

Educational Master Plan
Information Submission Form

1) Title: Community College Leaders HAVe a Laundry List of Issues of Summit Agenda...

2) Author: Jones, Joyce

3) Source: Diverse Issues in Higher Ed. (Sep. 30, 2010)

4) Taxonomy Area:

- Society
- Technology
- Economy
- Environment
- Politics and Legal Issues
- Education
- Other: _____

5) Relevance: White house Summit/Issues facing CC's in future

6) Page / Section: _____

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Community College leaders have laundry list of issues for summit agenda: as the White House prepares to host conference this fall, two-year institutions want guidance on how to manage their bigger role.(washington update) (Conference news)

Article from: **Diverse Issues in Higher Education** Article date: **September 30, 2010** Author: **Jones, Joyce**

Earlier this year, President Barack Obama asked Dr. Jill Biden to host a fall conference "to provide an opportunity for community college leaders, students, education experts and business leaders to share innovative ways to educate our way to a better economy." Vice President Joe Biden's wife is a longtime community college professor and teaches English at Northern Virginia Community College (NOVA).

[ILLUSTRATION OMITTED]

It was heartening news for leaders of the nation's two-year institutions and their advocates, who felt the sting of Congress stripping the \$10 billion proposed for community colleges from the American Graduation Initiative, which aims to boost college graduation by 5 million by 2020.

With the White House summit set to convene, there are a number of issues community college leaders and boosters hope will be on the White House's radar, from ways the federal government can facilitate improvement in student success to providing incentive funding for community college innovation.

Still, as the national unemployment rate hovers at about 10 percent, enrollment at community colleges is surging. According to Dr. George Boggs, president of the American Association of Community Colleges, enrollment has increased 17 percent nationwide and some institutions have experienced a 50 percent increase.

Boggs, who will present a paper on the evolution of community colleges and the challenges ahead at the summit, hopes the agenda will include developing strategies for greater success in college completion.

"We should be focusing on college completion and what we can do to help the colleges help their students, particularly when state budgets are being cut and community colleges are fighting to meet demand with decreased funding and increased student enrollment," Boggs says. "How can we get the resources we need to serve the students in their community?"

Theresa Tena, director of fiscal policy for the Community College League of California, says any discussion about improving completion rates should include guidance from the administration about how to achieve that goal.

"The president has targeted certain numbers and we're using that to identify goals for institutions, but we'd like information on how that breaks out state by state and other information on the states' responsibility in setting that high bar for achievement," Tena says.

Kevin Carey, policy director at Education Sector, would like for there to be some focus on how the federal government can invest in developing and disseminating research on the quality of education that community colleges provide.

"We need to know more about which community colleges are most successful in helping students earn degrees and get good jobs. Their mission is explicitly vocational, but we don't know which are best at helping students get a job and succeed in a career," Carey says. He also says such an effort should include input and participation from the business community, particularly because so many unemployed people will likely have to seek employment in a different industry or discipline that requires additional training and skills.

"Community colleges are a principal means of providing that training, which makes this a very opportune time to be talking about them," Carey says. "There are now more workers than jobs but we could have the opposite problem when the economy peaks again and (we) need to train people for when those jobs are open."

Prince George's Community College President Charlene Dukes agrees retraining should be part of the agenda. She also would like there to be some exploration of how the federal government can work with states to increase funding so they can accommodate the

enrollment increases schools like hers are experiencing. Students who during better economic times would have gone to a four-year institution are choosing community colleges. She says there needs to be some consideration of the resulting need to invest in new construction and the renovation of older buildings.

Dr. Mary Anne Cox, assistant chancellor for the Connecticut Community College System, would like the summit to address achievement gaps, particularly for low-income and minority students who often arrive unprepared, and help schools in addressing those needs.

Adds Dr. George Gabriel, vice president for institutional research, planning, and assessment at NOVA: "We have a good handle on the access part, but at this and many other institutions, when it comes to student success, I don't think we're doing a good enough job. A large number of students do not leave us with what they came here for--a degree or the ability to transfer to a four-year institution or well-prepared for the job market. We do a good job but could do much better at improving student success."

But doing so requires innovative changes that can often be costly, and Gabriel would like there to be some discussion at the summit on how the federal government can provide funding and incentives for innovation. NOVA, for example, will roll out a new remedial math course that has proven successful elsewhere.

"We cannot keep doing what we did (decades ago) because the student population learns and thinks and does everything different," Gabriel says.

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Educational Master Plan
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1) Title: Newly Signed Bill to Ease Transfer for Community College Students

2) Author: _____

3) Source: Article from: Targeted News Service Article date: October 4, 2010

4) Taxonomy Area:

- Society
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- Economy
- Environment
- Politics and Legal Issues
- Education
- Other: _____

5) Relevance: Transfer Leg./SB 1440

6) Page / Section: _____

7) Link to document: _____

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Newly Signed Bill to Ease Transfer for Community College Students

Article from: **Targeted News Service** Article date: **October 4, 2010**

College of the Canyons issued the following news release:

Last week, Gov. Arnold Schwarzenegger signed into law SB 1440, the Student Transfer Achievement Reform Act, in an effort to simplify and streamline the transfer process for California community college students hoping to transfer to schools within the California State University (CSU) system.

The bill, authored by Senator Alex Padilla (D-Pacoima) and co-sponsored by the California Community Colleges, will require the state's community college districts to establish associate degree programs in transfer studies, while also guaranteeing that students who complete an associate degree program designated for transfer will be granted admission into the CSU system, with junior status.

Since the adoption of the 1960 Master Plan for Higher Education, preparing students to transfer to a four-year university has been a core function of the CCC system. In fact 73 percent of college students attend community colleges. However, only 25 percent of those who intend to transfer to four-year universities actually do.

SB 1440 also establishes unit limits on most academic majors, thereby reducing the chance that students will spend extra time, money and taxpayer resources, to complete unnecessary, or excessive coursework that might not transfer to some four-year universities because of a school's particular entrance requirements.

"SB 1440 puts the needs of California's community college students first," said California Community College Chancellor, Jack Scott in a statement. "This law is going to make a real difference for students. The current process is too complicated. It's easy for students to get frustrated, confused and waste time when the requirements change."

According to a recent study by the California Community Colleges Chancellor's Office, roughly 50,000 community college students transfer to the CSU system each year. Yet they do so with an average of 80 semester units, when only 60 are required to transfer.

Upon transferring to a CSU campus many students take excess units to make up for courses that did not transfer from their community college.

"The California Community College system does a great job preparing students to transfer to CSUs and UCs," said College of the Canyons Chancellor, Dr. Dianne G. Van Hook. "Historically, students who are admitted to these colleges as transfer students from community colleges perform as well as, or better than, students who began their college careers at four-year institutions.

"Nevertheless, receiving institutions within the CSU system often have different lower division requirements for the same majors and fields of study," added Dr. Van Hook. "This has added another barrier for our students, and causes many of them to have to repeat or take additional lower division courses, depending on which campus they were admitted to, and when they were admitted."

It is estimated that SB1440 and its soon-to-be implemented transfer agreements will generate approximately \$160 million in annual cost savings and help provide access to education for roughly 40,000 additional community college students and 14,000 CSU students each year.

The new legislation will also help strengthen California's economy by providing more students with the skills and education needed to enter the workforce.

The Public Policy Institute of California (PPIC) projects the state will face a workforce shortage of a million bachelor's degree holders by the year 2025.

However, it is also predicting that gradually increasing CSU attendance/graduation rates, combined with a 20 percent increase of the current community college transfer rate should dramatically close that gap over the next 15 years.

"California's community colleges serve nearly 3 million students each year, approximately six times the combined amount of students that annually attend CSU and UC campuses," Dr. Van Hook said. "Community colleges are the gateway to degree acquisition and gainful employment for a large majority of the state's high school graduates.

"Making access to education and state-of-the-art training readily available to all students is critical to the state's economic revival and the future growth of California's businesses and industry," added Dr. Van Hook.

In addition to the influx of recent high school graduates, displaced workers, adult reentry students and returning military veterans that have flocked to community college campuses in recent months, College of the Canyons officials are also expecting enrollment demand to surge as a result of SB 1440.

But while the state's higher education system annually funds more than \$11,000 for each full time CSU student and more than \$20,000 for each full time UC student, the state only contributes approximately \$5,000 for each full time community college student.

"As the most affordable part of the state's public higher education system, and the one that is the most economical to fund, California's community colleges are an under-appreciated resource that is critical to the development of our student population," Dr. Van Hook said. "Our students have earned the right to be supported through the removal of barriers to educational access. SB 1440 is a step in the right direction."

TNS JF78JF-101012-3049384 EditorFurigay

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1) Title: SB 1440 Fact Sheet

2) Author: Senator Alex Padilla

3) Source: _____

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- Education
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5) Relevance: Transfer/Legislation/SB 1440

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Senator Alex Padilla

Fact Sheet



SB 1440 – PADILLA

Student Transfer Achievement Reform Act

Summary

SB 1440, The Student Transfer Achievement Reform (STAR) Act, would increase the number of students who successfully transfer from California Community Colleges (CCC) to the California State University system by establishing transfer degrees. Those who earn the new transfer degree would be guaranteed admission to the California State University (CSU) with junior status. Clarifying and streamlining the process would result in students graduating more quickly allowing community colleges and the CSU to serve more students.

Background

California's economy is directly dependent on our highly trained and educated workforce. Due to the impending retirement of a generation of baby boomers California faces a looming workforce shortage in job sectors requiring a bachelor's degree and above.

As many as 100,000 state employees will be eligible to retire in the next five years. The U.S. Bureau of Labor Statistics estimates that 43% of the U.S. private labor force is also eligible to retire between 2004 and 2012.

In addition, eight of the top ten fastest growing occupations require postsecondary education and six require a bachelor's degree.

Since the adoption of the 1960 Master Plan for Higher Education, preparing students to transfer to a four-year university has been a core function of the CCC system. In fact 73% of college students attend community colleges. However, only 25% of those who intend to transfer to four-year universities actually do.

A key barrier to student transfer is the inconsistent, duplicative and ever-changing coursework requirements that students face. These barriers frustrate and discourage students and add expense to students and inefficiency to the college system.

A study by the CCC Chancellor's Office reports that the average transfer student completes 80 semester units of coursework when only 60 are required. The problem continues after they transfer. At the CSU, transfer students are taking excess units due to duplicative degree requirements and course credits that did not transfer from community college.

Arizona, Florida, North Carolina and Oregon have each created transfer degree programs that help students transfer seamlessly. As a result, more students successfully transfer to a 4-year university and earn a bachelor's degree in less

FOR MORE INFORMATION – Contact Megan Moret, Office of Senator Alex Padilla (916) 651-4020

time, allowing them to enter the job market more quickly. The money saved allows the higher education system to serve more students.

Existing Law

The coursework necessary to transfer to the CSU or the University of California can vary widely from campus to campus. Students seeking to transfer are frustrated and discouraged by conflicting and duplicative requirements. Students planning on applying to several CSU campuses for the same major may need to have completed different prerequisites to attend each institution. Many students are unable to effectively qualify for more than one transfer option.

Existing law does not require alignment between the CCC and universities. The resulting confusion surrounding transfer requirements delays degree attainment, increases costs, and reduces access for additional students seeking admission.

This Bill

The Student Transfer Achievement Reform (STAR) Act would do the following:

- Mandates that CCCs create AA degrees for transfer to a CSU with areas of emphasis.
- Guarantees that students who earn the transfer degree are admitted to the CSU with upper division junior status.
- Precludes CCCs from requiring additional courses for this degree.
- Assures that transfer students will graduate with a bachelor's degree with 120 semester units or 180 quarter units, with the exception of certain majors.

Support

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California Community Colleges Chancellor's Office (Co-Sponsor)
California State University (Co-Sponsor)
California Teachers Association
EdVoice
Hispanas Organized for Political Equality (HOPE)
Elizabeth Atondo, Pierce College
California Chamber of Commerce
Dr. Joy McCaslin, Pierce College
Community College League
Los Angeles Area Chamber of Commerce
Hispanic Association of Colleges and Universities
California Postsecondary Education Commission (CPEC)
Long Beach City College
Alliance for a Better Community
Center for Enrollment Research, Policy, and Practice at the University of Southern California
Contra Costa Community College District
Los Angeles Unified School District
GreenDot Public Schools
The Women's Foundation of California
Women's Policy Institute, Education Team
California Catholic Conference
Organization of Farmworker Women Leaders
California Communities United Institute
Stanislaus County Office of Education
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Gay-Straight Alliance Network
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College Options
California State Student Association
College Summit
Justice Matters
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Progressive Christians Uniting
Project GRAD
PIQE – Parents Institute for Quality Education

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1) Title: Colleges to Tie State Funding to Performance

2) Author: Williams, Walt

3) Source: The State Journal Article date: December 3, 2010

4) Taxonomy Area:

- Society
- Technology
- Economy
- Environment
- Politics and Legal Issues
- Education
- Other: _____

5) Relevance: Funding

6) Page / Section: _____

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Colleges to Tie State Funding to Performance

Article from: **The State Journal** Article date: **December 3, 2010** Author: **Williams, Walt**

CHARLESTON - State funding for higher education has never been tied to how effectively colleges are doing their jobs, but that could change starting next year

A proposal coming before state lawmakers in the 2011 legislative session would tie funding levels to certain performance measures, such as graduation rates. Colleges that meet the standards would be rewarded with extra dollars to spend on programs.

West Virginia is joining other states that are taking a closer look at the money they spend on higher education. Like most states, lawmakers have long given state colleges and universities wide discretion with how they use the money they're appropriated. Now those same lawmakers are expecting that spending to be tied to results.

"I can't project what will happen in future years," state Higher Education Policy Commission Chancellor Brian Noland said when asked about what the proposal would mean for funding. "What the formula outlines is that to receive new state resources, a priority would have to be placed on performance."

Currently, fewer than half of students who attend a four-year university in West Virginia graduate within six years of starting college, one of the lowest rates in the nation. West Virginia University, the state's largest university, has the highest graduation rate, graduating about 55 percent of its undergraduates.

The problem for states is those college dropouts are less likely than ever before to land good jobs, given most jobs now require at least a two-year degree.

One study by Georgetown University concluded West Virginia would be the only state in the nation where there would be more jobs requiring only a high school education than a college degree by 2018 - not good news given most of those jobs will be in low-paying sectors such as retail.

Elected officials have been pressing college administrators to make sure more students complete college. One possible solution came in a new funding formula approved by the commission in August that requires colleges to get more students through school if they want to see additional state dollars flow into their institutions.

No university or college would be cut off completely if it doesn't meet the standards, but under the proposed formula lawmakers would set aside \$6 million in one-time funding for bonuses for colleges that improve performance in five areas.

For example, colleges would receive bonuses if they raise their graduation rates above the average for the previous five years. They also would receive bonuses if they increase the number of adult learners enrolled in their programs - part of a state initiative to retrain displaced workers and increase the number of adults with college degrees.

The proposed formula also would place emphasis on course completion - that is, making sure that most students who enroll in a course see it through to the end. Other factors it would take into consideration are what steps colleges have taken to improve access for nontraditional students and college retention rates.

What the formula doesn't address is a longstanding complaint among college officials that state funding for higher education hasn't kept pace with the cost of sending students to college. Noland said West Virginia's system receives the least state support among the southern states, and that has resulted in having students pay more for the educations they receive.

"We've had to turn to tuition and fees to essentially maintain our institutions," he said.

But simply throwing more money at higher education isn't necessarily going to result in better results, according to Dewayne Matthews, vice president for policy and strategy of the Lumina Foundation for Education.

Matthews noted one strategy pursued by Indiana state officials, who based budget cuts for its higher education system on graduation rates and other criteria. In simple terms, the fewer students a college graduated, the deeper the cut.

"They have done something that, as far as we know, no other state has done," he said.

Matthews doesn't see funding formulas as the lone solution to increasing the number of

college graduates in the U.S. He instead takes a much broader approach: Realigning public school curriculums so they better prepare students for college; making college programs more flexible to give busy students more options for taking courses; making it easier for adults who dropped out of college to come back.

The last point concerning adults is especially important if there is to be enough workers to fill the more than 60 percent of U.S. jobs that will require a post-secondary education, he said.

"There aren't enough young people to make this happen," he said.

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Educational Master Plan
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1) Title: Energy Support of for Renewable Energy

2) Author: Jeff Johnson

3) Source: Chemical & Engineering News (FEBRUARY 28, 2011 VOLUME 89, NUMBER 9)

4) Taxonomy Area:

- Society
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COVER STORY

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Energy: Support Up For Renewable Energy

Jeff Johnson

Article

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At a quick glance, priorities reflected in the Department of Energy's 2012 proposed budget appear remarkably similar to its 2011 request. Its overall budget proposal for 2012 includes \$29.5 billion in funding, \$1.1 billion more than last year's proposal and \$3.1 billion above DOE's 2010 appropriation.

Complicating comparisons to other years is the fact that DOE did not provide data for all of its 2011 programs. That aside, the most significant change for the department may not be in the formal budget but in the loss of some \$35 billion in American Recovery & Reinvestment Act of 2009 program funding that over the past two years has augmented department activities.

Like last year's request, the 2012 proposal is good for science and like last year, the budget is closely tied to President Obama's economic and energy development goals for the future. When explaining the budget, Energy Secretary Steven Chu echoed the President's State of the Union address, describing a worldwide race to develop new clean energy technologies with the hope that the U.S. will dominate the emerging energy marketplace.

DOE's science programs would receive a record \$11.9 billion, nearly \$2 billion, or 21.5%, more than they received in 2010. However, the 2010 appropriation does not include large science allocations from the recovery act. And although there were many gains, there were significant cuts for longtime energy players, particularly fossil fuels and hydrogen.

Looking at the big programs, nuclear weapons activities are slated to get \$11.8 billion; energy programs, \$4.8 billion; and environmental cleanup, \$6.3 billion.

In addition, the Science Office fares well with an increase of 9.1% over 2010, for a total of \$5.4 billion in 2012. This amount keeps the office on a doubling track for the period 2006–17 and includes significant gains for chemistry-related research, in part because of Chu's continued support for the energy "research hubs."

These hubs, which are Chu's brainchild, are integrated research centers that bring together a diverse group of scientists to solve a particular energy research problem. Three hubs are being put together now, and in last year's budget, Chu proposed a fourth, which was not funded. With this budget, the secretary aims for three more, providing about \$146 million for a six-hub effort. The new hubs would be in the areas of "smart" electric grid technologies, batteries and energy storage, and materials science.

Chu would also continue funding for 46 "frontier research centers," proposing \$100 million, slightly less than last year. And he would continue support for the Advanced Research Projects Agency-Energy program to develop and deploy new advanced energy technologies. ARPA-E would receive \$622 million, which includes some \$100 million for a program to increase access to wireless broadband technologies. Four new major ARPA-E areas would be explored in 2012: electrical infrastructure, efficiency, transportation, and stationary power, Chu said.

Renewable energy technologies would get a big boost in 2012. Solar would receive \$457 million, an 87.8% increase over 2010; offshore wind development would see a 60.6% increase to \$127 million; geothermal, a 135.5% increase to \$102 million; and electric vehicles, a 93.3% increase to \$588 million.

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These areas, Chu said, have great potential but need support in terms of research and market deployment. He gave the example of the SunShot Initiative, which has the goal of drastically cutting the cost of solar photovoltaic panels to \$1.00 per watt in a decade, more than 80% below today's costs. The aid would fund a combination of applied and basic research, addressing manufacturing and installation technologies as much as fundamental research. The goal, he said, is to make the amount of effort needed to install photovoltaic panels similar to that required to swap out a water heater.

Development of small, modular nuclear reactors was also stressed by the secretary. The reactors' output would be about one-third of today's 1,000-MW-plus behemoths. "Stamped out" in a factory, he said, these reactors could serve a worldwide market that is just now searching for new electricity sources. The budget would provide \$67 million to help design, certify, and license modular systems. With this approach, Chu said, the "U.S. could recapture leadership" in nuclear energy.

On the other hand, hydrogen and fuel-cell R&D would be cut from \$170 million in 2010 to \$100 million in 2012, and fossil-fuel R&D would be reduced by 31.4% from 2010 to \$453 million in 2012—about the same funding level as proposed for solar.

Chu's first foray into Congress took place on Feb. 16, when he went before the Senate Energy & Natural Resources Committee. There, he faced criticism that by choosing to increase R&D funding for solar, wind, biomass, and geothermal and choosing to decrease spending for fossil-fuel R&D, he was picking winners and losers.

Chu responded that oil, natural gas, and coal are mature technologies that provide most of our energy today. They are technologies we will continue to need into the future, he said. Renewables have great potential in the U.S. and internationally, he added, but need government support to grow.

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