



FACCC Policy Committee Meeting Notes

May 9, 2024
4:00 – 5:00 pm

Attending: Wendy Brill-Wynkoop, Hope Davis, K. Frindell Teuscher, Cynthia Mahabir, Richard Mahon, Anna Mathews, Ian Walton and Andrew Walzer

Absent:

Overview

- Reviewed drafts of policy papers
- Identified a need for data on the decrease in community college attendance and its effects, resulting in talks on student course choice freedom and support for basic skills courses.
- The group planned to improve draft papers on policy suggestions for the **May 30th** meeting, emphasizing local control, student choice, and varied course selections.

AI Discussion

- Concerns were expressed about difficulties in grading AI-generated student assignments and concerns of wrongly accuse students of cheating.
- The group noted the inability of AI to create meaningful work.
- AI showed it failed to write a good country song or produce strong candidate statements for the academic senate.
- AI-generated sociology papers often lack detailed and engaging examples from chapters.
- Talks on AI implementation underscored the importance of human creativity and insight.
- The use of AI-generated content is more common with overdue assignments, causing feelings of disappointment and devaluing educational contribution.

Faculty Experiences and Advocacy Efforts

- Tackle paper AB **705** first due to its impact on students
- urgency of aiding students suffering due to AB 1705 policies.
- Importance of considering both full-time and part-time faculty perspectives.
- Consider reinstating some math courses removed because of AB **705** and **1705**.
- Allow colleges to decide their course offerings.
- Historical insight shared into competency-based course creation.
- Original senate idea was correct.
- Difficulty with CSU's prerequisite demands placed on student options.
- The group explored various methods for developing policy suggestions.

- Urged for a clearer distinction between AB **705** and **1705**, supporting student choice and acknowledging the role of basic skills courses.

AB 1705

- FACCC has been working on a data study since **1992**, observing college enrollment and population changes.
- The information reveals a big fall in community college participation, hinting at policy effects on accessibility.
- Provide data on the number of basic skills students lost in the drop of **1M** student enrollment.
- Lack of clarity on who leaves or why, especially among basic skill learners, stating this data isn't properly tracked.
- Math departments or the senates should try to create a way to gather the missing data on those who didn't enroll for classes and those that dropped out before the census.
- Value of fighting for student autonomy in course-level decisions and the significance of basic skills courses.
- Request for information on the persistence of students who enroll in a math class their first year and leave, broken down by ethnicity.
- Emphasized the necessity for curricula that keep students from being excluded by advanced courses without sufficient preparation.
- The group recognized the importance of applying former strategies, like showcasing different math courses for students in STEM, statistics, liberal arts, and vocational studies.
- Data should counter the narrative that higher success rates alone indicate success, noting that students might be forced into classes for which they are not ready and leave education altogether.
- Concerns about the assumption that all community college students should be placed on a **2-year** transfer path without considering their other goals and life situations.
- AB **1705** legislation emphasizes that it does not align with the governor's career master plan, which shifts focus from transfer to Career Technical Education (CTE).

Funding Model and Policy Shortcomings

- Discussed the SCFF funding model and its failure to reward CTE.
- The cost of CTE courses and the need for adaptability to fulfill varied student needs in the face of legislative mandates restricting this flexibility.

Data Collection Opposition

- Chancellor's office to gather data on who didn't enroll for classes or who signed up and then withdrew pre-census during a public disagreement at the Board of Governors meeting.
- There was a call for info gathering on these course withdrawals and those who never signed up due to schedule alterations.

Shift Away from STEM Fields

- Noticed a trend of students moving away from STEM fields due to the absence of certain courses, worrying about the impact on student choices.

- Underlined the importance of data in drafting a white paper on these matters.

Structure and Direction of White Papers

- Talked about the importance of using quantitative and qualitative data, like instructor experiences and student stories, in white papers.
- Goal of the white papers is to present principal issues and policy recommendations, not necessarily to solve all problems.

Using Student Testimonies

- Recommended including narratives from students who have benefited from remedial classes to support their points.
- Agreed narratives would showcase the worth of student choice and refute misunderstandings about student needs and drivers.

Planning for Future Meetings and Papers

- The group consented to improve draft papers for upcoming meetings.
- Dr. K. and Richard will collaborate on revising and structuring the policy paper drafts.
- A subsequent gathering was scheduled for **May 30th AT 4 PM** to review the drafts before presenting them to the board at their June meeting.

AI Draft

- Most of the document's content is present and may require only minor adjustments.