**ASCCC Fall 2011 – Plenary Session**

**SB 1143 Student Success Task Force Recommendations Breakouts: Basic Skills**

(Wheeler North, Facilitator; Dianna Chiabotti, At Large Representative;

Mark Wade Lieu, Chancellor’s Office Representative; Beth Smith, Vice President)

I. Review and Discuss Recommendations 1.1, 3.4, 5.1 and 5.2

II. Review existing and proposed resolutions on these topics.

III. What goal(s) are these recommendations trying to achieve? How do we get there? If what is proposed does not do it - what should we suggest?

**1.1. Community Colleges will collaborate with K-12 education to jointly develop common standards for college and career readiness that are aligned with high school exit standards.**

***Requirements for Implementation***

* No statutory or regulatory changes are needed to authorize community college participation in the development of common standards.
* Discussion with K-12 and the California State University may identify conforming changes to statute governing the Early Assessment Program.
* Leadership from the Academic Senate, Board of Governors, and Chancellor will be needed to ensure community college representatives have membership in key committees that will plan and execute the definition of standards.

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| **Relevant Adopted Resolutions** | **Proposed (Fall 2011)** |
| F87-04.03, S08-15.01, F09-18.01, S11-15.03 | 15.01 |

**3.4 Community Colleges will require students to begin addressing basic skills deficiencies in their first year and continue remediation as part of their education plan.**

***Requirements for Implementation***

* Title 5 sections 55200-02 already permit community college districts to require students assessed below collegiate level to begin remediation in their first year by following the procedures for establishing prerequisites or co-requisites.
* However, a more direct approach would be to adopt a new Title 5 regulation making the requirement explicit for all students at all colleges.

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| **Relevant Adopted Resolutions** | **Proposed (Fall 2011)** |
| F02-09.03, F06-04.04, S09-09.02, S09-09.08 | None |

**5.1. Community Colleges will support the development of alternatives to traditional basic skills curriculum and incentivize colleges to take to scale model programs for delivering basic skills instruction.**

***Requirements for Implementation***

* Authorize the reallocation of Basic Skills Initiative (BSI) dollars in the annual Budget Act.
* Chancellor’s Office will adopt amended guidelines to redistribute the BSI funding to:
  + Target a fixed portion of the money to specifically incentivize faculty redesign of curriculum and support innovations in basic skills instruction.
  + Develop clear curricular pathways from basic skills into collegiate-level coursework.
* Amend Title 5 regulations to remove the requirement that supplemental instruction, with regards to basic skills support, be tied to a specific course. This would explicitly enable the use of supplemental instruction for the benefit of basic skills students.
  + Under current regulation (Title 5 Section 58050 and 58172), apportionment can only be claimed for supplemental instruction provided through a learning center if the hours of instruction are tied to a specific course and the hours are laid out in the course outline of record for the course. Given that the needs of basic skills students vary and are hard to predict, such restrictions prevent colleges from funding this form of support for basic skills students.
* Implementation of Recommendation 8.3 - which establishes an alternative funding model for basic skills – would provide a financial incentive to further encourage innovation in the delivery of basic skills instruction.

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| **Relevant Adopted Resolutions** | **Proposed (Fall 2011)** |
| F08-17.02, S09-09.08 | 09.01 |

**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 education in mathematics, English, and English as a Second Language (ESL.)**

***Strategic Planning Required***

The community colleges, with their K-12 and community-based partners, should develop a clear strategy to respond to the continuum of need in order to move students from educational basic skills to career and college readiness. This plan should include:

* Improved availability and quality of advising and counseling services for basic skills students, providing them a clear pathway to reaching their academic goals
* Increased preparedness for faculty and staff on the special needs of basic skills students
* Identification and funding of best practices in basic skills delivery, both student services and instructional programs, that support moving students more effectively and efficiently to career and transfer readiness
* Identification of the appropriate credit and non-credit levels to be delivered by each education segment making sure to provide “safety nets” and an appropriate overlapping of services to provide all students with access to basic skills instruction

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| **Relevant Adopted Resolutions** | **Proposed (Fall 2011)** |
| F02-09.03, F08-17.02 | 6.03, 13.02 |