

Academic Senate for California Community Colleges
Area B Meeting
Friday, March 26, 2010
Merritt College

Present:

Jon Drinnon, Merritt College/ASCCC
Jane Patton, Mission College/ASCCC
Dianna Chiabotti, Napa Valley College/ASCCC
Carlotta Campbell, College of Alameda
Pieter de Haan, Berkeley City College
Patty Dilko, Cañada College and San Mateo CCD
Richard Akers, Contra Costa College
Doug Sabiston, Contra Costa College (emeritus)
Anne Argyriou, DeAnza College
Cynthia Lee Klavender, DeAnza College
Laurie Lema, Diablo Valley College
Dolores Davison, Foothill College
Sarah Thompson, Las Positas College
Michael Norris, Los Medanos College
Anita Black, Merritt College
Tae-Soon Park, Merritt College
Fred Hochstaedter, Monterey Peninsula College
Anita Johnson, Monterey Peninsula College
Shawna Bynum, Napa Valley College
Mark Wade Lieu, Ohlone College
Hal Huntsman, City College of San Francisco
Diana Bennett, College of San Mateo
Barbara Croteau, Santa Rosa Junior College
Roberta Delgado, Santa Rosa Junior College
Terry Shell, Santa Rosa Junior College
Jeff Lamb, Solano College

Fall 2010 Area B Meeting will be at Monterey Peninsula College.
Spring 2011 Area B Meeting will be at DeAnza College.
Fall 2011 Area B Meeting will be at Santa Rosa Junior College.

President Jane Patton provided an update on current issues, including pending legislation, ASCCC institutes, Kaplan MOU, meeting with ACCJC.

Amend Resolution 4.03
Roberta Delgado, Santa Rosa Junior College, Area B

Whereas, The California community colleges have multiple missions, one of which is to prepare our students for transfer, and do an exemplary job of providing transfer students with their lower-division baccalaureate education;

~~Whereas, Transfer students who complete a minimum of 60 baccalaureate units, including general education and major preparation coursework, are experiencing a delay in reaching their educational goals due to the competitiveness for university admission as well as the disproportionate and excessive fee increases, making a bachelor's degree out of reach for many California community college students;~~

Whereas there is evidence suggesting a relationship between completion of an associate degree and subsequent completion of a bachelor's degree and clearly showing that individuals who possess an associate degree can generate greater earnings to support their continued bachelor's degree education than those with "some college", perhaps contributing to greater completion rates; and

Whereas, The coursework necessary for upper-division transfer to the California State University and the University of California systems, while including the most rigorous courses offered at the California community colleges, differs from the coursework needed to earn an associate degree, and as a result many transfer students either leave the community college system not eligible for without an associate degree or complete additional units in order to earn one; and

Whereas, Students, community colleges, universities, legislators and the general public share a desire to minimize unnecessary classes and units and maximize efficiency and wise use of taxpayer resources;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to ~~enact~~ implement changes to Title 5 that would allow college districts to award an associate degree to California Community College students who have become fully prepared for transfer to a university; such degree is to be based on their having completed at least 60 transferable units and the general education and lower division major preparation (as posted in ASSIST) required by the university to which they have applied, in the major they have designated on their application, and to the extent that their college's course offerings and articulation allow; and define distinct associate degree requirements for students who are attending a California community college preparing to transfer to a UC or CSU campus, and these requirements would include a minimum of 60 baccalaureate units, full certification of the IGETC or CSU GE Plan, and articulated major preparation coursework based on the upper-division transfer admission requirements of the receiving institution; and

Resolved, That the Academic Senate for California Community Colleges recommend a policy to local senates whose colleges offer this degree to align the courses and units required for Associate Degree transfer majors so as not to exceed the lower-division major requirements at the universities and to refrain from adding any additional local general education or graduation requirements.

Support for SB 1126 Improving Degree Articulation for Early Childhood Students
Patty Dilko, Cañada College, Area B

Whereas, The Academic Senate for California Community Colleges has passed resolutions that acknowledge the primacy of Early Childhood/Child Development faculty in developing the Early Childhood Education/Child Development major (19.04 S06), and that “support the Early Childhood/Child Development Curriculum Alignment Project by endorsing ... 24 semester units of coursework as the basis for Early Childhood Education/Child Development certificate and degree programs” (9.03 F07), and that “support the work of California Community College Early Childhood Education/Child Development faculty and their California State University colleagues who worked on the CAP project in the development of the 24-unit, lower-division, competency-based package for foundational courses (aka CAP core 8) which may be developed into transfer package agreements; and seek ways to promote the results of this intersegmental collaboration whenever possible within discussions at the California Community College and the California State University System Offices” (9.04 F07);

Whereas, The Early Childhood Teacher Permit issued by the State Commission on Teacher Credentialing is required by the State Department of Education, Child Development Division for Teachers working with children birth to 8 years in child care and development programs across the State; thus, the CAP project designed a core of 24 units of theoretical and competency-based, ECE coursework that lead to ECE/CD certificates and degrees;

Whereas, the California Community Colleges Early Childhood Education/Child Development programs have been proactive in including colleagues from the California State University system in the development of the CAP core 8 through the ECE Curriculum Alignment project and participation in the C-ID and Career Pathways projects and have been instrumental in helping increase early childhood program quality through collaboration with the Child Development Training Consortium, the California Mentor Teacher Program, and Baccalaureate Pathways in Early Care and Education; and

Whereas, ECE students continue to face barriers including requirements to repeat course content in the upper division courses without consideration for the lower division transfer preparation pathway that they have completed as they move from the community college system into the UC and CSU systems due to misalignment between the systems that prevents major-specific transfer agreements with the UC or CSU system which include, at a minimum the 24 unit EC/CD Lower-division CAP courses, which would provide students a predictable and consistent pathway toward meeting their professional and educational goals;

Resolved, That the Academic Senate for California Community Colleges strongly support SB 1126 (as of March 26, 2010), Improving Degree Articulation for Early Childhood Educators; and

Resolved, That the Academic Senate for California Community Colleges encourage our UC and CSU partners to create ECE majors with courses that reflect the advanced level of early educator competencies required to work in early care and education environments and do not require community college students to take more total units for the major than native UC or CSU students.

Amend Resolution 9.04
Sarah Thompson, Las Positas College, Area B

Amend the fourth whereas:

Whereas, Physical education courses are central to some career majors, such as public safety professionals (Police, Fire, Lifeguard), athletic training, kinesiology, physical therapy, and other allied health programs;

Amend Resolution 7.01
Hal Huntsman, City College of San Francisco, Area B

Amend the first resolve:

Resolved, That the Academic Senate for California Community Colleges inform local senates and curriculum committees that they are not required to articulate with Kaplan University unless ~~initiated~~ approved by discipline faculty;

Amend the final resolve:

Resolved, That the Academic Senate for California Community Colleges have a robust discussion with the Chancellor's Office and across the system about coordination, consultation, and collaboration precedents that protect and promote quality education in ~~the~~ California.

Amend Resolution 9.02
Dolores Davison, Foothill College, Area B

Resolved, That the Academic Senate for California Community Colleges encourage colleges to honor GE courses from any California community college, including local colleges within a district, and engage in Associate Degree GE reciprocity among the ~~112~~ California community colleges as a means of facilitating student achievement.

Amend Resolution 9.02
Michael Norris, Los Medanos College, Area B

Resolved, That the Academic Senate for California Community Colleges encourage colleges to honor GE courses from any California community college, ~~including local colleges within a district, and engage in Associate Degree GE reciprocity among the 112 colleges as a means of facilitating student achievement.~~

Amend Resolution 10.01
Hal Huntsman, City College of San Francisco, Area B

Amend the first resolve:

Resolved, That the Academic Senate for California Community Colleges establish a task force that includes a significant proportion of noncredit faculty to ~~examine existing noncredit faculty minimum qualification regulations in consultation with the appropriate constituents for the potential purpose of placing the qualifications in the Disciplines List, thereby implementing~~ implement the same processes that are currently used for all other disciplines, faculty, and administrators; and

Amend Resolution 6.02
Jeff Lamb, Solano College, Area B

Amend the first whereas:

Whereas, The Basic Skills Initiative (BSI) supplemental funding ~~supports~~ serves a higher proportion of ~~diversity~~ diverse students, such as students that are typically underserved, from lower socioeconomic populations, and students of color;

Amend the resolve:

Resolved, That the Academic Senate for California Community Colleges strongly urge that ~~oppose the suggestion to make~~ basic skills funding flexible and only be used to support basic skills services and encourage local senates to do the same, even though the Chancellor's Office has recommended flexibility in categorical spending.

Textbook Resolution
Jon Drinnon, Merritt College, Area B

Whereas, The ever-rising cost of textbooks has become a serious, ongoing problem for the students in the CCC system;

Whereas, Implementation of H.R. 4127 will require colleges and faculty to provide detailed information on textbooks on their Internet and printed class schedules and in their bookstores so that students will be able to secure less expensive textbooks for their classes or rent them;

Whereas, In the last few years many resources and methods of securing on-line, used, rented etc. textbooks have become available; and

Whereas, The sooner faculty choose the textbooks for their classes and make those choices known to their departments and the college bookstore, the easier it is for students to find alternative, less expensive ways to get their textbooks;

Resolved, That the Academic Senate for California Community Colleges assist colleges to comply with H.R. 4127 by publishing a Rostrum article, brief printed guide, and/or instructional guide on its web site;

Resolved, That the Academic Senate for California Community Colleges encourage local senates to find ways to alert their faculty each term that the sooner they select their textbooks for their courses each term, the easier it is for students to secure less expensive or free textbooks for their classes; and

Resolved, That the Academic Senate for California Community Colleges develop and maintain a section of its web site devoted to alternative resources on textbook acquisition.

Support for Academic Senate Participation in CCC Assess Project
Mark Wade Lieu, Ohlone College, Area B

Whereas, Assembly Bill 2682 (Block, February 19, 2010) "Community colleges: student assessments: pilot project" formalizes what has generally been referred to as "CCC Assess," which comprises the establishment of a data warehouse that would allow for centralized access to K-14 student testing data and transcripts, of potentially great usefulness in the application of multiple measures to placement decisions, and the establishment of contracts for systemwide assessment for placement testing options in the areas of English, reading, mathematics, and ESL that would reduce the cost of testing for participating colleges,

Whereas, The Academic Senate expressed support for the concepts outlined for the CCC Assess project in Resolution 9.07 in Spring 2009;

Whereas, CCC Assess has already received \$500,000 in grant funding along with the strong support of representatives of K-12, the Legislative Analyst's Office, and Chancellor Jack Scott; and

Whereas, The Academic Senate has been asked to coordinate the processes by which faculty will take the primary role in both the development of criteria for test selection and in the selection of the tests themselves; and the timeline for the project is extremely aggressive, with development of the data warehouse structure and determination of the test vendors to be completed by November, 2010;

Resolved, The Academic Senate for California Community Colleges participate fully in the CCC Assess project pursuant to its authority in academic and professional matters in order to ensure that faculty remain in charge of the process by which state contracts with assessment test vendors are established for this project;

Resolved, The Academic Senate for California Community Colleges keep faculty regularly apprised of the progress of the project, including throughout the summer, owing to the aggressive timeline for the project; and

Resolved, The Academic Senate for California Community Colleges maintain as its philosophy throughout this process support for the value of multiple measures in placement decisions, local validation of cut scores, and local control of curriculum.

Support for Maintaining the State Academic Senate's Minimum Qualifications
Barbara Croteau, Santa Rosa Junior College, Area B

Whereas, The current minimum qualifications for disciplines in which a master's degree is not generally expected or available have, as minimum qualifications, a bachelor's degree and two years of experience or an associate degree and six years of experience;

Whereas, when someone does not possess the minimum qualifications, they may be hired as a faculty member if he or she is judged to possess "qualifications that are at least equivalent to the minimum qualifications" as determined by faculty in the discipline in question;

Whereas, The ability of college districts to hire faculty, especially in career and technical education (CTE) disciplines and programs, would be adversely affected by removing the local Academic Senate's ability to determine if a faculty member has qualifications that are at least equivalent to the minimum qualifications; and

Whereas, One of the major missions of the California Community College System is to provide career and work force training and the achievement of this mission would be adversely affected;

Resolved, the Academic Senate for California Community work to change Title 5 language to explicitly state that equivalencies are allowed to the associate degree; and

Resolved, the Academic Senate for California Community Colleges develop and disseminate best practices in developing equivalencies for non-master's disciplines.

Amend Resolution 2.01
Carlotta Campbell, College of Alameda, Area B

Change the title of the resolution to "Paper Defining the Roles of College and District Researchers and Faculty"

Amend the resolution as follows:

Whereas, ~~The Academic Senate for California Community Colleges~~ Faculty have ~~has~~ consistently advocated for faculty primacy in crafting student learning outcomes (SLO), selecting the means of assessing these outcomes, and interpreting these assessment results to improve teaching and learning, such as is explained in its ~~the~~ Academic Senate's 2007 paper Agents of Change: Examining the Role of Student Learning Outcomes and Assessment Coordinators in California Community Colleges, which emphasizes faculty's central role "to

create and assess outcomes (utilizing both quantitative and qualitative measures) and analyze that evidence to improve student learning and teaching”;

Whereas, Faculty are discipline experts and have expertise in SLOs and specific skills that indicate SLO attainment;

Whereas, College and district researchers ~~Researchers~~ have expertise in determining research protocols, data analysis, and research parameters and therefore have a role in assisting faculty in determining legitimate assessment techniques for student learning outcomes; and

Whereas, Faculty have expressed growing concerns that some college and district researchers are increasingly determining the means of assessment of student learning outcomes;

Resolved, That the Academic Senate for California Community Colleges, ~~in seek~~ collaboration with the Research and Planning Group, to develop a document that distinguishes the proper roles that college and district researchers and faculty play in Student Learning Outcomes assessment.

No Confidence in ACCJC President
Barbara Croteau, Santa Rosa Junior College, Area B

Whereas, the Academic Senate for California Community Colleges values and respects the importance of peer review and accreditation in the educational process;

Whereas, We participated in a task force of the consultation council to address our concerns with regards to actions that the Accrediting Commission for Community and Junior Colleges (ACCJC) has taken and our concerns have not been addressed by the commission;

Whereas, Barbara Beno has claimed our concerns have no validity and is unwilling to meet with us to have a collegial dialog to resolve our dispute; and

Whereas, ACCJC needs a leader who is not confrontational in her responses to the state chancellor's office and the Academic Senate and who is willing to establish a collegial and mutually respectful relationship such that our valid concerns can be resolved;

Resolved, That we express no confidence in the ACCJC President, Barbara Beno.

Accreditation Options
Richard Akers, Contra Costa College, Area B

Whereas, The Academic Senate for California Community Colleges greatly values and respects the essential components of peer review and external accreditation in the educational process;

Whereas, The Accrediting Commission for Community and Junior Colleges' (ACCJC) approach to accreditation has been punitive and publicly divisive, causing additional and unnecessary expenses and re-appropriation of resources from the classroom; and

Whereas, Alternative accrediting bodies other than the ACCJC exist and are utilized by our transfer institutions;

Resolved, That the Academic Senate for California Community Colleges conduct research as to the options available for peer review and accreditation other than the ACCJC; and

Resolved, That the Academic Senate for California Community Colleges make the results of this research available by Spring 2011.