

Dear CIOs,

Here are the **highlights** from the Consultation Council meeting yesterday. Don't forget to check out the links if you would like more information. Enjoy!

Title 5 Review – Part 2 – Proposed Revisions to Chapter 6

Presented by Vice Chancellor Carole Bogue-Feinour, Academic Affairs and Ralph Black, Assistant General Counsel

As you will recall, the Board of Governors (BOG) adopted a large set of revisions to key areas of Title 5 dealing with curriculum and instruction in July. There were a few outstanding sections that were pulled out of this major package and set aside for further discussion and review. These sections of Title 5 are now packaged together into this Part 2 document. There are 4 areas that have garnered quite a bit of interest and discussion:

§55024 – Withdrawal

Provides that once a student has withdrawn from a course 3 times (or fewer if the district policy is more restrictive), h/she will be referred to counseling to help determine the barriers to success and what is causing the need for repeated withdrawal. If the student subsequently enrolls in the course for a 4th time and wishes to again withdraw, special permission (based upon “extenuating circumstances”) would be required from the district.

§55064 – Acceptance of Noncredit Courses

Title 5 has long included a provision that allows students to petition for degree-applicable credit for a noncredit course (this is likely to be a very, very rare event on your campus). The revision to this section adds parameters and controls to tighten up this process including credit course rigor requirements, defining how much noncredit instruction must be provided for each unit of credit to be granted, ensuring that the instructor of the course had MQs for teaching the equivalent credit course, specifying that a grade must be recorded on the student's transcript, and requiring that the student pay applicable enrollment fees.

§55154 – Adult High School Diploma Programs

Earlier drafts of this section included a requirement that such programs begin administering the high school exit exam. This requirement has been removed, although it may resurface in the future at the behest of the Legislature and/or Administration. Additionally, this section contains minimum coursework (in defined discipline categories) which would need to be included in a high school diploma program.

§58161.7 – Multiple Enrollment and Repetition of Noncredit Courses

This section requests that the Chancellor conduct a study regarding the repetition of noncredit courses and multiple enrollments in the same noncredit course during the same term. The findings of this study are to be presented to the BOG in January 2009. It would be the intent of the BOG to adopt regulations regarding repetition of noncredit courses and multiple enrollments by June 30, 2009 based upon this study.

System Office staff received a number of comments about the Part 2 package. They will be reconvening the Title 5 Revision Subcommittee (a subcommittee of SACC – the *System Advisory Committee on Curriculum*) to consider this input and will be bringing the package back to Consultation Council in October. The goal is to present the Part 2 revisions to the BOG at their November meeting.

Board Process on State Legislative Positions

Presented by Vice Chancellor Marlene Garcia, Governmental Relations/External Affairs

At its July meeting, the BOG requested that staff present various options for the Board to consider regarding how the system takes positions on key bills introduced into legislation. The need to re-examine this process is emanating from some political situations that the BOG has faced over the past several months (most notably the lack of confirmation of several BOG members):

Vice Chancellor Garcia provided an overview of the processes of other bodies including the CSU Board of Trustees, UC Regents, State Board of Education and Superintendent of Public Instruction, and California Postsecondary Education Commission. Two primary options surfaced:

1. BOG continues to take positions on key bills; OR
2. the BOG would delegate authority to the Chancellor to formulate bill positions based upon a detailed “legislative principles” guiding document. This process would include the Chancellor reviewing potential positions with Consultation Council, taking a position, and then informing the BOG on the position taken. The BOG has interest in this approach. This new process would allow for a more nimble response from the System Office and would empower staff to voice positions to the legislature. It is being recommended that the System Office pilot this process for one year and then re-assess it. There was general support for this in Consultation Council.

Assessment Task Force

Presented by Mark Wade Lieu, ASCCC President

Mark shared with Consultation Council the draft recommendations emanating from the Assessment Task Force. As you will recall, the Assessment Task Force formed following the BOG action on March 6, 2007 whereby the Board directed the “*Chancellor to begin the process of evaluating the implementation of a systemwide uniform, common assessment with multiple measures of all community college students...*” Further, they asked that the Board be provided with recommendations no later than November 2007. The Task Force has been working diligently over the summer and undertook, as its first task, the development of a survey on assessment practices. They received an astounding 100% response rate (109 colleges) from this recently-distributed survey. The following draft recommendations come from the Task Force’s analysis of the survey results. These will be presented in final form to Consultation Council in October and will then be presented (as part of the Task Force’s report) to the BOG in November:

Here are the draft recommendations:

Regarding the topic of changing assessment testing processes to reduce costs to the system and reduce the testing burden on students, the task force proposes the following recommendations:

- *A statewide system for the sharing of assessment testing data should be established. This system would facilitate the probability of assessment testing data and the intra-institutional use of student assessment testing data.*
- *Given the limited number of commercial tests used in the system, a comparability table should be developed for the test results from these tests. This effort would facilitate the intra-institutional use of student assessment testing data.*
- *The system should provide support to the California College Assessment Association’s effort to develop a statewide ESL assessment test.*
- *The system should provide the resources to provide increased opportunities for assessment testing in high schools along with information to increase awareness of college expectations.*
- *Mandatory matriculation services have never been fully funded. As a result, an evaluation of the effectiveness of exemption policies is not feasible. The system should fully fund mandatory matriculation services in order to evaluate the effectiveness of exemption policies.*

Regarding the topic of imposing mandatory assessment of all students, the task force proposes the following recommendations:

- *The system should support a pilot project which explores the alignment across colleges of course outcomes for Freshman Composition, the course one level below Freshman Composition, and the course commonly known as English 1B/101B as a first step in researching the feasibility of implementing a common assessment.*

- *Mandatory assessment requires adequate support resources. Funding is needed for counseling and student services faculty and staff to provide quality individualized pre-enrollment services, early intervention, interpretation of assessment testing results, and college readiness programs.*

In addition, the Task Force proposes the following recommendations:

- *The system is unable to adequately support effective assessment testing processes without ongoing resources. Matriculation funding needs to be restored to its pre-2002/2003 level, and COLA and growth needs to be automatically applied annually to matriculation funding.*
- *Given the sort timeline, the Task Force was unable to address other important issues related to the Board of Governor's motion on assessment testing. The Task Force should be continued, with support from the System Office and the Board of Governors, in order to address further assessment issues such as noncredit assessment and placement, validation of prerequisites, multiple measures. The Task Force should identify and prioritize further research to support future recommendations.*

Textbooks

One final and important note: To those of you who worry about the rising cost of textbooks – there will be a textbook summit held at Chabot College on November 30. The purpose of this summit is to bring everyone together who is working on the issue and examine what programs are currently out there and what can be done programmatically and legislatively to address this most serious issue. I'll keep you posted as I get more information.

Take care and please let me know if you have any questions!
Lori