

Summary from ASCCC Rep  
Janet Fulks – 11/16/14

Plenary was sold out (Janet, Kate and Sonya attended)

The information provided was excellent:

**The Panel Discussion on the three Technology Initiatives and Their Impact on Our Colleges** included discussion about The Common Assessment (CAI), Education Planning (EP), and Online Education (OEI) Initiatives are moving quickly, with pilots for each initiative beginning in 2015.

CAI Multiple measures has some components that concern our team. The pilot representatives from the disciplines and A&R and counseling will go to Irvine Dec 1 to discuss implementation – none of the meeting dates are considering faculty teaching schedules. EPI – continues to move forward. I created a resolution which was adopted by the body on the consent agenda requesting that the ASCCC approach the CCCO about creating our own system-wide Curricunet under EPI. They also discussed the inclusion of predictive analytics there. OEI has really morphed. I do not see how any college offering online will be competitive if they do not join OEI. Colleges are allowed to OPT in or out. A management system will be provided for free or very little. All colleges must use CCCapply, etranscript and courses used in the exchange will only be C-ID. Mutual placement and articulation are required.

**Equity and Accreditation** – Using SSSP, Equity Plans, and Enrollment Management Plans in the Accreditation Process. This breakout acknowledged the extreme overlapping of these issues and the need to incorporate scorecard and metrics as data foundations.

**Keynote Panel Presentation: Adult Education at a Crossroads** -The restructuring of adult education in California is a focus of statewide, regional, and local conversations about student success. Conversations are required across Community College and K-12 systems and changes to noncredit funding will open new curricular and organizational possibilities for many of our colleges. AB 86 planning and faculty and administrative voices involved in restructuring their district's adult education, noncredit, and credit is the key. We have had "issues" with our required AB86 discussion and are trying to correct these in the future month. We have not explored noncredit and need to look at this as a college. (So I went to the noncredit breakout to find out about this. I was told by the AB 86 facilitators (WestED) hired by our district that we would not be considering noncredit.

**Exploring New Possibilities for Student Success through Noncredit** - The concurrent restructuring of adult education and the equalization of funding for Career Development and College Preparation noncredit courses are game changers for our students, faculty, and communities. Opportunities are great and BC needs to discuss these in light of the fact that the allocation is equal now to credit allocation per FTES and noncredit success in basic skills is often better because of the paradigm. Challenges to create or expand their noncredit programs include: minimum qualifications, faculty workload, full-time/part-time faculty ratios, compensation. Benefits to students include – not buying useless credits, no loss to financial aid limits on credits and, depending upon the non-credit plan

student's ability to move through this work at their own pace. The ultimate acceleration/compression answer. I spoke with experts in several colleges about this.

**Sacred Cows or Obstacles to Progress: Reconsidering Statutory and Regulatory Restrictions on Budget Allocation—Can We Do Better? This breakout was led by** David Morse, ASCCC President & Bonnie Ann Dowd, Executive Vice-chancellor, Business and Technology Services, San Diego CCD

They spoke about the “various statutory and regulatory requirements that dictate or restrict the ways in which California community colleges may allocate their budgets can be a major source of contention on our campuses and in our system. Some of these statutory and regulatory requirements are decades old and conflict with each other, creating unintended consequences or conflicting challenges. Many administrators advocate for greater flexibility when allocating state revenues in college budgets, whereas many faculty see such requirements as the 50% Law and the Faculty Obligation Number as essential protections. Could we develop a more effective way to address budgetary concerns and needs that would satisfy all concerned parties? Join us for an exploration of the issues surrounding this topic and identifying possible directions for the future.” We need to seriously grapple with this but there were two concerning components provided by the CBO. Also SDCCD has a rule that when the Chancellor gets a raise everyone gets the same percent in all ranks within the district – WOW.

**Student Success Initiative Implementation: Goals for the California Community College System** Patrick Perry, Executive Vice-chancellor, Chancellor's Office described SB 195 (Liu, 2013) required that the California Community College System set a series of goals and metrics and monitor progress toward achieving them. The 2011 Student Success Task Force Recommendations included a similar set of statewide accountability measures. Over the course of 2013 and early 2014, the Chancellor's Office, in consultation with various system constituency representatives including Consultation Council and the Scorecard Advisory Committee, developed a collection of nine metrics that were approved by the Board of Governors in July 2014. These metrics encompass five areas—student success, equity, student services, efficiency, and access. Because the goals will be publicized as a measure of the success of the California Community College System, they will also need to inform local college budgets, planning, and initiatives. Sonya and I are on this committee and can share these goals and what they mean for BC at any time. Currently our goal is to incorporate the metrics into our Equity Plan, SSSP and use as a core for the Institutional Scorecard at our website <https://www.bakersfieldcollege.edu/scorecard>.

I also attended the follow-up to this breakout.

**Panel Discussion: Gender Equity on Campus** -How might gender equity be effectively engaged, practiced, and (perhaps) reimagined for California community colleges in an age of Title IX and the funding of Student Equity? What does it mean to “do” gender equity on campus, whether it is through maintaining compliance with statute, or by examining our classrooms and building local initiatives? The transformation of college campuses can be difficult, especially when we critically engage the intersections of gender and equity. In light of new state initiatives and hopes for more equitable futures, this panel will examine the broad challenges of gender equity, and will include a discussion of programs

and actions colleges may wish to explore and employ. This was perhaps one of the best diversity panels I have ever observed.

Resolutions: Below is a list of the considered resolutions with the final result in the right column. The final wording will be posted at <http://www.asccc.org/events/2014/11/2014-fall-plenary-session> sometime in the future. (Consent means passed by consent of all colleges to not vote. Amended means passed with language changes. Referred means no vote sent to exec to deal with. Not passed means voted down.

## **1.0 ACADEMIC SENATE**

- \*1.01 F14 Adopt the Resolutions Handbook..... Consent
- +1.02 F14 Establish a Part-Time Representative Seat on the Executive Committee . Not Passed
- #1.03 F14 The Two Thirds Vote Rule Required To Overturn A Prior Position ..... Not Passed

## **2.0 ACCREDITATION**

- 2.01 F14 Student Learning Outcomes and Faculty Evaluations .....Passed/amended
- 2.02 F14 Accreditation Evaluation Teams and Commission Actions ..... Passed
- ##2.03 F14 Faculty Participation on ACCJC External Review Committees ..... Passed
- #2.04 F14 Freedom to Choose .....Referred to exec

## **7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE**

- 7.01 F14 Restructure the FON to Include Noncredit Faculty ..... Passed
- 7.02 F14 ASCCC Involvement in the California Community College Institutional Effectiveness and Technical Assistance Program..... Passed
- +\*7.03 F14 Aligning State Reporting Deadlines With Academic Calendars ..... Consent
- ##7.04 F14 Student Safety: Sexual Assault ..... Consent
- #7.05 F14 Definition of Basic Skills .....Passed/amended
- ##7.07 F14 Re-enrollment Information for Admissions and Records Staff.....Passed/amended
- ##7.08 F14 Alignment of the Title 5 Definition of Distance Education with the Federal ..... Definition of Distance Education.....Passed/amended
- ##7.09 F14 Remove the Term Remedial from the Student Success Scorecard ...Passed/amended

## **8.0 COUNSELING**

- ##8.01 F14 Recognition for Skills-builder Completion .....Passed/amended
- ##8.02 F14 Broaden the Definitions of Success and Completion.....Passed/amended

## **9.0 CURRICULUM**

- 9.01 F14 Local Degrees for Transfer and General Education Requirements....Passed/amended
- \*9.02 F14 Reporting Data on Low Unit Certificates ..... Consent
- \*9.03 F14 Reinstating Local Approval of Stand-Alone Courses..... Consent
- 9.04 F14 Faculty Inclusion in Development and Implementation of Community College Baccalaureate Degrees .....Passed/amended
- 9.05 F14 General Education Patterns for Community College Baccalaureate Degrees..**Error!**

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- \*9.06 F14 Update the paper The Course Outline of Record: A Curriculum Reference Guide**Error!**

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- 9.07 F14 Secure Funding to Develop C-ID Course Descriptors for College Preparation Courses ..... Passed
- #9.08 F14 Impact of Changes to Course Repeatability .....Passed/amended
- ##9.09 F14 Development of a Curriculum Platform..... Consent
- ##9.10 F14 Chancellor's Office Template Protocols.....Passed/amended
- ##9.11 F14 Formalizing Model Curriculum..... Passed/amended
- ##9.12 F14 Support for Allowing Exceptions to Senate Bill 440 Degree Creation MandatesPass

#\*9.13 F14 Future Direction for C-ID .....Passed/amended

**10.0 DISCIPLINES LIST**

\*10.01 F14 Revise the Paper Equivalence to the Minimum Qualifications **Error! Bookmark not defined.**

**11.0 TECHNOLOGY**

#11.01 F14 Common System Student Database .....Passed/amended

**12.0 FACULTY DEVELOPMENT**

\*12.01 F14 Professional Development and the Academic Senate ..... Consent

12.02 F14 Professional Development and Part-Time Faculty.....Passed/amended

\*12.03 F14 Faculty Professional Development ..... Consent

12.04 F14 Using Anticipated Savings from Adopting the Common Course Management System to Support Online Faculty Professional Development Needs ..... Passed

**13.0 GENERAL CONCERNS**

13.01 F14 Improving Student Success Through Compliance with the 75/25 RatioPassed/amended

#\*13.02 F14 Resolution on Dual and Concurrent Enrollment ..... Consent

#13.03 F14 Faculty Primacy and Support for Faculty-Created Assessment Instruments in the Common Assessment Initiative Project ..... Not Passed

**17.0 LOCAL SENATES**

17.01 F14 Consulting Collegially with Local Senates on Participation in Statewide Initiatives ..... Passed

17.02 F14 Faculty Primacy in Distance Education Instructional Programs and Student Services ..... Passed

**18.0 MATRICULATION**

#\*18.01 F14 Defining Writing Assessment Practices for California Community Colleges Passed/amended

**20.0 STUDENTS**

20.01 F14 Developing a System Plan for Serving Disenfranchised Students....Passed/amended

Of concern to BC is the passage of 18.01 requiring writing assignments graded by faculty. We supported writing assignments BUT NOT hand graded. This is a departure from the senate's general support of individual college choice. It will be problematic in placement.