

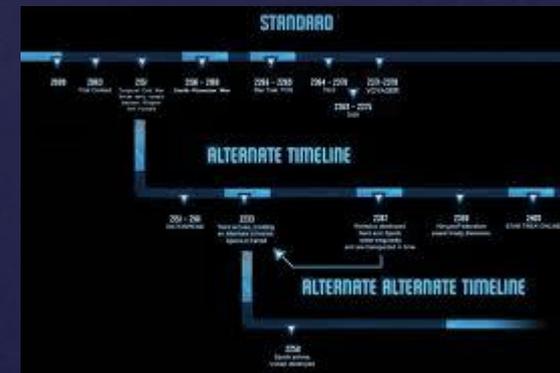
First Implementation Phase of the
Student Success Task Force
Recommendations and the Student
Success Act of 2012 – In Brief

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- ⌘ Provide a very brief background and history of the Student Success Act and Initiative
- ⌘ To view the Student Success Act and Initiative as an opportunity to go further and help students succeed at Crafton at a higher rate than ever before

Objectives





- ⌘ 2010 – Senate Bill 1143 directed the BOG of the CCC to establish the Student Success Task Force (SSTF)
 - ⌘ SSTF was composed of students, faculty, staff, CEOs, researchers, and external stakeholders
- ⌘ 2011 – SSTF issued a comprehensive report recommending to the BOG a **plan to achieve significant gains in student completion rates**

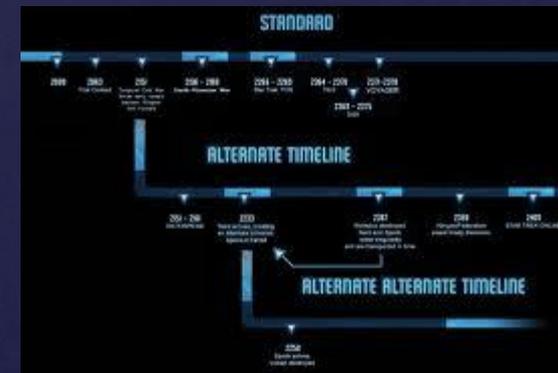
Background of the Student Success Task Force (SSTF) Initiatives





- ⌘ 2012, January – BOG adopted 22 recommendations developed by the SSTF
- ⌘ 2012, September – The Student Success Act of 2012 Approved by the Governor
- ⌘ Of the 22 SSTF Recommendations, 9 have been identified by the BOG for the initial implementation phase

Background of the Student Success Act of 2012



- ⌘ Common Core State Standards (Recommendation 1.1)
- ⌘ Common Assessment (Recommendation 2.1)
- ⌘ Enrollment Priorities (Recommendation 3.1)
- ⌘ Board of Governors Fee Waiver Requirements (Recommendation 3.2)
- ⌘ Enrollment Management (Recommendation 4.1)
- ⌘ Improved system leadership and coordination (Recommendation 7.1)
- ⌘ Student Success Score Card (Recommendation 7.4)
- ⌘ Longitudinal Student Record System (Recommendation 7.4)
- ⌘ Student Support Initiative (Recommendation 8.2)

9 SSTF Recommendations

First Implementation Phase



- ⌘ 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.

Common Core State Standards (SSTF Recommendation 1.1)



- 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.

Common Assessment (Recommendation 2.1)



- ⌘ The centralized assessment must be diagnostic to ensure...
 - ⌘ Placement into appropriate coursework
 - ⌘ To inform local academic senates as they design appropriate curriculum
 - ⌘ Should also include an assessment of “college knowledge”
 - ⌘ Extent to which a student understands and exhibits key academic behaviors and habits of mind necessary for success in college

Common Assessment (SSTF Recommendation 2.1)



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.

Enrollment Priorities (Recommendation 3.1)

⌘ Registration Priority shall be provided to students who...

1. Have completed orientation, assessment, and developed student education plans and are eligible as a member of the armed forces or a veteran or as a foster youth or former foster youth
2. Have completed orientation, assessment, and developed student education plans and are eligible and receiving services through DSPS or EOPS
3. Are continuing students not on academic or progress probation for two consecutive terms and first time students who have completed orientation, assessment, and developed student education plans

Changes to Enrollment Priorities

Title 5 Regulations – Section 58108

GOT PRIORITY REGISTRATION? You won't if you have not completed the matriculation process by **November 14, 2011**. Please call the counseling office for more information **760-384-6219**. Fully matriculated students will be eligible for a priority registration date.

→ORIENTATION→ASSESSMENT→COUNSELING→STUDENT EDUCATIONAL PLAN (SEP)

- ⌘ Registration Priority shall be lost at the first registration opportunity after a student...
 1. Is placed on academic or progress probation or any combination thereof for two consecutive terms
 2. Has earned 100 or more degree-applicable semester or quarter equivalent units at the district
- ⌘ Beginning in the spring 2013 term, districts shall notify students who are...
 - ⌘ Placed on academic or progress probation,
 - ⌘ Or who have earned 75 percent or more of the unit limit,
...of the potential for loss of enrollment priority

Changes to Enrollment Priorities

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**Districts may implement the new priority enrollment requirements earlier than Fall 2014*

Timeline for Implementation of Enrollment Priorities Title 5 Regulations – [Section 58108](#)



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

Board of Governors Fee Waiver Requirements (Recommendation 3.2)



- ⌘ 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.

Enrollment Management (Recommendation 4.1)



- ⌘ 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
- ⌘ 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

Enrollment Management (Recommendation 4.1)

⌘ 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.

Improved system leadership and coordination (Recommendation 7.1)

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

Improved system leadership and coordination (Recommendation 7.1)

- ⌘ Student Progress & Attainment Rate
 - ⌘ Persistence (first 3-terms)
 - ⌘ Achieved at least 30 units
- ⌘ Career Technical Education (CTE) Rate
- ⌘ Remedial Education Progress Rate
 - ⌘ English, Math & ESL
- ⌘ Career Development and College Preparation Rate (CDCP) Rate

Scorecard Metrics



- ⌘ 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.

Longitudinal Student Record System (Recommendation 7.4)

- ⌘ Recommendation 8.2: Invest in a 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
- ⌘ 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
- ⌘ Districts would be required to implement the common assessment proposed in Recommendation 2.1 and the accountability scorecard described in Recommendation 7.3

Student Support Initiative (Recommendation 8.2)

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