

Senate Rostrum

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Flexibility, Compromise, and Leadership in Decision—Making: AB705 Regulatory Process as a Case Study

by John Stanskas, ASCCC President

The Academic Senate for California Community Colleges (ASCCC) offers local senate visits and technical assistance visits to colleges as part of the college’s membership with the ASCCC. When colleges request a visit from the ASCCC, we often ask whether the college has a process or procedure documenting what is supposed to happen in the specific situation under discussion. If such a process exists, we work to determine where it is written down and whether the college is following what is written. If no written process or procedure exists, we ask the college to reflect on why the process or procedure has not been created. Often, we find that some understanding existed among the various constituents at the college about how decisions were to be made, and the precipitating event for the request for assistance is the turnover of key personnel in leadership positions who reached that understanding.

In the absence of a written process or procedure, many colleges will attempt to develop a process during the crisis or immediately after a resolution is reached. We often find that these moments are not the best time to create a process: either the situation is still unresolved and the process developed will only be appropriate to the crisis at hand or the process is constructed at a time in which all parties feel wounded over the recent conflict, leading to a very rigid and overly cautious or complex process that makes action cumbersome or difficult in the future.

The best processes clearly define who is involved in the decision making and how input is obtained from constituent groups, and they leave enough wiggle room for leaders to adapt to specific situations. That wiggle room implies a certain level of trust among the leadership of the college, including the senate president. Without that trust, progress on pressing issues cannot move forward in a meaningful way no

matter how a process or procedure is written, and such situations are generally indicative of a larger and more systemic issue that must be addressed first.

At the system level, we have collegial processes and procedures that have produced a recommendation regarding the Title 5 language for implementing AB 705 (Irwin, 2017). When the governor signed AB 705 in October 2017, the timeline written into the law required the entire system to respond more rapidly than usual for such systemic change. Title 5 states that the 10+1 areas of academic and professional matters are within the ASCCC’s purview, and thus AB 705, which deals with issues of placement and remediation, falls under our realm. The Chancellor’s Office provides systemic leadership and compliance. While we may generally expect Title 5 language first and then guidance memos for implementation of any new law, that process would not have served our colleges and students given the legal mandate and timeline for implementation. Hence, guidance memos from the Chancellor’s Office and the ASCCC were published prior to Title 5 language in summer 2018, as a fall 2019 implementation deadline for mathematics and English necessitated some direction to colleges about the expected structure of compliance. Copies of all ASCCC resources regarding AB 705, including guidance documents, are available on our website at asccc.org under the AB 705 tab.

The statewide collegial process allows some wiggle room for action, like that involving AB 705, as all processes regarding curriculum rely primarily upon the advice and judgment of the ASCCC. Furthermore, the ASCCC and the Chancellor’s Office agreed to trust one another and to follow collegial processes to move forward. This trust was not easy to achieve after the divisive conflicts from the last budget cycle, but both parties agreed that our desire to serve students as best

as we could in compliance with the law had to take precedence over any lingering distrust or ill-feelings. Having found that common ground, we were able to engage in the regulation-making collegial process and produce the necessary guidance for the colleges we serve.

In fall 2018, draft Title 5 language was submitted to 5C, the California Community Colleges Curriculum Committee, to evaluate, change, and perfect in accordance with the published guidelines on the Chancellor's Office website.¹ 5C has a general charge to make recommendations to the Chancellor's Consultation Council and the Board of Governors regarding regulation and policy on matters related to curriculum. This charge is fairly flexible and establishes the role of 5C regarding where recommendations are to be forwarded. The composition of 5C is also clearly outlined as having eight faculty appointed by the ASCCC, four representatives appointed by the Chief Instructional Officers, two Chancellor's Office representatives, and one curriculum specialist appointed by the CCC Classified Senate. Resource members include representatives for noncredit, CTE administrators, and the Chancellor's Office legal counsel. This group represents the collective wisdom of the system in curricular matters.

The draft language submitted to 5C was a starting place for its members to evaluate several sections of Title 5, and the committee ultimately proposed changes to five sections: **§ 55002, 55522, 55003, 55063, and 55500**. A copy of the recommended changes can be found at the Chancellor's Office website under the Legal Division.² Those recommendations were forwarded to the chancellor through the Consultation Council in January.

Consultation Council is a large committee with 18 members representing a wide variety of constituent groups of the community college system. It meets monthly to advise the chancellor on matters going to the Board of Governors according to its charge.³ This body has been apprised of every board agenda item during this academic year in an effort to return to previously established processes of consultation.

1 <http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/CaliforniaCommunityCollegeCurriculumCommittee.aspx>.

2 <http://extranet.cccco.edu/Portals/1/Legal/Regs/RegArchive/Text%20of%20AB%20705%20Regs%20F%20.pdf>.

3 <http://extranet.cccco.edu/SystemOperations/Consultation-Council.aspx>

In January, the council engaged in a discussion of the Title 5 regulations for AB705 implementation. Our system colleagues supported sending the recommendations forward unmodified and deferred to the ASCCC upon assurance that the collegial process was followed.

The regulations were then presented at the January 14, 2019 meeting of the Board of Governors for a first reading. The chancellor recommended that the Board of Governors accept the proposed changes as written through the consultative process. For regulations, a 45-day comment period is required, and during that comment period the Board of Governors must have an open hearing to provide for public comment in person. Comments may also be submitted by February 18 through the link provided by the Legal Department of the Chancellor's Office.⁴ The next step in the regulation-making process is a second reading and action by the Board of Governors. We hope, as always, that the board will respect the collective wisdom of the system and adopt the proposed language as written. Finally, the last step in the regulation-making process is that the Board of Governors sends the recommended Title 5 changes to the Department of Finance for a review. The Department of Finance reviews all Title 5 changes to ensure the fiscal needs of implementation of regulatory change are accounted for in current allocations. Then the regulation is sent to the Secretary of State for enrollment.

Even after a bruising conflict, we have an obligation to move forward to serve our students both locally and at the state level in ways that may sometimes require a modification of established processes. To do so, we have to establish trust even if it is at the very basic level of agreeing that we all want what is best for students and must strive to attain that end from each of our professional perspectives. No administrator or senate president entered our field of work to inflict harm on students; we all have in common our devotion to education and the students we serve. From that common ground, we can determine the issues that we all want or need to address and agree to do so together. Then we can follow or adapt our processes and trust we will arrive at the best outcome possible for our students. 🐦

4 <http://extranet.cccco.edu/Divisions/Legal/Regulations.aspx>

Why Legislative Advocacy Matters

by **Wendy Brill-Wynkoop**, FACCC Legislative and Advocacy Committee Chair

Dolores Davison, ASCCC Vice President and ASCCC Legislative and Advocacy Committee Chair

Throughout the half-century since the founding of the Academic Senate for California Community Colleges (ASCCC), the ASCCC has become an invaluable source of guidance and leadership in academic and professional matters, but for a range of reasons the ASCCC hesitated in many cases to become involved in statewide advocacy efforts. However, for much of the past decade, various parties with a desire to effect transformative change in higher education have been applying pressure to the California community colleges through legislative efforts that clearly involve the purview of the ASCCC, such as SB 1440 (Padilla, 2010), the Student Transfer Achievement Reform Act that created Associate Degrees for Transfer. In response, the role of the ASCCC in the legislative process has taken on a new turn.

For many years, the ASCCC's status as a 501(c)(6) nonprofit organization seemed to preclude it from active advocacy; this situation continues to be true today around certain types of issues. In addition, even after the passage of SB 669 in 1967, which separated the California community colleges from the K-12 system, some legislators continued to see the colleges and K-12 as a somewhat joined entity. Thus, while legislation did come about that had specific impacts on the colleges, it was only infrequently in areas that could be considered academic and professional matters and therefore did not typically touch on the purview of the ASCCC. More recently, and in response to the growing number of legislative actions that impacted curricular and academic issues, the ASCCC Executive Committee began to prepare to become a more resolute voice for advocacy on the state level. In 2014, then-President David Morse suggested the re-creation of the Legislative and Advocacy Committee, which would spearhead statewide efforts in legislative advocacy. As a 501(c)(6),

the ASCCC may engage in advocacy activities germane to the common business interests of its members and may encourage members to participate in the process in a non-biased, neutral manner so long as it does not constitute the organization's primary activity.

The Legislative and Advocacy Committee helps to follow legislation that has implications for academic and professional matters and provides structure and suggestions for the annual ASCCC Legislative Advocacy Day at the capitol. For the past four years, teams of committee members and Executive Committee participants have visited legislators and staff around the capitol to discuss the core concerns of the ASCCC. In 2018, for example, participants spoke to legislators and their staffers about the implementation of AB 705 (Irwin, 2017), the need for consistent funding for the Course Identification Numbering System (C-ID), and the Open Education Resource Initiative (OERI). While this year's agenda has not yet been fully developed, it is likely to follow the priorities adopted by the Executive Committee, including funding for faculty diversification, improvements in financial aid for students, and apportionment and other support for tutoring for students.

The need is now greater than ever for faculty to be informed about and involved in statewide projects, programs, and initiatives. With so much happening, local senates have often struggled to keep faculty informed of and engaged with statewide issues. In response to a need to strengthen communication between the ASCCC and local senates, the ASCCC suggested that local senates create a local legislative liaison position. The legislative liaison attends local senate meetings, reports regularly about legislative issues, acts as a resource for local discussions of legislation, identifies legislation issues of particular local concern, and conveys those issues to the ASCCC Legislative and Advocacy Committee.

As the cliché suggests, all politics are local, and therefore advocacy must be done on the local level. The ASCCC encourages all local senates to appoint a legislative liaison to be the conduit between the local senate and the ASCCC. Legislative liaisons should be informed and prepared to engage in the state legislative process. The legislative and budget process in California is complicated, and in order to be effective advocates, faculty should educate themselves regarding California's legislative and budget development process. The state legislative site (<http://leginfo.legislature.ca.gov/>) provides a good primer. Although not all proposed bills apply to the community colleges, each legislative cycle includes thousands of new bills, and determining which bills demand attention and tracking takes concerted effort. The ASCCC maintains a legislative positions site (<https://www.asccc.org/legislative-positions>) that is particularly helpful, and several system partners also maintain legislative websites and listservs, such as the Faculty Association of the California Community Colleges (<http://www.faccc.org>), the Community College League of California (<https://www.ccleague.org>), or the California Community Chancellor's office (listserv@listserv.ccnnext.net).

Faculty should begin their advocacy efforts by visiting their assembly member's or local senator's office. Those who are unsure of the names of their representatives or the location of their offices can find them at <http://findyourrep.legislature.ca.gov/>. Although meeting with a legislator can seem intimidating at first, legislative representatives need to hear from their constituents, and faculty members are firsthand experts in conveying the needs and struggles of students. Advocacy training is offered at systemwide conferences by the ASCCC, FACCC, or others, but practice does make the process less intimidating over time.

The most effective faculty advocates are those that build personal relationships with their local legislators as well as the representatives' staff members. One can prepare for a meeting by reviewing current community college legislation. Generally, the objective is to inform the legislator of the faculty position, not to completely win him or her over. Meetings with representatives should always be polite and respectful, no matter the political views of the legislator. If the meeting is to discuss specific legislation, one should refer to the bill number and author. At the end of the meeting, the faculty member can leave a business card including

As voices outside the system continue to lobby for change to the California community colleges, faculty who have an expertise of both academic and professional matters, as well as students' needs, must assert their voice in order to influence the legislative process in ways that are positive for their institutions and students.

a cell phone number and a one-page document with information summarizing relevant viewpoints. Within a week of the meeting, one should send a note thanking staff members or legislators for the meeting and reiterating in writing positions or concerns that were discussed.

Faculty should also stay connected between visits by email or telephone or may even connect with representatives on social media. Once a faculty member has established himself or herself as a trusted expert in academic and professional matters, the legislator may reach out as community college legislation comes across his or her desk. While districts, including local senates, are forbidden from using district funds to advocate for or against ballot measures, the law does allow for districts to provide non-biased education on ballot measures as well as take a position for or against a bill.

As voices outside the system continue to lobby for change to the California community colleges, faculty who have an expertise of both academic and professional matters, as well as students' needs, must assert their voice in order to influence the legislative process in ways that are positive for their institutions and students. 🐦

Guaranteed Admission to the UC

by **Craig Rutan**, ASCCC Secretary and member of UC Transfer Task Force

For years, the University of California has offered various different forms of guaranteed admission to transfer students. In some cases, the UC has guaranteed admission to specific campuses for community college students that complete a specified set of courses with a certain GPA. Unfortunately, these guarantees have never been available at every campus, and the most popular campuses may not offer any admissions guarantees.

The Transfer Admission Guarantee (TAG) is an agreement through which a student selects a specific UC campus and major, completes a set of specified courses with a specified GPA, and is then automatically admitted into his or her chosen program of study. The TAG agreements currently only exist at six of the nine UC undergraduate campuses—Riverside, Merced, Irvine, Santa Cruz, Santa Barbara, and Davis—and students are limited to selecting a TAG agreement at a single campus. For example, a student might select UC Irvine and want to major in mechanical engineering. If the student completes the required courses and meets the grade and GPA requirements, the student is automatically admitted to the program. If that student decides that he or she wants to attend a different UC campus, whether that school has TAG agreements or not, the student will need to apply for transfer through the normal application process. These restrictions on TAG agreements—only six campuses and only being able to select an agreement with a single campus—have led many transfer students to set up a TAG as a “safety school” and apply to the campuses that they really want to attend, such as UCLA, Berkeley, or San Diego, causing many of the TAG agreements to go unused.

Colleges that have honors programs are often part of the Transfer Alliance Program (TAP) with UCLA. Students completing their honors program at an approved community college are given priority admission to UCLA’s College of Letters and Sciences. While the TAP program is not a guarantee like the TAG agreements, the percentage of TAP students that are admitted to UCLA is considerably higher than that of the non-TAP applicants.

The passage of SB1440 (Padilla) in 2010 and the creation of the associate degree for transfer (ADT) established guaranteed admission for students into the entire CSU system. While the ADT process still has challenges, qualified students know that they will be able to transfer to some CSU campus. Since ADTs were created, many advocates have expressed a desire for the UC to offer similar guarantees to community college students, but the legislature lacks the authority to directly impose the requirement on the UC system.

Several years ago, representatives from the ASCCC began a conversation with representatives of the UC Academic Senate and the UC Office of the President about creating degrees with guaranteed admission in physics and chemistry. These discussions coincided with the release of the UC transfer pathways that outline a comprehensive set of major preparation courses for the top 21 transfer majors. While the UC transfer pathways were not intended to guarantee admission for students, they were used to reach agreement on establishing a pilot for UC transfer degrees in physics and chemistry that would require students to complete the courses in the UC transfer pathway and a modified version of IGETC specifically designed for these two degrees to meet specific degree

requirements. The two academic senates agreed on the parameters for the degree pilot in the early fall of 2017 with the hope that colleges would be able to develop these degrees in time for them to be included in their 2018-19 college catalogs. Unfortunately, the two system offices were not able to agree on all of the necessary requirements for these degrees, and the pilot program was put on hold.

Later in 2017, the UC Office of the President formed the UC Transfer Task Force, which included representatives from the UC Academic Senate, UC faculty, the UC Office of the President, CSU Faculty, the CSU Chancellor's Office, and the ASCCC. The CCC Chancellor's Office was invited to participate but did not send a representative. In the spring of 2018, the task force published recommendations on how to improve transfer between the community colleges and the UC system. The recommendations of the task force are as follows:

1. Expand the Transfer Admission Guarantee (TAG) system-wide.
2. Expand the UC Transfer Pathways beyond the top 21 transfer majors.
3. Move forward with the associate of science degree pilot in physics and chemistry.
4. Perform comprehensive research on UC transfer preparation, advising, and communications.
5. Establish a UC Transfer Workgroup.

On April 11, 2018, UC President Janet Napolitano and CCC Chancellor Eloy Ortiz Oakley signed a memorandum of understanding that outlined specific tasks for the two systems to streamline transfer to the UC. The agreements in the memo are as follows:

1. Request that the UC Academic Senate develop criteria to guarantee admission to CCC transfer students. The guarantee will be based on the UC transfer pathways and certain GPA requirements.
2. Where the ADT is equivalent or superior preparation to the UC transfer pathway, completion of an ADT with certain GPA requirements would guarantee admission. The evaluation of ADTs would be made by the UC Academic Senate in consultation with the ASCCC.

3. The UC will continue to offer TAG agreements and explore whether students should be eligible for more than one TAG.
4. The UC and CCC Academic Senates will continue to work on associate degrees aligned to the UC transfer pathways that adhere to 60 units per system where possible.

The work on guaranteed admission has continued, with the UC exploring a way to guarantee admission to students that complete one of the UC transfer pathways with a 3.5 GPA. While a 3.5 GPA may seem high, and it is higher than the GPA requirement for any of the existing TAGs, students with at least a 3.5 GPA make up about half of the transfer admissions to the UC each year. While the systems have not established when the guarantee would become effective or exactly how it would work, it may begin as soon as applications for Fall 2020 admission.

Although students will be guaranteed admission just for completing the UC transfer pathway, the pilot program in physics and chemistry has not been abandoned. Both academic senates would like to see the pilot move forward. Completing a degree has value for the student beyond simply completing the classes required for the transfer pathway, and degrees could have value for the colleges if they were designated as ADTs for the Student Centered Funding Formula. Representatives from the UC Academic Senate, the CCCC, and the ASCCC met in fall 2018 to finalize an agreement to let the pilot proceed. As of the writing of this article, a list of requests for the CCCC were initially agreed to by the representatives from the UC Academic Senate, and the CCCC is currently working with the UCOP to put the final agreement in place. Once the agreement is finalized, the CCCC will publish templates like those used for ADTs to assist colleges in developing these degrees.

Change is certainly on the horizon for community college students looking to transfer to the UC system. If the UC transfer degrees are successful, the next step may be requesting that the legislature modify the ADTs to the CSU in some disciplines to follow the model developed with the UC. If that happens, community college students may have a uniform set of major preparation to transfer to either the UC or the CSU. 🐁

What Happened to the 2019 ASCCC Accreditation Institute?

by Dolores Davison, ASCCC Vice President

Sam Foster, ASCCC Area D Representative and Accreditation Committee Chair

Those who are familiar with Academic Senate for California Community Colleges (ASCCC) events from the past know that February has featured the Accreditation Institute for many years. This year, the ASCCC has chosen to partner with the Accrediting Commission for Community and Junior Colleges (ACCJC) to hold a joint event, marking the first time that the two groups have combined their events into one. This decision was made for a number of reasons, including timing, resources, and the relationship between the ASCCC and ACCJC that has continued to grow over the past several years.

For more than ten years, the ASCCC's Accreditation Institute has been one of the stalwart events of the organization. Focused on faculty areas of academic and professional matters within accreditation, the Accreditation Institute has consistently been one of the ASCCC's most informative events. The institute has been attended mostly by faculty, although it has always been open to teams of all stakeholders with the California community colleges. For many faculty leaders, the Accreditation Institute provided the first exposure to information about accreditation from outside of their own colleges, granting attendees invaluable insight into accreditation processes and procedures around the state. For several years in the early 2010s, the ACCJC worked with the ASCCC at the institute, including having the president and vice presidents of the ACCJC participate in general sessions and breakout sessions, although that role had significantly diminished prior to the introduction of new leadership to the ACCJC in 2016.

In 2017, the ACCJC held its own conference in April, about accreditation in the California community colleges, with most of the topics extended to the entities outside of the community colleges that the ACCJC also accredits, including schools in Hawaii and the Pacific islands. The ASCCC participated in that event as well as holding its own Accreditation Institute in Napa that February. After the two events were finished, the ACCJC made a decision not hold a conference in 2018 and instead to fully partner with the ASCCC to expand the Accreditation Institute. In part due to the pre-session, the 2018 Accreditation Institute was one of the largest in recent history. Recognizing the value in continuing to partner with the ACCJC, as well as understanding that faculty resources—both financial and

human—are limited, the ASCCC chose to follow a similar route this year, electing to partner with ACCJC on its institute in April rather than holding two separate events.

As with the previous ACCJC conference from 2017, the 2019 ACCJC conference is aimed at all stakeholders, with a focus on administrators and ALOs. The ASCCC will be responsible for a strand on faculty roles, specific to the role of academic senates, such as how faculty should be involved in the accreditation process, online education and accreditation, and other areas. This increased faculty focus provides an opportunity for colleges to send faculty leaders as part of a diverse team including administrators, staff, and ALOs. Deploying such teams often leads to a more cohesive accreditation effort on local campuses.

Another unique opportunity presented by this joint effort is the participation and presentations by faculty and administrators from the Hawaii and Pacific island schools. Although their governance systems and structures may be different, these institutions must still meet the same accreditation standards and may provide different perspectives and ideas about continuous quality improvement aligned with the standards.

The partnership between the Academic Senate and the ACCJC is expected to lead to better cooperation between local faculty, staff, administrators, and the ACCJC. This relationship is further buoyed by the inclusion of more faculty on visiting teams. While past visiting teams have always included some faculty, the effort to have a more significant number of faculty has been complicated recently by a dearth of faculty volunteers.

The structure of the ACCJC conference will be different from that of the past ASCCC Accreditation Institutes. Unlike the ASCCC institutes that generally run Friday through Saturday, the ACCJC conference will run from Wednesday, through Friday and will include a pre-conference on April 30, with training for new ALOs as well as training for faculty and other potential reviewers who may want to serve on a visiting team.

Interested individuals can register for the ACCJC Conference at www.accjc-conference.org/register. Early bird registration ends February 8, 2019. 🐦

Title 5 and Distance Education: Is Separate Course Review Enough?

by **Geoffrey Dyer**, ASCCC Area A Representative
Cheryl Aschenbach, ASCCC North Representative
Conan McKay, Mendocino College

At the September 2018 Board of Governors (BOG) meeting at Southwestern College, the BOG approved changes to Title 5 §§ 55200-55210.¹ The Academic Senate for California Community Colleges (ASCCC) endorsed proposed changes to the regulations through Resolution 6.08 in Spring 2018. While the changes are not drastic, the updated regulations do include specific requirements that local academic senates, curriculum committees, and distance education committees will need to incorporate into their separate course review for distance education courses if colleges' existing processes do not already adhere to the revised regulations.

The updated Title 5 language recasts requirements for regular and effective contact to include student-to-student contact and exclude "correspondence." The changes also require that a separately reviewed distance education course addendum to the course outline of record (COR) delineate how distance education (DE) courses provide regular and effective contact, adhere to accessibility requirements, and meet the course outcomes. Accessibility and regular and effective

contact must be listed at the course level in the DE addendum to the COR, and they are required for all DE sections.

The regulations also address instructor preparation. Given the evolution and expansion of the California Virtual Campus—Online Education Initiative (CVC-OEI) and the decision of many colleges to adopt its course design rubric or similar standards for local use, updating local processes for online course review may also provide an opportunity for the local academic senate to have a broader conversation about the nature of distance education, how the college hopes to serve students through its DE offerings, and how the college ensures that regular and effective contact and accessibility are maintained subsequent to the separate course review of DE addenda.

Below is a comprehensive description of the revisions to Title 5 §§ 55200-55210 as approved by the Board of Governors in September:

§55200. Definition and Application. This section defines DE courses to include asynchronous modes of delivery and unwaveringly asserts that "instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d)."

§55202. Course Quality Standards. The updated language now reads "The same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person classes ..."

⁵ *Item 2.1, Proposed Title 5 Revisions to the Distance Education Regulations. California Community Colleges Board of Governors Meeting. September 17-18, 2018. https://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2018_agendas/September/2.2-Attachment-1-Distance-Education-Regulations-Revisions.pdf. At the time of this writing, these approved revisions have not yet been published. They are currently under routine review by the Department of Finance and are expected to be published very soon.*

This section of the regulation, which still asserts that “Determinations and judgements about the quality” of DE courses “shall be made with the full involvement of faculty” has been modified in two significant ways: It is now specific to “classes” as opposed to courses, and it now compares DE courses with “in-person classes” as opposed to “traditional classroom courses.” The second of these changes is reflective of the fact that for many students, distance education may be just as traditional as in-person classes. Importantly, the first change accentuates that course quality applies to all classes; the specificity of this regulatory change emphasizes that educational quality must be ensured at the section level.

§55204. Instructor Contact. While this section had already established that DE courses include regular and effective contact, the regulation now broadens the requirement to encompass not only professor-to-student contact but also student-to-student contact. For colleges that have locally adopted the CVC-OEI Course Design Rubric or who are CVC-OEI Consortium colleges, that student-to-student contact is also a requirement of the rubric. The update clarifies that the contact can be synchronous or asynchronous but excludes correspondence as a means of maintaining regular and effective contact. The striking of “correspondence” from the previous language brings the requirements for regular and effective contact into alignment with §600.2 of the Code of Federal Regulations, which distinguishes between distance education and correspondence courses on the basis of regular and substantive interaction. The state and federal regulations require that faculty are actively participating meaningfully with DE students and creating learning environments where they engage meaningfully with one another.

§55206. Separate Course Approval. The most significant revisions are contained in this section, which now requires a separately reviewed addendum to the course outline of record for any existing or new DE courses, including hybrid courses. The addendum must “address how course outcomes will be achieved in a distance education mode” and specify how the course maintains regular and effective contact and adheres to the Americans with Disabilities Act and section 508 of the Rehabilitation Act. Many colleges already have a separate course review and approval process, but those that do not should take steps through their academic senates, curriculum committees, and DE committees to develop a procedure that adheres to this requirement.

Colleges that do have such a process should review it to ensure that the updated requirements regarding regular and effective contact found in §55204 are reflected and that the process adequately addresses the other requirements of this section. The ASCCC paper *Ensuring an Effective Online Program: A Faculty Perspective*² includes an appendix that directs to five California community colleges’ DE course evaluation forms or addenda.

§55208. Faculty Selection and Workload. The update adds a new clause requiring instructor preparation: “Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements.” Local academic senates should share this updated language with union colleagues.

ACCESSIBILITY—MORE THAN JUST THE DE ADDENDUM

Designing and maintaining course content that is ADA and 508 compliant is critical for ensuring access to education for students, as well as for avoiding lawsuits. While the DE addendum required by §55206 must specify how the course will meet ADA and 508 requirements, the review and approval of the addendum occurs at the course—not the class or section—level. While the addendum may specify practices for ensuring accessibility of courses, a single, inaccessible document—for example, a PDF with columns and tables that are not properly identified, an image without an alt tag, an uncaptioned video, or an infographic featuring colored text with low contrast to its background—uploaded to a single section of a course would be in violation of §55200, as all content delivered in the DE modality is subject to ADA and 508 requirements. So, while delineating means of meeting ADA and 508 requirements in the DE addendum to the COR is a good—and mandated—place to start, this procedural requirement will not necessarily ensure accessibility of all DE courses. On the contrary, instructors who enjoy the privilege of teaching DE courses need to be proficient in designing and providing accessible content, especially given that class content does not remain static from term to term and given that in some cases content that publishers have promised to be accessible has been found to be inaccessible.

⁶ *Ensuring an Effective Online Program: A Faculty Perspective*. ASCCC, 2018. https://www.asccc.org/sites/default/files/Ensuring_an_Effective_Online.pdf

For colleges to regularly provide accessible content in their DE courses, they may need to change their instructional culture. Accessibility specialists, high-tech center staff, and instructional designers may act as resources, but they may not have the capacity to ensure accessibility of all course content in all sections. Academic senates, through faculty development committees and DE review committees, can work to provide appropriate professional development to faculty as well as assist with developing review processes that help ensure all aspects of DE sections are accessible. A component of the CVC-OEI Course Design Rubric is accessibility. Resources will be needed to adopt this rubric for local use and provide training for faculty who teach DE classes to deliver accessible content, but these are meaningful steps colleges can take to serve all of students better and to avoid egregious liability.

REGULAR AND EFFECTIVE CONTACT

Recently, a student posted to social media a screenshot of back-to-back, identical positive feedback on different assignments from the same course. The student bemoaned in his post, “But how am I supposed to grow if my professor copy [sic] and pastes feedback?” followed by a crying emoji. As DE instructors receive assignments at different times from students of differing skill levels and learning styles whom they perhaps have never met in person, they strive to provide meaningful interactions in humanizing ways that are conducive to learning.

As with meeting accessibility requirements, means of providing regular and effective contact are required to be listed on the DE addendum. However, faculty must recognize that the addendum to the COR, though directive to sections, is not necessarily identical to what may occur in any given section of a class. Many horror stories exist of students in phantom online classes where students wait for some time for feedback and, getting none within a reasonable time, lack direction in how to improve their work or simply choose to stop trying, asking if the instructor is not really there, why they should be. Stories have also circulated of students taking a course that has little to no instructor interaction, amounting to an online correspondence course. Nearly tantamount is the cold and automated course, driven by publisher-generated content, in which students are instantly scored or even provided with pre-loaded pointers as they work toward answers on objective problems. The simple truth of the matter is that providing regular and effective contact, especially asynchronously, warrants a great deal of dedication, thoughtfulness, and time.

Discussions, partner and group projects or assignments, and peer review are just a sampling of common means for facilitating student-to-student contact.

The ASCCC paper *Ensuring an Effective Online Program: A Faculty Perspective* discusses regular and effective contact in-depth, leveraging the relevant context of accreditation actions and the federal definition of regular and substantive interaction. It provides the direction that regular and effective contact should exhibit the following three characteristics:

- consistent and predictable
- faculty-initiated
- more than just a boilerplate assessment of student work

The updated Title 5 regulations also necessitate that faculty design learning encounters in which students interact with each other. While this practice has not been a specific requirement in the past, effective online instructors regularly facilitate student-to-student contact in an effort to develop community and connection within their classes. Discussions, partner and group projects or assignments, and peer review are just a sampling of common means for facilitating student-to-student contact.

While means of providing regular and effective contact must be listed on the DE addendum to the COR, each faculty member must provide it in his or her own way in all DE sections, not only to ensure compliance with §55204 but for the more important purpose of keeping students engaged and supporting their success. The updated Title 5 language dictates the necessity, but in truth the college and faculty have a combined responsibility to ensure meaningful and compliant learning experiences in each individual section of a course. Providing faculty development on regular and effective contact and accessibility combined with supportive class review processes are but two means to address this responsibility. 🐦

Faculty Role and Responsibility in Professional Development

by Carolyn Holcroft, Foothill College

Mayra Cruz, ASCCC Representative At-Large

Michelle Bean, Rio Hondo College

Elizabeth Imhof, Santa Barbara Community College

Local academic senates are tasked to make recommendations for faculty professional development policies and activities at their colleges.³ Such policies may include consideration of how faculty professional development (PD) is defined, how much is required, when, where, and how it will be offered, whether faculty will be compensated, who will be responsible for selecting and planning particular activities and assessing their efficacy, and how funds are allocated for PD activities. Because many of these policies overlap with union interests, such as professional development requirements and compensation, local PD policy recommendations are often made in collaboration with faculty union colleagues.

To ensure faculty primacy, local senates can provide leadership in each of the following areas:

- Defining “faculty professional development”
- Strategic planning
- Strategic budgeting
- Fostering engagement
- Closing the loop

Given the broad latitude afforded local senates, many potentially effective approaches exist for determining the details of each of these areas.

DEFINING “FACULTY PROFESSIONAL DEVELOPMENT”

If one talks to five individual faculty members, one will likely hear five different definitions of professional development. If a college does not already have a definition or has not revisited it for some time, the local academic senate could lead discussion about the definition and senate values around PD⁴. This process not only helps to clarify what does or does not count for meeting contractual obligations, but, more importantly, it can result in thoughtful dialogue around the importance of faculty PD and foster a college culture where investment in PD is respected and valued. In addition, recurring senate-sponsored opportunities for faculty to share what they have learned at events they have attended can help to foster the desired culture. This practice can be especially helpful for sharing knowledge and increasing impact when the cost of off-campus events may limit faculty attendance.

STRATEGIC PLANNING

Academic senates partner with administrators and staff in the creation of college-wide plans such as the strategic master plan and the student equity plan, and they are often involved in program review for systematic evaluation and planning at the program level. These processes often surface faculty professional development areas needed for successful

⁷ Title 5 §53200 (c)

⁸ California education code section 87153 provides insight into what the California legislature envisioned as professional development.

implementation of the plans. Colleges can subsequently use these identified needs to lead formation, adoption, and implementation of a systematic PD plan. Until such a collegewide plan is adopted, academic senates can consult collegially to recommend processes to select and implement specific professional development activities based on needs identified in their colleges' other strategic plans.

In both situations, an especially effective strategy is for planning to aim at creating systematic, interconnected PD activities rather than individual one-offs that may be quickly forgotten. For example, if the college has an overarching plan to eliminate achievement disparities, the local senate can provide visioning to provide explicitly interconnected PD opportunities around equitable pedagogical practices over time.

STRATEGIC BUDGETING

The state allows colleges to use their unrestricted or restricted general fund allocations for staff development⁵. Senates should have little difficulty in reviewing their colleges' budgets to see how much they have allocated for PD. Because "processes for institutional planning and budget development" is another 10+1 area, senates are entitled to engage with administrators about budgeting processes and how the college determines the PD allocations from the general fund, especially in an environment where those resources are often significantly limited. Other categorical funding sources may exist that allow monies to be used for staff PD, such as the Student Equity and Achievement Plan or Guided Pathways, and senates can engage in discussion of allocating portions of those funds for faculty PD as well. Once an overarching PD budget is in place, senates can provide leadership around specific prioritization of those funds, such as connecting them back to the campus PD plan or an alternative PD activity prioritization process.

The current reality is that many California community colleges have only limited resources available for PD. With this fact in mind, local senates are encouraged to work closely with their legislative liaisons to engage in state advocacy activities to ensure ongoing funding is available for professional development. Many initiatives, currently including AB 705 (Irwin, 2017), Guided Pathways, and the Faculty Diversity and

⁹ http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Standards/BAM/bam2012ed/CompleteBAM/Budget%20and%20Accounting%20Manual%202012%20Edition.pdf

Fortunately, some attractive low-cost or free options are available for faculty to participate in professional learning.

Strong Workforce initiatives, require a substantial faculty development investment to yield results. The 2013 Chancellor's Office Professional Development Committee Report⁶ asserts the importance to creating a "continuum of professional development opportunities for all faculty, staff and administrators to be better prepared to respond to the evolving student needs and measures of student success" with appropriate resources. Advocacy for larger state budget allocations for professional development must be an ongoing effort at the local level.

Fortunately, some attractive low-cost or free options are available for faculty to participate in professional learning. For example, the Chancellor's Office provides access to professional learning options through the Vision Resource Center⁷, and many of these options provide PD support specifically for current statewide initiatives such as Guided Pathways or AB 705. Moreover, colleges also have the option to fully integrate the Vision Resource Center at their local level so that all employees receive a Vision Resource Center account, see a customized landing page with local content, and may create local learning communities. Many free or low-cost courses are available through @ONE⁸ in partnership with OEI. Finally, the ASCCC frequently offers web-based learning opportunities, especially related to current system wide initiatives. Visit asccc.org for more information on upcoming events and webinars.

FOSTERING ENGAGEMENT

The best laid professional development plans fall short if faculty do not ultimately engage in the activities when

¹⁰ https://extranet.cccco.edu/Portals/1/ExecutiveOffice/Board/2013_agendas/september/4_3_attach_report_prof_dev.pdf

¹¹ <https://digitalfutures.cccco.edu/News/December-2018/Vision-Resource-Center>

¹² <https://onlinenetworkofeducators.org/pd/>

Colleges should avoid creating the expectation that faculty who have attended a workshop should then present the workshop to their college peers; rather, inviting colleagues to share newly-acquired expertise without pressure can be a powerful way to foster a culture where faculty learning is valued.

they are offered. Senates can help by fostering a culture that signals PD is of high priority and professional value.

Practices that can evince these values include making PD relatively easy for faculty to participate in, such as by offering activities at convenient times and locations. Senates can also encourage the college to provide a designated space and time for people who have participated in PD events or are returning from a professional development leave to share what they have learned with colleagues. Colleges should avoid creating the expectation that faculty who have attended a workshop should then present the workshop to their college peers; rather, inviting colleagues to share newly-acquired expertise without pressure can be a powerful way to foster a culture where faculty learning is valued. For example, Foothill College has a series called, “Thursday Thoughts on Equity Professional Development” where faculty and staff who participated in an equity related professional development opportunity share out their takeaways with colleagues who were not able to attend. Colleges could also designate an annual event at which faculty

returning from professional development leave share their experiences with interested colleagues. These practices can ameliorate the concern that resources spent on PD only help a small number of faculty.

Another effective practice is compensating faculty for their efforts; this practice sends the strong signal that PD is valued. At the most basic level, it helps to provide faculty with allowances to fund their attendance at conferences. An even stronger message is conveyed when colleges actually pay faculty for their time, especially part time faculty who may have no contractual incentive to participate. Local senates can remove some potential logistical barriers by advocating for the use of flex days rather than requiring faculty to attend PD on their own time.

Last but not least, one should never underestimate the value of providing refreshments. Supplied judiciously and in accordance with local board policy, refreshments not only a signal that the college is investing in professional development, but, because learning is a social activity, providing food often creates effective spaces for faculty learning. Unrestricted general fund or categorical allowances may in some select cases be used, and one should always double check with the college budgeteer.

CLOSING THE LOOP

Perhaps the most effective way to foster a culture where PD is valued by both faculty and administration is to demonstrate its impact. Academic senates have a tremendous opportunity to provide leadership in this area by recommending processes and indicators to assess the impact of professional development events and long-term PD plans with the ultimate goal of demonstrating that investments of time and financial resources have benefited students. Useful indicators should include both quantitative and qualitative data such as whether the faculty made pedagogical or curricular changes based on their participation and whether those changes resulted in the desired outcomes—at least one of which is certain to be increases in student success. Based on these data, colleges can recommend modifications to PD planning as needed.

By attending to the above areas, local senates are positioned to lead efforts to make professional development a rewarding experience for faculty and ultimately beneficial for students. 🐦

The History of the ASCCC Project: The Founding of the ASCCC

by **David Morse**, Long Beach City College, ASCCC President 2014-2016

(In 2013, the Academic Senate Executive Committee approved a project to record and preserve the history of the Academic Senate for California Community Colleges. The April 2017 Rostrum contains an article that explains the intent and structure of this project. The project has been stalled several times, but it has not been abandoned. The following article was written as an aspect of the history project and as a tribute to the 50th anniversary of the founding of the ASCCC.)

The Academic Senate for California Community Colleges was officially established and held its first meeting in spring of 1969. Today, fifty years later, most of the community college system takes as a given the role of the ASCCC in representing the voice of faculty at the state level. However, the founding of the Academic Senate, from its creation to becoming recognized by the Board of Governors and the legislature, was a long process that required exceptional time and effort on the part of numerous individuals.

As early as the 1940s, faculty representative bodies such as faculty councils existed on California community college campuses (Drury, 1978, p. 81), but these bodies had no designated or official status at their institutions. In most cases, administrators “considered [faculty councils and other such bodies] to have a very limited, quite informal advisory role; there was

no obligation to discuss or even to acknowledge the more unwelcome or ‘inconvenient’ recommendations” (Drury, 1978. P. 81). Administrators had the authority in college governance and decision-making, and the faculty voice mattered only to the degree that administrators were willing to listen.

In 1963, Assembly Concurrent Resolution 48 was adopted by the legislature and gave local academic senates legal recognition and a defined role at their colleges, as it mandated that “[T]he State Board of Education . . . provide for the establishment at each junior college of an academic senate or council where the faculty members shall be freely selected by their colleagues for the purposes of representing them in the formation of policy on academic and professional matters at such junior colleges . . .” (Conn, 1986). Four years later, when the California Community Colleges Board of Governors and Chancellor’s Office were created, faculty leaders perceived that a unified voice was needed to speak for faculty on academic and professional matters at the state level similar to the way academic senates did locally.

The effort to create a state-level academic senate was initiated by the leadership of the California Junior Colleges Faculty Association (CJCFA), which would later, in 1969, be renamed as the Faculty Association of California Community Colleges, or FACCC. In 1966, Norbert Bischof, a philosophy and mathematics professor at Merritt College, became chair of the CJCFA’s Local Senates Committee, “and

then we started dreaming about having a statewide organization independent of [CJCFA]" (Bischof, 2001). After lengthy, discussion, Bischof convinced CJCFA to provide funding for a meeting to discuss a state academic senate.

In the spring of 1968, Bischof and Chabot College history professor Ted Staniford, who was also a member of the CJCFA Board of Governors, called a meeting in Oakland of local academic senate officers from around the state. "And that was done independent of [CJCFA], because we felt we should immediately appeal to all faculty, even if they belonged to CTA or CFT, who were in some competition with [CJCFA], you know . . . So we started it independently . . . and I'd say the meeting was attended by about 40 to 50 academic senate people, and the historic oddity is that they were all men at that time." (Bischof, 2001). But although the organizers of the meeting consciously avoided claiming any affiliation with or giving credit to CJCFA, the meeting would not have happened without the support of FACCC's predecessor. "So it was that CJCFA funded the first-ever state conference of local senate leaders. In large measure it was to allow senators to educate each other on tactics and policies, but it was, in utero, the Academic Senate for California Community Colleges, a body whose necessity emerged in the late 1970s, when state power began to crowd the autonomy of local districts" (Gulassa, 2000).

The faculty leaders at that first meeting in spring of 1968 declared themselves a constitutional convention and formed a steering committee to write a constitution for the proposed state academic senate. Bischof was elected chair of the steering committee, on which Staniford was also a significant contributor, and this group communicated with faculty throughout the state in determining the details of the document. In fall of 1968, another meeting was held in Los Angeles at which the draft constitution was presented. Bischof would later recall,

And by that time, there were no criticisms from any of the faculty because they could see that it was faculty driven, this whole process. Our proposed constitution was vigorously debated, and changed here and there . . . then adopted at the end of two days . . . but that did not form the statewide academic senate yet, because we wanted to be a grassroots organization, so we agreed to send it out

to all existing local senates, which were about fifty at that time, and see whether the debate about such an organization would lead to ratification of the constitution (Bischoff, 2001).

By spring of 1969, the number of local academic senates had grown to 71, and 45 had voted to ratify the constitution ("A Brief History," 1997). Because the draft constitution had stipulated that ratification by a majority of senates was required for approval, the constitution was considered adopted. The Academic Senate for California Community Colleges was formally and officially born.

The ASCCC held its first official conference in San Francisco on April 18, 1969. Sheridan Hegland, a political science professor from Palomar College, was elected as the first president, and three other officers and nine additional members were elected to form an executive committee (Conn, 1986). Bischof was at the time president-elect of FACCC and would serve as president of that organization in 1969-70, but he would later become ASCCC President in 1979-80.

In November of 1970, the California Secretary of State accepted papers to incorporate the ASCCC as a non-profit organization ("A Brief History," 1997). The incorporation documents stated the primary purpose of the Academic Senate as "the promotion and advancement of public community college education in California" and listed as its general purposes "to strengthen local academic senates and councils of community colleges," "to serve as the voice of

The faculty leaders at that first meeting in spring of 1968 declared themselves a constitutional convention and formed a steering committee to write a constitution for the proposed state academic senate.

the faculty of the community colleges in matters of statewide concern,” “to develop policies and promote the implementation of policies on matters of statewide issues,” and “to make recommendations on statewide matters affecting the community colleges” (Conn, 1986).

However, although the ASCCC had been formed, it had not been officially recognized as having any formal status in the community college system. “[T]he State Board of Governors was also just formed. So, we had then a chance to present our resolutions . . . and it was really a stirring debate of how to advise the legislature on educational issues, but also on economic issues that would impact on education. So, we started representing ourselves to the Board of Governors as well as to the legislature, and to the State Chancellor, who was a creature of the State Board of Governors, and to all of the committees that were formed in Sacramento on education and around educational issues” (Bischof, 2001). The ASCCC passed resolutions and created positions on matters such as tenure and evaluations, faculty diversity, and faculty participation in accreditation, but it still had no official status in the structure of the state or the community college system.

In 1978, the Board of Governors adopted Title 5 §53206, which recognized the ASCCC “as the representative of Community College academic senates or faculty councils before the Board of Governors and the Chancellor’s Office” (“A Brief History,” 1997), thus granting the ASCCC a formal role in the decision-making structure of the community college system. In 1980, the ASCCC’s position was further institutionalized when the California Legislature included funding for the Academic Senate in the state budget (Conn, 1986). Having been recognized by both the Board of Governors and the legislature, the Academic Senate now enjoyed legal and formal status as the state-level voice of the faculty in academic and professional matters.

Over the years since these events, the ASCCC has grown in size, influence, and prestige. Today, ASCCC representatives co-chair Chancellor’s Office advisory committees and work regularly and directly with Chancellor’s Office staff, the Board of Governors, legislators, the Department of Finance, advisors to the governor, and others in promoting the interests in faculty and students. The history of the ASCCC is rich with the stories of courageous and determined individuals who have helped to shape the community

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college system, but perhaps none of this history would have been possible without the early efforts that formed and institutionalized the ASCCC fifty years ago.

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Course Repetition and Repeatability – Legal Mandate and Significant Change in Industry or Licensure Standards: Sharing the Burden for Certifying the Need for Repetition

by **Ginni May**, ASCCC Treasurer, ASCCC Curriculum Committee Chair 2018-19

Today, industry standards are changing at an unprecedented pace, especially in areas such as technology and transportation. As such, colleges and districts that provide the courses and training for students to work in industry must be responsive to these changes. Course and program offerings must keep pace, including course offerings that meet a legal mandate or address a significant change in industry or licensure standards. This point is where the discussion continues on course repetition and repeatability.

SOME BACKGROUND

In July of 2011, the California Community Colleges Board of Governors, through the consultative process, approved a series of changes to Title 5 Regulations pertaining to course repetition and repeatability. Prior to 2011, some critics claimed that students could re-enroll in courses with no limit. Limits did actually exist, but they were broad and permissive and were viewed by many in the public as misuse of taxpayer dollars. In November of 2013, the California Community Colleges Chancellor's Office published *Credit Course Repetition Guidelines*⁹ to provide guidance to colleges and districts for course repetition and repeatable courses. In short, course repetition and repeatability were reined in by the Title 5 Regulation modifications in 2011.¹⁰

13 The document *Credit Course Repetition Guidelines* is available at <https://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/CreditCourseRepetitionGuidelinesFinal.pdf>

14 For background on the issues that surrounded the course repetition and repeatability debate, see Morse, Bruno, and Hillman, "The Concept of Credit Courses: Another Look at Course Repetition and Repeatability" in the September 2014 issue of the *Rostrum*, available at <https://asccc.org/content/concept-credit-courses-another-look-course-repetition-and-repeatability>.

THE REGULATIONS

In Title 5 §55000, "course repetition" is defined as when a student who has previously received an evaluative symbol in a credit course, as set forth in Title 5 §55023, re-enrolls in that course and receives another evaluative symbol. Title 5 §55041 provides that courses may be listed as "repeatable" for only three reasons: intercollegiate athletics, courses that are required by the CSU or UC to be repeated for a major, and vocational and academic competition courses. In addition, numerous situations are defined in which a college or district may permit a student to petition to repeat any course. Two of these situations are especially relevant to industry:

- the course is determined to be legally mandated. "Courses that are determined to be legally mandated' are courses that are required by statute or regulation as a condition of the student's paid or volunteer employment" (Title 5 §55000 (k)).
- as a result of a significant change in industry or licensure standards, repetition of the course is necessary for the student's employment or licensure (Title 5 §55040 (b) (9)).

In both cases, such courses may be repeated for credit any number of times. The governing board of the district may establish policies and procedures requiring students to certify or document that course repetition is legally mandated or a significant change in industry or licensure standards necessitates course repetition. However, whether or not the district places responsibility on the student for providing verification of the legal mandate or the change in industry or licensure standards, the

district is ultimately responsible for establishing and maintaining documentation of the mandate or the change in the event of an audit.

The criteria in Title 5 regarding when courses may be deemed “repeatable” or the conditions under which students are permitted to repeat a course is in reference to colleges or districts receiving apportionment for the enrollments. Colleges and districts may permit students to repeat courses beyond the limits set forth in Title 5 §58161 provided that the college or district is not claiming apportionment.

THE ISSUE

Questions and concerns regarding course repetition have continued to surface even though more than five years have passed since the guidelines were published. While many of the issues have been addressed, questions remain about who should carry the burden to provide documentation supporting a legal mandate or a significant change in industry or licensure standards necessitating course repetition. Colleges and districts must be cognizant of and follow the law, yet they should not place the burden solely upon the student, inadvertently pushing students away who may meet the criteria to repeat such courses. Students often need guidance and assistance as to what documentation is required and where to obtain the documentation, possibly some sample documentation that can meet the criteria, and a reasonable timeline to obtain the documentation. Students often abandon an advancement opportunity because accessing the opportunity appears insurmountable.

SHARING THE BURDEN

In the Chancellor’s California Community Colleges *Vision for Success*,¹⁵ the first two of the seven core commitments are as follows:

1. Focus relentlessly on students’ end goals.

“Getting students to their individual educational goals—whether a degree, certificate, transfer, or specific skill set—should be the explicit focus of the CCCs. More than just offering courses, colleges need to be offering pathways to specific outcomes and providing supports for students to stay on those paths until completion.”

2. Always design and decide with the student in mind.

“Colleges need to make it easy for all students, including working adults, to access the courses and services they need. Students should not bear the burden of misaligned policies between education systems” (*Vision for Success* P.3).

These two core commitments make clear that the Chancellor’s Office fully supports the idea that colleges and districts should help students take the courses that the students need, whether for a specific skill set or access to a course. Faculty, administrators, professional staff, and students should work with their district governing boards to establish or revise local policies and procedures for acquiring the necessary and sufficient documentation to allow necessary course repetition. Furthermore, the college or district may consider incorporating some of the following as they meet their goals for the *Vision for Success*:

- Faculty should provide their curriculum chairs, counseling colleagues, department chairs, and deans with a list of the courses that students may be eligible to repeat;
- Faculty, administrators, and professional staff can create guidance documents to accompany those courses that may qualify for some students to repeat; and
- Departments and counseling offices can maintain a repository of employers, boards, and agencies that have verified criteria for necessary course repetition and provide students with sample documents that have met the criteria for such course repetition.

Not all students will meet the criteria to repeat courses as a legal mandate or a significant change in industry or licensure standards. However, processes should be in place through which colleges and districts can work with those students that believe they may meet such criteria in order to ascertain whether or not the students’ situations fall within the parameters of the law and then access the appropriate and clearly defined documentation within a reasonable timeline. As colleges and districts hold the final responsibility for documenting the need for course repetition, they should share the burden with the students and provide guidance to certify the need for repeating a course. 🐦

¹⁵ *The Vision for Success* is available at <http://californiacommunitycolleges.cccco.edu/portals/0/reports/vision-for-success.pdf>

Guided Pathways Data and the Faculty Role

by Janet Fulks, Bakersfield College

As institutions begin to re-examine the effects Guided Pathways will have on them and on their students, the types of data colleges will want to review include new measures such as the average number of units to complete a certificate, degree, or transfer in the latest three years of awards and the number of students achieving awards. Faculty need to be a part of these conversations because analyzing the data and contextualizing the many variables are key to determining whether the data are indicating issues such as the following:

- unclear pathways
- too many units
- scheduling barriers
- program marketing or
- program review issues.

Using data with the Guided Pathways framework will require that colleges look at new information beyond the student success data typically tracked. The California Community Colleges Chancellor's Office (CCCCO) Scorecard intentionally tracks students for 6 years; therefore, the most current data for 2018 is only a cohort of students that started in 2012. However, the Guided Pathways framework relies on data that helps students achieve their goal sooner and at a lower cost. Guided Pathways cohorts are usually tracked in several ways that focus on "First-Time in College" students to clarify which students are currently starting and ideally connecting to a pathway with an educational goal versus students who are taking classes for other reasons. The ASCCC Guided Pathways Glossary describes a First Time in College student as "one who has never been to college before. The majority are just

out of high school and research indicates that these students are more likely to complete a program of study. Key Progress Indicators (KPIs), as developed by American Association of Community Colleges (AACC), focus on these students."¹²

Guided Pathways data will need to use students' transfer or degree applicable units as a means to compare across degrees. Including basic skills units will provide even greater depth of understanding for the pathway. In addition, comparing units completed and units attempted will help to align support strategies along particular pathways. Acceleration and multiple measures may contribute to success but also to a reduction of cost and time. Tracking multiple measures and acceleration data may therefore be helpful and informative. Finally, the data included in a pathways model is heavily invested in curriculum alignment along the path and with the transfer institutions. Colleges need to consider how they will track, quantify, and use these various data points to tell the students' story.

Examining data is crucial because current metrics are not representing the true picture in Guided Pathways. One example of this problem is the useful but incorrect Scorecard metric regarding completion of transfer-level English in one year and two years. English composition is a graduation requirement and therefore is required by all students who plan to graduate, but at many colleges Freshman Composition

¹⁶ The glossary is available at <https://asccc.org/sites/default/files/ASCCC%20GP%20Glossary%20of%20Terms%20-%20clean%20%282%29.pdf>. Additional tools the ASCCC uses in working with faculty on Guided Pathways can be found at https://asccc.org/sites/default/files/Guided_Pathways_KPI_At_A_Glance_0.pdf https://asccc.org/sites/default/files/Using_the_Launchboard_for_KPIs_0.pdf

or English 1A, which are found in the English TOP (taxonomy of Programs) code 1501, are not the only courses that can satisfy the graduation and transfer composition requirements. Other courses that provide this same credit are found in the ESL (TOP code 4930) and in Reading (TOP code 1520) as well as writing courses within other disciplines.¹³ This lack of appropriate input data leads to under-reporting the actual number of completions by neglecting curricular details with which most researchers are not familiar. This issue is even more substantial when looking at the Scorecard metric related to math and quantitative reasoning.¹⁴ The appropriate fix is not to include more TOP codes in the metric analysis, as doing so would include all courses in those disciplines, but rather to create a new coding for courses that satisfy the requirements for transfer-level composition and for transfer-level math and quantitative reasoning.

Many analyses of data have been reported in the Scorecard, Launchboard, and other research reports. However, these data from the CCCC are based upon TOP codes and not degrees or awards, so they are not actionable. The extent to which TOP codes line up with programs is very important, as that alignment represents the pathways colleges are trying to clarify, and TOP codes often obfuscate the real program. Some work has begun on addressing this issue at the state level, but faculty will need to be invested in the details locally. Meanwhile, guided pathways colleges will need to analyze the data at each site based on unique program codes that are the same as unique course codes or CB01.

Guided pathways colleges should ask questions like the following:

- How many units does the average student take to get an AA?
- Why do some areas include more than 60 or 70 units?
- How do the transfer (AA-T and AS-T) degrees line up with these numbers?
- Are the average units the result of intentional course-taking, scheduling, or student issues outside of class?
- How does general education coursework impact a degree path?
- How can general education coursework enhance a degree path?
- Does the college need to separate out programs with pre-requisites that may be equivalent to a degree such as “Nursing, Respiratory Therapy or Radiology”? How can the college count these units fairly?

These new analyses will provide a treasure trove of questions and answers to gain new insight about the institution.

Finally, one point that is important in considering student populations and their life responsibilities is whether colleges should talk about students being on-plan versus on-time for graduation. The majority of students in the community college system are part-time. Colleges should consider the degree to which part-time status might be forced upon some students as the result of scheduling practices. Many students are also managing additional life responsibilities and may therefore elect to take fewer courses in order to work or fulfill other obligations, but colleges should be transparent in their discussions with students about how long a degree will take when a student creates a plan that does not fit the 15 units-a-semester standard that allows a 60 unit degree to be completed in two years. If the majority of students are not pursuing a two-year plan, colleges should help them consider the true cost and time and likelihood of successful completion. Faculty must work to understand the data so that they can become relentlessly clear and transparent when communicating with students, because the goal or mission is to get students on a plan and help them complete that plan. 🐦

17 *Courses satisfying freshman composition and transfer in AS SIST include Academic Composition for ESL at American River College, Reading and Composition at Citrus College, Advanced Composition in the ESL TOP CODE at Cosumnes River College, Advanced Composition and Reading at Foothill College, Advanced Composition in an ESL TOP code at Santa Ana College, and others that are not included in the metric although they satisfy the outcome.*

18 *Over 1400 transfer level courses are listed as fulfilling the math and quantitative reasoning requirement in CSU breadth area B4. Many of these courses are not TOP coded as math (TOP code 1701) but rather under the behavioral science statistics sociology, psychology, computer science, biostats, or business math TOP codes.*

An Evaluation of the Implementation of Face to Face Higher Education in Prison: Impacts of Policy, Reform, and Collaboration

by **Peter Fulks**, Cerro Coso College

Alec Griffin, Cerro Coso 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 subject of justice reform has many fronts in our society. As many as 2.2 million individuals are incarcerated across America, 1.2 million of which are released every year.¹⁵ The last 30 years of crime control policies and retributively incapacitating sentence structures have resulted in an 83% recidivism rate in nine years nationwide.¹⁶ In the community college world of Scorecard metrics, that equals a national success rate of 17%.

Unfortunately, California leads the nation in total prison population and is on track to spend over \$13 billion this year on about 140,000 people. For comparison, California will spend about \$16 billion on higher education for 2.8 million students statewide.¹⁷ The math here is damning, and, luckily, twenty California community colleges are poised to make a major impact on national policy. Faculty are critical to this transformation.

Late in 2014, the California Legislature passed SB 1391, inspired by a well-known RAND study on the results of face-to-face higher education in prison reducing recidivism up to 51%, one of the few empirically backed rehabilitation mechanisms with such a gradient of reduction. However, the bill lacked any clear guidance to implement this potentially high impact reform measure.

Partnering with California Department of Corrections and Rehabilitation wardens at two facilities and seven yards¹⁸,

¹⁹ Bureau of Justice Statistics, *Bureau of Prisons*

²⁰ Bureau of Justice Statistics *9 year recidivism study 2005-2014*, released May 2018.

²¹ Legislative Analyst's Office of California

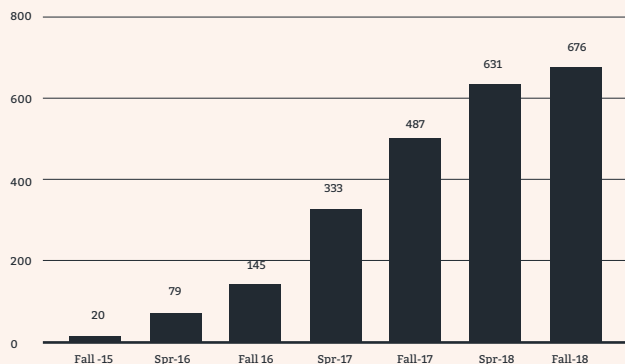
²² A "yard" is a specific enclosure in a prison. Each one acts interdependently, which essentially means the program must be replicated for each yard.

a collaborative approach began to implement the ambiguous legislation between two distinctly different state institutions. Cerro Coso Community College began a concurrent evaluation of program implementation, and the preliminary reporting on the last three years is now available. Since Fall 2015, numerous qualitative and quantitative data have been compiled within Cerro Coso's Office of Institutional Research, working closely with lead faculty and administrators. Comparative analysis of student success rates between incarcerated and traditional students were first to be reviewed—demonstrating a 14% overall higher success from incarcerated students—and balanced with qualitative reporting from stakeholders with a focus on faculty. Not only is the program providing individuals with an education and skills for post incarceration re-entry success and employment, but it is also making students feel empowered by improving their social status and cultural capital when they can claim to be a college student or graduate. The data sets are a testament to students' hard work and to strategic programming that limits institutional barriers and delivers classes, support, and quality learning with precision to respond to an ever-changing environment of education, society, and employment.¹⁹

Cerro Coso launched its face-to-face program with twenty students in one class during the Fall 2015 term. A short three years later, in Fall 2018, the program had grown to 66 course sections with over 2,900 enrollments per semester, with more than 880 unduplicated students for summer and Fall 2018 and approximately 300 new students for Spring 2019. Recently, Cerro Coso graduated two classes of transfer-level degree students, totaling over 25 graduates who completed in less than three years, with more than 50 additional graduates for Spring 2019. The ten full-time and 26 adjunct faculty are pivotal to developing and sustaining program growth and student success.

²³ The details of the program data are available at <https://www.cerrocoso.edu/isep/program-data>.

The following graph shows the increase in head count by primary term. Totals for academic year 18/19 are approximately 1100 unduplicated students in two facilities.

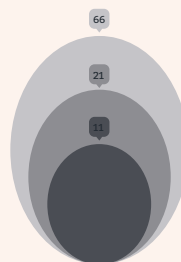


Cerro Coso’s comprehensive program now provides seven associate degrees for transfer through integrated Guided Pathways using IGETC patterns. The Cerro Coso Incarcerated Student Education Program (ISEP) was co-awarded the 2018 California Chancellor’s Office Innovation Award with grant funding to provide a statewide model for scale.

After two years of considerable growth, leading faculty voices in the local academic senate developed a resolution to address this unique and growing population. The resolution called for a collaborative and cross-functional approach with administration, classified, faculty from CTE, and letters and sciences, and students taking part in a standing committee under the College Council.²⁰ This shared governance approach is critical to establishing a formalized prison education program. All aspects of the 10+1 areas of academic senate purview under Title 5 regulations are represented in any new program development, but for prison, a program must be created from scratch at each location, which necessitates faculty involvement through the academic senate. The resolution sought to develop a clearing house of all-things-incarcerated so students would be best served within the prison environment with parity to traditional school offerings.

One small example was the use of open education resources (OER). Cerro Coso was one of the 26 pilot schools for OER, and, using an equity driven approach, faculty were able to fill a large need in our prison program in just one semester, as shown in the graphic in the next column.

This implementation in the prison effectively doubled the sections schoolwide using OER. This adoption has given strength through equity to the traditional courses on campus



Open Education Resources (OER) & Sections

66 Total Sections

21 OER Sections

11 Unique OER Sections

and online within one semester. A rollout for new sections is now integrated into Guided Pathways planning with primary input from faculty.

The ISEP Committee is currently developing and implementing best practices and recommending board policy to maximize student success in an unlikely and underserved population. At the core of this effort is a demonstrable example of an effective shared governance approach that can respond to student needs quickly and solve problems with innovation instead of erecting new institutional barriers. The commitment of the local academic senate was critical to the proper growth and programmatic development that best serves students and allows shared governance to truly blossom. This process is not always easy, but the data presented herein and on the ISEP website at www.cerrococo.edu/isep becomes a foundation for evidence based practices.

Some may question why prison education is so important even though population and location are limited. The answer can be as simple as saying that it is the right thing to do. These incarcerated students are being released weekly and transferring throughout the state; education is a pragmatic and impactful reintegration model. However, a more comprehensive answer is that this unique environment necessitates that only the most critical and empirically backed practices should be implemented and demonstrates how navigating institutional barriers from the start can contribute to translatable student success in the traditional setting.

In a world full of cellblocks, cages, walls, razor wire, stab vests, and electric fences—literal barriers to education—California community colleges may have found a way to remove systemic educational barriers and focus on the ultimate bottom line: learning. In addition, success in this environment transcends prototypical academic “student success” metrics and deeply impacts the personal success of students by transforming humans. Ultimately, those teaching in prison understand that this amazing and unique opportunity may have a deeper transformational social impact than others. Prison education is not the end-all-be-all but merely a new vessel for effective educational practices. 🐦

²⁴ A copy of the resolution is available on the ISEP website at <https://www.cerrococo.edu/incarcerated-student-education-program>.

Disciplines List Revision Process

by **Rebecca Eikey**, ASCCC Standards and Practices Committee Chair

At its Fall 2016 Plenary Session, the ASCCC approved Resolution 10.01 F16, which changed the process to revise the Disciplines List from a biennial to an annual process. This important process has now begun again: faculty can propose new disciplines or make revisions to those that exist. Proposed revisions to the Disciplines List can be submitted to the ASCCC Office for possible consideration by the delegates at the Spring 2020 Plenary Session.

Information about the Disciplines List revision process, including timelines, required forms, and an FAQ document, can be found on the ASCCC website at <http://www.asccc.org/disciplines-list>. All submissions require a completed form that includes the approval of a local academic senate or professional discipline organization, evidence of statewide need for the proposed change, documentation that the degrees to satisfy the proposed minimum qualifications are available, and an explanation of the impact of the proposed revision delineated as a list of pros and cons. While the support of a local senate is sufficient for submission, having the support of one or more professional organizations may strengthen a proposal. Local senates must also ensure that proposals to change the Disciplines List originate from the affected discipline faculty.

The following are some important reminders about the Disciplines List revision process:

- Each proposal must be seconded by an academic senate from a different district than the initiating academic senate;
- The initiator or an informed designee is required to be present for both hearings where the proposed revision is presented; and
- If the ASCCC plenary delegates have previously rejected the proposal, it may be resubmitted for consideration if it has changed significantly, such as the inclusion of a new rationale and new evidence.

In order to be considered during the 2019-2020 cycle, completed proposals with all required paperwork must be submitted to the ASCCC Office and received by September 30, 2019. Proposals submitted after the deadline may be held until the 2020-2021 cycle. For assistance in completing a proposal, please contact the ASCCC office at disciplineslist@asccc.org or the Standards and Practices Committee Chair at Rebecca.Eikey@canyons.edu. 🐦

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