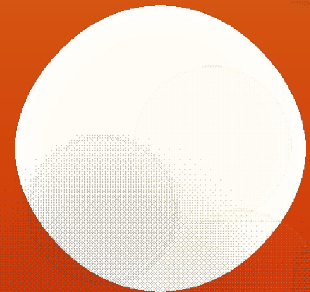


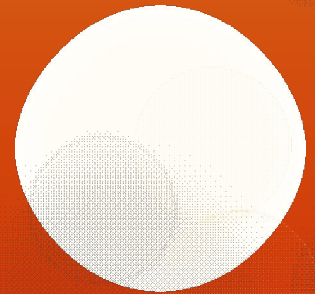


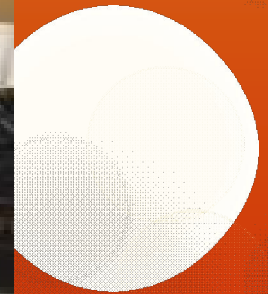
Legislating Change

The Impact of the Passage of SB 1440 and SB 1138 on California Community Colleges

**Preparation for the professional,
cultural, and political worlds of the
upper middle and elite classes –
population limited – little “outward”
government subsidy – knowledge is an
end in and of itself**

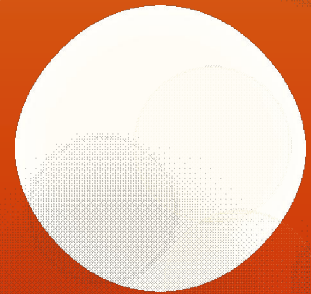






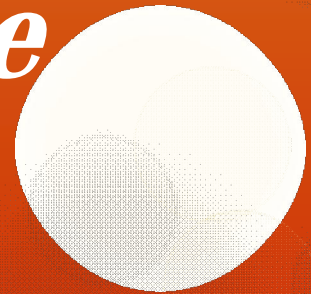
○ *Access (I/ my kid
get in)*

○ *Success (we save
the economy)*

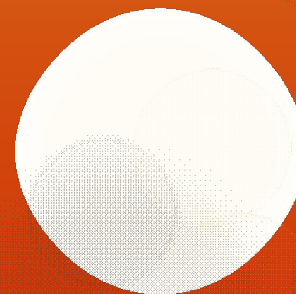


So lawmakers are tasked with
“supporting education” to fulfill promises
made to constituents, but are handcuffed
in terms of raising revenue, so their goal
becomes....

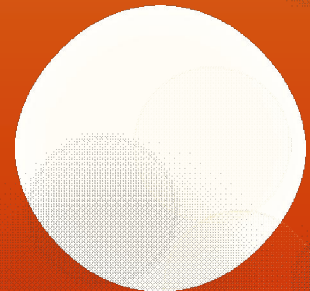
*To make us more
“efficient”*



- The new law states:
 - 1 – 60 units that include either IGETC or CSU Breadth and a major area of 18 units or more as defined by the ***California Community Colleges***
 - 2 – No local requirements allowed
 - 3 – Students must complete the degree with a 2.0 or higher



**We want you to start offering the
degree in Fall 2011**



- A) We go it alone
- B) We do it together



(the correct answer is "B")

- **1 – Incorporation into Title V (forthcoming)**
- **2 – Collaboration between CSU AS and ASCCC – the “60/60 split”**
- **3 – The creation of standardized “major pathways” or “transfer model curriculum through the C-ID TMC process**

○ **1 - Completed or in final stages of being vetted:**

Communication Studies, Geology, Math, Psychology, Sociology, Criminal Justice/AJ

2 - Committees in process:

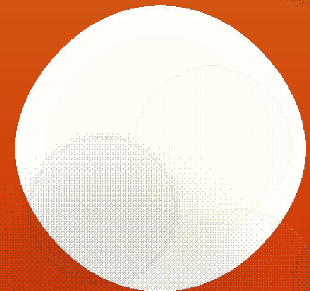
Biology, Chemistry, ECD, Kinesiology/PE, Physics, Theater

3 - Slated for Spring 2011:

Business, Accounting, Economics, Political Science

4 - Other majors - TBD

- **CCC Students can complete their degrees, are given priority admission with all credits accepted and balance is brought to the universe.**



What it means for us, at.....



- **How do we get started with implementation?**
- **What are the challenges ahead?**

Key Points

- 1) Las Positas College must begin offering transfer degree(s) by the Fall 2011.
 - a. The key is degrees
 - b. Priority admission for those who complete
 - c. Not the only option for students
 - d. Other options may be better

Key Points (cont.)

- 2) Unfunded mandate – no state monies for implementation.
- 3) Bleak economic outlook – expect our budget, but not our costs, to shrink next year.



Recommendations for Implementation

- **Multi-Level Approach**
 - **District**
 - **College**
 - **Senate**

District Recommendation #1

(1) Implement Degree Works

- **A computerized degree audit program and academic advising tool.**

(1) Implement Degree Works

- 1 – Provide students with additional support system due to limited counseling resources.
- 2 – Help current students compare their completed coursework to their chosen transfer pathway for the 1440 transfer degree options.
- 3 – To help us keep track of where students are, how close to completion, etc. (LPC degrees and 1440 degrees)

Degree Works

- Highlighted Features:
 - Determine what requirements you need to fulfill in order to complete a degree.
 - Identify which requirements you have completed in the general education and major areas.
 - See how coursework can be applied to another major.
 - Plan future course schedules and estimate how many semesters it will take to graduate
 - Project grade performance using the GPA calculator.

District Recommendation #2

- Revisit and redefine the criteria to create prioritization numbers.



College Recommendation #1

(1) Create a Task Force for Implementation

- **A) Defining our populations** (transfer student, pretransfer student, transfer program, pretransfer program).
- **B) Education & Outreach to current and future students.**
- **C) Reporting out on status of implementation measures.**

College Recommendation #2

- **The Institutional Effectiveness Committee create guidelines for assessment regarding transfer degree success.**

College Recommendation #3

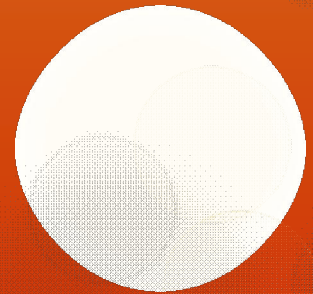
- **Move to an exclusively on-line college catalog (at least temporarily).**

○ All faculty sign up for C-ID updates at www.c-id.net.

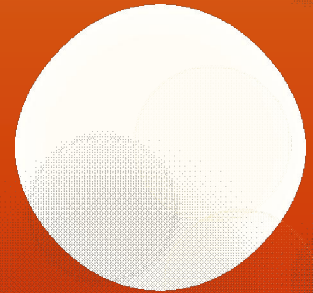
- **Task the Curriculum Committee for a flexible process for approval guidelines of C-ID approved transfer courses and degrees.**



- **Look out for the ASCCC Handbook for counseling guidelines regarding the transition**



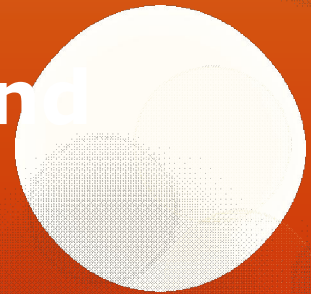
- Have the LPC Senate and Curriculum Committees review and discuss the AS paper: ***Student Success: The Case for Establishing Prerequisites Through Content Review***



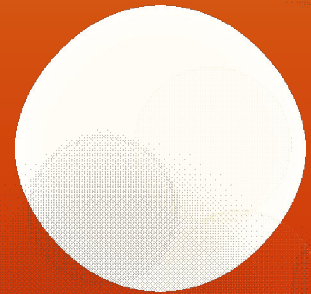
○ Have joint meetings with the CEMC to discuss impact on enrollment management:

○ Meeting both general education and major obligations

○ Scheduling for success and completion



○ **Designate Andrea Alvarado
as our C-ID representative**



Just in case you thought we weren't
having enough fun.....



Along Came.....

SB1143 – The Student Success Task Force



**Requires the Board of Governors to
do two primary things:**

- **1 – Adopt a plan for promoting student success within the California Community College System.**

- 2 - Establish a Student Success Task Force to identify:
 - multiple measures of student success;
 - barriers to success and completion;
 - best practices for completion;
 - More importantly - alternative funding options to promote best practices (including looking at other states' models of performance based funding)

The State of Washington's Model

- **Colleges Rewarded through “Momentum Points”**

- **The Student Success Task Force will convene in January 2011.**
- **They will present their recommendations in March 2012.**

■ Why was SB 1143 signed into law?

– There are legislators who feel community college degree and transfer rates are too low.

■ (i.e. Only 29% in pursuit of degree, certificate or transfer to 4 year, advance after 7 years.)

Suzanne Reed, California state Sen. Carol Liu's chief of staff

– There are legislators who feel it is their responsibility to correct this.

- **The good news is that the original bill did not pass...**

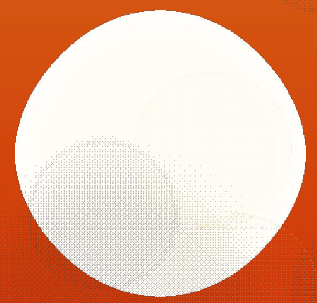
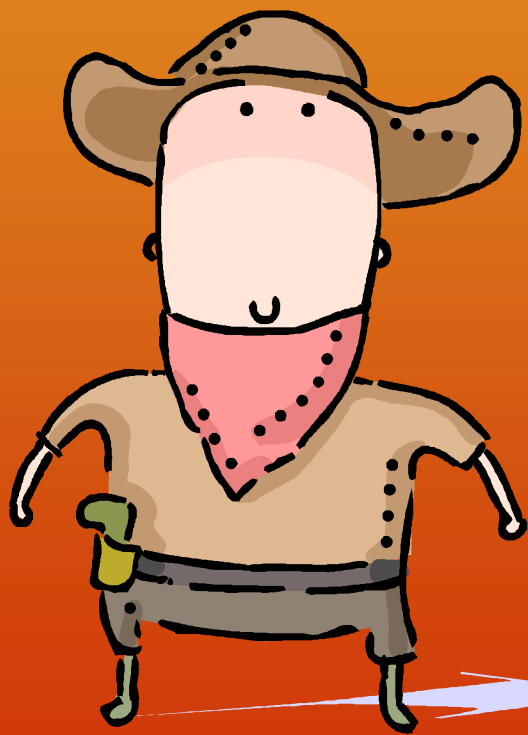
Likely outcome.....

- We will move to some form of performance-based funding



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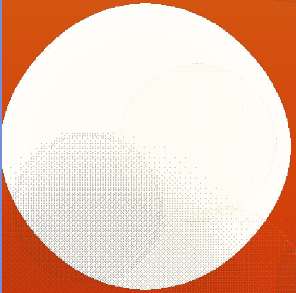


- **What bad habits could we avoid?**
 - **Allowing full access without prerequisites**
 - **Stuffing classes to the brim to meet numbers guidelines, rather than pedagogical standards**



- **What have we learned and what can we hopefully avoid?**
 - **Making success meaningful (avoid the certificate frenzy or grade inflation)**
 - **Make sure we are using the right metrics**
 - **It may be lead to better student performance, but it is also more expensive**





- A) Nothing
- B) Jump into the discussion aggressively to make our ideas and concerns heard

There really is no middle ground here

