

Academic Senate Fall Plenary Sessions – April 21 – 23 , 2016

The Academic Senate Spring Plenary Session was held in Sacramento and some of the main topics that were discussed in the breakout sessions were:

- The Common Assessment
- Open Education Resources and Z – Degrees/Pathways
- Equity of Faculty

The Common Assessment

BC is one of pilot colleges for the common assessment system that will be taking place statewide. The purpose of the common assessment system is to:

- Align to the state legislation
- Remove unnecessary remediation
- Provide statewide efficiency

The common assessment would test English and Math and use multiple measures for placement. Placement would be a local decision as determined by each college. If a student changes community colleges, the placement score can be transferred, but it would be up to the new college to determine placement.

For the English placement, there will be a writing sample. Each college has the option to grade the writing sample by hand, however, there is no process yet for scoring by machine. This is being looked into since many computerized programs do not do a good job of scoring writing samples.

There is no time limit for the exam and there will be access to a pencil/paper version of the exam on demand.

Open Educational Resources and Z – Degrees/Pathways

In October 2015, AB 798 – Textbook Affordability Act was passed which helps college students save money by increasing the use of Open Educational Resources (OER). OER refers to open access textbooks and ancillary materials that are available at little or no cost. Colleges are looking at creating Z – Pathways (Z meaning zero cost for textbooks). There are several websites that review OER materials and give recommendations.

Websites: www.oercommons.org (This is to find OER resources)

www.coolfoed.org OR www.COOL4ED.org

For the COOL 4 ED website, you can review OER textbooks by C – ID. Textbooks are reviewed by faculty from community colleges, CSUs, and UCs. There are also recommendations on additional OER textbooks.

Equity of Faculty

There is ongoing discussion about the diversity of faculty in the California Community Colleges. In the fall plenary session, there were several breakout sessions on this issue. The spring breakout session continued to stress the need to increase the diversity of community college faculty that reflects the diversity of the student population. For changes to happen at each college, there needs to be a campus wide effort that starts from the top (president). There was a resolution in this plenary session addressing diversifying faculty. After amending the resolution, the resolution passed.

Some resolutions of interest that passed:

3.01 Diversifying Faculty to Enhance Student Success

Whereas, Studies have indicated that a more diverse faculty workforce can enhance student success and may help to close achievement gaps for underrepresented students by as much as 20% to 50% ;

Whereas, Since the publication of the Academic Senate Paper A Re-examination of Faculty Hiring Processes and Procedures in Fall 2000, the ASCCC has passed 15 resolutions reaffirming positions that express the need for and value of faculty diversity, yet a great disparity between the faculty diversity and the diversity of the student population remains, as approximately 70% of faculty in the system are white while nearly 70% of the students are non-white ;

Whereas, Education Code Section 87100 (a) (3) cites the need for a “work force that is continually responsive to the needs of a diverse student population,” and hiring practices that promote the development of a workforce better able to serve student needs can work to reduce biases in hiring processes and combat the persistent perception that initiatives to promote the hiring of ethnic minorities compromise professional and academic standards; and

Whereas, Practices that promote the recruitment and hiring of faculty who can serve the needs of diverse student populations will ultimately lead to a more diverse faculty workforce by focusing on and identifying candidates that can best understand, communicate with, and advocate for diverse student populations, thus increasing both faculty diversity and student success;

Resolved, That the Academic Senate for California Community Colleges provide rigorous and easily accessible training to educate colleges and faculty on ways in which they can increase the ethnic diversity of faculty through multiple targeted actions to recruit and hire faculty who are best able to serve the needs of diverse student populations ~~while in no way compromising the professionalism nor standards of academic programs;~~ and

Resolved, That the Academic Senate for California Community Colleges develop guidelines for local academic senates to work jointly with collective bargaining agents, EEO Officers, and Human Resources Offices in order to ensure hiring practices reflect the urgency for developing a work force responsive to the needs of diverse student populations and to correct misperceptions about obstacles to promoting faculty diversity.

Note: Strikeouts mean that the resolution was amended to remove language from the original resolution

6.05 Direct Strong Workforce Funding to Districts

Whereas, The recommendations of the 2015 Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy (Strong Workforce Taskforce Recommendation) demonstrate a recognition of the important role of career technical education (CTE) programs in supporting the overall economic integrity of the State of California;

Whereas, Recent practice has been to direct funding for CTE programs through regional consortia, which has in many cases led to uneven allocation of resources, inability to sufficiently fund some existing CTE programs, and missed opportunities for program development and improvement;

Whereas, The 2016 California Budget Trailer Bill allocates \$200 million of Prop 98 funding to support CTE programs and workforce development through the Strong Workforce Taskforce, but the current expectation is that this funding will once again be directed through regional consortia; and

Whereas, The \$200 million in funding for the Strong Workforce Taskforce Recommendation could be better used to serve the students and the economy of California if it were allocated directly to community college districts rather than regional consortia;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office, the legislature, and the Governor's Office ensure that the ongoing \$200 million of the Strong Workforce Taskforce Recommendations is allocated directly to community college districts rather than through regional consortia.

9.08 Associate Degree for Transfer in Music

Whereas, Associate Degrees for Transfer (ADTs) are limited to a total of 60 semester units completed at a community college and must include the completion of CSU Breadth or IGETC, which consists of 37-39 semester units, leaving only 21-22 units of major preparation for music if none of the music courses has been approved for general education;

Whereas, The ADT in Music is not truly “a degree with a guarantee” due to the requirement for students to audition into music programs, students can not enter a university music program at the junior level, students still have to take placement tests, students can only get a Bachelor of Arts degree instead of a Bachelor of Music degree, and music faculty do not recommend the ADT degree to students interested in music as a career or transferring as a music major;

Whereas, The music major is a recognized high unit major as evidenced by the 124-132 semester unit Bachelor of Music (BM) degrees at numerous CSU campuses, including CSU Long Beach, CSU Los Angeles, CSU Fullerton, CSU Stanislaus, San Jose State, San Diego State, and the required lower division music curriculum at these institutions ranges between 33 and 40 semester units; and

Whereas, Some disciplines, such as Biology and Chemistry, have developed Transfer Model Curricula (TMCs) using IGETC for STEM, which allows the community colleges to require additional discipline specific units by permitting six units of general education to be completed after transfer;

Resolved, That the Academic Senate for California Community Colleges recognize the special character of the music major that requires admission by audition which does not fit well with the parameters of the Associate Degree for Transfer (ADT);

~~Resolved, That the Academic Senate for California Community Colleges work with the Academic Senate for the California State University to include music as a discipline eligible to use IGETC for STEM as the general education pattern for the ADT; and~~

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to create a new Taxonomy of Programs (TOP) code for the Transfer Model Curriculum in Music to eliminate the legal requirement that all colleges with an approved Associate's Degree in Music must have an approved Associate Degree for Transfer in Music.

9.09 Z-Degrees and Faculty Primacy

Whereas, The Department of Finance has introduced trailer bill language to incentivize California Community Colleges to develop "Z-Degrees", designed so that students can complete a degree with zero costs for textbooks;

Whereas, The development and review of curriculum and degree programs, as well as the selection of textbooks and other instructional materials, are items of faculty primacy under the 10+1; and

Whereas, The trailer bill language calls for consultation with the local academic senate but fails to recognize the primacy of faculty in these types of decisions;

Resolved, That the Academic Senate for California Community Colleges encourage and support local and statewide discussions regarding degree paths, known as Z-Degrees with zero text book cost to students;

~~Resolved, That the Academic Senate for California Community Colleges remind legislators and others evincing interest in Z-Degrees of the primacy of faculty in decisions regarding degree and program development; and~~

Resolved, That the Academic Senate for California Community Colleges assert the primacy of faculty in curricular decisions regarding degree and program developments, including Z-Degree, and communicate the assertion to the legislature and others evincing; and

Resolved, That the Academic Senate for California Community Colleges recommend that the 2016 budget trailer bill language *ensure that the primacy of faculty is retained* ~~be changed to reflect~~ *by including* the local academic senate's approval of the development of Z-Degrees ~~and, as well as~~ participation in any kind of incentive program related to Z-Degrees ~~to ensure that the primacy of faculty is retained.~~

Note: Italics are to indicate additional language added to the resolution by amendment

18.02 Placement Model for Transfer Statistics Using High School Transcript Data

Whereas, The Multiple Measures Assessment Project (MMAP) has developed placement models in English, mathematics, English as a Second Language (ESL), and reading, using high school transcript data that are currently being piloted at more than 20 different community colleges;

Whereas, The placement models developed by MMAP typically require a higher level of predicted success than many placement tests currently in use at colleges; Whereas, Using actual student data, MMAP has developed a placement model for transfer level statistics that indicates that some students are likely to be successful at statistics even though Algebra I was their highest high school mathematics course completed; and

Whereas, An analysis of 22,403 students that enrolled in transfer level statistics as their first college mathematics course, 2,435 of those students had completed Algebra I as their highest high school mathematics course, 703 of these would have been placed based MMAP placement model with a 60% success rate, while 1,732 of these students do not satisfy the MMAP placement model and had a success rate of 48%;

Resolved, That the Academic Senate for California Community Colleges authorize the distribution of the "MMWG Mathematics Decision Rules Recommendation and Discussion Summary" to Multiple Measures Assessment Project and Common Assessment Initiative pilot colleges;

Resolved, That the Academic Senate for California Community Colleges urge local senates to work with their administrations to ensure that the proposed statistics

placement model is analyzed using data for their students to ensure that the model works as predicated prior to using it to place students;

Resolved, That the Academic Senate for California Community Colleges urge local senates to review the proposed statistics placement model and make any necessary modifications to ensure that there is no negative impact on existing articulation agreements between their college and four year universities; and Resolved, That the Academic Senate for California Community Colleges collect data on the effectiveness of the statistics placement models and report the results by Fall 2017