

**RESOLUTION #0009
ON THE
STUDENT SUCCESS TASK FORCE
RECOMMENDATIONS**

WHEREAS, the Associated Students of Pasadena City College, hereafter ASPCC, understands the need for progress, change and innovative ideas to increase the success of students in the California Community College system;

WHEREAS, ASPCC believes that success as defined by the Student Success Task Force provides a broad understanding of the term, however no one definition can be universally applied to fully reflect the reality of the struggles faced by many students in the California Community College system;

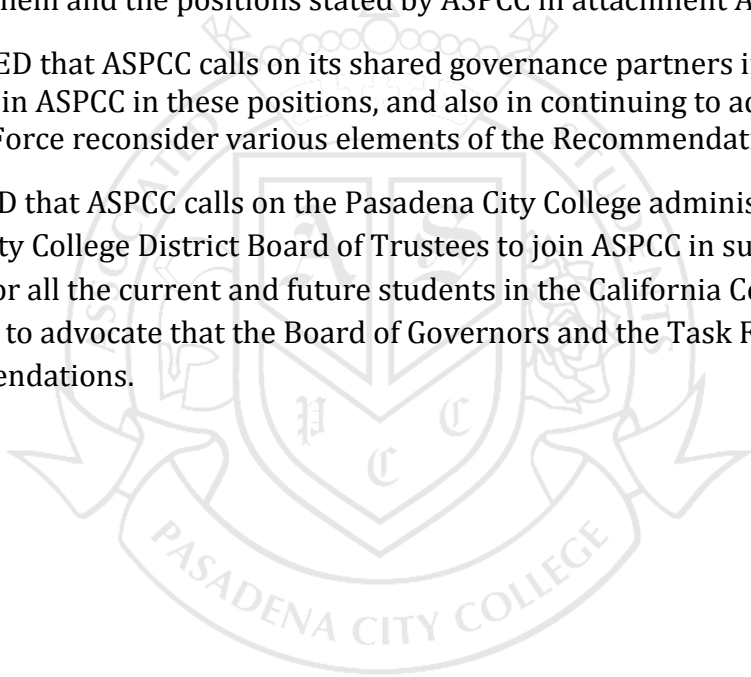
WHEREAS, ASPCC believes that there are elements of the Student Success Task Force Recommendations, hereafter the Recommendations, that have merit, and others that could unfairly deny access to students;

THEREFORE BE IT RESOLVED that ASPCC takes positions on the Recommendations as outlined in attachment A;

BE IT FURTHER RESOLVED that ASPCC calls on the California Community College Board of Governors to open a public comment period and continue consideration of the Recommendations in light of general contention surrounding them and the positions stated by ASPCC in attachment A;

BE IT FURTHER RESOLVED that ASPCC calls on its shared governance partners in the Faculty, Classified and Managerial staff to join ASPCC in these positions, and also in continuing to advocate that the Board of Governors and the Task Force reconsider various elements of the Recommendations; and

BE IT FINALLY RESOLVED that ASPCC calls on the Pasadena City College administration and the Pasadena Area Community College District Board of Trustees to join ASPCC in supporting success, opportunity and access for all the current and future students in the California Community College system and in continuing to advocate that the Board of Governors and the Task Force reconsider elements of the Recommendations.



Resolution #0009 passed by the ASPCC Executive Board on Friday, January 13, 2012.

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Attachment A

On the Student Success Task Force as a whole, ASPCC believes that many of the penalties proscribed for students failing to obtain a degree, certificate or transfer goal underneath 100 units in a clearly defined program of study declared early in a student's educational career are unfair. Many of the supports recommended be put in place for students, such as active interventions at points of concern, require staffing and resources that many community colleges cannot provide – especially given the budget cuts that continue to be made by the Sacramento legislature. This risks punishing a student for the inability of a college to provide for all its students with the limited resources available.

- *On Recommendation 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 of their third term in order to maintain enrollment priority.*

ASPCC **opposes** this recommendation on the basis that enrollment priority should generally be determined at the local college level, that the recommendation **does not allow for options** other than a certificate program, degree or transfer for occupational areas or allowed majors, and it is made unclear which groups of students would be exempted from meeting this requirement, although such groups are mentioned.

- *On Recommendations 2.1 – 2.4 that aim to strengthen support for entering students.*
ASPCC **supports** these recommendations provided that the resources are provided by California to allow each college to put these systems in place. This specifically refers to the need for more allocation of funding to pay for staff necessary to conduct active interventions for student success, which ASPCC also strongly supports. It must be recognized that while every student needs an Education Plan, every college must provide the resources to students to obtain an Education Plan in the first instance. Without funding for these resources, not every student will be able to get an Education Plan.
- *On Recommendation 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 their success; (3) ensure access and the opportunity for success for new students; and (4) incentivize students to make progress towards their educational goal.*

ASPCC **opposes** this recommendation on the basis that enrollment priorities should remain the purview of the local community college. The recommendation further states that a student would **lose enrollment priority** for a) not following an education plan (original or revised) or b) accrual of 100 units (excluding basic skills and ESL). ASPCC believes that A) is far too binding on students who wish to take different electives outside their major program of study, and B) has problems specifically for students currently in college who started when this was not a requirement and, in fact, were **effectively required** to take whatever class they could find in order to boost their enrollment priority to even begin on their main course of study. Finally, this recommendation makes **no mention of an appeal process for loss of enrollment priority**.

- *On Recommendation 3.2: Require students receiving Board of Governors (BOG) Fee Waivers to meet various conditions and requirements, as specified below... (C) Limit the number of units covered under a BOG Fee Waiver to 110 units.*

ASPCC **opposes** this recommendation on the basis that **no option or possibility of an appeal** to the loss of a BOG fee waiver is explicitly specified in the recommendation, and no mention of whether or not basic skills units is counted in this number exists in a manner similar to Recommendation 3.1. Additionally, ASPCC is concerned that this requirement unfairly impacts

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current students who have, as mentioned above, been required to take additional courses purely to gain or maintain priority enrollment due to the scarcity of classes related directly to legislative budget cuts. Given that a student is already pushed to declare a program of study early, this recommendation may **effectively lock** a student into an early choice which may not later serve the best interests of the student in their future life during and beyond higher education.

- *On Recommendation 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.*

ASPCC **supports** this recommendation, provided that a student will not be prevented from concurrently beginning their college-level coursework as their skill level would allow them while also working on basic skills.

- *On Recommendation 4.1: Community Colleges will use aggregated data from students' programs of study, along with state and local data, including enrollment trends, and labor market demand to develop course schedules and determine course offerings.*

ASPCC **conditionally supports** this recommendation on the basis that use of gathered data in the development of course offerings is important. However, ASPCC is concerned that this recommendation could potentially prevent the ability of colleges to develop modern, innovative, or supplemental curricula in response to emerging knowledge, technology and industry which may not be necessarily indicated by aggregated data. Community colleges are the ideal environment for students to be broadly engaged in higher education that may exist in addition to a developed education plan. Finally, a community college should always operate on the principles of **academic freedom**. ASPCC is concerned that this recommendation could be used as a means to minimize or eliminate curriculum that may not be well enrolled, but still important to any number of students attending a California Community College

- ASPCC **strongly supports** Recommendations 5.1 and 5.2 for basic skills instruction and coordination with the K-12 system.
- ASPCC **takes no position** on recommendations contained in Chapters 6 and 7.
- ASPCC **strongly supports** the investment of resources into the California Community College system to support not only the recommendations for student success (active interventions, more counselors, technology and a student success initiative) but also the ongoing mission of the Community College system – successful education for the community.
- ASPCC **supports** the position that the majority of the Task Force took to oppose “Outcomes Based Funding.” ASPCC believes that outcomes based funding relies on a **punitive system of funding**, thus damaging community colleges with lower rates of success, and not enough on the understanding of individual student success. ASPCC believes this while also recognizing Pasadena City College’s position as a leader in California for transfer and student success.