

February 1, 2012. Student Success Task Force Report to the Legislature.
Joint Oversight Hearing of:
Assembly Higher Education Committee
Senate Education Committee
Senate Budget and Fiscal Review Subcommittee No.1

Marty Block, Chair of Assembly Higher Education Committee. Introduced the topic. "One mark of success is that community colleges are preparing students to enter the workforce."

Alan Lowenthal, Chair of Senate Education Committee. gave numbers about students graduation, transfer rates.

Wesley Chesbro. Identifies himself as a dissenting voice, don't want to lose sight of the uniqueness of our community colleges and the many roles it plays -- wife is instructor. Anybody has the right to attend colleges, no matter where you are. Build into the mission, is you can start from wherever you are. Many attend just to get employment skills, not to get something to hang on the wall. I myself learned to use a computer in a community college class. And it is important not to lose the ability of local colleges to meet the needs of their community. Don't try to reshape this into a miniature version of a four year college.

Chancellor Scott spoke at some length about the Task Force, the problems it will solve, the recommendations. Notes on some of his remarks ---
The Task Force was very representative. Many groups have viewed the recommendations and see them favorably. Organizations such as MALDEF say this will help underrepresented groups, a concern of ours. It's not that we only want a certain type of student, we want every student to meet their goal. By the way, the completion of a certificate is a good idea. Nothing in this suggests that we don't need more funding. We are underfunded. We would love to do everything for everybody, but we've been cut by 13%, so some people won't be served. What ration education is a lack of funding. So we have to look at who will profit most, and we want to incentive students to move through our system.

Peter McDougal, Chair of the Task Force. Spoke about the process that was followed. We talked to a wide range of experts inside and outside California. It was thorough. There was critical thinking, and strong debate and the results were acceptable to almost every member. Very fortunate to have Bob Gabriner and Nancy Shulock among our members. Meetings held two days every month at a minimum. First six months, we benefited from learning about what's being done in other states. Didn't just listen, we debated how it might apply to California, very strong give and take. Next three months were spend honing down. This was difficult. Great attachment for how things are done now, change is difficult. As these recommendations evolved, they were subjected to comprehensive field review, 1) through a web site, 2) through four town hall meetings, "strong thoughts came in by the people that attended them." 3) through presentations at numerous conferences. The Board of Governors gave the recommendations careful attention. Examining the

recommendations three times – at a retreat, at a special meeting in San Diego, and at a regular meeting (January 9).

A question was asked about ensuring that this is not at expense of student equity? **Chancellor Scott** says the scorecard will ensure this.

Alan Lowenthal asked about the cap on the BOG fee waiver, what are the consequences on equity.

Paul Fong asked about whether changing enrollment priorities through the recommendations will take control away from local districts. For some, serving life long learners may be important for a parcel tax.

Chancellor Scott says enrichment programs less important.

Ricardo Lara asked is career technical education (CTE) included in the plan. **Chancellor Scott** . yes, in some places included implicitly. He wants to publicly state his support for CTE.

Loni Hancock asked for recommendations to be costed out. Can't be done without additional resources.

Chancellor Scott. If we show we're making progress, then we'll get more money.

Loni Hancock. You must be very concrete in stating the needs. CTE very important, not always a degree or certificate program - returning unemployed worker who needs one or two course.

Curren Price. Why are you expecting students to have Educational plan in place by third semester?

Peter McDougal. Those who identify early have a higher success rate.

Curren Price. But students need support to do that, to avoid unintended consequences.

Wesley Chesbro. An education plan, how is that defined, it's not just for students seeking degree or transfer? Students who going part time while supporting families, if we move away from supporting working students, we would drive them to private colleges that are very costly.

Chancellor Scott. Nothing says they can't attend or enroll part-time. They can be part time. And we will present them with financial aid packages that will show them how they could go full time.

Wesley Chesbro. But if they attend over a long period of time, won't they get labeled perennial students?

Chancellor Scott. No, that's based on number of units.

Julia Brownley. Concern with more students using CCC as first year of college, because there are no seats at CSU, how are you going to manage basic skills, CTE and transfer with equal seat at the table. How will you avoid squeezing out basic skills students?

Chancellor Scott. Community colleges will prioritize basic skills, CTE and transfer.
Julia Brownley. In the system of priority there will be winners and losers. Having a plan will be their ticket into the system, how do we measure that and make sure we're giving equal access.
Peter McDougal. The challenge now is to meet basic skills need without having a large majority of basic skills courses. At least this narrows it down from something that now include avocational and recreational courses.

Six members of the Task Force were introduced and spoke for a few minutes apiece. Some of their comments:

Jane Patton, member of the Task Force and immediate Past President of Academic Senate for the California Community Colleges. For members of the task force, there is a great deal to be satisfied with, including the focus on students as they arrive at the college ... emphasizing that basic skills is the foundation of student success, strong faculty development program. Task Force members read a great deal and invited experts to address us. The conclusions are sound conclusions. Performance based funding is not recommended. While most of the recommendations are sound, what they can do and what they will do may be two different things. Implementation is critical. Worst possible outcomes could include incentivizing colleges to focus on the brightest, most affluent students, or that there might not be enough resources to support the recommendations. Or that resource might be diverted to more regulation. A great deal of the report is aspirational. This is a good thing.

Brice Harris, member of the Task Force and Chancellor of Los Rios Community College District. In the introduction, there is a focus on equity. We must increase both the number succeeding, and the number entering. If more are succeeding, but fewer enter, we will have failed. More participating and more succeeding are co-equal goals.

Kevin Feliciano, member of the Task Force and President California Community College Student Senate. Students didn't have enough time to review the drafts. Students support most of the recommendations, want to make sure there is continued input from students during the implementation process.

Alma Salazar, member of the Task Force and Vice President of Education and Workforce Development, Los Angeles Chamber of Commerce. Access without success is not sufficient. It's crucial that the recommendations be implemented and additional resources are required to do that. Score card needed for more transparency and accountability. This will help close the equity gap. The proposed longitudinal student records system is crucial. The recommendations have always been intended as a package deal, all need to be implemented together. Some of asked if we are moving too fast. I ask if we are moving fast enough.

Yassmin Delahoussaye, member of the Task Force and Vice Chancellor, Educational Programs and Institutional Effectiveness, Los Angeles Community College District. We cannot predict when the economy will rebound and we can serve all students again, but we can predict that we will continue to rank near the bottom in terms of getting students out. Essential for accomplishing that is mandatory orientations. Having an education plan will stop students from wandering around the curriculum. Build on the power of expectations, expect students to finish. Promise of the use of technology. A good plan today is better than waiting for a perfect plan tomorrow.

Ruben Lizardo, member of the Task Force and Associate Director, Policy Link. We're very pleased that you are checking under the hood. I shared with the members of the committees materials from Policy Link about equity. We need equity to be economically competitive. Community colleges are the key for helping students who were not successful in K-12. The thing that gave us the most pause was the cap on the BOG fee waiver. Supports need to be in place to make it work. We believe that a lot of what we need is already out there, being implemented at various colleges. We think that the best thing you can do is not just to track progress, but to set goals. If the colleges have to meet goals, "they will insist that the resources needed are actually at hand." There are revenue issues, financial aid is needed so that students can actually go full time. Money is out there, compare educational costs to the costs of prison.

Questions for Task Force members from Committee members:

Marty Block asked **Kevin Feliciano** for more about the issue of time for students to review. The Student Senate process included sending out information about each recommendation one at a time, but with several revised drafts, there wasn't time to complete the process. The students supported eleven of the 22 recommendations.

Paul Fong asked **Yassmin Delahoussaye** about the ratio of counselors to students. About 1 to a thousand or more. So won't some fall through the cracks? It's never possible to hire enough counselors, the answer is technology.

Paul Fong asked **Jane Patton** about faculty groups who feel the recommendations aren't ready, that faculty input is not accounted for. Jane Patton explained that different faculty groups have different concerns, that all have put a huge amount of time into this. The concerns of the Academic Senate were mostly addressed in the revisions.

Public Comment. At least 20 people spoke during this period. I do not have adequate notes. In general, representatives of groups such as MALDEF and Campaign for College Opportunity spoke in support of the recommendations, while student and faculty speakers questioned and criticized the recommendations and the process by which they were created.

Here are the members of the committees that participated. (Not all of these members were present at the meeting)

Assembly Higher Education Committee

Marty Block (Chair), District 78, Lemon Grove
Tim Donnelly (Vice Chair), District 59, Hesperia
Katcho Achadjian, District 33, San Luis Obispo
Julia Brownley, District 41, Santa Monica
Wesley Chesbro, District 1, Santa Rosa, Eureka, Ukiah
Paul Fong, District 22, Mountain View
Cathleen Galgiani, District 17, Stockton, Merced
Ricardo Lara, District 50, South Gate
Jeff Miller, District 71, Mission Viejo
Anthony J. Portantino, District 44, Pasadena

Senate Education Committee Members

Alan Lowenthal (Chair), District 27, Long Beach, Paramount
Senator Sharon Runner (Vice Chair), District 17, Lancaster, Santa Clarita, Victorville
Senator Elaine Alquist, District 13, San Jose, Gilroy
Senator Sam Blakeslee, District 15, San Luis Obispo, Monterey
Senator Loni Hancock, District 9, Oakland
Senator Robert Huff, District 29, Walnut
Senator Carol Liu, District 21, Glendale
Senator Curren Price, District 26, Los Angeles
Senator Joe Simitian, District 11, Palo Alto, Santa Cruz
Senator Juan Vargas, District 40, Chula Vista, Indio, El Centro

**Senate Budget and Fiscal Review SUBCOMMITTEE No. 1 on Education.
Subgroup of the COMMITTEE?**

Senate Budget and Fiscal Review

Senator Mark Leno (Chair), District 3, San Francisco, San Rafael
Senator Bill Emerson (Vice-Chair), District 37, Riverside, Palm Desert
Senator Elaine Alquist, District 13, San Jose, Gilroy
Senator Joel Anderson, District 36, Temecula, El Cajon
Senator Mark DeSaulnier, District 7, Walnut Creek, Antioch
Senator Noreen Evans, District 2, Santa Rosa, Eureka, Ukiah, Napa, Vallejo
Senator Jean Fuller, District 18, Bakersfield
Senator Loni Hancock, District 9, Oakland
Senator Bob Huff, District 29, Walnut
Senator Doug La Malfa, District 4, Rocklin, Oroville, Redding, Crescent City
Senator Carol Liu, District 21, Glendale
Senator Alan Lowenthal, District 27, Long Beach, Paramount
Senator Gloria Negrete McLeod, District 32, Montclair
Senator Joe Simitian, District 11, Palo Alto, Santa Cruz

Senator Lois Wolk, District 5, Sacramento, Stockton, Vacaville
Senator Roderick Wright District 25, Inglewood