



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

48th SPRING SESSION RESOLUTIONS

Adopted Resolutions

Resolutions Committee 2015-2016

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1.0 ACADEMIC SENATE

1.01 S16 Mentoring Programs for Part-Time Faculty

Whereas, The Academic Senate for California Community Colleges has long-standing positions¹ in support of the creation of local faculty mentoring programs as stated in resolution 9.06 F90, which calls for local senates to create mentoring programs for all new full-time and part-time faculty members, and 12.07 F92, which calls for local senates to encourage departments and divisions to assist in providing mentoring services to new part-time faculty;

Whereas, The provision of formal mentoring services for new full-time faculty is a common practice in the California community colleges, but little is known about what mentoring services, formal or informal, are provided to part-time faculty; and

Whereas, Local senates are experiencing increased workloads related to basic skills, student success, and student equity and therefore need assistance and resources in not only developing but also implementing and sustaining mentoring programs for part-time faculty;

Resolved, That the Academic Senate for California Community Colleges research effective practices for developing, implementing, and sustaining mentoring programs for part-time faculty and report its findings by Spring 2017; and

Resolved, That the Academic Senate for California Community Colleges create resources for developing, implementing, and sustaining mentoring programs for part-time faculty.

Contact: Lorraine Slattery-Farrell, Mt. San Jacinto College, Part-Time Task Force

MSC

1.02 S16 Honor and Thank Emeritus Chancellor Brice Harris

Whereas, Brice Harris came out of a well-earned retirement to serve as chancellor of the California Community Colleges from November 2012 until April 2016;

Whereas, Brice Harris assumed the role of chancellor at the end of a difficult economic period for the State of California and the California Community Colleges and led the Community College System forward to new successes with determination, efficiency, and enthusiasm for the capacity and potential of every student the system serves;

Whereas, Brice Harris showed exemplary leadership during his time as chancellor through an inclusive, respectful style that effectively brought together the many different constituencies and perspectives of the community college system and demonstrated and promoted particular respect for the voice of faculty; and

¹ Please see resolution 9.06 F90 (<http://asccc.org/resolutions/faculty-mentoring>) and resolution 12.07 F92 (<http://asccc.org/resolutions/part-time-faculty-mentoring>).

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Whereas, Brice Harris served as a mentor and guide to other leaders throughout the community college system, always taking a kind, personal, and thoughtful approach in his interactions with all of those with whom he came into contact;

Resolved, That the Academic Senate for California Community Colleges honor the service of Chancellor Brice Harris and thank him for his multitude of contributions to the California Community College System and specifically to the Academic Senate; and

Resolved, That the Academic Senate for California Community Colleges wish Emeritus Chancellor Brice Harris the very best in his retirement and wherever his future paths may lead.

Contact: Executive Committee

By Acclamation

3.0 AFFIRMATIVE ACTION/CULTURAL DIVERSITY

3.01 S16 Diversifying Faculty to Enhance Student Success

Whereas, Studies have indicated that a more diverse faculty workforce can enhance student success and may help to close achievement gaps for underrepresented students by as much as 20% to 50%²;

Whereas, Since the publication of the Academic Senate Paper *A Re-examination of Faculty Hiring Processes and Procedures* in Fall 2000, the ASCCC has passed 15 resolutions reaffirming positions that express the need for and value of faculty diversity, yet a great disparity between the faculty diversity and the diversity of the student population remains, as approximately 70% of faculty in the system are white while nearly 70% of the students are non-white³;

Whereas, Education Code Section 87100 (a) (3) cites the need for a “work force that is continually responsive to the needs of a diverse student population,” and hiring practices that promote the development of a workforce better able to serve student needs can work to reduce biases in hiring processes and combat the persistent perception that initiatives to promote the hiring of ethnic minorities compromise professional and academic standards; and

Whereas, Practices that promote the recruitment and hiring of faculty who can serve the needs of diverse student populations will ultimately lead to a more diverse faculty workforce by focusing on and identifying candidates that can best understand, communicate with, and advocate for diverse student populations, thus increasing both faculty diversity and student success;

² See, for example, “To Be Young, Gifted, and Black, It Helps to Have a Black Teacher” at <http://www.npr.org/sections/ed/2016/01/20/463190789/to-be-young-gifted-and-black-it-helps-to-have-a-black-teacher>” and Fairlie, R. W., Hoffman, F., Oreopoulos, P. (2014). *A Community College Instructor Like Me: Race and Ethnicity Interactions in the Classroom*. American Economic Review, 104(8): 2567-2591.

³ CCCC Equity Summit Presentation, Irvine, CA November 4, 2015.

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Resolved, That the Academic Senate for California Community Colleges provide rigorous and easily accessible training to educate colleges and faculty on ways in which they can increase the ethnic diversity of faculty through multiple targeted actions to recruit and hire faculty who are best able to serve the needs of diverse student populations; and

Resolved, That the Academic Senate for California Community Colleges develop guidelines for local academic senates to work jointly with collective bargaining agents, EEO Officers, and Human Resources Offices in order to ensure hiring practices reflect the urgency for developing a work force responsive to the needs of diverse student populations and to correct misperceptions about obstacles to promoting faculty diversity.

Contact: Adrienne Foster (EEO ASCCC Representative) and Cleavon Smith (Equity and Diversity Action Committee), Executive Committee

MSC

3.02 S16 Student Equity: Ongoing Funding Commitment

Whereas, The California Community College Board of Governors has recognized the fundamental importance of student equity to the future of community colleges and to the society that is the State of California;

Whereas, Although the governor and legislature have made statements of support for student equity, SB 1456 (Lowenthal, 2012) does not provide a long-term commitment to any particular funding level;

Whereas, As the ASCCC Equity Action and Diversity Action Committee has observed that the requirements to simultaneously produce a Student Equity Plan and an Student Success and Support plan have created stress for faculty in California community colleges; and

Whereas, The suddenness of both planning requirements and funding has led to new ideas and programs, the effectiveness of which are only beginning to be shown and studied;

Resolved, That the Academic Senate for California Community Colleges urge the Board of Governors to press the governor and the legislature for a long-term commitment for funding directed at student equity efforts as a matter of both urgency and priority; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to work with their administrations, boards of trustees, and local legislators to promote the passage of legislation providing long-term levels of funding to allow implementation and sharing of the most promising approaches to student equity.

Contact: Paul Setziol, De Anza College

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MSC

6.0 STATE AND LEGISLATIVE ISSUES

6.01 S16 Support Legislation to Increase Cal Grant Awards

Whereas, President Obama has recognized both the importance of community colleges in higher education and the need to reduce financial barriers to higher education by proposing free tuition for students who attend community college;

Whereas, California has been providing free or low cost tuition for community college students for over 40 years, currently allowing nearly 60% of community college students to receive free tuition, yet the total cost of all expenses and lack of sufficient financial aid often make community college attendance in California more expensive than attending the University of California or the California State University;

Whereas, AB 1721 (Medina, as of January 28, 2016) would increase Cal Grant B Access Awards to \$3,000, increase the number of competitive awards to 30,000, and increase the age limit to be eligible for the transfer entitlement; and

Whereas, AB 1892 (Medina, as of January 28, 2016) would increase Cal Grant C Access Awards to community colleges students to \$3,000, would permit these awards to be used for all living expenses, and would create an entitlement program for career technical education students similar to the Cal Grant A or B programs;

Resolved, That the Academic Senate for California Community Colleges support the increases proposed in AB 1721 (Medina, as of January 28, 2016) and AB 1892 (Medina, as of March 28, 2016).

Contact: Sam Foster, Fullerton College

MSC

6.02 S16 Provisionally Support Creation of Office of Higher Education Performance and Accountability

Whereas, California law established the California Postsecondary Education Commission (CPEC) as the coordinating and planning agency for statewide postsecondary education, and CPEC performed a variety of useful functions for California Higher Education, including data collection for all public segments and advising the governor regarding budgetary priorities to preserve access for students, but CPEC was defunded by the governor and ceased operations in 2011;

Whereas, AB 1837 (Low, as of March 17, 2016) would create the Office of Higher Education Performance and Accountability, which would, among other functions, “review and make recommendations, as necessary, regarding cross-segmental and interagency initiatives and programs in areas that may include, but are not necessarily limited to, efficiencies in instructional delivery, financial aid, transfer, and workforce

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coordination” and “act as a clearinghouse for postsecondary education information and as a primary source of information for the Legislature, the Governor, and other agencies,” thus potentially providing support for California Higher Education that has been needed since the defunding of CPEC;

Whereas, The Office of Higher Education Performance and Accountability created by AB 1837 (Low, as of March 17, 2016) would be overseen by an executive director and would include an advisory board consisting of “the Chairperson of the Senate Committee on Education and the Chairperson of the Assembly Committee on Higher Education, who serve as ex officio members, and six public members with experience in postsecondary education”; and

Whereas, While the Office of Higher Education Performance and Accountability would be required by law to “consult with the higher education segments and stakeholders, as appropriate, in the conduct of its duties and responsibilities” and the members of the advisory board would be required to have experience with higher education, the functionality and benefits of the office would be greatly enhanced if the advisory board were to include direct representation from the segments of public higher education;

Resolved, That the Academic Senate for California Community Colleges support AB 1837 (Low, as of March 17, 2016) to create the Office of Higher Education Performance and Accountability only in the event that the legislation is amended to include representation from the segments of public higher education in California among the members of the advisory board for the office.

Contact: Julie Bruno, Sierra College

MSC

6.03 S16 Supporting Dream Resource Liaisons

Whereas, The number of undocumented students attending public institutions of higher education in California has risen since the passing of AB540 (Firebaugh, 2001), the California Dream Act of 2011, and the Federal Deferred Action for Childhood Arrivals (DACA);

Whereas, The UndocuScholars Project (<http://www.undocuscholars.org/>) study reports that students with access to organizations, centers, or campus resources report over 70% usage rate and stress the importance of having those services on their campus to alleviate their concerns about how to afford college, academic performance, and fear about who they can trust at their campus regarding their legal status because of the negative treatment they receive due to being undocumented;

Whereas, Many California institutions of higher education still do not offer specific student services, resource centers, or designated employees to support undocumented students and provide key information; and

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Whereas, Assembly Member Patty Lopez has introduced AB 2009 (February 16, 2016) which will require California public colleges and universities to establish “Dream Resource Liaisons” at their campuses to provide support and resources to undocumented students;

Resolved, That the Academic Senate for California Community Colleges support AB 2009 to increase the success of undocumented students at California public institutions of higher education.

Contact: Maricela Becerra, Berkeley City College

MSC

6.04 S16 Mental Health Services

Whereas, Many students will experience a mental health condition at some point in their educational careers, as research indicates the following⁴:

- 1 in 4 students have a diagnosable mental illness;
- 40% of students do not seek help when they need it;
- 8 out of 10 people who experience psychosis have their first episode between the ages of 15 and 30;
- Depression is the number one reason students drop out of school and can lead to problems such as suicide and homelessness;
- Suicide is the second leading cause of death among college students, claiming more than 1,100 lives every year⁵; and
- Mental health challenges may affect students’ academic performance as well as their ability to fully participate in and complete their education;

Whereas, Educators have a duty to ensure a productive and safe educational environment for students so that the students may learn and thrive, and improvements in a college’s mental health services such as campus-wide awareness and prevention efforts, stigma reduction, early recognition, personnel and peer training, mental health screening, improved partnerships with and access to community resources, integrated care, and consistent funding are all necessary for addressing the needs of students;

Whereas, Assembly Bill 2017 (McCarty, April 11, 2016) Mental Health Services attempts to address the lack of mental health services for students in public higher education institutions by providing funding to improve and expand mental health services to all students in California public higher education.

Resolved, That the Academic Senate for California Community Colleges support the intent of AB 2017 (McCarty, April 11, 2016) to improve access to mental health

⁴ American College Health Association - National College Health Assessment II: California Community College Reference Group Executive Summary, Spring 2013.

⁵ Steinberg Institute, www.steinberginstitute.org

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resources and services for college students and to ensure that noncredit students and their institutions can access these funds;

Resolved, That the Academic Senate for California Community Colleges urge local senates to advocate for the improvement of and access to mental health services at their local campuses; and

Resolved, That the Academic Senate for California Community Colleges support consistent resourcing and funding to enable the expansion of and improve access to mental health services for community college students.

Contact: Julie Bruno, Sierra College

By Acclamation

6.05 S16 Direct Strong Workforce Funding to Districts

Whereas, The recommendations of the 2015 Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy demonstrate a recognition of the important role of career technical education (CTE) programs in supporting the overall economic integrity of the State of California;

Whereas, Recent practice has been to direct funding for CTE programs through regional consortia, which has in many cases led to uneven allocation of resources, inability to sufficiently fund some existing CTE programs, and missed opportunities for program development and improvement;

Whereas, The 2016 California Budget Trailer Bill allocates \$200 million of Prop 98 funding to support CTE programs and workforce development through the Strong Workforce Program, but the current expectation is that this funding will once again be directed through regional consortia; and

Whereas, The \$200 million in funding for the Strong Workforce Program could be better used to serve the students and the economy of California if it were allocated directly to community college districts rather than regional consortia;

Resolved, That the Academic Senate for California Community Colleges urge the Chancellor's Office, the legislature, and the Governor's Office ensure that the ongoing \$200 million of the Strong Workforce Program is allocated directly to community college districts rather than through regional consortia.

Contact: Jolena Grande, Cypress College

By Acclamation

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7.0 CONSULTATION WITH THE CHANCELLOR'S OFFICE

7.01 S16 Costs Associated with Prior Military Experience Credit

Whereas, AB 2462 (Block, 2012) calls for “the Chancellor of the California Community Colleges, using common course descriptors and pertinent recommendations of the American Council on Education, [to] determine for which courses credit should be awarded for prior military experience”; and

Whereas, Responsibility for determining credit for prior learning, using mechanisms like credit by exam, relies on input and evaluation by faculty in the disciplines for which credit is being sought and is an academic and professional matter;

Resolved, That the Academic Senate for California Community Colleges, in conjunction with the Chancellor's Office and other system partners, research the costs of implementation of credit for prior military experience; and

Resolved, That the Academic Senate for California Community Colleges, in conjunction with the Chancellor's Office and other system partners, work to secure sufficient and ongoing funding to cover the costs for colleges to ensure the timely implementation and ongoing awarding of credit for prior military experience.

Contact: Erik Shearer, Napa College, SACC Chair

MSC

7.02 S16 Awarding Credit for Prior Learning Experience

Whereas, AB 2462 (Block, 2012) called for the California Community College Chancellor's Office to “determine for which courses credit should be awarded for prior military experience”;

Whereas, The creation of baccalaureate degrees at the California community colleges has increased interest in allowing credit for a variety of prior learning experiences, which could be problematic without guidelines and faculty participation;

Whereas, The awarding of credit for prior experiences, rather than prior coursework, may be a new concept for many colleges; and

Whereas, As with credit by exam and other forms of awarding of credit, the purview of discipline faculty in determining what experience should count, how many units should be awarded, and other issues is paramount to the process;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other interested stakeholders to develop effective practices for the awarding of credit for prior military learning and experience; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other interested stakeholders to explore the option of awarding

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credit for forms of prior learning and experience outside of those involving military experience.

Contact: Dolores Davison, Foothill College and Cleavon Smith, Berkeley City College

MSC

9.01 CURRICULUM

9.01 S16 Adopt the Paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates*

Whereas, Resolution 9.01 S15 directed the Academic Senate for California Community Colleges to “develop a paper on effective practices for local curriculum approval and present it to the field for adoption at the Fall 2016 Plenary Session”;

Whereas, The recommendations of the Task Force on Workforce, Job Creation, and a Strong Economy have resulted in renewed focus on the effectiveness on local curriculum approval processes; and

Whereas, The timely adoption and revision of curriculum requires effective faculty-driven curriculum approval processes through local academic senates and curriculum committees;

Resolved, That the Academic Senate for California Community Colleges adopt the paper *Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates* (as of April 2, 2016) and disseminate the paper to local senates and curriculum committees upon its adoption.

Contact: John Freitas, Executive Committee, Curriculum Committee

MSC

9.02 S16 Develop a Paper on Effective Practices for Educational Program Development

Whereas, “Educational program development,” which is an academic and professional matter identified in Title 5 §53200, involves the development of all certificates and degrees and is therefore inherently a curricular matter;

Whereas, The Task Force on Workforce, Job Creation, and a Strong Economy⁶ has identified several recommendations that have resulted in a focus on the development of educational programs, including the following:

⁶ The report of the Task Force on Workforce, Job Creation, and a Strong Economy is available at <http://doingwhatmatters.cccco.edu/StrongWorkforce/ReportRecommendations.aspx>

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- Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.
- Evaluate, revise, and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.
- Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.
- Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs; and

Whereas, Faculty and colleges would benefit from a paper specifically dedicated to effective practices for developing and revising all educational programs;

Resolved, That the Academic Senate for California Community Colleges develop a paper on effective practices for developing and revising all educational programs and bring the paper to the Spring 2017 Plenary Session for approval.

Contact: Diana Hurlbut, Irvine Valley College, Curriculum Committee

MSC

9.03 S16 Criteria for Recording Low-Unit Certificates on Student Transcripts

Whereas, Title 5 §55070 states that certificate programs of 18 or more semester units or 27 quarter units require Chancellor's Office approval and must be designated "certificates of achievement" and also allows colleges the option of seeking Chancellor's Office approval and certificate of achievement designation for certificate programs of 12 or more semester units or 18 quarter units but less than 18 semester units or 27 quarter units with Chancellor's Office approval required in order for the certificates to be listed on student transcripts;

Whereas, Title 5 contains no provision for Chancellor's Office approval of certificates of less than 12 semester units or 18 quarter units (often referred to as low-unit certificates), and therefore certificates of less than 12 semester units or 18 quarter units cannot be recorded on student transcripts even though they may be of value to students and may meet the needs of the community and industry partners;

Whereas, In January 2016 the Chancellor's Office provided the following voluntarily reported data on the award of low-unit certificates to the System Advisory Committee on Curriculum:

- During the period 2010-2015, a total of 77,836 certificates of less than 18 units and not approved by the Chancellor's Office were awarded to students without being recorded on their transcripts

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- Of these 77,836 certificates awarded to students but not listed on their transcripts, 56,787 were certificates between 6 and 18 semester units and 21,049 were certificates of less than 6 semester units; and

Whereas, The recommendations of the Task Force on Workforce, Job Creation, and a Strong Economy include a recommendation to “(e)xpand the definition of student success to better address workforce training outcomes for both ‘completers’ (students who attain certificates, including low-unit certificates, defined as fewer than 12 units; degrees; transfer-readiness; or enrollment in four-year institutions) and ‘skills builders’ (workers who are maintaining and adding to skill sets required for ongoing employment and career advancement),” a recommendation that clearly recognizes the value of certificates of less than 12 semester units or 18 quarter units to industry partners and to the students who earn them;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and other system partners to identify criteria and any regulatory changes needed to allow colleges to record the completion of all certificates on student transcripts; and

Resolved, That the Academic Senate for California Community Colleges urge local senates and curriculum committees to review their certificates of 12 semester units or 18 quarter units or more but less than 18 semester units or 27 quarter units that have not been submitted to the Chancellor’s Office and evaluate the efficacy and potential benefit to students of submitting such certificates to the Chancellor’s Office for approval and allowing such certificates to be recorded on student transcripts.

Contact: Michael Heumann, Imperial Valley College, Curriculum Committee

MSC

9.04 S16 Flexibility in Awarding Unit Credit for Cooperative Work Experience

Whereas, Cooperative work experience education, as defined in Title 5 §55252, allows students to earn college credit while gaining work experience either related or not related to their educational goals;

Whereas, Title 5 §55256.5 states that the course credit for cooperative work experience is granted according to the following formula:

- (1) Each 75 hours of paid work equals one semester credit or 50 hours equals one quarter credit.
- (2) Each 60 hours of non-paid work equals one semester credit or 40 hours equals one quarter credit.

Whereas, Title 5 §55002.5 allows increments of 0.5 units or less if local policy permits, but §55256.5 is ambiguous on the allowance of increments of less than one unit for cooperative work experience; and

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Whereas, The consensus of the System Advisory Committee on Curriculum is that colleges should be allowed to offer credit for cooperative work experience in increments of less than one unit in order to provide flexibility to colleges in their efforts to develop cooperative work experience programs that meet the specific needs of their students;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other system partners to revise Title 5 §55256.5 to allow unit credit in increments of less than one unit for cooperative work experience.

Contact: Toni Parsons, San Diego Mesa College, Curriculum Committee

MSC

9.05 S16 Modify Regulations on Certificates of Achievement for Greater Access to Federal Financial Aid

Whereas, Title 5 §55070(a) defines a Certificate of Achievement as "Any sequence of courses consisting of 18 or more semester units or 27 or more quarter units of degree-applicable credit coursework," and these certificates must be submitted to the Chancellor's Office for approval and are included on a student's transcript upon completion;

Whereas, Any state-approved educational program that consists of 16 or more semester units or 24 quarter units is eligible for federal financial aid;

Whereas, Colleges are not required to seek Chancellor's Office approval for certificate programs that are less than 18 semester units or 27 quarter units; and

Whereas, Local decisions to not seek Chancellor's Office approval for certificates that are 16 or more semester units and less than 18 semester or at least 24 quarter units and less than 27 quarter units effectively block access to federal financial aid for students who complete such certificate programs;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to modify Title 5 §55070(a) to require all certificate programs consisting of 16 or more semester units or 24 or more quarter units be submitted to the Chancellor's Office for approval in order to maximize student access to federal financial aid; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to review and consider for submission to the Chancellor's Office any existing local certificates that are 16 or more semester units and less than 18 units or at least 24 quarter units and less than 27 quarter units to more immediately expand student access to federal financial aid.

Contact: Tiffany Tran, Irvine Valley College, Curriculum Committee

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MSC

9.06 S16 Student Learning Outcomes Assessment is a Curricular Matter

Whereas, The ASCCC paper “Guiding Principles for SLO Assessment,” approved in Fall 2010, states, “SLOs are instruments of curriculum development, and therefore both the design and the assessment of SLOs clearly are curricular matters”;

Whereas, Outcomes assessment is a form of research that may inform improvements in course curriculum, program curriculum, and teaching methodologies with the goal of improving student achievement; and

Whereas, Curriculum is an academic and professional matter;

Resolved, That the Academic Senate for California Community Colleges urge local senates to ensure that institutional decisions regarding student learning outcomes assessment are understood to be a curricular matter and therefore institutions should consult collegially with local senates;

Resolved, That the Academic Senate for California Community Colleges urge local senate leaders to advocate for outcomes assessment as a form of academic research that emphasizes improvement in student learning;

Resolved, That the Academic Senate for California Community Colleges advocate for State Legislature recognition of these additional research contributions on the part of community college faculty to higher education and advocate for professional development funding to improve the research capacity of community college faculty that enhances teaching and learning; and

Resolved, That the Academic Senate for California Community Colleges urge local academic senates to advocate for recognition of these additional research contributions on the part of faculty to the institution and to advocate for substantial professional development resources for training and reassigned time.

Contact: Stephanie Curry, Reedley College, Accreditation Committee

MSC

9.07 S16 Guidance on Using Noncredit Courses as Prerequisites and Co-requisites for Credit Courses

Whereas, Recent legislative action to equalize the apportionment funding rate for career development and college preparation noncredit instruction with that of credit instruction may make the use of noncredit courses as prerequisites and co-requisites for credit courses an attractive option for colleges that are developing alternative curricular pathways designed to prepare students for college-level work;

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Whereas, Because students are not awarded units for completing noncredit courses, the potential benefits to students of the use of noncredit courses as prerequisites and co-requisites for credit courses include no registration fees, no effect on registration priority, and no effect on financial aid eligibility; and

Whereas, Title 5 §§55002 and 55003 are silent on the use of noncredit courses as prerequisites and co-requisites for credit courses and no existing professional guidance from the Academic Senate has been created to assist faculty in the effective use of noncredit prerequisite and co-requisite courses to adequately prepare students for the target credit courses;

Resolved, That the Academic Senate for California Community Colleges develop guidelines on the appropriate use of noncredit courses as prerequisites and co-requisites for credit courses that ensure the quality and rigor of the curriculum and distribute the guidelines by Spring 2017.

Contact: Michael Heumann, Imperial Valley College, Curriculum Committee

MSC

9.08 S16 Associate Degree for Transfer in Music

Whereas, Associate Degrees for Transfer (ADTs) are limited to a total of 60 semester units completed at a community college and must include the completion of CSU Breadth or IGETC, which consists of 37-39 semester units, leaving only 21-22 units of major preparation for music if none of the music courses has been approved for general education;

Whereas, The ADT in Music is not truly “a degree with a guarantee” due to the requirement for students to audition into music programs and because students can not enter a university music program at the junior level, students still have to take placement tests, students can only get a Bachelor of Arts degree instead of a Bachelor of Music degree, and music faculty do not recommend the ADT degree to students interested in music as a career or transferring as a music major;

Whereas, The music major is a recognized high unit major as evidenced by the 124-132 semester unit Bachelor of Music (BM) degrees at numerous CSU campuses, including CSU Long Beach, CSU Los Angeles, CSU Fullerton, CSU Stanislaus, San Jose State, San Diego State, and the required lower division music curriculum at these institutions ranges between 33 and 40 semester units; and

Whereas, Some disciplines, such as Biology and Chemistry, have developed Transfer Model Curricula using IGETC for STEM, which allows the community colleges to require additional discipline specific units by permitting six units of general education to be completed after transfer;

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Resolved, That the Academic Senate for California Community Colleges recognize the special character of the music major that requires admission by audition which does not fit well with the parameters of the Associate Degree for Transfer; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to create a new Taxonomy of Programs (TOP) code for the Transfer Model Curriculum in Music to eliminate the legal requirement that all colleges with an approved Associate's Degree in Music must have an approved Associate Degree for Transfer in Music.

Contact: Rob Fremland, San Diego Mesa College, Area D

MSC

9.09 S16 Z-Degrees and Faculty Primacy

Whereas, The Department of Finance has introduced budget trailer bill language to incentivize California Community Colleges to develop "Z-Degrees" designed so that students can complete a degree with zero costs for textbooks;

Whereas, The development and review of curriculum and degree programs, as well as the selection of textbooks and other instructional materials, are items of faculty primacy under the 10+1; and

Whereas, The trailer bill language calls for consultation with the local academic senate but fails to recognize the primacy of faculty in these types of decisions;

Resolved, That the Academic Senate for California Community Colleges encourage and support local and statewide discussions regarding degree paths, known as Z-Degrees, with zero text book cost to students;

Resolved, That the Academic Senate for California Community Colleges assert the primacy of faculty in curricular decisions regarding degree and program developments, including Z-Degrees, and communicate the assertion to the legislature and others evincing interests; and

Resolved, That the Academic Senate for California Community Colleges recommend that the 2016 budget trailer bill language ensure that the primacy of faculty is retained by including the local academic senate's approval of the development of Z-Degrees as well as participation in any kind of incentive program related to Z-Degrees.

Contact: Stacey Searl-Chapin, Mt San Jacinto College, Area D

MSC

2016 Spring Plenary Session Adopted Resolutions

9.10 S16 Review and Reform of Curriculum and Instruction Regulations

Whereas, Efforts such as the Basic Skills Initiative and the Task Force on Workforce, Job Creation, and a Strong Economy have identified the need for colleges to redesign curriculum to more effectively serve their students and increase the numbers of students who successfully complete their educational goals;

Whereas, Over time the regulations specified in Title 5, Division 6, Chapter 6 of the California Code of Regulations, which deal with curriculum and instruction, have become an increasingly complex and in some cases contradictory set of regulations that are difficult for California community college faculty to navigate in their attempts to develop innovative curriculum designed to improve student success; and

Whereas, Resolution 7.02 F09 called for “(t)he Academic Senate for California Community Colleges to work with the Consultation Council to identify regulations that are universally problematic and bring those regulations back to the body for further consideration”;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office and system partners to review California Code of Regulations Title 5, Division 6, Chapter 6 and other associated regulations regarding curriculum and instruction for the purpose of identifying any regulatory changes needed to optimize flexibility for curriculum innovation.

Contact: John Freitas, Los Angeles City College, Area C

MSC

9.11 S16 Academic Senate Guidelines on Course Substitutions for Associate Degrees for Transfer

Whereas, Community college districts have traditionally established local policies and procedures that permit students to request course substitutions for degree major requirements to allow students to complete their degrees without being required to repeat or complete additional coursework, including cases where students have transferred between community colleges;

Whereas, The creation of Associate Degrees for Transfer (ADTs) has led to questions about the appropriate use of course substitution for ADTs for students who have transferred between colleges having already completed similar courses at their former colleges that are not identical to the ADT requirements of their current college, such as the following:

- Completing a course at the former college that does not have a C-ID designation but is otherwise equivalent to a required ADT course at the current college
- Completing a course that was included in the list of acceptable courses to meet ADT requirements at the former college but is not included in the list of acceptable courses in the same ADT at the current college; and

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Whereas, The *Academic Senate Statements on Reciprocity, Course Substitution, and Credit by Exam—in Light of AA-T and AS-T Degrees*⁷ was released in September 2013, in response to resolution 15.01 S11 to provide guiding principles for local senates on the use of course substitutions that adheres to the spirit and intent of SB 1440 (Padilla, 2010) but lacks detailed guidance for local senates on the appropriate application of course substitutions;

Resolved, That the Academic Senate for California Community Colleges develop by Spring 2017 resources that provide guidance to local senates on effective practices for the appropriate use of course substitutions by students who have transferred between colleges and who intend to earn an Associate Degree for Transfer while ensuring that the integrity of the degree is not compromised.

Contact: Dave Degroot, Allan Hancock College

MSC

9.12 S16 Prioritize Data Integrity

Whereas, The state and federal education and labor agencies use several data collection systems (i.e., Taxonomy of Programs, TOP; the Classification of Instructional Programs, CIP; and the Standard Occupational Classification, SOC) to collect data about the populations they serve and to determine the allocation of resources for those services provided along with the fulfillment of any accountability requirements;

Whereas, The Academic Senate for California Community Colleges has long sought to improve data integrity through several resolutions seeking to review and revise TOP codes regularly (21.01 F99, 9.03 F00) and to move away from TOP codes to the CIP code system (9.02 F10);

Whereas, There is broad agreement on the following:

- Using three distinctly dissimilar data gathering structures leads to numerous errors and chronic confusion;
- Using data gathering systems which are not aligned with those used by other state and federal education and labor agencies is counterproductive and costly;
- There are numerous ongoing errors in the data currently being collected;
- The collection of this data fulfills a number of distinctly different requirements that are not necessarily well met by any one of the systems currently in use;
- The process for appropriately assigning courses to specific codes should be an inclusive and consistent process in as much as possible without undermining local decision-making; and

⁷ This statement is available at https://c-id.net/docs/policies/Reciprocity-September_12_2013.pdf

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Whereas, The faculty-led statewide processes, including but not limited to C-ID, are appropriate and inclusive means to accurately identify and document course-to-code assignments, as has been done in the intensive cleanup of CB21 basic skills data;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office and other stakeholders to prioritize the improvement of data integrity through a comprehensive review of the processes and reasons for collecting system data that involves all appropriate stakeholders; and

Resolved, That the Academic Senate for California Community Colleges engage in a faculty-led statewide process to develop ways to accurately identify and document appropriate course-to-code assignments that will result in improved data.

Contact: Dan Smith, Mt. San Antonio College

MSC

10.0 DISCIPLINES LIST

10.01 S16 Adopt the Paper *Equivalence to the Minimum Qualifications*

Whereas, Questions regarding equivalence to faculty minimum qualifications and equivalency processes have been raised with increasing frequency in recent years, especially due to the 2015 discussions of the Task Force on Workforce, Job Creation, and a Strong Economy; and

Whereas, Resolution 10.01 F14 directed the ASCCC to revise its 2006 paper *Equivalence to the Minimum Qualifications*;

Resolved, That the Academic Senate for California Community Colleges adopt the proposed revisions to the paper *Equivalence to the Minimum Qualifications*.

Contact: John Stankas, Executive Committee, Standards and Practices Committee Chair

MSC

10.02 S16 Explore Changes to Minimum Qualifications

Whereas, The discussions and recommendations of the 2015 Board of Governors Task Force on Workforce, Job Creation, and a Strong Economy included extended consideration of minimum qualifications for career technical education (CTE) faculty, as some districts report difficulty with finding faculty who meet minimum qualifications to teach in their CTE programs;

Whereas, One frequently proposed solution to issues regarding difficulty in hiring CTE faculty who meet minimum qualifications is a reconsideration of single-course equivalency, but Legal Opinion L 03-28 (R. Black, 2004) states that "a district is not authorized to establish a single course equivalency as a substitute for meeting minimum

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qualifications in a discipline,” and Academic Senate Resolution 10.09 S02 affirms the ASCCC’s opposition to single-course and sub-disciplines equivalency;

Whereas, The 2016 California Budget Trailer Bill Language (February 1, 2016) calls on the Community College System to “Eliminate barriers to hiring qualified instructors for career technical education courses, including reevaluating the required minimum qualifications for career technical education instructors,” and thus considerable legislative pressure may be exerted regarding the reform of the minimum qualifications process; and

Whereas, Certain disciplines are indeed very broad in scope, and an exploration of creating within broad disciplines a number of more narrowly defined disciplines as recommended by the discipline faculty through the ASCCC’s Disciplines List Process might be both prudent in the face of possible legislative pressure and beneficial for community college CTE programs and the communities they serve;

Resolved, That the Academic Senate for California Community Colleges work with discipline faculty and other interested stakeholders to explore the possibility of creating within existing CTE disciplines more narrowly defined disciplines when discipline faculty deem such a discussion to be potentially beneficial.

Contact: John Stankas, San Bernardino Valley College, Area D

MSC

11.0 TECHNOLOGY

11.01 S16 Update the 2008 Technology Paper

Whereas, The creation of educational programs, including professional development, technology, and curriculum standards, is an area of faculty primacy regardless of modality, and an increasing number of colleges are creating or expanding online programs in response to student interest in online courses, degrees, and certificates;

Whereas, In order to be effective in serving students, high quality online educational programs require sufficient resources, including infrastructure, technology, professional development resources, and student support services, all of which are needs that may be identified through local program review processes, institutional planning and budget development processes, and faculty development processes, each of which is a matter of local senate purview;

Whereas, Since the publication of the Academic Senate paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates* in 2008, substantial advances in online education have occurred in the areas of technology, pedagogy, and student support services, including those promoted through the efforts of the California Community Colleges Online Education Initiative; and

Whereas, The Academic Senate for California Community Colleges is the legal representative of faculty on academic and professional matters and therefore has primacy

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in providing professional guidance to the field on the elements of high quality online education programs, including curriculum, student support service needs, infrastructure, technology, and faculty professional development;

Resolved, That the Academic Senate for California Community Colleges, in order to provide guidance to local senates and colleges on best practices in online education programs, update the 2008 paper *Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates*.

Contact: Dolores Davison, Executive Committee, Online Committee

MSC

13.0 GENERAL CONCERNS

13.01 S16 Feasibility Study to Expand the Hayward Award

Whereas, Recognizing both full- and part-time faculty through the Hayward Award is a laudable and important goal;

Whereas, Alternating the recognition of part-time and full-time faculty in each area annually has reduced the opportunity to recognize full-time faculty to receive recognition; and

Whereas, This practice has created confusion at some colleges that have completed their local award programs and has made it difficult to recognize both full- and part-time faculty;

Resolved, That the Academic Senate for California Community Colleges evaluate the feasibility of expanding the Hayward Award to recognize both full- and part-time faculty in each area annually.

Contact: Robb Lightfoot, Shasta College

13.02 S16 Resolution on the Importance of Direct Links to the Library on College Websites

Whereas, California community college libraries provide an increasingly vast array of online resources including research databases, ebooks, online information literacy tutorials, chat reference assistance, and library catalogs;

Whereas, In recognition of the critical role that libraries play in student success, the vast majority of California Community Colleges⁸ provide direct links to the college library on their websites; and

Whereas, Numerous studies demonstrate that students who use the library are more successful in college⁹;

⁸ Seventy-nine CCCs have direct links to the library on the college website; 34 do not.

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Resolved, That the Academic Senate for California Community Colleges recommend that colleges consider the critical importance of providing access to library resources by a direct click link to the library on the college website.

Contact: Elena Heilman, Yuba College

MSC

18.0 MATRICULATION

18.01 S16 Develop Retesting Guidelines for the Common Assessment

Whereas, Title 5 §55522 (b) specifies that “Each community college district shall adopt procedures that are clearly communicated to students, regarding the college's sample test preparation, how the student test results will be used to inform placement decisions, and the district's limits on the student's ability to re-test”;

Whereas, Existing district policies often permit students to retake an assessment test after some period of time, but that period of time can vary greatly from one district to another, with some districts allowing students to reassess immediately while other districts require students to wait several years; and

Whereas, The Common Assessment will ensure that all community college students are assessed using the same assessment exam, and variances between district policies could create equity issues for students that do not have access to a district with a less restrictive retesting policy;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor’s Office to develop guidelines for the development of assessment policies that maintain local control over retesting policies and procedures while maximizing access for students and distribute the guidelines to local senates and curriculum committees prior to the availability of the Common Assessment to all colleges; and

Resolved, That the Academic Senate for California Community Colleges urge local senates to delay revision of current policies regarding retesting for placement until after the distribution of assessment retesting guidelines.

Contact: Craig Rutan, Executive Committee, Co-chair Common Assessment Initiative

MSC

⁹ Association of College and Research Libraries. *The Value of Academic Libraries: A Comprehensive Research Review and Report*.

Website: http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/val_bibliography.pdf

See also:

Association of College and Research Libraries. *Academic Library Contributions to Student Success : Documented Practices from the Field*.

Website: http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/contributions_report.pdf

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18.02 S16 Placement Model for Transfer Statistics Using High School Transcript Data

Whereas, Using high school transcript data, the Multiple Measures Assessment Project (MMAP) has developed placement models in English, mathematics, English as a Second Language (ESL), and reading that are currently being piloted at more than 20 different community colleges;

Whereas, The placement models developed by MMAP typically require a higher level of predicted success than many placement tests currently in use at colleges;

Whereas, Using actual student data, MMAP has developed a placement model for transfer level statistics that indicates that some students are likely to be successful at statistics even though Algebra I was their highest high school mathematics course completed; and

Whereas, An analysis of 22,403 students that enrolled in transfer level statistics as their first college mathematics course, 2,435 of those students had completed Algebra I as their highest high school mathematics course, 703 of these would have been placed based MMAP placement model with a 60 % success rate, while 1,732 of these students do not satisfy the MMAP placement model and had a success rate of 48%;

Resolved, That the Academic Senate for California Community Colleges authorize the distribution of the “MMWG Mathematics Decision Rules Recommendation and Discussion Summary” to Multiple Measures Assessment Project and Common Assessment Initiative pilot colleges;

Resolved, That the Academic Senate for California Community Colleges urge local senates to work with their administrations to ensure that the proposed statistics placement model is analyzed using data for their own students to ensure that the model works as predicted prior to using it to place students;

Resolved, That the Academic Senate for California Community Colleges urge local senates to review the proposed statistics placement model and make any necessary modifications to ensure no negative impact on existing articulation agreements between their college and four year universities; and

Resolved, That the Academic Senate for California Community Colleges collect data on the effectiveness of the statistics placement models and report the results by Fall 2017.

Contact: Craig Rutan, Santiago Canyon College, Area D

MSC

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18.03 S16 Local Determination of Advanced Placement Credit at California Community Colleges

Whereas, The California Community Colleges, California State University and University of California Systems offer credit for Advanced Placement (AP) scores of 3, 4, and 5, yet how that credit will be awarded and applied is determined by each individual institution;

Whereas, The Academic Senate for California Community Colleges worked with the Intersegmental Committee of Academic Senates (ICAS) partners in response to Resolution 9.06 S07 Researching AP Uses and Cut Scores to “clarify how AP exam scores are applied to grant unit and/or subject credit for purposes that vary among segments, with the goal of achieving similarity in standards across our institutions and for our students”¹⁰;

Whereas, The determination of appropriate credit for AP exam results is a curricular matter over which local faculty have purview, yet Assembly Bill 1985 (Williams, 2016) would mandate that all community colleges grant course credit for any student who earns a score of three or higher on an AP Exam, thus conflicting with Education Code and Title 5 Regulations and removing from the local decision-making process any evaluation of whether such credit is appropriate or in the best interests of students; and

Whereas, Due to the continually developing nature of AP Exam content and structure, AP policies and practices at all colleges should be reviewed regularly to ensure that the best interests of students are being served;

Resolved, That the Academic Senate for California Community Colleges encourage local senates and curriculum committees to work with discipline faculty to conduct regular reviews of processes and practices for awarding credit for Advanced Placement scores in order to ensure that students receive all proper credit and are not required to duplicate coursework; and

Resolved, That the Academic Senate for California Community Colleges oppose legislation that mandates community colleges to award course credit for specific levels of performance on Advanced Placement Exams.

Contact: Ginni May, Sacramento City College, Area A

MSC

18.04 S16 Increase Awareness of High School Articulation Resources

Whereas, The Chancellor’s Office contracted with Career and Technology Education Management Application (CATEMA) to provide a state level purchase of their services for all California’s community colleges;

¹⁰ <http://asccc.org/resolutions/researching-ap-uses-and-cut-scores>
<http://calstate.edu/transfer/requirements/AdvancedPlacementAPCourses.shtml>
<http://admission.universityofcalifornia.edu/counselors/exam-credit/ap-credits/index.html>

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Whereas, CATEMA provides the means to track and document course, grade, and other student information for students exercising high school articulation, dual enrollment, and concurrent enrollment options; and

Whereas, These resources may contribute to significant increases in student success with greatly reduced operational costs, yet many colleges are unaware of these free services;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to increase awareness of the Career and Technology Education Management Application (CATEMA) resources and to make better use of the data.

Contact: Conan McKay, Mendocino College

MSC

19.0 PROFESSIONAL STANDARDS

19.01 S16 Support for Faculty Open Educational Resources Coordinators

Whereas, The College Textbook Affordability Act of 2015 (AB 798, Bonilla, 2015), provides incentives to colleges that seek to reduce textbook costs by adopting Open Educational Resources (OER) in a minimum of 10 course sections;

Whereas, The intersegmental California Open Educational Resources Council (COERC) created a Request for Proposals (RFP) that included the specific requirement that colleges include in the RFP the "Identification, roles, and responsibilities of your Textbook Affordability Campus Coordinator who will coordinate your textbook affordability program, including ensuring the programs are implemented in a timely and effective manner and providing reports and evaluations on the campus's program outcomes"; and

Whereas, The evaluation of program outcomes regarding curricular decisions, including the adoption of textbooks, is an academic and professional matter;

Resolved, That the Academic Senate for California Community Colleges urge local senates that intend to apply to participate in the Textbook Affordability Act ensure that the process for the selection of the Textbook Affordability Campus Coordinator involves collegial consultation with the local academic senate.

Contact: Cheryl Aschenbach, Executive Committee, COERC Member

MSC

19.02 S16 Career Technical Education and Laboratory/Activity Faculty and College Governance

Whereas, The recommendations of Board of Governors Task Force on Work Force, Job Creation, and a Strong Economy not only recognized the necessity of colleges' career

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technical education (CTE) programs but also the increased the necessity of CTE faculty participation in governance locally and statewide;

Whereas, The Academic Senate for California Community Colleges recognizes the need for CTE faculty participation through resolutions and positions;

Whereas, CTE faculty typically have more contact hours with students as a result of local bargaining agreements that count laboratory hours differently than lecture hours, which decreases the number of hours that CTE faculty have to fully participate in the governance matters of local senates and the ASCCC; and

Whereas, The differential between a lecture and a laboratory or activity course full-time load hours is a governance concern that affects all programs containing laboratory or activity courses;

Resolved, That the Academic Senate for California Community Colleges work with the Chief Executive Officers and Chief Instructional Officers to foster local support, such as substitutes and compensation, for CTE faculty to participate in local governance and statewide work associated with the task force recommendations; and

Resolved, That the Academic Senate for California Community Colleges work with the state-level leadership of faculty unions toward a joint effort to eliminate the differential between lecture and laboratory hours in order to allow more time for laboratory faculty in any credit and Career Development College Preparation noncredit programs to participate in governance matters at local colleges and statewide.

Contact: Dianna Chiabotti Napa Valley College, Area B

MSC

19.03 S16 Infusing Equity throughout College Processes

Whereas, the Chancellor's Office's Student Equity Fact Sheet acknowledges that achievement gaps for disproportionately impacted groups are deeply influenced by systemic institutional practices in higher education, including "college and/or district accreditation, educational master planning, program review, and basic skills planning processes," as well as "planning, budgeting, and the delivery of instruction and services"^{11, 12, 13};

Whereas, There is vital importance in examining systemic institutional and pedagogical practices and how they may contribute to disproportionate impact;

¹¹ CCCCCO Student Equity Fact Sheet, January 2014

¹² Senate *Rostrum*, February 2016, "Disenfranchised Students-Who Are They?"

¹³ ASCCC Resolution 20.01, Fall 2014

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Whereas, Making progress on closing the achievement gap between disproportionately impacted groups must involve examining and questioning institutional and pedagogical practices and adopting holistic and institution-wide approaches that are responsive to impacted populations; and

Whereas, According to the Transfer, Articulation, and Student Success Committee of the ASCCC's Survey on Existing Services for Disenfranchised Students, many colleges do not offer services that support the success of disenfranchised students and the services that are available tend to be scattered and cohort-specific¹⁴;

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to ensure that student equity planning efforts include practices that involve questioning and challenging institutional systems that contribute to disproportionate impact;

Resolved, That the Academic Senate for California Community Colleges recommend that local senates work with their administrators to incorporate equity as a foundational value into college educational master plans and strategic plans; and

Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to develop a set of effective practices for equity planning.

Contact: Gayle Pitman, Sacramento City College

¹⁴ Survey on Existing Services for Disenfranchised Students, ASCCC, 2016, presented at Spring 2016 Plenary

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3.01.02 S16 Amend Resolution 3.01 S16

Amend second and third whereas and first resolved:

Whereas, Since the publication of the Academic Senate Paper *A Re-examination of Faculty Hiring Processes and Procedures* in Fall 2000, the ASCCC has passed 15 resolutions reaffirming positions that express the need for and value of faculty diversity, yet a great disparity between the faculty diversity and the diversity of the student population remains, ~~as approximately 70% of faculty in the system are white while nearly 70% of the students are non-white~~¹⁵;

Whereas, Education Code Section 87100 (a) (3) cites the need for a “work force that is continually responsive to the needs of a diverse student population,” and hiring practices that promote the development of a workforce better able to serve student needs can work to reduce biases in hiring processes and combat the persistent perception that initiatives to promote the hiring of ~~ethnic~~ minorities compromise professional and academic standards; and

Resolved, That the Academic Senate for California Community Colleges provide rigorous and easily accessible training to educate colleges and faculty on ways in which they can increase the ~~ethnic~~ diversity of faculty through multiple targeted actions to recruit and hire faculty ~~who are best able to serve the needs of diverse student populations while in no way compromising the professionalism nor standards of academic programs~~; and

Contact: Denise Allen-Hoyt, Crafton Hills College

MSF

9.02.01 F16 Amend 9.02 F16

Strike the second whereas:

~~Whereas, The Strong Workforce Task Force¹⁶ has identified several recommendations that have resulted in a focus on the development of educational programs, including the following:~~

- ~~• Evaluate, strengthen, and revise the curriculum development process to ensure alignment from education to employment.—~~
- ~~• Evaluate, revise, and resource the local, regional, and statewide CTE curriculum approval process to ensure timely, responsive, and streamlined curriculum approval.—~~

¹⁵ CCCCO Equity Summit Presentation, Irvine, CA November 4, 2015.

¹⁶ The report of the Strong Workforce Task Force is available at <http://doingwhatmatters.cccco.edu/StrongWorkforce/ReportRecommendations.aspx>

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- ~~Improve program review, evaluation, and revision processes to ensure program relevance to students, business, and industry as reflected in labor market data.~~
- ~~Develop robust connections between community colleges, business and industry representatives, labor and other regional workforce development partners to align college programs with regional and industry needs and provide support for CTE programs; and~~

Contact: Alex Immerblum, East Los Angeles College, Area C

MSF

9.03.01 S16 Amend Resolution 9.03 S16

Strike second resolved:

~~Resolved, That the Academic Senate for California Community Colleges urge local senates and curriculum committees to review their certificates of 12 semester units or 18 quarter units or more but less than 18 semester units or 27 quarter units that have not been submitted to the Chancellor's Office and evaluate the efficacy and potential benefit to students of submitting such certificates to the Chancellor's Office for approval and allowing such certificates to be recorded on student transcripts, as a potential benefit.~~

Contact: Dianna Chiabotti, Napa Valley College

MSF

9.08.01 S16 Amend Resolution 9.08 S16

Strike the second and third resolved:

~~Resolved, That the Academic Senate for California Community Colleges work with the Chancellor's Office to create a new Taxonomy of Programs (TOP) code for the Transfer Model Curriculum in Music to eliminate the legal requirement that all colleges with an approved Associate's Degree in Music must have an approved Associate Degree for Transfer in Music.~~

Contact: David DeGroot, Allen Hancock College

MSF

2016 Spring Plenary Session Moot Resolutions

3.01.03 S16 Amend Resolution 3.01 S16

Amend the first resolved:

Resolved, That the Academic Senate for California Community Colleges provide rigorous and easily accessible training to educate colleges and faculty on ways in which they can increase the ~~ethnic~~ diversity of faculty through multiple targeted actions to recruit and hire faculty ~~who are best able~~ to serve the needs of diverse student populations while in no way compromising the professionalism nor standards of academic and student services programs; and

Contact: Mandy Liang, City College of San Francisco