

ASCCC Guide to the California Community Colleges Task Force on Student Success Recommendations

This document has been prepared to serve as a reference for local senates as they discuss the draft recommendations of the CCC Task Force on Student Success (dated September 30, 2011). Existing and proposed ASCCC positions have been provided, as well as brief explanations of the recommendations. This is not intended to be a primary resource, but as a reference to assist the reader in understanding the recommendations in the context of ASCCC positions. Many existing ASCCC papers and their related recommendations are relevant to the topics considered here and can be found at www.ascccc.org; some of the relevant papers (and their relevant recommendations) have been included at the end of this document. Local senates are encouraged to discuss the recommendations in advance of the November 2011 ASCCC Plenary and to provide their voting delegates with principled guidance on resolutions, leaving the delegate open to making final determination on resolutions pending participation in further discussion. The recommendations are a complex blend of changes to the operations of the system and our colleges and require time and thoughtful consideration to digest. All faculty are encouraged to provide feedback and participate in the discussion at: <http://studentsuccess.ideascale.com/>

The recommendations are available at: <http://californiacommunitycolleges.cccco.edu/PolicyInAction/StudentSuccessTaskForce.aspx>

Chapter 1. Increase College and Career Readiness

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

Comments: Current HS graduation standards are currently well-below college readiness standards. It is unclear what role K-12 assessments will play in the future.

Relevant Adopted Resolutions

S11 15.03 Common Baseline Indicator of Readiness for College-Level Mathematics and English (tangentially supports notion of working intersegmentally to establish readiness standards)

Proposed (Fall 2011)

15.01 Faculty Primacy in Alignment of Standards with K-12: calls to study, and insists on faculty primacy)

Chapter 2. Strengthen Support for Entering Students

2.1. Develop and implement common centralized diagnostic assessments.

Comments: While ASCCC has supported the development of a centralized assessment option, it has not supported a mandated common assessment.

Relevant Adopted Resolutions**Proposed (Fall 2011)**

S10 07.02 Support for Academic Senate Participation in CCC Assess Project

S09 09.07 Support for "CCC Assess"

2.2. Require students to participate in diagnostic assessment, orientation and the development of an educational plan.

Comments: While existing positions support this in concept, they note the challenge of providing such services without adequate funding to do so.

Relevant Adopted Resolutions**Proposed (Fall 2011)**

S11 5.02 Incentives to Encourage Student Behaviors for Success: data indicate that participating in such incentives as educational planning, early assessment, and attending college full time can positively affect success

S11 6.04 E-Transcripts: An electronic student transcript record-keeping and transmission system would allow for the development of additional system-wide research tools and would provide for the development of new services for students, such as the ability to interface these records with articulation data systems such as ASSIST to create self-directed career and education exploration and planning tools.

S03 6.03 Opposition to Budget Cuts to Matriculation, EOPS and DSPS: reaffirm our past resolutions in support of Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSPS) and matriculation and oppose selective state budget cuts in the targeted student services areas of matriculation, DSPS and EOPS.

S02 5.05 Matriculation Funding: restore matriculation funding: advocacy directed at Governor and Legislature for support of matriculation funding.

S00 9.11 Stand-Alone Courses for Counseling: review Title 5 standards and criteria for college orientation and guidance courses; specifically review degree applicability as it pertains to these courses.

S99 18.01 English Placement: Support for a statement of good practice in using diagnostic instruments.

F94 11.03 Student Support Services Distance Learning: develop guidelines for orientation programs for new

distance learning students.

F93 15.04 Providing Adequate Counselor Services: matriculation plans mandate increased workloads for counselors: orientation, assessment interpretation, and assisting students in establishing career goals and developing educational plans; research and recommend appropriate student-to-counselor ratio

F90 9.08 Full-Time Counselors: strongly recommend that local colleges use matriculation funds to hire more full-time counselors to meet the demands of all matriculation components.

S89 6.06 Matriculation Funding: support funding of services to meet matriculation mandates.

2.3 Develop and use technology applications to better guide students in educational process.

Comments: 2.3 proposes technology as the solution to the challenge noted in 2.2.

Relevant Adopted Resolutions

Proposed (Fall 2011)

S11 06.04 E-Transcripts: "An electronic student transcript record-keeping and transmission system would allow for the development of additional system-wide research tools and would provide for the development of new services for students, such as the ability to interface these records with articulation data systems such as ASSIST to create self-directed career and education exploration and planning tools"

F00 11.08 no support for centralized technology projects until reviewed for educational policy implications and effects on students.

SP99 8.01 Degree Audit Check: support of an automatic degree audit check when a student completes 45 units

F09 8.01 Early Messaging to Identify and Award Degrees: explore technological options for audits of degrees and transfer plans in order to assist students with their academic goals; initiate a pilot study using existing and/or new technology for statewide degree audits to review student records; identify and alert students that are one or two courses away from or who have already met requirements for a degree; and identify coursework needed to successfully transfer to a CSU or UC.

S94 04.01 Articulation Information: Recommends using technology to make information regarding transfer available to counselors, articulation officers, and faculty, and students.

2.4 Require students showing a lack of college readiness to participate in support resources.

Relevant Adopted Resolutions

Proposed (Fall 2011)

S11 15.02 Study impact of mandatory courses

13.05 Support for Student Success Courses: encourage all students to enroll in a student success course in first term in college.

2.5 Require students to declare a program of study early in their academic careers

Relevant Adopted Resolutions

Proposed (Fall 2011)

Chapter 3. Incentivize Successful Student Behaviors

3.1. Adopt system wide enrollment priorities reflecting core mission of community colleges.

Relevant Adopted Resolutions

S11 18.01 Priority Registration: “explore state and local needs regarding registration priorities, engage in conversations about any changes, and make recommendations about enrollment priorities.”

Proposed (Fall 2011)

7.01 F11 Revisit Mission of California Community Colleges: The emphasis on the “core mission” and the proposed prioritization of students has the potential to alter the mission of the colleges.

S93 05.02 Enrollment Priorities: “urge the legislature to permit local colleges and districts to set their own enrollment priorities.”

3.2. Require students receiving Board of Governors fee waivers to meet various conditions and requirements.

Relevant Adopted Resolutions

F10 6.01 Evaluation and Revision of Financial Aid Systems: urge state and federal officials to evaluate and revise the current financial aid system in order to incentivize more productive and

Proposed (Fall 2011)

FA11 7.02 Modification to the Requirements of the Board of Governors (BOG) Fee Waiver: work with CCCO to define appropriate conditions that would allow students to continue receiving a BOG waiver based on

academically sound behavior by students

satisfactory academic progress.

3.3. Provide students opportunity to consider attending full time.

Relevant Adopted Resolutions

Proposed (Fall 2011)

S11 05.02: Incentives to Encourage Effective Student Behaviors for Success: support academically sound incentives to benefit students

S09 20.02 Improving Student Access to Financial Aid: identify effective steps that faculty can take to increase applications for financial aid

F10 06.01 Evaluation and Revision of Financial Aid Systems: Urge State and Feds to evaluate and revise financial aid to incentivize academically sound behaviors.

3.4. Require students to begin addressing Basic Skills deficiencies in their first year.

Comments: While ASCCC does not have positions directly related to this topic, our established support for incentivizing effective student behaviors would suggest that we would favor this in concept. The impact of adjusting course offerings to accomplish this is a given. Colleges that are revisiting their use of prerequisites may already be, effectively, implementing this recommendation.

Chapter 4. Align Course Offering to Meet Student Needs

4.1. Focus course offerings and schedules on needs of students.

Comments: This recommendation dictates how colleges will develop their course schedules and restricts state support for courses to those included in student educational plans. Students who opt to take courses outside of their education plan will “pay a fee covering the full cost of instruction”. Noncredit course offerings would be limited to CDCP (Career Development or College Preparation) and the Chancellor’s Office would (via the implementation of recommendations in 7.1) have “oversight” of local course offerings. Resolutions related to priorities – noted earlier – may also be relevant to this recommendation.

Relevant Adopted Resolutions

Proposed (Fall 2011)

06.06 S11 Oppose Shift of CCC Credit Instruction to a Pay-for-Service Model: oppose “any initiative that would further shift the use of human, physical, technology, or fiscal resources to a fee-based system that provides access only to those who can afford higher fees.”

09.05 S11 Local Senate Oversight of All College Offerings “recommend that local senates propose board policies that include a review of community service offerings by the local senate or curriculum committee”

Papers:
Enrollment Management Revisited (S09)
Role of Academic Senates in Enrollment Management (F99)

13.04 Course Scheduling and Enrollment Priorities

6.01 General Fund Dollar Support for Community Service Courses: Proposes permitting courses to consist of a mix of state-supported credit students and community service students who would take the course on a fee-based basis and not earn credit. This is a component of addressing proposed changes to repeatable courses.

13.02 Opposition to the Elimination of Non-CDCP Noncredit Classes

Chapter 5. Improve the Education of Basic Skills Students

5.1. Support the development of alternatives to traditional basic skills curriculum.

Relevant Adopted Resolutions

17.02 F08 Basic Skills Opportunities: “encourage local senates to actively participate in discussions about the appropriate number of basic skills sections and the appropriate level of support services and strategies needed to strengthen student success at their college.”

5.2. Develop comprehensive strategy for addressing basic skills education in California.

Relevant Adopted Resolutions Proposed (Fall 2011)

6.03 Assign Responsibility for Adult Education to California Community Colleges

13.02 Opposition to the Elimination of Non-CDCP Noncredit Classes

Proposed (Fall 2011)

9.01 F11 Encourage Local Flexibility and Innovation in Revision of Basic Skills Delivery

13.01 Supporting Student Access

13.05 Support for Student Success Courses

Chapter 6. Revitalize and ReEnvision Professional Development

6.1. Create a continuum of mandatory professional development opportunities.

Relevant Adopted Resolutions

Proposed (Fall 2011)

F09 12.01 Faculty Development Funding:

19.03 Uphold Local Control of Professional Development Activities

F10 Developing Goals For Faculty Development Committees

6.2. Direct professional development resources toward improving basic skills instruction and support services.

See 6.1

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

7.1. Develop and support a strong community college system office.

Relevant Adopted Resolutions

Proposed (Fall 2011)

F06. 07.01 The System Office Strategic Plan and Faculty Primacy: while focus is on faculty primacy in academic and professional matters in relation to the System strategic plan and including more faculty on Goal Area Implementation Teams, resolution also includes opposition to weakening local curriculum committee and curriculum approval processes.

S06. 07.01 System Office Procedures for Calendar Approval: resist efforts to impose systemwide guidelines for an academic calendar before collegial consultation with unions and senates, including individual campus concerns.

F04.06.06 Elimination of Board of Governors and Reduction of System Office: ASCCC was opposed to the elimination of the Board of Governors and moving the functions of the System Office to the Office of the Secretary of Education; there was special concern that the CSU and UC system were being left untouched in this reorg proposal.

F04.07.01 Technology Reorganization in System Office: ASCCC supported a reorganization to create a more effective technology oversight and budgeting structure among others.

S00.07.01 System Policy and the Grant Process (sought greater system transparency related to RFA processes and expressed desire to involve Academic Senate earlier in the system policy implications of grants)

S94.07.03 Consultation with the Chancellor's Office (recommended that consultation processes with faculty at the system level be codified more formally as "joint agreement" or "rely primarily upon")

7.2. Set local student success goals consistent with statewide goals.

Relevant Adopted Resolutions

Proposed (Fall 2011)

S05 03.01 Student Equity Plan: supports creation and use of review teams to evaluate equity plan.

S10 13.04 Improving Noncredit Accountability Reporting through Progress Indicators

F08 09.02 ARCC Reporting on Basic Skills: Seeks faculty primacy in developing and setting metrics concerning basic skills.

S08.17.02 Responding to ARCC Reports

7.3. Implement student success score card.

Relevant Adopted Resolutions

Proposed (Fall 2011)

See 7.2

F08.09.02 ARCC Reporting on Basic Skills: assert discipline faculty primacy in developing and setting metrics concerning basic skill levels. ASCCC concerned about the quality of data (CB21 codes) for the ARCC Report.

F10.06.05. Accountability Measures of Student Success: opposes the use of simplistic accountability measures of student success.

S10.13.04. Improving Noncredit Accountability Reporting Through Progress Indicators: supported pilot project to allow reporting of student progress in noncredit basic skills instruction.

F02.05.06 Generating Consistent Statistical Data: data about resource allocation is only as useful if it collected in a uniform manner across districts; recommends that Chancellor's Office develop and implement clear guidelines for colleges to report information for the Staffing Report.

7.4. Develop and support a longitudinal student record system.

Relevant Adopted Resolutions

Proposed (Fall 2011)

F97.09.08 Prerequisite Research: supports longitudinal research designs related to the use of math and writing skills to predict student success in other general education

courses)

Chapter 8. Align Resources with Student Success Recommendations

8.1. Consolidate select categorical programs.

Relevant Adopted Resolutions

Proposed (Fall 2011)

SP10 6.10 Restore Categorical Funding: Affirm that current categorical funds should be used exclusively for specified categorical programs.

SP02 5.01 Oppose Cuts to Categorical Programs: Oppose the Legislative Analyst's Office proposal to consolidate categorical funds into two block grants (one a "student services" block grant and the other, a "faculty support" block grant), thereby effectively ending these categorical programs

SP04 5.04 Support for Categorical Funding: Support retention of the current successful, unclustered categorical funding structure for programs including but not limited to matriculation, EOPS, Instructional Equipment and Library Materials, Telecommunication and Technology and scheduled maintenance.

SP04 5.06 Part-Time Faculty Categorical Funds: Urge the Legislature and the Governor to assure that the allocations for part-time equity continue to be categorically dedicated to the purposes for which they were intended

SP04 5.05 Support for Maintaining Matriculation Funding as a Categorical Program: oppose folding the Matriculation funds into the base funding allocation.

FA01 7.01 Collapsing Budget Categories: continue to raise questions and concerns regarding the collapsing of the System budget categories

SP04 5.09 TTIP Funds for Internet Connectivity and Systemwide Technology Projects: oppose the folding of Telecommunications and Technology Infrastructure Program (TTIP) funds into general apportionment

SP04 5.07 TTIP Funds for Library Electronic Information Resources (Databases): urge

the Board of Governors to approve the Consultation Council proposal to maintain the current allocation model of TTIP Library Automation and Electronic Information Resources funds, with existing guidelines left in place

8.2. Invest in the new Student Success Initiative fund.

Relevant Adopted Resolutions

Proposed (Fall 2011)

S11 05.01 Metrics and Performance Based Funding: “assert that the best approach to increase all measures of student success is to support students in meeting their goals and that colleges should be incentivized to ensure the provision of such services.”

8.3. Promote flexibility and innovation in basic skills through alternative funding mechanism.

Relevant Adopted Resolutions

Proposed (Fall 2011)

F97 05.02 Performance Based Funding (direct opposition)

5.01 Oppose Student Success Task Force Recommendation on Basic Skills Funding

F98 05.05 Oppose Performance Based Funding (direct opposition)

F97 06.02 Appropriate Funding Per FTE (Support FTE based funding instead of performance based)

8.4. Do not implement outcome-based funding.

Relevant Adopted Resolutions

Proposed (Fall 2011)

S11 05.01 Metrics and Performance Based Funding: supports performance based funding that is solely additive through implied assertions if we must go there.

F97 05.02 Performance Based Funding: Direct opposition.

F98 05.05 Oppose Performance Based Funding: Direct opposition.

F97 06.02 Appropriate Funding Per FTE: Support FTE based funding instead of performance based.

Additional Resources

ASCCC Publications

Practices that Promote Equity in Basic Skills in California Community Colleges (S10)

Relevant Recommendations:

Local senates should create venues to discuss student success data, disaggregated by ethnicity and other student populations, in order to identify barriers related to equitable outcomes.

The Academic Senate statewide faculty development efforts should provide training on Equity-Mindedness, Cultural Competency, and Universal Design for Learning in an effort to promote equitable access, equitable support, and, most importantly, equitable outcomes.

Local senates should examine the key components of programs that have promoted student success in order to determine if their own institutional programs could adopt key principles from effective programs or initiate similar programs.

Student equity plans should be developed in conjunction with college-wide discussions that link the equity plan to curriculum development, program improvement, budgeting, and planning.

Student Equity: From Dialog and Access to Action (S10)

Relevant Recommendations:

Provide professional development activities for faculty on the concept of equity, the value and meaning of diversity, and activities that may improve student equity, including but not limited to pedagogy, cultural competence, and reflective teaching.

Ensure that student equity is part of the college's budget and planning process.

Decide what data are needed to take a close and authentic look at student equity at the college and in individual programs and areas.

Advocate for and support professional development activities for classified and administrative staff, including but not limited to cultural diversity, service skills, and diverse communication styles.

Set a college goal that equity is essential.

Student Success: The Case for Establishing Prerequisites through Content Review (F10)

Relevant Recommendations:

Local curriculum committees should promote a structured review of student success throughout the institution and prioritize the establishment of prerequisites most likely to improve student success and persistence.