CALBR★GHT
COLLEGE

Milestone Report

California Education Code § 75009 (2018)

SUBMITTED BY

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President's Message

We are first thankful to the Governor's office, key members of the legislature and strong advocates throughout the state who helped secure Calbright's future through the legislative budget process.

Looking ahead to next year, the Calbright team has a renewed sense of purpose and commitment to those hard working Californians sidelined by current economic conditions.

The events of the past months and particularly the past few weeks have left a lasting fire in the belly of individuals at the college. All of us feel a deep sense of gratefulness and responsibility for holding space at the table to address the plaguing inequities facing the populations we serve. For many of us it comes from a place of life experiences, for others a place of solidarity, but what it produces is a focus not just on conversations about equity, but action.

The budget process may have left us with less, but we are focused on doing more, and better. We are also focused on the ways we do this together, with longstanding supporters and partners, with our sister colleges and districts who share a commitment to working in concert and see the best of what can be accomplished as a community, and with key industries and regions solving for the gaps in the current workforce infrastructure.

The COVID crisis demonstrated the need for Calbright. What we do next, and how, will inform how we as a college and as a part of the California Community College system can meet the challenge of ensuring an equitable economic recovery.

The opportunity is before us to work in the new ways necessary to build programming based not just on current jobs data, but ahead of anticipated changes in industries and skills needs; the first prepares individuals in the short-run for economic stability, the second in the long-run for economic mobility.

We are not about creating solutions in isolation. We will spend the next several months building out connections to community and regional partners and build our employer engagement infrastructure for the good of Calbright students and California Community College students across the state.

As we grow partnerships with other colleges, such as our initial partnerships with Bakersfield College and Compton College, we can continue testing out the ways to meet working and economically displaced Californians where they are and solve for their education and training needs.

In the coming months, we plan to work with more districts and colleges interested in collaborating. We will do together what is difficult to do alone. A broad cross-section of Californians across the state need our collective capacity to provide the education and training they may lack for re-employment and beyond.

A key part of our next stage is the culmination of a months-long process with support from the statewide academic senate to hire the college's first full-time faculty – and what an amazing first team it is. I could not be more thrilled.

These faculty hires represent a talented and diverse group of instructors and counselors, many of whom have deep subject matter expertise, and/or community college and online experience. They are shining examples of leaders who believe in the value of the students Calbright serves, and who have a demonstrated track record of putting students first. I am excited to support them as they join the Calbright team to strengthen our instructional, student support, and campus-wide governance efforts.

Calbright has been hard at work making critical changes to the college's operations, and improvements to our instructional and student support efforts preceding a new summer enrollment effort. This new effort will test our marketing and outreach strategies and prepare us for a deeper program and support redesign launching later this year.

Things never go perfectly, but the test of Calbright's resolve is also measured in our commitment to continually move forward; to find what doesn't work, and make it better. This is the mark of where we all need to be at this moment, focused on rapid iteration, and demonstrated improvements. This is what's necessary when confronting the complex and shifting needs of our communities inside our institutions and, more importantly, for those we seek to support.

I have been thinking more and more about what it means to lead this college at the moment we are in as a state and as a nation. Racial injustice is insidious in education, in employment, and nearly every aspect of civic life. The inflection point with the death of George Floyd has shown it is ubiquitous, triggering a moment of collective empathy leading to action. This strikes at the core of how Callbright is striving to serve where gaps in educational opportunity persist.

A hero of mine, Representative John Lewis, passed away this month. Like many, I have been inspired by his life's work since my student organizing days, when I first learned of his work

with the Student Nonviolent Coordinating Committee's desegregation work in the South. What I am reminded of about his life was his relentless drive towards action.

It was a reminder to me that it is not enough for us to continue to just pervasively use the word equity in our goals, mission, and vision statements, but to target the things in our systems, policies, and processes that need to be re-examined and re-engineered to facilitate equitable outcomes.

When we approach challenging aspects of the systems that are set up for conventional students, but that erect barriers to success for today's adult students – those who work, are struggling to stabilize their income, are juggling childcare and eldercare, or a myriad of other obstacles – Calbright's role will be to provide a social justice lens that names and confronts policies, practices, and conventions running counter to student success.

I am humbled and honored to lead this next phase of what we need Calbright to be for underserved communities. But more than anything, I feel a deep sense of responsibility to always focus on how our work and the work of higher education more broadly needs to change and evolve to better serve communities of color, women and low-wage workers.

Thank you for this opportunity.

Sincerely,

Ajita Menon
President & CEO
Calbright College

Executive Summary

This report offers analysis of the first phase of Calbright's existence, lessons learned from that phase, programmatic and technological changes made in response, current metrics, and plans for the college's future.

The Calbright beta cohort was an attempt to both meet and exceed the requirements in Calbright's founding legislation, while also carefully and diligently testing the first systems Calbright developed. By putting a deliberately small test class through first generation designs, assumptions could be tested, technology vetted, and programs evaluated, before opening them to more Californians.

This milestone report on that process divides Calbright's first eight months of public operations into four parts:

- **The Launch Segment** - in which Calbright first began marketing its programs to attempt to fill a beta cohort of approximately 500 initial students. This was entirely successful. With only modest marketing efforts, Calbright received substantial interest from the Californians identified in its mandate.

- **The Post-Launch Segment** - in which Calbright closed its marketing efforts and focused on the business of teaching, training, and graduating. This segment was marked by a significant leadership change, including the Chief Executive Officer, Chief Operating Officer, and Chief People & Culture Officer. It was also in this period that initial assumptions were challenged regarding college operations, and new practices - grounded in the feedback form the beta cohort students - began to be developed.

- **The Covid Impact Segment** - in which Calbright's operations and, more significantly, its students were rocked by the sudden impact of a global pandemic. Calbright rallied to provide significant support to both its own students and to other colleges in the CCC system in their emergency migration to online classes. At the same time, it is hypothesized that the strain the pandemic put on students, both economic and personal, adversely impacted retention and completion rates.

- **The Final Segment** - in which revisions to Calbright's model, operations, and curricula were developed based on the successes and failures of the beta cohort. Calbright's new leadership has been formally approved in this phase, new partnerships have been established, the first students completed their courses, and a plan was developed to test Calbright's new systems through a new fall enrollment push.

Calbright met the requirements of its legislative mandate for its first year of operations. However, it is also clear that the systems and processes designed for the beta cohort are not sufficient to meet the needs of Californians, particularly in this time of severe economic hardship.

In addition to outlining changes already made or underway, this report contains reflections on previous decision making processes, and recommendations from staff and experts for Calbright to act on in the future, across every aspect of its operations from pathway development to systemic partnerships to accreditation. On the whole, three primary lesson were learned:

1. Student engagement and support must begin sooner;

2. While offering self-paced programming is essential to reaching target users, additional structure and guidance are required to retain them;

3. A co-enrollment model, rather than a sequential model, will better support students in completing their program pathways. Co-enrollment means students will be able to take courses simultaneously.

New iterations in curriculum design, technology, and student support based on these and other lessons will be both effective and scalable for the substantial number of "stranded" Californians who could benefit from free educational support in their search for better careers.

Current metrics beyond the beta cohort are included, with enrollment data pulled from July 27, 2020.

This report is a roadmap Calbright will follow to assist Californians in need of a job, and those who will need highly trained workers for this new economic environment.

Beta Cohort Post-Analysis

Purpose

Calbright's initial cohort of students (the "beta cohort") was part of a phased approach to starting college operations under its legislative mandate. The beta cohort concluded* June 30, 2020. This analysis captures the goals, achievements, and lessons learned from this first research and development phase (Oct 2019 - June 2020) and describes future cohort planning, operational, and programmatic changes based on data collected.

*To be clear, "concluded" means ending this cohort for data collection purposes and a purge of inactive accounts. Students who have had substantive academic activity (SAA) in the last 60 days are able to continue and complete their studies.

Overview

Calbright's first cohort was a limited-in-scope enrollment which had a primary goal of providing certification and training to a first, controlled group of students in state-defined target demographics, and secondary goals relating to research and development as follows:

- Provide baseline data on pathway design and student response
- Inform and enhance efficacy at reaching target demographic
- Help illuminate breakpoints (drop-offs, stopouts, content issues) within the Calbright matriculation model
- Validate technology system resilience
- Prepare a blueprint for scaling

Key Points

The Beta Cohort was focused on research and development, and small by design. The legislature mandated that Calbright have enrolled students by the end of 2019 – which Calbright met – and provided the flexibility to create this first test phase in the context of a seven year implementation plan.

Similar efforts to build from the ground up – even with a phased and measured approach – took time. For example, it took four years before Western Governors University reached 1,000 enrolled students[1].

From opening on October 1, 2019 to the end of June 2020, Calbright had 927 applicants start orientation. Calbright's enrollment at the time of the beta cohort phase conclusion (June 30, 2020) consisted of 545 students in the following pathways:

Cybersecurity Pathway	**94**
Essentials Course:	81
Technical Skills Course:	13
IT Support Pathway	**296**
Essentials Course:	262
Technical Skills Course:	34
Medical Coding Pathway	**155**
Essentials Course:	122
Technical Skills:	33

Two events significantly impacted college operations and put enormous strain on resources that largely defined the second half of the beta phase:

1. February's senior leadership transition (which involved the exit of the CEO, COO, and Chief People & Culture Officer), and

2. The COVID-19 crisis.

For the first half of the cohort phase, previous leadership implemented aggressive timelines and capacity goals that, at times, undermined the college's ability to build student support and data-gathering systems in sync with increased enrollment, as well as the college's ability to partner with system collaborators and stakeholders.

Post leadership transition, Calbright has:

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[1] https://edsource.org/2020/californias-online-community-college-still-has-much-to-prove/636811

1. Redoubled efforts to reach out and partner with sister colleges and districts, including new opportunities for a co-located site with Compton College and a pilot program to advance skills-based badging and micro-credentials with Bakersfield College.

2. Challenged untested assumptions about previous leadership's version of the Calbright model and made significant changes to the vision for employer partnerships.

3. Entered into an agreement with Opportunity@Work to connect Calbright-trained skilled workers with industry hiring managers through their technology-mediated marketplace, while providing beta cohort graduates with employability skills and on-the-job training opportunities.

4. Made great effort to re-engage beta cohort students without substantive academic activity. At the conclusion of the beta phase, inactive accounts (industry observers, non-Calbright faculty, etc.) and non-starts were purged from active enrollment, while significant improvements to the student experience were implemented to lessen the number of drop-offs during and after matriculation.

5. Begun to make significant changes to College and Career Essential Skills ("Essentials") and content development in response to student feedback and completion rate data.

COVID-19 Response

COVID-19 put additional strain on Calbright's beta cohort students, and likely impacted completion rates. Significant time was spent determining what additional services could be offered, and how to better put the services already offered front and center.

Calbright expanded access to its device lending library (Chromebooks and Verizon MiFi wifi devices) at the outset of the crisis in response to system needs, and introduced expanded online mental health services to a limited set of community colleges.

Calbright made 500 laptops and 500 mobile broadband hotspot devices in its lending library available to loan to community colleges in rural areas. The goal was to provide mobile broadband hotspot and/or laptops to students who may not otherwise have access; the devices were on loan through the end of the summer.

Calbright offered an introduction to WellConnect Services, by extending its agreement with WellConnect for the provision of Student Assistance Program Services to 14 rural area colleges:

- Barstow College

- Copper Mountain College
- Feather River College
- Gavilan College
- Imperial Valley College
- Lake Tahoe Community College
- Lassen Community College
- Mendocino College
- Palo Verde College
- Porterville College
- College of the Redwoods
- Shasta College
- Siskiyous College
- Taft College

WellConnect provides service 24/7 (including weekends and holidays) for urgent mental health counseling appointments with a licensed clinician (via text messaging, chat, video counseling, or telephone) at no cost to students. Students also had access to a 24/7 crisis hotline.

Additionally, all California Community Colleges had the opportunity to negotiate a temporary (6-month) service agreement with WellConnect.

As a result of the data gathered from this beta cohort and lessons learned vis a vis system needs, Calbright expects a significant redesign of its systems and offerings by winter 2020 as this model (online, skills-based) for training delivery is a critical part of California's response to the global pandemic.

Beta Cohort Enrollment Demographics & Alignment

In this analysis, Calbright found that 42% of all beta cohort enrollees had educational goals that were not aligned with the mission or current offerings of the college. Additional complicating factors included enrollees who were members of the media, industry observers, faculty from various colleges and universities, and government stakeholders early on during the first month of operations.

Nonetheless, Calbright's first marketing campaign efforts largely succeeded in reaching target demographics – namely, working adults (25+) not enrolled at another institution of higher learning. Students enrolled from around the state; Calbright was proportionately successful at reaching target populations - most enrollees were people of color, without college degrees, and women. That's relevant, and matters to Calbright's mission under the statute.

Beta Cohort Enrollment Highlights

Student Path

4088 Started Applications

1783 Completed Applications

825 Completed Orientation

533 Currently Enrolled

Most public reporting by colleges is on an annual basis. In an effort towards greater transparency, Calbright shares enrollment data publicly on a monthly basis.

During the consultation phase, Calbright works with students to make sure this is the right educational opportunity for them. In some cases, students are guided to their district community college, which is a successful outcome.

Connecting Californians to the right educational opportunities supports the college's mission, and Calbright is working to expand partnerships with other community colleges to better refer prospective students whose educational goals would be better served by their local institutions.

Some students have indicated they were not yet ready for the commitment to the program, or their personal circumstances changed (see "mission alignment" analysis below).

Racial Demographics
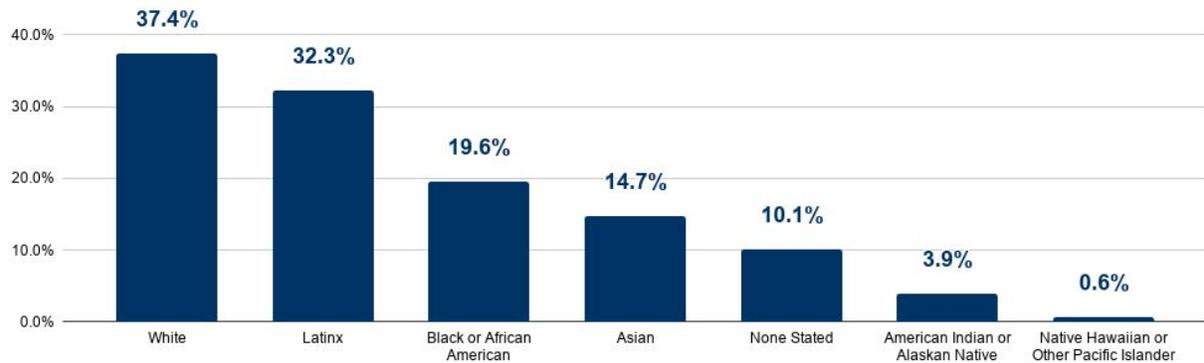
The chart above demonstrates the diversity of Calbright's cohort. This chart does not disaggregate multiethnic, Latinx or other Spanish-speaking racial group data, i.e., people are able to identify with more than one group who are of mixed ethnic/racial backgrounds, but are still able to separately identify as Latinx/Hispanic (May 30, 2020).

Gender Demographics
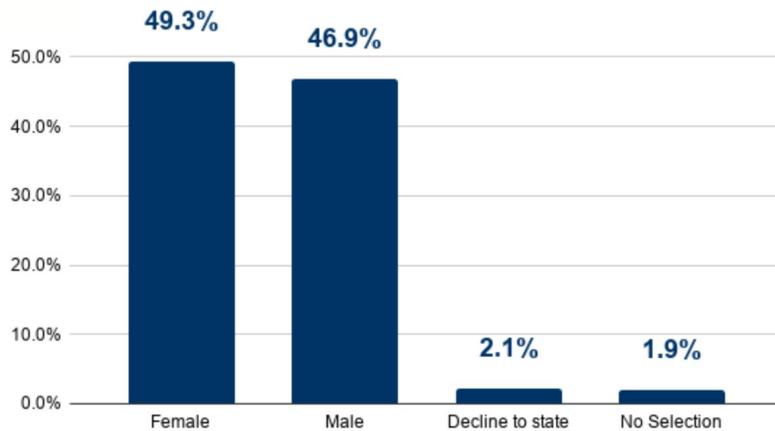
Calbright's first cohort of students largely reflected the diversity of California, with a near-equal split in gender representation (May 30, 2020).

Age Demographics
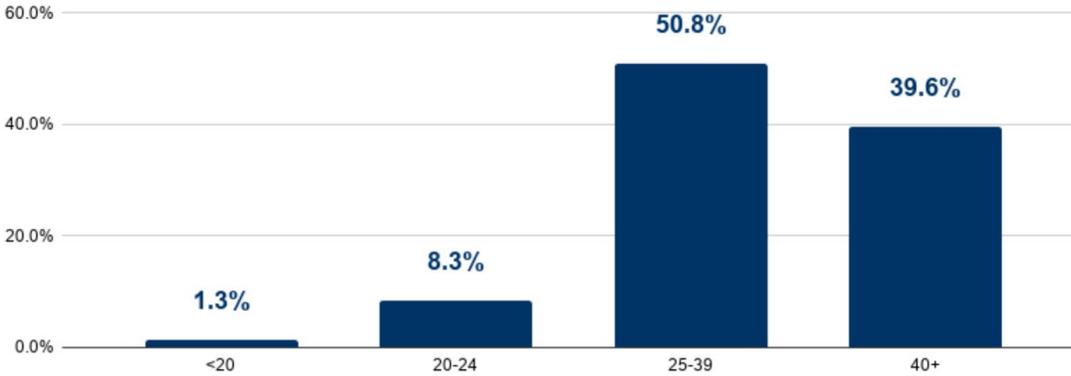
The California Community College system does an excellent job of recruiting high-school aged students. Calbright is charged with seeking out and serving traditionally underserved populations, for whom college may not be at the forefront of concern. In this way, Calbright succeeded at reaching its initial target demographic of 25+, with over 90% of enrollees in this demographic (May 30, 2020).

Secondary & Postsecondary Education Demographics

Education Level of Enrollees: Secondary
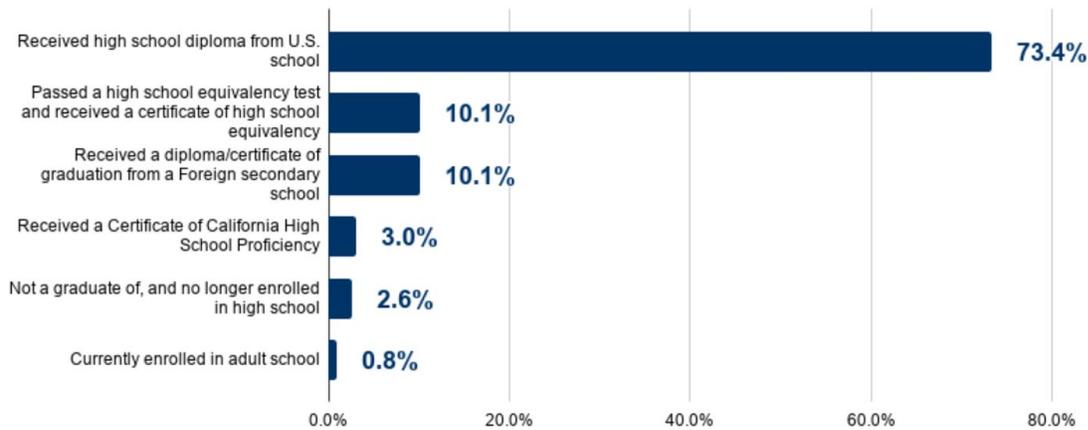
Education Level of Enrollees: Postsecondary
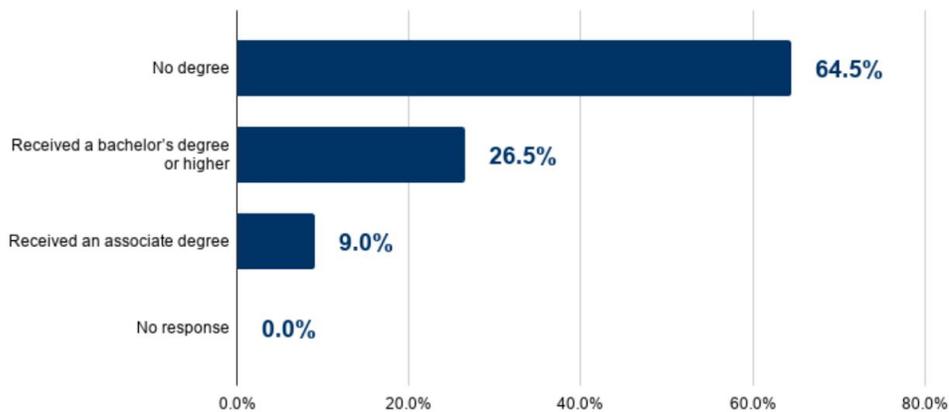
Though Calbright succeeded in serving predominantly those without a postsecondary degree, 26.5% of enrollees did indicate they had a bachelor's degree or higher (May 30, 2020). This higher-than-expected percentage at Calbright is an indication of:

1. The amount of "auditors" taking classes, and

2. The lowered value of a bachelor's degree over time in areas of study no longer in demand in the new economy, especially among older adult workers.

Geographic Spread

Enrollees by County
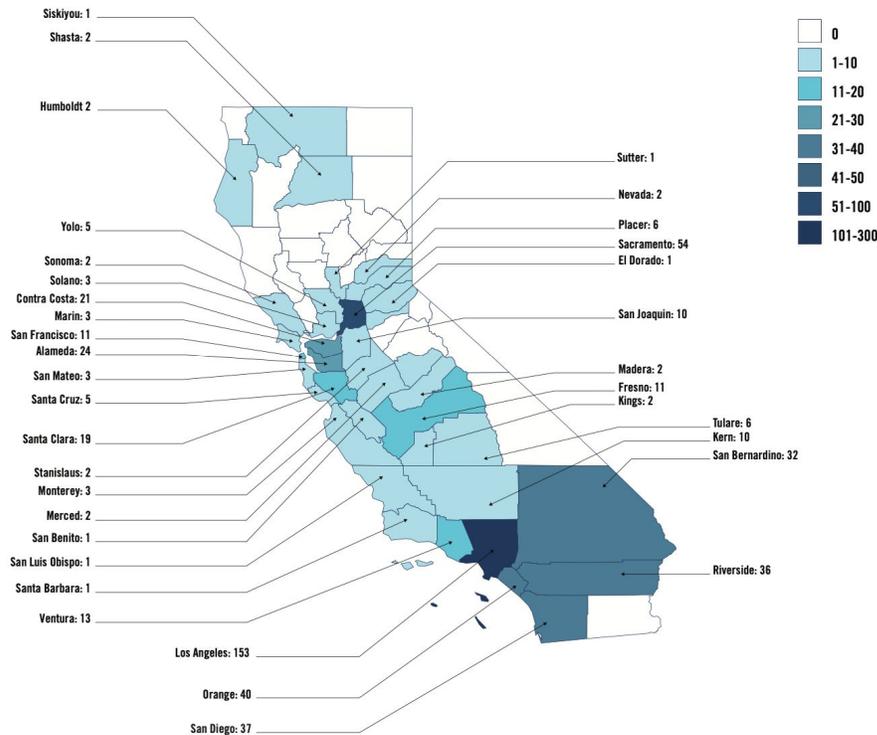
Calbright students came from both urban and rural areas all over the state, roughly in proportion to population density by county. More effort will need to be made to ensure participation from all counties, and to ensure meaningful program pathways are available for rural students in particular (May 30, 2020).

Mission Alignment

All students during the CCCApply process (the California Community College application process) must select from 14 educational goals. Those who started orientation after selecting a goal that is highly-aligned with Calbright's offerings and mission were ~2x more likely to complete Essentials (the first course in each two-course Calbright program pathway) than those who started orientation after selecting a tangentially-aligned goal, and they were ~3x more likely to complete Essentials than those who started orientation after selecting an unaligned goal.

1. **Highly-aligned goals:**
   a. Earn a career technical certificate without transfer
   b. Prepare for a new career (acquire job skills)
   c. Advance in current job/career (update job skills)

2. **Tangentially-aligned goals:**
   a. Discover/formulate career interests, plans, goals
   b. Improve basic skills
   c. Undecided on goal

3. **Unaligned goals:**
   a. Obtain an associate degree and transfer to a 4-year institution
   b. Transfer to a 4-year institution without an associate degree
   c. Obtain a 2-year associate degree without transfer
   d. Maintain certificate or license
   e. Educational development
   f. Complete credits for high school diploma or GED
   g. To move from non-credit coursework to credit coursework
   h. 4 year college student taking courses to meet 4 year college requirements

Beta Cohort Segmentation

1. The **launch segment**, the largest, includes the most motivated students with 15% of in-scope students completing Essentials. This segment also includes academic researchers, members of the media, faculty, etc. – who were not enrolled with the goal of achieving certification.

STUDENT STATUS	Highly Aligned	Tang. Aligned	Unaligned	Total
Started Orientation	28	15	19	62
Completed Orientation	81	26	43	150
Enrolled in Essentials	209	44	61	314
Started Program Pathway	49	7	8	64
Completed Program Pathway	6	1		7
Grand Total	**373**	**93**	**131**	**597**

2. The **post-launch segment** includes 1.5 months of active marketing; all marketing stopped mid-January as Calbright reached its goals for new enrollments with a data set large enough to work with. Re-engagement campaigns for stop-outs and non-starts began in January. The leadership change occurred in February; tech integrations (Salesforce CRM, texting) came online and were used as student touchpoints.

STUDENT STATUS	Highly Aligned	Tang. Aligned	Unaligned	Total
Started Orientation	30	26	44	100
Completed Orientation	39	16	14	69
Enrolled in Essentials	75	14	23	112
Started Program Pathway	10	2		12
Completed Program Pathway	1			1
Grand Total	**155**	**58**	**81**	**294**

3. The **COVID-impact segment** includes new enrollments while all marketing was on pause. Students data shows many enrollees were impacted by the pandemic; Calbright's academic drop policy was put on pause as additional contact efforts were made to ensure students have the opportunity to remain engaged. Data gathering continued in earnest.

STUDENT STATUS	Highly Aligned	Tang. Aligned	Unaligned	Total
Started Orientation	2	2	8	12
Completed Orientation	3	1	2	6
Enrolled in Essentials	8	5	2	15
Started Program Pathway	1			1
Completed Program Pathway				
Grand Total	**14**	**8**	**12**	**34**

4. The **final segment** includes 287 active enrollees (205 in Essentials; 82 in Program Pathway) and the eight students who have completed their pathway; this reflects the 270 students who were dropped on July 1 at the conclusion of the beta cohort.

Re-Engagement Campaigns / Drop Policy

Because Calbright is not taking apportionment funds for this cohort, there was a unique opportunity to experiment with different ways of re-engaging students who would otherwise be dropped. 273 non-participatory students were contacted in January; 10% were re-engaged and remain in good standing. This process helped develop new practices for student retention and re-engagement.

The COVID-19 pandemic introduced further complication to students' ability to complete coursework. Additional surveys and data analysis were conducted to measure this impact. The 90% who have not re-engaged have been academically dropped – 270 students were dropped on July 1 at the conclusion of the beta cohort.

During this phase, it was essential for faculty, staff, and administrators to test systems and put the appropriate touchpoints in place. This phase required feedback from students for continuous improvement and adjustments for the long term scalability of the institution.

Post-Analysis Conclusion

The enormity of the task assigned to faculty and administrators in setting up this beta cohort of students on the timeline envisioned cannot be understated; the data gathered over the last eight months will inform current leadership's vision for new program pathway development, partnership opportunity, student supports, and instructional design in the context of California's economic recovery amid the COVID-19 crisis.

The moment for skills-based, online training programs is now, and Calbright is well-positioned to help meet the state's acute workforce needs as outlined by Governor Newsom during the 2020-2021 legislative budget process.

Moving forward under this frame, Calbright's leadership expects a complete redesign of multiple aspects of the student journey. Key takeaways that will inform this phase two include:

- The CCCApply process is onerous and not suited for rapid online training courses. Calbright is exploring options for a more streamlined experience.

- The College and Career Essential Skills ("Essentials") course takes most students too long to complete, and impacts the overall retention rate. Calbright is redesigning Essentials for the phase two launch in July; students will be able to show mastery earlier in the process and more rapidly advance through material they understand.

- Calbright has reconciled class rosters in preparation for open enrollment.

- Calbright is considering alternate term structures that might benefit students' movement through their pathway, allow a maximum amount of flexibility, and allow more visualizations of student progress to both better coordinate support services, and enhance enrollment management.

- Calbright is now engaged with the Competency Based Education Network (CBEN) to align student support practices and delivery of instruction with their CBE quality

framework.

- Calbright can now offer lessons learned and promising practices to sister colleges/districts as it moves to expand CBE partnerships with other CCCs to increase the opportunities for students to advance in their career and educational goals.

- The current partnership with Opportunity@Work will allow Calbright to scale its vision for employment across California, connecting a wide range of employers to certificate holders and graduates.

- Having enlisted the intervention design experts at the Community College Research Center at Columbia University, Calbright is designing a support and intervention model that integrates instruction and supports in order to improve student outcomes.

Calbright had a challenging beta cohort period (i.e., COVID-19, leadership changes), but demonstrated an ability to reach target populations, support other parts of the system, and do R&D necessary on the equally difficult task of keeping students on track during a major economic downturn.

Thanks in part to new leadership Calbright is substantially further ahead than when it started, and is now ready to enter phase two – testing scaling models during open enrollment, and implementing best practice changes to content, ease-of-use, and technological functionality.

Revised Student Journey

Overview

As originally imagined in a pre-pandemic environment, Calbright's model included a reliance on placement of students directly with employers, and untested assumptions about those employers' willingness to pay a portion of each student's cost of education. After five months of negotiations, this model was found to be unworkable at scale, and with the hiring landscape drastically changing, a reworked model was necessary.

Calbright identified a disconnect between hiring managers and trained students, and is seeking to build a network of collaborative alliances within the existing CA Community College system and labor marketplaces while preparing and training students on the mechanics of how to apply for a job in the new economy.

Applying touchpoints with students earlier in their journey when it comes to job readiness (interview prep, resume building, navigating marketplaces) was a key lesson learned, and is leading to a reimagining of the College and Career Essential Skills course to more closely focus on workforce readiness, as well as the ability for newly enrolled students (post June 30) to co-enroll in courses to help them more quickly move through the curriculum.

Additionally, Calbright is implementing a career services program designed to connect Calbright job seekers within each program pathway with tools on how to leverage their

certificate of competency, industry recognized credentials and new skills to network and build social capital within the marketplace.

In addition to building a collaborative network with the CA community college system, Calbright's pilot agreement with Opportunity@Work aims to connect California community college students who don't have four year degrees but are "STARs" – Skilled Through Alternative Routes (STARs) – with engaged employers hiring based on specific skills.

Through this partnership, working students in California will be able to build new skills in online programs targeted to in-demand jobs, and connect through a digital marketplace platform to employers hiring for middle- to high-wage work, with matches based on skills.

Metrics & Benchmarking

Current Enrollment & Certifications

Most public reporting by colleges is on an annual basis. In an effort towards greater transparency, Calbright shares data publicly on a monthly basis. As of the most recent monthly data available for reporting (July 27, 2020), Calbright's enrollment consists of 433 students:

Cybersecurity Pathway	**50**
Essentials Course:	34
Technical Skills Course:	16
IT Support Pathway	**304**
Essentials Course:	266
Technical Skills Course:	38
Medical Coding Pathway	**79**
Essentials Course:	45
Technical Skills Course:	34

In mid-July, 15 students were the first to receive their digital certifications in the following program pathways:

Introduction to Cybersecurity (Security+):	8
Introduction to Information Technology (A+) :	5
Medical Coding for Professional Services :	2

As mentioned in the beta cohort post-analysis section of this report, 270 student accounts (including non-starts, researchers, etc.) were administratively dropped at the beginning of July.

Non-starts were students who completed the onboarding process and enrolled but were never active in the Learning Management System (LMS). All enrolled students were counted during the beta cohort as Calbright implemented and "tested" student support models and new technology tools.

Due to COVID-19 Calbright's 30-day academic withdrawal policy was extended for non-starts, providing additional time and resources to students who were impacted by the pandemic.

Moving forward, headcount will now be based on the total number of actively enrolled students. Students are considered actively enrolled after they have established activity in the Learning Management System (LMS). A *substantive academic activity (*SAA*)* includes, but is not limited to, participation in an online discussion board, taking a quiz, or submitting an assignment.

Prior to completing a substantive academic activity, students will be considered *provisionally enrolled.*

Students who fail to complete a substantive academic activity within the first 30 days of enrollment will be administratively dropped with no transcript or education record and are not included in any public headcounts. During this time, students will be contacted through multiple means to understand their needs, and to assist in beginning their studies.

Note that starting in the August metrics and benchmarking report, Calbright will only consider students actively enrolled if they have completed a substantive academic activity within 30 days of provisional enrollment.

Target Enrollment (Fall 2020)

Having tested its systems for both recruitment and education, Calbright has now begun a new enrollment push to bring in at least twice the number of students registered in its beta cohort and use lessons learned to show both improved retention and completion rates.

While recruitment was largely successful for the beta cohort – Calbright received substantially more completed applications than it could enroll at that time – these new recruitment efforts will still build on lessons learned and additional information to better target the populations Calbright is intended to serve.

In particular, efforts are underway to partner with more community organizations and to conduct outreach through diverse local media across California. The goal is to enroll at least 1,000 students by late fall, 2020, while keeping focus on students of color, over 25, without college degrees.

New Calbright students will be onboarded and supported using best practices developed through the experience of the beta cohort. In addition, prospective students whose goals align more closely with other CCC partner institutions will be supported in connecting with those institutions.

Since students with aligned goals are substantially more likely to complete their programs, Calbright expects that more students will see success.

The substantial number of new students will require additional faculty, which Calbright is in the process of hiring. These faculty will be teaching courses that are in the process of being revised using lessons learned from the beta cohort, with the intention to allow students to move through more quickly, and with greater convenience and confidence. Both the hiring of new faculty and the updates to course curriculum will be described in more detail in sections below.

This new enrollment push represents a substantial departure from launch practices, which Calbright believes will significantly improve alignment with its legislative mandate.

Program Descriptions

Overview

Calbright offers three program pathways as of July 1, 2020:

- Introduction to Cybersecurity (Security+)

- Introduction to Information Technology (A+)

- Medical Coding for Professional Services*

  *All open seats in the medical coding program pathway have been filled.

Each pathway consists of two courses, College and Career Essential Skills (WF500, "Essentials") and the technical skills course.

College and Career Essential Skills ("Essentials") is a competency-based noncredit course designed to prepare adult students to develop skills necessary for career and college success through contextualized academic preparation. Students focus on the reading, writing, and math skills needed to be successful within an academic and professional environment.

Students will develop awareness and competency of the 21st century employability skills

identified by employers as essential to career success through self-directed learning modules, self-exploration, and practiced-based exercises.

Introduction to Information Technology Support (A+)

This skills-based, noncredit, program pathway is designed to prepare students to successfully complete the CompTIA A+ certification, an industry recognized certification. It will include study of the content found in the CompTIA A+ Exams (Exam 220-1001 & 220-1002), including practice examinations, as well as application of the material on the job.

Subjects include hardware, operating systems, software, mobile devices, basic networking, basic security, operational procedures, printers, and troubleshooting. Students will gain a working familiarity with the concepts of documentation, safety procedures, and small office/home office (SOHO) technologies. Students will understand how to assemble components based on customer requirements, and also master the installation, configuration, and maintenance of PCs and Mobile devices.

The basics of networking and security forensics will also be covered. Other subjects include application of troubleshooting methodology and provision of appropriate customer support.

Networking and security forensics will be introduced along with the basics of scripting, virtualization, desktop imaging, and deployment, as well as basic cloud technology and deployment.

Pathway Program-Level Student Learning Outcomes

- Demonstrate the ability to identify issues across a broad range of computing skills, both in software and hardware.

- Implement solutions to common problems and issues raised by customers.

- Apply a wide variety of skills in customer support and troubleshooting, ranging from installation and configuration, to networking, operating systems, mobile devices, and security.

Introduction to Cybersecurity (Security+)

This skills-based, noncredit program pathway prepares adult students for employment in the Information Security field. Students will progress through the program pathway by mastering a working knowledge of the fundamental principles and topics of information security and risk management, and demonstrate appropriate diagnostic, risk management, and solution application at the organizational level.

This includes hardware, software, processes, communications, applications, and policies and procedures with respect to organizational cybersecurity. Students in this program pathway will be prepared to successfully complete the CompTIA Security+ certification exams (SY0)-501, which is an industry-recognized certification.

Pathway Program-Level Student Learning Outcomes

- Describe key principles of information and risk management at the organizational level.

- Analyze a wide variety of technical issues in Information Security from networking, operating systems, mobile devices to various technical systems.

- Recommend and/or apply appropriate solutions at the policy, procedure communications, applications levels for hardware, software, and processes.

Medical Coding for Professional Services*

This skills-based, noncredit, program pathway prepares adult students for employment in the medical coding field. Students will progress through the program pathway by mastering entry-level competencies in medical law and ethics as related to medical billing and coding; medical terminology; pharmacology; anatomy and physiology for healthcare coding; disorders of the human body; diagnostic tests; treatment modalities; and CPT (Current Procedural Terminology), ICD-10-CM (International Classification of Diseases, Tenth Revision, Clinical Modification), and HCPCS (Healthcare Common Procedure Coding System) Level II coding.

Students mastering these competencies will achieve a broad knowledge in reviewing and assigning the correct procedure and diagnosis codes for professional (physician) services. Upon completion, students will be prepared to take a national medical coding exam including, but not limited to, the AAPC CPC** exam to achieve an industry-recognized certification.

*As of July 1, 2020 all open seats in the medical coding program pathway have been filled.

**American Academy of Professional Coders Certified Professional Coder

Pathway Program-Level Student Learning Outcomes

- Demonstrate the ability to evaluate legal and ethical issues that apply to healthcare billing and coding.

- Analyze medical documentation and define medical terminology, diseases/disorders, procedures & treatment to identify appropriate CPT®, ICD-10-CM Code Set and

HCPCS Level II codes.

- Distinguish the rules and procedures to effectively navigate and code from the CPT®, ICD-10-CM Code Set and HCPCS Level II books.

- Adapt principles of medical coding related to the three main code books: CPT®, ICD-10- CM Code Set and HCPCS Level II.

Apply skills and knowledge needed as a professional medical coder to take a national certification exam.

Governance Updates

Faculty Hiring

Calbright recently hired its first full-time faculty, ratified by the Board of Trustees with input from representatives of the statewide Academic Senate of California Community Colleges (ASCCC). A robust and comprehensive policies and procedures handbook compliant with Title V was established with feedback from ASCCC to aid Calbright's efforts.

New faculty (and by extension faculty leadership) on campus will better reflect the student body. Calbright has this commitment to not just hiring diverse faculty, but equity-minded faculty consistent with the larger Vision for Success objectives for the system.

Here's a high-level overview of the processes the Calbright team followed with screening committee members, which included ASCCC-appointed faculty during the nascent stages of the development of the college's governance.

1. Created job postings with feedback from ASCCC representatives

2. Once the candidate pool was large enough, screening committees convened

3. Each committee created their own scoring rubric and interview questions

4. Members scored the resumes individually and then mutually agreed on the candidates to bring in for first interviews

5. Interviews were conducted

6. Screening committee members scored individually and then mutually decided on those candidates to recommend for 2nd interviews

7. 2nd interviews were conducted by the President/CEO and Acting CLO or CSO

8. Full-time faculty hires were put forth before the Board of Trustees for ratification

All faculty are full-time, with a 225 day (12 month) work year as opposed to an approximately 170-180 day (10 month) work year typically seen at traditional CA community colleges.

Here's a breakdown of Calbright's eight recent faculty hires, with diverse ethnic backgrounds closely aligned with the demographic makeup of California:

Discipline

Medical Coding	1
IT Support	1
Cybersecurity	1
Work Experience	2
Counselors	3

All members of the screening committees were EEO trained, and continue to pursue professional development. Calbright recognizes the importance that faculty hires mirror the diversity of Calbright's student population.

In selecting faculty, Calbright also sought faculty pursuant to Education Code: 75001(b)(5) focused on "ensuring faculty roles are based on the skills needs of the college...with field expertise to support emerging programs and shifts in labor market demand."

Faculty are balanced across instruction and counseling (five are on the instructional side and three on counseling). Diversity was a priority during hiring and future efforts will further examine how to better strengthen full-time faculty diversity, a persistent problem in the California Community Colleges with only 1 in 5 full-time, tenure track faculty coming from underrepresented minority groups[2].

Notably, faculty diversity and the development of equity-minded faculty help drive strong student outcomes[3]. Recruiting and retaining such faculty requires deep examination of current policies, hiring practices, and other barriers that may exist at many colleges reflecting historically stagnant equity outcomes on community college campuses throughout the system.

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[2]
https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO_DEI_Report.pdf?la=en&hash=69E11E4DAB1DEBA3181E053BEE89E7BC3A709BEE p.18
[3] Campaign for College Opportunity Report

Calbright looks forward to the strengthening of faculty, classified staff, and student governance at the college. The college similarly supports the right of faculty and classified staff to organize a union, the first step toward collective bargaining envisioned in our authorizing legislation.

Technology Implementation

Overview

As a fully-online institution, technology plays a critical role in enabling and supporting each team at Calbright, both directly (via student-facing technologies) and indirectly (via staff-facing technologies.)

Calbright has been tasked with developing, adapting, and/or applying technologies to meet the ongoing needs of students, per §75001(d)(2)(D). These ongoing needs come from a variety of sources, including needs specific to Calbright's intended population of working adults, needs specific to the flexibly-paced competency-based educational model, and needs specific to the current catalog of program pathways, in addition to a wide variety of needs shared by all students in the California Community Colleges system.

This includes three central technologies – a learning platform (LMS), a student information system (SIS), and a constituent relationship management system (CRM) – and a growing assortment of smaller systems and services.

Large software systems take significantly longer to procure, implement, and launch than Calbright's short launch timeline afforded; it adopted a two-phased approach in the first year. Calbright identified a set of technologies that could rapidly integrate, allowing an early start as a short-term solution, and simultaneously began the lengthy processes necessary to put in place a different set of longer-term solutions.

As Calbright made progress on procuring and implementing these longer-term solutions, it migrated processes and data over and decommissioned the original short-term solution.

This two-phased approach allowed the college to have technologies in place in order to deliver on a very aggressive launch timeline. Since that time, Calbright has been able to seamlessly swap in a set of powerful alternatives without interrupting service to students. Taking applicant support services as an example, Calbright has provided support to applicants and students via phone, email, web chat, and text messaging continuously since the day the college first opened, but the technologies powering this have changed significantly since then.

Calbright has since migrated to a more powerful Constituent Relationship Management (CRM) platform, virtual business phone system, cloud messaging platform, live chat technologies, and case management system. This two-phased approach will continue in the coming year. Most

notably, Calbright is now in the implementation phase of a 15-month project to adopt the Anthology (formerly Campus Management) ERP and SIS.

Today, the central technology enabling Calbright to track progress and support for students is built on the Salesforce platform.

Significant time and energy was devoted to connect this system to every other system in the Calbright ecosystem. The center of the learner experience for students is the Strut Learning platform, which was designed specifically to support flexibly-paced Competency-Based Education programs. The center of the records and reporting at Calbright is Anthology (previously named Campus Management) CampusNexus student information system (SIS), which Calbright is now in the process of implementing. An array of tertiary systems enhance the capabilities of these three core systems, and significant time and effort has been devoted to automate the data flow and connections between these systems in ways that improve the student experience.

Data Collection

Data plays an important role in how Calbright moves forward. The focus is on collecting *actionable* data that can directly inform subsequent decision-making. After collecting several months of data on how long it takes students to move from each step in the student journey to the subsequent step, this data was put to use to inform the timing of when emails and text messages to students are sent to remind them how to move on to the next step.

These nudges are built on a powerful marketing automation infrastructure that is directly connected to the core Salesforce system. This approach of collecting data and then putting it to work to improve student support is a pattern used across systems.

Per §75001(d)(3)(B)(ii), Calbright has been directed to:

> "Utilize and develop comprehensive, specialized student supports that are technology-enabled for scale and focused on the student experience, including, but not limited to, pathway navigation, online tutoring, online mentoring, and online help desk support. These supports, as well as instructional delivery, shall be made available during nontraditional working hours to promote student success for the focus population."

The college currently offers students access to online tutoring (both through a third-party service and from instructional staff) and an online help desk (both supported by the Calbright IT Support team and a third-party service desk for coverage during non-traditional working hours).

Students can reach Calbright staff via live web chat on the college website and the internal student web portal, via a toll-free phone number, via text-messaging, and via email.

As its data footprint increases Calbright has added a dedicated information security resource, security training for employees, and have implemented a security control framework. The new security framework coupled with additional resources will ensure the most critical data remains secure as the college expands its systems.

Data Privacy

Calbright complies with all federal and state laws governing the privacy and security of student educational records with third-party vendors, including, but not limited to, Education Code section 76200 et seq., the Family Educational Rights and Privacy Act ("FERPA"; 20 U.S.C. 1232g; 34 C.F.R. Part 99), the Protection of Pupil Rights Amendment ("PPRA"; 20 U.S.C. § 1232h.), and the California Information Practices Act of 1977 (Gov. Code § 1798 et seq.). "Education Records" include: (1) any information directly related to a student that is maintained by Calbright and (2) any information acquired directly from the student through the use of instructional software, applications, or hardware assigned to the student by Calbright.

Lending Library

Calbright recognizes that for an online program to be accessible to everyone, the technology necessary to participate in these programs – namely a computer and internet access – need to be made available to students.

To deliver on this, the college developed a lending library and device loan program for enrolled students that includes both laptops and mobile broadband hotspots with data plans. Students can request one or both of these devices when they meet with their Academic Advisor to create their Education Plan, and after signing the device loan agreement, a fulfillment service mails the devices out to the student.

In designing this program for scale, Calbright built a device lending library capable of scaling beyond startup needs during the initial beta.

Research and Development

Per §75001(d)(2)(E) and §75008(a), Calbright has been building out the capacity to deliver Research and Development to ensure that the technology used by the college is working for the communities it is intended to serve. To date, Calbright has approached this work in three distinct ways. Per §75001(d)(2)(G), each of these three approaches has helped identify different shortcomings in the student experience for unserved and underserved students, allowing the

college to start to develop technological and programmatic solutions to address gaps:

1. Calbright's research staff has been involved in qualitative and quantitative data analysis of a number of studies run internally. This past year, this has included the beta cohort analysis, COVID-19 impact survey, re-engagement campaign analysis, and demographic reporting to the legislature and the Chancellor's Office.

2. Calbright has engaged the expertise of external firms in select research and development projects, including:

    a. A project to understand the needs, perceptions, and perceived barriers of different segments within the communities Calbright is intended to serve (with market research firm LRW),

    b. A project to develop the next iteration of Calbright's approach to competency-based education program design and development (with the Competency-Based Educational Network), and

    c. A project to design the next iteration of Calbright's holistic student support model based on findings from effective research-based frameworks (with the Community College Research Center at Columbia University's Teachers College).

3. Calbright has developed the capacity to evaluate the actual impact of programmatic and technological changes on key student outcomes aligned with student success by means of a capability now built into core technology infrastructure: the ability to easily introduce, run, and evaluate results of randomized controlled experiments.

The benefit of controlled experiments is to know and understand exactly how each touchpoint or intervention (programmatic, technological, etc.) functions. For the purpose of equity and efficacy, these experiments allow Calbright to understand what works versus what doesn't, and to make adjustments when something is not working to ensure universally robust outcomes.

Calbright recently concluded a first controlled experiment around success coaching, with a second experiment now running that's focused on the impact of proactive outreach to individuals who have expressed high interest but not yet submitted an application, and have a growing collection of candidates for consideration for future experiments.

This experimentation system allows Calbright to identify and quantify the impact of a program enhancement on key outcomes (including rates of enrollment and retention) in a way that controls for other differences and biases. This technical capacity and organizational practice

around hypothesis testing provides a powerful tool for determining which changes meaningfully impact these high-level metrics and which do not. Calbright looks forward to expanding this practice of measuring impact when introducing high-promise changes to program offerings and student experience.

Per §75008(b):

> "The Research and Development Unit shall be focused on leveraging current and future learning sciences technology, assessing data metrics within the technological infrastructure to gauge student progress in a course or pathway, informing instructional and support strategies, and improving on the functionality of the underlying technology."

To this end, Calbright has introduced metrics and dashboards to track student progress in pathways in the aggregate, which has helped to identify specific steps in the process that require improvements. The gaps highlighted in these dashboards serve as the basis for a set of automated nudges now sent to students at critical drop-off points via a combination of email and text messaging. These also inform new interventions now being developed by the Success team to support proactive outreach from staff to students at key points in time.

Collaboration

Per §75008 (d), Calbright has begun to share data, metrics, and findings with the college's faculty, administrators, and technologists to inform and evolve better teaching and student support practices.

In order to deliver on this, Calbright has been developing a centralized system for configuring and distributing college-wide and division-specific metrics and findings to faculty, administrators, and technologists in the form of data dashboards and reports that draw on data from across Calbright's ecosystem of technology platforms.

The foundation for this technology is a customer relationship management platform that empowers faculty and staff to manage the prospective student from the admissions phase through enrollment and completion, tracking both reactive and proactive interactions using chat, email, phone, and text messaging.

The Calbright platform provides integrations into the state managed application systems in order to understand student goals and also presents information from our native competency-based education platform Strut.

Calbright maintains a set of college-wide data dashboards and has been developing a growing portfolio of division-specific dashboards designed to highlight the key data and metrics relevant for each division.

As a result of this work, the success and retention teams see dashboards highlighting how many (and which) students are in various risk groups, the marketing team sees dashboards highlighting enrollment funnel numbers for students coming in through each digital advertising platform, the Welcome Services team sees dashboards highlighting case queues and team responses (volume, distribution across team, and response time to cases), and the Admission and Records team can view enrollment numbers and certificates.

This is an ongoing effort, as the suite of dashboards and reports highlighted will change over time to provide insight into the evolving set of initiatives within each division and the college overall.

Instructional Design

A Redesigned Experience

Students who began their educational journey at Calbright after July 1, 2020, are registered in the new program pathway model. This new model includes a reimagined version of the Essentials course, now designed to give students a personalized learning experience in math and reading and writing, and an opportunity to be co-enrolled in either IT Support or Cybersecurity while they are mastering 21st Century employability skills. The benefits of this new model for students is that they will have a greater contextualized experience that allows them to complete their program pathway in less time.

Student Supports

Students begin their journey by participating in a Program Pathway Onboarding session. This is an opportunity for them to meet their instructors and fellow students in the program. During this session, faculty helps students create their own personalized timeline for completing their program using Calbright's Guided Completion Schedule template designed to offer support as they learn, adapt, and work towards reaching their goals. These sessions are held every week with times varying to meet the needs of students where they are.

Student engagement is of utmost importance to the faculty. Students at Calbright are encouraged to participate in virtual office hours, 1:1 tutoring with their instructors, and connect with their instructors and their fellow students by participating in weekly web chats that cover a variety of topics from course specifics to employer engagement.

After completing one of the three program pathways, students have the opportunity to apply what they have learned in their courses by participating in virtual experiential learning opportunities.

Lessons Learned

Three primary lessons were learned from the beta cohort under the previous leadership in regard to instruction.

The first was that student engagement needs to happen immediately upon entering the program pathway, and be consistent throughout. To address this, beginning July 1, 2021, all students participate in a Program Pathway Onboarding session. In addition, all students will be assigned a success coach.

The second lesson learned is that even though Calbright's program pathways are self-paced, students still need structure and guidance to complete their coursework. Beginning July 1, 2020, Calbright faculty assists students in creating their own personalized timeline for completing their program pathway and the success coaches will help keep them motivated and on track.

Finally, there was a problem with the way the program pathways were designed. The first three program pathways were designed in a sequential manner with the College and Career Essentials course being required before students could begin their technical skills course.

Feedback from the beta cohort indicated that students felt frustrated with the length of time it took to complete the Essentials course, and the inability to immediately start their technical skills course in the program pathway they had chosen.

This feedback was addressed by implementing the new program pathway model on July 1, 2020, with a reimagined Essentials course designed to give students a personalized learning experience in math and reading and writing, and an opportunity to be co-enroll in either IT Support or Cybersecurity while they are mastering 21st Century employability skills.

Future Instructional Design

This new program pathway model is a start, but a more robust model will be utilized in the future. New programs for winter 2020 will be designed with an employment focus model.

For this model, the Essentials course curriculum will be integrated throughout the technical skills course. The new program pathways will include the area of study plus a workforce readiness, employer preparation course. Calbright's three initial programs will be redesigned to fit this employment focus model.

Student Support Services

Equity is at the core of Calbright's integrated student support design model. This intentional equity lens seeks to create greater visibility and awareness to address the persistent equity gaps, and attrition rates many institutions experience in online programs for students of color.

The collaborative work with the Community College Research Center (CCRC) at Teachers College - Columbia University, will help improve the research data on how Calbright can effectively implement online student supports and instructional practices to close equity gaps for disproportionately impacted student populations.

Using a Guided Pathways framework, outreach, welcome services, and academic enrollment advisors offer support to help students *clarify* and *enter* their program pathway. Success coaches and instructional faculty use predictive analytics to provide personalized support (with high levels of precision) to help students *stay* on their path and *ensure learning*.

Both instruction and student services use "real time" disaggregated data from the learning management system to ensure that each student receives what they need to be successful through their educational journey by providing a personalized approach to student support services..

The Student Services division is building a comprehensive core set of support services specifically tailored to the needs of students in a flexibly-paced, competency-based online learning environment. These services include:

- Career Services
- Accessibility
- Academic supports
- Student engagement
- Alumni
- Veterans
- DACA/Dreamers, and
- WellConnect (e.g. mental health, financial literacy etc.)

Revised Path to Scale

Overview

COVID-19's impact on the labor market and hiring landscape has yet to be fully understood, but also drastically changed Calbright's operating environment from which it hoped to test

some of these initial assumptions.

Budget cuts – to Calbright and elsewhere – are further challenges to Calbright's ability to scale effectively.

Under new leadership, Calbright is seeking to create a connective layer between labor marketplaces (e.g., Opportunity@Work) and competency-based skills training, leveraging technology wherever possible to achieve scale across California.

Labor Market Access & Partnerships

Overview

Some of the most significant changes to the Calbright model since the previous milestone report have occurred in the context of workforce partnerships. Initial design of the beta cohort model focused on employer supported job placement suited for a tight labor market.

Seemingly overnight, the rise of the COVID-19 pandemic and its economic aftermath presents new data regarding employer behavior in the labor market.

These shifts in the labor market and continued uncertainty around the conditions under which jobs will re-emerge, or which new jobs skills will be in-demand in the marketplace, requires revising the approach to employer engagement and input in the development of Calbright's programs and services.

Already, Calbright has spoken to over 100 employers since October on a wide range of topics to gain a deeper understanding of employer needs and the current landscape.

Additionally, a recent McKinsey cross-market survey of Chief HR Officers (CHROs) (May 2020) previewed the changing economic outlook and forecasted employer practices, highlighting that 67 percent of employers now plan on spending less on employee recruitment and onboarding for permanent hires over the next 12 months[4].

Promisingly, nearly 30 percent of CHROs have indicated increased spending for learning and development as well as workforce planning, strategy, and change[5], presenting an important opportunity for Calbright to develop and test new approaches to employer engagement and workforce development for the benefit of its students and the system as a whole.

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[4]
https://www.mckinsey.com/business-functions/organization/our-insights/hr-says-talent-is-crucial-for-performance-and-the-pandemic-proves-it
[5] See above

To develop scalable approaches to the current crisis requires better engagement and coordination not just with single employers, but also with the larger labor market ecosystem statewide, as envisioned by the college's enabling statute (California Education Code 75001(c)(1-7).

Accordingly, Calbright's recent work with Bakersfield College, Compton College, and early conversations with a number of California Community College districts and regions are providing a framework for how Calbright can adjust to provide responsive support. These efforts will enhance a regional strategy for reskilling and upskilling economically displaced Californians.

Calbright's response is also bearing fidelity to the communities it is designed to serve who are disproportionately affected during economic downturns. More specifically, racial and ethnic fault lines are exposed, threatening an inequitable economic recovery.

A recent regional analysis by Policy Link[6] highlighted cross-cutting trends that show:

> "Employment opportunities have declined most dramatically in non-essential occupations at the bottom of the income distribution and jobs with higher risk of exposure to coronavirus will likely be among the last to come back, putting Black, Latinx, and Native American workers at heightened risk of long-term unemployment."

Calbright is building new opportunities responsive to the current realities faced by communities of color and low-wage workers. These efforts should also expressly factor into higher education and workforce efforts to provide education and training opportunities that offer both near-term economic stability and a skills pathway into higher quality jobs for individuals in communities facing the greatest risk in the economic downturn[7].

Post Leadership Transition

Upon new leadership, Calbright shifted from a focus on individual job placement to gaining a better understanding of what a more robust set of offerings could look like at scale.

The college established a partnership with Opportunity@Work in May, which is a labor marketplace designed to strategically connect students to hiring managers (as well as additional training providers), enabling scalability via the aggregation of what would have been a manual process through technology.

Work continues with students who are nearing completion of their program pathway to position them for employment.

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[6] https://www.policylink.org/our-work/economy/national-equity-atlas/COVID-workforce
[7] https://www.policylink.org/our-work/economy/national-equity-atlas/COVID-workforce

By mid-July, several students completed job interviews despite the enormous hardship the global pandemic has brought to California's labor markets. Employers now have several ways to engage with Calbright:

- Direct promotion of student candidates into job interviews

- Partnership on program pathways and curriculum

- Connection to the Opportunity@Work marketplace

Future work consists of improving alignment with all divisions of Calbright to ensure scalable growth and the ability to execute on shared goals, including planning for ways to include employer touchpoints earlier in the student journey.

Iterating for the Future

New program pathways will be developed for winter 2021. There will be three main ways that program pathways get developed:

1. Development of programs that will specifically serve the needs of working adults and involves teaching knowledge, skills, abilities, and intellectual behaviors that will help them move from a low-paying, entry-level position into a mid-level position.

2. Development of programs that will allow students to complete the first part of their education at Calbright and then seamlessly transfer into a California Community College partner to complete their 2-year degree. This will happen with the expansion of Competency skills-based partnerships within the system to align Calbright's program pathways with higher level certificates and degrees offered at other CCCs.

3. Development of programs with employer partners. These programs will be designed to teach knowledge, skills, abilities, and intellectual behaviors specifically for jobs with high growth potential.

Accreditation

Overview

Calbright is required by law to achieve evidence of full accreditation by April 1, 2025
Per Ed Code 75007 (b) (1):

"The college shall seek accreditation and meet requirements for students to become eligible for federal and state financial aid."

Legislated Deadlines

1. (75007) (b)(1)(i) By April 1, 2021: a detailed accreditation plan is due with:
    a. The accrediting agency identified,
    b. accreditation process outlined (including the process for meeting the 2022 and 2025 deadlines).

2. (75009) By July 1, 2021: Application for Accreditation submitted.

3. (75007) By April 1, 2022: Evidence of accreditation candidacy / pre-accreditation achieved.

4. (75007) By April 1, 2025: evidence of full accreditation achieved.

The Distance Education Accrediting Commission (DEAC)

Calbright College is unique in that it will not offer associate degree programs. DEAC is able to accredit institutions that do not offer associate degrees, while California's regional accreditor, the Accrediting Commission for Community and Junior Colleges (ACCJC), is unable to do so at this time.

If and when ACCJC becomes able to accredit flexibly paced, competency-based, non-degree-granting institutions like Calbright, the College will immediately seek ACCJC regional accreditation in order to join its sister California Community Colleges in that agency. An opportunity to pursue regional accreditation will ease credit transferability for students and create a seamless integration for Calbright with the CCC system.

The U.S. Dept of Education scope of recognition for DEAC is:

"An accreditation of postsecondary institutions in the United States that offer degree and/or non-degree programs primarily by the distance or correspondence education method up to and including the professional doctoral degree, including those institutions that are specifically certified by the agency as accredited for Title IV purposes, enabling students' access to financial aid."

Calbright is in the initial stages of preparing to submit an application for eligibility to pursue accreditation with DEAC.

In February 2019, DEAC agreed that Calbright can continue to add programs during the initial accreditation process as required to meet legislated requirements for college growth, and to allow programs to be included in the accreditation review after one year of enrollments (instead of the usual two years).

Also in February 2019, DEAC agreed to include the Title IV (Student Financial Aid) review to be conducted concurrently with the comprehensive initial on-site review.

System Collaboration

Overview

Calbright seeks to partner with community colleges across California as a means of strengthening skills-based training opportunities for underserved students, building on distance-learning infrastructure and creating spaces for on-site learning, R&D centers, and certification sites.

Some early pilots are in the works:

Partnership with Compton College

The purpose of the newly approved Compton College partnership is to develop new strategies to better position both institutions (and other California Community Colleges) for increased educational opportunities for students seeking skills-based training and career advancement.

This will be achieved through existing and future expansion of online, competency-based education ("CBE") program pathways with intra-system transferability from Calbright to stackable credentials, certifications and/or degrees at Compton College. Calbright also received approval to renovate space at Compton College, support staffing, and other provisions including:

- Integration of the American Jobs Center of California at Rancho Dominguez and EDD colleagues work into the "hub" co-located space.

- Mapping Calbright's skills-based certificates of competency with Compton College's programs to ensure that adult learners who successfully train in medical coding for professionals, information technology, and cybersecurity will have connecting points with the California Community College System for advanced educational opportunities.

Calbright has also partnered with Opportunity@Work, a nonprofit organization, and will make their marketplace platform and employer network available to Compton College students.

Calbright will work to connect Opportunity@Work with Compton College's workforce development team to participate in product demonstrations and discuss employer needs, goals, and strategies for connecting students with jobs.

Partnership with Bakersfield College

Calbright and Bakersfield are partnering on a pilot to advance skills-based badging, and are developing:

- A model and process for use at scale, of a shared ecosystem of skills-based badging using stackable micro-digital credentials, representing discrete competencies and skills that may cross multiple disciplines for articulation.

- A framework to articulate non-credit, skills-based competencies outcomes into micro credentials unit equivalencies (creating a bridge between non-credit and credit).

Calbright's non-credit Medical Coding program pathway will be mapped and aligned with Bakersfield College Health Information Technology degree for Carnegie credit hour units. This badging project is not merely an articulation of "courses," but in fact a new approach to articulation.

Badges are often referred to as "microcredentials," and represent a higher resolution picture of the learning that takes place in a course, creating a more valuable record for future employers, future articulation, and for students.

It allows one to "see inside" courses and programs for alignment and authentic assessment. In the articulation process, the skills and competencies from the badge can be clearly mapped to the same skills and competencies at the transfer institution allowing students the ability to move more quickly toward earning a credit certificate or degree.

Financial Outlook (2020 - 2021)

Overview

The COVID-19 pandemic has created unprecedented financial uncertainty for state revenues. Already, the current fiscal year budget agreement has reduced Calbright's ongoing revenue from $20 million to $15 million and reduced the one-time funds available to fully implement the College's programs by $40 million.

In response to this uncertainty, Calbright is stepping up efforts to serve more students and solve for the challenges facing Californians—students and employers—displaced by current

economic conditions. The college expects to do more with less, and is developing a leaner organization positioned to flexibly respond to changing programmatic needs of the state's economy (consistent with the vision of Calbright's enabling statute).

Calbright is further building the functional capacity of the college to grow including expanding technological and staffing infrastructure, and developing new revenue models and growth strategy for the college to withstand economic changes.

Normally, community college districts are required to adopt a tentative budget by July 1st and a final budget by September 15 each year. However, due to the COVID-19 public health crisis, the Chancellor of the California Community Colleges temporarily extended financial reporting deadlines for all community college districts. This extension allows Calbright until August 1 to adopt a tentative budget and until October 31 to adopt a final budget. As a result, the Calbright Board of Trustees adopted a tentative budget at its July 20 meeting; the college is currently working to update this budget for final adoption by the Board in October.

2020-21 Budget: Ongoing Funding

Calbright's tentative budget projects ongoing expenditures of approximately $14.7 million for 2020-21. This includes $11.6 million for employee compensation and benefits to support approximately 63 positions.

Operating expenses of $3.1 million include funding for supplies and equipment for students and staff, travel and professional development, software licenses, and facilities leases.

2020-21 Budget: One-Time Funding

Calbright projects expenditures of $45 million of the one-time funding, prioritized as follows:

- $5 million to seed a statewide workforce exchange partnership with economic development agencies, America's Job Centers of California (AJCCs), strong workforce regional and sector partners, community colleges, and employers.

- $7 million to improve Calbright's existing programs and develop new program pathways (including to meet the acute needs created by the COVID-19 pandemic) and student support.

- $5 million to further develop online competency based education and pathways with other community colleges for Calbright's students to continue their education.

- $10 million for partnerships with place-based agencies, such as community colleges, libraries, American Job Centers, etc, and for Calbright to establish its own centers to

provide facilities for in-person support of Calbright's students.

- $5 million for student outreach, and partnerships with labor organizations, community based organizations, and employment intermediaries.

- $5 million to implement the enterprise resource planning system, and to begin development of adaptive learning, simulated experience, and student support technologies.

- $7.9 million for capital outlay expenses including HQ buildout and equipment purchases for added staff and students.

Multi-Year Planning: One-Time Funding

Calbright will need to spend an additional $40 million in the next few years to meet the objectives established for it in state law, as follows:

- Leverage the best of the current public infrastructure and design to the gaps that exist between economic development agencies, Americas Job Centers of California (AJCCs), strong workforce regional and sector partners, community colleges, and employers.

- Support workforce program development throughout the system focused on career pathways for low-wage workers, unemployed, and under-employed individuals.

- Integrate resources across multiple funding streams focused on workforce education and training.

- Accelerate the development of skills-based credentials that are aligned with labor market needs and designed to maximize portability across colleges.

- Provide a more seamless journey to move someone from pre-employment separation/unemployment to training to reemployment (or additional education leading to employment) including by articulating value for prior learning and non-credit/workforce learning.

- Develop collaboration and leverage points with the state Labor Agency (California Employment Development Department and California Workforce Development Board) and other partners to support the unemployed and streamline pathways for individuals to enter reskilling/upskilling training opportunities and connect with employment.

- Build out instructional technologies including personalization technologies and architecture, workflow technologies, master data management and analytics systems,

and integration with existing system-wide tools.

- Design and develop demonstration pilots to test and refine student learning, support technologies, and program development to ensure effectiveness and scalability.

- Develop and deploy fully-supported virtual and mobile labs, interactive workshops, and iterative student focus groups.

- Design student-centered experience and supports, faculty and staff experience and supports, staff training, quality assurance on instructional and 24x7 supports, mobile integration, and prior learning assessment.