Informal Notes from the
Transformation of Education: Evolution not Revolution
Academic Senate for California Community Colleges (ASCCC)
Fall Plenary Conference Irvine, California, November 7-9, 2012

Please notice that these are the personal notes of Karen Saginor ksaginor@ccsf.edu. They do not represent a narrative of the meetings and they may contain unintended errors. I can only report on the sessions I attended, and was unable to get to many of great interest. My notes do NOT replicate the slides or other presentations – I mostly focused on information that was not in the slides or items of significant to me.

Find the program for the sessions, presentation materials, and other documents on the ASCCC Materials and Presentations links from:
http://www.asccc.org/events/2012/11/2012-fall-plenary-session

Common Core Standards and College and Career Readiness – What’s it all About?

- Dan Crump, ASCCC Executive Committee, Facilitator
- Beth Smith, ASCCC Vice President

The K-12 systems of California and about 39 other states are in the process of developing and adopting the Common Core State Standards (CCSS). This will have a major impact on the K-12 experience of our students AND the CCSS understandings about college and career readiness will have a major impact on the expectations of our transfer partners.

See http://www.corestandards.org for more information about Common Core.

Are College and Career Readiness the same or different?
The ASCCC Breakout session discussed what different groups think college and career readiness means and what expectations those groups have. Aspects and overall conclusions. There’s a gap between what faculty expect and what others, such as students, parents, and the public expect:

- Those who are not faculty in higher education tend to expect that community colleges will be much like high school, and that any student who graduates form high school is college/career ready.
- Higher education faculty expect students to have some discipline specific skills and also self-motivated soft skills.

Expectations of college readiness are becoming codified in several places, some of which are discipline specific.

For Math:
- Common Core State Standards
- University Standards
- ICAS Competency Statements  www.icas-ca.org

For English:
- Common Core State Standards
- ICAS Competency Statements  www.icas-ca.org

For ESL under development
“a – g” requirements for high school students

David Connelly of Educational Policy Improvement Center (EPIC) defines college success

http://tinyurl.com/d692ep8  ---  Saginor notes on ASCCC Fall Plenary, Nov. 8-10, 2012 in Irvine, California.  p. 1
“Success – without remediation – in credit-bearing general education courses or a two-year certificate program.” (Breakout participants found this definition rather circular).

EPIC defines Key Areas
- Key Content Knowledge (writing, simple research, core/GE subject area knowledge)
- Key Cognitive Strategies (inquisitiveness, reasoning, intellectual openness, precision and accuracy)
- Key Learning Skills and Techniques (self-control, note taking, time management)
- Key Transition Knowledge and Skills (understanding college or work as a system, interpersonal and social skills, culture of college)

The 16 Habits of Mind: Persisting; Thinking and communicating with clarity and precision; Managing impulsivity; Gathering data through all senses; etc.

Google "16 habits of mind"

How do we help both our students and ourselves to cultivate these and apply them to educational process?

Cerritos College has used these in a college wide “Habits of Mind” campaigns.

CCSS infuses some of the 16 habits of mind.

**Common Core assessments will roll out in Fall 2014**

ASCCC needs a definition of what college readiness means. Should it be very similar to, or somewhat different from the definition used by CCSS?

Break out participants lack confidence that K-12 will be successful in raising the percentage of students who reach the level of competency required for graduation, and are skeptical that all students whom K-12 identifies as college ready will in fact have all the skills that they are supposed to have.

The assessment testing for CCSS is under development by the Smarter Balanced Assessment Consortium. [http://www.smarterbalanced.org/](http://www.smarterbalanced.org/)

**Moving towards a “Continuum of Strategic Professional Development” for the State**

Presentation not online as of 11/12/12

Dianna Chiabotti, ASCCC Professional Development Committee Chair

Miya Squires, Butte College

The Chancellor’s Office Committee on Professional Development has drafted a Vision statement: *To support the mission of CCCs and to promote an inclusive statewide and local learning culture, all personnel will have ongoing opportunities to develop and expand the skills and practices that influence students’ learning and support students in achieving their educational goals.*

This is being forwarded to Consultation Council and thence to BOG.

The Chancellor’s Office Committee on Professional Development is also working on developing a Professional Development Web-based Warehouse.

Comment – Nothing prevents a college from closing on flex days to allow classified and administrators to participate

The breakout session promoted discussions of what should be allowable professional development. Among many perspectives -- the three legged stool: Disciplinary currency; Preparation for governance; and Teaching excellence.

Need to work on updating description/definitions of professional development because the current state standards are regarded as too lax. What will the revised criteria be and who will make decisions of what does/doesn’t meet those criteria?

[http://tinyurl.com/d692ep8](http://tinyurl.com/d692ep8)  Saginor notes on ASCCC Fall Plenary, Nov. 8-10, 2012 in Irvine, California.  p. 2
Accountability, faculty need to hold each other accountable, faculty engaging in development activities (especially conferences, travel, etc.) should report or share what was learned and growth. Evaluation process?
The RP Group is focusing on new training “Leading from the Middle – RP person, dean and chair – this training is not cheap.
CCCAOE Conferences are highly recommended, their next one will be on March 20-22, 2013 at the Marriott Oakland City Center, Oakland, CA. See CCCAOE.org
ASCCC is offering a free one-day Leadership Regional Meetings (closest to CCSF will be at Solano College on March 1, 2013.)
ASCCC is also planning a Professional Development College institute for next spring – details not yet available online.
Send email to the presenters to learn more about upcoming opportunities.

Conversation with Chancellor Harris
Presentation not online as of 11/12/12
Chancellor Harris share numbers about funding and participation rates in the community college. He talked about both access and success. He praised the work of faculty.

Transforming Our Colleges: The Student Mental Health Initiative
Presentation and materials available from link on http://www.asccc.org/events/2012/fall-plenary-session/presentations
Vic Ojakian, Jeff Spano, Kerrilyn Scott-Nakai
Suicide among community college students. A very high percentage of suicides are by persons with mental health needs.
Five years ago the Board of Governors identified these needs:
- data collection
- communications
- organization
- education / training
- funding

County Mental Health created the California Mental Health Services Authority, or CalMHSA, to assist in implementing statewide projects
CalMHSA has provided a grant for Student Mental Health Initiative focused on:
- faculty and staff training
- suicide prevention
- peer to peer services

California Community Colleges Student Mental Health Program Training and Technical Assistance Project (CCC SMHP TTA). The objectives:
- Provide consultation services
- Conduct regional trainings and webinars
- Develop relevant products, resources, and tools
The training tools include interactive software using avatars.

The Student Success Act Says ‘Jump!’ But Who Determines How High?

http://tinyurl.com/d493ep8  --- Saginor notes on ASCCC Fall Plenary, Nov. 8-10, 2012 in Irvine, California.  p. 3
Presentation and materials available from link on [http://www.asccc.org/events/2012/fall-plenary-session/presentations](http://www.asccc.org/events/2012/fall-plenary-session/presentations)

John Stanskas, ASCCC Student Learning and Support Committee, Facilitator
Shirley Flor, San Diego Mesa College
Diana Rodriguez, Las Positas College, Vice President of Student Services
Miya Squires, Butte College
Trulie Thompson, Alameda College

The presenters reviewed the focus areas of the Student Success Task Force and the requirements of SB 1456 and the changes it made to Education Code. They discussed when implementation is expected for various key aspects and provided a chart (see next page).

Archived presentations:
Find the ARCCC Presentation at Strengthening Student Success Conference (Oct. 3-5, 2012) at: [https://backup.filesanywhere.com/fs/Link.aspx](https://backup.filesanywhere.com/fs/Link.aspx)
Student Success Act of 2012 (SB 1456)  
Student Success & Support Program  
Planning & Implementation Timeline

System-level Planning Year:  
• Implementation workgroups convened October 2012 to develop proposals for title 5 Matriculation revisions, new allocation formula, & revised MIS data elements & definitions  
• New program planning & budget process developed  
• SB 1456 effective January 1, 2013

District/College-Level Planning Year:  
• Develop program plans  
• Implement MIS changes & ensure accurate & complete data reporting  
• Allocations remain consistent as prior year, new formula not applied  
• Funding targeted to core services of orientation, assessment, counseling & advising, & other education planning services

District/College-Level Implementation Year 1:  
• Program plans & budgets submitted  
• Continue to ensure accurate & complete data reporting  
• Allocations remain consistent as prior year, new formula not applied  
• Legislative implementation report due July 1, 2014 (biannually thereafter)

Implementation Year 2:  
• FY 15-16 allocations based on 14-15 year-end data reported  
• Application of funding formula beginning this year

Implementation Year 3:  
• FY 15-16 allocations based on 14-15 year-end data reported  
• Legislative report due July 1, 2016

http://tinyurl.com/d692ep8  --- Saginor notes on ASCCC Fall Plenary, Nov. 8-10, 2012 in Irvine, California.  p. 5
Accreditation and the 2012 Standards
Powerpoint presentation available from link on http://www.asccc.org/events/2012/fall-plenary-session/presentations
Dolores Davison, ASCCC Accreditation and Assessment Committee Chair, Facilitator
Roberta Eisel, Citrus College
Ginni May, Sacramento City College

Discussion of the requirements for meeting the proficiency level for Student Learning Outcomes. Comment, look for the model provided by Gavilan.
Among the evidence to be used for college wide discussions should be minutes of Academic Senate meetings.

Charts and discussion of the trends in deficiencies that have led to sanctions.

ACCJC visiting teams can (and have) chosen faculty at random to interview for evidence of whether all the faculty are knowledgeable about SLO and other accreditation issues.

Program Discontinuance versus Program Discontinuance
Excellent Powerpoint presentation available from link on http://www.asccc.org/events/2012/fall-plenary-session/presentations
Lesley Kawaguchi, ASCCC Executive Committee
Phil Smith, ASCCC Executive Committee

Program discontinuance is a college’s decision to end a program, meaning a department, a degree or certificate, or a student services unit. The break was about discontinuance because of lack of program viability and budget driven discontinuance.

Academic senates have both an academic and professional interest in the processes by which program discontinuance decisions are made. We should advocate for processes that are evidence-based, inclusive of faculty, and follow agreed upon procedures, whether an individual program is no longer viable in its own right, because of obsolete technology, minimal/declining enrollments, or lack of available faculty, OR if discontinuance is being considered because a college can no longer afford to offer all the courses and programs its community needs.

Budget driven discontinuance should STILL be evidence-based, inclusive of faculty, strategic and follow agreed-upon procedures.

- Trust but verify a (likely) budget shortfall. Does your college have a process for determining and declaring a fiscal emergency? Collaborate with administrative and board colleagues to determine the circumstances that determine a fiscal emergency and how it will be announced.
- Minimalize denial and inertia
  - Acknowledge colleagues’ fears and concerns
  - Remind colleagues of the long-term benefit of dealing with budget-reduction issues in advance.
  - Consider involving neutral or nonaligned parties as facilitators
- Questions that need to be answered as an institution:
  - What programs are most needed by the community and student body? What processes will be used to determine this need?
  - What groups of students should the college continue to serve? What process will be used to determine the groups?
  - How can a college preserve the overall aim and intent of its curriculum? If an adjustment is needed, what process will be followed?
  - How can the value of course and program offerings from different disciplines be weighed?
  - How are multiple and often competing faculty interests honored, considered, and negotiated?
**LGBT Caucus meeting**

The LGBT caucus is continuing to pursue questions to collect LGBT demographic information on CCC apply.

Members of the Caucus started planning for Breakout session at future plenary on LGBT work as part of a Wave of inclusion. Plan for students to present session.

**How Can We Develop and Hire the Academic Administrators We Need?**

No presentation materials available as of 11/13/12

Kale Braden, Cosumnes River College
Sherrie Guerrero, Chaffey College, Associate Superintendent
David Morse, ASCCC Governmental and Internal Policy Committee Chair

Providing leadership to the campus. We want leaders who will be change agents.

Ensuring compliance with Title 5 regulation and Accreditation standards in the process of hiring administrators.

There are 62 new Chief Instructional Officers this year, in other words, nearly half of the community colleges have new CIOs.

How can we help our institutions find excellent administrators? By fostering the development of leadership skills among our faculty colleagues and encouraging them to apply for administrative positions.

Yet many colleges are hiring administrators from outside faculty ranks, and/or from outside the state. Why don’t faculty pursue administrative positions? See 2008 dissertation by R Rosenthal titled “Those who would not serve” The research for that dissertation identified many reasons, including the fact that going from a position like Academic Senate President to Dean is “a demotion in voice” because administrators operate in a smaller sphere and with less independence that many faculty leaders. Also many faculty are unwilling to lose the daily contact with students in the classroom, counseling offices or library.

Changes to administrative positions that may make them more attractive to qualified faculty could include restructuring some positions to be 10 month positions, and allow some flexibility for deans to teach part-time.

Retreat rights are governed by Ed code.

Training opportunities for those interested in becoming administrators include:

- ACCA Admin 101 and 102;
- CIO’s 411 Training;
- Statewide Conferences and Meetings.

Specific advice – don’t talk about faculty who have become administrators as having “gone over to the dark side.”

**Emerging Policy Issues in Pre-Transfer Mathematics**

Presentation not available online

Beth Smith, ASCCC Vice President
Phil Smith, ASCCC Executive Committee Member

[I missed the first part of this break-out session – it’s so difficult to be in two places at once]

Developmental Mathematics - What is it, what should it be?

Alternative pathways, based upon 2 ideas

1) The many-exit-points hypothesis. The basic skills sequence is long and has many exit points, losing students at each step. This structure may discourage students from college study.
2) Questions, does every major need the same developmental math? Discussion that current math sequences are preparation for calculus, yet many students will never take calculus, do they need that same preparation?

Context: Up until 20 years ago, K-12 pushed some students into the track for college-preparation and other students out of the college prep track into sequences that narrowed their choices and opportunities. If we create targeted sequences for particular majors, are we slipping back into tracking? Current math levels are driven by GE requirements for transfer. Have we fully determined what math is required as foundational by other disciplines. When is a course regarded as a key foundation? When is it regarded as a roadblock. Are these two concepts different sides of the same coin?

Our graduation requirement is intermediate algebra or the equivalent, as long as that equivalent course has beginning algebra as the prerequisite. The transfer requirement is intermediate algebra. Title 5 Sec. 55063

Is there discipline consensus? NO
CSU Executive Order 1033-B4 Qualitative Reasoning
“Courses in subarea B4 shall have an explicit intermediate algebra prerequisite.”

CSU could go back to requiring our students to take a test as evidence that they have the required skills.

See also UC Transfer Course Agreement (2012)
Articulation discussions are going slowly with UC and CSU about alternatives to algebra
There are currently two colleges using Statway (program on Carnegie grant) pilots in process. It has been suggested that other colleges should wait for those pilots to conclude and be assessed, but that will take time. How can we deny opportunities to students now, while we wait?

Common Core State Standards includes definitions for college readiness in math. CCSS sets two pathways – for non-STEM, the definition corresponds to intermediate algebra, for and STEM, the CCSS definitions correspond to intermediate algebra PLUS more skills) How do you tell students to stick with math in high school if they are going to find something ‘less’ than that at community colleges.

What’s within the purview of the ASCCC? Articulation is the purview of the universities, NOT ASCCC.
And it’s not the job of ASCCC to micromanage discipline curriculum.
What are the political implications if changes in the community colleges are not aligned with CCSS and changes in K-12, could this lead to news media headlines declaring that community college math requirements are lower than high school math requirements?

**Area Meeting for Area B**
Dolores Davison
Resolutions were reviewed. I provided a brief update on CCSF.

**General Session Evolution or Revolution**
Michelle Pilati – The State of the Senate

There are many pressures on us:
Completion agendas, expectations that we do more and more with less and less, that we decrease unit accumulations and time needed for students to achieve degrees, pressures that technology is THE solution.
Meanwhile the environment of the modern world promotes lack of attention span and the expectation that education is entertainment. Is the solution the “five minute university”? (humorous clip by Father Guido Sarducci)
Student Success pieces now under way
We must achieve AA-T/AS-T and C-ID goals
Challenges we are likely to see this coming year.
  • Expect challenges to 50% law
  • Two-tiered funding
  • Governance challenges
  • Accreditation issues

Reminders:
  • Despite what anyone may say, you are accountable (and you should continue to be) AND you are not in charge. Title 5 regulations are very important. The views of Bob Shireman are not well grounded in education code. The AAUP has affirmed and reaffirmed its support of our Title 5 regulations.
  • Our mandate is to ensure the quality and integrity of our educational programs
  • Change is inevitable and necessary.
  • Quality and lasting change is a slow process.
  • Cultural change is the first step in responding responsibly to the calls for us to “do better”
  • Work with our students to make sure they are aware and prepared for changes.

**Henry Reichman, First Vice-President of American Association of University Professors (AAUP)**
AAUP works for all faculty, and also serves as a union at some institutions, including some community colleges.
AAUP coordinates with AFT and CFT and other faculty groups in California.
In egregious cases, AAUP can carry out investigations and censure if necessary.
The AAUP “Red Book” is available online.
AAUP is developing a new statement about financial exigency (when tenured faculty can be dismissed). That statement will be posted for comment soon.
We are invited to join AAUP. aaup.org
There will be a meeting in Sacramento hosted by the Community College Association. January 18-20th
AAUP summer institute – training workshops and panels. Mini course on how to understand and analyze institutional budgets – held in Seattle this summer July 26-28.

**Perspectives on the Future of the California Community Colleges: Evolution or Revolution?**
Panel Discussion:
Beth Smith, Vice President, Facilitator
Bonnie Ann Dowd, President, Association of Chief Business Officials (and a faculty member at Palomar)
Carl Friedlander, President, Community College Council of the California Federation of Teachers
Scott Lay, CEO Community College League of California
Michelle Pilati, President, Academic Senate for California Community Colleges

Dowd: Accreditation is major threat, as well as lack of financial resources. We need to look at our funding systems.
Friedlander: Major challenges are presented by reform agendas by those who fail to respect our constituencies
Pilati: We are challenges to maintain our appropriate role and continue to be problem solvers. – Finding our appropriate place and appropriate role – don’t just say “no,” instead say “no and here’s what to look at instead.”
Lay: Biggest threat is underlying demographic changes. Must understand these.
Lay: Is there a better configuration than what we have? With multiple college districts, and 112 colleges? Re-alignment of business realities. Even with the passage of Prop 30, we are spending less per capita than at any other time in last 30 years.

Pilati: Change in our approaches, we must find better ways to preserve access AND success. We must include adults with basic skills needs. K-12 has practically abandoned adult learners. Must do what is best for students.

Friedlander: Need to operationalize changes. Student Success changes – started out badly, but with constituent input, most of the changes are now appropriate. We need to implement those in a thoughtful way.

Dowd: We don’t have a business model. We have too much financial uncertainty, you can’t plan with that. The country has to become recommitted to education, with committed financial resources.

Lay: We’ve already broken our fee model – Pre-collegiate basic skills should always be free. Transfer students should pay less than $46.00 per credit. But it’s not rational that community college charge so little for programs that lead to careers with substantial salaries at the entry level. Nursing students pay very little for their education at a community college, even thought their starting salary after graduation will be significantly more than, say a public defender whose educational costs were very high.

Pilati: Would it be possible to adjust our funding models to allow for a structure that would create revenue streams through community service courses? And how do you do this without giving state disincentives to fund public education.

Friedlander: Very concerned about differential fees. Two-tiered systems are the wrong way to go.

Dowd: There needs to be discussion and thinking outside the box. State is not going to fund us appropriately.

Question: Is there a strategy to get ahead of the curve of ALEC and Koch brothers?

Lay: We kicked their butt on Tuesday (in the elections) The anti public-investment was defeated, but don’t lump all groups together. For instance, “the Lumina foundation is a good foundation.”

Dowd: Obama supports community colleges. Brice Harris is coming in. Very important NOT to separate the haves from the have-nots.

Lay: Obama mentioned community colleges more than once in his acceptance speech.

Pilati: Chancellor Harris always talks about access along with success.

Friedlander: we need to keep faith with the young people who are so engaged and committed to their education. We should not take all the Prop 30 money and put it into paying down the deferrals.

Question: What’s the future of the 50% law?

Lay: There will be no change to the 50% law. Fees support non-instructional cost, but not instructional costs. But if we don’t restore categorical funds, then there will be fights about 50% law.

Pilati: How do we get away from the disincentives for hiring faculty and librarians, how do we move towards more full time faculty.

Lay: Only reason we have a problem with 50% law, is our over-reliance on under compensated part-time faculty.

Dowd: Workload reductions pushes out non-permanent faculty, that creates problems with 50%.

Last comments:

Lay: West of I-5 – democratic counties. East of the I-5 Republican counties. Make sure we don’t have embarrassing moments at our colleges. Important to show that we are not wasting money.

Dowd: Be willing to engage in open and honest discussions. Don’t underestimate the value of fund balances. Hire excellent, transparent communicators in administrator roles. Don’t let Prop 30 give you false expectations. Don’t blame the business office.

Friedlander: Academic senates and unions need to communicate, work together, and as much as possible speak with one voice.

Pilati Working together with others – union partners, administrators, students, instruction with student services, etc. collaboration is key

Lay: Let us not be the frog in the pot of soon to be boiling water.

http://tinyurl.com/d692ep8 — Saginor notes on ASCCC Fall Plenary, Nov. 8-10, 2012 in Irvine, California. p. 10
Grow! Grow! Grow! … Shrink?

Excellent Powerpoint presentation available from link on http://www.asccc.org/events/2012/fall-plenary-session/presentations

Julie Bruno, ASCCC Curriculum Committee Chair, jbruno@sierracollege.edu
Lesley Kawaguchi, Santa Monica College, KAWAGUCHI_LESLEY@smc.edu
Craig Rutan, Santiago Canyon College, rutan_craig@sccollege.edu

As budgets dwindle we are faced with the challenges of meeting the educational needs of students with fewer resources.

Many colleges already have courses that are unofficially suspended because the administration has determined that they are too expensive or aren’t vital to the college so they don’t schedule them. Your Curriculum Committee or Academic Senate might not want to be part of these uncomfortable discussions, but if we don’t come to the table the administrators will make the choices for us.

Everyone needs to be involved in this process (faculty, articulation officer, curriculum committee, academic senate, college administration, students). Discussions need to happen between the affected faculty/department chair and their dean first.

We can choose to be part of making these tough decisions or we can allow administrators to make these tough choices for us.

Faculty know more about their program than anyone. They know what has to be offered and what might be nice to offer but the college could survive without.

We are given primacy in curriculum decisions and we need to accept that responsibility when times are bad as well as good.

Potential Criteria to considerations
- Does it meet the college mission(s)?
- Basic skills/transfer/workforce/underserved students
- Accreditation mandate for program/service?
- Legislative mandate for program/service? (or SSTF recs?)
- High cost/low mission?
- Is there any duplication elsewhere on campus?
- Number of students served?
- College community, public perception of program/service?
- Impact on other programs/services?
- Can service/offerings be reduced (temporary/permanently)?
- How many faculty/staff impacted?

Essential to stay in compliance with Accrediting Commission for Community and Junior Colleges (ACCJC) Standard II.A.6.b: “When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.”

Resolution outcomes recorded in a separate document.

http://www.ccsf.edu/Organizations/Academic_Senate/FallResolutionsASCCC.pdf