

Board of Trustees Agenda Item

Board Meeting Date: 1/23/12

Title of Item: Student Success Task Force Recommendations

Background and Analysis:

At the end of its meeting on January 9, 2012, the California Community College Board of Governors 'approved, endorsed, and forwarded to the legislature' the final draft of the Student Success Task Force (SSTF) Recommendations at the end of a long, controversial, and sometimes confrontational afternoon of public testimony. The task force was mandated, under SB 1143, to apply multiple measures and find effective programs for assessing student success; address statutory and regulatory barriers to student success and completion; identify best practices, especially with regard to basic skills; consider alternative funding options for providing student services; consider alternative funding models adopted in other states; and review the effective use of technology to promote student success and completion (see Attachment 1).

The SSTF met monthly during 2011 with a first draft of its recommendations appearing September 30. This draft provided the basis for two months of public review, the results of which were considered at the last two task force meetings on November 9 and December 7. Each of these meetings resulted in revisions of the September 30 document that significantly changed both its tone, better reflecting the context of dramatic budget cuts the community colleges have been suffering in recent years, and eliminated a few of the recommendations, such as the consolidation of categorical programs and the suggested use of Proposition 98 funds to support the Chancellor's Office. Other recommendations were fine-tuned and background information was revised, but the main content of the document remains intact in the final version the Board of Governors approved. Included in this packet is the Table of Contents and Part I of the report. The full report can be viewed at:
<http://californiacommunitycolleges.cccco.edu/PolicyInAction/StudentSuccessTaskForce.aspx>

Focus shifted immediately to implementation, with the Board approving, on January 10, a legislative agenda for the Chancellor's Office that includes statutory, regulatory, and budget initiatives included in the Student Success Task Force Recommendations (see Attachment 3). The Consultation Council took up the issue of SSTF implementation at its meeting on January 19, and the recommendations are sure to be a central component of system discussions over the coming months, likely extending over several years.

Concerns have been raised from a wide variety of system constituencies that the SSTF Recommendations will dramatically alter the nature of the California Community Colleges. There is a fundamental conflict in play between "success" and "access," and the system is clearly not united behind this proposal.

The goal of this item is to explore some of the major issues at stake as the implementation of the SSTF Recommendations moves forward and engage the Board of Trustees in a discussion about the role it might play in the process.

Recommendation: Information only

Submitted by:	Karen Chow, Dolores Davison, Richard Hansen, Coleen Lee-Wheat
Additional contact names:	
Is backup provided?	Yes

Senate Bill No. 1143

CHAPTER 409

An act relating to community colleges.

[Approved by Governor September 28, 2010. Filed with
Secretary of State September 28, 2010.]

LEGISLATIVE COUNSEL'S DIGEST

SB 1143, Liu. Community colleges: student success and completion: taskforce and plan.

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the 3 segments of public postsecondary education in this state.

This bill would require the board to adopt a plan for promoting and improving student success within the California Community Colleges and to establish a taskforce to examine specified best practices and models for accomplishing student success. The bill would require the taskforce to develop and present specified recommendations to the board for incorporation into the plan to improve student success and completion within the California Community Colleges. The bill would require the board, prior to implementation of the plan, to report the contents of the plan, and the recommendations of the taskforce, to specified legislative committees by March 1, 2012.

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares all of the following:

(a) The low rate of degree completion among community college students is threatening California's economic future.

(b) In order to reach the education levels of the most competitive economies, the number of students earning college degrees in California each year must increase by more than 50 percent.

(c) Over 70 percent of public undergraduate enrollment in California is in the community colleges.

(d) Only 24 percent of degree-seeking students complete a certificate or associate degree or transfer to a four-year college or university within six years.

(e) Under current law, community colleges receive most of their annual funds based on student enrollment in the third week of each semester.

(f) This method of allocating funds creates an incentive for community colleges to enroll students, but no fiscal incentive for those colleges to help

students complete their courses and earn degrees. Currently, only about 60 percent of community college courses are successfully completed.

(g) Many of today's community college students require extensive academic and student support services to remain enrolled and succeed. Community colleges lack the resources and the incentives to invest in this level of student support.

SEC. 2. The Legislature further finds and declares that all of the following shall occur:

(a) The Board of Governors of the California Community Colleges shall adopt a plan for promoting and improving student success within the California Community Colleges and shall establish a taskforce to examine best practices within the community colleges and effective models throughout the nation for accomplishing student success. The members of the taskforce shall include a broad representation of stakeholders, including, but not limited to, faculty.

(b) The taskforce shall develop and present recommendations to the board for incorporation into the plan to improve student success and completion within the California Community Colleges. These recommendations shall focus on, but not be limited to, all of the following considerations:

(1) Multiple measures and effective programs for assessing student success and completion, including, but not limited to, attaining college-level skills, accumulating college-level course credits, earning a degree or certificate, or transferring to a four-year college or university.

(2) Statutory and regulatory barriers to student success and completion.

(3) Best practices for promoting student success and completion, including, but not limited to, the acquisition of basic skills.

(4) Alternative funding options for providing necessary services to students and promoting best practices for student success and completion.

(5) Alternative funding options instituted in other states for improving student success and completion.

(6) The effective use of technology by community colleges and districts to promote, evaluate, and improve student success and completion.

(c) Prior to presenting recommendations pursuant to subdivision (b), the taskforce and the board shall facilitate discussions with key community college stakeholders and other appropriate parties to provide input on the findings and recommendations of the taskforce.

(d) Prior to implementing the plan adopted pursuant to subdivision (a), the board shall report the contents of the plan, and the recommendations of the taskforce, to the Senate Committee on Education and the Assembly Committee on Higher Education at a joint hearing that shall be convened on or before March 1, 2012.

Advancing Student Success in **California Community Colleges**

*The Recommendations of the
California Community Colleges
Student Success Task Force*

CALIFORNIA COMMUNITY COLLEGES

STUDENT SUCCESS

TASK FORCE

1 2 3 4 5 6 7 8 9

**CALIFORNIA COMMUNITY COLLEGES STUDENT SUCCESS TASK FORCE:
RECOMMENDATIONS TO THE BOARD OF GOVERNORS**

Chapter 1. Increase College and Career Readiness

- 1.1. Collaborate with K-12 to jointly develop new common core standards for college and career readiness.

Chapter 2. Strengthen Support for Entering Students

- 2.1. Develop and implement common centralized diagnostic assessments.
- 2.2. Require students to participate in diagnostic assessment, orientation and the development of an educational plan.
- 2.3. Develop and use technology applications to better guide students in educational process.
- 2.4. Require students showing a lack of college readiness to participate in support resources.
- 2.5. Require students to declare a program of study early in their academic careers.

Chapter 3. Incentivize Successful Student Behaviors

- 3.1. Adopt system-wide enrollment priorities reflecting core mission of community colleges.
- 3.2. Require students receiving Board of Governors fee waivers to meet various conditions and requirements.
- 3.3. Provide students the opportunity to consider attending on a full time basis.
- 3.4. Require students to begin addressing Basic Skills deficiencies in their first year.

Chapter 4. Align Course Offering to Meet Student Needs

- 4.1. Align course offerings and schedules with the needs of students.

Chapter 5. Improve the Education of Basic Skills Students

- 5.1. Support the development of alternatives to traditional basic skills curriculum.
- 5.2. Develop a comprehensive strategy for addressing basic skills/adult education in California.

Chapter 6. Revitalize and Re-Envision Professional Development

- 6.1. Create a continuum of professional development opportunities.
- 6.2. Direct professional development resources toward improving basic skills instruction and support services.

Chapter 7. Enable Efficient Statewide Leadership & Increase Coordination Among Colleges.....

- 7.1. Develop and support a strong community college system office.
- 7.2. Set local student success goals, consistent with statewide goals, and monitor progress.
- 7.3. Implement a student success score card.
- 7.4. Develop and support a longitudinal student record system.

Chapter 8. Align Resources with Student Success Recommendations

- 8.1. Encourage categorical program streamlining and cooperation.
- 8.2. Invest in the new Student Support Initiative.
- 8.3. Promote flexibility and innovation in basic skills instruction.

Chapter 9. A Review of Outcomes-Based Funding

PART I

ADVANCING STUDENT SUCCESS IN THE CALIFORNIA COMMUNITY COLLEGES

Introduction

Each year, the California Community Colleges provide instruction to approximately 2.6 million students, representing nearly 25 percent of the nation's community college student population. Across the state, our 112 community colleges and 71 off-campus centers enroll students of all ages, backgrounds, and levels of academic preparation. We are a system that takes pride in serving the most diverse student population in the nation, and we value that diversity as our greatest asset. Most of our students are seeking enhanced skills, certificates, or college degrees that will prepare them for well-paying jobs. Community colleges also offer, though in fewer numbers than in the past, enrichment courses that serve students who seek personal growth and life-long learning.

The California Community Colleges have a strong record of benefiting our students and the communities we serve:

- The California Community Colleges are the state's largest workforce provider, offering associate degrees and short-term job training certificates in more than 175 different fields.
- The California Community Colleges train 70 percent of California nurses.
- The California Community Colleges train 80 percent of firefighters, law enforcement personnel, and emergency medical technicians.
- 28 percent of University of California graduates and 55 percent of California State University graduates transfer from a community college.
- Students who earn a California Community College degree or certificate nearly double their earnings within three years.

Background on the California Community Colleges

The California Community Colleges is the largest of California's three segments of public higher education, which also include the University of California and the California State University system. With 2.6 million students, the California Community Colleges is the largest system of community college education in the United States.

Operating through 112 colleges and 71 off-campus centers, California's two-year institutions provide primary programs of study and courses, in both credit and noncredit categories, that address its three primary areas of mission: education for university transfer; career technical education; and basic skills. The community colleges also offer a wide range of programs and courses for specialized populations, for leadership development, and proficiency in co-curricular activities. The student population served by all of the community college programs is characterized by enormous diversity in age, in ethnicity and cultural heritage, in walks of life, in their economic situations, in academic preparation, and in their purposes and goals.

The differentiated missions and purposes of the California Community Colleges, the University of California, and the California State University system were clearly outlined in the Master Plan for Higher Education in 1960. The community colleges were designated to have an open admission policy and bear the most extensive responsibility for lower-division, undergraduate instruction. The community college mission was further revised in 1988 with the passage of Assembly Bill 1725, which called for comprehensive reforms in every aspect of community college education and organization.

Further legislation built on this framework, adding the Matriculation Program, the Disabled Students Programs & Services, and the Equal Opportunity Programs & Services, to provide categorical funding and special services to help meet the needs of the diverse range of students in the California Community Colleges. Although many of these categorical programs have been seriously underfunded as a result of the state's fiscal crisis, they still afford an outline for addressing such needs as assessment, placement, counseling, adaptive education, and other approaches designed to promote student learning and student success.

The California Community Colleges can and should take pride in these positive impacts. For the students who successfully navigate our colleges, we provide tremendous opportunity for self-improvement and economic benefit.

However, there is another set of statistics that are a cause of concern. These figures relate to the large numbers of our students who never make it to the finish line:

- Only 53.6 percent of our degree-seeking students ever achieve a certificate, degree, or transfer preparation. For African-American and Latino students, the rate is much lower (42 percent and 43 percent respectively).
- Of the students who enter our colleges at one level below transfer level in Math, only 46.2 percent ever achieve a certificate, degree, or transfer preparation. Of those students entering four levels below, only 25.5 percent ever achieve those outcomes.
- Of our students who seek to transfer to a four-year institution, only 41 percent are successful. For African Americans, only 34 percent succeed. For Latinos, the figure is 31 percent.

While these statistics reflect the challenges many of our students face, they also clearly demonstrate the need for our system to recommit to finding new and better ways to serve our students.

Overview of Recommendations

This report, the product of the Community College Student Success Task Force, contains recommendations aimed at improving the educational outcomes of our students and the workforce preparedness of our state. The 22 recommendations contained herein are more than just discrete proposals. Taken together, these recommendations would strengthen the community college system by expanding those structures and programs that work and realigning our resources with what matters most: student achievement. This report presents a vision for our community colleges in the next decade, focused on what is needed to grow our economy, meeting the demands of California's evolving workplace, and inspiring and realizing the aspirations of students and families.

The Task Force's student success plan relies on the following key components to move students more effectively through our community college system:

- Development and implementation of a common diagnostic assessment tool to more accurately determine the skill levels of entering students;
- New technology and additional counselors to create more robust student services, including broader and more widespread use of student educational plans;
- Structured pathways to help students identify a program of study and get an educational roadmap to indicate appropriate courses and available support services;
- Enhanced professional development for both faculty and staff, especially related to the instructional and support needs of basic skills students;
- Revised financing, accountability, and oversight systems to ensure that resources (both financial and organizational) are better aligned with student success;
- Stronger statewide coordination and oversight to allow for the sharing and facilitation of new and creative ideas to help students succeed, including the ability for California to "take to scale" the many good practices already in place; and
- Better alignment of local district and college goals with the education and workforce needs of the state.

This plan calls for greater coordination between K-12 schools and community colleges. Under the proposal, K-12 education and community colleges will align standards with meaningful definitions of college readiness so that students receive consistent messages about expectations throughout their educational careers about what it takes to be ready for,

and successful in, college. We will develop consistent policies, programs, and coherent educational pathways across our colleges in order to better serve the many students who attend more than one college. The colleges, while retaining their local character, will function as a system with common practices to best serve students.

The community college system will leverage technology to better serve students, because this generation and future generations of students contain many digital natives. These students expect to use technology to access the world around them as they conduct commerce, socialize, and learn. While technological solutions cannot take the place of human contact and will not work for all students, they have shown tremendous potential to help diagnose student learning needs, to enhance the delivery of instruction, to improve advising and other support services, and to streamline administrative costs.

This report envisions restructuring the community college system to provide students with more structure and guidance to encourage better choices and increase their probability of success. A primary curricular goal is to increase the effectiveness of basic skills instruction by identifying and disseminating strategies that have proven effective at preparing students for college-level work.

More than 70 percent of community college students enter the system under-prepared to do college-level work. A majority of these are first generation college students, low-income, and/or are from underrepresented groups. These students face the most challenging obstacles for success and, unfortunately, have the lowest completion rates in the system. A major focus of the Task Force is to give these students the tools, support, and academic foundation to succeed.

While we emphasize the need for our system to improve basic skills instruction through innovation

and flexibility, we urge state leaders to examine the larger, and critical, issues of adult education in California. There is a large and growing population of adults who lack the basic proficiencies necessary for gainful employment; the state needs the overarching K-12 and community college policies and delivery systems to address this challenge.

The community college system envisioned in this plan rewards successful student behavior and makes students responsible for developing individual education plans; colleges, in turn, will use those plans to rebalance course offerings and schedules based on students' needs. Enrollment priorities will emphasize the core missions of transfer to a four-year college or university, the award of workforce-oriented certificates and degrees, and the basic skills development that supports both of these pathways. Student progress toward meeting individual educational goals will be rewarded with priority enrollment and continued access to courses and to financial aid.

Together, the recommendations contained in this report will improve the effectiveness of the community colleges and help more students to attain their educational objectives.

Defining Student Success

Because students come to California Community Colleges with a wide variety of goals, measuring their success requires multiple measures. Despite this diversity of objectives, most students come to community colleges with the intention of earning a degree or certificate and then getting a job. For some, entering the workforce is a longer term goal, with success defined as transferring to, and subsequently graduating from, a four-year college. For others, the academic goal is earning an associate degree. Still other community college students are looking to acquire a discrete set of job skills to help them enter into the workforce in a shorter time frame. This could be accomplished by either com-

pleting a vocational certificate program or through any number of skill-oriented courses. Regardless of their goals, the vast majority of students come to community colleges in need of basic skills in reading, writing, and/or mathematics.

Acknowledging the varied educational goals of students, the Task Force adopted a set of student success outcome metrics. The Task Force recommends that the system define success using the following metrics:

- Percentage of community college students completing their educational goals
- Percentage of community college students earning a certificate or degree, transferring, or achieving transfer-readiness
- Number of students transferring to a four-year institution
- Number of degrees and certificates earned

While the above-noted metrics are key measures of student achievement, recent research has highlighted the value of also monitoring intermediate measures of student progress. Specifically, along the path to completion, there are a number of key "momentum" points associated with an improved probability of success. Each time a student progresses beyond a momentum point the likelihood of reaching his or her educational goal increases. The recognition of these momentum points guided the work of the Task Force and helped structure recommendations aimed at improving completion rates. Examples of progression metrics include:

- Successful course completion
- Successful completion of basic skills competencies
- Successful completion of first collegiate level mathematics course
- Successful completion of first 15 semester units
- Successful completion of first 30 semester units

To place additional focus on these critical progression metrics, the Task Force recommends that system-wide accountability efforts be updated to include the collecting and reporting of both the outcomes and the progression measures for the system, and for each college. These measures will be disaggregated by race/ethnicity to aid the system in understanding how well it is performing in educating those historically disadvantaged populations whose educational success is vital to the future of the state.

A Commitment to Equity

As the Task Force deliberated over strategies to improve student success rates in the community colleges, they were unanimous and resolute in their belief that improvements in college success rates should not come at the expense of access. The California Community Colleges take great pride in being the gateway to opportunity for Californians of all backgrounds, including traditionally underrepresented economic, social, and racial/ethnic subgroups. Our system “looks like California” and we are committed to maintaining that quality. The goal of equitable access—and the commitment to help all students achieve success—is a driving force behind the recommendations contained in this report.

The Task Force’s recommendations are aimed at increasing the number of students from all demographic and socioeconomic subgroups who attain a certificate, complete a degree, or transfer to a four-year college or university. As such, improving overall completion rates and closing achievement gaps among historically underrepresented students are co-equal goals. The Task Force’s commitment to educational equity is reflected throughout the recommendations, but perhaps most explicitly in its proposal to establish statewide and college-level performance goals that are disaggregated by racial/eth-

nic group. Doing so will allow the system and state leaders to monitor impacts of the policy changes on these subgroups while also focusing state and local efforts on closing gaps in educational attainment. Given California’s changing demographic profile, the success of these historically underrepresented groups will determine the fortunes of our state.

Task Force Origins and Process

Chronology of This Effort

In January 2011, the Community Colleges Board of Governors embarked on a 12-month strategic planning process to improve student success. Pursuant to Senate Bill 1143 (Chapter 409, Statutes of 2010), the Board of Governors created the Student Success Task Force. The resulting 20-member Task Force was composed of a diverse group of community college leaders, faculty, students, researchers, staff, and external stakeholders. The Task Force delved deeply into complex college and system-level policies and practices. It worked for seven months to identify best practices for promoting student success and to develop statewide strategies to take these approaches to scale while ensuring that educational opportunity for historically underrepresented students would not just be maintained, but bolstered.

Each month, from January through June 2011, the Task Force met to examine topics critical to the success of students, ranging from college readiness and assessment to student services, from basic skills instruction to performance-based funding. The Task Force turned to state and national experts (such as Dr. Kay McClenney, Dr. David Conley, Dr. Vince Tinto, and Dr. Alicia Dowd, among others) for the latest research-based findings and had frank discussions about what works to help students achieve their educational objectives.

STATE AND NATIONAL

Fiscal Reality

The California Community Colleges are in the midst of a serious fiscal crisis brought on by unprecedented cuts in state funding. Historically, the community colleges have been the lowest funded of California's segments of public education. For many decades, lean funding has forced an overreliance on less expensive part-time faculty and resulted in too few counselors and advisors. Course offerings are often insufficient to meet local needs.

While funding has always been scarce, the state's current fiscal crisis and resulting cuts in funding to the California Community Colleges have greatly exacerbated these significant challenges. Deep cuts to categorical programs in the 2009-10 State Budget reduced by roughly half the funding available to support critical student services such as counseling, advising, assessment, and tutoring. Cuts in base apportionment funding in the 2009-10 and 2011-12 State Budgets, totaling over 8 percent, have forced colleges to reduce thousands of course sections, barring access to hundreds of thousands of potential students. The lack of cost-of-living allocations in the State Budget, going back to 2008-09, has eroded the spending power of community colleges by 10.88 percent. It is hard to overstate the cumulative strain that these budget reductions have placed on community colleges and the students and communities they serve.

In its deliberations, the Task Force discussed at length how underfunding has diminished the capac-

ity of the community colleges to meet the education and training needs of California. It is clear that the community colleges, with additional funding, would serve many thousands more Californians and be more successful at helping students attain their educational objectives. In particular, additional funding would allow the colleges to hire more full-time counseling and instructional faculty, and student support personnel—all of which have been shown to increase institutional effectiveness.

The Task Force wishes to make clear that its recommendations are in no way meant as a substitute for additional funding. To the contrary, the Task Force expressed a strong belief that the community college system should continue to advocate strongly for additional resources to support access and success for our students. Additional investment in the community colleges on part of the state will be essential if California is to reach levels of educational attainment needed to be economically competitive.

The Task Force recommendations represent policy changes that will support fundamental improvements in the effectiveness of the community college system. All the recommendations will yield greater benefits to students more quickly if matched with significant additional state investment. In the absence of additional funding, however, the Task Force recommendations make good policy sense and will help ensure that the community colleges are leveraging all available resources to help students succeed.

CONTEXT

National and State Student Success Efforts

In recent years a growing body of research has documented a national decline in educational attainment at the very time when our economic competitiveness is increasingly tied to a highly skilled workforce. This trend, seen in national data, is even more pronounced in California. Projections from the National Center for Higher Education Management Systems (NCHEMS) demonstrate that California is at risk of losing its economic competitiveness due to an insufficient supply of highly skilled workers. Specifically, NCHEMS found that California's changing demographics, combined with low educational attainment levels among our fastest-growing populations, will translate into substantial declines in per capita personal income between now and 2020—placing California last among the 50 states in terms of change in per capita personal income.

As state and national leaders have become aware of this looming crisis, there has been a concerted call for reforms to improve levels of educational attainment. Due to their large scale and relatively low cost, community colleges nationwide have been identified as the most viable option capable of producing college graduates and certificate holders in the large numbers necessary to reverse current trends. Perhaps most notable was President Obama's 2010 White House Summit and "Call for Action" in which he highlighted the community colleges as the key to closing our nation's skills gap. This message resonated with employers, economists, and educators here in California.

It should be noted that the work of the Student Success Task Force builds on other state-level reform efforts. Notably, the Community College League of California's recent *Commission on the Future* report served as a basis for many of our recommendations, as did prior community college reform efforts, including the 2006 *System Strategic Plan*, the *Partnership for Excellence* program, and various reviews of the *California Master Plan for Higher Education*.

Task Force Vision

There's a story that each member of this Task Force wants to be true—true at every community college and for every student, regardless of their background or educational goals. It's the story of a student who walks onto a California Community College campus for the first time, unsure of what they want to do, but knowing generally that they want to find a direction in both life and career.

The student is able to go online or get an appointment to meet with a counselor or advisor to learn about the wide variety of options available at the college and maybe a few offered elsewhere. The options presented aren't discrete classes but rather pathways toward different futures. Not all of them are easy; some require a lot of time and work, but the student sees where they lead and understands what needs to be done to succeed in each pathway.

The student participates in a college orientation and prepares for the assessment tests. They learn that most paths will require work on basic skill mathematics and English.

The student easily finds the financial aid office where they learn of the various financial aid opportunities available. They see that they can maximize financial aid opportunities by deciding to enroll full time and understand that accepting financial aid means accepting responsibility for their academic future.

Using either online or in-person counseling support, the student develops an education plan and determines a program of study. The student enrolls in basic skills coursework in the first term and follows the counselor's lead in selecting a college-level course that is appropriate to their level of preparation. The basic skills class may rely heavily on tutoring or use other approaches that help the student learn more effectively than in high school. The results of the diagnostic assessment test let the professor know what specific areas the student needs help with, so that they are able to focus on those particular things, moving at a pace that's comfortable. The student succeeds and takes the college-level coursework needed to complete their program of study. The student's educational plan provides a roadmap, and they find that they're able to enroll in all the required courses in the semester in which the courses are needed. The student meets their educational goal, whether it be gaining concrete workplace skills, earning a certificate and/or associate degree, or transferring to a four-year college with an associate degree in hand. Wherever the path leads, the student successfully reaches their academic and career goals thus able to advance their career and earn a wage sufficient to support themselves and their family.

This is the vision that the recommendations of this Task Force are designed to support. Taken alone, no single recommendation will get us there, but taken together, these policies could make the vision a reality for every student, at every college.

While it is entirely natural for readers to skim through this report looking for the two or three recommendations that most affect to their particular constituency, we encourage readers to resist this temptation and consider the set of recommendations as a whole and how they will benefit students. In making these recommendations, each member of the Task Force strived to do just that, at times setting aside their particular wants and making compromises for the greater good.

We hope you will join us in that effort.

Beginning in July, the Task Force spent three months forming the recommendations contained in this report. Recommendations were chosen based on their ability to be actionable by state policymakers and college leaders and to make a significant impact on student success, as defined by the outcome and progression metrics adopted by the group.

To foster public input, during October and November, the Task Force held four public town hall meetings, made presentations to dozens of community colleges stakeholder groups, and hosted a lively online dialogue. Over six weeks, the Task Force heard from both supporters and critics of the recommendations and received substantial input that has been used to inform its deliberations. That input helped shape the final recommendations and elevated the public discussion about improving outcomes for college students.

Limitations of Scope

There are a variety of topics related to community colleges and student success that the Task Force was either unable to address or chose not to address. For example, policy issues related to the system's governance structure have been well vetted elsewhere and thus were not discussed by the group. Further, the group chose not to address policies surrounding student fees. Due to time constraints, career technical education, transfer, and distance education also were not addressed directly by the Task Force. That said, the recommendations in this report are intended to strengthen the core capacity of the community colleges to serve all students, regardless of instructional program. Improved student support structures and better alignment of curriculum with student needs will increase success rates in transfer, basic skills, and career technical/workforce programs.

Implementation Process

The recommendations in this report represent policies practices that the Task Force believes will help the California Community Colleges to improve student success. Some of the recommendations reflect changes that are already underway, while others would chart entirely new territory. In each case, the recommendations will require that in-depth, discrete, and specific implementation strategies be developed in consultation with the appropriate practitioners and stakeholders. The strategies employed will vary depending on whether the proposed change is statutory, regulatory, or involves disseminating best practices. The community college system has a rich history of shared governance and local collective bargaining; nothing in this report is designed to upend those processes. Further, the Task Force recognizes that to be successful, these recommendations will need to be implemented over time, in a logical and sequential manner. The recommendations contained herein will not be achieved overnight.

After approval of this report by the Board of Governors, the Chancellor's Office will develop and distribute a separate document that will lay out various strategies for implementing the recommendations contained within this report.

Implementation groups composed of the relevant internal and external stakeholders, including the Student Senate and the Academic Senate, will be involved at each step of the process. Implementation of these recommendations will take time, and it is the intent of the Task Force that the parties work together to address the practical matters associated with the eventual success of the recommendations.

Conclusion

The Task Force recommendations present the California Community Colleges with an opportunity for transformative change that will refocus our system's efforts and resources to enable a greater number of our students to succeed. Our colleges have a long, proud history of helping Californians advance. The Student Success Plan will help us be even more effective in achieving our mission.

Draft



Implementation of Student Success Task Force Recommendations

	Statute	Regs	Budget	State Admin. Policy	Local Best Practice	2012 Legislative Action
1.1 Common core standards for college and career readiness				X		
2.1 Common centralized diagnostic assessments	X		X			Budget item
2.2 Diagnostic assessment, orientation, & educational plan	X	X				Statutory change
2.3 Technology applications to better guide students			X			Budget item
2.4 Support resources for students lacking college readiness		X				
2.5 Declare a program of study		X				
3.1 System-wide enrollment priorities		X				
3.2 Board of Governors fee waiver requirements	X	X				Statutory change
3.3 Promote benefits of full-time attendance					X	
3.4 Begin addressing Basic Skills deficiencies in first year		X				
4.1 Base course offerings & schedules on student needs	X	X	X			Budget/BB language
5.1 Alternative basic skills curriculum		X	X	X		BB Language
5.2 Statewide strategy for Non-Credit & Adult Education in CA						
6.1 Enhanced professional development opportunities						
6.2 Improved use of professional development resources	X	X	X			Budget/BB language
7.1 Stronger community college system office	X		X	X		Statutory change
7.2. State and local student success goals				X		
7.3 Accountability score card		X		X		
7.4 Longitudinal student record system			X	X		Budget item
8.1 Categorical program streamlining and cooperation				X		
8.2 Invest in Student Support Initiative	X	X	X			Budget/BB language
8.3 Alternative Basic Skills funding model		X	X			BB Language