college - to be "all in"

- ▶ Guided Pathways works best when there are interdisciplinary and cross-functional supports integrated throughout the institution
  - ▶ Talk, collaborate and develop approaches and ideas together; not just within departments but across the spectrum of the college
  - ▶ Engage with faculty to ensure paraeducators and other classified support are infused within Pathways

- ▶ Be prepared to innovate!
  - ▶ Sometimes developing different approaches means rethinking how we do our jobs
  - ▶ Stay future focused: redefine Classified jobs and upskill for the future… don't wait until we are forced to change

The Who
You and Us, *Together*

- Create a culture of completion and success
  - Move beyond the "deficit theory" of student learning and adopt an "asset based" approach that focuses on student success
  - Ensure that the potential of <u>all</u> students is acknowledged and developed
  - Our students *can* succeed: remind them, let them know you see the potential in them, then support them in achieving their goal
- Engage with students
  - Help students navigate the physical campus. It can be intimidating!
  - Ask students about their goals and why they are in college
  - Make a point to learn the names of students you see on a regular basis

"10 Ways Everyone Can Help Support Student Success." *Student Support (Re)Defined,* RPgroup, rpgroup.org/Portals/0/CollegeFacultyStaffandAdmins/StudentSupportRedefined-10WaysEveryoneCanSupportStudentSuccess-January2014.pdf, Accessed 24 March 2019

The Who
You and Us, *Together*

- Connect students
  - Let students know about resources they might find interesting or helpful
    - Support services: tutoring, labs, career center
    - Introduce them to other students with similar interests or goals
    - Tell them about clubs or places on campus they can meet
- Demonstrate interest
  - Ask students for their feedback; what works well on campus and what doesn't
  - Have high expectations for the students and let them know you will hold them accountable; let them know you care about their success
  - Recognize the value of students' talents and provide them opportunities to contribute; connect them to on-campus jobs or internships

"10 Ways Everyone Can Help Support Student Success." *Student Support (Re)Defined,* RPgroup, rpgroup.org/Portals/0/CollegeFacultyStaffandAdmins/StudentSupportRedefined-10WaysEveryoneCanSupportStudentSuccess-January2014.pdf, Accessed 24 March 2019
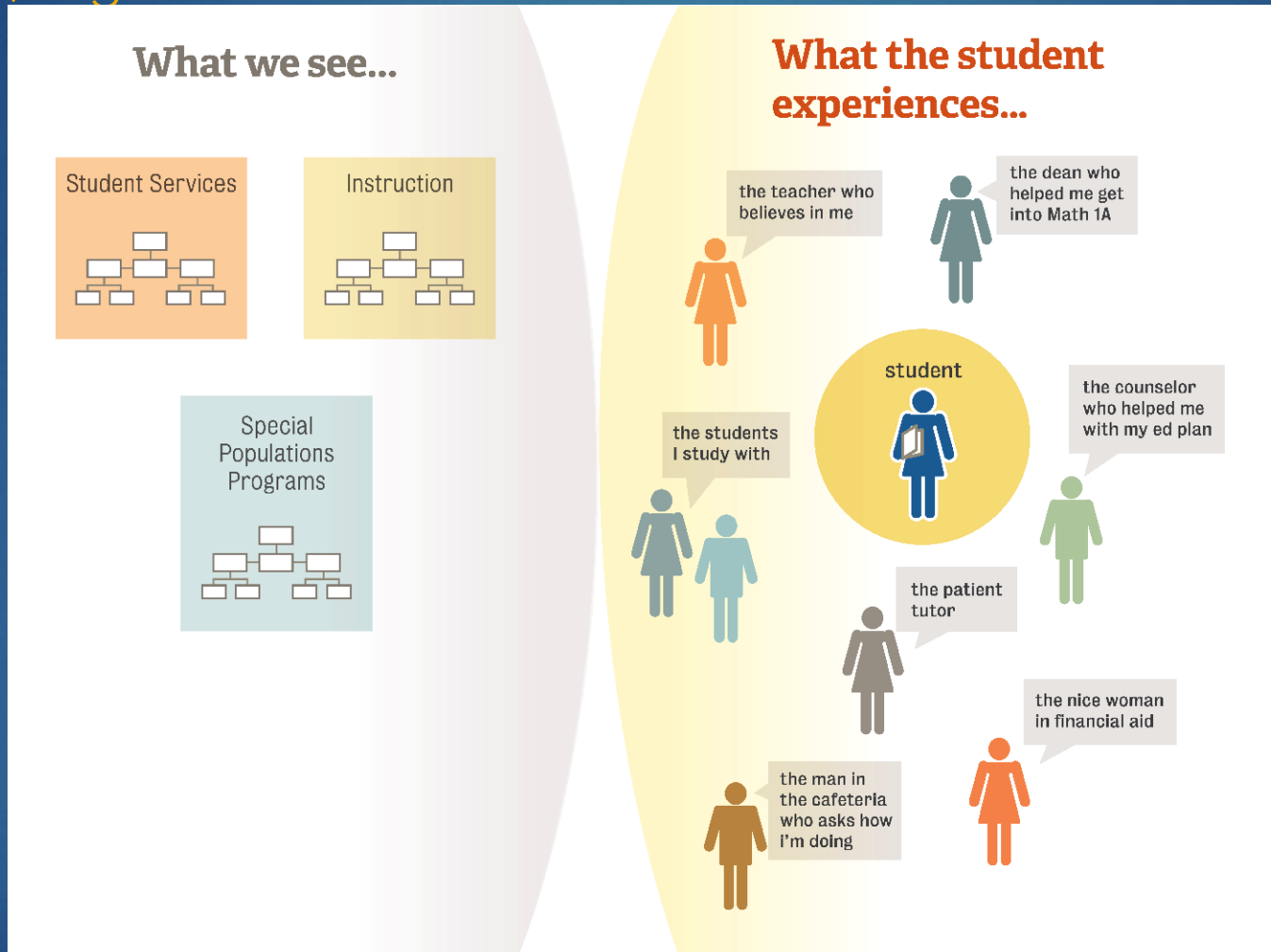
The Who

You and Us, *Together*

- Be Proud
  - Show students you are proud of where you work by wearing college gear or having college branded items at work
  - Talk with students about the work you do and how your work benefits students
- Be *You*
  - Allow our students to see themselves in you; our diversity is a gift to those around us and is our greatest strength
- Remember to explore your college through your students' eyes
  - Where we see organizational structure, students experience the college holistically
  - Take time to explain jargon and acronyms; be clear and direct

"10 Ways Everyone Can Help Support Student Success." *Student Support (Re)Defined,* RPgroup, rpgroup.org/Portals/0/CollegeFacultyStaffandAdmins/StudentSupportRedefined-10WaysEveryoneCanSupportStudentSuccess-January2014.pdf, Accessed 24 March 2019

The Who
You and Us, *Together*

"10 Ways Everyone Can Help Support Student Success." *Student Support (Re)Defined,* RPgroup,
rpgroup.org/Portals/0/CollegeFacultyStaffandAdmins/StudentSupportRedefined-10WaysEveryoneCanSupportStudentSuccess-January2014.pdf, Accessed 24 March 2019

Sources

Hancock, Daniel W, et al. "Serving Students, Serving California: Updating the California Community Colleges to Meet Evolving Demands." Little Hoover Commission, February 2012, lhc.ca.gov/sites/lhc.ca.gov/files/Reports/210/Report210.pdf.

California Legislative Information. California Office of Legislative Counsel, 2019, leginfo.legislature.ca.gov/. Accessed 24 March 2019.

Ortiz Oakley, Eloy. "State of the System." *2018 Annual Convention Session Materials*, Community College League of California, 15 November 2018, www.ccleague.org/sites/default/files/pdf/events/eloyoakley_cclc.ppt11.14.pdf.

Ortiz Oakley, Eloy. "2019 State of the System Report." *March 2019 Board of Governors Meeting Agenda*, California Community Colleges Chancellors Office, 18 March 2019, extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2019_agendas/March/3.2-SOS-Goals-Presentation.pdf

Fried, Sandra, et al. "Vision for Success: Strengthening the California Community Colleges to Meet California's Needs." Foundation for California Community Colleges, 17 July 2017, californiacommunitycolleges.cccco.edu/portals/0/reports/vision-for-success.pdf

"Explaining Guided Pathways to Your College." *Guided Pathways Electronic Toolkit*, California Community Colleges, 21 July 2017, cccgp.cccco.edu/Portals/0/ExplainingGPtoYourCollege-072117.pptx

"Guided Pathways: Planning, Implementation, Evaluation." Guided Pathways Resource Center, www.pathwaysresources.org/wp-content/uploads/2018/02/PathwaysGraphic462017.pdf, Accessed 24 March 2019

"10 Ways Everyone Can Help Support Student Success." *Student Support (Re)Defined,* RPgroup, rpgroup.org/Portals/0/CollegeFacultyStaffandAdmins/StudentSupportRedefined-10WaysEveryoneCanSupportStudentSuccess-January2014.pdf, Accessed 24 March 2019

Resources

▶ Community College Committee: https://www.csea.com/web/com_col_com

▶ Vision Resource Center: https://visionresourcecenter.cccco.edu/

▶ CCC Guided Pathways: http://cccgp.cccco.edu/

▶ Research and Planning Group: https://rpgroup.org/

▶ Community College Research Center at Teachers College, Columbia University: https://ccrc.tc.columbia.edu