

February 3, 2016

L E G I S L A T I V E   A N A L Y S T ' S   O F F I C E

LAO  
**75**  
YEARS OF  
SERVICE

**CCC Student Success:  
History, Funding, and Issues for  
Legislative Consideration**

Presented to:  
Senate Education Committee  
Hon. Carol Liu, Chair





## Background on California Community Colleges (CCC)

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- Governed by 72 Local Governing Boards Operating a Total of 113 Colleges**
- System Overseen by State Board of Governors**
- Served 2.3 Million Students in 2014-15**
  - 54 percent of students are female, 46 percent are male.
  - 57 percent of are between 18 and 24 years of age.
  - 40 percent are Hispanic, 29 percent white, 11 percent Asian, 7 percent African American, 13 percent other.
  - Two-thirds of students are part time (taking fewer than 12 units).
  - Nearly half receive need-based financial aid.
- Students Have Various Educational Goals**
  - Learn English (as a second language); citizenship skills; or basic reading, writing, and math skills.
  - Earn an occupational certificate or obtain other workforce training.
  - Earn an associate degree and/or prepare for transfer to a university.
- Open Access**
  - About 75 percent of incoming students are assessed at below college level in English, math, or both.



## Origins of Most Recent Student Success Initiative

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- ☑ **Longstanding Concerns About Low Success Rates**
- ☑ **Legislation Required Task Force and Improvement Plan**
  - Chapter 409 of 2010 (SB 1143, Liu).
- ☑ **Year-Long Study Process**
  - Final report released January 2012.
- ☑ **Task Force Recommended Comprehensive Set of Changes to System**
  - Major focus on strengthening student support services, especially helping students set educational goals and develop course-taking plans.
  - Key recommendations are setting systemwide goals for student success, monitoring district and college progress on improving completion and other student outcomes, ensuring course offerings match students' educational goals, improving basic skills instruction (pre-collegiate math and English), and providing professional development to faculty and staff.



## **Student Success Act**

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### **Legislature Adopts Some Task Force Recommendations in 2012**

- Chapter 624 of 2012 (SB 1456, Lowenthal), also known as the Seymour-Campbell Student Success Act.



### **Four Main Elements of Student Success Act**

- New policies on mandatory assessment, orientation, and education planning for incoming students.
- New requirement for students to declare a major or other educational goal.
- New academic standards for students receiving fee waivers.
- New conditions for core support services funding (renamed Student Success and Support Program, or SSSP).



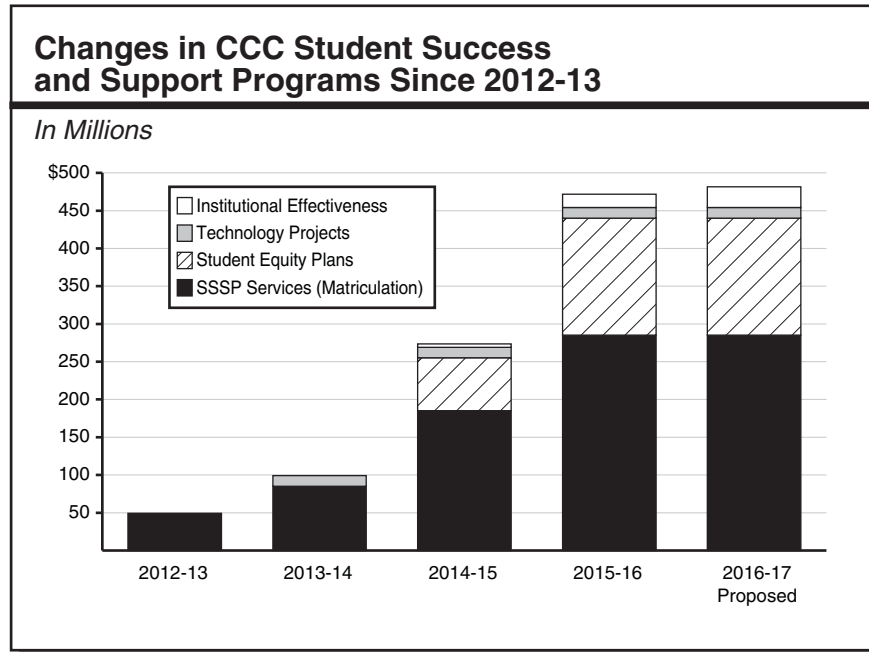
## **Update on Implementation of Student Success Act**

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- Board of Governors Has Adopted Regulations to Implement New Policies**
- Chancellor's Office Has Implemented Student Success Scorecard**
- Community Colleges Have Expanded Student Support Services Consistent With New Policies**
- State Has Increased Ongoing Funding by Nearly \$600 Million for Student Success and Support**



# State Has Increased Student Success Funding Significantly



## Additional \$423 Million for SSSP

- \$236 million for orientation, advising, and related services (SSSP services).
- \$155 million to improve access and outcomes for disadvantaged groups (student equity plans).
- \$18 million for statewide professional development and local technical assistance (Institutional Effectiveness Partnership Initiative).
- \$14 million for e-transcript, e-planning, and common assessment tools (technology projects).



## State Has Increased Student Success Funding Significantly

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### **Other Notable Funding Increases for Student Success Categorical Programs**

- \$104 million ongoing to augment Extended Opportunity Programs and Services, Disabled Student Services, and CalWORKs Student Services.
- \$60 million for Basic Skills and Student Outcomes Transformation Program and \$10 million for Basic Skills Partnership Pilot Program in 2015-16 (both one time).
- \$39 million ongoing for CCC Full-Time Student Success Grants.
- \$10 million ongoing (and additional \$7 million one time in 2013-14) for online course initiative.



### **Targeted Enrollment Growth**

- Addresses task force recommendation to ensure course offerings match students' educational goals.
- \$386 million provided for annual enrollment growth averaging 2.5 percent from 2012-13 to 2015-16. Funded 75,000 additional full-time equivalent slots.
- Statute prioritizes courses related to CCC "core missions" (transfer, workforce training, and basic skills).



## Issues for Legislative Consideration

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### Programs and Services

- Have campuses hired sufficient counselors to provide SSSP services to all entering students?
- Have campuses fully implemented strategies to reduce disparities identified in their equity plans?
- Has the Institutional Effectiveness initiative recruited and trained enough peer teams to meet the demand from campuses and districts?
- Should the Legislature combine the many student support categorical programs into a more flexible block grant?
- Should the Legislature require more of students than only *creating* an education plan?
- How can the Legislature monitor alignment of course offerings with students' educational goals?



### Funding

- How have the magnitude and pace of new SSSP and student equity plan funding affected campuses?
- How much time do campuses require to develop new student success or student equity plans, hire personnel, and implement plans?
- How could the Legislature and Chancellor's Office better structure future funding increases to allow adequate time for districts to plan and phase in implementation of those plans?





## Issues for Legislative Consideration

*(Continued)*

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### **Statewide Guidance and Oversight**

- What is the right balance of centralized authority and local flexibility for student success efforts?
- To what extent have recent staffing increases permitted the Chancellor's Office to provide assistance and oversight for student success initiatives?
- How soon can the state realistically assess impacts on student success and equity?