

ICAS Meeting Notes

December 4, 2009
Crowne Plaza LAX

Members present. CSU: John Tarjan, Bernadette Cheyne, Diana Guerin, Barbara Swerkes. CCC: Jane Patton, Richard Mahon, Michelle Pilati, Beth Smith.
UC: Harry Powell, Dan Simmons, Keith Williams.

Staff present. CCC: Julie Adams. UC: Martha Winnacker, Clare Sheridan.

Absent. CSU: Catherine Nelson
UC: Jonathan Alexander, Sylvia Hurtado

I. Chair's Welcome and Announcements

Chair Powell welcomed ICAS members and reviewed the agenda.

II. Consent Calendar.

1. Approval of the agenda. The agenda was approved with minor changes, including that Barbara Swerkes, rather than John Tarjan, will help to present Item IX—Final Report of the Community College Transfer Task Force.
2. Approval of the September 1, 2009 Meeting Notes. It was stated that ICAS records Notes, not formal Minutes. The Notes were approved.

III. Reports from the Advocacy Subcommittee

▪ John Tarjan, CSU Senate Chair

Chair Tarjan stated that the subcommittee felt strongly that ICAS' primary message should be economic in content. They recommended: (1) Emphasizing the positive economic impact that higher education has on the state. He noted that some members believe that ICAS also should emphasize the obligation the state has to support educational access for a broad socioeconomic range of California's citizens. (2) Establishing a formal partnership with student representatives. This could include the use of common advocacy materials and participation in student-led actions. He reported that both the CSU and CCC student representatives are students who are older than average and are excellent advocates. The subcommittee recommends limiting coordination and planning to student groups, but inviting staff groups and administrations to join ICAS in advocacy efforts. (3) Holding the remaining ICAS meetings in Sacramento. (4) Coordinating intersegmental groups to visit local campuses to encourage advocacy efforts. (5) Having the Senate chairs submit op-eds to media outlets.

Discussion. Chair Powell added that the UC student representatives also are excellent communicators and effective advocates. Chair Patton said that while the economic message makes sense, as faculty ICAS should include a statement about academic values. Vice Chair Simmons complimented the subcommittee on the talking points it submitted. He stated that ICAS' message should be distilled to two fundamental points: (1) The availability of higher education has made the state of California great; (2) The state has failed to provide support higher education in recent years. He argued that the higher education community must reawaken the public understanding that unless the state maintains its investment in higher education, it will not recover economically. He also suggested organizing a "lobby day" on which faculty across the three segments emails their local legislators; it is crucial to pose a united front. Chair Tarjan also suggested designating a week for teach-ins across the segments.

IV. Report from the Master Plan Subcommittee

- **Dan Simmons, UC Senate Vice Chair**

Vice Chair Simmons asked ICAS to endorse the draft document as a memo from ICAS to the Joint Committee on the Master Plan, as well as to the three Academic Senates. The idea is to circulate it broadly.

ACTION: ICAS unanimously approved issuing the revised the memo.

V. California [Master Plan](#) for Higher Education/Joint Committee on the Master Plan

- **Chair Powell and Assembly Member Ira Ruskin**

Assembly Member Ira Ruskin, Chair of the legislature's Joint Committee on the Master Plan, held a wide-ranging, substantive discussion with ICAS members. He noted that he served on the Assembly Higher Education Committee for several years, and is leery of any *ad-hoc* revision of the Master Plan. The legislature should not micro-manage the education system. Instead, he views this effort as a review of the state of public higher education in California. He stated that he is deeply committed and indebted to the system; he moved to California to go to UC Berkeley. Living in Silicon Valley, he is reminded daily of what higher education has done for the entire state. It is essential not only for economic vitality and the state's global economic preeminence, but for its quality of life. He stated that it is fortuitous that the Committee is forming in the context of the budget crisis, because policymakers and the public are beginning to understand the peril that the system is facing. California can not survive as a great state unless its system of higher education is maintained as a system of excellence. He noted that the aim of the Joint Committee is to hold high-level, serious, participatory discussions and develop credible, focused solutions through a series of hearings. We must convince the public and all of the stakeholders, including labor and business, of the value of higher education and what it means to the state if it deteriorates. He stated that he welcomes the faculty's help in creating this public conversation and invited ICAS to submit white papers on major issues facing the three segments. He cautioned that the segments should not begin by focusing on funding, but rather on convincing the public that something critical is at stake so that they ask what should be done to fix it.

Funding educational opportunity. Several ICAS members opined that by under-funding education, the state is perpetuating a permanent under-employed underclass. Those who need skills training the most will be pushed out of CCCs in favor of those who could not get into CSU and UCs because of enrollment cuts. Education is an economic safety valve. While there are competing demands on the budget from social services, if the state fails to provide educational opportunities, it will end up spending more on social programs.

Assemblyman Ruskin noted that more people are becoming aware of the problems with California's 2/3 requirement to pass a budget or raise taxes. Changing that rule is the most effective thing one could do to provide for higher education. California is one of only three states (with Arkansas and Rhode Island) that require super-majorities to conduct business.

Creating alliances. A member asked whether there is a way for business and education to work together. Assemblyman Ruskin stated that the business community knows that education is essential. He advised ICAS to call the Chamber of Commerce or organizations like the Silicon Valley Leadership Group and ask them how to work together. Similarly, a member asked how to get the Latino community to support higher education. Assemblyman Ruskin stated that stakeholders from all of California's communities have been invited to the hearings. He suggested getting a list of people who represent those communities,

and inviting them to have a dialogue. He observed that faculty and university administrators can not identify the issues important to these communities and find solutions to them on their own.

Accountability. Chair Patton asked how to convince opponents of spending on higher education of its value. What arguments should ICAS make? Assemblyman Ruskin responded that opponents of greater spending on higher education want to see accountability and a real willingness to make changes. He noted that one of four topics for the hearings is accountability and added that it is important to address the issues raised by the critics. What is the system accountable for and how do you measure it? Via CCC transfer rates or graduation rates? How can greater accountability make the function system better? Chair Powell noted that President Yudof has made accountability of one of the main thrusts of his administration. An ICAS member asked whether it would be beneficial for the colleges and universities to target their message to the public instead of, or in addition to, focusing on legislators. Assemblyman Ruskin responded that it is important to address the public, but to remember that they are sensitive to their pocketbooks and to leave the solutions up to them. The universities should dramatize the crisis and highlight what it means for the public, both personally and the ways higher education benefits the entire community.

A member noted that accountability means different things to different people. If you increase efficiencies, you may erode quality. One can increase quality by being more selective and providing less access. Also, it costs money to implement new accountability systems, which leads to growth in administration. Assemblyman Ruskin stated that there are many trade-offs and that he encourages ICAS to bring ideas to the hearings to address them.

Capacity and access. A member asked what the segments should do when they do not have the funds to fulfill the obligations outlined in the Master Plan in terms of access. Colleges and universities are, in effect, rationing higher education. Students who already have invested in community college will not be able to go to CSU. CSU is creating artificial barriers to access by raising GPAs, closing sections, moving up application deadlines, not accepting students mid-year, and reducing enrollment. Students will remain in the Community Colleges longer. Capacity is the key issue and is the critical point of system breakdown.

Transfer Issues. A member stated that quality, affordability and access are all under siege. What are possible solutions? Assemblyman Ruskin responded that his conclusions are very tentative. They include that more emphasis must be placed on using community colleges for basic skills, certificates, degree completion and transfer. There should be more cooperation among the segments. He asked what structures impede community college students from going to four-year institutions. The fact that there are different requirements between various CSUs and CCCs does not seem to be a good way to operate—we need more standardization. A faculty member responded that this stance is untenable because a state-run curriculum is not desirable. Disciplines vary across departments. For example, psychology is a science at UCLA, but a social science at UCI. Assemblyman Ruskin countered that it is a problem that must be alleviated. A faculty member argued that the transfer issue is not as big of a problem as is commonly perceived because the vast majority of CSU students are place-bound and know the transfer rules in their areas; they come from a small set of feeder colleges. Transfer becomes a problem only when students apply outside of their service areas. A member stated that all articulation is done through ASSIST. A recent study found only two cases within a year in which a general education course was not accepted at another college. This is data—not anecdote. Also, student pathways are not linear—students change majors or decide to get certificates, and since they need 12 units to qualify for their parents' medical or car insurance, many take extra units.

A member noted that IGETC (Intersegmental General Education Transfer Curriculum) has done a great deal of work to establish lower-division standards to meet transfer needs. However, faculty are concerned

with standardization because it requires researchers to decide what is needed ten years from now. California public higher education has been successful because it has not been standardized. Faculty have different areas of expertise and add value to the educational experience by bringing this expertise to the classroom. Faculty may need to think differently about this issue, but not curb specialization.

Invitation to ICAS. Assemblyman Ruskin invited ICAS to draft 3-paged memos on four or five issues about which faculty believe there are public misperceptions. Standardization, accountability and transfer are all issues to consider. For example, a memo could explain why standardization is difficult and how it could defeat the purpose of high quality education, in addition to the ways in which standardization is possible, and how problems can be resolved. It would also be helpful for ICAS to send letters to relevant legislative committee chairs offering to provide faculty expertise on key issues.

VI. American Diploma Project

- **Bill Jacobs, Vice Chair, BOARS and Sue Wilbur, UC Director of Admissions**

Bill Jacobs stated that the American Diploma Project is an initiative that seeks to align high school coursework with college readiness. One proposal under consideration is to use the Early Assessment Program (EAP) as a college readiness test by all three higher education segments in California. The EAP originally was developed by CSU to enable students to place out of remedial writing and mathematics courses at CSU and some Community Colleges. It is given to 11th graders. UC has concerns about whether EAP is an adequate measure of readiness for UC coursework. EAP is a course placement test, but college readiness means far more. The ICAS competencies and collaboration between CSU and UC on a-g courses provide much better indications of college readiness because they demonstrate engagement with the curriculum. For instance, the EAP math courses do not meet area C requirements, so by enrolling in an EAP math course in lieu of a course that meets area C, the student makes him or herself ineligible for consideration at UC. Finally, multiple choice tests can not assess conceptual competencies. Chair Tarjan asked what ICAS is being asked to do. Jacobs responded, asking whether the three segments can agree that the state should define college readiness more broadly, and not use the EAP as a measure of accountability. The danger in doing so is that testing, instead of curriculum, becomes the focus and it changes behavior. Could ICAS send a memo to the ADP team to work with CDE to disseminate the ICAS competencies?

Chair Patton expressed similar concerns about using a testing instrument to declare that a student is career and college ready. The test is geared at high school accountability, not college readiness; it measures competency alignment with high school requirements. Also, the use of the term “placement test” is problematic because the Community Colleges use it for different purposes than CSU uses it. Finally, CCC faculty are interested in evidence that students who are given this information actually succeed once they take the courses at CSU. That data will not be available for six more months.

ACTION: A motion was made to have a subcommittee of ICAS with representatives from each segment consider the memo on the American Diploma Project and make recommendations. Beth Smith will chair of the subcommittee. The motion passed unanimously.

VII. Reports from Senate Chairs

- **Jane Patton, President, Academic Senate, CCC**
- **John Tarjan, Chair, Academic Senate, CSU**
- **Henry Powell, Chair, Academic Senate UC**

Jane Patton, President of the CCC Academic Senate, reported that they held their fall plenary session. At these sessions, they vote on resolutions which become the CCC faculty statewide positions, e.g., the expected competencies of incoming freshman and changes to CSU service areas (enrollment management

challenges with the changing of local guarantees). They also are working on a set of important resolutions on establishing pre-requisites for courses. Since CCC is open access, it is difficult to establish pre-requisites. Faculty must fail students to establish that they do not have the necessary skills to be successful. The resolutions urge the CCCs to use common sense methods to establish pre-requisites. Chancellor Scott mentioned that “avocational” courses will be scrutinized; faculty are concerned that physical education, the arts, and drama will be under attack since they are not required for general education. Patton noted that the CCCs have a lot of experience in distance education would be happy to share lessons learned with the other segments. Finally, a bill in the legislature, AB440, calls for establishing a “transfer degree.” The CCC Senate’s position is that an AA degree should stand on its own; it ought to represent some kind of attainment. A parallel situation would be if everyone at a four-year college automatically received a degree after the sophomore year. And faculty, not legislators, should determine degree requirements. The proponents of AB440 are concerned about students who transfer and then drop out, without anything to show for it. Yet it is quite simple to transfer and get an AA degree.

John Tarjan, Chair of the CSU Academic Senate, reported that CSU’s Chancellor has convened a Task Force on ensuring student proficiency before their arrival at CSU. Its aim is to be in the top quartile of all comparison institutions for time-to-degree within six years. There also are concerns about the achievement gap in graduation rates. CSU is placing an emphasis on learning management systems such as Blackboard, and ways of using technology to support student learning. A pilot project has been established at CSU-Los Angeles and, if it receives funding, they will identify CCC partners. In terms of advocacy, the Senate passed a resolution calling for A Day Without a CSU, to be held possibly on March 2nd. The idea is for all CSUs across the system to take March 2nd as a furlough day. They also plan to conduct an educational campaign in the first week of March. CSU faculty are very concerned about enrollment management; the Master Plan does not offer guidance about how to choose students. The Senate drafted a resolution encouraging colleges to establish enrollment management group with community input to advise the president. There has been talk of program elimination and coordination in urban areas, e.g., Fullerton, Long Beach, Dominguez Hills, Pomona.

Henry Powell, Chair of the UC Academic Senate, reported that the UC Commission on the Future is moving forward, and there is great faculty concern that it may infringe upon the purview of the Senate. He also noted that while the decision on furloughs was at odds with the Senate’s recommendation, the administration did involve the Senate in the discussions all along. As a result of the decision, however, faculty morale has deteriorated. Chair Powell and Vice Chair Simmons have visited most of the campus Senates on a listening tour. He reported that the Regents voted for a 32% fee increase. President Yudof has publicized the Blue and Gold plan, which guarantees that students who come from families with incomes of less than \$70,000 will not pay any fees. However, this high fee-high aid model leaves a hole for middle class students. The President also launched a \$1 billion fundraising campaign over four years to be used as aid for undergraduate and graduate students. To end with good news, UC is awarding special honorary degrees to students whose educations were interrupted by internment during WWII.

VIII. Discussion

ACTION: Members discussed the session with Assemblyman Ruskin and appointed Richard Mahon (CCC), Bernadette Cheyne (CSU), and Jonathan Alexander (UC) to develop briefing memos for the Joint Committee on the Master Plan.

IX. Transfer Issues

A. Final Report of the Community College Transfer Task Force

- **Jane Patton & Michele Pilati, CCC, Barbara Swerkes, CSU**

Barbara Swerkes reported that the Community College Transfer Task Force began with great ambition because of its membership and high-level administration, but it issued only an interim report due to the intervening budget crisis of the summer. The report reflects information gathering, but does not make recommendations. It is important for the Task Force to reconvene.

B. C-ID & LDTP Updates

- **Michele Pilati, CCC & Barbara Swerkes, CSU**

LDTP. Barbara Swerkes reported that LDTP was intended to simplify the transfer process from the CCCs to CSUs. The project focuses on ten disciplines where there is a core curriculum for the first 45 units; not all disciplines fit this description. It also provides lessons for the C-ID project.

C-ID. Michelle Pilati reported that the C-ID project is identifying commonalities across courses, rather than promoting standardization. It is descriptor-based articulation. A main challenge is how to work with UC; UC faculty are not comfortable with this approach. One proposal is that a C-ID course be given a “fast-pass” to UC. It is important for UC faculty to add input. Chair Powell suggested convening a teleconference with UC and CCC Senate leaders, as well as UC articulation officers and other UCOP staff to discuss the possibilities. Keith Williams stated that he has tried to recruit volunteers for this effort, and Michelle Pilati offered to speak to UCEP about the subject. Williams also noted that the UC Commission on the Future’s Education and Curriculum Working Group, which he chairs, will be examining articulation across UC campuses.

X. Intersegmental Pathways for Online Courses

- **Carl Bellone, AVP, Academic Programs and Graduate Studies, California State University-East Bay**
- **Glen Perry, Assistant Vice President, Enrollment Management Systems, California State University-East Bay**

Carl Bellone introduced a pilot project to create intersegmental pathways between online courses and degrees at participating community colleges and online degree completion programs at Cal State East Bay. CSU-East Bay is partnering with Ohlone College in Fremont and Berkeley City College. In March 2010, he hopes it will expand to other community colleges. Currently, there is no database for identifying online courses that will be accepted for credit; students have to consult individual college websites. This is frustrating, especially to veterans who are trying to continue their educations from afar. The project aims to: 1) Develop a dynamic database of online offerings at community colleges throughout the state. The idea is to allow the student to shop for courses across the system. This will require an intersegmental definition of “online.” 2) Develop online degree pathways between community colleges with online degrees and CSUs with online degrees. They plan to use ASSIST for articulation, but to customize it. A member objected to using ASSIST, as some transfer partners will not accept online courses, and asked why the project would not use the California Virtual Campus Catalog. Another member noted that some sections of courses may be offered online, but others are not. A UC representative stated that some campuses, such as UCSD, disallow online courses unless they are conducted in real-time and are synchronous. AVP Bellone requested assistance from the community colleges in identifying faculty to participate in an advisory committee for the design and policy development phase.

XI. IGETC Standards

- **Richard Mahon, Chair, IGETC Standards Committee**
- **Ken O’Donnell, Associate Dean, Academic Programs and Policy, CSU Office of the Chancellor**

Richard Mahon reported on meetings of the IGETC Standards Committee. The Committee asked ICAS to comment on the following questions regarding the *IGETC Standards*: 1) Is it desirable to permit the combining of 3-quarter unit composition courses to meet the IGETC composition requirement? (Current language requires a *minimum* of 3-semesters of 4-quarter unit courses); and 2) Should the ICAS IGETC Standards committee develop language to broaden the range of acceptable pass-through courses? Mahon noted that the IGETC Standards are a package of courses which, if completed, allow students to transfer to a four-year college with their lower division courses having been satisfied. ICAS members agreed that they should trust the faculty judgment in preserving the quality of 3-quarter unit courses. Regarding the issue of pass-through courses, CSU faculty already approve pass-through courses through general education breadth. Keith Williams stated that the UC Senate's Committee on Educational Policy would likely favor the proposal in the spirit of eliminating obstacles for students, as long as quality was guaranteed. IGETC Chair Mahon stated that he will draft language regarding this issue and present it to a future ICAS meeting.

XII. Demonstration of New ICAS Website

- **Julie Adams, CCC**

Julie Adams demonstrated the new ICAS website, <http://icasca.publishpath.com/>. She asked members to provide feedback on the content and structure. A member suggested providing a place for the notes and agendas of various subcommittees of ICAS.

XIII. Future Meetings

Members approved of holding future meetings in Sacramento; Clare Sheridan will conduct a poll to identify dates in February, April and June.