



California
Community
Colleges

California's 115th Community College

*Fully Online for Equity
and Economic Growth*

“The economy is unforgiving to those without skills.”

- California Community Chancellor Eloy Ortiz Oakley



65%



80%

65% of jobs will require
college credential by 2020¹

80% of middle-skill jobs require
digital skills, 4% increase since 2014²

¹Georgetown Center on Education and the Workforce. Recovery: Job Growth and Education Requirements through 2020. 26 June 2013

²Burning Glass. The Digital Edge: Middle-Skill Workers and Careers, Sept. 2017

The Rise of Automation. The Fall of Workers?

47%

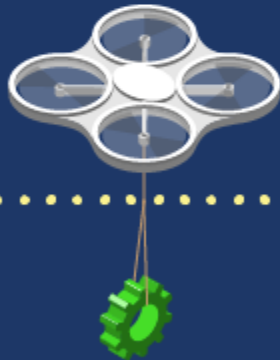


47% of U.S. jobs could be replaced by robots and automated technology within 20 years¹

45%



45% of activities individuals are paid to perform can be automated by adapting currently demonstrated technologies², representing about \$2 trillion in annual wages in the U.S.³



60%



60% of all occupations could see 30% or more of activities automated with technologies available today²



¹ Frey, Carl Benedikt and Michael A. Osborne. The Future of Employment: How Susceptible are Jobs to Computerisation? 17 Sept. 2013

² Chui, Michael. James Manyika, Mehdi Miremadi. McKinsey & Co. Where machines could replace humans—and where they can't (yet) July 2016

³ Chui, Michael. James Manyika, Mehdi Miremadi. McKinsey & Co. Four fundamentals of workplace automation November 2015



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California's “Stranded” Working Adults



“Stranded” Working Adults

Working adults who, because of an inability to access job skills, feel displaced in today’s workforce and have difficulty envisioning personal prosperity in the technology-driven workforce to come, specifically:

49%

49% from Spanish-speaking households cannot access traditional higher education

(US Census)



2.5 million

2.5 million CA adults ages of 25 to 34 years old who have only a HS diploma or some college but no degree (US Census)



6.2 million

Another 6.2 million CA adults ages of 35 to 65 years old have a high school diploma but no college degree (US Census)



Why **"Stranded"** Working Adults Cannot Access Traditional Higher Education



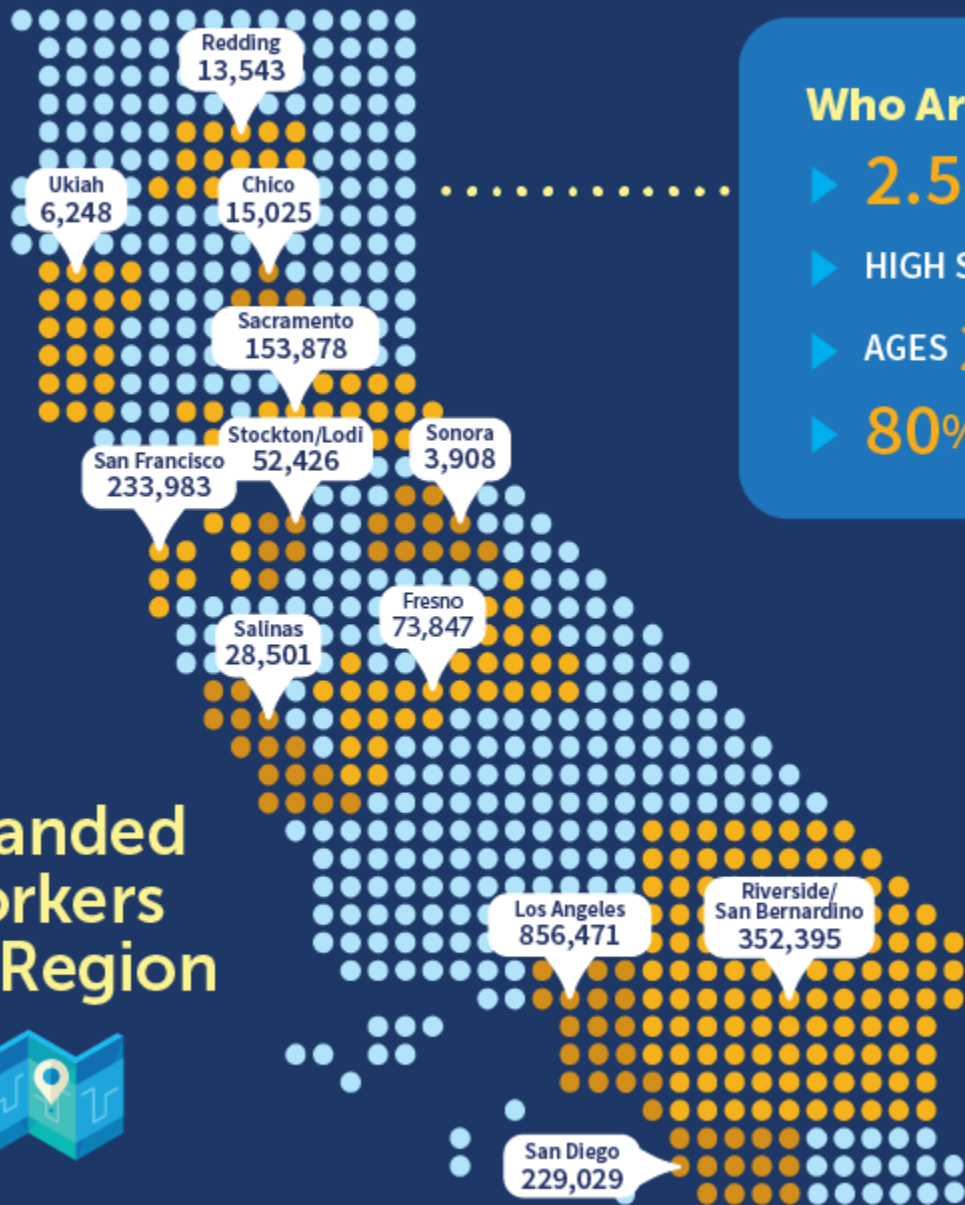
- Work and family obligations
- Scheduling challenges
- Transportation time and costs
- Cost of education + prior education debt
- Length of time to complete program
- Lack of credit for prior learning



- Inability to navigate higher education system
- Lack of academic preparedness
- Emotional barriers
- Lack of proper support system
- And more, as no two situations are identical



Stranded Workers by Region



Who Are California's Stranded Workers?

- ▶ **2.5 MILLION** MEN AND WOMEN
- ▶ HIGH SCHOOL GRADUATES, NO COLLEGE DEGREE
- ▶ AGES **25-34**
- ▶ **80%** ARE CURRENTLY WORKING



Stranded Workers by Ethnicity

African-American
7%

Asian
9%

White
31%

Latino
49%



Economic Impacts of “Stranded” Working Adults



Impact on employers and local economies

\$160 billion

Annual potential of unfilled job opportunities in U.S.¹
When businesses can't find skilled employees, production and profits stagnate

- Incumbent workers may not be qualified
- Workers may work longer to cover skills shortage or not have capacity
- Difficult to attract and retain businesses



Impact on local and national economies

When individuals can't earn family-sustaining income, reduces contribution to economic growth

- 70% of nation's economy powered by consumer spending¹
- 69% of CA 2017-2018 budget = personal income tax²
Low-wage workers have greater reliance on public assistance

\$152.8 billion

Low wages cost U.S. taxpayers \$152.8 billion annually in public support for working families³



¹Centre for Economics and Business Research. "The Economic Cost of Unfilled Jobs in the U.S." Fortune, November 2014

²Kitroeff, Natalie and Paresh Dave. "What's hurting California's budget: The rich aren't getting richer as fast as they used to." Los Angeles Times, 12 Jan. 2017

³Jacobs, Ken, Ian Perry, and Jenifer MacGillvary. "The High Public Cost of Low Wages." UC Berkeley Labor Center, April 2015



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Overcoming Key Worker Barriers to Grow California's Competitiveness

California's 115th Community College:
Fully Online for Equity and Economic Growth



Governor's proposal: *Fully online community college*

A more accessible, affordable alternative for adult working learners

- Self paced – *competency based education*
- Flexible start times – *uncoupled from academic calendar*
- Industry valued credentials
- Affordable alternative to expensive for-profit options
- Targets the 2.5 million adult who otherwise could be stranded
- R&D Unit – *data science and learning science*



Appetite for online education is growing:

- 1/3 of students in the California Community Colleges system now take at least one class online
- Other states already have one: AZ, CO, KY
 - Arizona State University Online offers six different start dates per year and ample student support programs; enrolled nearly 75,000 students in just seven years since launching
 - Rio Salado College (AZ) has 40 Monday starts per year



Quality of a fully supported online education is improving:

- No gap when comparing campus and online for ‘completion’ and ‘mastery’; small for ‘passing’ (less than 2 pts)
- **At-risk students fare no worse – and in some cases substantially better** – in online than in on-campus environments

Source: [ASU Online Performance Gap Analysis, 2018](#)

1.3M student course observations; 280,000 unique students; includes 21,000 California students



Quality of a fully supported online education is improving:

- Students in the RioAchieve cohort (5k first time, Pell-eligible students) have **7% higher term-to-term retention**, 4% higher year-to-year retention, and slightly higher course-level success and GPA over comparative cohort

Source: Measuring What Matters: Quantifying Returns on Digital Learning, CHEA 2018 Annual Conference, Rio Salado College



Feedback so far:

- High-touch student experience
 - * Culturally appropriate
 - * Faculty interaction
 - * Onboarding for non-digital natives
- Enrollment pie is too small



Feedback so far:

- Access to technology and equipment
- Rollout
 - * Three pathways
 - * Dual accreditation



Feedback so far:

- Benefitting the rest of the California Community College system
 - * Faculty professional development
 - * R&D sharing
 - * Student referral



Next steps:

Listening and Learning Forums for stakeholder feedback

- Future of Work MeetUps
- Futures Design-Thinking Lab
- Working Learner Listening Sessions
- Faculty Expert Engagement Session

Learn more at ccconlinecollege.org