

Student Success Taskforce Recommendations**Aligned With StrongForce Board of Governor’s Recommendations**

_____ 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.

_____ 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.

_____ 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.

_____ 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.

_____ 3.2 Require students receiving Board of Governors (BOG) Fee Waivers to meet institutional satisfactory progress standards to be eligible for the fee waiver renewal.

_____ 3.3 Community Colleges will provide students the opportunity to consider the benefits of full-time enrollment.

_____ 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.

_____ 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.

1. Broaden and enhance career exploration and planning, work-based learning opportunities, and other supports for students.
 - a. Provide resources for student support and career center services to raise the awareness of career planning and provide information to high school, adult education and community college students on labor market demand and earnings potential.
 - b. Develop and implement common, effective career and educational planning tools for high school, adult education and community college counselors to provide detailed and comprehensive information, resources, and support on career awareness, preparation, and exploration; CTE pathway and education planning; workplace-readiness skills; work-based learning opportunities; and local and regional employer needs and job requirements.
 - c. Work with industry, labor, and workforce boards to develop and coordinate work-based learning opportunities, including internships and apprenticeships.
 - d. Collaborate with workforce boards to enhance capacity to provide career counseling, job placement, and supportive services.
 - e. Enhance capacity of counselors to provide CTE-related program counseling through professional development and the sharing of best practices such as designating counselors as CTE specific or designating liaisons to CTE programs.
 - f. Support efforts to increase financial support under the Cal Grant C program for community college CTE students.
2. Develop and broadly publicize industry-informed career pathways that prepare students for jobs needed within the regional labor market.
 - a. Support faculty and colleges to design pathways with multiple entry and exit points that correspond to industry-recognized credentials.
 - b. Develop state-aligned or regionally-aligned strategies and structured industry-informed pathways, coordinated with faculty and other workforce partners and industry intermediaries, that seamlessly transition high school and adult students to community college programs of study.
 - c. Ensure career pathways meet the needs of displaced workers, veterans, English language learners and other adult populations.
 - d. Support faculty to develop and align model CTE curricula that facilitate articulation, dual enrollment and CTE pathways. Identify and resolve barriers as appropriate to career pathway implementation.
 - e. Provide resources to faculty to contextualize basic skills English, math, English as a Second Language, and workplace readiness skills into pathway curricula in collaboration with faculty trained in basic skills disciplines.
 - f. Enable and encourage faculty to develop applied English and math courses that meet both CTE and associate degree requirements.
 - g. Support the ongoing development and implementation of current initiatives to develop programs of study tools for bridging from high school and adult education preparation into community college CTE pathways in order to help community college students plan their CTE course taking.