

Senate Institutes Edition

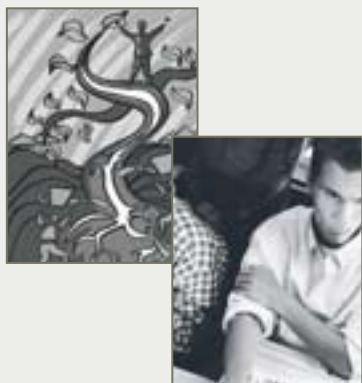


ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES NEWSLETTER

SENATE ROSTRUM

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THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

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Curriculum Institute and Student Learning Outcomes Institute

by Mark Wade Lieu, Curriculum Committee



The Curriculum Institute will be held July 12-14, 2007, at Loews Coronado Bay Resort in San Diego. Registration for the event is already open, and rooms at the institute hotel are filling quickly. The theme of this year's Curriculum Institute is "Curriculum Toolkit: Building Better Instruction" and reflects the strong emphasis in this year's program on hands-on experience with working with the curricular challenges that confront curriculum committee chairs, curriculum committee staff, CIOs, and faculty in general.

Participants will be able to get their hands dirty in mock curriculum committee meetings.

There will be one mock session for the new curriculum committee participant that covers a lot of the basic issues; the advanced session will challenge experienced curriculum committee participants with issues such as compressed calendars, language of instruction, and effective student-teacher contact.

Those interested in Curriculum Management Systems will have a chance to try them out in the @ONE mobile computer lab under the direction of representatives from Curricunet and WebCMS. There will also be a Curricunet users forum where colleges already using Curricunet can network.

Several of the key sessions of the Institute will focus on Title 5 Regulation changes in the area of curriculum as well as the major changes to come in the next edition of the *Program and Course Approval Handbook*. Stephanie Low, System Office Academic

Planning Specialist and one of our general session speakers, will be on hand throughout the conference to answer questions and learn about your concerns. Members of the System Advisory Committee on Curriculum will provide trainings on tutoring and supplemental instruction, funding of noncredit, and standalone course approval. Other sessions will deal with distance education, accessibility, articulation, prerequisites, and the Basic Skills Initiative.

The Curriculum Institute will be preceded by a one-day Student Learning Outcomes Institute, which focuses on the needs of SLO coordinators. The SLO Institute will begin early on July 11, 2007, and run all day. There will be two tracks, one for new coordinators and one for the experienced. Newbies will learn assessment basics, deal with program outcomes, and begin work with core competencies and institutional outcomes.

The experienced will wrestle with the topics of documenting evidence, developing useful dialog for the creation of SLOs, and advanced work with core competencies and institutional outcomes.

Some of the information from the SLO Institute will also be shared in a much-abbreviated session at the Curriculum Institute.

Information and registration forms are available on the Academic Senate website at <http://www.asccc.org>. ■

Burning Questions about Accreditation

by Janet Fulks, Executive Committee

What is happening with your campus and Accreditation?

When does your campus have their next accreditation site visit? This may not be the every-six-year visit traditionally associated with accreditation under the previous standards. In addition to the usual progress and midterm reports, the Academic Senate's inaugural Accreditation Institute, held in San Francisco last January, revealed that a growing number of colleges are busily planning for progress visits. Just as in the past, all of us are expected to use self studies and accreditation recommendations to improve our schools. However, with Student Learning Outcomes (SLO) assessment and the need to create an on-going reflective, improvement cycle in the new standards, colleges are realizing that accreditation never ends.

What authority and responsibility do local senates have in the accreditation process?

The Accreditation Institute presented several workshops that discussed how the accreditation process must have substantial faculty involvement and also brainstormed methods to help local senates to make this happen. Local faculty authority in academic and professional matters is founded in the legislative intent language of Assembly Bill 1725, in Education Code and Title 5. Consider the typical tenure of administrators in your institution. Faculty, often with more longevity in an institution, know its history and its students, understand the campus potential for improvement, and have a vested interest in the outcome and changes a self study can promote. Yet they often fail to participate in the rigorous self-study process.

Are the new accreditation standards really any different than what we have done before?

The three strands of workshops presented during the Accreditation Institute explored the impact of the new standards. Across the United States, the standards for all regional accreditation agencies focus more specifically upon student learning than the previous ones. The centrality of learning to our mission is front and center in all regional accrediting bodies' standards of institutional quality assurance. Institutions are expected to define learning outcomes and show evidence that they are actively involved in assessing those learning outcomes. This emphasis makes faculty involvement and expertise essential. Local senates play a crucial role in helping this new thread develop, as well as serving as one of the important sources of campus dialogue, another new crucial element in the 2002 standards.

What is the Academic Senate doing to help equip faculty for the accreditation process?

Two years ago, the Academic Senate created the Accreditation Ad Hoc Committee both to assist Compton College and to provide more general assistance with accreditation issues. In an effort to inform and enable greater faculty involvement in the accreditation process, the committee founded and hosted the Academic Senate's first Accreditation Institute in San Francisco this January, established a listserv and is developing a training process for Student Learning Outcomes coordinators. ■

Student Learning Outcomes (SLO) Coordinator Survey

The SLO Coordinator survey provided information concerning California community college student learning outcomes status around the state. One finding of particular concern related to the appointment of SLO coordinators, a position intimately entwined with faculty responsibility concerning curriculum, pedagogy and assessment. A significant number of the 63 SLO coordinator respondents were appointed only by Administrators (18 of the 63). Fourteen could not identify their appointment or felt the appointment was unique or individualized. Some SLO coordinators were volunteers or evolved into the position by default (11 of the 63). Only ten were appointed by local senates alone, while others absorbed the job as part of another task force or committee appointment (8 of 63). Sadly, only two were the product of a cooperative appointment by the senate and the administration. Imagine if this confusion existed when defining and appointing a Curriculum Chair?

There were many SLO coordinators who reported there was no process or job description for their position. Most were anxious to meet others in their position and to get training. The Academic Senate is acutely aware of these needs and has planned a series of training opportunities and papers addressing the needs of SLO coordinators. These activities begin with SLO Coordinators Regional Meetings in Northern California, March 30 10:00-2:30 at Mission College in Santa Clara; and in Southern California, April 13 10:00-2:30 at Chaffey College in Rancho Cucamonga. The next activity is an SLO Institute that will take place the day prior to the Curriculum Institute (Wednesday July 11) in San Diego. Many other events, such as the Center for Student Success Strengthening Student Success conference in October and another Academic Senate Accreditation Institute, are planned to support and train SLO coordinators and senates on these new issues.

The Academic Senate believes that faculty involvement in SLOs and Accreditation is essential. These are powerful tools for shaping our institutions, our instruction, and our students' success.

More on the ASCCC Accreditation Institute 2007

The Academic Senate presented the first ever Accreditation Institute in January 2007. This institute marked a new opportunity for dialogue between Accrediting Commission for Community and Junior Colleges (ACCJC) representatives, college/district administrators, and faculty about the new standards. In addition, it provided training in Student Learning Outcome (SLO) assessment and stimulating dialogue about the important role faculty and local senates play in accreditation processes. This year's program included three strands.

The Pragmatics Strand was designed to help institutions meet some of the major changes implemented by the 2002 ACCJC standards including student learning outcomes, program review, and outcomes and assessment practices that affect the institution as a whole (course and program; student services, library, and supplemental instruction). **The Effective Practices Strand** dealt with the particulars of the four new standards, elaborating on each, linking them to equity and diversity planning, and developing a best and worst list of self study practices.

The Political Realities Strand examined the accreditation movement with regards to local and global implications and explored accountability and political issues infused into the accreditation process.

Several helpful resources were identified for the conference:

- ◆ This California Community College Chief Business Officer website <http://www.leftcoastsoftware.com/AccredData.html#SelfStudy> will provide you with links to individual college self-study reports (check the dates—they are not all recent), survey questions, and accreditation recommendations associated with those reports.
- ◆ A list of Do's and Don'ts were collected from a variety of attendees; they highlight helpful practices and the potholes to avoid.
- ◆ A Student Learning Outcomes coordinator's survey was distributed and plans for regional meetings and the first Student Learning Outcomes Institute were hatched.
- ◆ "Regional Accreditation and Student Learning: A Guide for Institutions and Evaluators," a publication by the regional accrediting bodies, was made available to Institute attendees and is available through ACCJC.

Accreditation Do's And Don'ts



Do's

- ❑ START early enough to guarantee a well-researched, evidence-based document
- ❑ BEGIN with the last focused mid-term report
- ❑ REVIEW prior institutional goals
- ❑ SET a reasonable timeline
- ❑ READ other institutional studies
- ❑ CONVERSE widely
- ❑ GATHER statements from a variety of sources
- ❑ BE INCLUSIVE—Include all departments & divisions in the process
- ❑ WORK hard to have representatives from all constituencies—classified, students, faculty, administration, community—on each sub-standard
- ❑ USE existing governance committees to write reports—they are invested and can implement the planning agenda
- ❑ PAY attention to interpersonal relationships and try to avoid personality-based problems
- ❑ INCLUDE a broad group of individuals on the steering committee and assure they all attend
- ❑ KEEP copious notes that are sensitive to “what if” scenarios and creative digressions
- ❑ SEEK evidence
- ❑ USE the System Office website for data
- ❑ BE constructive
- ❑ DELEGATE and distribute profusely
- ❑ CONSTRUCT steps to solutions, search other’s solutions, and make doable solutions for your campus
- ❑ PRIORITIZE solutions with the widest impact
- ❑ ASK questions about data
- ❑ BE honest
- ❑ MAKE assessments based on credible evidence
- ❑ GET support for incentives
- ❑ HAVE fun along the way
- ❑ EVALUATE ALL student services
- ❑ KEEP copies of reports in the library i.e. involve the library in campus history
- ❑ CREATE a format and logic for the report
- ❑ CREATE a succinctly written self study
- ❑ CREATE clear intent



Don'ts

- **Don't** wait until the accreditation visit is 12-18 months out. This is systematic stuff and the team can identify last minute efforts
- **Don't** waste time by not planning
- **Don't** create plans you can not implement or sustain
- **Don't** create all new committees
- **Don't** rely on one or two self-study creators
- **Don't** forget themes and dialogue
- **Don't** belabor the obvious
- **Don't** include negative or positive information to the exclusion of the other
- **Don't** “give in” to pressure to make changes that do not represent the truths
- **Don't** have a single standard dominated by one constituent group
- **Don't** blather, brag, rant, whine or dig up controversial slime
- **Don't** write what someone else tells you for the sake of conformity
- **Don't** exclude vital information because you believe it will embarrass someone
- **Don't** seek to address personalized wrongs
- **Don't** obscurely obfuscate
- **Don't** be the ONE who does everything
- **Don't** try to address EVERYTHING
- **Don't** let administrators substantively change the work of the standards committees
- **Don't** conjecture
- **Don't** include too much or too little
- **Don't** ignore physical facilities
- **Don't** forget about balance
- **Don't** wait till the last minute to organize evidence
- **Don't** bluff about things you have no evidence for
- **Don't** assume someone else will do the work
- **Don't** abdicate this opportunity for self evaluation and change
- **Don't** underestimate the time this takes
- **Don't** discount any individual's input
- **Don't** hope it will go away

Update on Statewide Career Pathways Project

by Jane Patton and Sid Burks, Members of the Statewide Career Pathways Steering Committee

During the recent Vocational Leadership Institute, attendees heard about a new project.

Statewide Career Pathways: Creating School to College Articulation is a new, faculty-driven project under the leadership of the Academic Senate for California Community Colleges and a Steering Committee that includes secondary and community college teachers, administrators, articulation officers and tech prep representatives from across the state. **The primary goal is to increase the number, efficiency and transportability of articulation agreements between schools, Regional Occupational Centers and Programs (ROCP) and colleges, for the benefit of our students and our Career Technical Education (CTE) programs.** The underlying principle is that when successful school to college articulation is in place, everyone benefits.

The project is funded for two

years at \$4 million and it appears that there will be ongoing funding. Faculty discipline work groups from community colleges, high schools and ROCPs are developing articulation templates (or blueprints) for the CTE courses most commonly offered both at the secondary and college levels. The templates provide suggestions to facilitate and streamline the development of local agreements. Regional faculty from community colleges, high schools and ROCPs will be given opportunities to meet and develop or refresh existing articulation agreements. This project will create processes for ongoing review and renewal of articulation. Approved agreements will be added to a statewide database, making them available to educators, school/college staff, students and their parents.

The project's outreach efforts to students, parents, counselors, teachers and administrators will result in more students taking advantage of articulation opportunities.

The disciplines that have met so far are:

- ◆ Arts & Media/Animation
- ◆ Business/Accounting
- ◆ Child Development
- ◆ Health Occupations/Certified Nursing Assistant
- ◆ Hospitality
- ◆ Information Technology/Web Design
- ◆ Information Technology (IT) Applications
- ◆ Ornamental Horticulture
- ◆ Administration of Justice
- ◆ Automotive Technology
- ◆ Building trades/Construction



- ◆ Computer-Assisted Drafting and Design (CADD)
- ◆ Machining
- ◆ Office Technologies
- ◆ Fashion

Then in May, the following additional disciplines will begin their work:

- ◆ Agricultural Business
- ◆ Banking
- ◆ Medical Assisting
- ◆ Retail Sales
- ◆ Video Productions
- ◆ Welding

Once the disciplines have created templates and received ample feedback from faculty in the discipline, the templates will be accessible electronically, and when any local faculty sit down to work on revising previous or writing new local agreements, these templates can streamline their work.

This spring, the project will also begin to convene regional articulation meetings, providing the opportunity for college faculty to work together with high school and ROCP teachers in their service area.

Recently local academic senates received an email announcement from the project office which asked for faculty in seven disciplines to review draft templates and provide their input to the discipline work groups (see <http://statewidepathways.org>). Once the discipline work groups have received input, they will finalize the templates which then can be used to facilitate local articulation discussions. Instead of local faculty having to start from scratch, the template can give them a head start.

Some of the most frequently asked questions regarding this project are:

Q Who will create articulation agreements?

A As always, local community college faculty, in cooperation with teachers from their feeder high schools and ROCPs will determine the appropriate skills, competencies and knowledge necessary for students to receive college advanced placement and/or credit. This project will simplify and streamline the process.

Q Won't college enrollment suffer if students get college credit for coursework at their high school or ROCP?

A More students can be recruited through effective relationships with schools. If students are well prepared to move into more advanced studies, departments will be able to offer more sections of advanced levels and colleges will realize increased enrollment in certificate and degree programs, including coursework required in other departments.

Q How does this project relate to the work of current tech prep or other SB70 articulation projects?

A The project builds upon and supports local and regional tech prep agreements and other articulation efforts. This project augments the existing system that tech prep has built over many years and supports current efforts in other SB70 grants responsible for developing career pathways.

Q How can I (or my colleagues) volunteer or get more information about this project?

A Please see the website <http://statewidepathways.org> for more information about the project or email julia@statewidepathways.org ■

Leadership: It Does Take a Village

by Shaaron Vogel, Occupational Education Committee Chair

The Vocational Leadership Institute was held March 8-11, 2007, in Palm Springs and the participants took over the “Village!” It opened with our theme song “YMCA” only with the initials of vocational groups instead, and some great costumes including our own Julie as a motorcycle mama! The formal start to our event began with our fearless Scottish leader, Ian Walton, sharing what was happening at the state level and how we could participate on so many levels. In the afternoon the attendees got to “find their true colors” and leadership styles.

I do believe a few bonded for life and the rest of the Institute was spent in reminding each other about what they had learned and putting it to practice.

This general breakout led by Deborah Bachman “colored” the rest of our

breakouts and each participant got to take home a great little packet of tools to help them “lead” at home.



The first evening participants broke up into small groups who took off to visit the downtown street market and find scavenger items. Part of their homework was to ask people in the community what they knew about community colleges and their impression of vocational programs. This was homework for a Saturday morning general session. We found out who were the true leaders in finding answers to the scavenger hunt items; they were the ones who won the prizes!

The next day we were privileged to have Ron Selge from the System Office, who provided us with information about Career Pathways SB 70, the system Strategic Plan, the Governor's January proposed budget for the community colleges, and updates regarding Perkins (VTEA) funding. The rest of the day participants had some hard choices in deciding which breakouts to attend.

We had great offerings such as: effective advisory committees, proposed Title 5 changes to curriculum and work-based learning, applying True Colors to the classroom, gaining insight into work-based learning and how it helps students, learning about EDPAC and CCCAOE and how they can help you, student learning outcomes for vocational programs, offering vocational classes on-line, and the Basic Skills Initiative.

In the late afternoon the participants got a chance to share and discuss common vocational issues and find solutions to take home and apply. This was a truly motivating and touching session and brought a few of us to tears to hear such great ideas. The evening brought out the leadership skills of many as the groups got competitive in building their village out of tinker toys! Wow—what creative and fun designs there were and the hotel kindly donated a number of their decorations to a good cause.

The last day the group had a discussion of the perceptions of vocational programs by those on our campuses, in our community, and by legislators. This breakout provided us all with insight into our different programs and the high skill levels needed for student success. We shared ideas on how we can better inform our world about our programs and the great things they do! Breakouts included: program development and reduction, working with business, articulation with high schools, and student services.

The Vocational Leadership participants received a binder and CD filled with resources, a leadership tool kit, and some great prizes. Hopefully they took home more than that—new friendships, networking ideas, insight into their leadership style, how they can participate on their local campus, and motivation to go out and make a difference.

It took a village to put on this great event. Funding for this event comes from the Chancellor's Office Leadership funds; our own ASCCC office with Julie and Theresa and others provided all the travel logistics, rooms, food and support. Many members of the ASCCC Executive Committee came and shared their knowledge and wisdom. We were privileged to have so many guest speakers who took the time to join us and provide us with information we can apply at home. A big thanks goes out to a wonderful Occupational Education Committee who planned this event and made it so full of fun and learning: John Frala, Berta Harris, Dale Pollard and Scott Rosen.

Please mark your calendars now for next year's event on **March 6-8, 2008**. This is a wonderful opportunity for vocational educators to share with one another, network, learn and more importantly see how they can be leaders on their own campuses. Remember it does take a village to build new leaders—what are you doing on your campus? ■

To Teach or not to Teach,

by Wheeler North, Area D Representative

“**T**o teach or not to teach.” That was the original question. And for the Academic Senate Executive Committee the question was, “Do we have a Teaching Institute or do we leave that to the other fine efforts around the state such as the Great Teachers Seminars and the many fine Teacher Graduate Programs which abound?”

Well, given the 200 odd years of combined teaching experience possessed by your Executive team it was a no-brainer to give it a try. In pulling all this together, however, a number of semi-colliding elements began bouncing into each other.

High on this list was the fact that the role of the Academic Senate, whose membership is exclusively faculty, isn't really to provide detailed classroom strategies or even define what quality teaching is.

In addition, while we wanted to present offerings abundant with great teaching ideals, methodologies, and techniques, we thought it important to pursue our central role of empowering faculty to practice good governance. This was a balancing act; some comments from attendees reflected a desire for more information about governance and some wanted less.

Another colliding element was that in some cases we were somewhat tied to presenting currently hot topics that may affect teaching but aren't necessarily directly in-the-saddle teaching strategies. An example of this is the Basic Skills Initiative. A part of our current effort as a System is to get the word out about this initiative and get faculty and

staff engaged in the project. This means that every institute, plenary or other event we put on will have some element of this effort contained within. As a result, participants learned about the initiative; they didn't necessarily learn about how to work with their basic skills students in the classroom.

Yet even with those demands, of the fifteen sessions, only three were more focused on statewide and governance related efforts, while the rest spread themselves across the spectrum of classroom and campus learning issues. They ranged from developing effective Student Learning Outcomes (SLO) to addressing issues of student access and success across the campus; and every breakout, including the “big picture” ones, focused on how we can better meet our student's needs.

Of particular enjoyment to me was our opening General Session presented by Dr. Jean Twenge on her research of “Generation Me.” This is the second time I've seen Dr. Twenge and I have to say she's done an incredible bit of research that is very enlightening for those of us suffering the “Big Chill” about our younger generations. Quite frankly, I have to admit I didn't realize that I am no longer a member of the younger generation until I heard her speak and read her book. In her presentation, we learned about what motivates and influences our youth.

Connecting the dots, through greater understanding, we can better connect what we do in community colleges with the goals and aspirations of young people today.

Now it makes much more sense to me why students keep asking, “Who the heck is Gilligan?”

A hearty tribute needs to go out to Phillip Maynard and the ASCCC Faculty Development Committee for pulling this all together. For Phillip, not only was he new to being an Executive Committee member, and the Faculty Development Committee Chair, but this was also a first-ever teaching institute for the ASCCC, so he had little from prior years to utilize as a guiding light. Thanks also to our Office team headed up by Executive Director Julie Adams who took care of registering, translocating, and feeding all the bodies who attend our events.

And for my part, getting to present with the likes of Professors Sid Burks, Shaaron Vogel and Terri Smith Long is about as grand as it gets for an old curmudgeon like me. The many folks we have participating on the Academic Senate committees, bar none, define the word “winner” in every way imaginable. And they are all volunteers. They love doing it for many reasons of which giving a little back is high in the mix.

One of the few things I’ve learned in life is if you hang out with a bunch of giving volunteers you will find yourself hanging out with a great group of people.

So, for a selfless plug on how I ended up here, if you want to be “assimilated” by this fine reflection of humanity, the nomination form is just one click away at <http://www.asccc.org/Resources/Frms.htm>.

I have to add one little tidbit about the venue before I close. This was a

delightful find just a hop south of the San Francisco airport in Redwood City called the Hotel Sofitel. It was very nicely laid out, with beautiful rooms and views in all directions set on a landscaped marina/business park complex that was great for lazy walks watching the pelicans soar casually by on their daily sunset cruises.

All in all this was a great institute, particularly as a first ever. When next you see the promotion come by for this Institute I would highly recommend you sign up as soon as you can. ■



Basic Skills Initiative

by Richard Mahon, Member, Basic Skills Initiative Steering Committee

The February 2007 Teaching Institute and the March 2007 Vocational leadership Institute both provided faculty the opportunity to learn about progress in one of the most significant efforts the Senate has been involved in for the past several years: the Basic Skills Initiative. Most faculty are aware of the long debate on graduation requirements that led to the vote by the Academic Senate at the Spring 2005 Plenary Session. Fewer faculty are aware of the behind-the-scenes work of Senate president Ian Walton during the 2005-06 academic year, when Ian met with constituency groups around the state working to build support for the Senate's recommendation. Perhaps the low point in that effort came at the joint CIO/CSSO conference in Spring 2006 when both groups voted to oppose the senate's recommendation. Amazingly, by July, the representatives of both groups were sitting at the table at the Board of Governors endorsing the Senate's position and vowing to work together on behalf of the good of our students. *What changed?*

Conversations following the CIO/CSSO conference revealed that both groups support the Senate's desire to see associate-degree recipients leave our colleges with higher skills; but like many faculty, the CIOs and CSSOs were concerned that business-as-usual would not result in *more skilled* graduates, but in *fewer* graduates, and that only a coordinated effort by multiple constituency groups would get the attention—and funding—necessary to provide our students the support they need to meet the new graduation requirements.

The result, as elaborated at the Teaching and Vocational Institutes, has become a three-part cam-

paign to support students' efforts to acquire higher skills in English and mathematics.

The first part began in fall 2006, though the work was just getting off the ground at the time of the Fall Plenary.

The focus of Part One was identifying interventions and initiatives that have a proven track record of producing greater success among developmental students.

The Center for Student Success and the Research and Planning Group for California Community Colleges, aided by a group of faculty reviewers, completed three documents very shortly prior to the Teaching Institute. *Basic Skills as a Foundation for Student Success in California Community Colleges* describes proven practices in four broad areas: (1) Organizational & Administrative Practices, (2) Program Components, (3) Staff Development, and (4) Instructional Practices. This document is supported by a second document, an *Assessment Tool for Effective Practices in Basic Skills*, which provides a vehicle for faculty and administrators across our system to take stock of existing efforts at their colleges and to identify those practices with the potential to further improve student success. A final document, *A Tool to Estimate Costs and Downstream Revenue*, provides a tool that college



administrators could use to calculate the revenue benefits of increased student persistence. All three documents are available for download at: <http://css.rpgroup.org/>.

Each of these documents was described by panelists at the Teaching Institute, which included ASCCC President Ian Walton, Carole Bogue-Feinour from the System Office, Randy Lawson on behalf of the CIOs, and Robin Richards on behalf of the CSSOs.

In order to ensure that *Basic Skills as a Foundation* does not become just another re-

port collecting dust, as Part Two of the Initiative, the Senate is organizing teams of faculty and administrators to conduct regional workshops across the state, beginning in May in the Sacramento area and concluding in October at multiple locations across the state. These teams will work with local faculty and administrators as they review *Basic Skills as a Foundation* and reflect on how the *Assessment Tool* could be used to identify potential initiatives on their own campuses.

Part Three of the BSI process remains fuzzy, but the expectation of all involved is that the System Office will provide funding to support the initiatives identified by colleges as having the greatest potential to improve student success.

The System Office is initially seeking \$30 million for colleges across the state, with the expectation that meaningful improvement in student success and persistence will require ongoing and increased support over the next few years.

Those colleges that sent faculty to the Teaching and Vocational Institutes were the first groups to learn about the availability of *Basic Skills as a Foundation*. There have been subsequent presentations at the annual CIO/CSSO meeting in San Francisco and RP/Chief Information Systems Officers Associating meeting in Orange County. The Initiatives will also be a focus of multiple breakouts at Spring Plenary, and at the Leadership and Curriculum Institutes in June and July. ■



What do I need to Know to Teach an Online Class?

by Michelle Pilati, Rio Hondo College



At the Academic Senate's first ever Teaching Institute, I had the privilege of facilitating a lively conversation regarding online teaching. I refer to it as a "conversation" because interaction was encouraged and the discussion was as much a part of the presentation as the guiding PowerPoint (available at www.asccc.org). With the able assistance of Elizabeth Fremgen from Glendale College, we covered a wide variety of issues related to online teaching.

The presentation began with an overview of what type of teacher would be best-suited to the virtual environment—and an acknowledgment that online is not for everyone. When moving online, some teaching approaches can be modified effectively and employed online, while others just won't work. While the attendees had varied levels of online experience, all understood something that many people don't always appreciate about online teaching—doing it well takes effort, planning, patience, and some level of ESP. Doing online teaching well is not easy and one of my goals for this session was to do some myth-busting (which was not needed due to well-informed nature of those in attendance). Teaching online is certainly not a means of lightening one's load, but rather a means of having a more flexible schedule and, possibly, a more casual wardrobe and fewer miles on the car.

No conversation about teaching online is complete without mention of curriculum processes, accessibility, local training requirements, evaluation processes, and "hybrids".

Throughout the presentation there were various questions asked of the group—indicating the ongoing need for conversations regarding online and the current activity regarding online at all of our colleges. The questions that came up were generally not new ones, but ones that different colleges are facing on different timetables. There seems to be an ongoing need for information on how to do things well with regards to online. Few colleges have in place all the policies and procedures that are required in order to ensure that all aspects of student, faculty, and infrastructure needs are addressed in a timely and on-going manner.

Curriculum processes for distance education vary widely, but it does seem that virtually all (no pun intended) of our colleges do have them. The matter that is still being debated, however, is how to determine what is 'distance education' when it comes to curriculum. Despite the fact that this may seem to be pretty simple, it is something that has sparked controversy. Per a resolution passed this past fall, ASCCC has taken the position that a course should undergo your curriculum distance education review process whenever any percentage of face-to-face time is regularly replaced by online time. Your local senate has the authority to make that a part of your local curriculum approval process. Debate has emerged about how to define distance education as a consequence of the System Office definition of distance education for reporting purposes. The March 2004 Distance Education Guidelines clearly state that

a given section is defined as “distance education” when student and instructor are separated for 51% or more of the instructional hours. Elsewhere, however, distance education is defined more broadly. Title 5 § 55205 states simply that “Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.”, making it clear that the “51% rule” is just

that—a rule created by the System Office for apportionment/reporting purposes and not for curriculum purposes. It should be noted that based on this “51%” definition, many of us have

classes that we call ‘hybrid’ to communicate their online and on-campus make-up, but that are actually “online” or “distance education” for the purposes of reporting. Hopefully we are making our local curricular decisions on what makes sense in order to ensure the quality of our course offerings—regardless of how much time is spent in the classroom versus online.

Local requirements for teaching online vary markedly, as well as local policies for how much of a load can be taught online.

And while some colleges have effective evaluation processes for their online offerings, such oversight is nonexistent elsewhere. There appears to be a real need for a comprehensive best practices repository where local senates can “shop” for approaches that have served others well. In this electronically-enhanced world, there is certainly no need for us all to be reinventing policies, procedures, and practices related to online.

It’s impossible to summarize all that was discussed—my goal here is to provide you with a flavor of what was covered—and to hopefully get the reader thinking about many of the topics that we addressed. An individual online course and your entire online programming both benefit greatly from the proper care and planning. No one should venture into the virtual world with giving its many facets the appropriate care and consideration. ■



Faculty Leadership Institute 2007:

Prevention, Treatment, and Recovery— Keeping Local Senates Healthy

by Michelle Pilati, Local Senates Chair

This year's Faculty Leadership Institute will be held from June 14-16, 2007, at Hayes Mansion Hotel in San Jose. This year's Institute will be infused with a medical theme, just to make things interesting. Whether you are a medical student, an intern, or a resident, you are sure to gain something to help you to improve the health of your local senate. This Institute is designed for your current or developing local senate leaders, providing them with the knowledge they need to be effective leaders. Some of our tentative breakout titles will give you a hint of what will be covered—"The Brown Act and You—Avoiding Malpractice", "Using Senate Resources and Papers—Developing Your Personal PDR", "Developing Faculty Participation and Leadership—A Spoon Full of Sugar", "Building Senate-Union Alliances—Avoiding Rashes", "Accreditation and You—Developing Local Processes for Self-healing". Like all our events, there will be ample opportunity for networking. While some campuses have a positive climate with senates working cooperatively and effectively, others face seemingly insurmountable challenges. We hope to assist you in conducting some triage, if you are amongst those suffering the ailments that local senates often encounter, such as apathetic faculty, micromanagement by boards or administration, and ineffective policies, or provide you with a chance to share your local practices that aid in maintaining a healthy glow, if you are so fortunate to be flourishing in this manner. The purpose of this Institute is to provide you with the information you need to lead your local senate to wellness. Be sure to register soon, as space is limited. ■



Senate Institutes at a Glance

FACULTY LEADERSHIP INSTITUTE

The Faculty Leadership Institute provides assistance and training to faculty members to empower them to run stronger, more effective local senates.

June 14-16, 2007, Hayes Mansion Hotel in San Jose, CA

STUDENT LEARNING OUTCOMES (SLO) AND ASSESSMENT INSTITUTE

The SLO and Assessment Institute is divided between two tracks addressing: 1) training for new SLO coordinators and programs and 2) topics for experienced SLO coordinators with growing programs on their campuses.

July 11, 2007, Loews Coronado Bay Resort, Coronado, CA

CURRICULUM INSTITUTE

The Curriculum Institute provides faculty curriculum chairs, chief instructional officers, and faculty members involved in new program development, or program revision.

July 12-14, 2007, Loews Coronado Bay Resort, Coronado, CA

ACCREDITATION INSTITUTE

Open to all faculty, Accreditation Liaison Officers, and Chief Instructional Officers, this Institute focuses on the relationship between local governance and the creation of the successful self study.

2008 Date and Location to be Determined

TEACHING INSTITUTE

The Teaching Institute focuses on fostering ideas and best practices to improve the educational teaching environment at our community colleges.

2008 Date and Location to be Determined

VOCATIONAL EDUCATION LEADERSHIP INSTITUTE

The Vocational Leadership Seminar is designed to develop and promote leadership among occupational faculty at local, regional and state levels.

2008 Date and Location to be Determined