

CEO Connection

Chancellor's Monthly Update | December 2016

1. **State Ballot Measures:** In November's election, the California Community Colleges fared well in terms of state ballot measures. Proposition 51, the K-12 and community college education bond, passed with 54% of the vote. The measure will provide community colleges with \$2 billion to support construction and modernization projects. The Chancellor's Office issued a [Press Release](#) applauding passage of the statewide bond, as well as 11 local bonds passed by community college districts. In addition, Proposition 55, which extends higher income tax rates for wealthy Californians to support K-12 schools, community colleges, and potentially health care programs, passed easily with over 62% of the vote. The Legislative Analyst's Office estimates that the measure will generate between \$2 billion and \$4.5 billion annually for education, with 11% of that amount going to the community colleges. These resources will go a long way towards stabilizing CCC funding and supporting high-quality instruction at our campuses.
2. **Post-Election Concerns:** Following the presidential election, we have heard concerns from our campus communities regarding possible changes to federal immigration policy under the next presidential administration. While such concerns are definitely in the air, we note that no changes to federal immigration policies have been made and it is yet unknown what specific policies President-Elect Trump will pursue. In an attempt to be proactive and respond to concerns raised, the Chancellor's Office developed a [statement](#) which reiterates our system's values and provides community college districts with some general guidance in how to develop local strategies.
3. **DACA Joint Letter:** On November 29, the Chancellor's Office joined UC and CSU in formally requesting that President-elect Donald J. Trump preserve Deferred Action for Childhood Arrivals, or DACA, which allows students who were brought to this country by undocumented parents to continue studying at our colleges without fear of deportation. As you know, Mr. Trump campaigned on the pledge to reverse immigration policies such as DACA when he takes office. The three segment leaders last week made a very strong statement about the value we place on these students who voluntarily came out of the shadows to participate in this program. The Chancellor's Office does not keep data that identifies students' immigration status, but several tens of thousands of our students could be affected. The joint message received significant media attention, with coverage in major California newspapers, the *New York Times* and *Politico*. Incoming Chancellor Oakley, who signed the letter on behalf of our system, participated in an [interview with KPPC](#) on this issue, and we also produced a [video](#) message from Chancellor Oakley that broke one-day records for views on our social media channels. Attached is an [article](#) from the *Sacramento Bee* that was representative of most of the coverage.
4. **Streamlined Credit Course Approval Process:** The Chancellor's Office will be instituting a new, more streamlined process for the approval of credit courses. Under the redesigned

framework, proposed curriculum within specified categories will no longer be reviewed by the Chancellor's Office. Instead, colleges will be responsible for ensuring that curriculum is accurate and in accordance with the Program and Course Approval Handbook. This change applies to credit courses in the following categories: 1) new proposals to existing approved credit programs; 2) substantial change proposals; 3) stand-alone proposals; and 4) nonsubstantial change proposals. This new process, intended to increase the efficiency and speed of the curriculum approval process, is part of our ongoing efforts in the Chancellor's Office to continually evaluate and improve our processes and systems. The memo announcing the policy change can be found at [Curriculum Policy](#).

5. **Progress on Program Integration Efforts:** We have been hard at work developing an integrated program model that aligns the Student Success and Support Program (SSSP), the Student Equity Program (SEP), and the Basic Skills Initiative (BSI). While all three programs are intended to help colleges increase student success rates and close achievement gaps, the programs were created and too often have been operated in silos. A team of Chancellors' Office staff have developed a proposal to integrate the programs and has begun to seek comment and input from key stakeholders. The revised program planning template supports integrated planning at the district/college level and the associated expenditure guidelines provide considerably more flexibility to community college districts. This approach will promote greater efficiency and effectiveness. In addition, we believe it will help us transition to a policy approach that focuses on improvements in student outcomes rather than micromanagement of the colleges. We hope to refine our draft proposal and be prepared to share it with the field in February 2017 as the program framework for the 2017-18 fiscal year. As I have mentioned in earlier updates, our work to integrate these programs was supported through a Partnership Resource Team (PRT) chaired by Los Rios CCD Chancellor Brian King. We benefited greatly from having the PRT's fresh perspective and deep understanding of college-level operations as we worked to redesign these program models.
6. **BOG & Chancellor Named as Defendants in AFT Local 2121 v. ACCJC:** Recently, the Board of Governors and Chancellor were named as parties in the lawsuit filed by AFT Local 2121 against the Accrediting Commission for Community and Junior Colleges (ACCJC). In their request to have us added as defendants, AFT Local 2121 argued that the Board of Governors and Chancellor failed to take actions to protect the colleges against the abuses of ACCJC and therefore should be held liable. As a result, we have been served with a subpoena seeking a large quantity of records and more recently pulled into a mediation process. We continue to contend that we do not belong in the lawsuit and are working with the State Attorney General to extricate ourselves from the case. This is yet another example of how the current accreditation battles have led to tremendous distractions and diversion of resources. In contrast, the efforts of CEO Workgroups I and II under the leadership of Los Rios CCD Chancellor King, Contra Costa CCD Chancellor Helen Benjamin, and Grossmont-Cuyamaca Chancellor Cindy Miles are pointing the way to meaningful reform of our accreditation process.

7. **Report on Associate Degrees for Transfer (ADTs):** Attached, you will find a recent [report](#) on implementation of ADTs issued by the Education Insights Center at Sacramento State University. The study examines the ADT pathways from the student perspective and, while noting the significant progress we have made in simplifying CCC-CSU transfer, finds that students are still often confused and poorly informed about degree requirements and transfer processes. The report suggests that we simplify and better organize the degrees, expand counseling and advisement, and use technology to help students plan and manage their education. One of the report's findings is that students have low levels of awareness of the ADTs. We have shared this concern, which led us to allocate funding to support an awareness campaign and we hope to make headway on this front.
8. **Report on Basic Skills:** The Public Policy Institute of California recently issued a report analyzing the effectiveness of basic skills education in our community colleges, which has been a main focus of the board and the Chancellor's Office. The report finds that 80% of entering students take at least one developmental course in math, English, or both. Students are placed as many as four levels below college-level coursework. Math is the greater challenge for entering students: 65% of developmental education students enroll in a developmental math course, compared to 54% in developmental English. Most developmental math students (73%) begin the sequence of classes at least two levels below college level. Minority and low-income students are over-represented in remedial coursework. The report notes that two-thirds of our colleges have started implementing reforms with a large number of colleges aligning developmental courses with students' preferred programs of study or redesigning course sequences—for example, compressing two-semester sequences into a single semester. Here is some coverage of the report: [Basic Skills Report](#)
9. **New PPIC Report Lauds CTE programs:** The Public Policy Institute of California issued a report last week that shows community college students who obtain career technical education credentials in health care increase their earnings by 50%, on average, after they complete. The report examines the outcomes for the 120,000 community college students who pursued degrees or certificates in health career technical education over the past decade. It concludes that students who obtain associate degrees earn 63% more than they would have if they had not completed the program. Those who get long-term certificates in programs such as licensed vocational nursing or dental assisting see a 39% increase. Those who get short-term certificates in programs such as pharmacy technology earn 6% more, on average, after completion. Our office produced a [news release](#) on the study. This report provides powerful validation of the great work our colleges do to help Californians achieve upward mobility to middle-class jobs and will be helpful as we work to implement the new \$200 million Strong Workforce Program that will expand such educational opportunities.
10. **Thank You:** This edition of CEO Connection is my last as your Interim Chancellor. Since taking this post in April, I have appreciated the generous support and counsel of the system's CEOs. I look forward to continuing in the Chancellor's Office as Deputy Chancellor serving incoming Chancellor Eloy Ortiz Oakley. This is an exciting time to be working in the California Community Colleges and never before has our mission been more critically important. I look forward to our continued collaboration to advance this cause.