July 17, 2019 10:00 a.m. – 4:30 p.m. July 18, 2019 10:00 a.m. – 4:00 p.m. West Los Angeles College 9000 Overland Ave
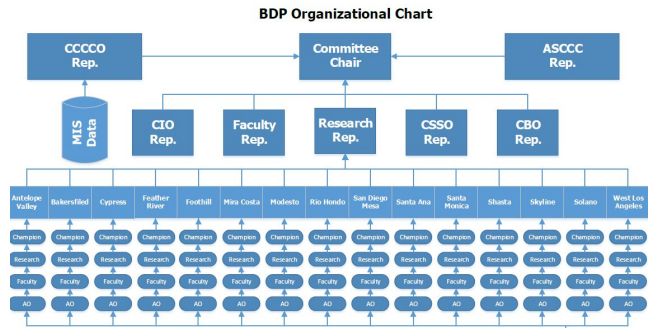Culver City, CA 90230
HLRC Building, 4<sup>th</sup> Floor

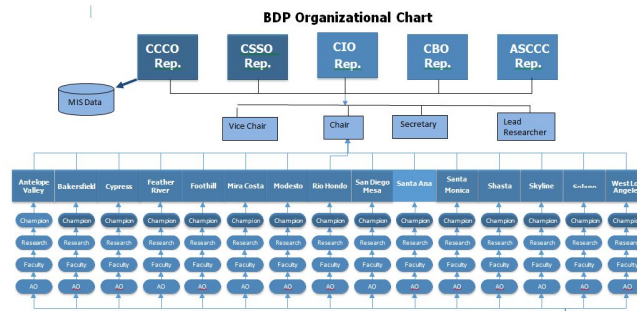**Wednesday, July 17, 2019**

**10:00 a.m.**

**Roll Call:**  Antelope Valley, Bakersfield, Cypress, Feather River, Foothill, MiraCosta, Modesto, Rio Hondo, San Diego Mesa, Santa Ana, Santa Monica, Skyline, West Los Angeles

I.      Welcome—Ara Aguiar, Vice President of Academic Affair, West Los Angeles College

II.     BDP Organization Structure (Kevin Lovelace and Tina Recalde)
        Kevin Lovelace and Tina Recalde presented two versions of the proposed BDP Organization Structure (A and B).  Both versions of the organizational chart include the following levels:
        a.  California Community Colleges Chancellor's Office (CCCCO) Representative, Chief Student Services Officer Representative (CSSO), Chief Instructional Officer (CIO), Chief Business Officer (CBO), and Academic Senate California Community Colleges Representative (ASCCC)
        b.  BDP Chair, Vice Chair, Secretary, and Lead Researcher
        c.  Representation each college (Champion, Researcher, Faculty, and Articulation Officer);

        Version A

**BDP Organizational Chart**

| CCCCO Rep. | Committee Chair | ASCCC Rep. |

MIS Data | CIO Rep. | Faculty Rep. | Research Rep. | CSSO Rep. | CBO Rep.

| Antelope Valley | Bakersfied | Cypress | Feather River | Foothill | Mira Costa | Modesto | Rio Hondo | San Diego Mesa | Santa Ana | Santa Monica | Shasta | Skyline | Solano | West Los Angeles |

Champion / Research / Faculty / AO (for each college)

Version B

**BDP Organizational Chart**

| CCCO Rep. | CSSO Rep. | CIO Rep. | CBO Rep. | ASCCC Rep. |

MIS Data

Vice Chair | Chair | Secretary | Lead Researcher

| Antelope Valley | Bakersfield | Cypress | Feather River | Foothill | Mira Costa | Modesto | Rio Hondo | San Diego Mesa | Santa Ana | Santa Monica | Shasta | Skyline | Solano | West Los Angeles |

Champion / Research / Faculty / AO (for each college)

Recalde explained the primary difference between the two models is the representation of the flow of information. In version A, the BDP Chair, Vice Chair, Secretary and Lead Researcher are presented at the top of the organizational chart. In version B, the CCCO Rep, CSSSO Rep, CIO Rep, CBO Rep, and ASCCC Rep are presented at the top of the organizational chart.

The BDP Committee Roles and Responsibilities include:

1. Chair—Schedule and lead meetings, work with secretary to prepare agendas, serve as a liaison for representatives and colleges to address issues and concerns
2. Vice Chair—Assist chair with scheduling and coordinating meetings, also serve as a liaison for representatives and colleges
3. Secretary—develop agendas with the chair, take minutes during meetings, distribute agendas, minutes, and items of communication to representatives and colleges
4. Lead Researcher—coordinate research efforts between the colleges and serve as a liaison for the CCCCO and LAO regarding data collection and MIS
5. CCCCO Representative—duties include:
   a)      Communication  (BDP Regulations, Oversight, Collaboration).
   b)      Data Collection (MIS, Psychometric, Other).
   c)      Conferences (Present Updates, Findings).
6. CSSO, CIO, and CBO Representatives—provide oversight and guidance

regarding BDP programs and dialogue with all relevant stakeholders
7. ASSSC Representative—provide guidance and communication between BDP programs and Academic Senate

The members all agreed on the participants within the structure. There was discussion regarding the layout and expected flow of communication illustrated within the two versions. It was noted the composition of the committee and the roles are necessary. The graphic representing the overall flow of communication may need to be slightly modified.

| Recommend Approval of Version B |
| --- |
| *Motion by Slavich* |
| *Second by Parolise* |
| *Final Resolution: Motion Carries* |
| *Aye: Antelope Valley, Bakersfield, Cypress, Feather River, Foothill, MiraCosta, Modesto, Rio Hondo, San Diego Mesa, Santa Ana, Santa Monica, Skyline, West Los Angeles* |

The following nominations were made. Shelly Hess volunteered to develop an online ballot via Survey Monkey.

Nominations for Chair
- Carmen Dones
- Mike Slavich

Nominations for Vice Chair:
- Tina Recalde
- Mike Slavich

Nominations for Secretary:
- Shelly Hess
- Write in

Nominations for Lead Researcher (determined during the 7/18/2019):
- Laurieno Flores
- Hai Hoang

The committee also discussed setting two-year term limits for the positons. It was recommended and agreed the terms should be staggered. Two members will have three year term limits.

**11:15 a.m**.

    III. Carmen Dones provided a tour of the West L.A. BDP—Dental Hygiene facility.

**12:00 p.m. Lunch Break**

**1:00 p.m. – 4:30 p.m.**

1.    BDP Advocacy – Dr. Constance Carroll, Chancellor, San Diego CCD

Dr. Carroll complimented the work of the baccalaureate colleges as they are game changers for the California Community College system and the students we serve.

Dr. Carroll emphasized the following during the meeting (see attached follow up email for more details):

- Importance of advocacy for the pilot programs.
- Background—25 states offer community college baccalaureate programs; California is the only pilot
- LAO due February 1, 2020—the pilot colleges need to provide support for the report to the LAO; ensure that it is well organized and presented in order to educate the legislators on the important work we are doing.

Dr. Carroll explained that Senator Jerry Hill is terming out; once he leaves office he will not be able to author legislation.  Intensity Senator Jerry Hill is terming out and he will not be able to author legislation after he leaves office.

The colleges need to begin working on advocacy plans now in order to get local get local legislators familiar with the programs and understand the importance of them for students and the community.

Advocacy includes regular communications with local legislators –CC once a month and generating media coverage to share the outcomes and success of students and the graduating class including information on graduates jobs, what they went into, salaries, if they are already in the field did they receive promotions. Legislators will want to know how effective the programs are reaching job goals.

Dr. Carroll presented the timeline for December—February.  She emphasized the importance of

The colleges should communicate 5 Main Points:

1) Talk about Baccalaureate programs:  about JOBS
2) Accessible and Affordable (students are place bound, low income students)
3) Programs replacing obsolescent associate degrees—jobs are requiring bachelors degrees (obligations morally)
4) Our programs do not duplicate CSU or UC programs—universities are not doing this, only some for profit or nonprofit (high price degrees)
5) Data—students

The following myths need to dispelled:

1) Mission creep—address the lanes have changed because of employer preferences for BS degrees, community college mission is about workforce preparation—adapting mission to new realities
2) Community college BA divert $ and focus away from CC students,
3) Our programs are not in competition with public universities, No duplication of UC, CSU

4) Quality of our degrees—Assembly Higher Ed meeting accrediting bodies arbiter of quality, bond measures have transformed facilities,
5) Cost too much—in most cases the BS programs are built on top of established programs, some changes, but investment while welcome is not required

Chancellor Carroll responded to questions and key points that were discussed:

- A question was asked if colleges have invited legislators, set up tours—helps dispel misconceptions.  Several colleges responded and shared examples.
- A question was asked regarding evaluation process— the response is it will come down to vote
- Chancellor Commended Jerry Brown for his support of community colleges—however; under his leadership eliminated redevelopment agencies were eliminated. For example, the California Postsecondary Education Committee (CPEC) was eliminated. Now community colleges only have one arbiter, everything now is about legislation.
- SB 274 (CSU doctorate degrees) was discussed
- It was noted UC is not too active in future legislation, CSU is the most vocal.
- Governor Newsome is generally supportive— leaders are still learning his style; it is important to get word out to Governor's staff
- No evidence CSU institutions have been harmed; many students attended CC because of the BS opportunities, they were interested in our programs.  Foothill explained their students have transferred and earned master degrees at a CSU.

Dr. Carroll stated she has a DL for baccalaureate degree news. Please email Shelly Hess at shess@sdccd.edu  if you are not on this list, she will ensure you are added to the list.

Dr. Carroll closed by expressing her commitment to assisting with the program and the service to students.

2.    BDP Proposal Projections and Current BDP Numbers –(Mike Slavich)
- Slavich expressed concerns about the LAO report
- The proposal we put into the state needs to demonstrate we are hitting the numbers we said were are going to—i.e., 20 graduates in the program.
- The college needs to determine which target are we looking at.  For example, 1 cohort of 20 every year, instead of 2 twice a year. We need to demonstrate we are hitting numbers, have incredible wage gains.  Share the unexpected gains; for example, we did not anticipate number of students that would continue in to graduate school,
- Slavich shared Rio Hondo program has increased from 4 beginning auto sections to 9 sections.
- Quality of graduates and placement

3.    Final LAO Report Process and Timeline – (Edgar Cabral and Laura Metune)
- Cabral and Metune shared the LAO report was moved up 18 months
- The colleges need to set up meetings and visits to talk about data, all work completed during calendar year.

- The report will be reviewed and evaluated based on elements identified in statute including:
    1) Idea unmet need for skills and applied not being addressed by UC or CSU
    2) Intent to talk about students being served—demographics of
    3) Student costs
    4) Program costs
    5) Programs meeting workforce needs
- Less data than we thought we would need—program story, data itself will not have all of the information.
- Anecdote information will be important: small cohorts, how detail do you want, employment and salary important—enrolled in Masters Degree programs
- Student demographics,
- Data collection should be pulled as much as possible from MIS. Colleges providing data to them should be replicated in MIS data. Data makes sense, errors or issues, is this something colleges should send?
- One of the challenges frustration with want programs to be in fields that are growing and high wages, programs are narrow, need jobs with qualifications—big picture

The explained additional items things beyond specific programs they will be looking at include:

- Ways to improve process—considering level to which written in final report. Advice given to legislator.

- Interview site visits will begin at the end of August.

There was a question from the audience regarding the timeline for the development of the report. It was noted drafts for review are not included in the timeline. The CCCCO will finalize report and send it out, the colleges will not have the opportunity to review final draft before it is distributed to the LAO.

Another question was asked regarding additional funding—colleges do not break out information for individual programs this way. The discussion continued. It was noted the programs need to be sustainable and do not detract from mission of the community colleges.

It was recommended the colleges go back to original application and determine is they are above or below where they had originally planned.

**Thursday, July 18, 2019  Meeting Notes**

**Roll Call:**  Antelope Valley, Bakersfield, Cypress, Feather River, Foothill, MiraCosta, Modesto, Rio Hondo, San Diego Mesa, Santa Ana, Santa Monica, Skyline, West Los Angeles

**10:00 a.m. – 12:00 noon**

Data Discussion (BDP Researchers) – This discussion may continue after lunch.

1. Internal Data Collection Process

   In preparation for collecting data for the LAO report colleges need to tag students by ID number that they are a baccalaureate student. To assist with this process, a new code, SG-12, has been developed to tag baccalaureate students in MIS

   Everyone should be using the same working Cohort Definition – (try to be consistent with the LAO defines it):
   ● Special population flag in MIS (SG-12 code in MIS)
   ● Enrollment in upper division courses
   ● Admitted student ID
   ● Bachelor's degree major code/program of study (program control number – not TOP code)

   Students should have all 4 of these factors to be considered a baccalaureate student.

   Colleges should know how students are flagged when they are admitted and if their systems allow it.

   Craig Hayward recommended looking at program major code

   Edgar explained he is going to look at first enrollment in a baccalaureate level course and then time to completion.  Colleges can discuss specific concerns when he meets with them individually.

   Additionally, colleges need to review the pipeline, junior/senior level, and graduation rate.  It was recommended those numbers are compared to the original application.

2. What are colleges collecting outside of SB 850?

   Discussion continued regarding additional data collected outside of SB 850.  The following data elements were determined:

   ● Employment
   ● Program competency – external accreditation

- Exam pass rates
- Industry credential
- Continuing education to a master's degree
- Are students working/how many hours

3. What student groups are you collecting data from/who are you excluding?

   Colleges identified the following:

   - Survey data upon entry and exit of program
   - Collecting employment and salary data as part of pre-survey as well
   - Focus groups with graduating class – barriers experienced, competency in field – video them if possible
   - Need to add student debt level question to graduation/post- survey

4. How are you analyzing the collected data?

   Common responses included: Survey Monkey, Novi Survey, Google Form, Paper

5. With whom are you sharing your collected data?

   Data is being shared with the following:

   - Faculty, staff and administrators
   - Conferences
   - Board of Governor's
   - Accrediting agencies
   - Website
   - Industry partners
   - Board of Trustees
   - Legislators
   - Professional organizations

6. Other

**What about impact of our programs on underserved and underprepared populations?**
   Edgar mentioned he will not be looking at underprepared due to changes in the community college system, he will be looking at demographic information as well as financial aid information

There was a question asked if there any particular students or situations that are not being caught in that data?

Edgar mentioned the LAO will want the data on the number of applications received and the number of students  accepted.

Program costs were discussed including:
- Sustainability of the programs
- Definition of personnel expenditures
- Importance of an Excel spreadsheet being sent out  to CBOs and need for a certification form

Njeri will be sending the certification form soon—it is due in October

**Nominations for BDP leadership group**
The committee nominated the following for Lead Researcher:

- Laurieno Flores, Assistant Dean, Antelope Valley College
- Hai Hoang,  Researcher, San Diego Mesa College

**Survey/Research Project**
The committee discussed the importance of all of the colleges using the same survey and developed a timeline when the survey should be issued, i.e., pre, post graduation (6 months), exit survey

The following items were recommended to be included in the survey:
- Previous degree
- Amount of student debt – pre and post
- Employment reimbursement (if applicable)
- Financial aid – CalWorks, etc.
- Marital status
- Remove GPA question as self-reported is not accurate and they may not know when coming in
- Look at CTEOS survey to see what their questions are and possibly duplicate, then augment as needed for additional information
- Add comment box rather than just "yes" or "no" to provide additional clarification
- Let smaller group decide whether we want a qualitative field with transferring from another institution, others want it to collect qualitative information
- Rephrase #12 to clarify whether going on to seek master's degree