

Deborah Rosenthal, Bakersfield Representative
Academic Senate for California Community Colleges
Spring Plenary Session, April 20-22, 2017, San Mateo, CA

All Resolutions passed. The final resolutions are not posted but can be found at:

<http://www.asccc.org/events/2017-04-20-150000-2017-04-22-230000/2017-spring-plenary-session>

In a few days the final resolutions should be posted at:

<http://www.asccc.org/resources/resolutions>

Resolutions of special interest, include, but are not limited to:

6.04 S17 Oppose Limiting the Local Implementation of Multiple Measures

Whereas, AB 705 (Irwin) would modify the Seymour-Campbell Student Success Act of 2012 to require colleges to use high school coursework, self-reported grade point average, and grades or guided self-placement to place students into courses in mathematics and English, even if these methods have been found not to be the most effective at meeting the needs of the local community. . .

Resolved, . . . to allow colleges the flexibility to identify and use the best multiple measures and assessment for placement instruments for their unique student populations.

6.02 S17 Opposition to AB 387 (Thurmond)

Whereas, AB 387 would require health care entities to pay allied health students minimum wage spent completing clinical training . . .

Resolved, ASCCC oppose AB387 and communicate opposition to California State Legislature.

6.03 S17 Opposition to AB 847 (Bocanegra)

Whereas, Assembly Bill 847 (Bocanegra) would require local academic senates with CCC to post their membership roster on their college websites and provide demographic data on gender and race or ethnicity of its members to the public upon request

Resolved, ASCCC oppose unless bill provides sufficient protection for the privacy of faculty members regarding demographic information

17.02 S17 Adequate Support and a Designated Point Person for Formerly Incarcerated Students

Resolved, ASCCC recommend local senate work with their college administrators to designate and publicize a point of contact for formerly incarcerated students to help them connect with appropriate support services at the college.

Thursday, April 20, First Breakout Session

The Common Assessment: What to Expect in the Next Six Months and Beyond

There is a “fair use” concern concerning the previous ESL questions written for the common assessment. The ESL portion of the common assessment has to be rewritten. The date has therefore been pushed back because even though math and English will be ready ESL must also be complete. The “inside” projected timeline for when the common assessment is complete will not be shared now. The pilot testing will continue this fall, but the assessment can't be used until it has been given provisionary or probation approval is given.

Thursday, April 20, Second Breakout Session

Educational Program Development, AB 1985, and the QRTF: What Are They, What Has Been Done, and What's Next?

Please see your representative for a private recap of this session.

Thursday, April 20, Third Breakout Session

Legislative Update

<http://www.asccc.org/legislative-updates>

AB705 (Irwin) must use HS transcripts for placement, remediation must be complete in one year, units of support no more than 1/2 the course

SB319 (Nguyne) Must inform students of remedial work

SB478 (Portantino) Must auto-award degrees

AB405 (Irwin) cyber security offered

SB577(Dodd) Teacher credentials offered at two-year colleges

SB5769 (Hill) extend bachelor to 2022-2029

There was mention of each senate having a legislative liaison. They would have three duties:

- 1) Sign up for list serve.
- 2) Review legislative update page.
- 3) Report to local senate about legislative activity.

Friday, April 20, Area Meeting

Area A preview and discussion of resolutions

Friday, April 20, Fourth Breakout Session

Continuing the Conversation: Using disaggregated SLO Data to Improve Teaching and Learning

ASCCC resolution 2.01 S15, was for Accreditation and Assessment Committee, funded by Academic Senate Foundation, to review available research on practice of disaggregating student learning outcomes assessment to make planning decisions. There was no mention of research that is found to show this to be effective tool.

A few ideas to keep in mind of SLO assessment:

-there is not straight answer from ACCJC

-1B6 is an emerging standard

-Disaggregation of SLOs does not have to be done below the course level

-disaggregation does not have to be by ethnicity, culture, or any other set subpopulation. It could be online vs. face-to-face, main campus vs. off-site, learning community vs. non-learning community, work vs. no work, dual enrollment vs. not, declared major vs. not, etc.

-SLO data can be randomized

-The main point given at this breakout is for colleges to keep this in mind. "What is(are) the question(s) you would like to answer?" That is what should drive SLO assessments

Friday, April 20, Fifth Breakout Session

Update about the Strategic Enrollment Management ASK

This group is part of the Institutional Effectiveness Partnership Initiative (IEPI). The group is developing strategies, resources, and tools for all colleges to be able to access. Examples of topics on the Applied Solution Kit (ASK) will include marketing, outreach, curriculum, scheduling, retention, enrollment, FTES, funding, etc. This research group is still in the planning stages so most of the session was explaining what they planned to do in the future.

I would like to thank the AS for allowing me to represent BC at the spring plenary. I continue to learn more about geography, culture, the CCC system, and CA legislative procedures.

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