Academic Senate for California Community Colleges (ASCCC) 2017 Fall Plenary

Overall Summary—by Mike Hoffman

Acclamation shows faculty frustration

Frustrated by the lack of consultation on key statewide initiatives, members of the ASCCC used an old tool to show the strength of their feelings.

Key resolutions responding to the top-down implementation of guided pathways and Gov. Brown’s call for a new online college were passed by the Senate on Saturday through acclamation, a process designed to show a united and enthusiastic front.

Most Senate resolutions are passed through a simple voice vote. While acclamation has been used more sparingly in the past, this plenary answered the call for the procedure at least a half dozen times. The technique was used particularly with resolutions responding to the processes being used to implement guided pathways on campuses and to the state chancellor’s method of answering the governor’s call for an 115th community college, which would be completely online.

Summary of resolutions passed at Fall Plenary, 2017—by Nenagh Brown

The title of the Plenary was ‘Change’ and the theme to the resolutions passed was that the fast pace of change in our college system is threatening our participatory governance processes both at the local and state level. The Chancellor’s Office has recently come down with several major directives and the consultation process has been by-passed in many instances. As stated in resolution 7.09 on the Consultation Process, **“Decisions and recommendations . . . are being made with minimal consultative input or only an appearance of consultative input.”** Here are the key resolutions.

*Vision for Success*

Whilst supportive of the goals for student success expressed in this statement by the Chancellor the body of the ASCCC was adamant that the numbers set could only be aspirational and decried the absence of consultation with faculty in its formulation.

7.08: Call for Faculty Leadership in Implementing the *Vision for Success*

Guided Pathways

The ASCCC as always continues to be supportive of developing pathways for our students but is strongly against the top-down emphasis now adopted by the Chancellor’s Office. The constant message was to ensure faculty leadership in all aspects of pathways; here are just some of the resolutions passed.

9.01: College Autonomy and Faculty Purview for Determining Meta Majors or Areas of Focus

17.02: Local Senate Role in Developing and Implementing Guided Pathways Frameworks

17.06: Academic Senate Role in Appointing Faculty for Guided Pathways Framework Design and Implementation

FLOW (Flex Learning Options for Workers)

The resolutions express grave concern over the Governor’s request to the Chancellor’s Office to develop a 115th college to offer online degrees.

7:10: Using System Consultation and Faculty Input to Address Expansion of Online Education

7:12: Endorse Consortium Approach to Expanding Online Education

9:02: Expand System-wide Online Educational Opportunities

Other key resolutions of relevance for Moorpark

3.01: Support for DACA Students

7.01: Creating Guidelines for Veteran Resource Centers

13.01: Recognition of Course Sections with Low-Cost Materials Options

15.01: Aligning Transfer Pathways for the CSU and UC Systems

17.05: Support for Academic Senate Faculty Leadership Training

Attendees representing Moorpark College:

Nenagh Brown, Senate President

Erik Reese, Secretary, and voting delegate

Renee Butler, Treasurer

Michael Hoffman, Representative

Sessions Summary—Renee Butler

Engaging All Faculty in the Professional Life of the College

* Adjunct/part-time faculty should be informed and engaged.
* Encourage new full-time faculty and part-time faculty to participate in department and division meetings, student life, community engagement, and professional development.
* Online orientation is a suggestion.
* Do not put in a distinction of “full-time” or “part-time” when it is not necessary.
* Throw out “us and “them” vocabulary when referring to FT and PT.
* For our Integrated Strategic Plan, do we have a part-time representative?

Multiple Measures and Accurate Student Placement

* The chancellor stopped the Common assessment.
* AB 705 was signed (on Friday the 13th) after the area meetings. It requires us to use one or more of the following to place students: H.S. coursework, H.S. GPA, H.S. Grades.
* High School transcripts – difficult to obtain these for out of state, out of area, and international students.
* Acu-placer is approved by the chancellor, but we are not allowed to use it by itself (Craig Rutan’s note: it is as reliable as the Magic 8 ball).
* Title V: need a minimum of two evidence based measures. However, can use to place students, and it is recommended to use, the highest placing score. This is called the Disjunctive Model, as opposed to the Conjunctive Model that uses a combination of many scores.
* Other means of assessment: H.S. transcripts, SAT/ACT scores, EAP, Guided self-placement, counselor visits, employment history, Military history, embedded questions in placement tests.

Basic Skills

* Funding laws and regulations BS-CEC s.88815 in Title V.
* GI Bill does not pay for Basic Skills.
* Does not include non-credit students
* Argues against a co-requisite – not considered Basic Skills if there is a co-requisite.
* 64 college were awarded $89 million to improve the progression of Basic Skills.

Quantitative Reasoning

* Cal State Universities must do away with Intermediate Algebra.
* UC still requires Intermediate Algebra and have made no indication that they will do away with it also.
* Two pathways: Traditional Intermediate Algebra to College Algebra to transfer, or Pathways to Statistics, then Statistics to transfer.
* Students are “locked it” when they choose a path (in their opinion, not mine).
* Want bridges between these two pathways (I don’t see this happening).
* Possible to have more pathways in the future (I can’t imagine what these could be).

What’s Happening with the Education Planning, Online Education, and Common Assessment Initiatives?

Education Planning (EPI):

* ccc.mypath.org
* A portal base, technology solution to all 113 community colleges for free centralization process and Guided Pathways to support/promote student success.
* Single sign on feature, create a student profile, life cycle to the end of student’s community college, meets the needs of all students.
* System content and customizable for each college; does not require I.T. to modify content; self-authorizing.
* Integrates with Canvas.
* Star Fish degree planner (instead of Degree Works).
* Career Coach to do career exploration.

Common Assessment Initiative:

* The discontinuation causes great concern for our ESL students.
* Acu-placer Next Gen is coming, but not sure if it will be approved by the chancellor.

Online Education Initiative (OEI):

* Thanks to the OEI, Canvas has come to us at no cost.
* 111 CA community colleges have adopted Canvas.
* Course Exchange: Launched Jan 2017; students cross enroll; Ventura College is part of 8 or 9 colleges doing this.