

# Academic Senate Grossmont College

Monday, May 18, 2015  
11:00 – 12:20pm in Griffin Gate

## I. CALL TO ORDER

- A. Public Comment – *Each speaker will be given a maximum of 4 minutes to address the senate about a non-agendized item or items, with a maximum of 15 minutes allowed for public comment. The senate may vote to extend public comment at any meeting. Please contact the senate secretary before the meeting when wishing to speak at public comment. The senate welcomes all speakers to participate in the discussion on agendized items.*

-Brian Keliher: Report from the OEI  
-Katrina VanderWoude – Updates

## B. Approval of Agenda

## II. PRESIDENT’S REPORT

30 minutes

Certificates of Appreciation for Outgoing Senate Officers, Hiring Additional Full-Time Faculty from this year’s ranked list, Financial Aid Follow-up, Census Date as Last Day to Add Classes

## III. COMMITTEES

20 minutes

- A. Curriculum Committee Report – Kathleen Aylward  
B. Basic Skills Committee Report – Corey Manchester

## IV. ACTION ITEMS

## V. INFORMATION ITEMS\*

20 minutes

- A. Notes From Statewide Academic Senate Sessions (Attachment A):  
-CTE Taskforce Panel  
-AB 86 Adult Ed Restructuring  
-Free or Low Cost Textbooks  
-Online Education Initiative (OEI)  
-Title IX Campus Safety and the Violence Against Women Reauthorization Act

\*The Academic Senate may move information items to action upon a 2/3 vote.

{Section 5. Quorum“A simple majority of Senators including Senator designees recognized by the Chair at the openings of meetings shall constitute a quorum. Senator positions not filled by departments will not be included in quorum determination.” Average number of senators attending the first three Senate meetings, Fall, 2011: 54}

## **ATTACHMENT A (Information Item A 5-18-15)**

### **Session Notes, Spring 2015 ASCCC Plenary**

#### **CTE Taskforce Panel**

State Taskforce of 26 members, chair: Sunny Cooke

Purpose: To increase individual and regional economic competitiveness – skills and credentials

- Prepare students for jobs, e.g., get more student to complete CTE
- To attract high-value jobs in California industry, we need the workforce?
- There is a 1 million person skill gap in the mid-skill jobs which are those produced by CCCs
- Most businesses in California are small, so let's increase our students' opportunities for that sector
- We need \$\$ to finance these programs by leveraging state and federal dollars
- Slated to make recommendations to the CCC Bd of Gov in Sept, 2015

Details:

- 1/3 of CCC students are CTE
- We need to make it easier to achieve goals. Businesses/industry turn to us for a need to be filled, and we need to develop curriculum QUICKLY to prepare students for those jobs. Need to streamline our processes.
- All of us at the CCCs are either directly or indirectly preparing students for the workplace. We need creative ways to work together, e.g., new certificates, linked courses with CTE or contextualized GE classes geared toward science or any workplace topics.
- We need partnerships between colleges and businesses to decrease poverty and increase employment. Partnerships between K-12, colleges and the private sector. Models exist that show more students can be prepared for jobs with these partnerships to prepare them for work.
- Need Data: what's needed to accomplish getting more resource money?
- Need regional structures, and discussions are happening now to create them. CA is not one economy – we have different regional economies.
- There's a disconnect between K-12 & CCCs and between CCCs and non-profits & for-profits. We need data SHARING. Need to know data from K-12 for th CCCs to properly serve students that come to us.

## **SESSION: AB 86 Adult Ed Restructuring**

In 2014 the CA Legisl appropriated \$25 million for AB 86 Initiative that called for the Cal Dept of Ed and CCC Chancellor's Ofc to form consortia composed of both community college and K-12 adult ed programs. The consortia were charged with serving the varied ed'l needs of adult learners, including elementary and secondary basic skills, ESL and adults with disabilities, as well as create programs for apprentices and short-term certificate programs with high employment potential. Session provided brief history of noncredit in CCCs, challenges resulting from AB 86 as we move from the 1<sup>st</sup> year of planning to 2<sup>nd</sup> year of implementation, and future of noncredit for Calif adult learners.

- Title 5 permits CCC noncredit for parenting skills, basic skills, ESL, immigrant ed, disability courses, etc.
- The percentage of noncredit has gone down by 1/3
- Who left the system? Students with low skills, and now our students are younger, whiter and more affluent
- At the same time – K-12 adult ed closed during the recession as school districts lost funding
- 2012 LAO Report: Restructure Adult Ed and recommended pre-college level basic skills courses should be noncredit . Thus, AB86 – to restructure.
- 2014 – Adult Ed Regional Planning. Example of problems to overcome: “arithmetic” was taught three ways: in CCC Adult Ed, in CCC as a basic skills class, and in HS Adult ed. Same course. Need to find one way to provide that knowledge
- Lots of ways the CCCs provided noncredit, so we need regional planning with the 112 CCCs and the 320 School Districts into 70 regional consortia. ID gaps in service in five areas: Adult Basic Ed, CTE, Adults w/disabilities, ESL and apprenticeship programs.
- Each region had to report to statewide group 4x/year.

### Findings:

- Both systems only meet 20% of the need
- Inadequate support for the students in these programs
- Inconsistent transitions between systems. We don't even have common data system.
- One working system: The San Joachim Delta Allied Health innovation. They designed a system to recognize students coming in and out of the system and created entry/exit noncredit courses to get them to their goals. Students may not finish all the courses they need, but they can get a credential (certificate) for a few number of classes which will in the meantime help them get better jobs or better pay grades.
- Some good recommendations in the 2015 Legislative report:
  - Increase service levels – it's not enough at the 2012-13 levels; need to restore capacity, hire FT faculty, including counselors and have dedicated funding stream

- Improve Adult Ed Programming by strengthening, enhancing and align curriculum; strengthen Prof'l Devmt for groups from both systems to do this work.
- Provide academic, social and financial support to students; academic transitions, child care, varied hours, varied sites, reduce fees, counseling
- Align Assessment for placement and create a crosswalk from current varied assessments to the new common assessment
- Common accountability for documenting student progress; shared enrollment and outcome data and common student IDs so students can have trackable transcripts
- Maintain and extend structures for coordination and strengthen consortia and develop collaboration structures for faculty

Plans:

- 2015-16 budget to equalize noncredit and CDCP funding to the credit apportioned rate.
- \$150 million for aAG86 consortia so schools can do this and get apportionment for it. Have curriculum design that best serves students. So that now it is not a bad fiscal choice to offer noncredit.
- Link with social services for noncredit ed. Students can't get Financial Aid for it. BUT We don't offer classes so students can get financial aid – we offer what students need. Some students burn up financial aid in basic skills.
- How does college planning incorporate planning for Adult Ed and the consequences of moving courses to noncredit?
- What curriculum changes might improve service to the community, particularly those disenfranchised by the structure barriers and program cuts in our systems? How will college faculty be involved in this consortia?
  - Non credit open entry/open exit courses for students to brush up on skills
  - Allow students to retake assessment tests after brush-up

**SESSION: Free or Low Cost Textbooks**

SB 1052 (2013) directed the 3 higher ed segments and the Intersegmental Committee of Academic Senates (ICAS) to establish the California Open Education Resource Council (CaOERC) The OERC consists of 3 faculty reps from each of the 3 CA higher ed segments and has been working to identify, create and administer a standardized, rigorous review and approval process for open source textbooks and related materials and promote the use of Open Education Resources (OER) materials in all 3 segments.

- Textbook cost is the #1 concern of students and therefore of the attention of the legislature. We need to get ahead of it so faculty won't be FORCED to use certain designated books. We need what works for the curriculum.
- Legislation pending: AB 798 College Textbook Affordability Act of 2015 is very good – they made sure to reach out to faculty and the Senate helped write this Act. Let all

faculty and administrators know this is not going away because it is a student success issue.

- There are different models to help – not just free, but also low-cost to bundle just certain chapters.
- Hurdles:
  - The Intersegmental Council for the three Academic Senates (ICAS) designated CSU as the fiscal agent for better or worse. CSU won't even sign off easily on a press release about the OER. And CSU faculty and Admin are at odds with each other after contract negotiations.
  - The current Hewlett & Gates grants are only about \$2 million – not enough, and that money requires a very fast timeline.
- Deliverables:
  - Legislation said **create 50 C-ID courses with peer review process of the texts; they are the top transferred, list created in Spr 2014. Found 150 OER for these 50 courses. 519 faculty signed up as reviewers of OER texts.**
  - **create an RFP to create materials;**
  - **identify free and open texts already existing,**
  - **promote production, access and use;**
  - **and solicit input from the student associations.**
  - **Creating a Digital Library:** [www.coo4ed.edu](http://www.coo4ed.edu)
    - peer-reviewed OER textbook reviews available to students, faculty, and libraries.
    - The COOL4ED website currently **features reviewed materials for 10 of the 50 selected courses.** Links to the original materials are on the COOL4ED website.
  - PILOT:
    - **10 courses, 22 faculty reviewed approximately 34 OER texts.**
    - At least three OER textbooks have been approved for each of these 10 courses.

#### **What We Need to Know:**

- Accessibility – 3C Media is available to the CCCs. Books and Videos need to be ADA Compliant, and they have that capability to do that for us.
- **Ask our Curriculum Committees and Librarians to encourage listing on the Course Outlines of Record at regular updates: list any OER resources available.**

- Coming up: get faculty from the 3 segments to write OER texts
- Check Rice University and Purdue about OER.
- **Ask our Program Review Committee to tie the decrease of student costs of texts to the student success of all programs.** If departments include the decrease of text costs as a student success strategy, then any costs associated with it can go through college planning and funding requests.

### **SESSION: Online Education Initiative (OEI)**

The OEI is finally producing some results.

- The online tutoring system and student readiness modules are in place and being piloted this spring.
- The vendor for the highly anticipated course management system (CMS) has been selected: Canvas. It will be piloted starting in the Fall 2015.
- Other components in the pipeline include online counseling and library resources.

The goal of this initiative is to improve the online environment for all 112 CCCs to improve students success online and to provide services to the colleges.

What is the OEI? Three components

- Technical resources to maximize the economy of scale of cost to the colleges
- Systemwide resources for online students to help them stay in the classes and succeed. Right now retention in online classes is terrible.
- Systemwide resources for faculty to provide quality online classes

Why the OEI?

- Average time for community college students to complete: 7 years
- Average time to transfer: 4 years
- Goal: help reduce this time by providing resources to the colleges to provide the most successful online environment possible. Increase ACCESS to education.
- Determine how to increase success and retention in online courses by preparing students, preparing faculty and providing the resources for quality course design for faculty to insert their content.
- Help colleges provide students with opportunities to take classes when and in what disciplines they need.

Things for the colleges to know about The Exchange:

- **NOTHING WILL BE FORCED UPON THE COLLEGES. EACH COLLEGE HAS TO OPT IN TO ANY SERVICE OR PROGRAM.**
- People are fearful of The Exchange and rumors are rife. However, it is being piloted and each college can decide whether to opt in or not.

- The Exchange idea came about when most colleges were over cap, students were being turned away, yet a few colleges were actually below capacity. The idea then was to help those colleges below cap garner students.
- Now that we are all chasing FTES, the estimate is that this component of the OEI will be quite small – to accommodate rural colleges or to carry capstone courses that small colleges can only afford to run once every two years, etc.
- Any college wanting to use the online class exchange MUST OPT IN.
- The rigor for these online courses is so high that so far NONE of the courses in the pilot program that have applied meet the standards for course design.
- Basic GE courses are being piloted in Spring of 2016 just to try to figure out how this exchange will work, but the nature of the courses and colleges that will ultimately be involved in the exchange isn't worked out yet—only that colleges will have to opt in to accept classes on the exchange, so no college needs to fear loss of FTES because of it.

#### Details of OEI resources:

- The tutoring system is LinkSystems. Any college can use this NOW for free.
  - Low cost 24/7 online tutoring
- Embedded basic skills support and resources
  - In planning and pilot stage
  - Shared resources and strategies
  - Barbara Ilowsky, former faculty who headed the Basic Skills Initiative is working on this basic skills support for online courses and to identify library resources.
- Online Student Readiness Tools
  - Modules hopefully available in F 2015 to be available to all colleges via Canvas.
- Professional Development for Faculty
  - A PD clearing house
  - A rubric for OEI design standards for best results for students
  - Training and peer online course review and feedback
  - Training now open to anyone to learn the rubric
  - June 17 – Online Training Conference in San Diego
  - PD Summits with access to instructional designers and to get accessibility support

- The @ONE Course is being revamped. It is divided into individual modules so faculty can take just one or all of them.
- Canvas as the CMS:
  - Allows integration of student and faculty resources to be added in.
  - Creates community in the online environment more easily
  - Allows a wide procurement of add-on tools for proctoring online and for plagiarism.
  - Partnerships with companies for add-on opportunities so colleges can customize if they wish
  - EASE OF USE and upgrades are managed at the CCC System level
  - Cost will be SIGNIFICANTLY reduced for the college use
  - Opportunities for collaboration for both faculty and students
  - Many of the resources will be available for colleges who choose to stay with their own CMS.
  - The OEI will pay costs of colleges for the first few years to migrate over to Canvas.

**SESSION: Campus Safety and the Violence Against Women Reauthorization Act**

Increased national attention on college campus safety has resulted in **new requirements for California Community Colleges.** Both the federal Violence Against Women Reauthorization Act of 2013 and California Ed Code Sect. 67386 require us to **implement violence prevention and outreach programs in every incoming student's orientation.**

Why the focus on sexual violence on America's College Campuses?

- Sexual violence is still an issue. Striking statistics:
  - On campus
    - 20-25% of females will be the victims of rape or attempted rape EACH year
    - 90% of victims know their attacker
  - Off-Campus is even more striking
    - Rape or attempted rape occurs 66% of the time
    - Victim alcohol consumption victimization: 43% of the time
    - Perpetrator victimization: 69% of the time

In addition, the potential for sexual assault on or off campus is a real danger:

- 1 in 5 women are raped while attending college
- 1/3 of sexual assault survivors are freshman students, 17-19 years old
- Completed rape instances increase late at night: 51.8% occurred on campus after midnight



- 35% of men report some likelihood that they would rape if they could be assured that they wouldn't be caught or punished

Low numbers of attempted/completed instances of sexual assault reported

- 81% of on-campus and 84% of off-campus sexual assaults are not reported to the police
- Fewer than 5% of attempted/completed rapes are reported to law enforcement

### **Title IX:**

- Federal law passed in 1972
- Requires gender equity in every educational program that receives federal \$\$\$
- Requires schools to combat sex discrimination in education
  - Requires schools to prevent and respond to reports of sexual violence (whether or not alleged victim files a police report)

<http://chronicle.com/article/Why-Colleges-Are-on-the-Hook/146943>

- "Colleges are expected to investigate and resolve students' reports of rape, determining whether their classmates are responsible for assault and, if so, what the punishment should be"
- "If colleges do not handle reports promptly and fairly, they may be blamed for violating the rights of alleged victims and creating a hostile environment for learning, according to the U.S. Dept. of Education," which enforces the law.
- Campuses instituted formal procedures that allowed students to file complaints about sexual harassment and assault
  - However, many students "said that colleges minimized such complaints, botched investigations, and failed to protect the women from the men that they said had assaulted them."
  - The 2011 Education Department's Office for Civil Rights "Dear Colleague" letter (that was "designed to clarify Title IX regulations") "provides a detailed overview of institutions' existing responsibilities under Title IX when dealing with complaints of sexual harassment and sexual violence" caused colleges to take their investigative and resolution efforts more seriously

Title IX & Clery Act Intersections. Both require:

- Campus disclosure of policy/procedures
- Prompt corrective action
- Accused/accuser both notified of outcome at same time/manner (Title IX specifies must be in writing)
- Campus disclosure of any sanctions imposed

Campus SaVE Act "Campus Sexual Violence Elimination Act" 2013 provision to Clery Act

- **COVERS:** Dating violence, domestic violence, stalking
- **REQUIRES:**
  - **Programs for new students and employees (orientation)**
  - **Ongoing prevention educational programs**
  - **Procedures to be followed when an incident occurs**
    - **Faculty are mandatory reporters!**
- Provision of VAWA (thus amends Clery)
- Requires higher ed to:
  - increase transparency re: sexual violence on campus

- guarantee enhanced rights for victims
- meet standards in conduct proceedings

#### Affirmative Consent Law added California Ed Code §67386: “Yes means Yes”

- Requires campus adoption of “Affirmative Consent” standard
- Must actively signal willingness to engage
- Accused must prove accuser clearly consented
- Campus to use “preponderance of evidence” standard (not “beyond reasonable doubt”)
- Accuser guilty if “more likely than not” that they assaulted the victim
- Issue = **consent** rather than **force**
- (b)(1-13) Victim-centered campus policies/protocols re: sexual assault, domestic violence, dating violence, and stalking
- (c) Provide or refer student services
- (d) Campus implementation of prevention and outreach programs including during orientation

#### Support Services (§67386(b))

- Campus must provide for student support services:
  - Counseling
  - Health (physical/mental)
  - Victim advocacy
  - Legal assistance
- Students = victim and/or accused
- Can partner with community-based organizations to provide services e.g. rape crisis centers

#### **But does the law say anything about how to support victims after they report sexual assault?**

- Yes, it does. Under the law, colleges must follow an extensive list of new policies meant to support and protect victims of sexual assault, including privacy protections and specific protocols for interviewing victims and advising them of on- and off campus groups that can provide additional help (including law enforcement).
- The college also must provide confidential “survivor advocates” who are available to help advise and guide victims. Victims of sexual assault are also given immunity from violations of the college’s policies on drugs and alcohol in order to encourage them to report sexual assaults without fear of being punished.

#### CA first state to adopt affirmative consent standard

- Still waiting for legislation/guidance from state re: implementation/enforcement
- Information bulletin from CA Attorney General (1/27/15):  
[https://oag.ca.gov/sites/all/files/agweb/pdfs/law\\_enforcement/info-bulletin-dle-2015-01.pdf](https://oag.ca.gov/sites/all/files/agweb/pdfs/law_enforcement/info-bulletin-dle-2015-01.pdf)

#### Faculty Role in Prevention Program Development/Implementation (§67386(d))

- Contribute to assessment of current campus program(s)
  - Locate your campus data/plan/programs on your web site?
- Help identify any needed additions/revisions to comply with ed code – make it meaningful for the safety of students and employees.
- Facilitate/participate in discussions about integration with orientation programs

## **Elements of the Sexual Assault and Harassment Portion of Campus Safety Plans**

- Sexual Assault and Harassment Education/Prevention
  - Programs and contact information for college health centers
- Definitions of Terms
  - Such as, Dating Violence, Rape, Sexual Assault, Domestic Violence, Stalking, Sexual Harassment, etc.
- Assault Case Procedures/Conduct Proceedings
  - What do do when/if. . .
  - Includes contact information for individuals who will supervise the proceedings
  - Includes a list of Administrative/Judicial Considerations & possible Disciplinary Actions
- Procedures Victims Should Follow
  - Includes Preservation of Physical Evidence
- Campus Sexual Assault Victims' Bill of Rights/Accommodations
  - Stated commitment to providing safe learning and working environments to victims
  - Includes contact information
- On & Off Campus Resources
- Campus Sex Crimes Prevention Act Info
- Clery Crime Statistics

RSCCD 2014 Annual Security Report

Bishop State Community College Emergency Management and Safety Plan 2013-2014

Tidewater Community College Safety Plan

Linn-Benton Community College (<https://www.linnbenton.edu/faculty-and-staff/hr-safety-and-other-services/public-safety-emergency-planning-ehs/safety-plansf>)

South Seattle College (<http://www.southseattle.edu/safety/campus-safety-plan.aspx>)

Southside Virginia Community College (<http://southside.edu/safety-plan>)

Houston Community College (<http://www.hccs.edu/district/about-us/safety/>)

Austin Community College District (<http://www.austincc.edu/emergency-information/campus-safety-plan>)

Piedmont Community College

(<http://www.piedmontcc.edu/FutureStudent/HighSchoolStudent/ForParents/CampusSafety.aspx>)

## **Resources**

- Text of SB 967 available at: [https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\\_id=201320140SB967](https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB967)
- Information bulletin from CA Attorney General: [https://oag.ca.gov/sites/all/files/agweb/pdfs/law\\_enforcement/info-bulletin-dle-2015-01.pdf](https://oag.ca.gov/sites/all/files/agweb/pdfs/law_enforcement/info-bulletin-dle-2015-01.pdf)