





The Board of Governors of the California Community Colleges

PRESENTED TO THE BOARD OF GOVERNORS

DATE: November 14, 2016

SUBJECT: Update on Student Success Technology-Enabled Initiatives—Online Education Initiative, Common Assessment Initiative, and Education Planning Initiative		Item Number: 3.3	
		Attachment: Yes (3)	
CATEGORY:	Technology, Research, and Information Systems	TYPE OF BOARD CONSIDERATION:	
Recommended By:	 Debra L. Connick, Vice Chancellor	Consent/Routine	
		First Reading	
Approved for Consideration:	 Erik E. Skinner, Interim Chancellor	Action	
		Information	X

ISSUE: This item will provide the Board with an update on three major student success technology-enabled initiatives: Online Education Initiative; Common Assessment Initiative; and Education Planning Initiative. In addition, the Board will be briefed on efforts to improve our system’s information security.

BACKGROUND: The Chancellor’s Office oversees three major technology-enabled student success initiatives established through recent legislation. These initiatives have in common a strategy of harnessing technology to increase student access, completion, and equity. All three initiatives are operated under grants awarded to sponsoring community college districts which employ program staff and oversee the day-to-day operation of the projects.

Student Success Technology-Enabled Initiatives

Funding for the Online Education Initiative (OEI) was first provided to the Chancellor’s Office in the 2013-14 state budget. OEI is operated under a grant awarded to the Foothill-De Anza Community College District, in partnership with the Butte-Glenn Community College District and its CCC Technology Center at Butte College. Work began on the project in December 2013. *(Background cont.)*

RECOMMENDED ACTION: This item is presented for informational purposes.

(Background cont.)

Senate Bill 1143 (Liu, 2010) charged the California Community Colleges Chancellor's Office with establishing a task force to examine best practices relating to student success and provide recommendations for a plan to improve success and completion. The resulting Student Success Task Force recommendations included the creation of a common assessment process (Recommendation 2.1) and an online education planning module (Recommendation 2.3). These recommendations were unanimously approved by the Board of Governors at their January 2012 meeting.

The Common Assessment Initiative (CAI) was created in Assembly Bill 743 (Block, 2011) and the project began in December 2013 with a grant to the Butte-Glenn Community College District. Additional partners on this project include: California Community Colleges Technology Center (CCCTC) out of Butte College, Cal-PASS Plus through San Joaquin Delta College, Saddleback College and the Academic Senate of California Community Colleges (ASCCC).

The Education Planning Initiative (EPI) was established by Senate Bill 1456 (Lowenthal, 2012) which, among other things, called on the California Community Colleges and the Board of Governors to institute electronic planning and electronic transcripts. Funding for the project was provided to the Butte-Glenn Community College District in the 2013-14 fiscal year.

ANALYSIS:

Online Education Initiative

OEI was launched to drive significant, state-wide advancements in online education within the California Community Colleges. Specifically, the initiative aims to deliver improvements in: student completion and time to degree; types and numbers of courses offered online; quality of online instruction; student online educational experience; and fiscal efficiency of online education. When fully implemented, OEI will enable students from any participating college to enroll in and complete a course from another participating college and easily apply that course towards completion of a degree at their home college. In addition, OEI will allow students to find, register, and complete courses at any California community college participating in the initiative. It will also provide student support services to promote improved success and retention, as well as faculty support for high-quality course development and conversion.

An important element of OEI is the procurement of a system-wide license for a common course management system (CMS), the technological system colleges use to support online instruction. A CMS supports activities such as the delivery of content, interaction between student and faculty, sharing of resources, submission of student work, and tracking of student progress. In the past, each college has individually procured a CMS through an individual license. By using the collective purchasing power of the CCC system, OEI has secured a much more competitive contract that is yielding estimated savings of over \$8 million annually. To date, over 90 colleges have declared intent to migrate to the common CMS, Canvas, which was chosen by a selection committee comprised of constituent group representatives—including students. In addition, the common CMS is yielding other benefits such as allowing for cross-system learning analytics and essential infrastructure to change how we collaborate as a system.

Upcoming milestones:

- Live access for students available to all 8 pilot colleges in Winter and Spring terms 2017 (ongoing)
- 24 colleges active in Fall of 2017 (ongoing)
- Open to full system registration in Fall 2018, pending successful pilot phase

Common Assessment Initiative

CAI was established to support more efficient and effective assessment of incoming students. Prior to CAI, the California community colleges operated under a patchwork of locally selected assessment instruments used to assess students and inform course placement. This model had numerous faults including a lack of portable test results, which led to students being retested when they enrolled in another college. It was not unusual for a student to receive significantly different testing outcomes at different colleges, confusing the students and hampering education planning. Further, because each college procured assessment tools on its own, the CCC system did not effectively leverage our collective buying power. To address such inefficiencies, the state established CAI to create a common system of test preparation, test delivery, test administration, data collection, and course placement guidance. The goals of the system are to:

- Develop a common assessment instrument for each curricular area of math, English and English as a second language.
- Develop and use centralized and integrated technology solutions to support the assessment and placement activities of the California Community Colleges.
- Help colleges provide more students with robust and effective assessment and placement tools.

To date the CAI project team has overseen a pilot in which over 10,000 assessment administrations have been conducted, producing extensive data for analysis and validation. CAI had aimed for a fall 2016 limited pilot college implementation of CCCAssess. Despite all efforts, the CAI was not able to implement the fall 2016 rollout. CCCAssess is now undergoing additional validation tests and specific release and adoption dates are to be determined.

Another component of the Common Assessment Initiative is the Multiple Measures Assessment Project (MMAP). The MMAP research team has conducted extensive analyses to identify non-test measures of student capacity that can be used to predict student success in community college English and math courses. These measures include the use of high school transcript data (e.g., grade point average) and non-cognitive measures that assess other student characteristics related to college success, for example, mindset and grit. The CAI uses the work of MMAP to provide community colleges with access to K-12 data and other instruments that can be linked with college data to effectively place students into college curricula. These innovative practices in assessment and placement show great promise for improving completion rates and closing achievement gaps.

Education Planning Initiative

EPI was launched as a central component of the Student Success Task Force recommendations. The underlying premise of the initiative is that technology has a key role to play in expanding access to counseling, advisement, and education planning for community college students, which will in turn help to improve student completion rates and close achievement gaps. Advancements in web-based applications and information management set the stage for a new generation of technological tools to support and inform both counseling professionals and the students they serve. When fully implemented, EPI will provide tools to support colleges and students in the areas of education planning, career exploration, program planning, and degree audit, as well as improve access to the data necessary to support these tools.

The goals of the proposed system are to:

- Develop and use centralized and integrated technology solutions to better guide students to define and achieve their educational goals.
- Help colleges provide more students with education planning and degree audit support.
- Develop and/or expand the underlying systems of data necessary to support a comprehensive statewide education planning system to streamline the planning process for students, faculty, and staff.

The EPI student services portal, CCCMyPath (which will be offered system-wide), is being piloted by Santa Rosa Junior College. It will then be phased in with other pilot schools before being offered to all community colleges.

Information Security

As the information technology takes on a larger role in our office and across the colleges, the California Community Colleges Chancellor's Office (CCCCO) is working to identify, assess, and take steps to avoid and mitigate risk to agency information assets. The CCCCCO has developed an Information Security Strategy that includes high-level strategic objectives. While we strive to provide our constituents with faster, easier, and friendlier delivery of service and our employees with the tools necessary to enhance productivity, we must also protect the information assets required to carry out the agency's mission.

The vision includes five categories of high-level strategic objectives, as follows:

- Governance
- Perimeter Defense
- End-Point Defense
- Application Defense
- Physical Security

Our Security Strategy also aligns with our broader information security objectives, including those related to CCCC's technology and business strategies, by incorporating the core information security requirements that must be in place to accomplish our major objectives efficiently and effectively. These objectives include responding to such global trends as:

- More stringent regulatory requirements pertaining to information security
- Increasing sophistication of criminals and politically motivated attackers
- New demands to access data and services through web applications and mobile devices (i.e., laptops, mobile-phones)
- New demands to share data across multiple organizations
- Intense pressure to reduce costs
- The expanding use of software as a service

As technology continues to progress and the role of CCCC continues to evolve, this plan will adjust to reflect those changes. We will review our Security Strategy annually and fine-tune accordingly.