Agenda

• Context
• Landscape Analysis Findings
• Preliminary Focus Group Insights
• What’s Next
• Discussion
Context: California Community Colleges

- Serves the top 100% of students in the state
- 2.1 million students = largest system in nation, significant economic impact
- Decentralized system: 115 colleges in 73 districts with independently elected Boards of Trustees
- Shared governance
- Legislation driving or supporting many reforms
- Ambitious Vision for Success goals
Vision for Success Goals

1. Increase the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job

2. Increase the number of California Community College students transferring annually to a UC or CSU

3. Decrease the average number of units accumulated by students earning associate degrees

4. Increase the percent of exiting CTE students who report being employed in their field of study

5. Reduce equity gaps

6. Reduce regional achievement gaps
Adults in California

CURRENT STUDENTS AGE 25+
• Comprise 42% of total enrollment
• 62% are people of color
• 5% attend full time
• Represent 46% of CTE enrollment
• 58% are economically disadvantaged
• 17% are English learners
• Earn 34% of certificates and degrees awarded

LIFELONG LEARNERS AGE 25-54
• 6.8 million with a High School diploma but no degree
• 79% working 31+ hours per week, primarily in office/admin support and sales jobs
• 56% speak English only
• 52% are men
• 4% have military experience
Equity Imperative

Californians Aged 25-64 with Some College, No Degree, 2016

- Latino: 31%
- White: 47%
- Asian: 8%
- Black: 10%
- Other: 3%
- Pacific Islander: 0.5%
- Native American: 0.5%
Landscape Analysis Findings
Project Phase 1 | Completed July 2019
Research: Adults Have Unique Needs

AFFORDABILITY
- Adults are financially independent, often with dependent children or family members
- Experience opportunity costs of being away from work for school

STUDENT SUPPORT
- Need supportive places to access resources (i.e. childcare, tutoring, public benefits)
- Need to feel welcome on campus (representation in pictures, student government)

COURSE TIMING, INSTRUCTION AND MODALITY
- Need flexible courses at convenient times
- Need differentiated instruction/appropriate andragogy
<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>CALIFORNIA COLLEGE PROMISE GRANT</strong></td>
<td>State public financial aid</td>
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<tr>
<td>• Waives tuition for low-income students</td>
<td></td>
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<tr>
<td>• No age limits or unit minimums</td>
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<tr>
<td><strong>CAL GRANTS</strong></td>
<td>State public financial aid</td>
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<tr>
<td>• Guaranteed to eligible students enrolling immediately and/or continuously after high school</td>
<td>Others compete for fixed pool of 41,000 competitive awards (1 in 10 eligible applicants receives award)</td>
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<tr>
<td><strong>CALIFORNIA COLLEGE PROMISE PROGRAM</strong></td>
<td>Limited-time appropriation by legislature</td>
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<td>• Authorizes colleges to use funding to advance the legislation’s stated goals</td>
<td>83 colleges offering fee waivers to first-time, full-time students</td>
</tr>
<tr>
<td><strong>STUDENT SUCCESS COMPLETION GRANT</strong></td>
<td>Limited-time appropriation by legislature</td>
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<tr>
<td>• Provides additional grants to Cal Grant B and C recipients taking 12+ units</td>
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Student Supports

- Guided Pathways
- Developmental education reform
- Strong Workforce Program
- Veterans Programs
- CalWORKS
- EOPS
- Student Equity and Achievement Program
- Funding incentives – Student Centered Funding Formula, Innovation Awards, Philanthropic funding
Course Timing, Instruction, Modality

ONLINE EDUCATION INITIATIVE
• Consortium model to expand student access to courses across colleges
• Developing, 14% of all courses offered online

EDUCATION FOR JUSTICE-INVOLVED INDIVIDUALS
• 4,000 students served by 19 colleges

CREDIT FOR PRIOR LEARNING
• New systemwide policy, expanding PLA options, creating consistency for students

ANDRAGOGY
• Teaching and Learning Centers at colleges
• Systemwide professional development platform (IEPI)
Applying Lessons from Behavioral Science

Student Journey to Success Project applied student centered design and practice to a system-level application tool.

Explored analytics and experience of CCCApply, the statewide application

Learnings informing a newly-formed Student Centered Design Lab and design thinking approaches.
Behavioral Science

The study of how people make decisions and act within a complex and textured world where details matter.

**STANDARD APPROACH**
- Consider all information available
- Weigh pros and cons of each option
- Make the best choice, act on it

**BEHAVIORAL SCIENCE**
- Make decisions with imperfect information
- Don’t always choose what is best for us
- Seemingly small and inconsequential details undermine our intentions to act.
Intention to Attend College

- **20%**: Nationally, high school seniors who plan to continue their education but do not apply to any post secondary institution before leaving high school.

- **40%**: In California, high school graduates that do not go straight to college from high school.

- **58%**: Individuals who begin the registration process to apply for a California Community College and complete the process.
Research

Source: Google Analytics, Date Range: 01.21.2017-12.31.2017
- Increase due to prospective students either submitting applications through their existing OpenCCC accounts, or that went through an account recovery process.
Five Key Barriers

- Hassles
- Ambiguity
- Identity
- Lack of Scaffolding
- Uneven Channels
Hassles

Seemingly small impediments to completion can have outsized consequences for students’ abilities to finish the process fully, quickly and accurately.

Hassles can trigger procrastination and prospective memory failure.
Reduce **Hassles**

How can we reduce what students need to do to complete the intended task?
Ambiguity

Students are often not sure of why a question is being asked, how the information is being used, and whether there is a correct answer. Because of this, they delay submission or fail to submit entirely.

People generally prefer situations with less ambiguity, even if there is some risk involved in the outcome.
Eliminate Ambiguity

How can we help make the questions being asked, and the consequences of answering them, clear?
Identity

Students bring many identities with them when they apply to college. Some of these identities are sensitive, and the application asks about them in ways that can appear invasive or evaluative.

Priming people to consider particular identities can alter their performance on tasks.
Affirm Identity

Does the process help to welcome all identities?
Scaffolding

Students are expected to make important decisions about their college and future plans without full guidance around how to best make those choices.

A lack of scaffolding can lead to overconfidence and overreliance on only the most available options.
Create Scaffolding

How can we help walk students through a difficult or complicated decision?
Lack of Open Channels

Campus outreach staff and first-year programs provide strong support channels throughout the application and matriculation process.

Channel factors help more students complete the application and matriculation steps.
Create Open Channels

How can we prioritize connecting students with help?
Communications Principles

Get Attention
Will your message break through so that students see it?
- Align medium with content
- Emphasize relevance
- Optimize timing

Tailor the Message
Is your message easy to understand and credible?
- Use the right sender
- Prioritize word choice
- Make it personal
- Use the right tone of voice

Make Action Easy
Does your message prioritize what students have to do?
- Emphasize deadlines
- Provide concrete steps
- Use a checklist
Focus Groups Preliminary Take-aways

Project Phase 2 | In progress
Focus Group Goals

1. Test our assumptions developed in the landscape analysis
2. Learn about students’ experiences, priorities, needs, and media preferences
3. Test creative concepts for marketing and outreach to lifelong learners
Focus Group Design

**Age:** mix of ages 25-55

**Student status:** mix of current California Community College students and prospective students

**Increased earning potential:** earning less than $55k/year

**Regional representation:** Fresno, Sacramento, Los Angeles, and Sunnyvale

**Equity:** Mirror the gender and racial/ethnic diversity of California
Top Needs

1. Childcare
2. Flexible class offerings
3. Parking!
4. Personalized support from counselors, tutors, and instructors
5. Financial aid that addresses full cost of attendance
Messages that Resonate

• Flexibility
• “I can” aspirational messages
• “Increase your paycheck, not your debt”
• List of supports
• High levels of trust and positive associations with community colleges
• Suspicion of messages that mirror for-profit training programs
• Assumption/expectation that program will take a long time
• “I’m going to share this with my child”
How to Reach Me

- Social Media (but I’m wary of “scams”)
- Places where I run common errands (gas stations, bus shelters, grocery stores, banks, public buildings)
- Word of mouth
- Once enrolled, in-person support on my schedule
Current State-Level Campaigns
Test Creative
Affordable. Flexible. Possible.

Don’t let anything stand in your way.
Get the skills and support you need to move forward.

California Community Colleges cccco.edu

LEARN
I can raise a family, work full-time, go to college, and own my future.

Get the skills you need to advance your career, in the way that fits your budget and lifestyle.

We can help you get the skills you need to move up.

California Community Colleges

Go to calcommcolleges.edu

Learn more at cccco.edu

Foundation for California Community Colleges
# What’s Next: the Possibilities

## Marketing
1. Explore combining previously disparate funding streams for more coordinated state-level advertising campaigns
   - Possibility of including adult-focused messaging as one targeted sub-campaigns
2. Share/pilot learnings with colleges
3. Apply learning from behavioral science to support tools

## Offerings
4. Make recommendations to help our divisions offering student supports, financial aid, and course modality/instruction to better support adult students
5. Look for opportunities to highlight Calbright College and cvc.edu (Online Education Initiative)
Discussion

Have other states undertaken similar student-centered research? How were their findings similar? How were they different?

Are there other systems as decentralized as ours that have employed a statewide approach to adult certificate and degree completion?
Thank you.

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