LEAGUE COMMISSION ON THE FUTURE

The League’s Commissioner on the Future ("The Commission") is charged with studying effective policy and practice changes that, if incorporated, could be reasonably implemented by 2020 and would enable the system to increase the number of students who have access to, and are able to complete, high-quality degrees, certificates and transfer pathways in our community colleges. The Commission is composed of 33 members including CEOs, Trustees, and faculty, staff and student members. The Commission met three times in 2010, with its work culminating in a report that will be published in Fall, 2010.

COMMISSION VISION

In California, all residents will have access to a quality postsecondary education.

Success: Programs and support services should be designed to maximize the ability of students to be successful in meeting their higher education goals (e.g., certificate or degree completion.)

Equity: Access and success should regularly be monitored (by ethnicity and social class) and interventions to close achievement gaps between groups should be a campus priority.

Access: California should continue to lead the nation in participation rate (i.e., the number of students per 1,000 residents) enrolled in higher education.

COMMISSION GOALS

Success: California’s community colleges will increase completions by 1 million by 2020.

Equity: California’s community colleges will eliminate the achievement gap.

Access: California’s community colleges will close participation rate gaps.

COMMISSION THEMES

- Leadership and Accountability
- Teaching and Learning
- Intensive Student Support
- Finance and Affordability
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Draft Report Recommendations

Leadership & Accountability

- Visible, high-level leadership across districts and colleges is essential for student success.
- A longitudinal student record system should be developed that allows student progress to be monitored from elementary-secondary education into and through postsecondary education and into the workplace.
- The system should regularly gather, report, and use disaggregated student access and achievement data to monitor student progress across achievement milestones to evaluate institutional and program effectiveness.
- System and institutional research should focus more directly on core issues of teaching, learning and student success and the creation of new reporting and accountability requirements should directly correlate with student success.
- Statutory, regulatory and administrative requirements should be examined to ensure services that improve student success and increased course completions are supported and encouraged.
- Student success should be the focus of a reinvented professional development effort for community college trustees, administrators, faculty and staff.

Intensive Student Support

- Students should be required to participate in integrated student support, assessment, counseling and orientation, and enroll in courses according to well publicized and strictly enforced registration deadlines.
- Through a statewide initiative, relay clear community college expectations early in each student's educational career regarding requirements for any community college, including the importance of going directly to college after high school.
Teaching and Learning

- Develop an enhanced Basic Skills funding model that includes clear and expedited pathways for students tied to defined research based benchmarks or “momentum points” leading up to and including completion.
- Develop alternatives to traditional curriculum sequences using linked or contextualized curriculum across curricular areas.
- Establish transfer associate degrees that guarantee admission to all four-year universities with junior standing, as part of a universal statewide articulation system.
- Colleges should schedule classes in an interdepartmental manner with the goal of meeting the needs of first-time entering students, promoting full-time enrollment, and enhancing education program completion.
- Expand the awarding of credit for demonstrated competency and knowledge using multiple assessment instruments as determined by faculty.
- Academic hiring practices should encourage (or require) candidates to demonstrate knowledge of effective teaching and learning techniques, particularly in the basic skills subject areas.

Finance and Affordability

- Create an additive, categorical incentive funding model that distributes money based upon improvements in institutional and student performance.
- Enrollment fee increases should be moderate and predictable, and tied to an inflationary index. Enrollment fee revenue increases shall supplement the base level of resources from the prior year.
- The continued receipt of institutional student financial aid such as the Board of Governors (BOG) waiver should be aligned with federal criteria for receipt of federal aid.

Questions or comments? Please e-mail any thoughts to cotf@ccleague.org
COTF RECOMMENDATION TALKING POINTS

Why Take Action
- California is becoming less educated that other states
- Some Californians are much more likely to be left behind
- America is losing education ground to other countries
- President Obama’s Goals:
  » To recapture the lead among OECD nations of 25-34 year old college degree attainment
  » To increase community college completions by 5 million in 2020
- Public Policy Institute of California
  » Need to increase baccalaureate attainment by 1 million by 2025, and more transfers are necessary
- Growing external interest

Our Plan
- Over the next 10 years large scale changes will be necessary to meet the needs of our residents, our communities, and our nation. We are building on the great work already tackled in the system.
- The Report of the Commission on the Future addresses these challenges with a series of recommendations presented in four integrated categories:
  » Leadership and Accountability
  » Teaching and Learning
  » Integrated Student Support
  » Finance and Affordability
- 2020 Vision for Student Success
  » The Big, Audacious Goal:
    * Increase the number of California Community College completions by one million by 2020.
      > ~500,000 more associate degrees (AA/AS)
      > ~500,000 more certificates
  » Supported by equity (closing the achievement gap) and access
  » Provide context and background for how this has changed over time
  » Trend line is less important than ethnicity
  » Completions are a key measure
    * Degrees
    * Certificates
    * Meaningful transfers
    * Employment and workplace advancement
  » Meaningful completions by region
    * What is my region expectations?