

Academic Senate for California Community Colleges
Fall Plenary Session 2007
Change by Design: Opportunities for Transformation

Report by Helen Nickolson

Theme of Change: Significant change at the administrative level (turnover of over 1/3 at community colleges), construction occurring on many campuses, new chancellor, changing membership on Board of Governors, widespread changes on how to address student preparation, possibly on assessment for placement, change in the structure of the conference, change at national political level, etc.

Workshops:

Proposed Title 5 Changes:

1. Limit to four “w’s” in one course
2. Occupational work experience may be repeated any number of times as long as 16 units are not exceeded
3. Alternatives to the in-person visit for work experience
4. Limiting enrollment using any selection procedure expressly authorized by statute (would affect nursing)
5. Adopting appropriate limitations on multiple enrollments and repetition of non-credit courses

Title 5 Changes:

1. Must now have 18 or more units in an area of emphasis (no longer allows a “distribution of general education coursework according to university requirements”)
 - a. Catalogs must be revised by next catalog cycle to exclude reference to non-compliant degrees
 - b. Training forums on 11/7 and 12/5 from 2-3:30
2. Non-Credit Changes 55150-55155
 - a. Non-credit programs now allowed
 - b. Enhanced funding programs
 - c. Adult high school degree programs
 - d. Other non-credit programs
 - e. Non-credit to credit bridges
3. Approval of individual degree-applicable credit courses
 - a. Must send certification form every year that curriculum committee members have been trained
 - b. Individuals do not have to repeat training
4. Distance education regulations
 - a. For the most part a clean-up job
 - b. New part is “separate course approval” for any class that has any portion of the instruction designed to be provided by distance education in lieu of face-to-face interaction

Recommendations on Assessment from the Consultation Task Force:

1. The State should fully fund mandatory matriculation services in order to allow colleges to implement exemption policies based on maximizing student success rather than on financial limitations. Matriculation funding should receive annual COLA and growth funding.
2. The system should provide the resources to provide increased opportunities for assessment testing in high schools along with information to increase awareness of college expectations.
3. A statewide system for the sharing of assessment testing data should be established. This system would facilitate the portability of assessment testing data and the intra-institutional use of student assessment testing data.
4. Given the limited number of commercial tests used in the system, a comparability table should be developed for the test results from these tests. This effort would facilitate the intra-institutional use of student assessment testing data.
5. The system should support the efforts of the California Community College Assessment Association to develop an ESL assessment test available for statewide use.
6. ****The system should support a pilot project which explores the alignment across colleges of course outcomes for Freshman Composition, the course one level below Freshman Composition, and the course commonly known as English 1B/101B as a first step in researching the feasibility of implementing a common assessment for placement.****
7. The Task Force should be continued, with support from the System Office and the Board of Governors, in order to address further assessment issues such as noncredit assessment and placement, validation of prerequisites, multiple measures. The Task Force should identify and prioritize further research to support future recommendations.

****Asking the question if there is alignment. This is not saying that they must be aligned. Also, this is not meant as a threat but as a study.

Area A Meeting:

1. Discussed resolutions
2. Amended or clarified resolutions

Changes in the Wind: Changes in Career Technical Education:

1. National trend for dual enrollment (study by University of Minnesota on “Post-Secondary Achievement of Participants in Dual Enrollment”)
2. Affected by basic skills reports: “Beyond the Open Door; Defending the Community College Agenda”
3. More linkages forming between high schools and colleges based on the national research, California projects, and the new “buzz” in Sacramento
4. Perkins vastly different from the past:
 - a. Accountability is greatly tightened
 - b. Requiring **external** standardized tests (like high school—beyond instructor evaluation)
5. Should pay attention to SB 70—CTE and Middle College (I didn’t catch the info)

Coordinating Basic Skills:

1. Superb workshop demonstrating three methods of incorporating basic skills

2. First method: Creation of a Basic Skills Lab: Success Academy by Jenny Redding, ESL at Oxnard College—JRedding@vccd.edu
 - a. Cost approximately \$150,000 but FTES generating
 - b. Use Plato software (not for ESL)
 - c. Created parallel mode courses with software for English, reading and math
 - d. Open-entry, open-exit, variable units
 - e. Faculty-run, self-contained including tutoring (tutors are pre-trained students)
 - f. Open late hours including on Friday and Saturday
 - g. The Academy is in addition to Tutoring Center and other services
 - h. Research assistance is important to track
3. Second method: Academic Alliance by Kathryn Schoenrock, Reading/Eng/ESL at Ventura College—Kschoenrock@vccd.edu
 - a. Faculty across the disciplines who meet to improve student success with focus on basic skills
 - b. Collaboration on shared assignments
 - c. Relatively informal so challenges include institutional support, coordination, and involving adjunct instructors
 - d. Suggestion from participants was to bring in non-transfer, less rigorous level classes for greater interest to students
4. Third method: Utilizing Technology to Integrate Basic Skills in College-Level Courses by Jason Suarez, History at El Camino College—jsuarez@elcamino.edu--Course website: <http://suarezol.com/Index.htm>
 - a. Uses history to teach basic skills—incorporates college success techniques
 - b. Uses technology since so many students already know computer technology
 - c. Gives students access to what they need:
 - i. Web page with a lot of links
 - ii. Puts lecture notes on web page with key words in left margin—still requires students to take notes
 - iii. Examples of paper required
 - iv. Key college success topics on page (e.g., note taking, time management)

Keynote Presentations:

1. Community College Initiative (Prop 92)—Panel Presentation
2. Untapped Opportunities: Designing Policies to Increase Student Success—Nancy Shulock, Ph.D
3. Keynote Presentation by Dianne Woodruff, Interim Chancellor
4. Who Are Our Students: Who Will be Our Students? The Changing Demographics of California Community College Students—Patrick Perry, Vice-Chancellor, California Community Colleges System Office

All of the presentations were quite interesting, informative, and oftentimes humorous (a very good thing since there was a lot of sitting and listening time at this conference). Diane Woodruff had a great joke about faculty and administrators going to heaven.

All of the Resolutions were passed but, for the most part, with amendments. I don't know when the final form of the resolutions will be posted on the State Academic Senate website, but I have the information if anyone is interested.