CAROLE & DONA & VICKI'S EXCELLENT ADVENTURES—

THREE FORMER CIO'S TALK ABOUT THEIR UNIQUE JOURNEYS THROUGH THE CC LOOKING GLASS IN A NEWS & VIEWS EXCLUSIVE!!!

Most CIO's have had the experience of being leaders as faculty members, and all of us know the challenges of administrative leadership at our campuses. But few have also taken on the challenge of leadership at the system level. News & Views caught up with three such individuals, all of them also former leaders of the CCCCIO organization and beloved members of the CIO family. We peppered each of them with questions.

CAROLE BOGUE-FEINOUR

After graduating from Duchesne College in Nebraska, Carole received an M.S. in Reading from the University of Nebraska and a Ph.D. in Education from the University of Colorado. She began her community college career as an instructor in the Learning Center at San Jose City College. After developing the reading program at Evergreen Valley College, she returned to San Jose's Learning Center as its director. In 1990, after stints as an assistant dean and dean, she moved to Canada College to become their VP of Instruction. Six years later she became Monterey Peninsula College's VP of Academic Affairs. For many years she was treasurer of the CCCCIO organization, keeping us free from scandal and bankruptcy. This summer she accepted the position of Vice Chancellor, Educational Services with the system office.

NEWS: Carole, let's begin with a question I should have asked you years ago—how do you pronounce your last name?

CB-F: *Everyone in our office has been asking that question! The mnemonic I share, both for pronunciation and recall, is as follows; Bogue as in "Humphrey" and Feinour as in "Finest Hour." In order to simplify matters, however, I often sign documents using C B-F and some colleagues at my former institution actually called me C B-F!*

NEWS: What was most rewarding about your work as a CIO at Monterey Peninsula?

CB-F: *Collaborating with strong and extraordinarily talented faculty, staff, and administrative colleagues on any number of initiatives, including the preparation of the education plan that drove the facilities plan and provided the foundation for the college's master plan. It was rewarding also to collaborate on the establishment of pragmatic processes such as one that links planning and budgeting to program review. Of course, creating multimedia classrooms and computer labs, renovating a fitness center and creating dance studios, and eventually working on bond implementation projects were exciting endeavors as*

well. All of these efforts, in some way, helped move our college forward, and that is why they were so important and satisfying to me.

NEWS: What did you find difficult?

CB-F: *It was tough achieving a reasonable balance between my work and personal life. In fact, my work nearly became my life. I enjoyed my role and responsibilities so much that I found myself devoting most of my time to the college. It is far healthier, however, to organize one's schedule so that time is reserved for personally enriching activities that are not directly related to one's work.*

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NEWS: **What led you to your move to the System Office?**

CB-F: *Although I had decided to retire, I knew that I wanted to remain connected in some way with our colleges, the fantastic CIO's, and all of the initiatives that were underway but far from completion. I began to look for an opportunity to retain such a connection. When the System Office took steps to fill this position, I anticipated that serving in this capacity would provide such an opportunity, as well as a means to lend leadership for current and future endeavors, so I submitted a letter of interest—and here I am!*

NEWS: **In the short time that you have been at the System Office, is the job what you expected?**

CB-F: *I have found that the job is actually more exciting and rewarding than I had anticipated. I am privileged to work with a group of people who are extremely talented and dedicated to our system, as well as with the CIO's, the Statewide Academic Senate, and many external groups. The pace is swift, but I enjoy moving quickly on projects and issues. The demand for travel is a bit greater than I had expected, but I enjoy presenting at conferences and spending quality time with those in the field.*

NEWS: **How does it compare to working at the college level?**

CB-F: *It's quite different. There's a corporate environment here, although it is focused solely on our community colleges and their improvement, quality instruction and services, and all of the same values that are shared in the field. What's missing are the faculty and students, and I still miss my regular interaction with them, especially the interaction with faculty when I was a CIO.*

In this job I must meet with a broader range of individuals and groups than I did as a CIO. I am involved with a large number of collaboratives that include folks from K-12, CSU, and UC and other agencies, and my work with faculty now is largely with the statewide Academic Senate. So in this position my work has broader parameters involving statewide implications.

NEWS: **How did being a CIO prepare you for all this?**

CB-F: *Well I can't imagine how I could succeed in this position if I hadn't served for a number years as a CIO and participated on the CIO Board. As a CIO and Board member, I gained a better understanding of our system, our colleges and the challenges they face, and a clear handle on current issues, rules and regulations. Further, I learned how some changes could improve our educational programs and college operations—and how one might take a lead in the System Office to make such improvements. As a Board member, I also had the opportunity to get to know other CIO's well and to build relationships with the other groups that are represented at Board meetings. I treasure those friendships and alliances that helped prepare me for this position.*

I must add that having served earlier in my career as a California community college faculty member also helped prepare me for this role. As an instructor you deal first hand with increasing quality and student success, and that is our raison d'etre.

NEWS: **What are the most important issues that you will be addressing this year?**

CB-F: *There are lots of important issues, of course, but here are the ones that stand out for me now. There's the implementation of the System's Strategic Plan, which should receive BOG approval this January. We need to clarify and align our noncredit offerings, a topic I know is on the minds of CIO's, and that connects to the need to look at high school diploma programs. We need to get the System Office together with the AACJC on the matter of substantive changes, and I* know I'll have help from the CIO's on that. There are articulation and transfer issues involving ASSIST, and the LDTP initiative. And on a more personal note, it is important for me to establish a close and effective working relationship with the Vice Chancellor for Economic and Workforce Development, when that person is appointed.

NEWS: **If after a heavy Christmas dinner you had awakened to discover the ghost of young Carole Bogue-Feinour, brand new CIO, floating just above the foot of your bed, what advice would you have given her?**

CB-F: *Remain principle-centered as a leader and, at the same time, treat others with utmost kindness and courtesy at all times. Also, make a commitment to devote extra time to the position and the college that you serve.*

NEWS: **What suggestions would you give the CCCCIO organization to make it more effective?**

CB-F: *The CCCCIO organization should continue to be pro-active and work closely with my office and others in the System Office. The CIO's enjoy much respect from the System Office, so their continued participation on task forces and committees formed to address special problems is embraced here. In addition to making their presence known and working with the system, they should continue to establish goals for each year and track accomplishments.*

NEWS: **Last tough question. Are you having fun?**

CB-F: *Most definitely. I truly enjoy coming to work every day and serving in this role. It is so exciting to be here!*

DONA BOATRIGHT

Dona was educated at U.C. Berkeley, where she received a B.A., an M.A. and a Ph.D. (all but dissertation), all in Political Science. From 1971 to 1985 she was at Allan Hancock College, where she taught English and the social sciences, chaired the Social Science Department, and served as Academic Senate President. In 1988, after three years as the Assistant Dean of Instruction, Applied and Social Sciences at Chabot College, she came to College of Marin, where she served as Dean of Professional, Vocational & Community Education, Acting Vice President of Planning and Development, and from 1992 to 2002, the Vice President of Academic Affairs, and then accepted the position of Interim Vice Chancellor, Educational Services in the System Office. Last March she stepped down from that position and now is an educational consultant specializing in community college issues in support of the academic and economic development mission.

NEWS: **Now that you are retired from public employment, what do you miss most from your former work life?**

DB: *Without a doubt there are two things I miss: first, my friends. I made so many wonderful friends among my colleagues but it's difficult to stay connected, especially with those from southern California. I had hoped to go to the CIO conference in November, but the costs and timing made it impossible. I know that some of those connections will dissolve without care and feeding and that makes me sad.*

Second, being in the know. Anyone who knows me would know that I HATE not being in the know! It's hard to keep up with the issues, the politics, and the gossip once you're retired. Every once in awhile an opportunity arises to catch up, but it's very different than being there all the time. I also miss the opportunity to put my two cents into the mix, though I'm working on ways to be able to do that on issues that really matter to me.

NEWS: **What was most rewarding/ satisfying about your work as a CIO at College of Marin? What was most tough about it?**

DB: *When I first took a Dean's job at Marin I used to joke that the most rewarding thing was not having to drive on the Nimitz Freeway every day. Seriously, once I became CIO the most rewarding thing was working on projects that might make a difference. It was satisfying when my faculty, my administrative colleagues, and I accomplished something that had an impact. An example for me was creating a new discipline and degree program in multimedia back in the early 90's. It was the first such program approved by the Chancellor's Office and it was the product of teamwork, the time for which I was able to fund from a development fund I had.*

The tough stuff came from an often-contentious atmosphere. I wish I could say I was able to change the culture at COM but it would be a false claim.

NEWS: **What led you to your move to the System Office?   .**

DB: *It was an offer I couldn't refuse. Actually, the opportunity came at a time when I was feeling worn down and needed a change. I had just returned from a great vacation and all the issues were of course still there. I saw a chance to revitalize myself while working on important stuff. As a political junky, the opportunity to get inside in Sacramento was appealing as was a chance to try and change some things that I saw as problematic from the view of the field. AND, Vicki Morrow and I had worked together at Chabot and on the CIO Board, and having the chance to team up was appealing.*

NEWS: **Was working at the System Office what you expected it to be?**

DB: *Yes and no. Some of the structural organization mirrored a college structure and the issues were similar. However, the concerns are very different from the system perspective, both in terms of policy and politics. Interest group formation is different and in some ways it is more difficult to reach compromise. Also, things move incredibly slowly, not only because of the governance issues but also because of the bureaucracy. If you think it's difficult to move swiftly at a college, triple that (at least) at the system level. External pressures are way different and more compelling at the system. There is the legislature and the governor to contend with in addition to the usual suspects.*

NEWS: **In what ways did your being a CIO prepare you for your work at the System Office?**

DB: *Knowing what was important to the field was a crucial piece of being effective, and serving on the CIO Board also gave me a good start in knowing both the players and the structure of the office. Having been a CIO for 10 years or so enabled me to start off with little delay for climbing the learning curve. I walked in just when we were forced to make enormous cuts and that was a challenge. One thing that certainly was the same was the need to manage/lead a diverse group of staff with all the usual personalities, whims and office spats and alliances. Working with the field from that vantage point was sometimes challenging but my goal was to be a straight shooter and an assistant to help colleges get things right.*

NEWS: **Given your work background, not to mention your Berkeley student radical days, you must be a font of wisdom—or at**

least strong opinion—about the state of the California CC system, the challenges it faces, and the remedies that should be pursued to address our toughest problems. Please enlighten us.

DB: *This is the hardest question. This is a system that is not a system. It has more barriers and fewer strengths than a true system might have. It's not clear if many people within really want a true system because a certain independence will be lost. However, I believe that we will remain the stepchild of the state's educational system as a whole if we don't address this. Adequate funding is obviously one of the issues but there are many other ways that our status hurts us and limits our ability to serve our students and reach our mission. Even our supporters don't understand what we can and cannot do and why. This makes it difficult to rally our troops when need be. Internally, colleges have to take care of business and that often tempts them to ignore system requirements. Sometimes they appear to pull it off, but inevitably there is some college caught out and ultimately, the punishments come down on all the colleges, both in terms of finances and reputation.*

NEWS: **If after a heavy Christmas dinner you had awakened to discover the ghost of young Dona Boatright, brand new CIO, floating just above the foot of your bed, what advice would you have given her?**

DB: *Stick with your convictions and don't ever lose your sense of humor.*

NEWS: **What suggestions would you give to the CCCCIO organization to make it more effective?**

DB: *Continue in the mode of making your presence known. Stay a player on the state scene. Work with the faculty to build alliances but do not cede power that is rightly yours. Work to develop new leaders.*

NEWS: **Are you having fun?**

DB: *Absolutely. I've been traveling and exercising and even doing a little consulting work with some foundations that are supporting community college initiatives.*

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VICKI MORROW
Vicki has a BA in Spanish from Pomona College; an MA in Spanish from Columbia University, Teacher's College; an MS in Sociology from Texas A&M University; and a Ph.D. in Sociology from the University of Colorado. She served at Chabot College from 1974-1998 in many capacities: as an instructor of Sociology, Chair of the Curriculum Committee, Faculty Senate President, Division Chair for Social Science, Associate Dean for Natural and Applied Sciences (including the role of vocational education dean), and seven years as Vice President for Academic Services. She was Vice Chancellor for Educational Services and Economic Development at the system office from 1998-2002. In 2002 became Executive Vice Chancellor of the system, and was responsible for the oversight of all departmental activities. She became President of Skyline College in December 2004.

NEWS: **Tell me about your new cat? Does s/he measure up to the standards set by your departed Abyssinians?**

VM: *Molly is a treat and a half—sweet, companionable, comical, and a serious mouse-aholic. She totally measures up!*

NEWS: **What was most rewarding/ satisfying about your work as a CIO at Chabot? What was toughest about it?**

VM: *I loved working with the faculty and staff, and our programs. I loved the campus life—it's annual rhythms and ceremonies. And I loved seeing students getting what they came for— growing, learning, strutting their stuff. The toughest part was the grinding budgetary roller coaster.*

NEWS: **What led you to your move to the System Office?**

VM: *As a member of the CIO Board for half a dozen years, and as CIO President for a year, I had learned a good deal about the system-level issues and the role of the Chancellor's Office, and I had a tremendous respect for Rita Cepeda, who was liaison to the CIO's at that time. My district was in a bit of turmoil, and when the opportunity to go to the Chancellor's Office as Vice Chancellor arose, I accepted enthusiastically.*

NEWS: **Was working at the System Office what you expected it to be?**

VM: *The work was actually even more interesting than I had expected. I loved being in the middle of the politics of the state capitol and learning so much more about "how a bill becomes a law," or does not. I loved working so closely with the constituent groups in our system—the CIO's, the Academic Senate, the CEOs, the classified staff and the students.*

NEWS: **How was it similar to or different from working at the college level?**

VM: *The policy issues were fascinating and the complexities even greater than at the local level due to the size, complexity and variety across the colleges in our system. Some aspects of the work are very similar to working at the college level because a lot of it is about working with people—managing varying points of view, balancing competing priorities, working through personnel issues.*

NEWS: **In what ways has your being a CIO and an Executive Vice Chancellor prepared you for the Presidency of Skyline College?**

VM: *Many of the thorny issues that arise for me now "ring a bell," so that makes them a bit less hair-raising to deal with. CIO experience is a terrific background for being a college president because of the variety it involves, and between my CIO work at Chabot and as Vice Chancellor for Ed Services, I racked up over ten years. All of that makes a great investment toward unflappability. The variety of colleges with which I had contact through the Chancellor's Office gave me a great foundation for looking at what we do here, recognizing what is truly great about Skyline and identifying ways we can become even better.*

NEWS: **Given your triple-threat background, you must be a font of wisdom—or at least strong opinion—about the state of the California CC system, the challenges it faces, and the remedies that should be pursued to address our toughest problems. Please enlighten us.**

VM: *Our problems are fundamentally political and they will not be solved in any other arena than the political one. We are underappreciated, even scorned, and that has to change. We have to galvanize our size and our centrality to the health of California's economy and convert those into* political capital that can move the way we are funded. I believe that the system is in the middle of some of the best work it has ever done in attempting to address our political status, and I am grateful for that.

NEWS: **What suggestions would you give to the CCCCIO organization to make it more effective?**

VM: *Having an Executive Director is essential and the newsletter is a great idea. Keep expanding your exploitation of the web. Take Consultation seriously—be sure that the CIO President, or a well-informed CIO Board member, attends absolutely every single meeting. Take advantage of the informal networking there among the members as well as of the opportunity to learn about and to influence policy issues in the system.*

NEWS: **Are you having fun?**

VM: *Totally, massively—best job I ever had! I love being back at a college and I love this college. I smile a lot because I am having so much fun. People laugh at me for that, but I can take it.*

NEWS: **If after a heavy Christmas dinner you had awakened to discover the ghost of young Vicki Morrow, brand new CIO, floating just above the foot of your bed, what advice would you have given her?**

VM: *Do your homework. Consult and listen to people until you think you have done it enough, then do it some more. Keep your president posted on what is going on and give candid, well-informed advice. Stick to the knitting.*

MOLLY: *Meow. ("Amen.")*

CIO's Secret Pleasure — Reading Books

Regrettably, I was unable to go to the Conference of Superheroes in San Diego this fall, and one of the things I regret missing is the book talk. At each conference there has been a kind of floating, unscheduled session, usually in the evening over dinner, in which people share their favorite books. Usually at least one person is sufficiently organized and task-oriented to copy the list down and send it out to the others a few days or weeks later. There seem to be two unwritten criteria by which books get on a list: 1) the reader has been genuinely, even profoundly moved by reading the book and 2) the book is not about community colleges or otherwise explicitly directed at community college professionals. Otherwise, anything goes.

I have a modest proposal, a kind of New Year's resolution. If you have read a book within the last year or so that meets the two criteria above, and you are excited enough about it to share it with your fellow CIO's, email to me the title, the author's name, and a brief statement explaining why you recommend it. In turn, I will edit the submissions and publish them in subsequent issues of *News & Views*.

—Ed Buckley

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FALL CONFERENCE REPORT

FALL CONFERENCE—BRING OUT THE SPANDEX!

"CIO's in Action!" began on Tuesday, November 11, with the Academy for New and Aspiring Superheroes (see p. 7). The conference itself began

Pam at Podium: President Pam Deegan kicks of the Conference, setting the tone and making a fashion statement

Wednesday and concluded Friday, with session participants evoking references to Superman, Batman, Obi Wan Kenobi, and—of course—the Terminator. Conference session leaders included Don Berz, Bob Gauvreau, Pam Deegan, Scott Lay, Matt Jackson, Michael Kasler, Randal Lawson, Mary L. Dowell, Mark Drummond, Thomas Schilz, "Rocky" Young, Allan Hoffman, Alice Murillo, Renee Kilmer, Harry Schade, John Nixon, Ron Manzoni, Dean Colli, Lynda Lee, Dave Bolt, Dorothy Rupert, Jack Friedlander, Sallyanne Fitzgerald, Elizabeth Armstrong, Kendra Jeffcoat, Gari Browning, and Carole Bogue-Feinour. Altogether, ninety-three people attended the Academy and Conference.

Power Point or Adobe notes for six of the sessions are posted on the CCCCIO web site.

*Florida State Alumnae: Florida State University alumnae **Alice Murillo** (Diablo Valley), **Mary Kay Rudolph** (Santa Rosa), **Barbara Hollowell** (Coastline), and **Sallyanne Fitzgerald** (Napa) hold an impromptu reunion.*

*Clair Pam KL: Batman leaned on Robin, and Pam and the CIO's are grateful to **Claire Biancalana** and **KL Alston** for making the Conference a success.*

PRE-CONFERENCE ACADEMY ATTRACTS NEW AND SEASONED SUPERSTARS

*(We are deeply indebted to ace Southern California correspondent **Julie Hatoff** for this report.)*

The annual Academy for New and Aspiring Superheroes doubled its time this year, but presented the same number of topics. Opening a day before the CIO convention, the Academy attracted interest from a whole team of Cerritos deans as well as individual participation from colleges north and south. At noon on Wednesday, coordinator **Julie Hatoff** (MiraCosta College) welcomed a room full of "Incredibles-in-Training." She was joined on the program by a slate of experienced chief instructional officers.

First on the docket was **Pam Deegan**, assisted by AIA's **Tim McGraff**. Tim had come from Ventura College to present CIO's an AIA check to help underwrite the Academy. "Managing Budgeting by Enrollment" saw Pam present scheduling information with scores of useful ideas about achieving 75% fill rates in courses offered around the clock and across the week. She urged conferees to focus on weekly faculty contact hours (WFCH), which she likes departments to use as checkbooks. She reminded folks that one full-time equivalent student (FTES) means student attendance adds up to 525 hours. An instructor

needs 33 – 35 students in each 20% of his / her load to break even at Miramar. She cautioned that hybrid classes can waste rooms if not carefully scheduled; she also recommended that night courses be scheduled from 5:30 p.m. – 6:50 p.m. and 7:00 p.m. – 9:00 p.m. so students could take three on two evenings. Particularly useful was Pam's IGETC matrix. Using Miramar's current enrollment data, Pam then posed questions to small groups; they drew conclusions about which classes to cut if they were directed to reduce costs by 20%.

After a brief refreshment break, participants dived into another topic, "Effective Strategies for Linking Instructional and Strategic Planning." VPI **Cristina Chiraboga** and Senate President **Jan Ford** of Cuyamaca laid out a systematic approach that found academic master planning influencing district planning. They acknowledged planning is an evolutionary process, but they were creating a planning culture. Cristina described the role of the instructional administrator 1) to separate planning from budgeting, 2) to separate goals from activities, 3) to avoid problem-solving, 4) to encourage collaboration, and 5) to give feedback. Jan and she emphasized "It's all about WE." At intervals, tables participated by writing statements of vision, mission, and goal for their hypothetical colleges.

A wonderful dinner followed with opportunity for abundant laughing and networking.

Breakfast the next morning quickly gave way to **Don Berz**, who packed an enormous amount of information into his session called, "Managing Yet Leading." Having been out of harness for a year, this Emeritus CIO (Chaffey) was lured back to the ranks by Long Beach City College, where he is now serving as interim VPI. Don shared his philosophy about our complex role, offering materials and insights which participants uniformly appreciated. Among them were Title 5 nuggets everyone needs to know, excerpts from the

Attendance Accounting Manual, a glossary of terms vital to working in this field, and even cartoons, which Don uses on each memo he writes. He urged people to study the Minimum Conditions Review Process and shared the "real" AB 1725 expectations. Don distinguished between managers "who do things right and leaders who do the right things." He counseled us to plant seeds, not to move rocks.

Finally, a bona fide green dean joined a gray dean to talk about what they "wished they'd known before they took on the CIO job." **Dennis Gervin** (Columbia College) a real rock star of a CIO described his first-year experiences: "What I think I've learned about being a CIO and what I learned I think." He says the real 75:25 rule: "A 25% idea with 75% buy-in is better than a 75% idea with 25% buy-in." **Bob Gauvreau** (Southwestern) on the eve of his own retirement described the job that he loved and the people who made it meaningful. The third member of the panel (**Claire Biancalana**) was busy with Exec, so she shared written tidbits about growing up at Cabrillo, where she had started at 22. "If I'd known how much work it was to be a CIO, I may never have applied … [H]ad I known how much fun I would have, I might have applied years before."

This year's Academy proved very successful. Julie had explained that she'd been seeking to offer participants the kind of experience which good teachers create in the classroom: clarity of purpose, climate of support, content of utility and meaning. Rather than rush through lectures, each speaker prepared case studies for discussion groups and gave time for there to be lateral learning and engagement. This year's evaluations were uniformly positive about the relaxed pace. Participants voiced gratitude for the time and the super-hero energy presenters devoted to their topics. Thanks to our volunteer colleagues and AIA, the only cost to participants was an extra night at the hotel. Incredible!

Emeritus CIO Don Berz Giving His All at the Academy

Five Deans f rom Cerritos attend the Academy. Whatta Team!

CIO TASK FORCE TO REVIEW ACCJC'S "SUBSTANTIVE CHANGE" REQUIREMENT

CIO's at the Fall Conference expressed concerns about the Accreditation Commission's "substantive change" requirement and questioned whether it was appropriate for an accreditation body to have approval authority over specific college programs.

In response, CCCCIO President Pam Deegan appointed Regina Stanback-Stroud (Skyline College) to head up a task force to look into the matter.

Other members are Sally Fitzgerald (Napa Valley College), Bill Farmer (Cerritos College), Gari Browning (College of the Desert), Renee Martinez (East LA College), and Elizabeth Armstrong (San Diego Mesa).

"I think this signals a shift in how the Commission implements the policy," said Stanback-Stroud. She sees the source of the CIO's concerns as two-fold: First, they question whether the Commission should be in the business of approving or disapproving programs. Second, many CIO's think that the practice is an unnecessary duplication of the program approval process already required by the system office.

News & Views contacted Commission President Barbara Beno for a response. "This is not a new policy, nor has the Commission changed how it is being implemented," she stated. "In the last few years, the Commission has developed and circulated a manual designed to inform member institutions of the process they need to follow to seek substantive change approval. This new manual may be drawing the attention and concern of institutional staff who had not noticed the policy in the Commission's policy manuals in the past."

After the conference, Pam Deegan contacted Beno regarding the work of the CIO Task Force and that of a group of CIO's that the Commission had appointed earlier to look at the issues. As a result of that discussion, the two groups will be working together, beginning in January. "We're very excited about the Commission's willingness to include us and we look forward to working with them," said Deegan.

CIO's who would like to share their perspective about the policy should contact Stanback-Stroud at stroudr@smccd.net.

WHAT'S A SUBSTANTIVE CHANGE?

You can read the Commission's Substantive Change Policy by going to http://www.accjc.org/ and searching "Most Recent Commission Actions." Here are the highlights.

Definition of a Substantive Change: A change that alters the mission, scope, or name of the institution; the nature of the constituency served; the location or geographical area served; the control of the institution; the content of courses or programs to an extent which represents a significant departure from current curricula or the mode of delivery of a program so that the courses constitute 50% or more of a program and/or are offered at a distance or through electronic delivery; or the credit awarded to courses or programs.

Commission approval: Must be granted via the Substantive Change Approval Process prior to implementation.

The Process:
Notify the Commission of a proposed change. If they determine if it is substantive, prepare the Substantive Change Proposal, including the following:
• The proposed change and the reasons for it
• The educational program(s) to be offered and evidence that the educational purposes of the change are clear and appropriate
• The planning process that led to the request for the change
• Evidence that the institution has the human and other resources to implement the change
• Evidence that the institution has received all necessary internal or external approvals
• Evidence that each Eligibility Requirement will still be fulfilled after the change.
• Evidence that each accreditation standard will still be fulfilled after the change and that all relevant Commission policies are addressed.

Commission Action: The Substantive Change Proposal is reviewed by the Commission's Committee on Substantive Change. The institution can appeal the decision of the Commission's Committee on Substantive Change to the entire Commission.

NONCREDIT *REDUX*

In our first issue we attempted to frame the issues surrounding noncredit instruction. Three CIO's with large noncredit programs continue the discussion.

Steven White, Glendale College, reflects on his own experience and fills in our list of complaints about noncredit funding....

What courage! In its first edition, News & Views tackles an issue that impacts about half of the colleges around the state. Speaking for one of those colleges, with over 7,000 Continuing Education (noncredit) students, I thought the article couldn't have been more timely or more accurate at identifying the key issues. Here are some points I would like to add.

1. Disproportionate and grossly inadequate funding creates these additional problems:
- Load issues vis-à-vis credit instruction in similar disciplines
- A plethora of contract issues whether represented by the same union as credit faculty (as we are) or by different unions
- Resources allocation vis-à-vis credit instruction
- The financial bind placed on institutions who take the high road to professionalize and compensate credit and noncredit faculty (part-time & full-time) on equal or relatively equal terms
- The moral, recruitment, and competency problems placed on institutions that choose faculty compensation models based on the non-credit state revenue formulas

2. The influx of students into our Developmental Skills Lab who did not receive high school diplomas and now seek GED's is straining our resources and probably those of other colleges as well. The number of 18-24 year-olds who were quietly ushered out of high schools before their senior years in order to keep graduation rates artificially high and therefore state funding at high levels, especially in poor urban areas, is a statewide (national?) scandal. Guess who is expected to fix this problem at < $2000 a student after the local high schools struggle and come up short funded at >$7000 a student?   .

3. Continuing Educational students, including GED students, are potential transfers into our credit programs, which as you noted is our primary mission. Educationally it is no simple task to prepare these students for college-level academics, and it is only made more difficult by the meager resources provided by the state.

Jack Friedlander, Santa Barbara City College, identifies factors to consider in defining the criteria for state-funded noncredit instruction....

In his excellent paper on noncredit instruction, Ed Buckley identified the following issues that need to be addressed in defining the mission and priorities for state funded non-credit education offered by community colleges:

1. What should be the mission of noncredit instruction offered by community colleges?
2. What priority should the state assign to funding each of the major categories of the mission for noncredit instruction?
3. What criteria should be used in determining whether a state-supported course or program is to be offered for credit or noncredit?
4. What should be the relationship be between state-funded noncredit and credit instruction offered within a community college and/or by both community colleges and their respective K-12 districts?

Suggested Approach for Addressing Each of These Issues

Answers to the following questions are needed to address each of the four issues noted above. In addressing these questions, it is important to take into account the nine categories of adult education and non-credit community college courses that Buckley notes are eligible for state-supported apportionment:
- Parenting
- Elementary and secondary basic skills/remedial reading, math and language arts
- ESL
- Classes for immigrants (citizenship, ESL, workforce preparation, basic skills)
- Education for persons with substantial disabilities
- Short-term vocational programs, including apprenticeships
- Education for older adults
- Education for home economics
- Health and safety

Mission: What are the learning needs of segments of the adult population that would be better addressed by their enrolling in non-credit courses rather than credit (degree-applicable or non-degree applicable courses) or self-supporting fee-based classes? Which, if any, of these learning needs could be more effectively met in alternative ways other than non-credit classes offered by community colleges?

Priority: What are the economic and social costs to the individuals and to the state if the learning needs identified as best being served by community college credit and non-credit education are not provided and/or are not adequately funded? This analysis should

be conducted for: (1) each of the existing nine categories of state-supported non-credit instruction; and (2) any additional learning categories identified in the research study designed to answer questions pertaining to defining the mission for noncredit instruction. How much is the state willing to fund community colleges to offer noncredit instruction to address each of these learning categories?

Criteria for determining if a course or program should be offered as credit, noncredit or fee-based: Once the mission for noncredit instruction offered by community colleges is established, what evidence does the state expect from colleges to assess the extent to which the desired outcomes for funding the instruction are being achieved? At present, grades or other methods for documenting student attainment of learning outcomes are not required for non-credit courses. The answer to this question, which could be different for each of the major categories of learning needs to be served by community colleges, would help the system to define the criteria for offering courses and programs for credit, noncredit, or fee-based.

Relationship between state-supported credit and noncredit programs offered by community colleges and by K-12: Should the mission for noncredit instruction be the same for both community colleges and K-12 districts that have the responsibility for offering adult education to their communities? If not, what is the appropriate role for community colleges that have agreements with their K-12 districts to provide adult education to their communities? What criteria should differentiate the missions of the Regional Occupational Programs, community college credit instruction, and community college noncredit instruction for meeting the vocational/technical education needs of adults?

While necessary, I do not believe the focus of the System's task force on non-credit instruction to align non-credit and credit instruction in basic skills, ESL and short-term vocational programs is sufficient to properly address each of the four issues pertaining to non-credit

instruction that need to be addressed. I recommend that serious consideration be given to the approach I am suggesting to define the mission and priorities for non-credit instruction.

John Nixon, Mt. San Antonio College, urges that we look at the to the awarding of high school diplomas....

In his timely and excellent article on noncredit instruction for the inaugural issue of this newsletter, Ed Buckley identifies four thoughtful issues affecting the place and play of noncredit instruction within our system, and he calls for all CIO's to engage the topic of noncredit instruction, expanding the discussion to include other issues of relevance or imminent controversy. As a CIO at a college with a substantial noncredit program, I want to introduce the issue of high school diplomas awarded by community colleges, as a topic of imminent controversy and newfound significance.

Some colleges that offer noncredit instruction also offer high school diploma programs, generally serving re-entry adults, as well as current high school students who are repeating courses they failed in high school and/or taking additional courses to hasten their progress toward a diploma. When community colleges serve current high school students through (adult) high school diploma programs, they do so at the request of local high schools, through close collaboration and articulation. Community colleges featuring high school diploma programs either award diplomas solely in the name of the college or jointly with one or more feeder

unified or high school districts. The issue of imminent controversy surrounding high school diploma programs offered by community colleges centers on the challenge of current high school students passing the California High School Exit Exam (CAHSEE), posing the question of whether or not community college high school programs will serve as an option for students who do not or cannot pass the CAHSEE.

We all have read news articles on the real and projected negative impact the CAHSEE has on graduation rates, which is exacerbated further by the Governor's veto of two bills that would have offered options and alternatives to the CAHSEE for disabled students and for students who are not fluent in English. Following the vetoes, calls to Mt. SAC from local high schools and district offices requesting expansion of collaboration and articulation in serving the needs of current high school students increased significantly, and colleague CIO's tell me of similar recent experiences. Of interest to high schools and their students and to us is the fact that community colleges are not obligated to administer the CAHSEE as a requirement for awarding high school diplomas.

In Legal Opinion O 03-03 (available on the system office website, under legal affairs), our system general counsel presents a thorough and cogent case for the authority and autonomy of the community colleges to award high school diplomas and for having no obligation to administer the CAHSEE. However, the issue may not be settled by that legal opinion or by current code and regulation. Vice Chancellor Bogue-Feinour recently distributed a brief survey on the status of community colleges awarding high school diplomas, and, although the cover memo cited a purpose related to working more closely with local high schools, I wonder if the California Department of Education is also interested in the status and policies attendant to community colleges awarding high school diplomas. We should follow the issue closely and carefully as it develops, resisting voices that may speak against our autonomy and authority, as we seek to serve students most in need of access to higher education.

CARTER AWARD

DEADLINE FOR NOMINATIONS IS JANUARY 23

If you have in mind an active instructional administrator who deserves recognition for exemplary leadership, now is the time to act.

January 23 is the deadline for submitting nominations for the CCCCIO's first *Carter Doran Leadership Award*. The recipient of the award will have exhibited the following qualities:

1) led with heart;
2) demonstrated creativity;
3) shown sustained commitment to addressing instructional challenges;
4) made a profound impact on a college and/or professional organization.

Completed nomination forms must be accompanied by a maximum of three additional support letters. They should be sent electronically to the Exectuive Secretary of the CCCCIO's, Claire Biancalana (**clbianca@cabrillo.edu**) by the January 23 deadline. Contact Claire for more information or if you need a copy of the form.

CSSO/CIO CONFERENCE TO BE HELD MARCH 15-17

The joint CSSO/CIO conference to be hosted at the Mission Inn in Riverside promises to be a great professional and personal experience

- Reserve your room early if you want to experience this historic hotel.
- Room rates: $94 per night for singles or $109 per night for double occupancy, plus tax.
- Call 800.843.7755 or 951.784.0300 ext. 850 by **February 10** and make reference to our conference.
- See our web site for more information.