

Academic Senate Plenary Fall 2016-George Sellu

At the Fall 2016 plenary, I attended several breakout sessions. Here is a summary of the sessions I attended.

1. Expansion of SLOs in the Accreditation Standards:

The presenters made it clear that SLOs are here to stay and that the ACCJC has incorporated SLOs in the standards

The presenters opined that standard 2A was problematic because the language sounds prescriptive and the ACCJC is unclear on some of the language.

Challenges:

The ACCJC want us to disaggregate student data. However, they are not clear about what that really means.

There was conversation regarding whether colleges want to disaggregate student outcomes the same way we disaggregate achievement data.

Suggestions

It might be best to only disaggregate the program level instead of the course level.

The challenge with that is, a lot of our students do not declare their majors.

Hence, college should determine how they want to disaggregate data and share that with the ACCJC.

2. Looking Toward more accurate program data-TOP code alignment

We discussed course and program codes and their implications for accountability with the implementation of the new Strong WorkForce Taskforce recommendations.

TOP Code (Taxonomy of Program)-six digit code that classifies courses

Student Accountability Model (SAM) Codes are used to indicate the degree to which a course is occupational (CTE), and to assist in identifying course sequence in CTE programs.

Classification of Instructional Program (CIP) Code is the federal standard for instructional program classification.

Standard Occupational Classifications (SOC) Codes are used by the federal government to collect occupational data, enabling comparison of occupations across data sets.

Alignment (TOP→SIP→ SOC)

The ASCCC has put together a team to help colleges align their codes to enhance our accountability and tracking student success.

Through CTE Data Unlocked, the Academic Senate is working with representatives from WestEd, the RP Group, and Centers of Excellence to enable colleges to review their course and award code assignments

Intra-Program Alignment: The required courses for each award may be similar or may cross multiple disciplines.

Inter-program Alignment: Different colleges may have assigned different TOP codes to their programs, even though the content is similar

The Chancellor's office has dedicated \$50,000 per college from the Strong Workforce grant to help fix TOP codes.

CTE deans are encouraged to work with their local senate to invite the ASCCC technical team to help with TOP code alignment.

Remember: changing a TOP code is a substantial change to your program.

3. STRONG WORKFORCE RECOMMENDATIONS

It was reported at this meeting that the 10 regions and 7 consortia have received a total \$200 million from the chancellor's office to help implement the recommendations of the Strong Workforce Taskforce. Each college will receive two disbursements (one directly from the chancellor's office and one from the regional consortia). Sixty percent of the \$200 million went directly to colleges and 40% was distributed through regional consortia.

The technical experts at this workshop recommended that CTE faculty work with their local senate to ensure the following: *(a) CTE faculty serve on the committee that prioritizes the disbursement/allocation of the grant on their local campus. (b) CTE faculty are involved in the regional consortia (See statewide governance structure).*

There were some concerns about which programs qualify to receive these funds at the local level. This determination should be made based on the TOP code of programs.

The taskforce is interested in increasing the quality and quantity of CE programs.

The presenters reiterated that the guidelines for local grant applications should be similar to the statewide process. We were also informed that the regional priorities for the Strong Workforce grant should be set by 1/31/17.

Finally, the team of presenters suggested that faculty should take advantage of the Strong Workforce grant to effect a program discontinuance and establish new programs.

4. Non Credit Issues and Challenges

The presenters shared with us that non credit courses are currently getting equal apportionment and tenure track faculty should be encouraged to teach non credit courses (They are based on student contact hours and not affected by lecture/lab apportionment).

We could have credit and non credit students in the same class and there is repeatability for non credit. The determination is made by your local senate and your CIO.

Challenges

- There can be no credit course in a non credit certificate
- Apportionment in non credit is linked to course offering and not the number of students completing the course.
- Class-size determination for non credit is a local decision.
- Faculty compensation should be discussed with AFA.