

**ACADEMIC SENATE MEETING
APPROVED MINUTES
FEBRUARY 5, 2015**

Members Present: James Todd (President), Curtis Martin (Vice President), Steve Amador, Deborah Laffranchini, Adrienne Peek, Allan McKissick, Allen Boyer, Belen Robinson, Bob Droual, Christopher Briggs, David Chapman, Ellen Dambrosio, Eva Mo, James Dorn, Jim Howen, Kevin Alavezos, Layla Spain, Luis Rebolledo (ASMJC President), Mike Adams, Nancy Wonder, Paul Berger

Members Absent: Chad Redwing, Elizabeth David, Jim Stevens, Travis Silvers

Guests Present: Roberto Serrato (Ceres Unified AB86), Alice Pollard (AB86), Pedro Mendez, Laura DeFreitas, Ross McKenzie

I. MINI-LESSON

S. Amador provided a mini-lesson on Robert's Rules of Order, Standard Order of Business, regarding the Agenda.

II. APPROVAL OF ORDER OF AGENDA ITEMS

M/S/C (J. Howen, A. Boyer) Move to approve the Order of Agenda Items.

20 Ayes, 0 Opposed, 0 Abstentions

III. APPROVAL OF THE MINUTES (December 11, 2014)

M/S/C (E. Dambrosio, L. Spain) Move to approve the December 11, 2014 minutes.

20 Ayes, 0 Opposed, 0 Abstentions

IV. CONSENT AGENDA

- A. Affirm election of Curtis Martin as Academic Senate President for Fall 2015 – Spring 2017
- B. Affirm election of Chad Redwing as Academic Senate Vice President for Fall 2015 – Spring 2017
- C. Appoint Todd Guy, Ellen Dambrosio, Brian Greene and Iris Carroll to the Librarian-Tenure Track 2015-2016 Hiring Committee

M/S/C (A. Peek, E. Dambrosio) Move to approve the Consent Agenda.

20 Ayes, 0 Opposed, 0 Abstentions

V. ACTION/DISCUSSION ITEMS

A. New Business

- 1. Stanislaus + Mother Lode AB86 Regional Consortium presentation and discussion with Pedro Mendez, Alice Pollard (AB85 Consultant) and Roberto Serrato

J. Todd gave a brief overview of AB86 using an ASCCC Powerpoint presentation on Adult Education and Noncredit (attached). The mission of adult education and noncredit is a large part of what we do at the community college. It is about open access with diverse backgrounds and people that are looking to improve their learning. Adult education was imagined as an educational gateway and something to help build a better California.

P. Mendez said we are moving through a process that has placed us in a region which is Stanislaus and the Mother Lode and wanted to explain why the District got involved. When AB86 was rolled out, if districts chose not to be involved, they defaulted to their neighboring districts. As YCCD we did not want to default to San Joaquin Delta College

or Merced or any other college district to be the organizational structure fiscally that lead the conversation on adult education. It makes sense for us to come forward and become fiscal agents. We have strong relationships with thirteen school districts in our area and have candid discussions about what is and what isn't working.

Alice Pollard is our consultant and also a former director of Turlock Adult School, which is the largest adult school in our service area and has been helping them with the conversations. Roberto Serrato is the current Adult Director for Ceres Unified School District. P. Mendez said there is a campus opening in Ceres specifically for adult learners so things are already in motion. Our goal is to expand, improve or maintain consistent funding for this particular population. One of the first conversations they had was if a fee should be charged to the adults in the lower end of the spectrum that most need education or should there be funding to reach out to bring them along and move them into the stratospheres to educate them to an entry level job or move them into the college system toward larger careers. The outcome of that discussion was that education should be provided to that population.

P. Mendez, Alice Pollard and Roberto Serrato gave background information on adult schools, what has been happening, and the plan. The primary purpose was to educate immigrants.

P. Mendez said more time is needed for discussions. AB86 has tasked us to come together as a community of educators and ask what we can do better, what is working well, where can we align and be better resourceful to progress us forward with the differences we have. Now is the time to educate so people are aware of what is going on. They are starting to meet in groups around ESL and basic skills and faculty are needed. Stipends are available for faculty for every hour they sit at the table. How can Academic Senate help? Identify instructors and faculty that may be interested in these topics and knowing they have a vote, they are eager to have faculty involved in this process. This is a process that will evolve over the next 2 – 3 fiscal years.

A lengthy discussion took place regarding different areas of AB86.

B. Continuing Business

1. Nominations closing and elections held for Interim Academic Senate Interim Secretary, Interim Parliamentarian and Interim Legislative Analyst

M/S/C (A. McKissick, J. Howen) Move that nominations be closed for Secretary, Legislative Analyst and Parliamentarian.

20 Ayes, 0 Opposed, 0 Abstentions

M/S/C (A. Peek, J. Howen) Move to elect C. Redwing as Secretary, D. Laffranchini as Legislative Analyst and S. Amador for Parliamentarian for the Spring 2015 semester.

2. Nominations open for Academic Senate Secretary, Parliamentarian and Legislative Analyst to begin Fall 2015

An announcement was made that nominations are now open for Secretary, Parliamentarian and Legislative Analyst for next year beginning Fall 2015.

3. Equivalency Process – 2nd Reading

M/S (E. Dambrosio, S. Amador) Move to approve the Determination of Equivalency forms for a 2nd Reading.

J. Todd said that there are three different forms. After they are approved here they will go to Columbia College. With our approval the forms will be given to Human Resources so the process can be used as soon as possible with MJC faculty. Both Academic Senates will sign off of each Equivalency request that comes through our District. Columbia College will have three on their committee and we now have three people in our ad hoc

Prescreening Committee and three people on our Equivalency Committee and possibly be appointing more due to the number of requests that may coming forward.

As for the question being asked about what happens to the form when it is complete, C. Martin referred to the bottom of the page, where Human Resources would forward completed copies to: Personnel File, Student Services or Instruction Office, Immediate Administrator, Columbia Academic Senate Office and MJC Academic Senate Office and include the date filed or sent.

Since we want this in place right now, we want to check not only equivalencies but minimum qualifications for everyone before they go to a Search Committee. G. Leguria said she would personally review every application and if they don't match, word for word, what is in the disciplines list, it gets referred to our committee for equivalency and the applicant is contacted to let them know. In the future there will be a ten-day window before the application is due. The applicant would have to request an equivalency ten working days or two weeks before the application is due.

As for the question asked how will it be enforced that an interview will not be granted until an equivalency is done, C. Martin said he informed G. Leguria that he would like to sit on all Hiring Committees so he can inform them that an interview will not be set up without an equivalency being done and has faith in Human Resources that they will not let that happen.

M/S/C (J. Howen, D. Chapman) Move to amend the Determination of Equivalency for Disciplines in which a Master's Degree Is Not Generally Expected or Available But Requires A Specific Bachelor's or Associate Degree and Determination of Equivalency Disciplines in which a Master's Degree is Not Generally Available, under Instructions, Number II, on the reverse to read: The applicant must provide copies of all transcripts and supporting documentation, including, but not limited to, work experience verification that shows the applicant's broad command of the major subject in their field or discipline, his or her general education, his or her writing skill, and other work products or publications that show the command of the major or occupation in question.

20 Ayes, 0 Opposed, 0 Abstentions

There was a discussion regarding the Instructions for Section 1 of Equivalency Form in which a Master's Degree is not Generally Expected or Available but which requires a Specific Bachelor's and Section 2 of Equivalency Form in which a Master's Degree is Not Generally Available regarding the units needed in those sections and the wording needed.

M/S/C (A. Peek, C. Martin) Move to approve the Determination of Equivalency for DISCIPLINES REQUIRING A MASTER'S DEGREE, Determination of Equivalency DISCIPLINES IN WHICH A MASTER'S DEGREE IS NOT GENERALLY AVAILABLE, and Determination of Equivalency for Disciplines in which A MASTER'S DEGREE IS NOT GENERALLY EXPECTED OR AVAILABLE BUT REQUIRES A SPECIFIC BACHELOR'S OR ASSOCIATE DEGREE for a 2nd Reading with the understanding that C. Martin will make minor adjustments and improvements.

18 Ayes, 0 Opposed, 0 Abstentions

It was noted that B. Robinson and D. Laffranchini left prior to the voting.

Adjourned 5:40 pm

VI. INFORMATIONAL ITEMS

A. Math Department Position on Course Unit Values

VII. REPORTS

D. ASMJC Senate – Luis E. Rebolledo

E. President's Report – James Todd

F. Legislative Analyst Report – Deborah Laffranchini

G. Accreditation Council – Brian Greene

- H. Instruction Council – Deborah Laffranchini
 - I. Facilities Council – Jim Howen
 - J. Resource Allocation Council – Kevin Alavezos
 - K. College Council – Curtis Martin
 - L. Faculty Representative to the Board – Bill Anelli
 - M. Curriculum Committee – Curtis Martin or Barbara Adams
 - N. Distance Education Committee – Eva Mo
 - O. Student Services Council – Ross McKenzie
 - P. Faculty Professional Development Coordinating Committee and PDCC
 - Q. Outcomes Assessment Work Group (OAW) – Eileen Kerr
 - R. District Advisory Technology Committee – John Zamora
-
- A. **ITEMS FOR FUTURE AGENDAS**
 - B. **ANNOUNCEMENTS**
 - C. **OPEN COMMENTS FROM THE PUBLIC**
 - D. **OPEN COMMENTS FROM SENATORS**
 - E. **ADJOURNMENT** Adjourned at 5:40 pm

In accordance with the Ralph M. Brown Act and SB 751, minutes of the MJC Academic Senate records the votes of all committee members as follows. (1) Members recorded as absent are presumed not to have voted; (2) the names of members voting in the minority or abstaining are recorded; (3) all other members are presumed to have voted in the majority."

Legislative Analyst Report
Prepared by Debbie Laffranchini

February 5, 2015

February 2, 2015:

Implementation Update: Reforming Transfer from CCC to CSU

Transfer is a core feature of California State Higher Education system. The Student Transfer Achievement Reform Act of 2010 with amendments created clearer pathways from the community colleges to the state universities requiring community colleges to create ADTs.

Progress has been made but the Legislature's targets are not on track for implementation. Thirty-three transfer model curricula have been jointly created by the CCC and CSU. These 33 majors cover majors selected by 80% of transfer students. Most colleges still have a few degrees to develop and a few are lagging far behind in creating degrees for popular majors. Students continue to be confused when they graduate with a transfer degree but that doesn't qualify them for the guaranteed CSU admission and the acceptance of the 60-unit guarantee. The CSU has not been able to evaluate the effectiveness of their priority admission policies in spite of all ADT transfer students being admitted into CSUs. Most CSUs accept the 60-unit transfer degrees but a few campuses are lagging and a few majors have low acceptance on several CSU campuses.

Nearly 12,000 students earned associate's degrees that eased transfer to Cal State schools in 2013-14, double the number from 2012-13 and up from about 800 students in 2011-12. Two hundred students who left the CCC with ADTs have now graduated from CSU with a bachelor's degree. CCC is on track to create ADTs and CSU is on track to accept the degrees.

Recommendation: one near-term report from CCC (in fall 2015) and two from CSU (in fall 2015 and fall 2016) to track the segments' progress in creating associate degrees for transfer and accepting transfer model curricula. In addition, the Legislature require CSU annually to provide data on certain student outcomes (including admittance to campuses and programs of choice, units taken, and graduation rates), beginning Fall 2018.

SB: 850: January 21, 2015

Fifteen community colleges were selected out of 34 proposals and will offer bachelor's degrees that are not offered at the CSU or UC systems. The community college system's "core mission of job training means there will be a shift to four-year degrees. The pilot degrees will begin by 2017-2018 and sunset in 2022-2023 academic years. Modesto Junior College and Skyline College were approved for respiratory care and respiratory therapy, respectively.

Academic Senate

Curriculum Committee Report

Submitted February 3, 2015

The Curriculum Committee

The Curriculum Committee met on Tuesday, February 3, 2015 at 2:40 PM for their regularly scheduled meeting.

- Committee Actions:
 - Reviewed and approved 8 course proposals (revisions and adoptions)
 - 4 courses pulled, discussed at meeting, and approved
 - Reviewed and approved 6 requisites requests (maintaining, requesting new)
 - Reviewed and approved 4 local requirement requests (maintaining)
 - Reviewed and approved 3 GE requests (maintaining)
 - Reviewed and approved 1 DE proposal (maintaining)
 - Reviewed and approved 1 materials fees request (maintaining)
 - Reviewed and approved 1 program (modifications)

Respectfully submitted,

Barbara Adams, Curriculum Co-Chair (Elected by Curriculum Committee)

Report to Senate: Distance Education Advisory Committee, February 2, 2015

From: Iris Carroll

DE Senate Representatives: Iris Carroll, Leslie Collins, Eva Mo, Mary Silva.

Date: February 3, 2015

After approving the agenda and minutes from the previous meeting we began reports.

1. Reports on Action Items from Previous Meeting

- During Institute Week, the Committee hosted an informal discussion for faculty on issues that our online disabled students face. We provided a basic overview of alternate media including demonstrating JAWs. As a result of faculty interest, Mike will work with disability services to create a Checklist for DSPS Compliance that will serve as a quick reference for faculty teaching online. Claudia reported that the DSPS office will caption videos for faculty.
- The Online Instructor of the Year award link will be placed on the MJC website soon.
- It was reported that the VPIs from both colleges requested that online courses for each institution be visible to all YCCD students in an effort to increase enrollment. Any concerns - none. Seems to help students.
- Mike reported that the state reciprocity approval process is a very complicated reporting process that isn't really going anywhere. Because our number of out-of-state students is very small we're just taking a wait and see approach at this point.
- The Committee is still committed to hosting a Brown Bag Lunch series that would serve as showcase for inventive pedagogy or new online educational tools.

AREA I: Student Support

2. **MJC Student Online Readiness Certificate** - Mike reported that the MJC Student Online Readiness Certificate been a big success, with 1,555 students having already achieved the certificate so far. In addition, student feedback has been positive with the exception of the lockdown browser and those students who feel it is remedial. The lesson takes anywhere from less than 1 hour to several hours depending on skill level.
3. **MS Office 365 Project Update** - Brian reported that this project is moving forward and that migration will be finalized this summer. The whole District is migrating to Office 365. Staff and faculty versions will be the professional version. Students will get access to the level 1 version; faculty will get access level 3. So, students will get online Office (standard edition of Office) for free. Labs will have the professional version.
4. **Student Equity Plan Update** – No report due to representative absence.

AREA II: Faculty Support

5. **Online Instruction Cohorts Update** – There are 21 students, most of whom are part-time faculty. There are only 2 are full-time faculty. In fact, fewer than 50 full-time faculty have taken series of online classes from Mike. Mike is concerned that faculty don't have the time to carve out to complete the large amount of work required without the motivation of a stipend.
6. **Distance Technology Advisory Committee Report** – Mike reported that there was a lot of focus on the Student Equity Plan. One of items earmarked in plan is for YCCD to get a true portal. There is also a need for more interpreters for deaf and hearing-impaired. DSPS needs laptops that have a camera on front and back to help deaf students and their signing interpreters. The network servers have had several problems this

semester. As a result, some of our FTEs count was lost. Consequently, the college is trying to get some sort of waiver for FTEs that weren't captured due to these external network problems. Also, the District is working on restructuring how helpdesk services are being handled. The model that they're working toward is a concierge model.

7. **Summer Academy** – For the past two years we've hosted a summer academy that consists of a full day of activities focusing on online instruction. Attendance for these academies has been steady. Mike asked the committee members to begin thinking of ways we each can contribute to the academy this summer.

AREA III: Technology and Infrastructure

8. **Blackboard Updates** – Our contract is up in March. Mike would like to continue to advocate for universal shells so that each class has a shell regardless of its modality. Instructors would not have to request a shell. BB has resisted this for years; however, Mike feels that he has found a flaw in the system architecture regarding copying courses that might sway BB in our favor.
9. **OEI Update:** - On February 20, Mike is going to meeting of the faculty who have put their courses forward for the pilot project. The faculty, Anne Smith, Curtis Martin, and Becky Gaines, will be working as adjuncts for Columbia because Columbia applied for and was awarded participation in the OEI pilot course offerings. Rumor has it that the selected LMS will be revealed at that meeting. Part of the summer academy will probably need to address training issues. The OEI team will conduct the conversion and training is part of the migration package. The OEI team visited here to talk about many aspects of BB. Mike felt that the team is comprised of very sharp people and that they'll make a smart LMS choice. There is a new OEI update at < <http://ccconlineed.org/>>.

AREA IV: Governance, Guidelines and Budget

10. **DE Program Review** - We need to do PR.
11. **Grant Update** – There is no longer be a DE grant. Instead our grant office will build DE into other grant proposals as appropriate.
12. **Senate Rep** (Eva, Leslie, Iris, Mary) – Eva reported that the Senate is excited about Office 365.
13. **Large class provisions online subcommittee update** – Eva discussed the charge and challenges faced by this DE subcommittee. Their preliminary research indicates that not much has been published on the issue of faculty load factors in relation to online instruction. They are finding a lot of published theoretical information about class size and student success. Because the committee wants to be data driven, they are working on constructing a survey to answer basic questions about faculty experiences in online courses regarding load and class sizes that will be distributed to cohort our schools. The subcommittee is discussing the possibility of surveying our faculty with the intent of increasing the size of the data set and exploring the challenges and issues facing our own population. Mike says we appreciate the effort.
14. **Curriculum Rep** (Shelley) - Can't continue this semester because of a conflict with SSSP meetings.
15. **College Council** (Mike) - Mike attended and most of discussion centered on the new Bachelor's degree in Respiratory Care. Other interesting news is that a major reorganization is being planned for the college.
16. **Committee Membership Review** – We reviewed page 37 of the DE Plan and concluded that we do have the stated representation; however, but many people can't attend meetings regular due to conflicts.
17. **Scheduling Future Meetings** – We explored the question of changing our meeting days for the remainder of the semester but decided against it for two basic reasons: we only have two more meetings this semester, and

there will always be teaching conflicts. We decided that we need to explore our meeting days and times each semester in light of new teaching schedules. Mike will send out Doodle for fall.

18. **Online Instructor the Year Timeline** – We developed a timeline for announcing and receiving nominations based on the Fall Institute Day deadline. With this in mind we decided that it would be good to announce nominations in last week of March.

19. **Items for next agenda** – Mike reminding us that we can all add items to the agenda as needed.

Student Services Council
January 23, 2015
By Ross McKenzie

The Student Services Council met last Friday. We discussed the attached document (Opening doors to Transferable Courses – Adjustments to Assessment) on basic skills assessment.

Notes from PDCC February 4th Meeting - 12:30 pm, Morris Bldg, Room A - Report by Bill Anelli

In attendance: Barbara Adams, Bill Anelli, George Boodrookas, Amy Yribarren, Michael Smedshammer, Donna Yarnal, Judy Wagner

I. ACTION ITEMS

- A. **Minutes** from December 2014 were approved by unanimous vote.; **Agenda** for 2/4/15 meeting was approved.; **Future meetings of PDCC:** will take place in the basement of the library next to the senate. What is the room number though?
- B. **We extended an invitation** to James Todd and Brenda Thames to present at our March meeting regarding professional development and the SSSP/Equity plan; **We agreed to request a member of the SSSP** to join the PDCC as a permanent member. Note: this items was not tasked to anyone.

II. GENERAL DISCUSSION ITEMS (not explicitly requested for further discussion in March)

- 1. **Who are we?** Given that the purpose and roles of our group was unclear we discussed the nature of the PDCC. Who are we? How did we originate? Who is invested in PDCC? What specific roles do we play? Management (George), Staff (Judy), Faculty (Bill) - we could benefit from more clearly delineating our roles, needs, and resources
 - a) **DE Coordinator** (Mike's role) - the PDCC can help facilitate use of, and access to resources supportive of DE.
 - b) **Academic Senate Secretary/Professional Development/Senate** (Bill's role) - to know what faculty are doing - sabbatical, conferences... and communicate this to the PDCC; coordination of institute day with other campus groups; explore resources for faculty prof. devp; become aware of overlaps between staff and faculty, re: prof. development
 - c) **Academic Senate/Curriculum Committee Co-Chair** (Barbara's role) - to relate professional development activities to curriculum issues and development; to advise; to keep abreast of possible new developments in professional development (faculty, staff, mgt) that would affect curriculum;
 - d) **Staff** - Donna, Judy, Amy - staff-related professional development; Upcoming discussion: are there different staff areas requiring different sorts of professional development? Should this be further refined, delineated?
 - e) **Management/Administration** (George's role) - advise regarding possible funding for PDCC projects and discuss management prof. development needs.
- 2. **Overcoming Campus Silos - an example of how the PDCC can effect better communication and coordination at MJC:**
 - a) During our discussion today we realized that there are multiple separate conversations and presentations occurring at MJC regarding how best to respond to mental health issues with our students.
 - (1) For example Lit-Lang institute day breakouts, social services events, nursing/mental health presentations.
 - (2) It would be more beneficial if these different voices could meet and coordinate our efforts so as to be most effective. We should include faculty, student services, vets, etc.
- 3. **Other Wish List To Do items for the future that were discussed.**
 - a) Surveys of staff and faculty - what are our professional development needs?

III. ITEMS TO BE DISCUSSED AT THE NEXT MEETING OR "TO-DO TASKS" - these are grouped by meeting participant. Each of us requested discussion at our March meeting of specific issues. We also gave ourselves HW or tasks to accomplish by our March meeting. These are explained below.

A. Judy Wagner and Donna Yarnal - items to be discussed in March/tasks

1. update next mtg on CSAC - lunch and learns.
2. Donna was recently appointed to the student services council - she will report to them and from them to us at our 3/4/15 meeting.

B. Michael Smedshammer - items to be discussed in March

1. Mike walked us through what an idea video-conferencing/hi-tech presentation room would look like. A large HDTV? screen that can be easily "bluetoothed" to laptops thus enabling video conference calls, easy projection of documents, etc. COST: around \$3,500 including a "horseshoe" table, chairs; LOCATION: Basement of Library in the PDCC room.? We should continue this discussion.
2. What is the relationship between the PDCC and the new state plans, i.e. the Equity Plan/Student Success?
3. At our March meeting we should do an informal program review, just verbal - find out what Prof Devp activities are happening now and what would we like to see happening...

C. Amy Yribarren - items to be discussed in March/tasks

1. We should revisit the space proposed for the video conference room.
2. Discuss at the senate (Bill?) the campus silo situation (ie, regarding mental health?), ask administration (deans) to invite mental health staff to present at division meetings;
3. Fall Institute day: reframe mental health break out sessions in terms of "behavior management" in order to increase attendance by faculty. (task?)
4. TASK: Amy will research student services council - their needs for prof. develop

2. Barbara Adams - items to be discussed in March/tasks

1. Barbara would like to talk about the process for reporting out of development activities... let's do a process talk at the next meeting- so that we know what is going on with our respective groups. How to get the right and left hand to talk to one another at MJC. How can the PDCC facilitate that?
2. Membership - 4C/SD - at last meeting, george asked for membership... \$50 - let's act on next meeting;
3. TASK (Barbara and Judy) - they will find and bring the application.

3. George Boodrookas - items to be discussed in March/tasks

1. TASK - George will develop a list of potential donors to worthy PDCC projects (such as a video conferencing room). He will explore possible funding sources such as the SSSP, ASMJC, Foundation, etc. He will report back to us at the next meeting.
2. TASK: PROFESSIONAL DEVELOPMENT CENTER - George will suggest signage language, "Professional Development Center"? and share it with us via email for approval.
3. TASK: George will check in with President Sterns regarding our intention to use the space next to the senate. This will require no additional staffing and was informally agreed to by Jill to Bill Anelli in December of 2014.

4. Bill Anelli - items to be discussed in March/tasks

1. TASK: find out what is going on with the state of California and professional development? Bill will research and report back. The issue is that monies and/or new standards might be coming our way and we do better to know ahead of time if changes are coming.

Adult Education & Noncredit: Opportunities & Challenges

ASCCC Curriculum Regionals
Powerpoint
October 17-18, 2014

Developed by ASCCC Noncredit Committee:

Debbie Klein (Chair), Gavilan College
Candace Lynch-Thompson, North Orange County School of Continuing Education
Leigh Anne Shaw, Skyline College
Jarek Janio, Santa Ana College School of Continuing Education

Adult Education & Noncredit: the heart of our access mission



- ◆ **Open access for students with diverse backgrounds and those seeking ways to improve their earning power, literacy skills and access to higher education**
- ◆ **First point of entry into college for immigrants, economically disadvantaged and low-skilled adults**
- ◆ **“educational gateway,” “portal to the future”**

Outline

- ❑ **LAO Analysis & Recommendations on Adult Education in California (2012)**
- ❑ **What is noncredit?**
- ❑ **Adult education structure & funding changes in 2014**
- ❑ **What is AB 86?**
- ❑ **ASCCC activity in Fall 2014**
- ❑ **CDCP funding equalization**
- ❑ **Some questions from the field**
- ❑ **Next steps for local senates & curriculum committees**
- ❑ **3 curriculum planning models**

CA Legislative Analyst's Office Analysis of Adult Education (2012)

- ✓ Adult education occupies a unique place in CA's education continuum between K-12 and higher education.
- ✓ Serves adult learners but consists of subject matter at the elementary and secondary level
- ✓ Plays an important role in providing adults with the basic skills and training they need to participate in civic life and become economically self-sufficient
- ✓ LAO makes recommendations to improve adult education by making it more focused, coherent, collaborative, responsive to local needs, and accountable to the public.

Some LAO Recommendations (2012)

- ✓ **Provide a Clear and Consistent Distinction at CCCs Between Adult Education and Collegiate Instruction**
 - ✓ Restrict credit instruction in English and ESL to transfer-level coursework, and credit instruction in math to one level below transfer. Require courses below these levels to be offered on a noncredit basis.
 - ✓ **ASCCC does *not* have a position/recommendation on this. It's up to local senates to determine their college's noncredit/credit cut-off point.**
- ✓ **Create a New Funding Mechanism for Adult Education**
 - ✓ Provide adult schools with the same noncredit funding rate that CCC districts receive.
 - ✓ Allocate base adult education funds on combination of enrollment and performance.
 - ✓ Allocate new funds for adult education based on regional needs.

Noncredit Instruction CA Education Code §84757(a)

1. Parenting
2. Basic Skills (Reading, Math, English)
3. English as a second language
4. Classes and courses for immigrants
5. Education programs for persons with substantial disabilities.
6. Short-term vocational programs with high employment potential (includes apprenticeship)
7. Education programs for older adults
8. Education programs for home economics (known as Family and Consumer Sciences)
9. Health and safety education

Structure & Funding Game Changers in 2014-15

- ◆ **AB 86: Education Omnibus Trailer Bill (2013-2014)**
 - ◆ **Regional consortia to plan the restructuring of adult education in California**
- ◆ **SB 860: Education Finance: Education Omnibus Trailer Bill (2014)**
 - ◆ **Career Development and College Preparation (CDCP) Funding Equalization**

What is AB 86?

- ◆ Amended California Education Code §84830 to create regional consortia to implement a plan to “better serve the educational needs of adults” in areas that include:
 - ◆ Basic skills in Math and English
 - ◆ English as a Second Language
 - ◆ Classes for immigrants eligible for educational services in citizenship and workforce preparation
 - ◆ Classes required for a high school diploma or equivalency certificate
 - ◆ Education programs for adults with disabilities
 - ◆ Short-term CTE programs with high employment potential
 - ◆ Programs for apprentices

ASCCC Spring 2014 Resolution 9.01

- ◇ **Academic Senate Involvement in AB 86 Regional Planning Consortia**
- ◇ Resolved, That the ASCCC urge local academic senates to use established CB21 coding to develop a framework for connections between credit basic skills, noncredit basic skills, and adult education offerings;
- ◇ Resolved, That the ASCCC assert that local academic senates should be active participants in the regional planning consortia since the work of these consortia, as defined by law, is an academic and professional matter;

ASCCC Activity in Fall 2014

- ◇ **Basic Skills CB21 meetings in September**
- ◇ **Noncredit committee survey provides a snapshot of the extent and quality of faculty involvement in the AB 86 consortia planning process.**
- ◇ **Noncredit committee chair participated in AB 86 Regional Planning Summit**
- ◇ **2 resolutions for Fall Plenary:**
 - ◇ Secure Funding to Develop C-ID Course Descriptors for College Preparation Courses
 - ◇ Restructure the FON to include Noncredit Faculty
- ◇ **ASCCC appointment of one of our officers to participate in the AB 86 Chancellor’s Office workgroup in process.**
 - ◇ Faculty & staff unions & ASCCC in conversation about an official faculty workgroup

CDCP Background: Noncredit Enhanced Funding

- ◇ **SB361 (2006) increased noncredit funding in CDCP (Career Development College Preparation) courses from \$2626 to \$3092 per FTES**
- ◇ **CDCP courses must be sequenced and lead to certificates**
- ◇ **CDCP Enhanced Funding Categories:**
 - **ESL**
 - **Math and English Basic Skills**
 - **Short-term Vocational**
 - **Workforce Preparation** (speaking, listening, reading, writing, mathematics, decision-making, and problem solving skills that are necessary to participate in job-specific technical training)

Moving Forward:

Next Steps for Local Senates & Curriculum Committees

- ◇ **GOAL: Evaluate best curricular mechanism to support student success and achievement of basic skills outcomes.**
 - ◇ Evaluate how students will achieve basic skills outcomes of competency in English language skills and mathematics.
 - ◇ Colleges may want to add noncredit courses or programs in basic skills given the economic opportunity with CDCP funding equalization.
 - ◇ What pre-transfer level skills could be addressed in the noncredit modality?
 - ◇ Look to noncredit programs in the state for effective practices.
 - ◇ Facilitate dynamic interaction among faculty and administrators.
 - ◇ How can noncredit instruction help students and impact student success?

Moving Forward:
Next Steps for Local Senates & Curriculum Committees

- ❖ **GOAL: Ensure clear articulation within each CCC district from noncredit to credit instruction & clear articulation from the K-12 adult education to the CCC system.**
- ❖ Regional consortia should be planning for the seamless transition between adult education, noncredit CCC, and credit CCC instruction.
- ❖ Where is the cut-off point between credit and noncredit?
- ❖ Where to offer noncredit?
 - ❖ Through credit divisions?
 - ❖ Through a separate noncredit division?
 - ❖ Through a separate school in a college district?

Moving Forward:
Next Steps for Local Senates & Curriculum Committees

- ❖ **Where to have these conversations?**
 - ❖ Local senates
 - ❖ Department meetings
 - ❖ Basic skills meetings
 - ❖ College planning and budget meetings
 - ❖ Determine right amount of credit and noncredit based on needs assessments to define best fit and appropriate funding

Noncredit & Adult Education Curriculum Planning:
Santa Ana College School of Continuing Education

- ❖ **What's working**
 - ❖ AB 86 articulation with K-12 adult schools
 - ❖ Transition programs with credit for lower levels of Math, English and ESL
 - ❖ Access to classes in the community

Noncredit & Adult Education Curriculum Planning:
Santa Ana College School of Continuing Education

- ❖ **BSI funding secured Transition Academy based on**
 - ❖ Student assessment
 - ❖ Intake process
 - ❖ Counseling
 - ❖ Educational planning
 - ❖ Rigorous instructional program in English and Math
 - ❖ Exit criteria

ACCEL

Challenges

- **The "Ghost of Funding Past"**
 - Creating a new paradigm under the constraints of two systems that were never designed to work with each other
- **The "Ghost of Funding Present"**
 - Fears of having to relinquish courses/programs or see them absorbed into another system, realizing there is no going back
 - Need to implement pilots ASAP, but unsure which are quick-wins on existing funding
- **The "Ghost of Funding Future"**
 - Activities being discussed/developed are high-cost
 - Wrap-around support services
 - Curriculum alignment
 - Comprehensive assessment, orientation, and counseling
 - Unclear what incentives local businesses will need to collaborate
 - Unclear what incentives might be expected from the state
 - Knowledge that funding received will be far less than what is hoped for

17

Take-home message

- ❖ Smooth bridging from noncredit to credit is fundamental for the success of many of our students.
- ❖ Developing and implementing a successful bridging plan requires much thought & quality collaboration among many areas on our campuses.
- ❖ Noncredit has become a vibrant part of our statewide and regional conversations. **Please carry back all discussions to your local senate, keeping your students at the heart of your planning.**

Resources

AB 86 website. www.ab86.cccco.edu

Academic Senate for California Community Colleges. (2006). The Role of Noncredit in the California Community Colleges. Sacramento, CA.

Academic Senate for California Community Colleges, Noncredit Ad Hoc Committee. (2009). Noncredit Instruction: Opportunity and Challenge. Sacramento, CA.

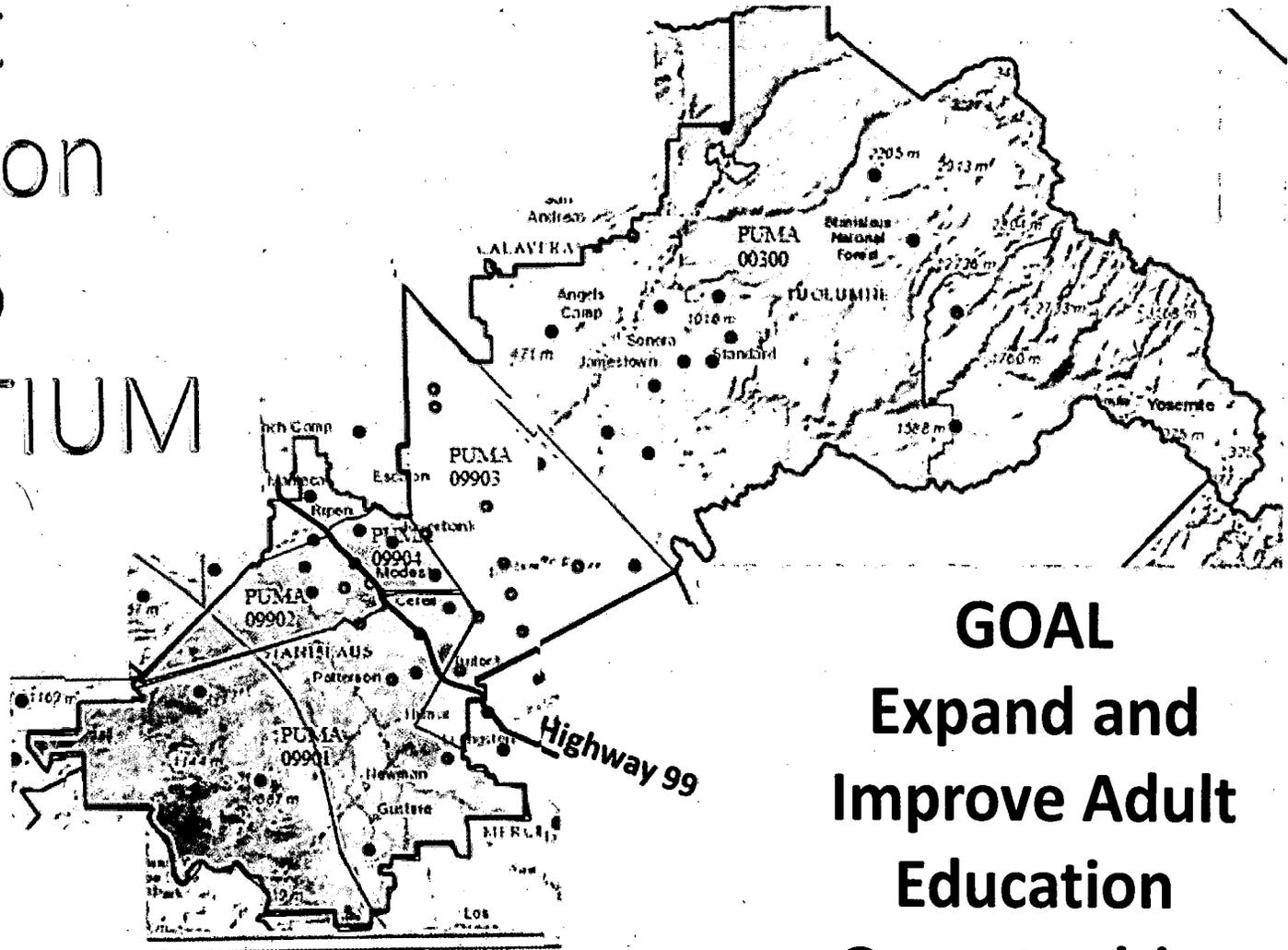
Academic Senate for California Community Colleges, Noncredit Committee webpage. www.ascce.org/directory/noncredit-committee.

Academic Senate for California Community Colleges, Noncredit Task Force. (2014). AB 86: A Brief History and Current State of Affairs from the Noncredit Task Force. *Rostrum* (March 2014). Sacramento, CA.

California Community Colleges Chancellor's Office. (2006). Noncredit At a Glance. Sacramento, CA

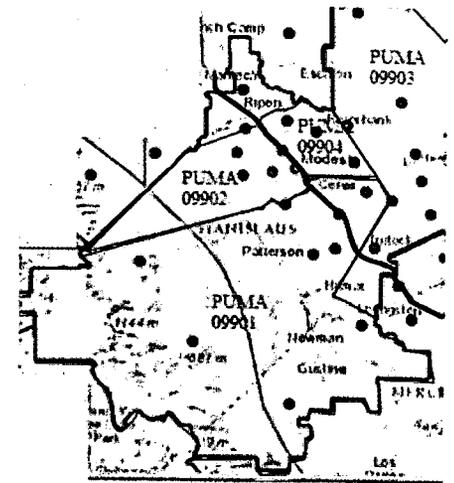
Legislative Analyst's Office. (2012). Restructuring California's Adult Education System. Sacramento, CA

Adult Education AB86 CONSORTIUM



GOAL
Expand and
Improve Adult
Education
Opportunities

AB86—Preliminary Findings



Population of 293,905 [18-49]

1. More than 140,000 with no post secondary education

** 117,000 not enrolled in school*

2. 58,000—NO DIPLOMA (18-49 year olds)

3. 116,000—ENGLISH LANGUAGE LEARNERS (18-49 year olds)

	FY2008-09	FY2013-14	Change
Basic Skills	14.5%	10.6%	-3.9%
English As A Second Language	5.6%	2.6%	-3%
Career Technical Education	20%	7.3%	-12.7%
Adults with Disabilities	14%	10.4%	-3.6%

PURPOSE OF ADULT EDUCATION

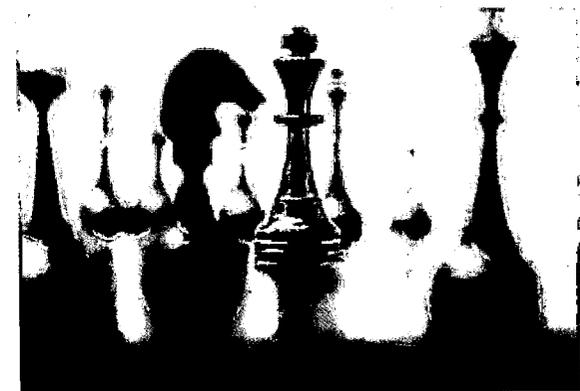
Secondary Education: Local School Districts

- High school diplomas (GED and Diploma classes)
- Support students in learning English for job advancement and support K-12 students (ESL classes)
- Career Training (CTE classes)

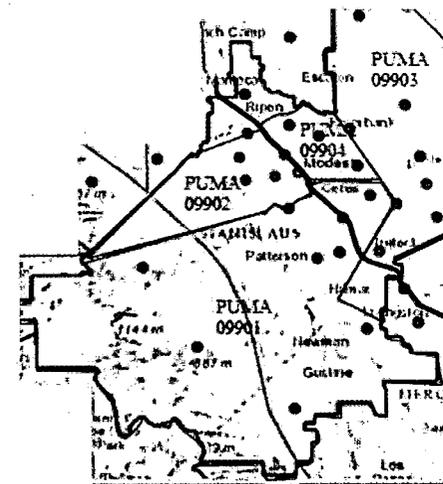


Post Secondary Education: Community Colleges

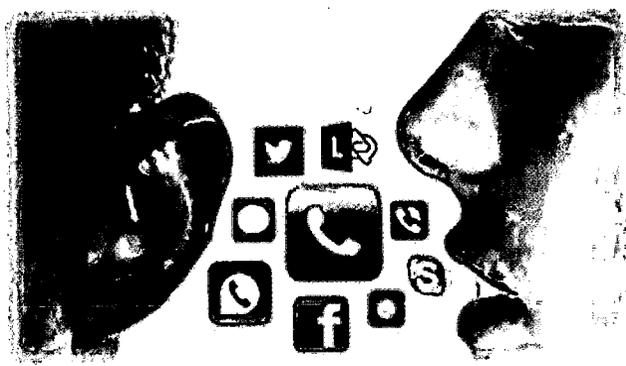
- Support students in learning English for college success (Non-Credit English as a Second Language)
- Certification and Career Training (Non-Credit CTE Training and Certification)
- Associate Degrees (pathway courses)



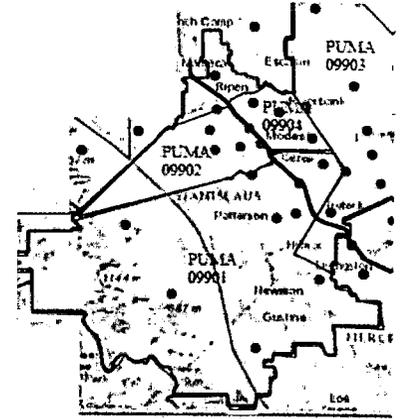
PLAN



1. Communicate Central Valley Challenges & Adult Education Budget concerns with all stakeholders.
2. "Table talks" among non-profits, secondary education, post-secondary education and workforce investment boards.
3. Communicating the need to increase funding to serve this community need



MESSAGE

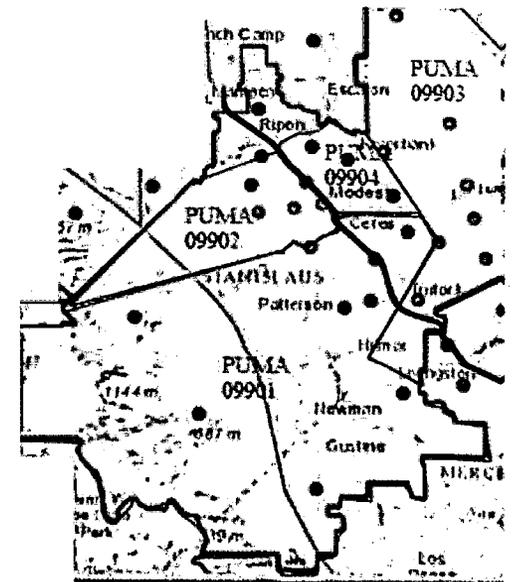


- ✓ Consistent Adult Education Funding
- ✓ Skilled & Educated Workforce
- ✓ System Transition and Alignment

Who to Contact to Support Greater Funding for Central Valley

[Email Local Legislators-Click Here](#)

	<i>FY2008-09</i>	<i>FY2013-14</i>	<i>Change</i>
<i>Basic Skills</i>	14.5%	10.6%	-3.9%
<i>English As A Second Language</i>	5.6%	2.6%	-3%
<i>Career Technical Education</i>	20%	7.3%	-12.7%
<i>Adults with Disabilities</i>	14%	10.4%	-3.6%



Email Letter-Copy Paste

Dear XXX,

My name is _____ and I am the _____ for Modesto Junior College. Please consider that over 58,000 adults in our area do not have a high school diploma. Also, you may be aware that over 116,00 of our adults are English Language Learners. I urge you to consider advocating for greater funding for our area given its great need. For more information please visit the AB86 Consortium website by [clicking here](#) and also the AB86 Consortium planning draft report ([click here](#)).

Thank you,



Math Department Position on Course Unit Values

The MJC Department of Mathematics takes the following positions regarding the ongoing debate and controversy about the unit values of its courses:

Course units are based on the content that is required to be covered in the course and the time required to cover that content in a way that realistically allows for student comprehension and retention. Related issues such as financial aid, "extra" transfer units, and the amount of time a student must devote to a course should be considered, but must not supersede these requirements.

The overriding concern of the mathematics faculty is our students. Our curriculum is designed to cover the material the students need at each level in a way that gives them a reasonable chance of succeeding, but also ensures that they are prepared for subsequent coursework. Mathematics builds on itself – faculty cannot skip topics. Mathematics is abstract and subtle – students need some time in class for discussion and questions. Removing class time puts our students at risk and this is unacceptable.

The following topics have become part of this conversation. We hope you will carefully consider them. Ask us questions, come visit our classes and ask our students about these issues. We are proud of our program and we welcome your interest.

1. **State Mandate:** There is no state mandate to reduce the units in our Calculus classes. There IS a state mandate to permit only 60 total units in the Computer Science degree. One possible solution is to lower the units in Math 171 and Math 172, but an equally viable solution would be to lower the units in other required courses.
2. **Financial aid:** After communicating with the Financial Aid Department at MJC, we discovered that the math department is not putting our students at risk of running out of financial aid with our courses being 5 units. In fact, students have six years of financial aid support and 90 units of attempted course work. It was also communicated that there is an appeal process for the students in case they require additional financial aid.
3. **Extra Units:** We asked Ruth Cranley what happens when a student transfers with courses from MJC that do not have the equivalent number of units at the transfer university, using a Math major as an example. If the student had more units than the minimum of 60 units to transfer, the extra units would likely be used to meet GE and major preparation requirements. Thus the units are generally not "wasted". If the student transferred an MJC course that has fewer units than the articulated transfer university course, they would still get credit for the course.
4. **Compare apples to apples:** The correct program comparison is community college to community college. Among all community colleges in California, 75% of them have five or more weekly contact hours in Calculus 1. Another good comparison is with colleges in our cohort. Among colleges in our cohort, 94% of them have 5 or more weekly contact hours in Calculus 1.

Here is the cohort comparison for our Calculus courses:

Four Contact Hours, Four Units: Bakersfield.

Five Contact Hours, Four Units: Porterville.

Five Contact Hours, Five Units: Cerro Coso, Contra Costa, Cuyamaca, Evergreen, Grossmont, Mission, Palomar, Reedley, San Joaquin, San Jose, West Valley.

More than Five Contact Hours, Five Units: Chabot, Fresno, Las Positas, Long Beach City.

5. Statistics can be dry at times, but...Our data is both deep and wide. The Math Units spreadsheet is a survey of all CCC's. We compared Math 70, Math 90, Math 134 and the Calculus sequences of all these colleges. Our goal was to determine whether our program is typical or not among other Math programs throughout the state. Here is the link to the spreadsheet: <http://tinyurl.com/CCCMathUnits2014>

6. Student surveys: Several instructors have surveyed their student about whether the contact hours in their math classes should be reduced or maintained. The students consistently indicated that the contact hours are appropriate. These surveys are available on request.

7. Basic Skills and Student Success: Many community college students across the state and at MJC place below college level math. We offer Math 70 and Math 89 or Math 90 as a brief two-semester version of content that is taught in two years of a high school program. For students who test below the high school level, we offer Math 10 and Math 20 as a brief two-semester version of content that is taught in three years of a middle school program. Each of these courses is highly accelerated when compared to their K-12 counterparts. Students who were unable to learn this material in 36 weeks struggle to learn it in 15 weeks. Yet we are still able to maintain our Student Success results in this sequence of courses at, and indeed above, the state average. Reducing the contact time with students in Basic Skills will unavoidably lead to a reduction in Student Success, in one of two ways: Either the content will stay the same and students will simply have less time to get help learning it, or the content will be reduced. Since mathematics is highly accumulative, and all our courses already contain only the essential content, a reduction in content will allow students to pass the class they are in by sacrificing their ability to pass their subsequent classes.

8. Pedagogy and the Dumbing Down of America: Decreasing the units in courses will weaken the quality of those courses. A faculty member faced with reduced units will be forced to make a lose-lose choice: either they will need to reduce the content that they cover, or they will need to devote less time to the content. In mathematics, we cannot reduce our content. We will be required to cover the same content in four contact hours that for decades we have covered in five contact hours. Most faculty will likely eliminate time for questions or for discussing difficult material. Pedagogical best practices in mathematics require us to spend time on challenging examples and answering questions. As instructors become frustrated with the decreasing success of their students, they will undoubtedly start eliminating or minimizing difficult topics, and they will need to stop assigning 'rich' problems that open the door to student understanding because there will be no time to discuss them. Students will no longer be

expected to understand ideas, and instead will only be expected to demonstrate skills. Should faculty be battling for dumbing courses down, or fighting against it?

9. MJC Mathematics Program and our students:

Many student who are college ready need only one 3-unit math course to transfer. We offer the following **3-unit** courses:

Math 101 (Math for Liberal Arts)

Math 111 – (Applied College Algebra) originally designed for Agriculture students

Math 130 (Finite Math) for Business Majors and some Computer Science Majors

Math 138 (Business Calculus) for Business Majors and Social Sciences

Math 105 for Elementary School Teachers

Math 106 for Elementary School Teachers

Students who need statistics can take Math 134 – a 5-unit course, proposed to reduce to 4 units (pending Curriculum Committee approval)

STEM students require more math – 3 semesters of Calculus and 1 semester of combined Linear Algebra and Differential Equations for a total of 20 units

Each of these courses has been thoughtfully designed to be consistent with state-wide and national norms. Like all faculty at MJC, we must offer courses that students will have a reasonable chance of passing and that prepare students who do pass to succeed in subsequent coursework.

10. In 2008 the state enforced an alignment between units and contact hours, which required us to increase the units in several courses across the college. For these math courses the content, contact hours, and workload were not changed:

	1991 units	1991 contact hours	Current units	Current contact hours
Math 70	4	5	5	5
Math 90	4	5	5	5
Math 171	4	5	5	5
Math 172	4	5	5	5
Math 173	4	5	5	5
Math 174	4	5	5	5

For many years, the emphasis in education was **Student Success** and **Academic Excellence**. We now appear to be in an era of educational quantity (run the students through) rather than quality. Hopefully, if faculty insist on returning to Student Success and Academic Excellence, this current era will soon pass.

Every Mathematics teacher we have ever been in contact with has been frustrated by the difficulty students have learning math. We have all had many students tell us "I make A's in all my other courses, but I just can't understand math". We want our students to succeed, but to succeed through learning the material. To that end, in the last 23 years, some changes have been made – always approved by the Curriculum Committee of course, who have been similarly frustrated by these issues.

Math 20 units increased with the idea that a better foundation would help these students move through the curriculum more efficiently. We have measured an increase in our Math 20 and Math 70 success rates following that increase.

The Math 121-122 PreCalculus sequence used to be Math 115 – 120. We have not measured a corresponding increase in success rates in Calculus, this change is being reassessed and alternatives are being considered.

The units for Math 134, Statistics, were increased for two reasons. First, some UC schools were not accepting it because it was lacking two large topics. Also around that time an open computer lab

became available to us. That was back before computers were ubiquitous. The availability of the lab allowed us to create a technology component as now is required in the Math 110 C-ID descriptor.

Math 70, 90 171,172, 173, and 174 were changed *only in units*, but *maintained the same contact hours*.

11. Math Department Initiatives for Student Success:

In the past 23 years, the Math Department has met the challenge to increase student success with many measures other than increasing units.

Tutoring: Many years ago, MJC had no tutoring program. The first official tutoring system was created by the Math Department. Over the years tutoring at MJC has grown and gotten more formal, but the Math Department is still a central component.

Supplemental Instruction: SI programs utilize a qualified student who attends an instructor's class, then holds tutoring for the students in the class. The Math Department was the first area on campus to investigate and begin using SI.

Math with Pizza: Students are welcome to eat pizza and improve their math skills while they eat. The meetings are held monthly and focus on different topics each month.

Mathematical Problem Solving Seminar: Twice a month students who attend this seminar work on the more unusual and creative math-contest- type problems.

Stanislaus Math Council Junior High and High School Math Contests: MJC faculty write and grade the contest exams. Then we get to watch the proud winners get ribbons and trophies.

Distance Education: The Math Department led the way in teaching with a variety of distance modalities. It began with televised courses many years ago, but we were also an early adopter of online classes. Our department has an early version of a MOOC back in the mid-90s. That same online course was eventually broadcast to all community colleges in the state and the Chancellor's Office. The recent decision to no longer schedule online Math courses was based on the right of assignment, and was not a faculty decision.

Hybrid Courses: The Math Department has always had several courses offered in a hybrid form to serve the needs of our students who have careers, job, and families.

Online Resources: Many Math Department faculty in recent years have integrated more online resources for their classes, such as online homework, supplemental videos, and class notes posted to web sites.

Make-the-Connection: Professors volunteered time on Fridays in an open classroom to provide extra math assistance to any student who dropped in.

Friday Stat Lab: Statistics instructors volunteer several hours on Fridays for an optional problem-solving practicum, which is well attended by statistics students.

Graphing Calculator Loan Program: Student can borrow either a graphing calculator or a scientific calculator for a whole semester at no cost.

Flipped Classrooms: A couple of our professors created videos of their lectures so the students can watch the lectures at home before the class session. Then the in-class time is devoted to exercises, projects, or discussions.

Slate Computers from the HSI-STEM grant: Several Math faculty are piloting the use of slate computers as a lecture tool, allowing more direct student interaction and integrating technology-dependent resources into the classroom experience.

Boot Camp and Math Jam: A week-long program prior to the start of the semester to help students be more prepared for their classes. Many of our professors created lessons, worksheets, and answer keys for those who attend the Math Jam and will be placing them online for those who cannot attend.

12. The jealousy factor: We have been told that some faculty are frustrated because they need more units in their courses. The correct solution is not to take away units in our courses. All courses should have the appropriate number of units.

13. The Workload Connection and FTES: Lowering the units of math classes will lead to a reduction in FTES. Arguments have been made that this is not the case, because math faculty will teach more classes in order to maintain their load factor. While this may be true for a few faculty, it is not true for all faculty. Full-time math faculty are encouraged to take overload classes, and many faculty already teach classes that are below five units. For many of us, the proposed reduction in course units would only affect one or two classes in our load, simply reducing our overload by one or two units. The motivation to add another course would not be as strong as it might seem. With adjunct instructors, a change from 5 units to 4 would not allow them to teach any additional courses. They have a 10-unit maximum on what they are allowed to teach. The only effect would be to pay them less. And no new classes would be staffed. Every qualified adjunct we can find is already teaching at capacity. This also assumes that there is an infinite supply of students waiting to take a math course. Rumor and anecdotes notwithstanding, this is not true. Although our courses start the semester with very full wait lists, faculty typically take almost everyone who shows up in the first week. Only a few are turned away, maybe enough for another section or two, but not enough to make up the loss in FTES. A net loss of FTES is unavoidable.

It is clear that workload is an integral, if not primary, component in this push to decrease math units. Regardless of your opinion of the Math Department's workload, the Curriculum Committee is not the appropriate venue to make adjustments or corrections in workload. Workload is a negotiable issue and must be handled by YFA. All faculty will lose if administrators get to unilaterally determine workload, or if workload issues are decided outside of our union's negotiations.

14. Setting precedent: Allowing non-discipline faculty to significantly alter the math curriculum sets a precedent that should concern all faculty. Curriculum in all areas should be created by those who know that subject and have experience teaching it. If that principle is not upheld for the math curriculum, every area loses control over its own curriculum.

In conclusion, we understand that the Curriculum Committee is a vital safe-guard against frivolous or sub-standard curriculum. However, committee members must rely heavily on local discipline faculty to provide the information necessary to make knowledgeable decisions. Non-discipline faculty cannot be expected to have the same level of expertise as discipline faculty in these matters. But non-discipline faculty can and should look at common practice, school policies, state laws, and past practice to determine whether curriculum is in line with state- and nation-wide norms and standards and they must consider all implications and ramifications of failing to approve the curriculum submitted by discipline faculty.

The Math Department has made an extraordinary effort to address the many concerns about our curriculum. Our extensive research has confirmed our belief that most of our courses have standard content and a typical number of units. However, we did find that some of our courses have units that are not the modal number of units throughout community colleges in the state, and we have taken steps to bring those courses in line. This is the correct way to review curriculum – using a scalpel rather than an ax – and our program will better serve students through this effort. And that’s really the bottom line for all of us. Whether they are transfer students or basic skills, whether their goal is to get a degree or just to understand math for the first time in their lives, our students deserve the best we can give them.

Respectfully submitted on November 25, 2014 by Mike Adams, Curriculum Committee Representative, on behalf of the MJC Mathematics Department

Instruction Council

January 27, 2015

Prepared by Debbie Laffranchini

- Program Review was discussed
 - MJC Program Review Schedule was distributed
 - Fall 13 needs to be done this semester
 - Food and Nutrition
 - Nursing
 - Spring 14 needs to be done this semester
 - Fall 14 needs to be done this semester
 - Once Program Review is done, amendments will be made as you go
 - CTE needs to be done every 2.5 years
 - A 19-page document, "Instructional Program Review" was distributed identifying:
 - Purpose of Program Review
 - Goals of the Program Review Process
 - What Program Review is Not
 - Role of Faculty in the Program Review Process
 - Elements and Processes of Program Review
 - Program Review Net (PRNet)
 - Program Review Cycle
 - Criteria for Review of Academic Programs
 - Getting Started: Directions on How to Build Program Review
 - Begin: Add a Co-contributor
 - Writing Directions/Narrative
 - Program Mission and Overview
 - Description of activities and accomplishments of the program since the last Program Review
 - Previous Response to Program Review
 - Program Personnel
 - Student Learning Outcomes and Assessment
 - Curriculum Analysis
 - Trend Analysis: Data segments in this section are self-populated every year
 - Trend Analysis: Productivity Trends
 - Trend Analysis: Faculty Trends
 - Trend Analysis: Location Trends
 - Trend Analysis: Time of Day Trends
 - Long-range Planning
 - Resource Requests
 - Executive Summary

- February 6 Eileen Kerr will conduct a workshop on Program Review and Outcomes Assessment
- eLumen is a new product that is being vetted to track specific student populations and look at assessment results with completions and grades for accreditation purposes
 - eLumen is an assessment plus program review data management system
 - we will know in a month if this is the product we are going to go with
- Ideas for Faculty Hiring Prioritization were discussed
 - A work group will gather together to present ideas for the Council
 - Mid-semester retirements are a challenge to the process so we need to pin down that process

Opening Doors to Transferable Courses – Adjustments to Assessment – 1.23.2015

In order to open doors to transferable courses and improve students' ability to access the mathematics and English courses that are most appropriate to their developmental level, the Student Services Council recommends the following actions.

1. **Start a campaign to have students *prepare* for initial assessment and for reassessment.** Promote this effort on the college website and at the testing center.
 - a. Students will be encouraged but not required to utilize the tools below prior to their initial assessment.
 - b. Eliminate the 60-day waiting period for reassessment. Instead require that students dissatisfied with their initial placement demonstrate that they have spent time working to refresh or improve their skills (adequate time on task) and progressed in their abilities (adequate progress) as demonstrated through a variety of independent or guided approaches, discussed below.
2. **Provide access to tools for skill-building.** For both preparation for initial assessment and for skill refreshment in advance of reassessment, students will be directed to a variety of possible tools and encouraged to work through as many modules as they can. In order to provide criteria for Testing Center staff to grant retesting privileges, adequate time on task and progress measures have been listed below. Students will be encouraged to exceed these minimums and work independently to ensure that they place as high as their skills will allow. Testing Center staff will be entrusted to make judgment calls for students whose time on task and progress have come close to meeting the criteria.
 - a. Provide access to two tools:
 - i. *Free* student access to Accuplacer Sample Tests for all. (Longdale publishing. \$750 cost for the college, unlimited users.
<http://www.longsdalepub.com/courses/accuplacer/start/index.html>).
The program provides guided, mostly text-based instruction aligned with

skills on Accuplacer exams and four practice exams for each level, with feedback as to correct answers to problems missed.

1. *Adequate time on task and progress:* Testing Center staff will look up student in system and give green light if student arrives at 70% by fourth practice test, with discretion to go a bit lower if the student has completed all four practice tests and has gotten close.
- ii. *Free access to Accuplacer MyFoundationsLab for students who agree to complete the diagnostic and skills-refreshing modules.* Access for students is established via an in-person visit to the Library and Learning Center to receive an access code and a brief tutorial on the system. Cost of the program is \$16.50 per student for ten-week access to the system. Access codes can be purchased by the college in bulk without expiration dates. The program diagnoses students' current skills and provides a learning/remediation plan. Students follow a self-guided approach to work through the content and improve their assessment scores.
<http://media.collegeboard.com/digitalServices/pdf/accuplacer/accuplacer-myfoundationslab.pdf>
 1. *Adequate time on task and progress:* Testing Center staff will look up student in system and give green light if student has spent at least ten hours working on modules and completed at least two.
- b. Allow students to select from a variety of independent tools, including but not limited to:
 - i. Khan Academy website
 - ii. ALEKS website
 - iii. Smart phone apps
 - iv. In-person and online tutoring and learning programs
 1. *Adequate time on task and progress:* Students will log into their accounts in the Testing Center, bring in printouts, or show their phone apps to Testing Center staff to demonstrate their time on task and progress in the system. Staff will check that the students have spent at least ten hours and advanced at least two levels in the system, with leeway to grant re-testing privileges to those who are close.

3. **Allow multiple measures comparable to CSU Requirements.** Enact a new, across-the-board multiple measures effort including two components – high school transcripts and CSU placement test exemption criteria (shown on the next page). The student would need to meet two conditions to enroll directly into college-level courses, English 101 or Math 101 or other entry-level mathematics courses.

- a. For placement into English 101
 - i. High school transcript showing passing grade in senior-year English *and*
 - ii. Meet one of the EPT exemption criteria below.

- b. For placement into Math 101, 105, 111, 121, 130, 134, or 138
 - i. High school transcript showing passing grade in intermediate algebra *and*
 - ii. Meet one of the ELM exemption criteria below.

- c. Counselors and Admissions Office staff will follow procedures comparable to those followed in placing students via AP tests, as outlined below. In accordance with CSU guidelines, exemptions from the Accuplacer English or mathematics assessment test will be granted only to those who present proof of one of the CSU criteria shown on the next page and high school transcripts showing appropriate course completion as in (a) or (b).

Steps to follow for placement:

- i. Student brings documentation to his or her counselor or the admissions office.
- ii. Counselor or staff collect the documentation and review it to ensure it meets the criteria established above.
- iii. Records are forwarded for inclusion in the student's records.
- iv. Counseling or admissions office will enter the appropriate code in the student's record to enable registration in the appropriate course.

CSU English Placement Test (EPT) Exemption Criteria

https://secure.csumentor.edu/planning/high_school/ept.asp

WHO MUST TAKE THE EPT

The CSU EPT must be completed by all non-exempt entering undergraduates prior to enrollment in any course, including remedial courses. Students who score 147 or above on the EPT will be placed in college-level composition classes.

Exemptions from the EPT are granted only to those who present proof of one of the following:

- A score of "Exempt" or "Ready for college-level English courses" on the CSU Early Assessment Program (EAP) taken along with the English Language Arts California Standard Test in grade 11
- A score of "Conditionally ready for college-level English courses" or "Conditional" on the CSU Early Assessment Program (EAP) taken on grade 11, provided successful completion of the Expository Reading and Writing Course (ERWC), AP English, IB English or an English course approved for extra honors weight on the University of California "a-g" Doorways course list.
- A score of 500 or above on the critical reading section of the College Board SAT Reasoning Test
- A score of 22 or above on the American College Testing (ACT) English Test
- A score of 3 or above on either the Language and Composition or Composition and Literature examination of the College Board Scholastic Advanced Placement Program
- Completion and transfer to CSU of the credits for a college course that satisfies the CSU General Education requirement in English Composition, provided such a course was completed with a grade of C or better

CSU Entry-Level Mathematics Test (ELM) Exemption Criteria

https://secure.csumentor.edu/planning/high_school/elm.asp

Exemptions from the ELM are granted only to those who present proof of one of the following:

- A score of "Exempt" or "Ready for college-level Mathematics courses" on the CSU Early Assessment Program (EAP), taken in grade 11 in conjunction with the CST in Summative High School Mathematics or Algebra II.
- A score of "Conditionally ready for college-level Mathematics courses" or "Conditional" on the CSU Early Assessment Program (EAP) taken in grade 11 along with the California Standards Test in Summative High School Mathematics or Algebra II, provided successful completion of a CSU-approved 12th grade math course that require Algebra II as a prerequisite.
- A score of 550 or above on the mathematics section of the College Board SAT Reasoning Test
- A score of 550 or above on a College Board SAT Subject Test in Mathematics (level 1 or level 2)
- A score of 23 or above on the American College Testing (ACT) Mathematics Test
- A score of 3 or above on the College Board Advanced Placement Calculus AB or Calculus BC exam
- A score of 3 or above on the College Board Advanced Placement Statistics examination
- Completion and transfer to CSU of a college course that satisfies the requirement in Quantitative Reasoning, provided such a course was completed with a grade of C or better