

Student Success

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NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

What is Student Success?



The Master Plan

The California Community Colleges have as their primary mission:

- providing academic and vocational instruction for older and younger students through the first two years of undergraduate education (lower division).
- provide remedial instruction, English as a Second Language courses, adult noncredit instruction, community service courses, and workforce training services.





 **EQUITY**

Chancellor's Office: Vision for Success

“Making sure students from all backgrounds succeed in reaching their goals and improving their families and communities.”





FOUNDATION FOR CALIFORNIA
COMMUNITY COLLEGES



VISION FOR **SUCCESS**

STRENGTHENING THE
CALIFORNIA COMMUNITY COLLEGES
TO MEET CALIFORNIA'S NEEDS

- **increase the number of degrees, credentials, and certificates** (20% in 5 years)
- **increase the number of transfers to a UC or CSU** (35% in five years)
- **decrease the average number of units accumulated by students earning associate's degrees** (by 8 units in 5 years)
- **increase the percent of CTE students employed in their field of study** (by 9% in five years)
- **Reduce equity gaps across all underrepresented student groups** (by 40% in 5 years)

How to Measure?

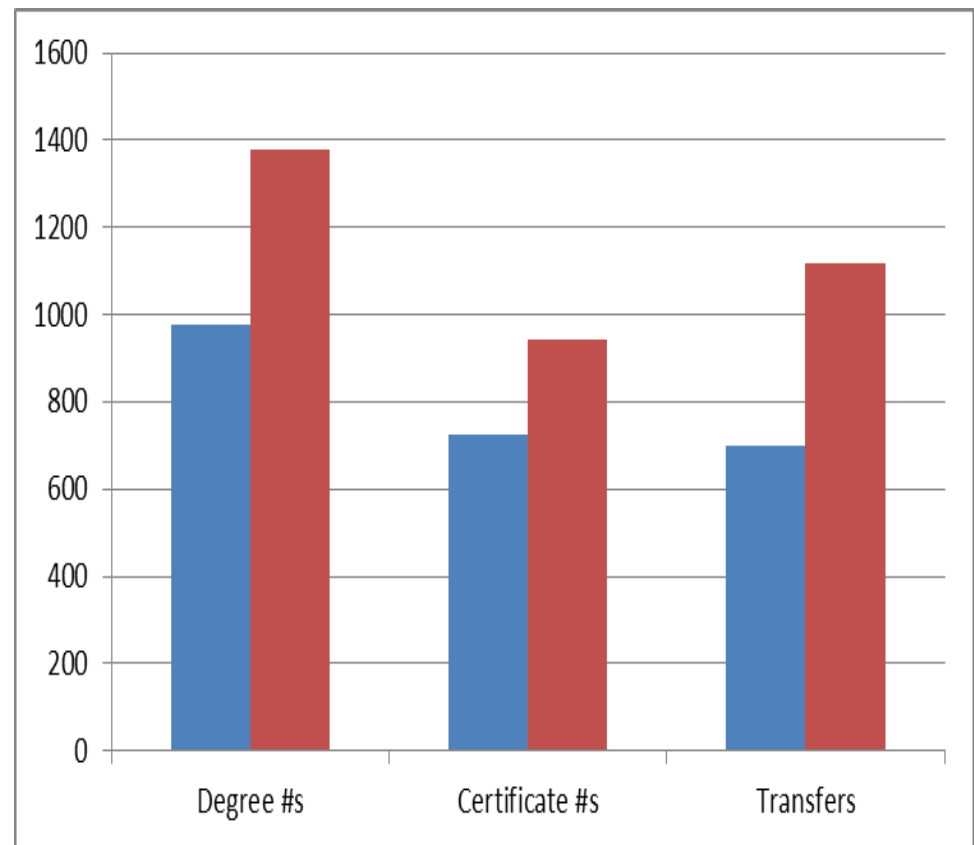
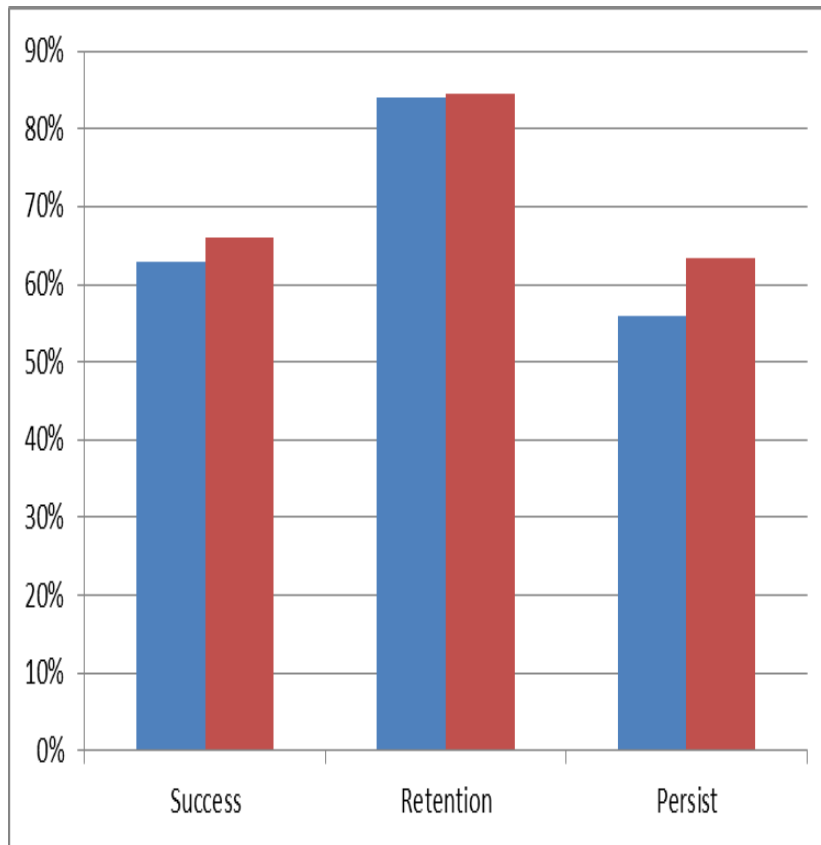
- Degrees
- Certificates
- Completion Transfer Level English/Math
- Course Completion
- Year to Year Retention
- 30 units
- Job Placement



I.B - Institutional Effectiveness



Institution-Set Standards vs. **Actual (2011)** Performance



Plans

- Equity Plan
- Student Success and Support Plan (SSSP)
- Guided Pathways Plan
 - All Board Approved

What are good questions to Ask?



Template



2019-22 Student Equity Plan

(For Planning Purposes Only)

1. In the chart below the three-year goal for each metric based on data for the college's overall student population and identify the activities that support goal attainment.

Metric	Current Baseline Data for Overall Student Population	Goals for Overall Student Population	Activities that support the goal
<i>Access: Successful Enrollment</i>			
<i>Retention: Fall to Spring</i>			
<i>Transfer to a four-year institution</i>			
<i>Completion of transfer level math and English</i>			
<i>Earned credit certificate over 18 units, associate degree, CCC bachelor's degree</i>			

Four Pillars of Guided Pathways



Create clear curricular pathways to employment and further education.



Help students choose and enter their pathway.



Help students stay on their path.



Ensure that learning is happening with intentional outcomes.

Student Centered Funding Formula

- The new formula calculates apportionments generally using three allocations:
 - *Base Allocation*—Current factors (primarily credit FTES).
 - *Supplemental Allocation*—Counts of low-income students.
 - *Student Success Allocation*—Counts of outcomes related to the *Vision for Success*, with “premiums” for outcomes of low-income students.
- FTES for noncredit courses, and FTES for “special admits” (high school students) and incarcerated students, would be funded at current rates.
- The rates are calculated to provide a three-year transition.



Student Trustee Input

- Your Voice Matters



A Hypothetical Scenario for Discussion

The college administration decides that, due to a shortage of counselors, the best use of the college's Student Success and Support Plan (SSSP) funding is to hire non-faculty advisors to help students develop education plans.

The counseling faculty protest this decision to the local academic senate, and as a result the senate president refuses to sign the SSSP plan. Leaders of the student government also come forward to protest the decision.

Nevertheless, the administration remains convinced that the plan to hire advisors is in the best interests of the college and moves the plan forward for approval by the board of trustees.

Both faculty and students attend the board meeting to protest.



ROLES IN PARTICIPATORY GOVERNANCE: BOARDS, STUDENTS, FACULTY, AND STAFF

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Governance in the California Community Colleges

- What is participatory governance?
- What is shared governance?
- What is the difference?



Power, Title, Leadership

Doris Kearns Goodwin, *Leadership in Turbulent Times: Lessons from the Presidents.*



Participatory Governance

“ ... not a simple process to implement – goodwill, thoughtful people, a willingness to take risks and the ability to admit problems exist – can go far toward establishing a positive environment...

The central objective should be creation of a climate where energy is devoted to solving crucial educational tasks and not to turf battles over governance.”

CCCT/CEOCCC Policy Paper, December



Title 5 Terminology: Effective Participation

- Participating effectively in district and college governance is shared involvement in the decision-making process.
 - It does not imply total agreement;
 - The same level of involvement by all is not required; and
 - Final decisions rest with the board.





Benefits and Values of Our Governance System

- Expertise and analytical skills of many.
- Understanding of objective/decisions.
- Commitment to implementation.
- Leadership opportunities.
- Promotion of trust and cooperation.
- Opportunities for conflict resolution.
- Less dissent/Buy-in for decisions.



Challenges of Our Governance System

- Participation by individuals with limited expertise.
- Time away from other duties.
- Can require considerable time for decision.
- Shared accountability.
- Differing expectations and understanding
- Potential conflict if board/designee rejects recommendation.
- Misunderstanding of roles.



AB1725 (Vasconcellos, 1988): Redefining Our System

- **What did AB 1725 do?**
 - Funding system changed
 - Mission priorities set
 - Established faculty qualifications, tenure periods, evaluation processes
 - Set goal of 75% full-time faculty
 - Funding for professional development
 - Diversity goals set
 - Delineated governance and decision-making





The Law: Education Code

Board of Governors shall establish "minimum standards" and local governing boards shall "establish procedures not inconsistent" with those standards to ensure the following:

- Faculty, staff and students the right to participate effectively in in the development of recommendations to the governing board.
- The right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.
- Requires Boards to **consult collegially** with the Academic Senate on academic and professional matters.

•Education Code Sections 70901 and 70902





Student Roles in College Governance

- Governing boards adopt policies and procedures that provide students opportunity to participate effectively in district and college governance on formulation and development of policies and procedures and processes for jointly developing recommendations **that have or will have a significant effect on students.**
- Board shall not take action on a matter having a significant effect on students until recommendations and positions by students are given every reasonable consideration.

— Title 5 §51023.7





Staff Roles in College Governance

- Governing boards adopt policies and procedures that provide staff opportunity to participate effectively in district and college governance.
 - formulation and development of policies and procedures, and
 - processes for jointly developing recommendations that have or will have a significant effect on staff.
- Board shall not take action on matters significantly affecting staff until the recommendations and opinions of staff are given every reasonable consideration.

■ Title 5 § 51023.5





Regulation: Academic Senate Role

- (a) The governing board shall adopt policies for appropriate delegation of authority and responsibility to its academic senate.
- ...providing at a minimum the governing board or its designees consult collegially with the academic senate when adopting policies and procedures on **academic and professional matters**.

- Title 5 § 53203





Regulation: Academic Senates

"Consult collegially" means

1. Relying primarily upon the advice and judgment of the academic senate; or
2. Reaching mutual agreement between the governing board/designee and representatives of the academic senate.

- Title 5 § 52700





Regulation: Academic Senates

- (d)(1) Governing board action: **Rely Primarily**
- **recommendations of the senate will normally** be accepted
 - only in **exceptional circumstances and for compelling reasons** will the recommendations not be accepted
 - If not accepted, board/designee communicate its reasons in writing, if requested

Title 5 §53200



Questions on Collegial Consultation



- If the governing board chooses the option to "rely primarily" on the advice of the academic senate on a specific issue, is the board required to accept the recommendation of the senate?



Question



- A district governing board which chooses the "rely primarily" procedure is normally supposed to accept recommendations of the senate in any of the ten defined areas of "academic and professional matters" unless there are "exceptional circumstances" and "compelling reasons." What do these mean?



Regulation: Academic Senates

- (d)(2) Governing board action: **Mutual Agreement**
 - **If agreement not reached, existing policy remains in effect unless**
 - **exposure to legal liability**
 - **or substantial fiscal hardship.**
 - If no policy or existing policy creates exposure to legal liability or substantial fiscal hardship
 - board may act if agreement not reached
 - if good faith effort first
 - only for compelling legal, fiscal, or organizational reasons
 - Title 5 §53200



Important Notes on Collegial Consultation

- The Board has the final say
- The Board is never prohibited from acting
- “Exceptional circumstances” and “compelling reasons” vs. “compelling legal, fiscal, or organizational reasons”





Existing Collegial Consultation Environment

Board of Trustees
Chancellor
Chancellor's Cabinet
District Assembly

District Calendar Committee
ACCJC Task Force District Applications Workgroup
District Budget Committee
District Enrollment Management Committee TESS Executive Committee
District Benefits Committee
District Program Review Committee
District Safety Committee District Calendar Committee

Academic and professional matters

1. Degree and certificate requirements
2. Curriculum, including establishing prerequisites and placing courses within disciplines
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success

Title 5 §53200



Academic and professional matters

6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and...



Academic and professional matters

“Plus one”:

Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

Examples:



Student Government Purview

Policies and procedure that have a “significant effect on students” include the following:

- 1.)
- 2.) Codes of student conduct
- 3.) Academic disciplinary policies
- 4.)
- 5.)
- 6.)
- 7.)
- 8.) Student services planning and development
- 9.) Student fees within the authority of the district to adopt
- 10.)

Title 5 § 51023.7



Question on Collegial Consultation



Does the term “rely primarily upon the advice and judgment of the academic senate” mean that the governing board should not receive and consider the advice and judgment of others on issues of “academic and professional matters?”


Scenario #2

Following a recommendation of its Educational Policies Committee, consisting of faculty representatives of each of the college divisions, the academic senate has passed a resolution calling for the governing board to establish plus/minus grading. Grading policies are a “rely primarily” issue in the district. The item is placed on the board agenda and the associated students president objects on the grounds that students did not participate in the development of the recommendation. The governing board pulls the item from the agenda and asks the academic senate and the associated students to work together on the proposal.

- (from *Scenarios to Illustrate Effective Participation in District and College Governance*)



Question

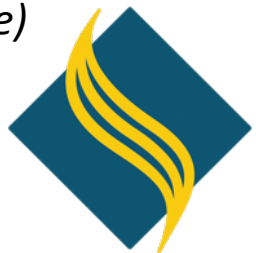
- 
- Should the advice the judgment of the academic senate be accorded greater weight than the advice and judgment of other groups and constituencies in connection with “academic and professional matters?”



Scenario #3

A new occupational program is being considered, one which is unrelated to any existing program at the college. The college does not currently employ any faculty in the discipline covering the new program, either full- or part-time. Developing a job announcement through the Office of Instruction and using the Dean of Occupational Education and the Director of Community Services as the screening committee, the president is set to recommends to the governing board the hiring of two part-time faculty to develop the curriculum for the new program. This method of developing a job announcement and screening candidates does not follow the existing hiring policy.

- *(Scenarios to Illustrate Effective Participation in District and College Governance)*



Other Legal Provisions Related to Faculty

- **Equivalencies to Minimum Qualifications:**
Process, criteria and standards agreed upon jointly by board designee and academic senate
 - Ed Code § 87359
- **Faculty Hiring:** Criteria, policies and procedures shall be agreed upon jointly by board designee and academic senate
 - Ed Code § 87360



Other Legal Provisions Related to Faculty

- **Appointments to College Bodies:** The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the academic senate. Notwithstanding this subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups.
 - Title 5 § 53203 (f)



Question

- Do these regulations have the force of law?



Question



- What powers do the Board of Governors have to enforce Title 5 Regulations such as the ones on strengthening local senates?



Resources

- *Empowering Local Senates: Roles and Responsibilities of and Strategies for an Effective Senate*
- *Participating Effectively in District and College Governance*
- CCLC Events
- Academic Senate Events
- Academic Senate Website: www.asccc.org



5 Minute Table Discussions

5 Minute Timer

- What idea from the presentation did you find most useful? Why?
- What question do you have about anything that was part of the presentation? (To be addressed during the final Q&A session.)



End



Scenario #4

A trustee brings an item to the Board for discussion: The state legislature has passed a bill that requires colleges to move students more quickly through basic skills sequences in English and math. The trustee has heard presentations at conferences on several possible basic skills innovations that the trustee thinks the college should pursue and wishes to direct the college's faculty to implement these specific innovations.

Scenario #5

Over the past several years, the college has developed a multifaceted program targeting lifelong learning focused on senior citizens to pursue avocational interests (e.g., fitness, arts). However, in an effort to focus resources on traditional student needs, the State Chancellor's Office asks college to prioritize three instructional areas: transfer preparation, career and technical education, and basic skills. Based on this direction from the state level and in order to deploy the college's limited resources in the areas of greatest need, the college's lifelong learning offerings have been greatly curtailed. A contingent of lifelong learners has been besieging the Board to reverse this administrative decision and reinstate these courses.