Informal Notes from
Rising to the Challenge: Responding to Disruptive Forces.
Academic Senate for California Community Colleges (ASCCC)
Spring Plenary Conference SFO Westin, April 18-20, 2013

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. I was unable to go to all the sessions of 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 significance to me. I’ve marked in yellow issues on which I think it is important that the CCSF Academic Senate follow up.

Find the program for the sessions, presentation materials, and other documents: http://www.asccc.org/events/2013/04/2013-spring-plenary-session

Linking Assessment into Your Program Review and Planning and Budget Processes
- Dolores Davison, Accreditation and Assessment Committee Chair
- Fred Hochstaedter, Monterey Peninsula College
- Ginni May, Sacramento City College


Planning should not be taking place in just one area. The need for integrated planning is addressed in each of the accreditation standards. As it says in the introduction to the Standards, “The institution provides the means for students to learn, assesses how well learning is occurring, and strives to improve that learning through ongoing, systematic, and integrated planning.” Program review is essential to this. Program reviews take on very different elements and structures depending on the program and the college.

At Foothill College, a program review is written for everything that gets resources. The Foothill College Academic Senate President writes a program review concerning the Senate and its committees in order to get resources for the committees. Their key group is called PaRC – Planning and Resource Council. This constituency group takes advisory votes on how resources will be allocated. Their president provides written justification for any recommendations not taken. Every Resource, including non-negotiated reassigned time, is based on program review. (Negotiated reassigned time includes reassigned time for Academic Senate officers -- negotiated by the faculty union, although Senate has received additional time through program review.)

During question and answer, I asked if any college has faculty input only at the program review level, and not during the process that assesses the results and prioritizes resource requests. They looked at me like I had two heads to even ask such a question. Representatives from about 50 colleges were there. At one college, only the Academic Senate President is involved at the upper levels. At other colleges, the bulk of the work of prioritizing is done by committees that include constituent representatives.

At Sacramento City College, the Council makes recommendations through informal discussion, a lot of voices are heard -- the process is very collegial. The College President makes the ultimate decision. Documenting the process is important for institutional memory - so work can continue with changes in personnel and to make it easy to show ACCJC what you are doing.
Monterey Peninsula has multi constituency committees. An important point for their faculty is that awareness that the outcomes of SLO assessment go into program review, not into faculty evaluations (and they use the term program "reflections" in preference to term SLO). Monterey Peninsula defines program as a cost center - if money is given to a group, that's a program. Each faculty member chooses some of their SLOs and focus on writing up of results of that particular SLOs for program review. On a FLEX day, groups get together (Math with Math lab, e.g.) and engage in dialog about student learning and they summarize ideas in writing. Ideas for improving outcomes that require resources go into program review. If funded, then subsequent program review includes re-assessment to show whether progress has been made, linking resource allocation and student learning.

Accreditation Hot Topics
  ● Dolores Davison, Accreditation and Assessment Committee Chair
  ● Fred Hochstaedter, Monterey Peninsula College
  ● Ginni May, Sacramento City College
  
http://asccc.org/sites/default/files/Accreditation%20Hot%20Topics.pdf

Student Authentication issues. How does the college know that the person who gets the credit is the one who did the work? Acceptable methods for authentication: Learning Management System (LMS); proctored assessments: a LMS log-in statement, such as "Through the entering of my username and password I affirm that I am the student who enrolled in their course….;" academic integrity included in distance education training; plagiarism detection software.

Distance Ed vs Correspondence Ed. Some colleges have run into difficulties with ACCJC about how courses are designated. Among other things, if it is possible for a student to do the whole course in one day (for instance, modules have different due dates, but they are all accessible at the same time) then ACCJC considers it to be a correspondence course.

Articulation problems with Distance Ed. Some colleges report articulation problems – some universities are declining to accept a course for transfer if taken online although they accept the in-class version of that same course.

Institutionally set standards for student achievement in the annual report. Many faculty were unaware that these standards are now required – this is a requirement from the U.S. department of Education that ACCJC is basically passing through to the colleges. This is a very important issue. Many or most colleges answered this by honestly reporting that they have not yet set these standards. This will not be an acceptable answer next year. A determination of what we will judge to be acceptable SLO standards must be done at each institution.

College Readiness and Success through Actionable Data: CalPASS Plus
  
http://www.calpass.org

CalPASS provides data resources on California K-12 students. It is now being expanded to include community colleges and 4 year colleges – K-16. It is not a new source of raw data, rather the idea is a system of data – providing better access and new tools for data that is already being entered in existing databases. It uses labor market economic development perspectives as well as a student success perspectives. Solutions for more effective education already exist, the trick is to use data to find them leverage them. A related (?) project can be found at www.edresults.org - big open source set of data longitudinally linked. Can find what schools are doing better/doing worse in specifically areas. CalPASS is working on building out this framework out to identify approaches that are on-target to students achieving college readiness.
Truths, Myths, and Assumptions: AB 1725, Title 5, and Faculty Roles in Shared Governance Past and Present

- David Morse, Governance and Internal Policy Committee Chair
- Kale Braden, Cosumnes River College
- Carolyn Holcroft, Foothill College
- Cynthia Napoli-Abella Reiss, West Valley College.

http://asccc.org/sites/default/files/Truths,%20Myths,%20Assumptions-AB1725,%20Title%205,%20Faculty%20Roles%20in%20Shared%20Governance.pdf

This session provided a review of the intent of AB 1725, the legislation that established collegial consultation in academic and professional matters within title 5 regulations. Intent of AB 1725 underscored new role of community college as a post-secondary institutions, distinct from K-12 schools. Recommendation, a central word to collegial consultation, has been misrepresented. Contrary to what you may read on the web (or in opinion pieces in the SF Chronicle) collegial consultation is the law. It is essential to governance and strongly supported by State Chancellor Brice Harris and by Dr. Manuel Baca, President of the Board of Governors. (Dr. Baca was present at the session, so I checked this out with him in person.) Effective collegial consultation depends on the fostering of relationships.

Advice for colleges:
- Cultivate a climate of cooperation, not opposition.
- Diligence and prompt action on the part of local senate leadership.
- Ensure that policies and procedures are easily accessible, transparent, and are respected by all stakeholders.
- Communication is imperative.
- Plan ahead to maximum extent possible.
- Be respectful of intent of AB1725 and 10+1.

Keynote: MOOCS

The Online Revolution: Learning without Limits – Daphne Koller, Coursera

Bigger is Better? Using MOOC Technology in a Software Engineering Course – Armando Fox, U.C. Berkeley

Presentations on the advantages of MOOCs and ways in which MOOC technology can be used to extend, rather than replace, community college courses. Audience questions and comments focused on funding models, on limitations of MOOCs and of apparent lack of suitability of MOOCs for those students who are already less successful.

The Scorecard, Disproportionate Impact, and Student Equity

- Beth Smith, Legislation & External Policies, Committee Chair.
- Don Gauthier, Los Angeles Valley College


The Scorecard resulted from one of the Student Success Task Force Recommendations. The Scorecard is prominently featured on the Chancellor’s office web site: http://scorecard.cccco.edu/scorecard.aspx. It provides summary data, easy for the public to access. The State Chancellor’s office says it shouldn't be used for making comparisons between colleges, but
it is being used exactly that way by the press and many others. It doesn't track all students, only some students who fit certain criteria. The numbers become more useful to us when you delve into them to understand what’s being counted. The Scorecard provides statewide and college level data. The Research Analysis and Accountability Division of the State Chancellor’s office also offers features more detailed data online through Datamart and Data on Demand. Work with your college’s research office.

In determining disproportionate impact, the norms used are male for gender, 18-24 for age, and white for ethnicity. Difference of 80% or lower is considered disproportionate impact. Statistics can be used to help unpack sources of disproportionate impact. As an example, if late registrants are not as successful as first day of class registrants, then it is useful to discover if students of color are disproportionately represented among late registrants.

Saturday Session – Elections and Voting on Resolutions

ASCCC Officers for next year:
- President: Beth Smith, Grossmont College
- Vice-President: David Morse, Long Beach City College
- Secretary: Julie Bruno, Sierra College
- Treasurer: Wheeler North, San Diego Miramar College

CCSF Representatives on Executive Council:
- Area B Representative: Dolores Davison, Foothill College
- North Representative: Dianna Chiabotti, Napa Valley College
- North Representative: Phil Smith, American River College
- At-Large Representative: Michelle Grimes-Hillman, Mt. San Antonio College
- At-Large Representative: Dan Crump, American River College

Resolutions of particular interest to CCSF

FAILED Resolution to add Teacher Education to discipline list (would have set minimum qualifications that were confusing and possibly exclusionary)

APPROVED
Revision of Discipline list for Heath Education. – thanks to Beth Freedman
Resolution 18.01 CCC ESL Assessment for Placement Test to continue work on test developed by California Community Colleges as a possible alternative to purchased ESL Placement Test. – thanks to Kitty Moriwaki
Resolution in Support of Local Control in Noncredit Instruction Programs – thanks to Susan Lopez

ALL RESOLUTIONS
Successful resolutions will be posted soon:
http://www.asccc.org/resources/resolutions
Results of voting available now:
http://www.asccc.org/sites/default/files/Final%20Draft%20Resolutions%204%202013%200.docx