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**Summary of Testimony:**

The following are the main points of testimony provided on May 4<sup>th</sup>, 2018, before the Select Committee on the Master Plan for Education at the University of California, Riverside.

I have three initial thoughts to contextualize this testimony:

- 1) How do we best move from a system broadly based on access and enrollment towards a success-driven model, and one that is focused on addressing equity? Most of this testimony draws on the input of chief student services officers and staff that encounter difficulties in helping our system make this philosophical and operation shift.
- 2) A global intersegmental approach across student support systems is needed in terms of building more structured and intentional pipelines.
- 3) Leading transformational change requires specific leadership skills in communication, effective use of data, and implementation, beyond the discussions of why the framework matters. In particular, we need help building capacity and professional development on local campuses in terms of learning *how* to effect change at scale, especially in areas of integrated student support. California Community Colleges and their student support staff need broadly shared models that can be adapted to individual institutions.

**Clear Structural Pathways from Community Colleges to California State University and University of California, with an Emphasis on Building Capacity for Local Guaranteed Admission and a Pipeline of Degree Attainment.**

While the Associate Degrees for Transfer have provided a pathway, and Guided Pathways is aimed at helping in this effort, many problems remain in terms of alignment, articulation, and providing a true efficient pipeline for students who could benefit from attending community college with a guaranteed entry into a local CSU or UC. Counselors are now being asked to complete more transfers and career services.

Intensive amounts of labor are provided by student support staff and counselors in terms of curriculum mapping across systems and educational planning, yet many students still end up with a less than seamless experience when transferring to CSUs and UCs due to a lack of intersegmental agreement.

Recommendations include:

- intensive statewide branding of a pipeline of success from community colleges to CSU and UC

- a reconceptualization of the articulation process (including broad intersegmental professional development)
- engendering an infrastructure that promoted more community college lower division enrollments and more capacity in CSUs and UCs for upper division courses
- technological infrastructure for statewide cross-system educational planning
- guaranteed entry into local universities.

### **Transformational Demands: Infrastructure, Tools, Support, and Training for Organizational Change.**

In an era of Guided Pathways and transformational work on community college campuses, as we rethink how students move through our institutions, there is great need to retrain and restructure organizations.

- The challenges involve retraining and reclassifying many classified professionals and student support staff in order to align and restructure institutions in models that best support degree and certificate attainment, as well as transfer and career entry.
- Systemic approaches to helping colleges retrain staff, including professional development programs, in the pursuit of student success and equity are needed. For example, how do we provide professional development about what it means to be an HSI and embrace that work? How can we train staff to easily recognize barriers for students and help to remove them?

Statewide technology--including cross-system technology--and tools are needed to support integrated planning, program navigation for students, data sharing, and tracking.

- Examples include: electronic catalogs that integrate with curriculum, data dashboards that can track students and their educational plan progress from community college to universities, refined websites for efficient ed planning and career goal-setting, infrastructure for prior learning assessment, programs for online counseling and academic advising, and technology for just-in-time support that is integrated with instructional efforts.

### **Redesign and Support for Effective Advising at Scale.**

There is great need to provide effective advising at scale for students. Currently, counselors provide educational planning at California Community Colleges, including academic, personal, and career counseling.

Many colleges have counselor to student ratios of 1:1000+, and the system is not currently designed to perform counseling services at scale. Funding and hiring counselors is extremely difficult on campuses with the structure of the 50% law. Many colleges now heavily rely on part-time counselors, which can affect consistency and integration with the entire institution.

- Either more funding for counselors is needed, or structural changes may need to occur that could enable the California Community Colleges to collaboratively rethink forms of academic advising in order to meet the needs of all students.
- Additionally, student-centered educational planning for students moving through systems, as well as appropriate intersegmental technology, may warrant investigation and investment.
- The CCC system needs more focused professional development for counselors in terms of transfer and career services, as well as cohort-based services, to meet the needs of Guided Pathways.

### **Increased Funding to Holistically Meet Student Needs.**

The open access mission of the California Community Colleges is complex, and requires a connectedness of programs and services, and an agenda of serving our most in-need students holistically.

In order to achieve successful completion of students' educational goals, the system needs clear financial and structural support for all students, including mental health and health services, basic needs (including addressing food, transportation, and housing insecurities), disability services, and increased services for disproportionately impacted populations. We need spaces in our institutions dedicated to offering a full array of wrap-around services, including large spaces for veterans services, dedicated spaces for Student Equity and Tutoring Programs. In many of the colleges our spaces are old and cannot accommodate the services we wish/need to offer.

To effectively serve high need students and increase completion rates, the system needs a funding model that supports additional classified personnel and faculty advising duties in addition to teaching loads. We need funding for instructional support services, including tutoring, supplemental instruction, and peer mentoring.

The difficulty remains to effectively assess, address, and intentionally intervene and follow-up with students as they enter and move through the college system in holistic ways.

Funding community colleges per student in ways that address parity across the systems and meet the needs of our students in terms of instruction *and* support is imperative.