



The Board of Governors of the California Community Colleges

PRESENTED TO THE BOARD OF GOVERNORS

DATE: March 20, 2017

SUBJECT: Basic Skills and Student Outcomes Transformation Program		Item Number: 3.5	
		Attachment: No	
CATEGORY:	Educational Services	TYPE OF BOARD CONSIDERATION:	
Recommended By:	 Pam Walker, Vice Chancellor	Consent/Routine	
		First Reading	
Approved for Consideration:	 Eloy Oakley, Chancellor	Action	
		Information	X

ISSUE: The Board of Governors will be provided with an update on the implementation of the Basic Skills and Student Outcomes Transformation (BSSOT) Program.

BACKGROUND: On January 21, 2016, the California Community Colleges Chancellor’s Office released a request for applications (RFA) for the BSSOT Program. This program provides \$60 million in Proposition 98 funds to implement or expand evidence-based innovations and redesign in the areas of assessment, student services, and instruction in order to improve the progression rate of basic skills students from remedial education to college level instruction. The goal of these interventions is to continue colleges’ efforts to transform their basic skills programs in order to increase the rate of progress and success of underprepared students as they move toward their career and educational goals.

Eighty-five colleges submitted an application for BSSOT Programs grant, 64 of which earned the minimum number of points to be eligible for an award. On March 16, 2016, the Board of Governors approved the Chancellor’s Office recommendation to award BSSOT Program grants to 43 colleges eligible for an award, for a total amount of \$60 million. The 2016-17 Budget Act approved an additional \$30 million in ongoing funding to augment the BSI with a requirement that for that year, those funds be used to award BSSOT grants to the remaining 21 eligible colleges; the Board of Governors approved these awards on July 18, 2016. **(Background cont.)**

RECOMMENDATION: This item is presented to the Board for information.

(Background cont.)

Thus, approximately \$90 million is being awarded to 64 colleges over a four-year period specifically to improve outcomes for students with basic skills needs.

Colleges were required to implement at least two of the evidence-based interventions laid out in the RFA:

- (1) adopting placement tests or other student assessment indicators and related policies that may include multiple measures of student performance
- (2) increasing the placement of students directly in transferable gateway English and mathematics courses and career pathways, with remedial instruction integrated as appropriate for underprepared students
- (3) aligning content in remedial courses with students' programs of academic or vocational study
- (4) contextualizing remedial instruction in foundational skills for the industry cluster, pathways, or both
- (5) providing proactive student support services that are integrated with the instruction
- (6) developing two- and three-course sequences, as appropriate, for completion of a college-level English or mathematics course, or both, for underprepared students.
- (7) implementing other effective basic skills course strategies and practices as long as the college provides evidence that substantiates the practice is effective

ANALYSIS:

At a minimum, the awarded colleges were required to implement two of the specified principles and practices. However, on average, colleges are implementing almost twice that number of interventions for a total of 254 distinct interventions across the 64 colleges:

- 45 colleges propose adopting placement tests or other student assessment indicators and related policies that may include multiple measures of student performance.
- 43 colleges propose increasing the placement of students directly in transferable gateway English and mathematics courses and career pathways, with remedial instruction integrated as appropriate for underprepared students.
- 17 colleges propose aligning content in remedial courses with students' programs of academic or vocational study.
- 21 colleges propose contextualizing remedial instruction in foundational skills for the industry cluster, pathways, or both.
- 52 colleges propose providing proactive student support services that are integrated with the instruction.
- 41 colleges propose developing two- and three-course sequences, as appropriate, for completion of a college-level English or mathematics course, or both, for underprepared students.
- 15 colleges propose implementing other effective evidence-based basic skills course strategies and practices, such as professional development centers, collaborations with K-12 partners, and first-year experience programs.

To assist colleges in this implementation, the Chancellor’s Office’s Academic Affairs division teamed with the Institutional Effectiveness Partnership Initiative (IEPI) in sponsoring a two-day summit, August 2-3, to connect colleges with groups that specialize in the practices and interventions the college would be implementing. The summit also provided opportunities for awarded colleges to meet with others seeking to implement similar practices, and to develop a game plan so that their implementation teams could hit the ground running.

The summit was very well attended. Sixty-one of the 64 colleges sent 266 representatives—faculty, staff, and/or managers—to attend the two-day summit. Of those 61 colleges, 58 sent more than one representative. The summit offered 28 sessions covering 17 topics. Many of the sessions were standing room only, with session attendance averaging at 36 people but ranging from 15 to 74.

This spring, the California Community College Success Network, the professional development arm of the Basic Skills Initiative, is offering four regional events geared toward colleges awarded a BSSOT Program grant though they are also open to any interested college. These events further support colleges in the implementation of their BSSOT Program grants by providing opportunities to connect with each other to share progress, challenges, and solutions.

To date, 62 colleges have submitted first and second quarter reports in which they indicated the funds spent and the progress made implementing the action plan during each quarter. An analysis of these reports indicates activities in several programmatic areas as listed in the table below. The co-requisite model, high school partnerships, and staff professional development activities were reported most significantly. Areas with the least amount of activities reported include partnership and mentorship programs. This analysis reflects activities through December 31, 2016.

Programmatic Interventions	
Bridge Programs	10
Co-Requisite Model	32
CSU Partnerships	1
CTE Partnerships	1
First Year Experience	10
High School Partnerships	19
Math Jam	11
Mentor Programs	2
Pathways Programs	8
Staff Professional Development	13