1. Announcements

O’Connell cannot wait until the end of the semester.

2. Approval of Minutes from November 17, 2010 (A)

Taskey moves to approve, Roberts seconds, unanimously approved.

3. Accreditation Midterm (A): Wright

This was presented at the last meeting. There was no discussion.

Taskey moves to approve the draft of the report, Roberts seconds, unanimously approved.

4. Committee on Committees (I): O’Connell/Berkland

O’Connell and Berkland have now heard back from all committee chairs and now the list of committee assignments will be sent out to the entire faculty for feedback and corrections. Once the faculty have looked at it, O’Connell will bring it back to the Senate at the beginning of next semester. There will have to be discussions on complications related to committee structures (number of members needed) as well as consideration given to groups that may only meet a limited number of times.

5. SB 1440 (I) O’Connell/Berkland

Information on SB 1440 was presented to the Senate and guests. Information was outlined in a PowerPoint presentation. This is available on the Senate website:

http://dev2.ohlone.edu/people2/joconnell/senate/sb1440/sb1440ppt.pdf

SB1440 was recently passed by the California legislature. It created a system by which a student, having completed 60 semester units (including one of the GE transferable plans as well as 18 units with a particular emphasis (with no local graduation requirements) as well as a 2.0 GPA, would be eligible for “guaranteed” transfer although what is guaranteed is limited. “Guarantees,” Berkland notes, are quite popular with students, given the current restrictions on enrollment at the CSU and UC campuses. Double-counting is being highly encouraged where appropriate.

This is meant to streamline the transfer process for students so that they will get admitted, however it will not grant admission for particular (exactly matching) majors or campuses. Students will be admitted to a program that is close, if not exactly, the same. The example of criminology and administration of justice was given. The CSU will not be requiring students to repeat courses they took at their local community college.
One plan of action that is considered in response to this law is that there be a concerted, statewide response. This will be a process and colleges should not panic in creating these “1440-compliant” degrees. There is no clear conclusion about how much needs to be implemented by next fall, which is the deadline for compliance. Faculty are encouraged to participate in the creation of these degrees, as this is a curriculum issue. One way of doing this is by participating in LISTSERVs in their disciplines available through http://www.c-id.net.

Background information was given about the former CAN system of common course numbering. Now there is a system called C-ID, or common identification that has been in the process of being created since 2006. This numbering system will help with the creation of cross-college compliance in the creation of these degrees. C-ID is independent of 1440, but closely related.

Drafts of these curriculum models will be vetted online. Once model curriculum is finalized, colleges may adopt these plans/sequences of courses.

Robbie added that there are some existing transfer degrees (such as English), which might be approved (with some revision) as 1440-compliant degrees. These would need to be approved by the curriculum committee, and then expedited approval from the Chancellor’s Office would follow. Sherman asks if there will be model curriculum that we can adopt. The answer is yes. However, Robbie noted that it would be best to stick close to the models provided to us. There are particular requirements, including number of units in a particular discipline. She noted that we will not be forced to change existing degrees, and that these 1440 degrees do not replace current pathways into the CSU system.

This system helps and acknowledges that students are taking courses at multiple colleges.

A sample draft of a mathematics 1440-compliant degree was presented and discussed in comparison to the existing mathematics AA degree. The College’s mathematics AA has more requirements. Robbie adds that the 1440 degree would involve a lesser number of units. Stiles asked if students needed to take all of their courses at one college. The answer is no and that the purpose of the degree is to allow students to complete a single course of study leading to transfer while attending multiple institutions.

Additional discussion took place, using the degree in math as an example. Wright added that the history of Ohlone includes the growing number of degrees added so that more students would be getting AAs. Even though many students are earning enough units to transfer, many of them were not getting AAs in the process. The implementation of 1440 is in response to the criticism that it was very difficult for students to have both access and a direct route to transfer.

Note was made that 1440 applies to the CSU system, not the UC system. It is “requested” of the UC system, but compliance by the UCs is not mandated by legislation. The timeline of implementation is not especially clear at this point.

Drafts of potential degrees are available for review. They can be found at www.c-id.net. Look under the “What’s New” heading for the degree models in six different areas.

Another plan for implementing the requirements of 1440 would be for all 112 colleges to develop individual degrees. The problem of doing this would be logistical and so the a governing body like the Chancellor’s Office may end up dictating to the colleges what can or should be reasonably done. Wright indicates that it seems uncertain what the governance structure of administering this degree will be. There is a taskforce that has been created, which will consult with the statewide faculty senate. It appears unclear if the degrees will need to be officially approved by the statewide senate.

There are many questions remaining about this law and how it will affect us. It should be clear that 1440 does not replace any existing pathway for students to transfer. There was concern raised about how the CSUs will respond to the law, since it may create problems for them in terms of over-enrollment. In
response to their current budget problems, they have restricted their acceptance of transfers. Feliciano adds that CSUs opposed 1440, because they claimed not to be consulted in the process of writing the law.

Berkland noted that students will likely gravitate towards “guaranteed” admissions, but it will be important to educate students on the specific requirements of those agreements, as some are quite restrictive and have very particular requirements. Ahnholz wonders about the lack of students getting AA degrees, despite earning certificates and transferring.

Wright notes that while there is a lot of uncertainty, we should embrace 1440 because it is good for students and they would be earning degrees before they move on to the CSU system. They would have an initial college degree.

The correlation between this program and LDTP (Lower Division Transfer Program) instituted previously was briefly mentioned. While structurally different, current law supports degree attainment and is being driven by CCC faculty, both offered pathways for priority in the CSU admissions process.

This meeting was meant to be an informational session. Bowman notes that the implementation of this is a process and that appropriate faculty members and deans will be consulted as this moves forward. It is important for us to be patient, locally, yet participate in statewide discipline-related developments. Faculty can sign up for discipline LISTSERVs via the www.c-id.net website. Links can be found under “What’s New” or the “degree review” tab.

Wright reinforced the idea that curriculum is a faculty matter, in this case with authority resting with the Curriculum Committee, and they (as well as the faculty in general and the administration) should remain aware and communicate to lessen any misunderstandings.

Trinidad notes that in his experience, many faculty are not mentioning degree completion at the AA level. There was some discussion of how we can create a stronger emphasis to students on the importance of earning an AA degree at Ohlone in their educational plans.

The PowerPoint relating to this topic will be posted on the Faculty Senate website.

Meeting adjourned at 4:40 p.m.