SWC Mission Statement

Southwestern Community College District promotes student learning and success by committing to continuous improvement that includes planning, implementation and evaluation. We serve a diverse community of students by providing a wide range of dynamic and high quality academic programs and comprehensive student services

Funding Priorities

Preserve Jobs (Employment Integrity); Preserve Classes (Instructional Integrity);
Preserve Support to Students (Student Services Integrity); Preserve Safety (Environmental/Security Integrity)

Members

4 Academic Senate Representatives:	4 CSEA Representatives:	7 Planning Representatives
Victoria Lopez	*Bruce MacNintch*	*AOC: Mink Stavenga*
Janelle Williams	*Michele Fenlon*	*FSC: John Brown*
Eric Maag	*Heather MacNintch*	*IPRC: Linda Hensley*
Chris Hayashi	*Deborah Peckenpaugh*	*ITC: Paul Norris*
4 SCCDAA Representatives:		*OIE: Diana Kelly*
Aaron Starck	**4 Associated Student Representatives:**	*EP/EMC: Mia McClellan*
Patti Larkin	*Claudia Duran*	*ISLO: Rebecca Wolniewicz*
Debbie Trujillo	*Alix Lopez*	**Non-Voting Resource Staff**
Silvia Cornejo-Darcy	*Candy Arias*	*C.M. Brahmbhatt, Acting VPBFA*
1 Confidential Representative	*Angel Castro*	*Linda Gilstrap, Dean, OIE/FED*
Patti Blevins		*Joseph Quarles, Interim VPHR*
	1 SCEA Representative	*Ben Seaberry, IT Director*
Valerie Goodwin-Colbert (Facilitator)	*Andy MacNeill*	*Angélica Suárez, VPSA*
Rosalva Garcia (Recorder)		*Kathy Tyner, Acting VPAA*
Guest(s):		*Randy Beach, AS President-Elect*
		Susan Brenner, VPAS

10 + 1 Mutual Agreement Items:

9. District and college governance structures, as related to faculty roles.
10. Processes for institutional planning and budget development including self-study and annual reports.
11. + 1 Other academic and professional matters as mutually agreed between the Gov. Board & the Academic Senate.

A G E N D A

AGENDA ITEM	PRESENTER/S	Sugg. MIN.	DECISION
1. Call to Order / Approval of Agenda	Stuart/Nish	2 min	Welcome to Dr. Nish & Introductions
2. Approval of the Minutes: December 7, 2011	Stuart/Nish	2 min	
3. Final Student Success Task Force Report from the Chancellor's Office	Nish/Stuart	4 min	Handout and Information
I. Strategic Planning			
4. Strategic Planning Update: • 2012 Spring Prioritization Process Overview • 2012-2015 Goals Constituency Input*	Hensley/Gilstrap Stuart/Tyner Gilstrap/Stuart	30 min	* = input from constituencies needed
5. Prioritization: Update	Nish	5 min	Handout
6. Budget Update:	Temple/MacNeill	5 min	
II. Policy/Procedures Development			
7. Policy & Procedures: Constituency Signatures	Stuart	2 min	

Approved by Co-Chairs and SCC: 1/10/12
DW:AES:RG

III. Issue Management			
8. Governing Board items: • Naming of Facilities • Technology • PLA • Campaign contributions • Construction • Policy & Procedures 1200	Nish	20 min	
9. Hiring Updates: • PIO • VP status: AA/BFA/HR	Nish	5 min	
10. Use of Student Union East	Stuart	5 min	
IV. Campus Communication			
11. SCC Task Force Updates: ➢ Think Tank: Futurist Council ➢ Sustainability Task Force: • SCC review of immediate proactive actions that can save money *	Stuart	10 min	* = needs SCC review/constituency input
V. Standing Committee Reports - to be sent via email			
VI. Meeting Summary (10 Min)			
VII. IBB Process Check			
<u>**Future Agenda Items**</u> • Mass Communication System • Update • Shared Planning & Decision-Making Handbook: Update • Fraud Policy			

<u>**Next SCC Meeting**</u>**: Wednesday, February 1, 2012**

Approved by Co-Chairs and SCC: 1/10/12
DW:AES:RG

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ex	*Victoria Lopez*	x	*Bruce MacNintch*	x	*AOC: Mink Stavenga*
x	*Janelle Williams*	x	*Michele Fenlon*	x	*FSC: John Brown*
x	*Eric Maag*	x	*Heather MacNintch*	x	*IPRC: Linda Hensley*
x	*Chris Hayashi*	ex	*Deborah Peckenpaugh*	x	*ITC: Paul Norris*
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x	*Aaron Starck*	**4 Associated Student Representatives:**		x	*EP/EMC: Mia McClellan*
	Patti Larkin	x	*Claudia Duran*	ex	*ISLO: Rebecca Wolniewicz*
x	*Debbie Trujillo*	ex	*Alix Lopez*	**Non-Voting Resource Staff**	
x	*Silvia Cornejo-Darcy*	x	*Candy Arias*	x	*Joseph Quarles, VPHR*
1 Confidential Representative		ex	*Angel Castro*	x	*Angélica Suárez, VPSA*
x	*Patti Blevins*			x	*Kathy Tyner, Acting VPAA*
		1 SCEA Representative		ex	*C.M. Brahmbhatt, Acting VPBFA*
x	*Valerie Goodwin-Colbert (Facilitator) Randy Beach subbed for Valerie*	x	*Janet Mazzarella for Andy MacNeill*	x	*Linda Gilstrap, Dean, OIE*
	Rosalva Garcia (Recorder)			x	*Ben Seaberry, IT Director*
	Guest(s): Bea Zamora-Aguilar, Veronica Howard, Nelson Riley, Robert Sanchez,			ex	*Randy Beach, AS President-Elect*

10 + 1 Mutual Agreement Items:

9. District and college governance structures, as related to faculty roles.
10. Processes for institutional planning and budget development including self-study and annual reports.
11. + 1 Other academic and professional matters as mutually agreed between the Gov. Board & the Academic Senate.

M I N U T E S

AGENDA ITEM	
1. Call to Order / Approval of Agenda	
2. Approval of the Minutes: November 16, 2011	Approved by consensus
3. Revised Draft Student Success Task Force Report from the Chancellor's Office	Whittaker provided an update on the Revisions of the Student Success Task Force Report from the Chancellor's Office.
I. Strategic Planning (40 Mins)	
4. Updates: • Director of IRG&P • Strategic Planning Update • Technology Plan Update: IT Priorities • Technology Priority Memo	Gilstrap announced that Linda Hensley had been selected as the Director of Institutional Research Grants & Planning, pending Governing Board approval on December 14. Gilstrap also provided an update on Strategic Planning indicating that in order to have the 2012-15 Strategic Plan to the Governing Board for first reading in January, the Strategic Goals should be approved by the SCC in December. The goals will be emailed before December 8 to the SCC for review, consultation and feedback from constituency. Gilstrap thanked all the committees for working diligently. Seaberry shared that the Institutional Technology Committee (ITC) and its subcommittee the Technology Plan Oversight Team (TPOT) have been working on reviewing and prioritizing the Technology Plan Action Items which are scheduled to begin this fiscal year (2011-2012). Ben shared a website with the SCC showing what can be tracked and viewed for transparency. The actions items are available online and updated regularly so they are always current.

	Denise announced that the Web is in transition and that the new software will be evaluated in the next year.
5. Prioritization: • Update • Recommendation to Eliminate Vacant Job Titles	Whittaker announced that ninety percent recruitment has been internal and reiterated that the 4 goals of the budget Committee have been to 1) preserve jobs, 2) preserve classes, 3) maintain student services and 4) provide safety.
6. Budget Update & Recommendations: • Message from VC Troy – Triggers & the SCO Cash Report (handout) • Travel Memo • EPPT Recommendation Letter	Whittaker shared a message from *VC Troy on Triggers & the SCO Cash Report* indicating that the Budget Committee's did an excellent job at planning for the triggers accepting recommendations and anticipating a lower budget revenue. She also announced that Robert Temple will stay for the transition of new interim Vice President of Business & Financial Affairs, C. M. Brahmbhatt, who comes to SWC well-recommended. After a brief discussion, the SCC approved (by consensus) the *Travel Memo* with minor recommendations. It was clarified that non general funds were exempted from the directives in the memo. Whittaker will update the memorandum and send out the final version to the SCC. The Enrollment Priorities and Enrollment Task Force (EPPTF) provided a campus communiqué to the EP/EMC for approval. This update, which contains membership, a record of this years' task force meetings and future plans, was approved by the EP/EMC, which is now presenting this document to the SCC. It has been requested by the Co-Chairs of the EP/EMC that this update be distributed to the college community.
II. Policy/Procedures Development	
7. Policy & Procedures: Constituency signatures	Tabled for next meeting.
8. Policy & Procedures 1200: (Institutional Mission, Vision & Values	The SCC sought input from constituencies on approving Policy & Procedures 1200. The agreed upon version was Option 1, with the revision of striking out the "seeks to" language on policy & procedure. The Policy will be on the January Governing Board agenda for first reading and in February for second reading and final approval.
9. Campus Emergency Procedures: Fire, Earthquake & Active Shooter	Transitional documents were presented for information to the SCC setting out procedures for active shooter, fires and earthquake safety measures while the emergency plan is completed and approved, protocols determined, and tied in directly into the plan. Interim Chief Sanchez stated that alarm buttons currently installed on campus' offices do not work; asked if this was true, the Interim Chief stated that if there is an emergency to call the campus policy office directly.
III. Issue Management	
10. Parking Task Team Update	Veronica Howard, Parking Task Team Co-Chair, made an informative presentation regarding parking issues. There is more information that will be determined. The report was accepted; more dialogue on this matter will be forthcoming as more information is sent to the SCC. At 5:00 p.m. M/S/C to extend the meeting by eight minutes. Approved by consensus.
11. Use of Student Union East	An issue arose last week with an academic presentation which was not allowed to use the Student Union East (SUE). Due to lack of time, this item will be on the next agenda and Stuart will be asking for volunteers to serve on Room availability task force.
12. Naming of Buildings:	The SCC approved the naming of the Corner Lot Administration

• Corner Lot – Joseph Rindone • Cafeteria Grill – Raúl Haro	Building after Joseph Rindone and the Cafeteria Grill after Raúl Haro, who worked at SWC for 22 years. Approved by consensus.
13. Hiring Updates: • Director, Admissions & Records(A&R) • PIO • VPAA • VPBFA • VPHR	Due to lack of time, Whittaker will provide an electronic update on hiring.
IV. Campus Communication	
14. New Construction User Group: identification of members process	Whittaker provided an update on the following: Trees will be cut down in the footprint of the new Field House location on either side of the scoreboard and peripheral area will be cut down in late December for safety reasons in anticipation of start-up construction. Cabinet that their goal is to preserve as many trees as possible during all construction projects. Construction of the Corner Lot project will begin in early spring 2012. Buildings A (Administration), B (multi-purpose), E (College Police), and F (Culinary Arts) are underway with the hope that it will be completed by the end of the Fall 2014 semester, if not sooner. Major construction at the main entrances off of H Street will be limited in late December and January while the construction staging begins for the Field House and Corner Lot projects. Also, major road construction on Otay Lakes Road and in Parking Lots A and O will occur late spring and early summer, requiring a shift in how employees and students enter the College. It will also impact bus access which will be coordinated with the CV MTA. National City Update: A User Group has been formed. Staff will be recommending an architectural firm to complete the programming requirements in the near future. The new building is slated to be ready by the Fall, 2015 semester. John Brown and support staff have begun conversations with Donna Arnold and the User Group in anticipation of future construction and renovations addressing specific needs in Mayan Hall. This project is in the early phase of preparation and discussion. Denise will email a notice to all staff regarding general construction before 12/16/11.
15. SCC Task Force Updates: put back in the agenda. • Think Tank: Futurist Council • Sustainability Task Force (Minutes) • Tree Removal	Due to lack of time, Whittaker advised the SCC to read the Futurist Council minutes (SCC Enclosure). It was decided to take it to the January agenda. Things that can be done right now and in the future to save money. (info on trees: see item 14)
16. Emergency Response Team Update	Tabled due to lack of time.
17. 50th Retiree Reunion Luncheon: • December 8 from 12:00-1:30 pm (R.S.V.P.)	Announcements: the luncheon is tomorrow; everyone is encouraged to attend.
V. Standing Committee Reports to be sent via email	
VI. IBB Process Check	
• Meeting Feedback	Co-Chairs: Whittaker/Stuart:

Approved by Co-Chairs and SCC: December 6, 2011
DW:AES:RG

	Denise gave her heartfelt thank you to the SCC for all their work and for the great surprise party. She appreciated it all and said she was confident that we could carry this on because our College is now stronger and more efficient. The SCC in return thanked Denise for all she had done for the College.
Future Agenda Items • Mass Communication System Update • Shared Decision Making/Planning Manual Update • Fraud Policy	

Adjournment: 5:08 p.m.

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

PRESS RELEASE   **January 9, 2011**

Contact: Paul Feist
Cell: 209.670-6240
Office: 916.327.5353
Office E-mail: pfeist@cccco.edu

California Community Colleges Board of Governors Approves Student Success Task Force Recommendations, Sends Report to State Legislature
Chancellor Scott thanks board as reform plan to increase graduation, certificate, and transfer rates clears another hurdle

SACRAMENTO, Calif. – California Community Colleges Chancellor Jack Scott today thanked the board of governors for adopting the critical Student Success Task Force reform package that has been a year in the making. The recommendations, Scott said, will go a long way in improving student graduation, certificate and transfer rates at the system's 112 colleges. The plan, which was approved without a dissenting vote, will be sent to the state Legislature for review in accordance with Senate Bill 1143 (Liu).

The task force's recommendations will make community colleges more responsive to the needs of students and the economy, which is increasingly demanding college-educated workers. It is aimed at rebalancing priorities to focus on the core missions of remedial education, workforce preparation, certificate and degree attainment and transfer. Students who make progress toward meeting their goals will be rewarded with priority enrollment, and colleges will adjust course offerings according to the needs of students based on their education plans. The recommendations also will improve the student assessment process and promote better use of technology to help students reach their educational goals on time.

"I want to commend the task force for its hard work and dedication to increasing student success," Chancellor Scott said after the report was adopted by the board Monday afternoon. "This plan is historic and wide-ranging. Because of the state's disinvestment in higher education, access is being rationed at the community colleges in ways that are unfair and harm entering students. The recommendations in the report are integral to balancing priorities so first-time students have a fair opportunity to pursue their educational goals. At a time when resources are scarce, our system must implement solutions that improve student outcomes, deliver an educated and trained workforce, and ensure the efficient use of state investment in higher education – I am confident that this plan will do just that."

California Community Colleges Board of Governors President Scott Himelstein said that the board will move forward on the adoption of regulatory changes needed to implement the task force's vision.

"This is an extraordinary opportunity to improve the educational outcomes of the largest system of higher education in the country," Himelstein said. "With these changes, our 2.6 million students will have a better shot at success."

-   more   -

President Obama announced the goal to make America "the most educated country in the world" by 2020. From 2012 through 2018, occupations requiring an associate degree will grow the fastest but by 2025, California's workforce will face a shortage of 1 million college degree and certificate holders. In 2010, then Gov. Arnold Schwarzenegger approved Senate Bill 1143, authored by Carol Liu. The bill charged the California Community Colleges Board of Governors with adopting a plan by 2012 for improving student success and awarding more associate degrees and transferring more students to California State University or University of California campuses. Board of governors member Peter MacDougall served as the task force chair and Chancellor Scott was an ex officio member.

The task force released a set of draft recommendations in September and the California Community Colleges Chancellor's Office and task force members subsequently embarked on a state-wide listening tour to gather input from constituencies. Those interested also could find the recommendations online and leave comments that were considered by the task force in November. After the listening tour was complete, revisions were made on several key points. Some of those revisions included not charging students full price for classes outside their educational plans and allowing colleges some leeway to exempt students under extraordinary circumstances from the 110-unit cap on Board of Governors Fee Waiver eligibility.

"This task force really worked very hard to outline a plan that will help students reach their educational goals faster and more efficiently," MacDougall said. "We listened to input and great ideas offered by students, faculty, staff and parents from around the state and incorporated what we heard into the final draft. This was a collaborative effort and I am proud to have been a part of this historic task force."

The board of governors now has until March 1, 2012 to submit the full report to the state Legislature for review.

The California Community Colleges is the largest system of higher education in the nation. It is composed of 72 districts and 112 colleges serving 2.6 million students per year. Community colleges supply workforce training, basic skills courses in English and math, and prepare students for transfer to four-year colleges and universities. The Chancellor's Office provides leadership, advocacy and support under the direction of the Board of Governors of the California Community Colleges.

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The Student Success Task Force final report can be viewed at:
http://www.californiacommunitycolleges.cccco.edu/Portals/0/StudentSuccessTaskForce/SSTF_FinalReport_Web_010312.pdf

Changes made to the original Student Success Task Force recommendations based on public feedback can be viewed at: http://californiacommunitycolleges.cccco.edu/Portals/0/StudentSuccessTaskForce/SSTF_taskforcememo_111411.pdf

Fellow Student Success Task Force Members:

I wanted to take this opportunity to recap the significant decisions reached during our November 9th meeting and review the next steps as we approach our final meeting in December and ready the final report for consideration by the Board of Governors in early January. First, I would like to thank each of you for the time and expertise you have devoted to this historic initiative that I am confident will lead to even better results for students in our community colleges.

As we reviewed the large amount of public feedback to the draft recommendations collected so far, it was evident that stakeholders both inside and outside our system are engaged and informed about the work of the Student Success Task Force. The extensive public input was helpful in identifying areas in which the draft recommendation could be improved. While several changes were approved at the November 9th meeting, others were agreed to in principle, pending the drafting of alternate language.

Categorical Program Consolidation.

One of the most significant changes agreed to by the Task Force was the decision to eliminate from the draft recommendations the proposal to consolidate categorical program funding. A considerable portion of the feedback from the field expressed concerns that consolidating categorical funding would threaten existing programs and diminish student support. Further, concerns were raised about the possible interaction of categorical consolidation on various matching requirements for federal funding. While the Task Force discussed options to mitigate the concerns, the final determination was to remove the categorical consolidation proposal from the Task Force recommendations. Task Force members did, however, request that the report be amended to urge state leaders to streamline the administration and reporting requirements of these programs and, at the college level, to urge programs themselves to strive to break down programmatic silos and voluntary collaborate in an effort to improve student success.

Career Development and College Preparation Non-Credit Courses.

Another recommendation that was re-examined in detail dealt with limiting non-credit classes to only those identified as Career Development or College Preparation. Considerable input was received that this proposal would threaten a variety of high priority courses, including Citizenship, English as a Second Language (ESL), and courses for individuals with acquired brain injuries. The Task Force discussed these concerns and made clear that the draft recommendation was not intended to negatively impact these courses. A subgroup of Task Force members agreed to fashion language that modifies recommendation 4.1 in a way that that addresses the concerns in the areas noted above.

Requiring Students to Pay Full Cost for Courses Not in Education Plans.

At our November 9 meeting, recommendation 4.1 was further modified by the Task Force to remove the proposal to charge students the full cost of instruction for any courses not included in their education plans. While Task Force members continued to emphasize the need to prioritize access for students pursuing educational goals identified in education plans (related to transfer, basic skills, and career technical education), there was a widespread concern on the Task Force about establish a two-tiered system of fees.

At my request, the modifications noted above to Chapter 4 will be drafted and sent out to the Task Force members prior to our December meeting.

Comprehensive Strategy for Addressing Basic Skills Education.
At town hall meetings and through the website forum, faculty expressed concern over this recommendation noting that ESL was inappropriately referenced in the work of the Task Force related to Basic Skills. The Task Force was sensitive to this concern and as a result, staff will be working with Task Force members to refine this recommendation.

Alternative Funding Model for Basic Skills.
Following considerable deliberation, the Task Force determined that this recommendation would be modified to provide the Chancellor's Office with the authority to develop alternate funding allocations, using apportionment funding, to promote innovation in basic skills instruction. A subgroup of Task Force members has agreed to help craft language to meet this end and consistent with the request noted above, the amended language will be sent via e-mail to members before the December meeting.

The final meeting of the Task Force will be held on Wednesday December 7, 2011 at the Le Rivage Hotel in Sacramento. At this meeting, we will discuss any new feedback received on the draft recommendations and review those items where the Task Force made changes. A final report will then be prepared for the Board of Governors to consider at its January 9-10, 2012 meeting.

I would like to emphasize that we will continue to gather public input as we work toward the Board of Governors meeting in January. Another town hall meeting is scheduled for Oakland on November 16, and on-line comments will be accepted and compiled to help inform this panel up until its final meeting and to help inform the Board of Governors as it considers final action.

Thank you all again for your engaged participation in this process. I look forward to seeing you in December.

Dr. Peter MacDougall
Chairman
Student Success Task Force

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

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 competiveness 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.
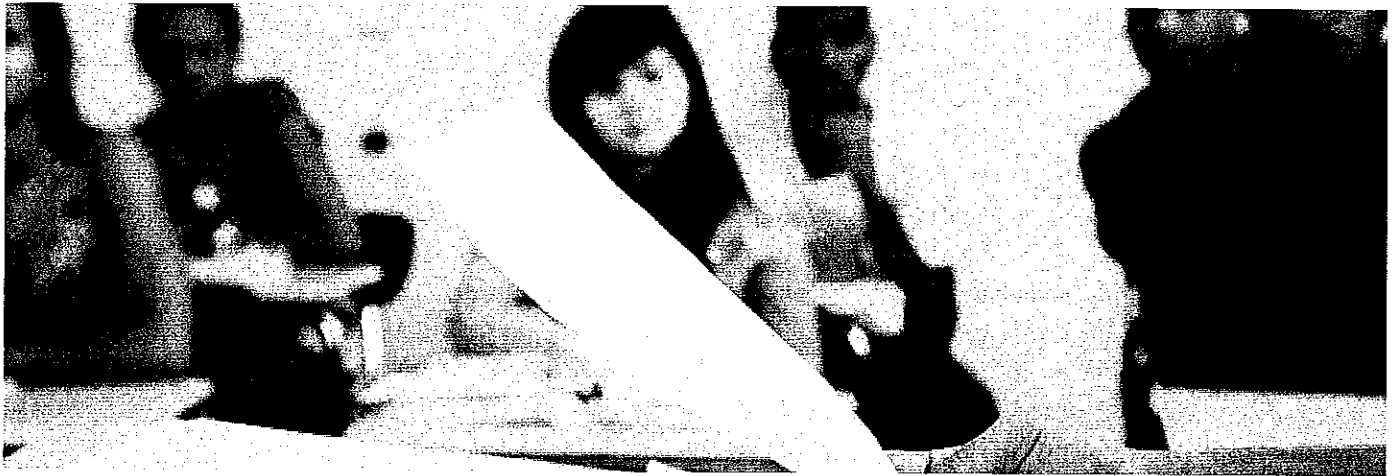
PART II

RECOMMENDATIONS OF THE STUDENT SUCCESS TASK FORCE
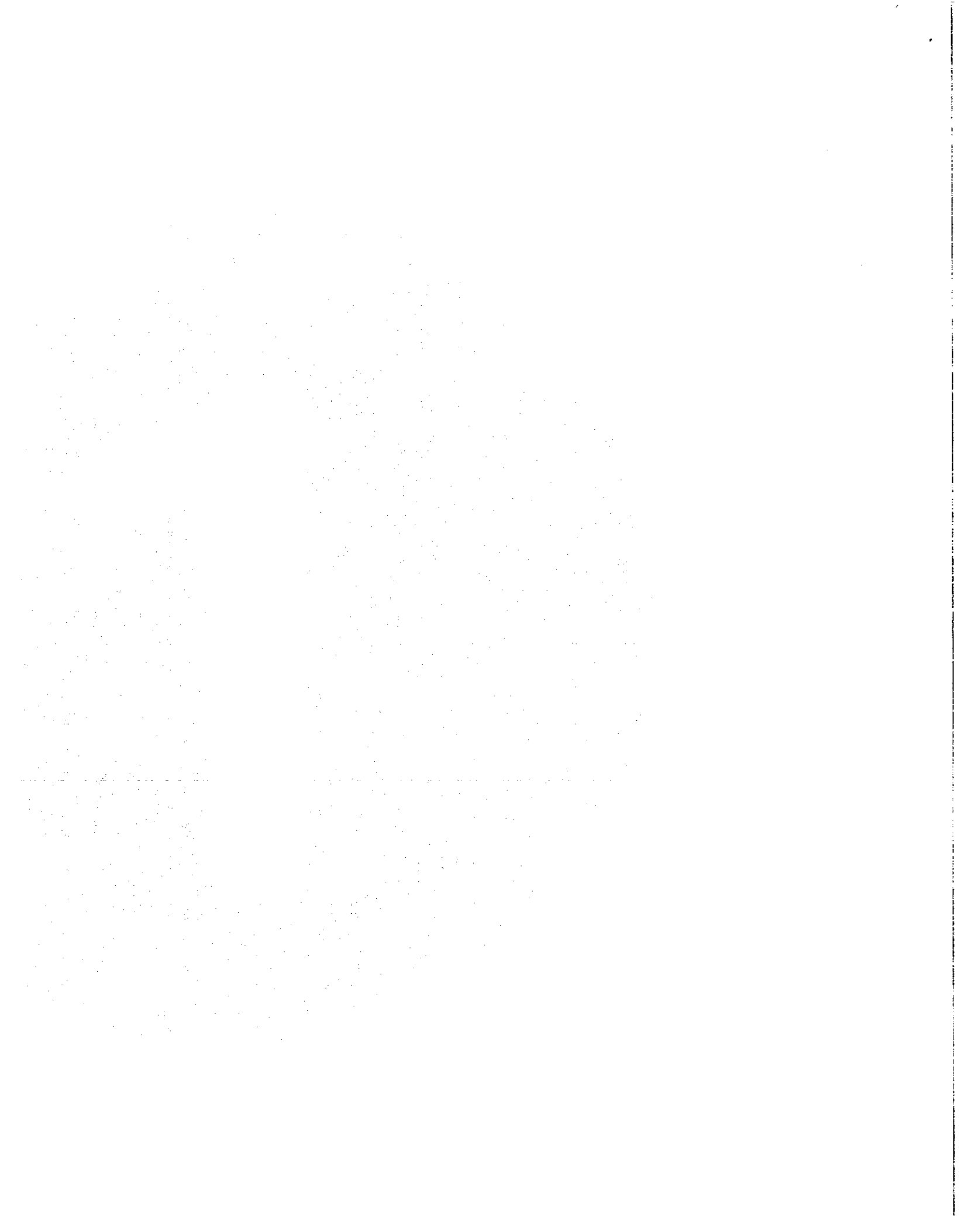
Recommendation

①

INCREASE STUDENT READINESS FOR COLLEGE

Policy Statement:

Community Colleges will collaborate with the State Board of Education, the California Department of Education, and other statewide efforts to define and address college and career readiness.

A vast majority of first-time students entering the California Community Colleges (CCC) are underprepared for college-level work. In the CCCs, 70 to 90 percent of first-time students who take an assessment test require remediation in English, math, or both. In 2010, 79 percent of California's 11th grade students who took the Early Assessment Program (EAP) college readiness test did not test "college ready." Currently, K-12 and postsecondary education policies related to standards, curriculum, and assessment are not well aligned to communicate either clear expectations for college and career readiness or to support a smooth transition for high school graduates. Within the K-12 system, students and parents receive conflicting messages about ex-

pectations for high school completion because the California High School Exit Exam (CAHSEE) measures English and mathematics skills that are far below the standards adopted for 11th and 12th grade curriculum. Thus, many students have been led to believe that they are ready to graduate and proceed on to colleges without actually having met grade-level standards. The EAP has begun to address that problem by informing 11th grade students where they stand in relation to college expectations and encouraging them to reach higher before they leave high school.

In August 2010, the State Board of Education (SBE) adopted the Common Core State Standards (CCSS)

and joined the SMARTER Balanced Assessment Consortium in May 2011 to develop a new K-12 assessment system based on the CCSS. Under federal requirements, the new 11th grade assessment must include an assessment of college and career readiness.

The implementation of these state-level reforms presents an ideal opportunity for the state to develop curriculum frameworks and assessments that align expectations and standards across public education and the higher education systems and to address policy gaps that have historically undermined efforts to set clear expectations for college or career readiness and to support a smooth transition for high school graduates.

Stemming the tide of underprepared students coming out of high schools is an urgent priority for community colleges, as it is for the CSU system. It is this need that drove the CSU to initiate and the community colleges to join the EAP. Because the EAP had to fit within the existing K-12 content standards and assessments, postsecondary faculty had a limited opportunity to define or validate standards and assessments. The state's transition to the CCSS provides an ideal opportunity for collaboration among all parties to collectively refine the definition of college readiness upon which the 11th and 12th grade curriculum frameworks and 11th grade assessments will be built.

Community Colleges and K-12 must also work together to develop a definition of "career readiness" and to use those standards to build the menu of assessments used to guide students' programs of study. Career readiness scores are important in that they have the ability to influence students' selection of a program of study or certificate. There is a great deal of work to be done in this area and the SBE president has stated publicly on more than one occasion that he will rely on community colleges to provide leadership in this arena.

Absent proactive involvement of the Community Colleges—together with our higher education and K-12 partners—the SBE will have no choice but to move forward to define college and career readiness and determine the best means of measuring those standards, based on its understanding of the needs of higher education. The active participation of the Community Colleges in this work is a vastly superior approach.

Aligning K-12 and community colleges standards for college and career readiness is a long-term goal that will require a significant investment of time and energy that the Task Force believes will pay off by streamlining student transition to college and reducing the academic deficiencies of entering students.

Recommendation 1.1

Community Colleges will collaborate with K-12 education to jointly develop new common standards for college and career readiness that are aligned with high school exit standards.

The Task Force recommends that the community college system closely collaborate with the SBE and Superintendent of Public Instruction to define standards for college and career readiness as California implements the K-12 Common Core State Standards and engages with the national SMARTER Balanced Assessment Consortium to determine the appropriate means for measuring these standards. Doing so would reduce the number of students needing remediation, help ensure that students who graduate from high school meeting 12th grade-level standards are ready for college-level work, and encourage more students to achieve those standards by clearly defining college and career expectations.

Requirements for Implementation

- No statutory or regulatory changes are needed to authorize community college participation in the development of common standards.

- Discussion with K-12 and the CSU may identify conforming changes to statute governing the EAP.

- Leadership from the Academic Senate, Board of Governors, and Chancellor will be needed to ensure community college representatives have membership in key committees that will plan and execute the definition of standards and the development of related curriculum frameworks and assessments.

- Establish formal and regular channels of communication between the community colleges, the SBE and the California Department of Education to ensure ongoing partnering on all matters related to college and career preparation.

Recommendation

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STRENGTHEN SUPPORT FOR ENTERING STUDENTS

Policy Statement:

Community colleges will provide stronger support for students entering college to identify and meet their goals. Stronger support will be facilitated by centralized, integrated and student-friendly technology to better guide students in their educational planning process. The efforts of counseling faculty and other college staff will be more effectively targeted.

Status of Matriculation Program

In 1986, the Seymour-Campbell Matriculation Act charged the Board of Governors with ensuring that all community college students were provided support to define and attain their educational goals. The Board adopted Title 5 regulations that require districts to provide admissions, orientation, assessment, counseling, and follow-up services for all students (except those specifically exempted) to the extent funding was provided for those services. Funding has never been adequate to serve all students and, as a result, colleges have not been able to provide

the level of services needed. In the 2009-10 State Budget, a 52 percent budget cut in Matriculation program funding turned a bad situation into a crisis.

Students Need Guidance

Extensive research has documented the importance of assessment, orientation, and informed education planning to set incoming students on a pathway to a successful outcome and build early momentum for their success. Given options, students who lack guidance are likely to seek what they think will be

their most direct path through college-level courses, without understanding what is required to be successful in the college environment and without regard to their academic preparation for college-level work. There are multiple consequences when students make uninformed choices:

- Students find themselves in courses that are unconnected to reaching an educational goal and for which they are not prepared, at best lengthening their time to completion and all too often causing them to drop out;

- Colleges lose the ability to target limited seats and services where they will be most effective; and

- Faculty are faced with underprepared students in their courses.

Assessments Vary by College

Currently, the community college faculty at each college determine which assessments are administered to place students within that college's curriculum for English, math, and English as a Second Language (ESL). Colleges are required to also consider other measures of a student's ability to succeed, such as academic history and demonstrated motivation. This local approach to assessment has created obstacles for students by causing significant variation across campuses, in some instances limiting portability of assessment results even within a single district. Other significant drawbacks include the high cost of assessment instruments purchased locally and inefficient test administration.

Since 2008, the system has taken significant steps to move toward a centralized assessment system. Grant funding was obtained from the Bill and Melinda Gates Foundation and the William and Flora Hewlett Foundation to complete a common assessment feasibility study. In an initiative called CCC

Assess, an advisory committee was convened that included faculty, matriculation and assessment coordinators, instructional and student services administrators, technology experts, and CSU and CDE representatives to determine system requirements for English reading, writing, math, and ESL assessments. The CCC Assess advisory committee identified diagnostic assessments, computer-scored writing samples, opportunities for test preparation, and psychometrically sound re-test capacity as critical components of a centralized assessment system. Vendor capacity and interest to develop these assessments was determined to be strong. Two barriers caused this work to stall. The first is the need to identify sufficient funding to support statewide implementation, and the second is the need to ensure alignment with the new K-12 assessment system standards and processes. All of the work done by this committee will guide the implementation of the Task Force's recommendation.

In a parallel effort, the Board of Governors sponsored AB 743, Block (Chapter 615, Statutes of 2011). This recently enacted legislation directs the Chancellor's Office to adopt a low-cost common assessment as an interim step toward developing a robust and coordinated assessment system for the community colleges. The CCC Assess advisory committee will be reconvened to assist in guiding implementation of AB 743 and achieving the Task Force's vision.

Guidance is Key to Student Success

While students are asked to indicate their educational objective on the application for admission, many students are unclear about their educational objectives when they first enroll in community college and remain so for too long given no systematic process, or even encouragement, to define and pursue a specific program or major. The current matriculation model assumes that students will clarify their educational objective in the course of meeting with a counselor. However, many students never see

a counselor. Even before the 52 percent budget cut to Matriculation funding, colleges were unable to provide all students with access to counseling services to help them clarify and refine their educational objectives and assist with the development of education plans to achieve those objectives. Student to counselor ratios range from 800 to 1 to more than 1,800 to 1 in the community colleges. As a result, students often enroll in basic skills or general education courses without understanding the level of rigor associated with the course or the applicability of the course to any specific program or transfer objective. While there is clearly value to students having the opportunity to explore disciplines and other options before declaring their program or major, there is a difference between systematic exploration and the blind trial and error experienced by too many students. Helping students make informed choices about their education is a critical strategy to help increase student success in the CCCs.

Every Matriculating Student Needs an Education Plan

Every student who enrolls to pursue a certificate, degree, or transfer objective, and in many cases even those seeking career advancement, needs a Student Education Plan that represents the sequence of courses that can get them from their starting point to attainment of their educational goal. Students who arrive without a clear goal need an education plan that allows them to systematically define their educational needs and objectives and explore their options. For example, a student who indicates transfer as the goal but lacks a major or career objective should be guided to enroll in general education courses, along with basic skills courses or resources if the student's assessment results indicate such a need. General education curriculum is designed to expose students to a breadth of educational experiences that can enable them to find areas of particular strength and interest. Once a student selects his or her program of study or major, the discipline-specific sequence and specialized or elective

options can be factored into the plan. There would be nothing to preclude a student from changing their objective or program of study, but the implications of a change, in terms of cost and time to completion, should be made clear. Expanded resources for career exploration are essential.

Technology Can Help

The creation of online resources that would support advisement and allow many students to self-manage their academic pathways is essential. Some districts have undertaken this task, but high development costs make creating such systems impractical for most districts, leaving students to struggle with a dearth of information available to help them to find and follow an appropriate academic pathway. Currently, almost all students enter the CCCs through CCCApply, a common electronic application process. That system could be further developed to lead students, once they are admitted, to build an online profile and access guidance and planning resources. Scaling up the use of technology is one of the few viable approaches to reach substantially more students, many of whom prefer navigating their pathway through community college in an online environment.

In the same manner that many private businesses have created tightly integrated online pathways for their customers, the CCC system needs to look towards the creation of centralized student support modules that offer high interactivity with local campus and district IT and administrative systems. Appropriate suggested student choices could be developed using research conducted on educational data to create "default" pathways that are suggested to students through online advisement systems. These systems could be used as tools by students, counselors, and advisors to nudge students towards better academic choices and to reduce excess unit accumulations and unnecessary withdrawals.

The Task Force recognizes that not all students have access to the hardware, high-speed interconnectivity, or digital literacy needed to navigate these new online environments. As such, it will be incumbent on both the CCC system and individual colleges to ensure that measures are in place to respond to students' needs and help bridge these technology gaps.

There is a plethora of education data collected both within the CCC system and in other educational sectors that can be aggregated in education data warehouses, leveraged, and used to help advise students on effective pathways through college. An example of this would be the use of an analysis of past student outcomes in various courses for students at various levels of basic skills to create an advisement matrix that keeps students enrolled in courses appropriate for their particular skill levels.

An additional benefit to the creation and maintenance of centralized technology utilities is that doing so will create huge economies of scale for the system. Employing a more centralized approach to technology, the CCCs will be able to use their large buying power to drive down costs and secure additional features at low cost. Further removing these costs from local districts will free up local monies that districts can then reinvest in additional human resources.

Need for More Counselors

Technology, while having many benefits, will not serve all students or fulfill all student needs. An expanded student-friendly technology system will allow the most self-directed students to complete a variety of activities (e.g., education planning, orientation, preparing for assessments) using resources such as computers and smart phones. However, many students will still need the face-to-face interactions provided by advisors and counselors. By shifting the lower-need, self-directing students to online tools, we will free up advisors and counselors to focus their face-to-face interactions with those students who lack access to technology or are not adequately prepared to utilize it and those who need more complex interactions with a counselor. It would also allow counseling faculty to spend less time performing routine functions and utilize their professional skills to support students in more complex dimensions.

Recommendation 2.1

Community colleges will develop and implement a common centralized assessment for English reading and writing, mathematics, and ESL that can provide diagnostic information to inform curriculum development and student placement and that, over time, will be aligned with the K-12 Common Core State Standards (CCSS) and assessments.

Requirements for Implementation

- Reconvene the CCC Assess Advisory Committee to guide implementation of this recommendation.

- Design a centralized assessment system that includes a robust array of options to help students prepare to take the assessments for the most valid result. It should include consistent testing and re-testing policies that are decided based on psychometrics rather than budget considerations.

- The centralized assessment must be diagnostic to ensure placement into appropriate coursework and to inform local academic senates as they design appropriate curriculum. It should also include an assessment of "college knowledge" and the extent to which a student understands and exhibits key academic behaviors and habits of mind necessary for success in college. This more robust assessment, coupled with multiple measures, would be used to determine students' needs for additional support and to enable colleges to more effectively place students in appropriate courses and target interventions and services.

- Work with the Academic Senate and the K-12 system to ensure alignment of community college assessment standards within the state's new CCSS assessments when those are implemented in 2014 (see Recommendation 1.1).

- After development of the diagnostic assessment, amend Education Code Section 78213 to require colleges to use the new common assessment for course placement while allowing districts to supplement common assessment with other validated multiple measures.

- Eventually, the Board of Governors would propose to amend Education Code Section 99300 ff. to transition the use of the EAP to the new assessment that is aligned with the K-12 CCSS.

- In the meantime, the enactment of AB 743 will facilitate the *interim* selection of a currently available "off the shelf" assessment instrument for English, math, and ESL, to be procured in the most cost-effective manner for use statewide.

- One-time funds of $1 million (already secured from outside sources) together with dedicated state-level funding of approximately $5 million would enable the Chancellor's Office, working with the CCC Assess advisory committee, to conduct a centralized procurement of the common assessment. Leveraging the system's buying power will drive down the costs and allow some customization of the assessment. Under this approach, colleges will have unlimited assessment capacity at low or no cost.

- Participation in the interim assessment system would be voluntary but incentivized by the significant local cost savings.

Recommendation 2.2

Require all incoming community college students to: (1) participate in diagnostic assessment and orientation and (2) develop an education plan.

By requiring students to participate in these core services, the community college system will ensure that students have the foundational tools necessary to make informed choices about their education. The Board of Governors will define categories of students who should be exempt from mandatory placement and orientation, such as students with a prior degree returning to pursue training in a different career field. Colleges would also be able to exempt students from each of these requirements on a case-by-case basis.

Requirements for Implementation

- Education Code section 78212 and Title 5 section 55500 ff. already require colleges to provide these and other matriculation services to all non-exempt students if funding is provided for that purpose.

- Amend Title 5 sections 55521-25 to require students to participate in assessment, orientation and development of a student education plan.

- Amend Title 5 section 55532 to establish more explicit criteria for exempting students from participation in required services in order to achieve greater clarity and statewide consistency in the proportion of students to be served.

The Task Force recognizes that implementation of this recommendation requires: (1) a substantial reallocation of existing local resources; (2) additional resources; and (3) new modes of service delivery in order to make these required services available to all incoming students.

Recommendation 2.3

Community colleges will develop and use centralized and integrated technology, which can be accessed through campus or district web portals, to better guide students in their educational process.

Several recommendations in this report rely heavily on the capability of technology to help guide students along educational pathways. To implement many of the recommendations, the community colleges must develop and implement a variety of centralized technology applications. Thoughtfully designed online technology will enable students to guide as much of their own education planning as is appropriate for their level of technology access and skills and their ability to choose and follow an appropriate pathway. It will also provide useful tools for counselors and advisors to better assist students with educational planning and for administrators and faculty to better plan class schedules to ensure that students have access to the courses they need to complete their educational goals in a timely and efficient manner. As the system moves in this direction, it is essential that there by strategies and tools to bridge the digital divide, ensuring that all students have necessary access to computers, high-speed internet, and the opportunity to learn basic technology skills.

These technological applications will generate efficiencies, but more importantly they will increase and improve communications with students by using platforms they already rely on to manage their daily lives. Today's students use laptops, smart phones and tablets not only to communicate with friends and professors, but also to make appointments, purchase goods and services, watch movies, and do research. This is where our students spend much of their time, and we must create smart applications that make it easier for them to pursue and reach their educational goals. While not all students have the devices, skills, and experience to make effective use of this kind of technology, a large and growing proportion do and have expectations that the institutions with which they interact will utilize current technology to facilitate practical transactions as well as the learning experience.

Rather than having individual colleges create their own online student planning tools, the Chancellor's Office would work with students, counselors, instructional and student services administrators, and college technology representatives to create applications that would be plugged into existing college and district web portals. Colleges would be able to place these applications in locations that mesh with their own unique website, with the services being centrally provided and centrally supported.

Examples of the types of online services include:

- A common application to college;

- An electronic transcript;

- An online BOG fee waiver form;

- An education planning module;

- An electronic library resource and library catalog;

- A career exploration module;

- A job placement module;

- A textbook purchasing module; and

- A transfer advisement module.

Requirements for Implementation

- Secure additional state funding for the development of the proposed technology tools that would then be provided to colleges free of charge.

- A centralized development and procurement process would leverage the system's size to drive down the estimated annual cost of the project to approximately $12 million.

- Initiate discussion with existing advisory groups, such as the Matriculation Advisory Committee, Telecommunications and Technology Advisory Committee, Chancellor's Office Advisory Group on Counseling, CCCApply Steering Committee, and others, to refine the scope and approach to growing services.

- Convene appropriate advisory groups that include program and technology experts to plan and execute technology projects as funding is secured.

Recommendation 2.4

Require students whose diagnostic assessments show a lack of readiness for college to participate in a support resource, such as a student success course, learning community, or other sustained intervention, provided by the college for new students.

A student's readiness for college is based on several factors in addition to their academic proficiency in English and mathematics. College readiness includes other variables that can influence a student's ability to successfully complete credit-bearing, college-level coursework. The extensive work done by Dr. David Conley's Education Policy Improvement Center at the University of Oregon defines four dimensions of "college knowledge" critical to student success: (1) Key cognitive strategies, including analysis, interpretation, precision, problem solving, and reasoning; (2) Specific types of content knowledge, most importantly the ability to read and write critically; (3) Attitudes and behavioral attributes, including study skills, time management, awareness of one's performance, persistence, and the ability to utilize study groups; and (4) Contextual knowledge about college resources and expectations and how to successfully adjust to navigating the college environment.

Community colleges have tested numerous models of supporting under-prepared students, both inside and outside the classroom, through college success courses, first-year experience programs, learning communities, and campus-wide initiatives. These efforts promote critical thinking skills and behaviors, or "habits of mind" essential to college success. Experience within the CCC system and nationally demonstrates the effectiveness of such deliberate interventions in supporting student persistence and success.

Requirements for Implementation

- Amend Title 5 section 55521 to allow for students to be placed in a student success course or other support activity.

- Require students to participate in a student success support intervention if assessment results demonstrate a need.

- Encourage colleges to review the readily available literature on student success courses and other interventions to determine elements that would likely make them most effective for their local population.

- The Chancellor's Office should review college models for campus and online student orientation and student success courses currently in place and disseminate the most effective scalable approaches and curricula.

Recommendation 2.5

Encourage students to declare a program of study upon admission, intervene if a declaration is not made by the end of their second term, and require declaration by the end their third term in order to maintain enrollment priority.

Declaring a major or program of study is more specific than declaring a broad educational goal such as earning an associate degree or transferring to a four-year college. Declaring a program of study sets incoming students on a specific educational pathway and builds early momentum for their success. Research from the Institute for Higher Education Leadership and Policy shows that students who entered a program in their first year were *twice as likely* to complete a certificate, degree, or transfer as students who entered a program after their first year. First-year concentrators were nearly 50 percent more likely to complete than those who entered a program in their second year, and the rates of completion fell sharply for students entering a program of study later than their second year. A student who is unable to declare a major or program of study by the end of their second term should be provided counseling and career planning interventions to assist them. Students who fail to declare a program of study after their third term should lose enrollment priority.

Nothing would preclude a student from changing their direction and declaring a new program of study but the implications of change, in terms of cost and time to completion, should be made clear. In addition, students would have the ability to appeal a loss of enrollment priority.

Requirements for Implementation

- Amend Title 5 regulations to require students to declare a specific program of study by the end of their second term.

- Current Title 5 regulations require students to declare an educational goal "during the term after which the student completes 15 semester units or 22 quarter units of degree-applicable credit coursework, unless the district establishes a shorter period." Title 5 also requires districts to establish a process for assisting students to select a specific educational goal within a "reasonable time," as defined by the district, after admission.

- Amend Title 5 to define "program of study" as a certificate, degree, or transfer objective in a specific occupational area or major. Groups of students exempted from meeting this requirement should also be specified in regulation.

Recommendation

③

INCENTIVIZE SUCCESSFUL STUDENT BEHAVIORS

Policy Statement:

Community colleges will incentivize those student behaviors that are associated with their eventual success.

Rationing of Classes

One of the basic tenets of the Master Plan for Higher Education is that all Californians who have the capacity and motivation to benefit from higher education should have a place in the California Community Colleges. Given the scarcity of resources currently available to the colleges, the reality is, the state has failed to live up to that commitment and we as a system are rationing access to education. While we continue to admit all students that apply, not all admitted students are able to enroll in the courses needed to meet their educational goals.

Enrollment Priorities

Under current law and practice, students already in the system have enrollment priority over new students. In addition, registration priority is generally higher for students with higher unit accumulations. As a result, there is perverse incentive for students to enroll in classes, even if they do not further their educational objectives, simply to gain a place higher in the enrollment queue. In the 2009-10 academic year, approximately 133,000 first time students were unable to register for even a single course due to their low placement in the registration queue.

Policies that enable students to wander around the curriculum, withdraw and repeat classes multiple times, avoid services that could help them find a productive pathway, and accumulate an unlimited number of units are a disservice to enrolled students and to those who can't get into the system for lack of available classes.

Adopt Consistent Polices for Enrolling Students

As a system, we have both initiated and continue to rely on these ineffective policies. However, now is the time for the community college system to abandon these ineffective policies and adopt enrollment management polices that encourage students to follow and make progress along delineated educational pathways that are most likely to lead to completion of a certificate, degree, transfer, or career advancement goal.

Use the BOG Fee Waiver Program as a Way to Incentivize Successful Student Behaviors

The Board of Governors (BOG) Fee Waiver Program, which was designed to ensure that the community college fees do not present students with a financial barrier to education, is an underutilized mechanism for incentivizing successful student behaviors. Unlike federal and state financial aid programs, the community colleges do not require BOG Fee Waiver recipients to make satisfactory academic progress, make progress toward a goal, or limit the maximum number of units covered by the award. The Task Force believes that policies governing eligibility for the BOG Fee Waiver should be consistent with enrollment policies designed to promote student success. By enacting accompanying BOG Fee Waiver changes, low-income students who rely on the waiver will be provided the same level of interventions and support and held to the same standards as other students.

Recommendation 3.1

The Community Colleges will adopt system-wide enrollment priorities that: (1) reflect the core mission of transfer, career technical education and basic skills development; (2) encourage students to identify their educational objective and follow a prescribed path most likely to lead to success; (3) ensure access and the opportunity for success for new students; and (4) incentivize students to make progress toward their educational goal.

Current law and practice guiding student enrollment tends to favor the continuing student, based solely on their accrual of course units. The existing system does not reflect the core priorities of community colleges: to provide courses for students seeking to earn a degree or certificate, transfer, participate in a career-technical program, or improve their basic language or computational skills. Altering enrollment prioritization is an efficient way of encouraging successful student behaviors and ensuring that we are rationing classes to provide more students with the opportunity to succeed.

Highest enrollment priority should be provided for:

- Continuing students in good standing who are making progress toward a certificate, degree, transfer, or career advancement objective (including incumbent workers who enroll in a course that develops skills required to retain their job or advance their careers and students who are actively pursuing credit or noncredit basic skills remediation).

- First-time students who participate in orientation and assessment and develop an informed education plan.

- Students who begin addressing any basic skills deficiencies in their first year, through either courses or other approaches.

- To address student equity goals, current statutory and regulatory provisions requiring or encouraging priority registration for special populations (active duty military and recent veterans, current and emancipated foster youth, students with disabilities, and disadvantaged students) should be retained. To the extent allowable by law, these students should be subject to all of the limitations below.

Continuing students should lose enrollment priority if they:

- Do not follow their original or a revised education plan

- Are placed for two consecutive terms on Academic Probation (GPA below 2.0 after attempting 12 or more units) or Progress Probation (failure to successfully complete at least 50 percent of their classes)

- Fail to declare a program of study by the end of their third term

- Accrue 100 units, not including Basic Skills and ESL courses.

Requirements for Implementation

- Adoption of this policy is within the current purview of the Board of Governors.

- Board of Governors should amend Title 5 regulations to establish statewide enrollment priorities.

- Current legal requirements and relevant legislation include the following:

  - Education Code section 66025.8, as recently amended by SB 813 (Chapter 375, Statutes of 2011) requires community colleges to grant priority enrollment to any member or former member of the Armed Forces of the United States for any academic term within four years of leaving active duty.

  - Title 5 section 58108 authorizes community college districts to establish procedures and policies for registration, including a priority registration system.

  - Title 5 section 58108 permits colleges to provide special registration assistance to disabled and disadvantaged students in accordance with a priority system adopted by the local board of trustees.

  - Title 5 section 56026 authorizes community colleges to provide registration assistance, including priority enrollment to disabled students.

  - Title 5 section 56232 requires colleges to provide access services for EOPS students, including "registration assistance for priority enrollment."

  - AB 194, Beall (Chapter 458, Statues of 2011) requires community colleges to grant priority enrollment to current and former foster youth.

Recommendation 3.2

Require students receiving Board of Governors (BOG) Fee Waivers to meet various conditions and requirements, as specified below.

(A) Require students receiving a BOG Fee Waiver to identify a degree, certificate, transfer, or career advancement goal.

(B) Require students to meet institutional satisfactory progress standards to be eligible for the fee waiver renewal.

(C) Limit the number of units covered under a BOG Fee Waiver to 110 units.

The BOG Fee Waiver Program allows financially needy students to have their fees waived. Unlike federal and state financial aid programs, the community colleges do not limit the maximum number of units covered by the award nor do they require students to make satisfactory academic progress or make progress toward an educational goal. The federal and state financial aid programs impose these requirements because they work to keep students progressing toward their educational goals and help them to meet those goals in a timely manner.

When the BOG Fee Waiver program was established more than 25 years ago, its sole purpose was to prevent the enrollment fee from posing a barrier to the enrollment of low-income students. Today, the program's lack of progress requirements stands in sharp contrast to all other aid programs that encourage student progress and success. These recommendations would hold BOG Fee Waiver recipients to the same standards required of all students to maintain enrollment priority and would encourage them to take advantage of resources provided by colleges to support their academic success. It would be incumbent on colleges to implement systems to let students know when their continued access to the fee waiver is threatened and to establish an appeals process to address extenuating circumstances.

Although saving money is not the intent or purpose of these recommendations, implementation will likely result in modest short-term cost savings that must be captured and reallocated within the community college system for reinvestment in the student support and retention activities identified in the student success plan. Any cost savings derived from this recommendation will diminish over time and other recommendations influence student behavior.

Requirements for Implementation

- Amend Education Code section 76300(g) and Title 5 section 58612 or 58620 to add eligibility criteria.
- Build in a series of active interventions to ensure that students facing difficulties do not lose financial aid eligibility.
- Ensure that students failing to make progress or approaching or exceeding the unit cap have the ability to appeal.
- Ensure that financial aid offices retain capacity to administer this recommendation regardless of the number of fee waivers granted on a particular campus.

Recommendation 3.3

Community Colleges will provide students the opportunity to consider the benefits of full-time enrollment.

Research indicates a high correlation between full-time enrollment and students' achievement of their educational objectives. The faster a student completes his or her education the less time there is for life or family issues to get in the way. Students benefit from full-time attendance by increasing their earning potential sooner while colleges benefit from the greater efficiency of serving one full time student versus two or more part time students for the same funding.

Many community college students are not in a position to enroll full time, particularly those who work full time and are enrolled to upgrade their job skills as well as those who depend on full-time employment to support families. Nonetheless, there are simple steps that can be taken to ensure that students are made aware of the benefits of full-time enrollment and can consider whether such a route is possible for them.

Requirements for Implementation

- No statutory or regulatory changes are needed. This can be accomplished by dissemination of best practices for financial aid packaging and deployment of existing resources, including the *I Can Afford College* financial aid awareness program.
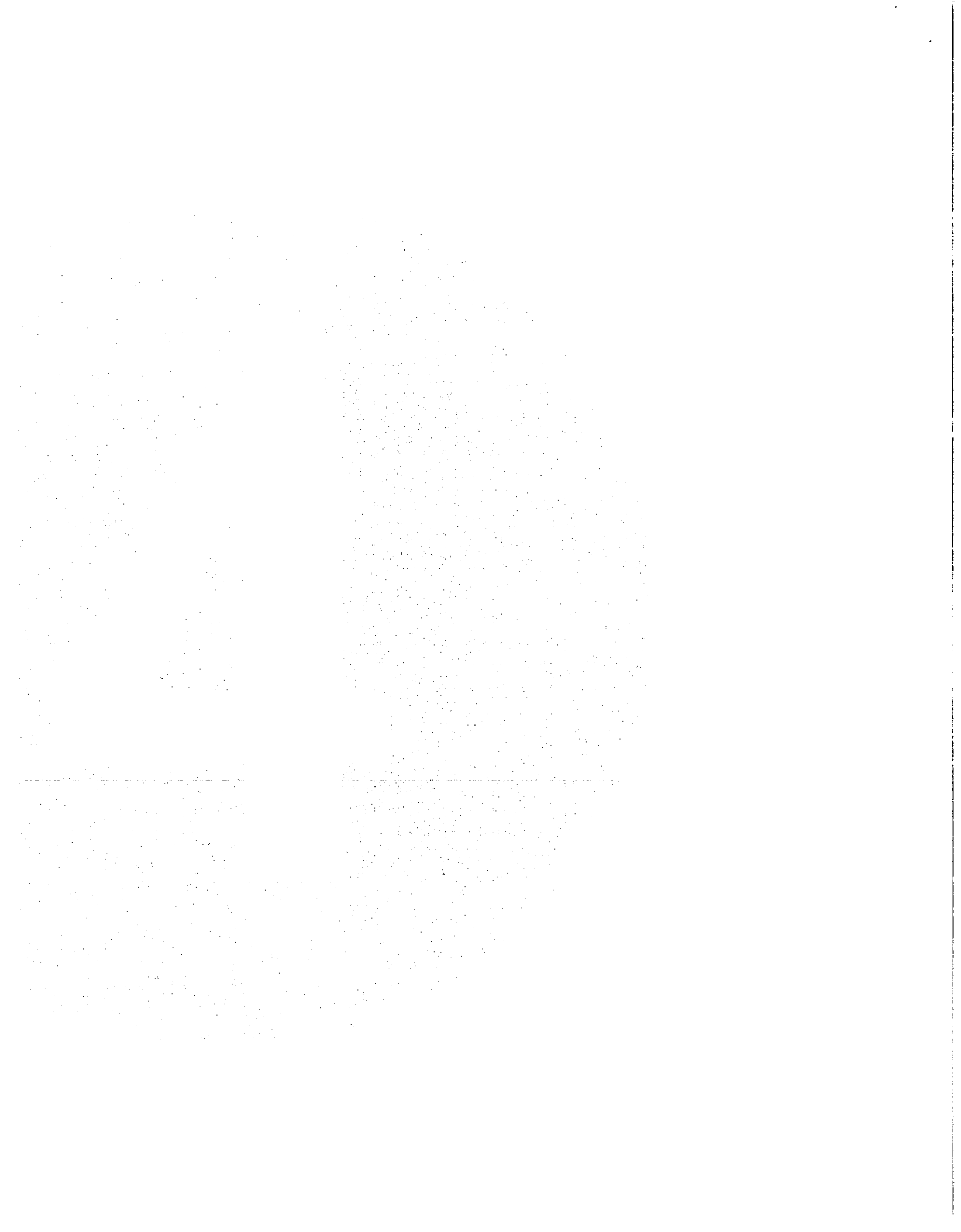
Recommendation 3.4

Community colleges will require students to begin addressing basic skills needs in their first year and will provide resources and options for them to attain the competencies needed to succeed in college-level work as part of their education plan.

Chapter 5 of this document addresses improving the quantity and efficacy of basic skills instruction. Colleges need to be able to offer students an array of courses, laboratories, and other approaches to skill improvement. These might include courses with embedded contextualized basic skills instruction, special interventions like Math Jam, online and other computer-based laboratory resources, tutoring, supplemental instruction, and intensive basic skills courses. (Chapter 5 of this document addresses improving the quality and efficacy of basic skills instruction.)

Requirements for Implementation

- By following the procedures for establishing prerequisites or co-requisites outlined in Title 5 (Sections 55200-02) community college districts are already permitted to require students assessed below collegiate level to begin remediation before enrolling in many college-level courses. However, much of the curriculum is unrestricted.

- A more direct approach would be to adopt a new Title 5 regulation making the requirement explicit for all students at all colleges.

Recommendation

4

ALIGN COURSE OFFERINGS TO MEET STUDENT NEEDS
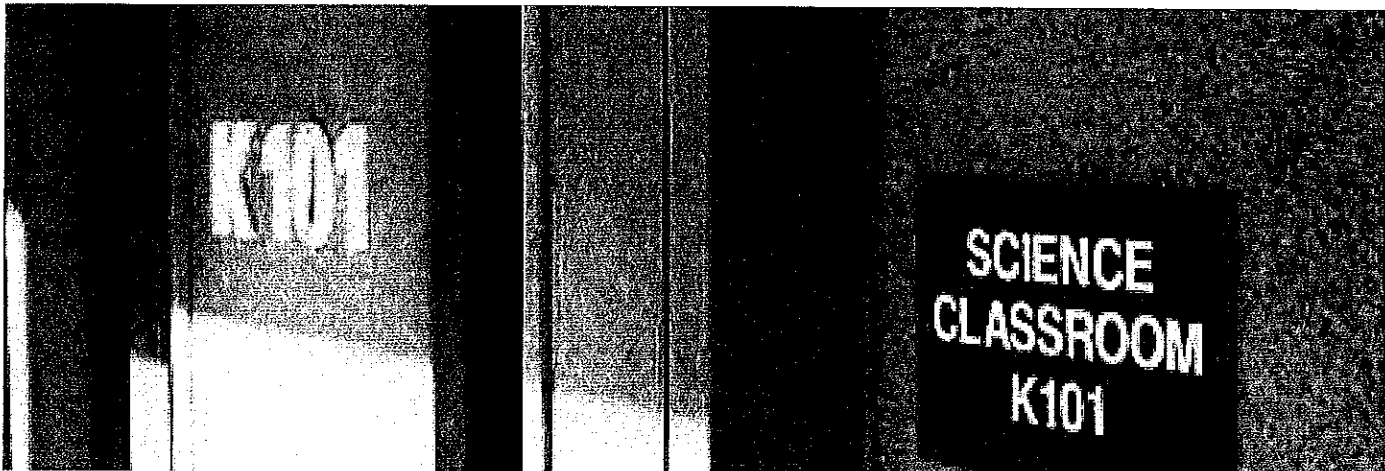
Policy Statement:

Community colleges will focus course offerings on meeting student needs.

Offer Courses that Align with Student Education Plans

Significant reductions in public funding have forced community colleges across the state to reduce the number of course sections they offer. As a result, the availability of courses is insufficient to meet the student demand in almost every area of the curriculum. At the beginning of each term, course sections close quickly and waiting lists are longer than ever before seen in the system.

Given this context, California Community Colleges must strategically focus the scheduling of courses to meet the needs of students who are seeking degrees, certificates, and specific job training. These high priority needs are at the core of the CCC mission and fundamental to helping Californians of all backgrounds to achieve their economic and social goals.

Under the recommendations contained in this report, colleges have an additional responsibility to align course offerings to the needs of students. Chapter 3 recommends specific incentives for students to develop and follow an education plan and includes consequences for students who fail to do so. Students cannot and should not be held accountable for enrolling in courses that are not made available to them in a timely manner by the colleges.

Use a Balanced Approach

The Task Force recognizes that the scheduling of courses is a complex matter that requires balancing numerous priorities of the college. In order to meet student and industry needs, colleges must shift from primarily relying on historical course scheduling patterns and instead utilize the numerous sources of data available to them as the basis for informed course scheduling. To help meet this end, Chapter 2 recommends that all matriculating students, as well as students enrolling for career advancement, complete an education plan. Coupling a more universal use of education plans with technology will provide colleges with access to valuable information about the future course needs of its students.

Fund Courses that Support Student Educational Plans

Further, the Board of Governors and the legislature should ensure that state subsidization for instruction, whether it be credit or noncredit courses, is used to support those courses that support a program of study and are informed by student education plans. Courses that do not support programs of study and that solely serve an enrichment or recreational purpose should not be subsidized with state funds. Rather, colleges should utilize community education and other local funding options to support such classes if they choose to offer them. Targeting state apportionment funding to support courses that are necessary to meet students' specific educational objectives will ensure that finite resources are used to meet high priority educational objectives in CTE, transfer, and basic skills.

Recommendation 4.1

Highest priority for course offerings shall be given to credit and noncredit courses that advance students' academic progress in the areas of basic skills, ESL, CTE, degree and certificate attainment, and transfer, in the context of labor market and economic development needs of the community.

Requirements for Implementation

- Colleges will review course offerings to ensure that courses supported with state apportionment funding advance student education plans, consistent with the priorities expressed in this recommendation. If necessary, statute and Title 5 regulations will be amended to specify that courses not in support of student educational plans may not be claimed for apportionment funding.

- Pursuant to Recommendation 7.1, the Chancellor's Office will work with administrators and faculty to develop and disseminate guidelines and best practices for addressing and implementing the priorities in this section. For instance, the CCCCO could assist colleges in establishing and expanding community education programs that respond to community needs while not diverting scarce public resources from higher priority instructional needs related to basic skills, transfer, and CTE.

- Develop appropriate systems of assessment, metrics, goals, and reports addressing student success and student completion in all categories of community college noncredit and/or adult education, including Career Development and College Preparation (CDCP) and other noncredit programs and courses that are part of a noncredit student's education plan.

- Chancellor's Office will develop systems by which colleges can use aggregated data from student education plans and programs of study to inform the development of course schedules.

- Amend statute and Title 5 as needed to explicitly allow colleges to enroll community education students *without* receiving credit or state funding in otherwise state-supported credit classes, where there is excess capacity in those classes.
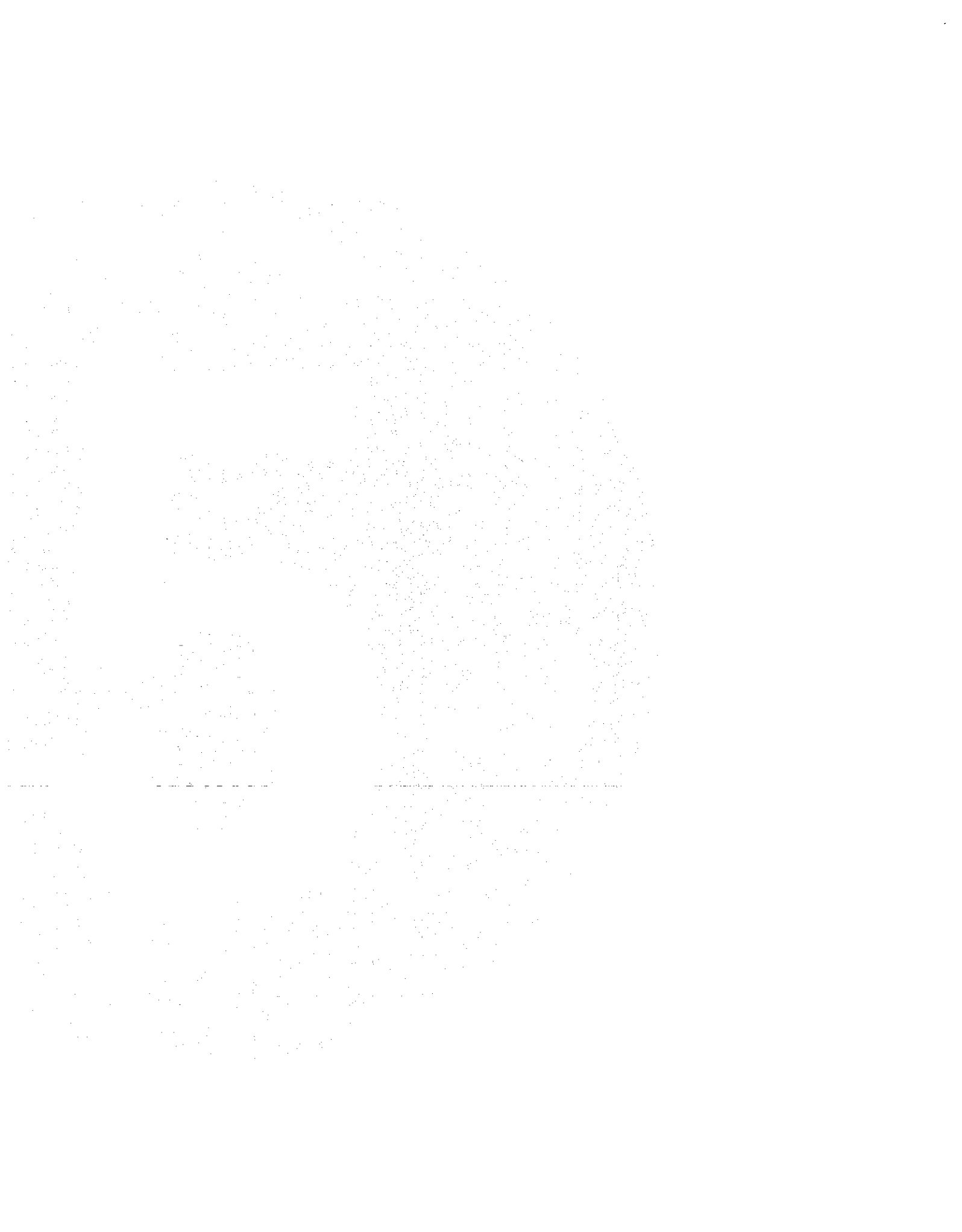
Recommendation

5

IMPROVE THE EDUCATION OF BASIC SKILLS STUDENTS

Policy Statement:

The community college system will develop a cohesive statewide framework for the delivery of basic skills educational services.

Need for Basic Skills Reform

In California, basic skills students often are "traditional" students who have matriculated through the K-12 system and arrived at the community colleges underprepared for college-level work. They may also be "nontraditional" students who are working adults returning to gain a degree or further career-based skills.

Overall, the picture for our basic skills students is sobering. Conservative estimates from national researchers show that 60 percent of all entering college students taking assessment tests assess as needing basic skills remediation. Yet, according to data compiled for the *Basic Skills Supplement* to the ARCC

Report (March 2011), only 300,000 students (approximately 10 percent of all community college students) are enrolled in basic skills coursework in any given year. It is particularly worrisome that hundreds of thousands of students are in need of basic skills remediation but do not enroll in those courses.

The success data from the *ARCC Basic Skills Supplement* are equally concerning. Of students who begin a mathematics sequence four levels below transfer-level (16.2 percent of entering students are assessed at this level), only 25.4 percent ever achieve a certificate, degree, or transfer preparation. While students who begin one level below transfer-level (18.4

percent of entering students are assessed at this level) achieve one of these goals at the rate of 42.6 percent, that still leaves more than 50 percent of students failing to meet their educational goals. These general ranges are seen in students who begin at equivalent levels in basic skills English writing, reading, and English as a second language.

From an equity perspective, there is also cause for concern. Using the same data source (*Basic Skills Supplement*), Hispanics comprise over 40 percent of all basic skills enrollments, Blacks comprise 11 percent, Asians comprise 13 percent, and Whites comprise 22 percent. Within two years, Blacks have the lowest rate of successful completion of college-level mathematics at only 17 percent. Hispanics completed college-level mathematics at 25 percent, while whites and Asians completed college-level mathematics at 30 percent and 38 percent respectively. The disparity in completion rates underscores the need for our system to embrace the goal of measuring and working to close equity gaps.

As we confront this crisis in basic skills, the problem that faces our system is one of magnitude and resources. We must develop a responsive system of education that clearly outlines the pathway and the interventions necessary for student success and reflects an institutional commitment to commensurately deploy resources to optimize increasingly limited dollars.

Professional Development is Key

Central to the creation and implementation of a cohesive framework for the delivery of basic skills is the use of professional development (as discussed in Chapter 6.) In many cases, the changes necessary to increase student success and completion require faculty and staff to build new skills or hone existing skills. Faculty, staff, and administrators need consistent, thoughtful, and productive professional development activities that are tied to the desired outcomes.

While many community college groups (the Academic Senate, the CIOs, the CSSOs, 3CSN, 4CSD, the Research and Planning Group, and the Chancellor's Office) have provided professional development to improve basic skills instruction and supports in the state, statewide coordination of what is now a completely-locally-determined professional development activity is needed if systematic change is to be accomplished.

Need to Scale Practices that Work

System-wide efforts such as the Basic Skills Initiative have made initial inroads into addressing basic skills and the students who need them. Scattered throughout the state are successful basic skills interventions that are moving towards college-scale in terms of impact. However, elsewhere, many colleges still struggle with how best to tackle this pervasive issue, and the struggle becomes more desperate as resources are further constrained.

Therefore, it is now time to overlay local efforts with a more structured statewide framework that provides support for research-based approaches to basic skills interventions, support for bringing successful interventions to scale, support for making the financial decisions necessary for implementation, and support for the intersegmental conversation needed to serve all adult learners in the state.

Basic Skills is a Shared Responsibility with K-12

Addressing basic skills is a shared responsibility between K-12 and the community colleges. Thus, activities regarding alignment and messaging with K-12 and our public four-year institutions are key components of this report and are addressed in Chapter 1. It is important to note that approximate-

ly 68 percent of entering CSU freshmen require re-mediation, making it apparent that, as a state, we must provide K-12 education in new ways to ensure that students are college-ready. At the same time we work intersegmentally to address improving the educational pipeline, as community colleges, we must develop new methods of ensuring that those students who enter our colleges unprepared for college level work receive the instruction and services needed to help make them successful.

Balancing Needs of the CCC System

Competency in basic skills (reading, writing, and mathematics) prior to entering a community college is a key challenge for California. While addressing the basic skills needs of students is a central mission of the community college system, the time and resources devoted to basic skills instruction need to be balanced with the other missions of the system, namely occupational training, college-level academic preparation, and transfer. The Task Force is aware that existing resources need to be allocated judiciously to accomplish these three primary missions. This will involve further prioritizing of the apportionment streams and more directed uses of discretionary funds such as those provided for the Basic Skills Initiative.

Recommendation 5.1

Community Colleges will support the development of alternatives to traditional basic skills curriculum and incentivize colleges to take to scale successful model programs for delivering basic skills instruction.

The Task Force believes that the community college system must foster more effective basic skills instruction on a large scale. We cannot simply place students into classes that use the same mode of instructional delivery that failed to work for them in high school. Within the system, colleges have developed or adopted alternatives to the traditional curriculum that show great promise in revolutionizing the delivery basic skills instruction to adults. For example: (1) the use of learning communities; (2) modularized instruction; (3) intensive instruction; (4) supplemental instruction; (5) contextualized learning—particularly within Career Technical Education Programs; and (6) team teaching, all illustrate new and innovate ways of teaching adults.

There are also new models that have yet to be created. Community colleges can—and should—provide incentives for developing alternatives to traditional curriculum and taking to scale model programs that work.

Requirements for Implementation

- Authorize the reallocation of Basic Skills Initiative (BSI) dollars in the annual Budget Act.

- Chancellor's Office will adopt amended guidelines to redistribute the BSI funding to:

- Target a fixed portion of the money to specifically incentivize faculty redesign of curriculum and support innovations in basic skills instruction.

- Develop clear curricular pathways from basic skills into collegiate-level coursework.

- Amend Title 5 regulations to remove the requirement that supplemental instruction, with regards to basic skills support, be tied to a specific course. This would explicitly enable the use of supplemental instruction for the benefit of basic skills students.

- Under current regulation (Title 5 Sections 58050 and 58172), apportionment can only be claimed for supplemental instruction provided through a learning center if the hours of instruction are tied to a specific course and the hours are laid out in the course outline of record for the course. Given that the needs of basic skills students vary and are hard to predict, such restrictions prevent colleges from funding this form of support for basic skills students.

Recommendation 5.2

The state should develop a comprehensive strategy for addressing basic skills education in California that results in a system that provides all adults with the access to basic skills courses in mathematics and English. In addition, the state should develop a comparable strategy for addressing the needs of adults for courses in English as a second language (ESL.)

Improve Coordination of K-12 and Community College Basic Skills Programs

The community colleges, with their K-12 and community-based partners, should develop a clear strategy to respond to the continuum of need in order to move students from educational basic skills to career and college readiness. This plan should include:

- Improved availability and quality of advising and counseling services for basic skills students, providing them a clear pathway to reaching their academic goals.

- Increased preparedness for faculty and staff on the special needs of basic skills students.

- Identification and funding of best practices in basic skills delivery, in both student services and instructional programs, that support moving students more effectively and efficiently to career and transfer readiness.

- Identification of the appropriate credit and non-credit levels to be delivered by each education segment making sure to provide "safety nets" and an appropriate overlapping of services to provide all students with access to basic skills instruction.

Demise of Adult Education

Failure to address the basic skills needs of the state will have lasting negative impacts on hundreds of thousands of Californians as well as the state's economy and social climate. The Governor and Legislature should reexamine the implementation of K-12 budgetary flexibility for adult education funds, and the resulting redirection of funds intended to support these programs, to determine if this practice is consistent with California's current social and economic needs.

As part of the *2009-10 State Budget*, K-12 school districts were given the authority to redirect categorical program funding originally appropriated for specified programs. As a result, roughly $634 million in Adult Education funds were made available for school districts to shift to support other K-12 categorical programs that had experienced deep funding cuts. Based on recent estimates, school districts have exercised this option and transferred approximately $300 million out of Adult Education programs. It is important to note that the decision to redirect funds is made at the district level and therefore program implementation varies from district to district. Statewide, the substantial reduction in support for K-12 adult education programs has resulted in increased demand on community colleges to provide education to this population in addition to current students' needs for noncredit and credit basic skills courses. Unfortunately, due to budget cuts, community colleges do not have the capacity to expand course offerings to meet this increased demand. As a result, large numbers of adults in need of basic skills education have gone unassisted. In addition, the considerable local variation in programmatic decisions by K-12 districts has resulted in a fractured system of basic skills delivery to an already needy yet essential segment of the California population.

Need for Legislative and Gubernatorial Direction

State leaders need to determine if the current flexibility over K-12 adult education funds is consistent with state economic and social needs and whether these funds should be rededicated to serving basic skills needs. They should also determine whether these programs would best be placed in the K-12 or community college system and provide funding commensurate with the task.
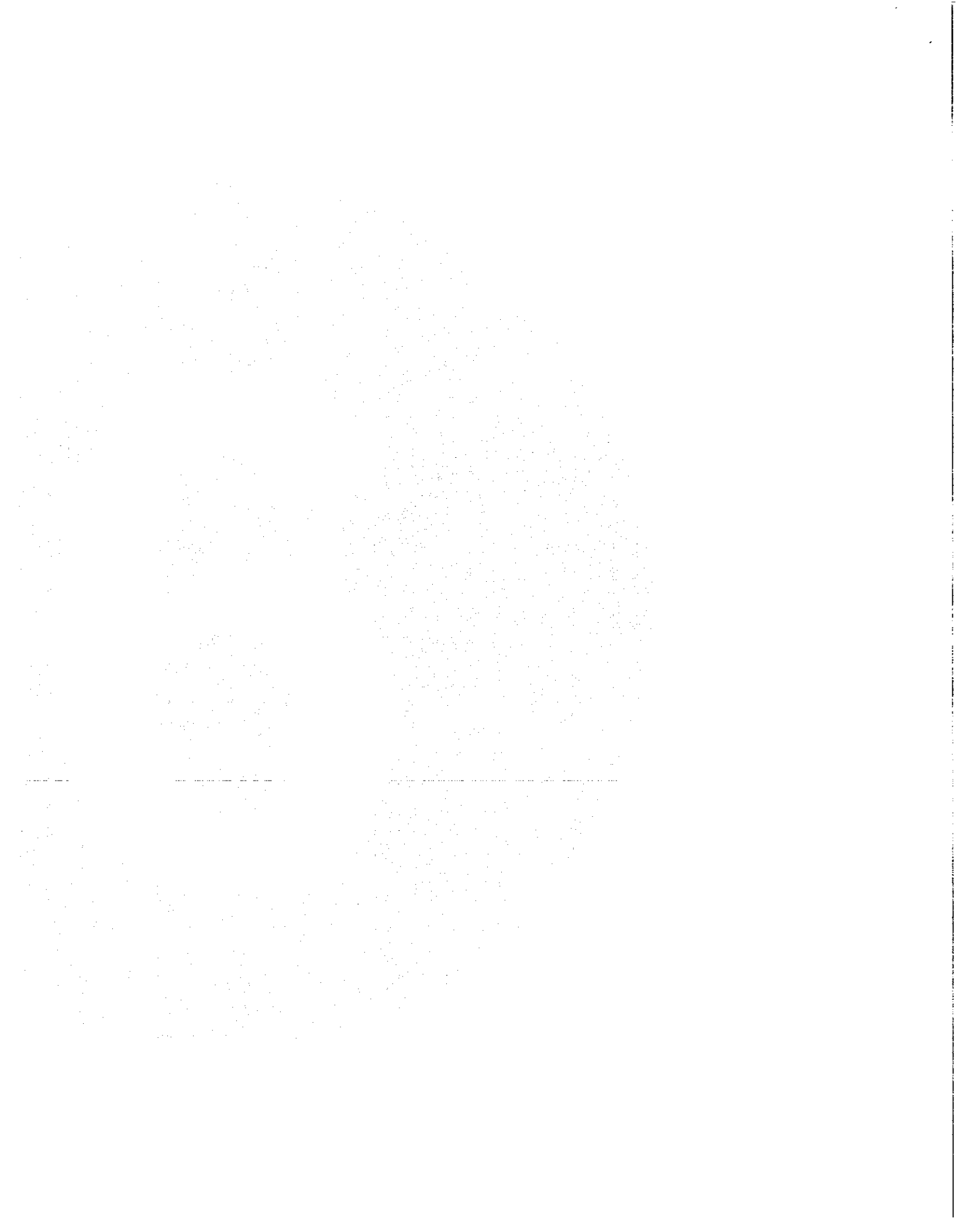
Recommendation

6

REVITALIZE AND RE-ENVISION PROFESSIONAL DEVELOPMENT

Policy Statement:

The community college system will develop and support focused professional development for all faculty and staff.

Need for Professional Development

Ongoing professional development is a fundamental component of supporting systemic change that will improve student success. Without a sustained and focused approach to professional development, individual institutions, let alone an entire educational system, cannot expect to change attitudes, help faculty and staff rethink how their colleges approach the issue of student success, and implement a continuous assessment process that brings about iterative improvement. This type of change will not happen overnight. The end result envisioned by the Task Force will need to emerge through years of refinement.

History of Professional Development

Support for professional development in the California Community Colleges has been mixed. While recognition was given to the important role of professional development in the landmark community college reform bill AB 1725, the stated goal of providing specific funding to support on-going professional development has never been reached. Today, most colleges attempt to carve out support from the general fund, but financial pressures have continued to erode institutionally supported professional development. Some colleges have relied on outside grants for professional development to faculty, but for the

most part these strategies are limited to boutique programs rather than campus-wide approaches. The Basic Skills Initiative (BSI) has provided some funding for professional development, but these funds are modest. Furthermore, in spite of the best intentions of those hired to provide professional development at the colleges, professional development activities have tended to focus on short-term programs or one-time workshops rather than providing the sustained engagement with ideas and processes that, research has shown, has a greater chance of bringing about real change.

Flex Days

Education Code 84890 (Statutes of 1981) allowed community colleges to move away from the standard 175-day instructional calendar that was a holdover from the K-12 system and instead use up to 15 days per year for professional development [see Title 5 sections 55720-55732]. Most colleges utilize a combination of fixed and flexible days. Fixed days require faculty and staff to attend mandatory programs determined by the college while flexible days are used for faculty-determined activities, such as conferences, coursework, and research. Today, fixed professional development days are comprised largely of campus-wide activities such as convocations, state-of-the-college presentations, and departmental meetings. Workshops related to effective teaching and student success are also offered, but, as stated above, suffer from being of limited duration and thus of limited effect overall.

Under the current regulations, the following are allowable staff development activities under a flexible calendar:

1. Course instruction and evaluation;

2. In-service training and instructional improvement;

3. Program and course curriculum or learning resource development and evaluation;

4. Student personnel services;

5. Learning resource services;

6. Related activities, such as student advising, guidance, orientation, matriculation services, and student, faculty, and staff diversity;

7. Departmental or division meetings, conferences and workshops, and institutional research;

8. Other duties as assigned by the district.

9. The necessary supporting activities for the above.

The Flexible Calendar Program Numbers

In the 2009-10 academic year, the community college system converted almost three percent of its instructional days into professional development days.

The Task Force believes that, as a community college system, we must adopt a more systemic and long-term approach to professional development. Without this change, colleges will be unlikely to achieve the changes necessary to increase the success of our students. Because classroom reform is essential to improving outcomes for students, faculty should be the primary focus of professional development efforts, including part-time faculty, who teach up to 50 percent of the courses on a given campus.

Recommendation 6.1

Community colleges will create a continuum of strategic professional development opportunities, for all faculty, staff, and administrators to be better prepared to respond to the evolving student needs and measures of student success.

To accomplish major changes in the California Community Colleges, professional development must be at the center of the discussion. In many cases, the changes necessary to increase student success and completion require building new skills or honing existing skills. Faculty, staff, and administrators need consistent, thoughtful, and productive professional development activities that are linked to a state agenda for student success.

The Board of Governors and the California Community Colleges Chancellor's Office should embrace a statewide, highly visible leadership role related to professional development. As California prepares to address key issues, whether they are instructional, fiscal, safety, or intersegmental, professional development of community college personnel is key. Given the level of responsibility granted to the Academic Senate on instructional matters, the Board of Governors and the Chancellor's Office should work with the Academic Senate to identify and put forth best practices related to the use of professional development for faculty.

Requirements for Implementation

- The Chancellor's Office, in partnership with the Academic Senate on issues related to faculty, will identify best practices related to the use of professional development and encouraging colleges to link locally-mandated professional development activities to a set of statewide objectives and then measure movement towards those objectives.

- Authorize the Chancellor's Office and/or the Board of Governors to recommend specific professional development purposes for flex days.

- Ensure that professional development is equitably focused on part-time faculty.

- The Chancellor's Office should explore the use of myriad approaches to providing professional development, including regional collaboration and expanding of the use of technology.
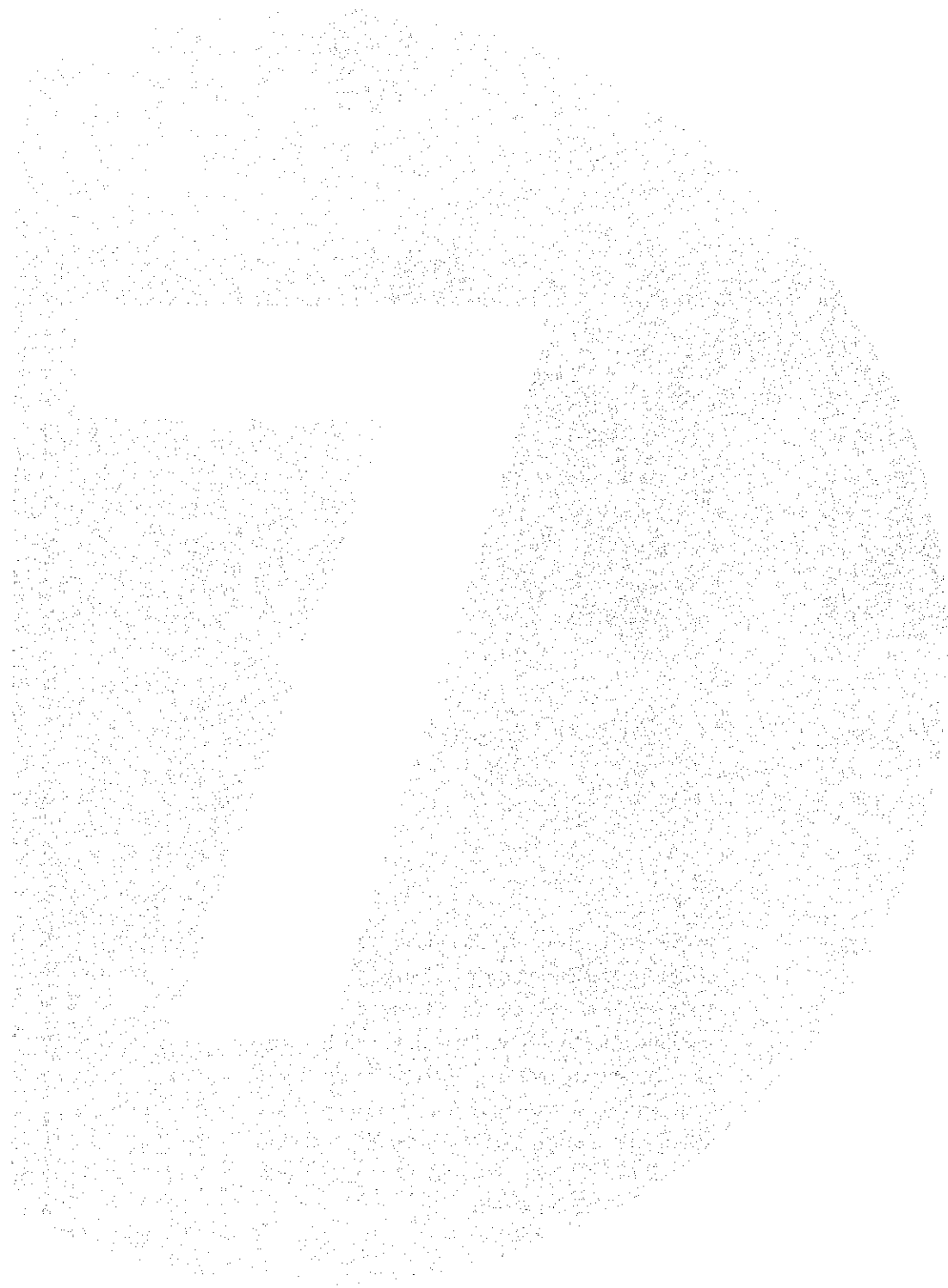
Recommendation 6.2

Community Colleges will direct professional development resources for both faculty and staff toward improving basic skills instruction and support services.

In addition to the flexible calendar program for the community colleges, there are allocations directed by the Legislature specifically toward basic skills professional development. These allocations should not only continue but be expanded to provide continuous and thorough support for faculty and staff in the issues related to basic skills instruction and student support services. The pedagogical approaches to be included should respond not only to discipline issues but also within the context of economic and cultural differences of students.

In addition to the specific professional development funds available through the annual Budget Act, California should continue to direct and coordinate special programs in vocational education, economic development, science, mathematics, categorical areas, and others in order to integrate basic skills improvement throughout the entire community college system.

### Requirements for Implementation

- The Chancellor's Office will organize the Basic Skills Professional Development funds to align with the recommendations of the Task Force.

- The Chancellor's Office will include the improvement of basic skills instruction within the various funding sources available for professional development, including vocational education, economic development, and appropriate categorical programs.

- Part-time faculty should be equitably supported by college professional development activities related to basic skills improvement.

Recommendation

7

ENABLE EFFICIENT STATEWIDE LEADERSHIP AND INCREASE COORDINATION AMONG COLLEGES
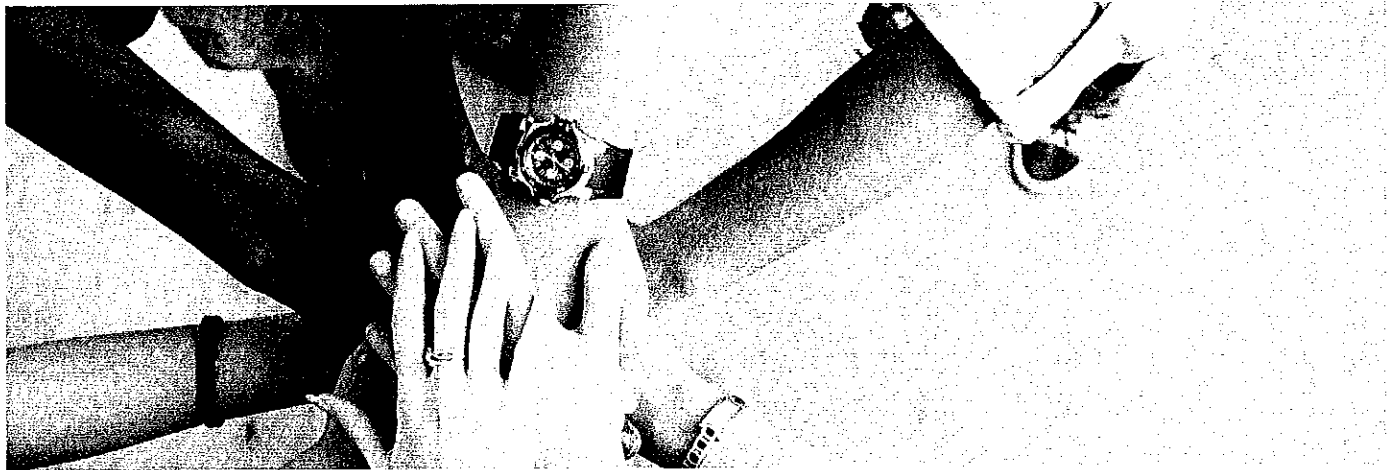
Policy Statement:

The state should promote greater state-level support and coordination, including the implementation of a new goal-setting framework so that California's diverse community colleges can function more as a system.

Need for a Stronger Community College System Office

Successfully implementing system-wide reforms to improve student outcomes in the California Community Colleges will require stronger state-level leadership and coordination than currently exists. The community college system needs a structure that can both drive and ensure fidelity to statewide efforts aimed at improving student outcomes. Improved sharing of data, common goal setting, and a stronger Chancellor's Office are foundational to implementing system-wide reform and refocusing the system on improving student outcomes.

For example, the implementation of key recommendations in this report, such as aligning college-readiness standards and assessment tools; improving the identification and dissemination of best practices; sharing longitudinal K-12 data; state and district goal setting; providing technical assistance for districts; and creating a student-oriented technology system, all rely heavily on stronger and more coordinated state-level leadership.

Comparison with California's Other Higher Education Systems

Each of the three public higher education segments in California has a central office charged with leading, coordinating, and administering the respective systems. Of the three, the California Community Colleges Chancellor's Office has, by far, the least direct control over campuses within its system. Unlike the UC Office of the President and the CSU Chancellor's Office, the CCC Chancellor's Office is a state agency under the control of the Governor. While the Governor makes appointments to all three system's governing boards and all three boards appoint their respective CEOs, only the CCC Chancellor lacks the ability to appoint senior management staff such as vice chancellors. This inability to manage the senior management team reduces the authority of the Chancellor and diminishes the Chancellor's ability to lead the system. The authority of the CCC Chancellor's Office is also impaired by state control over its regulatory power. Unlike the other higher education segments, the CCC must obtain the approval of the Department of Finance before enacting regulations affecting the community college districts.

Role that Stronger Chancellor's Office Would Play

While local district control remains a bedrock principle of the CCC system, many of the colleges face common challenges that could be most efficiently addressed through more structured leadership from the Chancellor's Office. For example, colleges often develop extremely effective educational programs that could benefit all of the colleges, but the system lacks a robust mechanism for disseminating effective best practice information to the colleges. Further, recommendations contained in this chapter call on districts and colleges to establish student success goals and to align those goals with state and system-wide priorities. To effectuate this recommendation, a stronger Chancellor's Office is needed to coordinate and oversee those efforts.

In some cases, groups of colleges within a region could benefit from collaborating to address issues unique to those regions. While there are examples of regional collaboration among districts, these have been the exception rather than the rule. A stronger Chancellor's Office, oriented towards student success, would help coordinate and incentivize regional approaches to delivering programs.

Past Attempts

Proposals to strengthen the CCC Chancellor's Office have been included in past statewide educational planning processes. For example, prior reports by The Little Hoover Commission and legislative reviews of the Master Plan for Higher Education have included recommendations to better align colleges through a more robust CCC system-wide office. For a variety of reasons these proposals have not been adopted.

California is at a critical economic juncture, and community colleges, through the recommendations contained in this report, are committed to reorienting themselves toward ensuring students succeed. Without more authority in the Chancellor's Office to help colleges implement these recommendations and hold them accountable for positive change, the impact of the recommendations contained within this report will be substantially weakened.

Recommendation 7.1

The state should develop and support a strong community college system office with commensurate authority, appropriate staffing, and adequate resources to provide leadership, oversight, technical assistance and dissemination of best practices. Further, the state should grant the Community College Chancellor's Office the authority to implement policy, consistent with state law.

Requirements for Implementation

- Grant the Board of Governors authority to appoint vice-chancellors.

- Amend statute (Education Code 70901.5) to allow the Chancellor's Office to promulgate Title 5 regulations without obtaining approval from Department of Finance.

- Revise funding for the Chancellors Office by financing the office through alternative means.

- Centrally fund statewide initiatives (technology and professional development).

- Retain annual current Budget Act authority appropriating funds for the Academic Senate and add budget authority for the Student Senate to support the critical roles of these groups in the shared governance process.

- The Chancellor's Office should adopt a regional framework to help colleges collaborate and developing a robust system of disseminating best practice information and technical assistance to local colleges.

Recommendation 7.2

In collaboration with the Chancellor's Office, districts and colleges will identify specific goals for student success and report their progress towards meeting these goals in a public and transparent manner (consistent with Recommendation 7.3).
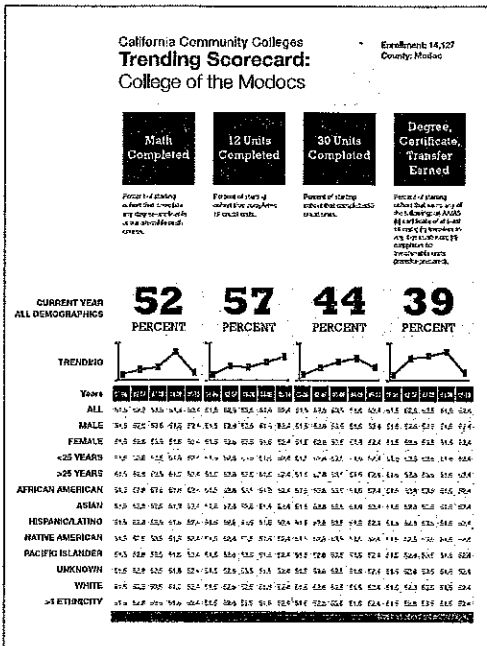
Sample "scorecard" — example purposes only.

Requirements for Implementation

• The Chancellor's Office, in consultation with the internal and external stakeholders, will establish an overarching series of statewide goals, with districts and individual colleges prioritizing these goals and establishing strategies that address local considerations.

• In order to focus attention on closing persistent equity gaps, these goals will include sub-goals by race/ethnicity.

• The Chancellor's Office will implement robust accountability reporting (via a publicly understandable "scorecard" per recommendation 7.3), which will include progress made on intermediate measures of student success as well as completion outcomes.

• To the extent possible, implementation of this recommendation will rely on existing ARCC measures. When additional data elements are needed to support the goal setting function, consideration will be given to which other data elements can be retired to offset the new reporting requirements placed on districts.

• Implementation of recommendation 7.1 is critical to ensuring that local goals are aligned with state and system-wide measures of student success and that accountability "scorecards" are implemented in an effective way.

Recommendation 7.3

Implement a student success scorecard.

In order to increase both public and institutional attention to student success, the California Community Colleges will implement a new accountably tool that will present key student success metrics in a clear and concise manner. These scorecards will be posted at the state and local levels to help focus the attention of educational leaders and the public on student performance. In order to concentrate state and local efforts on closing equity gaps, the scorecards will be disaggregated by racial/ethnic group. The scorecards are intended to promote meaningful policy discussions not only within the community colleges, but also with our colleagues in K-12 schools, business, local government, and other key groups.

The success metrics included on the scorecard would include both intermediate "momentum" points and completion outcomes. Examples of intermediate outcomes include: rate of earning 15 units, 30 units, and 60 units; completion of a degree-applicable or higher-level course in math and English; basic skills improvement rate; rate of term-to-term persistence; and ESL improvement rate. Completion outcomes would include earning a certificate, an associate degree, and transferring to a four-year institution. In assessing progress, each college would be compared against its own past performance rather than statewide averages or artificially created peer groups. The Chancellor's Office will develop scorecard metrics and format, in consultation with internal and external stakeholders.

This proposed scorecard would be built on the existing Accountability Reporting for Community Colleges (ARCC), our statewide data collection and reporting system. It is the intent of the Task Force that by implementing the collective recommendations in this report, especially those related to using technology to create student education plans, ARCC will be able to capture more robust data identifying students' educational goals and intent. It should be noted that while ARCC has proven itself to be an extremely effective system for gathering and reporting a broad range of institutional and student-level data from the colleges, there are limitations, including the ability to closely follow the outcomes for students taking less than 12 units.

The key difference between ARCC and the new scorecard is that, under this recommendation, local scorecards would present a distilled subset of data, including outcomes for students taking less than 12 units, in a brief format that will help to focus attention on the system's current student success efforts.

Requirements for Implementation

- No statutory changes are needed to develop the scorecard format and reporting process.

- Amend Title 5 to require local boards to discuss the scorecard at a public hearing and certify its content. Colleges would then publicly post their scorecard on websites and at physical locations and the Chancellor's Office would make results for all colleges readily available for public view.

- Implementation of the scorecard process would be required as a condition of receiving funding under the Student Support Initiative (see Recommendation 8.1).

Recommendation 7.4

The state of California should develop and support a longitudinal student record system to monitor student progress from elementary through postsecondary education and into the workplace.

Linked student-level data is tremendously useful to help determine what is working and what is not working to improve student achievement. Under the present system, educational records are housed at each of the segments (CCC, CDE, CSU, UC) respective headquarters. While these institutions routinely share data for a variety of mandated reports and studies, data has not been aggregated centrally or leveraged to improve student instruction or develop centralized student support systems.

The community colleges need system-wide student-level data that can link to the other higher education segments, K-12, and workforce records in order to analyze progress and identify, improve, and implement strategies that are effective at improving student outcomes. The necessity to target resources to support effective strategies has increased as the state budget crisis has led to significant cuts in funding for public education. Information on what is working allows the state to set funding priorities that maximize positive impacts and put students' needs first.

Shared student-level data is also needed to unite the colleges' work to improve student completion. Many community college students transfer among colleges during their educational career or take courses at more than one college at the same time. A shared data system would allow colleges to synchronize assessments, use a common standard to determine readiness for credit bearing coursework, and aggregate academic records. Further, robust data would better enable faculty members to incorporate post-enrollment student outcomes into their curriculum development.

Robust and reliable linked data are essential both for in-person and online education planning and advisement, the implementation system-wide enrollment priorities, and the ability of colleges to match course offerings with actual student educational pathways. Without good student-level information, neither counselors nor online tools will be able to effectively provide the guidance necessary to help students select courses and sequence those courses in a manner appropriate to their program of study. Such data is also needed maintain transcripts and monitor students' degree status so students not only know how to pursue their postsecondary goals, but also are also aware of when they have reached them. Because of the lack of coordination between community colleges today, many students continue to take courses even after meeting the requirements for a certificate or transfer to a UC or CSU simply because they are not aware that they have completed the requirements. Shared data is essential to making the system more efficient and to improve student completion of their academic goals.

Required for Implementation

- Secure a commitment from the education segments for the development of a longitudinal K-20/wage data warehouse and the creation of an educational research resource.

- Chancellor's Office, together with the other education segments and the labor agency should procure one-time funding (including grant and philanthropic funding) for database development.
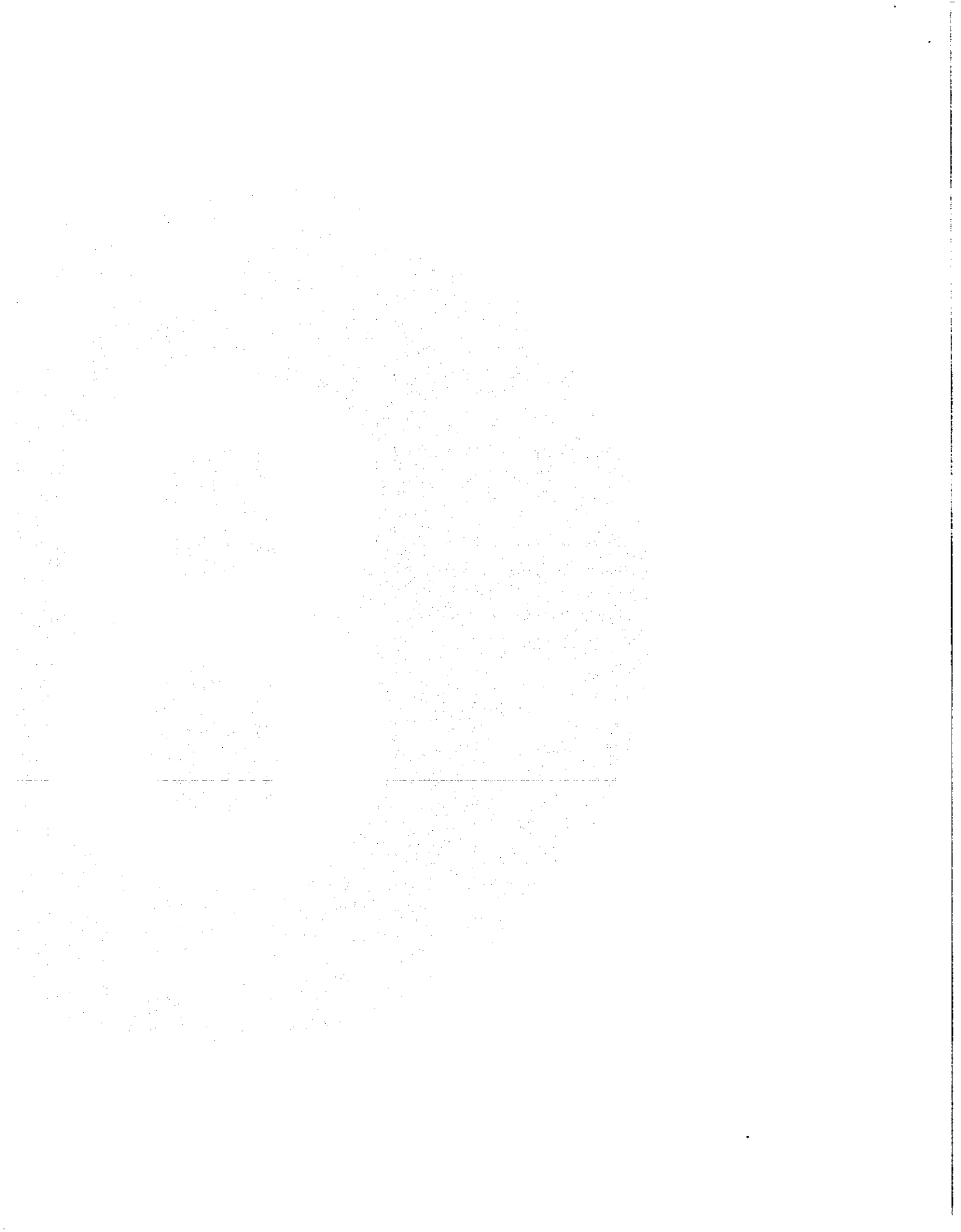
Recommendation

ALIGN RESOURCES WITH STUDENT SUCCESS RECOMMENDATIONS

Policy Statement:

Both the redirection of existing resources and the acquisition of new resources will be necessary to implement the recommendations contained in this report.

In developing its recommendations, the Task Force took care to work within reasonable assumptions of available state funding. Clearly the current economic recession and California's lingering structural budget shortfall will continue to constrain the ability of the state to make new large-scale investments in the community colleges. For this reason, the Task Force crafted its recommendations to be viable within a reasonable range of fiscal scenarios.

Throughout this document, many recommendations are designed to make the colleges and the system as a whole more efficient, by improving productivity, lowering costs and better targeting existing resources. The resources saved by implementing these recommendations can then be reinvested to advance the system's student success efforts. The following is a list of resource saving strategies included in previous chapters of this report:

- Improving enrollment and registration priorities to focus scarce instructional resources on the most critical educational needs;

- Centralizing the implementation of assessment, technology, and other initiatives to achieve greater economies of scale;

- Modifying the Board of Governors Fee Waiver program;

- Expanding the use of technology to promote efficiency and effectiveness;

- Identifying best practices that can be achieved by redirection of local resources.

Despite efforts to contain costs, many aspects of these recommendations will require additional funding in order to implement them at scale and achieve significant positive impacts on student outcomes. Notably, expanding the use of diagnostic assessments, orientation, and education planning as well as having sufficient full-time faculty, including counselors, have been identified as critical elements for our colleges to better serve students.

Under the current community college funding model and within the system's current funding levels, it is not feasible to expand these practices to the degree necessary to spur systemic improvement. However, with an additional state investment, coupled with the reallocation of existing community college funding and the expanded use technology, we believe it is possible to implement system-wide improvements capable of yielding substantial increases in student outcomes.

Recommendation 8.1

Encourage categorical program streamlining and cooperation.

Over time, the Legislature, often at the urging of the community college system, has developed categorical programs to address specific priorities and concerns. In the community colleges, these programs were designed to ensure that: (1) traditionally underserved populations of students received services, (2) money was available to support the needs of part-time faculty, and (3) a mechanism existed to centrally fund core programs and services or to designate that dollars be spent for specified, yet critical programmatic purpose.

While well intentioned, the cumulative effect of this budget practice has been to create 21 separate programs that local colleges must manage and coordinate as they attempt to focus on the ultimate objective of helping students achieve their educational goals. Further, while each categorical program benefits the students being served by that particular program, every year hundreds of thousands of otherwise eligible students go without assistance due to capacity constraints.

While the Task Force does **not** recommend that the current budget structure be changed, it does believe that community colleges should move away from a strict categorical funding approach. The Task Force believes that the current approach results in organizational silos that are inefficient create unnecessary barriers for students in need of critical services and detract from the need for local colleges to have control and flexibility over their student outcomes and resources.

To address these issues, the Task Force recommends that:

- State leaders (including the Legislature and Board of Governors) review the administration and reporting requirements of the various categorical programs and streamline them where needed. Reporting requirements would be reoriented away from inputs and activities and toward outcomes that reflect the student success goals of the Task Force plan.

- Colleges and programs strive to break down programmatic silos and voluntarily collaborate in an effort to improve the success of students.

Recommendation 8.2

Invest in a student support initiative.

At the heart of this report is the need to improve and expand core student support services such as diagnostic assessments, orientation, and education planning in order to help students successfully navigate the community college environment. Bolstering these support programs will require reprioritization of resources at the state and local levels, and increased use of innovative technologies, as well as additional state investment.

While innovation and reprioritization will be necessary, the reality is that without additional investment by the state, the ability of colleges to implement many key elements of this report, particularly in the area of student support services, is in jeopardy. Accordingly, the state and the community college system should set as a top priority for additional state funding the investment in a new Student Support Initiative.

- The Student Support Initiative would rename and encompass the current Matriculation program thus elevating the prominence of the program.

- Beginning with the *2012-13 State Budget*, a top priority for new monies appropriated to the system would be to augment the Student Support Initiative.

- These funds would be directed to community college districts to make strategic local investments in activities and programs that are necessary to promote student success, including but not limited to implementing diagnostic assessments, orientation, and education planning.

- Receipt of these funds by a district would be conditioned on the district developing and submitting to the Chancellor's Office local student success plans that are consistent with state and local district goal setting (as outlined in Chapter 7). Plans will identify specific strategies and investments over a multi-year period.

- Further, as a condition of receiving Student Support Initiative funds, districts would be required to implement the common assessment proposed in Recommendation 2.1 and the accountability scorecard described in Recommendation 7.3.

- The Chancellor's Office will monitor district progress towards meeting goals, both in terms of programmatic implementation and also student success metrics.

Requirements for Implementation
- Amend the annual Budget Act, Statute, and Title 5 regulations to fund and implement the new Student Support Initiative as outlined above.

Recommendation 8.3

Encourage innovation and flexibility in the delivery of basic skills instruction.

Helping students to successfully master basic skills requires a range of interventions, from innovative pedagogical strategies to proactive student support services. The right combination of interventions varies across colleges and across student characteristics there is no "one size fits all" model. In addition, the intensity and timing of interventions needed to help students progress in basic skills acquisition also varies considerably. Despite the significant differences in individual student needs, resources are currently allocated to all community colleges for all basic skills students according to an FTES funding model which may not encourage innovation in curricular design, support services, or other areas that impact student success.

To allow greater local innovation in the delivery of basic skills, the Task Force recommends developing alternative funding models that would allow colleges to pilot new strategies for addressing the basic skills needs of students. This approach would allow districts to implement new approaches based on student need rather than on the timing and structure of the standard community college funding allocation model. Possible pilot strategies would address such areas as support services, curricular redesign, and improved success at the sequence level, the course level, or both. Colleges would receive funds to provide innovative instruction, not as a consequence of students having achieved stated goals.

Requirements for Implementation

- Allow a college, with the concurrence of its local academic senate, to seek the approval of the Chancellor's Office to pilot innovative ways of delivering basic skills instruction that would be supported by regular FTES funding.

- Amend statute and the annual Budget Act to provide the Chancellor's Office with the authority to allocate apportionment funding to colleges to implement innovative basic skills pilots. The amount of funding provided to a college under this alternative funding model would be equivalent to what a college would have earned to serve the cohort of students under the standard funding model.

- Funding would be provided to participating districts as a lump sum and would not be tied to performance outcomes. Rather, the intent is to allow for local innovation and experimentation in basic skills delivery.

- Colleges participating in alternative funding models would be eligible for exemption from the attendance rules that are contained in the regular FTES funding model.

- In order to assist in the identification of effective practices, colleges would report on student outcomes such as successful course completion, term-to-term persistence, and subsequent enrollment in transfer-level courses.

- A district's ongoing participation under these alternative models would be contingent upon demonstration of improved student success rates.

A Review of Outcomes-Based Funding

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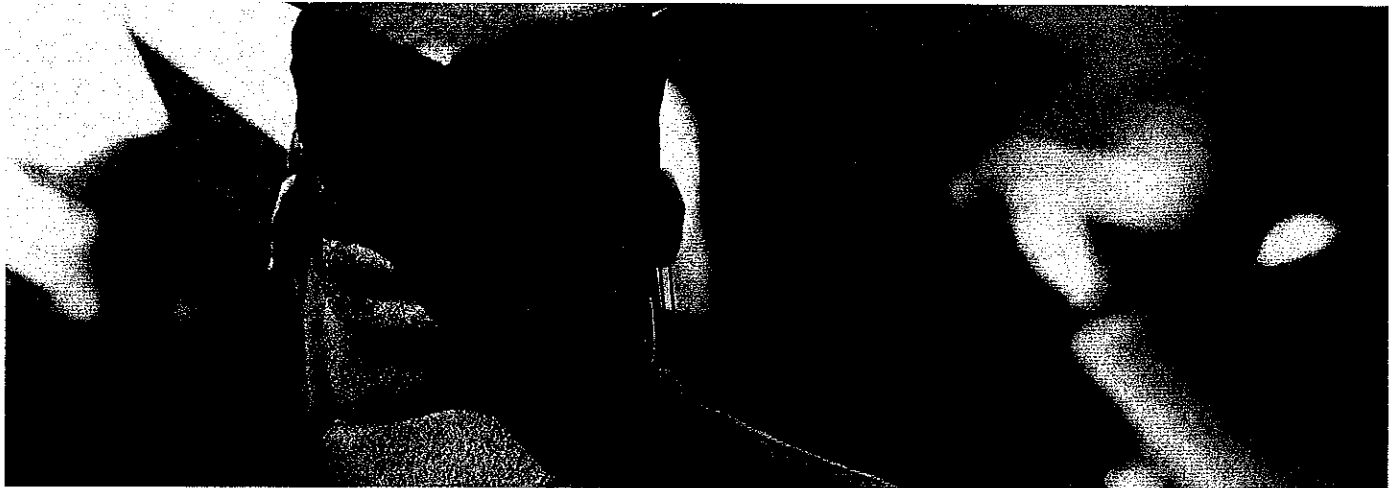
As part of its statutory charge, the Task Force studied outcomes-based funding as one of the potential strategies to promote improved student success. The topic was addressed extensively in both the full Task Force and in a smaller Working Group on Finance. In this examination, the Task Force benefited from input by practitioners from other states that have implemented outcomes-based funding as well as nationally recognized researchers who have examined various funding models. In addition, the Task Force reviewed the available literature, including numerous studies and reports from academic researchers and education groups.

The underlying premise of outcomes-based funding is that by providing funding to colleges in manner that rewards improvement in desired outcomes, college personnel will develop a greater focus on student success and modify activities and investments to harness the greatest possible achievement in the specified outcomes. As the Task Force examined the topic, they identified potential concerns about this funding model, including: (1) the risk that community colleges might "cream" students in order to improve success rates; (2) that colleges serving more disadvantaged population might be financially penalized; and (3) that increased funding volatility might actually undermine the ability of colleges to plan and support effective programs. The Task Force also studied strategies that could be used to mitigate these potential concerns. In this work, the Task Force studied the implementation of outcome-based funding in other states, including Pennsylvania, Indiana, Tennessee, Ohio, and Washington.

Of the models examined, the Task Force determined that the program implemented in Washington state offered the most promising approach. Their success metrics focus on momentum points and reward colleges for a variety of outcomes including advancing students through a basic skills sequence and accumulating specified thresholds of units that have been

shown to be important "tipping points" leading to successful program completion. Each college is compared against its own past performance, thus neutralizing differences associated with local economic and demographic variables. The outcomes-based funding mechanism involves a relatively small portion of overall funding, thus limiting funding volatility. Lastly, the Washington state model has demonstrated early signs that student outcomes have improved under the new funding formula.

Split Decision

After considerable review, the Task Force was divided on the topic of outcome-based funding. A vocal minority supported implementing some version of outcome-based funding, while the majority of Task Force members did not support such a proposal at this time due to various concerns, some of which are noted above. For many Task Force members, the lack of national evidence demonstrating that outcome-based funding made a positive impact on student success was an important factor in their decision to reject implementing outcome-based funding at this time. While some states have identified positive impacts, others have not and have terminated implementation of their outcomes-based funding models.

The Task Force recommended that the Chancellor's Office continue to monitor implementation of outcomes-based funding in other states and model how various formulas might work in California.

Related Recommendation for an Accountability Scorecard

In presentations to the Task Force, educational leaders from Washington and Ohio emphasized that while linking funding to outcomes helped their states bring attention to measures of success, it was the public reporting of outcome data that had the greatest effect on the planning and decisions of college leaders. This information fueled a spirited discussion in the Task Force that led to a widely supported recommendation that the California Community Colleges implement a new outcomes-based accountably tool that would present key student success metrics in a clear and concise manner. These "scorecards" would be posted at the state and local level and would help the focus of attention of educational leaders on improving student performance. (Please see Recommendation 7.3 for additional details on the scorecard proposal.)

Acknowledgments

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SUMMARY – AMENDED 12/15/11
2011-2012 PRIORITIZATION - ONE-TIME REQUESTS MONITORING

FUNDS FROM PROP R – BEING VERIFIED BY BOND COUNCIL AND INTERIM VPBFA			$250,000 ADDITIONAL FUNDS ALLOCATED TO INSTITUTIONAL TECHNOLOGY			$461,575 SCC PRIORITIES NON-TECHNOLOGY ITEMS - TO BE FUNDED IN PRIORITY ORDER THROUGH EACH VICE PRESIDENT; APPROVED THEN BY SUPERINTENDENT/PRESIDENT		
PRIORITY		EST. COST	PRIORITY		COST	PRIORITY		COST
	Mass Communication System	$50,000	2	Chart of Accounts	$33,000	1	**COMPLETED BLDG 570 (photo)**	**$210,000**
	Blue Light Emergency Parking Lot Phone System	$125,000	6	Software: Maintenance, Replacement, Training	TBD	1	Tier 2 (photo) [other source of funding]	$46,336
	Other Safety and infrastructure needs	$100,000	9	Install and implement Financial Aid (F/A) Link	$19,000	5	Stability anchors for shelving in Bookstore	$15,000
3	Institutional (District-wide) Wireless Capability	$300,000	16	Student ID Card System (Hardware & Software)(Admin)	$7,100	7	Computer Chairs/Tables – Reading Center Classrooms*	$20,334
8	Bandwidth Upgrade(IT) (NC)	$25,000	21	Scanner (NC)	$15,000	11	Photogenic Portable Lighting Strobe (4)	$4,800
13	Redundant Network Switches for the Core	$200,000	23	Install redundant system for internet connectivity - CENIC system.*	$10,000	12	Bleachers and Curtains (Dance)	$55,000
27	UPS Electrical Backup	$250,000	31	ETRAN	$1,000	14	-80 Freezer (MSE)	$8,000
	SUB TOTAL	**$772,000**	35	Position Control	TBD	17	Projectors to replace those over 8 years old (8 classrooms/labs) (MSE)	$40,000
			38	SARS Hardware & Software	$4,500	18	Forensic Crime (BPTE)	$60,000
	REDEVELOPMENT FUNDED		41	HEC/OM Printers for Signature Programs	$4,000	19	Navy Program Office Supplies (Included on the On-Going List)	$500
15	TBD - DI Water system in 330 Building (MSE) - ESt	$125,000	45	Telemedia Server Network	$12,500	20	Math Dept Final Testing Data Analysis	$15,000
			47	Replace Computers for 2010-2011	$800,000	22	Operating Room Tables (2)	$12,000
				SUB TOTAL without other estimates	**$891,100**	25	Presentation Cart for Academic Success Center	$700
						26	Update 4 High Fidelity Manikins OM	$25,000
						UNFUNDED ITEMS BELOW THIS LINE unless funds become available		
						28	Relocate Server Cabinet away from human proximity (LL)	TBD

						#		
						29	Purchase of a Hematology analyzer	$8,000
						30	Laptops/portable projectors --- Outreach	$5,400
						32	ART-750 Building (Rm 751 AV Renovation-projector, sound system, screen)(AC)	$50,000
						33	Instructional & Office Supplies for Staff Development Program *	$5,000
						34	DSS Chairs for High Tech Center	$1,400
						36	CAD Chairs	$7,800
						39	Community & Media Relations Promotions	TBD
						40	Forensic Light Room Stn Steel Countertop, Sink and Fixture (BPTE)	$9,505
						42	Police Patrol Vehicle (1), RCS Police Vehicle Radios (1)	$46,000
						43	Epilog Laser "12.24" 40W (Architecture, BPTE)	$12,495
						44	Incubator (NC)	$3,000
						46	Incubators (8) MSE	$40,000
						48	Kiln (Art)	$7,000
						49	COMMUNICATION-Vid-Oral booth overhaul	$20,000
						50	ART – Conveyer Dryer, Washer Booth	$4,645
						52	~~Digital Assistant for OLC~~ (should be on On-Going list)	~~$60,000~~
						53	Electrical Outlets on wall for reading classrooms (427, 428, 429)(LL)	TBD
							SUB TOTAL of requests without other estimates	**$686,079**

#	Future Prop R or Future Additional Space Needs to be Identified:				
4	ART-710 Building (AC) [Future Prop R]	$175,000			
10	Bldg. 400 renovation including bathrooms[Future Prop R]				
24	New Wellness Center for Health Serv./Personal Wellness				
37	ART-750 Building(AC) [future Prop R Phase]	$175,000			
51	New conference room/meeting for ASO etc.				

October 29, 2011 Revision
2011-2012 PRIORITIZATION
ON-GOING REQUESTS MONITORING SUMMARY

FUNDED - FHP 7 -8 FACULTY FHP POSITIONS FUNDED FOR SPRING 2012		FUNDED – OTHER [NO FUNDING AVAILABLE AT THIS TIME]		PREVIOUSLY FUNDED* These positions should not have been included in the Prioritization process because they were already on the vacant funded list or previously approved for funding.	
PRIORITY		PRIORITY NONE FUNDED AT THIS TIME		PRIORITY	
2	FIRE SCIENCE	4	Datatel/training/ research	1	Network Analyst
3	ADMIN OF JUSTICE	5	Software License Renewal (District-wide)	10	NC Center Supervisor
8	VISUAL ARTS/ PHOTO	6	Coordinator: Research/Planning/Grants/Foundation	12	SY Center Supervisor
11	EXERCISE SCIENCE	7	Software: Maintenance, Replacement, Training	16	IT systems programmer supervisor [substituted for previously funded vacant it position]
13	BSI MATH	9	Clerk III – International Education / Articulation (1@100% or 2@50%)	18	1.5 Grant writers
15	READING			21	OIE admin sec II
17	ENGLISH	14	Clerical Asst. (II or III ?) Staff Development	26	Database administrator - [substituted for previously funded vacant it position]
19	CULINARY ARTS PENDING FUNDS AVAILABILITY	20	Membership in national and state research and grant publications	35	Student Services Tech (Eliminated)
25	BIOLOGY	22	Academic Administrator: EMT/Paramedic/Fire Sci	39	Instructional Assistant II– Microcomputer (.5 FTE) (SY)
29	FIRE SCIENCE	23	Navy Program Office Supplies		
31	MATHEMATICS	24	Math Dept Final Testing Data Analysis		
34	NURSING SIMULATION	27	Adobe Master Suite Site License		
36	COUNSELOR	28	Executive Director or the Foundation and for Center for Entrepreneurial Development		
40	DENTAL HYGIENE	30	Instructional & Office Supplies for Staff Development Program		
43	VISUAL ARTS/ ART HISTORY	32	Aquatic Equipment Technician (partial contract – 10 hours per week) (CCAC) (NC)		
44	COMM / JOURNALISM	33	Community & Media Relations Promotions		
		37	Director - Transfer Center		

		38	~~Campus License for READ/WRITE~~ Purchased in 2010-2011		
		41	Professional Org Membership Dues		
		42	Clerical Asst. (FT) to assist Admissions and Outreach Departments with office duties		
		5*	Digital Asst OLC		

* Transferred from One-Time List

2012-15 Strategic Goals

Strategic Priority	Strategic Goals for 2012-15
Teaching and Learning	• SWC will provide excellent instruction and develop a culture of independent thinkers and learners.
Student Access	• SWC will promote a student-centered climate that provides equal access to educational achievement through collaboration that values diversity.
Student Success	• SWC will promote a culture of academic success by creating a supportive environment that enables students to achieve their educational goals.
Economic, Workforce and Community Development	• SWC seeks to contribute to the region's economic revitalization through resources that support the expansion of local business & industry and by expanding programs the generate new & vital workforce development opportunities for students and community.
Organizational Effectiveness	• SWC will provide effective implementation of organizational goals/strategies by cultivating and sustaining processes, systems and culture that support optimal organizational structure, capacity and capability. • SWC will ensure that the college's design and infrastructure meets the evolving needs of students, faculty, staff and community in support of an innovative learning environment.
Institutional Technology and Research	• SWC will meet current and anticipated technology needs required to support and enhance the educational and workplace experience.
Financial Resources and Development	• SWC will act in a responsible, accountable and transparent manner in budget and financial matters, and will actively and ethically seek outside sources of funding in order to preserve financial solvency.
Human Resources	• SWC will recruit, hire and train qualified and diverse staff, faculty, and administrators, demonstrating its commitment to providing an equitable and inclusive environment which supports professional growth and academic success of all employees and students.

SOUTHWESTERN COLLEGE
MINUTES - SCC FUTURIST COUNCIL (FORMERLY KNOWN AS THE THINK TANK TASK TEAM)
THURSDAY, DECEMBER 1, 2011
2:00 – 3:00 P.M.   BOARD ROOM

Members/Attendees: Nancy Brian-Hemme, David Brown, ✓Norma Cazares, Terry Davis, Diane Edwards-Lipera, ✓Rachel Fisher, ✓Al Garrett, Michael George, Ph.D., Linda Gilstrap, ✓Allison Green, ✓Gustavo Guerrero, Michael Hernandez, ✓Diana Kelly, Ph.D., Larry Lambert, Christopher Martinez, ✓Mark Meadows, Ph.D., Salvador Ramirez, Tammy Ray, S. Rob Shaffer, Mark Sisson, Bruce Smith, Kathy Tyner, ✓Denise Whittaker

PURPOSE: *The members of the Futurist Council are committed to being attentive to trends, changes, and needs which will keep Southwestern College's programs, services, and operations on the cutting-edge.*

AGENDA ITEM	MINUTES / NOTES
1. Welcome/ Introductions	Introductions of attendees (as noted by the ✓ above were made.
2. Review of Purpose	Interim S/P Whittaker explained that her thinking in asking SCC to create the Think Tank Task Team was to ensure that SWC stayed on the cutting edge in its programs, services, and operations and that this group would serve as the eyes and ears of trend changes in an advocacy capacity to ensure currency in everything we do. She explained that unless a group identified themselves for this purpose, responding to change and trends would come slowly, if at all.
	Her intent in creating this visionary group was to provide a venue where discussions about where we want to be in the future would occur, be presented to SCC as the primary planning body, and influence change. She clarified that the Sustainability Task Team would be addressing green, recycling, and energy conservation options for both revenue and budget savings.
	It was intended that the Futurist Council would meet 4 times a year and would identify 1 or 2 areas to study and report on. Various examples of futuristic projects include but are not limited to:
	• What does the future learning space look like?
	• What technology advancements should we be looking at for instruction, student support services, and operations to be prepared for a new wave of technologically sophisticated student body?
	• How will students best learn in the future? What different learning options should we be considering to meet our population's needs? [Weekend College? Midnight College? On-Line AA Degree Program? Etc.] Data would be needed to assess the need for such options.
	• What instructional programs should we be looking at to address future needs which might also cross over into our own operations (i.e. Solar, nanotechnology, robotics, biometrics, cell phone and simple computer classes, etc.)
	• Who's responsible at SWC for monitoring trend changes that could impact construction, energy, instruction, and how we provide service to students?
	• Recognizing the important role grant writing plays in addressing change.
	Dr. Diana Kelly commented that she is a member of the World Future Society and that she receives regular publications regarding future thinking and has a presentation about this topic that she would be happy to make to this group.
	It was also noted that members of this group would be attentive to news regarding future trend data, bringing such information back and sharing it with the appropriate vice president. The attendees responded that the name of this group should really reflect futuristic concepts and should be changed to Futurist Council.
3. Next Meeting & Agenda	The next meeting is recommended for the end of January or early February with the new S/P attending. The Agenda will be:
	1. Dr. Diana Kelly – Futures Presentation
	2. Brainstorm Futures Concepts for Consideration
	3. Identify 1 or 2 concepts to study