Agenda

• Introductions
• Overview of the Committee
• State of the College
• State of the Department
• SB 1440 & Impact
• Discussion & Feedback
• Wrap-up
Introductions
The Committee

• Creates a bridge between local business leaders and educators
  – Industry needs
  – College needs
State of the College

- Downturn lasting longer than expected
- CA budget crisis cuts deeper than anticipated
- Financial impact on District and Moorpark college
- Impact on number of classes offered, class size, resources (Faculty, Staff, Equipment, etc)
- Good news: Accreditation!
  - One of a handful of colleges on West Coast that received 6 year accreditation from WASC
State of the Department

- Fewer classes than last year
- Further reduction in CRNs expected
- Program plans adjusted
Senate Bill 1440

- SB 1440 introduced in mid-2010
- Creates “transfer” Associate degree
  - Guarantees admission with junior standing to the CSU system
  - 60 transferrable units (GE Breadth) pattern
  - Minimum of 18 units in a major or area of emphasis
- Priority admission to their local CSU campus and to a program or major that is similar to their major or area of emphasis at the community college
- Students take 60 upper division units at CSU to complete a 120-unit baccalaureate degree
Impact of SB 1440 on Community Colleges

• Lower division major preparation at the community colleges

• Shorter time “in system” for transfer students
  – Eliminates “redundant” or “unnecessary” courses
  – Uniform major prep requirements at CC and CSU

• Course ID numbering+description system in progress
  (see http://c-id.net/)
Local impact

• AA, Certificates & Proficiencies re-evaluated
• Work nearing completion on SLOs
• Impact on CORs
Committee Review

• Handouts
  – SB1440 Fact sheet from CACC Chancellor’s office
  – Sample draft C-ID descriptor
    • BUS M30 – Introduction to Business

• Discussion/Feedback
Wrapping up

• Thank you! Your input is invaluable
  – Program development
  – Curriculum
  – Career preparation
  – Student support services for Business students

• Comments?