

DAS Board Report April 21, 2009

I would like to do two things tonight, (1) review the curriculum actions in item #4 and (2) provide a short review of resolutions passed this past Saturday by the Academic Senate for California Community Colleges at our Spring Plenary.

Curriculum Actions

COA

- There are three additions to the Communication program
- There are changes in 5 DSPS courses
- Two additional courses for the Logistics program
- Changes in 3 ESL courses, which is a district-wide action
- And a number of courses are being deactivated.

BCC

- There are several new ESL courses and changes to ESL courses
- BCC is adding General Physics (3A and 3B)
- There is a new MMART course and a new Art course
- And there are various DE additions

Laney

- There are a number of new courses in various vocational programs – Carpentry, Engineering, Electricity/Electronics Technology, Environmental Control Technology, and Machine Technology. There are also changes in the Machine Technology and Welding Programs,
- There are new courses in areas such as Media, Music, Photography, and PE; as well as course changes in Media and changes in the Media programs.
- There is a LRNRE 20 course, Introduction to Youth Development, which is part of a new program, Laney Educational After-School Pathways (LEAP)
- There is a new POSCI 21, Overview of the California State Court System, which will be part of a proposed Court Interpreter Program
- And various course deactivations

Merritt

- There are new Biology courses a part of the field natural history courses in Biology
- There are six Educational Technology courses which will eventually be part of a certificate program
- And various courses in Landscape Horticulture, some of which are fee based.

ASCCC Spring Plenary Resolutions

(1) The state senate will research creating an environmental sustainability task force.

(2) There were four (4) strongly worded resolutions regarding accreditation, accreditation visiting teams, and the accrediting commission.

One of the resolutions included the following:

- There is a need “to know who accredited institutions can submit complaints regarding ACCJC or its findings and be assured of due process with respect to such complaints
- That “the ACCJC (to) explain clearly and fully any deficiencies when data aimed at satisfying the ACCJC requirements are found lacking and to provide guidance to the college so that the college can address the ACCJC’s most urgent concerns in a timely manner
- Work with other constituency groups to inform the ACCJC of any deficiencies that exist in its means of communicating its findings to colleges and how it might improve its communications and ultimately the outcomes achieved at the institutions it accredits.

(3) There was a strongly worded resolution that the State Academic Senate, as an entity, be given more involvement in the Basic Skills Initiative.

(4) There was a resolution passed recommending Title 5 changes to how cross-discipline prerequisites are established and to move from a statistical analysis methodology to a content review methodology.

(5) There were three resolutions regarding the recoding of courses below the transfer level in English, mathematics, and English as a second language for the CB 21 reporting. It has been proven that incorrect coding is a part of the problem in demonstrating that students are moving from one skill level to the next in these disciplines.

(6) There was a resolution supporting the Chancellor’s Office proposal of “CCC Assess” and its move to set up a different process for matriculation assessment.

(7) There were six (6) changes made to the minimum qualifications discipline list and these changes will become effective in January 2010.

(8) There was a resolution passed which was written at Laney directing the need to re-examine the state lab space allocations particularly in science labs and career technical education labs.

(9) There was a resolution regarding Building Alliances for Improving Enterprise Software Capabilities. It was resolved that the state senate explore avenues for faculty to collaborate with administrators and classified staff across districts to identify common problems, challenges, and limits of software programs that prevent academic decisions from being carried out, and, after such exploration, make recommendations and disseminate a list of issues and possible solutions.

(10) There was also a resolutions regarding Enterprise Software and Academic decisions – academic decisions should not be based on the limitations of enterprise software, that local senates should resist academic changes made based on the limitations of administrative computing systems, and that local senates should engage in collegial consultation with administrators to ensure that the use of administrative computing systems is both cost effective and beneficial to students and the institution.

(11) There were two resolutions strongly supporting no changes to the current regulations on high school concurrent enrollment in community colleges, the kinds of course high school students can take, and a reminder of the 2005 Legal Opinion provided by the State Chancellor’s Office which is still the opinion at the state level.

Of the 60 resolutions passed this past Saturday at the state senate, these particular resolutions stand out and are worth our attention.

