



Office of
Research & Planning

Prepared by:
Amanda T. Saw

Research Briefs from the Office of Research and Planning Alignment of Student Success Task Force Recommendations with Enrollment and Management Plan Objectives

Purpose:

Goal 1 of the Enrollment and Management Plan (E&MP) states the following: "Develop an evidence-based Enrollment Management Plan." Accordingly, in order to help facilitate the process of developing an evidence-based E&MP, the CHC Office of Research and Planning identified how the recommendations from the Student Success Task Force (SSTF) relate to the objectives in the E&MP. The purpose of illustrating how the SSTF recommendations are related to the E&MP objectives is to use research that has already been conducted by the SSTF to help inform the implementation of the objectives in the E&MP.

Background:

The Student Success Task Force (SSTF) was established by the Board of Governors (BOG) to form recommendations to improve student success in California's community colleges. From January to June 2011, the SSTF met monthly to discuss topics relevant to student success. Between July and September 2011, the SSTF developed recommendations and then in September released a draft report for feedback and input. In November 2011, the SSTF met to review the community's feedback on the draft recommendations. In January 2012, the Final Report was submitted to the BOG.

The SSTF recommendations seek to increase the number of students who earn a certificate, obtain a degree, or transfer to a four-year institution for all demographic or socioeconomic subgroups. Thus, "improving overall completion rates and closing achievement gaps among historically underrepresented students are co-equal goals" of the SSTF recommendations (2012, pg. 7).

A few cautions apply to interpreting and implementing the SSTF recommendations. Rather than considering the recommendations in piecemeal fashion, the SSTF urges readers to "consider the set of recommendations as a whole and how they will benefit students" (2012, pg. 10). Specifically, the SSTF recommends that all of the recommendations are implemented jointly and that colleges do not implement the recommendations in a piecemeal fashion.

Methodology:

The SSTF Report (2012) presents twenty-two recommendations for enhancing student success in eight different *areas*:

- SS-1.** Increase student readiness for college.
- SS-2.** Strengthen support for entering students.
- SS-3.** Incentivize successful student behaviors.
- SS-4.** Align course offerings to meet student needs.
- SS-5.** Improve the education of basic skills students.
- SS-6.** Revitalize and re-envision professional development.
- SS-7.** Enable efficient statewide leadership and increase coordination among colleges.
- SS-8.** Align resources with student success recommendations.

These recommendations were examined for their relevance to the seventeen CHC E&MP Objectives which fall under five overarching *goals*:

- EM-1.** Develop an evidence-based Enrollment Management Plan.
- EM-2.** Develop processes and strategies to attract and retain students from initial contact through goal completion.
- EM-3.** Identify and implement strategies to reach college-wide goals for certificate and degree completion.
- EM-4.** Develop strategies to effectively prepare students for transfer and to increase the CHC transfer rate.
- EM-5.** Develop strategies to ensure effective levels of instructional productivity and efficiency while maintaining high quality instruction.

A limitation to the information presented in this brief is that different reviewers may find different relationships between the E&MP objectives and SSTF recommendations. However, the objective of this brief is to facilitate the development of an evidence-based E&MP.

Findings:

Of the seventeen E&MP objectives, twelve were aligned with one or more of the SSTF recommendations (see Table 1), while five were not aligned with any of the SSTF recommendations. Referring to Table 1, of the twelve E&MP objectives that were aligned with SSTF recommendations, the E&MP objective that aligned with the most recommendations was **EM-2.3**: Improve student access to services by revising campus and organizational processes.

Several SSTF recommendations were aligned with multiple E&MP objectives (see Table 1). The most common SSTF recommendations that were found to align with E&MP objectives are listed below:

- SS-2.2.** Require all incoming community college students to: (1) participate in diagnostic assessment and orientation and (2) develop an education plan.
- SS-7.2.** In collaboration with the Chancellor's Office, districts and colleges will identify specific goals for student success and report their progress towards meeting these goals in a public and transparent manner.
- SS-7.3.** Implement a student success scorecard.

Two SSTF recommendations were found not to be aligned with any of the E&MP objectives:

- SS-7.1** The state should develop and support a strong community college system office with commensurate authority, appropriate staffing, and adequate resources to provide leadership, oversight, technical assistance and dissemination of best practices. Further, the state should grant the Community College Chancellor's Office the authority to implement policy, consistent with state law.
- SS-8.2** Invest in a student support initiative.

The five E&MP objectives that were not related to any SSTF recommendations are listed below:

- EM-2.1.** Develop a comprehensive outreach and marketing program to align with the District Outreach and Marketing Plan.
- EM-2.2.** Identify and enroll students in programs with growth potential.
- EM-3.2.** Explore the possibility of offering scaffolded programs to meet students' short-term needs for employment preparation as well as long-term goals of transfer and degree completion.
- EM-5.1.** Implement best practices for maintaining effective levels of instructional productivity and efficiency.
- EM-5.2.** Analyze and improve policies and procedures for the effective and efficient use of physical resources as they impact enrollments.

Table 2 presents the twelve E&MP objectives that were aligned with SSTF recommendations, and how these objectives may be specifically implemented at CHC as suggested by the SSTF recommendations.

Reference:

California Community Colleges Student Success Task Force (2012). *Advancing Student Success in California Community Colleges: The Recommendations of the California Community Colleges Student Success Task Force.*

Downloaded from:

http://www.californiacommunitycolleges.cccco.edu/Portals/0/StudentSuccessTaskForce/SSTF_FinalReport_Web_010312.pdf

Alternative, printable version found here:

http://californiacommunitycolleges.cccco.edu/Portals/0/Executive/StudentSuccessTaskForce/SSTF_Final_Report_1-17-12_Print.pdf

Table 1. Alignment of CHC Enrollment & Management Plan Objectives with Student Success Task Force (SSTF) Recommendations

#	CHC Enrollment & Management Objectives	SSTF Recommendations
1.1	Identify systemic dropout/stop-out points for CHC students so that effective interventions can be designed and implemented.	<p>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.</p> <p>7.2. In collaboration with the Chancellor’s Office, districts and colleges will identify specific goals for student success and report their progress towards meeting these goals in a public and transparent manner.</p> <p>7.3. Implement a student success scorecard.</p>
1.2	Improve the accuracy of tracking and data systems to better understand the relationship between existing services and programs and student degree and certificate completion.	<p>7.4. The state of California should develop and support a longitudinal student record system to monitor student progress from elementary through postsecondary education and into the workplace.</p>
1.3	Promote the use of quantitative and qualitative evidence to inform the decisions of the Enrollment Management Committee.	<p>7.2. In collaboration with the Chancellor’s Office, districts and colleges will identify specific goals for student success and report their progress towards meeting these goals in a public and transparent manner.</p> <p>7.3. Implement a student success scorecard.</p>
1.4	Based on internal and external evidence, identify new and existing programs with growth potential to inform Enrollment Management decisions.	<p>7.2. In collaboration with the Chancellor’s Office, districts and colleges will identify specific goals for student success and report their progress towards meeting these goals in a public and transparent manner.</p> <p>7.3. Implement a student success scorecard.</p>
2.3	Improve student access to services by revising campus and organizational processes.	<p>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.</p>

Table 1. Alignment of CHC Enrollment & Management Plan Objectives with Student Success Task Force (SSTF) Recommendations

#	CHC Enrollment & Management Objectives	SSTF Recommendations
		<p>3.2. Require students receiving Board of Governors (BOG) Fee Waivers to meet various conditions and requirements.</p> <p>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.</p> <p>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.</p> <p>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.)</p> <p>8.1. Encourage categorical program streamlining and cooperation.</p> <p>8.3. Encourage innovation and flexibility in the delivery of basic skills instruction.</p>
2.4	Increase student retention and success by implementing strategies that are supported by evidence.	<p>2.2. Require all incoming community college students to: (1) participate in diagnostic assessment and orientation and (2) develop an education plan.</p> <p>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.</p>
2.5	Provide instruction and programs in alternate modes and methods to meet diverse student needs.	<p>5.1. Community Colleges will support the development of alternatives to traditional basic skills curriculum and incentivize colleges to take to scale successful model programs for delivering basic skills instruction.</p>

Table 1. Alignment of CHC Enrollment & Management Plan Objectives with Student Success Task Force (SSTF) Recommendations

#	CHC Enrollment & Management Objectives	SSTF Recommendations
2.6	Provide professional development opportunities on best practices for increasing retention, persistence, and success.	<p>6.1. Community colleges will create a continuum of strategic professional development opportunities, for all faculty, staff, and administrators to be better prepared to respond to the evolving student needs and measures of student success.</p> <p>6.2. Community Colleges will direct professional development resources for both faculty and staff toward improving basic skills instruction and support services.</p>
3.1	Implement research-supported best practices to increase certificate and degree completion, and support existing practices that are shown to support success.	<p>2.2. Require all incoming community college students to: (1) participate in diagnostic assessment and orientation and (2) develop an education plan.</p> <p>3.3. Community Colleges will provide students the opportunity to consider the benefits of full-time enrollment.</p>
4.1	Develop programs and services to help transfer students define and reach their goals.	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.
4.2	Develop and implement an effective scheduling plan to ensure transfer curriculum can be completed in two years.	<p>2.2. Require all incoming community college students to: (1) participate in diagnostic assessment and orientation and (2) develop an education plan.</p> <p>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.</p>
4.3	Develop programs and services to enroll high-performing college-ready students.	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.

Table 2. CHC Enrollment & Management Plan Objectives and Student Success Task Force (SSTF) Suggested Implementation Strategies

#	CHC Enrollment & Management Objectives	SSTF Suggested Implementation Strategies
1.1	Identify systemic dropout/stop-out points for CHC students so that effective interventions can be designed and implemented.	<p>2.1. Common Centralized Assessment</p> <ul style="list-style-type: none"> • Robust array of options to aid students to prepare for assessment • Consistent, psychometrics-based testing and re-testing policies • Centralized diagnostic assessment • Robust assessment of students' "college knowledge" and the extent to which they employ key academic behaviors and attitudes necessary for success. • Multiple measures used to determine students' needs for support and to more effectively place students in appropriate courses and target interventions and services. • Consult with Academic Senate and K-12 system to ensure alignment of community college assessment standards <p>7.2. Specific Student Success Goals</p> <ul style="list-style-type: none"> • Develop specific goals for student success, include sub-goals by race/ethnicity • Rely on existing ARCC measures to set goals <p>7.3. Student Success Scorecard</p> <ul style="list-style-type: none"> • Publicly post student scorecard
1.2	Improve the accuracy of tracking and data systems to better understand the relationship between existing services and programs and student degree and certificate completion.	<p>7.4. Longitudinal Student Record System</p> <ul style="list-style-type: none"> • Secure a commitment for the development of a longitudinal K-20 data warehouse
1.3	Promote the use of quantitative and qualitative evidence to inform the decisions of the Enrollment Management Committee.	<p>7.2. Specific Student Success Goals</p> <ul style="list-style-type: none"> • Develop specific goals for student success, include sub-goals by race/ethnicity • Rely on existing ARCC measures to set goals <p>7.3. Student Success Scorecard</p>

Table 2. CHC Enrollment & Management Plan Objectives and Student Success Task Force (SSTF) Suggested Implementation Strategies

#	CHC Enrollment & Management Objectives	SSTF Suggested Implementation Strategies
1.4	Based on internal and external evidence, identify new and existing programs with growth potential to inform Enrollment Management decisions.	<ul style="list-style-type: none"> • Publicly post student scorecard <p>7.2. Specific Student Success Goals</p> <ul style="list-style-type: none"> • Develop specific goals for student success, include sub-goals by race/ethnicity • Rely on existing ARCC measures to set goals <p>7.3. Student Success Scorecard</p> <ul style="list-style-type: none"> • Publicly post student scorecard
2.3	Improve student access to services by revising campus and organizational processes.	<p>3.1. System-Wide Enrollment Priorities</p> <ul style="list-style-type: none"> • Highest enrollment priority for: <ul style="list-style-type: none"> ○ Continuing students in good standing who are making progress ○ First-time students who participate in orientation and assessment and develop an education plan ○ Students who begin addressing any basic skills deficiencies in their first year <p>3.2. Students with Board of Governors (BOG) Fee Waivers</p> <ul style="list-style-type: none"> • Require students who receive BOG Fee Waivers to: <ul style="list-style-type: none"> ○ Identify a degree, certificate, transfer, or career advancement goal ○ Meet institutional satisfactory progress standards <p>3.4. Basic Skills Addressed</p> <ul style="list-style-type: none"> • Require students below collegiate level to do remediation before enrolling in college-level courses <p>4.1. Highest Priority for Courses that Advance Basic Skills, ESL, CTE, degrees, certificates & Transfer</p> <ul style="list-style-type: none"> • Review course offerings to ensure that courses advance student education plans

Table 2. CHC Enrollment & Management Plan Objectives and Student Success Task Force (SSTF) Suggested Implementation Strategies

#	CHC Enrollment & Management Objectives	SSTF Suggested Implementation Strategies
		<p>5.2. Comprehensive Strategy to Provide All Adults Access to Basic Skills Courses</p> <ul style="list-style-type: none"> • With K-12 and community-based partners, develop a clear strategy to move students from basic skills to career and college readiness • Improve availability and quality of advising and counseling for basic skills students • Increase training for faculty and staff on the needs of basic skills students • Identify and fund best practices in basic skills delivery, in both student services and instructional programs • Identify appropriate credit and non-credit levels to be delivered by each education unit to provide "safety nets" and appropriate overlapping of services <p>8.1. Streamline Categorical Program</p> <ul style="list-style-type: none"> • Break down programmatic silos <p>8.3. Innovative and Flexible Basic Skills Instruction</p> <ul style="list-style-type: none"> • To help identify effective practices, report on student outcomes such as successful course completion, term-to-term persistence, and enrollment in transfer-level courses
2.4	Increase student retention and success by implementing strategies that are supported by evidence.	<p>2.2. Require Diagnostic Assessment and Education Plan</p> <ul style="list-style-type: none"> • Require incoming students to participate in assessment, orientation, and developing an education plan <p>2.4. Require Students Lacking College-Readiness to Participate in a Support Resource</p> <ul style="list-style-type: none"> • Require students to participate in a success support intervention if assessment warrants it. • Review literature on student success courses and other interventions
2.5	Provide instruction and programs in alternate modes and methods to meet diverse student needs.	<p>5.1. Alternatives to Traditional Basic Skills Curriculum</p> <ul style="list-style-type: none"> • Allocate money to specifically support redesign of curriculum and innovative basic skills instruction.

Table 2. CHC Enrollment & Management Plan Objectives and Student Success Task Force (SSTF) Suggested Implementation Strategies

#	CHC Enrollment & Management Objectives	SSTF Suggested Implementation Strategies
		<ul style="list-style-type: none"> Develop obvious curricular pathways from basic skills into collegiate-level coursework.
2.6	Provide professional development opportunities on best practices for increasing retention, persistence, and success.	<p>6.1. Continuum of Strategic Professional Development Opportunities</p> <ul style="list-style-type: none"> Ensure that part-time faculty has equal opportunities for professional development <p>6.2. Professional Development for Both Basic Skills Instruction and Support Services</p> <ul style="list-style-type: none"> Part-time faculty should be equitably supported by professional development activities.
3.1	Implement research-supported best practices to increase certificate and degree completion, and support existing practices that are shown to support success.	<p>2.2. Require Diagnostic Assessment and Education Plan</p> <ul style="list-style-type: none"> Require incoming students to participate in assessment, orientation, and developing an education plan <p>3.3. Benefits of Full-Time Enrollment</p> <ul style="list-style-type: none"> Disseminate information via financial aid packaging and existing resources about the benefits of full-time enrollment
4.1	Develop programs and services to help transfer students define and reach their goals.	<p>2.3. Centralized and Integrated Technology</p> <ul style="list-style-type: none"> Collaborate with advisory groups, including program and technology experts, on expanding services
4.2	Develop and implement an effective scheduling plan to ensure transfer curriculum can be completed in two years.	<p>2.2. Require Diagnostic Assessment and Education Plan</p> <ul style="list-style-type: none"> Require incoming students to participate in assessment, orientation, and developing an education plan <p>2.5. Require Declaring A Program Of Study Upon Admission</p> <ul style="list-style-type: none"> Require students to declare a specific program of study by the end of their second term
4.3	Develop programs and services to enroll high-performing college-ready students.	<p>1.1. Collaborate With K-12 Education to Develop New Common Standards For College and Career Readiness</p> <ul style="list-style-type: none"> Discuss with K-12 and CSU to identify changes in Early Assessment Program (EAP)