Flex Learning Options for Workers (Project FLOW)

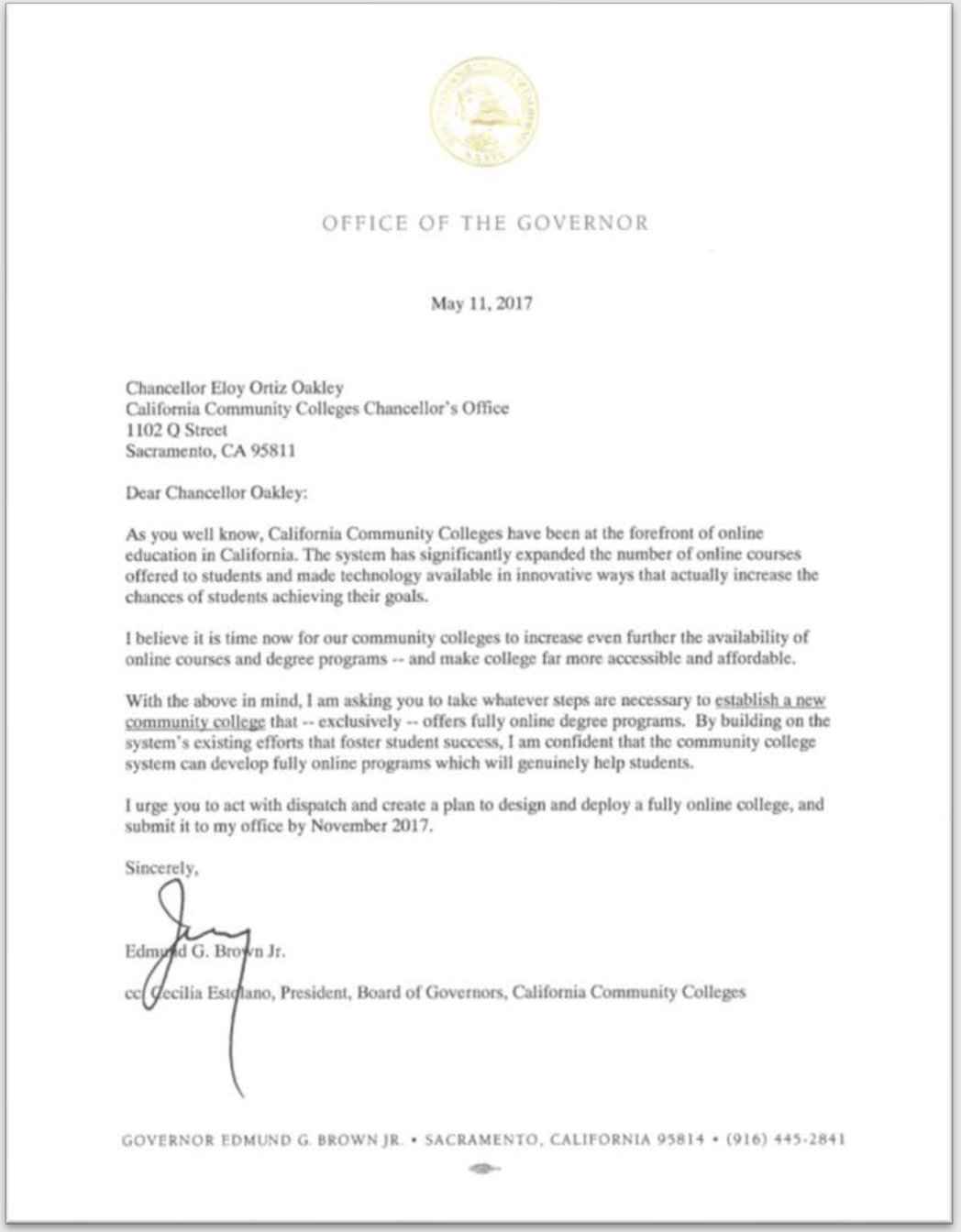
Public Comment Period

8 to 22 November 2017

The Letter

Key concepts:

- Commendation for current effort
- Open greater access
- Affordability
- Exclusively online
- Valued awards
- Proposal by November 2017



OFFICE OF THE GOVERNOR

May 11, 2017

Chancellor Eloy Ortiz Oakley
California Community Colleges Chancellor's Office
1102 Q Street
Sacramento, CA 95811

Dear Chancellor Oakley:

As you well know, California Community Colleges have been at the forefront of online education in California. The system has significantly expanded the number of online courses offered to students and made technology available in innovative ways that actually increase the chances of students achieving their goals.

I believe it is time now for our community colleges to increase even further the availability of online courses and degree programs -- and make college far more accessible and affordable.

With the above in mind, I am asking you to take whatever steps are necessary to establish a new community college that -- exclusively -- offers fully online degree programs. By building on the system's existing efforts that foster student success, I am confident that the community college system can develop fully online programs which will genuinely help students.

I urge you to act with dispatch and create a plan to design and deploy a fully online college, and submit it to my office by November 2017.

Sincerely,

Edmund G. Brown Jr.

cc: Cecilia Estolano, President, Board of Governors, California Community Colleges

GOVERNOR EDMUND G. BROWN JR. • SACRAMENTO, CALIFORNIA 95814 • (916) 445-2841

FLOW Workgroup

- Generate 3-5 options
- Ideation, not consensus
- Co-chairs
  - Van Ton-Quinlivan, CCCCO
  - Jose Fierro, Cerritos College
- System stakeholders
- Policy stakeholders
- Facilitated by NCHEMS
  - Sally Johnstone & Dennis Jones

Cheryl Aschenbach
Co-Chair, OEI Steering Committee, ASCCC Executive Committee member, Professor of English, Lassen College
Carlos O. Turner Cortez
President, San Diego Continuing College
Anthony Culpepper
Chief Business Officer, Glendale Community College
Chris Ferguson
Principal Program Budget Analyst III, California Department of Finance
Jose Fierro (work group co-chair)
President, Cerritos College
Sandy Fried
Executive Director, Success Center, Foundation for California Community Colleges
Jory Hadsell
Executive Director, Online Education Initiative (OEI)
Judy Heiman
Principal Analyst, California Legislative Analyst's Office
Jennifer Hernandez
California Department of Labor
Raymond Kaupp
Associate Vice President of Workforce and Career Education, Foothill College
Ross Miyashiro
Vice President of Student Services, El Camino College
Joe Moreau
Vice Chancellor of Technology & Chief Technology Officer, Foothill-De Anza College District
Lissette Y. Padilla
Academic Advising Specialist II, West Hills Community College District Lemoore Campus
Michelle L. Pilati
Co-Chair, OEI Consortium, Professor of Psychology, Rio Hondo College
Meridith Randall
Associate Superintendent, Instruction & Institutional Effectiveness, Chaffey College
Vince Rodriguez
Vice President of Instruction and Acting Vice President of Student Services, Coastline Community College
Karen Surratt
Prospective Student and Sole-Proprietor of Karen's Heritage Day Care
Treva Thomas
Member, OEI Consortium, Distance Education Coordinator, Lake Tahoe Community College
Van Ton-Quinlivan (work group co-chair)
Vice Chancellor Workforce & Digital Futures, California Community Colleges

Target Audiences

"Adults with high school credential or some college and no certification - compatible with working and vocational needs."

To enable them to earn certifications that lead to better workforce outcomes.

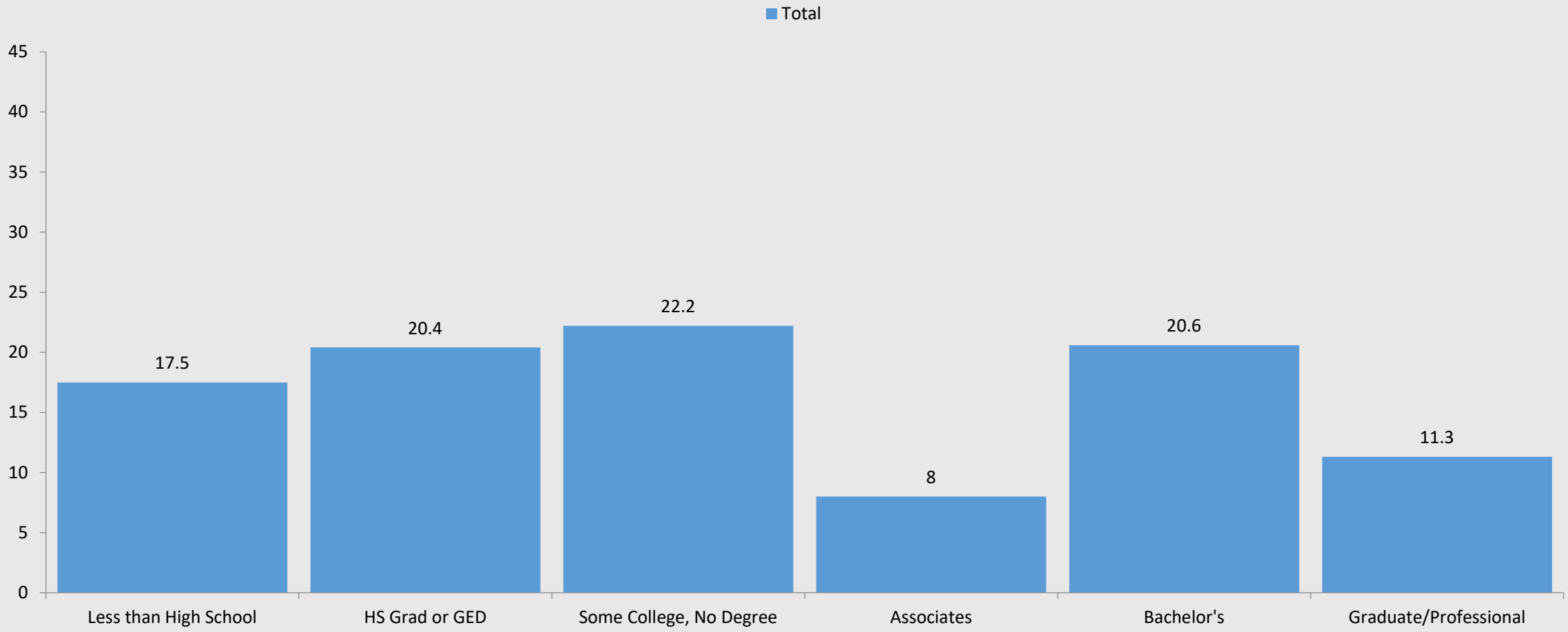
Chancellor Eloy Oakley

Who are the Californians that constitute the target audience for this initiative?

2.5 million adults with 'some' or 'no college' and no credential.

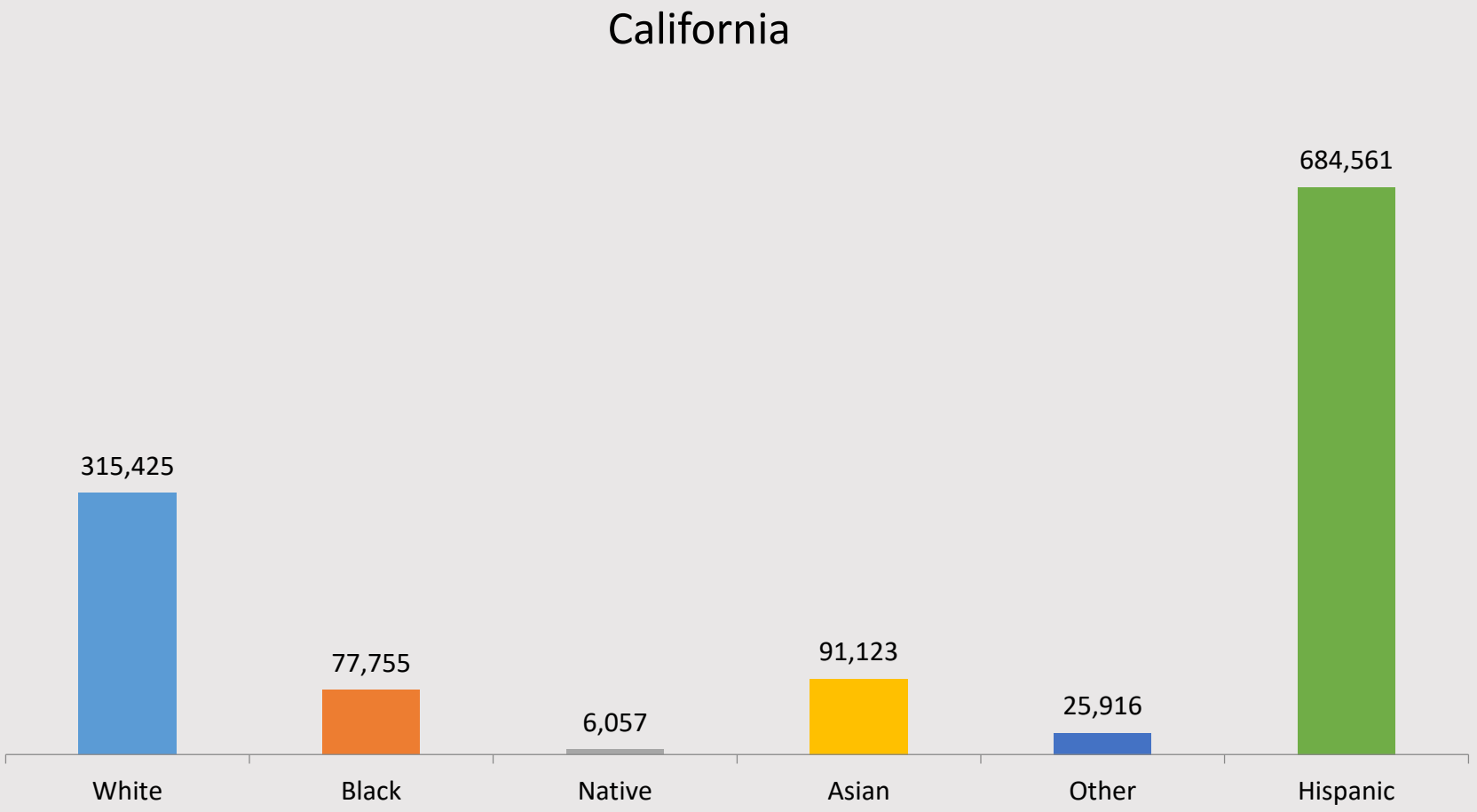
48% are from Spanish speaking households.

Percent Attainment, All Adults Aged 25-64, California, 2011-15



Source: U.S. Census Bureau, 2011-15 American Community Survey Five-Year Public Use Microdata Sample.

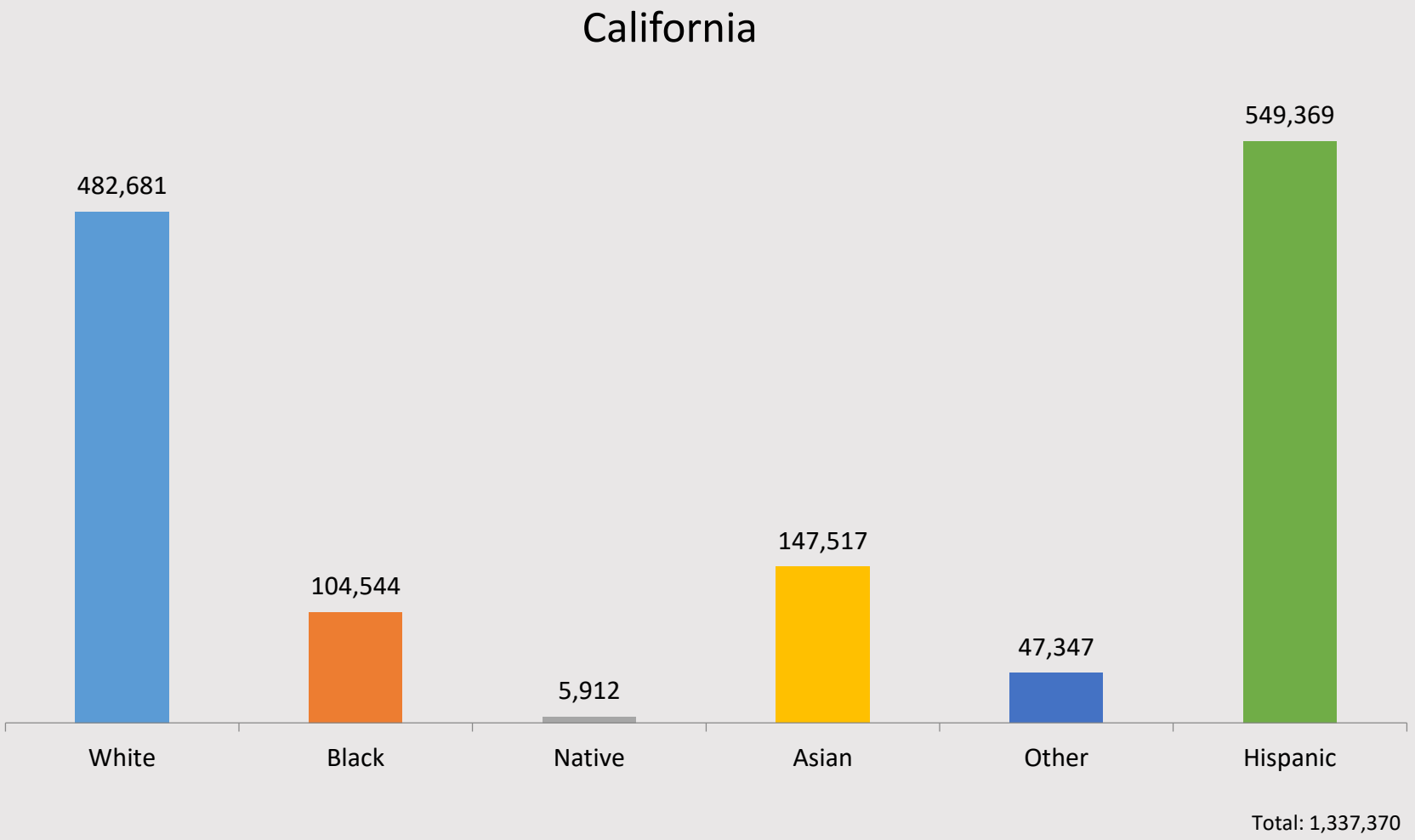
Adults Aged 25-34 with High School or GED, 2011-15



Total: 1,200,837

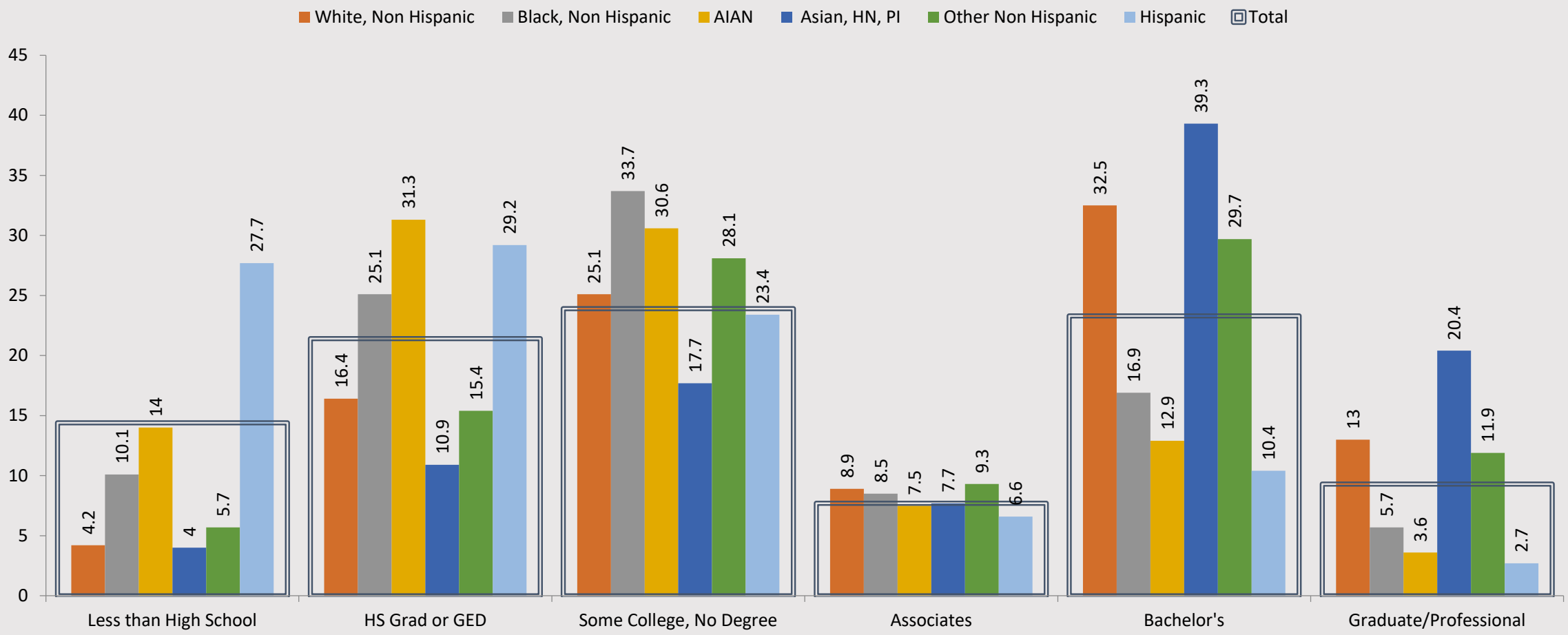
Source: U.S. Census Bureau, 2011-15 American Community Survey Five-Year Public Use Microdata Sample.

Adults Aged 25-34 with Some College, No Degree, 2011-15



Source: U.S. Census Bureau, 2011-15 American Community Survey Five-Year Public Use Microdata Sample.

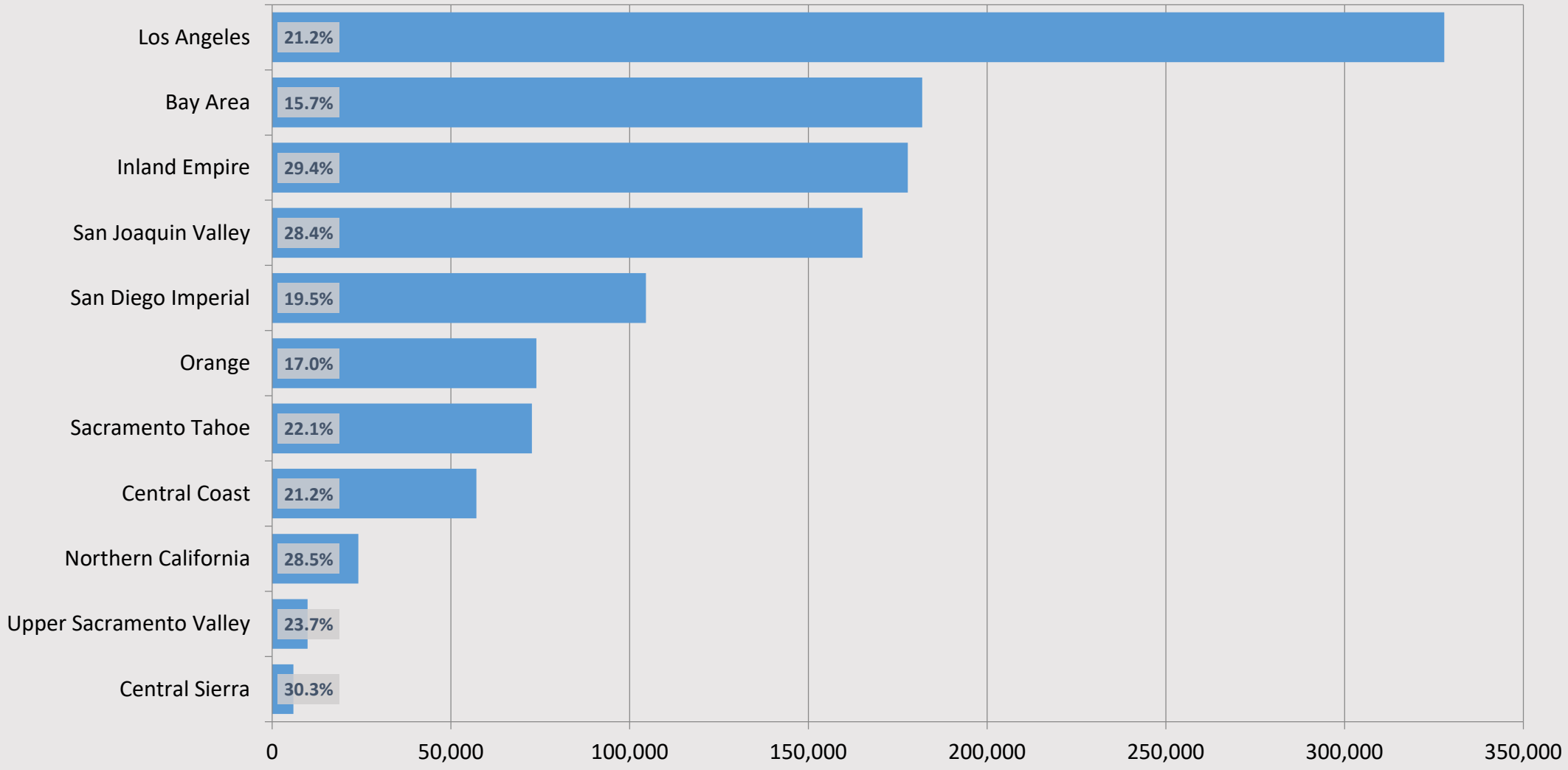
Percent Attainment, Adults Aged 25-34, California by Race, 2011-15



Source: U.S. Census Bureau, 2011-15 American Community Survey Five-Year Public Use Microdata Sample.

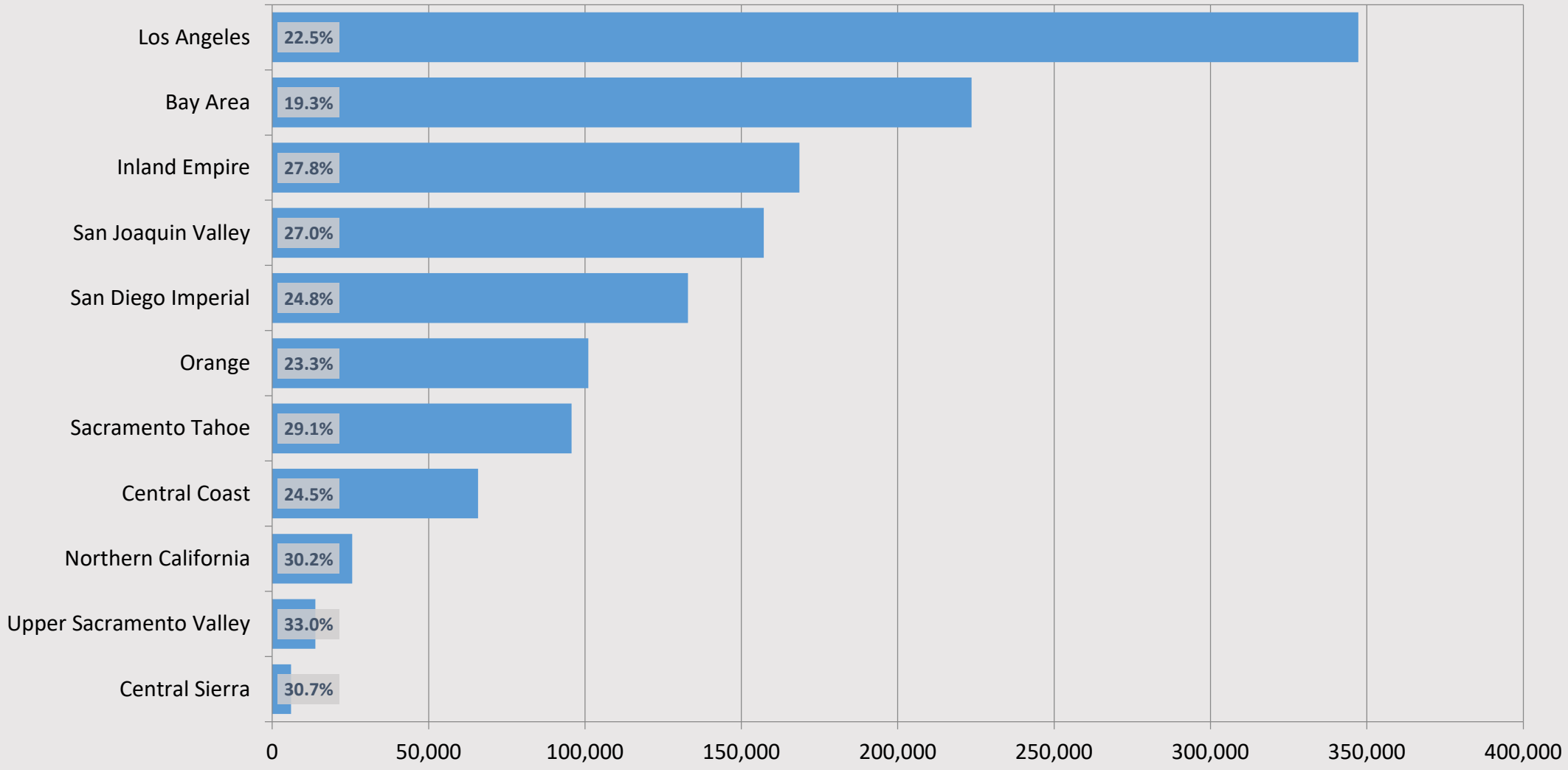
California Regional Map

Number of Californians with **High School or GED**, Aged 25-34 by Region



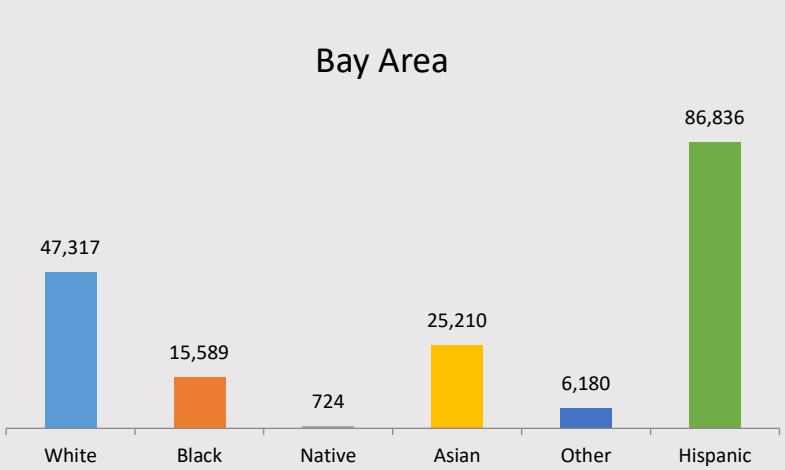
Source: U.S. Census Bureau, 2011-15 American Community Survey Five-Year Public Use Microdata Sample.

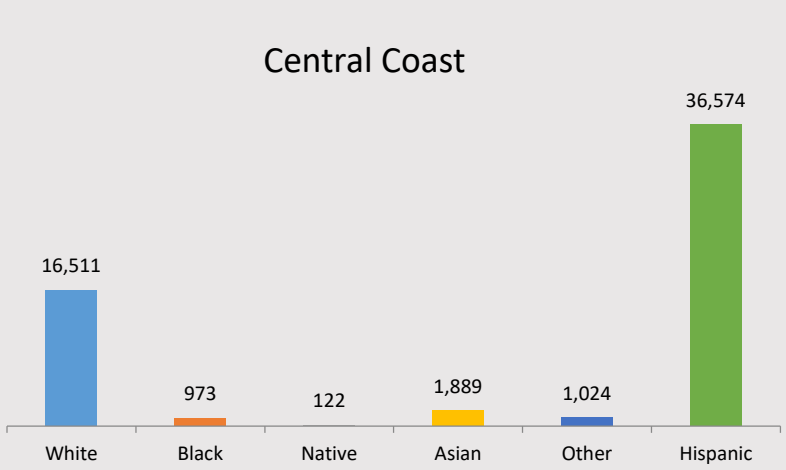
Number of Californians with **Some College, No Award**, Aged 25-34 by Region

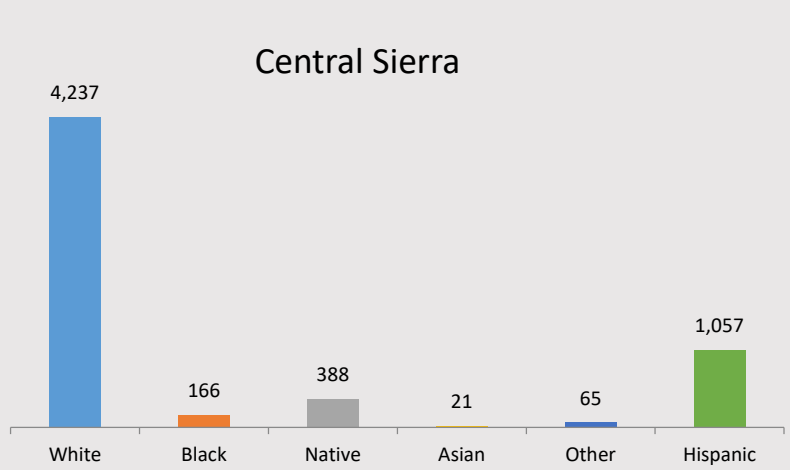


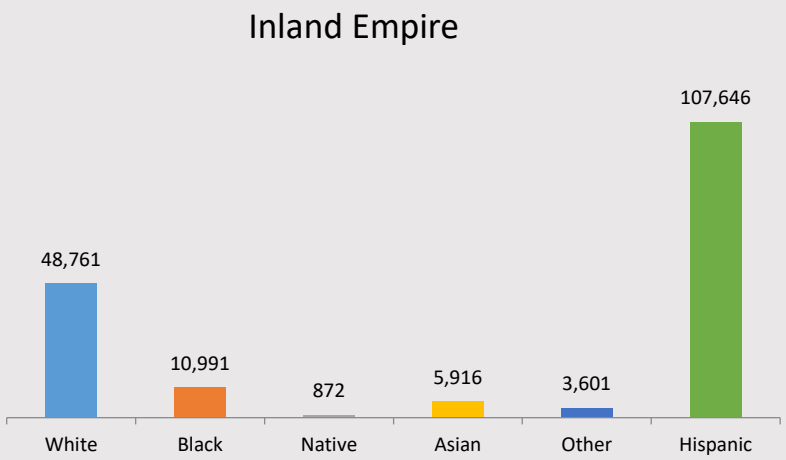
Source: U.S. Census Bureau, 2011-15 American Community Survey Five-Year Public Use Microdata Sample.

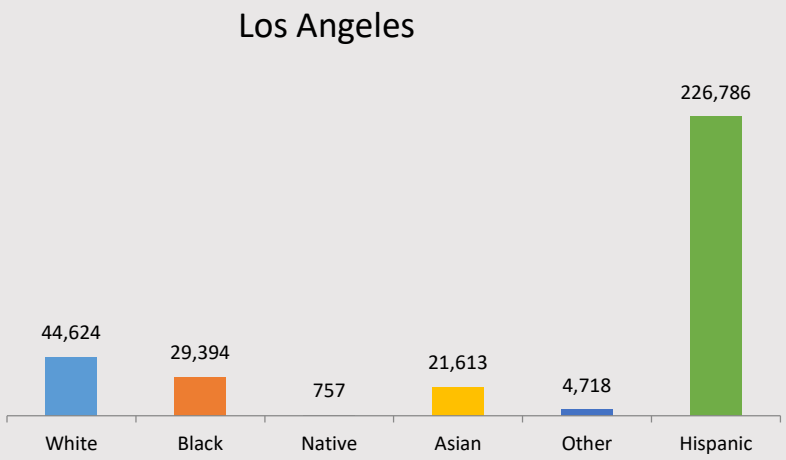
Adults Aged 25-34 with High School or GED

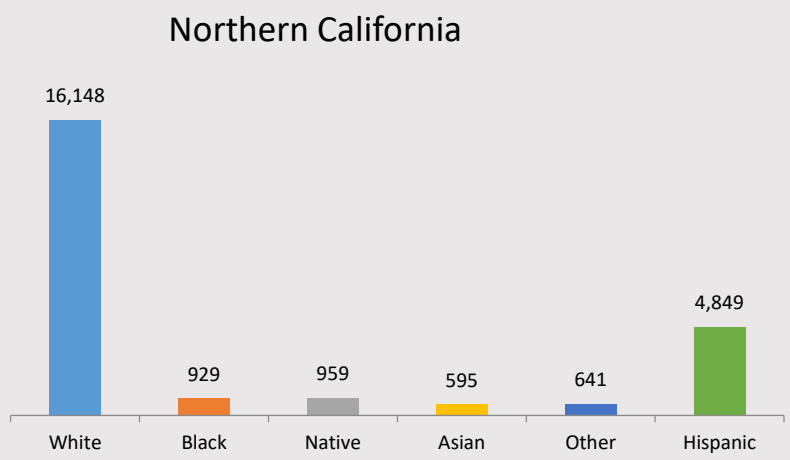












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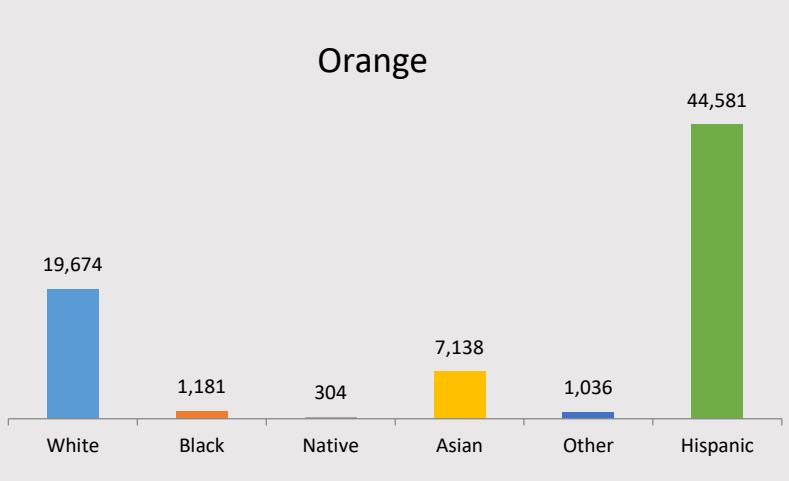
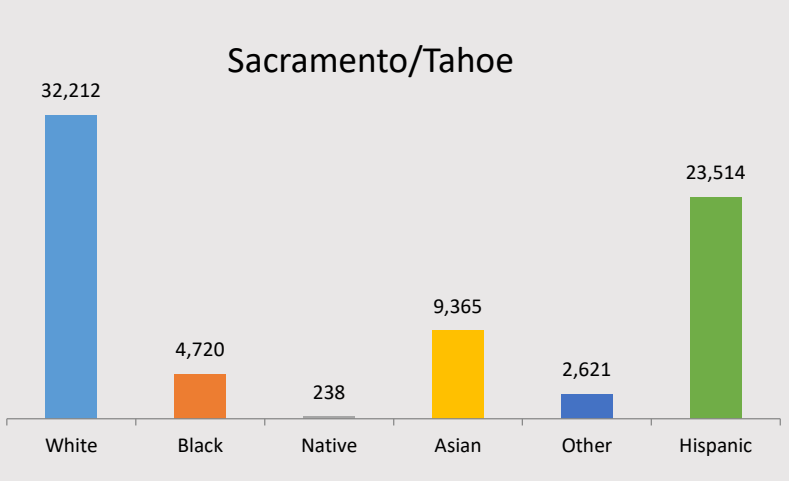
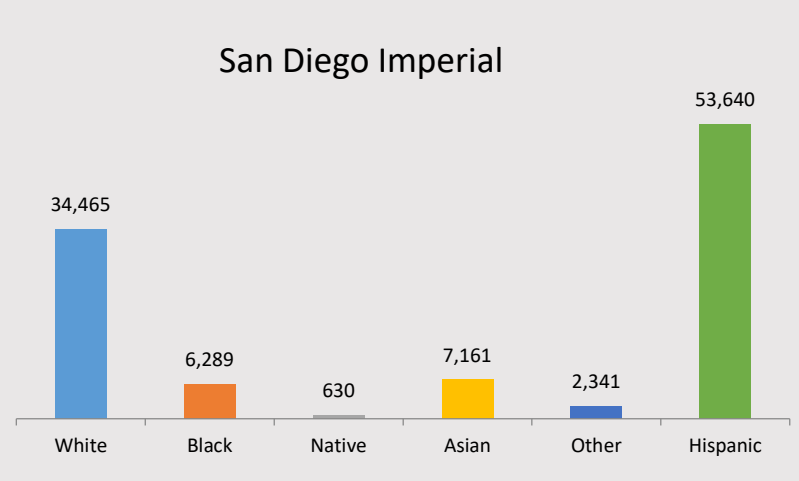
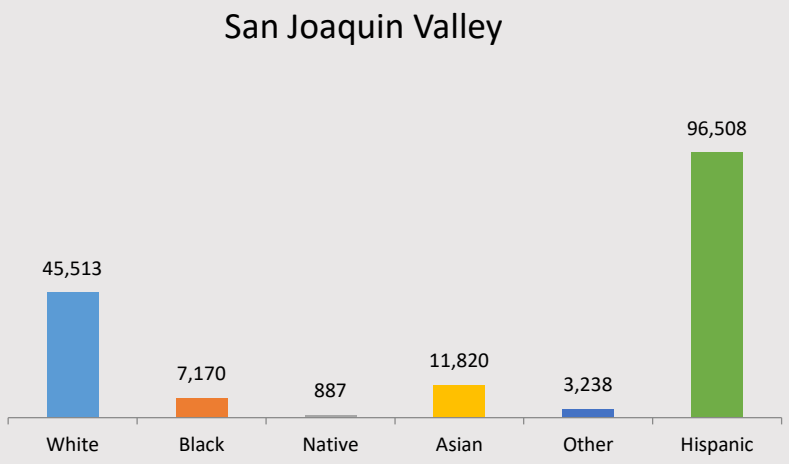
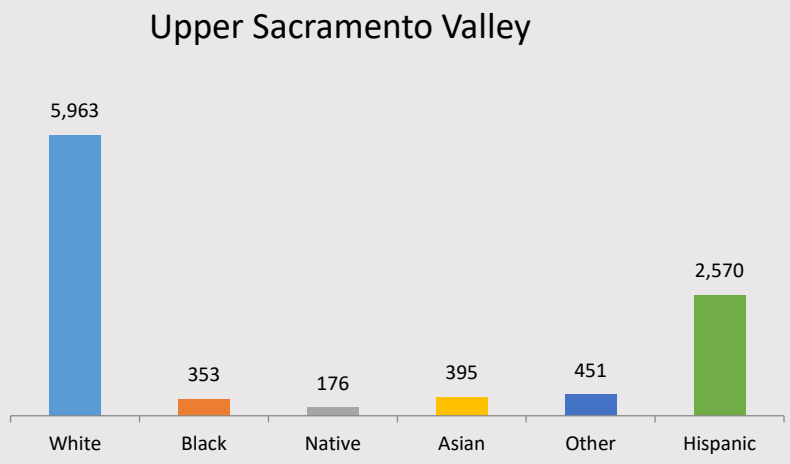
Adults Aged 25-34 with High School or GED





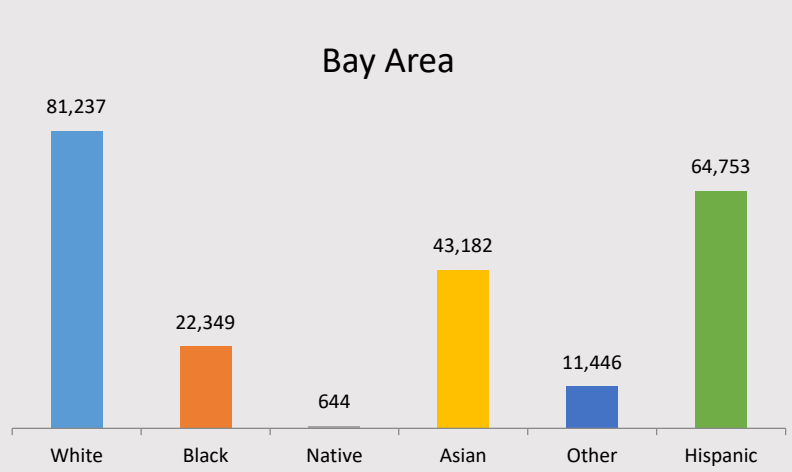


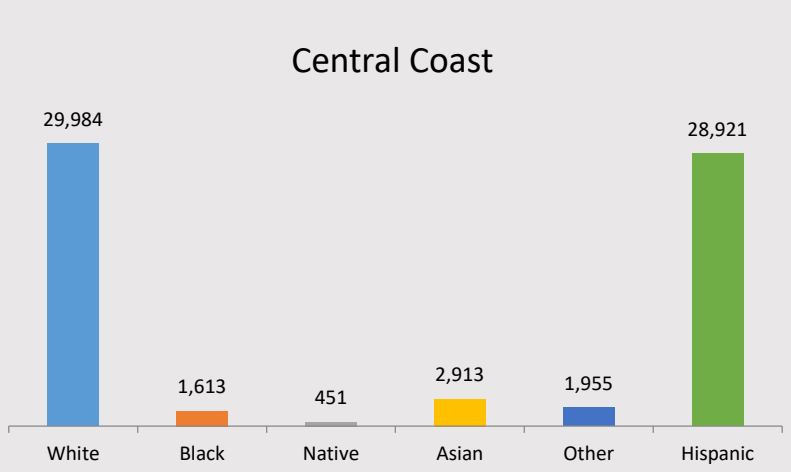


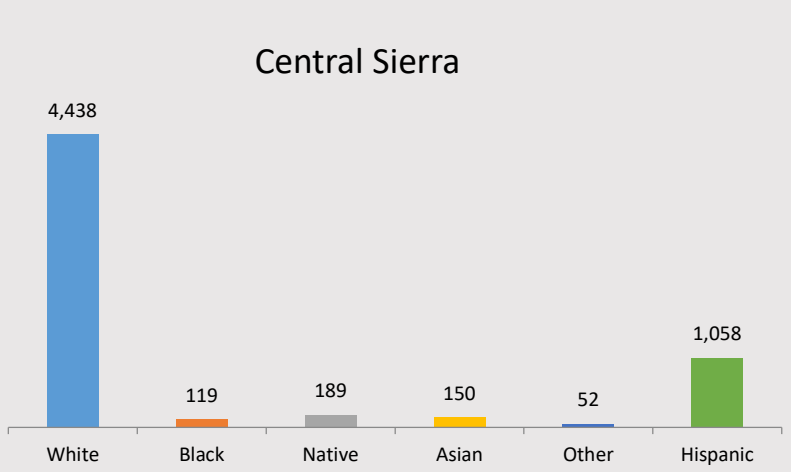


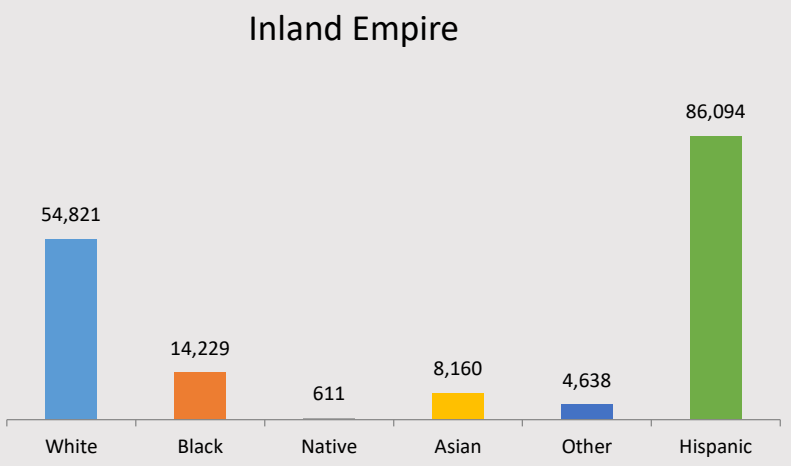
Source: U.S. Census Bureau, 2011-15 American Community Survey Five-Year Public Use Microdata Sample.

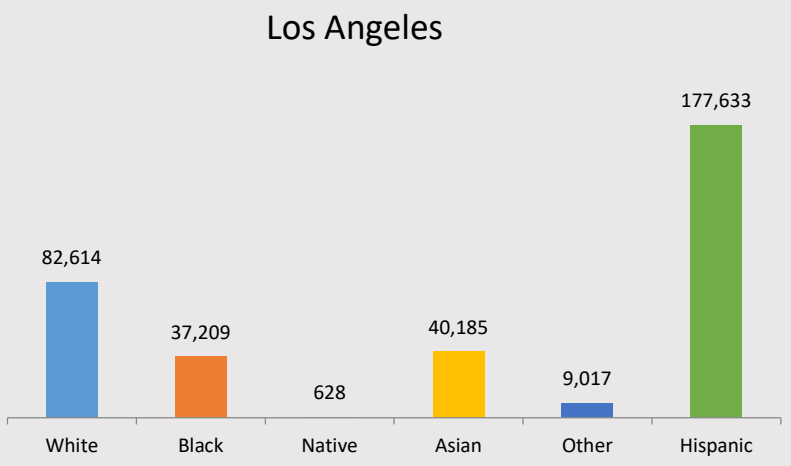
Adults Aged 25-34 with Some College, No Degree

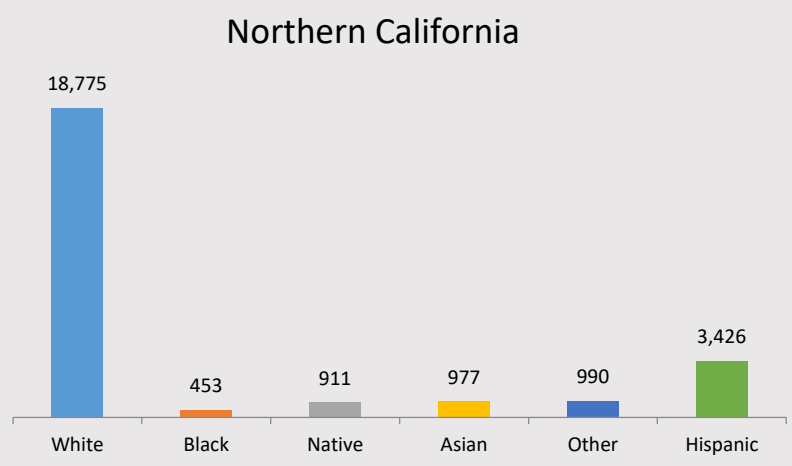












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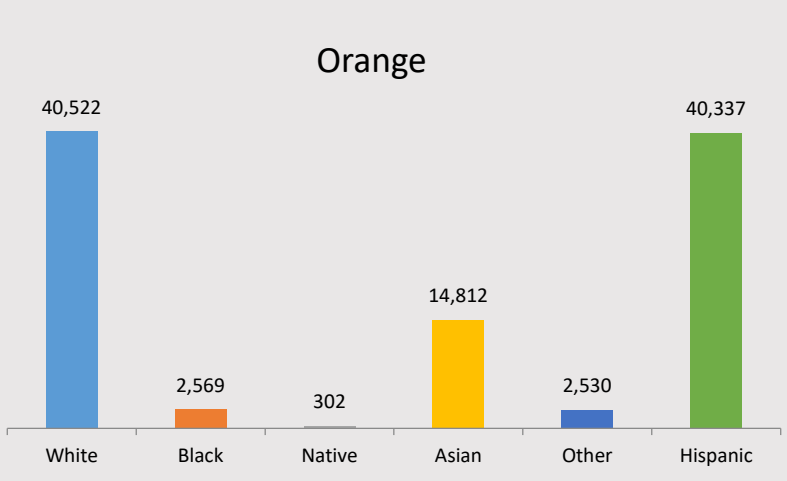
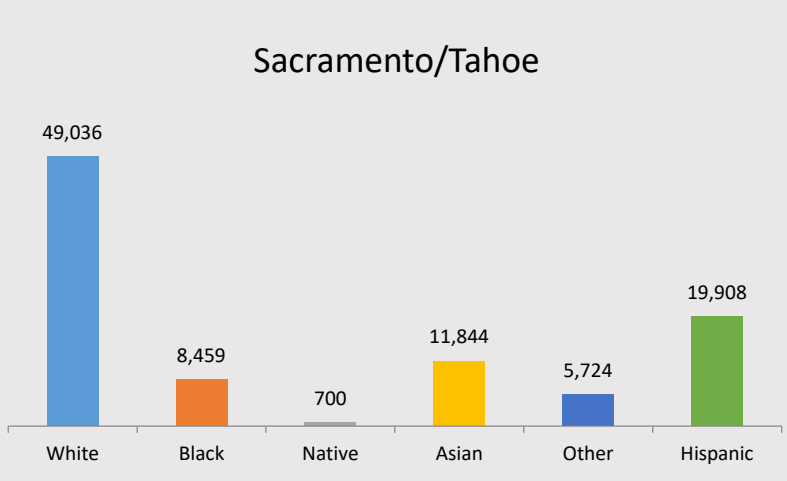
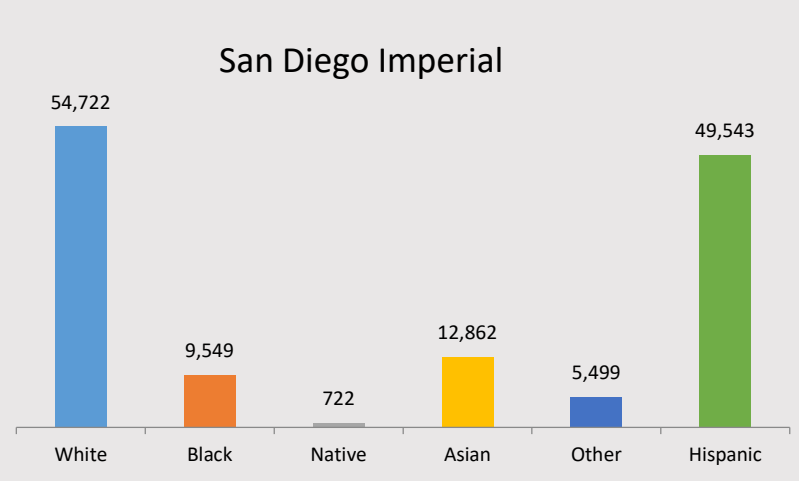
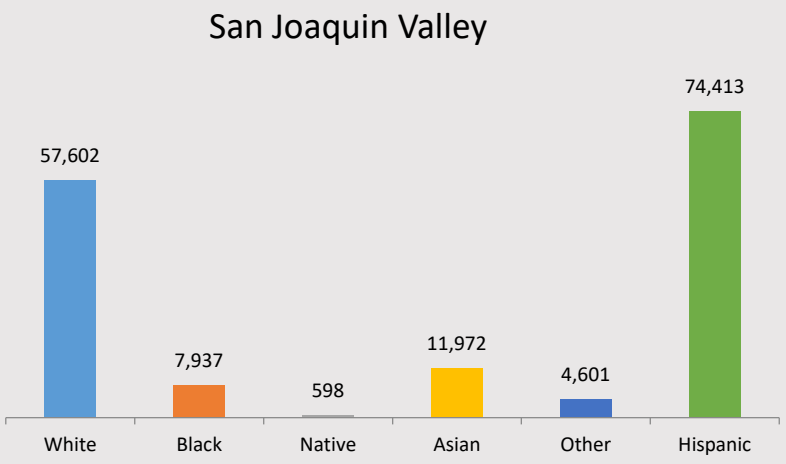
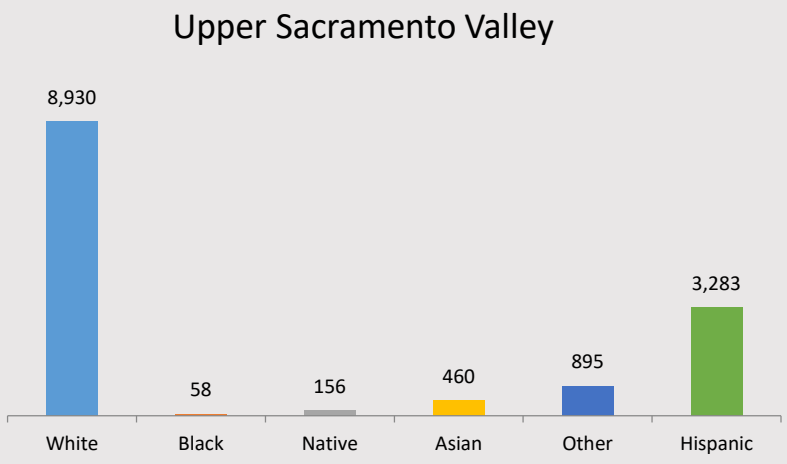




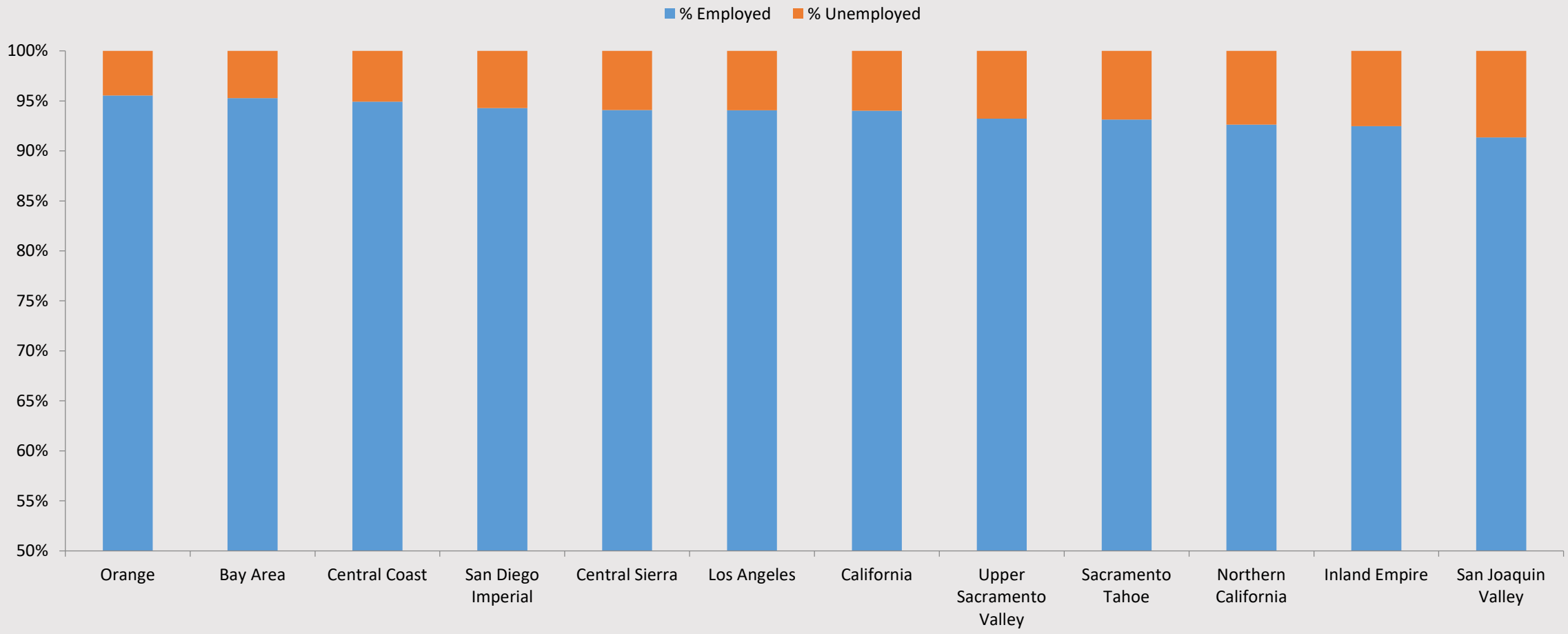






Source: U.S. Census Bureau, 2011-15 American Community Survey Five-Year Public Use Microdata Sample.

Employment Rates, Adults Aged 25-64, 2015



Source: U.S. Census Bureau, 2015 American Community Survey 1-Year Public Use Microdata Sample.

California Average Annual Employed Hispanic Population Age 25-34 by Industry - 2011-15

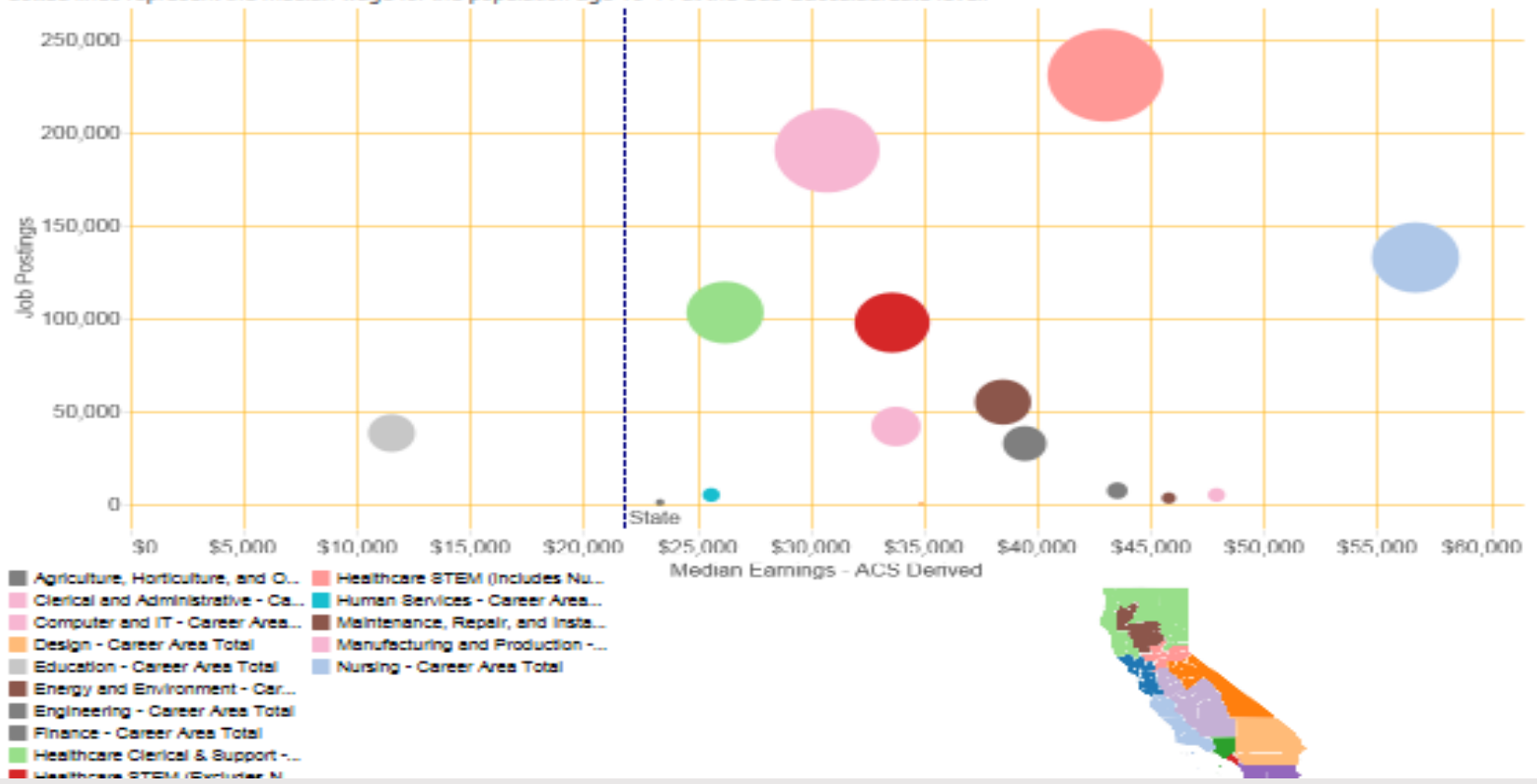
Just High School Diploma/GED or Some College No Degree		
Total	**893,927**	**100.0**
Retail Trade	135,771	15.2
Health Care and Social Assistance	108,176	12.1
Accommodation and Food Services	96,524	10.8
Manufacturing	84,560	9.5
Construction	78,505	8.8
Administrative and support and waste management services	57,575	6.4
Other Services, Except Public Administration	49,022	5.5
Transportation and Warehousing	44,908	5.0
Finance and Insurance	36,494	4.1
Wholesale Trade	34,271	3.8
Educational Services	28,910	3.2
Professional, Scientific, and Technical Services	26,902	3.0
Public Administration	25,051	2.8
Agriculture, Forestry, Fishing, and Hunting	23,285	2.6
Arts, Entertainment, and Recreation	18,025	2.0
Real Estate and Rental and Leasing	16,007	1.8
Information	14,760	1.7
Active Duty Military	5,775	0.6
Utilities	5,702	0.6
Mining, Quarrying, and Oil and Gas Extraction	3,366	0.4
Management of companies and enterprises	338	0.0

Demand by County | Demand by Career Cluster

California Regional Job Demand

Degree Type: Sub-Baccalaureate | Locale: California | Career Field Clustering: (All)

Job Demand Bubble Chart. Click / hover on any circle to learn more about each job cluster within California for Sub-Baccalaureate degrees. Vertical dotted lines represent the median wage for the population age 18-44 at the Sub-Baccalaureate level.



Is this target population online?

80% of individuals in the U.S. with 'some' college, no degree have a mobile device.

Online offers flexibility and accessibility. When is online a quality education?

Arizona State University Online

- **Online and face-to-face learning produce comparable results** for completing, passing, and mastering course material.
- Across 257 courses, 1 million student-course sample indicated **only very small or no differences across different genders and ethnicities in online course completion passing and mastery** relative to face-to-face.
- Online learning, particularly in **blended online learning courses as well as adaptive offerings, have consistently outperformed traditional classroom teaching.**

What about online for target populations?

As reported in the Voluntary Framework of Accountability (VFA), AY 2014 – 2016, and benchmarked Rio Salado College (primarily online) student performance against student performance at 171 community colleges across the country.

The VFA data show that Rio Salado College Hispanic students have a higher first term credit success rate than those at the benchmarking institutions (72.5% to 69.0%).

Stacking Credentials for Upward Mobility

Automotive Service Excellence (ASE) Core Certifications

Automotive Service Excellence (ASE) Master Certification

New World of Work 21st Century Skills badges

Automotive Technology with Service Management AA

Facilities Manager Credential

- High need and pays living wage in most regions of California
  - Manufacturing plants
  - Health care facilities
  - Schools and universities
  - Retail facilities
- FLOW would recruit students through employer partnerships
- Students learn skills specified by employers
- Learning materials are online and mobile accessible (many are OER).
- Student support is bi-lingual (beginning with Spanish and English)
- Students prepared to pass the International Facilities Manager Association's (IFMA) Essentials certification exam

For all options:

Workforce Orientation. Employer engagement and industry partnerships will assure the credentials earned by students will actually lead to employment or to skills-building in ways valued by the employer. Program materials will be co-developed or approved by college faculty and industry experts.

Credentials. The programs will result in micro-credentials, designed so they can be combined for transferable credit toward more traditional CTE certificates and associate degrees.

Course Scheduling. Each option will move away from a traditional academic calendar to enable a more flexible schedule for students.

For all options:

Program Delivery. Will be statewide using Canvas platform under the statewide license.

Student Costs. Student payments will be on a subscription model which is the norm now for the marketplace. That is, students pay a fixed, all-inclusive rate for unlimited access to courses and services for a specified number of months.

Student Support. Target population requires specialized support services. A high level of support (technology-enabled but paired with human contact) will accompany the student's personalized academic journey.

For all options:

Student Support Technologies. CCC technologies deployed to support Guided Pathways will support FLOW. Additional, targeted resources—including a 24x7 virtual help desk available in English and Spanish—will be added. cccMyPath/Flex Options would be created as the student landing page using the FLOW 'skin'.

Student Assessment. Design of assessments and evaluation/scoring will be done by different individuals to promote objective and consistent assessment of student learning. Assessments will take many forms (tests, demonstrations, projects, etc.) Some can be automatically scored (e.g. multiple choice tests) but to count toward credential assessment must be proctored.

For all options:

Definition of Student Success. Success would be measured based on outcomes and could incorporate the essential employability qualifications (www.QACommons.org).

Faculty Development. Will use resources already available through the Online Education Initiative (OEI). These could be further developed for competency-based programs if incorporated.

Each option has a different timeline for staffing up and scaling to serving 45,000 students within seven years (based on California data and estimates of growth).

FLOW Options draft

Option #1. FLOW unit with statewide mission within an existing campus

Option #2. FLOW consortium of colleges hosted by an existing district

Option #3. New FLOW district, operating under the CCCCO and fully competency-based

Option #1. FLOW unit with statewide mission within an existing campus

Management	Single campus	Using the overall design considerations.
Academic program development	Campus faculty and instructional designers	College would be responsible for employing or contracting the instructional designers and ensuring they apply FLOW design criteria.

Option #1. FLOW unit with statewide mission within an existing campus (continued)

Student support	Campus staff (academic and non-academic) /partners	In addition to using existing student support services, college would provide extended hours and alternative modes of delivery to meet target population's needs.
Student records	Campus' Student Information System (SIS)	The existing SIS may need to be modified to fit non-semester dependent learning experiences.

Option #1. FLOW unit with statewide mission within an existing campus (continued)

Program choice & employer relationships	Campus staff and faculty	In addition to relying on existing local and regional employer relationships, college would need to develop new ones statewide.
Quality Assurance	Chancellor's Office	In addition to district's and college's regular quality assurance processes, Chancellor's office would review activities to assure FLOW model adherence.

Option #2. FLOW consortium of colleges hosted by an existing district

Management	Existing district organizing collaborating colleges	The collaborating colleges would all invest in the College Owners Association (COA). COA creates its own scope and mission.
Academic program development	Faculty from colleges in the COA	District would be responsible for employing or contracting the instructional designers and ensuring they apply FLOW design criteria.

Option #2. FLOW consortium of colleges hosted by an existing district (continued)

Student support	District support staff	District likely would have to develop the targeted services (which typically are provided at the college level).
Student records	District Student Information System (SIS)	District would have to acquire an SIS or create a new "instance" of an existing SIS (modified to fit non-semester dependent learning experiences).

Option #2. FLOW consortium of colleges hosted by an existing district (continued)

Program choice & employer relationships	District would manage this process	In addition to relying on existing local and regional employer relationships, district would need to develop new ones statewide.
Quality Assurance	FLOW district and Chancellor's Office	District/COA would provide program oversight. Chancellor's office would review activities to assure FLOW model adherence.

Option #3. New FLOW district, operating under the CCCCO and fully competency-based

Management	FLOW district	Created by the CCCCO. Chancellor with statewide Board of Governors hires chief executive officer.
Academic program development	Faculty at California colleges working with instructional designers, and employer advisors	The FLOW district would issue Requests for Proposals to the CA colleges for the programs to be offered statewide. Instructional designers would work for the FLOW district.

Option #3. New FLOW district (continued)

Student support	FLOW district	Specialized student support personal (both faculty members and non-academic staff) hired specifically for FLOW to work directly with students to keep them on-track. They would be assisted by appropriate technology.
Student records	FLOW district	An SIS that is compatible with most of the colleges (to facilitate simple credit transfers) would be contracted from an existing CA college/district or licensed by the Chancellor's office.

Option #3. New FLOW district (continued)

Program choice & employer relationships	FLOW district	Relationship development would follow current navigator model to reach from statewide to regional/local.
Quality Assurance	FLOW district with external evaluator	In addition to new district's regular quality assurance process (include external evaluation), Chancellor's office would review activities to assure FLOW model adherence.

Myths, Reality & Benefits

Myth #1:

A new online college as requested by Governor Brown will cannibalize online enrollments from existing CCC programs.

Reality:

CA students are already pursuing alternative programs at progressive institutions out of state. For-profit institutions award twice as many 1 & 2 year credentials to Californians as existing community colleges.

Benefit to Students/the System/the State:

CA students will have access to the programs they need at a lower cost; The 115th college can be a feeder institution to traditional online programs at other CCCs

Myths, Reality & Benefits

Myth #2:

Competency-based instruction is not rigorous.

Reality:

Done well, competency based instruction is proven to be a substantively rigorous approach nationally.

Benefit to Students/the System/the State:

Expand validation of student competencies irrespective of HOW they became competent, accelerate student preparation for employability, address ever-changing workforce needs

Myths, Reality & Benefits

Myth #3:

On-line education does not allow for necessary hands-on and clinical components of a program

Reality:

These are accomplished across the country using labs and employer sites at off-hours and contracting with professionals at clinical settings

Benefit to Students/the System/the State:

Working adults need flexible educational programs to achieve their professional objectives. Serving this population well contributes to meeting future workforce needs.

Myths, Reality & Benefits

Myth #4:

Employability is not a true mission of the CCCs; We are "selling out."

Reality:

Clearly, one of the primary missions of the CCCs is workforce development; A closer partnership with employers will allow the CCCs to better fulfill this part of our mission.

Benefit to Students/the System/the State:

Help more Californians to be gainfully employed and advance their employment options; Improve the depth and breadth of the CA workforce.

Myths, Reality & Benefits

Myth #5

Faculty will be removed from the academic equation.

Reality:

Faculty are **absolutely essential** to student success in any of these options, including a competency-based model; Faculty involvement is critical for this innovation!

Benefit to Students/the System/the State:

Many innovative and progressive faculty already in the CCC system are poised to help develop a new model for California.

Myths, Reality & Benefits

Myth #6

The target population is not capable of learning online.

Reality:

Poverty & demographics **do not** equate to online learning capability.

Benefit to Students/the System/the State:

Many more students who have time and geographic constraints can be served.

Questions and Comments

Submit public comments to:
http://doingwhatmatters.cccco.edu/ForCollegeLeadership/FlexLearningOptionsforWorkers.aspx