



California Community Colleges

Telecommunications and Technology Advisory Committee

Fall 2022 Bi-Monthly Meeting

November 17, 2022

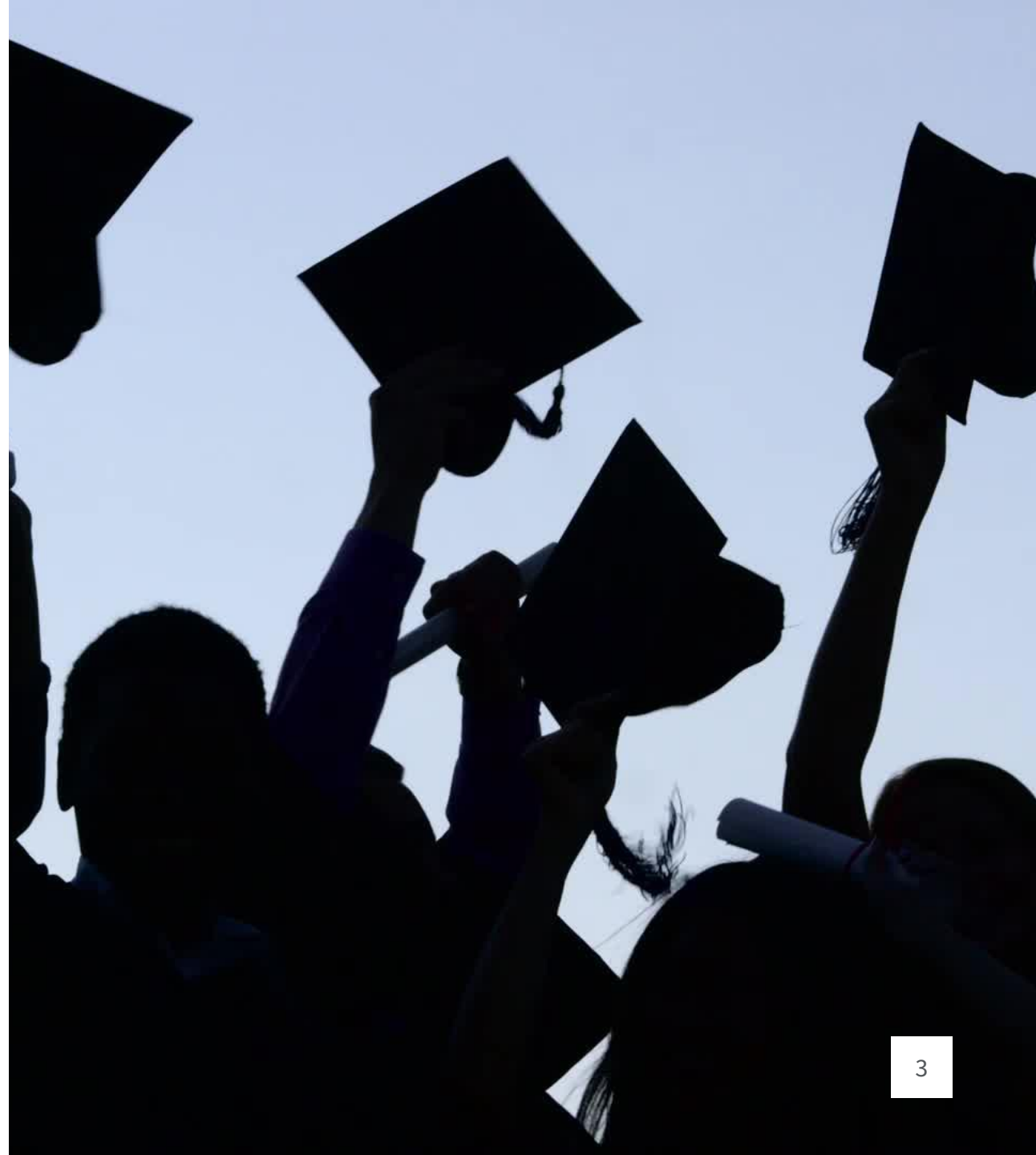
Agenda

- Welcome
- Course Exchange Implementation Progress
- Data Dashboards/CCCDData
- Local Technology Committees
- IT Infrastructure and Security
- Fall 2022 TTAC Survey
- Wrap-up



The *Vision* + Digital Equity

Anyone in California seeking a postsecondary education, regardless of what they look like, where they live, time since high school, and their preferred education modality should have on-demand access.





Common, Systemwide ERP (Chancellor's Office/Tech Center)

Common, Systemwide ERP

Discussion at October SAC meeting: Chancellor's Office presented below two options and asked for the feedback from the committee members

Option 1: Use a vendor hosted SaaS product (Software as a Service). All 73 districts and 116 colleges can leverage the same product across the state, supported by the agency.

Option 2: Local ERP Cloud product. Districts can have locally managed ERP System, (recommend to move in Cloud environment). All the local implementation uses a commonly defined Data Dictionary and Common Data model defined at the System level

- What, if anything, is missing in Option 1 and Option 2? Are these the right pros and cons?
- Which of these two resonates with you and why?
- Is there another option we've not surfaced that the agency should consider?

Common, Systemwide ERP

Chancellor's Office is building from past work:

- **Long-term strategy:** Secured a contract to facilitate systemwide engagement on this topic to gauge understanding, assess buy-in or lack thereof, clarify technological reality (discussed briefly in Consultation Council earlier)
- **Short-term strategy:** Spearheaded by the Tech Center, the agency is working with Ellucian to draft Service Level Agreements (or MOUs) to standardize business practices, which should help reduce local burden for data management and reporting



Course Exchange Implementation Progress (CVC)

Course Exchange

- Course Exchange provides students with an opportunity to take online courses at their “Home College” or any of the other (brick and mortar) colleges in the system
- The Exchange was initially set up as a volunteer effort with colleges opting to participate. However, since 2021, the Chancellor’s Office has championed adoption as one of the multiple strategies to attend to digital equity ethos and address enrollment declines.

Course Exchange Implementation Progress

Key Milestones	July 2021	October 2022	July 2023*
Signed Consortium Agreement	71 / 117	103 / 117	117 / 117
Completed Home College Implementation	59 / 115	80 / 115	100 / 115
Signed Financial Aid Agreement	61 / 115	88 / 115	100 / 115
Implementing Course Finder API	45 / 115	65 / 115	90 / 115
Implementing Course Finder API (District)	23 / 72	35 / 72	50 / 72
Completed Teaching College Implementation	11 / 115	23 / 115	50 / 115
Completed Teaching District Implementation	5 / 72	12 / 72	35 / 72





IT Infrastructure & Security (Chancellor's Office TAP)

Cybersecurity Self-Assessment (AB 178)

- Purpose was to help establish a baseline level of information at the system-level to inform design of a systemwide security strategy
- Districts were provided more than a month to complete
- 73 of 73 completed to-date!

High-Level Self-Assessment Findings

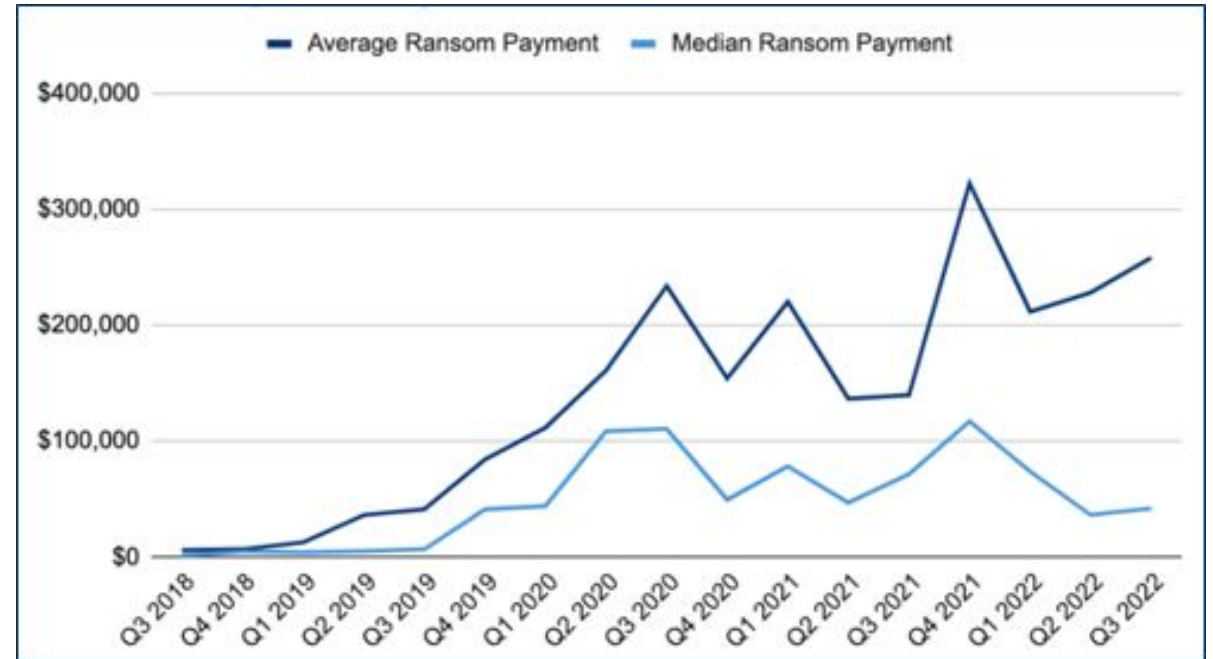
- Multi-factor authentication is implemented at fewer than 1/2 of CCC districts
- 70% of districts reported using unsupported End-of-Life software
- Vulnerability management is inconsistent and/or unreliable
- Vendor risk is not effectively managed
- Staffing levels in IT fall below the national best practice at all districts

Defining Priorities

- Application, enrollment and financial aid fraud and ransomware are both key issues for IT infrastructure and security.
- Given existing work with CCCApply, engagement with TTAC, SAC, and CISOA, as well as data from the cybersecurity self-assessments, the number one risk to the CCC system is ***ransomware***.

Why is Ransomware a Threat?

- **Ransom demands are increasing**
 - The median ransom demand in Q3 of 2022 was \$258,143
- **Cost of recovery is much higher than ransom**
 - Recovery costs can be up to *ten times* the ransom
- **Ransomware disrupts services to students**
 - Average downtime is 21 days



Understanding Priorities

- The *Critical* priorities should begin as soon as possible in Year One (FY 22/23). This will likely mean using AB 183 for one-time investments that will be later supported by AB 178 funds.
- The *High* priorities, while important, are less critical than the *Critical*. Work on these priorities can begin later, in Year Two (FY 23/24) or Year Three (FY 24/25).



Local Technology Committees (Tech Center)

Local Technology Committees

- Quick poll using Zoom: does your college / district have a Technology Committee or Council?
 - Technology Council
 - Academic Technology Committee - [Bylaws](#) from Butte College

Example Local Technology Committee: Butte CCD

- **Purpose:** A governance structure to represent constituencies/departments concerning Butte technology issues, planning and priorities. The Technology Council provides value to the district by collecting, assimilating, and distributing information to better inform the executive decision processes and also to better inform constituencies about the results of decision processes.
- **Philosophy:** The fundamental starting point for technology decision making is to ensure that decisions are made to best enhance the student learning experience. The Council's technology planning is to support the goals in the Education Master plan and other district strategic plans as well as to maintain stable information technology operations and infrastructure.

Example Local Technology Committee: Butte CCD

- **Authority:** The Technology Council is a standing Council within the Butte Community College District. It works in close coordination with other campus organizations and groups to facilitate policy development and technology priorities and planning for the district.



Data Dashboards & CCC Data (Chancellor's Office/Tech Center)

Vision for Success **Commitments**

1. Focus on students' goals
2. **Design with the student experience in mind**
3. Pair high expectations with high support
4. **Evidence-based decisions**
5. Own student performance
6. Cross-system partnership
7. **Thoughtful innovation and action**



Systemwide Data Management Strategy

- Data are available at the local **and** system-level to inform decision-making, but require significant local capacity and logistics.
- CCC Data was envisioned to allow local access to linked systemwide data as part of the Shared Infrastructure Program Grant (held by the Tech Center).
- While data are available in the Data Lake and Data Warehouse, Tech Center, Data Warehouse Advisory Group, CBOs, IRPE staff and others note significant challenges using the data.

Evolving Systemwide Data Management

- In 2023, there is a goal to build standardized reports for colleges/districts to improve local analysis and decision-making.
- This will also allow the Chancellor's Office a birds-eye view to:
 - Improve system-level assessment and evaluation
 - Better monitor application fraud
 - Identify trends across colleges and districts (i.e., enrollment, staffing, trends, monitoring students over time and across institutions, etc., etc.)
 - Inform system-level investments (in technology or otherwise), and
 - MORE!

Data Services Program Grant

Revisiting the Transitions Dashboards



Overview

- Review of DSP and Transitions Dashboards
- Share Chancellor's Office Observations
- Discuss Investment in Transitions Dashboards
- Obtain Advice on Strategy Going Forward



Background of Transitions Dashboard

The Data Services Program (DSP) grant strives to improve understanding of educational pathways into and out of the California Community College system, especially given the lack of a statewide data sharing infrastructure in education. A primary product of DSP is CalPass+, the voluntary, intersegmental data system.

While CalPass+ membership includes all CCCs, about half of public K-12, half of the CSUs and less than half of the UCs, the service provider notes **significant annual declines in refreshing data and use of the dashboards.**

CC Transitions Dashboard

K-12
Schools

Community
Colleges

University
Progress Report

Helpful
Information

Community College Transition Report

Find how students from different high schools, high school districts, and those who are socioeconomically disadvantaged are transitioning into different community colleges. Differences in college readiness across high schools, high school districts, ethnicity, gender, and socioeconomically disadvantaged populations are based on whether students take college level math and English courses upon entering community college. View how differences in English and math readiness seem to translate over to the type of awards individuals receive.

- Discover whether community college students are receiving local certificates, Chancellor's office certificates, and/or Associate Degrees.
- Understand important patterns in how students are transitioning from high school, community colleges, and onto four-year institutions.
- Take advantage of the available data and printable charts.

District Community College

College Students in:

LOS RIOS CCD

2017-2018

VIEW

Demographics of Students Transitioned to LOS RIOS CCD

Students who were enrolled in 12th grade up to 2 years prior to 2017-2018

1%	15%	10%	2%	32%	0%	38%	1%
American Indian or Alaskan Native	Asian	Black or African American	Filipino/a	Hispanic	Two or More Races	White	Other or Unknown Race

* Denotes masked or missing data

CC Transitions Dashboard



Click on a measure below for detailed information

Higher Education Enrollment

Students who were enrolled in 12th grade up to 2 years prior to 2017-2018

TRANSITIONED TO COMMUNITY COLLEGE ⓘ

11,098

TRANSFERRED TO A FOUR-YEAR INSTITUTION ⓘ

11%

College Readiness

Students who were enrolled in 12th grade up to 2 years prior to 2017-2018

TRANSFER-LEVEL MATH ⓘ

13%

BELOW TRANSFER-LEVEL MATH ⓘ

59%

DID NOT TAKE MATH ⓘ

28%

TRANSFER-LEVEL ENGLISH ⓘ

32%

BELOW TRANSFER-LEVEL ENGLISH ⓘ

44%

DID NOT TAKE ENGLISH ⓘ

24%

Community College Awards Received

Students who were enrolled in 12th grade up to 2 years prior to 2017-2018

LOCAL CERTIFICATE ⓘ

0%

CHANCELLOR'S OFFICE CERTIFICATE ⓘ

1%

ASSOCIATE DEGREE ⓘ

1%

HS to CC Transitions Dashboard

COMMUNITY COLLEGE

Enrollment

Enrolled in Community College

First Course

First English Course in Community College Attempted

First Math Course in Community College Attempted

Transfer

Transferred to a 4-Year University from Community College

Awards

Received a Local Certificate

Received a Chancellor's Office Certificate

Received an Associate Degree

Enrolled in Community College

Alameda Unified, 12th Grade Cohort 2016-2017

Students who transitioned from high school to community college.

The charts below represent rates of college enrollment by different timepoints: during high school (early), immediately after high school (early and direct), and by our latest available data.

DRILL DOWN

Overall

EARLY ENROLLMENT BY 2016-2017

18%



EARLY & DIRECT ENROLLMENT BY 2017-2018

30%



Overall

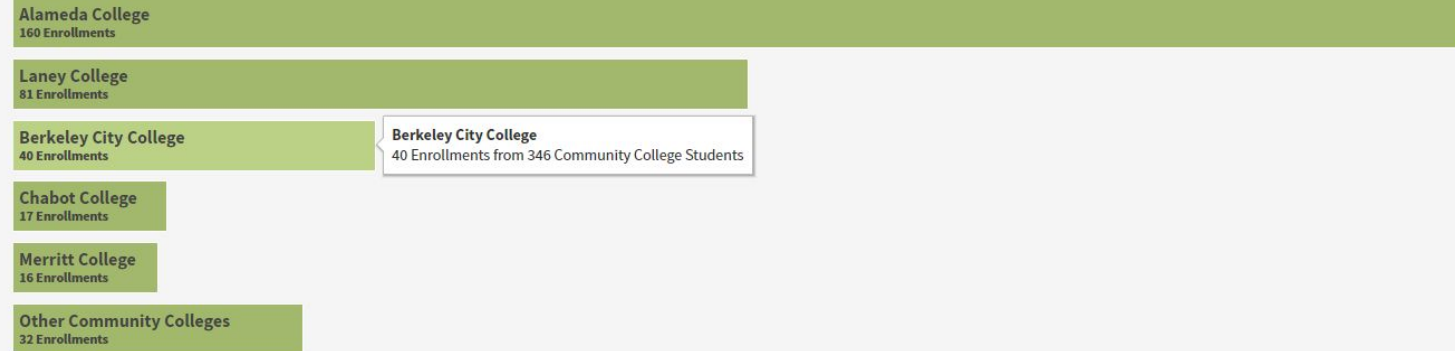
Show Data in Table Format

HS to CC Transitions Dashboard

Where Did My Students Enroll?

Number of Enrollments by Top Community Colleges

This is among those who enrolled in community college by 2017-2018, which is 1 year after 12th grade.



Information

About

Quick Links


Download Data



Transitions Dashboards Future

- Operational Concerns:
 - Dashboards are behind a log-in that limits access
 - Data shows the Transitions Dashboards are not widely used
 - Service provider has persistent performance issues (e.g., K-12 to CC dashboard was last updated in FY17/18)
 - More reliable analyses exist with external partners (e.g., the Public Policy Institute of California, the UC Davis Wheelhouse/EdLab, etc.)
 - The Cradle to Career Data System will make the dashboards largely obsolete

What should the Chancellor's Office consider prior to decommissioning these dashboards, and why?



TTAC Survey Results (Tech Center/Chancellor's Office)

Fall 2022 TTAC Survey

- Purpose of the 11 item survey was:
 - To understand TTAC members' awareness of mental health technology tools, Canvas Studio and Java usage, and
 - To solicit feedback/input about TTAC given lack of consistent engagement
- 11 responses
- No recommendations for topics to cover at TTAC but receptive to surveys

Survey Highlights

- Very few responses overall including technology-related items
 - 2 responses on use of mental health technology tools
 - TimelyMD
 - Care Solace
 - 4 responses on use of Java
- 7 entries in preference that the Chancellor's Office continue to invest in Canvas Studio (\$1.4M) and there was feedback on other tools (i.e., Popetech, Playposit, and Panopto)

Survey Reality

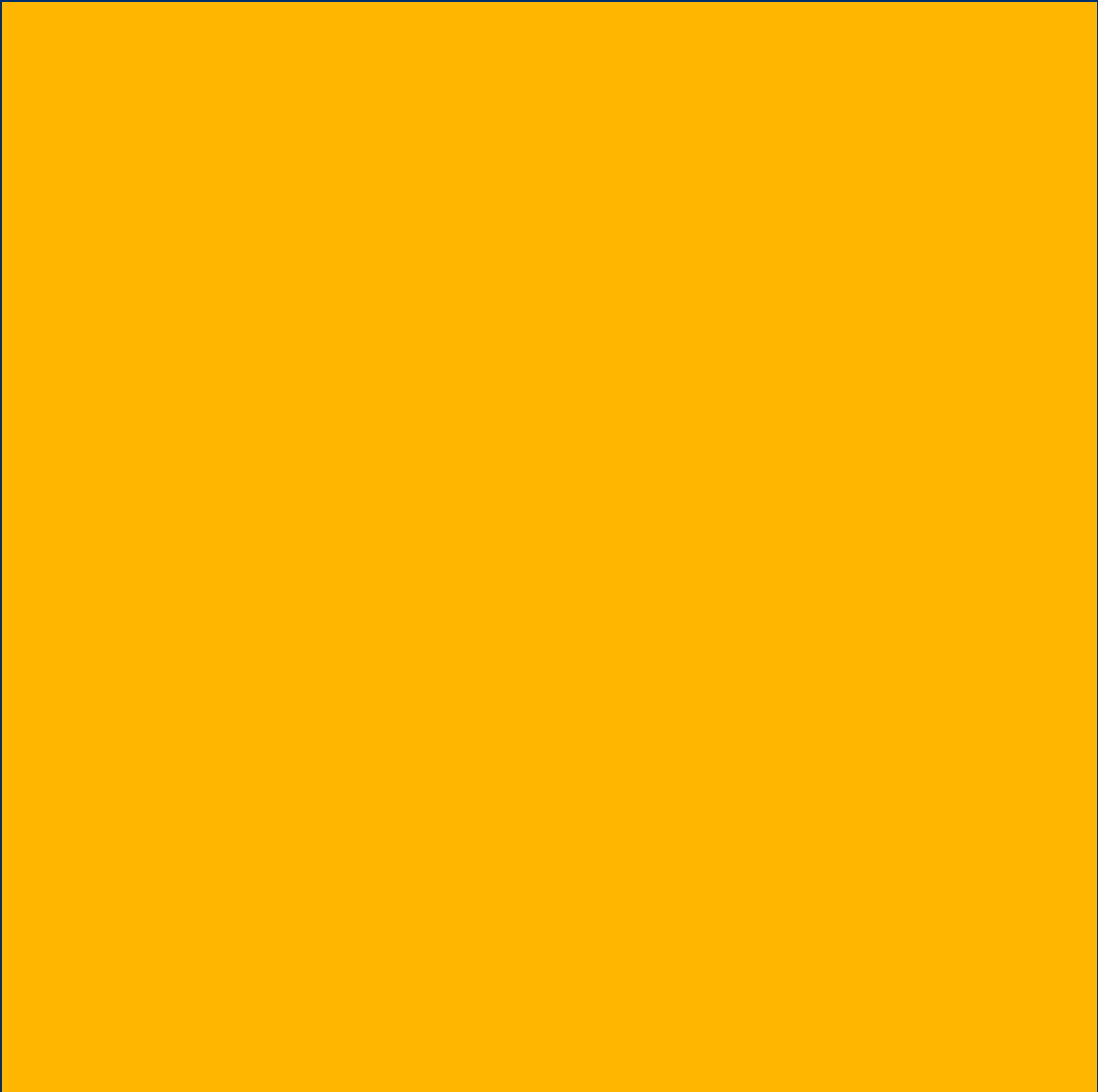
- TTAC participation is concerning, so to improve:
 - Tech Center will reach out to ensure members are appointed and invited
 - The Chancellor's Office and Tech Center will work on a TTAC onboarding guide and process
 - The Chancellor's Office has begun talking to the Tech Center and CVC about a TTAC retreat in 2023
- Do these seem like the right actions? What might be covered in a TTAC retreat?



Upcoming Work & Wrap Up

Upcoming Work

- Learn your about local technology committee(s) and its priorities
- Expand technology understanding/awareness
 - CISOA 2023 Summit
 - CCLC
 - ASCCC
- Key January 2023 TTAC agenda topics
 - CCCApply overhaul/redesign
 - Common, systemwide ERP discussion
 - TTAC retreat
 - Next scheduled TTAC January 19, 2023



California
Community
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Thank you!

www.cccco.edu