The Student Journey to Success Project
Applying Behavioral Science to Improve Onboarding
# Contents

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Executive Summary</td>
<td>4</td>
</tr>
<tr>
<td>02</td>
<td>The Purpose of Our Work</td>
<td>6</td>
</tr>
<tr>
<td>03</td>
<td>Crafting Student Personas and Journey Maps</td>
<td>10</td>
</tr>
<tr>
<td>04</td>
<td>Partnering with Behavioral Science Experts</td>
<td>12</td>
</tr>
<tr>
<td>05</td>
<td>Constructing a Seamless Student Journey</td>
<td>22</td>
</tr>
<tr>
<td>06</td>
<td>Launching the Student Centered Design Lab</td>
<td>26</td>
</tr>
<tr>
<td>07</td>
<td>Fulfilling Our Commitment</td>
<td>28</td>
</tr>
<tr>
<td>08</td>
<td>Acknowledgments</td>
<td>29</td>
</tr>
</tbody>
</table>
01 Executive Summary
Prospective students take diversified pathways to the California community colleges (CCC). During the required registration, application, and matriculation processes, often they encounter several disjointed digital tools leading to repetitive information requests, confusion, or far worse: abandonment.

Annually, hundreds of thousands of prospective students abandon applications before submission, or submit an application but never matriculate. To better understand and reduce prospective student drop-offs in alignment with the California Community College system’s guiding framework, the Vision for Success: Strengthening the California Community Colleges to Meet California’s Needs, the Chancellor’s Office and the Foundation for California Community Colleges (Foundation) launched the Student Journey to Success project.

With generous funding from the College Futures Foundation and the Stupski Foundation, the project began in 2018. The project’s first phase included the team’s landscape analysis of existing student-facing registration, application, and matriculation tools, student persona development, and student journey mapping.

During the project’s second phase, the team partnered with ideas42. The renowned behavioral science and design consultancy developed a research-based framework to guide the system’s student user experience improvement efforts. The consultancy concentrated its efforts on the one platform all prospective students encounter - CCCApply, the system’s online application suite - to maximize its impact in collaboration with the CCCApply Redesign Workgroup’s ongoing efforts. Through its Define, Diagnose, and Design process, ideas42 exposed behavioral bottlenecks within prospective student pathways, incorporating student and staff input from five community colleges across the state.

In partnership with ideas42, the CCCApply Redesign Workgroup began iteratively implementing recommended application updates for an improved user experience, in addition to recommending longer-term updates for the product roadmap. The consultancy then focused its efforts on assessing and improving the user experience related to matriculation, including its development of a 10-point, CCC-specific design principles checklist and toolkit to guide post-application communication efforts.

Heeding the Vision for Success commitment to “Always design and decide with the student in mind” and aligning with Chancellor Eloy Ortiz Oakley’s commitment to innovation, the overarching goals of this work are to:

- Create a more seamless, equitable student onboarding process
- Improve student success
- Build CCC system capacity for continual user experience assessment and improvement

The Student Journey to Success project laid the groundwork to begin testing and applying these insights and design principles with students across a multitude of diverse student-facing tools. Launching at the Foundation in 2019 with additional funding from the College Futures Foundation, the Student Centered Design Lab will be the system’s epicenter of student-centered user experience research, design, guidance, and evaluation services.
The Purpose of Our Work

Serving more than 2.1 million students across 115 colleges, the California Community Colleges comprise the nation’s largest and most diverse system of higher education.

With an unwavering focus on innovation and a steadfast determination to reform how it can best serve all students while eliminating achievement gaps, the Chancellor’s Office outlined six goals and seven commitments in the Vision for Success. Among the seven core commitments is to “Always design and decide with the student in mind,” which starts by providing clear registration, application, and matriculation pathways.

The colleges increasingly use technology tools along each step of students’ educational journeys, and multiple pathways intentionally exist to guide even more prospective students to submit an application. But disparate tools and pathways contribute to unintentional institutional barriers to student success before enrollment, and a formal process of assessing student user experience has not been applied to the system’s student-facing tools.

Siloed tool design, development, and refinement processes correlate with student confusion and drop-offs, either before an application is submitted or before matriculation. Recent data have shown hundreds of thousands of prospective student drop-offs within OpenCCC, a required step within the application process where prospective students are given a registration ID.

To examine these prospective student drop-offs, the Chancellor’s Office and the Foundation launched the Student Journey to Success project in 2018. The project team set out to gain a deeper understanding of user experience across related tools, providing students with a clearer, more consistent onboarding experience where uncertainty is mitigated.

The Student Journey to Success project was supported by generous funding from the College Futures Foundation and the Stupski Foundation, through philanthropic partnerships initiated by the Chancellor’s Office.
“We have to continue to put students at the center of the conversation. How we get there is always a matter of debate, but we should at least agree on that particular goal.”

Francisco Rodriguez
Chancellor,
Los Angeles Community College District
STEADY DROP-OFF IN REGISTRATIONS
Online application user flow starting with OpenCCC (California users only)

Source: Google Analytics, Date Range: 01.01.2017-12.31.2017
* Increase due to prospective users either submitting applications through their existing OpenCCC accounts, or that went through an account recovery process.
The Student Journey to Success Project | The Purpose of Our Work

Los Angeles Pierce College
Crafting Student Personas and Journey Maps

The Student Journey to Success project team began by conducting a landscape analysis of existing student-facing tools to better understand prospective students’ user experience at the beginning of their CCC journeys.

A set of seven student user personas were then developed by the team. Personas are fictional characters sharing similar characteristics, and they are commonly used in the development of communication campaigns and technology tool design to represent target audiences.

Incorporating qualitative system data into their design, each persona is representative of CCC student clusters across different racial, ethnic, age, socioeconomic, and other demographic categories that also contain similar behavioral and situational characteristics. These seven personas include recent high school graduates, returning students, veterans, immigrants, and adult learners intending to pursue diverse educational goals.

Based on the team’s analysis, all personas focused on unaddressed onboarding challenges many students encounter and include both a “current” and “desired” experience. The latter illustrates how flexible technology and more human-focused interactions could provide prospective students with a seamless onboarding experience.

Next, journey maps were created. These visualizations illustrate the multitude of pathways prospective students take to arrive at CCCApply, the system’s statewide online application suite facilitated by the CCC Technology Center. Journey mapping allowed the team to continue identifying ways to improve the user experience.
The team discovered that discordant tool designs, confusing messaging, and the sheer volume of registration, application, and matriculation tools overcomplicate onboarding. Because many of the tools are not integrated, students typically begin by registering in one tool, OpenCCC, and then shift to the application in CCCApply, losing their work along the way.

As the student personas and journey maps were being developed, concurrent policy efforts to streamline the student journey post-enrollment and keep students progressing toward their educational goals were also underway.

Previously, the vast majority of CCC students were placed in remedial math and English courses before they were permitted to enroll in credit-earning, transfer-level courses. The burden of additional coursework had an inverse effect: It increased both the time and money students spend on their education while often dramatically reducing students’ likelihood of credential completion.

In fall 2019, the system implemented Assembly Bill 705, equity-minded legislation requiring colleges maximize the likelihood that a student will complete a transfer-level math or English course in one year. Multiple measures will now be used to more thoroughly assess student readiness, including high school performance, as a more reliable predictor of students’ collegiate performance.

But before students can achieve their educational goals, they must successfully matriculate. In parallel with the ground-breaking reform work, the Foundation partnered with behavioral science experts ideas42 to develop a framework for improving the user experience to increase students’ onboarding success.
Partnering with Behavioral Science Experts

Founded at Harvard in 2008, ideas42 is a nonprofit consultancy that applies behavioral science research to the design of low cost interventions within higher education and other sectors.

Having worked with clients across the globe, the project team sought the consultancy’s expertise specifically to develop a framework for:

- Making systemwide student facing technologies and interventions feel cohesive, connected, relevant, and helpful to students
- Streamlining the collection of student data to reduce fatigue, repetition, intimidation, and confusion
- Improving handoffs between the onboarding tools developed by the Chancellor’s Office and the tools, processes, and people who guide the student experience at individual colleges
- Reinforcing the student user experience as the driver for future technology development and other interventions

Building on the project team’s work, ideas42 analyzed prospective and new student user experiences and created a generalized student journey map. Through its rigorous **Define, Diagnose, and Design process**, the consultancy diagnosed behavioral bottlenecks within prospective student pathways, specifically OpenCCC and CCCApply.
PROBLEM DEFINITION PROCESS
Guidelines for a well-defined problem

1. PSYCHOLOGY
   State the problems without embedded assumptions

2. CONTEXT
   Focus on a specific behavior rather than a general issue

3. EVIDENCE
   Define at the right level—not too narrowly or too broadly
DEFINE

Based on its research, the project team defined the problem accordingly:

“Prospective students in California intend to apply to community college, but don’t end up matriculating. We want students to successfully apply and matriculate.”

Through its problem definition process, ideas42 assessed the 112-question CCCApply application, a vital system tool and key step in the matriculation process for all students.

In collaboration with the CCCApply Redesign Workgroup’s ongoing efforts, overseen by the Chancellor’s Office, the project team determined that streamlining the statewide application would have the greatest impact.

The focus of the Student Journey to Success Project was student-facing onboarding tools, but the project team aspired to start building institutional capacity for formally assessing user experience across all student-facing tools. On May 15, 2018, ideas42 led an applied behavioral science Masterclass at the Foundation. More than 30 attendees were introduced to the basics of behavioral science and how they could be applied to student-facing tool design more broadly.
DIAGNOSE

Through behavioral mapping, application of behavioral science data, and consultation with multiple higher education experts, ideas42 refined its hypotheses about design factors contributing to CCC students’ application to matriculation gap.

Drop-off figures indicate that there are likely barriers to a welcoming, comfortable onboarding process connecting prospective students to their chosen college, next steps, future campus peer groups, and goals. To test these hypotheses and learn more about the breadth of students’ experiences, ideas42 conducted interviews with more than three dozen students at five California community colleges.

SITE VISITS AND INTERVIEWS
ideas42 sought student and staff input to inform its diagnosis process

- **5 SITE VISITS**
  - Sierra College
  - Cosumnes River College
  - Fresno City College
  - Pasadena City College
  - Los Angeles Mission College

- **37 STUDENTS INTERVIEWED**

- **21 STAFF MEMBERS CONSULTED**
Support staff are vital to many students’ onboarding experiences. Accordingly, ideas42 gathered feedback from more than 20 staff members in Outreach, Admissions, Technology, Student Success, Counseling, College Relations, and other campus divisions.

The combination of all assessment and research efforts led to ideas42’s determination that CCCApply’s current design is throttled by five key barriers to student success:

1. Hassles
2. Ambiguity
3. Identity
4. Lack of Scaffolding
5. Uneven Channels

To overcome these barriers, ideas42 participated in the CCCApply Redesign Workgroup’s iterative planning sessions, providing actionable recommendations for making the application suite more user friendly.
DESIGN

In collaboration with the CCCApply Redesign Workgroup, ideas42 suggested both short-term and long-term changes be made to CCCApply to simplify the process and minimize drop-offs. Key recommendations included adding, removing, and reorganizing content to ensure that questions are presented to students in a clear, logical order and ultimately require as few clicks as possible.

Aligning with its mission to “use the power of behavioral science to design scalable solutions to some of society’s most difficult problems,” ideas42 recommended five design principles to guide CCCApply’s more student-friendly redesign:

1. **Reduce Hassles**
2. **Eliminate Ambiguity**
3. **Affirm Identity**
4. **Build Scaffolding**
5. **Open Channels**

ideas42’s proposed application simplification incorporated user feedback it gathered about early CCCApply redesign prototypes from students and staff across five campuses. It then contributed a list of “quick fixes” to the CCCApply Redesign Workgroup for release 6.2.0.

Recommended fixes included improved skip logic throughout, removing the Introduction and Review pages, and renaming the personal information page to demographic information while modifying question language to affirm all identities.

Through research, ideas42 learned that educational goal selection was a significant hurdle for many students; for some, it is an insurmountable one leading to application abandonment. It designed an interactive questionnaire for possible CCCApply inclusion guiding students through major selection and directing them to in-person help when needed.

---

“We want the students to get contacted really quickly. ‘Hey, your effort here mattered and we would like to have you at our school. You are welcome here . . . Here’s how to keep going.’”

**Dr. Chris Hulleman**
Associate Professor,
University of Virginia
Curry School of Education and Human Development
### Design Principles to Overcome

**Five key barriers to student success**

<table>
<thead>
<tr>
<th><strong>Reduce Hassles</strong></th>
<th>Seemingly small impediments to completing the application can have outsized consequences for students' abilities to finish the process fully, quickly, and accurately.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Psychology</strong></td>
<td>Hassles can trigger procrastination and prospective memory failure. Data show that students abandon at hassle-filled points. Administrators and students cite many examples of hassles. The application has many steps and requires a lot of information that isn’t always on hand.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>People generally prefer situations with less ambiguity, even if there is some risk involved in the outcome. Students and staff mention being confused by jargon and unsure of how answers to questions might be used. The application looks and feels “official,” which reinforces the need to get things right.</td>
</tr>
<tr>
<td><strong>Context</strong></td>
<td>Hassles can trigger procrastination and prospective memory failure. Data show that students abandon at hassle-filled points. Administrators and students cite many examples of hassles. The application has many steps and requires a lot of information that isn’t always on hand.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Eliminate Ambiguity</strong></th>
<th>Students are often not sure why a question is being asked, how the information is being used, and whether there is a correct answer. Because of this, they delay submission or fail to submit entirely.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Psychology</strong></td>
<td>Students are often not sure why a question is being asked, how the information is being used, and whether there is a correct answer. Because of this, they delay submission or fail to submit entirely.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>People generally prefer situations with less ambiguity, even if there is some risk involved in the outcome. Students and staff mention being confused by jargon and unsure of how answers to questions might be used. The application looks and feels “official,” which reinforces the need to get things right.</td>
</tr>
<tr>
<td><strong>Context</strong></td>
<td>The application looks and feels “official,” which reinforces the need to get things right.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Affirm Identity</strong></th>
<th>Students bring many identities with them when they apply to college. Some of these identities are sensitive, and the application asks about them in ways that can appear invasive or evaluative.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Psychology</strong></td>
<td>Priming people to consider particular identities can alter their performance on tasks. The personal information page has consistently high drop-off. Students mention confusion around this page. Many students fill out this page in front of friends or family, which can add a layer of sensitivity.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>Priming people to consider particular identities can alter their performance on tasks. The personal information page has consistently high drop-off. Students mention confusion around this page. Many students fill out this page in front of friends or family, which can add a layer of sensitivity.</td>
</tr>
<tr>
<td><strong>Context</strong></td>
<td>The personal information page has consistently high drop-off. Students mention confusion around this page. Many students fill out this page in front of friends or family, which can add a layer of sensitivity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Build Scaffolding</strong></th>
<th>Students are expected to make important decisions about their college and future plans without full guidance around how to best make those choices.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Psychology</strong></td>
<td>Students are expected to make important decisions about their college and future plans without full guidance around how to best make those choices.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>A lack of scaffolding can lead to overconfidence and overreliance on only the most available options. Students report being unsure of which goal or major is best for them. As a result, staff report unintended consequences from choosing incorrectly. The application forces students to make upfront choices without information about possible repercussions.</td>
</tr>
<tr>
<td><strong>Context</strong></td>
<td>A lack of scaffolding can lead to overconfidence and overreliance on only the most available options. Students report being unsure of which goal or major is best for them. As a result, staff report unintended consequences from choosing incorrectly. The application forces students to make upfront choices without information about possible repercussions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Open Channels</strong></th>
<th>Campus outreach staff and first-year programs provide strong support channels throughout the application and matriculation process.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Psychology</strong></td>
<td>Campus outreach staff and first-year programs provide strong support channels throughout the application and matriculation process.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>Channel factors help more students complete the application and matriculation steps. Students with access to college staff while still in high school or on campus reported fewer barriers to application completion and matriculation. The opposite was often true for other students. The current version of CCCApply inhibits some students from reaching channels in time for the available help to matter.</td>
</tr>
<tr>
<td><strong>Context</strong></td>
<td>Channel factors help more students complete the application and matriculation steps. Students with access to college staff while still in high school or on campus reported fewer barriers to application completion and matriculation. The opposite was often true for other students. The current version of CCCApply inhibits some students from reaching channels in time for the available help to matter.</td>
</tr>
</tbody>
</table>
FOUR BIG CONCEPTS

ideas42 prioritizes these four actions to help CCCApply fit into the Student Journey:

1. Move majors and goals to a separate module
2. Use a chatbot to provide 24/7 support
3. Prioritize automation
4. Follow up quickly and actionably
DESIGN (continued)

The consultancy made several other suggestions to the CCCApply Redesign Workgroup to reduce hassles and eliminate ambiguity for prospective students. Suggestions included minimizing questions and associated legal jargon related to applicants’ social security numbers, in addition to other ways CCCApply could fit into a more cohesive student journey.

ideas42 then developed a set of CCCApply wireframes intended to be rolled out iteratively. The wireframes serve as the north star, providing the CCCApply Redesign Workgroup with an ideal state to work towards when iteratively making application updates. Recommended design changes include suggested:

- Ordering and layouts for key questions and pages
- Text for questions, headers, and help bubbles
- Callouts in green bubbles describing how design principles were applied

Next, high fidelity wireframes need to be created for all CCCApply pages, for which additional resources are needed.

Beyond CCCApply, the consultancy’s in-depth analysis and design principles checklist, which includes related questions for consideration and implementation advice, serve as a strong framework for guiding the design and redesign of other student-facing tools.
The “online gateway to the California Community Colleges,” CCCApply is just one part of the student onboarding process. Course enrollment takes place several months after application submission, requiring even more deadline-driven choices, forms, and events for prospective students.

Research has shown that a student’s collegiate success is highly dependent on the perception of their fitting into a college campus. Campus integration begins long before students’ first day of classes. In its next phase of work, ideas42 focused on matriculation pathways and “college melt.”

Defined as the tendency of students with strong college intentions not to matriculate, the consultancy compiled a literature review about college melt, pairing it with student and staff input it gathered through primary research. Citing national estimates published in *Social Science Quarterly* whereby up to 40% of prospective community college students do not enroll anywhere, ideas42 discussed why melt happens, potential interventions, and direct system implications.

The consultancy distilled its analysis and created a 10-point, CCC-specific design principles checklist, presented in *Getting Students to Day One: A Communications Toolkit for the California Community Colleges*. Included in the toolkit are email and text message mockups illustrating how the evidence-based design principles can help each college develop more effective prospective student communication to boost matriculation rates.
DESIGN PRINCIPLES CHECKLIST
Recommendations for improving communication with students post-application

1. Align Medium with Content
   - Make sure the right message comes in the right format

2. Emphasize Relevance
   - Be clear that the message matters for each student who receives it

3. Optimize Timing
   - Remind students without pesterimg them

4. Use the Right Sender
   - Have messages come from someone credible

5. Prioritize Word Choice
   - Use plain language whenever possible

6. Make it Personal
   - Make individualized help available

7. Use the Right Tone and Voice
   - Sound professional but friendly

8. Emphasize Deadlines
   - Highlight when things need to get done

9. Provide Concrete Steps
   - Link to the next step whenever possible

10. Use a Checklist
    - Make it very clear what needs to happen next
CONSTRUCTING A SEAMLESS STUDENT JOURNEY (continued)

ideas42 recommended that each college tailor its post-application messaging to its community’s needs and conduct A/B testing to optimize messaging efficacy. A/B testing consists of creating two email campaign variations and splitting your audience into two groups. Each group receives a different email variation, and performance metrics are compared.

In addition to CCCApply, the checklist will be applied to three other student-facing onboarding tools that were part of the initial landscape analysis to improve the student journey: OpenCCC, MyPath, and Here to Career.

Designed to reduce attrition, MyPath is an onboarding tool that provides students with an individually tailored pathway for career and program exploration and goal-setting. Here to Career is a mobile application containing information about academic programs, career options, wage data, and real career stories from parents and alumni. Available in both English and Spanish, the app is designed to reach students as early as middle school.

Additionally, each tool’s connection to the system’s Guided Pathways framework has been mapped to define an ideal state for students’ intention to application journeys. The next step is to secure additional funding for user experience assessment of the other onboarding tools.

Creating an ideal state for students goes beyond singular tool improvements. It requires multi-tool integration and secure data storage within a unified data lake. Shifting to a single sign-on model where prospective students’ information is saved and shared across Here to Career, OpenCCC, CCCApply, and MyPath and serves them customized next steps would significantly improve the user experience.
**LANDSCAPE ANALYSIS**
Tool integration within the Guided Pathways framework

<table>
<thead>
<tr>
<th>OpenCCC</th>
<th>CCCApply</th>
<th>Here to Career</th>
<th>MyPath</th>
</tr>
</thead>
</table>

**FOUR PILLARS OF GUIDED PATHWAYS**

<table>
<thead>
<tr>
<th>CLARIFY THE PATH</th>
<th>GET ON PATH</th>
<th>STAY ON PATH</th>
<th>ENSURE LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Four Pillars of Guided Pathways

Landscape Analysis

25

Butte College
Launching the Student Centered Design Lab

The Student Journey to Success project has laid the groundwork for systemwide testing and application of these design principles across a multitude of student-facing tools.

The user experience of each student-facing tool should be assessed by students in an effort to reduce barriers to their success. Launching in 2019 with seed funding from the College Futures Foundation, the collaborative Student Centered Design Lab will embark upon this vital system work.

Housed at the Foundation, the Student Centered Design Lab will help facilitate an improved user experience to create a more seamless educational journey for all students. Usability testing and additional research methodologies will allow for diverse student input to be gathered and applied to the design and redesign of student-facing technology tools, as well as communication campaigns and policy initiatives.

The lab will also feature a knowledge hub for systemwide sharing of student-centered design best practices. Longer term, the Student Centered Design Lab will develop a system-recognized student user design certification process for validating evidence-based design principles.

For the first time, student-centered design best practices will be centralized and widely accessible to the colleges, and the system will have unparalleled access to student perspectives, knowledge, and expertise.
Fulfilling Our Commitment

The engine of Californians’ social and economic mobility, California community colleges proudly serve a wide range of student interests: workforce training and career education, entrypoint into bachelor’s degree programs, adult education, English as a second language (ESL), and other types of lifelong educational enrichment.

To help all students better define and reach their educational goals, their pathways into the colleges - and all touchpoints along them - must be as integrated as possible. But providing a seamless student journey is a far greater undertaking than redesigning student-facing onboarding tools alone.

Staying true to both Chancellor Eloy Ortiz Oakley’s commitment to innovation and the Vision for Success commitment to “Always design and decide with the student in mind” requires a paradigm shift. The importance of user experience must be acknowledged and applied through thorough, and repeated, 360-degree analyses of all student-facing tools. Student feedback must be gathered and incorporated throughout the design process, and expertise, well defined methods, and capacity are all required elements to do so.

Through the Student Centered Design Lab, the system has the unique opportunity to continue being an innovative, equity-focused leader in higher education. Learn more about the lab by visiting www.studentcentereddesignlab.org
Acknowledgments

The Student Journey to Success project was developed in partnership with:

California Community Colleges Chancellor’s Office
California Community Colleges Technology Center
CCCApply Redesign Workgroup
Cosumnes River College
Fresno City College
Los Angeles Mission College
Pasadena City College
Sierra College
ideas42

With generous support from:

College Futures Foundation
Stupski Foundation
About the Foundation for California Community Colleges

The Foundation for California Community Colleges is the statewide nonprofit supporting the California Community College system, the largest system of higher education in the nation. Incorporated in 1998, the Foundation serves as the official auxiliary to the California Community Colleges’ Board of Governors and the systemwide Chancellor’s Office.

The Foundation is the trusted partner of the California Community Colleges—facilitating collaboration, accelerating innovation, and increasing systemwide resources.

www.foundationccc.org

@foundationccc