

Transfer and Articulation Committee\*\*

AGENDA

October 13, 2014 ---3:00 to 4:00 p.m.

CCC Confer--- Dial your telephone conference line: 1-719-785-4469\*   
**Participant Passcode: 734970**   
\*Toll free number available: 1-888-450-4821

**I. Committee Resolutions**

**Resolution 15.01 Fall 2013 on CSU GE patterns and LEAP outcomes (Attachment A)** is not moving forward, yet. Please read message below from John Freitas, ASCCC Resolution Chair:

“As part of the resolutions process, the ASCCC president reviews what has been submitted and makes comments and suggestions.  David did have concerns about the resolution about the CSU GE patterns and LEAP outcomes.  Probably the biggest concern is that the resolution tells the CSU to do something about the varied GE patterns at the campuses, which may not be well-received by our CSU partners.  Also, I read the CSU Chancellor's Executive Order 1033 (<https://www.calstate.edu/eo/EO-1033.html>) and it appears that what the CSU campuses are indeed doing is an assessment of their GE patterns.  In fact, with regard to LEAP, the Executive Order states:

**3.2       CSU Student Learning Outcomes**

Each CSU campus shall define its GE student learning outcomes, to fit within the framework of the four “Essential Learning Outcomes” drawn from the **Liberal Education and America’s Promise** (LEAP) campaign, an initiative of the Association of American Colleges and Universities.

Since each campus is supposed to define its GE SLOs within the LEAP frame work, I'm not sure what the concern is.  Also, the cover memo to the Executive Order states the following:

*Supporting efforts toward facilitating graduation, this revised policy emphasizes the system-level minima for required general education credits.  To improve intersegmental transfer, longstanding policy has been modified to allow the Intersegmental General Education Transfer Curriculum to satisfy CSU General Education Breadth requirements in ways that allow more efficient progress to the degree.*

Granted, this was from 2008.

Finally, what is the CCC issue here?  Does this affect our CCC students' ability to transfer to the CSU?  It might be a good idea to either review this resolution and rewrite it so that it is clear what the CCC issue here is and bring a revised version to Exec next week.”

**Potential future resolution: Defining the Roles of Paraprofessionals**

Wheeler help put some of our discussion and thoughts together to see if we could submit a resolution about defining the roles of paraprofessionals, by defining Minimum Qualifications. However, since using “classified/paraprofessionals” are not considered faculty or administrators, this resolution could not go forward.

So for now, we submitted the following as a place-holder for the October 10-11, Executive meeting to see if there are more suggestions.

Again, Wheeler presented these suggestions below:

“The issue is hiring classified employees and tasking them with duties normally assigned to academic employees.  The initial thought of making an MQ for doing these tasks has a rough edge in that MQs apply to academic employees. The ASCCC has one resolution seeking to inspire local senates and bargaining units to address the problem but this is not really an effective solution in that behavior isn’t changing. (See Attachment b)

At issue here is the definition of what is an academic employee is very vague in the student services area. It’s clear in instruction. One is assigned a course to teach for which the district collects state apportionment. Or one is assigned administrative obligations to preside over academic employees who teach courses and programs that earn state apportionment.  Since apportionment isn’t directly collected in student services, like FTES is for instruction, it is not clear how an MQ would create a clear boundary like it does for instruction and administration, even if they could be applied to classified employees.

So the question is how to improve the locals' ability collaborate or negotiate clearer definitions for these grey area employees on what is academic, per the resolution below.

One option would be to work with the state's union leaders to develop resources such as “Academic Employee job description” templates that the locals could adopt and/or negotiate into contracts to help them better define these roles. Another option would be to create a non-Masters MQ for paraprofessionals that also defines their roles – which would not be in the Disciplines List but could still be locally adopted/negotiated. Doing both of these, in effect defines the job description for both roles, but these would be solely imposed by local choice.

Are there other ways to empower the local resolution of this problem?

**II. Fall 2014 Plenary Breakouts**

Mental Health Program (Thursday, November 13, 2014 10:00 to 11:10)

Messaging to students about the ADT’s (Thursday, November 13, 2014 3:00 to 4:00 pm)

**III.** **Academic Academy** **--(Attachment C)**

**IV. Next meeting**

DINNER (At Plenary) Thursday or Friday night (November 13, 14, 2014)

If you are planning to attend plenary, please register and reserve room by October 29.

**Attachments:**

A) Resolution 15.01 Fall 2013 Explore Potential Impacts of Endorsing LEAP General Education Outcomes

B) Resolution 8.01 Fall 2013 Counselors as Discipline Experts

C) Draft Academic Academy Program

D) Draft Rostrum Article

**Attachment A**

Explore Potential Impacts of Endorsing LEAP General Education Outcomes

Fall2013

**Resolution Number:**15.01

**Contact:**[David Morse](http://www.asccc.org/directory/david-morse)

**Assigned to :**Transfer and Articulation

**Topic:**Intersegmental Issues

**Status:**Assigned

Whereas, The Academic Senate for California Community Colleges has repeatedly noted the essential importance of a robust general education (GE) to becoming a well-rounded, educated citizen, and the Association of American Colleges and Universities (AAC&U) has established essential learning outcomes for a student's general education experience called the Liberal Education and America's Promise (LEAP) outcomes, defined as:

**Knowledge of Human Cultures and the Physical and Natural World**

* Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring **Intellectual and Practical Skills, Including**

* Inquiry and analysis
* Critical and creative thinking
* Written and oral communication
* Quantitative literacy
* Information literacy
* Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance **Personal and Social Responsibility, Including**

* Civic knowledge and engagement—local and global
* Intercultural knowledge and competence
* Ethical reasoning and action
* Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges **Integrative and Applied Learning, Including**

* Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems;

Whereas, The California State University (CSU), by Executive Order 1065 (2011), states:

Each CSU campus shall define its GE student learning outcomes, to fit within the framework of the four “Essential Learning Outcomes” drawn from the **Liberal Education and American Promise** (LEAP) campaign, an initiative of the Association of American Colleges and Universities;

Whereas, California community college courses are expected to have course outcomes that connect to program and GE or institutional learning outcomes established by the college, and in the case of GE courses that transfer to CSU, the learning outcomes of those courses should align with CSU expectations; and

Whereas, The LEAP outcomes represent minimal standards for learning in courses and GE programs, and colleges may already have similar learning outcomes for GE or institution-wide;

Resolved, That the Academic Senate for California Community Colleges explore potential impacts of endorsing the Association of American Colleges and Universities Liberal Education and America's Promise (LEAP) outcomes for general education or institutional learning outcomes and report the results to the body by Fall 2014.

MSC

**Attachment B**

8.01 Fall 2013Counselors as Discipline Experts

Whereas, The Student Success Task Force recommendations and recent legislation require colleges to increase matriculation services and other tasks typically completed by counselors due to their discipline expertise;

Whereas, Counselors are faculty who are required to meet the minimum qualifications stated in *Minimum Qualifications for Faculty and Administrators in California Community Colleges* (January 2012), and thus are the discipline subject matter experts whose roles and responsibilities are legally reserved to them because it falls within their subject matter expertise as defined in the state minimum qualifications;

Whereas, The recent Academic Senate for California Community Colleges adopted paper *The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges* reiterates the four functions of counselors noted in Title 5 §51018 and notes some of the discipline-specific competencies that counselors possess and some possible duties for paraprofessionals that are not reserved for counselors; and

Whereas, A recent Public Employment Relations Board (PERB) decision indicated “Unilateral transfer of work between classifications is unlawful,” (Desert Sands, PERB decision No. 1682, 8/25/04);

Resolved, That the Academic Senate for California Community Colleges strongly encourage local senates to work collaboratively and collectively with their local bargaining units to prevent the improper appropriation of subject matter expertise and the roles and responsibilities legally reserved for counseling faculty to non-faculty paraprofessional advisors

**Attachment C**

**ACADEMIC ACADEMY---------PROGRAM DRAFT**

**Friday, March 13, 2015**

9:00 AM Continental Breakfast & Registration

10:00 - 10:15 AM Welcome

James Todd, Cynthia Rico

10:15 - 10:45 AM State of the Senate

David Morse

10:45 AM – 11:45 AM--Keynote Address: “How does equity lead to student success” or “Leading Student success through equity”

Possible Presenters: Darla Cooper from the RP group

Speaker from Association of American Colleges and Universities

12:00 – 1:30 PM Lunch & **Poster Session: Best Plans, Best Practices in Equity and Student Success**

**1:45 – 3:00 PM Breakout Session Block I**

1. *Equity*
2. *Student Success and Support*
3. *Equity*
4. *Student Success and Support*
5. *Equity*

**3:15 – 4:30 PM Breakout Session Block II**

1. *Equity*
2. *Student Success and Support*
3. *Equity*
4. *Student Success and Support*
5. *Equity*

5:00 – 6:00 PM No Host Reception

**Saturday, March 14, 2015**

7:30 – 8:30 AM Breakfast Buffet

**8:30 – 9:45 AM Breakout Session Block III**

1. *Equity*
2. *Student Success and Support*
3. *Equity*
4. *Student Success and Support*
5. *Equity*

10:00 - 11:15 AM – Panel Discussion

11:15 - 11:45 AM Q & A

11:45 - 12:00 PM Closing Remarks

James Todd, Cynthia Rico

**BREAKOUT IDEAS**

Send out a ‘**Call of Proposals**” to present a best practice in specific areas or share their SSSP and Student Equity plans – create database to share and present.

**Orientation:** Best Practices of online, in groups, high school to college, noncredit to credit

**Assessment:** Best Practices of Pre-Assessment processes, “bridge programs”, test preparation

**Educational Planning:** Best Practices of workshops, groups, classroom, instructional courses, basic skills

**Follow-up activities:**

Intervention practices showcasing successful results of working with student services

Effective communication practices to students in promoting intervention practices coordinated between student services

Wrap Around Services as an intervention: food, shelter, and health

Why is it so hard to decide—Career guidance

What can faculty do or help students with their career choice

Adapting Career related programs and courses

Career Café, has examples of handouts that faculty can incorporate in their class

**Equity and Intervention:**

Scaling Up the First-Year Experience Course

Going from Boutique Program to Institution-Wide Program

Growing and Using Your Learning Center: From Tutoring to SI

Cultural Competency on Your Campus: Understanding Student and Faculty Culture

Using Disproportionate Impact to Think about Curriculum and Instruction

Planning for Equity: Institutional Effectiveness and Accreditation

**Basic skills:**

Why is Equity a Basic Skills Issue?

Sustaining Learning Communities

Start to finish- Basic skills model and Student Services

Panel review of the e- resource/handbook on best practices on basic skill completion

Sustaining Students through the Sequence

**Seeking others to assist delivery of student success activities:**

Best Practices: Defining the Continuum the roles of Counselors and Paraprofessionals

(Student mentors, success coaches; instructional aides or supplemental instruction)

**Institutional Transformation:**

Building Equity into Your Program Review

Presentation on “Shifting to an equity mindset”

Data informs  Interventions or activities chosen and implemented Evaluation

Closing the “Silo” Gap, bringing student services and instruction

Where is the research/literature?

Coordinating with Categorical programs

Sustaining professional development on equity for the campus

**Noncredit:**

Equity and the Noncredit Question

Best practices in implementing Orientation, Assessment and Orientation

Best practices in transitioning noncredit student to credit

**Attachment D (Draft Article)**

Defining the Role of Paraprofessionals in this New Age of Student Support Services

As colleges complete their respective Student Support Services Plan, due October 17, 2014, the discussion of whether colleges should consider other personnel, specifically paraprofessionals, to help in the delivery of counseling services has been challenging. Though this question has surfaced more prominently, this discussion is not new. One can peruse the Academic Senate for California Community Colleges (ASCCC) resolution database and find a number of resolutions regarding paraprofessionals and most recently an updated a paper on the issue. Furthermore, available research about the effectiveness of who delivers counseling services is minimal. When comparing the delivery of services in community colleges nationwide, California varies in its delivery modality in comparison to almost all the other states (Rico, 2014). Though this article will not cover all the aforementioned dynamics, it is provided as an invitation to both counseling and interested instructional faculty into a robust conversation about clarifying the roles between counseling faculty and paraprofessionals.

In the spring of 2012 the ASCCC body adopted an updated paper titled “The Role of Counseling Faculty and Delivery of Counseling Services in the California Community Colleges.” This paper covers the current minimum qualifications for counseling faculty, suggested practices on the use of technological solutions in the delivery of counseling services, and appropriate use of paraprofessionals and faculty advisors. Though the paper provides an excellent foundation and a possible list of activities for the use of paraprofessionals, the field is still calling for more specification. These topics included:

Working parameters given the new Title 5 language

Though in the new Title 5 language § 55524 (Student Education Plan) (b) spells out “Districts or colleges shall provide students with an opportunity to develop student education plans…”, it does not continue to specify “who” is solely responsible for the provision of Student Education Plans. Given this, should the minimum responsibilities of paraprofessionals be defined in Title 5?

Which colleges are using or piloting the use of paraprofessionals?

Colleges are seeking answers to the important questions of how, what, and when paraprofessionals are delivering student education plan services, and whether those colleges utilizing paraprofessionals have any data on this delivery method.

The discussion continues as the ASCCC Transfer, Articulation and Student Services Committee (TASSC) will be investigating these questions. We also need your assistance. If your college or district has been using or will be using paraprofessionals, can you please share the job description and any campus research about the effectiveness, satisfaction and/or efficiencies of the various delivery modalities of education plans. TASSC plans to share more with the field in the near future. We thank you in advance for sharing your information. All materials can be sent to Cynthia Rico, Chair of the Transfer, Articulation and Student Services Committee at crico@sdccd.edu.