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SENATE ROSTRUM

ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES NEWSLETTER

THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

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The Future ASCCC Mission

BETH SMITH, PRESIDENT



While California debates the mission of its community colleges, now is a good time to review the mission for the Academic Senate, as it might be changing as well. The change of the community college mission raises questions about which communities we serve, how to expand and still keep the quality of all programs and services at the highest possible level, and how to do more with less funding. All those issues apply to the Senate mission as well. Given recent developments, there are two striking issues that warrant consideration of changes to our mission. One principle that is missing from our mission is so obvious that it's sur-

We are the official voice of the faculty in academic and professional matters, which is widely known and respected in the state.

prising we haven't noticed it, and the other is emerging and should give us pause to consider the direction of the organization in the future.

The current mission statement for the Senate can be found on the ASCCC webpage and states:

The Academic Senate for California Community Colleges fosters the effective participation by community college faculty in all statewide and local academic and professional matters; develops, promotes, and acts upon policies responding to statewide concerns; and serves as the

official voice of the faculty of California Community Colleges in academic and professional matters. The Academic Senate strengthens and supports the local senates of all California community colleges.

The Senate does a great job with the current mission. We deploy over a hundred faculty to various committees and task forces which develop and promote policies. We are the official voice of the faculty in academic and professional matters, which is widely known and respected in the state. The Senate's resolution process and democratic structure enable us to mobilize faculty and affect policy

change, and the quality of our work is outstanding. So what could be missing from that mission? What is obviously missing from the current mission is the

explicit commitment of the Senate to academic excellence. Our implicit work to promote academic excellence can be traced to our support of the 10+1, but because of the Senate's unique position in the state, we should not be shy about confirming our role in upholding academic excellence for California's community colleges. The second issue is less obvious but critically important which is our role in responding to legislative direction as a driving force in the work of the Senate. We absolutely want to consider the former because it encapsulates the very nature of faculty and, unfortunately, may be stuck with the latter.

Let's start with the easier and more desirable addition to our mission. We successfully cover governance, and the shuffling of people from meeting to meeting on policies, but somehow our core reason for existence has been excluded. It's possible that the oversight was just a natural occurrence of work conducted during the last few decades, when governance was new and under development in many colleges. Most colleges were growing, and faculty were busy helping their institutions meet student demand, all while we were trying to help faculty learn about their roles as leaders. For whatever reason, **quality and excellence** were lost from our official lexicon, and we need to bring them back. Academic excellence should be at the core of all Senate decision making, business, policy, programs, and committees, and if senates—state or local—are not responsible for academic excellence, then who is?

At least one academic senate in higher education in California has a focus on academic quality and excellence. The CSU Academic Senate begins its constitution by stating that “the purpose of the Academic Senate of the California State University (ASCSU) [is] to promote academic excellence in the California State University.” Our constitution, bylaws, mission and value statements all seem to skip this fundamental aspect of our work but address other important goals and worthy missions for the Senate. With pressure to count students who pass courses, earn degrees, secure employment, go to orientation, or transfer, it's even more important for us to return to the reason the Senate exists — to promote academic excellence in the California community colleges.

Local senates were officially created with legislation in AB 1725 over twenty-five years ago, but the state Senate was not created by legislation. However, today the Senate is named in several bills that require us to take action regarding academic and professional matters. This reality may force expanding or

changing our mission. In legislation, we are directed to do work for the citizens of California, often without direction from faculty, and the Senate does not have a choice in whether to comply with legislative mandates. We must understand the goals of the bill's author and attempt to do our best to meet the letter and spirit of the law. Sometimes a statewide response makes sense, but sometimes it does not. And in either case, even with legislative direction, faculty should still be setting the direction for academic excellence through the Academic Senate.

Mandates from the legislature also cause the Senate to redirect its resources to fulfill the requirements of a bill. If the bill includes funding, then we feel we've received a bonus. However, the bills usually give direction and expect us to cover the costs through some other means. An obvious example of this can be seen in Senator Padilla's bills SB 1440 and SB 440 on the associate degrees for transfer. Luckily, we secured grant funding to support Senate work to accomplish the requirements of SB 1440, and we're searching for funding to meet the outcomes required in SB 440. Senator Steinberg's 2012 bills that direct the Intersegmental Committee of Academic Senates (ICAS) to review, select and arrange OER textbooks in a digital library (SB1052 and SB1053) are examples of legislation that started with a commitment of significant state funding which has dwindled to a reduced amount today. Not only does the bill itself cause a disruption to regular Senate work and processes, but it also impacts our use of scarce resources. The mission guides use of resources too.

A more recent example can be seen with SB 490 (2013) by Senator Jackson. This bill connects local colleges that participate in the Early Assessment Program (EAP) with the ASCCC regarding mathematics and English courses (from Ed Code § 99301.c.4):

(4) Participating community college districts are encouraged to consult with the Academic Senate for the California Community Colleges to work toward sequencing their precollegiate level courses and transfer-level courses in English and mathematics to the common core academic content standards adopted pursuant to Section 60605.8.

The Senate acts as a consultant on many occasions, and we will develop a way to fulfill our obligations under SB 490. However, this bill directs us to conduct our work differently than in the past. Districts, not faculty, are encouraged to consult with the Senate regarding curriculum. A district could designate the local district or college senate

The Senate plays a role within the governance structure of the community college system; being directed by the legislature changes that role.

as consultant with the state Senate, but if the district chooses to operate with a different process, our role as a resource to faculty will have shifted into a new position not covered by our current mission. This particular legislation further directs districts participating in EAP to modify local mathematics and English curriculum to align with Common Core State Standards (CCSS); the Senate has no resolution recommending or encouraging faculty to modify curriculum at the college level to match K-12 expectations in sequenced courses. The state Senate has no interest, nor should it, in local curriculum decisions, unless resolutions direct us to take such an interest. Clearly, resolutions are needed for spring plenary about how to implement SB 490.

From our experience with recent bills, when the Senate is named in legislation, legislators recognize the volume and quality of work accomplished by the Senate. At the same time,

we're also seen as a means to standardize our system. New laws and the governor's initiatives send the message that our system should be more centralized and fewer decisions or policies left to local control. Every time that the Senate is named in legislation, we should be proud but at the same time concerned for what we will be expected to do to bring about standardization of the curriculum and other areas of the California community college system. Standardization is not part of our mission nor do we want it to be.

The Senate plays a role within the governance structure of the community college system; being directed by the legislature changes that role. Usually our recommendations go to the Board of Governors regarding academic and professional matters just as local senates make recommendations to their boards of trustees. Now we're jumping over or going around our regular consultative processes. The Senate then has three masters: faculty resolutions, the system's governance process, and the legislature. However, the heart of our work must be our resolution process. Ensuring that faculty continue to drive the work of the Senate will be a challenge in the years, and the resolution process is more critical in today's environment.

The question remains: do these realities warrant a change to our mission? The Senate is included in legislation more often, and when appropriate, we acknowledge work that should be directed to faculty. As the Senate takes on more work at the bequest of the legislature, our resolution process must remain our priority. The Senate should be the flag bearer for academic excellence, and including such language in our mission grounds us in our work for faculty and students. At the same time, the Senate's mission must be to carry out its fiduciary duty to the positions adopted at plenary, ensuring that faculty are determining the best educational experiences for students. ■

Where has the Vocational Faculty Leadership Institute Gone?

BY JULIE ADAMS, EXECUTIVE DIRECTOR

WHEELER NORTH, FACULTY COORDINATOR STATEWIDE CAREER PATHWAYS



Conversations at the 2013 Fall Plenary Session resulted in two referred resolutions regarding the Academic Senate's support for professional development for vocational faculty and the misperception that the ASCCC stopped specific training for vocational educators (12.02, 12.03, 12.03.01, 12.03.02). While the Senate provides professional development for all faculty during our plenary sessions, institutes,

BACKGROUND

Because of recent reductions in and modifications to funding, a number of changes have occurred in the coordination of economic and workforce development (EWD) and career technical education. In response, the Chancellor's Office developed the "Doing What Matters" initiative, which focuses on regional and sector collaboration to meet industry specific education and training goals. As the

Chancellor's Office presented this initiative across the state, the Academic Senate became keenly aware of the important role of faculty in the Initiative's success.

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and regional meetings, the Senate has also held the Vocational Faculty Leadership Institute since 2000. This institute was unique in that Perkins 1b leadership funding provided registration and travel reimbursement for career technical education (CTE) faculty. However, this past year, the Chancellor's Office restructured several funding streams and their activities, which required the Senate to realign its efforts in supporting vocational education faculty development. The purpose of this article is to inform the body about what the Senate is doing particularly related to vocational educators.

The "Doing What Matters" Initiative focuses on increasing job preparedness and improving the economy through restructuring the EWD Program into a network of sector navigators who work closely with the State's Regional Consortia and community colleges to support industry specific training and education activities throughout the state. As the Chancellor's Office website provides, "The sector navigators coordinate across regions to develop relationships, assets, and resources, including collaborative communities, hubs, and industry advisory bodies to advance career pathways and workforce solutions to close the skills gap in a specified industry

sector.” While these individuals are often the first line of communication to industry, the Senate would argue that faculty are as well, and their involvement at every level is critical to the success of supporting industry and student academic needs.

THE PLAN

No coordinated regional or statewide effort specifically related to program or curriculum development currently exists to facilitate the communication between CTE faculty and sector navigators. While regional consortia do exist to prevent inappropriate competition among regional colleges, faculty and sector participation has been negligible in some regions. Regional coordination and alignment of curriculum has been spotty and problematic both within community colleges and across segments. Also troubling, the long standing focus of the State’s CTE and EWD efforts has had limited success in coordinating mainstream CTE education and Economic Workforce Development (EWD) driven contract education within regions and across the state. Establishing linkages between programs that serve both ongoing and emerging needs is necessary to ensure the appropriate coordination of these efforts; it is critical that they not exist in silos, a practice fostered by prior funding structures.

As discussions to address these issues began across the state under the “Doing what Matters” Initiative, Senate representatives recognized the need for regional events to bring together faculty in specific industries and related sectors in coordination with the regional consortia in the CTE areas. Current practices on many campuses require faculty to develop their own relationships with industry by developing program related advisory groups. Integrating the current

regional consortia with faculty expertise and advisory input would provide the sector navigators with coordinated resources to inform their work as well as provide a venue for assessing and sharing regional industry needs with faculty. Any responses to industry require communication and collaboration among faculty and administrators on the ground level, and among regional and system participants on broader levels. Faculty must be active participants in this communication network.

While advisory input has always been a good idea and is thus required, CTE faculty must assume an even greater leadership role in guiding themselves and others to become effective partners with each of the aforementioned participants and with industry. In the enlightened age of accountability and dwindling resources,

Faculty must be active participants in this communication network.

internal and external partnerships are mandatory. To accomplish this, the Senate developed and the Chancellor’s Office funded a plan to provide training and the opportunity to interconnect CTE faculty, regional consortia, sector, and deputy sector navigators. This plan creates a network of faculty leaders to work hand-in-hand with sector navigators and consortia leaders in developing relationships between and among faculty and industry. These faculty are instrumental in assisting sector navigators with curriculum development processes, connecting to statewide articulation processes (C-ID and Statewide Career Pathways), providing professional development, developing local industry partners regionally, and helping all faculty use research and data tools such as the Wage Tracker and Launch Board currently under development.

NEXT STEPS

The Senate leadership is in the process of identifying faculty to develop more regional coordination by collaborating with the regional consortia and sector navigators in fostering the state's leadership development priorities. Specifically, this collaboration will take the form of several one-day events (north and south) for the purpose of recruiting and developing CTE faculty leaders and to create opportunities for CTE Faculty, EWD Sector Navigators, Deputy Sector Navigators, CTE Regional Consortia Leaders and CCCCO Staff to network and become informed about the roles each group plays in the state and how they can all support each other.

HOW CAN YOU HELP?

- You can volunteer to participate on the faculty leadership group by submitting an application for statewide service accessible on our website at <http://www.asccc.org/get-involved>.
- Watch for information about and encourage your vocational faculty to regularly attend the Regional Consortia meetings and other regional events.
- CTE Faculty who teach in the following, or related sectors should consider participating in the faculty leadership group so we can better support sector activities:

Advanced Manufacturing
Advanced Transportation & Renewables
Energy (Efficiency) & Utility
Health
Life Sciences/Biotech
Information & Communication
Technologies (ICT)/Digital Media
Global Trade & Logistics
Agriculture, Water, & Environmental
Technologies
Retail/Hospitality/Tourism 'Learn and Earn'
Small Business

- Get involved in the C-ID project, which is working to develop Model Curricula in a number of CTE disciplines by submitting an application to serve at the statewide level through the ASCCC (<http://asccc.org/get-involved>), by signing up for C-ID listservs (<http://www.c-id.net/listserv.html>), or by participating in the review of Model Curriculum as developed by visiting this page: <http://www.c-id.net/degreereview.html>.

BUT WHAT ABOUT THE VOCATIONAL LEADERSHIP INSTITUTE?

At the January 3, 2014, Executive Committee meeting, members discussed the institute and directed staff to negotiate with the Chancellor's Office to use some of the current Perkins 1b funds to cover the registration costs for vocational faculty to attend the upcoming Academic Academy, Spring Plenary Session, and Faculty Leadership Institute. In addition, the ASCCC Curriculum Committee is developing a CTE focused strand for the Curriculum Institute, at which costs for vocational faculty will also be covered. While the Vocational Education Institute will not be held this year, the Senate has expanded the professional development activities for CTE faculty far beyond a two-day event. Watch for announcements via the Senate President's Listserv. If you are not on the listserv, please sign up here <http://www.asccc.org/signup-newsletters>.

We hope that this article helps to explain many of the activities we continue to provide for vocational education faculty and apologize for any confusion that occurred during the Fall Plenary Session. If you have any questions or concerns, please contact Wheeler North at wnorth@sdccd.edu or Julie Adams at julie@asccc.org. ■

Academic Senate Foundation: Fall Session Fundraising Update

JULIE BRUNO, PRESIDENT, ACADEMIC SENATE FOUNDATION

The Academic Senate Foundation ended 2013 on a high note at our fall Plenary Session by raising over \$5000. Donations came from the purchase of Area Competition raffle tickets as well as t-shirts and lanyards, often at contributions well above the suggested amounts. The Area Competition is in its second year and is quickly establishing itself as the most successful fundraising event for the Foundation to date. In part, we may attribute this year's success to the prizes which included a grand prize of paid registration to all 2014 Academic Senate events, a second prize of paid registration for spring and fall plenary session, and a third prize of paid registration for two Academic Senate institutes. The following lucky individuals won the raffle prizes: Grand Prize winner—Adrienne Foster, West Los Angeles College; second Place Prize winner—Erik Kaljumagi, Mt. San Antonio College; and third Place Prize winner—Dolores Davison, Foothill College. Although the lure of wonderful prizes was a factor in the amount of money raised, much of the raffle's success must be attributed to the competitive spirit among Areas A, B, C, and D. This year Area D took home the coveted Monkey Trophy but we suspect the other Areas are already plotting a winning strategy for next year.

Donating during our plenary sessions and institutes is important but it is by no means the only way our supporters show their commitment. Generosity comes in many



forms. This past year individuals have quietly donated what amounts to a substantial amount of money, time, and effort to the success of the Foundation. We have supporters who have purchased cases of wine for the Foundation receptions as well as others who donated their ASCCC expense reimbursements from their work on Senate committees and task forces. Some individuals have honored current and past Senate leaders by creating commemorative scholarships or by joining the Leadership Circle of Benefactors through substantial donations.

Donating during our plenary sessions and institutes is important but it is by no means the only way our supporters show their commitment.

Many of our supporters contributed time and effort by pouring wine at our receptions, staffing the Foundation table at events, or

driving 45 minutes through LA area traffic to deliver a monkey trophy so that the winner of the Area Competition didn't go home empty handed. Most recently, more and more of our C-ID Course Outline of Record Evaluators are donating their stipends to the Foundation. For all of our supporters we are deeply grateful.

All contributions are incredibly important. As our mission statement articulates, the purpose of the Foundation "is to enhance the excellence of the California community colleges by sustained support for the professional development of the faculty in the furtherance of effective teaching and learning practices." From the beginning, we have relied upon the generosity of our supporters to further the

We believe that what we do improves teaching and learning, advances the profession, and ultimately enriches the lives of students.

work of the Foundation. Your donation, as part of an important fundraising effort, assists in the fulfillment of our commitment to creating a sustainable environment that allows the Academic Senate for California Community Colleges to continue its work by supporting faculty leaders, empowering faculty, and acting as the voice for faculty in our system.

It is your donation that supports our Senate values of leadership, empowerment, and voice by sponsoring speakers at our plenary sessions and institutes, offering recognition to the wonderful work that faculty are doing at our colleges, and providing an opportunity for part time faculty to attend professional development events. The latter activity is particularly important; professional development is the cornerstone of excellence and the Foundation has made a commitment to provide monetary support so that *all* faculty may benefit.

The Academic Senate Foundation is committed to the faculty and students of the California Community Colleges. We believe that what we do improves teaching and learning, advances the profession, and ultimately enriches the lives of students. We would be unable to continue this important work without generous contributions from individuals like you. With your continued support we can do even more.

We have created a number of opportunities for you to show your support for your colleagues and your professional organization. Our Leadership Circle of Benefactors provides a unique opportunity to recognize those individuals who have shown an extraordinary commitment to ensure the participation of faculty in state governance. Show your commitment to the work of the Foundation with a donation of \$300, or more, or offer the contribution as a tribute to a colleague or friend. For those

who would like to provide sustained support, our "10+1" campaign invites you to pledge at least \$11 on a monthly basis. This "evergreen" donation comes with a guarantee that when you receive the monthly email notice of your contribution you will feel good knowing you have done your part to support your colleagues through this important organization.

Please take a moment to show your commitment to your colleagues and friends by supporting the work of the Academic Senate Foundation. Contribute today. Thank you.

More information as well as the opportunity to give may be found on the Academic Senate Foundation website at www.asccc.org/asfcc. The Academic Senate Foundation is a 501(c) 3 non-profit organization. Donations are tax-deductible. ■

Practical Leadership: Connecting Local Senates with Plenaries and Institutes

PHIL SMITH, ASCCC EXECUTIVE COMMITTEE, NORTH REPRESENTATIVE
TIM PAWLAK, SAN DIEGO CONTINUING EDUCATION

It can be daunting for academic senate presidents to explain to faculty colleagues at their local college what it's like to attend a plenary or institute of the Academic Senate for California Community Colleges (ASCCC). Plenaries and institutes provide a tremendous amount of information, and the issues and debates can be extremely challenging to convey to non-attendees. And yet, the very purpose of plenary sessions and institutes is to provide important and timely information to local senates so that they can make better decisions on behalf of students and fellow faculty members. Instead, local senators often simply throw up their hands trying to understand the flood of acronyms (e.g., C-ID, ACCJC, CIO, CEO, EWD) and the arcane references to trickle-down and serpentine votes. The knowledge gap between local senators and their leadership grows instead of shrinks.

Is there a way to bridge the gap? Using a few simple tools, this article's second author has developed a practical and inexpensive way to "bring" senate and faculty colleagues along to ASCCC events virtually. All that is required is an email account and an Internet-enabled laptop, tablet, or smartphone. The basic idea is to provide short reports to local faculty about the various plenary or institute events as they occur. Instead of a long, exhaustive report by the president at the college's next senate meeting, your college faculty receives information as the various event happenings unfold.

It's very similar to the way that some travelers blog about their experiences while abroad.

BEFORE YOU LEAVE

Send a short email to colleagues about where you are going, what kind of event it will be, and why you will be attending:



Dear Faculty,
I will be participating in the Academic Senate for California Community Colleges 2013 Fall Plenary in Irvine, CA this week from Thursday, Nov. 7th through Saturday, Nov. 9th. As President of our Academic Senate, I am a Voting Delegate and will also be involved in the Parliamentary process for Resolution voting on a State level during the Third General Session on Saturday.

The announcement email doesn't need to be, and really shouldn't be, long; it simply serves as an invitation for colleagues to join you—virtually—in the event's activities.

Many faculty members are unfamiliar with the practices and conventions of the statewide Academic Senate. For this reason, new attendees to ASCCC plenary sessions and institutes are encouraged to participate in an orientation breakout session so that they can get the most from the experience. For non-attending faculty at your college, this resource is not available; however, you can fulfill a similar orientation function by providing short explanations to help the reader understand the

significance of event activities. Use the opening email to provide important background and context, for example:

What is a Plenary Session?



The Academic Senate holds two plenary sessions each year. These plenary sessions are held alternately in the North and South, on Thursday-Saturday in fall and spring. The general and breakout sessions permit local senates—their officers (one of which usually serves as the senate’s official delegate), curriculum chairs, and other interested faculty—to be apprised about hot topics, to receive new training to bolster the effectiveness of their senate, to select representatives and officers for the Academic Senate Executive Committee, and to determine Senate positions and provide the Executive Committee its direction through the resolution and voting processes.

Next, offer a preview of what your virtual attendees can expect at the event. There is a wealth of information on the ASCCC web site about its upcoming event that you could link to, but we recommend that you go one step further and include short, relevant excerpts from the web site so that your colleagues don’t have to search for the information. The follow excerpt from the ASCCC plenary program was simply copied and pasted into the initial email to faculty colleagues:

Overview of 2013 Fall Plenary



With increased funds to add sections and support students before they enroll in classes, our colleges are gearing up to engineer the greatest level of student success yet. Last year we recognized an evolutionary transition where only the strong survived; however, today we are experiencing an intentional transformation where we can chose the direction and the means to achieve it. This year, the Fall 2013 Plenary will showcase the latest regarding proposed performance metrics for the colleges, the

newly proposed accreditation standards, and much more that faculty leaders need to know and understand. Breakout sessions on curriculum, minimum qualifications and governance will be offered for new and returning senate officers with our usual attention to hot topics and empowering faculty success. Join us as we celebrate what we do well, examine where we need to improve, and intentionally transform our institutions.

Next, we encourage you to make the event relevant to your colleagues with specific examples. There are hot button issues at every college, and you know your senators and faculty best. Try to identify session breakouts that connect with your colleagues’ interests and concerns and highlight them in the initial email. If your college will soon write its accreditation self-evaluation, you could note the topics planned for the accreditation breakout sessions. Noncredit programs and recent legislation regarding noncredit are particularly important topics at the second author’s college and were highlighted this way:

Breakout Session Non-Credit Example



I will be participating in several breakout sessions including representing our programs at—“Basic Skills—The Vanishing Act”—a session focused on initiative options being presented by the Legislative Analyst’s Office (LAO) and through AB 86. A critical dialog that will deal specifically with where basic skills education should occur [college credit, college noncredit, or high school adult education] from an academic perspective and how to create a roadmap for student success will be our focus.

Lastly, in the opening email, provide targeted links about the upcoming event so that faculty can learn more about topics they may be interested in. Let them know that you will be reporting about the event to them in person,

welcome questions, and invite their future participation in senate leadership and travel to plenary and institute sessions:



See the Program and all the topics for the Breakout Sessions at <http://asccc.org/fall2013/fall-program>

For more information on the ASCCC 2013 Fall Plenary, please go to <http://asccc.org/events/2013/11/2013-fall-plenary-session>

This opportunity is available to all faculty interested in Academic Senate matters on local, regional and state levels. I will be presenting information from the Fall Plenary at this month's Academic Senate meeting on November 19, 3:30-5:00pm, Room 186, ECC.

Wish me luck. Please talk to me if you are interested in serving on the Academic Senate Executive Committee or attending the 2014 Spring Plenary. We do have travel funds for this Academic Senate event and others (listed at www.asccc.org) and all faculty have equal opportunity to apply for these funds.

WHILE YOU ARE THERE

Plan to send at least one update email to faculty colleagues while you are present at the event. Again, it doesn't have to be a complete report; instead the goal here is to provide a sense of immediacy and connection so that colleagues can get a glimpse of what you are experiencing.

Make the writing of an update easy by creating a draft email or word processing document before the conference activities begin. Start by identifying the breakout sessions that you plan to attend and copying-and-pasting those breakout titles and descriptions from the ASCCC website into your draft document.

Then, as you attend and participate in the day's sessions, jot down a few bulleted notes for each breakout.

Here is an example of a mid-event email message. It starts with an overview of what has happened so far and encourages faculty to skim the document for breakout topics that interest them. The notes after each breakout session provide an opportunity to make connections with specific issues on your campus and to begin formulating an action agenda based upon what was learned during the event. In an effort to save space, only one breakout session is reported in this excerpt:



Dear Faculty,

Here are notes from a few of the breakout sessions I have attended so far at the 2013 Academic Senate Fall Plenary. Take a look at the titles that interest you and after reading the description, review my notes for future discussions at our meetings. Although the days are long at Plenary, the larger perspective information provided is very valuable for us at Continuing Education. I look forward to sharing more at our Academic Senate meeting this month.

RESOLUTIONS

Saturday will be a long day of Delegate Voting on submitted Resolutions. Click here to see Resolutions <http://asccc.org/fall2013/resolutions> including the 18 new Resolutions added here at Plenary.

BREAKOUT SESSIONS

The slide presentations for each of these sessions are posted at <http://asccc.org/events/2013/fall-plenary-session/presentations>. Please refer to these for more information and links to resources from these and many more breakout sessions.



BREAKOUT: Basic Skills—The Vanishing Act

Did you know the Legislative Analyst's Office wants to eliminate credit basic skills and move these courses to noncredit? Did you know AB 86 requires college districts to work with feeder high schools to address adult education needs in our state? These policy initiatives provide an opportunity for adult education, noncredit, and credit basic skills faculty to come together and entertain a critical dialog about the pros and cons of each option. The focus of this breakout is to entertain a conversation about where basic skills education should occur from an academic perspective. By creating seamless pathways that connect our three systems, we can create a roadmap for student success!

NOTES

ASCCC Non-Credit Task Force—Timothy Pawlak accepted invitation for appointed membership representing San Diego Continuing Education.

Resolution—Equitable Funding for Non Credit up to Credit level minus student fee. BOG but have not been done yet.

See AB 86 language to review the “6” areas of instruction, leaving out the 4 from the LAO report, therefore implying they are not being considered. <http://ab86.cccco.edu/Home.aspx> {See: Purpose }

Non Credit FAQ—see online resources

Non Credit at a glance—Chancellor's Office

WEA Grant for non-credit funding for non-credit—Does CE participate?

We must continue to work with credit to make the necessary changes to make non-credit equitable to credit

An audio recording is available. Please request at the CE Academic Senate meeting this month

SOON AFTER THE EVENT

Try to send a final wrap up email about the event. It could include information about additional breakout sessions that you attended after the update email was sent. For plenary sessions, it might also include information about candidate elections and the resolution voting that occur on the last day of session. If at all possible, send a final wrap up as soon after the event as possible. You will be letting colleagues know that the event is over, and the information that you gathered will still be fresh in your mind.

A TEAM APPROACH

If your college sends a group of people to plenary, the impact of this approach can be amplified. Consider divvying up the breakout sessions to members of your team. Each person's notes can then be integrated into mid-event and final report emails, providing an even more comprehensive experience to share with faculty colleagues who were unable to attend in person.

WILL COLLEAGUES READ THE EVENT EMAILS?

As with all things senate, some will and some won't, but the point in providing this virtual tag-along is about increasing opportunities for local senates and faculty to connect with important state issues. Those of us who have attended a plenary session or institute in person know how powerful and transformative they can be for attendees; the approach described in this article allows colleagues to get a sense of the experience virtually and may lead to more interest in statewide issues and events as a consequence. If you take notes at these events anyway, converting them into a series of timely, informative emails requires just a little additional effort on your part but can pay big dividends for you and your local senate colleagues in terms of understanding statewide issues. ■

MOOC Magic

LISA M. STORM, HARTNELL COLLEGE, ASCCC DISTANCE EDUCATION TASK FORCE

FOREWORD BY JOHN FREITAS, ASCCC DISTANCE EDUCATION TASK FORCE CHAIR

*In January 2012, Stanford University professor Sebastian Thrun founded Udacity, the first MOOC provider, in Palo Alto, and so began the MOOC hype. Suddenly, policy makers, politicians and the popular press hailed MOOCs as the solution to all of the perceived ills in public higher education: unacceptably low student achievement, severely reduced access to public institutions due to budget cuts, concerns about increased costs of public higher education, and so on. Some even mused that MOOCs would make the traditional academy obsolete. From the faculty perspective, MOOCs have been met at best with ambivalence, if not hostility. Of late, some of the hype has waned (see the San Jose State/Udacity experiment). However, that does not mean that MOOCs have become irrelevant; far from it. MOOCs are another tool for delivering online education and our colleagues are finding ways to use MOOCs for the benefit of their students. For example, Mt. San Jacinto College offers a MOOC through Coursera that allows students to brush up on basic skills before taking writing courses. As community college faculty, we should ask, “How can we as the professional experts shape the dialog about MOOCs so that they can be used to benefit our students?” The ASCCC Distance Education Task Force hopes to further this dialog through a brief series of articles in *The Rostrum* this spring. On the second anniversary of the founding of Udacity and the start of “The Year of the MOOC”¹, our*

task force colleague Lisa Storm offers her experiences as a MOOC instructor and her plans for developing a MOOC for Hartnell College. Enjoy!



Are you about to read another article about Massive Open Online Courses (MOOCs) and their potential to change education as we know it? Yes. However, this article will not be an abstract observation. I actually taught two MOOCs, and would like to share my experiences with you.

MOOCs are like any educational innovation. A MOOC needs to be taught, its data has to be analyzed, and then the MOOC must be taught again until its strengths have been refined to the point of overcoming its weaknesses. Two MOOC teaching iterations is not nearly enough to accomplish this feat. However, it is enough to begin the refinement process and start developing a third MOOC.

Why would anyone teach a MOOC? MOOCs are, by definition, massive. This means that developing a MOOC entails a massive amount of work, not to mention the fact that MOOCs are typically non-credit, so that work is usually unpaid.

So, why did I teach not *one* but *two* MOOCs? As soon as I read about the “invention” of MOOCs I made up my mind to develop and facilitate one. I have been teaching online for ten years, and have come up with some “inventions” of my own, such as accelerated online courses and an accelerated (three-semester) online Associate

1 Laura Pappano, “The Year of the MOOC”, *New York Times* (November 2, 2012), <http://www.nytimes.com/2012/11/04/education/edlife/massive-open-online-courses-are-multiplying-at-a-rapid-pace.html?pagewanted=all>

of Science Degree in Administration of Justice (ADJ). Teaching online to the masses was a temptation I could not resist.

I decided I wanted to teach a cost and credit-free MOOC in U.S. Criminal Law, one of my favorite subjects. Although multiple emails to three popular MOOC sites, Coursera, Udacity, and edX went unanswered, a colleague informed me that Canvas was allowing faculty to teach free MOOCs on their Course Management System site, Canvas.net. So I contacted Canvas, and they got back to me immediately with a Memorandum of Understanding (MOU). The MOU provided me with a course shell, and allowed Canvas to access and analyze my MOOC data. I was given the freedom to set the MOOC duration (six weeks), and to select the MOOC content and methods of evaluation.

Canvas helped make the MOOC massive by recruiting students, many of whom were international students, from a variety of countries. I was amazed to garner 547 students in the first U.S. Criminal Law MOOC (taught in spring, 2013) and 749 in the second U.S. Criminal Law MOOC (taught in fall, 2013). The first MOOC went so well that the MOOC content and methods of evaluation remained fairly consistent between the first and second MOOCs, with a couple of minor tweaks to facilitate a clearer presentation and better automation. The MOOC content included textbook reading assignments from a *Criminal Law* textbook I authored, which is an affordable educational resource (\$19.95), PowerPoint and video lectures each week, printable lecture notes for offline study and review, weekly discussion boards, quizzes, interactive exercises, and a final exam. Students that completed all quizzes and discussions and passed the final exam with 67% received a personalized completion certificate.

Is developing and facilitating a massive online course a massive amount of work? Yes. But the work is front-loaded with MOOCs. Once I built the MOOC, the facilitation was fairly simple.

I was able to respond to every email, private message, and question on the frequently asked questions discussion board. The trick is to set forth the course progression as clearly as possible, and to repeat the instructions and course requirements over and over again in various strategic locations.

It was also apparent that MOOC students deliberately hold back a little with questions, to spare the instructor the obligation of responding. My MOOC students seemed very thankful for my efforts. In fact, the amount of gratitude I received more than made up for the time spent grinding away on the MOOC development process. Practically every day at least one student would contact me to express appreciation for teaching him or her about U.S. Criminal Law. I consider this a lovely employment perk (even though I was working for free).

So what did the teacher learn from teaching a MOOC? A massive amount, actually. I discovered that my approach to online teaching requires a paradigm shift in the MOOC context. While I normally encourage consistent and voluminous instructor-student communication in my for-credit online courses to help meet the instructor-student contact hours, I avoided communication in the MOOC and set the course up so that students could complete course requirements with minimal asynchronous guidance.

Of course, I also had to revise my definition of student success. In my for-credit online courses I expect the vast majority of students to succeed by passing the course with a C or better. I quickly learned that my MOOC students were not successful in that sense, as only 28 out of 547 received a completion certificate in the first MOOC, and 32 out of 749 in the second. But what about all of those thank yous I received? How can I or any faculty member say that those grateful, happy students did not embody student success?

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AB 806 and the 50% Law: Could We Do Better?

DAVID MORSE, ASCCC VICE-PRESIDENT

Since 1961, California state law has required each community college district to allocate no less than 50% of its general fund expenditures to “salaries of classroom instructors,” under a formula based upon the current expense of education. This requirement, commonly referred to as “the 50% Law,” is the subject of Assembly Bill (AB) 806 as proposed by Assembly Member Scott Wilk in early 2013. AB 806 would allow colleges to change the ways they determine their compliance with the 50% Law by counting as classroom instructors faculty who are not currently considered to fall under that heading, including counselors, librarians, faculty coordinators, department chairs, and faculty directors of programs such as Extended Opportunity Programs and Services and Disabled Support Programs and Services.

Although AB 806 is still listed as an active bill, at present the proposed legislation is not moving forward. The bill failed to reach approval in the Assembly Appropriations Committee at its first hearing, and the author later cancelled a second committee hearing on the bill in May. Still, despite the appearance that the bill is essentially “dead,” support for it remains. As recently as October 2013, the Association of California Community College Administrators (ACCCA) encouraged support for AB 806 at a meeting of the Chancellor’s Office Legislative Task Force. The task force did not agree to support the bill.

AB 806 is far from the first attempt at changing the 50% Law, and it will not be the last. Administrators raise various objections to the

law’s requirements, noting that definitions of classroom instruction and even of the classroom have changed in the more than 50 years since the legislation was passed: we now have a greater emphasis on counseling services both inside and outside the classroom, we give far greater attention to support services such as tutoring and supplemental instruction, and in 1961 no one had yet even imagined online instruction.

Most faculty see the 50% Law as a necessary protection to ensure adequate support for classroom instruction, and the Academic Senate and other faculty organizations have vigorously defended its requirements on numerous occasions. At times faculty have also expressed a willingness to consider alternatives or alterations to the law: in Fall 2009, the Academic Senate Plenary Session considered four competing resolutions expressing support for or suggesting modifications to the 50% Law. All four resolutions were referred to the Executive Committee, and in Spring 2010 Resolution 6.03, which resolved that the ASCCC “recommend that the 50% law be left unchanged until such time as a more appropriate percentage that seeks to accomplish the goals delineated in past resolutions can be identified and appropriately justified,” was passed. This position, the Academic Senate’s most recent regarding the 50% Law, maintained support for the law while still leaving room for future exploration of alternatives.

When AB 806 was originally proposed, it featured a frequently debated compromise: change both the designation of which faculty are counted as instructional and raise the percentage of the budget allocated to instruction. Specifically,

the first version of the bill would have moved only counselors to the instructional side and would have raised the percentage allocated for instructional salaries to 52%. The bill was amended in April to maintain the percentage at 50% and to add other faculty not currently defined as instructional to that category. Some faculty members might have looked more favorably upon the original language: counselors have often lobbied to be included with instructional faculty in calculations regarding the 50% Law and for other purposes, and raising the percentage on the instructional side would seem to provide room for this change. Indeed, ASCCC Resolution 6.04 F09, which was a part of the package of competing resolutions that were referred, called for “a change in California Education Code §84362(d) to include counseling and library faculty in the calculation and to increase the mandate for expenditure of unrestricted operational funds from a minimum of 50% to 54%.” The original language of AB 806 would have been a step in this direction.

However, other faculty express concerns regarding proposals to adjust the percentage and include student services faculty. In some districts, the allocation of 50% of the budget to classroom instruction is seen as a ceiling, not a minimum, and thus adding all faculty to the instructional side of the equation, even with a slight increase in the percentage allocated to that side, would either fail to encourage more fiscal support for student services or would diminish the current funding level for classroom instruction. Some administrators also oppose such a proposal, noting that operational costs—a part of the non-instructional side of the 50% Law—inevitably and unavoidably rise regardless of increases or decreases in enrollment and that when costs are forced down on one side of the law, decisions regarding costs on the other side may be made for the wrong reasons. Proposals that would raise the instructional minimum percentage while moving counselors and other faculty or expenses not currently defined as instructional to the instructional side fail to address this need

to balance the two sides of the equation and the consequences that forced reductions or increases on one side might have on the other. Thus, while the original version of AB 806 may have been preferable to its current form, it was still a very problematic proposal.

Given the attention that the 50% law has received both recently and in the past, one might ask whether it truly accomplishes the protections for which faculty defend it. The most frequently perceived and stated purpose of the law is to “establish a minimum standard of commitment and financial support by community college districts for the quality instruction of students in the California Community Colleges” (ASCCC Resolution 8.04 S01). However, if, as Resolution 6.03 S10 stated, “the 50% law is often cited as a disincentive to the hiring of faculty who provide vital support services for students, such as counseling and library faculty,” then one must wonder if this minimum standard is being upheld. Indeed, Resolution 6.07 in Fall 2000 stated that “the State Auditor has investigated the application of the 50% law and found that 6 of the 10 surveyed districts were out of compliance.” Even though these findings took place over a decade ago, they might still raise questions regarding the degree of compliance and enforcement of the law at some colleges.

Other faculty voices have claimed various purposes for the 50% Law, including a guarantee of fair compensation for faculty or prevention of administrative bloat. However, as The Community College League of California’s December 2000 “Fifty Percent Law—Background Paper” notes, “Legislative history appears to demonstrate that the objective was to decrease class size in California’s public schools rather than guarantee teachers any particular level of compensation, as some have argued.” If the original purpose of the 50% Law was to address class size concerns, one might wonder if a more effective protection for instructional standards and funding could now be developed.

Certainly faculty in general and the Academic Senate in particular should never simply surrender the protections granted by the 50% Law. The law may be imperfect, but one could well argue that if it did not exist, funding for instruction could suffer even further. Faculty leaders throughout the state cannot and should not agree to changes in the 50% Law until a proposal that provides a better, more effective set of protections and requirements is developed.

However, if better and more effective requirements can be developed, then all system partners, including faculty, administration, and staff, would be well served to participate in such a discussion. Perhaps the best starting place would be a conversation defining the specific protections and goals that each group would like to achieve. By beginning from the question of what we hope to accomplish and then building the best legislation for doing so, the community college system might avoid the type of flawed proposal, as exemplified by AB 806 that seeks to address concerns by adapting or modifying the existing law.

At the October meeting of the Chancellor's Office Legislative Task Force, Community College League President and CEO Scott Lay noted that no change to the 50% Law is likely to happen until all system partners can go together to the legislature with a proposal all have agreed to. At this time, no such proposal exists, and therefore the Academic Senate should and must remain faithful to its established positions and defend the law in its current form by opposing legislation such as AB 806. When an exploration can take place that moves toward reaching agreement on more effective means of defending the funding and standards of our instructional programs, then faculty would do well to join the conversation. ■

“MOOC MAGIC”

CONTINUED FROM PAGE 14

After teaching two instructional MOOCs I am ready to take what I have learned and create a third MOOC for Hartnell College called MOOC Student Information Center for Legal Education (MOOCSICLE). MOOCSICLE will be my version of an ADJ learning center or lab; its primary focus is remediation and ongoing student support. All ADJ students will automatically be enrolled in MOOCSICLE when they sign up for ADJ courses, and they will be directed to access MOOCSICLE once the semester begins on a regular and ongoing basis. I know that students may ignore this directive, because students like to ignore instructional directives in MOOCs. However if every ADJ student learns even one additional ADJ principle from MOOCSICLE, the effort will be worth it.

MOOCSICLE will include modules representing foundational legal topics integral to both the ADJ career degree and the ADJ Associate of Science Degree for Transfer, and will contain a broad array of materials to appeal to various learning styles. MOOCSICLE materials will include PowerPoint, printable study notes, discussion boards, assessments, interactive exercises, puzzles, games, and videos. I intend to work closely with the other ADJ full-time faculty member and the ADJ adjunct instructors to ensure that MOOCSICLE realizes its fullest potential to improve performance for students in the ADJ program.

I believe MOOCs *can* be magic, in some ways. They educate, they assess, and they make students happy. I look forward to experimenting more with MOOCs, and utilizing them to enhance the educational experience. I hope this article inspires you to join me! ■

In Memoriam of Phillip Maynard

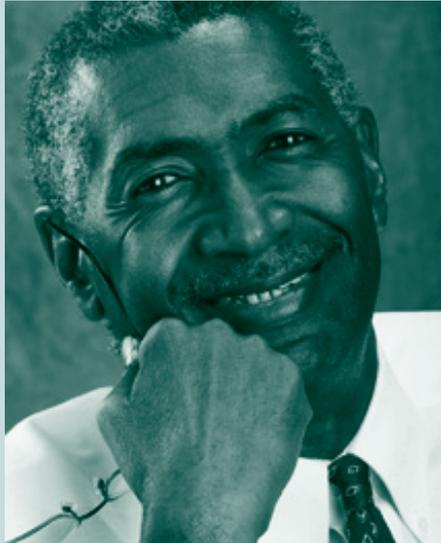


t. San Antonio College (Mt. SAC) Communication Professor and former ASCCC Executive Committee member **Phillip D. Maynard**, who taught speech classes for 23 years, passed away on January 4, 2014 at age 66.

Phil received his bachelor's and master's degrees from California State University, Fresno and began teaching at Mt. SAC full-time in 1990. He was actively involved in addressing diversity on campus through extensive faculty training and developed the college's intercultural communication course. He served as an advisor to various student organizations at Mt. SAC, including the Muslim Student Association, the Inter-Cultural Awareness Council, the Associated Students, and others. He mentored innumerable students across all cultures and was highly regarded by those he taught in his popular speech communication classes and by those he coached on Mt. SAC's nationally ranked Forensics Team.

As a highly regarded and respected professor, Phil delivered the 2002 graduation keynote address at Mt. SAC's 56th Commencement. He earned numerous honors, including the Educator of Distinction Award in 2010, the Community Service Award of the National Council of Negro Women in 2012, and the National Campus Faculty Award in 2001, given by the Center for the Study of Diversity in Teaching and Learning.

In 2005, Professor Maynard was instrumental in creating the "Knowledge Is Power" Black College Fair at Mt. SAC with some 30 institutions represented including 21 historically black colleges and universities as well as local public and private



mainstream universities. The Black College Fair continues to this day reaching thousands of students.

Phil served as President of the Mt. SAC's Academic Senate during his tenure and was an active participant in creating the college's first-ever Student Equity Plan. In 2006, Phil was elected to serve as a Representative-At-Large for the Academic Senate for California Community Colleges and continued to serve until 2010.

Phil was a member of the Equity and Diversity Action Committee, the Elections Committee, and the Nominations Committee and as Chair of the Faculty Development Committee he organized the first ever Academic Senate Teaching Institute held in 2007. He also served on the Chancellor's Office Advisory Committees on Basic Skills and Equal Employment Opportunities, where he brought a determined voice for faculty and students.

Phil empowered and challenged faculty locally and at the state level to achieve equity in hiring, student success, and faculty participation, and always with his gentle presence, reminded his colleagues to see all people with compassion and grace. He led by example, encouraging his colleagues to think beyond classroom boundaries; and his strength of character and optimistic outlook on life contribute to his persistence in the face of life changing circumstances.

Phil never rode a train he didn't enjoy, never missed the chance for Häagen Dazs vanilla ice cream or a Lakers game, and never lost his enthusiasm for serving students. The ASCCC extends its deepest condolences to Professor Maynard's family and friends. ■

AB 86: A Brief History and Current State of Affairs from the Noncredit Task Force

SUSAN GAER, RAYMOND HICKS, JAREK JANIO, CANDACE LYNCH-THOMPSON, VIRGINIA MAY, JOHN STANSKAS

urrent legislation and district activities with K-12 adult education providers seem to have sharpened the focus on local curricular offerings and how exactly students navigate between and within our systems. The seemingly sudden attention on specific course offerings and discussions of modifying our current system, be it mildly or radically, often is creating anxiety at community colleges throughout California. This article serves as a primer on the current state of affairs regarding adult education in the state of California and how we have arrived at this juncture in our history.

THE MAGNIFYING GLASS

Here are the burning questions:

Why are there two systems offering similar educational services to the same population with inconsistent funding mechanisms and linkages between them? and

Why is it that within the community college system there are two different funding mechanisms for offering instructional services with the same outcomes?

The Legislative Analysts Office's (LAO) report "Restructuring California's Adult Education System" (December 2012) and the Little Hoover Commission's report "Serving Students, Serving California" (February 2012) focused on these questions. From their perspective, the state of California provides seemingly similar educational services through two different agencies: adult education through the K-12 system and noncredit and credit instruction through the California

Community Colleges (CCC). From the LAO's report, 52% of adult education is offered through credit instruction at the CCCs, 14% through noncredit instruction at the CCCs, and 34% through adult schools when evaluating full-time equivalent students. These educational services are concentrated in three areas: vocational education, English as a second language, and pre-collegiate basic skills. The LAO defines anything below college level English and intermediate algebra as pre-collegiate basic skills.

SMOKE AND SHADOW: HISTORICAL PERSPECTIVE

The genesis of these intertwining paths dates back to 1856 when the San Francisco Board of Education established its first adult school, the "Center for Americanization," to address the English language and literacy needs of its growing population. In the early 1900s, school districts in California were given legal authority to offer two programs for adults:

- adult schools focusing on immigrant education, basic skills and job skills; and
- junior colleges covering the first two years of postsecondary education to high school graduates.

Thus began two paths to address the learning needs of California's population. Over the past century, Californians have regularly revisited these tracks resulting in a history of modifications that led to our current practices: K-12 schools are permitted to offer adult education programs and CCC districts may offer noncredit and credit courses and programs. No mutual agreement is needed between these two systems within the same

service area; local control has been the order of the day. With the passage of California Assembly Bill 86 (July 2013), we are again engaged in a dialogue to determine how adult education through a K-12 delivery system and noncredit in the CCCs can work together to address the vital needs of our adult population.

CATCHING FIRE: THE CURRENT LAY OF THE LAND

Currently, there are 112 community colleges in the California Community College system serving more than 485,000 students in registered in noncredit programs. It needs to be noted here that not all community colleges uniformly offer noncredit instruction. Overall, there are more than one million students in some form of pre-collegiate adult education (K-12, CCC credit instruction, CCC noncredit instruction) throughout the state, represented by 500,000 full-time equivalent students (FTES), according to the LAO.

The alignment and collaboration between the two systems remains challenging. In its report, “Restructuring California’s Adult Education System,” (2012) the Legislative Analyst’s Office stated that the legislature should “promote collaboration between adult schools and community colleges by clearly defining the missions of the two systems.” The LAO has also recommended that the following courses be offered only as noncredit courses at all CCCs: all English and ESL courses that are below transfer level and all math courses that are below one level below transfer level, such as intermediate algebra.

The legislature has begun to act upon the recommendations of the LAO. The continued discussion about governance over the two systems serving similar populations of students with similar needs led to the introduction and successful passage of California Assembly Bill No. 86 (AB 86) approved by the Governor on July 1, 2013. The bill calls for the creation of Adult Education Consortium Programs and the establishment of regional consortia. Each regional consortium must consist of at least one K-12 school district and at least one CCC district. The goal of the consortium is to develop regional plans that serve community

needs for adult education. As a result, the CCCC and CDE, the agencies historically providing adult education services, created an AB 86 Cabinet and Work Group to develop a Certificate of Eligibility (COE) for all adult education providers to respond with the intent to participate in regional consortia. The COE was released on December 19, 2013, and due on January 31, with supporting documents due on February 24, 2014.

To achieve the AB 86 goals of consortia creation the legislature allocated \$25 million to the CCCC, as the fiscal agent, to distribute the grant funds to support a two-year planning and implementation process. Either the K-12 district or the CCC can serve as a fiscal agent for that consortium. Consortia may incorporate other agencies, such as correctional entities or community-based organizations. Classes included in the AB 86 consortia planning grant are:

- basic skills;
- high school diploma or high school equivalency certificates;
- classes for education of immigrants such as ESL and workforce preparation;
- educational programs for adults with disabilities;
- short-term career technical education classes with high employment potential; and
- programs for apprentices.

Consortia are to address gaps in services for adult students. Each consortium is also responsible for evaluation of currently offered adult education programs within its geographical boundaries and for planning the integration of existing programs to create seamless transition paths leading to postsecondary education or workforce. Better program integration and improved student outcomes are to be at the core of those efforts. A joint report submitted to the legislature and the governor, issued by both the CDE and the CCCC, is due on March 1, 2014 and will include the status of how the consortia across the state are being developed. On March 1, 2015, the CDE and the CCCC will submit another report to outline plans

developed by the regional consortia, thus far, and recommendations for improvements in the system serving adult learners. The legislature is to act upon these reports by developing common policies and providing additional funding in the 2015-16 fiscal year to support the work of the consortia.

CLEARING THE SMOKE: SHAPING THE FUTURE OF EDUCATIONAL SERVICES FOR ADULTS IN CALIFORNIA

For the next two years our system will engage in these consortia to plan the most efficient and seamless offerings of educational services to adults in the state. Local senates must engage in these discussions and planning as academic and professional matters are directly impacted. Specifically, the Noncredit Task Force recommends that local senates do the following:

Evaluate the best curricular mechanism to support student success and achievement of basic skills outcomes.

During the planning phase of AB 86, local senates should evaluate how students will achieve basic skills outcomes of competency in English language skills and mathematics on their campuses. As senates play a primary role in curriculum and standards or policies regarding student preparation and success as part of the 10+1, any conversations as to the placement of courses in ESL, English language acquisition, and math into noncredit should be undertaken by the faculty. The Non-Credit Task Force believes that colleges may need to add noncredit courses or programs in basic skills if current proposals become law. As such, local senate discussions could focus on what pre-collegiate skills could be addressed in the noncredit modality. For colleges with few or no current noncredit offerings, it is important to note that there are several CCC districts throughout the state with successful noncredit programs that may serve as models or starting points if colleges decide or funding models are modified such that that this approach to basic skills is their best option. Local senates can reach out to statewide colleagues to learn about noncredit best practices and different organizational structures for offering noncredit. Local senates can help facilitate the dynamic

interaction among faculty and administrators, as well as between disciplines about how noncredit instruction could be advantageous to students and impact student success. With so much at stake, making the process as organically driven as possible at the local level is clearly beneficial.

A specific response to the LAO report from the Academic Senate for California Community Colleges (ASCCC), based on recommendations from local academic senates, is needed. We cannot wait for those issues to be resolved to act – clearly the legislature is not interested in waiting to move forward. Right now, the only unified advice to the legislature is from the LAO. The answer to the LAO's recommendations from the faculty regarding basic skills instruction must be based on sound pedagogy, and the needs of our basic skills students. Faculty compensation concerns must be addressed by our union partners, and the current apportionment formula remains a point of advocacy rooted in several resolutions. That said, the academic senates must base their recommendations on what is best for the students and the community.

Local senates should ensure clear articulation within the CCC district from noncredit to credit instruction and clear articulation from the K-12 adult education system to the CCC instructional offerings

Unless we are willing to abdicate our role in the instruction of basic skills altogether and shift that responsibility, and presumably budget, to the K-12 district, AB 86 will require local consortia to plan for the seamless transition between noncredit (CCC) and adult education (K-12) and credit (CCC) instruction. Local populations have varying needs and characteristics; colleges themselves are structured differently, so it follows that in order to fine-tune what best suits a college's needs, the local faculty senate's involvement is key. The academic senate is responsible for *district and college governance structures, as related to faculty roles*. Some options include offering noncredit courses through current credit divisions; offering all noncredit through a separate noncredit division; and/or offering noncredit instruction through a separate noncredit school that becomes another entity of the college district. These models all exist

at community college campuses throughout the state, and local needs should be considered when determining the most fitting structure.

There are several ways in which local senates can develop and encourage the relationship between noncredit and credit instruction at their campuses and noncredit and adult education classes in their community. As most communities have broad needs that could require a noncredit program integrated in local course offerings, a logical place to have a conversation is at college planning and budget meetings to determine the right amount of noncredit and credit classes to be offered, based on solid needs assessments, and then to define the best fit and appropriate funding. Mindful discussions at senate and department meetings about student preparedness could help foster purposeful dialogues at basic skills meetings, where developing math and language skills are squarely addressed.

Smooth bridging from noncredit to credit is fundamental for the success of many of the students in the CCC system. Developing and implementing a successful bridging plan requires much thought, along with quality input and cooperation among many areas working collaboratively.

Legislation has pushed this conversation that has been simmering for decades to the fore, and local senate involvement in the planning of the education of adults in our communities is essential and immediate. There must be informed discussion at the local level regarding the planning consortia outlined in AB 86, involvement in future state-wide meetings, and a unified faculty response that best fits the needs of California's adults. As we move forward, noncredit will become a more vibrant part of the conversation at statewide and regional faculty meetings. It is hoped that these discussions will be carried back to local senates and continued in a thoughtful, student-centered manner.

For now, the AB 86 Work Group coordinates webinars regarding the Legislation every Friday at noon and more information about the Legislation can be found on the AB 86 web site: <http://ab86.cccco.edu/>.

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HISTORY OF ADULT EDUCATION

The Donahoe Higher Education Act of 1960, also known as the Master Plan, separated California State University (CSU) and CCC from the California Department of Education (CDE). The University of California (UC) system was designated to be the state's primary academic research institution and to provide undergraduate, graduate, and professional education. The CSU system was designated to primarily offer undergraduate and graduate education, through the master's degree. The CCC system was to provide academic and vocational instruction for adults through the first two years of undergraduate education. Specifically, the CCCs were additionally authorized to provide remedial instruction, English as a Second Language (ESL) courses, adult noncredit courses, community services courses, and workforce training services. This restructuring of the higher educational system in California resulted in ongoing discussions regarding jurisdiction over which system provides educational services to adults in our communities, adult education (K-12) or noncredit programs (CCC).

The Economic Opportunity Act of 1964 marked the start of federal involvement in adult literacy. The goal of the federal legislation at that time was to ensure that adults 18 and older had access to Basic Education to eliminate illiteracy, thus providing broader access to employment. Furthermore, the Adult Education and Family Literacy Act of 1998 (AEFLA), stressed workforce preparedness and resulted in many states actually moving adult education programs from K-12 systems into the community college systems and other community-based organizations.

In 1997, members of the California State Board of Education (SBE) and the California Community Colleges Board of Governors formed a Joint Board

Committee on Noncredit and Adult Education to design legislation that would help govern the noncredit and adult education systems in the state. This committee recommended that both systems be under joint jurisdiction, shaped and supported by the same policies. In addition, the committee recommended that both systems should:

- develop strategies to ensure student success;
- judiciously share the two systems' resources;
- apply the same rules for reimbursement rates in the two systems;
- establish standards for all programs;
- develop common data reporting systems;
- share common instructional strategies;
- establish rules for work-based education; and
- equalize instructors' rights within the two systems.

Budget constraints prohibited these recommendations from being put into reality, but the committee's work laid ground rules for the CDE and the California Community Colleges Chancellor's Office (CCCCO) to collaborate. The two offices focused their work on five program areas: Adult Basic Education (ABE), Adult Secondary Education (ASE), ESL, parent education, and older adult education.

Work has continued in an effort to streamline functions of the two systems. In 2002, the Joint Committee to Develop a Master Plan for Education—kindergarten through university—issued its final report that stressed the importance of accountability, funding, governance, and reciprocity on the basis of equal funding for the two systems. Course standards, ongoing professional development, review of the governing structure, and student performance measures were also emphasized. But probably the most far reaching recommendation from this committee's work came in the form of a call to the CCCCCO and the CDE to develop a streamlined transition system under one jurisdiction so that the two administrative structures could be effectively merged. The resulting concern from the K-12 community stopped the recommendation from implementation but the work to combine the two systems continued. ■