ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES NEWSLETTER

SENATEROSTRUM

Exemplary Awards

California community colleges are filled with wonderful programs that all too often don't get the recognition they deserve. In response to this, the Board of Governors established the Exemplary Award in 1991, an annual award which recognizes truly outstanding programs in the California Community College system. The Academic Senate for California Community Colleges is proud to partner with the Foundation for California Community Colleges to actively seek outstanding programs for the Board of Governors to recognize. This year, the Exemplary Award's theme was "Innovative Bridges in Career Technical Education," which showcased an essential component of the California community college commitment to access.

Ultimately, two Exemplary Award winners were selected, each of which received $4,000 and a plaque. Three honorable mentions were also selected.

For more information on the 2007 Exemplary Award winners, or to see the criteria for entering one of your college's programs for consideration for the 2008 Exemplary Award, please visit our website at *www.asccc.org*.

WINNERS

American River College (ARC): Culinary Arts and Hospitality Management

Brian Knirk, Program Director

American River College's Culinary Arts and Hospitality Management Program serves nearly 400 full-time students, working with a strong industry-driven advisory board to prepare its graduates with hands-on job skills along with business and management theory. Students in the program run a fine dining restaurant open to the public. In December of 2007 the restaurant, The Oak Café, received its second four-star review from the Sacramento Bee, making it one of only a handful of lunch restaurants in Sacramento with four stars and the only one that does not serve beer or wine.

One of the most extraordinary aspects of the ARC program is its financial self sufficiency. Between the Oak Café and the Catering class, where students learn every aspect of catering from business development to sales to production, the program is able to generate enough income to cover the cost of supplies for all of the culinary lab classes. This model allows the students to work with high quality fresh produce, develop a sense of ownership, and absorb the program's values of quality, professional work ethic and business profitability. The success of the ARC Culinary Arts and Hospitality Management program has led the college to undergo a public capital campaign to raise money for a new Culinary Arts Center. For more information on the program, The Oak Café, or the capital campaign please visit the department web site at www.arc.losrios.edu/chef.

Early Childhood Workforce Development Project

Marnie Roosevelt, Project Director

The Early Childhood Workforce Development Project had its official inception in 2004 when the Child Development Department at Los Angeles Valley College (LAVC) decided to take a unique approach to address the shortage of qualified teachers and providers in the birth to five age categories. Based on input from the department's advisory board, a collaboration of community members was formed. Over the years, the program has grown to focus on training the workforce in the area of infant and toddlers and young children with special needs. Today the collaboration includes LAVC, seven high schools, three four-year universities, and 10 early childhood industry partners.

The overall goal of the program is to create a more qualified, better prepared early childhood workforce for children from birth through five years. To increase the pool of qualified workers, the program designed elements that would reflect a 2+2+2 partnership for students interested in moving from high school, to LAVC, transferring onto a four-year university, then moving into the early childhood workforce. Students participate in job shadowing, as well as mentoring activities on campus related to academic, personal and professional development. The program also reaches out to incumbent workers in the field by providing them with the skills training they need to be better at their jobs.

One of the most popular aspects of the program is the Parent and Baby Sessions, which serve a dual purpose: 1) parenting classes that include baby and toddler play sessions for LAVC student-parents and their babies; and 2) internship opportunities for child development majors. Two sources served as inspiration for this component of the program. As child development instructors, we knew that many community college students have babies; students had often come to us for informal parenting advice. We also knew that student-parents are trying to juggle many competing demands in their lives that often become overwhelming. Typically, student-parents are young, they often are single, they have jobs, and they are in school. Networking to build personal support for success in college has been a primary goal of the sessions so the students can help each other and/or feel supported by faculty.

Another very successful component of this project addresses our goal to provide practical experiences with babies and young toddlers for our child development students. To compensate for our college having no infant/toddler care on campus, students can intern and gain experience and quality training with babies and toddlers through the sessions. Child development students need a great deal of hands-on experience and we want to introduce our students to best practices by example. A child development faculty member oversees the sessions and leads discussions with the parents while student interns are interacting with the babies (in the same room) and listening to the discussions about parenting issues. After parents leave, the faculty member conducts a seminar with the interns to help them understand what they have observed and heard during the sessions.

After having completed this initial experience, student-interns are placed in one of several community programs that serve infants and toddlers with special needs. More than 90 percent of our student-interns who have completed all parts of the program have been offered employment in the field.

The Parent and Baby Sessions program has received a great deal of attention beyond the college. It is a component of the Early Childhood Workforce Development Project, which has received numerous awards and wide recognition throughout California. The sessions have been cited for their innovation. In 2007, an article about the program was published in *Young Children,* the journal of the National Association for the Education of Young Children, and the program has been presented at numerous national conferences.

We have learned so many lessons from this process: start small and have a vision; network with other professionals to accomplish goals; use your own community to build support and to learn about funding sources (in our case, our college and industry partners); and, most important for us, believe in ourselves and actively pursue our vision!

For more information please contact:

Marni Roosevelt, Director of Special Projects at roosevm@lavc.edu

The Silicon Valley StRUT is not a new dance…

Rendee Doré, Project Director, StRUT Project, Mission College

…It's an innovative, Mission College program providing technology education using donated computers from industry to benefit public schools.

Silicon Valley Students Recycling Used Technology, (StRUT) is an education improvement program which enhances curriculum K-14 in the areas of science, technology, engineering and mathematics (STEM). This curriculum comes to life through a delivery system of industry-donated equipment to our schools, processing equipment for reuse, and e-waste recycling. Through a partnership with INTEL, StRUT was launched in 1998 in the Silicon Valley region.

Currently, Silicon Valley StRUT serves twenty elementary through high school sites, has placed over 7,000 computers in schools, saving more than $5,000,000 and affected over 300,000 students. StRUT has received 15 grant awards totaling $2,148,000 from the Chancellor's Office, California Department of Education and private industry, has received over $2,000,000 in donated equipment, and over $17,000 for student internships. StRUT has been endorsed by California state legislators, the national Environmental Protection Agency, national semiconductor associations, and local businesses (Intel, Agilent, NXP Semiconductors, Lam Research), and has received national and local recognition. A full curriculum for secondary and post-secondary has been written and adopted in the areas of Computer Technology and E-Waste Technology (housed on the web sites). StRUT has conducted an annual student competition since 2000 raising over $7,000 each year for the event hosting 100+ students.

StRUT and Technology Education: The StRUT Project can reverse a national trend and place technology education back into public schools. The StRUT model is widely accepted in the Silicon Valley by educators, administrators and industry as a unique education vehicle that meets the technology needs of the education community, initiates ecology and recycling education, and supports the growing needs by industry for graduates with an interest in technology and manufacturing. This project has the potential to annually motivate over 250 new college students toward STEM-related majors in the Silicon Valley colleges. The StRUT project is a collaboration of Mission College, the association and companies within the Semiconductor Equipment and Materials International (SEMI), the association and companies within the Semiconductor Industry Association (SIA), Auction BDI Recycler, San Jose State University, and the 10 school districts within the Silicon Valley to build a new technology and ecology curriculum and computer recycling program for the public schools. The alliance is deeply concerned about inadequate quantities of youth interested in technology careers, the growing issues surrounding electronic waste, and the extreme costs and necessity for computers in education. Students Recycling Used Technology Education Project is an outgrowth of those concerns.

StRUT Results:

1. Increase awareness and interest in technology and manufacturing–keeping CTE programs alive!

2. Create a viable technology education pathway toward high-tech careers,

3. Identify a solution to regional and national e-waste issues,

4. Develop a national model for computer donations and recycling,

5. Create curriculum and educational programs in the area of Computer Technology, Electronic Waste Technology, and fields of Electronic Engineering.

See the Silicon Valley StRUT web site *http://www.svstrut.org* and *http://engineering-ed.org* to learn more about StRUT.

This is an excellent example of what an industry and educational partnership can achieve! ■

Histo…What???

Jennifer MacDonald, Program Director, Histotechnician Training Program, Mt. San Antonio College

Have you ever wondered how that mass was diagnosed as breast carcinoma? Or that skin lesion diagnosed as a malignant melanoma? Histotechnology is the science of the preparation of tissue for diagnosis. This includes the carefully guarded "secret steps" between when a surgeon removes a tumor or suspicious lesion and when a pathologist makes the diagnosis.

A histotechnician is the "middle man" between the surgeon and the pathologist or the coroner. The histotechnician takes the tissue removed during surgery or autopsy and takes it through a series of processes to produce a slide for microscopic examination. Microscopic examination of tissue is used in diagnosing disease and scientific investigations for research.

While completing an Associate degree in Histotechnology at Mt. San Antonio College, the students in the program learn to process and prepare human, plant, or animal tissue for microscopic examination. In addition to the general education courses, students in the Histotechnician Training program are required to complete the core classes of anatomy, physiology, chemistry, microbiology, six histotechnology courses and 240 hours of clinical histology work experience. The lab courses are taught in our state-of-the-art laboratories in the new Science Building. The histology laboratory is one of the largest and most modern student histology laboratories in the nation. Students are able to get plenty of hands-on training.

The curriculum at Mt. San Antonio College includes all aspects of tissue preparation, including advanced theory on the staining and preparation of tumor tissue for DNA analysis and tumor identification. On-campus technical training focuses on routine tissue sample preparation as well as special stains and techniques such as immunohistochemistry and *in situ* hybridization. The latter areas promise substantial growth as future career opportunities. Training on campus includes samples typically observed in clinical, veterinary and research facilities. Training off campus provides students with clinical work experience in actual histology laboratories.

According to a recent article, there are more job openings in the field of histotechnology than there are educated people to fill them, and the U.S. Department of Labor expects employment opportunities for histotechnicians and histotechnologists to grow by 10% to 20% over the next eight years.

Data provided by the most recent national wage and vacancy survey states that it takes an average of 2.22 months to fill histotechnology positions. Mt. San Antonio College is helping to meet the needs of the histotechnology industry with the Histotechnician Training program. Nationwide there are only 32 programs for histotechnology. Mt. San Antonio College is one of only 13 that offer Associate degrees in histotechnology.

The American Society for Clinical Pathology (ASCP) offers national certification to laboratory personnel. As students in a National Accrediting Agency for Clinical Laboratory Sciences accredited program, the graduates from Mt. San Antonio College are eligible for this certification and boast a 100% pass rate for the last four years. Three Mt. San Antonio College students have achieved the highest score in the nation on this examination, with the overall mean scaled scores of our students above the national average, and several other students with scores near the top.

Two students received national recognition when they were awarded scholarships from the ASCP and from the National Society for Histotechnology.

Our students are accepting employment in hospital laboratories, clinical reference laboratories, cancer research, and clinical and pharmaceutical research. Many of the students are being offered positions prior to graduation. A number of our graduates have accepted leadership roles in their places of employment. We also have graduates joining our histology advisory committee and representing their facility and becoming clinical site coordinators for our student clinical work experience program. The students of the past are becoming the teachers and scientists of the future. ∎

The Caterpillar Dealer Service Technician Program (Cat Program)

Alin Ciochina, Program Director, Cat Program, San Joaquin Delta College

The Caterpillar Dealer Service Technician Program (Cat Program) has been in place since 2002. This program is an outgrowth of our Diesel Technology Certificate program, which still serves our other Diesel Technology students. The Cat Program is designed to provide a comprehensive training program for dealer service technicians as a collaborative venture between Caterpillar, Inc., California Caterpillar Dealers Foundation and San Joaquin Delta College, located in Stockton, California.

There are six Caterpillar dealerships in the state of California that have joined together to form the Caterpillar Think Big Dealers, who recruit, select, and sponsor the students entering the Dealer Service Technician training program. In addition to Caterpillar curricula, students receive general education courses to provide the background necessary for effective communication of ideas and the development of interpersonal skills.

The program is structured so that half of the time is devoted to classroom instruction, laboratories and academics, and half the program provides on-the-job training in an internship format.

Upon completion of the training program, graduates are awarded an Associate of Science degree as well as a state journey-level certificate. Program graduates are able to transfer to a four-year college or university if they choose to continue their education.

The students receive academic (classroom and laboratory) instruction for an eight-week period, then return to their sponsoring dealership for an eight-week internship providing on-the-job training. The internships are paid and allow the students to apply academic theory to a "real world" setting at a Caterpillar dealership. During the internships at the participating dealerships, students are provided with uniforms (to be used for both school and internships), safety equipment and a starter set of tools for use at the dealership throughout the course of the program.

The enrolled students receive all of the support services that are offered to San Joaquin Delta College students, including assessment, financial aid, and counseling. Students also receive a visit from one of the college instructors as well as evaluations from mentors at the dealerships during each internship period.

In anticipation of the raised English requirement for graduation, Dr. Jennifer Holden, SJDC English instructor, was awarded a Tech Prep Mini-Grant for curriculum enhancement of English 79 and English lA for the Caterpillar Service Technician Training program. Her focus will be to develop a new English lA class for Applied Science and Technology. For her project, she will be visiting California CAT dealers to do research on the skills needed by service technicians at the dealerships, with regard to reading, writing, listening and speaking skills. She will then tailor the curriculum for in- class assignments and activities from a traditional English class to an applied English class, so that the students can work with "real world" content as it applies to their future careers. Dr. Holden's research will be done in the Spring of 2008, with the intent of having the new curriculum in place for the Fall 2009 semester.

The overall success of the program has been so great that there are plans to move the Cat Program and other complimentary programs to SJDC's Manteca Center so the program can expand. ∎

Three Cups of Coffee

BETH SMITH, EXECUTIVE COMMITTEE MEMBER

One of the many tools that a senate president needs is a gift card to the local coffee house. It's not the drinking of coffee that makes this tool important, it's the act of getting a cup of coffee and sharing it with a colleague that makes it valuable. Senate presidents need organizational skills plus the ability to both take initiative and follow through, but it is also critically important that faculty leaders are able to communicate and negotiate–hence the coffee house becomes a valuable asset. For nothing sparks a conversation quite like meeting for a cup of coffee, or simply the offer to do so.

Senate presidents meet with other faculty leaders, college leaders, district leaders in multi-college districts, board members, and community leaders. And in all those meetings, sharing a collegial conversation can be as important as any final results. Gaining trust, sharing perspectives, and listening can all occur over a cup of joe, typically off campus where there is a level playing field. If the meeting occurs at the coffee house near campus, then it's also possible that students and colleagues can react to the positive image of leaders working together to solve problems where only the cups emit steam.

In Greg Mortenson and David Oliver Relin's book, *Three Cups of Tea: One Man's Mission to Promote Peace… One School at a Time*, another champion of education is attempting to bring about change in places filled with mountains of obstacles, literally and figuratively. Mortenson observed early on that learning and adapting to the culture of the Middle East peoples is the first step in solving problems.

"Here (in Pakistan and Afghanistan), we drink three cups of tea to do business; the first you are a stranger, the second you become a friend, and the third, you join our family," Haji Ali, the Chief of the Korphe Village, tells Mortenson.

Though a primitive village, the people of Korphe taught Mortenson that success is possible–even in the face of the Taliban and Mother Nature–when relationships are developed first. The lesson is valuable to senate presidents and faculty leaders too. Building relationships takes time and a commitment to learn about the priorities, strengths, and interests of those working toward similar goals. Mortenson, like senate leaders, wants to bring education to those who crave it, and by focusing on common goals, he has brought future generations hope.

The account of Mortenson and his schools half-way around the globe parallels the work of local senate presidents who search for funds, face naysayers, seek support, and find success against impossible odds. His work gives hope to anyone in search of change.

Whether it is three cups of tea or three cups of coffee, the goal is to begin conversations that become the foundation for solving problems in the future. Whether in a primitive culture or modern society, the basis for building relationships continues to be sharing food or drink. And whether the guest is a person of like mind or someone who appears to be thwarting progress at every step, an invitation to "get a cup of coffee" sends just the right message–that communication and finding common ground are priorities. ∎

All Politics is Local

DAN CRUMP, EXECUTIVE COMMITTEE MEMBER

I do believe that all politics is local. And all legislation is also local. Textbooks, nursing career technical education, accountability, part-time faculty–these are all issues that will be voted on in Sacramento, and all will have an impact on us at the local level.

2008 is the start of the second year of a two-year legislative session of the California Assembly and Senate. Bills have been proposed, introduced and discussed. They have been voted on in committees and on the floor–some have passed, some have failed, others are in limbo right now. And bills that have been passed by the Legislature have been either vetoed by the Governor or signed into law. It is a long and involved process, but worth our time to keep abreast of the issues.

We need to examine these bills to see how they affect us at the local level. A bill about textbook costs and prices (AB 1548) has passed. We all need to take a look at how we can use this bill to lower textbook prices at our campuses. It is not a cure-all for the situation, but we need to see how it can help the process. Another bill is still being considered–AB 577 would establish an Open Source Resource Center–that will bring new thoughts and avenues for discussion about textbook costs. The System Office is also holding several informational sessions about textbook prices. Let's take a look at using some of the outcomes from these meetings to inform our dialogue and see if there is the need for further bills that have broad support and help for our students.

Career technical education, many times with a focus on nursing education, is an important topic of discussion in Sacramento and throughout the state. Many of these bills deal with curriculum issues and this is of extreme importance to faculty. We must be always vigilant that the faculty voice is heard in these discussions.

There are several bills being considered in regards to faculty conditions–salaries, 75:25, 50% Law and part-time employment. Many of these are still "in play"– that can either mean that they are up for further discussion in legislative committees this year or that they are enduring a slow death until the end of the session. Only time will tell.

I have just given you a broad brushstroke of what is happening in Sacramento. For more updated information, please take a look at the ASCCC Legislative website and those of other community college constituent groups.

By the time you read this, we should know the results of the California Presidential Primary Election on February 5. In addition to little things like knowing which presidential candidates Californians like at this time, we will find out about Proposition 92–the Community College Initiative. This has probably been the biggest political issue involving the California Community Colleges in the last year or so. Whether it passes or not, I am sure that it will influence legislation affecting the California Community Colleges– we will keep you informed of developments. ∎

Academic Senate
www.asccc.org, Click on "Legislative Issues"

California Federation of Teachers
www.cft.org, Click on "Legislative/Political"

California Teachers Association
www.cta.org, Click on "Politics and Legislation"

Chancellor's Office of the California Community Colleges
www.cccco.edu, Click on "About Us"/"Divisions and Units"/"Governmental Relations"/"Legislative Sessions"

Community College League of California
www.ccleague.org, Click on "Legislation and Budget"

Faculty Association of California Community Colleges
www.faccc.org, Click on "Legislation and Advocacy" and "Legislation Tracker"

High School Has Changed Since You Were There

JANE PATTON, PROJECT DIRECTOR OF THE STATEWIDE CAREER PATHWAYS: SCHOOL TO COLLEGE ARTICULATION PROJECT

Do you ever look at your students and wonder what their high school experience was like? When was the last time you set foot on a high school campus? If you are like me, it may have been quite awhile, and in many cases, things have changed. As the population of our colleges is increasingly younger and as we learn that direct college going after high school usually yields better student success, we as college faculty benefit from knowing where our students come from.

> In addition, the need for us to interact with secondary teachers grows, as more initiatives encourage or require inter-segmental partnerships.

I took a peek into one of today's high schools, and I was surprised at what I found.

In January I visited a high school career academy program at Laguna Creek High School in Elk Grove, just outside Sacramento. The visit was planned by an organization called ConnectEd (*http://www.connectedcalifornia.org*) to give policy makers a chance to see an example of the new generation of educating for careers. In this case, it was a "school within a school" –a program called The Manufacturing Production Technology Academy, which enrolls a cohort of the schools' pupils. While I was familiar with the principles behind the new career academies, I must confess that before I saw the school and students in action, I had some inaccurate expectations.

I expected that the students in this program only would be planning for a career in manufacturing technology. I do not have statistics, but from several students I met, their plans for college majors are varied, including business, engineering and science. So the theme of manufacturing technology served as a vehicle for delivering the curriculum but not as a tracking device to narrow opportunities. I saw that their core general education courses (which the K-12 system calls "academics") include lessons from the workplace. So in the English course, one assignment was to develop a business plan for a product the students had developed, while in a mathematics course, the students were measuring and creating a cardboard box to the right specifications for shipping their products. In short, their core curriculum was imbedded in career-focused or workplace applications and the teachers worked across disciplines to prepare appropriate lessons, which are also aligned with the K-12 standards. I was especially impressed that this school developed a relationship with the United Cerebral Palsy organization, and the students had to design and produce manipulative toys (e.g. a maze, a puzzle) that later would be donated to the nonprofit for use in rehabilitation activities with clients. The science curriculum used the disease cerebral palsy as a means to teach fundamentals of biology in a context.

I recall when I taught in a high school at the start of my career, the "vocational" or "occupational" classes were separate programs, and not integrated with the other courses. Today, there is a growing recognition that all students need both a strong foundation in reading, science, mathematics, writing, history etc. as well as an introduction to the world of work and that all those subjects can be taught within a context and with workplace relevance.

The philosophy of ConnectEd and schools like Laguna Hills is that high school should prepare students **both** for the workplace and for college rather than either/or.

They give students options, what they call "multiple pathways." According to ConnectEd, programs such as these have four components: 1) An academic core that meets the "a–g" eligibility requirements; 2) a technical core of four or more courses providing knowledge and skills; 3) work-based learning opportunities; and 4) support services, including supplemental instruction.

Before the visit, I wasn't sure what the students' post-secondary plans were. What I learned was that up to 90% will attend community colleges, universities or a technical school. This school has seen greatly improved student attendance, GPA and graduation rates. I spoke to a number of students personally and watched several give presentations and I was very impressed with their enthusiasm, clarity and sense of direction.

While not all schools are like Laguna Creek High School, it represents a growing movement within K-12 to integrate curriculum. According to ConnectEd, "There are many models. The most common is a career academy, either one of the 290 California Partnership Academies or one of about 300 additional career academies currently operating in California's high schools. Other examples include career pathways, career/industry majors, magnet schools, and small themed high schools or small learning communities." (*http://www.connectedcalifornia.org*).

As we know, today's drop-out rate is staggering, with up to a third of the students never completing high school. The new initiatives in many California schools aim to reverse the trend.

I now have seen first hand that the way vocational curriculum was delivered in the past is not what is being done today, and that the new preferred term "Career, Technical Education" (CTE) which implies an integrated curriculum, is a more appropriate term. ∎

Now Is the Time for Systemwide Advanced Placement (AP) Policies and Procedures

DAVE DEGROOT, ALLAN HANCOCK COLLEGE, MEMBER TRANSFER AND ARTICULATION AD HOC COMMITTEE

Academic Senate Resolutions about Advanced Placement (AP)

Academic Senate resolutions have called for investigating the feasibility of establishing statewide standards to be used for the application of AP credits (S05 9.03), reviewing research on AP credit policies and procedures (S94 4.05/F06 4.02), and developing a best practices paper (F06 4.02). Now is the time to establish such policies and procedures.

Why All Faculty Should Be Attentive To This Discussion?

More and more high school students attending the California Community Colleges (CCC) are requesting course credit based upon AP scores. Of the estimated 2.7 million students who graduated from U.S. public schools in 2006, 406,000 (14.8%) earned an AP Exam grade of 3 or higher on one or more AP Exams. Although faculty have purview to determine the application of these AP scores, many colleges have no mechanism for a systematic faculty review of AP curriculum and credit policies. The result is that students with AP scores may not receive credit for their AP scores or receive credit at one community college but not another.

Three Systemwide AP Policies

There are three systemwide AP policies that need to be implemented to help our students that seek credit for their AP scores; a systemwide CCC general education (GE) AP equivalency list, a procedure for determining AP course equivalency, and a standardized template for the dissemination of AP course equivalency information.

CCC GE AP Equivalency List

A Systemwide CCC GE AP Equivalency list would provide a clear and consistent reference for how AP scores are applied for GE. Currently, AP students may receive GE credit at one college because an AP course equivalency exists, but not at another because there is no AP course equivalency. By establishing a systemwide CCC GE AP list, the focus changes from discipline faculty on specific campuses determining major preparation "course equivalency" to establishing a systemwide "general education area equivalency". This is the case with the California State University General Education/Breadth (CSU GE/B) and Intersegmental General Education Transfer Curriculum (IGETC). Both patterns require a cut score of 3 for fulfillment of "general education area equivalency" even though many of the individual CSU and UC campus faculty require higher cut scores for their major preparation "course equivalency". It is a disservice to our CCC AP students not to have our own systemwide GE area equivalency policy.

Standardized Procedure for Determining AP Course Equivalency

A standardized procedure for determining major preparation "course equivalency" would assure students that they are getting the most accurate and consistent evaluation of their AP scores across all CCC campuses and provide the faculty with a standardized

mechanism for determining AP course equivalencies. The articulation officer should play a key role in this process. Although it is the discipline faculty that determine AP course equivalency, the articulation officer can provide the faculty with AP course and examination information, AP course equivalency information from the college's four-year feeder institutions and, most importantly, articulation agreements between the college and the four-year institutions for those courses that are given AP course equivalency by the four-year institutions. This information is important for faculty to review when determining AP equivalencies.

Standardization of AP Equivalency Dissemination

Students, parents, AP high school instructors, counselors (both high school and college) and college faculty would all benefit from having a concise and informative standardized format for disseminating AP equivalency. Each college should be required to publish the standardized template in its college catalog and class schedules. Such a standardized format should include a list of all of the AP examinations available. Even though a specific course equivalency may not be identified or available on the college campus, there may be a transfer general education area equivalency that is fulfilled. This information should be available and it's appropriate to display it within this context.

Research conducted last year by Jane Church, articulation officer from Chabot College, found that the majority of colleges have an AP Equivalency list published in their catalog.

For the most part all of them provided subject and credit course equivalencies, while a number also provided associate degree and transfer GE area equivalency information.

The table below demonstrates the format that is being circulated among articulation officers and transfer center directors for review and comment.

A finalized format will be brought to the Academic Senate for California Community College 2008 Spring Plenary in the form of a resolution.

Conclusion

It is very important for faculty across our system to pursue the awarding of AP credit and ensure that it is driven by faculty and that it benefits students. It is essential that faculty develop AP Equivalency lists for their college courses, use similar policies and procedures for determining AP credit, and have the list published in their catalog and schedule of classes. ■

AP Examination	AP Score	Subject Credit	Unit Credit	Prerequisite Met For The Following Courses(s)	CCC GE Category Credit	CSU GE Area Credit	IGETC Area Credit
Art History	3 4,5	ART 103 ART 103+104	3 6	N/A N/A	3	C1	3A or 3B

Dealing with "Non-compliant" Degrees

MICHELLE PILATI, CO-CHAIR, SYSTEM ADVISORY COMMITTEE ON CURRICULUM (SACC)

W hat follows is a document prepared by the faculty of SACC. It is a product of discussions that began due to concern about how colleges are dealing with the development of "compliant" degrees. As individuals, and as a system, I think we were all surprised by the quick timeline for "fixing" our degrees. Hopefully you will find some of our suggestions and explanations helpful.

Many colleges have expressed concerns about the timeline and task of addressing non-compliant degrees (i.e., those based on general education alone with no major). We understand the challenge that converting or eliminating these degrees poses as colleges around the state strive to bring all Associate Degrees into compliance with Title 5 regulations. All Associate Degrees must have a major or the newly permissible "area of emphasis". Each degree should have a general education component **and** a planned program of study that allows a student to explore a defined collection of compatible and complementary courses about a single discipline or organized collection of several disciplines. To create any degree requires thought and careful planning.

> The conversion of non-compliant degrees to compliant degrees requires an equal amount of thought and careful planning and is probably best achieved by creating new degrees, as opposed to seeking to modify those that are not compliant.

To assist colleges in this endeavor, the following frequently asked questions list has been prepared by the faculty of the System Advisory Committee on Curriculum (SACC).

FAQ about "Non-compliant" Degrees

1. **What is a noncompliant degree?**

   Typically, these are degrees which have no focus other than to prepare for or fulfill general education requirements for four-year universities. These are often called transfer studies, university studies, and in some cases, liberal arts/studies (those not leading to teaching majors). Such degrees were never compliant, but were approved in error. The status of such degrees was communicated in a minimum conditions compliance advisory in May 2005. Another memo from the Chancellor's Office was sent in late 2007, where colleges were reminded to address any remaining non-compliant degrees and a deadline established for doing so.

2. **What is the most important thing for our college to do to address any degrees that may be non-compliant?**

   You must remove all non-compliant degrees from your published catalog for Fall 2008.

3. **The transfer or university studies degree (and liberal arts or general studies) has been popular with students. Will this change hurt students?**

   It should not hurt students. If the college converts the transfer degree to a GE/IGETC cer-

tificate of achievement, then students can still earn recognition for accomplishing this work. Students can still complete all the transfer requirements for UC or CSU and have that work recognized: either through the certificate of achievement, or through a new degree that has a defined major or area of emphasis. While this will take some work, in the long run it will actually provide several new options for students. Of particular interest is the new Area of Emphasis which can provide significant flexibility when colleges plan to expand their degree offerings to students.

4. **Won't this loss of transfer studies degrees reflect badly on the college's Accountability Report for Community Colleges (ARCC)?**

No. Certificates are also counted in the ARCC data. With a Certificate of Achievement for completion of GE work, transfer students actually have more options available to recognize their work. A single student, for example, could earn both a Certificate of Achievement AND a degree–effectively being counted twice for their efforts.

5. **Our college wants to simply convert our non-compliant degree to something that will be approved by the Chancellor's Office. Is this possible?**

Although conversion seems like a simple approach to resolving the problem of a non-compliant degree, a more thoughtful solution is recommended. It is challenging to convert a general degree to something that is required to be specific.

6. **We don't have enough time to thoughtfully address non-compliant degrees due to our catalog deadline. What options do we have?**

There are several options for your college. It's perfectly legal to publish an addendum to your catalog for board approved curriculum changes that occur after your catalog deadline, which will buy you the spring semester to create some compliant degrees or certificates. Another option would be to delete the non-compliant degrees now and address the creation of new degrees between now and the next catalog cycle. Finally, we also recommend creating Certificates of Achievement for students completing the CSU GE and IGETC requirements. Ideally, you will create degrees that are academically sound, benefit students, and reflect the philosophy of your faculty.

7. **Who should take responsibility for addressing the non-compliant degrees?**

Degrees are under the purview of the academic senate, so it is crucial that faculty take the lead in the creation or deletion of degrees. Some Curriculum Committees are assuming responsibility for this work; some articulation officers or others have been assigned the task. We recommend that discipline faculty, counselors, administrators and articulation officers be involved in a dialogue about the best options for students and the college.

8. **What names are appropriate for the new certificate?**

While Title 5 is not mandating this, we recommend avoiding the terms of "transfer studies" and "university studies" because they imply an inherent "right" to transfer into a four-year university. Any title suggesting that students have completed general education is warranted.

9. **Who can we contact for help?**

Stephanie Low

Specialist, Academic Planning & DevelopmentChancellor's Office, California Community Colleges

lows@CCCCO.edu

http://www.cccco.edu **>** System Office **>** Divisions **>** Academic Affairs ∎

Have You Heard About the Two-Year Rule and Accreditation?

JANET FULKS, CHAIR, ACCREDITATION AND STUDENT LEARNING OUTCOMES COMMITTEE

At the second annual ASCCC Accreditation Institute (January 25-27, 2008), many were surprised to hear about the impact of the "two-year rule" implementation on our accreditation process. The "two-year rule" is a federally imposed mandate that requires accrediting agencies to place a two-year deadline on correction of all recommendations that relate to deficiencies. Following an accreditation visit, colleges usually receive commendations (indicating outstanding areas of quality education) and recommendations that may be either: 1) recommendations for improvement or 2) recommendations for correcting deficiencies. Since the Accreditation Standards represent the minimum qualifications for accreditation, fulfilling the standards are not something colleges must attempt to do, but rather are the minimum expected level of performance. If your college has not shown evidence that it meets this minimum expectation, the result will be a recommendation to correct this deficiency. But why haven't we heard of this short two-year timeline before?

When the Accrediting Commission for Community and Junior Colleges (ACCJC) was being reauthorized as an accrediting agency this fall, the reviewers discovered that this rule had not been enforced in the past, even though the federal government had required it for many years. The federal motivation for enacting this rule was to guarantee that students attending a deficient institution had an opportunity to see that corrected during the course of their study so that they did not receive a deficient college education. This is also why, when being accredited for the present year, the visiting team reviews the previous accreditation reports to see that recommendations have been addressed. So how will this impact your college?

Many faculty have commented that in the process of reviewing previous accreditation reports to write their current self-study, they found that some of the same problems were still alive and well. Recommendations have often indicated that institutions failed to meet previous recommendations adequately, allowing the deficiencies to extend into the next six-year cycle (and some for two accreditation cycles). In January, the ACCJC sent out a letter explaining that the two-year rule must be enforced and that it requires recommendations be corrected within a two-year period or increasing sanctions will be placed on the institution. This means that sitting on your laurels, waiting for the midterm report, will not be an option; instead, you may receive a one year visit to check on your progress. Perhaps even more significantly, factor in the timeline. The official report is received approximately 3-4 months behind the visitation date. Suddenly you only have about a year and a half to correct a deficiency and document that improvement with evidence. So what should your college do?

Begin early and gain a good understanding of the expectations.

Create committees and action plans for the self study that can realistically address issues sooner rather than later.

The ACCJC has found that three main areas often lead to recommendations about deficiencies and sanctions. Below is a summary of what we have learned about them.

1. **Program Review**–If colleges have not completed program review, have only spotty reviews, or have a review process that lacks objective data and analyses (thus ultimately failing to evaluate the

program's effectiveness), the institution will most likely see a recommendation. The ACCJC *Rubric for Evaluating Institutional Effectiveness–Part I: Program Review* provides criteria used to evaluate the program review processes. The commission expects colleges to be on the highest level called **Sustainable Continuous Quality Improvement,** which includes data on student achievement including course completion, persistence, program completion, graduation, and if appropriate job placement and licensure pass rate (such as for the Board of Registered Nursing or BRN). The programs should show evidence that they use relevant data to make decisions and improve student learning. See the ACCJC rubric for a more complete summary of the criteria.

2. **Institutional Planning**–If an institution lacks a substantive planning process to identify strengths and weaknesses and mechanisms to improve, they are likely to see a recommendation concerning institutional planning. These processes should have clearly documented timelines, communications, and strategies that enable the college to set priorities, allocate resources, implement improvements, and engage in continuous assessment and improvement practices. Again, the commission expects institutions to be at the highest level (**Sustainable Continuous Quality Improvement)** of the ACCJC *Rubric for Evaluating Institutional Effectiveness–Part II: Planning.* At this level there should be ongoing and systematic review cycles that inform planning

and are aimed at improving student learning. See the ACCJC rubric for a more complete summary of the criteria.

3. **Governance**–Problems with governance (either between the governing board and the college administrative leadership and/or faculty leadership) that keep the college focused on politics rather than achieving and improving mission is another major area where deficiencies are noted. Governance problems may be the result of many different issues, but when any entity has a vested interest in preserving dysfunctional governance, rather than correcting dysfunctional governance, quality education is at risk. There is no rubric for governance, but Standard 4 states the standard very clearly:

"The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator."

For a thorough discussion of these major areas of deficiency by the ACCJC President, have a look at the power point on the ACCJC website under the President's Desk tab at *http://www.accjc.org/directors_desk.htm* **PowerPoint Presentation "What Executives Need to Know"** *by Dr. Barbara Beno, ACCJC President.* ■

Upcoming Academic Senate Events

SPRING SESSION – APRIL 17-20, 2008
SFO WESTIN

FACULTY LEADERSHIP – JUNE 12-14, 2008
HYATT REGENCY, NEWPORT BEACH

CURRICULUM INSTITUTE – JULY 10-12, 2008
SOFITEL, SAN FRANCISCO BAY
(SPACE IS LIMITED)

FALL SESSION – NOVEMBER 6-8, 2008
WESTIN BONAVENTURE

Educational Opportunities

PHILLIP MAYNARD, CHAIR, EQUITY AND DIVERSITY ACTION COMMITTEE

In a growing global economy, the social and economic foundation of the nation is dependent upon the educational level of its workforce. Therefore, we must not only ensure that educational opportunities are available to all students, but that these same students achieve equitable educational outcomes. Outcomes, as opposed to access, will ensure that historically underrepresented students will possess the needed credentials to gain economic, social and political power to function in a more global society. At the last Academic Senate Plenary Session in Anaheim I heard comments from several faculty about the difficulty in finding ways to train faculty in working with their diverse student populations. Many community colleges continue to employ traditional modes of faculty development and possibly could be creating potential harmful learning environments for all students, especially historically underachieving students who are challenged as a result of poverty, lack of English fluency and achievement gaps experienced by racial and ethnic minorities. In a recent survey conducted by Peter D. Hart Research Associates that was released by the Association of American Colleges and Universities, business leaders indicated that 63% of graduates are not prepared for the global economy. The association's president Carol Geary Schneider further reported that survey findings "suggests colleges and universities look for new ways to demonstrate student success." She continues, "We need to invent new forms of accountability that look at such issues

as global knowledge and self-direction and inter-cultural competence, not just at critical thinking and communication skills." This certainly poses an interesting challenge for us as community college professors. In our classrooms, we see the changing demographics of our students, especially for those of us teaching in large urban environments. The California Postsecondary Education Commission, reported in 2007 that the California Community Colleges served a total of 1,547,742 students,
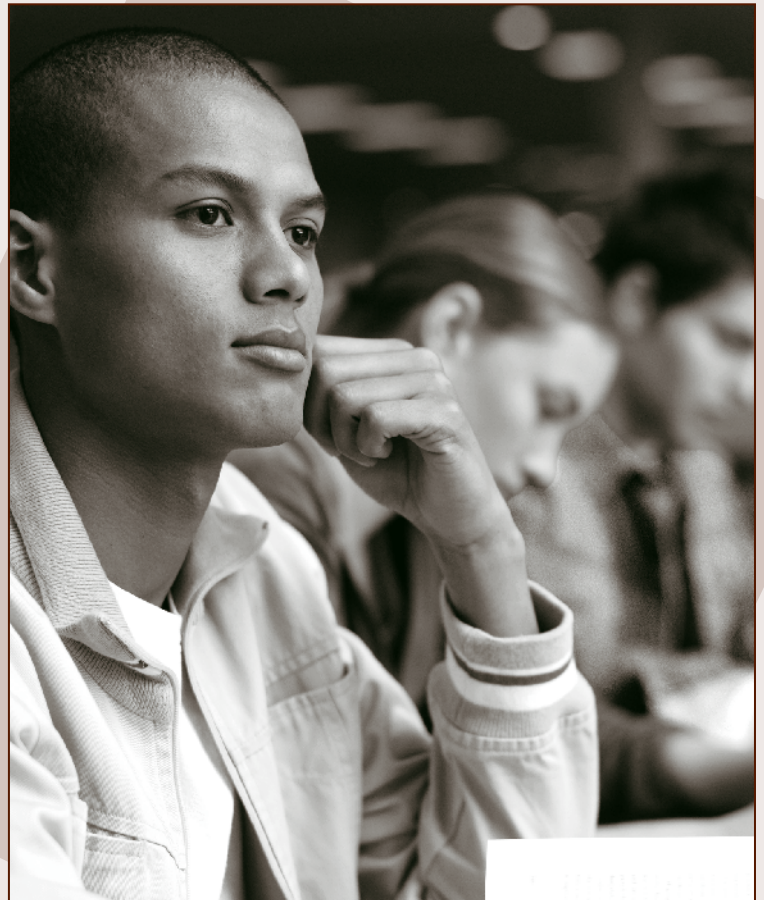
of which 187,217 were Asian/Pacific Islanders, 114,670 were African Americans, 56,088 were Filipino, 442,663 were Latino, 13,512 were Native Americans, and 561,656 were White. Examining the demographics one can see the increasing percentage of students of color. The effectiveness of the success rates, whether vocational or transfer, within the community college system is dependent upon faculty who understand the needs of their diverse students. Institutional research has shown moderate improvement within the achievement gap at the community college level; however educational and economic stratification along racial and ethnic lines still prevails. The achievement gap still reflects a disparity between minority and White students.

While diversity on our campuses is an admirable goal, equity is rarely measured as an educational outcome.

Success rates are monitored to help identify gate-keeper courses; however, are African American and Latino students succeeding at the same rate as other groups?

As a speech communications professor I recognize the continuing achievement gap; therefore I'm constantly looking for ways of implementing strategies and techniques that can encourage retention and success in my classes. I want my students to become global thinkers and develop their communication skills to reach beyond the classroom as they learn about the challenges in the world around them. It's more than sitting next to someone in class that happens to look different or for whom English isn't her first language. What's critical is the interaction and engagement that I create during instruction. My students not only must perform in class, they must dialogue with each other. Questions about diversity, identity, community, privilege, oppression, power and responsibility as these issues relate to themselves are critical to learning. This enables students to understand how cultural factors influence communication. An important factor for teaching is to consider our own knowledge

of the student population. How much do we know about our students and their backgrounds? What do we bring through our instruction so that students see themselves within an inclusive educational environment, not located on the sidelines where they merely get a glimpse of their contributions. This further raises a series of questions for us as faculty to ponder:

1. Do professional development activities at your college explore the notion of culture and identify the student's culture as a key part to learning?

2. Within professional development activities does your campus allow for an open and honest discussion about race and its influence upon us as faculty? How is it discussed?

3. Do your professional development activities provide a means for faculty to evaluate their own attitudes, beliefs, and perceptions about students of color?

4. Do you consider or address African American and Latino students' needs when designing your course content? How is this devised?

In addition to these questions there are other issues as well:

1. Are diversity, access and equity values or goals included in your college's mission statement? And if so, are these issues and objectives accounted for in the SLO development process?

2. Is the SLO development process aligned with your campus' Student Equity Plan? For example, are the findings about disparities in student academic outcomes being used to account for student equity in the SLO development process?

3. Are attempts being made to include for all classes diversity-related knowledge and capacities that might be considered as universal learning outcomes (e.g. learning how to understand and value multiple perspectives, etc.)?

These are just a few thoughts that need to be discussed on our campuses, and no matter how uncomfortable it may be, this could be a starting point for improving the quality of our teaching. ■

Many Irons in the Fire

WHEELER NORTH, CHAIR, CURRICULUM COMMITTEE

The Academic Senate Curriculum Committee and Academic Senate appointments to Chancellor's Office advisory committees have been working on a number of things these last six months, of which this article will highlight but a few.

Title 5, Part II

Revisions to Title 5 Regulation in the area of curriculum continues. Known at Part II, this second batch of changes were recently aired for public comment. There are several areas to note.

On the credit side, language regarding withdrawals and course repetition has been cleaned up. There are some minor increases in flexibility for course repetition and allowances for a prior grade to be disregarded in calculating the GPA.

There are some fixes to the cooperative workforce experience education repetition rules to better allow students to complete the full 16 units permitted in cases where colleges have only one of the two kinds of courses allowed.

And there are several places where the use of "independent study" in the apportionment sections has been clarified. Technically this term applies to a type of course, not an attendance accounting method, so the new term "alternative funding formula" now will cover attendance accounting.

One regulation revision relates to allowing for a student to petition, after the fact, to have a noncredit course converted into a credit course, with credit granted. After much discussion and analysis of the issue, SACC's recommendation was to repeal this long-standing regulation and instead recommend colleges use the already allowed credit-by-examination rules. These can be implemented in virtually the same manner but completely accommodate all concerns about the conversion process.

The current timeline for Part II is a March Board of Governors first read, and a May Board of Governors approval.

The plans for updating the **Program and Course Approval Handbook** continue.

Last updated in 2003, this handbook is in the process of following Title 5 changes through the adoption process. There has been some progress with advisory discussions about the general structure and lay out. Along with the many modifications to Title 5, Division 6, Chapter 6, the document will address noncredit elements previously not covered within this handbook.

The current estimate for a final product is Fall 2008.

Two other guidelines, the Distance Education Guidelines, and the guidelines for the Title 5 curriculum revisions approved last year are still in progress, but the Title 5 Part II changes have slowed down work on these as well.

Paper developments

The Curriculum Committee has been working hard to update the 1995 paper *The Components of a Model Course Outline of Record* over the last six months. The paper at this point is slightly larger than the typical Senate paper, but the focus has been to create more of a reference document that provides useful discussion and references for each course outline element. It has also been completely restructured to include guidance for noncredit courses.

For information about any or all of these projects, please contact Wheeler North, Curriculum Committee Chair at wnorth@sdccd.edu. ∎

Content Overlap

WHEELER NORTH, CURRICULUM COMMITTEE CHAIR

Is it possible to teach physics, chemistry, or economics without using, and subsequently teaching, a bit of mathematics? Can carpentry be taught without an understanding of geometry, without using, and subsequently teaching a bit of mathematics?

In most cases the above examples can't be taught without students having some mathematic skills; skills that are often not well learned or remembered by many students.

So the question becomes one of "As an instructor do I teach them the mathematics or other skills needed to get the job done, or is this a discipline boundary and the students need to go take another course?"

Obviously the idea of teaching a specific subject area, without any reference to topics that occur in other disciplines, is not only impossible but would be somewhat sacrilegious with respect to the philosophy of a degree in higher learning. But several questions are posited by this line of thought.

The first is, "What are reasons for doing this?" To list a few:

- Context, relevance, and importance; in other words, validating the intended subject information being taught as something the students will use elsewhere in life;

- Student preparation, or refreshing those skills needed to learn the subject area;

- A teaching technique to add a little variety and diversity to the subject area;

- A means to assess that the students are properly prepared.

The second big question is, "When does the act of using subject elements from other disciplines become so pervasive that the course really should be taught by faculty qualified in those other disciplines?"

> The juxtaposition here is between academic freedom for faculty to teach as they believe will be effective and whether a course should be taught in another discipline to ensure quality and rigor.

Interestingly there is not much in the way of regulations, laws, policies or positions about how to decipher all this. The only topic that comes close is that of course discipline assignment. But even with the categories of Interdisciplinary and Multi-disciplinary, the rules therein don't do much to clarify the issue.

However, within the spirit of discipline assignment is the idea of defining and remaining true to the course's intent. What claims are we making to our students about the course? In some ways this may be the best place to begin determining an objective answer in response to the cases or reasons listed above.

In the case of subject context or validation, in a scientific techniques course where a lesson uses the popular TV show "CSI: Planet Earth" as a theme, the determining element should be whether the "CSI" theme is simply being used to bolster content relevance for the application of scientific techniques or whether the course is really about preparing scientists to become expert witnesses in a court of law. The answer to this question goes a long way towards determining whether the course is assigned to the discipline of chemistry or administration of justice.

The same holds true for many courses where computation and communication skills are required. While one might adroitly say that this is specifically what requisites are for, therein lies an additional conflict for many programs, particularly in vocational areas. In my program we know that many of our students are severely under-prepared in computation and communication skills. To blithely say, "Oh just go take some of those prerequisites!" could kill the program in two semesters because this program is already 75 units just for the major. For a working adult, the program is already a three- to five-year commitment without adding requisites. Obviously, in the big picture, destroying the program would not be serving those students effectively.

So, we created a lab course that starts with a conversation about tools in their tool box. The first discussion is about important tools you have therein, which starts with data, as in manuals, specifications, advisories etc. We then spend a few weeks discussing ways to research and utilize these materials. Then we get to the meat of the course where we introduce another important tool, the calculator. The focus for rest of the course is about learning how to use that tool in various applications. Is there discussion about trigonometry? You betcha! It is not possible to discuss synchronizing generator loads and phase without knowing the basic mathematical model used to describe it. Do we cover algebraic matrices? Of course; there is no simpler way to lay out a complex weight and balance lever equation. The focus here is the application of skills while learning, developing and practicing those skills within the lab.

However, taking this course will NOT qualify the student to take any other course outside of this program. The intent is solely to improve student success in this one program, and the course makes no other claims. One might fairly argue that the course would be okay for several highly related occupational programs such as Automotive, Diesel and Aviation. But once it begins to make broader claims, such as "preparing students for all career technical programs," then the senate or curriculum committee is obligated to ensure this course truly meets the needs of that broader scope, and is being taught by qualified faculty.

And for those who teach in these other disciplines, try to be cognizant and tolerant of the competing constraints many career/technical programs face. Were one to follow the enrollment patterns in many colleges, one would quickly see that they are not doing a great job of promoting enrollment in career/technical programs. To then burden those few students who do chose this path with additional semesters of requisite coursework is highly counter-productive. The juxtaposition here is that yes, qualification and rigor are critical, but they mean nothing if the students quit and the program fails to survive.

It is also important to note that the responsibility to assign a course to a discipline generally falls upon the curriculum committee.

While it is probably fair to say that most curriculum committees accept recommendations from the author of the course outline of record, Title 5 §55002(a)(1) is pretty clear about the committee's role in being the primary recommending agent. Given that the world of faculty to faculty relations is not always harmony and bliss, it is likely to have a few such disagreements fall upon the curriculum committee or local academic senate.

In those cases where a body is being called upon to sort this all out, particular attention to the course's intent and role is paramount. This can be achieved through a clear catalog description, or it could be some tweaks to the assignment examples. To return to one of our examples above, stating the use of "CSI" as a theme for assignments is probably far too specific for use in a course outline of record. Reframing this to "Lab projects where students will collect data and physical evidence emulating current techniques and applications" would be better suited as an outline "assignment" example that is more flexible and also reduces concerns that may occur within other related disciplines.

In summary, Benjamin Franklin believed that knowledge belonged to everyone, so he built libraries and invented many things with nary a patent. The philosophy is not a bad one in so much as we seek to ensure our efforts remain appropriate to our qualifications. But the lines between knowing this thing, or that one, are never very clear and so the freedom to make academic choices must also prevail in a balance with the guarantees we make about quality. ■

Julie's Inbox

Dear Julie,

Our senate has a difficult time getting faculty involved. They are reluctant to participate for a variety of reasons. We need some helpful hints to encourage faculty to participate. Help!

Desperately Seeking Volunteers in Middle California

Dear DSVMC,

We have some ideas and suggestions for you. It is often a challenge getting faculty to volunteer to serve on committees, but there are a few things your senate can do to encourage participation.

First, make sure all the committees have chairs who are good meeting facilitators. Having an agenda, good meeting notes, assignments, and organization can help participants feel valued and productive. Each committee should have a clear charge, and the faculty who serve should be well informed of their roles on the various committees. In addition, a good question to ask yourself is whether there is training and assistance for chairs.

Second, how are faculty appointed to committees? Are names submitted to the senate leadership team? Are faculty recommended by administrators? Is there an open invitation for any faculty member to serve? Have new faculty, in particular, been welcomed? Does the process seem open, or do the same people continually receive appointments? Do your committee appointees have term limits? Are the positions rotated so that everyone who desires to serve has an opportunity to be appointed? We recommend being as inclusive as possible - especially looking for a diverse representation of faculty, including part-time, vocational, counselors, librarians, young, old, men, and women - and as open as possible. As a reminder, faculty appointments to committees working on academic and/or professional matters should be made by your senate, not administrators (see Title 5, section 53203(f)).

Third, it is easier to get someone to serve on a committee a second time if his/her service was recognized the first time. Does your senate thank or publicly recognize faculty for their service to the college? A hand-written note from the senate leadership team, or a joint note from the administrators and even student leaders, could show faculty that service is appreciated and contributions are recognized.

Finally, personal contact with faculty often has great results. Your senate leadership team can contact teachers, counselors, and librarians individually rather than waiting for volunteers to show up. If the committee functions well, has good leadership, and committee vacancies are filled in a democratic way, then you should see greater participation by more faculty on your campus. Good luck! ■

Times They Are a Changin'

SHAARON VOGEL, CHAIR, RELATIONS WITH LOCAL SENATES COMMITTEE

For local senate presidents it can be difficult to stay on top of things as there is always something new happening on their campus and across the state. Well, things are changing again, so fasten your seat belts!

Last year we had the first group of Title 5 changes and now the second wave is hitting without much notice. This group of changes went to Consultation Council in January after only one read by the SACC committee and is planned for the Board of Governors in March. Local senate presidents were notified about this new set of changes in the latest President's Update, so send this information on to your counselors, curriculum committees, and others that the changes may affect. As the Title 5 II changes are finalized , we will keep you updated and make sure you have copies for discussions on your campus. It will be a topic at our area meetings and at session so take the time to review them and come with questions and concerns.

> The state budget is big news and a moving target, as what finally happens by June is always an unknown.

We know there are proposed cuts that would deeply affect many aspects of our campuses. The potential cuts to categorical funding would be devastating to our students. I am sure discussions have begun already on your campus about the budget and that you are having to fight the "sky is falling" issues. Remember that our 109 college districts have one billion in reserves and that this should be part of your discussions. The California Community League of California (www. ccleague.org) has a wonderful website that has the latest on the budget that can help you keep up on budget discussions at the state level. Keep informed and be ready to write your legislator with your input and concerns.

Almost every campus has changing administrators and temporary administrators. They seem to be rotating around the state, whether that is for good or the bad. When new administrators join your campus, they want to put their stamp on things and usually propose changes. Many of these changes can impact processes you have on your campus and the 10 plus 1. The local senate then ends up spending much of its time reacting to these proposed changes in governance. Well remember: we got the power! One friend in administration reminded me that it is all about relationships. If we have good relationships, it serves us well in "bad" times to continue conversations and progress toward items you are working on. There may also be changes in our own faculty leadership that make consistency difficult. We have many new faculty who may not be grounded yet in our history and understanding of the governance process and Title 5, and who are not able to react and respond with the knowledge needed. At the Accreditation Institute Barbara Beno, executive director of the Accrediting Commission of Community and Junior Colleges, noted that despite administration changes, it is the faculty who are the constant and who maintain the governance processes.

We are the ones to sustain the governance process and collaboration. So it is all about relationships and building relationships not only with our administrator but our faculty. That means we want commitment to the principles we believe in. We need to educate new faculty and instill in them the beliefs, values, knowledge and character to commit to the 10 plus 1 and working with future administrators. As senate leaders you are the ones to take action, be creative, inspire, and have vision for your college. Grab the vision and work with others to create an environment that allows our students to not only learn but grow to be leaders themselves. Remember, that despite the changes in our administrations, we have the power and accountability to uphold governance and fight for it. ■

What Does History Have to do with Basic Skills?

LESLEY KAWAGUCHI, CHAIR, BASIC SKILLS COMMITTEE

Several years ago, a study was done at my college which revealed that students who were in English 1 (college-level English) had a significantly higher success rate in their social science and other writing-based courses. As a result, the curriculum committee placed an advisory that students be eligible for English 1 to take, for example, a history course, my discipline.

Recently, a colleague and I began examining our department's data in preparation for program review. We discovered a major student equity issue. In fall semester, 2005, the overall successful course completion rate for the history department was 64.2%. For white students, the success rate was 73.6% and for Asian students, 69.7%, both higher than the overall rate. But for Latino(a) students, the rate fell to 57.1% and for African American students, a shocking 43.6%, more than 20% less than the average.

This has raised the issue of whether or not some students are ignoring the advisory and have decided to try to tackle the courses despite not being eligible for English 1. We are awaiting further data from our institutional researcher in this area, though the previous researcher had told the Student Equity Task Force that data showed students were not following the advisory.

In the meantime, I have a small snapshot of what might be occurring. This winter session, I have three students who may provide some insight. These students are an interesting cohort. They told me that they have known each other since elementary school. One is white; one is African American; one is Latino. Their classroom behavior is immature–they take no notes, they constantly whisper to each other, one is always asking someone to lend him a pen or pencil, and they are shocked whenever I ask them to refrain from talk-ing to each other, though they sit in the front of the classroom. They do not turn in their reading assignments, assignments based on the course textbook and documents which I allow students to use on their essay exams. If an assignment does get turned in, all three essentially write the same wrong answers or do not answer the questions asked. Their first midterm exams were, to put it politely, disasters–they are among the worst exams I have encountered in my teaching career. They were high-fiving each other over who got the worst F.

When I mentioned these students at a recent Basic Skills Initiative meeting on my campus, a counselor and an administrator told me to look to see where the students had placed in English. It turned out that all three had placed into basic skills English (level C). One had attempted to pass his reading and writing course for a whole year and had failed. One had attempted to do the same over five semesters with the same results. One had managed to go through basic skills at the C level and had completed the course just below English 1–with a D. All three have marked their educational goal as "Transfer with AA."

The course they are taking with me meets the college's American Cultures graduation requirement. I suspect that the three friends decided to tackle the course together because of their desire to transfer with the AA. Two of them may have gotten tired of not making any progress in basic skills English and hoped that another course in a different discipline might result in success.

At this point, one of the students has requested to drop the class. In the e-mail, the student misspelled his first name and wrote, "I'm tryin [sic] to drop your class simply because I received a [sic] F on the first midterm and received low homework scores. So I need to drop so I hav [sic] no D's or F's on my transcript, because

I'm planing [sic] to transfer soon." I have another e-mail from another student, who may or may not be one of the friends, since this student did not identify him or herself and the e-mail address does not match those of the students who provided them when they registered for the class. This student also asked to be dropped, with the explanation, "I am also embarrassed on writing my essay because I'm still learning how to write college essays." The placement history, that neither has not successfully completed basic skills English (level C), suggests both are a long way from being ready to transfer. Moreover, for all that we instructors worry about what students say about us at RateMyProfessors.com, the three students did not bother to read one recent rating about me which warned, "I wouldn't take her if you haven't completed your english [sic] requirements."

I realize that this snapshot of my history class reflects a larger problem in my department, at my college, and throughout the community college system.

This is what the Basic Skills Initiative is trying to get all of us who do not teach basic skills courses to consider: our students want to succeed; our students want to transfer. We need to address their needs, but how? I am hoping that as the BSI moves into professional development, all instructors who do not teach basic skills begin to understand the ultimate equity implications of teaching in the community colleges and engage in professional development activities to help us to help our basic skills students to succeed. History or any other discipline has everything to do with basic skills. ∎

Disciplines List Review

DAN CRUMP, CHAIR, STANDARDS AND PRACTICES COMMITTEE

The Disciplines List establishes the minimum qualifications for the hiring of faculty in the California community colleges, defining the academic and experiential preparation for faculty in all of the recognized disciplines. The responsibility for reviewing and recommending changes to the Disciplines List falls to the Academic Senate. These revisions reflect current understanding of the discipline training and/or experience one needs to provide service in each of the disciplines. Revisions are voted upon by delegates at a Senate Plenary Session; approved revisions are then sent as recommendations for adoption to the Board of Governors to be included in the Disciplines List.

It is time once again for the Academic Senate to start the formal review process of the Disciplines List. This process occurs in a two-year cycle–the Senate recently completed such a review, culminating with proposals being voted on at the Spring 2007 Plenary Session and then adopted by the Board of Governors at their November 2007 meeting. The current Disciplines List is available on the Senate's website at *http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/MinimumQualifications/MQsforFacultyandAdministrators/tabid/753/Default.aspx.*

Proposals can be submitted for consideration by the Academic Senate in one of two ways, either through a college or district academic senate, or through a recognized discipline or professional organization. Each proposal must be heard during at least one of the hearings that will be conducted by the Standards and Practices Committee, scheduled for the next three plenary sessions of the Senate. Voting for approval of proposed revisions will occur at the Spring 2009 Plenary Session, with subsequent recommendation of approved proposals to the Board of Governors.

Details of the revision process have been sent in a letter to the presidents of all the local academic senates, as well as being placed on the front page of the Senate's website. Other forms of communication include mentions in the *President's Update*, breakouts at plenary sessions, and this *Rostrum* article. We welcome and encourage your participation in this review process. ∎

Politics and Pedagogy: The Numbers Game

MARK WADE LIEU, PRESIDENT

Numbers feature prominently in several of the persistent political issues that plague the Academic Senate and local academic senates. As we prepare for our Spring Plenary Session, it seems an appropriate time to revisit these numerical issues to provide both a touch of philosophical musing and an update on what is happening with them. In ascending order, I begin with…

The 50% Law

The 50% Law dates back to 1961 when community colleges were still strongly connected to K12. The law was put into place to put a renewed emphasis on classroom instruction rather than student services or administration. In addition, the law was intended to reduce the use of teachers for administrative purposes and, by devoting more resources to the classroom, to reduce class size. As community colleges developed a more independent identity, many K-12 regulations remained. The 50% Law is one of them. Today, the 50% Law is both a blessing and a curse. In the eyes of most faculty and the Academic Senate, the 50% Law ensures that a minimum of 50% of all expenditures are devoted to classroom instruction. It seems a difficult argument to make that less than 50% should be devoted to the core function of our institutions.

> However, the curse of the 50% Law is that it does not support the hiring of counselors, something that is supported strongly by the recent literature review conducted for the Basic Skills Initiative and in the work of the Consultation Task Force on Assessment.

The 50% Law also fails to support the hiring of librarians and other faculty not teaching in the classroom. Opponents of the 50% Law often use the argument that districts need greater flexibility to manage budgets, especially in the area of technology. While the Academic Senate acknowledges the negative effect of the 50% Law on the hiring of counselors and librarians, the Senate is loathe to abandon the 50% Law and its protection of classroom instruction without something better to put in its place[1].

The Association of California Community College Administrators (ACCCA) has had as one of its top five legislative priorities for many years the abolition of the 50% Law. This has met with little success, in spite of the support for this proposal in the reports by Nancy Shulock[2], due in large part to the strong opposition by the Academic Senate. This year, ACCCA has opened up discussions with the Academic Senate, faculty associations, and other constituent groups on the idea of changing the 50% Law rather than abolishing it. So far, these are just initial discussions, but some of the concepts being explored are changing the percentage and specifying percentages devoted to the hiring of counselors and librarians. The Community College Association of the California Teachers Association (CCA/CTA) is also working on legislation in this area as a part of AB 906 (Eng).

For the Academic Senate, given the significant impact of the 50% Law on counselors, a discussion of the 50% Law is being brought to counselors at the Academic Senate's Counseling Faculty Development Institute.

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[1] See Academic Senate Resolutions S91 5.01, F92 1.04, F00 6.07, S01 8.03, and S01 8.04.

[2] Nancy Shulock's three reports on the California Community Colleges, *Invest in Success, Beyond the Open Door,* and *Rules of the Game,* are available at http://www.csus.edu/ihe/pages/publications.html.

The 60% Law

The 60% Law pits two different groups of faculty against each other: full-time faculty vs. part-time faculty. In short, current law restricts a part-time instructor to teaching a maximum of 60% of what is considered a full-time load in a given semester. In application, due to successful lawsuits by part-time faculty in obtaining full-time employment, many districts are cautious about allowing part-time faculty from actually teaching 60%. Translated into lecture units, the 60% Law, at the maximum, allows a part-time faculty member to teach three 3-unit courses, two 4-unit courses, or one 5-unit course (using a 15- unit base). Based on these permutations, it is clear that the 60% Law has a particularly detrimental effect on faculty who teach in departments with large-unit courses such as mathematics and foreign languages. Particularly for these faculty, the result is that some faculty have to teach at multiple colleges to make a living, hence the common appellation of "freeway flyer."

Two years ago, the California Part-Time Faculty Association (CPFA) strongly supported legislation to change the law to allow a part-time faculty member to teach up to 80% of a full-time load. The Academic Senate came out strongly in opposition to this legislation, and it is on record with several resolutions explaining its opposition[3]. Due to the Academic Senate's opposition, the author of the proposed legislation withdrew the bill, but the issue is still with us.

This legislative session, CPFA has worked with Assemblymember Dymally to put forward AB 591. AB 591 would permit part-time faculty to teach up to 100% of a full-time load as non-tenure-track employees.

What might be considered a compromise proposal may be emerging from other faculty groups.

> The proposal would be to raise the limit to 67%, thereby permitting faculty that teach high-unit courses of five units to teach two classes in a district.

3   See Academic Senate Spring 2006 Resolutions 3.03, 6.03, 6.06, 19.02, 19.03, and 20.02.

At this point, the Academic Senate has taken no position on this proposal.

75:25

The concept of bringing the ratio of courses taught by full-time faculty to those taught by part-time faculty to 75:25 predates and was enshrined in AB1725, now almost 20 years past. While 75:25 was only legislated as a goal and not a requirement, from this legislation came the concept of the Faculty Obligation Number (FON), which monitors the progress of districts (or lack thereof) with regards to the 75:25 goal. Several issues surround the FON and progress towards the 75:25 goal. Critics of the current implementation of the FON point out that regulation does nothing to support progress towards the goal—merely maintenance of whatever current ratio a district maintains, and at this time, approximately 63% of all courses are taught by full-time faculty across the system, a number which continues to decline.

There have been regular attacks on the 75:25 goal over the years, and a common argument made against 75:25 has been one of flexibility, particularly in occupational areas. This argument was resurrected in recent reports by Nancy Shulock. The Academic Senate has countered this argument by pointing to the abysmal ratio for areas such as basic skills, areas where the argument for flexibility fail miserably. It is also important to note that the 75:25 applies to the district as a whole, not to an individual college or department. The dissension over 75:25 reached such a pitch that former Chancellor Mark Drummond asked the Consultation Council to form a task force to re-examine the system's progress towards the 75:25 goal. The task force produced a report in June 2005, which made recommendations for how the system could make progress on the goal. However, in the end, Chancellor Drummond did not move the recommendations forward.

75:25 remains a hot political issue, even though it is simply a goal, and one with little actual system support. Most of the current focus on the issue stems from the recommendation in Nancy Shulock's reports that the goal is counter-productive to the priorities of the State of California. However, there are two other facets of the issue that are very much of concern. First, there

is the issue of the current FT:PT ratio for the area of noncredit. All of the above discussion is actually limited to credit instruction. According to a colleague, the Academic Senate concurred in not supporting inclusion of noncredit when the 75:25 language in AB1725 was crafted, and today the ratio for noncredit is an abysmal 5:95.

Clearly, if instruction for students in noncredit courses is to be strengthened, there needs to be greater attention paid to increasing the ranks of full-time faculty in noncredit.

Second, a disturbing interaction in FON regulation seems to remain unaddressed. When a college's FTES drops, its FON is proportionately decreased. When a college returns to its former FTES level, the FON should also readjust to its former level. A Chancellor's Office memo dated January 25, 2007, specifically states that this is how dramatic changes in FTES should interact with the FON. However, at present, college FON data suggests that this is still not happening, with the FON remaining artificially low after a return to former FTES levels.

In Conclusion

The numbers game continues, whether we are talking about 50%, 60%, 75:25, or even the pending state budget. Clearly there are differing perceptions about the value of these numbers among the different constituencies in the community colleges, but I would like to end with a comment as to how important these numbers are.

Oftentimes, faculty argue that these legislated numbers are the only protection against erosions in the quality of instruction. While I interact with many administrators who would fight as strenuously to protect the integrity and quality of instruction as I would, the numbers speak to the validity of this argument. If we look at the 75:25 goal, the decision to exclude noncredit from the calculation inadvertently set up an experiment where we can compare what happens when the numbers are regulated and when they are not. Credit instruction, while still far off from achieving the 75:25 goal, is at the least in the 60% range. Noncredit instruction, which has no regulation in this area, is now in the 5% range. I think the numbers speak for themselves. ∎

The Politics of Pedagogy: FORGING ALLIANCES FOR ACTION

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