President's Report 01 February 2023

District Consultation Council

- **Chancellor's Report**

  - Board Retreat topics for Jan 31st

  - Regular meeting will be February 15

  - Enrollments doing well

  - KCCD Leadership Academy participants were in Sacramento Jan 28-30 doing advocacy work at the CCLC Legislative Conference

  - Jack Hernandez Phronesis Award nominations due Feb 6!

  - Several KCCD conferences coming up. TALE Fest coming on April 14.

  - Districtwide Administrative Unit Reviews — Chancellor now realizes that the two-year cycle was not agreed upon by Districtwide Budget Committee or the colleges. Should be further discussion at DWBC.

  - Lots of grants! See the report for the long list.

- **Districtwide SCFF Update**

  - Projections for the three parts of SCFF (FTES at 70% funding, Supplemental at 20% funding, Student Success at 10% funding). We're projecting decreases in the Supplemental component because not as many students are filling out the FAFSA. The Student Success component is going to be higher for program awards than previous year but other parts of Student Success will be slightly lower.

- **Governor's Budget Proposal**

  - Joint Analysis of Governor's proposal from CCCCO, ACBO, ACCCA, CCLC.

  - Despite projected large deficits, CCC's are spared from a lot of cuts

  - Although there is a 8.13% COLA in most of the funding, there is a "technical adjustment" which will reduce the effective rate to 4.2%. It's not clear how the technical adjustment will be implemented. SEAP and Strong Workforce will not get COLA (but not cut either)

  - It looks like when the hold harmless goes away with the 2024-25 fiscal year, declining districts will be effectively paid more per FTES than stable and growing districts.

  - Twenty-five percent of the Deferred Maintenance item will be diverted the initiative supporting enrollment and retention strategies.

- **Bakersfield College State of the College Report**

Ensure Learning Initiative

KCCD is embarking on an intentional focus of Pillar #4 of Guided Pathways = Ensure Learning over the next three years. All of the work on the first three pillars (Clarify the Pathway, Enter the Pathway, and Stay on the Path) won't mean much if the students aren't actually learning.

- How do we improve our teaching to make it more effective for today's first-generation, post-COVID students and how will we know that it actually is more effective and the students are learning what we want them to learn?

- How do we ensure that all of the college classes taught in all of our locations and modalities (Early College, Rising Scholars, Online asynchronous/hybrid/Zoom, work-based learning) is truly college-level?

- Link to Presentation slides from DCC and link to description document (posted on the Feb 1 Senate meeting page).

- Colleges are being asked to identify one Pillar 4 project as part of the Ensure Learning Initiative, though there may be several things a college is working on internally that relates to Pillar 4. The Pillar 4 project for the Ensure Learning Initiative is one that would benefit from District support and sharing across the district.

- The ELI project should have a faculty campus lead who will meet regularly (approximately monthly) with the ELI Coordinating Team led by VC Ed Svcs Mourtzanos and me. There will be a time at TALE Fest to share what each college has identified as their project they want to work on over the next three years. Looking to have a districtwide retreat in the fall with Jennifer Johnson facilitating to collaborate on developing the plans for each college's ELI project—some of the flavor of the Great Teachers Seminar from past years.

- Based on extensive discussion/debate we've had in Senate and many of our departments, a possible ELI project for Bakersfield College would be ensuring college-level learning in our Early College classes. We would need to work closely with FCDC and Assessment Committee.

  - VPI Billie Jo Rice developed an instrument we could use that is a course materials sort of assessment similar to what we use in our faculty evaluation process. VPI Rice noted that it is just a first step in evaluating our Early College classes and we need to develop a more comprehensive evaluation.

  - Perhaps we could develop assessment instruments that are used in both BC on-campus classes and in the Early College classes with cross-grading between BC faculty and the high school faculty or normed grading. All community colleges accept Advanced Placement and International Baccalaureate college credit from the high schools even though we don't evaluate the AP/IB faculty themselves because there is agreement on the assessment instruments used to measure the learning.

- Other Pillar 4 projects that BC will be working on are listed on the last page of the BC State of the College Report shared at DCC and the Board Retreat. These include: Institutional Set Standards metric for student success to be reviewed by AIQ, student learning outside of the classroom which will include special cohorts such as EOPS, Umoja, etc., and all co-curricular programs and student service/support areas will develop and assess SLOs linked to BC's ILOs.

Senate By-Laws Revisions

Proposed revisions to the BC Academic Senate By-Laws for voting later this spring include:

1. Specifying how long an election will take place. The voting period is not currently stated in our by-laws but past practice has been one week. See the posted Spring 2023 election timeline for example.

2. Clarifying that Curriculum Committee is a standing committee of the Academic Senate and not a participatory governance committee. Make appropriate adjustments to the Committees article to ensure that the requirements we have for the governance committees will apply to Curriculum as before.

3. Allowing summer work by standing committees (Equivalency and Curriculum) and governance committees. Terms will be Fall-Spring-Summer. Summer work must be compensated.

4. Committees can have multi-year terms if they choose. Current examples include AIQ and Budget.