



**FACULTY SENATE COUNCIL MEETING  
OCTOBER 18, 2011  
APPROVED**

**PRESENT:** Laurie Lema (President), Beth McBrien (Vice President), John Freytag (Corresponding Secretary), Nicole Hess-Diestler (Representative-at-Large), Ed Trujillo (Applied and Fine Arts), Tom Barber (English), Marva DeLoach (Library), Theresa Flores-Lowry (Physical Education, Athletics and Dance), Buzz Holt (Social Sciences), Craig Gerken (Physical Science/Engineering), Catherine Machalinski (Biology and Health Sciences), Maria Dorado (Counseling), Katrina Keating (Math/CompSci), Peter Churchill (Business Education), Lisa Orta (Faculty Development Coordinator) Rick Godinez (San Ramon Campus), Doug Dildine (Part-time Faculty Representative), Len Grzanka (Part-time Faculty Representative), Ann Patton (Faculty Senate Administrative Secretary)

**ABSENT:** ASDVC Representative (TBD)

**GUESTS:** Susan Lamb, Ted Wieden

The meeting was called to order at 2:00 p.m.

**1. APPROVAL OF THE OCTOBER 18, 2011 AGENDA AND THE MINUTES OF OCTOBER 11, 2011.**

**It was MSC to approve the agenda of October 18, 2011. All in favor. Approved.**

**It was MSC to approve the minutes of October 11, 2011. All in favor. Approved.**

**2. PUBLIC COMMENT**

None.

**3. COUNCIL COMMENT**

None.

**4. ANNOUNCEMENTS**

Lema announced the Box 2A committee met and sent their recommendations to the College President. In the near future the College President will send out an announcement about faculty hires.

**5. APPOINTMENTS**

**Equal Employment Opportunity Advisory Committee**

Bob Abele

**It was MSC to approve all the appointments listed above. All in favor. Approved.**

**6. VP OF INSTRUCTION**

Lamb informed Council she will be attending the CCCIO (California Community Colleges Chief Instructional Officers) Conference the following week. At this conference they get information about what is coming down from the State Chancellor's Office. She will bring this information back on items including repeatability, and the new CID system. She explained the CAN system has been replaced with the CID system, and it will articulate with CSU courses. She said one issue that has to be worked out with the CID system is, for example, a hands-on physiology class at one college would have the same CID as a non-hands-on physiology class at another college,

and they would have to articulate with each other.

Lamb announced an Internship Program is being developed through the District Office. She explained that a teacher can be hired if they are within one year of their Masters. They would be in a mentorship program and in the past a stipend was paid to the mentor and the mentee. As budgets were cut, so was the funding for this program. A more formal process has been developed and it will provide funding for the mentors and mentees. Lamb said DVC needs to identify three disciplines to participate in the program. Lema said she will send out a general description of the program to Council to begin talking to their divisions. Lamb added that one result of this is to encourage people who had not planned on teaching to coming into the profession.

Lamb told Council we currently get paid apportionment for students in classes at census, who receives a letter grade for the semester. A new state regulation has come out that says we won't get paid for students that drop the class if the drop deadline date occurs after the census date. As a result, we may move our drop date earlier. This will not only cut down on the apportionment we could lose but also push students to decide sooner if they will continue a class especially in light of the new repeatability regulations. This will take effect in summer 2012. She said she will be looking at the impact this could have on EOPS funding. Lamb clarified we are talking about drop dates, not withdrawal dates. Keating asked that it be communicated to students that dropping a class before the "W" deadline date, does not count towards repeatability.

Keating asked Lamb for the status of the audits. Lamb responded that the audit on hours-by-arrangement courses is only looking at a sample and not extrapolating the whole student population for data but they are reviewing the whole student population for the positive-attendance hours courses.

Lema commented that the census and drop dates, if they become one and the same will then be used as data for the scheduling task force.

## **7. STUDENT SUCCESS REPORT (Appendix A, B)**

Lema informed Council we have through November 9<sup>th</sup> to respond the Task Force on Student Success Draft Report. All the statewide feedback is due to the Task Force in November. The Task Force will meet to review the feedback and make their recommendations to the Board of Governors. The Board of Governors is scheduled to meet in January 2012 to review the final recommendation from the Task Force. She said faculty can provide feedback in several formats and venues. The California for Community Colleges Academic Senate will be developing resolutions in response to numerous aspects of the report. Lema said in addition Chancellor Benjamin has scheduled a district-wide conversation on November 1 to address the Task Force recommendations.

Lema asked Council to give their feedback on the report.

Trujillo commented this report said that these recommendations focus on increasing the Community College alignment with K-12. He expressed concern that this would align us more with K-12 than four-year colleges.

Lema agreed and said there is a paradox in the report. In some aspects the recommendations are headed towards the No Child Left Behind approach, which is in K-12. But on the other hand the recommendations focus on creating a system-wide approach similar to four-year colleges. However, colleges don't have local districts and governing boards.

Trujillo said his concern is they want to make community colleges accountable for achieving goals the K-12 system did not achieve.

Dildine said the report is full of landmines. He said in the beginning of the report it states success should not be related to budgeting. But K-12 has twelve-thousand hours of instruction to teach basic skills, and we have only 60 hours to teach them. In addition, we no longer have adult education and we will be required to fulfill that role.

Dildine questioned who is the student example they used for the report? They don't seem to be the students we actually have at our colleges.

Holt said the report implies if we just do everything they recommend, every student will be successful. He said what is missing is student motivation. Most students come to us and don't know what they want to do and if we don't get them motivated it is not going to work.

Machalinski gave the analogy of a doctor who tells his patient what he needs to do to get better and the patient does not follow his advice and stays sick, the doctor still gets paid. The doctor had nothing to do with the patient getting worse.

Orta said she attended a conference last week and four of the authors of the Task Force Report presented. She said their presentation did not leave room for any back and forth discussion. She is concerned they say they want

feedback but she does not know how they will process all the feedback with such a tight timeline. Orta said another issue she has with the report is the recommendations concerning professional development. It implies Professional Development coordinators at the colleges are in some way misusing Flex to the detriment of meaningful activities. She said she wants to see the research that was done to back this up.

McBrien said there are so many assumptions in the report and the Task Force only met once a month yet the report states they were “thoughtful, robust and sweeping in their scope”. She said she is concerned with the recommendation for students to have to declare by their second semester which will funnel students into narrow choices and sets them up to fail by forcing them into avenues of study they are not prepared for or in which they lose interest.

Dildine commented that we will be like K-12 with no academic freedom.

Barber said the English Division Council has made each member responsible for a section of the report and they will be coming together soon to discuss and compile their feedback. He said his concerns include who will be coming up with the curriculum? Who will determine the assessment tool? Who will provide the assessment tool?

Lema expressed concern that it is possible that a company could make a lot of money on these assessment tests.

Barber said he does not know what it means in recommendation 3.3 to provide students the opportunity to consider attending full time. He said the recommendation implies that we have to come up with alternative ways for students that have already failed through the traditional ways. He said there is an assumption that community colleges do things the same way as K-12. Barber said the unmotivated student is not going to succeed no matter what the methods.

Hess-Diestler said she was hired to be a college professor and now she feels she is being told she is to be a grade 13 teacher. She equated it to going into a store for a loaf of bread that is \$1 and you have 90 cents. They are not going to give you the loaf of bread. It is saying we need to take underprepared students from K-12 and get them to succeed.

Lema wonders what the state is going to do with the Adult Education piece. Lamb explained the State Chancellors Office made a deal with the State Legislature concerning Adult Education and the development of this Task Force. So now the Legislature wants something in return for allowing the Task Force. She said the question is how much of an influence we can have on what and how the recommendations are implemented.

Lema said with the amount of unfunded mandates in this report, it is set it up to fail.

Dorado said Education Plans for every student sounds great but there are not enough counselors. And students are going to be coming even more unprepared because districts such as MDUSD have cut graduation requirements by 30 units and they have eliminated the algebra requirement. Another concern Dorado has is about giving priority enrollment for students who do an Education Plan and several other recommendations that would take away priority enrollment for students such as being placed on academic probation.

Flores-Lowry said the PE division is concerned about the cost of implementation. She also questioned why we are being aligned with K-12 and not 4-year schools.

Trujillo questions where is there room to develop unique courses? He said there are many students that take other classes just to see what’s out there and they will not have that flexibility with these recommendations.

Machalinski said she has so many concerns she does not know where to begin. She said community colleges need to get more organized in lobbying.

DeLoach said she was struck in the report regarding the scope of the task force’s work where it states “there are a variety of topics that the task force was not able to address or chose not to address”. She also questions what they are referring to as an electronic resource in recommendation 2.3. She said there are several statements in the report that need to be defined.

Orta said this would allow a technologically savvy student to be able to go to a menu of Educational Plans and pick one but then they don’t have to stick with it. She has realized this is catering to the more advanced student. She feels this is about realigning our mission, and if that’s what they want to do, why don’t they just say that.

Holt said the push for a statewide system is on a fast track and no matter how loud we yell, we can probably deflect this only marginally.

Lema commented that if we have a state-wide system, we have no need for local boards and district offices.

Holt stated that we are the only place that can clean up what K-12 did not do and we are stuck with it. He said one benefit is students won’t take courses until they are prepared but questioned what that would do to our enrollment.

Gerken said he likes that this is pushing assessment because as we heard at a previous meeting from the Student Equity Committee that those who take the assessment test do better in their classes. Gerken is also concerned with the way scheduling is tied to student demand. Unfortunately most students don’t know what they want to major in for a few semesters.

Keating said there are some things in the report that she likes including the requirement for counseling, orientation and an Educational plan. But she does not like the recommendation that apportionment will only be paid for classes that are on an Educational Plan. Yet it also says later in the report that community education programs will be developed to provide a source of income for the campus which contradicts their recommendations to concentrate on basic skills. She said it seems they want us to be grade 13 but they also want us to be CSU Lite, and we can't be both. Another recommendation that concerns her is that we only get paid for basic skills once the student has completed basic skills. In addition, those are the students that tend to have more external pressures that we have no control over. Keating also said she was offended by the statement "this will constitute a bold plan to refocus on student success" as if we were not already doing that.

Lema said this item will be on the next agenda. She reminded Council about the district-wide meeting scheduled on October 28<sup>th</sup> to discuss a response and encouraged faculty to attend. The deadline for providing feedback to the Student Success Task Force is November 9.

## **8. BUDGET PROCESS**

This item was postponed due to time constraints.

## **9. VOTE ON AA GE REQUIREMENTS**

Lema informed Council the Senate Officers reviewed the Senate Constitution and Bylaws on the voting process. She said the Bylaws on voting only addresses election of officers and representatives. She reminded Council that in our previous discussion we had agreed based on the Constitution that because part-time faculty are members of the senate they can vote on the GE question. However, the officers saw the Constitution states part-time faculty get a 1/3 vote except when voting for the part-time representative. Lema said using that rationale, part-time faculty will have a 1/3 vote on the GE question.

## **10. CHRISANNE KNOX**

Chrisanne Knox, Marketing Director shared information with Council on the features of the DVC online calendar including ways to download it to your email or Outlook calendar. She said to contact her if anyone has questions on how to use the features.

## **11. UPDATE ON SUBSTANTIVE CHANGE REPORT**

Ted Wieden explained to Council that a Substantive Change Report on Distance Education is required when a college has more than 50% of their degrees and certificates available online, which we now have. We could not file the report until we were off sanctions.

Wieden said he has received feedback from the Faculty Senate Distance Education Task Force and will incorporate their comments into the report. The Commission's hearing date for our report is November 14-16. If he can get it to them early enough, the Vice-President of the Commission will review it and give feedback and provide an opportunity to make changes before the final hearing.

Gerken asked if there could be consequences from what is in the report. Wieden responded that it is to show that we followed our processes for those courses and addressed the standards.

Freytag asked if security is an issue they want to see addressed. Wieden said he realizes there is a need for more security but we have met the minimum standards by providing and requiring student passwords.

Wieden said what he needs from the faculty is feedback but there is no need for an approval or endorsement.

## **12. ADJOURNMENT**

Lema reminded Council the next Faculty Senate Council meeting will be from 2-3 p.m. Immediately after, United Faculty has its meeting scheduled.

There being no further business, the meeting was adjourned at 3:50 p.m.

*Respectfully submitted,  
Ann Langelier-Patton  
Administrative Secretary*



## **Student Success Task Force Draft Recommendations**

### **Increase College and Career Readiness**

- Collaborate with K-12 to jointly develop common core standards for college and career readiness.

### **Strengthen Support for Entering Students**

- Develop and implement common centralized diagnostic assessments.
- Require students to participate in diagnostic assessment, orientation and the development of an educational plan.
- Develop and use technology applications to better guide students in educational process.
- Require students showing a lack of college readiness to participate in support resources.
- Require students to declare a program of study early in their academic careers.

### **Incentivize Successful Student Behaviors**

- Adopt system-wide enrollment priorities reflecting core mission of community colleges.
- Require students receiving Board of Governors fee waivers to meet various conditions and requirements.
- Provide students the opportunity to consider attending full time.
- Require students to begin addressing Basic Skills deficiencies in their first year.

### **Align Course Offering to Meet Student Needs**

- Focus course offerings and schedules on needs of students.

### **Improve the Education of Basic Skills Students**

- Support the development of alternatives to traditional basic skills curriculum
- Develop a comprehensive strategy for addressing basic skill education in California.

### **Revitalize and Re-Envision Professional Development**

- Create a continuum of mandatory professional development opportunities.
- Direct professional development resources toward improving basic skills instruction and support services.

### **Enable Efficient Statewide Leadership & Increase Coordination among Colleges**

- Develop and support a strong community college system office.
- Set local student success goals consistent with statewide goals.
- Implement a student success scorecard.
- Develop and support a longitudinal student record system.

### **Align Resources with Student Success Recommendations**

- Consolidate select categorical programs.
- Invest in the new Student Support Initiative.
- Promote flexibility and innovation in basic skills through alternative funding mechanism.
- Do not implement outcome-based funding at this time.

To see the full report, go online to <http://californiacommunitycolleges.cccco.edu/SSTF.aspx>

**California Community College Independents (CCCI)  
Resolution in Response to the Draft Recommendations of the California  
Community Colleges Task Force on Student Success**

Whereas State Chancellor Jack Scott has encouraged input from California Community College Stakeholders and noted that the Task Force will meet on November 9 to “discuss input received [and] make adjustments to the plan as warranted”; and

Whereas the California Community College Independents (CCCI) represents nearly one quarter of all full-time and part-time community college faculty in California serving approximately 25% of California’s community college students; and

Whereas CCCI members have a longstanding and passionate commitment to student success and a clear stake in the future and direction of California community colleges,

Be it therefore resolved that the following points, both general and specific, be communicated to the Task Force and to members of the California Legislature and the Public, as input from CCCI on the draft recommendations published September 30, 2011.

**1) General Feedback on Process, Timing and the Task Force’s Approach to Education Reform in California Community Colleges**

a. CCCI affirms and supports the mission of California Community Colleges as articulated in California’s Master Plan for Higher Education.

b. CCCI applauds the Task Force for including faculty representatives and seeking faculty input because we believe that successful education reform must be driven by faculty, who are in the best position to understand the needs and challenges of our system and its students.

c. We are concerned, however, by the speed of this process and the limited time to provide feedback. We believe that a genuinely inclusive, statewide discussion requires more than just a couple of months, and that broad dialog is worthwhile and could greatly improve these recommendations. Rather than rushing to the next step in the State Legislature, *we suggest that a full year be set aside for further work on these proposals* before any recommendation is made to the Legislature. We note that the productive work of the Task Force reveals the need for more time (and see this as progress, not as any failure on the part of the Task Force). We are also cognizant of the timeline that has been set by the Legislature in SB 1143 but urge that an additional year of study be a component of the report that goes to the Legislature in March 2012.

d. CCCI feels strongly that the single most effective way to improve public education in California, including Community Colleges, is to *restore public investment in schools and colleges*. Our system is severely underfunded, and recent funding cuts have done tremendous harm to California’s students and to our economic future. Reforms without increased investment are unlikely to succeed, and while we agree that even in a bad economic environment, efforts to improve our colleges are worthwhile, and we are pleased to participate in processes aimed at improving outcomes, we urge to Task Force, the Legislature and all concerned for California’s community college to *keep front and center in any public statements on education reform the need for increased public investment in education*.

e. With respect to Part 1 of the Task Force’s report, “Refocusing California Community Colleges Towards Student Success,” CCCI notes that as educators, our focus has *always* been on student success. We suggest a more exact goal be articulated; these recommendations are aimed at increasing measurable outcomes (transfer, graduation, certification), not at increasing “success.” We note that success in college involves many other possible outcomes not considered in the Task Force report.

f. We urge that efforts to increase measurable outcomes not come at the expense of opportunities for personal growth and exploration that our colleges now provide.

## 2) Specific Responses to Task Force Recommendations

### a. Recommendations Aimed at Increasing Student Readiness and Improving Basic Skills

- We support the notion of expanding basic skills offerings and requiring students to begin addressing Basic Skills deficiencies in their first year. We note that this will likely require increased investment and should not become an unfunded mandate.
- We oppose the concept of legislating pedagogy; not only is academic freedom crucial to student success, but faculty need to be able to adjust and revise curriculum to meet diverse student needs. Support for curriculum development and alternative approaches is a good idea, but comprehensive statewide strategies are less likely to succeed than strategies that empower faculty locally and provide student service resources in support of their efforts.

### b. Recommendations Aimed at Increasing Student Services

- We support the general concept of strengthening support for entering students. While it varies among our districts, at present, our system wide ratio of students to counselors is greater than 1500 to 1. *We suggest setting a goal of achieving a ratio of 900 students to 1 counselor by 2020.*
- We strongly believe that full-time counseling faculty are best qualified to support and advise students, and we warn the Task Force and that a shift of any part of our current counseling activities to paraprofessionals or computer programs would risk severely undermining student success. The students who most need help from counselors are often least likely to seek help. CCCI supports face-to-face counseling meetings and increased investment in counseling services.
- CCCI supports new categorical funding for additional counseling. Counseling services have been severely impacted by recent budget cuts. This trend must be reversed, but not at the expense of classroom instruction as is presently protected under the Fifty Percent Law. A 900 to 1 student/counselor goal together with the public investment to support it would be to student services what the 75 percent full-time faculty goal and 50 Percent Law are to instruction.
- We support the idea of centralized databases that would allow more sharing of student information within and between colleges.

### c. Recommendations Aimed at “Successful Student Behaviors”

- CCCI supports the concepts of improving diagnostic assessments and placement procedures, and of education plans, but we suggest that students be allowed ample opportunities for experimentation and change within their plans. We worry that narrow definitions of success will lead to a narrowing of course offerings and opportunities, which would significantly diminish the quality of education available at community colleges.
- We believe that the core mission of California Community Colleges must include a sufficient breadth of course offerings to provide students in our system the first two years of a four-year college experience.
- We support open access and note that a great many of our students succeed in ways that may not include transfers, degrees, or certificates (and are harder to measure). As we seek to increase measurable outcomes, we must not do so at the expense of those students who seek us for career advancement, retraining, or other personal-growth agendas because these also

strengthen our state and its economy. Enrollment priorities and financial aid should reflect the diversity of our students and their goals. We must be careful to avoid improving our completion statistics by limiting access to those students who need the most help and support to succeed.

- We support the Task Force’s emphasis on student responsibility and on updating policies to hold students accountable for their educational choices and behaviors, but we oppose narrowing the mission of community colleges or the definition of student success to exclude exploration, experimentation, a breadth of course offerings and opportunities for growth and change.

d. Recommendations Aimed at Revitalizing Professional Development

- CCCI strongly supports increasing opportunities for professional development. We support categorical funding to support training.
- We oppose any mandatory training not negotiated through collective bargaining.

e. Recommendations Aimed at Aligning Resources with Student Success Recommendations

- CCCI supports local restoration of categorical funding cut in recent years. We support investment in a Student Success Initiative that includes new categorical funding for increased support for faculty and student services (especially counselors).
- We oppose funding models that are tied to specific scorecards or outcomes statistics. Outcome-based funding would be bad for California Community Colleges. Financial incentives are less important than setting goals and providing resources. The most effective strategies for improving instruction and student services, we believe, result from empowering faculty, staff and administrators at the local level.

f. Recommendations We Find Missing from the Task Force’s List

- Without investing significant new money, an increased focus on professional development, innovative teaching, lowering achievement gaps and improving graduation, transfer, and certificate completions might still be made possible by lowering the bureaucratic demands currently placed on faculty, staff and managers. Our system squanders resources today meeting too many demands connected to accreditation and statewide audits. Without diminishing accountability or assessment, we could reduce this paperwork and empower faculty, staff, and administrators to spend more time working on actual improvement.
- CCCI believes that students are best served by full-time instructional and counseling faculty. Any discussion of improving our community college system should include improving both our full-time to part-time ratio instructional ratio and our students per counselor ratio.
- CCCI supports the professionalization of part-time faculty. If part-time faculty were equitably compensated, not only for their instructional assignments, but also for office hours and professional contributions outside the classroom, students would be better served.