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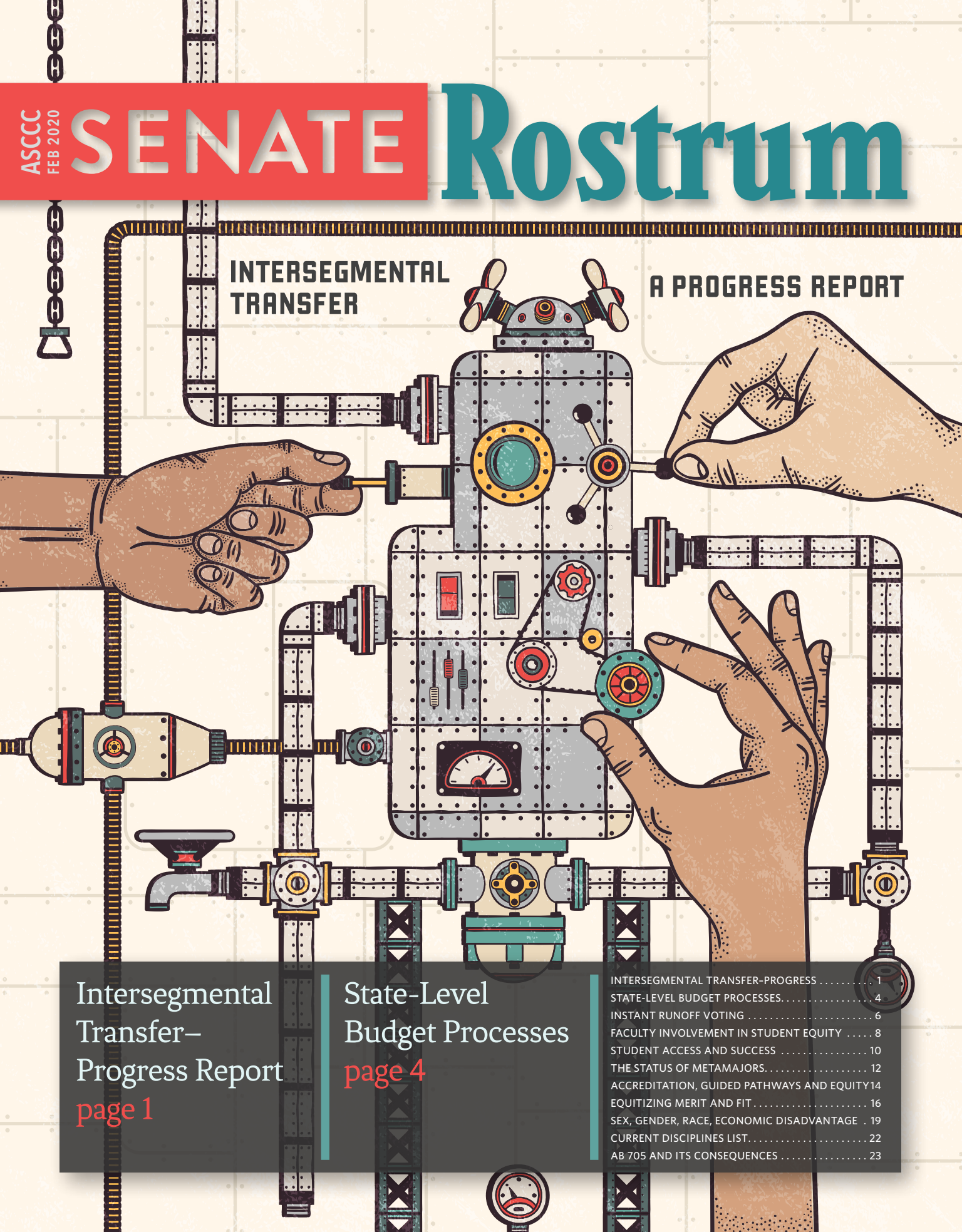
INTERSEGMENTAL TRANSFER

A PROGRESS REPORT

Intersegmental Transfer– Progress Report
page 1

State-Level Budget Processes
page 4

Intersegmental Transfer – Progress Report

by John Stanskas, ASCCC President

A t the Fall 2017 ASCCC Plenary Session, the delegates passed Resolution 15.01, Aligning Transfer Pathways for the California State University and the University of California Systems. The resolution states,

Whereas, Preparing students to transfer into baccalaureate degree programs is one of the primary missions of the California community colleges;

Whereas, The majority of transfer students are transferring to either a California State University (CSU) or University of California (UC) campus, and colleges must develop courses that satisfy the expectations of and articulate to both systems;

Whereas, Associate Degrees for Transfer (ADTs) that guarantee student admission to the CSU system do not always align with the major preparation expected by UC campuses outlined in the UC Transfer Pathways (UCTP) for 21 majors; and

Whereas, The different expectations from the UC and CSU systems for transfer students often force students to choose which system they plan to transfer to, which could limit their options when they are ready to transfer;

Resolved, That the Academic Senate for California Community Colleges strongly encourage local senates and curriculum committees to maintain sufficient rigor in all courses to ensure that they will articulate for students transferring to the California State University or University of California systems; and

Resolved; That the Academic Senate for California Community Colleges work with the Academic Senates of the California State University and the University of California to identify a single pathway in each of the majors with an Associate Degree for Transfer to ensure that students will be prepared to

transfer into either the California State University or the University of California systems.[1]

Prior to the passage of the resolution, the ASCCC worked with the University of California Academic Senate to create University of California Transfer Pathway, or UCTP, associate degrees in physics and chemistry that align the UCTP major's preparation with general education specified in Title 5 sufficient to grant an associate degree. Students who earn this degree with a GPA of 3.5 or higher in the major are guaranteed admission to the UC system in the same way that students who earn an Associate Degree for Transfer (ADT) with a minimum GPA of 2.0 are guaranteed admission to the CSU system, as clarified in the Chancellor's Office memo dated July 9, 2019, AA 19-27 (California Community Colleges Chancellors' Office, 2019).

A memorandum of understanding dated April 10, 2018 between the California Community Colleges Chancellor's Office and the University of California's Office of the President further stipulates that, among many other things,

The UC Transfer Pathways solve the problem of preparing for applying to multiple campuses, but they do not confer a degree. Recognizing that an associate degree is a significant milestone valued by students and their families, which also helps with students' academic planning as they progress toward a bachelor's degree, the UC Academic Senate will continue to work with the CCC Academic Senate to develop associate degrees based on the UC Transfer Pathway requirements that will aim to adhere to the 60 unit maximum at both institutions where possible...

[1]   The resolution can be found at *https://asccc.org/resolutions/ aligning-transfer-pathways-california-state-university-and-university- california-systems.*

> The leadership of the two segments will work together to identify and secure the necessary resources...
>
> Further, UCOP and the CCCCO will convene a task force consisting of senior leadership as well as campus administrators, academic senate representatives, and students to monitor the implementation. (Enhancing Student Transfer, 2018)

Thus, the advice and judgment of the ASCCC fueled action by the CCC Chancellor's Office to facilitate the alignment of lower division major's preparation between the California Community Colleges and the other two public sectors of higher education in the state.

For the last year, the ASCCC has worked with its intersegmental colleagues through the Intersegmental Committee of Academic Senates (ICAS) to align lower division expectations of students such that completion of a single degree pathway will allow students to transfer to either CSU or UC. This work has been difficult. The ASCCC has identified seven disciplines with near or perfect alignment: anthropology, history, sociology, business administration, philosophy, economics and mathematics. For these seven majors, either nothing needs to change with the transfer model curricula used for ADTs or only minor changes are required. These aligned major preparations are currently being vetted through the disciplines for input to inform the work of the ASCCC.

Three other disciplines—chemistry, physics and engineering—are clearly outside the limit of 60 units set forth for ADTs in California Education Code but do align with national standards for the discipline as appropriate. These majors are examples of the few disciplines in which students are not expected to complete their entire general education requirements during the first two years of a traditional four-year plan. The UCTP associate degrees in chemistry and physics reflect preparation that is better aligned with national standards. The model curriculum in engineering was mutually agreed to by the CSU and CCC faculty in the discipline, and the CSU Academic Senate recommended that students who complete such model curriculum be afforded the same rights and privileges as those who complete an ADT. This model curriculum also aligns with the UCTP in electrical and mechanical engineering.

The ASCCC must, just as with local academic senates, ensure the effective participation of all who wish to be involved in aligning these preparations, particularly discipline experts from all systems. However just as with local academic senates, the authority of Title 5 §53200, colloquially known as the 10+1, lies with the Academic Senate in terms of curriculum, degree and certificate requirements, and standards and policies regarding student preparation and success. All degrees and their requirements are the responsibility of the ASCCC and the delegates that drive the organization's actions through the resolution process. The ASCCC continues to work with CSU and UC colleagues to facilitate the equal treatment of community college students to that of native students in the other systems.

The ASCCC has provided the advice and judgment of the faculty to the CCC Chancellor's Office with a recommendation that the Education Code be amended to support this effort. In particular, Education Code §§66745-66749.7, which outline the associate degrees for transfer, should be amended to do the following:

1. Include both CSU and UC as part of the intention for ADTs;
2. Permit in very limited circumstances unit thresholds greater than 60 for associate degrees—such as physics, chemistry, and engineering listed above—with the understanding that students may still complete a bachelor's degree in 120 total units; and
3. Ensure intrasegmental portability of units.

In addition, the ASCCC has recommended a one-time budget allocation of $18.1M that may be spent over five years in order to do the following:

1. Provide transfer support resources for each CSU and UC campus;

2. Provide appropriate support in the system offices of the CCC and the CSU to facilitate transfer; and

3. Fund an intersegmental, discipline-specific dialogue and professional development that brings together faculty from the CCCs, CSUs, and UCs to discuss emerging discipline trends that need to be reflected in curricular design, ensures consistent transfer expectations and pedagogical alignment among the public higher education systems of California, improves articulation processes, and allows the opportunity for interdisciplinary, intersegmental dialogue for related disciplines.

At the December 2019 meeting of the Chancellor's Office Consultation Council, representatives from the Community College League of California, the Faculty Association of California Community Colleges, the CCC Chief Instructional Officers, and the CCC Chief Student Services Officers all expressed support for this effort. Chancellor Eloy Ortiz Oakley agreed the effort is important for the system and its students.

In addition, the ASCCC has identified longstanding problems with the implementation processes of current Education Code language. The current structure has multiple disciplines waiting for review and has led to significant delays because of the difficulty in identifying CSU faculty reviewers. Eighteen disciplines a year or more are behind schedule in the TMC curricular review process.[2] Known issues include the identification of similar degrees by the CSU system, lack of space for transfer students in impacted majors, and concerns regarding how some policies, in an effort to foster collegiality, have become a hindrance to students' progress and success.

> The ASCCC looks forward to working with the CCC Chancellor's Office and the UC and CSU system offices and with intersegmental senate colleagues to have honest and open dialogue about the issues and to pursue solutions that ensure the equal treatment of all students.

The ASCCC looks forward to working with the CCC Chancellor's Office and the UC and CSU system offices and with intersegmental senate colleagues to have honest and open dialogue about the issues and to pursue solutions that ensure the equal treatment of all students. The intersegmental dialogue requested in the budget can further advance this collective work to allow the segments of higher education in California to serve all students to the best of their collective ability.

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2   See the Descriptor Review Schedule at *https://asccc.org/sites/default/files/V.%20E.%20%281%29%20TMC_Descriptor_Review%20_Schedule-2019r%20%284%29.pdf.*

State-Level Budget Processes: Consultation and Collaboration to Address System Needs

by Dolores Davison, ASCCC Vice-President

Title 5 §53200 includes what is commonly known as the 10+1, a list of eleven areas of academic and professional matters that fall under academic senate purview. One of the 10+1 areas that sometimes does not get enough attention, at least not until financial issues arise, is the faculty role within budget processes. The budget at the state level is not much different from many local budgets: it goes through a series of steps, ideally with a variety of stakeholders involved, and the money never seems to be enough to cover all of the requests.

Funding for the California Community Colleges system comes through the governor's budget, the first version of which is released each January. The major pot of money for the community colleges is largely governed by Proposition 98. Prop 98 establishes a minimum funding requirement, which is generally referred to as the minimum guarantee. These funds are used to run colleges, and much of this process is discussed in the budget paper approved by the ASCCC delegates at the Fall 2019 Plenary Session, available on the ASCCC website under the "Publications" tab. While these monies make up the bulk of the funding for colleges, there are other sources as well, and one of these sources is the monies requested in each year's budget from the Chancellor's Office for specific projects, plans, and other items that are proposed by the various system stakeholder groups. These requests are sent forward from the CCCCO as "budget change requests."

The process for requesting money through a budget change request has gone through a series of changes in the past few years that have led to greater input from stakeholders and more transparency from the Chancellor's Office. The process has also evolved into a year-long procedure, allowing for more conversation and consultation with stakeholders and others involved in the budget.

The first step in the budget change request process begins in July prior to the budget year, with a call to stakeholders to submit requests. These requests must be for systemwide priorities, not local college or district matters, and must include a fairly detailed description of what the request is, how it will have a statewide impact, who it will involve, and the amount requested. In the past two years, requests have ranged from an ask for additional monies for faculty diversification to the continued funding of the library services platform. The requests are compiled by the Chancellor's Office and then discussed at an open meeting that precedes the August Consultation Council meeting. All parties who submitted budget change requests are invited to participate at the meeting, as are the other members of the Consultation Council. At Consultation Council, each of the stakeholders is asked about priorities based on the budget requests. At the August 2019 Consultation

> The process for requesting money through a budget change request has gone through a series of changes in the past few years.

Council meeting, the Academic Senate for California Community Colleges noted that its top priority, as agreed upon by the Executive Committee at its August meeting, was funding to assist in the diversification of faculty in the system. This specific budget request included several components, including funding for full time hiring, for a "Grow Your Own" pilot to encourage colleges to hire their graduates as faculty, and for professional development for colleges and the Chancellor's Office around faculty diversification.

Once the priorities are noted, the Chancellor's Office team creates the full budget change request for the Board of Governors and presents that document at the Board of Governors' meeting in September, where the Board votes to accept or not accept the recommendations of the Chancellor's Office. From there, the request is sent to the Department of Finance to be included in the many documents that make up the requests that are submitted to be part of the governor's budget. By January 10 of the following year, the governor is required to release the budget, which may contain all, some, or none of the requests from the Chancellor's Office. In the January 2020 budget, for example, the governor included $15 million in one-time funding for a "Grow Your Own" pilot program to assist with faculty diversification but did not include the other monies around diversification that had been prioritized by the Chancellor's Office, the Academic Senate, and others.

From January to May, all groups advocate for changes to the initially released budget prior to the May release of the revised budget, known as the May Revise. During this time, the Legislative Analyst's Office provides a non-partisan analysis of the budget, and the legislature holds budget subcommittee hearings in both houses to hear concerns and challenges raised regarding the budget. For the past several years, the ASCCC has held its "Legislative Advocacy Day" within this time frame, during which members of the Executive Committee and the Legislative and Advocacy Committee meet with staff and legislators in Sacramento to provide education around specific bills and budget requests. Because the ASCCC is a 501(c)(6) organization, its Executive Committee and other committees are not allowed to lobby, but they can provide education around areas in which the committee members may have expertise, including all

academic and professional matters. In addition, members of the Executive Committee may be called for consultation or to provide testimony or public comment during the period between January 10 and the May Revise on the budget or on pieces of legislation that might have an academic and professional impact.

Once the May Revise is released, both houses of the legislature hold budget subcommittee meetings to hear evidence from stakeholders and to ultimately provide their final recommendations to the leadership of each house. Each house appoints members to participate in a Conference Committee, where the two houses reconcile their differences around the budget. Once that process concludes, the budget is sent to the governor, who must sign it before the end of June. From that point, the budget is implemented, and the process begins anew.

While the state processes may seem to vary from local processes, some similarities do exist. Both systems benefit from significant input from stakeholders and from transparency throughout the process. Input at all steps of the process, from initial discussions to the culmination of the budget, ensures that the necessary voices are heard and that the budget that is crafted ideally serves the stakeholders, the communities, and, in the case of community colleges, the students that it is intended to serve.

For the past several years, the ASCCC has held its "Legislative Advocacy Day," during which members of the Executive Committee and the Legislative and Advocacy Committee meet with staff and legislators in Sacramento to provide education around specific bills and budget requests.

Instant Runoff Voting

by David Mezzera, ASCCC Parliamentarian

and Geoffrey Dyer, Standards & Practices Committee Chair

At the Fall 2019 ASCCC Plenary Session, the delegates passed Resolution 1.02, titled "Adopt Instant Runoff Voting," as an ASCCC Rules and Procedures amendment, changing section I.G to incorporate Instant Runoff Voting (IRV), which will now be used at each spring's plenary session when voting takes place for officers and representatives. The previous system used for these elections involved re-voting during the session for any election in which no candidate received a majority of the eligible votes cast. This practice meant taking the top two vote getters' names, printing new ballots for the runoff, interrupting the resolutions debate to hand out and collect ballots, and then requiring the elections committee to conduct another count before declaring a winner. Such elections have often taken significant time during the plenary session, even going well beyond the debate time after all resolutions have been decided upon. At that point—sometimes as late as 5:00 p.m.—some delegates have had to depart in order to be on time for flights home, but the voting was still continuing. The effect of Resolution 1.02 F19 will be to significantly shorten the total time needed for all of the elections without sacrificing any of the accuracy of the results.

The cities of both Oakland and San Francisco use an instant runoff voting system for their mayoral, council, supervisor, and city officials elections, a procedure that they term as "Ranked Choice Voting." While the Academic Senate can employ a runoff ballot on the same day during the plenary session, those two cities had to run a separate vote a month after the initial election between the top two vote getters for each office. The added cost of a second election—and the significantly lower voter turnout the second time around—justified adopting the ranked choice voting system where only one day of voting and only one ballot is needed. In the

same way, delegates at the spring ASCCC plenary session will see a significant time improvement with the new instant runoff system.

To demonstrate the way the IRV system works, we may consider a hypothetical example of four candidates running for At-Large Representative: Mrs. White, Mr. Green, Ms. Peacock and Prof. Plum. In the former system, each delegate would cast one vote for his or her preferred candidate. All of the votes were then tallied. If no candidate received the required 51 percent majority—for example, if 100 votes were cast and White had 22 votes, Green 41, Peacock 20, and Plum 17—then the two highest vote getters, White and Green, would be announced as taking part in a runoff and new ballots would have to be printed for distribution. If a delegate voted initially for Mrs. White, that delegate would likely vote for her again over Mr. Green in the second balloting, and then the delegates would wait for the final tally to determine the winner. If most of the Peacock and Plum voters chose to vote for White as their second choice rather than Green, then White might likely be the winner. However, if at least 10 of the 37 Peacock and Plum voters chose Green, then he would win. Every delegate had the opportunity to vote for his or her preferred candidate in the first balloting and then repeat that vote or, if the first choice

> The effect of Resolution 1.02 F19 will be to significantly shorten the total time needed for all of the elections without sacrificing any of the accuracy of the results.

was not in the runoff, choose between the two remaining candidates in the second balloting. Allowing every delegate to be fully enfranchised required the extra time to print, distribute, and count ballots potentially twice for each election. This process sometimes took a half hour out of the resolutions debate for each contested election.

In the newly-adopted IRV system, one set of ballots will be prepared with each of the candidate names and a space for a ranked choice. Thus, given the same hypothetical scenario, a delegate might vote for Mrs. White as the first preference, Ms. Peacock as the second preference, and Prof. Plum as the third preference. Each delegate will so rank the choices in order. The key is that as long as the first preference candidate is still in the running, the delegate's vote remains with that candidate. However, given again the above numbers, out of 100 votes cast, a situation may well occur in which no candidate receives a majority of 51 first preference votes. Thus, without having to prepare a separate second ballot, the lowest vote getter of 1st preferences—in this case, Plum with 17 votes—will be dropped from consideration. All of the ballots that had Plum listed as first choice will then be distributed to the other three remaining candidates based on those ballots' second choices. Some of Plum's votes will likely go to White, some to Green, and some to Peacock, adding to the totals already counted for those three candidates. This method differs from the former system, under which only the two candidates with the highest number of initial votes would be considered in a run-off.

Of the hypothetical 100 ballots, a candidate still needs 51 votes to win election. Therefore, if no one receives a majority after the second count, then the lowest remaining vote-getter is also dropped and his or her votes are redistributed to those ballots' second preference or, if the second choice has already been eliminated, to the third preference. Now, with only two candidates remaining, the winner will be the one with the greater number of votes during the third count, and thus the entire run-off election is accomplished with but a single balloting.

The IRV system is accurate, easy to manage, and a definite time saver since one ballot will suffice.

Note that Mr. Green is not guaranteed victory even though he led after the first round of voting. Just as with a head-to-head runoff with newly prepared ballots where Mrs. White could prevail on the second balloting, so too, when second—or third—choices are factored in, any of the other candidates could eventually surpass Green's total. Again, the key is that the delegate's first preference choice will always receive that delegate's vote as long as that candidate remains in the running. When that candidate drops out, the delegate is, in effect, asked who the next choice would be, and the vote then transfers to that candidate. The delegate's vote then remains with that candidate until he or she is dropped and the next choice receives the vote going forward.

The IRV system is accurate, easy to manage, and a definite time saver since one ballot will suffice. This system is used by the Academy Awards to choose the Oscar for best picture of the year. Eligible voters from around the country submit a single ballot with their best picture choices ranked from first through whatever number is on the ballot. Using ranked choice voting, no need exists to send out repeated ballots to cull the total number of nominated movies down to the one Oscar winner. The balloting is computed through the instant runoff method, with the lowest vote-getter eliminated after each round of counting and with those ballots being transferred to the voter's next choice.

Therefore, during the spring plenary session voting, the needed time for all of the voting should be significantly shortened. If delegates or local senates have any questions along regarding this process, they should not hesitate to ask one of the authors of this article for assistance before or during the plenary session.

Best Practices for Faculty Involvement in Student Equity and Achievement Program Plans

by Dr. Eileene Tejada, Napa Valley College, EDAC member

Karla Kirk, Fresno City College, EDAC Member

and Mayra Cruz, Area B Representative, EDAC Chair

The Academic Senate for California Community Colleges has a well-documented history of embracing, supporting, and promoting student and institutional equity and achievement. The organization has taken a leadership role in pursuing adoption of equity regulations and urging their implementation. Long before the creation of the California Community Colleges Chancellor's Office Vision for Success in 2018, faculty throughout the state demonstrated commitment to achieving student and institutional equity and achievement by engaging their local academic senates in college-wide collaboration for student success.

This commitment at the system level has come through a directive issued by the California Legislature in 1991, which charged all levels of public education, including the California Community Colleges, to provide educational equity "not only through a diverse and representative student body and faculty but also through educational environments in which each person... has a reasonable chance to fully develop his or her potential" (Education Code §66010.2[c]). This directive is reinforced in Education Code §66030:

> 66030. (a) It is the intent of the Legislature that public higher education in California strive to provide educationally equitable environments that give each Californian, regardless of age, economic circumstance, or the characteristics listed in §66270 a reasonable opportunity to develop fully his or her potential.

> (b) It is the responsibility of the governing boards of institutions of higher education to ensure and maintain multicultural learning environments free from all forms of discrimination and harassment, in accordance with state and federal law.

Since the implementation of this Student Equity Policy in 1992, many revisions have occurred. In 2002, the California Community Colleges Chancellor's Office Task Force on Equity and Diversity was created to consider two important issues: student equity and diversity in faculty hiring. The Student Success Act of 2012 (SB 1456, Lowenthal) reaffirmed the state's commitment to student equity with goals to restructure student support services, reiterated the need to provide a common assessment test, and required colleges to use that assessment in order to

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A successful Student Equity and Achievement Program (SEA) Plan is an institutional document, which means that the institution as a whole must understand the imperative of identifying and closing equity and achievement gaps.

continue receiving their Student Success and Support Program funding, improve services to historically under-represented groups, and improve transparency and accuracy of success data throughout the system.

A successful Student Equity and Achievement Program (SEA) Plan is an institutional document, which means that the institution as a whole must understand the imperative of identifying and closing equity and achievement gaps to promote the success of students and the communities in which they live. Identifying barriers of racial inequity in education is not a new initiative. In fact, the ASCCC has been exploring and examining ways to close achievement gaps for historically marginalized students in California since the 1990s. Over the last thirty years, pointing to historically marginalized student populations and the gaps that exist and persist in measurable areas of student success has been relatively easy. Finding scalable solutions has been more difficult, especially those that can be integrated into the overall institution. Many cohort-based programs have been very successful in providing resources, support, and opportunities for growth for historically racialized and marginalized students throughout the state, such as EOPS, Puente, and Umoja affiliated programs that focus on African American students. However, the impact of these and other types of student success programs throughout the state has been limited in scale by funding and resources that are outside of institutional budgets.

Four specific areas can be counterproductive to beginning and sustaining student equity and achievement work:
- difficulty or discomfort in discussing issues of racial inequity and racist practices that are built into institutional traditions;
- balancing the passion of faculty who have been doing work in social and racial justice based on their lived experiences and the desire to be part of the larger solution by faculty from outside of these communities or from different lived experiences;
- gaining and sustaining support from administrators in impacting the campus culture; and
- making sense of data to avoid overload paralysis.

To be involved in the SEA Plan, faculty must first understand the intent of the policy and law (AB 1809, 2017-18 Higher Education Trailer Bill) and its relationship to guided pathways frameworks, AB 705 (Irwin, 2017), the Student-Centered Funding Formula, and

academic affairs. Faculty who are appointed or elected by the local academic senate to SEAP committees must be committed to regularly, consistently, and clearly communicating the progress, planning, and implementation of activities and priorities outlined in college SEAP Plan. If opportunities for engagement with the SEAP committee and implementation are not provided, faculty should inquire into how to be included and involved.

Conversations about race, racial inequity, and racism are difficult discussions to have, but they are essential to this work. The era of supposed colorblindness is over, and colleges need to resolve those factors that have historically marginalized students of color. The ASCCC has embraced the term "courageous conversations" in its equity and diversity work aimed at helping to define spaces and common language to facilitate these conversations. A practice foundational to the work of local academic senate leaders is engagement in anti-bias training, anti-racism education, and professional development activities focused on culturally responsive teaching.

Local academic senate leaders can email *info@asccc.org* to request support and technical assistance for building anti-racism policies and culturally responsive teaching practices.

RESOURCES

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Understanding and Improving Student Access and Success

By Ginni May, ASCCC Treasurer and Guided Pathways Task Force Chair

Colleges began experimenting with more equitable placement practices for English, reading, and mathematics or quantitative reasoning courses as early as fall 2015 in response to the Multiple Measures Assessment Project. In October 2017, Governor Brown signed AB 705 (Irwin, 2017) into law. The overarching intent of the law was to close equity gaps in access and success in transfer-level English, mathematics including college-level, and English as a Second Language (ESL) courses. Statewide, faculty opinion was divided regarding the bill. However, now that AB 705 has been signed into law and incorporated into California Education Code §78213, colleges must implement the law in ways that best serve their students. Colleges were given until fall 2019 to fully implement the requirements of AB 705, but some institutions implemented AB 705 at some level as early as fall 2018. As of fall 2019, all 114 colleges have fully implemented AB 705 with various placement practices and student support programs. Implementation for ESL is in the beginning stages with full implementation planned for fall 2020.

A number of reports have been published regarding early AB 705 implementation.[1] To properly understand this information, faculty and other college staff must recognize the fine line between an objective research report and a report that is provided to influence or support policy. A research report provides, or at least attempts to provide, information and analyses on all of the available data; whether or not they support the project under examination, both favorable and unfavorable outcomes are adequately analyzed. The first set of full-scale data on student access and success regarding AB 705 implementation will be available at the end of the fall 2019 term, with data on throughput available at the end of the spring 2020 term. Local academic senates should support the expertise of discipline experts and counselors, working with research teams to carefully and thoughtfully examine all of the data and make needed adjustments to not only maximize throughput but optimize student success.

Early reports show an increase in the numbers of students with access to transfer-level English and mathematics courses. More students are passing these courses, but more students are also failing. While preliminary results demonstrate equity gaps closing for student access to transfer-level English and mathematics courses, which

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1   See, for example, the Research and Planning Group's *Access, Enrollment, and Success in Transfer-Level English and Math in the California Community College System* (September 2019) at https://rpgroup.org/Portals/0/Documents/Projects/MultipleMeasures/Publications/AccessEnrollmentSuccess.pdf?ver=2019-09-27-072001-487, the Campaign for College Opportunity's *Getting There: Are California Community Colleges Maximizing Student Completion of Transfer-Level Math and English?* (September 2019) at https://collegecampaign.org/portfolio/getting-there/, and the Public Policy Institute of California's *What Happens When Colleges Broaden Access to Transfer-Level Courses? Evidence from California's Community Colleges* (October 2019) at https://www.ppic.org/publication/what-happens-when-colleges-broaden-access-to-transfer-level-courses-evidence-from-californias-community-colleges/

is promising indeed, equity gaps are increasing in regard to student success. The year-over-year increase in the numbers of students receiving substandard grades in transfer-level courses has more than doubled from fall 2017 to fall 2018. Some reports have characterized the percentages of unsuccessful performances as minimal; for example, a recent article in EdSource noted that "the number of students withdrawing from the transfer-level English and math courses increased only 1 percentage point from 2017 to 2018" (Smith, 2019). However, when one considers the tens of thousands of students who enroll in transfer-level English and mathematics each semester, even a one percentage point increase indicates a significant number of students. These results will affect student financial aid eligibility, academic standing, and retention. Moreover, such grades remain on student transcripts when they transfer. Thus, in spite of the increased raw numbers of successful students, the corresponding increase in students receiving substandard grades and withdrawing cannot be viewed as acceptable losses. The positive outcomes should definitely be celebrated, but the unsuccessful outcomes indicate very real issues with some of the implementation of AB 705 and should be viewed as opportunities for improvement that must be addressed sooner rather than later. This process is all part of the continuous cycle of improvement, a required component of the accreditation standards.

The California Community College System serves the largest and most diverse student population in the nation. With colleges now in the third year of the five-year California Community Colleges Guided Pathways Award Program, implementation of guided pathways frameworks is at various stages among the 114 colleges participating. The colleges must provide pathways that meet the needs of their student populations. Pathways established for AB 705 implementation should be integrated into the colleges' guided pathways frameworks, as placement falls under Pillar II of guided pathways, "Helping Students Choose and Enter a Path." Getting students on the right path is crucial to helping them to "Stay on the Path," which is Pillar III, and is necessary to "Ensure Learning," which is Pillar IV. Faculty and others working to design and establish robust guided pathways frameworks should be working with their local academic senates to develop placement and support practices that ensure all students the best opportunity to meet their self-determined goals.

> The Academic Senate for California Community Colleges and the Research and Planning Group have partnered to encourage and support faculty and researchers to collaborate as they examine and refine their placement and support practices.

In anticipation of mixed outcomes from legislation and initiatives such as AB 705, guided pathways, and the Student Centered Funding Formula, the Academic Senate for California Community Colleges and the Research and Planning Group have partnered to encourage and support faculty and researchers to collaborate as they examine and refine their placement and support practices. Faculty and researchers will be taking a deeper dive into the data, collecting and evaluating qualitative data along with the quantitative data. Faculty such as discipline experts and counselors need support from the academic senates at their colleges to modify placement practices early on that will provide the best access and success opportunities for their student populations, with the goal of closing equity gaps and reducing unintended consequences.

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The Status of Metamajors in CCC:
Why Metamajors and What Comes Next

By Nathaniel Donahue, At-Large Representative

Janet Fulks, ASCCC Guided Pathways Taskforce

and Ginni May, ASCCC Treasurer and Guided Pathways Taskforce Chair

Many colleges have embarked upon a process of clustering their programs into related groups, often called "metamajors." While this term has gained traction as a general description of the clustering process, in practice colleges have chosen a wide range of descriptive terminology that suits their local cultures and curricula. Some colleges have called their clusters "areas of interest," "career and academic pathways," or "fields of study." These efforts have often been related to guided pathways initiative, but metamajor organization is not simply an aspect of guided pathways; rather it is a curricular tool to help students navigate through important choices they must make about their future so that the paths they choose lead to the destinations to which they aspire.

Currently when students apply to colleges, they typically see a list of majors organized differently by each college, with an average of between 250 and 300 various majors or iterations of majors. In addition, the content colleges ask students to choose from is often laden with jargon such as IGETC or CSU GE breadth, certificates, or local associate degree. ASCCC's experience with student panels from a variety of colleges makes clear that the vast majority of students do not leave high school knowing what they want to do, what skills they have, or how to connect their goals to a viable future. Even those students that have an idea about an area to pursue academically often report they have no idea how this interest relates to their choice of majors found online or in a college's catalog. Simply put, metamajors are clusters of programs that enable students to look at a general and fairly broad opened door. The goal is to help the students dig deeper into their various educational options and understand transfer and employment opportunities.

Last year over half a million new students attended a California community college. About 50% of these students were from under-represented ethnic groups and were the first in their families to attend college (California Community Colleges Chancellor's Office, 2013). Many, or even most, such students do not have people at home with the experience to guide them. Some students have the good luck to schedule a counseling appointment or are directed to a special program with proactive and clear guidance and high touch, such as athletics or EOPS. Students report that strong connections through this type of close contact provide specific information and time to explore where they want to go and support them through the path. However, college counseling services are overburdened and understaffed, and most students report that they do not have the social resources to decode the system. For this reason, the ASCCC has created a module in Canvas at the ASCCC website to help colleges reconsider the way students onboard, select majors, and identify the right courses to take.[1] Success and getting an education should not be a matter of luck. Once students find a general pathway through the metamajor clusters, program maps provide a semester-by-semester detailed list of coursework that must be accomplished to get a degree.

On average statewide in 2018-19, new students completed only 19 units after one year, and only 68% returned to take a second semester (CalPASS Plus, n.d.). Many reasons

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[1] The module is available at https://ccconlineed.instructure.com/courses/3436.

could explain why the students' paths ended, but the reason should not be that they were not certain of how to achieve their educational goals or could not identify the right courses to take. Metamajors create information so that students can access choices for educational goals. Program maps provide a true picture of the requirements to complete a specific goal. Making the information accessible to all students, not just the lucky or socially resourced students, creates an instructional framework and guidance that promotes equity for all students.

The ASCCC has created a variety of tools to assist colleges with clarifying onboarding processes, examining priorities for clustering programs, and creating clear program maps. Colleges may have difficulty with some aspects of the development process or may assume that assigning names for clusters and sorting programs is the end of the process. To clarify the process, the ASCCC Guided Pathways Taskforce conducted a webinar titled "Keeping it Moving: We've Finished Sorting, Now What Do We Do?," which is available as a resource online.[2] Additional resources created by the ASCCC include the following:

- Considerations for Guidelines or Principles for Meta-Majors: https://ccconlineed.instructure.com/courses/2634/pages/considerations-for-guidelines-while-constructing-for-meta-majors?module_item_id=187871
- Guidelines or Principles for Developing Program Maps: https://ccconlineed.instructure.com/courses/2634/pages/guidelines-or-principles-for-developing-program-maps?module_item_id=187807
- ASCCC Guided Self Placement Resources: https://ccconlineed.instructure.com/courses/3436

Several colleges have found creative ways to overcome some common sticking points. One college could not decide how to name the clusters due to efforts to balance the importance of academic names common to transfer institutions but sometimes confusing to students with names that reflected more student friendly titles. The college's solution was to include an academic title with a student friendly subtitle, thus resolving the issue without making it an either-or situation. Another college was having difficulty deciding which programs would fit into various clusters, with some individuals voicing very strong and opposing opinions. This college used its

governance processes to align input, including student input, that created a strong structure with built-in evaluation and improvement going forward.

A critical question for colleges is how they will ground their metamajor communities in the practice of equity and center the needs of those students on their campuses who are most marginalized and disproportionately impacted to help ensure they do not inadvertently promulgate gaps in student outcomes that guided pathways are intended to close. Even a successful redesign includes no guarantee that it will ensure the closure of gaps if colleges do not foreground the practice of equity with zealous intentionality. Institutions must seek to help student groups with lower success rates reach the levels or rates of the highest performing groups. The demographics of these populations vary from college to college, but on many campuses students of color, LGBTQ+ students, and economically disadvantaged students—many with intersectional identities—are disproportionately impacted. Therefore, colleges must center these students and design solutions focused on their success in every single case. By centering the most marginalized yet most resilient students, colleges can create pathways that better serve all students.

Community colleges throughout California are creating very customized clusters based on their own student populations, missions, and values. Many colleges have moved forward over the last year, and these colleges are finding that organizing for clarity through metamajors is an equity tool that can help to guide all students in achieving their educational goals and is thus worth the deep discussions, governance efforts, and associated challenges.

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2   The webinar archive is available at *https://ccconlineed.instructure.com/courses/2634/files/347151?module_item_id=232883*.

Making Accreditation Student Centered with Guided Pathways And Equity

By Stephanie Curry, ASCCC Accreditation Committee Chair

Many people see accreditation as a requirement, an obligation, and a chore. However, these perspectives might change if those people could re-envision accreditation practices to focus less on compliance and more on how they can improve their colleges and make them student-centered. Two movements currently dominating California community colleges are guided pathways and equity, both of which focus on increasing student opportunities and completion and could help to refocus work in accreditation. Guided pathways and accreditation have a great deal in common: both focus on the evaluation and improvement of institutional structures. Accreditation standards focus on policies, processes and procedures such as academic quality, intuitional effectiveness, resource management, and governance. Institutions often create processes to address accreditation standards. Through guided pathways, colleges can re-design their policies and practices with students in mind and purposely identify and address equity gaps.

GUIDED PATHWAYS PILLARS

Many of the accreditation standards published by the Accrediting Commission for Community and Junior Colleges align with the four pillars of guided pathways:

Clarifying the Path

Standard I.C on Institutional Integrity is ideal for reviewing the information institutions provide to their students. For example, Standard I.C.1 asks colleges to ensure "the clarity, accuracy and integrity of information provided to students and prospective students…" As colleges address these requirements, they can also redesign information to be student-centered and provide students the information needed to make informed choices. In addition, Standard I.C.4 asks that the college "describe its certificate and degrees in terms of purpose, content, core requirements and expected learning outcomes." Colleges can document how their work in guided pathways program mapping addresses this standard.

Entering the Path

Standard II.C's focus on counseling and admissions is in perfect alignment with the guided pathways goal of improving student onboarding. Redesigning onboarding processes can address requirements such as Standard II.C.5, which mandates that "Counseling and advising programs orient students to ensure they understand the requirements related to their program of study and receive timely, useful and accurate information." Standard II.C focuses on admission instruments, requiring them to be regularly evaluated and validated on their effectiveness in minimizing biases, thus aligning with the goals of equity plans.

Staying on the Path

Program review has traditionally been used to address standards such as Standard II.A.16, which asks that the college "regularly evaluate and improve the quality and

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Many of the accreditation standards published by the Accrediting Commission for Community and Junior Colleges align with the four pillars of guided pathways.

currency of all instructional programs.... The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students." Reimagining program review in a guided pathways framework was a major theme at ASCCC events in 2019. The goal has been to refocus program review questions on students rather than instruction. Program review processes can be designed to help improve programs and increase the number of students staying on the path.

Ensuring Learning

Standards such as IV.1.4 encourage innovation and improvement in instruction and student services. This standard states that the college "supports... taking initiative for improving the practices, programs and services in which they are involved." This statement is the definition of the work colleges are doing with guided pathways. Accreditation standards such as I.B.6 also encourages colleges to "disaggregate and analyze learning outcomes and achievement for sub-populations," supporting guided pathways equity foundations.

QUALITY FOCUS ESSAY

Most accreditation work is reactive. Colleges respond to the standards with evidence of the work they have done in the past. The Quality Focus Essay is an institution's chance to be proactive and to innovate. The QFE is an opportunity for the college to articulate its goals for the next accreditation cycle. Guided pathways and equity work can be used to focus these efforts on improving student outcomes.

EVIDENCE

The documentation colleges create through their guided pathways and equity work can provide evidence of how a college is meeting or exceeding the standards. Evidence can be both qualitative and quantitative. Institutions should document the great work they are doing, including identifying meta majors, program mapping, redesigning program review, simplifying and improving student onboarding, and strategic enrollment management and scheduling. These practices are perfect examples of continuous quality improvement.

> Accreditation work should not be done just for the sake of compliance; it should be focused on making institutions more student-centered and on increasing student achievement.

ROLE OF FACULTY

Accreditation work should not be done just for the sake of compliance; it should be focused on making institutions more student-centered and on increasing student achievement. California community colleges' work in guided pathways and equity can provide that framework. Accreditation is included in the 10 + 1 areas of academic and professional matters listed in Title 5 §53200. Local academic senates should take the lead in ensuring that faculty are leaders in accreditation, guided pathways, and equity work at their colleges and support the redirection of the focus from compliance to discussions on student-centered thinking and planning.

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Equitizing Merit and Fit: Establishing a Baseline Understanding

By Luke Lara, MiraCosta College

The October 2019 *Rostrum* contained two articles that called colleges to action on equitizing the hiring process. The article "Convergence of Diversity and Equity: Guiding Framework for the Hiring Process" outlines the equity-minded competencies of institutional agents necessary to meet the goals of faculty diversification. The second article, "Measuring the Second Minimum Qualification: Considerations for Exceeding Mere Compliance," re-establishes and emphasizes the statutory and regulatory requirements of responsiveness to students' diversity against which colleges need to evaluate applicants. This article attempts to provide guidance on how to begin equitizing the hiring process.

Typically, the program review process is where discipline faculty initially conceptualize a need to hire a new faculty member. The next step is for discipline faculty to make a case for their proposed hire through a faculty hiring prioritization process. Local academic senates should ensure that equity-focused measures, questions, and rubrics are used as part of the prioritization process to make clear and explicit linkages between data, disciplinary need, and institutional values, mission, and goals. Once a new hire is approved, a job description must be published. Whether the job description is created prior to the prioritization process or afterward, this document informs all other aspects of the hiring process, especially the evaluation criteria.

The ultimate question for any search process is who will be hired. The answer depends on who is being sought, and the job description is the one and only source for that answer. In the recently published ASCCC paper *A Re-examination of Faculty Hiring Processes and Procedures,* one of the first things a committee is encouraged to do is to determine hiring objectives. Ideally, all the stakeholders—including the discipline faculty who completed program review and established a need to hire a new faculty member, the appropriate first-line administrator, and any other additional search committee members—would come together to discuss the hiring objectives and create the job description. Typically, the determination of hiring objectives and creation of the job announcement is done by a limited few people, such as a department chair and first-line administrator. Often, search committee members are not provided the opportunity to give input (Lara, 2019). This discussion should be rich and include diverse perspectives to inform the development of essential representative duties and of desirable and preferable qualifications linked to the actual need. In many cases, job descriptions from previous hires in the same discipline are copied verbatim for the new hire. While this practice may save time, it is not in alignment with an equity framework.

> Local academic senates should ensure that equity-focused measures, questions, and rubrics are used as part of the prioritization process to make clear and explicit linkages between data, disciplinary need, and institutional values, mission, and goals.

In an equity framework, the most important aspect of developing the job description is the actual dialogue and agency among the members of the search committee. Through this process of discussion and reflection, members of the search committee begin to formalize their notions of merit and fit and map them onto the job description. In the case where the majority of committee members have not been consulted in the development of the job description, the search committee's first task should be to discuss notions of merit and fit in relation to the job description. These discussions will help to normalize the expectations among committee members, including establishing evaluation criteria, interview questions, writing prompts, and teaching demonstrations.

Traditionally, merit refers to the characteristics that an individual will possess in order to be the most qualified candidate for the position. Often a preference exists for certain characteristics like the prestige of the candidate's education such as Stanford vs. University of Phoenix, higher degrees such as Ph.D. vs. M.A., connections at the college that make a candidate a known entity vs. unknown, and experience such as prior teaching work at a community college. Such preferences contribute to limiting hiring pools and normalizing bias in deliberation processes (Center for Urban Education 2017).

Traditionally, fit describes the committee members' expectations of the ideal candidate's ability to conform to their existing perspectives or discipline community. Often, unchecked bias will lead committees to select candidates that reflect the existing interests and backgrounds of the committee members. This situation is particularly problematic if the search committee is homogenous with mostly white members (Lara, 2019). Also, under these circumstances committee members are judging whether the candidate will fit into the culture of the department or institution and not cause problems within the already established cultural norms.

The traditional concepts of both merit and fit actively work against the goal of faculty diversification. Instead, updating notions of merit and fit through an equity framework can allow search committees to expand their pools and enrich the search process. An equitized discussion of merit and fit connects the equity-minded competencies with the skills and abilities listed in the job announcement. For instance, conversations about whether a doctorate is necessary or not turn into

As equity-minded competencies are applied, a discussion about merit and fit becomes a discussion about how to assess the candidate's cultural competency, engagement in self-reflection, focus on self-responsibility, use of position and knowledge to support student success, and beliefs about student capacity and knowledge

discussions about the knowledge, skills, and abilities listed in the job description as they may link to experience teaching diverse student populations, expertise in culturally relevant pedagogy, and furthering the campus' equity efforts.

In an equity framework, the focus is more about what the candidate can do for the student rather than what the candidate is contributing to the department. As equity-minded competencies are applied, a discussion about merit and fit becomes a discussion about how to assess the candidate's cultural competency, engagement in self-reflection, focus on self-responsibility, use of position and knowledge to support student success, and beliefs about student capacity and knowledge (Center for Urban Education 2017). Within the context of each position, each search committee will need to determine the exact evaluation criteria for each of these matters.

Search committees establish interview questions, writing prompts, tests, teaching demonstrations, and other methods to measure candidates against the evaluation criteria. The conversation regarding merit and fit also benefits the creation of these other items. For instance, when developing interview questions that are linked to the job description, a best practice is to discuss the expected answers and determine what is

exceptional, satisfactory, and poor for each question. While not all answers can be anticipated and the committee should keep an open mind, this practice allows for explicit acknowledgement and connection between the questions and the job announcement. Additionally, committee members are able to check their biases and consciously reframe the conversation through an equity framework up front. Finally, when all candidates have been interviewed and deliberations begin, the ensuing conversations will be enriched because of the foundational work in establishing an understanding of merit and fit within that search process.

Undoubtedly, conversations will be frustrating at first, because a more equity-based process takes time. The first commitment a search committee needs to make is to establish meeting times. Multiple meetings should be built into the schedule up front to engage in these important conversations. The key to making change is to be persistent and patient. Faculty leaders need to be clear that these conversations require time and adapting processes in this manner will fundamentally change the way things are done. Time is often the greatest challenge, but establishing a more equitized hiring process that will better serve both colleges and students is worth it.

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Sex, Gender, Race, and Economic Disadvantage: Courageous Conversations About Intersectionality

by Dr. Emilie Mitchell, Faculty Coordinator for ARC Pride Center and LRCCD LGBTQ+ Liaison

and Michelle Velasquez Bean, ASCCC Area C Representative

Much has been made in the media and in popular culture regarding the term "intersectionality," but few people seem to know what the word actually means. Some, such as Ben Shapiro, claim that intersectionality is "a form of identity politics in which the value of your opinion depends on how many victim groups you belong to. At the bottom of the totem pole is the person everybody loves to hate: the straight, white male" (Airey, 2018). This definition, however, is a perversion of the true meaning of intersectionality and its importance in social justice work and understanding the role that systems play in the outcomes for our students.

The concept of intersectionality was first introduced into the lexicon by Kimberlé Williams Crenshaw, a law professor at both UCLA and the Columbia School of Law.[1] After reviewing several court cases, Crenshaw concluded and highlighted that when discrimination is viewed through only one lens of identity, people often fail to see the cumulative effect of systems of oppression. For example, in the case DeGraffenreid v. General Motors, five black women brought action against their former employer GM, claiming that the seniority system of "last hired--first fired" discriminated against them on the basis of both sex and race, not just on each aspect individually. In their complaint, the women pointed out that GM had almost no female employees on its assembly line prior to 1970 and only one black female employee in the entire plant. Only three white women were employed in one part of the assembly line, cushion-making. Beginning in 1970, GM began hiring larger numbers of women, with a limited number of those being black women. When layoffs were prescribed at the GM plant in 1974, all five of the plaintiffs were laid off. They argued that they were discriminated against based on both their sex and their race. The women were unsuccessful in their suit, with the court arguing that both men and women were subject to the same lay-off policy. The court essentially made the same ruling as it applied to racial discrimination. As Crenshaw pointed out, the discrimination that these women faced was intersectional: they were not discriminated against solely because they were black nor solely because they were women but rather because the hiring and thus firing procedures had been discriminatory because they were both black and women, meaning that because black women were always the last hired, they were subjected to a unique and intersectional form of discrimination.

In the California Community Colleges system, these intersectional identities can help to explain data showing greater performance for majority groups over minoritized groups of students and faculty. In developing class attendance policies, for example, many districts provide guidelines around attendance that can result in a student being dropped after just a few absences, such as three in

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1   Crenshaw's work can be found at https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality and https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1052&context=uclf

> "There is no thing as a single-issue struggle because we do not live single-issue lives."
> – Audre Lorde

one semester. According to a 2019 *Los Angeles Times* article, one in four community college students is a parent (Agrawal, 2019). As many faculty can relate, being a parent is an aspect of identity that affects multiple facets of people's lives. Further, children, particularly young children, have a propensity to get sick. In thinking about the care of sick children, one must also consider who traditionally is tasked with the care of children. According to a study by the Kaiser Family Foundation, four in ten working mothers—39%—must take time off and stay home when their children are sick, which is over ten times the share of men at only 3% (Ranji & Salganicoff, 2014). Students who are single parents often have no other alternative but to stay home and take care of a child. Thus, strict adherence to such attendance policies penalizes parents more than non-parents but also penalizes mothers more than fathers. To add further dimension and highlight the very real role of cumulative oppression, one should also consider also the role of race and economic status in the aforementioned scenario. A report from the National Women's Law Center points out that mothers in the low-wage workforce are disproportionately women of color and immigrant women (Vogtman & Schulman, 2016). Through this lens we must begin to question how the system is set up, who it is structured to help, and who it is structured to hold back.

For Emilie Mitchell, co-author of this article and Pride Center Coordinator for American River College, equity work has been a process informed by her own experiences and by her students' stories. She began to consider the role of systemic oppression when she found herself an unexpected single parent of two young children entering full-time employment after eight years. When she was first employed within the California Community Colleges system, like all other faculty, she had to work toward tenure. At this same time, she was recently divorced, the primary caregiver to two young children, and without economic resources. Her son was in kindergarten and was sick frequently during her first semester of full-time teaching. One day she received a call that her son was sick and she had to pick him up from school. His childcare provider was not available, and she was out of options. She had no choice but to bring her child to her afternoon class, where he spent the time propped on a chair quietly weeping. She had been very worried that if she cancelled class, she would be viewed poorly by the administration, worried that she would somehow

> Students are talented, amazing individuals who have varied lived experiences, and they deserve faculty's empathy and open-mindedness, as do faculty colleagues.

not make tenure and that ultimately she would be unable to support herself and her children.

Yet even in this situation, Mitchell had and still enjoys great privileges—she is white, has an advanced degree, and now with tenure has a career that provides not only financial stability but personal fulfillment. Community college students are rarely as privileged. Mitchell recently had a student who had already missed two classes consecutively early in the semester. She spoke to the student about her attendance and explained the drop policy, at which point the student began to sob almost uncontrollably: she had recently lost her housing, was living in a car with her daughter, and was trying to maneuver her way through the bureaucratic social welfare system. She also would lose her financial aid if she was dropped from the class, which was the only money she currently had.

Many college policies such as attendance are well-intentioned but fail to see students as whole people. This failure to consider the multiple identities that individuals hold inevitably perpetuates oppression instead of fostering liberation.

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Students are talented, amazing individuals who have varied lived experiences, and they deserve faculty's empathy and open-mindedness, as do faculty colleagues. Faculty often fail to recognize how they themselves, as illustrated by Mitchell's story, may be affected by intersectional oppression. Michelle Bean, the other co-author of this article and a Student Equity Committee member at Rio Hondo College, has also had privilege as well as struggles, especially as a woman of color in a system not set up to support historically marginalized groups.

Many parts of Bean's identity intersect, and she often feels not seen, marginalized because she is a woman, because she is brown, because she shows emotion in a setting often devoid of emotion, because she is spiritual, and because she speaks with the passion of a Latina. She has been the target of anger from those seeking to compare her lived experience with their own or even that of their friends of color. Unfortunately, the demonization of intersectionality is their standard response. In a meeting, Bean once said, "Let's dismantle the existing structures. Tear them down to rebuild them," which seemed to trigger some people in the room. Emotions run deep when people discuss race and the structural systems that create barriers for historically underrepresented groups. The most painful aspect is that the attempt to compare stories and to vilify those people who bravely share theirs not only falls short of eliminating barriers, but it often perpetuates them.

Intersectionality is not a new term, nor are efforts toward inclusion, equity, and diversity. The California Community Colleges system has, since 1960, worked toward embedding equity into master planning, but the system today is still reflecting the biases perpetuated in culture and society. In the recently adopted paper *Equity Driven Systems*, the ASCCC asserts that

> The role of academic senates is to provide advice and recommendations regarding academic and professional matters that best serve the needs of students and communities through the expertise of the educational professionals of the colleges. Every system of bureaucracy, including the California Community Colleges, reflects the biases present upon that system's creation. The role of the local academic senate, in partnership with other constituent groups of a college, is to identify and deeply examine those biases and correct them through structural change, professional development, and re-imagining how colleges serve the students and communities of today most effectively (Academic Senate for California Community Colleges, p.4).

Perhaps the discussion of critical race theory and intersectionality needs to be had in more spaces. Educators need to examine and analyze power imbalances and have courageous conversations that do not ignore race, gender, class, and the myriad of facets of identity that affect people's lived experiences. They need to bravely discuss the dangers of equality as opposed to equity. No one would wish to perpetuate a system that does not serve students and that dismisses the needs of faculty of color. Hierarchies and comparisons are not healthy either to individuals or to the system. The time has come to do better.

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Current Disciplines List Revision Proposals

by Geoffrey Dyer, Standards & Practices Committee Chair

and Eric Thompson, Santa Rosa Junior College

The ASCCC Standards and Practices Committee works to adhere to the Disciplines List revision process to allow faculty to exercise their authority in establishing minimum qualifications. Two proposed changes to the Disciplines List have been in the process in 2019-20: a proposal to revise the minimum qualifications for film studies and a proposal to create a new discipline, registered behavior technology. These proposals were received, reviewed, and summarized to local academic senates in advance of the October 2019 area meetings, after which they received a first hearing at the 2019 Fall Plenary Session. During the hearing, testimony from attendees was collected by members of the Standards and Practices committee, and the feedback was given to the initiators of the proposals. In January of 2020, the ASCCC Executive Committee reviewed the proposals, evidence and testimony to ensure that the process had been followed and that the proposals had sufficient evidence to advance to a second hearing, deliberation, and possible approval. The Executive Committee voted to forward the registered behavior technician submission for a second hearing and to return the film studies submission to its proposer with suggestions to further refine the submission and submit it again to a future disciplines list revisions cycle.

The second hearing for the proposal of registered behavior technician will be held during the 2020 Spring Plenary Session on April 16 at the Oakland Marriott City Center from 5:30 to 6:30 P.M. Members of the Standards and Practices Committee will facilitate the hearing, which is an opportunity for attendees to ask any clarifying questions and engage in discussion. As the Disciplines List Revision Handbook states, "The hearing that coincides with voting on the resolutions to adopt Disciplines List Revisions is for the sole purpose of clarifying and discussing the final proposals to inform Saturday's discussion and debate." On Saturday, April 18, the proposed revision to the Disciplines List, after having undergone two hearings, will be put before the delegates from local academic senates for debate and action as part of the spring plenary session. The proposal will be considered in the form of a resolution. Delegates must understand that resolutions recommending changes to the Disciplines List cannot be amended; they must simply be voted up or down. For this reason, delegates should inform the local faculty whom they represent of the proposed revisions to the Disciplines List so that the delegates may act according to the will of their own colleges when debating and voting on the proposals.

As noted in the Disciplines List Revisions Proposals Summary that was sent to local academic senates in October, the proposed change is as follows:

Registered Behavior Technology (New Discipline Proposal)
Proposed Minimum Qualifications:
Master's in behavior analysis, education, or psychology
OR
the equivalent
AND
certification as a Board-Certified Behavior Analyst (BCBA) as set by the Behavior Analyst Certification Board (BACB).

The rationale for the proposal is included in the Disciplines List Revisions Proposals Summary, which is available at https://asccc.org/file/disciplines-list-revision-proposals-summary-2019-fs-rbt-finaldocx.

AB 705 and Its Unintended Consequences

by Rosemarie Bezerra-Nader, Fresno City College

Note: The following article is not an official statement of the Academic Senate for California Community Colleges. The article is intended to engender discussion and consideration by local colleges.

The rapid and extreme pendulum swing from the Basic Skills Initiative (BSI) that began in 2006 to the full implementation of Assembly Bill 705 (Irwin, 2017) in the fall of 2019 has swept away advantages for a vast number of students even as it has helped others. The unintended negative consequences of AB 705 could have been eliminated by blending the best of AB 705 and BSI together with common sense.

The BSI created foundational classes that prepared students for higher math or qualifying tests such as the ASVAB military test or TEAS nursing test as well as satisfying other goals such as self-improvement and job advancement. In contrast, AB 705 focused almost exclusively on increasing the number of transfer students.

While equity may have been the goal of AB 705, the bill devalued diversity and the role community colleges have traditionally played for returning students. AB 705 was based on an unrealistic tunnel vision involving expectations that all students are able to earn degrees within two years or even that they all want to earn degrees. The needs of students across California vary dramatically, and the implementation of AB 705 has created inequitable situations for students in a variety of circumstances.

After failing a transfer class like algebra or statistics three times, a returning student is more likely to become resigned to surrendering and accepting a low-paying, menial job. Single, working parents are often not in a position to complete transfer math and English classes within one year. A recently-released parolee pushed to enroll in 15 units of classes, including a transfer math or English class, is in many cases being set up for failure. Often, struggling students are insulted by the common suggestion that they go to an adult school and take a developmental class. Students perceive this suggestion to be demeaning as well as a step backwards; they know adult schools are known for less rigor and prestige than community colleges. In pursuit of a better life, once excited and hopeful students are likely to disappear entirely from the education system and resort to former dissatisfying or unproductive lifestyles.

Yuba College instructor John Almy (2017), author of "The Fast Lane to Nowhere," admired the dedicated instructors of the acceleration movement and their goals but also stated, "You do not accelerate people

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who do not know the basics." AB 705 monetarily rewards colleges for increasing the number of students who complete transfer English and math classes within one year. Almy legitimately questions whether these incentives will contribute to the "bogus sea of diplomas and degrees we already have." With concern for job security and their families, instructors may succumb to subtle or direct pressure to increase passing rates by diluting content. Diluting content invites another unintended consequence of AB 705 to surface — the eventual decline of a college's reputation.

Many claims are being made and will continue to be made about the effectiveness of AB 705. With the current emphasis on teaching statistics, one would be hypocritical to blindly accept claims and conclusions. In colleges where BSI classes are no longer offered, no appropriate control will be present against which to compare new classes and procedures resulting from AB 705. Schools are monetarily rewarded when students complete classes quickly. This practice may enable schools to artificially boast of high success rates, but in reality, these schools may actually be taking away needed options for underprepared students. Success rates resulting from superficial definitions of success diminish the real, long-term value of classes and contribute to students' poor self-esteem, poor performance, and failure in the workplace.

By minimizing (or eliminating) funding for nontransferable math and English classes, the Chancellor's Office for California Community Colleges subtly encourages colleges to delete these classes from curriculum programs. Many innovative BSI classes had not yet reached their full potential. A relatively new BSI pre-STEM arithmetic class was taking root at one school; it was supported by testimonials from former students, and 264 students signed a petition of interest to take the class. This class was discontinued, along with all arithmetic and pre-algebra classes; even worse, the classes were deleted from the catalog, preventing students from even considering whether or not they needed these classes.

As the pendulum of change swings and proposals are made to promote and accelerate learning, modification (rather than the elimination of developmental classes) would be the most efficient path to take. Equitable learning would be better accomplished by respecting the diverse educational needs and goals of the unique communities in which students live. Colleges should remain acutely aware of the broad diversity within California, realizing the state is often recognized as the most diverse area in the nation.

The following suggestions may be useful for modifying courses and blending BSI with AB 705 implementation:

1. Create an optional placement test to help students choose appropriate classes for their skill levels. To show compliance with AB 705, ask each student to sign a statement asserting his or her enrollment in a developmental class or transfer classes was a choice, NOT a requirement.
2. Retain optional sections of basic classes, especially a comprehensive foundational arithmetic class. In addition to its use in everyday life, arithmetic is the foundation for higher math classes and science classes. Arithmetic is often the gatekeeper preventing students from qualifying for programs and jobs.
3. Promote equity by retaining and administratively financing a limited number of developmental classes.
4. Promote student commitment and accountability by attaching units and financial aid to developmental, non-transferable classes.
5. Enable students to decide how to best spend their financial aid. Print the balance of financial aid available to each student on grade reports.

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