



The News

SPRING 2006

ENROLLMENT DROPS; FEES TO BLAME?

What impacts student enrollment in the California community colleges more: the level of fees or the level of state funding? It's a question system researchers have been trying to answer recently as enrollment in the state has dropped from 2.8 million students in 2002-03 to 2.5 million in 2004-05.

Patrick Perry, the vice chancellor of technology, research and information systems in the state Chancellor's Office, is leading an effort among researchers looking at enrollment trends from a multi-faceted point-of-view. His most recent report, *"Impacts of Student Fee Increase and Budget Changes on Enrollment in the California Community Colleges,"* broke new ground by studying not only the effects of fee increases but of budget cuts.

Here are the facts: in Spring 2002, unduplicated student

CONTINUED ON PAGE 3



**SPECIAL
INTERVIEW
WITH
ACCREDITATION
LEADER ON
PAGE 4**

Learning the Business



Job training – MiraCosta College hospitality program recently took a class trip to Harrah's Rincon Casino and Resort in San Diego County where Laurie Gonzales, a Harrah's employee, welcomes students and instructors. Students toured the casino's spa, pool, restaurants and the casino floor and learned about food and beverage activities, cashier operations and uniforms. See story on page 16.

SENATE'S GRAD PROPOSAL TRIGGERS DEBATE ON MISSION, ACCESS

The question of whether California community colleges can increase graduation standards and still maintain accessibility is being actively debated this year among faculty and administrators in the California community colleges. And, as of now, the two sides in the debate are nowhere near agreement or consensus.

The debate was triggered, according to the Ian Walton, president of the Statewide Academic Senate, by the State Board of Education decision to increase high school graduation requirements in both math and English. Walton, who teaches math at Mission College in the Bay Area, says the move put high school graduation requirements on a par with community college requirements for the associate in arts degree. In response, the Academic

CONTINUED ON PAGE 2

GRAD PROPOSAL

CONTINUED FROM PAGE 1

Senate, after several years of study, voted last year to recommend to the California Community College Board of Governors that minimum requirements for the AA degree be increased to intermediate algebra and freshman composition, both classes one level above current graduation requirements.

"To graduate from high school," says Walton, "a student has to complete the algebra one course, which is the same as our general education requirement. The same is true for our English requirement. That seemed peculiar. There was a lot of statewide concern that it looked as if our alignment was wrong. We were essentially giving two-year college degrees for high school skills."

Walton goes so far as to say community college graduation requirements for non-transfer students are "embarrassing." "Our graduation standards are significantly lower than the requirement to get into CSU. As policy makers we should be embarrassed that we have created a skill level that is such a mismatch."

The Academic Senate has been studying the issue since 2001. Local campus senates held discussions throughout 2004-05 and, at the statewide conference in Spring 2005, delegates approved resolutions supporting increasing graduation requirements to English 1A or 101 (composition) and Intermediate Algebra. The resolution allows colleges to offer these classes, or their equivalent, such as business math or business English. The Senate resolution urges "local development of alternative courses at the appropriate level – particularly with vocational emphasis" and for colleges to consider providing appropriate support services to assist students in meeting the new requirements.

Asked how he thought the faculty split on the issue, Walton says, "My charitable assumption is that the people who voted against are worried about the access impact on students because they are concerned we can't help them achieve this. I find this depressingly defeatist. We shouldn't just give people a degree because they've been with us for two years. That is what got the K-12 system in so much trouble.

"This change will benefit students because it will give them better skills to go on in education or go into the job market. Students will need to be able to provide the skills necessary to meet the needs of business and industry in this global economy."

The Academic Senate's proposal is currently scheduled to be considered by the Consultation Council in May and be addressed by the Board of Governors later this summer.

American River College Academic Senate President Jane de Leon

served on the Academic Senate committee that studied the proposal. De Leon, however, has come out on the other side of the argument. In a paper presented to a conference of the National Council of Teachers of English, de Leon argues that changing graduation requirements changes the mission of the community colleges.

One of the challenges, de Leon and others have pointed out, is ensuring that students who do not have transfer goals are still served. In her paper, she reports that an instructor in the ARC auto technol-

ogy department, told her, "Most of our students hate school, they've always hated school, so they take our classes."

Still, in spite of "the cultural barricade," as de Leon calls it, "tech voc and occupational education faculty do encourage their students to take English courses. For both the tech voc faculty and their students, the value of a course one level below English 1A is its focus on students' mastering writing assignments and communication skills required in the real world of the work place."

Writes de Leon, "The two sides of the question of whether to raise the English graduation requirement result from the three-part mission of the California community colleges and the mandate to serve all students. On the one hand, those who argue for raising the requirement – generally, some English and transfer curriculum faculty – question whether a student can experience success in college without having experienced the

so-called rigors of English 1A or its equivalent. On the other hand, those who argue against raising the requirement – generally counselors, tech voc and some English faculty – emphasize that raising the requirement would have the practical effect of delaying, perhaps indefinitely, the student's graduation date and jeopardizing both student access and success."

De Leon, who teaches both English composition classes and the associate degree requirement, practical communication, supports

"WE ARE CONVINCED OUR STUDENTS WILL BENEFIT FROM THE HIGHER STANDARDS, PRIMARILY BECAUSE OF ON-THE-JOB DEMANDS FOR HIGHER LEVEL OF ENGLISH AND MATH SKILLS."

**SUSAN BANGASSER,
PRESIDENT, ACADEMIC
SENATE**

CONTINUED ON PAGE 10

ENROLLMENT

CONTINUED FROM PAGE 1

headcount for the semester stood at 1.75 million. That same term, the total number of class sections offered by the 72 districts peaked at 173,000. Over the next year and a half, the system dropped over 12,000 class sections. State funding peaked at \$4.9 billion in 2001-02. The system wouldn't get an increase over that amount for three years. Student fees jumped from \$11 to \$18 per unit in the fall of 2003, and again to \$26 per unit in Fall, 2004.

As of Spring, 2005, the districts had reinstated 11,000 sections but unduplicated headcount enrollment remained about 150,000 below Fall 2002 figures.

"It's generally impossible to tease out the exact effects of fee increases because they were not

	Fees	Budget	Sections Offered: Fall + Spring	Annual Headcount	New students
2001-02	\$11	\$4.96 b	339,500	2.81 m	961,700
2002-03	\$11	\$4.91 b	335,000	2.83 m	961,500
2003-04	\$18	\$4.97 b	325,800	2.55 m	830,600
2004-05	\$26	\$5.42 b	N/A	2.52 m	824,300

done in a vacuum," says Perry. "If you had kept funding at the same rate each year and if the economy and job market were the same each year, you'd know. But that's not how the world operates. It's not valid to say, therefore, that the fee increases caused the loss of 300,000 students. It's a combination of things, including the economy getting better, budget uncertainty in the districts and loss of course sections."

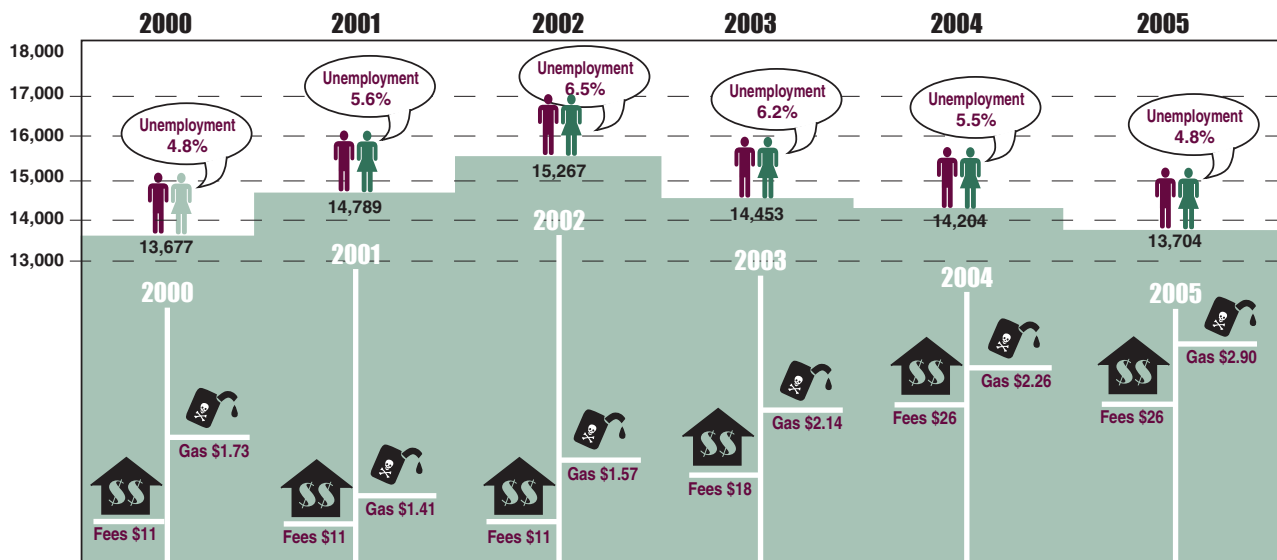
The effects of the first fee increase were "masked" by the loss of course sections. The second fee increase, however, did clearly have

a negative impact on enrollment since course sections were reinstated but students didn't return. "The continued drop in head count is now likely to be attributable to the lingering effects of the fee increase," says Perry. And what does "lingering effects" mean? "We're trying to reach a new equilibrium on the number of students we are going to serve at \$26 a unit. Eventually we will start growing again, but we have not hit bottom yet."

A significant part of the headcount decrease – about 100,000 or

CONTINUED ON PAGE 1

MOORPARK COLLEGE FALL ENROLLMENT TIMELINE



Moorpark College recently took a look at its enrollment decline using county unemployment rates, student fees and gasoline prices as indicators. According to a spokeswoman, a majority of the students lost by the college enroll only in evening courses.



ACCREDITATION LEADER BARBARA BENO: COMPTON DECISION HAS AFFECTED PERCEPTIONS OF COMMISSION

The Accrediting Commission for Community and Junior Colleges (ACCJC) has been in the news – and on people’s minds – a lot lately following its decision last year to terminate the accreditation of Compton College. ACCJC accredits California, Hawaii, the Territories of Guam and American Samoa, the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands. The 109 California community colleges make up a majority of the 140 two-year institutions accredited by the Commission. Recently, THE NEWS visited with President Barbara Beno in her Novato office to ask about Compton and other accreditation issues of concern to community college trustees, administrators, faculty and staff. Beno, the former president of Vista College, has been president of the Commission since 2001.

NEWS: What are the significant changes that have taken place in the standards of accreditation since you became president?

BENO: There were three. One was to move from 10 standards to four, an attempt by the Commission to integrate the standards and to have the colleges think about learning as a part of all elements of a college. Before that, each standard was written independently of the others, without connecting them to each other or how they support education quality and improvement. Another change was the addition of language in Standard Four about leadership, which is now defined, in essence, as those who work toward the good of the institution and the good of the students. These standards now say the purpose of leadership is to work collectively to help the college achieve its educational mission and improve educational quality. And the third change was the addition of student learning outcomes. The Commission had for years been asking institutions to collect information about



student achievement. Now we require two kinds of evidence of impact on students of education: one, that students achieve their goals and, two, that students actually learn what the faculty and curriculum intended they learn. The standards require colleges to define what outcomes are, assess if students are learning and, finally, implement improvements if the college determines learning is not meeting campus goals.

NEWS: What has been the role of the federal government in the changes in the accreditation process and standards?

BENO: The federal government has had a very important role. Accrediting commissions around the country are recognized by the federal government and each time the government reauthorizes the Higher Education Act they put new requirements on accreditors, the most memorable in 1992 when they required state agencies

to look at student achievement data. Fortunately, the Clinton administration never funded that requirement. But that was a big wakeup call for the accountability movement. Accreditors at that point put into standards across the nation increasing requirements that colleges do ongoing assessments of student achievement. Most recently, the Secretary of Education, Margaret Spellings, initiated a commission to look at the future of higher education. The commission recently issued a paper that says basically, "we think higher education has been unaccountable to the federal government and to the public for years." It also says the department has two leverage points, one is financial aid and the other accreditation and that the department intends to leverage accreditation. They don't believe regional accreditation is working because it allows the regions to control accreditation and set standards locally. The paper calls for a national accreditation system and greater department and congressional oversight of higher education.

NEWS: Have the new standards affected how the field looks at the Commission?

BENO: I suppose that's an empirical question and I don't have the empirical evidence on that. I will tell you we've gotten

a lot of reaction from both sides. On one side there was an attempt by the statewide Academic Senate to organize opposition to the implementation of learning outcomes assessment as required by the standards. On the other hand, prior to adopting the standards, the Commission conducted a survey of over 1200 individuals and conducted focus groups and interviews. In addition, the Commission had four task forces that worked on the standards. As a result, the Commission decided to include learning outcome assessment in the standards and to integrate the standards. The Commission has had a lot of sup-



port and positive comments for the changes, including statements from colleges that have gone through the self-study process who have said it helped them focus on education quality.

NEWS: Are more colleges on warning now than before you became President?

BENO: I don't have data on that so I don't know.

NEWS: Since the 2002 standards were implemented, 34 colleges have undergone comprehensive reviews. Three were reaffirmed, 25 required progress reports and six received sanctions and required progress reports. Do you believe there is a perception in the field that the commission is increasingly punitive in its decisions?

BENO: Actually, I don't think that perception stems from those statistics. The six that were put on sanctions were for long-standing deficiencies that predated the new

standards. The perception is from the termination of Compton. Lots of people have been alerted by that action. There has been a lot of talk by the folks in the Compton community that this decision

was unfair or unwarranted or too quick or that the Commission has turned mean or that the decision was a surprise. The fact of the matter is the Commission issued the Compton decision only after fifteen years of working with the college to try to get it to improve.

CONTINUED ON PAGE 6

ACCREDITATION LEADER

CONTINUED FROM PAGE 5

NEWS: What is the current status of Compton's accreditation?

BENO: The Compton folks are pursuing a WASC (Western Association of Schools and Colleges) appeal under due process procedures. During the appeal, the termination is "stayed." Compton has already gone through the first stage of the due process appeal and that decision upheld the original Commission decision. The WASC Appeals Board is currently scheduled to meet in mid-May.

NEWS: The Commission is known for requiring a high level of confidentiality in its meetings and decision-making process. What are the commission's rules regarding closed sessions and why are they necessary?

BENO: It's important to first understand that the commission is not a public organization like a community college district so it is not subject to the same open-meeting laws. The philosophy of the Commission is that a college writing a self-study report should be very candid and honest. We also ask the team members that visit a college to give a very honest and careful review of the college, including appropriate compliments and appropriate criticisms and/or suggestions for improvements. The process should not become a political process but a process based in evidence. The closed meetings allow very candid discussion between the institution and the Commission. An open meeting where people could come and throw out information and ideas or accusations or compliments would politicize the process.

NEWS: Does the Commission change or edit reports from the visiting teams?

BENO: Very rarely. But occasionally it does when it feels the visiting team has put something in that is in error or is confusing.

NEWS: Are presidents given the opportunity to participate – in person – at commission meetings when their campuses are under discussion?

BENO: Yes.

NEWS: Does a representative of the college get an opportunity to discuss with the Commission the findings of the visiting team?

BENO: The Commission has a lot of due process and there are a couple of steps along the way that give the president plenty of opportunity for input. First, the president reviews a draft of the team report to be sure the facts are correct. Then, the president gets a copy of the final report and is invited to address the Commission if he or she wants to.

NEWS: Is the Commission satisfied with the extent of racial diversity among Commission members?

BENO: The Commission recently lost Latino members and is seeking Latino members. We have a couple African-Americans, we have a person representing the Pacific Islands, we have a person representing Hawaii, and we have an Asian-American representing the public. So, the Commission's concern now is to get Latino membership on the commission.

NEWS: Are you confident the field understands what the Commission is and what it does?

BENO: No, some don't understand. Those that interact with the Commission and the accreditation process do but a lot of faculty, administrators and trustees don't interact and don't understand our role. That's why we do so many workshops at meetings such as the League's Annual Conference.

NEWS: Any other comments?

BENO: Yes, there is a lot of anxiety among California member institutions about the Commission's standards and actions. It's important to remember that our member institutions devised the standards through our task forces and in response to the research we conducted. Our member institutions reviewed all drafts of those standards and all policies and participated in approving them by commenting on them before the Commission approved them. We held many, many hearings on the standards. When some portions of the member institutions decide that the Commission is some noxious "other" entity and start attacking it, they need to consider whether their own president, or senate president, their own trustees or their own staff that filled out our surveys were all wrong when they told us we should have standards that deal with learning outcomes. It's important that member institutions and your readers understand that the Commission is their creation. The Commission enforces federal standards as it is required to. But frankly, regional accrediting commissions protect all our institutions from national accreditation which might not be such a pleasant alternative. ♦

DYNAMIC NEW ARCHITECTURAL DESIGNS ON CAMPUS



Folsom Lake College's Falcons Roost bookstore/cafeteria building opened in January. The new 22,000 square-foot, \$6.5 million building features student life and government space, police offices, Cyber Café with wireless access, and full food services, including a coffee station. *(photo credit: Folsom Lake College)*

San Bernardino Valley College's Administration/ Student Services Building opened in the spring of 2005. A seismic study conducted in 1997 discovered that seven campus buildings either straddled or were within 50 feet of the San Jacinto earthquake fault line. All seven had to be demolished and were ultimately replaced with five new buildings, including this building, the library, which opened in the summer of 2004, Health & Life Science and a Campus Center and Art Center.





Community College League of California

Together We Can!

November 16-18 Costa Mesa Hilton



Our colleges work together with their communities to create a better world and quality of life. The people in the colleges—students, faculty, administrators, staff and trustees—achieve most when collaborating and sharing ideas, energy, and talents. The 2006 Convention and Partner Conferences will celebrate our strengths and provide the tools to do what it takes for the colleges to continue to provide local, statewide, national, and global leadership and service.

Partners

The League welcomes the following key community college organizations that are among those sponsoring Convention strands or separate Conferences in conjunction with the Annual Convention. The Convention and Partner Conferences are designed so that participants will be able to attend Convention events and meet separately with others in their field.

- California Community Colleges System Office
- Accrediting Commission for Community and Junior Colleges
- African Americans for the California Community Colleges
- California Association of Latino, African American, and Asian Pacific American Community College Trustees

- California Community College Chief Student Services Administrators
- California Community Colleges Chief Instructional Officers
- California Community Colleges Classified Senate
- California Community College Council for Staff and Organizational Development
- Community College Public Relations Organization
- Research and Planning Group for California Community Colleges

Additional Partner Conferences will be announced. For information on partnering with the Convention, contact Cindra Smith at cjsmith@cclleague.org

Partner organizations are responsible for developing the content of their Conference or Convention strand. The League may share proposals with Partner organizations.

Learning Strands

We are particularly interested in proposals in the following areas. Proposals are invited for Convention presentations that celebrate and share successes and explore solutions to challenges.:

- Teaching and Learning
- Student Services and Student Success
- Institutional Performance and Accountability

- Fiscal, Legal, and Administrative Operations
- Professional and Leadership Development
- Community and Global Partnerships

Participants

The Convention and Partner Conferences attract trustees, CEOs, administrators, faculty, classified staff and student leaders from all areas of the colleges. There is a wide variety of people and perspectives. Proposals are sought that target specific interests as well as those that cross boundaries between all segments of the colleges.

Session Format

Convention concurrent sessions are 1 hour and generally have one to four presenters. Focus sessions are 2 – 2½ hour workshops. There are a limited number of 3-hour pre-convention workshops spots available. (Those interested in conducting longer workshops should contact Cindra Smith at (916) 444-8641 or email to cjsmith@cclleague.org.)

Criteria for Selection

The League's Annual Convention Committee will use the following criteria to select sessions for the program. The proposal:

- Is innovative, unique, or thought-provoking;
- Is clear and interesting;
- Is relevant to current and future needs and challenges;

- Is of interest to a cross-section of people; and
- Models good teaching and learning strategies.

Proposals from businesses are welcome. Proposals should include college personnel on the panel. Priority is given to those businesses that are Convention sponsors or vendors.

Submission Guidelines

Timeline Proposals must be e-mailed to Cherie Savage, csavage@cclleague.org, by 5:00 p.m., Friday, May 26. The key contacts will be notified of proposal acceptance in early August.

Presenter Registration

All presenters are expected to register for the convention; a reduced registration fee will be offered. We are unable to pay honoraria or expenses to program presenters. By signing the proposal, the key contact agrees to inform all participants that they are required to register and pay the conference fee.

Program Changes

The Community College League reserves the right to edit program titles and descriptions, to request changes in the proposal, and to encourage joint presentations of proposals that have been submitted on similar topics. The League may share proposals appropriate to Partner Conferences with the Partner organizations.





How to Submit Proposals

Proposals must use the following format. Please e-mail proposals to the e-mail address below, either as an attachment or in the body of the e-mail.

1. Name and contact information of key contact

Name
Title
Institution/Organization
Mailing Address
Phone number
Fax number
E-mail address

2. Title of presentation (10-word maximum)

3. Brief description (50 word maximum) to be used in the convention program should your proposal be accepted. Descriptions will be edited at the League's discretion.

4. Target population (list one or more of the following):

All Faculty Administrators Classified Staff
 Trustees Student Leaders Other _____

5. Program strand(s) (list one or more of the following):

Teaching and Learning
 Student Services and Student Success
 Institutional Performance and Accountability
 Fiscal, Legal, and Administrative Operations
 Professional and Leadership Development
 Community and Global Partnerships

6. Presentation description (200-word maximum). Please provide additional information about your proposal, including the approach to be used to create a learning environment in your session (e.g., overheads, multimedia, written materials, oral presentation). Do Not attach separate sheets or supporting materials.

7. List names of additional presenters. You must include each person's:

Name
Title
Institution/organization
Mailing address
Phone number
E-mail address

The key contact will be responsible for coordinating the session and communicating with all presenters and the League office. Please consider holding panel participants to no more than 4 if possible without compromising the presentation.

8. Audio/visual equipment. Please indicate the equipment you will require. The following is at no cost to you:

Overhead projector Screen Flip Chart

There will be a charge for:

Internet access/telephone line. VCR & Monitor

You must provide your own computer and projection equipment if required for your presentation.

Please list what equipment you will be bringing.

Data/video projector Computer Other (please describe)

9. Expenses and signature. Include the following statement in your proposal:

The key contact agrees to the guidelines for submitting proposals and to inform all participants that they are required to register and pay the conference registration fee and that neither honoraria nor expenses will be paid to program presenters.

Proposals must be received by May 26 to csavage@cleague.org

Convention Proposals, Community College League, 2017 O Street, Sacramento, CA 95814
916/444-8641 • Fax: 916/444-2954 • E-mail: csavage@cleague.org



GRAD PROPOSAL

CONTINUED FROM PAGE 3

the current policy that allows each local district to determine graduation requirements in English and math.

Last month, at a joint meeting of chief instructional officers and chief student services officers, the group endorsed a resolution supporting the current policy. Entitled, "High Standards, Excellent Outcomes, Local Control," the resolution acknowledges the need for community colleges to confront "a basic skills crisis, which is undermining the economic vitality of the state," and acknowledges that "current efforts to mitigate the basic skills challenge have only perpetuated low rates of retention and persistence, particularly among economically disadvantaged populations."

The resolution called on CIOs and CSSOs to work with local academic senates and other appropriate groups to define college-level learning outcomes for math and English appropriate to the associates degree, for local Academic Senates to prepare new courses and new methodologies to bring students up to college-level skills and competencies in composition and computation and to provide alternatives to intermediate algebra and

freshman composition that relate more directly to students preparing for work.

Robin Richards, the president of the CSSO group and the vice president of student services and research at **College of the Siskiyous**, believes it's too soon to change the graduation requirements. "We're raising the bar and the students aren't even at the bar yet," she says, citing the tens of thousands of English as a Second Language students enrolled in community colleges. "We don't have a good plan to help students meet that level."

Evelyn Lord, president of the faculty senate at **Laney College**, also opposes increasing graduation requirements, claiming the statewide Senate has failed to consider

the impact of its recommendation on students. "We're concerned at our college that some of our students will drop their associate degree goal if we change the requirement. Our vocational education students would be disproportionately impacted."

Supporters of the change include both faculty and administrators. Richard Mahon, an humanities instructor at **Riverside City College**, served on the statewide Senate committee that studied the issue. "Part of the solution is to get students to start in a sequence of English and math classes when they enter as freshmen. We give

them two years to get up to the math and English requirement we propose. If we don't address this now, it will be another ten years before we look at it again."

CONTINUED ON PAGE 11

"THE PRIMARY REASON WE HAVE TO DO THIS – THERE'S NOT EVEN A QUESTION ABOUT IT – IS TO RAISE PEOPLE'S PERCEPTION ABOUT COMMUNITY COLLEGES. THE PUBLIC BELIEVES YOU CAN GET A DEGREE WITHOUT EXCEEDING HIGH SCHOOL MATH AND ENGLISH REQUIREMENTS. TO ME THAT'S TRAGIC."

**MICHAEL BAGLEY,
CHIEF INSTRUCTIONAL
OFFICER
FEATHER RIVER
COLLEGE**

ENGLISH, MATH PROFICIENCY OF CSU FRESHMEN STILL LOW

The percentage of high school graduates who entered the California State University proficient in both mathematics and English remains below 50, according to the latest report on college readiness presented to the CSU Board of Trustees. Proficiency, or readiness for college-level work, is measured by

placement standards that CSU faculty have set. Forty-five percent of CSU freshman are proficient in both subjects.

In 1996 the CSU Board of Trustees adopted the goal of reducing the need for remediation in English and mathematics of high school graduates admitted as first-time freshmen to the

CSU. The goal calls for 90 percent proficiency by 2007.

Said Gary Reichard, CSU's executive vice chancellor and chief academic officer, "More time is clearly needed to reach the Trustees' goals because systemic changes will be necessary in elementary, middle and high school to accomplish these objectives."

GRAD PROPOSAL

CONTINUED FROM PAGE 10

Foothill-DeAnza CCD
Chancellor Martha Kanter also supports the Senate's proposal. "As colleges, we have an obligation to help students succeed at meeting college-level standards – not to water down the standards. Students will rise to the expectations we set for them, and we need to provide evidence-based best practices in instruction and student services to ensure that students have the help they need to do so."

San Bernardino CCD
Chancellor Don Averill, whose board recently approved the increase in math and English requirement, has long been a leader in vocational education issues. He believes faculty can develop the appropriate equivalent math and English classes to meet the new standards. "Our liberal arts faculty is very willing to work with vocational education faculty to ensure we are consistent with the new standards but also meeting the needs of students. Both the board and I were concerned about

negatively impacting students but the faculty came back with a proposal to invest in more tutoring and counseling to help students become successful."

Ian Walton agrees. "If we don't do our job to make sure they succeed, then there can be a downside. I would like to see my colleagues who oppose it put that effort into coming up with creative ways to help their college make the adjustments necessary to help students be successful and make this work." ♦

ENROLLMENT

CONTINUED FROM PAGE 4

18,000 FTES - were special admittance high school students taking physical education courses at some of the colleges. The colleges dropped those sections over past couple of years. Other programs experiencing significant losses in recent years were information technology, computer software development and office computer applications. As older students dropped out, art and music classes also lost enrollment.

On the upside, says Perry, the real estate market was "hotter than a pistol" and community colleges grew their real estate programs. Similarly, a strong demand for nurses resulted in a jump in anatomy, physiology, chemistry, and microbiology enrollments.

Perry's research indicates community college students are now younger and more "traditional" – full-time, degree or certificate-seeking students less likely to be employed or have a family.

"Older students- those in the 25 to 50 year-old age range - got hit harder by fee increases than the 18 to 24 group," reports Perry, "because the younger group is

more likely to get a BOG (Board of Governors low-income) waiver. "Older students typically pay fees out of their pockets."

As a percentage of total student population, the 18 to 24 year old group has increased from 42 percent in Fall 2001 to 46 percent in Fall, 2005 while 30 to 49 year olds have dropped from 28 to 26 percent. Degree, certificate and transfer students have increased from 39% of the total in Fall 2001 to 42% in Spring, 2005.

Perry's greatest concern about the ability of the system to grow enrollment in the future is found in the recent decline in first-time students, down 140,000 from 2003-04. "The fact that we now have consecutive years of smaller first-time student cohorts is cause for concern as the system attempts to keep FTES levels constant and to grow once again."

At the same time, returning students – those who had been in the system but dropped out temporarily but came back – went from 498,000 to 465,000 between 2001-02 and 2004-05, a drop of 33,000. "As this moves along, as this smaller cohort of students who are first time and returning students eventually become

continuing students, it will keep our enrollment suppressed. And if we continue to have greatly suppressed first time student population, continuing student enrollment will eventually drag down as well. The continuing students who remain may generate more FTES but the headcount and participation rate will go down."

If there is good news, says Perry, it is that the research indicates that fees have not had a disproportionate effect on low-income students, which he attributes to the financial aid marketing campaign the system undertook to promote access to the colleges for all students.

Kenneth Meehan, director of institutional research at **Fullerton College** and president-elect of the statewide Research and Planning Group, agrees with much of Perry's findings. "It's pretty hard to disengage the section cuts due to budget cuts and the affects of fee increases. We have found repeatedly over the years that when the state cuts community college budgets and colleges cut sections, enrollment declines typically follow for three years. As Patrick Perry's research suggests, the \$26 fee is slowing down what should otherwise be the beginning of an enrollment recovery." ♦



ON CAMPUS

BOOK RENTAL PROGRAM SAVES STUDENTS \$11,000

Southwestern College's pilot book rental program has been a major success. "We have 100% success for our spring 2006 program and have rented all available textbooks," said Patti Larkin, SWC Bookstore director, adding that it only took three days for all the textbooks to be rented. "This has resulted in savings of more than \$11,000 on textbooks for SWC students this semester alone."

Launched in spring 2006 by the SWC Bookstore and the SWC Associated Student Organization, the Textbook Rental Program was established in direct response to students' concerns about the rising costs of textbooks and the college's commitment to student success. The two entities purchased 150 copies of the five best selling titles—Macroeconomics,

Pre-algebra, Biology, Intermediate Algebra, and Understanding Your Health—and rented them to students on a first come-first serve basis, all for under \$25.

"The Associated Student Organization and the Campus Store are committed to the success and growth of this program and will be working to expand the offerings in future semesters," said Luis Quiñonez, ASO president, adding that he has proposed a plan to members of his organization for additional ASO funding to help expand the program and purchase more books to benefit more students.

In order to participate in the Textbook Rental Program, students must show proof of enrollment and sign an agreement saying they will return the book in good condition so that more students can benefit from it.

COLLEGE STRUGGLES TO GIVE \$380,000 AWAY TO STUDENTS

Daniel Wong was an engineering student at **San Bernardino Valley College** in the 1950s. Upon his passing in 1992, he willed to the college \$300,000 for scholarships that include all enrollment fees, books, supplies and a negotiable monthly stipend of \$150 or more. Students must attend SBVC and be either engineering or pre-engineering majors. Applicants must also be born in the U.S. and be of Native American or Chinese ancestry. There are no GPA requirements. The college, however, has yet to find a qualified applicant. The scholarship has accrued over the years \$80,000 in interest and the balance is now \$380,000 and growing.

A few years ago, former acting director of the foundation, Paul Rubalcaba, contacted the San Manuel Band of Mission



Patti Larkin is the director of the Southwestern College campus store and Luis Quiñonez is the president of the Associated Student Organization.

Indians and the Morongo Indian tribes, seeking students for the scholarship. "The San Manuel tribe has a brand new casino about six miles from the college in the city of Highland," says Rubalcaba. "When I outlined this scholarship to their marketing director, I discovered that all members of the tribe already receive college tuition, books and supplies. The same scenario played out at Morongo located 35 miles from here in the city of Cabazon. In a telephone conversation with tribal leaders with the Pechanga and Soboba tribes, within 50 miles of the college, I received the same information. They have so much money they don't need our \$380,000."

Foundation director Gary Kelly is working with the University of California, Riverside and Cal Poly Pomona to identify engineering students who may want to begin their academic careers at Valley with the help of a very generous – but, so far, unused – scholarship.

CALIFORNIA COLLEGES RECEIVE GRANT TO PROMOTE STUDY ABROAD PROGRAMS

California Colleges for International Education (CCIE), a non-profit consortia of 72 California community colleges, has received an \$135,000 International Foundation on Study Abroad (IFSA) grant to help further access to community college study abroad semester-length programs in California.

The three-year grant provides funds for the creation and/or augmentation of semester-length programs especially for non-traditional students in non-traditional locations and for non-traditional disciplines, student scholarships that will provide financial support for students who want to study abroad, dissemination of standards of best practice.

VISTA COLLEGE NOW BERKELEY CITY COLLEGE

Vista Community College will change both its name and location this year. On June 1, it will become **Berkeley City College**. Peralta CCD trustees have voted 7-0 to approve the name change for the 32-year-old school. The change takes place as Vista prepares for relocation to its new, permanent campus in the heart of downtown Berkeley 1½ blocks west of the UC Berkeley campus. Said Vista President Judy Walters, "Many California community colleges reflect the names of the cities where they are located, even though their programs and services extend beyond city borders."

Vista conducted surveys among randomly selected student and faculty groups, as well as businesses, government organizations, residents, and nonprofits in Albany, Berkeley, and Emeryville. Of the 700+ individuals and organizations surveyed, overall results showed that about 74% favored a name change for the college. Of those who were for the change, 38% selected "Berkeley City College," and 36% picked "Berkeley Community College" as possible alternatives. Twenty-six percent chose to retain "Vista Community College."



New Campus - Vista College
President Judy Walters stands on the street in front of her new campus in downtown Berkeley, about a block from the current campus, which is 30 years old. The urban campus, which will be renamed Berkeley City College, will grow in square footage by almost 400 percent and will offer students several amenities not available now at the existing site, including a student lounge, bookstore, a 250-seat auditorium, and a multimedia digital studio. The library will grow to more than three times its current size. The college plans to double its enrollment in the coming years. (Photo credit: Ray Giles)

Only CCIE member colleges will be eligible to participate in upcoming institutional grants and student scholarships. However, all California community colleges are invited to join CCIE. Contact CCIE Director, Rosalind Raby at rabyrl@aol.com

Almost all California community colleges offer international student programs, says Raby. California's colleges and universities enroll

80,000 students, 20,000 of whom study in the community colleges. Statewide, international students contribute \$1.8 billion annually to the California economy. California community colleges enrolling the largest number of students include **Santa Monica, DeAnza, Foothill, San Francisco, Pasadena, L.A. City, El Camino, Diablo Valley, Grossmont, Orange Coast, Santa Ana and Glendale.**

PEOPLE

APPOINTMENTS

■ Mark Zacovic has been named president/superintendent of **Mt. San Jacinto CCD**. He succeeds Richard Giese, who retired in July and serves as interim president. Zacovic has been vice chancellor of business operations at **Rancho Santiago CCD** since 1998. Prior to Rancho Santiago, Zacovic served as vice president of business services at **Lake Tahoe Community College** from 1990 to 1998. He was the director of administrative services at **Santa Barbara City College** from 1985 to 1990. A native of Whittier, Zacovic has a BA degree in sociology from the University of California, Santa Barbara; an MBA from Whittier College; and a PhD in Educational Leadership from the University of Nevada, Reno. Zacovic has been active in many associations and boards, including the California Community College Association of Chief Business Officials, where he has served as president since 2004. In the past four years, Zacovic has run five marathons, 26.2 mile races, including the New York and LA marathons.

■ The **Sierra College** Board of Trustees has appointed Leo Chavez to the position of superintendent/president. Chavez will succeed interim superintendent/resident Morgan Lynn in mid-



Mark Zacovic



Leo Chavez



Dean Colli

summer. Chavez currently serves as interim president of **San Jose Community College**. He has served as president of **West Valley College** in Saratoga and chancellor of **Foothill-De Anza CCD**. His last position was with the Community Foundation of Silicon Valley (CFSV) in San Jose, where he served as executive vice president and chief operating officer in 2003. He led a major reorganization of the foundation and participated in the development of a strategic plan designed to carry the organization forward for the next 10 years.

INTERIM APPOINTMENTS

■ Dean Colli has been appointed interim president at **Grossmont College**, replacing Ted Martinez, who left the college in January.

■ Gary Lewis, vice president of academic affairs, has been appointed interim president/superintendent at **Shasta-Tehama-Trinity CCD**.

RESIGNATIONS

■ Lydia Ledesma-Reese, president of **Oxnard College**, announced in January that she will be leaving her post at

the conclusion of the current academic school year. Ventura County CCD Chancellor James Meznek cited Ledesma-Reese for her service to the district, and to the students and staff of the college. Ledesma-Reese will continue to serve the district in a consultant capacity, said Meznek. Ledesma-Reese was appointed president in 2002 after serving as president of Skagit Valley College in Washington for seven years.

■ **Shasta-Tehama-Trinity CCD** Superintendent/President Mary Retterer has resigned her position at the district. Retterer came to Shasta two years ago from Pima Community College's East Campus in Tucson, AZ. In a statement released by the district, the board cited "policy differences" between the board and president. "Accordingly, so that Shasta College can re-focus its energies, Dr. Retterer has agreed to step down as Superintendent/President. We wish her continued success as an educational leader."

RETIREMENTS

■ Jim Riggs has announced that he will be stepping down



Lydia Ledesma-Reese



Jim Riggs



Bernadine Chuck Fong



Mary Retterer

as **Columbia College's** president in January 2007, and will assume a full-time faculty position in fall of that year. "I thank my Columbia College colleagues for their past and continued support as we, as an institution, move ahead to prepare for the challenges of the future. I fully intend to remain available to the college and will keep active as a faculty member." With a 24-year career in college administration, Riggs has been the school's top administrator since 1997 and came to Columbia College after three years as vice president of education and student services at Lincoln Land Community College in Springfield, Illinois. He is also currently an adjunct faculty in the California State University, Stanislaus Community College Leadership Graduate Certificate Program. He held previous positions as the executive dean of the Lake County campus of **Yuba College** from 1987 to 1994, and associate dean of instruction/extended education at **Merced College** prior to that.

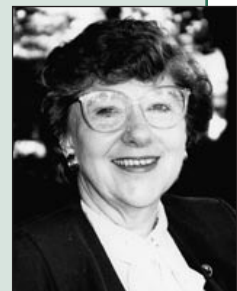
■ Bernadine Chuck Fong, who has been president of **Foothill College** since 1994, has announced her retirement this summer. Fong

began her career at Foothill in 1970, serving as a psychology and child development professor. Under her leadership, Foothill was one of the first community colleges to offer online credit courses via the Internet. Foothill online offerings include eight associate degrees and over 200 courses. Fong serves on the Stanford University Board of Trustees, has been visiting professor and scholar at Stanford's School of Education, and is vice-chair of the University's

Board of Trustees Minority Alumni Relations Task Force. She was chair of the Board of Directors of the American Association for Higher Education. Previous service includes membership on the boards of the American Association of Community Colleges, Chief Executive Officers of the California Community Colleges, and the Association for California Community College Administrators. ♦

IN MEMORIAM

Margaret Lee, trustee on the **Napa Valley College** board of trustees since 1983, died unexpectedly at her home recently. Said President Christopher McCarthy, "Margaret was a courageous woman who fought quiet battles throughout her life and achieved her goals against daunting odds. She was a woman of intelligence and strong principles who led a meaningful life of service and commitment. Margaret often said she provided the historical perspective and institutional memory to her fellow board members. She provided much more. She was innately kind and compassionate, sincerely devoted to students and unerringly supportive of staff. She was a great ally of education at Napa Valley College, and her life was an inspiration for all of us." Lee served on the California Community College Trustees board of directors for many years and was president of CCCT in 1993-94.



Margaret Lee



DID YOU KNOW ABOUT...

SAN DIEGO COLLEGES RESPOND TO GROWTH IN GAMING INDUSTRY

The recent growth of the gaming industry in San Diego County has prompted **Grossmont College** and **MiraCosta College** to offer local residents new classes designed to teach students about the industry and the Native American culture.

Grossmont offers an AA degree in Cross-Cultural Studies, which includes coursework in American Indian Studies. According to Janet Castaños, dean of Humanities, Social and Behavioral Sciences, "Our programs are a result of collaboration between faculty and tribal advisors. We are excited about our ability to respond to the educational needs of the tribal community." A new certificate of proficiency in Tribal Gaming, Culture and Policies – 15 units – offers students the opportunity to learn about the policies, culture, and governance of tribal gaming as they prepare for leadership roles in tribal communities and gaming enterprises, further studies in Native Indian culture or cross-cultural studies degrees, as well as increased knowledge and understanding for those currently in tribal leadership and business roles.

Classes are taught both at the college and at the nearby Viejas

Tribal Education Center and the Barona Tribal Cultural Museum. Both Viejas and Barona reservations have large casinos. The target audience for the classes includes those who are involved, or wish to become involved, in tribal government or tribal gaming enterprises. Course titles include: American Indian Tribal Governments and Indian Sovereignty; Tribal Gaming and the Law; Organizational Culture of Gaming; Gambling Behavior, Addiction and Problem Gaming; and Tribal Gaming Theory.

Says Castaños, "The political issues are different on an Indian reservation that hosts a casino than they are in the American gaming industry found in Las Vegas or Reno. There are lots of cultural and spiritual issues related to what constitutes a good casino leaders."

MiraCosta is offering a new class targeted at students that want to

work at an Native American-owned casino or in Nevada. "Casinos and gaming operations represent one of the largest growth sectors for the hospitality industry," explains Karen Smith, lead instructor in MiraCosta's hospitality program. "There are professional opportunities that exist at these facilities and most of the casinos offer excellent benefits for employees and strong career advancement opportunities."

The new class, Casino and Gaming Operations, focuses on how the casino and gaming industry works, from customer and food service to event management and gambling.

"I took this class mainly because of the number of employment opportunities that exist locally with the number of casinos in our area," said student Dennis Seaton. "I have learned real-world information about what the world of casinos is really like." ♦

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Editor: Ray Giles

raygiles@cclleague.org

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