

Programs and Courses: Yours, Mine and Ours

Notes

How do we get the information we need to package degrees with courses from different colleges within a multi-college district or a region?

Low unit certificates transcribed for students.

Approval process for some CTE programs/ low unit certificates can be a barrier especially in a region

Resistance to accepting courses from other campuses when questions come up about quality (is this a turf war)? Will credit by exam help eliminate worries about quality?

Can we charge students for credit by exam evaluation? What are the requirements? Isn't there a fair amount of faculty work that needs to be done within the credit by exam process? Can positive attendance be charged for it. Don't some college's charge the unit fee for credit by exam, even though no apportionment is collected?

There is no incentive to send students to another campus to find the classes they need or join forces. The budget disincentives sending students to another campus. Who gets to count the credit for the student success?

Common student ID. Need to be able to track students laterally and vertically. Need to be able close the loop with that data which includes both improving data systems and the professional development to make use of these systems.

Need to consider having our system use the coding and tracking mechanisms that are currently used by other segments and agencies for alignment of courses and successes.

Make sure the resources go to students as equitably as possible; colleges need more counselors to help students find the success they seek;

Performance based funding can be an opportunity and a challenge; student service and CTE programs are the first in the state to test/use PBF

The change to PBF for student services will be phased in to allow for campuses to be held harmless in year one, but then the counts of services provided will become more important.

Need C-ID to expand to GE courses because that's still a huge proportion of a student's degree

Funding should be attached to mandates in order to support the work of the local curriculum committees, faculty and staff.

Do we need to do more to check with quality and usefulness of degrees? Or other awards?

How do we track successes that we aren't aware of? Need better data on where our students go and by major.

All mission level success activities need to engender a system level count. E.g. short-term retraining/updating skills does not count anywhere yet it is specifically stated as one of our primary missions.

California is one of the only states that doesn't require students to earn a degree prior to transfer to a public university.

Student financial aid may be jeopardized once a student earns a credential.

Do we need data on how colleges award GE credit for courses taken at other campuses? Is portability and reciprocity an issue in GE?

Now that the PCAH and TMCs are dynamic, tracking the changes is difficult. It is leading to work being made unviable because the rules changed while the work was being done.

More information for students and parents about TMCs for marketing and communication.

Regional meetings? Topics are many and varied – prerequisites, by discipline, programs, (required for CTE, but wouldn't all other areas similarly benefit?)

Do faculty care more about student success than “counting successes” locally? Can we construct professional development to share ideas these to further student success?

Can we give credit for the ed plan as well as bringing the student to completion with a degree or certificate? How does a college earn credit for support services given when success may occur at multiple colleges?

Electronic ed plans – Data disconnects or data losses sue to failings in data systems, processes, migrations, etc. and how does this harm colleges in a climate of performance accounting?

Colleges' ability to work the system to maximize resource benefits varies significantly – creates inequities.

Can the degree be divided into several low unit certificates that can be offered by different colleges and packaged to create a degree at the end? Could colleges be awarded credit for doing half the 18 units for the major?

Can we count finishing GE as part of the credential count?

Success reporting is siloed: Scorecard doesn't include any EWD data, CTE is segregated from transfer, which are segregated from basic skills, from matriculation, etc.

How does success reporting promote meaningful change? What is the holistic picture here such that cause and effect across complex parameters produce desired results? For example – what system effort is helping/ensuring colleges make effective use of Scorecard data?