



ICAS Minutes of Meeting
June 7, 2017
UC Sacramento Center, Sacramento, CA
<http://icas-ca.org/>

In Attendance:

- CCC Senate: Julie Bruno, President; John Stankas, Vice President; Dolores Davison, Secretary; Virginia May, Representative North; Julie Adams, Executive Director
- CSU Senate: Christine Miller, Chair; Catherine Nelson, Vice Chair; Robert Keith Collins, Secretary; Simone Aloisio, Incoming Secretary; Kevin Baaske, Member-at-Large; Thomas Krabacher, Member-at-Large
- UC Senate: Jim Chalfant, Chair; Shane White, Vice Chair; Henry Sanchez, BOARS Chair; Ed Caswell-Chen, UCEP Vice Chair; Bradley Queen, UCOPE Chair
- Staff: Miguel Rother, ASCCC
Tracy Butler, ASCSU
- Guests: Christian Osmeña, Principal Budget Analyst, California Department of Finance
Judy Heiman, Principal Fiscal & Policy Analyst, Legislative Analyst's Office

I. Announcements

ICAS Chair, Julie Bruno, President of the ASCCC, welcomed members. Introductions were made around the room.

II. Consent Calendar

- June 7, 2017 ICAS Agenda
- February 7, 2017 ICAS Minutes
- April 3, 2017 ICAS Legislation Day Debrief Minutes

ACTION:

By consensus, ICAS approved the consent calendar.

III. AA to MA Proposal

Chair Bruno discussed the AA to MA Faculty Diversity Pathway Initiative. This initiative was developed to create a pathway for students to graduate from a California Community College (CCC) and return as CCC faculty after completing graduate school, while enhancing diversity among candidates for full-time CCC faculty positions. The group discussed the many benefits to students, as well as the three segments, that could be achieved by working in partnership on this initiative. It was stated that California State Universities (CSUs) currently have a similar program; however, due to sporadic hiring practices within the CSU system, the program faced challenges retaining recent graduates. It was suggested that ICAS form a taskforce in order to obtain a more

thorough understanding of the logistics involved in implementing an AA to MA Faculty Diversity Pathway Initiative. Members agreed to discuss this topic with their respective Chancellor's Offices and agendaize this topic at the next ICAS meeting.

ACTION:

In support of an AA to MA Faculty Diversity Pathway Initiative, ICAS members will urge their respective systems to explore moving forward. This item will be added to ICAS September 28, 2017, meeting to discuss creating a taskforce. (Baaske, Chalfant MSC)

IV. IGETC Standards Revisions

Background was provided surrounding membership of the ICAS IGETC Standards Review Subcommittee. When the bylaws were created, the IGETC subcommittee was comprised of one voting member from each segment. In the past, Articulation Officers (AOs) were invited to IGETC subcommittee meetings. This practice has raised questions regarding the subcommittee's membership, voting procedures, and the participation of AOs. The group discussed a letter recently circulated to the AO community which clarified that subcommittee membership is to be comprised of faculty from each segment. ICAS agreed that while AOs provide critical support and can be invited to participate in deliberations, membership should remain unchanged.

The proposed revisions to the IGETC Standards 1.7 document were discussed. A question was raised regarding changes to section 10.1.3a, which addresses online Communication Studies classes. The changes removed a portion of text stating that online oral communication courses cannot be used for IGETC Area 1C. It was explained that the subcommittee is proposing to remove this section due to a CSU program which began in the 2013-2014 academic year. This program allows for online oral communication courses that are synchronous, and facilitated by faculty. It is noted that redacting this section could be problematic for Communication Studies faculty, and potentially cause conflict with an existing C-ID descriptor. ICAS agreed that concerns surrounding section 10.1.3a should be brought before Communication Studies faculty for consideration before ICAS makes a decision regarding this revision.

ACTION:

Motion to approve proposed changes to the IGETC Standards 1.7 document, with the exception of those to section 10.1.3a. Communication Studies faculty will be contacted to discuss the concerns expressed. (May, Davison MSC)

V. Credit for Prior Learning

Background of Assembly Bill 2462 ([AB 2462 – Block, 2012](#)) was provided. AB 2462 requested that CCC's assess the methods in which they accepted credit for prior learning for military veterans. As a result CCC's began to follow the American Council on Education (ACE) guidelines to award credit for prior learning. Though many of the intentions of AB 2462 were met, the ASCCC and CCC Chancellor's Office (CCCCO) are exploring if credit for prior learning may be awarded in other areas such as those entering

vocational programs for students who have extensive experience for which they are currently unable to receive credit.

This topic was brought before ICAS because the CCCs have reported that CCC transfer students were denied articulated credit for units listed on their transcript. Reportedly, the CSU and UC were requiring those credits be awarded through credit by exam. ICAS discussed that a possible reason could be the abbreviation on the transcript is not clearly noting how the credit was earned, for example by exam or through prior experience. UC noted that it currently does not accept credit through College Level Education Program (CLEP) because the exams have not been made available for UC to review; however, UC would be open to further discuss acceptance of credit for exams taken within the segments.

VI. UC Transfer Pathways/Associate Degrees

Chair Chalfant updated the group regarding a recent meeting between UC and CCC faculty to discuss creating a pilot program to develop Associate of Science (AS) degrees based on UC Transfer Pathways, which would provide guarantees of admission similar to that of an Associate Degree for Transfer (ADT). In order to prepare students for upper division coursework, certain disciplines such as chemistry and physics require more units in lower division. It has been very challenging for CCCs to create ADTs in these disciplines because of the 60-unit cap outlined in the Student Transfer Achievement Reform Act ([SB 1440, Padilla](#)). However, degrees based on UC Transfer Pathways would not be subject to SB 1440 or SB 440 legislation, ultimately allowing the CCC to better prepare students for upper division coursework by allowing extra units in the lower division. The CCC and UC will collaborate with the CSU segment in order to create a pilot program.

VII. C-ID Math 110

CCC Vice President Stankas provided background regarding the Math Faculty Discipline Review Group's (FDRGs) decision to include CSU approved statistics pathways as a prerequisite on the MATH 110 descriptor. CSU began accepting alternative statistics pathways, such as the Carnegie Statway model, based on the recommendations of the CSU Chancellor's Office General Education Advisory Committee (GEAC). In addition to the recommendations from GEAC, the CSU Quantitative Reasoning Taskforce (QRTF) published a report acknowledging that intermediate algebra skills may not be necessary for the demonstration of general education quantitative reasoning. Since the CCC must validate all prerequisites, and the CSU is accepting alternative pathways, CCCs can no longer validate the use of intermediate algebra as a prerequisite for statistics. As a result, the Math FDRG made a change to the prerequisite on C-ID Math 110 which allowed for alternative statistics pathways. The CSU Chancellor's Office, and faculty appointed by the ASCSU, expressed concern that students would not be obtaining adequate preparation for some of the disciplines in which Math 110 is included on the Transfer Model Curriculum (TMC). Subsequently, C-ID surveyed the 15 disciplines that have Math 110 on their TMC to ask whether students must complete intermediate algebra competency to be successful in upper division coursework. Through the survey and a content review, C-ID identified

one discipline where this competency is necessary, Business Administration. The TMCs remain unchanged until further discussion between the CCC and CSU segments occurs.

VIII. Reports from Senate Leadership

Julie Bruno, President, CCC Academic Senate

ASCCC President, Julie Bruno, provided an update on recent events within the California Community College system:

- 20 CCC campuses were selected, and are now involved in the implementation of the California Guided Pathways Project.
- The Governor's May Revise set aside \$1 million in funding for the C-ID project.
- Chancellor Oakley requested feedback from the CCC system in order to determine the strategic vision for the system going forward.
- Conversations are taking place regarding how the CCC can improve accreditation and move to a single regional accreditor.
- Governor Brown recently requested that the CCC consider creating a new online community college. The ASCCC has yet to take a position on this request.

Christine Miller, Chair, CSU Academic Senate

ASCSU Vice Chair, Catherine Nelson, highlighted recent events that took place within the California State University System:

- The CSU continues to monitor developments within the CSU Chancellor's Office surrounding quantitative reasoning.
- Implementation of the Quantitative Reasoning Taskforce (QRTF) recommendations continue, and the CSU is now seeking a director for the Center for Advancement of Instruction in Quantitative Reasoning.
- The CSU Chancellor issued a draft executive order that will mandate the use of multiple measures for assessing college readiness in the areas of English and math.
- There were discussion surrounding the CSU's Graduation Writing Assessment Requirement (GWAR). The ASCSU will look at whether GWAR has become a barrier to graduation, and if so how this can be improved to increase graduation rates.

Jim Chalfant, Chair, UC Academic Senate

University of California Chair, Jim Chalfant, shared recent events taking place within the University of California System:

- There was a recent audit of the UC Office of the President (UCOP).
- The UC Board of Regents recently announced the appointment of four new regents.

IX. Legislative Day Debrief

Chair Bruno provided an overview of topics and discussions that occurred during the April 3, 2017 Legislative Day that ICAS may want to address in the coming academic year. One of the topics that arose as a result of the recent Legislative Day is how the three segments can work together to provide efficient messaging to legislators. The

group noted that each segment's system office and academic senate hold their own Legislative Day and suggested that ICAS strategize throughout the year and work together to advocate in areas affects all three segments. A suggestion was made to host a forum where outside interests are invited to discuss with ICAS how faculty are working together between the segments, and actively engaged in the issues. An idea was brought forth for the three chairs to work with Adams to create a 2017-2018 academic year agenda for legislative issues.

ACTION:

Adams will work with the three chairs to create a strategic agenda for the 2017 – 2018 academic year. An agenda will be brought before ICAS at the upcoming September meeting for discussion about form and content. (Chalfant, Davison MSC).

X. Transfer Campaign

ICAS discussed ways in which the three segments can work together to address issues surrounding transfer. It was suggested that the segments view transfer from a holistic approach, as there are many external factors that affect student transfer. It was noted that ICAS should develop communication in order to convey the accomplishments the three segments have made through collaboration in this area. The group agreed that this topic will be included in the strategic agenda that is to be developed for the 2017 – 2018 academic year.

XI. Governor's May Revise

Christian Osmeña, California Department of Finance

Judy Heiman, Principal Fiscal & Policy Analyst, Legislative Analyst's Office

Heiman provided an update on discussions surrounding the CCC segment budget proposals for the Governor's May revise. Subjects that were agreed upon by the state legislature include: 150 million dollars in funding for the California Guided Pathways Project; 10 million dollars to support the continued use of Canvas; 6 million dollars to implement a new integrated library system; and 1 million dollars in funding to support the Course Identification Numbering System (C-ID) project.

Areas of the budget for the CCC segment, in which the legislature has yet to agree on include: Capital outlay projects that were proposed for the first round of funding for the California Public School Facility Bonds Initiative, also known as Proposition 51; and two proposals on Cal Grant funding of 50 million dollars.

Osmeña discussed a document provided to ICAS, which outlines budget proposals under consideration by the legislature for the UC and CSU segments. The proposals being discussed include: base increase growth of \$132.2 million, representing a 4% growth; conditions related to UC cost structure and the release of \$50 million in funding, and redirection of \$4 million from the UC's base to fund increasing Cal Grant costs. ICAS discussed concerns over the UC budget proposals and the negative effect they would have on both students and faculty.

Budget proposals being examined for the CSU segment include: Base increases of \$162.2 million; redirection of \$4 million from the CSU's base to fund increasing Cal Grant costs; and tuition increases.

XII. Current Legislation

Chair Bruno provided an update regarding Assembly Bill 847 ([AB 847 – Bocanegra, 2017](#)). AB 847 would impose a state mandated program requiring local academic senate's from each segment to post faculty rosters on their respective websites, as well as provide demographic data to the public upon request. The author withdrew AB 847 from the June 7, 2017 hearing agenda and it will be held over as a two-year bill. The group indicated that the additional time before the bill is brought back for consideration will provide the three segments with the opportunity to work with the author to address any issues and work toward solutions together. It was mentioned that, other than transparency, an underlying reason for AB 847 may be faculty diversity since the Campaign for College Opportunity published an article regarding faculty diversity within the three segments. The efforts that each segment have made to hire full time faculty, and prepare them for college governance were discussed. A suggestion was made that ICAS begin to compile and interpret data on faculty diversity in order to address AB 847. It was noted that the logistics involved in such an endeavor would be a vast undertaking. In addition, gathering accurate data would be extremely difficult due to privacy concerns.

Senate Bill 769 ([SB 769, Hill, 2017](#)) was briefly discussed. The intent of SB 769 is to expand on Senate Bill 850 ([SB 850, Block, 2014](#)), which established a statewide pilot program for 15 CCC colleges to offer baccalaureate degrees, allowed for 25 CCCs, and extended the date of the pilot until July 1, 2028. The group discussed the details of the controversial bill, and both the UC Academic Senate and ASCCC have yet to formally take a position on SB 769.

Senate Bill 577 ([SB 577, Dodd, 2017](#)) was discussed. SB 577 would permit the CCC Board of Governors (BOG), in consultation with state universities and local education boards, to authorize up to five CCC districts to offer a teacher credentialing program approved by the California commission on teacher credentialing.

XIII. September Meeting Date

Next ICAS meeting will be held 9/28/2017

XIV. New Business

- Legislative Plan
- AA to MA Taskforce
- IGETC Standards Document

Meeting adjourned at 2:56 p.m.
Minutes prepared by Miguel Rother