

Chancellor's Office Podcast CCC21041 Episode 41 – Transcript

Eloy Oakley: Hi, this is Eloy Ortiz Oakley, Chancellor of the California Community Colleges, and you're listening to another episode of the “California Community Colleges Chancellor's Office” podcast.

As many of our listeners know the California Community Colleges have been working to ensure the students from all backgrounds are reaching their goals of improving their lives, lives of their families and the communities from which they come from.

The California Community Colleges has adopted, the vision for success which really focuses on equity. Focuses on helping more students from all parts of California get the opportunity that they need in order to participate in the California economy.

So, as you can imagine, many of our students and their communities have been hit hard by the pandemic and the economic fallout that ensued. We've been working very hard to ensure that our students have the opportunity to recover from this pandemic and economic fallout with equity.

So, speaking of equity, recently there's been a groundbreaking report that has come out of Governor Gavin Newsom's Office, “Recovery with Equity: A Roadmap for Higher Education After the Pandemic.” It was published by the Governor's Council for Postsecondary Education and validates and builds upon the goals and objectives that are set forth in the Vision for Success.

The Recovery with Equity Task Force identified four guiding principles and moving forward. Fostering inclusive institutions, streamlining pathways to degrees, facilitating student transitions and simplifying supports for student stability. All pillars that we firmly support.

So, on the heels of that description, I want to introduce our special guest today. She is no stranger to this podcast is the second time that we've had her and she is no stranger to higher education in California. We have with us today, Lande Ajose, Senior Policy Advisor for Higher Education for the Office of Governor Gavin Newsom. Lande leads the Governor's Council for Postsecondary Education and chairs the Recovery with Equity Task Force that prepared this report.

Lande it's great to have you back. Although it'd be great to have you in person, it's still great to see you on my screen so welcome back to the show.

Lande Ajose: Thank you so much, Chancellor, it is a delight to be with you a second time.

Eloy Oakley: Well, yes, and I think you have the distinction of being the first. First to come back a second time. So, it's great to have you and obviously there's been a lot going on. A lot happening on your plate. You've been knee deep in recovering from this pandemic, working with all of the education institutions to do what we need to do to support students and support California's recovery. But one of the key issues that we've been talking about, both as a system of higher education and with you and your colleagues in the governor's office is this question about equity.

Recovering with Equity. Not letting anybody fall behind even further than they did before the pandemic. So, let me ask you a few questions about the Recovery with Equity report. As the report notes, there was a lot going on with our students and with Californians in general, before the pandemic. The structural barriers that existed limiting opportunities for students existed, well before the pandemic and the total cost of attending college was a big issue.

So, with everything that's been going on what additional challenges did the report find that students are facing now, and in the future, here in California.

Lande Ajose: Thank you for the question and thank you again for having me. You know it's interesting that there are a couple of things that I would say about the report and what we found over the course of the six months that our task force met. First of all, we were very mindful of the fact that students were hurting, and they were hurting certainly before the pandemic, but, as everyone knows, the pandemic exacerbated so many of the difficulties that students found themselves in, economically, academically, socially.

And so, we started the idea of this task force from the premise that there was nothing magical about how we defined equity in higher education in January 2020.

And so, there was no reason to assume that we had to go back to that definition of equity when we emerged from the pandemic. We heard a lot of stories from students about the increase in demand for basic needs. We heard a lot of stories from students around not having the kind of supports that they needed in terms of digital equity in terms of computers, in terms of access to the Internet.

We heard a lot of stories from students about the stress associated with being a student and the mental health challenges that they were facing, and all of these things were converging at a time where students had very few resources, and so this report was meant to reimagine how we were thinking about bringing students back, and how we were thinking about constructing our higher education systems to serve students when they did come back and to serve a range of students.

Eloy Oakley: All right. Well, I couldn't agree with you more Lande, there has been so much stress put on our students and their families. So many of them, not only have had the stress of trying to make it through college, trying to make it through the pandemic, but also having to have children at home of their own, dealing with a virtual K-12 experience or having family members of their own that were affected by the pandemic.

And, of course, many of them losing their jobs or losing hours, so it's been a tremendous burden on the shoulders of our students. So, one of the takeaways I get from this report that's very clear to me is that it really focuses attention on putting our education ecosystem on a trajectory to recover with the commitment and resolve needed to close the opportunity gaps for students of color, and to educate the workforce that fuels economic growth here in California that really lifts all communities.

What can you tell us about the findings and the recommendations in this report that really point to those aspects of what we need to do here in California?

Lande Ajose: Well, I can tell you that, at our very first meeting we started having a discussion about when we think about recovery with equity, what did that mean? And the 20 or so individuals who were on the task force were unabashed about claiming the fact that Black, Latinx, Indigenous and adult populations were going to be the focus of this report.

With the understanding that if we are able to develop and identify strategies to help those students, it will also help all students. But that we needed to be explicit about the fact that those were the students who were suffering the most. So, I wanted to just stipulate that, because I think we take that as a given that we needed to really focus our energies and our efforts on ensuring that those folks were well taken care of and addressed.

I think the other premise that we approach this report with is that it was the collective responsibility of higher education. Not the Community College system, not the CSU system, the UC system or our independents. But collectively, the responsibility of all of those institutions to work together and to partner with the state to actually redefine how we understand equity. And so, none of the work that we put into our report can be done if only one system takes it up. It has to be done across those institutional barriers. At the end of the day, students go to college because they want a degree, a certificate, a job in the future. They want to finish. That's their goal, and so we need to not be so focused on my resources, my institution, and need to start thinking as a system. What is it that we need to do across those boundaries to look like we are a system, so that students don't have barriers and transfer.

One of the things that we found when we did this report was how isolated students felt and disassociated in many ways, students felt from their own academic experience. And so, you find a whole set of findings or whole set of recommendations in the report that are really focused on, how do we make sure that students have a greater sense of belonging. Right?

Eloy Oakley: Right.

Lande Ajose: One of the stories that I like to tell is another recommendation in fact, is about how is it that we can think about really integrating our services that we provide to students and students who were disadvantaged. And there's a reason for that, because what we end up doing in higher education, perhaps unwittingly, but nonetheless, we end up doing, is that we end up asking students to prove time and time again that they are poor.

Eloy Oakley: Right.

Lande Ajose: Prove you're poor here and prove you're poor there and prove you're poor another time and by virtue of doing that multiple times you might get all these services over time. Well, that runs against this idea of feeling like you belong in a place. Because a place that helps you to feel like you belong isn't going to ask you to prove time and time again, that maybe you don't have something, that you operate from a deficit, a place is going to try and find a way to support you. So when we think about these recommendations, all 11 of them, they are designed to work together. It may look like we have one recommendation on, you know, supports, and in a separate recommendation on diversifying faculty. Those things are related.

Eloy Oakley: Right.

Lande Ajose: Those things are related because they are actually are both about giving students the resources they need to succeed and about giving them a sense of belonging. So, we really endeavored as we developed the report to come up with those buckets as you mentioned, of the four areas, but to make sure that the specific recommendations reinforced one another, so that the students at the end of the day, would be better off, and it's a very student-centered report. Students are at this at the very center of this report, in terms of their experiences in terms of what they need, and that will require institutions, it will require our administrators, our faculty and the State to bend, to flex, to contort into new positions that we're not accustomed to being in to make sure that we're serving students first.

Eloy Oakley: No that's absolutely right and I can't help but, you know, in your comments hear how important it is for us to leverage every single resource in favor of supporting our students, because they are an investment. They're an investment in our future as Californians. And you know, if we can't work together to ensure that all these investments that are taking place, whether at the city, the county the K-12 level, the community college, the CSU, UC, wherever those investments are happening, the more that we can leverage them, together in support of students, the more we're going to gain from that investment when that individual hits the workforce and is able to, participate meaningfully in the economy, pay their taxes, support their families. So, it's such a huge and important role and such an opportunity for us in California to use this pandemic as a launching point. Now, I mentioned the four guiding principles already that that are in the report, they align very well and complement the California Community colleges vision for success.

Lande Ajose: Done by design, of course.

Eloy Oakley: Yeah. Well, I mean, I think I think it's wonderful to see us all aligning behind equity and behind improving the lives of every Californian. So, I know you talk about how this is really, a collective approach. But specifically, for the California Community Colleges, what role do you see our hundred and 16 colleges playing in filling the skills and degree gaps to ensure the economic prosperity for the state going forward?

Lande Ajose: Well, let me just say that there is no economic prosperity for the state of California, without the California community colleges, right?

Eloy Oakley: Right.

Lande Ajose: So, we know that. And we know that in order for us to recover quickly, it is going to be the kinds of programs and services and certificate programs that are offered by our California Community College system that will provide that. It's going to be the training modules. It's going to be the ways in which we think about displaced workers. And that is so much of the bread and butter and the expertise of the Community college system. So, there's no doubt in my mind that we, as the State will be turning to the Community colleges to help think about, how do we think about economic recovery in ways that are real, and in ways that speak to the individual needs of the variety of our population and the diversity of our regions.

I think that's another tremendous strength of the system, is that it is very much responsive to, and integrated in communities. And so, it knows, you know, what the regional economy looks like in Kern county is really different from the regional economy in Marin county.

Eloy Oakley: Right.

Lande Ajose: It's our community colleges in both of those places that are able to respond and adapt to local conditions and to pivot much more quickly than many of our other higher education systems are. So, you know, I think that that there's no doubt that the Community college system is a part of that. At the same time, we are also calling on the Community college system to think differently about what it means to operate as a system.

There is one recommendation in here that I think pertains to changes that we would like to see at the Community colleges, and it has to do with common course numbering. I tend to think it's not exactly fair to students to ask them to do all of the mental hoops that they need to do right now in order to be able to transfer between institutions. And right now, students spend a whole lot of time looking at additional maps, if they can find them, to try and figure out if I want to transfer does this course count as X at this place?

Eloy Oakley: Right.

Lande Ajose: And which institution will accept it, and so one of the ideas that we've seen be very effective in other states is the idea of common course numbering, and really thinking about what the common course numbers look like,

so the English 101 is English 101 at every course. And I'm not talking about a CID that sits on top of a course number.

Eloy Oakley: Right.

Lande Ajose: But I'm talking about the exact same course number across our institutions that's a big piece of work that we'd like to see and an effort that we'd like to see the Community colleges take up so that our students don't have to spend their time trying to translate. And then we need our four-year institutions to then understand that that English 101 is the same, and that that could help smooth, again, smooth the transfer process.

A lot of what we're trying to do is figure out how do we take away obstacles that students face in college, either in terms of entry, in terms of transfer, in terms of persistence and in terms of completion. And so, this whole report is really designed around thinking through what those obstacle obstacles are in a student's journey and trying to move them out of the way. So that's one that we kind of focused on the Community college system in particular, there's some great models, I think, that already exist. I know something very akin to this at Los Rios Community College District exists, we'd like to see that become the statewide standard.

Eloy Oakley: Great. Well, I'm sure our board President would love to hear that, Ms. Pam Haynes, since she's very familiar with Los Rios, but I think your message is right on. I mean this whole notion of having a common course numbering system really is a huge step forward in demystifying the pathway to a college degree or college credential.

So, we are right behind you on that recommendation. Now, I'm going to pivot a little bit to a couple of other topics that have come up recently, but before I leave the Recovery with Equity Report, if our listeners want to get a copy of it if they want to go find a link to it where's the best place that they can find the report?

Lande Ajose: Well, I'm very proud to announce that we just actually launched a website that not only contains the report but lots of other information about some of the more innovative things that we're doing in higher education. Really, encouraged by your leadership and the leadership of the other higher education leaders and it's capostsecondaryforall.org. capostsecondaryforall.org.

Eloy Oakley: Alright, capostsecondaryforall.org.

Lande Ajose: Correct.

Eloy Oakley: Perfect. Alright. So, on the heels of the discussion about the common course numbering system, there is a proposal in the governor's budget that calls for California's public higher education system to implement something called a dual admission Program. Many of our listeners might be familiar with dual enrollment in which community colleges partner with high schools to offer college courses in the high schools and gives high school students a leg up.

From your point of view, what is dual admission? What would it look like here in California, and what are some of the broad outlines that may work in the context of community colleges, CSU and UC, how would this work for students in California?

Lande Ajose: Well, dual admission is actually contained as a budget item currently in the proposed 2021-22 budget. In addition to that, task force had been thinking about dual admission as a strategy and really started to outline how we think dual admission could work for our higher education system. What we know is that there are numerous students in the state of California, who want to go to a four-year institution and who may not be able to upon graduation from high school.

That does not mean we should not be finding a pathway for them. The idea behind dual admission is that for those students who perhaps didn't have the full suite of A through G courses in their high school, because not every student does. And those students are much more likely to be low-income students or students of color Next Generation Students.

Eloy Oakley: Right.

Lande Ajose: For those students who don't have that as an option, let's create an option, where that student can apply in high school to a UC, and simultaneously enroll in their local community college. They would, in high school, in their 12th grade year, be accepted, to their UC or their CSU. Their four-year institution. They would be accepted. They would be provided with a curriculum that they would need to complete at their local community college, hopefully, we could work something with the Community colleges, where they would get some kind of priority registration, so that they move through. And that, after two years of taking those courses, they would automatically transfer to their four-year institution.

The idea is that, that commitment is made up front. It's not made up after you figured out that you've gotten the courses that you need, and then you figured out that you need to take a course at a different Community college, it's not it's not done on the back end, it's done up front and we think that there is both some wisdom and some logic for our four-year institutions, because it allows them to plan their enrollment. And there is also a psychological benefit to our students who know that, yeah, I actually already have admission to my UC, to my CSU, potentially to my independent college. I have that, it will be great if we could have some kind of provisional financial aid also provided to that student when they're in 12th grade so it's all on lockdown.

We'd also love to see those institutions treat those students, as if they were already a part of that community, so if you're a student and you go to school in Oakland, California, and you are at Laney college, you may also be already admitted to Cal State East Bay. We would like to see that student be able to use the library at Cal state East Bay, to talk to a counselor at Cal State East Bay, to take advantage of going to the gym at Cal State East Bay. We want that student to feel a sense of belonging, or if that student is going to Long Beach, we still want them to be able to go to Cal State East Bay, because we want them to feel like they are a part of that Cal State community, even as they are taking their classes locally. So, the idea is to really help that student see themselves as a part of an institution and rather than always in there's so much for our students, where they worry that they're not good enough, that they're not smart enough, they're not entitled. The idea is that let's blow through that early, because there's something about letting students know that we see you and allowing them to take care of what they need to take care of locally, potentially, giving them a little bit more time with their family if that's needed and required and letting them make that transition in a much more incremental way than in an abrupt way and that that there there's some value both to the institution, as well as to the student.

Eloy Oakley: I think that's such an enormously important proposal, because it really begins to blur the lines between the systems and the institutions and it's really about a student pathway, not about the institutions. Its student focused not institution focused. And it'd be wonderful if we can get there, and you know, we talked about the common course numbering system. That would be an important cornerstone of this proposal so that students can easily get through their courses and they all line up, regardless of where they're going. And I know I've heard from some of my friends and colleagues in and out of the system, asking, what is this all about is this a departure from the transfer. The associate degree for transfer and in my answer, and hopefully you agree, is no, this is an evolution of our transfer

policy, this is continuing to evolve, the dialogue to reach out to more students and more communities to ensure that they see themselves at the at the four-year university that they like to land on, this gives them additional pathways to get there, do you disagree with that description?

Lande Ajose: I agree 100%, because the truth is not every student will be you know eligible for the dual admission, you know, and some students are not coming directly from high school.

Eloy Oakley: Right.

Lande Ajose: Right, students are re-entering Community college, having worked for a while, so we want to make sure that we have, I think of them as being tributaries, right? Tributaries that all lead into the same river, and so this is not a departure from the associates degree from transfer, which is, which is enormously effective. This is a way to in fact bolster that transfer function, by making sure that 12th graders, you know, so much of our gaps in terms of closing equity gaps start because we lose so many students between twelfth grade and matriculation to college. We lose almost a third of the students, right, who don't make it. If we really want to close equity gaps, we need to make sure that those students are making that transition, and this is one way to do that. And so, it is not the only way, but we think it is another tool in our tool kit that we can marshal, to really ensure that students make their way into postsecondary education.

Eloy Oakley: Right. So, let's talk about one other important topic and, as we start to wind our conversation down and there's so much to talk about, but I want us to end our conversation on a critically important topic. Something that we're hearing a lot about, everybody's asking about, and that is the reopening of our schools our colleges and our universities and I certainly don't want to put you on the spot, but given some of the governor's recent announcements, I think this is a good time to talk about it and I know that we're very fortunate to the vaccine is really starting to roll out, particularly for educators, and I know many members of the California Community college families have begun to receive their vaccinations so we're seeing a light at the end of this very, very long tunnel.

So, last week the governor and the legislature, you know, they achieved a milestone and agreed on a plan that would speed broader K-12 reopening. What are the expectations from your viewpoint, the administration's viewpoint, with regard to higher education and, more importantly, what are some of the lessons

from Covid that we can use to guide us in this post pandemic period, particularly as we think about reopening?

Lande Ajose: So, let me just state this very plainly, because it's come up at least three times this week. Our expectation is that California, will be in a much, much better place when we get to September of 2021. And with that is the expectation that we will be repopulating our higher education system. I know that there's some reticence amongst some about should we all be going back. It is our intention to repopulate higher education this Fall, and we are doing everything we can, right now, to make sure that that message gets out.

The, first thing people start to ask me about is guidance, and what kind of guidance are we developing. The first guidance to be candid that we're developing has to do with how we think about commencement ceremonies this Spring. There is a lot of interest, and justifiably so, in allowing students who have been at home and away from their classmates, away from their instructors, to have some way to mark time and to put a,

Eloy Oakley: Right.

Lande Ajose: an exclamation point on their experience in postsecondary education, so we're really working hard to figure out a way to allow for that kind of celebration, to take place, given that we aren't exactly sure what will be happening with Covid-19 at that point, but we think that the State will be in a much better place and we're going to put out some guidance around that. Subsequent to that we'll be thinking about guidance for the Fall. That will have to do with: how do we think about classroom, face to face instruction. How do we think about classroom density? How do we think about for our residential institutions, housing density? What will that mean for college athletics? There are number of questions. Are our institutions prepared, in terms of the kind of HEPA filters and all of those things that we need to make sure that air is moving, and that we have the resources at our disposal for the colleges to be as safe as they possibly can. And how also are we thinking about supporting faculty? Because it is likely to be the case that we'll have several students who actually maybe have a preference for online and we want to think about how is it that we accommodate them as well, so what do we need to do to support faculty in professional development, what do we need to do in terms of thinking about facilities and resources and tools to make sure that our classrooms are outfitted in a way that allows us to maybe do some hybrid education? So, all of those things are top of mind for us as we think about the prospect of repopulation of higher education. But make no mistake. We are very,

very mindful that we've seen a number of students not return. We are doing everything that we can to make sure that we help those students understand we want to get them back. As you well know, in our immediate action plan we have some resources, \$20 million in there for the Community colleges to go out and try and find those folks who left and bring them back in. To try and give them the support they need. We have emergency grants for students and there's, you know. more coming.

We're really trying hard to make our campuses ready for those students, and that is an important distinction. It's not about students just showing up on campus and being ready to learn. It's about our institutions understanding really the significant trauma of Covid-19 for so many of us and being ready to accept those students given everything they've been through. What are the kinds of tutoring supports that students might need? What are the kinds of housing or financial supports the students might need? We're really trying to think really comprehensively about that. So that higher education as a system is ready to accept those students and make sure that we don't have a tremendous loss of talent, which is what we're talking about if we don't ensure that those students come back.

California cannot afford to lose tremendous talent. Particularly a tremendously diverse talent. That in so many ways, is what we are known for that so many other states in the nation don't have. We have a talent pool that is rich, that is diverse, that is insanely smart and enterprising, and we want to make sure that we give those folks the resources that they need, so that they can be a part of the higher education system and so that they can be a part of the California dream.

Eloy Oakley: No, that's great to hear. You know, with the generous support from the governor and the legislature in this early action package, followed by the American rescue plan that was just signed into law to yesterday. We really appreciate and have needed those resources to help our students get back help our faculty and staff get back to the classroom safely. And, and to get our students in a position to continue to push forward so we're very appreciative of all that support.

One last question before I let you go. Given everything that we've accomplished, continuing to provide quality education to Californians, what would you like to see us hang on to? What are some of those lessons learned or some of those practices that we've been able to develop? What would you and Governor Newsom like to see us hang on to after all this?

Lande Ajose: So, I would mention a couple things. One is, I could not have been more proud, last April 1 to be able to say California higher institutions pivoted on a dime to make sure that students were taken care of. People went to online instruction. We found devices for students who needed them. We found hotspots for students who needed them. To be candid, that kind of flexibility is not a hallmark of higher education. And what I would like to see is that the higher education systems, maintain that nimbleness.

Eloy Oakley: Right.

Lande Ajose: Maintain that responsiveness. It will not only serve them well, but it will allow them to better serve their students. So, it's a cultural aspect in some ways, it's a mindset in some ways, about how can we treat every day, as if the emergency of Covid is as significant as it was a year ago for our students. Because oftentimes when students walk into the door of a financial aid office or knock on the door of a professor, the challenges that they may be facing are as acute to them as Covid was to all of us, a year ago. And we need to be able to respond to them with that kind of urgency and with the kind of flexibility that makes it about helping the student to be successful, rather than preserving a set of traditions that we are accustomed to. So that's one characteristic I would like to see maintained. I think the other piece is, I ,you know this experiment in distance learning is something that we need to take stock of. I think distance learning has worked well for some, not well for others.

And so, I don't want to be pollyannaish about it, but there are ways in which the distance learning model has been able to be helpful to some students. Students have told me in some of their large lecture courses, the idea that there have been some asynchronous learning that they can go back and listen to a lecture, that if they're confused, that you know, they have a recording to be able to pair that then, with the kind of intimacy of a discussion group or a breakout section. I think that there are ways that we can think about using higher education and what we've learned about distance learning to innovate.

We shouldn't be getting our clocks cleaned by other institutions and other states who got to distance learning much quicker than we did. And now, they are interested in essentially taking the place of what we know we can do so well in California, because there is California ingenuity, there's California entrepreneurship. So, I'd love to take the genesis of that and really think about, what does it mean for innovation in this state?

The other piece that I think that we have an opportunity around and actually comes out in our report is we've learned to do so much not just schooling, but how do we do better advising at a distance? How can we make sure that we are making better use of data and information? We've had to rely on data and information much more in this environment because we couldn't just talk to someone, right?

Eloy Oakley: Right.

Lande Ajose: How can we make sure that we're paying attention to those resources that we have. That we're providing students with the nudges so that they are making it through their course or their pathway, that we're giving them the advising they need on demand, when they need it. There's just a lot of things in the system that I think that we can learn. Some of them are cultural habits, some of them are actual, you know, practices or programmatic improvements. But I do hope that we pay attention to that and that we approach and reflect on this last year as one where we had the opportunity to experiment. And use that is the font of innovation.

Eloy Oakley: That's great. Again, I really appreciate you come and spend time with us Lande. And I know we've taken a little bit more time than we usually take on a podcast, but I think there's so much that you had to talk about that was important to our listeners particularly right now, and I know our listeners will be very anxious to hear your thoughts as we think about what the future looks like over the next few months and into the fall which we're all anticipating looking forward to and hoping that we can begin to see a recovery with equity.

So just as a reminder, because I know we pointed to the web address for the report for those listeners who want to access it, it is C A post P O S T secondary S E C O N D A R Y for all F O R ALL dot O R G. So, take a look at the report. It's a great compilation of a lot of wisdom and we really appreciate your leadership, Lande, and let me just say, I know this last year has been hell, for all of us. I know that you and your team, Governor Newsom and the entire administration, have gone through a lot, so I just wanted to say on behalf of the California Community colleges, our students, faculty, staff and the Board of Governors, thank you for your leadership and for all you and Governor Newsom have done for our students.

Lande Ajose: Well, thank you Eloy. It's a pleasure to be with you, as always, and I want to thank you and your staff, your faculty, your board, for your leadership. As Governor Newsom always says, there's so much we can do in government as stewards of California state government, but we can't do it alone. And there's no

doubt about that. And we rely on the wisdom, the intellect, the fire of California and across the state to make the state successful and we're just enormously grateful for your leadership. I'm thankful to you for always being a champion for equity. I was on the phone earlier today, and someone was saying, do you see opportunities to do things differently, I mean you do have Eloy there, right? And I said, yep, we do. And so, I say that only because your leadership as an equity champion precedes you always. And people around the nation know that, and so I just want to say, thank you for being such a good partner and for being such a good leader, and always, let us know what we can do to be helpful.

Eloy Oakley: We will definitely let you know. All right, well we've been joined by Lande Ajose, Senior Advisor to Governor Gavin Newsom on Higher Education. Been a pleasure having her. And thank you for listening in. You've been listening to another episode of the California Community Colleges Chancellor's Office podcast. Look forward to coming back to you again soon.

Announcer: Be sure to join us for the next "California Community Colleges" podcast. This has been a California Community Colleges presentation.