November 5, 1982

TO: Presidents, Boards of Trustees
    Chief Executive Officers
    Associations

FROM: Jack Messerlian, President
      Board of Governors

The Board of Governors requests your input in examining our initial draft of state priorities for the California Community Colleges.

At our meeting of October 29, it was the consensus of the Board to send the draft to you and ask that you discuss it and give us your board's or group's reaction. Input from the districts is extremely important to make this statement useful.

As I indicated in my memo of September 29, this statement is primarily a set of guidelines for comprehensive planning. Additionally, it has implications as a reflection of the Board of Governors' philosophy. However, let me caution you about two things it is not: 1) it is not a funding or defunding mandate; and 2) it is not a finished product, but a working document intended to be discussed and revised.

The next meeting at which we will discuss this draft will be January 28, 1983, in Oxnard. In order for your comments to be considered at that meeting, please mail them to me at the address above in time for them to be received by December 20.

We on the Board of Governors regard it as our clear responsibility to work toward a realistic and explicit statement of state priorities. However, we realize that such an effort can only succeed with the collaboration of those in the field. To quote from the draft statement, "Shared responsibility in the promotion of educational excellence and system accountability is a commitment of the Board. It intends to work with the districts to supplement this initial statement of state priorities and to develop appropriate accountability methods."

I also want to emphasize that the January 28 meeting will not be the last one at which this statement is discussed, nor will it be your last chance to recommend changes.

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BOARD OF GOVERNORS OF THE
CALIFORNIA COMMUNITY COLLEGES

STATEMENT OF
MISSION AND STATEWIDE PRIORITIES

The Board of Governors recognizes the existence of a California system of community colleges which are open door institutions. The Board affirms that the system is one of shared governance with the boards of trustees of the 70 community college districts.

The Board recognizes as a primary responsibility the setting of statewide priorities and ensuring that these priorities be incorporated in the plans of local districts with district responses to them evaluated by the Board of Governors.

Shared responsibility in the promotion of educational excellence and system accountability is a commitment of the Board. It intends to work with the districts to supplement this initial statement of statewide priorities and to develop appropriate accountability methods. In achieving these objectives articulation with other segments of postsecondary education, the high schools, and with private business, labor, and government is essential.

Working together, the Board of Governors and the local community college districts shall effectively communicate to the public their commitments to quality preparation of students for advanced study, for gainful employment, and for responsible citizenship. To these ends the Board of Governors calls for statewide collaboration in comprehensive planning and evaluation of program quality and student outcomes.

STATEWIDE PRIORITIES

ACCESS

Admission to California community colleges is open to adults of all ages who can profit from instruction in courses deemed appropriate for community colleges as set forth in the California Master Plan for Higher Education. The community colleges have special responsibility to provide programs that ensure equal access to postsecondary education for all adults without regard to race, ethnic or national origin, sex, age, disability, or prior educational status. In carrying out this responsibility, individual enrollments in specific courses and programs are to be determined by evaluation of student readiness and willingness to learn. Objective student outcome evaluations are to be used to ensure accountability of community colleges in achieving instructional excellence and program balance.
PROGRAMS AND SERVICES

Transfer Education: It is the position of the Board of Governors that the community college is the institution of first resort for students who are not yet ready academically, personally, or economically to begin undergraduate education in four-year colleges and universities. Community colleges are particularly appropriate for fully qualified students who prefer to begin undergraduate education in their own communities.

Community college districts will provide transfer programs of high quality which are carefully and continuously articulated with the senior institutions and the high schools.

Preparation for Employment: Preparing citizens for gainful employment is an essential mission of the California community colleges. This function has the following components:

Two-year vocational/technical programs leading to AA/AS degrees which include essential skills and general education;

Short-term certificate programs leading to early employment, and for continuing/reentry education; and

Joint programs with business, industry, labor and government (such as Joint Apprenticeship, CWETA, Investment in People, cooperative work experience, and contract instruction).

Student Support Services: Providing guidance and support for students is an essential function of community colleges. Among the most important services are:

Guidance and other assistance in matters of financial aid, placement, and program selection;

Academic and career counseling, and monitoring students on probation; and

Articulation with high schools and senior institutions; and coordination with the colleges' instructional programs.
Remediation: Relevant programs of remediation should be required for all students needing preparation for successful learning in community college-level courses and programs. These may include:

- Well-designed developmental programs for students with deficiencies in learning skills;
- Remediation for special learning problems; and
- Probation and counseling to help students in severe academic need.

Continuing and Community Education: This function includes effective response to such state and local needs as:

- Adult basic education;
- English as a second language;
- General education;
- Education for citizenship;
- Personal development; and
- Parenting and family support.

Community Services: Community colleges respond to unique local needs by offering:

- Avocational courses;
- Recreational courses;
- Community and civic development, and
- Community and civic center functions.

* The Board of Governors recognizes that these courses and activities have special relevance to local community college districts although they are not viewed as statewide priorities.