

ASCCC Positions on SSTF Recommendations
2/8/2012

This is not intended to be a comprehensive list of ASCCC positions, but rather a list of points to advocate for as the SSTF recommendations are implemented.

SSTF 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.

- **While the language of the recommendation is unclear, it is presumed to mean that the CCCs should work with K-12 to facilitate an increase in K-12 standards such that they are consistent with definitions of college-ready as determined by the colleges alone or the colleges in collaboration with K-12.**

SSTF 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.

- **ASCCC maintains the importance of faculty primacy with respect to the use of assessment for placement scores and the application of multiple measures, supports the establishment of a centralized standard assessment as an option provided there is a local determination of cut scores for placement, and encourages local academic senates to support selection of this assessment option for local use.**

SSTF 2.2 Require all incoming community college students to: (1) participate in diagnostic assessment and orientation and (2) develop an education plan.

- **Support a common diagnostic assessment, but not incentivizing the use of an interim common assessment. (Reject using interim common assessment prior to development of diagnostic assessment.)**
- **Rather than requesting or incentivizing local colleges to adopt an interim common assessment ask colleges to accept scores from other colleges with local placement. (Accomplishes a component of SSTF goals without encouraging movement to an interim assessment; consistent with resolution 18.06, F03 that encouraged colleges to find a way to use the assessment scores of other colleges.)**
- **Deadline for students to develop an education plan - alter from terms to units - or permit colleges to select whether terms or units makes more sense.**
- **Express the need to define "education plan" and, specifically, distinguish between an education plan and a degree audit system.**
- **Assert that only counselors have the expertise to develop an education plan.**

SSTF 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.

- **Faculty involvement (especially counseling faculty) in the selection of any technology is critical.**
- **Develop technology plans that add to the counseling relationship rather than detract from it.**

SSTF 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.

- **ASCCC supports local senates encouraging students who benefit to take a student success course their first semester provided additional resources are allocated (FA10 13.05)**
- **Necessary to define “intervention”.**

SSTF 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.

- **The term “program of study” needs to be discarded or clearly defined.**
- **“Intervene” needs to be defined.**
- **Students should be asked to declare their educational goal after either a minimum number of terms or completion of a minimum number of units.**

SSTF 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.

- **ASCCC opposes this recommendation until it has been determined that the proposed enrollment priorities will not have a negative disproportionate impact.**
- **F11 13.14 Earned-Unit Limitations for Registration Priority Concerns: “urge colleges and policy-makers to ensure that community college students who are legitimately engaged in programs or coursework appropriate to the California community college mission are able to maintain registration priority without undue burden”.**
- **Need to define “educational objective”.**

SSTF 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.

- **ASCCC has concerns about this recommendation. It is critical that there are appropriate protections in place. Interventions must be proactive, planned, and well-defined to prevent the potential disproportionate impact of any changes. (F11 7.05 Implementation of Potential Board of Governors Waiver Change: “prior to deeming students ineligible to receive a Board of Governors fee waiver the college will implement an intervention plan to allow the student to meet satisfactory progress standards within a reasonable time.” Colleges should have an intervention plan & sufficient funding for intervention.)**
- **Requirement that a student declare a goal can not be implemented until such time as all students are receiving matriculation services in a timely manner.**

SSTF 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.

- **Best addressed through implementation of prerequisites.**

SSTF 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.

- **ASCCC supports the March 2005 Board of Governors’ noncredit funding proposal (i.e. CDCP noncredit areas should be funded at a higher rate than they currently are).**

SSTF 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.)

- **Colleges should, when possible, engage in efforts to reach out to their feeder high schools to facilitate HS student attainment of college-level skills.**
- **Advocate for funding CDCP at level it was suppose to be funded at.**