

October 21, 2016 Instruction and Student Development Update

Strong Workforce

CR's CTE Division has started work on the rollout of the Strong Workforce Program. CR has been allocated \$518,190 based on job openings, unemployed adults, and CTE full-time equivalent students. Marla Gleave is leading a **task force of faculty and administrators** to determine and guide the process that will result in plans to be funded. CTE faculty will start moving at a rapid pace to meet the planning deadlines of the new program.

The Strong Workforce Program requires that:

- **plan elements must increase the number of students in CTE** courses, programs, and pathways
- may invest in new or emerging CTE courses, programs, and pathways, and they may address a strong workforce task force recommendations
- must provide evidence of demand for workers within the funded CTE programs

In addition to the local funds going to CR, additional funds are being awarded to the region. Some of the funds will be set-aside for CR if planning throughout the region, and additional funds are available for competitive applications for regional projects. Marla Gleave will be presenting at the next Academic Senate meeting and she will provide more detailed information in the weeks to come.

Federal College Scorecard & Role in Accreditation

The U.S. Department of Education (USED) has updated their **College Scorecard**, which includes all accredited institutions. The scorecard contains information about the institution's graduation rates using IPEDS data, total enrollment, loan default and repayments rates, Pell Grant recipients, and other descriptive information. While the press has highlighted graduation rates and loan default rates as signs of "at risk institutions" the Council of Regional Accrediting Commissions has determined that the **IPEDS graduation rate is an inadequate metric** for evaluating open access institutions.

In addition to the release of the Federal Scorecard, *the Accreditation Reform and Enhanced Accountability Act of 2016; S.3380* was introduced on September 22, 2016. This legislation would expand the role of the Federal government and Secretary of Education in setting federal standards for which accreditors will require institutions to meet. It would allow the Secretary to establish regulations regarding any criteria for accreditors, including standards with respect to student achievement. Specifically, the proposal would expand student achievement standards to include retention rates, graduation rates, cohort default rates, repayment rates, transfer rates, student earnings after graduation, and professional and vocational certification and licensing examination pass rates, as applicable, as well as additional measures determined by the Secretary. Barbara Beno has written to CEOs and other interested parties urging us to read the Council of Regional Accrediting Commissions analysis of this bill carefully. She wrote that the draft bill is unlikely to pass in its current, whole form.

2016-2017 Annual Plan

Here are a few more actions in the plan that faculty and staff are actively making happen:

- Goal 1: Student Success Actions
 - Broaden the scope of professional development efforts to include diversity.
- Goal 2: Community Education
 - Grow the adult education program (ESL, inmates, high school equivalency, short-term CTE, people with disabilities)
- Goal 3: Practice Continuous Quality Improvement Actions
 - Pursue grants that help address initiatives related to student success and completion.

Fast Fact

FTES following census for most classes:

Fall 2016 Total: 1906 Resident: **1793**

Fall 2015 Total: 1918 Resident: **1787**

Note: Positive attendance hours are estimated based on historical averages.