California’s
115th Community College

Fully Online for Equity and Economic Growth
“The economy is unforgiving to those without skills.”
- California Community Colleges Chancellor Eloy Ortiz Oakley

65% of jobs will require college credential by 2020
80% of middle-skill jobs require digital skills, 4% increase since 2014

1 Georgetown Center on Education and the Workforce. Recovery: Job Growth and Education Requirements through 2020. 25 June 2013
2 Burning Glass. The Digital Edge: Middle-Skill Workers and Careers. Sept. 2017
The Rise of Automation. The Fall of Workers?

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

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

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

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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% from Spanish-speaking households cannot access traditional higher education
  (US Census)

- 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 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 worker demographic and distribution graphic forthcoming.

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 Region

- **San Diego**: 229,029
- **Los Angeles**: 856,471
- **Sacramento**: 153,878
- **San Francisco**: 233,983
- **Fresno**: 73,847
- **Salinas**: 28,501
- **Stockton/Lodi**: 52,426
- **Chico**: 15,025
- **Redding**: 13,543

Stranded Workers by Ethnicity

- **Latino**: 49%
- **White**: 31%
- **African-American**: 7%
- **Asian**: 9%
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

² Kitroeff, Natalie and Parsh 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
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 ppt)
- 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