

Student Success Task Force Recommendations – The Quick and Dirty Version

* This is just a very basic list of the major points from the recommendations. Please refer to the actual SSTF Recommendations for much more detail about the philosophies behind each recommendation as well as steps necessary for implementation to occur (i.e. changes to Ed Code, Title 5, etc.). Please note that all wording is taken straight from SSTF Recs document. The opinions of the Foothill College curriculum team are in no way stated or implied in this summary.

Key Components of the SSTF Recs, intended to move students more effectively through the 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.

Defining Student Success (note that there is much more discussion in the actual document)

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

Nine Overarching Recommendations and their accompanying policy statements:

1. **Increase student readiness for college:** 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.
2. **Strengthen support for entering students:** 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.

3. **Incentivize successful student behaviors:** Community colleges will incentivize those student behaviors that are associated with their eventual success.
4. **Align course offerings to meet student needs:** Community colleges will focus course offerings on meeting student needs.
5. **Improve the education of basic skills students:** The community college system will develop a cohesive statewide framework for the delivery of basic skills educational services.
6. **Revitalize and re-envision professional development:** The community college system will develop and support focused professional development for all faculty and staff.
7. **Enable efficient statewide leadership and increase coordination among colleges:** 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.
8. **Align resources with student success recommendations:** Both the redirection of existing resources and the acquisition of new resources will be necessary to implement the recommendations contained in this report.
9. **"A Review of Outcomes Based Funding"** – 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.

To Expand Upon the Overarching Recommendations with More Specificity, each has sub-recommendations...

1. Increase student readiness for college

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.

2. Strengthen support for entering students

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

3. Incentivize successful student behaviors

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

4. Align course offerings to meet student needs

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.

5. Improve the education of basic skills students

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.
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.)

6. Revitalize and re-envision professional development

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

7. Enable efficient statewide leadership and increase coordination among colleges

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.

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).
3. Implement a student success scorecard.
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.

8. Align resources with student success recommendations

1. Encourage categorical program streamlining and cooperation.
2. Invest in a student support initiative.
3. Encourage innovation and flexibility in the delivery of basic skills instruction