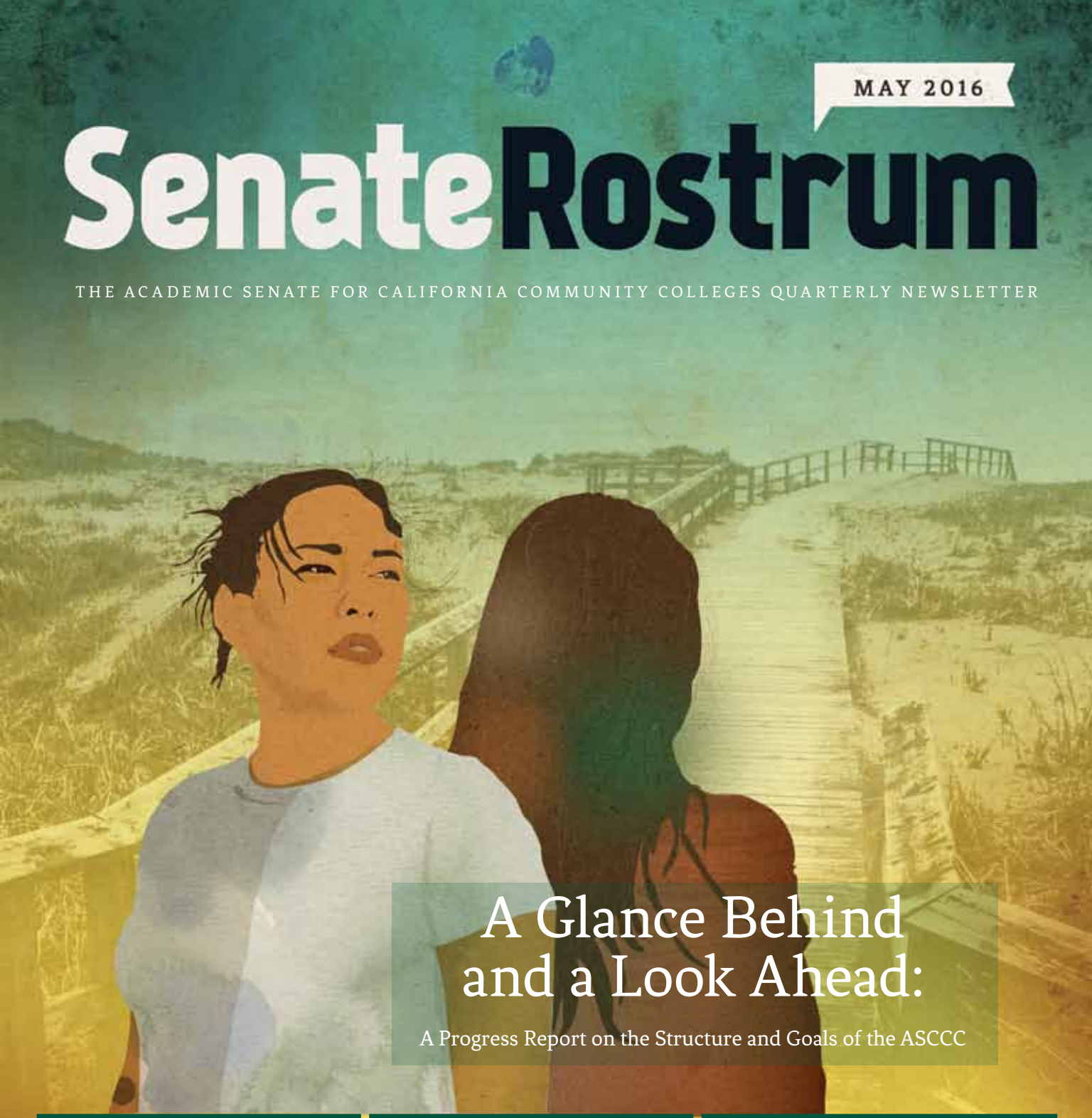
MAY 2016

SenateRostrum

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES QUARTERLY NEWSLETTER



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A Glance Behind and a Look Ahead:

A Progress Report on the Structure and Goals of the ASCCC

by David Morse, ASCCC President

and Julie Bruno, ASCCC President-Elect

The past two years have been full of activity, challenges, and changes for the Academic Senate for California Community Colleges. In response to healthy state budgets, legislative mandates, opportunities for innovation, and pressure from external sources, the California community colleges have embarked on or continued numerous successful initiatives: the Common Assessment Initiative, the Educational Planning Initiative, the Community College Baccalaureate Degree Pilot, the Strong Workforce Taskforce, the creation of increasing numbers of associate degrees for transfer, important work in the areas of open educational resources and basic skills, and much more. The faculty, led by the Academic Senate, has been at the forefront of every one of these efforts, always striving to provide the best educational opportunities and experiences possible for our students.

Yet the ASCCC has also achieved progress in areas that are less publicized and often less visible but no less significant. The Academic Senate Executive Committee has worked diligently on numerous matters related to the organization's planning, visibility, and general health. These advances may appear less dramatic than the more widely recognized achievements regarding areas such as transfer, workforce programs, curriculum, and student support, but they are an important aspect of ensuring the ongoing effectiveness of the organization.

A GLANCE BEHIND: THE PROGRESS FROM 2014 TO 2106

In Fall 2014, the Executive Committee developed a new strategic plan for the first time since the early 2000s. This plan was approved by the delegates to the Spring 2015 plenary session[1]. In May 2015, the Executive Committee reviewed and agreed to the strategic plan priorities for the coming academic year and connected those priorities to the organization's draft budget for 2015-16. This focus on planning and connection of planning and budget will help to ensure the fiscal health of the organization and will ensure that the Executive Committee's work is guided by the direction set by the voting delegates from our colleges who approved the plan.

In 2015-16, the Standards and Practices Committee conducted a thorough review and revision of the ASCCC's bylaws and rules. Delegates to the Spring 2015 plenary session approved the bylaws changes. This revision of bylaws and rules was completed in order to ensure that current organizational practices align with the bylaws approved by plenary session delegates and to put in place safeguards that would strengthen the future health of the organization and ensure that ASCCC's elected leaders are bound to follow the direction of the organization's membership.

1 More information on the ASCCC's strategic plan can be found at http://www.asccc.org/asccc-strategic-plan.

Relationships with other organizations are vital to the health of the ASCCC. The Academic Senate has always maintained strong ties with other faculty groups, including both the Faculty Association of California Community Colleges (FACCC) and the statewide leadership for the unions CCA/CTA, CFT, and CCCI. The connection to these faculty groups has continued to grow and flourish. Likewise, the ASCCC has long enjoyed a strong relationship with the Chancellor's Office, and the strategic plan adopted in Spring 2015 calls for the Academic Senate to "strengthen partnerships with the Chancellor's Office Divisions." In Spring 2016, Acting Chancellor Erik Skinner remarked that the ties between the Academic Senate and the Chancellor's Office have never been stronger, demonstrating the continued positive development of this connection.

The strategic plan also directs the ASCCC to "increase the participation of official ASCCC representatives at events and meetings conducted by system partners." Among the most prominent ASCCC partnerships that has grown in the past two years is that with the Community College League of California. The ASCCC President, Vice-President, and Executive Director, as well as other Executive Committee Members, have attended and made presentations at CCLC events including the 2014 and 2105 Annual Conferences, the 2015 and 2016 Legislative Conferences, the 2015 Equity Summit, the 2015 and 2016 Trustee Orientations, and the Spring 2016 Statewide CEO meeting. The ASCCC President and Vice-President have also been among the most prominent voices on the CCLC Advisory Committee on Legislation, where faculty input has been welcomed and encouraged. In this reciprocal relationship, multiple members of the CCLC staff attended various sessions of the Academic Senate's 2016 Spring Plenary Session, most of them for the first time. The ASCCC and CCLC also continue their long-standing technical assistance program through presentations around the state. In all of these ways, the relationship of the ASCCC with CCLC has grown and become an increasingly productive and collegial collaboration.

ASCCC leadership has also made presentations at the conferences for the Association of California Community College Administrators (ACCCA), the CCC Chief Instructional Officers, the Association of Chief Business Officials, and others. In all instances, the faculty voice has been welcomed, heard, and respected, thus promoting and achieving the Academic Senate's planning goals.

Another of the goals in the adopted strategic plan directs the Academic Senate to "develop and strengthen strategic relationships between the Executive Committee and at least five legislators, system partners, or organizations involved in statewide or national education policy" as well as to "develop a legislative agenda aligned with the goals of the ASCCC and actively pursue bills of interest." The ASCCC has met and exceeded these goals and continues to expand its contact with policy-makers in California. In Spring 2016 the Academic Senate President and Vice-President have met with representatives from the Governor's Office, the Legislative Analyst's Office, the Department of Finance, the Senate Education Committee, and the Assembly Republican Budget and Policy Committee as well as numerous individual legislators and staff members. Many of these representatives have initiated contact with the ASCCC, seeking the faculty perspective on various pieces of legislation. Beginning in 2015-16, the ASCCC has developed a legislative agenda and continues to work with system partners to pursue the agenda. In May, the ASCCC will hold its first advocacy day and meet with legislators and staff to advance the legislative agenda and promote the work of the Academic Senate.

An important strategic plan goal regarding the health and effectiveness of the ASCCC directs the Executive Committee to "increase the diversity of faculty representation, on committees of the ASCCC, including the Executive Committee, and other system consultation bodies to better reflect the diversity of California." The Academic Senate had also been directed by Resolution 3.01 S14 to develop a plan regarding effective practices for infusing cultural competence into organizational culture as a model

for local senates. Nevertheless, in 2014-15 the 14 elected representatives of the Executive Committee included only two members from underrepresented ethnic groups, two CTE faculty members, and one counselor. The three newly elected members for 2015-16 all came from traditional academic disciplines and added no increase in ethnic diversity. However, this lack of diversity was not due primarily to the choices of the ASCCC delegates, as almost no individuals who might have provided additional diversity in any of these areas declared themselves as candidates for the executive committee.

In Fall 2015, three resignations from the Executive Committee allowed interim appointments that could help to address this issue. In order to fill these positions, the Academic Senate endeavored to engage in a conscious effort focused on the inclusion of diversity in all senses without selecting appointees on the basis of diversity alone. A general call for nominations was sent out to all colleges through the ASCCC's Senate President's Listserv, but ASCCC leadership also individually contacted and encouraged faculty leaders who had served as presidents of their local academic senates, who had attended the faculty leadership institute, and who had served exceptionally well on ASCCC committees in the past and were scheduled to serve again in 2015-16. Through this process, the Executive Committee was able to appoint three outstanding individuals, two of whom were members of underrepresented ethnic groups, one from CTE, and one from student services. All three of these appointees were confirmed in a special election by the delegates at the Fall 2015 Plenary Session. In Spring 2016, among the candidates who declared interest for positions on the Executive Committee were six from underrepresented ethnic groups, three from CTE, and two from student services. This increased interest in service from candidates that can provide outstanding service and greater diversity in a number of areas can only benefit the ASCCC and inspires hope that the diversity of the Executive Committee and all ASCCC committees will continue to increase.

A LOOK AHEAD: WHAT THE NEXT TWO YEARS MIGHT BRING

A new academic year necessitates a reassessment of the goals and strategies from the prior year, and therefore the ASCCC Executive Committee will review the strategic plan in Fall 2016 and, in light of the progress made on the goals and strategies in the past year, determine the priorities for the upcoming year. Certainly, the ASCCC leadership is committed to building upon the accomplishments of the past two years and will strive to improve in all of the areas outlined above as guided by ASCCC resolutions and the strategic plan as well as focus on additional strategies and goals that may rise in importance as the years unfold.

Of course, certain efforts demand greater attention. Specifically, the implementation of the recommendations from the Task Force on Workforce, Job Creation, and a Strong Economy will consume significant time and effort, and because many of the recommendations fall within areas of faculty purview such as curriculum and faculty qualifications, the ASCCC will take the lead in the implementation efforts to ensure faculty primacy is respected and students are well served. The ASCCC remains committed to diversifying faculty representation throughout the organization as well as assisting colleges in hiring faculty to better serve the needs of their diverse students and communities. To accomplish the work of the organization, the ASCCC must continue to strengthen ongoing relationships with system partners as well as forge new and productive relationships with external organizations and individuals. Finally, the ASCCC leadership remains dedicated to promoting the efficacy of the organization by strengthening the structures that support the health and integrity of the organization so that it remains strong, viable, and effective in the years to come.

The past two years have seen significant progress regarding the structure and goals of the ASCCC, yet certainly much more remains to be done. As the Academic Senate transitions to new leadership and new challenges, the organization is as healthy as it has ever been and looks forward to continuing to represent the voice of all faculty throughout the community college system.

The QFE

What Does It Mean for Faculty and Colleges Preparing an Accreditation Self-Evaluation?

by Randy Beach, Accreditation and Assessment Committee Chair

Kelly Cooper, West Valley College

Jarek Janio, Santa Ana College

and Alice Taylor, West Los Angeles College

To say the future of the accreditation process for California's community colleges has been unclear lately is the peak of all understatements. Yet even while the conversations swirl over what direction the community college system will take, colleges throughout the state are still working feverishly to create their self-evaluations for the upcoming cycle. A new aspect of that process for colleges that have not completed a self-evaluation under the 2014 standards is the Quality Focus Essay (QFE).

The Accrediting Commission for Community and Junior Colleges (ACCJC) began requiring the QFE as part of the Self-Evaluation Reports for Spring 2016 visits; however, the concept of an expanded and comprehensive plan for improvement embedded in a college's self-evaluation is not a new approach to self-evaluation and continuous quality improvement, as other regional accreditors use similar essays in a variety of formats. The Southern Association of Colleges and Schools uses a Quality Enhancement Plan (QEP) and the Higher Learning Commission provides a framework for large-scale or long-term improvement in its Academic Quality Improvement Program (AQIP). The ACCJC created the QFE with the stated purpose to be an instrument the colleges use to "discuss and commit to two or three areas for further study, improvement, and enhancement of academic quality that are hoped to enhance student outcomes and student success."[2] Colleges need to understand exactly what the QFE is and how faculty can be involved.

Under the new and previous standards, colleges are expected to record changes and plans that arise out of the self-evaluation process. In addition, colleges are now to identify two or three "action projects" that are "vital to the long-term improvement of student learning

2 "New Accreditation Standards and Practices: Focus on Quality Improvement." ACCJC presentation to the Community College League of California Annual Convention, November 19, 2015.

and achievement over a multi-year period."[3] Within the 5,000-word limit of the QFE, plans for these projects are laid out with specific details and benchmarks. The projects "should be realistic and culminate in a set of observable and measurable outcomes." Progress on these projects will be a focus of the Midterm Report and visit. According to Commission Associate Vice President Dr. Norv Wellsfry in his presentation at the ASCCC Accreditation Institute in February, this project should be related to accreditation standards, be based on data found in the Self Evaluation Report, and be focused on multi-year and long-term goals.

According to Wellsfry, the QFE identifies areas or projects and establishes measurable goals and outcomes. A timeline to implement action steps should be included, and all responsible parties should be identified. If additional resources are needed, the QFE should include how that issue will be addressed and establish a plan for how to assess completion of the plan and how to measure its success and effectiveness.

With the implementation of this requirement, faculty must ensure that the creation of this essay and the plans it establishes are vetted thoroughly with a faculty perspective and support effective practices that involve faculty and are meaningful to students. When a college sets out to write a QFE, the local academic senate should make certain the institution's board policy regarding academic and professional matters is respected and insist that the process for creating the plans follows a collegial consultation process similar to what any planning document would undergo. The plan's inclusion in an accreditation self-evaluation does not make it a purely administrative matter.

With the implementation of this requirement, faculty must ensure that the creation of this essay and the plans it establishes are vetted thoroughly with a faculty perspective and support effective practices that involve faculty and are meaningful to students.

According to Wellsfry, the college's accreditation visiting team and the ACCJC will provide feedback on the QFE, but how progress on the plans will be considered during annual or mid-term reporting is unclear. Currently unanswered questions involve what happens if a college has not made substantial progress on the actions outlined in the QFE, whether colleges may include projects in a QFE that have been identified in a focused planning process rather than growing from the self-evaluation, and how specific the planning should be in a 5,000-word essay.

As more colleges create their QFEs and make public the feedback they receive from their external visiting teams and the commission, all institutions will learn more about this new requirement and whether it will be a benefit to colleges or a burden. Meanwhile, faculty can insist on being engaged in the process of creating a QFE and have input even in areas that are not traditionally the primary responsibility of faculty. Those who serve on planning and operations committees, hiring committees outside of hiring new faculty, and institutional effectiveness committees and data analysis groups can and should all provide important feedback in the creation of a QFE.

3 Guide to Evaluating and Improving Institutions (July 2015), page 3 http://www.accjc.org/wp-content/uploads/2015/10/Manual_for_Institutional_Self-Evaluation_Oct_2015_Revised_Edition.pdf

Dual Enrollment and Basic Skills: A New Pathway for Students

by Dolores Davison, Educational Policies Committee Chair

The passage of AB 288 (Holden, 2015) on dual enrollment introduced many changes to the potential structure of dual enrollment at colleges, most of which were covered in the February 2015 Rostrum article "Dual Enrollment: What Local Senates Need to Know." One of the most significant changes, however, is that under the new College and Career Access Pathways (CCAP) agreements colleges will be allowed to offer developmental courses in both English and math. Under previous memorandums of understanding, instructional service agreements, and other agreements that created dual enrollment partnerships between school districts and community college districts, no developmental courses could be offered by the community colleges, which meant that these programs were often open only to students who were achieving at a high level in high school. AB 288 was created to promote college options to students who are historically underrepresented, including those who are low-income or initially not college-bound.

The introduction of developmental courses to dual enrollment is a significant change for several reasons. First, research from a variety of sources demonstrates that historically underrepresented high school students benefit from dual enrollment. The Colorado Department of Education, for example, looked at cohorts of traditionally underrepresented high school students who participated in dual enrollment courses and found that their grade point averages in high school were higher than their peers not enrolled in the cohort[4]. Interestingly, a Community College Research Center study of students enrolled in the Concurrent Course Initiative[5] in California between 2008-2010 found that students who participated in the concurrent enrollment initiative tended to have the same grade point average as non-participants but graduated from high school at a higher rate and had accrued more college credits at the time of their graduation from high school[6].

4 https://www.cde.state.co.us/postsecondary/concurrentenrollment

5 In California, the terms "concurrent enrollment" and "dual enrollment" are used interchangeably; however, the term "concurrent enrollment" is not found in California Education Code, as per the California Community College Chancellor's Office legal opinion of 11 March 2016, available here: http://extranet.cccco.edu/Portals/1/Legal/Legal Opinions/Legal Opinion 16-02 Dual Enrollment and AB 288 (CCAP).pdf

6 http://ccrc.tc.columbia.edu/publications/bridging-college-careers-dual-enrollment.html

Other studies have demonstrated that historically underrepresented high school students also see higher high school retention and on-time graduation rates, higher assessments into college-level courses, higher college grades, and higher levels of credit accrual than their peers that do not participate in dual enrollment programs. The Community College Research Center has prepared a document that provides some of the key findings of research conducted by the center and others[7].

As one might expect, a number of regulations govern the offering of developmental courses within dual enrollment agreements. First, only College and Career Access Pathways (CCAP) partnerships as spelled out in AB 288 are allowed to include developmental courses into their pathways for dual enrolled students. This condition is applicable to programs that generate FTES; if the program is offered under contract education, exceptions can be made to the requirement. In order to offer pre-collegiate level English or math courses, both the high school and the community college districts are required to accept all of the required elements of the CCAP Partnership Agreements, including a defined pathway and special evaluative reporting. Specifics regarding these requirements can be found in the CCCCO's Partnership Agreement Guidelines[8].

Local senates and faculty should engage with their administrator and other interested stakeholders to determine what type of agreement would best serve the college or district and the students.

Local senates and faculty should engage with their administrator and other interested stakeholders to determine what type of agreement would best serve the college or district and the students. While these courses are pre-collegiate, they are still college courses, and therefore the faculty teaching the classes must meet the established minimum qualifications for the discipline. While courses can be offered by a high school teacher on the high school campus, in order to qualify as a dual enrollment course, the faculty member must meet the state minimum qualifications for community college faculty. In addition, issues could potentially arise with local collective bargaining agreements, and so the local bargaining agent must be involved in the conversations if a college decides to move forward with a CCAP.

The Dual Enrollment Task Force, organized by the Chancellor's Office and led by the Career Ladders Project and the RP Group, will be releasing a dual enrollment toolkit in May with more information for colleges that are interested in moving to an AB 288 CCAP agreement. This group, which includes representatives from the ASCCC, CSSOs, CIOs, and other groups, will ensure that the tool kit is widely disseminated, not only to administrators but also to faculty, senate presidents, curriculum chairs, and others. Information about programs, templates, and other documents will be gathered throughout the spring and summer and sent to field.

7 http://67.205.94.182/publications/what-we-know-about-dual-enrollment.html

8 http://extranet.cccco.edu/Portals/1/Legal/Guidelines/AB_288_College_and_Career_Access_Pathways_Apportionment_Eligibility_Guidelines_3-11-16.pdf

Demystifying Model Curriculum:

Intersegmental and Intrasegmental Model Curriculum

by Julie Bruno, ASCCC Vice President

and Craig Rutan, ASCCC Area D Representative, C-ID Liaison

When people hear the term model curriculum, they often think of the Transfer Model Curricula (TMCs) that are used to create Associate Degrees for Transfer (ADTs) at community colleges. The passage of SB1440 (Padilla, 2010) created the ADTs and implemented specific guarantees for students, including admission to a CSU campus with junior standing. Many articles have been written about TMCs and ADTs; this article, however, is not one of them. Rather, this article will explore two other types of model curriculum: intersegmental model curricula (ISMCs) and intrasegmental model curricula (CCCMCs).

From the beginning, faculty realized that since ADTs are restricted to a total of 60 units including the completion of CSU GE Breadth or IGETC, creating a degree that includes sufficient major preparation and a transfer general education pattern within the ADT constraints would be difficult, if not impossible, for certain disciplines. In order to serve such disciplines, faculty determined that another type of model curriculum could prove useful, and therefore the idea of an Intersegmental Model Curriculum (ISMC) was born. Although high unit majors had no way to create an ADT that would comply with the requirements of education code, they could still develop a clearly-defined pathway that would prepare community college students for transfer. What followed was ISMCs for nursing and engineering. The creation of the ISMCs is closely aligned to the process that created the TMCs; each ISMC is developed intersegmentally with faculty from both the community colleges and the CSU determining the courses that are vital for students to be prepared to transfer into the major at the CSU. Once an ISMC is created, it is vetted with discipline faculty, reviewed by the Model Curriculum Workgroup (MCW) and the Intersegmental Curriculum Workgroup (ICW), and accepted by the Intersegmental Curriculum Faculty Workgroup with the final version posted to the C-ID website, c-id.net.

Completion of an ADT aligned to a TMC guarantees the student admission to a CSU campus with junior standing. While completion of an AA or AS degree aligned to an ISMC does not include this guaranteed admission to a CSU campus, it does prepare a student for transfer through an intersegmentally defined curricular preparation for a particular major. Using the ISMCs can simplify the transfer process for students by

eliminating confusion about what courses they should take. Additionally, an ISMC creates comparability for associate degrees across community colleges, so CSU campuses know that students completing an ISMC will have excellent preparation when they apply to transfer. Beyond the preparation in a particular major that completing a degree or certificate aligned to an ISMC offers, using an ISMC also includes the same course reciprocity as has been established for TMCs, the flexibility to use any general education pattern including local GE, and no additional graduation requirements.

An ISMC provides clear and consistent transfer preparation for students, but faculty have also realized that similar model curricula could benefit students in career and technical education programs.

An ISMC provides clear and consistent transfer preparation for students, but faculty have also realized that similar model curricula could benefit students in career and technical education programs. Perspective employers should be interested in ensuring consistent preparation for students entering the workforce with a degree or certificate in a particular field. The need to align degrees and certificates with the expectations of employers led to the creation of Intrasegmental Model Curricula (CCCMCs). Discipline faculty design each CCCMC based upon input from employers, sector navigators, and deputy sector navigators. The process for creation is similar to the ISMC, but CSU faculty may not be involved when their system has no similar discipline. Although a CCCMC may not indicate a clear pathway to transfer when it is initially created, CSU faculty may elect to participate if they see a possibility that students may continue their education by transferring to CSU in major that is similar to the CCCMC discipline or if the major may be developed at the CSU in the future. This cooperation between CCC and CSU faculty ensures that students will have a way to continue their education as they progress in their careers. Aligning degrees and certificates to a CCCMC not only ensures that students are well prepared for a career, but it also allows for curricular portability and reciprocity so that a student who may move to another community college's program will not need to repeat courses or be forced to start over. As an added benefit, CCCMCs specifically address several of the recommendations from the Taskforce on Workforce, Job Creation, and a Strong Economy, including "Facilitate curricular portability across institutions" and "Enable and encourage faculty and colleges, in consultation with industry, to develop industry – driven, competency-based and portable pathways."

With ISMCs and CCCMCs, faculty are working together to create clear pathways for students into four year universities and the workforce. Even though these model curricula do not include all of the guarantees that come with an ADT, they provide colleges with a way to clearly inform students about what courses they need to take to be properly prepared for achieving their educational and career goals.

The 50% Law and the Faculty Obligation Number: A Proposal

by Julie Bruno, Vice-President, ASCCC
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[Note: The following proposal was presented to the Chancellor's Consultation Council in March 2016. The proposal was an information item and no action was taken. Discussions regarding possible revisions to the 50% Law and the FON will continue into the next academic year. The proposal is reproduced here to keep local academic senates informed regarding current progress on this topic.]

For many years, the 50% Law (Education Code Section 84362) and the Faculty Obligation Number (FON, Title 5 Sections 51025 and 53311) have been both guiding principles and sources of controversy in the California Community College System. Attempts have been initiated on numerous occasions and from various parties to reform or even abolish these statutory and regulatory requirements. However, as much as some groups have called for change, others have just as vigorously defended these requirements as necessary and beneficial to the system. As a result, both the 50% Law and the FON have remained essentially unchanged.

In the fall of 2014, a small contingent of faculty and administrators, motivated by their shared interest in exploration of ways to improve the 50% Law and the FON, embarked on an effort to set in motion a serious discussion of these requirements. Presentations at conferences and meetings of the Community College League of California, the Academic Senate for California Community Colleges, the Association of California Community College Administrators, and other groups revealed significant interest and willingness from many different parties to engage in this discussion. In response to this interest, Chancellor Brice Harris commissioned a small workgroup of faculty and administrators to explore the issues and, if possible, to develop a proposal for reform.

The workgroup considered a number of issues relevant to the 50% Law and the Faculty Obligation Number. Among these issues were the changing needs of students and the changing instructional environment since the 50% Law was enacted in 1961 and the FON was instituted in conjunction with AB 1725 (Vasconcellos) in 1988. The discussion included the ways in which instructional practice has changed, especially with regard to how learning has become a shared activity with a greater appreciation for instructional support services inside and outside the classroom. While the community college system has always been dedicated to student success, the more recent focus on services that support student success through initiatives such as the Student Success and Support Program, along with an increased emphasis on accountability and a greater dependence on instructional technology, call for a redefinition of the expenses considered to be instructional in nature. The workgroup also considered the ways in which the various requirements of the 50% Law and the FON might be aligned into a more compatible and cohesive form. With regard to the FON, the group explored ways in which the system might make steady progress toward the goal stated in Education Code Section 87482.6 of 75% of instructional hours being provided by full-time faculty, something the present FON requirement was never designed to accomplish.

As it deliberated on possibilities for revising the 50% Law and the FON, the workgroup agreed on the following overall guiding principles and conclusions:

A. The focus of the 50% Law should continue to be on instructional costs

B. Any new definition of instructional costs would necessitate a re – determination of the percentage of general fund dollars appropriate to those costs

C. General fund match requirements should be eliminated for all restricted funds

D. The FON should be modified to reflect an ongoing focus on making progress toward the 75% goal in a systematic way

Within this context, the workgroup developed the following proposals for revising the 50% Law and the FON. The workgroup members unanimously agreed upon and support these proposals and believe them to be realistic changes that can address the various interests of the system's constituent groups. However, these discussions constitute only the first step in a process. A further set of meetings to review statistical data and establish the recommended changes in the percentage is required in order for these proposals to move forward. The proposals are intended to provide the framework for a system wide discussion and the core components for a serious consideration of possible revisions. Any actual recommended change to either statute or regulation will require agreement through the system's established consultation process.

THE 50% LAW

In no case did the workgroup entertain the idea of abolishing the 50% Law. The workgroup members recognized that the law serves specific purposes for which it should be preserved. Rather, the focus of the workgroup was to consider ways to revise the law in a manner that retains its focus on learning and instruction while allowing more budgetary flexibility and making it more compatible with the FON and the 75% goal.

After entertaining a variety of approaches to this issue, the workgroup agreed that the essential structure of the 50% Law should remain unchanged but that the definition of instructional expenses should be reconsidered. With the expenses that should be included on the instructional side of the law's equation having been identified, the workgroup also agreed that an appropriate percentage of instructional costs as a proportion of the general fund total costs

will need to be determined and that ultimate consensus by the workgroup is dependent upon agreement regarding this percentage.

In determining which expenses to include as aspects of instruction, the workgroup agreed in principle that only costs that directly impact instruction and learning should be included. The direct instructional costs that are outlined in the current 50% Law were retained as essential in the calculation of instructional expenses.

The following criteria were used in determining additional costs that could be included as instructional:

A. All faculty work outside the classroom that plays a direct role in the education of students.

B. Individuals who provide educational services directly to students

C. Services that assist in the direct education of students.

D. Governance activities that pertain directly to the education of students.

E. Professional activities that pertain to the curriculum.

Using these criteria, the workgroup considered a wide array of possibilities. Some proposed expenses were rejected on the basis that they were primarily administrative functions, were too distant from the classroom, or for other reasons that prevented them from meeting the criteria. The final determination of the workgroup was that the following expenses should be included as instructional in the new calculation:

- All expenses considered to be instructional in the current calculation

- Salaries and benefits of counselors and librarians

  Counselors and librarians are faculty members who serve necessary functions for the instruction of students, whether inside or outside the classroom.

- All tutors performing in an instructional capacity in a supervised setting

  Tutoring and support services, including supplemental instruction programs, are an essential aspect of promoting student success. These expenses should be limited to college-developed programs that involve tutoring services monitored by and performed under faculty supervision. Tutoring services should be seen as a supplement to faculty and should not be used to replace direct faculty instruction.

- Faculty reassigned time for instructional program and curriculum development and modification

  Faculty participation in curriculum development, design, and modification is necessary for the creation and maintenance of effective instructional programs.

- Reassigned time for college and district academic senate governance activities

  Academic senate participation and representation in governance activities is essential for effective collegial decision-making that has a direct impact on the instructional program.

If all of these expenses were included as instructional, a new percentage amount of the general fund budget appropriate to these expenses would need to be determined.

In addition, the workgroup agreed that new purchases for instructional software and technology should be excluded from the 50% Law calculation and should not be counted on either side of the equation.

THE FACULTY OBLIGATION NUMBER

The FON was established in 1989 as a means of ensuring that colleges at a minimum increased their number of full-time faculty workforce in proportion to their growth in credit FTES. Annually, the Board of Governors determines whether or not the state budget has provided colleges with resources adequate to implement the regulation. However, increases in the FON in times of growth are reversed in times of revenue decline. Consequently, since the creation of the FON, the percentage of instruction provided by full-time faculty in the system has decreased rather than increased and progress has not been achieved toward the system's 75% goal.

Having 75% of instructional hours provided by full-time faculty was one of the most important goals under AB 1725. The legislation explained the importance of this goal as follows:

> If the community colleges are to respond creatively to the challenges of the coming decades, they must have a strong and stable core of full–time faculty with long-term commitments to their colleges. There is proper concern about the effect of an over-reliance upon part-time faculty, particularly in the core transfer curricula. Under current conditions, part-time faculty, no matter how talented as teachers, rarely participate in college programs, design departmental curricula, or advise and counsel students. Even if they were invited to do so by their colleagues, it may be impossible if they are simultaneously teaching at other colleges in order to make a decent living. (AB1725 Vasconcellos 1988 Section 4.b.)

The California community college system has failed to attain this goal for a number of reasons, including but not limited to a lack of funding for increased full-time faculty hiring, fluctuations in the economy, rapid enrollment growth, faculty retirement incentives, and competing demands for system resources. Rather than encouraging the system to make progress toward the 75% goal, the FON has itself become the goal for most colleges.

In order to refocus the system's attention on the 75% goal and to ensure that the FON is used to make progress toward this goal, the workgroup recommends implementation of the following procedures and requirements regarding full-time faculty hiring:

- The FON should continue to be employed based on FTES changes and state-allocated funding for enrollment growth and current FON requirements should be re-benchmarked based on districts' full-time faculty workforce in the fall of 2015. This re-benchmarking should include noncredit faculty, who are currently excluded from the FON equation.
- A sliding scale should be established for future adjustment of the FON, with those institutions with the lowest percentage of full-time faculty expected to show greater progress. Such a sliding scale would help to make progress at institutions that have performed less successfully in full-time faculty hiring without placing undue requirements on higher-performing institutions.
- The system should continue to advocate for a standing line-item allocation in the state budget for full-time faculty hiring.
- All community college districts should be required to submit to the Chancellor's Office a five-year plan for full-time faculty hiring designed to make local progress toward the 75% goal. Districts should review and update these plans on an annual basis. Completion and

submission of this plan should require signatures from the local academic senate, the faculty bargaining agent, and the district CEO. Elements of the plan should include the following:

- The district's historical performance in terms of full-time hiring and progress toward the 75% goal;
- Demonstration of ways in which the district has integrated full-time faculty hiring goals into its overall college planning process;
- The district's projected five-year goal for full-time faculty hiring and progress toward the 75% goal, coordinated at minimum with the sliding scale developed for adjustment of the FON; and
- The district's anticipated strategies for achieving its five year goal, including maintenance of its full-time faculty numbers in the event of an economic downturn and progress toward the 75% goal both in years in which the system receives growth funding or other additions to base funding and in years in which designated state-level funding for such hiring is not provided.
- To assure an ongoing local commitment to academic quality, penalties for failure to achieve the redesigned FON, which will be structured with the intent of helping districts make progress toward the 75% goal, will be connected to progress toward the goals in the district's plan. Hardship exemptions may be allowed for districts under specified fiscal conditions.
- Data regarding the district's performance and progress toward achieving the 75% goal should be included in both the CCC Scorecard and the CCCCO Institutional Effectiveness Partnership Indicators.

WORKGROUP RECOMMENDATIONS FOR FURTHER STEPS

1. Definition of instructional expenses and a process for promoting full-time faculty hiring were the focus of the initial discussions of the workgroup and are outlined in this report. While the workgroup reached consensus on these matters, all members recognize that the consensus will not be complete until further details are defined. The workgroup therefore intends to continue meeting in order to review data and develop the following necessary aspects of the proposal:
   A. The specific percentage of the general fund budget that will constitute the minimum for instructional expenses under the revised formula for Education Code Section 84362, previously referred to as the 50% Law.
   B. The specifics of the sliding scale formula for the future adjustment of the re-benchmarked Faculty Obligation Number and its application to district plans for making progress toward the 75% goal.
   C. The specific hardship circumstances under which districts could be exempted from demonstrating progress toward the 75% goal in their full-time faculty hiring plans.
2. The workgroup also recognizes that revision of the 50% Law and establishment of a process that demonstrates commitment to progress toward the 75% full-time faculty goal are dependent on one another. Both revisions must be pursued in conjunction with one another, with the requirement of a full commitment of system partners to both revisions before either takes place.

Prior Learning Experience for Credit: A Faculty Question

by Dolores Davison, Area B Representative

In recent months, interest has increased in prior learning experience and the provisions for awarding credit for previous learning experiences. While no decisions have been made regarding what form this credit will take, faculty should be aware of what these terms mean and how the awarding of prior learning experience credit might impact departments and colleges.

Prior learning experience can come from a variety of sources, although the most commonly considered form of prior learning experience for credit is through military service. In 2012, Assembly Member Marty Block introduced AB 2462, which stated that, "By July 1, 2015, the Chancellor of the California Community Colleges, using common course descriptors and pertinent recommendations of the American Council on Education, shall determine for which courses credit should be awarded for prior military experience." The Chancellor's Office created a task force that included members of the Academic Senate for California Community College, veterans' coordinators, and interested parties from colleges which serve significant numbers of veterans. This task force was charged to consider the means by which the goals of AB 2462 could be accomplished. Discussions within the group are ongoing, as a number of considerations must be taken into account. One of the areas of most interest to the faculty is the need to include discipline experts to review the prior experience and determine appropriate credit for these experiences, as well as to determine the method by which this prior learning would be assessed. In some cases, for example, only a portion of credit for a full course could be awarded, depending on the scope of the experience. As concerns also exist regarding the cost of the review of these experiences, as has been the case with credit by exam, the ASCCC passed resolution 7.01 S16, which resolved to work with the Chancellor's Office and other stakeholders to determine the costs of providing credit for prior military experience as well as working in conjunction with these groups to "secure sufficient and ongoing funding to cover the costs for colleges to ensure the timely implementation and ongoing awarding of credit for prior military experience."

> Military experience is currently the most common form of credit for prior learning experience.

Military experience is currently the most common form of credit for prior learning experience. However, with the ongoing implementation

of baccalaureate degrees at the 15 pilot colleges in the California Community College System, interest has arisen in exploring alternative forms of prior learning experience, especially in those fields in which significant prior work experience in the field might be used. As the baccalaureate degrees are primarily in career technical fields, some students entering these programs undoubtedly will have previous experience that they might wish to use to waive course requirements or replace certain classes. In order to ensure that faculty are actively included in these discussions, the ASCCC passed resolution 7.02 S16, which states, "Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other interested stakeholders to explore the option of awarding credit for forms of prior learning and experience outside of those involving military experience."

As the baccalaureate degrees are primarily in career technical fields, some students entering these programs undoubtedly will have previous experience that they might wish to use to waive course requirements or replace certain classes.

Providing credit for prior learning experience might be a means by which to reward students for their experiences, but it can have unintended consequences if it is not done correctly. Students who only receive partial credit for a course might have to take the course in its entirety, meaning that the credits are really of limited use. Of more concern is the possibility that a student might be given credit for a course which contains components that the student had not learned in his or her prior learning experiences, resulting in a gap in the student's knowledge that could be problematic as the student moves forward with his or her course of study.

While discussions regarding prior learning experience are just beginning at the district and college level, local faculty must be involved in these discussions from the start. Local senate presidents, curriculum chairs, and other interested faculty, including discipline faculty in areas that are being considered for a baccalaureate degree, should work together to ensure that decisions regarding prior learning experience for credit are undertaken with significant faculty involvement. In addition, student services faculty and staff should be involved in any discussions of awarding of credit, as should those involved in articulation and other transfer agreements. Ultimately, with the cooperation and involvement of all stakeholders, colleges can provide students with fair and realistic evaluations of prior learning experience and can ensure that proper credit is given in these areas when justified.

2016 Stanback-Stroud Diversity Award Winner:

Jennifer Dorian,
Faculty Coordinator, PASS; Instructor, Fresno City College

Jennifer Dorian, the faculty coordinator for Peer Assisted Study Sessions (PASS), serves with a focus on the diverse elements of teaching, research, and coordinating in support of students preparing for and currently enrolled in humanities courses focused on reading and writing. PASS is a program designed to increase student success, retention, and GPAs through embedded tutoring and supplemental instruction adaptation practices in English, EMLS, linguistics, and literature courses and learning communities. PASS tutors attend class throughout the week with students and have access to instructors and class material. PASS sessions take place in the PASS Center. Jennifer has an undergraduate degree in psychology, a master's degree in English, and a second master's degree in human behavior; she is currently finishing her dissertation for a PhD in education. Jennifer has been preparing students of higher education at Fresno City College for five years and is currently a full-time faculty member at Fresno City College where she teaches and coordinates. During her time as a faculty member, Jennifer has served English, ESL, literature, and linguistics students as the coordinator of a large tutorial program and center. She has also taught English and tutor training courses throughout the district in traditional and online settings. Her current work with the PASS program is centered on the holistic support of students. Jennifer believes that all individuals have the power to make a comeback and design the life of their dreams. She supports students through something she calls the Pedagogy of Encouragement, which is a strategy that focuses on inspiring students to be their best selves through the encouragement of educators and the community. Jennifer has devoted herself to uplifting the lives of students who have been impacted by myriad experiences while supporting them to find their voices through the written word.

In the last year and a half, Jennifer redesigned and grew the PASS Center/program. Beginning in the fall of 2014, Jennifer developed a holistic implementation designed to meet the need of contextualized academic support for writing students reported by English and ESL students and faculty. As a result, Jennifer redesigned PASS to embed tutors in all levels of English and ESL classes (developmental through transfer) and provide scheduled-group tutoring sessions and walk-in tutoring services for writing students in the PASS Center six days a week and 24/7 online. Students from Jennifer's own classes have also benefitted from her program. Jennifer grew the PASS program over 400%, from serving 12 classes to 54 classes, between fall of 2014 and fall of 2015; as a result, thousands of students preparing for or enrolled in first year writing have been supported academically and holistically. This was possible because of the dedicated team of peer tutors who believe in the Pedagogy of Encouragement and the uplifting of student lives.

In that same year, Jennifer increased the peer tutor count from 6 to 45 tutors; most importantly, in the past year, Jennifer was able to increase PASS tutoring attendance and success by creating a theoretically based implementation plan she calls the "Brain Food Project," which provides food (meals and snacks) as a supportive measure for students during PASS tutoring sessions. Jennifer consistently quantifies and qualifies the significance of the program and Brain Food Project. In one year, PASS attendance (usage) increased from 26% to over 85% as a result of her implementation; this is nearly 70% higher than the national average for embedded tutoring attendance in community colleges. The students enrolled in her program also reported feeling authentically supported, which has been reported through surveys and focus groups. The Brain Food project has propelled a movement to holistically support students throughout the entire campus. Initially, Jennifer saw a need in her classrooms as she realized students were experiencing difficulty focusing and learning during class. Jennifer often provided food to her students during class, but she was able to reach more students by developing the Brain Food Project for PASS. In the last year, Jennifer has funded the Brain Food Project through personal and community donations as well as other various resources. Jennifer has established a sense of belonging and worth to writing and reading students of all levels through her efforts.

Jennifer also expanded the PASS Center and program to currently serve students from all course levels of English and ESL, which includes developmental through transfer students. In addition, she extended PASS to serve all learning communities and cohorts for the first time. Even more importantly, under Jennifer's leadership, PASS students of *all levels* who attend tutoring in the PASS Center perform significantly better than students who do not attend the PASS Center; for example, PASS students enrolled in courses two levels below transfer had a success rate of 91% while non-PASS students in the same course level had a success rate of 56%. Retention for PASS students is significantly higher as well. PASS serves underprepared students through transfer level students because Jennifer teaches that everyone can benefit from learning assistance. During the fall 2015 semester alone, Jennifer marketed PASS to reach well over 11,000 contact hours and 8300 visits from over 900 unduplicated writing students. These high numbers are the direct result of Jennifer's unparalleled devotion to the success of students in and out of the classroom. Jennifer has also extensively connected with the community by appearing on local new stations to explain to the community that writing at the college level is possible with the help of the PASS program; she has also traveled nationally to share her holistic Brain Food Project implementation with universities and colleges, such as Texas A&M University and Georgia Southern.

Her background in English, psychology (behavioral), higher education, and leadership supports the multi-faceted nature of leadership excellence that is necessary for the development and mentorship of students/writers. Jennifer holds a board position as Technology Coordinator for the Association of Colleges for Tutoring and Learning Assistance (ACTLA) and is the 2016 Golden Award recipient from Georgia Southern University. Currently, she is preparing to conduct a true experiment for her dissertation research to extend learning theory and inform practice for tutoring engagement through the holistic support of Brain Food. As an English instructor and faculty coordinator for PASS, Jennifer understands the hardships, experiences, and successes of writing and reading students who are developing their voices. As the coordinator of a robust English and ESL SI/embedded tutoring center, Jennifer works with tutors and PASS students daily as they develop academic prowess and writing confidence while developing their own community in the PASS Center. She teaches that every experience in life is a necessary recipe ingredient in the celebration of diversity.

When Jennifer began teaching at Fresno City College, she saw that students needed a way to express themselves through the written word; she also saw that students were struggling in and out of the classroom because their basic needs, such as regular nourishment, were not being met. Jennifer developed a sustainable program that feeds writing students while they attend writing tutoring sessions with their embedded tutors. But most importantly, the results of the Brain Food Project can be seen in the increased PASS attendance/engagement and statistically significant success rates. The Brain Food Project is all about serving students. More information about Jennifer's success with PASS writing students and the Brain Food Project can be found here:*http://fccwise.fresnocitycollege.edu/www/#/pass.*

Senate Events still to come in 2016

Stay on top of registration deadlines. We would love to see you at these great events:

2016 Faculty Leadership Institute
June 9 to 11, 2016
Mission Inn - Riverside

2016 Curriculum Institute
July 7 to 9, 2016
DoubleTree Hilton - Anaheim

2016 Fall Plenary Session
November 3 to 5, 2016
The Westin South Coast Plaza