

Plenary Report – Jen Carlin-Goldberg

Thursday Sessions:

10:45 AM Infusing Equity, Diversity, and Inclusion into ASCCC's Vision, Mission, and Values

2:30 PM Curriculum Committees and Governance

4:00 PM System Partner: Equity, Academic Freedom and OER

Friday Sessions:

9 AM Data Schmata

General Session: We Are the Key

3:45 PM And...Guided Self Placement for All!

7 PM President's Reception

Infusing Equity, Diversity, and Inclusion into ASCCC's Vision, Mission, and Values

In this session, the attendees reviewed and revised the Vision Statement, Mission Statement, and the three Value Statements; Leadership, Empowerment, and Voice put together by Standards & Practices Committee based on the Re-evaluation of ASCCC Mission Statement Spring 2019 Plenary Session. The perfected statements will be brought forth for approval by the body at the Spring 2020 Plenary. It was amazing work and everyone was focused and eager.

Vision Statement: The Academy: Faculty dedicated to empowering all students to achieve their goals

Lead change, serve students, embrace inclusion

Mission Statement: The Academic Senate for California Community Colleges fosters equity, students learning and student success through:

- Effective leadership and official voice in academic and professional matters
- Proactive leadership and advocacy for the development of policies, processes, and practices
- Inclusion of diverse perspectives that represent our student populations
- Supporting growth ... *didn't get it down before we moved on*

Value Statements: Leadership (proposed revision)

The Academic Senate champions and models the effective leadership role of faculty at their colleges and at the state level, promotes the inclusion of leaders from various backgrounds and experiences in order to represent all faculty, and fosters faculty participation in governance to effect change. The Academic Senate facilitates and supports the development of faculty leaders. The Senate is respectful and reflective in its work and relationships and expects accountability from its leaders. In all its activities, the Academic Senate adheres to the highest professional ethics and standards.

Value Statements: Empowerment (proposed revision)

The Academic Senate empowers faculty from diverse backgrounds and experiences in order to promote inclusiveness and equity through its publications, resources, activities, policies, and presentations. The Senate collaborates with other statewide organizations, and with students, administrators, trustees, classified professionals, and others, to develop and maintain effective relationships. The Senate believes that collaboration and faculty engagement improve professional decisions made locally and at the state level.

Value Statements: Voice (proposed revision)

The Academic Senate asserts faculty primacy in academic and professional matters as established in statute and regulation and incorporates diverse perspectives as a means of reaching reasoned and beneficial results. The Senate is the official voice of the California community college faculty in statewide consultation and decision making and, through leadership and empowerment, endeavors to make each local senate the voice of the faculty in college and district consultation and decision making. The Senate values thoughtful discourse and deliberation that that aligns with its vision, mission, and goals.

Curriculum Committees and Governance

This session discussed the law and regulations governing the Curriculum Committees and discussed ways curriculum committees can navigate three frequently conflicting needs: the need to offer students appropriate lower division career and transfer-related coursework, the need to assist and support faculty curricular interests, and the need to uphold California Community Colleges curricular standards

First, supporting law and regulations, for your reference:

California Education Code §70902(b)(7) “The governing board of each district shall establish procedures to ensure . . . the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.”

Title 5 §53200 lists the following as “academic and professional matters” or “10+1”:

- curriculum, including establishing prerequisites and placing courses within disciplines;
- degree and certificate requirements;
- grading policies;
- educational program development;
- standards or policies regarding student preparation and success;

Title 5 §55002: The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

CEC §70902 “The [local] governing board shall establish policies for, and approve, individual courses that are offered in approved educational programs without referral to the board of governors.” etc.

Curriculum approved by the local governing board submitted to the CO for either chaptering or approval, depending on the type of curriculum.

When Desires and Need Clash:

Colleges typically face three pressures when evaluating new curriculum:

- To offer appropriate lower division coursework
- To assist and support discipline faculty interests
- To uphold CCC curricular standards

To assist with facing these pressures, Curriculum Committees should evaluate new curriculum proposals by using the following five criteria to establish a “big picture” approval process:

- Appropriateness to Mission. There are five types of curriculum that fall within the mission for the CCC’s as established by Education Code section 66010.4
 - Degree-applicable credit
 - Non-degree-applicable credit
 - Noncredit
 - Contract education
 - Fee based community service classes.
- Need
 - Must be directed at the appropriate level for community colleges; that is, it must not be directed at a level beyond the associate degree or the first two years of college.
 - Must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. It must not be primarily avocational or recreational.
 - Should also be congruent with the mission statement and master plan of the college and district.
 - Does not duplicate a current course offered.
 - Does not harmfully impact a program at a nearby institution.
- Curriculum Standards
 - Must be directed at the appropriate level for community colleges; that is, it must not be directed at a level beyond the associate degree or the first two years of college.
 - Must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. It must not be primarily avocational or recreational.
 - Should also be congruent with the mission statement and master plan of the college and district.
- Adequate Resources
 - Are there enough faculty/resources to offer the course at least once every two years at the level of quality described in the course outline?
- Compliance
 - Is the course compliant with Ed Code? **Some of the title 5 sections to note are:**
 - Open course regulations [Cal Code Regs, tit 5, § 51006]
 - Course repeatability regulations [Cal. Code Regs., tit. 5, § 55040-55046 and 58161]
 - Regulations regarding tutoring and learning assistance [Cal. Code Regs., tit. 5, §§ 58168-58172]
 - Regulations regarding open-entry open exit courses [Cal. Code Regs., tit. 5, §58164]
 - Statutes and regulations on student fees [Cal. Code Regs., tit. 5, §§ ??]
 - Prerequisite and enrollment limitation regulations [Cal. Code Regs., tit. 5, § 55003]
 - Particular provisions of the Nursing Practice Act [title 16]

When the five criteria are not met: Local practices vary; not all criteria are evaluated by curriculum committees. Some colleges and districts delegate review and endorsement of some criteria to other processes like departmental or administrative review, CIO review, tech review, etc.

It is good practice for the five criteria to be explicitly discussed as part of new curriculum approval process to ensure adequate review and input from faculty and local senates.

System Partner: Equity, Academic Freedom and OER - The Why, What, and How of the Open Educational Resources Initiative (OERI)

As our OER Liaison, I am happy that I got to go to one OER-related session. In this one, the OERI Faculty Coordinator, Michelle Pilati, Jennifer Paris, and Amanda Taintor introduced the OERI and its function in the California Community College System. They also defined Open Education Resources (OER), explained some of the ways one could create, curate, promote, and review OER. Though I am sure that many of us are aware of the motivation behind the project, I will also highlight some of student statistics they gave us in the presentation.

Definition of Open Educational Resources: “OER are teaching, learning, and research resources that reside in the public domain or are released under an intellectual property license that permits their free use and repurposing by others. The different Creative Commons licenses allow you to do a combination of the five “R’s”:

- Retain – make, own, control
- Reuse – use in varied contexts
- Revise – adapt, adjust, alter
- Remix – combine
- Redistribute – share

Almost all of the Community colleges have designated an OER Liaison and the OERI will be teaching their faculty partners about accessibility requirements for OER. Through these OER liaisons, the OERI is looking to recruit faculty to receive grants to create and publish OER that satisfy unmet needs. The OERI also wish to recruit faculty to review OER textbooks. For example, there is an OER Pharmacology textbook out of Wisconsin and they are looking for faculty to review it.

Libretext is a program that you can use to create Open Educational Resources. The system has “little bots” that check for and make text accessible while you create.

Motivational Statistics:

The following are not just California students. They stem from a nationwide study of Student Views in 2018:

- 85% of students list buying textbooks and course materials as financially stressful, compare that to 73% for housing and 69% for healthcare.
- 4 in 10 students drop their class if they can’t afford the textbook
- 3 in 10 changed their major to reduce their textbook and instructional materials cost.

- 73% of the students believe that having access all related textbook and course materials was more important than owning them.
- 81% of students said that easily accessible course materials would have a positive impact on their grades.
- 60% of African American students and 64% of Hispanic students have opted to not buy the required course materials.
- 60% of women vs 48% of men say that buying the required course materials was financially stressful and 76% of women vs 66% of men needed to use financial aid to buy their textbooks and other required course materials.

In the CCC #RealCollege Survey, we have these results:

- 60% of CCC students were housing insecure in the previous year. (SRJC Stats have this at 63%)
- 50% were food insecure in the prior 30 days. (SRJC Stats have this at 46%)
- 19% were homeless in the previous year. (SRJC Stats have this at 23%)
- 70% of CCC students experienced at least one of the previous three situations in the last year. (SRJC Stats have this at 72%) These rates were higher (in some cases significantly higher) in African American, Hispanic, LGBTQ student groups and also with students who are independent from their parents (financially), students who served in the military, who were in the foster care system, and formerly incarcerated students.

Data, Schmata – What Does it all Mean?

The first part of the session focused on how data should be collected, to be careful to not confuse correlation with causation, and to be careful when evaluating data displays. There were some very fun images, I highly recommend you take a gander. You can find the Data Schmata presentation PowerPoint here: <https://asccc.org/content/data-schmata-%E2%80%93-what-does-it-all-mean>

We spent the rest of the session reviewing and discussing the data in an RP group study.

Here is a link to the data presentation given by a representative of the RP group, the research group employed by the Chancellor's office. It shows the success rates of students placed directly into transfer level math and English courses upon enrolling in a California Community College in the Fall semesters for the years 2015 – 2018: <https://asccc.org/sites/default/files/4%20Data%20Schmata-What%20Does%20it%20all%20Mean%20-%20Data%20slides.pdf>

There were several takeaways that I got from the data that we saw.

1. There were some very confusing numbers. It looks like success rates were going down to me, but we were told that they are going up in some cases.
2. There were more people in the latter years placing into transfer level math and English courses, but overall college enrollment was staying flat or going down.
3. There was no separation in the numbers on *how* the students were placed into these transfer level courses as freshmen or which transfer level courses they were taking. In math, were there more students trying to take B-STEM related courses or were there more taking Statistics? The data also

wasn't separated into different academic backgrounds. How many were straight out of high school, how many were returning students, out of state or international?

Third General Session Presentation: We Are the Key by Dr. Daniel Walker

Dr. Daniel Walker's speech: We Are the Key, Not the Lock.

Key take away: "Diversity is an individual *and* institutional responsibility."

I cannot do Dr. Walker's talk justice. It was empowering and entertaining. It had me laughing *and* on the verge of tears through most of it. He told us the story of his mother who was the kind of person who much of society would write off, but she made it through our system and it changed her life, her family, and her community. He told us that it is our responsibility to Speak Truth (in the meeting where it matters) Do Justice, and Walk the Way of Righteousness.

Many sessions and talks addressed and/or worked on Diversity at Plenary this Fall. Diversity in Counseling, on the ASCCC Exec. Committee, in local Academic Senates, and among our faculty. I reflected on how proud I have been of my own department and of my professional organization in our efforts to become more diverse, to make our faculty more reflective of the population that we serve.

And...Guided Self Placement or Guided On-boarding for All!

I attended this session primarily because I was part of the team that made the Guided Self Placement Canvas Course for Math. I wanted to see what their example was.

"Increasing evidence points to the linkage between developing student self-agency and an academic mindset as components of persistence, success, and completion. Regardless of what you call it, a critical element of your local implementation of guided pathways (they also verbally included self-placement) must be a process that enables students to make their own evidence-based decisions regarding their educational journeys."

Guided Self Placement is a tool that will encourage a student to reflect on his or her academic history and educational goals that may include the student evaluating their familiarity and comfort with topics in English or mathematics. After completing the process, students decide their own course placement. In our case, we have placement rules and guided self-placement. This GSP must work in conjunction, not conflicting with, with the college's own placement rules. For example, if a student is placed in Statistics but they determine that they need to be more prepared to take the class, so they take the prerequisite, Math 161.

Benefits:

- It is considered a high impact practice because it transforms student services and support into practices that provides student agency and it is associated with increased academic success, retention, graduation, and transfer rates.
- These increased rates are especially true for "at risk" students from first generation, low-income families and students with disabilities.

Pitfalls:

- If students choose not to place themselves in transfer-level courses and, consequently, throughput is not maximized, will our approach no longer be approved?
- If students choose to take longer than a year to access transfer-level courses, will the colleges be penalized?
- How will success be prioritized?
- How do we balance maximizing both throughput and success?

Finally, GSP is not a tool; a single procedure, product, or algorithm that a college can use on all of their students. It is supposed to be a set of principles grounded in student choice that can be implemented in a variety of ways with varying consequences in local contexts.

Those implementations should evolve over time as student bodies and curricula change and as new technologies and theoretical insights emerge.

7:00 p.m. to 10:00 p.m. President's Reception

I am happy to report that Eric sang two Karaoke songs. He sang a duet entitled "Don't You Want Me Baby." And "Eat It". I dragged Weird Al into the karaoke night first, with the rather long winded song "Yoda." I was not brave enough to attempt the newer one on the list, "Word Crimes" but I will prepare for next time, should I ever get the opportunity again.