

Vision 2030:
A Roadmap for California Community Colleges DRAFT 4

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Section I - Introduction

Our higher education landscape continues to evolve rapidly. Today's students and future learners expect more from their education experience, and in a modality that fits their schedules while employers need a skilled workforce for a rapidly changing economy. New circumstances and challenges like the pandemic and climate change have forced higher ed to evolve. As new emergencies and external impacts, like generative AI and a call for immediate climate action, change our landscape, the California Community Colleges will prioritize our students, faculty, staff, communities, and our planet.

Vision 2030: A Roadmap for California Community Colleges is future looking plan, charting a new frontier for our system, while addressing the 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; no longer waiting for students to come to us. The strategies includes 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 1.8 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 credential¹. Further, Vision 2030 emphasizes an 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.

Together, the 116 California Community College system serves the largest and most diverse student body in California higher education, making community colleges pivotal in developing California's workforce and keeping the economy 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 percent 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.

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/>

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

Section II - California's Students, Communities, and our Planet

Vision 2030 envisions a higher education system to be 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, that provides exit points to transfer to a four-year institution or complete a community college baccalaureate or obtain a job with family-sustaining wages. California Community Colleges' focus will be on optimizing pathways for current learners as well as future learners that the system has yet to reach, including high school students and young adults and adult learners seeking high-value postsecondary credentials that lead to jobs with growth prospects and family-sustaining wages.

Vision 2030 requires that the learning environments unequivocally create a sense of belonging for each and every student – our students from low-income families, our men of color, LGBTQ+, veterans, students with disabilities and foster youth just to name a few. In addition, 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](#). In order to transform student outcomes for Californians that need us the most, we must be resolved in our action. As we bring postsecondary education to Californians, we must reach every community and deeply understand that in our work we also seek to improve our planet. To solve the 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 systems attention with urgency in order to grow our [California's economic development](#) and national economic growth and competitiveness.

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. [[citation](#)]

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 veteran students and their dependents. To meet veteran students' needs, colleges must expand their VRCs with an array of services, including staffing counselors versed in GI Bill requirements; tracking veteran students' 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 as many 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 VA.

Justice-Involved and Justice-Impacted Students

The founding and first two centuries of the U.S. and its social structures, including education and law enforcement, contain the racism and biases that existed at the time of those structures' creation extending them into the modern lives of Californians. Law enforcement and behavioral corrections in the educational environment have historically targeted men of color, specifically Black/African American populations, for disenfranchisement and denial of opportunity. As the largest and most diverse system of higher education in the state, where 72% of Black/African American college students begin their college journeys, California Community Colleges have a duty to ameliorate the effects of biased structures and open the doors of opportunity to justice-involved and justice-impacted students. To that end, California and the Chancellor's Office have institutionalized the Rising Scholars Network and grant program to specifically bring educational opportunities to justice-involved young people and adults. As this work expands to currently and formerly incarcerated student populations, California community colleges will do their part to ensure every member of our society has access to the life-changing impact of higher education. [[citation](#)]

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 adult 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 as 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.

[\[citation\]](#)

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, 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, track and 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 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 Vision for Success established this as a foundation for the system and identified numerous research-based strategies to improve equitable student outcomes utilizing the Guided Pathways framework, equitable placement, credit for prior learning and competency-based education. In the past five years, colleges have diligently focused on streamlining pathways and reducing barriers for students, and Vision 2030 continues to prioritize that work, and bring the hard work of colleges to scale systemwide. California Community Colleges must accelerate its efforts to improve transfer and expand opportunities for students to access a baccalaureate degree. As California Community Colleges discovered when activating the Vision for Success, the system cannot do this work alone; it requires resources, collaboration, and commitments from its four-year system partners. The system 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 aspirations within the system, eliminating barriers created by geography and a lack of capacity at four-year institutions.

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. While the system has achieved slow but steady growth in degree attainment, this goal calls for California Community Colleges to accelerate this growth and build new pathways so that students can access the new economy and the living wage jobs it provides.

In support of the governor's goal, Vision 2030 seeks to set audacious 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 more substantive investment as well as intersegmental or interagency cooperation and a few goals require the development of the underlying data systems for the system to be able to set them.

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 (CCC) students who complete a meaningful educational outcome.

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

Outcome 2: Baccalaureate attainment

Increase with equity, the number of CCC students attaining a baccalaureate degree.

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

Benchmark: Use the new data sharing agreements with the UC and CSU to build this metric and set initial benchmark.

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

Benchmark: By 2030, increase with equity the number of CCC students who earn an associate degree for transfer by 30%

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

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

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

Baseline Benchmark: By 2030, increase with equity the number of CCC students who transfer to a UC or CSU consistent with the rate of enrollment growth in those systems².

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

Outcome 2e: Increase with equity the number of CCC students who transfer to non-profit private/independent 4-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 CCC students who earn a living wage.

Benchmark: By 2030, increase with equity percentage of CCC students who earn a living wage for their region after exiting higher education by 10 percentage points).

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.

Many Californians opted out of higher education during the pandemic, and Vision 2030 aims to fully restore their opportunities by focusing on the system's enrollment through a variety of strategies and targeted groups. Vision 2030 will support colleges to shift from passive enrollment to active recruitment, bring colleges to communities, and open the door for a brighter future for every Californian.

California Community Colleges will achieve Equity in Access by bringing baccalaureate and workforce pathways to the underserved, underrepresented and marginalized individuals, 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.

Outcome 4 listed below address Goal 2 – Equity in Access

Outcome 4: Participation/Enrollments³

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

² Currently, together their undergraduate enrollment has been in a period of nominal growth across the two system, 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>

³ Examples of specific additional populations of emphasis by the state legislature and Governor include Dual Enrollment, Justice involved, Foster Youth, Veterans, Low-income adults.

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.

One of the lessons learned from the pandemic is the critical importance of supporting the whole student, delivering support to students where they are and when they need it, and building curricular and support structures to help students get the courses they need to complete their programs. Another key lesson California Community Colleges learned during its implementation of the Vision for Success is that prioritizing student access to financial aid that covers the full cost of attendance, while necessary, is insufficient to ensure the baseline financial stability for students to thrive. [\[Citation\]](#) Consequently, it becomes imperative for the System to not only facilitate students' seamless access to social safety net programs but also streamline opportunities for students to earn income through education-aligned, career-related work experiences.

The California Community Colleges will achieve Equity in Support by bringing needed financial resources, learning resources and supports to students how they need them and when they need them. Societal and institutional racism and bias have prevented many Californians from achieving their educational goals. The Chancellor's Office recognizes the historical and ongoing disproportionate impact of societal racism, especially for Black/African American and Latinx/Hispanic communities, Indigenous communities and other 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; 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 empower colleges to implement critical equity initiatives with fidelity while nurturing local innovations that contribute to systemwide scaling. Coordinating system-level support of effective local partnerships requires a systematic approach to establish connections with public 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 CCC 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 CCC students receiving Pell and CCPG 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 10%.

Section IV - Leading with Action: Vision 2030 Strategic Directions

To strengthen student success, access and support with equity, the Chancellor's Office will prioritize three strategic directions and will partner with colleges to achieve 10 priority actions, supported by engaging policy, people, systems and resources. The actions are based on existing efforts catalyzed by the Vision for Success, priorities outlined in the Governor's Roadmap for California Community Colleges, recent policy reforms and legislative mandates, needs expressed by California Community Colleges' Board of Governors, community leaders and employers, and opportunities to leverage technology, student-centered instruction and educational opportunities for our communities.

Strategic Direction 1: Equitable Baccalaureate Attainment

California community colleges have enthusiastically received the call to ambitiously increase credential and degree attainment to achieve the goal of 70% postsecondary degree and certificate attainment among working-aged Californians by 2030. Achieving this goal requires the system to deliver guided pathways in a way that maximizes credit mobility for all students. California community colleges will play a significant role in achieving this state goal by increasing transfer options and providing more community college baccalaureate degrees. [\[citation\]](#)

Transfer

Students' credits must follow them and seamlessly apply to transfer and degree requirements as students navigate across community colleges and into four-year institutions. This necessitates enhanced intersegmental partnerships to streamline course articulation and approval processes to maximize credit-mobility. California community colleges must also work to further expand the Guided Pathways work from community colleges through four-year institutions through comprehensive development and acceptance of the Associate Degree for Transfer (ADT) with public and private baccalaureate degree 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 to provide a pathway to a baccalaureate degree. BDPs can improve baccalaureate access,³ especially for the most disadvantaged students, and can help students gain employment that significantly increases their income by \$18,000 to \$32,000 more per year.⁴ California community colleges must strategically expand BDPs to ensure that California can offer programs where there are workforce shortages. The system must also improve how it communicates the availability of BDPs to current and future students, with an eye towards equity to ensure historically marginalized populations enter and complete their degree.

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 system 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

Today's students are trying to get through the education system faster, and often while they're already providing for their families. Students are also looking to build new skills and increase their earning potential more efficiently than through traditional degree pathways.

The Chancellor's Office, in support of the state's overall workforce effort, is focused on a broad-based approach to serving all Californians seeking to contribute to post-pandemic workforce recovery. This approach targets regional investments to serve greater numbers of diverse populations of Californians and deliver flexible workforce training and education for career pathways that result in high-skill/high-wage employment. Specifically, the Chancellor's Office is interested in making investments that expand and enhance proven workforce training models and support systems that focus on equitable success, access, and support as well as individuals' and employers' deeper participation. The Chancellor's Office seeks transformational change across the system to improve equitable career mobility outcomes for students.

The Chancellor's Office, in support of the state's comprehensive workforce effort, is focused on serving all Californians seeking to improve their economic position through access to workforce 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 make investments that expand and enhance proven workforce training models with a focus on equitable success, access, and

support. This strategy requires deeper participation from employers by region and the Chancellor's Office will help colleges strengthen those relationships that improve equitable career mobility for students.

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.⁴ This has raised both concerns about undermining learning as well as presenting new opportunities to enhance learning.⁵ It is critical that policy and practice concerning AI is centered in both human oversight and a deep commitment to equity. While AI holds great promise as a tool to eliminate equity gaps, it could also quite easily widen them, such as through uneven access by following the fissures of the pre-existing digital divide.

Critical to the adoption of generative AI tools is leadership that provides clear advocacy and guidance on ensuring that racial and other harmful biases are not replicated or extended with generative AI. While much is still to come in terms of how higher education leverages AI, the changes already occurring will only become more profound. California community colleges should be proactive leaders in this space. We are committed to staying ahead of the curve on the evolving landscape of teaching and learning and ensuring that these changes are additive, rather

⁴ Bharadwaj, P., Shaw, C., NeJame, L., Martin, S., Janson, N., & Fox, K. (2023, June). Time for Class - 2023. Tyton Partners

⁵ 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

than disruptive and that they enhance education rather than reinforce existing biases or degrade the quality of teaching and learning. 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.

The Chancellor’s Office will support the California Community Colleges to lead in adapting and building the promise of advances in AI in higher education.

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. 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.

Section V – Chancellor’s Office supporting 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 advance the system’s work of student success, access, support and socioeconomic mobility with equity through four levers: policy, people, systems and resources. Policy consists of pursuing policy reform at the state, federal and regulatory (Title 5) level to unlock the potential and opportunities for improved programs and practices. Activating partnerships with people in the field will allow for collaborative efforts to guide practice and bring data, technical assistance, and other needed support to make impactful change. Systems is the development of systems currently lacking in colleges to remove student barriers at scale that have had a disproportionate impact on under-resourced and minoritized populations. Lastly, the Chancellor's Office will lead efforts to support fiscal sustainability and maximize local resources through state, federal and philanthropic resource development. 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. Taking action to partner with and empower **people** in the field will be essential to enable our systems transformation. The Chancellor’s Office will take the following steps to empower people across our 116 college system by:

- Provide professional learning resources focused on institutional bias, structural racism, and their impact on campus culture and student success.
- Support colleges in creating flexible pathways into the workforce, from noncredit pre-apprenticeship, initial work-based learning, to apprenticeships, and ultimately into associate and bachelor’s degrees, and beyond.
- Partner with key stakeholders to provide colleges customized and reform-aligned professional development, and provide students essential workshops on accessing supports (i.e., SSSCC, ASSCC).
- Lead 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.)
- Support systemwide expansion of key programs through statewide technical assistance, funding, and advocacy.
- Work with faculty, technology partners and stakeholders to collect and share examples of how institutions are adopting and using generative AI, including examples of policies and guidelines that institutions can put into place to promote equitable learning and protect students.

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 across our 116-college system 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, reimagination 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 to improve how many students are able to achieve their desired educational outcome while reducing the time to do so. 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, and vastly simplifying CCC Apply, making it far simpler for everyone but particularly dual enrollment, veterans, Rising Scholars, foster youth, and other students to complete by pre-filling, deferring, or eliminating large portions of the application that often prevent or delay application completion.

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 take the following steps to advance policy change across our 116 college system:

- 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 enrolment in the Associate Degree for Transfer pathway,

common course numbering and the Student Transfer Achievement Reform Act recommendations.

- Revise eligibility requirements, annual caps, and title 5 regulations for key student services programs to expanded program access to eligible students, maximize direct aid to students and provide colleges more spending flexibility.
- 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.
- Update credit for prior learning policies to strengthen the ability of students to earn bachelor's degrees.
- Assess the impact of generative AI technology and its potential implications for teaching and learning and taking 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.

Vision 2030 calls us in to enable a transformation at scale and in a timeline that will empower Californians with urgency. To support college and district implementation, we must be intentional in securing resources across public, private and philanthropic partners. Positioning California's community colleges to secure the resources necessary to support implementation across our 116-college system will also require thoughtful and intentional partnerships with the Governor, legislature, federal agencies, and districts 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 strategies 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. As a system, we will seek to secure funding to build the enabling conditions for the success of working and low-income learners through efforts like in-demand credit for prior learning assessments tied to industry-aligned course credits. Importantly, the power of partnerships with districts, State agencies, and FCCC, 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 one of the greatest strengths of Vision 2030.

Conclusion

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 nearly 1.8 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.

Urgent Action on Vision 2030

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.

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.

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 CCC. This partnership will dismantle barriers and construct educational pathways for working learners, consistent with guided pathways, and build to better serve adult working learners.

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.