

VISION 2030

A Roadmap for California Community Colleges

TAKING CARE OF OUR STUDENTS, OUR COMMUNITIES AND OUR PLANET



California
Community
Colleges

“OUR TIME IS NOW”

– Chancellor Sonya Christian

“ All families, students, and workers deserve the freedom to succeed:
to build real-life skills and pursue careers.

– Gov. Gavin Newsom

September 26, 2023

A11Y 9/29/23



California Community Colleges

Dear Californians:

I am delighted to present Vision 2030: A Roadmap for California Community Colleges, a living document, collaboratively developed to be collaboratively maintained, designed to provide focus and direction for our 116 community colleges in this great and diverse state of California. Our challenges are many, yet our greatest challenges enable us to do our greatest work, triggering our creativity and collective brilliance. Vision 2030 envisions a higher education system more inclusive of all Californians that ensures access points for every learner, across race, ethnicity, region, class and gender to enter a pathway, with tailored supports, with exit points to transfer or complete a community college baccalaureate or obtain a job with family-sustaining wages.

Vision 2030 calls on our system to continue to optimize educational technologies, both existing and emergent. Students should not have to navigate needlessly complicated systems and processes that we have yet to improve. We are only seeing early indications of what can be done with generative AI, with an accelerating rate of change; California Community Colleges will engage, eyes wide open with the potential risks and benefits of this powerful tool.

Vision 2030 calls on California's community colleges to lead in climate action: in workforce development and in our built spaces and daily operations. The 116 colleges and their centers across California, even in some of the remote locations, are primed to build the next wave of climate action solutions like the creation of microgrids for grid resilience, particularly in our disinvested communities. Our science, arts and humanities curricula also need to instill the importance of taking care of our planet.

I am excited that Vision 2030 reexamines what access means when we lead with equity. We are the largest system of higher education in the nation, serving 1.9 million students and yet 6.8 million Californians who graduated high school have not completed a college credential. This group is highly racialized, disproportionately likely to be low-income and struggle to find gainful employment. Vision 2030 asks the fundamental question - why have we not yet reached these individuals? When students cannot find their way to college, it is our responsibility to bring college to them. This means partnering with community-based organizations, worker represented organizations and industry leaders to take college to our future learners.

I'm energized by the conversations on how colleges can recognize learning wherever it happens, in the classroom, or outside the classroom for example, on-the-job training through apprenticeships and internships, so that all Californians have an opportunity to initiate and accumulate college credit toward a college credential. Vision 2030 calls for establishing the infrastructure for credit for prior learning, a critical element for socioeconomic mobility for our adult learners.

Vision 2030 prioritizes skill building for jobs that pay living wages while recognizing that a baccalaureate degree is a powerful predictor of higher wages. All Californians must have a viable path to completing a bachelor's degree if they choose to do so. We will engage with purpose, creativity, thoughtfulness and urgency.

California is a world leader in innovation and so are its community colleges. Vision 2030 calls on the California community college people to rise, to build the necessary systems to bust through administrative barriers, to reform policy that unlocks potential and to bring resources for action at scale and with fidelity. We commit to taking care of our students, our communities and our planet.

Our time is now!



A handwritten signature in black ink that reads "Sonya Christian". The signature is fluid and cursive, with a horizontal line underlining the name.

Sonya Christian, Chancellor

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SECTION I

INTRODUCTION

Vision 2030: A Roadmap for California Community Colleges is a future looking plan, charting a new frontier for our system, while addressing current challenges. Building on the foundation of the [Vision for Success \(2017\)](#) and the governor’s “[Multi-Year Roadmap” \(2022\)](#), Vision 2030 reintroduces the importance of equitable access, support and success while bringing to the forefront equitable socio-economic mobility for historically underserved communities by proactively taking college to them wherever they are: we are no longer waiting for students to come to us. The strategies are multi-pronged and include expanding equitable dual enrollment pathways to high school students, offering credit for prior learning to veterans and working adults through employers and worker represented associations, working through community-based organizations to bring workforce training to low-income adults, and providing instruction through flexible modalities, like short term and online classes, for all students.

Vision 2030 aims to increase attainment among California community colleges’ existing 1.9 million students but also prioritizes postsecondary attainment for the 6.8 million Californians between the ages of 25 and 54 who have a high school diploma but no postsecondary credential.¹ Further, Vision 2030 emphasizes a learner-centered equity path to:

- Implement strategies outlined in the system’s [Diversity, Equity, Inclusion and Accessibility Plan](#), including policies to diversify faculty and staff and deliver inclusive instruction and student supports.
- Preserve and scale up equity-centered programs.
- Use data disaggregated by income, race/ethnicity and age to monitor progress and continuously improve outcomes and our reach.

The California Community Colleges serves the largest and most diverse student body in California higher education, making community colleges pivotal in developing California’s workforce, keeping the economy and social equity strong. A recent [economic impact analysis](#) found that collectively, the state’s 116 community colleges generate about \$128 billion in income for the state’s economy annually or the equivalent of 4.2% of total state product. As the state’s primary engine of social and economic mobility, California community colleges are critical partners to help the state achieve its goal of 70% of working-aged Californians having a postsecondary degree or certificate by 2030.

California Community Colleges – we take care of our students, our communities and our planet.

1 California Competes (2021). “Untapped Opportunity: Understanding and Advancing Prospects for Californians Without a Degree.” Retrieved on June 21, 2023 from <https://californiacompetes.org/resources/untapped-opportunity-understanding-and-advancing-prospects-for-californians-without-a-college-degree/>

SECTION II

CALIFORNIA'S STUDENTS, COMMUNITIES AND OUR PLANET

Vision 2030 envisions a higher education system more inclusive of all Californians that ensures access points for every learner, across race, ethnicity, region, class and gender to enter a pathway, with tailored supports, and provides exit points to transfer to a four-year institution, complete a community college baccalaureate or obtain a job with family-sustaining wages.

Vision 2030 spotlights certain categories of students and future learners that continue to need focused attention responsive to legislation that was enacted where the implementation is not yet at scale or where new state and federal investments have been made in light of the pandemic's impact on increasing [income inequality and poverty](#).

As we bring postsecondary education to Californians, we must reach every community as well as deeply understand that in our work we also seek to improve our planet. Many community college students are adversely impacted by pollution in their communities and are disproportionately vulnerable to the negative impacts of climate change. Vision 2030 promotes environmental justice through actions that create a healthy environment for our communities. California community colleges will raise awareness of the impacts of climate change by offering instruction and programs that educate faculty, staff and students about the threat and what they can do to address it. To solve this and other complex problems of today and tomorrow, we need a [well-educated citizenry](#) and prepared workforce pipeline.

Below are key examples of programs and student populations that need our system's attention in order to grow [California's economic competitiveness](#) with positive national impact.

DUAL ENROLLMENT

Helping students see themselves as college scholars and preparing them to choose a workforce pathway must begin earlier in students' academic journeys. The Vision 2030 ninth grade strategy works toward a future in which all California high school students enroll in community college transfer, career or apprenticeship pathways and complete high school with at least 12 units of dual enrollment credit. This dual enrollment opportunity must be available to all high school students and particularly tailored to those who have historically not been provided these opportunities. In so doing, California's youth will receive a self-development and career-exploration opportunity that will increase their interest in and understanding of college and career. As high school students engage in tailored dual enrollment programs, they will learn how to develop a college education plan, how to access financial aid and other support programs and explore possible careers for their futures. This early exposure to college and career is particularly important for historically underrepresented students and will equip colleges to utilize dual enrollment as a tool to close equity gaps.



Ismenia Siaumau | Long Beach City College

A Navy veteran living with PTSD, Ismenia Siaumau found herself with the help of Long Beach City College and its abundance of student support and basic needs services, including the Veterans Service Office. Siaumau’s counselor also referred her to “Canine Companions” where she adopted a service animal that helped with her PTSD.

“I’ve never had the opportunity to have so many resources available to me,” she said.

Siaumau graduated in 2022 with associate degrees in Spanish and communications, transferred to Cal State Long Beach, and is now on a pathway to a career as a medical interpreter.

VETERANS

With an estimated 1.5 million military veterans living in California, many are looking to community colleges for debt-free education and skills training as they transition into civilian life. Student veterans are more likely to face challenges when transitioning to life after military service, particularly after combat deployment. Each California community college operates a Veterans Resource Center (VRC) designed to improve educational outcomes for student veterans and their dependents. To meet student veterans’ needs, colleges must:

- Expand their VRCs with an array of services, including staffing counselors versed in GI Bill requirements;
- Tracking student veterans’ educational outcomes;
- Normalizing military cultural competency for faculty staff and nonmilitary students on veterans’ experiences;
- Improving access to health and wellness services with an emphasis on eliminating barriers to mental health treatment;
- Implementing innovations and classes outside the traditional curriculum that are designed to help the veteran population making sure that every veteran receives fair credit for their skills and abilities through credit for prior learning;
- Developing external partnerships; improving the ease of veterans’ applications through data sharing agreements;
- Expanding outreach and recruitment efforts to local military bases, Department of Veterans Affairs (VA) hospitals and rehabilitation centers;
- And developing a regular and reciprocal relationship with the Veterans Affairs.

JUSTICE-INVOLVED AND JUSTICE-IMPACTED STUDENTS

Our statewide prison populations are highly racialized: Black and African Americans and Hispanics make up [28% and 46% of California's prison population](#) (compared to [5% and 39% of Californians](#), respectively). California and the California Community Colleges Chancellor's Office (Chancellor's Office) have institutionalized the Rising Scholars Network and grant program to specifically bring educational opportunities to justice-involved young people and adults. For individuals, participation in educational programs reduces the odds of recidivism by more than 40%, improves the [odds of employment by 13% and improves post-release income by 8%-28%, depending on the focus of the educational programs](#). For the State of California, [for every \\$1 spend on higher education in prisons, the state saves between \\$2 to \\$5](#) in reduced prison costs and lower recidivism, with one estimate suggesting that educating just half of California's prison population would [save the state more than \\$65 million annually](#) and meaningfully increase post-incarceration income, further returning additional money to the state by increasing the productive tax base. Just as importantly, taking these steps as a system will help aid the ongoing transformation of California's criminal justice system away from a focus on punishment [linked inexorably to high recidivism rates](#) to a focus of rehabilitation and restoration, leading to better outcomes for the justice-involved and us all.

FOSTER YOUTH

California community colleges currently serve approximately 30,000 current and former foster youth. This population faces unique challenges in accessing and succeeding in higher education, underscoring the urgency for focused attention and prioritization. Only 54% of foster youth complete high school in four years, compared to 83% of the general student population. The average GPA of those who enter college is 25% lower and they earn one-third fewer credit units than their non-foster peers. Black children are approximately three times more likely to be in foster care and Latino children are approximately one and a half times more likely to be in foster care than average. Focusing resources on supporting foster youth is a racially conscious approach that can help to close equity gaps by increasing support for students who are most in need and will most benefit from additional resources. Vision 2030 brings a renewed focus on ensuring success, access and support for foster youth through the NextUp program, which is the Chancellor's Office primary vehicle to provide dedicated support for foster youth.

LOW-INCOME ADULTS

There are [6.8 million](#) Californians in the 25–54 age group who graduated high school but have not completed a postsecondary degree. This group is disproportionately likely to be low-income and to struggle with finding gainful employment. Lack of a college degree in California is highly racialized. The majority of Black and Hispanic Californians aged 25–54 years have no college degree (71% and 61%, respectively) whereas a minority of White and Asian Californians in this age group have no college degree (42% and 29%, respectively). A recent [survey](#) by the Strada-Gallup Education Group found that 65% of Hispanic adults, 56% of Black adults, 51% of Asian adults and 36% of White adults perceive a need for additional education and that 15% say that they are extremely likely to enroll at a community college in

the near future. If our efforts to increase access for low-income adults in California result in just 5% of the most motivated group enrolling, it would generate over 300,000 new students across the system. Moreover, since low-income persons of color are disproportionately the most likely both to be without a college degree and are the most likely to be highly motivated to engage or re-engage with a college education, this work would generate tremendous gains for equitable access to higher education and income mobility. Redesigning opportunities for this population require dismantling the “traditional” architecture of the institution. Our institutions are uniquely positioned to help adult Californians without college credentials attain the skills, knowledge and experience they need to improve their social and economic mobility through jobs with family-sustaining wages.

PATHWAYS FOR LOW-INCOME WORKERS DEMONSTRATION PROJECT

California’s community colleges are at the forefront in combating income inequality and trailblazers in supporting socioeconomic mobility. United Domestic Workers (UDW) has a diverse untapped potential of over 171,000 working learner populations and dependents that seek to engage in upward socio-economic opportunities, a population the Chancellor’s Office seeks to serve in Vision 2030. The Pathways for Low-Income Workers Demonstration Project is a partnership to supports the development of educational pathways for UDW working learners by identifying and securing campus partners and conducting necessary data analysis to identify UDW adult learners’ educational goals and relevant certificates and degrees at California community colleges. This partnership will dismantle barriers and construct educational pathways for working learners, consistent with guided pathways and build to better serve adult working learners.

SECTION III

VISION 2030 GOALS AND OUTCOMES

LEADING WITH EQUITY

Vision 2030 continues California Community Colleges' commitment to set bold goals for the system to pursue transformational change to ensure institutions truly work for all students across race, ethnicity, religion, class and gender with a focus on students who are harmed by persistent systemic barriers linked to their racial and ethnic identities. Vision 2030 will build on California Community Colleges' hard-won progress. The system will go further by being more explicit about the barriers it faces and the resources truly necessary to reach these important goals. It will also lead with equity and change structures to create equitable opportunities and supports for students who need them the most. This will remain the main focus of California Community Colleges' work. It is embodied in Vision 2030's three goals: Equity in Success, Equity in Access and Equity in Support, and the outcomes we seek to materialize.

Consistent with Vision 2030's keeping equity as the main focus of our work, all goals and outcomes of Vision 2030 will be disaggregated for each and every outcome below for underrepresented students of color (particularly underrepresented men of color), low-income students and students with disabilities. That is, each goal not only stands on its own but represents one part of the overarching equity goals for the system, to not just reduce but ultimately eliminate the equity gaps for each outcome below:

Benchmark: By 2030, improve the outcomes of underrepresented students of color, low-income students and students with disabilities to the current system average on each outcome.

Stretch Benchmark: By 2030, track and fully close the equity gaps for underrepresented students of color, low-income students and students with disabilities across all outcomes, with the appropriate support from the state to fund the full cost of success and to develop the information systems to create the conditions necessary to fully support students from application to career.

Unlike the Vision for Success, however, Vision 2030 has been intentionally developed as a living document, to allow the California Community Colleges to develop the systems and infrastructure needed for critical indicators of these goals and to be responsive to feedback from system stakeholders and to the constantly evolving needs of the people of California. Most of the metrics used to track our outcomes are already part of the system's dashboards and data visualizations. However, the core methods of these indicators will be reviewed, in coordination with stakeholders in the system through the system's participatory governance structures to help center them as the core of the system's accountability and continuous improvement efforts. They will be integrated into our Student Success Metrics and other dashboards, all of which will continue to support additional leading and lagging indicators as well as additional disaggregation in support of other critical aspects of our local and systemwide accountability, continuous improvement, planning and innovation including among others local and system efforts on Student Equity Plans, Guided Pathways and Strong Workforce Program, for example.

Goal 1: Equity in Success

Ensure the academic and career success of all Californians who are current and prospective California community college students.

The governor has set an auspicious goal for the State of California to reach 70% of all adults ages 25-64 having a bachelor's degree, associate degree or certificate. Given that more than half of all the state's undergraduates start in California community colleges, equitable student success in our colleges is central to enabling the state to reach this ambitious goal. The California Community Colleges has utilized the Guided Pathways framework, enacting equitable placement to advance the transfer outcomes for our students. Vision 2030 continues to prioritize transfer with a focus on systems development to increase baccalaureate attainment through transfer pathways. This work is intersegmental and requires resources, collaboration and commitments from the four-year system partners. At the same time, the California Community Colleges is seeing success with its nascent bachelor's degree programs. As these programs mature and new ones are added, California Community Colleges' goal will be to help more students achieve their bachelor's degree within the system as well as establish 2+2 programs with the universities, eliminating barriers created by geography and a lack of capacity at four-year institutions. Both strategies will be prioritized to reach the ambitious goal of baccalaureate attainment in a California community college.

However, this goal is not just about degree attainment; it's about the economic mobility provided through degree attainment — the ability to attain living wage jobs and careers — the reason students enroll in California community colleges.

In support of the governor's goal, Vision 2030 seeks to set benchmarks for each system goal that will help the California Community Colleges lead the way towards meeting our statewide higher education goals. They were selected through examination of recent progress that the system has made over the Vision for Success as well as the progress of individual institutions across the system that have already adopted some of the actions outlined in Vision 2030. However, some of the most audacious and most important goals will require substantive investment, intersegmental or interagency cooperation, and the development of the underlying data systems.



Jared Barnes | Chaffey College

Jared Barnes overcame homelessness to earn an Associate Degree for Transfer in kinesiology and is now at the University of La Verne (ULV) pursuing a career as an occupational therapist.

Barnes attributes his success to basic needs services like the Panther Care program – which provided him a box of food each week, financial aid that covered

his educational expenses, and the faculty and professional staff who helped him along the way.

“We all need help sometimes,” said Barnes. “It allowed me to enroll in college, earn an associate degree and set me on a path to receive a bachelor's degree.”

Outcomes 1, 2, and 3 listed below address Goal 1 – Equity in Success

Outcome 1: Completion

Increase with equity, the number of California community college students who complete a meaningful educational outcome.

Benchmark: *By 2030, increase with equity the number of California community college students completing a certificate, associate degree or baccalaureate degree by 30%.*

Outcome 2: Baccalaureate attainment

Increase with equity, the number of California community college students attaining a baccalaureate degree.

Outcome 2a: Increase with equity, the number of California community college students who ultimately earn a bachelor's degree.

Benchmark: *Use the new data sharing agreements with the University of California (UC) and California State University (CSU) systems to build this metric and set initial benchmark.*

Outcome 2b: Increase with equity, the number of California community college students who earn an associate degree for transfer.

Benchmark: *By 2030, increase with equity the number of California community college students who earn an associate degree for transfer by 30%.*

Outcome 2c: Increase with equity the number of California community college students who earn a community college baccalaureate.

Benchmark: *By 2030, increase with equity the number of California community college students who earn a community college baccalaureate by 30%*

Outcome 2d: Increase with equity the number of California community college students who transfer to CSU or UC.

Baseline Benchmark: *By 2030, increase with equity the number of California community college students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems.¹*

Stretch Benchmark: *With intersegmental collaboration and cooperation, by 2030, increase with equity the number of California community college students who transfer to a UC or CSU by 20%.*

Outcome 2e: Increase with equity the number of California community college students who transfer to non-profit private/independent four-year institutions.

Benchmark: *Build the data sharing agreements and information sharing systems needed to track these transfers through to completion and build this metric and set initial benchmark.*

Outcome 3: Workforce Outcome

Increase with equity the number of California community college students who earn a living wage.

Benchmark: *By 2030, increase with equity the percentage of California community college students who earn a living wage for their region after exiting higher education by 10 percentage points.*

1 Currently, together their undergraduate enrollment has been in a period of nominal growth across the two systems, growing by, on average, less than 1% a year based on publicly available data over the last 10 years, though that varies slightly on the period over which enrollment is averaged. See: https://tableau.calstate.edu/views/SelfEnrollmentDashboard/EnrollmentSummary?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no and <https://www.universityofcalifornia.edu/about-us/information-center/historical-enrollment>

Goal 2: Equity in Access

Broaden the opportunities for all Californians to participate in higher education by starting or continuing their higher education at a California community college.

Vision 2030 aims to expand access by supporting colleges to shift from passive enrollment to active outreach, bring colleges to communities and online education. California Community Colleges will advance Equity in Access by bringing baccalaureate and workforce pathways to the underserved, underrepresented and marginalized communities, targeting key populations of current and prospective students. Through strategic partnerships, California Community Colleges will design clear and accessible pathways into education and the workforce by bringing college to prospective students through in person and online modalities.

Outcome 4 listed below address Goal 2 – Equity in Access

Outcome 4: Student Participation¹

Increase with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians.

***Benchmark:** By 2030, increase with equity the number of students attending a California community college by either a) 25% or b) so their enrollments are higher than prior to the pandemic for student populations that experienced enrollment declines during the pandemic (whichever is greater), with emphasis on reaching underserved populations of Californians.*

Goal 3: Equity in Support

Partner with other systems, agencies, institutions and community-based organizations to provide students the academic, financial and social supports necessary to thrive by taking education opportunities and the accompanying support to Californians.

Vision 2030 recognizes the critical importance of supporting the whole student, delivering support to them where they are and when they need it. Vision 2030 prioritizes student access to financial aid that covers the full cost of attendance and recognizes that it is still insufficient to ensure the baseline financial stability for students to thrive. Therefore the Chancellor's Office will support colleges to facilitate students' seamless access to social safety net programs and opportunities to earn income through education-aligned, career-related work experiences.

Vision 2030 recognizes the historical and ongoing disproportionate impact of societal racism, especially for Black/African American and Latinx/Hispanic communities, Asian American Native Hawaiian Pacific Islander (AANHPI) communities, Indigenous communities and other

¹ Examples of specific additional populations of emphasis by the state legislature and governor include Dual Enrollment, justice-involved, foster youth, student veterans, low-income adults.

students who are harmed by persistent systemic barriers linked to their racial and ethnic identities. California Community Colleges will address these historic barriers through our equity in support goal. Equity in support necessitates a paradigm shift from the prevailing approach that predominantly relies on waiting for students to apply for services to a proactive approach that brings support directly to those in need. This shift acknowledges the inherent inequalities present in the existing structures, where students from marginalized communities must shoulder additional and compounding financial, administrative and psychological burdens to access services and support.

To achieve Equity in Support, California Community Colleges must: 1) maximize student receipt of resources and support, with a particular focus on direct aid and establishing formal agreements with the county or counties in their service area to coordinate and strengthen support services for our students; 2) remove student burdens related to accessing support; and 3) allow colleges greater flexibility to meet students' diverse needs. Through immersive field engagement and dynamic demonstration projects, the Chancellor's Office will coordinate system-level support of effective local partnerships which requires a systematic approach to establish connections with social safety net programs and service providers, facilitate equitable student access to these services, and ultimately strengthen the student-centered support ecosystem that embraces and supports every student in need.

Outcome 5 and 6 listed below address Goal 3 – Equity in Support

Outcome 5: Maximizing Financial Aid

Increase with equity the number of California community college students receiving state and federal aid for which they are eligible to better support their educational journey.

***Benchmark:** By 2030, increase with equity the number of California community college students receiving Pell and California College Promise Grant by 10%.*

Outcome 6: Reduce Units to Completion

Decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT).

***Benchmark:** By 2030, reduce with equity the average number of units in excess of 60 units to complete students first Associate Degree for Transfer by 20%.*

WORKING LEARNERS SYSTEMS DEVELOPMENT PROJECT

For community college students, work is a necessity and time is non-negotiable. The Working Learner Project is a multi-phased approach for California community colleges to advance strategies to support the success of low-income adults and working learners by creating enabling policy and funding conditions. Phase 1 of the Working Learner Project focuses on removing barriers associated with awarding credit for prior learning and offering flexible scheduling. The Working Learner Project Taskforce will: 1) identify policies and the operational infrastructure necessary to support the success of over [1.2 million enrolled working learners](#); 2) identify proven district practices to scale; 3) enable flexible course scheduling and shorter-term lengths; and 4) identify funding incentives for curricular mapping to credit for prior learning.

SECTION IV

LEADING WITH ACTION: VISION 2030 STRATEGIC DIRECTIONS

Vision 2030 will achieve the three goals of equity in success, equity in access and equity in support, through the twelve actions described in three strategic directions – Equitable Baccalaureate Attainment, Equitable Workforce and Economic Development and Generative AI and the Future of Learning.

STRATEGIC DIRECTION 1: EQUITABLE BACCALAUREATE ATTAINMENT

California community colleges are committed to the governor’s ambitious higher education goal of 70% postsecondary degree and certificate attainment among working-aged Californians by 2030. Achieving this goal requires the system to expand and deepen Guided Pathways work in a way that maximizes credit mobility for all students and initiates and accumulates college credits towards a credential for future learners. California community colleges will play a significant role in achieving this state goal by increasing transfer options and providing more community college baccalaureate degrees.

Transfer

Students’ credits must follow them seamlessly from the community college to the CSUs, UCs and independent colleges. This necessitates enhanced intersegmental partnerships to streamline course articulation and approval processes and data systems that remove administrative bureaucratic barriers. The implementation work on the current legislation, AB 928, will help advance the transfer work. In addition, the common ERP, will facilitate the flow of data from the community colleges to the four year baccalaureate granting institutions.

Baccalaureate Degree Programs (BDPs)

Along with transferring community college students into four-year institutions, California community colleges must also support and expand community college baccalaureate opportunities. BDPs can improve baccalaureate access, especially for the disadvantaged students and those who are place bound, to help them gain employment that significantly increases their income by \$18,000 to \$32,000 per year. California community colleges must respond to workforce shortages and expand BDPs in a targeted manner. The system will improve how it communicates the availability of BDPs to ensure that historically marginalized populations are fully aware of this opportunity, close to home.

Actions 1-6 will advance Strategic Direction 1 in particular but will also positively impact Strategic Directions 2 and 3.

1. All actions, policies and procedures, will be enacted centering equity and inclusion and dismantling prejudice and racism.
2. Increase equitable access, success and support for:
 - a. Dual Enrollment in degree pathway
 - b. Justice-involved and justice-impacted Californians’ enrollment in degree pathways including the community college baccalaureate.

- c. Foster youth in degree pathways
 - d. Veterans in degree pathways including the Military Articulation Program
3. Increase and improve access, success and support to quality online programs of study.
 4. Increase the number of eligible students who apply for, and receive federal, state and local financial aid grants, including the federal Pell Grant, the state Cal Grant and the California College Promise Grant, among others.
 5. Increase flexible term structures, flexible schedules and credit for prior learning opportunities to support working adult learners increase their full-time course intensity.
 6. Increase credit mobility and transfer opportunities within the California Community Colleges and to the California State University (CSU), University of California (UC) and Association of Independent California Colleges and Universities (AICCU) institutions.

STRATEGIC DIRECTION 2: EQUITABLE WORKFORCE AND ECONOMIC DEVELOPMENT

Vision 2030 embodies the sector approach to Workforce Development through the [High Road Training Partnership](#) worker-centered framework which calls on community colleges to partner with industry to invest in skilling up workers for their socio-economic mobility. The priority sectors are those identified by the governor and Legislature – health care, climate, STEM and technology, education and early education. The approach is regional, to better serve the diverse needs of communities and employers throughout the state and delivers flexible workforce training and education that result in high-skill/high-wage employment as well as short-term opportunities for stepwise advancement of Californians. The Chancellor’s Office will work in partnership with colleges to specifically advance innovative demonstration projects in the area of apprenticeships, strategies to bring college to low-income workers, develop systems that support flexible course taking patterns and funding to support colleges to develop the infrastructure for credit for prior learning.

Actions 7-11 will advance Strategic Direction 2 in particular but will also positively impact Strategic Directions 1 and 3.

7. Increase educational access for prospective low-income learners to enhance their socio-economic mobility by developing a high-tech/high-touch system, to take customized educational and training opportunities to them, including apprenticeships, work-based learning and incorporating Learning-Aligned Employment Programs.
8. Health care: Expand access to health care pathway programs with particular attention to nursing, mental and behavioral health.
9. Climate action: Advance community college engagement with the four fields of climate practice — facilities, workforce and curriculum, community engagements and benefits, resource development.
10. STEM: Expand success, access and support in science, technology, engineering and math disciplines for historically underrepresented students.

11. Education: Increase system capacity to decrease faculty shortages in key sectors including nursing, early childhood pathways and education.

STRATEGIC DIRECTION 3: THE FUTURE OF LEARNING

Generative artificial intelligence (AI) provides powerful new capabilities with tremendous implications for higher education. Use of tools such as ChatGPT has taken off among college students.¹ This has raised both concerns about undermining learning as well as presenting new opportunities to enhance learning.² It is critical that policy and practice concerning AI is centered in both human oversight and a deep commitment to diversity, equity and inclusion. While AI holds great promise as a tool to eliminate equity gaps, it could also quite easily replicate biases, such as through uneven access by following the fissures of the pre-existing digital divide.

California community colleges should be leaders in this space. We are committed to staying ahead of the curve on the evolving landscape of learning and support for our students. To quote the governor who signed an Executive Order on Sept. 6, 2023: “We’re taking a clear-eyed, humble approach to this world-changing technology. Asking questions. Seeking answers from experts. Focused on shaping the future of ethical, transparent, and trustworthy AI. Doing what California always does – leading the world in technological progress.”

There are numerous areas of opportunity, including:

- Increasing adaptive teaching and learning. AI is capable of creating a customized — and therefore highly engaging — learning experience by adapting to a student’s learning process in real time.
- Expanding the ability to provide crucial feedback to learners. AI can greatly increase the quantity of highly germane feedback, expanding opportunities for students to learn and improve their skills.
- Offering innovation and new capabilities to educators and learners. Educators can customize and design additional tools that utilize AI to improve the speed with which they accomplish routine tasks, freeing up time to engage and support their students.

Action 12 will advance Strategic Direction 3, in particular, while also positively impacting Strategic Directions 1 and 2.

12. Actively engage with the impacts of generative AI on the future of teaching and learning:
 - a. Improve the student experience with the use of generative AI as well as smart analytics applied to the “big data” systems (e.g. Student Information System, Learning Management System)

1 Bharadwaj, P., Shaw, C., NeJame, L., Martin, S., Janson, N., & Fox, K. (2023, June). Time for Class - 2023. Tyton Partners

2 McCormack, M. (2023, 17 April) “EDUCAUSE QuickPoll Results: Adopting and Adapting to Generative AI in Higher Ed Tech”, EDUCAUSE Review. er.educause.edu/articles/2023/4/educause-quickpoll-results-adopting-and-adapting-to-generative-ai-in-higher-ed-tech

- b. Modernize system technology infrastructure to support online education delivery and faculty. Develop an analysis of the impact of generative AI technology and its potential implications for teaching and learning and take the necessary action in policy reform, systems development and practices to advance success, access and support for our students.
- c. Develop an analysis of the impact of generative AI technology and its potential implications for teaching and learning and take the necessary action in policy reform, systems development and practices to advance success, access and support for our students.



Mikala Hutchinson | MiraCosta College

Growing up in a family that often faced homelessness, Mikala Hutchinson ultimately left high school without earning a diploma. Everything changed when a MiraCosta College counselor helped Hutchinson discover she was just one class short for a high school diploma. She enrolled in the Adult High School Diploma Program. “Once I got my

high school diploma, I wanted to continue and get my college degree,” Hutchinson said.

Hutchinson is currently receiving support from several basic needs programs that are providing invaluable assistance to her and her family, such as the food pantry and Child Development Center daycare. Financial aid resources like the Pell Grant, California College Promise Grant Fee Waiver and Cal Grant make it possible for Hutchinson to thrive on her campus. “I had no idea about all the financial aid resources that were available to me until I sat down with my counselor,” she said.

Hutchinson is planning to transfer to a four-year university, obtain a master’s degree and pursue a career in social work.

APPRENTICESHIP PATHWAYS DEMONSTRATION PROJECT

In order to provide community college apprenticeship program students with a direct path to credit certificates and degrees, the Apprenticeship Pathways Demonstration Project was launched. The Apprenticeship Pathways Demonstration Project targets current students in emerging and priority industry sectors, as well as those who have completed apprenticeships. Enabling guided pathways at scale, students will be provided credit for apprenticeship classroom instruction and for prior learning experiences. The campuses selected will design supports to encourage apprentices to continue their educational journey in community colleges from non-credit pre-apprenticeship to credit programs offering associate degrees and statewide baccalaureate degrees in career technical education or applied learning. This Demonstration Project will provide a blueprint for economic growth and global competitiveness through enhanced pathways.

SECTION V

CHANCELLOR'S OFFICE SUPPORT FOR THE FIELD

To ensure implementation at scale for this transformational change called for by Vision 2030, the Chancellor's Office will provide colleges with support through four spheres of engagement - policy, people, systems and resources. The Chancellor's Office will also support innovation through large-scale Demonstration Projects to advance the goals of Vision 2030; some examples are provided throughout this document. Combined, these efforts will mobilize California Community Colleges to achieving Vision 2030.

PEOPLE – ACTIVE PARTNERSHIPS WITH PEOPLE IN THE FIELD TO GUIDE PRACTICE AND PROVIDE DATA, TECHNICAL ASSISTANCE AND NEEDED SUPPORTS.

With the largest system of public higher education, comes the largest and most diverse workforce of higher education leaders. The Chancellor's Office will take action to partner with and empower people in the field to provide customized, reform-aligned and equity-centered professional development; to create flexible pathways into the workforce, including non-credit on-ramps to certificate completion, associate degrees and bachelor's degrees; to support regional coalition-building events to bring expertise and resources to local leaders across targeted Vision 2030 populations (e.g., dual enrollment, rising scholars, veterans, foster youth.); to work with faculty, technology partners and stakeholders to collect and share examples of how institutions are adopting and using generative AI.

SYSTEMS – SYSTEMS DEVELOPMENT TO REMOVE BARRIERS AT SCALE

Enabling action also calls us to continue to strengthen statewide systems that our districts, colleges and campus leaders rely on. A part of this ecosystem is most notably our statewide technology investments, oversight and leadership across disconnected systems. Vision 2030 calls us to enable this work building systems at-scale, with urgency and the external supports to make access, support and success seamless for our students. The Chancellor's Office will develop systems to eliminate barriers starting with the development of a systemwide enterprise resource planning (ERP) solution to support and accelerate our system's ability to analyze, understand, and make systemwide student outcomes available more quickly, improve systemwide information security, provide equitable experiences across our system for students, faculty and staff, and maximize our ability to scale many of the other system reforms outlined throughout Vision 2030.

Doing so will both support and increase the impact of other targeted critical system development process including automation of intersegmental transfer application and admission, implementation and support of dual admission programs, development of systemwide common course numbering and greater integration with AICCU and ASSIST, full implementation of the California Virtual Campus (CVC), reimagining of CCC Apply and the streamlining of program reporting through Vision Aligned Reporting. Together, these reforms will provide critical platforms for supporting the development of student- and institution-facing platforms to leverage AI to provide students real-time, customized education planning, transcript sharing, student support resources and adaptive learning opportunities. Just as importantly, these reforms will also support the system in more effectively reaching targeted

and underserved student populations, e.g., using CVC to better support educational access and completion for California Department of Corrections and Rehabilitation students and justice-involved students, scaling statewide implementation of the Military Articulation Platform to support systemwide implementation of credit for prior learning.

POLICY – IDENTIFY AND ADVANCE POLICY REFORM ACROSS STATE, FEDERAL, TITLE V AND LOCAL DISTRICT POLICIES TO UNLOCK POTENTIAL.

The Chancellor’s Office will enable innovation by working with state, federal and local partners to align policy and fiscal policy to support our current and future learners. This includes supporting colleges to update institutional policies and guidance to implement with fidelity.

The Chancellor’s Office will fully implement legislation to ensure equitable access to, support in, and completion of transfer-level courses; implement key transfer reform policies including California General Education Transfer Curriculum, automatic enrollment in the Associate Degree for Transfer pathway, common course numbering and the Student Transfer Achievement Reform Act recommendations. The Chancellor’s Office will revise eligibility requirements, annual caps and regulations for key student services programs to expanded program access to eligible students, maximize direct aid to students; and revise regulations and system guidance to reflect the system’s commitment to burden-free instructional materials and explicitly prohibit practices that create unnecessary burdens for students. The Chancellor’s Office will update credit for prior learning policies to strengthen the ability of students to earn bachelor’s degrees. Further, the Chancellor’s Office will assess the impact of generative AI technology and its potential implications for teaching and learning and take the necessary action in policy reform, systems development and practices to advance equitable support, access and success for students.

RESOURCES – LEAD STATE, FEDERAL AND PHILANTHROPIC DEVELOPMENT TO SUPPORT FISCAL SUSTAINABILITY AND MAXIMIZE LOCAL RESOURCES.

The Chancellor’s Office will partner with colleges and districts in securing resources from public, private and philanthropic partners. Positioning California’s community colleges to secure the resources necessary to support implementation across our system will also require partnerships with the governor, Legislature and federal agencies to maximize investments and leverage economies of scale. Annually, the Chancellor’s Office, in partnerships with students, faculty, staff and districts, will leverage the system budget request to make the case for investments with statewide impact such as the development of a systemwide ERP, the technology needed for systemwide Common Course Numbering and ongoing funding to support a permanent in the field support infrastructure to ensure systemwide implementation of Vision 2030 priorities. State and philanthropic efforts will focus on securing resources for programs and initiatives supporting disproportionately impacted populations, such as underrepresented students of color, low-income students, students with disabilities, and justice-involved Californians. The power of partnerships with districts, state agencies, constituent groups, the Community College League of California and the Foundation for California Community Colleges, among others to develop systemwide grant proposals to access federal dollars aligned with our priorities, including the development of a climate action workforce and teacher preparation, and equitable pathways to success, is central to Vision 2030.

SECTION VI

CONCLUSION: OUR TIME IS NOW

Vision 2030 is a roadmap for success for our students and for our state as it is poised to become the fourth largest economy in the world. Through this framework, our 116 community colleges and the systems that support them will be better positioned for thoughtful action. Vision 2030 takes California’s community colleges in bold new directions – directions that improve equitable success, access and supports for our students and which forge a commitment to reach future learners where they are, whether on a phone during a break from their jobs, at home online late at night after taking care of their family responsibilities or on college campus. California’s community college system is a treasure unlike any other. It unlocks the talent and potential of over 1.9 million students, and it never skips a beat in strengthening our state’s economic and social wellbeing. One in every 16 jobs in California is supported by the activities of our colleges and our students. This is only possible with collective commitment and hard work by our students, faculty, staff, administrators and partners. Vision 2030 will incorporate systemic change, resource development, improved data systems, empower people and partnerships to shape an education ecosystem that nurtures our students, our communities and our planet.



Jesse Williams | Feather River College

Jesse Williams embodies the positive impact of basic needs support such as financial aid, food, housing and counseling.

“They treated me like I was one of their own,” Williams said of Feather River College’s support network.

After earning an associate degree Williams transferred to UC Davis where he earned a bachelor’s degree in English. His sights are now set on becoming a teacher and eventually running a non-profit.

COMMON CLOUD DATA PLATFORM DEMONSTRATION PROJECT

The Common Cloud Data Platform (CCDP) will chart the challenges and benefits of establishing a shared, multi-district data infrastructure. The three-year project will establish a “Digital Transformation Center.” By leveraging a pre-existing partnership among college districts, we will move forward quickly, focusing on delivering a core data architecture and schema and a set of data governance principles that yield functional and fiscal benefits to individual college districts and to the system office, establishing a foundation for a future shared solution that can expand statewide. Functional and reporting areas of specific interest include streamlining MIS reporting, 320 reporting, security, student support, program mapping and analytics.