

# ASCCC Spring Plenary Session: April 7-9

Report by Brian Jukes

## Thursday (4/7)

### Student Equity:

White students who scored 1000 on their SAT's have a higher GPA after four years of college than Black students who scored 1300 on their SAT's. Something happens during those four years of college. What? Fewer minorities transfer to four-year institutions. Why? Equity needed in student access AND student opportunities.

### 75/25 Fulltime/Adjunct Ratio:

The 75% standard of fulltime faculty was originally established as a FLOOR, not a goal to be reached, but one to be exceeded. Few community colleges meet, let alone exceed, the 75% fulltime faculty mandate. Included in the calculation of fulltime faculty are: 1) fulltime on sabbatical, 2) fulltime reassigned time, 3) fulltime unpaid leave, and 4) counselors and librarians. If a college cannot meet the 75% requirement, it is allowed to meet a Faculty Obligation Number (FON), calculated on the number of fulltime faculty bodies. The FON does not address fulltime/adjunct ratio at all.

Yuba College, like most other California community colleges, meets the FON, but not the 75/25 ratio. Failing to meet the FON results in a reduction in state funding. But it is not really a fine. If you do not hire the fulltime faculty, you don't get as much state apportionment. The choice is the district's. Funding comes up front, so the district has the money to fund fulltime faculty. A telltale sign of a bad college administration is an increase in college reserves with a decrease in its Fulltime Obligation Number and/or 75/25 ratio.

### Yuba College Statistics:

<u>Year</u>	<u>% FTEF</u>	<u>Reserves</u>
1999	39.5%	4.31%
2000	58.3%	6.3%
2001	60.6%	8.7%
2002	53.5%	10.16%
2003	64.6%	11.43%
2004	62.6%	8.46%

### Accreditation:

Beware of the dangers of narrowing curriculum with outcomes. Outcomes tend to dictate curriculum.

Observable does not necessarily mean measurable. ACCJC's Executive Director, Barbara Beno, accepts the following definition of SLO's:

“Specific observable characteristics developed by local faculty that allow them to determine or demonstrate evidence that learning has occurred.”

The ACCJC definition of SLO's is:

“Knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences.”

The YCCD Academic Senate definition of SLO's is:

“Student learning outcomes are defined in terms of the knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences.”

Other important Definitions include:

- Objectives: “small steps that lead toward an outcome or goal.”
- Outcomes: “broader statements of intent or vision that are not necessarily measurable, but are observable”
- Measurability: “both qualitative and quantitative means of measuring”

The most obvious application of SLO’s occurs in discussion of Course Outlines. There has been ongoing debate as to whether Course Outlines should contain SLO’s as well as objectives. ACCJC Standard II.A.6 states, “In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.” If SLO’s are included in Course Outlines, they should represent big picture elements. For example, an English 1A **objective** may state, “Students will enliven style by eliminating wordiness and weak verbs.” The **SLO** may be, “Students will write essays, including research-based writing, demonstrating academic rhetorical strategies and documentation” (Cabrillo College).

Use staff development and workshop activities to get faculty involved. Give flex credit to those attending. Incorporate outcomes into the program review process.

As last note: Local senates may produce a minority report to a college’s Self Study, if they feel the report has excluded vital information or misrepresented the concerns of faculty.

## Friday (4/8)

### Legislation:

Important legislation includes AB 317 (Equalization), AB 982 (Student Health Fees), AB 1425 (Vocational Faculty and the 75/25 Calculation), SB 5 (Student Bill of Rights), and SB 845 (Vocational Faculty Minimum Qualifications). Read about these and other legislative issues on the ASCCC website, which features a new legislative tracking page. You can also find your legislators from the ASCCC website. Student Voter Registration should be available on each college’s registration page on its website and/or the college’s registration phone system. Colleges may contact [votereg@ccsf.edu](mailto:votereg@ccsf.edu) or David Yee or Leslie Smith at (415) 452-5278 for more information.

### The Brown Act:

A court found that the Brown Act applies to local academic senates because they make decisions that affect the decisions of governing boards. Senates and boards remain bodies that work cooperatively, one NOT subordinated to the other. The regulations that govern other legislative bodies also apply to local academic senates:

1. A meeting occurs whenever a majority of members gather to discuss business within their charge. Exceptions are 1) attendance at a conference, 2) an open meeting of some other group (such as the YCFA) to address local issues, or 3) social gatherings.
2. Agendas should include the time and place (meetings must be within the district with some exceptions). Agendas must be mailed one week before the meeting to those who request it. They must be posted 72 hours before the meeting, and they should include a brief description of all action items.
3. All votes are to be open: no secret ballots. Written ballots are okay as long as names are on the ballots and votes can later be matched to senators if requested by anyone.
4. Action is limited to those items on the agenda. Exception: 1) the need for immediate action was discovered after the agenda was posted (beware of emotional need—the need must be legitimate) AND 2) the action item is added by a vote of two-thirds of members present if more than two-thirds of the total members are present, or a unanimous vote if less than two-thirds of the total membership are present.
5. All items distributed by the senate before or during meetings must be available to the public AT THE MEETING. (Reasonable fees may be charged for duplication.)

The ASCCC recommends the following:

1. Use the resolution format for action items, having a first reading at a meeting before the action is taken.
2. Bring extra copies of documents that may have been distributed at a previous meeting.
3. Set time limits for discussion, particularly for public comments (e.g., 15 minutes total, 3 minutes per person).