

**DAS President's Report to the PCCD Board of Trustees for February 14, 2012**  
Karolyn van Putten

Thank you Mr. President. Good evening trustees, chancellor, district administrative center staff, college presidents, colleagues and members of the public.

First, I will advise you of a few personnel changes at the District Academic Senate (DAS). With the recent appointment of former DAS vice president and Merritt Academic Senate president Professor Anita Black to interim vice president of instruction at Merritt College, the Merritt Senate president is now Professor Tae-Soon Park and its vice president is Professor Ann Elliott. Given that, DAS representation changed, as did some DAS officers. Our newly elected vice president is Professor Bob Grill and Professor Park has assumed the role of DAS treasurer.

Over the past couple of months you've been hearing a lot about the Student Success Task Force that originated in the California Community College Chancellor's Office just over a year ago. As a result of its deliberations, public hearings and feedback from California Community Colleges staff, the Student Success Task Force issued a set of recommendations that were recently approved by the Board of Governors. In accordance with SB 1143, these recommendations will now be forwarded to the California state legislature for review.

As you know, these recommendations are intended to support the community colleges in becoming more responsive to the needs of students and the economy, which increasingly demands college-educated workers. Quoting from the state Chancellor's office press release of January 9, 2012, "[The recommendations are] aimed at rebalancing priorities to focus on the core missions of remedial education, workforce preparation, certificate and degree attainment and transfer. Students who make progress toward meeting their goals will be rewarded with priority enrollment and colleges will adjust course offerings according to the needs of students based on their education plans. The recommendations also will improve the student assessment process and promote better use of technology to help students reach their educational goals on time."

While these intentions are laudable, as Trustee Gonzalez Yuen noted earlier, implementing many of these recommendations will place an additional strain on our diminishing resources, as well as on our college staff, and will require more work of even fewer people. In response to this initiative, here in Peralta the District Education Committee, has established a Peralta Student Success Recommendations Task Force for the purpose of determining how and which of those recommendations can be addressed, highlighting and expanding the use of methods that have already been successful here and examining the impact of these recommendations on how we function. College senate presidents are appointing three faculty from each college, 2 instructional and 1 student services, and our local task force will provide its recommendations to the District Education Committee and the Vice Chancellor of Educational Services, with the expectation that they will be supported by all relevant shared governance bodies and forwarded to Chancellor Allen for implementation.

Just as it took about a year for the state-wide task force to prepare its recommendations, we anticipate taking careful time to evaluate their impact, even as we promote some immediate, short term and relatively effortless actions the Peralta district can take to better support student success. In all likelihood, these short-term actions will make use of cloud-based technology for developing student educational plans. We will keep you posted on our progress as the Peralta Student Success Task Force evolves.

In closing, and to continue my promised emphasis on assessment in the year 2012, I will briefly mention the first 3-day Assessment Week held at Laney College on Feb. 8, 9, and 10. With support from members of the college's Learning Assessment Committee, faculty made progress in documenting the work we have been doing to actualize student learning outcomes. Some program faculty members were repeat attendees from last semester and a few were first-timers. More critical and essential than documenting our work, however, is the quality and quantity of faculty dialogue about student learning. In a true demonstration of the transformation to a learning paradigm that Dr. Bob Barr has promoted in writing and in his work with us, slowly but surely faculty members are becoming a teaching and learning community that teaches itself as well as our students.

That concludes my report for tonight. Thank you for receiving it.