

CIO NEWS AND VIEWS

The Newsletter of the CCCCIO
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PRESIDENT'S MESSAGE

GASKIN: BSI ADVANCING “CULTURE OF READINESS” ACROSS THE STATE

As we enter into the second half of the 08-09 academic year, I wanted to take this opportunity to throw off the budget shackles for a moment, to halt (at least temporarily) the incessant worrying that fiscal exigency brings, and to highlight some very intriguing thinking going on within our great system.

Let's step back for a moment and reflect upon an initiative that has cultivated a tremendous amount of energy, ideas, enthusiasm, and experimentation statewide – the Basic Skills Initiative. My goal is not to rehash what's happened to date with the BSI, but rather to emphasize some important system-level thinking that is occurring and that has the potential to impact our colleges and students in dramatic ways. We all know that the idea for the BSI grew out of two congruent values that we hold near and dear: (1) to promote academic integrity and high standards (i.e., raising the associate degree requirements in English and mathematics) and (2) to support all our students as they seek to achieve their academic goals, particularly in the area of college readiness. While our colleges have been busy developing instructional and student services support structures to foster greater success among our basic skills students, we are also witnessing significant reflection and action at a broader level that has the potential to truly facilitate a culture of college readiness across the state.

Briefly, these efforts center on the following three areas:

1) Assessment and Placement

A highly positive outcome of the BSI has been the discussion that is occurring within our system as well as external to it regarding our current assessment and placement practices. Who should be assessed? What about all those assessment instruments that our system uses? Do they serve our students well? Do they hinder our students? How can our relatively mobile student population navigate the varied assessment processes that are found across our system? Should



CCCCIO President Lori Gaskin

assessment be more ubiquitous than is the current practice? Should we be more assertive in encouraging students to remediate in math and English before commencing with college-level coursework? Should it be mandatory for students to do so within a certain period of time? These are the types of questions being posed and discussed across our system in groups as varied as your local Senate, our professional organizations, the Board of Governors meetings, the LAO, and within higher education research and policy centers.

2) Prerequisites

No matter where you stand on the prerequisite issue, I doubt there is disagreement with the belief that we want our students to be successful learners and to achieve their educational goals. The statewide Academic Senate is thoughtfully broaching prerequisites as a logically offshoot of the BSI and the resurgent interest in our assessment, placement, and college readiness efforts and practices. Are our current prerequisites able to effectively serve our students in terms of ensuring appropriate preparation for academic success? Are the processes we must go through to establish

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prerequisites hindering our efforts to ensure our students have the appropriate preparation for academic success? Should we be able to more readily establish basic skills prerequisites for courses where such preparation is essential for success? Is it time for the prerequisite pendulum to shift to a more moderate position particularly in light of our focus on basic skills preparation and college readiness?

3) Early Assessment Program (EAP)

As you may know, the goal of the EAP is to have all CSU-bound high school graduates fully prepared to engage in college-level curriculum upon their arrival as freshmen. The CSU system has worked collaboratively with the California Department of Education to provide high school juniors with the opportunity to complete a set of additional questions on the 11th grade California Standards Test as a means of assessing their readiness for college-level English and math. Following notification of their standing, students then have

the ability to strengthen their skills (if need be) during their senior year. The passage of Jack Scott's SB946 last year expands the EAP to include our system. Now we will have the opportunity to partner with CSU and our local school districts to directly communicate with high school students about their readiness for college and the role community colleges can assume as these students consider their options after graduation.

It's truly amazing to witness how the BSI has evolved over its brief existence into such powerful dialog and action. Taken together, these three efforts are seeking to advance the concept of college-readiness by providing clarity to students about what it means to be ready for college, communicating realistic expectations about what it takes to be successful in college, and reaffirming our commitment to mustering all the resources and support we can to help students reach their educational goals.

DORAN AWARD WINNER NAMED CCCCO EXECUTIVE VICE CHANCELLOR

Morgan Lynn, retired CIO and the winner of the CCCCIO Carter Doran Award in 2006, has been appointed Executive Vice Chancellor of Programs for the California Community Colleges. Lynn was vice president and assistant superintendent at Sierra College from 2001 to 2007, having also served at Cerritos College and Santa Monica College. The position is a gubernatorial appointment.



Morgan Lynn

Morgan started the job on January 26 and she's been extremely busy. We appreciate her giving us this EXCLUSIVE INTERVIEW.

N&V: Congratulations, Morgan! So tell me—what does an executive vice chancellor of programs do?

ML: Well, a whole lot of the Chancellor's Office Programs report to me—Academic Affairs, Economic Development and Workforce Preparation, Student Services and Special Programs, Governmental Relations, College Finance and Facilities Planning, Technology, and Research and Information Systems.

N&V: Sounds a lot like the typical CIO job description, and that leads me to my next question. Two years ago, when we asked you about your retirement plans, you said, "I have the wisdom to know when it is time to go. There are books to be read, gardens to plant, long walks and sunsets to enjoy." Yet now you're right back into it. What happened?

ML: Oh I had a wonderful eighteen months of reading, gardening, traveling and visiting with my grandsons. I enjoyed all of it immensely. But I also missed feeling productive and having a sense of purpose. I did some consulting work for Professional Personnel Leasing (PPL) and on my own, but it was kind of erratic. Then when Jack Scott and Diane Woodruff first talked to me about

this possibility, I saw an opportunity to make a contribution at a time when many would shrink from the challenge. Plus, I was attracted to the proposition of working for Chancellor Scott, whom I have long admired.

N&V: Of the many challenges facing the system, what are the key issues that you hope to focus on?

ML: The challenges are enormous and I will need some time to listen to my colleagues in the field and at the Chancellor's Office and get a sense of what they see as the important issues, so I will be doing that over the next several months. However, I can already see certain matters coming up. For example, there is a great deal of pressure from the business community demanding that our colleges produce more degree and certificate holders. The universities want us to increase our transfer rates. And, oh by the way, we're expected to do these things with no additional resources—in fact decreased resources when you consider no COLA and rising operational costs. And even after only a few weeks on the job, I can see from

my new vantage point that there is no shortage of external stakeholders with proposals to improve our outputs.

One challenge that I welcome is the opportunity to support and value all the hard working and talented unsung heroes in the Chancellor's Office. An already woefully understaffed operation is now subject to furloughs, and folks are scrambling to keep up with the workload and be responsive to the field. Keeping our morale high is going to be critical in the days ahead.

N&V: There is a lot on your plate. How will you know whether you are succeeding in a position like that? To use currently fashionable terms, what outcomes will you identify to measure your success?

ML: Ask me that after I've been in the job more than a month!

N&V: OK—it's a deal....

ML: You know, I just think it will be incumbent upon me and all leaders—in the Chancellor's Office

as well as on our campuses—to respond to these pressures with creativity, intelligence and thoughtfulness, and not rush to hastily crafted solutions that wind up having unintended negative consequences. And yet, as John F. Kennedy said, "We must use time as a tool, not a crutch."

N&V: In what ways do you think the CIO organization might be helpful to you?

ML: I am counting on my CIO friends and colleagues to help me frame the issues, propose solutions to problems, and work hand in hand so that we can achieve the best result for the 2.4 million students who are counting on us.

N&V: Do you have any advice to give to CIOs as they try to weather these storms?

ML: Yes. Support each other, and remember that the work of the community college is noble and life changing. Take comfort in knowing you are doing your best, and that your best is well received and makes a difference in the lives of many, many people.

Congratulations Morgan!

“Weathering the Storm: Partnering for Student Success”

CIOs & CSSOs HOPE FOR CLEAR SKIES AHEAD



***THE PROGRAM AT A GLANCE** (subject to change)...*

Tuesday, March 31, 2009

CSSO Executive Board Meeting
CCCCIO Executive Board Meeting (CCCCO)

Conference Begins

Wednesday, April 1, 2009

Opening with Presidents **Lori Gaskin**, Lake Tahoe Community College and **Lynn Nault**, San Diego Community College District, and California Community College Chancellor **Jack Scott**

Lunch with **Barbara Beno**, ACCJC/WASC

Budgeting – an interactive session, with **Pam Deegan** & Others

Creating An Accurate Picture of Student Success in ESL and Basic Skill

Carole Bogue-Feinour, Vice Chancellor Academic Affairs, CCCCCO

Janet Fulks, ASCCC North Area Representative

Patrick Perry, Vice Chancellor, TRIS, CCCCCO

Reception Hosted by **Oracle**

Thursday, April 2, 2009

CSSO General Meeting
CCCCIO General Meeting

Effective Curriculum Practices and Prerequisites: Where are we in the CCC?

Janet Fulks, Chair, Academic Senate Curriculum Committee
Mark Wade Lieu, President, Academic Senate for California Community Colleges

Jane Patton, Vice-President, Academic Senate for California Community Colleges

Luncheon Speaker **Pedro Noguera**, Executive Director of the Metropolitan Center for Urban Education and the co-Director of the Institute for the study of Globalization and Education in Metropolitan Settings

Discussion with Assembly member **Warren Furutani**, Chair of the Select Committee on Career Technical Education and Workforce Development

Dr. Morgan Lynn, Executive Vice Chancellor, CCCCCO

ASK CAROLE!

In her second column for News & Views, Vice-Chancellor for Academic Affairs Carole Bogue-Feinour addresses basic skills funding and a host of questions about "TBA." Read on....



Dear Carole,

Do you have any indication whether the last year of our BSI dollars (grant) might be allowed to roll over as they have in previous years, or is the governor probably going to sweep up any unspent dollars at the end of the year?

—B. S. Befuddled



Dear B. S. Befuddled,

I certainly understand your fears regarding the BSI allocations. As the current economic crisis creates angst everywhere, many wonder what changes are looming in the horizon. In the budget package that was recently submitted to the governor for signature in order to address the \$42 billion shortfall, however, no reductions in the basic skills allocations were made, nor do we anticipate that basic skills funds not yet expended will be "swept."

As you know, our Chancellor's Office agreed from the beginning that the colleges would have a three-year period in which to spend each year's basic skills allocation, and our recent expenditure templates reiterated that message. The first year's allocations, one at the beginning of 06-07 and the other at the end of that academic year, must be expended by June 30, 2009. Colleges have until June 30, 2010 to spend the 07-08 allocation and until June 30, 2011 to spend the 08-09 allocation. Extending the term of expenditure for each year's allocation to three years permits our colleges to plan more carefully, advertise and fill positions needed to advance ESL and basic skills efforts, and make structural and curricular changes that require time to implement. While we urge the colleges to get their plans in place, implement them, expend the funds provided, and demonstrate increased student success as quickly as possible, we have retained the three-year window on the expenditure of funds.

Dear Carole,

According to the latest letter from the Chancellor's Office concerning TBA hours, "the official course outline of record must include the number of TBA hours and specific instructional activities/learning outcomes." It seems that the best place for this information would be the course syllabus, since the actual activities change from class to class based on the faculty members' judgment as to how to achieve the student learning outcomes for the course. Is it OK if TBA hours are identified in a general manner in the course outline and more specifically in the course syllabus?

—Sybil Outbus



Dear Sybil Outbus,

Similar questions have been asked regarding TBA, so thank you for providing me the opportunity to address this matter in this column. In the course outlines, it is necessary to indicate the number of TBA hours per week for the course. With regard to the instructional activities/learning outcomes for those hours, it would be quite acceptable to specify a few outcomes for the TBA contact hours, and these will be related to the outcomes for the course. Expressing these TBA outcomes in general terms would be quite appropriate. You are correct in suggesting that actual activities required to reach these outcomes should be specified in a course syllabus rather than in a course outline.

Dear Carole,

I recently received TBA guidelines developed by the special committee for Child Development. Can these guidelines be extended to Allied Health programs, since the problems associated with the clinical aspects of Child Development are identical to those in Allied Health?

—Al Heal

The Presidential Inauguration, January 20, 2009

PERALTA CIOs WITNESS HISTORY

*Two happy CIOs responded to our call for CIOs who attended the inauguration of President Obama to share their experience, and here are their stories—and pictures. After a long and distinguished career, **Gary Yee** served as Vice Chancellor, Educational Programs in the Peralta Community College District for one year (07-08). He is now retired. **Elñora Webb**, Vice President of Instruction at Laney College, has been a professional in higher education for nearly 30 years, and is in her fourth year as a CIO.*



GARY YEE: “ON THE WAY TO HISTORY”

WHY WE WENT

My wife and I decided to go several reasons. For one, our children invited us. Second, I represent Oakland on the Council of Great City Schools, and they invited

me to participate with several educators from around the country. Finally, our niece is a member of the San Francisco Girls Chorus and they recited the poem inscribed on the Statue of Liberty—right there at the inaugural podium!

GETTING THERE

We had worked quite a bit in the north Oakland office, calling various states, including Alaska, and the response was just great, so we just KNEW Barack was going to win. So we booked a flight and a hotel the week BEFORE the election. Our hotel was out in Fairfax, and we arrived at the Metro station around 7am Tuesday morning, along with thousands of others, and made it into town at just the right time. It was a sensational moment, coming out of the Metro station in Washington DC, and seeing thousands of folks just happy... so joyous... as they walked quickly (it was really cold), and together, to their destination.



Crowds head out from the Metro

We had a chance to stand by the Washington Monument in the Capitol Mall, but we decided to join other educators at the office of the Council of Great City Schools on Pennsylvania Avenue, right on the parade route. While it was great to be with many who had worked so hard for educational reform for urban children, it might have been more memorable to be in the masses and in the cold! At any rate, we watched the inauguration with millions of others, the same way they did... on a television. But we realized that it wasn't just about us as individuals getting a chance to see and witness; it was also about the entire country that celebrating and witnessing in common ways—like on television, with friends, with family.



Caroline and Gary On the Mall, the Day After

HIGHLIGHTS

Our son got into the front row of the youth ball. Also, we participated in a service project on Martin Luther King Jr. Day, at RFK stadium, in support of our servicemen around the world, an event sponsored by Michelle O. All in all, it was great just to be able to be there with members of my family, and more importantly, to know that we did our part to get Barack Obama elected!!!



Converging on the Mall



ELÑORA WEBB: “A SURREAL EXPERIENCE...”

WHY I WENT

To help make history! As an individual, I understand the power of one to influence the actions of many. It was as important for me to be present as it

was for the other two million plus individuals—at least 1.5 million in the mall and another nearly 1 million outside of the mall. I had to be there to help ensure that the then President Elect Barack Obama would be sworn into office. I understand the limitations of a single individual, but the synergy of all us folks together was palpable.

GETTING THERE

Approximately two weeks before the election, I decided that I had to act in a way that declared him the unquestionable winner. I went on-line and got my plane ticket, but by then, ALL of the local hotels were either booked or too expensive—in excess of \$600/night. I pursued other options, to no avail. But then one day, after the election, during a break in the rigorous routine of a leadership training program, I mentioned casually that I’d be attending the inauguration, but that I had no lodging and no ticket for the ceremony. To my welcome surprise, I was invited by one of the faculty members to stay at her home with her family and friends! In the meantime, two other people had assured me that they’d likely have a ticket for me.

HIGHLIGHT

The highlight was being together with people from so many diverse cultural backgrounds...in the city, on the mall, near the White House...where history illuminates the paradox of opportunities and constraints for too many, especially for Black folks and, in particular, African American men. The day after the inauguration I observed the dogs unleashed on people, water hoses blown on women, children and men, police and other public safety personnel beating the bodies of unarmed, peaceful organizers and hundreds of others who marched on the streets in support of civil and human rights during the 1960s. No, I wasn’t dreaming: I was in the lower level of the African Art Museum in D.C. where photos abound that captured the horrible moments in the recent history of these United States of America. I had trouble holding back tears, recalling the memory of the many who lived to ensure the seminal moment of the day before, and beyond...



The Bidens greet the Educators

ADVENTURES?

The entire trip was an adventure. In fact, it was surreal! The morning of the inauguration, I caught the Metro from Mitchellville, Maryland early enough to ensure my arrival in D.C. by 6 AM. Already, over a million folks were in or around the Mall. Quickly, I became surrounded by thousands of individuals—Asians, Blacks, Latinos, Native Americans, Pacific Islanders, Whites, U.S. natives, travelers from many countries including China, England, Kenya, Germany, Ghana, Mexico, South Africa, etc. It was overwhelming. Near me was a wheelchair-bound woman breathing with the aid of an oxygen tank, being aided by strangers to ensure that she would get in. Next to me a father hugged his child to shield him from the bitter cold (below zero, with the wind chill). A strikingly beautiful, statuesque African American woman likely in her late 50s or early 60s, overcome by the sardine-like crowding, fainted, and an ambulance had to burrow into the crowd to secure her.

It took over four hours just to get to the security entry point for people with tickets for the ceremony, and I was lucky, for the people just behind me had to wait another two or three hours. (Some ticketed people never got in.) At times I and others were literally



Elñora's Inauguration Security Entry

suspended by the density of the crowding—you didn't have to put your feet on the ground. Yet there was an EXTRA-ORDINARY calm that permeated the entire experience, as we appealed to one another to "remember why we're here..." when impatience and discomfort got the best of us. Finally, when the pressure became unbearable, a man joined others in calmly urging the crowd to move back, move back.



You Know Who in the Parade

Seemingly as one, hundreds of thousands inched back: AMAZING! No account of unruly behavior, no need for police intervention...the entire event unfolded as if it was all staged. What a trip indeed!

FINAL REFLECTIONS

My words are wholly inadequate to describe fully my experience. The best I can do is to state that it was surreal. Everything aq everyone including myself seemed to be functioning in a different paradigm for reasons not necessarily known. There was a single focus...celebrate in shared and idiosyncratic ways the possibilities. Independent of conscious reality, options and opportunities abound. Each one is responsible for making real what one can imagine.

While I had no particular expectations, I was humbled to be present. Through this experience, my state remained more introspective subdued as well as quiet. I understand the power of creating the conditions we desire; thus, my energy and efforts must focus on such!