

VISION 2030

A Roadmap for California
Community Colleges

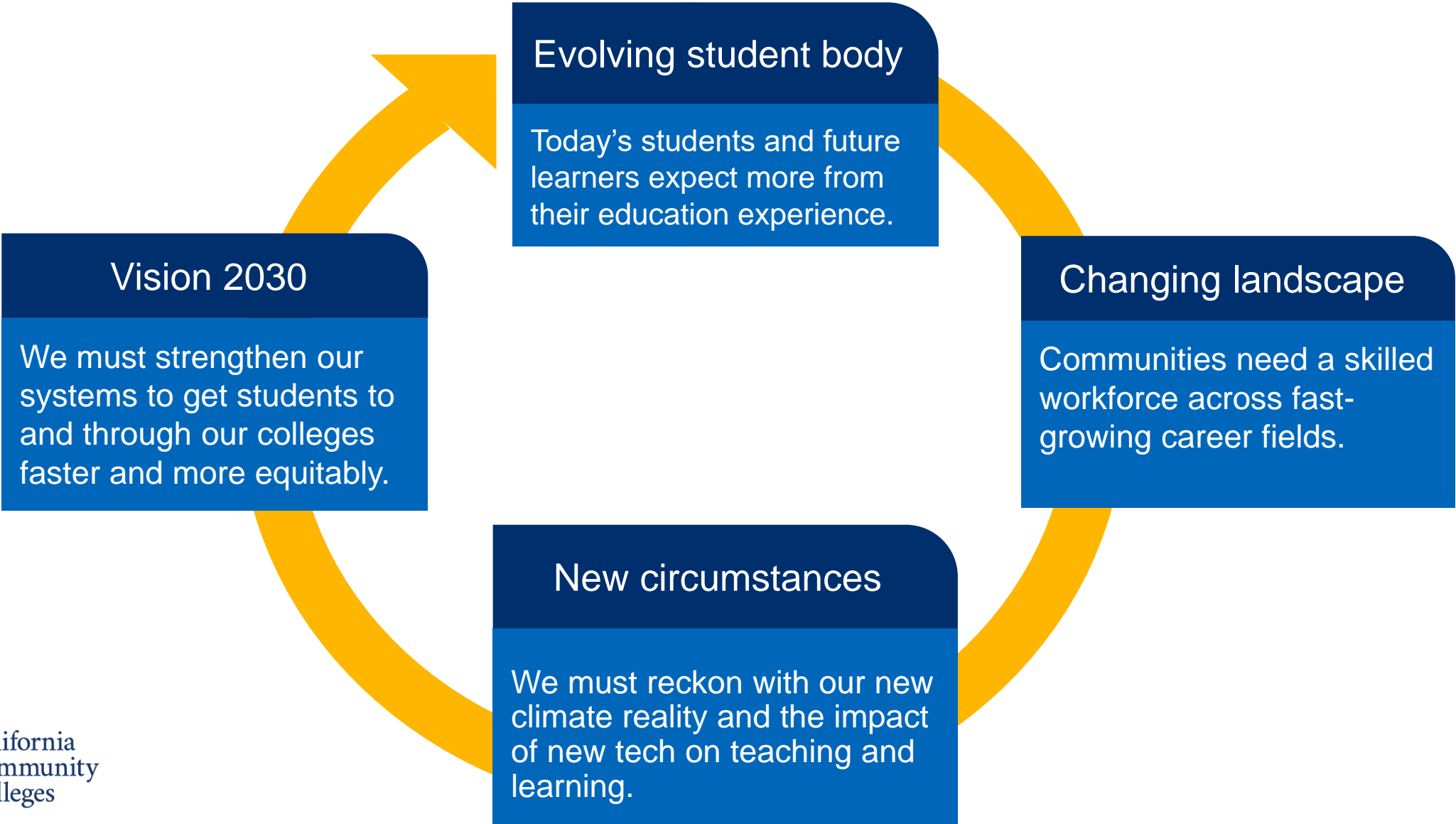


Priorities, Implications, and Support for Curriculum & Instruction

John Stankas, Ph.D.
Vice Chancellor

Office of Equitable Student Learning, Experience, and Impact
Educational Services and Support Division

Meeting the Needs of Today and the Opportunities of Tomorrow



Vision 2030

*A Roadmap for
California Community Colleges*

What is it?

A seven-year action plan that:

- Guides field practice.
- Removes systemic barriers.
- Opens doors for policy reform.

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 exit points to transfer or complete a community college baccalaureate or obtain a job with family-sustaining wages.

Building for the Future Based on Where We've Been

**Vision for Success
Goals
(2017-2022)**

**Governor's
Roadmap Goals
(2021-2027)**

**Vision 2030
(2023-2030)**

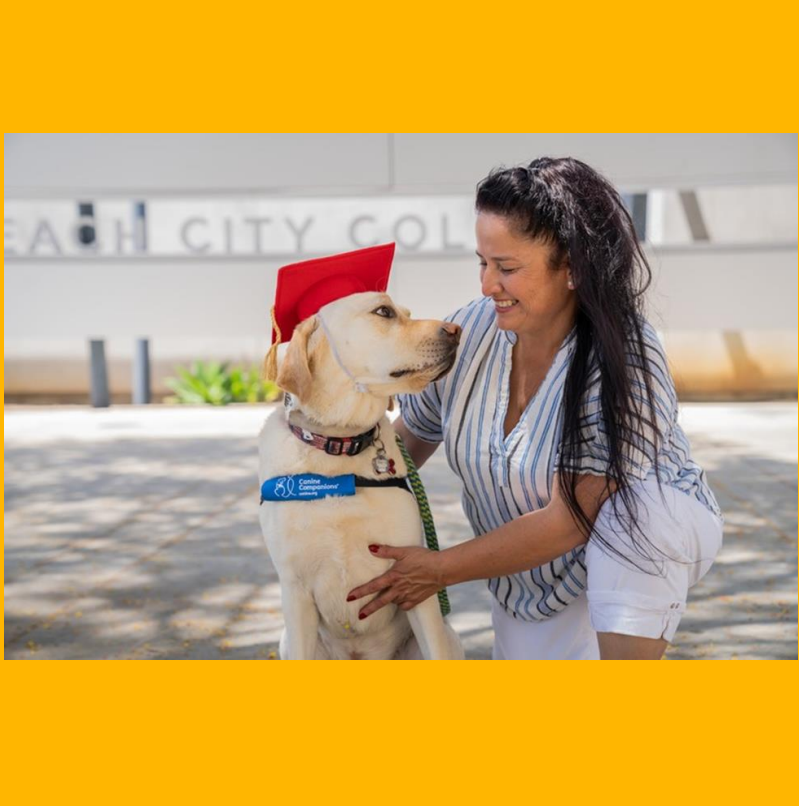
Leading With Equity

How Vision 2030 grows California Community Colleges' commitment to equity and academic success

- Vision 2030 sets bold goals for the system to pursue transformational change to ensure institutions truly work for and support all students across race, ethnicity, religion, class and gender.
- It builds on California Community Colleges' hard-won progress.
- It goes further by being explicit about what structural changes are needed to create equitable opportunities and support for students, focusing on students harmed by persistent systemic barriers linked to their racial and ethnic identities.

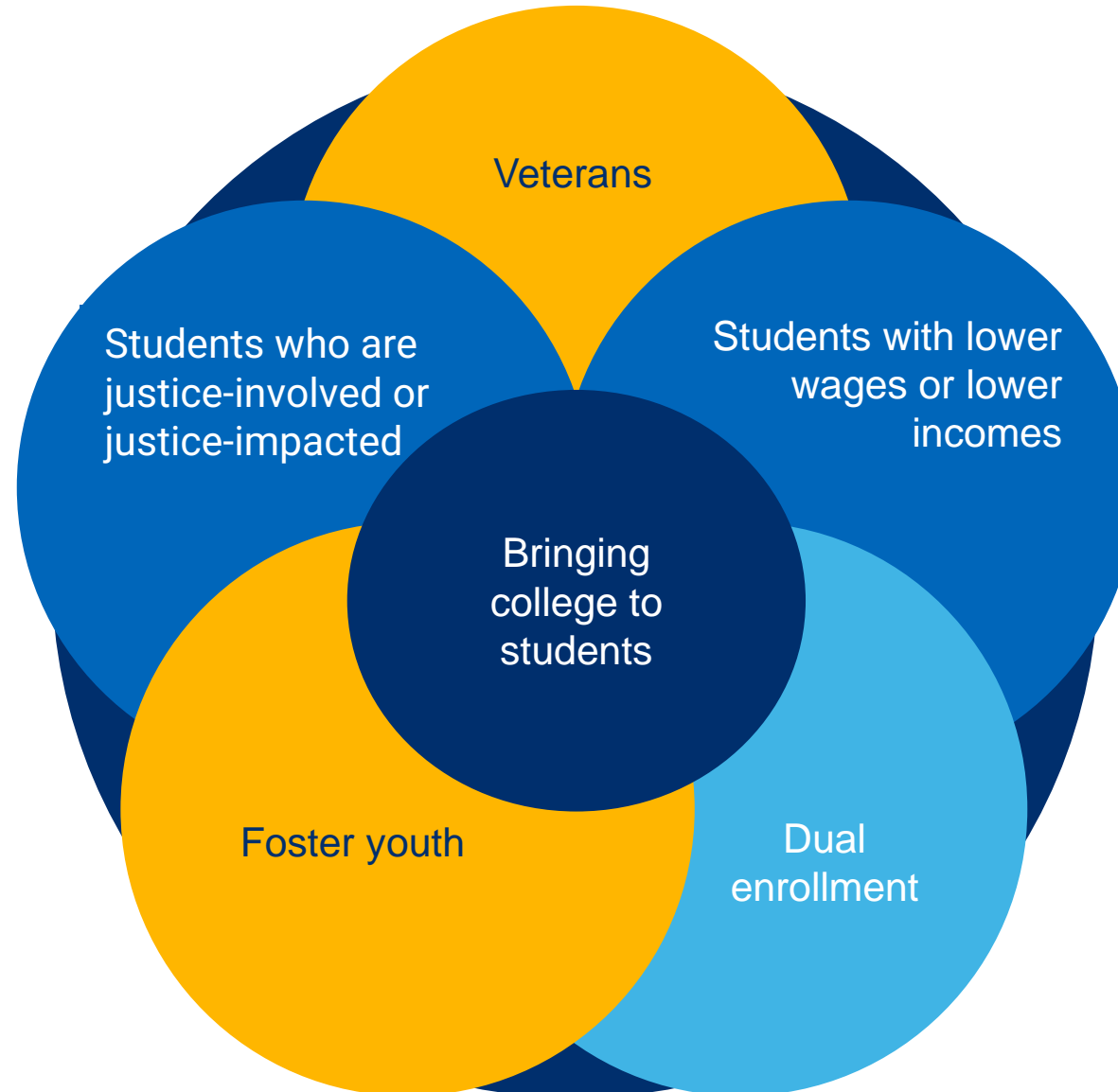
Vision 2030 Goals

- Vision 2030 goals and outcomes examine disaggregated data for students of color who are underrepresented in our system, students with low incomes and students with disabilities.
- Vision 2030 set systemwide goals focused on providing accountability and feedback loops for our continuous improvement efforts.



**Ismenia Siaumau from
Long Beach City College**

New Pathways to Reach Future Learners





**Mikala Hutchinson from MiraCosta
College**

Our What

*Actions, Outcomes and
Metrics*

Vision 2030 Framework



How We Know We're Getting There: Goals & Metrics

Equity in Success

- Increase with equity the number of California Community College students:
 - Who complete a meaningful educational outcome.
 - Who attain a baccalaureate degree.
 - Who earn a living wage.

Equity in Access

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

Equity in Support

- Increase with equity the number of California Community Colleges students receiving state and federal aid for which they are eligible to better support their educational journey.
- Decrease the number of units in excess of 60 units for the Associate Degree for Transfer.

What We're Doing to Get There: Strategic Directions + Actions

Equitable Pathways to 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.

Equitable Workforce and Economic Development

- Vision 2030 furthers the sector approach to workforce development through more partnerships between community colleges and industry to invest in hands-on training for career readiness.
- The priority sectors are health care, climate, STEM and technology, education and early education.

The Future of Teaching and Learning

- Generative artificial intelligence (AI) provides new opportunities and challenges for education.
- Use of tools such as ChatGPT has already become a part of students' studying, research and more.
- Guidance concerning AI must have oversight and a deep commitment to diversity, equity and inclusion.

Strategic Direction 1: Equitable Baccalaureate Attainment

Equitable Pathways
to Baccalaureate Attainment

Equitable Workforce
and Economic Development

The Future of
Teaching and Learning

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: dual enrollment in degree pathway, justice-involved and justice-impacted Californians, foster youth, those with lower wages and incomes, and veterans.
3. Improve systems of access, including financial support and program mapping.
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.
6. Increase credit mobility and transfer opportunities.

Strategic Direction 2: Equitable Workforce and Economic Development

Equitable Pathways
to Baccalaureate Attainment

Equitable Workforce
and Economic Development

The Future of
Teaching and 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 learners of low income to enhance their socioeconomic mobility by developing a customized educational and training opportunities to them.
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, and 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.



California
Community
Colleges

Strategic Direction 3: The Future of Learning

Equitable Pathways
to Baccalaureate Attainment

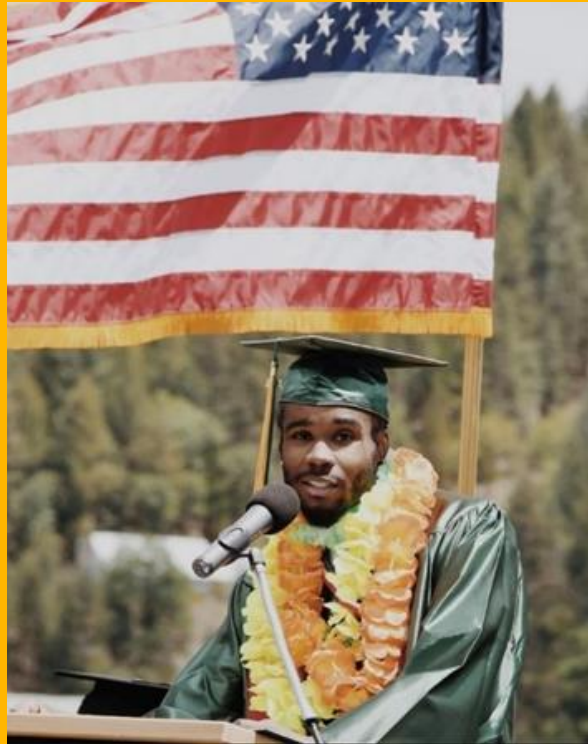
Equitable Workforce
and Economic Development

The Future of
Teaching and Learning

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)
- b. Modernize system technology infrastructure to support online education delivery and faculty.
- 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.

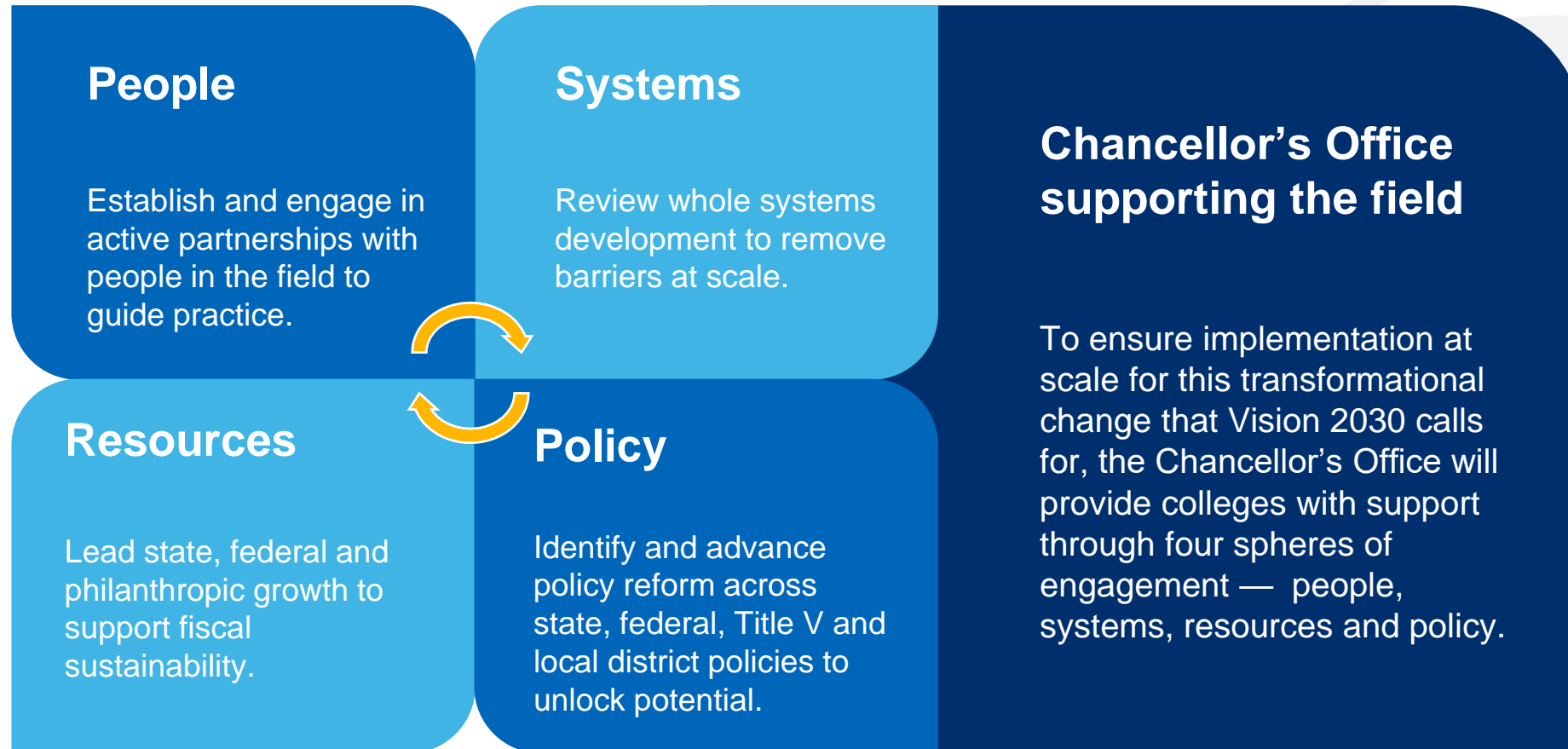


**Jesse Williams from Feather River
College**

Our How

Advancing Vision 2030

How Will the Chancellor's Office Advance Our Work?



How is ESLEI Advancing & Supporting this Work Related to Curriculum & Instruction?

Policy Examples



Title 5 Associates Degree §55060- §55064 (Completed Sept 2023)

- Updating competency requirements to focus on knowledge areas rather than specific disciplines with the goal of contextualizing how students may demonstrate competence in quantitative reasoning, written expression and reading within their field of study
- Aligning with Cal GETC Pattern
- Clarifying that Ethnic Studies courses are baccalaureate-level courses

Title 5 COR §55002 DEIA Language (BOG First Read Jan 2024)

- Ensuring course outline of records demonstrate a culturally responsive approach that integrates principles of diversity, equity, inclusion, and anti-racism, in ways appropriate to the discipline and course content.
- Ensuring course outline of records guarantee accessibility for every student, including students with disabilities.

How is ESLEI Advancing & Supporting this Work Related to Curriculum & Instruction?

Policy Examples



PCAH Updates

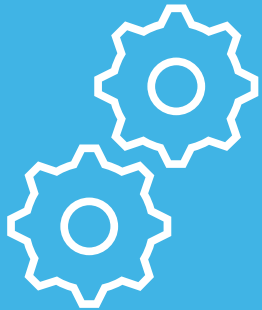
- Addition of CB27 Course Upper Division Status
- Addition of General Baccalaureate Degree Standards
- Addition of Ethnic Studies Requirement
- Addition of Modified CTE Associate Degree Approval
- Apportionment and Noncredit Courses

Common Course Numbering Legislative Timeline Extension (Initiated Sept 2023)

Regulatory Changes for Dual Enrollment

How is ESLEI Advancing & Supporting this Work Related to Curriculum & Instruction?

Systems Examples



COCI Updates (Ongoing)

- Prioritizing Competency Based Education
- Improving Functionality
- **Common Course Numbering (Initiated 2023 - Ongoing)**
- Assessing Technology Capabilities & Needs (COCI, ASSIST, C-ID, Local, & Beyond)
- Exploring Data-Assisted Solutions

CalGETC Implementation

TMC Alignment with CalGETC pattern

Baccalaureate Degree Process Improvements

How is ESLEI Advancing & Supporting this Work Related to Curriculum & Instruction?

People Examples

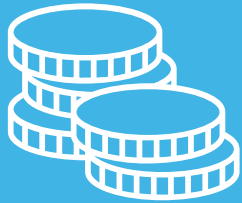


Transition from Common Course Numbering Task Force to Implementation Council & Workgroups (Early 2024)

Continued Partnership via 5C (Ongoing)

How is ESLEI Advancing & Supporting this Work Related to Curriculum & Instruction?

Resources Examples



Common Course Numbering (2024-Ongoing)

- Development of Distribution Model for Existing Funding
- Advocacy for Additional Funding (as needed e.g. for Intersegmental Partners in Implementation)

Competency Based Education (Ongoing)

- Potential Federal Funding for Scaling Promising Practices

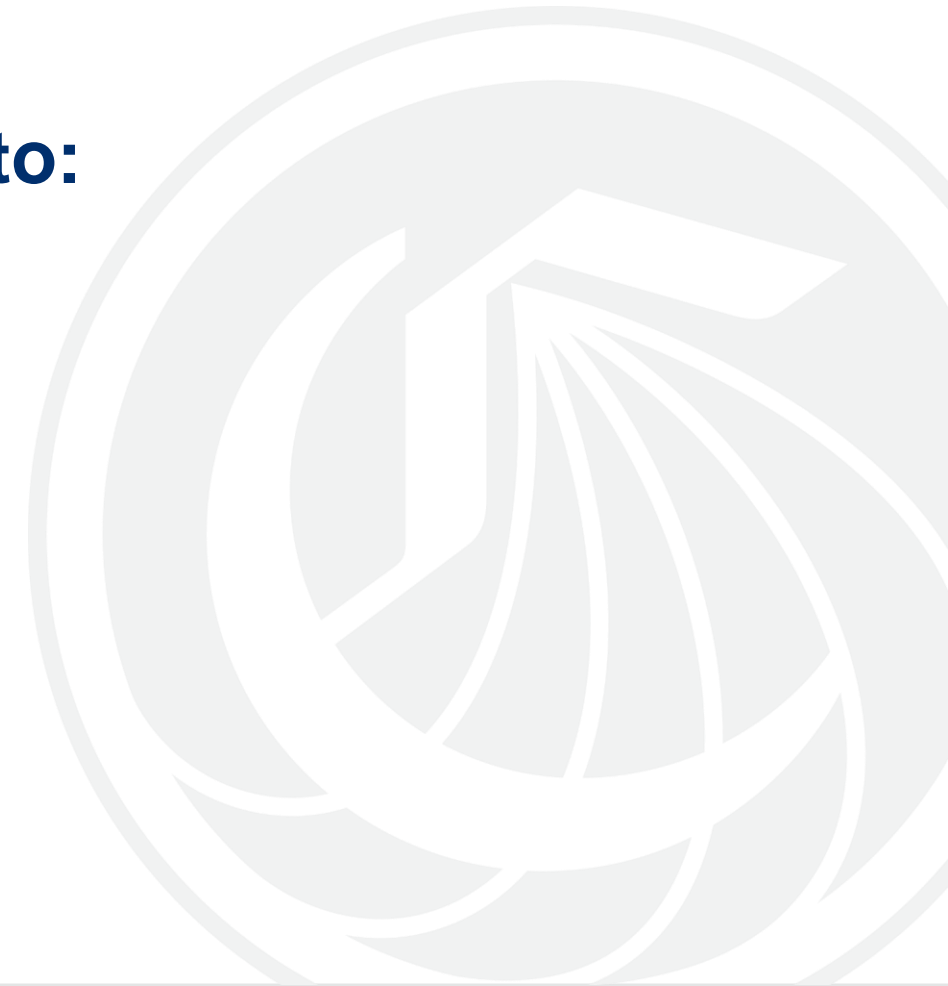
Mapping Articulated Pathways

- Funding to support college implementation for credit for prior learning

Continue to partner with the ASCCC to provide support, guidance and resources

Throughout all strategies, actions, and approaches, ESLEI remains committed to:

- **Student-Centered Design**
- **Adaptable Learning Constructs and Modalities**
- **Supported Learning Leadership**
- **DEIA Affirming Campus Climates**
- **Educational Attainment Leading to Career Mobility**



**“Our time
is now.”**

- Chancellor Christian

**THANK
YOU!**

Questions?