ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES NEWSLETTER

SENATEROSTRUM

Contents

The Rules of the Game —And When to Break Them

by Ian Walton, President

Consult, Confront, Collaborate ???

The theme for Spring Session will explore the endless series of "fight or flee" decisions that we all encounter on a routine basis. Choosing the right answer often determines whether or not we are a successful leader. Some local senate presidents never make it as far as "consult"—but that's usually because there's a structural problem with participatory governance at their college. Their best strategy is to call in the Technical Assistance shock troops. But for the rest of us, there's this nagging little doubt about whether the consultation is working—or whether it's working well enough. And if you determine that it needs to work better on a particular issue, that's where it gets tricky. Should you cooperate and try to get what you want by playing the game and following the rules? Sweet reason combined with liberal doses of low cunning and artful negotiation may also help. If you fail—or even if you succeed—will you be perceived as having sold out the cause, and be eaten for lunch by a particularly nasty senate meeting? Is there ever a time to dig in your heels and fight—even if it means going down in flames? The really tricky part of this strategy is deciding when—or how often—to confront. Or perhaps you need to change the rules. And always remember that your esteemed opponent (colleague) will be making exactly the same calculation. It's important not to overbalance from resolute into dogmatic—and thereby "toss out the baby with the bathwater."

Chancellor Drummond used those exact words in his measured response to the recently released report "Rules of the Game: How State Policy Creates Barriers to Degree Completion and Impedes Student Success in the California Community Colleges[1]." And I'm sure he was calculating whether to keep his head down, acknowledge some of the problems in our system or employ some of the more quotable phrases circulating on system listserv reactions to the report. Particularly good examples of those were: "a study that is flawed on many levels", a "typical university view" with an "elitist view of education" and "a direct assault on access." The Academic Senate and other statewide faculty groups have to make the same calculation. It would be very easy to run right into the trap of being dismissed for reacting as predictable, self-interested faculty.

The report provides a great statewide example of consult, confront or collaborate. Because of its high profile media release the report completely missed an opportunity to consult. It correctly identified some areas of our system that could be improved, such as student retention and success. The system strategic plan and the basic skills initiative have already launched considerable efforts in these areas. The Academic Senate supports and participates in these activities. But the report also repeats the well-rehearsed university-centric view that education is only useful if you transfer or get a degree. And it parrots the tired old administrative cliché "give us complete budget flexibility and we'll solve all your problems." It could have facilitated a thoughtful dialogue instead of proposing simplistic solutions.

Instead, the report chose to confront. It claims that the current funding policy based on enrollment at

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[1] Shulock, N. and Moore, C. (February 2007), Institute for Higher Education Leadership and Policy, California State University, Sacramento

third week census encourages the "FTE chase" and discourages completion by students. But it doesn't offer any proof and it doesn't provide an alternative that's better. In an environment where, by every conceivable measure, the community colleges are funded at 50 cents on the dollar[2], it's a natural survival technique to "game the formula" for maximum revenue. With the present formula, this results in efforts to enroll as many students as possible. That's called access. And it's actually a good thing! Just setting foot on campus changes the lives of many of our most disadvantaged residents—whether they take a non credit ESL class or a single class for their employment, or a more structured program. If a student never even comes to college, then you completely eliminate the chance of any possible benefit. As Chancellor Drummond eloquently puts it "the success rate of students who have no access to college is always zero."

If the report had tried to collaborate it could have explored the likely effects of different possible formulas. If you change the funding formula without increasing the funding level, people will still play games—it's the only way to survive. Specifically, if you fund based on selective, artificial outcome measures such as number of degrees you'll see completely different distortions. Unfortunately the report made no attempt to analyze those replacement games in a thoughtful way. What distortions could we expect to see? We do know that the single most effective—but mindless—way to improve educational outcomes is to be more selective about the students you admit. Stanford plays that game to perfection. That's their role. But admitting only the "best and brightest"—which actually means the most socially and economically advantaged—is exactly the opposite of what the community college system should be doing. Selective admission will be precisely the effect if you fund community colleges on outcomes, and give colleges authority to raise fees and keep the revenue like UC and CSU. The Academic Senate has a long-standing position in opposition to such additional local fees.

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[2]   AB1725 (1989), Program Based Funding Model / Board of Governor (2003), Real Cost of Education Project / Assorted state funding comparison studies

Spring Session 2007

April 19-21, 2007 at the San Francisco Westin Hotel
Last day to pre-register at the lower rate of $295 is April 9, 2007.

Please visit www.asccc.org
for more information and to register online.

Hotel Reservations
Please note that you must make your own reservations with the San Francisco Westin Hotel by calling 1-888-627-8404. Please ask for the Academic Senate "Annual Spring Session Meeting" group rate no later than April 3, 2007.

Room rate is $119 single/double

And as for budget flexibility—the report author obviously talked with administrative groups who have long sought the repeal of the "50% law" and the "75/25 regulations" because they "hamper flexibility." Their abolition is at the very top of the ACCCA legislative agenda for this year. Unfortunately the author did not have any official conversation with her faculty colleagues in the community colleges to learn why they believe that these two measures play a significant role in maintaining instructional quality and academic integrity in a hopelessly underfunded system. Community Colleges are not research institutions.

When you ask members of the public how much of each public dollar should be spent directly on classroom instruction they tend to reply 70 or 80 cents.

And yet "Rules of the Game" recommends that it be allowed to drop below 50 cents. It will be interesting to see if the public supports that idea. The explanation for the recommendation given in media articles was that colleges are unable to hire counselors because of the 50% law. The Academic Senate has long proposed that counselors and librarians be included in the formula as long as the target percentage is raised in an appropriately neutral manner. If you just abolish the law you've got no guarantee of getting more counselors rather than, say, more administrators.

The report also attacks the 75/25 regulations that set a goal to preserve a cadre of full-time faculty. Interestingly, the CSU system just put such a goal in place. More importantly, recent reports[3] confirm a correlation between measures of success for community college students and the proportion of full-time faculty. We know exactly how colleges behave when you give them unrestricted money. Witness the fact that our non credit programs that are not

subject to the 75/25 regulations boast an appalling figure of 90% part-time faculty. In the past two years the system has received over $200 million in non categorical COLA and equalization funds with no accountability. It's fairly certain that it was not spent on faculty priorities such as equity for part time salaries, benefits and office hours despite the specific suggestion in the Governor's veto message that colleges could now afford to make that their choice. Why would you want to give colleges yet more flexibility? "Rules of the Game" shows no evidence that the state policies under attack actually cause any of the "problems" identified, nor that they will be solved by any of the recommendations.

So "Rules of the Game" is an example where we didn't consult because we weren't given the chance. There are some ideas that we could have supported—where work is already in progress, such as improved student success and more effective assessment and placement.

Presenting the report as an aid to thoughtful dialog could have been useful. Instead it was released with the maximum potential for conflict and misdirected media attention.

So simply opposing the recommendations may in fact be the only correct response at this point. The many groups that represent our system will have to decide whether to confront or collaborate.

At Spring Session we'll discuss this and other good examples of the collaborate-or-confront phenomenon, such as the recent Board of Governors dilemma about the emergency regulations for enhanced non credit funding or local decisions on what senate activities to maintain during a work-to-contract situation. Every time you turn around you'll find another example. Please bring them with you and join us in this exploration. ∎

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[3]   Jacoby, D. (2005), Effects of Part-Time Faculty Employment on Community College Graduation Rates, University of Washington / Bailey, T. et al (2006), Community College Student Success: What Institutional Factors Make a Difference? Columbia University

So? So! So… phistication

by Wheeler North, Area D Representative

Today's automobiles are significantly more sophisticated than yesterday's nuclear reactors. The data collected and analyzed in one hour of intensive care can exceed the complete dataset collected in one year by the entire hospital 20 years ago. The ability for the police to engage in utilizing real time information technology, to apply pure scientific processes to supplement their everyday investigations, has become so sophisticated a whole new generation of television series has popped up around it.

While I am not one, I would venture a guess that today's ER nurse knows more about saving lives then most doctors of 20-30, or even five years ago. As well, they must know about a whole lot more hardware that was not available just a few years ago. They must know what that equipment does, how to use it, what its output is, and what it is used for.

Yet the mindset of so many of our incoming students in every vocation, in fact really in just about every discipline, isn't even close to prepared for that high degree of sophistication. The reality for all of us is that this is a far more complex world than existed only twenty years ago; however, a lot of the sophistication is hidden behind processes that have been simplified exactly to make it possible to deal with this complexity. More and more people learn how to follow the process without understanding the complexity that lies behind it. And that is a problem.

In the automotive world I see it all the time. A shop has purchased a really nice four wheel alignment system that uses four 3-axis pyrogyrating accelerometers triple phase connected to differential GPS sensors reading 12 satellites each. The technician gets trained on how to operate the thing by learning step one, step two, step three, etc. but they never learn a darn thing about the basic geometry of the four wheels they are trying to resolve into alignment. Nor do they need to until…. until something comes along that the machine can't handle.

Now translate that to a nurse using the newest fangled wide-angle thunder defibrillator and I become very certain I want them to understand what electricity does, what hearts do, why fluid flows, OR NOT, and just about everything that has anything to do with all that is related to me staying alive with that machine attached. Yet how many of our entering nursing program candidates could conceive, let alone explain, how Ohm's law depicts the amount of voltage and millijoules needed to pop-start the human heart?

This gap between limited basic skills and rampant ubiquitous sophistication permeating every facet of our world is not just a barrier, it's a chasm; a long, very deep, and increasingly widening chasm. Couple this to the "dumbing down" effect that many believe is plaguing our learning institutions and one cannot really question the three-and-a-half year degrees that most two-year colleges offer.

So what are we going to do about it? Each student must value such a capacity before they will seek to attain it. Attaining this value early on is one the most critical roles our Student Services folks must play in the student's college experience. As well, their remedial development must not only remediate each under prepared skill area, but it must also empower them as learners. And our entry courses and faculty must also drive home the nail that anchors this capacity and value. So I question, how much do we, as organized institutions, really go after this strategically, as a universal learning outcome? Clearly this is a conversation we all need to engage in.

Remarkably, in conclusion, I must point out, that while this chasm exists and is broadening, in many ways our students are far more sophisticated than any of us could ever have imagined being at their age. Yet there exists this bizarre paradox where they can't figure out that they need to work their checkbook ledger but they can wind their way through 497 levels of "Ninja Pong meets Atari the Avatar." ∎

Changing Perceptions:
Taking Control and Being Proactive

by Shaaron Vogel, Occupational Committee Chair

Perception: to understand or be aware of.

Have you asked anyone lately what community colleges do? Have you asked them about our "vocational" programs and what type of student enters these programs? It can be a real eye opener! "It's for the students who cannot go to college"; "it's for the student who is not prepared for the college level courses" are just a few of the statements. Wheeler North's article discusses how many of our vocational fields such as automotive and nursing have changed so dramatically. He notes that our programs demand a higher level of skills and knowledge than in the past. Yet some of our students enter our programs ill prepared for this and are not successful. Does the world know what we do? Do our students know what will be needed to be successful?! How can we inform them of what we are doing and the skill set students need to be successful?

In our ever changing world we as faculty struggle to keep up and keep informed. As instructors in the vocational/career fields this is even more of an issue. We must keep up with the ever changing workforce needs and requirements; improve upon our teaching techniques to help students learn, and maintain high academic standards. At several recent meetings where workforce representatives have been present, we have had the discussion of the need for students who exit our programs and enter the workforce to have critical thinking skills, communication skills, and professional behaviors that involve a higher work ethic. Yet some professional/career programs are being pressured to lower their standards and higher education requirements by outside agencies. Others complain that we are not setting the standards high enough and we are "letting just anyone in" to our programs. The world, whether it is workforce, our fellow faculty, our students or the community, has a perception of what we do and it does not match what we are really about.

This week a report was released from the Institute for Higher Education Leadership and Policy (located at CSU Sacramento) titled "Rules of the Game" (*http://www.csus.edu/ihe/PDFs/Rules%20of%20the%20Game%20FINAL.pdf*). The report contains many misconceptions about community colleges. The report authors seem to think our only mission is to transfer or issue associate degrees. They do not appear to understand our students, our mission, and how our system works. More importantly recommendations made in the report are based on incorrect perceptions. The Chancellor Mark Drummond responded to the report, but **we** faculty need to be active in counteracting these misperceptions. This report is missing information such as data just collected in the review of research for the Basic Skills Initiative, input from CCC faculty and students, and a discussion of how well prepared our students are to enter college whether it be a CSU or CCC. We faculty must take action now to begin to change these false perceptions and let the world know what we do, how we do it, and that we do a great job with our resources.

How do we educate and inform to change people and their perceptions? Start local with your own campus.

1. Participate in student orientations and speak about your program and its requirements.

2. Be a mentor to students interested in your field and mentor them as they go through their prerequisites.

3. Present to the student government and clubs.

4. Arrange joint meetings with your counseling and GE faculty. Share with them the details of your curriculum and the skills sets and competencies your students need to be successful. Plan together how you can help your students be prepared to

enter a vocational program and increase their success.

5. Present to your curriculum committee and senate about your program and what it does. Program review and curriculum review are perfect times to share this information with the curriculum committee.

6. Present to your Board of Trustees and bring some of your current students, past graduates and members of the business community. Not only will they learn about your program and the wonderful things it does but hear about your needs.

7. Meet with your local high school counselors and faculty and educate them about your program and the educational level needed to succeed in them. The Senate's Career Pathways is one way we are starting this discussion, but we can do this without this mechanism. (http://www.statewide-pathways.org).

8. Utilize your advisory committees to educate the local business leaders. Include on your advisory committees counseling, GE faculty, high schools faculty/counselors, and CSU faculty and invite a trustee to attend.

9. Ask to speak at the Chamber of Commerce meetings, the Elks, and other groups.

10. Have your senate arrange for a joint meeting day with your local CSU faculty and sit down and start a discussion about our programs, students and colleges.

Well, that's what you can do on the local level; now for the state level. We cannot rely upon the System Office to do our work. They try but they need loud and strong voices with them to reach the broader world, Governor and Legislature. We cannot rely upon groups like our regional consortia, EWDPAC, CCCAOE and others to relay our message. Their mission is different then ours and we need to speak up for ourselves. We can join together to fight these misconceptions and win. So here is how to be active at the state level:

1. Check out our legislative page at our Senate website and track legislation that affects our campuses and students. (*http://www.asccc.org/Legislative/*

Legislative.htm) Better yet go visit the Legislature and make your voice heard. Write a letter and offer solutions. Don't just complain.

2. Go attend a Board of Governors meeting and listen to the conversations.

3. Learn about the different groups who are at the power level and what they stand for and want. Get to know some of the members and educate them about who and what we are. One way to get involved is to let the Academic Senate know what you are interested in and volunteer to serve on Academic Senate committees or as an appointment to other groups. When there are openings and requests for faculty members in these groups you may be called upon to serve.

4. Attend your statewide career advisory committee meetings and some of your local regional consortia meetings. You have a great opportunity to meet some wonderful people and to let them know about your program. They have resources you are unaware of and you have needs they are unaware of so share!

This is just a few ideas and you can keep adding to the list! As faculty we get frustrated with students who do not participate in class and are apathetic. This is not the time to be one of those students. As Dante said, "The hottest places in hell are reserved for those who, in times of great moral crisis, maintain their neutrality". Apathy and saying nothing are not going to win this battle and we must get involved.

We need to start now—this semester, this week, today!

We need to be the professionals we are and ensure our presentations are accurate and utilize quality teaching techniques.

Develop professional looking presentations and handouts. Share your enthusiasm for your profession, your students and your college with others. Take it from a nurse, you can "infect" others with your ideas, your passion and your caring. Reach out and touch someone and change their mind and perception. We can do it and do it now! ■

The Issue of Establishing Equivalency in Noncredit

by Mark Wade Lieu, Curriculum Committee Chair

The Academic Senate adopted a revision to *Equivalence to the Minimum Qualifications* at its Fall 2006 Plenary Session. However, one topic was not explicitly covered, namely the issue of equivalency for faculty serving students in noncredit programs and courses. The intent of this article is to supplement the information in the paper with a focus specifically on the issue of minimum qualifications for faculty service to noncredit students and the establishment of equivalency when minimum qualifications are not met.

To begin, it is important to note that the principles and criteria outlined in the paper are exactly the same whether we are working with faculty serving credit students or faculty serving noncredit students. Processes for evaluating a prospective faculty's qualifications should be no less rigorous for noncredit than they are for credit, and the establishment of equivalency to teach a single-course (in essence, requiring only a subset of the minimum qualifications) is not permitted. Faculty are central to the establishing of equivalency and as such need to be knowledgeable about the Disciplines List and Title 5 Regulation that set out the minimum qualifications for faculty serving in credit and noncredit instruction. We also emphasize here two of the foundation principles stated in the paper:

> *(1) Equivalent to the minimum qualifications means equal to the minimum qualifications, not nearly equal. (2) The applicant must provide evidence of attaining coursework or experience equal to the general education component of a regular associate or bachelor's degree.*

Where the paper fails to address the particular concerns of noncredit is in how minimum qualifications are determined for faculty serving in noncredit

instruction. Title 5 Regulations state that the Board of Governors will rely primarily on the Academic Senate to take charge of reviewing and updating the document *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, commonly referred to as the "Disciplines List," and by extension the minimum qualifications required to teach in each discipline. Currently, revisions to the Disciplines List occur on a two-year cycle. *Equivalence to the Minimum Qualifications* regularly refers to the Disciplines List as the basis from which to establish equivalency.

However, the Disciplines List predominantly covers only faculty who serve in credit instruction. With the exception of counseling and library faculty, where the minimum qualifications are the same regardless of whether the students served are enrolled in credit or noncredit, the minimum qualifications for faculty who serve in noncredit instruction are not covered by the Disciplines List but are separately set out in specific Title 5 Regulation sections (these sections are provided as an appendix in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* document).

> For the majority of noncredit courses, the minimum qualification is a bachelor's degree in each of the approved instructional areas.

This includes mathematics, reading, and writing (under elementary and secondary basic education), English as a second language, health and safety,

parenting and home economics. For faculty teaching citizenship courses, a bachelor's degree in any discipline is needed plus six semester units in American history and institutions. For faculty teaching older adults, either a bachelor's degree or an associate's degree plus additional coursework and/or pertinent experience are required. For faculty teaching occupational courses, a bachelor's degree plus two years of experience or an associate's degree plus six years of experience is required. For the complete details, refer to Title 5 §53412.

It is important to note that the minimum qualifications for noncredit instruction are not organized in the same way as for credit instruction. Credit instruction is organized by disciplines with minimum qualifications for each discipline. Noncredit instruction is organized by instructional areas and Title 5 specifies minimum qualifications for each area and in some cases provides specific requirements for sub-areas.

In addition, several areas are singled out for more specific treatment, and equivalency committees need to be aware of these requirements.

Instructors in noncredit apprenticeship programs have their minimum qualifications spelled out in Section 53413 (c). Faculty working in programs for disabled students have their minimum qualifications spelled out in Section 53414. Counseling faculty working with students in disabled programs are covered in section (a), and faculty working with students who have speech communications problems are discussed in section (c); for both of these areas, there is no distinction made between service to students in credit or noncredit. However, all other faculty serving students in noncredit disabled programs have a separate list of qualifications detailed in section (e).

In conclusion, when an equivalency committee is reviewing the minimum qualifications for a faculty member interested in serving in noncredit or credit, the processes, responsibilities, and issues are the same. *Equivalence to the Minimum Qualifications* is an excellent resource on the issue for consideration of all faculty hires. When considering faculty for service in noncredit, the only important thing to remember is that for most faculty, the minimum qualifications on which equivalency is established come from specific sections of Title 5 Regulation and not from the Disciplines List itself. ■

Who's Driving Your Curriculum?

by Michelle L. Pilati, North Representative

This is probably not news to anyone, but very often curricular decisions are not driven by faculty and are not based on what's best for our students. More and more often it seems that other entities believe that they know better than faculty do when it comes to our curriculum. And more and more often it seems that other entities believe that our curriculum processes should be designed to meet their needs—as opposed to serving to maintain the integrity of our curriculum. The February 2007 Rostrum article "Curriculum Approval Takes Too Long…and Other Myths" discussed one facet of these challenges to faculty primacy in curricular matters. Other facets of this challenge are evident at both the local and state levels. Local senates and curriculum committees should be mindful of their responsibilities and vigilant with respect to these issues. We should be at the wheel—despite the force and will of others, curriculum is ours. We need to ensure the effectiveness of our processes and the quality of the education we deliver.

What do we see locally?

Occasionally, we will hear the story of administrators or board members who impose their will on the faculty, despite philosophical concerns or resource limitations that they may or may not comprehend.

Boards have used their financial power to force programs on faculty, and colleges have pursued high-cost curriculum additions when resources are lacking and faculty support is absent. Our curriculum should not be molded to meet the politics of the day, but to meet the needs of our students and communities. I suspect that we have all seen prerequisites removed for fear that a course will not "make." We know these things happen and we often have no control over

them. But that does not mean we should take them lightly—curriculum committees should ask the appropriate questions when they are presented with questionable decisions—is this the best thing for students?
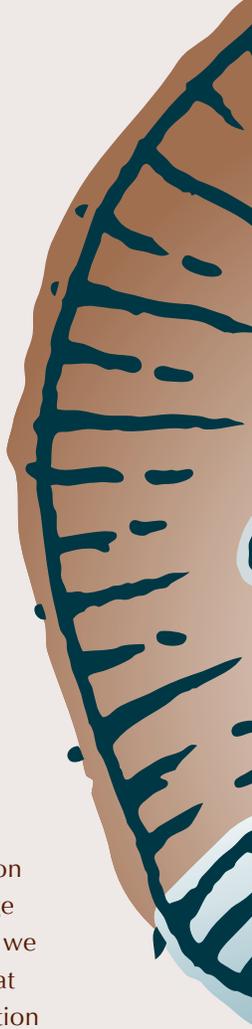
With the coming increase in graduation requirements and the vision of the associate degree reflected in recently passed resolutions, change is in the air.

Perhaps the research being conducted as a component of the Basic Skills Initiative will provide a justification for that which I think many faculty believe—our students would benefit from having to demonstrate some minimum level of competence prior to registering for certain courses. That this is a notion generally supported was evident with the passage of resolution 4.04 in Fall 2006 which asked that we "…investigate a change to Title 5 Regulations that would allow local districts, on the recommendation of their academic senates, to restrict students from enrolling in general education or major preparation courses until students establish competency at a locally determined level in composition and/or reading two or more levels below transfer…"

At the state level, we see financial excuses and interference by business interests. It is no secret that one of the biggest challenges with any statewide curricular change is getting it past the Department of Finance (DoF). DoF determined that an information competency graduation requirement would be an "unfunded mandate", provided us with a challenge in regaining local approval of stand-alone courses, and continues to impede forward movement with

respect to changing the funding of some noncredit courses. DoF has an important role to play and they played it effectively when it came to stand-alone courses—that the field needs to be educated about stand-alone courses before local control can be permitted is something that I think we can all agree on. But with all the "unfunded mandates" that we regularly deal with (student learning outcomes being the most obvious), why not impose the one on us that we have actually asked for because we want to ensure that our students have the skills they need to succeed in modern society? While we strive to meet the needs of our students, DoF tends to treat us with suspicion. The community colleges are a significant component of higher education in California, yet we are not permitted the independence that the other segments of higher education have, further complicating our attempts to adequately prepare our students for transfer and the world of work. While the DoF has an important regulatory role, it should treat faculty-driven curriculum initiatives as efforts to improve education—not as means to extracting more money from the state.

And then we have those business interests out there who believe that our state-funded system exists to meet their needs—to provide timely low-cost training as they see fit. There is a desire to provide credit-earning educational opportunities while bypassing our local processes that serve to ensure educational quality and compliance with code and regulation. We certainly can offer timely low-cost training and are happy to do so by means of our contract education programs. Yet what some desire is to dictate our curriculum and ignore our local processes—all on the state's dime. An ongoing issue with respect to the whole "strategic plan" is some of the alarming conclusions coming out of some of the Goal Area Implementation Teams as those business interests are expressing their will in the absence of a meaningful faculty perspective. And the terrifying thing is that such interests have great political force. The irony is amazing—while we have the DoF pinching pennies when it comes to issues of educational quality, other interests want us to speed up our processes and remove the protections we have in place to protect the state's dollar.

Curriculum is the most important thing that we do "behind the scenes" at our colleges. Approving courses and programs is a responsibility that we must take seriously. While some of the processes may be annoying and seem, possibly, bureaucratic, they exist for a reason. Curriculum committees and local senates must stand firm and protect the integrity of what we do, as opposed to succumbing to the varied pressures that may stray us from our mission. ∎

What Can We Say about the Impact of Compressed Calendars and Courses on Student Success?

by Susan Bangasser, Relations with Local Senates Committee

Student success in the compressed calendar format was the focus of a breakout session at the Fall 2006 Plenary Session entitled "Does Length Matter? The Impact of Compressed Calendars and Courses on Student Success." Members of the Relations with Local Senates Committee gathered both data and written interpretations for the comparison of student success in compressed and standard format semesters. Much of the data was collected from the California Community College System Office website by the research team at Chaffey College and used with permission by faculty on the state committee. The information presented and the ensuing dialog may assist faculty in their local discussions on issues involved in creating a pedagogically sound calendar.

Data were collected from 33 of the 40 colleges on compressed calendar in 2005-2006 and the success and retention rates compared for three years prior to switching to the compressed format and three years after the switch. Success was defined as earning a grade of "C" or better. Retention included students registered in the class at the end of the semester regardless of grade. The data presented are only as accurate as the institution's internal auditing and review processes allow. The collective data for all 33 community colleges demonstrated that student success was slowly increasing the three years prior to the switch and then continued to slowly increase after changing to the compressed format (see Figure 1). The change in success rate was 3 % over the six year period, ending with a value of 68.1%. If, however, we look at data from the individual colleges, we will see fluctuations across those six years. The success rate for some colleges dipped after the conversion to compressed calendar and then continued to rise; other colleges had more random ups and downs. Interpreting the data from individual colleges is difficult since so many variables can be involved, such as changes in data collection processes and increased attention to student success. The significant finding of the data was that there was not total chaos and avalanching success rates when colleges adopted a compressed calendar. Instead, success of students continued to be fostered.

The retention rates of the 33 colleges taken collectively also presented an optimistic view of compressed calendars.

As with student success, retention was increasing for three years prior to the switch to compressed calendars and continued to rise thereafter, with a rise from 81.7% to 84% over the six year period (see Figure 2). There was a slight dip in retention the second year after switching to a compressed calendar. Once again, the data from the individual colleges fluctuated. The collective data on both success and retention did raise an interesting question: Why are only 68.1% of the 84% retained students earning a grade of C or better?

Success rates were also compared for these categories of courses:

- Pre-collegiate Basic Skills—Courses that do not count toward a degree and are not calculated into overall GPA.

- Basic Skills (2 levels below transfer level) –Courses can be used to satisfy degree requirements and are calculated into GPA.

- Non-Basic Skills (transfer level)

The data found in these categories revealed that students in both transfer level and pre-collegiate level classes tolerated the compressed calendar and showed slight improvements on success and retention rates. It is not clear why the pre-collegiate group paralleled the transfer level classes. The students enrolled in basic skills classes, however, declined in success and retention for the first two years after the switch, and then rates improved. The research team at Chaffey does state that only 0.33% of all enrollments were in basic skills and so any minor change in actual numbers can result in a large percentage. The data presented at the breakout session does parallel the observations of Glendale College. In analysis of their own data, Glendale found success rates in developmental levels of English and math more consistently decreased; success rates of students in pre-transfer or transfer level courses seemed to increase; and success in ESL in nearly all levels increased. Glendale also observed that student success rates increased in English, Chemistry, and Biology sequences and the Glendale Student Success Task Force concluded that higher-level students seemed to do better at their college in a compressed calendar. However, developmental students and those with disabilities may do worse.

Both the presentation and the dialog reinforced the need to pursue alternative calendars with the involvement of the campus in order to plan for a smooth conversion. Campus dialogs need to address concerns and strategies for issues such as time for student activities, professional development, shared governance, committees, etc. Discussion at the session revealed that faculty on a compressed calendar felt the "urgency" of the shorter term, yet nearly all present did not want to go back to the extended semester. Some colleges successfully integrated college hours into their compressed formats and others felt there was no time for committees or student activities. Faculty at the discussion referred to a breakout at a previous plenary session where a survey of campuses on compressed calendars revealed a neutral effect on collegial consultation. In addition, local research was emphasized since other influencing factors on student success and retention could be readily identified. Faculty attending the breakout and listening to the discussion were armed with sufficient data about both concerns and successes so that they could present informed opinions when participating in their campus dialogs on alternative calendars. ∎

First Year on Alternative Calendar	Prior to Alternative Calendar			After Alternative Calendar		
	Three Years Prior to Alternative Calendar	Two Years Prior to Alternative Calendar	One Year Prior to Alternative Calendar	First Year on Alternative Calendar	Second Year on Alternative Calendar	Third Year on Alternative Calendar
TOTAL	**65.1%**	**66.1%**	**66.7%**	**67.2%**	**67.9%**	**68.1%**
Change from Prior Year		+ 1.0%	+ 0.6%	+ 0.5%	+ 0.7%	+ 0.2%
Percent Decline/Increase Over Prior Year		+ 1.5%	+ 0.9%	+ 0.7%	+ 1.0%	+ 0.3%
# of Colleges Experiencing Improvement		17	18	21	17	18
# of Colleges Experiencing Decline or NO Improvement		16	15	12	15	10

Figure 1: Student Success (C grade or better)

First Year on Alternative Calendar	Prior to Alternative Calendar			After Alternative Calendar		
	Three Years Prior to Alternative Calendar	Two Years Prior to Alternative Calendar	One Year Prior to Alternative Calendar	First Year on Alternative Calendar	Second Year on Alternative Calendar	Third Year on Alternative Calendar
TOTAL	**81.7%**	**82.7%**	**83.7%**	**84.6%**	**83.9%**	**84.0%**
Change from Prior Year		+ 1.0%	+ 1.0%	+ 0.9%	- 0.7%	+ 0.1%
Percent Gain/ Decline Over Prior Year		+ 1.2%	+ 1.2%	+ 1.1%	- 0.8%	+ 0.1%
# of Colleges Experiencing Improvement		19	15	18	11	13
# of Colleges Experiencing Decline or NO Improvement		14	18	15	21	15

Figure 2: Student Retention (Completed class—all grades)

Upcoming Academic Senate Events

Vocational Education Leadership Institute
March 8-10, 2007 in the Hotel Zoso, Palm Springs, California

Plenary Sessions
April 19-21, 2007 at the Westin San Francisco Airport

Student Senate General Assembly
April 27-29, 2007, at Manhattan Beach Marriott in Manhattan Beach

Faculty Leadership Institute
June 14-16, 2007 in Hayes Mansion Hotel in San Jose, California

Curriculum Institute
July 12-14, 2007 in Loews Coronado Bay Resort, Coronado, CA

Teaching Diversity— Learning Tolerance?

by Lesley Kawaguchi, Chair, Equity and Diversity Action Committee

For the past several years, I have taught History 10, Ethnicity and American Culture, at Santa Monica College. This course fulfills both my college's and U.C. Berkeley's American Cultures graduation requirement. As with other faculty members in California's community colleges and four-year colleges and universities, Santa Monica College faculty support exposing students to the comparative historical experiences of Native Americans, African Americans, European Americans, Asian Americans, and Latinos and Latinas. In teaching about the diversity of the American peoples, the underlying assumption is that students are learning to understand and tolerate cultural differences and accept racial and ethnic diversity.

> I have certainly enjoyed many "teachable" moments, but occasionally something happens in class that causes me to question whether or not tolerance can be learned from teaching about diversity.

During the first year that I taught the course, I walked into the classroom and immediately sensed something had occurred. A young woman who appeared to be African American and sat in the front of the room was visibly upset with a group of African American women who sat in the back of the room. I asked what the problem was. One of the women in the back said, "We wanted to know why she thinks she's better than us and won't sit with us." The other student replied, "I keep trying to tell you that I'm NOT African American. I'm Israeli-African—my mother is Israeli and my father is from Africa. I'm Jewish." One of the women in the back of the room then

said, "I know that if I went to Africa I'd be accepted as African, so you are like us." Then an international student from Ghana chimed in, "No, in my country, you would be seen as American!"

This incident helped me to formulate one of my major student learning goals: that students learn the difference between external appearances and the internal cultural complexities that make us individuals. On the first day of class, I break students into small groups to discuss and define "race" and "ethnicity," so that the distinctions are clearly framed in the context of the course. Throughout the course, as the historical experiences of various groups are unveiled, I keep reminding students of the external and internal and how historically groups were treated due to perceived physical differences despite their cultural assimilation to the United States. Later in the semester, students write an essay defining their ethnic identity, in which physical appearance is a component, so that I can see whether or not they have observed and learned the distinctions about themselves and can express them in writing.

Despite these efforts, I occasionally have experiences that make me question whether or not students have learned this. For example, as I lectured on pre-World War II Asian immigration to the U.S., an African American female student blurted out, "I really don't want to sound or be, you know, racist. But I was kind of shocked the other day. I saw this Japanese woman who was dressed up really nicely like an American professional. And when she talked, she spoke perfect English. I was surprised, you know?" This came out of a discussion as students spoke about their encounters with persons who appeared to be one thing, but turned out to be something else, such as Korean

Bolivians and Japanese Brazilians. I then asked the student what she thought I was? As she stammered that I could be Japanese or Chinese, it dawned on her that the larger point was that I was just like the woman she had encountered—a person born and raised in the United States who happened to have an Asian face.

But perhaps the most daunting episodes arise when students who have expressed outrage, dismay, or surprise at certain historical events, such as the so-called "Greaser Act" passed by the California Legislature in the 1850s, the massacre of Sioux at Wounded Knee in 1890, the Los Angeles Chinatown Massacre in 1871, the 1915 opinion of a Stanford University sociologist that the "Mediterranean" Europeans were skilled at not being truthful compared to the blond truthtelling Europeans, or a photo of a slave with a deeply scarred back, reveal their own deep-seated prejudices in the classroom.

Recently, as my lecture turned to Asian Indian immigration in the early twentieth century, I asked the students if they could explain the difference between Hinduism and Islam. One student ably explained major elements of Hinduism. However, as another student began to explain Islam, another student began making what he probably thought were funny asides about "vestal virgins" and "Allah is great!" to the students around him. I asked him to stop. Then, I turned to the origins of the Sikhs, who had emerged in India in an area located between Hinduism and Islam. I began to show drawings and photos of Sikhs. While I was explaining that in the wake of September 11, 2001, Sikhs were attacked and one was murdered because they were tragically and erroneously thought to be Muslims, another student began making joking asides about the drawings to his friend who had been making the previous comments.

I stopped the lecture and asked the student what was so funny. Instead of apologizing, which is the usual response, this student attempted to justify it by pointing out that the drawings were funny. "Look, he has twigs coming out of his hair!" For a class of students outraged that the English in Virginia made fun of the Pamunkeys for their tattoos, shaved heads, and ear piercings, I found his response both outrageous and curious. I pointed to the group and told them to stop their behavior and that I was trying to teach them to tolerate these differences.

I spent the rest of the day mulling over what had occurred, talking with several of my colleagues. Perhaps I was the one who had gotten it wrong. Is teaching diversity a way to promote tolerance? Do students actually learn tolerance through exposure to diverse groups and experiences? Might something else be at work?

I realized that up until this point in the course, students often asked questions based on their not knowing much about the various groups, or they knew enough to be sympathetic or to be careful in how they expressed themselves. However, I had just introduced a group, the Muslims, and shown drawings and photos of Sikhs, who students knew little about but could respond to as familiar in the wake of 9/11 and in the midst of a war in Iraq and on terrorism. My students may have been responding as Americans in wartime had in the past, vilifying the Germans in World War I or the Japanese Americans in World War II or the communists in the Cold War. In other words, despite my best intentions, the current climate might be affecting their responses.

Perhaps the original assumption in teaching multiculturalism, that teaching diversity means students learn tolerance, needs reexamination. As my recent experience suggests, the order might be reversed. Maybe we are teaching tolerance while our students are learning about diversity. Or while I thought I was teaching diversity in order for students to learn tolerance, I was in fact the one who was learning about the context of my students' cultural lives and learning about diversity and tolerance.

As faculty, our challenge is not only to broaden student understanding of others, but to foster acceptance and appreciation which may or may not happen. If this is the case, we may require new approaches.

Senate Roles in Administrator Searches: Survey Findings

by Jane Patton, Educational Policies Committee

Given the fact that a third of California community colleges are looking at the departure of either a college president or district chancellor this spring, you may find this information timely. During the 2005-06 academic year, the Senate's Educational Policies Committee conducted a survey of local senates in response to resolution S05 3.02 asking about their policies and practices for conducting searches for presidents and chancellors.

This article will summarize some of the survey findings. The main purpose of the survey was to find out how faculty and senates are involved in senior administrative hiring and to identify some examples of good practices. While the findings are interesting, the Educational Policies Committee does not believe that this survey offers conclusive recommendations of good practices, so the Committee has agreed to continue the discussion of this topic at a breakout at the Spring 2007 Plenary Session and perhaps share additional advice later.

Thirty-two senate presidents responded to the survey. They represented a mixture of colleges from small, large, rural, urban multi and single-college districts. While the sampling was not large, from those who replied it was clear that the faculty are significantly involved in senior administrator searches.

The great majority of respondents (22) indicated their local senates have effective participation in creating the administrative position description, and 26 said that the names for the faculty serving on the hiring committee are forwarded through the local senate.

Eighteen colleges hold an open forum that allows faculty, staff, and students to question candidates, and several commented on the usefulness of such discussions.

To the question, "What was the role of outside consultant/s, if any, in the hiring process?" the answers were all over the map. In ten cases, consultants coordinated the efforts. In other cases they were a part of recruitment alone or only did background checks. One told about some good and bad experiences with consultants. "The helpful ones did not allow any names to go forward that were not recommended by the committee. They also helped recruit good candidates. The bad ones knew nothing about our process, gave wrong information and did not stand up for the integrity of the process when it was challenged/compromised." In only six cases were candidates encouraged to attend a meeting with the local senate.

Some of the more interesting answers came from the open-ended question about local processes, and given that this question gets to the heart of the resolution, most of the rest of the article will be devoted to these responses. The survey asked what models of good practices a college has utilized for the roles that faculty should play in searches for a local college president or chancellor. Some of the responses were as follows:

- At one college they hold "impressions meetings chaired by constituency leaders during which each finalist meets individually with the faculty, staff, and management constituencies for about 45 minutes per each group. The opportunity for each constituency group to dialogue with

each candidate individually is very helpful and allows good insight about the candidates' differing qualifications, perspectives, and 'fit.'" They also videotape the meetings so others can view them later.

◆ At the public forum at one college, staff, faculty, and students write their reactions on different color-coded papers so readers knew who said what.

◆ One respondent told about a less-than-ideal process: "once the committee's feedback was turned over to the board, the trustees then invited the entire campus (even those who had not attended open forums) to email their reactions or recommendations to the Board—in effect bypassing the recommendations and efforts of the committee."

◆ Another "not best practice" occurred at a college that reported only one faculty representative was on the search committee.

One respondent summarized their local practice as follows: "Process worked best when (1) the screening committee was completely independent and self-contained; (2) no trustees were on the committee; (3) no one other than the committee had the right to review applications, decide who to interview, rank and score and send names forward; (4) no candidate could be interviewed at the next level who was not recommended by the committee; (5) only committee members could vote and recommend candidates; (6) finalists were reviewed at their current jobs by a site visitation team composed of three Trustees and two faculty, the Senate President and Union President; (7) finalists required to do a public presentation at the college (if a President) or the District (if a Chancellor). Other important aspects include wide-spread community and faculty/student/staff input into the job description before the process begins. We've done it with and without headhunters. Good headhunters are rare and helpful. Bad headhunters are worse than none."

At the end of the survey, respondents were asked to provide any additional comments; these included the following:

◆ Two indicated that faculty or constituent group representatives were participants in the final level hiring/screening discussions with the chancellor.

◆ At more than one college, administrators and trustees diminished the role or effectiveness of faculty participation by either discounting faculty comments or dismissing their participation by saying that faculty only provide input to the screening process and stressing that the hiring is done solely by the board.

◆ One senate president pointed to the need to get local senates involved in the process more, while another said they were currently revisiting their policy to prevent in the future the near disaster that they had last time.

As suggested by the senate president in the bullet above, it would likely be prudent if the local processes for screening senior administrators are developed well in advance of the need and when there is not an additional burden of a deadline for applications.

As always, the more that faculty participate meaningfully in all phases of the hiring process, the more likely that faculty perspectives, concerns and opinions are incorporated into making the important choice of a senior administrator. ∎

A Conversation on Distance Education (DE) Workload and Quality Instruction

by Pat James-Hanz, Mt. San Jacinto College and Wheeler North, Technology Committee Chair

At the Fall 2006 Plenary Session, the Technology Committee held a breakout to discuss various issues surrounding the percentage of load instructors were permitted to teach online and class size in distance education (DE) sections. Some questions and observations were presented in order to initiate a discussion. As was suspected, limits on how many DE sections someone could teach (where such limits existed) varied wildly across the state, ranging from 20% to 100%, Some colleges have limits codified in their bargained contracts; some had never even broached the topic. In the plenary session discussion, many issues that determine the quality of our distance education programs were brought up that were related to this load question.

Some of the considerations posed in the session were as follows:

- Teaching DE will take more of the faculty's time than teaching face-to-face.

- Full-time faculty teaching 100% online will have limited time for involvement in on-campus activities, particularly participatory governance.

- Administrators may chase FTE by making faculty teach 100% or more online.

- Administrators may chase FTE by making faculty increase class sizes.

- Poor teachers may want to "hide" in online courses.

- Teachers wanting to escape campus and/or trying to collect large salaries will try to be 100% or more online and do it as correspondence rather than "virtual equivalent" courses.

- How to maintain regular effective contact when there are too many students to stay in one-on-one contact with.

- Only faculty who are properly trained should be able to teach 100% DE.

  Issues of overload and class size need to be examined.

A related question is the issue of quality instruction and how load may impact that quality. In Title 5 sections relating to DE there are two mandates that relate to what ultimately is our bottom line, doing what is best for students. The first item is "virtual equivalent" and the second is "regular effective contact". Essentially the rigor and integrity that are unique to the California community colleges must be maintained in our DE courses and programs. So, providing quality education for students is our highest priority.

The effect of Title 5 regulations regarding course quality standards (§55207), course quality determinations (§55209) and faculty selection (§55215) is summarized in the System Office *Distance Education Regulations and Guidelines* (CCCCO 2004) by the statement that our DE courses must be the "virtual equivalent" of our face-to-face courses. Many often misinterpret this to mean that DE is exactly the same as face-to-face and should never be treated differently; therefore it is inappropriate to impose different standards on DE instructors. While the reality is that the objectives and content of DE courses remain the same as their face-to-face counterparts, the methods of instruction and methods of evaluation usually are different. How we teach online is particularly very different and usually requires a unique approach, with extended skill sets that differ from the ones needed for face-to-face teaching.

The day-to-day interaction with students is also different.

In a DE environment, there are far fewer opportunities to reach the class as a whole. In the asynchronous world of an online course, questions from students are most often posed and addressed individually.

That one-to-one interaction is not only a fact of life in the world of DE, it is mandated by the Title 5 Regulation phrase "Regular Effective Contact" (§55211). While this contact is loosely defined in the *Distance Education Regulations and Guidelines*, these guidelines do recommend that the college more clearly define what regular effective contact is. In particular §55211 states that regular effective contact is an academic and professional matter for the purposes of collegial consultation. A natural place for this policy definition to occur is in local curriculum committees. That definition should then be used in the mandatory separate course review and approval(§55213).

The potential for various types of abuse that threaten the quality and standing of our DE courses looms large on the DE horizon. Administrators who are hard pressed to produce increases in FTE levels may find it difficult to resist the temptation to increase DE offerings without considerable safeguards that ensure quality. It has been reported that some faculty members are teaching in excess of 200% online. While these are anomalies, there is concern that without strong local senate involvement, DE courses can become correspondence courses that negate the idea of virtual equivalent, and run counter to Title 5 Regulations for DE. In other words, they take a college out of compliance with both regulations and accreditation standards.

Abuse by unscrupulous faculty members is also a definite possibility. When they develop courses that "run themselves" and/or include a large dependency on publisher created materials, then the ability of a faculty member to "monitor" large numbers of courses is possible. The potential for reducing the quality interaction of teacher and student for monetary gain

is a big one. And it is a force that has mutual motivation among faculty, administrators and students in the respective forms of more pay, more FTES, and easier courses.

So, how do we ensure that our system provides quality instruction in distance education?

- Begin by establishing a regular effective contact policy at the local level that stipulates what form and with what regularity instructor/student contact takes place,

- Ensure faculty involvement at the curriculum level and in governance committees that address DE in the determination of class size maximums for online courses.

- Establish mechanisms to ensure that faculty members are trained in how to teach online prior to making a commitment to do so. It is imperative that curriculum approval processes "…ensure that all modalities and delivery methods of instruction meet the same high standards without regard to the mix of such delivery…ensure that local processes support and promote high quality, academic rigor, and integrity of California community college courses regardless of the delivery methods being used…ensure that their local processes support and promote high quality, academic rigor, and integrity of their courses by implementing a curricular review of all courses with delivery methods that regularly replace face-to-face time with an alternative mode of delivery, regardless of the percentage of face-to-face time being replaced." (Resolution F.06 11.02)

In summary, the attendees at this breakout were unanimous in agreeing that the issues of DE workload and class size were local issues to be solved through open transparent collegial consultation and negotiation between the local senates, the administration and the bargaining agents as appropriate. They were clear that while self-imposed limits may or may not be necessary, our primary obligation is to our students. If there are any benefits to the faculty or the institution as a result of teaching at a distance with various class sizes these are secondary and should never mitigate our primary obligation to sustaining quality. ∎

January Begins the New Legislative Year

by Dan Crump, Governmental and Legislative Relations Committee Chair

Ah! Winter, and a young man's (and woman's) fancy turns to…..the Legislature? Well, maybe not, but this is an interesting time of the year in Sacramento. We had the general election in November---re-elected the governor (four more years of cigars and strudel), approved bonds (1D will be helping a lot of our districts with new facilities) and, wonders of wonders, even voted out some incumbent legislators.

This is also the beginning of a new legislative session for the California State Assembly and Senate. The legislators came back in December (lots of cute pictures of cute kids sitting at their mom's or dad's desk), introduced some bills, went home for the holidays, and then came back in January to introduce more bills. In the first several weeks of January, more than 400 bills were placed into consideration, and more are coming each day. I have attended several legislative workshops already and have been getting the scoop on some things coming down the pike. We expect to see bills on accountability, nursing education, concurrent enrollment, the high school exit exam (CAHSEE), and economic and workforce development. Many of the bills introduced are "spot bills"---placeholders with temporary language that the legislator will expand on later when more input is gathered through discussions with other legislators, advocates and testimony at legislative hearings.

It is interesting and very heartening to note that legislators with community college backgrounds are in positions of leadership in both houses. It is notable that both budget committees are chaired by former members of local community college boards---John Laird (Cabrillo College) in the Assembly and Denise Moreno Ducheny (San Diego CCD) in the Senate. In addition, Jack Scott (former president of both Cypress and Pasadena City Colleges) continues as chair of the Senate Education Committee and chair of the Budget subcommittee for education. Each election also brings new faces to the capital. We especially welcome Anthony Portantino and Julia Brownley. Mr. Portantino is a freshman legislator from La Cañada Flintridge---he asked for, and got, the chairmanship of the Assembly Higher Education Committee. Ms. Brownley (Santa Monica) is a former member of a K-12 school board and is chair of the Assembly budget subcommittee on education finance. I look forward to working with both of them---my sister-in-law is a councilmember in southern California and gives Mr. Portantino top marks; and a faculty colleague of mine at Santa Monica College has nothing but the highest praise for Ms. Brownley.

The capital has also been abuzz with talk about the Governor's Proposed State Budget, which was introduced in early January. Many have said that this looks like a good year for the community colleges. At first look that might be, but faculty leaders have been unified (and very correct) in their observations that faculty concerns (funding for new full-time faculty hires and part-times issues such as office hours and health benefits) were not addressed in the budget. As many have said, this is only the beginning of the budget process. The official deadline for approval of the state budget is not until June (after the updated revenue projections of the May Revise) and we will engage in a lot of dialogue with the Legislature and the Administration to educate them about faculty funding priorities. Fasten your seatbelts for another exciting ride on the Legislative Express! ∎

This article went to press before the deadline for legislators to introduce bills for this year. For information and updates on legislation of interest to faculty, please check the Academic Senate's legislative webpage at http://www.asccc.org/Legislative/LegTracking/legTracking.asp and the state's bill page at www.leginfo.ca.gov. We will also be sending out ASCCC Legislative Updates and Alerts throughout the year to local faculty leaders.

AP, IB, 5-6-7, 3-4-5? What is it All About and Why Should Faculty Care?

by Kate Clark, Irvine Valley College, Ad Hoc Committee on Transfer and Articulation Chair
Dave DeGroot, Allan Hancock College, Ad Hoc Committee on Transfer and Articulation

What Is this Alpha Numeric Jumble?

Students entering our postsecondary institutions may carry an array of letters and numbers on their high school transcripts these days. With those notations come requests from students for recognition for their "advanced" achievement in their high school classes. Most California community college faculty are familiar with the Advanced Placement (AP) courses offered at local high schools; some are even aware that the University of California has made considerable effort to ensure that students in rural or isolated areas can prepare for those AP exams that can add a bump in their applications and perhaps even their intellectual engagement.[1]

Less familiar to us might be the International Baccalaureate or IB program—not to be confused with the College Board's own International Diploma. According to the IB Organization's website,[2] the IB is an integrated, pre-university, "two-year full-time program" that encourages "critical thinking through the study of a wide range of subjects in the traditional academic disciplines while encouraging an international perspective." IB programs have been offered since 1968 in public and private high schools in more than 125 countries throughout the world; in California, many IB programs are a-school-within-a-school, with dedicated classrooms, faculty, and resources for a smaller subset of students on that high school campus. Students in IB programs may earn a diploma from such a program upon successful completion of requirements that also include community service,

familiarity with several languages, research projects, and "an inquiry into the nature of knowledge." Alternatively, students may choose not to seek the entire diploma but may complete IB "college-level courses and examinations."

College and university faculty have often debated the significance of AP scores; some administrators and faculty have decided that a 3 or better on any exam should count for something.

However, faculty who have actually been members of scoring groups for AP exams suggest more rigorous standards might need to be applied. An AP score of 3, for example, might be appropriate to award high school AP recognition and credit. But for it to be applied to college courses, students may need to receive a higher score of 4 or 5. Currently, the College Board awards the following AP scores based on the composite scores for the two-part exam students take (multiple choice and free response).

AP Exam grades are reported on a 5-point scale:

5 Extremely well qualified
4 Well qualified
3 Qualified
2 Possibly qualified
1 No recommendation

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[1]   For more information see *http://www.uccp.org/index. php?option=com_content&task=view&id=148&Itemid=165*

[2]   *http://www.ibo.org/diploma/recognition/guide/index.cfm*

The IB exams are reviewed and scored "by an international board of examiners, who are themselves rigorously trained and monitored by the IBO." Tests are ranked according to a 7-point scale seen below. However, the tests themselves are of two levels—"standard level" and "high level" and receiving institutions usually award credit only for performance on "high level" exams.

7 Excellent
6 Very good
5 Good
4 Satisfactory
3 Mediocre
2 Poor
1 Very poor
N No grade

The Issues

It is these scores—from both AP and IB courses and programs—that students seek to use in the college and universities into which they enter. And there the dilemmas begin. What do the scores actually mean? How should they be used by community colleges? And how is our local use of them related to how UC and CSU might subsequently recognize them, particularly for IGETC, CSU-GE Breadth certification, or for major preparation? Because pressures to apply IB exam scores have only recently been more widely felt in our California postsecondary systems, UC and CSU have agreed to first tackle the awarding of AP credit.

The Variables

The University of California grants credit for College Board Advanced Placement Tests on which a student scores 3 or higher. The credit may be subject credit, graduation credit, or credit toward general education or breadth requirements, as determined by evaluators at each campus. Typically, students receive up to 8 quarter units towards graduation for a score of 3 or above.[3]

However, California Community College students who transfer to UC can't directly apply their AP examination score to the IGETC areas. If the CCC campus faculty determine that a specific score on an AP examination matches their course, and that course is on the IGETC pattern, then the transfer student can apply the AP approved score for that course to the IGETC area that the course is approved to meet.

The California Statue University faculty have an AP Equivalency List for the CSU GE/Breadth requirements. This allows community colleges to apply AP credit towards students' fulfillment of general education areas for the CSU: colleges *may*, but they need not do so. This permissive direction, taken from a CSU policy statement issued in 1997, resolved some variation in treatment at the CCCs, but may have unintentionally created other variances.[4]

UC and CSU also have the ability to use such exams for exemption purposes (from required math or English courses, for example), for subject credit, or for elective unit credit. Infrequently, some university departments may permit students to use AP credits for major preparation.

When California community college faculty approve AP examination scores as equivalent to their courses, students can receive subject credit and unit credit for that course, and the application of AP credit is as variable from college to college as among university programs.

Community colleges should never use AP scores for placement purposes as AP tests were never intended for that purpose and have not been validated for such use. Most frequently, then, colleges elect to use AP scores for subject credit (for example, an AP Score of 3 on the Art History AP exam would be deemed equivalent to College X's Art History 1 course; however an AP Score of 4 on the English Literature exam

[3]   UC Quick Reference for Counselors 2007-2008, p. 40.

[4]   Inclusion of Advanced Placement Examinations in General Education-Breadth Certification (Memorandum from J. Service, September 25, 1997, California State University Chancellor's Office)

may be awarded subject credit for composition at one college and literature credit at another).

Unit credit only is given when colleges may provide elective unit credits without identifying a course equivalent. This may occur when faculty grant GE credit toward their own AA or AS degree requirements.

Problems for CCC Transfer Students

Given the variety of responses from the UCs, CSUs and the 109 community colleges, students who take the same AP examination, achieve the same score, and transfer from different colleges to a four-year university may receive different amounts of credit for their achievement on the AP examination—both at their home campus and the transfer institution.

The Academic Senate of the California State University and its General Education Committee worked to resolve some of the disparity in cases involving students who transfer to their institutions. Thus, in 1997, they published the list about the application of AP credits to equivalent courses for the purposes of General Education Certification, and discussions are now underway in the University of California.

Why Should all Faculty be Attentive to these Discussions?

Community college faculty have purview over the curriculum at their college to determine application of these AP scores.

However, many community colleges have no mechanism for a systematic and periodic faculty review of AP curriculum and credit policies.

The result is that students with AP scores may not receive credit for their AP scores and/or receive credit at one community college, but not another college—perhaps within the same district. Such decisions may also result in students repeating course material they believe they have already completed, thus lengthening their time to degree or transfer.

To benefit our students who come to our colleges with AP examination scores, it is important for faculty to determine course equivalencies when appropriate and publicize that information in catalogs and online.

These faculty discussions will often demand a closer examination of the alignment between AP courses taken in high school and comparable courses offered at the college, and the opportunities students have in a high school setting for genuinely advanced study.

Such work and effort is consonant with specific goals of the System Office Strategic Plan[5] *Education and the Economy: Shaping California's Promise Today* (esp. Goals B.3 and B4 regarding alignment with K-12 and Transfer objectives).

In Fall 2006, the Academic Senate Plenary session body adopted Resolution 4.02 (Advanced Placement [AP] Credit Policies), calling for the Academic Senate for the California Community Colleges to review research on AP credit policies and procedures conducted by local senates and develop a best practices paper. As that resolution states, it is very important for faculty across our system to ensure that the awarding of AP credit is "driven by faculty, benefits students, and is inclusive of all disciplines faculty deem appropriate for the application of AP credit." Ideally, to benefit our students, faculty across our colleges should, as called for in Resolution S05 9.03, "investigate the feasibility of establishing statewide standards to be used for the application of AP credits in each California community college."

The Senate's Educational Policies Committee and the Ad Hoc Committee on Transfer and Articulation, who sponsored the most recent resolutions, have some evidence that the AP equivalency lists—where they exist—are too seldom reviewed by college faculty and too often managed by non-faculty. While this article serves as a means to open conversation more broadly, the "best practices paper" called for in the F06 4.02 resolution may propose potential solutions for our local curriculum committees—and more importantly, for our students.

What's on the Horizon?

In addition to preparing such a paper, there have been other recent activities undertaken by other groups. During the same Fall 2006 Plenary Session, the body also adopted Resolution 4.06, Advanced Placement (AP) Equivalency Lists. That resolution called for the Academic Senate for the California Community Colleges to urge the CSU and UC system offices work with their academic senates to identify general education areas **and** major preparation patterns deemed appropriate for the application of AP credit. That request is currently being addressed in joint discussions among UC and CSU faculty; any consensus that is drawn from their discussions and their own Academic Senate directions, will then have bearing on what community colleges choose to do, and how they choose to apply AP credit for unit credit, for subject credit, for local GE patterns, or for graduation requirements.

Early reports indicate that the UC faculty will produce an AP IGETC Equivalency List similar to what is now available for the CSU GE/Breadth, and the CSU faculty will revise the CSU GE AP Equivalency List last reviewed in 1997. Both of these developments will produce welcomed benefits to our tranfer students.

However, what also remains—also very important in the current environment of developing Systemwide major preparation patterns—is to determine how AP Credit can be applied to course patterns arising through the UC Streamlining and the Lower Division Transfer Pattern.

Recent statewide discussions among articulation officers continue to raise issues associated with the awarding of IB credits; the California Intersegmental Articulation Council (CIAC) members have been assured that UC and CSU system administrators will next encourage discussions among and between their faculties concerning this matter.

It's only just begun! ■

A Tale of Two Accrediting Commissions

by Greg Gilbert, Accreditation Ad Hoc Chair

The following article is concerned with responses to questions put forth by faculty to the chairs of the Accrediting Commission for Community and Junior Colleges (ACCJC) and the Western Association of Schools and Colleges (WASC). Within the two sets of responses exist two distinct philosophies for dealing with faculty concerns. First, a little background information is in order.

WASC is the umbrella organization for the Accrediting Commission for Schools (K-12), the Accrediting Commission for Senior Colleges and Universities, and the ACCJC. WASC is one of six regional accreditors and is responsible for determining the accreditation status of institutions in California, Hawaii, and a variety of territories, islands, and areas of the Pacific and East Asia. While each of the three Commissions operates under WASC, they do so with relative autonomy—each with different standards, commissioners, and chairpersons. In fact, WASC is the *only* regional accreditor in the United States to have separate accreditation commissions for community colleges and for senior colleges and universities, a situation that may not be in the best interest of our students and our profession. While the Educational Master Plan and state legislators expect a seamless unity between segments with regards to courses, programs, and transfer, efforts to create such a flawless reality are mitigated by a system that focuses on our differences.

This and other issues related to faculty primacy were the subject of exchanges with both chairs. The two exchanges were established as follows. In preparation for the Academic Senate's Accreditation Institute (January 2007), ACCJC Executive Director Barbara Beno was presented with ten questions from the Academic Senate. The questions were responded to through an ACCJC PowerPoint and shared at the Institute. (The Academic Senate's questions and ACCJC responses may be viewed in full at [www.asccc.org.]; click on Standing Committees, then Accreditation Ad Hoc Committee and scroll down to the section reserved for the 2007 Accreditation Institute). In an entirely different venue, Ralph Wolff, the Executive Director of WASC, met with a body of faculty for a conversation, as reflected by my notes taken during that exchange. As you will see, two distinct attitudes are revealed concerning collegiality. Aside from being the President and Executive Director of WASC, Wolff is responsible for setting goals, priorities, and policy for the Senior College Accrediting Commission. While WASC includes ACCJC and the Senior Commission, the two commissions act autonomously, so Wolff could not speak for (or in opposition to) ACCJC policies, standards, or procedures. Though his remarks centered largely on Senior Commission policies, his stated belief that accreditation should consult with faculty senates and councils on appointments to teams and on the content of standards suggests that the philosophies which govern WASC and the Senior Commission represent a significant contrast to those that govern the ACCJC.

Questions addressed in each venue centered on the commissions' relationships to local and statewide senates. Topics specifically addressed to Wolff, included (1) the selection and preparation of faculty to represent their colleagues and the adopted positions of their local and statewide councils and senates within the accreditation process, including their

selection to participate on visiting teams and at the Commission; (2) the increasing investments of time and resources to satisfy compliance with the new standards, particularly during times of diminishing support and funding for public higher education; and (3) the unique difficulties posed by WASC having two sets of accrediting standards for higher education.

Additional questions directed to the ACCJC involve faculty concerns with Standard III.A.1.c, which attempts to require that faculty evaluations involve compliance with outcomes-based assessment—a matter for local bargaining. Other questions request a response concerning the Academic Senate's position that the placement of student learning outcomes or objectives in course outlines of record is a discipline-specific choice.

As the Chair of the recent 2007 Accreditation Institute, I appreciate the ACCJC having provided answers to our questions and for participation in the Accreditation Institute by Lurelean Gaines, Vice Chair for the ACCJC, and by Commissioner Norv Wellsfry, both of whom are community college faculty. Their presentation of ACCJC perspectives was a well attended breakout session. However, to these and other issues, the ACCJC's responses indicate a one-sided perspective. "The Commission is a private, independent organization." "It has relationships with institutions, not with systems, constituencies, membership groups, or governments." "The Commission has no relationships with any other constituency groups." Regarding Standard III.A.1.c, the ACCJC does not address the issue of bargaining rights but simply states that "The Standards reflect a concern about the quality of teaching and learning on campuses—key elements to educational quality." "The intent of Standard III.A.1.c is to 'close the loop' between assessment, planning, and improvement." "The Commission hopes this standard will draw attention to the ongoing needs for faculty professional development."

While everyone understands the need of any accreditation commission to work with one membership institution at a time, the ACCJC's unwillingness to actively collaborate with local senates and the Academic Senate remains perplexing and stands in sharp contrast with views expressed by Ralph Wolff.

On February 1, 2007, Ralph Wolff spent several hours in conversation with members of the Inter-segmental Committee of Academic Senates (ICAS). ICAS meets every-other-month and is attended by the elected executive members of the statewide senates of each of California's three public higher education segments: CCC, UC, CSU. ICAS had extended its initial invitation to both Beno and Wolff, and it was Wolff who accepted.

Essentially, members of ICAS stated their position that faculty and WASC should work more closely together.

Faculty have primacy in areas that relate directly to serving students and local missions; faculty remain while administrators come and go; faculty are protected by tenure and are therefore free to raise difficult questions and offer minority opinions. Also, it was mentioned that it was largely faculty organizations which conducted the research and provided responses to Secretary of Education Spellings' denunciation of regional accreditation and the full-time professoriate. For those and other reasons (60,000 California community college professors in California, for example), it was suggested that a natural alliance exists between the Commission and faculty. Just as with local governance, faculty believe that the relationship of their statewide senates and councils with WASC should be collegial and advisory. Through such communications, doors could open that move compliance with accreditation to something closer to a partnership in the service of students and local missions.

To the delight those in attendance, Wolff engaged all topics with enthusiasm. He never ducked any issue, nor did he hesitate to explain where he had to place legitimate limitations on what he could and could not say. For example, he was clear that he could not represent the views of the ACCJC, nor would he condemn or defend their actions. He said that while the Senior Commission, (the commission over which he has direct decision making responsibilities) will work with issues that relate to both the ACCJC and the Senior Commission, it will not get involved in

the internal politics of the ACCJC. His conversation dealt with accreditation in general and with WASC and the Senior Commission specifically. He added that accreditation has its primary relationship with college presidents, but other than that, he was forthright in his desire to work more closely with faculty senates and to respect our processes of governance in California.

That being said, Wolff expressed a desire for ongoing dialogue with ICAS and asked to be invited back, and ICAS's Chair for this year, Michael Brown, was charged to work with Wolff and arrange future meetings. Wolff made it clear that the Senior Commission needs faculty, not just discipline faculty but those who have extensive committee and senate experience. His expressed hope was to increase the pool of faculty to participate in various aspects of accreditation. When asked if it would be possible to base selections of faculty for visiting teams and seats at the Senior Commission on local and statewide senate recommendations, he was absolute in his agreement and stated that when such selections are made, they are always in consultation with local senates.

ICAS raised the fact that outcomes based assessment fails to address certain issues that matter to faculty. For example, while we conduct SLO research, libraries, labs, computer centers, and other areas remain under-funded—none of which is addressed by the new standards.

Wolff said that current pressure from various presidents and chancellors is to eliminate capacity review all together, a perspective that he continues to resist even as funding for libraries and various services continue to decline.

Wolff also stated his concern for the continuing problem with the increase in use of part-time faculty, particularly as the majority of credit awarded is from courses taught by part-time and contract fac-

ulty. His wish is to conduct research to revise data and establish criteria for review of the integration of part-time faculty. Questions for research include if part-time faculty are invited to seminars on assessment. Wolff wants to consider how one creates a standard that gets at such an issue.

As for community college issues, he said that he would address concerns that relate to transfer. He stated that his vision of accreditation is that it is a learning organization, and he wants to include community college faculty in the Senior Commission's annual meeting, a four day conference with breakouts and general sessions in support of educational effectiveness. Interestingly, when asked why community colleges were accredited under different standards than the senior colleges and universities, he said that he could see no good reason for the division. As stated previously, Wolff is enthusiastic in his support for working with local senates, was happy to meet with ICAS, and wants to keep the dialogue going. He made it clear that he fully appreciates that where the community colleges and WASC have common interests, there should be a channel of communication.

Overall, the ACCJC's responses provide some information, but they also suggest in several instances that genuine dialogue is not encouraged. On such topics as establishing a "working relationship" with the State Academic Senate and its member senates, in discussing its "relationship" to our System as a whole, in reviewing its role with regards to bargaining agreements and faculty evaluations, and in its belief that SLOs be included in course outlines of record, the ACCJC responses suggest a communication style wherein it speaks and we comply. What is interesting is how much could be gained by a willingness to think together. In contrast, while listening to Ralph Wolff speak at ICAS, one of my colleagues on the Academic Senate Executive Committee leaned over and whispered, "The difference with Wolff is respect." ∎